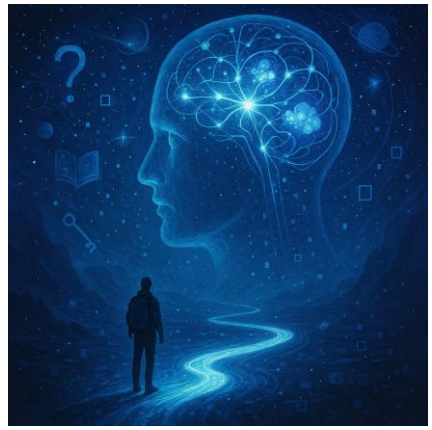
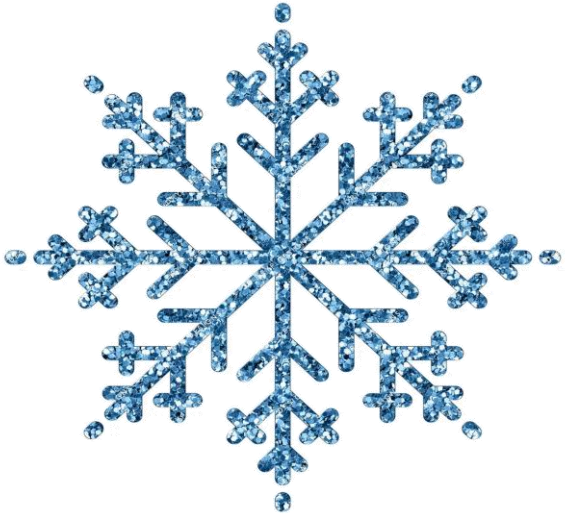
YEAR 7



BHA's Knowledge Quest

Autumn 2
(Nov - Dec)
2026-2027



Bristnall Hall Academy

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 Science, every week.
MFL: 1 list of vocabulary to learn for a test in lesson AND 1 quiz to complete on Language Nut, MFL platform every fortnight.
History: 30 minutes of Seneca revision, every week. Additional revision provided for assessments.
Geography: 1 hour of Seneca per fortnight.
RE: Holistic quiz using Knowledge Organiser and lesson on teams, every 4 weeks.
PSHE: Independent self quizzing from Knowledge Organiser.
DT: Food Studies- Seneca assignment set as part of each 9-week rotation.

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

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

Timetable

Use this page to copy out your lessons and room numbers

	W1 Mon	W1 Tues	W1 Wed	W1 Thurs	W1 Fri	W2 Mon	W2 Tues	W2 Wed	W2 Thurs	W2 Fri
1										
2										
3										
4										
5										
6										

Enrichment and Intervention 2026-27 Term One

Autumn Term

	Monday	Tuesday	Wednesday	Thursday	Friday
Breakfast 7.45am – 8.30am	Start Right Club Library open	Start Right Club Library open Computer room access JSI Room 31 8am- 8.30am	Start Right Club Library open Computer room access JSI Room 31 8am- 8.30am	Start Right Club Library open Computer room access JSI Room 31 8am- 8.30am	Start Right Club Library open Computer room access JSI Room 31 8am- 8.30am
Lunch 12.45pm – 1.15pm	Yr 9 MUGA Yr 11 Library Yr 11 Rock Band- SWE- Room 36 Yr 7 Table Tennis Yr 7-10 Art Club EF Room 26	Yr 11 MUGA Yr 10 Library Yr 8 Table Tennis Yr 8 – Cyber Girls Competition - room 62 – JMole (Start OCT)	Yr 10 MUGA Yr 9 Library Y7-10 Singing Stars- SWE- Room 36 Yr 9 Table Tennis Yr 8 – Cyber Girls Competition - room 62 – JMole (Start OCT)	Yr 8 MUGA Yr 8 Library Yr 10 Table Tennis Yr 8 – Cyber Girls Competition - room 62 – JMole (Start OCT)	Yr 7 MUGA Yr 7 Library Yr10/11 Music Coursework catch- up SWE- Room 36 Yr 11 Table Tennis
Period 7 Monday Tuesday Thursday 3.30pm – 4.30pm	Year 11 Geography /History Intervention Yr 7 –10 Sparx Maths Club – EMU / RMI Room 10 Yr 7–10 Cooking Club MS/CC Room 45	Year 11 English and Math Intervention Yr 7 – 10 Contemporary Dance Club CG Dance Studio Yr 7 – 10 Digital Skills MCA Room 43 Yr 7–10 Crochet Club JWE Room 53	Year 11 Open / MFL Subject Intervention Week 1: **C Block** Week 2: **B Block** Yr 7–10 Chess Club XIS Rm 12 Yr7-10 Latin Club for Beginners AA Room 58 Yr 7–10 Crochet Club JWE Room 53/54	Year 11 Science Intervention Yr 7-10 Rep Theatre – Performing Arts Club Room 38 Yr 10 Rock Band SWE- Room 36 Yr7-10 Learn Russian RM Room 57	Y7-Y11 SEND Master Builder LOM Lower School Hall Y7-Y11 SEND BHA Mic Drop BKA/NBI Room 3 Y7-Y11 Dungeons and Dragons PCR Room 5
Wednesday Friday 2.35pm – 3.35pm	Term 1 full but sign up for term 2 available Yr 7 Football LSM/EBR Field Yr 7-10 Trampolining GHO Small Gym Yr 7 – 10 Table tennis ADA Large Gym Yr 7 – 10 Science Experimental Club JTA / SEL Room 48 Yr 7 – 10 Sparx Reader Club LOM/ADi Room 31 Yr 7- 10 Karaoke Club JRO Dance Studio	Yr 7 – 10 Beyond the Books- Reading Club FHU Room 24 Yr 7 – 10 Fantastic Films and Brilliant Books- Writing Reviews FBA- Room 23 Yr 8 Football WTH Field Yr 7-10 Netball GHO Large Gym Yr7-10 Basketball JSM MUGA Yr 7-10 Board Game Club KGO Room 38 SEND Cooking Club MS / CCR Room 45 Y10iMedia Skills Lab HA Room 10	Yr 7-10 Studio G- Tech Club SWS Room 43 Yr 7 – 10 The Forum- Debate and Ideas Society BED Room 38 Yr 7 – 10 The story Forge Creative Writing Club SBS Room 24 Yr 7 – 10 Uno Club QSM Room 23 Yr10 Science Intervention ASI Room 40 Yr 9/10 Football JSM/WTH Field Yr 7 – 10 Netball ADA MUGA Yr 7 – 10 Make a War Film Club DL Room 22 Yr 7 – 10 Homework Club KJO/JRE Room 15 with laptops Yr 7 – 10 Boards of Fame- Board game club MSH/NBI Room 55 Yr 7 – 10 WBA Multi Skills SJO Back Playground	Yr7-10 Latin Club Legacy Cohort AA Room 60 Yr10 Geography Intervention SHO Room 1 Yr 7–10 Girls Football ADA Field Yr 7–10 Trampolining GHO Small Gym Yr 7–10 Basketball JSM MUGA Yr 7–10 Table tennis WTH Large Gym Y7-10 Task Master, GEG Room 28 Y7–10 Boccia Ballers HCL/NBI Dance Studio SEND Art Attack CC/MS Room 3 Y10 Additional Reading Comprehension (Invite Only) Room 53, LOM/ADi	Y7-Y11 Friday Film Club Room 16 RBE
			Y10 Additional Literacy JPG Room 52 Y10 Computer Science - JMole – Room 62/10 (Invite Only) KS3/4 – Pilot School – Room 62 – J Mole/H Anderson (Limited Spaces) To launch later		

Academic	**Creative**	**Physical**
☐ All Intervention Classes or Coursework catch up ☐ Beyond the books reading club ☐ Chess Club ☐ Fantastic Films and Brilliant Books Review ☐ The Forum Debate and Ideas Society ☐ Homework Club ☐ Latin Club (Beginners and Legacy) ☐ Learn Russian Club ☐ Science Experimental Club ☐ Sparx Maths ☐ Cyber Girls Computing ☐ Task Master	☐ Digital Skills ☐ REP Theatre - Performing Arts ☐ Rock Band ☐ Studio G Tech Club ☐ Singing Stars Lunch Club ☐ Art Lunch Club ☐ Crochet Club Tue/Wed ☐ Cooking Club ☐ Make a War Film Club ☐ Dungeons and Dragons ☐ The Story Forge Creative Writing Club ☐ Friday Film Club ☐ Mic Drop ☐ Art Attack ☐ Masterbuilder The Big Build- Lego Club ☐ Boards of Fame – Board Game club ☐ Uno Club ☐ Task Master	☐ Contemporary Dance ☐ Football ☐ Trampolining ☐ Table Tennis ☐ Basketball ☐ Netball ☐ Boccia Ballers ☐ WBA MultiSkills ☐ Task Master

Dates to remember this half term:

November

December

Attendance record



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

Sparx Check!

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

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

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

Seneca Check!

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

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

	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?

_____

_____

_____

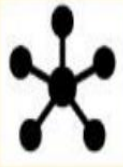
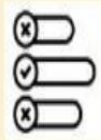
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Homework Log

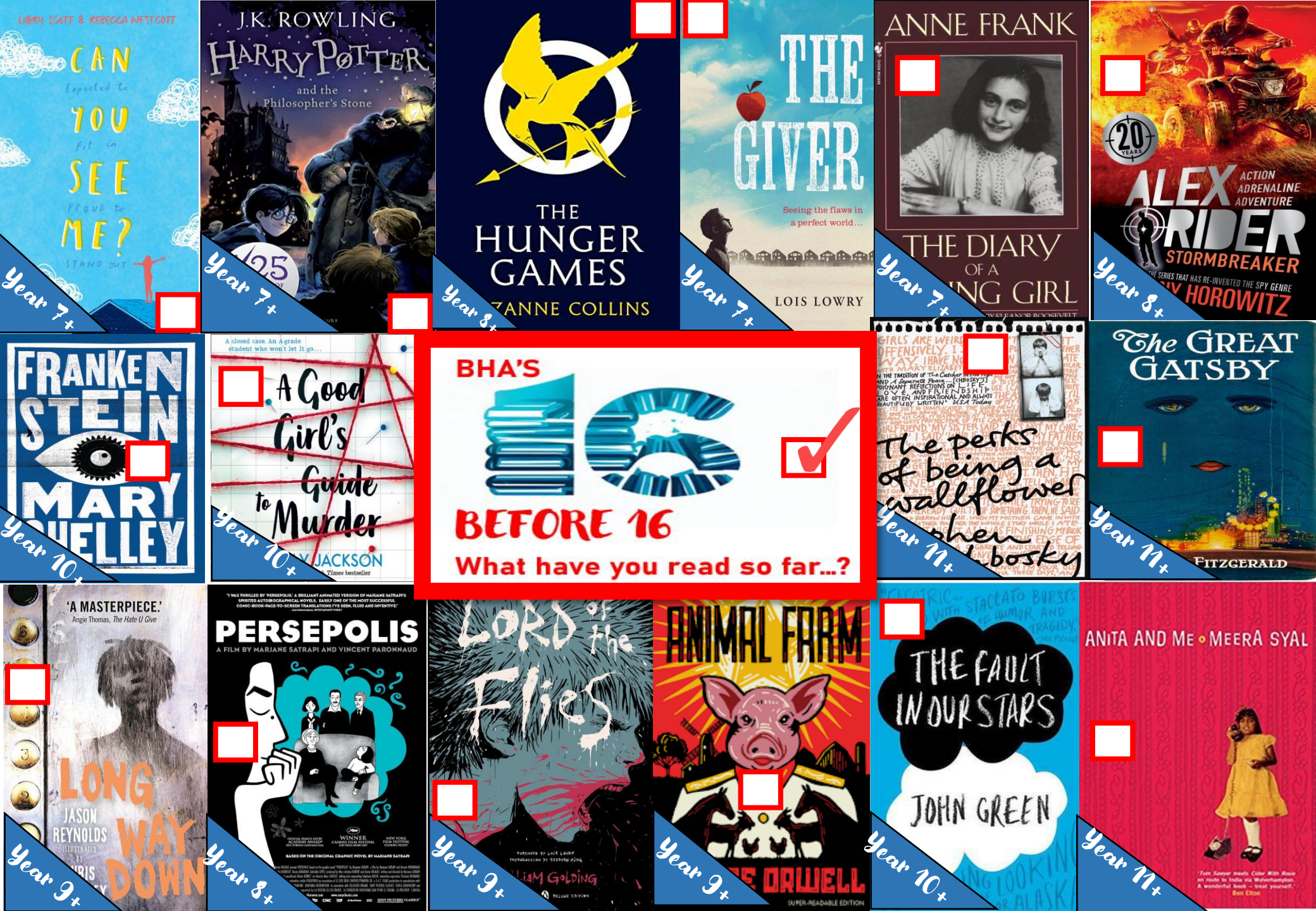
Use this page to record any homework this half term

Subject	**Date Due:**	**Additional Notes:**

	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. 



