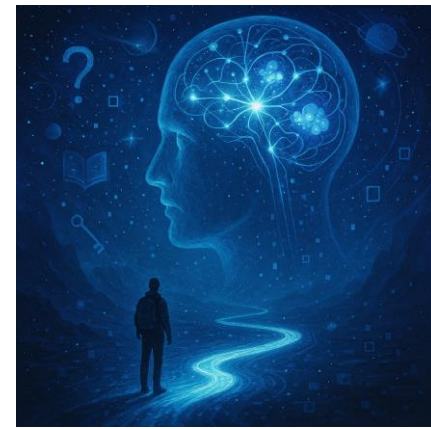
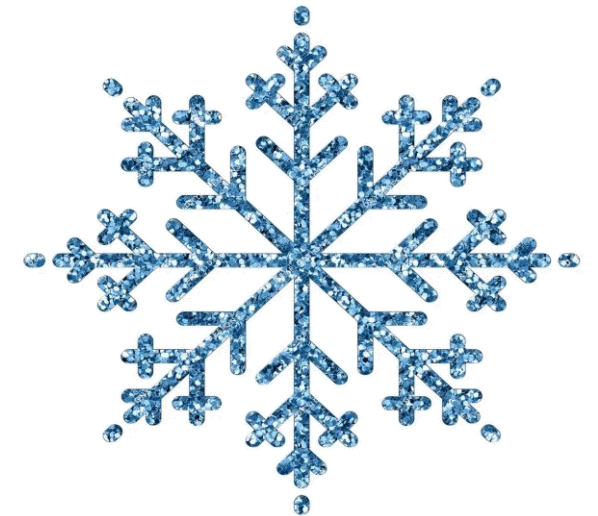


YEAR 7



BHA's Knowledge Quest

**Autumn 2
(Nov - Dec)
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 Seneca homework, 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. Engineering Seneca assignment to prepare for BBB assessment set as part of the rotation. Independent self-quizzing from Knowledge Organiser.

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]

Enrichment and Intervention 2025-26

Autumn Half Term 2

	Monday	Tuesday	Wednesday	Thursday	Friday
Breakfast 7.45am – 8.30am	Start Right Club Library open	Start Right Club Library open	Start Right Club Library open	Start Right Club Library open	Start Right Club Library open
Lunch 12.45pm – 1.15pm	MUGA Year 9 Library Year 11 Yr 7 Table Tennis LG	MUGA Year 11 Library Year 10 Yr 8 Table Tennis LG	MUGA Year 10 Library Year 9 Yr 9 Table Tennis LG	MUGA Year 8 Library Year 8 Yr 10 Table Tennis LG	MUGA Year 7 Library Year 7 Yr 11 Table Tennis LG
Period 7 Monday Tuesday Thursday 3.30pm – 4.30pm	Yr 7, 8, 9 Keyboard club- Room 36 SW Year 11 Open / MFL Subject Intervention B Block Week 1: C Block Week 2: Year 9 football (Field) WT	Year 11 Science Intervention All years Table tennis (Large Gym) GH All years Basketball (MUGA) WT- New Year 7 and other beginners Latin Club Room 60 AA Year 8 football (Field) JS All years Dance Club Sparx Maths Club – Room 15 DHY / RMI All years Table Tennis (Large Gym) NK	Year 11 English and Maths Intervention Year 7/8 Trampolining (Small Gym) KHA All years Table tennis (Large Gym) WT New Year 10 Football (Field) NK All years Dance Club (Dance studio) JR All years Board Game Club Room 55 AK All years The Rep Theatre – Performing Arts Club Room 16	Year 11 Geography /History Intervention Year 7 Football (Field) NK All years Legacy cohort Latin Club Room 60 AA All years Netball (MUGA) GH New Year 9/10 Trampolining (Small Gym) JS All years <i>The hook and pen society</i> Room 53 JW/LOM/ADI	All years Dungeons and Dragons (MB) Room 5 Yr-10/11 Engineering coursework catch up intervention- By invitation only LN Yr-10/11 Textiles coursework catch up intervention- By invitation only NB/KWK
Wednesday Friday 2.35pm – 3.35pm					

	<p>All years Girl's Football (MUGA) JS/NW- New</p> <p>All years Task Master Room 28 GEG</p> <p>All years Science Club Lab 49 SAM/BHO/RHA</p> <p>Year 7 – 9 Masterchef Room 45 (limited to 15 pupils only) CCR/MSH/PCR</p> <p>SEND Reading Intervention ADI/LOM Room 2</p>	<p>Room 53 JW</p> <p>All years Beyond the Books (Reading Club) Room 24 FH</p> <p>All years Digital skills Room 30 MCA</p> <p>Year 10 Rock Band- Room 36 SW</p> <p>Basketfields Booster for Year 10 English Room 23 FBA</p> <p>Masterchef (SEND) Room 45 CCR/MSH/MCS</p> <p>SEND Y8 Reading Intervention ADI/LOM 33</p>	<p>Room 2 SBW</p> <p>All years Ultimate Uno Club Room 23 QSM</p> <p>All years Scene Stealers Filmmaker Club Room 22 DLA</p> <p>All years Act Up! Drama Club Room 24 SBS</p> <p>Yr 10 GCSE Computer Science students only: Programming practicals Room 62 JM</p> <p>Yr 10 iMedia students only: coursework catch-up Room 10 HA</p> <p>All years- The Articulators Board game articulate for kids RBI/ROOM 38</p> <p>Year 7, 8 ,9 Girls Football WBA</p> <p>SEND Social Society CCR/CST Room 1</p> <p>SEND WBA Multisports/Football LK</p>	<p>All Years Graphics club KWK 43</p> <p>Year 7,8,9 Music Rock Band- Room 36 TW</p> <p>Russian Language Club for beginners Room 58 RMI</p>	
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			<p>SEND Homework Club – JRE/MPA Room 31</p> <p>SEND Y10 Direct Instruction Lit – JPC Room 3</p>	
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Academic	Creative	Physical
<ul style="list-style-type: none"> <input type="checkbox"/> Task Master (will meet all parts of the diploma) <input type="checkbox"/> Latin Club (new and legacy co horts) <input type="checkbox"/> Chess Club <input type="checkbox"/> Sparx Maths Club <input type="checkbox"/> Geography Club <input type="checkbox"/> Science Club Lab 49 <input type="checkbox"/> Debate Mate <input type="checkbox"/> 'Beyond the Books' Reading Club <input type="checkbox"/> Russian Language Club for Beginners <input type="checkbox"/> Any other subject intervention 	<ul style="list-style-type: none"> <input type="checkbox"/> Task Master (will meet all parts of the diploma) <input type="checkbox"/> Scene stealers film maker club <input type="checkbox"/> Act up! Drama Club <input type="checkbox"/> Ultimate Uno <input type="checkbox"/> Hooked on Bristnall - Crochet club <input type="checkbox"/> The hook and pen society <input type="checkbox"/> The REP Theatre Performing Arts Club <input type="checkbox"/> Board Game Club <input type="checkbox"/> Dungeons and Dragons <input type="checkbox"/> Graphics Club <input type="checkbox"/> Digital Skills <input type="checkbox"/> Rock Band <input type="checkbox"/> Lunchtime keyboard cub <input type="checkbox"/> Lunchtime vocal choir <input type="checkbox"/> Masterchef <input type="checkbox"/> The Articulators 	<ul style="list-style-type: none"> <input type="checkbox"/> Task Master (will meet all parts of the diploma) <input type="checkbox"/> Football <input type="checkbox"/> Table Tennis <input type="checkbox"/> Basketball <input type="checkbox"/> Netball <input type="checkbox"/> Trampolining <input type="checkbox"/> Dance

Dates to remember this half term:

November

December

Attendance record



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

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:
Week 1		
Week 2		
Week 3		
Week 4		
Week 5		
Week 6		
Week 7		
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:	Science Assignments:	History Assignments:	Geography Assignments:
Week 1				
Week 2				
Week 3				
Week 4				
Week 5				
Week 6				
Week 7				
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	
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





