



ST TERESA
of **CALCUTTA**
Catholic Academy Trust

Knowledge Organisers

Year 7

Autumn Term

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.



Take pride in your work!

- Each night, write the date and title and underline it neatly with a ruler.
- Label it Subject 1 and then rule off after the self-testing is completed. Then Subject 2 and self-test.
- Use a black or blue pen for your self-testing.
- These notes will then form your revision when you prepare for assessments, so you need to be able to read them!



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

Maths: Year 7 Autumn Term 1: Number Skills

Topic

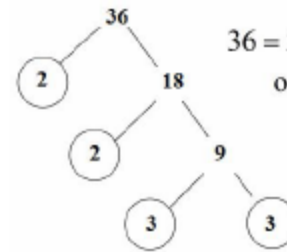
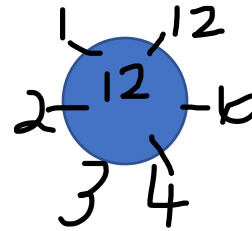
- Multiples and Factors
- Order of Operations/BIDMAS
- Place Value and Rounding
- Multiplying and Dividing
- Negative numbers

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

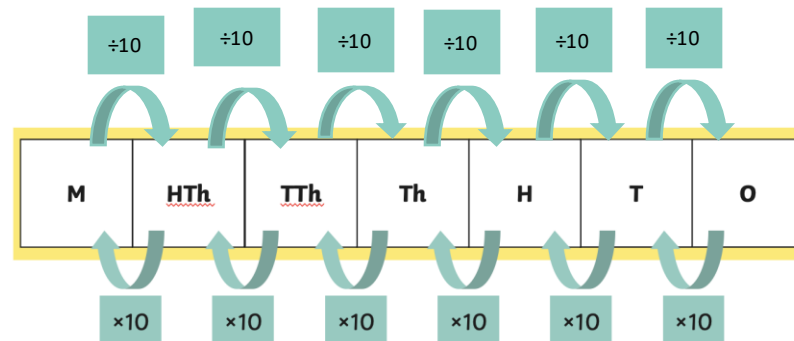


$$36 = 2 \times 2 \times 3 \times 3$$

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

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 $\frac{1}{10}$	0.01 $\frac{1}{100}$	0.001 $\frac{1}{1000}$



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	11	12	13	14	15	16	17	18	19	20
21	21	22	23	24	25	26	27	28	29	30
31	31	32	33	34	35	36	37	38	39	40
41	41	42	43	44	45	46	47	48	49	50
51	51	52	53	54	55	56	57	58	59	60
61	61	62	63	64	65	66	67	68	69	70
71	71	72	73	74	75	76	77	78	79	80
81	81	82	83	84	85	86	87	88	89	90
91	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).

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

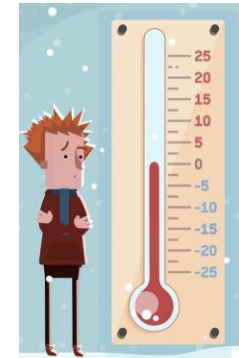
- **Addition**

- **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 2: Decimals

Key concepts:

Place value:

Th H I U . th 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.



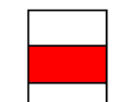
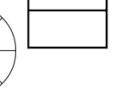
Add/subtract decimals:

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.

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

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

Maths: Year 7 Autumn Term 2: Equations



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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.

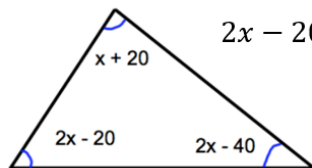


$2x + 3$

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.



English: Year 7 Autumn Term 1: My Sister Lives on the Mantelpiece by Annabel Pitcher

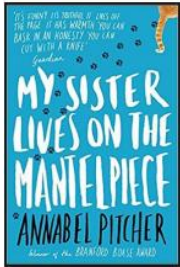


Key Vocabulary	
Islamophobia	The fear, hatred and hostility towards Islam and Muslims.
Xenophobia	The dislike of or prejudice against people from other countries; more generally the fear or hatred
Prejudice	Having an opinion that is not based on reason or actual experience.
Terrorism	The use of fear and acts of violence in order to intimidate societies or governments.
Empathy	Being able to understand and share the feelings of someone else.
Key Terms	
Protagonist	Protagonist: the principal or main character in a literary work.
Antagonist	the main character in a work of fiction who comes into conflict with the protagonist (hero or heroine). Note that the antagonist does not always have to be a character; it could be a thing or a situation (a monster, a storm, a flood, etc.).
Foreshadowing	to give a suggestion of something that will happen in the story.
Exposition	this also refers to the first stage of a plot, in which necessary background information is provided
Conflict	a struggle, disagreement, or difference between opposing forces in a literary work, usually resolved by the end of the work.

