



Knowledge Organisers

Year 7 – Term 1

Homework Retrieval Practice and Using your Knowledge Organiser

- Homework will be set on Microsoft Teams as an assignment.
- Homework tasks will be knowledge-based retrieval activities. They will consist of 10-20 questions which assess key knowledge that has been taught within that subject that week; e.g. When was the battle of Hastings? What is an integer? Identify the noun in this sentence.
- Feedback for these pieces of homework will then take place in lessons. The start of some of your lessons will be based on these homework tasks- so you must ensure you keep up with them all.
- You will have homework in every subject, except for PE and ASPIRE, and you will have a week to complete it. A1's will be given to everyone who completes their homework. If you don't complete it you will get a C1 and the teacher will tell you when they will be checking it again.



Assignments

Assigned

Returned

Drafts

What is History? Quiz

Due September 7, 2022 9:00 AM

What is History? Quiz

Due September 7, 2022 9:00 AM

Instructions

Complete the retrieval practice quiz.

Student work



What is History? Quiz (10BHi)



NAME: _____

FORM: _____



Knowledge Organisers

Year 7 – Term 1

- Knowledge Organisers contain the most important information you need to know for each of your subjects
- Learning these facts will help you to succeed in lessons
- If you struggle with your homework retrieval practice you can use these knowledge organisers to support you.
- You can also use these knowledge organisers as part of your revision for upcoming tests.
- You should also read your book each night
- You may be given optional homework to complete but this is not compulsory (but worth lots of achievement points!)





Need some ideas?

You can use these ideas on these pages for activities to complete and tick them off. You can use as many or as few of these ideas as you want! These will really help you with your revision!

Science

Draw and plant and animal cell from memory and label them - check and correct your work	
Once you can draw the cells from memory add in detail about what the function of each cell part is	
Write all the key words from the B1 Cells page in your book and then try and write definitions without looking in your knowledge organiser. Check and correct	
Draw the particle diagrams for solids liquids and gases from memory and describe how the particles are arranged in your own words	
Explain the difference between filtration, crystallisation and distillation in your own words - check and correct	
Make flashcards for the key words on the C1 - Particle model page and keep testing yourself on them until you know them off by heart	
Make a multiple choice quiz on the keywords on the P1 Forces page	
Go back and complete your multiple choice quiz	
Try and write the rules for a perfect graph from memory. Check and correct	

Art

Try and write the keywords from memory and write definitions for each. Check and correct	
Draw an apple using the information from Independent study task 1	
Complete independent study task 2 on Kandinsky	

History

Write from memory the key terms and names of the people in Norman times. Use your knowledge organiser to check your and correct your spellings	
Write as many facts as you can remember about the 4 key people in Norman times, check in your knowledge organiser and add missing details	
Write from memory as many key words about Medieval life and say what they mean. Check and correct	
Create from memory a timeline for the Tudor kings and queens, add in facts about in monarch. Check and correct	

Geography

Draw the settlement hierarchy from memory, keep practicing until you can get all the parts in the right places and spelt correctly	
Cover, write, check and correct all of the key terms until you can remember them and spell them correctly.	
Draw a simple version of the Hydrological cycle, keep practicing drawing it until you can do it from memory	
Copy the names of the key processes that shape rivers and coasts, try and explain what they do from memory - check and correct	

Faith and Ethics

Draw a mind map of the main religions, add in detail about their core beliefs	
Make some flashcards for the main religions with the name of religion on one side and their key beliefs on the other. Keep practicing until you know them off by heart	
Write a paragraph explaining in your own words why some people find it hard to believe in God	



Need some ideas?

You can use these ideas on these pages for activities to complete and tick them off. You can use as many or as few of these ideas as you want! These will really help you with your revision!

Spanish

Say the Spanish alphabet out loud, checking your pronunciation in the knowledge organiser. Keep practicing until you are completely correct.

Write 4 difference sentences greeting someone and saying how you are from memory. Check your spellings

Write down the different questions from 'all about me' in Spanish. Close your knowledge organiser and translate them into English. Check and correct

Draw mindmap of different adjective for what kind of person your are, write these both in Spanish and English

Make flashcards for the numbers from 1 to 31, keep testing yourself until you know them off by heart

Try and learn the Spanish tongue twisters - impress your Spanish teacher next time you see them!

Create a mind map of Spanish colours using the write colour pen for each of the Spanish words

DT

Draw 3 different size boxes using 3 point perspective. Describe in words how you have done it.

Write from memory the key ingredients form making bread and why they are important. Check and correct

Name the 5 common fabrics. Find items of clothing you own that are made of these fabrics and list them

Create a mindmap on marking out, key equipment and joints

Computing

Make flashcards of the keywords and definitions about computing. Keep testing yourself until you know them.

Crate a spelling list from the keywords. Look, cover, write, check and correct until your know them

Copy the example IF statement from the computing page without the speech bubbles. Try and explain what each part means. Check and correct

Make a mindmap of the key terms to do with databases. Add in definitions. Check and correct

Music

Copy a blank picture of the keyboard notes. Close your knowledge organiser and add in the names of the notes. Check and correct

Name as many music instruments as you can - put them into the 4 families of the orchestra

Look, cover, write, check and repeat with the key words and definitions from the music page.

Draw the different music notes from memory and name them

PE

Draw a mind map for Tennis, Football and Athletics, add in the core skills and tactics

Choose one of the 4 sports, write a checklist of what you need to do to succeed

Name from memory as many key words from the PE page. The link each one with the sport it belongs to



Story Summary:

ALIVE

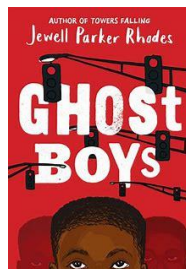
Twelve-year-old Jerome doesn't get into trouble. He goes to school. He does his homework. He takes care of his little sister.

Then Jerome is shot by a police officer who mistakes his toy gun for a real threat.

DEAD

As a ghost, watching his family trying to cope with his death, Jerome begins to notice other ghost boys. Each boy has a story and they all have something in common...

Bit by bit, Jerome begins to understand what really happened - not just to him, but to all of the ghost boys.



A poignant and gripping story about how children and families face the complexities of race in today's world.

Literary Methods:

In Medias Res - Latin for 'in the middle of the action'.

Semantic field - group of words to do with a particular idea.

Connotations - the ideas that a word makes you think of.

Simile - comparing by using 'like' or 'as'. E.g. The teacher was like a dragon.

Metaphor - comparing by saying something is something else. E.g. The teacher was a dragon.

Triplet - using 3 adjectives together

Non-linear structure - events not in order of time.

Foreshadowing - getting a sense of the future

Protagonist - the main character or hero.

Antagonist - the villain, bad guy.

Allusion: where someone refers to an event or a story they expect their readers to know.

Allusions in the story: Ghostbusters, Peter Pan, Trayvon Martin, Tamir Rice, Michael Brown: These are some of the 'Ghost Boys' referenced by Rhodes. Tamir Rice and Michael Brown were shot by white police officers and Trayvon Martin was shot by a white man called George Zimmerman. The police officers involved in the deaths of Rice and Brown were never charged, though Rice's death was ruled a homicide, and George Zimmerman was acquitted. The death of Trayvon Martin 'sparked' the Black Lives Matter Movement.

Possessive pronouns - my our.

- Slyly - secretive
- Taut - tight
- Bleak - exposed to the weather, cold, no comforts.
- Tangible - can be felt.
- Petrified - terrified, very scared.
- Vacant - no one lives there.
- Evade - avoid deliberately

Writing Persuasively



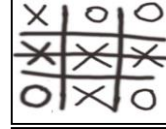
HOOK: grab your reader's attention. Explain who you are, and why you care about this issue. **ETHOS**



FACTS: **LOGOS** use facts, quotes and statistics from things you have read to prove that you are right. Make a logical argument.



ANECDOTE: Tell a story from your life, or give a real example to explain the impact of this issue on real people.



COUNTER-ARGUMENT: What might people who disagree with you say, and how would you argue against them?



EMOTIVE APPEAL: How could you use emotive language and anger, sympathy, sadness or joy to change your reader's mind? **PATHOS**

Key Sentence Types

Embedded clause

The expanse of trees, which shifted in darkness, fully surrounded me.

More, More, More Sentence / Less, Less, Less Sentence
The less the light trickled through, the less it caught the thin branches, the less it touched the oddly shaped rocks at the feet of the trees.

Comparative, More, More Sentence

Every step forward, the darkness grew deeper, more complete, more worrying.

Semi-colon Split

The birds had long since disappeared; there was no open space for even the smallest of birds.

Tier 2 and 3 vocabulary:

- Prejudice - judging before knowing someone
- Racism - prejudice because of race.
- Discrimination - treating someone differently.
- Perilous - dangerous.
- Civil Rights - rights you have to create equality.
- Premonitions - seeing the future.
- Superstition - belief in ghosts and magic
- Preliminary - beforehand.
- Hysterical - wildly uncontrolled emotions.



English

Identity: Ghost Boys

Using What/How/Why for analytical writing.

What: what is your answer to the question?

Parker Rhodes suggests..... when she writes ' _____ ' because....

How: Which methods does the author use to do this? Zoom in on a word and pick out methods to prove your point.

The word ' _____ ' suggests.....

Why: What do you think the author was hoping we would realise from this detail?

Parker Rhodes perhaps wanted us to realise.....

Banned phrase: The writer wants to make us / the reader read on.

Of course they do, the question is why?

Vocabulary to describe characters:

Defensive – tries to defend themselves or someone else, even if no-one is attacking.

Naïve – doesn't understand what life is really like.

Innocent – doesn't know about evil.

Protected – kept from harm, looked after.

Privileged – has advantages that not everyone enjoys.

Key Quotations:

"Now I'm famous"

'Inside me hurts; outside me feels nothing.'

'How small I look. Laid out flat, my stomach touching ground. My right knee bent and my brand-new Nikes stained with blood.

I stoop to stare at my face, my right cheek flattened on concrete. My eyes are wide open. My mouth, too.

I'm dead. I thought I was bigger. Tough. But I'm just a bit of nothing. My arms are outstretched like I was trying to fly like Superman."

"My dad protects and serves. That's what police-men do."

"He didn't protect me. Everybody in my neighbourhood knows cops do whatever they want."

"That's not true. He upholds the law."

"Her bedroom is like cotton candy. Sickly sweet"

"Only the living can make the world better. Live and make it better" (Rhodes)."

"Can't undo wrong. Can only do our best to make things right."

"Sarah's face is bleak. "I'm so sorry, Jerome. So, so sorry. If I could, I would hug you. Bring you back to life."

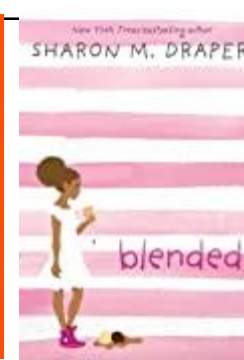
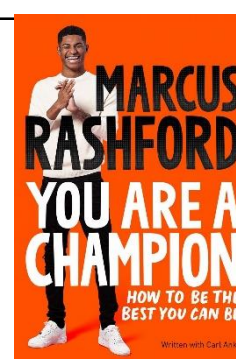
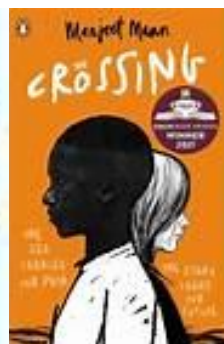
"Bear witness. My tale is told.

Wake. Only the living can make the world better.

Live and make it better. Don't let me

(Or anyone else) Tell this tale again."