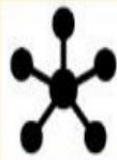








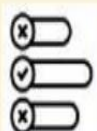




Use this page to record any homework this half term

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Homework Log

Use this page to record any homework this half term

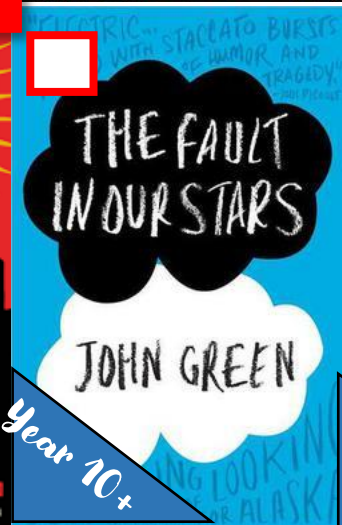
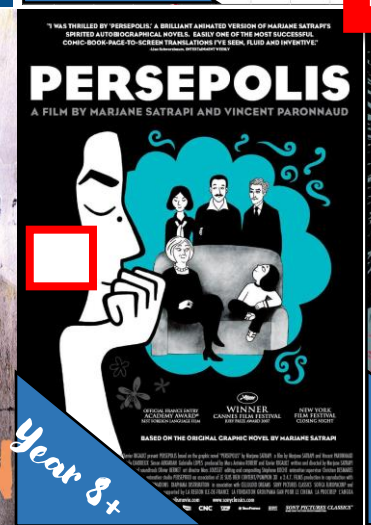
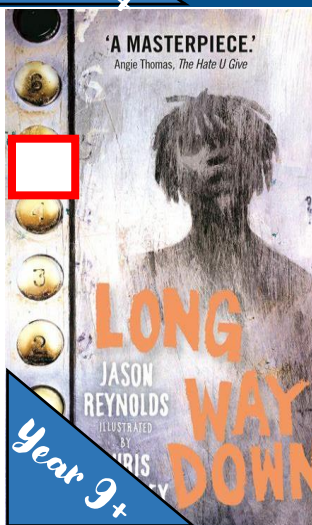
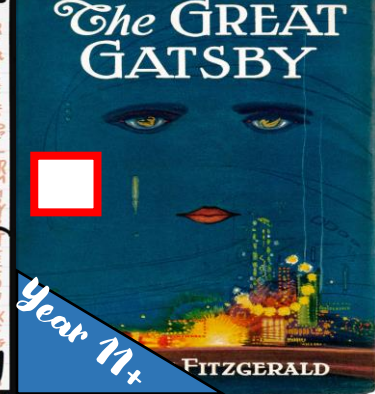
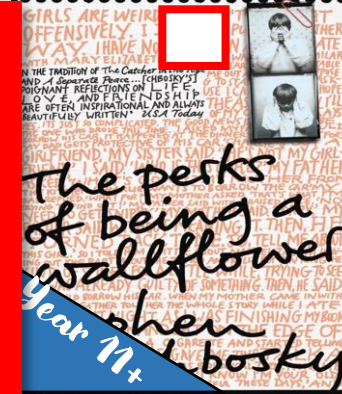
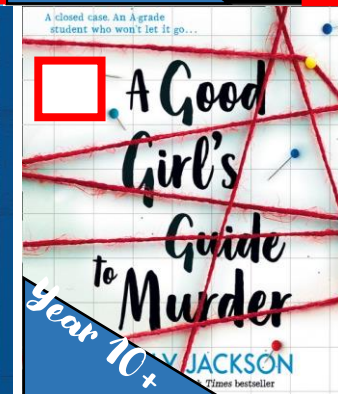
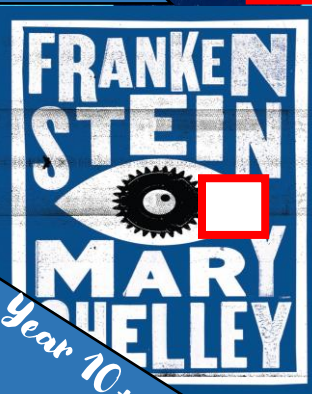
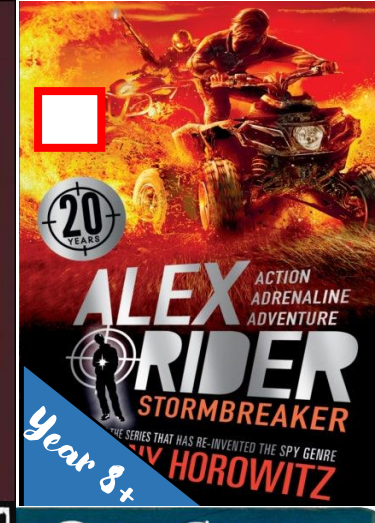
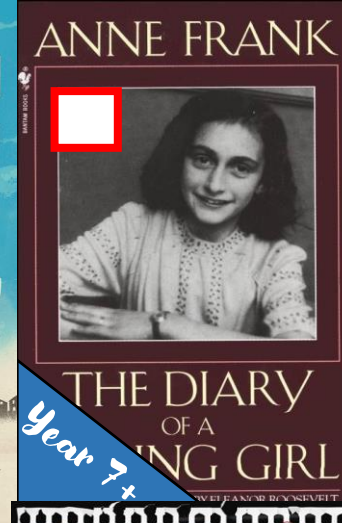
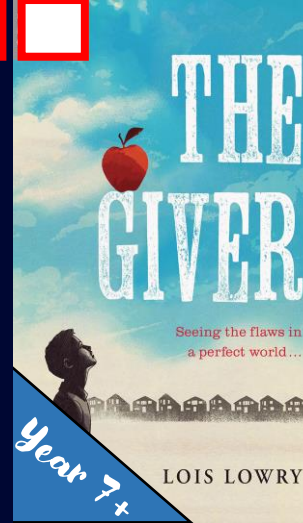
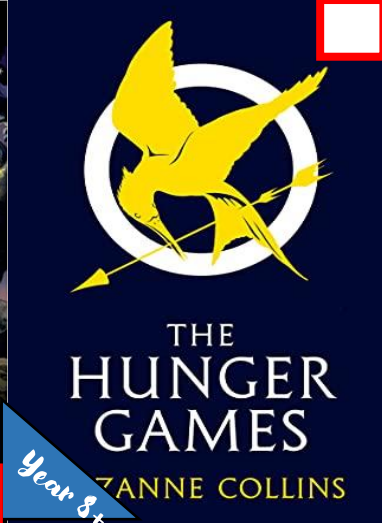
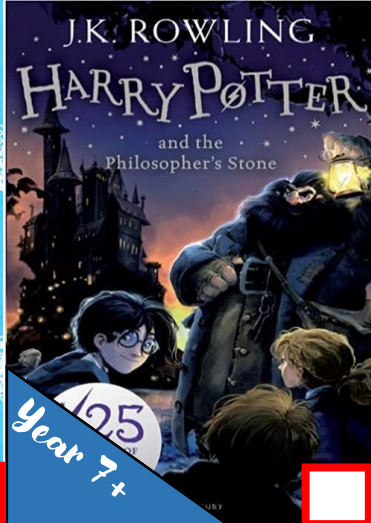
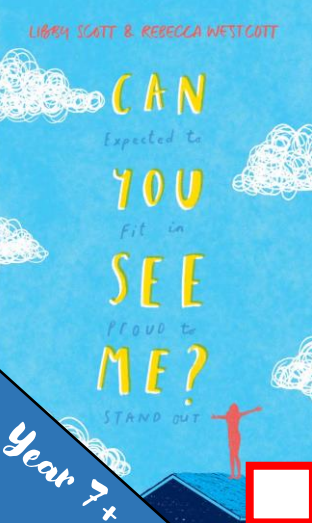
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	Look, Cover, Write, Check	Definitions to Key Words	Flash Cards	Self Quizzing	Mind Maps	Paired Retrieval
Step 1	<p>Look at and study a specific area of your knowledge organiser.</p> 	<p>Write down the key words and definitions.</p> 	<p>Use your knowledge 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

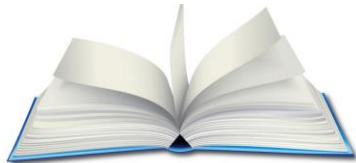


- | | | | |
|---------------------------|---------------------|-----------------------|----------------------------------|
| 1. Netherlands | 10. Austria | 20. Ghana | 29. Liechtenstein |
| 2. Belgium | 11. Hungary | 21. Togo | 30. Montenegro |
| 3. Luxembourg | 12. Serbia | 22. Benin | 31. Kosovo |
| 4. Switzerland | 13. Moldova | 23. Cameroon | 32. Palestinian Territories |
| 5. Slovenia | 14. North Macedonia | 24. Equatorial Guinea | 33. St. Vincent & the Grenadines |
| 6. Croatia | 15. Albania | 25. Rwanda | |
| 7. Bosnia and Herzegovina | 16. Cyprus | 26. Cambodia | |
| 8. Czechia | 17. Lebanon | 27. Panama | |
| 9. Slovakia | 18. Guinea-Bissau | 28. Malawi | |



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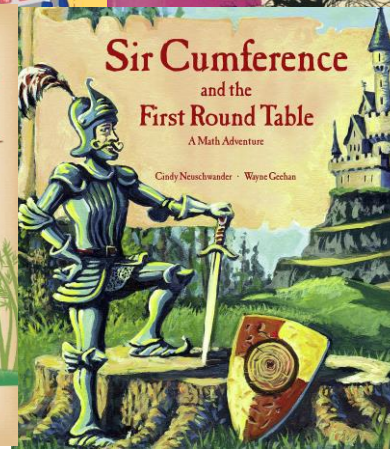
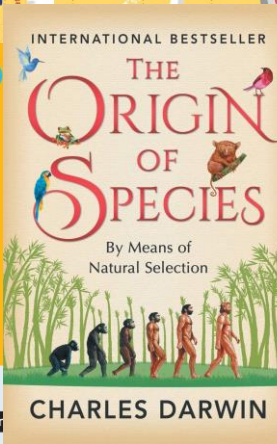
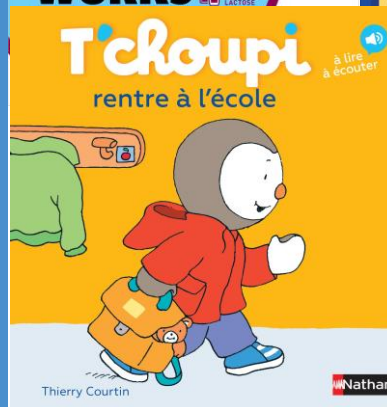
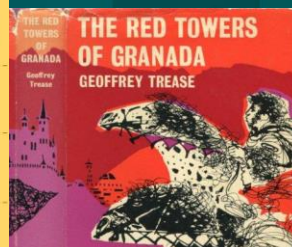
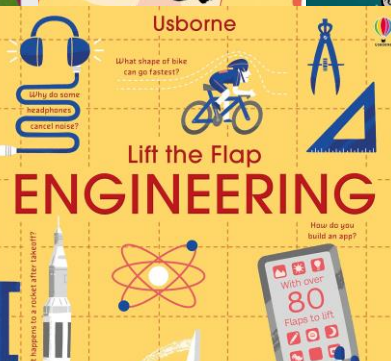
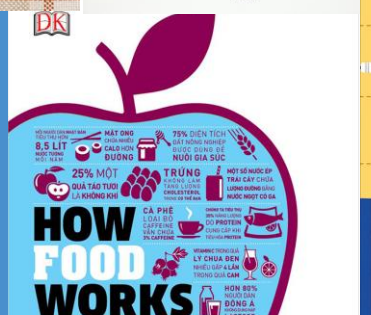
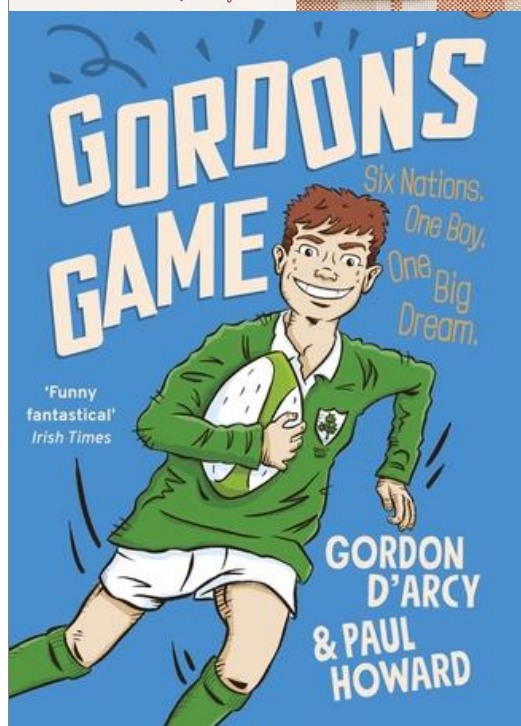
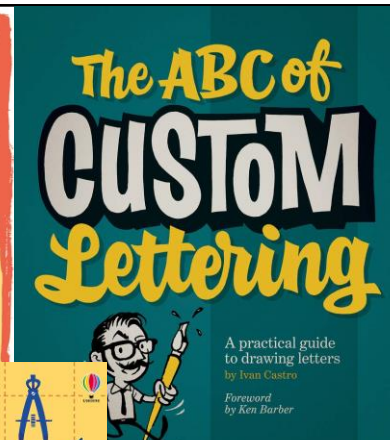
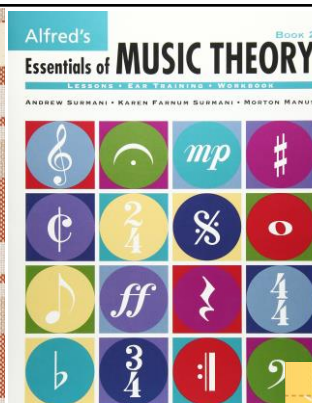
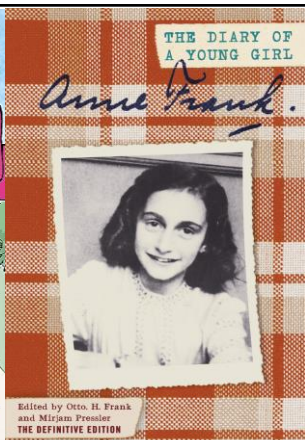
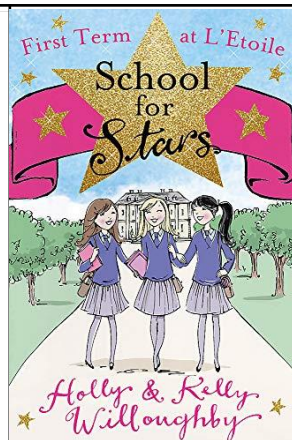
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Further Reading List

Challenge yourself by reading these topic-related books!

Year 7



Year 7 Knowledge Organiser

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.

Key themes:



Key vocabulary:

- Allegory: a story, poem, or picture that can be interpreted to reveal a hidden meaning, typically a moral or political one.
- Fable: a story with a moral/lesson.
- Conventions: anything that is typically associated with a certain topic/idea.

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

Conor

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.

Conor quote:

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.

The Monster

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.

Monster quote:

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?

Conor's Mum

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.

CM quote

"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."

Conor's Dad

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.

CD Quote:

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."

Lily

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.

Lily's quote:

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.

Conor's Grandma

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.

CG Quote

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.