Key Quotes	
1.	"My sister Rose lives on the mantelpiece. Well, some of her does. A collarbone, two ribs, a bit of skull, and a little toe."
2.	"Sometimes when I wake up, I forget that she's gone and then I remember and my heart drops like it does when you miss a step or trip over a kerb."
3.	"In fact she was quite bad and according to Jas she was naughty at school, but no one seems to remember that now she is all dead and perfect."
4.	"I swallowed all the doubt and all the disappointment and all the anger and they were almost too big, like vitamin pills that are difficult to get down even with water."
5.	"If envy is red and doubt is black then happiness is brown. I looked from the little brown stone to the tiny brown freckle to her huge brown eyes."

Symbolism	
Letters Letters are a recurring symbol throughout the novel as it symbolises the constant hope that Jamie has in his mother returning. He is either waiting for a letter or he is sending one and these signify the most important points in his life.	Angels and clouds Jamie mentions the class reward system often within the book. Mrs Farmer has an angel to represent all of the children and they move up through the clouds depending on how well behaved they are. However, we can see that the rewards chart symbolises the constant memory of Rose for Jamie. Even at school, he cannot escape the memories of his sister.
Country vs City The country is a positive symbol as it symbolises an escape and a new life for Jamie and his family. It also symbolises hope. On the other hand, the city is a negative symbol as it symbolises a past life and a time of trauma. Jamie wants to forget the life that he had in the city and the upset that he experienced.	Blue tack rings The rings symbolise the relationship between Sunya and Jamie and the fact that although they may have different beliefs they are brought together in their friendship and love of superheroes. In the beginning Jamie doesn't want the ring but he then realises he wants to be friends with Sunya and accepts the ring in turn accepting Sunya.
Asp Jam con him Jam thin	Urn The urn symbolizes the importance / sentiment of the ashes and how the death of Rose has had a huge impact on family life. The Urn is placed on the mantelpiece – the focal point of the room and shows how her death is the focal point for the family. The father's attachment to the urn shows how he can't let go of Rose and struggles to come to terms with her death.

Context	
<ul style="list-style-type: none">London bombings of 2005, also called 7 July attacks or 7/7 attacks,They were coordinated suicide bomb attacks on the London transit system on the morning of July 7, 2005.At 8:50 AM explosions tore through three trains on the London Underground, killing 39.An hour later 13 people were killed when a bomb detonated on the upper deck of a bus in Tavistock Square.More than 700 people were injured in the four attacks.	
Characters	
Jamie	He is ten years old and he is the narrator of the story. He is a typical ten year old who enjoys football (especially Wayne Rooney) and superheroes.
Jas	She is Jamie's older sister who is fifteen. She looks after Jamie like a mother.
Dad	He used to work in construction but has struggled to stop drinking.
Mum	She used to be a teacher. She moves away with Nigel after an affair.
Leo	He is Jas's punk boyfriend with green hair. Nigel
Nigel	Nigel is Mum's boyfriend who she met at a support group after he lost his wife.
Sunya	A ten year old Muslim girl in Jamie's class at school.



English: Year 7 Autumn Term 2: Viewpoint Writing



Plan

1. Generate some ideas **for** and **against** the statement.
2. Choose your viewpoint.
3. Develop your ideas using the 'So what' method:

Smoking is bad for your health

So what?

Can lead to hospitalization and/or long term treatment needed

So what?

NHS clogged up with people requiring treatment – costing the tax payer, making waiting lists longer etc.

Let's look a little closer...

What makes a good introduction?

Get the reader to put themselves in a situation:

Imagine a world where... Imagine a world where... Imagine a world where... This could be the reality if...

Start with a theory:

What if...?

Show don't tell (descriptive)

Picture the scene:

Start with a statistic:

Recent studies show that...

A bold statement using a triple:

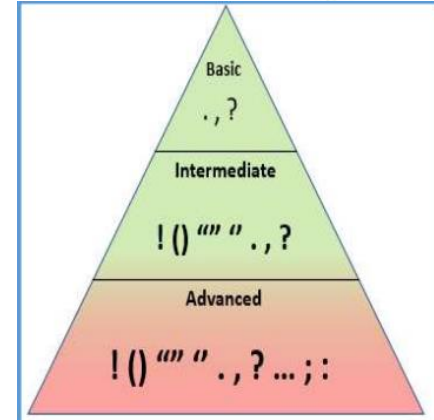
Teenagers are, and always have been, immature, reckless and impulsive.

