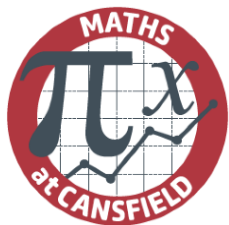




CANSFIELD
ACHIEVING EXCELLENCE TOGETHER

Year 7 Knowledge Organiser



Y7 Maths I.1

Order of Operations and Using a Calculator

Brackets
Indices

Multiplication & Division
Addition and Subtraction

For Example:

$$(2 + 4)^2 \times 4 - 8 \text{ (Brackets)}$$

$$(6)^2 \times 4 - 8 \text{ (Indices)}$$

$$36 \times 4 - 8 \text{ (Multiply)}$$

$$144 - 8 \text{ (Subtract)}$$

$$= 136$$

Factors and Multiples

When a positive integer is written as a product of two whole numbers, the two numbers are called the factors of the integer.

Factors of 12 are 1, 2, 3, 4, 6, 12

When a positive integer is multiplied by a non-zero whole number, the produce is called a multiple of the integer.

Multiples of 12 – 12, 24, 36, 48, 60

Key Terms

1. Square Root
2. Cube Root
3. Integer
4. Factor
5. Multiple

Place Value and Rounding Integers

Place Value	Millions	Hundred Thousandths	Ten Thousands	Thousands	Hundreds	Tens	Ones
	1000000	100000	10000	1000	100	10	1
Number	5	1	7	9	2	3	8

$$5179238 = 5 \times 1000000 + 1 \times 100000 + 7 \times 10000 + 9 \times 1000 + 2 \times 100 + 3 \times 10 + 8 \times 1$$

As 279 is closer to 280 than 270, you have $279 = 280$ to the nearest 10. This is called rounding up.

As 3431 is closer to 3400 than 3500, you have $3431 = 3400$ to the nearest 100. This is called rounding down.

Multiplication

Column Method

$$\begin{array}{r} 345 \\ \times 8 \\ \hline 2760 \\ 34 \end{array}$$

Grid Method

X	300	40	5
8	2400	320	40

$$2400 + 320 + 40 = 2760$$

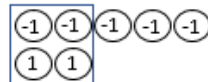
Short Division

$$540 \div 23 = 23 \text{ r}18$$

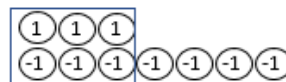
$$\begin{array}{r} 23 \text{ r}18 \\ 23 \overline{) 548} \\ \underline{46} \\ 88 \\ \underline{69} \\ 19 \end{array}$$

Addition and Subtraction of Negative Integers

$$(-5) + 2 = -3$$



$$3 - 7 = -4$$



$$3 + (-5) = 3 - 5 = -2 \quad 4 - (-2) = 4 + 2 = 6$$

$$(-5) + 9 = -5 + 9 = 4 \quad (-3) - 7 = -3 - 7 = -10$$

$$(-4) + (-7) = -4 - 7 = -11 \quad (-2) - (-4) = -2 + 4 = 2$$

Squares and Square Roots

The numbers 1×1 , 2×2 , 3×3 ,... are called square numbers. They are written as 1^2 , 2^2 , 3^2 ,...

The square root of a number is a value that, when multiplied by itself, gives the number.

Examples:

$$3^2 = 3 \times 3 = 9$$

$$\sqrt{25} = 5$$

Cubes and Cube Roots

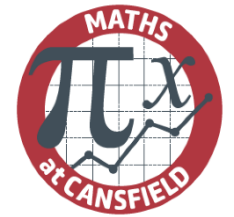
The numbers $1 \times 1 \times 1$, $2 \times 2 \times 2$, $3 \times 3 \times 3$,... are called cube numbers. They are written as 1^3 , 2^3 , 3^3 ,...

The cube root of a number is a value that, when multiplied by itself, gives the number.

Examples:

$$3^3 = 3 \times 3 \times 3 = 27$$

$$\sqrt[3]{64} = 4$$



For further revision use **Corbett Maths**. This contains videos, practise questions and answers.



Y7 Maths 1.2

Letters to Represent Numbers

Letters represent the number of something for example one bike has two wheels, two bikes have four wheels. So any number of bikes have $n \times 2$ or $2n$ number of wheels, where the letter n represents the number of bikes. n is a variable and $2n$ is an algebraic expression.

Equations in One Variable

$x+8 = 11$ is called an equation in one variable, x . The equal sign '=' indicates that both sides of the equation are equal.

$$x+5 = 11$$

$$5x = 2x + 9$$

$$10 = 8a + 6$$

Key Terms

1. Substitution
2. Linear equation
3. Like term
4. Variable
5. Formulae

Addition and Subtraction of Linear Expressions

Addition and subtraction are carried out by removing brackets and collecting like terms.

For example,

$$(2n + 3m) - (4n - 5m) = 2n + 3m - 4n + 5m \\ = 2n - 4n + 3m + 5m = \underline{-2n + 8m}$$

Substituting Numbers for Letters

The process of replacing each variable with a number to calculate the value of an algebraic expression is called **substitution**

$$\text{Total mass} = (35t + 12u) \text{ grams}$$

$$\text{When } t = 2 \text{ and } u = 11$$

$$\text{Total mass} = 35 \times 2 + 12 \times 11 \text{ (substitute the values of } t \text{ and } u) \\ = 70 + 132 = \underline{202 \text{ grams}}$$

Multiplication, Division and Combined Operations of Integers

$$2 \times (-5) = -10 \quad (-2) \times (-3) = 6$$

These rules are the same for division and combined operations

$$(-20) \div 5 = -4 \quad (-33) \div (-3) = 11$$

$$(-12) \times (-5) \div 10 = (12 \times 5) \div 10 = 60 \div 10 = 6$$

Writing Equations to Solve Problems

Ewan has now made 60 meal balls and wants to have 6 meatballs on each plate.

$$p = t \div 6$$

where p = the number of plates and

t = the total number of meatballs he has

$$p = 60 \div 6$$

$$p = \underline{10}$$

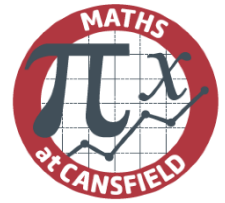
Like Terms and Unlike Terms

In an algebraic expression, the parts separated by plus or minus signs are called the **terms** of the expression.

For example: The terms of $2x - 3y + 8$ are **$2x$** , **$-3y$** and **8**

When two terms have identical **variable** parts they are called **like terms**. When two terms are not like terms, they are called **unlike terms**.

Like terms	Unlike terms
$2s, 5s$	$6s, 9t$
$8x^2, 7x^2$	$10y, 2y^2$

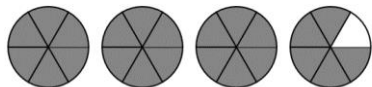


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Y7 Maths 2.1

Quantities as Fractions



What missed number do the shaded parts represent?

Express the mixed number as an improper fraction.

- (a) 3 whole ones and 5 sixths = $3\frac{5}{6}$
 (b) Each whole has 6 sixths, so there are 18 sixths and another 5 sixths, therefore, there are 23 sixths = $\frac{23}{6}$

Adding and Subtracting Decimals

Line up the decimal points of two numbers to perform the addition and subtraction using column method.

$$\begin{array}{r} 6.521 \\ + 2.142 \\ \hline 4.379 \end{array} \qquad \begin{array}{r} 5.231 \\ - 3.125 \\ \hline 2.106 \end{array}$$

Key Terms

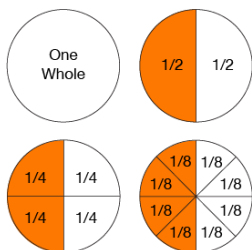
- 1 Fraction
- 2 Equivalent
- 3 Rational
- 4 Irrational
- 5 Reciprocal

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Equivalent Fractions and Comparing Fractions

Fractions that are equal in value are called equivalent fractions



Express $\frac{6}{8}$ in its simplest form.

$$\frac{6}{8} = \frac{6 \div 2}{8 \div 2} \text{ (2 is a common factor of 6 \& 8)} = \frac{3}{4}$$

Which fraction is smaller $\frac{3}{5}$ or $\frac{4}{7}$?

35 is a common multiple of 5 & 7.

Change both fractions to equivalent fractions with 35 as the denominator.

$$\frac{3 \times 7}{5 \times 7} = \frac{21}{35}$$

$$\frac{4 \times 5}{7 \times 5} = \frac{20}{35} \quad \text{Therefore } \frac{4}{7} < \frac{3}{5}$$

Rational Numbers and Using a Calculator

These fractions of the form $\frac{a}{b}$, where a and b are integers and $b \neq 0$, are called rational.

Division of Fractions

$$\frac{2}{3} \div \frac{1}{6} = \frac{2}{3} \times \frac{6}{1}$$

Reciprocal

$$\frac{2}{3} \times \frac{6}{1} = \frac{12}{3} = 4$$

Dividing by a number is the same as multiplying by its reciprocal.

$$2\frac{2}{3} \div 1\frac{1}{2} = \frac{8}{3} \div \frac{2}{3}$$

$$\frac{8}{3} \times \frac{3}{2} = \frac{16}{2} = 8$$

Addition and Subtraction of Fractions

When adding fractions the denominator has to be the same value. Find equivalent fractions with the same denominator.

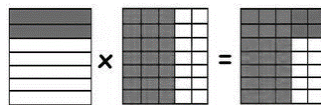
$$\frac{3}{4} + \frac{5}{8} = \frac{6}{8} + \frac{5}{8} = \frac{11}{8} = 1\frac{3}{8}$$

$$2\frac{2}{5} - 1\frac{1}{7} = \frac{12}{5} - \frac{8}{7} = \frac{84}{35} - \frac{40}{35} = \frac{44}{35} = 1\frac{9}{35}$$

Multiplication of Fractions

$$\frac{2}{3} \text{ of } 30 = \frac{2}{3} \times 30 = 2 \times 10 = 20$$

As shown in the diagram:



$$\frac{2}{7} \times \frac{3}{5} \text{ can be interpreted as finding } \frac{2}{7} \text{ of } \frac{3}{5}$$

$$\frac{2}{7} \times \frac{3}{5} = \frac{6}{35}$$

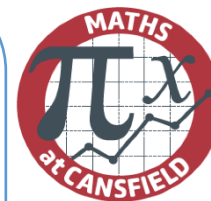
Place Values, Ordering and Rounding of Decimal Numbers

The number 53.891 in expanded form is

$$50 + 3 + \frac{8}{10} + \frac{9}{100} + \frac{1}{1000}$$

The place values after the decimal point are tenths, hundredths, thousandths etc.

Two decimals can be ordered in size by comparing their digits, one by one, in the same place values from left to right e.g. $6.524 > 6.51$



Y7 Maths 2.2

Percentage of a Quantity

a% of a quantity c is $a\% \times c$.

e.G 43% of £150 = $43\% \times$
£150

$$\frac{43}{100} \times 150 = \text{£}64.50$$

Division of a Decimal by a Whole Number

$$3.64 \div 2 = 1.82$$

$$\begin{array}{r} 1.82 \\ 2 \overline{) 3.64} \end{array}$$

Key Terms

1. Percentage
2. Integer
3. Quantity
4. Rational
5. Irrational

Division of a Decimal by a Decimal

First convert the divisor to a whole number. Then align the decimal point of the quotient with the dividend.

$$\frac{3.68}{0.22} = \frac{3.68 \times 100}{0.22 \times 100} = \frac{368}{22} = 16.\dot{7}\dot{2}$$

Multiplication of Decimals

The number of decimal places in the product of two decimals is the total number of decimal places in the two decimals.

$$5.2 \times 0.39 =$$

$$52 \times 39 = 2028$$

As there is 3 decimal places in the question, there is 3 in the answer = 2.028

Increasing a Quantity by a Percentage

Increase = percentage increase \times original value

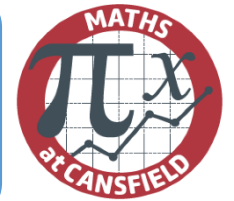
New Value = original value + increase

Increase 120m by 13%

$$13\% \text{ of } 120\text{m} = \frac{13}{100} \times 120 = 15.6\text{m}$$

$$15.6 + 120 = 135.6\text{m}$$

For further revision use Corbett Maths. This contains videos, practise questions and answers.



Meaning of Percentage

A percentage is a fraction with a denominator of 100.

$$1\% = \frac{1}{100}, 14\% = \frac{14}{100}, 100\% = \frac{100}{100}$$

Rational Numbers and Real Numbers

Rational numbers are numbers that can be expressed in the form of a fraction. They include all the fractions and integers. E.g 2, -3, 0, $-1\frac{1}{2}$ are rational numbers.

Each point on a number line corresponds to a number called a real number. A real number can be a rational number or an irrational number such as $\sqrt{2}$.

Reducing a Quantity by a Percentage

Reduction = percentage reduction \times original value

New Value = original value - reduction

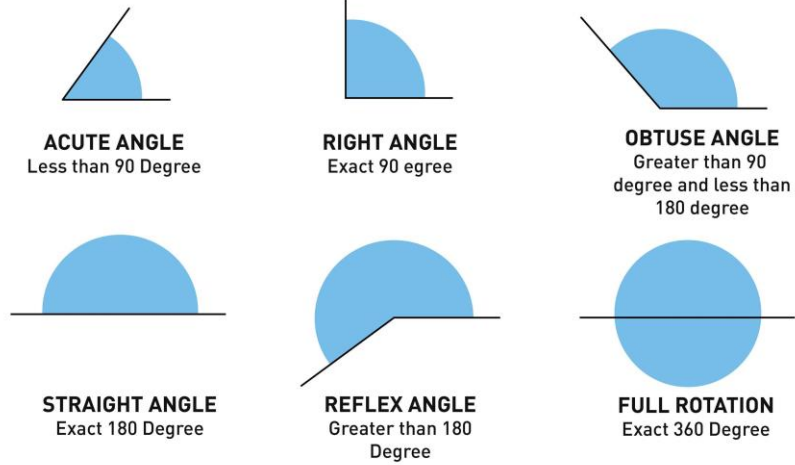
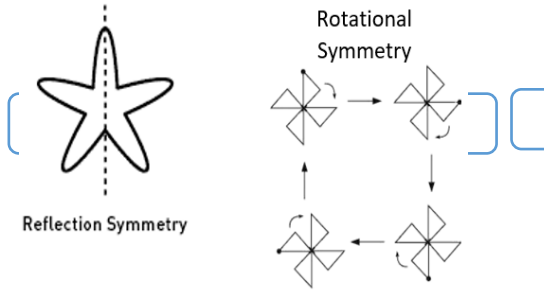
Reduce £30 by 42%

$$42\% \text{ of } \text{£}30 = \frac{42}{100} \times 30 = \text{£}12.6$$

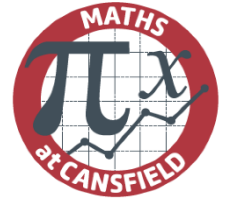
$$30 - 12.6 = \text{£}17.40$$

Y7 Maths 3.1

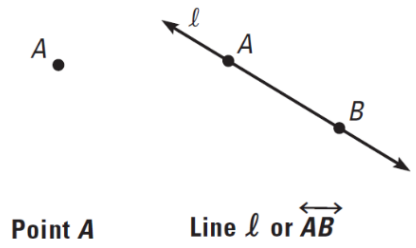
Symmetry



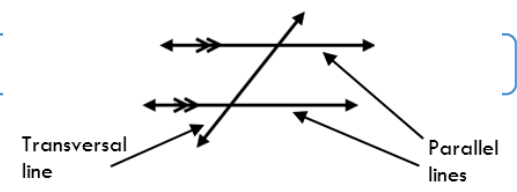
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Points and Lines



Parallel Lines and Transversals



Translation

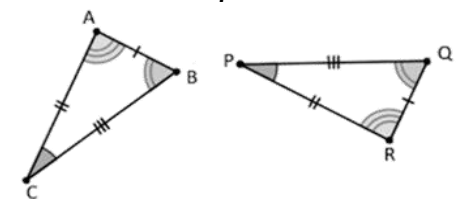
Rotation

Reflection

Enlargement

Congruence

Two figures are congruent if they are the same size and shape. Their corresponding angles and sides are equal.



Triangle ABC is congruent to triangle RQP

$$\triangle ABC \cong \triangle RQP$$

$$\begin{aligned} \angle A &= \angle R & \overline{AB} &= \overline{QR} \\ \angle B &= \angle Q & \overline{BC} &= \overline{PQ} \\ \angle C &= \angle P & \overline{AC} &= \overline{PR} \end{aligned}$$

Key Terms

- 1 Transformation
- 2 Congruent
- 3 Parallel
- 4 Plane
- 5 Symmetry

Y7 Maths 3.2

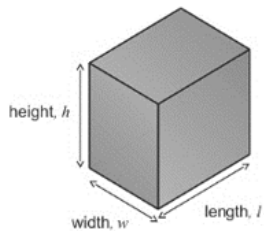
Collection of Data

- Taking measurement in experiments
- Observing outcomes of events
- Conducting surveys
- Reading statistical publications

Volume of Cuboid and Cubes

To find the volume of a cube or cuboid, multiply the width by the length and height.

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

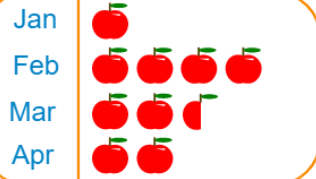


Key Terms

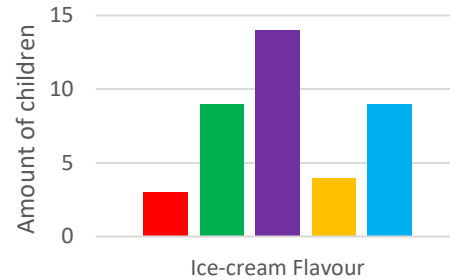
1. Diameter
2. Radius
3. Circumference
4. Volume
5. Net

Different types of data collection

Apples Sold



= 10 Apples = 5 Apples



■ Strawberry ■ Toffee ■ Chocolate
■ Vanilla ■ Mint

Advantages and disadvantages of different types of Data

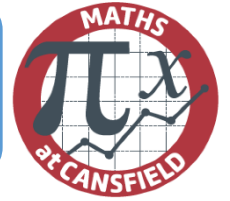
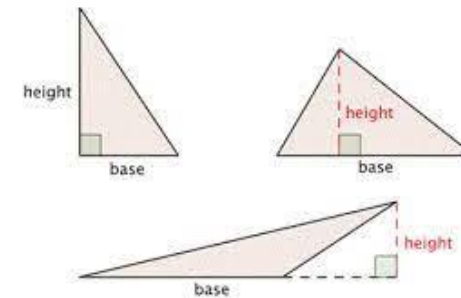
Pictogram: Attractive but not always easy to quantify

Bar/Vertical Line Charts: Easy to draw and can compare different classes but cant tell proportions

Perimeter and Area of a Triangle

Perimeter = all the sides added together

$$\text{Area} = \frac{1}{2} \times \text{base} \times \text{perpendicular height}$$



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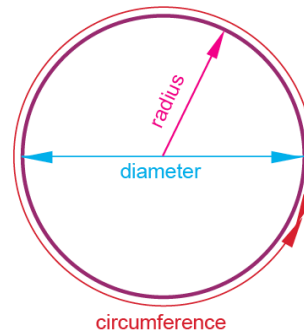


Circumference and Area of a Circle

The circumference is the key term for a perimeter of a circle.

$$\text{Circumference} = \pi \times \text{diameter}$$

$$\text{Area} = \pi \times \text{radius}^2$$

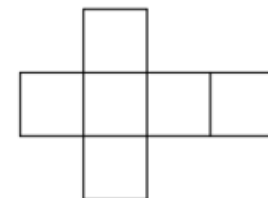


Nets of Cuboids and Cubes

The net of a 3D solid is a plane figure which can be folded to form the solid. A solid may have more than one net.

A net of a cube is made up of 6 congruent squares.

A net of a cuboid is made up of 3 sets of 2 congruent rectangles. There is more than one net.





Y7 English I.I

Greek myths *Shadow of the Minotaur*

What is a myth?

A traditional, typically ancient story dealing with supernatural beings, ancestors, or heroes. It will try to explain a belief in something. Usually the story will be only part-truth and part made up.

Myths were created by early civilisations to make sense of things happening in the natural world around them.

Combining Greek mythology with modern technology, *Shadow of the Minotaur* tells the story of fourteen year old Phoenix, the son of a computer geek who creates a virtual reality game that gets a bit too real. When playing the new virtual reality game that his dad is designing, Phoenix becomes Theseus, pursued by the Minotaur, becomes Perseus and confronts the Gorgon, and goes down into the underworld. The more he finds himself experimenting with his dad's new work project, 'The Legendeer' Phoenix and his dad find that this virtual reality becomes an actual reality with them literally being sucked into the game along with his best friend, Laura and his school bully, Steve Adams.

Characters and stories from Greek mythology explored in *Shadow of the Minotaur*

Theseus and the Minotaur	Because of a past wrong, Athens is forced to ship off young people to Crete every few years. There, boys and girls are devoured by the man-eating Minotaur, a monster with the head of a bull and the body of a man. Theseus, Prince of Athens, decides to put a stop to this and sails off to slay the beast. He promises his father, King Aegeus, that he'll change the black sail of the ship to white on his return journey to show that he survived. Theseus manages to slay the Minotaur with the help of the beautiful princess, Ariadne, whom he ends up marooning on an island on the way back to Greece. As Theseus approaches Athens, he's so full of himself that he forgets to change the sail of his ship to white. When Aegeus sees the black-sailed ship approaching, he assumes that Theseus is dead and hurls himself into what is now called the Aegean Sea. Theseus becomes the King of Athens, but loses his father in the process.
Pan	Pan is the god of the wild, shepherds and flocks, nature of mountain wilds, rustic music and companion of the nymphs. He has the hindquarters, legs, and horns of a goat, in the same manner as a faun or satyr.
Geek heritage	Phoenix's mother has Greek heritage and writes stories about traditional Greek mythology. Through the novel there are parallels drawn between Phoenix and his Uncle Andreas.

Key features of a myth

- Originally told in Ancient times- approximately 1500-3000 years ago
- Are passed down by oral tradition (by word of mouth) from generation to generation
- Contain good characters facing evil or tasks (quests) set by evil characters
- Often have unhappy endings or suddenly kill off one of the main protagonists
- Have some sort of message or discussion point to consider, but not a moral
- Some tell the stories of creation and how the world began; others are based partly on real events
- Tend to have mystical or fantastical creatures that are unknown to the human world
- Contain a multitude of heroes and heroines who overcome all obstacles in their way
- Have well-known objects or symbols repeatedly referred to: a box, a labyrinth, a set of wings and so on
- Contain Gods, Goddesses and supernatural forces beyond our world

Key Terms

1. Narrative
2. Character
3. Mythology
4. Protagonist
5. Moral





MIDDLE ENGLISH

In 1066, William, Duke of Normandy defeated Harold Godwinson, King of England at the Battle of Hastings and changed the face of the English Language. For the next 200 years, the French ruled England. French and Latin was used by those in power. This changed the English language.

