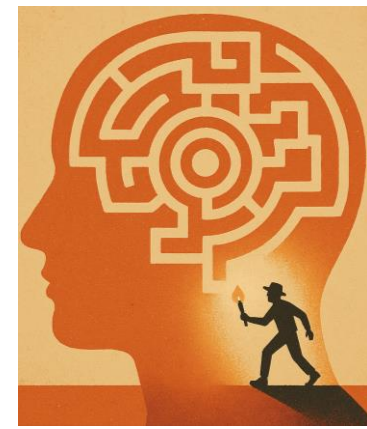


YEAR 7



BHA's Knowledge Quest

**Autumn 1
(Sept - Oct)
2025-2026**



How to use your Knowledge Quest Booklet

To support you in making progress in each of your lessons, your teachers have produced Knowledge Organisers which contain all of the main facts, knowledge and information that you need to know to be successful and make progress this half term. There are lots of ways to use these Knowledge Organisers, but the most important thing is that you are revising the knowledge and you are able to recall it in your lessons. Please see below details of how to use this booklet; what your half termly homework looks like and how to secure lots of positive Class Charts points!

English: 30 minutes of Sparx Reader, every week.

Maths: 30 minutes of Sparx Maths, every week.

Science: 30 minutes of Sparx Science, every week.

MFL: 1 list of vocabulary to learn for a test in lesson AND 1 quiz to complete on Language Nut, MFL platform every fortnight.

History: 30 minutes of Seneca revision, every week. Additional revision provided for assessments.

Geography: 1 hour of Seneca per fortnight.

RE: Holistic quiz using Knowledge Organiser and lesson on teams, every 4 weeks.

PSHE: Independent self quizzing from Knowledge Organiser.

DT: Food Studies- Seneca assignment set as part of each 9-week rotation. Flip learning in Graphics and Textiles.

Art: To research/find and create resource images for projects when required.

All other subjects: Revise the information in this booklet using the revision sheets included with each subject.

Timetable

Use this page to copy out your lessons and room numbers

[illegible]

Dates to remember this half term:

September

October

Attendance record



Week	Attendance %
Week 1	
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	
Week 7	
Week 8	

Sparx Check!

Remember to click: 'Login with Microsoft' using your academy email address and password!

In the boxes below, write the XRP score that you achieved for each subject. Your form tutor will award you additional CC points for the more XRP points you achieve in addition to the set points for each weekly homework.

	Sparx Reader Points:	Sparx Maths Points:	Sparx Science Points:
Week 1			
Week 2			
Week 3			
Week 4			
Week 5			
Week 6			
Week 7			
Week 8			
Total this half term:			

Seneca Check!

Remember to click: 'Login with Microsoft' using your academy email address and password!

In the boxes below, write the titles of the assignments that you complete for each subject and your overall percentage scores. Your form tutor will award you additional CC points for the highest percentages you achieve in addition to the set points for each weekly homework.

	English Assignments:	History Assignments:	Geography Assignments:
Week 1			
Week 2			
Week 3			
Week 4			
Week 5			
Week 6			
Week 7			
Week 8			
Total assignments completed this half term:			

Language Nut Check!

Remember to click:
'Login with Microsoft'
using your academy
email address and
password!

In the boxes below, write out what % you have achieved from your weekly homework.
Your form tutor will award you additional CC points for the highest scores you achieve in
addition to the set points for each weekly homework.

	MFL Homework:
Week 1	
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	
Week 7	
Week 8	
Total assignments completed this half term:	

Independent Study Check!

Your form tutor and your parent/carer will also check that you are completing your independent study within this booklet. Additional positive CC points will be awarded for beautiful presentation and your ability to demonstrate a strong recall of the knowledge within this booklet.

	End of Half term Form Tutor Check:	Parent/Carer Check:
Independent Study Completed?		
Beautiful Presentation?		
Recall of Knowledge?		

Personal Reflection: What are you most proud of within your Independent Study Booklet?

Homework Log





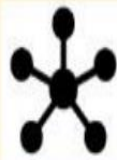













Use this page to record any homework this half term

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Homework Log

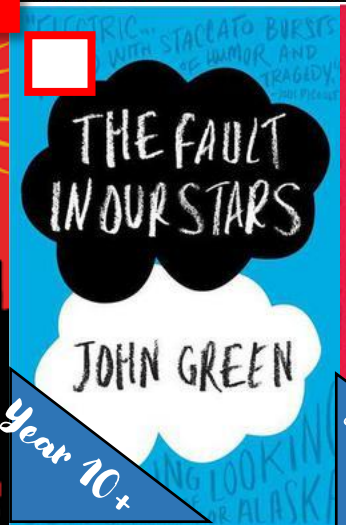
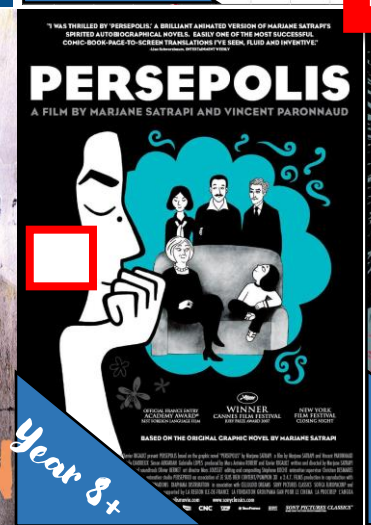
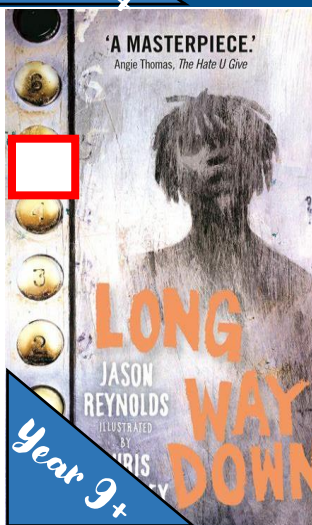
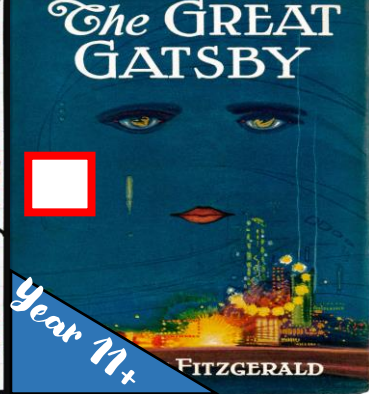
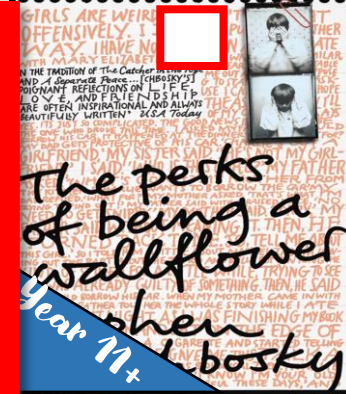
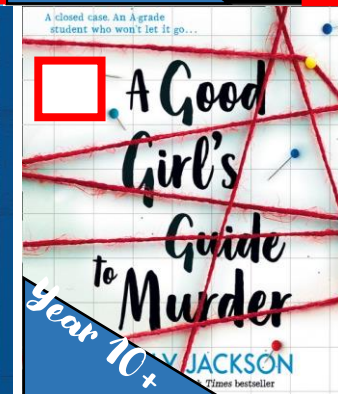
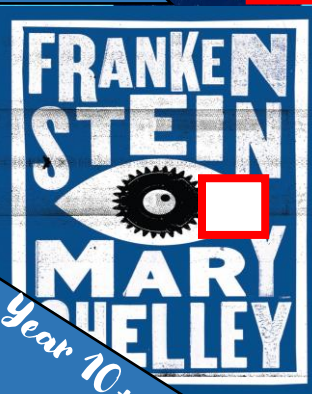
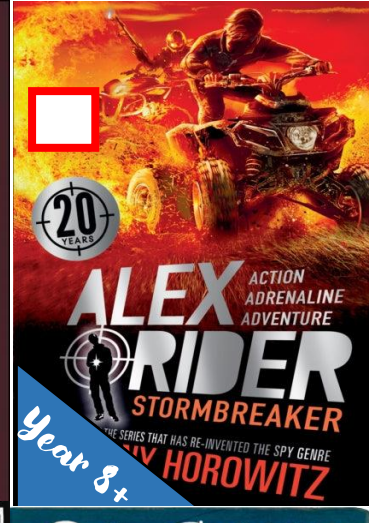
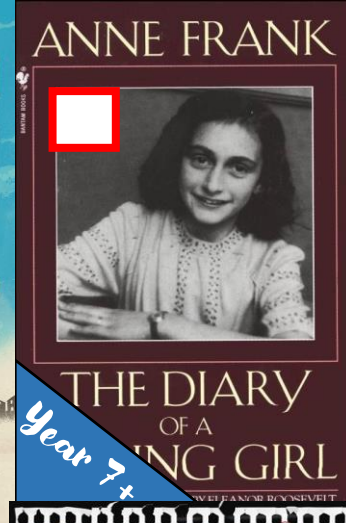
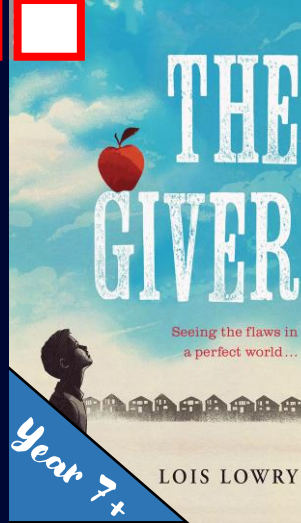
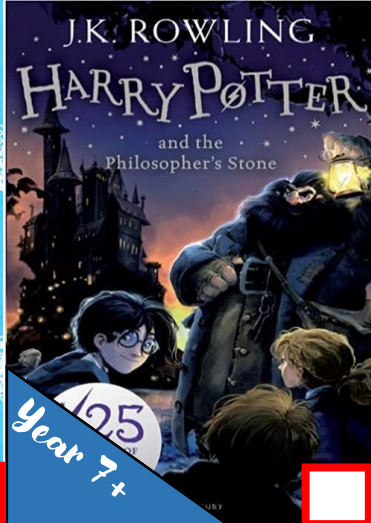
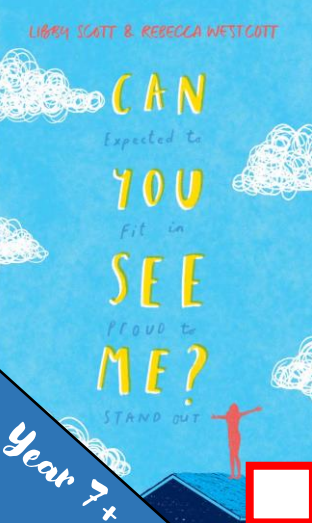
Use this page to record any homework this half term

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	Look, Cover, Write, Check	Definitions to Key Words	Flash Cards	Self Quizzing	Mind Maps	Paired Retrieval
Step 1	<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 or information on your flash cards.</p> 	<p>Use your knowledge organiser to create a mini 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> 
Step 2	<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 test you by asking you questions on different sections of your knowledge organiser.</p> 
Step 3	<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> 

