Year 7

Booklet 2 Knowledge Organiser 2022/2023

Independent Study

Name & LF:

Hans Price Academy

Cabot Learning Federation

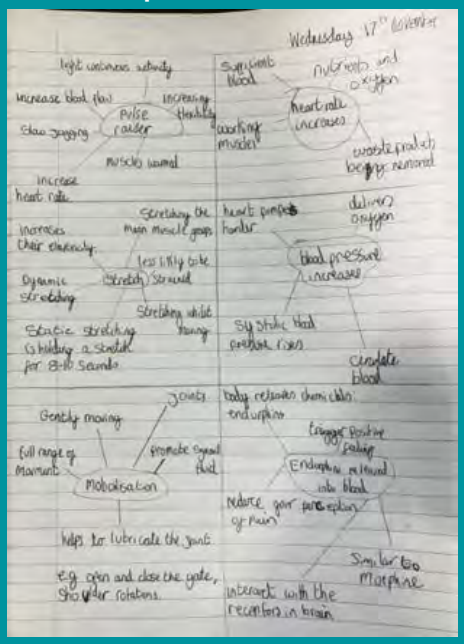
How to do your independent study

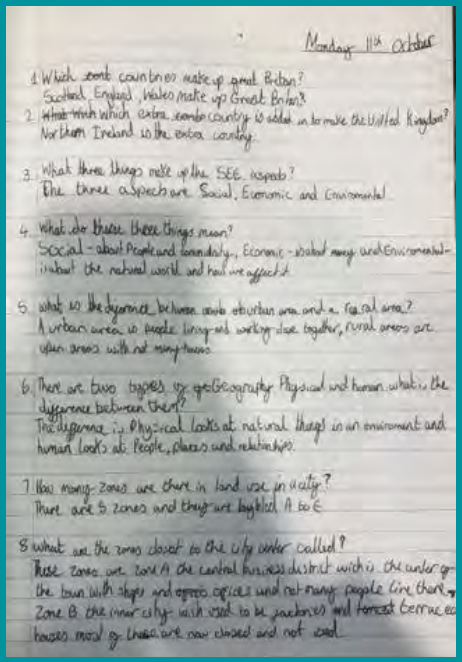
For all subjects except Maths, Knowledge Organisers are used for IS tasks. Additional instructions for IS are set in SIMS. You will have five pieces of IS due every week, which will be checked by your teacher of the subject due. You can attend IS club at 3pm in the Art Barn to get your IS done or complete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

1. Check the IS schedule for the week ahead.
2. Carefully study the sections of the Knowledge Organiser that you are learning.
3. 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:



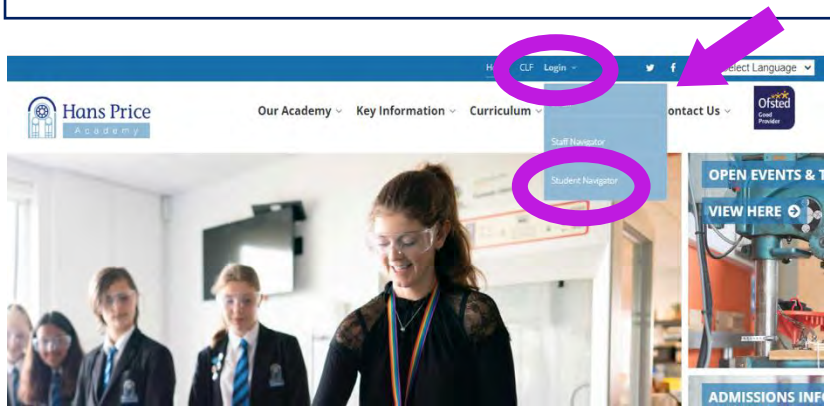


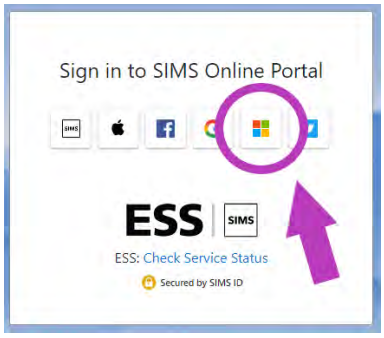
Using SIMS

Each week, further instructions to help you complete your IS will be set in SIMS.

All five pieces of IS for the following week are summarised on one pdf. Further instructions from your subject teachers may be added separately.

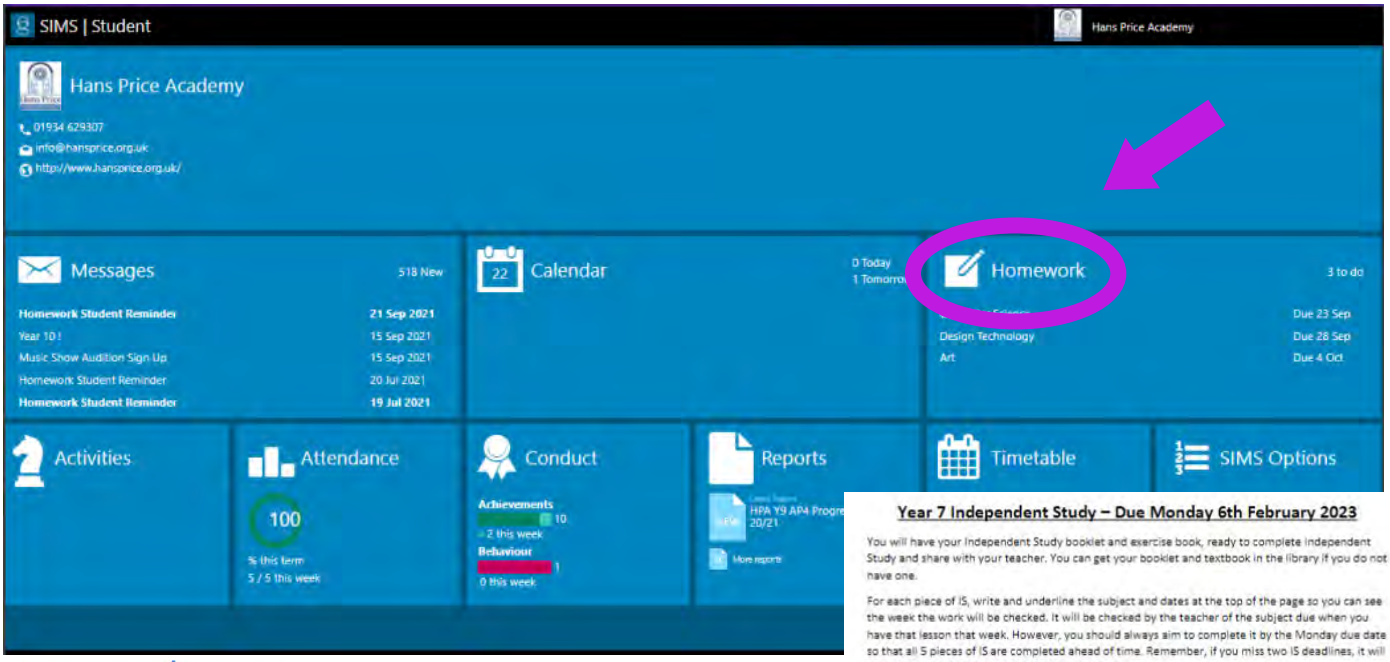
You can log into SIMS by downloading the app to your phone or through the tiles on the CLF Navigator in school or at home.

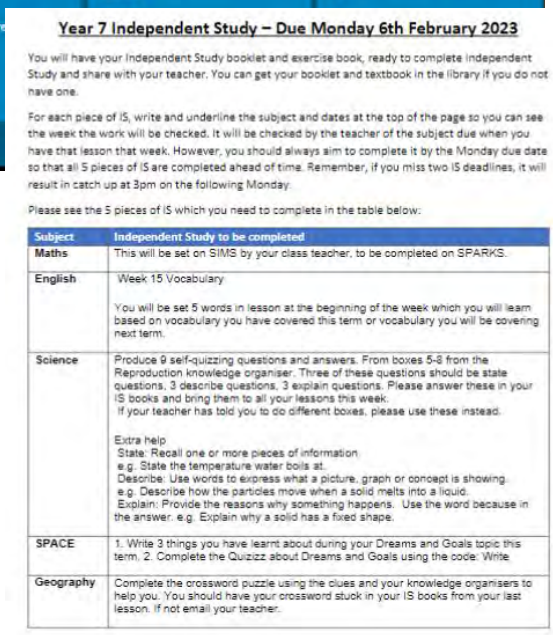




Top Tip:

Always click on the Microsoft icon to log into SIMS.





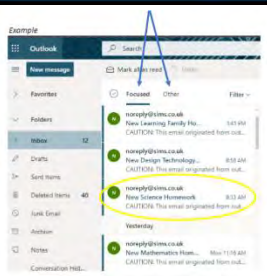
Year 7 Independent Study – Due Monday 6th February 2023

You will have your Independent Study booklet and exercise book, ready to complete Independent Study and share with your teacher. You can get your booklet and textbook in the library if you do not have one.

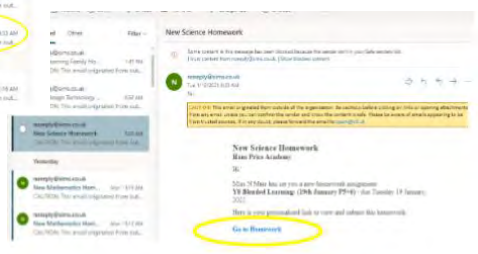
For each piece of IS, write and underline the subject and dates at the top of the page so you can see the week the work will be checked. It will be checked by the teacher of the subject due when you have that lesson that week. However, you should always aim to complete it by the Monday due date so that all 5 pieces of IS are completed ahead of time. Remember, if you miss two IS deadlines, it will result in catch up at 3pm on the following Monday.

Please see the 5 pieces of IS which you need to complete in the table below:

Subject	Independent Study to be completed
Maths	This will be set on SIMS by your class teacher, to be completed on SPARKS.
English	Week 15 Vocabulary You will be set 5 words in lesson at the beginning of the week which you will learn based on vocabulary you have covered this term or vocabulary you will be covering next term.
Science	Produce 9 self-quizzing questions and answers. From boxes 5-8 from the Reproduction knowledge organiser. Three of these questions should be state questions, 3 describe questions, 3 explain questions. Please answer these in your IS books and bring them to all your lessons this week. If your teacher has told you to do different boxes, please use these instead. Extra help State: Recall one or more pieces of information. e.g. State the temperature water boils at. Describe: Use words to express what a picture, graph or concept is showing. e.g. Describe how the particles move when a solid melts into a liquid. Explain: Provide the reasons why something happens. Use the word because in the answer. e.g. Explain why a solid has a fixed shape.
SPACE	1. Write 3 things you have learnt about during your Dreams and Goals topic this term. 2. Complete the Quizizz about Dreams and Goals using the code: Write
Geography	Complete the crossword puzzle using the clues and your knowledge organisers to help you. You should have your crossword stuck in your IS books from your last lesson. If not email your teacher.



If you cannot access SIMS for any reason you can still find the IS in your school emails.



Top Tip:

For support using SIMS check the guides on the HPA website or email simsstudentapp@hpa.clf.uk

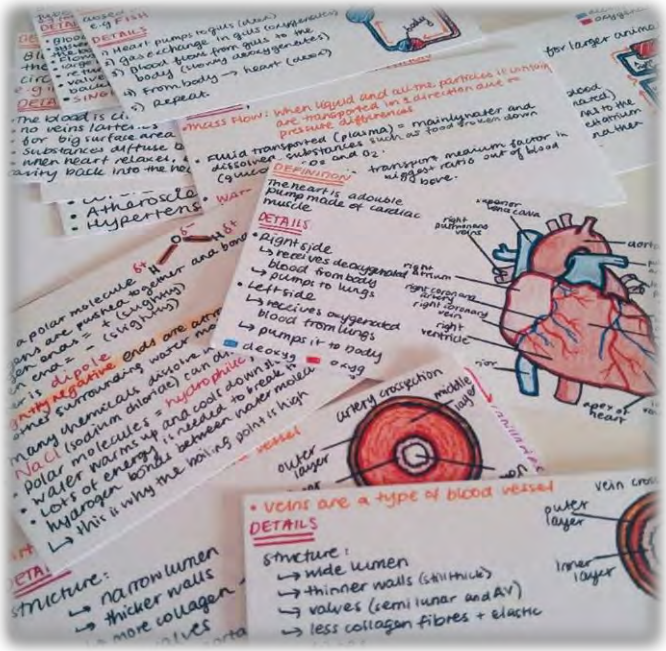
Revision Techniques

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.

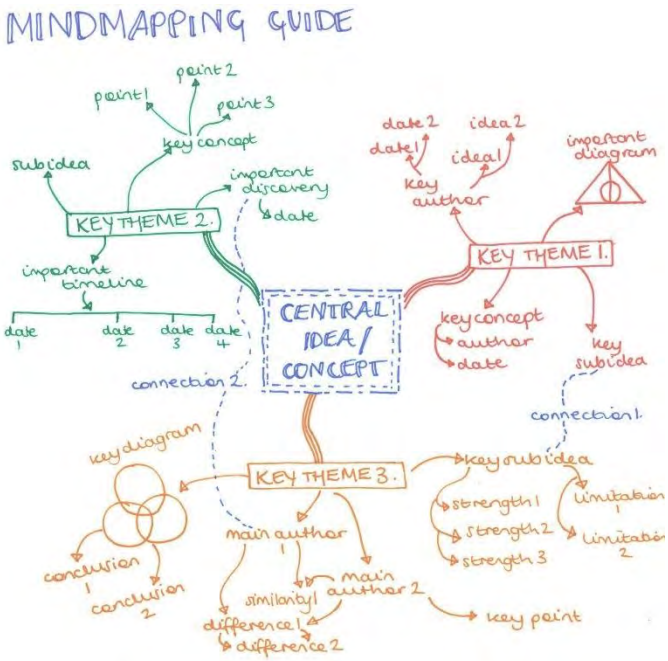


Mind Map

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.

