



**ST TERESA**  
*of* **CALCUTTA**  
Catholic Academy Trust

# Knowledge Organisers

**Year 7**

**Summer Term 2025**

**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



# English Year 7 Summer Term: Seminal World Literature



## Tier 2 Vocabulary

- Dual identity
- Refugee
- Nomadic
- Culture
- Alienation
- Foreign

## Tier 3 Vocabulary

- Stanza
- Metaphor
- Extended metaphor
- Juxtaposition
- Personification
- Dramatic monologue
- Context
- Narrative perspective

## Themes

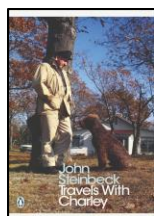
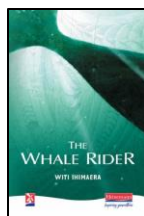
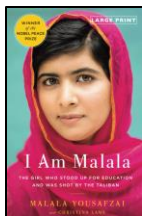
### Identity and culture

The most important theme in all the extracts we will study is **identity**. What is the identity of the speaker in the poems? How is their identity defined? We will explore what makes our identity and if it is possible to feel torn between two identities.

### Journeys

As a class, we will consider and explore physical and emotional journeys. We will consider if the speaker of the text has travelled from one place to another, and if they have changed as a person.

| Poem                               | Summary   |
|------------------------------------|---|
| Presents from my Aunts in Pakistan | A girl has moved from Pakistan and is living in England with her family. She receives gifts that reminds her of her home country.   |
| Search for My Tongue               | A young girl feels torn between her mother tongue and her new language. At times, she feels that she is losing her native language. |
| Island Man                         | From the perspective of a Caribbean man living in London. The poem presents the contrasts between the two places.                   |



### Search for My Tongue – Sujata Bhatt

You ask me what I mean  
by saying I have lost my tongue.  
I ask you, what would you do  
if you had two tongues in your mouth,  
and lost the first one, the mother  
tongue,  
and could not really know the other,  
the foreign tongue.  
You could not use them both together  
even if you thought that way.

(munay hutoo kay aakhee jeebh  
aakhee bhasha)  
(may thoonyak nakhi chay)  
(parantoo rattray svupnama mari  
bhasha pachi aavay chay)

## How to annotate a poem

1. Consider the title – what does the title mean? What do you think the poem is about?
2. Read the poem.
3. Who is the speaker of the poem? How do they feel?
4. Read the poem again. Highlight any words which stand out to you.
5. Summarise what the poem is about.
6. How is the poem structured? How many lines and stanzas are there?
7. Analyse the poem line by line. Can you find any language devices? What is the effect of the device?
8. Has your understanding of the poem and the speaker changed?
9. What is the message of the poem?
10. Is there a key theme in the poem?

Forms of writing: Dramatic monologue, fiction, nonfiction, autobiographical



# English Year 7 Summer Term 2 Exposition focus – Creative writing



## Techniques to include:

- **Simile:** Using 'like' or 'as'
- **Juxtaposition:** The fact of two things being seen or placed close together with contrasting effect.
- **Metaphor:** Saying something *is* something else.
- **Personification:** Giving human qualities to an inanimate object.
- **Ambitious adjectives:** A word that describes the noun.
- **Extended metaphor:** A piece of writing/poetry that contains multiple metaphors or the metaphor is extended.

## Key Terms

|                                     |  |
|-------------------------------------|--|
| <b>Narrative voice</b>              | the perspective the story is told from   |
| <b>Character</b>                    | a person represented in a movie, play, or story  |
| <b>Setting</b>                      | Where the story takes place  |
| <b>Word Types</b>                   | Noun: person place or thing<br>Verb: an action<br>Adjective: a describing word   |
| <b>Connotations</b>                 | An idea or feeling created by a particular word  |
| <b>Clause:</b> A part of a sentence | An independent clause: part of a sentence that makes sense by itself<br>A dependent clause: part of a sentence which requires more information   |
| <b>Sentence Types</b>               | Simple sentence: a sentence containing one clause<br>Complex sentence: a sentence with one independent clause and at least one dependent clause<br>Compound sentence: two independent clauses joined by a semicolon or a comma and conjunction |

## What is an Exposition? An introduction to a narrative, that gives background information.

### How to structure your exposition:

- ✓ Hook
- ✓ Juxtaposition (where were you, back to reality)
- ✓ Flashback
- ✓ Closing sentence, back to reality.

### Type of Journeys

Mental



Physical travels



Aging



## Model Exposition:

I come from a country that was created at midnight. When I almost died, it was just after midday.

One year ago, I left my home for school and never returned. I was shot by a Taliban bullet and flown out of Pakistan unconscious.

Now every morning when I open my eyes, I long to see my old room full of my things, my clothes all over the floor and my school prizes on the shelves. Instead I am in a country which is five hours behind my beloved homeland in Pakistan and my home in the Swat Valley. But my country is centuries behind this one. Here there is any convenience you can imagine. Water running from every tap, hot or cold as you wish; lights at the flick of a switch, day and night, no need for oil lamps.

When I stand in front of my window and look out, I see tall buildings, long roads full of vehicles moving in orderly lines, neat green hedges and lawns, and tiny pavements to walk on. I close my eyes and for a moment I am back in my valley – the high snow-topped mountains, green waving fields and fresh blue rivers – and my heart smiles when it looks at the people of Swat. I meet my best friend Moniba and we sit together, talking and joking as if I had never left.

Then I remember I am in Birmingham, England.



# English Year 7 Summer Term: The Odyssey



## Glossary – Key Vocabulary

**Odyssey** – journey

**Divine Justice** – judgement of God

**Conflict** – argument / fight

**Siren** – a mythological beast

**Myth** – a story created to explain

**Quest** – journey

**Sacrifice** – to give up something

**Heroic** – brave act

## Glossary – Subject Terminology

**Epic Poem** – a lengthy poem

**Protagonist** – main character

**Antagonist** – villain

**Rhetoric** – language used to persuade

## Context



HOMER

The Odyssey is a sequel to Homer's epic poem The Iliad. The epic poem focuses on one of the Greek warriors, the hero Odysseus. It tells the story of his journey home to Greece, during the ten-year period after the Greek victory over the Trojans.

Before the introduction of alphabetic writing circa 800 BCE, Greece was illiterate. Scholars date the writing of the Odyssey to about **725–675 bce**. The poem was intended originally to be performed and not just read.

Homer is the legendary author to whom the authorship of the Iliad and the Odyssey is attributed. He is regarded as one of the greatest and most influential authors of all time.

## Key Quotes

"Sing to me of the man, Muse, the man of twists and turns."

"Odysseus and his gallant son charged straight at the front lines, Slashing away with swords"

"Good blood runs in you, dear boy, your words are proof."

"The gods of Olympus can't be all against this man"

## Elements of an Epic



## Characters

**Odysseus** – The heroic protagonist of the epic poem

**Telemachus** – The son of Odysseus

**Penelope** – The wife of Odysseus

**Zeus** – The King of the Gods

**Athena** – Goddess of wisdom and battle who helps Odysseus

**Calypso** – an immortal goddess who holds Odysseus prisoner for 7 years

**Poseidon** – the main antagonist of the epic poem



## Themes and Symbols

- ☐ Fate and Justice
- ☐ Cunning
- ☐ Free will
- ☐ Glory and Honour
- ☐ Temptation
- ☐ Divine Justice



Odysseus bow



The sea



# English Year 7 Summer Term: Descriptive Writing



### Capital Letters:

*It is important that you use capital letters correctly:*

- The beginning of a sentence, headings, book and film titles
- Months of the year, days of the week
- Names of: people, towns, cities, places, companies, languages

### Sentences:

*A sentence is a group of words that expresses a complete thought*

**All sentences must start with a capital letter and end with a full stop.**

- Each sentence should be clear and to the point.
- All sentences need a verb (a doing word), and these verbs must be in the correct tense and form.

### TIP ToP Paragraphs

Paragraphs are a group of sentences sharing the same idea. They structure your writing to make it easier for readers to follow. Always start a new paragraph when you change the focus of your writing.



When writing about a new TIME period or about a different PLACE

When writing about a new TOPIC or about or as a new PERSON



### Key Techniques

|                     |  |
|---------------------|--|
| Metaphor            | figure of speech that describes an object or action in a way that isn't literally true                 |
| Simile              | the comparison of one thing with another thing   |
| Rhetorical question | a question asked in order to create a dramatic effect or to make a point rather than to get an answer. |
| Personification     | the attribution of a <b>human characteristics</b> to something non-human                               |
| Alliteration        | the same letter or sound at the beginning of words   |
| Pathetic Fallacy    | <b>human emotions onto non-human objects found in nature</b> (often the weather)                       |
| Juxtaposition       | The fact of two things being seen or placed close together with contrasting effect.                    |
| Flashback           | a scene in a film, novel, etc. set in a time earlier than the main story                               |

### Key Terms

|                                     |  |
|-------------------------------------|--|
| <b>Narrative voice</b>              | the perspective the story is told from   |
| <b>Character</b>                    | a person represented in a movie, play, or story  |
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### Example:

Mount Olympus: the city of the gods. Hidden above a blanket of clouds situated in the heavens. A complex of palaces, parks and plazas housing gods and other divine creatures. An architectural wonder forged of marble; gardens, lush and flourishing with flora, as well as waterfalls gushing water into the mortal real. Sitting atop of the maze of palaces, on the peak of Olympus, was the Pantheon. The enormous halls of the gods.





# Maths Year 7 Summer Term 1: Sequences and graphs

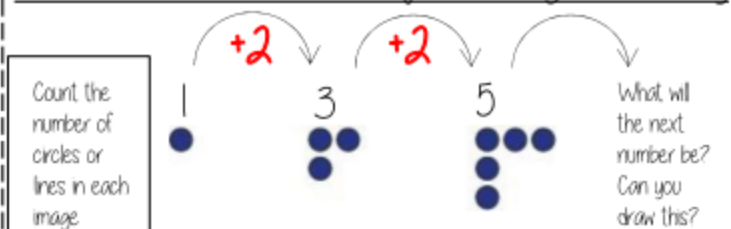
## Topic

- Number patterns
- Growing patterns
- Spot the rule
- Work to the rule
- Linear Sequences

## Key words

- Sequence
- Pattern
- Term
- Rule
- Power (Square, root and cube)
- Triangular number, Square number, Cube number
- Linear
- Arithmetic
- Non-linear
- Geometric
- Difference

### Describe and continue a sequence diagrammatically



### Continue a linear sequence

7, 11, 15, 19...