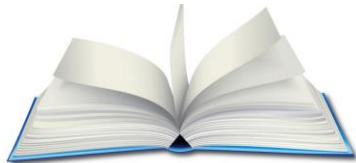
WORLD MAP





Contents page

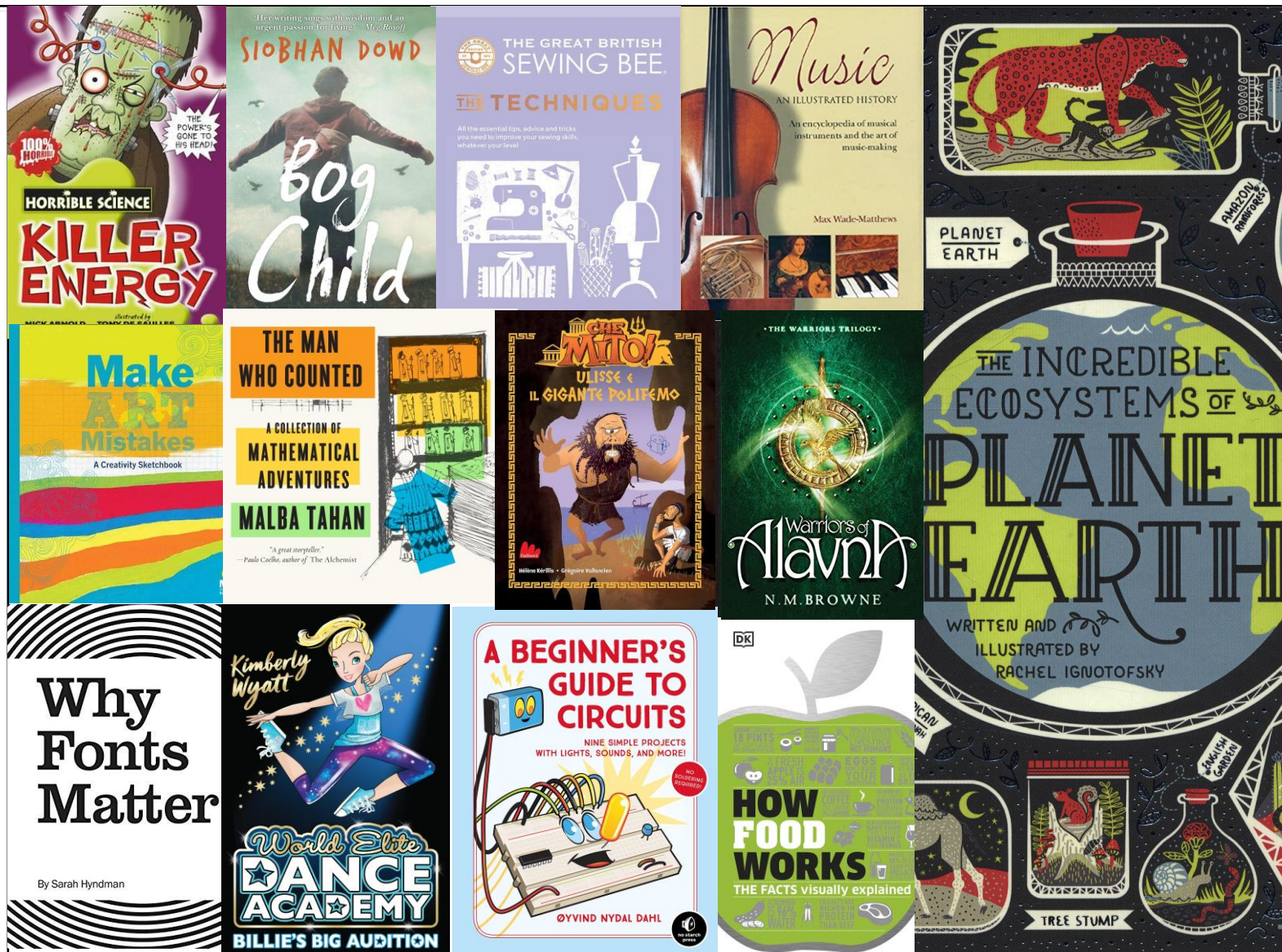
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Further Reading List

Challenge yourself by reading these topic-related books!

Year 7







A Monster Calls

In Patrick Ness' short young adult novel, *A Monster Calls*, young Conor O'Malley deals with the difficult emotions associated with his mother's impending death from cancer. The Monster comes to teach the boy how to deal with his own grief. While exploring themes such as grief, storytelling, fear, courage, and the contradictions of human nature, the Monster and Conor work through his complex feelings, allowing the boy to be able to face his mother's death with courage and peace.

Main Characters – Consider what Ness is trying to explore through his characters

<p>Conor</p> <p>The protagonist of the book, thirteen-year-old Conor is very responsible for his age, due primarily to the fact that his mother was diagnosed with cancer a year before the start of the book. Conor is her primary caretaker because Conor's mother and father had gotten divorced five years before her diagnosis. At the beginning of the story, Conor refuses to believe that his mother's health is deteriorating and tries to act as though everything is normal. However, different people and events prevent Conor from pretending that everything is normal.</p>	<p>Conor's Dad</p> <p>Conor's father and the ex-husband of Conor's mother. Conor's mother and father divorced when Conor was seven years old, and Conor explains that he barely remembers what it's like to have a father in the house. Conor's father now lives in America with his new wife, Stephanie, and a new baby. Conor's father comes to visit when Conor's mother ends up in the hospital. Conor is happy to see him—he enjoys being with his father and is comforted to have a parental figure to help take care of him and relieve him of some of his responsibility. However, even though it is clear that Conor's father has good intentions, he is rather flaky.</p>
<p>Conor quote:</p> <p>He'd told no one about the nightmare. Not his mum, obviously, but no one else either, not his dad in their fortnightly (or so) phone call, definitely not his grandma, and no one at school. Absolutely not.</p>	<p>Conor's Dad quote:</p> <p>His father sighed. "This is what I meant," he said. "This is what I meant when I said you were going to have to be brave."</p>
<p>The Monster</p> <p>A giant creature who takes the shape of a yew tree. Conor's pain, grief, and inability to accept his feelings and his mother's impending death is what calls the monster to him. The monster says that it has been called Herne the Hunter, Cernunnos, and the Green Man in the past—all implying that it is a natural spirit of pagan lore. The monster comes to tell stories to Conor to try and help him heal, and to help him understand that life and human emotions are complex and resist simple answers. The monster appears to be heavily linked to Conor's denial surrounding his mother: the more Conor tries to deny that anything is wrong, the more violent both the monster and Conor get.</p>	<p>Lily</p> <p>Conor's best friend and classmate. Conor's mother and Lily's mother have been friends for a long time, and Conor and Lily grew up together. But at the beginning of the book, Conor is angry with Lily: when she found out about Conor's mother's diagnosis, she told a few friends, who quickly spread the news to the entire school and caused people to avoid him. This sequence of events makes Conor frustrated with her, to the point where he gets her into trouble while she was trying to save Conor from being bullied by Harry.</p>
<p>Monster quote:</p> <p>You think I tell you stories to teach you lessons? the monster said. You think I have come walking out of time and earth itself to teach you a lesson in niceness?</p>	<p>Lily quote:</p> <p>I'm sorry for telling everyone about your mum, read the first line. I miss being your friend, read the second. Are you okay? read the third. I see you, read the fourth, with the I underlined about a hundred times.</p>
<p>Conor's Mum</p> <p>Though it is only explicitly stated that Conor's mother is sick, details that Ness includes heavily implies that she has cancer: Conor's mother has lost her hair and wears a scarf, goes through rounds of treatments, and is often exhausted and nauseous. As Conor's mother's condition deteriorates over the course of the book, she feels increasingly guilty about the responsibility that Conor has been forced to take on in caring for her. This leads her to ask his grandmother (her mother) to visit and help her and Conor, despite the fact that Conor doesn't like his grandmother very much. When Conor's mother's treatments stop working, she tries to tell Conor that she believes her last option, the one made from yew trees, will work. When she reveals to him later that this treatment is also failing, he becomes angry with his mother for lying to him.</p>	<p>Conor's Grandma</p> <p>Conor's maternal grandmother. Conor's grandmother is cold and somewhat strict, and Conor doesn't like her very much. He doesn't understand why she tries to make herself look young and still works. At the beginning of the book, Conor's mother invites Conor's grandmother to visit to help take care of Conor and herself. Conor is disdainful of her visit, both because she treats him like a child (even though he's been taking care of his mother alone up to this point), and because her presence inherently indicates that something is wrong.</p>
<p>Conor's Mum quote:</p> <p>"I'm going to be late," Conor said, eyeing the clock. "Okay, sweetheart," she said, teetering over to kiss him on the forehead. "You're a good boy," she said again. "I wish you didn't have to be quite so good."</p>	<p>Conor's Grandma quote:</p> <p>She walked right past him, her face twisted in tears, the moaning spilling out of her again. She went to the display cabinet, the only thing remaining upright in the room.</p>

Key Themes (A theme is recurring subject or idea in a piece of literature)

- **Isolation** – being alone or isolated. 
- **Trauma** – a deeply distressing or disturbing experience. 
- **Morality** – understanding right from wrong (or, good and bad). 
- **Denial** – refusing to accept something. 

Key Words

- **Symbolism** – The use of objects, characters, colours to convey deeper meanings and themes in a story.
- **Allegory** – a story with a hidden meaning.
- **Trepidation** – a feeling of fear or anxiety about something that may happen.
- **Turmoil** – a state of great disturbance, confusion, or uncertainty.



PEZEL
POINT: Make a clear statement that answers the question.



EVIDENCE: Use a quotation from the book that proves the point you have made, imbed them in and include quotation marks.



ZOOM: Zoom in on a key word/ phrase, identify what TYPE of word it is OR identify any language features and analyse the meaning. Provide at least two interpretations.



EXPLORE: Use your quote explosion/rainbow analysis to explain the effects on the reader. What/ how will it make think, feel, understand?



LINK: Explain why the writer has done this and link back to the context of the novella OR link to another part of the text, how is it developed, emphasised or contrasted

***PEZEL is a structure to ensure you cover all aspects of a mark scheme.**



Maths

Solving problems with addition and subtraction

What do I need to be able to do?

By the end of this unit you should be able to:

- Understand properties of addition/ subtraction
- Use mental strategies for addition/ subtraction
- Use formal methods of addition/ subtraction for integers
- Use formal methods of addition/ subtraction for decimals
- Solve problems in context of perimeter
- Solve problems with finance, tables and timetables
- Solve problems with frequency trees
- Solve problems with bar charts and line charts

Keywords

Commutative: changing the order of the operations does not change the result

Associative: when you add or multiply you can do so regardless of how the numbers are grouped

Inverse: the operation that undoes what was done by the previous operation (The opposite operation)

Placeholder: a number that occupies a position to give value

Perimeter: the distance/ length around a 2D object

Polygon: a 2D shape made with straight lines

Balance: in financial questions — the amount of money in a bank account

Credit: money that goes into a bank account

Debit: money that leaves a bank account

Addition/ Subtraction with integers

Addition is commutative



$$6 + 3 = 3 + 6$$

The order of addition does not change the result

- Modeling methods for addition/ subtraction
- Bar models
- Number lines
- Part/ Whole diagrams

Addition/ Subtraction with decimals

4	3	8	
7	9	0	+

0 can be used to fill empty places with value

The decimal place acts as the placeholder and aligns the other values

$$5.43 + \frac{8}{10}$$

If represents 1 instead of 100

Revisit Fraction — Decimal equivalence
 $543 + 0.8$

Subtraction the order has to stay the same

$$360 - 147 = 360 - 100 - 40 - 7$$

- Number lines help for addition and subtraction
- Working in 10's first aids mental addition/ subtraction
- Show your relationships by writing east families

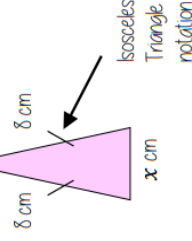
Formal written methods

H	T	O
1	8	7
+	5	4
	2	4
		9

Remember the place value of each column
You may need to move 10 ones to the ones column to be able to subtract

Solve problems with perimeter

Perimeter is the length around the outside of a polygon



The triangle has a perimeter of 25cm
Find the length of x

$$\begin{aligned} 8\text{cm} + 8\text{cm} + x\text{cm} &= 25\text{cm} \\ 16\text{cm} + x\text{cm} &= 25\text{cm} \\ x\text{cm} &= 9\text{cm} \end{aligned}$$

Solve problems with finance

Profit = Income - Costs

Credit — Money coming into an account

Debit — Money leaving an account

Money uses a two decimal place system
14.2 on a calculator represents £14.20

Check the units of currency — work in the same unit

Tables and timetables

Distance tables

London	Cardiff	Glasgow	Belfast
211	493	392	177
556	518		

This shows the distance between Glasgow and London
It is where their row and column intersect

Bus/ Train timetables

Harton	1005	1045	1130
Bridge	1024	1106	1147
Aville	1051	1133	1205
Ware	1117	1202	1233

Two-way Tables

	H	T
H	HH	HT
T	TH	TT

Where rows and columns intersect is the outcome of that action

TIME CALCULATIONS — use a number line

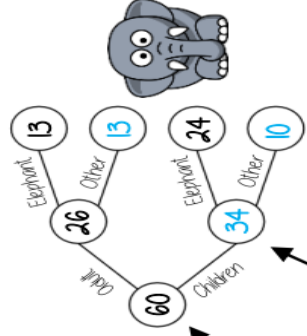
Each column represents a journey, each row represents the time the 'bus' arrives at that location

Frequency trees

60 people visited the zoo one Saturday morning

26 of them were adults. 13 of the adult's favourite animal was an elephant. 24 of the children's favourite animal was an elephant

The overall total '60 people'

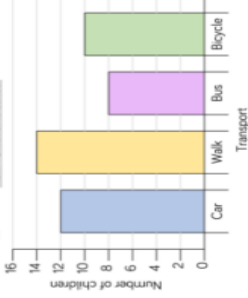


A frequency tree is made up from part-whole models
One piece of information leads to another

Probabilities or statements can be taken from the completed trees
eg 34 children visited the zoo

Bar and line charts

How 18 travel to school



Use addition/ subtraction methods to extract information from bar charts

eg Difference between the number of students who walked and took the bus
Walk frequency — bus frequency

When describing changes or making predictions

- Extract information from your data source
- Make comparisons of difference or sum of values
- Put into the context of the scenario

Solving problems with multiplication and division

What do I need to be able to do?

