



"Knowledge is  
of no value  
unless you put  
it into  
practice"

Anton Chekov

**YEAR 7**

# KNOWLEDGE ORGANISER

EDITION 1  
2025-2026

Name:



# Kofi Annan

*Nobel Peace Prize laureate, Former Secretary-General of the United Nations (1997-2006)*



**Knowledge** is power.  
**Information** is liberating.  
**Education** is the premise  
of progress, in every  
society, in every family.



<b>Contents</b>	
<b>Subject</b>	<b>Page number</b>
Literacy	6 – 7
Maths	8 – 12
English	13 – 16
Science	17 – 22
Geography	23 – 28
History	29 – 34
RSMS (Religious Social Moral Studies)	35 – 40
French	41 – 46
Spanish	47 – 52
Dance	53 – 54
Drama	57 – 58
Music	57 – 59
Physical Education	60 – 61
Computing	62 – 63
Art	64 – 65
Food	66 – 67
Design	68



# How to use your Knowledge Organiser

### **What is a Knowledge Organiser and how will it help me ?**

It is an organised collection of knowledge that you need to know and learn for every topic you study in every subject. It will help you to be successful in your tests and exams.

Your teacher will use the knowledge organiser in your lessons. They will ask you to refer to various sections - they might talk this through and/or ask you to make key notes in your books or to highlight certain sections on your knowledge organiser.

Your teacher will set homework, where you will be asked to learn key knowledge from your knowledge organiser - you will then be tested in lessons regularly via short quizzes.

### **Do I have to bring my Knowledge Organiser every day ?**

Yes, you do. It is one of our key expectations that you bring your knowledge organiser to every lesson, every day in your special Knowledge Organiser bag. Your Form Tutor will check this every morning.

### **Is there anything I could use to support me when using my knowledge organiser ?**


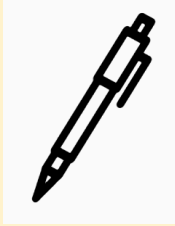












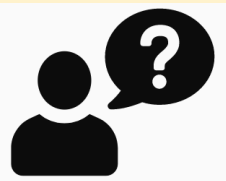



Some people find post-it's handy to stick onto their knowledge organiser pages - these are useful for extra notes.

Small white revision/flash cards are helpful so you can write key facts down. These can then be placed up around the house to help your revision.

### **How should I use my Knowledge Organiser to help me learn ?**

There are lots of ways to use your knowledge organiser - the key to success is to find what works for you. The table below shows you some different ways to use them.

# How to use a knowledge organiser – A step by step guide

	Look, Cover, Write, Check	Definitions to key words	Flash Cards	Self Quizzing	Mind Maps	Paired Retrieval
<b>Step 1</b>	<p>Look at and study a specific area of your knowledge organiser.</p> 	<p>Write down the key words and definitions.</p> 	<p>Use your knowledge organiser to condense and write down key facts and information on your flash cards</p> 	<p>Use your knowledge organiser to create a new quiz. Write down questions using your knowledge organiser.</p> 	<p>Create a mind map with all the information you can remember from your knowledge organiser.</p> 	<p>Ask a partner or family member to have the knowledge organiser or flash cards in their hands</p> 
<b>Step 2</b>	<p>Cover or flip the knowledge organiser over and write down everything you remember.</p> 	<p>Try not to use your knowledge organiser to help you.</p> 	<p>Add pictures to help support. Then self quiz yourself using the flash cards. You can write questions on one side and answers on the other.</p> 	<p>Answer the questions and remember to use full sentences.</p> 	<p>Check your knowledge organiser to see if there were any mistakes with the information you have made.</p> 	<p>They can then test you by asking you questions on different sections of your knowledge organiser</p> 
<b>Step 3</b>	<p>Check what you have written down. Correct any mistakes in green pen and add anything you missed. Repeat.</p> 	<p>Use your green pen to check your work.</p> 	<p>Use a parent/carer or friend to help quiz you on the knowledge.</p> 	<p>You can also use family to help quiz you. Keep self-quizzing until you get all questions correct.</p> 	<p>Try to make connections that links information together.</p> 	<p>Write down your answers.</p> 



Literacy is defined as the ability to read, write, speak and listen, in a way that lets us communicate effectively and make sense of the world.

## KS3 - Literacy

<u>Sentence Type</u>	<u>Definition</u>	<u>Example</u>
Simple sentence	A simple sentence is a sentence that is made up of just one independent clause.	She often reads books.
Compound sentence	A sentence that has at least two independent clauses joined by a comma, semicolon or conjunction.	I really need to go to work, but I am too sick to drive.
Complex sentence	A sentence with one independent clause and at least one dependent clause.	Screaming madly, he ran away from the house.

<u>Phrases and Clauses</u>	<u>Definition</u>	<u>Example</u>
Main Clause	Makes sense by itself.	Screaming madly, (subordinate clause) he ran away from the house. (main clause)
Subordinate Clause	Gives extra information and does not make sense if you read it without the main clause.	




### Splendid Subordination!




Use these conjunctions in varied places in your multi-clause sentences:

if because as

before after until unless since when

Can you use a subordinate clause in different places in your sentences?

<u>First, second and third person voices voices</u>		<u>Example</u>	<u>Memory Clue</u>
First person	When the writer is talking about himself or herself (using words like I, we).	I am late.	
Second person	When the writer speaks to the reader (you).	You are late.	
Third person	When the writer speaks about someone or something else (they, he, she, it).	He is late.	

<u>Verb Tenses</u>		<u>Example</u>	<u>Memory Clue</u>
Past Tense	Used to talk about past actions, states of being, or events.	Lisa went to the supermarket yesterday.	
Present Tense	Refers to the action or event that takes place or is taking place in the present.	James goes to the gym every day.	
Future Tense	A verb tense which indicates that something has not happened yet but will happen in the future.	I am going to learn to ski.	



Literacy is defined as the ability to read, write, speak and listen, in a way that lets us communicate effectively and make sense of the world.

## KS3 - Literacy

<u>Punctuation</u>	<u>Definition</u>
<b>!</b> Exclamation mark	This is used to express strong feelings, excitement or orders. "Oh, that is excellent!"
<b>,</b> Comma	Used to show a pause. This can be to: <ul style="list-style-type: none"> <li>• separate two parts of a sentence, sometimes joined by a connective, e.g. First came the lightning, then the thunder.</li> <li>• separate words in a list</li> <li>• separates a phrase or clause that gives extra information, e.g. Fred, a boy in my class, was late for school.</li> </ul>
<b>[ ]</b> Brackets	Used to mark off extra information that isn't part of the main sentence. E.g., England (last year's winners) will play India in November.
<b>:</b> Colon	A colon is often used at the start of a list. E.g., To do well in your test you will need: good revision notes, a nutritious breakfast and a decent night's sleep.
<b>;</b> Semi-colon	A semi-colon indicates a stronger pause than a comma and has two main functions: <ul style="list-style-type: none"> <li>• to separate main clauses that are in some way connected, e.g. That night I crept out of the house; I would never see it again.</li> </ul>

<u>Punctuation</u>	<u>Definition</u>
<b>'</b> Apostrophe	<b>Apostrophe'</b> Apostrophes have two functions: <ul style="list-style-type: none"> <li>• to show that a letter(s) has been left out, e.g. <i>I'm, haven't.</i></li> <li>• to show possession, e.g. <i>Newcastle's team, last year's winner.</i></li> </ul>
<b>,</b> Comma	Used to show a pause. This can be to: <ul style="list-style-type: none"> <li>• separate two parts of a sentence, sometimes joined by a connective, e.g. First came the lightning, then the thunder.</li> <li>• separate words in a list</li> <li>• separates a phrase or clause that gives extra information, e.g. Fred, a boy in my class, was late for school.</li> </ul>
<b>-</b> Hyphen	A hyphen (-) is a punctuation mark used to connect two or more words (or parts of words) to show that they form one unit of sense. They are shorter than dashes and must not be confused with them. E.g. re-sign, check-out, clean-cut, father-in-law.

Using punctuation for effect, meaning and impact:

"I understand. Whatever happens, you'll always be my little angel." He'd sobbed brokenly, beads of sweat standing out on his forehead, soft brown eyes full of pain - as he struggled to take his final breaths.

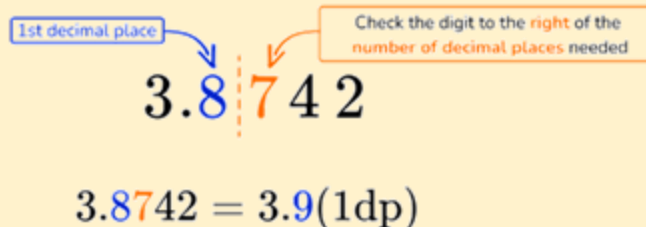


## Times tables:

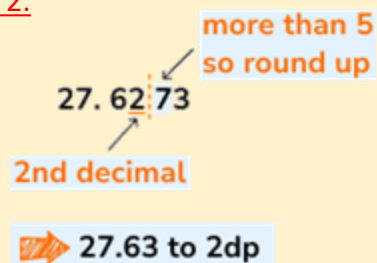
x	1	2	3	4	5	6	7	8	9	10
1	1	2	3	4	5	6	7	8	9	10
2	2	4	6	8	10	12	14	16	18	20
3	3	6	9	12	15	18	21	24	27	30
4	4	8	12	16	20	24	28	32	36	40
5	5	10	15	20	25	30	35	40	45	50
6	6	12	18	24	30	36	42	48	54	60
7	7	14	21	28	35	42	49	56	63	70
8	8	16	24	32	40	48	56	64	72	80
9	9	18	27	36	45	54	63	72	81	90
10	10	20	30	40	50	60	70	80	90	100

## Rounding:

### Example 1:



### Example 2:



## Types of Number:

**Square numbers** are highlighted on the grid in yellow. They are made by multiplying a number by itself.



**Cube numbers** are made by multiplying a number by itself 3 times.

1, 8, 27, 64, 125, 216, 343, ...



## Multiplying with negatives:

+	x	+	=	+
-	x	-	=	+
+	x	-	=	-
-	x	+	=	-

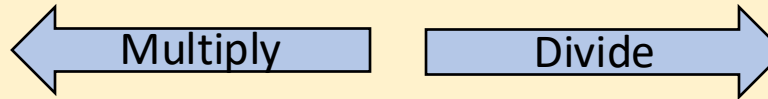
## Dividing with negatives:

+	÷	+	=	+
-	÷	-	=	+
+	÷	-	=	-
-	÷	+	=	-

## Adding/Subtracting with negatives:

+	+	⇒	+
-	-	⇒	+
+	-	⇒	-
-	+	⇒	-

**Prime Numbers** only have two factors  
2, 3, 5, 7, 11, 13, 17, 19, 23, 29, 31, 37, 41, ...  
These numbers are **only** in the 1 times table and their own times table.



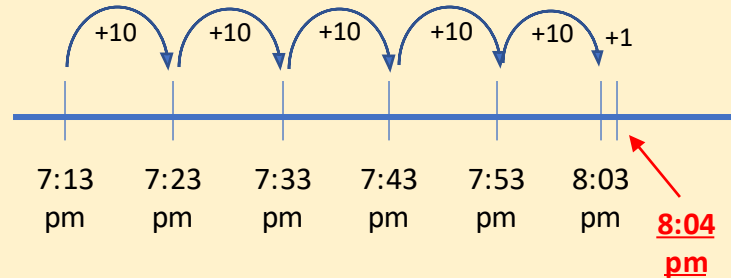
Th	H	T	U	•	$\frac{1}{10}$	$\frac{1}{100}$	$\frac{1}{1000}$
Thousands	Hundreds	Tens	Units	•	Tenths	Hundredths	Thousandths



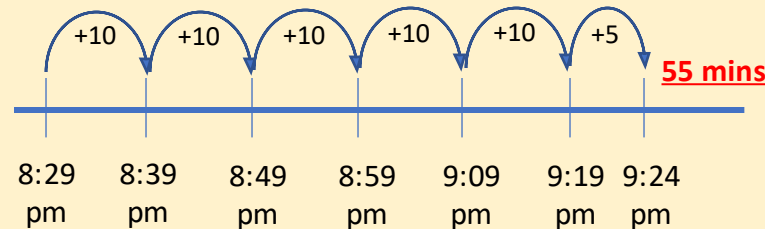
### Problem solving with Time

Draw a timeline to help you!

What time will it be 51 minutes after 7:13 pm?



From 8:29 pm, how many minutes until 9:24 pm?



### Percentages

To find...	You do...
50%	÷ 2
10%	÷ 10
1%	÷ 100
20%	÷ 5
25%	÷ 4

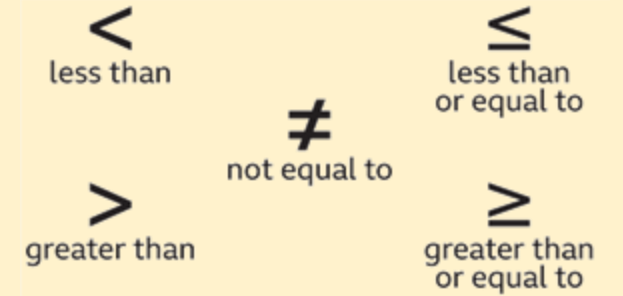
### Order of Operations

# BIDMAS

( )  $x^y$  ÷ or × + or -  
 Brackets Indices Divide & Multiply Add & Subtract

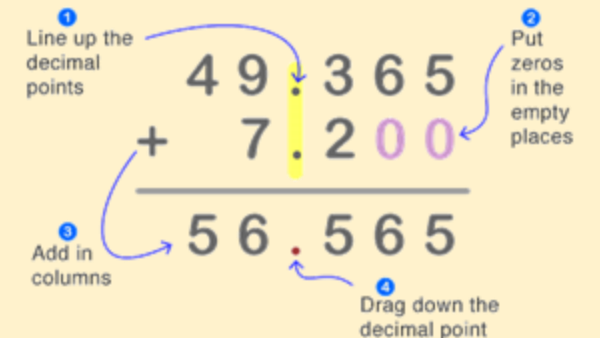


### Inequalities



### Adding unlike decimals

$$49.365 + 7.2$$



24-hour format

13:00	1:00 PM
14:00	2:00 PM
15:00	3:00 PM
16:00	4:00 PM
17:00	5:00 PM
18:00	6:00 PM
19:00	7:00 PM
20:00	8:00 PM
21:00	9:00 PM
22:00	10:00 PM
23:00	11:00 PM

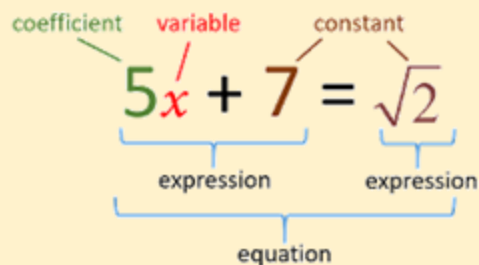
12-hour format



## Expression or Equation?

Expressions	What's happening?
$a + 14$	Add 14 to $a$
$b - 20$	Subtract 20 from $b$
$4c$	Multiply $c$ by 4
$d^2$	Multiply $d$ by itself
$3e - 5$	Multiply $e$ by 3 and then subtract 5
$2(f + 12)$	Add 12 to $f$ and then multiply by 2
$xy$	Multiply $x$ by $y$

Equations	What's happening?
$a + 14 = 20$	$a$ add 14 equals 20
$b - 20 = 15$	$b$ subtract 20 equals 15
$4c = 28$	$c$ multiplied by 4 equals 28
$d^2 + 4 = 30$	$d$ multiplied by itself then add four equals 30
$3e - 5 = 10$	$e$ multiplied by 3 then subtract 5 equals 10
$2(f + 12) = 44$	$f$ add 12 first, then multiply by 2 equals 44



Terms:  $5x$ ,  $7$ ,  $\sqrt{2}$

## Solving 1-step Equations

**Example 1:**  $x + 5 = 12$

Take 5 from both sides (balancing method)

$$\begin{array}{r} -5 \quad -5 \\ x + 5 = 12 \\ \hline x = 7 \end{array}$$

**Example 2:**  $4x = 20$

Divide both sides by 4 (balancing method)

$$\begin{array}{r} \div 4 \quad \div 4 \\ 4x = 20 \\ \hline x = 5 \end{array}$$

## Solving 2-step Equations

**Example:**  $2x + 4 = 10$

- Subtract 4 from both sides
  - Divide both sides by 2
- $$\begin{array}{r} -4 \quad -4 \\ 2x + 4 = 10 \\ \hline 2x = 6 \\ \div 2 \quad \div 2 \\ \hline x = 3 \end{array}$$

## Simplifying expressions (+ & -)

**Example:**

- Can only simplify like terms
- Make sure to include the sign before the term

**Example:**

## Simplifying expressions (x & ÷)

$$\begin{array}{c} \underline{3 \times e} \times \underline{5 \times e} \\ \underline{3 \times 5} \times \underline{e \times e} \\ \hline 15e^2 \end{array}$$

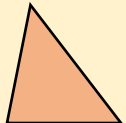
## KEY VOCABULARY

Word	Definition
Expressions	Numbers, symbols and operators (such as + and $\times$ ) grouped together that show the value of something
Equations	A mathematical statement with an 'equal to' symbol between two expressions that have equal values
Solve	To find the value of the unknown variable using the balancing method
Term	In algebra a term is either a single number or variable, or numbers and variables multiplied together
Coefficient	A number used to multiply a variable
Variable	A symbol for a value we don't know yet, usually $x$ or $y$
Constant	A fixed value

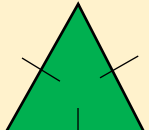


**Triangles**

a plane figure with three straight sides and three angles

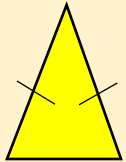


Scalene

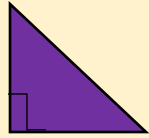


Equilateral

Three angles always add up to **180°**



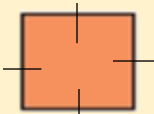
Isosceles



Right-angled

**Quadrilaterals**

a four-sided polygon, having four edges and four corners



Square



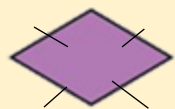
Rectangle



Parallelogram



Trapezoid



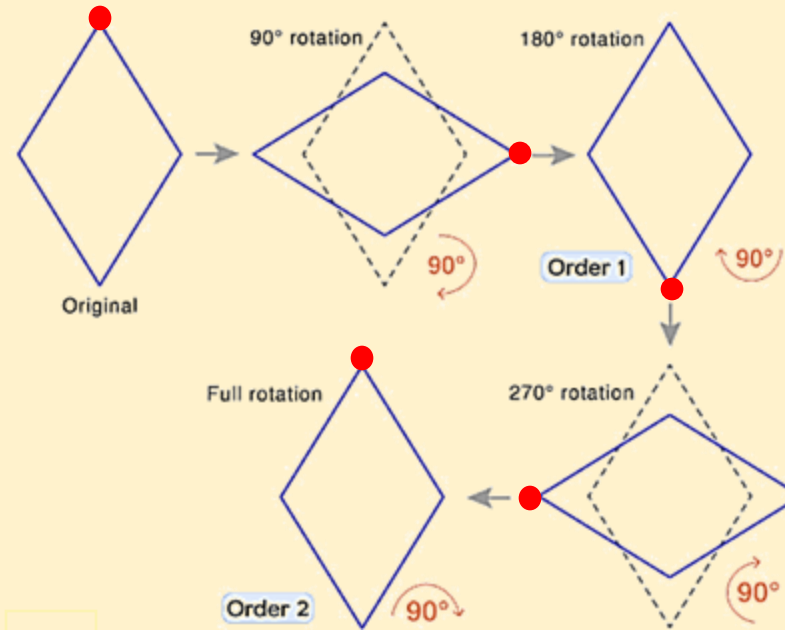
Rhombus



Kite

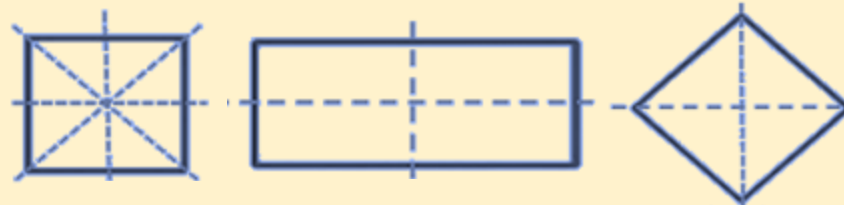
Four angles always add up to **360°**

**Rotational Symmetry**



**Lines of Symmetry**

We say there is symmetry when the exact reflection or mirror image of a line, shape or object gets created



square

rectangle

rhombus

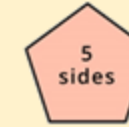
**Regular Polygons**



Equilateral Triangle



Square



Regular Pentagon



Regular Hexagon



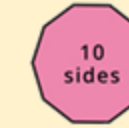
Regular Heptagon



Regular Octagon



Regular Nonagon



Regular Decagon

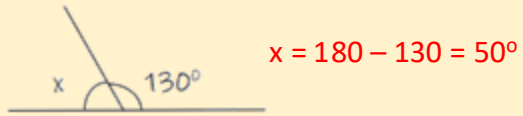
**KEY VOCABULARY**

Word	Definition
Parallel	Lines that never meet, they have the same gradient
Perpendicular	Lines that intercept at a right angle 90°
Line of Symmetry	Line dividing the shape into two identical halves
Rotational Symmetry	When a shape can be rotated and still look exactly the same
Polygon	A 2D shape with straight sides
Area	Space inside a 2D shape
Vertices	Corners of a 3D shape
Edges	Lines joining two vertices of a 3D shape
Faces	Flat surfaces of a 3D shape
Net	What a 3D shape looks like when it is opened out

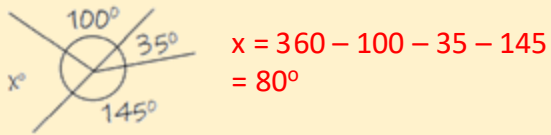


### Angle Facts

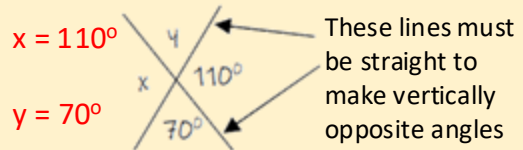
Angles at a point on a straight line add up to  $180^\circ$



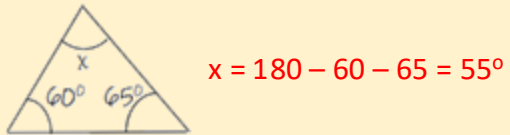
Angles around a point sum to  $360^\circ$



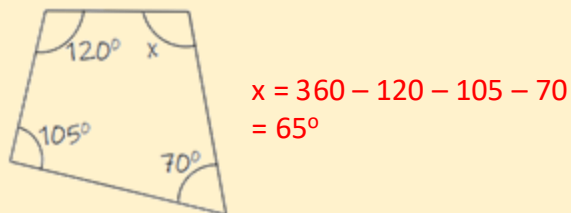
Vertically opposite angles are equal



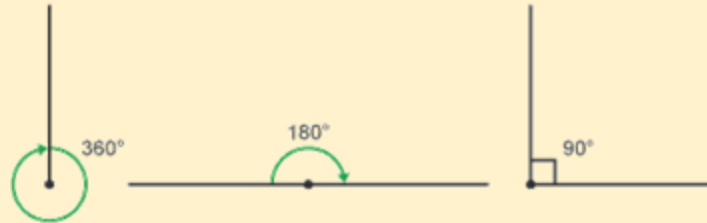
Angles inside a triangle sum to  $180^\circ$



Angles inside any quadrilateral sum to  $360^\circ$



There are  $360^\circ$  in a full turn,  $180^\circ$  in a half turn and  $90^\circ$  in a quarter turn. A quarter turn is called a **right angle**.

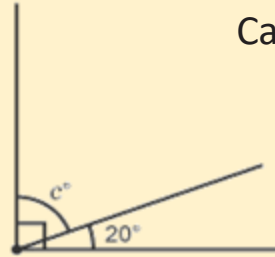


A right angle is shown by a small square. This fact can be used to calculate unknown angles.

### Example

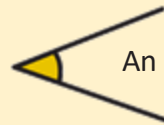
Calculate angle c.

A right angle is shown.

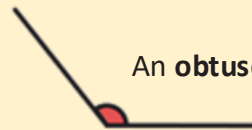


$$c = 90^\circ - 20^\circ = 70^\circ$$

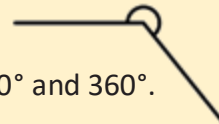
### There are three different types of angle.



An **acute angle** is an angle less than  $90^\circ$ .



