

YEAR 7



BHA's Knowledge Quest

Summer 1
(Apr- May)
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.

Enrichment and Intervention 2025-26 Summer Term

SUMMER TERM

	Monday	Tuesday	Wednesday	Thursday	Friday
Breakfast 7.45am – 8.30am	Start Right Club Library open	Start Right Club Library open	Start Right Club Library open	Start Right Club Library open	Start Right Club Library open
Lunch 12.45pm – 1.15pm	MUGA Year 9 Library Year 11 Yr 7 Basketball LG	MUGA Year 11 Library Year 10 Yr 8 Basketball LG	MUGA Year 10 Library Year 9 Yr 9 Basketball LG	MUGA Year 8 Library Year 8 Yr 10 Basketball LG	MUGA Year 7 Library Year 7 Yr 11 Basketball LG
Period 7 Monday Tuesday Thursday 3.30pm – 4.30pm	Year 11 Open / MFL Subject Intervention Week 1: B Block Week 2: C Block Year 9 and 10 Football (Field) WT All years Chess Club – Room 9 MAG All Years Debate Mate Room 23 BED Sparx Maths Club – Room 15 DHY / RMI All years Basketball (Large Gvm) NK All years Girl's Netball (MUGA) JS/NW- New	Year 11 Science Intervention All years Rounders (MUGA) GH New All years Basketball (Large Gym) WT Year 7 and other beginners Latin Club Room 60 AA All years Cricket (Field) JS New All years Dance Club (Dance studio) CG All years <i>Hooked on Bristnall</i> Room 53 JW All years Beyond the Books (Reading Club) Room 24 FH All years Digital skills Room 30 MCA Basketfields Booster for Year 10 English Room 23 FBA Masterchef (SEND) Room 45 CCR/MSH/MCS SEND Y8 Reading Intervention ADI/LOM 33	Year 11 English and Maths Intervention All years Rounders (MUGA) KHA New All years Dodgeball (Large Gym) WT New All years Cricket (Field) NK New Year 7,8,9 Girls football WBA- Invite only MUGA All years Dance Club (Dance studio) JR All years Board Game Club Room 55 AK All years The Rep Theatre – Performing Arts Club Room 16 All years Geography Club Room 2 SBW All years Ultimate Uno Club Room 23 QSM All years Scene Stealers Filmmaker Club Room 22 DLA All years Act Up! Drama Club Room 24 SBS Yr 10 GCSE Computer Science and I Media students only: Room 62 JM / Room 10 HA SEND Social Society CCR/CST Room 1 SEND WBA Multisports/Football LK SEND Homework Club – JRE/MPA Room 31 SEND Y10 Direct Instruction Lit – JPG Room 3	Year 11 Geography /History Intervention Year 7 and 8 Football (Field) NK All years Legacy cohort Latin Club Room 60 AA All years Pickleball (MUGA) JS New All years <i>The hook and pen society</i> Room 53 JW/LOM Year 7,8,9 Music Rock Band- Room 36 TW Russian Language Club for beginners Room 58 RMI	All years Dungeons and Dragons (MB) Room 5 Yr 10/11 Engineering coursework catch up intervention- By invitation only LN
Wednesday Friday 2.35pm – 3.35pm	All years Task Master Room 28 GEG All years Science Club Lab 49 BHO/HOB Yr9 and 10 Science Intervention SAM Year 7 – 9 Masterchef Room 45 (limited to 15 pupils only) CCR/MSH/PCR SEND Y7 Reading Intervention ADI/LOM Room 2				

	Creative	Physical	
Academic	<ul style="list-style-type: none"> <input type="checkbox"/> Task Master (will meet all parts of the diploma) <input type="checkbox"/> Latin Club (new and legacy cohorts) <input type="checkbox"/> Chess Club <input type="checkbox"/> Sparx Maths Club <input type="checkbox"/> Geography Club <input type="checkbox"/> Science Club Lab 49 <input type="checkbox"/> Debate Mate <input type="checkbox"/> 'Beyond the Books' Reading Club <input type="checkbox"/> Russian Language Club for Beginners <input type="checkbox"/> Any other subject intervention 	<ul style="list-style-type: none"> <input type="checkbox"/> Task Master (will meet all parts of the diploma) <input type="checkbox"/> Scene stealers film maker club <input type="checkbox"/> Act up! Drama Club <input type="checkbox"/> Ultimate Uno <input type="checkbox"/> Hooked on Bristnall - Crochet club <input type="checkbox"/> The hook and pen society <input type="checkbox"/> The REP Theatre Performing Arts Club <input type="checkbox"/> Board Game Club <input type="checkbox"/> Dungeons and Dragons <input type="checkbox"/> Digital Skills <input type="checkbox"/> Rock Band <input type="checkbox"/> Masterchef 	<ul style="list-style-type: none"> <input type="checkbox"/> Task Master (will meet all parts of the diploma) <input type="checkbox"/> Football <input type="checkbox"/> Basketball <input type="checkbox"/> Netball <input type="checkbox"/> Dodgeball <input type="checkbox"/> Cricket <input type="checkbox"/> Rounders <input type="checkbox"/> Dance

Dates to remember this half term:

April

May

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:
Week 1		
Week 2		
Week 3		
Week 4		
Week 5		
Week 6		
Total this half term:		

Seneca Check!

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

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

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

Language Nut Check!

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

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

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

Independent Study Check!

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

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

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

Look, Cover, Write, Check

Definitions to Key Words

Flash Cards

Self Quizzing

Mind Maps

Paired Retrieval

Step 1

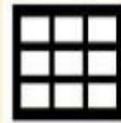
Look at and study a specific area of your knowledge organiser.



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.



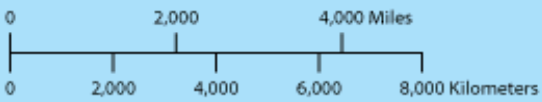
Write down your answers.



WORLD MAP



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



LIBBY SCATT & REBECCA WATT COTT

CAN YOU SEE ME?

Expected to fit in. Proud to stand out.

Year 7+

J.K. ROWLING

HARRY POTTER and the Philosopher's Stone

Year 7+

THE HUNGER GAMES

SUZANNE COLLINS

Year 8+

THE GIVER

Seeing the flaws in a perfect world...

LOIS LOWRY

Year 7+

ANNE FRANK

THE DIARY OF A YOUNG GIRL

Year 7+

20 YEARS

ACTION ADRENALINE ADVENTURE

ALEX RIDER STORMBREAKER

THE SERIES THAT HAS RE-INVENTED THE SPY GENRE

JACOB RUDOLPH

Year 8+

FRANKENSTEIN

MARY SHELLEY

Year 10+

A Good Girl's Guide to Murder

RYAN JACKSON

Year 10+

BHA'S

BEFORE 16

What have you read so far...?

THE PERKS OF BEING A WALLFLOWER

STEPHEN CHANDLER

Year 11+

The GREAT GATSBY

FITZGERALD

Year 11+

'A MASTERPIECE!'

Angie Thomas, The Hate U Give

LONG WAY DOWN

JASON REYNOLDS

Year 9+

PERSEPOLIS

A FILM BY MARIJANE SATRAPI AND VINCENT PARONNAUD

Year 8+

LORD OF THE FLIES

WILLIAM GOLDING

Year 9+

ANIMAL FARM

GEORGE ORWELL

Year 9+

THE FAULT IN OUR STARS

JOHN GREEN

Year 10+

ANITA AND ME

MEERA SYAL

Year 11+

Contents page

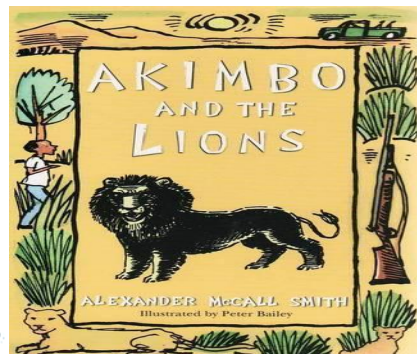
Subject	Page
Recommended Reading	1
English	2-3
Maths	4-5
Science	6-8
MFL	9-13
PARENT/ CARER QUIZZES	14
History	15-18
Geography	19
DUAL CODING	20
Art	21
Engineering	22
Textiles	23
Graphics	24
Catering	25-26
REVISION CLOCK	27
Music	28
Dance	29
MIND MAPS	30
PE	31-32
BRAIN DUMP	33
RE	34
KEY WORDS	35
VOCABULARY	36-37

YEAR 7

Recommended Reading



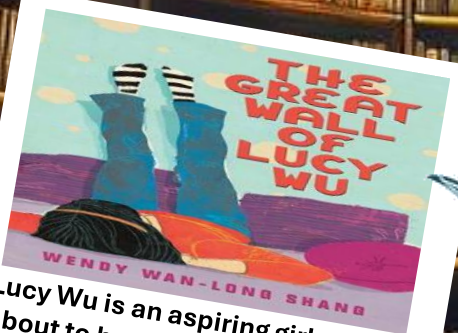
Amina's Voice is about a shy Pakistani-American girl who must find the courage to stand up for herself, her faith, and her friends when a school performance and a troubling incident force her to discover the power of her own voice.



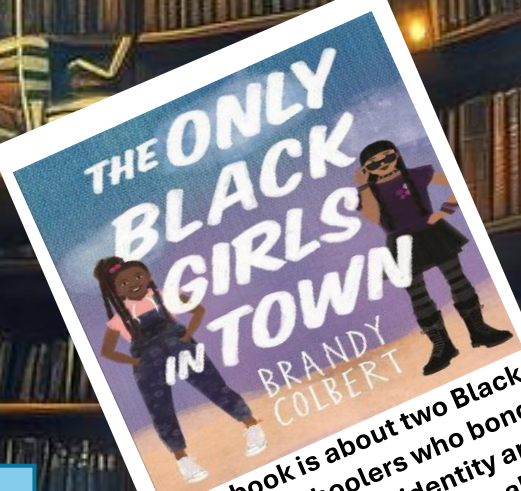
A young boy living on an African game reserve who helps his ranger father trap a marauding lion. When they accidentally trap a helpless cub instead, Akimbo works to save it. It's a tale focusing on wildlife conservation, bravery and human-animal bonds.



It covers the reigns of the monarchs from Henry VII to Elizabeth I, focusing on the Religious Reformation, the Spanish Armada, and daily life in 16th-century England.



Lucy Wu is an aspiring girl, she is about to have her best year yet. Her older sister, Regina, is leaving for college, which means Lucy will finally get her own bedroom. However, her plans are shattered when several unexpected obstacles arise.



This book is about two Black middle schoolers who bond over their racial identity and find a mysterious journal in their attic.

Challenge yourself by reading these topic-related books for this half term!

Year 7 Identity and Culture Scheme of Learning

POETRY BITES

BEGINNING What ideas are introduced? Why might they be important?

IMAGERY What is the clearest image in the poem? What does it reveal?

TITLE What is the significance of the title? How does it introduce us to the topic of the poem?

STRUCTURE How is the text organised/shaped? How many stanzas are there and why? Is there any repetition? Why?

ENDING What are we left feeling when it ends? How does the ending connect with the beginning?

Think about:

- How the writer feels about their culture;
- What words and phrases they use to show their feelings;
- Any language and structural features they use.

Comparisons:

- Which methods are similar/different?
- How are the tones similar or different?
- How do the purposes compare? What does each poem want to achieve?




