

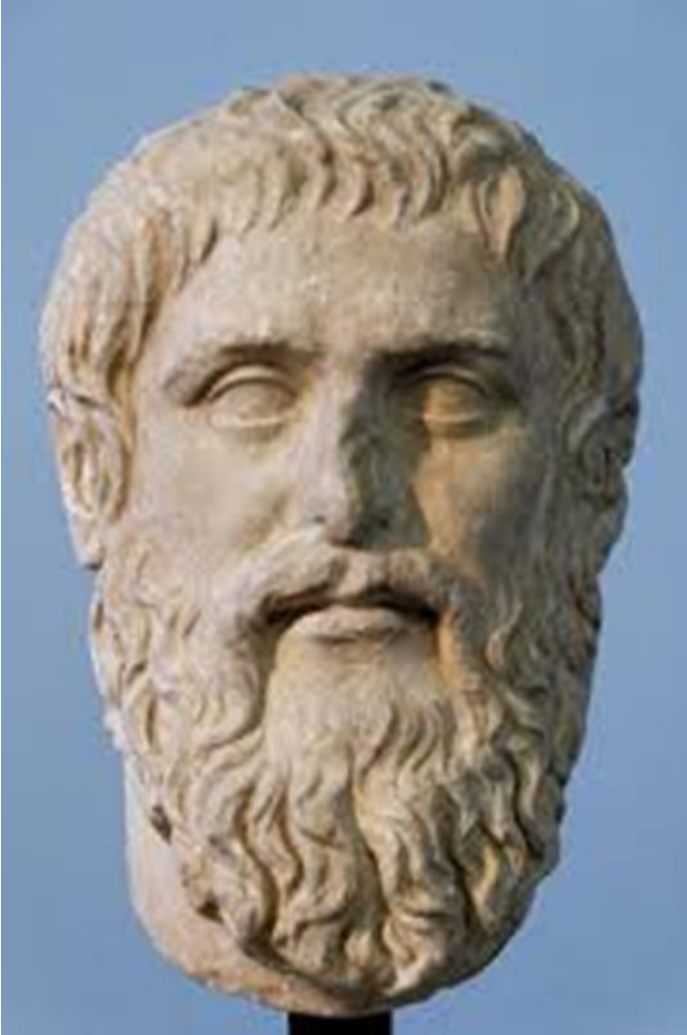
Knowledge



Name _____

Form _____





“ Knowledge is true opinion.”

Plato

(research 10 facts about Plato)

Year 7

Knowledge Organiser: Term 1B

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
Week 1										
Week 2										
Week 3										
Week 4										
Week 5										
Week 6										
Week 7										
Week 8										



Year 7 English - Term 1B: Non-Fiction and Fiction Reading/Writing

Non-Fiction is prose writing that is informative or factual rather than fictional.

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.

Non-Fiction features:

Rhetorical question	A question that doesn't require an answer but encourages the reader to think
Repetition	Using the same word or phrase more than once for emphasis
Involving the reader	Using direct address 'you.'
Imperative verbs	A command
Emotive language	Words used to appeal to a reader's emotions
Anecdote	a story about a real incident or person.

Speeches:

- Introduction
- 5 main points with supporting evidence (such as statistics, quotes, examples, and anecdotes),
- Conclusion.

Leaflet:

- Heading and sub-headings
- Bullet points
- Image and caption



Key words:

Perspective

Evidence

Explain/infer

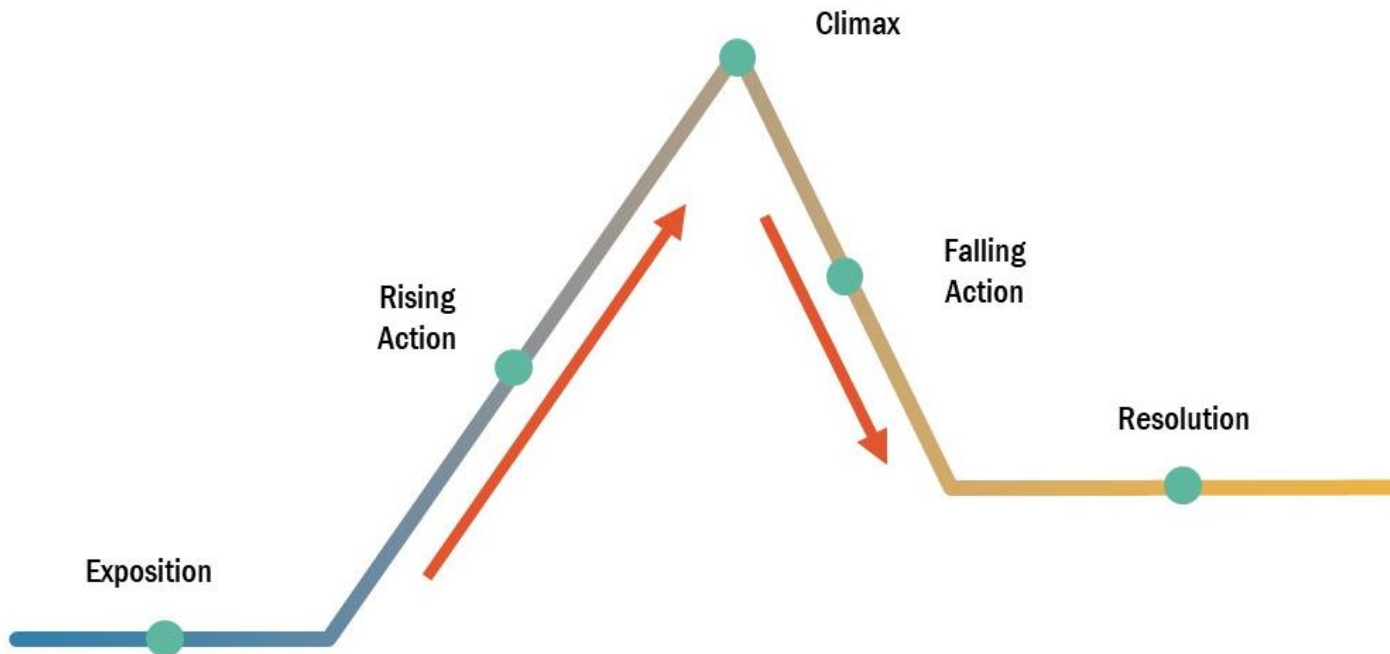
Discursive

Persuasive

Identify

Compare





Structuring your answer:

What? What have you noticed about the text?

How? What words has the writer used to make you think this.

Why? Why does the quote you have chosen prove what you said about the text?

Zoom in on specific TECHNIQUES and explain why they create this impression.



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.. $3 \times 4 = 12$
- 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

Equivalent - When numbers are equal to each other

Numerator - Top of a fraction

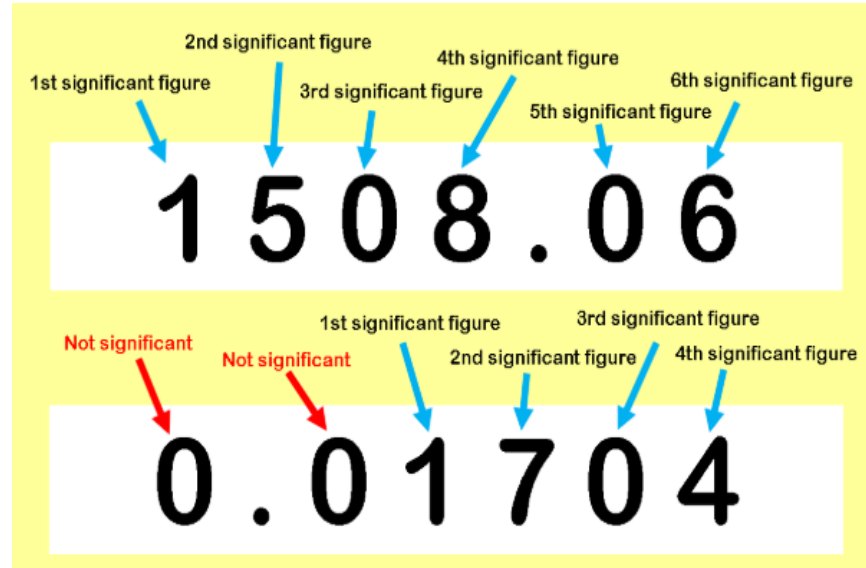
Denominator – Bottom of a fraction

Improper Fraction – When the numerator is larger than the denominator

Mixed Number – A whole number and fraction together eg...

$$2\frac{5}{6}$$

Significant Figures



Notice: The zeros are not significant when they are at the beginning of the number.