Between 1066 and 1500, over 10,000 words came into the English language from French. This became known as Middle English because of the huge amount of changes in both spoken and written. By 1500, the English Language was beginning to look less like a strange language and more like the language we know today.



Some of the characters - pilgrims that are described - include:

- The Miller
- The Friar
- The Knight
- The Squire
- The Yeoman
- The Monk
- The Prioress
- The Nun's Priest
- The Wife of Bath

Geoffrey Chaucer was born about 1340 (in the reign of Edward III). He died on October 25, 1400, in the year after the accession of Henry IV and the death of Richard II. He had an interesting life as well as being a poet, he was, during his lifetime, a soldier, an astronomer, a M.P, a diplomat as well as an accounting executive. He is the first poet to be buried in Poets' Corner in Westminster Abbey. Chaucer is also the first writer to produce substantial works in a form of English that is recognisably the same language that we speak and write today. To many readers, Chaucer's English is still difficult to read.

What are 'The Canterbury Tales'?

- Chaucer wrote 'The Canterbury Tales' between 1387 and 1400 and they are recognised as his most celebrated work. They are also important because they brought the English Language into popular usage.
- The Tales are about a pilgrimage of a large group of people who are travelling from London to Canterbury to visit the grave of St Thomas Becket.
- The General Prologue to the tales explains how Chaucer found himself, one April day, in the company of a group of pilgrims. He describes each one and they are from many different backgrounds; they represent that part of society.
- Each pilgrim, as part of a storytelling competition to pass the time during the journey, tells a story with a moral message. There are 24 tales in all.
- Some of the tales can be seen as satire as Chaucer wrote sometimes of the flaws in medieval politics, religion and society. They give us an insight into medieval life and the concerns of that time.
- Most of the tales are written in verse though some are written in prose.
- The texts are written in Middle English but have been translated.

Key Terms

- 1.Satire
- 2.Prose
- 3.Morality
- 4.Personification
- 5.Prologue

Y7 English 2.1



Key Terms

1. **narrative:** noun – a spoken or written account of connected events; a story
2. **represent:** verb – to describe, portray or represent someone, a group of people, event or idea in a particular way depending on their viewpoint
3. **resolution:** noun – the conclusion of the story's plot. It's where any unanswered questions are answered
4. **morality:** noun – ideas concerning the difference between right and wrong.
5. **genre:** noun - a style, especially in the arts, that involves a particular set of characteristics

Fairy Tales – and their many forms

A **fairy tale** is a **narrative**, often intended for children, that features fanciful and wondrous characters such as elves, goblins, wizards, and even, but not necessarily, fairies. The term “fairy” tale seems to refer more to the **fantastic and magical setting** or **magical influences within a story**, rather than the presence of the character of a fairy within that story. Fairy tales are often **traditional**; many were passed down from story-teller to story-teller before being recorded in books.



The term “fairy tale” was developed when very old folktales were written down to entertain the European aristocracy (those with money and land). This began in the seventeenth century, starting with the publication of Charles Perrault’s *Histoires ou Contes du Temps passé*, - translated *Tales of Mother Goose*. This collection of stories—which included classics like *Sleeping Beauty*, *Cinderella*, *Little Red Riding Hood*, and *Puss in Boots*—was Perrault’s take on stories that had been passed down through word of mouth and he made them more appealing to his readers. The early fairy tales that were passed on by oral story tellers were dark and terrible, with plots not suitable for a young audience. As written versions were created, they included much happier endings.

In the 1800s, The Brothers Grimm, German siblings who also wanted to preserve fairy tales, published seven volumes with stories such as *Hansel and Gretel*, *Cinderella*, and *Rumpelstiltskin*, as well as many of the tales from *Mother Goose*. However, the Danish writer, Hans Christian Andersen, was instead creating original children’s literature instead of collecting folktales; he became very famous for fairy tales such as *The Little Mermaid*, *Thumbelina*, and *The Emperor’s New Clothes*.

Revolting Rhymes by Roald Dahl

This is his reimagining of traditional fairy tales as a series of rhyming poems with a twist. He began by reading a book of fairy tales and then, as this manuscript page shows, he copied down the main plot points of stories he thought he could adapt into a funny alternative version. Dahl twisted the endings of familiar fairy tales, leading to a gruesome end for his characters, such as when Jack’s greedy mother is eaten by the giant in *Jack and the Beanstalk*. The rhymes show the author's ability to write fun and accessible poetry with a dark comedic style.



SHAKESPEARE'S WORLD



Overview

- William Shakespeare (1564-1616) was a British playwright and poet (he wrote plays and poems).
- He is often considered to be the most talented writer of all time. His plays and poems are still studied and performed 400 years later!
- Shakespeare lived in the 16th and 17th centuries, throughout the reigns of Queen Elizabeth I and King James I. They are both known to have watched his plays.
- Some of his most famous plays include *Romeo and Juliet*, *Macbeth*, *Hamlet* and *Much Ado About Nothing*.
 - Some of the phrases that Shakespeare wrote have become a part of our everyday language!

The Globe Theatre

The Globe Theatre was a theatre in London most commonly associated with the famous playwright William Shakespeare. It was built in 1599 in on Maiden Lane in Southwark on the South side of the River Thames.

The Globe was an open-air amphitheatre and had a seating capacity of up to 3000 spectators. There were shelters over the seats and the stage, but the middle section was open to the sky. The sun was the only source of light – so plays were performed in the daytime instead of at night as they are now. No candles were used for lighting because the Globe was built using very flammable materials like wood and plaster, which meant it was vulnerable to fire.



Disaster struck the Globe in 1613. On 29 June, at a performance of Shakespeare's *Henry VIII*, some small cannons were fired. They didn't use cannon balls, but they did use gunpowder held down by wadding. A piece of burning wadding set fire to the thatch. The theatre burned down in about an hour.

Key Terms

1. Elizabethan
2. Soliloquy
3. Villains
4. Playwright
5. Rhetoric



A portrait thought to be of William Shakespeare, from around 1600.

William Shakespeare Timeline

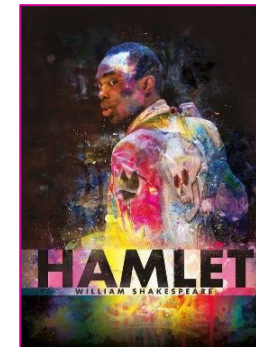
1564: Born in Stratford-upon-Avon	1582: Married Anne Hathaway.	1593: Shakespeare's first poems were published.	1594: Shakespeare's first plays were performed by Lord Chamberlain's men.	1599: The Globe Theatre was built in London.	1603: James I became King. Shakespeare's theatre group was renamed the 'King's Men.'	1609: Shakespeare's sonnets were published.	1611: He retired back to Stratford-upon-Avon.	1616: William Shakespeare died.
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Plot Summary:

1. The King of Denmark has died and his wife, Gertrude, has married his brother, Claudius. The king's son Hamlet has come home to Elsinore for his father's funeral.
2. Hamlet sees the ghost of his father. The ghost tells him that it was his brother Claudius, the new king, who killed him and commands Hamlet to get revenge.
3. Hamlet has been behaving strangely and Claudius asks Hamlet's childhood friends, Rosencrantz and Guildenstern, to find out why.
4. A group of travelling actors visit the castle and Hamlet asks them to perform a play about a man who murders a sleeping king, to see how Claudius reacts.
5. Hamlet tells his girlfriend Ophelia that he never loved her and then asks Gertrude how she can be happy when her husband has only just died.
6. The actors perform the story of the murder of a sleeping king and Claudius storms out. This confirms Hamlet's belief that Claudius killed his father.
7. Hamlet and his mother Gertrude argue about his behaviour. During their argument, Hamlet accidentally kills Polonius, Ophelia's father.
8. Hamlet will not tell anyone where Polonius' body is. Claudius sends him to England but he doesn't arrive.
9. Ophelia's brother, Laertes, comes home and finds Ophelia has gone mad with grief. She kills herself and Claudius and Laertes plot to murder Hamlet.
10. Hamlet agrees to fight Laertes. During the duel, Gertrude drinks poison and both Hamlet and Laertes are fatally wounded. Hamlet kills Claudius before he dies.

Claudius as a villain?

- Hamlet's major antagonist is a shrewd, lustful, conniving king who contrasts sharply with the other male characters in the play.
- Most of the other important men in Hamlet are preoccupied with ideas of justice, revenge, and moral balance. Claudius is bent upon maintaining his own power.
- Claudius is a corrupt politician whose main weapon is his ability to manipulate others through his skilful use of language.
- Claudius's speech is compared to poison being poured in the ear - the method he used to murder Hamlet's father.
- Claudius's love for Gertrude may be sincere, but it also seems likely that he married her as a strategic move, to help him win the throne away from Hamlet after the death of the king.
- As the play progresses, Claudius's mounting fear of Hamlet's insanity leads him to ever greater self-preoccupation; when Gertrude tells him that Hamlet has killed Polonius, Claudius does not remark that Gertrude might have been in danger, but only that he would have been in danger had he been in the room.
- He tells Laertes the same thing as he attempts to soothe the young man's anger after his father's death.
- Claudius is ultimately too crafty for his own good. In Act V, scene ii, rather than allowing Laertes only two methods of killing Hamlet, the sharpened sword and the poison on the blade, Claudius insists on a third, the poisoned goblet.
- When Gertrude inadvertently drinks the poison and dies, Hamlet is at last able to bring himself to kill Claudius, and the king is felled by his own cowardly scheming.



Amazing further revision material available from the **Royal Shakespeare Company:**



Key Terms

1. **Revenge**
2. **Corruption**
3. **Dilemma**
4. **Antagonist**
5. **Regicide**



Y7 English 3.2

MONTMORENCY

Victorian London: *Montmorency* is set in 1875, in Victorian London. The Victorian era was 1837 to 1901. We learn what life was like during that time from the lives of the novel's fictional characters.

Main characters:

- Montmorency and Scarper** – Partners in crime
- Joseph Bazalgette** – Based on a real historical character; he created a sewage system in London
- Doctor Fawcett** – Carries out operations on Montmorency's injuries to practise his skills
- Cissie** - The hotel manager's daughter who has romantic intentions towards Montmorency
- George Fox-Selwyn** – A wealthy aristocrat who becomes Montmorency's friend.
- Mrs Evan's and her daughter Vi** – Landladies in a poor part of London.
- Freakshow Frank** – Montmorency's prison friend

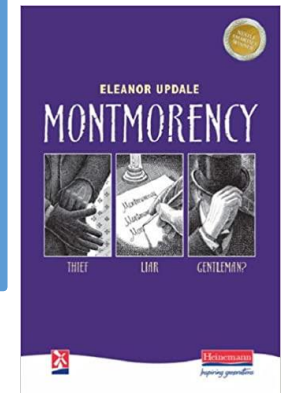
Plot information (without spoilers!)

The main character falls through a glass roof while fleeing from the police and goes to prison. Doctor Robert Fawcett, works on the criminal's wounds whilst he is in prison, hoping to prove himself as an accomplished doctor. The prisoner takes his name, 'Montmorency', from the bag he had when he was captured; he begins to craft a persona to match the name. During his sentence, Montmorency becomes a chief exhibit at the Scientific Society. It is here that he becomes familiar with Sir Joseph Bazalgette and his London sewer project. Montmorency begins to plan his future life of crime whilst he serves the rest of his sentence.

Social class

In Victorian times, society was strictly divided between the rich and poor. People were expected to 'know their place'.

Social problems: Poverty and lack of education made living conditions difficult for the poor. **Church and religion:** In Victorian times, Britain was overwhelmingly Christian. People were expected to follow Christian values and behave well, but this was difficult for those living in poverty because they needed to find ways to feed their families. **Health problems:** In Victorian London many people died from cholera because the drinking water was full of germs from the poor sewerage system. Joseph Bazalgette (who features in the fictional story of Montmorency) was an important historical figure who lived in the Victorian era. After the 'Great Stink' of 1858, he built the new sewerage system that improved the lives of many Londoners.



Key Terms



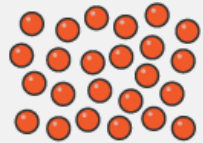
1. Duality
2. Perspective
3. Gentleman
4. Inventions
5. Society

Y7 Science I.1

States of Matter – SOLID

LIQUID

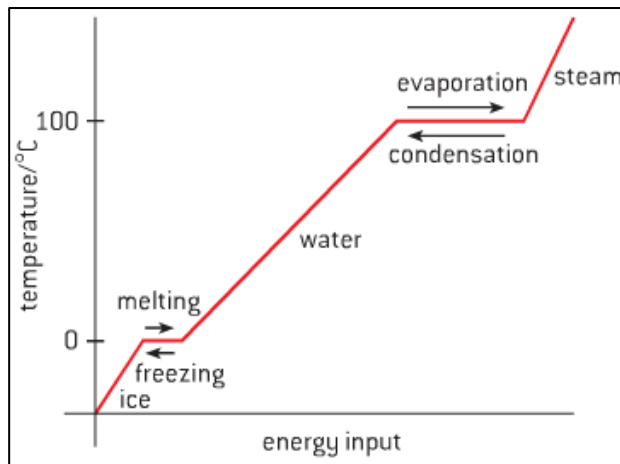
GAS

State	Solid	Liquid	Gas
Diagram			
Arrangement of particles	Regular arrangement	Randomly arranged	Randomly arranged
Movement of particles	Vibrate about a fixed position	Move around each other	Move quickly in all directions
Closeness of particles	Very close	Close	Far apart

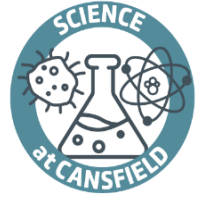
The particles should be the same in all 3 diagrams.

Changes of State

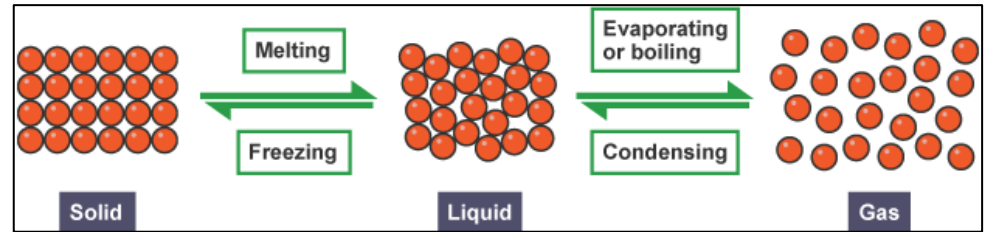
As a substance is heated it gains **energy**. When the particles gain enough energy they overcome the **forces** between them. Whilst a **change of state** is happening the **temperature** of the substance does not change. (flat line on graph)



Changes of State

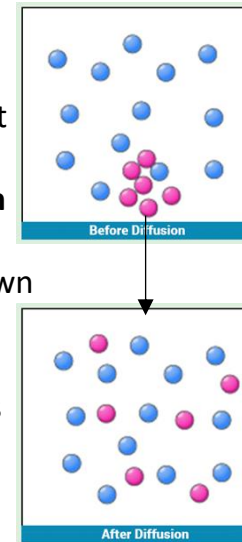


A change of state from a solid straight to a gas without melting is called **sublimation**.



Diffusion

Particles in a liquid or a gas **spread** out from an area of **high concentration** to an area of **low concentration**, down the concentration gradient, until the concentrations are equal.



The **higher** the concentration **gradient** the **faster** the rate of diffusion. The **higher** the **temperature** the **faster** the rate of diffusion.

Boiling happens at a specific temperature for a pure substance, this is known as its **boiling point**. The boiling point of pure water is **100 °C**. Evaporation is different from boiling as it happens over a range of temperatures.

Key Terms

1. diffusion
2. condensation
3. evaporation
4. temperature
5. boiling

Elements

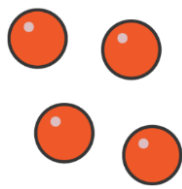
An element is a **pure** substance that cannot be broken down into any other substances. An element is made from just *one type of atom*, and examples include oxygen, hydrogen and iron. Some elements exist as individual atoms, but some exist as molecules.



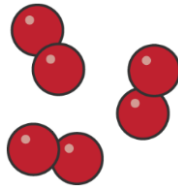
A solid element



A liquid element



A gaseous element



Molecules

The periodic table

There are 118 chemical elements. They are listed on the periodic table in a specific order based on the chemical and physical properties.

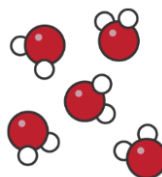
The periodic table can be divided into **metals** and **non-metals**. Metals are found on the left and in the middle, whereas non-metals are on the right. There is a zig-zag diagonal line dividing metals and non-metals in the periodic table.

Groups																		Periods																			
1		2												3	4	5	6	7	0																		
																		H																			He
Li		Be												B	C	N	O	F	Ne																		
Na		Mg												Al	Si	P	S	Cl	Ar																		
K		Ca	Sc	Ti	V	Cr	Mn	Fe	Co	Ni	Cu	Zn	Ga	Ge	As	Se	Br	Kr																			
Rb		Sr	Y	Zr	Nb	Mo	Tc	Ru	Rh	Pd	Ag	Cd	In	Sn	Sb	Te	I	Xe																			
Cs		Ba	La	Hf	Ta	W	Re	Os	Ir	Pt	Au	Hg	Tl	Pb	Bi	Po	At	Rn																			
Fr		Ra	Ac	Rf	Db	Sg	Bh	Hs	Mt	Ds	Rg	Cn	Nh	Fl	Mc	Lv	Ts	Og																			
Metals																				Non-metals																	

Compounds

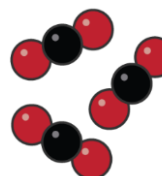
A compound is a **pure** substance that is made from more than one element. In a compound, elements are chemically bonded together, which makes it very difficult to separate them.

When a compound is made, the atoms of the elements bond together in a *fixed ratio*. This means that each compound can be represented by a chemical formula.



H₂O

Water molecules are made up of two elements - hydrogen (white atoms) and oxygen (red atoms). Water has a *specific ratio* of two hydrogen atoms to one oxygen atom.



CO₂

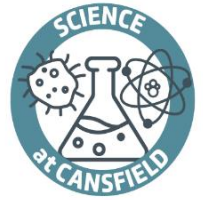
Carbon dioxide molecules are made up of two elements - carbon (black atoms) and oxygen (red atoms). Carbon dioxide has a *specific ratio* is one carbon atom to two oxygen atoms.

Key Terms

1. Element
2. Atom
3. Compound
4. Periodic
5. Trend

Y7 Science 2.1

Cells are the building blocks of life – they are the smallest units in an organism.



Key Words:

- Cell:** The unit of a living organism. Contains parts to carry out life processes.
- Uni-cellular:** Living things made up of one cell
- Multi-cellular:** Living things made up of many types of cells.
- Tissue:** Groups of cells of one type.
- Organ:** Group of different tissues working together to carry out a job.
- Diffusion:** Movement of particles from a place where they are high in concentration to a place where they are in a lower concentration.
- Structural Adaptations:** Special features to help a cell carry out its functions
- Cell membrane:** Surrounds the cell and controls movement of substances in and out.
- Nucleus:** Contains genetic material (DNA) which controls the cell's activities.
- Vacuole:** Area in a cell that contains liquid and can be used by plants to keep the cell rigid and store substances.
- Mitochondria:** Part of the cell where energy is released from food molecules.
- Cell wall:** Strengthens the cell, in plant cells it is made of cellulose.

Microscopes are used to observe and draw cells.

Actual image = image size ÷ magnification

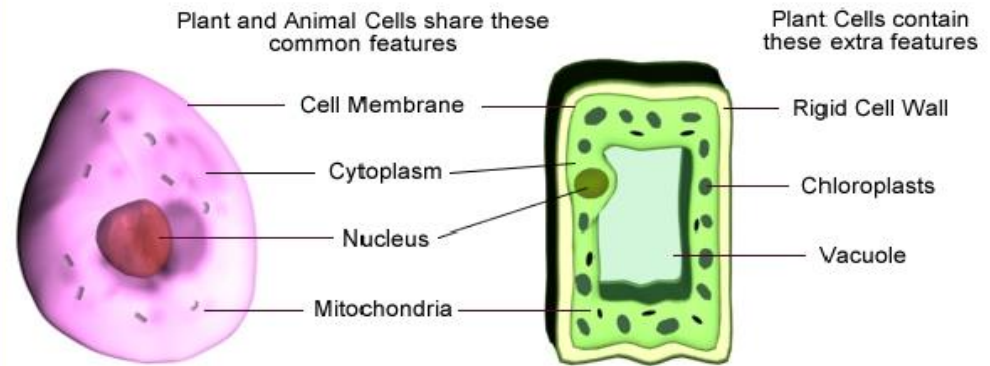
Magnification = image size ÷ actual image

Image size = actual image x magnification



Animal Cell

Plant Cell



Specialised cell: Has a particular shape and structure to carry out a specific job.

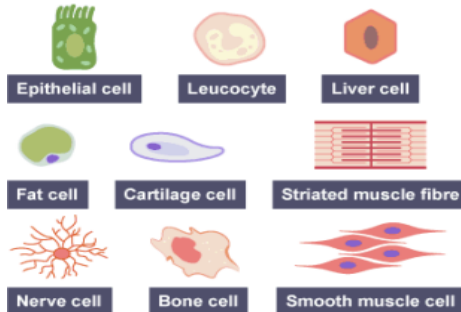
Sperm Cell: streamlined head and long tail. Contains lots of mitochondria to transfer energy.

Nerve Cell: Long and thin. Transmits electrical impulses over a distance.

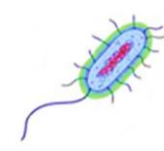
Red Blood Cell: Contains haemoglobin to transport oxygen. Disc-like shape to increase surface area.

Root hair cell: Long extension to increase surface area for water uptake by osmosis, thin cell wall.

Leaf Cell: Found at the top of the leaf and are packed with chloroplasts to maximise photosynthesis.



Uni-cellular organisms are adapted to carry out functions that in multicellular organisms are done by different types of cells.