Books to try if you like Ghost Boys:





MATHS

Number Sense and Calculations

Adding and subtracting decimals

$$136.04 + 102.27 \rightarrow \begin{array}{r} 136.04 \\ + 102.27 \\ \hline 238.31 \end{array}$$

Write in vertical column, aligning the decimal points.

Add each column, starting on right. Carry digits when needed.

$$2.37 - 0.031 \rightarrow \begin{array}{r} 2.370 \\ - 0.031 \\ \hline 2.339 \end{array}$$

Write in vertical column, aligning the decimal points.

Subtract each column, starting on right and working left. Borrow as needed.

Negative numbers

+	x	+	=	+]	Same signs, answer is positive
-	x	-	=	+		
+	x	-	=	-]	Different signs, answer is negative
-	x	+	=	-		

The same rules also apply to division with negative numbers

Dividing decimals

$$\begin{array}{r} 0.5 \overline{)4.5} \quad 05 \overline{)45.} \quad 05 \overline{)45.} \\ \underline{-45.} \quad \underline{-45.} \quad \underline{-45.} \\ 0 \end{array}$$

Steps:

1. If the divisor has a decimal, move it as many places to the right as necessary to make it a whole number.
2. Move the decimal in the dividend the same amount of times to the right as you did the divisor.
3. Divide.
4. Place the decimal in the same spot as the decimal in the dividend.

Multiplying decimals

$$16.82 \times 2 = \begin{array}{r} 16.82 \\ \times 2 \\ \hline 33.64 \end{array}$$

Steps:

1. Align both numerals to the right (do not line up decimals).
2. Multiply.
3. Count over from the right of each numeral to the decimal. Add those together.
4. Counting from the right, put the decimal in the correct spot based on how many decimals you counted in step 3.

Decimals and percentages in context

Below is an example of decimals in context- often the context is money! Have a go can you work out the correct answer?

The cost of a meal for 17 people was £315.35 and they shared the amount equally. How much did each pay?



MATHS

Algebraic Notation

Algebra is the language we use to communicate mathematical information. Letters used to represent values are known as variables.

Notation creates shortcuts:

$$\begin{aligned}a \times b &= ab \\x + x + x + x &= 4x \\y \times y &= y^2\end{aligned}$$

Numbers, symbols and operators (such as + and \times) grouped together that show the value of something.

e.g. $6xy - 5\frac{a}{b} + 21x$ is an expression

Each individual part is a term.

Eg. $6xy$

$$-5\frac{a}{b}$$

$$21x$$

The same rules of BIDMAS applies to Algebra.

Expressions and Formulae

Collecting like terms

Collecting like terms enables us to simplify expressions making them easier to use. Terms that contain the exact same variable can be classed as 'like' terms and be simplified.

Be careful of the signs in front of the variable!

$$5x + 6y - 2x - 5y = 3x + y$$

$$5xy + 3x - 2xy + 4y = 3xy + 3x + 4y$$

$$2x^2 + 3x + 5x^2 - 5x = 7x^2 - 2x$$

Formulae and algebra

A formulae explains how to calculate the value of a variable.

e.g. 'The price of a taxi fare in Manchester depends on the distance driven. Each fare is charged a flat fee of £2 and then £3 for each mile driven.'

$$C = 2 + 3M$$

If you travel 20 miles then you would calculate the cost by doing $2 + 3 \times 20$

$$\text{Cost} = \text{£}62$$



MATHS

Expressions and Formulae

Expanding a single bracket

Multiply terms outside by all terms inside

$$10(x + y + 4) = 10x + 10y + 40$$

$$3x(6x - 2) = 18x^2 - 6x$$

Expanding brackets often the first step in simplifying algebra

$$2(x + 3y) - 7(2x - y) = 2x + 6y - 14x + 7y$$

Include sign in multiplication

$$= \underline{-12x + 13y}$$

Expanding a double bracket

$$(x + 4)(x - 3)$$

Split brackets up around grid

Multiply each term in the grid

	x	$+4$
x	x^2	$4x$
-3	$-3x$	-12

Then simplify

$$x^2 + x - 12$$

Factorising an expression

Look at whole expression, identify HCF and divide out

$$12x - 6y + 3z \quad \text{HCF} = 3$$

$$3(4x - 2y + z)$$

$$ax + aby + 4az \quad \text{HCF} = a$$

$$a(x + by + 4z)$$

Look at each term separately, divide numbers first then the algebraic terms

Key terms

- Variable** • varying quantity represented by a letter or symbol, e.g. x
- Constant** • a fixed quantity that does not vary, e.g. a number
- Coefficient** • a number which multiplies a variable, e.g. $5x$
- Exponent** • shows the number of times a variable or number is multiplied by itself, e.g. $y^4 = y \times y \times y \times y$
- Operator** • a symbol indicating what operation must be done, e.g. $+$ $-$ \times \div
- Term** • one part of an expression which may be a number, a variable or a product of both, e.g. $5x^2$ $4xy$ 12
- Expression** • one or a group of terms. May include variables, constants, operators and grouping symbols e.g. $5x^2 + 2x(x + 2) - 8$



MATHS

Solving linear equations

Solve $2x + 3 = 13$

This means: $x \times 2 + 3 = 13$

To solve, we reverse the process:

$$x \times 2 + 3 = 13$$

$$x \div 2 - 3 = 13$$

Use the opposite (inverse) operation and undo in reverse order.

$$2x + 3 = 13$$

$$- 3$$

$$2x = 10$$

$$\div 2$$

$$x = 5$$

We have solved the equation when we get to a single value of x (here, $x = 5$).

Solve $3x - 8 = 19$

$$3x - 8 = 19$$

$$+ 8$$

$$3x = 27$$

$$\div 3$$

$$x = 9$$

Solve $4x + 6 = 14$

$$4x + 6 = 14$$

$$- 6$$

$$4x = 8$$

$$\div 4$$

$$x = 2$$

Inverse operations

Operation	Inverse
+	−
−	+
\times	\div
\div	\times
x^2	\sqrt{x}

To be able to solve equations you need to know the inverse operations. You will need to work backwards to find the missing value by doing the inverse operation.

Solving more complex equations

Expand brackets and simplify (collect like terms)

If x is on both sides, eliminate smallest value

Eliminate excess number

Divide and solve for x

ORDER

$$3(x + 1) = 2(x + 2)$$

$$3x + 3 = 2x + 4$$

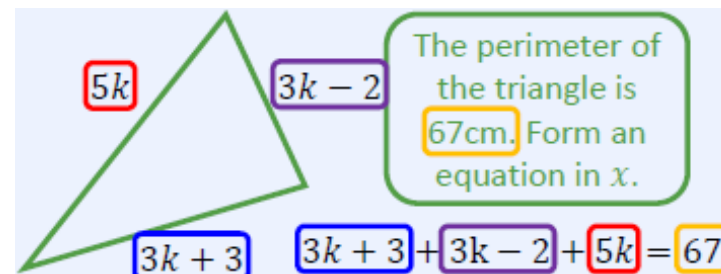
$$x + 3 = 4$$

$$- 3 \quad - 3$$

$$x = 1$$

Equations

Solving equations in context



Once the equation has been created, it can be solved using a balance method or inverse method.

Derived from the word 'Equal'

This means that the $=$ symbol is involved

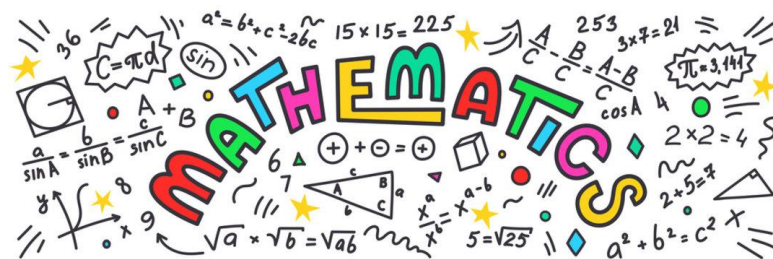
The left side has the same value as the right side.

Left Side

=

Right Side

The equation is balanced





Science

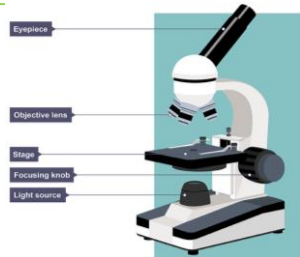
Microscopy

Microscopes are used to **magnify** things that are too small to observe with the human eyes.

Magnification is how much bigger an object appear compared to its real size.

Resolution is the ability to see fine detail clearly

Total magnification = Eye piece lens x objective lens

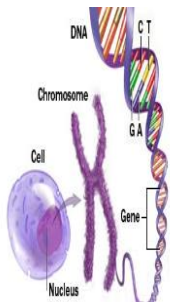


MRS GREN

MRS GREN

M	Movement
R	Respiration
S	Sensitivity
G	Growth
R	Reproduction
E	Excretion
N	Nutrition

Unicellular organism = is a living thing that is just one cell eg bacteria and yeast



DNA

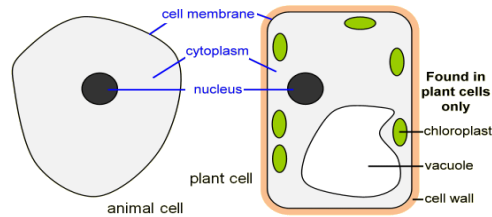
DNA (**d**eoxyribo**n**ucleic **a**cid) is found in the nucleus of cells

It is stored in tightly coiled up structures called **chromosomes**

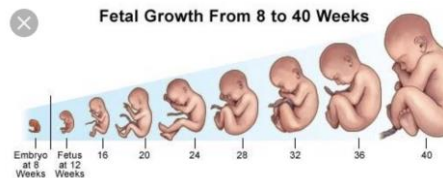
When chromosomes are unwound, it reveals a structure of DNA called a **double helix**

The double helix has a **sugar-phosphate backbone** and **bases** in the centre

Cell structure

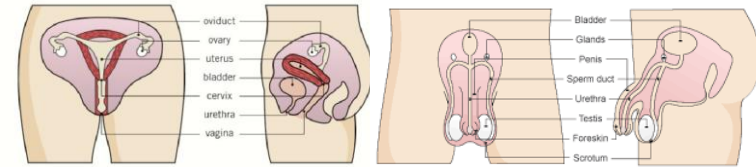


Organelle	Function
Nucleus	Contains DNA
Cell membrane	Controls what enters/exits
Chloroplast	Where photosynthesis occurs
Mitochondria	Where respiration occurs
Cytoplasm	Cellular reactions occur here
Cell wall	Supports and strengthens the cell



B1 Cells and Reproduction

Male and Female Reproductive organs



Gamete: The male gamete (sex cell) in animals is a sperm, the female an egg.

Fertilisation The process where the nucleus of a sperm cell joins with the nucleus of an egg cell.

Ovary: Organ which contains eggs.

Testes: Organs where sperm are produced.

Menstruation: Loss of the lining of the uterus during the menstrual cycle

Foetus: The developing baby during pregnancy.

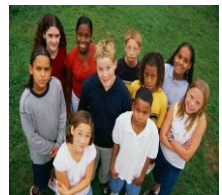
Ovulation: The release of an egg from an ovary

Variation & inheritance

Variation means differences in characteristics.

Inherited variation is differences due to genetics passed on from parents.

Environmental variation is differences due to the environment that the organism has developed in.



Continuous variation is a characteristic that changes gradually over a range of values.

