



ASH MANOR SCHOOL  
Aspire & Achieve

# Year 7 Summer Term Knowledge organiser

Name:

Tutor group:

Tutor:

Tutor room:

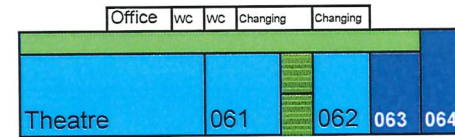
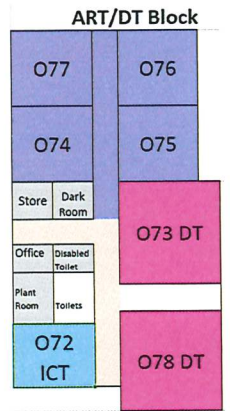
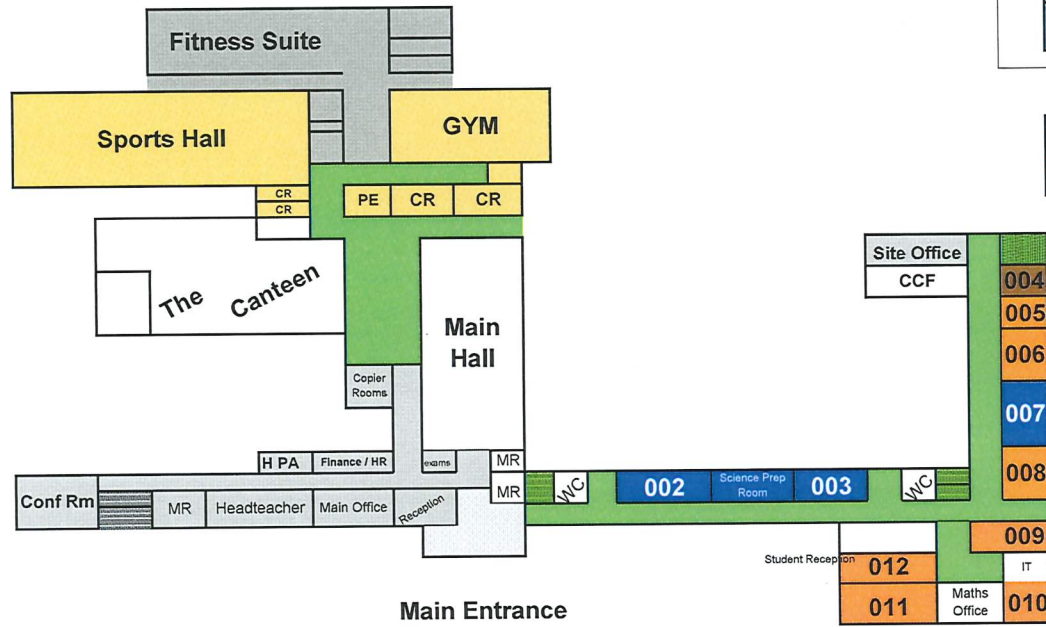
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## Key School information

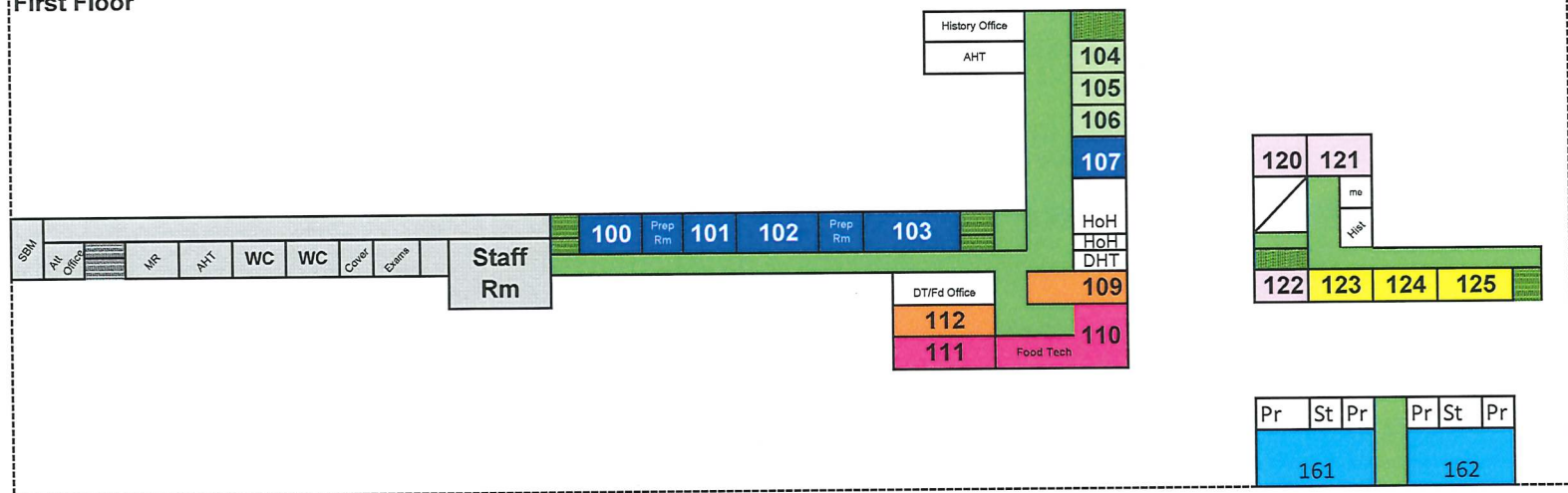
Times of the school day	
<b>8.00am – 8.30am</b>	Breakfast in canteen
<b>8.35am</b>	Pre-lesson 1 bell
<b>8.40am-9.30am</b>	Lesson 1
<b>9.30am-10.20am</b>	Lesson 2
<b>10.20am-10.40am</b>	Morning break
<b>10.40am-11.30am</b>	Lesson 3
<b>11.30am-12.20pm</b>	Lesson 4
<b>12.20pm-1.00pm</b>	Lunch
<b>1.00pm-1.20pm</b>	Tutor time / Assembly
<b>1.20pm-2.10pm</b>	Lesson 5
<b>2.10pm-3.00pm</b>	Lesson 6
<b>3.00pm-4.00pm</b>	Extended learning and extra-curricular clubs

Term dates	
<b>Autumn term</b>	<b>Y7:</b> 04/09/23 to 15/12/23 <b>Y8-11:</b> 05/09/23 to 15/12/23
Half term	23/10/23 to 27/10/23
<b>Spring term</b>	03/01/24 to 28/03/24
Half term	12/02/24 to 16/02/24
<b>Summer term</b>	15/04/24 to 19/07/24
Half term	27/05/24 to 31/05/24

Important IT details	
<b>Username</b>	
<b>Password reminder</b>	



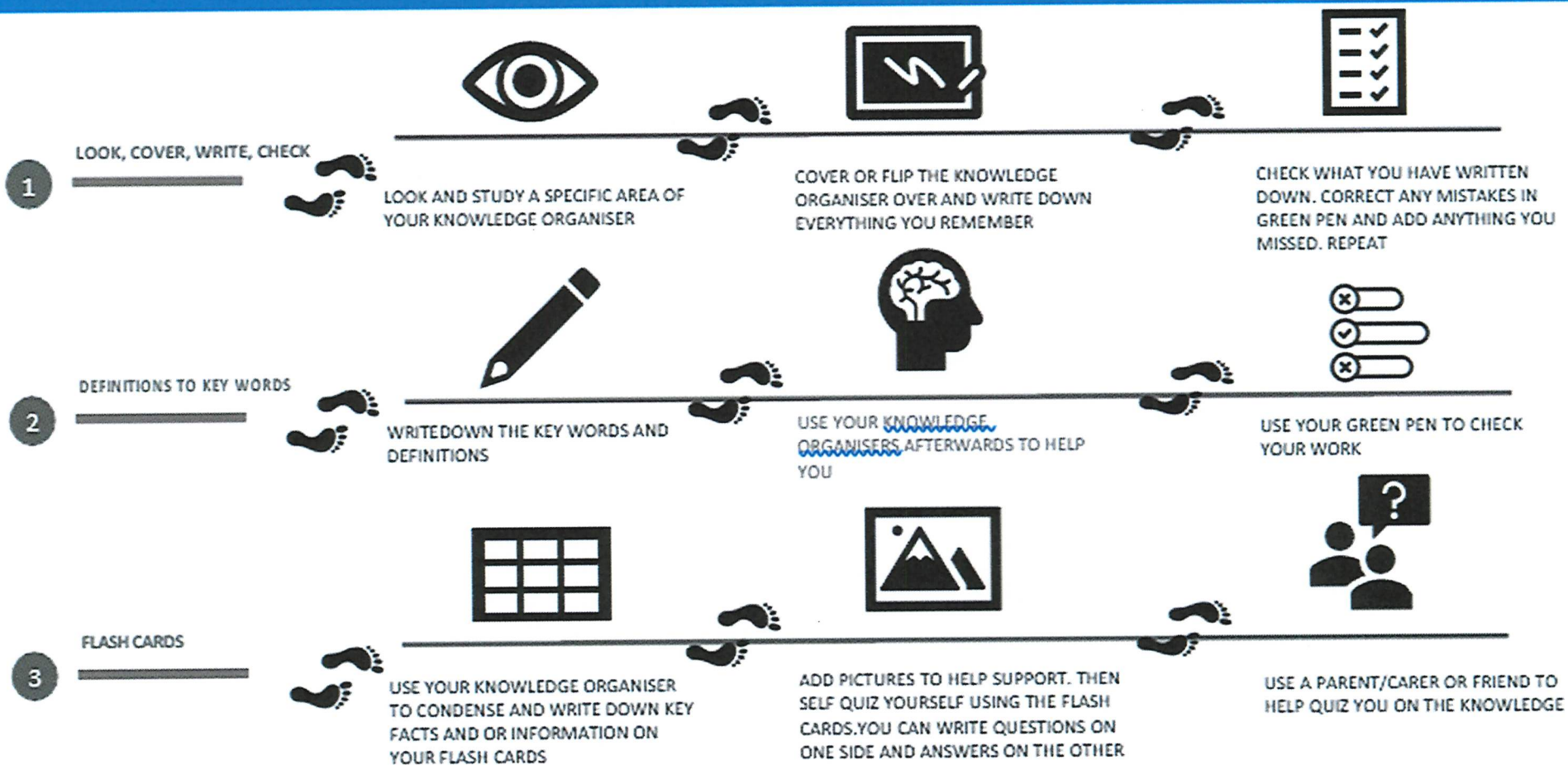
**First Floor**



- Science
- Maths
- English
- Art
- Computing Studies
- MFL
- History / Classics
- Geography
- Performing Arts
- PE
- SEND
- RE
- DT/Food
- Business studies
- non student areas

# How to use Knowledge Organisers – a step by step guide

Knowledge organisers contain critical knowledge you must know. This will help you recap, revisit and revise what you have learnt in lessons in order to remember this knowledge for the long term. You must have this for every lesson – it is part of your equipment.



KNOWLEDGE ORGANISERS ARE ALSO AVAILABLE ON THE SCHOOL'S WEBSITE:  
<https://www.ashmanorschool.com/>

# How to use Knowledge Organisers – a step by step guide

Knowledge organisers contain critical knowledge you must know. This will help you recap, revisit and revise what you have learnt in lessons in order to remember this knowledge for the long term. You must have this for every lesson – it is part of your equipment.

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## SELF QUIZZING



USE YOUR KNOWLEDGE ORGANISERS TO CREATE A MINI QUIZ. WRITE DOWN QUESTIONS USING YOUR KNOWLEDGE ORGANISER



ANSWER THE QUESTIONS



YOU CAN ALSO USE FAMILY TO HELP QUIZ YOU. KEEP SELF QUIZZING UNTIL YOU GET ALL QUESTIONS CORRECT

5

## MIND MAPS



CREATE A MIND WITH ALL THE INFORMATION YOU CAN REMEMBER



CHECK YOUR KNOWLEDGE ORGANISERS TO SEE IF THERE WERE ANY MISTAKES WITH THE INFORMATION YOU HAVE MADE



TRY TO MAKE CONNECTIONS THAT LINKS INFORMATION TOGETHER

6

## PAIRED RETRIEVAL



ASK A PARTNER OR FAMILY MEMBER TO HAVE THE KNOWLEDGE ORGANISER OR FLASH CARDS IN THEIR HANDS



THEY CAN TEST YOU BY ASKING YOU QUESTIONS ON DIFFERENT SECTIONS OF YOUR KNOWLEDGE ORGANISER



WRITE DOWN YOUR ANSWERS IN YOUR PRACTICE BOOKS

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<https://www.ashmanorschool.com/>

# ART

## Media Experiment Annotation Checklist

What media have you used?

How have you used the technique?  
(describe the method)

What/who inspired you?

What else did you try?

Why was it successful/why?

Is there anything you would change/need to do now?

## Tick list:

- ✓ Title page Mind map
- ✓ Initial ideas
- ✓ Statement of intent
- ✓ Experiments
  - Experimental drawings
  - Potassium permanganate
  - Quink ink and bleach
  - etc.....

