



ASH MANOR SCHOOL  
Aspire & Achieve

# Year 7 Spring Term Knowledge organiser

Name:

Tutor group:

Tutor:

Tutor room:

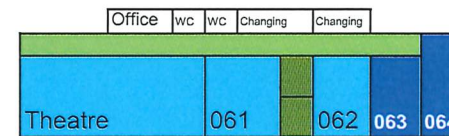
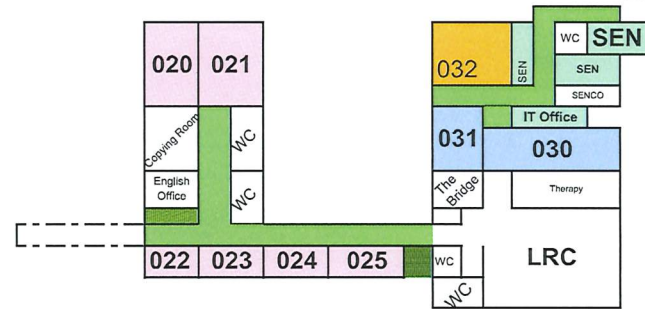
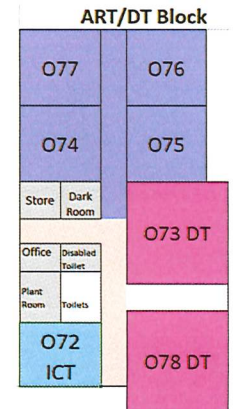
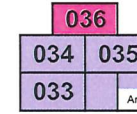
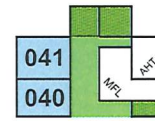
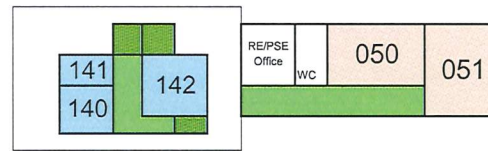
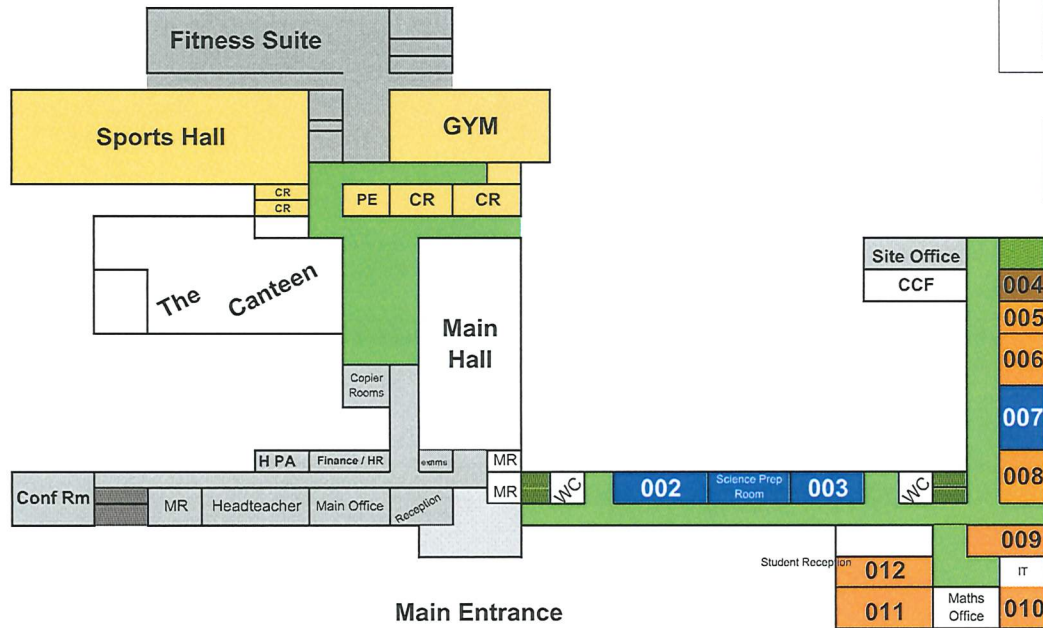
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## Key School information

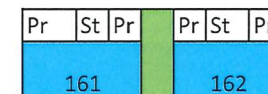
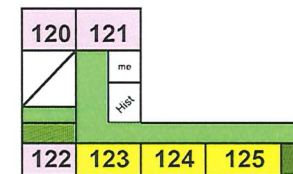
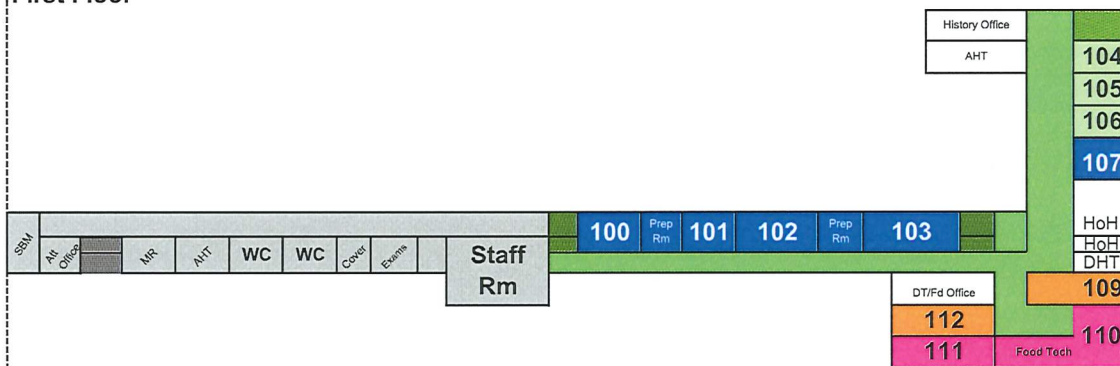
Times of the school day	
8.00am – 8.30am	Breakfast in canteen
8.35am	Pre-lesson 1 bell
8.40am-9.30am	Lesson 1
9.30am-10.20am	Lesson 2
10.20am-10.40am	Morning break
10.40am-11.30am	Lesson 3
11.30am-12.20pm	Lesson 4
12.20pm-1.00pm	Lunch
1.00pm-1.20pm	Tutor time / Assembly
1.20pm-2.10pm	Lesson 5
2.10pm-3.00pm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

Term dates	
<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**

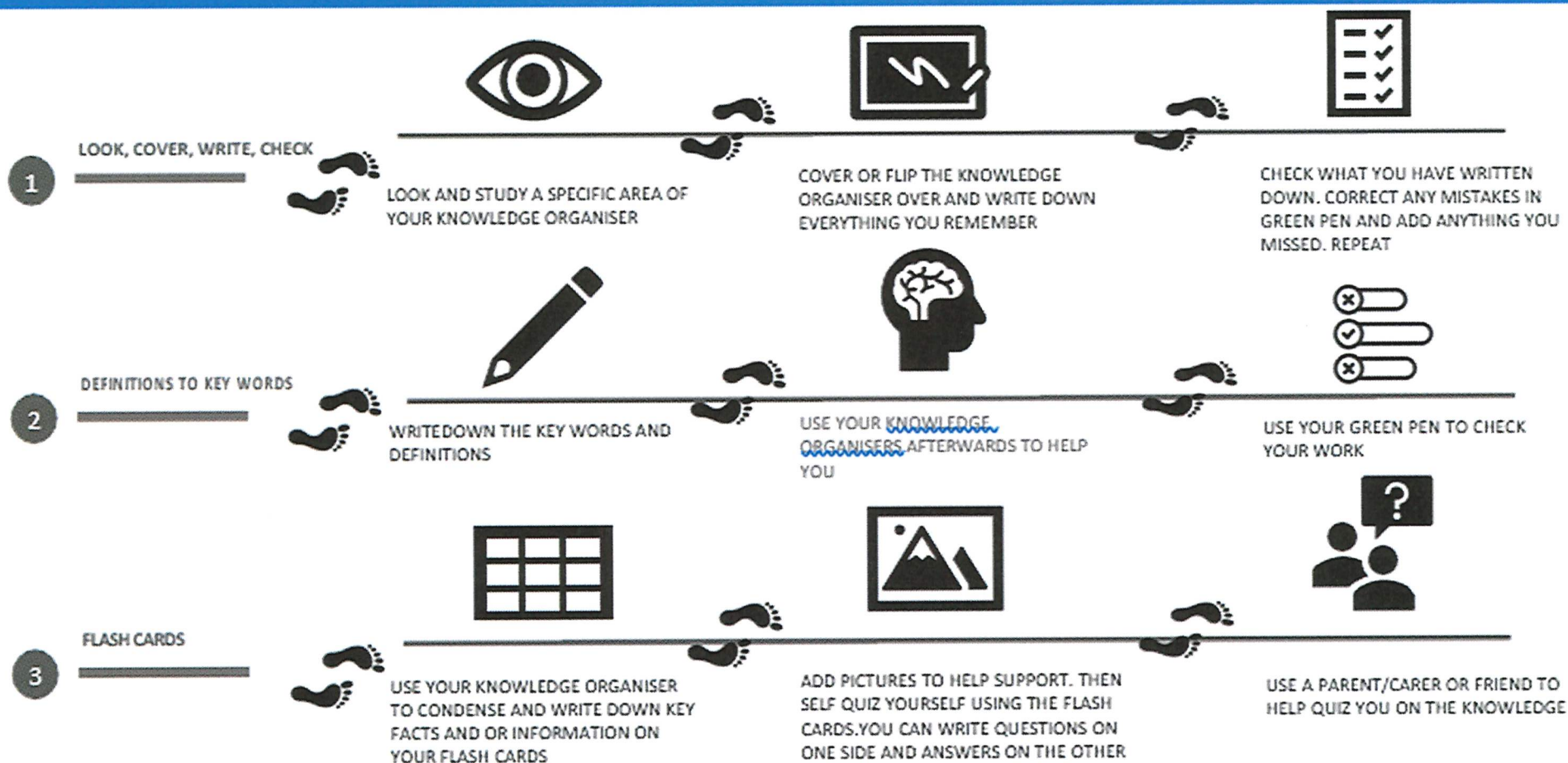


- Science
- Maths
- English
- Art
- Computing Studies
- MFL
- History / Classics
- Geography
- Performing Arts
- PE
- SEND
- RE
- DT/Food
- Business studies
- non student areas



# 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.

## 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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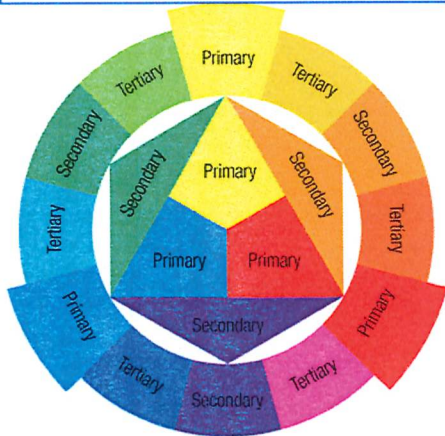
# ART

## How to write your analysis?

- What do you think about the work and why?
- What is the work of? (describe it; what do you see?)
- How has the artist used colour, shape, form, tone and composition?

**Composition** - Arrangement or layout of a piece of work.

## The Colour Wheel



### Pop Artists:

**Andy Warhol** was at the forefront of the Pop Art movement. He was born Andrew Warhola in 1928 in Pennsylvania.

**Roy Lichtenstein** was born in New York in 1923. He became famous for his bright and bold paintings of comic strip cartoons as well as his paintings of everyday objects and his use of Ben-Day dots.

**Ben-Day dots** - A printing method developed in the late 19th century and named after its inventor, illustrator and printer Benjamin Henry Day.



### Key words:

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

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

**Impressionism** - 19th-century art movement characterized by relatively small, thin, yet visible brush strokes with a focus on accurate depiction of light in its changing qualities.