Discontinuous variation is a characteristic with only a limited number of possible values

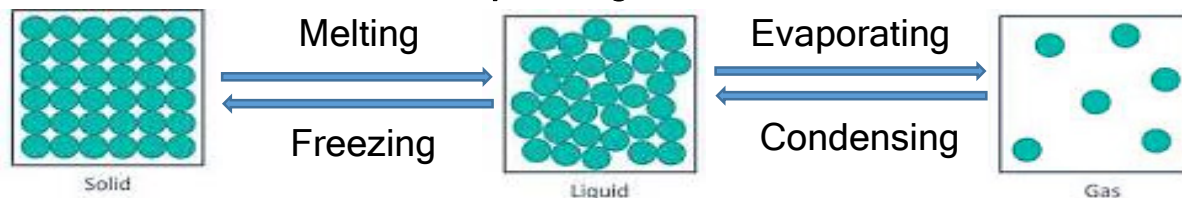


Science

C1: The Particle Model

Key Term	Definition
Dissolve	The process of a solid mixing with a liquid to make a solution
Solute	The solid substance that dissolves in the liquid
Solvent	The liquid in a solution
Solution	The solute and the solvent mix to form a solution
Insoluble	Describes a substance which can't dissolve
Pure	Made up of just one substance
Mixture	Made up of more than one substance
Chromatography	A process where a spot of a mixture is separated into spots of its components to be identified

Solids, liquids + gases - Particle model



Particles: Close, regular pattern

Properties: Hard, fixed shape + volume

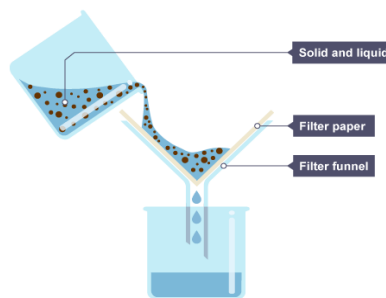
Particles: Close, but free to move

Properties: Flow, fixed volume, no definite shape

Particles: Spread out, free to move

Properties: No fixed shape or volume

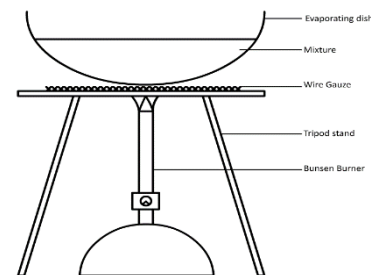
Filtration: Separates an insoluble solid from a liquid



Example: Separate sand + water

Products: Residue (Solid left on the filter paper) + Filtrate (Liquid that passed through the filter)

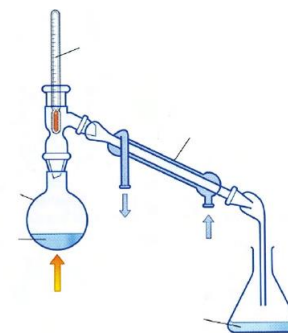
Crystallisation: Separates a soluble solid from a liquid



Example: Separate salt + water

Products: Crystals of the soluble solid (can be filtered). The liquid will evaporate.

Distillation: Separates liquids out of mixtures



Example: Separate water out of orange juice

Products: Distillate (the liquid with the lowest boiling point) in collection beaker + everything else left in the flask



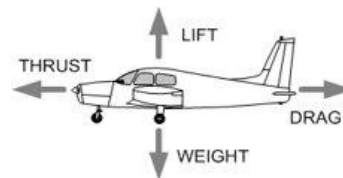
Science

Isaac Newton
discovered the rules
of forces in 1681

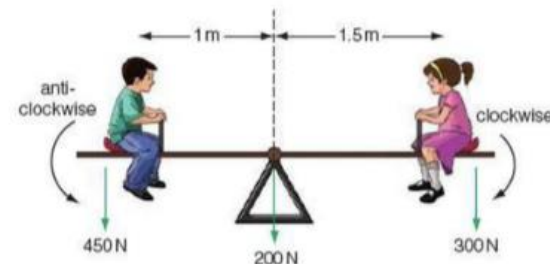


P1 Forces

Keyword	Definition
Contact force	Force that can only acts when two objects are in contact
Non-contact force	Force that can act when two objects are not in contact
Newton	Unit of force.
Newton meter	Equipment used to measure the force on an object
Friction	Contact force caused by 2 objects rubbing against each other. Causes loss of energy as heat
Drag	Drag is a frictional force that acts when an object moves through a fluid.
Gravity	Gravity is an attractive force caused by objects with mass.
Mass	Amount of matter - measured in kg
Weight	The force of gravity on a mass - measured in N.
Upthrust	Force on an object when placed in a liquid
Density	Density = mass / volume
Tension	Force that acts when an object is stretched
Hooke's Law	Extension is directly proportional to force applied, provided the elastic limit is not exceeded.
Moment	The turning affect of a force
Pivot	The point at which rotation happens
Speed	Speed = distance / time. Unit = m/s
Force diagrams	Show direction and size of forces acting on an object.
Pressure	Pressure = force / area. Bigger area = less pressure, smaller area = more pressure.
Levers	Simple machines that can allow small forces to move heavy loads
Distance Time Graph	Show the distance an object has moved in a time period. The gradient = the speed.

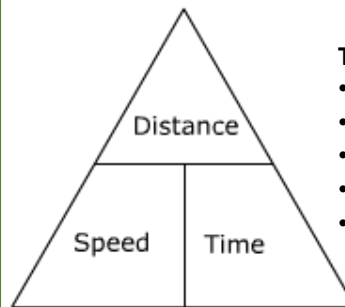
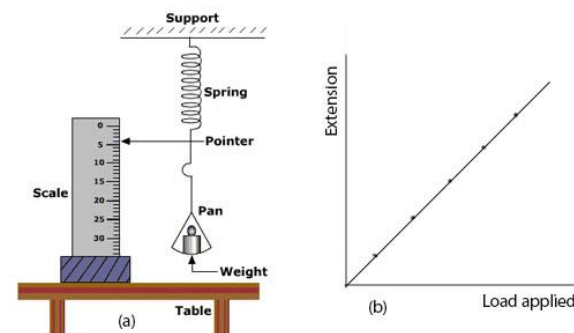


- Force diagrams show all the forces on an object.
- Forces are vectors – the arrow shows the direction and the length shows the size of the force.



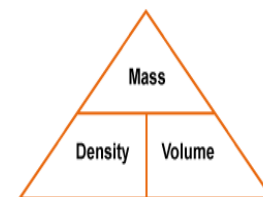
- No change in movement if moments are balanced (anticlockwise moments = clockwise moments)
- Moment (Nm) = Force (N) x distance (m)**

- Hooke's law** – force is directly proportional to force applied – providing the elastic limit is not exceeded.
- When stretched beyond the **elastic limit** a material is permanently deformed.



Typical Speeds

- Walking 1-2 m/s
- Running 5-8 m/s
- Cycling 10-12m/s
- Car on road 20m/s
- Train - 40m/s



- Objects more dense than liquid sink.
- Objects less dense than water sink.



Science



Keywords

Word	Definition
Hypothesis	A prediction of what will happen in an experiment
Repeatable	If the same person does an experiment using the same method and equipment, they will get the same results
Reproducible	If someone else does the experiment, or a different method or piece of equipment, the results will be similar
Valid	If an experiment is both repeatable and reproducible


PS1 practical skills

Variables

INDEPENDENT VARIABLE

 What I **CHANGE** 

DEPENDENT VARIABLE

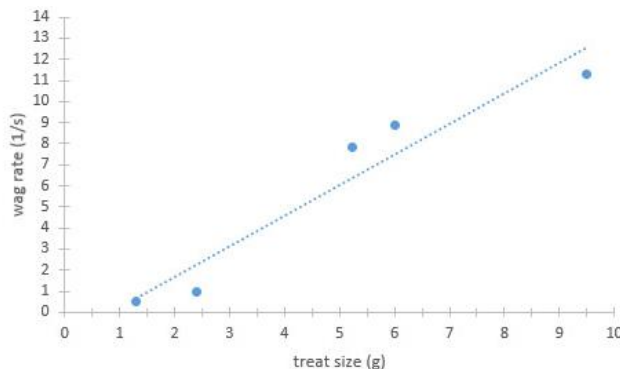
What I **OBSERVE** 

CONTROLLED VARIABLE

What I **KEEP THE SAME**

Drawing graphs

- Must be at least half of the page
- Axis must be labelled, including units (in brackets)
- Accurate plotting
- Line of best fit
- Independent variable always goes on the x axis and the dependent variable goes on the y axis
- Always use a pencil and ruler



$$\text{Mean} = \frac{\text{Sum of values}}{\text{Number of values}}$$

For example, the mean of 3, 6, 7, 9 and 9 is

$$\frac{3 + 6 + 7 + 9 + 9}{5} = \frac{34}{5} = 6.8$$

Analysis = state the trend shown in your results. Quote data. Identify any anomalous results

Evaluation = what went wrong in your experiment?

How can it be improved?

Study Time vs. Grades

Student	Study Time (hours)	Grade
Bob	2	84
Carlos	4	91
Cindy	5	92
Florence	3	89
Kim	4	88
Lori	4	93
Marisa	1	78
Pat	2	89
Thomas	5	94
Wendy	2.5	87

Drawing tables

- Use a ruler and pencil
- Units should only be in column headings (not in columns)
- Independent variable always goes in the right hand column

Example risk assessment

Hazard – an item that can cause harm	Risk – how it causes harm	Precaution – how to prevent harm
Eg Hydrochloric acid	Corrosive	Wear goggles, rinse off skin if there is contact



History

Migration to Britain

Key people

Alfred the Great	Anglo-Saxon king of England 849-899
Cnut	Viking who ruled Britain 1016-1035
Edward the Confessor	King of England 1042-1066
Harold Hardrada	King of Norway 1042-1066
Harald Godwinson	Last Anglo-Saxon king of England
William Duke of Normandy	Duke of Normandy and then King of England from 1066-1087

The Celts



- Arrived in Britain around 1000 BC
- Came from mainland Europe
- After the Romans left, Celtic people were mostly living in Cornwall, Wales, Ireland and Scotland
- First believed in many gods but later many became Christian

Vikings



- From Scandinavia (Norway, Denmark, Sweden)
- Attacked and raided Britain by boat from the 700's AD.
- Set up small settlements in Britain in coastal places.
- Ruled a large part of Northern England from the late 800's until 1066.

Key groups



Anglo-Saxons

- Originally made up of separate tribes that arrived from Northern Europe.
- Biggest tribes were the Angles and Saxons
- First split into many kingdoms but later became more united under Alfred the Great
- Ruled Britain until 1066

The Normans



From Normandy which is on the North West coast of France today. Most famous ruler was William Duke of Normandy. Originally were Vikings but eventually took over Normandy and many places throughout the world. Invaded Britain in 1066. Introduced Motte and Bailey castles and the Domesday book.

Key Terms

Key Term:	Definition:	Key Term:	Definition:
Migration	Moving from one place to another, often large distances	Monarch/Monarchy	Kings and Queens who rule
Settlement	A place where people who have migrated settle down and build a community	Succession	When one person inherits the throne from another person
Empire	The land that is owned by one country. For example the Roman Empire stretched across most of Europe.	Slavery	When someone's freedom is taken away and they are forced to work without earning money
Society	The people who live in a large community, for example all of the people in a country.	Tax/taxation	Money or supplies that are taken from people and used by the monarchy or the government.