Bacteria



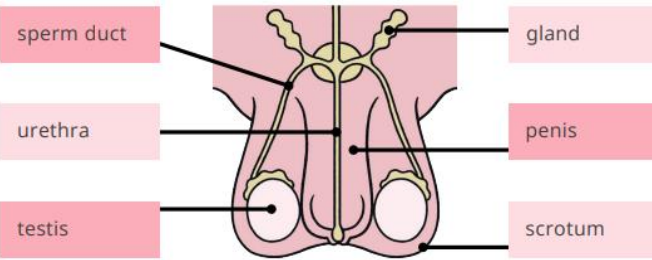
Paramecium

Key Terms

1. Cell
2. Specialised
3. Uni-cellular
4. Multi-cellular
5. Microscope

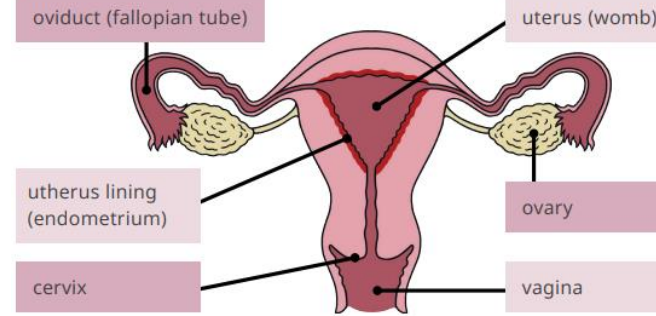
Y7 Science 2.2

Male reproductive system



Part	Function
Penis	Allows urine and semen to pass out of the male's body
Testis	Produces sperm cells and releases the male sex hormone testosterone
Urethra	A tube that carries urine and semen.
Scrotum	A bag of skin that contains the testes.
Gland	Produces fluids that mix with sperm cells to make semen.
Sperm duct	Carries sperm cells from the testes to the urethra

Female reproductive system



Part	Function
Vagina	A muscular tube that leads from the cervix to the outside of the body
Cervix	A ring of muscle at the entrance to the uterus. Keeps the baby in place during pregnancy.
Ovary	Contains hundreds of undeveloped egg cells (ova). Every month an egg cell matures and is released.
Oviduct	Carries egg cells from the ovaries to the uterus
Uterus lining	A blood-rich layer of tissue in which an embryo implants. This tissue is lost each month during menstruation (periods).

Puberty

Puberty is a time in a person's life when they become sexually mature. Puberty causes physical and emotional changes that affect males and females differently. These changes are caused by hormones. For example: growth of pubic hair, growth of underarm hair, mood changes, body odour becomes stronger and acne.

The menstrual cycle

The menstrual cycle is a process in the female reproductive system. The average length of the cycle is 28 days.



Day	Description
1-5	The uterus lining breaks down and passes out of the vagina. This is called menstruation or 'having a period'.
5-14	The uterus lining starts to build up again. An egg starts to mature in the ovary.
14	An egg cell is released from the ovary. This is called ovulation.
14-28	The uterus lining remains thick. During this time, the egg may be fertilised by a sperm cell.
28	If the egg cell is not fertilised by a sperm cell, the uterus lining begins to break down again, and the cycle repeats.

Key Terms

1. Puberty
2. Uterus
3. Oviduct
4. Scrotum
5. Testis

Y7 Science 3.1



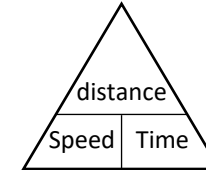
Keywords

Displacement	Distance moved in a given direction.
Directly proportional	When two variables are graphed and show a straight line which goes through the origin (0,0)
Newton	Unit for measuring forces (N).
Resultant force	A single force that has the same effect as all the forces acting on the object.
Friction	The force opposing the relative motion of two solid surfaces in contact.
Tension	Force extending or pulling apart.
Contact force	One that acts by direct contact.

Speed Equation

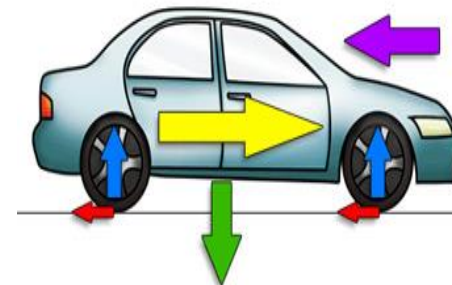
$$\text{Speed} = \text{distance} \div \text{time}$$

Term	Unit
Speed	Metres per second (m/s)
Distance	Metres (m)
Time	Seconds (s)



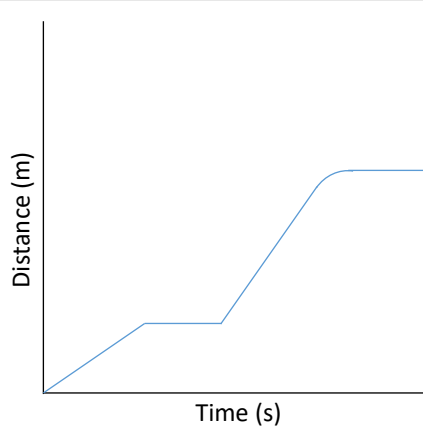
Drawing Force Diagrams

You can use arrows to show the size and direction of a force. Example:



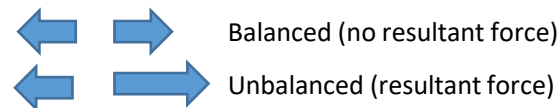
- **Weight**
- **Normal contact**
- **Driving force**
- **Friction**
- **Air resistance**

Distance – time graphs



Shape	Meaning
	Diagonal straight line means moving at a steady speed
	Shallow gradient means moving slower
	Steep gradient means moving faster
	Stationary (not moving)
	Decelerating (slowing down)
	Accelerating (speeding up)

Balanced and unbalanced forces



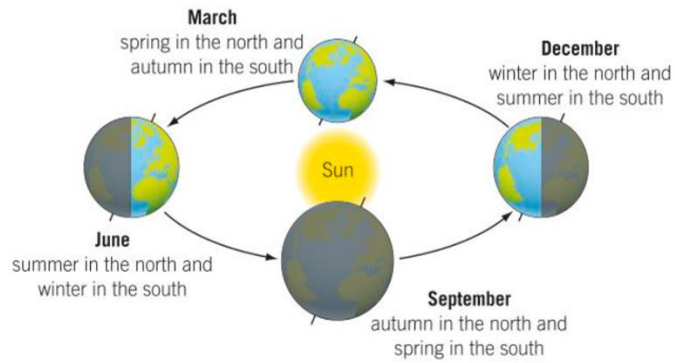
When there is no resultant force (Balanced forces) the object will remain stationary (still) if it's not moving or will continue at a steady speed if it is moving.

If there is a resultant force (unbalanced forces), the object will either accelerate (speed up) or decelerate (slow down).

Key Terms

1. Balanced
2. Unbalanced
3. Resultant force
4. Newtons
5. Accelerate

Y7 Science 3.2



The Earth orbits around the Sun once each year, which lasts approximately 365 days.

The Earth orbits the Sun, rotating, with an axis tilted by 23.4°, this angle creates the different seasons.

Mass	Weight
The amount of 'stuff' in an object.	The force acting on an object, due to gravity.
Never changes.	Changes depending on the gravitational field strength.
Measured in kilograms (Kg).	Measured in Newtons (N).
weight = mass x gravitational field strength	

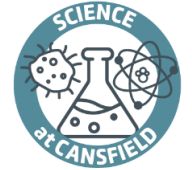


Object in the night sky	Description
The Moon	The Earth's only natural satellite.
Artificial satellite	Objects that orbit Earth. They are used for communications.
Exoplanets	Planets that orbit around stars outside our solar system.
Planet	Objects that orbit stars. There are 8 of these in our solar system.
Star	Large objects, like the sun, that give out heat and light.

Moon Phases

The Moon takes 27 days and 7 hours to orbit the Earth once. As the Moon moves, it looks different from the Earth. The changing shapes are called phases of the Moon.

This is our solar system
←



The big bang theory
The big bang theory is how astronomers explain the way the universe began. It is the idea that the universe began as just a single point, and then expanded and stretched to grow as large as it is right now. It is still stretching today.

3 possible outcomes of the universe:

1. The universe could carry on expanding forever.
2. The universe could slow its expansion.
3. The universe could slow the expansion and then contract again, resulting in a big crunch.

- Key Terms**
1. Mass
 2. Weight
 3. Planet
 4. Satellite
 5. Universe

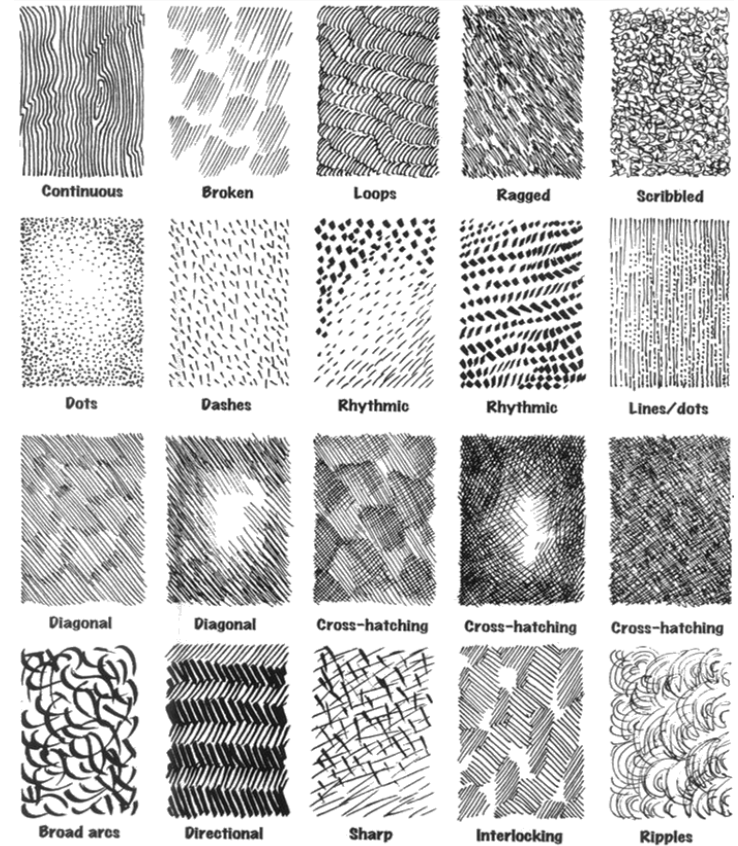
Y7 Art 1.1



Artists draw in many different ways and on the right, you can see examples of mark making and line and linear drawing. Below are three drawings by the Great British artist Henry Moore, his drawings of sheep are made up from different drawing techniques. How many different drawing skills can you see? Now practice your mark making and line and linear drawing by sketching the symbol of Cansfield, a lion. Watch the film below to help you produce your drawing.



Key essential drawing skills: Mark Making



- Key Terms**
1. Tonal Mark
 2. Making
 3. Values
 4. Blend
 5. Shading

Y7 Art 1.2

Colour Mixing Practice the skills!

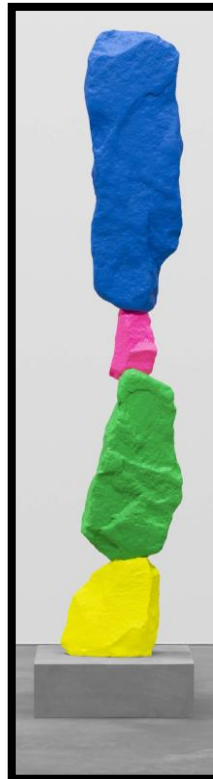
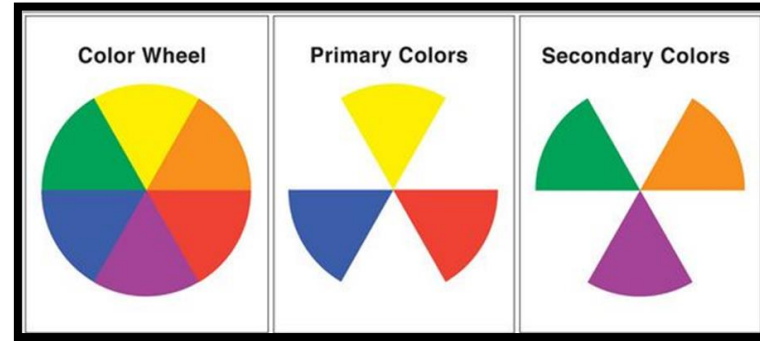
Using only the primary colours of red, blue & yellow (in paint or coloured pencils) can you make in the secondary colours? You will need to mix...

Red & yellow to make orange

Blue & yellow to make green

Red & blue to make purple

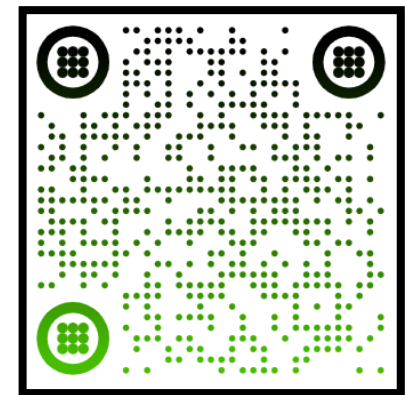
Task: Design a Ugo Rondinone inspired **Balanced** sculpture and within each shape aim to show the above **blending** to create a secondary colour.



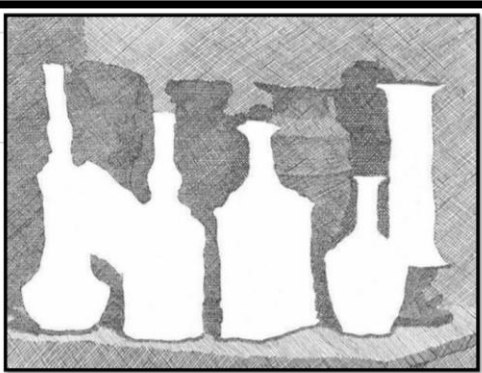
Ugo Rondinone
Liverpool Mountain
Tate

Key Words for this
Half Term

1. Sculptural
2. Balanced
3. Colour
4. Observation
5. Blending



Y7 Art 2.1 & 2.2

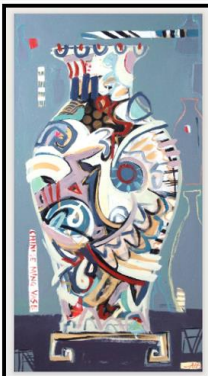


Task: Produce two still – life drawings of the work of the Italian artist Morandi – Focus on two skills 1. crosshatching 2. Positive and negative space. This work will form part of a sketchbook page for the next project entitled Vessels.

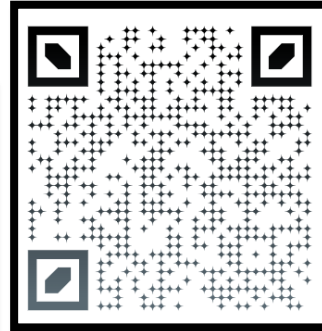
Morandi



Anna Hymas
Her work almost explodes with abstract pattern and colour, draw out your vessels and fill each shape with abstract colours and shapes based on the two vases above.



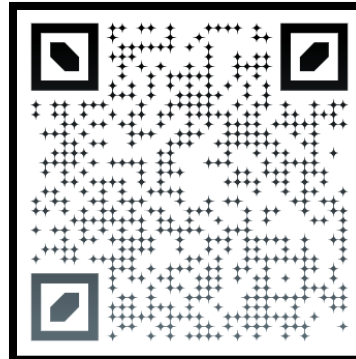
Helen Wells
Pattern is a key factor in the work of the artist and she uses a range of designs to fill each vessel with vibrant mark making outcomes. Apply the same process to your working outcomes.



Tutorial: How to draw a Vessel.



Tutorial: Draw like Morandi.



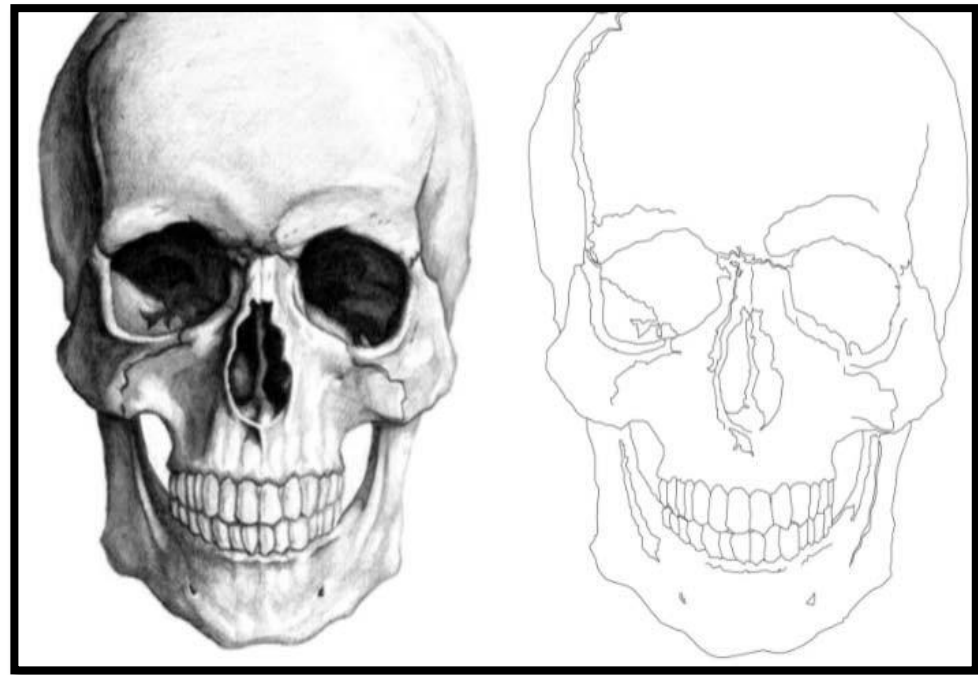
- Key Terms**
1. Vessel
 2. Composition
 3. Shape and Form
 4. Crosshatching
 5. Tonal



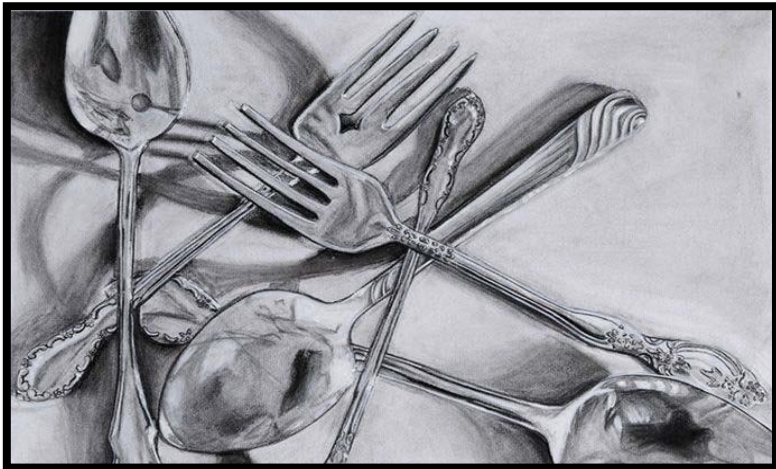
Y7 Art 3.1 & 3.2

Tonal Shading Cutlery

Watch and practice the technique.



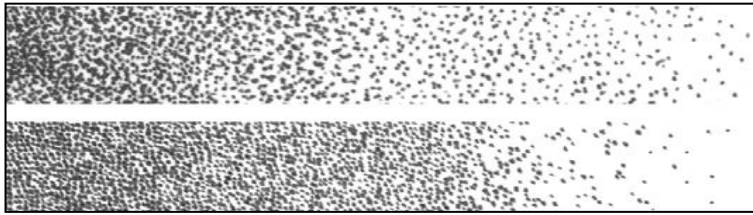
Task: Now draw the cutlery (below) using tone.



Task: Look at the tonal grid on the right and then draw the skull with the correct tonal values.

H	F	HB	B	2B	3B	4B	5B	6B	7B	8B	9B
← HARDER/LIGHTER						SOFTER/DARKER →					

RAPID FIRE



Task: Try going from light to dark using just dots.

- Key Terms**
1. Tonal Mark
 2. making
 3. Values
 4. Blend
 5. Shading

Y7 Food and Nutrition 1.1

Food Safety!

- ✓ Use the correct coloured chopping boards.
- ✓ Always use equipment safely and correctly.
- ✓ Ensure all food is cooked fully and to above 75°C.
- ✓ Store raw and cooked foods separately.
- ✓ Do not allow cross contamination to take place.



Personal Safety in the kitchen!

- ✓ Long hair must be tied back neatly.
- ✓ No jewellery to be worn.
- ✓ Aprons must be worn.
- ✓ No nail polish or false nails.
- ✓ Hands must be washed with antibacterial soap and hot water.



PREVENT CROSS CONTAMINATION	
Use the correct colour coded cutting boards & knives at all times	
RAW MEAT	
RAW FISH	
COOKED MEATS	
SALADS & FRUITS	
VEGETABLES	
DAIRY PRODUCTS	
ALLERGENS	

Food Safety Temperatures	
KEEP HOT FOODS HOT	
Cooking	≥ 75°C
Hot Display	≥ 63°C
Reheating	≥ 70°C
KEEP COLD FOODS COLD	
Food Deliveries	
Chilled Foods	≤ 5°C
Frozen Foods	≤ -18°C
Food Storage	
Chilled Foods	≤ 5°C
Frozen Foods	≤ -18°C
Cold Display	≤ 5°C

The Danger Zone

The temperature range within which the multiplication of most foodborne **pathogenic** bacteria is possible.

5°C to 63°C

Food hygiene



How to wash up

Wipe out the sink and rinse
Put the plug in.

Add some washing up liquid right under where the water is going to hit. About two teaspoons, the amount needed varies with the brand and the dish pan size. You're aiming for just enough soap to cause suds to cover the top of the water.

Fill the sink about 1/3 with bath temperature water. You want hot water, because hot water cuts oils.

Dish cloth - This is the traditional tool. They are good for wiping down counters, and you can use them to wash dishes

Tea towel - This is used to dry dishes.

Dish cloth



Tea towel



Key abbreviations: Weights and Measurements

L	Litres	
g	Grams	
ml	millilitres	1000ml = 1 litre
Kg	kilograms	1000g
Tbsp	tablespoons	15ml
Tsp	teaspoon	5ml
1pt	1 pint	568ml

Healthy Breakfast challenge!

A healthy breakfast is a great way to start any day and its recommended to help lead a healthier lifestyle. Proven to help your concentration at school and reduce snacking on unhealthy foods. Try scanning the QR code with healthy breakfast ideas and practice making a recipe at home.