Inequality Symbols

\neq	not equal
$<$	less than
\leq	less than or equal to
$>$	greater than
\geq	greater than or equal to

Powers of 10

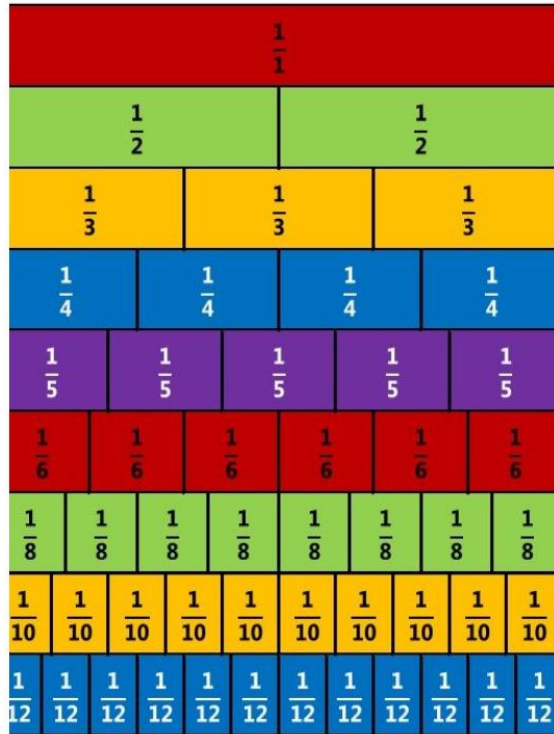
One	1	10^0
Ten	10	10^1
Hundred	100	10^2
Thousand	1,000	10^3
Ten Thousand	10,000	10^4
Hundred Thousand	100,000	10^5
Million	1,000,000	10^6
Ten Million	10,000,000	10^7
Hundred Million	100,000,000	10^8

How to round to Significant Figures

Round	1SF	2SF
3875	4000	3900
6.254	6	6.3
0.07109	0.07	0.071



Equivalent Fractions



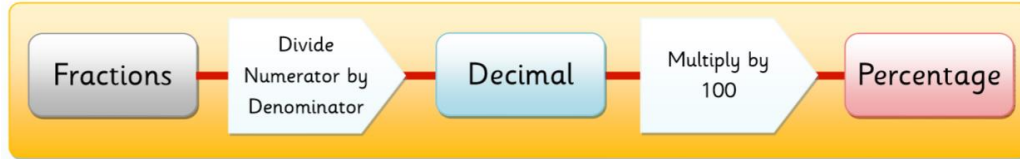
Converting Fractions, Decimals and Percentages

Fractions

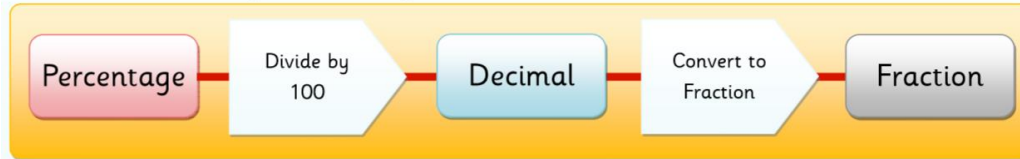
Decimals

Percentages

Converting Fraction to Decimal or Decimal to Percentage



Converting Percentage to Decimal or Decimal to Fraction



$\frac{1}{2}$ → Numerator
 $\frac{1}{2}$ → Denominator

When converting to fractions: find the denominator and then cancel down if necessary

'Per cent' (%) means 'out of 100'. 'Of' means 'multiply'

Be able to recall these

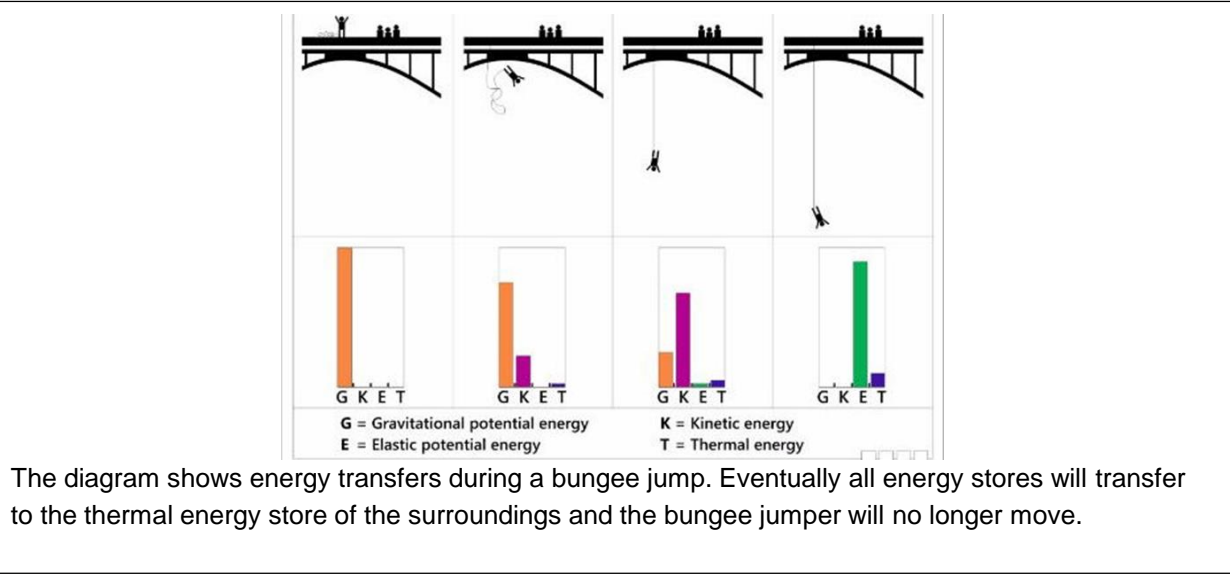
Fraction	Percentage	Decimal
1 whole	100%	1
$\frac{1}{2}$	50%	0.5
$\frac{1}{3}$	33.3%	0.33
$\frac{1}{4}$	25%	0.25
$\frac{1}{5}$	20%	0.2
$\frac{1}{6}$	16.7%	0.167
$\frac{1}{8}$	12.5%	0.125
$\frac{1}{10}$	10%	0.1
$\frac{1}{12}$	8.3%	0.083



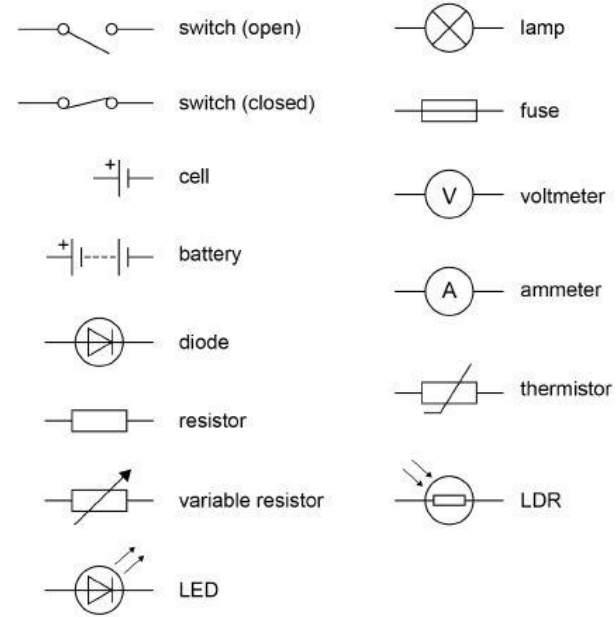
Year 7 Science – Term 1B

Energy Store	
Chemical	Fuels, food, chemicals in batteries transferred during chemical reactions
Kinetic	Movement
Gravitational potential	Energy stored due to position, e.g. above the ground
Elastic potential	Stored in an object when it is stretched or squashed
Thermal	Energy stored due to the temperature of the substance

