Year 7
Term 1A - 2023-2024

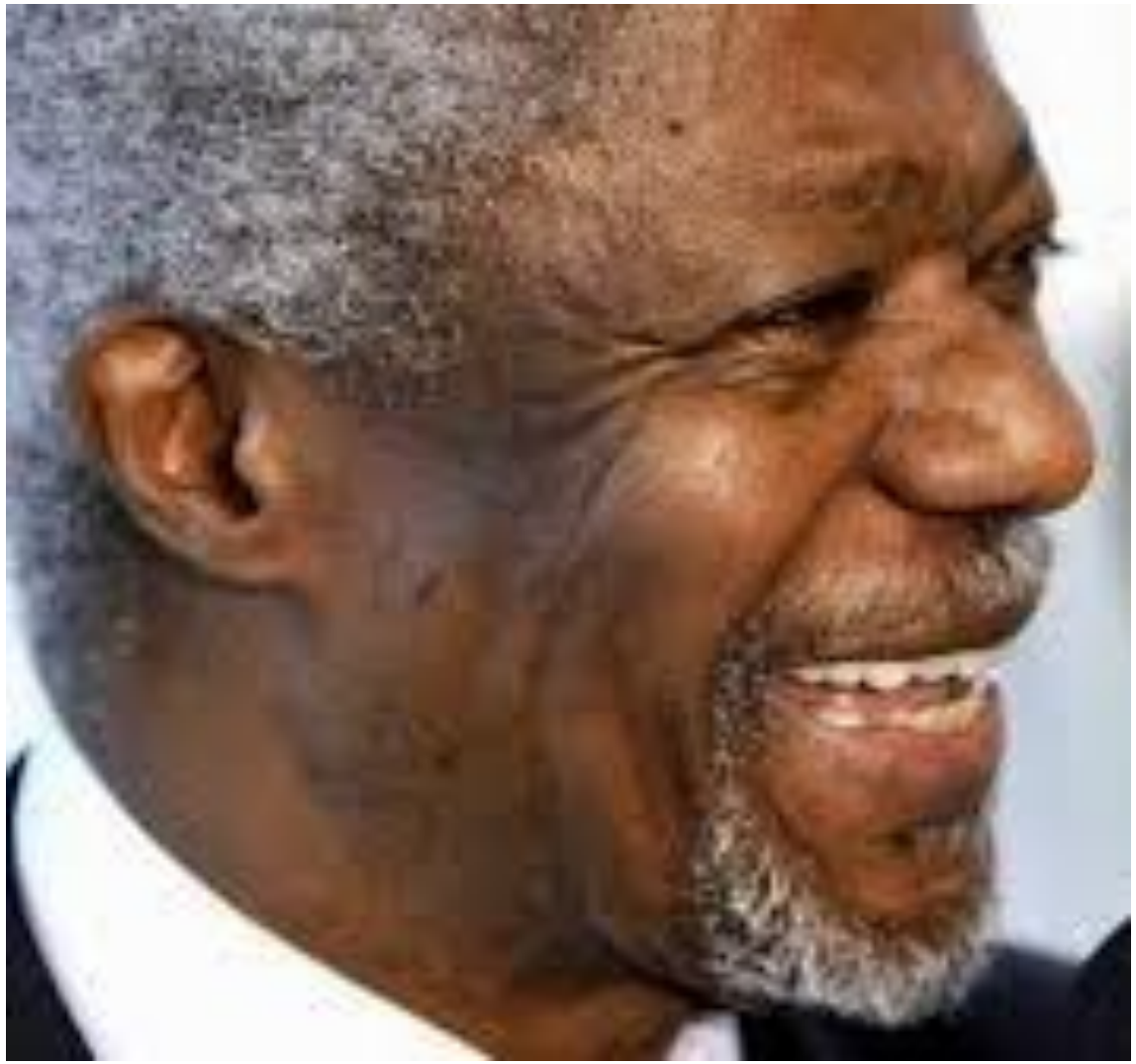
Name _____

Form _____

St Cuthbert's Catholic High School

MORE THAN A SCHOOL

St Cuthbert's
Catholic High School
Live life in all its fullness



"Knowledge is power. Information is liberating. Education is the premise of progress, in every society, in every family"

Kofi Annan
(research who he is)

Year 7 Knowledge Organiser:

Term 1A 2023-2024

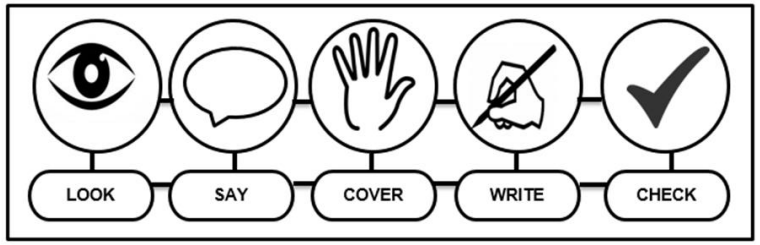
Instructions for using your Knowledge Organiser

The timetable on the next page tells you which subjects you should be studying on which days (it doesn't matter if you have that subject on that day or not, you should follow the timetable).

You are to use your exercise book to show the work you have done. Each evening you should start a new page and put the date clearly at the top.

You need to bring your KO and exercise book with you EVERY DAY to school. Your KO and exercise book will be checked regularly in form time.

You will also be tested in your lessons on knowledge from the organisers.



You must use the revision strategy Look – Say – Cover – Write - Check to learn the knowledge. You can also use your KOs and book in a number of different ways but you **should not just copy** from the Knowledge Organiser into your book.

Presentation

You should take pride in how you present your work:

- Each page should be clearly dated at the top right hand side with the **Subject** written in the middle.
- Half way down the page a line should divide it in two with **Next Subject** written above the dividing line.
- Each half of the page should be neatly filled with evidence of self-testing. There should be an appropriate amount of work.
- Failure to show pride in your presentation or wasting space on your page with large writing or starting a number of lines down will result in a **negative AtL.**

Year 7 Knowledge Organiser Homework Timetable

You are expected to study the subjects shown on your timetable each day. You need to spend 20 minutes on each subject and you will need to evidence your work in your exercise book.

WEEK A	Subject 1	Subject 2	Subject 3
MONDAY	English	MFL	Geography
TUESDAY	Science	Maths	PD
WEDNESDAY	History	Music	Science
THURSDAY	RE	Maths	Food
FRIDAY	Computing	Technology	English

WEEK B	Subject 1	Subject 2	Subject 3
MONDAY	English	Drama	Geography
TUESDAY	Science	Maths	RE
WEDNESDAY	History	PE	Science
THURSDAY	RE	Maths	MFL
FRIDAY	Computing	Art	English

Reading Log

"The more that you read, the more things you will know. The more that you learn, the more places you'll go"

Dr Seuss

Use this reading log to record the books you read and how long you have spent reading.

Week	MON	TUE	WED	THURS	FRI	SAT	SUN	Book(s) read (title and author)	Time spent reading	Parent comment/signature
04/09/2023										
11/09/2023										
18/09/2023										
25/09/2023										
02/10/2023										
09/10/2023										
16/10/2023										
23/10/2023										

Year 7 English Term 1A: Novel – Abomination

Fiction is writing that draws on your imagination. It might have some emotional truth, or may be inspired by reality, but the writing takes the reader somewhere else.

Types of Fiction Writing:

Fiction tends to use language that is more descriptive and often poetic.

Examples of fiction include:

- poetry
- plays
- novels

As well as reading a novel, you are likely to be working on shorter pieces of fiction writing in which you:

- Describe a place
- Describe a person
- Write in a role as a character

An engaging opening: In a story or novel, the first paragraph has a lot of work to do. It needs to grab the readers' attention and hook them into the story. An **effective opening** offers threads for the reader to follow.

Within this structure you could also create a circular structure in which the conclusion connects back to the opening idea.