**Onomatopoeia** - a word imitating a sound made, e.g. boom, meow, honk.

**Pop Art** - an art movement based on modern popular culture, everyday objects and mass production. **Primary colours** - colours that cannot be made. They are used to mix secondary and tertiary colours. Red Blue Yellow

**Printmaking** - the process of transferring an image from one surface to another.

**Secondary colours** - colours that are made by mixing two primary colours together. Green Orange Purple

## The formal elements of art

**Line** - the path of a point moving through space.

**Shape** - are spaces that are created when a line reconnects with itself

**Form** - are three dimensional and they have length, width and depth.

**Value** - the lightness or darkness of a colour or shade.

**Texture** - how something feels when it is touched.

**Space** - distances or areas around, between, and within the arrangement of a piece.

**Colour** - the visual property of the pigment of an object.

## Pop art research page success criteria:

- ✓ Facts x 4
- ✓ Analysis - 3 sentences.
- ✓ Artist's work x 2 images
- ✓ Artist copy
- ✓ Your opinion of the work





**COMPUTING YEAR 7 SPRING 1  
NETWORKS**

**KEY VOCABULARY**

Network	When Two or computers are connected together to allow them to communicate
Protocols	A set of rules for how messages are turned into data packets and sent across networks
Computer Hardware	is the term given to a physical device that you can see and touch
Hub	Accepts and broadcasts messages to everyone
Switch	Component on a network that sends a packet to where it needs to go
Bandwidth	is the amount of data that can be moved from one point to another in a given time.
ISP's	Internet Service Providers
Internet	is a collection of networks connected globally
World Wide Web	Contains websites, web pages, and the links between them.
Data Packet	A piece of data sent over a network. Messages have to be broken down into binary data packets before they are transferred
Browser	A piece of software used to view information on the World Wide Web
Search Engine	A search engine is a website that allows you to look up information on the World Wide Web.

SERVER	SWITCH	ROUTER	ETHERNET CABLE
Stores all user data and information within a network in a central location. This allows users to log into any work station and access their files	Using Ethernet cables to connect to both the server and individual work stations, a switch directs information between the server and individual workstations	Allows wireless connection of mobile devices to a network if within a suitable range. Allows several devices to be connected at the same time	Networking hardware used to connect one network device to another. They can be used to share devices such as printers and scanners amongst many users

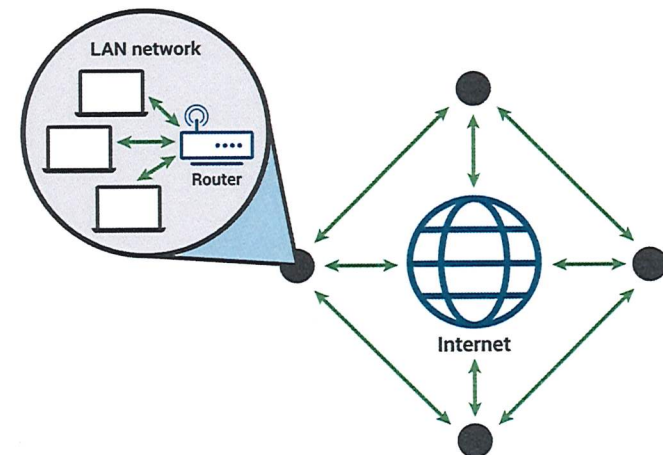
**Networks**

**LAN** – Local Area Network connects devices together over a small geographical location e.g. a building. They connect computers using a combination of Ethernet cables and switches requiring a Network Interface Card

**WAN** – Wide Area Network, A computer network where devices are connected over a large geographical area e.g the Internet. They require access to the internet via a router

**WPAN** – Wireless Personal Area Network, used to connect devices to your personal computer system without the use of wires. Most commonly uses Bluetooth e.g. connecting headphones or speakers to your phone.

**WAN network**




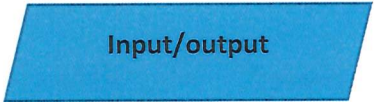
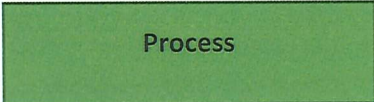




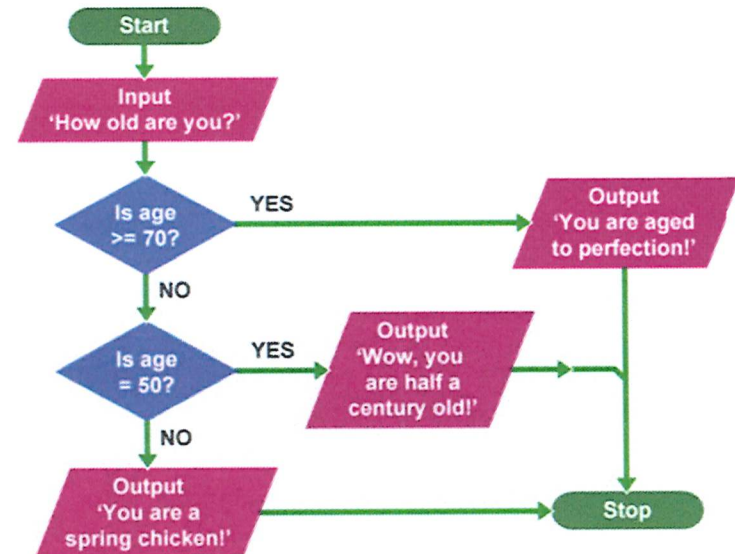
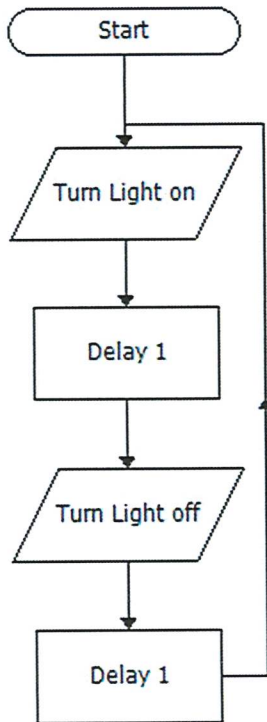
**+COMPUTING YEAR 7 SPRING 2  
FLOWOL**

**KEY VOCABULARY**

ALGORITHM	A set of rules or instructions to be followed.
FLOWCHART	A graphical way of showing an algorithm.
SELECTION	Deciding what code to run based on a decision or answer to a question. E.g. an IF statement.
SEQUENCE	A set of instructions that are completed in the exact order that they are written.
ITERATION	Where a set of instructions is repeated . E.g. a WHILE loop and FOR loop
INPUT	Data that is given to the computer or program to then use
OUTPUT	Information that is provided by the computer or program.
DECOMPOSITION	Breaking a problem down into smaller parts
VARIABLE	A name given to a value in a program that can change when the program is running.

**FLOWCHART SYMBOLS**

	Used at the start and end of a flowchart
	Controls all the inputs and outputs
	General instruction and calculations carried out by the computer
	Where a question/decision is asked. Must have a "Yes" and "No" output
	Used to connect flowchart symbols to show the direction of flow in the program





Spring

Drama

Year 7

**Ernie's Incredible Illucinations**  
by Alan Ayckbourn

GENRE =  
COMEDY DRAMA

CONTEXT =  
Written in England in  
1969

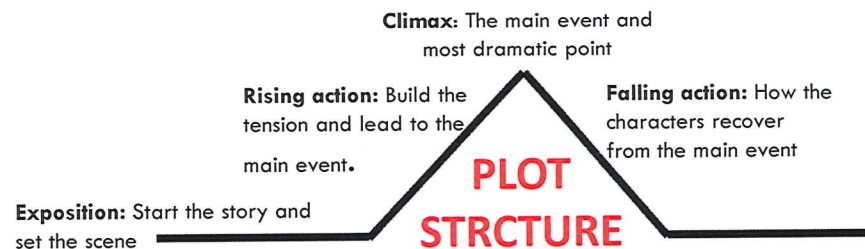
SETTING =  
Late 1960 – Early  
1970

**Key Features of the script:**

Word	Definition
Ensemble Scenes/Acting	When actors work together as a group, to create an effect.
Direct Address	When the audience know something the other characters don't
Comic Characterisation	Short lines of dialogue, visually presented for the audience to read.
Breaking the Fourth Wall	A play set to music
Multiple Locations	A play which has many locations
Cross Cutting	When scenes cross from one location to the next (and back again)
Multi-roling	When an actor plays more than one character



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?**



Romeo and Juliet –  
William Shakespeare

# Spring English YEAR 7

**Analysis:** detailed examination of the elements or structure of something



<b>What?</b>	What is the writer trying to tell us about the character/theme/setting?	<i>Romeo is presented as... Shakespeare presents Juliet as ... and ...</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>Shakespeare 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.

**Key Vocabulary:**

**Virtue** (n) behaviour showing high moral standards.  
**Flaw** (n) a mark, blemish, or other imperfection which mars a substance or object.  
**Reconcile** (v) restore friendly relations between.  
**Resolute** (adj.) admirably purposeful.  
**Deception** (n) the action of deceiving someone.  
 Pernicious (adj.) having a harmful effect.  
**Rebellion** (n) the action or process of resisting authority.  
**Turmoil** (n) a state of great disturbance, confusion, or uncertainty.  
**Masculinity** (n) qualities or attributes regarded as characteristic of men.  
**Femininity** (n) qualities or attributes regarded as characteristic of women.  
**Patriarchy** (n) a system of society or government in which men hold the power.

**Terminology:**

**Shakespearean Tragedy** - a seemingly heroic figure whose major character flaw causes the story to end with his tragic downfall.  
**Iambic Pentameter** - rhythm structure that combines unstressed syllables and stressed syllables in groups of five.  
**Verse** - lines of a play that follow a specific pattern of stressed and unstressed syllables.  
**Prose** - speech used by common people in Shakespearean drama.  
**Rhyming Couplet** - a rhyming pair of successive lines of verse.  
**Sonnet** - a poem that has 14 lines and a particular pattern of rhyme.  
**Oxymoron** - contradictory terms appear in conjunction.  
**Tragic Conventions** – what is expected in a tragedy  
**Fatal Flaw** - trait that ultimately leads to a character's downfall.

**Themes**

Love                      Violence

Age                        Family

**Characters**

Romeo  
 Juliet  
 Mercutio  
 Tybalt  
 Friar Laurence  
 Benvolio  
 Paris  
 Nurse  
 Prince Escalus

**Why did Shakespeare write the play?**

- To present the patriarchal society of the time. patriarchal societies are ones where men are dominant, and have control over women. Great emphasis was placed on masculine loyalty and honour.
- To present ideas around wealth in relation to social status. After women married, they lost almost all of their rights; they could not own property or inherit.
- To present the ideas around fate. Many Elizabethans believed God decided your fate, and that astrology could help you identify your course in life.



# Spring English YEAR 7

## Writing: composing a text for a purpose

**Paragraphing:**  
Always start a new paragraph whenever you change:

- Time
- Place
- Topic
- Person

**Remember TiToP**

**Word bank**

**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.

**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:**

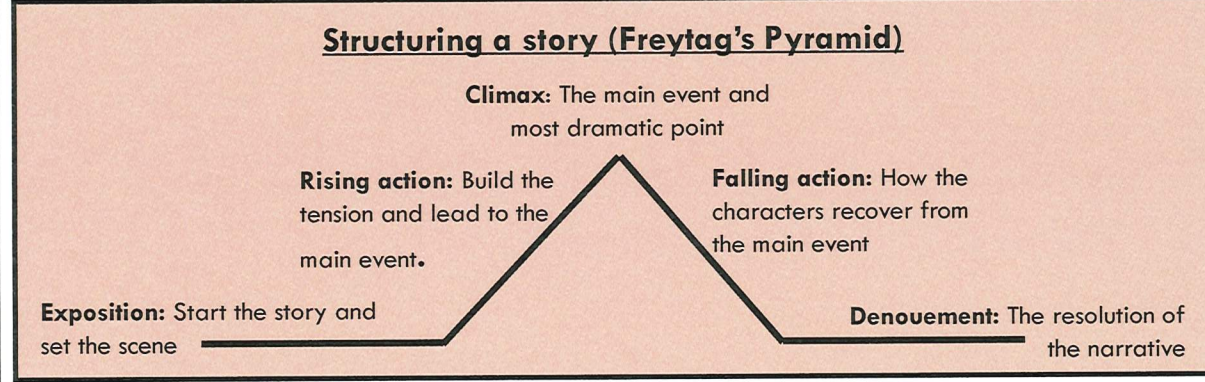
- After running up the hill,...
- Before charging into battle,...