Claw grip

Knife skills



Bridge hold

The Eat well guide



Key Terms

- 1 Cross Contamination
- 2 Food Hygiene
- 3 Bacteria
- 4 Food Poisoning
- 5 Kitchen Safety

Y7 Food and Nutrition

Food Safety 12!

- ✓ Use the correct coloured chopping boards.
- ✓ Always use equipment safely and correctly.
- ✓ Ensure all food is cooked fully and to above 75°C.
- ✓ Store raw and cooked foods separately.
- ✓ Do not allow cross contamination to take place.

Prevent Cross Contamination
Use the correct colour coded chopping boards and knives

	Raw meat foods only
	Raw fish foods only
	Raw unwashed Vegetables, fruit and salad only
	Cooked meat foods only
	Washed Vegetables, fruit and salad only
	Bakery and dairy products only

The bridge hold and claw grip should be used when cutting food to avoid harm.

Bridge hold



Claw grip



Basic cooking skills are required to make a dish.

Grate Knead Peel Rub-in



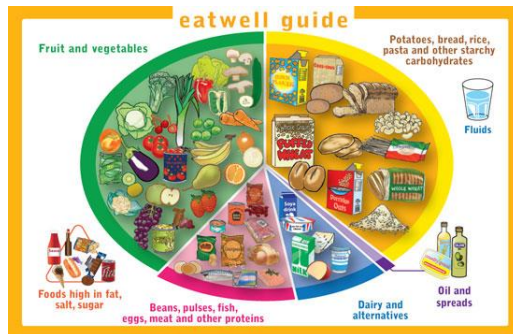
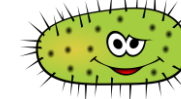
Measure/weigh

Roll-out



High risk food

Bacteria easily multiply on foods known as 'high-risk food'. These are often high in protein or fat, such as cooked meat and fish, dairy foods and eggs. Cooked pasta and rice are also regarded as high risk foods if they are not cooled quickly after cooking and stored below 5°C.



eatwell 8 TIPS for HEALTHY EATING

- 1 Base your meals on starchy foods
- 2 Eat lots of fruit and veg
- 3 Eat more fish – including a portion of oily fish each week
- 4 Cut down on saturated fat and sugar
- 5 Eat less salt – no more than 6g a day for adults
- 6 Get active and try to be a healthy weight
- 7 Drink plenty of water
- 8 Don't skip breakfast

8 tips for healthy living.



The Eatwell Guide

Comprises 5 main food groups.

- ✓ Is suitable for most people over 2 years of age.
- ✓ Shows the proportions in which different groups of foods are needed in order to have a well-balanced and healthy diet.
- ✓ Shows proportions representative of food eaten over a day or more.



Personal Safety in the kitchen!

- ✓ Long hair must be tied back neatly.
- ✓ No jewellery to be worn.
- ✓ Aprons must be worn.
- ✓ Hands must be washed and dried with paper towels.



Key Terms

- 1 cross contamination
- 2 food hygiene
- 3 Eatwell Guide
- 4 high risk food
- 5 kitchen safety

Y7 Food and Nutrition 2.1

Why are fruit and vegetables so important?

- They keep us healthy
- Contain many vitamins and minerals
- For a strong immune system
- High in fibre
- Low in fat
- Low in calories
- High water content
- Good for weight loss



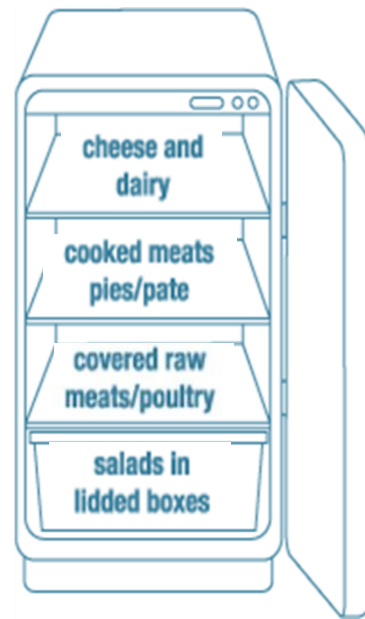
Ways to eat more fruit and vegetables:

- Hidden vegetables e.g. grate them into a lasagne
- Have a well stocked fruit bowl
- Bulk up meals with vegetables
- Add salad to sandwich
- Add fruit to cereals
- "Meatless Monday" - less meat, more vegetables!



To prevent cross contamination (the spreading of bacteria), foods must be stored separately.

Follow the rules of food storage within a fridge:



Carbohydrates



Beans, pulses, fish, eggs, meat and other proteins

Fibre and water

Fibre is found in foods that come from plants. Fibre keeps our digestive system healthy by absorbing water and speeding up removal of waste. It prevents:

- Weight gain
- Constipation
- Diverticulitis
- Piles
- Bowel cancer
- Heart disease
- Diabetes



30g a day



What is sugar?



Key Terms

1. Fibre
2. Cross contamination
3. Diabetes
4. Obesity
5. Omega - 3



Y7 Food and Nutrition 2.2

Dairy and alternatives

- Milk and dairy products are good sources of **protein**, and a wide range of **vitamins** and **minerals**.
- If choosing dairy alternatives, go for those **fortified** with calcium and other vitamins and minerals where possible.
- We should choose **lower fat and sugar** options where possible – use food labels to help you!
- Butter, cream and ice cream are **not** included in this group as they are high in saturated fat.



Dairy & alternatives



Top tips

Try a glass of low-fat milk after exercising – you will benefit from rehydration and the protein found in milk.

Add fruit to low-fat plain yogurt, as a dessert or snack.

Grate hard cheeses, such as cheddar, to avoid using more than you need!

Swap whole milk for skimmed or semi-skimmed milk (only adults and children over the age of 2 years).

For older adults with a poor appetite, try fortifying a pint of whole milk with 2-4 heaped tablespoons of dried skimmed milk powder.

Fats and Oils

We all need some fats in our diet to stay healthy. They provide energy and some vitamins. Eating too much or the wrong types of fat, can be unhealthy.

Fats can be broken down into three main groups:

- Saturated fats
- Unsaturated fats, and
- Trans fats.

Eating too much saturated and trans fat puts us at risk of heart disease, so use as little as possible. Unsaturated fats are best for heart health, so choose these more often. Remember it is best to use fats in very small amounts, even unsaturated fat.



Fats and oils

Too much fat is bad for you, but so is not enough.

Source

Saturated Fats
(From Animal sources. They are also called unhealthy fats. They are generally solid at room temperature)
Sausages / Bacon / Lard / Dairy

Unsaturated Fats
(These are healthier. They are often liquid at room temperature.)
Monounsaturated fats – olive oil / avocados
Polyunsaturated fats – sunflower oil / seeds

Omega-3. These are Polyunsaturated and called “healthy” fats as your body needs them but can’t make them. They are good for your heart.
– Oily fish / Nuts / Seeds

Function
Energy
Warmth
Protection of organs
Source of fat soluble vitamins
Hormone production

Dietary Reference Values	Too much	Not enough
DRI		
	Men	Women
Total fat	95g	70g
Sat fat	30g	20g

Obesity
Heart disease
Type 2 diabetes
Stroke
Cancer

Vitamin deficiency (fat soluble)
Unprotected organs



Key Terms

1. Dairy
2. Calcium
3. Unsaturated
4. Saturated
5. Vitamins

Y7 Food and Nutrition 3.1

Micronutrients

Needed in small amounts to help the body to function properly

Vitamin	Sources	Function
Vitamin A	Fish, eggs, oranges	Helps us to see well
Vitamin C	Oranges, tomatoes, vegetables	Helps to heal cuts, helps the immune system.
Vitamin D	Eggs, the sun	Helps our bones to grow
12 B Vitamins	Cereals, meat, fish	Helps to keep us healthy

Mineral	Sources	Function
Iron	Red meat, spinach, beans and lentils	Helps our red blood cells carry oxygen so that we are not anaemic.
Calcium	Milk, cheese and some cereals	Help us to have strong bones and teeth.



What are vitamins & minerals?



Key Terms

1. Iron
2. Calcium
3. Micronutrients
4. Vitamin
5. Mineral

Y7 Food and Nutrition 3.2

Appearance		Aroma		Flavour		Texture	
Appetising	Heavy	Acidic	Acidic	Nutritious	Bouncy	Mushy	
Attractive	Hot	Acrid	Aftertaste	Nutty	Brittle	Open texture	
Bright	Limp	Aromatic	Bland	Plain	Bubbly	Pulpy	
Browned	Lumpy	Bitter	Bland	Rancid	Chewy	Powdery	
Bubbly	Mediocre	Bland	Burnt	Rich	Chunky	Rubbery	
Cheap	Moist	Burnt	Buttery	Salty	Clammy	Runny	
Chunky	Mottled	Cheesy	Cheesy	Savoury	Close consistency	Sandy	
Clear	Mushy	Citrus	Citrus	Sharp	Coarse	Short	
Cloudy	Nutritious	Fatty	Cool	Sickly	Crispy	Slimy	
Coarse	Opaque	Floral	Creamy	Sour	Dry	Smooth	
Colourful	Plain	Fragrant	Dry	Spicy	Crunchy	Soft	
Colourless	Powdery	Fresh	Fatty	Stale	Crystalline	Soggy	
Crisp	Pretty	Lemony	Flavoursome	Strong	Dry	Spongy	
Crumbly	Risen	Mild	Fresh	Sweet	Elastic	Springy	
Crystalline	Runny	Minty	Fruity	Tainted	Effervescent	Sticky	
Delicate	Shiny	Musty	Heavy	Tangy	Fibrous	Stiff	
Dry	Sloppy	Perfumed	Hot	Tart	Firm	Stodgy	
Dull	Smooth	Piquant	Light	Tasteless	Fizzy	Stretchy	
Expensive	Soggy	Pungent	Meaty	Tasty	Flaky	Stringy	
Fancy	Solid	Rancid	Mediocre	Undercooked	Fluffy	Syrupy	
Fattening	Sticky	Rotten	Metallic	Warm	Foamy	Tacky	
Fine dining	Stringy	Savoury	Mild	Weak	Gooey	Tender	
Firm	Syrupy	Scented	Minty	Zesty	Greasy	Thick	
Flaky	Tasty	Sickly			Gritty	Thin	
Flat	Translucent	Spicy			Hard	Tough	
Fluffy	Unhealthy	Strong			Hot	Treacher	
Foamy	Upmarket	Sweet			Juicy	Watery	
Fragile	Value for money	Tainted			Light	Warm	
Fresh	Visual	Tart			Lumpy	Waxy	
Glossy	consistency:	Weak			Moist		
Golden	Thick, Watery	Zesty					
Greasy	Lumpy						
Grainy	Wet						
Hard							
Healthy							

Highlight the words you have used from the word bank. 1 word = 1 merit!

Sensory Analysis

Name of dish: _____

Ingredients used and amount (g) (ml):

Skills I have used and examples (e.g. boiling, steaming, baking, frying etc ...):

On the radar chart, below, mark your dish out of 5 for each of the criteria. 1 = bad 5 = excellent

Positives

Negatives

To improve next time I could ...

Gluten-Free

What is Gluten?

Gluten is a protein found in grains such as:

WHEAT BARLEY RYE

Who should avoid eating gluten?

People with:

- Celiac Disease**
- Gluten Intolerant
- Wheat-Gluten Allergies
- Other Autoimmune Diseases

What is Celiac?

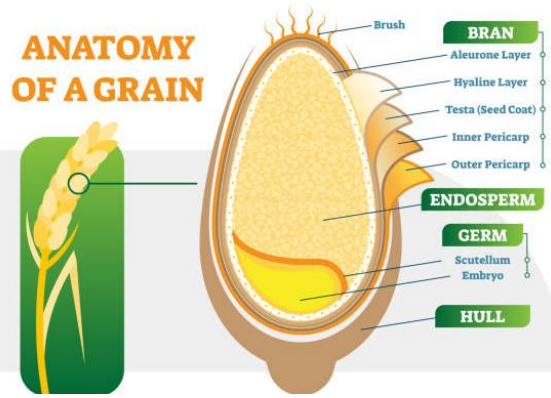
Celiac disease ** is a condition in which gluten damages the lining in the small intestine and keeps certain foods from being used or absorbed by the body.

Gluten-Free Foods:

- Fruits and Vegetables
- Legumes and nuts
- All plain meat, poultry, fish and eggs. (No breading or gravies)
- Milk, butter, margarine, cheese and plain yogurt.
- Corn, rice, quinoa, and soy
- Gluten-free oats, hominy and buckwheat

Is Gluten-Free Healthier?

The fact is many foods which are gluten-free are not enriched with essential vitamins and minerals. Reducing foods high in saturated, trans fat, sodium, and added sugar is the best option for a healthier you!



What are the different types of flour?

Common Flour Varieties from the spruce

All-purpose: can be used with a wide variety of products

Unbleached: good choice for those concerned with flavor purity or exposure to chemicals

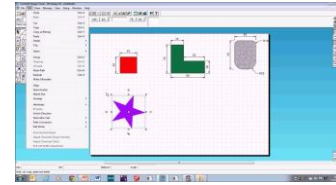
Bread flour: results in a nice, chewy texture

Cake flour: creates a softer, more delicate crumb

Whole wheat: results in heavier, denser bread than all-purpose flour

Self-rising: mainly used to make biscuits and other quick breads

Y7 DTI Key Terms – Unit I



Keyword	Definition
Polymers	Polymers are large macromolecules formed by the repetition of smaller units called monomers and are used in the production of plastics.
Eco-Design	This is a design that includes features that make the product more sustainable to help preserve the environment.
Ecological Footprint	A Measure of how much of the environments resources is used. Everyone has an eco-footprint. In DT we often look at the eco foot print of a product by measuring the amount of natural resources needed to produce, transport and sell a product.
Single Use Plastics	A type of plastic that is made with the intention of being used once and then to be thrown away. E.g. A plastic party cup.
Microplastics	Microplastics are very small amounts of plastics
Non-Renewable	Natural resources that cannot be readily replaced by natural means. Not sustainable to the environment.
Thermoplastic	These are plastics which will soften when heated and can be reshaped.
Thermosetting Plastic	Thermosetting plastics are plastics that do not soften when heated. They are used when resistance to heat is important (e.g. kettles, plugs, laptop chargers etc)
Prototype	the first example of something, such as a machine or other industrial product, from which all later forms are developed.
Design Brief	A design brief is the statement a client gives to a designer outlining what they want their product to be like
Design Specification	A design specification is a list of criteria a product needs to address. Using the brief as a starting point for research, a specification can be written when more facts are known

Y7 Design Technology: Precious Plastics Unit I



What are the 6's of sustainability?

The 6 Rs

It is important for designers to minimise the impact their product will have on the environment:

Repair - Can the product be fixed instead of throwing it away into **landfill**?

Repairing a washing machine can cost a lot less than buying a new one.

Reuse - Can the product be passed on or its life extended by using it repeatedly? Reusable carrier bags from the supermarket are a good example.

Recycle - Can materials such as metal, plastic and glass be collected and converted? Plastic bottles can be shredded into pellets to make new plastic bottles.

Rethink - Can the design be remade using a different material? Using a quick-growing, renewable material such as cotton or bamboo would be better than a non-renewable plastic-based fabric such as polyester.

Reduce - Are there products that last longer or can be recharged? Can the miles the product has to travel be cut? Or could **rechargeable batteries** or locally-sourced products be used?

Refuse - Thinking twice before buying a product with wasteful packaging or a large carbon footprint.

Eco design is a way of looking at design with a particular focus on the environmental impacts of the product during its whole lifecycle.

Eco design is a growing accountability and understanding of our ecological footprint on the planet

Climate change

Climate change is the long-term shift in average weather patterns across the world. Since the mid-1800s, humans have contributed to the release of carbon dioxide and other greenhouse gases into the air. This causes global temperatures to rise, resulting in long-term changes to the climate.

Product Lifecycle.

Sometimes referred to as 'Cradle to grave' The cradle to grave concept or looking at a product's life cycle is related to assessing the environmental impacts of the product with all stages of its life.

So, from raw material extraction through material processing, manufacture, distribution, use, repair and maintenance, and disposal or recycling.



Assessing a product's life cycle can help avoid a narrow outlook on environmental concerns by making the designer more aware what affects each stage is having on the environment.



The number tell us what type of plastic this is.
This symbol means the plastic can be recycled.



Useful Websites:



Y7 DT: Unit I

Useful Websites:



Design brief

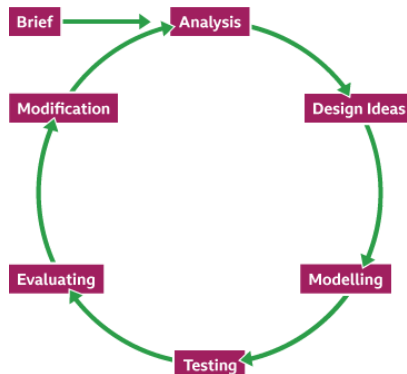
is the statement a client gives to a designer outlining what they want their product to be like, eg 'Design a drinks bottle holder for use while riding a bicycle'. The designer could also produce a brief on behalf of the client, as the client might have a problem but not know how to proceed.



Analysis and **evaluation** are a crucial part in the design process as they can highlight any modifications that need to be made at the next stage. It is also a valuable point at which to consider the product against the original design specification and ensure the user's needs are met. Modifications will always be made according to the design brief, specification and user needs so that their ideas can be developed into successful products

Prototypes

Prototypes can be full-size, working models of a product, and are the next stage of development after modelling. They are often made from the same material as the product and often have fully functioning parts. Prototyping is expensive, so a product needs to have already been modelled and tested.



Vocabulary

1. Design brief
2. Design specification
3. Research
4. Manufacture
5. Target customer
6. Function
7. Analysis
8. Prototypes
9. Product analysis- ACCESSFM
10. Evaluation
11. Mood board
12. Client
13. Iterative design
14. Modifications
15. Designer
16. Health and safety

Plastic Recycling Symbol	Plastic Name	Where to Find This Plastic in Your Home	This Plastic is Valued For
PETE	Polyethylene Terephthalate	water and soda bottles	clarity strength impermeability to gas and moisture
HDPE	High Density Polyethylene	milk jugs, grocery bags and toiletry bottles	stiffness strength resistance to moisture permeability to gas
PVC	Polyvinyl Chloride	water pipes, blister packaging for non-food items	strength ease of blending with other materials versatility
LDPE	Low-density Polyethylene	food bags, squeezable bottles, cling films, disposable cups	flexibility ease of processing ease of sealing barrier to moisture
PP	Polypropylene	microwaveable containers, yogurt cups, disposable plates / cups	strength resistance to heat, chemicals, oils and moisture
PS	Polystyrene	disposable plates, cups, cutlery, containers and packing peanuts	clarity versatility molding ease
OTHER	Other (often Polycarbonate or ABS)	beverage bottles, CD's, lenses for glasses, riot shields	properties dependent upon the mixture of polymers may contain BPA

Y7 DT Key Terms – Unit 2



Keyword	Definition
Typography	Typography is the style or appearance of text.
Typeface	In typography, a typeface (also known as font family) is a set of one or more fonts each composed of glyphs that share common design features.
Serif	A serif font is a font style that has small flicks or accents on the ends of the letterforms. They are often used for newspapers or more formal documentation.
Sans Serif	Sans means without serif. This means the letters do not include flicks like the font I am using now. These types of fonts are better for digital design.
Display Font	A display font is a decorative font. Displays fonts are often used for headings or subtitles to catch a reader's attention.
Hierarchy	Hierarchy is used to guide the reader's eye to whatever is most important. In other words, it shows them where to begin and where to go next using different levels of emphasis.
Leading	Leading (rhymes with wedding) is the space between lines of text, also known as line spacing.
Kerning	Kerning is the space between specific characters. Unlike tracking, it varies over the course of the word because each letter fits together differently.
Tracking	Tracking is the overall space between characters, sometimes called character spacing. Most programs let you condense or expand this depending on your needs.
CAD	CAD stands for Computer aided manufacture. This is where computers are used to design. Examples of CAD software are 2D Design, Tinker CAD and Fusion 360
CAM	CAM stands for computer aided manufacture. This is where CAD files are used to make a product. Examples of CAM machinery are laser cutters, 3D printers, CNC machines.

Y7 Design Technology: Unit 2

Useful Websites:



CAD and CAM

Computer aided design (CAD) is the use of computer software to design new products in 3D. This enables businesses to visualise new designs in a variety of materials and send images around the world for collaboration and consultation. Once production is finalised, these designs are sent to computer aided manufacture (CAM) machines to be formed.

By using **computer aided manufacture (CAM)**, designs can be sent to CAM machines such as laser cutters, 3D printers and milling machines.

Typography

Typography is all about the appearance of words. Just choosing a font is not always enough to attract attention. Graphic designers need to choose the fonts, the sizes and weight, the colours and even the space around the text.

Serif fonts like Times New Roman have a fine detail at the end of the letters where the thickness of the line changes to become thinner. A **sans serif** font like Arial has lines of the same thickness and can be considered easier to read.

Career Link:

Graphic designers, create eye-catching visuals for a variety of products and activities, such as:

- websites
- advertising
- books and magazines
- posters
- computer games
- product packaging
- exhibitions and displays
- corporate communications
- corporate identity



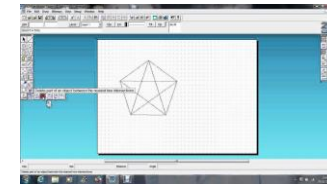
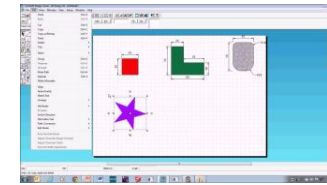
Find out more about a graphics designers job by scanning the QR code.

What is a logo?

A **logo** is a graphic mark or symbol which are mostly used by companies and organisations to help develop a brand and helps people recognise the company instantly. Logos can be developed from simple images or the company name.



2D Design software



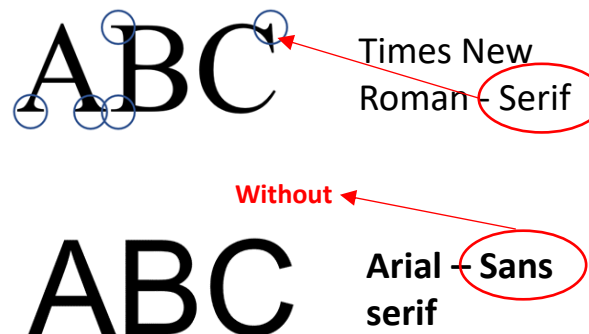
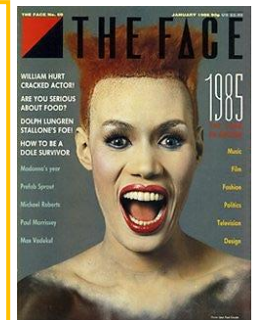
Laser cutter

Famous Graphic designers.