By the end of this unit you should be able to:

- Understand and use factors
- Understand and use multiples
- Multiply/Divide integers and decimals by powers of 10
- Use formal methods to multiply
- Use formal methods to divide
- Understand and use order of operations
- Solve area problems
- Solve problems using the mean

Keywords

Array: an arrangement of items to represent concepts in rows or columns

Multiples: found by multiplying any number by positive integers

Factor: integers that multiply together to get another number

M: prefix meaning one thousandth

Centi: prefix meaning one hundredth

Kilo: prefix meaning multiply by 1000

Quotient: the result of a division

Dividend: the number being divided

Divisor: the number we divide by

Factors

- Arrays can help represent factors
- Factors of 10: 1, 2, 5, 10
- Factors of 4: 1, 2, 4
- Factors of 36: 1, 2, 3, 4, 6, 9, 12, 18, 36

The number (itself) is always a factor

Square numbers have an ODD number of factors

Be strategic
- Lay factors out in pairs can help you not to miss any

Metric conversions

Useful Conversions

$$\begin{array}{c} \text{mm} \xrightarrow{\div 10} \text{cm} \xrightarrow{\div 100} \text{m} \xrightarrow{\div 1000} \text{km} \\ \text{mm} \xrightarrow{\times 10} \text{cm} \xrightarrow{\times 100} \text{m} \xrightarrow{\times 1000} \text{km} \end{array}$$

Multiplication methods



Less effective method especially for bigger multiplication

Multiplication with decimals

Perform multiplications as integers

e.g. $0.2 \times 0.3 \rightarrow 2 \times 3$

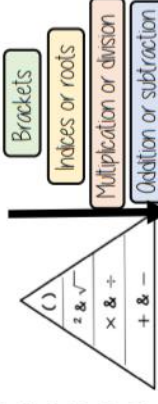
Make adjustments to your answer to match the question

e.g. $0.2 \times 10 = 2$

$0.3 \times 10 = 3$

Therefore $0.6 \div 100 = 0.06$

Order of operations

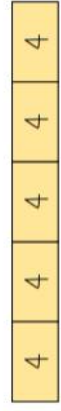


If you have multiple operations from the same tier work from left to right

$$\text{e.g. } 10 - 3 + 5 \rightarrow 10 - 3 \rightarrow 7 + 5$$

$$\begin{array}{l} 6 \times 4 + 8 \times 2 \\ 24 + 16 \\ = 40 \end{array}$$

Multiples



Lowest Common Multiples

Bar models can represent by something is a multiple. E.g. 20 is a multiple of 4

LCM of 9 and 12: 36

LCM of 9 and 12: 36

LCM of 9 and 12: 36

LCM of 9 and 12: 36

LCM of 9 and 12: 36

LCM of 9 and 12: 36

LCM of 9 and 12: 36

Division methods

$$3584 \div 7 = 512$$

Division with decimals

The placeholder in division methods is essential — the decimal lines up on the dividend and the quotient

$$24 \div 0.2 \rightarrow 24 \div 2 \rightarrow 12$$

$$24 \div 0.02 \rightarrow 24 \div 2 \rightarrow 1200$$

All give the same solution as represent the same proportion

Multiply the values in proportion until the divisor becomes an integer

Area problems

Rectangle

Base x Perpendicular height

Parallelogram/ Rhombus

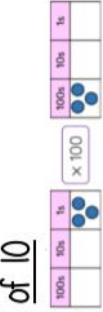
Base x Perpendicular height

Triangle

$\frac{1}{2} \times \text{Base} \times \text{Perpendicular height}$

A triangle is half the size of the rectangle it would fit in

Multiply/Divide by powers of 10



$$3 \times 100 = 300$$

$$0.03 \times 100 = 3$$

Repeated multiplication and division by powers of 10 is commutative

$$\div 10 \text{ then } \div 10 \rightarrow \div 100$$

Division methods

$$512 \div 7 = 73 \text{ R } 5$$

Complex division

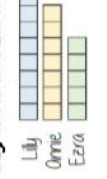
$$24 \div 6 = 4$$

Break up the divisor using factors

Mean problems

Mean — a measure of average

It gives an idea of the central value



Finding the mean amount is the average amount each person would have if shared out equally

Lily: 24, 24, 24

Omnie: 24, 24, 24

Ezra: 24, 24, 24

The mean number of blocks would be 8 each

Energy

Energy

- **Energy** is needed to make things happen
- It is measured in **joules** or **kilojoules**

- The **law of conservation of energy** says that energy cannot be created or destroyed, only transferred
- This means that the total energy before a change is always equal to the total energy after a change

Energy can be in different energy **stores**, including:

- **Chemical** – to do with food, fuels and batteries
- **Thermal** – to do with hot objects
- **Kinetic** – to do with moving objects
- **Gravitational potential** – to do with the position in a gravitational field
- **Elastic potential** – to do with changing shape, squashing and stretching


Food and energy

- Food has energy in a chemical energy store
- Different foods contain different amounts of energy
- Different activities require different amounts of energy
- Different people need different amounts of energy depending on what they do each day

Power and energy

- **Power** is a measure of how much energy is transferred per second
- Power is measured in **watts (W)**
- Each appliance has its own power rating to tell us how

One kWh is the same as the amount of energy used by a 1 kW appliance for 1 hour:

**energy in kWh = power in kW × time in hours**

cost = energy used in kWh × cost of 1 kWh

Non-renewable energy

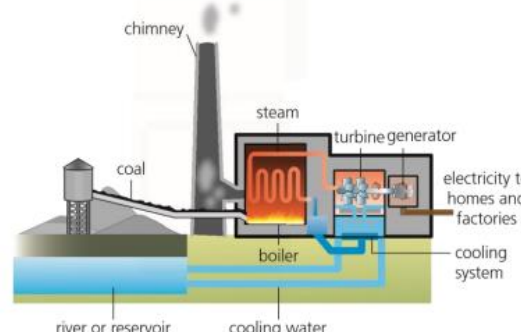
- **Non-renewable** energy cannot be replaced within your lifetime
- Non-renewable **energy resources** include coal, oil, natural gas and nuclear resources
- Coal, oil and natural gas are also known as **fossil fuels**, they release carbon dioxide when burned which contributes to global warming

Renewable energy

- **Renewable** energy can be replaced within your lifetime
- Renewable energy resources include wind, tidal, wave, biomass, solar, hydroelectric and geothermal
- Renewable energy resources do not produce much carbon dioxide, meaning that they have a smaller effect on global warming

Power stations

Thermal power stations burn coal, oil and natural gas, which are all non-renewable energy resources




Labels in diagram: chimney, coal, steam, turbine generator, electricity to homes and factories, cooling system, boiler, river or reservoir, cooling water.

Flowchart below diagram:

```
graph LR; A[Fuel is burned underneath water] --> B[Water is heated and turns into steam]; B --> C[The steam turns a turbine which turns a generator]; C --> D[Electricity is generated]
```

Dissipation of energy

- We say that energy is **dissipated** when it is transferred to a nonuseful store, it cannot be used for what it was intended for
- Energy can be wasted through friction, heating up components or heating the surroundings
- **Efficiency** is a measure of how much of the energy has been used in a useful way.

 **Key terms** Make sure you can write definitions for these key terms.

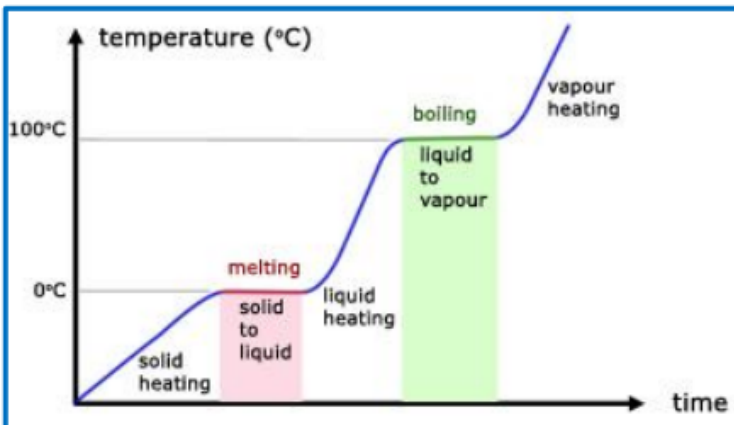
chemical dissipated efficiency elastic potential energy energy resources fossil fuels gravitational potential joules kinetic kilojoules
law of conservation of energy non-renewable power renewable thermal watts

Particle Theory of Matter

1. All matter is made of extremely tiny particles
2. All pure substances are made of their own kind of particle
3. All particles have energy to either move or vibrate.

Melting and boiling points

- The **melting point** of a substance is the temperature at which it turns from a solid to a liquid, or a liquid to a solid
- The **boiling point** of a substance is the temperature at which it turns from a liquid to a gas or a gas to a liquid



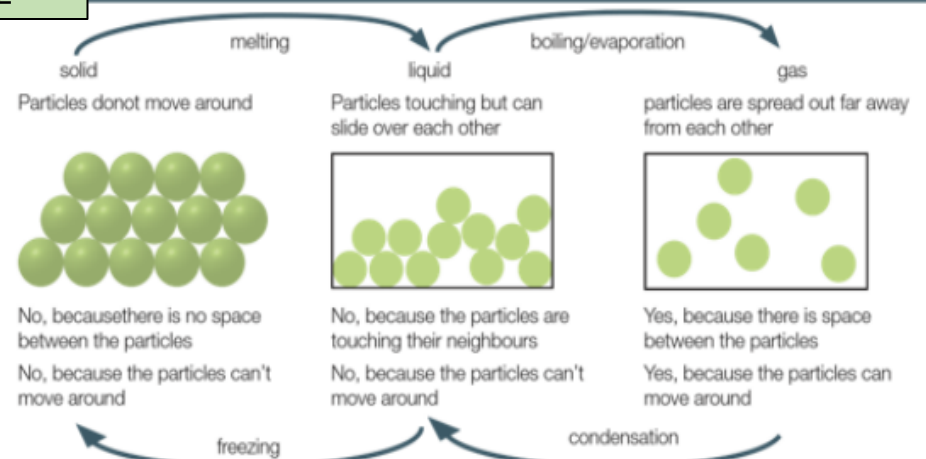
changes of state
state of matter
how do the particles move?

arrangement of particles

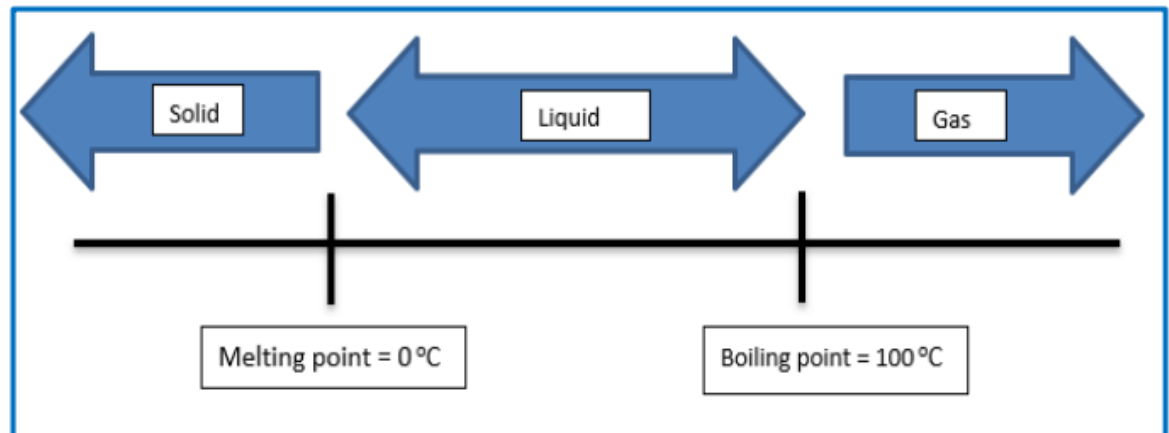
can it be compressed?

can it flow?

changes of state



This diagram can be used to predict the state that a substance is in, if the boiling point and melting point are known:



Substance – A material that is not a mixture. It has the same properties all the way through.

