Year 7

Booklet 1 Knowledge Organiser 2022/2023

Independent Study

Name & LF:

Hans Price Academy

Cabot Learning Federation

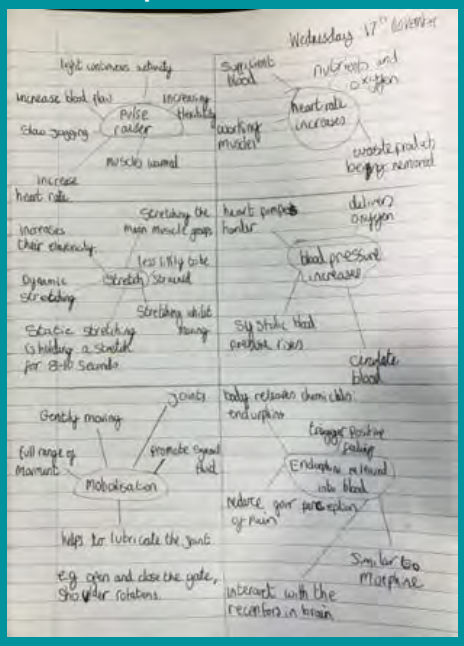
How to do your independent study

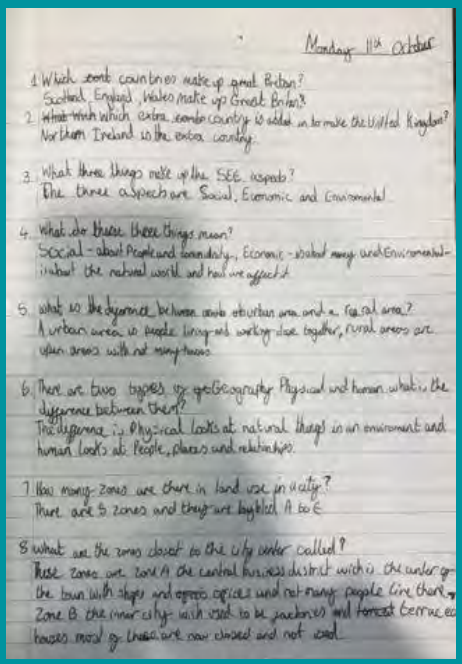
For all subjects except Maths, Knowledge Organisers are used for IS tasks. You will have five pieces of I.S due every week, which will be checked by your teacher of the subject due. You can attend IS club at 3pm in the Art Barn to get your IS done or complete it at home.

1. Check the IS schedule for the week so that you can see which Knowledge Organisers you need to be learning and what the deadline date is.
2. Carefully study the sections of the Knowledge Organiser that you are learning.
3. Unless directed otherwise in SIMS or your booklet, write between 10 and 20 self-quizzing questions, a detailed mind-map or flash card style notes using the whole page.
4. Write your IS in your IS book. Put the deadline date at the top of the page, so that you can clearly see when the work will be checked.
5. On the next page there's some guidance on how to revise using your Knowledge Organisers.

Contents:

Examples of Good IS:





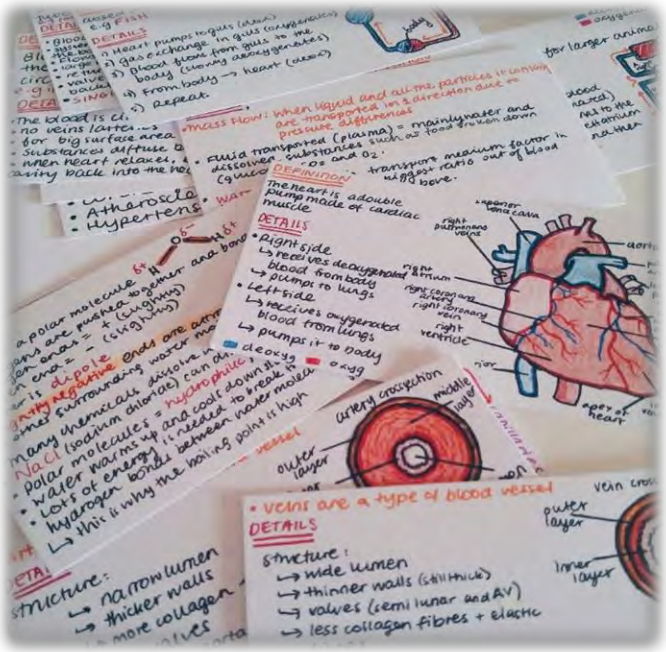
Revision Techniques

Flash Cards

Great for revising key terms and remembering definitions, dates, facts etc.

Split the page of your I.S textbook into four using a ruler or use flash cards which you can collect from the LRC and keep in your I.S folder.

Make brief notes on the information in the knowledge organiser, use colour coding and diagrams where you can to highlight key information.

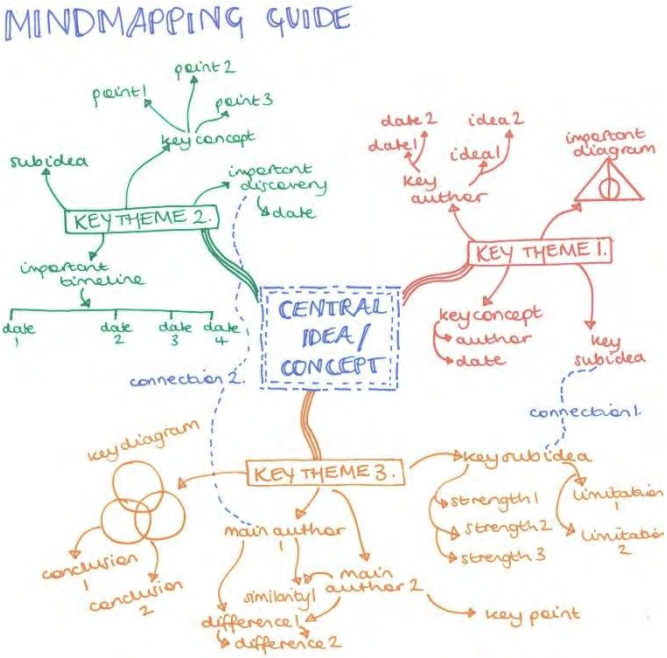


Mind Map

Great for revising if you are a visual learner, allowing you to select and link key information.

Use a full page to add as much detail as you can to your mind map, starting with a key concept or topic at the centre. Use the knowledge organisers and your own ideas.

You can use colour coding, diagrams and connections to support your learning.



Self-quizzing Questions

Here is a section of a Science Knowledge Organiser. You could test your grasp of this knowledge by asking yourself,

"What ions are found in acids? Acids contain hydrogen ions."

"What does corrosive mean? A corrosive acid can destroy skin cells and cause burns."

These are examples of self-quizzing questions. Write 10-20 self-quizzing questions and answers based on the subject knowledge organiser and focusing on the areas where you need to strengthen your knowledge.

2. Acids (pH 1-6)

- **Acids** are a family of chemicals, examples are lemon juice, vinegar and Coca Cola. There is also acid in our stomach.
- Acids contain Hydrogen (H^+) ions.
- **Strong acids** like hydrochloric acid are very corrosive this means they destroy skin cells and cause burns.
- **Weak acids** like vinegar are safe to eat but are still irritant to sensitive parts of the body.

How else can I use my Knowledge Organiser?

The Knowledge Organisers in this booklet will help you learn a wide range of knowledge to prepare you for your lessons as well as the multiple-choice tests at the end of this block of learning.
To get the most out of your Knowledge Organisers, you should be learning sections and then testing yourself. There will be set tasks each week based on the Knowledge Organisers, and there are some optional ideas below that you could try in addition to this if you wish.

Key vocabulary:

- Highlight key terms for a subject and look up the definitions
- Write a sentence using the key terms you have highlighted
- Practice spellings – cover, write and check to learn the correct spellings of key terms

Quizzes/questions:

- Write some self-quizzing questions based on the information read
- Test your friends and family on their knowledge of a subject
- Get your parents/carers to ask you some questions
- Create exam style questions and then swap with a friend

Reflection:

- Before a topic – rank order your confidence and then revisit at the end of the topic, rank again and consider where you have improved
- Add more detail to the Knowledge Organiser after you have been taught that topic
- Traffic light (red, amber, green) each box based on how confident you are

"Education is the passport to the future, for tomorrow belongs to those who prepare for it today. "

Malcolm X

"Success is no accident. It is hard work, perseverance, learning, studying, sacrifice and most of all, love of what you are doing or learning to do. "

Pele

Revision:

- Create 2-3 flashcards each week based on each box
- Create a mind map showing the key information from the Knowledge Organiser
- Read ahead to develop skills, knowledge and understanding so you feel more confident before lessons

General use:

- 50 words, 30 words, 10 words – summarise the information on the Knowledge Organiser from 50 words to 30 words to 10 words
- Pictionary – learn the definitions then draw it for your friends/family to guess
- Elevator pitch – summarise the information in a box/whole Knowledge Organiser for a 30 second presentation
- Generation game – like the famous conveyor belt – look at the Knowledge Organiser and then try to remember as many items as possible
- Key term stories – write a short story using 6 key words that are found on the Knowledge Organiser
- Scavenger hunt – read through the Knowledge Organiser with a friend/family member and see who can find specific information/facts first
- Read, cover, check – read the box, write out what you can remember, check what you have missed (then add in purple pen)

"Sticking to good habits can be hard work, and mistakes are part of the process. Don't declare failure simply because you messed up or because you're having trouble reaching your goals. Instead, use your mistakes as opportunities to grow stronger and become better."

Amy Morin

Hans Price Maths Department

All Independent Study in the Maths department is set using the following online platforms

SPARX MATHS

You need to log in to your SPARX account, where there are 3 types of homework:

- **Compulsory**
- **XP Boost**
- **Target**

Every student needs to get **100%** of their compulsory homework completed every week. Students need to write out the bookwork codes of each of the questions in their homework book and complete the bookwork checks online.

XP boost and Target sections are additional resources that the students can complete if they wish. They will support the students to make greater progress in Maths, but do not form part of the compulsory Independent Study.

If students get stuck on any question, they should watch the associated video to help them complete the task.

We also subscribe to Times Tables Rock Stars. We encourage students to engage with this program to ensure their foundation of knowledge is solid. We will run College competitions and award prizes to those students with the most coins.

These homework platforms are designed to consolidate your knowledge, and students at KS3 can expect this to take up to 1 hour per week.

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KS3 English I.S

Your task each week is to prove you understand the meaning of the 5 words. It is important that when you read a text in front of you, you are able to pick up the language when reading through the text.

Each week you can complete your I.S in two different ways:

<u>Option 1:</u>
Create two different sentences showing your understanding of each word. E.G.: hierarchy:

1. **Hierarchy is shown in A View From the Bridge through the character of Eddie.**
2. **In Romeo and Juliet, women were lower than men in hierarchy.**

N.B.: You can change the tense of your word to suit your sentences - you just need to make sure you are spelling it correctly and using the correct context. For example: absolve - absolving - absolved.

<u>Option 2:</u>
Create flashcards which display the words and their definitions written in your own words.

Due Date	Word	Definition
Week 1	Relationship	The way in which two or more people or things are connected.
	Identity	The things that people feel represent their life or personality.
	Justice	The quality of being fair and reasonable.
	Truth	Something that is a fact and can be proven.
	Honesty	To be truthful and fair.
Week 2	Creative	Having the quality or power to express or use imagination.
	Figurative	Describing something in a non-literal way e.g. using similes to describe something.
	Descriptive	To write in detail about something using sensory language.
	Narrative	A plot or storyline.
	Society	An organised group of people that share the same values and interests.
Week 3	Autobiography	An account of a person's life written or told by that person.
	Administer	To manage or supervise the conduct of something.
	Narrator	The person who tells a story.
	Protagonist	The main character of a book, play or film.
	Foreshadowing	A literary device - suggesting something will happen in the future.