History

Key Terms:

Trade	Buying and selling goods
Merchant	A person who trades items produced by other people
Religion	A system of belief, faith and worship
Caliphate	A state under the leadership of an Islamic ruler
Cosmopolitan	A place with people from many countries in it.
Excavation	Digging up and preserving archaeological remains
Misconceptions	A belief that is incorrect based on misunderstanding

Common Misconceptions:

- Western Europe is the centre of the world.
- Rome was the capital of the Roman empire.
- Women treated as second class citizens in the Ancient World.
- Christianity is European.
- Europeans successfully resisted the Mongols.
- Europe was superior academically and intellectually to the East.
- Islam, Christianity and Judaism have always been rivals.
- Globalization is a modern development.

The Silk Road

What were the Silk Roads?

- The Silk Roads were a network of routes that links people, trade, knowledge and religions.
- They stretched from Europe in the West to China in the East.
- They included some of the most important cities in the world such as Samarkand, Baghdad, Constantinople and Xian.

What was traded on the Silk Roads?

- Horses, silk, rhubarb, wool, spices, musk, gunpowder, paper, furs linen and silver were all traded on the Silk Roads.
- The Sogdians were the greatest merchants of the Silk Roads period, situating themselves along the Silk Roads and acting as translators. Their home was the ancient city of Samarkand.
- Items were transported on camels.

How did they begin?

- Persia was situated at the heart of the Silk Roads and first began expanding their network outwards.
- Alexander the Great continued expansion further, building roads and sharing ideas as he went!
- Zhang Qian, a Chinese diplomat, headed West and began the trade of horses, significant for Silk Road expansion.

What religious ideas spread?

- Buddhism, Islam, Zoroastrianism, Christianity were all spread along the Silk Roads.



Baghdad - the jewel of the Silk Roads:

- Baghdad was the capital city of the Abbasid Muslim Empire. The town was built from scratch in 762AD.
- It was built in the shape of a circle with an outer wall and two inner walls and a moat for defence.
- It had a population of nearly 1 million.
- It was a cosmopolitan city. People from Turkey, Persia, India and north Africa came to trade and live!

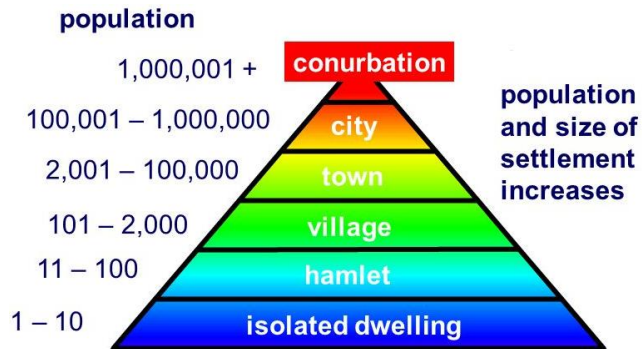




Geography

My Place

Settlement Hierarchy



Six Figure Grid References

Rule 1. Put a dot in the bottom corner of the square you are looking for

Rule 2. Always go along the bottom first, read first two numbers (17).

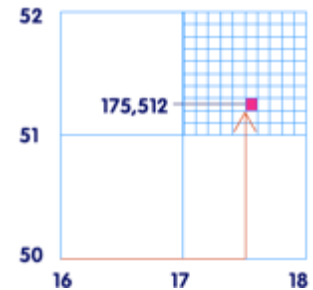
Rule 3. Divide the big square into 9x9 in your head, how many little squares going across? (5) so 175.

Rule 4. Now go up the side, read the first two numbers (51)

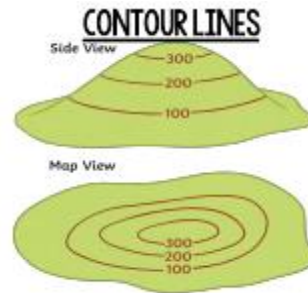
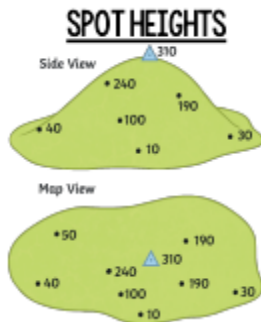
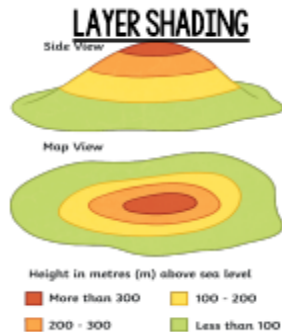
Rule 5. Count the little squares going up the side 2

So its 175 going across and 512 going up.

Find an example on google images to practice at home!



Height on a Map



Areas of different height are shown using different colours. A key shows the height of the land.

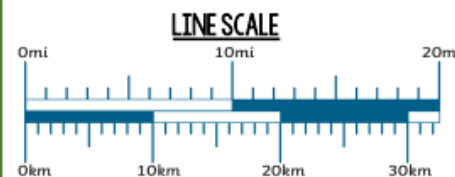
The exact height of the land above sea level is measured and written onto a map.

Contour lines are lines on a map which join up places of the same height. All places along a contour are the same height.

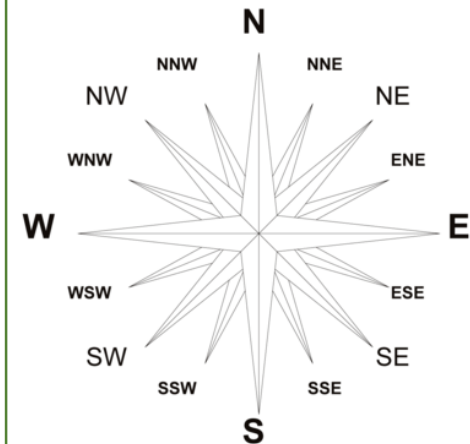
Scale and Distance

OS maps always have a scale. The scale will tell you how many cm's on a map are equal to 1km in real life.

Always use a ruler to measure the distance on a map!



Compass Rose

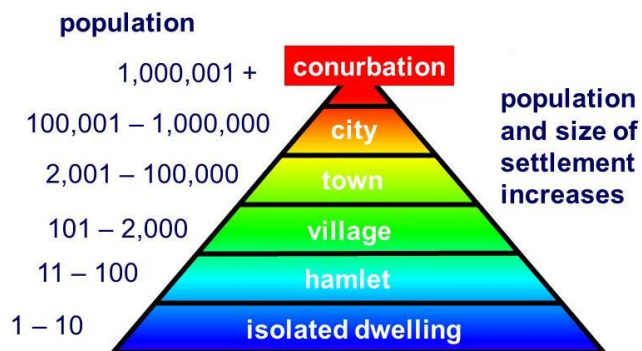




Geography

My Place

Settlement Hierarchy



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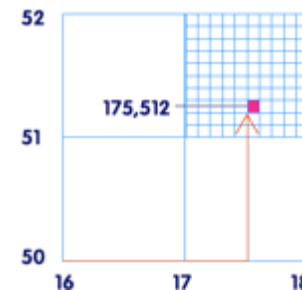
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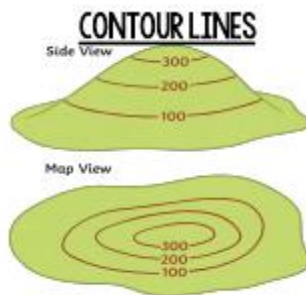
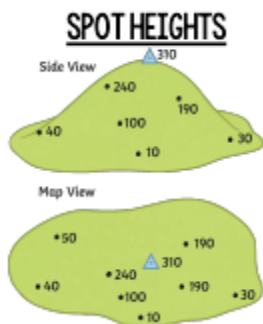
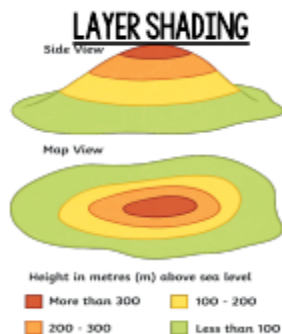
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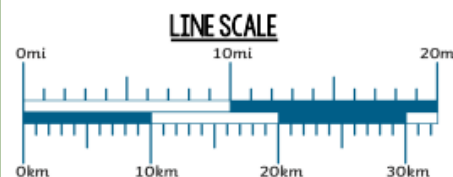
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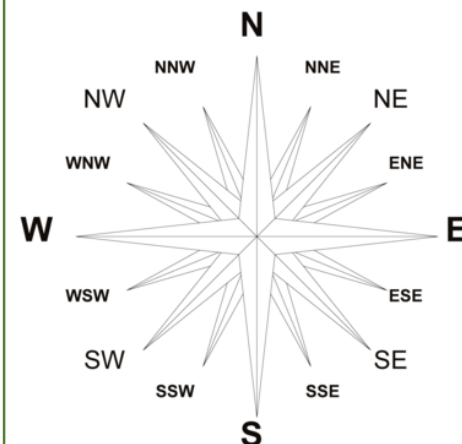
Scale and Distance

OS maps always have a scale. The scale will tell you how many cm's on a map are equal to 1km in real life.

Always use a ruler to measure the distance on a map!



Compass Rose





Geography

UK Climate

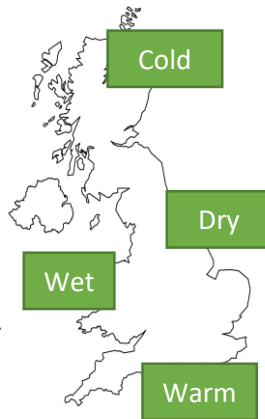
Weather- Refers to short-term changes in the atmosphere, each day.

Climate- Describes what the weather is like over a long period of time in a specific area
Two things to remember

Extreme weather- includes, unusual, unpredictable, severe or unseasonal weather

The West is wetter than the East

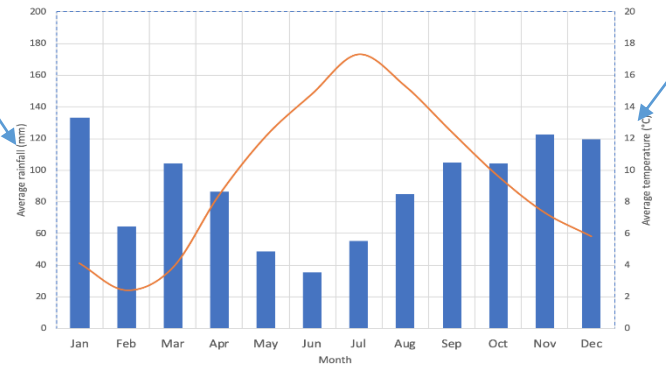
The South is warmer than the North



Weather and Climate

Climate Graphs

Climate graph for the UK - 2018



Precipitation- Is always drawn as a blue bar, usually the left axis for reading data.

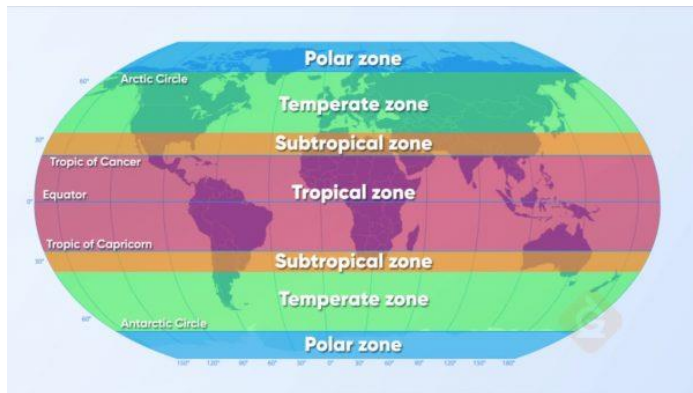
The precipitation fluctuates, with slightly more in the winter than the summer

Temperature- Is always drawn as a line graph, usually with a red line. Use the right axis for reading data.

