

YEAR 7



BHA's Knowledge Quest

**Summer 2
(Jun- Jul)
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:

June

July

Attendance record



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

Sparx Check!

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

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

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

Seneca Check!

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

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

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

Language Nut Check!

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

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

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

Independent Study Check!

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

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

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

Look, Cover, Write, Check

Definitions to Key Words

Flash Cards

Self Quizzing

Mind Maps

Paired Retrieval

Step 1

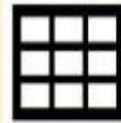
Look at and study a specific area of your knowledge organiser.



Write down the key words and definitions.



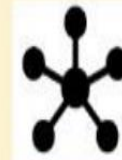
Use your knowledge organiser to condense and write down key facts and or information on your flash cards.



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.



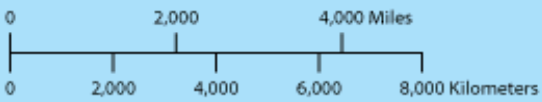
Write down your answers.



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 | |



LIBRARY SCOTT & REBECCA WEST COTT

CAN YOU SEE ME?
Expected to fit in
I could be
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
Lois Lowry

Year 7+

ANNE FRANK
THE DIARY OF A YOUNG GIRL

Year 7+

20 YEARS
ALEX RIDER
STORMBREAKER
Anthony Horowitz

Year 8+

FRANKENSTEIN
Mary Shelley

Year 10+

A closed case. An A-grade student who won't let it go...

A Good Girl's Guide to Murder
R.J. Jackson

Year 10+

BHA'S

BEFORE 16
What have you read so far...?

The perks of being a wallflower
Stephen Chbosky

Year 11+

The GREAT GATSBY
F. Scott 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

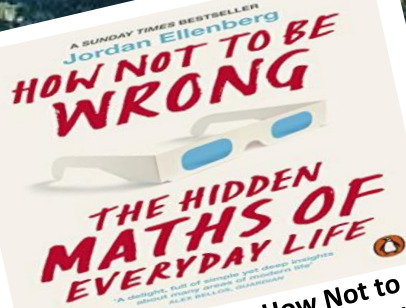
Year 11+

Contents page

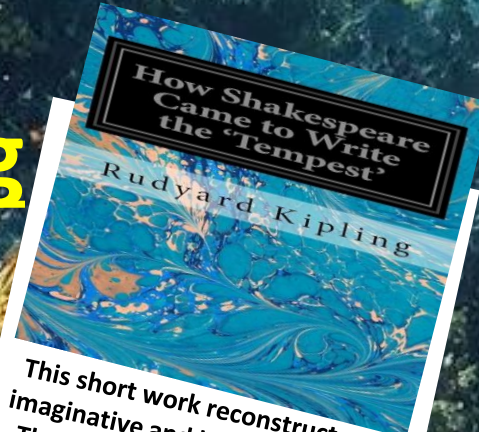
Subject	Page
Recommended Reading	1
English	2-3
Maths	4-5
Science	6
MFL	7-11
PARENT/ CARER QUIZZES	12
History	13-15
Geography	16
DUAL CODING	17
Art	18
Engineering	19
Textiles	20
Graphics	21
Catering	22-23
REVISION CLOCK	24
Music	25
Dance	26
MIND MAPS	27
PE	28-29
BRAIN DUMP	30
RE	31-32
KEY WORDS	33
VOCABULARY	34-35

YEAR 7

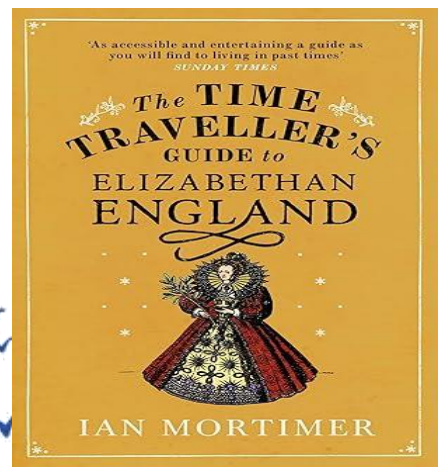
Recommended Reading



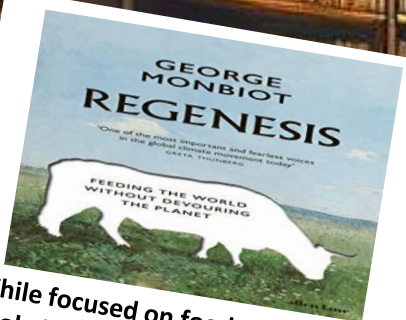
Jordan Ellenberg's *How Not to Be Wrong* argues that mathematical thinking is a powerful everyday tool, revealing hidden structures beneath life's apparent chaos and helping us avoid common reasoning errors.



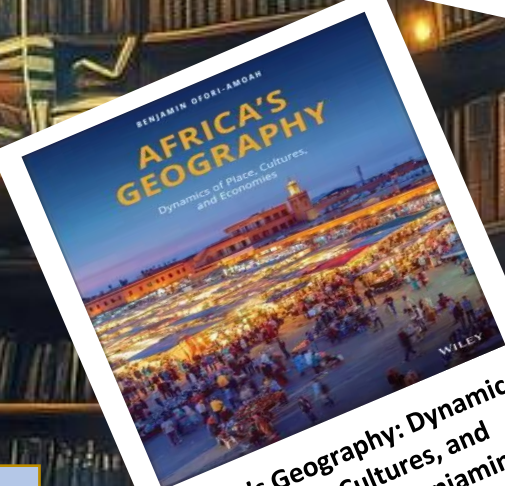
This short work reconstructs the imaginative and literary origins of *The Tempest*, showing how the play has inspired adaptations, allegories, and philosophical interpretations. It highlights how characters like Caliban have been reimagined as symbols ranging from the "Missing Link" to democratic spirit.



The Time Traveler's Guide to Elizabethan England offers a vivid, immersive portrait of daily life under Queen Elizabeth I, revealing both the splendour and the harsh realities of the age.



While focused on food systems, this book dives into soil ecology, biodiversity, and how human agriculture reshapes ecosystems. Monbiot explores how microorganisms, plants, and farming practices interact to create or destroy ecological balance.



Africa's Geography: Dynamics of Place, Cultures, and Economies by Benjamin Ofori-Amoah..

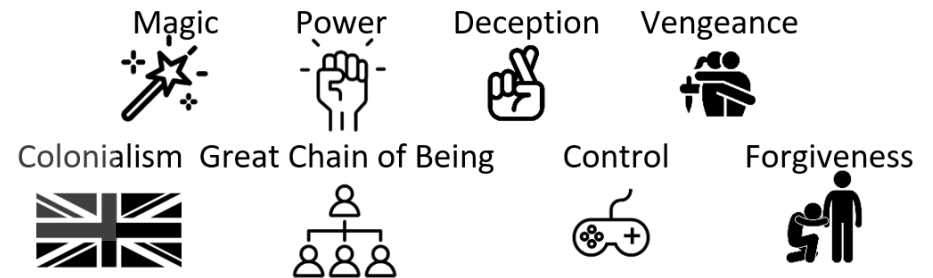
Challenge yourself by reading these topic-related books for this half term!

The Tempest



Model Response: Shakespeare conveys the typical attitudes of the era with the representation of Prospero. When Prospero defends Caliban in the opening, he states: 'He does make our fire, Fetch in our wood, and serves in offices That profit us.' Caliban here is appreciated by Prospero for bringing them warmth. However, fire has connotations of passion and anger so it may be that Caliban comes with some negative traits too. The use of the pronoun 'our' elicits the idea that the wood and fire are theirs and not Caliban's, thus suggesting the possessiveness of Prospero which would have been typical for slave owners. It is interesting that he uses softer language here when describing Caliban than when he speaks to Caliban directly; he doesn't like to show appreciation, perhaps because he wishes to remain distant from his 'possession'. Finally, the language of business in 'office' and 'profit' implies how he is exploited for their own gain. Shakespeare's audience would have understood and accepted this view of the slave being useful but only for their benefit because slavery was acceptable then.