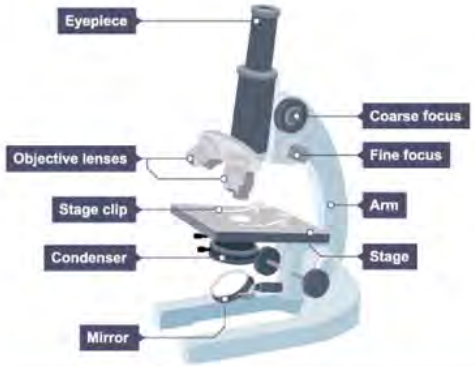
Week 4	Climax	The highest or most intense point in a narrative.
	Setting	The surroundings or environment of anything.
	Dialogue	Conversation between two or more persons.
	Alternative	Providing or being a choice between two or more things.
	Structure	The relationship of the component parts of a work of art or literature; the way something is organised.
Week 5	Imagery	Pictures or words that are used to represent something.
	Appropriate	Suitable or fitting for a particular purpose, person or occasion.
	Exploitation	The act of using someone unfairly to your own advantage.
	Corrupt	Dishonestly using your position or power to get an advantage.
	Integrity	The quality of being honest and having strong moral principles; honesty.
Week 6	Prejudice	An unfair and unreasonable opinion or feeling formed without enough thought or knowledge.
	Poverty	The state or condition of having little or no money.
	Aspect	A particular part or feature of something.
	Simile	A comparison used to describe something, using ‘like’ or ‘as’.
	Metaphor	A comparison used to describe, not using ‘like’ or ‘as’: describing something by saying it is something other than itself.

Due Date	Word	Definition
Week 7	Represent	To serve, show, stand for, or to speak and act.
	Symbolism	When a thing or image represents an idea or concept.
	Genre	A type, class, or category of story such as horror, comedy, or drama.
	Perspective	A point of view.
	Chronological	Events arranged in the order they happened.
Week 8	Entire	The whole of something; complete.
	Repetition	When something occurs more than once.
	Heroine	A woman noted for courageous acts or nobility of character: a female protagonist or hero.
	Moral	If something is ethically right; also a message or lesson about the correct thing to do
	Assume	To accept something to be true without question or proof.
Week 9	Imperative	Extremely important or urgent.
	Pronouns	A word used instead of a noun to refer to a person or thing that has already been mentioned, e.g: I, you, he, this, it, who, what.
	Betrayal	To break trust: to be disloyal.
	Vengeance	Violent revenge: to ‘get someone back’ for an insult or injury.
	Liberty	Freedom from control.

Week 10	Savage	Fierce, ferocious, or cruel; untamed.
	Obedience	Doing as you are told; to comply.
	Rebellion	Resistance to being controlled, to fight back.
	Dominate	To rule over or control harshly.
	Character	A person in a narrative.
Week 11	Patriarchy	When men are in control of an organisation, family or society.
	Significant	Something that is important.
	Circumstance	A situation related to the time and the place and events that have occurred.
	Dominate	To rule over or control harshly.
	Emphasis	To highlight something to show it is important.
Week 12	Forgiveness	When somebody lets go of an insult or injury and moves on.
	Authority	To have power over other people.
	Conclude	To finish something or bring it to an end.
	Economy	The system of trade and industry by which the wealth of a country or region is made and used.
	Establish	To set something up.
Week 13	Native	When something is originally from a specific place.
	Colonialism	Taking control of another county and taking advantage of it.
	Consequence	The result of an action.
	Interpret	To explain something and put it in your own words.
	Belonging	A feeling of being happy or comfortable as part of a particular group.

Week 14	Empire	Many countries are all ruled by the same ruler.
	Compensate	To pay someone money in exchange for something that has been lost or damaged.
	Legislate	To create a law or laws.
	Perceive	To become aware of or understand something.
	Significant	Something that is important.

1.Parts of a Microscope



2. Using a microscope

To view an object down the microscope we can use the following steps:

1. Plug in the microscope and turn on the power
2. Rotate the objective lenses and select the lowest magnification
3. Place the specimen to be viewed on the stage and clamp in place
4. Adjust the course focus until the specimen comes into view
5. Adjust the fine focus until the specimen becomes clear
6. To view the specimen in more detail repeat the process using a higher power objective

3. Preparing a slide

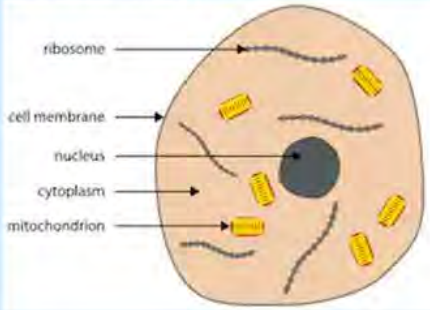
To prepare a slide to view onion cells we can use the following steps:

1. Cut open an onion
2. Use forceps to peel a thin layer from the inside
3. Spread out the layer on a microscope slide
4. Add a drop of iodine solution to the layer
5. Carefully place a cover slip over the layer

To look at check cells we use a swap to get cells from the inside of our cheek. Methyl blue stain is used instead of iodine.

4. Animals Cells

Animal cells have the following features:



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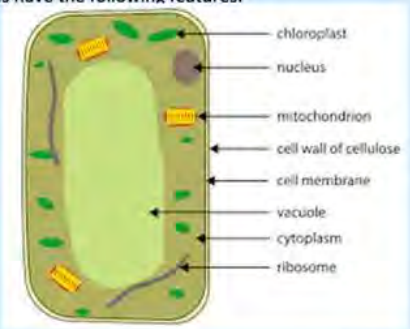
5. Plant Cells

Plant cells have the following features:

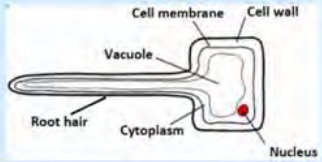


6. Organelle Functions

Cell membrane – this surrounds the cell and allows nutrients to enter and waste to leave it.
Nucleus – this controls what happens in the cell. It contains DNA, the genetic information that cells need to grow and reproduce.
Cytoplasm – this is a jelly-like substance in which chemical reactions happen.
Mitochondria – these are the powerhouse of the cell. They are structures where respiration takes place.
Cell wall - this is an outer structure that surrounds the cell and gives it support.
Vacuole - this is a space within the cytoplasm of plant cells that contains sap.
Chloroplasts - these contain chlorophyll and are the site of photosynthesis.

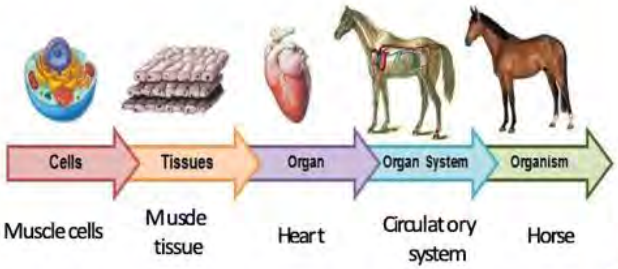
7. Specialised Cells

Specialised cells are designed to carry out a specific function within the body. They have all the usual organelles of a plant or animal cell as well as some additional features.



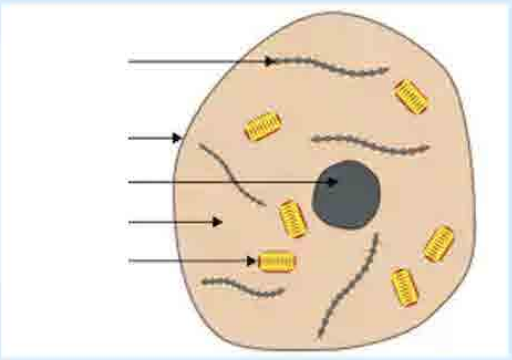
8. Cell Hierarchy

In the human body, structures are related and form larger structures.



Label the microscope below.

Label the animal cell below.



Describe the job of the cell membrane, the nucleus and the chloroplasts.

Cell membrane:

Nucleus:

Chloroplasts :

Describe how to use a microscope.

1. _____ in the _____ and turn on the _____.
2. Rotate the _____ and select the _____ magnification
3. Place the specimen to be viewed on the _____
4. Adjust the course _____ until the specimen comes into view.
5. Adjust the fine _____ until the specimen becomes _____.

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Draw a sperm cell and label it

Describe what structures the sperm has to help it swim.

Explain the job of the sperm cell.

Name the equipment needed to prepare a microscope slide to view cells of an onion.

What stain is used if we wanted to look at cheek cells?

Explain the reason why we use a stain.

Draw a labelled plant cell

What are the differences between plant cells and animal cells?

Add the words below into the correct column:

Cell	Tissue	Organ	Organ system	Organism

Heart cell, monkey, skin, fish, heart, digestive, nervous, reproductive, muscular, muscle, horse, cheek cell, liver cell, lung tissue, brain cell, brain, sperm, liver, kidney, skin cell

1. Particles

- Everything is made up of **tiny particles**.
- The **properties** of a substance depend on what its particles are like, how they move and how they are arranged.
- The particles in a substance are the same whether it's in the solid, liquid or gas state, but their **arrangement and movement** change.

2. States of matter

Solid	Liquids	Gases
Steel, plastic and wood are solids at room temperature. Ice is solid water.	Mercury, petrol and water are liquids at room temperature.	Air, helium and chlorine are gases at room temperature.

3. Arrangement and movement of particles

Solids
In the solid state the **vibrating** particles form a **regular pattern**. This explains the fixed shape of a solid and why it can't be compressed or poured.
Liquids
In a liquid the particles still touch their neighbours but they **move around, sliding over each other**. This is why you can pour, but not compress, a liquid.
Gases
In the gas state, **widely-spaced particles move around randomly**. This explains why you can compress gases and why they flow.

4. Movement of particles (energy)

Another way to understand solids, liquids, and gases is by thinking about the energy they contain. A balloon full of gas has molecules dashing about inside it, smashing repeatedly into the rubber walls and pressing them outward. Balloons stay up because the force of the gas molecules pushing against the inner surface of the rubber exerts a pressure that's equal to the pressure of the air molecules pushing on the rubber from outside. If the gas loses energy the particles move less and less they will then turn into a liquid. The particles are still moving but not as quick as when the particles were a gas. Remove more energy and the particles will stay in a fixed place and become a solid. The particles still contain energy, but just vibrate in their fixed position.

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Particles

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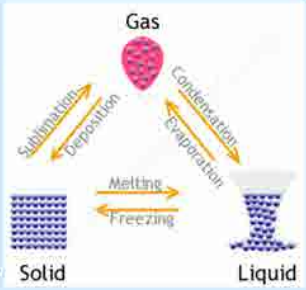
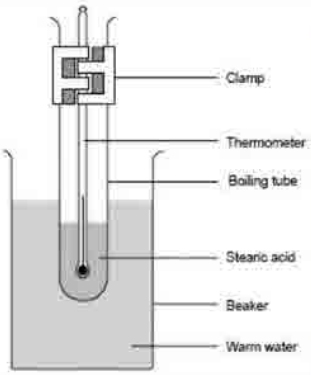
5. Changing states

You can change any substance from a solid to a liquid or gas, or back again, just by changing its temperature or pressure. You can change a solid into a liquid by melting it and then change the liquid into a gas by evaporation. Go in the reverse direction and you can change a gas into a liquid by condensation, then turn the liquid into a solid by freezing. The processes shown by each pair of arrows are exact opposites of one another.



6. Stearic acid experiment

Stearic acid has a melting point of 69.3 °C. In this experiment you will take the temperature of stericacid at regular intervals as you heat and cool it. You will observe the temperature change as it changes state.

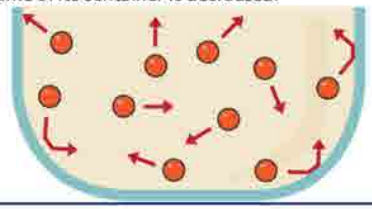


7. Particles and density

Solids
The particles in solids are very close together. They are tightly packed, giving solids high densities.
Liquids
The particles in liquids are close together. Although they are randomly arranged, they are still tightly packed, giving liquids high densities. Water is different from most substances: it is less dense as a solid than as a liquid, because its particles move apart slightly on freezing. This is why ice cubes and icebergs float on liquid water.
Gases
The particles in gases are very far apart, so gases have a very low density.

8. Gas Pressure

The particles in a gas move quickly in all directions, but they do not get far before they bump into each other or the walls of their container. When gas particles hit the walls of their container they cause pressure. If the temperature is increased, the particles in a gas move faster, so they hit the walls of the container more often. This causes the pressure to rise. This is also why the pressure of a gas also increases when the volume of its container is decreased.



KS3 Science

Separating Techniques

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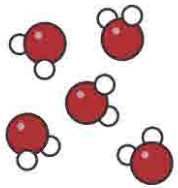
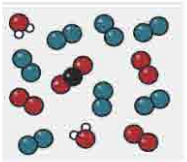
1. Pure vs Impure



Pure Substances

A substance is pure if it only has **one type** of particle in it e.g. just hydrogen atoms or just carbon dioxide molecules.