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Year 7+
Year 7+
Year 8+
Year 7+
Year 7+
Year 8+
Year 10+
Year 10+
BHA'S
BEFORE 16
What have you read so far...?
Year 11+
Year 11+
Year 9+
Year 8+
Year 9+
Year 9+
Year 10+
Year 11+

Contents page

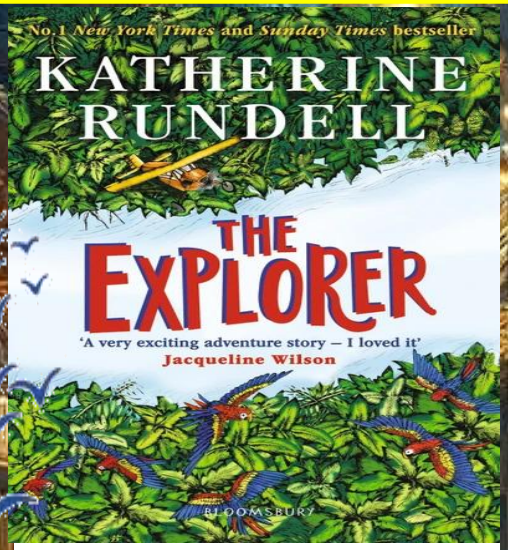
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BRAIN DUMP	8
Science	9-12
COP AND ROBBERS	13
MFL	14-16
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YEAR 7

Recommended Reading



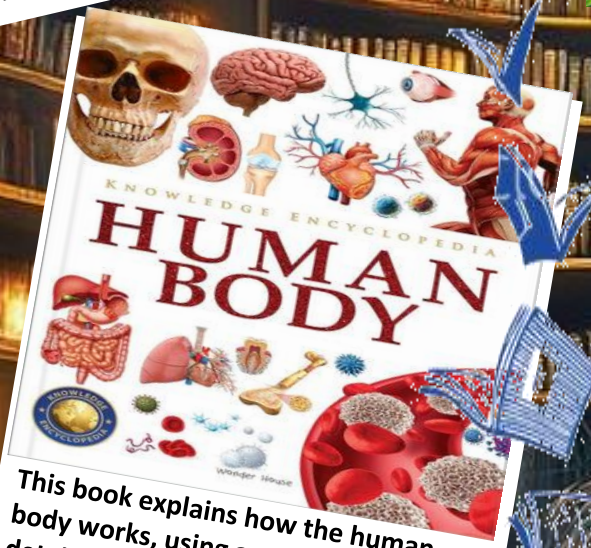
The book follows Todd Hewitt, a boy living in a world where everyone can hear each other's thoughts. When he discovers a girl named Viola and uncovers dark secrets about his town, he is forced to run for his life and questions everything he has ever believed.



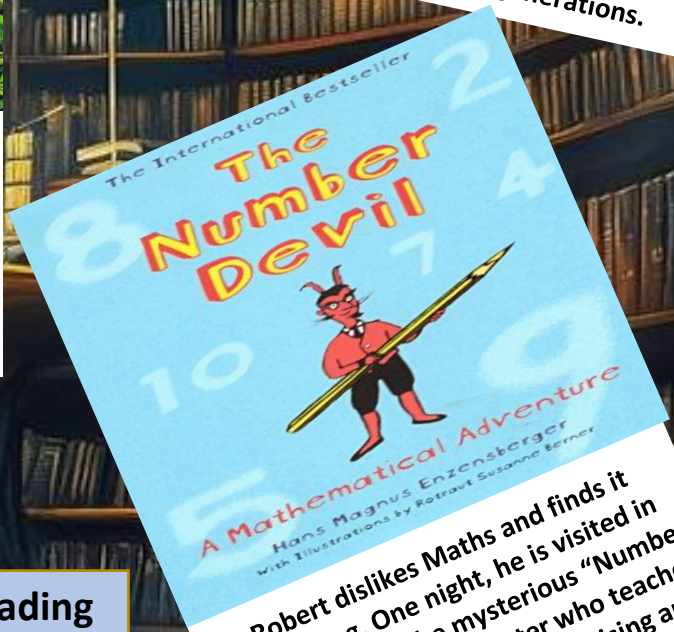
An exciting adventure story about four children who survive a plane crash in the Amazon rainforest. As they struggle to survive, they discover clues to a hidden mystery and learn the importance of courage, friendship and teamwork.



The book explores how William the Conqueror reshaped England after 1066, introducing Norman rule, strengthening royal power and bringing changes that transformed the country's government, society and landscape for generations.



This book explains how the human body works, using amazing facts and detailed illustrations to explore our bones, muscles, organs and more.



Robert dislikes Maths and finds it confusing. One night, he is visited in his dreams by the mysterious "Number Devil," a quirky character who teaches him about numbers in surprising and engaging ways.

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

Year 7 Knowledge Organiser

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

Key themes:







Key vocabulary:

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

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

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

Page 2

Themes

Denial



Acceptance

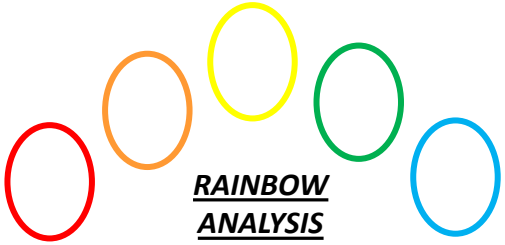


Anger

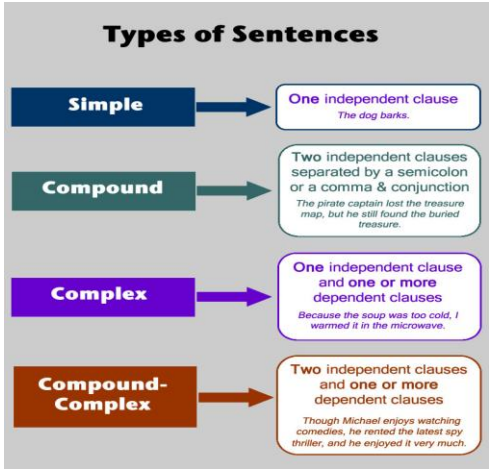


Loss





RAINBOW ANALYSIS



PEZEL



POINT: Make a clear statement that answers the question.



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



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



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



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

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

Todorov's Narrative Theory

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

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

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

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

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

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

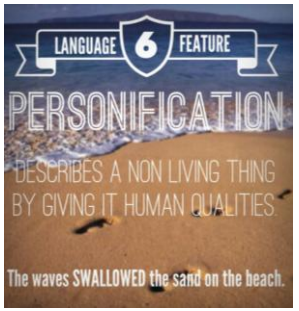




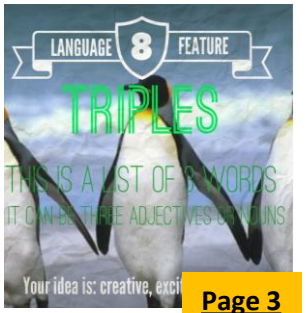


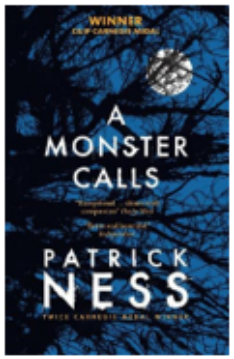












Creative Writing

Year 7

Planning

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

Plot – Exposition, disruption, build up, ending.

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

TiPToP

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

Time

Place

Topic

Person

Basics

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

Verb – A doing word (an action).

Adjective – Describes a noun.

Adverb – Tells us how the action is done.

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

Methods

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

Metaphor – A non-literal comparison.

Personification – Giving an object a human characteristic.

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

Repetition – saying a word or phrase over.

Vocabulary

Trepidation – the feeling of fear or anxiety.

Morose – ill-tempered and gloomy.

Bleak – not hopeful or encouraging.

Moral – understanding right from wrong.

Traumatic – deeply disturbing and distressing.

Canopied – covered with a canopy.

Humble – being modest and not arrogant.

Gnarled – rough, knotty, and twisted.

A Monster Calls



YEAR 7 – ALGEBRAIC THINKING...

Algebraic notation

Maths

What do I need to be able to do?

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

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

Keywords

Function: a relationship that instructs how to get from an input to an output.
Input: the number/ symbol put into a function.
Output: the number/ expression that comes out of a function.
Operation: a mathematical process.
Inverse: the operation that undoes what was done by the previous operation (The opposite operation).
Commutative: the order of the operations do not matter.
Substitute: replace one variable with a number or new variable.
Expression: a maths sentence with a minimum of two numbers and at least one math operation (no equals sign).
Evaluate: work out.
Linear: the difference between terms increases or decreases by the same value each time.
Sequence: items or numbers put in a pre-decided order.

Single function machines

INPUT → [ ] → OUTPUT

The number that goes IN — The number that comes out

This box gives the calculation instruction

To find the input from the output
Use the **INVERSE** operation

Using letters to represent numbers

5 + 5 + 5	y + y + y + y	20 - h
3 x 5	y x 4	$\frac{20}{h}$
5 x 3	4 x y	
	4y	

Addition and multiplication can be done in any order **Commutative calculations**

4 lots of 'y'

20 shared into 'h' number of groups

Single function machines (algebra)

INPUT → x 10 → OUTPUT

a → 10a
3c → 30c

÷ 10

To find the input from the output
Use the **INVERSE** operation

Two step function machines (algebra)

b → x 5 → +4 → 5b + 4
(5b) (b + 5) (5b - 4)

- 5
- 4

IMPORTANT
Calculate the value at the end of each operation

c → +4 → x 5 → 5(c + 4) = 5c + 20
(c+4)

- 4
- 5

NOTE:
The whole first output is multiplied by 5

Find functions from expressions

$\frac{f+5}{3}$

f add 5 then divide by 3

f → +5 → ÷ 3

NOTE: the difference in the two expressions

$\frac{f+5}{3}$

f divided by then add 5

f → ÷ 3 → +5

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

Substitution into an expression

2(x + 3)

Add 3 to the input then times 2

Put the expression into a function machine

INPUT → +3 → x 2 → OUTPUT

If x = 10
10 + 3 = 13.... 13 x 2 = 26

Forming a sequence

2(x + 3)

INPUT	1	2	3
OUTPUT	8	10	12

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

Representing functions graphically

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

INPUT → +3 → x 2 → OUTPUT

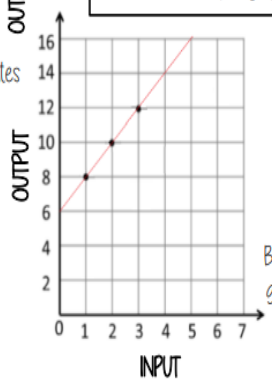
To represent graphically the input becomes x co-ordinates and the output becomes y co-ordinates

y=2(x + 3)

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

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

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



NOTE:
Because this is a linear graph you can predict other values

YEAR 7 — APPLICATION OF NUMBER

Solving problems with multiplication and division

Maths

What do I need to be able to do?