Changes of state – The process by which a substance changes from one state to another.

Boiling – the change of state from a liquid to a gas. Boiling occurs at the boiling point of a substance.

Melting – the change of state from a solid to liquid at the melting point.

Condensation – The change of state from a gas to a liquid. It can happen at any temperature below the boiling point.

Sublimation – the change of state from a solid directly to a gas.

Solid – In a solid state, a substance cannot be compressed.

Gas – in the gas state, a substance can flow and compressed

Liquid - in liquid state, a substance can flow but cannot be compressed

Justifications
porque es – *because it's*
dado que es – *because it's*
porque no es – *because it's not*
*será– *it will be*
*fue – *it was*

Opinions
Me encanta – *I love*
Me gusta mucho
– *I really like*
Me gusta – *I like*
No me gusta – *I don't like*
odio / detesto – *I hate*

Intensifiers
muy – *very*
bastante – *quite*
demasiado - *too*
un poco – *a little bit*
Connectives
y - *and*
también – *also*
pero – *but*
sin embargo - *however*

Reasons
divertido – *fun*
interesante – *interesting*
fantástico – *fantastic*
guay – *cool*
genial – *great*
horrible – *horrible*
aburrido – *boring*
difícil – *difficult*
terrible - *awful*

Instructions Escribe – *Write!* Escucha – *Listen!* Mira – *Look!* Lee – *Read!*
Empareja – *Match up!* Traduce – *Translate!* Repite – *Repeat!* Copia – *Copy!*

Questions
Que/Cual es...? *What is it...?*
Como se dice... en ingles / en español? *How do we say... in English/Spanish?*

Classroom language
Hola señor / señorita – *Hello Sir / Miss*
Sí / no – *Yes / No*
Por favor – *Please*
Gracias – *Thank you*
Necesito... – *I need*
un bolígrafo (verde) – *a (green) pen*
el papel – *some paper*
un diccionario– *a dictionary*
una regla – *a ruler*
un cuaderno – *an exercise book*
¿Puede usted repetir?
– *Can you repeat?*
No entiendo – *I don't understand*
¿Puede usted ayudarme?
– *Can you help me?*
¿Puedo ir al baño?
– *Can I go to the toilets?*
He terminado – *I have finished*
¿Puedo quitarme la chaqueta?
– *Can I take my blazer off?*
¿Cómo se dice.... en español / ingles?
– *How do I say in Spanish / English?*

Los Números

uno.....	1	treinta.....	30
dos.....	2	treinta y uno.....	31
tres.....	3	treinta y dos.....	32
cuatro.....	4	treinta y tres.....	33
cinco.....	5	treinta y cuatro.....	34
seis.....	6	treinta y cinco.....	35
siete.....	7	treinta y seis.....	36
ocho.....	8	treinta y siete.....	37
nueve.....	9	treinta y ocho.....	38
diez.....	10	treinta y nueve.....	39
once.....	11	cuarenta.....	40
doce.....	12	cuarenta y uno.....	41
trece.....	13	cuarenta y dos.....	42
catorce.....	14	cuarenta y tres.....	43
quince.....	15	cuarenta y cuatro.....	44
dieciséis.....	16	cuarenta y cinco.....	45
diecisiete.....	17	cuarenta y seis.....	46
dieciocho.....	18	cuarenta y siete.....	47
diecinueve.....	19	cuarenta y ocho.....	48
veinte.....	20	cuarenta y nueve.....	49
veintiuno.....	21	cincuenta.....	50
veintidós.....	22	sesenta.....	60
veintitrés.....	23	setenta.....	70
veinticuatro.....	24	ochenta.....	80
veinticinco.....	25	noventa.....	90
veintiséis.....	26	ciento.....	100
veintisiete.....	27		
veintiocho.....	28		
veintinueve.....	29		

Year 7 Spanish: Unit 1 My Life Knowledge Organiser

Ways to practise vocabulary: 1. Look cover, write check 2. Getting people at home to test you 3. Log onto Memrise/Quizlet

Key phrases

hola/buenos días	hello/good morning
adiós	goodbye
(no) estoy (muy) bien	I'm (very) good / not good
me llamo	my name is...
se escribe	it's spelt...
tengo...años	I am ____ years old
mi cumpleaños es el...de..	my birthday is the...

en mi mochila– in my bag

en mi mochila	in my bag
en mi estuche	in my pencil case
tengo/hay	I have / there is
un bolígrafo	a pen
un lápiz	a pencil
un libro	a book
un cuaderno	an exercise book
un móvil	a mobile
un sacapuntas	a pencil sharpener
una agenda	a diary
una regla	a ruler
una goma	a rubber

los meses del año– months

enero	January
febrero	February
marzo	March
abril	April
mayo	May
junio	June
julio	July
agosto	August
septiembre	September
octubre	October
noviembre	November
diciembre	December
¿cuándo es tu cumpleaños?	When is your birthday?



Big Questions

How do I talk about myself?
How do I greet people?
What's in my pencil case?
How do I say how I'm feeling?
How do I discuss age?
How do I use a dictionary and the alphabet?


los días – days of the week

lunes	Monday
martes	Tuesday
miércoles	Wednesday
jueves	Thursday
viernes	Friday
sábado	Saturday
domingo	Sunday

los opiniones– opinions

me encanta	I love
me gusta	I like
no me gusta	I don't like
detesto	I hate

¡Hola!

Key Questions 	
¿cómo estás?	how are you?
¿cómo te llamas?	what's your name?
¿cómo se escribe?	how is it spelt?
¿cuántos años tienes?	how old are you?
¿cuándo es tu cumpleaños?	when is your birthday?

en el aula– in the classroom	
en el aula	in the classroom
hay/no hay	there is/isn't
una mesa	a table
una silla	a chair
una pizarra	a whiteboard
un ordenador	a computer
una puerta	a door
una ventana	a window
los estudiantes	some students
los profesores	some teachers



Useful Grammar

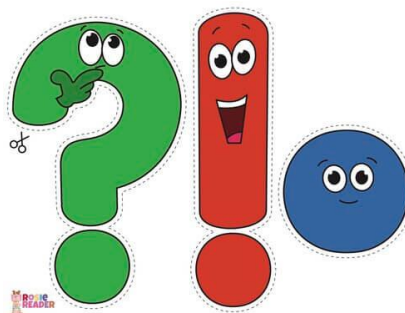
Key Verbs

Tener- to have

tengo	I have
tienes	you (friend) have
tiene	s/he has
temenos	we have
tenéis	you (plural) have
tienen	they have

Tricky Spellings

años	The tilde (over the n) is VERY important here!
Mi cumpleaños es el..de	Learn this phrases carefully!



Tricky Pronunciation – type into google translate, listen, practice

años / cumpleaños	The 'ñ' is a 'nyuh' sound
me llamo	The double 'll' makes a 'yuh' sound
móvil	'v's in Spanish are pronounced like a 'b'

Grammatical Terminology

Noun – an object, place or thing.

Adjective – describes something.

Verb – an action or state of being.

Pronoun - tells us who is doing the action.



Gender of nouns

– in Spanish nouns are masculine or feminine.

- A **masculine** noun starts with 'un' or 'el'
- A **feminine** noun starts with 'una' or 'la'

Making nouns plural

Usually in Spanish to show a noun is plural (more than 1)

you add an 's' to the end of the word.

Example: un bolígrafo > los bolígrafos

BUT if the noun already ends in 's' you add nothing.

Exceptions!

Nouns that end in a consonant – you add –es to the word.

El ordenador > los ordenadores

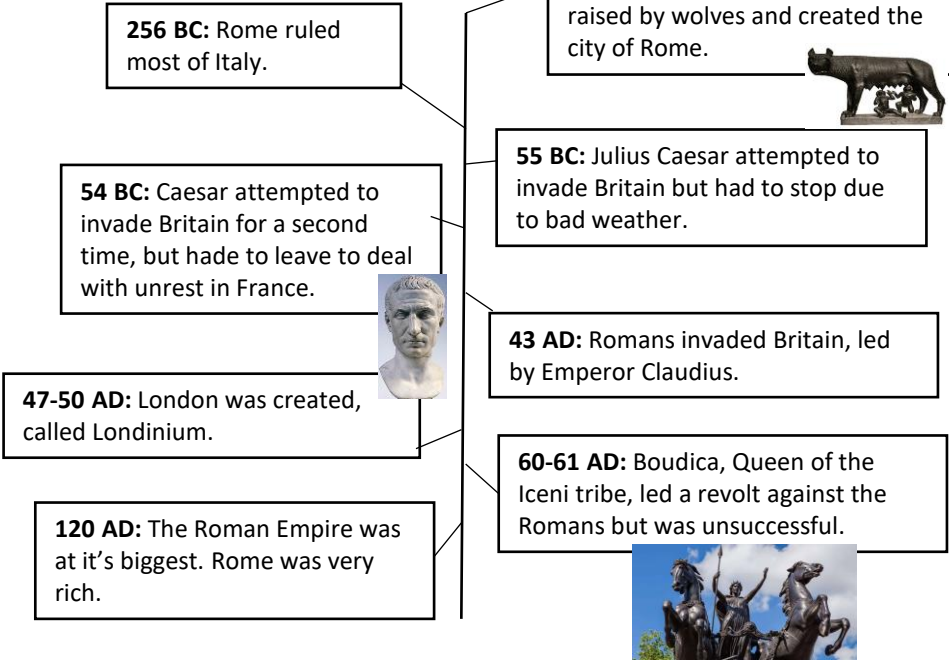
PARENT/CARER QUIZZES

Ask your parent or carer to quiz you on some of the knowledge from English, Maths, Science or MFL. Record your scores below and see if you improve each time.


Date	Subject	Score /10	Did you improve from last time?

Knowledge Organiser: How far did Roman rule improve life in Britain?


Key Words	Definition
Myth	A widely held but false belief or idea.
Legend	A traditional story about a person or place.
Empire	A group of countries controlled by one country.
Conquer	To take control of somewhere or something.
Invade	To take over another country using force.
Soldier	A person who serves in an army.




Roman towns were neatly laid out with a meeting area (forum), an amphitheatre and public baths.



Most children in Roman times did not go to school, only rich families could afford a teacher.




Roman games were bloody and deadly. Crowds would watch gladiator fights.




Life in Roman Britain

Romans ate bread, vegetable soup and porridge. Meat was a luxury.



The Roman Army was made up of Legions of 4,800 men. They were well disciplined, organised and well trained.