METHODS: Simile - Metaphor – Personification – Adjective – Dynamic Verb – Rhetorical Question – Repetition – Refrain


 <p>My Country</p>	 <p>On Leaving</p>	 <p>Blessing</p>	 <p>London Breed</p>	 <p>An American Lyric</p>	 <p>This England</p>	 <p>Home and The Crossing</p>
<p>Australia, a land of extreme weather and unpredictable climate. It is described beautifully and romantically.</p>	<p>After Spanish control for hundreds of years, a Cuban family conflicted about Spain’s control is forced to leave their home.</p>	<p>Water is a blessing in the poorest parts of the India. Water is the source of life and keeps them alive. The smallest moments of joy can change the mood.</p>	<p>A plethora of cultures have come together to blend sounds and tastes. London is chaotic and polluted but the narrator loves it.</p>	<p>A war of antisemitism is raging in America and conflicts surrounding immigration are being had.</p>	<p>During the late 1500s, early 1600s, England faces an identity crisis, where people wish it to be strong once more.</p>	<p>Refugees across the world are being forced to leave their homes and trek to find security in places that may not want them.</p>

Culture & Identity



Key Quotations

My Country	<p>I love a sunburnt country, Core of my heart, my country! For flood and fire and famine</p> 
On Leaving	<p>Sea pearl, Fare well, my happy land, my Eden. the anxious ship cuts the waves and flies in silence.</p> 
Blessing	<p>The skin cracks like a pod. the voice of a kindly god. a roar of tongues. blessing sings over their small bones</p> 
London Breed	<p>I love dis great polluted place And all religions can rejoice Of strange gifts from a stranger I love dis concrete jungle still</p> 
An American Lyric	<p>protest chants tear through the air like sheets of rain, Tyrants fear the poet. Hope - we must bestow it like a wick in the poet</p> 
This England	<p>this seat of Mars, This other Eden, fortress built by Nature for herself teeming womb of royal kings, made a shameful conquest of itself.</p> 
Home and The Crossing	<p>no one leaves home unless home is the mouth of a shark The chance to live is worth dying for.</p> 

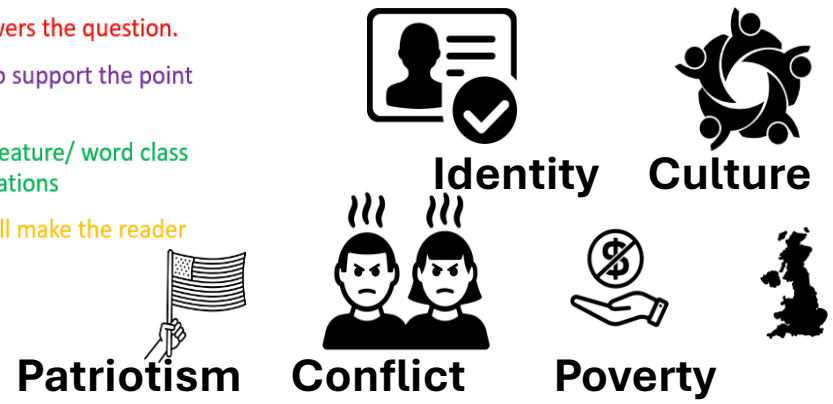


Presents From My Aunt in Pakistan
The poet tells of her discomfort both with her Pakistani culture but also British culture and how they intertwine, giving her a confusing identity that she is unsure of. Pakistan feels like a distant, complex land to her. Her aunts ask for stereotypical British clothes, yet theirs are both beautiful and alien to her.

PEZE

- **POINT:** Make a point that answers the question.
- **EVIDENCE:** Provide evidence to support the point you've made.
- **ZOOM:** Analyse the language feature/ word class and provide multiple interpretations
- **EXPLORE:** Explore what this will make the reader think, feel, understand.

Key Themes of the Poems



Model: Britain

The poets of both Blessing and London Breed convey the culture of their country in a positive light. In London Breed, he states that “all religions can rejoice”; this personification of religions celebrating suggests how diverse and vibrant London is. It shows how accepting each other is of their beliefs. Readers in Britain would feel as though they themselves could celebrate as they are part of this welcoming, tolerant culture. However, in Blessing, the writer conveys the joy of the culture in the smaller things: when the pipe bursts, she speaks of “the voice of a kindly god.” This personification of a “kindly god” suggests how the sound of such a thing brings hope and faith to a desperate community in their time of need. Readers would be excited for the community but sympathetic that water can bring such contentedness to poorer communities. Both writers are showing the positive aspects to their communities through religion but Blessing’s tone is tainted by the rife poverty there.

Constructing, measuring and using geometric notation

Maths

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 (SAS, SSS, ASA)
 - Draw Pie charts

Keywords

- Polygon:** 0, 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

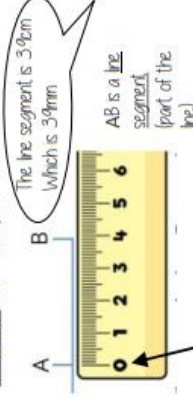


Angle Notation: three letters ABC
This is the angle at B = 113°

Line Notation: two letters EC
The line that joins E to C.

Draw and measure line segments

Compass: 1cm = 10mm, 1m = 100cm



Make sure the start of the line is at 0.

Angles as measures of turn



East to South is a quarter turn clockwise



Clockwise



Anti-Clockwise

Quarter Turn

90°
Clockwise

Half Turn

180°
Anti-Clockwise

Three-quarter Turn

270°
Anti-Clockwise

Full Turn

360°

Classify angles



Acute Angles

$0^\circ < \text{angle} < 90^\circ$



Right Angles

90°



Obtuse

$90^\circ < \text{angle} < 180^\circ$



Right angle notation



Reflex

$180^\circ < \text{angle} < 360^\circ$



Straight Line

180°

Parallel and Perpendicular lines

Parallel lines

Straight lines that never meet (Have the same gradient)



Perpendicular lines

Straight lines that meet at 90°



Properties of Quadrilaterals



Square

All sides equal size

All angles 90°

Opposite sides are parallel



Parallelogram

Opposite sides are parallel

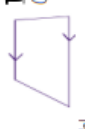
Co-interior angles



Rectangle

All angles 90°

Opposite sides are parallel



Trapezium

One pair of parallel lines



Kite

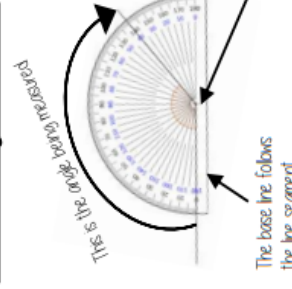
No parallel lines

Equal lengths on top sides

Equal lengths on bottom sides

One pair of equal angles

Measure angles to 180°



Read from 0° on the base line

Remember to use estimation

This is an obtuse angle so between 90° and 180°

Make sure the cross is at the point the two lines meet

Angles over 180°

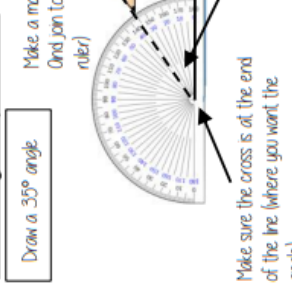
Use your knowledge of straight lines 180° and angles around a point 360°



360° - smaller angle = reflex angle

Measure the smaller angle first (less than 180°)

Draw angles up to 180°



Make a mark at 35° with a pencil

And join to the angle point (use a ruler)

Make sure the cross is at the end of the line (where you want the angle)

Draw Pie Charts

Type of pet	Dog	Cat	Hamster
Frequency	32	25	3

$\frac{32}{60}$ "32 out of 60 people had a dog"

This fraction of the 360 degrees represents dogs

$\frac{32}{60} \times 360 = 192^\circ$
Use a protractor to draw This is 192°

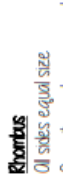


SAS, SSS, ASA constructions

Side, Angle, Angle

Side, Angle, Side

Side, Side, Side



Rhombus

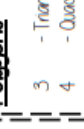
All sides equal size

Opposite angles are equal



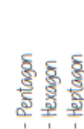
Rectangle

Opposite sides are parallel



Trapezium

One pair of parallel lines



Kite

No parallel lines

Equal lengths on top sides

Equal lengths on bottom sides

One pair of equal angles

Polygons

3 - Triangle

4 - Quadrilateral

5 - Pentagon

6 - Hexagon

7 - Heptagon

8 - Octagon

9 - Nonagon

10 - Decagon

If all the sides and angles are the same, it is a **regular** polygon

What do I need to be able to do?

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

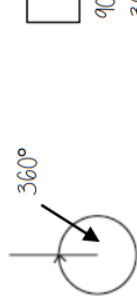
- Understand/use the sum of angles at a point
- Understand/use the sum of angles on a straight line
- Understand/use equality of vertically opposite angles
- Know and apply the sum of angles in a triangle
- Know and apply the sum of angles in a quadrilateral

Keywords

- Vertically Opposite:** angles formed when two or more straight lines cross at a point
- Interior Angles:** angles inside the shape
- Sum:** total, add all the interior angles together
- Convex Quadrilateral:** a four-sided polygon where every interior angle is less than 180°
- Concave Quadrilateral:** a four-sided polygon where one interior angle exceeds 180°
- Polygon:** 0-2D 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

Sum of angles at a point

The sum of angles around a point is 360°

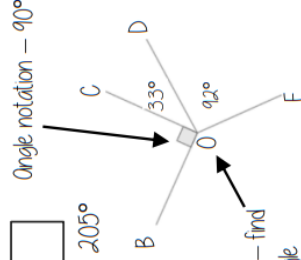


Find angle BOE

$$90^\circ + 33^\circ + 92^\circ = 205^\circ$$

$$360^\circ - 205^\circ$$

$$\underline{BOE = 155^\circ}$$



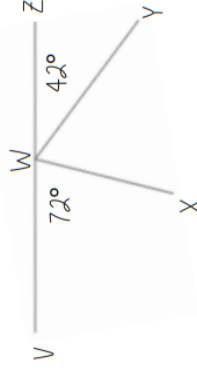
Angle notation — 90°

$$360^\circ - 67^\circ = 293^\circ$$

Angle notation — find this missing angle

Sum of angles on a straight line

Adjacent angles that share a common point on a line add up to 180°

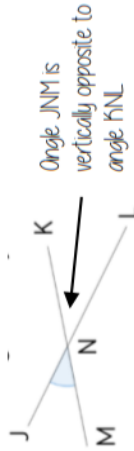


$$72^\circ + 42^\circ = 114^\circ$$

$$180^\circ - 114^\circ = \underline{66^\circ}$$

Find angle XWY

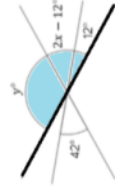
Vertically opposite angles



Angle JNM is vertically opposite to angle KNL

$$JNM = KNL$$

Vertically opposite angles are the same



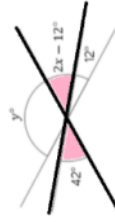
Other angle rules still apply
Look for straight line sums and angles around a point