Dual Coding

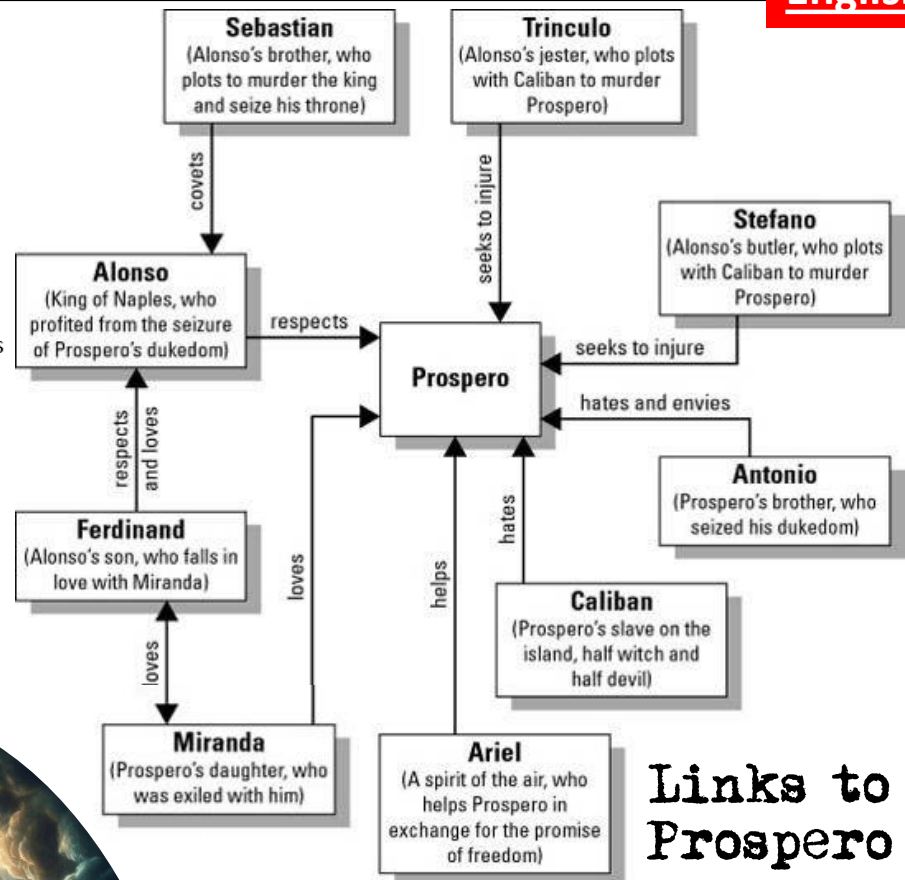


Contextual Factors

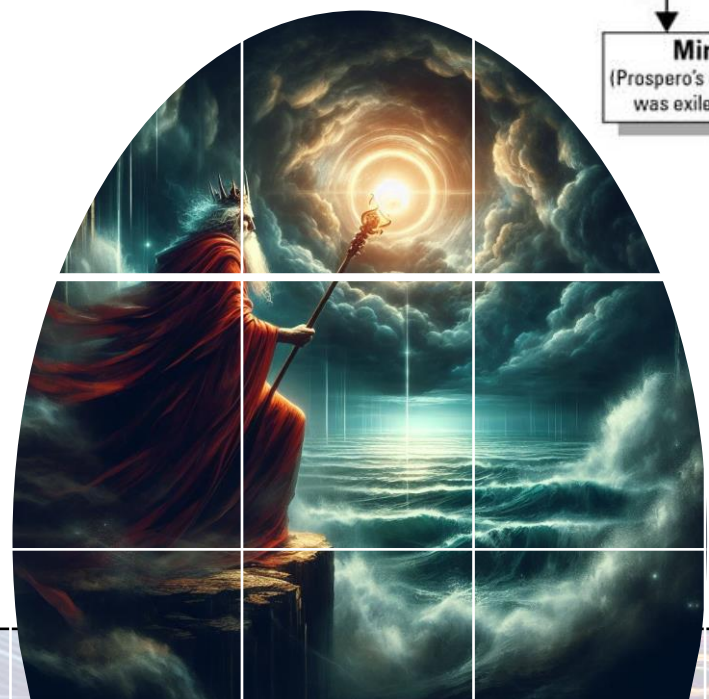
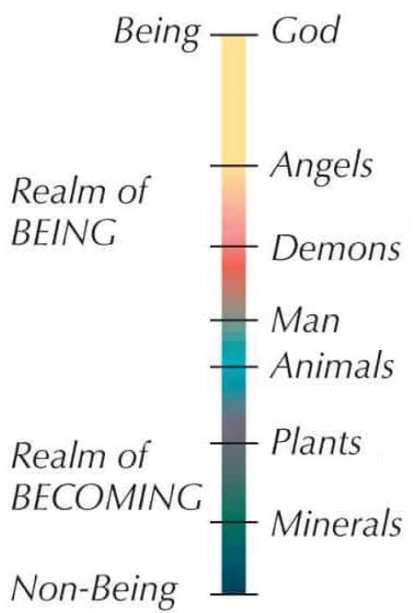
- Magic 
- Adventures at Sea 
- Colonialism 
- Great Chain of Being 

Key Events By Character

- Prospero is a duke, is betrayed, and then schemes to become duke again.
- Miranda is Prospero's daughter and falls in love with Prince Ferdinand.
- Antonio, Prospero's brother betrays Prospero, taking the dukedom, but then is forced to give it up at the end.
- King Alonso helped Antonio take the dukedom but apologises at the end to Prospero.
- Prince Ferdinand falls in love with Prospero's daughter Miranda, and has to complete Prospero's challenges to marry her.
- Caliban is enslaved by Prospero on the island; he tries to kill Prospero, fails, and it is unclear if he is given freedom.
- Ariel is also enslaved by Prospero, helps Prospero with the plan for revenge, and then is freed.
- Sebastian is the king's brother and helps Antonio steal the dukedom and plots to kill the king but fails.



Great Chain of Being



Links to Prospero

YEAR 8 - REPRESENTATIONS...

Working in the Cartesian plane

@whisto_maths

What do I need to be able to do?

- By the end of this unit you should be able to:
 - Label and identify lines parallel to the axes
 - Recognise and use basic straight lines
 - Identify positive and negative gradients
 - Link linear graphs to sequences
 - Plot $y = mx + c$ graphs

Keywords

Quadrant: four quarters of the coordinate plane.

Coordinate: a set of values that show an exact position

Horizontal: a straight line from left to right (parallel to the x axis)

Vertical: a straight line from top to bottom (parallel to the y axis)

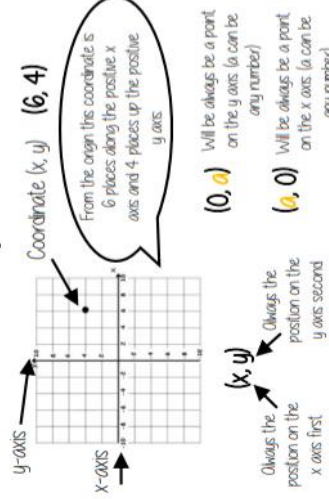
Origin: (0,0) on a graph The point the two axes cross

Parallel: Lines that never meet

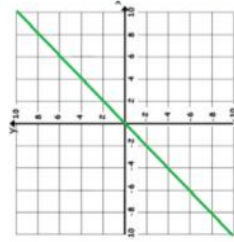
Gradient: The steepness of a line

Intercept: Where lines cross

Coordinates in four quadrants



Recognise and use the line $y=x$

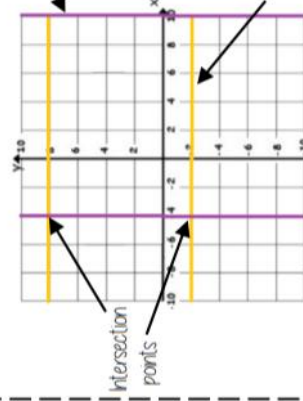


This means the x and the y coordinate have the same value

Examples of coordinates on this line: (0, 0) (-3, -3) (8, 8)

The axes **scale is important** - if the scale is the same $y = x$ will be a straight line at 45°

Lines parallel to the axes



All the points on this line have a x coordinate of 10

Lines parallel to the y axis take the form $x = a$ and are vertical

Lines parallel to the x axis take the form $y = a$ and are horizontal

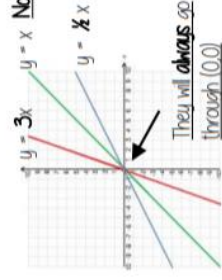
All the points on this line have a y coordinate of -2
e.g. (3, -2) (7, -2) (-2, -2)

a can be ANY positive or negative value including 0

y coordinate is -2

Recognise and use the lines $y=kx$

The value of k changes the steepness of the line



$y = 3x$

$y = x$

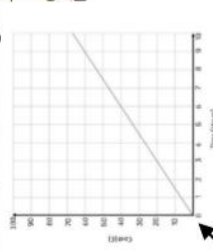
The bigger the value of k the **steeper** the line will be.