An **obtuse angle** is an angle between  $90^\circ$  and  $180^\circ$ .

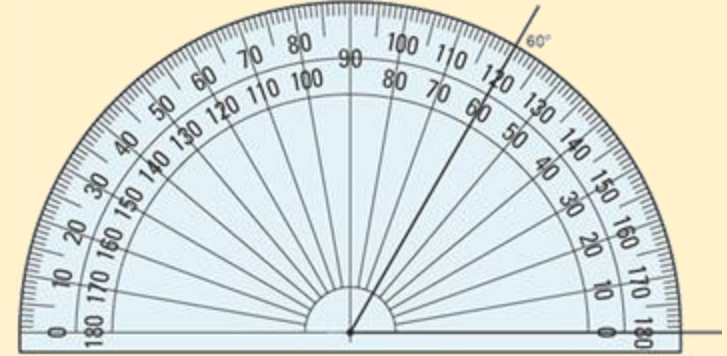


A **reflex angle** is an angle between  $180^\circ$  and  $360^\circ$ .

## Year 7 – Maths - Measurement

### Measuring Angles

Example: Use the protractor to measure this angle



**Step 1:** Line up the vertex (corner) of the angle with the cross section of the protractor.

**Step 2:** Make sure that one of the angle lines goes right through the zero. **These steps are really important - if the protractor isn't lined up properly with the angle, you won't get a correct reading.**

**Step 3:** See which number the other line of the angle reaches on the protractor.

**Step 4:** Take your measurement.

The line goes through both  $120^\circ$  and  $60^\circ$ . Always read from the **zero**. Since the zero is on the inside line, you continue to read the inside numbers - the angle must be  $60^\circ$ .

You can also tell that the angle is acute, so it must be less than  $90^\circ$ .

### KEY VOCABULARY

Word	Definition
Quadrilateral	A closed shape and a type of polygon that has four sides, four vertices and four angles.
Polygon	A closed 2D shape with straight sides.
Protractor	Used to construct and measure plane angles



<u>Characters.</u>	
<b>Rose</b> – Loud, cheeky, energetic “My sister Rose lives on the mantelpiece. Well, some of her does.” – Chapter 1	
<b>Sunya</b> – positive, brave, confident “Spiderman, I am Girl M.” – Chapter 4	
<b>Dad</b> – angry, prejudice, ignorant “How do you know my son? He yelled.” – Chapter 16	
<b>Jamie</b> – shy, isolated, kind “I don’t miss Rose one bit” – Chapter 11	
<b>Jas</b> – strong, independent, caring “Imagine a shadow without a person”	
<b>Roger</b> – emotional support “I cried for the first time in five years.” – Chapter 20	

<u>Big ideas:</u>
<b>Family:</b> A group of one or more parents and their children living as a group. <ul style="list-style-type: none"> <li>• Separation – mum and dad; moving location.</li> <li>• Loss of a child/sibling – Rose.</li> <li>• Trust – Jamie and Dad; Jas and Dad.</li> </ul>
<b>Friendship:</b> Support and trust between two people. <ul style="list-style-type: none"> <li>• Jamie and Sunya.</li> <li>• Daniel.</li> </ul>
<b>Inclusion:</b> Acceptance of others and their beliefs, backgrounds and culture. <ul style="list-style-type: none"> <li>• Jamie – moving schools and making new friends.</li> <li>• Sunya – religious beliefs and ideas.</li> </ul>
<b>Childhood:</b> the period of being a child from around 3-11 years old. <ul style="list-style-type: none"> <li>• Jamie and Jas – loss of childhood.</li> <li>• Sunya – idealistic.</li> </ul>

<b>Key vocabulary</b>	<b>Definition</b>	<b>Memory clue</b>
Grief	A feeling of intense sorrow, especially cause by someone’s death.	
Prejudice	An already formed opinion that is not based on reason or actual experience.	
Trauma	The lasting emotional response that often results from living through a distressing event	
Ignorance	A lack of knowledge or information.	
Diversity	A range of different social and ethnic backgrounds	



**Beginning**

London



**Middle**

Lake District School



**End**

Manchester





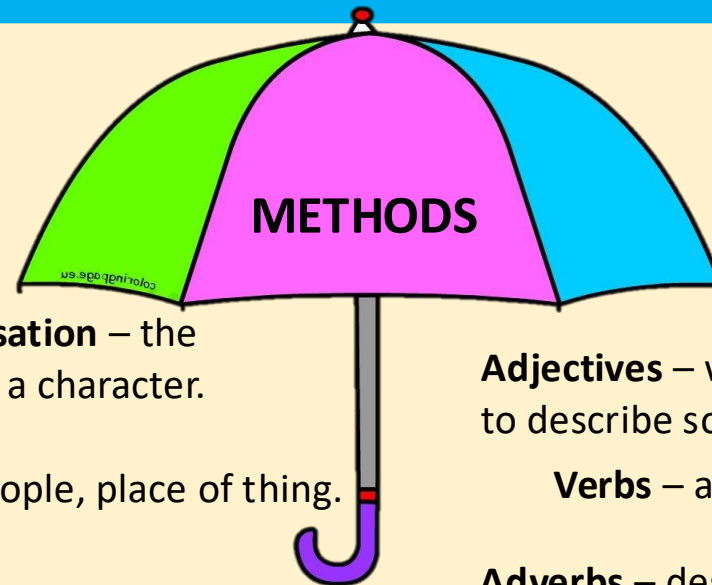
How can I be successful in my writing?		
<b>Statement</b> AO1	Clear response to the question/task.	
<b>Evidence</b> AO1	Use of quotations to support interpretation.	
<b>Inference(s)</b> AO2	Exploration of writers meaning.	

Example SEI Paragraph:

Pitcher **could** have created **Sunya to be a positive influence** on Jamie.

She is described using powerful words such as **'bright'** and **'twinkly'**.

These **could show** that she is a very vibrant character that is full of life. This **could imply** that Sunya is the light in dark, gloomy times. It seems that she is going to be a character that might help Jamie feel happy again.



**Characterisation** – the creation of a character.

**Nouns** – people, place of thing.

**Narrative voice** – the voice which the story is told.

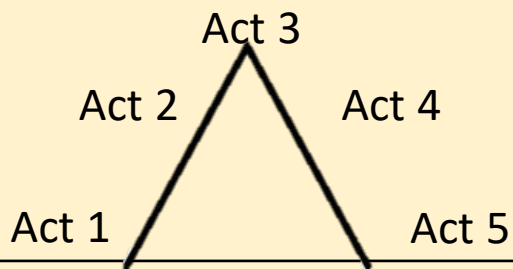
**Imagery** – language that evokes a mental image.

**Adjectives** – words used to describe something.

**Verbs** – action words.

**Adverbs** – describes an adjective or verb.

<b>Modal verbs</b> - support other verbs in a sentence to indicate possibility or necessity.	
Could	Pitcher could be...
Might	Readers might feel...
May	This may have been done to...
Will	Readers will learn...



<u>Shakespearean texts</u>	<u>Memory Clue</u>
<p><b>Twelfth Night</b> A pair of twins (Viola and Cesario) are separated. Cesario disappears until the end. Viola disguises herself as a man. She finds herself in a love triangle with Olivia and Duke Orsino.</p>	 
<p><b>Macbeth</b> Three witches predict that Macbeth will become King. His ambition leads him to kill the current King to get this title.</p>	
<p><b>Romeo and Juliet</b> Two teenagers fall in love, but their families are at war and forbid them to be together.</p>	 

<u>Big ideas:</u>
<p><b>Tragedy</b></p> <ul style="list-style-type: none"> <li>• Unhappy ending</li> <li>• Death of tragic hero</li> <li>• Emotional responses from the audience</li> <li>• Fatal flaw (hamartia)</li> <li>• Supernatural</li> </ul>
<p><b>Comedy</b></p> <ul style="list-style-type: none"> <li>• Happy ending</li> <li>• Theme of love</li> <li>• Disguises and mistaken identity</li> <li>• Obstacles</li> <li>• Separation &amp; reconciliation</li> </ul>
<p><b>Love</b></p> <ul style="list-style-type: none"> <li>• Marriage was seen as a necessity and love a bystander. Arranged marriages were part of Elizabethan culture</li> </ul>
<p><b>Death</b></p> <ul style="list-style-type: none"> <li>• Death symbolises the end of the conflict between the two families</li> </ul>

<b>Key vocabulary</b>	<b>Definition</b>	<b>Memory clue</b>
<b>Protagonist</b>	The main character in a play.	
<b>Act</b>	The correct name for a 'chapter' of a play.	
<b>Dialogue</b>	The lines spoken by the characters in a play.	
<b>Stage directions</b>	A description of the physical actions or what is seen rather than said in a play.	
<b>Foreshadow</b>	A warning or indication of (a future event).	



**Beginning**

Capulets & Montagues fight in Verona



**Middle**

Romeo and Juliet fall in love



**End**

Family reconciliation



<b>How can I be successful in my writing?</b>		
<b>Statement A01</b>	Respond to the question and task.	
<b>Evidence A01</b>	Judicious use of precise references to support interpretation(s).	
<b>Inference(s) A02</b>	Exploration of effects of writer's methods to create meanings.	

Analytical verbs		
Infers	Exposes	Emphasises
Implies	Establishes	Reinforces
Suggests	Evokes	Highlights
Demonstrates	Alludes to	Creates

**Soliloquy:** like a monologue, but the character is speaking to themselves only.

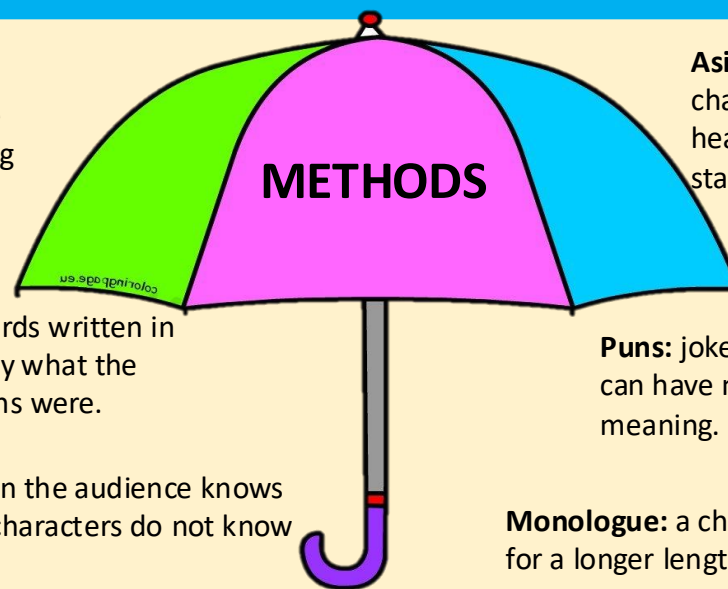
**Stage Directions:** words written in *italics* to show exactly what the playwright's directions were.

**Dramatic Irony:** when the audience knows something that the characters do not know

**Aside:** to show that a character cannot be heard by others on stage.

**Puns:** jokes using words that can have more than one meaning.

**Monologue:** a character speaking for a longer length of time.



**Example SEIZZE Paragraph:**

**How** does Shakespeare present **Romeo** as a **passionate** character?

Shakespeare portrays Romeo as a passionate, fiery and eager character during the play. This can be seen in play where he risks being caught in the Capulet's home when going to see Juliet on her balcony. The metaphor 'with love's light wings' highlights his passion and impetuous nature. The noun 'wings' suggesting his love is from a higher place – heaven - and demonstrates his willingness to risk everything for love.



“Science encompasses everything that we are and allows us to make sense of the world around us”

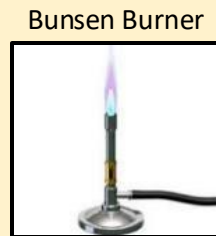
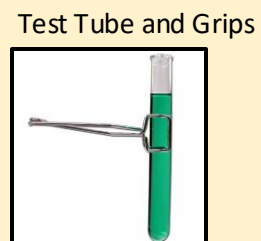
Safety rules > Equipment > Hazards > Separation techniques

**1. Science Safety Rules**

1. Follow instructions exactly.
2. Always wear goggles.
3. Loose hair tied back and clothing tucked in.
4. Always stand.
5. Never eat chemicals.
6. Report any spillages or breakages.
7. Never pour chemicals down the sink.
8. Keep your area clean and tidy.
9. A C3 can be immediately given if any rules are broken.

Signed: \_\_\_\_\_

**2. Equipment**



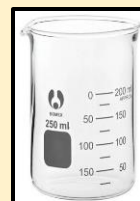
Measuring Cylinder



Conical Flask



Beaker



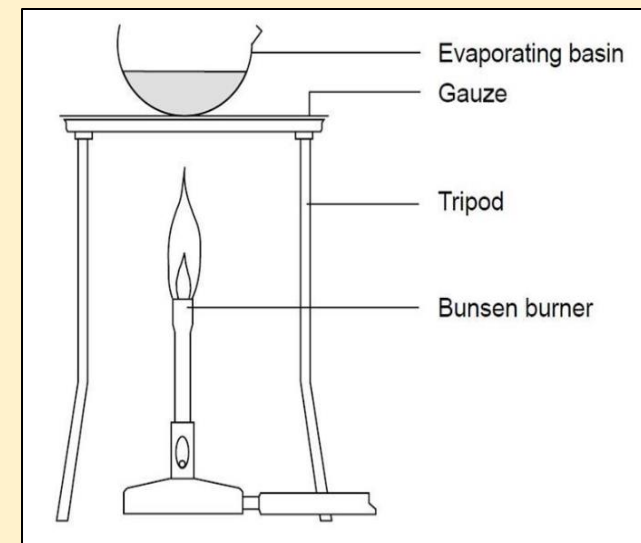
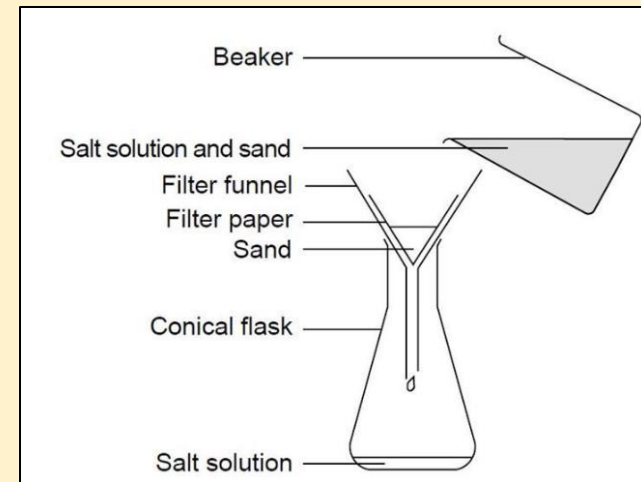
Tripod



**3. Hazard**



**4. Separation techniques**



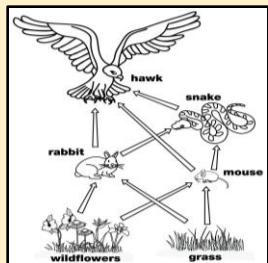


## Food chains → Ecosystems → Sampling techniques

- A **food chain** is a diagram that shows the transfer of **energy** between organisms. Arrows show the transfer of energy.
- An **ecosystem** is all the living organisms and the area they are in.
- **Biodiversity** is a term that represents the total variety of life on Earth.
- A **quadrat** is a square frame used to count a **sample** of organisms in an area

### Food Chains and Webs

A **food chain** is a diagram that shows what an **organism** eats. It shows the transfer of **energy** between organisms. Arrows show the transfer of energy from one organism to the next.



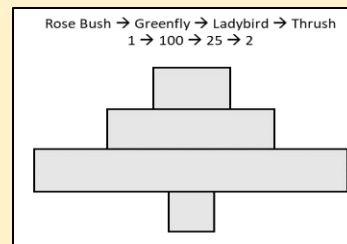
Grass → Mouse → Snake → Hawk

#### In food chains and webs:

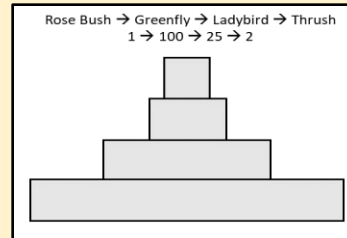
- The first organism is a **producer** (usually a plant)
- The second organism is an **herbivore** (only eats plants)
- The third organism is a **carnivore** (only eats meat)
- Animals that eat are known as **consumers**.

### Pyramid of Numbers and Biomass

In a pyramid of numbers, the length of each bar represents the **number of organisms** at each level in the **food chain**.

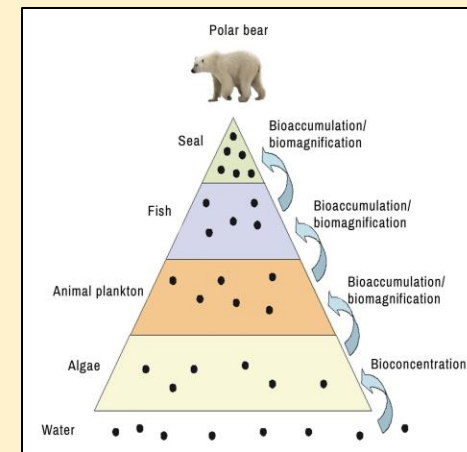


A **pyramid of biomass** is a chart, drawn to scale, showing the biomass at each stage in a food chain.



### Bioaccumulation

**Bioaccumulation** occurs when an animal eats another animal or organism and retains the pollutants that were inside its meal.



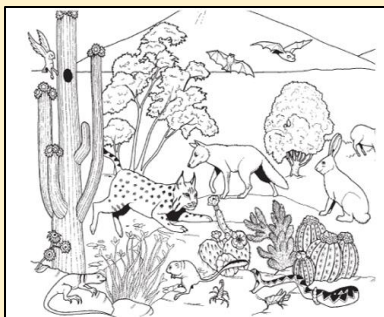
The pollutants are passed on through the **food chain**.

### Ecosystems and Competition

An **ecosystem** is all the living organisms and the area they are in. All the organisms are the **community**. The area is the **habitat**. The non-living conditions are the **environment**. Organisms are **interdependent**.

#### Organisms compete for resources:

- Plants compete for light, space, water & minerals.
- Animals compete for food, territory & mates.



### Biodiversity

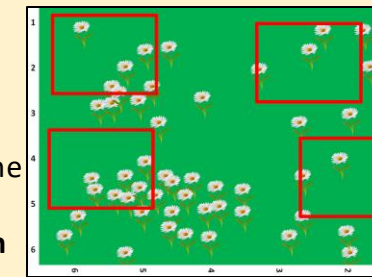
**Biodiversity** is a term that represents the total variety of life on Earth.

A high biodiversity ensures the stability of **ecosystems** by reducing the **dependence** of one species on another for food, shelter and the maintenance of the physical **environment**.



### Quadrats

- A **quadrat** is a square frame used to count a **sample** of organisms in an area.
- **Randomly** place the **quadrat** in the **habitat** (use a random number generator to locate it).
- Count the numbers of **organisms** in the **quadrat**.
- Repeat as many times as possible in other areas.
- Work out the **mean** number of organisms.
- Multiply this number by the total area of the **habitat**.
- This gives your **population estimate** for the **habitat**.





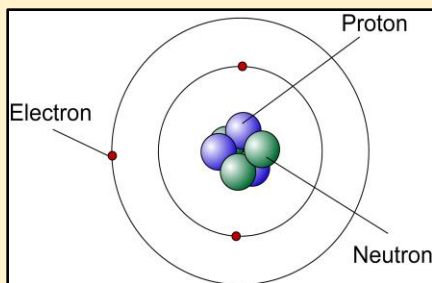
- Atom is the building block of everything.
- There are three states of matter, solid, liquid and gas.
- Density is how packed particles are.
- Substances can change chemically or physically.
- Atoms are never lost or made during reactions.

# Year 7 – Science - Foundations of Chemistry

Atom → Elements, Compounds and Mixtures → Matter & Changing State → Density → Chemical & Physical Changes → Conservation of Mass → Diffusion

## The Atom

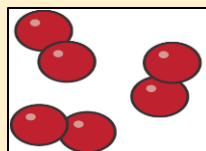
An **atom** is the smallest part of an **element** that can exist.



Protons and neutrons are within the nucleus. The electrons orbit the nucleus.

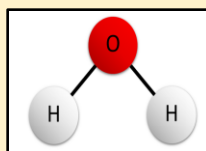
## Elements

An **element** is a pure substance only made of one type of atom.



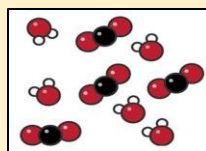
## Compounds

Atoms of more than one element chemically joined together.



## Mixtures

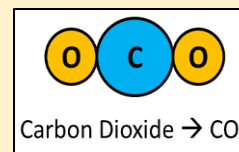
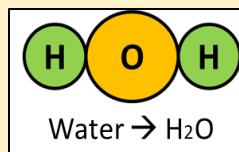
Two or more different substances, not chemically joined together.



## Chemical Formular

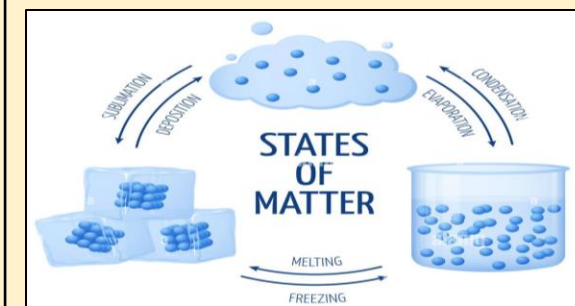
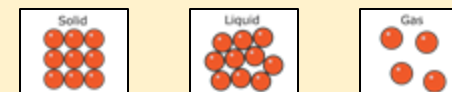
A chemical formula shows the **elements** present in a **compound**.

It also shows the number of **atoms** of each **element** that are in the **compound**.



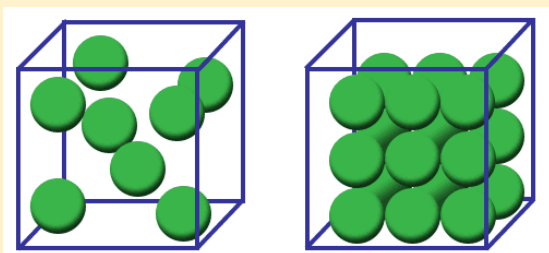
## States of Matter and Changing State

There are three states of **matter**. All three are made of atoms.



## Density

**Density** is how closely packed **particles** are in a state.



Less dense

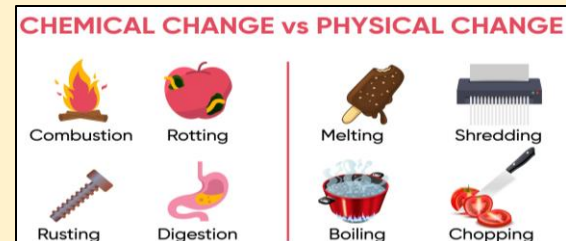
more dense

$$\text{Density} = \text{Mass} \div \text{Volume}$$

## Chemical and Physical changes

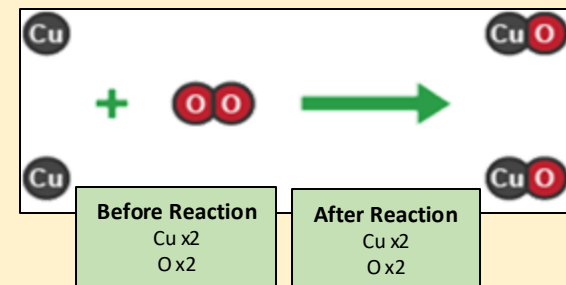
Chemical changes happen when chemical reactions occur. Physical changes do not lead to new chemical substances forming.

**Signs of a chemical reaction:** Colour change, light, smell, temperature change, gas and bubbles.



## Conservation of Mass

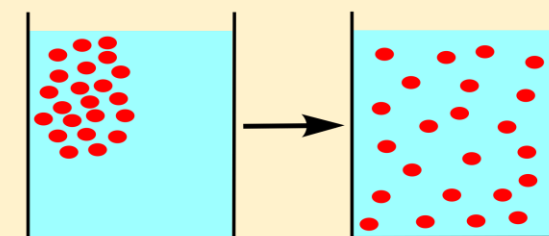
During a chemical reaction, no **atoms** are lost or made.



Mass of Reactants = Mass of Products

## Diffusion

The movement of substances from an area of high **concentration** to an area of low **concentration**.





- A force is a push or a pull, measured in Newtons (N)
- Forces can be contact (e.g. friction) or non-contact (e.g. magnetic)
- Weight (N) is a downward force caused by gravity acting upon the mass of an object. Resultant force (N) is a single force.