Impure Substances

Impure materials are **mixtures** of different types of particle.

2. Mixtures

A **mixture** contains two or more substances, not chemically joined together which can be **separated**.

For example, a packet of sweets may contain a mixture of different coloured sweets. The sweets are not joined together, so can be picked out and separated. Sulfur can be separated from sand due to its magnetic property.

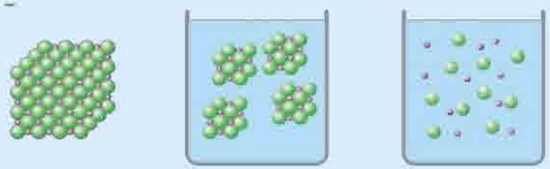
3. Solutions

Salt and sugar are **soluble** in water. This means they dissolve in water. Sand is **insoluble** in water. This means it does not dissolve in water. A **solute** is the substance that dissolves into the solvent. A **solvent** is the liquid the solute dissolves in. The resulting mixture of solute and solvent particles is called the **solution.**

If you take sugar in your tea, the sugar is the **solute**, the hot water is the **solvent** and your sweet mug of tea is the **solution**.

4. Dissolving

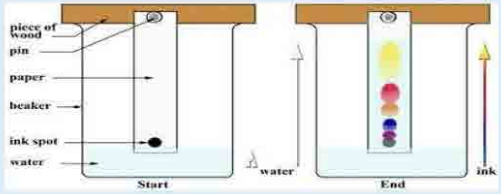
During dissolving, the **solvent particles** surround the **solute particles** and move them away so they are spread out in the **solvent.**



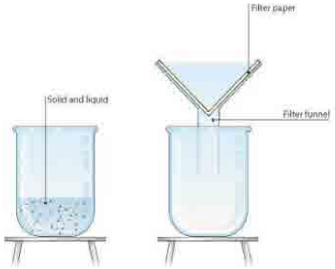
Solubility is a measure of how easy it is for a given substance to dissolve.

5. Chromatography

The mixture is placed near the bottom of **chromatography paper** and the paper is then placed in a suitable **solvent**, e.g. water. As the solvent moves up the paper, it carries the mixture with it. Different substances in the mixture will move at different rates due to **solubility** and separate.



6. Filtration

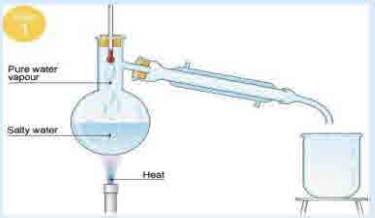


If separating sand from water, the sand (**residue**) stays behind in the filter paper and the water (**filtrate**) passes through the filter paper. Water molecules are small enough to fit through the filter paper.

If you have a **mixture** of an **insoluble** solid and a liquid then the mixture can be **filtered** (eg. sand in water).

7. Distillation

Used to separate a liquid from a solution. For example, water can be separated from salty water by simple distillation.



Water **evaporates** from the **solution**, but is then cooled and **condensed** into a separate container. The salt does not **evaporate** and so it stays behind. **Distillation** can also be used to separate two liquids with different **boiling points** (eg. orange squash or inky water). This is because the one with the lower boiling point will **evaporate** and **condense** first.

8. Crystallisation

Crystallisation is used to produce solid **crystals** from a **solution**. When the **solution** is warmed, some of the **solvent evaporates** leaving behind a more **concentrated solution**.

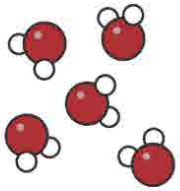
To obtain **large** crystals, **evaporate** slowly.

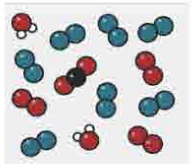
To obtain **small** crystals, **evaporate** quickly using a Bunsen burner.

1. Pure vs Impure

Pure Substances

A substance is pure if it only has **one type** of particle in it eg. just hydrogen atoms or just carbon dioxide molecules.





Impure Substances

Impure materials are **mixtures** of different types of particle.

2. Mixtures

A **mixture** contains two or more substances, not chemically joined together which can be **separated**.

For example, a packet of sweets may contain a mixture of different coloured sweets. The sweets are not joined together, so can be picked out and separated. Sulfur can be separated from sand due to its magnetic property.

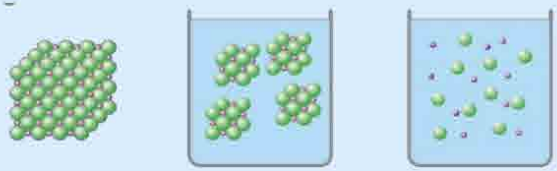
3. Solutions

Salt and sugar are **soluble** in water. This means they dissolve in water. Sand is **insoluble** in water. This means it does not dissolve in water. A **solute** is the substance that dissolves into the solvent. A **solvent** is the liquid the solute dissolves in. The resulting mixture of solute and solvent particles is called the **solution.**

If you take sugar in your tea, the sugar is the **solute**, the hot water is the **solvent** and your sweet mug of tea is the **solution**.

4. Dissolving

During dissolving, the **solvent particles** surround the **solute particles** and move them away so they are spread out in the **solvent.**



Solubility is a measure of how easy it is for a given substance to dissolve.

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KS3 Science

Separating Techniques

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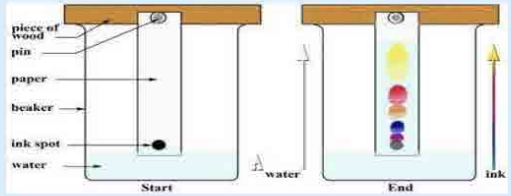
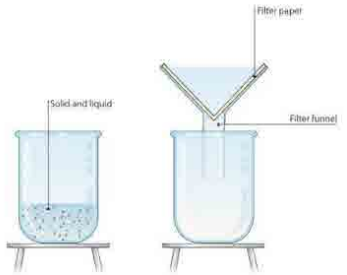
5. Chromatography

The mixture is placed near the bottom of **chromatography paper** and the paper is then placed in a suitable **solvent**, e.g. water. As the solvent moves up the paper, it carries the mixture with it. Different substances in the mixture will move at different rates due to **solubility** and separate.



6. Filtration

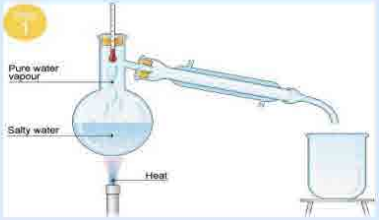


If separating sand from water, the sand (**residue**) stays behind in the filter paper and the water (**filtrate**) passes through the filter paper. Water molecules are small enough to fit through the filter paper.

If you have a **mixture** of an **insoluble** solid and a liquid then the mixture can be **filtered** (eg. sand in water).

7. Distillation

Used to separate a liquid from a solution. For example, water can be separated from salty water by simple distillation.



Water **evaporates** from the **solution**, but is then cooled and **condensed** into a separate container. The salt does not **evaporate** and so it stays behind. **Distillation** can also be used to separate two liquids with different **boiling points** (eg. orange squash or inky water). This is because the one with the lower boiling point will **evaporate** and **condense** first.

8. Crystallisation

Crystallisation is used to produce solid **crystals** from a **solution**. When the **solution** is warmed, some of the **solvent evaporates** leaving behind a more **concentrated solution**.

To obtain **large** crystals, **evaporate** slowly.

To obtain **small** crystals, **evaporate** quickly using a Bunsen burner.

7.4 - Computer Systems: Knowledge Organiser

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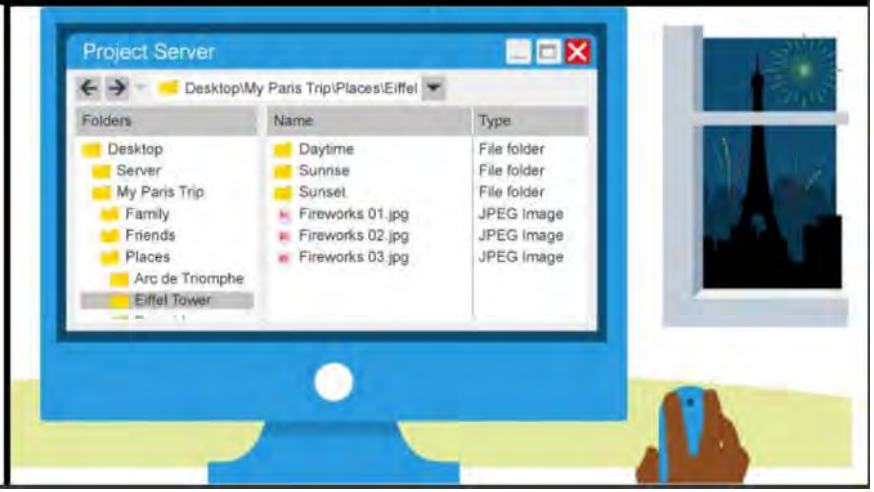
Keywords File Management Passwords	File	Folder/Sub-folder	File Management
	Anything you save. It could be a document, a piece of music, a collection of data or something else.	A place to store files that are related, eg. all of the files relating to one project. Folders help to keep work organised. Sometimes called a directory A sub-folder is a folder inside another folder.	The organisation of files and folders using suitable names (which gives the identity of a file) and placed into folders.

Server	Security	Password	Alphanumeric
A computer that holds data to be shared with other computers. A web server stores and shares websites	The protection of data or hardware from unauthorised users	A string of characters used to verify the identity of a user	A mixture of letters and numbers

Secure Password	Non-secure Password
A mixture of numbers, letters and symbols at least 8 characters	Name, pet etc
Use of symbols	Dictionary words
Not easy to guess	Not complicated
Example: 01Dl2bB57Ss! “Oh I do like to be beside the seaside!”	



7.4 - Computer Systems: Knowledge Organiser
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Keywords

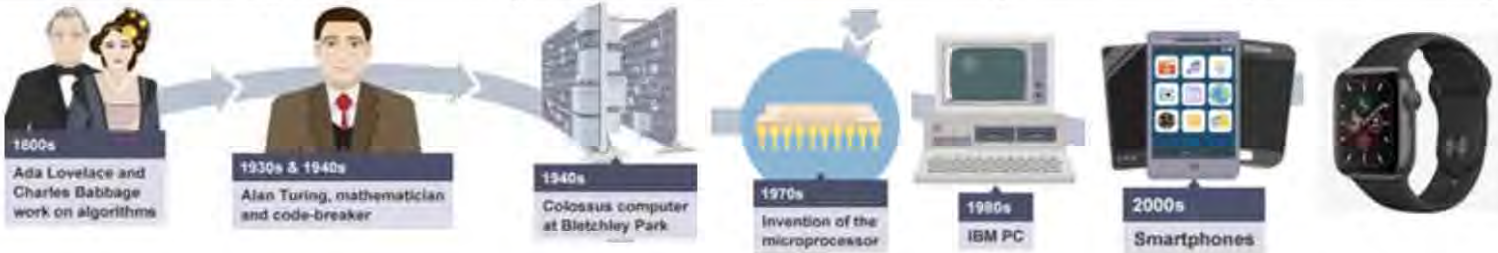
E-safety
Cloud Computing

Cloud	Collaborate	E-safety
CLICK HERE	Sharing documents and working together online. Eg, having a meeting with different people around the world and using the same document.	• Do not share personal information (such as your date of birth) • Avoid sharing your location on social networks eg snapchat • If meeting someone you only know online, do so in a public place and take an adult with you. • Don't troll! (upsetting people online) • Change your passwords frequently and avoid using the same password across all accounts

Cloud Computing Advantages	Cloud Computing Disadvantages
Backing up - data backed up in the cloud with a reliable provider can be more reliable than storing your information on a hard drive or USB flash memory stick.	**Connection** – the user can only access their information if they have a network connection.
Compatibility - documents and files are designed to be compatible across different machines and browsers.	**Copyright** – the user sometimes loses legal rights to their original material if they store it online.
Cost – the user doesn't need to buy the latest software as it might be freely accessible through web apps.	**Security** - data stored online is vulnerable to security attacks.
Independence – the user can work with their files on different computers.	**Software** - web apps do not usually have as many detailed functions as a full software package.
Reliable software - web software and browsers are updated online. The user doesn't have to download the latest updates.	**Storage** - it is not always possible to store more than a few gigabytes online with one provider, whereas it is possible to purchase a few terabytes of physical storage to save information at home.