Ask them a question:

What springs to mind when you hear the word 'childhood'?

Start with a quote:

"Stopping children from playing outside, will lead to them becoming mentally fragile" says...



What makes an excellent conclusion?

~~In conclusion / To conclude / Overall ARE BANNED~~

Use a rule of three:

Animal testing is outdated. Animal testing is cruel. Animal testing kills.

I – You – We:

I think...
You expect...
We know...
OR
My concern is...
Your worry is...
Our duty is...

End with an imperative:

Act now...

Concluding phrase:

The reasons for banning animal testing are clear:

Address the reader

So, if you want to...
Surely, there can be no doubt as to...

Device / Vocabulary	Definition
Anecdote	A story that illustrates and reinforces your viewpoint
Statistics	Numerical facts
Direct Address	Speaking to your reader – 'you/your/we'
Rule of three	Three powerful adjectives
Facts	Something that cannot be argued with
Expert opinions	A personal thought or feeling from someone with authority (Dr, professor, celebrity, MP etc.)
Rhetorical Questions	A question designed to make your reader think
Repetition	Using a word/ phrase more than once to create a particular effect
Address the counter argument	Explain what some people who have a different view to you might say, then knock down their argument
Discourse markers	Linking words and phrases (obviously, clearly, unequivocally...)

Science: Year 7: Autumn Term 1: Scientific Enquiry Energy Pure + Impure substances



Glossary:

Prediction:

what you think will happen.

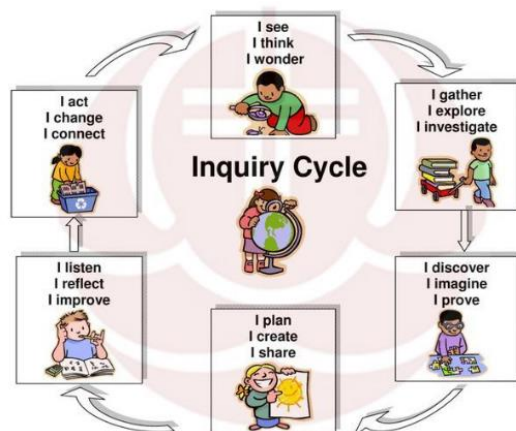
Hypothesis: an idea or a theory that hasn't been tested

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

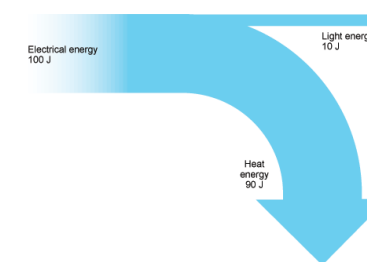
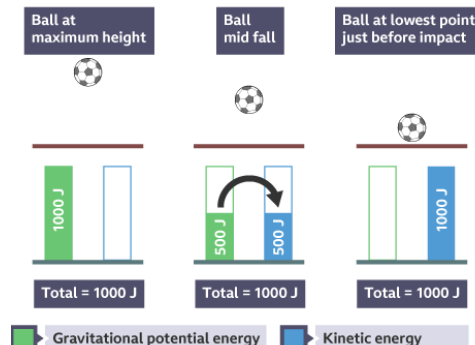
- A conclusion sums up what has been found out during an investigation.
- A conclusion should be clearly structured and explained using scientific knowledge.
- At the end of an investigation, evaluate the results and method to judge how reliable the conclusion is.

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



STATE OF MATTER



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 2: 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.

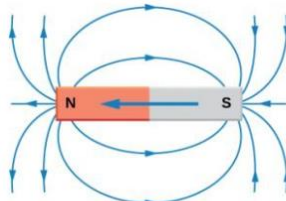
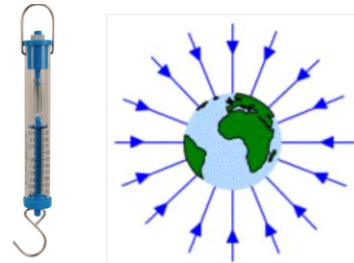
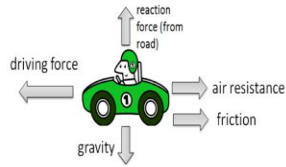
The force exerted by a magnetic field on a magnetic material.

Electrostatic Force.

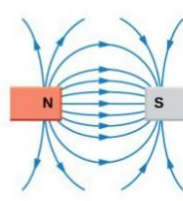
The force that acts between two charged objects.

Newtons.