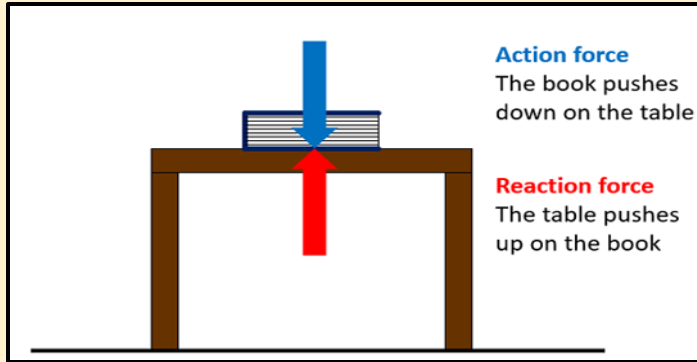
# Year 7 – Science - Introduction to Physics

Forces → Types of Forces → Gravity → Balanced and Unbalanced forces → Work done → Energy transfer

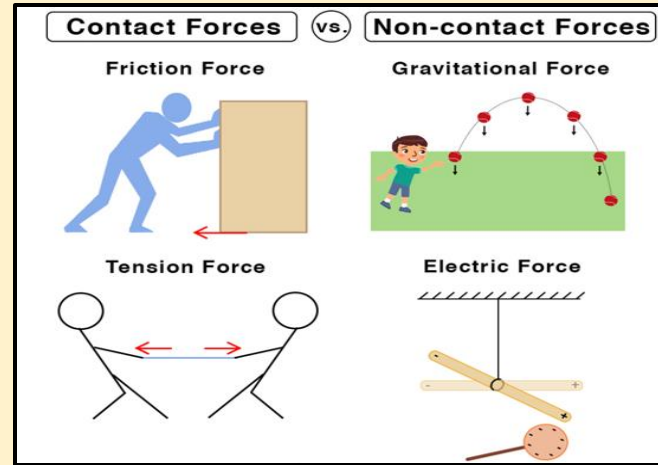
## 1. Force

**Forces** are pushes and pulls.

Forces always act in interaction pairs.



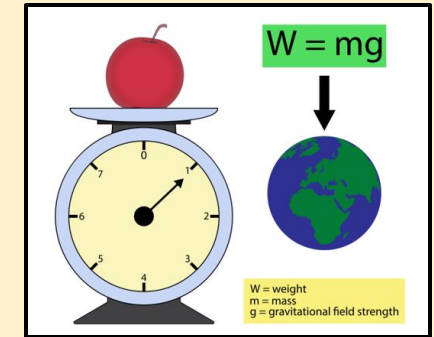
## 2. Types of forces



## 3. Gravity

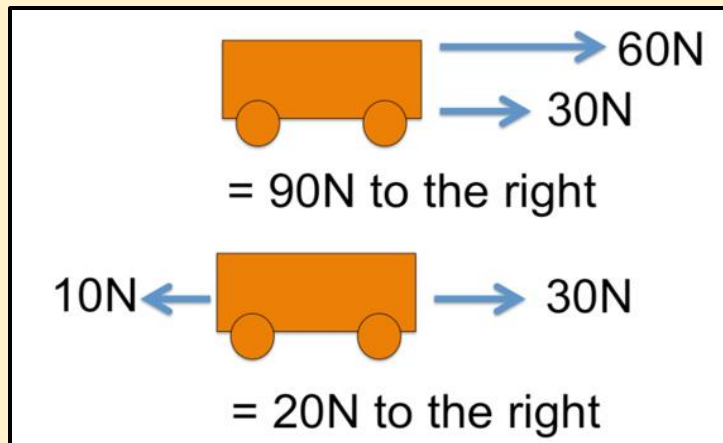
**Weight (N)** is a downward force caused by gravity acting upon the mass of an object.

**Mass (kg)** is the amount of matter within an object



## 4. Balanced and unbalanced forces

**Resultant force (N)** is a single force.



## 5. Work done

**Work (J)** is done and energy transferred when a force moves an object.

**Work done (J) = Force (N) x distance (m)**

Example: The climber climbs to the top of the **20m** cliff. She weighs **660N**. How much work was done?

D – Force = **660 N** and Distance = **20m**

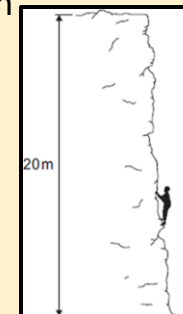
E – Work done = force \* distance

S - Work done = **660 x 20**

C - Work done = 13200

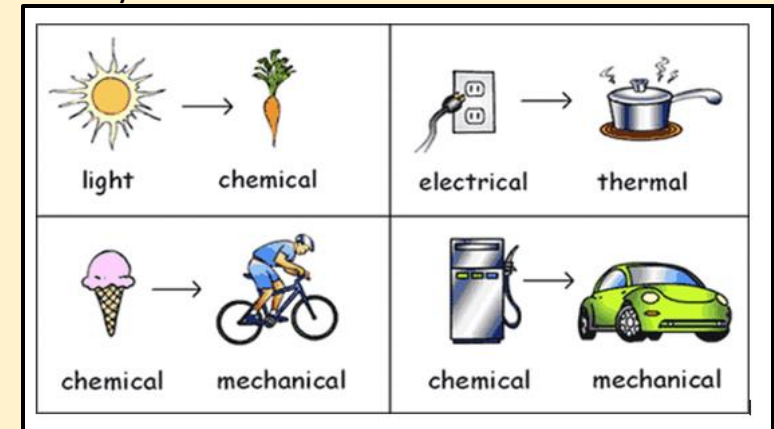
U – Work done = 13200 Joules (J)

S - Significant figures, if needed.



## 6. Energy Transfers

**Energy (Joules)** is transferred, never created or destroyed.



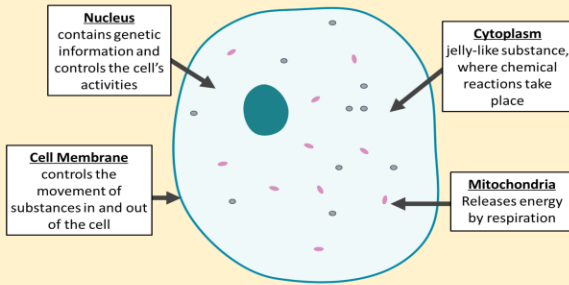


- Organisation: cell → tissue → organ → system.
- All living things are made up of different cells.
- Most cells are so small that you can only see them with a microscope.
- Specialised cells each performs their own functions.

**Cells → Microscopes → Organisation → Skeleton → Muscles → Joints**

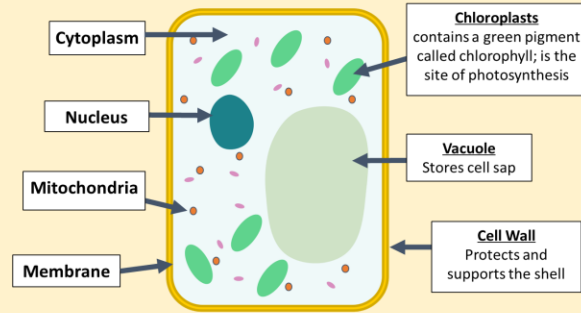
## 1. Animal Cells

Animal cells contain a nucleus, cytoplasm, membrane and mitochondria.



## 2. Plant Cells

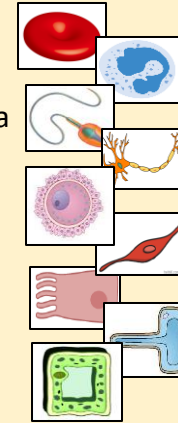
Plant cells contain the same organelles as animal cells but also have a vacuole, chloroplast and a cell wall.



## 3. Specialised Cells:

These are cells have a specific function within the body and features to be able to do that job.

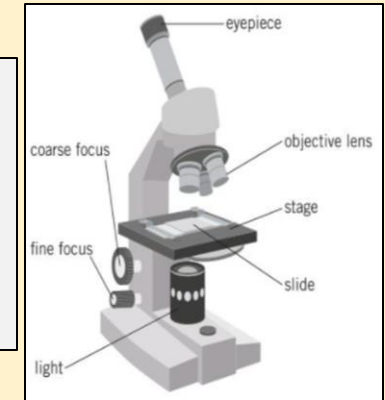
- Red blood cell:** carry oxygen
- White blood cell:** kill bacteria
- Sperm cell:** fertilise egg cells
- Nerve cell:** carry impulses
- Egg cell:** fertilise sperm cells
- Muscle cell:** move bones
- Ciliated cell:** remove mucus
- Root hair cell:** absorb water
- Palisade cell:** absorb light



## 4. Microscopes

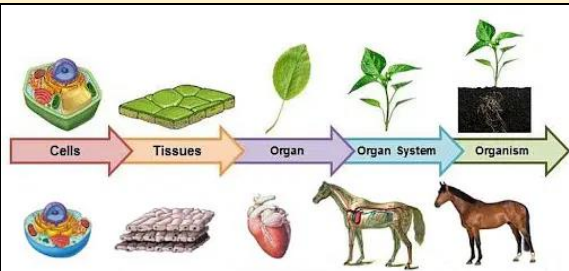
**Magnify:** make the image bigger.  
**Focus:** make the image clearer.

Total Magnification = Eyepiece X Objective Lens



## 5. Levels of Organisation

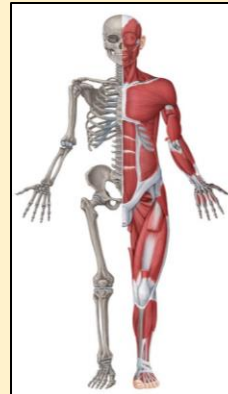
**Cells:** single building blocks of life  
**Tissues:** the same cells working together  
**Organs:** different tissues working together  
**Systems:** different organs working together



## 6. The skeleton:

**The bones:** Protect organs. Support the body. Move the body. Make blood cells

**The Muscles:** Work in antagonistic pairs as one contracts the other relaxes.

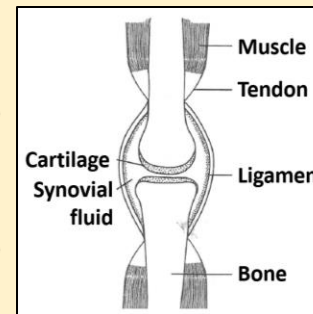


## 7. The Joints

**Joints** are where two or more bones meet. They allow the skeleton to **move** and **rotate**.

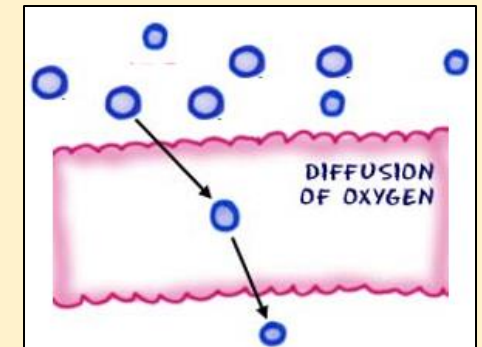
**Types:** Hinge. Ball and socket. Fixed.

**Ligaments:** Attach bones to bones  
**Tendons:** Attach bones to muscles



## 8. Diffusion

Diffusion is movement from a high concentration to a low concentration.

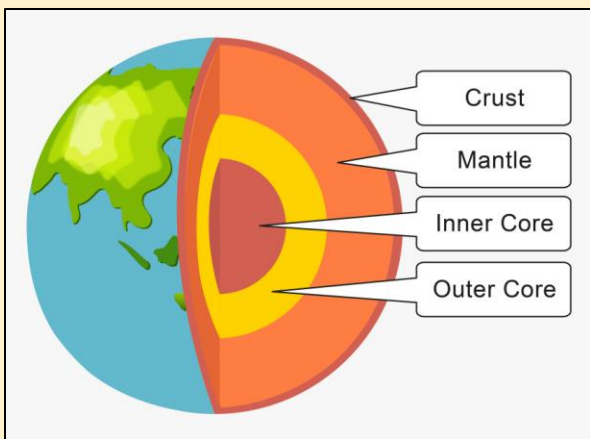




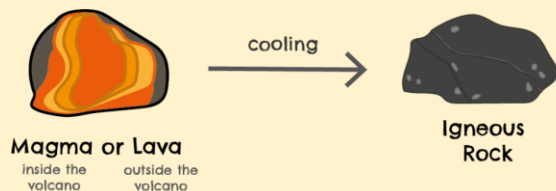
- The earth's structure is made up of 4 layers: Crust, mantle, inner core and outer core.
- There are 3 main types of rocks: igneous, sedimentary and metamorphic.

Earth's structure → Rocks → Erosion → Rock cycle

## 1. Earth's structure



## 2. Igneous rocks

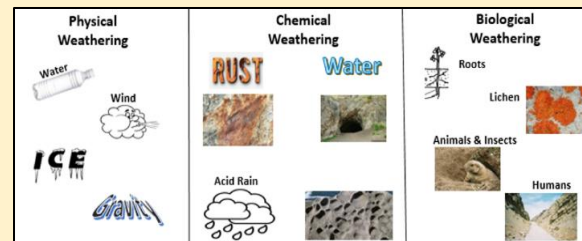


Igneous rock can be formed **under the Earth's surface** when **magma** cools and hardens.

Igneous rock can be formed **on the Earth's surface** when **lava** cools and hardens.

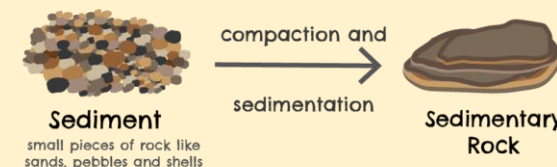
## 3. Weathering and erosion

**Weathering** – The wearing down of rock by **physical, chemical or biological** processes.



**Erosion** – The weathering and movement of rock by water, ice or wind (transportation).

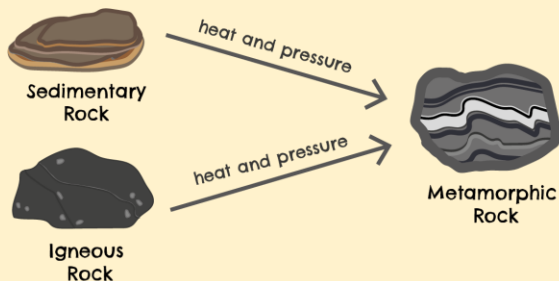
## 4. Sedimentary rocks



**Sedimentary** rocks are made from **sediment** which can include pebbles, rock fragments, and sand.

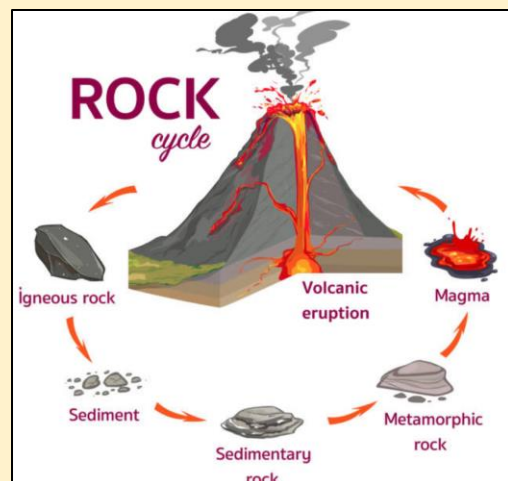
The **sediments** are **deposited** into rivers by wind, water or ice. These **sediments** are then **compacted** where space is reduced. The pieces are then stuck together in a process called **cementation**.

## 5. Metamorphic rocks



**Metamorphic** rocks are formed from existing rocks exposed to heat and pressure over a long time. Examples are marble, slate and schist.

## 6. The rock cycle

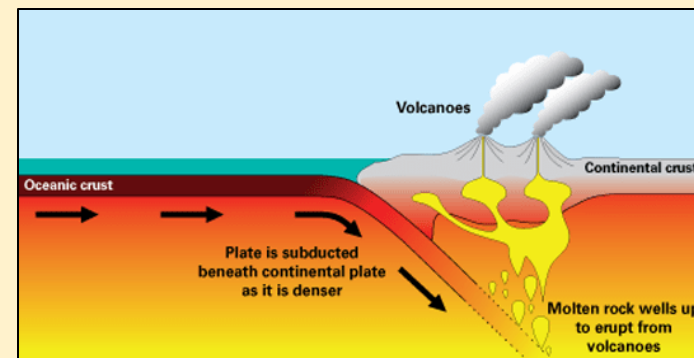


## 7. Earthquakes and Volcanoes

Both **volcanoes** and **earthquakes** occur due to **movement of the Earth's tectonic plates**. They are both caused by the heat and energy releasing from the Earth's core.

Earthquakes can trigger volcanic eruptions through severe movement of tectonic plates.

Volcanoes can trigger earthquakes through the movement of magma in a volcano.





## Episode 1 – What are the three types of Geography?

Types of Geography - Definitions	
<b>Human Geography</b> How and where people live e.g. jobs, population or migration.	
<b>Physical Geography</b> Naturally occurring features on earth e.g. beaches or mountains.	
<b>Environmental Geography</b> How humans interact with the physical environment e.g. recycling, pollution or deforestation.	

## How can people affect the environment?

### Positive impact

- Recycling – this means less new resources are needed to make products.
- Renewable energy – this includes solar panels and wind turbines.

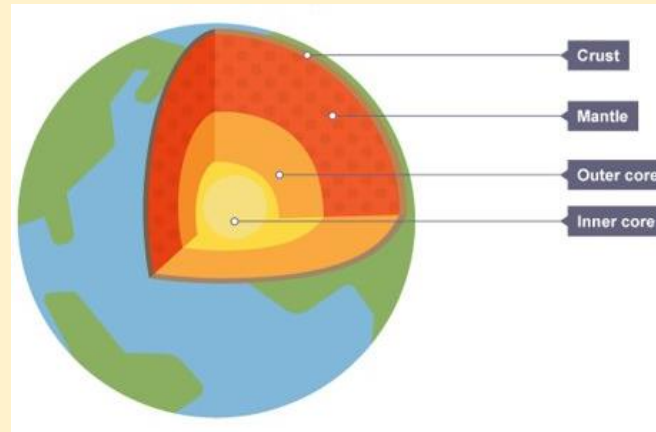


### Negative impact

- Deforestation – cutting down trees will reduce animal habitats.
- Cars produce air pollution, which can lead to global warming.



## Episode 2 – What is the structure of the earth?



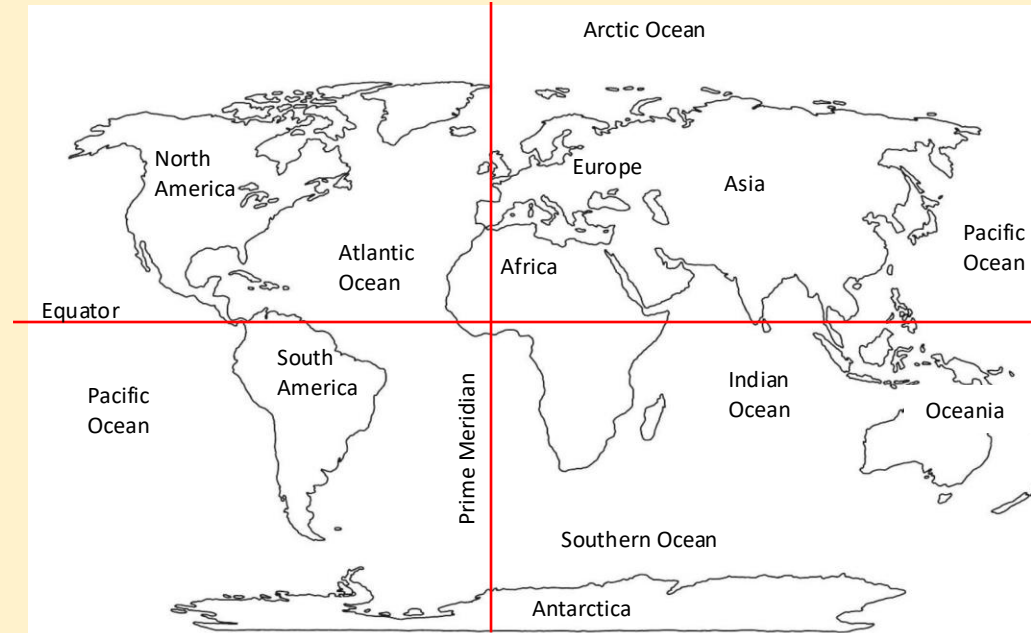
## What was Pangea?

It is believed in the past that all seven continents were joined together in one super continent known as Pangea. Pangea is an ancient Greek word meaning all lands. The current location of the continents was established about 35 million years ago.

## What is continental drift?

Continental drift is the theory that the continents are moving or drifting away from each other. This was first proposed by the scientist Wegener. He thought this as similar fossils were found in South America and Africa. He also found similar rock types in the east of South America and west of Africa.

## Episode 3 – What are the key features of the world?



## Episode 4 – How do I locate a place in the world?

- **Latitude** is the distance north or south of the equator a place is. The equator is 0°
- **Longitude** is the distance east or west of the Prime Meridian a place is. The Prime Meridian is at 0°

### Locating a place

- **Work out the latitude first.**
- Find the line the place is on.
- Write down the number and if it is north or south of the equator.
- **Work out the longitude second.**
- Find the line the place is on.
- Write down the number and if it is east or west of the Prime Meridian.



## Episode 5 – What are the key features of the UK?



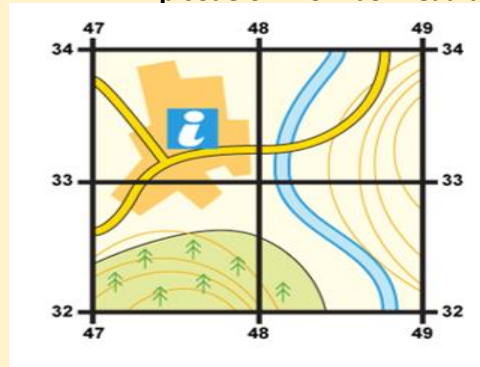
### Upland and Lowland

- Upland areas are found in the north and west of the UK.
- Ben Nevis in Scotland is the UK's highest peak.
- Lowland areas are found in the south and east of the UK.
- The Fens in England are the main lowland area.

Country	Capital city	Rivers	Upland areas
England	London	Thames, Trent and Mersey	Pennines Highest peak: Scafell Pike
Scotland	Edinburgh	Tay and Clyde	Grampian Mountains & Southern Uplands Highest peak: Ben Nevis
Wales	Cardiff	Severn	Cambrian Mountains Highest peak: Snowdon
Northern Ireland	Belfast	Bann	Mourne Mountains Highest peak: Slieve Donard

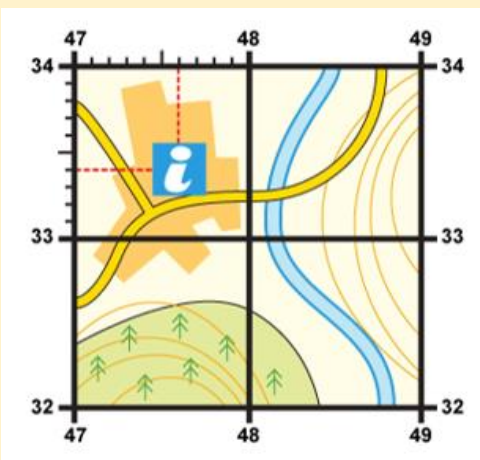
# Year 7 - Geography - What is Geography?

## Episode 6 – How do I read an ordnance survey map?



### 4 Figure grid references:

- Locate an individual square on an Ordnance Survey map.
- To find the 4-figure grid reference locate the required square.
- Find the bottom left corner of the square.
- Read the bottom number first (along the corridor)
- Then read the side number (up the stairs).
- For example, the location of the tourist information is 47, 33.



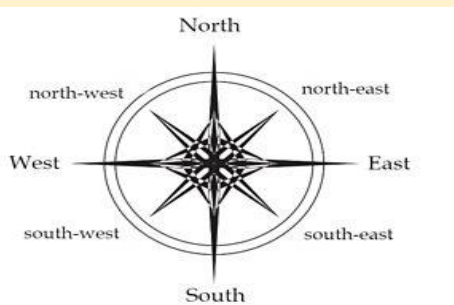
### 6 Figure grid references:

- Locate a precise location within a square on a map.
- To find the 6-figure grid reference, find the 4-figure grid reference, but leave a space after the first two digits and after the last two digits. E.g. 47\_\_33\_\_
- Starting with the bottom grid reference, estimate how far across the grid square (47) the symbol lies. The middle of the box is always 5. Write this number after the first two digits.
- Next, estimate how far up the grid square (33) the symbol lies. Write this number after the last two digits.
- For example, the location of the tourist information is 476, 334.