The closer to 0 the value of k the closer the line will be to the x axis

$y = \frac{1}{2}x$

They will **always** go through (0,0)

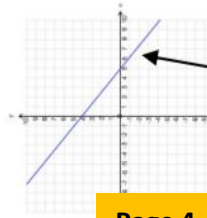
Direct Proportion using $y=kx$



The line must be straight to be directly proportional - variables increase at the same rate k

Direct proportion graphs always start at (0,0) as they are describing relationships between two variables

Lines with negative gradients

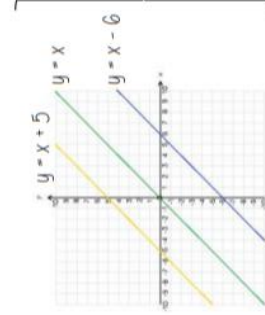


Any straight-line graph with a negative x value has a negative gradient

$$\begin{aligned} \text{E.g. } y &= -2x \\ y &= -x \quad y + x = 12 \end{aligned}$$

Direction of all negative gradients

Lines in the form $y = x + a$



All the lines are parallel because the gradients are the same

$$y = x + a$$

This is the line $y=x$ when the y and x coordinate are the same

This shows the transition of that line

e.g. $y = x + 5$ is the line $y=x$ moved 5 places up the graph

5 has been added to each of the x coordinates

Plotting $y = mx + c$ graphs

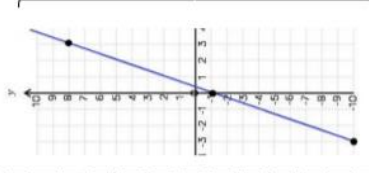
$$y = 3x - 1$$

x	-3	0	3
y	-10	-1	8

This represents a coordinate pair (-3, -10)

3 x the x coordinate then - 1

Draw a table to display this information



You only need two points to form a straight line

Plotting more points helps you decide if your calculations are correct (if they do make a straight line)

Remember to join the points to make a line

@whisto_maths

What do I need to be able to do?

- By the end of this unit you should be able to:
- Identify and represent sets
 - Interpret and create Venn diagrams
 - Understand and use the intersection of sets
 - Understand and use the union of sets
 - Generate sample spaces for single events
 - Calculate the probability of a single event
 - Understand and use the probability scale

Keywords

- Set:** collection of things
- Element:** each item in a set is called an element
- Intersection:** the overlapping part of a Venn diagram (AND \cap)
- Union:** two ellipses that join (OR \cup)
- Mutually Exclusive:** events that do not occur at the same time
- Probability:** likelihood of an event happening
- Bias:** a built-in error that makes all values wrong (unequal) by a certain amount, e.g. a weighted dice
- Fair:** there is zero bias, and all outcomes have an equal likelihood
- Random:** something happens by chance and is unable to be predicted

Identify and represent sets

The **universal set** has this symbol ξ — this means EVERYTHING in the Venn diagram is in this set

A set is a collection of things — you write sets inside curly brackets { }

$\xi = \{\text{the numbers between 1 and 50 inclusive}\}$

My set can include every number between 1 and 50 including those numbers

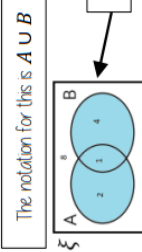
$A = \{\text{Square numbers}\}$

$A = \{1, 4, 9, 16, 25, 36, 49\}$

All the numbers in set A are square number and between 1 and 50

Union of sets

Elements in the union could be in set A OR set B



The notation for this is $A \cup B$

ξ A B

This Venn shows the **number of elements** in each set

Probability of a single event



Probability = $\frac{\text{number of times event happens}}{\text{total number of possible outcomes}}$

$$P(\text{Blue}) = \frac{4}{10} \leftarrow \text{There are 4 blue sectors}$$

$$= \frac{2}{5} \leftarrow \text{There are 10 sectors overall}$$

Probability can be a fraction, decimal or percentage value

$$\frac{4}{10} = \frac{40}{100} = 0.40 = 40\%$$

Probability is always a value between 0 and 1

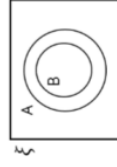
Interpret and create Venn diagrams



Mutually exclusive sets
The two sets have nothing in common
No overlap



Union of sets
The two sets have some elements in common — they are placed in the intersection



Subset
All of set B is also in Set A so the ellipse fits inside the set

The box

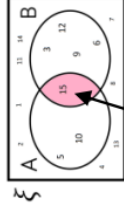
Around the outside of every Venn diagram will be a box. If an element is not part of any set it is placed outside an ellipse but inside the box

Intersection of sets

Elements in the intersection are in set A AND set B

The notation for this is $A \cap B$

$\xi = \{\text{the numbers between 1 and 15 inclusive}\}$
 $A = \{\text{Multiples of 5}\}$ $B = \{\text{Multiples of 3}\}$



The element in $A \cap B$ is 15

In this example there is only one number that is both a multiple of 3 and a multiple of 5 between 1 and 15

Sample space — for single events



A sample space for rolling a six-sided die is $S = \{1, 2, 3, 4, 5, 6\}$

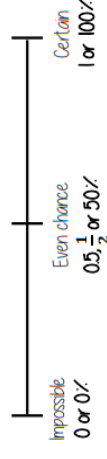


A sample space for this spinner is $S = \{\text{Pink, Blue, Yellow}\}$

You only need to write each element once in a sample space diagram

- 0 Sample space represents a possible outcome from an event
- They can be interpreted in a variety of ways because they do not tell you the probability

The probability scale



The more likely an event the further up the probability it will be in comparison to another event (It will have a probability closer to 1)



There are 2 pink and 2 yellow balls, so they have the same probability

There are 5 possible outcomes
So 5 intervals on this scale, each interval value is $\frac{1}{5}$

Sum of probabilities

Probability is always a value between 0 and 1



The probability of getting a blue ball is $\frac{1}{5}$
 \therefore The probability of **NOT** getting a blue ball is $\frac{4}{5}$

The sum of the probabilities is 1

The table shows the probability of selecting a type of chocolate

	Milk	White
Dark	0.15	0.35

$$P(\text{white chocolate}) = 1 - 0.15 - 0.35 = 0.5$$

Food Chains and Ecosystems

Science

Disruption to food chains

- **Interdependence** is the way in which living organisms rely on each other to survive
- A food chain will be disrupted if one of the organisms die out
- If the producer dies out the rest of the food chain will also die out unless they have a different food source
- If the **consumer** population die out the number of organisms which they eat will increase unless they are eaten by another organism
- **Bioaccumulation** is the process by which chemicals such as pesticides and insecticides build up along a food chain

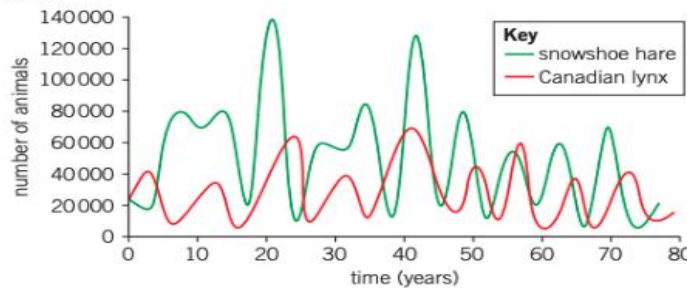
Ecosystems

- All of the organisms which live in one area are known as a **population**
- An **ecosystem** is all of the organisms which are found in a particular location and the area in which they live in, both the living and non-living features
- A **community** are all of the areas in an ecosystem, the area in which the organisms live in is known as the **habitat**
- A **niche** is the specific role in which an organism has within an ecosystem, for example a panda's diet consists of 99% bamboo

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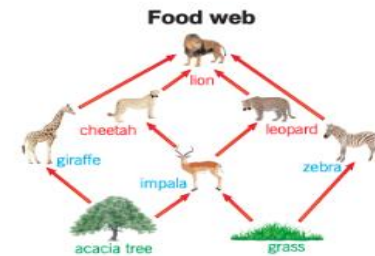
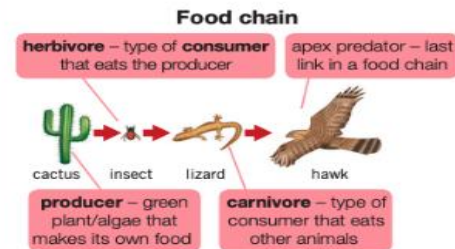
Competition

- **Competition** is the process in which organisms compete with one another for resources
- Animals compete for food, water, space and mates
- Plants compete for light, water, space and minerals
- The best competitors are those who have adapted in order to best gain these resources
- As the number of a predator in a population increases the number of the prey will decrease as more are being eaten
- As the number of the predator decreases the number of the prey will increase as less are being eaten
- The relationship between the predator and the prey is known as a **predator-prey relationship**



Food chains and webs

- **Food chains** show the direction in which energy flows when one organism eats another
- The direction of the arrows represent the direction in which the energy flows
- **Food webs** show how a number of different food chains are connected



- **Producers** are the organisms which start the food chain, they convert energy from the Sun, making their own food, these are often plants
- **Prey** are organisms which are eaten by other organisms
- **Predators** are the organisms which eat the prey

Key terms

Bioaccumulation Community Competition Consumer
Ecosystem Food chain Food web Habitat
Interdependence Niche Predator Prey Producer
Population

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 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?

