



ASH MANOR SCHOOL
Aspire & Achieve

Year 7 Autumn Term Knowledge organiser

Name:

Tutor group:

Tutor:

Tutor room:

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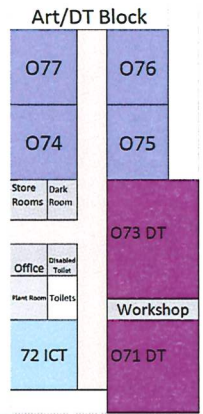
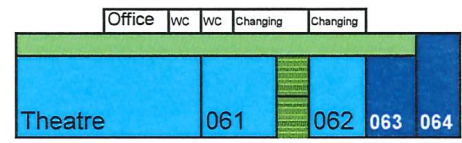
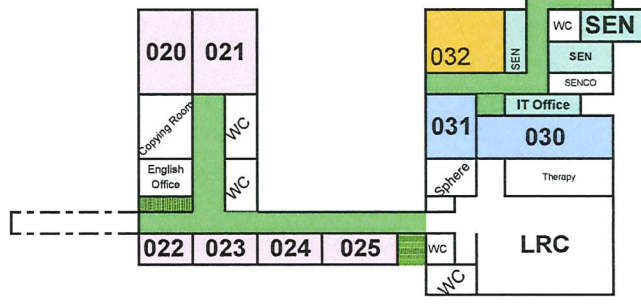
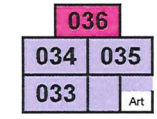
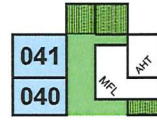
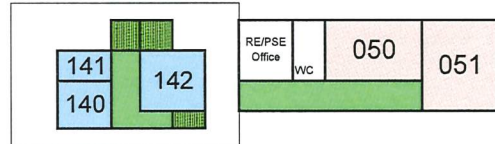
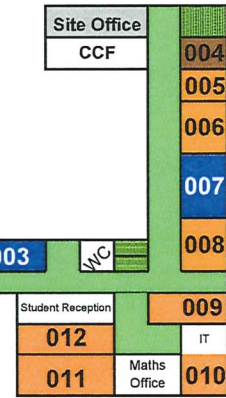
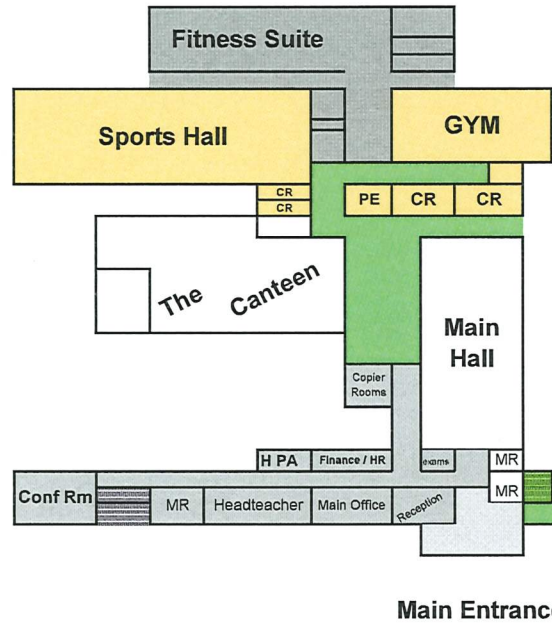
Key School information

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

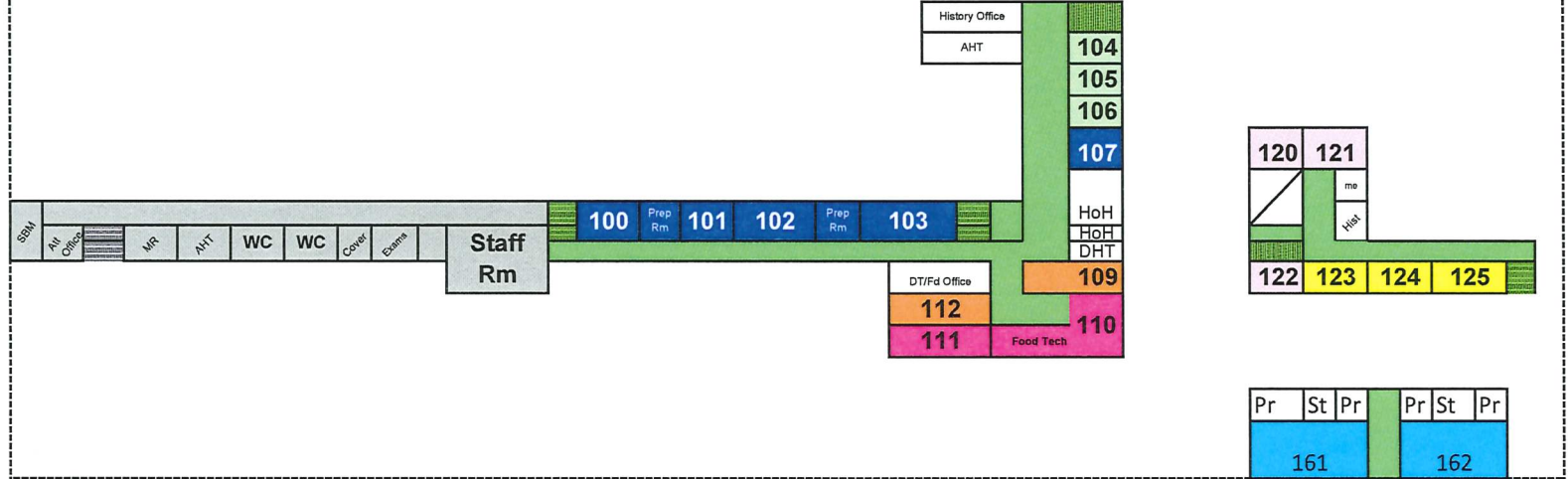
Term dates	
Autumn term	Y7: 04/09/23 to 15/12/23 Y8-11: 05/09/23 to 15/12/23
Half term	23/10/23 to 27/10/23
Spring term	03/01/24 to 28/03/24
Half term	12/02/24 to 16/02/24
Summer term	15/04/24 to 19/07/24
Half term	27/05/24 to 31/05/24

Important IT details	
Username	
Password reminder	

School Site Map



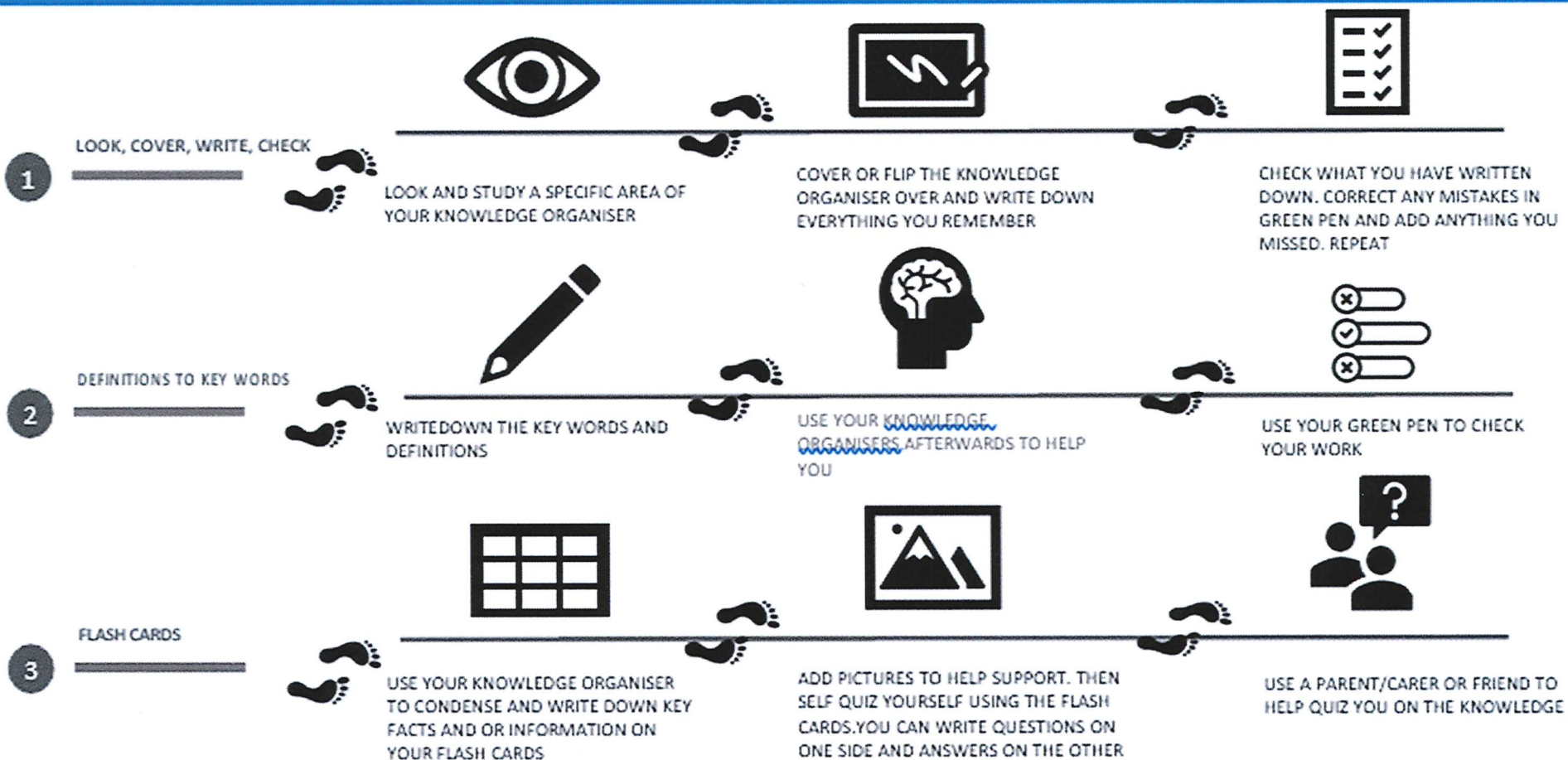
First Floor



- 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.

4

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

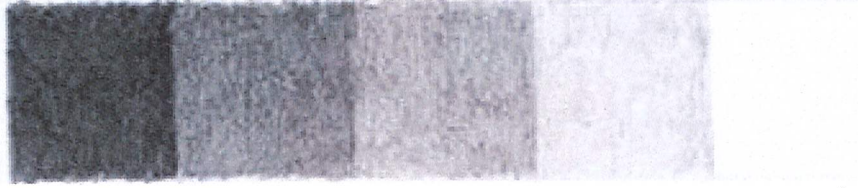
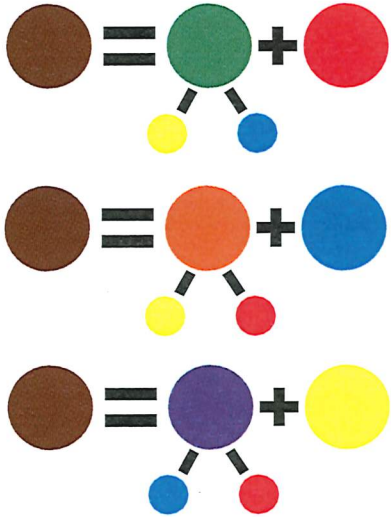


WRITE DOWN YOUR ANSWERS IN YOUR PRACTICE BOOKS

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Art

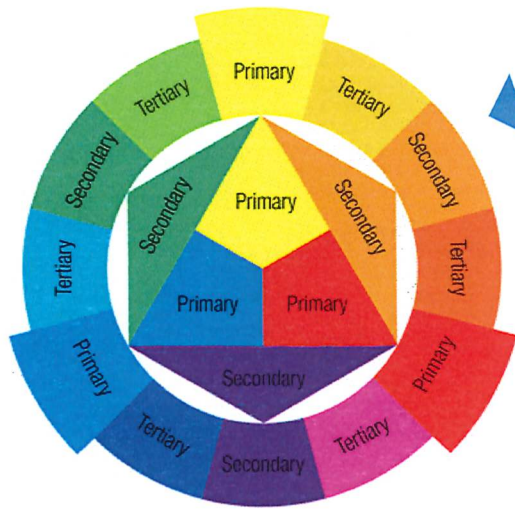
Mixing Brown =
Secondary + Primary



Heavy pencil pressure

Light pencil pressure

The
Colour
Wheel



Key words:

Contrasting colours - colours that are **opposite** on the colour wheel. They make each other stand out.

Harmonious colours - colours that are **next** to each other on the colour wheel. They can be blended together.

Primary colours - colours that cannot be made. They are used to mix secondary and tertiary colours.

Secondary colours - colours that are made by mixing two primary colours together.

Silhouette - a solid, dark shape of something that is visible when the light is blocked against a bright background.

Tertiary colours - made by mixing equal amounts of a primary and secondary colour together.

Tone - how light or dark a colour is.