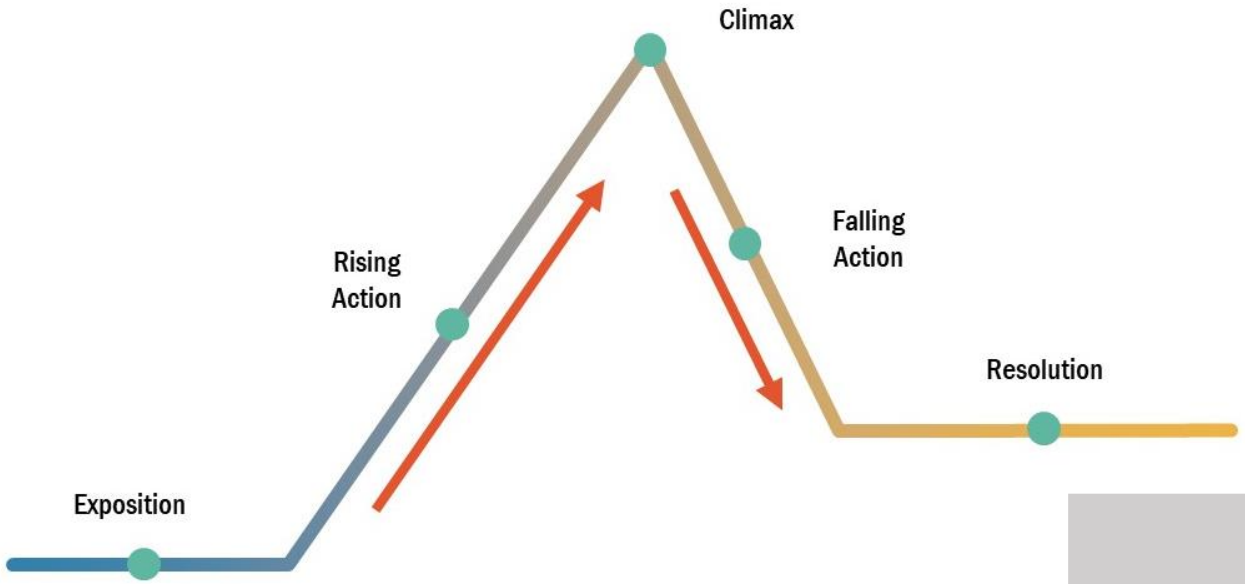
A convincing close: Aim to finish your story in a convincing way, tying up all the loose ends. Aim to resolve the story and leave your reader feeling satisfied with the way the story ends. Note that cliffhangers can work well as chapter endings in novels, but they can be less satisfying at the end of a short story!

Story arc: Most fictional (and non-fictional) stories follow a recognisable pattern. One pattern that is familiar to readers is the five-stage story arc. This structure is also used in films and television shows.

A five-stage story arc takes the reader through the following stages:

- **exposition** - an opening that hooks the reader and sets the scene
- **rising action** - builds tension
- **climax, or turning point** - the most dramatic part of the story
- **falling action** - realises the effects of the climax
- **resolution** - the story is concluded

Year 7 English Term 1A: Novel – Abomination



Next time you read a book or watch a film/television programme, notice how it fits into this story structure.

- What hooks you in at the start?
- What obstacles do the characters face?
- What is the most dramatic part or turning point in the story?
- How is the story resolved?

You will be reading the novel and getting to grips with the plot, characters, themes and relationships. You will be using inference and selecting evidence to explain what the writer has done to present these.

Key Features/Techniques:	
Identify: find and select	Evidence: taken from the text to support your ideas
Infer: read in between the lines	Perspective: point of view
Language: the different words/techniques used be a writer	Engage: interest
Narrator: who is telling us the story?	Narrative: a story

Year 7 Maths – Term 1A

Problem Solving at St Cuthbert's

K **Key Information** - Highlight or pick out the important things that you will need

L **List the Maths** - What Maths topics will you need? Can you write down any rules?

A **Attach Numbers** -
- Assign numbers to help
- Relate the problem to one you can already do eg.. 3 x 4 = 12

P **Picture** -
- Annotate the diagram given with any information
- Draw a picture to help you visualise

S **Sensible** - Does your answer make sense?

Don't forget

Always show your working out

Never round half way through a question

Key Words

Linear/Arithmetic Sequences - Have a constant number between values.

Geometric Sequences - Use multiplication and division.

Fibonacci Sequences - Add the previous two terms to get the next term.

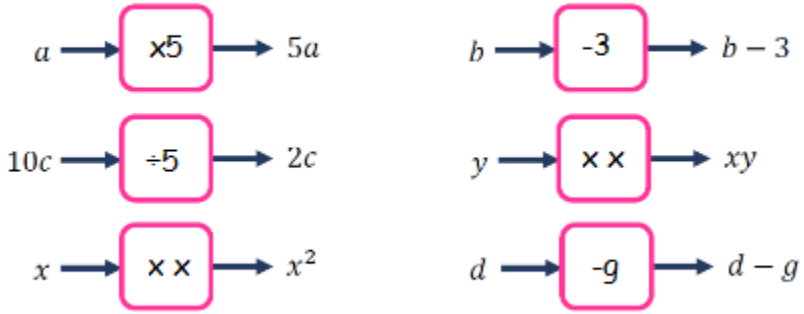
Expression - Two or more terms placed together.

Substitution - Replace one variable for another.

Types of Sequences

- 1, 5, 9, 13, Linear; Arithmetic
- 64 000, 32 000, 16 000, Geometric
- 8, 24, 72, Geometric
- 100, 150, 225, Geometric
- 1, 1, 2, 3, 5, 8, Fibonacci

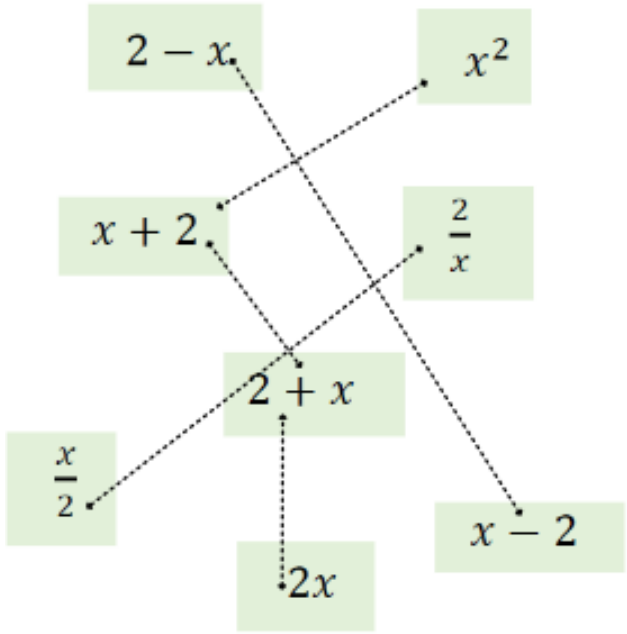
For each of these function machines, find the function that gives the outputs shown for the given inputs



Do any of the machines have more than one possible answer?

Substitution into expressions

Which of these expressions will be equal when $x = 2$



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Year 7 Maths – Term 1A

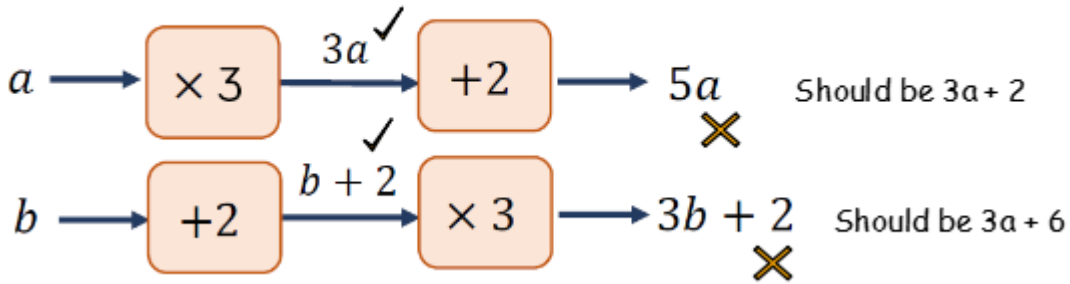
Simplifying Algebra

Collect like terms

4a + 5 + 2a - 3

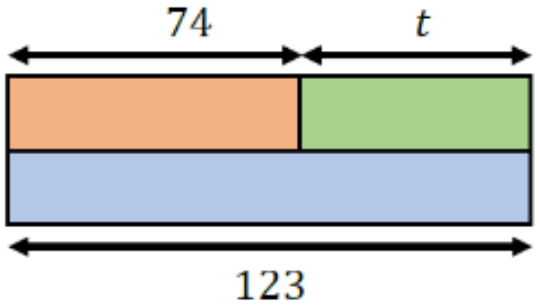
= 6a + 2

Correct the mistakes in the working below.