Form equations with information from diagrams

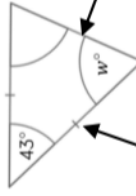
$$2x - 12 = 42$$

$$2x = 54$$

$$x = 27^\circ$$



Sum of angles in triangles



The two base angles will be the same size

Look at triangle notation
This indicates an isosceles triangle

$$\therefore 180 - 43 = 137$$

$$137 \div 2 = 68.5^\circ$$

A triangle can only have ONE right angle

Have a go!
Tearing the corners from triangles forms a straight line which is therefore 180°



Sum of interior angles in a triangle = 180°

Sum of angles in quadrilaterals

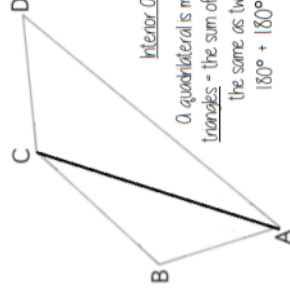


Convex Quadrilateral
Concave Quadrilateral



Interior angles are those that make up the perimeter (outline) of the shape

Sum of interior angles in a quadrilateral = 360°



Interior Angles

A quadrilateral is made up of two triangles - the sum of interior angles is the same as two triangles
 $180^\circ + 180^\circ = 360^\circ$

Angle Problems

Split up the problem into chunks and explain your reasoning at each point using angle notation



$$EDF = \underline{\quad}^\circ$$

1 Angle DEF = 51° because it is a vertically opposite angle DEF = GEH

2 Triangle DEF is isosceles (triangle notation) \therefore EDF = EED and the sum of interior angles is 180°
 $180^\circ - 51^\circ = 129^\circ$
 $129^\circ \div 2 = 64.5^\circ$

3. Angle EDF = 64.5°

Keep working out clear and notes together

Acids and alkalis

- **Acids** and **alkalis** are the chemical opposites of one another
- Both acids and alkalis can be **corrosive** and **irritants**

To see whether a substance is an acid or an alkali, we can use an **indicator**. Indicators show how acidic or how alkaline a solution is by showing its position on the **pH scale**, one example of this is **universal indicator**

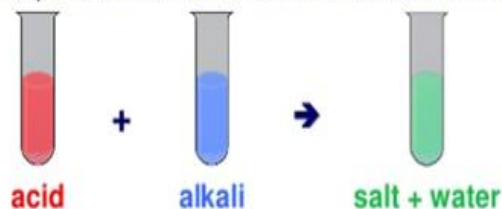
- If the solution has a pH value of 1–6 it is **acidic**
- If the solution has a pH value of 8–14 it is **alkaline**
- If the solution has a pH value of 7 it is known as **neutral**



Neutralisation

The chemical reaction between an acid and an alkali is called **neutralization**.

What is the pH value of the mixture of salt and water?



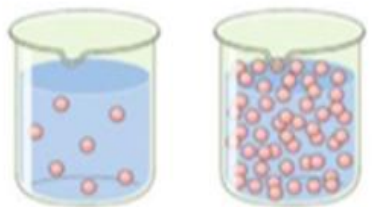
The mixture of salt and water is neutral, so its pH is 7.

The chemical reaction between an acid and an alkali can be written as:



Concentration

Some acids are more dangerous. Hydrochloric Acid (HCl), Sulfuric Acid (H₂SO₄) and Nitric Acid (HNO₃) are acids which we use in the Science Lab. These acids can come as dilute or more concentrated



Dilute solution

Concentrated solution

Dilute acids are not as dangerous as concentrated acids. This is because there are fewer acid particles in the same volume.

Hazard symbols



Irritant hazard sign, used for substances that are not corrosive but are irritants. Usually found on more dilute acids and alkali.



Corrosive hazard sign. Usually found on more concentrated acids and alkali.

Different acids form different types of salts:

Hydrochloric acid forms chloride

Sulfuric acid forms sulphate

Nitric acid forms nitrates

Example reactions between different acids and alkalis

Hydrochloric acid + Sodium hydroxide → Sodium Chloride + Water

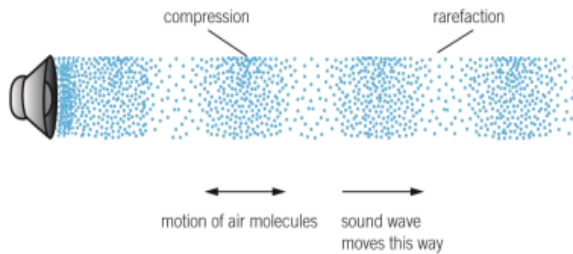
Sulfuric acid + Sodium hydroxide → Sodium Sulfate + Water

Nitric acid + Sodium hydroxide → Sodium Nitrate + Water

Q. Have a go at writing your own word equation, reacting Hydrochloric acid with Potassium hydroxide

Sound waves

- Any **wave** transfers energy from one place to another
- Sound waves cause particles to vibrate backwards and forwards in the direction of the wave, this produces areas of high pressure (**compression**) and low pressure (**rarefaction**)
- As there are areas where the air pressure is different in a sound wave, we can call sound waves a type of **pressure wave**



- Sound can be detected with a **microphone**, the microphone will change air pressure into a changing potential difference
- Sound can be produced with a **loudspeaker**, the changing potential difference causes changes in air pressure
- Changes in air pressure will be caused by the diaphragm of the loudspeaker vibrating and causing the movement of the air particles

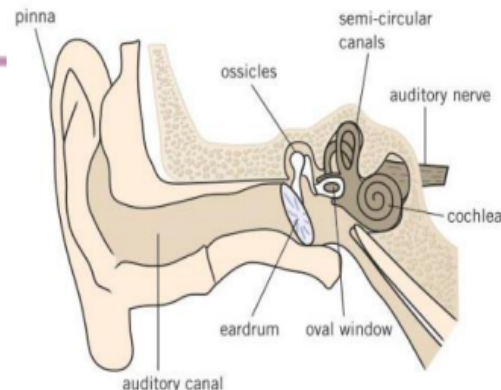


Ultrasound

- Humans can hear sounds with a frequency between 20–20000Hz.
- **ultrasound** is any sound with a frequency of higher than 20000Hz
- As ultrasound has a high frequency it causes the particles it interacts with to vibrate more quickly, this means that it can be used in
 - Ultrasonic cleaning – dirt particles are 'shaken' off of objects
 - Physiotherapy – the ultrasound waves cause liquid particles in the body to move more quickly and hence get warmer

Hearing

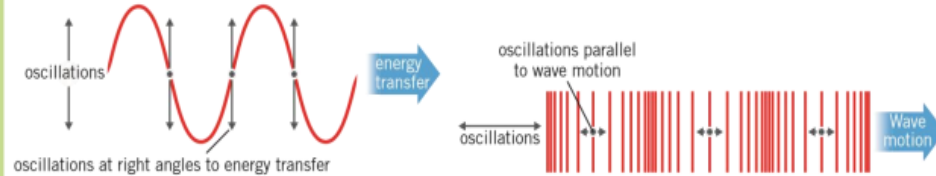
- The **pinna** directs sound along the **auditory canal** to the **eardrum** which will vibrate
- The vibration from the ear drum moves onto the **ossicles** which amplifies the sound
- This passes the sound to the cochlea where tiny hairs detect the vibrations and pass this along to the **auditory nerve** as electrical signals for our brain



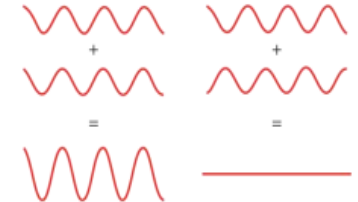
▲ The structure of the ear.

Types of waves

- **Transverse waves** vibrate at 90° to the direction at which they are travelling, they move up and down as well as forward
- **Longitudinal waves** vibrate in the direction in which they are travelling

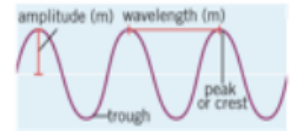


- When waves are put together they **superpose**, this means they will either add together or cancel each other out
- When the waves are in line with one another they add together, increasing the amplitude of the wave
- When the waves are not in line, they will cancel each other out, decreasing the amplitude of the wave



Properties of waves

- A **wave** is an **oscillation** or **vibration** which transfers energy from one place to another
- **Amplitude** – the distance from the middle to the top or bottom of the wave
- **Wavelength** – the distance between a point on the wave to the same point on the next wave
- **Trough** – The bottom of the wave
- **Peak** – The top of the wave
- **Frequency** – How many waves pass a fixed point per second, measured in Hertz (Hz)



There are two main types of waves:

Transverse waves, e.g. light

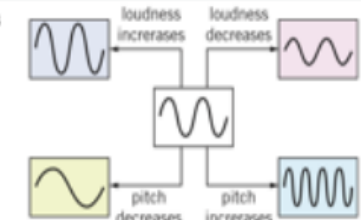
- Travel at 90° direction of energy transfer
- Do not need a medium to travel through

Longitudinal waves, e.g. sound

- Travel in the direction of energy transfer
- Need a medium to travel through

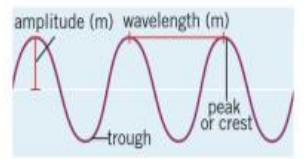
Sound waves

- Sound waves are caused by the vibration of particles, sound travels quicker in a solid than a gas as the particles are closer together
- **Oscilloscopes** display sound waves on a screen
- Humans can hear between 20–20000 **hertz** (Hz), but other animals have different ranges of hearing
- Sound waves above 20000Hz are known as **ultrasound**, these sound waves are too high pitched for humans to hear



Properties of waves

- A **wave** is an **oscillation** or **vibration** which transfers energy from one place to another
- **Amplitude** – the distance from the middle to the top of bottom of the wave
- **Wavelength** – the distance between a point on the wave to the same point on the next wave
- **Trough** – The bottom of the wave
- **Peak** – The top of the wave
- **Frequency** – How many waves pass a fixed point per second, measured in Hertz (Hz)



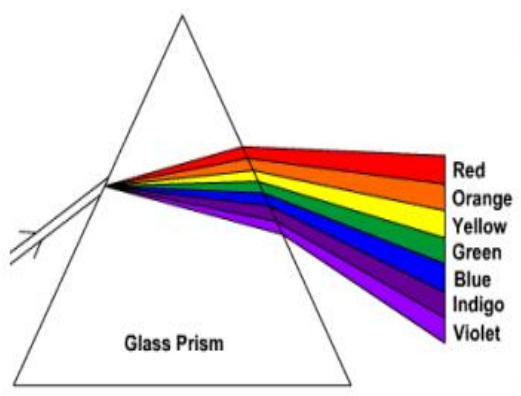
There are two main types of waves:

Transverse waves, e.g. light

- Travel at 90° direction of energy transfer
- Do not need a medium to travel through

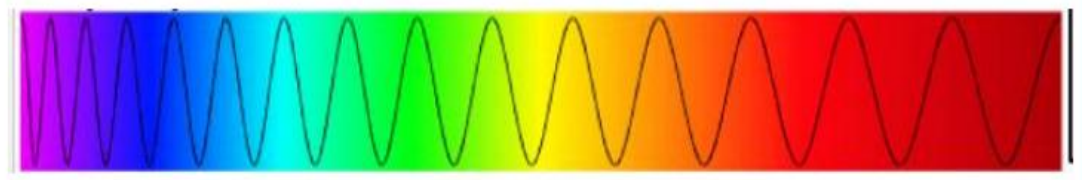
Longitudinal waves, e.g. sound

- Travel in the direction of energy transfer
- Need a medium to travel through



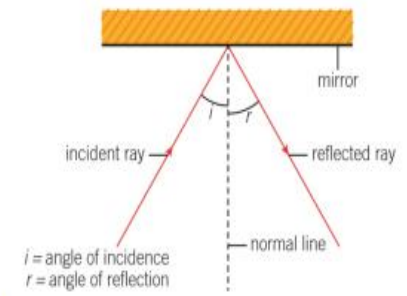
Colour

- Light can be split using a prism and is made up from different colours of light
- **Primary colours** can be mixed in order to form **secondary colours**
- Objects appear a certain colour as they absorb all other colours of light, but reflect the colour of light which they appear.