Aerial Perspective -

a technique used primarily in Landscape painting to suggest distance or depth.



'Starry Night' by
Vincent Van Gogh

Brush control tips

- Hold the brush near to the metal for control.
- Do use sweeping/stroking motions (**do not** drag or scrub the brush).
- Always start mixing with the lightest colour first.



Black is a shade - It makes colours darker/duller.
White is a tint - It makes colours lighter/brighter.

COMPUTING YEAR 7 AUTUMN 1

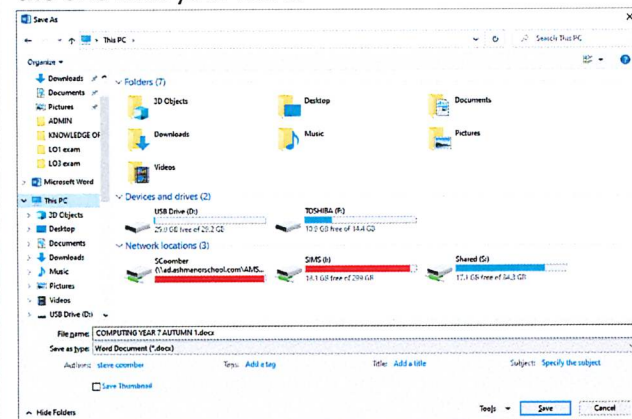
USING COMPUTERS SAFELY, EFFECTIVELY AND RESPONSIBLY

SUMMARY

- Behaviours such as altering computer data without permission, hacking, cyberbullying and trolling are considered unethical and harmful in relation to computer systems.
- Stay safe from phishing by deleting unknown email immediately. Do not follow any links contained in the email. Instead, go to the website directly, and try to log in there.
- There are a number of ways to protect against malware: install antivirus software and use firewall. Show caution by not opening emails from senders who you do not recognise and not installing programs downloaded illegally.
- The easiest way to stay safe online is to stay in control of personal information given out.
- Resizing images and compressing files reduces the upload and download time when sending email.
- File Explorer is a software application for managing your files, searching them and navigating around them.
- Always choose a password that's difficult for someone else to guess. Use a mixture of UPPERCASE and lowercase letters, numbers and symbols

SAVING WORK

When saving your work save it in your Directory – the one with your name



STAYING SAFE ONLINE

Never Disclose – your name, telephone number address or school

Never accept someone as a 'friend' on social media simply because they claim to know another friend of yours. Always be cautious about what you say online.

Never agree to meet anyone in person that you've only known online. If somebody does start sending you messages that offend or upset you, tell an adult that you trust.

KEY VOCABULARY

ATTACHMENT	A file that is sent with an email
ANTI-VIRUS	Anti – virus software scans all forms of storage devices for viruses and, if found, attempts to remove them
COMPUTER SYSTEM	Computer system is one that is able to take a set of inputs, process them and create a set of outputs.
CYBERBULLYING	Cyberbullying involves sending offensive texts or emails, posting lies or insults on social networking sites and sharing embarrassing videos or photos online
FILE SHARING	The act of sharing files over the internet.
HACK	Gaining unauthorised access to a computer
MALWARE	Malicious software created to damage or gain illegal access to computer systems.
PHISHING	Trying to trick someone into giving out information over email is called 'phishing'
TROLL	A derogatory name used as a term for a person who posts offensive messages online.

For more advice and tips



COMPUTING YEAR 7 AUTUMN 2 SPREADSHEETS

SUMMARY

- In computing, modelling is used to look at large amounts of data to help with scientific or engineering projects. A computer model is a representation of a real-life system or situation, such as the workings of a nuclear reactor or the evacuation of a football stadium.
- Simple models can be built in a spreadsheet. A spreadsheet model could be used to plan a school prom. To make sure it came in on budget the spending on food, drinks, entertainment, and the price of tickets could be varied.
- A spreadsheet can be used as a modelling tool. The model is controlled by a set of rules introduced by formulae. These rules can be changed easily to vary the model and, for example, provide information about running costs and profit margins.
- Spreadsheets are used to store information and data. Once you have your information in a spreadsheet you can run powerful calculations and make charts.

Advantages of using spreadsheets Using a spreadsheet rather than a calculator or pen and paper offers the following advantages:

More effective data handling

Formulae can be used to instantly recalculate totals. For example, if the builder changed his call-out charge, the total cost would be instantly recalculated taking the change into account. You can carry out "what if?" investigations. For example, the grocer could increase his prices to see the effect on sales and the builder could increase his hourly charge to see the effect on his daily total.

The information can be presented in different ways. For example, the grocer could produce a graph of fruit and vegetable sales by choosing the ranges A2:A8 and E2:E8 in order to make the graph. It is easy to make these changes, save your work and print it out again.

More flexible presentation

Alter column widths and easily delete or add columns and rows.

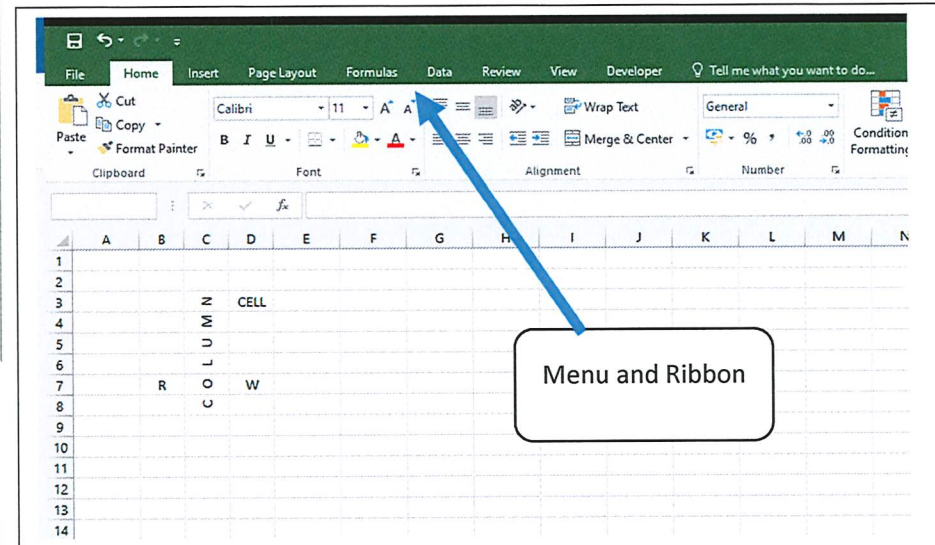
Underline, embolden text and use different fonts and graphics. Justify your data to the left, centre or right. Control the types of numbers you enter - for example you can choose percentage, currency or set the number of decimal places

Disadvantage A model is only as good as the rules used to create it. A mistake could have been made by whoever wrote the model and not every situation might have been considered - both of these issues could cause the model to give incorrect answers.

KEY VOCABULARY

Axis labels	A label for a graph's horizontal or vertical axis that explains what the value relates to.
Cell	An individual spreadsheet box where you enter data.
Cell reference	Names of individual cells (A5 for example).
Column	Cells that go down the spreadsheet page
Computer model	Predicts and investigates how real-life devices or processes might behave in different situations.
Data	Values, typically letters or numbers.
Format	The appearance of a document, including the fonts, colours, size and rotation.
Formula	Makes automatic calculations that update when the data does.
Function	Makes more complex calculations.
Row	Cells that go across the spreadsheet page.
Spreadsheet	A piece of software used to manipulate data, often used in modelling.

Modelling. What if? Modelling gives you the chance to test certain scenarios out before they happen. These are commonly known as 'what if' questions.



Drama: Introduction to Performance Knowledge Organiser

WHAT?

- **What skill** did you add to your performance?
In our performance, we used [skill].

How?

- How have they used this technique / skill in their performance?
We used this when...
This could be seen when...

Why?

- **Why did you use this skill?** What is the purpose of using it?
This communicates to the audience...
This highlights the theme of...
We chose this technique because we wanted to show...

WHAT?

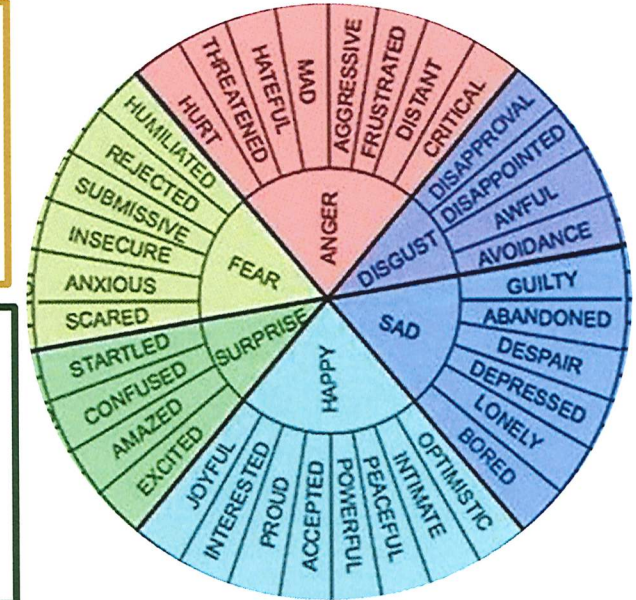
- **What skill** could you add to improve your performance?
Next time, we should add [skill] to our performance.

How?

- **How** can you use this skill in your performance?
This could be used when....

Why?

- **Why** would you change this?
I think this would make the audience feel...because...
This would develop the performance because...
[The technique] could change the audience's perspective because...



Hansel and Gretel is a medieval tale originating from the Great Famine which caused desperate people to abandon young children to fend for themselves, or even resort to cannibalism.

Kneehigh Theatre believes fairy tales connect us to the dark fears of our childhood.

Gesture	Expression	Movement	Space
Clenched fist Pointed finger Open palm Hand Arms	Emotion Eyes Eyebrows Mouth Eye Contact	Walk (Gait) Pace Posture Transition	Levels Positions Blocking Proxemics Entrances and Exits

Conventions / Form / Strategies

Still Image <input type="checkbox"/>	This is a frozen picture which communicates meaning.
Thought Tracking <input type="checkbox"/>	This is when a character steps out of a scene to address the audience about how they're feeling.
Mime / Slow Motion <input type="checkbox"/>	This is when you use exaggerated gesture, expression and movement to suggest action, character or emotion without words.
Narration <input type="checkbox"/>	This is when an actor speaks directly to the audience to tell a story, give information or comment on the action of the scene or the motivations of characters.

Drama: Introduction to Performance Knowledge Organiser

Stimulus

Hansel and Gretel awake in the forest to the sound of a thousand birds.

GRETEL: I HAD A DREAM!
 HANSEL: Of freshly baked bread...
 GRETEL: And we ate and ate and ate!
 HANSEL: Until our empty bellies were fed!
 GRETEL: But there isn't any.
 HANSEL: No. It's gone.
 BOTH: Every. Single. Crumb.

They walk cautiously through the dense forest. Suddenly a bird appears and calls to them.

BIRD: Follow meeee! Follow meeee! You two! Thisa way!
 GRETEL: What is she saying?
 HANSEL: I think she wants us to follow her!
 BIRD: Bingo! Follow! Follow! Follow me!

The bird takes flight and leads them to a house made of bread!

GRETEL: Hungry.
 HANSEL: SO hungry. An incredible edible house!
 GRETEL: Should we?
 HANSEL: We should...

The two begin eating the house in giant mouthfuls. A voice is heard from off stage.

VOICE: Nibbledydee! Nibbledeeday! Who's that nibbling at MY house today?!

The door opens to reveal a WITCH!

WITCH: Children? Is that the sweet smell of CHILDREN?!

Hansel & Gretel gasp.

Style

Practitioner	Information
Kneehigh	<ul style="list-style-type: none"> • Kneehigh are an international touring theatre company based in Cornwall, UK • Emma Rice worked with Kneehigh as an actor and as joint artistic director.
Off Balance	<ul style="list-style-type: none"> • A group of graduates of LISPA (London International School of Performing Arts) that focus on mime and ensemble.
Conventions / Form / Strategies	
Representational	A performance / technique that is non-naturalistic as it doesn't mimic real life.
Ensemble	A group of actors that perform and work together to create one performance.
Sound Effects (SFX) <input type="checkbox"/>	A singular sound that represents an object being used, an animal or to indicate a change of time or location.
Soundscape <input type="checkbox"/>	This is the use of sounds which are combined to create mood and atmosphere. It can indicate location and set the scene.
Body as Prop <input type="checkbox"/>	This is when the actor creates the shape and form of a prop or object. This replaces the use of set/props and/or physical objects on stage.
Dislocation <input type="checkbox"/>	This is when actors perform dialogue or their reactions to other characters facing the audience instead of each other.
Transitions <input type="checkbox"/>	A transition refers to the process of moving from one scene or set to the next
Choral Speech <input type="checkbox"/>	A group of people narrating a dialogue in unison.

