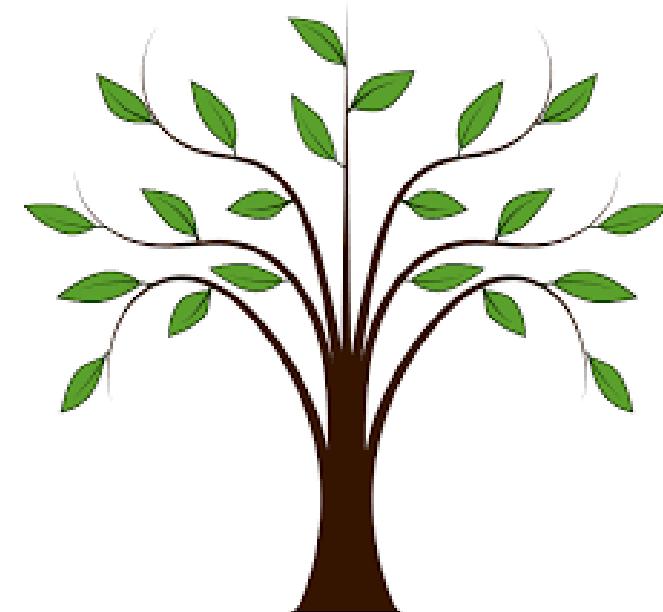


# YEAR 7

## BHA's

# Knowledge Quest

Spring 1  
(Jan - Feb)  
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.

**Computing:** 1 hour of Seneca per fortnight.

**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**

## Enrichment and Intervention 2025-26 Term Two

| Spring Term   |  | Monday   | Tuesday   | Wednesday  | Thursday  | Friday  |  |
|---|--|--|---|--|---|---|--|
|   |  | Start Right Club   | Start Right Club  | Start Right Club   | Start Right Club  | Start Right Club  |  |
| <b>Breakfast</b><br>7.45am – 8.30am                                 | Start Right Club<br>Library open   | Library open   | Library open  | Library open   | Library open  | Library open  |  |
| MUGA Year 9<br>Lunch 1.2.45pm – 1.15pm                              | Library Year 11<br>Yr 7 Basketball LG<br>Yr 7, 8, 9 Keyboard Club- Room 36 SW<br>Year 11 Open / MFL Subject Intervention Week 1:<br><b>B Block</b><br>Week 2:<br><b>C Block</b><br>Year 9 football (Field) VWT   | MUGA Year 11<br>Library Year 10<br>Yr 8 Basketball LG<br>All Years Vocal Group /Choir Room 36 SW<br>Year 11 Science Intervention All years Netball (MUGA) GH <b>New</b><br>All years Basketball (Large Gym) WT <b>New</b><br>Year 7 and other beginners Latin Club Room 60 AA<br>Year 8 football (Field) JS All years Dance Club (Dance studio) CG | Library Year 9<br>Yr 9 Basketball LG<br>All Years Vocal Group /Choir Room 36 SW<br>Year 11 English and Maths Intervention D10 / AW1 / KCA / LSI / LHA<br>Year 7/8 Trampolining (Small Gym) KHA All years Dodgeball (Large Gym) WT <b>New</b><br>Year 7 and other beginners Latin Club Room 60 AA<br>Year 8,9 Girls football WBA- Invite only MUGA All years Dance Club (Dance studio) JR                      | MUGA Year 10<br>Library Year 8<br>Yr 10 Basketball LG<br>Year 11 Geography /History Intervention NK<br>Year 7 Football (Field) NK<br>All years Legacy cohort Latin Club Room 60 AA<br>All years Handball (MUGA) JS <b>New</b><br>Year 10 Football (Field) NK<br>Year 7,8,9 Girls football WBA- Invite only MUGA All years The hook and pen society Room 53 JWW/LOM | MUGA Year 8<br>Library Year 8<br>Yr 11 Basketball LG<br>Year 11 Dungeons and Dragons (MB) Room 5<br>Yr 10/11 Engineering coursework catch up intervention- By invitation only LN  | MUGA Year 7<br>Library Year 7<br>Yr 11 Basketball LG  |  |
| <b>Period 7</b><br>Monday<br>Tuesday<br>Thursday<br>3.30pm – 4.30pm | Year 11 Open / MFL Subject Intervention Week 1:<br><b>B Block</b><br>Week 2:<br><b>C Block</b><br>Year 9 football (Field) VWT  | Year 11 Science Intervention All years Netball (MUGA) GH <b>New</b><br>All years Basketball (Large Gym) WT <b>New</b><br>Year 7 and other beginners Latin Club Room 60 AA<br>Year 8 football (Field) JS All years Dance Club (Dance studio) CG   | Year 11 English and Maths Intervention D10 / AW1 / KCA / LSI / LHA<br>Year 7/8 Trampolining (Small Gym) KHA All years Dodgeball (Large Gym) WT <b>New</b><br>Year 7 and other beginners Latin Club Room 60 AA<br>Year 8,9 Girls football WBA- Invite only MUGA All years Dance Club (Dance studio) JR   | Year 11 Geography /History Intervention NK<br>Year 7 Football (Field) NK<br>All years Legacy cohort Latin Club Room 60 AA<br>All years Handball (MUGA) JS <b>New</b><br>Year 10 Football (Field) NK<br>Year 7,8,9 Girls football WBA- Invite only MUGA All years Dance Club (Dance studio) JR  | Year 11 Dungeons and Dragons (MB) Room 5<br>Yr 10/11 Textiles coursework Catch up intervention- By invitation only NB/KWK   |   |  |
| Wednesday<br>Friday<br>2.35pm – 3.35pm                              | All Years Chess Club – Room 9 MAG<br>All Years Debate Mate Room 23 BED<br>Spark Maths Club – Room 15 DHY / RMI   | All Years Chess Club – Room 9 MAG<br>All Years Debate Mate Room 23 BED<br>Spark Maths Club – Room 15 DHY / RMI   | All Years Chess Club – Room 9 MAG<br>All Years Debate Mate Room 23 BED<br>Spark Maths Club – Room 15 DHY / RMI  | All Years Chess Club – Room 9 MAG<br>All Years Debate Mate Room 23 BED<br>Spark Maths Club – Room 15 DHY / RMI   | All Years Chess Club – Room 9 MAG<br>All Years Debate Mate Room 23 BED<br>Spark Maths Club – Room 15 DHY / RMI  |   |  |
|   | All years Basketball (Large Gym) NK <b>New</b><br>All years Girl's Football (MUGA) JS/NW<br>All years Task Master Room 28 GEG<br>All years Science Club Lab 49 SAM/BHO/RHA<br>Year 7 – 9 Masterchef Room 45 ( <b>Limited to 15 pupils only</b> ) CCR/MSH/PCR<br><b>SEND</b> Y7 Reading Intervention ADI/LOM Room 2 | All years Basketball (Large Gym) NK <b>New</b><br>All years Girl's Football (MUGA) JS/NW<br>All years Task Master Room 28 GEG<br>All years Science Club Lab 49 SAM/BHO/RHA<br>Year 7 – 9 Masterchef Room 45 ( <b>Limited to 15 pupils only</b> ) CCR/MSH/PCR<br><b>SEND</b> Y7 Reading Intervention ADI/LOM Room 2                                 | All years Basketball (Large Gym) NK <b>New</b><br>All years Girl's Football (MUGA) JS/NW<br>All years Task Master Room 28 GEG<br>All years Science Club Lab 49 SAM/BHO/RHA<br>Year 7 – 9 Masterchef Room 45 ( <b>Limited to 15 pupils only</b> ) CCR/MSH/PCR<br><b>SEND</b> Y8 Reading Intervention ADI/LOM 33  | All years Hooked on Bristolall Room 53 JWW<br>All years Beyond the Books (Reading Club) Room 24 FH<br>All years Digital skills Room 30 MCA<br>Year 10 Rock Band- Room 36 SW<br>Basketfields Booster for Year 10 English Room 23 FBA<br>Masterchef ( <b>SEND</b> ) Room 45 CCR/MSH/MCS<br><b>SEND</b> Y8 Reading Intervention ADI/LOM 33                            | All years Hooked on Bristolall Room 53 JWW<br>All years Beyond the Books (Reading Club) Room 24 FH<br>All years Digital skills Room 30 MCA<br>Year 10 Rock Band- Room 36 SW<br>Basketfields Booster for Year 10 English Room 23 FBA<br>Masterchef ( <b>SEND</b> ) Room 45 CCR/MSH/MCS<br><b>SEND</b> Y8 Reading Intervention ADI/LOM 33 | All years Graphics club KWK 43<br>Year 7/8,9 Music Rock Band- Room 36 TW<br>Russian Language Club for beginners Room 58 RMI<br>All years Scene Stealers Filmmaker Club Room 22 DLA<br>All years Act Up! Drama Club Room 24 SBS<br>SEND WBA Multisports /Football LK<br>SEND Homework Club – JRE/MPA Room 31<br>SEND Y10 Direct Instruction Lit – IPG Room 3 |  |
|   | <b>Academic</b><br>Russian Language Club for Beginners<br>Any other subject intervention   | <b>Creative</b><br>Task Master (will meet all parts of the diploma)<br>Latin Club (new and legacy cohorts)<br>Chess Club<br>Sparx Maths Club<br>Geography Club<br>Science Club Lab 49<br>Debate Mate<br>'Beyond the Books' Reading Club  | <b>Creative</b><br>Task Master (will meet all parts of the diploma)<br>Scene stealers film maker club<br>Act up! Drama Club<br>Ultimate Uno<br>Hooked on Bristmall - Crochet club<br>The hook and pen society<br>The REP Theatre Performing Arts Club<br>Board Game Club<br>Dungeons and Dragons<br>Graphics Club<br>Digital Skills<br>Rock Band<br>Lunchtime keyboard club<br>Masterchef<br>The Articulators | <b>Physical</b><br>Task Master (will meet all parts of the diploma)<br>Football<br>Basketball<br>Netball<br>Trampolining<br>Dance<br>Handball<br>Dodgeball   |   |   |  |

# Dates to remember this half term:

January

February

## Attendance record



| Week   | Attendance % |
|--------|--------------|
| Week 1 |              |
| Week 2 |              |
| Week 3 |              |
| Week 4 |              |
| Week 5 |              |
| Week 6 |              |

# 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: |
|------------------------------|----------------------|---------------------|
| <b>Week 1</b>                |                      |                     |
| <b>Week 2</b>                |                      |                     |
| <b>Week 3</b>                |                      |                     |
| <b>Week 4</b>                |                      |                     |
| <b>Week 5</b>                |                      |                     |
| <b>Week 6</b>                |                      |                     |
| <b>Total this half term:</b> |                      |                     |

# 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<br>Assignments: | Science<br>Assignments: | History<br>Assignments: | Geography<br>Assignments: |
|--|-------------------------|-------------------------|-------------------------|---------------------------|
| <b>Week 1</b>                                      |                         |                         |                         |                           |
| <b>Week 2</b>                                      |                         |                         |                         |                           |
| <b>Week 3</b>                                      |                         |                         |                         |                           |
| <b>Week 4</b>                                      |                         |                         |                         |                           |
| <b>Week 5</b>                                      |                         |                         |                         |                           |
| <b>Week 6</b>                                      |                         |                         |                         |                           |
| <b>Total assignments completed this half term:</b> |                         |                         |                         |                           |

# 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.

|  | <b>MFL Homework:</b> |
|--|----------------------|
| <b>Week 1</b>                                      |                      |
| <b>Week 2</b>                                      |                      |
| <b>Week 3</b>                                      |                      |
| <b>Week 4</b>                                      |                      |
| <b>Week 5</b>                                      |                      |
| <b>Week 6</b>                                      |                      |
| <b>Total assignments completed this half term:</b> |                      |

# 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: |
|-------------------------------------|------------------------------------|---------------------|
| <b>Independent Study Completed?</b> |                                    |                     |
| <b>Beautiful Presentation?</b>      |                                    |                     |
| <b>Recall of Knowledge?</b>         |                                    |                     |

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

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## Homework Log

Use this page to record any homework this half term

## Homework Log

Use this page to record any homework this half term

## Look, Cover, Write, Check

## Definitions to Key Words

## Flash Cards

## Self Quizzing

## Mind Maps

## Paired Retrieval

Step 1

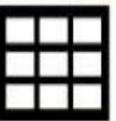
Look at and study a specific area of your knowledge organiser.



Write down the key words and definitions.



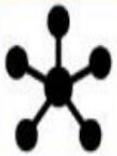
Use your knowledge organiser to condense and write down key facts and or information on your flash cards.



Use your knowledge organiser to create a mini quiz. Write down questions using your knowledge organiser.



Create a mind map with all the information you can remember from your knowledge organiser.



Ask a partner or family member to have the knowledge organiser or flash cards in their hands.



Step 2

Cover or flip the knowledge organiser over and write down everything you remember.



Try not to use your knowledge organiser to help you



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.



Answer the questions and remember to use full sentences.



Check your knowledge organiser to see if there were any mistakes with the information you have made.



They can test you by asking you questions on different sections of your knowledge organiser.



Step 3

Check what you have written down. Correct any mistakes in green pen and add anything you missed. Repeat.



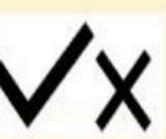
Use your green pen to check your work.



Use a parent/carer or friend to help quiz you on the knowledge.



You can also use family to help quiz you. Keep self quizzing until you get all questions correct.



Try to make connections that links information together.

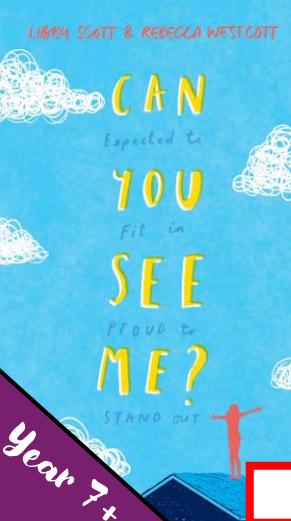


Write down your answers.

