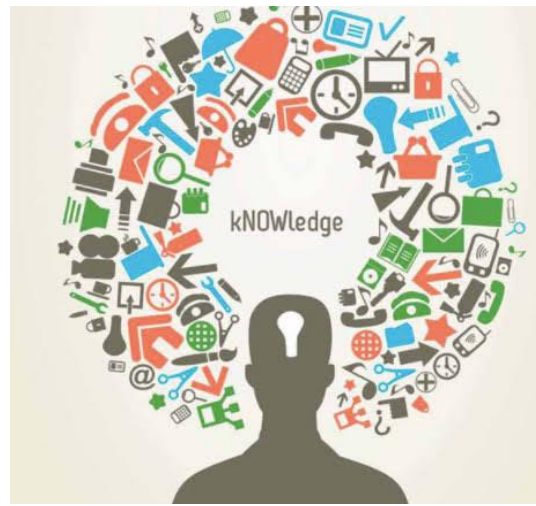




**ST TERESA
of CALCUTTA**
Catholic Academy Trust

Knowledge Organisers

Year 7

Autumn Term 2026

Name: _____



Instructions for how to use your Knowledge Organiser



After school, every day, you should learn knowledge from **TWO** subjects on your knowledge organiser each night. Your class teacher may set you specific tasks on Satchel One, linked to the knowledge that you will be expected to learn. The timetable below tells you which subjects you should focus on each night. It doesn't matter if you don't have that particular subject on that day, just follow the timetable for your home learning. You should spend **half an hour** on each subject. You may use your purple homework book to complete tasks neatly.

TIMETABLE OF SUBJECTS

Monday: English and Geography

Tuesday: Science and Art / DT / Food

Wednesday: Maths and History

Thursday: RE and Computer Science

Friday: MFL and Music / Drama



Reading at home

There is also an expectation that you should read a book of your choice for 30 minutes everyday. This should be signed off in your planner by a parent.



How to learn knowledge from my knowledge organiser:

- Look at the work, cover it over, write it out again and check it.
- Look. Cover. Write. Check.
- Ask someone to test you and ask you questions about the topic
- Create mind maps on the topic
- Create flashcards on the topic
- Try writing out the key words or new vocabulary into new sentences
- Create a mnemonic
- Draw a diagram of the process
- Read further around the subject

Year 7 Autumn Term: Detective Fiction



Glossary – Key Vocabulary

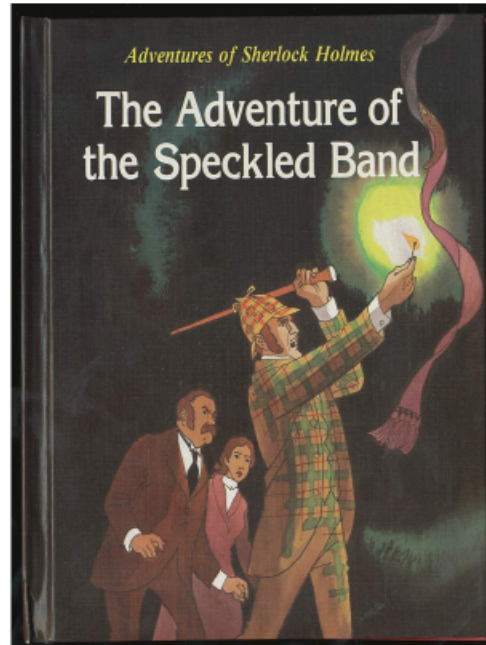
- Picturesque – beautiful
- Enigmatic - mysterious
- Mysterious – unusual
- Perceptive - observant
- Cunning - clever
- Deceptive - dishonest
- Juxtaposition - contrasting
- Suspect – a person who may have committed a crime
- Detective – a person who solves a crime
- Justice - fairness
- Diagnostic -solve
- Deductive – work out
- Aloof – distant and cold



Sherlock Holmes first appeared in the novel *A Study in Scarlet* in 1887, written by Scottish author Arthur Conan Doyle. Doyle modelled Holmes's methods on Dr. Joseph Bell, a professor at the University of Edinburgh, whose diagnostic skills inspired Holmes's meticulous observation and deductive reasoning. Holmes is often described as aloof, eccentric, and highly rational, preferring logic over emotion in solving complex cases.

Holmes refers to himself as a "consulting detective," taking on cases that often baffle Scotland Yard. His investigative techniques combine forensic science, chemical analysis, disguise, psychological insight, and keen observation.

Holmes is arguably the most famous fictional detective, inspiring countless adaptations in stage, film, television, radio, and video games. By the 1990s, over 25,000 adaptations had been produced, and Guinness World Records lists him as the most portrayed human literary character in film and television history.



Who is Sherlock Holmes?

In height he was rather over six feet, and so excessively lean that he seemed to be considerably taller. His eyes were sharp and piercing, save during those intervals of torpor to which I have alluded; and his thin hawk-like nose gave his whole expression an air of alertness and decision. His chin, too, had the prominence and squareness which mark the man of determination. His hands were invariably blotted with ink and stained with chemicals, yet he was possessed of extraordinary delicacy of touch, as I frequently had occasion to observe when I watched him manipulating his fragile philosophical instruments.



Plot Summary

Sherlock Holmes solves the mysterious death of Julia Stoner, revealing her stepfather's deadly scheme using a venomous snake.

In April 1883, **Helen Stoner** visits Sherlock Holmes and Dr. John Watson at 221B Baker Street, terrified for her life. She explains that her twin sister, **Julia Stoner**, died under mysterious circumstances two years earlier, uttering the words "the speckled band" before dying. Helen fears she may be next, as she is now sleeping in the same bedroom where Julia died



Characters

- Sherlock Holmes
- Dr. Watson
- Helen Stoner
- Julia Stoner



Year 7 Autumn Term 2: A Christmas Carol



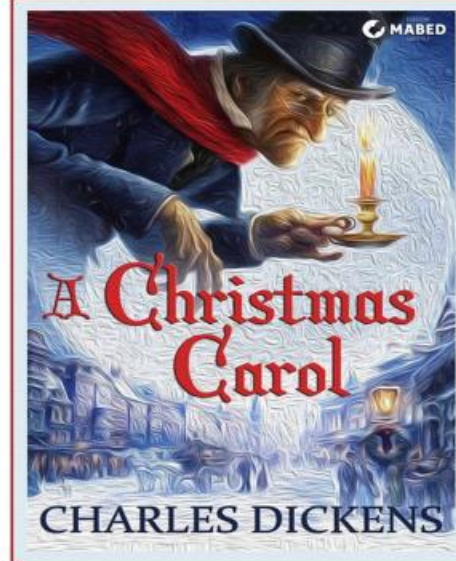
Characters

- ☐ Scrooge
- ☐ Marley
- ☐ Bob Cratchit
- ☐ Fred
- ☐ Belle
- ☐ The Ghost of Christmas Past
- ☐ The Ghost of Christmas Present
- ☐ The Ghost of Christmas Yet to Come



Context – Victorian Britain (1837 – 1901)

A Christmas Carol was written in 1843 at a time of great change in Victorian Britain. The industrial revolution was taking place and there was a sudden growth of the cities as moved from the countryside to the cities and many lived in poverty as the gap between the rich and poor widened. Workers had to toil for long hours and for little money. Children didn't go to school and worked long hours for a low wage to help support their families who barely had enough money to buy food. In the poorer areas of Britain's larger cities almost 1 in 5 children born in the 1830s and 40s had died by the age of five. There was no healthcare at this time and if you got ill and couldn't work, your whole family was at risk of death. For those who were unable to support themselves, there were the workhouses: these were not pleasant places to stay. Men, women and families were separated and those who were physically able were expected to work for their keep. During this period a small number of people became very wealthy and they lived in luxury with large houses, plenty of money, food and clothes. Their children didn't work and were educated.



DICKENS: A CHRISTMAS CAROL, 1843

KEYWORDS	LANGUAGE	STRUCTURE	THEMES	CONTEXT
Moral	Metaphor	Novella	Greed	Industrial revolution
Gothic	Simile	Staves	Loneliness	Poverty
Responsibility	Verbs	Dialogue	Family	Christmas traditions
Consequences	Adjectives	Description	Money	Religion
Flashbacks	Contrasts	Narrator	Light and Dark	Victorian era
Regret	Exclamations!	Episodic	Goodwill	Social classes
Sympathy	Pathetic fallacy	The Transformation	Redemption	Social responsibility

Why did Dickens write it and how has it impacted readers over time?

Christmas traditions became popular during the Victorian era and interested Dickens. The name 'A Christmas Carol' is linked to the fact that it has 5 staves, like a Christmas song or carol. Dickens had witnessed inequality in England and wanted to make a stand against the greed of the rich. He reveals the contrasts between how the rich and poor lived during the Victorian era. It was a very popular book when it was first released, and continues to be favourite around the world. Many of the quotes are regular English sayings 'Bah, humbug!' and 'Scrooge' means a tight person. Scrooge's transformation is very heart-warming and makes us believe that anyone can change for good. The novella is short and readers enjoy the three ghosts as well as the spooky, gothic atmosphere.

Plot Summary

A Christmas Carol is a novella by Charles Dickens about Ebenezer Scrooge, an old man, who is well-known for his miserly ways. On Christmas Eve, Scrooge is visited by a series of ghosts, starting with his old business partner, Jacob Marley. The three spirits which follow, the Ghosts of Christmas Past, Christmas Present and Christmas Yet to Come, show Scrooge how his mean behaviour has affected those around him. At the end of the story he is relieved to discover that there is still time for him to change and we see him transformed into a generous and kind-hearted human being.

Maths Year 7 Autumn Term: Number Skills

Topic

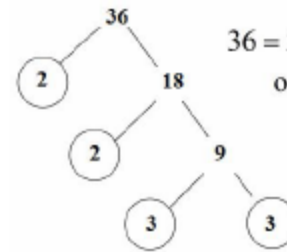
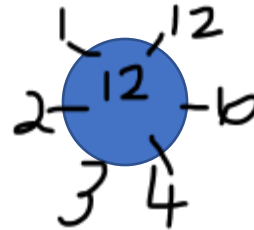
- Multiples and Factors
- Order of Operations/BIDMAS
- Place Value and Rounding
- Multiplying and Dividing
- Negative numbers

Key words

- ((Lowest) common) multiple and LCM
- ((Highest) common) factor and HCF
- Negative number
- Directed number
- Power
- (Square and cube) root
- Triangular number, Square number, Cube number, Prime number
- Linear sequence, Arithmetic sequence
- Operation
- Inverse
- Long multiplication
- Short division
- Long division
- Remainder

Multiplication Square

x	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144



$$36 = 2 \times 2 \times 3 \times 3$$

$$\text{or } 2^2 \times 3^2$$

Prime Numbers

A natural number greater than 1 with no divisors other than 1 and itself.

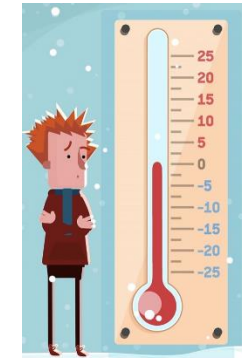
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Remember these facts about prime numbers!

There are no even numbers except 2.

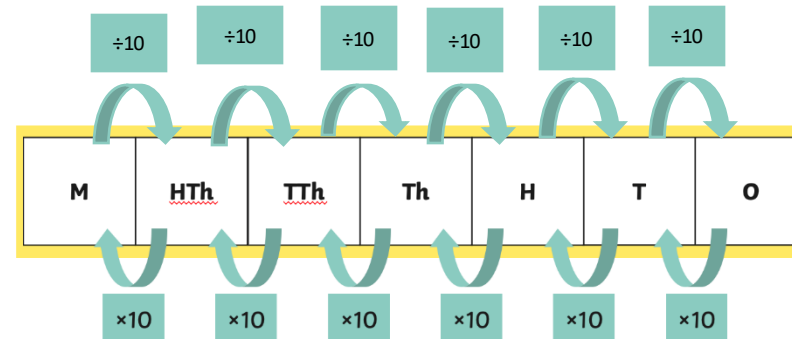
There are no prime numbers ending in 5, except 5.