Skills

Abbreviation	Stage Positions
UL	Upstage Left
UC	Upstage Centre
UR	Upstage Right
CS	Centre Stage
SR	Stage Right
SL	Stage Left
DC	Downstage Centre
DL	Downstage Left
DR	Downstage Right

Autumn 1

English

YEAR 7

Perspectives

Analysis: detailed examination of the elements or structure of something

What?	What is the writer trying to tell us about the character/theme/setting?	<i>A personal journey is presented as... Agard presents his life as ... and ...</i>
How?	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>
Why?	Why are they doing this? Why did they choose that language?	<i>Dahl 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:

Metaphor - a suggested comparison between two unlike things in order to point out a similarity.
Simile - a comparison between two unlike things, using like, as or than.
Personification - a description in which an object (or animal, or idea, or force of nature) takes on human characteristics or actions.
First Person - a type of narrative in which the protagonist relates their story using the first person, i.e. using the pronoun 'I'.
Tone - the author's attitude toward a subject, revealed by choice of words and details.
Imagery - mental pictures which are created by descriptions of the senses, so that we can see and feel what the character is experiencing.
Allusion - a reference in one story to a well-known character or event from another story, history, or place
Anecdote - a short amusing or interesting story about a real incident or person.
Irony - contrast between the expected outcome and the actual way things turn out.
Emotive Language - shows the reader how an author or character feels about something.

Key Speakers:	Text:	About:	Quotations:
Imtiaz Dharker	'Living Space'	• Contemporary poet who was born in Pakistan and grew up in Scotland.	"Nails clutch at open seams."
John Agard	'Checking Out Me History'	• Born in Guyana, South America in 1949, Agard moved to Britain in the seventies.	"Bandage up me eye with me own history"
Roald Dahl	'Boy'	• British author of ingenious, irreverent children's books.	"I felt like a hero. I was a hero."
Malala Yousafzai	'I am Malala'	• Pakistani activist who moved to the U.K. in 2021.	"One year ago I left my home for school and never returned."
Grace Nichols	'Island Man'	• Born in Guyana in 1950, and moved to live in the UK in 1977.	"his crumpled pillow waves"
Carol Rumens	'The Émigrée'	• She has a particular interest in the cultures of Central and Eastern Europe.	"There once was a country... I left it as a child"

Autumn 1 English YEAR 7

Paragraphing:
Always start a new paragraph whenever you change:

- Time
- Place
- Topic
- Person

Remember TiPToP

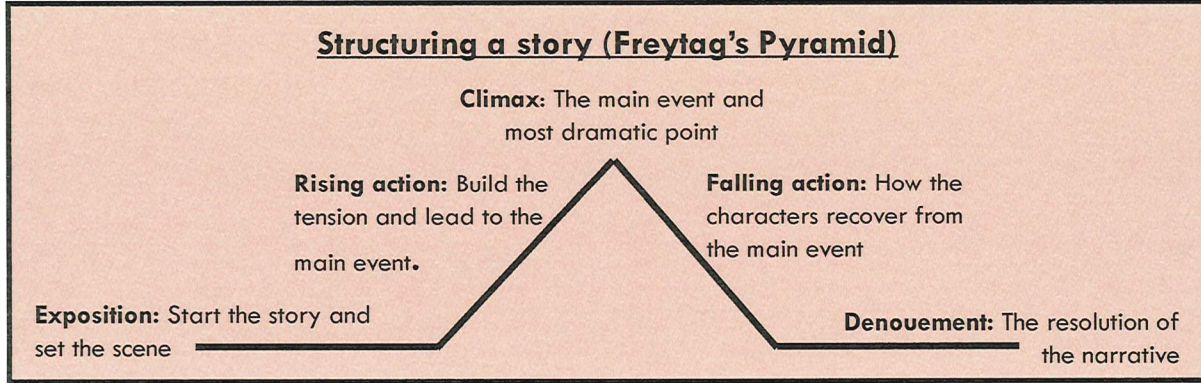
Word bank:

Types of Biography:
Autobiography: A narrative of a person's life, written by, or as having been written by that person.
Biography: A history of a person's life. It could be written by another author.
Memoir: A narrative recollection of the writer's earlier experiences, especially those involving unusual people, places, or events.

Writing: composing a text for a purpose

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:
Three adjectives at the start sentence
Ruthless, dangerous, lethal, the animal leaps for its prey.
Start with a simile sentence
Like a ghost caught in a fan, he spun round and round on the roundabout.
So so sentence
There was one item, so small, so unrecognisable, it didn't register.
Start with a prepositional (position word - under, by, near, beneath, over) phrase
Under the moon, the river snaked its way to the sea.



Key Vocabulary:

Adjectives	Verbs	Adverbs
Resentful	Exaggerates	Inherently
Precise	Intensifies	Innately
Ominous	Accentuates	Crucially
Infuriated	Establishes	Particularly
Jovial	Exemplifies	Decisively
Exuberant	Embodies	Debatably
Bleak	Manifests	Potentially

Common Errors:

- **Practice** – (noun) get better with practice
- **Practise** – (verb) to practise
- **Advice** – (noun) a piece of advice
- **Advise** – (verb) to advise someone
- **Passed** – (verb) to exceed or surpass
- **Past** – (adjective) The past five years have been difficult.



Autumn 2 English Year 7

Analysis: detailed examination of the elements or structure of something



What?	What is the writer trying to tell us about the character/theme/setting?	<i>Antonio is presented as... Dickens presents Scrooge as ... and ...</i>
How?	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>
Why?	Why are they doing this? Why did they choose that language?	<i>Dickens 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:

- Simile:** comparing two things using 'like' or 'as'
- Rule of three:** three adjectives or phrases used to describe something
- Personification:** the giving of human characteristics to a non-human object
- Metaphor:** direct comparison of two things
- Pathetic Fallacy:** human emotions attributed to nature
- Imagery:** vivid description of a particular scene
- Hyperbole:** exaggeration
- Foreshadowing:** an advance hint of what is to come later
- Symbolism:** the use of symbols to represent ideas or qualities
- Alliteration:** the same letter or at the start of adjacent words

Themes



charity



change



supernatural



responsibility

Characters

Ebenezer Scrooge
 Bob Cratchit
 Jacob Marley
 Tiny Tim
 Ghost of Christmas Present
 Ghost of Christmas Past
 Ghost of Christmas Yet to Come
 Fezziwig
 Fred

Key Vocabulary:

Compassion (n) sympathetic pity and concern for the sufferings or misfortunes of others.

Abundance (n) a very large quantity of something.

Morality (n) principles concerning the distinction between right and wrong or good and bad behaviour.

Suffering (n) the state of undergoing pain, distress, or hardship.

Supernatural (adj.) attributed to some force beyond scientific understanding or the laws of nature.

Superficial (adj.) existing or occurring at or on the surface.

Dilemma (n) a situation in which a difficult choice has to be made between two or more alternatives.

Hierarchy (n) a system in which members of an organization or society are ranked according to relative status or authority.

Materialism (n) a tendency to consider material possessions and physical comfort as more important.

Nostalgia (n) a sentimental longing for a period in the past.

Why did Dickens write the novella?

- To reduce the extreme divide between the upper and lower classes.
- To use the idea of Christmas spirit to promote year-round generosity.
- To contrast the ideas of the economist Thomas Malthus and criticise the Poor Law.
- To remind people there is always time to change.

Autumn 2 English YEAR 7

Writing: composing a text for a purpose

Paragraphing:
Always start a new paragraph whenever you change:

- Time
- Place
- Topic
- Person

Remember TiPToP

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.

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

Word bank

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:

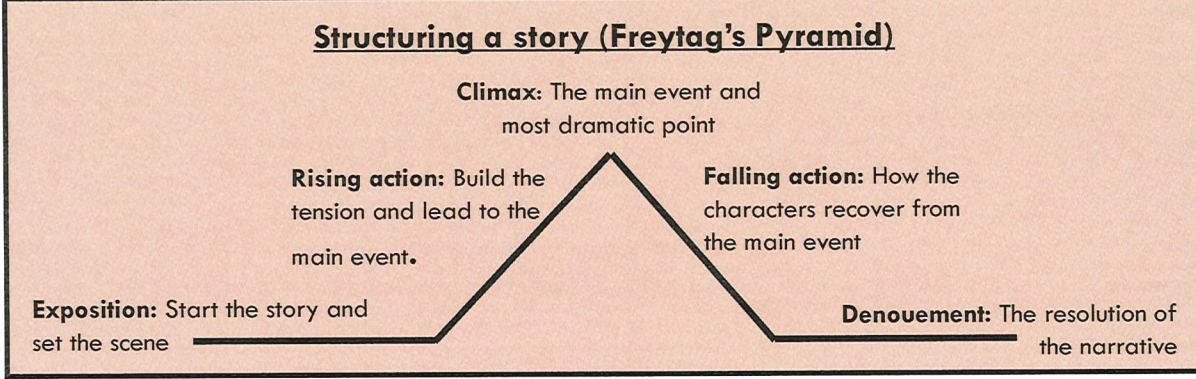
- As strong as... As large as... As wise as... As hot as... As tiny as... As sensitive as... As dark as... As busy as...

Word types

Noun – Person, place, thing
Pronoun – In place of a noun ‘you’
Verb – an action or state
Adjective – describes a noun
Adverb – describes a verb
Preposition – shows the relationship between objects
Determiner – used in front of a noun to show the type ‘the’ ‘a’
Conjunctions – joining words

Top tips

- Remember that all sentences and names start with a **capital letter**.
- Always write in complete sentences.
- Include descriptive detail to set the scene for the reader.
- Use a variety of sentence starters and vocabulary.
- Write with a range of punctuation.



Common Errors

- **There/their/they're** – there= place, their=belongs, they're=they are.
- **Which/witch** – which=choice, witch=supernatural
- **To/too/two** – to=the direction, too=a lot, two=2

Reading Tracker

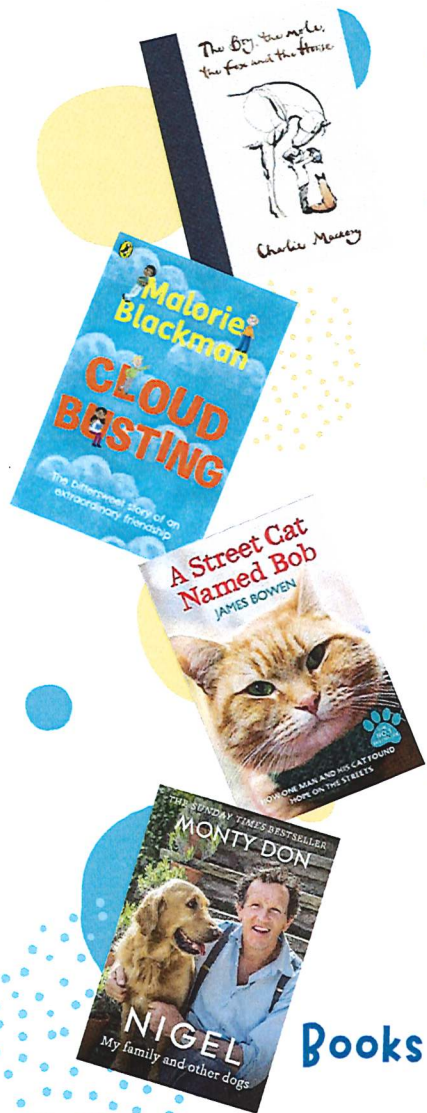
BOOKS I'VE READ

STAR RATING

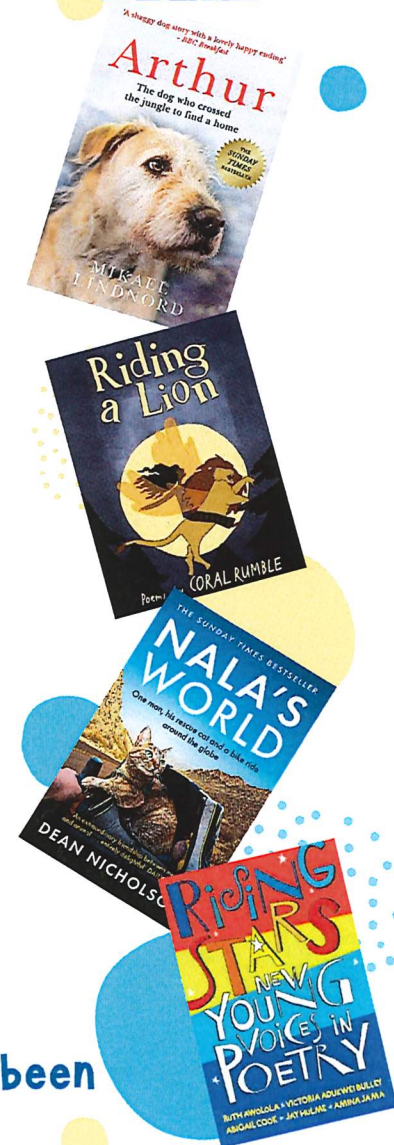
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Recommended Reads