- ✓ Artist research pages
- ✓ Development of ideas
- ✓ Final piece planning
- ✓ Creation of final piece.

*Make sure you are up to date with the tick list as you move through the project.*

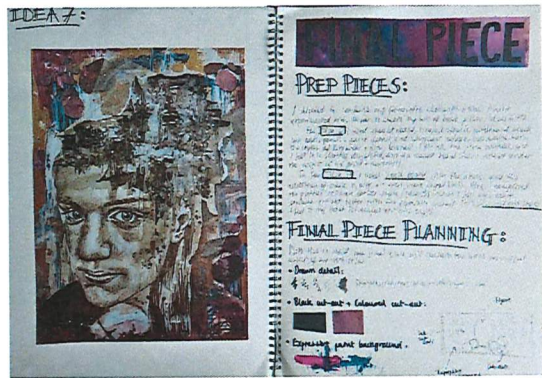
## Artist research page

- Facts
- Opinions
- Images
- Artist copy
- Presentation



## AQA GCSE Assessment Objectives - you will be marked on each for your coursework

AO1 (24)	AO2 (24)	AO3 (24)	AO4 (24)
Develop your ideas through investigating artists, designers and other appropriate sources. Demonstrate critical understanding of sources.	Refine your work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.	Record your ideas, observations and insights that are relevant to your project intentions as work progresses. Annotate work and include drawings within your sketchbook.	Present a personal and meaningful response that realises your project intentions and demonstrates understanding of visual language.



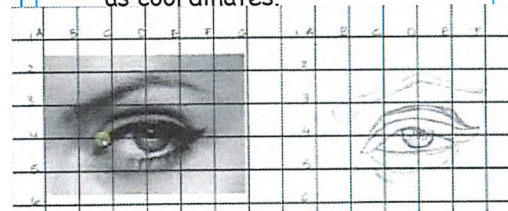
## Final Piece Planning

I have done the following:

- ✓ Sketched and planned what my final piece will look like
- ✓ Experimented with different techniques and annotated them.
- ✓ Included colour where appropriate
- ✓ Annotated with a statement of intent to show where my idea has come from

## Grid drawing

- Carefully measure to get straight lines - line it up with the edge of the paper.
- Add letters across the top and numbers down the side to use as coordinates.



## Portrait Experiments



## Skin Tone Colour Mixing



## Brush Control /Techniques

- Wash
- Dry brush
- Stippling
- Blending



# ART

## Working with Clay: Techniques to Try



Rolling snakes with the clay.



Scratching details with tools.



Rolling a ball of clay.



Smoothing out the clay.



Creating holes or hollows.



Squeezing the clay.



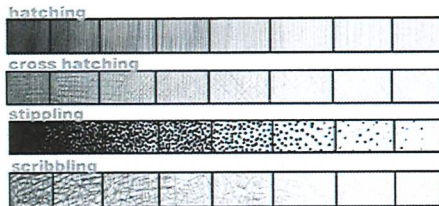
Pulling and pinching the clay.



Adding pieces to your sculpture.

## Drawing skills

- Mark making to create texture.
- Blending.
- Erasing.



Tonal Scale - refer to when drawing.



## Key words:

**Primary source** - is one that you study directly from first-hand experience. Primary sources can be natural objects, artefacts, places, people or events.

**Secondary source** - material produced by others. Secondary sources can be photos of a primary source, internet images or film material.

**Gridding** - The grid method is an inexpensive, low-tech way to reproduce and/or enlarge an image that you want to paint or draw.

**Contrast** - Using pencil or paint to create dark and light areas in an image.

**Form** - Form refers to three dimensional objects. Shapes with form have three dimensions (height, width and depth). To create form - light, shadow, and tone.

**Tonal range** - Showing a range of 5 different tones. Dark to light.

## Ancient Greek and Roman Mythological creatures



Cerberus



Hydra



Centaur



Pegasus



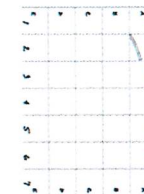
Unicorn



Griffon

**Sculpture** - A sculpture is an art form made in three dimensions.

Sculptors use four basic processes - carving, modelling, casting, constructing - to create their works.



## Gridding

1. Draw a grid over your image using squares.
2. Enlarge the square measurements to squares on paper.
3. Like a map use the grids to plot out your drawing.







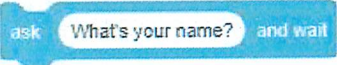
# COMPUTING YEAR 7 SUMMER 1

## BLOCK BASED PROGRAMMING

### SEQUENCE

➤ A set of instructions that follow one after another

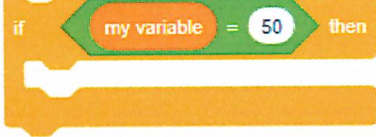
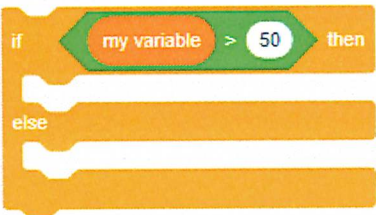
#### Scratch instructions

	A variable is a place to store values
	Variables can be set to a value
	Variable values can be changed as the program runs
	Variables can be printed to the screen
	The user can be asked to enter a value

### SELECTION

➤ A point in a computer program when a decision is made to do one thing or another



#### Scratch selections

	"If" lets the program check a variable and do something only if the condition is met.
	"if" can also have an "else" so that one of two different things is done depending on whether the condition is met or not



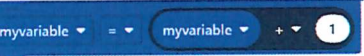
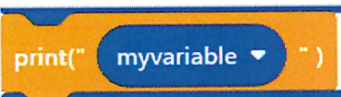

### ITERATION

➤ A repeat of a group of instructions within a computer program


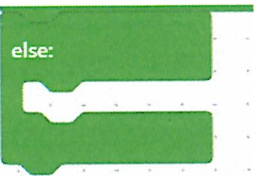
#### Scratch iterations

	Repeat a set of instructions a given number of times (in this case the number of times in the value of the variable)
	Repeat a set of instructions until a condition (in this case) depending on the value of the variable, is met. Then stop

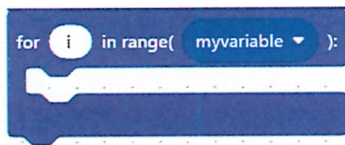
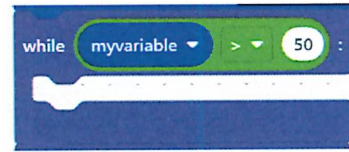
#### Edublocks instructions

 Variables	A variable is a place to store values
	Variables can be set to a value
	Variable values can be changed as the program runs
	Variables can be printed to the screen
	The user can be asked to enter a value

#### Edublocks selections

	"If" lets the program check a variable and do something only if the condition is met.
	"if" can also have an "else" so that one of two different things is done depending on whether the condition is met or not

#### Edublocks iterations

	Repeat a set of instructions a given number of times (in this case the number of times in the value of the variable)
	Repeat a set of instructions while a condition (in this case) depending on the value of the variable, is met. Then stop

## COMPUTING YEAR 7 SUMMER 2 TEXT BASED PROGRAMMING

### SEQUENCE

➤ A set of instructions that follow one after another

### SELECTION

➤ A point in a computer program when a decision is made to do one thing or another

### ITERATION

➤ A repeat of a group of instructions within a computer program

#### Python instructions

<code>myVar = 0</code>	A variable is a place to store values. Variables can be set to a value
<code>myVar = myVar + 1</code>	Variable values can be changed as the program runs
<code>print(myVar)</code>	Variables can be printed to the screen
<code>myVar = input("Enter a value")</code>	The user can be asked to enter a value

#### Python selections

<code>if myVar == 50:   print("it is 50")</code>	"If" lets the program check a variable and do something only if the condition is met.
<code>if myVar == 50:   print("it is 50") elif myVar == 40:   print("it is 40") else:   print("other value")</code>	"if" can also have an "else" so that one of two different things is done depending on whether the condition is met or not

#### Python iterations

<code>for x in range(myVar):   print("repeat this")</code>	Repeat a set of instructions a given number of times (in this case the number of times in the value of the variable)
<code>while myVar &lt; 50:   print("repeat this")</code>	Repeat a set of instructions while a condition (in this case) depending on the value of the variable, is met. Then stop

#### Variable data types

<code>myInt = 10</code>	Integer: a whole number
<code>myFlt = 10.5</code>	Float: Number with a decimal point
<code>myStr = "Abc321"</code>	String: a group of letters and numbers
<code>myBool = True</code>	Boolean: True or False
<code>myArray = [2, 4, 6, 8]</code>	Array: a set of values

#### Mathematical Operators

<code>myVar = myVar + 10</code>	Add to the value in a variable
<code>myVar = myVar - 10</code>	Subtract from the value in a variable
<code>myVar = myVar * 10</code>	Multiply the value in a variable
<code>myVar = myVar / 10</code>	Divide the value in a variable

#### Logical Operators

<code>If myVar == 50:</code>	Is it equal to
<code>If myVar &gt; 50:</code>	Is it greater than
<code>If myVar &lt; 50:</code>	Is it less than
<code>If myVar &gt;= 50:</code>	Is it greater than or equal to
<code>If myVar &lt;= 50:</code>	Is it less than or equal to
<code>If myVar != 50:</code>	Is it NOT equal to

Summer

Drama

Year 7

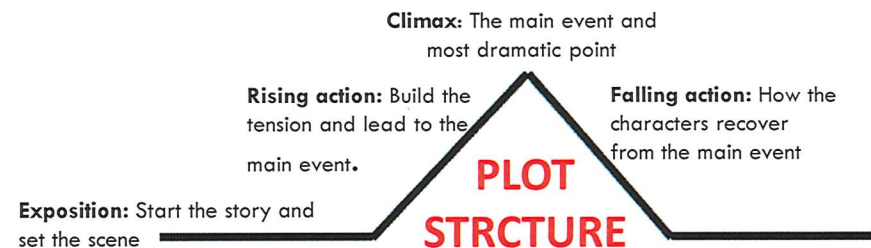
# Mask Acting: Trestle Theatre Company

Trestle Theatre Company is a professional theatre company specialising in mask and physical theatre. Currently based in a renovated chapel in the city of St Albans in the county of Hertfordshire, England. The company creates its own masks, performances, workshops and training, sending the masks nationally and internationally.



<u>Key Features of Mask Performance</u>	
Word	Definition
<b>Ensemble Performance</b>	When actors work together as a group, to create an effect.
<b>Passing the focus</b>	When one or more actor, actively 'give' the audience focus to another actor.
<b>Stealing the focus</b>	When one or more actor, actively 'steals' the audience focus to another actor.
<b>Clocking</b>	When an actor looks/acknowledges the audience or an action very boldly
<b>Centres of personality</b>	When an actor uses a part of the body, to express their personality.
<b>Pastiche</b>	A character which is an exaggeration of a person.
<b>Levels of Tension</b>	1 – 7 levels of tension/energy in an actor's body.

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



# Evaluating Performance

## IDEA

Use this 'formula' whenever you evaluate a performance you have

**GIVEN** or one you have

**EXPERIENCED**

Identify the skill

Describe how you/they used it

Explain why focussing on...

Audience Impact

## Vocal skills

- pitch
- pace/tempo
- pause
- power/volume
- tone
- Intonation
- emphasis

## Spatial Skills

*Use of space*

- positioning *on stage*
- movement *across stage*
- levels
- proxemics

## Physical Skills

- facial expression (face)
- gesture (arms/hands)
- posture (back/shoulders)
- stance (feet)
- eye contact/gaze (eyes)
- gait (walking style)

## Evaluation Words

**Successful**

**Effective**

**Engaging**

**Powerful**

What did the audience  
**THINK?**  
**FEEL?**  
**EXPERIENCE?**

# Myths and Legends

# Summer 1 English Year 7

<b>What?</b>	What is the writer trying to tell us about the character/theme/setting?	<i>The idea of X is presented as... The writer presents the theme of X as ...</i>
<b>How?</b>	How do they use language/structure to do this? How do key words/phrases show this?	<i>The adjectives/noun/verb/phrase/image ... This suggests/implies/indicates/demonstrates...</i>
<b>Why?</b>	Why are they doing this? Why did they choose that language?	<i>The writer wants us to understand the significance of... It can be seen that/it might be thought that/some readers might think</i>

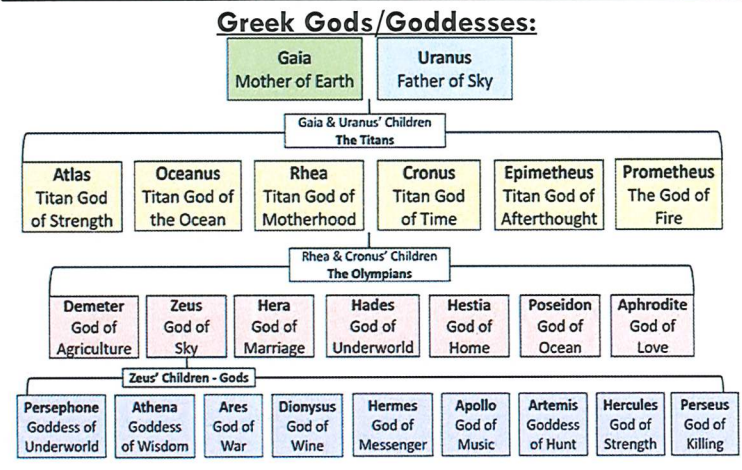
- **The reader feels:** empathy, sympathy, anger, outrage, respect, disapproval, horrified, excitement, admiration, relief, anxiety, critical, disappointment, worried, disappointed, eager, pleased.