Computer Science Knowledge Organiser – Year 7 Block 2 - Hardware: **@HPAComputing #ReadyToCode**

Keywords	Hardware	Input	Output	Storage	Peripherals	Memory	Embedded
	The physical parts of a computer system, e.g. a graphics card, hard disk drive or CD drive.	An input device is any piece of computer hardware used to provide data to a computer system.	An output device is any piece of computer hardware used to communicate the results of data that has been processed.	A storage device is a piece of computer equipment which can be used to store data.	A peripheral device is defined as a computer device, such as a keyboard or printer, that is not part of the essential computer.	The part of a computer that stores data.	Embedded computers are used in car engines, spacecraft and MP3 players. They are dedicated systems that are designed for a fixed purpose.
Magnetic	Solid State	Optical	CPU	RAM	Processing		
Principally used for backup of important files from the hard disk and for the long-term storage and archiving of data.	Solid state devices use non-volatile random access memory (RAM) to store data indefinitely.	Optical devices use a laser to scan the surface of a spinning disc made from metal and plastic.	The purpose of the CPU is to process data. The CPU is where processes such as calculating, sorting and searching take place.	Random Access Memory (RAM) is a fast temporary type of memory in which programs, applications and data are stored.	Carrying out a set of instructions.		



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Computer Science Knowledge Organiser – Year 7 Block 2 - Hardware:

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Useful Links	Computer hardware	Types of memory	Storage devices	Embedded systems

Magnetic Storage

Advantages	Disadvantages
Relatively cheap per unit of storage. Fast access and retrieval times compared to other storage devices.	Can be easily damaged, will slow down and eventually break over time. Slower access than Solid State Drives.

Characteristics/Typical uses.

The main storage device in most computer systems.

Solid State Storage

Advantages	Disadvantages
Very compact in size and therefore very portable. High speed of data transfer and low power consumption.	Considerably more expensive per unit than magnetic storage. More vulnerable to abrupt power loss.

Characteristics/Typical uses.

USB flash drives and solid state hard drives have replaced the traditional HDD in some new computers.

Memory cards are used as a convenient and portable removable storage medium.

Optical Storage

Advantages	Disadvantages
Can hold a lot more data than a standard DVD, meaning it can store movies with better picture and sound quality. Portable.	More expensive than DVDs. Requires a Blu-ray player. Can lose data when scratched.

Characteristics/Typical uses.

A laser reads from and writes to Blu-ray disks. Used to store HD movies and other HD recordings.

Secondary Storage Keywords

Speed:

How quickly data can be accessed.

Cost:

Per storage unit (i.e. price per gigabyte or megabyte).

Durability:

How tough the storage is.

Portability:

How easy it is to move it from one computer to another

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7.3 - Computational Thinking: Knowledge Organiser

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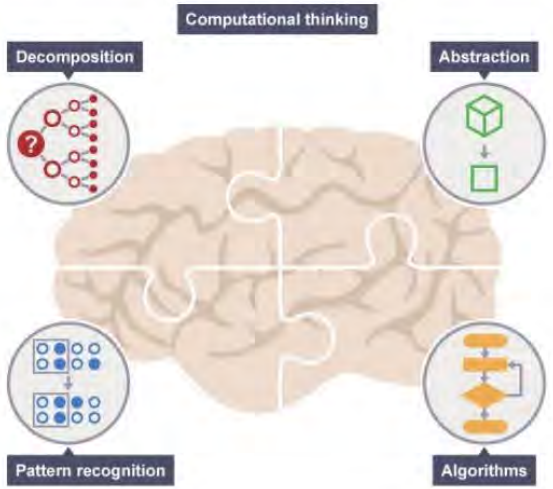
	Computational Thinking	Abstraction	Decomposition	Pattern Recognition	Algorithms	Sequence	Selection
Keywords	Computational thinking allows us to take a complex problem, understand what the problem is and develop possible solutions. We can then present these solutions in a way that a computer, a human, or both, can understand.	Focusing on the important information only. Ignoring the details that are not needed.	Breaking down a complex problem or system into smaller, more manageable parts.	Looking for similarities among and within problems. Looking for patterns.	Developing a step-by-step solution to the problem, or the rules to follow to solve the problem.	Following an ordered set of instructions.	Making a decision within a computer program to decide which instruction to carry out next.

Flowchart shapes

Terminator	Decision	Process	Input/Output	Connector
				
Shows the **start** and **stop** points of the **algorithm** (flowchart).	A **decision**, either **yes** or **no**. **Deciding** which **instruction** to **carry out** next in the **algorithm**.	An **instruction** or **command**.	An **input** is **data received** by a **computer**. An **output** is a **data sent** from a **computer**.	Connects the **flowchart shapes**. The **arrow** shows the **direction** or **flow** of **instructions**.



7.3 - Computational Thinking: Knowledge Organiser

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Useful Links	What is decomposition?	Recognising patterns	What is abstraction?	What is an algorithm?	Checking your algorithm

Decomposition

Breaking something into smaller parts.

Pattern Recognition

Looking for similarities and trends.

Abstraction

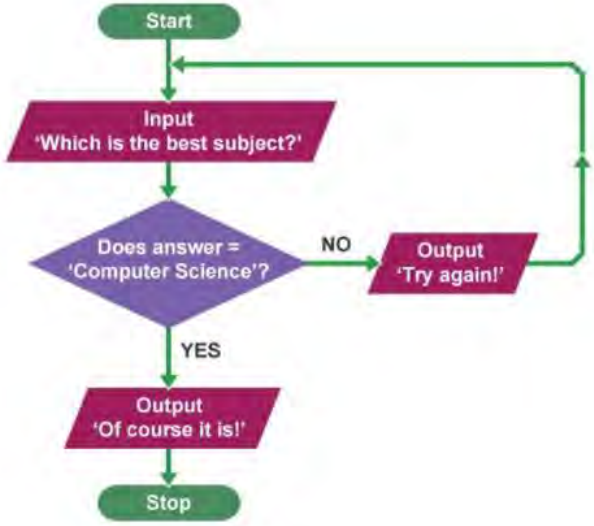
Focusing on what's important, ignoring what is unnecessary.

Algorithm Design

Creation of step by step instructions to solve a problem.

Debugging

Fixing errors within your algorithm.



Peanut Butter and Jelly Sandwich

Year 7 Drama- Block 1-Technique Toolkit

TECHNIQUE TOOLKIT

You will gain knowledge and understanding of the basic performance techniques and skills that will be required throughout the Drama curriculum.

	Key Words	
1	Stage Positions	This is the different parts of the stage. Stage Positions are always from the actor's point of view.
2	Stage Configurations	This is the different types of staging used for a performance.
3	Freeze-frame,	This is a frozen picture which is used at the start/end of the scene or to show an important point of a performance. Freeze Frame can also be called a Still Image or Tableaux.
4	Step-out	This is when actor's step out of a still image and speak their character's thoughts to the audience whilst the rest of the characters are frozen.
5	Split-stage	This is where the stage is split in two to show a different location or time.
6	Thought Tracking	This is similar to stepping out, however the teacher selects which characters are going to voice their thoughts
7	Narration	This is where a narrator tells the audience what is happening in a scene or performance.
8	Stock Characters	This is a stereotypical character we expect to see in a performance e.g. Hero, Heroine, villain etc.

Stage Configurations

Proscenium Arch **Thrust Stage** **Theatre in the Round** **Traverse** **Promenade**

	Stage Positions				
8	Upstage Right	10	Upstage Centre	11	Upstage Left
9	Stage Right	13	Centre	14	Stage Left
10	Downstage Right	16	Downstage Centre	17	Downstage Left

	Stock Characters	Definition
18	Hero	The star of the show, they are brave, gallant, and save the day. They often rescue a Princess type character and battle throughout the story with an enemy.
19	Heroine	This character is always gets herself into trouble. They are fooled by an evil character and are rescued by a brave character.
20	Villain	This character is evil. They like to cause trouble and make sneaky plans.
21	Comedy Duo	These characters are often really silly and cause problems for the saviour of the piece by switching sides with their enemy.
22	Hero's Best Friend	This character is friendly, brave and a true friend. They also help conquer evil
23	Magical Character	This character is the wisest person in the play. They are friendly, kind and caring as well as magical.

Year 7 Portraiture

Content: In this project you will

Develop knowledge- of portraiture and its importance.

Understand-what inspired artists to create their work and how to write about the work

Develop skills- drawing, shading, painting, showing the influence of other artists in your own work and presentation

Outcome- a Julian Opie/Francis Bacon inspired self-portrait.

Keywords:

(Self)Portrait-representation of a person/representation of the artist by himself

Shading/Tone-dark, light, flat, smooth, graduated, contrasting.

Distorted- pulled or twisted out of shape; contorted.

Colour Theory – Primary Colours, Secondary Colours, Tertiary Colours, Complimentary Colours.

Analysis

All artist research pages should be annotated

Artwork-

- **Artist name**
- Describe the work-what does it look like?
- Use the formal elements i.e. colour, line etc.
- What techniques/materials were used?
- What is your opinion of the work? How is it relevant to your own idea?

Sentence starters

I like/dislike the way the artist has used...because

I think the colour scheme used is effective because...

I think the artist has been inspired by...because

Evaluation of Your Artwork-

- What inspired you to create the piece?
- What techniques did you use and why?
- What does it mean to you?
- How is it relevant to your idea?

Sentence starters

The technique I have used is...

The skill/technique I found most difficult was...because...

I think my work is successful because...

Francis Bacon is a British figurative painter known for his distorted unsettling imagery (1909 – 1992). His work consists of portraits of Popes, Self-Portraits, and Portraits of close friends.

By 1989 Bacon was the most expensive living artist after one of his triptychs (set of 3 linked paintings) sold at Sotheby's for over $6 million.

ARTISTS

Julian Opie....is known for commissions that were the design of an album cover for British pop band Blur in 2000, for which he received a Music Week CADS award. He uses very flat colours and little detail in the facial features but we still get a sense of who they are.

Assessment:

(D) Demonstrate a deepening- knowledge, understanding and skills

(O)On Track- Demonstrate some- knowledge, understanding and skills

(Y)Yet to be on Track- developing some-knowledge, understanding and skills

(A)Earlier Stage-minimal knowledge, understanding and skills

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'Capture the Spirit of Carnival'

Carnival Key Terms

- **Rhythm** - The combination of long and short notes
- **Pulse** - Constant, steady beat
- **Call and Response** - One instrument plays something and the rest copy it back
- **Stave** - Set of five lines which notes are placed on to read music notation
- **Time Signature** - The indication of how many beats are in a bar
- **Bar** - Groups of notes indicated by a box located on a stave (usually 4 beats long)
- **Bar Line** - The vertical line which separates the notes/bars
- **Tempo** - The speed of the music
- **Duration** - Length of the notes/sounds
- **Silence** - The absence of sound
- **Ostinato** - A continually repeated musical phrase or rhythm.

Reading Notation

Symbol	Name	Length
	Minim	2 Beats
	Crotchet	1 Beat
	Quaver	½ Beat
	Pair of Quavers	2 x ½ Beat
	Rest	1 Beat

What is Carnival?

- Carnival is traditionally a Catholic festival which brings communities togethers and empowers people
- Two major carnivals in the UK are Notting Hill Carnival and St. Pauls Carnival

Samba

- One very popular genre (style) of music at Carnival would be Samba.
- Samba originates in Brazil, though it is also heavily influenced by music from Africa.
- Most of the instruments used in Samba are percussion, which makes it quite loud.
- Samba is taught in Samba Schools, where the priority is for pupils to be able to work in a team to produce Samba music.

ACCESSFM

Aesthetics

Where did the designer get their inspiration?

Could the product look better?

Do you think it looks attractive or ugly, Why?

What does the product look like? THINK shape, form, materials, size, beauty, ugliness.

Cost

Is it affordable to your customer?

Will it make a profit?

Is it value for money?

How much does it cost ££

Customer

What impact would it have on a customers life?

Why would a customer buy it?

What makes it suitable for them?

Who would buy it?

Who would use it?

Environment

What is the products impact on the environment? THINKbatteries, rethink, refuse, reduce, reuse, recycle,lifecycle

How would the product be disposed of?

Is the product needed or wanted?

How long will it last?

Safety

Is the product high quality?

Does it meet safety standards?

How has the designer considered safety?

Could the product hurt anyone?

Are there any sharp edges?

Size

Is it an appropriate size?