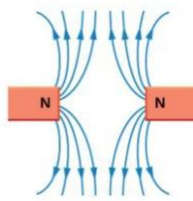
The units of force.



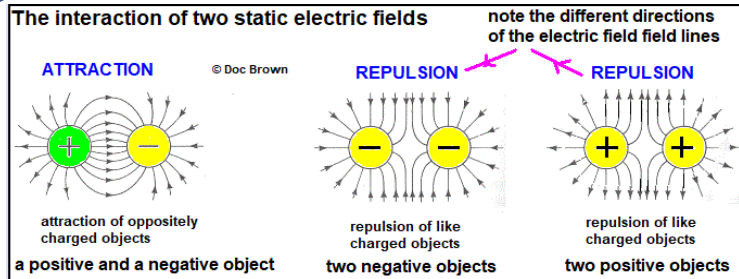
Magnetic field lines of a bar magnet



Magnetic field lines between unlike poles



Magnetic field lines between like poles



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.

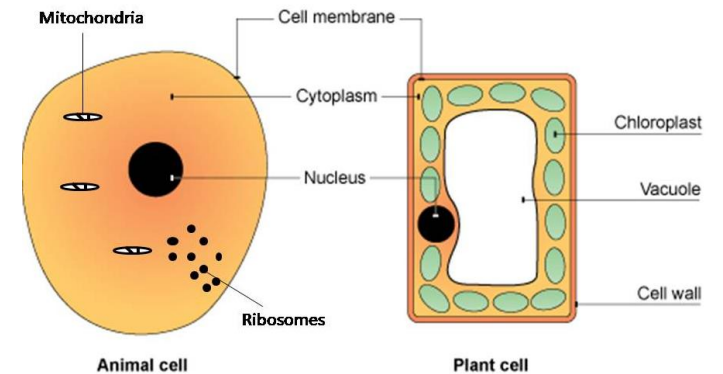
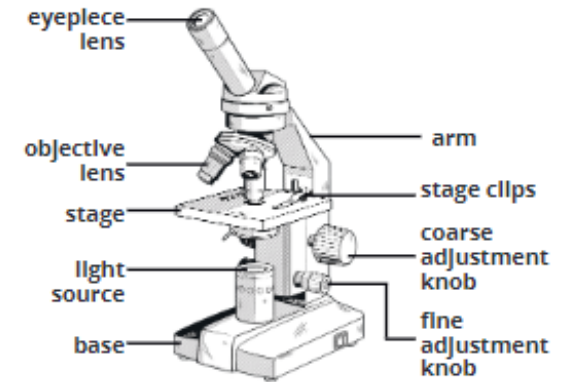
Provides support for the plant cell.

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

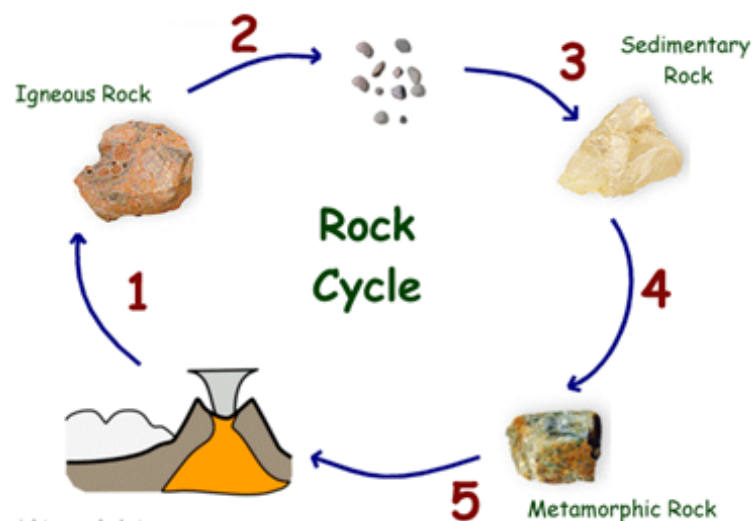
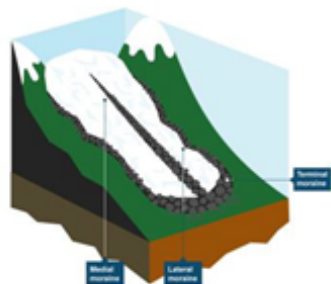
Geography: Year 7 Autumn 1: How has Ice Shaped the Earth?

Key Questions

What is the difference between human and physical geography?		What are the seven continents of the world?
What is the difference between a country and a continent	What is a glacier?	What depositional features are caused by glaciation?
What are the three rock types and how are they formed?	What are the erosional features caused by glaciation?	Why are glaciers shrinking?