The digits can't add up to 3 except 3 (digital root).



Place Value

Tm	M	Hth	Tth	Th	H	T	O	t	h	th
Ten Millions	Millions	Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones	Tenths	Hundredths	Thousandths
10 000 000	1 000 000	100 000	10 000	1000	100	10	1	0.1 1/10	0.01 1/100	0.001 1/1000



Remember **BIDMAS** is the agreed order of operations in Maths:

- **Brackets**

- **Indices** are powers, eg 3^2 or 4^3

- **Division** - start on the left and work them out in the order that you find them

- **Multiplication** - start on the left and work them out in the order that you find them

- **Addition**

- **Subtraction**

When only **addition** and **subtraction** are left in the calculation, work them out in the order you find them - starting from the left of the calculation and working towards the right.

MathsWatch Clips

N10; N11; N20; N1a, b, c;

Maths Year 7 Autumn Term: Decimals

Key concepts:

Place value:

Th H I U . th h th

- When adding and subtracting decimals we must ensure the decimal places are underneath each other when setting up.
- When multiplying decimals, calculate without the decimal point and use estimation to help replace it.
- To find equivalent fractions multiply/divide the numerator and denominator by the same number.
- To convert all numbers to the same form, either fractions, decimals or percentages.

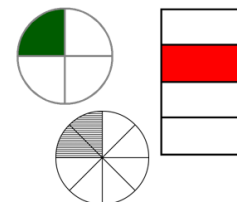
Add/subtract decimals:

3 hundreds 1 thousandths
Forty or 4 tens 5 units 4 tenths 6 hundredths

345.461

$$\begin{array}{r} 42.8 + 5.32 \\ 42.80 \\ + 5.32 \\ \hline 48.12 \end{array} \quad \begin{array}{r} 42.8 - 5.32 \\ 42.80 \\ - 5.32 \\ \hline 37.48 \end{array}$$

Equivalence:

$$\frac{1}{4} = \frac{2}{8} = \frac{3}{12} = \frac{4}{16}$$


= 0.25

Key Words

Decimal: A number that contains a point

Fraction: A fraction is made up of a numerator (top) and a denominator (bottom).

Equivalence: Two fractions are equivalent if one is a multiple of the other.

Simplify: Cancel a fraction down to give the smallest numbers possible.

Ascending Order: Place in order, smallest to largest.

Descending Order: Place in order, largest to smallest.

Key Concept: Multiply/Divide by powers of 10

10 000	1000	100	10	1	$\frac{1}{10}$	$\frac{1}{100}$	$\frac{1}{1000}$

Multiplying

X 10 digits move LEFT 1 space
X 100 digits move LEFT 2 spaces
X 1000 digits move LEFT 3 spaces



Dividing

÷ 10 digits move RIGHT 1 space
÷ 100 digits move RIGHT 2 spaces
÷ 1000 digits move RIGHT 3 spaces



Simplify $\frac{3}{24}$
a fraction

$$\frac{3}{24} \xrightarrow{\div 3} \frac{1}{8}$$

Write 0.34 as

1	$\frac{1}{10}$	$\frac{1}{100}$	$\frac{1}{1000}$
0	3	4	

= $\frac{34}{100} = \frac{17}{50}$

Write $\frac{6}{7}$ as a decimal

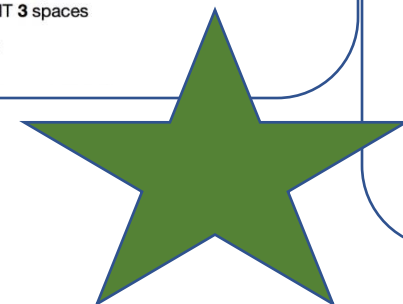
$$\frac{6}{7} \rightarrow 7 \overline{) 0.85714}$$

To order these fractions, make the denominators the same.

$\frac{3}{4}$	$\frac{3}{8}$	$\frac{3}{8}$	$\frac{1}{2}$
$\frac{6}{8}$	$\frac{3}{8}$	$\frac{3}{8}$	$\frac{4}{8}$
$\frac{1}{4}$	$\frac{2}{8}$	$\frac{3}{8}$	$\frac{1}{2}$

Order: ④, ②, ③, ⑤, ①

MathsWatch Clips
N1b, N2b, N13b, N14b,
N15b, N28b, N29b, N32



Maths Year 7 Autumn Term: Equations



Algebra can be used to support us to find unknowns in a **contextual problem**.

We can always apply a letter to an unknown quantity, to then **set up an equation**.

It will often be used in area and perimeter problems and angle problems in geometry.

Solve to find the value of x when the perimeter is 42cm.

HINT: Write on all of the lengths of the sides.

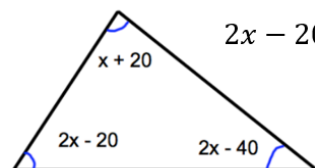


$2x + 3$

We know the perimeter is 42cm

$$\begin{aligned} 2x + 3 + 2x + 3 + x + x &= 42 \\ 9x + 6 &= 42 \\ 9x &= 36 \\ x &= 6 \end{aligned}$$

Angles in a triangle sum to 180°



$$\begin{aligned} 2x - 20 + x + 20 + 2x - 40 &= 180 \\ 5x - 40 &= 180 \\ 5x &= 220 \\ x &= 45 \end{aligned}$$

$x + 9 = 16$ $-9 \quad -9$ $x = 7$	$x - 12 = 20$ $+12 \quad +12$ $x = 32$	$\frac{x}{3} = 5$ $\times 3 \quad \times 3$ $x = 15$	$2x + 5 = 14$ $-5 \quad -5$ $2x = 9$ $\div 2 \quad \div 2$ $x = 4.5$
$\frac{x}{4} - 2 = 4$ $+2 \quad +2$ $\frac{x}{4} = 6$ $\times 4 \quad \times 4$ $x = 24$	$2(3x + 5) = -14$ expand $6x + 10 = -14$ $-10 \quad -10$ $6x = -24$ $\div 6 \quad \div 6$ $x = -4$	$2x + 7 = 5x + 1$ $-2x$ (smallest x term) $+7 = 3x + 1$ $-1 \quad -1$ $6 = 3x$ $\div 3 \quad \div 3$ $2 = x$	

Answers can be:

- Integers
- Decimals
- Fractions
- negatives

MathsWatch Clips

A12, A17, A19a, A19b

Key words:

Unknown: A letter which represents a number we do not know the value of.

Terms: The numbers and letters in the expression or equation.

Inverse: The operation which will do the opposite. **Solving equations:**

Working with inverse operations to find the value of a variable.

Rearranging an equation:

Working with inverse operations to isolate a highlighted variable.

In solving and rearranging we **undo the operations** starting from the last one.



Science Year 7 Autumn Term: Scientific Enquiry Energy Pure + Impure substances



Glossary:

Prediction:

what you think will happen.

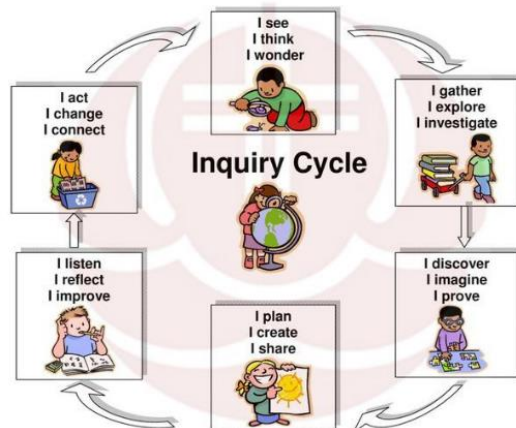
Hypothesis: an idea or a theory that hasn't been tested

Analyse: examine methodically and in detail

Variable: a factor that can vary or change

After a **scientific method** has been followed through, data is **analysed** to see if it matches the **prediction** and check if the **hypothesis** seems correct.

Once data has been collected, displaying it in a chart or a graph helps to spot patterns. The pattern, if there is one, will show how the **independent variable** has affected the **dependent variable**.



Key points

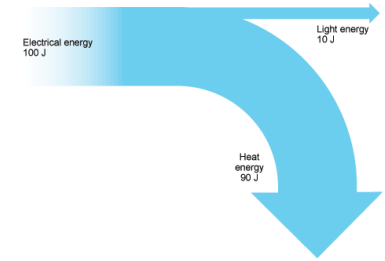
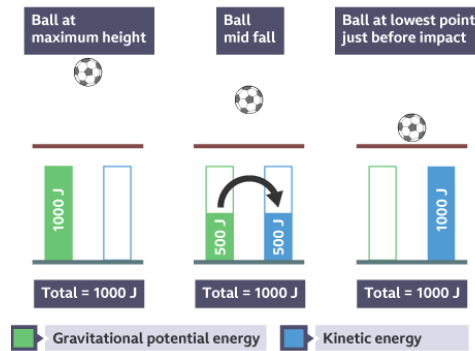
- A conclusion sums up what has been found out during an investigation.
- A conclusion should be clearly structured and explained using scientific knowledge.
- At the end of an investigation, evaluate the results and method to judge how reliable the conclusion is.

Glossary:

Energy store: different ways that energy can be found in a system

Conserved: maintain (a quantity such as energy) at a constant overall total

Energy pathway: How energy is transferred from one pathway to another



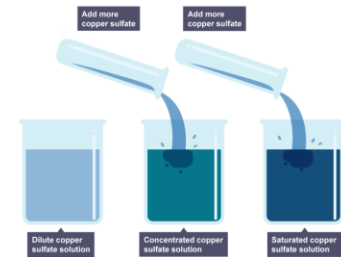
- The SI unit of energy is the **joule (J)**
- ### Key points

- Energy** can be described as being in different 'stores'.
- Energy can be transferred from one store to another.

There are several stores of **energy**.

Energy can be transferred by:

- mechanical working – when a force is applied to move an object through a distance
- electrical working – when charge flows (electricity)
- heating – when energy is transferred between hotter and colder regions
- radiation – when energy is transferred as a wave, for example as light or sound



Key points

- Most materials that we use are **mixtures**, and just a few are pure elements or pure compounds.
- In chemistry, a pure substance is a single substance made of only one type of particle.
- Impurities** change the temperature at which a **substance** melts and boils.



Glossary:

Matter: Can be one of three states: gas, liquid or solid

Dissolve: Where a solute breaks up into smaller pieces when placed in a solvent

Pure: A pure substance is not mixed with anything else

Impure: A material with more than one substance in it is impure



In sea water, the water is the solvent and salt is the solute

Science Year 7 Autumn Term: Forces and Magnetism, Microscopes and Cells



Key Words:

Contact Forces.

Contact forces act between objects that are physically touching each other.

Friction.

The force between two surfaces that are sliding, or trying to slide, past each other.

Air Resistance.

The force that acts in the opposite direction to an object's movement as it moves through the air.

Reaction.

The force that supports an object on a solid surface.

Upthrust.

The upward force exerted by a fluid on an object floating in it.

Non-Contact Forces.

Non-contact forces act between objects without them physically touching each other.

Gravitational Force.

The force acting on an object due to gravity.

Magnetic Force.