Would it work better if it was bigger or smaller?

Does it come in different sizes ?

How big is it?

Function

Does the product work?

Could the product work better?

How does the product work?

Why is the product needed?

What does the product do?

Is it easy to use?

Materials

What impact could the designer's choice of material have on the environment?

Would a different material make it better?

What material has it been made from?

Year 7: Topic 1: The Battle of Hastings

Middle Ages	The period between 1000-1500
Chronology	Putting events in the order that they happened
Fact	Something that can be proven true
Opinion	A statement of a person's or group's thoughts, feelings, or beliefs.
Decade	10 years
Century	100 years
Millennium	1000 years
Anglo-Saxons	People that lived in England before the Norman Conquest
Normans	People from the Normandy region of France, led by King William
Heir	The next in line to be king or queen.
Claimant	Person who believes they should be next in line to the throne
Conquest	Taking an area by using force
Fyrd	Local farmers that fight for Harold Godwinson's army
Housecarls	Paid, experienced soldiers that fought for Harold's army
Cavalry	William's soldiers that fought on horses
Pope	Head of the Catholic Church
Witan	Anglo-Saxon group of advisers, called by the King to discuss matters affecting the country

Sources and Interpretations

Sources are things that were created at the time or by someone who lived at the time. We can **infer** (work out) information about the past from them.

Interpretations are accounts of the past usually written by historians. They use sources to make judgements about what happened.

Simon Sharma has written books about the Battle of Hastings.

Potential heirs to the English throne in 1066: Who should become king?

Harald Hardraada

Viking King of Norway
Vikings had ruled Britain before.
Most feared warrior in Europe – Hardraada means 'hard ruler' and his nickname was 'the Ruthless'.
Harald was supported by Tostig, Harold Godwinson's brother who wanted revenge.

Harold Godwinson

Anglo-Saxon. Earl of Wessex, one of the most powerful men in England
Harold's sister was married to King Edward. Harold was a brave and respected solder with a tough streak.
The Witan, wanted Harold to be the next king.

William of Normandy

Duke of Normandy, France.
William came from a fighting family. He was a brave solider.
Edward's cousin. Edward had lived in Normandy from 1016-1042.
Edward had supposedly promised that William should become King of England

Armies at the Battle of Hastings

William's army	Harold's army
His soldiers were well trained and well equipped. They wore chain mail armour which gave them much protection. His army was made up of infantry, archers and cavalry. His cavalry rode specially bred horses which could carry the weight of these horse soldiers and still ride at speed. They were the elite of William's army.	Harold's army was made up of professional soldiers and conscripts, peasant farmers who were forced to join the army and fight. Harold's best professional soldiers were the Saxon Housecarls. They were the king's elite bodyguard. They fought with large axes and round shields.

Why did William win the Battle of Hastings?

Preparations

William had well trained and professional soldiers. Large parts of Harold's army was untrained and made up of farmers. Many of Harold's men had left the army to collect the harvest in. Harold was not prepared for the battle.
William's army was fresh and well rested. He had lots of supplies.
Harold's was tired and reduced in size following the Battle of Stanford Bridge.

Luck

The weather changed when William was trying to
Harold had to fight the Vikings first this gave William the advantage.
The Saxons left the shield wall to chase the Normans down the hill.
At a key moment in the battle Harold was killed.

Leadership

William was very brave and led his men very well.
William showed his face during the battle to keep his solders from running away.
Harold couldn't control his army effectively from the top of Senlac Hill

History Year 7| Block 2 | The Black Death

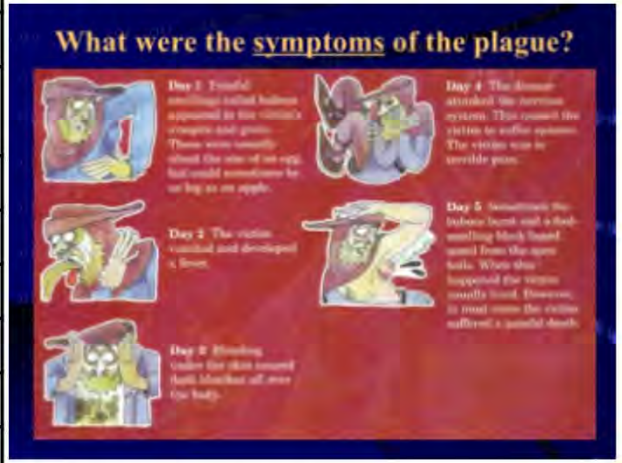
Middle Ages	The period between 1000-1500
Chronology	Putting events in the order that they happened
Fact	Something that can be proven true
Opinion	A statement of a person's or group's thoughts, feelings, or beliefs.
Decade	10 years
Century	100 years
Rural	In the countryside
Agriculture/ agrarian	To do with farming
Purgatory	A temporary punishment so the soul can enter heaven.
Tithes	Either a percentage of the crops or money paid to the lord of the land.
disease	Something that makes you unwell
plague	A deadly disease that spreads quickly
revolt/rebellion	A violent uprising against authority
bubonic/buboes	An infection of the lymph nodes
Pneumonic	An infection of the lungs.
flagellants	People who thought they could avoid the plague by physically punishing themselves.

Contemporary theories about the causes of the Black Death

Gods punishment – believed they had sinned and God was punishing them
Conspiracy of the Jews – Jews were accused of poisoning the wells & casting magic spells.
Astrological – the belief that the planets influence our lives.
Animals – cats and dogs were killed to stop the spread.
Miasma – the belief that bad air was poisoning people.

Spread of the Black Death

The Black Death is thought to have originated in Central Asia, where it travelled along the Silk Road.. From there, it was most likely carried by fleas living on the black rats that travelled on all merchant ships, spreading throughout the Mediterranean and Europe. It arrived in Britain in 1348 in Weymouth on the South Coast.



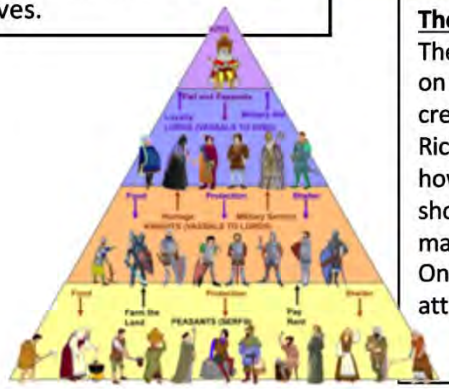
Contemporary cures and preventions

Prevention: prayer, bonfire, sewers, smelling herbs, killing cats and dogs.

Treatment: bleeding, lancing, potions, lotions.

The Feudal System

The Feudal System was introduced to England following the invasion and conquest of the country by William I (The Conqueror).
It was a simple, but effective system, where all land was owned by the King. One quarter was kept by the King as his personal property, some was given to the church and the rest was leased out under strict controls



The Peasants Revolt

The Black Death killed 1/3 of the population meaning there were not enough people to work on the land. To prevent workers moving to areas where they could get more pay the King created the **Statute of Labourers (1349).** There was a lot of anger about this. Then in 1379, Richard II introduced a **poll tax**, this meant everyone had to pay the same tax regardless of how much money they had. The peasants began to rebel. They demanded that all men should be free and equal; for less harsh laws; and a fairer distribution of wealth. They marched in London, where they destroyed the houses of government ministers.
On 15 June, the 14-year-old king, Richard II, met the rebels' leader Wat Tyler, who was attacked and killed. Before the rebels could react, Richard promised to abolish serfdom.

KO – Intro to Geography & The UK

Geography KS3

The difference between Great Britain, United Kingdom and British Isles.

Physical geography is the study of all natural forms and processes in an environment.
Human geography is the study of people and places – the relations between policies, cultures, social behaviours, economies and environments.

An **urban area** is an **area** where many people live and work close together. The population density is higher than in the surrounding area. e.g. city, town

Urban area

A **rural area** is an open swath of land that has few homes or other buildings, and not very many people. e.g. countryside, village

Rural area

Land use in a city

A B C D E

Zone A The central business district (CBD)
The centre of the town was the first place to be built. It is full of shops, offices, banks and restaurants. There are a very few houses and a little open space here.

Zone B The inner city
This used to be full of large factories and rows of terraced housing built in the nineteenth century. Houses were small and there as no open space as land was expensive. Today most of the big factories have closed and the oldest houses have been replaced or modernised.

Zone C The inner suburbs
This is mainly semi-detached housing built in the 1920s and 1930s. There is some open space.

Zone D The outer suburbs
This includes large, modern houses and some council estates built since the 1970s. Recently small industrial estates, business parks and large supermarkets have been built here. There are large areas of open space.

Zone E Rural-urban fringe
This is the transition zone where urban and rural areas meet, mix and sometimes clash. Land is cheaper and there is less traffic congestion and pollution.

SEE aspects

Social - To do with people and their communities e.g. housing, education.

Economic - To do with money.

Environmental - To do with the natural world and the impact of human activity on its condition.

Knowledge Organiser - MAP SKILLS

Directions

The main direction we use are called **immediate cardinal directions**: **North (N), South (S), East (E) and West (W)**

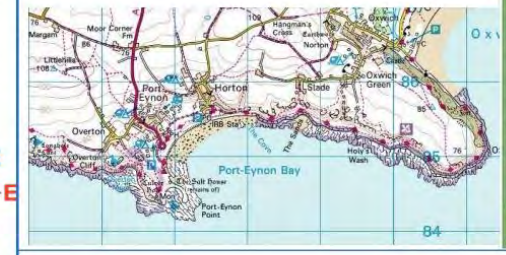
The **compass rose** shows us the in between directions. They are called **intermediate directions**.

NE means **northeast**
SE means **southeast**
SW means **southwest**
NW means **northwest**

Symbols

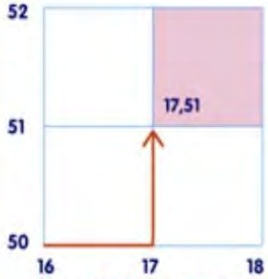
The **symbols** on a map are used to represent real objects located in the area shown on the map.

The **key**, or **legend**, explains what the symbols mean.



Grid references

The grid lines on an Ordnance Survey map are called eastings (along the corridor) and northings (up the stairs).



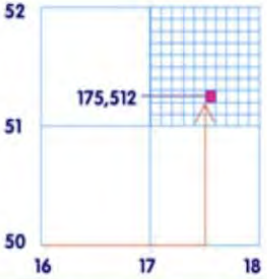
Four-figure grid references

Each square has a grid reference which you get by putting together the numbers of the easting and northing that cross in its bottom left hand corner.

Remember: *Along the corridor and up the stairs.*

Six-figure grid references

In your head, you should be able to divide all sides of the square into ten equal sections. By doing this, you can pinpoint locations within the square – these are called six-figure grid references.