Hans Price

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 the 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	Protagonist	An important character in a story or play.
	Antagonist	A person who opposes or disagrees with another.
	Simile (write an example of one)	Comparing one thing with another, always including the words "as" or "like".
	Metaphor (write an example of one)	Comparing one thing with another, without including the words "as" or "like".
	Character	A person represented in a film, play, or story.
Week 2	Alliteration	The repetition of sounds or consonants at the beginning of two or more words, as in "live and learn".
	Climax	The most important or exciting point in a story or situation, especially when this happens near the end.
	Shows	To prove something or make the truth or existence of something known.
	Suggest	To mention an idea, possible plan, or action for other people to consider.
	Narrative	A story or a description of a series of events.
Week 3	Presents	How a writer chooses to show information e.g. a character or setting.
	Inference	An opinion you develop from the information that you know.
	Sensory Language	Language that uses the five senses: sight, sound, taste, touch, smell.
	Imagery	Words that put pictures in your mind.
	Plot	The story of a book, film, play, etc.

Due Date	Word	Definition
Week 4	Setting	The time and the place in which the action of a book happens.
	Repetition	The act of doing or saying something again.
	Implicit	Felt by someone or influencing them without them being aware of it.
	Explicit	Making something clear and exact.
	Pathetic Fallacy	When the weather reflects the emotions in a scene.
Week 5	Personification	The description of an object or an idea as if it had human characteristics.
	Imperative	Extremely important. Also an order or command.
	Context	The situation within which something exists or happens, and that can help explain it.
	Narrator	The character who tells you what is happening in a book or film.
	Connotation	A feeling or idea that is suggested by a particular word, or something suggested by an object or situation:
Week 6	Tone	The way the writing makes you feel; the writer's attitude toward the subject or the reader.
	Theme	The main ideas in a book or film.
	Description	Something that tells you what something or someone is like.
	Perspective	A particular way of considering something.
	Rhetoric	Speech or writing that is effective and persuasive.

Due Date	Word	Definition
Week 7	Villain	A bad person who harms other people or breaks the law.
	Victim	Someone or something that has been hurt, damaged, or killed or has suffered, either because of the actions of someone or something else, or because of illness or chance.
	Poverty	The condition of being extremely poor.
	Justice	The condition of being morally correct or fair.
	Victorian	Relating to the period of British history during the rule of Queen Victoria (1837-1901).
Week 8	Morph	To change from one thing into another.
	Class System	A group of people within society who have the same economic and social position.
	Benefactor	Someone who gives money to help an organisation, society, or person.
	Benevolence	Being kind and helpful.
	Punishment	The act of rough treatment on someone as the result of an action they did.
Week 9	Philosophy	A philosophy is also the beliefs you have about how you should behave in particular situations in life.
	Period	A length of time.
	Authority	A group of people with official responsibility for a particular area of activity.
	Conformity	Behaviour that follows the usual standards that are expected by an individual or group.
	Hinder	To limit the ability of someone to do something, or to limit the development of something.

Week 10	Principle	An idea or rule that explains or controls how something happens or works.
	Region	A particular area or part of the world, or any of the large official areas into which a country is divided.
	Govern	To control and direct the public business of a country, city, group of people.
	Widespread	Existing or happening in many places or among many people.
	Phenomenon	Anything that is or can be experienced or felt, esp. something that is noticed because it is unusual or new.
Week 11	Role	The position or purpose that someone or something has in a situation, organisation, society, or relationship.
	Sequence	A series of related things or events, or the order in which they follow each other.
	Trigger	An event or situation that causes something to start.
	Renounce	To say publicly that you no longer own, support, believe in, or have a connection with something.
	Era	A period of time of which particular events or stages of development are typical.
Week 12	Proportion	The number, amount, or level of one thing when compared to another.
	Valid	A truth or reason which is accepted.
	Reluctance	An unwillingness to do something.
	Conventional	Following the usual practices of the past.
	Attitude	The way you feel about something or someone, or a particular feeling or opinion.
Week 13	Significant	An important or large change or result.
	Preliminary	An event or action that introduces or prepares for something else.
	Appropriately	In a way that is suitable or right for a particular situation or occasion.
	Stability	A situation in which something is not likely to move or change.
	Vice versa	Used to say that what you have just said is also true in the opposite order.

Week 14	Reside	To live, have your home, or stay in a place.
	Violate	To break or act against something, especially a law, agreement, principle, or something that should be treated with respect.
	Persist	To try to do or continue doing something in a determined but often unreasonable way.
	Trivial	Having little value or importance.
	Decipher	To discover the meaning of something hard to understand or which contains a hidden message.
Week 15	1. 2. 3. 4. 5.	
Week 16	1. 2. 3. 4. 5.	
Week 17	1. 2. 3. 4. 5.	
Week 18	1. 2. 3. 4. 5.	
Week 19	1. 2. 3. 4. 5.	

1. Safety


Irritant


Corrosive

- When handling acids and alkalis in the lab we need to take safety precautions, for example wearing goggles.
- Concentrated Acid is corrosive, and will destroy skin cells.
- Dilute acids have lots of water added, they are an irritant and cause redness or blistering of the skin.

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.

3. Alkalis (pH 8-14)

- Alkalis, are a family of chemicals that have a soapy feel, they are also corrosive, examples of these are toothpaste, soap and oven cleaner.
- Alkalis contain Hydroxide (OH^-) ions.
- Alkalis are bases that dissolve in water. Therefore not all bases are alkalis.

4. pH Scale

- The pH scale measures the strength of acids and alkalis, it runs from 0-14
- neutral solutions are pH 7 exactly
- acidic solutions have pH values less than 7
- alkaline solutions have pH values more than 7
- the closer to pH 0 you go, the more strongly acidic a solution is
- the closer to pH 14 you go, the more strongly alkaline a solution is

Hans Price

KS3 Science

Acids & Alkalis

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5. pH Indicators

- **Indicators** are chemicals that show whether a substance is an **acid or an alkali**
- There are many different indicators, for example **litmus paper and universal indicator**
- There are also natural indicators such as **red cabbage**

6. Neutralisation

- A chemical reaction happens if you mix together an acid and a base. The reaction is called **neutralisation**. A neutral solution is made if you add just the right amount of acid and base together.
- Neutralisation reactions form **salts** the name of the salt depends on the name of the acid, and the metal in the base
- Hydrochloric acid makes **"chlorides"**, Nitric acid make **"nitrates"**, Sulphuric acid makes **"sulphates"**

General equations for neutralisation reactions:

Acid + Metal Hydroxide → Salt + Water

Acid + Metal Oxide → Salt + Water

Acid + Metal Carbonate → Salt + Water + Carbon dioxide

Farmers use lime (calcium oxide) to neutralise acid soils.
Your stomach contains hydrochloric acid, too much of this causes indigestion. Antacid tablets contain bases to neutralise the extra acid.
Wasp stings are alkaline, they can be neutralised using vinegar.

1. Magnetic Materials

Most materials are not **magnetic**, but some are. A magnetic material can be magnetised or will be attracted to a magnet. These metals are magnetic:

- Iron
- Cobalt
- nickel

Steel is mostly iron, so steel is magnetic too.

26	27	28
Fe	Co	Ni
Iron	Colbalt	Nickel

2. Permanent magnets

A bar magnet is a **permanent magnet**. This means that its magnetism is there all the time and cannot be turned on or off. A bar magnet has two magnetic poles:

- **north pole** (or north-seeking pole)
- **south pole** (or south-seeking pole)

3. Attract or repel?

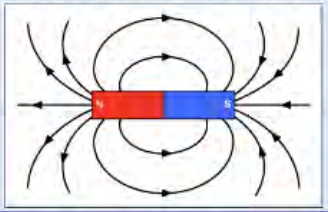
Magnets have two poles, a North pole (N) and a South pole (S).

- **opposite poles attract** (N and S)
- **like poles repel** (N and N, OR S and S)

How can you test if a piece of metal is actually a magnet? Seeing if it sticks to a magnet is not a good test, because unmagnetised iron, steel, cobalt and nickel objects will also do this. So you can only show that an object is a magnet if it **repels a known magnet**.

4. Magnetic fields

A magnet creates a **magnetic field** around it. You cannot see a magnetic field, but you can observe its effects. A force is exerted on a magnetic material brought into a magnetic field. The force is a **non-contact force** because the magnet and the material do not have to touch each other.



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KS3 Science

Magnetism

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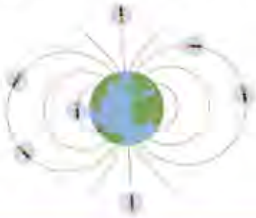
5. More Magnetic Fields

Although we cannot see magnetic fields, we can detect them using iron filings and plot them with a plotting compass

- field lines point from north to south pole
- field lines are more concentrated at the poles.
- The magnetic field is strongest at the poles, where the field lines are most concentrated.

6. The Earth's Magnetic Field

The Earth behaves as if it contains a giant magnet. It produces a magnetic field in which the field lines are most concentrated at the poles. This magnetic field can be detected using magnetic materials or magnets.



7. Navigating with a compass

A compass comprises:

- a magnetic needle mounted on a pivot (so it can turn freely)
- a dial to show the direction

The north pole (north-seeking pole) of the compass needle points towards the Earth's north pole. If the needle points to the N on the dial, you know that the compass is pointing north. This lets you navigate outdoors using a map.

8. Electromagnets – extra content

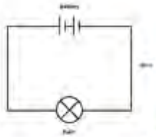
When an electric current flows in a wire, it creates a magnetic field around the wire. This effect can be used to make an **electromagnet**. A simple electromagnet comprises a length of wire turned into a coil and connected to a battery or power supply.

1. Electric current

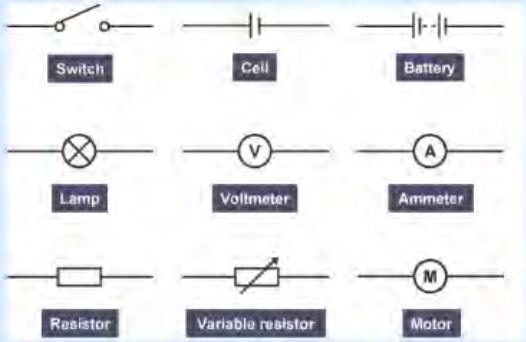
An **electric current** is a flow of charge, and in a wire this will be a flow of electrons. We need two things for an electric current to flow:

- something to transfer energy to the electrons, such as a battery or power pack
- a complete path for the electrons to flow

To do something useful with the electric current, you need to put an electrical component into the circuit (such as a lamp), that can use the current in a useful way

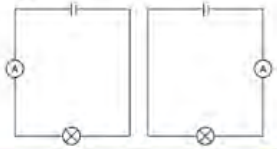


2. Circuit symbols



3. Current

Current is a measure of how much electric charge flows through a circuit. The more charge that flows, the bigger the current.
Current is measured in amperes (amps), the symbol is A.
To measure the current flowing through a component in a circuit, you must connect the ammeter **in series** with it.
Current is not used up in a circuit



4. Potential difference

Potential difference is a measure of the difference in energy between two parts of a circuit. The bigger the difference in energy, the bigger the potential difference.
Potential difference is measured in **volts**, the symbol is V.
Potential difference is measured using a device called a **voltmeter**, unlike an ammeter, you must connect the voltmeter **in parallel** to measure the potential difference across a component in a circuit.

Hans Price

KS3 Science

Electricity and Circuits

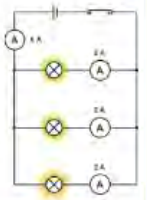
@HansPriceSci
#ReadyToLearnHPA

5. Series circuits

A series circuit contains components connected one after the other, like the episodes of a series on TV.
In series circuits, if one component fails, all the components stop working.
Current is the same everywhere in a series circuit.
Current is shared between the Components in a series circuit.
Series circuits use less wire than parallel circuits.

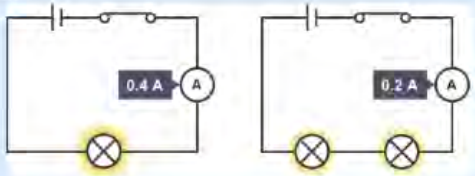
6. Parallel Circuits

Components in parallel circuits are connected on different branches of the circuit.
If one component connected in parallel fails, the other components are not affected.
Current is shared between the components in a parallel circuit.
Parallel circuits are useful if you want to switch components on and off independently, our homes are wired this way.



7. Resistance

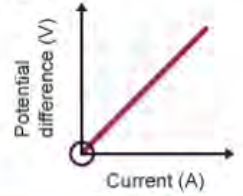
The wires and the other components in a circuit reduces the flow of charge through them. This is called resistance.
The unit of **resistance** is the **ohm**, and it has the symbol Ω
Resistance increases if you add more components to a circuit.