Energy is measured in Joules (J)
Energy cannot be created or destroyed
Energy can be stored or transferred

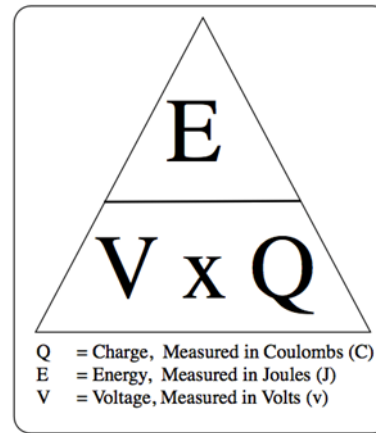
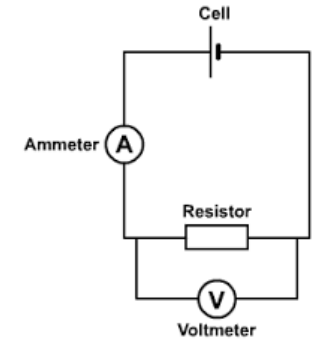


Circuit Symbols

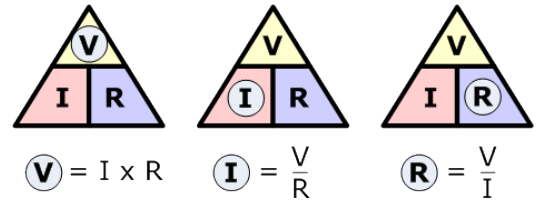


Rules for Drawing Circuits

- Use a pencil and ruler
- All components must connect with no gaps in the circuit
- Ammeters go into the circuit (in series)
- Voltmeters go across the component you are measuring (parallel)



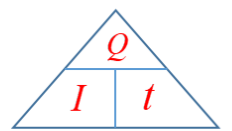
R = Resistance.



Charge and Current

A current of 1 Ampere = 1 Coulomb of charge flowing in 1 second

$I = \frac{Q}{t}$
 $Q = It$



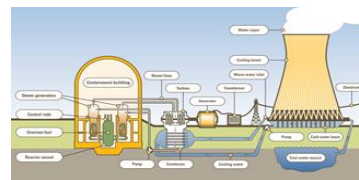
I = Current in amperes (A)
Q = Charge in coulombs (C)
t = time in seconds (s)

Essential Equations to learn.

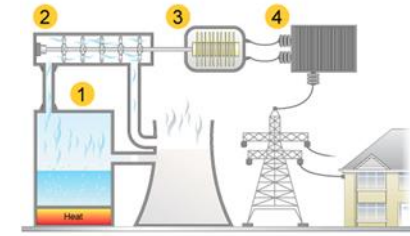
Type of power station	Where it is from	Advantages	Disadvantages
Solar	Energy from sunlight is captured in solar panels and converted into electricity.	Potentially infinite energy supply. Single dwellings can have own electricity supply.	Manufacture and implementation of solar panels can be costly.
Wind	Wind turbines (modern windmills) turn wind energy into electricity.	Can be found singularly, but usually many together in wind farms. Potentially infinite energy supply.	Expensive to build and maintain. Considered an eyesore.
Tidal	The movement of tides drives turbines. A tidal barrage is built across estuaries, forcing water through gaps.	Ideal for an island such as the UK. Potential to generate a lot of energy. Tidal barrage can double as a bridge, and help prevent flooding.	Construction is very costly. Only a few estuaries are suitable. Has a negative impact on wildlife. May reduce tidal flow and impede flow of sewage out to sea.
Wave	The movement of seawater in and out of a cavity on the shore compresses trapped air, driving a turbine.	Ideal for an island country. More likely to be small local operations, rather than done on a national scale.	Construction can be costly. May be opposed by local or environmental groups.
Geothermal	In volcanic areas the earth can be hot. Cold water is pumped under ground and comes out as steam. Steam can be used for heating or to power turbines generating electricity.	Potentially infinite energy supply. Used successfully in some countries, such as New Zealand and Iceland.	Can be expensive to set up and only works in areas of volcanic activity. Dangerous elements found underground must be disposed of carefully.
Hydroelectric Power (HEP)	Energy harnessed from the movement of water through rivers, lakes and dams.	Creates water reserves as well as energy supplies.	Costly to build. Can cause the flooding of surrounding communities and landscapes.

Nuclear Power Stations

Nuclear fuel such as uranium or plutonium releases energy during fission reactions.



Fossil Fuel Power Station



1. Coal is ground to a powder then burnt in a furnace to heat water to steam.
2. The steam rises at high pressures and spins the turbines.
3. The turbine is connected to a magnet, which spins inside a coil of wire producing electricity in the generator.
4. Transformers increase the voltage up to 400,000 volts
5. Electricity is transmitted around the country through The National Grid

Coal, oil and gas are **non-renewable** fossil fuels and release carbon dioxide (contributing to global warming), sulphur dioxide (causing acid rain) and particulates (causing global dimming)

Advantages	Disadvantages
A small amount of fuel releases a lot of energy.	Nuclear radiation can cause cancer and death.
No greenhouse gases are produced.	Nuclear waste is difficult and expensive to get rid of.
Energy transfers are very efficient compared to other fuels.	Power stations have to be decommissioned at the end of their working life.
	Not many places are suitable for building nuclear power plants on.
	Nuclear fuel is non-renewable.

Year 7 Religious Education – Term 1B: Prophecy and Promise

Big Questions:



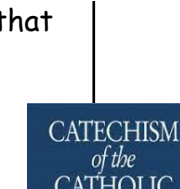
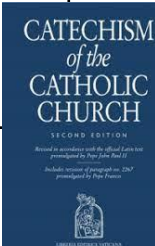
- What is the Bible?
- Why is the Bible considered to be important by many people?
- What is the role of the Bible in Christian prayer, especially the Mass?
- How can the Bible have an impact/influence on the lives of believers?
- How is the Bible used as a guide to life?



Christians believe that God reveals himself to us through 'special revelation' - the Bible. God spoke to human beings from the very beginning of time and the story of this revelation, was handed down from generation to generation, first verbally, by word of mouth and then in writing. This revelation makes up the Bible.

The Bible:
 Bible references are made up of a book, chapter and verse. They help Catholics to find specific passages. The Bible is read in translation, which means that it is not usually read today in the original languages it was written in, as most people do not speak these languages now.
 Catholics believe the Bible's writers were inspired by the Holy Spirit, so the true author of the Bible is God. The Bible is like a library of books as it is made up of many smaller books. It has around 40 different authors, with their own backgrounds and literary forms. The Tanakh (the Jewish holy book) and the Old Testament share many of the same books, however, Jews and Christians arrange and interpret them differently.