**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...



**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 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

**Common Errors**

- **of/off**  
of - relationship between  
off - away from or removed
- **whose/who's**  
whose - belonging  
who's - who is
- **whether/weather**  
whether - choice between alternatives  
weather - state of the atmosphere



# Reading Tracker

BOOKS I'VE READ

STAR RATING



Recommended Reads

Recommended Reads



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

#READINGCHALLENGE



# Food and Nutrition

## Sensory Testing

### What is Sensory Testing?

A range of senses are used when eating food.

These senses are:

- Appearance (looks)
- Aroma (smell)
- Sound
- Taste
- Texture



A combination of these senses enables you to evaluate foods.

When tasting food, we use all of our senses to test for; taste, texture, appearance and aroma (smell)

	Taster 1	Taster 2	Taster 3	Taster 4	Total
Appearance	4	3	5	3	15
Texture	3	5	5	4	17
Taste	4	5	4	5	18
Aroma	3	4	3	3	13

The size, shape, colour and temperature all play an important part in helping to determine your first reaction to a food.

The nose detects aromas (smells) released from food.

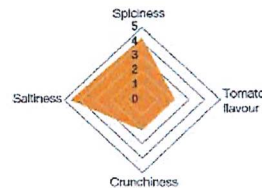
The smell may be described by association with a particular food,

e.g. herby, cheesy, fishy.

Smell and taste work together to produce flavour.

Sensory tests are used in the food industry because;

- It helps test the **popularity** of dishes.
- Food needs to **appeal** to the right customers.
- It helps to **improve** recipes.
- It helps to **sell** food products



## Cross Contamination

Cross contamination is where **harmful pathogens** are transferred from one food/area to another.



Handling raw chicken



Not washing hands after handling raw chicken



Touching other food with now contaminated hands

## Fibre

Fibre is a type of carbohydrate that the body cannot break down and so it passes through our gut into our large intestine. It is found in plant foods like wholegrains, beans, nuts, fruit and vegetables.

Fibre helps to keep our digestive system healthy and helps to prevent constipation.



## Vitamins

### Vitamin A

### Vitamin B

### Vitamin C

### Vitamin D

### Vitamin E

### Vitamin K

Vitamins are found in a wide range of **unprocessed** plant and animal foods. This means they have not been cooked or had anything added to them.

If we are **deficient** (not getting enough) in certain vitamins and minerals we can become unwell.

Fatigue, heart disease, high blood pressure & some cancers are just some of the problems that can occur.

## Minerals

### Calcium

### Iron

### Sodium

### Iodine



Just like **vitamins**, **minerals** help your body grow, develop, and stay healthy.

The body uses minerals to perform many different functions from building strong **bones** to transmitting **nerve** impulses.

Some minerals are even used to make hormones or maintain a normal **heartbeat**.



A **hand blender** is a simple-to-use kitchen gadget that is used for pureeing soups, making single drinks, or blending milkshakes in small quantities.



**Care must be taken when blending hot liquids, as it can splash onto you or others around you causing burns.**

**The risk of electrocution could happen if wires and plugs are near or around water.**





## Year 7 – Mes Loisirs

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.

	English	Dodgy English	Français
1	During my free time, I do lots of things.	<i>During my time free, I do lots of things.</i>	Pendant mon temps libre, je fais beaucoup de choses.
2	I love to play rugby with my friends	<i>I love to play ruby with my friends</i>	j'adore jouer au rugby avec mes amis
3	and I play it every Monday	<i>and I it play the monday</i>	et j'y joue le lundi
4	because it is very fun.	<i>because it is very fun</i>	car c'est très amusant.
5	However, I must admit that I hate football	<i>However I must admit that I hate the football</i>	Pourtant je dois admettre que je déteste le foot
6	because it is really boring.	<i>because it is really boring</i>	parce que c'est vraiment barbant.
7	Also, I do dance with my sister	<i>Of more, I do of the dance with my sister</i>	De plus, je fais de la danse avec ma sœur
8	since it is amazing and good for your health.	<i>because it is amazing and good for the health</i>	puisque c'est formidable et bon pour la santé.
9	I do it three times a week,	<i>I it do three time per week</i>	J'en fais trois fois par semaine,
10	even if it is a little tiring.	<i>even if it is a bit tiring</i>	même si c'est un peu fatigant.
11	As far as reading is concerned	<i>In it which concerns the reading</i>	En ce qui concerne la lecture
12	I would say that I like comic books	<i>I would-say that I like the strip drawn</i>	je dirais que j'aime les bandes dessinés
13	because it's interesting.	<i>because it's interesting.</i>	car c'est intéressant.
14	On the other hand, I hate romance novels	<i>In revenge, I hate the novels of love</i>	En revanche, je déteste les romans d'amour
15	because in my opinion it's rubbish.	<i>because at my opinion they are rubbish and boring</i>	car à mon avis c'est nul.
16	personally, I read often because it is important.	<i>personally I read often because it is important</i>	personnellement, je lis souvent parce que c'est important.
17	I like to listen to classical music	<i>I like to listen to of the music classical</i>	J'aime écouter de la musique classique
18	in the morning because it is relaxing.	<i>the morning because it is relaxing</i>	le matin puisque c'est relaxant.
19	Then in the evening I prefer to listen to rap	<i>Then the evening, I prefer to listen to of rap</i>	Puis le soir, je préfère écouter du rap
20	because I love the rhythm.	<i>because I adore the rhythm.</i>	parce que j'adore le rythme.
21	Though I like the other pastimes,	<i>Good that I like the other leisures,</i>	Bien que j'aime les autres loisirs,
22	I really like to watch films	<i>I love above-all to watch some films</i>	j'adore surtout regarder des films
23	such as comedies	<i>for example the comedies</i>	par exemple les comédies
24	however, I don't like watching	<i>however I not-like-not to watch</i>	cependant je n'aime pas regarder
25	documentaries because it is boring.	<i>the documentaries because it it's boring.</i>	les documentaires parce que c'est ennuyeux.



## 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'aime pas</u> jouer	I do <u>not</u> like to play
Je <u>n'aime pas</u> faire	I do <u>not</u> like to do
Je <u>n'aime pas</u> écouter	I do <u>not</u> like to listen
Je <u>n'aime pas</u> regarder	I do <u>not</u> like to watch
Je <u>n'aime pas</u> lire	I am <u>not</u> like to read

### 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 joue	I play
Je fais	I do
J'écoute	I listen to
Je regarde	I watch
Je lis	I read

### 4) Comparison

<u>plus</u> fatigant <u>que</u>	<u>more</u> tiring <u>than</u>
<u>moins</u> passionnant <u>que</u>	<u>less</u> exciting <u>than</u>
<u>aussi</u> chouette <u>que</u>	<u>as</u> great <u>as</u>
<u>le plus</u> rigolo	<u>the most</u> funny
<u>le moins</u> soporifique	<u>the least</u> sleep inducing

### 9) Past Tense

J'ai joué	I played
J'ai fait	I did
J'ai écouté	I listened to
J'ai regardé	I watched
J'ai lu	I read

### 5) Qualifiers

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

### 10) Future Tense

Je jouerai	I will play
Je ferai	I will do
J'écouterai	I will listen to
Je regarderai	I will watch
Je lirai	I will read



# Year 7 Geography Spring Term Africa



Africa's geography		Africa's Biomes		Africa's Development			
<b>Location</b>	Africa is a <b>continent</b> . It crosses the <b>equator</b> and both of the tropic lines. The Atlantic Ocean is to the west and the Indian Ocean to the east. To the south is the Southern Ocean and to the north the Mediterranean Sea.	A <b>biome</b> is a largescale ecosystem made up of certain <b>flora</b> and <b>fauna</b> . Each world biome has it's own particular <b>climate</b> . Some biomes have high <b>biodiversity</b> and some have lower <b>biodiversity</b> . <b>Biodiversity</b> is the range of flora and fauna in an ecosystem.		<b>Development</b> tells us how rich or poor a country is in terms of wealth and quality of life. In terms of development, <b>Africa</b> is very mixed, parts are very developed whilst others are less developed. <b>Urban</b> areas tend to be more developed than <b>rural</b> areas.			
<b>Physical Features</b>	Africa is home to the worlds largest desert, the <b>Sahara</b> . There is also a large rainforest called the <b>Congo</b> . The longest river is the <b>Nile</b> , other rivers include the <b>Zambezi</b> and the <b>Congo</b> . Mountain ranges include the <b>Atlas mountains</b> and <b>Virunga mountains</b> .	<b>Desert Biome</b>	E.g. The <b>Sahara Desert</b> (N Africa) <b>Climate</b> – Hot temps and low rainfall. <b>Located</b> mainly in North Africa. <b>Flora</b> – Palms, Acacia, Cactus. <b>Fauna</b> – Lizards, snakes, scorpions, camel. <b>Low biodiversity</b>	<b>Key terms</b>	HIC – High Income Country – high GDP, high life expectancy, high literacy. NEE – Newly Emerging Economy – improving wealth but differences between urban and rural areas. LIC – Low Income Country – low GDP, low life expectancy and low literacy. <b>Economic indicators</b> - how wealthy a country is. <b>Social indicators</b> – show how good quality of life is for people.		
<b>Human Features</b>	There are 54 countries in Africa and 5 regions – Northern Africa, Eastern Africa, Western Africa, Central Africa, Southern Africa. <b>1.1 billion</b> people live on the continent of Africa. Over <b>2,000</b> languages are spoken. Africa has 2 megacities (over 10 million people)– <b>Lagos</b> and <b>Cairo</b> .	<b>Savannah Biome</b>	E.g. <b>Kenya</b> (E Africa) <b>Climate</b> – High temps, wet and dry. <b>Located</b> west, central, east and south. <b>Flora</b> – Baobab and tall grasses. <b>Fauna</b> – lion, zebra, hippo, giraffe. <b>Medium biodiversity</b>		<b>Social indicators of development</b>	<b>Increase/decrease with development</b>	<b>Economic indicators of development</b>
		<b>Rainforest Biome</b>	E.g. <b>Congo river basin</b> (C Africa) <b>Climate</b> – Warm temperatures and high rainfall all year round. <b>Located</b> Central and Western Africa. <b>Flora</b> – Flowers, ferns, vies, kapok tree. <b>Fauna</b> – Parrots, gorilla, butterfly, baboon. <b>High biodiversity</b>	<b>Literacy rates (%)</b> – the percentage of population who can read and write.	Increase	<b>GDP (US\$)</b> – The amount of money earned by a country in a year.	Increase
				<b>Access to clean water (%)</b> – the percentage of population with clean water.	Increase		
				<b>Infant mortality (per 1000)</b> – number of babies dying yearly per 1000 people.	Decrease	<b>GDP per capita (US\$)</b> GDP split evenly between the population .	Increase
				<b>Life expectancy</b> – how long on average people live for in a country.	Increase		
				<b>People per doctor</b> – the average amount of people each doctor treats.	Decrease		