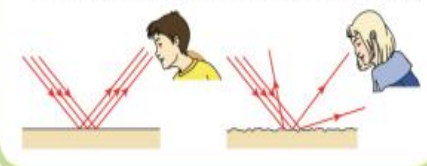


Reflection

- The **law of reflection** states that the **angle of incidence** will be equal to the **angle of reflection**

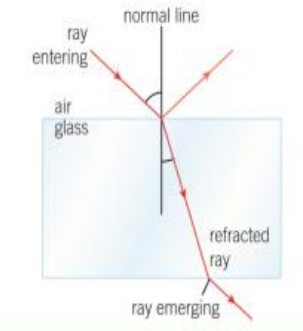


- For light reflecting off a smooth surface will form an image is called **specular reflection**
- Reflection off of a rough surface will not form an image and is know as **diffuse scattering**



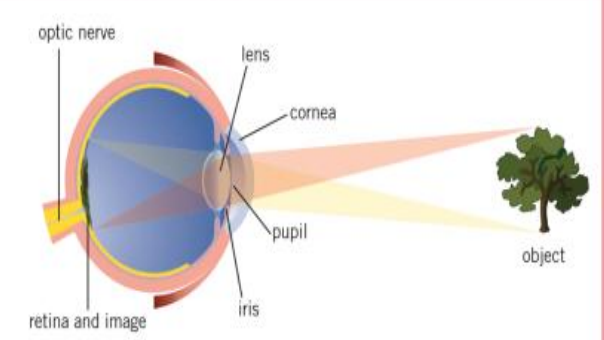
Refraction

- **Refraction** occurs when a wave passes between two different substances
- This happens as the wave will travel at different speeds in the different materials
- When the wave passes into a more dense material from a less dense material it will bend towards the **normal**, e.g. air into glass
- When the wave passes into a less dense material from a more dense material it bends away from the normal e.g. glass to air



Light and the eye

- Light entering your eye is refracted by the **lens**, focusing it on the retina and creating an inverted image
- **Photoreceptors** detect the light hitting your retina and send an electrical impulse to your brain
- If the light is not focussed on the retina or the eye, people cannot see properly
- Long sighted people have the light focus behind the eye, short sighted people have the light focus in front of the retina.
- Lenses can be used to refract the light in a way in which it will focus on the retina.



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*



horrible – *horrible*
 aburrido – *boring*
 difícil – *difficult*
 terrible - *awful*

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

Questions

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

Classroom language

Hola señor / señorita – *Hello Sir / Miss*

Sí / no – *Yes / No*

Por favor – *Please*

Gracias – *Thank you*

Necesito... – *I need*

un bolígrafo (verde) – *a (green) pen*

el papel – *some paper*

un diccionario– *a dictionary*

una regla – *a ruler*

un cuaderno – *an exercise book*

¿Puede usted repetir?

– *Can you repeat?*

No entiendo – *I don't understand*

¿Puede usted ayudarme?

– *Can you help me?*

¿Puedo ir al baño?

– *Can I go to the toilets?*

He terminado – *I have finished*

¿Puedo quitarme la chaqueta?

– *Can I take my blazer off?*

¿Cómo se dice.... en español / ingles?

– *How do I say in Spanish / English?*

Los Números

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

Year 7 Spanish: Free Time Knowledge Organiser



Big Questions

- What sports do I play?
- What are my hobbies?
- What music and books do I like?
- How do I accept/refuse an invitation?
- What musical instruments do I play?
- How do I use the present tense?

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

Key vocabulary

El tiempo libre – Free Time	
(no) me gusta	I (don't) like
navegar por Internet	to surf the Internet
mandar SMS	to send texts
jugar a los videojuegos	to play videogames
ver la televisión	to watch TV
escuchar música	to listen to music
leer	to read
escribir cartas	to write letters
salir con amigos	to go out with friends.

Los Deportes – Sports	
juego al	I play 
fútbol	football
tenis	tennis
baloncesto	basketball
voleiból	volleyball
hago	I do
la gimnasia	gymnastics
el atletismo	athletics 
la natación	swimming
la equitación	horse riding

Con mis amigos – with my friends	
bailo	I dance
monto en bici	I ride a bike
saco fotos	I take photos
hablo con mis amigos	I chat with my friends
canto	I sing

El tiempo – Weather	
si/cuando	if/when...
hace sol	It is sunny
hace calor	It is hot
hace frío	It is cold
hace buen/mal tiempo	it is nice/bad weather
nieva/llueve	it's snowing/raining
en primavera	in Spring
en verano	in Summer
en otoño	in Autumn
en invierno	in Winter

Opiniones—Opinions	
me chilfa	I love
me mola	I love
me flipa	I like
me encanta	I love

Intereses – Interests	
leo	I read 
una novela	a novel
un libro clásico	a classic
un libro infantil	a child's book
una revista	a magazine
un periódico	a newspaper
escucho	I listen 

Los Instrumentos – Instruments	
toco	I play
el piano 	the piano
el teclado	the keyboard
la guitarra	the guitar
la batería	the drums
la trompeta	the trumpet
el clarinete	the clarinet
no toco ningún instrumento	I don't play an instrument

Opiniones—Opinions	
de acuerdo	okay! 
muy bien	very good/well
genial	great!
¡ni hablar!	no way!
¡ni en sueños!	in your dreams!
no tengo ganas	I don't fancy it

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

excusas—excuses	
lo siento	I'm sorry
tengo que	I have to
hacer los deberes	do homework
ordenar mi dormitorio	clean my room
cuidar a mi hermano	look after my brother
pasar el perro	walk the dog
lavarme el pelo	wash my hair
no tengo dinero	I don't have money
no puedo salir	I can't go out



Useful Grammar

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 periódicos son aburridos
las novelas son divertidas

DESDE HACE + Time

- To say how long you have been doing something (a hobby) you use DESDE HACE
 - In English, you would use the past tense **I have been** playing football for 3 years.
 - In Spanish, you use the PRESENT TENSE with desde hace
- For example
Juego al fútbol **desde hace** dos años
 (literally – I play football since 2 years)

The present tense of regular verbs

To form the present tense you

- Take the infinitive of the main verb (-ar/-er/-ir)
- Take off the ending
- 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:

Ir to go	
voy	I go
vas	you go
va	s/he goes
vamos	we go
vaís	you (pl) go
van	they go

The future tense with 'ir'

To form the immediate future tense you

- Take the correct form of ir.
- add the preposition "a"
- Use the infinitive of the main verb

Key verbs					
Hacer	to do	jugar	to play (sport)	tocar	to play (instrument)
hago	I do	juego	I play	toco	I play
haces	you do	juegas	you play	tocas	you play
hace	s/he does	juega	s/he plays	toca	s/he plays
hacemos	we do	jugamos	we play	tocamos	we play
hacéis	you (pl) do	jugáis	you (pl) play	tocáis	you (pl) play
hacen	they do	juegan	they play	tocan	they play

Key Questions	
¿qué haces en tu tiempo libre?	What do you do in your free time?
¿qué te gusta leer?	What do you like reading?
¿qué tipo de música te gusta?	What type of music do you like?
¿te gustaría ir...?	Would you like to go to...?

False Friends	
lectura	reading
batería	drums

Year 7 Spanish En Forma Knowledge Organiser

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

Key vocabulary

El cuerpo—the body	
me duele(n)...	my ... hurts
el brazo	the arm
el codo	the elbow
el dedo	the finger
el hombro	the shoulder
la espalda	the back
la rodilla	the knee
la nariz	the nose
el pie/los pies	the foot/feet
el estómago	the stomach
la garganta	the throat
la pierna	the leg
la mano	the hand
la cabeza	the head
los dientes	the teeth
las orejas	the ears

al consultario—at the doctor	
estoy cansado/a	I'm tired
estoy enfermo/a	I'm ill
tengo	I have
catarro	a cold
diarrea	diarrhoea
fiebre	a fever
tos	a cough
vómitos	I've been sick
una picadura	a sting
una quemadura	a burn

¡Aye! - Ouch!	
he caído	I fell over
me he torcido	I have twisted
me he roto	I have broken
me he cortado	I have cut

en la farmacia—in the chemist	
se debe	you must
hay que	you should
beber agua	drink water
tomar jarabe	take syrup
tomar pastillas	suck throat sweets

estar en forma —keeping fit	
hay que/no se debe	You must/must not
fumar	to smoke
hacer ejercicio	to do exercise
comer sano	to eat healthily
tomar drogas	to take drugs
dormir 8 horas	sleep 8 hours
comer más fruta	eat more fruit
beber alcohol	drink alcohol
beber refrescos	drink sugary drinks
llena de azúcar	full of sugar
llena de calorías	full of calories

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

cuando—when	
desde hace	since
una semana	a week
un mes	a month
un día	a day

¿cuándo? When?	
siempre	always
a veces	sometimes
de vez en cuando	from time to time
una vez/dos veces a la semana	once/twice a week
todos los días	everyday
después del insti	after school

La rutina—Daily routine	
me despierto	I wake up
me levanto	I get up
me ducho	I shower
me lavo los dientes	I brush my teeth
me visto	I get dressed
me acuesto	I go to bed
desayuno	I have breakfast
cenó	I have dinner
meriendo	I snack on
algo sano	something healthy
temprano/tarde	early/late

Big Questions

How do I complain about feeling ill?

How do I get a doctor's appointment?

How do I talk about my lifestyle?

How do I discuss my diet/eating habits?

How do I describe my daily routine?

How do I give my opinion on smoking/drugs?

comer sano—eating well

como/bebo	I eat/drink
pan	bread
café	coffee
leche	milk
pasteles	cakes
verduras	vegetables
galletas	biscuits
huevos	eggs
agua	water

fumar—smoking

me siento	I feel part of a
miembro de un grupo/adulto	group/ grown up
es guay	it's cool
es relajante	it's relaxing
es un malgasto	it's a waste
puede causar el cancer	it can cause cancer
la ropa huele a humo	your clothes smell smoky
los dientes se hacen amarillos	it turns your teeth yellow

Key Questions

¿lleva una vida sana?	Do you lead a healthy lifestyle?
¿llevas una dieta sana? ¿qué comes/bebes?	Do you have a healthy diet? What do you eat/drink?
¿qué haces para estar en forma?	How do you keep fit?
¿cuál es tu opinión del tabaco/las drogas	What do you think about smoking/drugs?
¿qué vas a hacer para mejorar tu salud?	What are you going to do to improve your health?