## Episode 7 - How is height shown on a map?

- Height is measured from sea level in metres.
- The 3 main ways to show height are:

- Spot heights** – show exact points on a map.
- Contours** – are brown lines on a map that join places of an equal height.
- Layer colouring** – different colours show different height.





### Episode 1 – What is the difference between urban and rural areas?



#### Urban areas are the towns and cities.

- Have a wide range of buildings. These can include hospitals, secondary schools, university, football stadiums and shopping centres.
- Have more developed transport links, with access to a railway station and maybe an airport.
- Have better access to faster broadband and mobile networks.

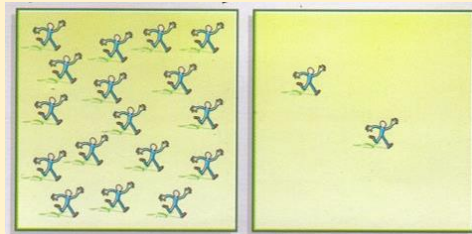


#### Rural areas means countryside.

- Have access to primary schools, a small village shop, bus stops and post boxes.
- Will have more green spaces and farmland.

### Episode 2 – How does population density vary in the UK?

- Population density measures the number of people in a square kilometre.
- A dense population means the area is crowded with more people per square kilometre.
- A sparse population means the area is less crowded with few people per square kilometre.
- The population density in the UK is uneven.
- Urban areas have a dense population e.g. London or Nottingham
- Rural areas have a sparse population.
- Mountainous areas have a sparse population.



Dense

Sparse

# Year 7 – Geography – The United Kingdom

### Episode 3 – Why do people migrate to the UK?



**Migration** is when people move from one place to another.



**International migration** is when people move between countries.

Birmingham → London

**National migration** is when people move from one place to another in the same country.

#### Push Factors

A push factor is something that forces people away from a place.

Examples of push factors include:

- War
- Drought
- Crop failure
- Low paid jobs
- Natural hazards
- Poor access to services like healthcare and education



#### Pull Factors

A pull factor is something that attracts people towards a place.

Examples of pull factors include:

- Better paid jobs
- Better healthcare
- Increased education opportunities
- Closer to family
- More entertainment facilities
- Areas with political stability



### Episode 4 – How does urbanisation affect the UK?

**Urbanisation** is the process by which an **increasing** percentage of a country's population comes to live in towns and cities. This means more people are living in urban areas and less people are living in rural areas.

Overcrowding of services e.g. schools, doctors



Traffic congestion

Increase in air and water pollution



increase in demand for housing

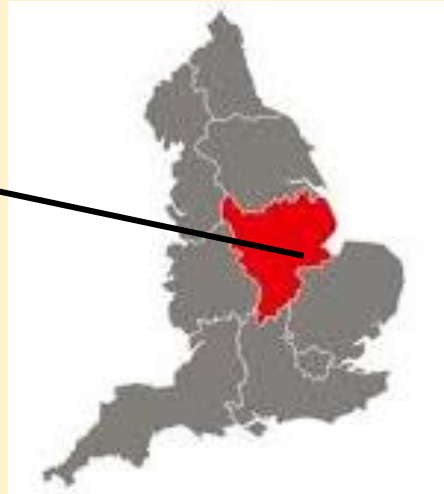
Loss of green spaces and habitats





### Episode 4 – What opportunities are there in Nottingham?

- Nottingham is a city located in the county of Nottinghamshire.
- Nottinghamshire is one of the counties that make up the East Midlands region.
- This is in the central part of England.
- Nottingham is situated along the River Trent.
- As of April 2023, the population of Nottingham is about **339,000** people making it the 9<sup>th</sup> largest in the UK.
- It has a population density of 4,359 people per square kilometre.



Nottingham has an award-winning **public transport system**, including the largest publicly owned bus network in England and is also served by Nottingham railway station and the modern Nottingham Express Transit tram system.

Nottingham is also a **major sporting centre**. The city has professional football, rugby, ice hockey and cricket teams. It also has the National Ice Centre.



Nottingham has links to the legend of **Robin Hood**. It is a tourist destination and in 2011, visitors spent over £1.5 billion.



It has **two universities**, the University of Nottingham and Nottingham Trent University, which are attended by over 60,000 students.



## Year 7 - Geography - The United Kingdom

### Episode 5 – What are the links between the employment sectors?

Sector	Definition and example	
<b>Primary</b>	<ul style="list-style-type: none"> <li>• Involves extracting raw materials from the natural environment.</li> <li>• Examples of jobs include a miner and a farmer.</li> </ul>	
<b>Secondary</b>	<ul style="list-style-type: none"> <li>• Involves the manufacturing of products.</li> <li>• Example of a job is a factory worker working on a production line or a builder.</li> </ul>	
<b>Tertiary</b>	<ul style="list-style-type: none"> <li>• Involves providing a service. Example of jobs include a teacher, a shopworker, a nurse or a professional footballer.</li> </ul>	
<b>Quaternary</b>	<ul style="list-style-type: none"> <li>• Involves research and development. Examples of a job is a medical researcher.</li> </ul>	

### Episode 6 – How has employment in the UK changed over time?

- The primary sector has started to decline as fossil fuels are running out and machinery does the work on the farm
- The secondary sector has started to decline in the UK as many factories move abroad and factories become automated.
- The tertiary sector is currently the largest sector in the UK.
- The quaternary sector is growing currently in the UK and many jobs are set up next to universities.

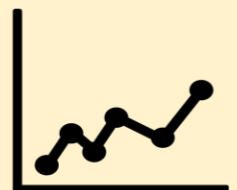
#### How to interpret a line graph?

When describing a line graph you should follow the acronym **TEA**.

**T – Trend:** increase, decrease or fluctuate?

**E – Example:** quote data from the graph to back up the trend.

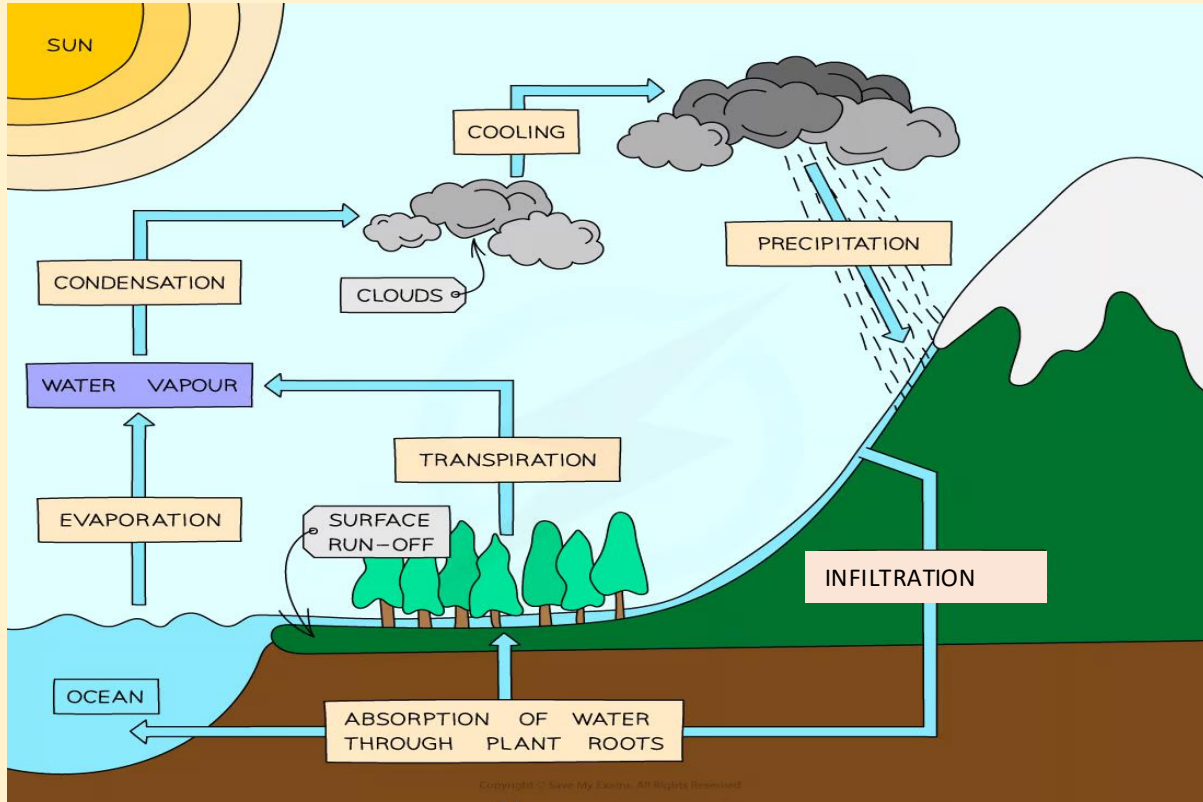
**A – Anomaly:** what doesn't fit the trend identified earlier.





## Episode 1 - What is the water cycle ?

The water cycle is when water moves between the land and the air. It is a cycle because water continuously moves around the system. Water changes state through the cycle. It can be a solid, liquid or gas. It can also be called the hydrological cycle.



### What happens to water on different surfaces?

Some surfaces are **impermeable**. This means water can not infiltrate into them. An example is tarmac like on a road.



Some surfaces are **permeable**. This means water can infiltrate into them. An example is a field.



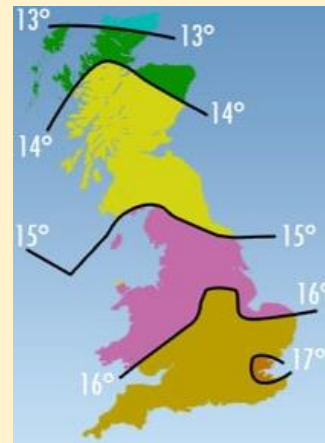
# Year 7 – Geography – Weather and Climate

## Episode 2: What is the climate of the UK?

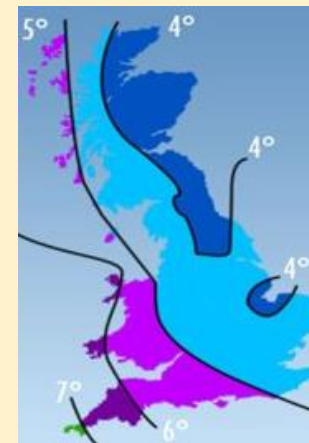
- **Weather** is the day-to-day conditions of the atmosphere.
- **Climate** describes the average weather conditions over longer periods (30 years) and over large areas.

### Temperature

- The coldest months are January and February and the warmest are July and August.
- In summer Scotland will be about 3°C cooler than England.



Summer temperatures



Winter temperatures

### Rainfall

- It is generally wetter in the West than the East.
- The wettest place is Snowdonia with over 3,000 mm per year.
- Parts of the East, such as East Anglia, receive less than 700 mm a year.






### How to read a climate graph?

- Line – shows temperature. It is measured in °C.
- Bars – shows precipitation (rain, snow, hail), It is measured in mm.
- Months are shown on the horizontal axis.

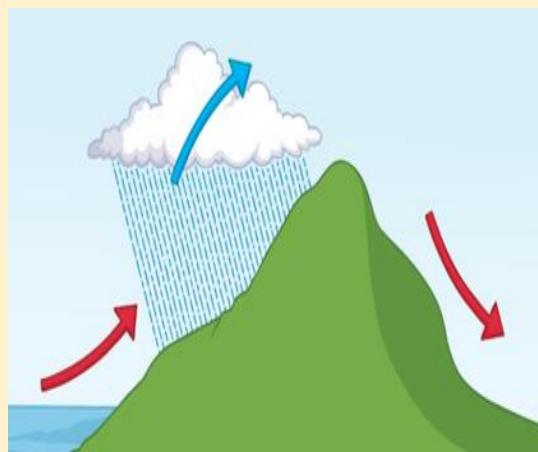


## Episode 3 - Why does the climate of the UK vary?

<b>Latitude</b> 	<p>The equator is the hottest place as the sun shines directly on it, so the sunshine is most concentrated. The south of the UK is warmer than the north as it is nearer to the equator. This means temperatures in London are usually hotter than Scotland.</p>
<b>Altitude</b> 	<p>Altitude is the height a place is above sea level. Temperatures decrease with altitude. There is a 1°C drop in temperature for every increase of 100m in height. This is because the air is less dense in higher altitudes.</p>
<b>Distance from the sea</b> 	<p>The sea takes longer to heat up and cool down than land. Therefore, in the winter, the sea keeps coastal areas warm. To the west of the UK is the Atlantic Ocean. During the winter, the Atlantic acts as a giant hot water bottle and helps keep western areas warm. The east of the UK is a large continental area (Europe and Asia) separated by just a narrow sea. Continents cool down rapidly and chill the east of the UK.</p>

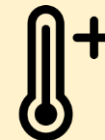
### Why does it rain more in the west of the UK than the east?

- A lot of the rainfall received in the UK is relief rainfall.
- Prevailing winds from the west bring moist air.
- The mountains force the air upwards. The air rises and cools, forming rain clouds.
- By the time the air has passed over the mountains, much of its moisture has been lost.
- A rain shadow is created, bringing drier weather to the east.



## Episode 4 – How does extreme weather affect the UK?

- **Extreme weather** is weather that is unexpected, unusual, severe, unseasonal or abnormal for a particular area. It is a weather event that can cause a threat to life or can cause damage to property.
- Heatwaves, heavy snow and thunderstorms are examples of extreme weather in the UK



### Effects of Heatwaves

A heatwave is when temperatures in a location are unusually hot for at least 3 days.

### Social

Lead to pressures on water supplies (hosepipe bans, water shortages), Risk to lives of frail and elderly people.



### Economic

Destroying crops, leading to a loss of income for farmers. Boost to tourism industry, sales of ice cream and cold drinks.



### Environmental

Soil dries out and can start to erode. Ponds can completely dry out, affecting fish and other creatures in the food chain.



### Effects of Heavy snowfall

The last time the UK had heavy snow was in March 2018.

### Social

Schools closed for a few days. Increase in car accidents.



### Economic

Damage to crops and losses of livestock in rural areas. Lorries were trapped on motorways which affects supplies of goods to shops.



### Environmental

Birds struggle to find food in the wild and in gardens.





## Episode 1 What is chronology?

BC Before Christ  
BCE Before Common Era  
CE Common Era  
AD Anno Domini

6500 BCE	500 BCE	43 CE	360 CE	750 CE	925 and 939 CE.	1066 CE
Stone Age Britain	Celts arrive, the first major group of settlers	Romans invade under Emperor Augustus and settle for the next 300 years	Anglo Saxons arrive from Denmark and Northern Germany	Vikings arrive from Norway and Denmark	Anglo Saxon king Athelstan was the first king of all England,	Succession crisis when Edward the Confessor dies without an heir

## Episode 2 How Did Tollund Man Die?

- bog body discovered in 1950.
- Examined by scientists.
- The body had been there for over 2000 years, but had been preserved
- Looked like a recent death
- Body so well preserved that facial hair, nails and clothing has remained.
- Different theories - sacrificed to the Gods, punishment or murdered.



## Episode 3 Who invaded Britain before 1066 and why?

- Britain very attractive to invaders as rich in raw materials like tin, copper and lead.
- Invaders had different motives: access to these raw materials, the climate power and Empires were
- Invasions = problems for the indigenous population such as conflict and new ways of doing things.



## Episode 5: What were the Middle Ages ?

- From the Norman invasion (1066) to the beginning of the Renaissance (15<sup>th</sup> Century).
- Religion was a key feature and the power of the Christian Church dominated Europe
- There was a clear social hierarchy (feudalism)

## Episode 4 What was Anglo-Saxon England Like?



- By 660AD the Anglo Saxons controlled most of Britain. Mercia and Wessex very powerful kingdoms.
- Settlements = small communities with a chief. Built near rivers and stream. People had to grow and raise farm animals to eat. Houses were made of Wattle and Daub.
- People began as Pagans then Christianity spread throughout Anglo-Saxon Britain.
- Kings were at the top of society – responsible for laws, collecting taxes and defence.

**Episode 5: What were the Middle Ages ?** The Middle Ages are known for castles, the Crusades, monasteries, the growth of towns and guilds, trade and diseases like the plague or Black Death





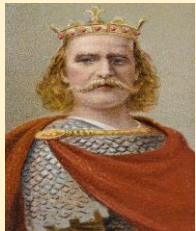
## Episode 6: Why was 1066 such a significant year?



# Year 7 - History - The Succession Crisis and Norman Invasion

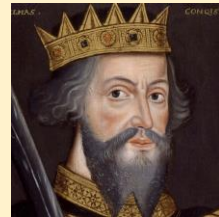
450AD/CE	660AD/CE	750AD/CE	1042-1066AD/CE	20 <sup>th</sup> Sep 1066	25 <sup>th</sup> Sep 1066	14 <sup>th</sup> Oct 1066
Anglo-Saxons arrive in England	Anglo-Saxons control most of England	Mercia is the most powerful Kingdom	Edward the Confessor is King	Battle of Fulford Gate-Vikings won	Battle of Stamford Bridge-Saxons won	Battle of Hastings-Normans won

**King Edward the Confessor:** Died without an heir. Many powerful people claimed he had promised them the throne so caused problems when it came to decide who would inherit the throne. Four people laid claim to the throne.



### Harold Godwinson:

- English
- Experience ruling
- 10,000 soldiers
- Related to royalty through marriage



### William of Normandy:

- French
- 30,000 soldiers
- Experienced in ruling Normandy



### Harald Hardrada:

- Viking
- 50 years of age
- Best fighter in Europe
- Strong warrior king



### Edgar the Atheling:

- Royal blood
- 14 years old
- No money or experience fighting
- English

The succession crisis saw the throne being given to Harold Godwinson who was crowned king on the same day as Edward the Confessor's funeral. This meant that both William of Normandy and Harald Hardrada would invade to fight for the throne.



## Lessons 8 and 9

### Battle of Stamford Bridge

25<sup>th</sup> September 1066



Fought between Vikings and Anglo Saxons

### Battle of Hastings

14<sup>th</sup> October 1066



Fought between Saxons and Normans



Anglo Saxons march 185 miles in four days and surprise the Vikings

Viking warrior holds back Saxons on the bridge but eventually killed

Saxons win but are in the North of England whilst William lands

Anglo Saxons start the battle in a dominant position on the top of Senlac Hill

William breaks the Saxon shield wall by pretending to retreat (feigned retreat)

Anglo Saxon army too tired to fight due to marching from the North and having two battles with the Vikings

Normans win mostly due to William's leadership and effective use of skilled army

### Anglo Saxons

- **Anglo-Saxon** warriors fought on foot during battles.
- Used spears and battle-axes
- Most precious weapon was a sword

### Normans

- Army of 10,000, experienced and well trained.
- Swords and bows and arrows.
- Knights on horseback.



## Norman Conquest:

The 11<sup>th</sup> century (1066) invasion and occupation of England led by William of Normandy from France

### Episode 7 How did William control England?



#### Anglo-Saxon social structure

<b>King</b>	Chosen by Witan – <b>who were the King's council.</b>
<b>Earls</b>	Owned land, advised the King and ensured law was followed.
<b>Thegns</b>	Warriors who protected the King.
<b>Ceorls</b>	'Freemen' who held land, attended courts and served in army.
<b>Peasants</b>	Worked on land three days a week.
<b>Slaves</b>	Not free, life dictated for them.

#### Norman Feudal system

Introduced by William as new King of England as he promised those who had supported his invasion that they would be richly rewarded and needed to keep supporters loyal.



<b>King</b>	Owns all land.
<b>Barons</b>	Norman, employ the knights.
<b>Knights</b>	Soldiers, protect the peasants.
<b>Peasants</b>	No freedom, work on the farmland.

# Year 7 – History – Medieval Life

	Changes	Continuities
<b>The Domesday Book</b>	First huge survey of the land in England, meant William could tax more, mostly owned by Norman barons.	Peasants still working on the farmland.
<b>Language</b>	Norman-French became language of the court, government and upper class.	English continued to be used by ordinary people. English words like 'king' still used.
<b>Legal system</b>	New fine paid to the king for committing crimes, public executions and trial by combat.	Use of hue and cry, trial by ordeal and death penalty for serious crimes.

### Episode 9 How was England influenced from abroad?

- A network of trade routes active for over 1500 years from second century BC/BCE to the 15<sup>th</sup> century. Known as the **Silk Road or Routes.**
- It began in north-central China in Xi'an and stretched west along the Great Wall of China, through Afghanistan, and through the Middle East to Turkey
- Its length was about 4,000 miles (more than 6,400 km).
- From the end of the Silk Road were then shipped to Europe via the Mediterranean Sea.
- It got its name from the silk textiles produced in China and exported along the web of routes.
- Other valuable goods that were transported along the 'Silk Road' were tea, dyes, perfumes, paper and gunpowder from the East and horses, honey, wine and gold from the West.

### Episode 10 What was the Impact of the Black Death



Plague that spread from 1346-53 from rats that travelled on ships from China, first came to England in 1348.

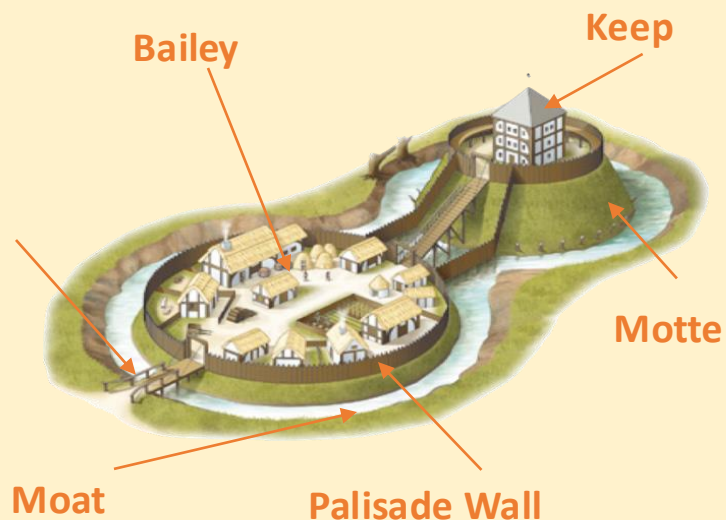


Causes	Consequences
<p><u>What people thought at the time:</u></p> <ul style="list-style-type: none"> <li>➤ Movement of planets.</li> <li>➤ Being close to infected people.</li> <li>➤ Miasma (bad smells)</li> <li>➤ Most believed it was punishment by God for sins.</li> </ul> <p><u>What we now know:</u></p> <ul style="list-style-type: none"> <li>➤ Spread by rats that travelled on trading ships from China.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Flagellants whipped themselves as punishment.</li> <li>➤ 40% of the English population died.</li> <li>➤ Collapse of the feudal system.</li> <li>➤ Peasants' wages increased by 400%.</li> <li>➤ Many people lost faith in the Church as they thought their prayers had not been answered.</li> </ul>



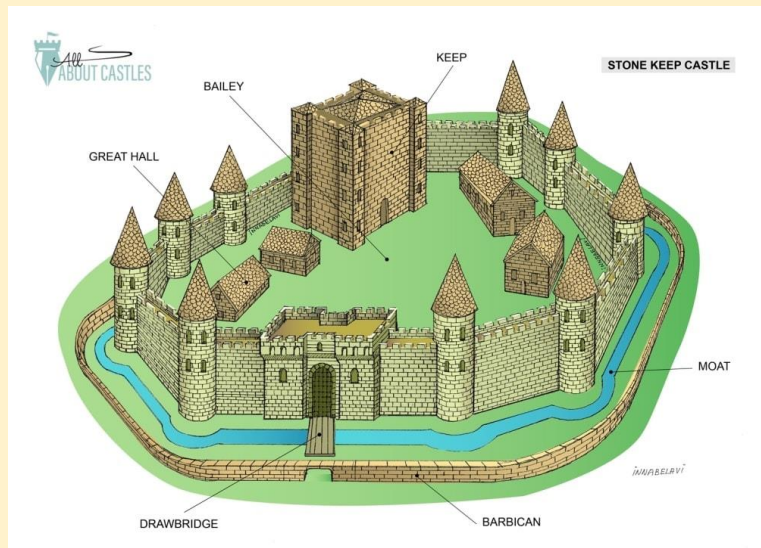
## Motte and Bailey castles

The very first was built a few miles from where William initially landed and used as a base for soldiers to terrorise the local population and gather supplies. He built roughly 500 in total.



<b>Motte</b>	Raised mound or earth which would have the keep on top.
<b>Bailey</b>	Enclosed courtyard.
<b>Drawbridge</b>	Would allow entrance and exit into the castle.
<b>Keep</b>	Fortification, place of last resort in case of siege or attack.
<b>Palisade Wall</b>	Wooden wall that protected the bailey.
<b>Moat</b>	Water around the castle to protect from enemies or invaders.