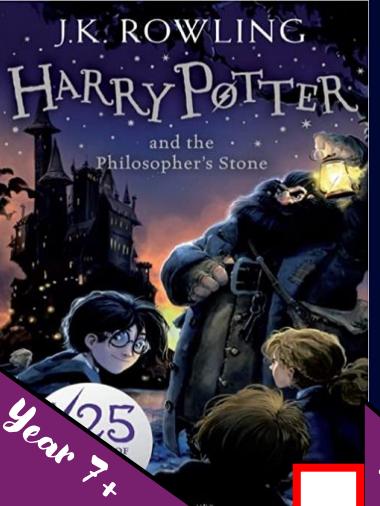


## WORLD MAP

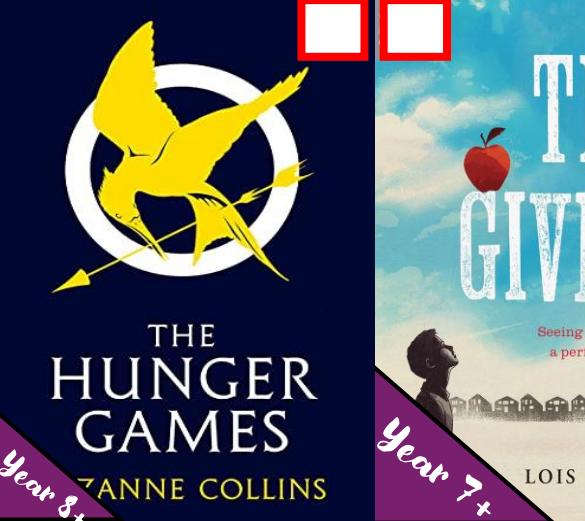




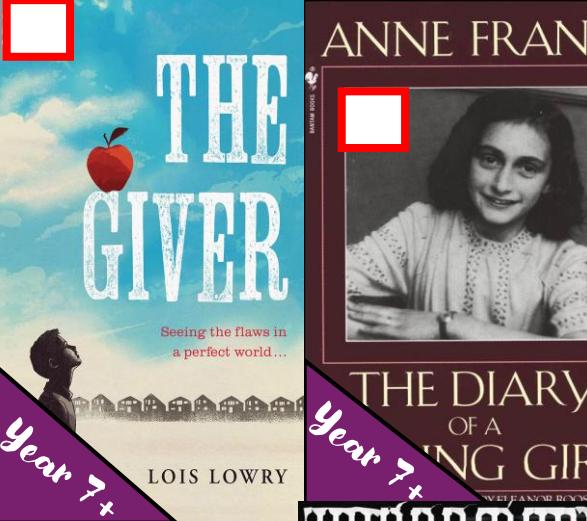
Year 7+



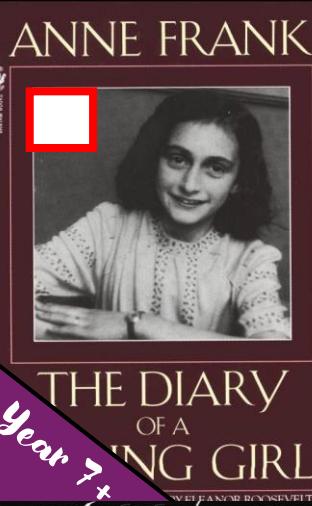
Year 7+



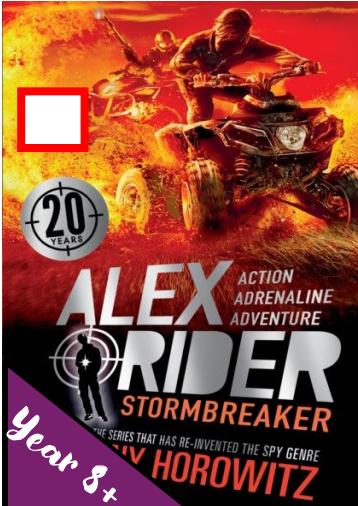
Year 8+



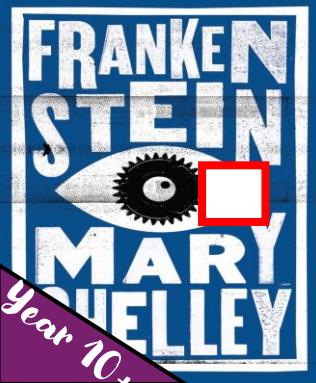
Year 7+



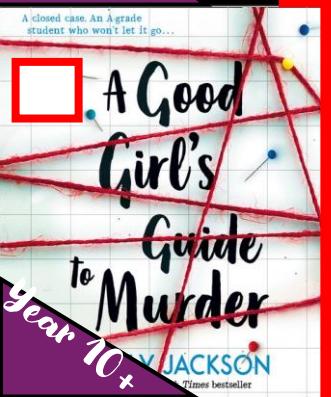
Year 8+



Year 8+



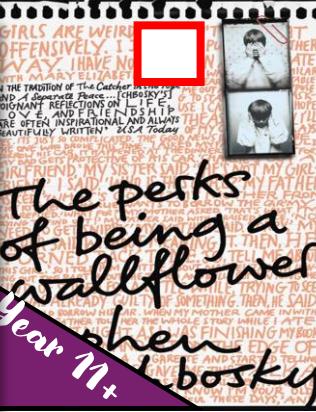
Year 10+



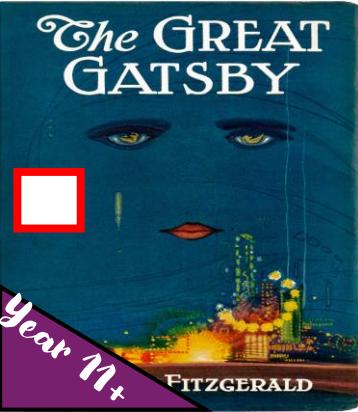
Year 10+



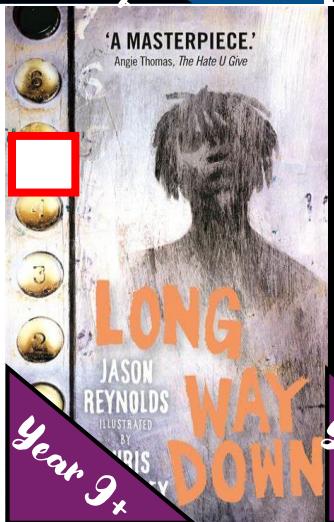
Year 11+



Year 11+



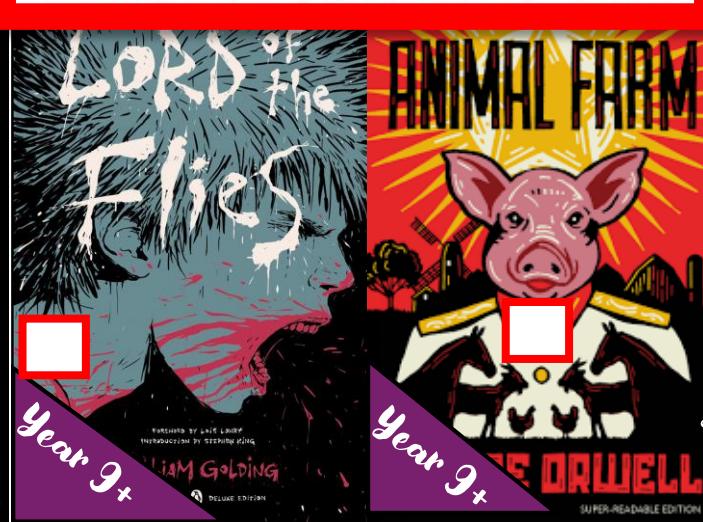
Year 11+



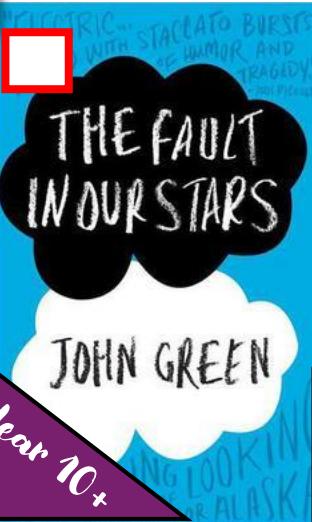
Year 9+



Year 8+



Year 9+



Year 10+



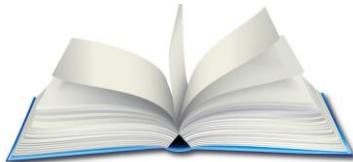
Year 11+



Year 11+

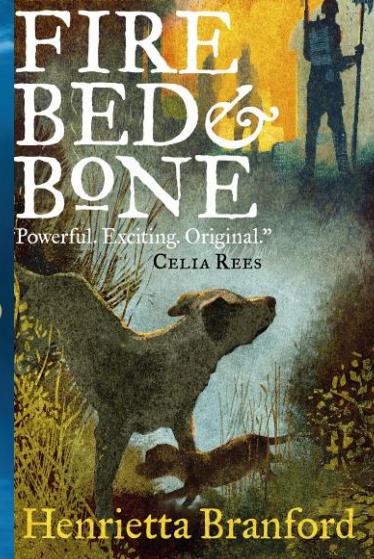
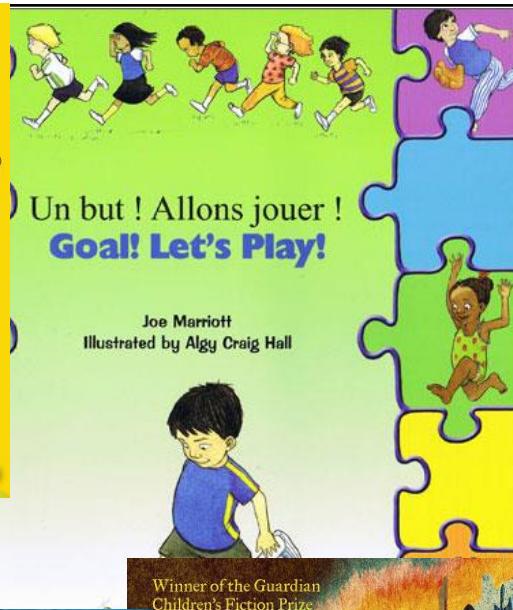
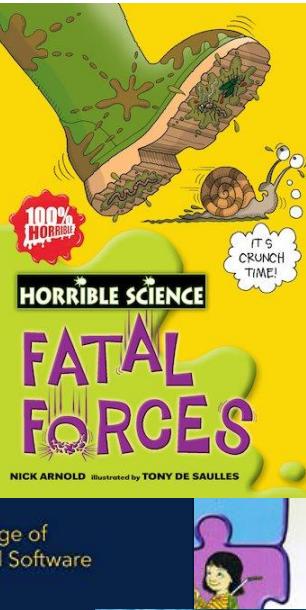
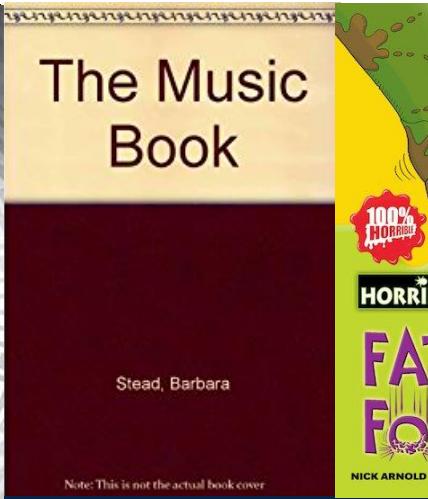
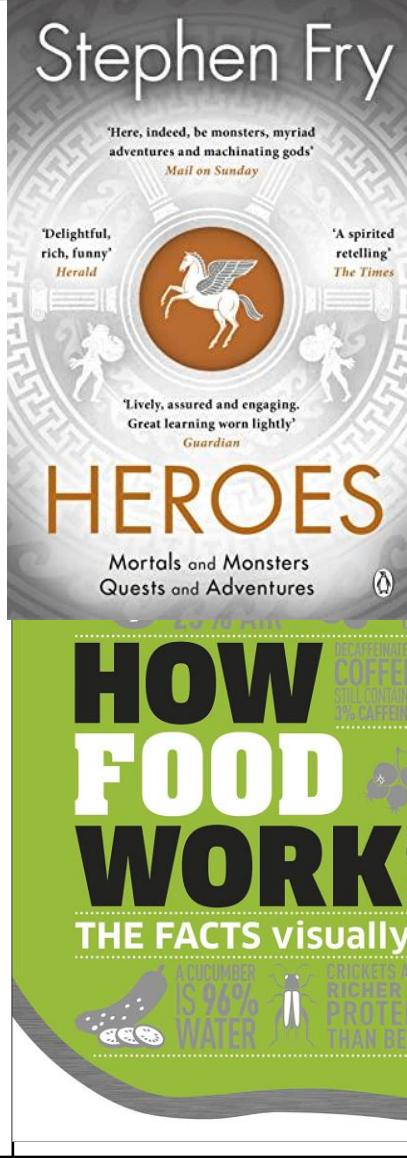
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# Further Reading List

Year 7



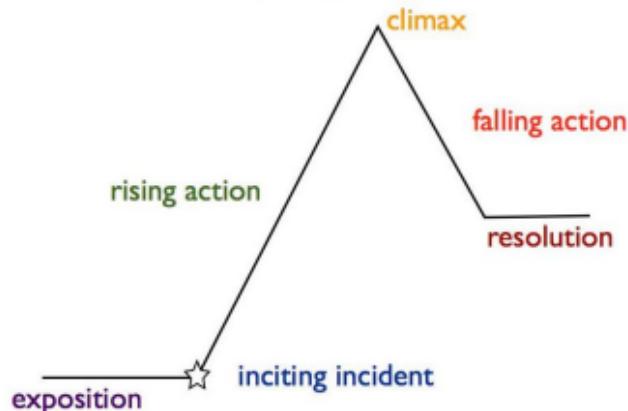
Challenge  
yourself by  
reading  
these topic-  
related  
books!