The UK has a mild summer and a cool winter,

Months of the year are displayed at the bottom of the graph

Global Climate Zones



Rainforests- are found in the tropical zone, they are hot and wet all year round- Eg- Brazil

Deserts- are found in the subtropical zones, they have a very hot and a warm season- they are very dry. Eg- Qatar

Temperate forests- are found in the temperate zone. They have milder climates, An example is the UK.

Polar zones- have very cold and dry climates eg North Russia

Features of Microclimates

Aspect; whether you are facing the sun or not

Shelter; walls, hedges, trees all provide shelter from the wind

Physical features; trees provide shade and shelter, lakes and seas create a cooling effect

Surfaces; dark surfaces absorb heat so are warmer than light surfaces

Buildings; give off heat and can provide shelter from wind or can create wind tunnels



Trees create shade and grass reflects more heat than tarmac

OLAWS Impact on Climate

Ocean currents- Provide warmer conditions to some places. The North Atlantic Drift means the UK is warmer than it should be.

Latitude- Is the distance from the sun. A high latitude will mean the sun shines at an angle, so the sun's energy is spread out making it colder.

Altitude- The height of the land. Higher land means colder temperatures.

Prevailing Winds- Winds from tropical areas can bring warm weather, winds from polar areas can bring cold weather.

Distance from the Sea- land heats up more quickly than the ocean so it can be cooler near to the coast in the summer.



Faith & Ethics

Draw these 3 images and explain what you think each one represents.

Challenge: Can you draw your own logo about protecting animal rights and explain its meaning?



Facts from the RSPCA that prove animal cruelty is a real problem

- In 2020 their cruelty line received 1,016,455 calls from members of the public - that's the equivalent of one call every 30 seconds
- The animal with the highest number of incidents reported in 2020 were dogs (56,563 incidents) and second were cats (55,667 incidents)
- In the summertime, they collect an abandoned animal every hour
- It costs them £140 million pounds a year to run and as a registered charity all money is put back into the day to day costs
- When the weather is hotter they've been known to receive up to 1,000 extra calls a day to our emergency phoneline
- In 2020 they investigated over 57,000 complaints of animal cruelty

Animal Rights

KEYWORDS AND PHRASES

ANIMAL WELFARE – A movement that believes a reduced and minimal number of animals should be used in research-and that those animals used should be treated as humanely as possible. This includes proper housing, disease prevention, nutrition, and humane slaughter.

BATTERY CAGES – Cages for housing of egg-laying chickens. The cages have water sources and feeders. Battery cages usually are placed on top of each other in such a way that there is a roof to prevent excretions from falling on birds below. The number of hens housed in each cage depends on its size and specified guidelines for space allowance.

KOSHER MEAT – Meat from animals (with split hooves) that have been harvested (slaughtered) according to Jewish law. Islam has similar requirements (Halal).

OUTDOOR HOUSING – Housing where animals are kept mostly or continuously outdoors.

PDSA - The People's Dispensary for Sick Animals is a veterinary charity in the United Kingdom. It was founded in 1917 by Maria Dickin to provide care for sick and injured animals of the poor.

PESCATARIAN – Someone who does not eat meat but does eat fish.

RSPCA - The Royal Society for the Prevention of Cruelty to Animals is a charity operating in England and Wales that promotes animal welfare. The RSPCA is funded primarily by voluntary donations. Its patron is Queen Elizabeth II.

VEGETARIAN – People who do not eat meat, poultry, and fish.

VEGAN – Vegans are vegetarians who do not eat or use all animal products (e.g. animal derived food, pharmaceuticals, etc.). As with vegetarians there may different classifications.

VIVISECTION – Act of operating or experimenting on living animals.



Spanish



All about me

Unit 1 – All About Me

1	Buenos días.	Good morning!
2	¿Cómo te llamas? Me llamo Yazmine.	What are you called? I'm called Yazmine.
3	¿Cómo se escribe? Se escribe Y-A-Z-M-I-N-E.	How do you spell that? It's spelt Y-A-Z-M-I-N-E.
4	¿Dónde vives? Vivo en Madrid.	Where do you live? I live in Madrid.
5	¿Qué tal? Fenomenal, gracias.	How you are? Great, thanks.
6	¿Qué tipo de persona eres? Soy bastante generoso/a.	What sort of person are you? I am quite generous.
7	¿Cuántos años tienes? Tengo once años.	How old are you? I'm eleven years old.
8	¿Tienes hermanos? Tengo una hermana que se llama Silvia.	Do you have any brothers or sisters? I have one sister who is called Silvia.
9	¿Cuándo es tu cumpleaños? Mi cumpleaños es el primero de julio.	When is your birthday? My birthday is on the 1st July.
10	¿Tienes mascotas? Tengo un gato.	Do you have any pets? I have a cat.
11	¿Cómo es? Es blanco y muy tonto.	What is it like? It is white and very silly.
12	¡Hasta luego!	See you later!

Me Presento (Let me introduce myself)

Greetings	¿Cómo te llamas? (What are you called?)	¿Qué tal? (How are you?)	¿Dónde vives? (Where do you live?)
Hola (Hello) Buenos días (Good morning) Buenos tardes (Good afternoon) Buenas noches (Good night) Adiós (Bye) Hasta luego (See you later)	Me llamo (I am called)	Fenomenal (Great) Bien (Good) Regular (Ok) Fatal (Awful)	Vivo en (I live in)

1  <u>araña</u>	2  <u>elefante</u>	3  <u>idea</u>	4  <u>olvidar</u>
5  <u>universo</u>	6  <u>cerdo</u>	7  <u>ciclista</u>	8  <u>casa</u>
9  <u>coche</u>	10  <u>cucaracha</u>	11  <u>gimnasia</u>	12  <u>hamburguesa</u>
13  <u>España</u>	14  <u>zum</u>	15  <u>guitarra</u>	16  <u>llave</u>

El alfabeto

A ah	B bay	C thay	CH chay	D day
E ay	F effay	G hay	H ahchay	I ee
J hota	K kay	L elay	LL el-yay	M emay
N enay	Ñ en-yay	O oh	P pay	Q koo
R eray	S essay	T tay	U oo	V oovay
W oovay	X aykis	Y ee-grey-ga	Z theytah	




Spanish



All about me

¿Qué tipo de persona eres? (What sort of person are you?)

Verb	Intensifier	Adjective (Masculine)
Soy (I am)	un poco (a bit)	divertido (funny) estupendo (brilliant) generoso (generous)
No soy (I am not)	bastante (quite)	listo (clever) serio (serious) simpático (kind)
Es (He/She is)	muy (very)	sincero (sincere) tímido (shy) tonto (silly)
No es (He/She isn't)		tranquilo (quiet/calm)
		
		Adjective (Feminine)
		divertida (funny) estupenda (brilliant) generosa (generous) lista (clever) seria (serious) simpática (kind) sincera (sincere) tímida (shy) tonta (silly) tranquila (quiet/calm)

Connectives

y (and)
pero (but)
también (also)

¿Cuántos años tienes?

(How old are you?)

I have	Years	Year(s) old
Tengo (I have)	un (1)	año (year old)
	dos (2)	años (years old)
	tres (3)	
	cuatro (4)	
	cinco (5)	
	seis (6)	
	siete (7)	
	ocho (8)	
	nueve (9)	
	diez (10)	
	once (11)	
	doce (12)	
	trece (13)	
	catorce (14)	
	quince (15)	



¿Cuándo es tu cumpleaños? (When is your birthday?)

My birthday	Is the	Number	Of	Month
Mi cumpleaños (My birthday)	es el (is the)	primero (first)	de (of)	enero (January)
		dos (2)		febrero (February)
		tres (3)		marzo (March)
		cuatro (4)		abril (April)
		cinco (5)		mayo (May)
		seis (6)		junio (June)
		siete (7)		julio (July)
		ocho (8)		agosto (August)
		nueve (9)		septiembre (September)
		diez (10)		octubre (October)
		once (11)		noviembre (November)
		doce (12)		diciembre (December)
		trece (13)		
		catorce (14)		
		quince (15)		
		dieciséis (16)		
		diecisiete (17)		
		dieciocho (18)		
		diecinueve (19)		
		veinte (20)		
		veintiuno (21)		
		veintidós (22)		
		veintitrés (23)		
		veinticuatro (24)		
		veinticinco (25)		
		veintiséis (26)		
		veintisiete (27)		
		veintiocho (28)		
		veintinueve (29)		
		treinta (30)		
		treinta y uno (31)		





Spanish



All about me

¿Tienes hermanos? (Do you have any brothers or sisters?)

I have	Brothers/Sisters	Name	Age
Tengo (I have)	un hermano (a brother) una hermana (a sister) un hermanastro (a half-brother/step brother) una hermanastra (a half-sister/step sister)	que se llama (who is called)	Tiene ... años (He/She is ... years old)
	dos hermanos (2 brothers) tres hermanas (3 sisters)	que se llaman (who are called)	Tienen ... años (They are ... years old)

I don't have any brothers or sisters

No tengo hermanos (I don't have any brothers or sisters)

Soy hijo único (I'm an only child - m)

Soy hija única (I'm an only child - f)



¿Tienes mascotas? (Do you have any pets?)

Verb	Pets (Singular)	Pets (Plural)	Name
Tengo (I have)	un perro (a dog) un gato (a cat)	dos perros (2 dogs) dos gatos (2 cats)	que se llama (who is called)
Quiero (I want)	un conejo (a rabbit) un pájaro (a bird) un caballo (a horse) un ratón (a mouse) un pez (a fish)	dos conejos (2 rabbits) dos pájaros (2 birds) dos caballos (2 horses) dos ratones (2 mice) dos peces (2 fish)	
	una serpiente (a snake) una tortuga (a tortoise) una cobaya (a guinea pig)	dos serpientes (2 snakes) dos tortugas (2 tortoises) dos cobayas (2 guinea pigs)	que se llaman (who are called)

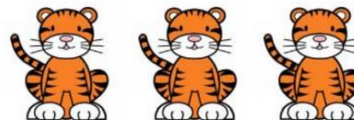
I don't have any pets

No tengo mascotas (I don't have any pets)

Pancha plancha con
cuatro planchas.
¿Con cuántas
planchas Pancha
plancha?



Tres tristes tigres comen trigo en un trigal.
Tanto trigo tragan que los tres tigres
tragones con el trigo
se atragantan.