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.

<u>levantarse—to get up</u>	
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

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		

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

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

Year 7 Spanish: Free Time 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

Big Questions



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

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: jugar – to play (u-ue)

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

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: Was Elizabethan England really a 'Golden Age'?

Key terminology



Golden Age	An idyllic time of peace, prosperity and happiness.
Excommunicated	Cut off or banished from a religious group, the Catholic Church in this case.
Circumnavigate	To sail all around the world. Francis Drake was the first Englishman to complete this.
Knighted	To be given a knighthood by the Monarch, this would make you a 'Sir' or a 'Dame'.
Poverty	The state of being extremely poor.
Armada	A fleet of warships.
Privateers	Someone who raids/steals from ships at sea. Sometimes known as pirates.
New World	The Americas.
Anglo	English.

Religious Settlement

Elizabeth needed to unite Protestants and Catholics. She aimed to avoid the extremism of previous monarchs and create a 'middle way' between the two.

Act of Supremacy: This made Elizabeth the 'Supreme Governor' of the Church of England.

Act of Uniformity: Protestantism made the official religion. Fines introduced for those refusing to attend Church. Bible produced in the English language.

Causes of the Spanish Armada

- Execution of Mary, Queen of Scots, in 1587.
- Elizabeth refused to marry Philip, King of Spain.
- Philip's desire to restore Catholicism to England.
- English raids by privateers (Sir Francis Drake on Spanish ships in the New World).
- Elizabeth's military support of Protestants in the Netherlands and France.



Timeline of the Anglo-Spanish war

1560 - English Privateers capture Spanish ships.

1567 - Spain invades the Netherlands. England supports the Dutch.

1585 - King Philip orders ships to be built for the Spanish Armada.

1587 Feb - Elizabeth I orders the execution of the Catholic Mary, Queen of Scots.

1587 April - Sir Francis Drake raids Cadiz (Spain), destroying or capturing over 100 ships.

1588 - Spanish Armada sets sail for England, despite being weakened by the 1587 Raid on Cadiz.

July 20-27 - Spanish sail up the English Channel.

July 27th - The English fleet attack the Spanish Armada whilst they are anchored at Calais (France) using fireships. Spanish cut anchors to flee.

July 28th - Battle of Gravelines. The English destroy more Spanish ships. Spanish fleet forced to sail North, around Scotland and Ireland. Many Spanish ships are destroyed by storms.

This cemented Elizabeth's reputation as a powerful leader.



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

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.

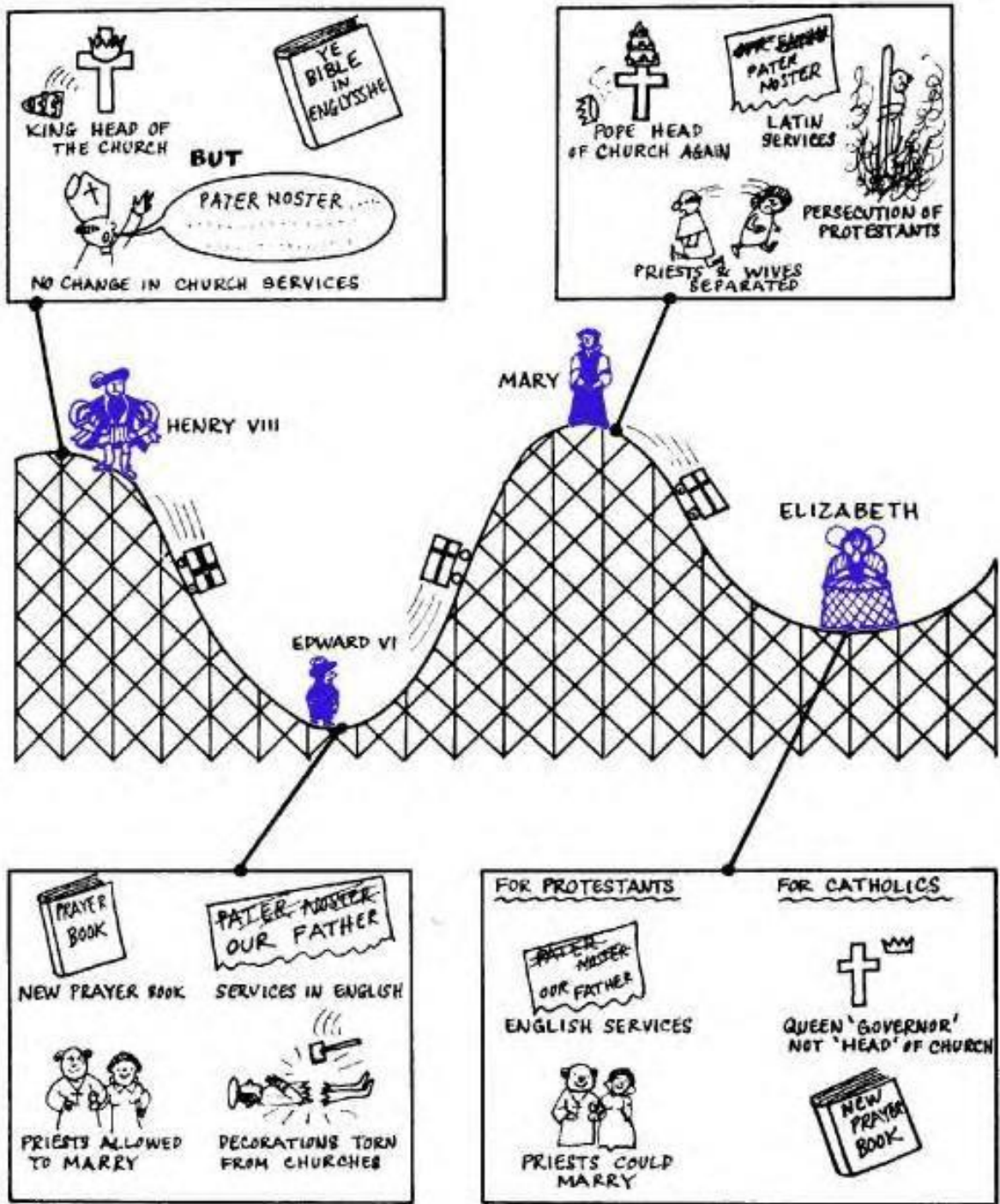
1553 - Edward dies, Mary takes the throne.

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.

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.

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.

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.

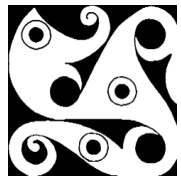
Image	Key Knowledge

Image	Key Knowledge

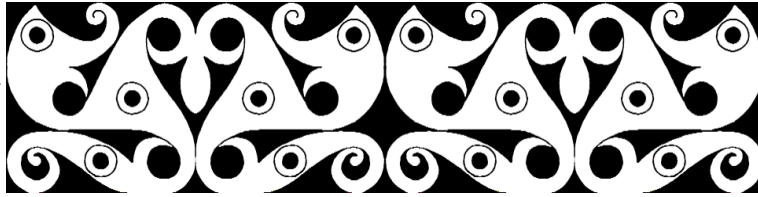
PATTERN

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

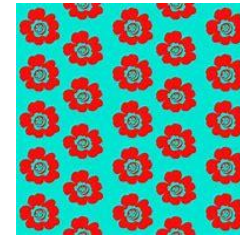
There are many ways to repeat a motif.