Continents And Oceans

Fieldwork

Stages of an enquiry:

1. **Hypothesis** (A statement to be proved or disproved using the data collected)
2. **Method** (How we collect the data or information we need)
3. **Presentation** (Graphs and maps showing results)
4. **Analysis** (Explaining what our results mean)
5. **Conclusion** (Stating whether our hypothesis has been proved true or false)
6. **Evaluation** (How well our methods worked and how accurate our results were)

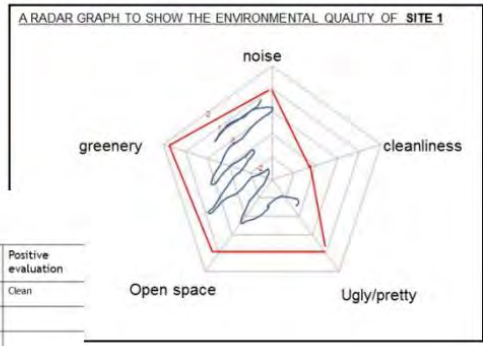
Data collection method: Environmental quality survey

Method : Environmental Quality Survey (EQS)

Site 1: Fence behind canteen (in front of car park)

Negative evaluation	-2	-1	0	1	2	Positive evaluation
Dirty						Clean
	Total score					

Data presentation: Radar graphs



RWV 7.1 What are the stories of the Torah Knowledge Organiser

Jewish - Christian Creation Story

day one - heavens earth light

day two - sky

day three - land, water, plants

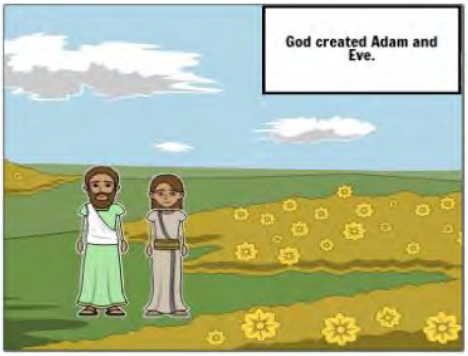
day four - sun, moon, stars

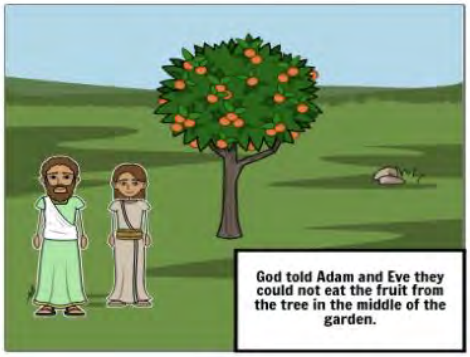
day five - fish, birds

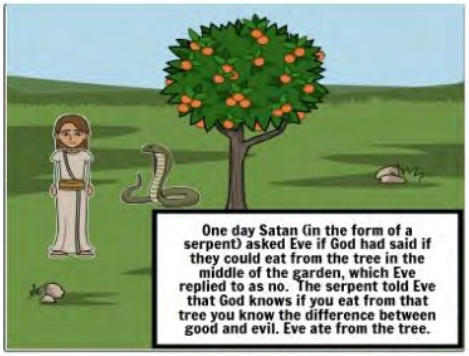
day six - animals, man

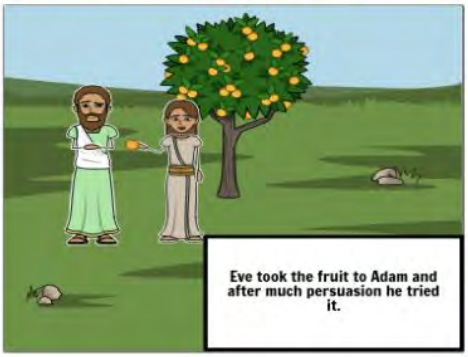
day seven - rest, Sabbath God

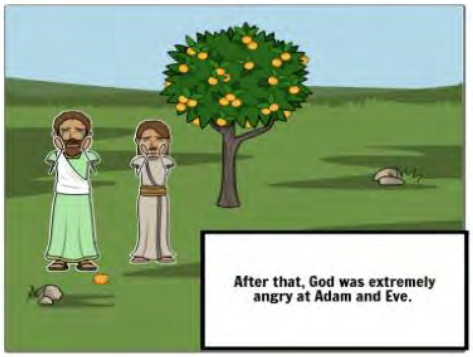
The First Man – Adam and Eve



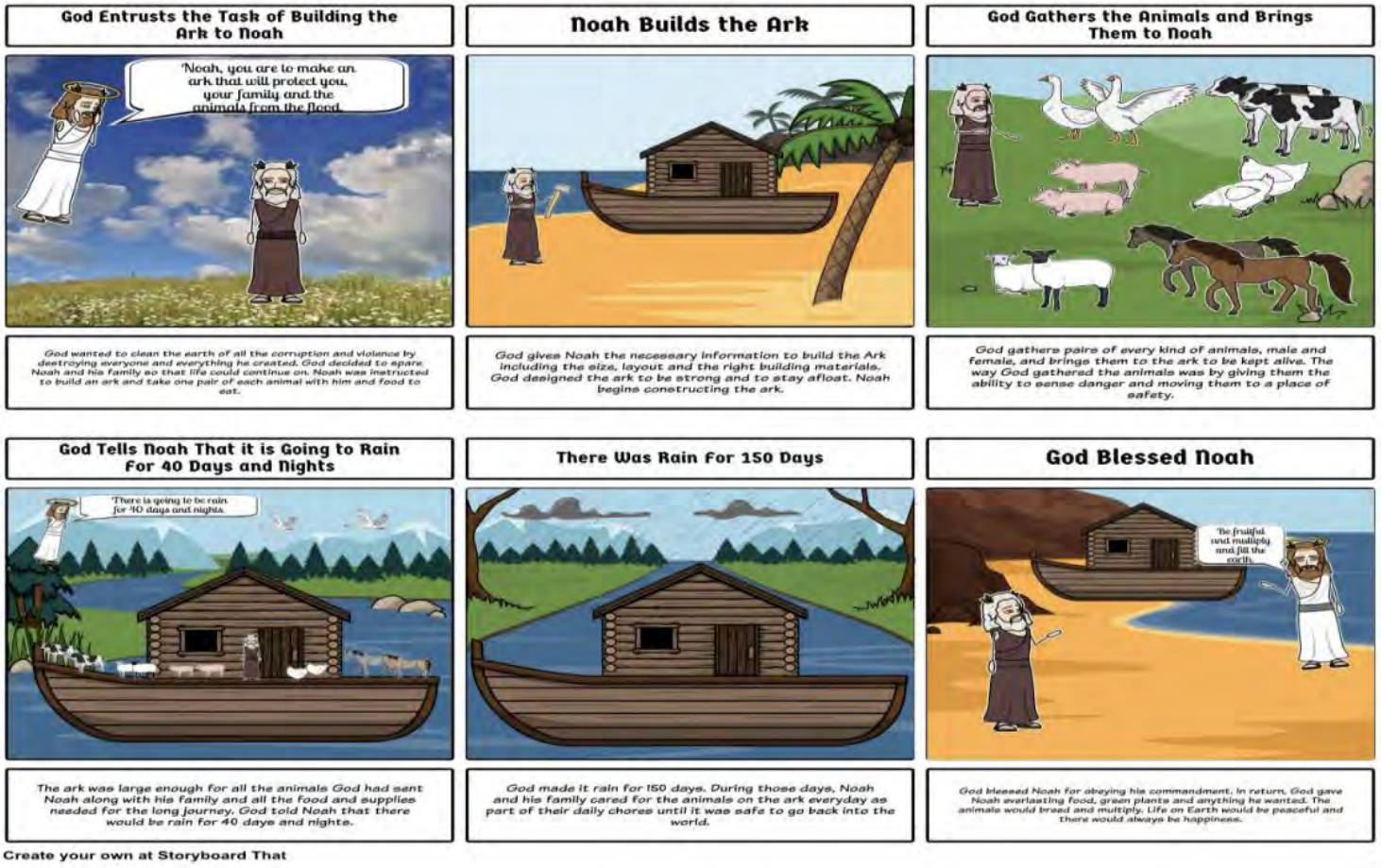






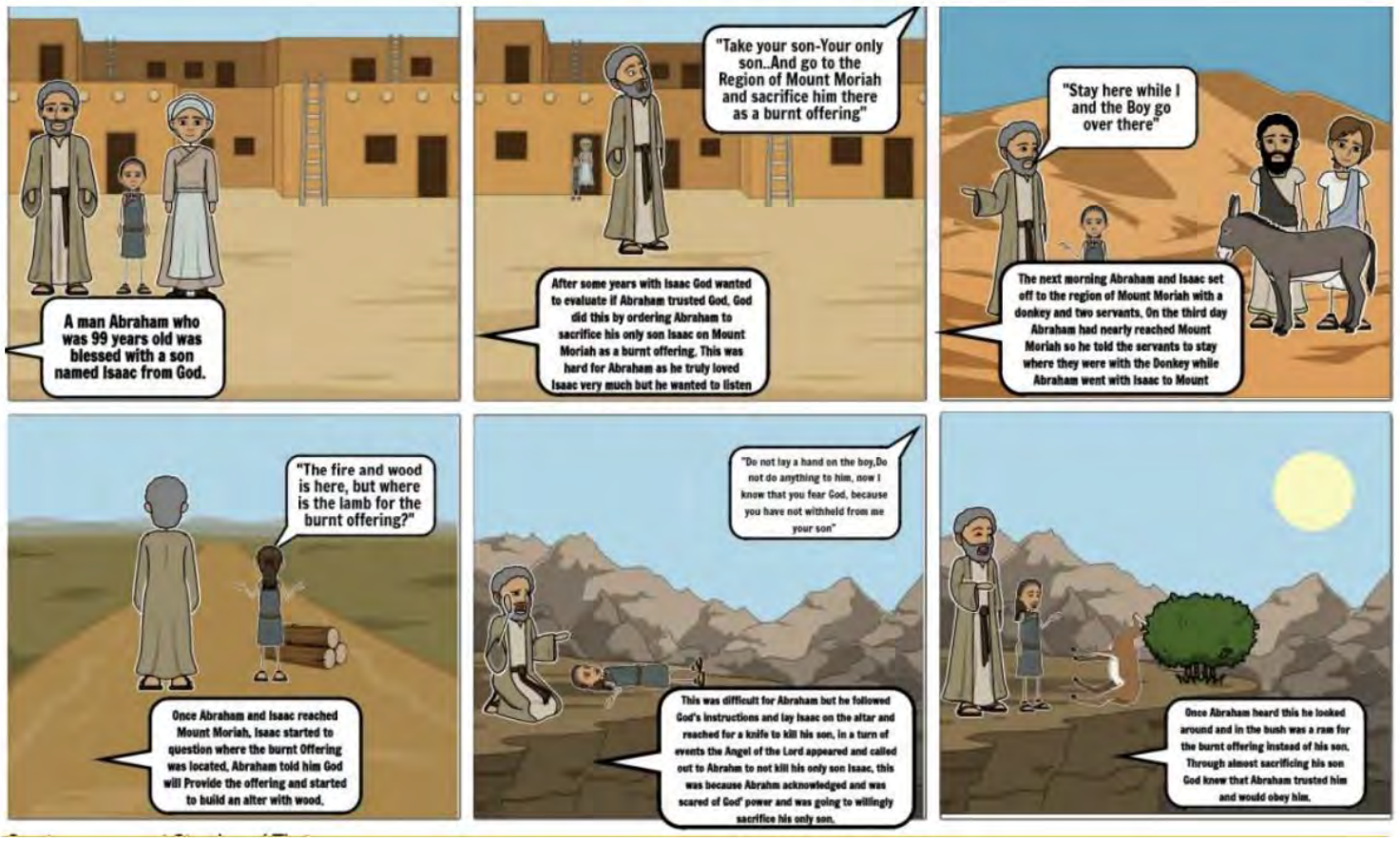


Noah and the Great Flood

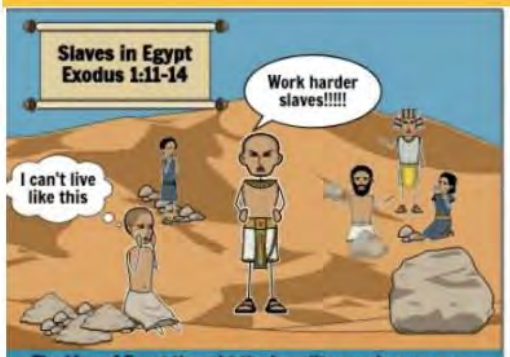


Create your own at Storyboard That

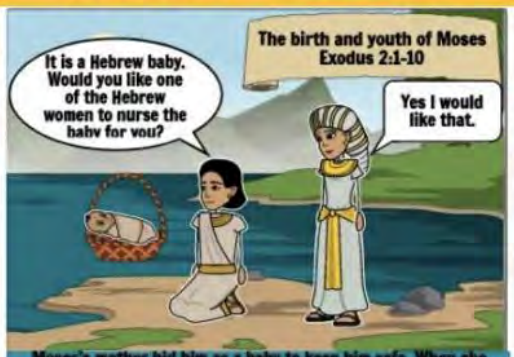
Abraham and Isaac



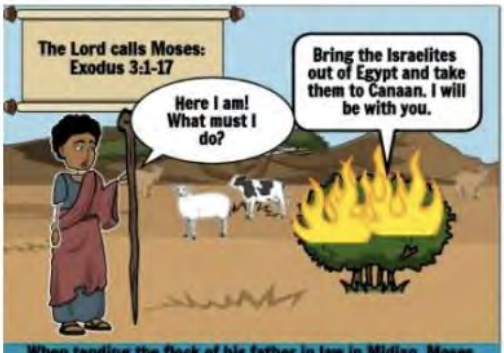
Moses: Exodus



The king of Egypt thought the Israelite people were more numerous and more powerful than them. So brutal taskmasters were set over the Israelites to oppress them with forced labor.