Using Bar Models

What additions does this diagram show?
What subtractions does it show?



74 + t = 123

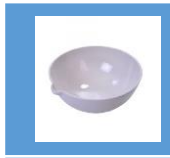
t + 74 = 123

123 - 74 = t

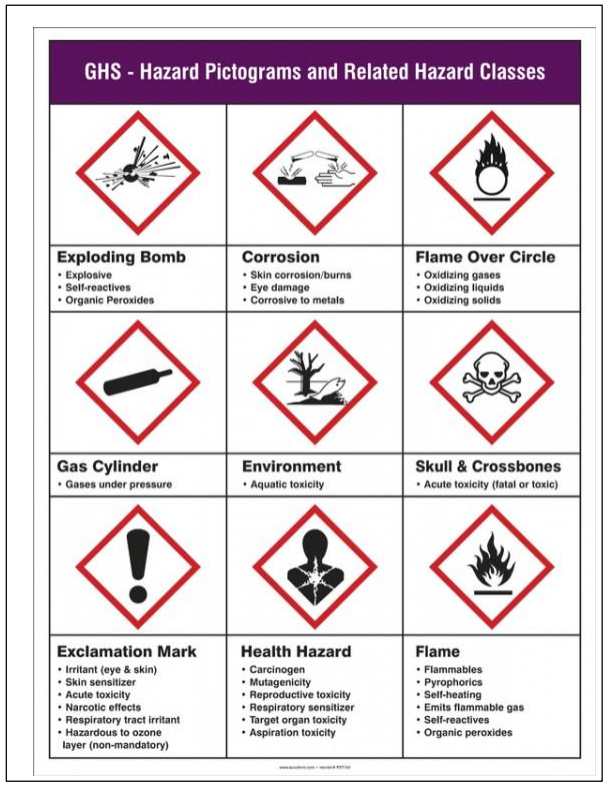
123 - t = 74

Using a bar model to look at relationships, can be a start point to writing and solving algebraic expressions

Year 7 Science – Term 1A

	Evaporating basin – to evaporate excess solvents, such as water.
	Measuring Cylinder – to measure volume of liquids.

	Beaker – to mix or heat chemicals in.
	Pipette – to transport small volumes of liquid.
	Top Pan Balance – to measure mass.



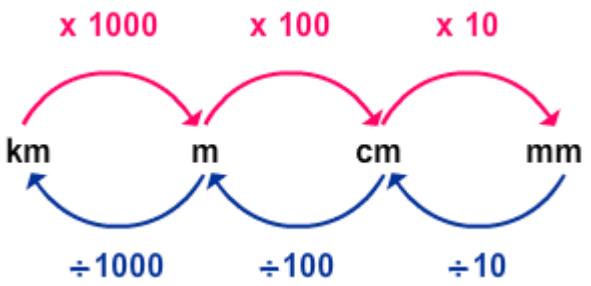
Independent variable
What you change in the experiment. It goes on the X-axis of a graph.

Dependent variable
What you measure in the experiment. It goes on the Y-axis of a graph.

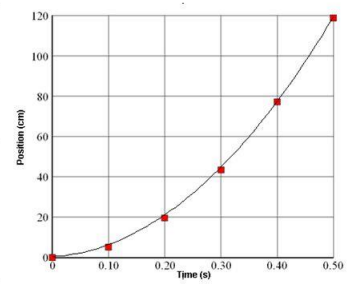
Control Variables
Kept the same to make the experiment a fair test.

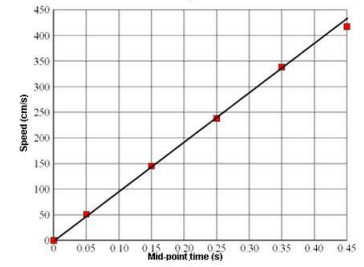
Measurement	SI Unit	Equipment used
Length	Metres, m	ruler
Mass	Grams, g	Top pan balance
Volume	Metres squared, m^3	Measuring cylinder
Force	Newtons, N	Newton meter
time	Seconds, s	Stop watch

Converting Units



Scientific Graphs





- Most scientific graphs are made as **line** graphs. There may be times when other types would be appropriate, but they are rare.
- The lines on scientific graphs are usually drawn either **straight** or **curved**. These "smoothed" lines do not have to touch all the data points, but they should at least get close to most of them. They are called **best-fit lines**.
- In general, scientific graphs are not drawn in connect-the-dot fashion.

Year 7 Science – Term 1A

	pH	Colour	Example
Acid	1	Red	Hydrochloric acid
	2		
	3	Orange	Orange juice, vinegar
	4		
	5	Yellow	Black coffee
	6		
Neutral	7	Green	Pure water
Alkali	8		
	9	Blue	Soap
	10		
	11		
	12		Washing soda
	13	Purple	
	14		Sodium hydroxide

pH scale	A measure of how acidic or alkaline a substance is.
Acid	Substances with a pH 1 – 6, release H^+ ions.
Base	Substances that can neutralise acids, e.g. metal oxides.
Alkali	Substances with a pH of 8 – 14, release OH^- ions.
Indicator	Substances whose solutions change colour due to changes in pH.
Neutral	Substances with a pH of 7 e.g. water.
Neutralisation	An acid and a base react to form salt and water.

Neutralisation

Acid + alkali → salt + water
e.g. Hydrochloric acid + Sodium hydroxide → Sodium chloride + water
Acid + base → salt + water
e.g. Nitric acid + iron oxide → Iron nitrate + water

Making Copper Sulfate Salt

Method

1 Using a measuring cylinder, measure 20 cm^3 of sulfuric acid into the beaker.

2 Stand the beaker on a tripod and gauze and warm gently (DO NOT BOIL).

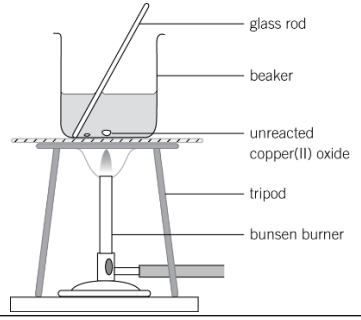
3 Add half a spatula of copper(II) oxide power into the acid and stir using the glass rod.

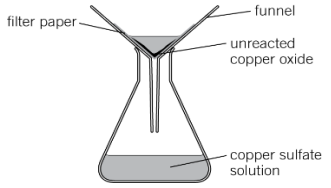
4 Turn off the Bunsen but continue adding the copper(II) oxide until no more dissolves.

5 Allow to cool and then filter the mixture and discard the residue.

6 Pour the filtrate into an evaporating basin. Heat the solution until the volume is halved.

7 Remove from the heat and leave to crystallise.





Everyday uses of neutralisation

- Indigestion tablets neutralising excess stomach acid.
- Putting alkali substances onto bee stings.
- Farmers use lime to neutralise acidic soils.

Lab Safety Rules

- Wear goggles during all experiments.
- Long hair must be tied back and ties tucked in.
- Stand up and put all bags and coats out of the way.
- No food or drink to be consumed in the labs at any time.
- Report any injury, damage to equipment or spillages to your teacher.
- Pack all equipment away neatly and safely.
- Ensure your desk is clean and dry at the end of every lesson.
- Do not enter a lab unless told to do so by a teacher.