What have the Romans done for us?



Key terms:

Physical: The branch of geography dealing with **natural features**.

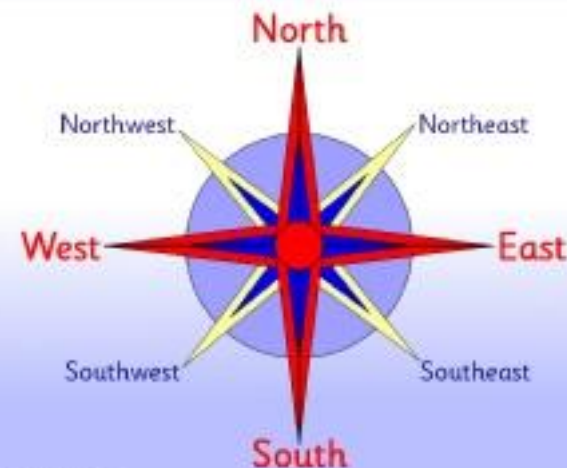
Human: The branch of geography dealing with how **human activity** affects or is influenced by the earth's surface.

United Kingdom: a group of Islands separated from the rest of **Europe** by the sea.



Compass Direction

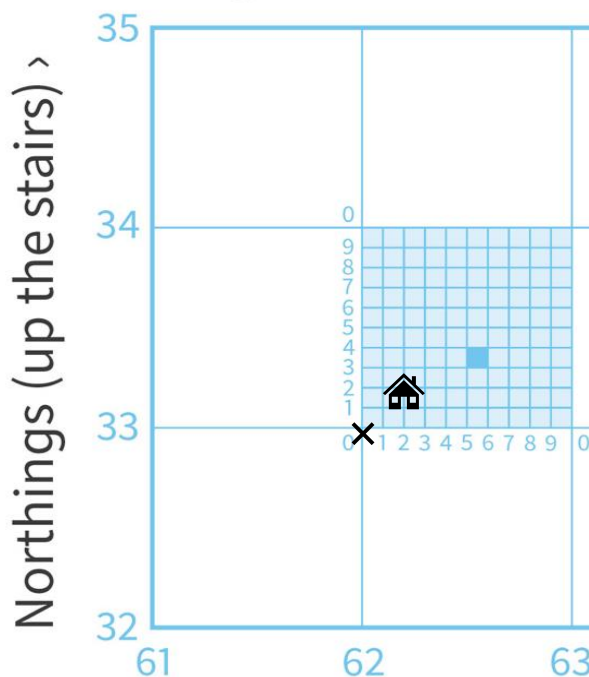
A compass helps a Geographer give precise directions. There are 8 compass directions in total.



Grid references

- To find the four-figure grid reference of the house, you need to find the bottom left corner of the square it is in. It is marked with an X.
- Now you need to go 'along the corridor'
- until you reach the X which gives you the big number 62 and then 'up the stairs', giving you the number 33.
- So the four-figure grid reference is 6233.
- To find the six-figure grid references we need to count the small squares inside square 6233.
- Along the corridor we can see that the first part is 622. Up the stairs we can see that the second part is 332.
- So the six-figure grid reference for the house is 622332

Diagram E

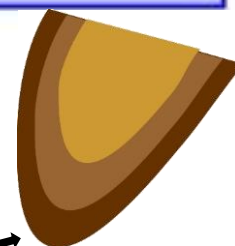


Eastings (along the corridor) >

Northings (up the stairs) >

How can we show relief on a map?

- 0-10m
- 11-20m
- 21-30m



1. Colour shading

2. Spot heights

3. Contours



How is scale shown on a map?

1. A scale line



2. Use ':' which means 'represents' 1 : 25000

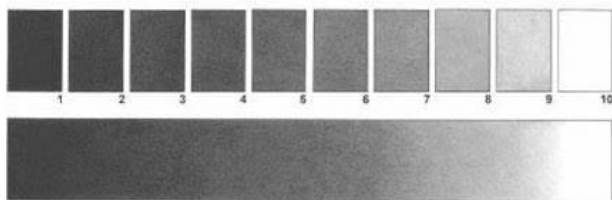
This means 1 centimetre/metre/kilometre on the map represents 25,000 centimetres/metres/kilometres on land.

DUAL CODING

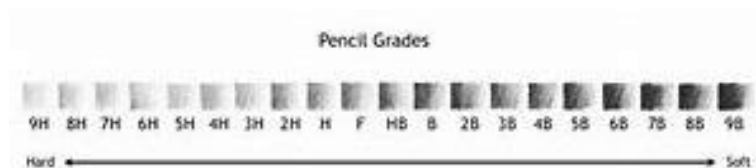
Based on some key knowledge from your **History** and **Geography** knowledge organisers, can you assign different parts of this knowledge to images to help you remember this in the future? Consider your images carefully.

Image	Key Knowledge

Image	Key Knowledge



Each pencil has a grade and can be used to create lighter or darker tones.



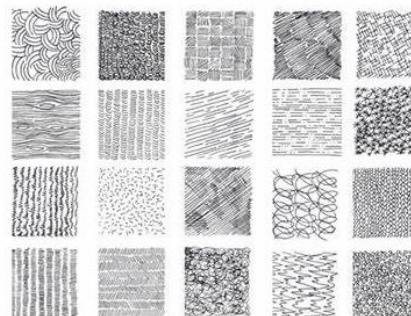
Universal shapes can be shaded to create 3D form

Basic Drawing Skills

Universal Shapes are used as a starting point for all drawings.

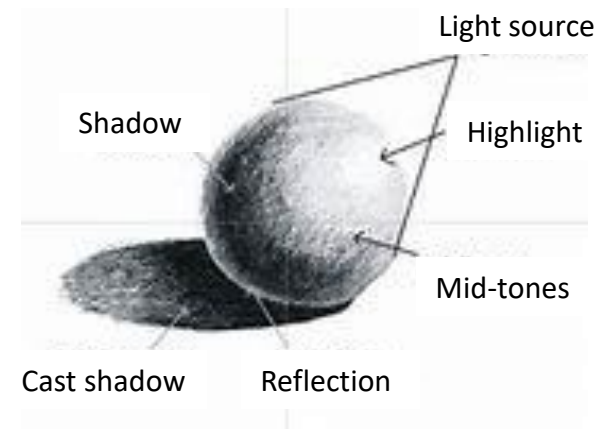


Mark-making techniques can be used to create texture.



MARK MAKING IDEAS

Describes the **different lines, dots, marks, patterns, and textures we create** in an artwork. It can be loose and gestural or controlled and neat.













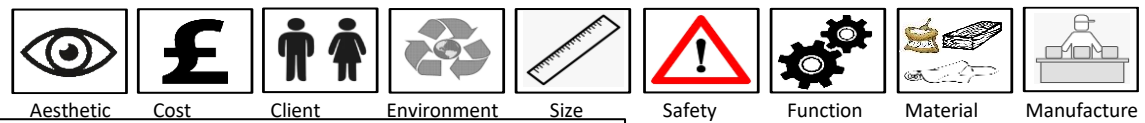
Year 7 Steady Hand Game:
Linear Design

Workshop Safety
Eye to hand co-ordination
Electronics
Jigs and Templates

Safety symbols are a part of the safety rules . Symbols are used because they are easy to read and understand. The colours and shapes also make them noticeable and help communicate meaning, for example, blue signs are instructions telling you, you must do something, such as wear PPE. Red infers danger and yellow caution. Even if you cannot read, the colour and symbols are clear and can be understood. **These signs are required by law to prevent injury.**

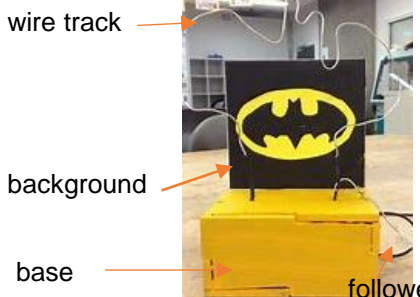
RED	DANGER	STOP/NO ACCESS/EMERGENCY STOP
YELLOW	CAUTION	BE CAREFUL/BE AWARE OF RISK/TAKE PRECAUTIONS
GREEN	SAFE	EMERGENCY EXIT/FIRST AID
BLUE	INSTRUCT ION	INSTRUCTION ON ACTIONS E.G. WASH HANDS OR WEAR GOGGLES

Shape	Meaning	Color	Examples
	Prohibition	RED (contrast: white)	No smoking 
	Mandatory Action	BLUE (contrast: white)	Wear Eye protection 
	Warning	YELLOW (contrast: black)	Danger Flammable material 
	Information about safe condition	GREEN (contrast: white)	Escape Route – Left 
	Fire Safety	RED (contrast: white)	Fire Extinguisher 

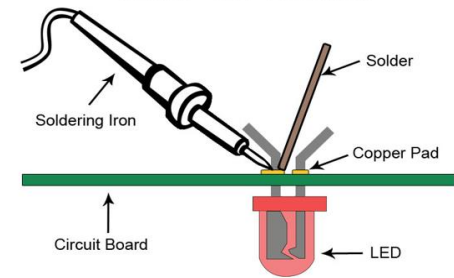


Vocabulary

Tri-Square is for marking out parallel lines to a straight edge, not measuring
Coping saw cuts curves and is used for thin wood or plastic material, teeth point to wooden handle and cuts on downward pull
Tenon saw cuts straight edges on wood, guide the saw in a straight line
Jigs and Templates enable more than one part to be made several times, quality control in batch production
Bench Hook is for steadying and supporting work, it hooks into the bench vice
Vice: Used to clamp work to the bench to keep it steady
Glass Paper is for smoothing work
Flat Files are also use for smoothing
M.D.F. Medium Density Fibreboard (Manufactured wood made from wood fibres and glue)
Pine: A natural softwood
Acrylic: A type of plastic
Copper: A conductive metal wire used for electronic circuits.
Conductive: allows electrical current to travel or 'flow' through it
Risk Assessment a process of evaluating the potential risks that may be involved in a projected activity or undertaking.
L.E.D: Light Emitting Diode (a small light to indicate power in a circuit)
Design Situation: A problem that has been identified.
Design Brief: A statement to explain how you will solve the problem (design situation)
Design Specification: A list of requirements your product must have or include to be successful and solve the design situation.



How To Solder



Soldering safety

Always wear safety goggles and an apron
Always wash your hands after soldering
Always keep your head to the side of your work, not above
Always work in a ventilated area
Always replace the soldering Irons into the stand when you are not using them

Health and Safety Basics for a school workshop:

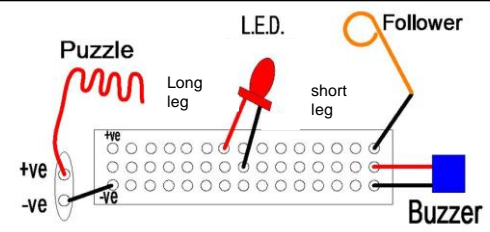
- No eating/drinking
- No running
- Never use a tool/piece of equipment until instruction/permission is given
- Always walk
- Wear PPE
- Long hair tied back
- Remove jewellery
- Sturdy shoes

Buzzer

L.E.D.

Switch

Battery

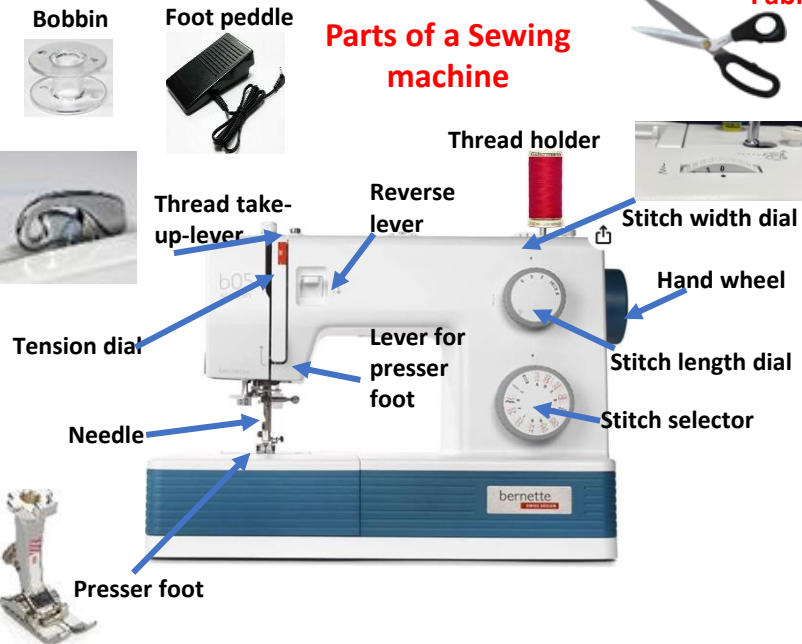




Aesthetic Cost Client Environment Size Safety Function Material Manufacture

Year 7 Rotation Textiles Knowledge Organiser:
Learning how to use a sewing machine.