#### How do I know this is a linear sequence?

It increases by adding 4 to each term.

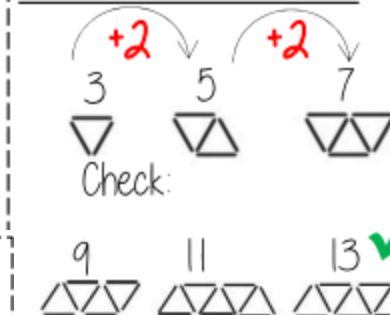
#### How many terms do I need to make this conclusion?

At least 4 terms — two terms only shows one difference not if this difference is constant (a common difference).

#### How do I continue the sequence?

You continue to repeat the same difference through the next positions in the sequence.

### Predict and check terms



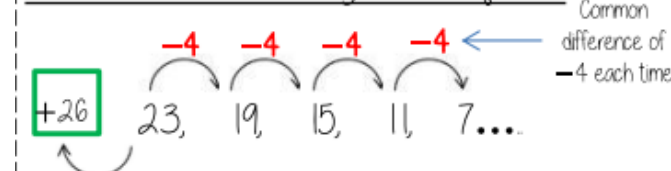
#### Predictions

Look at your pattern and consider how it will increase e.g. How many lines in pattern 6?

**Prediction - 13**

If it is increasing by 2 each time — in 3 more patterns there will be 6 more lines.

### $n^{\text{th}}$ term of an decreasing linear sequence



The  $n^{\text{th}}$  term of the sequence above is:

$$-4n + 26$$

Common difference of -4 each time

The value of term zero

### Find terms using $n^{\text{th}}$ term

Remember this is substitution

Find terms 1, 2, 3 and 100 for the following sequence:

$$4n + 3$$

1<sup>st</sup> term,  $n = 1$  so  $(4 \times 1) + 3 = 7$

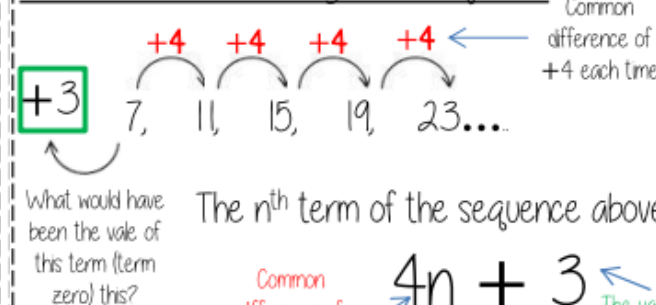
2<sup>nd</sup> term,  $n = 2$  so  $(4 \times 2) + 3 = 11$

3<sup>rd</sup> term,  $n = 3$  so  $(4 \times 3) + 3 = 15$

100<sup>th</sup> term,  $n = 100$  so  $(4 \times 100) + 3 = 403$

We substitute the number of the term you are looking for in place of  $n$

### $n^{\text{th}}$ term of an increasing linear sequence



The  $n^{\text{th}}$  term of the sequence above is:

$$4n + 3$$

Common difference of +4 each time

The value of term zero

## MathsWatch Clips

A11a, A11b, A11c, A22, N12





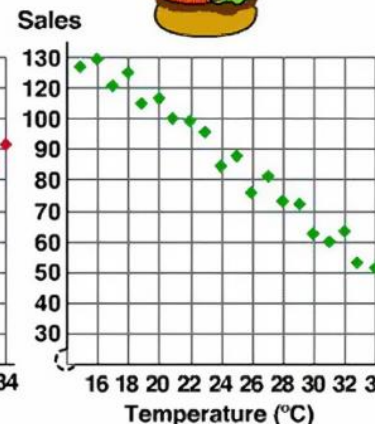
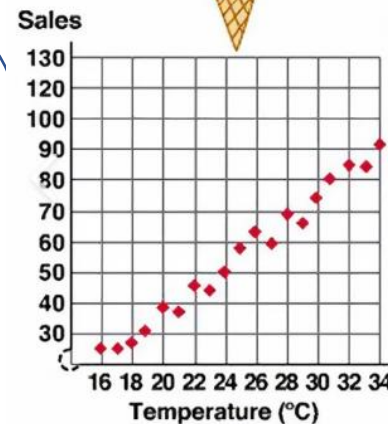
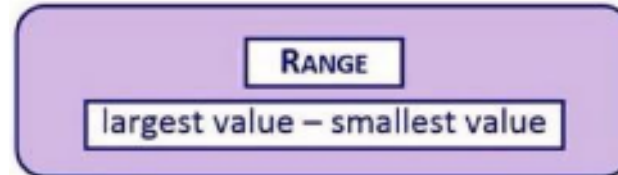
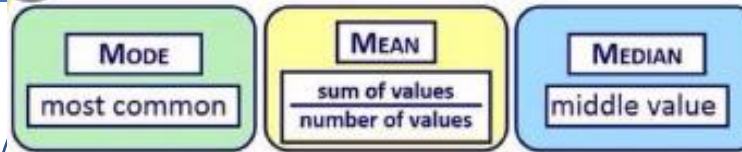
# Maths Year 7 Summer Term: Analysing and displaying Data

## Topic

- Comparisons
- Distributions
- Scatter graphs
- Display group data (dot plot, box plot, two-way tables and bar charts)

## Key words

- Averages (Mode, Mean, Median)
- Spread (Range)
- Frequency
- Scatter
- Frequency Polygon
- Box plot
- Two-way tables
- Stem-and-leaf



|       | English | Maths | Science | Total |
|-------|---------|-------|---------|-------|
| Girls | 20      | 13    |         | 50    |
| Boys  |         | 15    |         |       |
| Total | 38      |       | 40      |       |

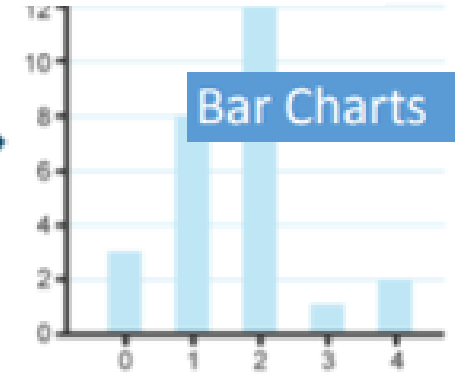
Two-Way Tables

## Frequency Tables

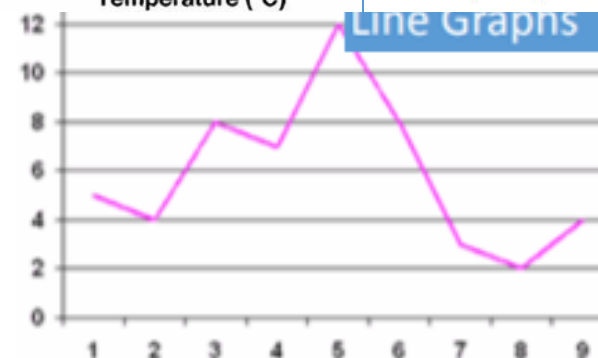
| Number of marks | Tally marks | Frequency |
|-----------------|-------------|-----------|
| 1               | II          | 7         |
| 2               |             | 5         |
| 3               | I           | 6         |
| 4               |             | 5         |
| 5               |             | 3         |
| Total           |             | 26        |

| stem | leaf             |
|------|------------------|
| 5    | 6                |
| 6    | 7, 7, 9          |
| 7    | 2, 4, 7, 7, 8    |
| 8    | 1, 2, 2, 3, 4, 8 |
| 9    | 0, 2, 3, 4       |

Key: 5 | 6 = 56%



Number of pets owned



Line Graphs

## MathsWatch Clips

S6,s10a, s10b, s3, s4, s5,  
s2a, s2b, s8, 128b, p4





# Science Year 7 Summer Term 1: Acids and alkalis, Electricity



## Glossary

**Acid** – a solution with a pH less than 7.

**Alkali** – a solution with a pH of more than 7.

**Indicator** – changes colour depending on whether it is an acid or an alkali e.g. universal indicator.

**Salt** – chemicals formed by neutralisation reactions.

**Neutralisation** – the process of making a solution neutral.

**pH** – measures how acidic or alkaline a substance is.

**Current** – the flow of electrical charge, measured in amps (A), using an ammeter.

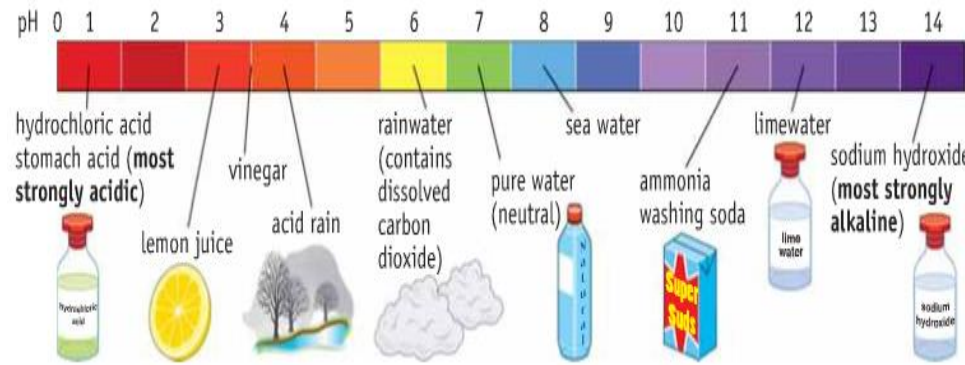
**Voltage** – measure of electrical energy, measured in volts (V), using a voltmeter.