Key verbs in two time-frames

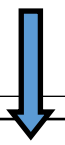
Infinitive	Present	Future
comer (to eat)	como	voy a comer
beber (to drink)	bebo	voy a beber
tener (to have)	tengo	voy a tener
fumar (to smoke)	fumo	voy a fumar
tomar (to take)	tomo	voy a tomar
hacer (to do)	hago	voy a hacer
desayunar (to breakfast)	desayuno	voy a desayunar
poder (to be able to)	puedo	voy a poder

Reflexive verbs

- These are verbs which are normally done to yourself by you.
- You can tell a verb is reflexive because the infinitive ends in -se
- To form the reflexive, you need to take off the -se to leave the infinitive, then you just follow normal rules!
- Note the -se we took off, has to be changed into the reflexive pronoun.

Forming the near future tense.

- Step 1: Choose the correct conjugation of 'ir'
- Step 2: Add the infinitive



The future tense		
voy	a	jugar
vas		pasar
va		invitar
vamos		abrir
vaís		recibir
van		

levantarse—to get up

me levanto	I wake up
te levantas	you get up
se levanta	he/she/it gets up
nos levantamos	we get up
os levantáis	you (pl) get up
se levantan	they get up

Modal verbs

- These are verbs which express necessity. (could, would, should, ought to in English)
- In Spanish, these verbs are followed by **the infinitive**

Key modal verbs in Spanish

tengo que	I have to
hay que	you must
se debe	you must

Personalisation of body parts

In Spanish they do not personalise body parts.
 Me duele **mi** cabeza - **incorrect**
 Me duele **la** cabeza—**correct**

Tricky pronunciation:

la cabeza	z pronounced (th)
ejercicio	j sound—ek-her-thee-thee-oh

PARENT/ CARER QUIZ

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

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

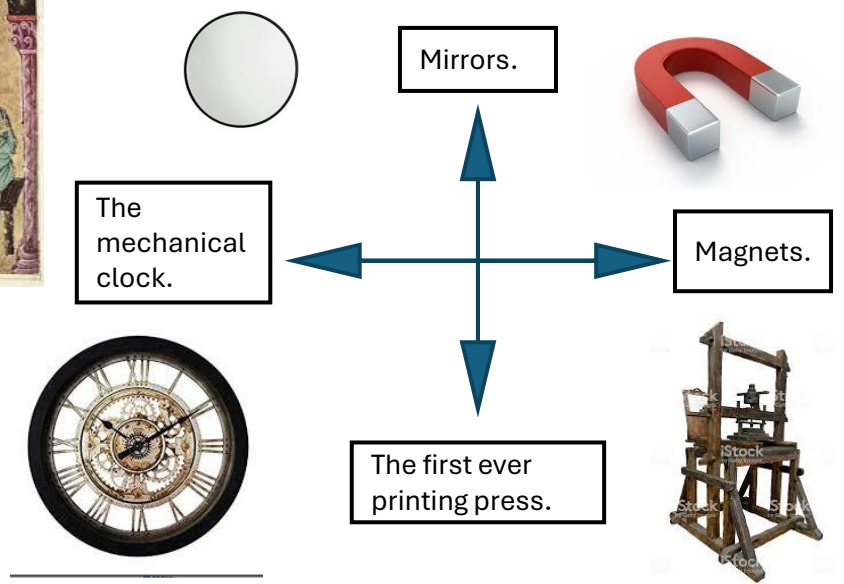
Knowledge Organiser: The Islamic World

Islam is one of the major world religions. It was started by the prophet Muhammed in the sixth century. People who follow Islam are Muslims. They worship one God, called Allah.




- WHY DID THE ISLAMIC EMPIRE GROW?**
1. Very skilled army, archers and horses.
 2. Muhammed was an excellent leader and very persuasive.
 3. The Building of a ditch around Medina helped stop enemy's attacking.
 4. Areas that were taken over liked the order of the Islamic religion.

4 things that the Islamic world did for us in the West were:



The Crusades

1096-1099	First Crusade		First an army of peasants led by Peter the Hermit set off for the Holy Land. They were massacred by the Turks. An army of knights followed, led by Godfrey of Bouillon, which captured Jerusalem in 1099. The Crusaders massacred the Muslims until, it was said, the streets ran with blood.
1145-1149	Second Crusade		King Louis VII of France invaded the Holy Land but was defeated at Damascus.
1189-1192	Third Crusade		In 1187, the Muslim ruler Saladin had recaptured Jerusalem. The Crusaders (who included King Richard I of England) captured the port of Acre. But they quarrelled and failed to capture Jerusalem. On the way home, Richard was kidnapped.
1202-1204	Fourth Crusade		The Pope wanted to unite western and eastern Christians under his authority. He diverted this Crusade, with the help of Venice, and captured Constantinople in 1204. Christians fought Christians.
1212	Children's Crusade		An army of young people set off on Crusade. They were kidnapped and sold as slaves.
1217-1250	Fifth, Sixth and Seventh Crusades		All failed.
1396	Battle of Nicopolis sometimes called the 'last' Crusade		An army of French and Hungarian knights was massacred. Some historians refer to it as the 'last' Crusade.

Why join the crusades? There were three main reasons: Money, Religion and power. Here are three examples:

To ensure that Christian pilgrims had access to the Holy Land.
Religion

Your sins were forgiven if you died on crusade.
Religion

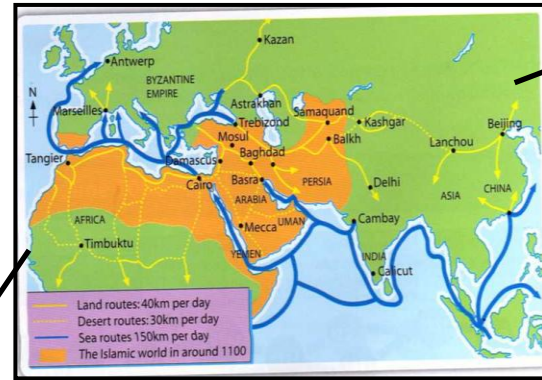
Successful crusaders could be rewarded with lands and titles.
Money and power

Trade
People from the countryside travelled to the local town for market day. They usually made the journey there and back in less than a day.

Why did people travel?

Pilgrimage
People travelled considerable distances to places such as Canterbury to visit the shrine of a saint.

Monastery visits
Before 1536, when Henry VIII destroyed them all, there were thousands of monasteries. Monks might, from time to time, visit monks in other monasteries.



Travel & Trade



Inns
In towns and also by the roadside. Travellers could get a meal, a bed and a fresh horse if needed.

Where did people stay?

Castles
Castles would give a traveller somewhere to sleep for the night. For the rich: it was a proper bed, for the poor: a pile of hay.

Abbeys and Monasteries
All religious houses would have accommodation for tired travellers.

What problems did people face?



Blocked roads
The roads could often be blocked by falling trees, flooding or landslides of rocks and mud.

Poor state of roads
The roads had not been improved since Roman times. They were often just dirt tracks that turned into mud when it rained and they were full of potholes. During the summer they were very dusty.

Robbers and bandits
The countryside was full of woods and forests in which bandits lived.

Key terminology



Knowledge Organiser: Why was Tudor England a religious rollercoaster?

Dynasty	A ruling family. Power is passed from one member of the family to the next, usually parent to child.
Renaissance	The period between the 14 th and the 16 th century in Europe when there was a rebirth of ideas and great improvements in art and literature. Painters such as Michelangelo and Leonardo Da Vinci are associated with this period.
Catholic Church	The dominant church in Europe at the time when Henry VII came to the throne. The pope is the head of the church and made all the key decisions regarding religion.
Protestantism	An idea created by Martin Luther, a monk who had lost faith in the Catholic Church. It rejects some of the key catholic beliefs such as the Pope being head of the church.
Reformation <i>'Break from Rome'</i>	When the church in England changed from a Catholic church to a Protestant church. Henry VIII became head of the church and was able to make religious rules and laws.
Church	This is the term used to identify the main religion at the time. It doesn't refer to the building, but to the organization. Before the reformation "the church" refers to the <u>Catholic Church</u> . After the Reformation it refers to <u>the Church of England</u> .

Treason	The crime of going against your country, for example, leading a rebellion against the king. Some of Henry VIII's closest friends were accused of this including one of his key advisors Thomas Cromwell.
Economy	The economy of the country is the money that it makes from trade such as selling goods. The economy in the Tudor era was based around farming and selling woollen cloth to overseas markets.
Parliament	There are two houses, the House of Lords and the House of Commons. In the Tudor era, the monarch decided when parliament would sit. Most of their work involved granting money for wars or passing religious laws.
Act of Supremacy	Henry VIII asked parliament to pass the Act of Supremacy in 1534, which made him head of the English church. This was passed again during Elizabeth's reign.



CATHOLIC

CATHOLIC

PROTESTANT

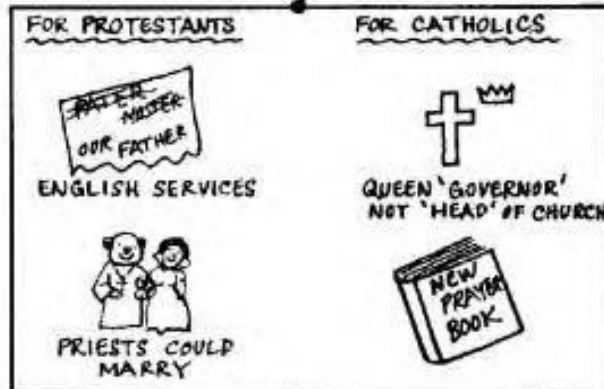
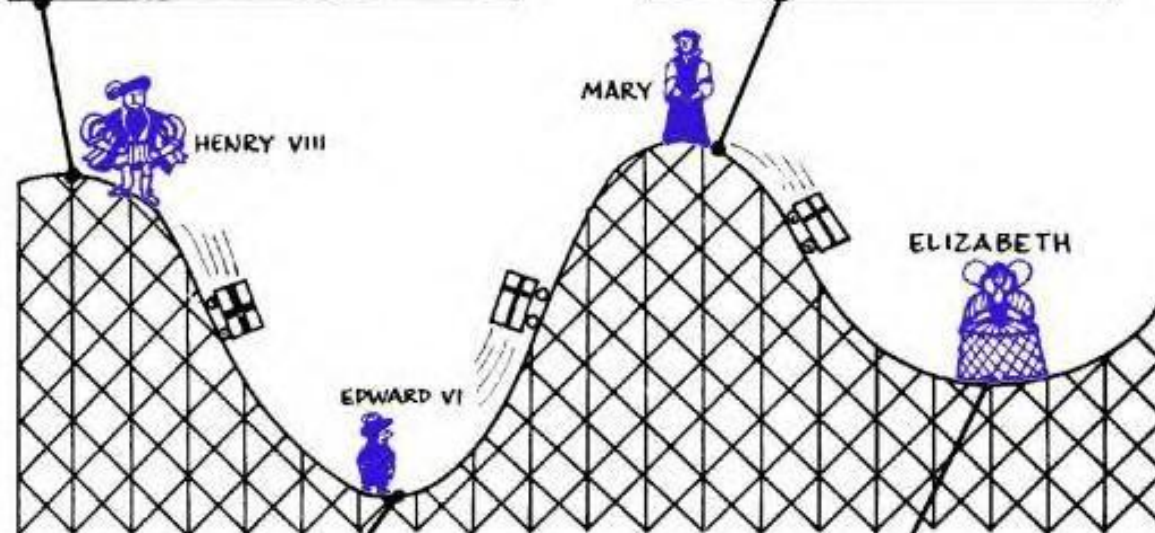
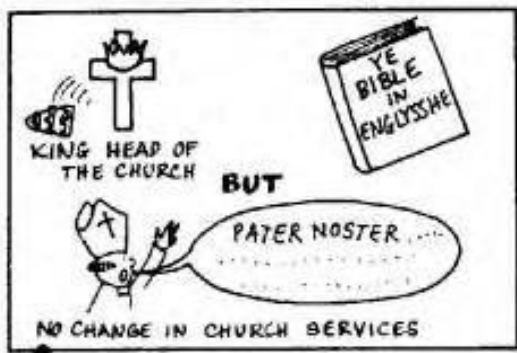
PROTESTANT

CATHOLIC

PROTESTANT



1485 - Battle of Bosworth. Richard III defeated, Henry VII crowned.
1509 - Henry VII dies, Henry VIII takes the throne and marries Catherine of Aragon.
1533 - Henry VIII marries Anne Boleyn.
1534 - Act of Supremacy.
1536 - Dissolution of the monasteries.
1547 - Henry dies, Edward takes the throne.
1553 - Edward dies, Mary takes the throne.
1558 - Mary dies, Elizabeth takes the throne.
1587 - Mary Queen of Scots executed.
1588 - England defeats the Spanish Armada.
1603 - Elizabeth I dies - end of Tudor line.