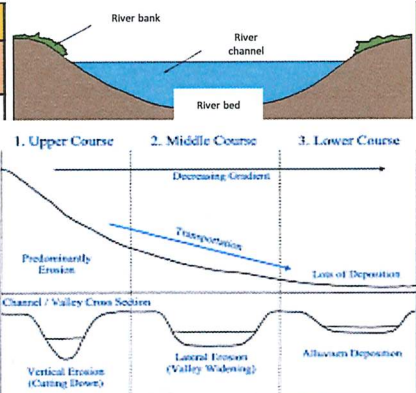
## Case study – Nigeria

## Case study – Nigeria

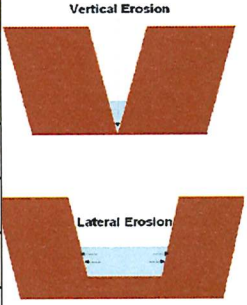
Nigeria's Development					Case study – NEE city, Lagos		Lagos – city of challenges			
Development tells us how rich or poor a country is in terms of wealth and quality of life. In terms of development, <b>Africa</b> is very mixed, parts are very developed whilst others are less developed. <b>Urban</b> areas tend to be more developed than <b>rural</b> areas.					<b>Nigeria – City of Lagos</b>		<b>Social</b>	<b>Environmental</b>	<b>Economic</b>	
<b>Location</b>	Nigeria is in <b>West Africa</b> . It has a coastline on the <b>South Atlantic Ocean</b> and borders <b>Cameroon</b> to the east and <b>Benin</b> to the west with <b>Niger</b> to the north.	<b>Nigeria is an NEE</b>	NEE – country with improving GNI (wealth) but big differences in quality of life for urban/rural people.		<b>Lagos</b> – city in the South of Nigeria on the Atlantic Coastline. It sits on a lagoon which is a wetland area made up of small islands.		<ul style="list-style-type: none"> <li>Lack of opportunities lead to crime.</li> <li>Not enough hospitals.</li> <li>Not enough schools.</li> <li>Dirty water leading to diseases.</li> <li>50%+ live in slums.</li> </ul>	<ul style="list-style-type: none"> <li>70% of Nigeria's industry – high air pollution.</li> <li>40% rubbish collected – rubbish in the streets and water pollution.</li> </ul>	<ul style="list-style-type: none"> <li>Low skilled jobs with poor pay.</li> <li>Uneven spread of wealth.</li> <li>Many people in slums live without enough money for basic needs</li> </ul>	
					<b>Population</b> – over 25 million – <b>megacity</b> Rapid growth... 1995 – 10.3 million 2015 – 23.1 million					
<b>Physical Features</b>	<b>Tropical climate</b> – high temperatures and high rainfall all year round at the coast, high temperatures and less rainfall to the North (arid) <b>Ecosystems</b> – mainly <b>savannah</b> <b>River</b> – Niger	Literacy Rate	Nigeria	UK	Sierra Leone	<b>Rural to urban migration</b> – The movement of people from the countryside to the city		<b>'Quality of Life'</b> - "the general well-being of a person or society, defined in terms of health and happiness"		
		Access to Clean Water	60%	99%	48%	<b>Push factors</b> Poor education Poor farms – low income Low status of women Little to no electricity Poor healthcare Low standard of living	<b>Pull factors</b> Better education Higher wages Better healthcare Better quality of life More job opportunities Friends and family			
<b>Human Features</b>	<b>Population</b> - 180 million <b>Capital city</b> – Abuja <b>Large cities</b> e.g. Lagos in the South <b>25+ million</b> (megacity) <b>Large slum areas</b> <b>High population growth</b> <b>Oil extraction</b> contributes a great deal to the economy (80% exports)	Infant Mortality Rate	72 deaths per 1,000 births	3.8 deaths per 1,000 live births	77 deaths per 1,000 births	<b>Makoko</b> – Floating slum located in Lagos on the lagoon.		<b>Strategies to improve quality of life</b>		
		Life Expectancy	63 years	82 years	51 years	<b>Eko Atlantic</b> – Development to create quality homes.				
		People per Doctor	3,707 people for every one Doctor	400 people for every one Doctor	108,000 people for every one doctor	<b>Reclaim land from the sea</b> – Create new living spaces.		<b>Reducing Methane</b> – new landfill - methane can be used to make electricity.		
		GDP	\$520billion dollars per year	\$2.7trillion dollars per year	\$3.7billion dollars per year	<b>Improving education</b> – provide more schools and training.				
						<b>Reducing air pollution</b> – improving public transport i.e. buses.				



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



River Processes			
As rivers flow, they erode material, transport it and 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 – shear 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.			

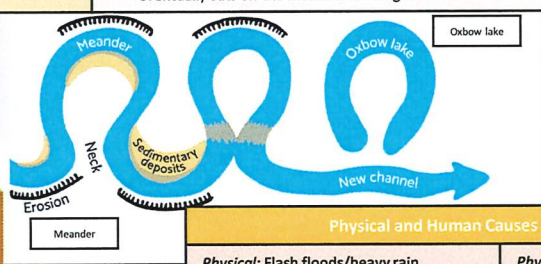
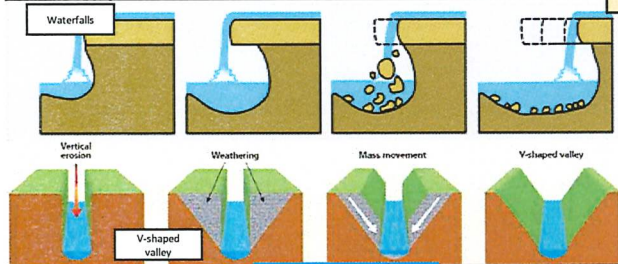
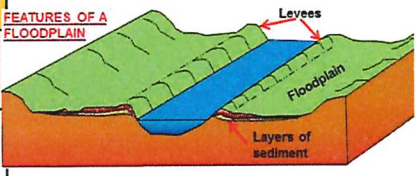


## Year 7 Geography Spring Term Rivers

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 causes abrasion leading to the formation of a plunge pool. Overtime 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	Flood plain is the wide valley floor on either side of the river which occasionally flood. 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:	Impermeable rock – Granite which increases run-off.
Physical:	Steep sided valley – Fast run-off - 2 billion litres fed into the river channels.
Physical:	Heavy rainfall - 75mm of rainfall fell in 2 hours = 1 months rainfall.
Human:	old, low bridge – the old low bridge trapped trees, cars and debris in the river.



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. (Falls of Clyde)
Lower course	– Glasgow built on the banks of the River Clyde where there is an estuary

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

Case Study: Boscastle Flood – Effects	
Economic	– 58 Properties, 4 businesses, roads and bridges destroyed. After the flood a reduction in tourism hit some businesses hard. (usually 90% of economy)
Social	– sudden flood meant no evacuation of belongings, 1 person was seriously injured as well as other Injury and stress to residents.
Environmental	– 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 <b>Soft engineering:</b> 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><b>Social-</b> the scheme will only protect residents from a 1 in 75 year flood.</li> <li><b>Economic-</b> the scheme cost £4million but is not as good as it could be.</li> <li><b>Environmental-</b> biodiversity has increased as the river is now more natural.</li> </ul>



## Year 7 History: Term 2

### Norman and Medieval England

#### **January 1066**

Edward the Confessor dies.

#### **28<sup>th</sup> September 1066:**

William of Normandy lands on the South Coast of England.

#### **25<sup>th</sup> December 1066:**

William of Normandy was crowned the King of England.

#### **25<sup>th</sup> September 1066:**

Harold Godwinson won the Battle of Stamford Bridge.

#### **14<sup>th</sup> October 1066:**

William of Normandy won the Battle of Hastings.

#### **The Battle of Stamford Bridge, 1066**

In September 1066, Harald Hardrada invaded England. He fought Harold Godwinson at the Battle of Stamford Bridge. Hardrada lost the battle because he was not ready to fight a battle.



#### **Battles for the English throne, 1066**

#### **The Battle of Hastings, 1066**

After Stamford Bridge, William of Normandy invaded England from the South. Godwinson marched his army to Hastings for a battle. However, his army was very tired and lost the high ground. Godwinson was killed at the Battle of Hastings, and by the end of 1066, William the Conqueror had been crowned king of England.

#### **Who should be the King in 1066?**

Edward the Confessor died in 1066, leaving no clear heir to the throne of England. Three men came forward claiming they should be the next King.



#### **William of Normandy:**

William of Normandy was from France. Edward had promised him that he would be the next king. He was also allied with the Pope.



#### **Harold Godwinson:**

Harold Godwinson was from England and Edward had promised him that he would be the next king. The Witan wanted Harold to be king. He was crowned king in January 1066.



#### **Harald Hardrada:**

Harald Hardrada was from Norway and had an alliance with Scotland.

#### **Changes in Norman England**

- These things changed a lot in Norman England: castles, laws
- These things changed a little in Norman England: religion, language, names
- These things didn't change in Norman England: transport, homes, medicine, jobs
- William the Conqueror needed to introduce new ways to control the people of England. These included: keeping a record of everyone's wealth in the Domesday Book; building stone castles; killing people who rebelled against him the Harrowing of the North.



## What was it like to live in Medieval England?

### Castles:

When the Normans conquered England they started to develop the castles in England.

- The first type of Medieval castle was the Motte and Bailey. They were made out of wood and would have a wooden keep on a motte (hill) so the surrounding area could be seen easily.
- The Stone Keep castle replaced the Motte and Bailey. It was made completely of stone, and had a stone keep surrounded by a stone wall.
- The Concentric castle was a later castle, and included several rings of stone walls to keep the enemy out.

### Religion:

Everyone in England in the Middle Ages was a type of Christian called a Catholic.

### Pope:

The Pope was in charge of the whole Catholic church. Catholics believed that he was God's representative on Earth.

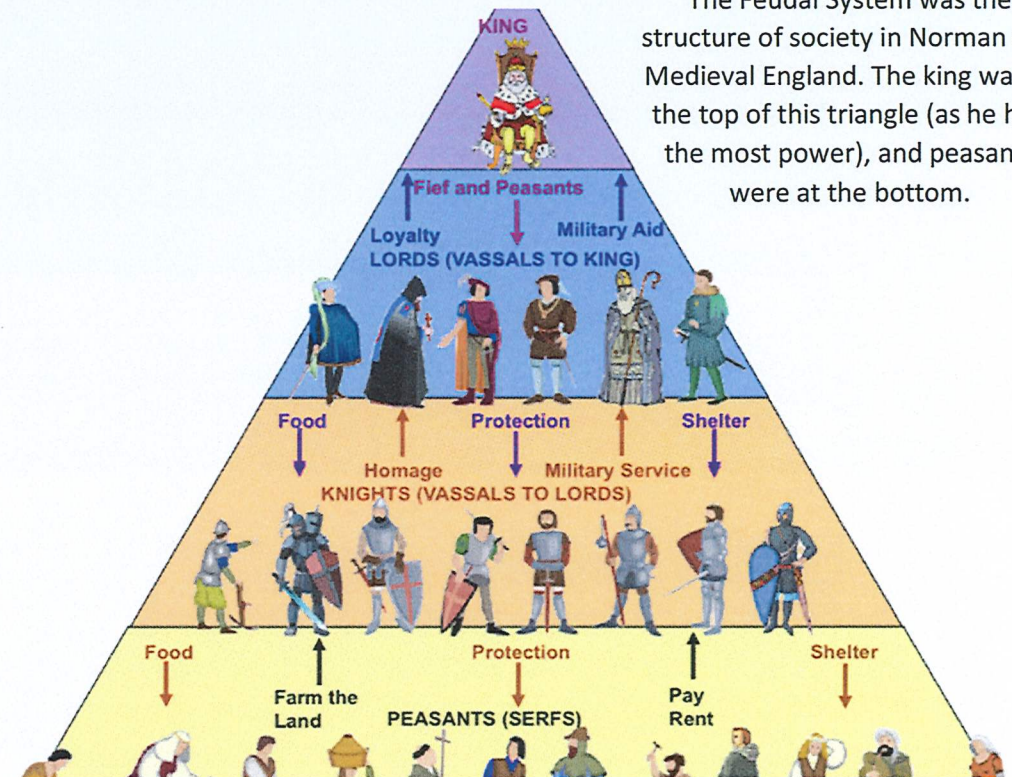
### Cathedrals :

The Normans built large stone cathedrals (a giant church) to worship God. They were very expensive to build.