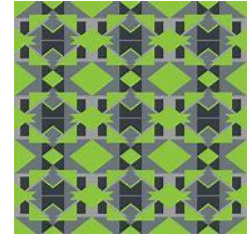
Single Motif



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



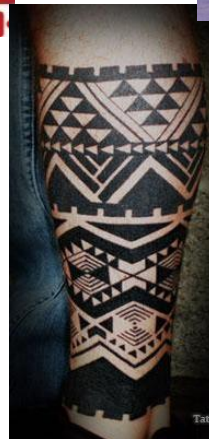
Middle East



Great Britain



India



New Zealand

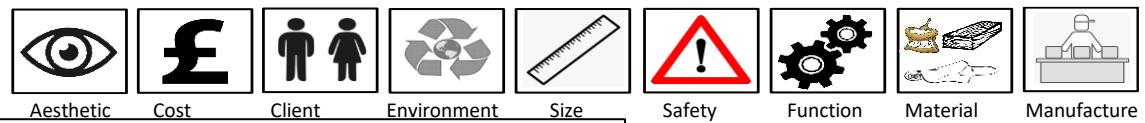


Similarities found in patterns world wide:

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



Roman



Year 7 Steady Hand Game: Linear Design

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

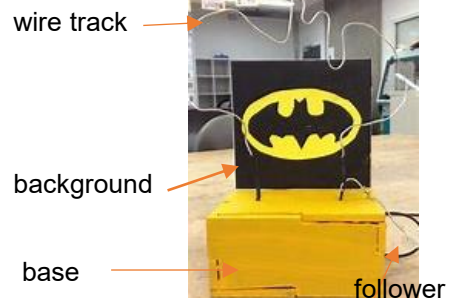
Safety symbols are a part of the safety rules. Symbols are used because they are easy to read and understand. The colours and shapes also make them noticeable and help communicate meaning, for example, blue signs are instructions telling you, you must do something, such as wear PPE. Red infers danger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

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

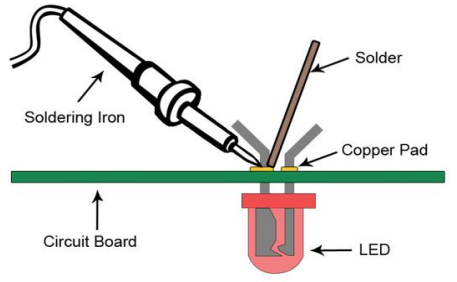
Shape	Meaning	Color	Examples
	Prohibition	RED (contrast: white)	No smoking
	Mandatory Action	BLUE (contrast: white)	Wear Eye protection
	Warning	YELLOW (contrast: black)	Danger Flammable material
	Information about safe condition	GREEN (contrast: white)	Escape Route – Left
	Fire Safety	RED (contrast: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

Vocabulary

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



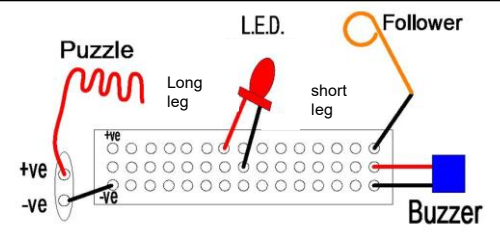
How To Solder



Health and Safety Basics for a school workshop:

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

Buzzer 	L.E.D. 	Switch 	Battery
-------------------	-------------------	-------------------	--------------------



Soldering safety

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

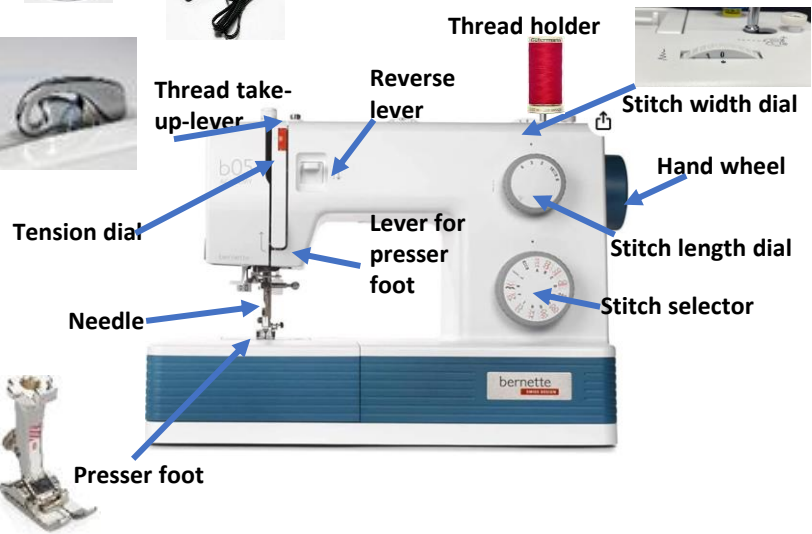


Aesthetic Cost Client Environment Size Safety Function Material Manufacture

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



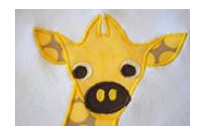
Parts of a Sewing machine



Equipment you will be using this term



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

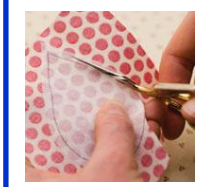


Machined using a straight stitch

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

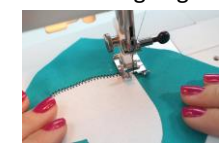
Step 3: Pin the appliqué shape onto a background fabric



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:

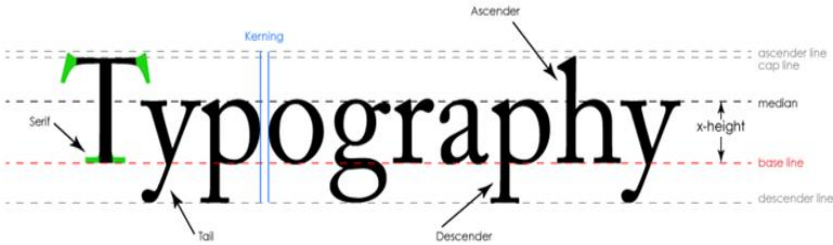
1. Only have 1 person using the machine at a time.
2. Always keep fingers away from the needle.
3. Always make sure long hair is tied back.
4. Make sure the power cable is not in front of the machine.
5. Keep loose clothing/tie out of the way of the needle.
6. Always turn the machine off when you have 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 your foot onto the foot peddle.
3. When lowering the needle and taking it out of your work always turn the **hand wheel towards you**.
4. When taking your work out the machine make sure the **take-up-lever** is at the **top** and you can see it.

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>	

Aesthetic Cost Client Environment Size Safety Function Material Manufacture

Jock Kinnier

Margaret Calvert

Harry Beck



Neville Brody



Vocabulary

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

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

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

Impact-Effect or influence

Feature-a distinctive attribute or aspect of something

Pioneering-using new ideas or methods

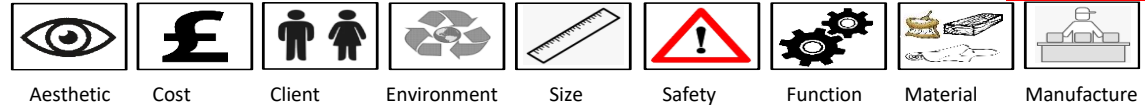
Primary- Three base colours (all colours come from these!)

Secondary- Colours that are made by combining the primary colours

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

Food Studies Rotation Knowledge Organiser Year 7

Importance of a healthy diet and cooking with colour



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

access apprenticeships
Induction

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

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

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

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").



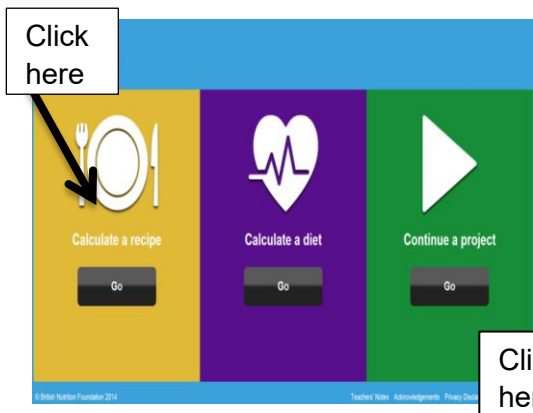
Options for fillings:

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.