Henry VIII	Catholic but passed the Act of Supremacy in 1534 to become the head of the Church. Protestant church then began to develop.
Edward VI (Protestant)	Protestant - created a new Prayer book. Services held in English. Priests allowed to Marry. Churches were plain.
Mary I	Radical Catholic - made the Pope the head of the Church again. Services in Latin. Protestants burnt at the stake for Heresy.
Elizabeth I	Services in English. Elizabeth was made the "Supreme Governor, not the "Head of the Church". Priests could marry.

Focus on Africa Year 7

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

Continent: A large landmass, for example Europe or Africa.

Colonies: Areas controlled by another country.

Informal Work: Jobs that pay cash in hand. Workers don't pay tax but don't receive work benefits such as holidays or sick pay.

Sparsely Populated: Few people live there.

Nomads: People who move from place to place, travelling with their animals to find grazing.

Semi-nomadic: Nomadic people who move from place to place, but may also stay in one area for a while to grow crops.






Desertification: Where the land is being turned into desert, often through overuse.


Overgrazing: When animals eat too many plants so the vegetation cannot recover properly.

Newly Emerging Economy: A country that has begun to get richer and develop quickly.

Gross Domestic Product: The total value of goods and services a country produces.

Telecommunications: Communicating using technology such as radio, TV and phone.

Shell Oil in Africa	Advantages 	Disadvantages 
Social 	<ul style="list-style-type: none"> Providing employment for over 300,000 Nigerian workers. 	<ul style="list-style-type: none"> Oil theft is a massive problem. In 2008-2009, Bodo Village was destroyed from a huge oil spill.
Economic 	<ul style="list-style-type: none"> Nigeria is Africa's biggest oil exporter. Making major contributions in taxes and export revenue. Supporting the growth of Nigeria's energy sector. 	<ul style="list-style-type: none"> Oil theft reduces production levels and costing TNCs and the Nigerian government billions of dollars every year. Agricultural production and fishing yields are reduced. Nigeria's economy depends on selling oil, in 2014 and 2017 oil prices fell because the country got less money from selling it.
Environmental 	<ul style="list-style-type: none"> Raising awareness about environmental management. 	<ul style="list-style-type: none"> Frequent oil flares send toxic fumes into the air, polluting the atmosphere. Oil spills have caused water pollution and soil degradation.

Opportunities & Challenges in Nigeria 








Advantages:


- Fast economic growth has made Nigeria an NEE;
- Most of Nigeria's wealth is from oil and agriculture;
- Telecommunications, manufacturing and Nollywood has created many jobs and tax revenue;
- As Nigeria has become wealthier, the QOL has improved for many people.




Disadvantages: 

- Wealth is not spread evenly across Nigeria;
- Some corrupt government and business leaders have kept money instead of sharing it with Nigeria's people;
- Around 10 million children in Nigeria do not go to school, most of those are girls. People who are not educated will not be able to improve their QOL;
- Large areas of forest have been cut down for timber and to make charcoal and fuel.



What is causing desertification?	Effects: What are the impacts of desertification?
 Deforestation	Cutting down trees for firewood and settlements has left the soil unprotected. As it is exposed, the wind and rain washes the nutrients away leaving the soil infertile.
 Climate Change and Drought	A change in global climate has caused more droughts than normal. This damages animal's habitats and the soil in many areas.
 Over farming and poor farming methods	Over use of land to grow crops each year without allowing the nutrients in the ground to return leaves the soil of poor quality where nothing can grow.
 Overgrazing due to farmers becoming less nomadic (stay in one place now!)	Farmers rely on the water and land around them more. This means that farmers don't regularly move to new fertile areas.
 Over use of Fertilisers	This leads to a breakdown of the soil quality. The soil becomes salty and crops can't be planted.
 Population growth	This leads to the need for more food. Increase in population and the need for more homes put's pressure on the land.
 Lack of water	This causes crops to die and poor farming methods to be used.

The importance of the Great Green Wall 

Social	Economic	Environmental
<ul style="list-style-type: none"> 350,000 jobs are created through the scheme; Will provide millions of the poorest people in the world with land to feed their families. 	<ul style="list-style-type: none"> Africa economics can be improved due to job opportunities; The wood can be used for fuel; The bark and roots can be used to make rope; Farmers are seeing the benefits of the work and reaping the rewards of higher harvests. 	<ul style="list-style-type: none"> It is estimated that the trees will absorb 250 million tons of carbon by 2030. Helping fight climate change; When the leaves fall, they rot and provide more nutrients for the soil. It is then easier to grow vegetation again; Sheep, goats and camels can eat the seed pods and leaves; Shade from the leaves means there is less evaporation of moisture out of the soil. Wetter soil is less likely to blow away; It will provide a natural habitat for endangered species. 

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.

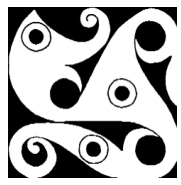
Image	Key Knowledge

Image	Key Knowledge

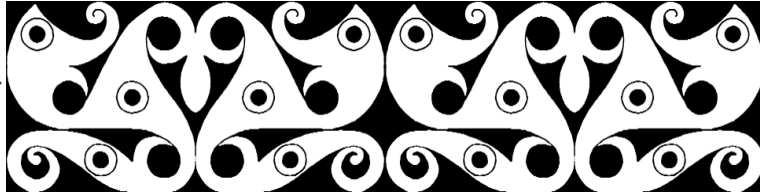
PATTERN

A Pattern is simply a design or 'motif' that has been repeated over and over again to form a larger image.

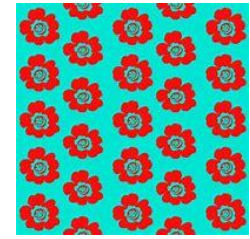
There are many ways to repeat a motif.



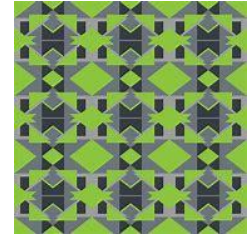
Single Motif



Repeat Motif - flipped = pattern



Half drop



Rotate

Humans have been making patterns for thousands of years all around the world!

All cultures have used pattern to:

Decorate and improve their environment (buildings/homes/clothes/objects).

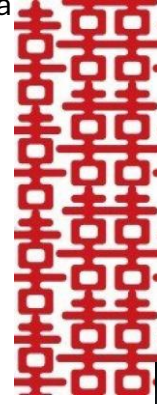
Record the world around them.

Celebrate life and spirituality.



Americas

North America



China



Middle East



Roman



Great Britain



India



New Zealand



Similarities found in patterns world wide:











- Repeated motifs;
- Use of geometric shapes;
- Use of motifs inspired by nature;
- Importance in religions and culture.

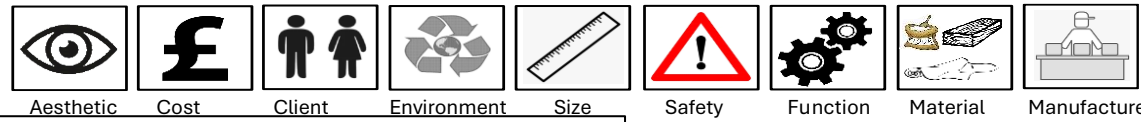
Year 7 Steady Hand Game: Linear Design

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.**

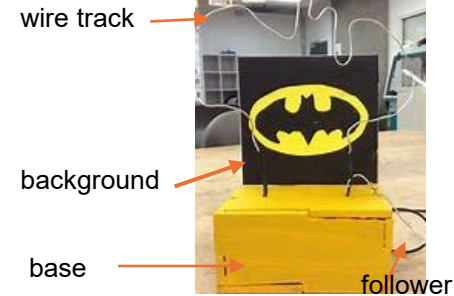
RED	DANGER	STOP/NO ACCESS/EMERGENCY STOP
YELLOW	CAUTION	BE CAREFUL/BE AWARE OF RISK/TAKE PRECAUTIONS
GREEN	SAFE	EMERGENCY EXIT/FIRST AID
BLUE	INSTRUCTION	INSTRUCTION ON ACTIONS E.G. WASH HANDS OR WEAR GOGGLES

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

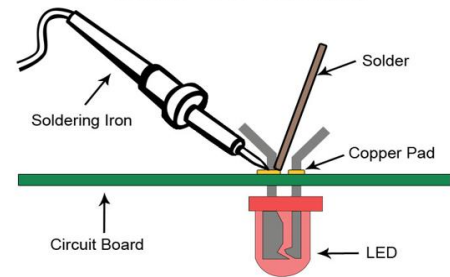


Vocabulary

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



How To Solder

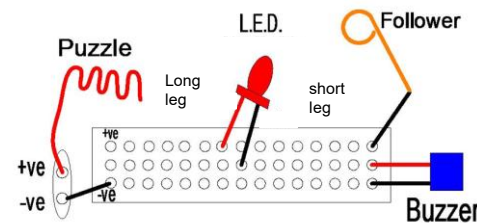
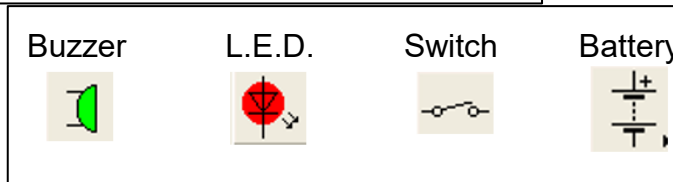