Recommended Reads



Books don't just go with you, they take you where you've never been

Reading Tracker

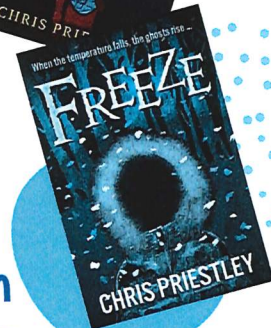
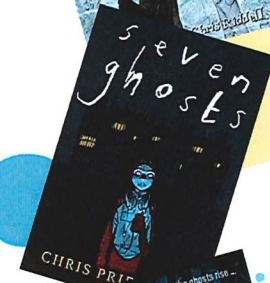
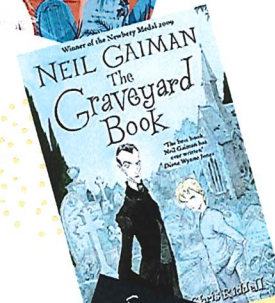
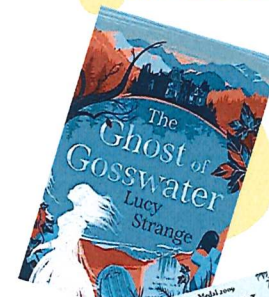
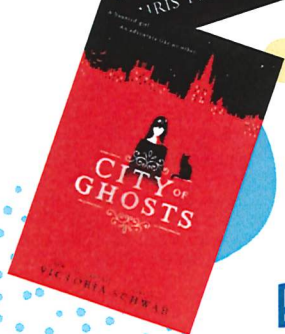
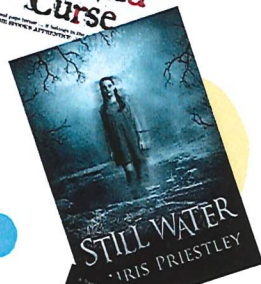
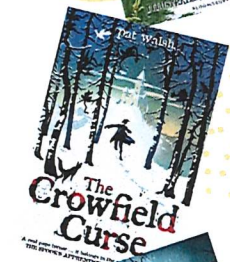


Recommended Reads

BOOKS I'VE READ

STAR RATING

Recommended Reads



Books don't just go with you, they take you where you've never been

Food and Nutrition

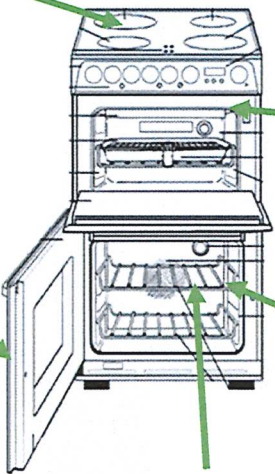
Personal Hygiene

1. Wash hands using soap before, during and after handling foods.
2. Nails must be clean, cut and unvarnished.
3. Blue aprons are worn and tied up properly.
4. No jewellery should be worn.
5. Hair must be clean, tidy and tied back.

Hob – The flat top of a cooker that heats foods by conduction

Grill – Radiates heat downwards to cook food.

Door – To keep the heat in when cooking.



Oven – For baking, roasting and slow cooking foods.

Shelves – To place trays of food on.

Fruit and vegetables

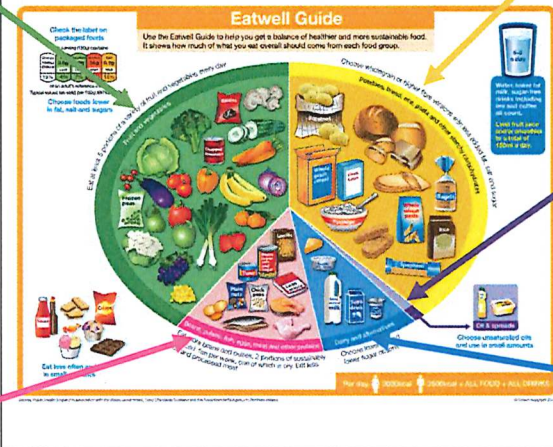
- This group should make up just over a third of the food eaten each day.
- Aim to eat five portions fruit and veg a day
- Choose from fresh, frozen, canned, dried or juiced.
- A portion is around 80g (3 heaped tablespoons).
- 30g of dried fruit or 150ml glass of fruit juice or smoothie count as 1 portion each day.

Protein e.g. meat, fish, beans & alternative proteins.

- Protein foods include meat, fish, nuts, soya, beans and seeds.
- Two portions of oily fish are recommended each week. E.g. Salmon, mackerel and tuna.
- We should aim to eat about 70g of protein per day.

The Eatwell Guide

- Comprises of 5 main food groups.
- Is suitable for most people over 2 years of age.
- Shows the proportions in which different groups of foods are needed to ensure a well-balanced and healthy diet.
- It advises to eat certain proportions of food during a day..



Starchy carbohydrates: e.g. Bread, potatoes, pasta, rice.

- Base meals around starchy carbohydrate foods.
- This group should make up just over a third of the diet.
- Choose high-fibre, wholegrain varieties.

Oil and spreads

- **Unsaturated** fats are healthier fats that are from plant sources. e.g. olive oil, vegetable oil etc.
- **Saturated** fats are bad for you in large amounts. Saturated fats come from animal sources (e.g. butter, cream, lard etc).

Dairy and alternative dairy

- Good sources of vitamin D and calcium.
- An important source of calcium, keeps bones strong.
- Alternative dairy foods are usually made from soya beans. E.g. soya milk.

Chopping Boards – Use different coloured boards to avoid cross-contamination (the spread of harmful bacteria)

Brown – Vegetables

Green – Salads & Fruit

White - Dairy



Blue – Raw Fish

Red – Raw Meat

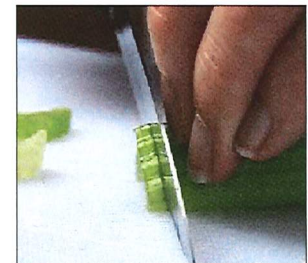
Yellow – Cooked Meat

Knife Cutting Techniques

Bridge hold



Claw grip



Year 7 French – Je Me Présente

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	Dodgy English	English
1	Bonjour! Je m'appelle Alexandre	Hello! I myself call Alexandre	Hello! My name is Alexandre
2	et ça s'écrit A-L-E-X-A-N-D-R-E	And it itself writes A-L-E-X-A-N-D-R-E	And it is spelled A-L-E-X-A-N-D-R-E
3	mais en fait je préfère mon sobriquet Alex	But in fact I prefer my nickname Alex	but in fact I prefer my nickname Alex
4	car c'est plus branché.	Because it-is more cool	Because it's cooler.
5	Mon anniversaire est le treize février	My birthday is the thirteen February	My birthday is the thirteenth of February
6	donc j'ai onze ans, et toi?	So I have eleven years, and you ?	So I'm 11 years old, you?
7	Dans ma famille, il y a cinq personnes.	In my family, it-there-has five peoples	In my family, there are five people.
8	D'abord, il y a ma mère qui s'appelle Marie	First, it-there-is my mum who herself-calls Marie	First of all, there is my mum who is called Marie
9	et je l'adore beaucoup.	And I her-love lots	And I love her lots.
10	Puis il y a mon beau-père qui s'appelle Pierre	Then it-there-has my step-dad who himself-calls Pierre	Then, there is my stepdad who is called Pierre
11	et bien qu'il soit assez gentil,	and even though he may be quite kind,	and even though he may be quite kind,
12	il est aussi un peu sérieux.	he is also a little serious	he is also a little serious.
13	Finalement, j'ai deux frères	Finally, I have two brothers	Finally, I have two brothers
14	qu'ils s'appellent François et Georges	what-they themselves-call François et Georges	who are called François and Georges
15	et ils sont très méchants !	and they are very naughty !	and they are very naughty!
16	Et moi ? Ben, je suis de taille-moyenne.	And me ? Well, I am of size-average	Me? Well, I'm average sized.
17	J'ai les yeux bleus et les cheveux châtain	I have eyes blues and hair chestnut browns	I have blue eyes and chestnut brown hair
18	qui sont courts et très bouclés.	Which are short and very curly.	Which is very curly and short
19	Comme personne, je pense que je suis sage	As a person, I think that I am well behaved	As a person, I think that I am well behaved
20	mais ma mère n'est pas d'accord avec moi.	but my mum not-is not of agreement with me.	but my mum doesn't agree with me.

The Top 10

1) Time Phrases/Sequencers	
Tout d'abord	First of all
Puis	Then
Ensuite	Then
Finallyment	Finally
Aujourd'hui	Today

6) Negatives	
Je ne suis pas	I am not
Je n' ai pas de	I do not have any
Je ne suis que	I am only
Je ne suis jamais	I am never
Je ne suis plus	I am no longer

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 suis	I am
J'ai	I have
Je porte	I wear
Je m'appelle	I am called
Il y a	There is / there are

4) Comparison	
plus grand que	taller than
moins agaçant que	less irritating than
aussi mince que	as skinny as
le plus fort	the strongest
le moins poli	the least polite

9) Past Tense	
J'étais	I used to be / I was
J'avais	I used to have
Je portais	I used to wear
Je m'appellais	I used to be called
Il y avait	There was / there were

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

10) Future Tense	
Je serai	I will be
J'aurai	I will have
Je porterai	I will wear
Je m'appellerai	I will be called
Il y aura	There will be



UK's Location	
Location	In the Northern hemisphere , in the continent of Europe. Within Europe the UK is located in the West. The UK is an island surrounded by the North Sea, Atlantic Ocean & English Channel .
Physical Features	The UK has a mixture of upland and lowland areas. Upland areas tend to be in the North & West. The highest mountain is Ben Nevis in Scotland. Lowland areas tend to be in the South & East. There are many significant rivers in the UK. The River Severn is the longest.
Human Features	The UK is made up of 4 countries: England - capital London Wales - capital Cardiff Scotland - capital Edinburgh Northern Ireland - capital Belfast

UK's Landscapes	
Granite Landscapes	e.g. Dartmoor . Resistant to erosion-forms rocky outcrops & tors . Granite is impermeable - lots of lakes form here. The soil here is acidic .
Limestone Landscapes	e.g. Yorkshire Dales . Karst scenery with flat topped moorland with caves, steep gorges , few surface streams. Limestone is quarried for cement & building blocks.
Chalk Landscapes	e.g. South Downs . Chalk forms escarpments with scarp (steep) slopes and dips (gentle slopes). Chalk is porous so there are few surface streams.

UK's Population	
The population of the UK is unevenly distributed . SE has densely populated . North/West is sparsely populated .	
England makes up 84% of UK population, Wales 5% , Scotland 8.5% and Northern Ireland <3%	
The south east of England covers 1/10 of the land area but has over 1/3 of UK population.	
Why is the SE densely populated?	<p>Good transport links: easy access to Europe & beyond. River Thames major river that London developed around.</p> <p>Lowland area: easier to develop settlements on.</p> <p>Government: is based in London- many jobs etc.</p>
Why is NW sparsely populated?	<p>Remote: some areas of Scotland are remote and not well connected by rail/road.</p> <p>Upland areas: much of the NW is a mountainous area which is difficult to build on.</p> <p>Climate: the climate tends to be colder & wetter here.</p>

Year 7 Geography Autumn Term - The UK

UK's Climate

Britain has a **mild climate**. It is in the **temperate climatic zone** and the sea affects the weather. This means that Britain gets **cool, wet winters** and **warm, wet summers**. The weather conditions are also very **changeable**.

Seasons	What affects our temperatures?
Spring: March to May Summer: June to August Autumn: September to November Winter: December to February	The temperature of the wind depends on where the air has come from. A large body of air with similar characteristics is called an air mass .

Prevailing wind:	Latitude:
the normal direction the wind blows from. There are 4 air masses which cause the temperatures in the UK. Cold weather comes from the Arctic . Warm weather comes from the South .	the UK is at a mid-latitude causing a mild climate i.e. not too hot/cold. Locations that are further north receive less concentrated energy from the sun.

Why does it rain so much?

Relief Rainfall

A. Low-pressure system hits the British Isles

B. Warm air is forced to rise up to the mountain

C. The air cools and forms clouds

D. The air cools and forms clouds, resulting in rain

E. The air then flows down the mountain. As it warms up it becomes drier

Atlantic Ocean Mountain

Frontal Rainfall

When a **cold** air mass meets a **warm** one they form fronts. Air is **forced to rise, condenses** and it rains.

Convection Rain

As **land heats up**, the air above it heats, causes **air to rise** and cool. This **condenses** and it rains.

UK's National Parks	
National Parks are protected areas because of the wildlife, countryside and heritage. They are unique landscapes, which attract both visitors and wildlife. There are 15 in the UK including: <i>The Peak District, The Lake District and The New Forest</i> .	
Conflicts in National Parks	Honeypot sites: high visitor numbers can destroy the environment. Footpath erosion: can scar the landscape. House prices: can be pushed up by 2 nd home owners.