### Church:

People couldn't get married, be christened, or have funerals without the church and they would attend several days a week. Most people in the Middle Ages couldn't read, so stories from the Bible were painted onto church walls. Doom paintings would show hell to warn people what would happen if they didn't listen to the church.

## The Feudal System



The Feudal System was the structure of society in Norman and Medieval England. The king was at the top of this triangle (as he had the most power), and peasants were at the bottom.

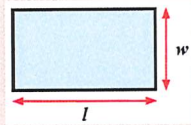
Although peasants made up most of the population in Medieval England, they were controlled by knights and nobility who were loyal to the king.



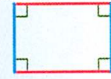
# Year 7 Mathematics Key Information

## Area of a Rectangle

$$A = l \times w$$



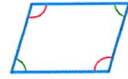
## Quadrilaterals



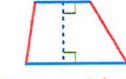
**Rectangle**  
All angles 90°  
Opposite sides equal



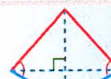
**Square**  
All angles 90°  
All sides equal



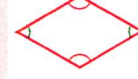
**Parallelogram**  
Opposite sides parallel and equal



**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

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

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

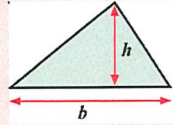
$$1\text{cm} = 10\text{mm}$$

## Prime Number

A number that has exactly 2 factors  
2, 3, 5, 7, 11, 17, ...

## Area of a Triangle

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

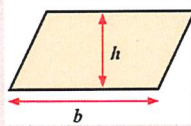


## Square Number

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

## Area of a Parallelogram

$$A = b \times h$$



## Mean

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

## Metric Capacity Conversions

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

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

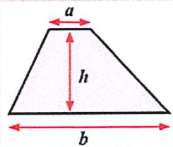
$$1\text{g} = 1000\text{mg}$$

## 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



**3 Sides**  
**Triangle**



**4 Sides**  
**Quadrilateral**



**5 Sides**  
**Pentagon**



**6 Sides**  
**Hexagon**



**7 Sides**  
**Heptagon**



**8 Sides**  
**Octagon**



**9 Sides**  
**Nonagon**



**10 Sides**  
**Decagon**

## Median

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

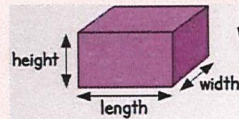
## Mode

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



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

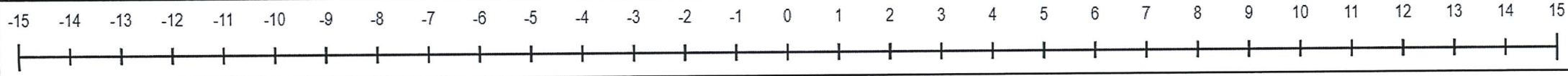
## Factor

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

For anything else you want to know, have a look at [CorbettMaths](http://CorbettMaths.com)



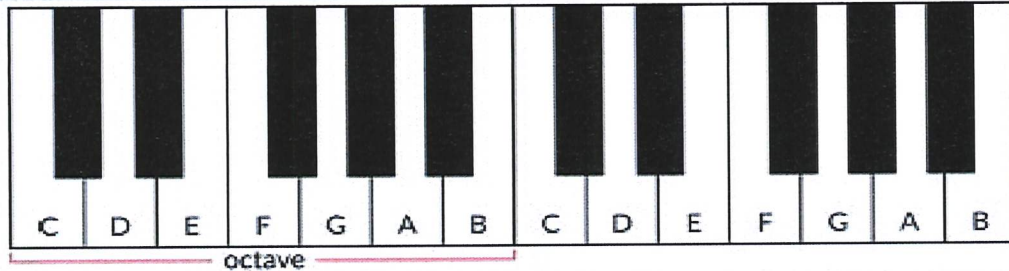
x	1	2	3	4	5	6	7	8	9	10
1	1	2	3	4	5	6	7	8	9	10
2	2	4	6	8	10	12	14	16	18	20
3	3	6	9	12	15	18	21	24	27	30
4	4	8	12	16	20	24	28	32	36	40
5	5	10	15	20	25	30	35	40	45	50
6	6	12	18	24	30	36	42	48	54	60
7	7	14	21	28	35	42	49	56	63	70
8	8	16	24	32	40	48	56	64	72	80
9	9	18	27	36	45	54	63	72	81	90
10	10	20	30	40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





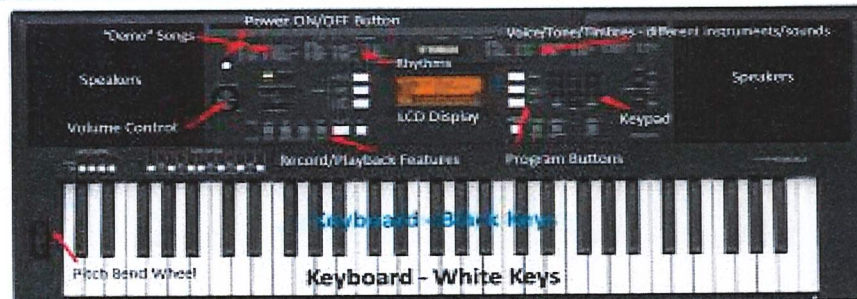
# KEYBOARD SKILLS

## A. Layout of a Keyboard/Piano

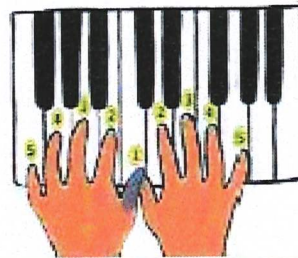
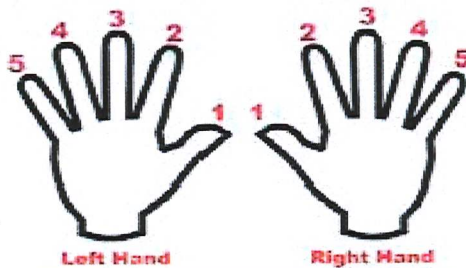


A piano or keyboard is laid out with **WHITE KEYS** and **Black Keys** (see section G). C is to the left of the two Black Keys and the notes continue to G then they go back to A again. Notes with the same letter name/pitch are said to be an **OCTAVE** apart. **MIDDLE C** is normally in the centre of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

## D. Keyboard Functions



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



## 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 staff 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 staff 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 staff or staff is made up of 5 **LINE**s and 4 **SPACE**s.



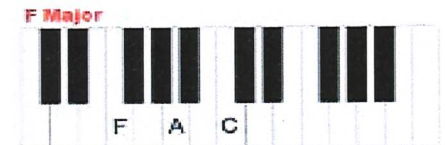
Every Green Bus Drives Fast. Notes in the SPACES spell "FACE"



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



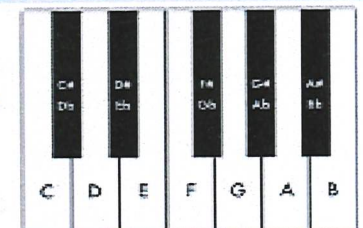
### C. Keyboard Chords



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	
Key word	Definition
Crescendo	Gradually getting louder
Diminuendo	Gradually getting quieter

<p>From Loud</p> <p>To Soft</p>	• <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

	<b>semibreve</b> worth four beats each
	<b>minim</b> worth two beats each
	<b>crotchet</b> worth one beat each
	<b>quaver</b> 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		Instrumentation
Key word	Definition	What instruments are playing ?
Pitch	How high or low a note is	Instrument families
Ascending	Going up in pitch	Strings Violin – Guitar – Cello – Double Bass
Descending	Going down in pitch	Brass Trumpet – Trombone – Tuba
Riff	A short repeated melody	Woodwind Clarinet – Saxophone – Bassoon
Flat <i>b</i>	One note lower in pitch	Percussion Drum kit – Timpani – Tambourine
Sharp <i>#</i>	One note higher in pitch	

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

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 <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





**Puberty: Understanding Body Changes and Emotional Changes****Physical Changes During Puberty**

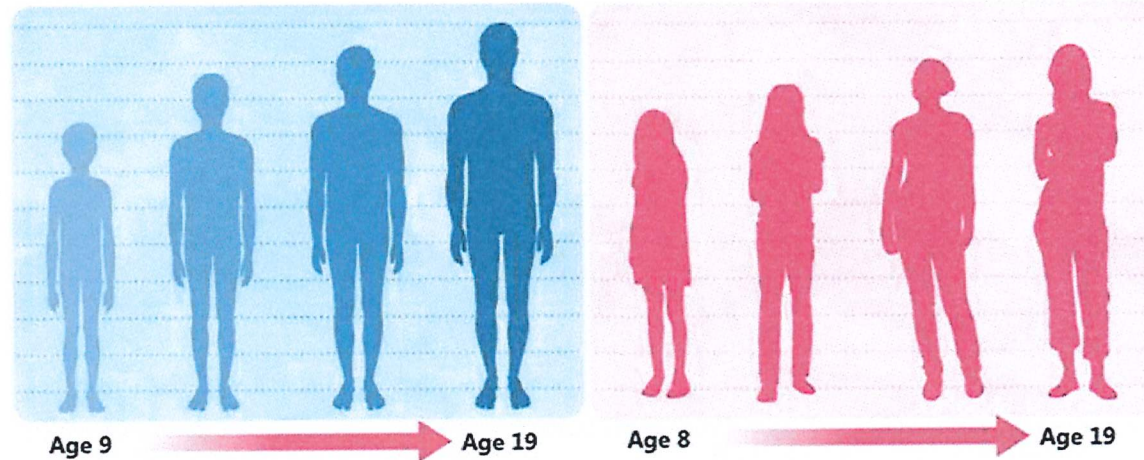
- Body hair: Growth of pubic hair, armpit hair, and facial hair.
- Breast development: Increase in breast size.
- Growth spurt: Rapid increase in height and weight.
- Acne: Skin changes, potentially leading to acne breakouts.
- Voice changes: Deepening of the voice.

**Menstrual Cycle: Understanding Periods**

- Menstruation: Definition, duration, and flow.
- Menstrual products: Various options like pads, tampons, and menstrual cups.
- Managing menstrual hygiene: Importance of cleanliness and proper disposal.
- Menstrual cycle: Phases and hormonal changes.
- Premenstrual syndrome (PMS): Common symptoms and coping strategies.
- Tracking menstrual cycle: Understanding the importance of tracking periods.

**Emotional Changes During Puberty**

- Mood swings: Frequent changes in emotions.
- Self-image and body confidence: Developing positive body image.
- Increased interest in relationships: Understanding crushes and friendships.
- Dealing with peer pressure: Strategies to make informed decisions.
- Handling emotions effectively: Techniques for managing anger, sadness, and stress.

**FGM: Understanding Female Genital Mutilation****What is FGM?**

- Definition and illegal nature of FGM in the UK.
- Different types of FGM and their consequences.
- Cultural and historical context of FGM.
- The importance of consent, bodily autonomy, and human rights.

**Consequences of FGM**

- Physical health complications: Infections, difficulties in urination, etc.
- Emotional and psychological impacts.
- Sexual health complications: Pain during intercourse, difficulties in childbirth.
- Societal consequences and stigma associated with FGM.

**Raising Awareness and Seeking Support**

- Recognizing signs of FGM.
- Understanding the importance of speaking out.
- Confidentiality and safeguarding issues.
- Available support networks and organizations for FGM survivors.

**Anger Management: Understanding and Expressing Anger Safely****Understanding Anger**

- Definition and purpose of anger.
- Identifying triggers and warning signs of anger.
- Differentiating between anger and aggression.
- The impact of anger on personal relationships and general well-being.

**Healthy Ways to Manage Anger**

- Deep breathing techniques: Calming the body and mind.
- Communicating assertively: Expressing feelings without aggression.
- Taking a timeout: Importance of stepping away from a heated situation.
- Engaging in physical activity or hobbies: Channeling anger positively.
- Seeking guidance from trusted adults or professionals.