**Terminology:**  
**Myth:** a traditional story concerning the early history of a people or explaining a natural or social phenomenon, and typically involving supernatural beings or events.  
**Origin Myth:** a myth that explains the beginnings of a natural or social aspect of the world.  
**Legend:** a traditional story sometimes popularly regarded as historical but not authenticated.  
**Folktales:** a story originating in popular culture, typically passed on by word of mouth.

Mythical Figures	
Pandora	Anansi
Medusa	Persephone
Maui	Banshee
Loki	Icarus
Minotaur	Beth Gelert
Narcissus	Hydra

**Themes:**  
 Lies and Deceit  
 Love and Romance  
 Passion and Morality  
 Appearance and Reality  
 Secrecy  
 Honesty  
 Life and death  
 Afterlife  
 Good vs evil

**Key Vocabulary:**  
**Hubris:** Having excessive pride or self confidence.  
**Gods:** Superhuman being or spirit (male deity).  
**Goddesses:** Superhuman being or spirit (female deity)  
**Fate:** Events that are not under our control.  
**Mythical:** Characteristics of myths or fairy tales.  
**Hero:** A person admired for their courage (male).  
**Heroine:** A person admired for their courage (female).  
**Metaphor:** Saying something is something else.  
**Simile:** Comparing two things using 'like' or 'as'.  
**Noun:** A name, place or thing.  
**Adjective:** A describing word.  
**Adverb:** A word that describes a verb.  
**Verb:** An action  
**Personification:** Giving human qualities to something non-human.  
**Zoomorphism:** Attributing animal characteristics to non-animals.



# Summer 2 English YEAR 7

## Fantasy writing: Creating a setting

### Vocab

**Subversion:** doing the opposite of what is expected

**Short Sentence:** a sentence that uses a one main clause, usually to create mystery or tension.

**Simile:** comparing two things using 'like' or 'as.'

**Personification:** giving human features to a non human object.

**Superlatives:** words ending in -est.

**Imagery:** language used to create an image in the mind of the reader.

**Plosive Alliteration:** two or more words together starting with the letters p, b or d.

**Hyperbole:** language used to create an exaggeration.

**Rule of Three:** using a list of three things to add description.

**Juxtaposition:** two opposite ideas in a text.

**Foreboding:** language used to hint that something bad is to come.

### Sentence types:

**Simple:** A sentence which contains a subject and a verb.

**Compound:** A sentence which has two independent clauses.

**Complex:** A sentence with an independent clause joined by one or more dependent clauses.

### Ways to start sentences

**Adverbial phrase for when something happens:**

- After running up the hill,...
- Before charging into battle,...

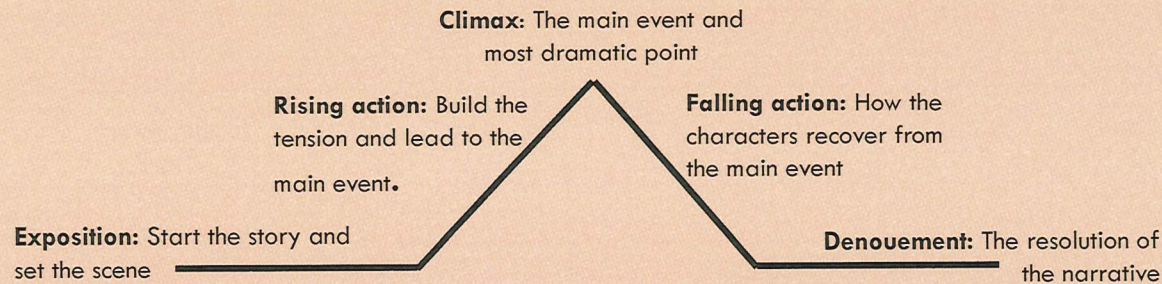
**Adverbial phrase for how something happens:**

- With an ear-piercing bellow, the army rushed into battle.
- With his friends standing behind him, the boy walked out onto the stage.

**Start with a simile. A simile compares two things:**

- As strong as... As large as... As wise as... As hot as... As tiny as... As sensitive as... As dark as... As busy as...

### Structuring a story (Freytag's Pyramid)



### Punctuation

- . **Full stop** – ends a sentence
- , **comma** – separates ideas
- : **Colon** – introduces a list
- ; **semi-colon** – separates clauses
- ! **Exclamation mark** – adds emphasis
- ? **Question mark** - interrogative
- “ ” **Speech marks** – indicates speech
- **Hyphen** – shows connection
- ... **Ellipsis** – creates mystery/intrigue

### Reading list

- Harry Potter
- Lord of the Rings
- The Jungle Book
- The Golden Compass
- Lion Witch and the Wardrobe

### Conventions

- Good vs. evil.
- The heroic (or villainous) quest for power or knowledge.
- Tradition vs. change.
- The individual vs. society.
- Man vs. nature.
- Man vs. himself.
- Coming of age.
- Love.
- Magic.
- Unique Setting.
- A Heroic Adventure.
- Power Structures or Hierarchies.
- Otherworldly Creatures.
- Relatable Themes.
- Unique Language

# Food and Nutrition

## DEEP FAT FRYING

Foods are fully cooked in a deep pan of hot oil.



Foods you can cook; Chips, battered fish, bread crumbed foods.

## GRILLING

Foods are cooked under intense radiating heat or on a BBQ.



Foods you can cook; Meat & chicken, fish & tomatoes.

## BOILING

Food is cooked in water at 100°C.



Foods you can cook; Pasta, vegetables, potatoes

## STEAMING

Cooking food in steam which rises from a pan of boiling water below it.



Foods you can cook; Vegetables, fish, dumplings

## POACHING

Cooking food in water in a shallow pan just below boiling point.



Foods you can cook; Fish, eggs, fruits

## BAKING

Foods cooked in an oven.



Foods you can cook; Cakes, breads, biscuits, potatoes, pizza

## Seasonal Food

1. Seasonal foods require less energy, water and fertiliser.
2. The produce compliments the time of year. E.g. salads and berries during the summer months & potatoes and root vegetables for winter.
3. Food can be sold to strengthen the economy
4. Eating food out of season increases your **food miles**
5. For the majority of products, large industrial glasshouses are required for out of season production which require more water and electricity to help them grow.



## Time Planning

A time plan is a set of instructions for you and others in order to prepare, cook and serve food consistently. In order to ensure that food is cooked and served promptly good time planning is essential.

Time	Method	Special Points
9:00	Get equipment & ingredients ready	Check equipment
9:05	Heat the oil in a large saucepan fry the onion and garlic	Hob 6 Large saucepan
9:07	Brown the mince and break down any chunks of meat	Wooden spoon Check for no pink in the meat
9:12	Add the tinned tomatoes, tomato puree, sugar, spices, stock cube and the water	Put all the spices onto a plate
9:15	Bring to a boil	Hob 7
9:17	Simmer and cook over a low heat stirring occasionally until the mixture is rich and thickened	Hob 5

Each ingredient plays an important part (**function**) when making a cake.

Flour

Gives the cake **structure** (holds its shape)



Margarine/butter

Gives the cake **flavour** and a **soft texture**

Egg

Gives the cake **texture**

Sugar

Gives the cake **sweetness**

Baking powder

Helps the cake to **rise**.

## What is Wheat?

Wheat is a cereal grain.



Cereal grains from wheat are ground down to make flour for bread, pasta and more starchy foods.



**Shortening** is the fat used for shortbread, biscuits, shortcrust pastries and crumbles. It gives the products a 'crumbly' and 'melt in the mouth' texture.



## Year 7 – Ma vie

By the end of this topic, you will be able to produce this text in your own, adapted form. On the following pages, you will find the various sentence builders which will help you adapt this text and produce your own.

	Français	English
1	Voici ma routine quotidienne	Here is my daily routine
2	D'habitude, je me réveille vers sept heures	I usually wake up around seven o'clock
3	du matin et je me lève tout de suite.	In the morning and I get up straight away.
4	Puis, je me douche et je me brosse les dents.	Then, I have a shower and I brush my teeth.
5	à sept heures et demie, je m'habille	at half past seven, I get dressed
6	Et je prends mon petit-déjeuner.	and I have my breakfast.
7	Pendant la semaine, je porte mon uniforme	During the week, I wear my uniform
8	Pourtant il faut que je dise que c'est terrible.	However, I must say that it's terrible.
9	Je porte un pantalon noir et une chemise bleue	I wear black trousers and a blue shirt
10	Avec une cravate à rayures.	with a striped tie.
11	Chez moi, je préfère porter un jean et un pull	At home, I prefer to wear jeans and a hoody
12	Car c'est plus confortable et facile.	Because it is really comfortable and easy.
13	Pour le petit-déjeuner, je mange des céréales	For breakfast, I eat some cereal
14	Avec du lait et je bois du jus d'orange.	With some milk and I drink some orange juice.
15	Plus tard pour le déjeuner, j'aime manger	Later for lunch, I like to eat
16	de la pizza ou un sandwich au fromage.	Some pizza or a cheese sandwich.
17	Quand je rentre chez moi, je prends mon goûter	When I return home, I have a snack
18	Et je me repose un peu avec mon demi-frère.	and I rest a bit with my step-brother.
19	Le soir, je mange de la viande avec du riz	In the evening, I eat some meat with some rice
20	Et quelquefois je mange aussi de la salade	and sometimes I eat some salad too.
21	Parce que c'est très sain et rafraîchissant	Because it is very healthy and refreshing.
22	A vingt-deux heures, je me couche	At ten o'clock at night, I go to bed
23	Après avoir lu un roman historique.	After having read a history novel.
24	Ce week-end, je vais aller en ville avec mon ami	This weekend, I am going to go into town with my friend
25	Pour manger dans un restaurant.	In order to eat in a restaurant.
26	Je vais prendre le plat du jour	I am going to have the daily special
27	Et pour boire, une limonade	And a lemonade with some ice cubes to drink
28	Je vais laisser un pourboire pour le serveur	I am going to leave a tip for the waiter
29	Car je pense que je suis une personne vraiment généreuse	Because I think that I am a very generous person
30	J'ai hâte de le faire	I can't wait to do it!



## The Top 10

### 1) Time Phrases/Sequencers

Tout d'abord	First of all
Puis	Then
Ensuite	Then
Finalement	Finally
Aujourd'hui	Today

### 6) Negatives

Je <u>n'</u> aime <u>pas</u> porter	I do <u>not</u> like to wear
Je <u>n'</u> aime <u>pas</u> manger	I do <u>not</u> like to eat
Je <u>n'</u> aime <u>pas</u> boire	I do <u>not</u> like to drink
Je <u>n'</u> aime <u>pas</u> prendre	I do <u>not</u> like to have*
Je <u>n'</u> aime <u>pas</u> faire	I am <u>not</u> like to do

### 2) Connectives

et	and
mais	but
ou	or
car / parce que	because
however	pourtant

### 7) Modal Verbs

Je peux	I can
Je dois	I must
Je veux	I want
Je voudrais	I would like
Il faut	It is necessary

### 3) Opinions and Reasons

Je pense que	I think that
Je crois que	I believe that
Je dirais que	I would say that
Il faut que je dise que	I must say that
A mon avis	In my opinion

### 8) Present Tense

Je prends	I have* ( <i>I take</i> )
Je fais	I do
Je porte	I wear
Je mange	I eat
Je bois	I drink

### 4) Comparison

<u>plus</u> aigre <u>que</u>	<u>more</u> sour <u>than</u>
<u>moins</u> épicé <u>que</u>	<u>less</u> spicy <u>than</u>
<u>aussi</u> sucré <u>que</u>	<u>as</u> sugary <u>as</u>
<u>le plus</u> rafraîchissant	<u>the most</u> refreshing
<u>le moins</u> dégoûtant	<u>the least</u> disgusting

### 9) Past Tense

J'ai pris	I had* ( <i>I took</i> )
J'ai fait	I did
J'ai porté	I wore
J'ai mangé	I ate
J'ai bu	I drank

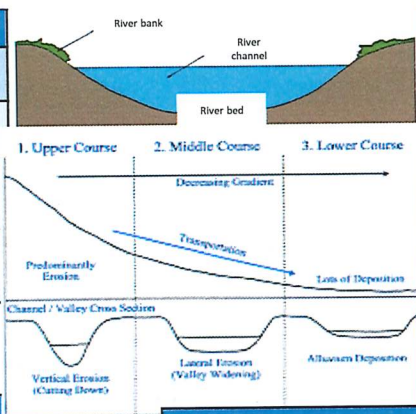
### 5) Qualifiers

très	very
un peu	a little bit
assez	quite
trop	too
vraiment	truly

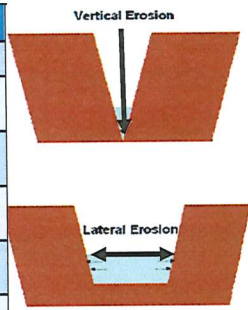
### 10) Future Tense

Je prendrai	I will have ( <i>take</i> )
Je ferai	I will do
Je porterai	I will wear
Je mangerai	I will eat
Je boirai	I will drink

River Long Profile	
Long Profile	Shows you how the gradient (steepness) of the river changes.
Upper Course	Steep gradient, V-shaped valley, steep sides, narrow & shallow channel, mainly erosion.
Middle Course	Medium gradient, gently sloping valley sides, wider & deeper channel, meanders, erosion and deposition.
Lower Course	Gentle gradient, very wide almost flat valley. Very wide & deep channel, mouth, mainly deposition.