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

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

Keywords

Array: an arrangement of items to represent concepts in rows or columns
Multiples: found by multiplying any number by positive integers
Factor: integers that multiply together to get another number.
Milli: prefix meaning one thousandth
Centi: prefix meaning one hundredth
Kilo: prefix meaning multiply by 1000
Quotient: the result of a division
Dividend: the number being divided
Divisor: the number we divide by

Factors

Arrays can help represent factors

5 x 2 or 2 x 5

Factors of 10
1, 2, 5, 10

10 x 1 or 1 x 10

The number itself is always a factor

Square numbers have an **ODD number** of factors

Factors of 4
1, 2, 4

Factors of 36
1, 2, 3, 4, 6, 9, 12, 18, 36

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

Multiples



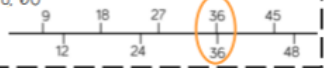
Bar models can represent by something is a multiple. E.g. 20 is a multiple of 4

Lowest Common Multiples — **LCM of 9 and 12** — The first time their multiples match

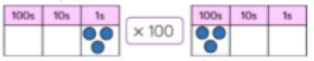
9: 9, 18, 27, 36, 45, 54

12: 12, 24, 36, 48, 60

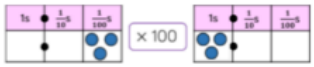
LCM = 36



Multiply/ Divide by powers of 10



3 x 100 = 300



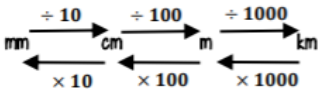
0.03 x 100 = 3

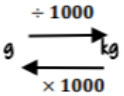
Repeated multiplication and division by powers of 10 is commutative

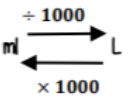
÷ 10 then ÷ 10 ⟶ ÷ 100

Metric conversions

Useful Conversions



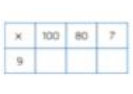




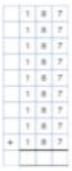
Multiplication methods



Long multiplication (column)



Grid method



Repeated addition

Less effective method especially for bigger multiplication

Multiplication with decimals

Perform multiplications as integers
e.g. 0.2 x 0.3 ⟶ 2 x 3

Make **adjustments** to your answer to match the question: 0.2 x 10 = 2
0.3 x 10 = 3
Therefore 6 ÷ 100 = **0.6**

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

Division methods

3584 ÷ 7 = **512**

Short division

$$7 \overline{)\,3\,{}^{3}5\;8\;{}^{1}4} \quad 5\;1\;2$$

Complex division

÷ 24 = ÷ 6 ÷ 4

Break up the divisor using factors

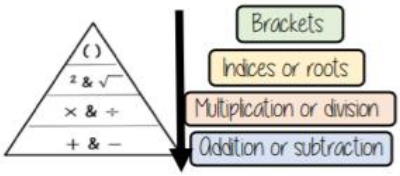
Division with decimals

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

24 ÷ 0.02 ⟶ 24 ÷ 0.2 ⟶ 240 ÷ 2

All give the same solution as represent the same proportion
Multiply the values in proportion until the divisor becomes an integer

Order of operations



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

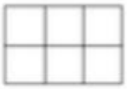
e.g. 10 − 3 + 5 ⟶ 10 − 3 ⟶ 7 + 5

6 x 4 + 8 x 2

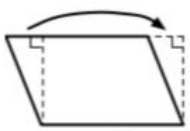
24 + 16 = 40

Area problems

Rectangle
Base x Perpendicular height

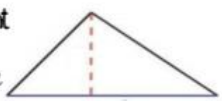


Parallelogram/ Rhombus
Base x Perpendicular height



Triangle
½ x Base x Perpendicular height

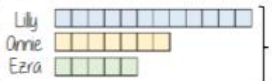
A triangle is half the size of the rectangle it would fit in



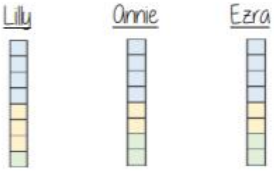
Mean problems

Mean — a measure of average. It gives an idea of the central value

Lilly, Annie and Ezra have the following cubes



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



The mean number of blocks would be 8 each

YEAR 7 — APPLICATION OF NUMBER

Solving problems with addition and subtraction

Maths

What do I need to be able to do?

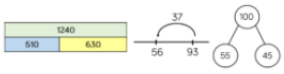
By the end of this unit you should be able to:

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

Keywords

Commutative: changing the order of the operations does not change the result
Associative: when you add or multiply you can do so regardless of how the numbers are grouped
Inverse: the operation that undoes what was done by the previous operation (The opposite operation)
Placeholder: a number that occupies a position to give value
Perimeter: the distance/ length around a 2D object
Polygon: a 2D shape made with straight lines
Balance: in financial questions – the amount of money in a bank account
Credit: money that goes into a bank account
Debit: money that leaves a bank account

Addition/ Subtraction with integers



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

Addition is commutative



6 + 3 = 3 + 6

The order of addition does not change the result

Subtraction the order has to stay the same

360 – 147 = 360 – 100 – 40 – 7

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

Formal written methods

	H	T	O
	1	8	7
+	5	4	2

	H	T	O
	4	2	7
–	2	4	9

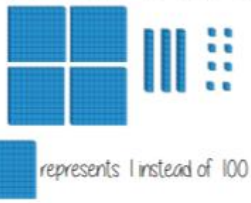
Remember the place value of each column
You may need to move 10 ones to the ones column to be able to subtract

Addition/ Subtraction with decimals

4	.	3	8
7	.	9	0

0 can be used to fill empty places with value

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



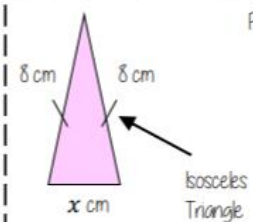
If represents 1 instead of 100

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

Revisit Fraction – Decimal equivalence
5.43 + 0.8

Solve problems with perimeter

Perimeter is the length around the outside of a polygon



Isosceles Triangle notation

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

8cm + 8cm + xcm = 25cm
16cm + xcm = 25cm
xcm = 9cm

Solve problems with finance

Profit = Income - Costs

Credit – Money coming into an account

Debit – Money leaving an account

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

Check the units of currency – work in the same unit

Tables and timetables

Distance tables

211	Cardiff	
556	493	Glasgow
518	392	177

Belfast

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

Bus/ Train timetables

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

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

TIME CALCULATIONS – use a number line

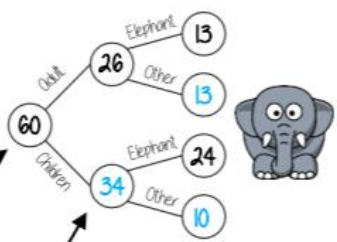
Two-way tables

	H	T
H	HH	HT
T	TH	TT

Where rows and columns intersect is the outcome of that action

Frequency trees

60 people visited the zoo one Saturday morning
26 of them were adults. 13 of the adult's favourite animal was an elephant. 24 of the children's favourite animal was an elephant.

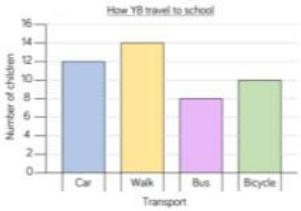


The overall total "60 people"

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

Probabilities or statements can be taken from the completed trees
e.g. 34 children visited the zoo

Bar and line charts



Use addition/ subtraction methods to extract information from bar charts

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

When describing changes or making predictions:
- Extract information from your data source
- Make comparisons of difference or sum of values
- Put into the context of the scenario

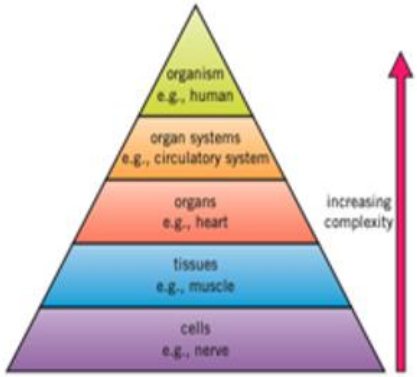
Within the 'brain dump', add all the knowledge you can remember from ***English*** and ***Maths*** without looking back at the sheets. Once you have added everything you can remember, look at these pages again and using a different colour pen, add in the knowledge that you missed out. This is the knowledge you should now continue to revise. Continue this process until you can remember everything on the page.



BRAIN DUMP

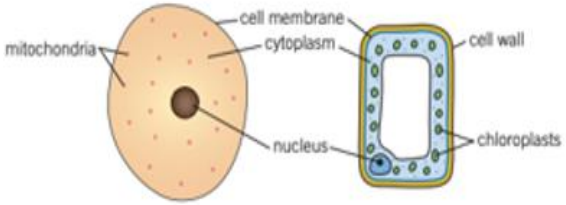
Knowledge Organiser: Cells and organisms

Levels of organisation



Plant and animal cells

- To be able to **observe** a **cell** we need to use a **microscope**, this magnifies the cell to a point to which we can see it;
- Plant and animal cells have small structures inside known as **organelles**, each of these performs a certain role which allows the cell to survive.

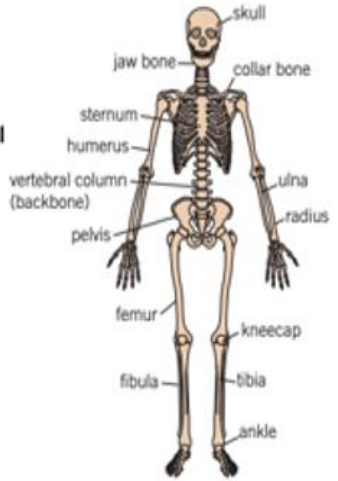


Specialised cells

- **Specialised cells** are designed to carry out a particular function, because of this they have specific features and adaptations to allow them to carry this out;
- Both plant and animal cells can be specialised, with these specialised cells working together to help the organism to survive.

The skeleton

- The **skeleton** is made up of 206 **bones** which are a type of **tissue**;
- Bones have a blood supply and are a living tissue;
- The skeleton is part of the **muscular-skeletal system**.
- The four main functions of the skeleton are:
  - To support the body – to keep you upright and hold **organs** in place;
  - Protect organs – such as the skull protecting the brain;
  - Movement – by working with muscles to allow you to move;
  - Making blood cells – the **bone marrow** produces red and white blood cells.



Muscles

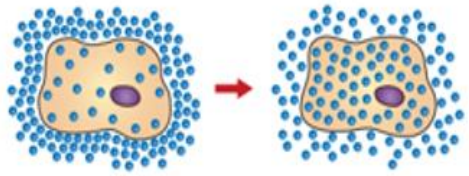
- **Muscles** are a type of tissue which allows movement;
- They pull on tendons which in turn pull on bones to allow movement;
- Muscles like the triceps and biceps are known as **antagonistic muscle pairs**, they work together –as one contracts, the other will relax.

Organs

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

Movement into and out of cells

- The process in which substances move into and out of cells is known as **diffusion**;
- This occurs across the **cell membrane**;
- During diffusion particles move from an area of high **concentration**, to an area of low concentration.



- Oxygen and nutrients enter the cell by diffusion, carbon dioxide and waste products leave.

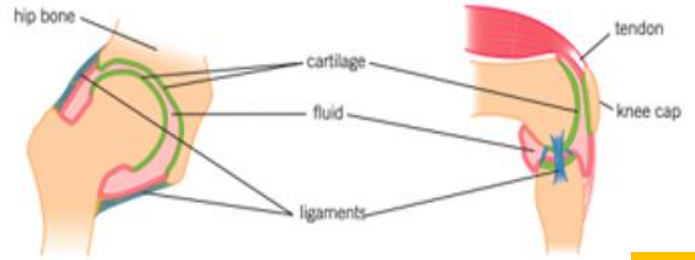
Movement

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

Hinge	Ball and socket	Fixed
For back and forward movement, e.g. knees	*For movement in all directionse.g. hips*	*Do not allow movement, e.g. skull*

Joints have three main types of tissue:

Ligaments	Cartilage	Tendons
Connect bone to bone	*Coats the end of bones as a protection*	*Connects bone to muscle*



Knowledge Organiser: Cells and organisms, Heating

Cell Organisation and Microscopes

Cell Organisation

CELL — the basic building block that makes up all living organisms.


e.g. palisade cell

TISSUE — a group of similar cells working together.


e.g. palisade tissue

ORGAN — a group of different tissues working together.


e.g. leaf

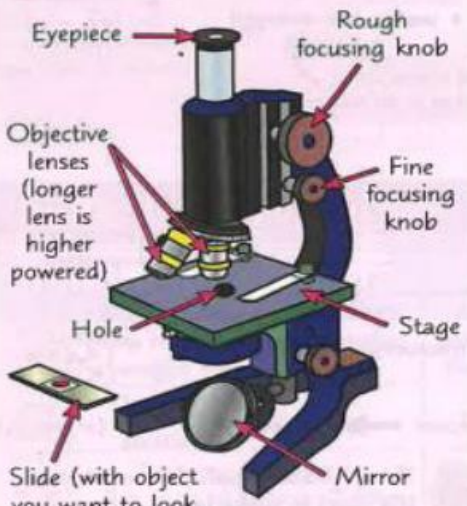
ORGAN SYSTEM — a group of organs working together.


e.g. shoot system

Organ systems work together to make entire organisms.