8. Calculating resistance

The equation for calculating resistance is:
Resistance = current x potential difference

If you plot a graph of current against potential difference for a wire, you get a straight line.

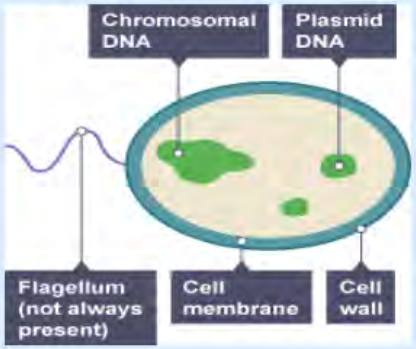


1. What are pathogens?

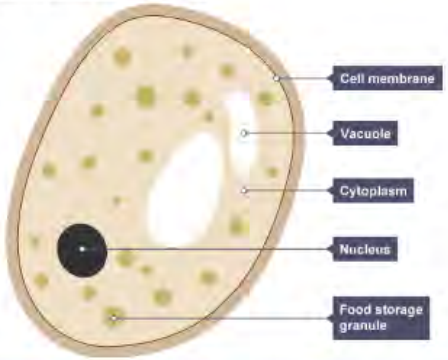
A pathogen is a micro-organism that causes diseases, for example bacteria, fungi or viruses.

Not all microbes cause diseases, some can be useful, for example, Yeast is used to make bread and alcohol.

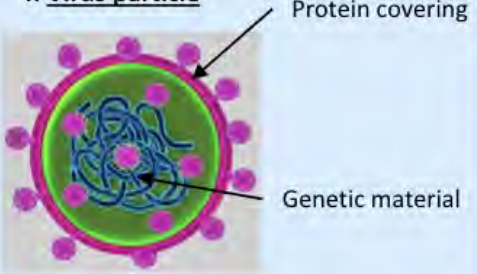
2. Bacterial cell:



3. Yeast cell (a fungus):



4. Virus particle



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KS3 Science

Microbes and Disease

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5. Microbe facts:

Bacteria	Fungi	Viruses
Unicellular organisms	Can be uni- or multi- cellular	Smaller and more simple than cells
Smaller and more simple than animal and plant cells	More similar to our cells than bacteria, larger	A protein coat surrounding some genetic material
Have not nucleus	Unicellular examples include yeast	Require a host cell to reproduce
Often have a flagellum for moving	Multicellular examples include mushrooms	

6. How pathogens spread:

The spreading of microbes and disease is known as **transmission**.

1. Transmission by air

A cough or a sneeze can release millions of microbes into the air which can then infect somebody else.

2. Transmission by water

Dirty water can transmit many diseases, e.g. cholera, which can be transmitted by drinking.

3. Transmission by animals

An animal can carry a microbe from one place to another, e.g. a mosquito which spreads the **malaria parasite**.

4. Transmission by contact

Many microbes can be exchanged from one person to another by **direct** or **indirect** contact:

- direct contact by hand;
- indirect contact, e.g. by walking on a wet floor already contaminated by someone else who has athlete's foot;
- sexual contact.

7. Stopping pathogens:

Cilia – tiny hairs found in nose and respiratory system that wafts and traps dust

Skin – barrier that stops microbes entering body

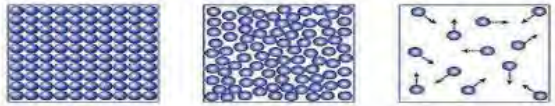
Mucus – in nose and respiratory tract that traps dust and microbes

Stomach – stomach acid kills microbes

Platelets – fragments in blood that form scabs to prevent microbes getting through cuts

1. Particle Theory

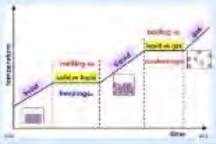
All matter is made up of particles.



- Solids - arranged in a regular pattern and can only vibrate in a fixed position.
- Liquids - arranged randomly but are still touching each other, can move.
- Gases, particles are far apart and are arranged randomly.

2. Physical Changes

In a physical change, the matter's physical appearance is changed, but no chemical bonds are broken or formed. For example, when water is heated from liquid water to gaseous steam, only the appearance of water is changed – both steam and liquid water have the chemical formula H_2O.



3. Chemical Changes

- Chemical reactions create **new** substances.
- Chemical reactions can also be used to **transfer energy** by burning fuels.
- In a chemical reaction the atoms **rearrange** themselves and then **join back together** in a different way.

4. Conservation of Mass

The Law of Conservation of Mass states that mass cannot be created or destroyed.
Therefore, mass stays the same before and after a change of state. For example, 10g of ice melts into 10g of water and 10g of water evaporates into 10g of water vapour. The same applies to other substances.

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KS3 Science

Physical and Chemical Change

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5. Conservation of mass in chemical change

No **atoms** are created or destroyed in a chemical reaction. Instead, they just join together in a different way than they were before the reaction, and form **products**. This means that the total **mass** of the products in a chemical reaction will be the same as the total mass of the **reactants**.

6. Diffusion

Diffusion is the movement of particles from a higher concentration to a lower concentration.

Diffusion will stop when particles spread themselves evenly. Diffusion occurs in liquids and gases but not in solids, because particles in a solid are not free to move.

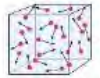
Diffusion

7. Factors affecting Diffusion

There are 2 factors affecting the rate of diffusion:

- Temperature: When temperature increases, particles gain more energy. They can then move and spread out at a higher rate.
- Concentration: When concentration increases, the rate of diffusion increases because there is a steeper concentration gradient.

8. Brownian Motion



Particles in fluids (liquids and gases) move randomly. This is called Brownian motion. They do this because they are bombarded by the other moving particles in the fluid. Larger particles can be moved by light, fast-moving molecules.
Brownian motion is named after the **botanist Robert Brown**, who first observed this in 1827. He used a microscope to look at pollen grains moving randomly in water. At this point, he could not explain why this occurred.

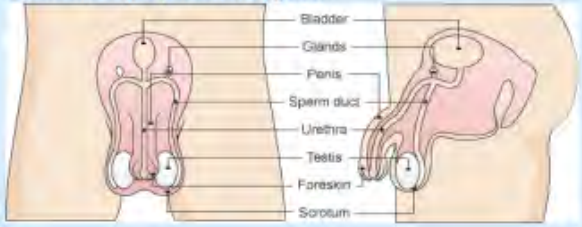
1. Puberty and Adolescence

As a child develops into an adult, their body prepares for reproduction. Boys and girls begin puberty between the ages of 8-14. These physical and emotional changes are triggered by hormones released from the tests and ovaries. Girls develop much more quickly.

Some changes happen in boys only, some happen in girls only and some happen in both. Examples include underarm hair growth; facial hair growth; pubic hair growth; body odour; voice breaks; breasts develop; testes produce sperm cells; testes and penis get bigger; ovaries start to release egg cells; hips get wider; shoulders widen and growth rate increases.

2. Male Reproductive System

Sperm cells are produced in the testes and these are located in a bag of skin located underneath the penis called the scrotum. Sperm cells travel out of the male penis when inserted into the vagina during sexual intercourse via the sperm duct. Sperm travel in semen; a liquid produced by glands.



3. Female Reproductive System

Females have 2 ovaries where the eggs (ova) are produced and matured. When the egg (ova) is released from the ovary, it travels towards the uterus along a tube called the oviduct. Ciliated cells line the oviduct to move the egg towards the uterus. The uterus is where an embryo (multiple cells) develops into a foetus (unborn baby). The cervix is a ring of muscle between the uterus and the vagina which keeps the foetus in place during pregnancy.

4. Gametes

Gametes are sex cells. Sperm cells are the male gamete and egg cells (ova) are the female gamete.

Gametes have adaptations to increase the chances of fertilisation and successful development of an embryo. For example, sperm cells are produced in large numbers to increase the chance of fertilisation. Sperm cells have these adaptations:

- a tail to move them towards an egg cell
- many mitochondria to provide energy

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KS3 Science

Human Reproduction

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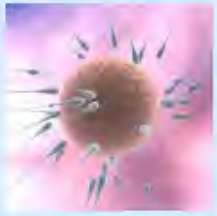
5. Fertilisation

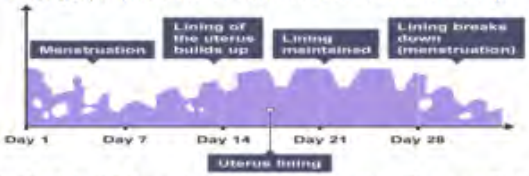
Fertilisation is when a sperm cell and an ovum fuse. Sperm cells are released into the female reproductive system during sexual intercourse (ejaculation). Only one sperm cell breaks through the cell membrane and enters the ovum, and only the head enters.



The nuclei fuse together, putting the mother and father's genetic information together. The fertilised ovum is nowan embryo.

6. Menstrual Cycle

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



On about day 14, the mature egg cell is released from the ovary. This is called ovulation. If the egg cell does not meet with a sperm cell in the oviduct, the lining of the uterus begins to break down and the cycle repeats.

7.Gestation and Pregnancy

A fertilised egg cell divides to form a ball of cells called an **embryo**. The embryo attaches to the lining of the uterus where it gets nutrients and oxygen. it begins to develop into a **foetus** and finally into a baby.

The foetus will grow an umbilical cord and a placenta. The placenta is responsible for removing waste substances, as well as providing oxygen and nutrients. The umbilical cord connects the foetus to the placenta.

The foetus is protected from bumps and knocks by the amniotic fluid sac.

8. Birth

In humans, gestation lasts 40 weeks. This is the amount of time it takes for a foetus to develop into a baby. When the baby is ready to be born, the cervix relaxes and the muscles in the wall of the uterus contract. Muscle contractions increase in intensity and frequency, eventually pushing the baby out of the vagina.

Unfortunately a baby can enter the world unhealthy. This can be due to inheriting diseases from one of the parents or due to lifestyle choices made by the mother:

Smoking leads to less oxygen diffusing from mother to foetus via the placenta.

Foetal Alcohol Syndrome (FAS) is when the mother drinks excessive **alcohol** whilst pregnant. This damages the baby's nervous system and brain.

7.3 - Computational Thinking: Knowledge Organiser

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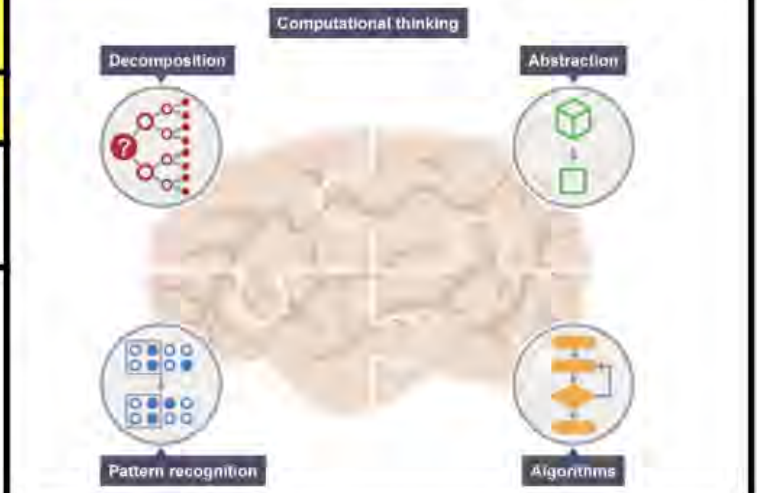
	Computational Thinking	Abstraction	Decomposition	Pattern Recognition	Algorithms	Sequence	Selection
Keywords	Computational thinking allows us to take a complex problem, understand what the problem is and develop possible solutions. We can then present these solutions in a way that a computer, a human, 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

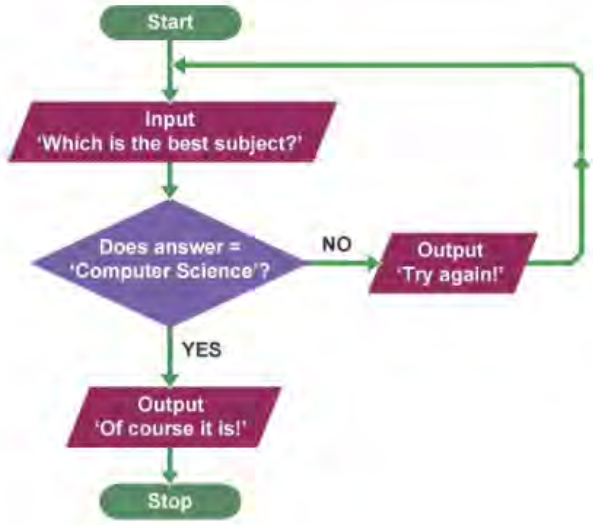
Focusing on what's important, ignoring what is unnecessary.

Algorithm Design

Creation of step by step instructions to solve a problem.

Debugging

Fixing errors within your algorithm.



Peanut Butter and Jelly Sandwich

7.4 - Data Representation: Knowledge Organiser

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Keywords	Bit	Nibble	Byte	Kilobyte	Megabyte	Gigabyte	Terabyte
	A single 1 or 0	4 bits	8 bits	1024 Bytes	1024 Kilobytes	1024 Megabytes	1024 Gigabytes

Binary	Denary/Decimal	Place Value	Base 2	Base 10	ASCII
A number system that contains two symbols, 0 and 1. Also known as base 2.	The number system most commonly used by people. It contains 10 unique digits 0 to 9. Also known as decimal or base 10.	The value of the place of a digit in a number.	The binary counting system, uses two symbols - 0 and 1	The denary counting system, uses ten symbols - 0 to 9	A 7-bit character set used for representing English keyboard characters.