River Processes			
As rivers flow, they erode material, transport it & then deposit it further downstream.			
Erosion is the wearing away of the land/sediment. There are 4 types of erosion:		Transportation is the movement of eroded material. How material is moved depends on the size of the particles:	
Attrition	Rocks that bash together to become smooth/smaller.	Traction	Large particles like boulders are pushed/rolled along.
Solution	A chemical reaction that dissolves rocks.	Saltation	Pebble-sized particles are bounced along the river bed.
Abrasion	Eroded rocks picked up by the river and scrape/rub the channel – sandpaper effect.	Suspension	Small particles like silt and sand are carried along by the water.
Hydraulic Action	Water enters cracks in the channel, air compresses, causing the crack to expand and break off – sheer force of the water.	Solution	Soluble materials e.g. limestone dissolved in the water and carried along
Deposition is when a river drops eroded material. It occurs when a river loses velocity (speed). This happens mainly in the lower course.			

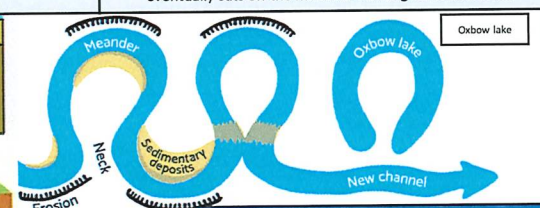
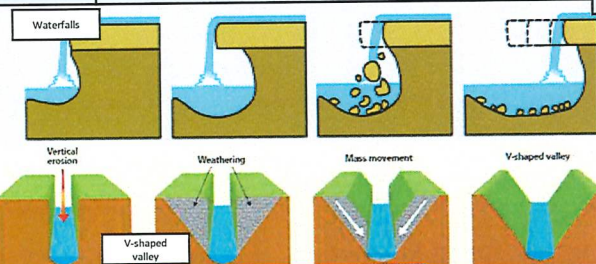
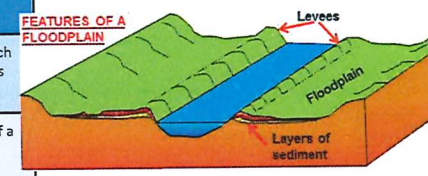


## Year 7 Geography Spring Term Rivers

Upper Course Landforms	
Waterfall	Form when a river flows over an area of hard rock followed by an area of soft rock. The softer rock is eroded forming a step. A steep drop is eventually created, called a waterfall, over time the hard rock is undercut by erosion, becomes unsupported and collapses, this cause abrasion leading to the formation of a plunge pool. Over time this process repeats leaving a steep sided gorge.
V-shaped Valley	In the upper course most of the erosion is vertical (downwards) this creates steep sided v-shaped valleys. The rivers lack the power to erode laterally (sideways) so they erode vertically until the river banks become very steep and they then collapse into the river leaving a v-shaped valley behind.

Middle Course Landforms	
Meander	Rivers develop large bends called meanders. Key features: <ul style="list-style-type: none"> <li>The current is faster on the outside of the bend (as it is deeper) therefore erosion occurs causing a river cliff.</li> <li>The current is slower on the inside of the bend (as it is shallower more friction) therefore deposition happens forming a slip-off slope.</li> </ul>
Oxbow Lake	Meanders get larger over time and can eventually form an oxbow lake. Key steps: <ul style="list-style-type: none"> <li>Erosion causes the outside bends to get closer forming a narrow meander neck. The river breaks through the neck usually during a flood and the river flows along the shortest route. Deposition eventually cuts off the meander forming an oxbow lake.</li> </ul>

Lower Course Landforms	
Flood Plain	A flood plain is the wide valley floor on either side of the river which occasionally floods. When rivers flood the water slows down, loses energy and deposits material. This makes flood plains very fertile.
Levee	Levees are natural embankments (raised banks) along the edges of a river channel. During a flood material is deposited over the whole flood plain, the heaviest material is deposited closest to the river channel, over time the material builds up forming levees.



Case Study: Boscastle Flood – causes	
Location and Background:	Boscastle - North Cornwall flood in 2004; £1 million pounds worth of damage; vulnerable to flash floods; no modern flood defences; confluence of 3 rivers Jordan, Eden and Valency.
Physical Cause:	Impermeable rock – Granite which increases run-off.
Physical Cause:	Steep sided valley – Fast run-off - 2 billion litres fed into the river channels.
Physical Cause:	Heavy rainfall - 75mm of rainfall fell in 2 hours = 1 months rainfall.
Human Cause:	old, low bridge – the old low bridge trapped trees, cars and debris in the river.

Physical and Human Causes of Flooding.	
Physical: <b>Geology:</b> Impermeable rocks such as granite and clay increases surface run-off to the river channel.	Physical: <b>heavy rain:</b> Heavy rainstorms can lead to sudden flash floods as river channel cannot contain the sheer volume of water flowing into them. Steady rainfall over several days can also lead to flooding.
Physical: <b>steep slopes:</b> steep slopes encourage a rapid transfer of water towards river channels.	Human: <b>Farming:</b> soil is left unused and exposed to the elements this can lead to more surface run off to river channels.
Human: <b>deforestation:</b> When trees are removed much more water is suddenly available and transferred rapidly to river channels.	Human: <b>building on floodplain</b> Tarmac and concrete are impermeable. This prevents infiltration & causes surface runoff to river channels.

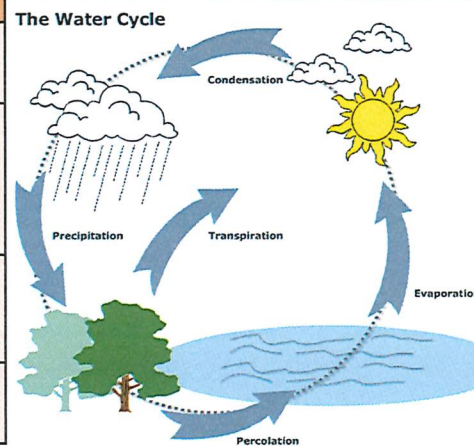
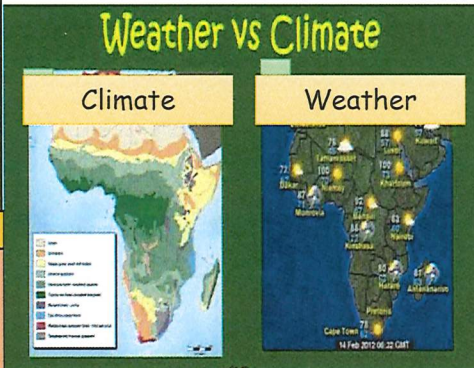
Case Study: Boscastle Flood – Effects	
Economic Impacts:	58 Properties, 4 businesses, roads and bridges destroyed. After the flood a reduction in tourism hit some businesses hard. (usually 90% of economy)
Social Impacts:	sudden flood meant no evacuation of belongings, 1 person was seriously injured as well as other injury and stress to residents.
Environmental Impacts:	trees uprooted by the flood leading to loss of habitat. Pollution of rivers from 50 cars being washed out to sea and houses being damaged.

Case Study: Boscastle Flood – Management	
Flood Management Scheme:	Cost £4 million
Soft engineering:	a gauge was put in to measure river levels & improve prediction, dead trees & vegetation removed, car park has been raised, flood plain zoning.
Hard engineering:	the river channel has been widened and deepened, new embankments built, and old ones strengthened, new bridge constructed.
Evaluation of management scheme:	<ul style="list-style-type: none"> <li>Social- the scheme will only protect residents from a 1 in 75 year flood.</li> <li>Economic- the scheme cost £4million but is not as good as it could be.</li> <li>Environmental- biodiversity has increased as the river is now more natural.</li> </ul>



The River Clyde - Scotland	
Length	160 km long. Source – Southern Uplands, Mouth – West Coast of Scotland.
Direction of flow	– NW through Motherwell and Glasgow.
Upper course	– Corra-Linn waterfall 27 m high.
Lower course	– Glasgow built on the banks of the River Clyde where there is an estuary.

## Year 7 Geography Summer Term Weather & Climate



Weather VS Climate	
Weather and climate are often confused. It is important you know the difference between these two key terms	
Weather	Weather refers to what happens in the atmosphere day by day.
Climate	Climate is the average weather of a place over a long period of time (usually 30 years).
So if I go on holiday to Spain I expect it to be hot and sunny (the climate) but if it rains while I am there I am seeing weather.	
The Water Cycle	
What makes weather happen? Over 70% of the Earth's surface is covered by water. The majority of water is stored in the oceans and seas of the world. Water is neither created nor destroyed. It is cycled round over and over again in the Earth's atmosphere. This is called the water cycle	
Evaporation	Warmth from the sun causes water from lakes, streams, ice, and soils to turn into water vapour in the air.
Transpiration	Transpiration happens when plants give off water vapour through tiny pores in their leaves, just like people and animals sweat when they're hot! This water vapour evaporates into the air.
Condensation	Water vapour in the air changes back into a liquid. It forms small droplets which are visible as clouds.
Precipitation	Precipitation is made up of any type of water that falls to the earth like snow, hail, mist, or rain.

Micro-Climates	
A microclimate is formed when the climate of a small area is different to it's surroundings due to the effect of local features.	
Within a climatic region, the climate may vary from place to place, eg the top of a hill, the sunny side of a hill, the shaded side of a hill and the bottom of a hill. <i>These areas with their small variations are called microclimates.</i>	
Factors that can cause micro-climates	
Aspect	The direction a place faces. <i>Places that face south will be warmer than places that face north.</i>
Buildings	Whether there are buildings in the local area and how tall they are. <i>Buildings absorb heat so they can make nearby places warmer. They can also speed up the wind.</i>
Surface colour	Whether the surface is a dark colour (like tarmac) or a light colour (like grass). <i>Darker colours absorb more heat so tend to be warmer. Lighter colours reflect heat so tend to be cooler.</i>
Shelter	Whether a place has protection from the wind. <i>Sheltered places have lower wind speeds so tend to be warmer than unsheltered spots.</i>
Physical features	Whether there are natural features nearby such as woods, lakes or hills. <i>Wooded areas tend to be cooler and less windy, areas near lakes tend to be cooler and hill top locations are windier and colder than valleys.</i>

Our Fieldwork Investigation	
Ms Bailey wants to put a new bench somewhere in the school grounds and she has asked us to investigate where would be the best place to locate it!	
Our fieldwork investigation will be looking at 'microclimates around Ash Manor School' to decide where the best location for the new bench.	
Strand One Suitable Question for Enquiry	<ul style="list-style-type: none"> <li>The geographical question we will be investigating is: <i>Where is the most suitable microclimate for a bench at Ash Manor School?</i></li> <li><i>Some of the risks associated with carrying out our enquiry are:</i> Weather (cold/hot/rain) Trip hazards (low fences etc) Carrying equipment.</li> <li>We then need to consider how we can reduce these risks.</li> </ul>
Strand Two: Data Collection	<ul style="list-style-type: none"> <li>We used stratified sampling (using prior knowledge of the school site to pick three different sites to collect data)</li> <li>Our Data Collection Methods are:                             <ul style="list-style-type: none"> <li>Measuring wind speed using an anemometer</li> <li>Measuring temperature using a thermometer</li> <li>Field sketches of each site</li> <li>Site descriptions</li> </ul> </li> </ul>
Strand Three: Data Presentation	<ul style="list-style-type: none"> <li>We can present our data in different ways:                             <ul style="list-style-type: none"> <li>Temperature: located pictogram</li> <li>Wind speed: located proportional symbols</li> </ul> </li> </ul>
Strand Four: Data Analysis	<ul style="list-style-type: none"> <li>Here we need to analyse what our data shows us</li> <li>Mean= add up all the data and / by how many data sets we have</li> <li>Remember we use our Point Evidence (Data/numbers) Explain (say why) Link back to our question, structure!</li> </ul>
Strand Five: Conclusion	<ul style="list-style-type: none"> <li>Here you need to say if you proved or disproved your hypothesis /prediction</li> <li>A conclusion needs to answer our original question in a PEEL structure</li> </ul>
Strand Six: Evaluation	<ul style="list-style-type: none"> <li>Evaluating data is all about how accurate it is, and whether it lets you to answer our research question</li> <li>You also need to think about how the investigation could be improved if you did it again!</li> </ul>

**Strand One:**  
Setting a suitable question for enquiry  
*This is where we set a question to investigate and make some predictions. We have to think about the risks that we may encounter and why we want to investigate something.*

**Strand Two:**  
Collecting Data  
*This is where we go into the 'field' and measure, record and collect data that will help us to answer our investigation question.*

**Strand Three:**  
Data Presentation  
*This is where we take our data (numbers) we have collected and put this into graphs/maps to show what we have found.*

**Strand Four:**  
Data Analysis  
*This is where we pick apart our data and try to understand what it shows us, for example finding out the mean.*

**Strand Five:**  
Conclusion  
*This is where we answer our investigation question and see whether our predictions were correct or not.*

**Strand Six:**  
Evaluate  
*This is where we say what went well with our investigation and how we could improve it for next time.*

### Thomas Becket

Thomas Becket was a trusted friend and advisor of King Henry II. Henry II wanted more control over the church in England so appointed Becket the new Archbishop of Canterbury. He was murdered by the King's knights in 1170 after Becket excommunicated Henry's supporters.