Spanish

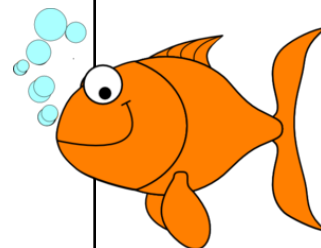


All about me

Describe las mascotas (Describe pets)				
Verb	Animals (Masculine Singular)	Colours	Verb	Personality Adjective
Tengo (I have) Quiero (I want)	un perro (a dog) un gato (a cat) un conejo (a rabbit) un pez (a fish) un ratón (a mouse) un pájaro (a bird) un caballo (a horse)	blanco (white) negro (black) amarillo (yellow) rojo (red) verde (green) marrón (brown) gris (grey) azul (blue) rosa (pink) naranja (orange)	Es (He/It is)	divertido (funny) estupendo (brilliant) generoso (generous) listo (clever) serio (serious) simpático (kind) sincero (sincere) tímido (shy) tonto (silly) tranquilo (calm)
	Animals (Feminine Singular) una serpiente (a snake) una tortuga (a tortoise) una cobaya (a guinea pig)	blanca (white) negra (black) amarilla (yellow) roja (red) verde (green) marrón (brown) gris (grey) azul (blue) rosa (pink) naranja (orange)	Es (She/It is)	divertida (funny) estupenda (brilliant) generosa (generous) lista (clever) seria (serious) simpática (kind) sincera (sincere) tímida (shy) tonta (silly) tranquila (calm)



Describe las mascotas (Describe pets)				
Verb	Animals (Masculine Plural)	Colours	Verb	Personality Adjective
Tengo (I have) Quiero (I want)	dos perros (2 dogs) dos gatos (2 cats) dos conejos (2 rabbits) dos pájaros (2 birds) dos caballos (2 horses) dos ratones (2 mice) dos peces (2 fish)	blancos (white) negros (black) amarillos (yellow) rojos (red) verdes (green) marrones (brown) grises (grey) azules (blue) rosas (pink) naranjas (orange)	Son (They are)	divertidos (funny) estupendos (brilliant) generosos (generous) listos (clever) serios (serious) simpáticos (kind) sinceros (sincere) tímidos (shy) tontos (silly) tranquilos (calm)
	Animals (Masculine Plural) dos serpientes (2 snakes) dos tortugas (2 tortoises) dos cobayas (2 guinea pigs)	blancas (white) negras (black) amarillas (yellow) rojas (red) verdes (green) marrones (brown) grises (grey) azules (blue) rosas (pink) naranjas (orange)		divertidas (funny) estupendas (brilliant) generosas (generous) listas (clever) serias (serious) simpáticas (kind) sinceras (sincere) tímidas (shy) tontas (silly) tranquilas (calm)



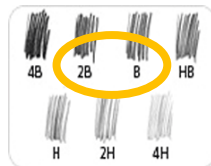


Art

Using Pencils

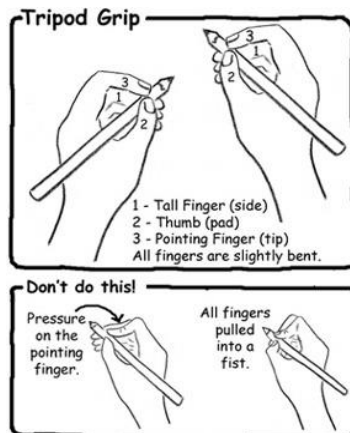
Pencils come in different grades.

The softer the pencil the darker the tone



H=Hard, B= Black (soft)

In Art the most useful pencils are B and 2B



Developing skills



Some basic shape, and some attempt to add more than one tone.



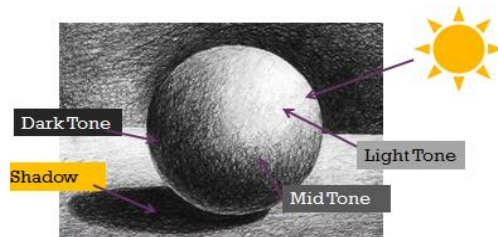
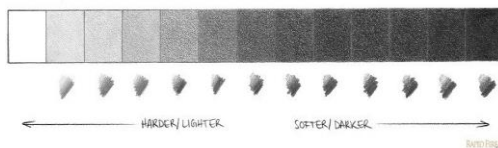
Shape is accurate and a variety of tones have been used. Lines have been contoured to follow the shape of the apple.



Accurate shape, a full tonal scale is seen and tones have been blended smoothly from one to another.

Tone

Pressing harder or lighter with a pencil creates different tones



Including shadows will help make objects appear 3D

Line and Tone

Colour



primary



analogous



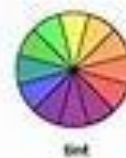
hue



secondary



complementary



tint



intermediate



split complementary



shade

Keywords

Tone

Light or dark values used to add definition and texture.

Contouring

Bending and shaping the lines to give the impression of a 3D form.

Blending

Merging two or more colours to create a gradual change or soften a line

Complementary Colours

The colours that are OPPOSITE each other on the colour wheel.

Harmonious/Analogous

The colours that are NEXT to each other on the colour wheel

INDEPENDENT STUDY TASK 1

Complete a PENCIL drawing of a whole Apple,

Then eat half of the apple and draw it again.

Finally eat the apple down to the core and draw its appearance .

Shade to show TONE.

ARTIST IN FOCUS:

Wassily Kandinsky (1866-1944) was a Russian painter and art theorist. Kandinsky is generally credited as the pioneer of **ABSTRACT ART**.



INDEPENDENT STUDY TASK 2

Use the colour wheel/theory a Kandinsky 4 concentric piece.

Ensure you use a 10x10cm square paper and geometric shapes

Each section should be based on the colour theory.

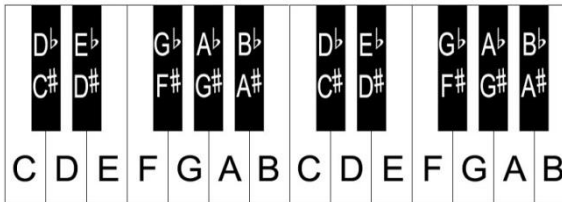
One square should be warm colours, one cool, one harmonious and one complimentary,



Music

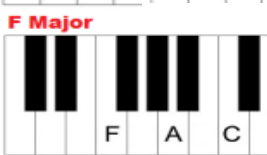
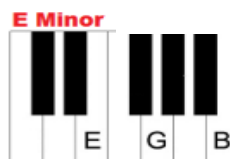
The Elements of Music & Introduction to the Keyboard

The Notes on a Keyboard



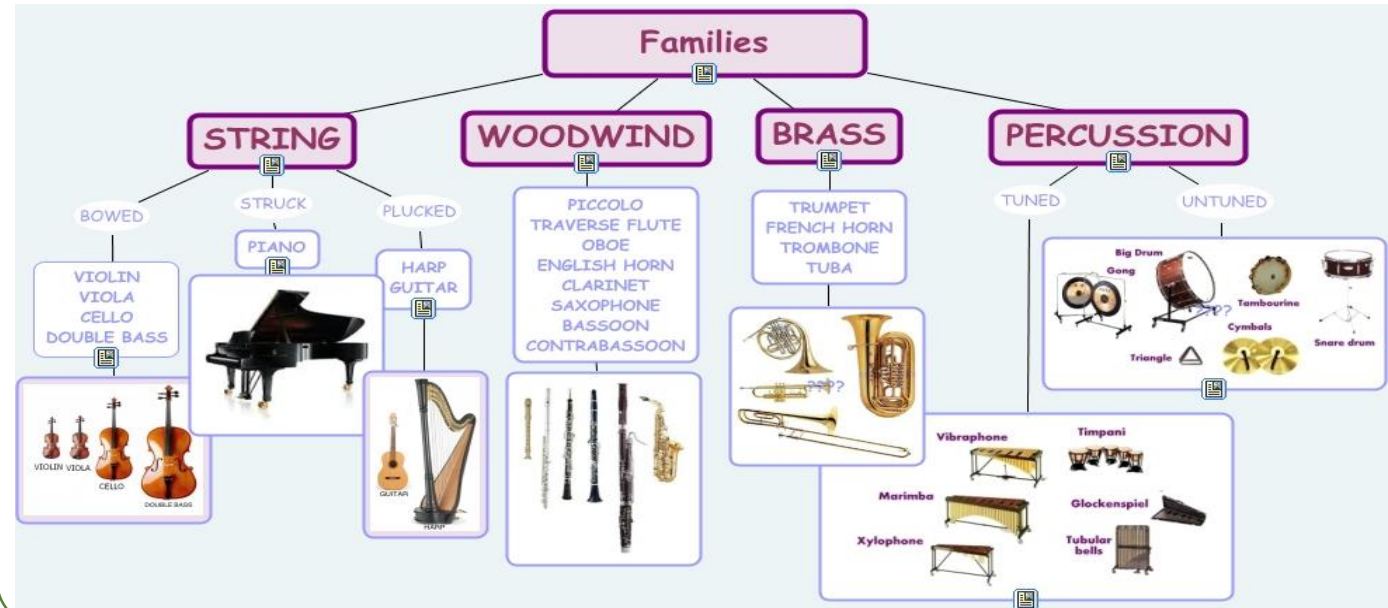
- The notes on a keyboard run from A to G and start again, just getting higher in pitch.
- The black notes are called sharps (#) and flats (b)

Chords



- Chords in music are where you play more than one note at the same time.
- On the keyboard we often play chords in groups of 3.
- Major chords give a light happy tone and minor chords give a much darker sadder tone.

Instruments of the Orchestra



Keywords

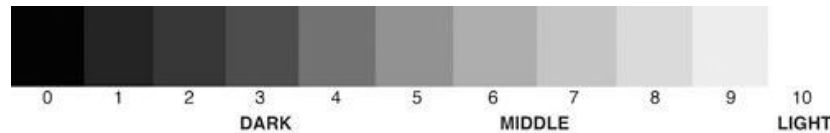
Pitch	How high or low the notes are
Duration	The length of the notes used
Dynamics	How loud or quiet a piece is
Tempo	The speed of the music
Texture	Musical layers (thick - lots of parts, thin - a few parts)
Timbre	Type of instruments used
Structure	Order the parts come in (Verse, Chorus etc)
Pulse	The beat of the music

Note Names

	Semibreve
	Minim
	Crotchet
	Quaver
	Semi-quaver



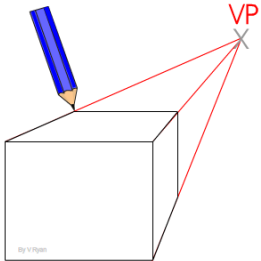
Graphics



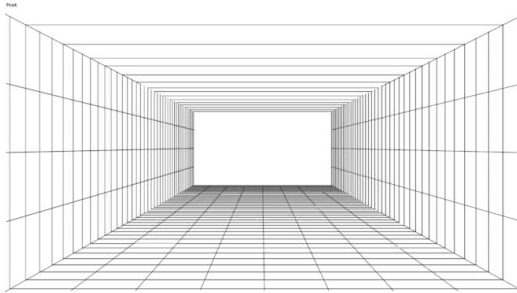
Year 7

Graphics Techniques

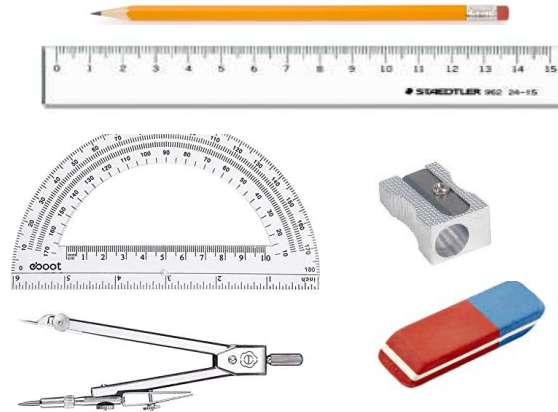
1 Point Perspective



1. Decide where your vanishing point will be.
2. Draw a 2D shape.
3. Join each point of the shape to your vanishing point with a ruler.
4. Add parallel lines to complete your shape.



Key Equipment



Keywords

Perspective	Perspective is what gives a three-dimensional feeling to a flat image such as a drawing or a painting
Illustration	An illustration is a decoration, interpretation or visual explanation of a text, concept or process.
Tone	Tone refers to how light or dark a colour or shade is.
Construction Lines	Lines which are lightly added to a drawing to help guide you to create the correct angles.
Typography	The style and appearance of writing.

Computer Aided Design - "CAD"



Any design created using a computer is classed as CAD. The CAD industry is huge and includes **Engineering, Architecture, Movies, Advertising and Video Games**. Graphic Designers will have a keen eye for detail when creating realistic renderings and textures for movies and games etc.