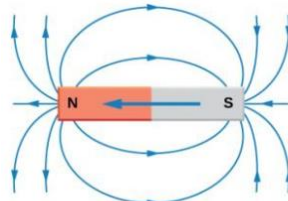
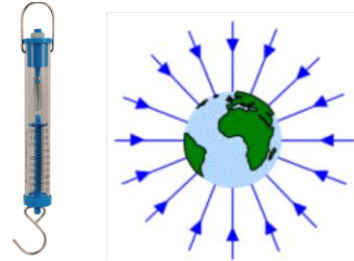
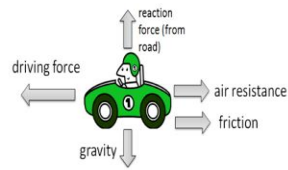
The force exerted by a magnetic field on a magnetic material.

Electrostatic Force.

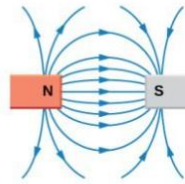
The force that acts between two charged objects.

Newtons.

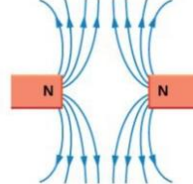
The units of force.



Magnetic field lines of a bar magnet



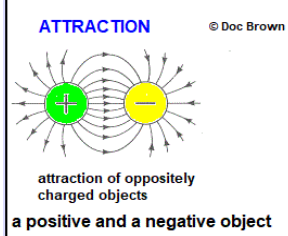
Magnetic field lines between unlike poles



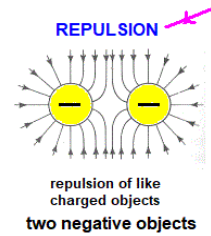
Magnetic field lines between like poles

The interaction of two static electric fields

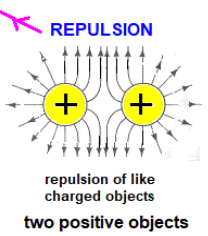
note the different directions of the electric field lines



attraction of oppositely charged objects
a positive and a negative object



repulsion of like charged objects
two negative objects



repulsion of like charged objects
two positive objects

1. An object at rest (or moving at constant speed) will continue to do so, unless acted upon by an external force.
2. The acceleration of an object is governed by two factors. Its mass and the force acting on it.
3. Every action has an equal and opposite re-action.

Key Words:

Microscope.

A piece of equipment that allows us to see microscopic objects like cells.

Cell.

The smallest building blocks of life.

Cell Membrane.

The bag that holds the cell together.

Cytoplasm.

A jelly like substance found inside cells, most of the reactions happen here.

Nucleus.

Contains the DNA and controls the cell activity.

Mitochondria.

Respiration happens here to provide energy for the cell.

Ribosome.

These synthesise proteins.

Extra parts found in plants:

Cell Wall.

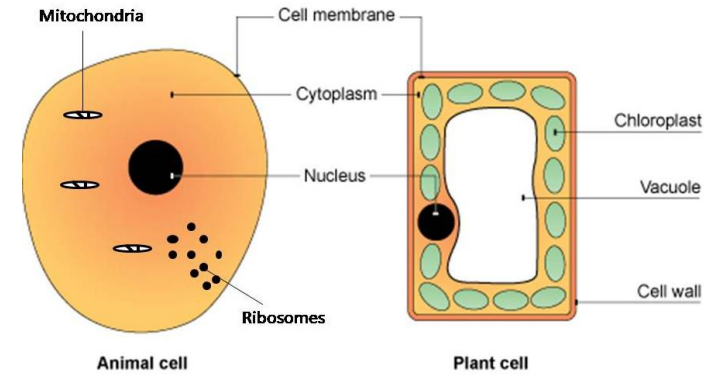
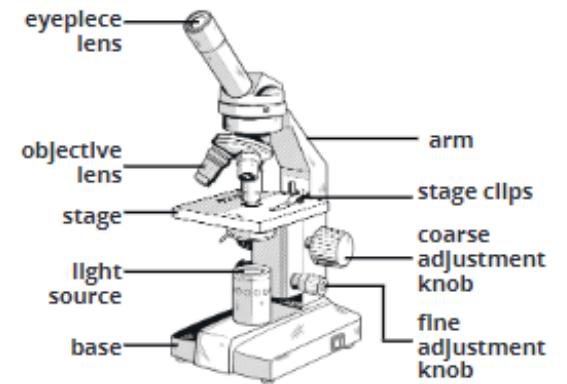
Provides support for the plant cell.

Vacuole.

Contains the cell sap.

Chloroplasts.

They contain a green pigment called chlorophyll. This is where photosynthesis happens.



	Root hair cell		Muscle cell
	Sperm cell		Nerve cell
	Red blood cell		Ciliated epithelial cell
	Palisade cell		Egg cell
			White blood cell

Year 7 RE Unit 1 – Creation and Covenant

Creation:

Bringing something into existence.

Creationism:

The belief that the world was created exactly as it says in the Bible.

Special revelation:

Knowledge of God revealed through the Bible and the teachings of the Church.

Imago Dei:

Latin for 'in the image of God'. This means that humans reflect God's nature.

Literary form:

Different types of writing. For example poetry and letters.

Literal sense:

Reading the Bible taking into account the author, the time it was written and the literary form.

General revelation:

Knowledge of God revealed through human reason, experience and the created world.

Revelation:

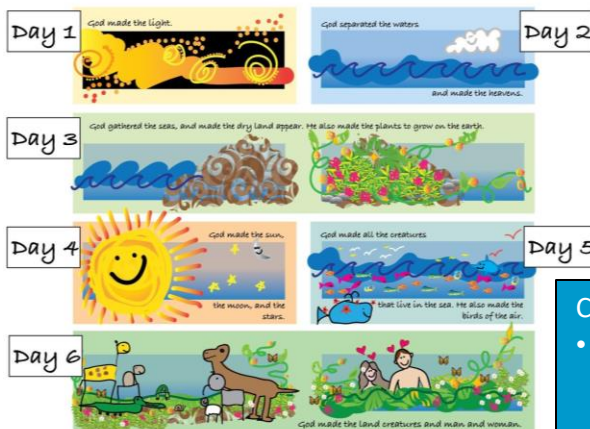
The way in which God makes himself known to human beings.

Scientism:

The belief that science has all the answers.

Stewardship:

The duty to care for something.



Then God said, Let us make man in our image, after our likeness; and let them have dominion...'

Subsidiarity

Decisions should not be taken at the highest levels, but by people who are most affected.

Common good

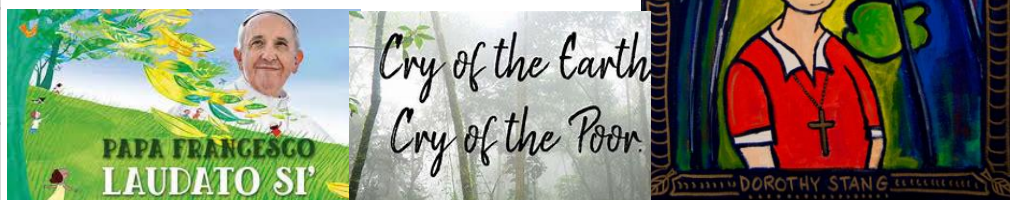
The aim of working together to improve society for all people.

Solidarity

Unity of feeling or action between people

Dignity of the human person

The belief that every person is precious because they are made in God's image.



Why is the story of creation important to Catholics?

- It shows us that God is the **Creator** of the world.
- It reminds us that **God is omnipotent (all powerful)**.
- It shows **God's love** for us (**Omnibenevolent**).
- It teaches us why we should **look after the world**, we call this **stewardship**.
- It explains why **Sunday** is our day of rest.
- **We know** how the world was made.

Catholics believe...

- The creation stories are the word of God, they teach us about God and humans but *don't* give us a factual explanation of how God created the universe.
- Science teaches them the details about how the world came to be but science doesn't have all the answers.
- The Church *does not* question what scientists believe about the Big Bang as they believe both are possible.
- The Church *does not* teach humans were made exactly on the 6th day and except evolution is how God created humans.
- However they *do not* believe this happened by chance. They believe each person is given a soul and called by God into a relationship with him.

Scientific theories about creation

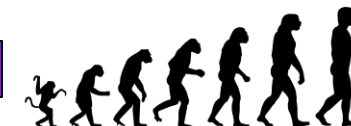


The Big bang theory

Edwin Hubble said that the universe began from a violent explosion that came from a single point.

It suggests the universe began by chance, it was not planned or ordered so some people say there is no need to say God created it.

The theory of evolution



In 1859 Charles Darwin came up with the theory of natural selection

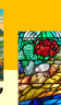
It was discovered that some animals had different characteristics e.g. shape of beak. This happened by accident but benefitted them.



Agree



"Artwork helps Catholics to understand creation"



Disagree

Evaluate

- The creation of Adam shows God is eternal, powerful and that we are made in the image of God.
- Artwork can help children to understand creation more.
- Artwork is easier to understand than reading the Bible.
- Artwork can make the creation story more up to date.

- Artwork can distract you from the Bible story.
- Artwork can be interpreted in the wrong way.
- Artwork is sometimes difficult to understand.
- If you don't understand creation you would be better talking to a priest than looking at art.



The Bible



The Bible is important because...

- It teaches us how to live a good Christian life.
- It contains God's words.
- The New Testament contains the life of Jesus and his teachings.
- It tells us about the creation of the world.
- The Old testament teaches us about our history and important prophets.
- It contains the 10 commandments.
- The New Testament tells us how the early Christians spread the word of God.
- We learn about God's attributes.
- If we follow it we will go to Heaven.

ST TERESA
OF CALCUTTA
Catholic Academy Trust

THE CATHOLIC BIBLE'S BOOKS

OLD TESTAMENT

Gn GENESIS 1	Ex EXODUS 1	Lv LEVITICUS 1	Nm NUMBERS 1	Dt DEUTERONOMY 1	Jos JOSHUA 1	Jc JUDGES 1	Rt RUTH 1	1Sm 1 SAMUEL 1	2Sm 2 SAMUEL 1	
1Ki 1 KINGS 1	2Ki 2 KINGS 1	1Ch 1 CHRONICLES 1	2Ch 2 CHRONICLES 1	Ez EZEKIEL 1	Ne NEHEMIAH 1	Tb TUBIAS 1	Jdt JUDITH 1	Es ESTHER 1	1Mac 1 MACCABEES 1	
2Mac 2 MACCABEES 1	Jb JOB 1	Ps PSALMS 1	Pr PROVERBS 1	Ec ECCLESIASTES 1	So SOLomon's SONG 1	Wis WISDOM 1	Sir SIRACH 1	Is ISAIAH 1	Je JEREMIAH 1	
Lm LAMENTATIONS 1	Ba BARUCH 1	Ek ECCLESIASTICUS 1	Dn DANIEL 1	Ho HOSIAH 1	Jl JEREMIAH 1	Am AMOS 1	Ob OBADIAH 1	Jh JONAH 1	Mi MICHAEL 1	
Na NAHUM 1	Hk HABAKUK 1	Zp ZECHARIAH 1	Ha HAGGAI 1	Zc ZECHARIAH 1	Ml MALACHI 1					

INFO: "Bible" comes from the **greek βιβλία** ("The books").
The Catholic Bible **contains 73 books**: 46 from the
Old Testament and 27 from the New Testament.