Multicellular organisms (most plants and animals) are usually made up of several organ systems.

A Microscope



Using a Microscope

Angle mirror so light shines up through hole in stage.

Clip slide onto stage.

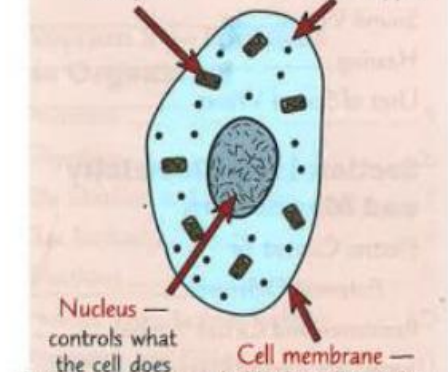
Start with lowest powered objective lens and move it down to just above slide by turning rough focusing knob.

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

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

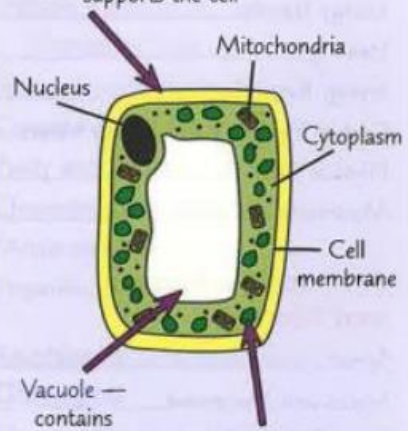
Cells

An Animal Cell



You can see the parts of a cell using a microscope (it helps if you stain the cells first).

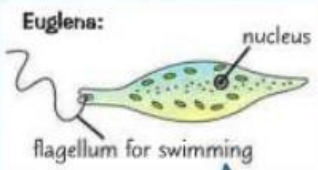
A Plant Cell

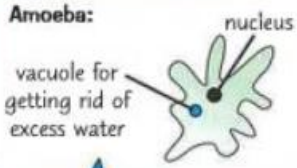


Animal cells don't have a cell wall, vacuole or chloroplasts.

Unicellular Organisms

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





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

Knowledge Organiser: Cells and organisms, Heating

The Skeleton and Muscles

The Skeleton



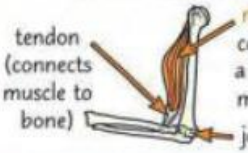
Four Functions of the Skeleton

1. 
Protection of organs — e.g. the skull protects the brain.

2. 
Support of all the body's soft tissues — this allows us to stand up.

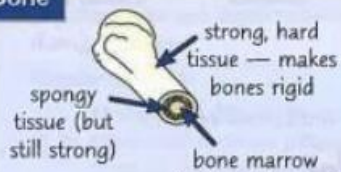
3. Making blood cells — bone marrow makes red and white blood cells.

4. 
Movement — muscles and joints allow the skeleton to move.



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

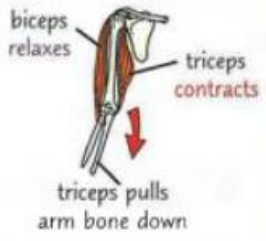
Bone



Antagonistic Muscles

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







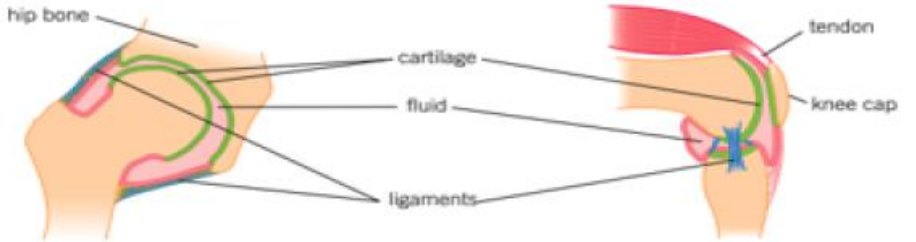
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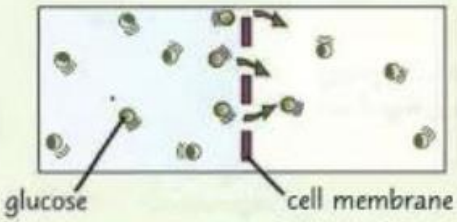
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Diffusion

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

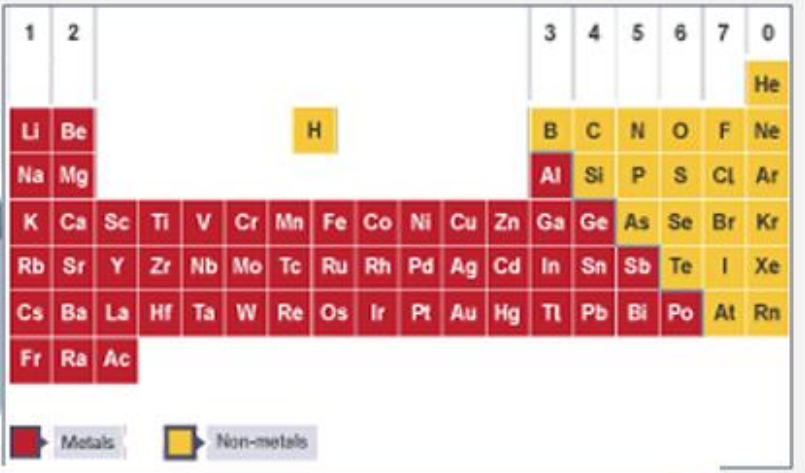
Substances that cells need (e.g. oxygen and glucose) move into cells by diffusion. Waste products (e.g. carbon dioxide) move out of cells by diffusion.



Atoms, Elements and Compounds

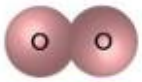
Elements and atoms

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



Elements contain just **one type of atom.**

Oxygen (O_2)



Compounds contain **different types of atom bonded together.**

Carbon dioxide (CO_2)



Groups and periods

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

Naming Compounds

Metal + Non-Metal (which contain two elements)

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

E.g.

Copper + Oxygen → Copper Oxide

Lithium + Fluorine → Lithium Fluoride

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

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

E.g.

Copper, Sulfur, Oxygen

Copper Sulfate

Compounds

- **Compounds** are formed when two or more different elements chemically bond together
- The compound will have different **physical properties** to the elements which make up the compound, for example water is a liquid, but it made from oxygen and hydrogen which are both gases
- Compounds are hard to separate and need a chemical reaction to do this

- When naming a compound, we always mention the metal first and the non metal second
- The name of the metal will not change but the name of the non metal will, for example oxygen can change to oxide
- Chemical formulae tells us how many atoms of each element are in the compound in relation to each other



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

COPS AND ROBBERS

This **retrieval practice tool** will help you test and build your memory of a specific topic in ***Science.***







Cops: Write down everything you can remember about the topic from your long-term memory, without looking at notes.	**Robbers:** Now *"Steal"* missing facts or ideas from the KO you have been studying. This will give you information about the points you need to develop.

Opinions

j'adore – *I love*



j'aime bien – *I really like*



j'aime – *I like*



je n'aime pas – *I don't like*



je déteste – *I hate*



Justifications

car c'est – *because it's*
parce que c'est – *because it's*
car ce n'est pas – *because it's not*
*ce sera – *it will be*
*c'était – *it was*

Intensifiers

très – *very*
assez – *quite*
trop - *too*
vraiment - *very*

Connectives

et - *and*
aussi – *also*
mais – *but*
cependant - *however*

Reasons



amusant – *fun*
intéressant – *interesting*
fantastique – *fantastic*
excellent – *excellent*
chouette – *great*



nul – *rubbish*
horrible – *horrible*
ennuyeux – *boring*
affreux – *awful*
terrible - *terrible*

Instructions Ecrivez – *Write!* Ecoutez – *Listen!* Regardez – *Look!* Lisez – *Read!*
Faites correspondre – *Match up!* Traduisez – *Translate!* Répétez – *Repeat!* Copiez – *Copy!*

Questions Qu'est-ce que c'est…? *What is it…?*
Comment dit-on.. En anglais/français? *How do we say… in English/French?*

Classroom language

Bonjour monsieur / madame – *Hello Sir / Miss*
Oui / non – *Yes / No*
S'il vous plaît – *Please*
Merci – *Thank you*
J'ai besoin de… – *I need a/some…*
stylo (vert) – *(green) pen*
papier – *paper*
dictionnaire – *dictionary*
règle – *ruler*
cahier – *exercise book*
Est-ce que vous pouvez répéter?
– *Can you repeat?*
Je ne comprends pas – *I don't understand*
Est-ce que vous pouvez m'aider?
– *Can you help me?*
Puis-je aller aux toilettes?
– *Can I go to the toilets?*
J'ai fini – *I have finished*
Puis-je enlever ma veste?
– *Can I take off my blazer?*
Qu'est-ce que c'est …. en francais / anglais?
– *What is … in French / English?*

Les numéros

0	Zero	11	Onze	30	Trente
1	Un	12	Douze	40	Quarente
2	Deux	13	Treize	50	Cinquante
3	Trois	14	Quatroze	60	Soixante
4	Quatre	15	Quinze	70	Soixante-dix
5	Cinq	16	Seize	80	Quatre-vingts
6	Six	17	Dix-sept	90	Quatre-vingt-dix
7	Sept	18	Dix-huit	100	Cent
8	Huit	19	Dix-neuf		
9	Neuf	20	Vingt		
10	Dix				

Year 7 French: Unit 2: Family & Friends Knowledge Organiser

MFL

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

Big Questions

How do I discuss countries and nationalities?

How do I talk about family members?

How do I talk about types of family?

What pets do I have at home?

How do I describe members of my family?

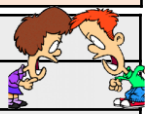
How do I count to 100?



Ma famille – my family	
dans ma famille	in my family
il y a /j'ai	there is/I have
mon frère	my brother
ma sœur	my sister
mon demi-frère	my stepbrother
ma demi-sœur	my stepsister
ma mère	my mum
mon père	my dad
ma belle-mère	my step mum
mon beau-père	my step dad
mes grands parents	my grandparents
ma tante	my aunty
mon oncle	my uncle
mon cousin/ma cousine	my cousin
qui s'appelle	who is called
qui s'appellent	who are called
il/elle a …ans	he/she is…years old.



les relations – relations	
je m'entends bien	I get on with
je dispute avec	I fight with
je m'amuse avec	I have fun with
car il/elle est	because he/she is



Les numéros	
trente	30
quarante	40
cinquante	50
soixante	60

Les numéros	
soixante-dix	70
quatre-vingts	80
quatre-vingt-dix	90
cent	100

la personalité - personality	
je suis	I am
il/elle est	he/she is
sensible	sensitive
affectueux/-euse	caring
travailleur/euse	hard working
bavard(e)	chatty
méchant(e)	unkind
drôle	funny
paresseux/-euse	lazy
sympa	kind

les yeux et les cheveux – hair and eyes	
J'ai/il/elle a	I have /he/she has
les yeux	eyes
bleus/verts/bruns	blue/green/brown
j'ai/il/elle a	I have/he/she has
les cheveux	hair
bruns/noirs/gris/ blonds/roux	brown/black/grey /blond/red
je suis chauvre	I am bald

les pays – countries	
Angleterre (f)	England
Ecosse (f)	Scotland
Pays de Galles (f)	Wales
Allemagne (f)	Germany
Etats-Unis (pl)	USA

les adjectifs – adjectives	
je suis	I am
petit(e)	short
grand(e)	tall
mince	thin/slim
gros(se)	chubby
jeune	young
vieux/vieille	old
beau/belle	handsome/pretty
laid(e)	ugly





sortes de famille – types of famile	
une famille	a family
recomposée	blended
monoparental	single parent
homoparental	single-gender
divorcés/séparés	divorced/separated

les nationalités – nationalities	
anglais/e	Englis
ecossais/e	Scottish
galois/e	Welsh
allemand/e	German
américain/e	American



Useful Grammar

Key verbs			
avoir	to have	être	to be
J'ai	I have	Je suis	I am
tu as	you have	tu es	you are
il/elle/on a	he/she/it has	il/elle/on est	he/she/it is
nous avons	we have	nous sommes	we are
vous avez	you (pl) has	vous êtes	you (pl) are
ils/elles ont	they have	ils/elles sont	they are

Key Questions	
descris ta famille	describe your family
comment est ta mère/ton père?	what is your mum/dad like?
décris ta personnalité	describe your personality
tu t'entends bien avec ta famille?	do you get on well with your family?
qui est ton hero? pourquoi?	who is your hero? why?