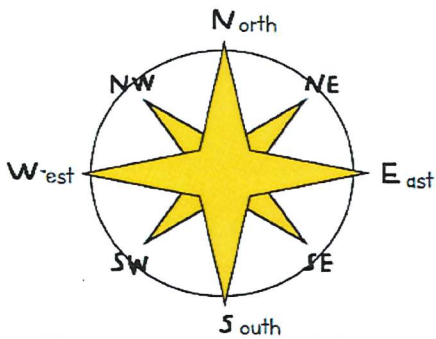
London

London is the capital of the UK. It has a population of **8.9million**. It is a **global city** with many huge business and a **multicultural city** with people of different nationalities living there.

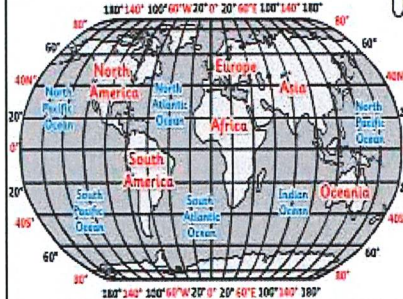
London	
CBD	The Central Business District of London e.g. Oxford Street, The City . Tall buildings, with many businesses, tourist attractions and very little housing.
Inner City	e.g. Elephant & Castle mainly terraced houses for old factory workers, high population density, often run down.
Suburbs	Inner & Outer Suburbs e.g. Kingston mainly housing (detached/semi detached) with gardens, garages, more greenery. Some schools and services. Fewer transport links.

UK & Climate Change	
The UK's climate is likely to change in the future. Warmer summers & wetter winters	
Causes	Enhanced Greenhouse Effect: More greenhouse gasses in the atmosphere-> more solar radiation trapped in atmosphere-> higher temperatures on earth.
Positive Effects	More tourism in the UK e.g. Cornwall as summer temperatures rise. A wider variety of crops can be grown e.g. grapes, citrus fruits .
Negative Effects	Scottish ski resorts could close due to lack of snow, sea level rise could see more flooding in SE e.g. London . Increased pressure on water supplies , droughts increase, more cases of heat stroke .

COMPASS POINTS



LONGITUDE AND LATITUDE



Unlike grid lines where we go along the corridor and the stairs, here we go UP and ACROSS

LATITUDE

Flat lines. Flat-itude!

LONGITUDE

Long lines - up and down

MAP SYMBOLS

Symbols are useful for lots of reasons including, space saving on a map, multi-lingual (all languages can understand them), saves time, clear.



MOTORWAY



FOREST



PARKING



GOLF COURSE



TRAIN STATION



BUS/COACH STATION



CYCLE TRAIL



NATURE RESERVE



FOOTPATH



RIVER



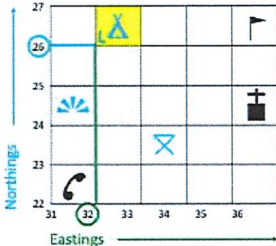
VIEWPOINT



MARSHLAND

4 FIGURE GRID REFERENCES

Along the edges of each map there are numbers. These numbers help you work out where a location is on a map. Northings are numbers that go from bottom to top, Eastings go from left to right.



The first two numbers give the eastings.

32 26

The second two numbers give the northings.

Remember... eastings then northings!

Along the corridor and up the stairs!

6 FIGURE GRID REFERENCES

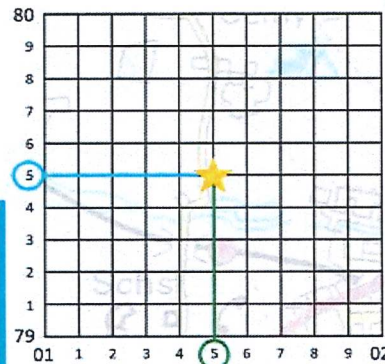
We can use six-figure grid references to find an exact location within a grid square, so they are much more accurate. The grid square is divided into tenths.

Example:

015 795

The first three numbers give the easting which includes the number of tenths.

The last three numbers give the northing which includes the number of tenths.



Year 7 Geography Autumn Term Map Skills

Key Words

Relief: height/shape of the land.

Topography: the surface features of the earth like hills, mountains, valleys etc...

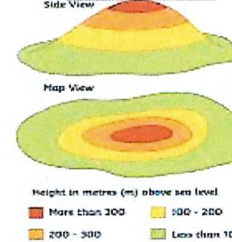
Scale: the scale of a map helps you to work out the distance in reality between one place and another.

Ordnance Survey Map: are official maps of the UK that show key landscape and human features using different scales and symbols.

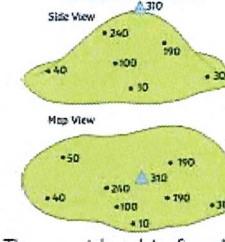
HEIGHT AND RELIEF

RELIEF the difference between the highest and lowest heights of an area.
TOPOGRAPHY the surface features of the earth like hills, mountains, valleys etc.

LAYER SHADING

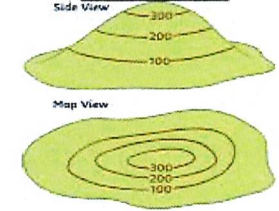


SPOT HEIGHTS



The exact height of a place above the ground is measured and written onto a map.

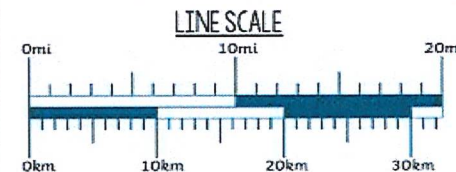
CONTOUR LINES



Contour lines are lines on a map which join up places of the same height. Everywhere along a contour line is the same height.

SCALE AND DISTANCE

OS maps have a scale. On some smaller maps, 1cm on the map equals 250m in real life. On some larger maps, 1cm on the map equals 500m. Different maps might have different scales, so check on your map to find its scale.



WORD SCALE

One centimeter on the map represents 3 kilometers on the ground. (1cm = 3 km)

Using the scale above, if we measure the distance on a map between two places with our ruler. The measurement is 4cm. We then have to multiply that measurement by 3 to calculate that the real distance between the two places is 12km.



Continents
North America
South America
Europe
Africa
Asia
Oceania/Australasia
Antarctica

Oceans
Arctic Ocean
Atlantic Ocean
Pacific Ocean
Indian Ocean
Southern Ocean

Romulus and Remus



Romulus and Remus were the twin sons of the princess Rhea Silvia and the god Mars. Their uncle, Amulius, wanted to kill them so they wouldn't take his throne, so he left them by the River Tiber to drown.

However, the boys were found by a she-wolf who looked after them. Eventually, the twins were found by a shepherd who raised the boys until they were old enough to discover who they were and kill the king (their uncle).



After this, they decided that they wanted to build their own city, however they argued about the best hill to put it on (the Palatine or Aventine). During this argument, Romulus killed Remus. Romulus created the city of Rome on April 21st 753 BCE.



Year 7 History: Term 1

The Romans

753 BCE –
Romulus
founds
Rome

510 BCE –
Roman
Republic
created

44 BCE –
Julius Caesar
assassinated

43 CE –
Emperor
Claudius
invades
Britannia

61 CE –
Boudicca's
rebellion

410 CE – Collapse of Rome

Emperor – The person in charge of an Empire. Roman examples included Augustus, Claudius, and Nero.

Republic – The system of government in Rome before they had an Emperor. The Senate would make the laws, and control of the army was shared between two consuls (new consuls were chosen every year).

Julius Caesar – A Roman consul, who became 'dictator for life' in Rome. He was very popular, but was eventually stabbed to death by the Senators of Rome (including his best friend, Brutus). This ended the Roman Republic.

Roman Army – The Roman army was very organised. They would fight in a square formation (although other tactics, such as the tortoise, were sometimes used).

Roman soldiers – Roman soldiers (known as legionaries) would expand and defend the Roman Empire. They would be in the army for 25 years, and during this time they would travel all around the Empire to fight while being paid 3000 sestertii a year. While travelling, they would be expected to build roads, bridges, and forts. They would carry a helmet and shield to defend themselves, as well as a spear (called a pilum) and short sword (called a gladius) to fight with.

Empire - A large number of countries which are all ruled over by a single person or government. Countries in an Empire are conquered (taken over). The Roman Empire got so large that they depended on these countries to give them the resources (things) they needed. For example, the Port of Rome is Ostia had 6 million bags of grain (food) delivered every year to feed the people. The Empire eventually got so big that it couldn't keep going when it was attacked.

Britannia – The Roman name for Britain. The Roman Emperor Claudius invaded Britannia as the country had lots of things which the Romans wanted: corn (for food), wool (for clothes), valuable metals (e.g. silver, gold, tin and lead) and slaves. The Romans also wanted revenge on Britannia for helping the French Gauls fight them.



How civilised were the Romans?

Civilised – A society/country with a well-developed system of government, culture, and way of life. People who live there are treated fairly.

Legacy – Something that is left behind. The Romans did many things for use, including: making Christianity popular, building (such as aqueducts, roads, arenas, and even whole cities), and introducing laws.

Roman roads – These connected the whole Empire. They were built very long and straight, and allowed armies and merchants to easily travel the Empire.

Aqueducts – A man-made channel for carrying water long distances. It allowed Rome to be more hygienic as all Romans had access to running water.

Latin – The language written and spoken by the Romans. It is the basis of many modern languages in Europe, such as Italian.

Boudicca – The name of a woman who lived in Britannia. She was the Queen of the Iceni tribe, and in 61 CE she led a rebellion against the Romans, because: the Romans were demanding high taxes (a lot of money), they wanted her to give up her throne, they attacked Boudicca's daughters. The rebellion failed.

Slave – Someone that is owned by someone else. They are not paid. Roman slaves had to do lots of different work, including mining (where the average age of death was 21), hairdressing, cleaning, cooking, and accountancy. Some slaves were forced to wear collars or were punished. They would be bought and sold in markets across the Empire.

Gladiator – A type of Roman slave. Gladiators would fight each other for entertainment in arenas (such as the Colosseum). They would be trained in gladiator schools, where they would share rooms, and sometimes have under-floor heating. There were lots of different types of gladiator such as the Samnite, Retarius, Gladiatrix (women gladiators) and Essedarius. Sometimes they would fight against animals (such as lions), and there are stories of the Romans filling arenas with water and having naval battles. Some gladiators became celebrities in Rome.



Describe – Use evidence (such as names, places, dates, statistics, and examples) to prove your point.

Explain – Argue what your evidence shows.

A cause of the growth of the Roman Empire was Roman ambition and power. In the early stages of the Empire, the Romans had already conquered Italy, Egypt, Greece, and Spain, however they chose to keep pushing their borders as far as Britannia and Germany. This shows that although they had plenty of resources from an already large empire, they still wanted more. ...

History skills

Analyse – Explain the links/patterns that you can spot in the evidence.

Infer – Use evidence to make an educated guess.

Hypothesis – An educated prediction.

Source – Historical evidence (such as a photograph, diary entry, letter, film, etc. from the period of time being studied). This can be used to investigate the past.

An historian – Someone who studies the past.

Chronology – The order which things happened.

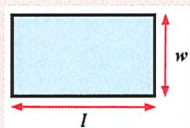
Narrative – The story of an historical event.

Trigger Cause – The last thing to happen before an event.

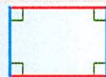
Year 7 Mathematics Key Information

Area of a Rectangle

$$A = l \times w$$



Quadrilaterals



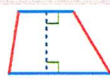
Rectangle
All angles 90°
Opposite sides equal



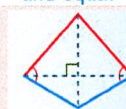
Square
All angles 90°
All sides equal



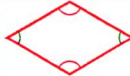
Parallelogram
Opposite sides parallel and equal



**Trapezoid (US)
Trapezium (UK)**
Two sides parallel



Kite
Adjacent pairs of sides equal



Rhombus
All sides equal
Opposite sides parallel

Metric and Imperial Measures

8km ≈ 5 miles
30cm ≈ 1 foot
2.5cm ≈ 1 inch
1kg ≈ 2.2 pounds
4.5l ≈ 1 gallon
1l ≈ 1.75 pints

Metric Length Conversions

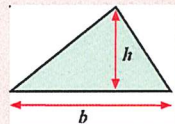
1km = 1000m
1m = 100cm
1cm = 10mm

Prime Number

A number that has exactly 2 factors
2, 3, 5, 7, 11, 19, ...