Sources of Wisdom and Authority (SOWAA)

'all scripture is God breathed' 2 Timothy 3:16	
'I tell you, Peter: you are a rock, and on this rock I will build my church..... I will give you the keys of the Kingdom heaven' (Matthew 16:19).	
When the day of Pentecost came, they were all together in one place.... All of them were filled with the Holy Spirit' Acts 2	
'it is not from Sacred Scripture alone that the Church draws her certainty about everything which has been revealed. Therefore both sacred tradition and Sacred Scripture are to be accepted and venerated' Dei Verbum	
'The word of God and the celebration of the eucharist together form one single act of worship' Catechism	

Key words	Definition
Revelation	The way in which God is made known to humans, which Catholics believe is most perfectly done through Jesus.
Dei Verbum	The Latin phrase for 'Word of God'; also a document from the Second Vatican Council explaining how Jesus is the Word of God.
Scripture	The holy book(s) of a religion; in Christianity it is the Bible.
Tradition	Also known as Apostolic Tradition, these are actions and teachings of Jesus faithfully passed on from one generation of bishops to the next.
Magisterium	From the Latin term <i>magister</i> , meaning teacher or master; it is the authority of the Church to teach.
Inspired	'God breathed'; the belief that the Holy Spirit guides an individual to act or write what is good and true.
Canon	The agreed list of books that make up the Catholic Bible
Old Testament	The books of the first half of the Bible showing the creation of the world and God's relationship with the Jewish people.
New Testament	The books of the second half of the Bible which tell the story of Jesus' life, death, and resurrection. Also the beginning of the early Church.
Hebrew, Aramaic, Greek	Languages spoken in the area where Jesus grew up; some books of the Bible were written in these languages.
Tanakh	The Jewish holy book.
Liturgy of the Word	The part of Mass where the word of God (Bible) is read and proclaimed (announced).

How is God's message revealed to Catholics? - in 3 ways:

Scripture - The Bible is also known as sacred scripture. Christians believe it is how God reveals information about Himself and how we should live. Together, the Old Testament and the New Testament explain the history of salvation. The Old Testament reveals prophecies about Jesus and key information about God's plan for salvation. In the New Testament, the prophecies and promises in the Old Testament are fulfilled through Jesus. Catholics believe scripture is without error.

Tradition - *Dei Verbum* teaches that sacred tradition is just as important to Catholics as sacred scripture. Both are seen as the **Word of God**. Tradition comes from the words and actions of the **apostles**, who were given the **Holy Spirit** at Pentecost. This gave them authority.

Magisterium - The magisterium is the **teaching authority** of the Catholic Church, which has been given to the Pope and the bishops so they can teach Catholics how to follow the word of God. The authority was given to **St Peter and the apostles** who founded the early Church and started sacred tradition. This authority is passed down to **every Pope and the bishops**, who use it to teach the word of God.

Year 7 Geography – Term 1B: Urbanisation and Migration



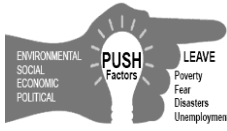
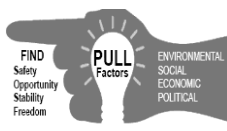



Picture this...


Key Vocabulary...


Urbanisation	Urbanisation is the increase in the proportion of people living in towns and cities.
Migration	The movement of humans from one place to another. This can be locally or globally
Refugee	Refugees are people who must leave their home area for their own safety or survival.
Slum	Slums refer to informal settlements in urban areas that are densely populated
Sustainable	Sustainable means that a process or state can be maintained/stays the same or at a certain level for as long as is wanted.
Future generations	Future generations are the generations of people to come in the future, after the currently living generations of humans.

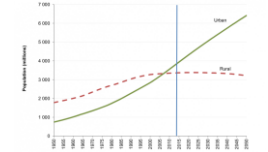
Key concepts...

Urban area		An urban area is a city or town. Urban areas are very developed, meaning there is a density of human structures such as houses, commercial buildings, roads, bridges, and railways.
Rural area		A rural area is an open swath of land that has few homes or other buildings, and not very many people. A rural areas population density is very low. Usually the countryside.
Push factor		Push factors are those that force the individual to move voluntarily, and in many cases, they are forced because the individual risk something if they stay. Push factors may include conflict, drought, famine, or extreme religious activity.
Pull factor		Pull factors are those factors in the destination country that attract the individual or group to leave their home.

Dhavari-Slum in Mumbai, India 

Wealth Inequality - Rio De Janeiro, Brazil 

Refugee camp, Syria 

Graph Showing urban population 

Where shall we go?

Industrialisation in the 1800's in Britain caused cities to grow because, factories began to be built and needed workers. People then wanted to live close to their work place and this caused cities and towns to grow rapidly. Liverpool and Manchester were two of these cities.

Into the future...

By 2050 the world's population is expected to reach 9.8 billion. Nearly 70 percent of this booming population, (6.7 billion people) are projected to live in urban areas. National geography state there are 10 key ideas to think about to keep our growing population sustainable for future generations.

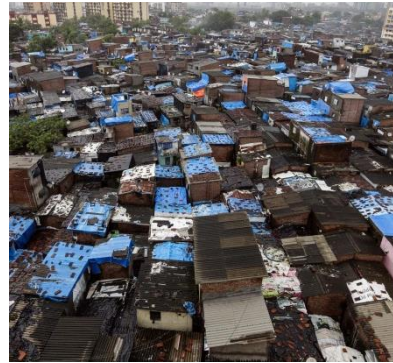
Deeper Learning...

Counter urbanisation is when large numbers of people move from urban areas into surrounding countryside or rural areas.

Rural to urban migration is the movement of people from the countryside to towns and cities.



Dharavi Fact File



1. Dharavi has an annual economy of over USD 650 million.
2. It has a population of around 600,000 people
3. 60% of the families have lived there for 60 years.
4. In the 18th century Dharavi was an island
5. Many businesses in Dharavi generate million-dollar incomes.
6. Products made in Dharavi are sourced and sold globally (NY, Europe, SE Asia etc.).
7. Dharavi is a major tourism location in Mumbai and a big chunk of junior film artists come from Dharavi.

A problem of rapid **rural to urban migration** is the development of **squatter settlements**. In **Mumbai** the squatter settlement of **Dharavi** is now home to over 1 million people. Dharavi lies between two railway lines and is one of the biggest squatter settlements in the world. The squatter settlement is unplanned and has the following characteristics:

- Overcrowded and noisy.
- Houses are made from cardboard, wood, corrugated iron, plastic sheeting and metal from oil drums.
- Lack of sanitation, clean drinking water and open sewers
- Pollution and disease are common.
- Thousands of workshops and people employed in the **informal job sector**.



RAGP Tasks...

- List two different pull factors.
- List two different push factors.
- Describe the industrial revolution and explain how it led to the development of cities.
- How will urbanization impact the environment?
- Explain what life would be like to grow up in a slum.
- Explain what challenges governments will have in the future with populations rising.
- How has Masdar City created a sustainable city?
- What challenges exist within a slum like Dharavi?

Prepare for your extended write...

Question: Evaluate the **reasons** why you would/would not want to live in a slum.

1. BUG the question by boxing the command word and underlining the content you need to write about.
2. List the key vocabulary you will use.
3. Create a plan of what you would write in each paragraph.
4. Practice writing your answer from memory.

Homework Task...

Design your own sustainable city of the future. Draw and label the features of your 2D or 3D model and explain how it will help keep the people and environment safe for future generations.



1 The Romans leave Britain

The Romans had ruled Britain for about 400 years. Between 383 AD - 410 AD the Romans began to leave Britain. They withdrew their soldiers to help to defend Rome and the empire from invading tribes. This meant that the Roman army was less capable of protecting England from Anglo-Saxon invasion. In Britain, life began to change. Cities lost their purpose of tax and places to trade. Some towns like London and Bath became overgrown. Villagers began trading with themselves and began leaving large towns. Roads became disused. With no unifying force, the Britons fell out and created their own smaller kingdoms. These kingdoms always quarrelled. Britons could not rebuild Roman houses and fight against invaders, therefore many Roman towns turned to rubble. This was the beginning of the Dark Ages.

2 The Vikings

On 8 June 793 AD, a group of naval Norse people from Scandinavia crossed the North Sea and landed on the Holy Island of Lindisfarne, just off the northeast coast of England. They ransacked the important Christian monastery of St Cuthbert and in doing so signalled in the time of the Vikings, an age that would last for another 300 years.

In the decades that followed Lindisfarne, more Viking raids occurred on English, Scottish, Irish and French soil. Eventually, the Scandinavians decided to up the stakes and looked to conquer instead of just raid. Halfdan Ragnarsson and Ivar the Boneless, sons of the legendary Viking warrior Ragnar Lothbrok, amassed a large army ready for an invasion. This invading force were called the Great Heathen Army.