NEW TESTAMENT

Ro ROMANS 1	1Co 1 CORINTHIANS 1	2Co 2 CORINTHIANS 1	Ga GALATIANS 1	Ep EPHESIANS 1	Pp PHILIPPIANS 1	Cl COLLOSSIANS 1	1Th 1 THESSALONIANS 1	2Th 2 THESSALONIANS 1	1Ti 1 TIMOTHY 1	
2Ti 2 TIMOTHY 1	Tt TITUS 1	Ro ROMANS 1	1Co 1 CORINTHIANS 1	2Co 2 CORINTHIANS 1	Ga GALATIANS 1	Ep EPHESIANS 1	Pp PHILIPPIANS 1	Cl COLLOSSIANS 1	1Th 1 THESSALONIANS 1	
2Th 2 THESSALONIANS 1	1Ti 1 TIMOTHY 1	2Ti 2 TIMOTHY 1	Tt TITUS 1	Ro ROMANS 1	1Co 1 CORINTHIANS 1	2Co 2 CORINTHIANS 1	Ga GALATIANS 1	Ep EPHESIANS 1	Pp PHILIPPIANS 1	
Cl COLLOSSIANS 1	1Th 1 THESSALONIANS 1	2Th 2 THESSALONIANS 1	1Ti 1 TIMOTHY 1	2Ti 2 TIMOTHY 1	Tt TITUS 1					

Number

Symbol

NAME
Chapters

KEY

PENTATEUCH

SERENTIAL

MINOR PROPHETS

GENERAL LETTERS

HISTORICAL

MAJOR PROPHETS

GOSPELS

REVELATIONS

CatholicLink

Dei Verbum Latin phrase for 'Word of God'.
Scripture The holy book of a religion, in Christianity it is the Bible.
Tradition The preaching of the apostles that was kept safe and handed on by bishops.
Inspired 'God breathed' God influenced the writers of the Bible to write what is good and true.
Canon The agreed list of books that make up the Catholic Bible.
Old Testament The books in the first half of the Bible showing the creation of the world and God's relationship with the Israelites.
New Testament The books in the second half of the Bible which tell the story of Jesus and the establishment of the early Church.
Hebrew, Aramaic, Greek Some books of the Bible were written in these languages.
Tanakh The Jewish Bible.
Liturgy of the Word The part of Mass where Catholics are taught God's word from the Bible.

- The Bible is the Christian holy book
 - The word Bible means books
 - There are 72 books in the Bible
- Old testament is the first part of the Bible
- New testament is the second part of the Bible
 - The OT is God's history in the world
- The NT is about Jesus and the early Christians

'The inspiration of Matthew' Caravaggio



'God is speaking to them using human words' Catechism

The Angel seems to be counting on it's fingers, reminding Matthew not to miss anything out.

'Faithfully and without error that truth which God wanted to put into sacred writings for the sake of salvation' Dei Verbum 11

Matthew is being guided by God to write his gospel.

What is sacred Tradition?

Jesus has the authority from God to share God's message of love

While on earth Jesus asked the Apostles to take his message to the people.

When Jesus ascended into heaven he commanded his Apostles to spread his message throughout the world with the help of the Holy Spirit.

The Apostles commanded their followers to do the same and they were given the same authority Jesus had given to the Apostles.

Jesus' message continues to be carried on today through the leaders of the Church-the Pope and Bishops. This is called Tradition.



Luke 2: 1 - 7

Book

Chapter

Verses

Luke is the name of the book we are looking for (the index at the front of your Bible will help us locate whether it is the Old or New Testament).

2 is the chapter that we need to find within the book of Luke. The Chapter will always be a big, clear number, it also appears at the top of the page.

1-7 are the verses within that chapter that we need. Throughout each chapter of each book in the Bible will be tiny little numbers. These are the verse numbers.

The Magisterium



- Magisterium comes from the a Latin word meaning teacher.
- It is the teaching office of the Church.
- Catholics believe that the Bishops and the Pope have the same authority Jesus gave to the apostles.
- This means they can interpret or explain the meaning of the word of God.
- Through listening to the Magisterium Catholics can be certain of what is good and true.
- The Magisterium ensures that scripture and tradition have relevance for our lives today.

Glossary:

Chronology	The arrangement of events in the order in which they happened.
Sanitation	The process of keeping places free from dirt, disease and infection by removing rubbish and human waste (sewage).
latrine	Communal toilet, built by the Romans
cesspit	A hole in the ground dug to dispose (get rid) of sewage, used in the Medieval era
privy	A toilet found in a shed outside a house, used from the 1800s – the Industrial Revolution era
conduit	A channel for transporting water, first used by the Romans
cholera	A disease caused when drinking water is contaminated with human sewage.
Typhoid	A life threatening illness caught when food and water was contaminated with human sewage.
Epidemic	A widespread occurrence of an infectious disease affecting a community at one time.
government	A group of people with the authority to rule a country



Why Change?

significance

Etymology (origins of the word)

Sign: Latin – ‘a mark.’



Change over time – How to get clean water?

Roman Britain	Medieval	Early Modern	Industrial Revolution	Modern
AD 43- AD 410 Conduits	AD 400-AD 1450 Wells	AD 1500- AD 1800 Water sellers	AD 1750- AD 1900 Water pumps	AD 1900- today Taps

Change over time – How to dispose of sewage?

Latrines	Cesspits	Cesspits and water closet	Privy	Flushing private toilet

Questions to ask

1. Who made important discoveries?

2. What did the government do to help

3. What scientific discoveries were made?

Name

Dr John Snow

Joseph Bazalgette
Public Health Act

Louis Pasteur’s germ theory

Significance

1854 He discovers that people in Broad Street who had died had drunk the same water. He was first to make the link between dirty water and cholera.

The government appointed Joseph Bazalgette to design and build 1300 miles of sewers across London after the Great Stink. It saved 1000s of lives. 1875 PUBLIC HEALTH ACT forced local councils to clean up towns. All new houses had piped water and toilets links to sewers. Manchester built a 96 mile conduit to bring water from the Lake District to the city.

1860 Louis Pasteur discovers micro-organisms called germs that cause disease. Scientists make the link between specific germs and cholera.

What is Change?

1. Gradual

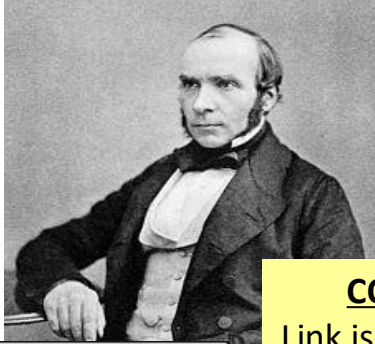
2. Sudden

3. Steady

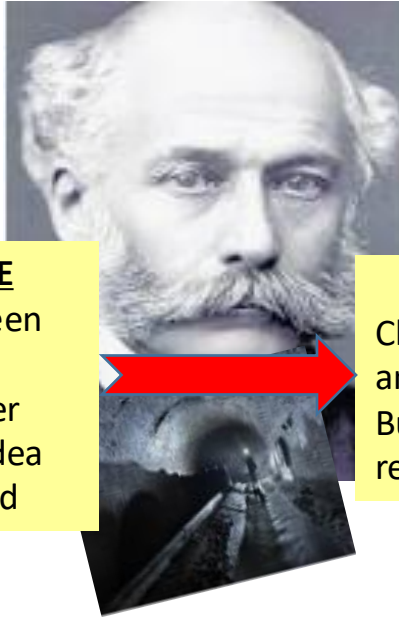
4. Stop/start

5. Fast and dramatic

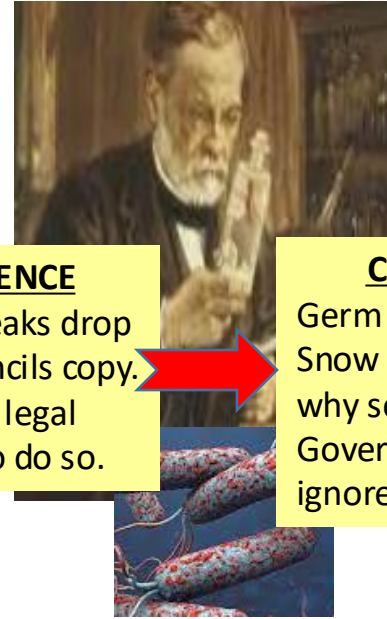
Snow discovers cause of cholera.



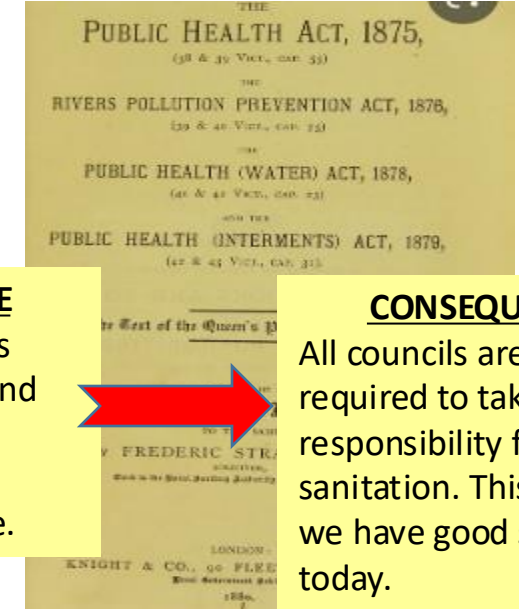
Government pays Bazalgette builds 1300 miles of sewers.



Pasteur discovers germ theory.



1875 Public Health Act forces All councils to clean up and improve sanitation.



CONSEQUENCE

Link is made between dirt and water and contaminated water and cholera. But idea not widely accepted

CONSEQUENCE

Cholera outbreaks drop and some councils copy. But there is no legal requirement to do so.

CONSEQUENCE

Germ theory proves Snow was correct and why sewers work. Government can't ignore the evidence.

CONSEQUENCE

All councils are legally required to take responsibility for sanitation. This is why we have good sanitation today.

The questions might Historian Dan Snow ask to work out why these individuals, ideas, discoveries and laws are **significant**

What did the individual do?

What was the result (consequence) of this work?



Was the idea widely accepted and copied?

Are these ideas etc still relevant today?

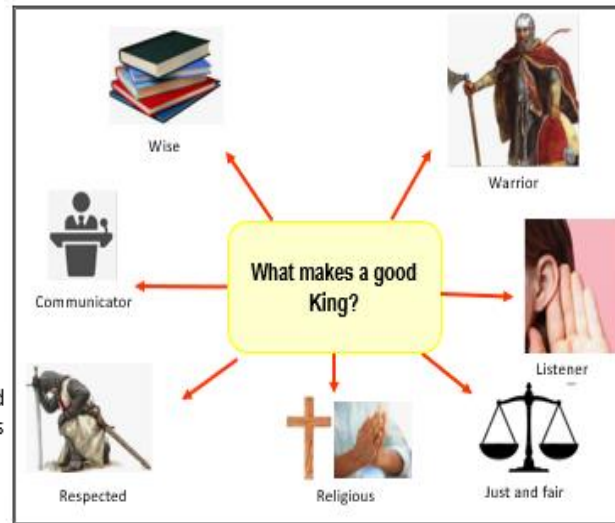
History Year 7 Autumn Term: The Norman Conquest 1066 Part 1

Glossary:

claimant	Someone who thinks something like a job or title should be theirs
Inherit	To receive money, land or property as an heir at the death of the previous holder
invasion	A foreign country attacking another country with an army with the aim of taking control
Witan	Anglo Saxon council including Earls, Bishops and Thegns. They advised the King.

Medieval

Why was England attractive to invaders?



Claimants	Claims
Harold Hardrada	Viking King, believed treaty named his ruler.
Harold Godwinson	Chosen by the English Witan. Was promised throne by King Edward and the Archbishop of Canterbury.
Edgar the Aetheling	Strongest legal claim as he was a relative. But too young.
William Duke of Normandy	A strong and experienced soldier. Claimed King Edward and Harold Godwinson had promised him the throne. The Pope supported his claim.

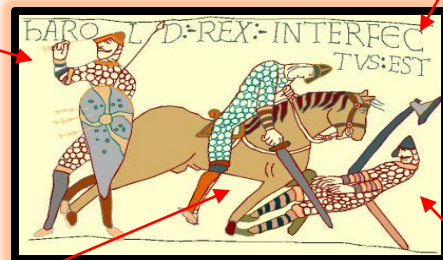
Timeline:

	AD 410-AD 865 Anglo-Saxons ruled
	AD 865- AD 1042 Vikings ruled
	AD 1042-AD 1066 Anglo-Saxons ruled King Edward the Confessor
	AD 1066 – 1087 William Duke of Normandy becomes king

How did King Harold Godwinson really die – 1066?