## Stone keep castles



<b>Stone keep</b>	Wooden fortifications replaced with permanent stone to show wealth and protect from damage (fire, rain or attack).
<b>Great Hall</b>	Main room in the castle, used for eating, administering justice, entertainment or holding visits between important people.
<b>Barbican</b>	Defensive wall of the castle, made from stone.
<b>Arrow slits</b>	Slits in the castle walls to help archers aim and attack enemies or invaders.



## Episode 8 Medieval Nottingham

### Nottingham Castle

- First built in 1067. Wooden structure
- 1070 - rebuilt in stone.
- Owned by the monarchy.
- During the reign of Richard the Lionheart, his younger brother John took control of the castle. In 1194 Richard returned from the crusades and had to fight to regain control of the castle.
- By the time of the Tudors, it had fallen into decline.
- Charles I raised his standard (flag) at Nottingham Castle starting the English Civil War.
- The castle fell into Parliament's hands and after the Civil war and was largely destroyed.
- 1679 - current building constructed for the Duke of Newcastle.
- 1878 - in the hands of Nottingham City Council - museum and art gallery.

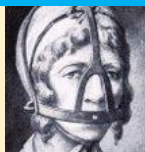


### Robin Hood

- Robin Hood is Nottingham's legendary outlaw who is part of English folklore.
- According to legend he was a skilled archer and swordsman.
- In some versions of the legend, he is depicted as being of noble birth, and in modern retellings he is sometimes depicted as having fought in the Crusades before returning to England to find his lands taken by the Sheriff
- In the oldest known versions, he is instead a member of the yeoman class.
- Traditionally depicted dressed in green
- He is said to have robbed from the rich and given to the poor.



## Episode 11 What was is like for women in the Middle Ages?



- In Medieval Britain, women were seen as possessions of men, they belonged to either their father or their husband. If women got into trouble, it would be the closest male relative who appeared in court, not the woman herself.
- Most people at the time believed that women were inferior to men – both physically and mentally. If a man felt that his wife was nagging too much, he could legally put her in a scold's bridle.

- In Medieval society a woman could not :
  - Marry without her parents' permission
  - Own property, clothes or jewellery – it belonged to her husband
  - Divorce her husband
  - Train to be a doctor, lawyer, priest or judge
  - Go to a shop, inn or travel on her own
  - Wear tight or revealing clothes
  - Speak rudely



**VILLAGE WOMEN** – Ordinary women's lives were tough. Their only education came from their mothers, and they learnt how to cook, sew, and care for children and animals.

- The average age of girls to marry was 17, although some brides were as young as 13.
- If the woman lived in the countryside, she would either work in the field or make cloth at home.
- As well as working all day they were expected to cook all the food and care for all the children.

**TOWN WOMEN** - It was possible for women to learn a trade in some of the bigger towns.

- The most common jobs for women was spinning and weaving cloth – unmarried women are still called spinsters today.
- Many women ran businesses but only after their husbands had died. Women couldn't start a business, but they could inherit one.

**RICH WOMEN** - A girl from a wealthy family wouldn't have chosen her husband – her family would have done it for her.

- The husband received a dowry, a payment from his new wife's family, when he got married. Wealthy women had time for fun, which would usually involve dancing and music.
- Although they received less education than rich men, women were expected to run the family household and manage the servants.



## Year 7 – History - Medieval Life

- **Empress Theodora** was the wife of the Emperor Justinian I (reigned 527–565). She was probably the most powerful woman in Byzantine history.
- She was born about 497. Her father, Acacius, was a bear keeper at the Hippodrome in Constantinople (now Istanbul, Turkey)
- She gave birth to at least one child before she was married. For a time, she made her living as a wool spinner.
- She was intelligent and had a good understanding of political affairs.
- Her name is mentioned in nearly all the laws passed during that period. She even did jobs only usually done by the emperor, such as receiving foreign ambassadors and corresponding with foreign rulers
- Theodora was one of the first rulers to recognize the rights of women.
- Theodora spent much of her reign trying to end religious persecution.
- Theodora died, possibly from cancer or gangrene, on June 28, 548, in Constantinople

**Hilda of Whitby** was a significant figure in the history of English Christianity.

- As the abbess of Whitby – a monastery for both men and women – she led one of the most important religious centres in the Anglo-Saxon world.
- Lived c 614-680CE
- Converted to Christianity in about 627CE

**St. Joan of Arc** is a national heroine of France.

- She was a peasant girl who, believing that she was acting under divine guidance, led the French army in a momentous victory at Orléans in 1429 that repulsed an English attempt to conquer France during the Hundred Years' War
- According to historians, Joan of Arc was 19 when she was burnt at the stake in Rouen by the English on 30 May 1431.






### Childbirth in the Middle Ages

- In the Middle Ages attitudes towards childbirth and raising children were very different to today.
- Mothers gave birth to as many children as possible knowing many would not survive.
- There were no clinics, no advice and much about childbirth was passed from woman to woman
- Most babies were born at home
- Midwives were local women who had no formal training
- Midwives were able to carry out caesarean sections
- Women had difficult lives in the Middle Ages and babies and children had to fit into their lifestyle



## Episode 12: Challenges to the authority of the King ?

### Murder of Thomas Becket

<b>1162</b>	<b>1164</b>	<b>1170</b>	<b>29<sup>th</sup> Dec 1170</b>
Henry makes Becket Archbishop as thought he would help in controlling the Church. 	Becket gave lighter sentences in courts to clergy (leaders of the Church), Henry very angry and Becket flees to France. 	Becket returns but punishes Bishops who supported the King in 1164, Henry becomes angry and says "will no one rid me of this troublesome priest?"	Four loyal knights to Henry murder Becket in Canterbury Cathedral. 

#### Who is responsible for the murder?

##### King of England 1154-1189: Henry II.

- Ordered the knights to kill Becket.
- Bad temper.
- Tried to force the Church to obey him.

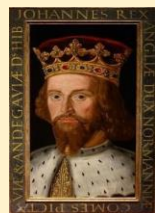


##### Archbishop of Canterbury 1152-1170: Thomas Becket

- Too stubborn and ambitious, wanting to be as great as the King.
- Lied to the King and broke promises.
- Would not punish priests that murdered and committed thefts.

##### King John 1166-1216

- Barons were unhappy as he was not promising them their rights
- He lost Normandy
- Raised taxes to try and recapture what he'd lost
- The Barons rebelled

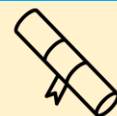


#### The four loyal knights to Henry:

- Horribly murdered Becket
- Henry may not have meant to murder him.
- They had no right to murder an Archbishop on Holy ground (The Cathedral).

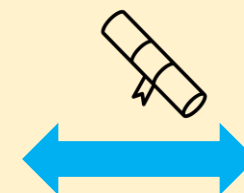
#### Magna Carta

- Issued in 1215
- Means 'Great Charter'
- Arranged between King John and the Barons
- Signed at Runnymede
- States that everyone is subject to the law, even the King
- Guaranteed rights to justice and a fair trial



#### The Magna Carta was a threat to the king

- Sought to prevent the king from exploiting his power
- Limited the power of the king
- People had the right to a fair trial
- Ordinary people had more freedom






#### The Magna Carta was not a threat to the king

- The King was still the most powerful person in the country
- Within 3 months, John had gone back on his word and broken the promises of the Charter
- Rebellion broke out again

# Year 7 – History - Medieval Life

### The Peasants Revolt

What?	When?	Where?	Why?	How?
First popular rebellion in English history by peasants. 	1381 when <u>Richard II</u> was King of England 	Peasants mostly from Essex and Kent marched onto London. 	<ul style="list-style-type: none"> <li>➤ The same amount of Poll Tax paid by rich Lords and poor peasants.</li> <li>➤ French armies invading villages</li> <li>➤ Two days of unpaid labour a week</li> <li>➤ Black Death</li> <li>➤ 14-year-old Richard's evil advisors</li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>30<sup>th</sup> May 1381:</b> Tax collector in Villagers of Essex and Kent <b>march onto London.</b></li> <li>➤ <u>Priest</u> John Ball delivers an inspiring speech</li> <li>➤ Peasants torch government buildings in London and behead the Archbishop of Canterbury. Richard promises to abolish serfdom and revolt ends- Leader Wat Tyler is killed ry.</li> <li>➤ <b>15<sup>th</sup> June</b> Essex murdered.</li> </ul>

#### The Revolt WAS a threat

- Peasants got what they wanted: less harsh laws, money for the poor, freedom and equality.
- Caused chaos in London.
- Safety of the King was feared.



#### The Revolt WAS NOT a threat

- Richard was able to successfully end the Revolt by talking to the peasants.
- Rebels were killed for taking part.
- Serfdom not abolished officially in 1574.



Episode 1

**RSMS**

**Key Word Definitions:**

**Religion:** the belief in and worship of a superhuman controlling power, especially a personal God or gods.

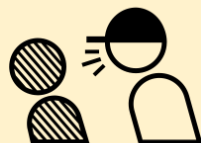
**Social:** relating to society or its organization.

**Moral:** concerned with the principles of right and wrong behaviour.

**Studies:** the devotion of time and attention to gaining knowledge of an academic subject.

To have a wide a varied knowledge of the world around us

So we can understand the people we have as friends and colleagues

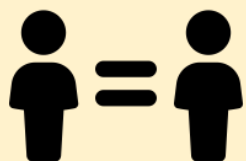


To have a wide a varied knowledge of the world around us



To aid us to be respectful to every culture and tradition

To help us to understand that everyone is equal



To understand the differences and similarities there are in the world

To keep us safe

To teach us about important issues which will happen in our lives and to our bodies

To inspire our travels

# Year 7 - RSMS - Introduction to RSMS Autumn 1

Episode 2

## Beliefs & Opinions



Fact	Something true, has been proved with evidence
Belief	A personal thought or opinion

### What is Religion?


This word can have different meanings for different people.

No one is right or wrong. Religion is personal to an individual.

Religion can be:

- What someone thinks is Holy – special/sacred/related to God.
- Spiritual - relating to or affecting the human spirit or soul as opposed to material or physical things.
- How people cope with difficult times in their lives, such as their fate after death.
- Rules – Religion can tell us what behaviours are considered morally acceptable.
- Traditions – Religion brings us festivals that we can enjoy each year that help us to remember key, important events in the history of the religion.
- History – Religion has impacted a lot on what has happened throughout the centuries.
- Prayer – The idea of God gives people someone to talk to in troubled times.
- Worship & Community – Religion brings people together and brings a community spirit which supports and aids people in times of need.



Theist	Agnostic	Atheist	Polytheist	Monotheist
A person who believes in the existence of a God or gods, specifically of a creator who intervenes in the universe.	A person who believes that nothing is known or can be known of the existence or nature of God, so neither believes or disbelieves.	A person who does not believe in a God or supernatural being which controls or created the universe.	A person who believes in multiple/many Gods. 	A person who believes in one God that created the world, is omnipotent (all-powerful), omnipresent (everywhere) and omniscient (all-knowing).



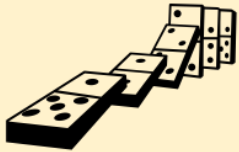
Episode 3

Debate on Gods Existence



What is Philosophy?

- 1. The study of the **basic** ideas about knowledge, right and wrong, reasoning, and the value of things.
- 2. A set of ideas about how to do something or how to live.



William Paley's Teleological Argument

argues that God exists because the universe as a whole is like a machine; machines have intelligent designers; like effects have like causes; therefore, the universe as a whole has an intelligent designer, which is God.



**Thomas Aquinas' Cosmological argument:** the first-cause begins with the fact that there is change in the world, and a change is always the effect of some cause or causes.



**Moral Evil** is any **morally** negative event caused by the intentional action or inaction of a person. An example of a **moral evil** might be murder, war or any other **evil** event for which someone can be held responsible or culpable.

**Free will** is the capacity for agents to choose between different possible courses of action unimpeded. Free will is closely linked to the concepts of moral responsibility, praise, guilt, sin, and other judgements which apply only to actions that are freely chosen.



**Natural Evil** is **evil** for which "no non-divine agent can be held morally responsible for its occurrence" and is chiefly derived from the operation of the laws of nature.

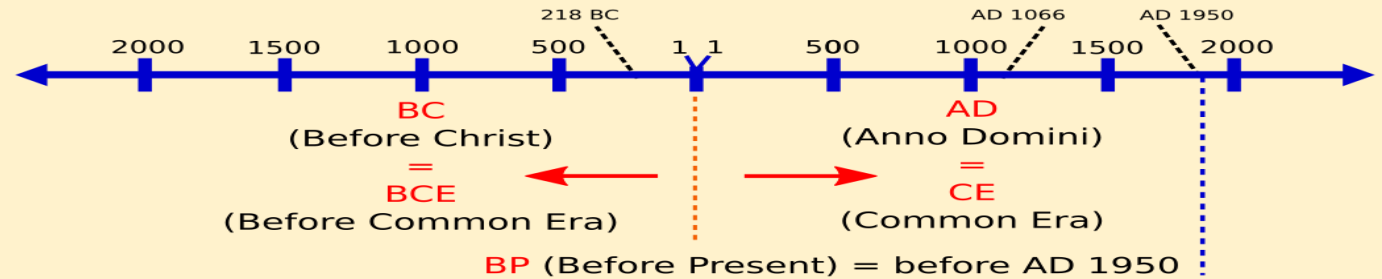


Episode 4

The Six Major world Religions

Era: A period of time

BC - BCE and AD - CE Terms



Chronological Order – In the order that they happened

Capital letters to start each word as they are ALL names

Religion	Follower	Symbol (picture)	Place of Worship	Holy Book	Founder	Name of God	Age of religion Approx (rounding down to the year 200CE)	When did the Religion Begin (with BCE or CE)	Country of Origin
Hinduism	Hindu	ॐ	Mandir	Vedas	?	Brahman	4500+ years	? Too old to know!	India
Judaism	Jew/Jewish	✡	Synagogue	Tenakh	Abraham	Adonai	4000 years	2000 BCE	Israel
Buddhism	Buddhist	☸	Temple	Tripitaka	Siddhartha Gotama (Buddha)	No God	2500 years	500 BCE	India
Christianity	Christian	✝	Church	Bible	Jesus	God	2000 years	0 CE	Israel
Islam	Muslim	☾★	Mosque	Qur'an	Muhammad	Allah	1400 years	600 CE	Saudi Arabia
Sikhism	Sikh	☪	Gurdwara	Guru Granth Sahib	Guru Nanak	Waheguru	500 years	1500CE	India



A celebration is the act of showing appreciation. It could be a social gathering for entertainment or fun.

## Episode 1

## Commemoration

### What is Commemoration?

- The action or fact of commemorating a dead person or past event.
- A ceremony or celebration in which a person or event is remembered.

**Commemoration** – remembering and marking the past – makes an **important** contribution to our sense of community.

Written texts, memorials, letters and photographs can all serve to **commemorate** events, people and values we wish to remember from our past.



### Who has which Festival?

**Christianity** – Christmas, Easter, Harvest Festival, Pancake Day

**Islam** – Al-Hira (New Year), Ashura, Eid Ul Adha, Eid Ul Fitr

**Judaism** – Yom Kippur, Sukkot, Hanukkah, Passover

**Hinduism** – Diwali, Holi, Janmashtami (Birth of Krishna)



## Episode 2

### Islamic Festivals

**Eid Ul Adha** – This is the second of the two Islamic holidays celebrated worldwide each year. It honours the willingness of Ibrahim to sacrifice his son Ismail as an act of obedience to God's command. Before Ibrahim could sacrifice his son, however, Allah provided a lamb to sacrifice instead.



**Ashura** – For *Sunni* Muslims Ashura marks the day that Moses and the Israelites were saved from Pharaoh by God creating a path in the Sea. For *Shi'a* Muslims it remembers by millions of people across the world as the day Hussain and his supporters were killed in The Battle of Karbala.



**Ramadan** – This is not a festival, but the 4<sup>th</sup> Pillar of Islam that is before Eid Ul Fitr. Muslims fast during daylight hours for a month.



**Eid Ul Fitr** – This festival is celebrated to break the fast of Ramadan. Muslims are not only celebrating the end of fasting, but also thanking **Allah** for the **Qur'an**, which was first revealed towards the end of Ramadan, and for the strength Allah has given them to exercise self-control throughout the previous month of fasting. If necessary, they will ask Allah for forgiveness if they failed to keep the fast at any point.



# Year 7 - RSMS - Commemoration Autumn 2

## Episode 3

### Hindu Festivals

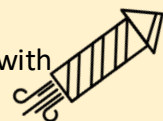


**Diwali** is the five-day Festival of Lights, celebrated by millions of Hindus, Sikhs and Jains across the world. Diwali, which for some also coincides with harvest and new year celebrations, is a festival of new beginnings and the triumph of good over evil, and light over darkness.



The word Diwali comes from the Sanskrit word *deepavali*, meaning "rows of lighted lamps".

Houses, shops and public places are decorated with small oil lamps called diyas. People also enjoy fireworks and sweets too, so it's really popular with children.



### What is the story of Rama and Sita in Diwali?

The Diwali story revolves around the Hindu deities, Rama and Sita, and their triumph over evil, in the form of the demon king, Ravana. In the Hindu religion, Rama is the god of virtue and the embodiment of Lord Vishnu. His wife, Sita, is also the embodiment of the goddess Lakshmi.

**Holi** is a Hindu festival that celebrates spring, love, and new life.

Some families hold religious ceremonies, but for many Holi is more a time for fun. It's a colourful festival, with dancing, singing and throwing of powder paint and coloured water.

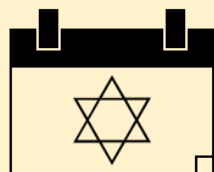
Holi is also known as the "festival of colours".





## Episode 4

### Jewish Festivals



**Passover** is one of the most important religious festivals in the Jewish calendar. Jews celebrate the Feast of Passover (*Pesach* in Hebrew) to commemorate the liberation of the Children of Israel who were led out of Egypt by **Moses**.

The Children of Israel had been slaves in Egypt for 210 years. God promised he would release them from slavery, but not before Pharaoh had refused their release and God had visited ten **plagues** on Egypt to demonstrate his power. (Exodus 3: 19-20)



**Yom Kippur**, also known as the Day of Atonement, is the holiest day of the year in Judaism. Its central themes are atonement and repentance. Jews traditionally observe this holy day with a day-long fast and intensive prayer, often spending most of the day in synagogue services.

**Atonement** – the action of making amends (improvement for a wrong or injury).

**Repentance** – the action of repenting; sincere regret or remorse.

**Synagogue** – Jewish place of worship

## Episode 5 & 6

### Easter and Holy Week

#### Palm Sunday:

Jesus arrives in Jerusalem to cheers and people lay down palm leaves for Jesus and his donkey to walk over.



**Tuesday:** Jesus goes to the Mount of Olives. Jesus teaches his Disciples and Judas goes to betray Jesus to the Sanhedrin (Jewish Leaders)



**After the Last Supper**, Jesus and his Disciples went to the Garden of Gethsemane where Judas arrived with the Sanhedrin. Judas gave him the 'kiss of death', to show who to arrest.



**Good Friday** – Jesus was brought to trial. The Sanhedrin took him to Pontius Pilate who tried to help Jesus. He said his crime was claiming to be the King of the Jews. This was not a crime in Roman Law. Jesus was whipped x39, given a crown of thorns and made to carry his cross, before being nailed to it.



**Monday:** Jesus clears the Temple – Jesus goes to the Temple to find that it is not being used for worship but as a market. He throws a table over and shouts; **'My Temple will be a house of prayer, but you have turned it into a den of thieves'** (Luke 19:46).



**Maundy Thursday** - The word **Maundy** comes from the latin, 'mandatum', or 'command' which refers to the instructions Jesus gave his disciples at the Last Supper. Jesus gathered the Disciples to celebrate the Passover but also shared the bread and wine and asked the Disciples to continue to share the bread and wine in remembrance of him as he knew he was going to die soon.



**Final hours** - Jesus spoke from the cross. His first words were, **"Father, forgive them, for they do not know what they are doing."** (Luke 23:34). His last words were, **"Father, into your hands I commit my spirit."** (Luke 23:46, NIV) Then, about the ninth hour (3 p.m.), Jesus breathed his last breath and died.



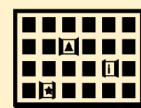
## Episode 7

### Christmas



Christmas celebrates the birth of **Jesus**, as described in the **gospels** of Matthew and Luke. The exact date of Jesus' birth is unknown, but the Western Church celebrates Christmas on 25 December and the **Eastern Church** celebrates it on 6 January.

**Advent** is the season leading up to Christmas. In Western Christianity, Advent includes the four Sundays before Christmas Day. In Eastern Christianity, Advent begins in mid-November. The word comes from the Latin 'adventus', which means 'arrival'. During this period, Christians prepare to celebrate Christ's birth or 'arrival' at Christmas. The last day of Advent is Christmas Eve.



#### The Nativity story

- Jesus was born to a woman called **Mary** who was engaged to **Joseph**, a carpenter in the town of Nazareth in Galilee.
- Mary was visited by an angel who told her that she would give birth to a baby called Jesus. Jesus was born in Bethlehem because Joseph and Mary had travelled there to take part in a census which the Roman rulers had ordered.
- When Mary and Joseph arrived in Bethlehem the local inn was full with people returning for the census. The innkeeper let them stay in the rock cave below his house which was used as a stable for animals. It was here that Mary gave birth to Jesus.
- Jesus was visited by **three wise men** from the East who had followed a star to Bethlehem. The wise men presented Jesus with gifts of gold, frankincense and myrrh. An angel also guided some poor shepherds to see the birth. For Christians this shows that Jesus came for all people of all backgrounds.





Jesus did exist, this is a fact. There is evidence of a man being crucified for having beliefs that he was the son of God. What we can't prove is whether he was right!

## Episode 1

## Jesus' Ministry

Jesus was a real person who was Jewish, born around 4BCE. Some facts about Jesus are true but some details are beliefs. Jesus is considered by Christians to be the Son of God. What they mean by this, is that Jesus is God on earth, God Incarnate (God in human form). Christians see God in three ways, called the Trinity.

God the father. The maker of heaven and earth.

God the Son. God on earth in the body of Jesus. Here to save the sins of mankind.



God the Holy spirit – this is how God is still present on the earth today. Christians believe God is within us, guiding us and giving us courage

### Jesus' Parables

Jesus taught in Parables. These are stories which have a teaching, a moral within them. The stories aren't necessarily true. But he taught in a way that would engage the listener and they would be able to understand what he meant. His Parables have not lost their meaning and are still used today to guide people to act morally.

**The Good Samaritan** - This story talks about a man being robbed and left to die. It includes important teachings about the treatment of others:

The Greatest Commandment: *“Love the Lord your God with all your heart and with all your soul and with all your strength and with all your mind”;* and, *‘Love your neighbour as yourself.’*”

*“Which of these three do you think was a neighbour to the man who fell into the hands of robbers?”*

<sup>37</sup>The expert in the law replied, *“The one who had mercy on him.”*

Jesus told him, *“Go and do likewise.”*

**The Prodigal Son** – This story teaches about forgiveness when someone is truly sorry. A son asks for his inheritance and leave the family, his Father fears he has died. It is also called the Lost Son, because the quote in the book of Luke:

*“This brother of yours was dead and is alive again; he was lost and is found.”*”



# Year 7 – RSMS - The Importance of Jesus Spring 1

## Episode 2

## Jesus' Miracles

Jesus is also famous for performing ‘miracles’.



Turned water into wine at a wedding



Walked on water



Brought people back from the dead.



The Resurrection – Jesus came back to life after his crucifixion



Fed 5000 people with 2 Fish & 5 Loaves of Bread



Healed the Sick. The laying on of hands



Jesus calmed a storm

During His ministry, **Jesus** performed more than 40 miracles, including healing the sick, changing the natural elements of nature and even raising **people** from the dead. A miracle is considered an event that occurs outside the bounds of natural law.

- Miracles showed the **compassion** Jesus had for people. He did not want to see them suffering unnecessarily. For example, when he healed a leper.
- Miracles provided **examples** for people to follow. This can be seen when Jesus healed the paralysed man because of the faith of his friends. This teaches us to have faith.
- Miracles demonstrated the close **relationship** Jesus had with God, his Father. It is through the power of God that Jesus is able to perform miracles.
- Miracles proved that Jesus' **teachings** were true. Jesus was who he said he was.

### Jesus Heals the Paralysed Man

“Some people brought to him a paralyzed man on a mat. Seeing their faith, Jesus said to the paralyzed man, “Be encouraged, my child! Your sins are forgiven.”