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.**

Themes

Denial



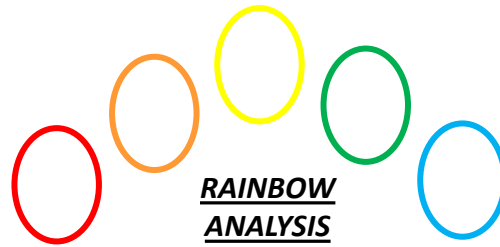
Acceptance



Anger



Loss



Types of Sentences

Simple	→	One independent clause <i>The dog barks.</i>
Compound	→	Two independent clauses separated by a semicolon or a comma & conjunction <i>The pirate captain lost the treasure map, but he still found the buried treasure.</i>
Complex	→	One independent clause and one or more dependent clauses <i>Because the soup was too cold, I warmed it in the microwave.</i>
Compound-Complex	→	Two independent clauses and one or more dependent clauses <i>Though Michael enjoys watching comedies, he rented the latest spy thriller, and he enjoyed it very much.</i>

Todorov's Narrative Theory

1) A state of **equilibrium** – (all is as it should be)

2) A **disruption** of that order – (by an event)

3) A **recognition** that the disorder has occurred

4) An attempt to **repair** the damage – (of the disruption)

5) A return or **restoration** of a new equilibrium

Todorov argues that narrative involves a transformation. The characters or the situations are transformed through the progress of the disruption.

LANGUAGE 1 FEATURE

METAPHOR

DESCRIBING BY USING ONE IMAGE TO REPRESENT ANOTHER

Example: bullets of rain fell from the sky

LANGUAGE 2 FEATURE

ADJECTIVES ADVERBS

ADJECTIVES DESCRIBE NOUNS
ADVERBS DESCRIBE VERBS

She **TIGHTLY** wrapped the **SOFT, FLUFFY** blanket around her

LANGUAGE 3 FEATURE

SIMILE

DESCRIBES SOMETHING BY SAYING IT IS LIKE OR AS SOMETHING ELSE

As strong as the bark on an old oak tree

LANGUAGE 4 FEATURE

ONOMATOPOEIA

WORDS THAT SOUND LIKE THE SOUND THEY MAKE

Her nails screeched across the board

LANGUAGE 5 FEATURE

ALLITERATION

TWO OR MORE WORDS THAT BEGIN WITH THE SAME LETTER OR SOUND

The Sound of a Skittering Spider.

LANGUAGE 6 FEATURE

PERSONIFICATION

DESCRIBES A NON LIVING THING BY GIVING IT HUMAN QUALITIES

The waves **SWALLOWED** the sand on the beach.

LANGUAGE 7 FEATURE

SENSORY LANGUAGE

USING THE FIVE SENSES TO DESCRIBE

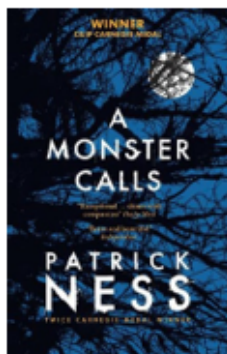
The **SOUND** of the wind whistled in the trees, its cold breeze pinching my skin.

LANGUAGE 8 FEATURE

TRIPLES

THIS IS A LIST OF 3 WORDS IT CAN BE THREE ADJECTIVES OR NOUNS

Your idea is: creative, exciting, brilliant



Creative Writing

Planning



Tone – Decide what tone you will incorporate for your writing.



Plot – Exposition, disruption, build up, ending.

Track the emotions – Once you have decided on your plot, you need to track what the characters will be feeling.



TiPToP

When do we use a new paragraph? Remember TiPToP...

Time



Place



Topic



Person



Basics

Noun – a naming word (places, people, objects).

Verb – A doing word (an action).

Adjective – Describes a noun.

Adverb – Tells us how the action is done.

Preposition – Clarifies the special, temporal, or logical relationship between different parts of a sentence.

Methods

Simile – Comparison using 'like' or 'as'.

Metaphor – A non-literal comparison.

Personification – Giving an object a human characteristic.

Alliteration – two or more words beginning with the same letter or sound.

Repetition – saying a word or phrase over.

Vocabulary

Trepidation – the feeling of fear or anxiety.



Morose – ill-tempered and gloomy.



Bleak – not hopeful or encouraging.

Moral – understanding right from wrong.



Traumatic – deeply disturbing and distressing.

Canopied – covered with a canopy.



Humble – being modest and not arrogant.



Gnarled – rough, knotty, and twisted.



A Monster Calls



YEAR 7 — ALGEBRAIC THINKING...

Algebraic notation

Maths

What do I need to be able to

do?
By the end of this unit I will be able to:

- Be able to use inverse operations and 'operation families'
- Be able to substitute into single and two step function machines.
- Find functions from expressions.
- Form sequences from expressions
- Represent functions graphically

Keywords

Function: a relationship that instructs how to get from an input to an output

Input: the number/ symbol put into a function

Output: the number/ expression that comes out of a function

Operation: a mathematical process

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

Commutative: the order of the operations do not matter.

Substitute: replace one variable with a number or new variable

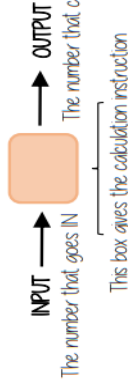
Expression: a maths sentence with a minimum of two numbers and at least one math operation (no equals sign)

Evaluate: work out

Linear: the difference between terms increases or decreases by the same value each time

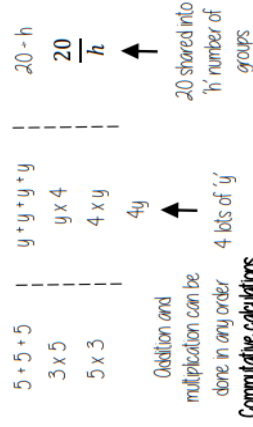
Sequence: terms or numbers put in a pre-decided order

Single function machines



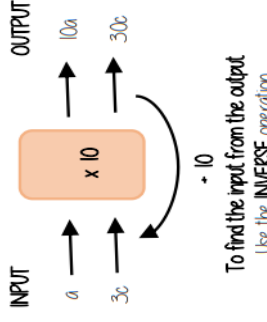
To find the input from the output
Use the INVERSE operation

Using letters to represent numbers

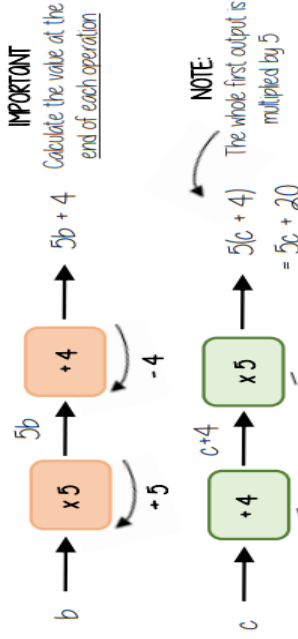


Commutative calculations

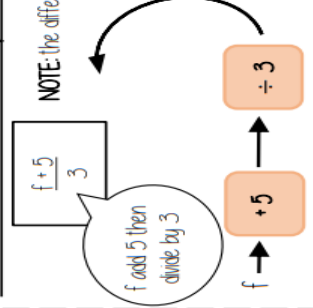
Single function machines (algebra)



Two step function machines (algebra)

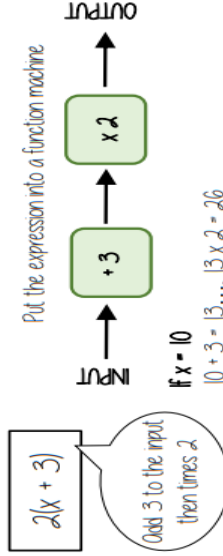


Find functions from expressions



Sometimes it helps to try to explain the expression in word – and consider what has happened to the input

Substitution into an expression



Forming a sequence

INPUT	1	2	3
OUTPUT	8	10	12

The substitution is the 'input' value
The OUTPUT becomes the sequence

Representing functions graphically

Take the function and generate a sequence $2(x + 3)$



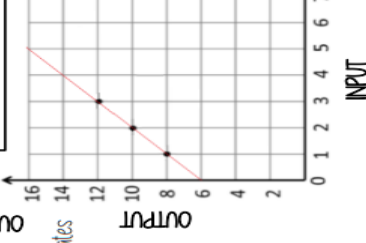
To represent graphically the input becomes x co-ordinates and the output becomes y co-ordinates

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

INPUT (x)	1	2	3
OUTPUT (y)	8	10	12

This becomes a co-ordinate pair (2, 10) to plot on a graph

Not all graphs will be linear only those with an integer value for x
Powers and fractions generate differently shaped graphs



NOTE:

Because this is a linear graph you can predict other values

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

Mil: 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

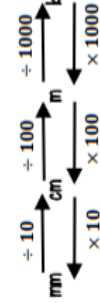
The number itself is always a factor

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



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

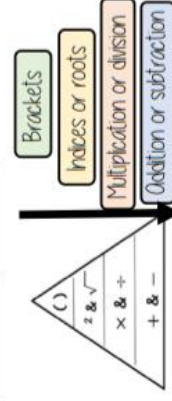
e.g. $0.2 \times 10 = 2$

$0.3 \times 10 = 3$

Therefore $6 \div 100 = 0.06$

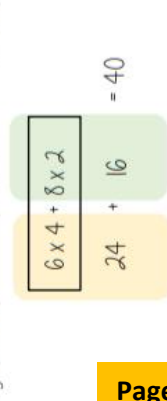
Estimations: Using estimations allows a 'check' if your answer is reasonable

Order of operations



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

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



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

Multiples



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

Lowest Common Multiples

LCM of 9 and 12

9: 9, 18, 27, 36, 45, 54

12: 12, 24, 36, 48, 60

The first time their multiples match

LCM = 36

Multiply/Divide by powers of 10



Repeated multiplication and division by powers of 10 is commutative

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

$\div 100 \rightarrow \div 10$

$\div 100 \rightarrow \div 10$

$\div 100 \rightarrow \div 10$

$\div 100 \rightarrow \div 10$

$\div 100 \rightarrow \div 10$

$\div 100 \rightarrow \div 10$

Division methods

Short division

$3584 \div 7 = 512$

$5 \ 1 \ 2$

$7 \ 3 \ 5 \ 8 \ 4$

$24 \div 0.2 \rightarrow 24 \div \frac{2}{10} \rightarrow 24 \div 2$

$24 \div 0.2 \rightarrow 24 \div \frac{2}{10} \rightarrow 24 \div 2$

$24 \div 0.2 \rightarrow 24 \div \frac{2}{10} \rightarrow 24 \div 2$

$24 \div 0.2 \rightarrow 24 \div \frac{2}{10} \rightarrow 24 \div 2$

$24 \div 0.2 \rightarrow 24 \div \frac{2}{10} \rightarrow 24 \div 2$

$24 \div 0.2 \rightarrow 24 \div \frac{2}{10} \rightarrow 24 \div 2$

Mean problems

Mean - a measure of average

It gives an idea of the central value

Lily, Onnie and Ezra have the following cubes

Lily: 24 in total

Onnie: 24 in total

Ezra: 24 in total

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

Lily: 8 cubes

Onnie: 8 cubes

Ezra: 8 cubes

The mean number of blocks would be 8 each

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



Modelling methods for addition/ subtraction

- Bar models
- Number lines
- Part/ Whole diagrams



$$6 + 3 = 3 + 6$$

The order of addition does not change the result

Addition is commutative

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 fact 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