Key words

Human geography	The study of humans and their cultures, economies, and interactions with the environment
Physical geography	The study of natural processes.
Erosion	The wearing <u>away</u> of rock, soil or any other solid material.
Glacier	A huge mass of ice that moves slowly over land.
Deposition	Material is dropped.
Metamorphic rock	Has changed from igneous or sedimentary rocks due to heat and pressure.
Sedimentary rock	Rocks that are formed through the deposition of sediments e.g. limestone
Igneous rock	Rocks that are formed from the cooling of magma or lava.





Key Words:

Bible:
The Holy Book for Christians

The Trinity:
The three parts that make up God; The Father, Son and Holy Spirit

Parables:
Stories used by Jesus to teach us something.



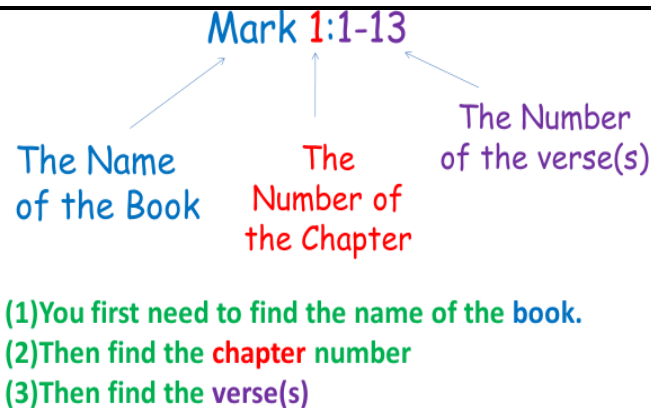
The Bible

The Bible is a very special book for Christians because it tells them about God.
It also offers them support and guidance on how to live their life. It is the word of God and contains his message.
The Bible is just like a library, with many different books inside.

The Trinity

The Trinity is the name given to the three roles that God has. These are the Father, Son and the Holy Spirit.

Bible Referencing



God the Father

- Giver of Life
- All Loving
- Creator
- Forgiving
- Judge
- All Powerful



The Holy Spirit

- Purified people from sin e.g. Baptism
- How God communicates with us today
- Brings peace, faith, hope, love and inspiration.



God the Son: Jesus

- Helped the poor and vulnerable
- Spread the message of God
- Performed miracles e.g. water into wine, healing the paralyzed
- Sacrificed himself to save us
- Never committed sin
- Taught us to forgive



Parables

The Sheep and the Goats

Those who follow Jesus (sheep) are good people who help others. The bad people (goats) are those who do not follow Jesus. We should all try and be like the sheep.

The Good Samaritan

This teaches us to love our neighbours. Everyone is our neighbour and we should always help them. Even if we don't get along with someone, we should always show them compassion.

Sources of wisdom and authority

'love thy neighbour.'

"This is My beloved Son, in whom I am well-pleased."

"Love the Lord your God with all your heart and with all your soul and with all your strength and with all your mind."

Key Words:

- Transubstantiation = the bread and wine is ACTUALLY the body and blood of Jesus.
- Eucharist - Holy Communion, Lord's Supper.
A sacrament to receive the body and blood of Jesus.
- Church – Place of worship for Christians.
- Mass - The re-enactment of the Last Supper and a celebration of the resurrection of Jesus.

Features of a Catholic church

- 1. Altar
- 2. Lectern
- 3. Font
- 4. Crucifix
- 5. Stain glass windows
- 6. Stations of the cross



The Origins of Mass

Mass started when Jesus shared the Last Supper with his disciples before his death. He instructed them to carry on this tradition and this became what we know as Mass.



Features of a Catholic Mass

- 1. Sign of the cross
- 2. Penitential Rite
- 3. Creed
- 4. Bible readings
- 5. Gospel
- 6. Homily
- 7. Eucharistic Prayer
- 8. Communion
- 9. Blessing and Dismissal



The Eucharist

The Mass is the re-enactment of the Last Supper and a celebration of the resurrection of Jesus.