Year 7 Religious Education – Term 1A: Creation and Covenant

Key words	Definition
Covenant	An agreement or promise between two or more people.
Revelation	The way in which God is made known to humans. Catholic believe God did this fully in the person of Jesus.
Bible	Christian holy book. Contains an Old Testament and New Testament. There are 73 books in a Catholic bible.
Gospel	Means "Good News". Four books called Matthew, Mark, Luke and John in the New Testament that tell us about Jesus.
Catechism of the Catholic Church (CCC)	A book summarising the teachings of the Catholic Church.
Prayer	The way humans communicate with God.
Creation	The act of bringing something into existence or the universe and everything in it.
Literal sense	The meaning of the text as the author meant it to be e.g. reading a fictional story as fiction, as it was meant to be. This is different from reading something literally, which means reading something as word or word true.
Literary form	The style of writing used e.g. a letter or a poem. The Bible contains many times of literary forms.
Creationism	The belief that the creation stories in the Bible are literally true and that God made the universe in 7 days.
Scientism	The belief that science can provide all of the answers in life.
Stewardship	The duty to care for the world and everything in it.
Imago Dei	Latin phrase meaning, 'made in the image of God'.
Omnipotent	God is all powerful.
Omniscient	God is all knowing.
Transcendent	God is beyond space and time.
Eternal	God exists forever without end.
Immanent	God working within the universe.

Big Questions:

- What do Christians believe about God?
- How do we know about God?
- How did we get here?
- What makes us human?
- Should we care for the environment?

Sources of Wisdom and Authority (SOWAA)
'Our human words can always fall short of the mystery of God.' - Catechism of the Catholic Church.
'In the beginning God created the heavens and earth' - Genesis 1:1
'God saw that it was very good'. - Genesis 1
'Then God said, "Let us make man in our own image and likeness' - Genesis 1.
'God is not a magician with a magic wand' - Pope Francis
'And God said to them, "Be fruitful and multiply and fill the earth and subdue it, and have dominion over the fish of the sea and over the birds of the heavens and over every living thing that moves on the earth".' - Genesis 1:28
'we must respond to the cry of the earth and cry of the poor' - Laudato Si – Letter from Pope Francis
Prayer is the 'raising of our hearts and minds to God'. - Catechism of the Catholic Church

1.

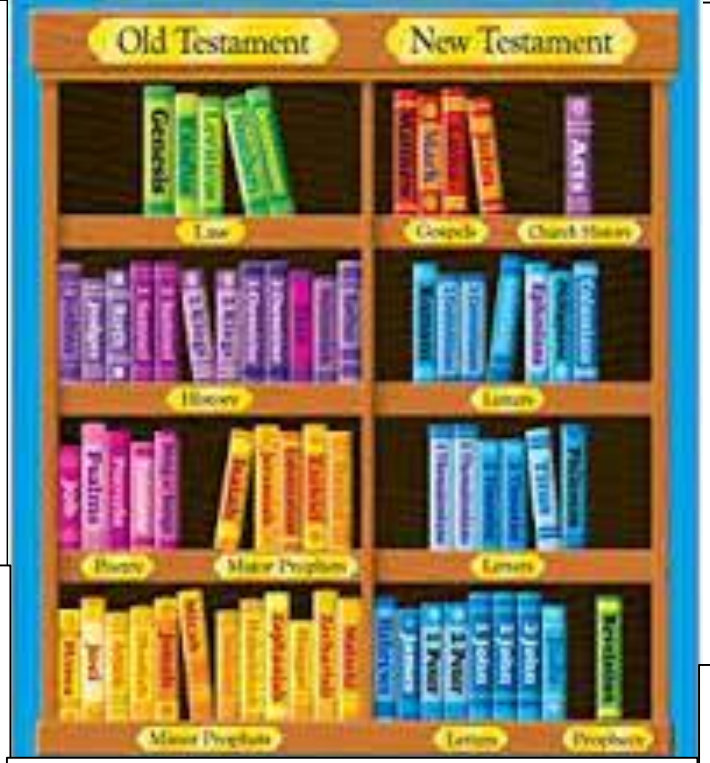
Bible

The World

How does God reveal himself to us?

Jesus

Church and tradition



2. **What is the Bible?**

The Bible is a **library of books** that have been written over thousands of years and by hundreds of authors. In a Catholic Bible there are **73 different books!** The Bible is made up of the **Old Testament** and the **New Testament**. The word 'testament' means covenant or promise.

The Old Testament
- Contains 46 books
- Is about God's relationship with the Jewish people
- Before Jesus

The New Testament
- Contains 27 books
- Includes the 4 Gospel – Matthew, Mark, Luke and John which are about the life, teaching, death and resurrection of Jesus.
- Also tells the story about after Jesus and what his first followers did. The followers of Jesus became know as Christians.

3. **How do Catholics understand the Bible?**

Most Catholics do not read the Bible literally or take it word for word true. They do believe, however, that **it does contain truths from God and reveals us what God is like**. When reading the Bible it is important to understand what **literary form** or type of writing the passage is in (e.g. is it a poem or letter). Catholics also consider when and where the passage was written, as well as what the writer was trying get across. Once all of these things are taken into consideration we have to try to figure out what God is revealing to us through the authors words. Catholics do, however, take the stories about Jesus literally and believe they are fully true.

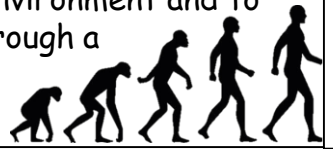
4. **Creation Stories in Genesis**

Genesis is the first book of the Bible and means 'in the beginning;' or 'origins'. This book contains the creation stories. There are two creation stories in Genesis. The first story in chapter 1 tells us that God made the world in 6 days and rested on the 7th day. Catholics believe that these stories are symbolic and are not factual accounts about how the world was made. These stories contain truths about God e.g. God made us, God loves us, etc.

5. How was the Universe Created?

The Big Bang theory – this scientific theory states the universe began 15 million years a go with the expansion of a dense point of energy.

The Theory of Evolution – this scientific theory put forward by Charles Darwin suggests that all living things have changed and developed over many millions of years to suit their environment and to survive. Humans came about through a series of changes and that is how we got here.



6. Different views about creation

Scientism – is the belief that only science is needed to answer the big question in life. Some people do not believe God was involved in making the world and believe that the Big Bang and Theory of Evolution tell us how our universe and life got here.

Creationism – Is the belief that only God made the world just as it says in the Bible. These Christians take the Bible as word for word true and believe this is how got made the universe and us.

Catholics – Catholics believe that God made the world through the Big Bang and Evolution. Catholics accept the scientific theories but believe God was behind them.

7. What difference does beliefs about creation make to Catholics?

Humans are special – Catholics believe that God made humans 'imago Dei' which means we are made in **the image of God**. This means we need to look after ourselves and other people.

Stewardship – Catholics believe that God made the world this means that we must look after our planet and be good **stewards** towards it. Pope Francis wrote a letter called Laudato Si to encourage everyone to look after 'our common home'.

Year 7 Geography – Term 1A: What is Geography?

Key Vocabulary…

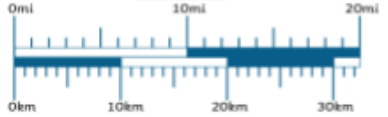
Compass Directions	Can be 4, 8 or 16-point. The most basic form being North, East, South and West.
Contour Line	A line on a map joining points of equal height above or below sea level.
Distance	The length of the space between two points, usually measured in metres, kilometres or miles.
Four Figure Grid References	A four figure grid reference points you towards a particular square on a map. On all OS maps these squares represent one square kilometre.
Six Figure Grid References	Six figure grid references allow you to be more accurate with a location than a 4 figure grid reference. Harder to get the hang of, but an essential tool for geographers
The Ordnance Survey	A government agency that are responsible for mapping. They create a number of maps at different scales used originally by the armed forces, and then as an accurate maps of the whole country, as well as overseas. Often referred to as OS Maps.
Location	A particular place or position.
Map	A diagrammatic representation of an area of land or sea showing physical features, cities, roads, etc.

Symbols are useful for lots of reasons including, space saving on a map, multi-lingual (all languages can understand them), saves time, clear.

SCALE AND DISTANCE

OS maps have a scale. On some smaller maps, 1cm on the map equals 250m in real life. On some larger maps, 1cm on the map equals 500m. Different maps might have different scales, so check on your map to find its scale.

LINE SCALE



Using a line scale on a map is as easy as using a ruler. The important thing to remember is that a line scale shows measurements in km and the measurements on a ruler are in cm.