Neville Brody is a British Graphic Designer, Typographer and Art Director currently working in his own design practice called Research Studios.

He may be best known for his work on 'The Face' magazine and various album covers, but he's also a leading typographer and internationally recognised brand strategist.

Saul Bass was an American graphic designer and filmmaker- he is well know for some of his logo designs like the ones below.



Y7 Design Technology Unit 2

Useful websites:



Example of laser cut acrylic signs.



A **design specification** is a list of criteria your product needs to address. Using the brief as a starting point for research, a specification can be written when more facts are known. Information needs to be found through **research**. The statements need to be technical, measurable and justified as this then allows them to be used to evaluate the success of the prototype as it is being designed, developed and manufactured through the **iterative design** process.

Design specifications should consider:

- **form** - the way that something looks, also called **aesthetics**
- **function** - what the product will do
- user requirements - **what the user needs from the product**
- **performance requirements**
- **material and component requirements** - what the product should be made from and the components needed to ensure it functions correctly
- **scale of production** - how the product is to be manufactured
- **cost** - affordability, value and profit margins
- **maintenance** - how the product will be maintained to ensure continued use
- **sustainability** - **minimising the impact on the environment**

Materials- plastics

Materials can be selected based upon their **working properties**. It is important to know and understand which materials can be used for a specific purpose:

- How do they look?
- What are they commonly used for?
- How can they be manufactured?
- How do they perform in use?
- What makes them unique - are they the most **durable**, the lightest etc.?
- Most **polymers** are **synthetic**, meaning they are man-made and have been designed by **chemical engineers**. Different polymers are created all the time so that the demands of the **consumer** can be met.

Polymers fall into two categories:
thermosetting plastic or **thermoset**
thermoforming plastic or **thermoplastic**

‘Thermo’ indicates that heat will be involved in the way the polymer is shaped, and ‘set’ means that once the polymer has been set in that shape using heat it cannot be changed. Applying more heat would burn the polymer.

Thermoforming plastic, however, can be heated and shaped, then reheated and shaped again. These polymers are also often referred to simply as ‘thermoplastics’.

Vocabulary

1. Laser cutter
2. Cut and etch
3. Product specification
4. Acrylic
5. Thermoplastic
6. Thermosetting Plastic



Setting up the laser

Once you have exported your file across to the laser as a **DXF file**, you will need to set up the laser.

Points to remember:

- Make sure the extraction is turned on
- Make sure the laser bed is clear from any materials from previous use
- Check your materials settings are correct
- Make sure you set the origin and media to make maximum use of your material

Y7 Computing I.2

Useful Websites:



What is Decomposition?

Decomposition is the breaking down of a system into smaller parts that are easier to understand and program.

What are algorithms?

An algorithm is a set of step by step instructions to resolve a problem.

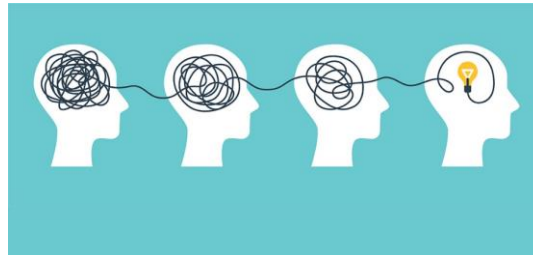


What is Abstraction?

Abstraction is the process of ignoring the characteristics of patterns that we don't need in order to concentrate on those we do.

What is Pseudocode?

Pseudocode is a plain language description of the steps in an algorithm.



Key Terms

1. Decomposition
2. Abstraction
3. Algorithms
4. Pseudocode
5. Pattern Recognition



Y7 Computing 2.1



Useful Websites:



SEARCHING THE WEB

- Use **KEYWORDS** to narrow down your search.
- Use **BOOLEAN OPERATORS** such as **AND**, **NOT**, **OR** and **–**.
- Use **ADVANCED SEARCH** to find specific information.
- Use **QUOTE MARKS** (" ") to find specific phrases.

DON'T TRUST everything you read online.

PASSWORD TIPS

- Use 8 or more characters.
- Use a mixture of characters, number and symbols
- Use something only **YOU** will know.
- Never leave your password written down.
- Do not use the same password for multiple websites.

Key Terms

1. File Extension
2. Cyber Bullying
3. Identity Theft
4. Phishing
5. Virus
6. Search Engine



Y7 Computing 2.2



Useful Websites:



Key Terms

1. Hardware
2. Software
3. Binary
4. Bits
5. Bytes

What is hardware?

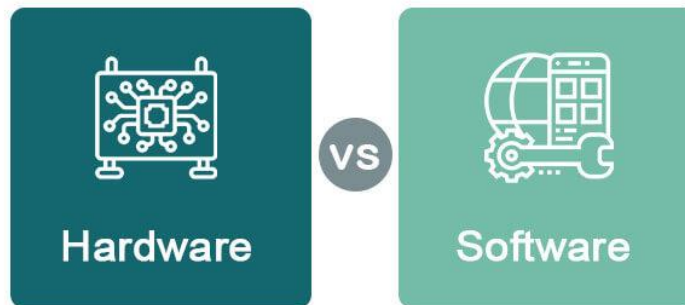
Computer hardware includes the physical parts of a computer such as a monitor and keyboard.

What is Binary?

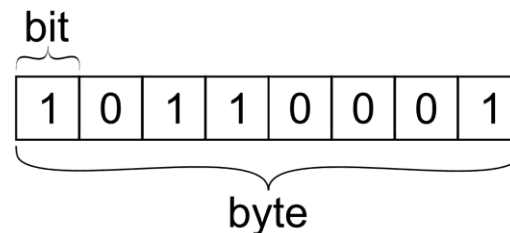
Binary describes a numbering system used in computers in which there are only two possible values for each digit 0 or 1.

What is software?

Software is a set of computer programs and associated documentation and data.



Decimal	Binary
0	0000
1	0001
2	0010
3	0011
4	0100
5	0101
6	0110
7	0111
8	1000
9	1001



Y7 Computing 3.1



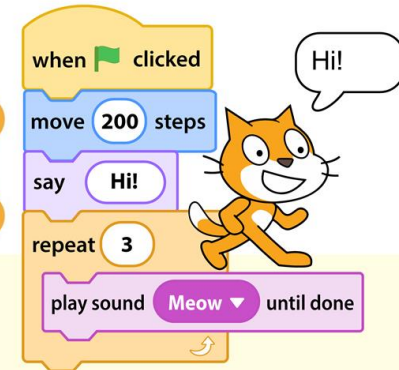
Useful Websites



Sequence: One of the three basic programming constructs. Instructions that are carried one after the other in order.

Selection: One of the three basic programming constructs. Instructions that can evaluate a Boolean expression and branch off to one or more alternative paths.

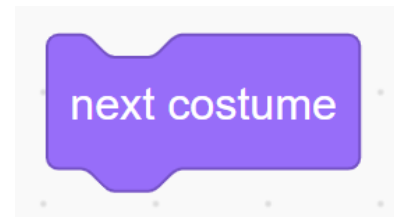
Variable: A value that can change depending on conditions or information passed to the program.



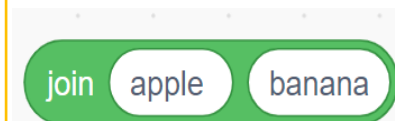
Control Block:



Look Block:



Operator Block:



Key Terms

1. Sequence
2. Selection
3. Iteration
4. Variable
5. List

Y7 Computing 3.2



Useful Websites:

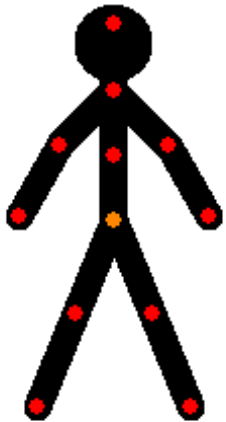
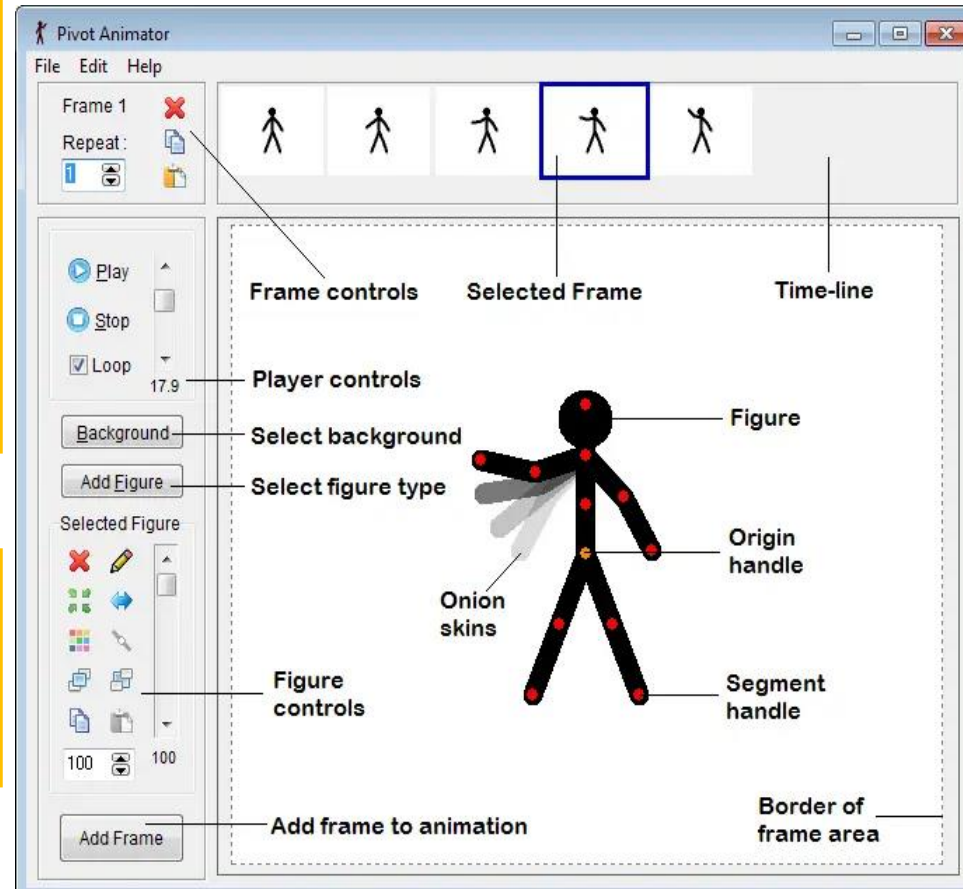


What is Pivot Animator?

Pivot Animator is a application that allows users to create stick-figure and sprite animations, and save them in the animated GIF format for use on web pages and the AVI format.

What is AVI?

AVI stands for Audio Video Interleave and is a file type used to save animations.



Key Terms

1. Animation
2. Stick Figure
3. Interface
4. Sprite Animations
5. AVI
6. Figure Type

Y7 Geography I.I

Key Terms...

Physical – Natural features (e.g. river lakes mountain)

Human – Human activity affects the earth's surface (e.g. buildings, landmarks, cities)

Relief – The height and shape of the land

Grid References – Identifies a location on a map using gridlines

Scale – Ratio between distance on a map and distance on the ground

Latitude – Distance from the equator

Altitude – Height of the land

Prevailing winds – Dominant wind direction

Climate – The average temperature and rainfall of an area usually measured over 30 years

Convectional Rainfall – Forms when the sun heats the land causing water to evaporate forming clouds and rain

Relief Rainfall – Forms when warm air is forced to rise over mountains to form clouds and rainfall

Continents and Oceans

All the countries on our planet are located in **seven different continents**; Europe, Africa, North America, South America, Asia, Oceania, Antarctica

There are **five oceans** that cover just over 70% of the planet, and they are all connected together; the Atlantic Ocean, the Pacific Ocean, the Indian Ocean, the Southern Ocean, the Arctic Ocean



Map Skills

Relief is the height and shape of the land. Contour lines, layer shading and spot heights can be used (e.g. contour lines – the closer the lines are, the steeper the slope).

Grid references can be used to locate specific places on a map. You need to remember the golden rules:

'Along the corridor & up the stairs'

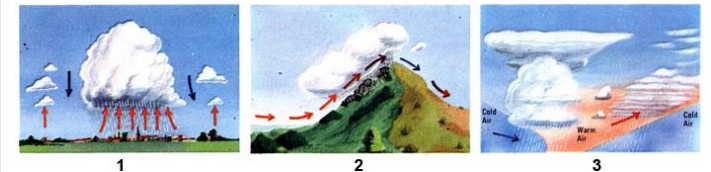
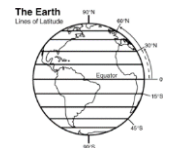
Scale is used to work out ACTUAL (real life) distances. A scale bar is often provided to help you work this out. On this scale bar 1 cm on the map is 2 km in real life.

Latitude - Temperatures decrease away from the equator as these places are further away from the sun.

Altitude – Temperatures decrease with height. The air is less dense and cannot be heated so easily.

Prevailing Winds - Winds blown from hot or cold areas will affect temperature of countries.

Distance from Coast - Areas nearer to the sea are often cooler and wetter in summer.



Rainfall occurs for three reasons;

- **Convectional rainfall** (formed from the heat of the sun)
- **Relief rainfall** (formed over mountains)
- **Frontal rainfall** (formed when warm and cold air meet)

All three types of rainfall have three common processes – evaporation, condensation and precipitation.

Y7 Geography I.2

Key Terms...

Brownfield Site – A site in an urban area (city) that has previously been built on but is no longer used.

Greenfield Site – A site in a rural area (countryside) that has not previously been built on.

Poverty – The state of having little or no money, goods, or means of support

Clints – A block of limestone that makes up a limestone pavement.

Grykes – Deep cracks in a limestone pavement formed by rainwater.

Stalactite – An icicle of limestone hanging from the roof of a cave formed by dripping water.

Stalagmite – An icicle of limestone growing from the floor of a cave formed by dripping water.

What are limestone landscapes?

Limestone is a type of rock that is made up of bits of animal shells. Over millions of years these shells collected on the ocean floor. As layers of shells and mud built up, the lower layers slowly hardened into limestone

Upland limestone produces distinctive features which can be used for industry, farming, recreation and tourism. Typical features include clints and grykes, stalactites and stalagmites and sink holes.



Impacts of building on brownfield / greenfield sites

<p>Benefits of building on a brownfield site</p> <ul style="list-style-type: none"> • It will make the area look better • It is making good use of waste ground • It will bring a disused area back to life • Roads, electric and gas supplies already set up 	<p>Problems of building on a brownfield site</p> <ul style="list-style-type: none"> • More homes in the town or city means traffic jams will get worse • Expensive land to build on as it is nearer to the city Houses are less affordable due to the high cost of the land
<p>Benefits of building on a greenfield site</p> <ul style="list-style-type: none"> • Land does not have to be cleared first making building cheaper • Houses are more affordable especially for young people • Land is cheaper to build on as it is away from the city 	<p>Benefits of building on a greenfield site</p> <ul style="list-style-type: none"> • New major roads and services will need to be built • It will affect plants and animals • It may mean more traffic on country roads • More shops and schools may also need to be built, for the people who move there

What are the causes and impacts of poverty?

Child Poverty – Children born into poverty are likely to stay in poverty due to less access to education and lower aspirations.

Personal Reasons – Disability, mental illness, learning difficulties etc.

Benefit Cuts – Many benefits have been cut and many council houses have been sold so people have less access to housing

Relationship breakdown – Childcare can be expensive and struggle to balance childcare with work.

Children born into poverty are more likely to experience a wide range of health problems, including poor nutrition, chronic disease and mental health problems.

Y7 Geography 2.1

Key terms...

Tourism – Travel for pleasure or business

Social Impacts – The effect an activity has on people or the community

Economic Impacts – The effect an activity has on money or business

Environmental Impacts – The effect an activity has on the surrounding environment.

Maritime Climate – A climate influenced by the sea that leads to mild winters and cool summers.

Erosion – The wearing away of soil or rock by waves, rain, wind or ice.

Sustainable – Causing little or no damage to the environment and therefore can be used for a long period of time.

Why do people visit Iceland?

Blue Lagoon:



Volcanoes:



Glaciers:



Whale Watching:



What are the positive and negative impacts of tourism in Iceland?

Positive Impacts:

- Generates jobs e.g. In restaurants, tour guides, hotels etc
- Tourists learn about new cultures, traditions and religions
- Local businesses benefit from the extra customers created by tourism
- Locals may benefit from improved roads and services

Negative Impacts:

- Many tourism jobs are seasonal, low skilled, part-time and low paid
- Tourists can frustrate locals; they can get in the way and disturb their daily lives
- Natural landscape may be damaged by tourists and their activities



What is Iceland's climate like?

Iceland's temperature by the coast is **warmer** than central Iceland. This is because the Gulf Stream in the Atlantic Ocean carries a **warm** channel of water from the Tropics towards Iceland and **warms** the air above it. As a result coastal areas are warmer due to the surrounding ocean (i.e. maritime climate).

How can tourism be managed in Iceland...

Park and Ride Scheme – Provide free transport to popular attractions. Stick to a strict schedule and transport many tourists at a time. They transport people to the most popular attractions.

Media Campaign – Often used to raise awareness of issues within a country. TV, radio and other media sources are used to inform people of the issues that can be created by tourists.

Guided Tours – Taking guided tours to the main attractions will allow a stress free trip. The knowledge of the guides is always to hand and you will see many popular attractions. The costs vary and you will be with lots of different people.

Y7 Geography 2.2

Key Terms:

Plain – Landmass that is flat or gently rolling and covers many kilometres.

Continental Climate – a relatively dry climate with very hot summers and very cold winters, characteristic of the central parts of Asia and North America.

Biome – a large naturally occurring community of plants and animals occupying a major habitat

Taiga – swampy coniferous forest of high northern latitudes, especially that between the tundra and steppes of Siberia.

Tundra – a vast, flat, treeless Arctic region of Europe, Asia, and North America in which the subsoil is permanently frozen.

Permafrost – a thick subsurface layer of soil that remains below freezing point throughout the year.

What is the physical landscape of Russia?

Russia can be divided into several vast physical regions. The Ural Mountains are an important feature as it splits Russia in two. The mountain range forms the traditional separation between Europe and Asia. The North European Plain lies west of the Urals and the Siberian Plain to the east.

What is the climate like in Russia?

Russia experiences a continental climate. It has two main seasons; long, dark cold winters with brief often warm summers. Russia experiences a wide range of average temperatures which is a characteristic feature of a continental climate.

What biomes exist in Russia?

In Russia the biomes are very different. The tundra biome is the coldest of all biomes and means 'treeless plain' as it is too cold for trees to grow. Soil forms very slowly and much of it is frozen (permafrost). The taiga biome is the world's largest biome and made up of coniferous forests. It circles the Earth in the northern hemisphere.

Where do people live in Russia?

77% of Russia's population live in the European part of the country, west of the Ural mountains. This is due to the rich soils for farming, good communication options such as ports and milder weather conditions.

Does geography help or hinder the Russian economy?

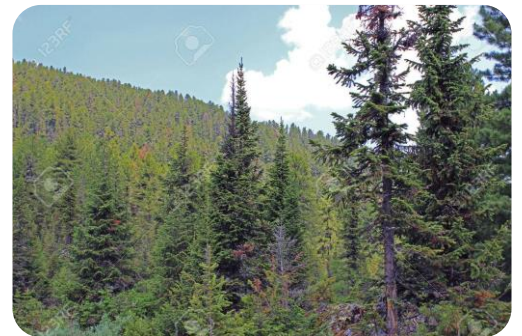
Russia has an abundance of natural resources (e.g. natural gas, industrial raw material, crude oil, steel and aluminium, timber). But it is the size of the country and harsh conditions that creates problems for economic growth – as much of the resources are in the far north and Siberia so transport costs are high.



Tundra:



Taiga:



Y7 Geography 3.1

Key Terms:

MNC – Multinational Company

Trade – The action of buying and selling goods

Import – Bringing goods into a country from abroad for sale

Export – Sending goods to another country for sale

Smog – A mixture of smoke, gases and chemicals

Economic Development – Improving living standards such as education, health and lifespans

Renewable Energy – Energy from a source that is not depleted when used, such as wind or solar power

Industry – Economic activity concerned with the processing of raw materials and manufacture of goods in factories

Reasons for China's Economic Growth

- China has created excellent opportunities for businesses to set up - making sure that the infrastructure is present
- Incentives are offered by some agencies in China. There are Special Economic Zones (SEZ) that offer tax incentives to foreign businesses. One SEZ is Shenzhen
- China has a good supply of highly-skilled labour
- There are lower labour costs involved - there is no national minimum wage
- China is able to offer economies of scale because it already has a large manufacturing base
- China has a growing domestic market for goods because of its large population
- China has a reputation of a strong work ethic, and workers are used to long working hours
- Health and safety laws are sometimes not heavily enforced – companies do not have to spend money on meeting health and safety standards



What are the impacts of China's development?

- China creates 18 million jobs every year but there are 25 million migrants entering the country every year leading to high unemployment
- Chinese workers and families are choosing to migrate to Africa
- Burning of fossil fuels releases nitrogen dioxide which combines with moisture in the air to produce acid rain
- 400,000 people die each year from pollution
- 16 of the 20 most polluted cities in the world are in China
- Protests from the rural poor as land is taken over creating unemployment

How can China manage rapid development?

- Pollution Alert System: Use of 'red alert' system closing schools, factories and construction sites and ordering half of all private cars off the road
- Use of Renewable Energy: In 2015 China became the world's largest producer of solar power
- Factories Closed Down: China has shut down the dirtiest factories and toughened up anti-pollution laws

Y7 Geography 3.2

Key Terms...

LIC – Low income country

Hot Desert – A hot desert is a part of the world that has high average temperatures and very low precipitation (less than 250mm of rainfall per year to be classified as a desert).

Adaptation - when a species develops special features to improve its chances of survival within an environment.

Equator - an imaginary line around the middle of the Earth.

Sustainable Tourism - Protecting natural environments, wildlife and natural resources when developing and managing tourism activities.

Where is Africa located?

Africa is surrounded by Europe to the north, the Indian Ocean to the east and the Atlantic Ocean to the west. There are more than 50 different countries in Africa.

It is the second largest continent in the world. It is so big, that there are lots of different places and weather in Africa including wet rainforests, hot beaches, dry deserts and cold snow.