Recorded in 1080 that William had "gouged out Harold's eye with an arrow"

Bayeux Tapestry created in 1070s states "Here King Harold has been killed"



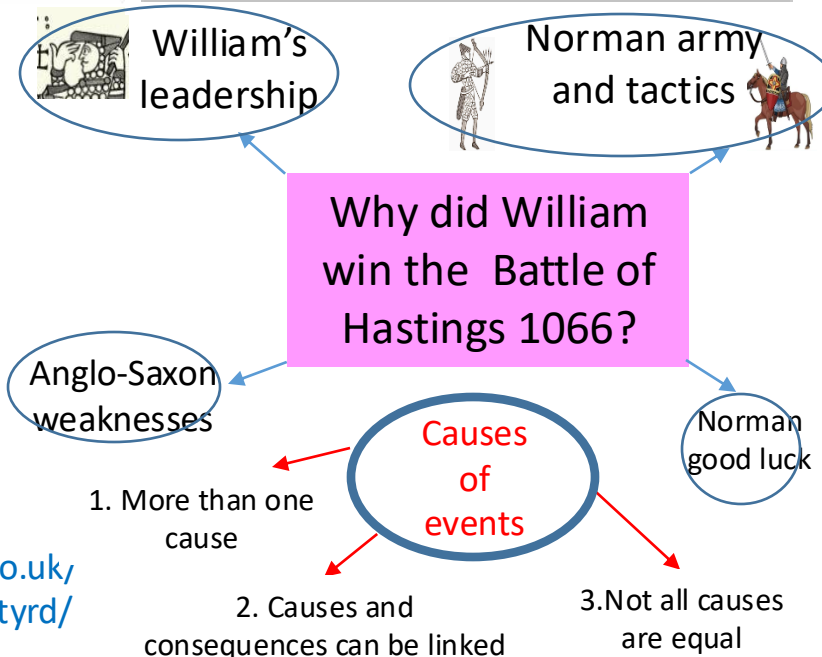
Written in 1125 "His brain was pierced with an arrow and he fell. One of the knights hacked at his thigh as he lay on the ground"

Written in 1070 "Harold fell in the first shock of battle, pierced with lethal wounds"

Historical Sources	A source is created at the time of an event. It reveals a person's experiences, events, concerns, feelings. It can be written or made like the Bayeux Tapestry after the event by someone who spoke to people who were there.
Interpretations	These are made many years later, the person writing this will have time to reflect on the event, other sources and try to show a particular opinion.

Useful website:

<https://www.bbc.co.uk/bitesize/topics/zshtyrd/articles/z9mw8hv>





The ships are loaded with armour, weapons, soldiers



Facts about the Bayeux Tapestry

Date made:	Around 1077, this tapestry is 70 metres long.
Who made it?	Probably on the orders of Odo, William's half-brother, who was at the Battle of Hastings.
Why was it made?	Probably to celebrate and commemorate William's victory.
How useful is the Tapestry – think what can it reveal?	Very useful. It reveals the following: - the Norman perspective (opinion) on the battle and why they thought William won. - It highlights the preparations made before the battle. - It highlights the skill of the Norman soldiers – the feigned retreat, raising his helmet - suggests how King Harold died – arrow through the eye, hacked to death.

Historian of the Term - Marc Morris

Questions Marc Morris might ask when analysing historical sources:

What can you see and what does this suggest?

Who made the source and does this make a difference?



How is the source useful – what opinions can it reveal?

How is the source useful – what facts can it reveal?

Geography year 7 Autumn term 1 - How has ice changed the earth?

What do I need to know?

What is geography?	
Why is an atlas useful?	
What is a glacier?	
How do glaciers change landscapes?	
How are landforms shaped by glacial erosion?	
How are landforms shaped by glacial deposition?	
How do we know that the Lake District was glaciated?	
How do people use glacial landforms?	
Why are glaciers shrinking?	
What is the rock cycle?	

Skills to develop

Using geographical language and map skills

What is geography?

Geography is the study of earth's landscapes, peoples, places and environments. It is quite simply, about the world in which we live



Why is an atlas useful?

An atlas is a book which we can use to find the geographical features of different places.

Continent: A large landmass which can be home to a large number of countries

Country: A nation which has its own government for example Ireland



What is a glacier?

Glaciers are made up of fallen snow that over many years can compress into thick ice. They are able to flow like very slow rivers

Glacial periods: Cold period where glaciers get bigger

Interglacial periods: The warmer times between ice ages



What is erosion?

Erode means to gradually wear away. This can happen in glaciers, in rivers and at the coast..

Plucking

Melted water at the base and sides of the glacier freezes to the rock. As the glacier moves, the rock is pulled away

Abrasion

The bits of rock which are stuck in the ice scrape against the rock at the base and sides of the glacier



What will we learn?

Throughout your time at St Monica's, you will learn about physical, human and environmental geography.

Physical: All about nature e.g. weather



Human: Learning about places we live in e.g. crime and population



Environmental: How we affect our surroundings e.g. pollution, climate change



YEAR 7 SPANISH KNOWLEDGE ORGANISER

3 Pillars of Language Learning

- Vocabulary
- Grammar
- Phonics



Term 1A

I like	Me gusta/n
I love	Me encanta/n
I don't like	No me gusta/n
I hate	Odio
I can (am able)	Puedo
I must (have to)	Tengo que
I prefer	Prefiero
I would like	Me gustaría
I am going (I go)	Voy a
I want	Quiero
You would like	Te gustaría

hablar	to speak
jugar	to play
trabajar	to work
bailar	to dance
cantar	to sing
visitar	to visit
mirar	to watch
escuchar	to listen
estudiar	to study
viajar	to travel
comer	to eat
tener	to have
terminar	to finish
hacer	to do
beber	to drink
vivir	to live
ir	to go
salir	to go out

Gramática

In Spanish, all nouns are either **masculine (m)** or **feminine (f)**. There are four words in Spanish for 'the':

	singular	plural
masculine	el tigre (the tiger)	los tigres (the tigers)
feminine	la jirafa (the giraffe)	las jirafas (the giraffes)

1. **el** búfalo (m)
2. **la** cebra (f)
3. **los** camellos (m)
4. **las** vacas (f)
5. **el** zorro (m)
6. **las** jirafas (f)

Challenge : 7. **los** koalas (m) 8. **el** león (m) 9. **la** serpiente (f)

- The following strategies can help you learn vocabulary:
- **Look, say, cover, write, check**
- **LOOK** Look carefully at the word for at least 10 seconds
- **SAY** Say the word to yourself or out loud to practice pronunciation
- **COVER** Cover up the word when you feel you have learned it
- **WRITE** Write the word from memory
- **CHECK** Check your word against the original. Did you get it right? If not, what did you get wrong? Spend time learning that bit of the word. Go through the steps again until you get it right.

CE/CI th ciclismo 	CA/CO/CU k cucaracha 
GE/GI h gimnasio 	GA/GO/GU g guitarra 
LL y llave 	Ñ ny España 
QU k quince 	H Silent! hospital 
V b vaca 	RR Roll those "r"s! perro 



Art - Year 7 Autumn Term

Tone

Looking at artists

Looking at the work of the masters: Tone title page

Artist research page: Andrea Joseph

Reading: Andrea Joseph article and comprehension questions

Artist inspired shoe arrangement mixed media drawing

Developing and experimenting

Experimenting with mark making linked to Andrea Joseph

Experimenting with different media to show tone

Planning a final outcome

Drawings

Baseline assessment: drawing using a grid

Observational drawings of shoes

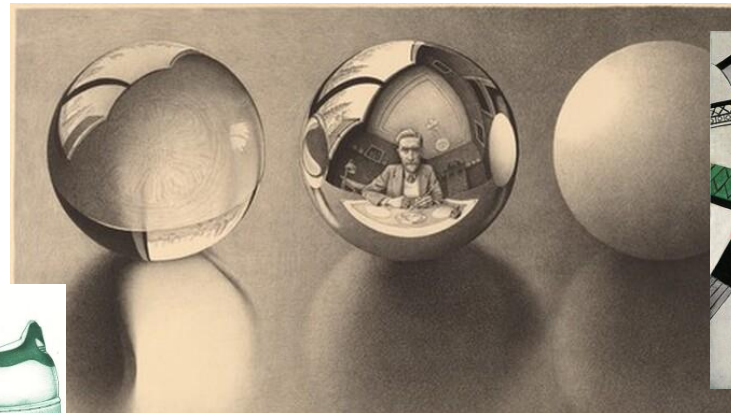
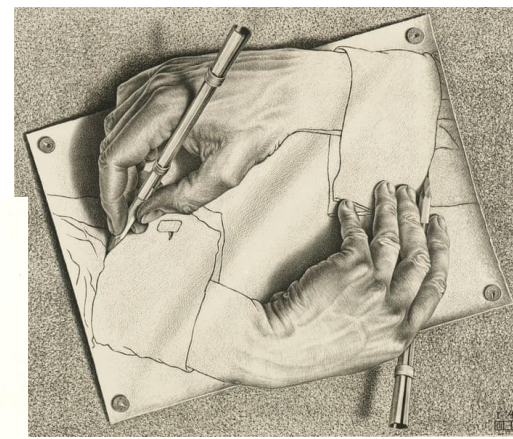
"Do Now" tasks

Final Outcomes

Andrea Joseph inspired shoe arrangement drawing demonstrating a range of tonal techniques using pencil, pen and coloured pencil crayons

New skills and techniques

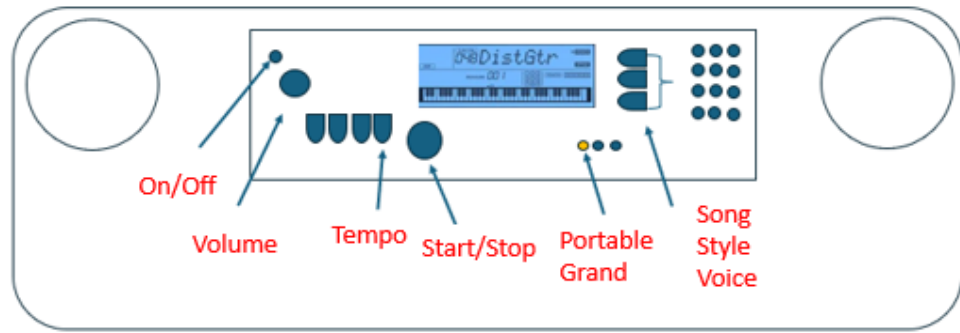
Artist appreciation/opinions, mark making, pencil tone, biro pen tone, coloured pencil crayon tone, composition, observational drawing



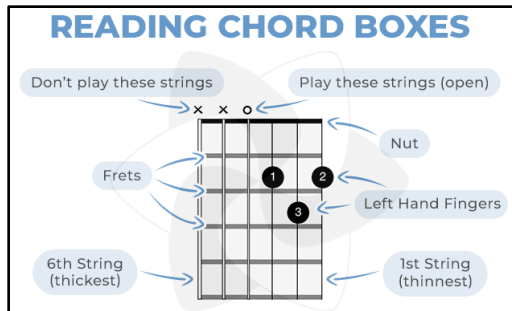
Year 7 Music Autumn Term: Class Ensemble Performance

Glossary:

- Tempo** – the speed of music
- Beats in a bar** – the number of counts
- Dynamics** – loud and quiet
- Texture** – thick or thin layers
- Structure** – how music is put together
- Pitch** – how high or low a note is
- Rhythm** – the pattern of long & short notes