### The Peasants' Revolt

The peasants revolted in 1381 because they were unhappy with the way they were being treated. Causes included:

#### Wages

The King put a maximum amount that you could pay a peasant. This meant that the peasants stayed poor.



#### The Poll Tax

Everyone had to pay a tax; the amount was the same for the rich and poor. This was seen as unfair.

#### The King

Richard II was only 10 years old when he became King so relied on his advisors to help him rule England.



#### War with France



England had been at war with France for 50 years. The King asked the people to pay more taxes to help England win.

## Year 7 History: Term 3

### Medieval England

#### Key Words:

**Interpretation:** When someone's opinion can affect how they view facts about the past.

**Revolt:** When a group of people fight back against something they disagree with or someone in authority.

**Archbishop:** An important religious position in the Christian church. They hold more power than a priest or bishop.

**Tax:** Money that you have to pay to the government or ruler of the country.

**Peasant:** A poor person from the Medieval Period.

**Immigration:** When people move to a new place/country

### King John



King John ruled England from 1199-1216. He was the younger brother of Richard the Lionheart. Historians have different views about whether King John was a good or bad leader.

#### The Magna Carta

King John signed the Magna Carta on 15<sup>th</sup> June 1215. This ended the arguing between King John and the Barons who did not like how he was ruling England. By signing this, John was giving more rights to his people and some say it is the start of democracy in England.



#### **Descriptive language -**

Used to show opinion

#### Interpretation of King John

"No King was ever as **unlucky** as King John. But despite losing lands in France during times of war, John did **a great deal** to **improve the defences of England** from foreign invasion and by the time of his death the **Pope had become a powerful supporter of England.**"

**Evidence** – Factual evidence selected used to support an argument.

**Timeline of Farnham.**

**Stone Age**

Many prehistoric bones and tools, such as arrow and axe heads, have been found in the area.

**Roman Britain**

Surrey is crossed with many Roman roads and Roman villas have been found in the area.

**The Normans**

Farnham Castle is an example of a Stone Keep Castle built by the Normans.

**Victorians**

Innovations in transport meant that places such as Farnham had a railway built.

**Iron Age**

Caesar's Camp (Farnham) is an example of a market place/centre.

**Anglo-Saxons**

Weaving instruments have been discovered suggesting this was an important resource for trading.

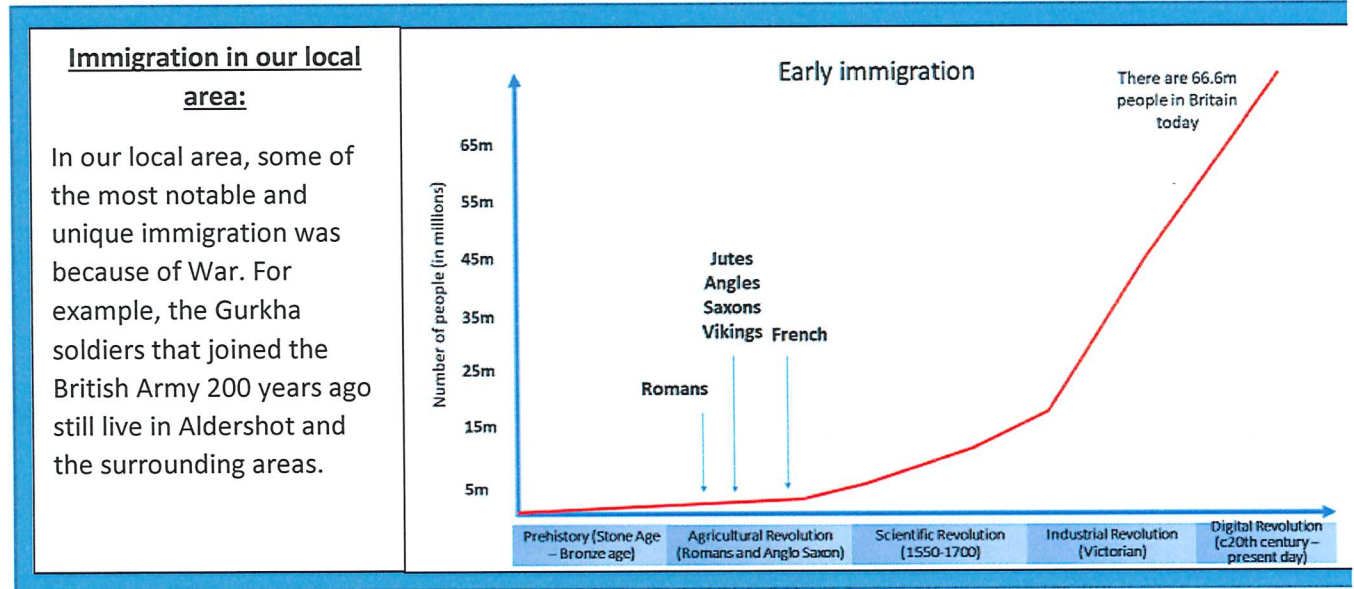
**Tudor Period**

Waverley Abbey is a famous example of a monastery destroyed by Henry VIII after the break from Rome.

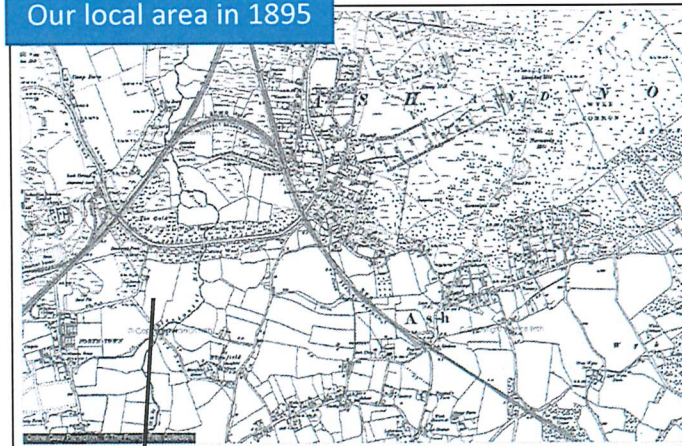
**20<sup>th</sup> Century**

Many men went to fight in WWI and WWII. Memorials to the men from Farnham can be found in the town.

**The History of Our Local Area**



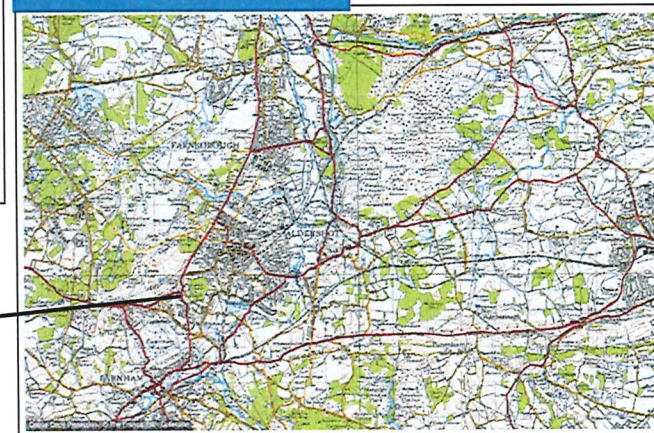
**Our local area in 1895**



Less densely populated and more countryside can be seen

**How has our local area changed and developed?**

**Our local area in 1940.**

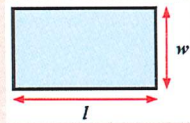


There are more roads suggesting cars are widely used for travel

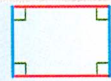
# Year 7 Mathematics Key Information

## Area of a Rectangle

$$A = l \times w$$



## Quadrilaterals



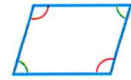
Rectangle

All angles 90°  
Opposite sides equal



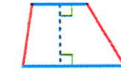
Square

All angles 90°  
All sides equal



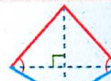
Parallelogram

Opposite sides parallel and equal



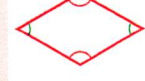
Trapezoid (US)  
Trapezium (UK)

Two sides parallel



Kite

Adjacent pairs of sides equal



Rhombus

All sides equal  
Opposite sides parallel

## Metric and Imperial Measures

$$8\text{km} \approx 5 \text{ miles}$$

$$30\text{cm} \approx 1 \text{ foot}$$

$$2.5\text{cm} \approx 1 \text{ inch}$$

$$1\text{kg} \approx 2.2 \text{ pounds}$$

$$4.5\text{l} \approx 1 \text{ gallon}$$

$$1\text{l} \approx 1.75 \text{ pints}$$

## Metric Length Conversions

$$1\text{km} = 1000\text{m}$$

$$1\text{m} = 100\text{cm}$$

$$1\text{cm} = 10\text{mm}$$

## Metric Mass Conversions

$$1 \text{ tonne} = 1000\text{kg}$$

$$1\text{kg} = 1000\text{g}$$

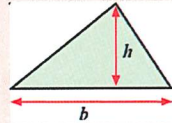
$$1\text{g} = 1000\text{mg}$$

## Prime Number

A number that has exactly 2 factors  
2, 3, 5, 7, 11, 13, ...

## Area of a Triangle

$$A = \frac{1}{2} \times b \times h$$

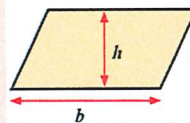


## Square Number

A number multiplied by itself  
 $5^2 = 5 \times 5 = 25$

## Area of a Parallelogram

$$A = b \times h$$

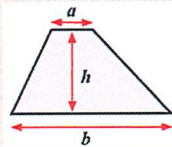


## Cube Number

A number multiplied by itself and then itself again  
 $5^3 = 5 \times 5 \times 5 = 125$

## Area of a Trapezium

$$A = \frac{1}{2} \times (a + b) \times h$$



## Polygons



Triangle



Quadrilateral



Pentagon



Hexagon



Heptagon



Octagon



Nonagon



Decagon

## Mean

The total of the data set, divide by the number of values

## Metric Capacity Conversions

$$1\text{l} = 1000\text{ml}$$

$$1\text{l} = 100\text{cl}$$

$$1\text{cl} = 10\text{ml}$$

## Median

The middle value, when in the data set is in order

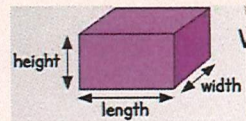
## Mode

The most common value in the data set

## Multiple

The first 5 multiples of 12 are 12, 24, 36, 48 and 60

## Volume of a Cuboid



$$V = l \times w \times h$$

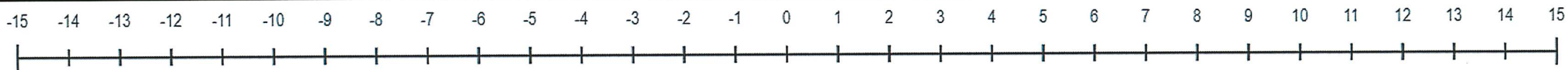
## Factor

The factors of 12 are 1, 2, 3, 4, 6 and 12

For anything else you want to know, have a look at CorbettMaths



x	1	2	3	4	5	6	7	8	9	10
1	1	2	3	4	5	6	7	8	9	10
2	2	4	6	8	10	12	14	16	18	20
3	3	6	9	12	15	18	21	24	27	30
4	4	8	12	16	20	24	28	32	36	40
5	5	10	15	20	25	30	35	40	45	50
6	6	12	18	24	30	36	42	48	54	60
7	7	14	21	28	35	42	49	56	63	70
8	8	16	24	32	40	48	56	64	72	80
9	9	18	27	36	45	54	63	72	81	90
10	10	20	30	40	50	60	70	80	90	100