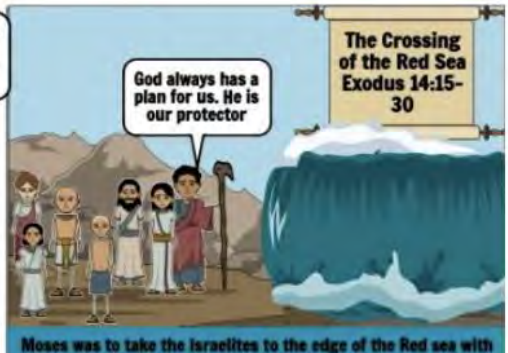


Moses's mother hid him as a baby to keep him safe. When she could do that no longer, she got a basket, put Moses inside and set it on the Nile River. Pharaoh's daughter was in the river at the time and saw the basket, she had one of her maids bring it to her. She opened it and found the baby.



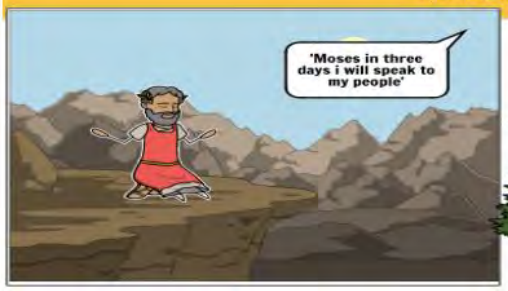
When tending the flock of his father in law in Midian, Moses saw a burning bush on Mount Horeb. When he approached the bush, the voice of god called out to him and explained to Moses that he had a plan for him to save the Israelites from slavery in Egypt.

Moses called for all the elders of Israel and said to select the animals for your families and slaughter the Passover lamb. Then put the lamb blood on the top and on both sides of the doorframe. When the Lord goes through the land to strike down the Egyptians, he will see the blood on the top and sides of the doorframe and will pass over that doorway.



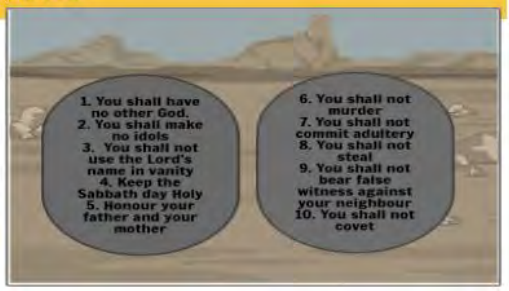
Moses was to take the Israelites to the edge of the Red sea with his rod in his hand, and stretch it out over the sea and then await for the sea to divide giving them a path. When they made it too the other side, Moses closed the water and washed away all the Egyptians that were following.

Moses: 10 Commandments



After rescuing the Jews from the Egyptians, Moses and the Jews camped in front of Mount Sinai. Moses went to the top of the mountain to pray. God spoke to Moses.

On the third day, thunder and lightning crashed, the sky turned black, the ground shook and the voice of God called out to Moses.



God gave Moses the 10 commandments : the instructions and rules for the people to follow to help them stay away from sin.

Moses went down to speak to the people and told them to not be afraid of the thunder and lighting because it was God's doing.

Moses also told about the Ten Commandments.

Till today the Ten Commandments are still followed and taught.

7.1 Languages and me!
FRENCH

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Ça va?	How are you?
Bonjour	Hello
Salut	Hi
Comment t'appelles-tu?	What's your name?
Je m'appelle...	My name is...
Comment ça s'écrit ?	How is it spelt?
Ça s'écrit...	It's spelt...
Oui, ça va bien, merci	It's going well thanks.
Pas mal	Not bad.
Non, ça ne va pas	No, it's not going well.
Au revoir	Goodbye.
À bientôt	See you soon.
À plus tard	See you later.
Quel âge as-tu?	How old are you?
J'ai... ans	I'm.....years old.
Quelle est la date de ton anniversaire?	When is your birthday?
Mon anniversaire est le ...	My birthday is the....

Qui est dans ta famille?	Who is in your family?
Ma mère	My mum
Mon père	My dad
Ma belle-mère	My step-mum
Mon beau-père	My step-dad
Mes parents	My parents
Mon frère	My brother
Ma sœur	My sister
Mon demi-frère	My half or step-brother
Ma demi-sœur	My half or step-sister
Je suis fils/fille unique	I am an only child
Mon oncle	My uncle
Ma tante	My auntie
Mon cousin	My cousin (male)
Ma cousine	My cousin (female)
Mon grand-père	My grandfather
Ma grand-mère	My grandmother
Mes grands-parents	My grandparents

Qu'est-ce qu'il y a dans ton sac / ta trousse?	What's in your bag/your pencil case?
Qu'est-ce que c'est?	What is it?
C'est..	It is...
Il y a...	There is...
Il n'y a pas de...	There isn't...
J'ai...	I have...
Je n'ai pas de...	I don't have....
Un cahier	An exercise book
Un livre	A book
Un stylo/ un bic	A pen /A biro
Un crayon	A pencil
Un portable	A mobile phone
Une trousse	A pencil case
Un taille-crayon	A sharpener
Un bâton de colle	A glue stick
Un sac	A bag
Un carnet de texte	A planner
Une gomme	A rubber
Une tablette	A tablet
Une règle	A ruler
Une calculatrice	A calculator
Des feutres	Some felt tips
Des ciseaux	Some scissors

Ç'est de quelle couleur ?	What colour is it?
Bleu	Blue
Blanc	White
Rouge	Red
Vert	Green
Orange	Orange
Jaune	Yellow
Marron	Brown
Noir	Black
Rose	Pink
Violet	Purple
Gris	Grey
Clair	Light
Foncé	Dark
Rayé	Striped
Multicolore	Multi-coloured

As-tu un animal à la maison ?	Do you have a pet?
Un chien	A dog
Un chat	A cat
Una cochon d'Inde	A guinea-pig
Un hamster	A hamster
Un lapin	A rabbit
Un oiseau	A bird
Un cheval	A horse
Un lézard	A lizard
Un poisson	A fish
Une souris	A mouse
Une tortue	A tortoise
Une araignée	A spider
Un serpent	A snake
Je n'ai pas d'animal de compagnie	I don't have a pet

People around me – Year 7 French 7.2 Vocab list

Que penses-tu?	What do you think?
J'adore	I love
J'aime	I like
Je n'aime pas	I don't like
Je déteste	I hate
À mon avis	In my opinion
Je pense que	I think that
Je crois que	I believe that
Selon moi	According to me

Tu es comment?	What are you like?
J'ai... Il /elle a...	I have... He/she has...
les cheveux	**hair**
longs	long
courts	short
raides	straight
bouclés	curly
ondulés	wavy
Afro / crépus	afro
blonds	blond
châtains	light brown
les yeux	**eyes**
bleus	blue
marron	brown
verts	green
foncés	dark
noirs	black
gris	grey
Je suis...	**I am...**
Il / elle est ...	**He/she is...**
grand (e)	tall
petit (e)	short
gros (-se)	fat
mince	thin
de taille moyenne	medium size

Tu es comment/Décris-toi?	What are you like? /Describe yourself
Je suis...	**I am...**
Gentil (-le)	Kind
Agréable	Pleasant
Joyeux (se)	Happy
Bavard(e)	Chatty
Beau/belle	Beautiful
Amusant (e)	Fun
Fort (e)	Strong
Mignon(ne)	Cute
Joli(e)	Pretty/Handsome
Jeune	Young
Propre	Clean
Parfait (e)	Perfect
Rapide	Fast
Riche	Rich
Sage	Wise
Timide	Shy
Travailleur(se)	Hard working
Triste	Sad
Vieux (vieille)	Old
Ennuyeux(se)	Boring
Casse-pieds	Annoying
Sérieux (se)	Serious
Sévère	Strict
Moche	Ugly
Bruyant	Noisy
Impoli(e)	Rude
Horrible	Horrible/Awful
Paresseux(se)	Lazy
Gourmand(e)	Greedy
Sportif(ve)	Sporty
Sympa	Nice

Connectives	Connectives
Mais	But
Pourtant	However
Aussi	Also
En plus	Furthermore
Parce que/car	Because
Et	And

Extra detail	Extra detail
Je porte	I wear
J'ai	I have
Des lunettes	glasses
Des piercings	piercings
Le voile	a hijab
Des lentilles	contact lenses
Des tâches de rousseur	freckles
Une cicatrice	a scar
Une barbe	a beard
Une moustache	a moustache

Intensifiers	Intensifiers
Très	very
Assez	quite
Un peu	a bit
Trop	too
Extrèmement	extremely
Tellement	really

Quelle-est ta nationalité?	What is your nationality?
Je suis...	**I am...**
Anglais(e)	English
Français(e)	French
Belge	Belgian
Suisse	Swiss
Allemand(e)	German
Espagnol(e)	Spanish
Somalien(ne)	Somalian
Polonais(e)	Polish
Portugais(e)	Portuguese
Bangladais(e)	Bangladeshi
Chinois(e)	Chinese
Italien(ne)	Italian
Gallois(e)	Welsh
Pakistanais(e)	Pakistani
Écossais(e)	Scottish
Irlandais(e)	Irish
Americain(e)	American

People around me 7.2 Knowledge Organiser

Describe yourself (appearance and personality). Family, friends (describing others), pets,

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Pronouns	Avoir – to have	Être – to be
Je (I)	**J'ai** I have	**Je suis** - I am
Tu (you)	**Tu as** (you have)	**Tu es** – You are
il (he), **elle** (she)	**Il a** (he has), **elle a** (she has)	**il /elle est** - He is/she is
Nous (we)	**Nous avons** (we have)	**Nous sommes** – we are
Vous (you) (pl)	**Vous avez** (you have) (pl)	**Vous êtes** – you are (pl)
ils /elles (they)	**Ils ont /elles ont** (they have)	**ils / elles sont** – they are

To say "my" in French we must change how we say it to match the noun (whether it is masculine, feminine or plural). Whether you are male or female doesn't change which word you use.

Examples :
Mon père = my dad
Ma mère = my mum
Mes parents = my parents

	Masc	Fem	Plural
my	**mon**	**ma**	**mes**
your	**ton**	**ta**	**tes**
his/her	**son**	**sa**	**ses**

Comparisons

Plus - more	Jean est plus intéressant que Paul
Moins - less	Paul est moins intéressant que Jean

Superlative

Le /la plus – the most	Jean est le plus intelligent
Le /la moins – the least	Marie est la moins sympa

Je m'appelle - My name is / I am called
Elle s'appelle - she is called
Il s'appelle – he is called
Ils s'appell**ent** – they are called

Adjective agreement.

Remember adjectives have to agree with the noun. Normally you would add an **'e'** to make the adjective feminine but check out the following rules...

Il est paress**eux** – elle est paress**euse**
Il est sporti**f** – elle est sporti**ve**
Il est travaill**eur** – elle est travaill**euse**
Il est genti**l** – elle est genti**lle**
Il est mignon – elle est migon**ne**
Il est **beau** – elle est **belle**
Il est **vieux** – elle est **vieille**
Il est sympa – elle est sympa

7.1 Languages and me!
SPANISH

Cabot Learning Federation

¿Qué tal?	How are you?
Hola	Hello
¿Cómo te llamas?	What's your name?
Me llamo…	My name is…
¿Cómo se escribe?	How is it spelt?
Se escribe…	It's spelt…
Bien gracias	It's going well thanks.
Regular	Not bad.
Fenomenal	Amazing
Fatal	Awful.
Adiós	Goodbye.
Hasta luego	See you later.
Hasta la próxima	See you next time.
¿Cuántos años tienes?	How old are you?
Tengo… años	I'm……years old.
¿Cuándo es tu cumpleaños?	When is your birthday?
Mi cumpleaños es el …	My birthday is the….