Possessive prounouns
There are three different words for "my" in French and they must agree with what you are talking about.

	my	your	his/her
Masculine	mon	ton	son
Feminine	ma	ta	sa
Plural	mes	tes	ses

connectives/conjunctions
Use these to link sentences to make them more complex and exciting!
aussi – also, cependant – however mais - but

Important opinions and connectives

J'aime/ je n'aime pas	I (don't) like	**et/aussi**	and/also
J'adore	I love	**mais/ cependant**	but/ however
Je déteste	I hate	**avec/ou**	with/or

False Friends

sympatique	kind/nice
sensible	sensitive
compatissant	sympathetic

Tricky pronunciation:

jeune	zh-euh-ne
-euse	errz

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

un pantalon vert
une jupe verte
des collants verts
des baskets vertes

adjectives which end in –eur in French in the masculine form change to –euse in the feminine form. e.g. travailleur → travailleuse

Idiomatic expressions – these do not translate literally!
maigre comme un clou – as think as a rake
avoir le cafard – to feel depressed
prendre la tête à…-to do someone's head in.

Tricky Spellings – Look, cover, write, check

s'appelle(nt)	2p's and 2l's

Parle-moi de la photo	
Sur la photo	in the photo
je peux voir	I can see
il y a	there is/are
à gauche/à droite	on the left/right
un garçon/une fille	a boy/a girl
un homme/une femme	a man/woman

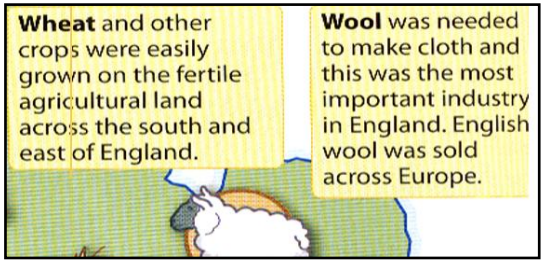


Intensifiers
très—very assez —quite
un peu—a little beaucoup—a lot



Knowledge organiser: Why was England a battlefield in 1066?

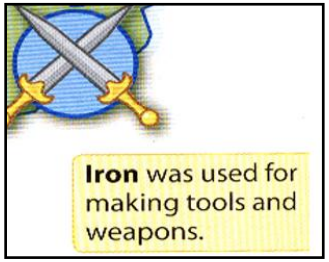


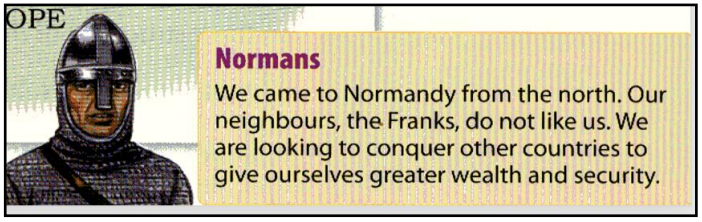


Raiders – came to raid England. This meant that they would come, kill whoever stood in their way, take whatever they could and return home.
Settlers – came to England to live and work there.
Conquerors – came not only to live in England but to conquer and rule the country.

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

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







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

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

Harold Hardrada- How strong was he?
Historians have estimated that between 12,000 and 18,000 men left Norway with Hardrada.
As Vikings, the Norwegians traditionally attacked from the sea and did not rely on horses in battle. Hand to hand combat was their favourite method of fighting. In that sense they were very similar in appearance and tactics to the English.

The Battle of Stamford Bridge
25th September 1066

1. The first to try and seize the crown and invade England was Harald Hardrada of Norway. He was helped by Harold's brother Tostig, who was exiled from England.

2. Harald Hardrada and Tostig landed with a massive army of over 8,000 Norwegians in the North of England. They took York and declared Harald Hardrada King of England.

3. On hearing of the Viking invasion, Harold Godwinson quickly gathered what men he could and marched 187 miles north to face him.

4. They marched 37 - 45 miles a day, going as fast as they could and carrying their heavy kit with them.

5. The two armies met at Stamford Bridge, just outside York, on 25 September 1066.

6. It was a bloody battle. It was such a fierce battle that only 24 of the 300 ships, that came to England, returned to Norway.



Vs.



The Battle of Hastings
October 1066

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



Vs.



Bayeux Tapestry

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



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

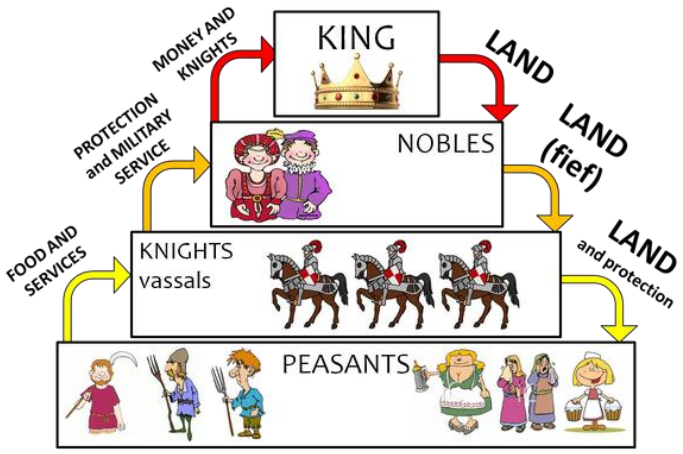
Harrying of the North:

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

The Domesday Book:

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

The Feudal System



Feudal Pyramid of Power

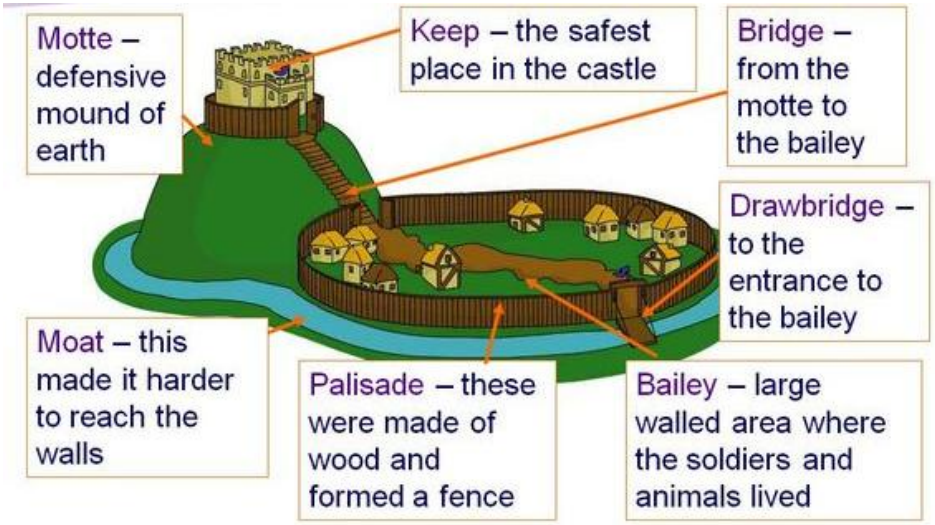
The Feudal System was introduced to England following the invasion and conquest of the country by William I (William the Conqueror).

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

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

Motte and Bailey Castles:

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



Advantages:

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

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

Disadvantages:

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

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

Types of Castle, 1066-1500

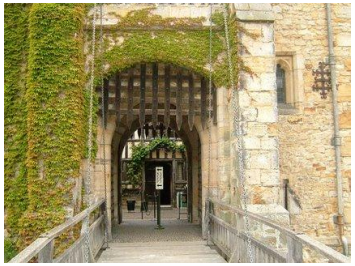
1 Stone Keep



2 Rounded Turret



3 Barbican Entrance



4 Concentric



5 Clover- leaf



Our Living World Year 7

Sustainable: Actions that meet the needs of the present without reducing the ability of future generations to meet their needs.
Biome: A global ecosystem, such as temperate deciduous forest or tropical rainforest.
Ecosystem: A community of living organisms and their connections with the climate and soil.
Food chain: Links between organisms that feed on each other.
Food web: Interconnected food chains that make up a large ecosystem.
Adaptation: Adaptations are any behavioural or physical characteristics of an animal/plant that help it to survive in its environment.
Climate: The average weather conditions over a long period of time.
Coral bleaching: When coral forces the algae living in it out as a result of higher water temperatures, leaving the coral white.
Food miles: The number of miles the food has travelled from producer to consumer.

The importance of Coral Reefs

Social	Economic	Environmental
• Coral reefs are used for medicines and reconstructive surgery. • At least 500 million people rely on coral reefs for food, coastal protection, and livelihoods. • The coral reef provides a living laboratory. Both students and scientists can study the interrelationship of organisms and their environment.	• Important for generating money for fisheries and tourism. • Estimated that coral reefs provide $375 billion per year around the world in goods and services.	• Reefs shelter land from harsh ocean storms and floods. • Coral reefs cover less than 1% of the Earth's surface, they are home to 25% of all marine fish species. • Remove and recycle carbon dioxide. • Coral reefs support a phenomenal diversity of species and provide irreplaceable sources of food and shelter. Tropical rainforests play a similar role on the land.

Page 21

Uses of Bamboo:

Construction: It is extremely strong and used for buildings and simple bridges. It can be made into sheets and planks to be used as flooring and is also made into furniture. Resistant to ground shaking, it is a good building material in earthquake zones.
Fuel: Bamboo charcoal is made in China and India. It is used as a fuel for cooking but also in products such as toothpaste.
Food: Bamboo shoots are used in cooking throughout South and East Asia. Bamboo leaves are used to wrap food and the hollow stems can be used to cook food.
Products: Bamboo is used to make a range of products used around the world. These include; clothes and textiles, musical instruments, paper, chopsticks, jewellery, rafts, ropes, firewood, pipes, ladders, baskets, medicine and plant supports.

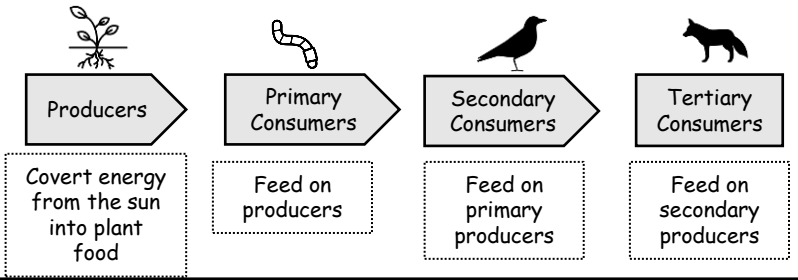
Harvesting Bamboo

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

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



Food Chains



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

DUAL CODING

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

Image	Key Knowledge

Image	Key Knowledge

CRITICAL STUDIES – How To Research Artists

Process/technique: How the work was made.





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

Subject matter: What the focus of the work was.



Influences: Friends, styles of art.



Materials/media: With what the work was made.

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

Formal qualities of work:

Style;

Colour;

Representational/abstract;

Mood created/message;

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

CUBISM



Influences: F*riends, styles of art, environment, inventions...*
The Cubists were influenced by the artwork *of* *Paul Cézanne* and African tribal masks which are highly stylised, or non-naturalistic.