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
 $543 + 0.8$

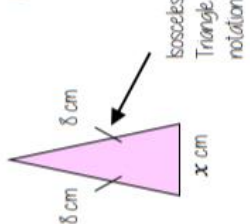


Solve problems with perimeter

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
	518	556		

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

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

TIME CALCULATIONS — use a number line

Frequency trees

60 people visited the zoo one Saturday morning

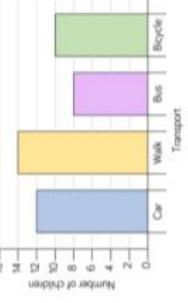
26 of them were adults. 13 of the adult's favourite animal was an elephant. 24 of the children's favourite animal was an elephant

The overall total '60 people'

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

Bar and line charts

How 150 travel to school



Use addition/ subtraction methods to extract information from bar charts

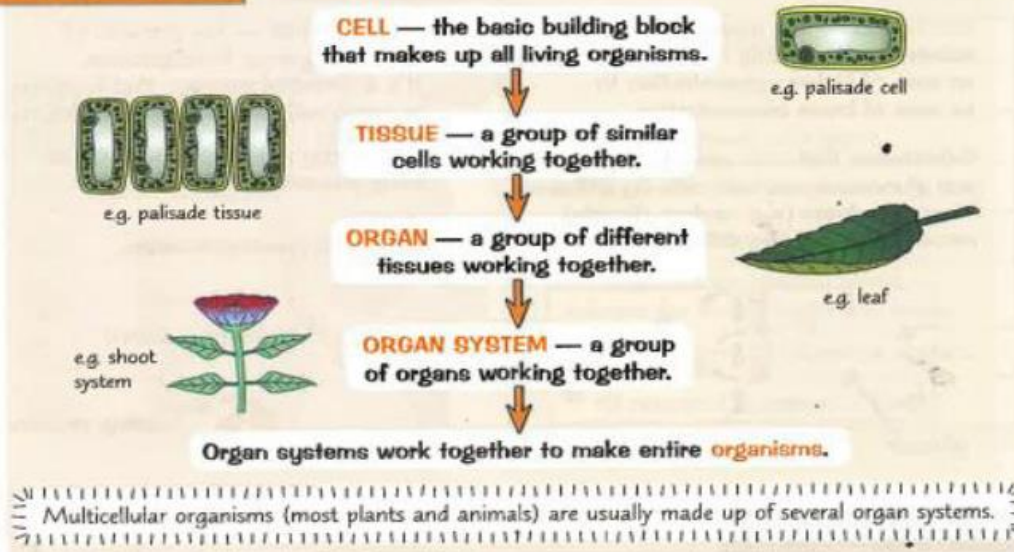
e.g Difference between the number of students who walked and took the bus
Walk frequency — bus frequency

When describing changes or making predictions

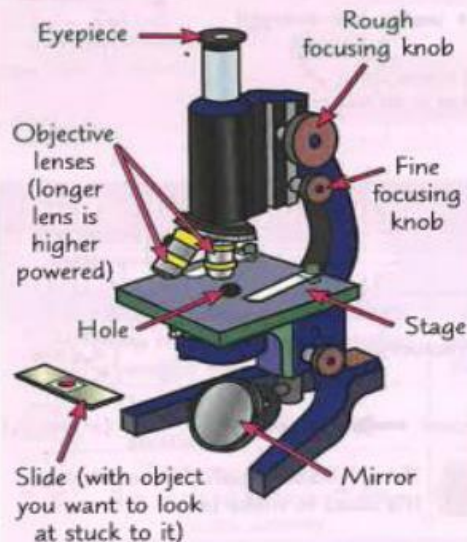
- Extract information from your data source
- Make comparisons of difference or sum of values
- Put into the context of the scenario

Cell Organisation and Microscopes

Cell Organisation



A Microscope



Using a Microscope

Angle mirror so light shines up through hole in stage.

Clip slide onto stage.

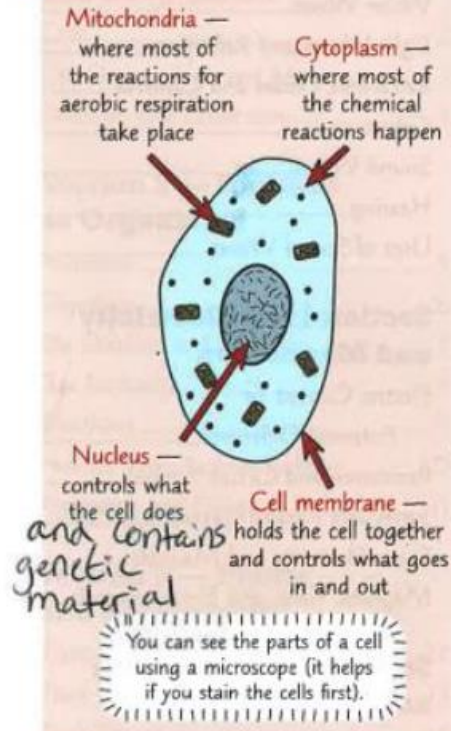
Start with lowest powered objective lens and move it down to just above slide by turning rough focusing knob.

Look down eyepiece and adjust focus with fine focusing knob until you get a clear image of what's on slide.

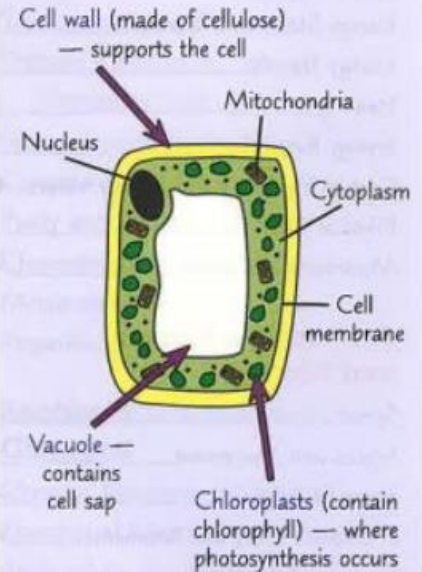
To see slide with a greater magnification, swap to higher powered objective lens and refocus.

Cells

An Animal Cell



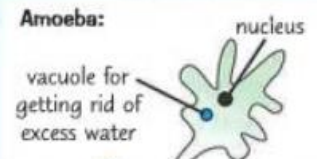
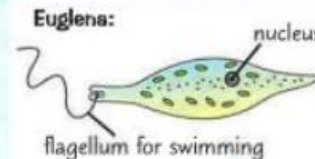
A Plant Cell



Animal cells don't have a cell wall, vacuole or chloroplasts.

Unicellular Organisms

UNICELLULAR ORGANISM — a living thing made up of only one cell.



These adaptations help the organisms survive in water (their environment).

The Skeleton and Muscles

The Skeleton



Four Functions of the Skeleton

1



Protection of organs — e.g. the skull protects the brain.

2



Support of all the body's soft tissues — this allows us to stand up.

3

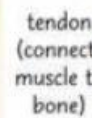


Making blood cells — bone marrow makes red and white blood cells.

4



Movement — muscles and joints allow the skeleton to move.



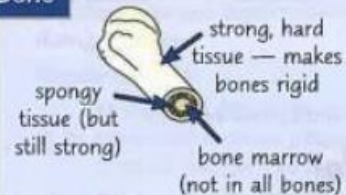
tendon (connects muscle to bone)

muscle — when it contracts, it applies a **force** to the bone, making bone move

joint

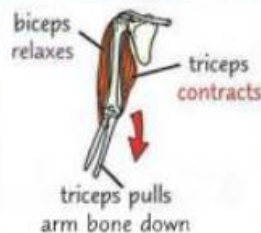
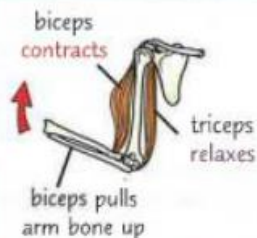
You can use your knowledge of moments to work out the force applied by a muscle (the joint is the pivot). (see p.46)

Bone



Antagonistic Muscles

ANTAGONISTIC MUSCLES — pairs of muscles that work against each other, e.g. the biceps and triceps.



Movement

Joints occur between bones and allow movement, there are three main types of joints

Hinge

For back and forward movement, e.g. knees

Ball and socket

For movement in all directions e.g. hips

Fixed

Do not allow movement, e.g. skull

Joints have three main types of tissue:

Ligaments

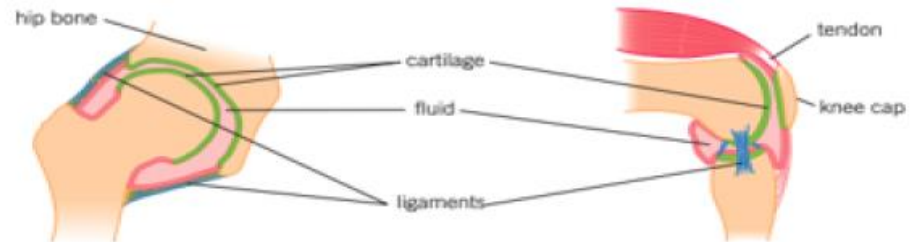
Connect bone to bone

Cartilage

Coats the end of bones as a protection

Tendons

Connects bone to muscle



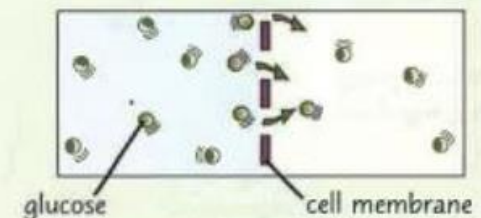
Muscles

- Muscles** are a type of tissue which allows movement
- They pull on tendons which in turn pull on bones to allow movement
- Muscles like the triceps and biceps are known as **antagonistic muscle pairs**, they work together — as one contracts, the other will relax

Diffusion

DIFFUSION — the process of substances spreading out from an area of higher concentration to an area of lower concentration.

Substances that **cells** need (e.g. oxygen and glucose) move into cells by diffusion. Waste products (e.g. carbon dioxide) move out of cells by diffusion.



Organs

- An organ is a group of tissues that have the same function
- They can work with other organs in an **organ system**, such as the respiratory system which uses organs like the heart and lungs to transfer oxygen around the body
- Vital organs are the organs that need to keep functioning for an **organism** to stay alive, e.g. the heart

Heating

Thermal Equilibrium

Hotter objects transfer energy to cooler objects by **heating**.

The hotter object cools down and the cooler object heats up.

Energy transfer continues until objects reach thermal equilibrium.



THERMAL EQUILIBRIUM — the point at which two objects have the same temperature.

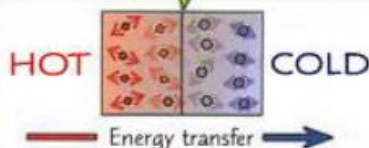
Conduction and radiation are two methods of heating.

Conduction

CONDUCTION — process where vibrating particles transfer energy to neighbouring particles.

Particles in hotter objects vibrate **faster** and transfer energy when they bump into slower, cooler particles.

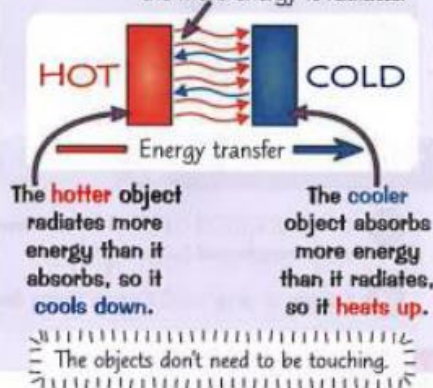
The objects must be touching.



Radiation

RADIATION — process where objects emit invisible waves that transfer energy to their surroundings.

The hotter the object is, the more energy it radiates.