Area of a Triangle

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



Metric Mass Conversions

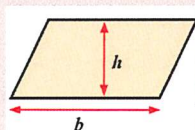
1 tonne = 1000kg
1kg = 1000g
1g = 1000mg

Square Number

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

Area of a Parallelogram

$$A = b \times h$$



Mean

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

Metric Capacity Conversions

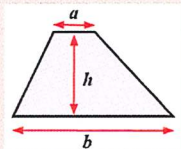
1l = 1000ml
1l = 100cl
1cl = 10ml

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



Quadrangle



Pentagon



Hexagon



Heptagon



Octagon



Nonagon



Decagon

Median

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

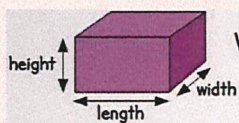
Mode

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

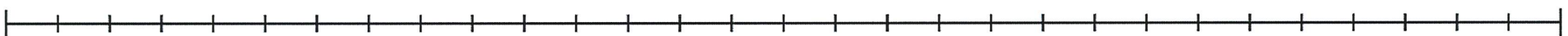
The factors of 12 are 1, 2, 3, 4, 6 and 12

For anything else you want to know, have a look at Corbett/Maths



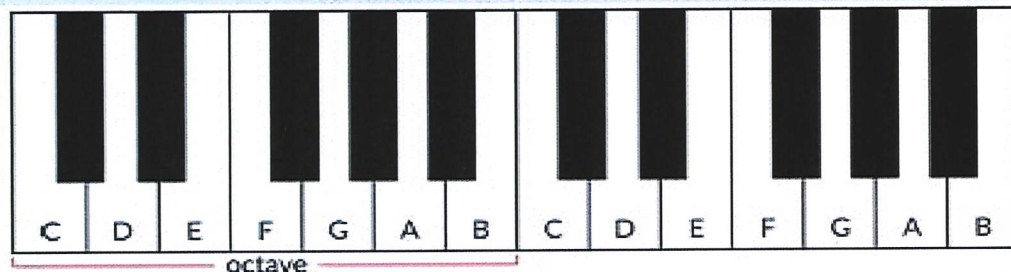
x	1	2	3	4	5	6	7	8	9	10
1	1	2	3	4	5	6	7	8	9	10
2	2	4	6	8	10	12	14	16	18	20
3	3	6	9	12	15	18	21	24	27	30
4	4	8	12	16	20	24	28	32	36	40
5	5	10	15	20	25	30	35	40	45	50
6	6	12	18	24	30	36	42	48	54	60
7	7	14	21	28	35	42	49	56	63	70
8	8	16	24	32	40	48	56	64	72	80
9	9	18	27	36	45	54	63	72	81	90
10	10	20	30	40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

-15 -14 -13 -12 -11 -10 -9 -8 -7 -6 -5 -4 -3 -2 -1 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15



KEYBOARD SKILLS

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



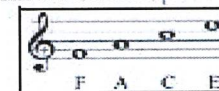
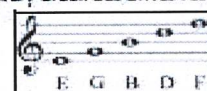
Exploring Treble Clef Reading and Notation

B. Treble Clef & Treble Clef Notation

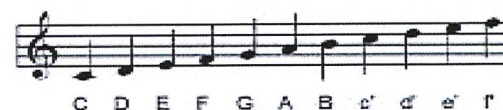
A **STAVE** or **STAFF** is the name given to the five lines where musical notes are written. The position of notes on the stave or staff shows their **PITCH** (how high or low a note is). The **TREBLE CLEF** is a symbol used to show high-pitched notes on the stave and is *usually* used for the right 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.



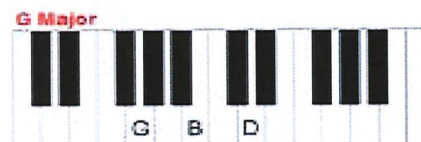
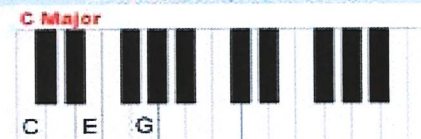
Every Green Bus Drives Fast. Notes in the **SPACES** spell "FACE"



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

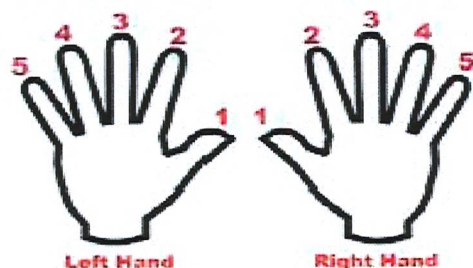


C. Keyboard Chords



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

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



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	
Key word	Definition
Crescendo	Gradually getting louder
Diminuendo	Gradually getting quieter

	<ul style="list-style-type: none"> • <i>ff</i> Fortissimo • <i>f</i> Forte • <i>mf</i> Mezzo-Forte • <i>mp</i> Mezzo-Piano • <i>p</i> Piano • <i>pp</i> Pianissimo
--	--

Rhythm	
Key word	Definition
Pulse	The heartbeat of the music
Beat	One unit of pulse
Rest	The silence between notes
Polyrhythm	Many rhythms played at the same time.
Ostinato	A short repeated rhythm

	semibreve worth four beats each
	minim worth two beats each
	crotchet worth one beat each
	quaver worth half a beat each

Structure	
Pop Music	
Key word	Definition
Intro	Sets the mood at the start of the song
Verse	Tells the story of the song with different lyrics each time
Pre-Chorus	Build up to the chorus
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

Melody	
Key word	Definition
Pitch	How high or low a note is
Ascending	Going up in pitch
Descending	Going down in pitch
Riff	A short repeated melody
Flat	<i>b</i> One note lower in pitch
Sharp	<i>#</i> One note higher in pitch

Instrumentation	
What instruments are playing ?	
Instrument families	
Strings	Violin – Guitar – Cello – Double Bass
Brass	Trumpet – Trombone – Tuba
Woodwind	Clarinet – Saxophone – Bassoon
Percussion	Drum kit – Timpani – Tambourine

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

Tone	
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

Classical Music	
Key word	Definition
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

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 chord . To play a chord 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



Define:
Platonic Relationship

A friendship or relationship where there is no romantic, intimate or sexual feelings.

Friends and Colleagues.

Define:
Intimate Relationship

A relationship which can include a sexual attraction and sexual activity.

Boyfriend. Girlfriend, Married Couples

Define:
Familial Relationship

A relationships with someone who has a blood, kinship or legal tie to you.

Parents, Siblings etc.

Define:
Toxic Relationship

A relationship that has a negative impact on your mental health and self esteem.

What makes a good friend?	
Good friends make you feel good	Good friends say and do things that make you feel good, giving compliments and congratulations and being happy for you.
Good friends listen	A good friend allows you to talk and doesn't interrupt you. They're interested in what you have to say.
Good friends support each other	If you're feeling down, a good friend will support you. If you need help, a good friend will try to help you out.
Good friends are trustworthy	If you tell a good friend something private, they won't share it. You can trust a good friend not to be judgmental.
Good friends handle conflict respectfully and respect boundaries	A good friend will tell you if you've done something to hurt them. If you tell a good friend they've hurt you, they'll be sorry and won't do it again.
Friends not followers	In the digital world you can feel under pressure to have a lot of friends and followers. Remember that you only need a small circle of friends to be happy,
Good friendships go both ways	

Signs of a Toxic Friendship

Sometimes people who claim to be your friends can show bullying behaviour. This is sometimes called a 'frenemy' but is a type of toxic relationship. You can spot them by:

- hey might say "brutally honest" things to you which are unkind or hurtful
- Put pressure on you to do things you don't want to do
- Be manipulative (e.g. 'If you were my friend you would...')
- Put you down
- Laugh at you, or encourage others to laugh at you
- Talk about you behind your back
- Deliberately exclude you from group chat and activities
- Take the "banter" too far
- Share things about you online
- Make you feel bad about yourself

What to do if you are in a toxic friendship

- **Remember: the problem isn't you:** Hold on to that thought. Their behaviour might make you feel bad, but they need to change, not you.
- **Talk to them about how their behaviour makes you feel:** Explain calmly and without accusation. Be specific, Tell them what you'd like to happen moving forward. Their response will tell you a lot, sometimes our behaviour hurts others without us realising.
- **If they apologise, give them another chance:** If they mean it, they'll change their behaviour and stop making you feel bad. However, sometimes frenemies might apologise insincerely, and their behaviour afterwards won't change. If they're still making you feel bad despite what you've told them, it's time to move on.
- **Make new friends:** Moving on can be scary, but you deserve people in your life who support you and make you feel good about yourself. See our guide to making new friends for help.
- **Don't retaliate:** It can be tempting to encourage others to exclude your former frenemy, or to put them down behind their back. Don't do this: you're only showing the same behaviour you found difficult in them.

Define:
Bullying

Bullying is the repeated and intentional behaviours which cause harm to another person, either physically, emotionally or psychologically.

Define:
Banter

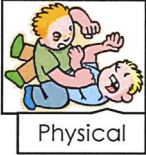




Banter is the playful exchange of teasing remarks and jokes between friends where all are in on the jokes and enjoy the exchange.

Define:
By-Stander

A person who doesn't actively engage in the bullying but watches and doesn't do anything to prevent it.

Define:
Bully

A person who engages in bullying type behaviour towards one or more people.

Types of Bullying	
 <p>Physical</p>	<p>The victim is physically and violently assaulted by the bully. This can include being beaten up, pushed and shoved or the physical taking of items from the victim. This sort of bullying is against the law and should be reported to the police.</p>
 <p>Verbal</p>	<p>This can include name calling, snide comments and the spreading of rumours; it can also constitute harassment in some cases which is illegal and should be reported to the police.</p>
 <p>Emotional</p>	<p>Psychological and emotional bullying is difficult to see, but can include the ostracization of the victim from a particular group, tormenting and humiliating the victim.</p>
 <p>Cyber</p>	<p>Cyberbullying is the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature, but can also include setting up of malicious websites or posting personal and embarrassing images and videos without the persons permission.</p>
 <p>Specific</p>	<p>This the term used to describe bullying based on an specific aspect of the victims identity such as homophobic, transphobic, Bi-phobic bullying but can also include racist bullying and bullying based on religion. All of these types of bullying are illegal.</p>

Define:
Baiting

Baiting can be used in bullying both on and offline. It can be used to bully someone to get 'a rise' out of them and it can be used to antagonise those who might be bullying others to get them to bully. Sometimes baiting is used secretly to try and get a person to explode in a rage or react negatively/loudly so that they get in to trouble.

Dealing with Bullying

Remember that it is the victim that determines if they believe the behaviour is bullying not the bully.

- **Tell someone** – don't keep it to yourself, find a trusted adult who you can talk to.
- Don't retaliate, try and ignore them if you can.
- Try not to react in front of the bully.
- Stay with trusted friends who will support you.

Dealing with Cyber Bullying






Cyber Bullying can be harder to handle as it anonymous and can impact all aspects of your life.

- **Tell someone** – don't keep it to yourself, find a trusted adult who you can talk to.
- Report the bullying to the website and block the user.
- Do not Retaliate
- Screenshot evidence of the bullying.

Who Can you turn to for help and Support	
Parents or trusted family members	Teachers or school Staff
The Police	Friends
NSPCC	Helpline: 0808 800 5000 (24 hours, every day) nspcc.org.uk
Childline	Helpline: 0800 1111 (24 hours, every day) https://www.childline.org.uk
National Bullying Helpline	https://www.nationalbullyinghelpline.co.uk/

Year 7 Term 1 Christianity

Key Words			
Christians	people who follow the teachings of Jesus Christ	Omnipotent	God's nature as all-powerful
Crucifixion	Jesus' execution by the Romans on the cross	Original Sin	The built-in tendency to do wrong which comes from Eve's disobedience
Disciple	a follower of Jesus	Resurrection	Jesus returning from the dead after he was crucified
Jesus	1 st Century Jew whose teachings started Christianity; believed to be the Messiah	Salvation	Being saved from sin and given eternal life in heaven by God
Messiah	a saviour or liberator of a group of people	Sin	Any thought or action which goes against God's will
Miracle	an event caused by God	Trinity	God's nature as three-parts-in-one, the Father, Son and Holy Spirit