Process/technique: *How was the work made?*
- Objects and figures broken down into distinct areas – or planes/ Flat surface. They aimed to show an object from different viewpoints, by overlapping those viewpoints, which creates fragmented shapes.



Context: *Background to the work. Could be social/cultural…*
- The invention of photography in the 1800's artists were looking at more imaginative ways of depicting the world ...and abstract art was born.

Formal qualities of work:

Style; Abstract

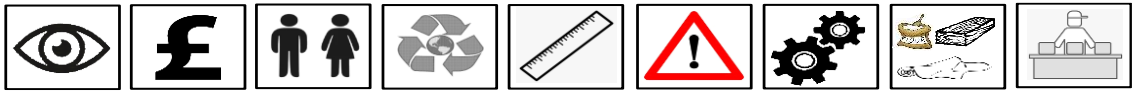
Colour;
The Cubists used a limited palette of neutral, dull colours with many earthy tones.

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

Subject matter: W*hat was the focus of the work?*
- They mostly painted still life groups and portraits.

7.Materials/media: What was the work made with?
The Cubists used **unusual techniques, and materials**. One of the discoveries of that era was collage. They also used oil paint.

DT: Engineering



Year 7 Steady Hand Game: Linear Design

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

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

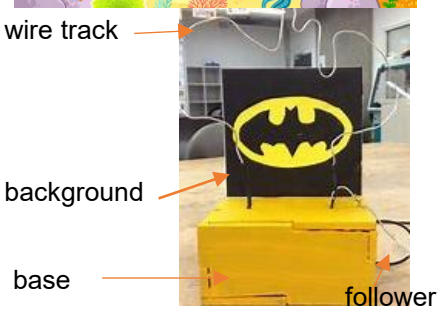
RED	DANGER	STOP/NO ACCESS/EMERGENCY STOP
YELLOW	CAUTION	BE CAREFUL/BE AWARE OF RISK/TAKE PRECAUTIONS
GREEN	SAFE	EMERGENCY EXIT/FIRST AID
BLUE	INSTRUCTION	INSTRUCTION ON ACTIONS E.G. WASH HANDS OR WEAR GOGGLES

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

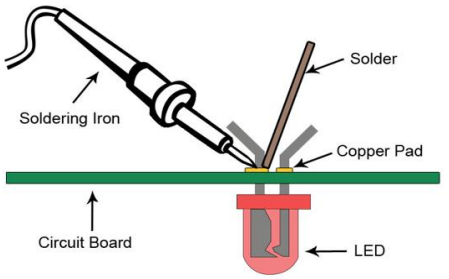
Vocabulary

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



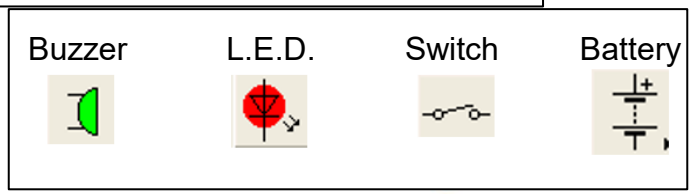


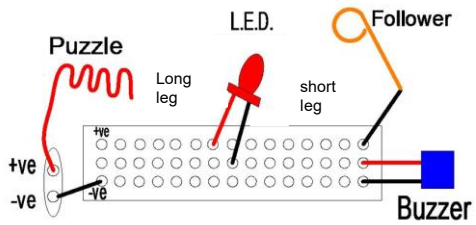
How To Solder



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.





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 Manufacture Client Environment Size Safety Function Material

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

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





Machine zig-zag stitch.



Machined using a straight stitch.

Hand stitched using a Blanket stitch.

Equipment you will be using this term



Fabric scissors





Needle and thread



Pins



Tape measure



Stitch cutter

Parts of a Sewing machine



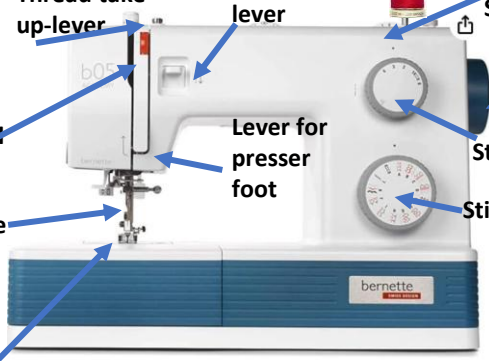
Bobbin



Foot peddle









Presser foot

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.

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

Step 1:
Create a paper template of the appliqué shape.





Step 2:
Trace around the appliqué shape and cut out.

Step 3:
Pin the appliqué shape onto a background fabric.





Step 4:
Tack the shape into place ready for machining.

Step 5:
Machine into place using a straight stitch or zig-zag stitch.





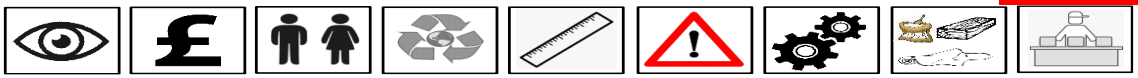
Important points to remember when using a sewing machine:

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

Key Vocabulary:

Aesthetics – what something looks like or feels like.
Colours – Primary, secondary, tertiary, analogous, harmonious, complementary, vibrant.
Fibre - a thread or filament from which a vegetable tissue, mineral substance, or textile is formed.
Lettering – easy to read, bold, colourful, stand out.
Materials – fabrics like Felt, cotton, fleece.
Performance qualities of materials – what/ how do you expect them to perform – soft, stretchy, washable, easy to use, hardwearing.

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.

Food Safety and Hygiene

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

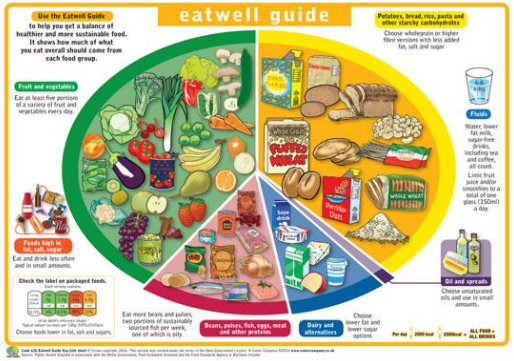
You must understand the basics of

- 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



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.

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.



Page 27

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.



Using Explore Food- Explore Food - Main Menu (foodafactoflife.org.uk)

Creating a label

Follow the stages in the example below to create a label on Explore food http://explorefood.foodafactoflife.org.uk/.

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

Croque Monsieur

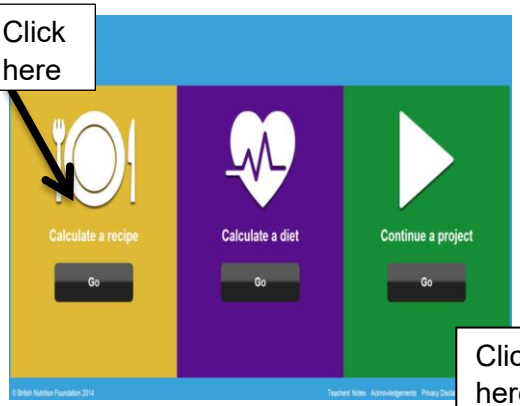
The dish originated in French cafes and bars as a quick snack. The name comes from the French words *croque* ("bite") and *monsieur* ("mister").



Options for fillings

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

Click here



Click here



Click create label





Copy your label into your booklet and analysis the results.

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

Based on the DT subject you are studying, pick 7 words; draw the dual code for it; write a simple definition then an example sentence in the table provided.

Year 7 Subject specific Vocabulary in Technology

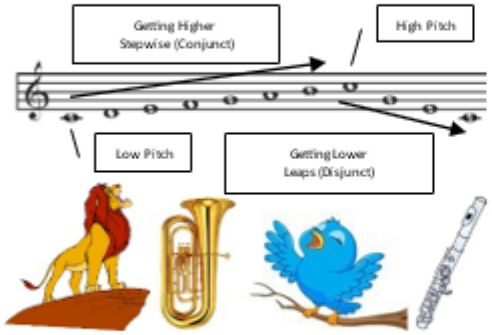
Engineering	Food	Textiles
•Aesthetics •Client •Safety •Hazard •Function •Risk assessment •Analyse •Design context •Design brief •Design specification	•Cross Contamination •Vitamins •Minerals •Fibre •Balanced	•Applique •Aesthetics •Inspirational •Fleece •Sculpture •Evaluate

Dual code/ definition	Example sentence

Exploring the Elements of Music- Year 7

A. Pitch

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



B. Tempo

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



FAST: *Allegro, Vivace, Presto*

SLOW: *Andante, Adagio, Lento*

GETTING FASTER – *Accelerando (accel.)*

GETTING SLOWER – *Ritardando (rit.) or Rallentando (rall.)*



C. Dynamics

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



VERY LOUD: *Fortissimo (ff)*

LOUD: *Forte (f)*

QUITE LOUD: *Mezzo Forte (mf)*

QUITE SOFT: *Mezzo Piano (mp)*

SOFT: *Piano (p)*

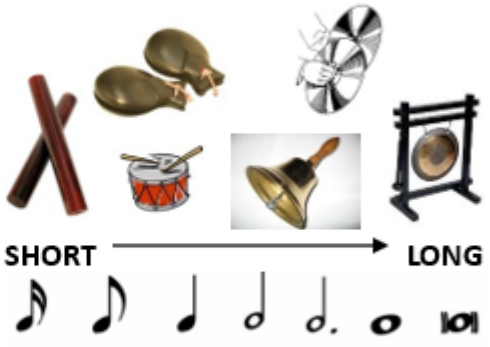
VERY SOFT: *Pianissimo (pp)*

GETTING LOUDER: *Crescendo (cresc.)*

GETTING SOFTER: *Diminuendo (dim.)*



D. Duration



The **length** of a sound.

E. Texture

How much sound we hear.

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



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

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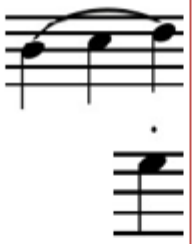
Describes the **unique sound or tone quality** of different instruments voices or sounds.



Velvety, Screechy, Throaty, Rattling, Mellow, Chirpy, Brassy, Sharp, Heavy, Buzzing, Crisp, Metallic, Wooden etc.

G. Articulation

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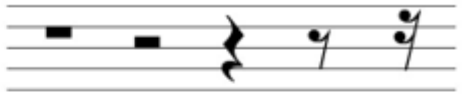


LEGATO – playing notes in a long, smooth way shown by a **SLUR**.

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

H. Silence

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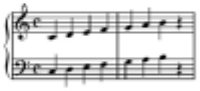




I. Notation

How music is **written** down.

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



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



Homework- Create a revision guide on the elements of music. Bring the guide that you have created to each music lesson to help you!

J. How Music Works

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

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

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

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

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



YEAR 7 DANCE

Performance Skills, Cultural Dance (Capoeira), & Group Choreography Skills / Choreographic Devices

Developing confident performers, understanding dance from around the world, and creating original choreography together.



PERFORMANCE SKILLS

The key skills you need to develop as a dancer.
Use R.A.D.S. to help you remember!

R – RELATIONSHIP
Be aware of others when you dance. Show you are connected to your dance partners, group and audience. Use spacing, timing and contact sensitively.

A – ACTION
Dance with commitment and clarity. Make your movements purposeful and show a clear intention behind what you do.

D – DYNAMICS
Use changes in energy, force and quality in your movement. Explore variations in speed, levels, accents and flow to keep your performance interesting.

S – SPACE
Use the space around you effectively. Think about levels (high, medium, low), directions, pathways and how you use different areas of the stage.

TOP TIPS FOR USING R.A.D.S.

- Think R.A.D.S. in rehearsal and performance.
- Watch others and give feedback using R.A.D.S.
- Set targets for each skill to help you improve.
- The more you practise, the more natural it becomes!

CULTURAL DANCE: CAPOEIRA

Capoeira is a Brazilian martial art that combines dance, acrobatics, music and play. It is often performed in a circle called a 'roda'.

ORIGINS
Capoeira was created in Brazil by enslaved Africans as a way to stay fit, protect themselves and preserve their culture.