WORD SCALE

One centimeter on the map represents 3 kilometers on the ground. (1cm = 3 km)

Using the scale above, if we measure the distance on a map between two places with our ruler. The measurement is 4cm. We then have to multiply that measurement by 3 to calculate that the real distance between the two places is 12km.

4 FIGURE GRID REFERENCES

Along the edges of each map there are numbers. These numbers help you work out where a location is on a map. Northings are numbers that go from bottom to top, Eastings go from left to right.

The first two numbers give the eastings.

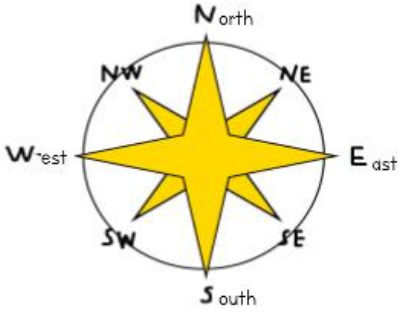
32 26

The second two numbers give the northings.

Remember… eastings then northings!

Along the corridor and up the stairs!

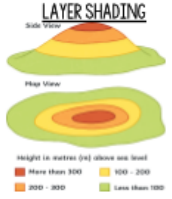
COMPASS POINTS



HEIGHT AND RELIEF

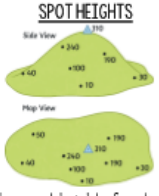
RELIEF the difference between the highest and lowest heights of an area.
TOPOGRAPHY the surface features of the earth like hills, mountains, valleys etc.

LAYER SHADING



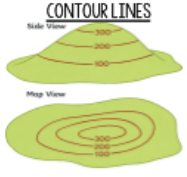
Areas of different heights are shown using different colours. A key is used to show how high the land is.

SPOT HEIGHTS



The exact height of a place above the ground is measured and written onto a map.

CONTOUR LINES



Contour lines are lines on a map which join up places of the same height. Everywhere along a contour line is the same height.

6 FIGURE GRID REFERENCES

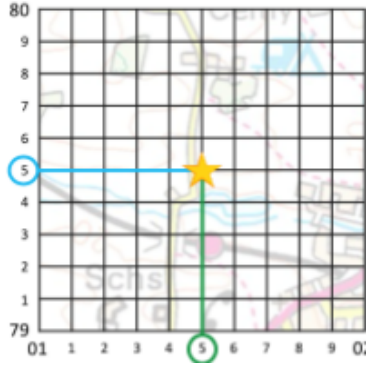
We can use six-figure grid references to find an exact location within a grid square, so they are much more accurate. The grid square is divided into tenths.

Example:

015 795

The first three numbers give the easting which includes the number of tenths.

The last three numbers give the northing which includes the number of tenths.



Homework Project: Design and build an Island. Your task is to design and create your own model Island. You can create this from anything you like – rubbish, lego, clay, foam, sponges, cardboard – Whatever you have at hand. Assessment Criteria - You need to include : Grid References, Scale, Compass Star, Map Symbols and a Key. The best will be displayed in the Humanities Department and featured on Twitter.

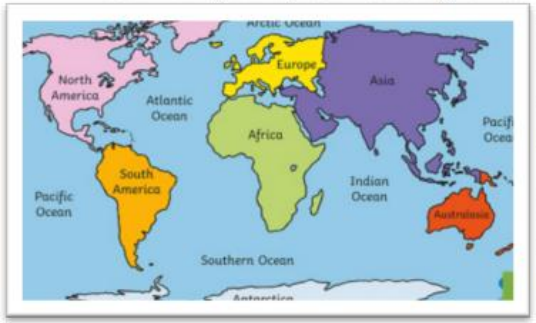
WHERE IS THE UK?

The United Kingdom (UK) is an Island country located in the continent of Europe, it is made up of four countries: England, Scotland, Northern Ireland and Wales.

THE UK

ATLAS SKILLS

There are generally three main types of maps shown in an atlas:

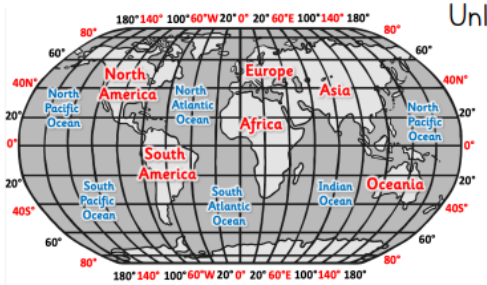


PHYSICAL MAPS these show topography/relief (the shape of the land) and other physical features such as rivers and lakes

POLITICAL MAPS these show country borders, cities, transport links etc.

THEMATIC MAPS these show information such as climate data, agriculture types etc.

LONGITUDE AND LATITUDE



Unlike grid lines where we go along the corridor and the stairs, here we go **UP** and **ACROSS**

LATITUDE
Flat lines. Flat-itude!

LONGITUDE
Long lines – up and down

1. What are the 3 ways we can show height on a map?
2. How can we measure distance on a map?
3. Give two reasons why we use map symbols?

Name the map symbol.

PO

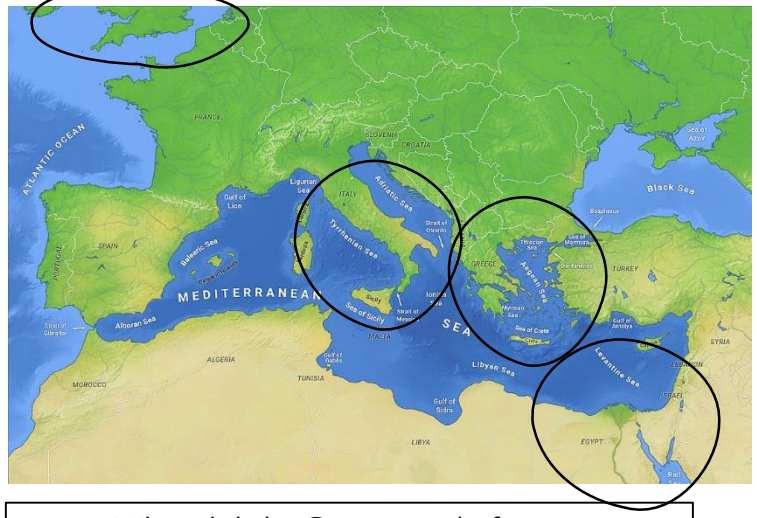
Sch

Questions
Why do we use 6 figure grid references instead of 4?
What careers do map skills help with?

Challenge- Using the template you have been given create your own 2D map with 10 questions your partner has to answer testing their map skills.

Year 7 History– Term 1A: The Ancient World

Key locations of the Ancient World:
Greece, Egypt, Rome, Britain



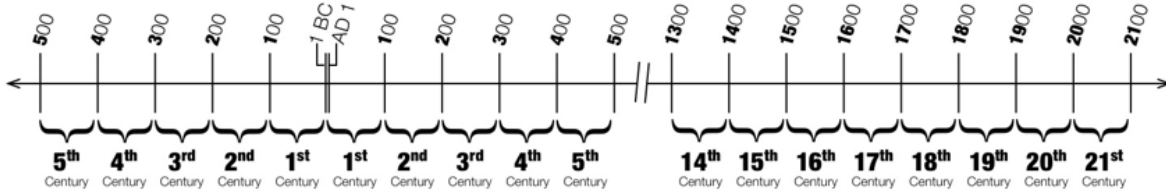
What did the Egyptians do for us? 3

-Trying to control the flood water of the Nile, the Egyptians built the first dam, a huge undertaking which unfortunately didn't survive a severe flash flood.
-To speed up the smelting of bronze they invented the foot bellows and devised the multiple headed drill – a drill that could cut through at least three beads at the same time.
-The wig, make-up and decorative clothing,
-The Egyptians invented the first lock.
-To pass the time of day they invented fishing as a hobby and the folding stool to sit on whilst waiting for that bite.

Key vocabulary 1

History: from the greek word "historia", which means to find out, or conduct an inquiry. History is the study of the past.
Legacy: a situation that exists now because of events, actions etc. that took place in the past.
Significance: being worthy of attention or important.
Source: Information created at the time of study (documents, objects, artwork etc).
Interpretation: Information written after the event, usually by historians.
Cause: the reason why something happens.
Century: a period of a hundred years.
Change: an act or process through which something becomes different.
Chronology: the arrangement of events or dates in the order of their occurrence.
Consequence: a result or an effect of an action.
Continuity: a state of stability and the absence of disruption (things staying the same).
Decade: a period of ten years.
Diversity: the state of something being different or containing different elements.