Key Ideas			
Sin and Salvation		<ul style="list-style-type: none"> - Christians believe you are judged after you die (see Religion and Life) and how well or badly you have lived and treated others decides if you go to heaven or hell - Sin is any action or thought that goes against God's will, Christians can look in the Bible for advice on what is a sin e.g. murder (You shall not kill) and adultery (cheating, you shall not commit adultery) - God gave humans free will but they should use that Freedom to make good choices and not sin - Salvation is the idea that Jesus's crucifixion saves human beings from eternal damnation - The death of Jesus made up for original sin – the idea that we were all damned by Eve's choice to disobey God – it allows us to atone for sins and reach eternal life in heaven 	
Nature of God		<ul style="list-style-type: none"> - Christians believe in one God who is the creator and the sustainer of all that exists - God is omnipotent which means they are almighty and have unlimited power - God is benevolent which means they are all-loving and all-good - God is just which means they are a perfect and fair judge - The Problem of Suffering asks: If God is all these things why do they allow bad things to happen to good and innocent people? 	
Incarnation and Crucifixion		<p>Crucifixion</p> <ul style="list-style-type: none"> - Jesus travelled to Jerusalem to preach and he was sentenced to death by Pontius Pilate - Jesus was then nailed to a cross where he died. - In his last moments Jesus was able to forgive those who were killing him showing Christians how important forgiveness is - This event is remembered on Good Friday - <i>"Forgive them father, they know not what they do"</i> – Luke 23:34 	<p>Incarnation</p> <ul style="list-style-type: none"> - Christians believe that God was incarnated (born) in human form as Jesus Christ - Mary was impregnated by the Holy Spirit and gave birth as a virgin – for Christians this is proof of Jesus' status as the son of God - Christmas is the festival that celebrates the incarnation - <i>"The word became flesh"</i> – John 1:14
Resurrection and Ascension		<p>Resurrection</p> <ul style="list-style-type: none"> - After Jesus was dead and buried Christians believe he rose from the dead – this is the resurrection - Early on the Sunday three women visited his tomb expecting to find his body but it was not there - After his resurrection Jesus appeared to his disciples and told them to spread the word of him - This event is celebrated on Easter Sunday - <i>"He is risen"</i> – Christians say this to each other on Easter Sunday 	<p>Ascension</p> <ul style="list-style-type: none"> - Forty days after he rose from the dead Jesus ascended (went up) into heaven <p>A belief in resurrection and ascension ...</p> <ul style="list-style-type: none"> - Shows life after death is real - Assures Christians they will rise again after death and live on in the afterlife - Leads Christians to try and lead a good life
The Trinity		<ul style="list-style-type: none"> - Christians believe God is three persons in one. This idea is called the Trinity. - Each person of the Trinity is fully God but the three persons of the Trinity are not the same. - The Father is the creator of all life - The Son is Jesus Christ who is both fully human and fully God - The Holy Spirit is the unseen power of God at work in the world, especially answering prayers - <i>"We believe in one God, Father, Son and Holy Spirit"</i> – The Nicene Creed 	

Product Design – Pull Along Toy

Tools and Equipment



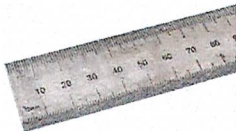
Gents Saw: To saw materials in a straight line.



Vice: To hold materials in place.



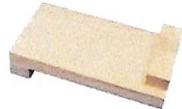
Coping Saw: To saw thin pieces of materials in curved lines.



Steel Rule: To measure accurately.



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



Bench Hook: To hold materials in place.

Belt Sander: To sand materials down.



2D Design CAD Software

Labels for CAD software tools:

- Select Tool
- Circle Tool
- Shape Tool
- Text Tool
- NB – Hold down any tool to see the full range.
- Line Tool
- Arc Tool
- Path Tool
- Fill Tool
- Delete Tool

CAMS

Pear:

Pear shaped cams are used on the shafts of cars. The follower remains motionless for about half of the cycle of the cam and during the second half it rises and falls.

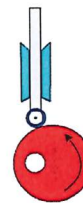


Drop:

This cam will cause sudden drops in the follower as it hits the drop point in the CAM.

Heart:

Heart shaped cams allow the follower to rise and fall with 'uniform' velocity.



Circular:

Circular cams or eccentric cams produce a smooth motion. These cams are using in steam engines.

Freehand Drawing

Light Sketch

Refine

Refine

Define



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.

Hazard: An object or activity that could cause a risk (harm).

Risk: The harm/danger that is caused by the hazard.

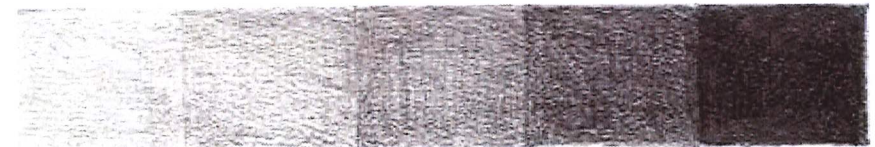
Control: A way in which you can prevent the risk from happening.

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

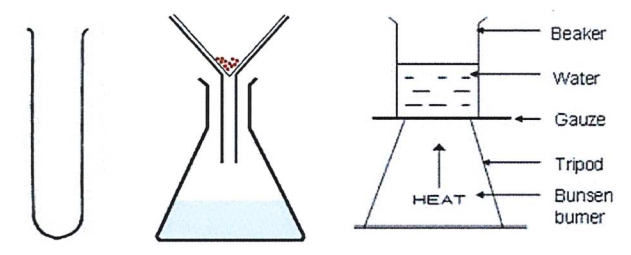
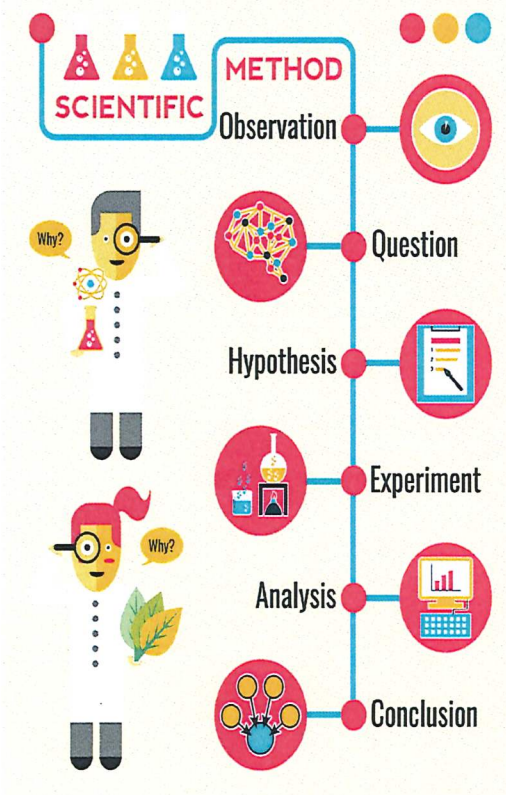
- **Aesthetics** – Shape, appearance, features, colours, design.
- **Cost** – How expensive is it/does it look/would it cost to make?
- **Customer** -How it is an effective product in relation to the user
- **Environment** – How environmentally friendly is it?
- **Safety** – Is it safe to use, was it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

Tone and Texture

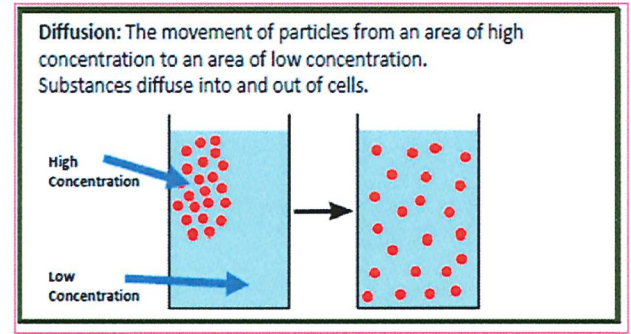
Different marks/tones can be used to render a design idea to make it look 3D.



Year 7 Science: Introduction and Particles



Scientific diagrams should be drawn with a pencil and a ruler and should be 2 dimensional and labelled.



E	O	F+	T+	Xn Xi
C	B	N	R	

Density

Low Medium High

Density is defined as mass per unit volume

Solid	Liquid	Gas
The particles vibrate in a fixed position.	The particles are close together and move around each other.	The particles are far apart and move quickly in all directions.
The particles cannot move from place to place.	The particles are arranged in a random position.	The particles are arranged in a random way.
Particles have a fixed shape and cannot flow.	The particles flow and take the shape of the bottom of their container.	The particles flow and completely fill their container.
The particles cannot be compressed (squashed)	The particles cannot be compressed.	The particles can easily be compressed.

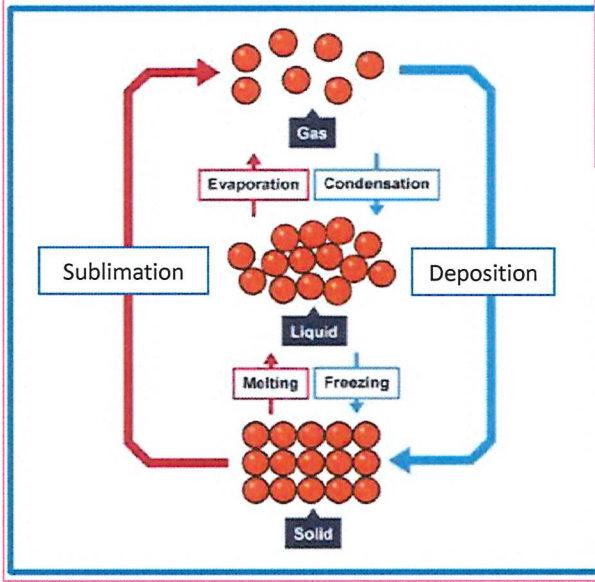
- Key ideas**
- All substances are made of **particles**.
- All particles **move**, when heated they move **faster**.
- All particles are **attracted**, some more than others.

Forces between particles:

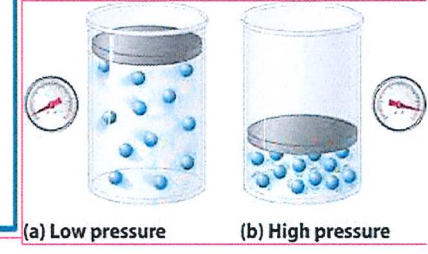
Solid: There are strong forces of attraction between the particles in a solid. Therefore, particles can only vibrate in a fixed position.

Liquid: There are weaker forces of attraction between the particles in a liquid. Therefore, the particles are close together, and are able to move around each other.

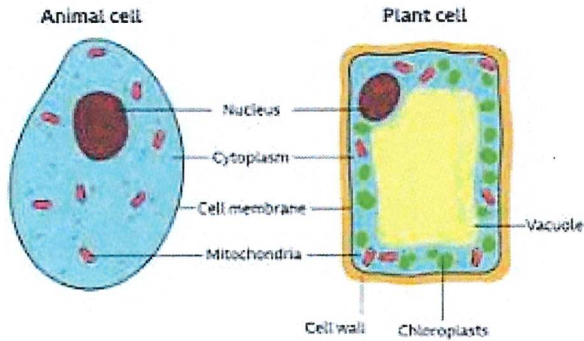
Gas: The forces of attraction between the particles are overcome. Therefore, the particles are far apart and move quickly in all directions.



Factors causing high gas pressure: high temperature, small volume, high concentration (number of particles.)

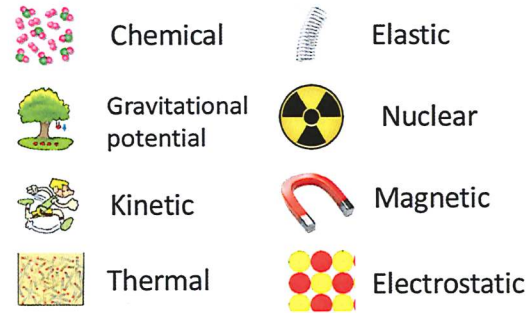


Year 7 Science: Cells



- A **unicellular** organism is made up of **one cell**.
- A **multicellular** organism is made up of **many cells**.
- A **tissue** is made up of a group of the same and/or different cells work together.
- An **organ** is made up of different tissues for a specific function.
- An **organ system** is made up of a group of the same and different tissues that work together.
- An **organism** is made up a group of different organs that work together.