The Sahara desert

The Sahara Desert is the world's largest hot desert, located in northern Africa. The climate is hot and dry, with temperatures recorded as high as 58°C.

Some areas of the Sahara may go many years without a single drop of rain.

Only plants and animals that have specially adapted can survive in the desert. These include dromedaries, which are one-humped camels able to survive up to 15 days without water.



Human Features of Africa

The largest cities in Africa include Lagos (in Nigeria), Kinshasa (in the Democratic Republic of Congo), Cairo (in Egypt) and Johannesburg (in South Africa). Famous human-made landmarks include Victoria Falls Bridge (between Zambia and Zimbabwe), the Great Pyramids of Giza (in Egypt) and Timgad ruins (in Algeria).

Features of Kenya

Kenya lies along the Equator on the east coast of Africa, next to the Indian Ocean. The capital city is Nairobi. It has a population of over 46 million people.

Tourism in Kenya is vitally important to the economy. Low income countries (LICs) such as Kenya are keen to attract tourists to promote development. Kenya has a hot climate and is located on the coast. Its safari parks, coral reefs and sandy beaches make it a very popular destination for tourists.

Tourism has already reached a point of decline. Controversial presidential elections in 2007 followed by terrorist attacks in 2013 and 2014 caused a massive decline in visitors. Kenya is looking to develop its economy by creating sustainable tourism and improving its agricultural (farming) industry (e.g. developing the Tana Delta)



Y7 History I.1



History Skills

- Studying the past in order to learn for the future!
- Historians gain knowledge and form interpretations (views) on the past by studying sources, which can be: objects, diaries, textbooks, letters, photographs, paintings, etc.
- Chronology = the study of time and date (when things happened!)
- Bias = putting across an unfair or one-sided opinion.

Key Words for this Half Term

- Monarchy = a king or queen at the head of government
- Invasion = entering and potentially taking over another country by force
- Inheritance = something received upon the death of the previous holder
- Usurper = somebody who takes a powerful position illegally or by force
- Prestige = a high level of respect based on achievement(s)
- Civilisation = when a society reaches an advanced stage of development and/or organisation

The Celts/Boudicca

- The British Celts lived in Britain during the Iron Age, Roman Britain and after the Romans left Britain.
- Boudicca led her army to St Albans and London. Here, they burned down the towns and killed hundreds of the people living there.
- A big battle followed. The heavily-trained Roman armies were too powerful for Boudicca's army. Many of Boudicca's men were killed. She herself took poison to avoid being captured. The rebellion was over.

The Vikings

- The Vikings attacked Britain because they had traded goods with the Anglo-Saxons for many years, and knew of their wealth.
- The first recorded attack was on the monastery at Lindisfarne in Northumbria in AD793
- The Vikings invaded Britain to become wealthy. Vikings had been trading in Europe for decades and Britain was becoming well known for its trade centres. The Vikings began raiding monasteries, such as Lindisfarne, to steal their valuables.

Why did the Romans invade Britain?

- Power
- Ambition
- Revenge
- Valuable metals (gold, silver, tin, lead, etc.)
- Raw materials (wool, leather, etc.)
- Corn
- Slaves
- Emperor Claudius successfully oversaw the conquest of Britain in 43 AD – previously, both Julius Caesar and Emperor Caligula had tried, and failed.

What was Britain like by 1066?

- After the Romans left in about 410 AD, tribes from modern-day Denmark and northern Germany arrived – the Anglo-Saxons.
- In the late eighth century, Britain was often raided by the Vikings for its valuable treasures. In 865, the Vikings began to settle.
- By 1066, England was united under one king – Edward the Confessor.
- He was advised by a group called the Witan, made up of earls, rich men who controlled earldoms (sections of land) for the King.
- The population of the whole of England was about 1.5 million – nearly everybody worked on the land and lived in small villages where they spent most of their lives.

Y7 History 1.2

Britain before 1066

Anglo-Saxons: People who lived in Britain from the 5th century. They included people from Germanic tribes who migrated to the island from Europe.

Heir: a person who is legally allowed to take the rank and property of someone who has died.

Witan: King's Council, made up of powerful Bishops and Earls, helped the king run the country

Edward the Confessor: 1042-1066

- Edward became king of England in 1042 after his half-brother died. Before this he had been living in Normandy.

- Edward married but had no children. It was not clear who Edward wanted to be king after him. **For a king to die without an heir was a disaster!**
- He was made a saint and 'the confessor' means someone that is saint-like but not a martyr.

Why did William win the battle of Hastings?

Preparations

William had well trained and professional soldiers. Large parts of Harold's army was untrained and made up of farmers. Many of Harold's men had left the army to collect the harvest in. Harold was not prepared for the battle.

William's army was fresh and well rested. He had lots of supplies. Harold's was tired and reduced in size following the Battle of Stamford Bridge.

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

Harald Hardrada

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

Harold Godwinson

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

William of Normandy

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



Armies at the Battle of Hastings

William's army

His soldiers were well trained and well equipped. They wore chain mail armour which gave them much protection. His army was made up of infantry, archers and cavalry. His cavalry rode specially bred horses which could carry the weight of these horse soldiers and still ride at speed. They were the elite of William's army.

Harold's army

Harold's army was made up of professional soldiers and conscripts, peasant farmers who were forced to join the army and fight. Harold's best professional soldiers were the Saxon Huscarls. They were the king's elite bodyguard. They fought with large axes and round shields.

Luck

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

Leadership

William was very brave and led his men very well.
William showed his face during the battle to keep his soldiers from running away.

Key Terms

1. Claim
2. Feudal
3. Hierarchy
4. Rebellion
5. Barons

Y7 History 2.1



How significant was religion in the Middle Ages?

The Catholic Church: Christianity existed in England before the Norman invasion in 1066. However, the Normans cemented the power of the Catholic Church in England. By 1100, most countries in Europe followed Roman Catholicism (they were Catholic). Other major religions during this period were Islam (Muslims) and Judaism (Jews). The Catholic Church worked across countries and it had a very clear hierarchy, starting with the Pope and ending with priests in villages and towns. There were also Catholic monks and nuns. These were people who lived apart from other people and who dedicated their lives to God and Catholicism. The Pope was seen as God's representative on earth. As a result he could not be questioned. The Catholic Church was extremely rich. It owned a huge amount of land and received money through the tithes.

Heaven, Hell and Purgatory:

Life after death was very important to people during the Middle Ages. Christians believed that if you followed the Church's rules and led a good life, you would go to Heaven.

If you didn't follow the Church's rules or lead a good life, Christians believed that you would go to Purgatory or Hell.

Most people during the Middle Ages could not read or understand Church services (they were in Latin).

Doom Paintings were used to help people to understand and to show them what would happen if they didn't follow the church's rules.

Key Terms

1. Agriculture
2. Salvation
3. Pilgrimage
4. Penance
5. Revolt

The Islamic World:

The Islamic East became a hub of learning and development. Advancements were made in discovering new medicines, in designing new and beautiful artwork. Cities were cleaner. Baghdad became a city of learning and education.

Village Life:

Villagers had to get up when it was light enough to see and then they had to work all day. They worked in the fields growing crops.

They lived in one room huts that were made out of wattle and daub. The animals also had to live in the house and the smell was awful.

Houses were often warm as they were heated by a small fire in the centre of the hut. The houses had no windows and the roof was thatched but had a hole in to let smoke out.

The local church demanded 10% of the villagers' crops. The church was very comforting and people gained Holy Days off work and it was a place to meet and socialize.

Villagers were expected to work for their lord for three days a week. The rest of the time was used to provide for themselves.

There was a big difference between rich and poor in the village. The friar (church man) and the lord lived luxurious lives but the poor struggled to survive.

Town Life:

10% of the population lived in towns. Many people went to towns to look for work.

There was no sewage system, people would throw their sewage from the windows into the streets. This would accompany the entrails of animals from butchers.

Town authorities did very little to try and solve the issue of sewage and waste in the streets.

People would drink, bathe and dump waste in the rivers. Alcohol (ale) was a healthier alternative for the poor.

Gong farmers were employed to remove waste from the streets (they would shovel it away).

Houses were built very tall but close together, you could reach from one home and touch the wall of the one opposite. This meant that the streets were very dark and that diseases spread easily due to over-crowding.

Crusades were wars, often known as 'armed pilgrimages', that were called by the Pope. The first was called by Pope Urban II in 1095, who called for Christians to go to Jerusalem and re-claim it from the Muslim 'infidels'.

Y7 History 2.2



Who was more powerful? The crown or Church?

Religion was very important in medieval England. If the Church disagreed with the King, the public didn't know who to support. When Thomas Beckett, the Archbishop of Canterbury was killed by the King's knights, the public turned against the King.



King John (1199-1216)

Brother of the popular King Richard I, who died shortly after his return from the 3rd Crusade.

John was suspicious and had rebelled against both his father and brother.

John inherited the cost of his brother's costly wars, but was a cruel and incompetent king.

Key Terms

1. Interdict
2. Secular
3. Parliament
4. Government
5. Papal/Archbishop/Bishop

Why were the Barons angry with King John?

- 'He was a poor leader in battle. England used to rule over Franc. Nut not any more! The French defeated John and the English were embarrassed!'

- 'He lost Normandy in France, the birthplace of William the Conqueror!'

- 'He keeps demanding higher and higher taxes for battles he keeps losing!'

- 'He fell out with the pope many times, meaning that people in Englan were at threat of going to hell!'

- 'Can be very cruel too! Lots of his enemies are left to starve to death in prison!'

MAGNA CARTA

In April/May the barons took up arms against the King, led by Robert FitzWalter. They marched on London, Lincoln and Exeter, which asll fell to the barons and the rebellion grew in size. The barons issued a royal charter of demands which John was forced to accept on the field of Runnymede on 15th June 1215. This became known as the MAGNA CARTA.

Some of the key terms of this were:

It promised the protection of church rights

The King could not sell justice.

Protection from illegal imprisonments

All people were to be tried by jury.

New taxation only with the consent of the barons

The King could not sell justice

A council of 25 barons would be set up to ensure that the King was respecting the rights and the laws of the charter. The charter defined that a formal relationship should exist between the monarch and barons. The king was now subject to the law.

Consequences

John over-turned the MAGNA CARTA in the Autumn and the battle raged again. John died in 1216 (he died of dysentery, possibly by eating too many mouldy peaches, on his way to fight the barons) and was succeeded by his 9 year old son, King Henry III.

In 1225 Henry III re-issued the MAGNA CARTA to show that he accepted that the King was subject to the law.

It was re-issued in 1265 and 1297 to define the relationship between the monarchs and their subjects.

The MAGNA CARTA showed that the King could not ignore his barons and had to consult. It also made it clear that monarchs could not be a law unto themselves.

Y7 History 3.1



Causes of the Peasants' Revolt

The Black Death had killed many people. Those that survived could demand higher wages for their work. But in 1351, King Edward III reduced wages. A new law called the Statute of Labourers, said people couldn't earn more than they did before the Black Death.

In 1380 the young King Richard II introduced the Poll Tax as he needed money for his wars with France. Everyone over the age of 15 had to pay 5p, regardless of how wealthy or poor they were. In previous years this had only been 1p.

Peasants were forced to be serfs and work for the local lord without getting paid, in return for the land that they were given to grow crops on.

Key People

Wat Tyler

Tyler was born in about 1340 and lived in Kent. He was possibly a follower of the teachings of the Lollard priest John Ball. He became the leader of the revolt. He was killed by the King's forces at the meeting at Smithfield in 1381.

Richard II

Richard became King at the age of only 10 years old.

Richard II meets Wat Tyler at Mile End. Tyler tells Richard II what the Peasants demands are. Richard agrees and signs charters granting the peasants the freedoms that they had demanded. Most of the Peasants leave once Tyler has received the King's charter.

Consequences

5th July 1381: The rebels from Fobbing are executed. In the weeks that follow some 1500 rebels are executed. 13th July 1381 John Ball is captured. He is tried for treason the following day.

The Black Death (1348-9)

Causes: God deserting mankind/Unusual position of the planets/Impure air from a volcano or earthquake/Jewish People

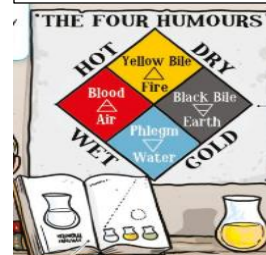
Treatments: Ask for God's forgiveness/Bleeding/purging/Strong smelling herbs/Lancing buboes

Prevention: Pray/Pilgrimage/Self-flagellation/ escape/Carry a posy of flowers/Do joyful things/ Quarantine

Trust me, I'm a doctor

A visit to a doctor would cost money – so it was really only the rich that would ever see them. The doctor would have spent at least seven years studying at a university. They would have learned mainly by listening to lectures and debating what they had read about in books. Some doctors left university without ever actually treating a patient! As well as reading many of the books written by the Ancient Greeks, who were advanced in medical thinking, they would study ideas from the Muslim, Indian and Chinese worlds.

Medieval doctors based most of their treatments around the theory of the four humours, which was developed by the Ancient Greeks. A doctor would carefully examine a patient (using all sorts of methods) and use special charts to work out a treatment – and get the 'balance' right again.



Apothecaries

Apothecaries were specialist medicine makers who experimented with plants and herbs (such as poppies, willow leaves and garlic) to treat people.

Today, we know that they must have had some real successes. Modern scientists recently analysed a medieval apothecary book and concluded that over half of the herbal remedies prescribed to ease pain and help fight infection would have actually worked.

Poppies and willow leaves, for example, contain a natural form of painkiller, while garlic is known to kill bacteria.

Key Terms

1. Supernatural
2. Apothecary
3. Physician
4. Economic
5. Political

Y7 History 3.2



Break with Rome:

Martin Luther's issues with the Catholic Church:

-Indulgences - paying for forgiveness. Pardoners, with permission from the Pope, travelled all across Europe selling Indulgences. They said all you had to do was buy one and you could pay for forgiveness - even for someone who had already died. Luther said this was wrong.

-Luther said that the Church should not display rich images of Saints and crucifixes and that priests should not wear elaborate clothing.

-The Bible - only in Latin. Luther said it was unfair of the Pope to stop translations of the bible. Ordinary people couldn't read Latin. Luther said it was unfair because they had to rely on what their priest told them - they couldn't read it themselves!

Henry VIII and the reformation:

Henry originally in 1527 wrote a book entitled *Fidei Defensor*. The book criticised Martin Luther and confirmed the status of the Pope.

After the Pope refused his divorce from Catherine of Aragon, Henry decided to form his own church, named the 'Church of England'. This church was supposed to be part of the reformation, but very little actually changed in the English church, other than the monasteries.

Luther's supporters became known as Protestants. This was because they protested against the Church.

Henry VII:

Henry VII usurped the throne from Richard III during the Wars of the Roses at the Battle of Bosworth Field in 1485.

Henry needed to quickly consolidate the Tudor rule in England. His steps were: He married off family members to anyone he saw as a threat, such as the Scottish, who he could call for help in battle.

He also made punishments far harsher. Henry banned private militias.

He taxed the barons to reduce their wealth.

He created a new court that could severely punish the barons

Henry created a new court and government.

Henry married Elizabeth of York, a family member from the old royal family.



Princes in the Tower:

Edward IV died suddenly in 1483. His two sons were Edward, aged twelve, and Richard, aged nine. Before Edward IV died, he gave his younger brother, Richard, Duke of Gloucester, the job of Protector. This meant that Richard ran the country until the younger prince Edward was old enough to rule by himself.

Then things changed. In June 1483, Richard of Gloucester announced that his brother Edward IV had never been legally married to Elizabeth Woodville. This meant their children were illegitimate, and so neither of the young princes could become king. Richard of Gloucester then took over the throne.

Rumours quickly spread that Richard had murdered the two princes. They had been living in the Tower of London, and the last time anyone saw them playing in the gardens was in August 1483.

- **Catherine of Aragon.** Henry VIII's first wife. *Divorced.*
- **Anne Boleyn.** *Beheaded*
- **Jayne Seymour.** *Died*
- **Anne of Cleves.** *Divorced*
- **Kathryn Howard.** *Beheaded*
- **Catherine Parr.** *Survived.*



Key Terms

1. Dynasty
2. Usurper
3. Monarchy
4. Militia
5. Civil war

What makes a healthy friendship?



Healthy friendships 😊	Unhealthy friendships ☹️
Supportive	Unsupportive
Caring	Controlling
Kind	Jealous
Listens to you	Tries to restrict your freedom
Has your best interests at heart	Manipulative
Encourages you to grow	Puts pressure on you to do things you don't want to do

THE FRIEND-O-METER

A visual tool used to help children think about the difference between healthy and unhealthy friendships. Students are taught the importance of spending the most time with friendships in the **Healthy Zone**.



How can I reconcile with a friend?

- Assess the situation, what went wrong? Before you start, take a moment to think about what happened. ...
- Make the first move, leave your ego at the door. ...
- Be mature, apologise. ...
- Let them talk, get their side of the story.
- Give them time.

Warning signs of a controlling friend

- They are demanding
- They lack respect
- They act as though they think they are superior to you
- They create unnecessary drama
- They are manipulative
- They isolate you.

Key Terms

1. Interpretation
2. Friendship
3. Coercive
4. Discrimination
5. Stereotype

Want to know more? Visit **kooth**

childline

ONLINE, ON THE PHONE, ANYTIME
childline.org.uk | 0800 1111

How can I stay safe online?



The internet is a wonderful thing! We can use it to...

- Learn more about our world
 - Educate ourselves
 - Find new interests
 - Connect with others
- However, we have to use it safely!

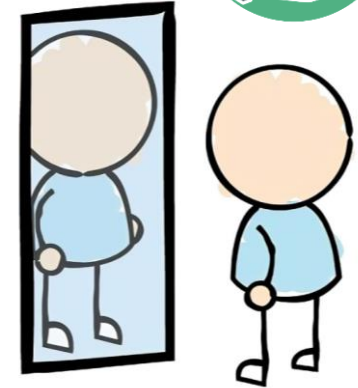
Would I say that to my friend in real life?

Would I make that comment to a stranger on the street?

Before you post ask yourself...

Would I be happy for my family to see this?

Am I sharing more about myself than I should?



DO

- Use a username on social media rather than your full name.
- Keep your password safe. Only share it with your parent/carer.
- Check with your parent/carer before posting any photographs.
- Take lots of breaks from the screen.
- Tell an adult if you see something that worries you or you don't like.
- Tell an adult if another user says something that upsets you.

DON'T

- NEVER** reveal personal information such as:
- Your phone number
 - Your address
 - Your school
 - Your location
- Agree to meet anyone you have met online unless you have your parent/carer with you.
 - Post or swap personal photographs.
 - Accept any files or download anything without your parent/carer's permission.

Does your online personality match your real life personality?

Key Terms

1. Personality
2. Social media
3. Fraud
4. Grooming
5. Privacy

Want to know more? Visit **keoth**

childline

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childline.org.uk | 0800 1111

What does it mean to be British?

What are the Fundamental British Values?



Democracy



Rule of Law



Individual Liberty



Respect & Tolerance



Key terms

Identity	Who or what a person is
Multiculturalism	Different ethnicities, religions, races and genders living in the same community.
Community cohesion	A community where all ethnicities, religions, races and genders live in peace with an absence of conflict.
Criminal Justice System	The system of law enforcement within a country that ensures criminals are sentenced for their crimes.
Monarchy	The Head of State.
Democracy	A system of government whereby the whole population (those that are eligible) are included in the election process.
Dictatorship	A form of government that has one single leader that leads a country by their ideologies.

Key figures and events

Magna Carta	A document that limited the power of the monarchy.
Chartists	Men who campaigned for all men to give the vote.
Suffragettes	Women who campaigned to gain the vote through violent means.
1918 Representation of the People Act	Gave the vote to all men over 21 and to all women over the age of 30.
1928 Representation of the People Act	In 1928, after much campaigning by the suffragettes, women were finally given the vote on the same terms as men.
Elizabeth II	The longest serving British Monarch. She passed away in September 2022 and her eldest son Charles is next in line for the throne.

Y7 Life Studies 2.2

Apprenticeship

Apprenticeships combine practical on-the-job skills training and off-the-job learning at a college or training centre. There are multiple levels you can start at depending on your confidence and previous experience. Around 80% of your time will be on-the-job, and 20% off-the-job.

Apprenticeships last a minimum of 1 year, but can be longer.

You can start one at any age, and the qualifications you need varies depending on the job. Usually you will need English and maths, as well as related subjects.



Apprenticeships lead to full time employment, the next level of apprenticeships, or further/higher education

A-Level

A-Level's allow you to continue studying the subjects you took at GCSE, or pick entirely new ones. They allow you to gain deeper knowledge of those subjects and keep your career options very open, or choose wisely to gain the depth needed for a career you have in mind. You will usually do three A-Levels. A-Levels last for 2 years and are taught in sixth-forms and colleges.

Usually, you will start A-Level's straight after high school, and you will need 5 GCSE's (Grade 4-9), including English and maths.



A lot of people continue study at university, but can also lead to higher level apprenticeships and full time work.



Key Terms

1. Apprentice
2. Traineeship
3. BTECH
4. Qualification
5. Post-16

What are T-Levels?

EQUIVALENT TO 3 A LEVELS

T Levels are an alternative to A levels, apprenticeships and other 16 to 19 courses. Equivalent to 3 A levels, a T Level focuses on vocational skills and can help students into skilled employment, higher study or apprenticeships.

A 45-DAY INDUSTRY PLACEMENT

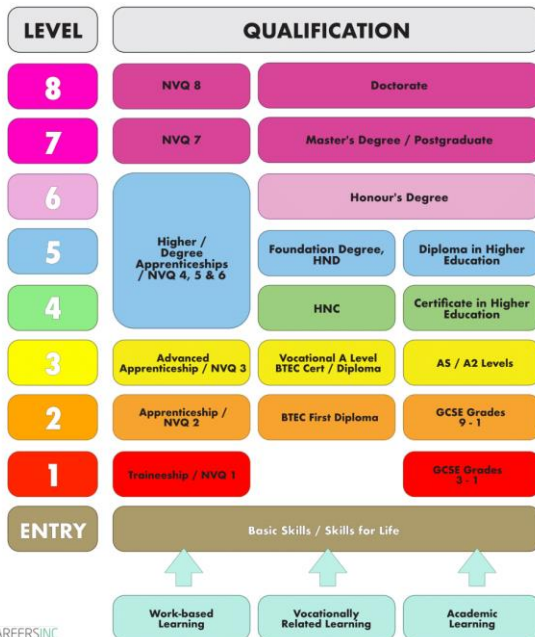
Each T Level includes an in-depth industry placement that lasts at least 45 days. Students get valuable experience in the workplace; employers get early sight of the new talent in their industry.