Chord: A group of 2 or more notes played together at the same time



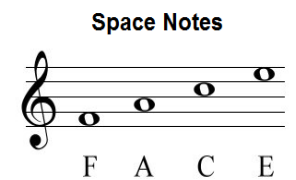
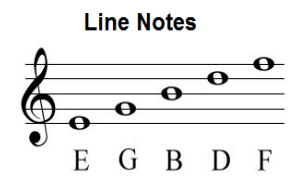
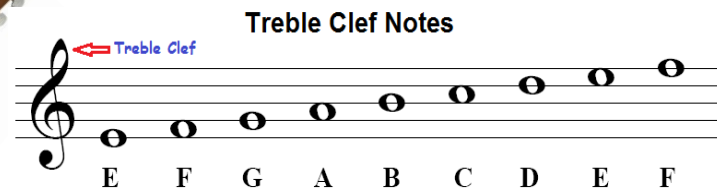
Triad: A group of 3 notes played together to make a chord. It uses notes 1, 3 and 5




Glockenspiel



Acoustic Guitar



beats	notation	name
1/4		Semi quaver
1/2		quaver
1/2		Quaver rest
1		Crotchet
1		Crotchet rest
1		2 quavers
1		4 semiquavers

Year 7 Music Autumn Term: Keyboard Performance

Glossary:

Tempo – the speed of music

Pitch – how high or low a note is

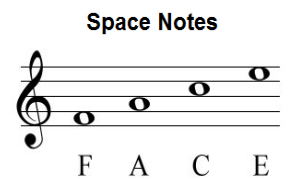
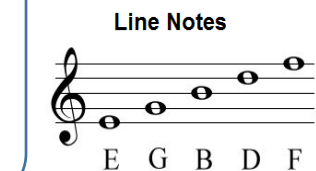
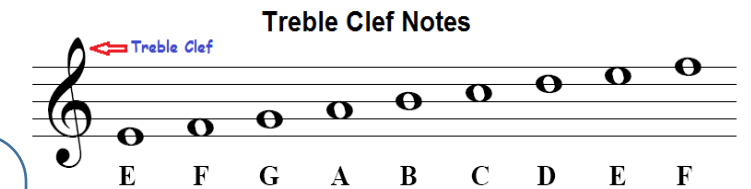
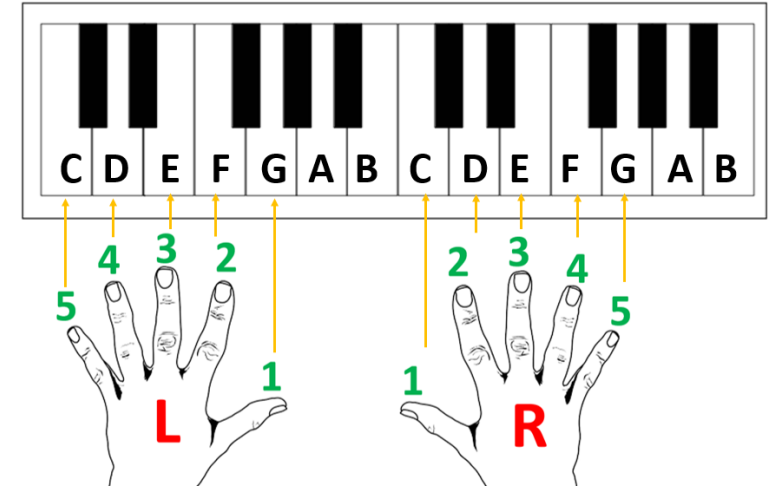
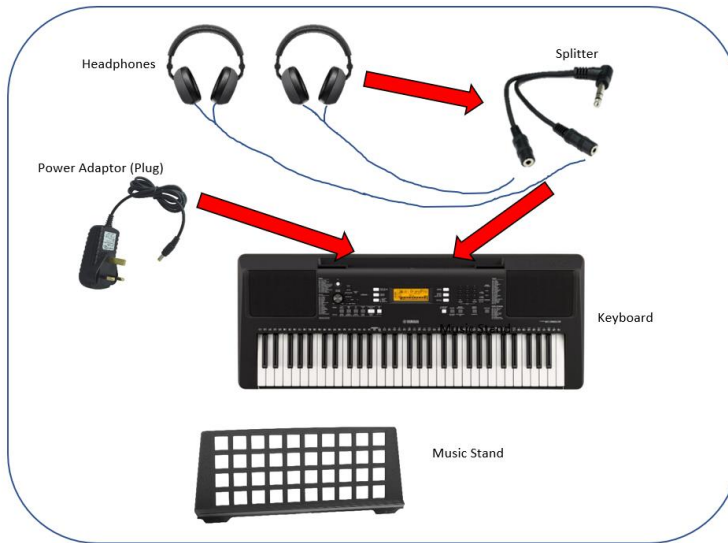
Rhythm – the pattern of long & short notes

Technique – how well you control your instrument

Fluency – how smoothly you can play the music

Chord – 2 or more notes played at the same time

Accompaniment – music that provides a background for the main tune



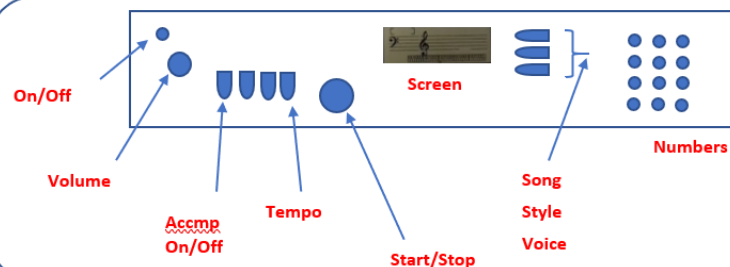
beats	notation	name
$\frac{1}{4}$		Semi quaver
$\frac{1}{2}$		quaver
$\frac{1}{2}$		Quaver rest
1		Crotchet
1		Crotchet rest
1		2 quavers
1		4 semiquavers

MAJOR:

Sounds happy

MINOR:

Sounds sad



Ode to Joy Easy version: <https://youtu.be/wMhu0j391rU>
 Ode to Joy Medium version: <https://youtu.be/grAHvk7LVoE>
 Ode to Joy Hard version: <https://youtu.be/eC1cRedWcJM>

DT Year 7 Autumn Term Unit 1: Health and Safety

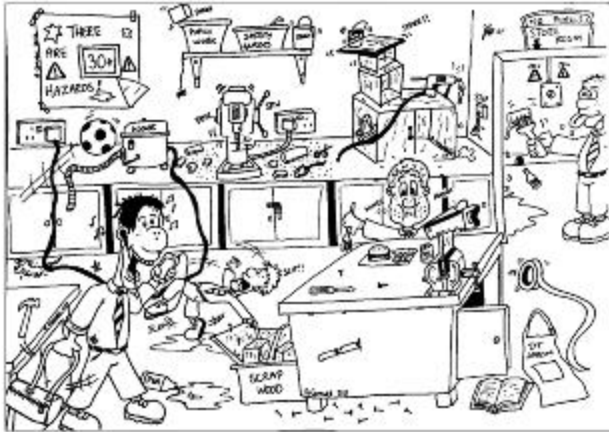


Glossary

Health and Safety

NOUN BRITISH

• regulations and procedures intended to prevent accident or injury in workplaces or public environments.



Why do you think workshop Safety Rules are important?

If everyone follows workshop rules, everyone will be safe and learn how to use tools and equipment properly and efficiently.

[Health and Safety \(technologystudent.com\)](http://technologystudent.com)

1. Always listen carefully to the teacher and follow instructions.

The instructions given by your teacher, will help you understand how to work in a workshop safely and efficiently.

2. Do not run / rush in the workshop.

You could 'bump' into another pupil and cause an accident. You could run into a machine or bench, which could cause a serious injury.

3. Know where the emergency stop buttons are positioned in the workshop.

If you see an accident at the other side of the workshop, you can use the emergency stop button to turn off all electrical power to the machines.

4. Always wear an apron.

It will protect your clothes and hold your tie in place.

5. Wear good strong shoes. Trainers are not suitable.

Tools and equipment can have sharp edges and are usually heavy. Good shoes prevent damage to your feet.

6. When attempting practical work, all stools should be put away.

If stools are left out in the workshop during a practical session, they will get in the way and inevitably become a trip hazard.

7. Bags should be stored away, during practical sessions in the workshop.

A person can easily trip over a bag left on the floor and accidentally push into someone using a machine.

8. When learning how to use a machine, listen very carefully to all the instructions given by the teacher. Ask questions, especially if you do not fully understand.

It is important to ask questions so you have a full understanding of its use to prevent an accident.

9. Do not use a machine, if you have not been shown how to operate it safely, by your teacher.

It is extremely dangerous (and illegal), to use a machine in the workshop, without having followed and understood, all the teacher instructions.

10. Always be patient, never rush practical work.

The most productive and efficient designers work patiently and never rush their work.

11. Always use guards, when operating machines.

The guard on a machine, protects the user, especially the users eyes, from dangerous 'debris' that is thrown out, often at high speed. The guards also ensure that hands and fingers, are not near moving parts.

12. Keep hands / hair and clothing away from moving/rotating parts of machinery.

Loose Clothing (e.g. a school tie) and long hair, can be caught in the moving parts of a machine. Long hair should be tied back.

13. Use hand tools carefully, keeping both hands behind the cutting edge.

Never place a hand in front of a cutting tool. There is always a possibility, of the tool slipping and the sharp edge slicing into the hand / fingers.

14. Report any damage / faults to machines/equipment. Damage or a faulty part, could cause an accident.

A broken or damaged tool can be dangerous.

15. Keep your workbench tidy. When you have finished with a tool / piece of equipment, return it to its storage cupboard / rack.

A bench top, crowded with tools, will eventually lead to one or more, being knocked on to the floor, or on to feet.

16. Never distract another pupil, when they are working on a machine or using tools / equipment.

A distracted pupil could have an accident, as their focus and concentration is taken away from the work they are doing.

Food Year 7 Autumn Term : Food and Nutrition, Health and Safety/Food Safety

- Seneca Online Learning - AQA Food and Nutrition - Class code: b797g0nf2i
- <https://www.foodafactoflife.org.uk/>
- BBC Food
- Food Standards Agency - <https://www.food.gov.uk/food-safety>
- <https://www.ifst.org/lovefoodlovescience>
- <https://www.nutrition.org.uk/>
- <https://quizlet.com/240309265/gcse-food-preparation-nutrition-keywords-flash-cards/>



Key Knowledge:

- Know the difference between Health and Safety and Food Safety
- Describe how to keep food safe (Bacteria)
- Know and understand how to prevent bacterial contamination.
- Recognise the symptoms of food poisoning.
- Understand the food safety principles when storing food.
- Describe the term cross contamination and how it occurs.

Quick Test (use the internet to research the answers)

1. What are bacteria?
2. What would happen if food is prepared incorrectly and then eaten?
3. On food packaging what do you need to check before buying the food?
4. Explain the term cross contamination.
5. What is the bacteria found in chicken called?
6. Can food poisoning be deadly?