Ingredients	Weight g	Energy		Fat g	Saturates g	Monounsaturates g	Polyunsaturates g	Carbohydrate g
		kJ	kcal					
X Onions, raw	150	225	54	0.3	0	0	0.15	11.85
X Celery, raw	60	18	4.2	0.12	0	0	0.06	0.54
X Garlic, raw	5	26.55	4.9	0.03	0.01	0	0.02	0.62
X Olive oil	11	406.56	96.89	10.99	1.57	8.03	0.9	0
X Tomatoes, canned, whole contents	800	552	128	0.8	0	0	0	24
X Duffier beans, canned	100	624.1	148.1	0.86	0.19	0	0.38	24.7
Total	1266	2584.91	618.29	14.09	1.92	8.08	1.91	99.91

Click here

	Unit	Per Recipe (1266g)	Per 100g	Per Portion (316g)
Energy	kJ	2584.9	204.2	648.2
Energy	kcal	610.3	48.2	152.6
Fat	g	14.1	1.1	3.5
Saturates	g	1.9	0.2	0.5

Click create label

1/4 carton soup contains

	Per 100g	Per portion (316g)
Energy (kJ)	204	648
Energy (kcal)	48	153
Fat (g)	1.1	3.5
Saturates (g)	0.2	0.5
Carbohydrate (g)	7.9	25
Sugar (g)	2.3	7.3
Fibre (g)	1.3	4.1
Protein (g)	2.2	6.9
Salt (g)	0.23	0.72

of an adult's Reference Intake. Typical values per 100g. Energy 20kJ/kcal

Copy your label into your booklet and analysis the results.

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

REVISION CLOCK

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

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 top-left segment contains the number '1'.

A. Key Words, Terms and Facts about the Orchestra

ORCHESTRA – A large **ENSEMBLE** (group of musicians) of performers on various musical instruments who play music together. No set numbers of performers although a **SYMPHONY ORCHESTRA** (a large orchestra) can have between **80-100+** performers. Famous orchestras include: **THE LONDON SYMPHONY ORCHESTRA**, **THE BBC SYMPHONY ORCHESTRA** and the **HALLÉ ORCHESTRA** (Manchester).

CONDUCTOR – Leads the orchestra with a **BATON** (white 'stick') and hand signals. Stands at the front so they can be seen by all performers. Sets the **TEMPO** and **BEATS TIME**. Brings different instruments 'in and out' when it is their turn to play. Keeps the performers together. Takes charge in rehearsals. In ultimate control of the performance of the music, adjusting **DYNAMICS, TEMPO**, and mood.

FAMILIES/SECTIONS – Instruments of the orchestra can be divided into 4 families or sections: **STRINGS**, **WOODWIND**, **BRASS** and **PERCUSSION**.

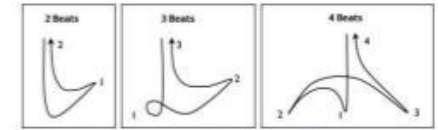
TUNING UP – Before the orchestra rehearses or plays, all instruments need to be **IN TUNE** with each other. The **OBOE** always sounds the note 'A' which all other instruments **TUNE** to.

SONORITY (also called **TIMBRE**) – Describes the **UNIQUE SOUND OR TONE QUALITY** of different instruments and the way we can identify orchestral instruments as being distinct from each other – Sonority can be described by many different words including – *velvety, screechy, throaty, rattling, mellow, chirpy, brassy, sharp, heavy, buzzing, crisp, metallic, wooden etc.*

PITCH – The **HIGHNESS** or **LOWNESS** of a sound, a musical instrument or musical note (*high/low, getting higher/lower, step/leap*).

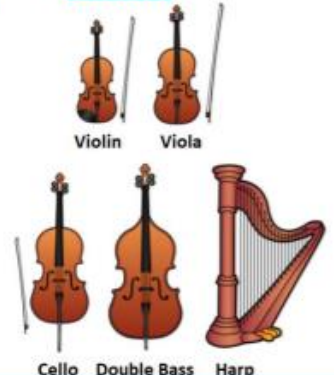


B. The Layout of the Orchestra and Famous Conductors



C. Strings Section/Family

Largest section of the orchestra who sit at the front, directly in front of the conductor. Usually played with a **BOW (ARCO)**, (not the **HARP**) but can be **PLUCKED (PIZZICATO)**. **VIOLINS** split into two groups: **1st VIOLINS** (often have the main **MELODY** of the piece of music) and **2nd VIOLINS**.



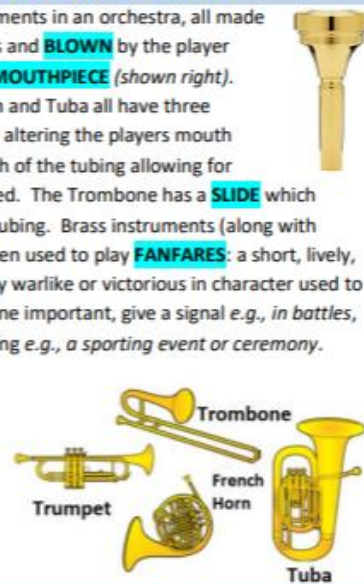
D. Woodwind Section/Family

Originally (and some still are) made from wood (some now metal and plastic). All are **BLOWN**. **FLUTES**: Flute and Piccolo – air blown over hole. **SINGLE REED** (small piece of bamboo in the mouthpiece): Clarinet, Bass Clarinet & Saxophone (not traditionally in the orchestra, but some modern composers have used it) **DOUBLE REED** (two reeds in the mouthpiece): Oboe, Cor Anglais, Bassoon, Double Bassoon.



E. Brass Section/Family

Four types of brass instruments in an orchestra, all made from metal – usually brass and **BLOWN** by the player 'buzzing their lips' into a **MOUTHPIECE** (shown right). The Trumpet, French Horn and Tuba all have three **VALVES** which, along with altering the players mouth positions, adjust the length of the tubing allowing for different notes to be played. The Trombone has a **SLIDE** which adjusts the length of the tubing. Brass instruments (along with Percussion) have often been used to play **FANFARES**: a short, lively, loud piece of music usually warlike or victorious in character used to mark the arrival of someone important, give a signal e.g., *in battles*, of the opening of something e.g., *a sporting event or ceremony*. Fanfares often use notes of the **HARMONIC SERIES** – a limited range of notes played by **BUGLES** (smaller trumpets with no valves) and valveless trumpets.



F. Percussion Section/Family

Always located at the very back of the orchestra (due to their very loud sounds!). Large number of instruments which produce their sound then **hit, struck, scraped, or shaken**. **TUNED PERCUSSION** (able to play different pitches/notes)



Year 7 Dance

West Side Story

- Inspired by the timeless story of *Romeo and Juliet*, *West Side Story* takes Shakespeare's star-crossed lovers, and places them in the vibrant battleground of New York City's West Side in the 1950s. In the midst of the deep-seated rivalry between the Puerto Rican gang, the Sharks, and the Jets. The music has one unforgettable song after another: 'Tonight', 'Maria', 'I Feel Pretty', 'America', 'Somewhere', 'One Hand One Heart' and 'Gee Officer Krupke' carry the story through a tsunami of emotions. As the cultural conflict intensifies between the 'Jets' and the 'Sharks' the passion turns to tragedy when Tony, the leader of the Jets, and Maria, a Puerto Rican, fall deeply in love. Maria and Tony discover that ancient grudges are no match for true love. Their warring factions however, refuse to back down and the "rumbles", romance and resentment lead the bloody path to the lovers' ultimate, tragic conclusion.



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

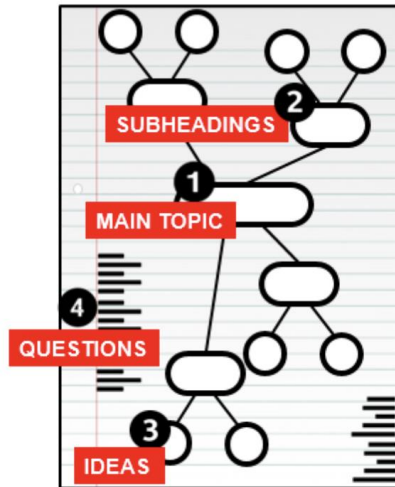
Mind Mapping and Brainstorming is a highly visual method of representing information

- ✓ 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

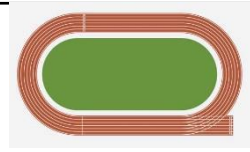
Year 7 Athletics



Running	An action to move as quickly as possible using the correct technique with both your arms and legs.
Jumping	The ability to propel your body in to the air to gain as much height, distance or both.
Throwing	The ability to propel an object through the air as far as possible.