80% CLASSROOM, 20% WORK

T Level students spend 80% of the course in the classroom, learning the skills that employers need. The other 20% is a meaningful industry placement, where they put these skills into action.

T-LEVELS
THE NEXT LEVEL QUALIFICATION

T-LEVELS
THE NEXT LEVEL QUALIFICATION



You will then get a choice of what to do at level 3

You will leave high school with level 1 and 2 qualifications (GCSE's and BTEC's)

You currently have 'Entry' level qualifications

BTEC

Courses that teach you practical skills for a particular area of employment. They can either be very broad such as 'engineering' or 'travel and tourism', or can be more specific such as 'hairdressing'. They are either 1 or 2 years depending on the level you study, and most of your time will be in real situations, but in college e.g. college restaurant, college salon.

Every BTEC has different requirements, but usually will expect English and maths GCSE's.

Can lead to apprenticeships, other college courses and full time work.



How do I manage money responsibly?



Key terms	
Income	The amount of money being earned each week or month.
Budget	An estimate of income and outgoings.
Debt	A sum of money that is owed.
Debt spiral	Where debt is only ever increasing.
Credit	Where goods are obtained without having to be paid for first (buy now, pay later).
Debit	To record as money paid out or as a debt.



Top tips for saving money

Do...	Don't...
<ul style="list-style-type: none"> Set yourself a savings goal e.g. to save £20 by a specific date. Work out how much you will need to save a week or a month to meet your goal. Ask an adult for help if you need to. Try to swap for cheaper options where you can. For example taking a drink or snack from home when you go out rather than buying them at the shop. 	<ul style="list-style-type: none"> Set unrealistic expectations. Put too much pressure on yourself. Saving money takes patience and time! Limit yourself too much that you feel you are missing out. Borrow money from others if you can't pay it back.

Want to know more? Visit:
www.barclayslifeskills.com
www.moneyhelper.org.uk
www.princestrust.org.uk

- Key Terms**
- Income
 - Budget
 - Credit
 - Debit
 - Savings



Key terms

Puberty	A time when adolescents' bodies start to change in order for them to become capable of reproduction.
Menstruation Cycle	The monthly process of eggs being released (ovulation), having a chance to be fertilised and then being discarded with uterus lining if not fertilised.
Menstrual products	Personal care products used for women are their period. For example, tampons, sanitary towels, menstrual cup.
Hormones	A person's sex hormones as held to influence behaviour or mood.
Testosterone	A steroid hormone that stimulates development of male characteristics
Oestrogen	A group of steroid hormones which promote the development and maintenance of female characteristics of the body.
Progesterone	A steroid hormone released that stimulates the uterus to prepare for pregnancy.
PMS	Pre-Menstrual Stress, the name given to the collection of emotional and physical symptoms biological females encounter on the days leading to their periods.
Period	When the lining of the uterus breaks down and sheds through a female's vagina. It usually happens around once a month if a female is fertile but is not pregnant.
Dental hygiene	Habits and practices to improve the health of teeth and gums.

Self-Care & Mental Health

Tips for Kids

- Share your own feelings to encourage self-awareness.
- Set aside time for low stress or solo activities.
- Find social groups that help them feel like they belong.
- Recognize toxic stress events.
- Encourage journaling and writing.
- Focus on articulating feelings. "I am angry." "I am sad."
- Practice self-care for yourself to set the standard.
- Encourage them to focus on the moment.
- Cultivate interests and hobbies.
- Establish a self-care routine.

Blessing Manifesting

Want to know more? Visit:

www.nhs.uk

www.childline.org

www.brook.org.uk

Y7 RWP I.1



Let there be light



Let there be a vault between waters to separate waters



Let the land produce vegetation



Let there be lights in the vault of the sky to separate the day from night



Let the water teem with living creatures



Let the land produce living creatures according to their kind



The 10 Commandments

1. Put God First.
2. Worship God Only.
3. Use God's Name With Respect.
4. Remember God's Sabbath.
5. Respect Your Parents.
6. Do Not Hurt Other People.
7. Be Faithful In Marriage.
8. Do Not Steal.
9. Do Not Lie.
10. Do Not Want What Others Have.

Key word: Monotheism.

This is the belief in there being only one true God. Abraham, the founder of Judaism taught that there was only one G-d and he is responsible for everything. He created the world.

The creation story that is set out in Genesis 1:1-2:3 is the same for Jewish people, Christians and mostly the same for Muslims (Islam).

Messiah:

Jews believe that the Messiah will be a direct descendant of King David, who was the third king of the Israelites.

- He will be the son of human parents.
- He will fully understand the Jewish Law and follow the commandments.
- He will be a great military leader and he will inspire others to follow.
- He will make righteous decisions.
- He is not G-d or some form of G-d, and will not be supernatural in any way.

Key Individuals:

Abraham lived over 3,000 years ago He was a man of great faith. God asked him to leave his home and travel hundreds of miles away to a new home. When he started the journey he didn't know where he was going but he trusted God to lead him. On another occasion, he was asked to choose between his love for his son and obedience to God. He chose to obey God even though it meant his son could be killed. At the last minute his son was saved! Abraham was happy because he had obeyed God and kept his son safe - his faith was rewarded.

Moses: During the reign of Ramses II (ruled 1279–1213 BC). It is said in the Book of Exodus that the emperor asked for all baby boys to be killed in the Jewish families. He felt the Israelites would become too strong for him. Moses had to flee from Egypt after he killed an Egyptian guard who was attacking a Jew.

- When he left, G-d spoke to him, and told him to return to Egypt and demand that the Pharaoh release the Jewish prisoners.
- Rameses refused to release the Jews from Egypt, so Moses sent 10 plagues to Egypt as a response until it was agreed that the Jews can go.
- Moses parted the Red Sea to get his people away from Egypt, an example of Gods power and how he used it through his prophets. Moses, now he had succeeded in saving G-d's chosen people, was given the ten commandments for them to live by.



Key Terms

1. Monotheism
2. Covenant
3. Messiah
4. Commandment
5. Creation

Y7 RWP 1.2

Miracles of Jesus



Heals the sick

Jesus is teaching in an overcrowded room. Peter is at the door stopping more people from coming in because there isn't enough room. The paralytic and his 2 friends who are carrying him try to get in so that Jesus will heal him, but Peter turns them away. Instead, they go up to the roof and make a hole in the ceiling and lower him down to Jesus! The crowd is shocked. Jesus doesn't heal him straight away, first he says that the paralytic's sins are forgiven, then to prove he has authority of God to forgive sins, he heals the paralytic and he walks out of the room to everyone's amazement!

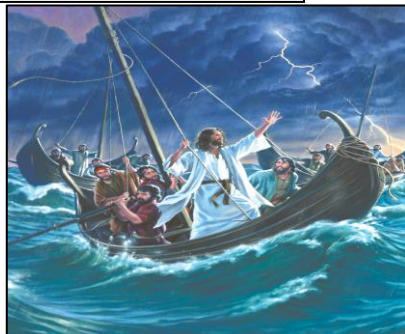
Calms the storm

Jesus, his disciples and his brother are all on a boat crossing a very big lake in Israel. Suddenly a storm whips up and Jesus' disciples and brother are all very scared because they think they will capsize and drown. They go to find Jesus so he will help them, but amazingly he is asleep despite the storm! They wake him up and ask him to help. So Jesus goes up to the deck and commands the wind and waves to calm down. Amazingly immediately the storm stops and everything is calm. The disciples and his brother are amazed by the power of Jesus over the weather.

Keywords

Miracle: An event that cannot be explained by the laws of science so is believed to be caused by God

Parable: A story told by Jesus to teach an important lesson



The Parable of the Lost Sheep

Jesus was speaking to a group of tax collectors, sinners, Pharisees, and teachers of the law. He asked them to imagine having a hundred sheep and one of them strayed from the fold. A shepherd would leave his ninety-nine sheep and search for the lost one until he found it. Then, with joy in his heart, he would put it on his shoulders, take it home, and tell his friends and neighbours to rejoice with him, because he had found his lost sheep.

Jesus concluded by telling them there will be more rejoicing in heaven over one sinner who repents than over ninety-nine righteous people who do not need to repent.

Although Jesus is the Son of God, he is also God. The Holy Spirit is the spirit that Christians feel when they pray, and what they feel guiding them through life. Although they are three different beings, they are the same.

Symbols in Christianity

The **cross** is the symbol of Christianity. Jesus Christ was executed by the Romans and died by being crucified on a wooden cross. Christians remember his death and resurrection by wearing crosses. Sometimes crosses will have a figure of Jesus on them. These are called **crucifixes**.



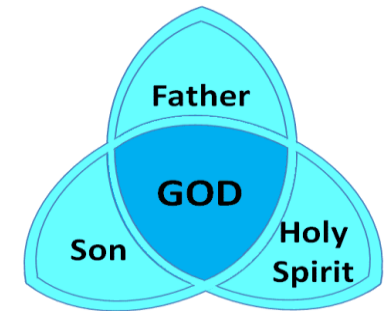
The Parable of the Rich Fool and Lazarus

In the Parable of the Rich Man and Lazarus, the rich man does nothing while alive to help Lazarus, a poor beggar, and when he dies the rich man goes to Hell whilst Lazarus goes to Heaven. While in Hell the rich man asks Abraham for some relief and he is declined, in the same way that he did nothing to help Lazarus. He also asks Abraham if he can go and warn his brothers, but once again is declined, as his brothers have the **prophets** to listen to.



The Trinity

- God the Father: revealed by the **Old Testament** to be Creator, Lord, Father and Judge.
- God the **Son**: who had lived on earth amongst human beings
- God the **Holy Spirit**: who filled them with new life and power.



Key Terms

1. Monotheism
2. Parable
3. Saviour
4. Salvation
5. Paradise



What is the Spirited Arts competition?

The Spirited Arts competition is a national competition that gives students chance to create a piece of artwork to represent their understanding in RWP and the world we live in. 25,000 students take part annually.

What do I have to do?

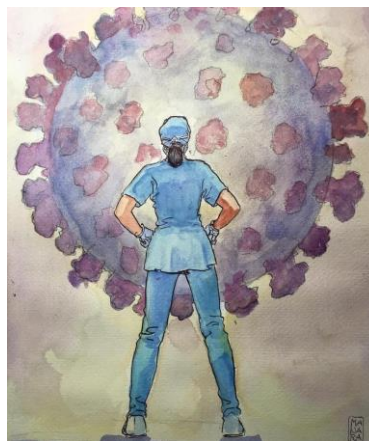
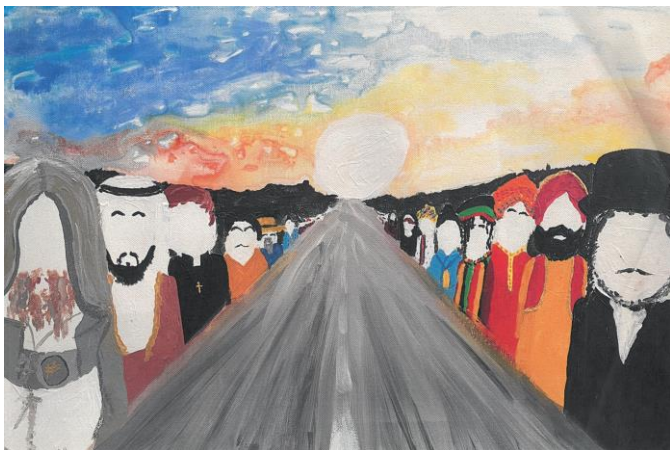
Your teacher will introduce the theme and you have curriculum time to produce your response to it. It will then be judged by a team in school and ten will be chosen to represent Cansfield in the national competition!

What is our chosen theme?

Faith in action, values in action
 We are going to be thinking about what we can learn from the key religious figures we have looked at so far in Year 7. How might the actions of Adam, Abraham, Moses and Jesus influence people to go and do good in the world today? What actions meet the behaviour they encouraged of love, devotion and sacrifice?

What are the prizes?

Prizes are awarded for each theme. Amazon vouchers and certificates are given to each individual winner to spend on whatever you like!



Y7 RWP 2.2

The Boy Jesus at the Temple

⁴¹ Every year Jesus' parents went to Jerusalem for the Festival of the Passover. ⁴² When he was twelve years old, they went up to the festival, according to the custom. ⁴³ After the festival was over, while his parents were returning home, the boy Jesus stayed behind in Jerusalem, but they were unaware of it. ⁴⁴ Thinking he was in their company, they travelled on for a day. Then they began looking for him among their relatives and friends. ⁴⁵ When they did not find him, they went back to Jerusalem to look for him. ⁴⁶ After three days they found him in the temple courts, sitting among the teachers, listening to them and asking them questions. ⁴⁷ Everyone who heard him was amazed at his understanding and his answers. ⁴⁸ When his parents saw him, they were astonished. His mother said to him, "Son, why have you treated us like this? Your father and I have been anxiously searching for you." ⁴⁹ "Why were you searching for me?" he asked. "Didn't you know I had to be in my Father's house?"^[a] ⁵⁰ But they did not understand what he was saying to them. ⁵¹ Then he went down to Nazareth with them and was obedient to them. But his mother treasured all these things in her heart. ⁵² And Jesus grew in wisdom and stature, and in favour with God and man.



'and as they were eating, **Jesus** took bread, and blessed, and brake it; and he gave to the disciples, and **said**, 'Take, eat; this is my body.' And he took a cup, and gave thanks, and gave to them, **saying**, 'Drink ye all of it; for this is my blood of the covenant, which is poured out for many unto remission of sins.'

The Soldiers Mock Jesus

Then the governor's soldiers took Jesus and they gathered around him. They stripped him and put a scarlet robe on him, and then twisted together a crown of thorns and set it on his head. They put a staff in his right hand and knelt in front of him and mocked him. "**Hail, king of the Jews!**" they said. They spit on him, and took the staff and struck him on the head again and again. After they had mocked him, they took off the robe and put his own clothes on him. Then they led him away to crucify him.

The Crucifixion

As they were going out, they met a man from Cyrene, named Simon, and they forced him to carry the cross. They came to a place called Golgotha (which means The Place of the Skull).

There they offered Jesus wine to drink, mixed with gall; but after tasting it, he refused to drink it. When they had crucified him, they divided up his clothes by casting lots. And sitting down, they kept watch over him there. Above his head they placed the written charge against him: **THIS IS JESUS, THE KING OF THE JEWS**. Two robbers were crucified with him, one on his right and one on his left. Those who passed by hurled insults at him, shaking their heads and saying, "**You who are going to destroy the temple and build it in three days, save yourself! Come down from the cross, if you are the Son of God!**"

In the same way the chief priests, the teachers of the law and the elders mocked him. "**He saved others," they said, "but he can't save himself! He's the King of Israel! Let him come down now from the cross, and we will believe in him.** He trusts in God. Let God rescue him now if he wants him, for he said, 'I am the Son of God.'" In the same way the robbers who were crucified with him also heaped insults on him.

The Resurrection

After the Sabbath, at dawn on the first day of the week, Mary Magdalene and the other Mary went to look at the tomb.

There was a violent earthquake, for an angel of the Lord came down from heaven and, going to the tomb, rolled back the stone and sat on it. His appearance was like lightning, and his clothes were white as snow. The guards were so afraid of him that they shook and became like dead men.

The angel said to the women, "Do not be afraid, for I know that you are looking for Jesus, who was crucified. He is not here; he has risen, just as he said. Come and see the place where he lay. Then go quickly and tell his disciples: '**He has risen from the dead and is going ahead of you into Galilee. There you will see him.**' Now I have told you."

So the women hurried away from the tomb, afraid yet filled with joy, and ran to tell his disciples. Suddenly Jesus met them. "Greetings," he said. They came to him, clasped his feet and worshiped him. Then Jesus said to them, "Do not be afraid. Go and tell my brothers to go to Galilee; there they will see me."



Key Terms

1. The Word
2. Trinity
3. Saviour
4. Crucifixion
5. Resurrection



Y7 RWP 3.1

The Prophet Muhammad:

- Muhammad was orphaned at an early age and brought up under the care of his paternal uncle Abu Talib.
- Muhammad worked mostly as a merchant, as well as a shepherd, and married Khadijah, a 40-year-old widow in 595 CE when he was twenty-five.
- The traditional story of the Qur'an tells how one night in 610 he was meditating in a cave on the mountain when he was visited by the angel Jibril who ordered him to recite, but he could not read.
- Once Jibril mentioned the name of Allah, Muhammad began to recite words which he came to believe were the words of God.
- During the rest of his life Muhammad continued to receive these revelations. The words were remembered and recorded, and form the text of the Holy Qur'an, the Muslim scripture.

Key beliefs:

- Belief in one God (Tawhid)** – This means having absolute faith in the oneness of God. Allah is simply the Arabic word for God and is not the name of any other being. Muslims believe that nothing can be likened to Allah.
- Belief in the prophets** - Allah is believed to have communicated with the prophets through angels. Muslims believe the prophets should be respected but never worshipped.
- Belief in angels** – Muslims believe that God's greatness means he cannot communicate directly with humans. Instead, God passed messages to his prophets angels, who were God's first creation and who always obey him.
- Belief in holy books** – The holy books of Islam should be respected. This is especially true of the Qur'an, which is the direct and unchanged word of God, revealed to the Prophet Muhammad.
- Belief in the Day of Judgement and the afterlife (Aakhirah)** – All Muslims believe that this life is a test. When they die, they will be judged by God and sent to either Paradise or Hell.
- Belief in predestination** – This means that everything in the universe is following a divine masterplan, that Allah decided everything.

The Five Pillars are the core beliefs and practices of Islam:

Shahadah - Profession of Faith. The belief that "There is no god but God, and Muhammad is the Messenger of God" is central to Islam.

Salah – Muslims should pray 5 times per day

Zakat – Giving to charity. Muslims should donate 2.5% of their wealth to people in need

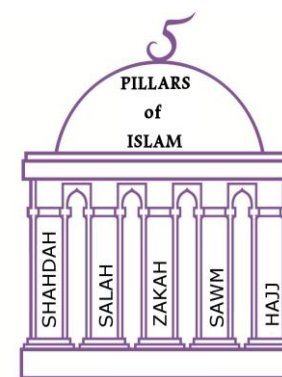
Sawm – Fasting during daylight hours. This is done during Ramadan and celebrated at Eid al-Fitr celebrations.

Hajj – Pilgrimage to Mecca. Muslims should try to do this at least once in their lifetime.

- Key Terms**
- Prophet
 - Sunni/Shia
 - Ramadan
 - Eid
 - Sawm

Aakhirah

- Aakhirah is the term for life after death. Muslims believe that no soul may die except with God's permission at a predestined time (**Qur'an 3:145**).
- Muslims believe in the concept of Paradise (Jannah), which is where people go if they have lived a good life. Muslims also believe in Hell (Jahannam), which is where people go if they have lived a bad life or have committed shirk.
- Before Muslims go to Jannah or Jahannam, they go to Barzakh. This is where souls wait before the Day of Judgement.
- Once the soul has passed this stage, it goes on to the Day of Judgement, where it is judged by Allah. When they are judged, Muslims have to accept the consequences of how they behaved in their life.



Y7 RWP 3.2



What did Cordoba gain from other cultures and influences?

From the Visigoths: Ornate patterns on buildings.

From the Romans: They brought roads, sewage systems, water systems and completely changed the style of architecture.

What do we get from other cultures?

- Food
- Sports
- TV shows
- Music
- Monuments
- Places to visit
- Holidays



A cohesive community: There is common vision and a sense of belonging for all communities; - The diversity of people's different backgrounds and circumstances are valued; - Those from different backgrounds have similar life opportunities.



Mosque-Cathedral in Cordoba

Mosque:

Muslims believe that they can worship Allah anywhere. Muslims feel though that it is important to have a special place for worship. This place is called a MOSQUE. Many Muslim men go to the Mosque several times a week but the most important is Friday lunch time prayer. Friday is the Muslim holy day.

Church:

Christians believe in church as being a place to worship God. But they also believe that God has ordained the church to carry out his purpose in the world. This is why many churches also act as social and community centres, for example being used as food banks, homeless shelters etc.



Key Terms

1. Community
2. Cohesion
3. Tension
4. Mosque
5. Church

Y7 PE

Assessment in PE

Term 1 Activities



Head

(What you think/know)

Rules
Regulations
Tactics
Skills
Analysis
Decision Making
Problem Solving



Hands

(What you do)

Technique
Fitness
Skills
Control
Fluency
Precision
Fundamental Movements



Heart

(How you act)

Resilience
Leadership
Communication
Dealing with
Conflict
Positivity
Persistence
Confidence



Develop, using a range of tactics and strategies to overcome opponents through:

Rugby / Netball / Basketball / Volleyball / Badminton

Develop my technique and improve my performance through:

Trampolining / Gymnastics



Our Vision in performance is to

'Inspire students to develop their confidence and expression, through artistic and physical literacy, instilling lifelong skills'



Movement Competence



Key Concepts:

Competence - The ability to demonstrate a variety of movements, skills or techniques accurately and effectively.

Fundamental Movements – Such as walking, jumping, running, skipping, catching, throwing

Practice - Repetition of an action designed to help an individual to learn a new skill, improve in an already acquired skill, or maintain a skill.

Skills & Techniques -

Technique in PE is your ability to perform a particular action.

Skill in PE is your ability to perform an action in a game/performance setting.

Providing Feedback - In PE we will watch a performance or action and suggest aspects that the performer did well and what they might do to improve.

Acting on Feedback - In PE, we should listen to the feedback given by others, accept that feedback and then make the suggested improvements to our performance.

Performance - Performance in PE relates to how well we play, contribute, engage, behave or execute actions in routines/tasks/games.



Y7 PE

Assessment in PE



Term 2/3 Activities



Head

(What you think/know)

Rules
Regulations
Tactics
Skills
Analysis
Decision Making
Problem Solving



Hands

(What you do)

Technique
Fitness
Skills
Control
Fluency
Precision
Fundamental Movements



Heart

(How you act)

Resilience
Leadership
Communication
Dealing with
Conflict
Positivity
Persistence
Confidence



Develop, using a range of tactics and strategies to overcome opponents through:

Football / Table-Tennis / Badminton / Handball

Develop my team work and problem solving skills through:

O.A.A

Our Vision in performance is to

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Healthy Active Lifestyles



Key Concepts:

Sport, PE and PA - Sport - is the structured learning that takes place beyond the curriculum. **Physical Education** - is the planned, progressive learning that takes place in school curriculum time. **Physical Activity** - is a broad term referring to all bodily movement that uses energy.