- ✓ Worship God
- ✓ Thanksgiving
- ✓ Forgiveness
- ✓ Celebration



Source of Wisdom and Authority

“Do this in memory of me”

Spanish: Year 7 Autumn Term 1

KEY VERBS AND VOCAB

Present tense verbs

Soy = I am	Quiero = I want
Tengo = I have	Escribo = I write
Puedo = I can	Leo = I read
Como = I eat	Uso = I use
Bebo = I drink	Compro = I buy
Juego = I play	Hago = I do
Escucho = I listen	Voy = I go
Estudio = I study	
Veo = I watch	
Salgo = I go out	

es	It is
son	They are
hay	There is/are

Past tense verbs	Era = I was	Quería = I wanted
	Tenía = I had	Escribí = I wrote
	Podía = I could	Leí = I read
	Comí = I ate	Usé = I used
	Bebí = I drank	Compré = I bought
	Jugué = I played	Hice = I did
	Escuché = I listened	Fui = I went
	Estudié = I studied	Fue/era = It was
	Vi = I watched	Fueron/eran = They were
	Salí = I went out	Había = There was/were

Future tense verbs	VOY A (I'm going...) + ser = to be	querer = to want
	tener = to have	escribir = to write
	poder = to be able to	leer = to read
	comer = to eat	usar = to use
	beber = to drink	comprar = to buy
	jugar = to play	hacer = to do
	escuchar = to listen	ir = to go
	estudiar = to study	
	ver = to watch	
	salir = to go out	

Va a ser	It's going to be
Van a ser	They're going to be
Habrá	There will be

Connectives and important words

CONNECTIVES:

y = and
pero = but
también = also
sin embargo = however
no obstante = however
además = moreover
por eso = therefore
como = like/since
ya que = because/since
aunque = although
por ejemplo = for example

o = or
porque = because
con = with

LITTLE WORDS:

muy = very
un poco = a bit
más = more
mucho = a lot
demasiado = too much/many

donde = where
bastante = quite
menos = less

QUESTION WORDS:

¿cuándo? = when
¿cómo? = how/what
¿quién? = who?
¿dónde? = where
¿cuál(es)? = which
¿qué? = what
¿cuánto(s)? = how many

Time phrases

PRESENT TENSE

Luego = then
Después = after
A menudo = often
A veces = sometimes
Ahora = now
Siempre = always
Todos los días = every day

FUTURE TENSE

Mañana = tomorrow
Más tarde = later
El año próximo = next year
En el futuro = in the future
Cuando sea mayor = when I'm older
La semana que viene = next week

Great phrases

Try and learn some of these phrases – they'll be amazing in your writing and speaking!

Acabo de + infinitive: "Acabo de ver un documental..."	I have just "I have just watched a documentary..."
Siempre me ha gustado "Siempre me ha gustado comer chocolate"	I have always liked "I have always liked eating chocolate"
Es pan comido "Me encanta el inglés porque es pan comido"	It's a piece of cake "I love English because it's a piece of cake"
Ojalá pudiera + infinitive "Ojalá pudiera pasar más tiempo con mi familia"	If only I could "If only I could spend more time with my family"
Cuesta un ojo de la cara "Me encanta ir al cine pero cuesta un ojo de la cara"	It costs an arm and a leg "I love going to the cinema but it costs an arm and a leg"

Time phrases

PAST TENSE

Quando era más joven = when I was younger
En el pasado = in the past
La semana pasada = last week
El año pasado = last year
Ayer = yesterday



Art: Year 7 Autumn Term Topic 1: Impressionist Landscapes

Vocabulary

Artists: Van Gogh, Claude Monet, Alfred Sisley, Eileen Downes

Composition - The combination of elements in a painting or other work of art that provides order or structure to the scene.

Landscape - A landscape is a view or vista of natural scenery on land, or a representation, especially painting, of the outdoors.

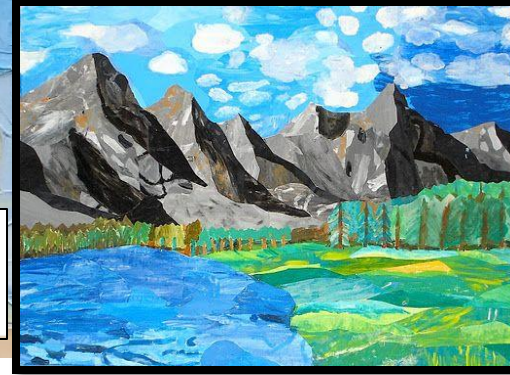
Impressionism - A practice in painting especially among French painters of about 1870 of representing the natural appearances of objects by producing dabs or strokes of colours to create actual reflected light.

Collage - A picture made by gluing different materials like paper and fabric shapes onto a flat background

Assemblage - To put different parts together



Helpful video links



Primary



Secondary



Tertiary

COMPLEMENTARY COLORS



COLOUR MIXING



MIX 2 PRIMARY COLOURS TO OBTAIN THE SECONDARY COLOURS.