**Conflict Resolution and Mediation**

- Techniques for resolving conflicts peacefully.
- The importance of listening actively and empathetically.
- Mediation skills: Negotiation, compromise, and finding common ground.
- Restorative justice: Repairing relationships after conflicts.

**Resilience: Building Mental and Emotional Resilience****Understanding Resilience**

- Definition and importance of resilience.
- Coping with setbacks and challenges.
- Recognizing personal strengths.
- Developing a growth mindset.

**Strategies for Building Resilience**

- Problem-solving skills: Breaking down problems into manageable steps.
- Positive self-talk and reframing negative thoughts.
- Building a support network: Friends, family, and trusted adults.
- Practicing self-care: Maintaining a healthy lifestyle.
- Setting realistic goals and celebrating achievements.

**Seeking Help**

- The importance of seeking help when needed.
- Identifying trusted adults and support networks.
- Available resources and helplines for mental and emotional well-being.

**MORE INFORMATION AND HELP****GENERAL**

[www.childline.org.uk](http://www.childline.org.uk)  
[www.riseabove.org.uk](http://www.riseabove.org.uk)  
[www.thenix.org.uk](http://www.thenix.org.uk)  
[www.victimsupport.org.uk](http://www.victimsupport.org.uk)

**Mental Health**

[www.youngminds.org.uk](http://www.youngminds.org.uk)  
[www.time-to-change.org.uk](http://www.time-to-change.org.uk)  
[www.headstogether.org.uk](http://www.headstogether.org.uk)

**BOYS AND MEN**

[www.thecalzone.net](http://www.thecalzone.net)





## Year 7 Term 2 Islam

Key Words			
Islam	Name of the religion of Muslims; meaning submission	Mohammed	Prophet who founded Islam, born in Mecca in 570CE
Muslim	A person who follows the religion of Islam; meaning one who submits to Allah	Mosque	Muslim place of worship
Five Pillars	Important practices a Muslim follows to live a good and responsible life as a Muslim	Ramadan	A month where Muslims celebrate Mohammed receiving his first revelation from the Angel Jibril; Muslims fast during this time
Allah	God	Eid ul-Fitr	Three days of prayer and celebration at the end of Ramadan
Qur'an	Sacred Text	Sunni	The largest group of Muslims around the world
Paradise	Heaven	Shi'a	A smaller group of Muslims, about 25% around the world

Key Ideas	
<p><b>Timeline of Prophet Mohammed's life</b></p> <p>570AD Prophet is born</p> <p>595AD Marries Khadijah</p> <p>610AD Receives first revelation</p> <p>613AD Begins public worship</p> <p>619AD Death of Khadijah</p> <p>624AD Battle of Uhud led by the Prophet against Qurayshi Meccans</p> <p>631AD The farewell pilgrimage</p> <p>611AD Begins private worship</p> <p>614AD First migration (Hegira)</p> <p>621AD The night journey and ascension</p> <p>629AD The conquest of Mecca</p> <p>632AD Death of the Prophet</p>	<p><b>History:</b> Islam is the second-largest and fastest growing religion in the world. It is a monotheistic faith that began in Arabia in the lifetime of the prophet Mohammad who was born in Mecca in 570 CE. Islam means 'submission' and Muslim means 'one who submits to God'.</p> <p>When the prophet Mohammed died there was a disagreement about who should succeed him and not everyone agreed that the followers of the prophet, Abu Bakr, Umar and Uthman should have been caliphs (leaders) and this led to Sunni and Shi'a split.</p> <p><b>Sacred Text: Qur'an</b></p> <ul style="list-style-type: none"> <li>- The Qur'an is the final revelation of Allah</li> <li>- It was given to Muhammad and he simply recited it</li> <li>- Copies of the Qur'an are treated with the utmost respect</li> <li>- The Qur'an gives guidance on how to live and be a good Muslim</li> <li>- The Hadith contains records of what Prophet Muhammad said</li> <li>- The Sunnah contains records of what Prophet Muhammad did</li> </ul> <p><b>Sunni beliefs:</b> Sunni Muslims make up about 85% of the world's Muslims today. They believe it was correct for Abu Bakr to become leader</p> <p><b>Shi'a beliefs:</b> Shia Muslims believe that Allah told Mohammed that Ali, his cousin, should be his immediate successor and leader. After his death his son, Hussein should be leader and that it should have been passed down through descendants of Ali. They believe Allah gave his people 12 Imams (leaders)</p> <p><b>Sunni and Shia agreements:</b> Both groups believe there is only one God (Allah), they use the Quran as the basis of their beliefs and follow the 5 Pillars. They both attend Mosque to pray at noon on Friday. When Muslims first moved to Britain both Sunni and Shi'a Muslims would often share the same places to pray but as Islam grew this became less common and the different branches of Islam developed their own identities.</p>
<p><b>The Five Pillars of Islam</b></p>	<p>The Five Pillars are central to the life of a Muslim:</p> <ol style="list-style-type: none"> <li>1. Shahada: Declaration of Faith: "there is no God but God and Mohammed is his prophet"</li> <li>2. Salah: Prayer</li> <li>3. Zakah: giving 2.5% of earnings to charity</li> <li>4. Sawm: Fasting</li> <li>5. Hajj: Pilgrimage</li> </ol>
<p><b>Muslim Beliefs</b></p>	<ul style="list-style-type: none"> <li>• The single most important belief in Islam, and arguably the central theme of Islam, is that there is only one God. The name of God is Allah. This belief is called <b>Tawhid</b></li> <li>• <b>The Shahada</b></li> <li>• <b>The Six Articles of Faith:</b> Many Muslims believe that one must adhere to the six articles to be considered a Muslim. They are a belief in God (Allah), The angels of God, The Qur'an, The prophets, The Day of Judgement, God's will and plan for everyone (predestination).</li> <li>• Muslims believe that when you die you will go to <b>paradise</b> to be with Allah. If you have not lived a good life you will go to hell.</li> <li>• According to the <b>Qur'an</b>, Allah "created man from a clot of blood" at the same time he created the jinn from fire. Humans are the greatest of all creatures, created with free will for the purpose of obeying and serving God.</li> </ul>



# Product Design – Phone Stand

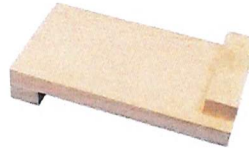
## Tools and Equipment



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



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



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



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



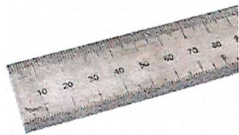
**Vice:** To hold materials in place.



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



**Belt Sander:** To sand materials down.



**Steel Rule:** To measure accurately.

## 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 it's intended use?
- **Materials** – What materials are used & are they suitable?

## Annotating

All of your work must be accompanied by a brief annotation.

### WHAT

What have you done?  
What was your inspiration?

### HOW

How did you come up with your ideas?  
How did you create the piece?  
How does the piece link to your artist/designer?

### WHY

Why did you make the piece, how does it link to the project?  
Why did you make the piece that way?

### WWW/EBI

What has gone well?  
What can be improved?  
Which is the best one and why?

### NEXT –

Your next steps are...?

## Freehand Drawing

Light Sketch



Refine



Refine

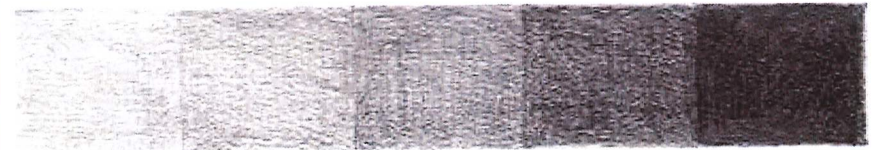


Define



## Tone and Texture

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





# Forces

## Definitions

### Contact & Non-Contact Forces

All forces between objects are either:

Contact Forces – The objects are physically touching

Non-Contact Forces – The objects are physically separated.

**Contact:** Friction, Air Resistance, Tension, Normal Contact

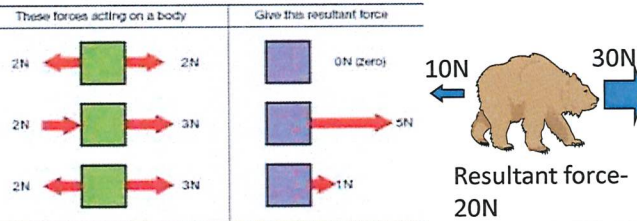
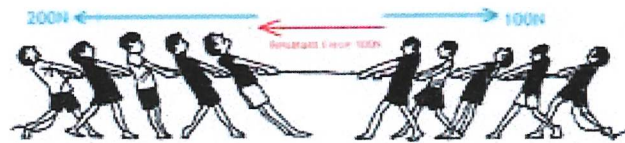
**Non-Contact:** Gravitational, Electrostatic, Magnetic

Keyword	Definition
Velocity	Speed in a particular direction
Acceleration	Speeding up, rate of change of velocity
Terminal Velocity	Steady speed reached when weight and drag balance. Resultant force = 0N
Balanced	Two forces are equal and opposite so resultant force = 0N.
Resultant Force	The sum of all the forces acting on an object
Friction	A force that opposes the motion of a moving object.
Work Done (Mechanical)	Energy transferred when a force moves an object through a distance.
Drag	A force that resists motion through the air.
Lift	A force that uses motion to make objects rise up.
Upthrust	An upwards force pushing on an object in fluids.
Reaction or Normal Force	A force that stops you falling through the floor.

## Showing forces

- You can't see forces, but you can see the effects of them.
- The units of force are Newtons (N).
- When drawing diagrams, add arrows to show where the forces are acting.
- Force arrows show the size and direction of a force.
- Forces act on an object so the arrow must touch the object it is acting on.

**Resultant force = bigger force – smaller force**

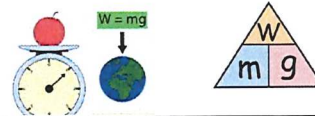


## Weight

Weight is a force caused by gravity. The weight of an object can change.

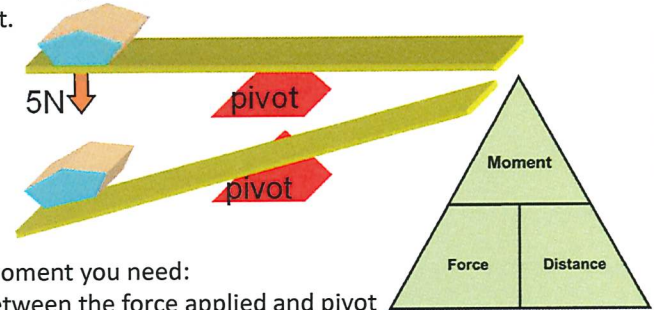
Mass is the amount of material in an object. It is measured in kilograms (kg). The mass of an object does not change.

Weight = Mass x Gravity



## Moments

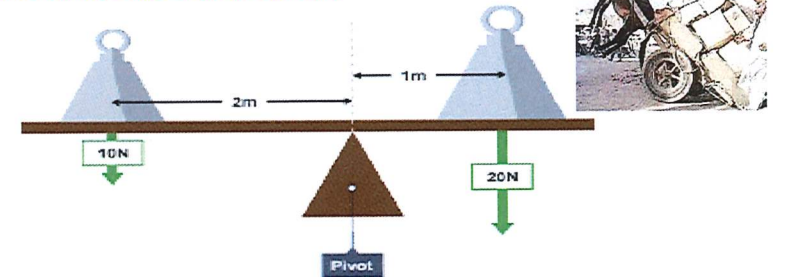
A moment is a turning effect of a force. Forces can make objects turn if there is a pivot.



To calculate moment you need:

- Distance between the force applied and pivot
- Size of the force applied

**moment (Nm) = force (N) x distance (m)**



**Moment on the left:**

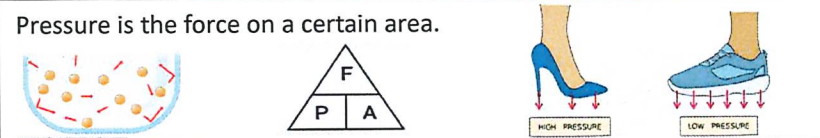
moment = force (N) x distance (m)  
 moment = 10N x 2  
 Moment = 20Nm

**Moment on the right:**

moment = force (N) x distance (m)  
 moment = 20N x 1  
 Moment = 20Nm

## Pressure

Pressure is the force on a certain area.