Understanding Centuries



If you're trying to remember dates, thinking in terms of centuries can be really confusing. So, whenever you hear a time period given as a century, **always translate the century into years in your head**. For example:
When you see 14th century, think 1300's. When you see the 6th century, think 500's.

The Neolithic Revolution 2

Human beings have been living in the part of northern Europe that is today called Britain for about 750,000 years. For most of that time, they survived by gathering food like nuts, berries, leaves and fruit from wild sources, and by hunting. This changed to farming methods, the creation of society and class systems, and the development of aw and order during the Neolithic era.

What did the Greeks do for us? 4

-Our alphabet is based on the Greek one.
-Alexander the Great took Greek ideas such as language and maths and spread them across the world.
-The Greeks created the first democracy. citizens would gather together on a dusty hill called the Pnyx and decide on laws and who should sit on the ruling council.

Democracy = A government that is run by the people.
Class system = social status is largely determined by the family into which a person is born.

What did the Romans do for us? 5

-60% of the words in the English dictionary originated from the Latin language.
-Roman courts have influenced our own justice system.
-Roman roads connected towns and cities across the Roman Empire.
-Christianity is the dominant religion in Europe because the Romans made it the religion of their Empire.
-In the United States the Senate, which is the part of the body that makes United States law, is named after the Roman Senate.
-We still use Roman numerals.

Year 7 PD – Term 1A: Equality and Diversity

What do we mean by equality and diversity?

It's making sure everyone is treated equally no matter what their differences are.

Watch this – on equality and diversity

The Equality Act (2010) was introduced to offer legal protection to those people with one or more 'protected characteristics'. The protected characteristics are:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

What do we do at St Cuthbert's to celebrate equality and diversity?

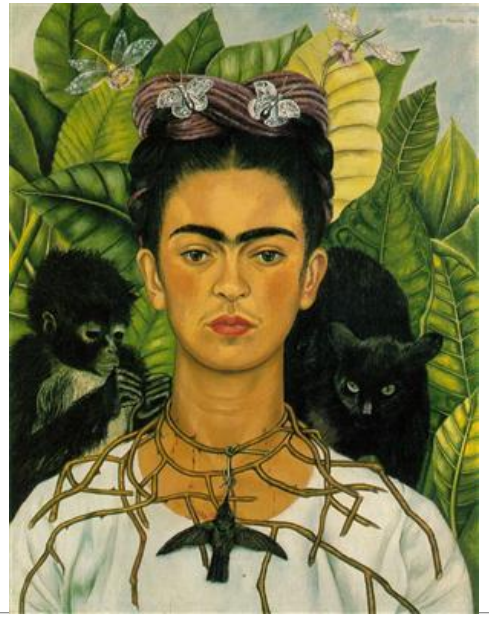
- Focus weeks in sacred time like Black History month and LGBTQ
- Lots of assemblies to highlight equality and diversity like International Women's Day and refugee week.
- We make lots of different foods from different countries in Technology
- We speak different languages as part of our curriculum and as part of International language week
- We learn about lots of different religions
- We use classroom resources which promote equality and diversity
- We are offered trips and activities which allow us to be immersed into different cultures and experience new things.
- Our Careers programme aims to provide us with equal opportunities.
- We are actively encourages to avoid stereotypes and challenge or report any behaviour which is seen to harass or upset anybody.

Year 7 Art – Term 1A

All About Me Project—Definitions Keywords

Layout—how the elements of a picture or page are set out.
Portrait—a painting, drawing or photographic representation of a person or animal.
Identity—the qualities, beliefs, personality, looks and/or expressions and the culture that can effect an individuals behaviour.
Collage— technique and the resulting work of art in which pieces of paper, photographs, fabric and other ephemera are arranged and stuck down onto a supporting surface.

Appearance of animals in paintings were a key feature in many of Kahlo's paintings. They were mainly her pets and featured as much as her family and friends.
Her marriage to the famous artist Diego Rivera was even symbolised through animals as it was seen as, "A marriage between an elephant and a dove". Rivera weighed three times her weight and was 20 years her senior.



Historical Context— Portraits

The Ambassadors (1533) is a painting by Hans Holbein This painting by Holbein, painted the same year Queen Elizabeth 1st was born, is very famous and depicts two wealthy and important French courtiers who acted as ambassadors for the King of France. Within the painting are symbols that tell us about the two men, as well as aspects that were important to them at the time.
Books tell us that the men were intellectual and had a breadth of interests, including Maths and religion.
The Lute (Guitar) could tell us that the men had cultural interests in the Arts although the broken string is seen to suggest growing discord between the Catholic and Protestant.
Religions.

FRIDA KAHLO.—Self Portraits

Frida Kahlo (1907—1954)

Out of the 143 artworks that Kahlo painted, 55 were self portraits. These paintings depicted her extraordinary life and the relationships that she had including those of her many pets.
Kahlo's painting often had a dream like quality to them. This style of painting is often associated with Surrealism although the artist always felt that her paintings had a different focus.

The Little Deer (1946)

Frida Kahlo lived a life of pain, enduring over 30 operations due to illness and injury. This theme was expressed through many images where the artist could clearly be seen to be suffering or cut open with graphic open wounds or the many surgical reconstructions that she underwent.

Year 7 Computing – Term 1A

Password security – Golden rules

1. At least 8 characters
2. UPPER and lower case letters
3. At least 1 number
4. Make it hard someone to guess but easy for you to remember
5. Treat it like a toothbrush - Change it regularly but never share with anyone else

What is the best example of a strong password?
password123
Cat99
Sthelens01
Liverp00l
mHa11hfwW@5

DO NOW – Research the following: -
Cyberbullying
Email construction

Rules of the IT room

1. No food or drink
2. Hands on your own keyboard and mice
3. Treat the equipment with respect – other people need to use it too
4. Log in using a secure password
5. Come prepared with your username and password

Presenting information to an audience

1. Think about your target audience
2. Select appropriate images to use in your work
3. Don't use too many images or videos
4. Use good colour contrasts to help make your work stand out e.g. white background, black font.
5. Filter images based on their copyright licence

Personal information online – do's and don't's

It is Okay to give away…	*It is NOT okay to give away…*
Hobbies	Name
Nickname	Address
Favourite sport	Places you visit
	Age
	Image of you

Contact
Remember what you say and do online stays online forever – it is called our **'digital footprint'.** We should treat our online comments in the same way as we treat our offline comments.
Always be kind to one another and when giving feedback write one positive, one critical and another positive comment – **the sandwich technique.**

Year 7 Design and Technology – Term 1A: Introduction to Design Technology

Tech Health and Safety

- Wear an APRON at ALL times.
- ALWAYS follow instructions and rules.
- Do not take shortcuts.
- Ask for help if you need it.
- When using machinery ALWAYS wear EYE PROTECTION & MACHINE GUARDS.
- Do not TOUCH machines or equipment unless you have permission.
- NEVER run in the workshop.

Scan the QR codes to watch a video about health and safety..

Key vocabulary	Definition
Tolerance	The difference between the maximum and minimum dimensions of error.
Marking Out	Measure in mm and mark using a pencil and steel ruler for accuracy.
Millimetres	Metric unit of length, Ten Millimetres make 1 cm.
CAD	Computer Aided Design
CAM	Computer Aided Manufacture
Hazard	Anything that can cause harm or danger.
Softwood	Wood that comes from Coniferous trees, quick growing, easy to work with.
Hardwood	Wood that comes from Deciduous trees, slow growing, difficult to work with.
Coniferous Tree	A tree that keeps it leaves all year round.
Deciduous Tree	A tree that sheds its leaves every Autumn

Material

Scan the QR codes to watch a video about the differences between Hard and Soft Wood.

The Tenon Saw

- Hold in your dominant hand. (What hand you write with)
- Rest your index finger on the grip
- Pull back a couple of times before the mark
- Bring your arm back and forth the full length of the blade.
- Keep the fingers on your other hand away from the saw blade.