MIX PRIMARY AND SECONDARY COLOURS



TO OBTAIN THE 6 TERTIARY COLOURS



Colour wheel with tints and shades. Tints are the lighter colours and shades are the darker colours.

<https://www.youtube.com/watch?v=xICI4I3P57k>

https://www.youtube.com/watch?v=_tw51Eh9vcw

<https://www.youtube.com/watch?v=NBg3GjrcMF4>

<https://www.youtube.com/watch?v=I8AlZUGtMCQ>

<https://www.youtube.com/watch?v=0hG-mgQPess>

Year 7 Music Half Term 1: Introduction to Keyboards

Glossary:

Tempo – the speed of music

Pitch – how high or low a note is

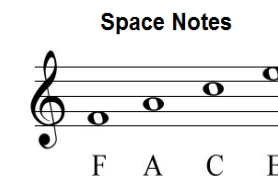
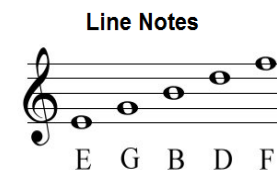
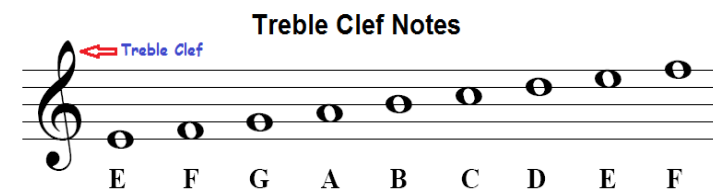
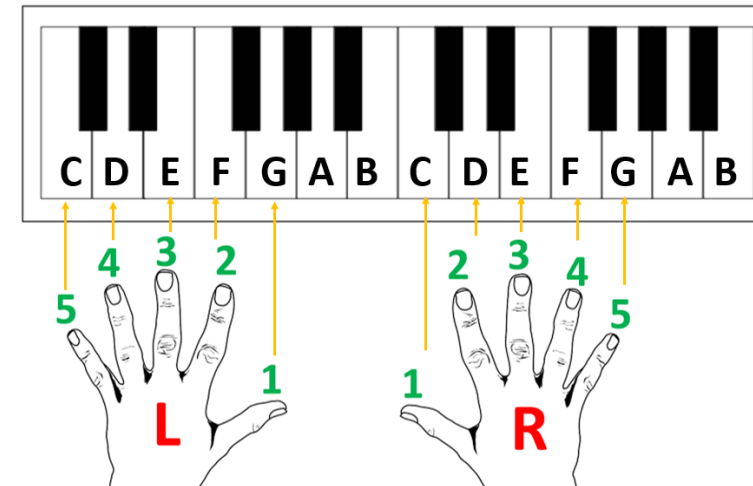
Rhythm – the pattern of long & short notes








Technique – how well you control your instrument

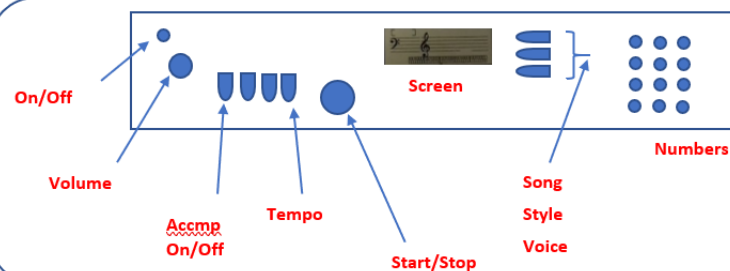
Fluency – how smoothly you can play the music

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/qrAHvk7LVoE>
 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

Food and Nutrition, Health and Safety/Food Safety:

Year 7 Autumn Term 1

- 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/>



Click to add text

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

DT: Autumn Term: Year 7 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.

Computer Science: Year 7: Autumn Term 1: 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

File		Home		Insert		Page Layout		Formulas		Data		Review		View	
 Paste		 Cut  Copy		 Format Painter		Clipboard		Font		Alignment		 Wrap Text		 Merge & Center	
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	A	B		C	D	E	F								
1	/	Division		50	/	10	7.5								
2	*	Multiplication		10	*	8	80								
3	+	Addition		50	+	10	60								
4	-	Subtraction		10	-	5	5								
5															



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!









Don't forget to always start with = when writing a formula.