Soldering safety

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





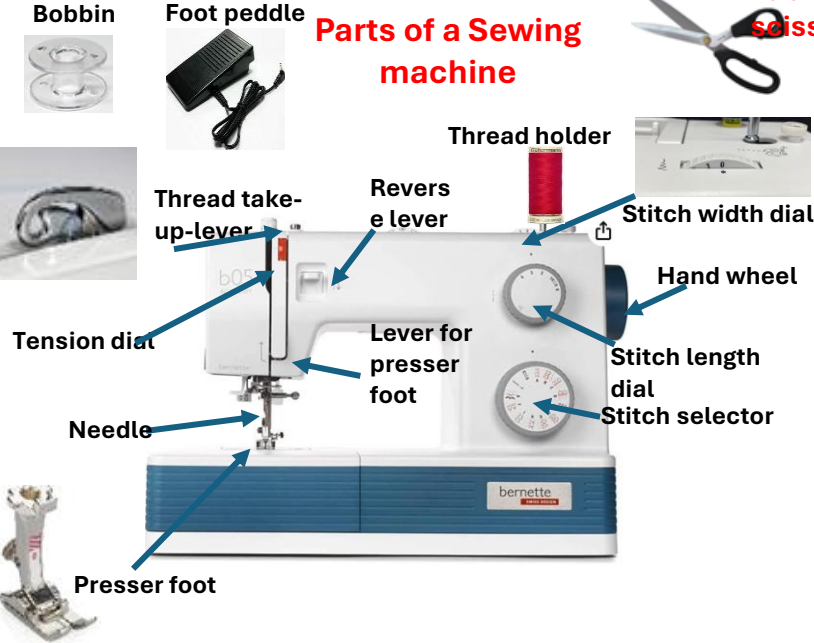
Aesthetic Cost Client Environment Size Safety Function Material Manufacture

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

Equipment you will be using this term



Parts of a Sewing machine



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



Machine zig-zag stitch



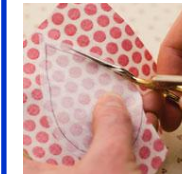
Machined using a straight stitch

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



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

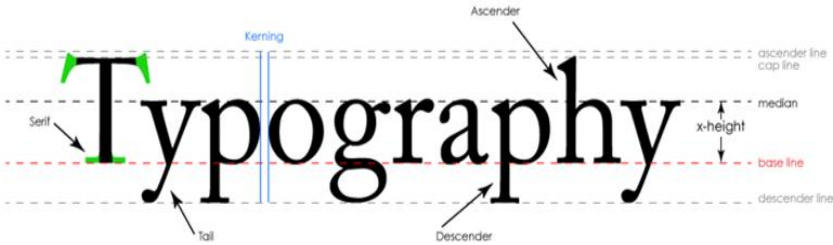
1. Only have 1 person using the machine at a time.
2. Always keep fingers away from the needle.
3. Always make sure long hair is tied back.
4. Make sure the power cable is not in front of the machine.
5. Keep loose clothing/tie out of the way of the needle.
6. Always turn the machine off when you have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

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 you foot onto the foot peddle.
3. When lowering the needle and taking it out of your work always turn the **hand wheel towards you**.
4. When taking your work out the machine make sure the **take-up-lever** is at the **top** and you can see it.

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



Pictogram Ideographs Hieroglyphics Phoenicians

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

Jock Kinnier

Margaret Calvert

Harry Beck



Neville Brody



Vocabulary

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

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

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

Impact-Effect or influence

Feature-a distinctive attribute or aspect of something

Pioneering-using new ideas or methods

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

Secondary- Colours that are made by combining the primary colours

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

Food Studies Rotation Knowledge Organiser Year 7

Importance of a healthy diet and cooking with colour



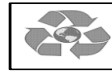
Aesthetic



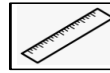
Cost



Client



Environment



Size



Safety



Function



Material



Manufacture

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

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.

Food Safety and Hygiene

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

You must understand the basics of

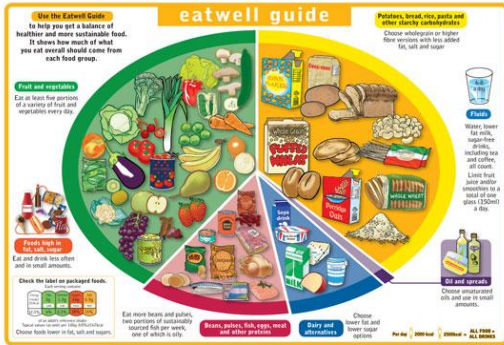
- Cleaning – i.e. following routines, meeting standards using correct materials, cloths and clean uniforms
- Chilling – storing food at appropriate temperatures
- Cooking – making sure food is cooked and served at correct safe temperatures
- Cross-contamination – avoiding food poisoning



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

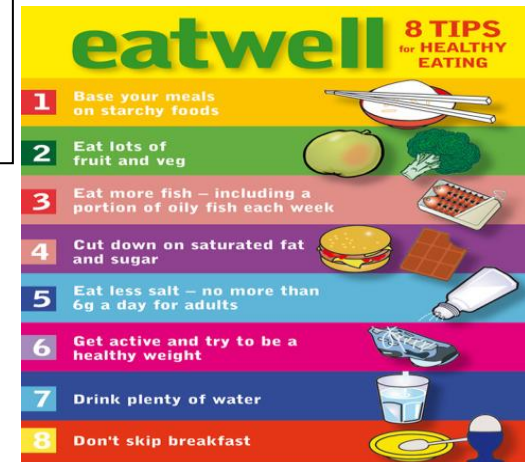
Traffic light labelling Using the government scheme, a combination of colour coding (traffic lights) and nutritional information is used to show, at a glance, whether a product is **high (red)**, **medium (amber)** or **low (green)** in fat, saturated fat, salt and sugars, and how much energy (calories 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.



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.

UNDERSTANDING THE TRAFFIC LIGHT SYSTEM

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



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").



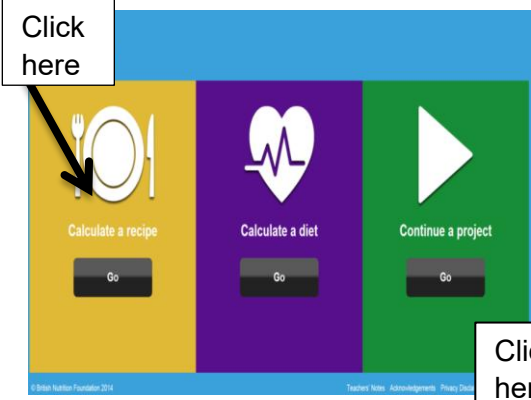
Options for fillings:

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.



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

REVISION CLOCK

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

The diagram is a large square divided into 12 equal segments by lines radiating from a central clock face. The clock face is a circle with numbers 1 through 12 around its perimeter and a central dot. Each segment is a 30-degree wedge. There are 12 empty rectangular boxes, one in each segment, for writing notes. The boxes are located at the outer edge of each segment. The segments are arranged as follows: 12 (top), 1 (top-right), 2 (right), 3 (right), 4 (right), 5 (bottom-right), 6 (bottom), 7 (bottom-left), 8 (left), 9 (left), 10 (left), 11 (top-left).

Form and Structure



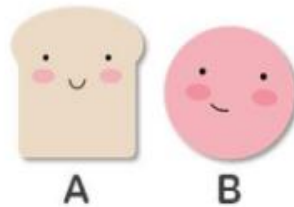
A. Question and Answer Phrases

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**.



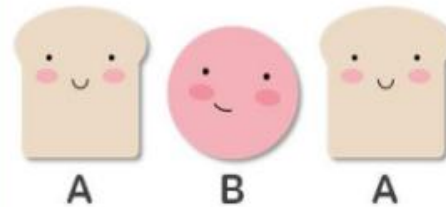
B. Binary Form

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

- FORM/STRUCTURE** – How a piece of music is organised into different sections or parts.
- PHRASE** – A short section of music, like a “musical sentence”.
- PITCH** – The **highness** or **lowness** of a sound or musical note.
- 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.
- HARMONY** – Playing two or more notes at the same time. The “harmony part” in music is different to the melody part.
- 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**).
- 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



C D E F G A B c' d' e' f'

Treble Clef “Lines” Note Names

Treble Clef “Spaces” Note Names

Repeat Mark



E G B d' f'



F A c' e'



Knowledge Organiser

Year 7 Dance



The kickoff to the dance crazes of the 1960s started with a phenomenon called "The Twist," originally recorded in 1959 by Chubby Checker, already no stranger to novelty records. It reached #1 in September 1960.



The top 1960's dances:

1. The Twist – The iconic 1960s dance hit.
2. Mashed Potato – The dance made popular by Dee Dee Sharp's song Mashed Potato Time.
3. The Monster Mash – The Halloween classic favorite.
4. The Madison – The popular line dance.
5. The Hully Gully – "Shake your shoulders and wiggle your knees."
6. The Pony – Another great dance created by Chubby Checker.
7. The Hitch Hike – Marvin Gaye's iconic dance that accompanied his hit song became an instant favorite.
8. The Swim – The timeless dance that had you swimming on the dance floor.
9. The Locomotion – The dance that had you dancing in a chain formation like a train on the dance floor.

The Blues Brothers are an American blues and soul revivalist band founded in 1978 by comedians Dan Aykroyd and John Belushi, as part of a musical sketch on Saturday Night Live.

The song "Shae a Tail Feather" includes several dance styles/moves such as:
The Boogaloo, The Twist, The fly, The Bird, Monkey, the Mashed Potato, the duck and the Watusi.



MIND MAPS

Mind maps are a great way to revise key information. Have a read through the information on your **Dance** and **Music** pages and then use the information below to help you create mind maps.

HOW TO TAKE NOTES

MIND MAPPING AND BRAINSTORMING

ABOUT

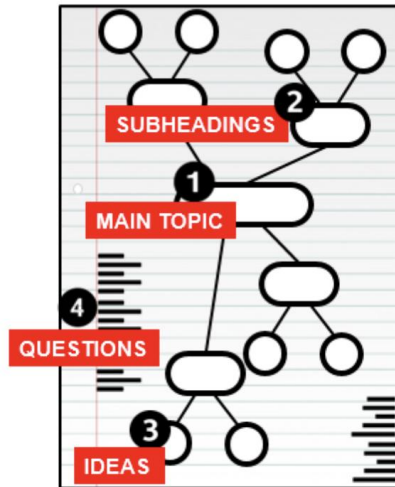
Mind Mapping and Brainstorming is a highly visual method of representing information

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

HOW

This works far better on paper than as a digital method

Make sure you start in the centre of the page



1 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

Equipment

- Bat
- Ball
- Posts
- Cones
- (or

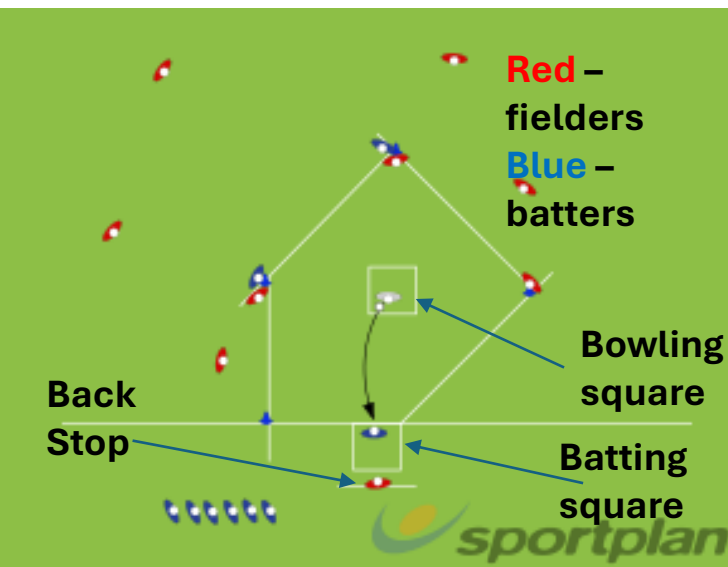


Rounders – Year 7

How to play

One team starts as batters, one team starts as fielders. The bowler bowls to the batter who hits the ball as far as possible and tries to run around all four posts without being stumped out. The fielding team must try and catch the ball to get them out, or pass the ball between themselves to try and stump a batter out on a post. Or the ball can get back to the bowler, which means the batters cant run any further. If the batter gets to second post, they score half a rounder. If they get all the way to fourth, it's a full rounder. The fielders can stump them out by hitting the post they are running to with the ball, before they reach the post. If the batter did not hit the ball, but makes it to fourth post, that is half a rounder.