# TWISTED TALES

| Vocabulary    | Definition   |
|---------------|--|
| Protagonist   | The main point-of-view character, often the hero.  |
| Antagonist    | Is the opposing force who stands in the way of the protagonist's goals.  |
| Motif         | An object, image, sound or phrase that is repeated throughout a story to point towards the story's larger theme. |
| Tension       | Refers to the suspense, anticipation and uncertainty created by conflict.  |
| Foreshadowing | A warning or indication of a future event.   |

## Short Story Structure

### freytag's pyramid



## Short Stories

### A. Ruthless, by William De Mille (1945)

*A short story about Judson Webb, a wealthy and vindictive man who discovers that someone has been drinking his bourbon without permission. To catch the thief, he decides to poison the bourbon. Despite his wife Mabel's protests about the morality of his plan, Judson is determined to go through with it.*

### B. Charles, by Shirley Jackson (1948)

*About a young boy named Laurie who has just started kindergarten. Each day, Laurie comes home with stories about a mischievous classmate named Charles, who is constantly getting into trouble. Charles's antics range from being fresh to the teacher, hitting other students and causing general chaos in the classroom. The parents seek to find out about the infamous Charles...*

### C. Examination Day, by Henry Slesar (1958)

*Set in a future society where the government strictly controls intelligence levels. The story centres on a young boy named Dickie Jordan, who must take a mandatory intelligence test on his twelfth birthday.*

### D. The Story of an Hour, by Kate Chopin (1894)

*The story follows Louise Mallard, a woman with a heart condition, who receives the news of her husband Brently's death in a train accident. Initially, she is overwhelmed with grief and retreats to her room to be alone. As she sits by the window, she begins to notice the signs of spring and feels an unexpected sense of relief and freedom at the thought of life without her husband. She realizes that, despite her love for him, his death means she is now free to live for herself.*

### E. Lamb to the Slaughter, by Roald Dahl (1953)

*A darkly humorous short story about Mary Maloney, a devoted housewife who is six months pregnant. One evening, her husband Patrick, a police detective, comes home and unexpectedly tells her that he is leaving her. Shocked and devastated, the plot unfurls.*

### F. He-y, Come On Ou-t!, by Shinichi Hoshi (1971)

*The story begins in a Japanese village where a typhoon has just passed, revealing a mysterious, seemingly bottomless hole where a shrine once stood. Curious villagers gather around the hole, in which a strange event occurs.*

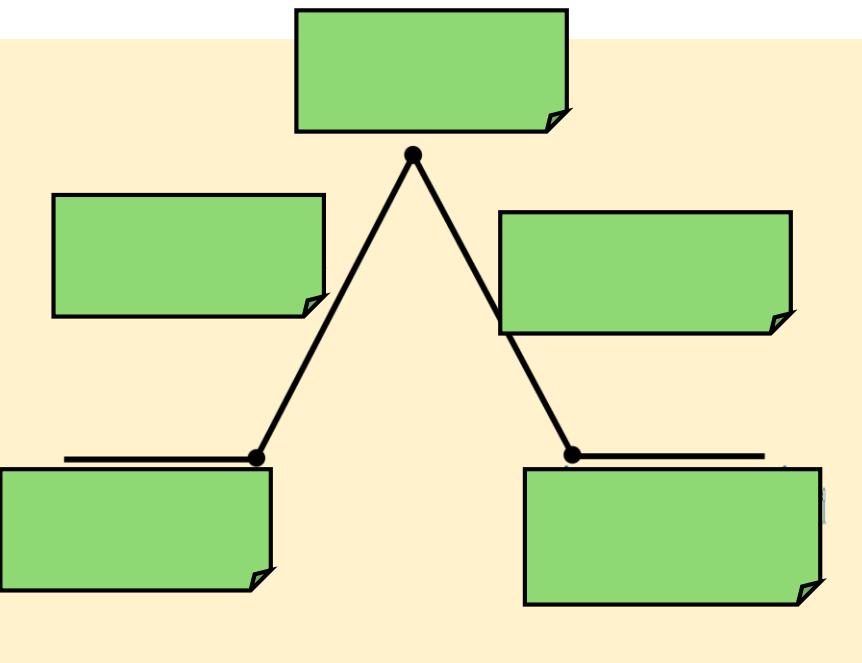
### G. Tell-Tale Heart, by Edgar Allan Poe (1843)

*The story is narrated by an unnamed character who insists on their sanity while describing the meticulous planning and execution of a murder.*



# **English.** Based on your knowledge of structural features from Twisted Tales, recall and complete the activities below:

**1. Label the diagram with the correct structural features.**



*climax*

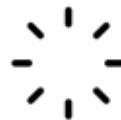
*denouement/  
resolution*

*falling action*

*rising action*

*exposition*

**2. Match the structural features to the correct dual coding image.**



*denouement/resolution*



*falling action*



*rising action*



*exposition*



*climax*





# YEAR 7 — LINES AND ANGLES

## Maths

# Constructing, measuring and using geometric notation

### What do I need to be able to do?

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

- Use letter and labelling conventions
- Draw and measure line segments and angles
- Identify parallel and perpendicular lines
- Recognise types of triangle
- Recognise types of quadrilateral
- Identify polygons
- Construct triangles (SOS, SSS, ASA)
- Draw pie charts
- Draw line segments

### Keywords

**Polygon:** a 2D shape made with straight lines

**Scalene triangle:** a triangle with all different sides and angles

**Isosceles triangle:** a triangle with two angles the same size and two angles the same size

**Right-angled triangle:** a triangle with a right angle

**Frequency:** the number of times a data value occurs

**Sector:** part of a circle made by two radii touching the centre

**Rotation:** turn in a given direction

**Protractor:** equipment used to measure angles

**Compass:** equipment used to draw arcs and circles

### Letter and labelling convention

The letter in the middle is the angle



The arc represents the angle



Make sure the start of the line is at 0.

Conversions:  $1\text{m} = 100\text{cm}$

$\text{The line segment is } 39\text{cm}$

$\text{Which is } 39\text{mm}$

$\text{AB is a line segment (part of the line)}$

$\text{Clockwise}$

$\text{Anti-Clockwise}$

$\text{Quarter Turn } 90^\circ$

$\text{Half Turn } 180^\circ$

$\text{Three-quarter Turn } 270^\circ$

$\text{Full Turn } 360^\circ$

$\text{Clockwise}$

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**Maths.** Based on the geometric notation KO page, please fill in the key vocabulary and have a go at using the methods to answer the questions.

### Key Vocabulary (fill the gaps):

Polygon: A \_\_\_\_\_ shape with \_\_\_\_\_ lines

Scalene triangle: A triangle with \_\_\_\_\_ sides and angles

Sector: Part of a \_\_\_\_\_ made by two \_\_\_\_\_ touching the centre

Protractor: Equipment used to measure \_\_\_\_\_

Compass: Equipment used to \_\_\_\_\_ arcs and \_\_\_\_\_

### Retrieval Questions:

1. Classify these angles:

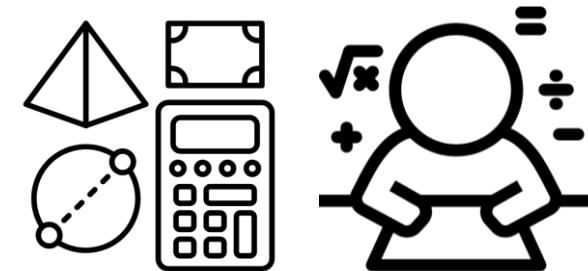


2. What shape is being described?

a) All angles  $90^\circ$ , opposite sides parallel...

b) One pair of parallel lines...

c) Opposite sides are parallel, opposite angles are equal, co-interior angles...



3. Which polygons are these?

3 sides =

4 sides =

5 sides =

6 sides =

7 sides =

8 sides =

9 sides =

10 sides =

## Key Vocabulary (fill the gaps):

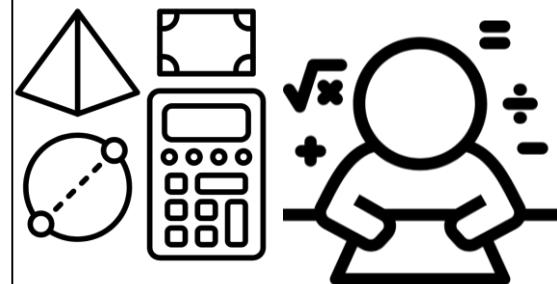
**Function:** a relationship that \_\_\_\_\_ how to get from an \_\_\_\_\_ to an \_\_\_\_\_

**Input:** The  or  put into a function.

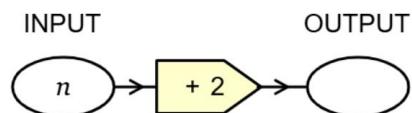
**Output:** The  or  that comes out of a function

## Operation: A mathematical .

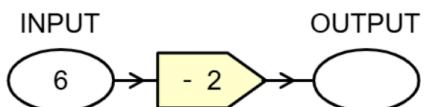
**Substitute :** Replace one with a number or new variable.



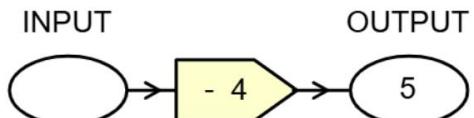
5. Write an algebraic expression for the output of the function:



## 1. Work out the output for the function machine



## 2. Work out the input for the function machine



3.

Which of these is equivalent to  **$y$  multiplied by 4** ?

a)  $y + 4$       b)  $y^4$       c)  $4y$       d)  $\frac{y}{4}$

b)  $5n+1$

**Maths.** Based on the calculating with fractions KO page, please fill in the key vocabulary and have a go at using the methods to answer the questions.

### Key Vocabulary (fill the gaps):

**Numerator:** The \_\_\_\_\_ number in a fraction.

**Denominator:** The \_\_\_\_\_ number in a fraction.

**Improper Fraction:** An Improper Fraction has a \_\_\_\_\_ larger than the \_\_\_\_\_.

**Mixed Number:** A Mixed Number is a \_\_\_\_\_ number and a \_\_\_\_\_ combined.

**Equivalent:** When two numbers, expressions or quantities have the \_\_\_\_\_ value.

### 1. Simplify the following

$$\frac{30}{40} =$$

$$\frac{18}{60} =$$

### 2. Find the missing number

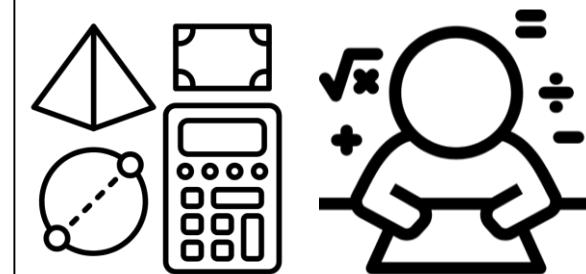
$$\frac{7}{12} = \frac{\underline{\hspace{2cm}}}{36}$$

### 3. Convert the following to an improper fraction

a.  $4\frac{1}{8} =$       b.  $1\frac{5}{11} =$

### Convert the following to a mixed number

c.  $\frac{7}{2} =$       d.  $\frac{20}{9} =$



### 4. Calculate:

$$1. \frac{2}{7} + \frac{4}{7} =$$

$$2. \frac{11}{21} - \frac{3}{21} =$$

$$3. \frac{1}{3} \times \frac{5}{8} =$$

$$4. \frac{9}{10} \div \frac{2}{6} =$$

# Atoms, Elements and Compounds

## Elements and atoms

- An **element** is a substance that only contains one type of atom, it is found on the **Periodic Table**
- Each element has its own unique chemical symbol which is the same in every language, these are also found on the Periodic Table
- An **atom** is the smallest part of which an element can be broken down into
- As there are around 100 types of elements that can occur naturally, there are around 100 different atoms

## Compounds

- Compounds** are formed when two or more different elements chemically bond together
- The compound will have different **physical properties** to the elements which make up the compound, for example water is a liquid, but it is made from oxygen and hydrogen which are both gases
- Compounds are hard to separate and need a chemical reaction to do this
- When naming a compound, we always mention the metal first and the non metal second
- The name of the metal will not change but the name of the non metal will, for example oxygen can change to oxide
- Chemical formulae tells us how many atoms of each element are in the compound in relation to each other



- The small number tells us the number of each element which is in front of the number

## Groups and periods

- Groups** are the columns in the Periodic Table, they go downwards
- Periods** are the rows in the Periodic Table, they go sideways
- Elements in the same group normally follow the same trends in properties such as melting point, boiling point and reactivity
- By placing these elements into these groups, scientists can make predictions about their properties

**Elements** contain just **one type of atom**.  
Oxygen ( $\text{O}_2$ )



**Compounds** contain **different types of atom bonded together**.  
Carbon dioxide ( $\text{CO}_2$ )

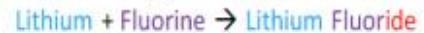


## Naming Compounds

Metal + Non-Metal (which contain two elements)

- The **metal** always goes first.
- The ending of the **non-metal** changes to '**ide**'.

E.g.



To name compounds which have a metal, non-metal and oxygen (three or more elements)

- The **metal** always goes first.
- The ending of the **non-metal** changes to '**ate**'.

E.g.