Alfred the Great
Alfred was born in 849 AD and died in 899 AD. His father was king of Wessex, but Alfred became king of all England. Alfred became king in 871 AD. He fought the Vikings, and then made peace so that English and Vikings settled down to live together. He encouraged people to learn and he tried to govern well and fairly. Alfred's capital was Winchester. In 886 AD, his army captured London (which had belonged to Mercia before the Vikings seized it). By now Alfred was called 'King of the English' on his coins. This shows how important he was.

King Alfred was advised by a council of nobles and Church leaders. The council was called the witan. Alfred made good laws. He had books translated from Latin into English, and translated some himself. Alfred built warships to guard the coast from Viking raiders. He built forts and walled towns known as burhs. He prevented England from falling to the Danes and promoted learning and literacy.

Æthelflæd, Lady of the Mercians
Aethelflaed was Alfred the Great's eldest daughter. She was married to the ruler of Mercia, possibly to seal an alliance between Alfred's lands and the English controlled part of Mercia. When her husband died in 911, she ruled Mercia herself until 918. Aethelflaed worked hard to protect Mercia from the Vikings by building forts and in 917 she sent an army to capture Viking-held Derby. In 918, Leicester also surrendered to her without a fight. The Viking leaders of York offered their loyalty, but she died before the offer could be accepted.



8 Key vocabulary:

Empire: the collective name for a group of countries ruled by a single person, government or country.

Migration: The movement of people from one place to another for a short period of time or permanently.

Religion: Believing in and worshipping a God or gods.

Monastery: buildings where a religious community of monks or nuns lives.

Conversion: Is the adoption of a new religious identity, or a change from one religious identity to another.

Missionary: a person who tries to convert people to his own faith.

Civilisation: a group of people with their own languages and way of life

Merchant: A buyer and a seller of goods.

Conquer: To acquire something, usually land, using an army.

Peasantry: name for a person that worked for others on a farm and never had much money.

5 In the late 6th century, a man was sent from Rome to England to bring Christianity to the Anglo-Saxons. He would ultimately become the first Archbishop of Canterbury, establish one of medieval England's most important abbeys, and kickstart the country's conversion to Christianity.

Who was St Augustine?

Silk roads:

The Silk Road was a vast trade network connecting Europe and North Africa via land and sea routes. The Silk Road earned its name from Chinese silk, a highly valued product that merchants transported along these trade networks.

Baghdad

Baghdad was at the centre of the Silk Roads - the most important trading city of the 8/9th centuries at the heart of the Islamic Empire. It was an incredibly wealthy city - goods flowed through it from the East and were sold onto the West at huge profits. This money enabled the city authorities to invest in education and culture. The House of Wisdom was a centre of learning, preserving classical knowledge from Greece and Rome and encouraging the development of new ideas. New technology (the astrolabe) and ideas (maths, medicine, geography) meant that compared to Europe, this was an enlightened/educated time.



Glossary

Act of Parliament When a Bill is agreed by both the House of Commons and the House of Lords, it is signed by the Monarch. It then becomes an Act of Parliament and part of the UK law.

Bill A Bill is an idea for a new law or a suggestion of how to change a law that we already have. A Bill is debated in both the House of Commons and the House of Lords. Not all Bills become law.

Cabinet The Cabinet is part of the Government. The Prime Minister chooses people from the governing party to join the Cabinet to run different departments like Education and Health. These people help to make decisions about how to run the UK and can be MPs or members of the House of Lords.

Chamber The House of Commons and the House of Lords both have a Chamber. These are the rooms where they meet, debate and make decisions.

Democracy and dictatorship

The word democracy describes a form of **government**. The word comes from two Greek words that mean “rule by the people.” In a democracy the people have a say in how the government is run. They do this by **voting**, though there are usually rules about who can vote. Democracies are different from dictatorships. In a dictatorship one person called a dictator makes all the rules.
(kidsbritannica.com)

Constituency A constituency is the specific geographical area that is represented by each MP in the House of Commons. People who live in an MP’s constituency are known as the constituents.

General election This is when people cast their votes to decide which MP will represent their constituency in the House of Commons. A general election is usually held every five years.

(UK Parliament 2021)

Houses of Parliament

House of Commons

- Members of Parliament (MPs) meet here
- Green seats
- 650 members
- Laws are made
- Examines the government
- Keeps a check on what the government is spending
- Holds debates on important issues across the country

House of Lords

- Made up of ‘peers’ – experts in areas such as arts, sciences, religion or business
- Appointed for life
- 800 members
- Red seats
- Check on the House of Commons to make sure laws aren’t rushed through
- Look at what the government are doing
- Hold debates on important issues



Year 7 Art – Term 1B

Colour Theory

Primary Colours



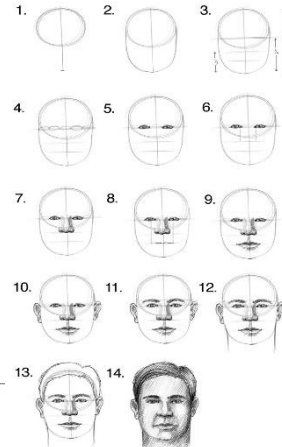
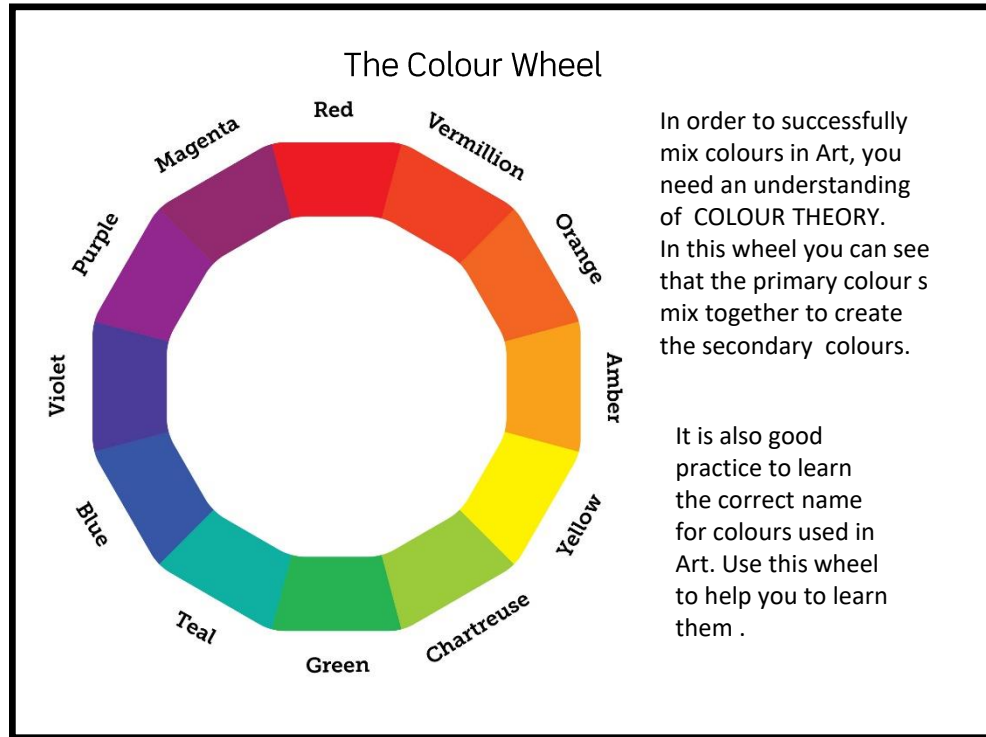
Secondary Colours



Red, Yellow and Blue are the most important colours. These are The **Primary** or first colours in Art, because by mixing these together (in different amounts) all other colours in the **spectrum**/colour wheel are created.

In this project you will need to experiment with mixing colours, to create your skin tone, blazer colour and hair colour.

The **secondary** colours are created by mixing the **primary colours** together.
Red + Blue = Purple.
Blue + Yellow = Green.
Yellow + Red = Orange.