DATA	INFORMATION
Raw facts of things	Data with exact meaning
No contextual meaning	Processed data
Just numbers and/or text	Organised context

Computers need **DATA**, humans need **INFORMATION**

7.4 - Data Representation: Knowledge Organiser

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Useful Links	Converting Binary	What are Binary numbers?	Character Sets	Units of data
	CLICK HERE	CLICK HERE	CLICK HERE	CLICK HERE

ASCII Table

Dec	Char	Dec	Char	Dec	Char
32	Space	64	@	96	`
33	!	65	A	97	a
34	"	66	B	98	b
35	#	67	C	99	c
36	$	68	D	100	d
37	%	69	E	101	e
38	&	70	F	102	f
39	'	71	G	103	g
40	(	72	H	104	h
41	)	73	I	105	i
42	*	74	J	106	j
43	+	75	K	107	k
44	,	76	L	108	l
45	-	77	M	109	m
46	.	78	N	110	n
47	/	79	O	111	o
48	0	80	P	112	p
49	1	81	Q	113	q
50	2	82	R	114	r
51	3	83	S	115	s
52	4	84	T	116	t
53	5	85	U	117	u
54	6	86	V	118	v
55	7	87	W	119	w
56	8	88	X	120	x
57	9	89	Y	121	y
58	:	90	Z	122	z
59	;	91	[	123	{
60	<	92	\	124	|
61	=	93	]	125	}
62	>	94	^	126	~
63	?	95	_	127	⌂

How to convert ASCII to BINARY

ASCII value:	Cat

C=67 (01000011) a=97 (01100001) t=116 (01110100)

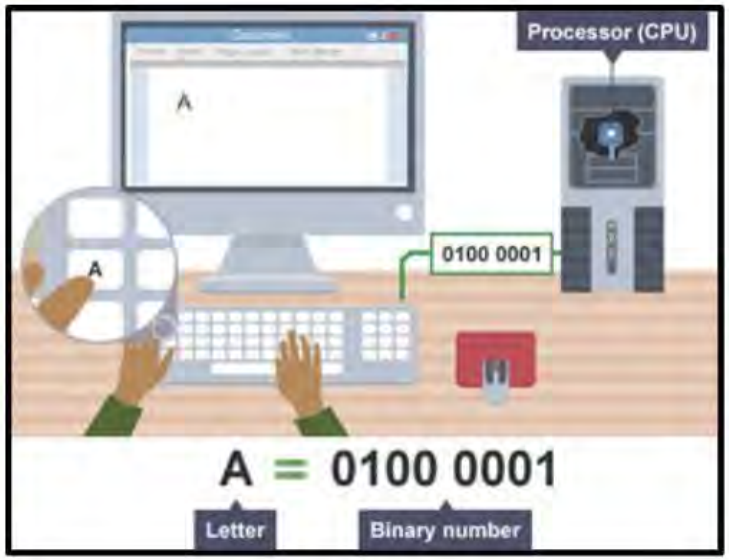
Cat (ASCII) 01000011 01100001 01110100 (Binary)

How to convert BINARY to DENARY

Binary value:	01100101

128	64	32	16	8	4	2	1
0	1	1	0	0	1	1	1

64+32+4+2+1=103
01100101=103



Key Word-Physical and Vocal Skills		
1	Body Language	How a person used their body to communicate how they are feeling.
2	Gait	How a character moves or walks.
3	Gesture	Hand or head movement to back up dialogue or to be used instead of dialogue e.g. thumbs up to say that something is good.
4	Pitch	How high or low your voice is. This will change depending on your character.
5	Energy	The term 'energy' in drama is used to describe how an actor uses movement, gestures, gait and posture to show the type energy their character has.
6	Posture	How tall a person stands or sits e.g. hunching or standing tall with their head held high.
7	Facial Expression	How a person uses the muscles in their face to show how they are feeling e.g. frowning to show that they are sad.
8	Volume	This is how loud or quiet a performer speaks. This can range from a Stage whisper to shouting really loud. The way in which an actor uses volumes helps show the audience what mood the character is in as well as what the situation is.
9	Diction	Diction is how clearly you speak.
10	Tone	This is how an actor speaks to show what mood their character is in e.g. Happy, sad, angry etc.

REFLECTION PLENARY

I know if I need further support or help I could speak to.... or contact...

Before I could/would say and do ... but now I feel I am able to say

Before I only knew ... now I also know ...

I supported others by...

One thing I didn't realise was... now I know that...

The key words for this lesson are...

I always knew ... but now I can see how it connects to...

The most important thing I have learnt today is...

I'm really proud of the way I have...

I used to feel ... but I now feel ..

I would like to learn...

Today I have tried to...

A question I would like to ask is...

Before I thought that ... but now I realise..

One assumption of mine that was challenged was...

Next lesson I would like to..

Before I would have done... Now I will ...

Before I would have said ... but now I will say...

A problem I overcame today was...

Year 7 Homework

Write a script for an interview with one of the pigs from the 'Three Little Pigs' fairy-tale explaining how he feels about the incident.

What to include:

-Thought out answers and questions

-Clear characterisation

-A neat demonstration of work

Are you struggling with characterisation?

Watch part of the creature comforts video to help you…

https://youtu.be/YW2bSO2j6Lo

Struggling? Look at this example…

Interviewer: So explain to us and the audience Mr Pig, why do you think the wood wasn't strong enough to withstand the wolf's huff and puff?

Pig: You see I I think the thing is it wasn't the st-strength of the wood that was t-t-tested here it was the power of the wolf's huff and huff and puff.

Interviewer: So you're suggesting that the house was built to withstand enormous amounts of wind?

Pig: Yes, y-you see the thing is I spoke to the man selling the w-wood and he said that it was designed for that pur-pose.

Interviewer: I can tell that you're quite shaken up. Would you explain why to us?

Pig: Yes certainly…

Really Stuck? Use the highlighted line as inspiration.

STRETCH AND CHALLENGE:

Include stage directions – how would the pig/interviewer act?

Year 7 Natural World

Content: In this project you will develop knowledge of environmental issues.

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

Develop skills- in drawing, shading, painting, graphic design and collage.

Outcome- A mural design inspired by one or some of the Artists you have studied.

Keywords:

Texture

Habitat

Recycling

Environments

The Elements

Martyna Zoltaszek is an artist and illustrator. She works at Jamaica Street Studios in Bristol. Her work is inspired by an admiration for the intricacies of nature.

Her bright neon paintings are exhibited worldwide, and are collected across continents

ARTISTS

M.C. Escher is a Dutch Artist (1898-1972), was a draftsman, book illustrator, tapestry designer, and muralist and print maker. Escher sketched landscapes and nature. He also sketched insects such as ants, bees, grasshoppers.

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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KS3 ART

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, texture, pattern etc.
- What techniques/materials were used?
- What is your opinion of the work?
- Why do you think it was created?

Sentence starters
I like/dislike the way the artist has used…because
I think the colours used are effective because…
I think the artist has been inspired by…because

Evaluation of your personal response:

- What inspired you to create the piece?
- What techniques did you use and why?
- What does it mean to you?
- What is successful about the work?
- How could you develop your piece?

Sentence starters
The technique I have used is…
I think my work is successful because…
I could develop my work by…

Year 7 Portraiture

Content: In this project you will

Develop knowledge- of some different styles of portraiture

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 Marion Blonesi inspired self-portrait

Keywords:

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

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

Symbolism- using an object to represent a meaning

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...

Marion Bolognesi .... is an illustrator from New York who's work focuses on facial features, mainly eyes. Her work is always in colour and shows expressions of the sitter through the loose use of watercolour paint. Watery marks add texture and interest.

A R T I S T S

Julian Opie....is most notable 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

Cabot Learning Federation

Compositional Skills

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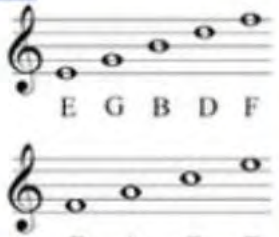
The Elements of Music

- **Tempo** (Speed)
- **Timbre** (Sound of the Instrument)
- **Pitch** (High or Low Notes)
- **Dynamics** (Loud or Soft
- **Texture** (Layers of Music)
- **Duration** (Length of Notes)
- **Silence** (No Sound)
- **Structure** (Order of Sections)
- **Rhythm** (Long and Short Notes)



Key Composers & Pieces

- *In the Hall of the Mountain King*, Grieg.
- *Habenera* from Carmen, Bizet.
- *Mars from The Planets*, Holst.
- Symphony 5, Beethoven.
- *Ride of the Valkyries*, Wagner.
- *Zadok the Priest*, Handel
- *The Nutcrack*, Tchaikovsky.

Key Words

- **Chromaticism** - moving up or down in semitones.
- **Scale** - an organised sequence of notes, stepwise.
- **Ostinato** - a repeated pattern (e.g. rhythm).
- **Vocalisation** - create a sound with voice (e.g. *whoosh*)
- **Body Percussion** - using your body to create sounds.
- **Polyrhythm** - many rhythms at the same time.
- **Motif** - a short musical phrase.
- **Sequence** - a repeating motif, moving up/down in pitch/
- **Melody** - the main tune.

Performing Skills - Composing Skills

- Fluency
- Timing
- Confidence
- Solo
- Ensemble

- Layers
- Structure
- Developing ideas
- Augmentation
- Diminution
- Remix
- Sample

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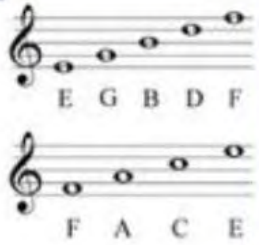
Hans Price Academy

Glastonbury Festival

The Elements of Music

- **Tempo** (Speed)
- **Timbre** (Sound of the Instrument)
- **Pitch** (High or Low Notes)
- **Dynamics** (Loud or Soft
- **Texture** (Layers of Music)
- **Duration** (Length of Notes)
- **Silence** (No Sound)
- **Structure** (Order of Sections)
- **Rhythm** (Long and Short Notes)



About the Festival

- Glastonbury Festival was originally known as Pilton Pop, Folk & Blues Festival.
- It began in 1970, founded by Michael Eavis.
- In 1980, Michael Eavis built the famous stage known as the Pyramid Stage.
- The aim of Glastonbury Festival is to encourage youth culture through music, drama, theatre, poetry, art and design and more.
- It's estimated that the festival has donated over £100 million to local charities and the communities.

Music at Glastonbury Festival

- As one of the most famous music festivals in the world, the genres performed are very diverse.
- Headliners have included, Stormzy, Foo Fighters, Florence and the Machine, David Bowie, Adele, Robert Plant, U2, Paul McCartney, Billie Eilish and Beyonce.
- Different types of performers have included soloists, bands and orchestras.

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Instrumental Skills

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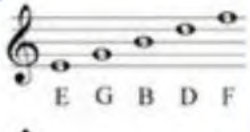
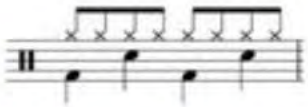
The Elements of Music

- **Tempo** (Speed)
- **Timbre** (Sound of the Instrument)
- **Pitch** (High or Low Notes)
- **Dynamics** (Loud or Soft
- **Texture** (Layers of Music)
- **Duration** (Length of Notes)
- **Silence** (No Sound)
- **Structure** (Order of Sections)
- **Rhythm** (Long and Short Notes)



Drums



- Played with drum sticks
- Keeps the rhythm and timing for an ensemble

Performing skill keywords: Fluency, Timing, Confidence, Solo, and Ensemble.

Bass Guitar

- Often has 4 strings
- Low in pitch
- Often read TAB to learn music
- It has pickups and needs an amplifier for volume.

Guitar

- Often has 6 strings
- Often read TAB to learn music
- But it can be acoustic or electric. Electric has pickups and needs an amplifier for

Vocals

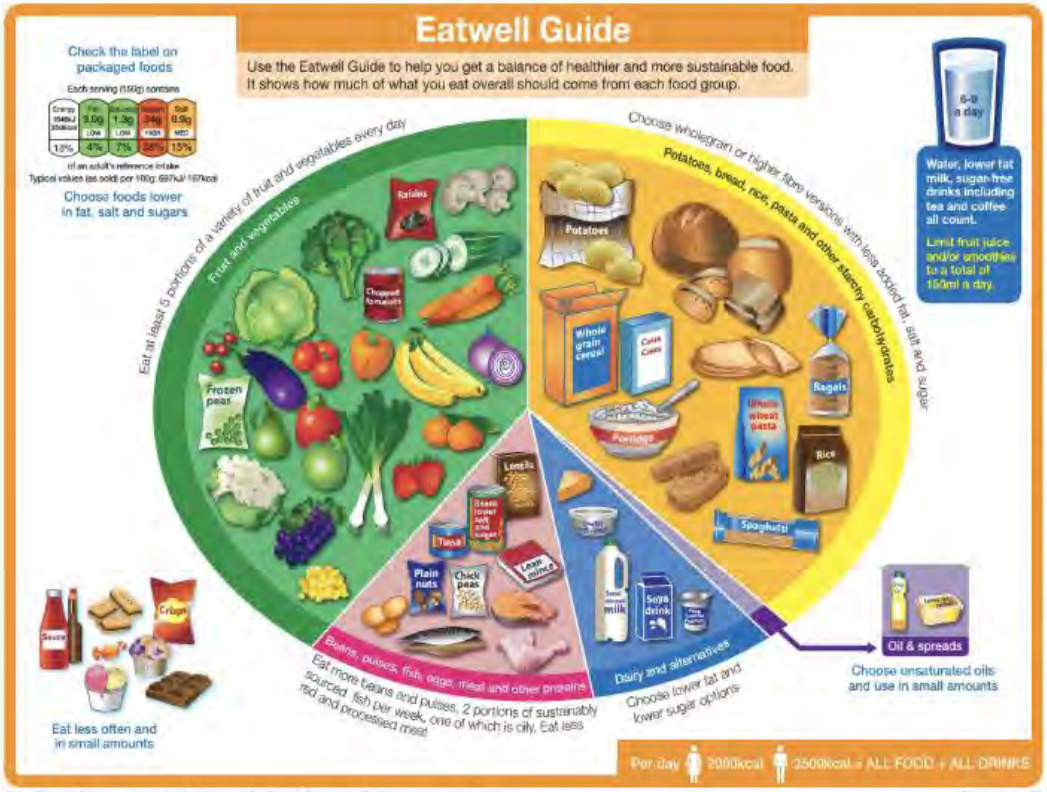
- Good posture and breathing are important when singing.
- It is important to project your voice.