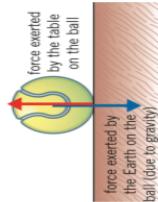


|    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| 1  | 2  |    |    |    |    |    |    |    | 3  | 4  | 5  | 6  | 7  | 0  |    |    |    |
| Li | Be |    |    |    |    |    |    |    | B  | C  | N  | O  | F  | Ne | He |    |    |
| Na | Mg |    |    |    |    |    |    |    | Al | Si | P  | S  | Cl | Ar |    |    |    |
| K  | Ca | Sc | Ti | V  | Cr | Mn | Fe | Co | Ni | Cu | Zn | Ga | Ge | As | Se | Br | Kr |
| Rb | Sr | Y  | Zr | Nb | Mo | Tc | Ru | Rh | Pd | Ag | Cd | In | Sn | Sb | Te | I  | Xe |
| Cs | Ba | La | Hf | Ta | W  | Re | Os | Ir | Pt | Au | Hg | Tl | Pb | Bi | Po | At | Rn |
| Fr | Ra | Ac |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |

Metals      Non-metals

### What is a force?

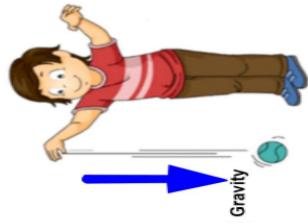
- A **force** can be a **push** or a **pull**
- A force is measured in **Newton's (N)**
- We measure forces with a **newton meter**
- Forces explain why objects will move, change direction and change speed



- Forces always act in pairs, we call these **interaction pairs** e.g. the tennis ball exerts a downward force of **weight** onto the table, the table exerts an equal and opposite reaction force onto the ball

### Types of forces

- Contact forces** act when two objects are physically touching
- Air resistance** and **friction** are examples of contact forces
- Non-contact forces** act when two objects are physically separated (not touching)
- Examples of non-contact forces include **gravitational force** and **magnetic forces**
- We call the region where an object experiences a non-contact force a **field**, examples of these include gravitational fields and magnetic fields



### Gravity

- Gravity** is a non-contact force that acts between two objects
- Gravitational force** pulls you back to Earth when you jump
- The size of the gravitational force depends on the mass of the two objects and how far apart they are

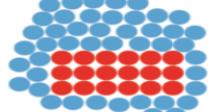
### Balanced and unbalanced forces

- When forces acting on an object are not the same size, we say that the forces are **unbalanced**
- When forces are **unbalanced** the object will either be in **acceleration** or **deceleration**
- The **resultant force** is the difference between the two unbalanced forces

resultant = 2N  
stationary or constant velocity

### Friction and drag

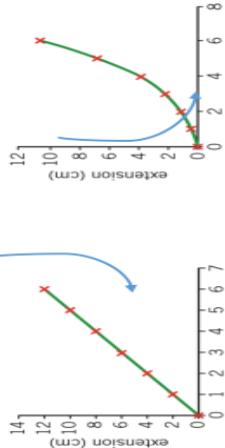
- Friction** is a force which will slow down a moving object due to two surfaces rubbing on one another
- The greater the friction, the faster an object will slow down, or the greater the force it will need to overcome the force of friction. For example, it is easier to push a block on ice than on concrete, as the ice is smoother and causes less friction
- When an object is moving through a fluid, either liquid or gas, the force which slows it down is known as **drag**
- The fluid particles will collide with the moving object and slow it down, meaning that more force is needed to overcome this
- Both drag and friction are **contact forces** as the two surfaces in friction, and the object and fluid particles in drag, come into contact with one another
- Both drag and friction are forces so they are measured in **Newton's (N)**



A solid moves through a liquid.

### Hooke's law

- Some objects, like springs, can be stretched, the amount that they stretch is known as their **extension**
- A force needs to be applied to the spring for it to be stretched, we can achieve this by adding masses which exert the force weight
- A spring will continue to stretch until it passes its **elastic limit**
- If an object obeys **Hooke's law** it will have a **linear relationship**: if the force applied to the spring is doubled, the extension will double too
- If an object does not obey Hooke's law, it will not have a linear relationship



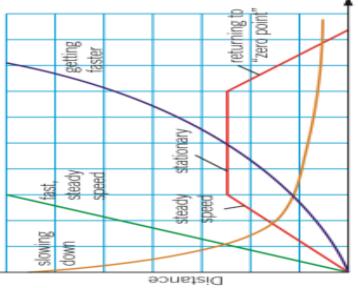
This graph shows how the extension of a spring changes as you pull it

### Speed

- Speed** is a measure of how quickly or slowly that something is moving
- We measure speed in meters per second (m/s), this means that distance must be in meters and time must be in seconds
- We calculate speed with the following formula:

$$\text{speed (m/s)} = \frac{\text{distance travelled (m)}}{\text{time taken (s)}}$$

This graph shows the relationship between force and extension



To find the average speed, the total distance must be divided by the total time

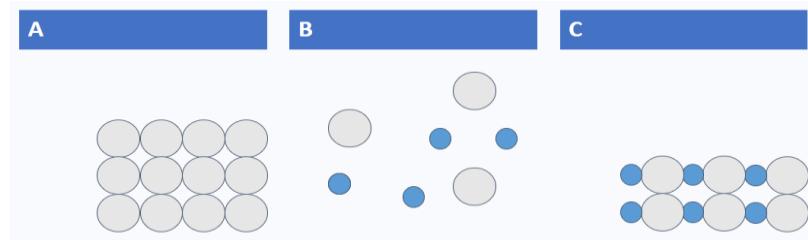
# **Science.** Recall your knowledge of Atoms, Elements and Compound.

1. What is an atom?

2. What is the correct symbol for Magnesium? Circle your answer.

- a) Mg
- b) mg
- c) mG
- d) MG

3. Which diagram represents an element?



4. Define a compound.

5. Match the words to the correct definition.

Sonorous...

...they can be stretched into wires.

Ductile...

...they can be bent into shape.

Malleable...

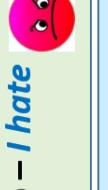
...they produce a ringing sound when they are hit.

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*

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*

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*

divertido – *fun*  
interesante – *interesting*  
fantástico – *fantastic*  
guay – *cool*  
genial – *great*

**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 inglés / 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 / inglés?

– *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  |
| dieciocho.....    | 19 | cuarenta y ocho.....   | 48  |
| diecinueve.....   | 20 | cuarenta y nueve.....  | 49  |
| veinte.....       | 21 | cincuenta.....         | 50  |
| veintiuno.....    | 22 | sesenta.....           | 60  |
| veintidós.....    | 23 | setenta.....           | 70  |
| veintitrés.....   | 24 | ochenta.....           | 80  |
| veinticuatro..... | 25 | noventa.....           | 90  |
| veinticinco.....  | 26 | ciento.....            | 100 |
| veintiseis.....   | 27 |                        |     |
| veintisiete.....  | 28 |                        |     |
| veintiocho.....   | 29 |                        |     |
| veintinueve.....  | 29 |                        |     |

# Year 7 Spanish: Unit 2: Family & Friends Knowledge Organiser

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

## 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  |
| cuarenta    | 40  |
| cinquenta   | 50  |
| sesenta     | 60  |
| setenta     | 70  |
| ochenta     | 80  |
| noventa     | 90  |
| 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         |



## 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?



## los adjetivos

|           |                 |
|-----------|-----------------|
| soy       | I am            |
| bajo/a    | short           |
| alto/a    | tall            |
| delgado/a | thin/slim       |
| gordo/a   | chubby          |
| joven     | 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  | sois  | 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 |
|------------------|-----|------|---------|
| <b>Masculine</b> | mi  | tu   | su      |
| <b>Plural</b>    | mis | tus  | sus     |

### Adjectives

Adjectives agree with the **gender** and **number** of the noun in 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       |

# Year 7 Spanish: My Digital Life Knowledge Organiser

Ways to practise vocabulary: 1. Look cover, write check 2. Log onto Memrise 3. Getting people at home to test you 4. Log onto Quizlet



## Big Questions

- What do I like to watch on TV?
- What types of film do I like to watch?
- What do I do on my phone?
- What apps are trending and why?
- What do I like to do with my family?

## Key vocabulary



| la televisión—TV programmes |                    |
|-----------------------------|--------------------|
| un concurso                 | a game show        |
| un documental               | a documentary      |
| una programa de deportes    | a sports programme |
| un reality                  | reality TV show    |
| una comedia                 | a comedy           |
| una serie                   | a series           |
| una serie policiaca         | a police series    |
| una telenovela              | a soap opera       |
| el telediario               | the news           |

| las películas – film genres |                 |
|-----------------------------|-----------------|
| las películas de..          | .....films      |
| amor                        | romance         |
| horror/terror               | horror          |
| ciencia-ficción             | science fiction |
| espionaje                   | spy             |
| acción                      | action          |
| aventuras                   | adventure       |
| animación                   | animation       |
| superhéroes                 | superhero       |
| fantasía                    | fantasy         |
| una comedia                 | a comedy        |
| una película romántica      | a romance film  |

| Opiniones—Opinions |   |
|--------------------|---|
| me chilfa          | I love  |
| me mola            | I love  |
| me flipa           | I like  |
| me gusta           | I like  |
| me encanta         | I love  |
| odio/detesto       | I hate  |

| adjetivos - adjectives |                |
|------------------------|----------------|
| tono/a                 | stupid         |
| triste/s               | sad            |
| emocionante/s          | exciting       |
| informativo/a          | informative    |
| interesante/s          | interesting    |
| estimulante/s          | stimulating    |
| fastidioso/a           | annoying       |
| llena de acción        | full of action |
| divertido/a            | fun            |
| impresionante/s        | impressive     |
| terrifico/a            | terrifying     |
| gracioso/a             | funny          |

| False Friends |            |
|---------------|------------|
| canal         | TV channel |
| fecha         | date       |
| terrifico     | terrifying |

| mi móvil—my mobile phone |  |
|--------------------------|--|
| chatear                  | to chat  |
| compartir                | to share   |
| descargar                | to download  |
| hablar por Skype         | to chat on skype   |
| jugar juegos             | to play games  |
| leer mensajes            | to read messages  |
| mandar SMS               | to sent texts  |
| ver videos o películas   | to watch videos or films   |
| subir fotos              | to upload photos   |

| la frecuencia—frequency adverbs |              |
|---------------------------------|--------------|
| siempre                         | always       |
| a veces                         | sometimes    |
| normalmente                     | normally     |
| nunca                           | never        |
| cada lunes                      | every Monday |
| todos los días                  | everyday     |
| una vez al mes                  | once a month |

| con mi familia – with my family |                        |
|---------------------------------|------------------------|
| con mi ...                      | with my...             |
| grabar videos                   | to record silly videos |
| tontos                          | foolish                |
| escuchar música                 | to listen to music     |
| cantar                          | to sing                |

| Exclamaciones—exclamations! |               |
|-----------------------------|---------------|
| iQué bien!                  | How great!    |
| iQué divertido!             | How fun!      |
| iQué guay!                  | How cool!     |
| iQué suerte!                | How lucky!    |
| iQué aburrido!              | How boring!   |
| iQué mal!                   | How bad!      |
| iQué rollo!                 | How annoying! |

| mi ordenador – my computer |                        |
|----------------------------|------------------------|
| con mi ordenador           | with my computer       |
| jugar                      | to play                |
| navegar                    | to surf (internet)     |
| escribir emails            | to write emails        |
| descargar música           | to download music      |
| contactar                  | to contact             |
| hablar                     | to speak               |
| hacer mis deberes          | to do homework         |
| ver/subir videos           | to watch/upload videos |
| usar aplicaciones          | to use apps            |



## Useful Grammar

### comparative sentences (more...than, less....than)

To say more than, we use **más + adjective + que**  
los realities **son más divertidos que** las noticias

To say less than, we use **menos + adjective + que**  
Las noticias **son menos divertidas que** los realities

Adjectives **MUST** agree with the noun.

### Adjectival agreement

When you are **describing** things or people you must **agree the adjective** to them.

If an adjective **ends in an 'o'** and you are describing a **feminine noun**, you change it to an '**a**'.

Other endings do not change UNLESS you are discussing **more than one person**, then you will need to **add an 's' or 'es'**.

**example:** los documentales son **aburridos**  
las telenovelas son **divertidas**

### Tricky spelling

aplicación 1 -p and -ción suffix

### Key Questions

|  |   |
|--|---|
| ¿qué haces en tu tiempo libre?               | What do you do in your free time?         |
| ¿qué haces con tu móvil/tu ordenador?        | What do you do with your mobile/computer? |
| ¿qué tipo de película/programme do you like? | What film/programme do you like?          |
| ¿qué te gusta hacer con tu familia?          | What do you like to do with your family?  |

### The present tense of regular verbs

To form the present tense you

1. Take the infinitive of the main verb (-ar/-er/-ir)
2. Take off the ending
3. Add the correct ending for the subject of the verb.

### 2 verbs together in a sentence

When you have 2 verbs in a sentence, the second verb is usually in the infinitive form.

For example. With an opinion.

**Me gusta jugar** a los videojuegos.  
**No me gusta chatear** por Skype.

### Verb 1 Verb 2 (infinitive)

|                      | - ar verbs | -er verbs | -ir verbs |
|----------------------|------------|-----------|-----------|
| Yo (I)               | -o         | -o        | -o        |
| tú (you – friend)    | -as        | -es       | -es       |
| él/ella (s/he)       | -a         | -e        | -e        |
| nosotros (we)        | -amos      | -emos     | -imos     |
| vosotros (you – plu) | -áis       | -éis      | -ís       |
| ellos/ellas (they)   | -an        | -en       | -en       |

### Radical Changers (stem changing verbs)

Radical changing verbs, also known as stem-changing verbs, are verbs in Spanish that have a vowel in their stem that changes when conjugated in certain forms.