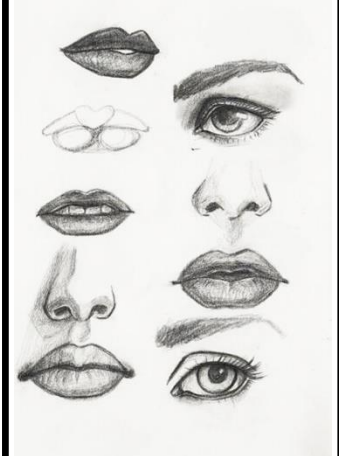


This diagram shows step by step how to create a realistic human face. If you try out this technique at home, it will transform every face drawing that you draw.

Watching YouTube tutorials about how to draw the face, and facial features and practising these techniques in your own time will enhance your understanding and knowledge before we do this work in class.

When you draw yourself a good idea is to use a mirror so that you can get really close to the details and shapes that you will need to draw. All artists have drawn themselves throughout the history of Art. Give it a go.

Facial Features



To make your Self-Portrait look realistic you will have to look carefully at your face and try to carefully record all of the details that you see. This image (by Artist Manugen) shows how adding **TONE** (shading) and detail can help to bring your drawing to life.

In this project you will need to experiment with mixing colours, to create your skin tone, blazer colour and hair colour.

Key Words and Specialist Vocabulary:

Primary Colours—The most important colours from which all others are mixed.

Secondary Colours—The colours mixed from the Primaries.

Sketching—A first rough attempt at a drawing.

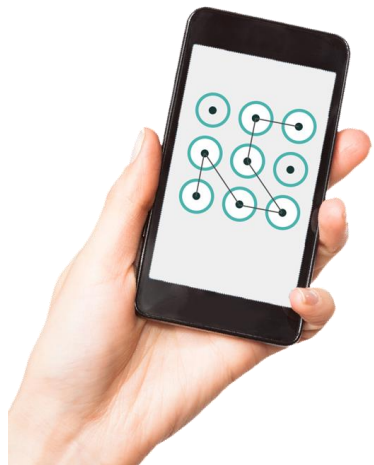
Tone—The **LIGHT & DARK** shading added to an image.

Form—The illusion of **DEPTH** created through use of **TONE**.

Year 7 Computing – Term 1B: “I am a Digital Citizen”

Security methods

Password security: Do **NOT** write it down, tell anyone, use something easy to guess, use the same password for all online accounts. **ALWAYS** ensure your passwords are 8 or more characters long, use a mixture of upper and lowercase letters, use numbers and symbols.



Online dangers

Cyberbullying, Online strangers, Inappropriate content



Keyboard Shortcuts

- CTRL + A = Select All
- CTRL + C = Copy
- CTRL + V = Paste
- CTRL + X = Cut

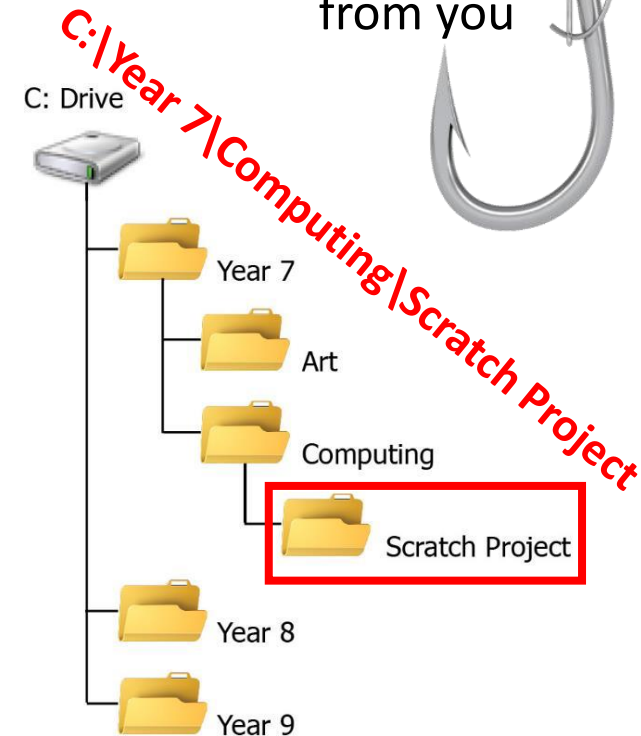


Online Identity

Protecting your online identity means being careful on what information you put online! Put nothing personal about yourself, such as Address, Telephone Number, Location etc.

Phishing

Phishing is when someone pretends to be someone they are not, in order to get personal information from you



Email features

Who the email is being sent to

Carbon Copy – A copy of the email will be sent to this person

Blind Carbon Copy – a copy of the message is sent to that recipient, but that name is not visible to other recipients of the message.

Subject – What the email is regarding, e.g. “History Homework”, or “Tuesday’s meeting”

What is a signature?

An email signature is text that is automatically added to the bottom of an email. An employee might use their name and contact details for example:



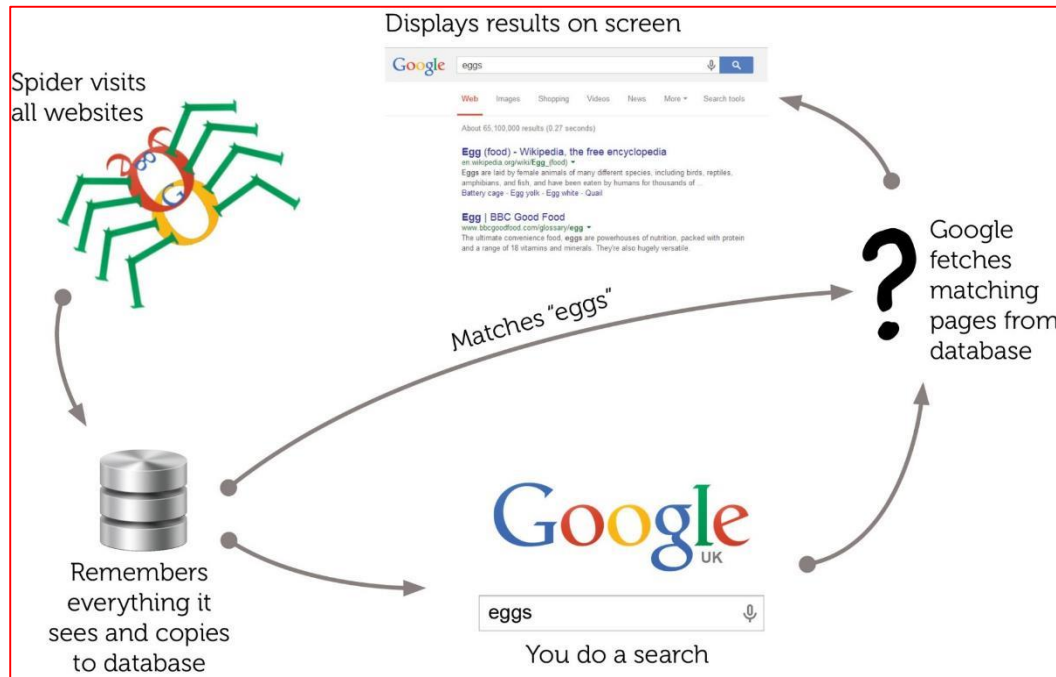
Joshua Jan
Head of Design

BoxClever Communications
T: 01234 567890
F: 0876 543210

Search engines

A search engine is an online tool that helps you find information on websites. Google, Bing, Yahoo and Ask are all examples of search engines.

How search engines work



Digital footprint

Your digital footprint is a record of everything you do online. Things like your search history, things you've liked on social media, comments you've made, things you've shared, things you've uploaded. Everything you do online is monitored in some way. In school, social media, gaming, Internet service providers, parents or carers.