# Reproduction

## Keywords

Keyword	Definition
Egg Cell	The female sex cell (gamete)
Sperm Cell	The male sex cell (gamete)
Fertilisation	The fusing of the male and female sex cells.
Ovary	The female reproductive organ that releases egg cells.
Testes	The male reproductive organs which produce sperm cells.
Embryo	Tiny new human life which grows by cell division from a fertilised egg cell.
Gestation	The period between fertilisation and birth, also known as 'pregnancy'
Placenta	The organ that allows substances (such as oxygen) to pass between the mothers blood and baby's blood.
Amniotic Fluid	A fluid which surrounds the foetus and helps to cushion it.
Foetus	The unborn baby after around 8 weeks of pregnancy.
Menstruation	Where the lining of the uterus breaks down every month if the egg is not fertilised. Also known as the period.
Sexual Reproduction	Producing new organisms by the joining of two sex cells.
Asexual Reproduction	Producing new organisms from only one parent.

In sexual reproduction, a male and female gamete join together. These gametes are specialised cells which have adaptations to increase the chances of fertilisation.

## Human reproductive systems

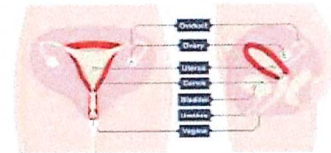
### The Male Reproductive System

The testes produce millions of male gametes (sex cells) called sperm. The sperm pass through sperm ducts, and mix with fluids produced by the glands. The penis passes urine and semen out of the male's body. The urethra is the tube which carries the urine or semen.



### The Female Reproductive System

The two ovaries contain hundreds of undeveloped female gametes. These are called ova (one is called an ovum). Women have these cells in their body from birth. Each ovary is connected to the uterus by an oviduct, sometimes known as the fallopian tube. Every month, an egg develops, becomes mature and is released from an ovary.



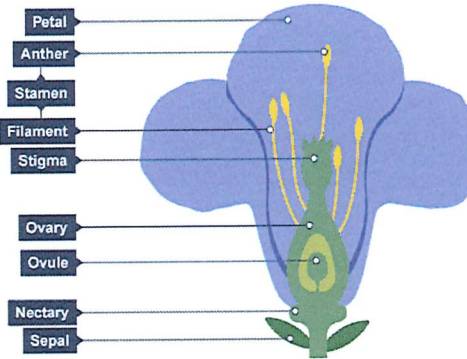
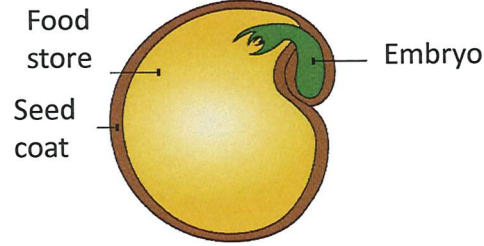
- The uterus is where a baby develops until its birth.
- The cervix is a ring of muscle at the lower end of the uterus. It keeps the baby in place while the woman is pregnant.
- The vagina is a muscular tube that leads from the cervix to the outside of the woman's body.

### The Menstrual Cycle

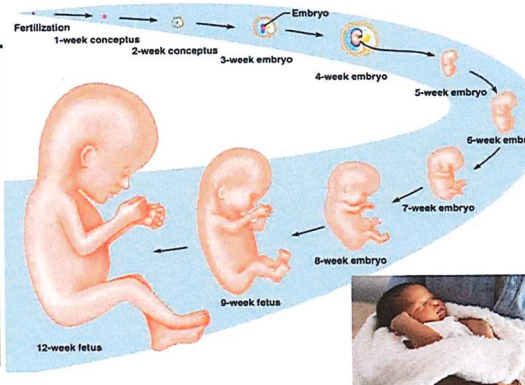
The menstrual cycle prepares the female body for pregnancy by causing eggs (ova) to mature and be released. The process lasts for 28 days.

Days 1-5	• 'period' happens (menstruation), where uterus lining breaks down.
Days 6-13	• Uterus lining builds up (thickens) to prepare for pregnancy. The egg (ovum) matures in the ovary
Day 14	• Egg (ovum) released from the ovary and travels down the oviduct
Days 15-28	• Uterus lining stays thick, in case the egg is fertilised

## Reproduction diagrams



The reproductive parts of a flower



## Reproduction in plants

Pollination occurs when a pollen grain lands on a stigma. There are two types:

- Self pollination
- Cross pollination



The two methods of pollination are by wind or by animals.

Seed can be dispersed by:

- Wind
- Water
- Explosive dispersal
- Animals



In order to develop seeds need:

- **Water** - allows the seed to swell up and the embryo to start growing
- **Oxygen** - so that energy can be released for germination
- **Warmth** - germination improves as temperature rises (up to a maximum)

Structure	Function
Seed coat	a tough protective outer covering
Embryo	consisting of the young root and shoot which will develop into the adult plant
Food store	a store of food (starch) for the young plant to use until it is large enough to make its own food

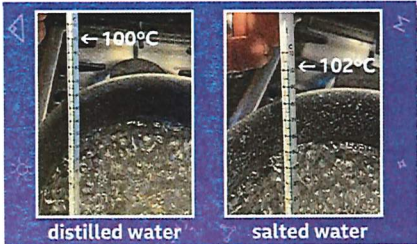
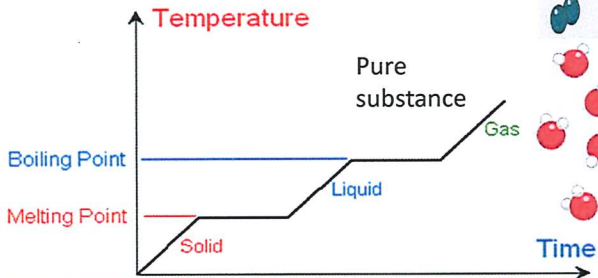
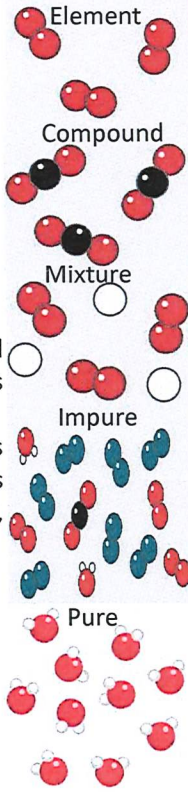


# Pure/ impure substances and motion

## Pure and impure

**Element**- one type of atom only.  
**Compound**- two or more elements chemically bonded.  
**Mixture**- two or more elements or compounds not chemically bonded.  
**Pure substance**- only made of one type of chemical element or compound.  
**Impure substance**- made of more than one element or compound.

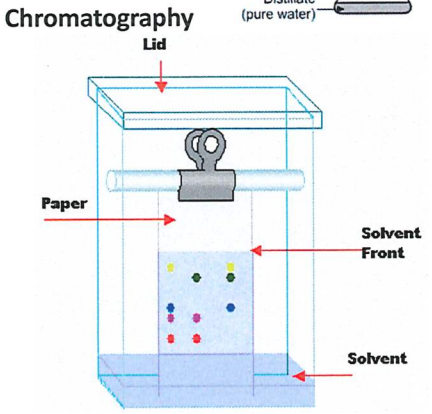
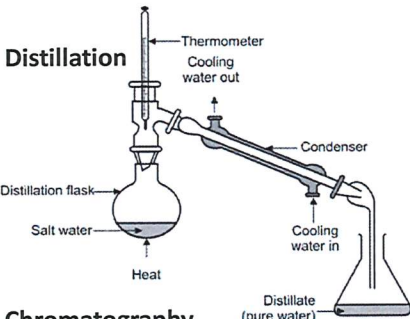
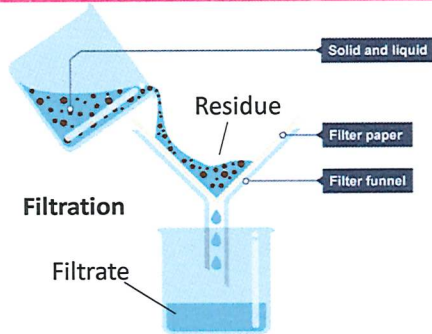
A pure substance has a fixed melting point and boiling point- e.g the melting point of water is 0°C and the boiling point is 100°C.  
 When a substance contains impurities, its melting and boiling points change. When salt is added to water, the mixture freezes below 0°C, and boils at a temperature over 100°C.



Composition of the characteristic ingredients:  
 Typical values mg/litre:  
**Mineral water- impure**

Sodium	Na <sup>+</sup>	13.2
Calcium	Ca <sup>2+</sup>	29.1
Magnesium	Mg <sup>2+</sup>	3.0
Chloride	Cl <sup>-</sup>	31.1
Sulphate	SO <sub>4</sub> <sup>2-</sup>	42.7
Nitrate	NO <sub>3</sub> <sup>-</sup>	<0.5

## Separating mixtures



## Motion



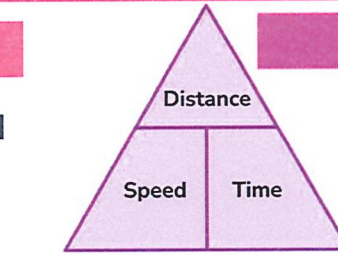
**Speed**- a measure of how fast something is moving. To calculate speed you need to know the distance it has travelled and the time taken.

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

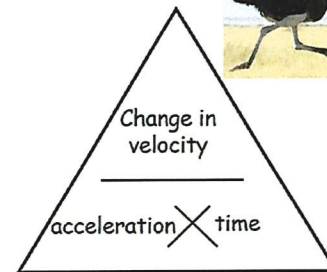
Speed is simply how fast you are travelling...



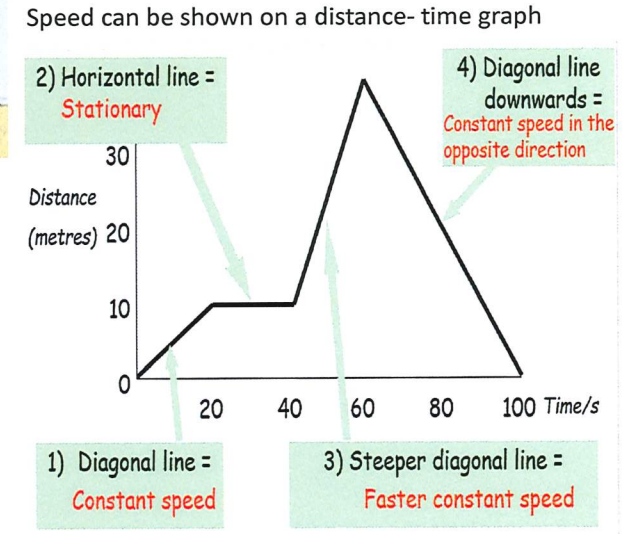
Velocity is "speed in a given direction"...



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**



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





1		2												3	4	5	6	7	0		
																				4 <b>He</b> helium 2	



## Year 7 – Mis pasatiempos

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.