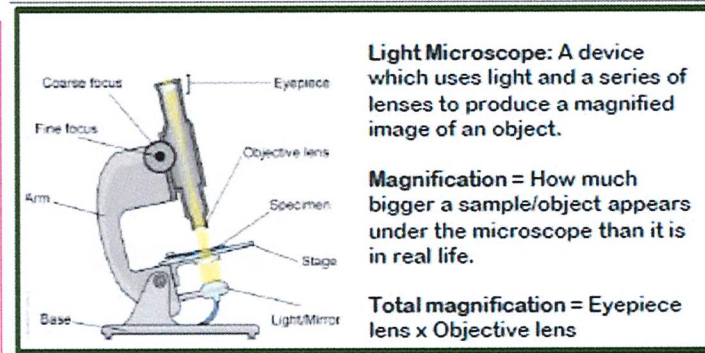
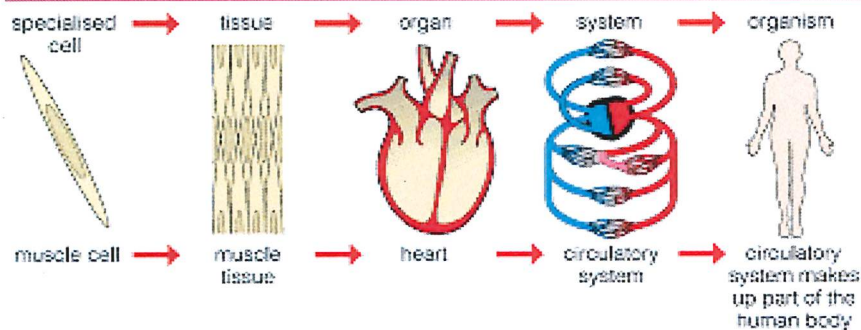
8 Energy Stores



Year 7 Science: Energy

Conservation of Energy:
Energy cannot be made or destroyed it can only be transferred or transformed

How to remember the 8 energy stores:
CEMENT KG



Conduction	Convection	Radiation
Particles with more heat energy vibrate faster. The vibrations pass onto adjacent particles	Particles with more heat energy move faster. Faster moving particles spread out becoming less dense. Less dense material rises	The energy travels in waves. Particles can absorb radiation gaining heat energy
Solids, liquids and gases	Liquids and gases	Can travel through a vacuum

Red Blood Cell	Sperm Cell	Root Hair Cell	Palisade Cell	Nerve Cell	Egg Cell
Carries blood around the body. Adaptations: No nucleus, large surface area and biconcave shape.	Carries the male genes. Adaptations: Tail for swimming, mitochondria for energy, acrosome to break down the egg cell.	Take in water from the soil. Adaptations: Long & thin; large surface area for maximum water absorption. Thin cell walls.	Production of food for the plant. Adaptations: Tall and thin. Lots of chloroplasts to absorb sunlight for photosynthesis.	Carry signals around the body. Adaptations: Long axon. Myelin sheath.	Carries the female genes. Adaptations: Lots of mitochondria. Outer layer hardens once fertilised.

The periodic table of the elements

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

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	Dodgy English	English
1	¡Buenos días! Me llamo Alejandro	<i>Good days! Myself I call Alejandro</i>	Good morning! My name is Alejandro
2	Y se escribe A-L-E-J-A-N-D-R-O	<i>And it itself spells A-L-E-J-A-N-D-R-O</i>	And it is written A-L-E-J-A-N-D-R-O
3	Pero en realidad prefiero mi apodo Ale	<i>But in fact I prefer my nickname Ale</i>	But in fact I prefer my nickname Ale
4	ya que es más guay .	<i>Because it is more cool</i>	Because it is cooler
5	Mi cumpleaños es el trece de febrero	<i>My birthday is the thirteen of February</i>	My birthday is the thirteenth of February
6	así que tengo once años. ¿Y tú?	<i>So I have eleven years, and you ?</i>	So I'm 11 years old, and you?
7	En mi familia, hay cinco personas.	<i>In my family, there are five peoples</i>	In my family, there are five people/
8	Primero, hay mi madre que se llama María	<i>First, there is my mother who herself-calls María</i>	First of all, there is my mum who is called María
9	Y la quiero mucho .	<i>And I her-love lots</i>	And I love her a lot.
10	Después hay mi padrastro que se llama Pedro	<i>Then there is my step-father who himself-calls Pedro</i>	Then there is my step dad who is called Pedro
11	Y aunque sea bastante amable ,	<i>And even though he may be quite kind,</i>	And although he is quite kind
12	también es un poco serio.	<i>Also he is a little serious</i>	He is also a little serious
13	Finalmente, tengo dos hermanos	<i>Finally, I have two brothers</i>	Finally, I have two brothers
14	que se llaman Franco y Jorge	<i>What-they themselves-call Franco and Jorge</i>	Who are called Franco and Jorge
15	¡Y son muy malportados!	<i>And they are very naughty!</i>	And they are very naughty!
16	¿Y yo ? Bueno, soy mediano .	<i>And me? Well, I am médium-height</i>	Me? Well, I'm average height
17	Tengo los ojos azules y el pelo castaño	<i>I have the eyes blues and the hair brown</i>	I have blue eyes and brown hair
18	que es corto y muy rizado .	<i>What is short and very curly.</i>	Which is short and very curly
19	Como persona, pienso que soy bien educado	<i>Like a person, I think that I am well behaved</i>	As a person, I think that I am well behaved
20	pero mi madre no está de acuerdo conmigo.	<i>But my mother not-is of agreement with me</i>	But my mum doesn't agree with me.

The Top 10

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

6) Negatives	
<u>No</u> soy	I am <u>not</u>
<u>No</u> tengo	I do <u>not</u> have any
<u>Tampoco</u> soy	I am ... <u>neither</u>
<u>Nunca</u> soy	I am <u>never</u>
<u>Ya no</u> soy	I am <u>no longer</u>

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

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

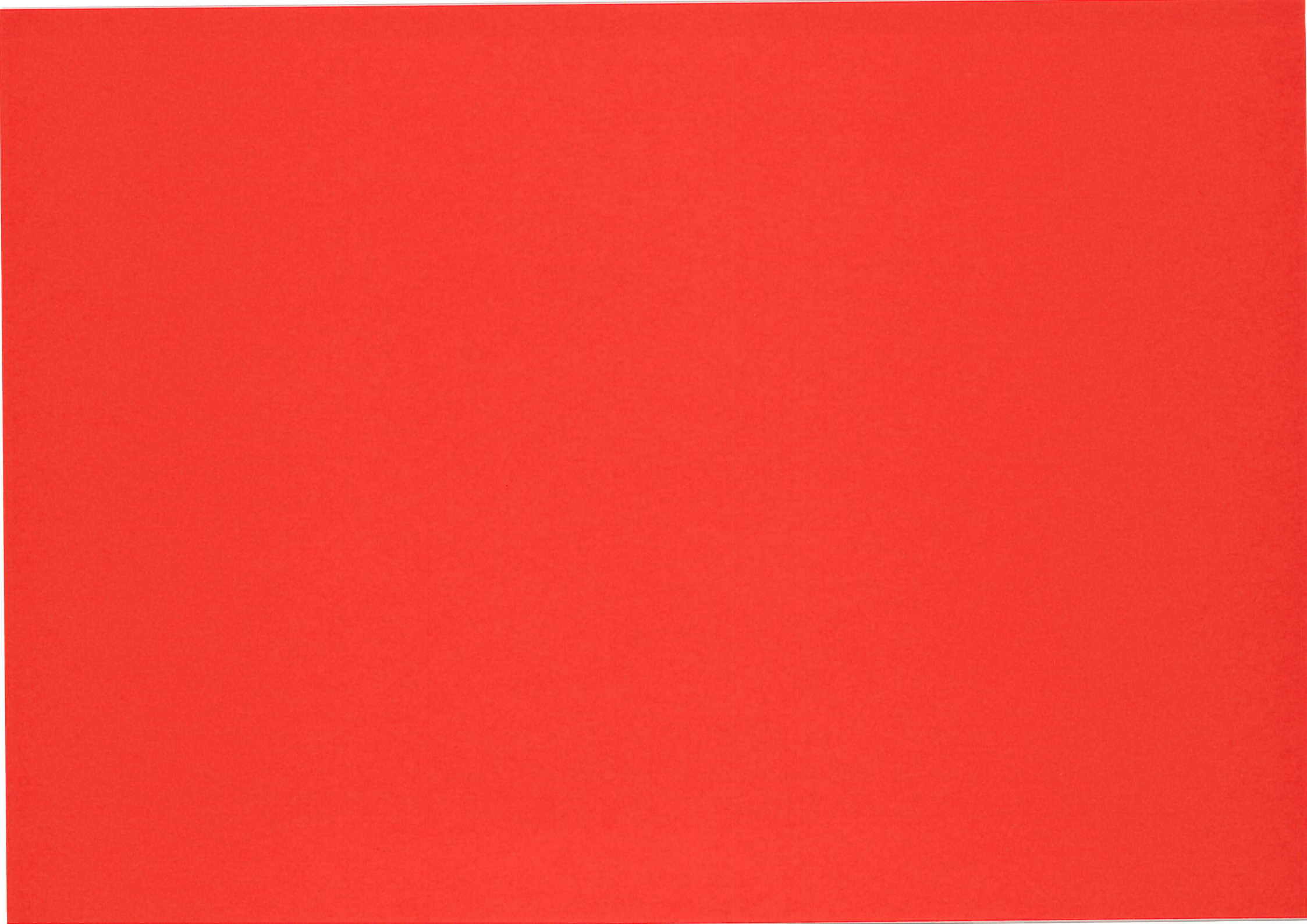
8) Present Tense	
Yo soy	I am
Yo tengo	I have
Yo llevo	I wear
Me llamo	I am called
hay	There is / there are

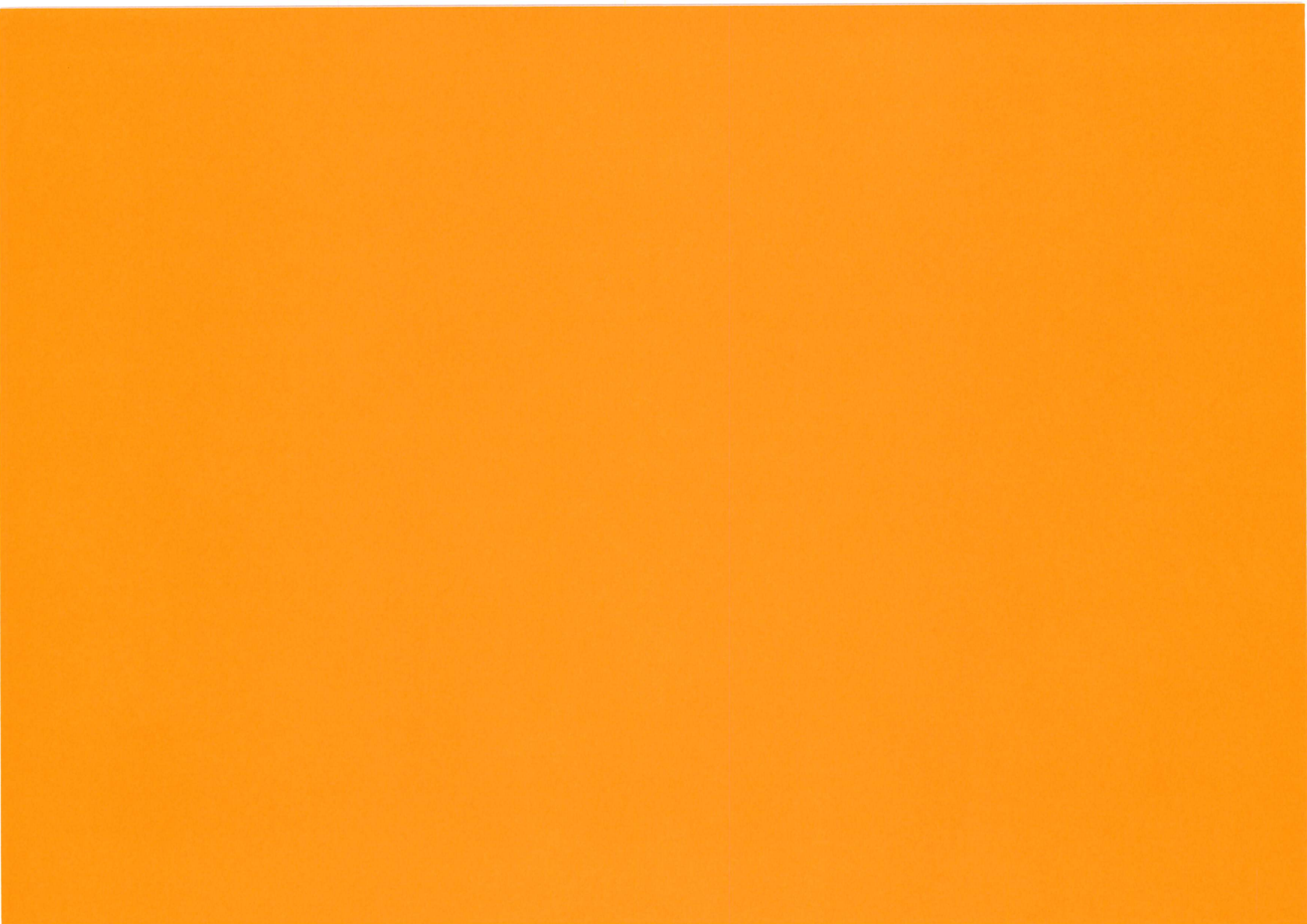
4) Comparison	
<u>más</u> grande <u>que</u>	taller <u>than</u>
<u>menos</u> irritante <u>que</u>	<u>less</u> irritating <u>than</u>
<u>tan</u> delgado <u>que</u>	<u>as</u> skinny <u>as</u>
<u>lo más</u> fuerte	<u>the strongest</u>
<u>lo menos</u> educado	<u>the least</u> polite

9) Past Tense	
Yo era	I used to be / I was
Yo tenía	I used to have
Yo llevaba	I used to wear
Me llamaba	I used to be called
había	There was / there were

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

10) Future Tense	
Yo seré	I will be
Yo tender	I will have
Yo llevaré	I will wear
Me llamaré	I will be called
Habr@	There will be







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