**For example: jugar – to play (u-ue)**

| Stem-Changing Verbs                   |           |          |                   |           |            |           |           |          |            |           |          |  |  |  |  |  |  |  |  |
|---------------------------------------|-----------|----------|-------------------|-----------|------------|-----------|-----------|----------|------------|-----------|----------|--|--|--|--|--|--|--|--|
| AR                                    |           |          |                   | ER        |            |           |           | IR       |            |           |          |  |  |  |  |  |  |  |  |
| <i>Cerrar – to close</i>              |           |          |                   |           |            |           |           |          |            |           |          |  |  |  |  |  |  |  |  |
| <b>E → IE</b>                         |           |          |                   |           |            |           |           |          |            |           |          |  |  |  |  |  |  |  |  |
| Presente de indicativo                |           |          |                   |           |            |           |           |          |            |           |          |  |  |  |  |  |  |  |  |
| Yo                                    | cierro    | Nosotros | <b>cerramos</b>   | entiendo  | entendemos | entiende  | entienden | prefiero | preferimos | prefieres | preferis |  |  |  |  |  |  |  |  |
| Tú                                    | cierras   | Vosotros | <b>cerráis</b>    | entiendes | entendéis  | entiende  | entienden | prefiere | preferen   | prefieres | preferen |  |  |  |  |  |  |  |  |
| Él/ella                               | cierra    | Ellos    | <b>cierran</b>    | entiende  | entendéis  | entienden | entienden | prefiere | preferen   | prefieres | preferen |  |  |  |  |  |  |  |  |
| <i>Recordar – to remember</i>         |           |          |                   |           |            |           |           |          |            |           |          |  |  |  |  |  |  |  |  |
| <b>O → UE</b>                         |           |          |                   |           |            |           |           |          |            |           |          |  |  |  |  |  |  |  |  |
| Presente de indicativo                |           |          |                   |           |            |           |           |          |            |           |          |  |  |  |  |  |  |  |  |
| Yo                                    | recuerdo  | Nosotros | <b>recordamos</b> | vuelvo    | volvemos   | vuelve    | volvemos  | pido     | pedimos    | pides     | pedis    |  |  |  |  |  |  |  |  |
| Tú                                    | recuerdas | Vosotros | <b>recordáis</b>  | vuelves   | volvéis    | vuelve    | volvéis   | pides    | pedis      | pide      | peden    |  |  |  |  |  |  |  |  |
| Él/ella                               | recuerda  | Ellos    | <b>recuerdan</b>  | vuelve    | volvén     | vuelven   | vuelven   | pide     | peden      | piden     | piden    |  |  |  |  |  |  |  |  |
| <i>Volver – to return / come back</i> |           |          |                   |           |            |           |           |          |            |           |          |  |  |  |  |  |  |  |  |
| <b>O → UE</b>                         |           |          |                   |           |            |           |           |          |            |           |          |  |  |  |  |  |  |  |  |
| Presente de indicativo                |           |          |                   |           |            |           |           |          |            |           |          |  |  |  |  |  |  |  |  |
| Yo                                    | recuerdo  | Nosotros | <b>recordamos</b> | vuelvo    | volvemos   | vuelve    | volvemos  | pido     | pedimos    | pides     | pedis    |  |  |  |  |  |  |  |  |
| Tú                                    | recuerdas | Vosotros | <b>recordáis</b>  | vuelves   | volvéis    | vuelve    | volvéis   | pides    | pedis      | pide      | peden    |  |  |  |  |  |  |  |  |
| Él/ella                               | recuerda  | Ellos    | <b>recuerdan</b>  | vuelve    | volvén     | vuelven   | vuelven   | pide     | peden      | piden     | piden    |  |  |  |  |  |  |  |  |
| <i>Jugar – to play</i>                |           |          |                   |           |            |           |           |          |            |           |          |  |  |  |  |  |  |  |  |
| <b>U → UE</b>                         |           |          |                   |           |            |           |           |          |            |           |          |  |  |  |  |  |  |  |  |
| Presente de indicativo                |           |          |                   |           |            |           |           |          |            |           |          |  |  |  |  |  |  |  |  |
| Yo                                    | juego     | Nosotros | <b>jugamos</b>    | sé        | Poner      | pongo     | pongo     | muero    | morimos    | moris     | mueren   |  |  |  |  |  |  |  |  |
| Tú                                    | juegas    | Vosotros | <b>jugáis</b>     | veo       | Salir      | salgo     | salgo     | mueres   | moris      | mueren    | mueren   |  |  |  |  |  |  |  |  |
| Él/ella                               | juega     | Ellos    | <b>jugan</b>      | quepo     | Conocer    | conozco   | conozco   | muere    | moris      | mueren    | mueren   |  |  |  |  |  |  |  |  |
| <i>Saber – to know</i>                |           |          |                   |           |            |           |           |          |            |           |          |  |  |  |  |  |  |  |  |
| <b>E → IE</b>                         |           |          |                   |           |            |           |           |          |            |           |          |  |  |  |  |  |  |  |  |
| Presente de indicativo                |           |          |                   |           |            |           |           |          |            |           |          |  |  |  |  |  |  |  |  |
| Yo                                    | sé        | Nosotros | <b>sémos</b>      | pongo     | ponemos    | pongo     | pongo     | muero    | morimos    | moris     | mueren   |  |  |  |  |  |  |  |  |
| Tú                                    | veo       | Vosotros | <b>veis</b>       | salgo     | salgemos   | salgo     | salgo     | mueres   | moris      | mueren    | mueren   |  |  |  |  |  |  |  |  |
| Él/ella                               | quepo     | Ellos    | <b>quepon</b>     | conozco   | conocemos  | conozco   | conozco   | muere    | moris      | mueren    | mueren   |  |  |  |  |  |  |  |  |
| <i>Ver – to see</i>                   |           |          |                   |           |            |           |           |          |            |           |          |  |  |  |  |  |  |  |  |
| <b>E → IE</b>                         |           |          |                   |           |            |           |           |          |            |           |          |  |  |  |  |  |  |  |  |
| Presente de indicativo                |           |          |                   |           |            |           |           |          |            |           |          |  |  |  |  |  |  |  |  |
| Yo                                    | veo       | Nosotros | <b>veímos</b>     | pongo     | ponemos    | pongo     | pongo     | muero    | morimos    | moris     | mueren   |  |  |  |  |  |  |  |  |
| Tú                                    | veis      | Vosotros | <b>veis</b>       | salgo     | salgemos   | salgo     | salgo     | mueres   | moris      | mueren    | mueren   |  |  |  |  |  |  |  |  |
| Él/ella                               | quepo     | Ellos    | <b>quepon</b>     | conozco   | conocemos  | conozco   | conozco   | muere    | moris      | mueren    | mueren   |  |  |  |  |  |  |  |  |
| <i>Caber – to fit</i>                 |           |          |                   |           |            |           |           |          |            |           |          |  |  |  |  |  |  |  |  |
| <b>E → IE</b>                         |           |          |                   |           |            |           |           |          |            |           |          |  |  |  |  |  |  |  |  |
| Presente de indicativo                |           |          |                   |           |            |           |           |          |            |           |          |  |  |  |  |  |  |  |  |
| Yo                                    | quepo     | Nosotros | <b>quepimos</b>   | pongo     | ponemos    | pongo     | pongo     | muero    | morimos    | moris     | mueren   |  |  |  |  |  |  |  |  |
| Tú                                    | quepo     | Vosotros | <b>quepís</b>     | salgo     | salgemos   | salgo     | salgo     | mueres   | moris      | mueren    | mueren   |  |  |  |  |  |  |  |  |
| Él/ella                               | quepo     | Ellos    | <b>quepon</b>     | conozco   | conocemos  | conozco   | conozco   | muere    | moris      | mueren    | mueren   |  |  |  |  |  |  |  |  |
| <i>Hacer – to do</i>                  |           |          |                   |           |            |           |           |          |            |           |          |  |  |  |  |  |  |  |  |
| <b>E → IE</b>                         |           |          |                   |           |            |           |           |          |            |           |          |  |  |  |  |  |  |  |  |
| Presente de indicativo                |           |          |                   |           |            |           |           |          |            |           |          |  |  |  |  |  |  |  |  |
| Yo                                    | hago      | Nosotros | <b>hacemos</b>    | pongo     | ponemos    | pongo     | pongo     | muero    | morimos    | moris     | mueren   |  |  |  |  |  |  |  |  |
| Tú                                    | haces     | Vosotros | <b>hacéis</b>     | salgo     | salgemos   | salgo     | salgo     | mueres   | moris      | mueren    | mueren   |  |  |  |  |  |  |  |  |
| Él/ella                               | haga      | Ellos    | <b>hagan</b>      | conozco   | conocemos  | conozco   | conozco   | muere    | moris      | mueren    | mueren   |  |  |  |  |  |  |  |  |
| <i>Jugar – to play</i>                |           |          |                   |           |            |           |           |          |            |           |          |  |  |  |  |  |  |  |  |
| <b>U → UE</b>                         |           |          |                   |           |            |           |           |          |            |           |          |  |  |  |  |  |  |  |  |
| Presente de indicativo                |           |          |                   |           |            |           |           |          |            |           |          |  |  |  |  |  |  |  |  |
| Yo                                    | juego     | Nosotros | <b>jugamos</b>    | sé        | Poner      | pongo     | pongo     | muero    | morimos    | moris     | mueren   |  |  |  |  |  |  |  |  |
| Tú                                    | juegas    | Vosotros | <b>jugáis</b>     | veo       | Salir      | salgo     | salgo     | mueres   | moris      | mueren    | mueren   |  |  |  |  |  |  |  |  |
| Él/ella                               | juega     | Ellos    | <b>juegan</b>     | quepo     | Conocer    | conozco   | conozco   | muere    | moris      | mueren    | mueren   |  |  |  |  |  |  |  |  |
| <i>Saber – to know</i>                |           |          |                   |           |            |           |           |          |            |           |          |  |  |  |  |  |  |  |  |
| <b>U → UE</b>                         |           |          |                   |           |            |           |           |          |            |           |          |  |  |  |  |  |  |  |  |
| Presente de indicativo                |           |          |                   |           |            |           |           |          |            |           |          |  |  |  |  |  |  |  |  |
| Yo                                    | juego     | Nosotros | <b>juegamos</b>   | sé        | Poner      | pongo     | pongo     | muero    | morimos    | moris     | mueren   |  |  |  |  |  |  |  |  |
| Tú                                    | juegas    | Vosotros | <b>juegáis</b>    | veo       | Salir      | salgo     | salgo     | mueres   | moris      | mueren    | mueren   |  |  |  |  |  |  |  |  |
| Él/ella                               | juega     | Ellos    | <b>juegan</b>     | quepo     | Conocer    | conozco   | conozco   | muere    | moris      | mueren    | mueren   |  |  |  |  |  |  |  |  |
| <i>Ver – to see</i>                   |           |          |                   |           |            |           |           |          |            |           |          |  |  |  |  |  |  |  |  |
| <b>U → UE</b>                         |           |          |                   |           |            |           |           |          |            |           |          |  |  |  |  |  |  |  |  |
| Presente de indicativo                |           |          |                   |           |            |           |           |          |            |           |          |  |  |  |  |  |  |  |  |
| Yo                                    | quepo     | Nosotros | <b>quepimos</b>   | sé        | Poner      | pongo     | pongo     | muero    | morimos    | moris     | mueren   |  |  |  |  |  |  |  |  |
| Tú                                    | quepo     | Vosotros | <b>quepís</b>     | veo       | Salir      | salgo     | salgo     | mueres   | moris      | mueren    | mueren   |  |  |  |  |  |  |  |  |
| Él/ella                               | quepo     | Ellos    | <b>quepon</b>     | quepo     | Conocer    | conozco   | conozco   | muere    | moris      | mueren    | mueren   |  |  |  |  |  |  |  |  |
| <i>Caber – to fit</i>                 |           |          |                   |           |            |           |           |          |            |           |          |  |  |  |  |  |  |  |  |
| <b>U → IE</b>                         |           |          |                   |           |            |           |           |          |            |           |          |  |  |  |  |  |  |  |  |
| Presente de indicativo                |           |          |                   |           |            |           |           |          |            |           |          |  |  |  |  |  |  |  |  |
| Yo                                    | quepo     | Nosotros | <b>quepimos</b>   | sé        | Poner      | pongo     | pongo     | muero    | morimos    | moris     | mueren   |  |  |  |  |  |  |  |  |
| Tú                                    | quepo     | Vosotros | <b>quepís</b>     | veo       | Salir      | salgo     | salgo     | mueres   | moris      | mueren    | mueren   |  |  |  |  |  |  |  |  |
| Él/ella                               | quepo     | Ellos    | <b>quepon</b>     | quepo     | Conocer    | conozco   | conozco   | muere    | moris      | mueren    | mueren   |  |  |  |  |  |  |  |  |
| <i>Hacer – to do</i>                  |           |          |                   |           |            |           |           |          |            |           |          |  |  |  |  |  |  |  |  |
| <b>U → IE</b>                         |           |          |                   |           |            |           |           |          |            |           |          |  |  |  |  |  |  |  |  |
| Presente de indicativo                |           |          |                   |           |            |           |           |          |            |           |          |  |  |  |  |  |  |  |  |
| Yo                                    | quepo     | Nosotros | <b>quepimos</b>   | sé        | Poner      | pongo     | pongo     | muero    | morimos    | moris     | mueren   |  |  |  |  |  |  |  |  |
| Tú                                    | quepo     | Vosotros | <b>quepís</b>     | veo       | Salir      | salgo     | salgo     | mueres   | moris      | mueren    | mueren   |  |  |  |  |  |  |  |  |
| Él/ella                               | quepo     | Ellos    | <b>quepon</b>     | quepo     | Conocer    | conozco   | conozco   | muere    | moris      | mueren    | mueren   |  |  |  |  |  |  |  |  |
| <i>Jugar – to play</i>                |           |          |                   |           |            |           |           |          |            |           |          |  |  |  |  |  |  |  |  |
| <b>U → UE</b>                         |           |          |                   |           |            |           |           |          |            |           |          |  |  |  |  |  |  |  |  |
| Presente de indicativo                |           |          |                   |           |            |           |           |          |            |           |          |  |  |  |  |  |  |  |  |
| Yo                                    | juego     | Nosotros | <b>juegamos</b>   | sé        | Poner      | pongo     | pongo     | muero    | morimos    | moris     | mueren   |  |  |  |  |  |  |  |  |
| Tú                                    | juegas    | Vosotros | <b>juegáis</b>    | veo       | Salir      | salgo     | salgo     | mueres   | moris      | mueren    | mueren   |  |  |  |  |  |  |  |  |
| Él/ella                               | juega     | Ellos    | <b>juegan</b>     | quepo     | Conocer    | conozco   | conozco   | muere    | moris      | mueren    | mueren   |  |  |  |  |  |  |  |  |
| <i>Saber – to know</i>                |           |          |                   |           |            |           |           |          |            |           |          |  |  |  |  |  |  |  |  |
| <b>U → UE</b>                         |           |          |                   |           |            |           |           |          |            |           |          |  |  |  |  |  |  |  |  |
| Presente de indicativo                |           |          |                   |           |            |           |           |          |            |           |          |  |  |  |  |  |  |  |  |
| Yo                                    | quepo     | Nosotros | <b>quepimos</b>   | sé        | Poner      | pongo     | pongo     | muero    | morimos    | moris     | mueren   |  |  |  |  |  |  |  |  |
| Tú                                    | quepo     | Vosotros | <b>quepís</b>     | veo       | Salir      | salgo     | salgo     | mueres   | moris      | mueren    | mueren   |  |  |  |  |  |  |  |  |
| Él/ella                               | quepo     | Ellos    | <b>quepon</b>     | quepo     | Conocer    | conozco   | conozco   | mu       |            |           |          |  |  |  |  |  |  |  |  |

# Year 7 Spanish: Unit 2: Family & Friends Knowledge Organiser

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

## 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  |
| cuarenta    | 40  |
| cinquenta   | 50  |
| sesenta     | 60  |
| setenta     | 70  |
| ochenta     | 80  |
| noventa     | 90  |
| 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         |



## 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?



## los adjetivos

|           |                 |
|-----------|-----------------|
| soy       | I am            |
| bajo/a    | short           |
| alto/a    | tall            |
| delgado/a | thin/slim       |
| gordo/a   | chubby          |
| joven     | 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  | sois  | 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 |
|------------------|-----|------|---------|
| <b>Masculine</b> | mi  | tu   | su      |
| <b>Plural</b>    | mis | tus  | sus     |

### Adjectives

Adjectives agree with the **gender** and **number** of the noun in 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       |



## FOUND IN TRANSLATION

**MFL: Spanish.** Translate the key words into English and then use them in sentences.

# SPANISH

| <u>Spanish vocabulary</u> | <u>English Translation</u> |
|---------------------------|----------------------------|
|                           | I am                       |
| una familia               |                            |
| mi padre                  |                            |
| trabajador/a              |                            |
|                           | Young                      |
| el pelo                   |                            |

**Application:** Write 4 sentences using as many key words as you can.

- 1.
- 2.
- 3.
- 4.