MOVEMENT STYLE
It includes low grounded movements, kicks, spins, dodges, sweeps, handstands and acrobatics.

CHARACTERISTICS
- Flowing and circular
- Playful and controlled
- Uses levels, directions and pathways
- Movement is often in response to a partner

MUSIC
Capoeira is accompanied by live music including instruments like the berimbau, atabaque and pandeiro, and call and response singing.

VALUES
- Respect
- Discipline
- Community
- Creativity

KEY CAPOEIRA MOVES



GROUP CHOREOGRAPHY SKILLS

Working together to create and perform effective choreography.

COMMUNICATION
Share ideas, listen carefully and give respectful feedback.

COLLABORATION
Work as a team, support each other and value everyone's ideas.

ROLES & RESPONSIBILITIES
Take on different roles (e.g. leader, performer, choreographer, time keeper) and help the group.

REFLECTION
Watch, evaluate and refine your work to make it even better.

CHOREOGRAPHIC DEVICES

Tools you can use to create interesting and effective choreography.

ACTION
The type of movement (e.g. jump, turn, stretch).

DYNAMICS
How the movement is performed (e.g. fast, slow, strong, light, sharp, smooth).

SPACE
Where the movement happens (e.g. levels, directions, pathways, formations).

RELATIONSHIP
How dancers relate to each other (e.g. unison, canon, mirroring, lead and follow).

STRUCTURE
The order and organisation of movement (e.g. beginning, build, climax, ending).

EXAMPLE: USING A DEVICE

Action: Travel, turn, jump

Dynamics: Fast, slow, sharp, smooth

Space: High level, low level, diagonal pathways

Relationship: Canon (one after another)

Structure: Intro – develop – climax – ending

EXAMPLE SEQUENCE



1	2	3	4	5
Intro (slow low level)	Build (travel, medium level)	Climax (jumps, high level, fast)	Develop (turns, partner work)	Ending (still, low level)

KEY REMINDERS

- ✓ Use R.A.D.S. to improve your performance.
- ✓ Be inspired by other cultures and respect their traditions.
- ✓ Use choreography skills and devices to create original and exciting dances.
- ✓ Work together, be creative and have fun!
- ✓ Keep practising, reflecting and refining!



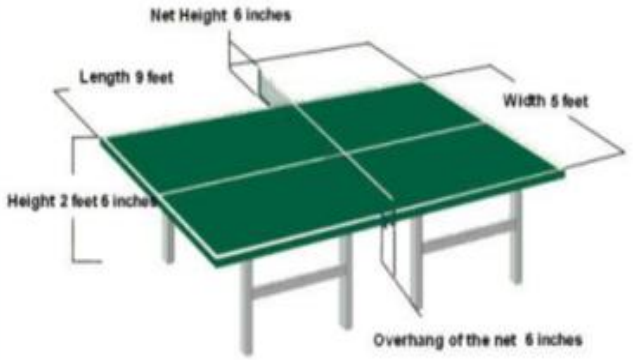
KEY VOCABULARY

R.A.D.S.	Capoeira	Ginga	Roda	Choreography	Choreographic Device	Canon	Unison	Formation	Dynamics
The key performance skills: Relationship, Action, Dynamics, Space.	A Brazilian martial art that combines dance, acrobatic moves, music and culture.	The basic step in Capoeira; a flowing rocking movement from side to side.	The circle formed by players and musicians in a Capoeira performance.	The art of creating and arranging movement.	A tool used to make choreography more interesting and effective.	When groups or dancers perform the same movement, one after another.	When all dancers perform the same movement at the same time.	The shape or pattern made by dancers in the space.	The energy, force and quality of movement.

Physical Education Y7 Table Tennis

Table Markings and Equipment

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



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



Scoring

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



A point is lost if...

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

Key Skills/Techniques

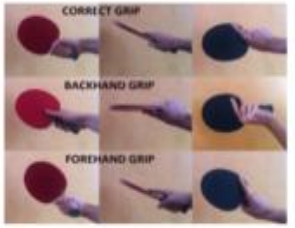
Rally— to keep the ball in play continuously with your partner/opponent. Continually watching the ball for where it lands. Keeping active in your movement.

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

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

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

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



Keywords:

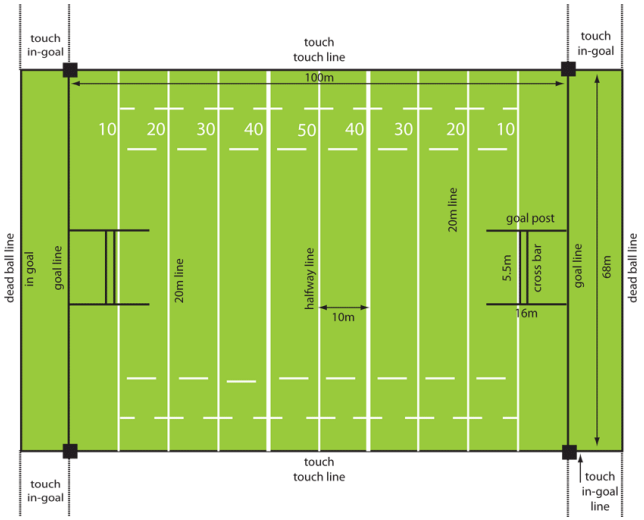
Paddle;
Serve;
Doubles;
Singles;
Backhand Push;
Forehand Push;
Let.

PE

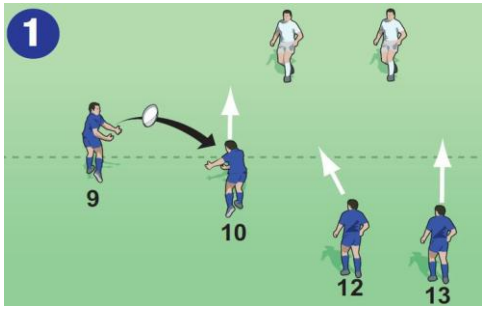
Tag Rugby – Year 7

Rules

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







Skills

Carrying – To move with the ball in your hands.	Carry the ball in two hands. Change direction when you see a defender coming.
Passing – To send the ball to a teammate by throwing it to them in a sideways or backwards direction.	Look for teammates in space. Create a W shape with hands on the ball.
Defending – To stop the opposition progressing up the field.	Spread out as a defensive line across pitch. Make sure you are close enough before reaching for a tag.
Drawing defenders – To tempt defenders out of position.	Holding the ball and moving into space will draw in opposition defenders.
Tackling – To remove the tag off an opposition player carrying the ball.	Make sure you are close enough before reaching for a tag.

Scoring System

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

Conversion – Taken after a try = 2pts.

Penalty kick – 3pts.

Drop goal – 3pts.

Most points at the end wins

What to Trust Online

There are billions of webpages on the world wide web giving us a wealth of information!
But the fact is, anyone can write and publish a website.
We therefore need to be really careful when we use the world wide web to gather information because not everything on the web is reliable and trustworthy.

Here are 6 quick checks we can do to evaluate the reliability of websites. Individually, each check doesn't prove reliability, but if a website passes all checks, it is likely that the information they offer is reliable.

- ✔ Professional look – does the site look professional?
- ✔ Quality Information – is the information well written, have no spelling errors, is well detailed?
- ✔ Links - are they working properly?
- ✔ Up-To-Date – is it updated regularly?
- ✔ Address – does the web address relates to website's content?
- ✔ Backed up – is the information backed up by other websites?



Out of the 6 checks above, the last is arguably the most important! If information found on one site, is also found on others, it is highly likely that you can trust the information.

Copyrights and Copywrongs



What is Copyright?

Copyright is a law. It is in place to protect people's work and ideas.

If you:
- take people's work (download music/films)
- use people's work (copy text/images from the internet and use it in your work)
- steal people's ideas (create a new vacuum cleaner with Dyson technology)

...without permission and without acknowledging them, then you are breaking copyright law.

Copyright, Plagiarism and School

In school, you are not allowed to copy other people's content (text / media) from the internet and use it in your own work, as this is classed as plagiarism.

However, this becomes acceptable if you acknowledge the source of the information (declaring where you found it and saying its not your work) and copying only small amounts.

Smart Searching



How search engines work
- Search engines such as Google have a big database (index) containing millions of webpage addresses.
- And in this database, listed alongside each webpage address, are a list of words that appear on the page and the number of times they appear.
- So, when you type in a search term into a search engine, you are not actually searching the web. You are searching the search engine's database for all webpage address that contain your search term.
- And the results are then listed for you, a few milliseconds later.

Advanced Searching Tips – Boolean Operators
When we search the web, we can use some special 'operators' to help either open up or narrow down our search, for the information that we need.

Normal Search: Cheddar Cheese Finds **only** webpages containing the words CHEDDAR and CHEESE (but not necessarily together).	**OR Search**: Cheddar OR Cheese Finds webpages containing the word CHEDDAR. Finds webpages containing the word CHEESE. Finds webpages containing the words CHEDDAR and CHEESE but not necessarily together
Minus Search: Cheddar -Cheese Finds webpages that have the word CHEDDAR. Ignores webpages that have the word CHEESE.	**Quote Search**: "Cheddar Cheese" Will display the sites that have the phrase CHEDDAR CHEESE (both words next to each other)

Staying Safe Online



The world wide web is amazing! So much information at our finger tips! However, there are quite a lot of dangers online and it is important to be aware of them and know how to avoid them.

Threat	Issue	How to avoid
Chat Rooms	You can't be sure who you are chatting with. They may be online predators looking to cause harm.	Only chat with known friends, perhaps after agreeing a time and knowing each other's online usernames.
Online Fraud	Your personal information / bank details can be intercepted and used without permission	Do not give out personal information online Only use card details on know e-commerce sites, with encryption (padlock)
Cyber Abuse	Bullies and trolls can target you and adversely affect your mental wellbeing	Evidence abuse and tell teachers / family. Spend time away from social media.
Inappropriate Content	The world wide web contains inappropriate content which may not be age appropriate.	Filtering systems can block access to inappropriate materials.
Addiction	Social media and gaming can become very addictive and prevent you from leading a happy, balanced life.	Set periods of time where you are offline. Place your phone in another room when working / having down time.
Malware	Some software can cause harm to you and your computer. Viruses may destroy files / slow your computer. Spyware can record your computer activity, which can be used against you.	Do not download files from unknown sources. Do not open attachments from unknown email addresses. Install and run anti-malware software.

Key Vocabulary

Key Word	*Definition*
Evaluate	Finding out about the quality of something
Trustworthiness	How sure we are that the information is correct
Bias	Being unfairly in favour of one thing over another
Reliability	The level to which we can depend on the information
Index	Another name for a database of websites.
Boolean Operators	'AND' 'OR' 'NOT' logic statements used to improve database searches.
Relevance	How close the information matches what you were looking for.
Copyright	A law to protect other people's ideas/work.
Plagiarism	Using other peoples' ideas/work and pretending it is yours
Acknowledgment	Making it clear that text/images in your work belong to someone else and are not your own
Hacking	Gaining access to a computer without being allowed
Forum Trolls	People who hang around chat rooms and forums posting abuse
Pseudonym	An online name – different from a real name. Good to use to keep your identity safe.
Cyber-Abuse	Being tormented, threatened, harassed, humiliated, embarrassed or otherwise targeted by another person using the Internet, interactive and digital technologies or mobile phones
Print-Screen	A way to capture what is on the screen at any given time – a way to evidence online abuse.