Key words

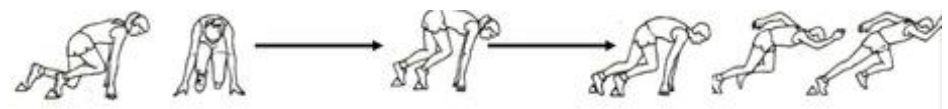
- Coordination;
- Reaction time;
- Strength;
- Speed;
- Timing;
- Flexibility;
- Stamina;
- Accelerate;
- Pace;
- Relay;
- Evaluate;
- Improve;
- Technique.



Sprint start technique

"On your marks" –

- Rear knee should be level with front foot;
- Form a V behind the lines with your hands;
- Arms shoulder width apart, head slightly in front of hands.



"Get set" –

- Raise hips up higher than shoulders;
- Lift legs at the knees;
- Body weight on hands and feet equally.

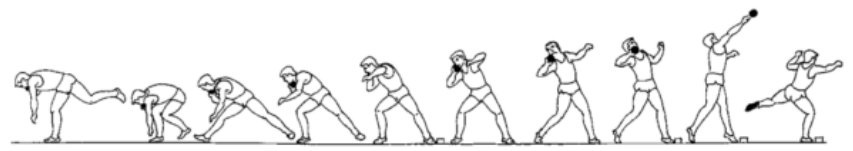
"GO!" –

- Drive back knee forwards and extend front knee;
- Lean forwards;
- Don't become upright TOO early.



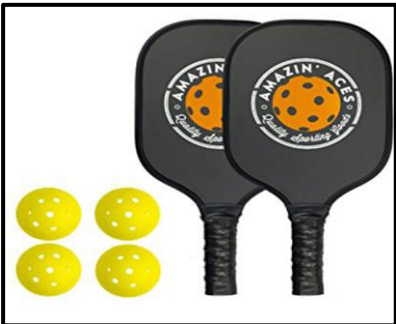
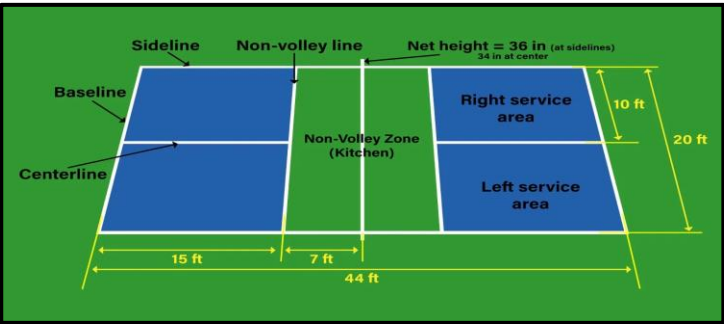
Shot put technique

Hold the ball at the base of your fingers – not your palm;
 Hold the ball against your neck under your jaw, keep your elbow high;
 Stand side on (throwing arm behind) and bend your back leg so you are leaning back;
 Turn away from the target and make sure your chin, knee and toe are in a row;
 When you are ready to throw, turn your body back towards the target, push up on your back leg and extend your arm out at a 45 degree angle.



Rules - Each individual discipline has its own specific set of rules and competitors are expected to abide by these to ensure that the competition is fair.

Pickleball



Basic Rules

HOW THE GAME IS PLAYED
The game can be played as singles or doubles. Players use a pickleball bat and pickleball to play.

SCORE
Game is played to 11 points.

POINTS
A point can only be won by the serving team/player. A ball that hits the line, or goes past the line is considered OUT.

SERVICE
Services are diagonal, like tennis, starting on the right-hand side and alternating.

DOUBLE BOUNCE RULE
Each team must play their first shot off the bounce. That is, the receiving team must let the serve bounce and the serving team must let the return of the serve bounce before playing it. From this point, players can then volley.

GENERAL OPEN PLAY
The struck ball, whether volleyed or hit after a single bounce, must cross to the opponents side of the court.

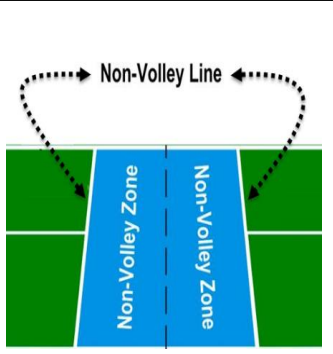
VOLLEYS
Volleys are only allowed when both of the player's feet are behind the non-volley zone line. Also, the point is lost if the volleyer's momentum carries the player into the NON-VOLLEY ZONE after volleying.

Non-Volley Zone (The Kitchen)

The purpose of this area is to make gameplay more challenging.

Players **cannot** volley the ball whilst any part of their body is in this area.

If a player has volleyed the ball and their momentum carries them into this zone afterwards, they lose the point.



Skills	
Skill	Definition
Serve	An act of hitting the ball to start play.
Volley	To hit the ball while it is in flight before it has had a chance to bounce.
Forehand	A shot made by swinging the racket across one's body with the hand moving palm-first.
Backhand	A shot made by swinging the racket with the back of the hand moving towards the direction of the stroke.
Drop shot	A softly hit shot, usually with backspin, which drops close to the net
Lob shot	The aim is to lob the shuttle over your opponent and aim the ball as near the baseline as possible •

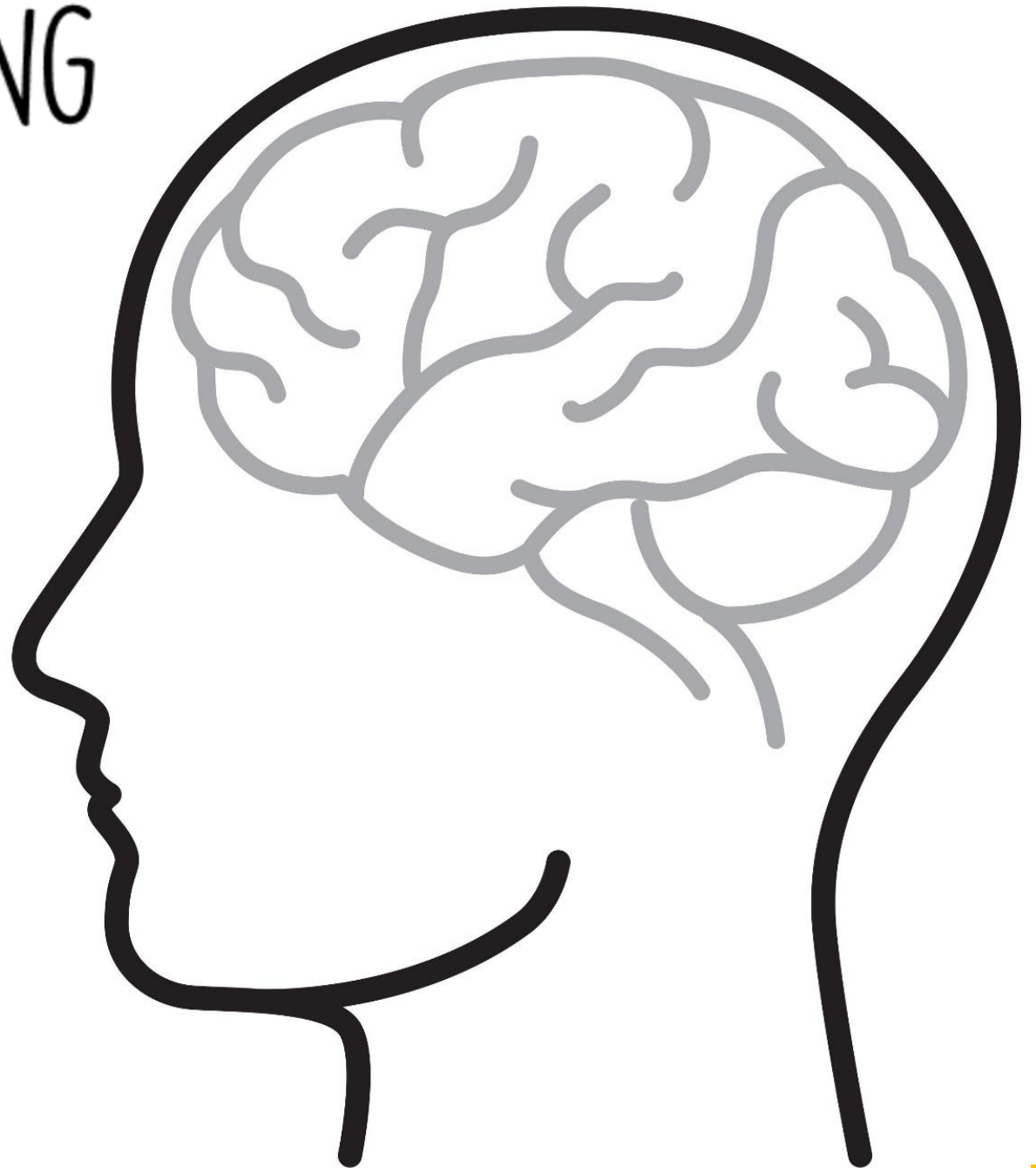


BRAIN DUMPING

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

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

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



Year 7 Sum 2-Why is the New Testament important to Christians?