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

Most used measurements
 Centimetre = 10mm
 $cm \times 10 = mm$
 Right Angles = 90°

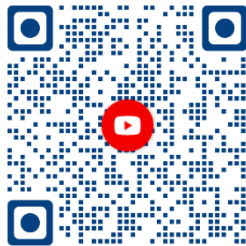
CAM

Scan the QR code to watch a video about Laser Cutters



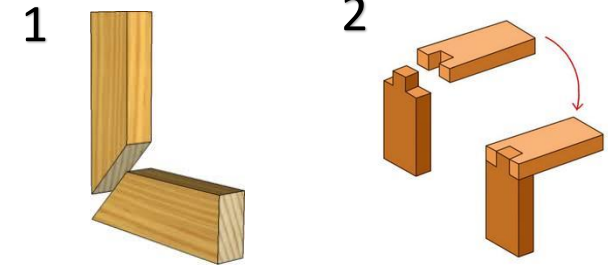
CAD

Scan the QR code to watch a video about Techsoft



Key vocabulary	Definition
Board	A piece of wood sawed thin, and of considerable length and breadth compared with the thickness.
File	Used to smooth wood.
Hinge	A movable joint or mechanism on which a door, gate, or lid swings as it opens and closes or which connects linked objects..
Template	Is a piece of card, paper or scrap wood used to ensure fit
Client	The person or group you are designing for.
Knot	Imperfection within the wood.
Coping Saw	Small thin bladed saw, used for curved cuts.
Bench Hook	Used for securing wood for easier cutting.
Orthographic	A type of technical drawing. Shows three view points of an object.
Perspective	A technique for giving a three-dimensional image to a flat image.

Different Types of Joint



1: Mitre Joint

45 Degree Angle.
 Both halves add to 90 Degrees

Used to make frames and boxes

2: Finger Joint

Interlocking Joint.
 Use a Coping saw to cut the middle

Used to make boxes



Coping Saw

Small blade that is used to make curved cuts in wood.

The small blade is prone to snapping.

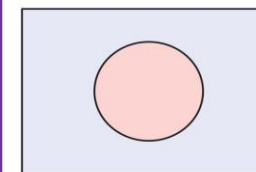


Marking Gauge

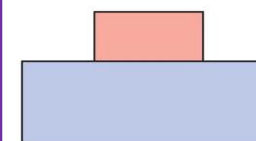
Used to make marks in wood.

Can be adjusting to the length needed.

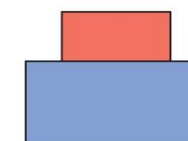
Orthographic and isometric projections of an object



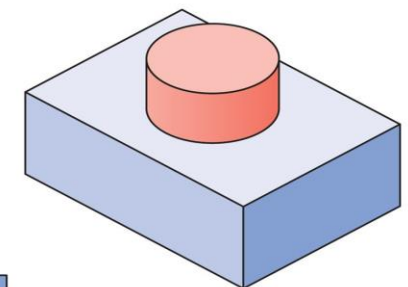
top view



front view



side view



3-dimensional isometric projection

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

WHAT IS A PLAYSRIPT?

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 MISPELLED WORDS IN DRAMA

Performance

Scene

Role

Character

Monologue

Narrator

Year 7 Food - Term 1B: Food choice

Food Choice

There are many factors that influence the foods we choose to eat.

- Celebration/special occasion
- Cost of food
- Healthy eating and PAL
- Religion and culture
- Lifestyles
- Fashions, trends and the media
- Peer pressure
- Food availability including seasonality.

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



SCAN TO WATCH



SCAN FOR QUIZ

Religion and food - Hinduism

- Do not eat beef or beef products as they consider the cow to be sacred.
- Can still have milk.
- Many Hindus are vegetarians.

Key vocabulary	Definition
Bridge hold	Method of cutting food safely, where your hand is held in a bridge shape.
Claw grip	Method of cutting food safely, where your hand is held in a claw shape.
Food availability	The amount of quality food that is available to everyone.
Food choice	The factors that influence the foods we choose to eat.
Food cost	How much food costs. Ranging from luxury brands to value brands.
Halal	Food laws observed by Muslims who follow the Islamic faith.
Hob	The top part of a cooker where pans are used.
Kettle	A piece of equipment that will boil water fast using electricity.
Kosher	Food laws observed by Jews who follow the Jewish faith.
PAL	Physical Activity Level is the amount of activity you do each day.

Religion and food - Islam

- Only eat Halal.
- Do not eat pork.
- Do not eat seafood without fins and scales (e.g., crab, prawns).

Religion and food - Christianity

- Some Catholics eat fish on a Friday.
- Fasting happens in Lent and Advent on the lead to Easter and Christmas.
- Christmas is a time of celebration where traditional foods are eaten.

Religion and food - Sikhism

- Do not eat beef or beef products as they consider the cow to be sacred.
- Many Sikhs are vegetarians.
- Many Sikhs will not eat Halal or Kosher.

Religion and food - Judaism

- Only eat Kosher.
- Jews do not eat shellfish or pork.
- Do not eat dairy and meat in the same meal.

Religion and food - Rastafarianism

- Eat food referred to as I-tal (clean).
- Eat fish (not longer than 12 inches).
- Do not eat pork.
- Food is prepared without salt.
- Do not drink milk or coffee.

Protein

A macronutrient that has the functions of growth, repair and energy. The main sources are meat, fish, dairy and eggs.

Safe use of a kettle

- Never fill above maximum mark.
- Boil with the lid down.
- Wait until it has turned off before pouring.
- Use dry hands when using electricity.
- Always fill above the minimum mark.



Cutting techniques

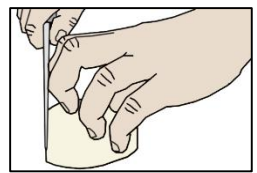
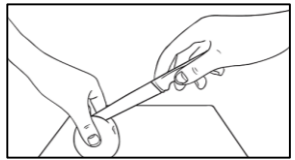
Scan the QR codes to watch a video about the bridge hold and the claw grip and complete your homework quiz on equipment.



SCAN TO WATCH



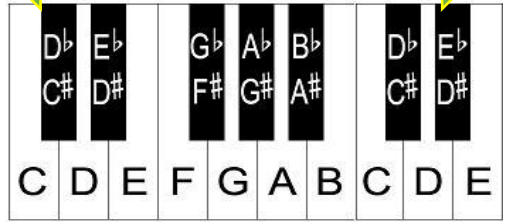
SCAN FOR QUIZ

Knife skill	Use this method
<p>Claw grip</p> 	<p>This method is used to secure ingredients so they can be cut safely. It is the best method to use when foods need to be cut into slices or diced. This method ensures that finger tips are tucked out of the way and will not get caught by the knife.</p>
<p>Bridge hold</p> 	<p>This method is useful for cutting circular items into halves and quarters, e.g. tomatoes, apples. This method ensures that fingers are out of the way as the knife cuts through the food. The fingers should be on one side and the thumb on the other.</p>

Year 7 Music – Term 1B

1. Keyboard and Notation

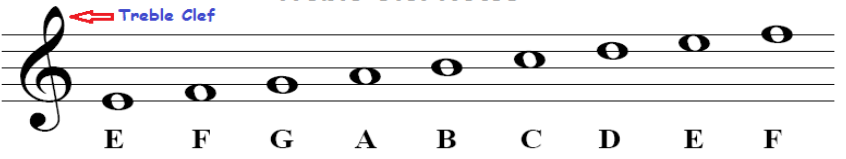
- Notes are in **alphabetical order**, going up to G
- Say: 'C is to the left of the two black keys: C D E F G A B'



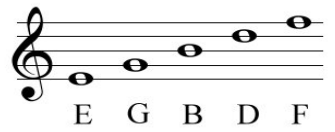
A note by itself CANNOT be major or minor!