Parts of a Sewing machine



Equipment you will be using this term

Fabric scissors



Needle and thread



Pins



Tape measure



Stitch cutter



Appliqué – is a Method of fabric decoration created by cutting out shapes of fabric and stitching onto a background either by machine or hand. Here are examples of both – using different types of hand and machine stitching.



Machined using a straight stitch

Machine zig-zag stitch



Hand stitched using a Blanket stitch

Step by step - how to carry out the stages of Appliqué

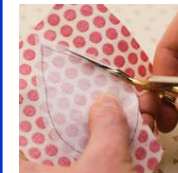
Step 1:

Create a paper template of the appliqué shape



Step 2:

Trace around the appliqué shape and cut out



Step 3:

Pin the appliqué shape onto a background fabric



Step 4:

Tack the shape into place ready for machining



Step 5:

Machine into place using a straight stitch or zig-zag stitch



When using a sewing machine there are some important safety rules you need to consider:

1. Only have 1 person using the machine at a time.
2. Always keep fingers away from the needle.
3. Always make sure long hair is tied back.
4. Make sure the power cable is not in front of the machine.
5. Keep loose clothing/tie out of the way of the needle.
6. Always turn the machine off when you have finished using it.

Key Vocabulary:

Aesthetics – what something looks like or feels like

Colours – Primary, secondary, tertiary, analogous, harmonious, complementary, vibrant

Fibre - a thread or filament from which a vegetable tissue, mineral substance, or textile is formed.

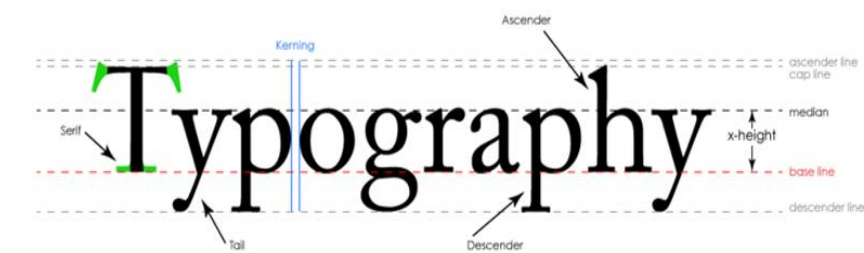
Lettering – easy to read, bold, colourful, stand out

Materials – fabrics like Felt, cotton, fleece

Performance qualities of materials – what/ how do you expect them to perform – soft, stretchy, washable, easy to use, hardwearing

Important points to remember when using a sewing machine:

1. Put both threads under the **presser foot** and to the back of the machine.
2. Always lower the **presser foot** down onto your work before putting your foot onto the foot peddle.
3. When lowering the needle and taking it out of your work always turn the **hand wheel towards you**.
4. When taking your work out the machine make sure the **take-up-lever** is at the **top** and you can see it.



Pictogram

Ideographs

Hieroglyphics

Phoenicians

up down

Kerning		<div>Serif</div> <div>Sans-Serif</div> <div>Abc Abc</div>
Leading		Colour Contrast
Tracking		Font size 18 Point 24 Point 30 Point 36 Point 42 Point 48 Point
Hierarchy		1-point

Aesthetic

Cost

Client

Environment

Size

Safety

Function

Material

Manufacture

Jock Kinnier

Margaret Calvert

Harry Beck

Neville Brody

Vocabulary

Typography- The style, design and arrangement of text, printed letters and characters

Aesthetics-the description of the way something looks or feels, e.g., colourful, modern

Oriented-aligned or positioned (similar to layout in the context)

Impact-Effect or influence

Feature-a distinctive attribute or aspect of something

Pioneering-using new ideas or methods

Primary- Three base colours (all colours come from these!)

Secondary- Colours that are made by combining the primary colours

Tertiary- tones of colour made by continuing to mix secondary with primary colours

Food Studies Rotation Knowledge Organiser Year 7

Importance of a healthy diet and cooking with colour



Aesthetic



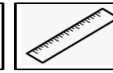
Cost



Client



Environment



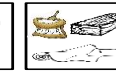
Size



Safety



Function



Material



Manufacture

Food Hygiene and Safety in the kitchen. Cross Contamination- when raw meat juices touch foods that are ready to eat. Wash hands in hot soapy water. Rinse and dry with blue paper towels. Have clean short nails. Keep work area clean and tidy. Wash up in hot soapy water. Dry with a clean tea towel.

Food Safety and Hygiene

Food safety and hygiene is about protecting people and minimising the risk.

You must understand the basics of

- Cleaning – i.e. following routines, meeting standards using correct materials, cloths and clean uniforms
- Chilling – storing food at appropriate temperatures
- Cooking – making sure food is cooked and served at correct safe temperatures
- Cross-contamination – avoiding food poisoning



access apprenticeships
Induction

The two major micronutrients are vitamins and minerals. There are 13 essential vitamins and they can be grouped into 2 categories – fat and water-soluble. There are 4 fat-soluble vitamins and 9 water-soluble vitamins. All of these vitamins play different roles in the functioning of your body.

Nutrient	Function
Carbohydrates	Provide energy
Fats	Provide energy and insulation, often stored under the skin
Proteins	Needed for growth, the building and repair of body cells
Vitamins	Help in the formation of bodily tissues (hair, teeth, skin and nails) and are necessary for all chemical reactions in the body
Minerals	Essential for the uptake of vitamins, the formation of bodily tissues and the carrying out of chemical reactions

Traffic light labelling Using the government scheme, a combination of colour coding (traffic lights) and nutritional information is used to show, at a glance, whether a product is **high** (red), **medium** (amber) or **low** (green) in fat, saturated fat, salt and sugars, and how much energy (calories and kilojoules) it provides. This can help you make comparisons between foods to allow you to make a healthier choice; for example, selecting a sandwich for lunch.

UNDERSTANDING THE TRAFFIC LIGHT SYSTEM

	Sugars	Fat	Saturates	Salt
What is HIGH per 100g?	Over 15g	Over 20g	Over 5g	Over 1.5g
What is MEDIUM per 100g?	Between 5g and 15g	Between 3g and 20g	Between 1.5g and 5g	Between 0.3g and 1.5g
What is LOW per 100g?	5g and below	3g and below	1.5g and below	0.3g and below

Benefits of eating seasonal food

When fruits and vegetables are out of season in your area, they either have to be grown in managed conditions or transported from the other side of the world. Both of these processes cost lots of money, and that cost gets passed on to you – the consumer.

When you eat seasonally, local produce can be grown in natural conditions and easily transported to the point of sale, making it much more affordable and it tastes better.

You'd be surprised how far some foods have to travel to ensure they're on the shelves 365 days a year. Out of season fruit and veg can spend days and weeks travelling to get to you, and this comes with a price.

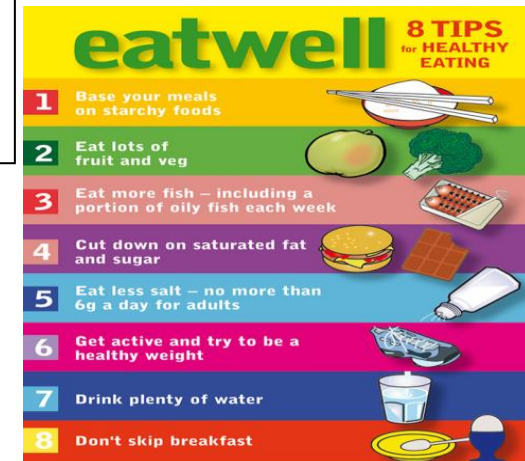
Either they're picked earlier than they should be so that they're ready on arrival, or they spoil a little on the way. Seasonal produce comes such a short distance that it doesn't spoil on the way to you. It's harvested at the very best time, so taste is maximised.

It's healthier. For the same reason, seasonal fruit and veg taste better, it's also healthier as the vitamins and minerals are fresher.

It's no surprise that being locked in cargo holds and shipping containers for days, in order to reach us, does nothing for the nutritional content of the food. It supports your local community. When you buy foods out of season, the profits are swallowed up by the grower, the transporter and the retailer – and it's a safe bet that none of these are based in your local area. Growers in your region don't down tools out of season; they'll be churning out fruit and veg all year round. By buying what they produce, you'll constantly be feeding the profits back into your own community.



Eatwell- The Eatwell Guide shows how much of what we eat overall should come from each food group to achieve a healthy, balanced diet. You do not need to achieve this balance with every meal, but try to get the balance right over a day or even a week. **Five a day-** The World Health Organisation (WHO) advises that we eat a minimum of 400g of fruit and veg every day (five portions). This recommended daily amount is thought to help reduce risk of serious health conditions including stroke, heart disease and type 2 diabetes.



- Creating a label
- Follow the stages in the example below to create a label on Explore food <http://explorefood.foodafactoflife.org.uk/>.
1. Open Explore food. Click 'Go' under 'Calculate a recipe'.
 2. Enter the name 'Croque Monsieur'. Click 'Start'.
 3. Enter the following ingredients and quantities: 100g sliced bread, 60g grated cheese, 50g ham, add your extra ingredients.
 4. Click 'View summary'.
 5. Click 'Calculate' to recalculate the nutritional information based on the number of portions. Then click 'Create label' to create a front and back of pack nutrition label.
 6. Enter a title for the front of pack label. This should state the portion size that the nutrition information relates to. Enter the title '1/4 carton of soup contains'. Choose whether the recipe is for a food or drink. Click 'Create label'.
 - 7- Copy label into your booklet

Croque Monsieur

The dish originated in French cafes and bars as a quick snack. The name comes from the French words *croque* ("bite") and *monsieur* ("mister").



Options for fillings

- Cheeses- mozzarella, parmesan, red Leicester, gruyere, brie.
- Vegetables- sweetcorn, red pepper, tomato, spinach,
- Meats- halal chicken, ham, turkey, roast beef
- Seasonings- Worcestershire sauce, paprika, mixed herbs.

Click here

Click here

Click create label

Copy your label into your booklet and analysis the results.

Look at the levels of energy, fat, saturated fat, sugar and salt. Compare your results with the traffic light guidance. If you have a lot of red for salt and fat, think of ways you could reduce these. Maybe by using a lower fat cheese. Look at other nutrients such as fibre, iron, calcium and the different vitamins.

REVISION CLOCK

Based on your current DT rotation, complete a revision clock which revises a number of the key pieces of knowledge included both on your knowledge organiser sheet and from your lessons. For each 5 minute section, add a new title and key information.

Page 21

The diagram is a large square divided into 12 equal segments by lines radiating from a central point. In the center is a circular clock face with numbers 1 through 12. Each segment of the square is associated with a rectangular box for notes. The boxes are located at the corners of the segments: top-left, top-right, middle-right, bottom-right, bottom-left, and middle-left. Additionally, there is a small vertical line segment in the top-left segment.