Knowledge organiser

Key vocabulary

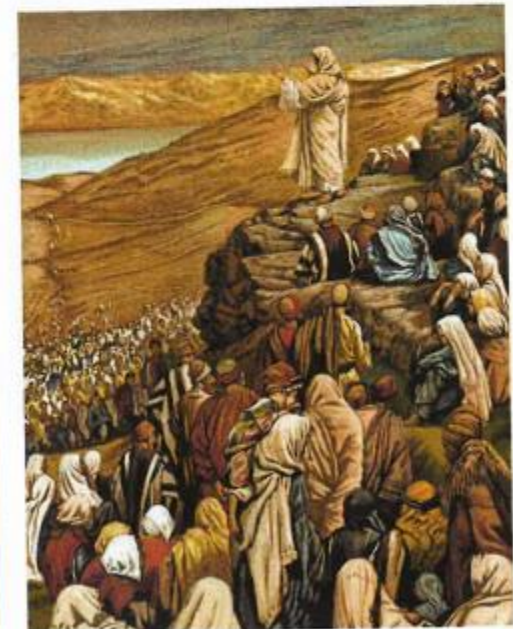
- baptism** A ritual in which people are immersed in water to symbolise turning away from sin and following God
- Bethlehem** The city where Jesus was born
- blasphemy** Disrespect towards God
- disciples** Jesus's 12 main followers
- fast** To eat very little or no food; at the time of Jesus, Jews often fasted as a way of helping them focus on God
- Gospels** The first four books of the New Testament; the word 'gospel' means 'good news'
- incarnation** God coming to earth as a human
- ministry** The name given to the three years that Jesus spent preaching and performing miracles
- outcasts** People who are not accepted by society
- parable** A short story intended to make a particular point or tell a moral lesson
- Pharisees** A group of Jews at the time of Jesus who followed the rules of the Torah very strictly
- prodigal** Wasteful
- resurrection** Coming back to life after dying
- Samaritans** Jews from the region called Samaria, which lay on the border with northern Israel
- Sermon on the Mount** A sermon given by Jesus giving guidance on how people should live their lives
- Trinity** The belief that God is three as well as one – Father, Son and Holy Spirit

Key facts

- The first four books in the New Testament are named after the people who may have written them: Matthew, Mark, Luke and John. Together, they are known as the Gospels. Each of these books is about a man called Jesus, who lived about 2000 years ago.
- Bible scholars think that most of the books in the New Testament were written within 70 years of Jesus's death, and some within 20 years.
- Matthew and Luke record the events of Jesus's birth, saying that he was born to Mary in Bethlehem, but there are also differences between their accounts.
- Luke says that at the age of about 30 Jesus was baptised by his cousin John and went into the wilderness, where he fasted for 40 days and nights and where the devil tried to tempt him in three ways.
- The Gospel writers record Jesus performing many miracles, including turning water to wine, the feeding of the 5000, walking on water and healing lepers and a paralysed man.
- The Gospels record Jesus coming into conflict with the Pharisees because he criticised their way of living, preferred to spend time with outcasts and claimed he could forgive sins, which they viewed as blasphemy.
- Jesus's teachings – for example, the Sermon on the Mount, the Golden Rule and parables including the prodigal son and good Samaritan – are recorded in the Gospels. Jesus taught that people should love God and love other people.
- Christians believe that Jesus was human, but they also believe he was God living on earth. They call God coming to earth as a human the incarnation. Christians believe in the Trinity.



John the Baptist baptises Jesus.



The Sermon on the Mount.

Key people

- Herod** The king who wanted Jesus to be killed as a baby
- John the Baptist** The man who baptised Jesus; sometimes said to be his cousin
- Joseph** The man engaged to Mary
- Levi** A tax collector who became a disciple of Jesus (also known as Matthew)
- Mary** The mother of Jesus
- Peter** Jesus's disciple who walked on water and denied knowing Jesus three times before the cockerel crowed
- Simon the Pharisee** A Pharisee who invited Jesus to dinner

Year 7 Sum 2-Why is the New Testament important to Christians?

Knowledge organiser

Key facts

- In the week before his death, Jesus rode into Jerusalem on a donkey and was greeted by crowds who put down palm leaves. Christians remember this on Palm Sunday.
- The first three Gospel writers say that Jesus caused a disruption in the Temple in the week leading up to his death. This story is known as the 'cleansing of the Temple'. John places this story at an earlier point in Jesus's life.
- According to the first three Gospels, Jesus ate a meal with his disciples the night before he died. He told them to eat bread and drink wine in remembrance of him. He also predicted that he would be betrayed by the disciple Judas Iscariot and deserted by the other disciples.
- Jesus was arrested in the Garden of Gethsemane by the Jewish authorities. The Jewish leaders could not kill Jesus themselves because they were living under Roman rule, so they accused Jesus of treason to Pontius Pilate, who sentenced him to death.
- Jesus was mocked, tortured and killed by a brutal method of Roman execution called crucifixion. He died with a sign above him saying 'King of the Jews'. According to Luke, Jesus promised a criminal on a cross next to him that he would be in paradise with him that day.
- The Gospel writers claim that after Jesus's death he was resurrected, although their accounts of what happened after his death differ. Christians believe that the death and resurrection of Jesus made it possible for humans to be forgiven for their sins and be reconciled to God.
- The growth of the Christian Church after Jesus's death is recorded in the book of Acts. After being filled with the Holy Spirit on the day of Pentecost, the disciples spread the message about Jesus.
- A Pharisee named Saul/Paul originally persecuted Christians, but he converted to Christianity following a dramatic experience on the road to Damascus. He is credited with writing 13 of the books in the New Testament, although biblical scholars disagree about whether all 13 were actually written by him.

Key vocabulary

- ascension** Jesus's return to heaven after his resurrection
- conversion** Changing from one set of beliefs to another
- crucify** To kill a person by tying or nailing them to a large wooden cross
- Garden of Gethsemane** The garden where Jesus was arrested
- gentiles** A name given to non-Jews in the Bible
- Last Supper** Jesus's final meal with the disciples, where he predicts Peter's denial and Judas' betrayal
- martyr** Someone who dies for their beliefs
- Palm Sunday** The day Jesus entered Jerusalem on a donkey
- Pentecost** The day that the disciples were filled with the Holy Spirit
- persecution** Discrimination against a group of people
- prophecy** A prediction that something will happen
- reconciliation** When a broken relationship is restored
- saviour** Rescuer
- treason** Plotting to betray or overthrow a ruler



Leonardo da Vinci painting of the Last Supper.

Key people

- Barabbas** A murderer who was due to be executed, but whom the crowd chose to set free instead of Jesus
- Judas Iscariot** The disciple who betrayed Jesus in exchange for 30 pieces of silver
- Mary Magdalene** A follower of Jesus who was the first person to see him after his resurrection
- Pontius Pilate** The Roman governor who sentenced Jesus to death
- Saul/Paul** A Pharisee who persecuted Christians until his conversion to Christianity on the road to Damascus; he is credited with writing 13 letters found in the New Testament
- Thomas** A disciple who doubted Jesus's resurrection until he saw Jesus's wounds for himself

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	Segregated (adjective) – separated	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	Misogynistic (adjective) – hateful towards women	Microcosm (noun) – a smaller community which represents a larger one	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	Choleric (adjective) – quick-tempered, angry	Ridicule (verb) – to make fun of	Deride (verb) – to mock
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	Secular (adjective) – not religious	Contempt (noun) – hate	Hysterical (adjective) – uncontrolled emotion
Substantiate (verb) – to provide evidence	Superior (adjective) – better than	Narcissistic (adjective) – self-obsessed	Impulsive (adjective) – rash / careless	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.