<sup>3</sup> But some of the teachers of religious law said to themselves, “That’s blasphemy! Does he think he’s God?”

<sup>4</sup> Jesus knew<sup>[a]</sup> what they were thinking, so he asked them, “Why do you have such evil thoughts in your hearts? <sup>5</sup> Is it easier to say ‘Your sins are forgiven,’ or ‘Stand up and walk’? <sup>6</sup> So I will prove to you that the Son of Man<sup>[b]</sup> has the authority on earth to forgive sins.” Then Jesus turned to the paralyzed man and said, “Stand up, pick up your mat, and go home!”

<sup>7</sup> And the man jumped up and went home! <sup>8</sup> Fear swept through the crowd as they saw this happen. And they praised God for giving humans such authority.”



## Episode 3

## Why did Jesus have to die?

*There are several people that could be blamed for Jesus' death:*

**Judas** – He betrayed Jesus by telling the Sanhedrin where to arrest him and giving him a kiss on his cheek – the kiss of death. He was awarded 30 pieces of silver for his betrayal.

**The Sanhedrin** – The Jewish authorities were threatened by Jesus' powers and wanted him gone. They couldn't perform miracles and accused him of blasphemy for forgiving sins.

**Pontius Pilate** – He knew Jesus hadn't committed a crime but allowed the Sanhedrin to pressure him.

**God** – God allowed original sin to happen. God did not forgive Adam and Eve. It was God's plan to send Jesus to earth as a sacrifice to make amends for humanity and allow them back into heaven.

### Holy Week Recap:



Palm Sunday



Jesus clears the Temple



Judas betrays Jesus



The Last Supper



Jesus is arrested & put to trial



Jesus is made to carry his cross



Jesus is given a crown of thorns to represent being the King of the Jews



The Crucifixion

### Original Sin

Adam & Eve ate the apple from the tree of knowledge.



They were banished from the garden of Eden and punished with now having to work the land to make things grow and painful childbirth.



God came to earth in human form as Jesus to save humanity's sins.



Jesus' death meant that humans could now go to heaven if they followed Jesus' teachings.

Jesus' death and resurrection brought humans salvation and reconciliation with God



# Year 7 – RSMS - The Importance of Jesus Spring 1

## Episode 4

## Was Jesus a Rebel?



Worked on the Sabbath.



Befriended Tax Collectors and Sinners.



Healed the Sick

The Sanhedrin were worried about their jobs as Jesus seemed to have powers that were greater than theirs. They interpreted his actions to be breaking the rules so they could arrest him. They claimed he said he was the King of Jews. This was not actually a crime under the Roman authority at the time.



Jesus forgave sins

Jesus came to earth as part of God's plan to reconcile humanity with God. Jesus taught people how to be good and earn salvation so they could go to heaven. He sacrificed his life for his cause.



### Key Words:


Reconcile/reconciliation – To restore a friend  
Salvation – saved from sin  
Sanhedrin – Jewish Leaders



Jesus cleared the Temple



## Lesson 1: I can greet in French

Bonjour Hello	(Comment) ça va? How are you?	Ça va (très) bien I'm (very) well	Au revoir! Goodbye
Salut! Hi!		Pas mal, merci Not bad, thank you	À plus! See you later
		Ça ne va pas! Not good!	



### Key Questions:

- Comment ça va? **How are you?**
- Comment t'appelles-tu? **What is your name?**
- As-tu des frères ou des sœurs? **Do you have brothers or sisters?**
- Quel âge as-tu? **How old are you?**

### High frequency words:

je	I
tu	you
il	he
elle	she
un/une	a
des	some
et	and
mais	but
aussi	also
assez	quite
très	very
trop	too much
un peu	a bit

## Lessons 2 to 3: I can say whether I have siblings or not and describe their personality and mine

As-tu des frères ou des sœurs?  Do you have brothers or sisters?	Oui, j'ai.. Yes, I have..	un (demi) -frère a (half) brother une (demi) - soeur a (half) sister	Il s'appelle..... Elle s'appelle.....	Je suis – I am Je ne suis pas – I'm not  Il est – he is Il n'est pas – he's not Elle est – she is Elle n'est pas – she's not	amusant (e) – funny arrogant (e) – arrogant bavard (e) – chatty fort (e) – strong grand (e) – big/tall intelligent (e) – intelligent méchant (e) – nasty patient (e) - patient petit (e) – small/short timide - shy
	Non je n'ai pas de frères ou de sœurs No, I don't have any brothers or sisters				
	Je suis fils/fille unique I'm an only child				



## Lessons 4-6: I can describe my interests and say when my birthday is





### Key Questions:

- Qu'est-ce que tu aimes? **What do you like?**
- Qu'est-ce que tu aimes faire? **What do you like to do?**
- C'est quand, ton anniversaire? **When is your birthday?**

Mon anniversaire c'est le... <b>my birthday is the</b>	<b>premier = 1<sup>st</sup></b> 2nd - deux 3rd = trois 4th = quatre 5th = cinq	janvier février mars avril mai juin	juillet août septembre octobre novembre décembre
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## Les numéros

- 1 un/une
- 2 deux
- 3 trois
- 4 quatre
- 5 cinq
- 6 six
- 7 sept
- 8 huit
- 9 neuf
- 10 dix
- 11 onze
- 12 douze
- 13 treize
- 14 quatorze
- 15 quinze
- 16 seize
- 17 dix-sept (10+7)
- 18 dix-huit (10+8)
- 19 dix-neuf
- 20 vingt
- 30 trente
- 40 quarante
- 50 cinquante
- 60 soixante
- 70 soixante-dix (60+10)
- 71 soixante et onze (60+11)
- 80 quatre-vingts (4 x 20)
- 90 quatre-vingt-dix (4x20)+10
- 100 cent

Tu aimes ...? <b>Do you like?</b>	J'aime - I like	le sport - <b>sport</b> le foot - <b>football</b> le vélo - <b>cycling</b> le collège - <b>school</b> le poisson - <b>fish</b>	
	Je n'aime pas - I don't like	la danse - <b>dance</b> la musique - <b>music</b>	
	Je préfère - I prefer	les serpents - <b>snakes</b> les pizzas - <b>pizza</b> les glaces - <b>ice-creams</b> les jeux vidéo - <b>video games</b> les vacances - <b>holidays</b> les BD - <b>comics</b> les mangas - <b>manga</b> les araignées - <b>spiders</b>	

J'adore <b>I love</b>	chanter - <b>to sing</b> danser - <b>to dance</b> retrouver mes amis - <b>to meet up with friends</b> bloguer - <b>to blog</b> surfer - <b>to surf</b> tchatter - <b>the chat</b> rigoler - <b>to have a laugh</b> étudier - <b>to study</b> nager - <b>to swim</b> jouer - <b>to play</b> gagner - <b>to win</b>
J'aime beaucoup <b>I like ... a lot</b>	
J'aime assez <b>I quite like</b>	





**Key Questions:**

Qu'est-ce que tu portes? **What do you wear?**  
Qu'est-ce que tu portes pour aller au collège? **What do you wear to school?**  
Ta journée scolaire est comment? **What is your school day like?**  
Quel est ton jour préféré? **What is your favourite day?**



## Lessons 1 to 3: I can describe the clothes I wear

 Je porte I wear  on porte we wear	l'uniforme scolaire <b>school uniform</b> un pantalon - <b>trousers</b> un polo - <b>a polo shirt</b> un pull - <b>a jumper</b> un sweat - <b>a sweatshirt</b> un tee-shirt - <b>a T-shirt</b>	blanc - <b>white</b> jaune - <b>yellow</b> orange - <b>orange</b> rouge - <b>red</b> violet - <b>purple</b> rose - <b>pink</b> bleu - <b>blue</b> vert - <b>green</b> marron - <b>brown</b> gris - <b>grey</b> noir - <b>black</b>	et c'est <b>and it is...</b>  mais, ce n'est pas <b>but it's not...</b>	chic <b>smart</b>  confortable <b>comfortable</b>  démodé(e) <b>old-fashioned</b>  pratique <b>practical</b>
	 une chemise - <b>a shirt</b> une cravate - <b>a tie</b> une jupe - <b>a skirt</b>	blanche verte violette grise noire		
	des baskets - <b>trainers</b> des chaussettes - <b>socks</b> des chaussures - <b>shoes</b>	blanches vertes violette grises noires		



## Lessons 4 to 7 : I can describe a school day

Ta journée scolaire est comment?  <b>What is your school day like?</b>	je quitte la maison - <b>I leave the house</b> j'arrive au collège - <b>I arrive at school</b> je retrouve mes copains - <b>I meet my friends</b> on commence les cours - <b>we start lessons</b> je mange à la cantine - <b>I eat in the canteen</b> je chante dans la chorale - <b>I sing in the choir</b> je joue dehors - <b>I play outside</b> on recommence les cours - <b>we start lessons again</b> à (quatre) heures - <b>at (four) o'clock</b>
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## Lesson 8: I can say what day is my favourite

Quel est ton jour préféré? <b>What is your favourite day?</b>	Mon jour préféré, c'est le.... <b>My favourite day is....</b>	lundi - <b>Monday</b> mardi - <b>Tuesday</b> mercredi - <b>Wednesday</b> jeudi - <b>Thursday</b> vendredi - <b>Friday</b> samedi - <b>Saturday</b> dimanche - <b>Sunday</b>
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## High frequency words:

on - **we**  
et - **and**  
mais - **but**  
parce que/car - **because**  
très - **very**

vraiment - **really**  
trop - **too**  
d'abord - **firstly**  
après - **after**



**Lessons 9-11: I can give opinions on my subjects**

Qu'est-ce que tu penses de tes matières? What do you think of your subjects?	J'aime I like	le français - <b>French</b> le théâtre - <b>drama</b>	parce que c'est because it is	facile- <b>easy</b> difficile- <b>difficult</b> intéressant - <b>interesting</b> ennuyeux - <b>boring</b> amusant - <b>fun</b> créatif - <b>creative</b> nul - <b>rubbish</b>
	J'adore I love	la géographie - <b>geography</b> la musique - <b>music</b> la technologie - <b>technology (DT)</b>		le/la prof est sympa the teacher is kind Le prof est trop strict / La prof est trop stricte the teacher is too strict
Tu aimes....? Do you like....?	J'aime assez I quite like	l'anglais - <b>English</b> l'EPS - <b>PE</b> l'histoire - <b>history</b> l'informatique - <b>ICT</b>	car c'est because it is	J'ai trop de devoirs I have too much homework
	Je n'aime pas I don't like			
	Je déteste I hate	les arts plastiques / l'art le dessin - <b>art</b> les maths - <b>maths</b> les sciences - <b>science</b>		



**Lessons 12-14: I can describe what my school is like**

**Key Questions:**

Qu'est-ce que tu penses de tes matières?  
 What do you think of your subjects?

Tu aimes....?  
 Do you like....?



Le collège est... The school is..	grand - <b>big</b> petit - <b>small</b> de taille moyenne - <b>medium sized</b>
Il y a There is/are	500 élèves - <b>500 pupils</b> un cinéma 3D - <b>a 3D cinema</b> une piscine - <b>a swimming pool</b> un court de tennis - <b>a tennis court</b>
Il n'y a pas <b>de</b> There is/are not	harcèlement - <b>bullying</b> toilettes sales - <b>dirty toilets</b> profs trop sévères - <b>too strict teachers</b>
Tu es d'accord?	Je suis d'accord - <b>I agree</b> Je ne suis pas d'accord - <b>I don't agree</b>



## Lessons 1-3: I can describe different types of weather

Quel temps fait-il?	il fait beau the weather's fine	
En été - in the summer En automne - in the autumn En hiver - in the winter Au printemps - in the spring	il fait mauvais the weather's bad il fait chaud - it is hot il fait froid - it is cold il y a du soleil - it is sunny il y a du vent - it is windy il pleut - it is raining il neige - it is snowing	
Quand..... (When..)	Je reste à la maison I stay at home	

### High frequency words:

<u>Les questions</u>	<u>Questions</u>
Comment?	How?
Quand?	When?
Quel / Quelle / Quels / Quelles	Which/What?
Est-ce que tu ....?	Do you...?
Qu'est-ce que tu....?	What do you....?
avec	with
en	in
sur	on
tout/toute/tous/toutes	all, every



## Lessons 4-6: I can say which sports I play



Je joue - I play Il joue - he plays Elle joue - she plays	au basket / billard - basketball / snooker au football (foot) / rugby - football / rugby au hockey / tennis - hockey / tennis au handball - handball à la pétanque/aux boules - boules aux cartes - cards aux échecs - chess
Je suis - I am Je ne suis pas - I am not	sportif/sportive - sporty assez sportif / sportive - quite sporty très sportif / sportive - very sporty
Sur la photo - In the photo	il y a un garçon / une fille - there is a boy/girl il y a un bâtiment - there is a building il y a une maison - there is a house il y a des arbres - there are some trees le ciel est bleu/ gris - the sky is blue/grey

### Key Questions:

Quel temps fait-il? **What is the weather like?**  
 Est-ce que tu fais du sport? **Do you do/play any sport?**  
 Qu'est-ce qu'il y a sur la photo? **What is in the photo?**



**Lessons 7-10: I can describe my leisure activities**



J'aime <i>I like</i>	bloguer - <i>blogging</i> écouter de la musique - <i>listening to music</i> envoyer des SMS - <i>sending texts</i> prendre des selfies - <i>talking selfies</i>		
Je n'aime pas <i>I don't like</i>	partager des photos/vidéos - <i>sharing photos/videos</i> regarder des films - <i>watching films</i> tchatter avec mes copains/copines - <i>chatting with my friends</i> télécharger des chansons - <i>downloading songs</i>		
Je déteste <i>I hate</i>		parce que c'est <i>because it is</i>  très - <i>very</i> assez - <i>quite</i> trop - <i>too</i> vraiment - <i>really</i>	amusant - <i>fun</i> marrant - <i>funny</i> ennuyeux - <i>boring</i> nul - <i>rubbish</i> facile - <i>easy</i> difficile - <i>difficult</i> intéressant - <i>interesting</i> rapide - <i>fast</i>
J'adore <i>I love</i>	faire du judo - <i>doing judo</i> prendre des photos - <i>taking photos</i> jouer aux échecs - <i>playing chess</i>		



**Key Questions:**

Qu'est-ce que tu aimes faire sur ton portable/tablette? *What do you like doing on your phone/tablet?*

Qu'est-ce que tu aimes faire le weekend / avec tes amis / quand il pleut? *What do you like doing at the weekend / with your friends / when it rains?*



Est-ce que tu aimes faire du judo / prendre des photos / jouer aux échecs? *Do you like doing judo / taking photos / playing chess?*





## Lessons 1-5

Phonics: ll (y) llamo e (eh) me v (b) veinte c (th) cinco ñ (ny) cumpleaños

¿Cómo te llamas? <i>[What is your name?]</i>		¿Cuántos años tienes? <i>How old are you?</i>			¿Cuándo es tu cumpleaños? <i>When is your birthday?</i>				
<p>Yo <i>[I]</i></p> 	<p>me llamo <i>[my name is]</i></p>	Marta	<p>Tengo <i>[I have]</i></p>	<p>un [1] dos [2] tres [3] cuatro [4] cinco [5] seis [6] siete [7] ocho [8] nueve [9] diez [10] once [11] doce [12]</p>	<p>año <i>[years old]</i></p> <p>años <i>[years old]</i></p>	 <p>Mi cumpleaños es el <i>[my birthday is]</i></p>	<p>uno [1] 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]</p>	<p>de <i>[of]</i></p>	enero
		Julia							febrero
		Carmen							marzo
		Manuel							abril
		Carlos							mayo
		Antonio							junio
<p>Mi hermana <i>[my sister]</i></p>	<p>se llama <i>[her/his name is]</i></p>	Marta	<p>Tiene <i>[he/she has]</i></p>			<p>Su cumpleaños es el <i>[her/his birthday is]</i></p>			julio
<p>Mi hermano <i>[my brother]</i></p>		Julia		agosto					
		Carmen							septiembre
		Manuel							octubre
		Carlos							noviembre
		Antonio							diciembre

### Key verbs

Tengo – I have	Me llamo – my name is	Mi cumpleaños es el – my birthday is the
Tiene – he/she has	Se llama – his/her name is	Su cumpleaños es el – his/her birthday is the

### Key Questions:

- ¿Cómo te llamas? *[what is your name?]*
- ¿Cuántos años tienes? *[how old are you?]*
- ¿Cuándo es tu cumpleaños? *[when is your birthday?]*



Phonics: j (he)    o (oh)    z (th)    ñ (ny)  
 conejo    gato    azul    araña

### Key Questions:

- ¿Cómo eres? [What are you like as a person?]
- ¿Tienes mascotas? [Do you have pets?]
- ¿Cómo es tu mascota? [What is your pet like?]



## Lessons 1-4 ¿Cómo eres? *What are you like?*

<b>Soy</b> <i>[I am]</i>	<b>divertido</b> [amusing] <b>generoso</b> [generous] <b>guay</b> [cool] <b>listo</b> [clever] <b>serio</b> [serious] <b>simpático</b> [nice, kind] <b>sincero</b> [sincere] <b>tímido</b> [shy] <b>tonto</b> [silly] <b>tranquilo</b> [quiet, calm]
<b>Soy</b> <i>[I am]</i>	<b>divertida</b> [amusing] <b>generosa</b> [generous] <b>guay</b> [cool] <b>lista</b> [clever] <b>seria</b> [serious] <b>simpática</b> [nice, kind] <b>sincera</b> [sincere] <b>tímido</b> [shy] <b>tonta</b> [silly] <b>tranquila</b> [quiet, calm]

### Key verbs

Tengo – I have	
Soy – I am	Es – he/she/it is

## Lessons 5 -6

### ¿Tienes mascotas? [Do you have any pets?]

### ¿Cómo es tu mascota? [What's your pet like?]

<b>Tengo</b> <i>[I have]</i>	<b>un caballo</b> [a horse] <b>un conejo</b> [a rabbit] <b>un gato</b> [a cat] <b>un hámster</b> [a hamster] <b>un loro</b> [a parrot] <b>un pájaro</b> [a bird] <b>un perro</b> [a dog] <b>un pez</b> [a fish]	<b>amarillo</b> [yellow] <b>azul</b> [blue] <b>blanco</b> [white] <b>naranja</b> [orange] <b>rojo</b> [red] <b>verde</b> [green] <b>gris</b> [grey] <b>marrón</b> [brown]	<b>y es</b> <i>[and it is]</i>	<b>pequeño</b> [small] <b>grande</b> [big] <b>divertido</b> [fun] <b>aburrido</b> [boring] <b>bonito</b> [pretty] <b>feo</b> [ugly]
<b>Tengo</b> <i>[I have]</i>	<b>una araña</b> [a spider] <b>una cobaya</b> [a guinea pig] <b>una rata</b> [a rat] <b>una serpiente</b> [a snake]	<b>amarilla</b> [yellow] <b>azul</b> [blue] <b>naranja</b> [orange] <b>negra</b> [black] <b>roja</b> [red] <b>verde</b> [green] <b>gris</b> [grey] <b>marrón</b> [brown]	<b>y es</b> <i>[and it is]</i>	<b>pequeña</b> [small] <b>grande</b> [big] <b>divertida</b> [fun] <b>aburrida</b> [boring] <b>bonita</b> [pretty] <b>fea</b> [ugly]

**No tengo mascotas** [I don't have any pets]



# Year 7 - Spanish - My free time interests 1

Phonics: ch (tch)    j (he)    qu (k)    g (he)    c (th)  
 mucho    jugar    equitación    gimnasia    natación

### Key Questions:

- ¿Qué te gusta hacer? **[What do you like to do?]**
- ¿Qué deportes haces? **[What sport do you do?]**

### Lessons 1 to 4

#### ¿Qué te gusta hacer? *[What do you like to do?]*

	chatear <i>[to chat online]</i>		
Me encanta <i>[I love]</i>	escuchar música <i>[to listen to music]</i>		interesante <i>[Interesting]</i>
Me gusta mucho <i>[I really like]</i>	escribir correos <i>[to write emails]</i>		guay <i>[cool]</i>
Me gusta <i>[I like]</i>	jugar a los videojuegos <i>[to play videogames]</i>	porque es <i>[because it is]</i>	divertido <i>[fun]</i>
No me gusta <i>[I don't like]</i>	leer <i>[to read]</i>	porque no es <i>[because it is not]</i>	aburrido <i>[boring]</i>
No me gusta nada <i>[I don't like at all]</i>	mandar mensajes <i>[to send text messages]</i>		emocionante <i>[exciting]</i>
	navegar por internet <i>[to surf the net]</i>		estúpido <i>[stupid]</i>
	salir con mis amigos <i>[to go out with my friends]</i>		
	ver la televisión <i>[to watch TV]</i>		

### Lessons 5 to 8

#### ¿Qué deportes haces? *[What sports do you do?]*

Los lunes <i>[on Mondays]</i>		al baloncesto <i>[basketball]</i>	
Los martes <i>[on Tuesdays]</i>	juego <i>[I play]</i>	al fútbol <i>[football]</i>	
Los miércoles <i>[On Wednesdays]</i>		al tenis <i>[tennis]</i>	
Los jueves <i>[On Thursdays]</i>		al voleibol <i>[volleyball]</i>	
Los viernes <i>[On Fridays]</i>	hago <i>[I do]</i>	cidismo <i>[cycling]</i>	
Los sábados <i>[On Saturdays]</i>		atletismo <i>[athletics]</i>	
Los domingos <i>[On Sundays]</i>		equitación <i>[horseriding]</i>	
Los fines de semana <i>[at the weekends]</i>		gimnasia <i>[gymnastics]</i>	
		natación <i>[swimming]</i>	

Juego – I play

Hago – I do



Phonics: h (h) o (oh) ll (y) rr  
 hablo monto llueve guitarra

**Lessons 9 to 12**

**Year 7- Spanish - My free time interests 2**

**¿Qué haces en tu tiempo libre? [What do you do in your free time?]**

En invierno  
*[in winter]*

En primavera  
*[in spring]*

En verano  
*[in summer]*

En otoño  
*[in autumn]*

cuando hace calor  
*[when it's hot]*

cuando hace frío  
*[when it's cold]*

cuando hace sol  
*[when it's sunny]*

cuando hace buen tiempo  
*[when it's nice weather]*

cuando hace mal tiempo  
*[when it's bad weather]*

cuando llueve  
*[when it's raining]*

cuando nieva  
*[when it's snowing]*



nunca  
*[never]*

a veces  
*[sometimes]*

de vez en cuando  
*[from time to time]*

todos los días  
*[every day]*

siempre  
*[always]*

los lunes  
*[on Mondays]*

bailo  
*[I dance]*

canto karaoke  
*[I sing karaoke]*

hablo con mis amigos  
*[I talk with my friends]*

monto en bici  
*[I ride my bike]*

saco fotos  
*[I take photos]*

toco la guitarra  
*[I play the guitar]*

**Key Questions:**

- ¿Qué haces en tu tiempo libre? [What do you do in your free time?]
- ¿Qué tiempo hace? [What is the weather like?]

**High frequency words:**

nunca *[never]*  
 a veces *[sometimes]*  
 de vez en cuando *[from time to time]*  
 todos los días *[every day]*  
 porque *[because]*  
 pero *[but]*

**Sentence starters**

¿Qué...? - *What...?*

¿Cómo...? - *How...?*

¿Cuándo...? - *When...?*

¿Por qué...? - *Why...?*

¿Dónde...? - *Where...?*

¿Cuántos...? - *How many...?*

¿Quién...? - *Who...?*

¿Cuál...? - *Which...?*

**Key verbs**

bailo – I dance	hablo – I talk	toco – I play
canto – I sing	monto – I ride	saco – I take



Phonics: u (oo)    h (h)    z (th)    ñ (ny)  
 lunes    hablo    zumo    mañana

# Year 7 - Spanish – At school 1

## Key Questions:

- ¿Qué estudias? [what do you study?]
- ¿Cuál es tu día favorito? [which is your favourite day?]
- ¿Qué haces durante el recreo? [what do you do during break time?]