# People of the UK - Year 7

## Key terms:

**Immigrant** - a person who moves to another country.

**Diverse** - having lots of variety.

**Ethnic group** - a group of people that shares the same language, cultures religion or traditions.

**Refugee** - a person forced to move out of the country they were born in.

**Census** - A count of the population, taken every 10 years in the UK.

**Ageing population** - The growth of the proportion of older people (65 and over) in the population.

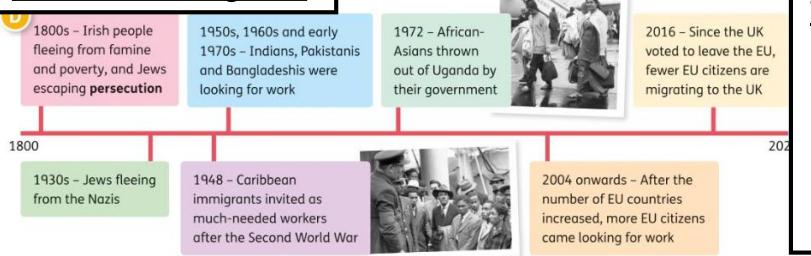
**Economic migrant** - People who move to another area to find work.

**Urban** - In a town or city.

**Rural** - In the countryside.

**Commute** - To travel to and from another place for work.

## A nation of immigrants



## Comparing ethnicity in Birmingham

### Ethnicity in Sparkbrook

Sparkbrook is in central Birmingham (map I). It has a high concentration of ethnic minorities, particularly from Asia. In 2011, 62 per cent of the population was Asian. The white population was just 15 per cent.

In the twentieth century, immigrants moved into the centre of Birmingham where property prices were lower than elsewhere. They were also attracted to areas where family and friends had settled and where there was a strong sense of Asian community (photo J).

### Ethnicity in King's Norton

In contrast, King's Norton is in the suburbs about 11km from the city centre (map I). In the mid-twentieth century, large public and private housing estates were built there to re-house people from the inner city (photo K).

The vast majority of the population in King's Norton is white (86 per cent). There are relatively few Asians and Black ethnic groups.



## Advantages and disadvantages of an ageing population

| Advantages   | Disadvantages   |
|--|---|
| Retired people spend money on travel and tourism                         | More people will claim <b>pensions</b> , costing the government money |
| Many charities and care homes rely on old people as volunteers           | It costs the NHS lots of money to take care of elderly people         |
| Older relatives provide free childcare for parents when they are working | Families may find it difficult to look after their elderly relatives  |

## Internal migration

People often move from one part of the UK to another. The most popular destination is the **South West**. This is because:

1. The quality of life is high with low levels of crime and pollution
2. The region has a mild climate, many people retire to the coast. E.g. 'The English Riviera' in Torquay, Devon.
3. The region is well served by rail, motorways and air transport

## Measuring population

Every 10 years the UK government does a count of the population, called a **census**. Between census dates, population **estimates** can be made. Census data provides information for the government to use on deciding:

1. Where new houses should be built
2. Whether new roads and railways need to be built or extended
3. How much money needs to be invested into the NHS, policing or schools

## Ageing population

People in the UK are living longer than ever before. The number of people over the age of 65 will keep increasing. This is because:

1. Working conditions are better. In the past, people worked in coal mines. Farming and construction jobs were more dangerous than they are today.
2. There are better medicines and treatments for illnesses. Fewer mothers and babies die in childbirth.
3. People are healthier. In the past, many people smoked cigarettes. Today, people know the health risks and chose not to smoke.
4. People are wealthier than in the past. They live in better conditions, eat healthier food and take regular exercise.

## Celebrating diversity in the UK

### Notting Hill Carnival

The Notting Hill Carnival is an annual event that has taken place on the streets of London since 1966. It celebrates the Caribbean culture brought to the UK by West Indian immigrants following the Second World War. Today it attracts people from all backgrounds who want to join Europe's biggest street party (photo C).



Notting Hill Street Carnival

# DUAL CODING

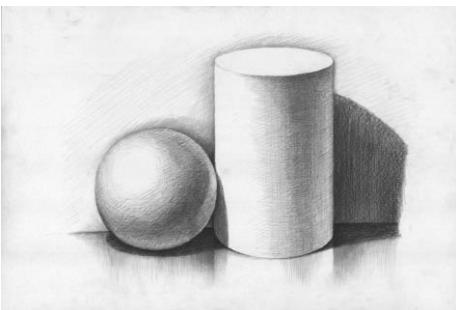
Based on some key knowledge from your ***History*** and ***Geography*** knowledge organisers, can you assign different parts of this knowledge to images to help you remember this in the future? Consider your images carefully.

| Image | Key Knowledge |
|-------|---------------|
|       |               |
|       |               |
|       |               |
|       |               |
|       |               |
|       |               |
|       |               |

| Image | Key Knowledge |
|-------|---------------|
|       |               |
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|       |               |

# STILL LIFE

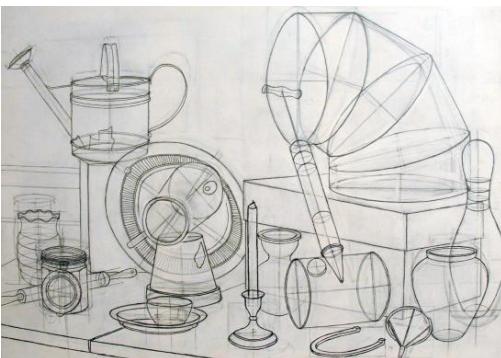
A Still Life is a group of objects placed together in an interesting composition.



Artists use 'universal shapes as a starting point for their still life objects.



Artists have created Still Life studies for hundreds of years often using objects that have a symbolic meaning.



Artist have created Still Life studies for hundreds of years to record daily life.



Artist use the rules of 'Pictorial Space' when they create a Still Life.

- **LINEAR PERSPECTIVE** (lines appear to converge when they go off to the distance)
- **OVERLAPPING** (an object overlapping another object appears to be in front of it)
- **POSITIONING** (an object placed higher up on the page appears further away)

**COLOUR PALLETTE:**

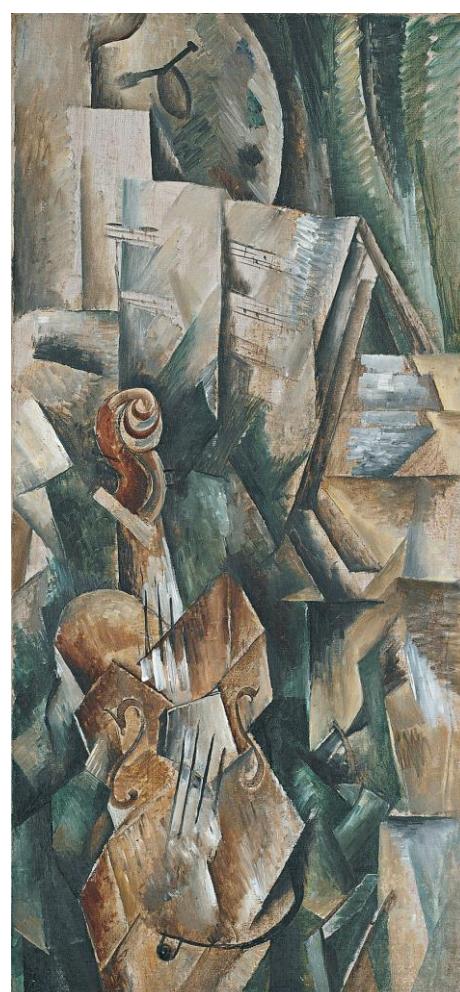
Dull, neutral tones. Browns, greys, greens, blues.

**SUBJECT MATTER:**

Still life group of objects/ portraits.



# CUBISM

**TECHNIQUES\PROCESS:**

Depicting objects from different angles and view points all at once. Breaking up\fragmenting shapes. Objects are analysed, broken up and reassembled in an abstracted form.

**MATERIALS:**

Oil paint.  
Old canvases.  
Collage\newspaper.  
Wooden boards.

**PERSONAL INFO:**

Pablo Picasso  
Georges Braques

**MOOD\MESSAGE:**

In Cubism, artists began to look at subjects in new ways in an effort to depict three-dimensions on a flat canvas.

**STYLE:** Abstract**CONTEXT:**

Photography had been invented and becoming more popular. So artists began to play around with how they recorded the world around them more imaginatively. Abstract art was born.



# 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   | INSTRUCTION | INSTRUCTION ON ACTIONS E.G. WASH HANDS OR WEAR GOGGLES |

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



Aesthetic



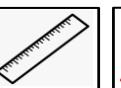
Cost



Client



Environment



Size



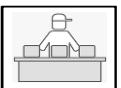
Safety



Function



Material



Manufacture

### 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 steady 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

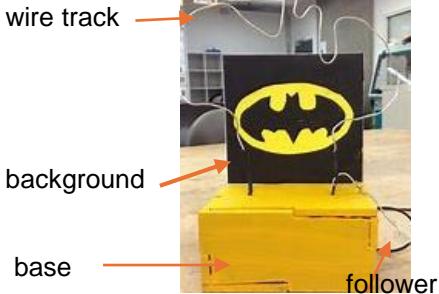
**Risk Assessment** a process of evaluating the potential risks that may be involved in a projected activity or undertaking.

**L.E.D.**: Light Emitting Diode ( a small light to indicate power in a circuit)

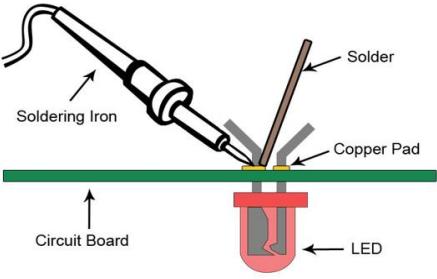
**Design Situation**: A problem that has been identified.

**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

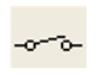
Buzzer



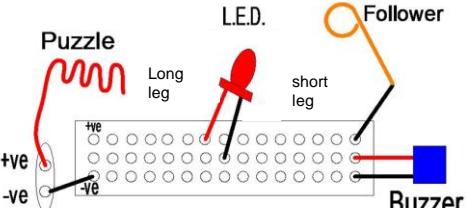
L.E.D.