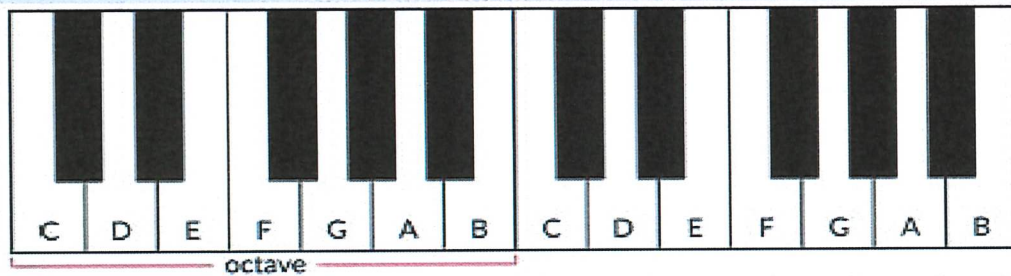


# KEYBOARD SKILLS

## Exploring Treble Clef Reading and Notation

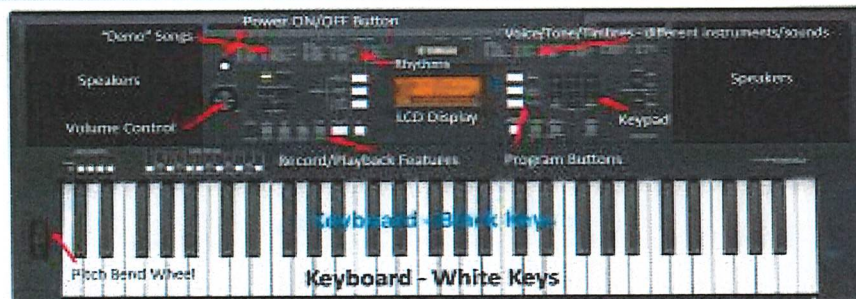


### A. Layout of a Keyboard/Piano

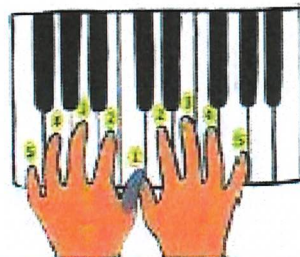
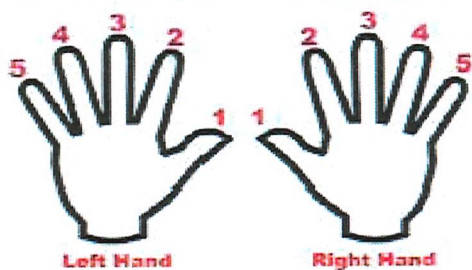


A piano or keyboard is laid out with **WHITE KEYS** and **Black Keys** (see section G). C is to the left of the two Black Keys and the notes continue to G then they go back to A again. Notes with the same letter name/pitch are said to be an **OCTAVE** apart. **MIDDLE C** is normally in the centre of a piano keyboard.

### D. Keyboard Functions



### E. Left Hand/Right Hand (1-5)



### B. Treble Clef & Treble Clef Notation

A **STAVE** or **STAFF** is the name given to the five lines where musical notes are written.

The position of notes on the stave or staff shows their **PITCH** (how high or low a note is). The **TREBLE CLEF** is a symbol used to show high-pitched notes on the stave and is *usually* used for the right hand on a piano or keyboard to play the **MELODY** and also used by high pitched instruments such as the flute and violin. The stave or staff is made up of 5 **LINE**s and 4 **SPACE**s.



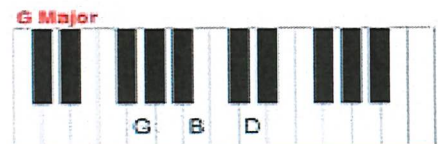
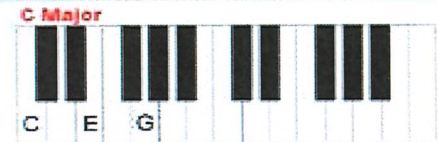
Every Green Bus Drives Fast. Notes in the **SPACES** spell "FACE"



Notes from **MIDDLE C** going up in pitch (all of the white notes) are called a **SCALE**.



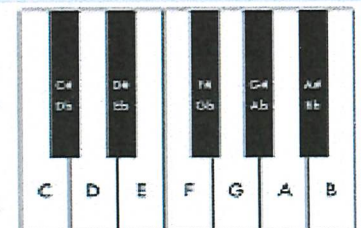
### C. Keyboard Chords



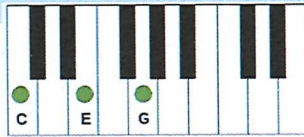


Play one - Miss one - play one - miss one - play one

### F. Black Keys and Sharps and Flats

There are five different black notes or keys on a piano or keyboard. They occur in groups of two and three right up the keyboard in different pitches. Each one can be a **SHARP** or a **FLAT**. The # symbol means a **SHARP** which raises the pitch by a semitone (e.g. C# is higher in pitch (to the right) than C). The b symbol means a **FLAT** which lowers the pitch by a semitone (e.g. Bb is lower in pitch (to the left) than B). Each black key has 2 names - C# is the same as Db - there's just two different ways of looking at it! Remember, black notes or keys that are to the **RIGHT** of a white note are called **SHARPS** and black notes to the **LEFT** of a white note are called **FLATS**.



Dynamics		Rhythm		Structure		
Key word	Definition	Key word	Definition	Pop Music		
Crescendo	Gradually getting louder	Pulse	The heartbeat of the music	Key word	Definition	
Diminuendo	Gradually getting quieter	Beat	One unit of pulse	Intro	Sets the mood at the start of the song	
 <ul style="list-style-type: none"> <li>• <i>ff</i> Fortissimo</li> <li>• <i>f</i> Forte</li> <li>• <i>mf</i> Mezzo-Forte</li> <li>• <i>mp</i> Mezzo-Piano</li> <li>• <i>p</i> Piano</li> <li>• <i>pp</i> Pianissimo</li> </ul>		Rest	The silence between notes	Verse	Tells the story of the song with different lyrics each time	
			Polyrhythm	Many rhythms played at the same time.	Pre -Chorus	Build up to the chorus
			Ostinato	A short repeated rhythm	Chorus	Most memorable part of the song with a repeated melody called a hook
					Bridge	A contrasting section
					Outro	A final section which might repeat the hook from the chorus
				Classical Music		
				Binary	Music split into two sections A and B	
				Ternary	Music split into 3 sections A B A	
				Rondo	Music with multiple sections A B A C A D	
				Texture		
				Describes how many instruments (layers) are in a piece of music		
				Key word	Definition	
				Thick 	Lots of instruments/layers	
				Thin	Very few instruments/layers	
				Tonality		
				Key word	Definition	
				Major ☺	The music is in a major key and sounds happy	
				Minor ☹	The music is in a minor key and sounds sad	
				Timbre		
				The quality or colour of the sound		
				Harsh – Soft – Bright – Mellow – Smooth – Warm		
				Harmony		
				Two or more notes playing at exactly the same time. This is called a <b>chord</b> . To play a <b>chord</b> you simply do : <i>play , miss , play , miss , play</i>		
						
				Tempo		
				The speed of the music		
				Key word	Definition	
				Largo	Very slow	
				Adagio	Slow	
				Andante	Walking Pace	
				Moderato	Moderate pace	
				Allegro	Quick	
				Presto	Very Fast	





**EFFECTS OF SMOKING AND VAPING**

**Define: Smoking**

The action or habit of inhaling and exhaling the smoke of tobacco or a drug. Usually through Cigarettes or Cigars.

**Define: Nicotine**

A toxic colourless or yellowish oily liquid which is the chief active constituent of tobacco. It acts as a stimulant in small doses, but in larger amounts blocks the action of autonomic nerve and skeletal muscle cells.

**Define: E-Cigarette**

E-cigarettes are electronic devices that heat a liquid and produce an aerosol or mix of small particles in the air. Which is then inhaled.

**Define: Vaping**

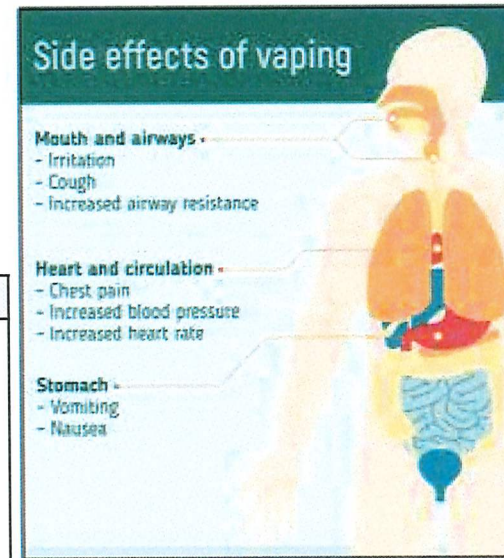
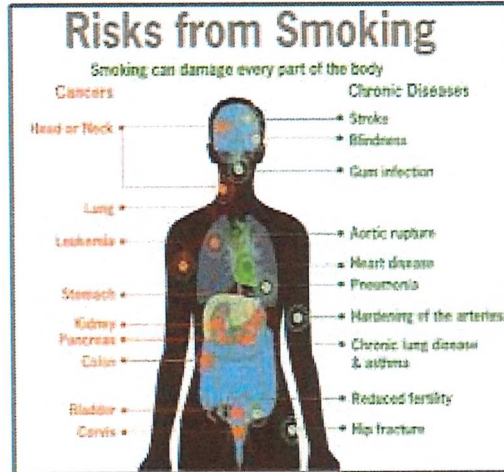
The action or practice of inhaling and exhaling the vapour produced by an electronic cigarette or similar device.

**Smoking and the Law**

- You must be over 18 to buy cigarettes in the UK. If you're under 16 the police have the right to confiscate your cigarettes.

It's illegal:

- For shops to sell you cigarettes if you are underage
- For an adult to buy you cigarettes if you are under 18
- To smoke in all public enclosed or substantially enclosed area and workplaces.
- To smoke in a car with a child.



**Define: Stimulant**

A drug which cause a person to feel like they have more energy or more awake.

**Define: Depressant**

A drug which cause a person to feel calmer or lethargic.

**Define: Hallucinogen**

A drug which cause a person to experience sensations that are not really there. This could be visual, auditory or physical.

**Define: Analgesic**

A drug which reduces the feeling of pain.

**Define: Withdrawal**

a predictable group of signs and symptoms that result from either the sudden removal of, or abrupt decrease in the regular dosage of a drug.

**Define: Addiction**

The feeling of needing a drug in order to get through the day.

**Define: Drug**

Drugs are chemicals that alter, block, or mimic chemical reactions in the brain. This causes alterations of the body's normal process's causing physical or mental changes.

Drug	Analgesic	Hallucinogen	Stimulant	Depressant
Caffeine			✓	
Cocaine			✓	✓
Heroin	✓			✓
Cannabis		✓		✓
Crack Cocaine			✓	
Amphetamines		✓	✓	
Ecstasy			✓	
Alcohol				✓
Inhalants		✓	✓	
Tobacco				✓
LSD		✓		
Magic Mushrooms		✓		
Steroids	✓			

**Define: Medicine**

A drug or other preparation for the treatment or prevention of disease.

**DRUGS: TYPES & CLASS**

**Where to go for help**

You can always speak to your teachers/tutor/ HoH/The Bridge

Talktofrank.com

03001236600

WeareWithYou.org.uk

Nacoa.org.uk

08003583456

Nhs.uk/smokefree

Turningpoint.co.uk

Childline.org.uk 08001111

**Define: Race**

Race also includes different ethnic and racial groups. This means a group of people who all share the same protected characteristic of ethnicity or race. General examples of racial groups include White British, Black British, British Asians, British Sikhs, British Jews, Romany Gypsies and Irish Travellers.

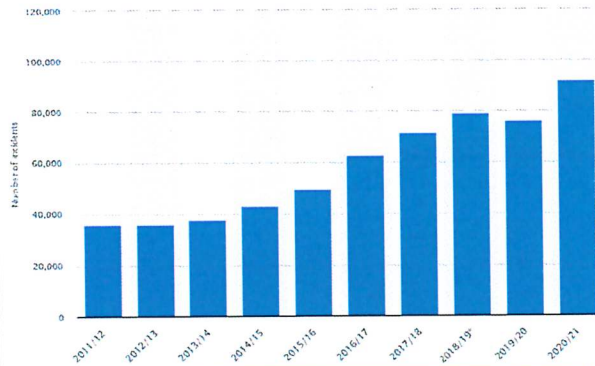
**Define: Racism**

Racism is when a person is treated worse, excluded, disadvantaged, harassed, bullied, humiliated or degraded because of their race or ethnicity.

**Define: Anti Racist**

a person who opposes racism and promotes racial tolerance.

## RACISM AND PREJUDICE



**Apply: Call out racist behaviour**

Being silent after observing racist behaviour is being complicit in racism.

**Apply: Withdraw and report**

You won't always want to challenge racist language directly. The situation could make you feel so unsafe or uncomfortable that all you want to do is walk away - and that's absolutely fine. Withdraw from what's happening and report what you've heard to a teacher, parent or another adult you trust.

**Understand: Impact of unintended harm**

Just because someone did not intend to be prejudice/racist, does not lessen the impact on the person experiencing it.

The appropriate response is to acknowledge your mistake, apologise to the other person and move more carefully in future.

**Define: Micro-aggression**

A comment or action that subtly and often unconsciously or unintentionally expresses a prejudiced attitude

## SELF CARE

**Understand: The Importance of Self Care**

At times people may feel guilty for spending time on themselves. But it's essential for mental wellbeing and can help people to be more resilient.

Some self care techniques include

- Mindfulness
- Doing something you enjoy
- Relaxation techniques
- Get outdoors and fresh air
- Exercise

If someone is living with a mental health problem, taking steps to look after their mental health can help you improve your wellbeing. Strategies can include:

- Talking to someone
- Knowing triggers and warning signs
- Keeping a mood diary
- Building your self esteem.