Aesthetics: What does it look like?

Client: Who is it for?

Safety: How safe is it?

Size: How big is it?

Function: What is it used for?

Material: What is it made from?

Measuring

Materials are measured in different ways depending if they are small or large quantities. Here are some of our most used measurements and their abbreviation.

Centimetres (cm) Millimetres (mm)

Angles are measured in Degrees, 90°

Most used measurements

Centimetre = 10mm

cm x 10 = mm

Right Angles = 90° 

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- **Toughness-** Toughness can be described as a material's ability to withstand impact from a dynamic force.
- **Hardness-** Hardness is the ability of a material to withstand scratching, cutting and abrasion.
- **Absorbency-** Absorbency is a material's ability to soak up and retain liquid.
- **Resistance to moisture** - Resistance to moisture is a material's ability to prevent liquid and moisture permeating its surface.

Strength- Strength is the ability of a material to withstand a constant force without breaking.

Design specification: is what your product must have in order to meet the clients needs

Design brief: outlines what you are going to make.

Year 7 Drama– Term 1A: The terrible fate of Humpty Dumpty

WHAT IS A PLAYSCRIPT?

A written version of a play used by actors to prepare and rehearse for a performance.

Title: The name given to the play script.

Character list: Found at the beginning of a play script. It tells us what characters are in the play. Sometimes it gives us a description of the character and their characteristics.

Stage directions: Used to set the scene. They are an instruction. They tell an actor what they should be doing in that scene (their actions) or how they should talk. Normally presented in brackets or in *italics*.

Setting the scene: Gives the actors information/a description about the scene. Where it is. What it is like (weather). Who is there.

Dialogue: The speech between characters. The character's names are on the left hand side of the page. No speech marks. The speech is separated by a colon (:)

Acts/ Scenes: Like chapters in a book, it is a different part of the play. Used when you want to change the location or the time the dialogue is taking place. At the start of a new scene, it is important to say where and when it is happening.

TECHNIQUES AND DEVICES

HOTSEATING

A character is questioned by the group about his or her background, behaviour and motivation.

FLASHBACK

A scene or point that takes the narrative back in time from the current point

NARRATOR

Narration is a **technique** whereby one or more performers speak directly to the audience to tell a story, give information or comment on the action of the scene or the motivations of characters. Characters may narrate, or a performer who is not involved in the action can carry out the role of 'narrator'

COMMONLY MISSPELLED WORDS IN DRAMA

Performance

Scene

Role

Character

Monologue

Narrator

Year 7 Food – Term 1A: Hygiene and the Eatwell Guide

Food hygiene and safety

- Wash hands before preparing any food, after handling raw meat, after sneezing/coughing and going to the toilet.
- Wear a clean apron.
- Cover cuts with a blue plaster.
- Tie hair up.
- Remove jewellery and nail varnish before handling food.
- If you are ill, do not cook.
- Follow the 4Cs – cleaning, cooking, chilling and cross-contamination.

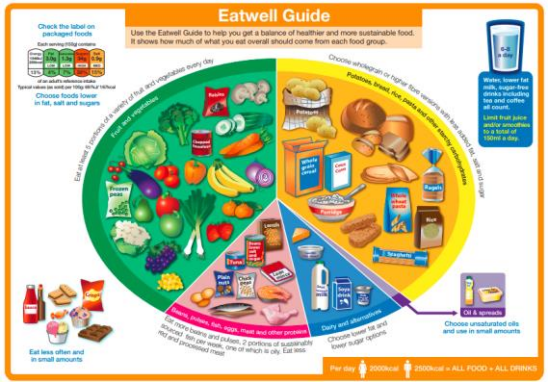
Scan the QR codes to watch a video about food safety and complete your homework quiz.

SCAN TO WATCH

SCAN FOR QUIZ

Key vocabulary	Definition
Ambient	Room temperature – usually between 15°C and 25°C.
Chilled storage	A refrigerator where the temperature is
Danger zone	Range of temperatures (5°C to 63°C) in which bacteria multiply very quickly.
Enzymic browning	When enzymes in cut fruit/vegetables come into contact with oxygen in the air. This causes the fruit to turn brown.
Frozen storage	Food is preserved in a freezer
Hazard	Anything that can cause harm or danger.
High risk food	A food that, if not stored correctly, could grow harmful bacteria.
Macronutrients	The main nutrients found in food – carbohydrates, fat and protein
Micronutrients	Nutrients found in small quantities in food, such as vitamins and minerals
Rubbing in	Method where fat is rubbed into flour using your fingertips.

The Eatwell Guide



Scan the QR codes to watch a video about the Eatwell guide and complete your homework quiz.

SCAN TO WATCH

SCAN FOR QUIZ

The hand blender

- Only turn on the blender when it is in the food – to prevent splashing.
- Do not use if damaged.
- Do not blend very thick foods for more than 3 minutes as the blender will overheat.
- Do not scrape mixture out of the blender when it is still plugged in.
- Turn off when finished and only wash the blade attachment.

Weighing and measuring

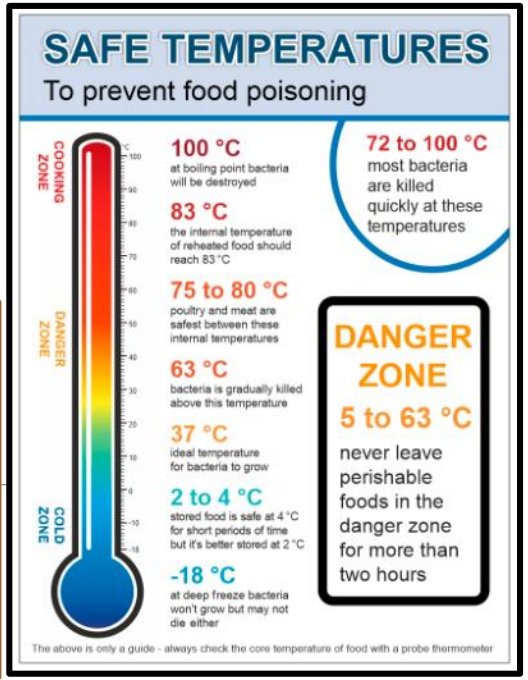
Ingredients are measured in many different ways depending on whether they are liquid or dry ingredients or in small or large quantities. Here are some of our most used measurements and their abbreviation. Grams (g) Kilogram (Kg) Millilitre (ml) Litre (l) Tablespoon (tbsp.) Teaspoon (tsp.)

Most used measurements
Kilogram = 1000g
Litre = 1000ml
Tablespoon = 15ml
Teaspoon = 5ml

The 8 tips for healthy living

1 Base your meals on starchy foods.
2 Eat at least 5 portions of fruit/vegetables.
3 Eat two portions of fish per week, one oily.
4 Cut down on saturated fat and sugar.
5 Eat less salt – no more than 6g.
6 Get active to be a healthy weight.
7 Drink plenty of water – 1½ -1 litres.
8 Eat breakfast every day.

Example of enzymic browning



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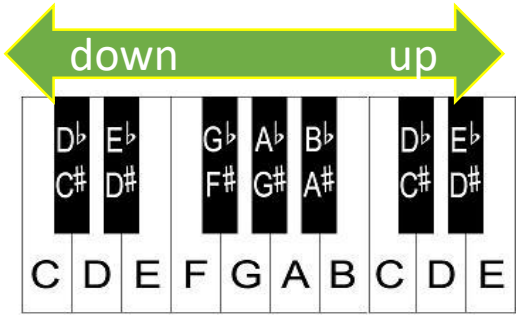
Year 7 Music – Term 1A

1. Keyboard and Notation

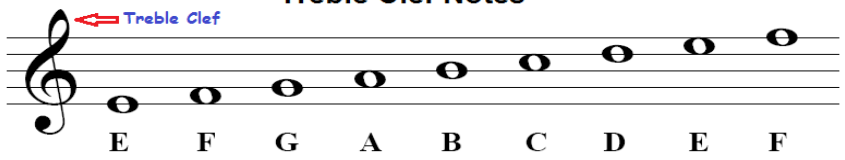
1. Notes are in **alphabetical order, going up to G**
2. Say: '**C is to the left of the two black keys: C D E F G A B**'



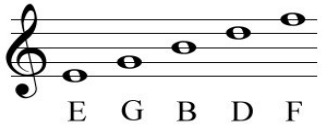
A note by itself CANNOT be major or minor!