## Lessons 1 to 4

### ¿Qué estudias? [What do you study?]



Los lunes <i>[on Mondays]</i>	por la mañana <i>[in the morning]</i>  por la tarde <i>[in the afternoon]</i>	estudio <i>[I study]</i>	dibujo <i>[art]</i> español <i>[Spanish]</i> francés <i>[French]</i> teatro <i>[drama]</i>
Los martes <i>[on Tuesdays]</i>		no estudio <i>[I don't study]</i>	informática <i>[ICT]</i> geografía <i>[geography]</i>
Los miércoles <i>[On Wednesdays]</i>		estudiamos <i>[we study]</i>	historia <i>[history]</i> música <i>[música]</i>
Los jueves <i>[On Thursdays]</i>		no estudiamos <i>[we don't study]</i>	religión <i>[RE]</i> tecnología <i>[technology]</i>
Los viernes <i>[On Fridays]</i>			educación física <i>[PE]</i> ciencias <i>[science]</i> matemáticas <i>[maths]</i>

## Key verbs

estudio – I study	estudiamos – we study	leo – I read	hago – I do
como – I eat	bebo – I drink	escribo – I write	

## Lessons 5 to 8

### ¿Qué haces durante el recreo? [What do you do during break?]

Durante el recreo <i>[during break]</i>	como <i>[I eat]</i>	un bocadillo <i>[a sandwich]</i> unas patatas fritas <i>[some crisps]</i> chicle <i>[chewing gum]</i> fruta <i>[fruit]</i>		leo mis mensajes <i>[I read my text messages]</i> escribo mensajes <i>[I write text messages]</i> hablo con mis amigos <i>[I chat with friends]</i>
Primero <i>[first]</i>  Luego <i>[then]</i>  A veces <i>[sometimes]</i>  Normalmente <i>[normally]</i>  Nunca <i>[never]</i>		bebo <i>[I drink]</i>		agua <i>[water]</i> un zumo <i>[a juice]</i> un refresco <i>[a fizzy drink]</i> limonada <i>[lemonade]</i>



## Lessons 9 to 12

Phonics: u (oo)	h (h)	g (he)	ñ (ny)
útil	historia	geografía	español

### Key Questions:

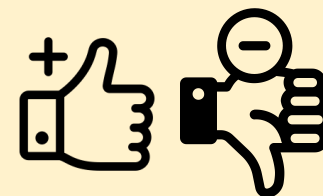
- ¿Qué asignaturas te gustan? [which subjects do you like?]
- ¿Cuál es tu asignatura favorita? [which subject is your favourite?]

### ¿Qué asignaturas te gustan? [What subjects do you like?]

<p>Mi asignatura favorita es <i>[my favourite subject is]</i></p> <p>Me encanta <i>[I love]</i></p> <p>Me gusta <i>[I like]</i></p> <p>No me gusta <i>[I don't like]</i></p> <p>No soporto <i>[I can't stand]</i></p> <p>Odio <i>[I hate]</i></p>	<p>el dibujo <i>[art]</i></p> <p>el inglés <i>[English]</i></p> <p>el francés <i>[French]</i></p> <p>el español <i>[Spanish]</i></p> <p>el teatro <i>[drama]</i></p>	<p>porque <i>[because]</i></p> <p>ya que <i>[since]</i></p> <p>pero <i>[but]</i></p>	<p>es importante <i>[it's important]</i></p> <p>es interesante <i>[it's interesting]</i></p> <p>es práctico <i>[it's practical]</i></p> <p>es aburrido <i>[it's boring]</i></p> <p>es divertido <i>[it's fun]</i></p> <p>es útil <i>[it's useful]</i></p> <p>es difícil <i>[it's difficult]</i></p> <p>es fácil <i>[it's easy]</i></p>
	<p>la tecnología <i>[DT]</i></p> <p>la informática <i>[ICT]</i></p> <p>la educación física <i>[P.E]</i></p> <p>la geografía <i>[geography]</i></p> <p>la historia <i>[history]</i></p>		<p>es importante <i>[it's important]</i></p> <p>es interesante <i>[it's interesting]</i></p> <p>es práctica <i>[it's practical]</i></p> <p>es aburrida <i>[it's boring]</i></p> <p>es divertida <i>[it's fun]</i></p> <p>es útil <i>[it's useful]</i></p> <p>es difícil <i>[it's difficult]</i></p> <p>es fácil <i>[it's easy]</i></p>
<p>Mis asignaturas favoritas son <i>[my favourite subjects are]</i></p> <p>Me encantan <i>[I love]</i></p> <p>Me gustan <i>[I like]</i></p> <p>No me gustan <i>[I don't like]</i></p> <p>Odio <i>[I hate]</i></p>	<p>las ciencias <i>[science]</i></p> <p>las matemáticas <i>[maths]</i></p>	<p>porque <i>[because]</i></p> <p>ya que <i>[since]</i></p> <p>pero <i>[but]</i></p>	<p>son importantes <i>[they are important]</i></p> <p>son interesantes <i>[they are interesting]</i></p> <p>son prácticas <i>[they are practical]</i></p> <p>son aburridas <i>[they are boring]</i></p> <p>son divertidas <i>[they are fun]</i></p> <p>son útiles <i>[they are useful]</i></p> <p>son difíciles <i>[they are difficult]</i></p> <p>son fáciles <i>[they are easy]</i></p>

**High frequency words:**

También *[also/too]*  
 Tampoco *[nor/neither]*  
 o *[or]*  
 y *[and]*  
 pero *[but]*  
 porque *[because]*  
 ya que *[since]*



es – it is
son – they are





## What is dance?

Dance is an art form that shows expression, communication, recreation and moving of the body. Dance is a language that helps us tell a story.

**Why do we dance?** People dance for all kinds of reasons; to mourn, to celebrate, to heal, Cultural heritage, entertainment, fun, express feelings, burn calories, improved health coordination, good for bones and joints build confidence and lifts your mood.

## What is safe practice?

A healthy diet.

Warming up Cooling down.

Hydration.

Bending the knees to when elevating ,landing, lifting.

Supporting and lifting.

The right clothing.

Dealing with common injuries.

The right type of dance space.

Using the hands to support the weight of the body when moving int the floor to prevent bottom knee injuries.

Ensure the knees move over the toes when bending to prevent twisting in the knee.

Ensure the arms legs are correctly aligned so that muscles are not strained at the joints

## Frequently asked questions

### **What are the benefits of warm up?**

*Decrease injury, prepare the body for exercise/movement/*

### **What are the dangers of a warmup?**

*Warmups need to be steady and gradual, too much too soon can cause injury.*

### **How long the warmup should last**

*The warmup should last between 5- 10 minutes and should slowly rise in intensity in this time.*



## Warm up and warm down is essential

### because:

Prevent injury to muscles, tendons, and ligaments.

Increase blood flow and temperature of Prepare the body for exercise.

Allow a greater range of movement of joints.

### Key Knowledge

**The aim of a warmup** is to gradually get your whole body prepared for work and should minimise the risk of injury.

### Stages of warm up:

#### **Pulse raising:**

Jogging, jumping, star jumps.

#### **Stretching:**

Moving or static stretches.

#### **Mobilising:**

Moving joints, shoulder, head, ankle rolls.

#### **Technique/ Conditioning:**

Specific exercises to enhance physical skills.



## What is a cool down?

low-impact or slower exercise performed after a workout, allowing the body to gradually return to its normal physiological level.

### Reasons to cool down:

Prepares body for stopping exercises.

Lowers heart rate.

Decrease injury or muscle soreness.



**Stretching** keeps the muscles flexible, strong, and healthy, and we need that flexibility to maintain a range of motion in the joints. Without it, the muscles shorten and become tight and will limit your ability to play sports or complete activity.

## **General Health Benefits warming up and Stretching:**

Improved Flexibility

Lower the risk of muscle tear

Greater posture

Fewer Health risks in later life

## Dance Composition Six Body Actions

<u>Jumping</u>	<u>Travelling</u>	<u>Gestures</u>
<u>Stillness</u>	<u>Turning</u>	<u>Falling</u>



## Dance Relationships Contact

**Contact** This is where dancers lift, touch, lean on or support each other



## Counter- balance

A weight that balances another weight



**Mirroring** this technique requires dancers to do the same travel, jump, shape or balance at exactly the same time

**Asymmetry** a shape made by a dancer or dancers that has no line of reflection (mirror line).



## Performance Skills

All performers will benefit from having good physical skills. However, they also need to think about their expressive skills in order to create the right atmosphere and make their performance believable and engaged.

## The Framework of Dance CREATE – PERFORMANCE- APPRECIATE

### Key Dance Vocabulary

<b>Unison</b>	Dancing at the same time together.
<b>Canon</b>	Dancing a move or phrase one after each other.
<b>Dynamics</b>	HOW a dancer performs movements based on variations in speed, strength & flow.
<b>Timing</b>	Being on time to the music and others.
<b>Formations</b>	Shapes or patterns created in the space.
<b>Repetition</b>	Repeating the same action or phrase again.
<b>Choreography</b>	The moves that make up the dance
<b>Accuracy of actions</b>	How similar the moves are to the technical instructions, be precise.
<b>Levels</b>	Different heights you can dance at- high- medium- low
<b>Stylistic qualities</b>	How similar your performance is to the characteristics of the style.

## Knowledge and Understanding of Performance

### Physical Skills

- Posture
- Alignment
- Balance
- Coordination
- Control
- Flexibility
- Mobility
- Strength
- Stamina



### Technical Skills

#### Accurate execution of:

- Actions
- Space
- Dynamics
- Relationships
- Timing
- Rhythmic content
- Moving in a stylistically accurate way

### Expressive Skills

- Projection
- Focus
- Spatial awareness
- Facial expressions
- Phrasing
- Musicality
- Sensitivity to other dancers
- To communicate the intention of the dance





## What is Drama as a subject?

A practical **art form** where you can **explore ideas and human experiences** to create **dramatic work for an audience** using a variety of **dramatic techniques and skills**.

**Traditional African Storytelling theatre** is a type of theatre (style) that involves:



Drama      Music      Dance      Folklore stories

The style is used to educate the audience, especially children and young people.

## Structure

The Call  
(Beginning)



The Exposition  
(middle)



Conclusion  
(End)



**Trickster stories** like Anansi the Spider are found in many African cultures and in African Storytelling Theatre. Trickster stories use mischievous characters, usually with animal/insects features to convey wisdom.



## Performance Convention –

Dramatic technique to help tell a story on stage.

### Freeze frame –

A frozen picture



### Talking-thought –

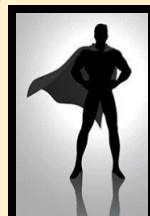
A character's inner thoughts shared out aloud to the audience.



## Stock characters

Stock (typical) characters are stereotypical characters.

Stock characters can include a Damsel in Distress; Hero; Villain; Side kick; Wise Old Person; Trickster



## Key Vocabulary

Word/phrase	Definition
Style	A type of theatre that uses specific performance skills and production elements
Folktales	Traditional stories that are based on traditional beliefs and passed down from generation to generation.
Ensemble	A group of people performing together on stage
Exposition	The introduction to the story, including the main characters.
Freeze frame	Frozen image from a moment in a play
Narrator	A role that tells the story to the audience
Proxemics	Using the proximity (closeness) of characters to show relationships between them.
Performance Convention	Theatrical technique to help communicate meaning/tell the story
Levels	How high or how low a character is on stage
Role	A part played by a person in a play
Character	A person depicted in a story
Characterisation	Physical and vocal skills used to add detail to a character
Structure	The order of a story
Status	The hierarchy or importance of a person or thing.
Prop	An inanimate object used by a character



Performance skills are the techniques used by the actor/actress. They are split into two categories – Vocal and Physical skills.

Vocal skills		Physical skills	
<b>TONE:</b> How you show the emotion of a character.		<b>FACIAL EXPRESSION:</b> Using your face to show how a character is feeling.	
<b>PACE:</b> The speed that you speak at		<b>POSTURE:</b> The way that you stand with the focus on the alignment of your back.	
<b>PITCH:</b> How high or low your voice is.		<b>GESTURE:</b> A movement (of the head, arm, hand, leg or foot which communicates a specific meaning.	
<b>PAUSE:</b> A break in speaking; a period of silence.		<b>GAIT:</b> The way that you walk.	
<b>VOLUME:</b> The loudness or quietness of your voice.		<b>Body language:</b> Includes posture, stance and the placement of the arms to convey a character's feelings or personality.	
<b>ACCENT:</b> The way you show what country or region a character is from by their use of vocabulary and the way they pronounce words.		<b>EYE CONTACT:</b> Choosing to look at a specific performer, object, audience member or direction.	
<b>PROJECTION:</b> The amount of tension in your voice. This is not the same as volume – you can have large vocal power at a low volume.		<b>Movement:</b> The way that a character moves their head, body, arms and legs.	
<b>ARTICULATION:</b> The way that you pronounce each letter in a word. If using a high level of articulation, you would pronounce every letter in every word. abcde...		<b>CONTROL:</b> Being able to execute a specific and precise movement	
<b>INTONATION:</b> the rise and fall of the voice in speaking.		<b>TENSION:</b> How tightly you are holding your muscles.	



**Axatse**

<u>Call &amp; response</u>	<u>Ostinato</u>	<u>Rim shot</u>	<u>Slap shot</u>	<u>Ensemble</u>	<u>Rhythm</u>
Musical question and answer.	A repeated pattern.	Hitting the rim of the djembe.	Slapping the centre of the djembe.	A group of musicians.	The pattern of the sound.



**Djembe**



Crotchet – 1 beat



Quaver – ½ beat



Semiquaver – ¼ beat

**Call:** What's for tea today?

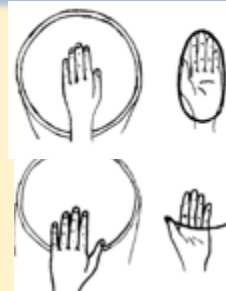
**Response:** Cold fish fingers.

**Call:** What's for tea today?

**Response:** Chicken and chips.



KidiKi di Kedo KidiKi diGo Go



**Doh = Slap Shot**

**Dah = Rim Shot**

Traditional music of the Ewe people of West Africa

Gankogui Dink Dink Dink Dink Dink

Axatse Chick - aChick - a Chick - a Chick - a

Kaganu DhDh DhDh DhDh DhDh

Sogo Dah Do Dah Dah Do Dah

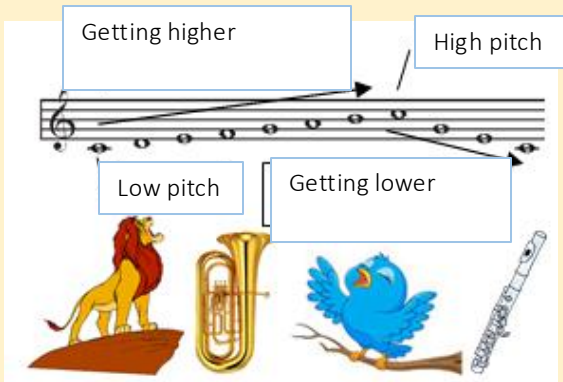
Sogo Do Dah Dah Do Dah Dah

Kidi KidiKi di Kedo KidiKi diGo Go



**Pitch**

The **highness** or **lowness** of a sound.



**Tempo**

The **speed** of the music.

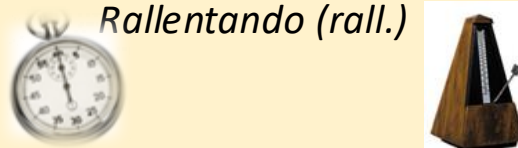
**FAST:** *Allegro*

**MODERATE:** *Moderato*

**SLOW:** *Lento*

**GETTING FASTER –**  
*Accelerando (accel.)*

**GETTING SLOWER –**  
*Rallentando (rall.)*



**Dynamics**

The **volume** of the music.

**Very loud – Fortissimo (ff)**

**Loud – Forte (f)**

**Soft – Piano (p)**

**Very soft – Pianissimo (pp)**

**Gets quieter – Diminuendo (dim.)**

**Gets louder – Crescendo (cresc.)**



**Duration**

The **length** of a sound.

Note	Name	Length
	Semibreve	4 beats
	Minim	2 beats
	Crotchet	1 beat
	Quaver	1/2 beat
	Semiquaver	1/4 beat

**Texture**

How much sound we hear.

**THIN TEXTURE:** few instruments or melodies.



**THICK TEXTURE:** lots of instruments or melodies.

**Timbre or Sonority**

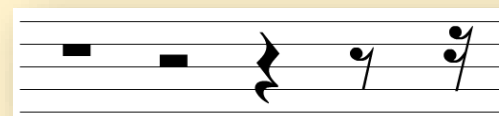
Describes the **unique sound** the instruments makes.



*Velvety, screechy, mellow, brassy, metallic, wooden, rattling etc.*

**Silence**

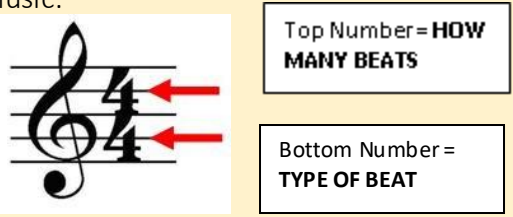



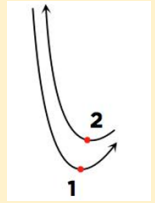
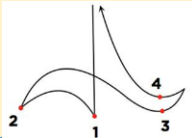
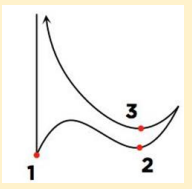















**NO sound.** In music, these are **RESTS.**



**Listen to the elements:**





Key Vocabulary	Time Signatures	Rhythmic Features	Conducting																			
<p><b>PULSE</b> – A regular <b>BEAT</b> that is felt throughout much music.</p> <p><b>RHYTHM</b> – A series of sounds or notes of different lengths that create a pattern.</p> <p><b>ACCENT</b> – Emphasising or stressing a particular note or notes. Accents affect the <b>ARTICULATION</b> and are shown with this symbol:</p>	<p>A <b>TIME SIGNATURE</b> tells us how many beats (and what type of beats) there are in each <b>BAR</b> of music and is made up of two numbers at the beginning of a piece of music.</p>  <p>2/4 = TWO CROTCHET beats per BAR</p>  <p>3/4 = THREE CROTCHET beats per BAR</p>  <p>4/4 = FOUR CROTCHET beats per BAR</p>  <p>Bottom Numbers: 2 = Minim 4 = Crotchet 8 = Quaver</p>	<p><b>RHYTHMIC OSTINATO</b> – a short repeated pattern.</p> <p><b>POLYRHYTHM</b> - the use of several rhythms performed simultaneously.</p> <p><b>POLYRHYTHMIC TEXTURE.</b> A common polyrhythm often used in Latin-American and African Music is to play a 3-beat and 2-beat rhythm simultaneously as shown below.</p>	<p>Conducting a 2-beat pulse</p>  <p>Conducting a 4-beat pulse</p> 	<p>Conducting a 3-beat pulse</p> 																		
<h2>Note Values – Note Names, Symbols and Duration</h2>																						
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;">Note Name</th> <th style="width: 25%;">Note Symbol</th> <th style="width: 50%;">Note Value</th> </tr> </thead> <tbody> <tr> <td>Semibreve</td> <td style="text-align: center;"></td> <td style="text-align: center;">4 beats</td> </tr> <tr> <td>Minim</td> <td style="text-align: center;"></td> <td style="text-align: center;">2 beats</td> </tr> <tr> <td>Crotchet</td> <td style="text-align: center;"></td> <td style="text-align: center;">1 beat</td> </tr> <tr> <td>Quaver</td> <td style="text-align: center;"></td> <td style="text-align: center;">½ of a beat</td> </tr> <tr> <td>Pair of Quavers</td> <td style="text-align: center;"></td> <td style="text-align: center;">2 x ½ beats = 1</td> </tr> </tbody> </table>					Note Name	Note Symbol	Note Value	Semibreve		4 beats	Minim		2 beats	Crotchet		1 beat	Quaver		½ of a beat	Pair of Quavers		2 x ½ beats = 1
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### Phases of a warm-up

1. A **Pulse Raiser** will include any activities that increase heart rate.
2. **Mobility** exercises involve moving each joint through its full range of motion.
3. **Stretches** of the muscles must last for 10 seconds per stretch.

### Static Stretches

When a muscle is stretched and held still in this position for 8-10 seconds

### Dynamic Stretches

When a muscles is stretched when it performing a smooth movement e.g. heel flicks, lunges.

### Components of fitness

**Cardiovascular endurance** - is the ability of the heart and lungs to work together to provide the working muscles with oxygen during sustained physical activity.

Sports = marathon running, long distance swimming, long distance cycling, triathlon

**Muscular endurance** - is the ability of the muscles to perform continuously without fatiguing.

Sports = boxing, rowing, wrestling, tennis

**Speed** – is the ability of the body to perform actions or cover distance quickly.

Sports = 100m sprint, short distance cycling, short distance swimming, football, hockey

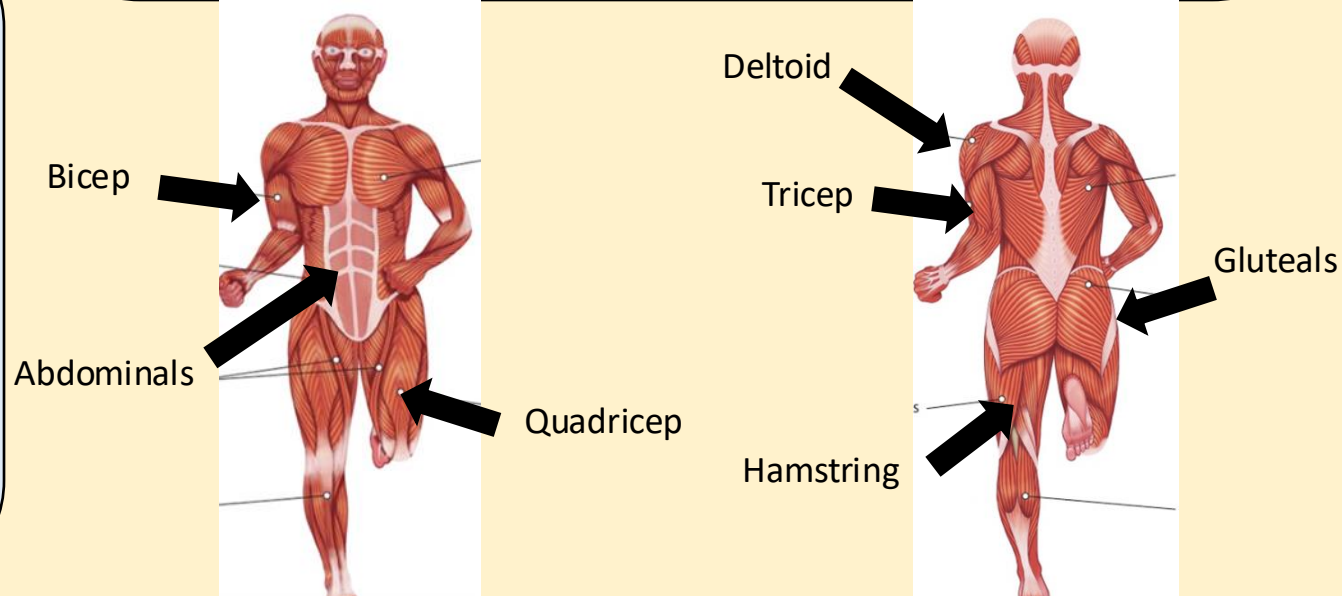
## Year 7 - Physical Education - Fitness

### Purpose of a warm-up.

- Prepares the body for physical activity and prevents injury during exercise.
- **Pulse Raiser** - Increases heart rate to increase the transport of oxygen in the blood to the working muscles. Oxygen is then converted to energy at the muscles to be used during exercise.
- **Mobility** – mobility exercises increase the production of synovial fluid in the joint making them less stiff and more supple.
- **Stretches** increase the elasticity in the muscles reducing the risk of muscle tears.
- **Skill rehearsal** – practises the skills and movements needed for the activities

### Purpose of a cool down

- To reduce heart rate back to normal resting heart rate
- To reduce your body temperature to its normal level





## Methods of training

### **Continuous training (improves cardiovascular endurance)**

- Involves working at a constant rate or intensity and improves cardiovascular endurance
- The activity can be continuously repeated without fatigue
- This can include walking, jogging, cycling, rowing, swimming
- This type of training is aerobic exercise

### **Circuit training (improves muscular endurance)**

- This can be carried out both inside and outside
- There can be a number of stations/exercises used
- This type of training can be used to develop muscular endurance & strength
- The performer can choose the exercises used
- There must be a different muscle group worked at each station.
- This type of training uses aerobic or anaerobic exercise

### **Acceleration sprint training (improves speed)**

- This involves periods of high intensity sprinting followed by periods of rest
- The performer will perform near max or max
- The performer will work for a short period of time followed by a rest, then carries out another work period
- This type of training is anaerobic exercise

## Rules and teaching points

**Rule** – the instructions you must follow for a game or activity. If you break a rule the opponent will get a point/get the ball e.g. if the ball goes out of the playing area, the other team throws it back in

**Teaching point** – tips for how to complete a skill effectively e.g. keep your thumbs together when catching the ball in basketball

## Aerobic and anaerobic Exercise

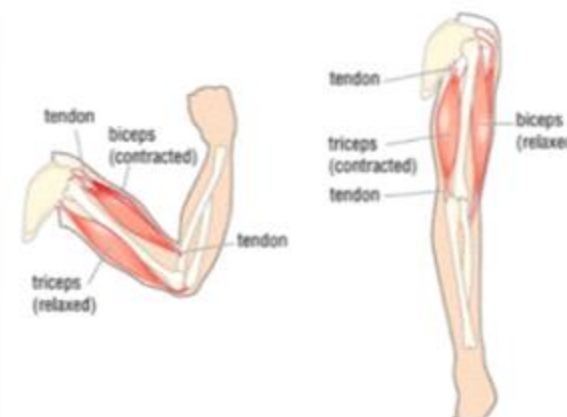
**Aerobic exercise** – oxygen is used to produce energy. Takes place during low/moderate intensity activities like walking and jogging.