**Series circuit** – components joined in a single loop.

**Parallel circuit** – circuit in which there are 2 or more paths for an electric current.

**Static** – unbalanced electric charges on or within a material.

**Resistance** – measure of how difficult it is for current to flow around a circuit, measured in ohms.

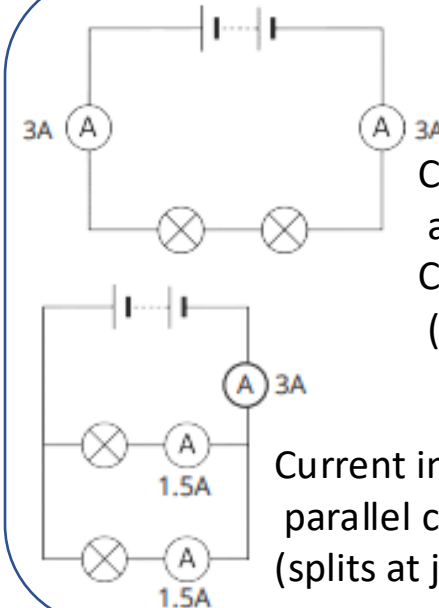


**Hydrochloric acid(HCl) makes salts with the second name CHLORIDE.**

**Sulphuric acid(H<sub>2</sub>SO<sub>4</sub>) makes salts with the second name SULPHATE.**

**Nitric Acid(HNO<sub>3</sub>) makes salts with the second name NITRATE.**

|                          |  |
|--------------------------|--|
| <b>cell</b>              |  |
| <b>battery</b>           |  |
| <b>ammeter</b>           |  |
| <b>voltmeter</b>         |  |
| <b>motor</b>             |  |
| <b>bulb</b>              |  |
| <b>Open switch</b>       |  |
| <b>Closed Switch</b>     |  |
| <b>Resistor</b>          |  |
| <b>Variable resistor</b> |  |



Current in  
a series  
Circuit  
(same)

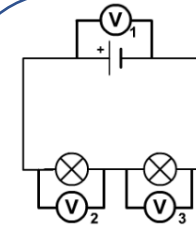
Current in a  
parallel circuit  
(splits at junction)

## Neutralisation reaction

acid + alkali → salt + water

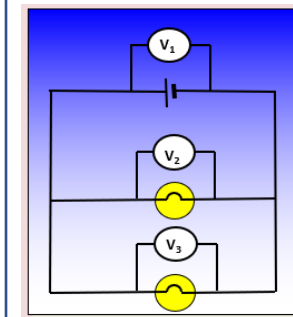
e.g.

hydrochloric + sodium → sodium + water  
acid hydroxide chloride



|   | voltage |
|---|---------|
| 1 | 3.0     |
| 2 | 1.5     |
| 3 | 1.5     |

Voltage in a  
series circuit  
(splits)



| Voltmeter      | Voltage (V) |
|----------------|-------------|
| V <sub>1</sub> | 1.5         |
| V <sub>2</sub> | 1.5         |
| V <sub>3</sub> | 1.5         |

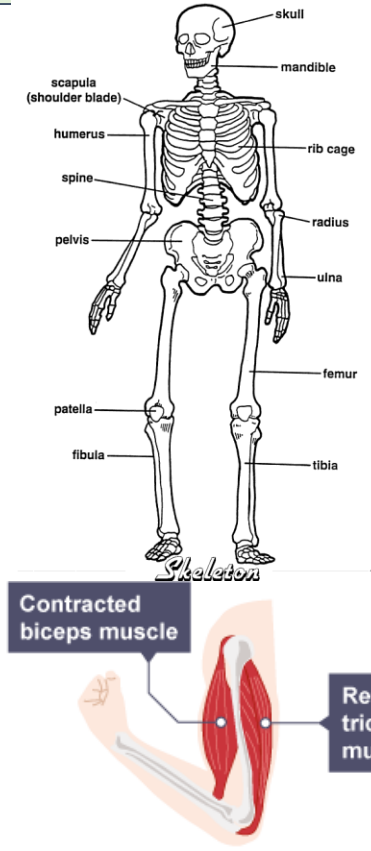
Voltage in a parallel  
circuit (same)



# Science Year 7 Summer Term 2: Body systems and Plant life

## Body systems glossary

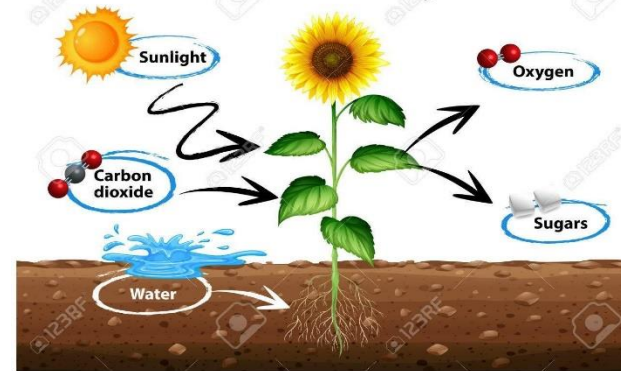
- Organelle** – a structure in a cell that has a specific function.
- Cell** – the building blocks of life.
- Tissue** – a group of similar cells working together.
- Organ** – a group of similar tissues working together.
- Organ system** – a group of organs working together.
- Organism** – an individual plant/animal or single celled life form such as bacteria.
- Respiration** – A chemical reaction that releases energy.
- Breathing** – A muscular contraction drawing air into and out of the lungs.
- Joint** – where two bones meet.



## Plant life glossary

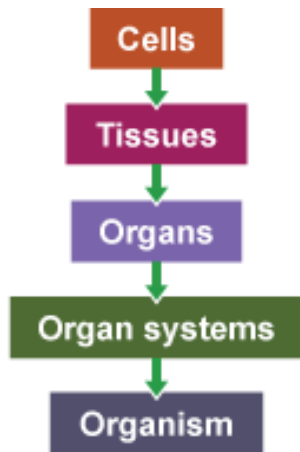
- Photosynthesis** – A process where plants absorb light, carbon dioxide and water to make their own food (glucose) and oxygen.
- Absorption** – the taking in of materials.
- Chloroplasts** – where light is absorbed in the plant.
- Palisade cells** – contain main chloroplasts where light is absorbed.
- Root hair cells** – where water and minerals are absorbed.

## Process of Photosynthesis

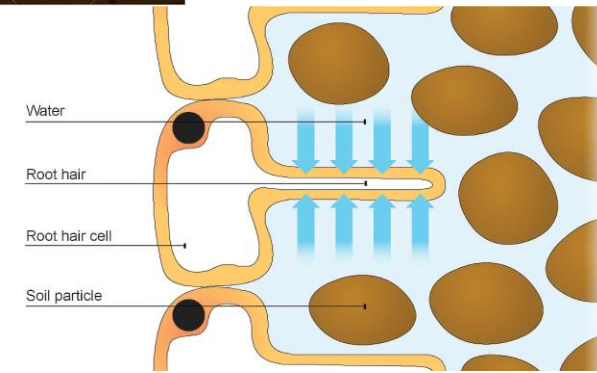
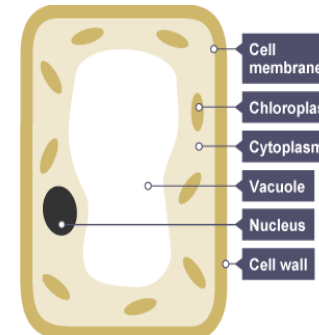


## Key points...

- The leaf is one of the most important organs of a plant.
- Leaves produce food for the plant through a process called photosynthesis.
- The leaves of different plants vary widely in size, shape and colour and are adapted to carry out photosynthesis.
- Water is absorbed in a plant through the roots by cells called root hair cells.
- Root hair cells have a large surface area to absorb as much water and minerals as possible.



| Organ system | Main organs                   | Function   |
|--------------|-------------------------------|--|
| Circulatory  | Heart, veins, arteries        | Transports substances in the blood around the body |
| Respiratory  | Lungs                         | Takes in oxygen, removes carbon dioxide            |
| Digestive    | Stomach and intestines        | Breaks down food, absorbs nutrients                |
| Reproductive | Uterus, vagina. Penis, testes | Creates offspring                                  |





# RE Year 7 Summer: Our Relationship with God

|  |   |
|--|---|
| <b>Key Words:</b>  | <b><u>Secular Rites of Passage:</u></b>   |
| <b>Rites of Passage:</b><br>Special events that mark people's journey through life | <ul style="list-style-type: none"><li>• First tooth</li><li>• First day at school</li><li>• Moving up to high school</li><li>• Passing your driving test</li><li>• Getting your first job</li></ul>                         |
| <b>Secular:</b><br>Things that are separate from religion or God                   |   |
| <b>Sacrament:</b><br>A religious rite of passage that is a gift from God           | <b><u>Holy Orders:</u></b> <ul style="list-style-type: none"><li>• The sacrament when a man becomes a priest</li><li>• They promise to carry on Jesus' mission</li><li>• Prepare and deliver sacraments and mass.</li></ul> |

|   |
|---|
| <b><u>Christian Seasons</u></b>   |
| <ul style="list-style-type: none"><li>• Advent and Christmas – the lead up to the birth of Jesus.</li><li>• Lent – the lead up to the death of Jesus where we are encouraged to give up things and make promises etc.</li><li>• Holy Week – Palm Sunday, Maundy Thursday, Good Friday &amp; Easter Sunday</li></ul> |

|  |
|--|
| <b><u>Baptism:</u></b>   |
| <ul style="list-style-type: none"><li>• Started with Jesus' baptism (SOWA).</li><li>• Washes away sin</li><li>• Receive the Holy Spirit for the first time – welcomes you into God's family.</li></ul> |

|   |
|---|
| <b><u>Holy Communion:</u></b>   |
| <ul style="list-style-type: none"><li>• Receiving the body and blood of Christ for the first time.</li><li>• When we receive the sacrament we are re-enacting the Last Supper, 'do this in memory of me' SOWA</li></ul> |

|   |
|---|
| <b><u>Confirmation:</u></b>   |
| <ul style="list-style-type: none"><li>• Confirms the promises made at Baptism.</li><li>• Turning away from sin and towards God.</li><li>• Receive gifts from the Holy Spirit to live a good life.</li></ul> |

|   |
|---|
| <b><u>Marriage:</u></b>   |
| <ul style="list-style-type: none"><li>• Public declaration of love in front of God.</li><li>• Starting a new life together as a couple.</li><li>• Rings symbolise eternity</li><li>• Allows a person to carry on their faith with their family.</li></ul> |

|  |
|--|
| <b><u>Reconciliation:</u></b>  |
| <ul style="list-style-type: none"><li>• People recognise the sins and mistakes they have made and say sorry to God</li><li>• Receive forgiveness from God.</li><li>• It's a fresh start.</li></ul> |



|   |
|---|
| <b><u>Anointing of the sick:</u></b>  |
| <ul style="list-style-type: none"><li>• Following the example set by Jesus when he healed the sick.</li><li>• Gives a person strength and comfort.</li><li>• Sins are forgiven so a person can achieve salvation.</li></ul> |

## **Pilgrimage:**

Pilgrimages are special, religious journeys.