**Define: Social Media**

Websites and applications that enable users to create and share content or to participate in social networking.

**Top tips for staying safe on Social media**

1. Use a strong password. The longer it is, the more secure it will be.
2. Use a different password for each of your social media accounts.
3. If you have social media apps on your phone, be sure to password protect your device.
4. Be selective with friend requests. If you don't know the person, don't accept their request. It could be a fake account.
5. Click links with caution. Social media accounts are regularly hacked.
6. Be careful about what you share. Don't reveal sensitive personal information ie: home address, financial information, phone number.
7. Become familiar with the privacy policies of the social media channels you use and customize your privacy settings to control who sees what.
8. Remember to log off when you're done.
9. Report any inappropriate behavior to the site.

SOCIAL MEDIA SAFETY

**Where to go for help:**





Parents/carers/trusted adult Tutor/House Team/the Bridge Your Doctor or Practice Nurse

**www.mind.org.uk** Help line - **0300 123 3393** open 9am to 7pm, Monday to Friday or Text: 86463



Year 7 Term 3 Christianity

Key Words			
Christians	people who follow the teachings of Jesus Christ	Miracle	an event caused by God that cannot be explained naturally
Crucifixion	Jesus' execution by the Romans on the cross	Purgatory	A middle place where you suffer to pay for sins.
Eternal	Lasts forever	Reconciliation	Forgiving and making up with someone who has caused you pain
Forgiveness	Letting go of anger against someone who has hurt you	Resurrection	Jesus returning from the dead after he was crucified
Heaven	Place of eternal happiness and closeness to God.	Salvation	Being saved from sin and given eternal life in heaven by God
Hell	A fiery place of judgement and eternal punishment.	Sin	Any thought or action which goes against God's will
Judgement Day	The last day when God judges all of the dead	Trinity	God's nature as three-parts-in-one, the Father, Son and Holy Spirit

Key Ideas	
<p><b>Miracles</b></p> 	<p>- David Hume, a Scottish philosopher said A miracle is a welcome event that cannot be explained naturally and instead, is viewed as an act of God.</p> <p>- Most Christians believe that Jesus performed miracles as he was the son of God and this provides evidence. Jesus performed four different types of miracle:</p> <ul style="list-style-type: none"> <li>• Miracles of Supply – where Jesus made something useful</li> <li>• Miracles of Healing – where Jesus healed people in need</li> <li>• Miracles over Demons – exorcisms, casting out demons</li> <li>• Miracles over Nature – where Jesus had some kind of supernatural power over nature.</li> </ul> <p>- Some Christians believe in God because they believe in miracles and feel that miracles are proof that God exists.</p> <p>- Some Christians (for example, Evangelical Christians) believe miracles can happen today eg healing</p> <p>- Many Christians believe the miracle stories of The Bible are purely symbolic: representing more important truths about God's omnipotence (all-powerfulness) and omni-benevolence (all-lovingness) or Jesus' power to help with spiritual issues.</p>
<p><b>Life after death</b></p> 	<p>- Christians believe that death is not the end and they have a soul</p> <p>- God will judge them for how they have lived on earth and they will spend eternity in heaven or hell</p> <p>- Heaven is a place of eternal bliss with God</p> <p>- Hell is a place of eternal suffering without God</p> <p>- Roman Catholics believe in a middle place called purgatory where souls are purified</p> <p>- Judgement Day is a beliefs of some Christians that there will be an end to the world and all souls will be judged</p> <p>- A Christian who has faith in God, follows Jesus' teachings will go to heaven</p> <p>- Many Christians believe that Jesus' resurrection is evidence of an afterlife</p>
<p><b>The Soul</b></p> 	<p>Christians believe the soul allows a connection with God</p> <ul style="list-style-type: none"> <li>• It survives death</li> <li>• Is immortal</li> <li>• Is spiritual</li> <li>• Is made in God's image</li> <li>• Animals don't have one</li> <li>• St Francis of Assisi was a Christian monk who believed animals did have souls!</li> </ul>
<p><b>Forgiveness and Reconciliation</b></p> 	<p><b>Forgiveness</b></p> <p>- this means showing compassion and mercy and pardoning someone when they have done wrong</p> <p>- Christians believe that God will forgive them and this influences them to forgive</p> <p>- The Lord's Prayer teaches Christians "Forgive us our sins as we forgive those who sin against us"</p> <p>- Action should be taken to punish the person for what they have done but when this is over forgiveness should follow</p> <p><b>Reconciliation</b></p> <p>- this means restoring friendly relationships after conflict</p> <p>- hard work and effort are needed to overcome the difficulties of conflict</p> <p>- Reconciliation does not mean ignoring what has happened in the past but building a constructive relationship for the future</p> <p>- Christians believe that God is the ultimate judge and will establish justice in the future</p>

# Product Design – Planes

## Tools and Equipment



**Gents Saw:** To saw materials in a straight line.



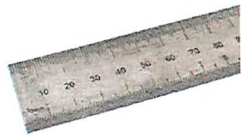
**Coping Saw:** To saw thin pieces of materials in curved lines.



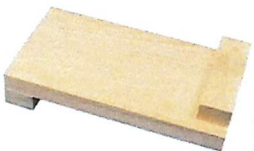
**Pillar Drill:** To drill holes into materials in different sizes.



**Vice:** To hold materials in place.



**Steel Rule:** To measure accurately.



**Bench Hook:** To hold materials in place.

**Try Square:** To draw lines perpendicular (at right angles) to your materials.



## Types of Materials:

### Hardwoods

- Beech
- Oak
- Ash
- Teak



### Softwoods

- Pine
- Spruce
- Cedar
- Fir



### Plastics

#### Thermoformed

- Acrylic
- Polypropylene
- Polyvinyl Chloride (PVC)



## Key Words

**Design Specification:** This is a list of criteria that your design ideas should include.

**Quality Control:** The way in which you can ensure a product is good quality.

**CAD:** Computer Aided Design

**CAM:** Computer Aided Manufacture

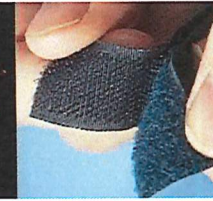
**Consumer:** The person who purchases the end product (the target market).

**Manufacturer:** The person who makes the end product.

**Designer:** The person who designs the product.

## Biomimicry

When products learn from and mimic nature.



## Freehand Drawing

Light Sketch



Refine



Refine



Define



## Tone and Texture

Different marks/tones can be used to render a design idea to make it look 3D.



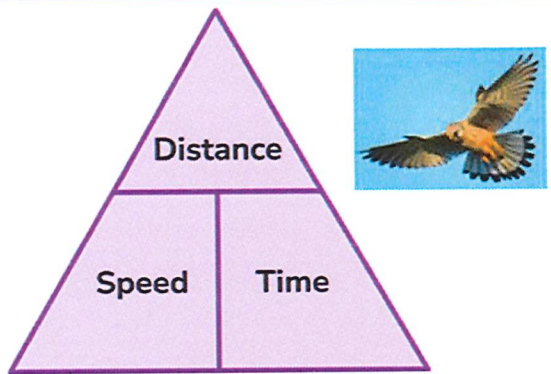
When analysing or researching use **ACCESS FM:**

- **Aesthetics** – Shape, appearance, features, colours, design.
- **Cost** – How expensive is it/does it look/would it cost to make?
- **Customer** -How it is an effective product in relation to the user
- **Environment** – How environmentally friendly is it?
- **Safety** – Is it safe to use, was it dangerous to make?
- **Size** – Dimensions, proportions
- **Function** – What will it be used for? Is it suitable for it's intended use?
- **Materials** – What materials are used & are they suitable?

# Science Year 7: Motion and Pressure

**Speed**- a measure of how fast something is moving.  
 To calculate speed you need to know the distance it has travelled and the time taken.

- Distance is measured in metres (m)
- Time is measured in seconds (s)
- Speed is measured in metres per second (m/s)

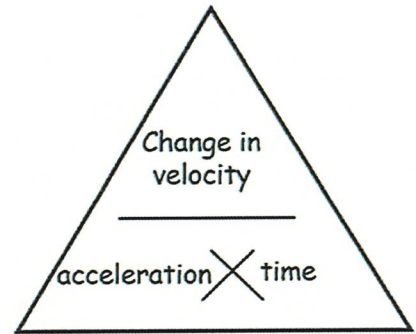


1. Calculate the speed of a car travelling 300m in 30s  
**10m/s**
2. Calculate the time taken for a motorbike to travel 400m at 20m/s  
**20s**
3. Calculate the distance travelled by an ostrich running at 20m/s over a time of 1200s  
**24000m**

Speed is simply how fast you are travelling...

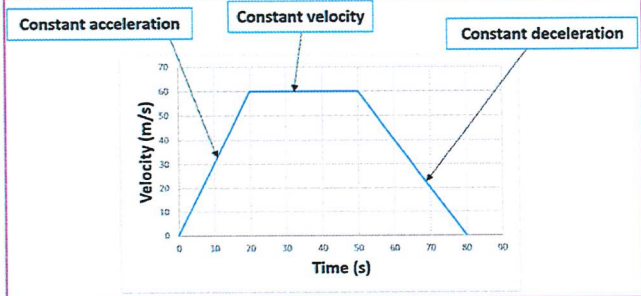
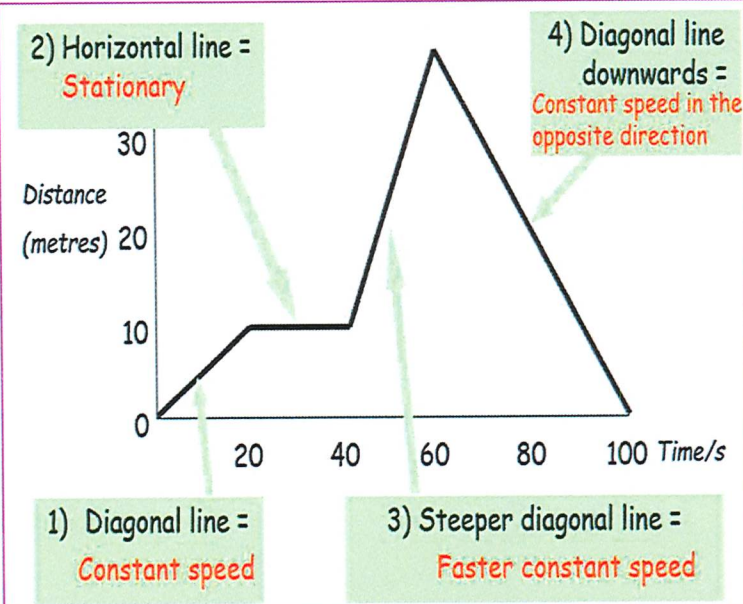


Velocity is "speed in a given direction"...

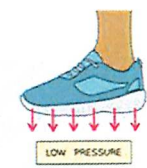
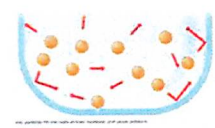
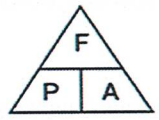


**Acceleration**- the rate of change of velocity measure of how fast  
**Change in velocity**- final velocity – starting velocity

Speed can be shown on a distance- time graph

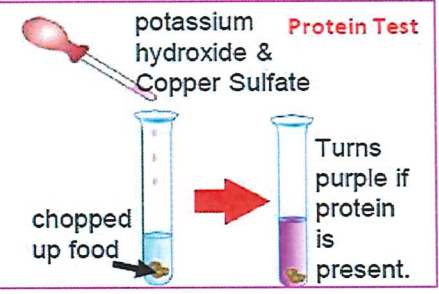
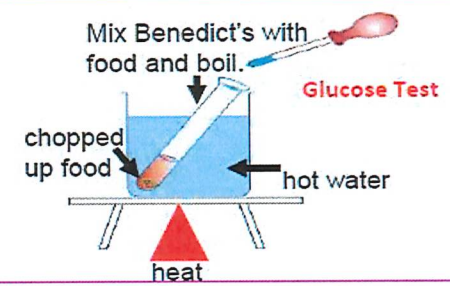
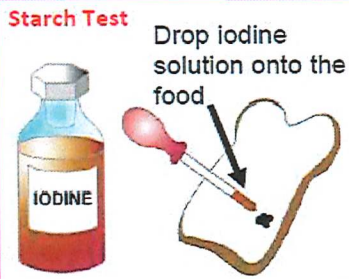


Pressure is the force on a certain area.