Useful tools for InkScape



Jon Burgerman

Jon Burgerman was asked what the worst piece of criticism he's received about his work...

"That it looks like a child has drawn it. I mean, children often have amazing imaginations and their drawings are really loose, free and uninhibited. I wish I could draw like that."



- Jon Burgerman is a British illustrator. He creates vibrant illustrations and murals featuring monsters and patterns using continuous line.
- He has been commissioned all over the world to create murals on walls in public places.
- He has also created illustrations for advertising campaigns with Pepsi, Coke, Nike, Sony, New Era, Sky, Puma, Nintendo, MTV, Levis and AOL.



Food & Nutrition

Function of ingredients & balanced diets



Context

Jamie Oliver states that 'Cooking from scratch is a fantastic way to save money and keep ourselves and our families healthy.' He goes on to say that 'Teenagers should all know how to cook a variety of healthy, balanced and cost effective dishes by the time they are 14.'

Measurements

G = grams

kg = kilograms - 1kg = 1000g

ml = millilitre

L = litre – 1 litre = 1000ml

Tsp = teaspoon = 1 tsp = 5g

Tbsp = tablespoon = 1 tbsp = 15g



The function of ingredients in bread making

Flour – gives bulk and structure to the bread.
Gives taste and absorbs the moisture.

Salt – gives structure by helping gluten form.
Adds taste.

Sugar – provides food for the yeast, adds flavour, and helps the bread brown.

Yeast – is the raising agent in the bread

Water – helps the gluten form, adds moisture for the yeast to grow.

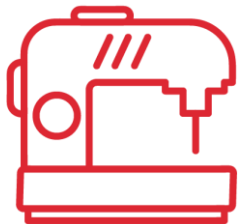
Key Words

Nutrient	The properties found in food and drink that give the nourishment that are vital for growth and life. The main nutrients are carbohydrates, protein, fats, vitamins and minerals
Contamination	The presence in food of an item that can cause harm. Contamination can be physical, chemical or biological.
Enzymic browning	A chemical process where oxygen and enzymes in the food react to cause the surface to go brown. This process cannot be reversed.
Gluten	formed from the two proteins in wheat when water is added. It is developed when it is needed.
Fermentation	The chemical breakdown of sugar to acid, gas or alcohol by bacteria, yeast or other micro-organisms





Textiles



Context

Textile arts are arts and crafts that use plant, animal, or synthetic fibres to construct practical or decorative objects. Textiles have been a fundamental part of human life since the beginning of civilization.

Textiles Art Hoop

Designer Focus

Nikki Parmenter



Nikki Parmenter is an artist who specialises in mixed media, textile based pieces. Key design features are:

- Bright blues and oranges are used in her work
- Often circular pieces
- The subject matter is often sea life and mythology.

Examples of pupil work



Textiles Techniques

Tie-dye



The process of tie-dye typically consists of folding, twisting, pleating, or crumpling fabric or a garment, before binding with string or rubber bands, followed by the application of dye or dyes.

Embroidery



Embroidery is the craft of decorating fabric or other materials using a needle to apply thread or yarn. Embroidery may also incorporate other materials such as pearls, beads and sequins.

Weaving



Weaving is a method of textile production in which two distinct sets of yarns or threads are interlaced at right angles to form a fabric or cloth.

Key Words

Fabrics

Fabrics are made by either weaving, knitting or bonding fibres together. These fibres could be made out of natural or synthetic fibres.

Fibres

Fibres are hair like structures that are either natural (made from plant or animal sources) or synthetic (made from chemicals).
Examples of natural fibres are Wool, Cotton and Silk
Examples of synthetic fibres are Polyester, Nylon and Rayon

Needle

A sewing needle, used for hand-sewing, is a long slender tool with a pointed tip at one end and a hole (called an eye) to hold the sewing thread.



Thread

A long, thin strand of cotton, nylon, or other fibres used in sewing or weaving.



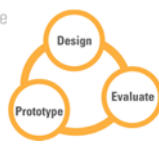
Embellishments

Embellishment refers to a decorative detail or feature added to something to make it more attractive.



Product Design

Iterative
Design



Innovative
Sustainable
Functional

Year 7

What is Product Design and why is it important?

The role of **design** is to create a marketable **product** from an innovation. Design is often the deciding factor in the success of a product.

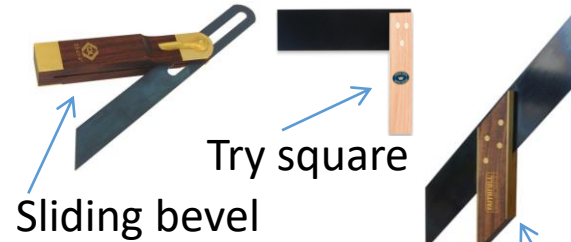
Many customers make purchasing decisions based primarily on product design, because good product design ensures **quality**, **appearance**, **performance**, **ease of use**, and **reliability**.

WHAT IS
PRODUCT
DESIGN?

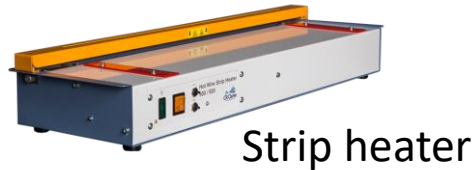
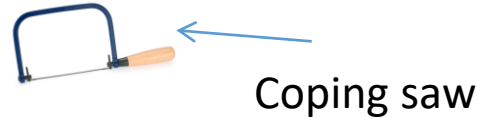
- Scribe
- Acrylic
- Accuracy
- Quality
- Forming
- Shaping

Keywords

Identifying the equipment



Mitre square



Health and Safety Rules

- Wear safety equipment in the workshop
- Listen to instructions
- Do not run in the workshop
- Do not eat and drink in the workshop
- Ask teacher if unsure of instructions
- Do not wear loose items and tie back hair when entering workshop

This is James Dyson.

He is an influential designer because

- He constantly **innovates**, his designs are creative and unique
- His products are designed around the needs of the **stakeholders**
- The "cyclone technology" design, including the 15 years and **5,127 prototypes** it took before the first model, DC01, would ultimately prove successful in 1993. Fifteen years!
- **Design** and **manufacturing** occurs on a **global** scale. Dyson employs over 7,000 people.

Famous Designers

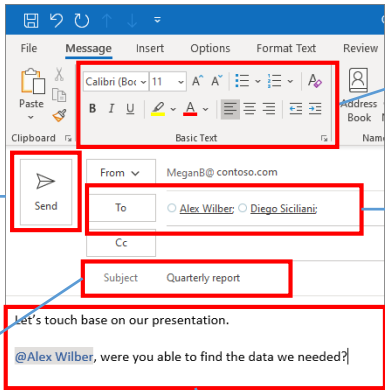




Computing

Impacts of Technology

Constructing an email



Click when you have finished constructing your email

Formatting tools.

Who you want to send the email to.

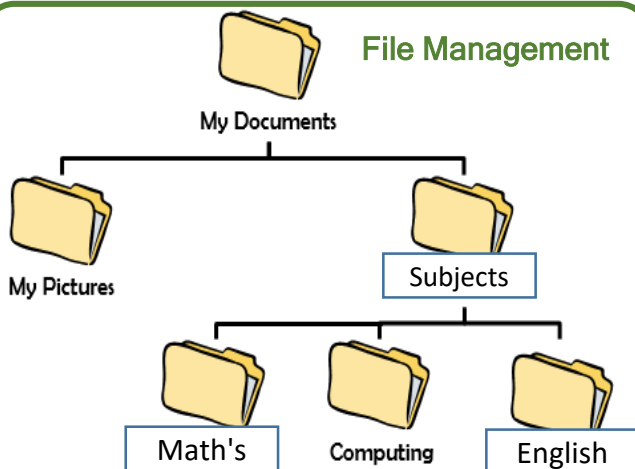
What the subject of the email is.

Where you write the message, normally starting with some form of hello e.g. Good morning, Hi, I hope this email finds you well?

Key Words

<i>Email</i>	Messages distributed by electronic means from one computer user to one or more recipients via a network.
<i>Password</i>	A combination of letters, numbers and symbols used to gain access to a computer system with a username. james0898 @!#\$%{ }
<i>Formatting</i>	To arrange information in a way that is eye catching/a way to lay information out on a document
<i>CC</i>	Allows the sender to send a “carbon copy” of the email to someone apart from the recipient in the To: This keeps the person “in the loop”.
<i>Cyberbullying</i>	The use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
<i>Online Abuse</i>	Any type of abuse that happens on the internet, through social media, online gaming or mobile phone
<i>Cat phishing</i>	Where a person creates a fictional person or fake identity on a social networking service, usually targeting a specific victim.

File Management



10 Types of Online Abuse:

1. Exclusive
2. Harassment
3. Outing
4. Trickery
5. Cyberstalking
6. Fraping
7. Masquerading
8. Dissing
9. Trolling
10. Flaming

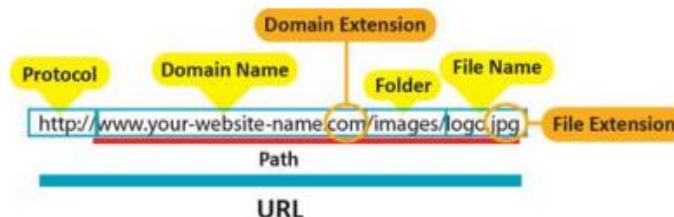


Computing

From Semaphores to Internet

Keyword	Definition
Internet	A series of inter-connected networks. Not owned or managed by one group of people, anybody can access the internet. The internet is a WAN
World Wide Web	Where documents and other web resources are identified by Uniform Resource Locators (URLs), interlinked by hypertext links, and can be accessed via the Internet.
Web Browser	A program used for accessing webpages, examples include Google Chrome, Firefox and Edge.
Domain Name	A domain name (or website name) is used for accessing a website without having to use the IP address
Uniform Resource Locator (URL)	The address of a World Wide Web page.
The Cloud	The remote provision of storage and software resources which can be accessed from a device. Uses servers and data centres to access such content.
Buffering	Buffering The delay whilst the internet downloads data needed (usually during streaming)
Bandwidth	Bandwidth The amount of data that can be carried at a time
WAN Wide Area Network:	Cover a large geographical area (eg Bank, Hospitals) LAN Cover a small geographical area (a home network or a school)
LAN (Local Area Network)	Cover a small geographical area (a home network or a school)

Domain	Owned by
.gov	Government agencies
.org	Non-profit organisations
.com	Commercial business
.uk	Based in the United Kingdom.