Diet is the term for the food and drink that we consume daily. A diet needs to be both healthy and sustainable.
A healthy diet is a **balanced diet**. It provides the necessary **nutrients** needed for healthy body functions and normal physical activity.
To keep a balanced diet is to eat a variety of foods to give the body the range of nutrients it needs to stay in top condition.
Eating a balanced diet promotes good health and contributes to a healthy lifestyle.

The Eatwell Guide

is designed to help eveyone over the age of two to eat a healthy, balanced diet. It shows how much of each food group should be eaten. The four food groups are:

- potatoes, bread, rice, pasta and other starchy carbohydrates
- fruit and vegetables
- dairy and alternatives
- beans, pulses, fish, eggs, meat and other proteins



Nutrients

are chemicals found in food which give the body nourishment and are needed for the maintenance of life. The body needs nutrients to perform its daily **functions** properly. Health problems might occur if any one of these nutrients is lacking in a person's diet.
There are two types of nutrients:

Macronutrients:

Carbohydrates - the main energy source for the body.
Protein - needed for growth, repair and maintenance of the body.
Fat - used for energy and essential vitamins and fatty acids.
The body needs these in large amounts and are measured in grams.

Micronutrients

Vitamins
Minerals
Trace elements
The body needs these in small amounts and are measured in milligrams or micrograms. In order for the body to function properly it needs a range of vitamins and minerals

The body also needs **dietary fibre** and **water**

Design Technology

Materials:Food

Hans Price Academy

CAD/CAM

CAD

stands for **Computer Aided Design**

It is the use of computer software to produce designs for products. The designs can be 2D drawings or 3D models.

At HPA we use Creo Parametric (3D) and Corel Draw (2D).

Advantages of CAD

- CAD is extremely accurate, more accurate than drawing by hand.
- It is easy to modify or revise a design.
- Storage space is reduced.
- Files can be shared around the world very quickly, or imported into presentations.
- 3D models can be rotated and viewed from different angles.
- Designs can be simulated to see how well they will function. This allows potential problems to be spotted early.
- Designs can be exported to CAM equipment for manufacture.

Disadvantages of CAD

- Some CAD packages are expensive to buy.
- There needs to be access to appropriate ICT hardware to run the software. This usually needs to be a high powered computer which adds to the cost.
- Some designers may not be familiar with how to use CAD software, so time and money must be spent training them. They must regularly update their skills.
- Files can be corrupted or hacked.

CNC stands for **Computer Numeric Control**

CAM

stands for **Computer Aided Manufacture**

It is the use of computer software to control machine tools or manufacture products.

Examples of CAM equipment include laser cutters, vinyl cutters, CNC Routers and 3D printers.

At HPA we use:

Versalaser Laser Cutter

3D Cube 3D printer

Roland Camm1 vinyl cutter

Denford Compact 1000 CNC Router

Advantages of CAM

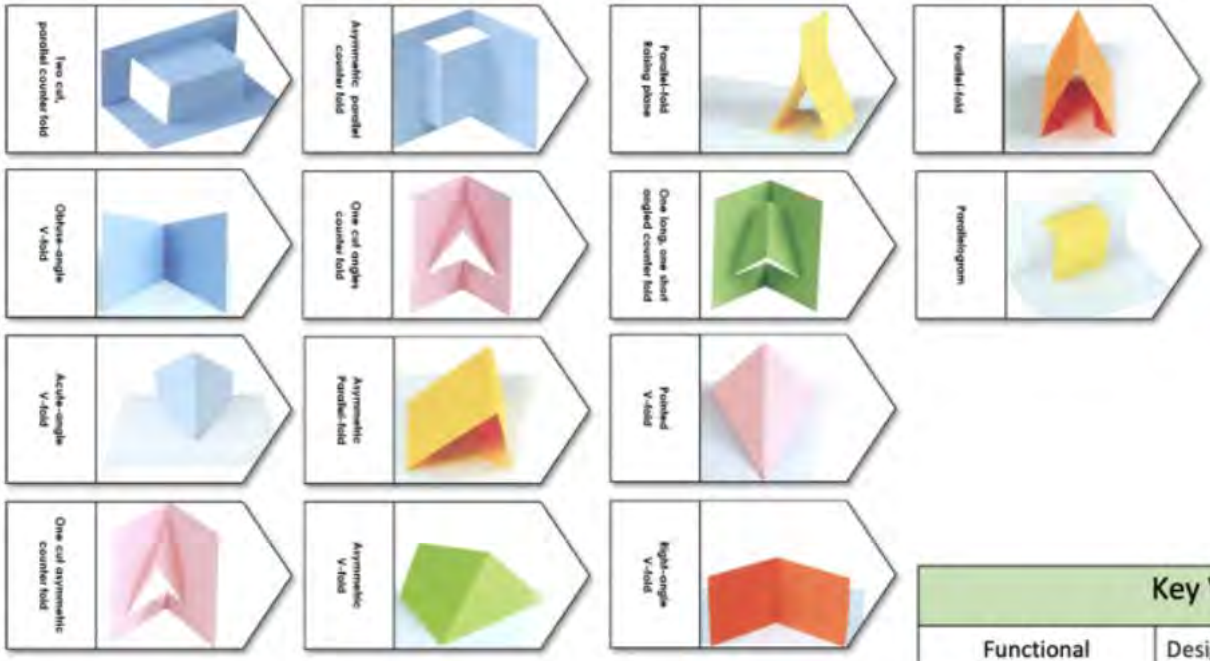
- Complex shapes can be produced much more easily than when manufacturing by hand.
- There is consistency of manufacture as every product produced is exactly the same.
- It enables very high levels of manufacturing precision and accuracy.
- There is greater efficiency as machines can run 24 hours a day, 7 days a week.
- It can increase the speed of manufacture, especially when producing large numbers.

Disadvantages of CAM

- CAM machines are usually very expensive, although their cost is reducing with time.
- Operators must be trained to use the equipment, which adds time and cost.
- For one-off products, CAM can actually be slower than if the product was produced by hand.

Hans Price

DT: Paper Pop-up



Board	Properties	Uses
Corrugated cardboard	Strong, lightweight	Packaging protection in transportation of products and used to package some hot food such as a pizza due to its insulating properties.
Duplex board	Cheaper than white board, available with different finishes (metallic, holographic etc.)	Food packaging, eg biscuit boxes or containers
Solid white board	Top quality, range of thicknesses, excellent to print on	Hardback books
Foil-lined board	Expensive, good quality, aluminium foil lining, excellent barrier against moisture	Pre-packed food packages, cosmetic cartons
Inkjet board	Expensive, printable, photo quality	Posters, photography, art reproductions
Foam-core board (foam board)	Strong, lightweight, paper face, foam core	Model making, mounting photographs

Key Vocabulary	
Functional	Designed to be practical and useful.
Appealing	Attractive or interesting.
Pop - up	(of a book or greetings card) containing folded cut-out pictures that rise up to form a three-dimensional scene or figure when the page is turned.
Mechanics	The machinery or working parts of something.
Mechanisms	A system of parts working together in a machine; a piece of machinery.
Prototypes	The first version of something you make
Affixed	To stick, attach, or fasten (something) to something else.
Component	A part of element of an object
Textile	A type of cloth or woven fabric
Rotate	Move or cause to move in a circle round an axis or centre.

Enquiry: What life better under the Caliph or the King?

Summary

During this topic we are going to be studying what was happening in the Islamic World during the Medieval period. We will be comparing and contrasting Medieval life and society in English with Medieval Baghdad.

Key Dates

750 – The **Abbasid** family took control of the **Muslim Empire** in the east.
762 – **Baghdad** was established as the capital city of the Abbasid Caliphate.
793 – **Paper** arrives in Baghdad from China.
800 – Baghdad is the **largest city in the world**.
830 – The **House of Wisdom** was established.
850 – Baghdad has its own **hospital**.
1258 – Baghdad was destroyed by the **Mongols**.

Key People

Ibn Sina 	Doctor and scholar known in English as Avicenna (980-1037). Wrote a huge medical encyclopaedia known as the "Canon of Medicine".
Al-Razi 	Doctor and scholar known as Rhazes (854-925). Helped identify the difference between smallpox and measles and influenced the hospital in Baghdad.
Al-Ma'mun	Caliph of the Abbasid Dynasty ruled 813 to 817 and he founded the House of Wisdom.

History – Year 7 Knowledge Organiser Topic 3

Hans Price Hans Price

Key Places

Baghdad 	Established by the Abbasid Caliphs and was the capital of the Islamic World. It became a centre of learning during the Golden Age of Islam.
House of Wisdom 	The Grand Library of Baghdad. Home to academic works gathered from across the known world.
Golden Gate Palace 	The palace was the Caliph's residence and was located in the centre of the round city of Baghdad.
Grand Mosque 	The mosque was next to the Caliph's palace so that when people bowed down to pray they were bowing down to the Caliph.

Key Terms

Abbasid	A member of the Abbas family, the ruling Caliphs of Baghdad.
Anatomy	The scientific study of an animal or plan, or any of its' parts.
Arab	Name given to the group of people originating from the Middle East and North Africa
Astronomy	The scientific study of space and the universe
Caliph	Spiritual leader of Islam, any of the former Muslim rulers of Baghdad.
Caliphate	An Islamic state led by a Caliph
Golden Age of Islam	A period of cultural, economic, and scientific flourishing in the Islamic World, dated from the 8th century to the 13th century.
Scholar	Someone who has excellent knowledge of a particular subject.

Historical Skills Focus

Source Analysis

This term we will be using sources to learn about the Islamic World and to compare it to Medieval England. We are going to be developing three skills:

1. **Inference** - Making an inference is working out some information from a source (an educated guess).
2. **Content** – Working out the contents of a source. What does the source say/show us?
3. **Usefulness** – Deciding how useful the source is in helping us learn about the past. Does it tell us/show us useful content?

History – Year 7 Knowledge Organiser Topic 4

Hans Price

Hans Price

What was life like during the Tudor period?

- Short life expectancy
- People's diet depended on the seasons. It was very difficult to store and preserve food
- Most people lived in the countryside
- Before the Reformation, the vast majority of people were Catholic
- There were different ethnicities, for example, Henry VIII had a Black trumpeter called John Blanke

Who was Martin Luther?

- Martin Luther was a German Catholic Priest
- He started to have concerns about the nature of the Catholic Church
- He wrote 95 complaints (theses) and nailed them on Wittenberg Church door in 1517.
- His ideas appealed to lots of people and Luther became well known.
- His ideas started the
- Reformation of the
- Catholic Church

What were his ideas?

- FAITH in God saves people – not giving money to the Church. The RC church said you could only get salvation by supporting the RC church and giving it money.
- ULTIMATE AUTHORITY IS THE BIBLE. The RC Church said the Pope was the ultimate authority and they kept the bible in Latin so no one could read it.
- NOBODY IS MORE IMPORTANT IN GOD'S EYES. Everyone is equal. The RC church had a hierarchy where the Pope was most important.
- Martin Luther also wanted to change the appearance of the churches. He did not believe in excessive and expensive decorations for churches, stained glass and elaborate carvings. He wanted his churches to be plain and simple.

Why did Henry VIII decide to break from Rome?

- Power – Henry did not like being less powerful than the Pope in Rome
- Religion – Henry wanted to be Head of the Church of England
- Money – Henry wanted the wealth of the Roman Catholic Church

Key terms

heir	Next in line to the throne.
Roman Catholic	The Christian church of which the Pope, or bishop of Rome, is the supreme head.
Protestant	Someone who follows the principle of Christianity using beliefs developed from the Reformation.
Break with Rome	Henry VIII decided to do this when the Pope would not authorise his divorce from Catherine of Aragon. He decided to break away from the Catholic Church and become head of the Church of England.
The reformation	Attempts to reform the Catholic Church and the development of Protestant Churches in western Europe are known as the Reformation.
Dissolution of the Monasteries	The monasteries that were run by the Catholic Church and were homes for Monks and Nuns were closed down. They also provided hospital care and charity to the local people.
Martin Luther	A German monk that thought that the Catholic Church had too much power and was corrupt he set up the new Protestant church.
Pope Clement II	The head of the Catholic Church that refused to give Henry VIII a divorce.
Henry VIII	King of England from 1509-1547. Head of the Church of England.
Thomas Cromwell	Henry VIII put him in charge of getting rid of the monasteries.