### **Places of Pilgrimage**

- Lourdes
- Walsingham
  - Rome
- Holy Lands

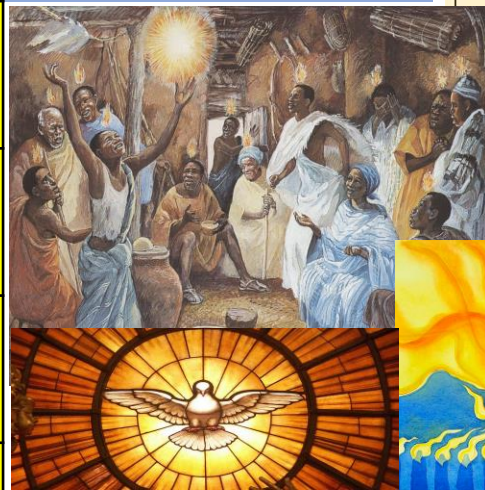
### **Why do people go on a pilgrimage?**

- Become closer to God
- In hopes of being healed
- Come together as a Christian community
- Understand their faith better



# Year 7 RE Unit 4 – To the Ends of the Earth

|   |
|---|
| <p><b>Holy Spirit</b></p> <p>The third person of the Trinity. God's presence on earth.</p>  |
| <p><b>Pentecost</b></p> <p>Fifty days after Easter when Jesus sent the Holy Spirit to his disciples.</p>  |
| <p><b>Ruah</b></p> <p>The Hebrew word for 'breath' or 'wind'. It also means 'spirit'.</p>   |
| <p><b>People of God</b></p> <p>All Christians, all members of the Church.</p>   |
| <p><b>Body of Christ</b></p> <p>The idea that the Church is Christ on Earth.</p>  |
| <p><b>Temple of the Holy Spirit</b></p> <p>The belief that the Holy Spirit lives within every believer.</p>   |
| <p><b>Confirmation</b></p> <p>One of the seven sacraments. When you receive the gifts of the Holy Spirit to enable you to take responsibility for your own faith.</p> |
| <p><b>Fruits of the Spirit</b></p> <p>If you use the gifts of the Holy Spirit and live a life of faith, then Catholics believe their life will bear fruit.</p>        |



Jesus conception  
Luke 1:34-38



Jesus Baptism  
Luke 3:21-22



Beginning of his ministry  
Luke 4:18-19



Resurrection and Ascension  
Luke 24:49-53

## Source of wisdom and authority The Coming of the Holy Spirit - Acts of the Apostles 2:1-12 PENTECOST

- 2 When the day of Pentecost came, all the believers were gathered together in one place. 2 Suddenly there was a noise from the sky which sounded like a strong wind blowing, and it filled the whole house where they were sitting. 3 Then they saw what looked like tongues of fire which spread out and touched each person there. 4 They were all filled with the Holy Spirit and began to talk in other languages, as the Spirit enabled them to speak.
- 5 There were Jews living in Jerusalem, religious people who had come from every country in the world. 6 When they heard this noise, a large crowd gathered. They were all excited, because all of them heard the believers talking in their own languages. 7 In amazement and wonder they exclaimed, "These people who are talking like this are Galileans! 8 How is it, then, that all of us hear them speaking in our own native languages? 9 We are from Parthia, Media, and Elam; from Mesopotamia, Judea, and Cappadocia; from Pontus and Asia, 10 from Phrygia and Pamphylia, from Egypt and the regions of Libya near Cyrene. Some of us are from Rome, 11 both Jews and Gentiles converted to Judaism, and some of us are from Crete and Arabia—yet all of us hear them speaking in our own languages about the great things that God has done!" 12 Amazed and confused, they kept asking each other, "What does this mean?"



## Fruit of the Spirit Galatians 5:22-23



## What happens? Stages of the sacrament of Confirmation

The Bishop usually gives the Sacrament of Confirmation during Mass. After the Gospel has been read the candidates are called forward.

- 1. Renew baptismal promises**  
They renew the vows made by their parents and godparents at Baptism. These promises are to reject sin and have faith in God. The candidate confirms their faith. The Bishop says 'be sealed with the gift of the Holy Spirit'. The candidate then replies 'Amen'.
- 2. Laying on of hands**  
The Bishop then says 'peace be with you' and the candidate replies 'And with your spirit'.
- 3. Anointing with the oil of Chrism**  
Each candidate kneels or stands in front of the Bishop, who calls them by their confirmation name. Laying on of hands is a symbol of calling down the power of the Holy Spirit. The candidates sponsor places their hand on their shoulder whilst the Bishops lays his hand on their head.
- 4. Sacrament given with words**  
The Bishop then anoints or blesses the candidate with chrism – this symbolises they have been chosen by God and given a vocation.
- 5. Peace be with you**



I believe in the Holy Spirit, the Lord, the giver of life,  
who proceeds from the Father and the Son,  
who with the Father and the Son is adored and glorified,  
who has spoken through the prophets.



The Holy Spirit inspired the human authors of the Bible

The Holy Spirit gives us faith and leads us to do good.

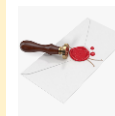


Adam was given life by God's life breathing breath or *ruah*.

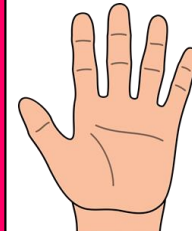


"FOR IN ONE BODY WE HAVE MANY MEMBERS"  
ROMANS

| AGREE  | DISAGREE   |
|--|--|
| <p><b>'Confirmation is not necessary'</b></p> <p>Agree</p> <ul style="list-style-type: none"> <li>Baptism and Eucharist are enough.</li> <li>Baptise as an adult – not needed.</li> <li>Receive the Holy Spirit in every sacrament.</li> </ul> | <p>Disagree</p> <ul style="list-style-type: none"> <li>Initiation – member of the Church.</li> <li>Confirm faith in God – renew Baptism promises.</li> <li>Effects – Live a Christian life, gifts of the Holy Spirit.</li> </ul> |



The Holy Spirit is as much God as the other persons of the Trinity and must be worshipped as such.





Every morning we are born again. What we do today is what matters most

Siddhartha's life in the palace

|  |
|--|
| <b>Buddha</b><br>Title meaning 'the enlightened one', given to Siddhartha Gautana after his enlightenment in 531 BCE                     |
| <b>Enlightenment</b><br>State of consciousness where a person passes beyond the present world into eternal peace.                        |
| <b>Karma</b><br>The deeds or actions that determine a person's destiny in a future life.   |
| <b>Four noble truths</b><br>The set of principles through which the Buddha gained enlightenment.   |
| <b>Eightfold path</b><br>The moral and spiritual training intended to lead to deliverance from suffering.                                |
| <b>Samsara</b><br>The cycle of continuous change in which all human beings are reborn.   |
| <b>Vihara</b><br>This word describes a building that houses a statue of Buddha   |
| <b>Siddhartha Gautama</b><br>The founder of Buddhism   |
| <b>Temple</b><br>Buddhist place of worship   |
| <b>Metta</b><br>This means loving-kindness, which many Buddhists try to practise. Buddhists try to show this by being friendly and kind. |

Karma – how does it effect us?



All the good things we do, following the eightfold path, gets us closer to Nirvana.

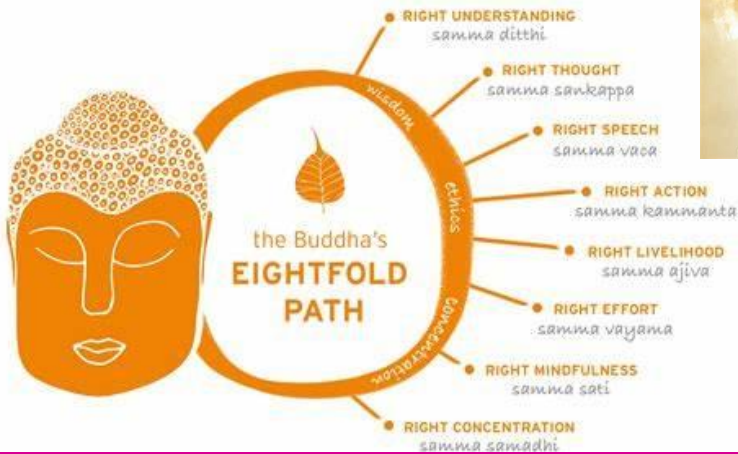
The better we follow the Buddha's teachings, the more likely we are to break the cycle of Samsara and reach enlightenment.



Any time we do something 'bad' or against the Buddha's teachings, there is more chance of being reborn into another life and re-entering Samsara when we die.

It also means our next life might be more difficult in order to teach us the right way to act.

Based on what you know, what things do you think would get us good Karma and bad Karma?



Buddhist views on the Environment

**Eightfold Path – Right Action**  
**What is it?**  
This means acting in a thoughtful way so we can protect the world and everything on it for future generations.  
We should turn away from evil acts and do only good.

**According to this, how should Buddhists treat the environment? Give examples**  
Buddhists should do only good for the environment. For example, they should reduce the strain on the environment by recycling. They should also ensure that all animals are not harmed.

**Karma and Enlightenment**  
**What is it?**  
The belief that all of our actions have consequences. The more 'bad' actions we do, the more it negatively impacts our next life. Enlightenment is a state of mind we reach by only achieving good Karma

**According to this, how should Buddhists treat the environment? Give examples**  
Buddhists should avoid harming the environment and everything in it if they want to reach enlightenment. If they harm the environment e.g. killing animals, they will receive bad Karma

He was born in northern India 2500 years ago. He was the son of the King, so he was the prince.