**Anaerobic exercise** – oxygen is not used to produce energy. During high intensity activities like jumping, throwing and sprinting

# Year 7 - Physical Education - Fitness

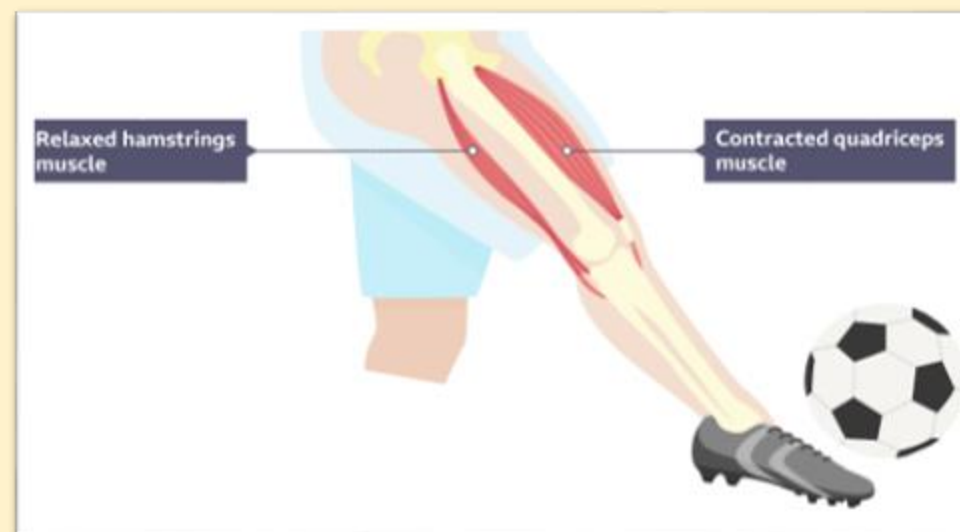
## Antagonistic pairs

- Muscles are arranged in antagonistic pairs, so when one muscle contracts and pulls the other relaxes to allow the joint to work.



The muscle that contracts is the **agonist**.

The muscle that is relaxed is called the **antagonist**.





Password	Cyberbullying	Social Media	Digital Footprint	Formatting	Validity	Copyright
Passwords are used to stop other people from accessing your accounts and devices.	Any bullying that takes place online or by using a digital device (e.g. smart phone). This includes online threats.	Websites and applications that allow communication.	Every time you search for something online or share an image, you leave an online trail.	Changes the appearance of text.	Validity refers to information being accurate.	Used to protect content from being used without permission.

## Autumn 1 - Online Safety

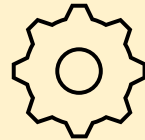
### Secure Passwords

- Do not share your passwords with anyone except your parents / carers
- The current advice is to use three random words, for example **fishcloudroad**.
- Increase the strength of your password by adding numbers and capital letters, for example **FishCloudRoad23**.



### Social media settings

- Profiles should always be set to **private**.
- Profile images should not reveal locations or be recognisable.
- Don't accept friend requests from people who you haven't met in person!



### Cyberbullying

- Remember to **screenshot** evidence, **block**, **report** and **tell an adult**.

*Think before you send!*

ctrl + c = copy

ctrl + v = paste

ctrl + x = cut

crtl + z = undo

ctrl + y = redo

ctrl + s = save

ctrl + b = **bold**

ctrl + i = *italic*

ctrl + u = underline

Email address format for a year 7 named **James Bond**:  
**egs-22jabo@ellisguilfordschool.org.uk**

## Autumn 2 - Digital Literacy

**Word Processor formatting** features include tools such as **bold**, *italic*, underline, changing **colour**, font style, font size, **highlight**, and alignment.

- Formatting can be used for many reasons, including to make text easier to read, easier for the audience to use, **highlight** important information, or attract attention.

### Validity of online information

- When researching and reading stories online you need to check that they are **reliable**, **trustworthy** and **credible**.
- Anyone can upload content, so it is not always accurate.*



- Check if the same information is available on other websites
- Older information could be out of date!
- Ask your parents or teachers.



### Using online images

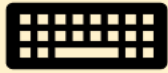


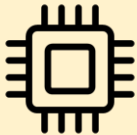
- Make sure the image has the appropriate licence.
  - Only use images with appropriate **CC licenses**, such as **CC-BY**
  - Do not use **copyrighted** images
- Check that the image is good quality and not **pixelated**.





Hardware	Software	Input	Process	Output	Memory	Storage
Physical components of the computer ( <i>you can touch hardware!</i> ).	The computer programs that run on the computer.	Data is entered into a computer system.	The CPU <b>decodes</b> and <b>executes</b> instructions. ( <i>Decides what to do and then does it!</i> )	Data is outputted to the user - <i>e.g. through sound or images.</i>	Stores data for programs currently in use.	Storage devices are used for long-term storage of data.

## Input, Output and Storage devices

<b>Input:</b> A keyboard is used to input data.	
<b>Output:</b> A PC monitor is used to output data, for example images.	
<b>Storage device:</b> A USB memory stick is used for <b>long term storage of data</b> .	
<b>Process:</b> The computer <b>decides</b> what to do with the data that has been input.	

Hardware examples:



Software examples:



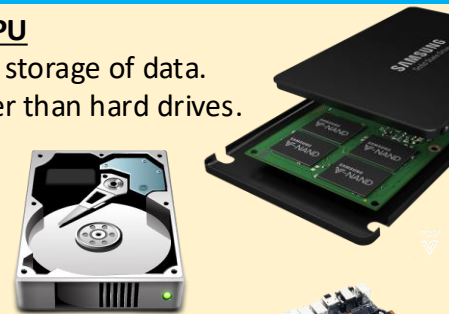
## Main components & CPU

**Hard drive** - Long term storage of data.

**Solid State Drive** - Faster than hard drives.

Compare storage using:

- Portability
- Access speed
- Durability
- Cost



**Motherboard** - Allows us to connect all the different components together.



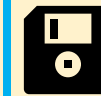
**CPU** - Processes (*carries out*) instructions. *It is the brain of the computer.*



**CPUs constantly repeat the fetch-execute cycle.**

- Instructions are  **fetched**  from the memory.
- The instructions are  **decoded**  by the CPU.
- The instructions are  **executed**  by the CPU.
- The cycle is  **repeated** .

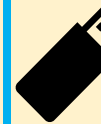
## Storage Devices



**Magnetic** - Data is stored on magnetic plates. Hard disk is often the main storage device in your computer.



**Optical** - Data is burned onto the surface of the disk with a laser beam.



**Solid State** - Stores data using semiconductor chips. Has no moving parts.

## Memory

**RAM stores data for currently running programs.**

It is volatile memory; *data is lost when the power is turned off.*

**ROM is used to store the start up instructions**, it is non-volatile; *data is kept even when the power is turned off!*



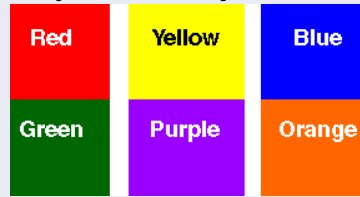
## Colour Theory

## Year 7 – Art - Formal Elements

### Key Terminology

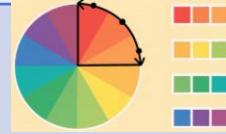
<b>Form</b>	A 3D shape / to make something appear 3D.
<b>Shape</b>	The outline of an object.
<b>Colour</b>	The hue, tint or shade.
<b>Tone</b>	The light and dark (highlight – mid-tone – lowlight).
<b>Line</b>	Individual marks made on a surface.
<b>Texture</b>	The appearance of the surface.
<b>Pattern</b>	Repeated motifs.

### Complementary Pairs



Colours opposite each other on the colour wheel. Appear brighter when placed next to each other.

### Analogous



Colours next to each other on the colour wheel.

### Harmonious Colours



### Warm Colours



### Cold Colours



### Tints/Shades/Tone



Tints = A Colour + White  
 Shades = A Colour + Black  
 Tones = A Colour + Black and White (Grey)

### Primary Colours



A colour that **cannot be made** by mixing other colours together.

### Secondary Colours

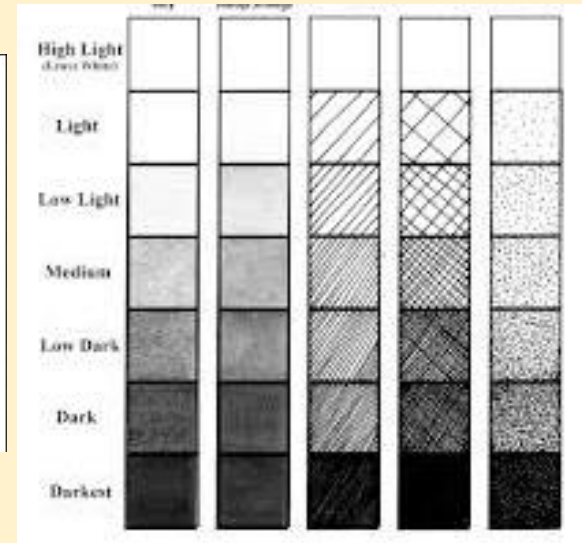
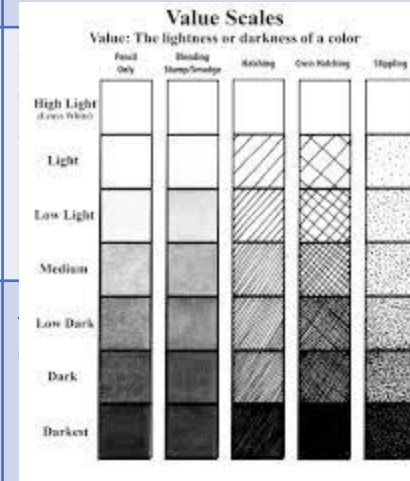


Made by mixing two **primary** colours together.

### Tertiary Colours



Made by mixing a **primary** and a **secondary** colour together.



### Sentence Starters in Art

- My first impressions of this piece are...
- This piece of work is about...
- This piece reminds me of...
- The part that I find most interesting is...
- I think this piece is about...
- The colours the Artist has used are...
- This piece of work makes me feel...
- I could use artist's ideas in my work by...

### Key Terminology

Quality of the line, Tone in the line, Directional shading, Highlight, Mid-tones, Lowlights, Complementary Pairs, Harmonising Colours, Analogous, Contrasting, Hues of a colour, Mark making, Blending.



# Line

Line is the path left by a moving point.  
For example a pencil or a brush dipped in paint.  
A line can take many forms.

**Question:**

What materials could you use to make different types of lines?

# Colour

Red, yellow and blue are primary colours, which means they can't be mixed using any other colours.

Two primary colours mixed together make a secondary colour.

In theory, all other colours can be mixed from these three colours.

# Tone

Tone refers to the lightness or darkness of something.  
Tone and shading can be used to make 2D look 3D, giving it form.

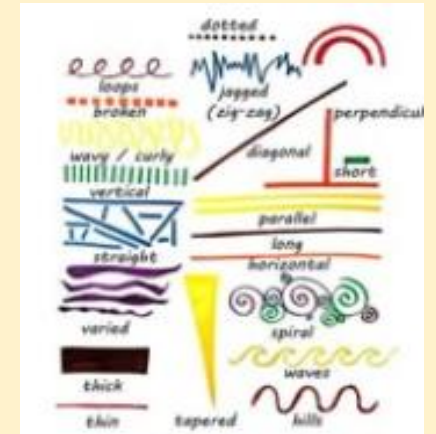
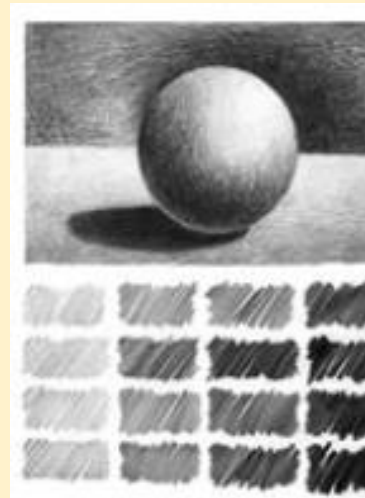
**Question:**

How can you change the tone of a colour?

# Shape

A shape is an area enclosed by a line.  
It could be just an outline or it could be shaded in.

Shapes can be either geometric, like a circle, square or triangle, or irregular.



# Form

Form is a three dimensional shape, such as a cube, sphere or cone.  
Sculpture and 3D design are about creating forms.

**Question:** How many 3D shapes can you name?  
How many can you draw accurately?

# Texture

Texture Describes the surface quality of something.

Actual texture really exists.

Visual texture is created using marks to represent texture.

# Pattern

Pattern is a design that is created by repeating lines, shapes, tones and colours.

A design which keeps occurring is called a motif.

Notice other patterns in your life: breathing, music, math, PE, nature, man-made.

# Seven formal elements

The art elements are line, shape, form, tone, texture, pattern and colour.  
They are often used together, and how they are organised in a piece of art determines what the finished piece will look like.

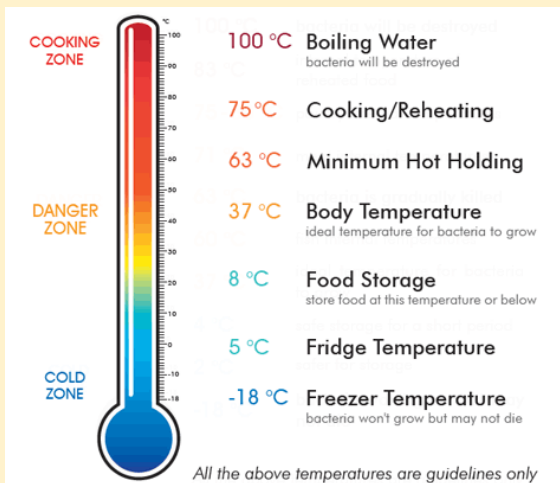




Key Vocabulary

Temperature Control

Temperature control: Buy, store, cook and prepare food. Storing food correctly minimises the risk of food spoilage and food poisoning.



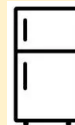
Bacteria grow best in the danger zone (between 5°C-63°C):

- Below 5°C they grow very slowly or are dormant.
- Above 63°C they are mainly destroyed by heat.

The 5 conditions for bacterial growth: **Warmth, food, moisture, time, correct PH.**

Fridge Safety

Some food needs to be kept in the fridge to stop bacteria contaminating food.



**Cross-contamination:** The transfer of pathogenic from raw to ready to eat foods, or one place to another.



- Cooking
- Cleaning
- Chilling
- Cross-contamination



Bacteria and Illnesses

Bacteria that make us ill are called **PATHOGENIC**. Non-visible and visible symptoms are:

- Diarrhoea (visible)
- Being sick (visible)
- Nausea (non-visible)
- Stomach cramps (non-visible)
- Fever/temperature (non-visible)
- Headaches (non-visible)



**Food poisoning:** An illness caused by eating contaminated food.

**Food spoilage:** When food deteriorates so that its quality is reduced, or can no longer be eaten.

**Bacteria:** Microscopic living organisms, which are single-celled and can be found everywhere.

**High-risk foods:** Ready-to-eat moist foods, often high in protein.

**Dormant:** When bacteria are inactive and cannot grow at all.

**Assessment**  
**Meal Planning**  
**MCQ's & Practical Work**



## Key Vocabulary

# Year 7 - Food and Nutrition - Knife Skills and Healthy Eating

## Knife Skills

Basic skills for using a knife.

1. Chose the correct knife
2. Cut on a flat surface
3. Make sure your knife is sharp
4. Use the correct holding method – bridge or claw



## Weighing and Measuring

**Weighing and measuring** is important as too little or too much of an ingredient can affect the final dish.

- Lbs – pounds
- Oz – ounces
- Kg – kilo gram
- G - gram
- Ltr- litre
- ml – millilitre



**Fruit and Vegetables:** These should make up a third of our plate as it supplies the body with vitamins, minerals and fibre.



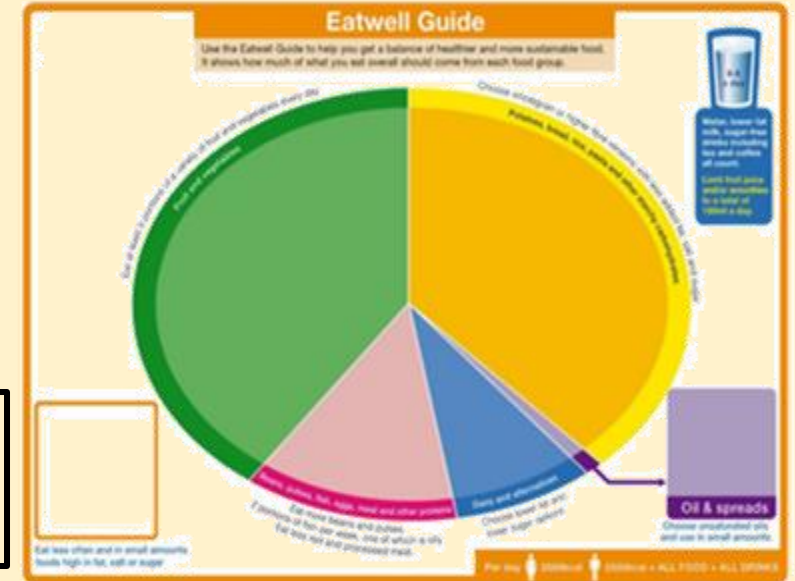
**Protein:** Beans, pulses, fish & meat. These are all good sources of protein, vitamins and minerals needed for muscles growth and repair.



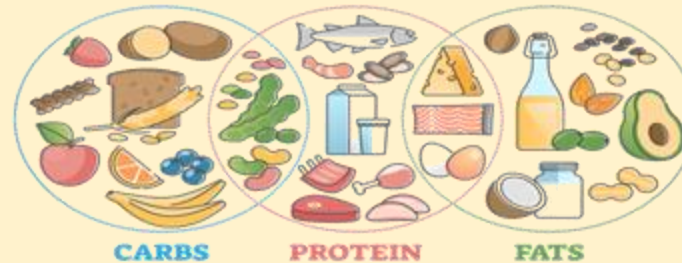
**Dairy:** Milk and yoghurts are good sources of protein and mineral such as calcium, keeping bones strong and healthy.



**Oils and Spreads:** All fats are high in energy so should be eaten sparingly. Choose unsaturated fats such as olive oil.



**Carbohydrates:** Potatoes, rice and pasta, providing the body with energy, fibre, calcium, iron and B vitamins.



**Macronutrients=** In large amounts. Carbohydrates, fats and proteins.

**Micronutrients=** In small amounts. Vitamins and minerals.

## Nutrients and Healthy Eating

**The eight tips are:**

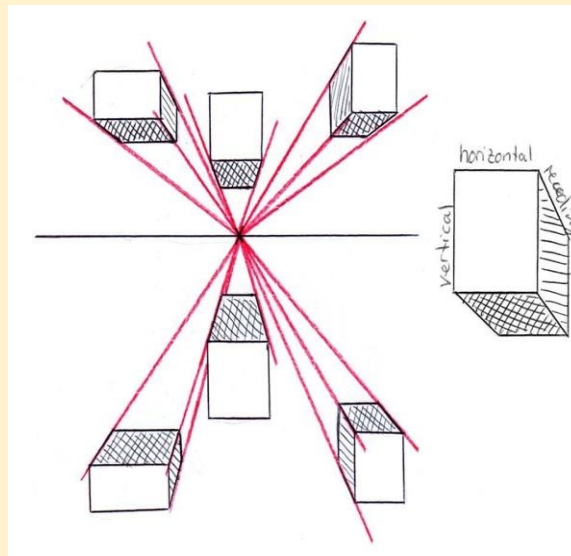
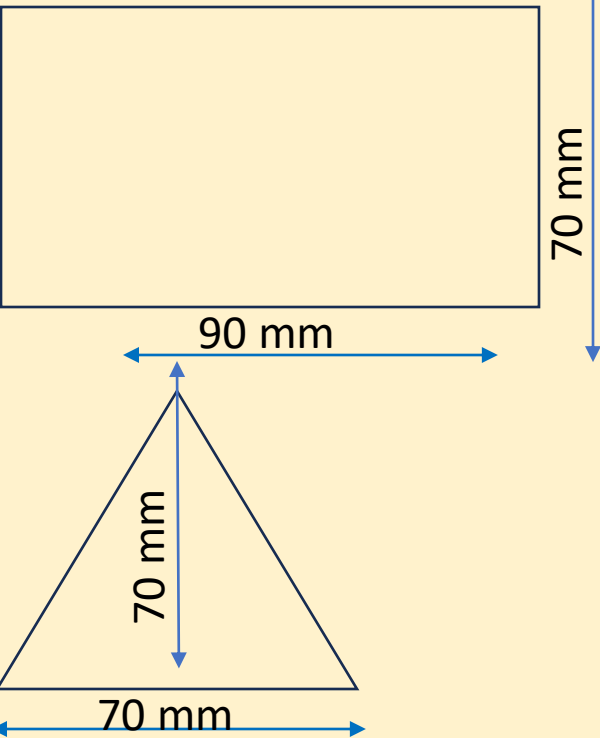
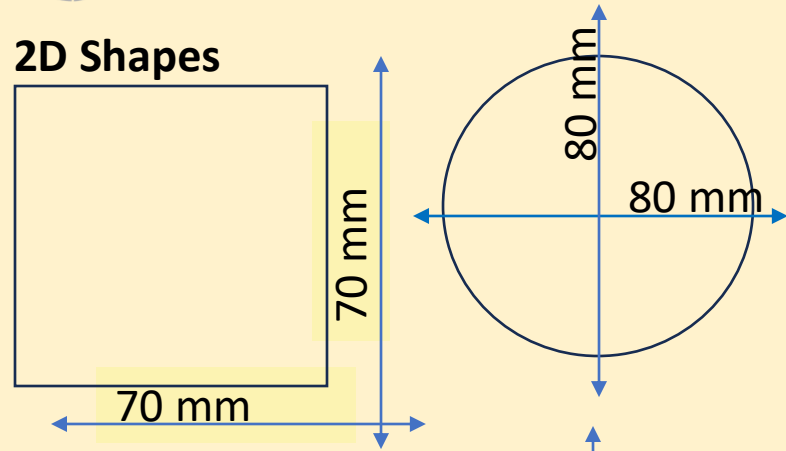
1. Base your meals on starchy foods
2. Eat lots of fruit and vegetables
3. Eat more fish – including a portion of oily fish each week
4. Cut down on **saturated fat** and sugar
5. Eat less salt – no more than 6g a day for adults
6. Get active and try to be a healthy weight
7. Don't get thirsty
8. Don't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





# Know your sign

## 2D Shapes



Key term	Meaning
Isometric drawing	Isometric drawings uses parallel projection to show three dimensions. Horizontal: edges are drawn at 30 degrees, Vertical and Parallel lines.
One-Point Perspective	One-Point Perspective uses a single vanishing point on the horizon line to create the illusion of depth and distance on a two-dimensional surface.
2-point perspective	a linear perspective technique where two vanishing points are placed on the horizon line to create the illusion of depth and space on a two-dimensional surface
CAD	computer-aided design
hazard	a danger

A collection of safety signs including:

- Emergency stop
- Fire exit
- Do not talk to or distract the operator while this machine is in operation
- Eye protection must be worn
- Protective footwear must be worn
- Protective gloves must be worn
- Please remove all jewellery etc. before commencing work
- Fire door keep shut
- CODE OF PRACTICE FOR THE USE OF BANDSAWS
- Fire action
- Danger 240 volts
- Warning Trip hazard
- FLAMMABLE LIQUID
- CO<sub>2</sub> CARBON DIOXIDE
- DRY POWDER
- WATER
- FIRST AID