Switch



Battery





Aesthetic  
Manufacture

Cost  
Client

Environment

Size

Safety

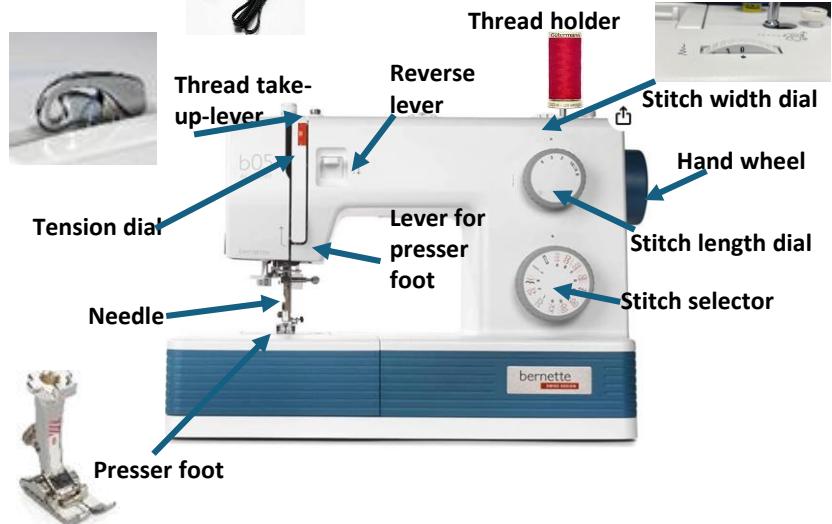
Function

Material

**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**



**Stitch cutter**



**Tape measure**



**Machine zig-zag stitch**



**Machined using a straight 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



**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 pedal.
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.

**Key Vocabulary:**

**Aesthetics** – what something looks like or feels like

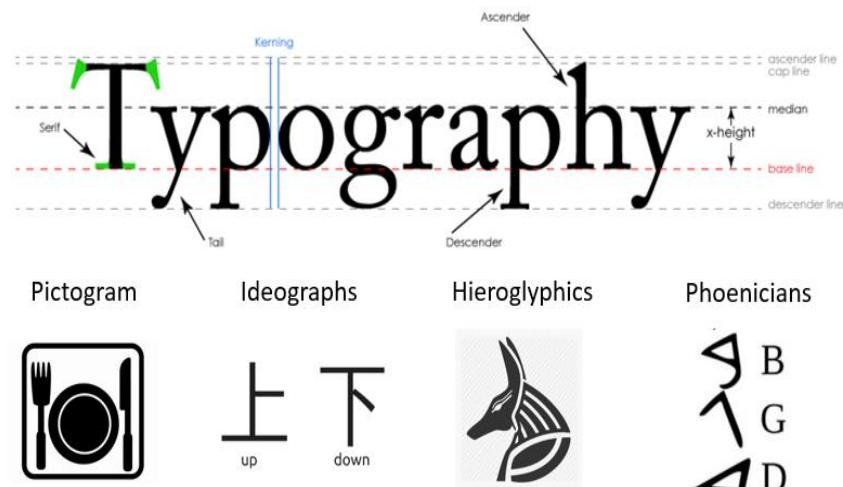
**Colours** – Primary, secondary, tertiary, analogous, harmonious, complementary, vibrant

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

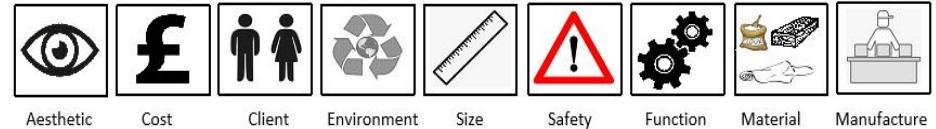
**Lettering** – easy to read, bold, colourful, stand out

**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



|           |          |                 |  |
|-----------|----------|-----------------|--|
| Kerning   | AV AV    | Serif           | Sans-Serif   |
| Leading   | X        | Colour Contrast | CONTRAST   |
| Tracking  | tracking | Font size       | 18 Point<br>24 Point<br>30 Point<br>36 Point<br>42 Point<br>48 Point |
| Hierarchy | A        | 1-point         |  |



Jock Kinnier

Margaret Calvert

Harry Beck

Nottingham A 606  
Leicester A 46 Newark A 46

Neville Brody

DIGITAL DESIGN IS LIKE PAINTING, EXCEPT THE PAINT NEVER DRIES.

**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



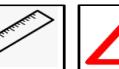
Cost



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



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               |



**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.

### 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.

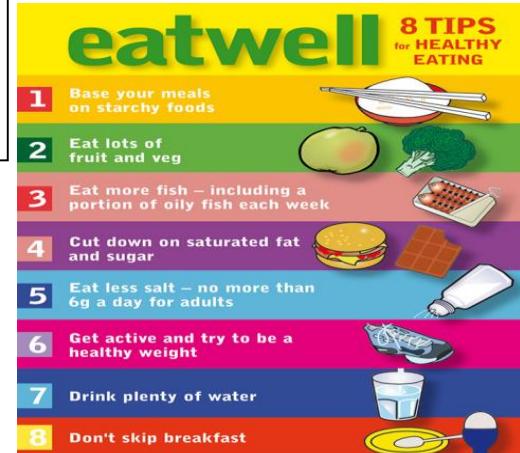
It's no surprise that being locked in cargo holds and shipping containers for days, in order to reach us, does nothing for the nutritional content of the food. It supports your local community. When you buy foods out of season, the profits are swallowed up by the grower, the transporter and the retailer – 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.

**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 <b>HIGH</b> per 100g?   | Over 15g           | Over 20g           | Over 5g             |
| What is <b>MEDIUM</b> per 100g? | Between 5g and 15g | Between 3g and 20g | Between 1.5g and 5g |
| What is <b>LOW</b> per 100g?    | 5g and below       | 3g and below       | 1.5g and below      |
|                                 |                    |                    | 0.3g and below      |

Source: Food Standards Agency



## 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.

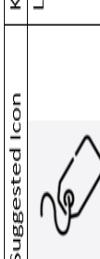
## High frequency words in DT

Based on your current DT rotation, provide a definition for these key words and use it in a sentence.

### Year 7 Subject specific

| Engineering            | Food                  | Graphics            | Textiles        |
|------------------------|-----------------------|---------------------|-----------------|
| • Aesthetics           | • Cross Contamination | • Aesthetics        | • Applique      |
| • Client               | • Vitamins            | • Typography        | • Aesthetics    |
| • Safety               | • Minerals            | • Colour            | • Inspirational |
| • Hazard               | • Fibre               | • psychology        | • Fleece        |
| • Function             | • Balanced            | • Layout            | • Sculpture     |
| • Risk assessment      |                       | • Components        | • Evaluate      |
| • Analyse              |                       | • Mood board        |                 |
| • Design context       |                       | • Design process    |                 |
| • Design brief         |                       | • Development       |                 |
| • Design specification |                       | • Refinement        |                 |
|                        |                       | • Gradient          |                 |
|                        |                       | • Scale             |                 |
|                        |                       | • Illustration      |                 |
|                        |                       | • Adobe illustrator |                 |
|                        |                       | • Photoshop         |                 |

### Dual coding in KS3

| Suggested Icon  | Key term Tier 2 / 3              | Definition/ example sentence |
|---|----------------------------------|------------------------------|
|    | Label                            |                              |
|    | Annotate                         |                              |
|    | Explain                          |                              |
|   | Describe                         |                              |
|  | Function                         |                              |
|  | Discuss                          |                              |
|  | Sustainable                      |                              |
|  | Design context (problem)         |                              |
|  | Design Brief                     |                              |
|  | Design specification (ACCESSFMM) |                              |
|  | Analyse                          |                              |
|  | Turn and talk                    |                              |
|  | Group work                       |                              |
|  | Class discussion                 |                              |
|  | Independent                      |                              |
|  | Book work                        |                              |
|  | Knowledge/ Core knowledge        |                              |
|  | BBB                              |                              |

# Form and Structure

## Exploring Musical Structures

## Music

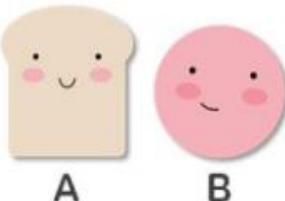
### A. Question and Answer Phrases

Two short sections in a piece of music. The first **QUESTION PHRASE** is followed by the **ANSWER PHRASE** which in some way copies or answers the first – like a ‘musical conversation’. The **MELODY** below shows the opening of “Twinkle Twinkle Little Star” - notice how the **QUESTION PHRASE** rises in **PITCH** and the **ANSWER PHRASE** descends in **PITCH**.



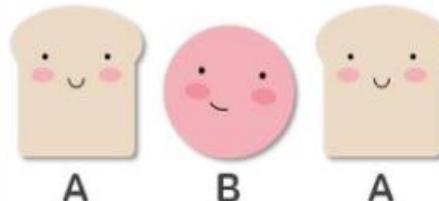
### B. Binary Form

**BINARY FORM (AB)** describes music in two sections. The first section can be labelled “A” and the second section “B” (either or both sections may be repeated). The “B” section **contrasts** musically in some way to the first “A” section.



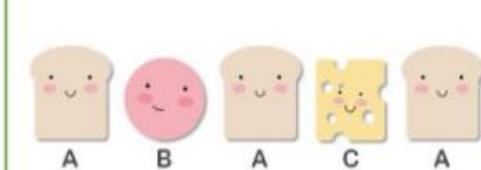
### C. Ternary Form

**TERNARY FORM (ABA)** describes music in three sections. The first section can be labelled “A” and the second section “B” The “B” section **contrasts** in some way to the first “A” section which is then **repeated** after the “B” section again.



### D. Rondo Form

**RONDO FORM (ABACADA...)** describes music where a main **theme** or **melody** “A” keeps returning between different contrasting sections “B, C, D...” (called **episodes**)



### E. Key Words

- 1. FORM/STRUCTURE** – How a piece of music is organised into different sections or parts.
- 2. PHRASE** – A short section of music, like a “musical sentence”.
- 3. PITCH** – The **highness or lowness** of a sound or musical note.
- 4. MELODY/THEME** – The main **tune** of a piece of music. The melody or theme often varies in **pitch** and “good melodies” have an organised and recognisable shape.
- 5. HARMONY** – Playing two or more notes at the same time. The “harmony part” in music is different to the melody part.
- 6. DRONE** – A repeated note or notes of **long duration** played through the music. When two notes are used, they are often **five** notes apart (a **fifth**).
- 7. OSTINATO** – A repeated musical pattern. An ostinato can be a repeated rhythm or a repeated melody and are usually short.

### F. Music Theory

#### Treble Clef Pitch Notation



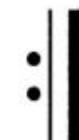
Treble Clef “Lines” Note Names



Treble Clef “Spaces” Note Names



Repeat Mark



Rock and roll dance works on the 4/4 measure. One basic comprises six beats and therefore one and a half measures. Differently than the offbeat of rock and roll music, the dance puts stress on the first and third beats of each measure. The music is very fast, between 176 and 208 bpm.



# Knowledge Organiser

## Year 7 Dance



**Dance Actions:**  
Travel, Turn,  
Elevation, Gesture,  
Stillness, Use  
of different body  
parts, Floor work and  
Transfer of weight.



### Technique and basics

Like other forms of dance, Rock and Roll has evolved around the world over time.

The basic kick step style starts with the Basic 6 step:

**Leader** starts with left foot kick ball change, kick step (left), kick step (right).

**Follower** starts with right foot kick ball change, kick step (right), kick step (left).

There is another form of tap step basic footwork that is quite easy to learn:

**Leader** starts with their left foot and does a back step, then a tap step (left), tap step (right).

**Follower** starts with the right foot and does a back step, then a tap step (right), tap step (left).

Musical theatre dancing is less of a particular style and more of a description of dancing that is rooted in the diverse history of Broadway musicals. Relying heavily on a knowledge of ballet, tap and jazz, musical theater dancers are first and foremost, actors and place a high focus on musical interpretation. Partner dancing has always been intertwined in musical theater and is becoming more and more prevalent as ballroom dance begins to be the focus of more and more live stage productions.

# MIND MAPS

## HOW TO TAKE NOTES

## MIND MAPPING AND BRAINSTORMING

### ABOUT

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

### HOW

This works far better on paper than as a digital method

Make sure you start in the centre of the page



TOPIC



SUBHEADINGS

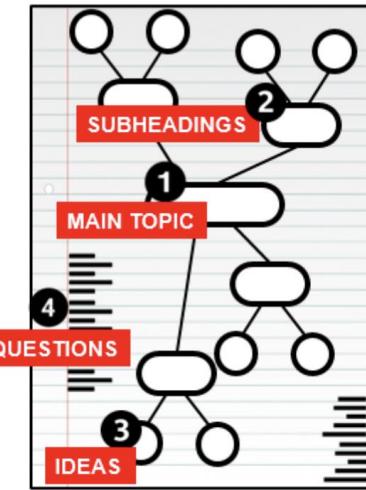


IDEAS



QUESTIONS

- 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



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

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.

# Year 7 - Basketball

## RULES OF BASKETBALL

- Played with two teams of five.
- Score by shooting a ball through a hoop.
- A side-line ball is taken from the opposite team to who touched it last.
- Outside of the three points arc a basket scores 3pts and inside scores 2pt.
- Once the offense has brought the ball across the mid-court line, they cannot go back across the line during possession.
- Personal fouls include hitting, pushing and holding.
- Fouling a shooter results in one, two or three throws, worth 1pt each, depending on where and how they were fouled.
- Players cannot travel with the ball or double dribble.
- Players cannot hold the ball for longer than 5 seconds.

Blocking



Jump shot



Overhead Pass



Dribbling



## Key Words

|                   |  |
|-------------------|--|
| Spatial Awareness | Spatial awareness is the ability to see and understand two or more objects in relation to each other and to one's body in terms of space and distance. |
| Tactics           | Tactics are a plan or strategy put into place to allow the best outcome for an individual or team in sporting competition.                             |
| Formation         | A formation are the positions players of a team are put into during a competitive match. There are different formations depending on your strategy.    |
| Leadership        | The ability to lead a team and be a role model to your team mates. Communicate strategies and tactics in a way that motivates team members.            |
| Accuracy          | How precise a pass, shot or throw is when aiming for a specific target.  |
| Technique         | Technique is skill and ability in a sporting or other practical activity that you develop through training and practice.                               |

## Travelling

**Definition** - A violation in basketball called when the player holding the ball moves one or both of their feet illegally.

### Examples:

**Illegal movement of the pivot foot** - A player must remain stationary once they stop dribbling and hold the ball in both hands in an attempt to pass, shoot or pivot. From this position the player may choose to pivot on an established pivot foot. If the pivot foot moves or drags, a player will receive a travelling penalty.

**Returning to the ground without shooting or passing** - If a player jumps with possession of the ball, the ball must leave their hands before they return to ground. Failing to do this will result in a travelling violation.

## I will learn:

**Spatial Awareness** – Moving into space, communicating to team mates that you are in space. Why do we move into space?

**Passing** – Types of passing, making the right decision as to which type of pass to use and when to pass. Accuracy and technique.

**Dribbling/ Running with the ball** – Keeping control of the ball. Decision making on releasing the ball.

**Shooting** – Different techniques, accuracy, power, decision making.

**Travelling** – When a player holding the ball moves one or both their feet illegally.

**Pivoting** – A player standing still may plant one foot to the ground and change direction using their other foot. Their pivoting foot (foot planted to ground) must not move.

**Double dribbling** – When a player dribbles the ball in both hands at the same time, or when a player has stopped their dribble to hold the ball in one or both hands and attempts to start a new dribble.

## Netball – Year 7

Netball is a ball sport played by two teams of seven players. Each team attempts to score goals by passing a ball down the court and shooting it through its goal ring. Players are assigned specific positions, which define their roles within the team and restrict their movement to certain areas of the court.