Research the Key Words below and write an explanation for each

• **Health and Safety**

• **Food Safety**

• **Cross Contamination**

• **Food Poisoning**

• **Bacteria**

Music Year 7 Half Term 1: Introduction to Keyboards

Glossary:

Tempo – the speed of music

Pitch – how high or low a note is

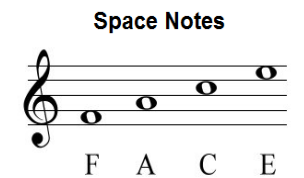
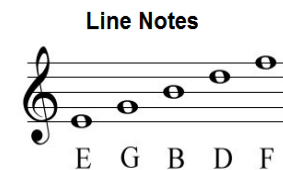
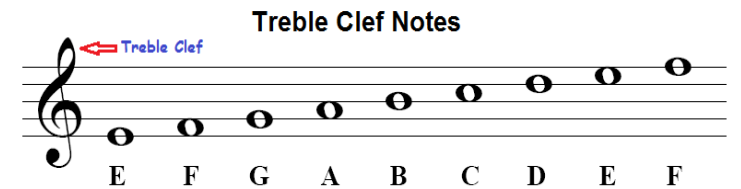
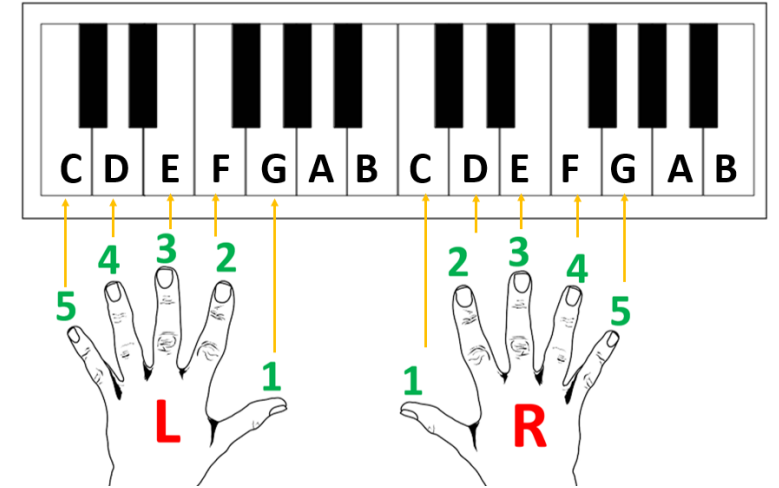
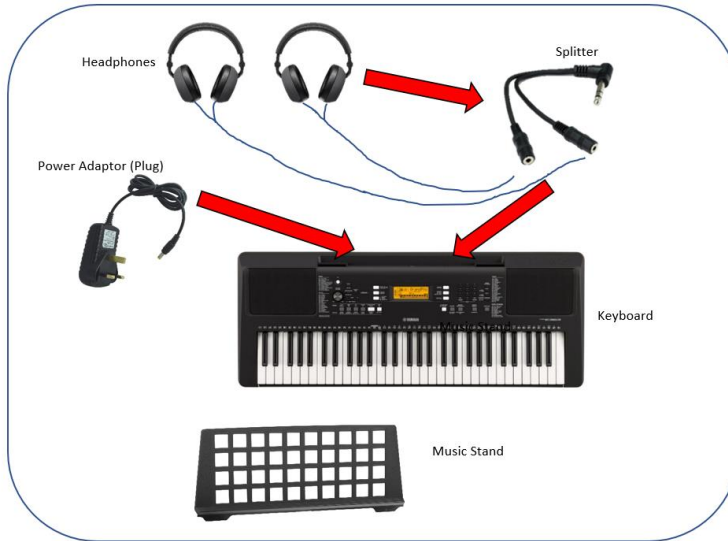
Rhythm – the pattern of long & short notes

Technique – how well you control your instrument

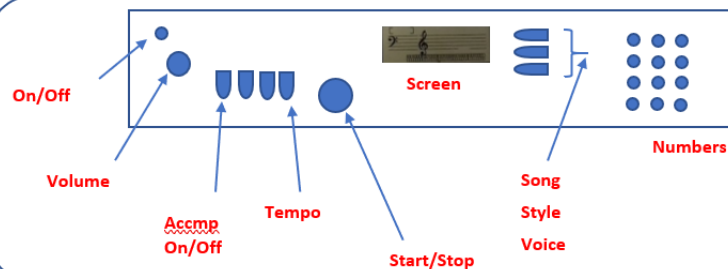
Fluency – how smoothly you can play the music

Chord – 2 or more notes played at the same time

Accompaniment – music that provides a background for the main tune



beats	notation	name
$\frac{1}{4}$		Semi quaver
$\frac{1}{2}$		quaver
$\frac{1}{2}$		Quaver rest
1		Crotchet
1		Crotchet rest
1		2 quavers
1		4 semiquavers



Ode to Joy Easy version: <https://youtu.be/wMhu0j391rU>
 Ode to Joy Medium version: <https://youtu.be/grAHvk7LVoE>
 Ode to Joy Hard version: <https://youtu.be/eC1cRedWcJM>

Drama Year 7 Autumn Term 1: Roald Dahl



Physical Skills

• Facial Expression

Using your face to communicate character emotion and reactions.



• Body Language

The way that you sit or stand. To communicate emotions or meaning to an audience



• Levels

Using different heights or depth to add meaning/status/ add visual interest.



• Gestures

(Usually and arm or hand movement) to communicate specific meaning



Drama Techniques

Tableaux: A living picture showing a moment in time as though a pause button has been pressed

Body as Prop: Using performers' bodies to create inanimate set/props

Creating a Character: Using key information from the text to create a character different from you

Building Tension: Use of vocal and physical skills to build to

Dig Deeper Questions:

- Which skills are needed for an effective tableaux and why are they important?
- What clues might you look for in a text to help you to build your character?
- Name 3 skills that an actor can use to create tension. Explain your choices.
- Name 3 types of non-verbal communication that can be used in a performance. Now try to think of a non-performance scenario where those skills can also be useful.

Vocal Skills:

Projection:

Ensuring your voice is loud and clear for the audience to hear.

Tone: The way you say something in order to communicate your emotions, eg, Angry, worried, shocked tone of voice.

Pace: The speed you deliver your dialogue

Pause: Moments of pause can create tension or intrigue.



Communication

Cooperation

Creativity

Confidence

Computer Science Year 7 Autumn Term: E-Safety

Cyberbullying is when somebody deliberately harms someone else online. This includes trying to intimidate, insult, or humiliate someone. Cyberbullying includes things like: sending threatening messages via text or instant messaging, sharing inappropriate or embarrassing pictures and making mean comments on social media posts, chat rooms etc.

- Defamation
- Grooming
- Trolling



Influencers are people who have built a reputation for their knowledge and expertise on a specific topic. They make regular posts about that topic on their preferred **social media** channels and generate large followings of enthusiastic, engaged people who pay close attention to their views.



Social media websites and apps may include one or more of these features:

- Ways to share files (like music, photos or videos) or links with others.
- Instant messaging or ways to stream video and make voice calls etc.
- Forums or groups designed for people with a certain interest
- A way to publish original material like blogs.

Social media can be used to keep up with friends all over the world and even make new ones, you can be creative and raise awareness about charities and other good causes.

If you share too much information you can put yourself at risk, not all information is true and accurate. There are lots of fake news stories and images have been manipulated to look different. Always check your privacy settings.



Video Games



Computer Science Year 7 Autumn Term 1: ICT Knowledge

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Microsoft



Microsoft

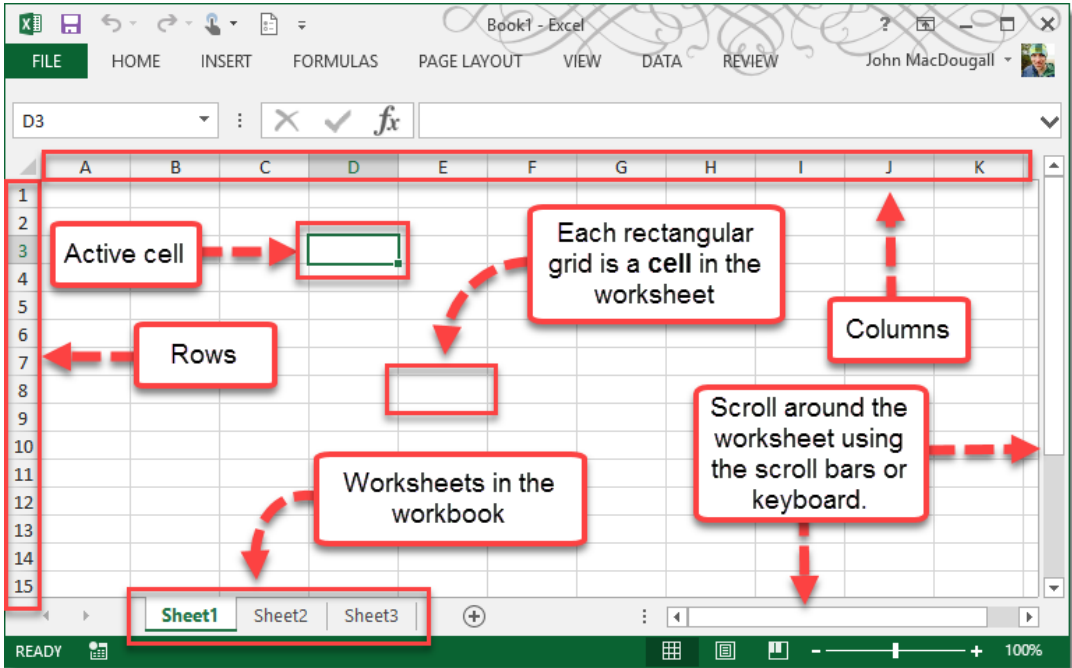
Open CTRL + O	Save CTRL + S	Print CTRL + P
Cut CTRL + X	Copy CTRL + C	Paste CTRL + V



Word Processing
You use a word processor for documents that are mainly text such as letters, essays and reports. You can change fonts, text sizes, emphasise headings, highlight text or make it bold, italic or underlined. You can create columns to create newspapers or bullet pointed lists and you can still include images and icons. Spell checker is also a very useful tool!



PowerPoint
Presentation software creates a series of slides in a single document. Each slide contains a number of frames. Each slide usually contains text or images but you can include videos and sound as well. The software makes it easy to insert and delete slides and to change their order. You can also animate things using animations and transitions. Animations make the frames on a slide arrive on screen in different ways. Transitions are effects that change how each new slide appears. These are usually triggered by clicking a mouse button or by pressing a keyboard key. Presentations should capture the audiences attention.



Physical Education Year 7

Learning to love PE

- Basic Motor skills/techniques
- Expectations/Standards
- Isolated skill practice



Health Related Fitness - Benefits of Physical Activity

- Short term Effects of Exercise
- Anatomy Vocabulary
- Balance, Speed, Strength, Cardiovascular Fitness



Dance

- Knowledge of techniques, styles and forms.



Sports/Activities taught

Netball
Football
Hockey
Handball
Cricket
Runders
Basketball
Table Tennis

Strategies to overcome opponents in competitive sport (Games)

- Teamwork
- Rules & regulations
- Fundamentals of Movement



Develop techniques and improve performance in other competitive sport. (Individual)

- Athletics: Hitch kick
- Gymnastics: Travel, core skills, small apparatus



Outdoor & Adventurous Activities

- Team building
- Problem solving
- Oracy & Communication Skills



Wider Curriculum Competitive Sports & Activities

- Extra Curricular
- Inter-form
- Sports Day
- Community Links

- Desire to Improve: assessments will demonstrate improvements to achieve your personal best.
- Commitment, Resilience & Respect across the learning journey.



PSHE Year 7 Autumn Term: Identity



	Glossary
Asexual	A person who generally does not experience sexual attraction to any group of people
Androgyny	A gender expression that has elements of both masculinity and femininity
Biological Sex	The physical anatomy and gendered hormones one is born with.
Bisexual	A person who experiences sexual, romantic, physical, and/or spiritual attraction to people of their own gender as well as another gender
Cisgender	A description for a person whose gender identity, gender expression, and biological sex all align
LGBTQ+	Lesbian Gay Bisexual Trans Queer / Questioning + = Other
Sexuality	A person's sexual preference or orientation. Who they are attracted to.
Gender Dysphoria	Where a person experiences distress due to a mismatch of their biological sex and their gender identity.
Heterosexual	A medical definition for a person who is attracted to someone with the other gender.
Homosexual	A medical definition for a person who is attracted to someone with the same gender.
Transvestite	A person who dresses as the opposite gender expression for any one of many reasons, including relaxation, fun, and sexual gratification.
Intersex	A person with a set of sexual anatomy that doesn't fit within the labels of female or male (e.g., XXY phenotype, uterus, and penis)
Pansexual	A person who experiences sexual, romantic, physical, and/or spiritual attraction for members of all gender identities/expressions
Transgender	A person whose gender identity is the binary opposite of their biological sex, who may undergo medical treatments to change their biological sex
Transsexual	A person whose gender identity is the binary opposite of their biological sex, who may undergo medical treatments to change their biological sex
: Gender Identity	Gender identity is a way to describe how you feel about your gender. You might identify your gender as a boy or a girl or something different. This is different from your sex, which is related to your physical body and biology.