- Every **black note** has two names: **sharp #** and **flat b**
- Flat** = **l**ower than white note
- Sharp** = **h**igher than white note

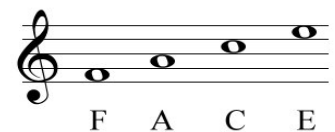
Treble Clef Notes



Line Notes



Space Notes



2. Brass



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

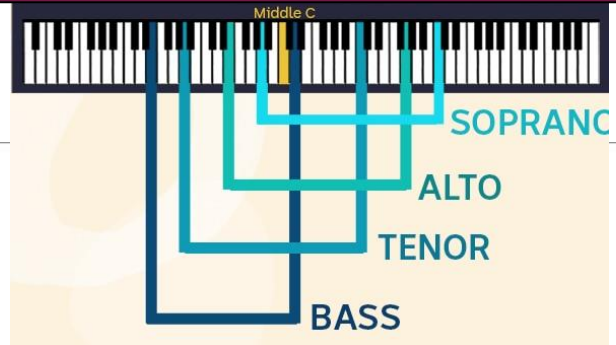
Valves :There are 3 valves on a cornet that brass players press in different sequences to produce notes.

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.

4. Voice Pitches



3. Chords

1. Chord = 2+ notes played together



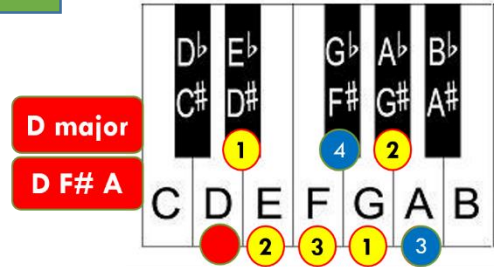
2. Chords can be major or minor

Major = 4 then 3 semitones.
Sounds happy

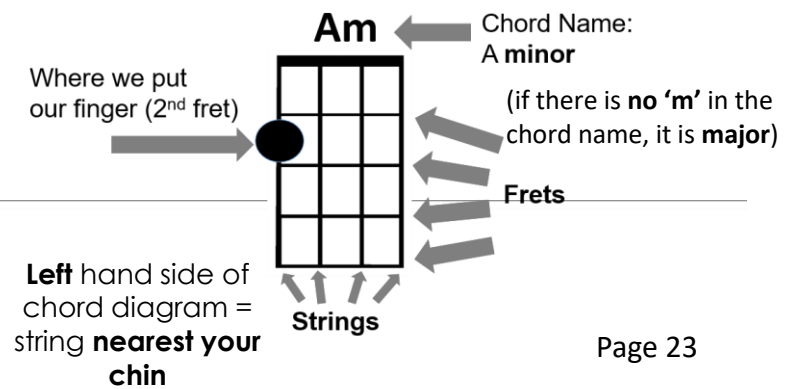
Minor = 3 then 4 semitones.
Sounds sad

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.



Components of Fitness

Cardiovascular Endurance	The ability to keep the whole body working for long periods of times
Muscular Endurance	The ability to work muscles groups/muscles for long periods of times
Muscular Strength	The ability of muscles to exert force
Flexibility	The range of movement at a joint




Sport specific key terms/techniques

Dance

Key terms	Meaning
Timing	Ability to keep movements coordinated with the group and music
Fluency	Ability to combine movements and skills together smoothly
Canon	When the same movement is performed by dancers one after another

Warm ups

Three stages of a warm up

Pulse raiser – Example - jogging, shuttle runs

Stretches – Example - lunges, calf raises, dynamic stretches (on the move stretches)

Skill based activity: Example - passing/dribbling activity

Why warm up?

- Reduce the chance of injury
- Prepare mentally for the session
- Elasticated muscles



Basic Anatomy

Bones

- Ribs
- Cranium (Head)
- Femur (Thigh bone)
- Humerus (upper arm bone)
- Phalanges (fingers and toes)

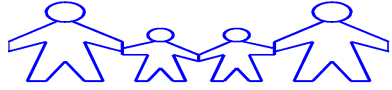


Basketball

Key terms	Meaning
Tip off	Ball thrown up by the ref, between a player from each team to start the game
Double dribbling	When a player places both hands on the ball to dribble/move forward
Travelling	When a player takes more than 3 steps with the ball and fails to pass or shoot



Year 7 Spanish – Term 1B: Mi familia



my nan	mi abuela	my grandad	mi abuelo
my mum	mi madre	my dad	mi padre
my stepmum	mi madrastra	my stepdad	mi padrastro
my sister	mi hermana	my brother	mi hermano
my aunt	mi tía	my uncle	mi tío
my cousin (female)	mi prima	my cousin (male)	mi primo
only child	hij@ únic@	twins	gemel@s

a dog	un perro	a cat	un gato
a horse	un caballo	a rabbit	un conejo
a bird	un pájaro	a hamster	un hamster
a fish/some fish	un pez/unos peces	a snake	un serpiente
a tortoise	una tortuga	a spider	una araña

The opinion verbs

- I like — Me gusta(n)
- You love — Te encanta(n)
- S/He loves — Le mola(n)
- We love — Nos chifla(n)
- You (all) love — Os flipa(n)
- They are interested in — Les interesa(n)

The verb stays the same or adds an **-n** if what we like is plural

- E.g.
- Me gusta **el** gato
- Me gustan **n los** gatos

The verbs detest**ar** and odi**ar**

- I detest — detest**o**
- You hate — odi**as**
- S/He detests — detest**a**
- We hate — odi**amos**
- You (all) detest — detest**áis**
- They hate — odi**an**

To make any verb negative in Spanish just add 'no' before it...

- No me gustan los perros.
- No les interesan los pájaros.





Los colores

	masc (el / un)	fem (la / una)	masc pl (los/unos)	fem pl (las/unas)
red	rojo	roja	rojos	rojas
white	blanco	blanca	blancos	blancas
black	negro	negra	negros	negras
yellow	amarillo	amarilla	amarillos	amarillas
purple	morado	morada	morados	moradas
green	verde	verde	verdes	verdes
blue	azul	azul	azules	azules
grey	gris	gris	grises	grises
brown	marrón	marrón	marrones	marrones
orange	naranja	naranja	naranjas	naranjas
pink	rosa	rosa	rosas	rosas

Gender masculine words (el/un) that end in 'o' end in 'a' for feminine (la/una).

Estoy contento= I'm a happy (♂ male)

Estoy contenta= I'm a happy (♀ female)

In Spanish adjectives, such as colours, usually go after the noun that they are describing and the adjective must agree with the gender and plural

Example :

En mi estuche no tengo un lápiz rojo pero tengo una goma blanca y cuatro bolígrafos azules. (In my pencil case I don't have a red pencil but I do have a white rubber and four blue pen.)

Un serpiente verde = a green snake

Un pájaro amarillo = a yellow bird

Un caballo negro = a black horse

Una Tortuga blanca = a white tortoise

Una cobaya negra = a black guinea pig



Year 7 Spanish – Term 1B: Mi familia



Las descripciones

there is/are	hay	birthday	cumpleaños
age	edad	surname	apellido
s/he/it is	es	s/he/it has	tiene
blond hair	el pelo rubio	brown eyes	los ojos marrones
long	largo	short	corto
straight	liso	curly	rizado
bald	calvo	shoulder length	hasta los hombros
a beard	una barba	a moustache	un bigote
I wear glasses	llevo gafas	s/he wears glasses	lleva gafas
tall	alt@	short	baj@
fat	gord@	thin	delgad@
ugly	fe@	good looking	guap@

my= mi(s)
your= tu(s)
his/her= su(s)
our= nostr@ (s)
mi amigo Alberto
tus amigos Juan y Maria
su madre
nuestro padre

nice	simpatic@	not nice	antipatic@
talkative	hablador(a)	shy	timid@
stupid	estupid@	intelligent	inteligente
silly	tont@	serious	seri@
likeable	amable	strict	estric@

when	cuando	who / which	quien
however	sin embargo	however	no obstante
for example	por ejemplo	also	también
what's more	además	so / therefore	entonces
with	con	according to	según

'S does not exist (think **the** something **of** someone)
My friend's mum = la madre de mi amigo
Her sister's birthday = el cumpleaños de su hermana
Our mum's boyfriend's dogs = los perros del novio de nuestra madre



St Cuthbert's Catholic High School

Live life in all its fullness