Fitness - your physical ability to meet the demands of your environment.

Physical benefits of PE- Reduced risk of type 2 diabetes, reduced risk of heart disease, lower blood pressure, stronger muscles and bones.

Mental benefits- reduced stress, increase in serotonin (feel good factor) better sleep and improved concentration.

Social benefit/health - our ability to interact and form meaningful relationships with others. It can also relate to how able we are to adapt in social situations.'



Key Concepts:

Confidence - In PE, having confidence is how strongly you believe in your ability to do something.

Intrinsic Motivation - 'the act of completing or taking part in something without obvious external rewards.

Extrinsic Motivation - 'Reward driven behaviour where rewards might include money, praise, grades, success (e.g., medals and trophies).

Setting **SMART targets** (specific, measurable, accepted, realistic and time bound) will ensure focus and may maintain motivation.

When we complete tasks or achieve small wins along the way we should take time to **celebrate those accomplishments**. This will support long-term motivation.



Y7 Music 1.1

African drumming

African drumming –BBC Bitesize



African hand drums are played to communicate, celebrate, mourn and inspire. They're played in times of peace and war, planting and harvesting, birth and death. Drums have been such a large part of Africans' daily experience for a long time.



The Djembe

The djembe is played with our hands and has different pitches depending on where you play the drum.
Middle of the drum = Low pitched
Outside rim = Higher pitched



Can you remember all the note letters?

Can you remember all the note values and what they are called?

Rhythm Tree

Semibreve

4 beats

Minim

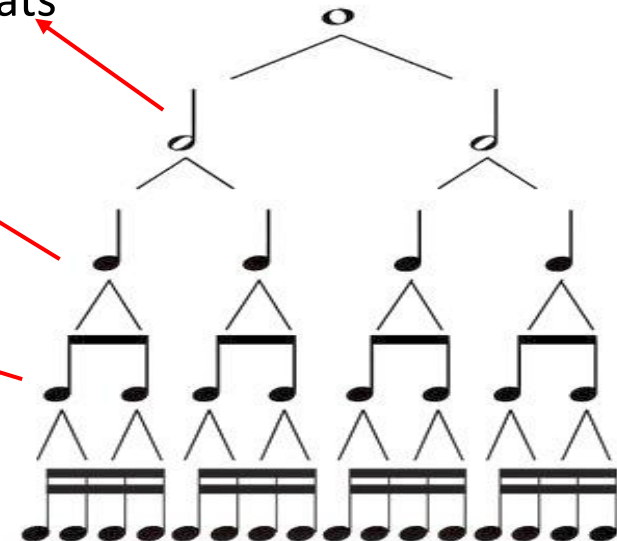
2 beats

Crotchet

1 beat

$\frac{1}{2}$ beat **Quavers**

$\frac{1}{4}$ beat **Semi-Quavers**

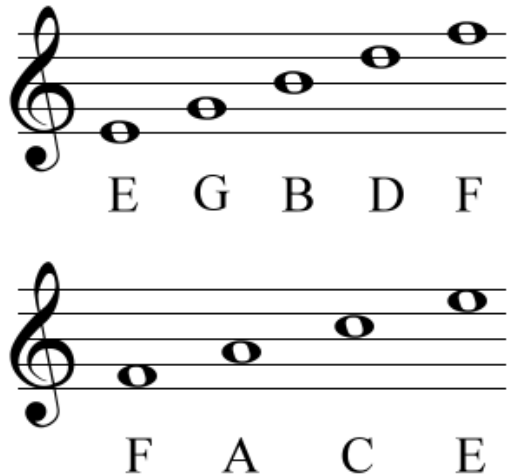


- Key Terms**
1. Rhythm
 2. Percussion
 3. Timing
 4. Notation
 5. Beat

The Elements Of Music



Pitch



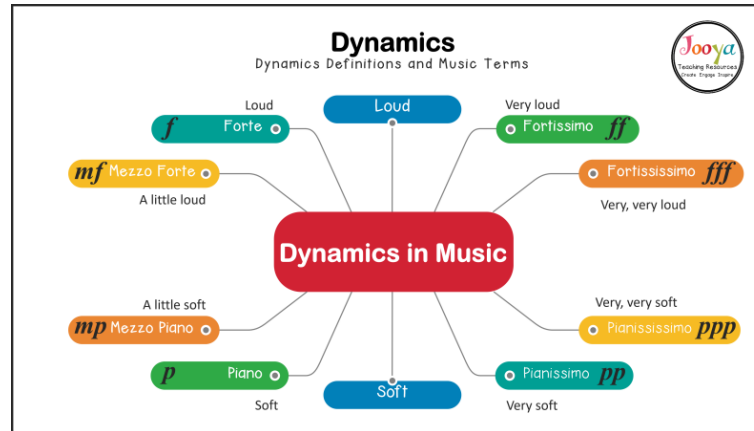
Every
Green
Bus
Drives
Fast

FACE



Key Terms

1. Pitch
2. Tempo
3. Dynamics
4. Texture
5. Instrumentation

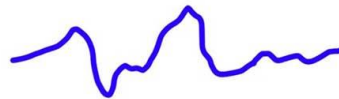


Tempo

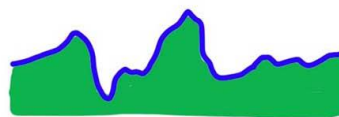
- **Allegro** – Fast, Quick, Bright (109-132BPM)
- **Andante** – Moderately slow (73-77 BPM)
- **Adagio** - Slow (55-65 BPM)

Musical Textures

Monophonic



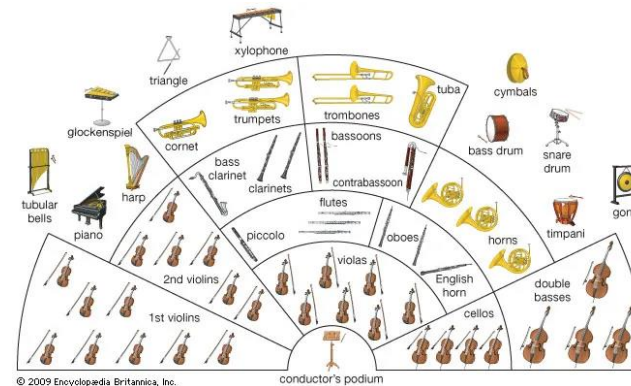
Homophonic



Polyphonic



Instruments of the orchestra



Metronome



Instruments of the orchestra



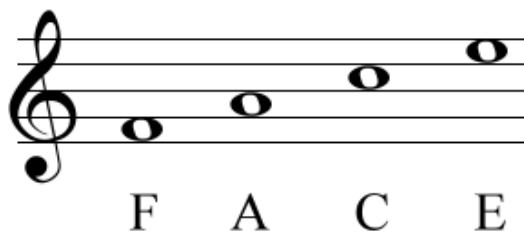
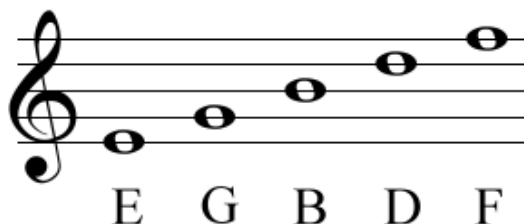
Elements of music

Keyboard Skills

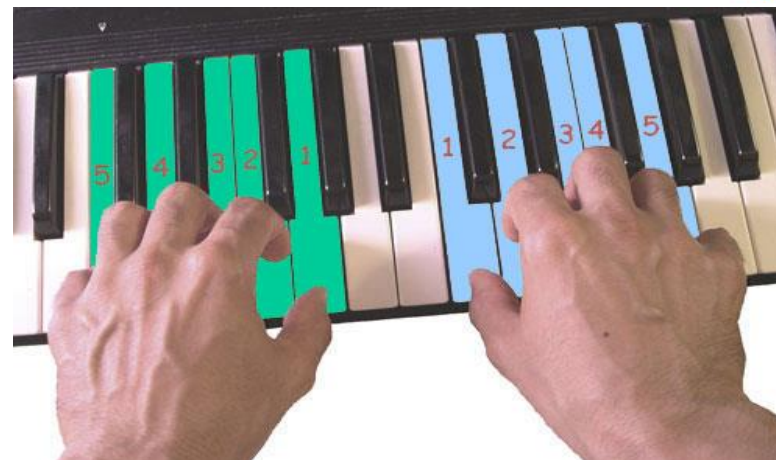


Middle C

'C is to the left of the 2 black keys' - YouTube

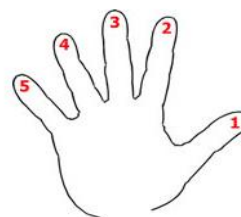


Correct hand position



Left Hand

Right Hand



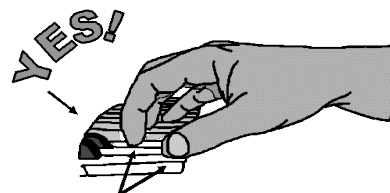
Key Terms

1. Pitch
2. Tempo
3. Middle C
4. Fluency
5. Instrumentation

'Notation song' - YouTube

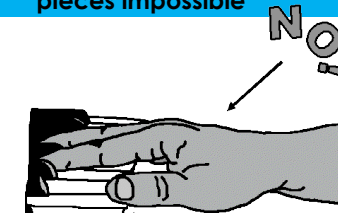


Create a bridge shape!!



Press the keys down with your fingertip and the side of your thumb tip.

Fingers are flat making quicker pieces impossible



Do not play flat fingered and flat handed like this. You will never be able to play peppy music!

Y7 Music 2.2



Midi Keyboard



Key Terms

1. Key
2. Tempo
3. Record
4. Filter
5. Loop

Arranging

- Genre of music: A genre of music is a type of categorisation. For example, rock music, pop music, country music or dance music etc.
- Tempo: Tempo is the speed or pace of a given piece
- Key Signature: A key signature is a visual symbol, printed on a musical staff, that indicates what key a section of music is written in



Band lab for beginners!!

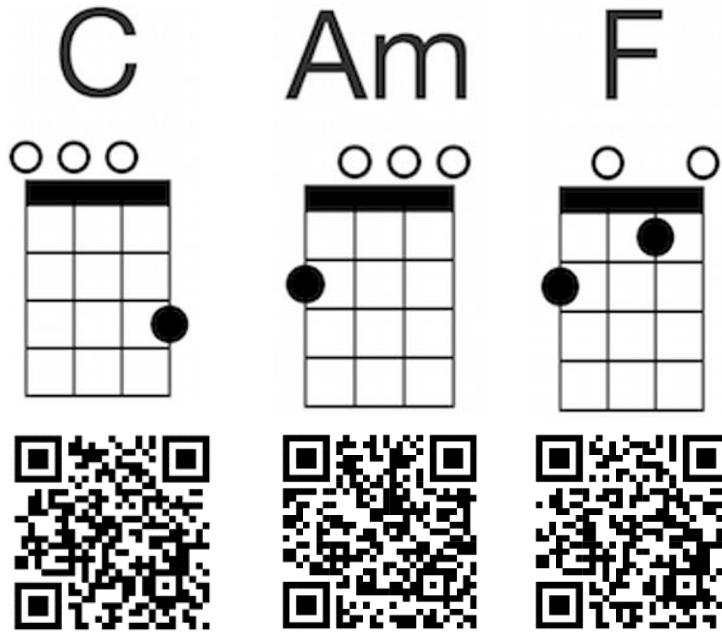
Ternary Form

Ternary form is a musical form consisting of three distinct sections with an ABA.



 BandLab.

Ukulele Skills



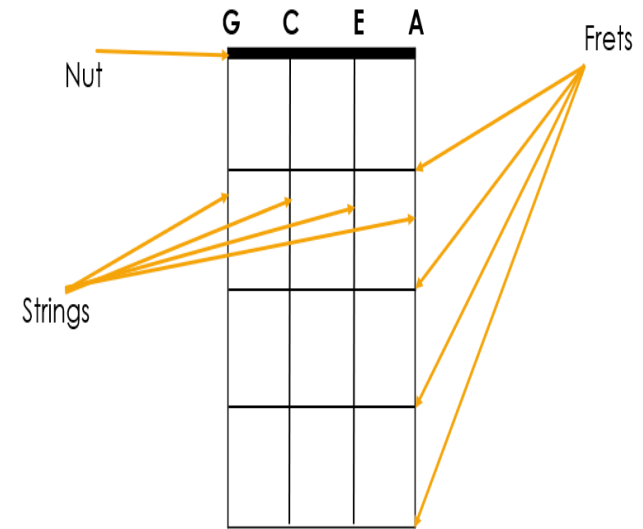
How to Play a C major Chord - YouTube

How to Play an A minor Chord - YouTube

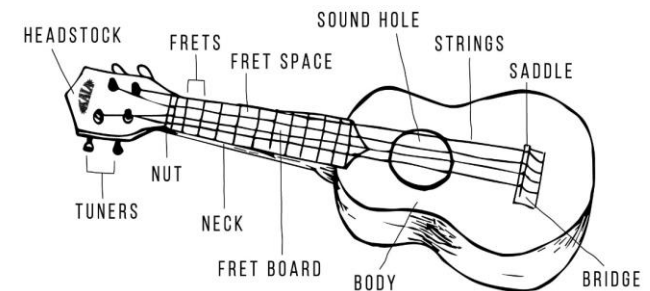
How to Play an F major Chord - YouTube

Top Tips when learning Ukulele:

- Learning how to tune your instrument
- Controlling your hands individually and in combination
- Having rhythm when playing strumming patterns
- Having fluency when moving between chords
- Working on finger placement

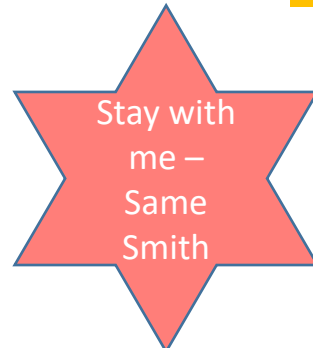


PARTS OF THE UKULELE



Key Terms

1. Strings
2. Frets
3. Middle C
4. Fluency
5. Instrumentation



Just Play



Blinding Lights



Uptown Funk



This Is Me



Band / Ensemble Skills:

- Self confidence
- Coordination
- Teamwork
- Problem Solving
- Discipline
- Appreciation for music
- Communication
- Engagement
- Practice!!!

Vocals

The vocals will be used to sing the melodies to the songs. The vocals will need to be sung with confidence and technique.



Drums

The drums will be used for playing specific beats to songs. The drums are played to keep the band in time.



Ukulele

The ukulele will be used for playing chords through TAB music. These chords will be played with a variety of strumming patterns and different finger placements.



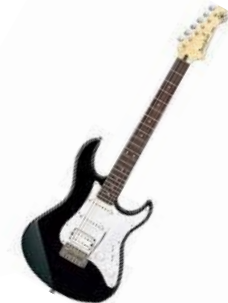
Bass Guitar

The bass guitar will be used to play root notes through TAB music. These root notes will be played in a variety of different finger placements.



Electric Guitar

The electric guitar will be used to play chords through TAB music. These chords will be played with a variety of strumming patterns and different finger placements.



Keyboard

The keyboard will be used for playing triad chords. These chords must be fluently and with specific rhythms.



Key Terms

1. Confidence
2. Expression
3. Notation
4. Fluency
5. Instrumentation



Y7 French Assessment A Knowledge Organiser

Scan the QR code to revise more key vocabulary for Assessment A

Numbers		
1		un
2		deux
3		trois
4		quatre
5		cinq
6		six
7		sept
8		huit
9		neuf
10		dix
11		onze
12		douze
13		treize
14		quatorze
15		quinze
16		seize
17		dix-sept
18		dix-huit
19		dix-neuf
20		vingt
21		vingt et un
22		vingt-deux
23...		vingt-trois

Key Phonemes		
é		ay
è		eh
e		euh
ch		sh
qu		kuh
gne		nyuh
i		ee
oi		wah
ç		ss
ill		eey
an		on
eau		oh
en		on
in		an
ique		eek
eu(x)		Uh

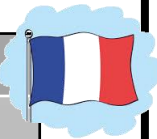
Make sure you know the alphabet in French too!

Introductions & basics		
Bonjour!		Hello!
Salut!		Hi!
ça va?		How are you?
ça va bien!		I'm great!
ça va!		I'm ok!
ça va mal!		I'm not great!
Comme-çi comme-ça		So so!
Je suis excité(e)!		I'm excited!
Je suis fatigué (e)!		I'm tired!
Je suis stressé (e)!		I'm stressed out!
Je m'appelle...		I'm called..
J'ai ... ans		I'm ... years old
J'habite à		I live in...
Merci!		Thank you!
De rien!		You're welcome!
Oui / non		Yes / no
Au revoir!		Goodbye!

Days & months		
lundi		Monday
mardi		Tuesday
mercredi		Wednesday
jeudi		Thursday
vendredi		Friday
samedi		Saturday
dimanche		Sunday
janvier		January
février		February
mars		March
avril		April
mai		May
juin		June
juillet		July
août		August
septembre		September
octobre		October
novembre		November
décembre		December

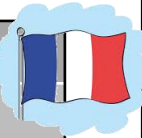
Likes and dislikes		
Je préfère		I prefer
J'aime		I like
Je n'aime pas		I don't like
Je déteste		I hate
J'adore		I love

Personality		
Je suis		I am
Elle est		She is
Il est		He is
branché (e)		trendy / cool
charmant (e)		charming
gentil (e)		kind
drôle		funny
modest (e)		modest
intelligent (e)		intelligent
sportif (-ive)		sporty
méchant (e)		naughty
généreux (-euse)		generous
actif (-ive)		active





Y7 French Assessment A Knowledge Organiser



Numbers	
1	un
2	deux
3	trois
4	quatre
5	cinq
6	six
7	sept
8	huit
9	neuf
10	dix
11	onze
12	douze
13	treize
14	quatorze
15	quinze
16	seize
17	dix-sept
18	dix-huit
19	dix-neuf
20	vingt
21	vingt et un
22	vingt-deux
23...	vingt-trois

Key Phonemes	
é	ay
è	eh
e	ehh
ch	sh
qu	kuh
gne	nyuh
i	ee
oi	wah
ç	ss
ill	eey
an	on
eau	oh
en	on
in	an
ique	eek
eu(x)	Uh

Make sure you know the alphabet in French too!

Introductions & basics	
Bonjour!	Hello!
Salut!	Hi!
ça va?	How are you?
ça va bien!	I'm great!
ça va!	I'm ok!
ça va mal!	I'm not great!
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Je suis fatigué (e)!	I'm tired!
Je suis stressé (e)!	I'm stressed out!
Je m'appelle...	I'm called..
J'ai ... ans	I'm ... years old
J'habite à	I live in...
Merci!	Thank you!
De rien!	You're welcome!
Oui / non	Yes / no
Au revoir!	Goodbye!

Days & months	
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mardi	Tuesday
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jeudi	Thursday
vendredi	Friday
samedi	Saturday
dimanche	Sunday
janvier	January
février	February
mars	March
avril	April
mai	May
juin	June
juillet	July
août	August
septembre	September
octobre	October
novembre	November
décembre	December

Likes and dislikes	
Je préfère	I prefer
J'aime	I like
Je n'aime pas	I don't like
Je déteste	I hate
J'adore	I love

Personality	
Je suis	I am
Elle est	She is
Il est	He is
branché (e)	trendy / cool
charmant (e)	charming
gentil (e)	kind
drôle	funny
modest (e)	modest
intelligent (e)	intelligent
sportif (-ive)	sporty
méchant (e)	naughty
généreux (-euse)	generous
actif (-ive)	active



Y7 French Assessment B Knowledge Organiser

Family	
Dans ma famille il y a ...	In my family, there is..
Ma famille	My family
Ma mère	My mum
Ma sœur	My sister
Ma tante	My auntie
Ma cousine	My cousin (f)
Ma belle-mère	My step-mum
Ma petite-sœur	My younger sister
Ma nièce	My niece
Ma grand-mère	My grandma
Mon père	My dad
Mon frère	My brother
Mon petit-frère	My younger brother
Mon beau-père	My step-dad
Mon cousin	My cousin (m)
Mon oncle	My uncle
Mon grand-père	My grandad
Mes grand-parents	My grandparents
Mes parents	My parents

Être	
Je suis	<i>I am</i>
Tu es	<i>You are</i>
Il/elle est	<i>He/she is</i>
Nous sommes	<i>We are</i>
Vous êtes	<i>You (pl) are</i>
Ils/elles sont	<i>They are</i>

Avoir	
J'ai	<i>ay</i>
Tu as	<i>eh</i>
Il/elle a	<i>eh</i>
Nous avons	<i>sh</i>
Vous avez	<i>kuh</i>
Ils/elles ont	<i>nyuh</i>

PECPC words (because)	
parce que	
étant donné que	
comme	
puisque	
car	

Pets	
J'ai...	I have
une souris blanche	a white mouse
une araignée violette	a purple spider
une tortue bleue	a blue tortoise
un chien	a dog
un chat noir	a black cat
un poisson vert	a green fish
un hamster brun	a brown hamster
un oiseau orange	an orange bird
un cheval blanc	a white horse
un cochon d'Inde	a guinea pig
un perroquet violet	a purple parrot
un lapin	a rabbit

Remember:

- The colour always goes **after** the noun.
- The ending of the colour will change according to the gender of the animal.
- Usually the feminine ending is an '-e'.
- There are some exceptions:
marron never changes.
violet – violette
blanc – blanche

Hair and eyes	
Il / elle a	He she has...
Les yeux bleus	blue eyes
Les yeux verts	green eyes
Les yeux marron	brown eyes
Les yeux gris	grey eyes
les cheveux noirs	black hair
Les cheveux blonds	blonde hair
Les cheveux châtain	light-brown hair
Les cheveux roux	ginger/red hair
Les cheveux ondules	wavy hair
Les cheveux frises	curly hair
Les cheveux bruns	brown hair
Les cheveux raides	straight hair

Quantifiers	
très	very
vraiment	really
assez	quite



Time phrases	
quelquefois	sometimes
toujours	always
souvent	often

PANDA - Likes and dislikes	
Je préfère	I prefer
J'aime	I like
Je n'aime pas	I don't like
Je déteste	I hate
J'adore	I love

Sports	
Je joue...	I play...
au foot	football
au basket	basketball
À la pétanque	boules
aux jeux vidéo	video games
Je fais...	I do/go on...
de la natation	swimming
de l'équitation	horse riding
de la gymnastique	gymnastics
du judo	judo
du patin à glace	ice skating
du skate	skate boarding
des promenades	walks