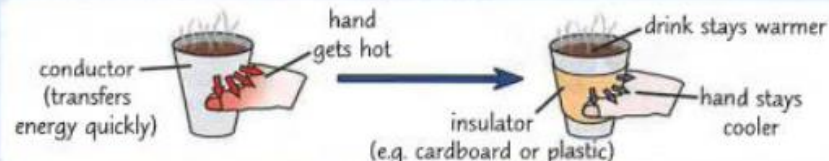


Insulators

INSULATOR — a material that transfers energy much more slowly than other materials. Insulating an object **slows down** energy transfer to and from its surroundings. This helps to keep:

• hot objects hot

• cool objects cool



Convection






- **Convection** is the transfer of thermal energy in a liquid or a gas, it cannot happen without particles
- As the particles near the heat source are heated they spread out and become less dense, this means that they will rise
- More dense particles will take their place at the bottom nearest the heat source creating a constant flow of particles
- This is known as a **convection current**
- Convection cannot happen in a solid as the particles cannot flow, they can only move around a fixed point



Energy and temperature



- The **temperature** of a substance is a measure of how hot or cold it is
- Temperature is measured with a **thermometer**, it has the units of degrees Celsius ($^{\circ}\text{C}$)
- The **thermal energy** of a substance depends on the individual energy of all of the particles, it is measured in Joules (J)
- As all particles are taken into account, a bath of water at 30°C would have more thermal energy than a cup of tea at 90°C as there are many more particles
- The faster the particles are moving, the more thermal energy they will have
- When particles are heated they begin to move more quickly
- The energy needed to increase the temperature of a substance depends on:
 - the mass of the substance
 - what the substance is made of
 - how much you want to increase the temperature by

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 2: Family & Friends Knowledge Organiser

MFL

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

Big Questions

How do I discuss countries and nationalities?
How do I talk about family members?
How do I talk about types of family?
What pets do I have at home?
How do I describe members of my family?
How do I count to 100?



Mi familia – my family

en mi familia	in my family
hay/tengo	there is/I have
mi hermano	my brother
mi hermana	my sister
mi hermanastro	my stepbrother
mi hermanastra	my stepsister
mi madre	my mum
mi padre	my dad
mi madrastra	my step mum
mi padrastro	my step dad
mis abuelos	my grandparents
mi tía	my aunty
mi tío	my uncle
mi primo/a	my cousin
que se llama	who is called
que se llaman	who are called
tiene...años	he/she is...years old.



las relaciones– relations

me llevo bien	I get on with
me peleo con	I fight with
me divierto con	I have fun with
porque es...	because he/she is



Los números		los números	
treinta	30	setenta	70
cuarenta	40	ochenta	80
cinquenta	50	noventa	90
sesenta	60	cien	100

la personalidad

soy	I am
es	he/she is
sensible	sensitive
cariñoso/a	caring
trabajador/a	hard working
hablador/a	chatty
antipático/a	unkind/ mean
gracioso/a	funny
perezoso/a	lazy
simpático/a	kind



los ojos y el pelo

tengo/tiene	I have /he/she has
los ojos	eyes
azules/verdes/marrones	blue/green/brown
el pelo	hair
castaño/negro/gris/rubio/rojo	brown/black/grey/blond/red
soy calvo/a	I am bald

típos de familia

una familia	a family
ensamblada	blended
monoparental	single parent
homoparental	single-gender
divorciados	divorces
separados	separated

los adjetivos

soy	I am
bajo/a	short
alto/a	tall
delgado/a	thin/slim
gordo/a	chubby
jóven	young
mayor	old
guapo/a	handsome/pretty
feo/a	ugly



los países – countries

vivo en	I live in
soy de	I am from
Inglaterra	England
Gales	Wales
Escocia	Scotland
Alemania	Germany
Estados Unidos	USA
Polonia	Poland



Key verbs

tener	to have	ser	to be
tengo	I have	soy	I am
tienes	you have	eres	you are
tiene	he/she/it has	es	he/she/it is
tenemos	we have	somos	we are
tenéis	you (pl) has	soís	you (pl) are
tienen	they have	son	they are

Possessive pronouns

There are three different words for “my” in French and they must agree with what you are talking about.

	my	your	his/her
Masculine	mi	tu	su
Plural	mis	tus	sus

Adjectives

Adjectives agree with the **gender** and **number** of the noun it describes. They usually come **after** the noun

Mi padre es **tímido**
 Mi madre es **tímida**
 Mis padres son **tímidos**

connectives/conjunctions

Use these to link sentences to make them more complex and exciting!

también – also, sin embargo – however pero - but

False Friends

sensible	sensitive
comprensivo/a	sympathetic

Tricky pronunciation:

Viejo / joven / bajo	Remember in Spanish the ‘j’ here is a ‘h’ sound
Perezoso / trabajador	These are long words so sound them out carefully!

Intensifiers

muy—very bastante —quite
 un poco—a little mucho—a lot

Key Questions

describe a tu familia	describe your family
¿cómo es tu madre/padre?	what is your mum/dad like?
¿qué tipo de persons eres?	What sort of person are you?
¿te llevas bien con tu familia?	do you get on well with your family?



las nacionalidades – nationalities

soy	I am
eres	You are
es	he / she / it is
inglés/inglesa	English
escocés/a	Scottish
irlandés/a	Irish
estadounidense	American
portugués/a	Portuguese
francés/a	French
español/a	Spanish
alemán/a	German
galés/gales	Welsh
italiano/a	Italian

háblame de la foto

en la foto	in the photo
puedo ver	I can see
hay	there is/are
a la izquierda/derecha	on the left/right
un chico/una chica	a boy/a girl
un hombre/una mujer	a man/woman



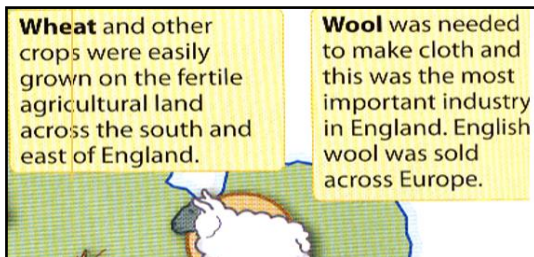
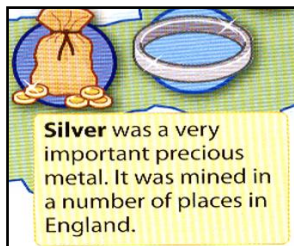
PARENT/CARER QUIZZES

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.

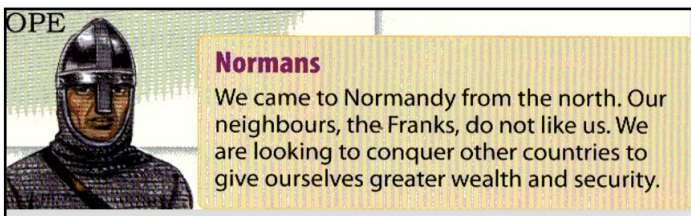
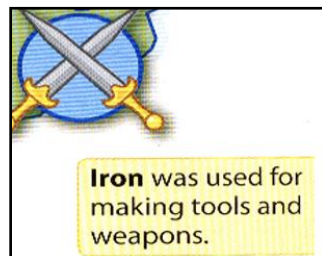
Date	Subject	Score /10	Did you improve from last time?

History

Knowledge organiser: Why was England a battlefield in 1066?



There were lots of reasons why people wanted to invade England in the 1st Century. These can be categorised into push and pull factors. Here are some examples:

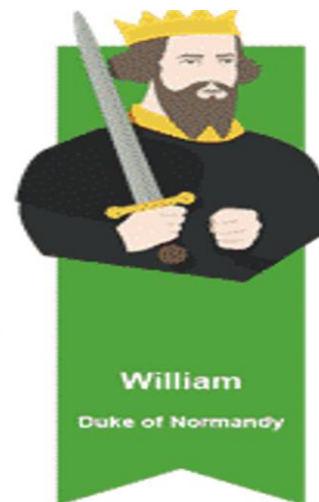
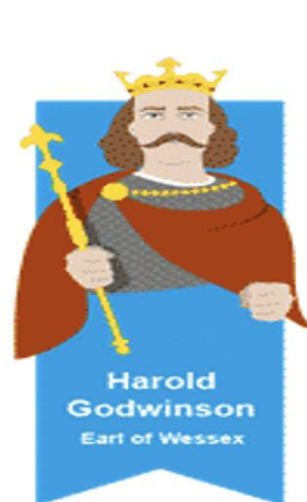


Raiders - came to raid England. This meant that they would come, kill whoever stood in their way, take whatever they could and return home.

Settlers - came to England to live and work there.

Conquerors - came not only to live in England but to conquer and rule the country.

In 1066, Edward the Confessor dies of old age. However, he was not clear on who he wanted to rule England. There were three contenders and each of them wanted to rule England.



Harold Godwinson - How strong was he?

Harold's army was made up of a small group known as the **housecarls** and a much larger group known as the **fyrð**. The **housecarls** were fully trained professional soldiers. The **fyrð** were less experienced and less well equipped. At the Battle of Hastings, Harold led 500 **housecarls** and 7000 **fyrð**. The **housecarls** would have ridden into battle on horses but preferred to fight on foot.

William - How strong was he?

The army that William brought with him to England was 7500 men strong. About 4000 or 5000 more people accompanied the soldiers as blacksmiths, carpenters, medics and cooks. All the soldiers were fully trained, like Harold's **housecarls**. In addition, there were an unknown number (maybe 500) of **mercenaries** who, like all the other soldiers, were promised payment and booty if William won.

Harold Hardrada - How strong was he?

Historians have estimated that between 12,000 and 18,000 men left Norway with Hardrada.

As Vikings, the Norwegians traditionally attacked from the sea and did not rely on horses in battle. Hand to hand combat was their favourite method of fighting. In that sense they were very similar in appearance and tactics to the English.

The Battle of Stamford Bridge
25th September 1066

1. The first to try and seize the crown and invade England was Harald Hardrada of Norway. He was helped by Harold's brother Tostig, who was exiled from England.
2. Harald Hardrada and Tostig landed with a massive army of over 8,000 Norwegians in the North of England. They took York and declared Harald Hardrada King of England.
3. On hearing of the Viking invasion, Harold Godwinson quickly gathered what men he could and marched 187 miles north to face him.
4. They marched 37 - 45 miles a day, going as fast as they could and carrying their heavy kit with them.
5. The two armies met at Stamford Bridge, just outside York, on 25 September 1066.
6. It was a bloody battle. It was such a fierce battle that only 24 of the 300 ships, that came to England, returned to Norway.



Vs.



Vs.



The Battle of Hastings
October 1066

1. William of Normandy was also known as William the Conqueror.
2. William entered the battle with an army of 15,000 soldiers.
3. King Harold had an army of 5,000, and most of the men were farmers, not soldiers.
4. The battle was fought because William of Normandy thought he was the rightful King of England.
5. Hastings is on the south east coast of England, in the county of Sussex.
6. Although we refer to it as the Battle of Hastings, the battle took place about 6.5 miles northwest of Hastings at Senlac Hill, now known as Battle.
7. The Normans got to Hastings by boat: they sailed about 700 ships across the English Channel.
8. The English lost the battle and King Harold was killed. On Christmas Day 1066, William of Normandy was crowned King of England.

Bayeux Tapestry

1. Over a thousand years old.
2. It was 270 feet long and 20 inches wide.
3. Created by the Normans so is bias.
4. Very useful as it shows how the battle may have been fought.



Knowledge Organiser: How did the Duke of Normandy establish control over England?