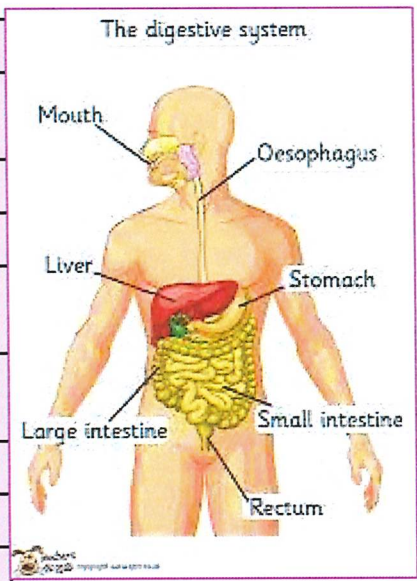
## Food tests

Food group	Function
Carbohydrates	Gives you energy
Protein	Body growth and repair
Vitamins & Minerals	Needed for chemical reactions in body
Fats and oils	Acts as an energy store
Fibre	Cleans your digestive system
Water	Helps your body function properly

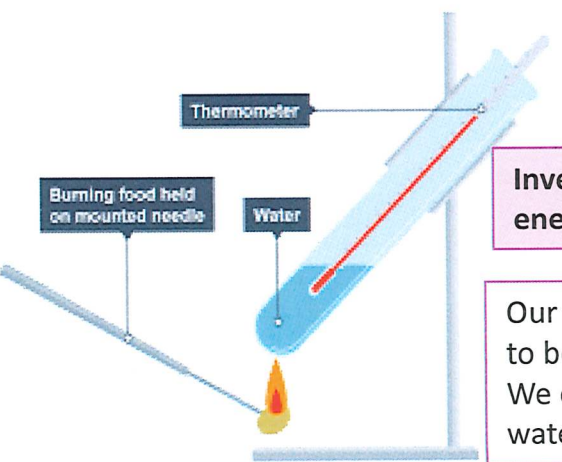


## Digestive system

Organ	Function
Oesophagus	Connects the mouth to the stomach. Food is pushed down using contractions of muscles.
Liver	Production of bile.
Stomach	Churns and mixes the food with hydrochloric acid and enzymes.
Pancreas	Produces biological catalysts called enzymes which speeds up the digestive reactions.
Small intestine	Absorption of digested food into the bloodstream, production of enzymes to aid digestion.
Large intestine	Absorption of excess water.
Rectum	Storage of faeces before excretion.
Anus	Where faeces are excreted.



- A Healthy diet**
- Our diet is the kinds of foods we eat.
  - A healthy diet should include all the food groups in the correct quantities.
- Unhealthy food**
- Foods high in **salt, fat and sugar**

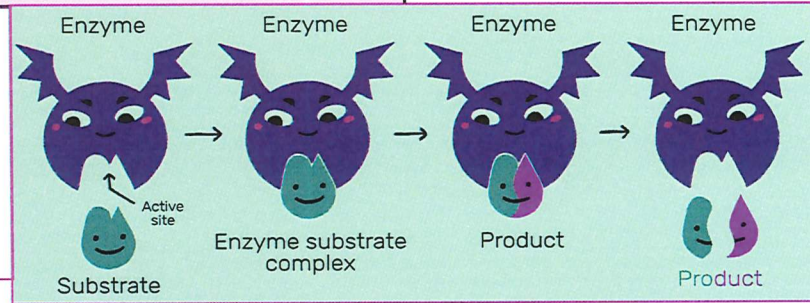


## Investigating energy in foods

Our bodies need energy to carry out all the life processes. We get this energy from our food, which needs to be broken down by digestion. We can determine the energy content of food by burning the food and heating up a known volume of water. This is called calorimetry.

## Enzymes

- **Protease** – Breaks down proteins
- **Amylase** – Breaks down carbohydrates
- **Lipase** – Breaks down fats and lipids



# The periodic table of the elements

1		2												3	4	5	6	7	0				
														<b>1</b> <b>H</b> hydrogen 1							<b>4</b> <b>He</b> helium 2		
												<b>Key</b> relative atomic mass atomic symbol name atomic (proton) number											
<b>7</b> <b>Li</b> lithium 3	<b>9</b> <b>Be</b> beryllium 4											<b>11</b> <b>B</b> boron 5	<b>12</b> <b>C</b> carbon 6	<b>14</b> <b>N</b> nitrogen 7	<b>16</b> <b>O</b> oxygen 8	<b>19</b> <b>F</b> fluorine 9	<b>20</b> <b>Ne</b> neon 10						
<b>23</b> <b>Na</b> sodium 11	<b>24</b> <b>Mg</b> magnesium 12											<b>27</b> <b>Al</b> aluminium 13	<b>28</b> <b>Si</b> silicon 14	<b>31</b> <b>P</b> phosphorus 15	<b>32</b> <b>S</b> sulfur 16	<b>35.5</b> <b>Cl</b> chlorine 17	<b>40</b> <b>Ar</b> argon 18						
<b>39</b> <b>K</b> potassium 19	<b>40</b> <b>Ca</b> calcium 20	<b>45</b> <b>Sc</b> scandium 21	<b>48</b> <b>Ti</b> titanium 22	<b>51</b> <b>V</b> vanadium 23	<b>52</b> <b>Cr</b> chromium 24	<b>55</b> <b>Mn</b> manganese 25	<b>56</b> <b>Fe</b> iron 26	<b>59</b> <b>Co</b> cobalt 27	<b>59</b> <b>Ni</b> nickel 28	<b>63.5</b> <b>Cu</b> copper 29	<b>65</b> <b>Zn</b> zinc 30	<b>70</b> <b>Ga</b> gallium 31	<b>73</b> <b>Ge</b> germanium 32	<b>75</b> <b>As</b> arsenic 33	<b>79</b> <b>Se</b> selenium 34	<b>80</b> <b>Br</b> bromine 35	<b>84</b> <b>Kr</b> krypton 36						
<b>85</b> <b>Rb</b> rubidium 37	<b>88</b> <b>Sr</b> strontium 38	<b>89</b> <b>Y</b> yttrium 39	<b>91</b> <b>Zr</b> zirconium 40	<b>93</b> <b>Nb</b> niobium 41	<b>96</b> <b>Mo</b> molybdenum 42	<b>[98]</b> <b>Tc</b> technetium 43	<b>101</b> <b>Ru</b> ruthenium 44	<b>103</b> <b>Rh</b> rhodium 45	<b>106</b> <b>Pd</b> palladium 46	<b>108</b> <b>Ag</b> silver 47	<b>112</b> <b>Cd</b> cadmium 48	<b>115</b> <b>In</b> indium 49	<b>119</b> <b>Sn</b> tin 50	<b>122</b> <b>Sb</b> antimony 51	<b>128</b> <b>Te</b> tellurium 52	<b>127</b> <b>I</b> iodine 53	<b>131</b> <b>Xe</b> xenon 54						
<b>133</b> <b>Cs</b> caesium 55	<b>137</b> <b>Ba</b> barium 56	<b>139</b> <b>La*</b> lanthanum 57	<b>178</b> <b>Hf</b> hafnium 72	<b>181</b> <b>Ta</b> tantalum 73	<b>184</b> <b>W</b> tungsten 74	<b>186</b> <b>Re</b> rhenium 75	<b>190</b> <b>Os</b> osmium 76	<b>192</b> <b>Ir</b> iridium 77	<b>195</b> <b>Pt</b> platinum 78	<b>197</b> <b>Au</b> gold 79	<b>201</b> <b>Hg</b> mercury 80	<b>204</b> <b>Tl</b> thallium 81	<b>207</b> <b>Pb</b> lead 82	<b>209</b> <b>Bi</b> bismuth 83	<b>[209]</b> <b>Po</b> polonium 84	<b>[210]</b> <b>At</b> astatine 85	<b>[222]</b> <b>Rn</b> radon 86						

\* The elements with atomic numbers from 58 to 71 are omitted from this part of the periodic table.

The relative atomic masses of copper and chlorine have not been rounded to the nearest whole number.

## Year 7 – Mi vida

By the end of this topic, you will be able to produce this text in your own, adapted form. On the following pages, you will find the various sentence builders which will help you adapt this text and produce your own.

	Español	English
1	Hola, voy a hablar de mi rutina diaria:	Hello, I am going to talk about my daily routine:
2	Habitualmente, me despierto más o menos a las siete	I usually wake up more or less at seven o'clock
3	de la mañana y me levanto enseguida.	in the morning and I get up straight away.
4	Después, me ducho y me cepillo los dientes.	Then, I have a shower and I brush my teeth.
5	Hacia las siete y media, me visto	Around half past seven, I get dressed
6	y tomo el desayuno.	and I have my breakfast.
7	Durante la semana llevo mi uniforme,	During the week I wear my uniform,
8	sin embargo tengo que decir que es terrible.	however I must say that it's terrible.
9	Llevo unos pantalones negros y una camisa azul	I wear black trousers and a blue shirt
10	con una corbata a rayas.	with a striped tie.
11	En casa, prefiero llevar unos vaqueros y un jersey	At home, I prefer to wear jeans and a hoody
12	ya que es muy cómodo y fácil.	because it is very comfortable and easy.
13	Para el desayuno, como cereales	For breakfast, I eat cereal
14	con leche y bebo un zumo de naranja.	with milk and I drink an orange juice.
15	Más tarde para la comida, me gusta comer	Later for lunch, I like to eat
16	una pizza o un bocadillo con queso.	a pizza or a cheese sandwich.
17	Cuando vuelvo a casa, tomo una merienda	When I return home, I have a snack
18	y me descanso un poco con mi hermanastro.	and I rest a bit with my step-brother.
19	Por la noche, como carne con arroz	In the evening, I eat meat with rice
20	y a veces como una ensalada también	and sometimes I eat a salad too
21	porque es tan sano y refrescante.	because it is so healthy and refreshing.
22	A las diez de la noche, me acuesto	At ten o'clock at night, I go to bed
23	después de haber leído una novela histórica.	after having read a history novel.
24	Este fin de semana, voy a ir al centro con mi amigo	This weekend, I am going to go into town with my friend
25	para comer en un restaurante.	in order to eat in a restaurant.
26	Voy a tomar el plato del día	I am going to have the daily special
27	y una limonada con hielo para beber.	and a lemonade with some ice cubes to drink.
28	Voy a dejar una propina para el camarero	I am going to leave a tip for the waiter
29	ya que pienso que soy una persona bastante generosa.	because I think that I am quite a generous person.
30	¡Me muero de ganas por ir!	I can't wait!



## The Top 10

1) Time Phrases/Sequencers	
Primero	First of all
Pues	Then
Después	Then
Finalmente	Finally
Hoy	Today

6) Negatives	
<b>No</b> llevo	I do <b>not</b> wear
<b>No</b> como	I do <b>not</b> eat
<b>No</b> bebo	I do <b>not</b> drink
<b>No</b> tomo	I do <b>not</b> have
<b>No</b> hago	I do <b>not</b> do

2) Connectives	
y	and
pero	but
o	or
porque	because
sin embargo	porourtant

7) Modal Verbs	
Yo puedo	I can
Yo debo	I must
Yo quiero	I want
Quisiera	I would like
Tengo que	It is necessary

3) Opinions and Reasons	
Yo pienso que	I think that
Yo creo que	I believe that
Yo diría que	I would say that
Tengo que decir que	I must say that
En mi opinión	In my opinion

8) Present Tense	
Yo tomo	I take
Yo hago	I do
Yo llevo	I wear
Yo como	I eat
Yo bebo	I drink

4) Comparison	
<b>más</b> agrio <b>que</b>	<b>More</b> sour <b>than</b>
<b>Menos</b> picante <b>que</b>	<b>less</b> spicy <b>than</b>
<b>tan</b> azucarado <b>que</b>	<b>as</b> sugary <b>as</b>
<b>lo más</b> delicioso	<b>The most</b> delicious
<b>lo menos</b> asqueroso	<b>the least</b> disgusting

9) Past Tense	
Yo tomé	I had
Yo hice	I did
Yo llevé	I wore
Yo comí	I ate
Yo bebí	I drank

5) Qualifiers	
muy	very
un poco	a little bit
bastante	quite
demasiad@	too
De verdad	truly

10) Future Tense	
Yo tomaré	I will have
Yo haré	I will do
Yo llevaré	I will wear
Yo comeré	I will eat
Yo beberé	I will drink

The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that every entry, no matter how small, should be recorded to ensure the integrity of the financial data. This includes not only sales and purchases but also expenses and income. The text suggests that a consistent and thorough record-keeping system is essential for identifying trends and making informed decisions.

In the second section, the author addresses the challenges of budgeting and financial planning. It notes that many businesses struggle to stay within their budgets due to unforeseen expenses or changes in market conditions. The text provides several strategies to mitigate these risks, such as creating a contingency fund and regularly reviewing the budget to adjust for any deviations. It also highlights the importance of having a clear understanding of the company's financial goals and how to allocate resources accordingly.

The third part of the document focuses on the role of technology in modern accounting. It discusses how software solutions can streamline the accounting process, reduce errors, and provide real-time access to financial data. The text mentions various types of accounting software, from basic spreadsheets to more complex enterprise systems, and explains how they can be tailored to meet the specific needs of different businesses. It also touches upon the importance of data security and backup procedures when using digital accounting tools.

Finally, the document concludes with a section on the future of accounting. It predicts that as technology continues to advance, the role of accountants will evolve from traditional bookkeeping to more strategic financial advisory roles. The text suggests that professionals in the field should stay updated on the latest trends and technologies to remain competitive in the market. It also emphasizes the importance of ethical standards and transparency in all financial reporting.





## Notes

## Notes

## Notes

## Notes



## Notes