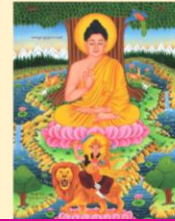
When he was born, Siddhartha's father was told of a prophecy about the baby; he would either become a mighty King or a supreme holy leader. His father desperately wanted his son to become a leader rather than a holy man.

To make sure Siddhartha followed this path, his father kept him in his palace surrounded by wonderful things. His father hoped that this would make him want a life similar to his own.

However, Buddha became frustrated living in the palace and wants to see the outside world.

He persuades his chariot driver to take him out of the palace

Add any new information in green pen.

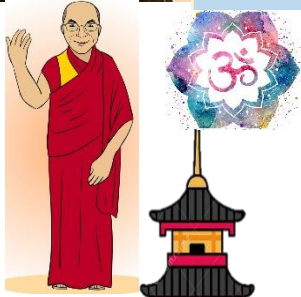


**The First Sight**

The first thing Buddha sees outside the palace is an old person.

Though this is something normal people see every day, Buddha is shocked by this.

He realises that old age is unavoidable, and all people eventually lose their youth.



**The Second Sight**

Buddha then sees an ill person. Again, he is shocked.

This makes him realise that suffering is part of life.

**The Buddha's Enlightenment**

Eventually, Buddha decided he would meditate until he became 'enlightened' and knew the truth about life and suffering.

He sat beneath a tree and refused to move until he became enlightened.

By achieving enlightenment, the man known as Siddhartha has become the Buddha.

Through enlightenment, Buddha also discovered many of the key teachings that Buddhists still live by today. Such as why suffering is a part of life.



**The Third Sight**

Buddha then sees a dead body being carried as part of a funeral procession.

He realises that death is inevitable, and life is impermanent.

**The Fourth Sight**

Finally, he sees a holy man. Holy men at that time lived simple lives without money or many possessions.

Buddha realises living this life may offer him a way to resolve the problems of human suffering.

All Buddhist temples are designed to represent the 'Five Elements': Earth, Wisdom, Fire, Air and Water.

| Earth   | Wisdom  | Fire                       | Air                                      | Water                      |
|---|---|----------------------------|--|----------------------------|
| The Earth is represented the square base of the temple. | Wisdom is symbolised by the pinnacle at the very top. | The spire represents fire. | The crescent of a temple represents air. | The dome represents water. |



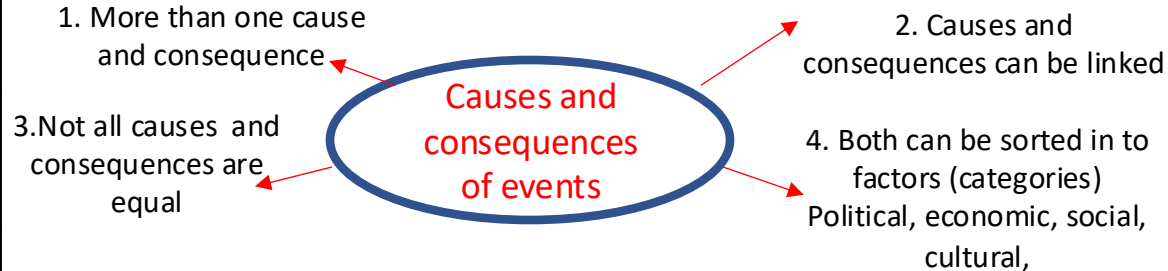
# History Summer Year 7: Could a Medieval Monarch do what they wanted (1100-1400)?



## Timeline: Key Events

|         |   |
|---------|---|
| 1154    | Henry II became King of England.  |
| 1162    | Henry II make his best friend, Thomas Becket, the Archbishop of Canterbury.                           |
| 1170    | Archbishop Thomas Becket is murdered in Canterbury Cathedral by four knights                          |
| 1215    | King John is forced to sign the Magna Carta at Runnymede.   |
| 1258    | Henry III was forced to sign the Provisions of Oxford. This was like an extension of the Magna Carta. |
| 1263    | Barons rebel under Simon du Montfort.   |
| 1265    | Meeting of the Great Council. The "Commons" are invited. The first Parliament.                        |
| 1348-49 | The Black Death hits England. This epidemic killed about 30-40% of the population.                    |
| 1381    | The Peasant's Revolt. This is the first time those at the bottom of society challenge royal authority |

## Medieval



### Challenges to Power

1. 1162-1170 **Archbishop** Becket refused to change the Church courts and he excommunicated all the bishops who helped King Henry

2. 1215 King John I had angered the barons and church by losing land in France, demanding high taxes, closing the churches for 7 years, disrespecting the barons.

3. 1265 Simon de Montfort called a meeting of the Great Council including two ordinary wealthy people (burgesses) from each town after capturing King Henry

4. May 1381 the peasants were angry with King Richard II's new poll tax, work service (working for 2-3 days for no money) and the Statute of Labourer's law (this stopped peasants from asking for higher wages). Peasant **rebels** led by Wat Tyler meet the King at Smithfield.

### The consequences

King Henry II lost his temper, crying "who will rid me of this troublesome priest?". Four of the King's knights murdered the Archbishop on 29<sup>th</sup> December 1170 in Canterbury Cathedral. They believed he had committed treason (gone against the King). Fearing he might be excommunicated, Henry asked the Pope for forgiveness and he abandoned his plans to change the church. This showed that the King was still answerable to the Pope.

In 1215 40 barons put together an army and marched to London. The Barons listed 63 rights that they wanted – the great charter was called the Magna Carta. King John agreed to the Magna Carta and the barons agreed to be loyal. He agreed to not ask for extra taxes without consulting the **Great Council**. **The Magna Carta** was important in the long term because it introduced the idea that certain laws and rules that even monarchs had to obey. Today it is known as one of the first steps towards Britain becoming a **democracy**.

The King and Prince Edward fought back and de Montfort's army was defeated. However, when Edward became King in 1272 he didn't want to risk war so kept the idea of **Parliament**. The King now had to ask Parliament if he wanted to raise taxes, in return Parliament asked the King to introduce new laws. This gave those in Parliament increased power over the King.

On the way to London the peasants burnt buildings and important documents books and papers. They also killed Archbishop of Canterbury and the King's treasurer. King Richard II agreed to meet the peasants but during the meeting Wat Tyler was killed by the Mayor of London. To stop any attack the King spoke to the rebels and promised to listen to their demands. The King didn't keep his promise and the leaders were hunted down and killed. However, the poll tax was scrapped. Over the next 50 years Parliament stopped trying to control the Peasants wages. Many peasants bought land with their new wealth so didn't have to rely on their Lord for work, so the nobility had less control over their every day lives.

### Political consequence

The start of **democracy** – a system of government where the people have a say in how the country is run.

## Glossary:

**Archbishop of Canterbury**

The most important bishop in England, and a very important position, especially in the Middle Ages.

**Magna Carta**



The Great Charter. A list of 65 restrictions placed on the English monarch by the barons. It gave the barons more power, but didn't do anything for the peasants of England. It was the first time that the power of Medieval monarchs had been restricted.

**Great Council**

A group of barons chosen to advise the King. After Magna Carta, the King had to call the Great Council if he wanted to raise taxes or make any other big decisions. This was the beginning of Parliament as we know it today.

**Lords**

The barons and bishops who made up part of parliament.

**Commons**

The knights and burgesses who were called to parliament for the first time by Simon De Montfort.

**Parliament**



Controls the country and is made up of the King, the House of Lords and House of Commons



# Geography year 7 Summer term two- How can we use resources sustainably?

## What do I need to know?

|  |  |
|--|--|
| What is a natural resource                               |  |
| What are the four spheres of earth?                      |  |
| Why is the biosphere important?                          |  |
| How can we use natural resources to generate energy?     |  |
| Why is water a precious resource?                        |  |
| How can we fairly ensure everyone's water needs are met? |  |
| Why do we still need to mine the geosphere?              |  |
| Where are the major causes of plastic pollution?         |  |
| How is plastic pollution impacting our planet?           |  |
| What are the solutions to earth's plastic problem?       |  |

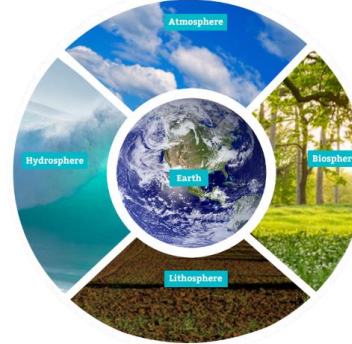
## Skills to develop

Fieldwork  
Interpreting geographic data from graphs and maps



## What is a natural resource?

A material found in nature that is valuable to humans.



## The four spheres of earth

- **Atmosphere:** air and gases
  - **Biosphere:** all living things on earth
  - **Geosphere:** earth's natural non-living materials e.g. mountains and soil
  - **Hydrosphere:** all of earth's water
- Our four spheres interact and relate to make up our planet and provide our natural resources.

## Using the earth's natural resources to make energy


the 1800s- we have relied heavily on the use of fossil fuels to generate electricity and heat for people's homes and businesses.  
We call them fossil as they formed millions of years ago from dead plants and animals buried underground.


When coal gas and oil are burned, they release high amounts of energy and heat.

These can be used to heat homes and generate electricity.

Since the early 1900s, Oil has had the added benefit of being refined into petrol or diesel to power cars and planes.

## Renewable vs Non-renewable energy.

**Renewable energy:**  Energy from sources that can be re-used forever. E.g. Solar, Wind, Tidal and Hydro. We must use more of these to ensure we reduce pollution for our planet and to replace fossil fuels which will one day run out!

**Non-renewable energy:**  energy from sources that cannot be re-used and will run out. E.g. Coal, Gas, Oil and Nuclear. We still rely on these due to the inconsistency of renewables and because we need oil for our shipping and planes.