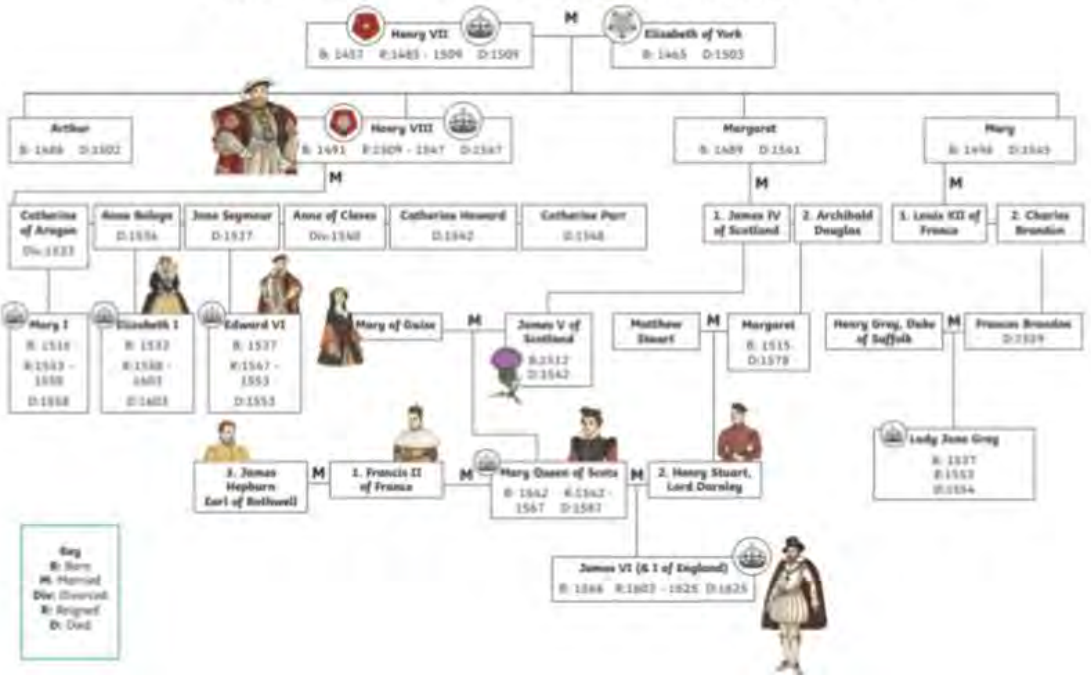
What were the consequences of the Break with Rome?

- The monasteries around the country were closed and the profits were given to the king
- Henry gained immense wealth
- Nobles bought the monasteries and turned them into grand homes
- The first printed translation of the whole Bible into English was published in 1535. It was authorised by Henry VIII to be read aloud at Church of England services.
- The Lord's Prayer was said during English church services
- Henry's male heir, Edward VI, was raised by Protestant men such as his uncles, Edward and Thomas Seymour. During his short reign, England became an increasingly devout Protestant.
- Under Mary I, daughter of the Catholic Catherine of Aragon, England became a Catholic country once again.
- Elizabeth shifted the country towards a more moderate Protestantism using acts of Parliament, which became known as the Religious Settlement.
- Overall, Henry VIII sparked a change that would have ongoing and significant consequences

Key events

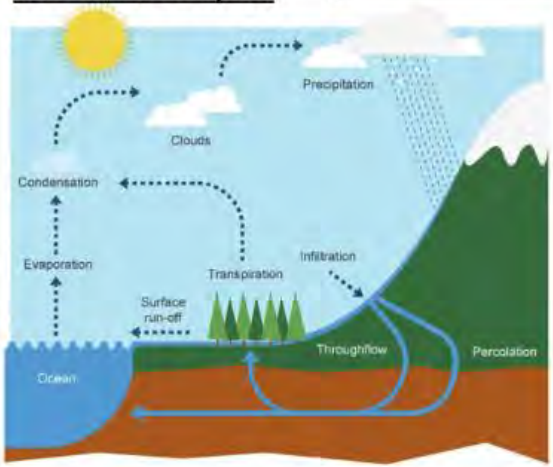
1509 – Henry VIII becomes King of England
1517 - **Martin Luther** nailed 95 problems with the Catholic church to a church door sparking the **Protestant Reformation.**
25th January 1533 – Henry VIII secretly married Anne Boleyn.
23 May 1533 – Henry VIII marriage to Catherine of Aragon was annulled, they were divorced.
1536-1540 – The closure of English Monasteries by Henry VIII.

Tudor and Stuarts Royal Family Tree



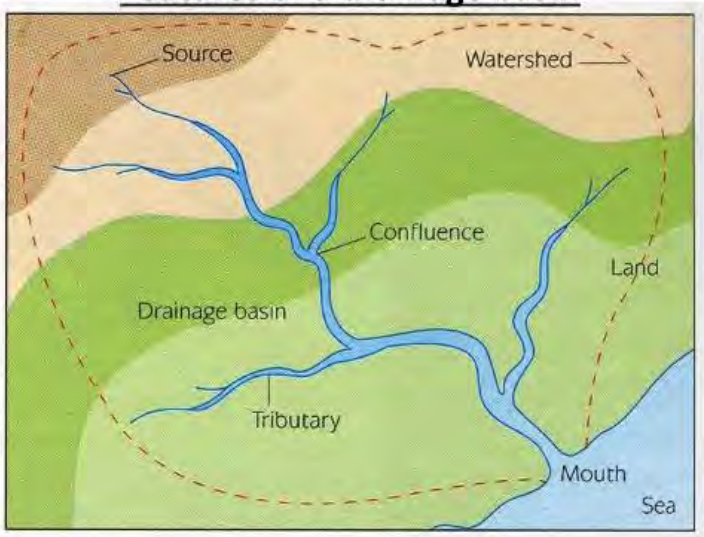
Year 7 Knowledge Organiser Geography Term 3:UK Landscapes - Rivers

The Water Cycle



Evaporation	When sun heats water it changes into water vapour and rises.
Condensation	As air rises it cools and the water vapour forms clouds.
Precipitation	Water droplets that fall to the ground as rain, hail or snow.
Infiltration	Water soaks into the soil.
Transpiration	When moisture is evaporated from plants.
Surface runoff	When water runs off the surface of the land.
Throughflow	When water flows through the soil.

Features of a drainage basin



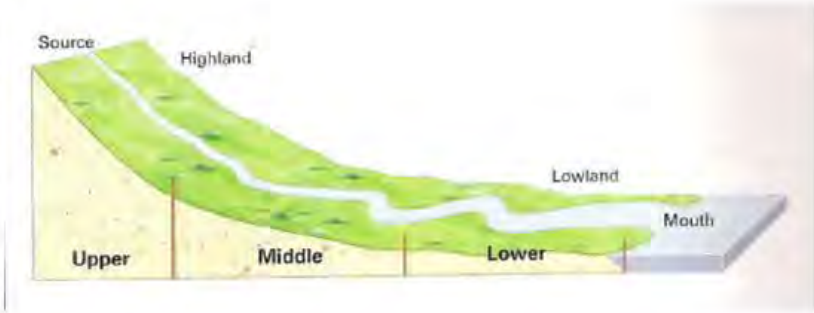
River processes

Erosion	The wearing away of land.
Transportation	The movement of material in a river.
Deposition	The dropping of material by water.

Landforms of a river

waterfall

meander



Year 7 Knowledge Organiser Geography Term 3:UK Landscapes - Rivers

Flooding

Causes of flooding		Impacts of flooding		
Physical	**Human**	**Social**	**Economic**	**Environmental**
Heavy rainfall	New buildings	Homes flooded	Jobs lost	Water supplies contaminated.
Saturated ground	Deforestation	Loss of electricity and Wi-Fi	Businesses close	Debris left behind

Managing Rivers

Soft engineering does not involve building artificial structures, but takes a more sustainable and natural approach to managing the potential for river flooding. Each approach has its advantages and disadvantages.

Flood warnings and preparation

The environmental agency monitors rivers and issues warnings via newspapers, TV, radio and the internet when they are likely to flood so people can prepare.

Floodplain zoning

Allowing only certain land uses on the floodplain reduces the risk of flooding to houses and important buildings.

Hard engineering involves building artificial structures which try to control rivers. They tend to be more expensive. Each hard engineering strategy has its advantages and disadvantages.

Dams and reservoirs

The dam traps water, which builds up behind it, forming a reservoir. Water can be released in a controlled way.

Embankments

Raising the banks of a river means that it can hold more water.

Flood relief channels

The floodwater flows into the relief channel and is taken either to an area where it can be absorbed, or re-enters the river further down its course

Year 7 Geography Term 5 Russia

Russia facts:

- The official name for Russia is the Russian Federation.
- Russia shares borders with many countries, including China, Ukraine, North Korea and Norway.
- In terms of land area, Russia is the largest country in the world.
- Russia is located across 9 time zones.
- Russian is the official language of Russia but there are many other languages used in various parts of the country.
- Russians drive on the right-hand side of the road.
- The currency used in Russia is the rouble.
- The world's first satellite, named Sputnik, was launched by the Soviet Union in 1957.

Physical Russia

Ecosystems:

All the major **climate zones** can be found in Russia apart from tropical.

- **Tundra** (white) is found in the North where temperatures drop to -50°C in the winter. Trees cannot grow because the ground is frozen all year, we call this permafrost.
- **Taiga** (light green) is an area of coniferous trees (like xmas trees) that covers 60% of Russia.
- **Steppe** (orange) is an area of grassland, too dry for forests but with really fertile, good for farming soils called chernozems.
- **Semi-arid deserts** (yellow) are located in the south where temperatures can reach 38°C and rainfall is low at less than 250mm a year.
- **Deciduous forests** (Dark green) containing trees such as oak and ash can be found in the west.

- Russia's main river is the Volga at 3692km long (Europe's longest river).

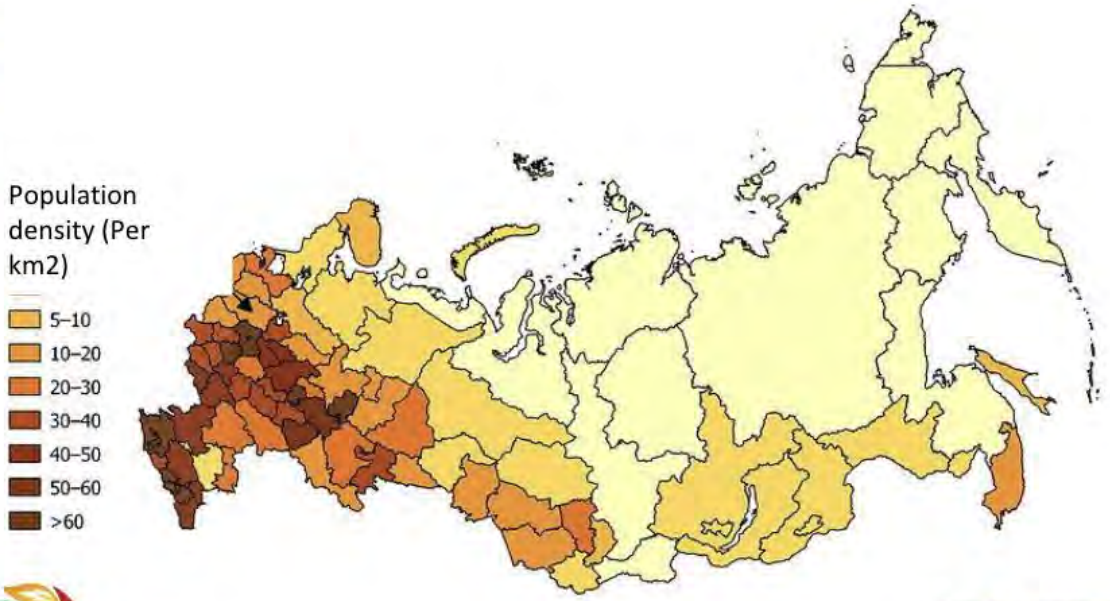
- The Urals mountain range runs from north to south through Russia creating a physical divide between the European Russia in the west and Asian Russia in the East.

- Mt Elbrus is Russia's highest mountain at 5642m.

Human Russia

Population:

- 144.5 million people live in Russia.
- There are 15 cities in Russia with a population of 1 million or more.
- The capital is Moscow with a population of over 11 million.
- The population has decreased from 149 in 1991 due to the collapse of the Soviet union. Due to the uncertain future of the country people had smaller families.
- Life expectancy is 70 years.



SOCHI 2014

Economy:

- Russia has the 8th largest economy in the world.
- GDP (money a country has) is $17 500 per person.
- The main industries are in manufacturing of cars and it also has a growing high tech industry such as the space industry
- Vladimir Putin has been President of Russia since 2000. in this time the economy has grown 7% and peoples incomes have doubled.
- In 2015 Russia hosted the Winter Olympics, costing $51 billion. The most expensive games ever!
- Russia has many natural resources such as natural gas, oil, iron ore, timber and gold. Potentially worth $30 trillion!