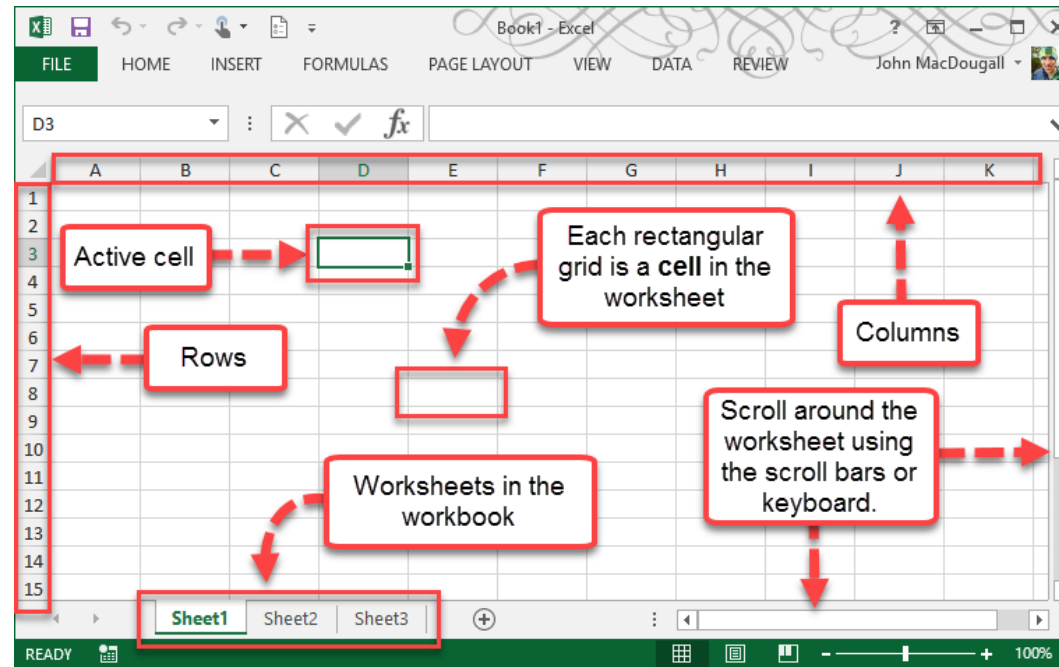


Microsoft



Microsoft

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



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.

Year 7 Physical Education:

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
Rounders
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.

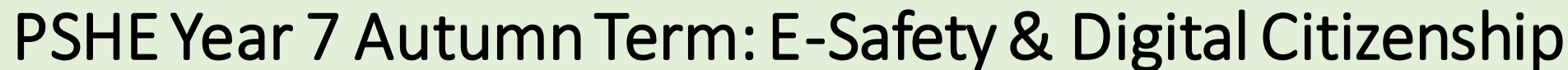
Gender Reassignment surgery will not be considered until a person has reached 18 years of age.

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 Safe guarding team, parents, wellbeing teams and appropriate external agencies involved in the students 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.theproudtrust.org>
- Friends and Family of Lesbians and Gays: <https://www.fflag.org.uk/>



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.

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.

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?

- CEOPS - <https://www.ceop.police.uk/safety-centre/>

- 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

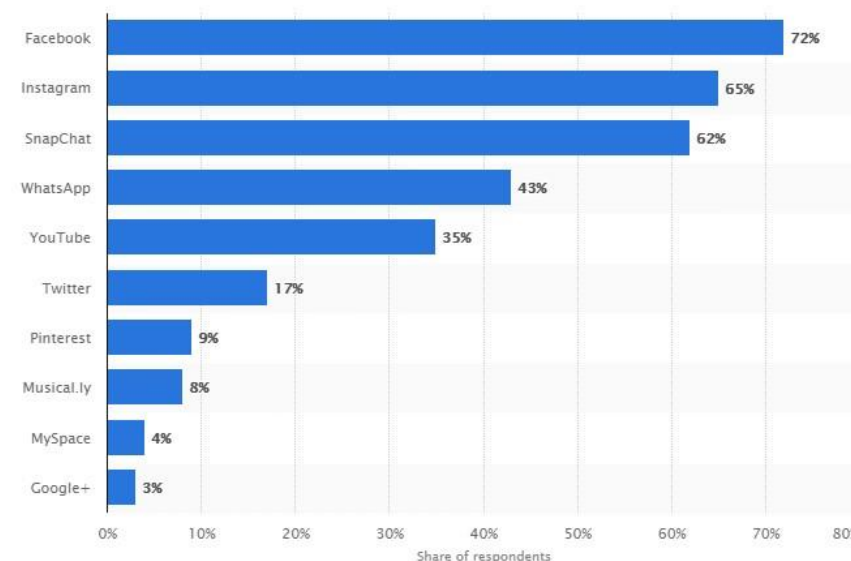
Social Media Websites and applications that enable users to create and share content or to participate in social networking.

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.