# Geography year 7 Summer term two- How can we use resources sustainably?

| Key Words                   |  |
|-----------------------------|--|
| <b>Natural resource</b>     | A material found in nature that is valuable to humans                            |
| <b>Sustainability</b>       | Ensuring the needs of people and the planet are met today and in the future.     |
| <b>Deforestation</b>        | The large scale removal of large areas of forest for resources.                  |
| <b>Pollution</b>            | A substance or problem that has negative impacts on the environment              |
| <b>Renewable energy</b>     | Energy that comes from sources which will never run out e.g. Solar and Wind.     |
| <b>Non-renewable energy</b> | Energy from sources that cannot be re-used and will run out e.g. Coal, Gas, Oil. |



## Biosphere: Why is it valuable to us?

**Food:** many of the worlds most popular foods come from the rainforests, such as bananas and palm oil

**Medicine:** over 25% of modern medicine comes from our rainforests such as the periwinkle plant, found in Madagascar and used to create leukaemia medicine.

**Climate regulator:** The rainforests are a giant sponge, soaking up and releasing rainfall at a controlled rate. They also provides oxygen and removes Co2 from our atmosphere, earning them the nickname "Lungs of the earth"

## Should we continue with rainforest deforestation?

For

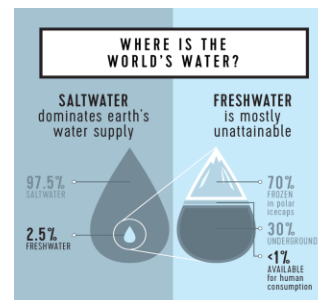
- Rainforest resources such as timber and tin can be extracted and sold to generate wealth.
- They allow countries to create jobs for their people in farming and logging.

Against

- Rainforests are important in the fight against climate change
- You can use the rainforest for money without destroying it e.g. ecotourism.
- 1000s of species will continue to become endangered and extinct without this important habitat.



ST TERESA  
of CALCUTTA  
Catholic Academy Trust



## Why is water precious?

### **HOW DO YOU USE YOUR WATER?**

The average person uses 150 litres of water every day, and here's exactly how it's used

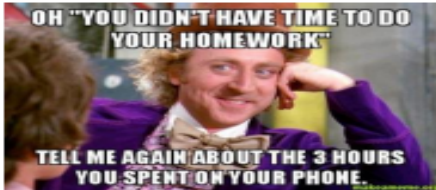


- Only 1% of earth's water is available to humans.
- 97.5% is salt water, the rest is trapped in ice or underground
- We are wasteful with water and don't use it sustainably
- Without water life on earth would not exist.



# Spanish Year 7 Summer Term

## EN MI INSTITUTO

|                 |   |   |  |   |  |
|-----------------|---|---|--|---|--|
| School subjects | Estudio - I study<br>Me encanta - I love<br>Me gusta - I like<br>Prefiero - I prefer<br>Odio - I hate<br>No me gusta - I don't like<br>No soporto - I can't stand | el inglés - english<br>la educación física - pe<br>la historia - history<br>la geografía - geography<br>la música - music<br>la religión - respect<br>el español - spanish<br>el francés - french | el alemán - german<br>la biología - biology<br>la química - chemistry<br>el dibujo - art<br>el teatro - drama<br>la física - physics<br>la tecnología - technology<br>la informática - computing | porque es - because it is...<br><br>porque no es - because it isn't | interesante - interesting<br>aburrido - boring<br>importante - important<br>bueno - good<br>divertido - fun<br>activo - active<br>fácil - easy<br>relajante - relaxing<br>difícil - hard<br>entretenido - entertaining<br>útil - useful<br>creativo - creative<br>inútil - useless<br>práctico - practical |
|                 |   | las matemáticas - maths<br>las ciencias - science<br><br>2 subjects e.g. el inglés y el dibujo - English and art  |   |   |  |

|          |  |   |   |   |  |
|----------|--|---|---|---|--|
| Teachers | <b>Mi profe de</b> -<br><br><b>My</b> _____ <b>teacher</b> | <b>es - is</b>  | <b>paciente</b> - patient<br><b>antipático</b> - mean/unpleasant<br><b>gracioso</b> - funny | <b>raro</b> - weird<br><b>aburrido</b> - boring<br><b>simpático</b> - nice/pleasant | <b>severo</b> - strict<br><b>divertido</b> - fun |
|          |  | <b>nos da muchos deberes</b> - he/she gives us lots of homework<br><b>grita mucho</b> - he/she shouts a lot<br><b>explica bien</b> - he/she explains things well<br><b>tiene buen sentido del humor</b> - he/she has a good sense of humour |   |   |  |

|           |                                |  |  |  |  |
|-----------|--------------------------------|--|--|--|--|
| My school | (En) Mi insti - (in) my school | <b>es - (is)</b><br><b>no es - (it's not)</b>  | <b>antiguo</b> - old<br><b>pequeño</b> - small   | <b>moderno</b> - modern<br><b>horrible</b> - horrible  | <b>bonito</b> - nice<br><b>grande</b> - big<br><b>feo</b> - ugly |
|           |                                | <b>hay - (there is)</b><br><b>no hay - (there isn't)</b><br><b>tiene - (it has)</b><br><b>no tiene - (it doesn't have)</b> | <b>un laboratorio</b> - a science lab<br><b>un campo de fútbol</b> - a football pitch<br><b>un salón de actos</b> - a theatre<br><b>una pista de tenis</b> - a tennis court<br><b>un patio</b> - a yard/playground<br><b>una clase de informática</b> - an IT room | <b>una aula</b> - a classroom<br><b>una piscina</b> - a pool<br><b>un gimnasio</b> - a gym<br><b>una biblioteca</b> - a library<br><b>una cafetería</b> - a canteen<br><b>un comedor</b> - a dining room |  |

|                |  |               |   |
|----------------|--|---------------|---|
| Let's show off | <b>En el futuro voy a estudiar...</b> - in the future I'm going to study...<br><br><b>Es pan comido</b> - It's a piece of cake<br><br><b>Siempre me ha gustado</b> - I've always liked | Key questions | <b>¿Qué estudias?</b> - What do you study?<br><b>¿Cuál es tu día favorita?</b> - What is your favourite day?<br><b>¿Por qué?</b> - Why?<br><b>¿Te gusta(n)...</b> - Do you like...?<br><b>¿Qué hay en tu insti?</b> - what is there in your school?<br><b>¿Cómo es tu insti?</b> - What is your school like?<br><b>¿Qué haces durante el recreo?</b> - What do you do during breaktime? |
|                |  |               |   |

Look at this model text about school - do you think you could replicate it with your own information?

|  |   |
|--|---|
| <b>Me gusta</b> mi insti                                   | <b>I like</b> my school   |
| porque es <b>moderno</b>                                   | because it's <b>modern</b>                                      |
| y tiene <b>una piscina enorme</b>                          | and it has <b>an enormous pool</b>                              |
| Estudio <b>diez</b> asignaturas <b>incluso</b>             | I study <b>ten</b> subjects <b>including</b>                    |
| <b>las matemáticas, el inglés, y la música</b>             | <b>maths, English and music</b>                                 |
| Me encanta <b>la música</b> porque es <b>divertida</b>     | I love <b>music</b> because it's <b>fun</b>                     |
| y mi profe es <b>paciente y gracioso</b>                   | and my teacher is <b>patient and funny</b>                      |
| pero prefiero <b>el inglés</b> porque es <b>pan comido</b> | but I prefer <b>English</b> because it's a <b>piece of cake</b> |
| <b>No soporto las ciencias</b> porque son                  | <b>I can't stand science(s)</b> because it is (they are)        |
| <b>difíciles y aburridas</b>                               | <b>difficult and boring</b>                                     |
| También, mi profe <b>nos da muchos deberes</b>             | Also, my teacher <b>gives us lots of homework</b>               |
| <b>En el futuro voy a estudiar la tecnología</b>           | <b>In the future I'm going to study technology</b>              |
| porque es <b>entretenida</b>                               | because it's <b>entertaining</b>                                |

Adjective agreements

In Spanish, we must change our adjectives to match the thing we are describing by changing the ending . (Masculine, feminine or plural)

Nouns that are masculine start with "el" or "un"  
 Nouns that are feminine start with "la" or "una"  
 Nouns that are masculine and plural start with "los" or "unos"  
 Nouns that are feminine and plural start with "las" or "unas"

|                            | M  | F  | MP  | FP  |
|----------------------------|----|----|-----|-----|
| Adjectives that end in "o" | -o | -a | -os | -as |
| Adjectives that end in "e" | -/ | -/ | -s  | -s  |

el inglés es divertido  
 los deberes son divertidos

la música es divertida  
 las ciencias son divertidas

4



# Spanish Year 7 Summer Term

## MI FAMILIA



| Family        | En mi familia hay... - In my family there is                  | mis padres - my parents<br>mi madre - my mum<br>mi padre - my dad<br>mis abuelos - my grandparents   | mi abuela - my nan<br>mi abuelo - my grandad<br>mi tío - my uncle<br>mi tía - my aunty                                  |
|---------------|---|--|---|
| Appearance    | Tengo - I have<br>Tiene - he/she/it has<br>Tienen - they have | los ojos - eyes  | azules - blue<br>marrones - brown<br>verdes - green<br>grises - grey  |
|               |   | el pelo - hair   | castaño - brown<br>rubio - blond<br>negro - black<br>liso - straight<br>rizado - curly<br>largo - long<br>corto - short |
|               |   | pecas - freckles<br>barba - a beard<br>bigote - a moustache  |   |
|               | Soy - I am<br>Es - he/she/it is<br>Son - they are             | calvo - bald<br>pelirrojo - a redhead<br>alto - tall<br>bajo - short   | gordo - fat<br>delgado - slim<br>joven - young<br>viejo - old   |
| My house      | Llevo - I wear<br>Lleva - he/she wears<br>Llevan - they wear  | gafas - glasses  |   |
|               | Vivo en - I live in...  | una casa - a house<br>un piso - a flat   | antiguo/a - old<br>bonito/a - nice<br>cómodo/a - comfortable<br>pequeño/a - small<br>grande - big<br>moderno/a - modern |
| Key questions | Está en - it's in   | el campo - the countryside<br>la costa - the coast<br>una ciudad - a city<br>el desierto - the desert<br>la montaña - the mountains<br>un pueblo - a village   | el norte - the north<br>el sur - the south<br>el este - the east<br>el oeste - the west<br>el centro - the centre       |
|               |   | ¿Cuántas personas hay en tu familia? - how many people are there in your family?<br>¿De qué color son tus ojos? - What colour are your eyes?<br>¿Cómo tienes el pelo? - What is your hair like?<br>¿Cómo es? - What is he/she like?<br>¿Cómo es tu casa o tu piso? - What is your house or flat like?<br>¿Dónde está? - Where is it? |   |

### Let's show off

Ojálá tuviera un hermano/una hermana - If only I had a brother/sister

Nos peleamos como el perro y el gato - we fight like cat and dog

Me parezco mucho a mi madre/mi padre - I really look like my mum/dad

### Larger numbers

20 - veinte  
30 - treinta  
40 - cuarenta  
50 - cincuenta  
60 - sesenta  
70 - setenta  
80 - ochenta  
90 - noventa  
100 - cien

Remember!