¿Quién hay en tu familia?	Who is in your family?
Mi madre	My mum
Mi padre	My dad
Mi madrastra	My step-mum
Mi padrastro	My step-dad
Mis padres	My parents
Mi hermano	My brother
Mi hermana	My sister
Mi hermanastro	My half or step-brother
Mi hermanastra	My half or step-sister
Soy hijo/a único/a	I am an only child
Mi tío	My uncle
Mi tía	My auntie
Mi primo	My cousin (male)
Mi prima	My cousin (female)
Mi abuelo	My grandfather
Mi abuela	My grandmother
Mis abuelos	My grandparents

¿Qué hay en tu mochila/tu estuche?	What's in your bag/your pencil case?
¿Qué es?	What is it?
Es..	It is…
Hay…	There is…
No hay…	There isn't…
Tengo…	I have…
No tengo…	I don't have….
Un cuaderno	An exercise book
Un libro	A book
Un boli	A pen /A biro
Un lápiz	A pencil
Un móvil	A mobile phone
Un estuche	A pencil case
Un sacapuntas	A sharpener
Un pegamento	A glue stick
Una mochila	A bag
Una agenda	A planner
Una goma	A rubber
Una tableta	A tablet
Una regla	A ruler
Una calculadora	A calculator
Unos rotuladores	Some felt tips
Unas tijeras	Some scissors

¿De qué color es?	What colour is it?
Azul	Blue
Blanco/a	White
Rojo/a	Red
Verde	Green
Naranja	Orange
Amarillo/a	Yellow
Marrón	Brown
Negro/a	Black
Rosa	Pink
Morado/a	Purple
Gris	Grey
Claro/a	Light
Oscuro/a	Dark
De rayas	Striped
Multicolor	Multi-coloured

¿Tienes mascotas en casa?	Do you have a pet?
Un perro	A dog
Un gato	A cat
Una cobaya	A guinea-pig
Un hámster	A hamster
Un conejo	A rabbit
Un pájaro	A bird
Un caballo	A horse
Un lagarto	A lizard
Un pez	A fish
Un ratón	A mouse
Una tortuga	A tortoise
Una araña	A spider
Una serpiente	A snake
No tengo mascota	I don't have a pet

Languages and me! Year 7 ARE 1
Knowledge Organiser

My belongings – Cognates. Gender; masculine and feminine nouns. Plurals. Use of 'tener'.

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A **noun** is an object, place or thing.
In Spanish, all nouns are either **masculine (masc)** e.g. ***un*** boli or **feminine (fem)** e.g. ***una*** goma.

If there is more than one item e.g. 3 pens, we call this **plural (pl)**.

	masculine singular	feminine singular	plural
a	un	una	unos/ unas
the	el	la	los/las
my	mi	mi	mis

An **adjective** describes a noun e.g. a **red** pen.
In Spanish, adjectives normally go after the word it's describing e.g. un boli **rojo** (a pen red).
If the noun is feminine the adjective has to agree
e.g **una** goma blanc**a**
If the noun is plural we also add an '**s**' to make it agree
e.g. **dos** gomas blanc**as**

	masc	fem	masc plural	fem plural
white	blanc**o**	blanc**a**	blanc**os**	blanc**as**

Most Spanish nouns ending in **"o"** and **"ma"** are masculine
e.g. **un** libr**o, un** problem**a**
Most Spanish nouns ending in "a", "sión" "dad" and "tud" are feminine
eg. una tablet**a, una** televis**ión, la** felic**idad, la** grat**itud**
All plurals end with the letter 's' like in English
e.g. **dos** gomas

A pronoun is a word that states who is doing the verb e.g. **She** plays tennis.

Pronouns	**Tener** – to have
yo (I)	**tengo** – I have
tú (you)	**tienes** – You have
él (he), **ella** (she)	**tiene** - He has/she has
Nosotros/nosotras (we)	**tenemos** – we have
Vosotros/vosotras (you) (pl)	**tenéis** – you have (pl)
ellos/ellas (they)	**tienen**– they have

No tengo…=I don't have… When we use this phrase there is no un/una
e.g. No tengo boli

People around me – Year 7 Spanish 7.2 Vocab list

¿Qúe Piensas?	What do you think?
Me encanta	I love
Me gusta	I like
No me gusta	I don't like
Odio	I hate
En mi opinión	In my opinion
Pienso que	I think that
Creo que	I believe that
Según yo	According to me

¿Cómo eres?	What are you like?
Tengo…	**I have…**
Tiene…	**He/she has…**
el pelo	**hair**
largo	long
corto	short
liso	straight
rizado	curly
ondulado	wavy
afro	afro
castaño	brown
rubio	blond
pelirrojo	ginger
Los ojos	**Eyes**
azules	blue
marrones	brown
verdes	green
Soy…	**I am…**
Es…	**He/she is…**
alto/a	Tall
bajo/a	short
gordo/a	fat
delgado/a	thin
mediano /a	medium-size

¿Cómo eres?/ Descríbete	What are you like? Describe yourself
Amable	Kind
Agradable	Pleasant
Aburrido/a	Boring
Asqueroso/a	Disgusting
Contento/a	Happy
Difícil	Difficult
Divertido/a	Fun
Emocionante	Exciting
Enfadado/a	Angry
Estricto /a	Strict
Feo/a	Ugly
Fuerte	Strong
gracioso/a	funny
Grande	big
Guapo/a	Handsome
Horrible	Awful
interesante	interesante
Joven	Young
Limpio/a	Clean
Maduro/a	Mature
Pequeño/a	Small
Perfecto/a	Perfect
Rico/a	Rich
Ruidoso/a	Noisy
Sabio/a	Wise
Serio/a	Serious
Sucio/a	Dirty
Tímido/a	Shy
Trabajador/a	Hard working
Triste	Sad
Viejo/a	old

Connectives	Connectives
Pero	But
Sin embargo	However
También	Also
Además	Furthermore
Porque	Because
Y	And

Extra detail	Extra detail
Llevo	I wear
Tengo	I have
Gafas	glasses
Piercings	piercings
El hiyab	a hijab
Lentillas	contact lenses
Pecas	freckles
Una cicatriz	a scar
Barba	beard
Bigote	moustache

Intensifiers	Intensifiers
Muy	very
Bastante	quite
Un poco	a bit
Demasiado	too
Extremamente	extremely
Realmente-	really

¿Qué es tu nacionalidad?	What is your nationality?
Soy…	**I am…**
Inglés/a	English
Francés/a	French
Belga	Belgian
Suizo/a	Swiss
Alemán	German
Español	Spanish
Somalí	Somalian
Polaca	Polish
Portugués/a	Portuguese
Bangladesí	Bangladeshi
Chino/a	Chinese
Italiano/a	Italian
Galés/a	Welsh
Paquistaní	Pakistani
Escoses/a	Scottish
Irlandés/a	Irish
Americano/a	American

Hans Price Academy Key Stage 3 Knowledge Organiser – Year 7 & 8 Core PE Unit 1: Anatomy & Physiology

Parts of a warm up

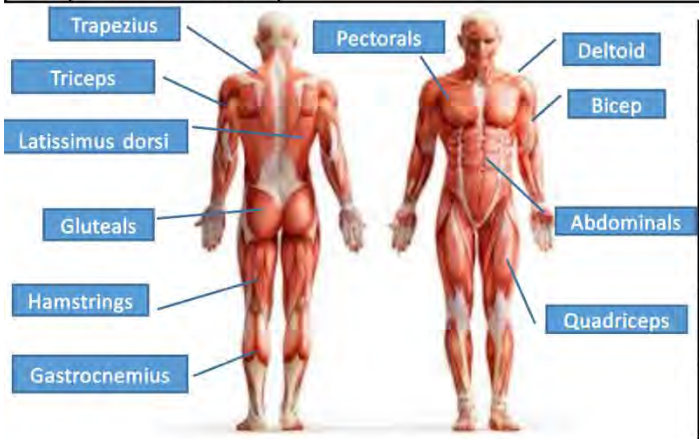
1	**Pulse raiser**	Light continuous activity such as slow jogging, is used to increase heart rate and blood flow. Muscles, ligaments and synovial fluid in the joints are warmed, increasing flexibility.
2	**Stretch**	Stretching the main muscle groups and joints increases their elasticity and mobility so that they are less likely to be strained. Dynamic stretching is a form of stretching whilst moving and therefore not holding a stretch e.g. lunges. Static stretching is holding a stretch for 8-10 seconds (before exercise).
3	**Mobilisation**	Gently moving the joints through a full range of movement to promote synovial fluid the helps to lubricate the joint e.g. shoulder rotations. Shoulder rotations, open and close the gate, ankle plantar and dorsi flexion.

Effects of exercise

4	**Heart rate increases.**	During exercise the heart rate increases so that sufficient blood is taken to the working muscles to provide them with enough nutrients and oxygen. An increase in heart rate also allows for waste products to be removed.
5	**Blood pressure increases.**	Your heart starts to pump harder and faster to circulate blood to deliver oxygen to your muscles. As a result, systolic blood pressure rises.
6	**Endorphins are released into the blood.**	When you exercise, your body releases chemicals called endorphins. These endorphins interact with the receptors in your brain that reduce your perception of pain. Endorphins also trigger a positive feeling in the body, similar to that of morphine.

Benefits of exercise

7	**Physical health and well-being**	Improves fitness levels, heart function and efficiency of the body systems e.g. cardio-vascular system. Reduced risk of some illness e.g. diabetes, helps to prevent obesity, enables you to carry out everyday tasks without getting tired.
8	**Mental health (emotional) and well-being**	Reduces stress, release feel-good hormones in the body such as serotonin, helps us to control our emotions and work productively.
9	**Social health and well-being**	Provides opportunities to socialise/make friends, encourages cooperation, teamwork and mental resilience.



	Muscle	Static stretch
10	**Triceps**	
11	**Hamstring**	
12	**Pectorals**	
13	**Quadriceps**	
14	**Gluteals**	

	Muscle	Static stretch
15	**Biceps**	
16	**Deltoids**	
17	**Abdominals**	
18	**Gastrocnemius**	
19	**Latissimus dorsi**	

Structure of a PE lesson

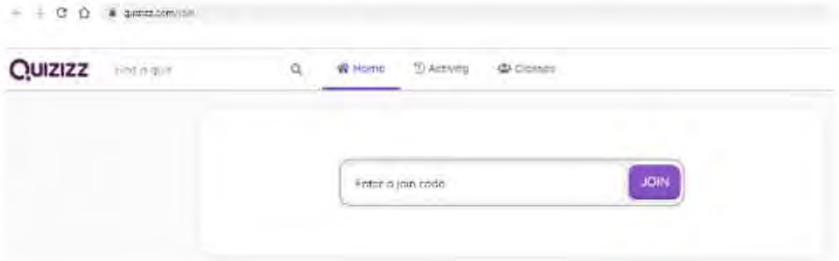
1. Warm up
2. Sports specific drills
3. Adapted games
4. Cool down

SPACE and Careers Independent Study

This year you will take a Quizizz at the end of your SPACE topics to demonstrate your understanding of key topics. This will be uploaded to SIMS the same as your other subject with the instructions and Quizizz code you will need to use.

- When you enter your name, you must add your SPACE teacher's initials in brackets to show us which class you are in. E.g. Polly Thomas (DDA)
- When completed write your score and percentage in your knowledge organiser booklet on your SPACE page. Write the title and score along with 2 WWW's / EBI's in your IS textbook. These will be based on the questions you felt most confident about and ones you got wrong.

Topic	Quizizz Code	Score	Percentage
Being me in my world			
Celebrating difference			



unifrog

Once a term you will have a careers lesson using Unifrog and one piece of I.S which will be to complete a Unifrog activity which will be explained in SIMS.

- You will find your login details in an email sent by Unifrog. If you have forgotten your details go to www.unifrog.org - sign in – reset password / resend welcome email.
- If you are still having issues logging in, please email Mrs Daw or go to I.S Club in A3 after school.

You can use Unifrog at any time to find out information about career pathways, post 16, post 18 and which jobs are best suited to your personality, likes and dislikes.
There will be termly rewards for students who complete the most activities, log the most and spend the most time using Unifrog.

Independent Study Hand in dates:

Week	Subject
10/10/22	English
	Maths
	Science
	French
	Space
17/10/22	English
	Maths
	Science
	Geography
	Careers
Autumn Half Term	
31/10/22	English
	Maths
	Science
	RS
	History
07/11/22	English
	Maths
	Science
	Tech
	Spanish
14/11/22	English
	Maths
	Science
	French
	Geography
21/11/22	English
	Maths
	Science
	Art
	RS
28/11/22	English
	Maths
	Science
	History
	Spanish
05/12/22	English

	Maths
	Science
	Drama
	Careers
12/12/22	English
	Maths
	Science
	Computing
	Space
Christmas Holiday	
02/01/23	Bank Holiday
	Inset Day
04/01/23	English
	Maths
	Science
	Spanish
	History
09/01/23	English
	Maths
	Science
	French
	PE
16/01/23	English
	Maths
	Science
	Music
	Geography
23/01/23	English
	Maths
	Science
	History
	RS
30/01/23	English
	Maths
	Science
	Space
	Spanish
06/02/23	English
	Maths
	Science
	French
	Geography