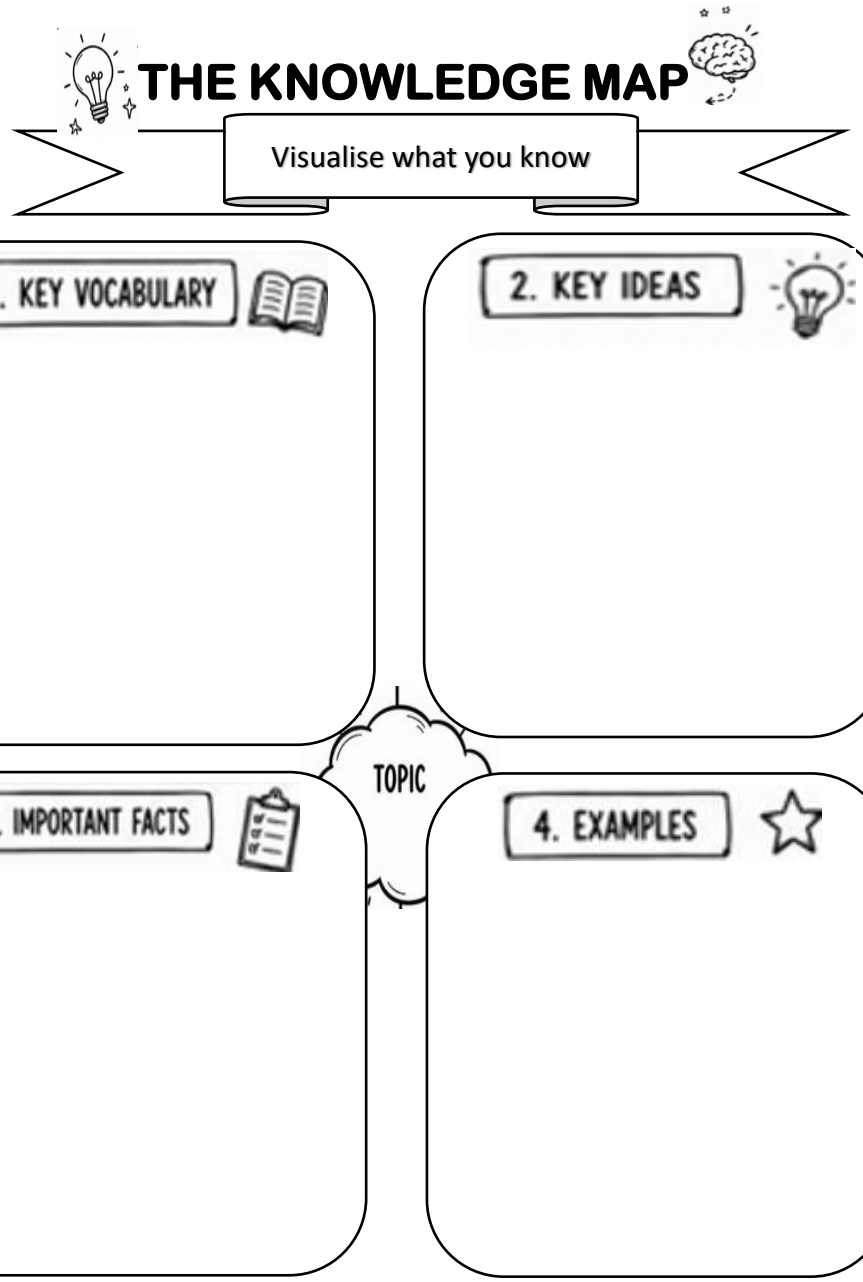
Evidencing Cyber Abuse

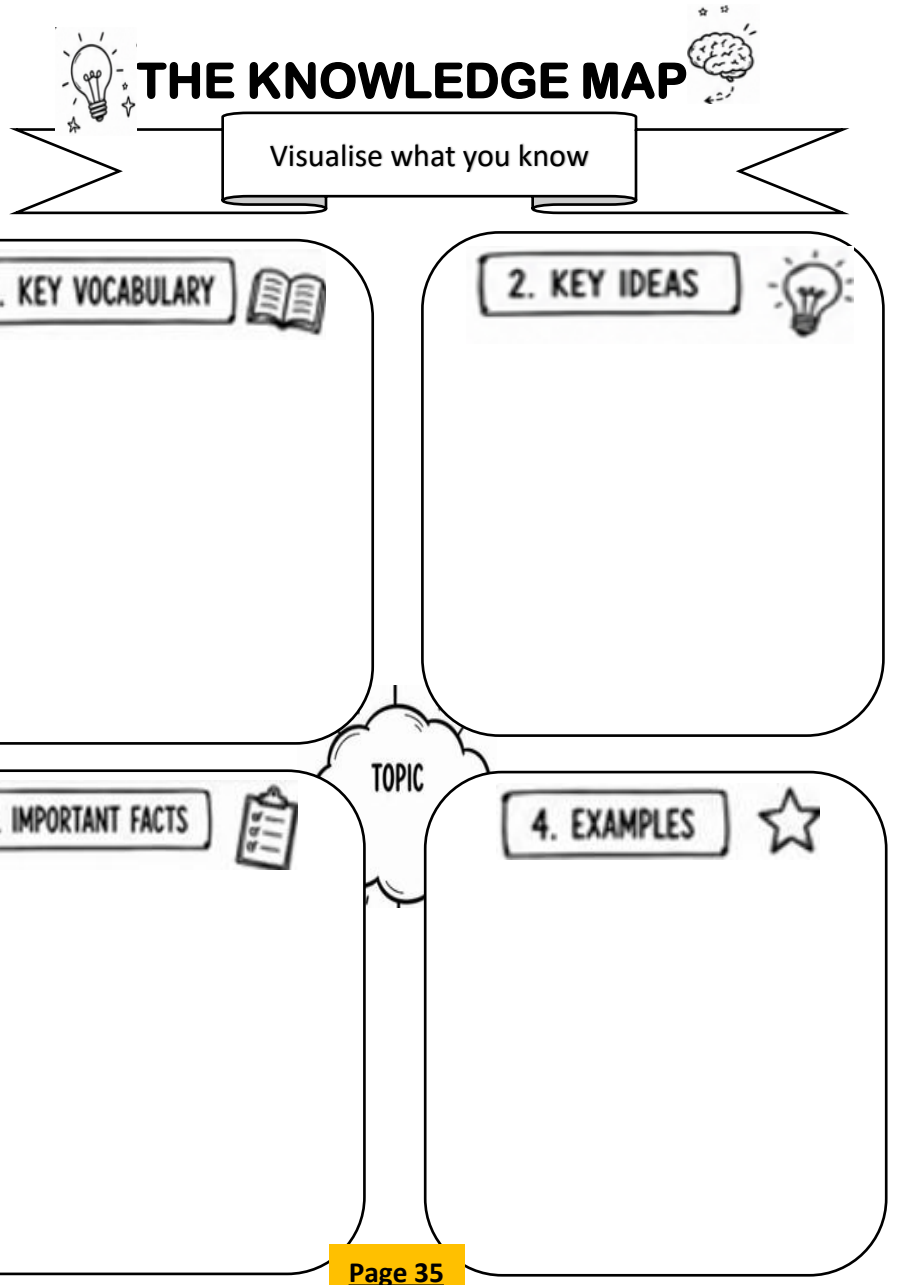
Despite how careful you may be online, there may be times that you are unfortunate enough to experience cyber abuse. If it does ever happen to you, it is important to be aware of what to do in order to protect yourself and find help.
Here are 7 key steps to consider if you ever experience cyber abuse.

1. Record the evidence
2. Tell a parent or teacher or the Police
3. Don't reply to abuse
4. Keep personal information PERSONAL
5. Block users who send abuse
6. Report the abusive users to the online platform
7. Have Time Away...
...Temporarily Suspend Your Account...
...or even Delete Your Account



Have a read through the information on your ***PE/ Dance*** and ***Music/ Computing*** pages and then use the information below to help you create knowledge maps.





Year 7: How do Jews practice their religion in modern society?

Knowledge organiser

Key facts

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

Key vocabulary

anti-Semitism Persecution of Jewish people

atheist Someone who does not believe in God

Bar Mitzvah A ceremony for boys at the age of 13; it literally means 'son of the commandments'

Bat Mitzvah A ceremony for girls at the age of 12 or 13; it literally means 'daughter of the commandments'

Crusades A series of wars between Christians and Muslims

eulogy A speech given in praise of someone who has just died

free will The ability to choose how to act

Gehinnom A place of purification in the afterlife

hester panim The belief that God 'hid his face' during the Holocaust because he could not interfere with free will

Holocaust The killing of six million Jews by Nazi Germany

huppah A canopy which a couple stand under during their marriage ceremony to represent starting a new home together

Israelis People who live in Israel; mainly Jewish

mohel Someone who is both medically and religiously qualified to perform a circumcision

Palestinians People who live in and around the State of Israel; mainly Muslims

persecution Discrimination against people because of their beliefs

Pikuach Nefesh The principle that nearly any religious law can be broken in order to preserve human life

pogrom An attack on Jews

Seder meal A symbolic meal eaten at Pesach

seven blessings Blessings recited by the rabbi and others at a wedding ceremony

Shabbat/Sabbath A day of rest and religious observance

Shoah Another term for the Holocaust, which means calamity or catastrophe

State of Israel A Jewish state set up by the United Nations in 1948, which has since expanded

United Nations An organisation set up after the Second World War to keep world peace

Zionism A Jewish movement originally aimed to establish, and now aims to continue, the Jewish state of Israel

Key people

Eliezer Berkovits A rabbi who believed that God had to hide his face (hester panim) during the Holocaust so as not to interfere with human free will

Emil Fackenheim A rabbi who thought that the 614th mitzvah Jews should follow after the Holocaust was to unite and continue the Jewish family and faith so that Hitler did not win

Anne Frank A Jewish girl who wrote a diary while in hiding during the Holocaust

Richard Rubenstein A Jewish writer who claimed that Jews cannot think of God as omnipotent or that they are his chosen people after the Holocaust



KEYWORD REVISION

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

Keyword:	Definition:

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

Word List 1	Word List 2	Word List 3	Word List 4	Word List 5	Word List 6	Word List 7
Myriad (adjective) – many	**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 or people / obscure	**Naïve** (adjective) – Inexperienced / unaware	**Supercilious** (adjective) – arrogant	**Hypermasculine** (adjective) – overly masculine	**Exploit** (verb) – to use someone for your own good	**Abhor** (verb) – to hate
Erroneous (adjective)- wrong	**Tenuous** (adjective) – weak or fragile	**Pretentious** (adjective) – arrogant	**Tyrannical** (adjective) – a cruel dictator	**Atavistic** (adjective) – has characteristics of an earlier generation	**Epiphany** (noun) – a sudden realization	**Fate** (adjective) – destiny
Engender (verb) – to cause	**Perfunctory** (adjective) – carried out with minimal effort	**Pompous** (adjective) – arrogant	**Brazen** (adjective) – bold, shameless	**Troglodytic** (adjective) – like a caveman	**Façade** (noun) – a front (to 'wear a façade' means you wear a metaphorical mask, covering your true emotions or character)	**Integral** (adjective) – important
Employ (verb) – to make use of	**Moral** (noun) – a lesson	**Privileged** (adjective) – having an advantage over other, usually wealth	**Elusive** (adjective) – mysterious	**Apathetic** (adjective) – indifferent / lazy	**Microcosm** (noun) – a smaller community which represents a larger one	**Demise** (noun) – a person's downfall or death
Salient (adjective) – most noticeable and important	**Autonomy** (noun) – independence	**Compassionate** (adjective) – sympathetic	**Chauvinistic** (adjective) – has an attitude of superiority to opposite sex	**Segregated** (adjective) - separated	**Aloof** (adjective) – stand-offish	**Ridicule** (verb) – to make fun of
Advantageous (adjective) – providing an advantage / beneficial	**Assertive** (adjective) – confidence	**Vindictive** (adjective) – spiteful, cruel	**Materialistic** (adjective) – cares for objects and commodities	**Misogynistic** (adjective) – hateful towards women	**Degenerate** (adjective) – disgusting	**Deride** (verb) – to mock
Galvanize (verb) – to shock or excite someone into action	**Conceited** (adjective) – excessively proud / vain	**Duplicitous** (adjective) – having two sides	**Prophetic** (adjective) – able to accurately predict	**Choleric** (adjective) – quick-tempered, angry	**Depraved** (adjective) – immoral / evil	**Contempt** (noun) – hate
Substantiate (verb) – to provide evidence	**Superior** (adjective) – better than	**Narcissistic** (adjective) – self-obsessed	**Impulsive** (adjective) – rash / careless	**Secular** (adjective) – not religious	Feral (adjective) – wild	**Hysterical** (adjective) – uncontrolled emotion

My BHAmazing vocabulary, written in sentences:

1.

2.

3.

4.

5.

6.

7.