Pitch set up



Skills	Explanation
Batting	To hit the ball the furthest distance and be able to run around all of the posts and score a rounder.
Bowling	Accurate bowling is needed so the batters have a chance to hit the ball. It must be bowled within the batters knee to shoulder on the side they are holding the bat.
Catching	Important for fielders when receiving the ball to stump the posts, to get players out before they reach the posts.
Throwing	Accurate throwing is needed, especially for fielders when passing the ball to other players to stump posts to get the opposition out.
Running	You need speed when on the batting team to be able to get around the posts as quickly as possible to score a half or a full rounder. Fielders need speed to be able to get to the ball quickly when it has been hit far by a batter.

Rules

- When batting, you must be stood in the batting square and not step out of it.
- You only get one ball bowled at you, you must run whether you hit it or not.
- A 'no ball' is above the batters head or below their knee, the wrong side of their body or too wide. It must be bowled under arm, and not bounce before the batter hits it.
- If you hit the ball behind you, you must wait at first post until the next batter hits, then you can run on.
- Always take the bat with you when running. You can only use one arm to hold the bat when batting.
- If you get to 2nd post you score half a rounder, if you get all the way past 4th you score a full rounder.
- When waiting at a post, you must have one hand on the post at all times. When you run past 4th, you must touch the post with your bat on the way through.
- Fielders must stand on the inside of the post if on a base, and the fielders around the outside must NOT stand between posts and cause obstruction to batters running.

Cricket – Year 7

Overview

Cricket is a bat and ball game played between two teams. It is a striking field game.

Batters try to protect their wicket and score runs.

Opponents are bowling and fielding to try to get the batter out, and to try and prevent runs. This involves catching, tracking and stopping the ball, and throwing it to others.



Key Vocabulary

Cricket

Fielding

Stump

Run out

Batting

Bowler

Batter

Wicket

Crease

Wicket Keeper

Boundary

Run

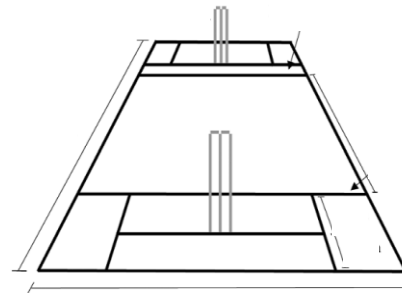
Dismissal of the batsman can occur in a number of ways, the most common being:

Bowled – the batter can be bowled out if they prevent the ball from hitting their stumps.

Caught – if the batter hits the ball and it is caught by a fielder before it bounces, then he or she is out.

Stumped – If a batter steps out of their crease leaving no part of their body or bat behind, and the wicketkeeper is able to hit the ball off the stumps then they're out.

Run out – Either batter can be 'run-out' if the stumps towards which they are running, are hit by the ball before they are inside their crease.



Health & Safety

Always try to follow the rules of the game.

Be aware of the people and space around you.

Stretch your muscles before you exercise.

Unused balls should be put away.

Remove jewelry and wear suitable clothing/equipment.

Stretch your muscles before exercising.

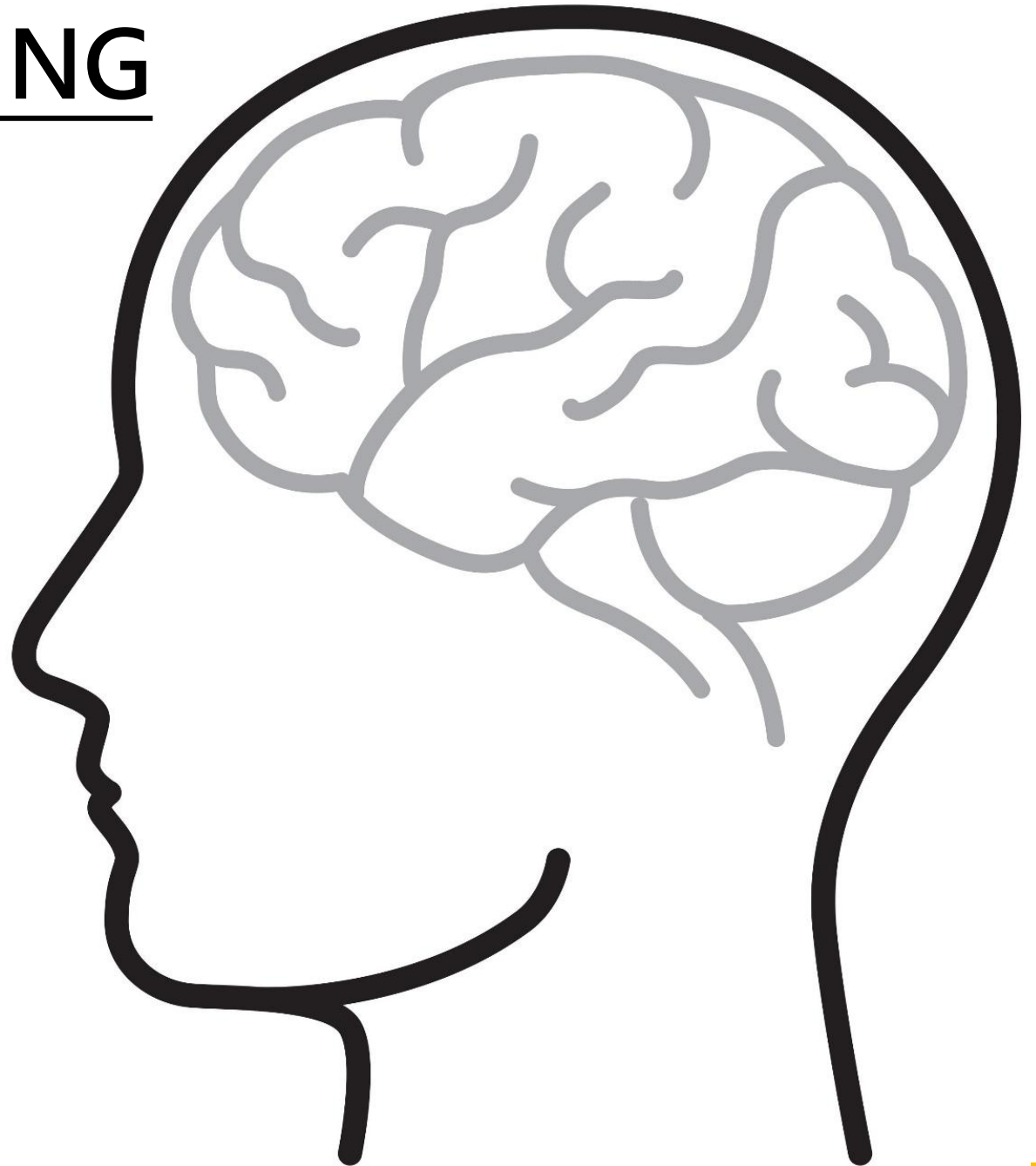
Warn down after exercising.

BRAIN DUMPING

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

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

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



Knowledge organiser

Key vocabulary

ark The ship built by Noah to survive the flood

bless To award God's protection and favour to someone

circumcise To remove a male's foreskin

covenant An agreement or promise between God and people

cup-bearer Someone who serves wine in a royal household

descendant A future relation, for example, a child or child's child

faith Trust in God

the Fall Adam and Eve's disobedience towards God by eating the forbidden fruit, bringing sin and evil into the world

Garden of Eden The garden created by God for Adam and Eve to live in

Genesis The first book in the Bible; it literally means 'origin'

Israelites The name given to Abraham's descendants, chosen by God to be a great nation and have their own land

myth A story that is not historically true, but that contains spiritual truth

New Testament The second part of the Bible, written around c. 30–70

Old Testament The first part of the Bible, written between 800 BCE and 165 BCE

original sin The Christian belief that everybody is born with a desire to do wrong

Pentateuch The first five books of the Bible: Genesis, Exodus, Leviticus, Numbers and Deuteronomy

sacrifice An animal or other farming product dedicated to God as a way of thanking him, saying sorry or asking for protection

scriptures Religious texts

sin Disobeying God

Torah The name, meaning 'law', that Jewish people give to the first five books of the Bible, the most important Jewish scriptures

Twelve Tribes of Israel The name given to the families and descendants of Jacob's sons



Key facts

- The Bible is a collection of 66 or more separate books written by about 40 different authors over a period of several centuries. These books are organised into two sections – the Old Testament and the New Testament.
- Christians believe that the Bible is inspired by God. Some interpret the Bible literally and others think that some of its stories are myths.
- The first book of the Bible is called Genesis, a word that means 'origin'. The first chapter of Genesis explains the origin of the universe.
- In Genesis, God creates the first humans, Adam and Eve, and tells them they can eat the fruit from any tree in the Garden of Eden except the tree that 'gives knowledge of good and evil'. They disobey him, and Christians believe this brought original sin into the world.
- Adam and Eve had sons called Cain and Abel. Christians believe the effects of original sin can be seen in Cain's murder of his brother Abel.
- According to Genesis, as the earth's population increased, so too did the amount of violence and evil. God decided to send a great flood to wipe out the human race, but he told a good man named Noah to build an ark to save himself and his family.
- God wanted to establish a special nation of people who would follow his laws and be an example to all others. He chose a man named Abraham to be the father of this nation. He tested Abraham's suitability by asking him to sacrifice his son, Isaac.
- Isaac had twin sons, Jacob and Esau. Jacob had 12 of his own sons, including Joseph. Joseph's brothers disliked him because he was his father's favourite and dreamed of his brothers bowing down to him.
- Joseph's brothers sold him into slavery in Egypt, where he worked for Potiphar before being imprisoned when Potiphar's wife accused him of trying to get into bed with her. He was released from prison after interpreting the king's dreams. The king made him the second most powerful man in Egypt.



The snake, who tempts Eve into disobeying God, is often believed to symbolise the devil.

Key people

- Abel** Adam and Eve's son, who is murdered by his brother Cain
- Abraham** A man who God promises to make the 'father of a great nation'
- Adam** The first man in the Bible
- Cain** Adam and Eve's son, who murders his brother Abel
- Esau** Isaac's son, Jacob's brother
- Eve** The first woman in the Bible
- Isaac** Abraham's son, who God tells Abraham to sacrifice as a test of his faith
- Jacob** Isaac's son, who has 12 sons himself who create the Twelve Tribes of Israel
- Joseph** A son of Jacob, who is sold into slavery in Egypt by his brothers because of the dreams he has about them
- Noah** A man called by God to build an ark to save him from the flood
- Potiphar** A man who Joseph works for in Egypt

KEY WORD REVISION

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

Keyword:	Definition:

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

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

My BHAmazing vocabulary, written in sentences:

1.

2.

3.

4.

5.

6.

7.