3. Every **black note** has two names: **sharp ♯ and flat ♭**
4. F**l**at = **l**ower than white note
5. S**h**arp = **h**igher than white note

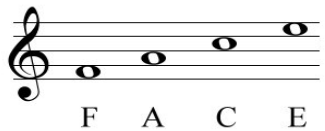
Treble Clef Notes



Line Notes



Space Notes



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2. Brass

Cornet :
The cornet is a brass instrument similar to a trumpet but smaller. It has three valves.

Valves

There are 3 valves on a cornet that brass players press in different sequences to produce notes.

Slide

A slide is used to help with tuning the instrument.

Bell

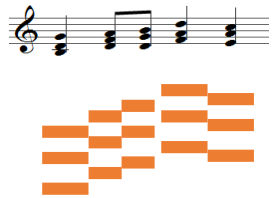
The Bell is the end of the instrument where the sound comes out.

Mouth piece.

The mouthpiece is a separate part of the instrument that is placed into the cornet to produce a note.

3. Chords

1. Chord = **2+ notes played together**

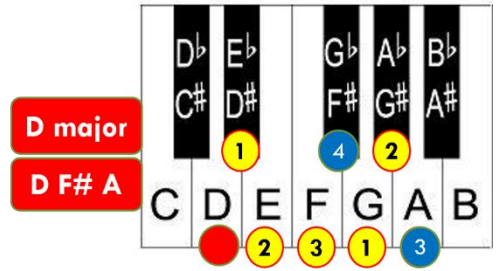


2. Chords can be **major or minor**

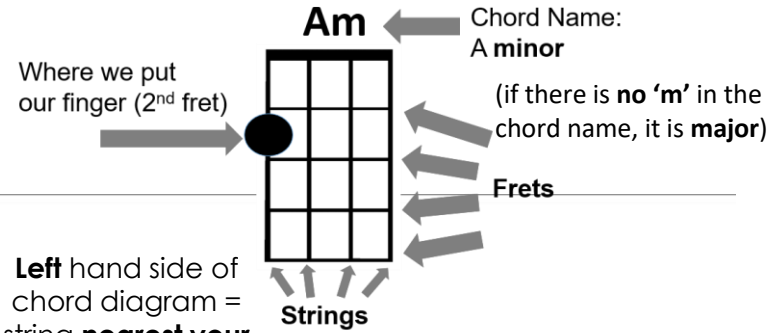
Major = 4 then 3 semitones. Sounds **happy**	Minor = 3 then 4 semitones. Sounds **sad**

Semitone = the next note, counting white AND black

The bottom note of the chord = the **root**. The **root gives its name to the chord.**



3. Chords are usually played on the **keyboard, guitar, or ukulele.**



Year 7 Physical Education – Term 1A

General Sporting Terms

Passing	The ability to pass (throw/kick) the ball accurately from yourself to another member of your team.
Interception	The term for being successful in 'cutting-out' a pass or attack, gaining possession of the ball.
Defending	Marking a player/space to try to dispossess an opponent or to stop goals from being scored.
Attacking	Pushing forward towards the goal area / putting pressure onto the oppositions defence.
Foul	Given in any sport when the rules or laws of the game have been broken.

"Sportspersonship"

All sports should be played to the rules and laws of the game. This phrase is used when Resisting any attempt at an unfair advantage against your opponent

"Tactics"

Term given for pre-planned methods of beating an opposition. Usually developed as a team or with a coach.

Muscles

- Quadriceps
- Hamstrings
- Biceps
- Triceps
- Abdominals
- Gastrocnemius (Calf muscle)

Key Values

Determination

Communication

Leadership

Cooperation

Teamwork

RUGBY

Key terms	Meaning
Passing & Receiving	Handle the ball correctly, to then replicate a pass whilst on the move.
Knock-on / forward pass	The ball carrier drops or passes the ball and it lands/travels in front of the line of play.
Maul	Convergence of players around a ball carrier to push the player and the ball forward.
Scrum	Players from one team link arms, bend over and push forward against a similar group from the opposing side.

GYMNASTICS

Learn the meanings of the following key terms: balance, roll, twist, rotate, jump, leap.

NETBALL

Key terms	Meaning
Footwork	Taking additional steps when in possession of the ball.
Held Ball	Maximum 3 seconds when in possession of the ball.
Pivot	Used to describe when you turn around your "landing" foot – to change the direction that you want to pass in.
Distance	When defending a player you must be 3yrds away.

FOOTBALL

Key terms	Meaning
Handball	When a player contacts the ball with their hand.
Off-side	If a player passes the ball to another player who's behind the oppositions last man. (does not include the goal keeper)
Volley / Header	A strike of the ball with a foot, whilst it is still in the air. A header is play of the ball using the head.
Control	When a player keeps possession of the ball, usually with close footwork.

Year 7 Spanish – Term 1A: Me presento

1.1 Bienvenido a España		1.2 ¿Qué tal?		1.3 Mi carnet de identidad		1.4 ¡... y que cumplas muchos más!	
¿De dónde eres?	*Where are you from?*	¿Cómo estás?	*How are you?*	¿Cuántos años tienes?	*How old are you?*	lunes	*Monday*
¿De dónde es?	*Where is he/she from?*	¿Qué tal?	*How are you?*	Uno, dos, tres	*1, 2, 3*	martes	*Tuesday*
				Cuatro, cinco, seis	*4, 5, 6*	miércoles	*Wednesday*
España	*Spain*	bien	*well*	Siete, ocho, nueve, diez	*7, 8, 9, 10*	jueves	*Thursday*
Inglaterra	*England*	fantástico/a	*fantastic*	Once, doce, trece	*11 12 13*	viernes	*Friday*
Turquía	*Turkey*	fatal	*awful*	Catorce, quince, dieciséis	*14 15 16*	sábado	*Saturday*
Polania	Poland	fenomenal	*great, excellent*	diecisiete	*17*	domingo	*Sunday*
Portugal	Portugal	mal	*bad/badly*	dieciocho	*18*	enero	*January*
		regular	*so-so*	diecinueve	*19*	febrero	*February*
		¿Y tú?	*And you?*	veinte	*20*	marzo	*March*
Opiniones	**Opinions**	¡Hola!	*Hello!*	veintiuno	*21*	abril	*April*
Me gusta	I like	Buenos días	*Good morning/ day*	veintidós	*22*	mayo	*May*
No me gusta	I don't like	Buenas tardes	*Good afternoon*	veintitrés	*23*	junio	*June*
Me encanta	I love	¡Adiós!	*Goodbye!*	veinticuatro	*24*	julio	*July*
Me gusta mucho	I really like it	¡Hasta luego! /¡Hasta	*See you later!*	veinticinco	*25*	agosto	*August*
No me gusta nada	I don't like it at all	la vista!	*See you later!*	veintiséis	*26*	septiembre	*September*
Odio / detesto	I hate			veintisiete	*27*	octubre	*October*
Prefiero	I prefer			veintiocho	*28*	noviembre	*November*
Me gustaría	I would like			veintinueve	*29*	diciembre	*December*
				treinta	*30*	¿Cuándo es tu	*When is your birthday?*
Verbos claves	**Key Verbs**	¿Cómo te llamas?	What's your name?	treinta y uno	*31*	cumpleaños?	
Tengo	I have	Me llamo	I am called ….				
Tienes	You have	Mi nombre es	My name is ..	el/la amigo/a	*Friend*	el año	*year*
Tiene	He / she has			el apellido	*surname*	el cumpleaños	*birthday*
Soy	I am			el carnet de identidad	*ID card*	la fecha	*date*
Eres	You are			la edad	*age*	el mes	*month*
Es	He / she is			el lugar de nacimiento	*birthplace*	el primero	*the first*
Hay	There is / are			el nombre	*name*	la semana	*week*
						Hoy	*today*

Notes

Notes

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Live life in all its fullness