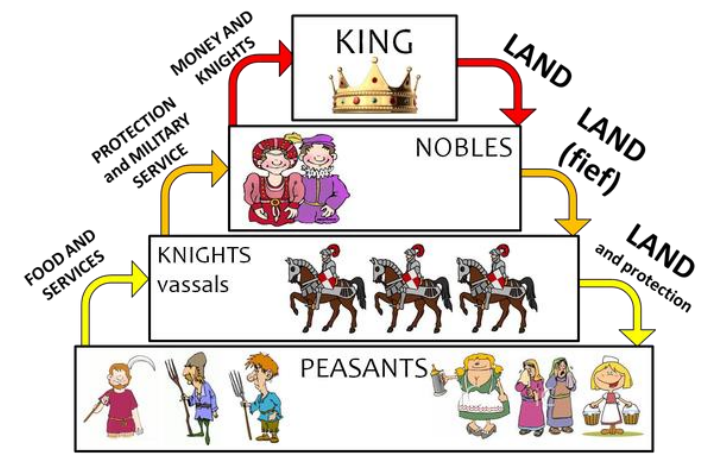
Harrying of the North:

- In January 1069, English rebels surrounded the city of Durham and killed Earl Robert along with about 600 Normans.
- The rebellion spread to York, where the English attacked the Norman soldiers there. The King made no attempt to control his fury and punished the innocent along with the guilty.
- He ordered crops, herds, tools and food to be burnt to ashes.
- There was such hunger that men ate human flesh and the flesh of horses, dogs and cats. It was horrible to see the rotting human corpses as there was no-one to bury them.
- More than 100,000 people perished from hunger.

The Domesday Book:

- King William knew he needed money if he was to stay powerful. His problem was finding out who should pay him taxes and how much he should ask for.
- At Christmas in 1085, William announced a plan to find out.
- Teams of officials would be sent around the country asking questions.
- The information given to the officials was used by William to work out how much tax each person should be charged.
- All of the details of were written on large pieces of sheepskin. It was planned to make them into a book. It was so complete that people were soon calling it 'The Domesday Book' because Domesday means 'Day of Judgement'.
- The final book contained 2 million words and mentioned 13,418 places - one of which was Tewkesbury.

The Feudal System



Feudal Pyramid of Power

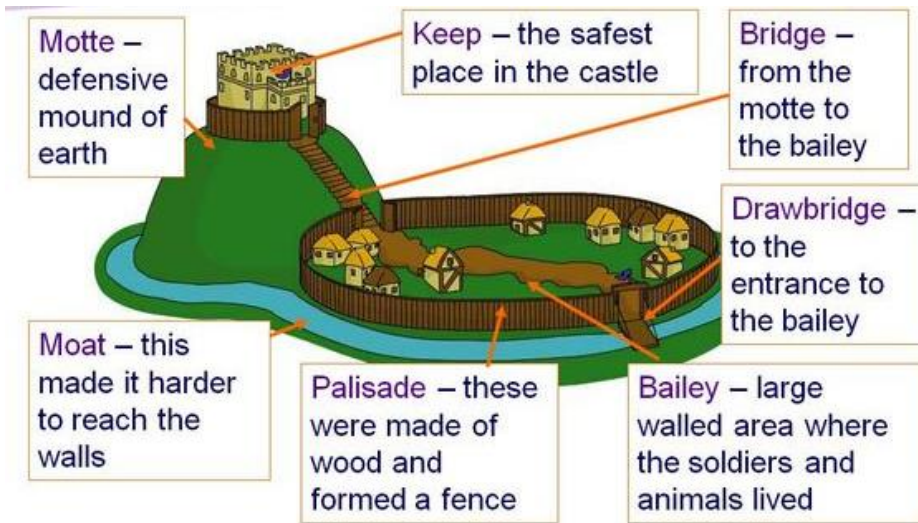
The Feudal System was introduced to England following the invasion and conquest of the country by William I (William the Conqueror).

It was the order in which every group in society was placed, similar to how the school order works.

Medieval castles were built from the 11th century CE for rulers to demonstrate their wealth and power to the local people, to provide a place of defence and safe retreat in the case of attack, defend important sites like river crossings, passages through hills. Castles were converted from wood into stone and became ever more impressive structures with more and more defensive features such as round towers and fortified gates.

Motte and Bailey Castles:

Medieval castles were built from the 11th century CE for rulers to demonstrate their wealth and power to the local people. They also provided a place of defence and safe retreat in the case of attack. They were used to defend important sites like river crossings and passages through hills. Castles were converted from wood into stone and became ever more impressive structures with more and more defensive features such as round towers and fortified gates.

**Advantages:**

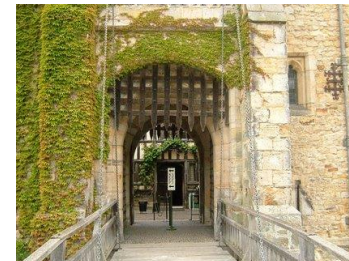
The castles were quick to build. A Motte and Bailey castle could be up in a few weeks! This was a huge difference compared to the years it would take to build a stone castle.

They protected the soldiers that William used to control the country and were easy to defend. Small numbers of Norman soldiers could hold off rebellions or attacks by being in a castle.

Disadvantages:

As the castles were not built to last, they were only a temporary solution. They were not meant to last for a very long time.

The biggest weakness was the material they were made of - wood. Wooden buildings can be burnt down by fire and they can also be affected by rot.

Types of Castle,
1066-1500
1 Stone Keep**2 Rounded Turret****3 Barbican Entrance****4 Concentric****5 Clover- leaf**



Our Living World Year 7

Sustainable: Actions that meet the needs of the present without reducing the ability of future generations to meet their needs.

Biome: A global ecosystem, such as temperate deciduous forest or tropical rainforest.

Ecosystem: A community of living organisms and their connections with the climate and soil.

Food chain: Links between organisms that feed on each other.

Food web: Interconnected food chains that make up a large ecosystem.

Adaptation: Adaptations are any behavioural or physical characteristics of an animal/plant that help it to survive in its environment.

Climate: The average weather conditions over a long period of time.

Coral bleaching: When coral forces the algae living in it out as a result of higher water temperatures, leaving the coral white.

Food miles: The number of miles the food has travelled from producer to consumer.



The importance of Coral Reefs

Social

Economic \$

Environmental

- Coral reefs are used for medicines and reconstructive surgery.
- At least 500 million people rely on coral reefs for food, coastal protection, and livelihoods.
- The coral reef provides a living laboratory. Both students and scientists can study the interrelationship of organisms and their environment.

- Important for generating money for fisheries and tourism.
- Estimated that coral reefs provide \$375 billion per year around the world in goods and services.

- Reefs shelter land from harsh ocean storms and floods.
- Coral reefs cover less than 1% of the Earth's surface, they are home to 25% of all marine fish species.
- Remove and recycle carbon dioxide.
- Coral reefs support a phenomenal diversity of species and provide irreplaceable sources of food and shelter. Tropical rainforests play a similar role on the land.

Uses of Bamboo:

Construction: It is extremely strong and used for buildings and simple bridges. It can be made into sheets and planks to be used as flooring and is also made into furniture. Resistant to ground shaking, it is a good building material in earthquake zones.

Fuel: Bamboo charcoal is made in China and India. It is used as a fuel for cooking but also in products such as toothpaste.

Food: Bamboo shoots are used in cooking throughout South and East Asia. Bamboo leaves are used to wrap food and the hollow stems can be used to cook food.

Products: Bamboo is used to make a range of products used around the world. These include; clothes and textiles, musical instruments, paper, chopsticks, jewellery, rafts, ropes, firewood, pipes, ladders, baskets, medicine and plant supports.

Harvesting Bamboo

Advantages:

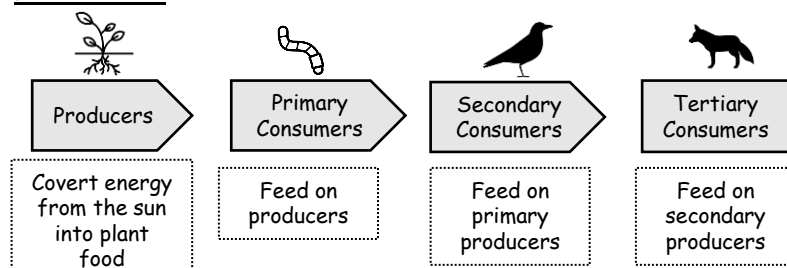
- Extremely fast growing and can be harvested every 3-5 years.
- Has many uses- food, construction and fuel.
- Requires no irrigation and is not affected by pests.
- Produces more oxygen and absorbs more carbon dioxide than trees.
- Helps to reduce soil erosion.

Disadvantages:

- Chemicals are used to convert bamboo fibres into rayon.
- Bamboo has to be shipped from Asia, which uses energy.
- Some forests are being cleared for bamboo cultivation, destroying animal habitats.



Food Chains



Biomes	Description
Tundra	Low growing plants & shrubs due to the cold and wind.
Coniferous forest	Cone-bearing evergreen trees able to cope with cold winters.
Temperate deciduous forest	Trees such as oak, birch and beech that lose their leaves in autumn to remain moisture during winter months.
Temperate grasslands	Grass plains suited to dry, hot summers and cold winters.
Mediterranean	Shrubs, herbs and olive trees able to cope with high temperatures and summer drought.
Desert	Few plants & animals that are adapted with extreme temperature and very dry conditions.
Tropical rainforest	Lush vegetation due to warm and wet climate, supports 50% of world's species.
Savannah	Grassland able to cope with long dry periods broken by violent storms; grazed by animals and stalked by predators.
Other biomes	Mountains, ice caps and ice sheets experiencing extreme climates with little or no vegetation.

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

CRITICAL STUDIES – How To Research Artists

Process/technique: How the work was made.



Personal information: Name, date of birth/death, nationality...



Context: Background to the work. Could be social/cultural.

Formal qualities of work:

Style;

Colour;

Representational/abstract;

Mood created/message;

Subject matter: What the focus of the work was.



Influences: Friends, styles of art.

My opinion of the work: Likes and dislikes, what would you like to emulate, be specific!

Materials/media: With what the work was made.



CUBISM

Influences: *Friends, styles of art, environment, inventions...*

The Cubists were influenced by the artwork of [Paul Cézanne](#) and African tribal masks which are highly stylised, or non-naturalistic.

Process/technique: *How was the work made?*

- Objects and figures broken down into distinct areas – or planes/ Flat surface. They aimed to show an object from different viewpoints, by overlapping those viewpoints, which creates fragmented shapes.

Formal qualities of work:

Style; Abstract

Colour;

The Cubists used a limited palette of neutral, dull colours with many earthy tones

Mood created/message;

Their aim was to show things as they really are, not just to show what they look like. They felt that they could give the viewer a more accurate understanding of an object, landscape or person.



Context: *Background to the work. Could be social/cultural...*

- The invention of photography in the 1800's artists were looking at more imaginative ways of depicting the world ...and abstract art was born.

Subject matter: *What was the focus of the work?*

- They mostly painted still life groups and portraits.

7.Materials/media: *What was the work made with?*











The Cubists used **unusual techniques, and materials**. One of the discoveries of that era was collage. They also used oil paint.