When we want to form numbers from 30 - 99, we have to use "y"

e.g.  
treinta y cinco - thirty and 5 (35)  
setenta y dos - seventy and two (72)  
ochenta y uno - eighty and one (81)  
cuarenta y ocho - forty and eight (48)




Look at this model text about family - do you think you could replicate it with your own information?

|   |   |
|---|---|
| Hola. Me llamo <u>Julia</u> y tengo <u>once</u> años.                               | Hello. My name is <u>Julia</u> and I am <u>11</u> years old.                          |
| Soy bastante <u>alta</u> y <u>delgada</u> .   | I am quite <u>tall</u> and <u>slim</u> .  |
| y tengo los ojos <u>marrones</u> .  | and I have <u>brown</u> eyes.   |
| Tengo el pelo <u>rubio</u> y <u>largo</u> .   | I have <u>long</u> , <u>blond</u> hair.   |
| y llevo <u>gafas</u> .  | and I wear <u>glasses</u> .   |
| iMe parezco mucho a <u>mi madre</u> !   | I really look like <u>my mum</u> !  |
| Vivo en una casa <u>pequeña</u> .   | I live in a small <u>house</u> .  |
| <u>que</u> está en el <u>campo</u> .  | <u>which</u> is in the <u>country</u> .   |
| Mi casa es <u>antigua</u> .   | My house is <u>old</u> .  |
| pero es muy <u>cómoda</u> .   | but it's very <u>comfortable</u> .  |
| En mi familia hay <u>cinco</u> <u>personas</u> .                                    | In my family there are <u>five</u> <u>people</u> .                                    |
| Hay mi <u>madre</u> , mi <u>padre</u> , mi <u>hermano</u> , mi <u>hermana</u> y yo. | There is my <u>mum</u> , my <u>dad</u> , my <u>brother</u> , my <u>sister</u> and me. |
| Mi hermano tiene el pelo <u>castaño</u> .   | My brother has <u>brown</u> hair.   |
| y es bastante <u>bajo</u> y <u>gorda</u> .  | and he's quite <u>short</u> and <u>fat</u> .  |
| Es muy <u>tonto</u> .   | He's really <u>silly</u> .  |
| y nos <u>peleamos</u> como el <u>perro</u> y el <u>gato</u> .                       | and we <u>fight</u> like cat and dog.   |



# Spanish Year 7 Summer Term

| MI CIUDAD  |  |   |  |
|---|--|---|--|
| My town   | En mi - In my  | ciudad - city<br>pueblo - town<br>barrio - neighbourhood  | <div> <div> hay - there is<br/>no hay - there isn't </div> <div> un castillo - a castle<br/>un mercado- a market<br/>un parque- a park<br/>una plaza- a square<br/>un restaurante- a restaurant<br/>una universidad- a university<br/>un centro comercial- a shopping centre<br/>un polideportivo- a sports centre </div> <div> un estadio- a stadium<br/>un museo- a museum<br/>una piscina- a swimming pool<br/>una tienda- a shop </div> </div> |
|   |  |   | no hay nada (que hacer) - there is nothing (to do)   |
| Activities  | Voy - I go   | <div>al cine - to the cinema</div> <div>al parque - to the park</div> <div>a la bolera - bowling</div> <div>a la cafetería- to the cafeteria</div> <div>a la playa- to the beach</div> <div>de paseo - for a walk</div> <div>de compras - shopping</div>  | <div>Key questions</div> <div>¿Qué hay en tu ciudad? - What is there in your town?</div> <div>¿Qué haces en la ciudad? - What do you do in town?</div> <div>¿Qué vas a hacer? - What are you going to do?</div>  |
|   |  | Salgo con mis amigos - I go out with my friends<br>No hago nada - I don't do anything   |  |
| At the café   | Quiero - I want<br>Me gustaría - I would like  | <div>Bebidas - drinks</div> <div>un batido de fresa/ de chocolate - a strawberry/chocolate milkshake</div> <div>un café - a coffee</div> <div>una Coca-Cola - a coke</div> <div>una Fanta limón - a lemon Fanta</div> <div>un granizado de limón - an iced lemon drink</div> <div>un té - a tea</div> | <div>Raciones - snacks</div> <div>calamares - squid</div> <div>croquetas - croquettes</div> <div>gambas - prawns</div> <div>jamón - ham</div> <div>pan con tomate - tomato bread</div> <div>patatas bravas - spicy potatoes</div> <div>tortilla - spanish omelette</div>   |
|   |  | <div>¿Qué quieres? - What do you want?</div> <div>¿Algo más? - Anything else?</div> <div>¿Y de beber? - And to drink?</div> <div>¿Cuánto es? - How much is it?</div>  |  |
| Future plans  | Este fin de semana - This weekend<br>El sábado por la mañana - On Saturday morning<br>El domingo por la tarde - On Sunday afternoon/evening<br>Primero - first<br>Luego - then<br>Finalmente - finally<br>A las tres de la tarde - at three o'clock in the afternoon<br>(Un poco) más tarde - (a little) later | <div>voy a - I'm going</div> <div>vas a - you're going</div> <div>va a - he/she/it's going</div> <div>vamos a - we're going</div> <div>vais a - you lot are going</div> <div>van a - we're going</div>  | <div>salir con mis amigos - to go out with my friends</div> <div>ver la television - to watch TV</div> <div>ir de paseo - to go for a walk</div> <div>jugar al voleibol - to play volleyball</div> <div>chatear - to chat online</div> <div>hacer los deberes - to do my homework</div>  |

Look at this model text about your city - do you think you could replicate it with your own information?

|  |   |
|--|---|
| En mi ciudad hay <u>un estadio, unos museos</u>      | In my city there is <u>a stadium, some museums</u>      |
| y <u>un centro comercial grande</u>                  | and a <u>big shopping centre</u>                        |
| <u>sin embargo</u> no hay <u>mercado</u> .           | <u>however</u> there isn't a <u>market</u> .            |
| Normalmente voy <u>a la bolera</u>                   | Normally I go <u>bowling</u>                            |
| con <u>mis amigos</u> o                              | with <u>my friends</u> or                               |
| <u>voy de compras</u> con <u>mi madre</u>            | <u>I go shopping</u> with <u>my mum</u>                 |
| pero <u>nunca</u> voy <u>a la playa</u>              | but I <u>never</u> go <u>to the beach</u>               |
| porque es <u>aburrido</u> .                          | because it's <u>boring</u> .                            |
| Este fin de semana voy a <u>salir con mis amigos</u> | This weekend I'm going <u>to go out with my friends</u> |
| y vamos a <u>jugar al voleibol</u> .                 | And we're going <u>to play volleyball</u> .             |
| <u>¡Qué divertido!</u>                               | <u>How fun!</u>   |

|     |               |      |                  |
|-----|---------------|------|------------------|
| un  | a (masculine) | unos | some (masculine) |
| una | a (feminine)  | unas | some (feminine)  |

**Camarero:** Hola. ¿Qué quieres?

**Cliente:** Quiero gambas y patatas bravas por favor.

**Camarero:** ¿Y para beber?

**Cliente:** Me gustaría un batido de fresa.

**Camarero:** ¿Algo más?

**Cliente:** Una Fanta limón, por favor. ¿Cuánto es?

**Camarero:** Diez euros cincuenta.

6.



# Art Year 7 Summer Term Topic 3: Branded Pop Art Sculpture



## Glossary

**Primary Colours** – Red, Yellow and Blue. These colours are seen a lot in Pop Art

**Pointillism** – Is a technique of painting in which small distinct spots and dots of colour are applied to create pattern to create a form or an image

**Repetition** – In a similar manner to rhythm helps to create a sense of movement within an artwork

### Helpful video links



<https://m.youtube.com/watch?v=6qr7cdpGDRo>

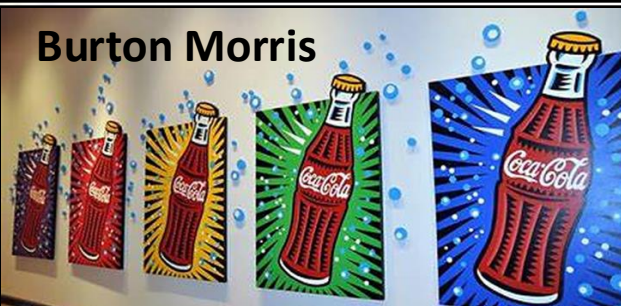
<https://m.youtube.com/watch?v=kZV8eubKEYc>

<https://m.youtube.com/watch?v=DhEyoDCTSDQ>

<https://m.youtube.com/watch?v=y0g89q9nR3E>



### Burton Morris



## Pop art

Pop Art was the art of popular culture. It was the visual art movement that characterized a sense of optimism during the post war consumer boom of the 1950's and 1960's. It coincided with the globalization of pop music and youth culture, personified by Elvis and the Beatles. Pop Art was brash, young and fun and hostile to the artistic establishment. It included different styles of painting and sculpture from various countries, but what they all had in common was an interest in mass-media, mass-production and mass-culture.



Pop Art appreciates popular culture, or what we also call "material culture." It does not critique the consequences of materialism and consumerism; it simply recognizes its pervasive presence as a natural fact.

**Pop Art, noun:** A type of modern art that started in the 1960s and uses images and objects from ordinary life.

Things to look for in a Pop Art painting:  
Bright colours,  
patterns, bold outlines  
repeat patterns, faces,  
food and words.