**Centre ( C )**

**Wing Attack ( WA )**

**Goal Attack ( GA )**

**Goal Shooter ( GS )**

**Wing Defence ( WD )**

**Goal Defence ( GD )**

**Goal Keeper ( GK )**

### The Shooting Technique

1. Stand in a balanced position facing the goal.
2. Ball held high above head
3. Ball sits in one hand with other hand supporting.
4. Bend your knees and elbows and focus on goal. Keep shoulders still.
5. Extend knees and elbows and flick the ball off your finger tips – push the ball high so it falls in to the net.
6. End shot with your arms high and hands following the ball.



### Netball Court Positions



### The 5 Basic Rules

1. You cannot travel with the ball.
2. You cannot snatch or hit the ball out of a players hands.
3. You must stand 1m away from the person with the ball (while defending).
4. You cannot hold the ball for more than 3 seconds.
5. Intimidation of any kind gets regulated the same as the obstruction rule.

#### Chest Pass

Both thumbs to the back of the ball, take the ball from your chest and send it to a team-mates chest (ball should not touch the floor). Fingers finish pointing towards the target and palms facing out.



#### Bounce Pass

Same setup at the chest pass with the exception of fingers end up pointing to the floor when you let go of the ball. Aim towards your teammates feet – the ball should bounce once.



#### Shoulder Pass

One handed pass—cradle the ball in hand and lift the ball to shoulder—push the ball quickly towards your teammate. Foot position opposite foot forwards to the hand being used.

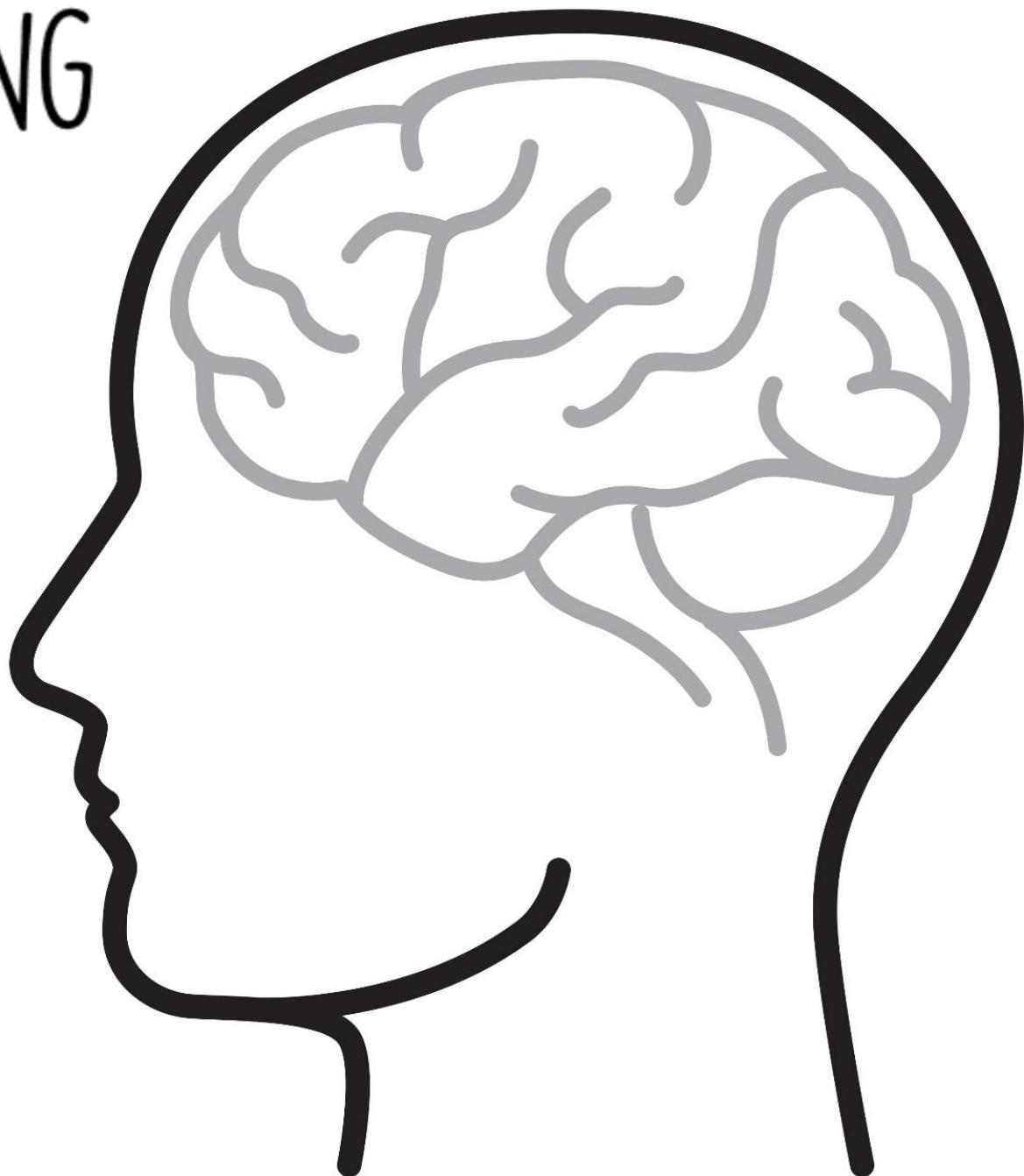


# BRAIN DUMPING

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.



## Year 7- When did Christianity develop and what are the key beliefs?

## Unit 1: History and belief

## Knowledge organiser

## Key vocabulary

**baptism** A ritual in which people are immersed in water to symbolise turning away from sin and following God

**bishop** A Christian leader with authority over the priests and churches in an area

**cardinals** The most senior members of the Catholic Church, after the Pope

**catacombs** Tunnels full of tombs underneath Rome

**circumcision** The removal of a male's foreskin

**conclave** The meeting at which a new pope is elected

**confessional** A booth where Catholics ask a priest to grant them God's forgiveness

**creed** A statement of belief

**denomination** A group within Christianity

**disciples** 12 men that Jesus chose to be his followers

**doctrine** A belief held and taught by a particular denomination

**Early Church** Christians in the first three centuries CE

**Eucharist** The practice of eating bread and drinking wine during a church service

**evangelism** Spreading the Christian message in order to convert people

**excommunicated** Expelled from the Church

**gentiles** A name given to non-Jews in the Bible

**heresy** Beliefs that are opposed to those of the Church

**indulgences** Certificates that people bought from the Church so they would spend less time in purgatory when they died

**martyred** When someone is killed for their beliefs

**missionaries** People who spread the Christian message

**monotheist** someone who believes in one God

**penance** Prayer or some other action to show that one is sorry for sinning

**persecution** Discrimination against a group of people

**Protestant** A form of Christianity that began in the sixteenth century as a protest against the Catholic Church

**Reformation** A movement to reform the Church resulting in the division of the Western Church into Catholicism and Protestantism

**resurrected** Brought back to life after dying

**scriptures** Religious texts, such as the Bible

**transubstantiation** The belief that the bread and wine become the actual body and blood of Jesus during the Eucharist

**Trinity** The belief that God is three as well as one – Father, Son and Holy Spirit

**worship** To show the highest respect or adoration for someone or something



A stained glass window showing the crucifixion of Jesus.

## Key facts

- Christianity began in present-day Israel nearly 2000 years ago. It began with the belief that Jesus had died to forgive people's sins and was resurrected from the dead so that all people could have eternal life.
- The message of Christianity was spread around the Roman Empire by missionaries such as Paul.
- Christianity developed out of Judaism, but at the Council of Jerusalem it was decided that both gentiles – non-Jews – and Jews could become Christians.
- Members of the Early Church were persecuted and martyred until the Roman Emperor Constantine passed the Edict of Milan in CE 313, following his conversion to Christianity after winning the Battle of Milvian Bridge in CE 312.
- Christians are monotheists who believe in the Trinity – God the Father, Son and Holy Spirit. In CE 325, at the Council of Nicea, bishops wrote the Nicene Creed. This stated that Jesus is fully God.
- In 1054, the Church in the East split from the Church in the West. This is called the 'Great Schism'. The Church in the East became known as the Eastern Orthodox Church and the Church in the West became the Catholic Church.
- In 1517, a German monk called Martin Luther nailed his 95 theses to a church door in Wittenberg, sparking the Protestant Reformation, which split the Western Church. In 1534, Henry VIII established the Church of England.
- There are over 2.2 billion Christians in the world today who belong to one of the 30,000+ denominations of Christianity. These include the Salvation Army, Society of Friends (Quakers) and the Amish.
- The largest denomination of Christianity is Catholicism. Catholics believe in transubstantiation, purgatory, confession and the importance of Mary, the mother of Jesus. The leader of the Catholic Church is the Pope. He is elected by cardinals at a meeting called a conclave.



Martin Luther, the German monk who led the Reformation.

## Key people

**Arius** A heretic (someone who has committed heresy) whose ideas were condemned at the Council of Nicea

**William Booth** The founder of the Salvation Army

**Constantine** A Roman emperor who converted to Christianity in CE 312

**Emperor Nero** The Roman emperor during the fire in Rome in CE 64

**Emperor Trajan** A Roman emperor who wrote to Pliny with advice on dealing with Christians

**George Fox** English founder of the Society of Friends or Quakers in 1650

**Henry VIII** The King of England who founded the Church of England in 1534

**Jesus** A Jewish man, believed by Christians to be the Messiah and Son of God

**Martin Luther** A German monk who led the Reformation

**Mary** The mother of Jesus, she is especially important to Roman Catholics

**Paul** A travelling preacher and author of letters in the New Testament

**Peter** Jesus's disciple, whom Catholics believe was the first Bishop of Rome

**Pliny** A Roman governor who persecuted early Christians

**Pope Francis** The current Pope

**Pope Leo I** The Pope who in CE 440 said that the Bishop of Rome should lead the whole Church

# 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  |
|--|--|---|---|---|--|--|
| <b><u>Myriad</u></b> (adjective) - many                                      | <b><u>Caustic</u></b> (adjective) - mean / harsh               | <b><u>Tension</u></b> (noun) - feeling of anxiety or nervousness  | <b><u>Omniscient</u></b> (adjective) - all-knowing                                      | <b><u>Sentimental</u></b> (adjective) - emotional           | <b><u>Oppressed</u></b> (adjective) - subjected to cruel mistreatment              | <b><u>Metamorphosis</u></b> (noun) - a change / transformation |
| <b><u>Assert</u></b> (verb) - state a fact confidently or forcefully         | <b><u>Elucidate</u></b> (verb) - to make clear                 | <b><u>Esoteric</u></b> (adjective) - likely to only be understood by a small number or people / obscure | <b><u>Oblivious</u></b> (adjective) - unaware   | <b><u>Gullible</u></b> (adjective) - believes things easily | <b><u>Bawdy</u></b> (adjective) - rude or vulgar                                   | <b><u>Abhorrent</u></b> (adjective) - repulsive                |
| <b><u>Egregious</u></b> (adjective) - outstandingly bad                      |  | <b><u>Naïve</u></b> (adjective) - inexperienced / unaware   | <b><u>Supercilious</u></b> (adjective) - arrogant                                       | <b><u>Hypermasculine</u></b> (adjective) - overly masculine | <b><u>Exploit</u></b> (verb) - to use someone for your own good                    | <b><u>Abhor</u></b> (verb) - to hate                           |
| <b><u>Erroneous</u></b> (adjective) - wrong                                  | <b><u>Tenuous</u></b> (adjective) - weak or fragile            | <b><u>Perfunctory</u></b>   | <b><u>Pretentious</u></b> (adjective) - arrogant  | <b><u>Tyrannical</u></b> (adjective) - a cruel dictator     | <b><u>Atavistic</u></b> (adjective) - has characteristics of an earlier generation | <b><u>Fate</u></b> (adjective) - destiny                       |
| <b><u>Engender</u></b> (verb) - to cause                                     |  |   |   | <b><u>Brazen</u></b> (adjective) - bold, shameless          | <b><u>Troglodytic</u></b> (adjective) - like a caveman                             | <b><u>Integral</u></b> (adjective) - important                 |
| <b><u>Employ</u></b> (verb) - to make use of                                 |  | <b><u>Moral</u></b> (noun) - a lesson   | <b><u>Privileged</u></b> (adjective) - having an advantage over other, usually wealth   | <b><u>Elusive</u></b> (adjective) - mysterious              | <b><u>Apathetic</u></b> (adjective) - indifferent / lazy                           | <b><u>Demise</u></b> (noun) - a person's downfall or death     |
| <b><u>Salient</u></b> (adjective) - most noticeable and important            | <b><u>Autonomy</u></b> (noun) - independence                   | <b><u>Compassionate</u></b> (adjective) - sympathetic   | <b><u>Chauvinistic</u></b> (adjective) - has an attitude of superiority to opposite sex | <b><u>Segregated</u></b> (adjective) - separated            | <b><u>Misogynistic</u></b> (adjective) - hateful towards women                     | <b><u>Ridicule</u></b> (verb) - to make fun of                 |
| <b><u>Advantageous</u></b> (adjective) - providing an advantage / beneficial | <b><u>Assertive</u></b> (adjective) - confidence               | <b><u>Vindictive</u></b> (adjective) - spiteful, cruel  | <b><u>Materialistic</u></b> (adjective) - cares for objects and commodities             | <b><u>Choleric</u></b> (adjective) - quick-tempered, angry  | <b><u>Microcosm</u></b> (noun) - a smaller community which represents              | <b><u>Deride</u></b> (verb) - to mock                          |
| <b><u>Galvanize</u></b> (verb) - to shock or excite someone into action      | <b><u>Conceited</u></b> (adjective) - excessively proud / vain | <b><u>Duplicitous</u></b> (adjective) - having two sides  | <b><u>Prophetic</u></b> (adjective) - able to accurately predict                        | <b><u>Secular</u></b> (adjective) - not religious           | <b><u>Contempt</u></b> (noun) - hate   |  |
| <b><u>Substantiate</u></b> (verb) - to provide evidence                      |  | <b><u>Narcissistic</u></b> (adjective) - self-obsessed  | <b><u>Impulsive</u></b> (adjective) - rash / careless                                   |   | <b><u>Hysterical</u></b> (adjective) - uncontrolled emotion                        |  |

## My BHAmazing vocabulary, written in sentences:

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