Top-left segment:

Top-right segment:

Middle-right segment:

Bottom-right segment:

Bottom-left segment:

Middle-left segment:

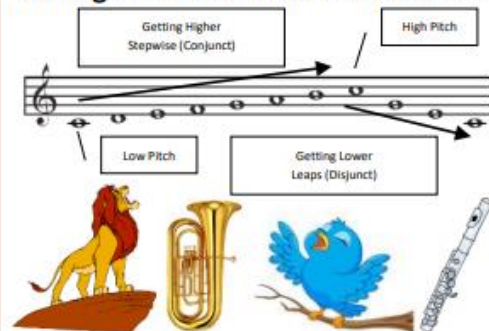
Top-left segment: |

BUILDING BRICKS

Exploring the Elements of Music

A. Pitch

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



B. Tempo

The **speed** of a sound or piece of music.

FAST: *Allegro, Vivace, Presto*
SLOW: *Andante, Adagio, Lento*
GETTING FASTER –
Accelerando (accel.)
GETTING SLOWER –
Ritardando (rit.) or Rallentando (rall.)



C. Dynamics

The **volume** of a sound or piece of music.

VERY LOUD: *Fortissimo (ff)*
LOUD: *Forte (f)*
QUITE LOUD: *Mezzo Forte (mf)*
QUITE SOFT: *Mezzo Piano (mp)*
SOFT: *Piano (p)*
VERY SOFT: *Pianissimo (pp)*
GETTING LOUDER: *Crescendo (cresc.)*
GETTING SOFTER: *Diminuendo (dim.)*



D. Duration

The **length** of a sound.



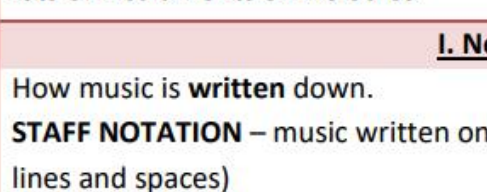
E. Texture

How much sound we hear.

THIN TEXTURE: (*sparse/solo*) – small amount of instruments or melodies.



THICK TEXTURE: (*dense/layered*) – lots of instruments or melodies.



F. Timbre or Sonority

Describes the **unique sound** or **tone quality** of different instruments voices or sounds.

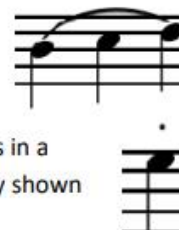


G. Articulation

How individual notes or sounds are **played/techniques**.

LEGATO – playing notes in a long, smooth way shown by a **SLUR**.

STACCATO – playing notes in a short, detached, spiky way shown by a **DOT**.



H. Silence

The opposite or absence of sound, **no sound**. In music these are **RESTS**.



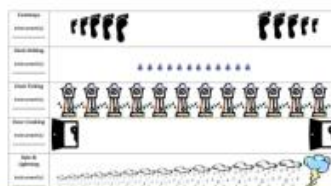
I. Notation

How music is **written** down.

STAFF NOTATION – music written on a **STAVE** (5 lines and spaces)



GRAPHIC NOTATION/SCORE – music written down using shapes and symbols to represent sounds.



J. How Music Works

Music can create an **atmosphere** or **ambience** e.g., *supermarkets and restaurants*.

Music can create an **image** e.g., *in response to art, a story, a poem, a character, a situation* – this is called **PROGRAMME MUSIC**.

Music can be **calming** e.g., *end of an evening in clubs and bars*.

Music can be used for **spiritual reasons** e.g., *worship, meditation, reflection, hymns and chants, yoga, and spiritual reflection*.

Music can be used for **commercial purposes** e.g., *advertising, TV themes*.

Charleston- 1920s

- The Charleston dance was a social dance popular in the 1920s and came to symbolize the Jazz Age.
- The Charleston dance originates in the African American community. African Americans who lived on an island off the coast of Charleston, SC, developed the dance in 1903.
- The dance was most popular throughout the 1920's amongst "scandalous" men + women who shed the etiquette of their parents' generation + wanted to **flap their arms, kick up their heels, + let loose** – hence the term 'flappers'.



Lock Turn

Swing one leg forward with a hop step back on it and step on the opposite foot.
Jump to lock legs by crossing then over and turn.

Shorty George

Kick Ball Step with fast walks forward low and knee's swivelling out.

Boogie

Forward/Backward

Kick step, step. Stepping wide and low like a squat and clapping the hands at the same time.

Eagle Slide

Kick Ball Change, step and shunt forward lifting one leg.

Charleston Around the World

Step forward L, Kick R
Step back R, Lung L
Step L, Kick R forwards
Turn whole body and kick R



Knowledge Organiser Dance Year 7

Key skills in this topic are:

Actions
Space
Dynamics
Relationships
Stylistic Features

Lindy Hop 1940



The Lindy Hop is an American dance which was born in the African-American communities in Harlem, New York City, in 1928 and has evolved since then. It was very popular during the swing era of the late 1930s and early 1940s. Lindy was a fusion of many dances that preceded it or were popular during its development but is mainly based on jazz, tap, breakaway, and Charleston. It is frequently described as a jazz dance and is a member of the swing dance family.

MIND MAPS

Mind maps are a great way to revise key information.

Have a read through the information on your Dance and Music pages and then use the information below to help you create mind maps.

HOW TO TAKE NOTES

MIND MAPPING AND BRAINSTORMING

ABOUT





Mind Mapping and Brainstorming is a highly visual method of representing information

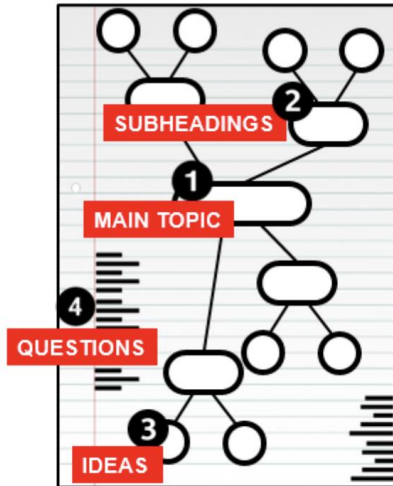
- ✓ Establishes links and relationships between ideas and concepts
- ✓ Can be used to take notes as part of the Cornell Method
- ✓ Effective when working from textbooks or written notes

HOW

This works far better on paper than as a digital method

Make sure you start in the centre of the page

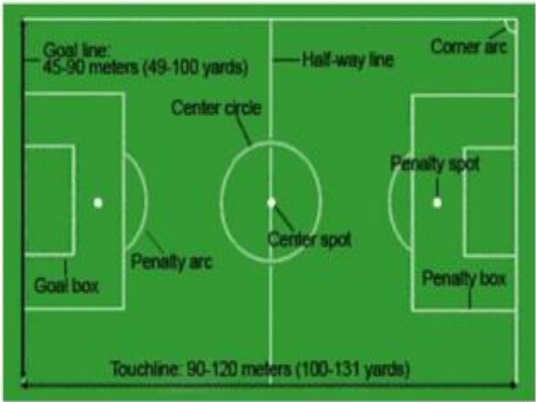
- 1  TOPIC
- 2  SUBHEADINGS
- 3  IDEAS
- 4  QUESTIONS



- 1 Determine the overall topic or theme
Write this in the centre of your page and circle it
If the main focus of your mind map changes – create an additional mind map – do not add the new focus to the mind map that you are already working on.
- 2 You will need to add major facts (subheadings) that relate to your main topic
- 3 Each subheading will have at least one idea related to it.
Make sure that your ideas are visually distinct from your subheadings
- 4 Use the edges of your document to write questions
These should relate to the ideas in your mind map
You could also use these areas to expand on points that need additional clarification on the main mind map

Physical Education Year 7 Football

Goalkeeper	Main role is stop the opposition from scoring goals. They are the only players who are allowed to use their hands on the pitch
Defender	Main responsibility is to stop the opposition attacking their goal. Can be useful at set pieces as they are usually the tallest players on the pitch
Midfielder	Needs to be good at all areas of the game as they are involved in attacking and defensive situations
Forward	Main role is attacking the opposition's goal and scoring goals



Scoring System:

- To score a goal, the ball must be put over the line into the goal
- The team with the most goals at the end of the game wins.

Infringement	Description
Throw in	When the ball goes out of play on the touchline, the team who didn't touch it last are awarded the ball and restart play with a throw in.
Substitution	When one player is swapped for another, usually because of an injury or tactical reasons
Offside	A player is in an offside position if they are nearer to their opponents' goal line than both the ball and the second last opponent when the ball is played towards them.
Free kick	Awarded when a player is fouled outside of the opponent's penalty box.
Penalty	An uncontested shot at goal from taken from the penalty spot when a player is fouled in the opponent's penalty box.
Goal kick	Usually taken by a goalkeeper when the ball has crossed the by-line and was last touched by an opposition player.
Corner kick	Taken from the corner arc when the ball has crossed the by-line and was last touched by a defending player.

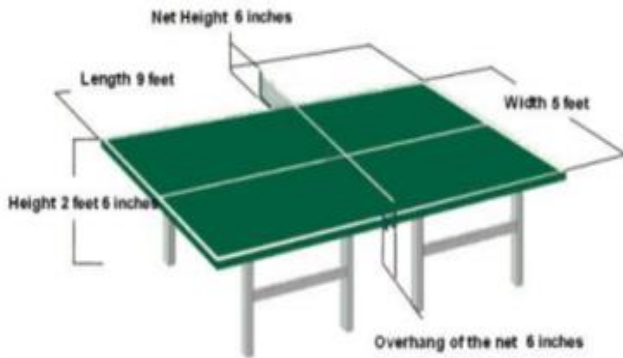


Skills and Techniques:

- **Passing / receiving** - the idea is to play the ball to your team using different types of passes and then control the ball with different parts of your body
- **Dribbling / moving with the ball** - You can use different parts of your foot to dribble with the ball
- **Shooting & Attacking play** - You can take aim at the goal, you can cross the ball towards the attackers or you can play a through ball forward to the attackers
- **Heading** - this can be attacking to score a goal or defending to clear the ball away from the goal
- **Defensive play** - you can tackle, jockey, close down and mark a player

Table Markings and Equipment

The paddle should have a red and a black side. The ball should be either orange or white and 40 mm in size. The table should be 2.74 meters long, 1.525 m wide, and 0.76 m high.



There are four pieces of equipment that are used and that include: the ball, the racket or paddle; the table and the net



Scoring

The winner of a game is the first to 11 points. There must be a gap of at least two points between opponents at the end of the game though, so if the score is 10-10, the game goes into extra play until one of the players has gained a lead of 2 points. The point goes to the player who successfully ends a rally, regardless of who has served. A match can consist of the number of games you like, just make sure you agree this in advance



A point is lost if...

- The service is missed.
- The service is not returned.
- A shot goes into the net.
- A shot goes off the table without touching the court.
- A player moves the table, touches the net, or touches the table with their free hand during play.

Key Skills/Techniques

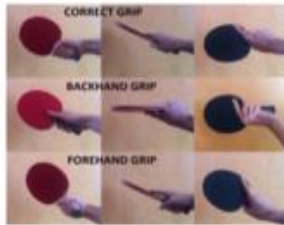
Rally— to keep the ball in play continuously with your partner/opponent. Continually watching the ball for where it lands. Keeping active in your movement.

Serve— Hold the ball flat in the palm of your hand. Keep the ball above the table and behind the service line. Keep your bat hand below the table allowing for some disguise. Throw the ball up into the air and strike the ball when it is falling. The ball must bounce on your side of the net before it goes over,

Ready position— knees bent, on toes, bat out in front of you and constantly watching the ball for where it is going. You have also got your head up allowing you to look for cues as to where the shot may be going.

Control— being aware of how much power is being put through each shot, making sure that the ball is being placed accurately on the other side of the net. Moving your opponent around by means of variety of shots, power and placements of the ball.

Balance— having a solid base allows the player to make movements in all directions, making their reaction times much quicker and more effective. It also allows your ready position to be a lot stronger.