Dharmic Religions Knowledge Organiser

Beliefs about The Divine (God)

	Hindu traditions	Sikh traditions	Buddhist traditions
Beliefs about God	**One supreme god**, Brahman, that takes on many forms and roles, and is known by many names. God has appeared in the world in many forms over thousands of years.	**One God,** but known by lots of different names (often Waheguru) – helps people to understand the world around them	There is **no god**! Lots of people think that Buddha is a god, but he is seen as an inspirational teacher
How would they describe God?	Creator Sustainer Preserver Destroyer	No gender No form Creator Protector Guide Everywhere	

Founders

Hinduism—Hinduism is over 4,000 years old, making it one of the world's oldest religions. There is no one founder of this faith.

Sikhism—founded by Guru Nanak around 500 years ago in . **Guru means 'Teacher'.**

Nanak was born to a Hindu family, but was very curious so spoke to people about religion. He saw **conflict and poverty in the world and believed that it could be better**. Every day as he grew older he would go down to the river to meditate and bathe. **When Nanak was 30 he was bathing in the river and suddenly disappeared! Three days later he returned**, full of joy and hope! Nanak didn't seem to want to tell anyone about what had happened. Instead, he gave **up his well-paid job and shared out all his belongings amongst the poor**. When he revealed where he had been, he said he had **seen a vision of God who gave him a message**. From then on he began to teach the message, and people started calling him Guru. **The message was that God made all things, that all people are equal, that God loves all people, and we should live peacefully.**

Buddhism—started in India over 2,500 years ago. Buddhists follow the teachings of a man called Siddhartha Gautama. He became known as the Buddha, which means 'enlightened'.

Worship

Hinduism—worship mainly conducted at a shrine in the home but occasionally in the **mandir** (place of worship) too. Mother usually organises worship at the shrine within the household. They can pick any personal God but many pick Krishna.

At the mandir they can offer devotion by:

- Lighting a candle
- Saying prayers
- Singing religious songs
- Listening to teachings
- Making an offering
- Walking the path around the mandir whilst saying prayers.
- Receiving prasad (blessed holy food).

Sikhism—worship at the **gurdwara**. Anyone can lead the act of worship but the granthi is the only full-time official at the gurdwara. Men and women sit on opposite sides of the room, on the floor so they are not above the holy book (the Guru Granth Sahib).

Worshippers can come and go throughout the service but must return for the **Ardas prayer** which takes about 15 minutes to recite. After this the **karah parshad** (holy food) is shared with everyone in the gurdwara, whether they are a worshipper or not.

Buddhism—Like Hindus Buddhists call their acts of worship **puja**. They worship at a shrine and may chant, make offerings to an image of the Buddha, listen to readings and recite passages together.

On the shrine you will find:

- Seven bowls of water (symbolise the things they would offer a guest).
- Flowers, candle and incense (to symbolise wisdom, death and kindness)
- A statue of the Buddha

Meditation:
They may chant a simple mantra such an '**Om mani padme hum**'.
Use a **mala** (string of prayer beads) to keep count of chants.

Holy Books

	Hindu	Sikh	Buddhist
Text(s) called:	Many—divided into two groups Shruti and Smriti	Guru Granth Sahib	Pali and Sanskrit canons The three baskets.
Revealed to:	The holy men of India then passed down for centuries.	By 1708 Gurus teachings written down and said no more human teachers.	Written down 500 years after the Buddha died.
Facts:	The **Mahabharata** is the longest and oldest poem in any language. The Bhagavad Gita is the song of the Lord from Krishna.	It is considered **sacred** and treated with the highest respect. Even in a Sikh home the book must have it's own room.	Three baskets are called this as originally teachings were written on leaves and stored in baskets. The **Pali** and **Sanskrit** canons are named after the languages they were written in.

KEY-WORDS

Ardas Prayer = closing prayer at the end of the service which takes about 15 minutes to recite.

Dharma = a belief that there is an eternal law that guides the world, and right human behaviour

The Divine = a higher power (or god) that creates and / or rules over the world

Founder = people/person who started the religion

Gurdwara = Sikh place of worship

Guru Granth Sahib = Sikh holy book

Gyatra Mantra = Hindu daily prayer

Karah Parshad = Holy food made with equal amount sugar, water, butter and flour / semolina.

Mala = Buddhism, a string of prayer beads

Mandir = Hindu place of worship

Mantra = a prayer or blessing

Murti = Hindu, image of god

Om Mani Padma Hum = a well-known Buddhist mantra

Puja = an act of worship (Hinduism and Buddhism)

Year 7 Unit 2- What do the Abrahamic faiths believe?

Key Words

Polytheism	The belief that there is more than one god
Monotheism	There is only one God
Omnipresent	God is everywhere
Omnibenevolent	God is all loving
Omniscient	God is all knowing
Omnipotent	God is all powerful
Transcendent	Beyond human experience, apart from the universe
Immanent	Present in the universe, people experience God in their lives
Trinity	The belief that there are three persons in the one God; the Father, the Son and the Holy Spirit are separate, but are also one being
Shema	Jewish prayer about only have belief in One God.

Key content	Explanation
Christian beliefs about the nature of God	Christianity is a monotheistic faith (belief in one God). Christians believe that God is omnibenevolent, Omnipotent, omniscient and so one. Christians believe in the trinity; one God in three persons; God the father , the son and the holy spirit.
Muslim beliefs about the nature of God	Islam is a monotheistic faith (belief in one God). Muslims believe that God is omnibenevolent, Omnipotent, omniscient and so one If fact, Muslims believe that there are 99names that describe Allah, which include words like just, creator, merciful and compassionate.. https://www.quran411.com/99- names-of-allah.asp

Key People	
Abraham	A man who God made a covenant (agreement) with that he would have many descendants (children, grand children, great grand children and so on) who would be a great nation.
Moses	A man who received the laws including the Ten Commandments from God
Jesus	A Jewish man, believed by Christians to be the Messiah (chosen one) and Son of God. In Islam he is called Isa and is believed to be a Prophet.
Muhammed (Pbuh)	The final prophet, who received Allah's full revelation; he lived from 570-632 CE. PBUH is written after is name to show respect and stands for peace be upon him.

Chronology of Abrahamic Faiths	
Judaism	1812 BC / BCE
Christianity	0 AD / CE
Islam	610 CE (This is an approx. date when the prophet Muhammad – pbuh- started to receive divine revelations from God)

Key Teachings		
Judaism	Christianity	Islam
Nature of God The Shema – a central prayer calling for belief in one G-D. "Hear, I Israel! The Lord is our God, the Lord alone. You shall love the Lord your God with all your heart and with all your soul and with all your might" (Torah) "The Lord God in heaven above and on earth below. There is no other" Torah "So now that I myself am He! There is no god besides me" Torah	**Nature of God** "For God so loved the world that He gave his only son that whoever believes in him shall not perish but have eternal life (Bible)" "Nothing is impossible with God" **Trinity** "In the beginning was the word and the word was with God. He was with God in the beginning" (Bible)	**Nature of Allah** "There is no God but Allah, and Muhammad is his prophet" (Quran) "The Most Excellent Names belong to God; use them to call Him, and keep away from those who abuse them-they will be requited for what they do" (Quran) 'Say "He is God, God the eternal. He begot no one nor was e begotten. No one is comparable to Him" (*Qur'an*, Surah 112:1-4

7.3 My life at school Knowledge Organiser

School – Subjects, uniform and time, comparing subjects and teachers.

Porter is a regular verb which follows the pattern below. The verb "**aller**" is irregular but an important verb.

Pronouns	**Porter** – to wear
Je (I)	Je porte – I wear
Tu (you)	Tu portes – you wear
il (he), **elle** (she)	il /elle porte - He/she wears
Nous (we)	Nous portons – we wear
Vous (you) (pl. or formal)	Vous portez – you wear(pl. or formal)
ils /elles (they)	ils/elles portent – they wear

Aller – to go

Je vais - I go
Tu vas – you go
il /elle va– he/she goes
Nous allons –we go
Vous allez – you (pl) go
ils/elles vont– they go

Comparisons

Plus...que - more...than Paul est **plus** sérieux **que** Jacques
Thomas Moins...que - less ...than Thomas est **moins** sérieux **que** Paul
Aussi...que - as...as Paul est **aussi** sérieux **que** Jacques

Superlative

Le / la plus – the most Julie est la plus intelligente
Le / la moins – the least Marie est la moins grincheuse

Opinion phrases help to make our work more interesting – have a look at your vocabulary list. Try to use a range of different ones in your work e.g. **J'aime** (I like)/**Je pense que** (I think that)/ **à mon avis** (in my opinion).

Time phrases help to make our work more detailed by telling us when things happen - have a look at your vocabulary list e.g. **normalement** (normally), **rarement** (rarely), **deux fois par semaine** (twice a week).

7.3 My life at school

	Quelle est ta matière préférée?	What is your favourite subject?
	L'anglais	English
	L'espagnol	Spanish
	Le français	French
	Le théâtre	Drama
	Le dessin	Art
	Le sport / l'EPS	PE
	L'informatique	Computer Science
	L'éducation civique	PSHE
	L' histoire	History
	La musique	Music
	La technologie	Technology
	La géographie	Geography
	La religion	RE
	Les mathématiques	Maths
	Les sciences	Science
	Les sciences humaines	Humanities

Que penses-tu?	What do you think?
C'est	It is
Ce n'est pas	It isn't
Créatif	Creative
Intéressant	Interesting
Pratique	Practical
Utile	Useful
(in)confortable	(un)comfortable
Cher	Expensive
Bon marché	Cheap
À la mode	Fashionable
Démodé	Unfashionable
Sale	Dirty
Propre	Clean
Moche	Ugly

	Comment est ton uniforme?	What is your school uniform like?
	Je porte ...	I wear..
	Une veste	Blazer
	Un pull	Jumper
	Une chemise	Shirt
	Un T-shirt	T-shirt
	Un pantalon	Trousers
	Une cravate	Tie
	Une jupe	Skirt
	Des chaussettes	Socks
	Des chaussures	Shoes
	Des collants	Tights

Verbes au collège	Verbs at school
Étudier	To study
Écouter	To listen
Bavarder	To chat
Travailler	To work
Passer	To spend
Jouer	To play
Se reposer	To rest
Se relaxer	To relax

Comment est ton prof ?	What is your teacher like?
Gentil (-le)	Kind
Agréable	Pleasant
Ennuyeux (-se)	Boring
Organisé (e)	Organised
Content (e)	Happy
Difficile	Difficult
Facile	Easy
Amusant (e)	Fun
Coléreux (-se)	Angry
Strict (e)	Strict
Grincheux (-se)	Grumpy
Fort (e)	Strong
Joli (e)	Handsome/ pretty
Horrible	Awful
Fascinant(e)	Exciting
Jeune	Young
Mature	Mature
Petit(e)	Small
Grand (e)	Tall
Parfait(e)	Perfect
Rapide	Fast
Riche	Rich
Bruyant(e)	Noisy
Sage	Wise
Sérieux(-se)	Serious
Timide	Shy
Travailleur(-se)	Hard working
Triste	Sad
Âgé(e)	Old

Free Time Year 7 French 7.4 Knowledge Organiser

Sports and other hobbies with opinions + inf. including jouer and faire Weather.

Finir, jouer & vendre are regular verbs which follows the patterns below; which we have seen before. The verb "faire" is irregular but important, especially for this topic with sports.

Pronouns	**Finir**– to finish	**Jouer** – to play	**Vendre**– to sell
je (I)	Je fin**is**– I finish	Je jou**e** – I play	Je vend**s**– I sell
tu (you)	Tu fin**is**– you finish	Tu jou**es** – you play	Tu vend**s**– you sell
il (he), **elle** (she), **on** (we)	il/elle/on fin**it** - He/she/we finishes	il/elle/on jou**e** - He/she/we play	il/elle/on vend– he/she/we sell
nous (we)	Nous fin**issons**– we finish	Nous jou**ons** – we play	Nous vend**ons**– we sell
vous (you) (pl. or formal)	Vous fin**issez**– you finish (pl. or formal)	Vous jou**ez** – you play (pl. or formal)	Vous vend**ez**– you sell (pl. or formal)
ils/elles (they)	ils/ elles fin**issent**– they finish	ils/ elles jou**ent** – they play	ils/elles vend**ent**– they sell

Faire – to do

Je fais - I do
Tu fais – you do
Il/elle/on fait – he/she does/we do
Nous faisons –we do
Vous faites – you (pl) do
Ils/elles font – they do

Now you should be able to create some of your own questions using the question words below.

Quand? – When?
Qui? – Who?
Où? – Where?
Combien? – How many?
Qu'est-ce que...? What?
Comment? – How?
Pourquoi? – Why?
Que? – What?
Quel(le)? – Which?