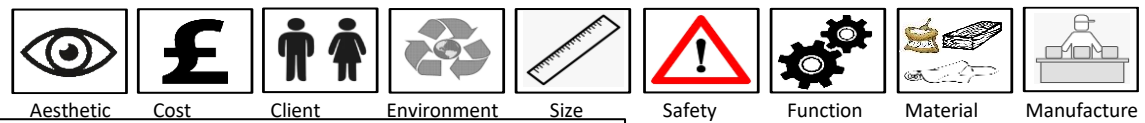
Year 7 Steady Hand Game:
Linear Design

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.**

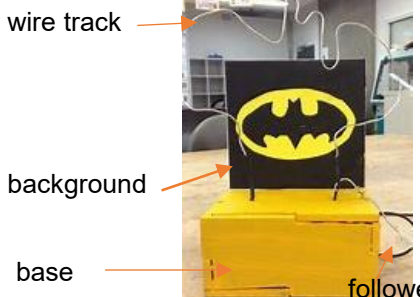
RED	DANGER	STOP/NO ACCESS/EMERGENCY STOP
YELLOW	CAUTION	BE CAREFUL/BE AWARE OF RISK/TAKE PRECAUTIONS
GREEN	SAFE	EMERGENCY EXIT/FIRST AID
BLUE	INSTRUCT ION	INSTRUCTION ON ACTIONS E.G. WASH HANDS OR WEAR GOGGLES

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 

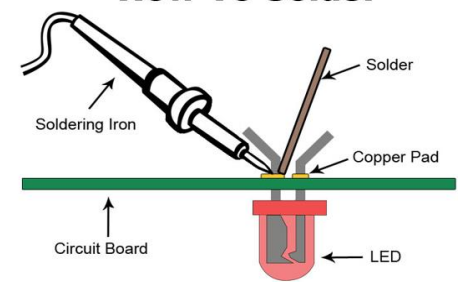


Vocabulary

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:

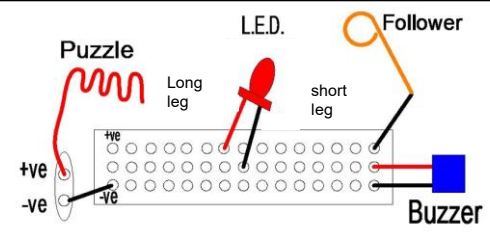
- No eating/drinking
- No running
- Never use a tool/piece of equipment until instruction/permission is given
- Always walk
- Wear PPE
- Long hair tied back
- Remove jewellery
- Sturdy shoes

Buzzer

L.E.D.

Switch

Battery

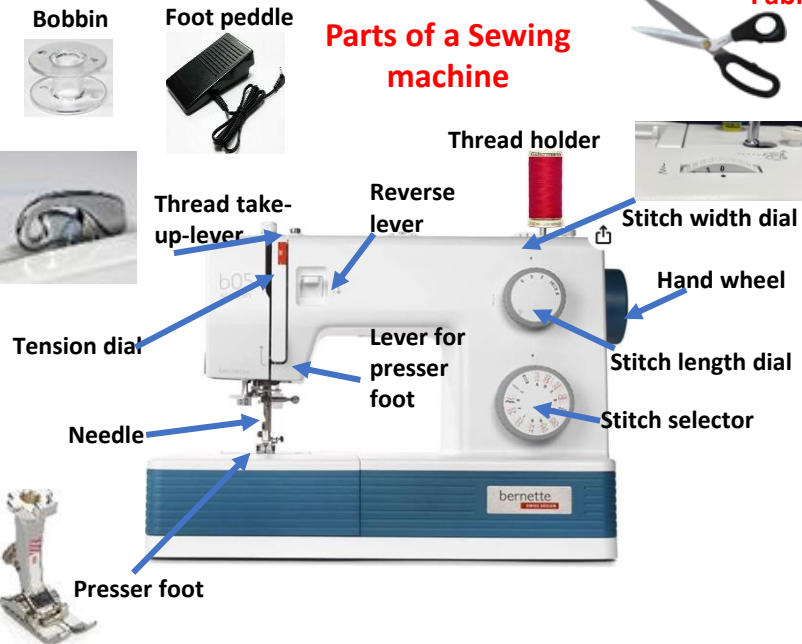




Aesthetic Cost Client Environment Size Safety Function Material Manufacture

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

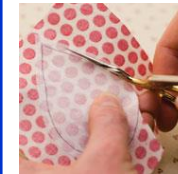
Step 1:

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.

Diagram illustrating the structure of the word "Typography" with labels for various typographic elements:

- Ascender
- cap line
- ascender line
- median
- x-height
- base line
- descender line
- Descender
- Tail
- Kerning
- Serif

Below the diagram, four categories of early writing systems are listed with corresponding icons:

- Pictogram:
- Ideographs:
- Hieroglyphics:
- Phoenicians:

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

Icons representing various design considerations:

- 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



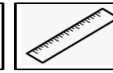
Cost



Client



Environment



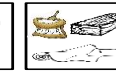
Size



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.

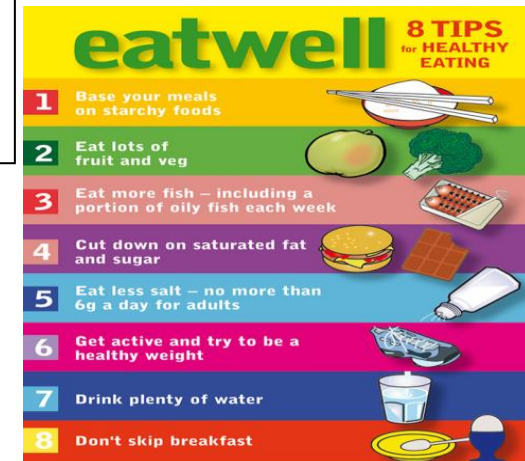
Either they're picked earlier than they should be so that they're ready on arrival, or they spoil a little on the way. Seasonal produce comes such a short distance that it doesn't spoil on the way to you. It's harvested at the very best time, so taste is maximised.

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 28

The diagram is a large square divided into 12 equal segments by lines radiating from a central point. In the center is a clock face with numbers 1 through 12. Each segment is a 30-degree wedge. There are 12 empty rectangular boxes, one in each segment, for writing notes. The boxes are located at the outer edge of each segment. The segments are numbered 1 to 12, corresponding to the clock face. The boxes are arranged as follows:

- Segment 1 (top right): Box at the top right.
- Segment 2 (right): Box at the top right.
- Segment 3 (bottom right): Box at the bottom right.
- Segment 4 (bottom right): Box at the bottom right.
- Segment 5 (bottom left): Box at the bottom left.
- Segment 6 (left): Box at the bottom left.
- Segment 7 (top left): Box at the top left.
- Segment 8 (top left): Box at the top left.
- Segment 9 (top right): Box at the top right.
- Segment 10 (right): Box at the top right.
- Segment 11 (bottom right): Box at the bottom right.
- Segment 12 (bottom left): Box at the bottom left.

Exploring Rhythm and Pulse

B. Time Signatures

A TIME SIGNATURE tells us how many beats (and what type of beats) there are in each **BAR** of music and is made up of two numbers at the beginning of a piece of music.

Top Number = **HOW MANY BEATS**

Bottom Number = **TYPE OF BEAT**

2/4
=

A musical staff with a treble clef and a 2/4 time signature. It contains two measures, each with a single quarter note. The first measure has a C4 note (middle C), and the second measure has a D4 note (one line up).

TWO CROTCHET beats per **BAR**

e.g. a MARCH

3/4 = THREE CROTCHET beats per BAR

e.g. a WALTZ

4/4 = FOUR CROTCHET beats per BAR

Bottom Numbers:
2 = Minim 4 = Crotchet 8 = Quaver

BARS AND BARLINES

D. Conducting Pulses and Beats

Conducting a 2-beat Pulse/Beat (e.g. a March)

Conducting a 3-beat
Pulse/Beat (e.g. a
Waltz)

Conducting a 4-beat Pulse/Beat

3 beat rhythm	X		X		X		X		X	
2 beat rhythm	X			X			X			X

Note Name

Note Symbol

Note Value

Semibreve



4 beats

Minim

2 beats

Crotchet



1 beat

Quaver



$\frac{1}{2}$ of a beat

Pair of Quavers



2 x ½ beats = 1

Knowledge Organiser

Year 7 Dance

The Lindy Hop (1920's – 1940's):

It's associated with the 'Swing Era' - a time when big band jazz music was popular and people liked to dance for entertainment.

The dance itself is a mix of different styles, including jazz, tap, breakaway and the Charleston dance. Like the Charleston dance, the Lindy Hop is one for individual expression and improvisation, which means it's perfect for solo, as well as partnered dance.



Dance Actions

- Travel
- Turn
- Elevation
- Gesture
- Stillness
- Use of different body parts
- Floor work
- Transfer of weight

R.A.D.S

Relationships
Action
Dynamics
Space

Rock and Roll requires a lot of skill and stamina and is a highly demanding sport. Kicks and acrobatic elements such as lifts, throws, jumps and flips, are all characteristic of Rock and Roll dancing. Although it may have started off as an improvisational and social dance, it is now mainly a performance and competition dance, where routines are choreographed beforehand, whether in pairs or in formation.

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

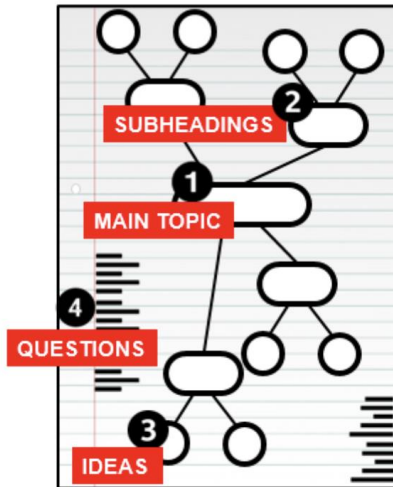
- ✓ Establishes links and relationships between ideas and concepts
- ✓ Can be used to take notes as part of the Cornell Method
- ✓ Effective when working from textbooks or written notes

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

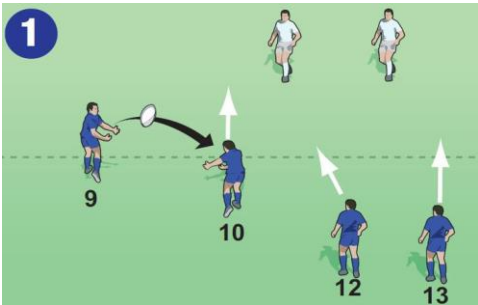
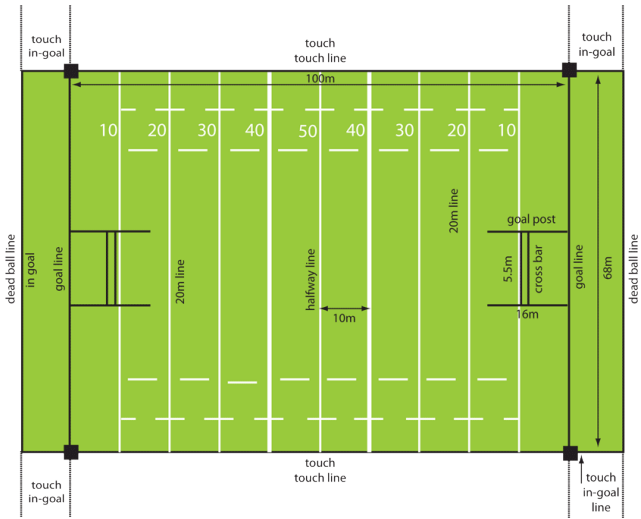


- 1 Determine the overall topic or theme
Write this in the centre of your page and circle it
If the main focus of your mind map changes – create an additional mind map – do not add the new focus to the mind map that you are already working on.
- 2 You will need to add major facts (subheadings) that relate 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

Tag Rugby – Year 7

Rules

- Games start with a kick off.
- Passing must be sideways or backwards.
- The ball can be kicked forwards.
- To tackle, players must remove a tag from an opposition player.
- You can only remove a tag from the player carrying the ball.
- Teams aim to score a try in the oppositions area.
- To score, a try player must place a ball in the oppositions area.
- Any player in front of a player kicking must wait for the kicker to pass or they will be offside.



Skills

Carrying – To move with the ball in your hands.

Passing – To send the ball to a teammate by throwing it to them in a sideways or backwards direction.

Defending – To stop the opposition progressing up the field.

Drawing defenders – To tempt defenders out of position.