HTTP and HTTPS protocols

- 'HTTP' stands for 'Hypertext Transfer Protocol'
- Messages sent between your browser and the website are readable to other devices.
- It is not secure.
- 'HTTPS' stands for 'Hypertext Transfer Protocol Secure'
- Messages sent between your browser and the website are encrypted so other devices cannot understand it.
- It is secure.

http://www.supercoloring.com

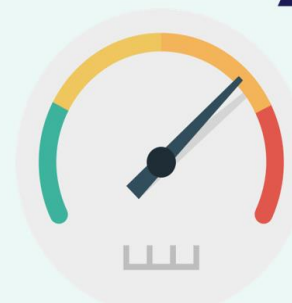


https://www.hsbc.co.uk



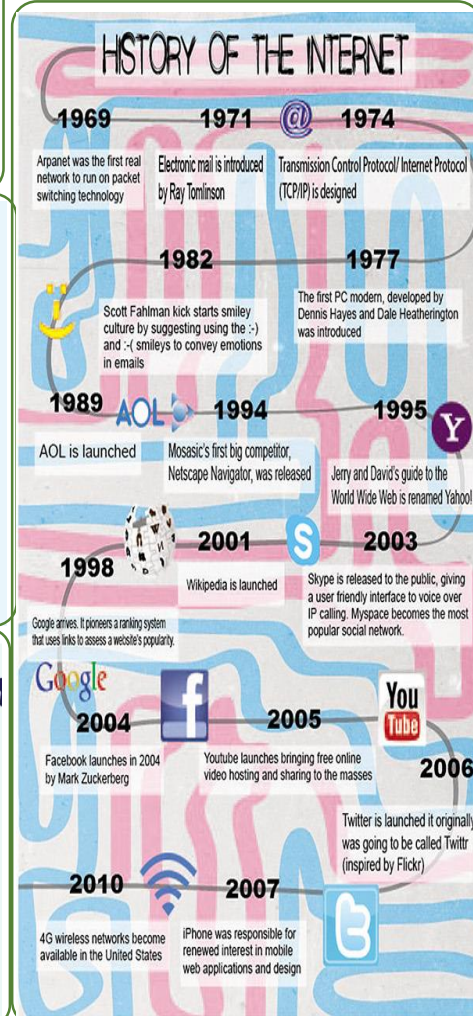
Measuring bandwidth

- Bandwidth is measured in bits per second
- A bit is the smallest unit of data
- Data transfer rates are now so good that bandwidth is usually measured in Megabits per second (Mbps)
- 1 Mb = 1 million bits



Useful Links:

- <https://www.bbc.co.uk/bitesize/guide/z8nk87h/revision/1>
- <https://www.bbc.co.uk/bitesize/guide/z8nk87h/revision/2>
- <https://www.bbc.co.uk/bitesize/guide/z8nk87h/revision/3>





P.E.

Core Skills and Tactics

Tennis

Core Skills.

1. Service - power, placement and variation.
2. Groundstrokes - forehand, backhand and drop shot.
3. Volleys - forehand and backhand.
4. Smash - to show power and/or placement.
5. Lobs - forehand and backhand.

Tactics (Tactics, Strategies & Compositional Ideas):

A: AWAY keep the shuttle away from your opponent.

B: Play on their weakness usually their BACKHAND.

C: Keep the ball in the COURT but play to the COURT boundaries.

Rules:

Mini Tennis matches: Use simple Tie-Break scoring, which is first to 10 points

Football

Core Skills

Passing/receiving - either foot.
Dribbling/moving with the ball - either foot.
Shooting
Heading.
Tackling, jockeying, closing down and marking.

Tactics (Tactics, Strategies & Compositional Ideas):
Attacking and Defending principles:

Attacking:

- Pace
- Depth
- Width.
- Make the pitch as big as possible
- Support: Angle and Distance.

Defending:

- Deny the opposition time and space.
- Make the pitch as small as possible.
- Use of the offside .
- Support: Angle and Distance

Athletics

Core skills

Track:

- Starts/finishes.
- Arm action - effectiveness and consistency.
- Leg action to create appropriate pace - consistency and/or change of pace.

Tactics and strategies:

Use pace judgement to run at a sustained pace for specified periods of time

Analysis of performance:

Compare performances to previous ones, personal bests and Athletics Awards (ESAA Secondary Awards Scheme).

Dance

Core Skills

Action:

Creating a motif

1. Travel, locomotion, stepping and pathways.
2. Balance (static and/or dynamic).
3. Rotation, turning and weight transference.
4. Jumps and elevations.
5. Gestures

Dynamics:

- Performing an action and/or motif
- fast or slow
- smooth or sharp
- heavy or light

Space & relationships:

- Direction
- Levels
- Formation
- Canon
- Unison

Performance

- Perform a full routine in a competition/performance.
- This can be in a solo performance, a duet performance or a group performance
- and should last approximately two minutes.
- Perform within the recognised dance style.

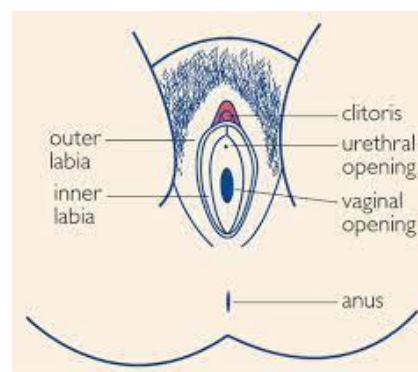




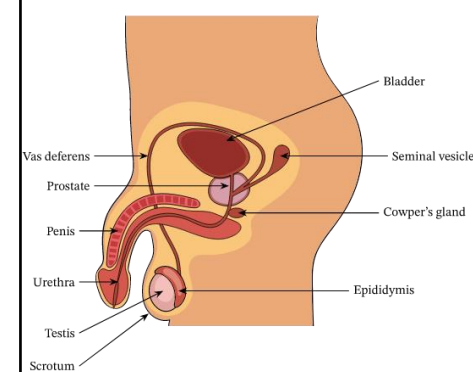
Physical changes during puberty

Boys only	Starts between 10 and 12 years of age Facial hair Voice breaking Erections Wet dreams Widening of chest and shoulders
Girls only	Starts between 9 and 11 years of age. Menstruation / periods begin Breast growth Stretch Marks Cellulite Hips widen
Both	Grow taller Sweat more Changes to hair and skin Spots and pimples

Female genitalia



Male genitalia



Keywords and definitions

Puberty: The process of physical maturity in a person that takes place in adolescence

Menstruation: Also known as a period. The process in a woman of discharging blood and other material from the lining of the uterus at intervals of about one lunar month from puberty until the menopause, except during pregnancy

Hormones: A chemical substance produced in the body that controls and regulates the activity of certain cells or organs.

Wet dream: An involuntary ejaculation that occurs whilst a person is asleep.

Things to remember

- Puberty begins at different times for different people.
- Changes will happen at different rates and in a different order for different people,
- Everyone goes through puberty, you are not alone.
- Good diet and exercise can help deal with some of the physical changes.
- Puberty is normal despite feeling very abnormal.



Key terms and definitions

Platonic relationship: A friendship or relationship where there is no romantic, intimate or sexual feelings. Friends and colleagues.

Intimate relationship: A relationship which can include a sexual attraction and sexual activity. Boyfriend, girlfriend, married couples

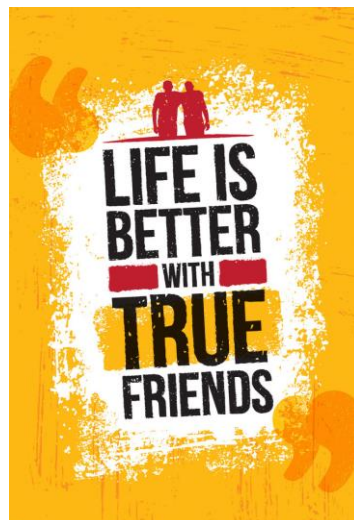
Familial relationship: Relationships with someone who has a blood, kinship or legal tie to you. Parents, siblings etc.

Toxic relationship: Relationship that has a negative impact on your mental health and self esteem.

Signs of a toxic friendship

Sometimes people who claim to be your friends can show bullying behaviour. This is sometimes called a 'frenemy' but is a type of toxic relationship. You can spot them by:

- They might say "brutally honest" things to you which are unkind or hurtful
- Put pressure on you to do things you don't want to do
- Be manipulative (e.g. 'If you were my friend you would...')
- Put you down
- Laugh at you, or encourage others to laugh at you
- Talk about you behind your back
- Deliberately exclude you from group chat and activities
- Take the "banter" too far
- Share things about you online
- Make you feel bad about yourself



What makes a good friend?

Good friends make you feel good	Good friends say and do things that make you feel good, giving compliments and congratulations and being happy for you.
Good friends listen	A good friend allows you to talk and doesn't interrupt you. They're interested in what you have to say.
Good friends support each other	If you're feeling down, a good friend will support you. If you need help, a good friend will try to help you out.
Good friends are trustworthy	If you tell a good friend something private, they won't share it. You can trust a good friend not to be judgmental.
Good friends handle conflict respectfully and respect boundaries	A good friend will tell you if you've done something to hurt them. If you tell a good friend they've hurt you, they'll be sorry and won't do it again.
Friends not followers	In the digital world you can feel under pressure to have a lot of friends and followers. Remember that you only need a small circle of friends to be happy,
Good friendships go both ways	



Yr7 Term 1 Challenges

These are **optional** additional homework tasks you can complete! Show them to your form tutor for achievement points!

Geography

Research the Birmingham Clean Air Zone.



Create a one page report on what it is, why it has been introduced and the impact that they hope it will have on the city of Birmingham. Show it to your Geography teacher

<https://www.brumbreathes.co.uk>

1hr of CU Credits

Spanish

Write a letter to an imaginary new pen pal, introduce yourself, how old you are and when your birthday is. What your personality is like and describe your family and pets. Remember to also ask them questions about themselves too!

Show your letter to your Spanish teacher.



1hr of CU Credits

Computer Science

Do a survey of young people your age to find out what the 5 most popular social media apps they use are.

Once you have your list research how young people can stay safe while using these apps. Create a factsheet with top tips on how to stay safe using these social media apps.

Show it to your computer science teacher your factsheet.

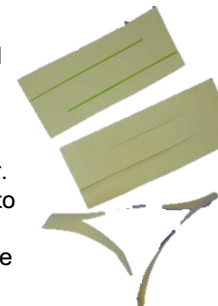


1hr of CU Credits

Science

Conduct your own paper spinner experiment at home.

Using the template and information from the website make yourself spinners made of different types of paper. Design an experiment to find out how and if the type of paper affects the speed they fall.



<https://www.science-sparks.com/easy-paper-spinners/>

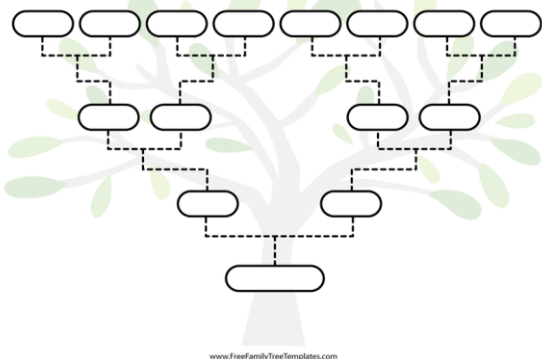
Write up your results including identifying the dependent, independent and control variables and show it to your science teacher.

1hr of CU Credits

History

Complete a family tree! How far can you go back! The early twentieth century? Earlier? Probably not the Celts but it's still fascinating to see how far back you can go!

Family Tree



www.freefamilytreeTemplates.com

Show it to your history teacher!

1hr of CU Credits

Music

Watch the 'Where's Simon' video from the London Symphony Orchestra to learn out the different sections. When you have finished take the quiz. You need to get 100% to get your CU credit!

<https://lso.co.uk/whats-on/alwaysplaying/digitalactivities/wheres-simon.html>

If you play an instrument you can also play along with the orchestra at the on the same page

Take a photo or screen shot of your score and show it to your music teacher

1hr of CU Credits



Art

Explore the Art of Kandinsky at the Guggenheim museum.

<https://www.guggenheim.org/artwork/artist/vasily-kandinsky>

After looking at his pieces of art work create one of your own in his style. Show it to your art teacher.

1hr of CU Credits



Technology

Create your own Robot hand.

You can find the instructions via the link below (there are many other video examples on YouTube)

<https://www.mombrite.com/diy-model-robot-hand/>



Show your finished robot hand to your technology teacher or show them a video/photo.

1hr of CU Credits