How to improve your writing?
When writing in French, you can make your sentences better by adding the following:

- Range of opinions and reasons
- Connectives to extend your sentences
- Qualifiers e.g. très, assez
- Comparisons
- Rather than just using 'je', write verbs using other pronouns

Cabot Learning Federation

Free time - 7.4 French vocab list

Quand?	When?
Normalement	Normally
D'habitude	Usually
Tous les jours	Every day
Deux fois par semaine	Twice a week
De temps en temps	From time to time
Rarement	Rarely
Souvent	Often
Quelquefois / parfois	Sometimes

Quels temps fait-il?	What is the weather like?
Il fait beau	It is good weather
Il fait chaud	It is hot
Il fait froid	It is cold
Il fait 25 degrés	It is 25 degrees
Il fait mauvais	It is bad weather
Il pleut	It is raining
Il neige	It is snowing
Il y a des nuages	There are clouds
Il y a des orages	There are storms
Il y a du soleil	It is sunny
Il y a du vent	It is windy
Il y a du brouillard	It is foggy

Quel sport aimes-tu?	What sport do you like?
Jouer au foot	To play football
Jouer au rugby	To play rugby
Jouer au tennis	To play tennis
Jouer au golf	To play golf
Jouer au volley	To play volleyball
Jouer au basket	To play basketball
Jouer au ping-pong	To play table tennis
Faire du vélo	To do some cycling
Faire du ski	To do some skiing
Faire du patin à glace	To do some ice skating
Faire de la natation	To do some swimming
Faire de la gymnastique	To do some gymnastics
Faire de l'équitation	To do some horse-riding
Faire de l'athlétisme	To do some athletics

Qu'est-ce que tu aimes regarder?	What do you like to watch?
J'aime regarder	I like to watch
Les actualités	The news
La comédie	The comedy
Le dessin animé	The cartoon
Le documentaire	The documentary
L'émission (f)	The programme
Le feuilleton	The soap opera
Le film comique	The comedy film
Le film d'amour	The romantic film
Le film d'action	The action film
Le film d'horreur	The horror film
Le film policier	The detective film
Le jeu télévisé	The game show
La série	The series

Qu'est-ce que tu aimes faire?	What do you like to do?
Regarder la télévision	To watch TV
Écouter de la musique	To listen to music
Aller au cinéma	To go to the cinema
Lire un livre	To read a book
Faire du shopping	To go shopping
Aller au parc	To go to the park
Aller au gymnase	To go to the gym
Rencontrer des amis/copains	To meet friends
Jouer du piano	To play the piano
Visiter ma famille	To visit family
Aller en ville	To go to town
Faire la cuisine	To cook
Chanter	To sing
Nager	To swim
Faire mes devoirs	To do my homework
Télécharger de la musique	To download music
Surfer sur Internet	To surf the Internet
Jouer aux jeux-vidéos	To play video games
Tchatter avec mes amis	To chat online with my friends
Prendre des photos	To take photos
Regarder des vidéos marrantes	To watch funny videos
Envoyer des textos	To send texts
Acheter en ligne	To buy online
Regarder des clips Youtube	To watch Youtube videos
Écrire un email	To write an email
Utiliser mon portable	To use my mobile phone

7.3 My life at school Knowledge Organiser

School – Subjects, uniform and time, comparing subjects and teachers.

Cabot Learning Federation

Llevar is a regular verbs which follow the pattern below. The verbs "jugar" is irregular but an important verb.

Pronouns	**llevar**– to wear
Yo (I)	Llev**o** – I wear
tú (you)	Llev**as** – you wear
el (he), **ella** (she),	Llev**a** - He/she wears
nosotros (we)	Llev**amos** – we wear
vosotros (you) (pl. or formal)	Llev**áis** – you wear(pl. or formal)
Ellos/ellas (they)	Llev**an** – they wear

Jugar– to play

Yo juego- I play
Tu juegas – you play
Él/ella juega – he/she plays
Nosotros jugamos –we play
Vosotros jugáis – you (pl) play
Ellos/ellas juegan – they play

Comparisons

más	- more	Juán es más interesante que Pablo
menos	- less	Pablo es menos interesante que Juan
tan...como	- as...as	Pablo es tan interesante como Juan

Superlative

El/la más	– the most	Juan es el más inteligente
El/la menos	– the least	María es la menos simpática

Opinion phrases help to make our work more interesting – have a look at the list on your vocabulary list. Try to use a range of different ones in your work e.g. Me gusta (I like)/Pienso que (I think that)/ En mi opinión (in my opinion).

Time phrases help to make our work more detailed by telling us when things happen have a look at the list on your vocabulary list e.g. Normalmente (normally), raramente (rarely), dos veces a la semana (twice a week).

7.3 My life at school

¿Cuál es tu asignatura favorita?	What is your favourite subject?
El inglés	English
El español	Spanish
El francés	French
El teatro	Drama
El dibujo	Art
El deporte	PE
La informática	Computer Science
La música	Music
La tecnología	Technology
La geografía	Geography
La historia	History
La religión	RE
La educación personal y social	PSHE
Las matemáticas	Maths
Las ciencias	Science
Las humanidades	Humanities

¿Qúe Piensas?	What do you think?
Es	It is
No es	It isn't
Interesante	Interesting
Práctico	Practical
Útil	Useful
Fácil	Easy
Difícil	Difficult
Aburrido	Boring
Emocionante	Exciting
(in)cómodo	(un) comfortable
Caro	Expensive
Barato	Cheap
De moda	Fashionable
Pasado de moda	Unfashionable

¿Cómo es tu uniforme escolar?	What is your school uniform like?
Llevo...	I wear..
Una chaqueta	Blazer
Un jersey	Jumper
Una camisa	Shirt
Una camiseta	T-shirt
Una corbata	Tie
Una falda	Skirt
Unos calcetines	Socks
Unos pantalones	Trousers
Unos zapatos	Shoes
Unas medias	Tights

Verbos en el colegio	Verbs at school
Estudiar	To study
Escuchar	To listen
Charlar	To chat
Trabajar	To work
Pasar	To spend
Jugar	To play
Descansar	To rest
Relajar	To relax

¿Cómo es tu profe...?	What is your teacher like?
Amable	Kind
Agradable	Pleasant
Aburrido/a	Boring
Asqueroso/a	Disgusting
Cómodo/a	Comfortable
Contento/a	Happy
Difícil	Difficult
Divertido/a	Fun
Enfadado/a	Angry
Estricto /a	Strict
Feo/a	Ugly
Fuerte	Strong
Grande	big
Guapo/a	Handsome
Horrible	Awful
Emocionante	Exciting
Joven	Young
Limpio/a	Clean
Maduro/a	Mature
Pequeño/a	Small
Perfecto/a	Perfect
Rápido/a	Fast
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

7.5 Spanish Free Time Knowledge Organiser

Sports and other hobbies with opinions + inf. including. jugar and hacer
Weather.

Cabot Learning Federation

Llevar, vivir & comer are a regular verbs which follow the pattern below. The verbs "jugar" and "hacer" are irregular but important verbs, especially for this topic on sports.

Pronouns	**llevar**– to wear	**vivir**– to live	**comer**– to eat
Yo (I)	Llev**o** – I wear	Viv**o**– I live	Com**o** – I eat
tú (you)	Llev**as** – you wear	Viv**es** – you live	Com**es** – you eat
el (he), **ella** (she),	Llev**a** - He/she wears	Viv**e** - He/she lives	Com**e** – he/she eats
nosotros (we)	Llev**amos** – we wear	Viv**imos** – we live	Com**emos** – we eat
vosotros (you) (pl. or formal)	Llev**áis** – you wear(pl. or formal)	Viv**is** – you live (pl. or formal)	Com**éis** – you eat (pl. or formal)
Ellos/ellas (they)	LLev**an** – they wear	Viv**en** – they live	Com**en** – they eat

Hacer– to do

Yo hago - I do
Tu haces – you do
Él/ella hace – he/she does
Nosotros hacemos –we do
Vosotros hacéis – you (pl) do
Ellos hacen – they do

Jugar– to play

Yo juego- I play
Tu juegas – you play
Él/ella juega – he/she plays
Nosotros jugamos –we play
Vosotros jugáis – you (pl) play
Ellos/ellas juegan – they play

Now you should be able to create some of your own questions using the question words below. Don't forget the upside down question mark at the beginning of a question.

¿Cuándo? – When?
¿Quién? – Who?
¿Dónde? – Where?
¿Cuántos? – How many?
¿Qué? What?
¿Cómo? – How?
¿Por qué? – Why?
¿Cuál? – Which?

How to improve your writing?
When writing in Spanish, you can make your sentences better by adding the following:

- Range of opinions and reasons
- Rather than just using 'yo', write verbs using other pronouns
- Connectives to extend your sentences
- Qualifiers e.g. muy, bastante
- Comparisons

Cabot Learning Federation

Free time – 7.4 Spanish vocab list

¿Cúando?	When?
Normalmente	Normally
Generalmente	Generally
Todos los días	Every day
Dos veces a la semana	Twice a week
De vez en cuando	From time to time
Rara vez	Rarely
Cuando puedo	When I can
Jamás/nunca	Never
A veces	Sometimes

¿Qúe tiempo hace?	What is the weather like?
Hace buen tiempo	It is good weather
Hace calor	It is hot
Hace sol	It is sunny
Hace frío	It is cold
Hace 25 grados	It is 25 degrees
Hace mal tiempo	It is bad weather
Llueve	It is raining
Nieva	It is snowing
Hay viento	It is windy
Hay nubes	There are clouds
Hay tormenta	There are storms

¿ Qué te gusta?	What do you like?
Jugar al fútbol	To play football
Jugar al rugby	To play rugby
Jugar al tenis	To play tennis
Jugar al golf	To play golf
Jugar al voleibol	To play volleyball
Jugar al baloncesto	To play basketball
Hacer ciclismo	To do some cycling
Hacer esquí	To do some skiing
Hacer patinaje	To do some ice skating
Hacer natación	To do some swimming
Hacer gimnasia	To do some gymnastics
Hacer equitación	To do some horse-riding
Hacer atletismo	To do some athletics

¿ Qué te gusta ver?	What do you like to watch?
Me gusta ver	I like to watch
Las noticias	The news
La comedia	The comedy
El dibujo animado	The cartoon
El documental	The documentary
El programa	The programme
La telenovela	The soap opera
La película romántica	The romantic film
La película de acción	The action film
La película de terror	The horror film
La película policiaca	The detective film
La programa de juegos	The game show
La serie	The series

¿ Qué te gusta hacer?	What do you like to do?
Ver la televisión	To watch TV
Escuchar música	To listen to music
Ir al cine	To go to the cinema
Leer un libro	To read a book
Ir de compras	To go shopping
Ir al parque	To go to the park
Ir al gimnasio	To go to the gym
Ir al polideportivo	To go to the sports centre
Salir con mis amigos	To go out with my friends
Tocar el piano	To play the piano
Visitar mi familia	To visit family
Ir al centro	To go to town
Hacer la cocina	To cook
Cantar	To sing
Nadar	To swim
Hacer mis deberes	To do my homework
Descargar música	To download music
Navegar por Internet	To surf the Internet
Jugar a los videojuegos	To play video games
Chatear con mis amigos	To chat online with my friends
Sacar fotos	To take photos
Ver los videos divertidos	To watch funny videos
Mandar mensajes	To send texts
Comprar en línea	To buy online
Ver los videos de youtube	To watch Youtube videos
Escribir un correo electrónico	To write an email
Usar mi móvil	To use my mobile phone

Effects of exercise.

Physical Effects Immediate	Physical Effects Long Term	Mental Effects	Social Effects
Increased heart rate	Lower resting heart rate	Reduces Stress	Make Friends
Increased breathing rate and depth	Lower breathing rate	Makes you feel good. It releases the feel good hormone Serotonin.	Team Work Skills
Skin becomes red as blood comes to the surface	Bigger and Stronger muscles (Hypertrophy)	Increases Confidence	Communication Skills
Skin becomes sweaty to lower your body temperature	Reduce risk of chronic illnesses such as type 2 diabetes and heart disease		Leadership Skills
Lactic acid is produced causing muscular pain			
Activation of serotonin			















KS3 PE

#ReadyToLearnHPA

Hans Price Academy

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

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 Deadlines:

Week commencing	Subject	Complete	Hand In
20 February 2023	English		
	Maths		
	Science		
	RS		
	Computing		
27 February 2023	English		
	Maths		
	Science		
	Music		
	SPACE		
06 March 2023	English		
	Maths		
	Science		
	Geography		
	Drama		
13 March 2023	English		
	Maths		
	Science		
	Art		
	MFL		
20 March 2023	English		
	Maths		
	Science		
	History		
	PE		
27 March 2023	English		
	Maths		
	Science		
	DT		
	Computing		
Easter Holiday			
17 April 2023	English		
	Maths		
	Science		
	Geography		
	Drama		

Week commencing	Subject	Complete	Hand In
24 April 2023	English		
	Maths		
	Science		
	MFL		
	PE		
01 May 2023	English		
	Maths		
	Science		
	RS		
	SPACE		
08 May 2023	English		
	Maths		
	Science		
	History		
	Music		
15 May 2023	English		
	Maths		
	Science		
	Computing		
	DT		
22 May 2023	English		
	Maths		
	Science		
	Geography		
	Art		
May Half Term			
05 June 2023	English		
	Maths		
	Science		
	History		
	MFL		
12 June 2023	English		
	Maths		
	Science		
	Computing		
	RS		

Week commencing	Subject	Complete	Hand In
19 June 2023	English		
	Maths		
	Science		
	Music		
	Drama		
26 June 2023	English		
	Maths		
	Science		
	Geography		
	PE		
03 July 2023	English		
	Maths		
	Science		
	DT		
	Art		
10 July 2023	English		
	Maths		
	Science		
	MFL		
	SPACE		
17 July 2023	English		
	Maths		
	Science		
	History		
	RS		

	Mon	Tue	Wed	Thu	Fri
1					
2					
LF					
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3					
4					
LBR					
5					
6					

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