Tackling – To remove the tag off an opposition player carrying the ball.

Carry the ball in two hands.
Change direction when you see a defender coming.

Look for teammates in space.
Create a W shape with hands on the ball.

Spread out as a defensive line across pitch.
Make sure you are close enough before reaching for a tag.

Holding the ball and moving into space will draw in opposition defenders.

Make sure you are close enough before reaching for a tag.

Scoring System

Try – Touching the ball down in the goal area = 5pts.

Conversion – Taken after a try = 2pts.

Penalty kick – 3pts.

Drop goal – 3pts.

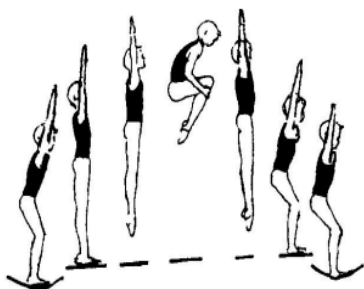
Most points at the end wins

Physical Education Trampolining – Year7

Basic Jumps

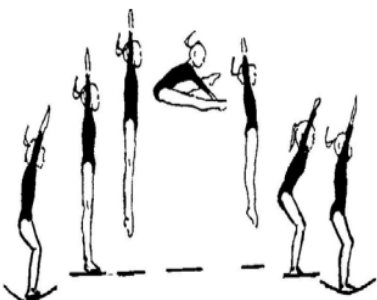
TUCK

- Legs together, knees and hips bent to 90 degrees or less.
- Hands grasp shins.
- Ankles remain straight.
- Toes pointed.



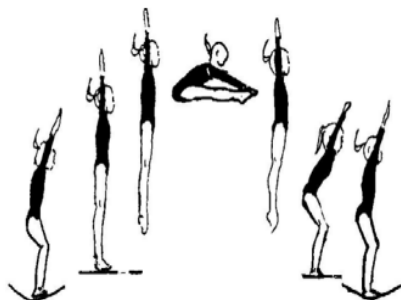
STRADDLE

- Legs are apart, at least shoulder width but ideally 90 degrees.
- Knees and ankles extended.
- Toes pointed.



PIKE

- Legs remain straight at knees.
- Ideally hands reach out to toes.
- Toes pointed.



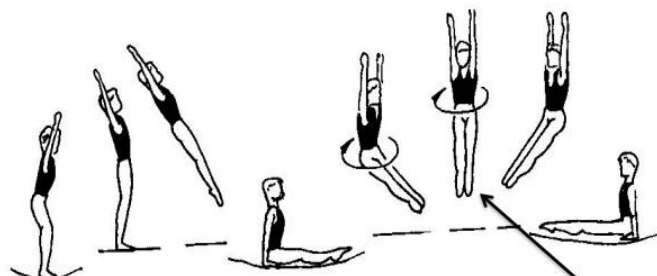
SEAT LANDING

- Gain height while jumping and remain on the red cross.
- When ready to perform your legs stay straight and come out in front of you in to pike position.
- Your hands are flat on the bed and pointing the direction of your legs, just behind your bum.
- Push off the trampoline with your arms and jump back up to feet.

Seat landing



Swivel Hips



TEACHING POINTS

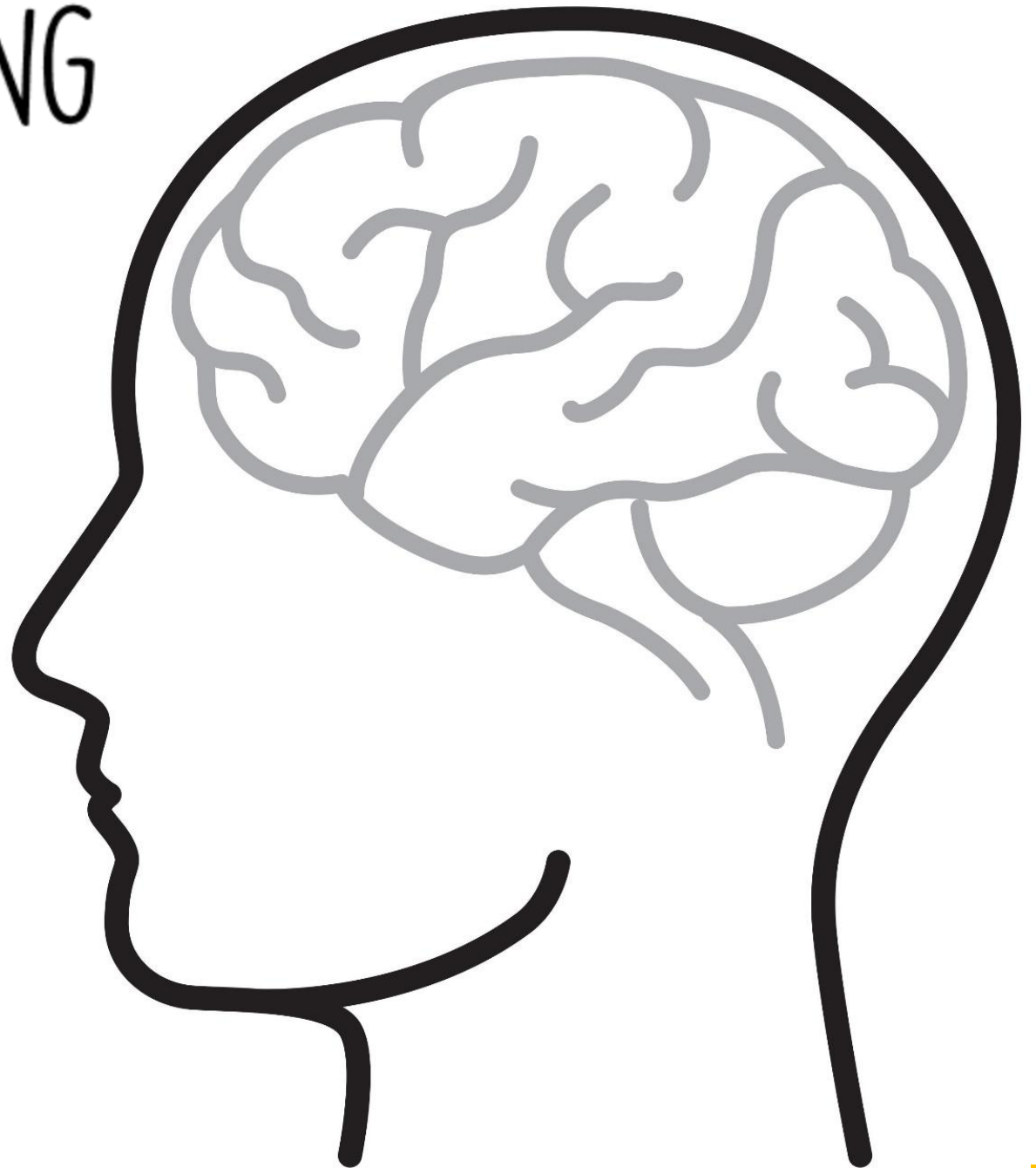
- Attempt to stand up straight between the 2 seat landings by straightening hips after take off.
- Push with hands so arms are up between landings.
- Look from front end to the mat behind you.
- Keep legs tight and straight.

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 facts

- Jews observe a day of rest each week, called Shabbat or the Sabbath. This is a day of rest on which they are not allowed to do any work.
- On Shabbat, many Jews will go to services at the synagogue. They also enjoy a special meal with family in which certain rituals are performed.
- The main Jewish festivals are Rosh Hashanah (the first day of the Jewish new year), Yom Kippur (the Day of Atonement) and Pesach (Passover).
- Jews observe certain rituals at significant moments in their lives. In ancient times, when a child was born, the mother would have to stay away from the Temple for 40 days for a boy and 80 days for a girl.
- Circumcision is a ritual in which a male's foreskin is removed, in remembrance of God's covenant with Abraham. This takes place when a boy is eight days old.
- Bar Mitzvah and Bat Mitzvah are ceremonies that mark a boy's or a girl's 'coming of age' at 13 years old. They must study carefully for these ceremonies and afterwards are considered to be responsible for their own actions and faith.
- The Jewish marriage is in two parts: the engagement and the full marriage. The ceremony is led by a rabbi who, along with the guests, recites the seven blessings for the couple.
- Jews are usually buried rather than cremated. Burial takes place within 24 hours of death if possible, and someone stays with the body the whole time until the burial.
- There are three stages to mourning after someone dies: Aninut, Shivah and Sheloshim. If a parent has died, there are two additional stages: Yud Bet Chodesh and Yahrzeit.
- Jewish law states that human life is sacred. Jews are allowed to break some of their laws if doing so will save someone's life. This principle is known as Pikuach Nefesh.
- Jews have been persecuted since ancient times. They have been expelled from countries where they were living many times, including from England in the 1200s.
- The worst case of Jewish persecution was at the hands of the German Nazis from 1933 to 1945. Millions of Jews were sent to concentration camps, where they were executed. This is known as the Holocaust or Shoah.
- The 'problem of evil' is the question of how God can allow terrible things such as the Holocaust to happen. If he is all-loving, all-powerful and all-knowing, he would prevent these events. Jews have different interpretations of and responses to the problem of evil.
- Zionism is a movement of re-establishment and development of a Jewish homeland in the area around Jerusalem. After the Second World War, Jews were allowed to return to Palestine, but this caused great conflict with the Palestinian people who were already living there. Difficulties continue in the region today, as Jewish Israelis and Muslim Palestinians both consider the region to be their homeland.

Key vocabulary

- anti-Semitism** Persecution of Jewish people
- atheist** Someone who does not believe in God
- Bar Mitzvah** A ceremony for boys at the age of 13; it literally means 'son of the commandments'
- Bat Mitzvah** A ceremony for girls at the age of 12 or 13; it literally means 'daughter of the commandments'
- Crusades** A series of wars between Christians and Muslims
- eulogy** A speech given in praise of someone who has just died
- free will** The ability to choose how to act
- Gehinnom** A place of purification in the afterlife
- hester panim** The belief that God 'hid his face' during the Holocaust because he could not interfere with free will
- Holocaust** The killing of six million Jews by Nazi Germany
- huppah** A canopy which a couple stand under during their marriage ceremony to represent starting a new home together
- Israelis** People who live in Israel; mainly Jewish
- mohel** Someone who is both medically and religiously qualified to perform a circumcision
- Palestinians** People who live in and around the State of Israel; mainly Muslims
- persecution** Discrimination against people because of their beliefs
- Pikuach Nefesh** The principle that nearly any religious law can be broken in order to preserve human life
- pogrom** An attack on Jews
- Seder meal** A symbolic meal eaten at Pesach
- seven blessings** Blessings recited by the rabbi and others at a wedding ceremony
- Shabbat/Sabbath** A day of rest and religious observance
- Shoah** Another term for the Holocaust, which means calamity or catastrophe
- State of Israel** A Jewish state set up by the United Nations in 1948, which has since expanded
- United Nations** An organisation set up after the Second World War to keep world peace
- Zionism** A Jewish movement originally aimed to establish, and now aims to continue, the Jewish state of Israel

Key people

- Eliezer Berkovits** A rabbi who believed that God had to hide his face (hester panim) during the Holocaust so as not to interfere with human free will
- Emil Fackenheim** A rabbi who thought that the 614th mitzvah Jews should follow after the Holocaust was to unite and continue the Jewish family and faith so that Hitler did not win
- Anne Frank** A Jewish girl who wrote a diary while in hiding during the Holocaust
- Richard Rubenstein** A Jewish writer who claimed that Jews cannot think of God as omnipotent or that they are his chosen people after the Holocaust



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

My BHAmazing vocabulary, written in sentences:

1.

2.

3.

4.

5.

6.

7.