- Important legal changes that have affected LGBTQ+ people in the UK
- **2000: Government lifts the ban on lesbians and gay men serving in the Armed Forces.**
 - **2001: Age of consent for gay/bi men is lowered to 16.**
 - **2002: Equal rights are granted to same-sex couples applying for adoption.**
 - **2003: Repeal of Section 28 - Section 28 was a law that made it illegal to talk positively about homosexuality in schools.**
 - **2003: A new law comes into force protecting LGBT people from discrimination at work. Until 2003 employers could discriminate against LGBT people by not hiring them or not promoting them, just because of their sexual orientation or gender identity.**
 - **2004: Civil Partnership Act is passed.**
 - **2004: Gender Recognition Act is passed - This Act allowed trans people to change their legal gender. This means that they can get a new birth certificate that reflects who they really are, which helps for future legal processes like marriage.**
 - **2007: It becomes illegal to discriminate against people because of their sexual orientation or gender identity when providing them with goods or services.**
 - **2008: The Criminal Justice and Immigration Act makes 'incitement to homophobic hatred' a crime.**
 - **2009: A new law gives better legal recognition to same-sex parents.**
 - **2013: The Marriage (Same-Sex Couples) Act is passed.**

Trans Teens and Children

If a child is under 18 and thought to have gender dysphoria, they'll usually be referred to a specialist child and adolescent Gender Identity Clinic (GIC). Treatment is arranged with a multi-disciplinary team (MDT). This is a group that may include specialists such as mental health professionals and paediatric endocrinologists. Most treatments offered at this stage are psychological, rather than medical or surgical.

If the child is diagnosed with gender dysphoria and they've reached puberty, they could be treated with gonadotrophin-releasing hormone (GnRH) analogues. These are synthetic hormones that suppress the hormones naturally produced by the body. They also suppress puberty and can help delay potentially distressing physical changes caused by the body becoming even more like that of the biological sex, until they're old enough for other treatment options. The effects of treatment with GnRH analogues are considered to be fully reversible, so treatment can usually be stopped at any time.

Teenagers who are 17 years of age or older may be seen in an adult gender clinic. They are entitled to consent to their own treatment and follow the standard adult protocols.

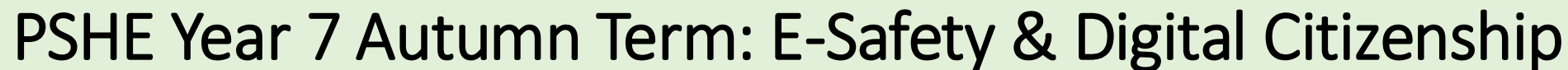
Gender Reassignment surgery will not be considered until a person has reached 18 years of age.

Schools and LGBTQ+ Students

All Schools are required to have a policy relating to LGBTQ+ Students and how they are supported in schools. However each case will be dealt with on an individual basis as to what is best for the students. Discussions will be conducted with the safe guarding team, parents, wellbeing teams and appropriate external agencies involved in the student's care.

Where to get more help and support

- Parents and trusted family members
- Teachers and School Staff including School Nurse and Wellbeing Team
- Your Doctor or Community Nurse
- NHS Online
- Young Stonewall: <https://www.youngstonewall.org.uk/>
- The Proud Trust – Local Support groups: <https://www.theproudsttrust.org>
- Friends and Family of Lesbians and Gays: <https://www.fflag.org.uk/>



E-Safety Strategies and systems to help people stay safe online.

Digital Citizenship Accepted ways on behaving whilst engaging in online activity.

Cyber Bullying The use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature

Hacking Gaining access to systems and computers which you do not have permission to access. Can be for malicious purposes.

Grooming When someone uses the internet to trick, force or pressure a young person into doing something they wouldn't normally do, this could be sexual behaviour or radical beliefs.

Digital Footprint The information about a particular person that exists on the internet as a result of their online activity. It can not be deleted.

Where to get more help and support

- Parents and trusted family.
- School Staff and Wellbeing Team
- Directly to the police.
- Report any inappropriate behaviour to the website.
- NSPCC - <https://www.nspcc.org.uk>
- Childline - Helpline: 0800 1111(24 hours, every day) / <https://www.childline.org.uk>
- CEOPS - <https://www.ceop.police.uk/safety-centre/>

10 strategies for staying safe online

1. Don't post any personal information online – like your address, email address or mobile number.
2. Think carefully before posting pictures or videos of yourself. Once you've put a picture of yourself online most people can see it and may be able to download it, it's not just yours anymore.
3. Keep your privacy settings as high as possible.
4. Never give out your passwords.
5. Don't befriend people you don't know.
6. Don't meet up with people you've met online. Speak to your parent or carer about people suggesting you do.
7. Remember that not everyone online is who they say they are
8. Think carefully about what you say before you post something online.
9. Respect other people's views, even if you don't agree with someone else's views doesn't mean you need to be rude.
10. If you see something online that makes you feel uncomfortable, unsafe or worried: leave the website, turn off your computer if you want to and tell a trusted adult immediately.

Digital Footprints and Online Behaviour

A person's digital footprint cannot be deleted and can be accessed at any time through a simple social media or search engine search. To promote a positive digital footprint there are 5 simple rules:

1. Would you want your grandmother to see it? Is that photo/video/comment appropriate for the wider public audience? Would you want a future partner or employer to see it? Once something is online it stays forever.
2. Do you really think that is private? Just because your privacy settings are high doesn't mean that someone else can't repost or screenshot what you have posted.
3. Would you say it to someone's face? If you wouldn't say it to someone face, don't say it online. Portray yourself in a positive way as this may be seen by future friends, partners or employers.
4. Is this your work to publish/use? Reposting or using someone else's work is fine if you credit the original owner/creator. If you don't it is plagiarism.
5. Would you want someone to do it to you? How would you feel if someone posted a picture of you or made a comment about you that you didn't like or want online?

Online Behaviour and the Law

- **The Computer Misuse Act 1990 says you can't impersonate or steal someone else's identity online. This means that writing a status on social media pretending to be your friend is technically against the law as it creating fake profiles or websites.**
- **It is a criminal offence under the Communications Act 2003 to send messages using any public electronic communications network, such as Twitter or Facebook, which are grossly offensive or of an indecent, obscene or menacing character.**
- **It is a criminal offence under the Criminal Justice and Courts Act 2015 for someone to disclose private sexual images of you online or offline without your consent with the effect of causing you distress. This is more commonly known as 'revenge porn'.**
- **There are a range of other offences which the police can investigate including harassment, harassment when someone fears violence, and stalking under the Protection from Harassment Act 1997.**

Each case will be taken on an individual basis looking at context and evidence to determine if a crime has been committed. If you believe you have been the victim of a crime screen shot the evidence and speak to the police.





PSHE Year 7 Autumn Term: Social Media

Glossary

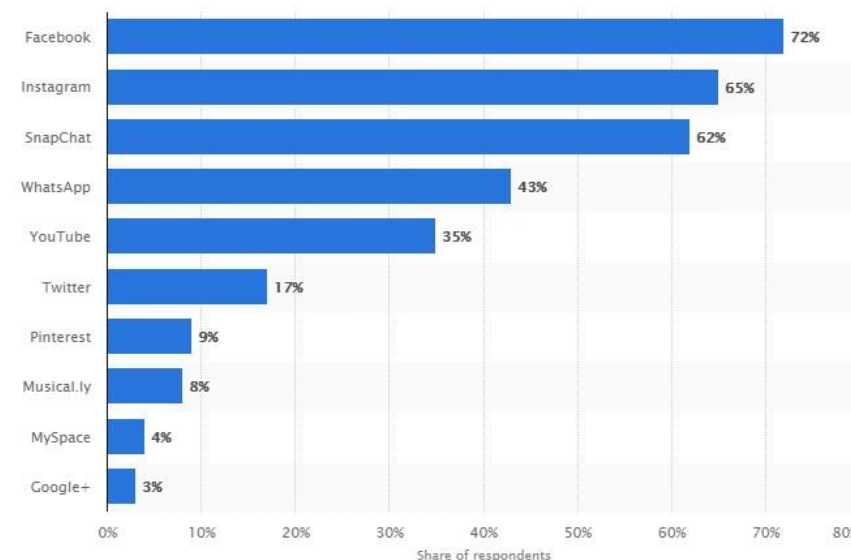
Social Media Websites and applications that enable users to create and share content or to participate in social networking.

Top Tips for staying safe online

1. Use a strong password. The longer it is, the more secure it will be.
2. Use a different password for each of your social media accounts.
3. If you have social media apps on your phone, be sure to password protect your device.
4. Be selective with friend requests. If you don't know the person, don't accept their request. It could be a fake account.
5. Click links with caution. Social media accounts are regularly hacked.
6. Be careful about what you share. Don't reveal sensitive personal information i.e.: home address, financial information, phone number.
7. Become familiar with the privacy policies of the social media channels you use and customize your privacy settings to control who sees what.
8. Remember to log off when you're done.
9. Report any inappropriate behaviour to the site.



These are in the websites terms and conditions and are not legal restrictions.



apps used by children (12- 15) in the UK in 2018

Define: **WhatsApp**

WhatsApp is a messenger app for smartphones. WhatsApp uses the internet to send messages, images, audio or video. The service is very similar to text messaging services, however, because WhatsApp uses the internet to send messages, the cost of using WhatsApp is significantly less than texting.

Define: **YouTube**

YouTube is a video sharing service where users can watch, like, share, comment and upload their own videos. Users can search for and watch videos, Create a personal YouTube channel, Upload videos to your channel, Like/Comment/share other YouTube videos, Users can subscribe/follow other YouTube channels and users, Create playlists to organize videos and group videos together

Define: **Twitter**

Twitter is known as a micro-blogging site. Blogging has been around for some time. Usually blogging consists of people setting up basic websites where they write about whatever they want, whether it be politics, sport, cooking, fashion etc. Posting a message is known as a tweet. People make connections by following other people's twitter feeds. Once you click follow, anything that person or organisation says will appear on your timeline.

Define: **TBH**

short for To Be Honest — is a polling app that lets your friends answer questions anonymously. Essentially it is a big popularity contest, where people received "gems" when they are picked in a poll.

Define: **Facebook**

Facebook is a website which allows users, who sign-up for free profiles, to connect with friends, work colleagues or people they don't know, online. It allows users to share pictures, music, videos, and articles, as well as their own thoughts and opinions with however many people they like.

Define: **Snapchat**

Snapchat is a mobile messaging application used to share photos, videos, text, and drawings. It's free to download the app and free to send messages using it. There is one feature that makes Snapchat different from other forms of texting and photo sharing: the messages disappear from the recipient's phone after a few seconds.

Define: **Instagram**

At its most basic, Instagram is a social networking app which allows its users to share pictures and videos with their friends. Once a user snaps a picture, Instagram filters – of which there are dozens – can transform images in a manner reminiscent of old-fashioned Polaroid prints.

Define: **TikTok (formally Musical.ly)**

TikTok is an app for creating, sharing and discovering short music videos (15 sec), think Karaoke for the digital age. It used by young people as an outlet to express themselves through singing, dancing, comedy, and lip-syncing.