	English	<i>Dodgy English</i>	Español
1	During my free time, I do lots of things.	During my time free, I do many things	Durante mi tiempo libre, yo hago muchas cosas.
2	I love to play rugby with my friends	To-me it-enchants to play at-the rugby with my friends	Me encanta jugar al rugby con mis amigos
3	and I play it twice a week	And it I play two times at the week	y yo lo juego dos veces a la semana
4	because it is very fun, however	because it is very fun, however	ya que es muy divertido, sin embargo
5	I must admit that I hate football	I-have that to admit that hate-I the football	tengo que admitir que odio el fútbol
6	because it is truly boring.	Because of truth it-is boring	porque de verdad es aburrido.
7	Also, I do athletics with my sister	And-more I do athletics with my sister	Además yo hago atletismo con mi hermana
8	because it is amazing and good for your health.	Because it-is amazing and good for the health	ya que es formidable y bueno para la salud.
9	I do it three times a week	It I-do three times at the week	Lo hago tres veces a la semana
10	even if it is a little tiring.	Although it-be a little tiring	aunque sea un poco fatigante.
11	As far as reading is concerned	In count a the reading	En cuanto a la lectura
12	I would say that I like comic books	I-would-say that to-me they-please the comics	diría que me gustan los tebeos
14	but I hate romance novels	But I-hate a the novels of love	pero odio a las novelas de amor
15	because they're rubbish and boring.	Since they-are rubbish and borings	ya que son pésimas y aburridas.
16	Personally, I read often because it is important.	Personally, I-read at often since it-is important	Personalmente, leo a menudo ya que es importante.
17	I like to listen to classical music	To-me it-pleases the music classical	Me gusta escuchar la música clásica
18	in the morning because it is relaxing.	For the morning since it-is relaxing	por la mañana ya que es relajante.
19	Later in the evening I prefer to listen to rap	Then for the night I-prefer to listen to to-the rap	Luego por la noche prefiero escuchar al rap
20	seeing as I love the rhythm.	Seeing that to-me it-enchants the rhythm	visto que me encanta el ritmo.
21	Even though I like the other pastimes	At to-weight of that to-me they-like the others pastimes	A pesar de que me gustan los otros pasatiempos
22	I really like to watch films	Of truth to-me -it-enchants to see the films	de veras me encanta ver las películas
23	Especialy comedies given that they are fun.	Above all the comedies given that they-are funs	sobre todo las comedias dado que son divertidas.
24	However I don't like to watch	However not to-me it-likes to see	Sin embargo no me gusta ver
25	documentaries because they are sleep inducing.	The documentaries since they-are sleep inducings	los documentales ya que son soporíferos.



## The Top 10

### 1) Time Phrases/Sequencers

Primero	First of all
Pues	Then
Después	Then
Finalmente	Finally
Hoy	Today

### 2) Connectives

y	and
pero	but
o	or
porque	because
sin embargo	porourtant

### 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

### 4) Comparison

<b><u>más</u> fatigante <u>que</u></b>	<b><u>More</u> tiring <u>than</u></b>
<b><u>menos</u> emocionante <u>que</u></b>	<b><u>less</u> exciting <u>than</u></b>
<b><u>tan</u> guay <u>que</u></b>	<b><u>as</u> cool <u>as</u></b>
<b><u>lo más</u> divertido</b>	<b><u>The most</u> fun</b>
<b><u>lo menos</u> soporífero</b>	<b><u>the least</u> sleep inducing</b>

### 5) Qualifiers

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

### 6) Negatives

<b><u>No</u> juego</b>	I do <b><u>not</u></b> play
<b><u>No</u> hago</b>	I do <b><u>not</u></b> do
<b><u>No</u> escucho</b>	I do <b><u>not</u></b>
<b><u>No</u> veo</b>	I do <b><u>not</u></b> watch
<b><u>No</u> soy</b>	I do <b><u>not</u></b> read

### 7) Modal Verbs

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

### 8) Present Tense

Yo juego	I play
Yo hago	I do
Yo escucho	I listen to
Yo veo	I watch
Yo leo	I read

### 9) Past Tense

Yo jugué	I played
Yo hice	I did
Yo escuché	I listened to
Yo vi	I watched
Yo leí	I read

### 10) Future Tense

Yo jugaré	I will play
Yo haré	I will do
Yo escucharé	I will listen to
Yo veré	I will watch
Yo leeré	I will read



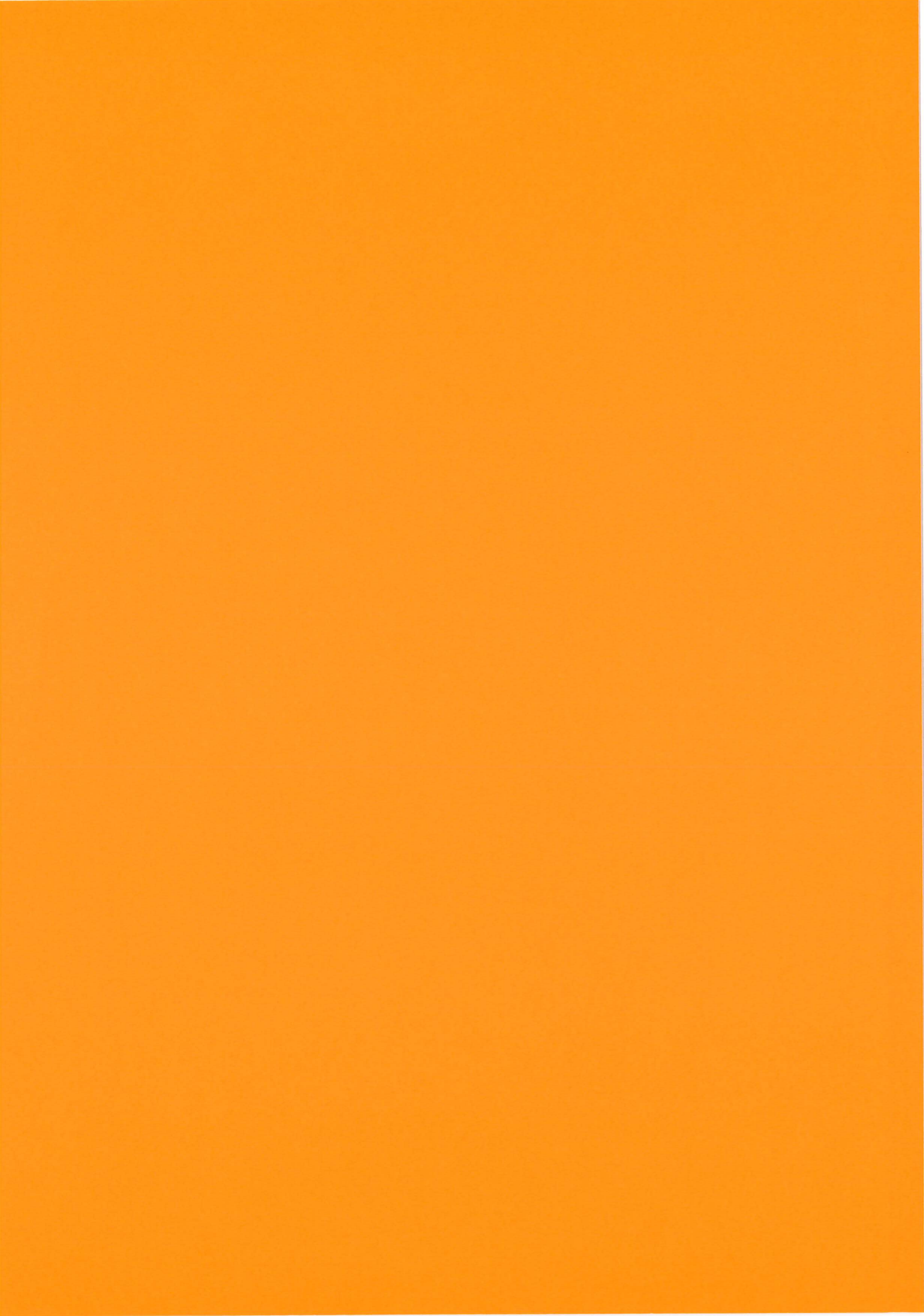
The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that every entry should be supported by a valid receipt or invoice. This not only helps in tracking expenses but also ensures compliance with tax regulations.

In the second section, the author provides a detailed breakdown of the company's revenue streams. This includes sales from various product lines and services. The analysis shows that while one product line is currently the primary source of income, there is significant potential for growth in other areas.

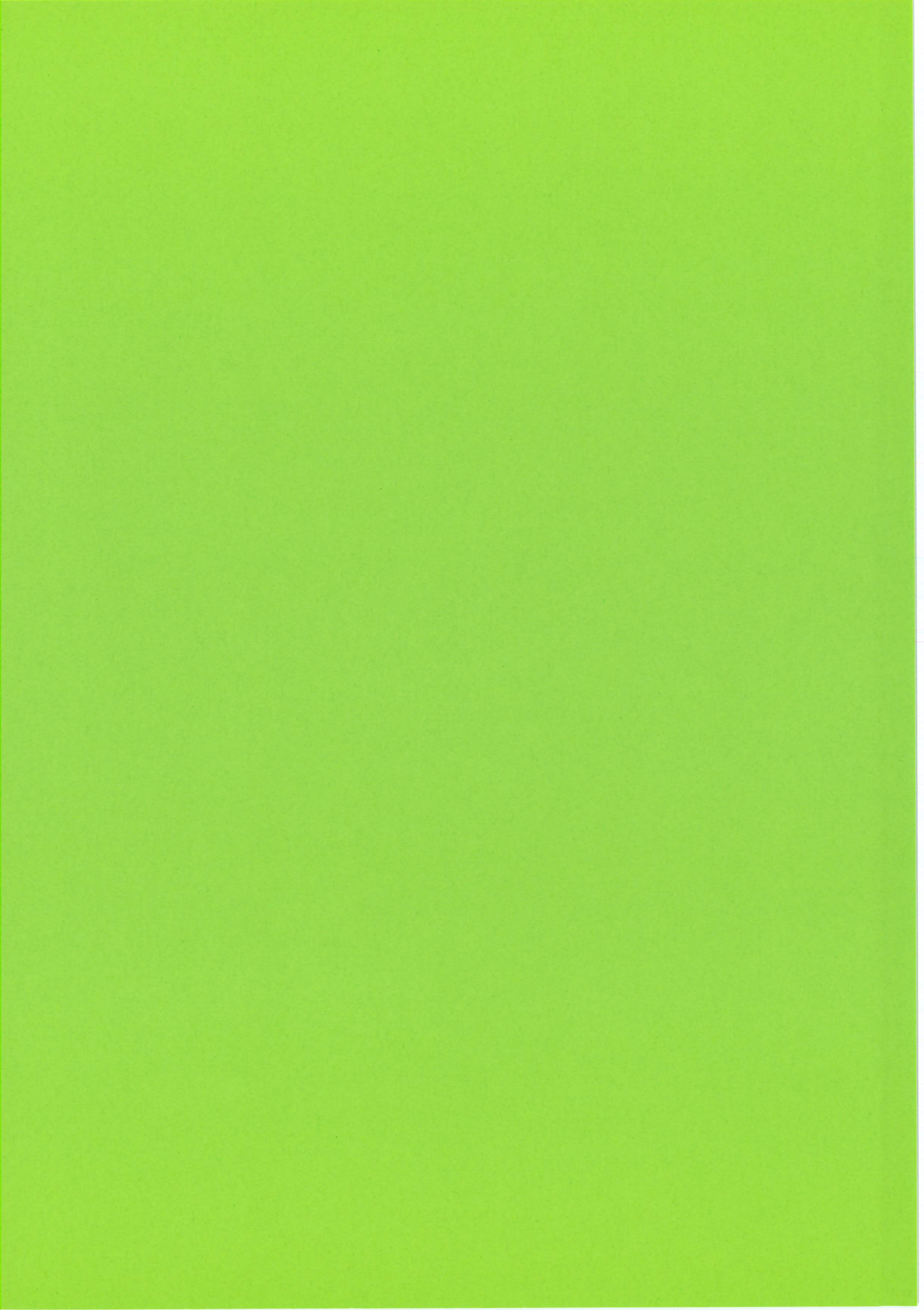
The third section addresses the company's financial health and liquidity. It highlights the need for a robust cash flow management strategy to ensure that the business can meet its short-term obligations. The author suggests several ways to optimize working capital, such as negotiating better terms with suppliers and improving collection cycles.

Finally, the document concludes with a series of recommendations for the future. These include investing in research and development to create new products, expanding into new markets, and strengthening the company's financial foundation through strategic financing.











## Notes



## Notes



## Notes



## Notes

## Notes