Keywords:

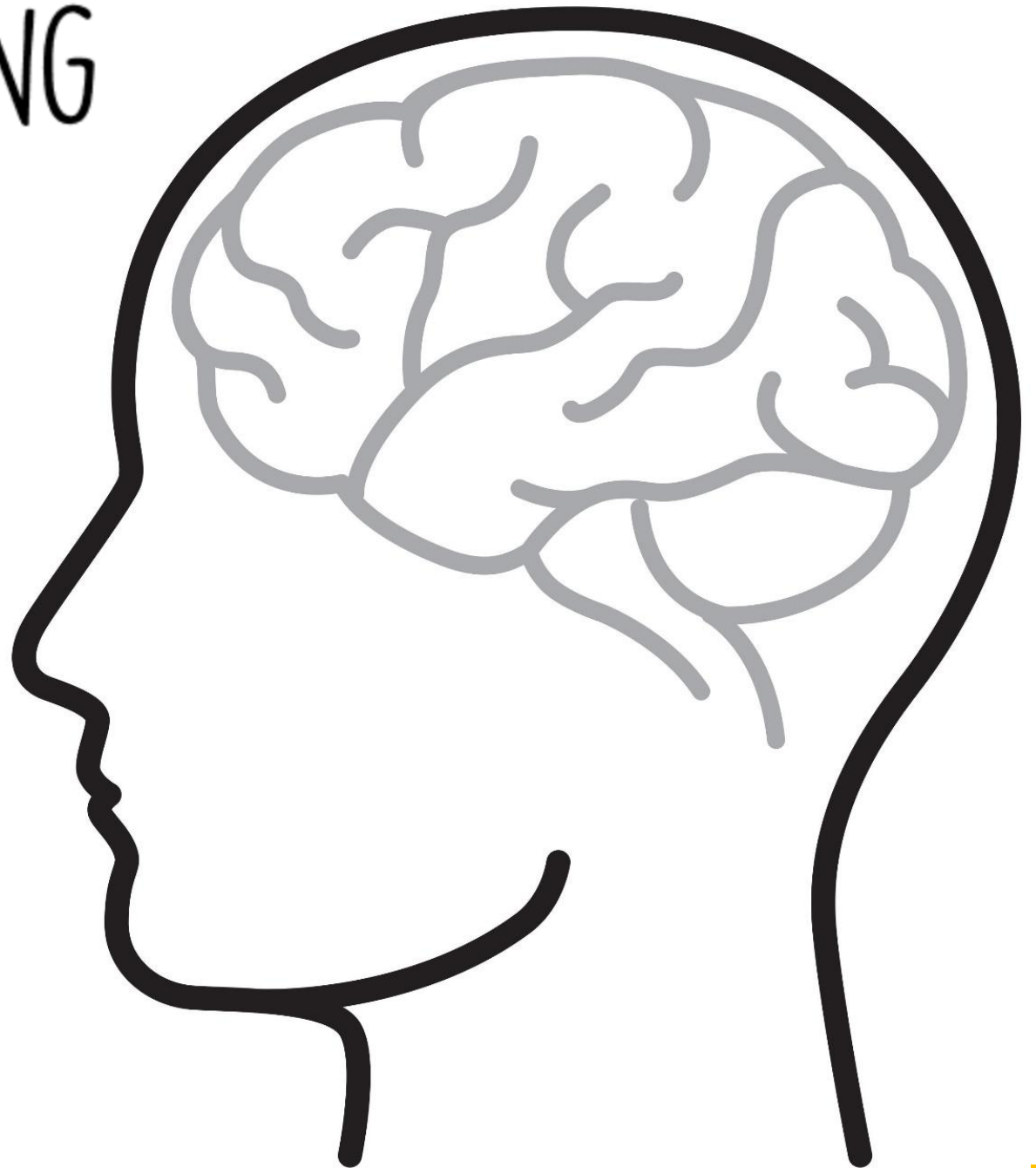
Paddle
Serve
Doubles
Singles
Backhand Push
Forehand Push
Let

BRAIN DUMPING

Within the 'brain', add all of the knowledge you can remember from PE without looking back at the sheets.

Once you have added everything you can remember, look at these pages again and using a different colour pen, add in the knowledge that you missed out. This is the knowledge you should now continue to revise.

Continue this process until you can remember everything on the page.



Knowledge organiser

Key vocabulary

Ark a cupboard in a synagogue where Torah scrolls are stored

Ark of the Covenant The box that housed the two tablets of stone on which the original Ten Commandments were written

Babylonian exile The period from 597 to 538 BCE when Jews were forced to live outside Jerusalem under Babylonian rule

bimah The platform from where Torah scrolls are read

circumcision The removal of a baby boy's foreskin at the age of eight days in Judaism

congregation People who attend a religious service

Conservative Jews Jews who preserve Jewish rituals and traditions but are more flexible in interpreting Jewish laws than Orthodox Jews

covenant An agreement between God and people

Gemara Part of the Talmud, a commentary on the Mishnah

Hasidic Jews A group within Orthodox Judaism who follow a strict religious lifestyle and have a distinctive appearance

High Priest Historically, the highest rank of Jewish leader

idols Statues that are worshipped

kashrut Jewish food laws

kippah A head covering worn during prayer

kosher Food that is acceptable for Jews to eat; the word literally means 'fit'

menorah A seven-branched candlestick and a symbol of divine light in the world

Messiah Anointed one

mezuzah A small box attached to doorposts in Jewish homes, containing the Shema

Midrash Jewish writings that include rabbis' interpretations of and further information about the Torah, Jewish law and moral issues

Mishnah The early teachings of rabbis, which were passed on orally

mitzvot Jewish laws (there are 613 in total); the singular is mitzvah

monotheist Someone who believes in just one God

ner tamid The light in front of, or above, the Ark

Orthodox Jews Jews who believe in maintaining the traditional beliefs and practices of Judaism and the laws given by God

Pharaoh An Egyptian king

pilgrimage A journey taken for religious reasons

Pilgrimage A journey taken to a place of religious importance

polytheist Someone who believes in more than one god

Promised Land An area of land in the Middle East given to Jews by God

prophet A messenger of God

rabbi The leader of a synagogue

Reform Jews and Liberal Jews Jews who believe that Judaism can change or modernise over time

sacrificial altar A place where animals were killed as offerings to God

secular Non-religious

Shema The most important prayer in Judaism

siddur A Jewish prayer book

synagogue The Jewish place of worship

tallit A symbolic shawl worn during prayer

Talmud A collection of teachings from rabbis giving more information about the Torah

Tanakh The main Jewish scripture, which includes the Torah

tefillin Two boxes worn during prayer, which contain verses from the Torah

Torah The most important holy text for Jews

trefah Food that Jews are forbidden to eat

Twelve Tribes of Israel The families of the sons of Jacob

yad A pointer used to read the Torah in the synagogue

Key facts

- The origins of Judaism go back about 4000 years, when God made a covenant with Abraham to make him leader of God's chosen people. They were known originally as Israelites, but were later called Jews.
- God tested Abraham's faith by asking him to sacrifice his son Isaac. Abraham was willing to do so and God spared Isaac.
- Jews view Abraham as the first patriarch. Isaac was the second patriarch and his son Jacob was the third. Moses is also an important figure for Jews.
- The Temple was the most important place for Jews. Built by King Solomon, it was destroyed by the Babylonians, but later rebuilt. The Romans destroyed the Second Temple. One wall remains, known as the Western Wall.
- There are different types of Jews, including Orthodox, Reform and Liberal Jews, who believe slightly different things and practise Judaism in different ways.
- Jews believe that the coming of a Messiah, or saviour, will mark the start of a new age when people will live in peace and harmony. Unlike Christians, Jews do not believe that Jesus was the Messiah.
- The two most important scriptures for Jews are the Torah (part of the Tanakh) and the Talmud (a collection of writings by rabbis).
- Jewish law is known as the mitzvot – a collection of 613 rules and instructions on how Jews should live their lives.
- There are strict laws about what Jews can eat. Permitted food is called kosher ('fit'). Food that is banned is known as trefah ('torn').
- Jews worship in buildings called synagogues. The most important part of the synagogue is the Ark – a special cupboard where the Torah is kept.
- When Jews pray, they may wear particular items of clothing that have special meaning: a kippah (head covering), tallit (shawl) and tefillin (two small boxes strapped to the forehead and arm).

Key people

Abraham A man who God made a covenant with that he would have many descendants who would be a great nation

Herod A Roman governor who built an extension to the Second Temple

Isaac The son of Abraham and the second patriarch

Jacob The son of Isaac and the third patriarch

Moses A man who received the laws including the Ten Commandments from God

Solomon The king of Israel who built the first Temple in Jerusalem



Jews praying together publicly.

KEYWORD REVISION

Copy some of the definitions of the RE key vocabulary into the boxes below from your knowledge sheet and then see if you can add in the keywords without looking back at your work. Alternatively, you can do it the other way round and see if you can add in the correct definitions without looking.

Keyword:	Definition:

**Fancy some additional Class Charts points? Impress your teachers with any of these BHAmazing pieces of vocabulary, and they will award you extra CC points.
Challenge: Can you use them in any sentences and show a member of the Senior Leadership Team?**

Word List 1	Word List 2	Word List 3	Word List 4	Word List 5	Word List 6	Word List 7
Myriad (adjective) – many	Caustic (adjective) – mean / harsh	Tension (noun) – feeling of anxiety or nervousness	Omniscient (adjective) – all-knowing	Sentimental (adjective) – emotional	Oppressed (adjective) – subjected to cruel mistreatment	Metamorphosis (noun) – a change / transformation
Assert (verb) – state a fact confidently or forcefully	Elucidate (verb) – to make clear	Oblivious (adjective) – unaware	Gullible (adjective) – believes things easily	Bawdy (adjective) – rude or vulgar	Subservient (adjective) – obedient / submissive	Abhorrent (adjective) – repulsive
Egregious (adjective) – outstandingly bad	Esoteric (adjective) – likely to only be understood by a small number of people / obscure	Naïve (adjective) – Inexperienced / unaware	Supercilious (adjective) – arrogant	Hypermasculine (adjective) – overly masculine	Exploit (verb) – to use someone for your own good	Abhor (verb) – to hate
Erroneous (adjective) – wrong	Tenuous (adjective) – weak or fragile	Pretentious (adjective) – arrogant	Tyrannical (adjective) – a cruel dictator	Atavistic (adjective) – has characteristics of an earlier generation	Epiphany (noun) – a sudden realization	Fate (adjective) – destiny
Engender (verb) – to cause	Perfunctory (adjective) – carried out with minimal effort	Pompous (adjective) – arrogant	Brazen (adjective) – bold, shameless	Troglodytic (adjective) – like a caveman	Façade (noun) – a front (to ‘wear a façade’ means you wear a metaphorical mask, covering your true emotions or character)	Integral (adjective) – important
Employ (verb) – to make use of	Moral (noun) – a lesson	Privileged (adjective) – having an advantage over other, usually wealth	Elusive (adjective) – mysterious	Apathetic (adjective) – indifferent / lazy	Ridicule (verb) – to make fun of	Demise (noun) – a person’s downfall or death
Salient (adjective) – most noticeable and important	Autonomy (noun) – independence	Compassionate (adjective) – sympathetic	Chauvinistic (adjective) – has an attitude of superiority to opposite sex	Segregated (adjective) – separated	Deride (verb) – to mock	Ridicule (verb) – to make fun of
Advantageous (adjective) – providing an advantage / beneficial	Assertive (adjective) – confidence	Vindictive (adjective) – spiteful, cruel	Materialistic (adjective) – cares for objects and commodities	Misogynistic (adjective) – hateful towards women	Contempt (noun) – hate	Deride (verb) – to mock
Galvanize (verb) – to shock or excite someone into action	Conceited (adjective) – excessively proud / vain	Duplicitous (adjective) – having two sides	Prophetic (adjective) – able to accurately predict	Choleric (adjective) – quick-tempered, angry	Microcosm (noun) – a smaller community which represents a larger one	Contempt (noun) – hate
Substantiate (verb) – to provide evidence	Superior (adjective) – better than	Narcissistic (adjective) – self-obsessed	Impulsive (adjective) – rash / careless	Secular (adjective) – not religious	Aloof (adjective) – stand-offish	Hysterical (adjective) – uncontrolled emotion
					Degenerate (adjective) – disgusting	
					Depraved (adjective) – immoral / evil	
					Feral (adjective) – wild	

My BHAmazing vocabulary, written in sentences:

1.

2.

3.

4.

5.

6.

7.