### Useful Websites:

[www.pinterest.com](http://www.pinterest.com)

[www.moma.org/popart](http://www.moma.org/popart)

### Some Artists to look at:

Andy Warhol

Roy Lichtenstein

Keith Haring

Claes Oldenburg

Jasper Johns





# Computing Year 7 Summer Term: Programming

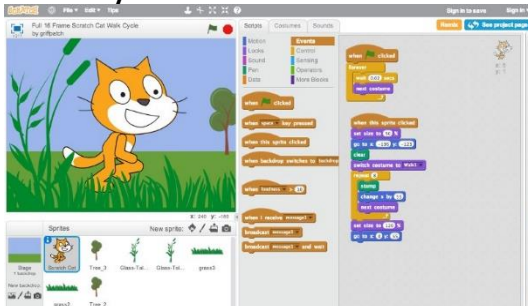
Quiz



## Scratch

**Scratch** is an example of a visual programming language. It's designed to be accessible to people who have never done any programming before, and it's very useful for making simple games.

To start creating code, select what you want the code to apply to (usually a sprite), click the code tab and start dragging the blocks from the block palette. Each joined up bit of code is called a script. You can click on a script to run it. A script should normally start with a hat block that says when to run it



## Key Terms

**Programming:** writing computer code to create a program, to solve a problem

**Visual Programming:** Programming using graphical blocks rather than text

**Script:** The set of instructions that is used to program in Scratch is called a script

**Sequence:** Sequence means to set down instructions one after another for the computer to run

**Algorithm:** This sets out a sequence of steps, that, when ran, will carry out a specific task.

**Loop:** Repeatedly doing a piece of code

**Selection:** Choosing between possible actions

**Variable:** A piece of data that you can alter

## Blocks of code



Code is repeated 10 times



Sprite moves forward



Sprite turns around



Sprite goes to a certain point



When Green flag is clicked Script will run

## Errors

If there is an error in your code it will either not work, or work but not in the way that you want it to. This could be the smallest of errors



**ST TERESA  
of CALCUTTA**  
Catholic Academy Trust



# 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.



# DT Textiles Year 7 – Make do and mend



## Glossary

### Make do and mend

From June 1941 until 1949, buying new clothes was rationed in Britain. 'Make Do and Mend' was part of the Government's campaign urging people to repair, reuse and reimagine their existing clothes during the Second World War.

### Sustainability

The avoidance of the depletion of natural resources in order to maintain an ecological balance:

### Embroidery

Embellishment of a product using decorative hand stitches.

## Fashion recycling: Why 'make do and mend' is the hottest new trend

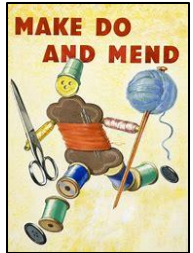
Meet the sewing queen bees who are repairing clothes – and doing it in style



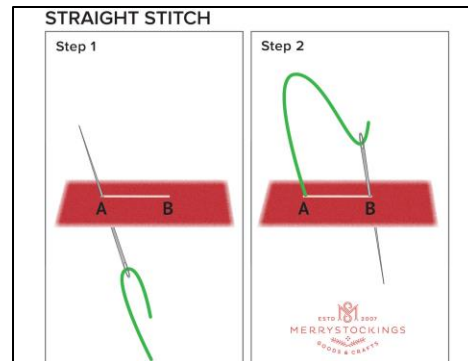
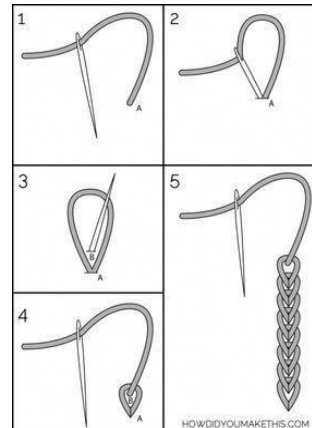
**Orsola de Castro** – a designer who is well known for re-purposing clothing items.



Rationing forced people to think about how they spent their clothing coupons - and to find ways to avoid doing so. Making clothes was usually cheaper and needed less coupons than buying ready-made garments. Old blankets and un-rationed materials, like fabric for blackout curtains, were transformed into dresses.



Fashionable clothing can be created from recycled products. Look at the use of ties and newspapers to make dresses.



Hand embroidery stitches can be used to decorate/patch an item of clothing to make it more sustainable.

[Fashion recycling: Why 'make do and mend' is the hottest new trend \(inews.co.uk\)](https://www.inews.co.uk/fashion-recycling-why-make-do-and-mend-is-the-hottest-new-trend/)

[Make Do And Mend - WW2 1943 | Imperial War Museums \(iwm.org.uk\)](https://www.iwm.org.uk/make-do-and-mend-ww2-1943)





# DT Textiles Year 7 Programming - Tinkercad



## Glossary

### C.A.D

Computer Aided Design is the use of computer software to communicate design solutions. This may take the format of technical drawing, electronic simulations or 3D modelling. The major benefit of CAD is the time saving and ease of changes. Any changes would have taken a traditional draughtsman hours to make whereas CAD software allows immediate changes. Several drawings can also be linked so that changes on one drawing will appear on multiple, again a huge time saving on traditional methods.

### C.A.M

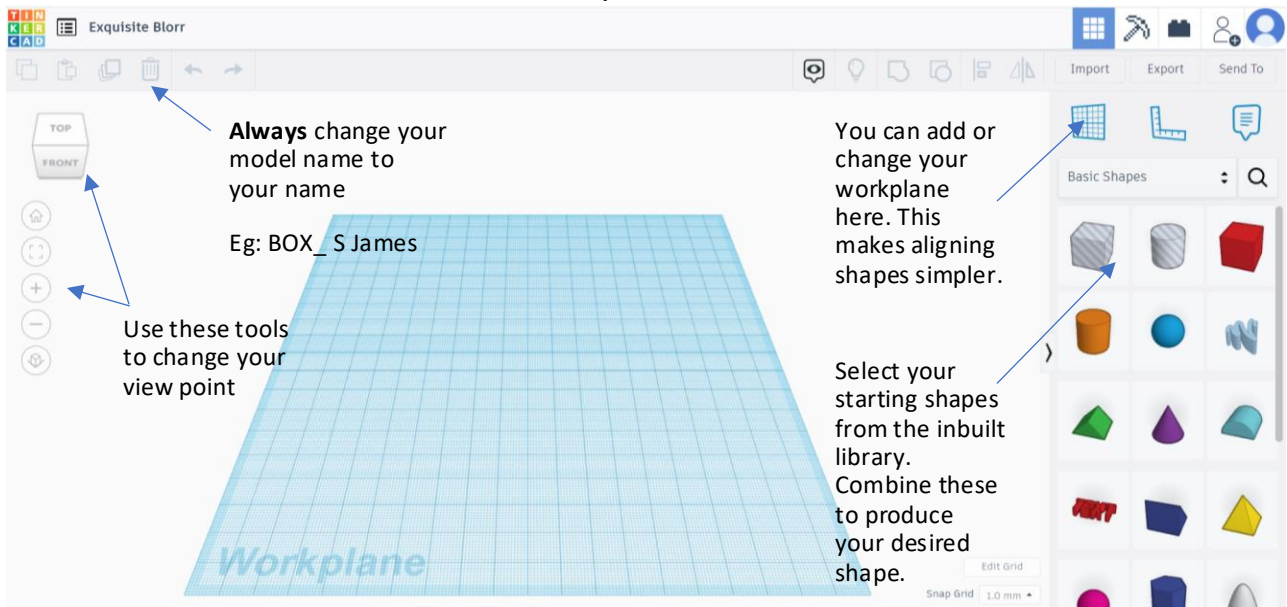
Computer Aided Manufacture used CAD files to programme computerised manufacturing equipment such as 3D Printers, laser cutters, CNC Machines, routers and milling machines. They operate using code which the software feeds to it from the drawing. Some CAM machines work by adding material, and some work by removing material.



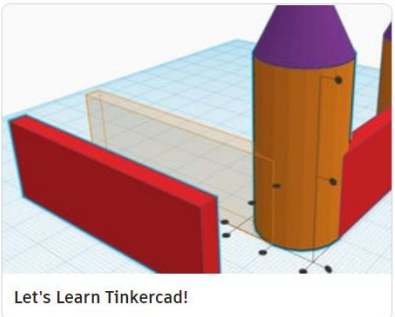
3D Printers **ADD** material to produce the product.

Milling machines **REMOVE** material to produce the product.

## The Workspace.



## Developing your skillset.



### 1. Getting Started - Navigation and Menus

### 2. Testing Your New Navigation Skills

### 3. Moving, Rotating, and Scaling Objects

### 4. Making and Manipulating Grouped Objects

### 5. Use the Align Tools and the Workplane Helper

## Developing your TINKERCAD Skills

The five 'lesson' here will take approximately 2 hours to complete. You can stop and continue as you please- your progress will be recorded ready for the next time you log in.

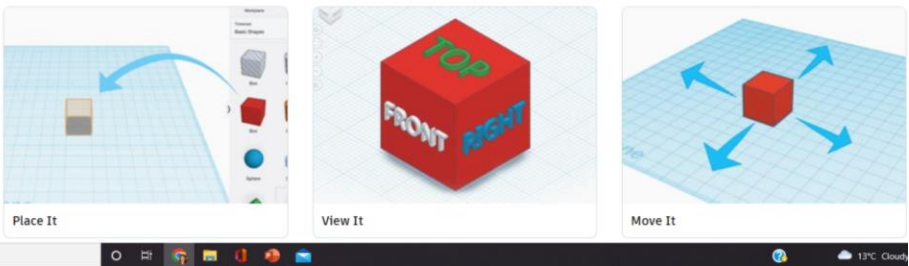
## Getting started.

### Learning center

Getting started with Tinkercad is easy and fun!

### Learn 3D Design

These starter projects are the perfect launchpad to all things Tinker.



## Beginning your TINKERCAD Work

### LEARNING CENTRE

The learning centre provides 11 Self Led tutorials for you to begin a. the aim of these is to introduce you tot eh basic functions & procedures you can do in Tinkercad.



# 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

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### • Food Safety

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### • Cross Contamination

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### • Food Poisoning

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### • Bacteria

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