

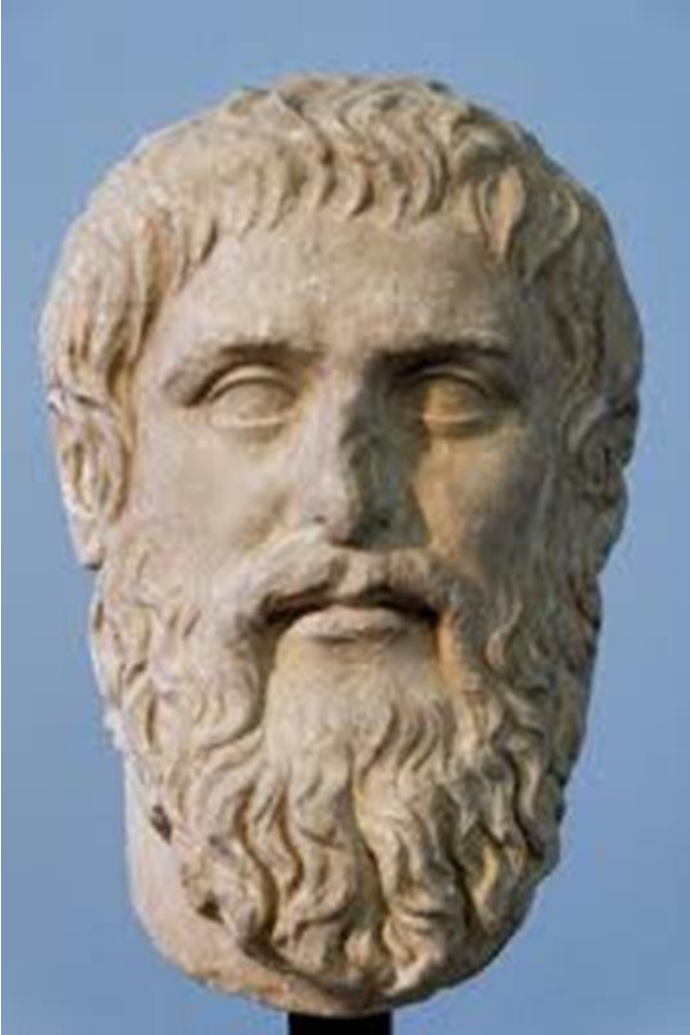
# Knowledge



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: Ancient Origins

## Subject Specific vocabulary



### Task 1: What is a Myth?

A traditional story, especially one concerning the early history of a people or explaining a natural or social event, and typically involving supernatural beings or events.

### Task 2:

Appositive	<b>Noun or noun phrase</b> that provides extra information or further identifies another noun/noun phrase.
Epic	A long poem, narrating the deeds and adventures of heroes and legendary figures.
Epithet	An <b>adjective or phrase</b> describing a characteristic of the person/thing described e.g. the wine-dark sea.
In media res	A <b>narrative</b> that starts in the middle of the action. E.g. the Odyssey starts almost at the end.
Juxtaposition	The fact of two things being seen or placed close together with contrasting effect.
Protagonist	One of the major characters in a narrative.
Exposition	The opening of a story, introducing characters, setting and plot.

### Task 3:

Climax	The most intense, exciting, or important point of a narrative.
Denouement	The solution of a mystery, the winding up of a plot, the outcome of a set of events.
Rhetoric	Language designed to have a persuasive or impressive effect.
Metaphor	Language that transports meaning from one 'place' to another. E.g. Juliet is the sun.
Ground	The relationship between the tenor and the vehicle. E.g. 'Juliet is the sun.' Both are bright/warm.
Tenor	The subject of a metaphor. E.g., 'Juliet is the sun,' Juliet is the tenor.
Vehicle	The imagery used to describe the tenor. E.g. 'Juliet is the sun,' The sun is the vehicle.



# Year 7 English - Term 1B: Ancient Origins

## Task 4: Features of Myths

- Myths often included gods, demigods or supernatural characters.
- Gods will often behave in a similar way to humans and experience human emotions.
- Myths can sometimes be used to provide an explanation about how the world was originally created.
- They often have moral lessons - they aim to teach the audience something.
- Myths often contain magic and the supernatural.
- Sometimes characters will change or transform in what is known as a 'metamorphosis'.

**Task 5:** Record the definitions of the vocabulary below and learn how to spell each word.

Vocabulary	Definition
Altruism/Altruistic	
Desolate	
Duplicitous	
Hubris	
Omnipotent	



# Year 7 Maths– Term 1B : Expressions, Equations and Measures.

All Maths homework is set online through **Sparx Maths**. Set and due in every **Wednesday at 8am**.

Use the QR code on the right to access the site or go to [www.sparxmaths.uk](http://www.sparxmaths.uk) and choose student.

To log in, use your school email address and the password you use to access the school computers.  
e.g. Joe Bloggs 24BloggsJ@stcuthberts.com


We have chosen to use Sparx Maths as

- The homework is personalised to you.
- Sparx Maths keeps learning from your attempts to create challenging yet achievable questions each week.
- It is proven to improve students grades in Maths.
- There are support videos for each question, if needed.
- It provides your teachers with lots of insights about which topics you need more help with.
- It has consolidation questions each week to help you remember more.
- Because homework is made specifically for you, you will be able to answer every question correctly, but
  - some questions may take slightly longer than others
  - some questions will probably need more than one try to get it right.



## Sparx Maths

St Cuthbert's Catholic High School



Student



Teacher

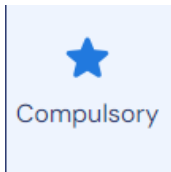


# Year 7 Maths– Term 1B : Expressions, Equations and Measures.



Use your Knowledge organiser book to write down your question number, working out and answers. This will help you to pass your bookwork checks so that you will get fewer.

Compulsory personalised homework is set and due in each week on a **Wednesday at 8am**, this includes questions on topics you have recently covered in class, consolidation work and times tables. If you complete it by Monday 8am you will earn extra class charts points!



Compulsory

Sparx produces three personalised task for your each week. Two are optional.



XP Boost

- After you finish your **Compulsory** homework, refine your skills by completing similar problems in **XP Boost**



Target

- Further enhance your skills by completing the **Target** work which is a set of six questions chosen specifically to challenge you




Independent Learning


- You can also complete **Independent Learning** to support you further. You choose the level for this.

## Sparx Maths

St Cuthbert's Catholic High School



Student



Teacher

IF YOU DO NOT HAVE ACCESS TO A PHONE, COMPUTER, LAPTOP, TABLET COME TO THE SPARX CLUB TUESDAY LUNCH TO COMPLETE YOUR HOMEWORK

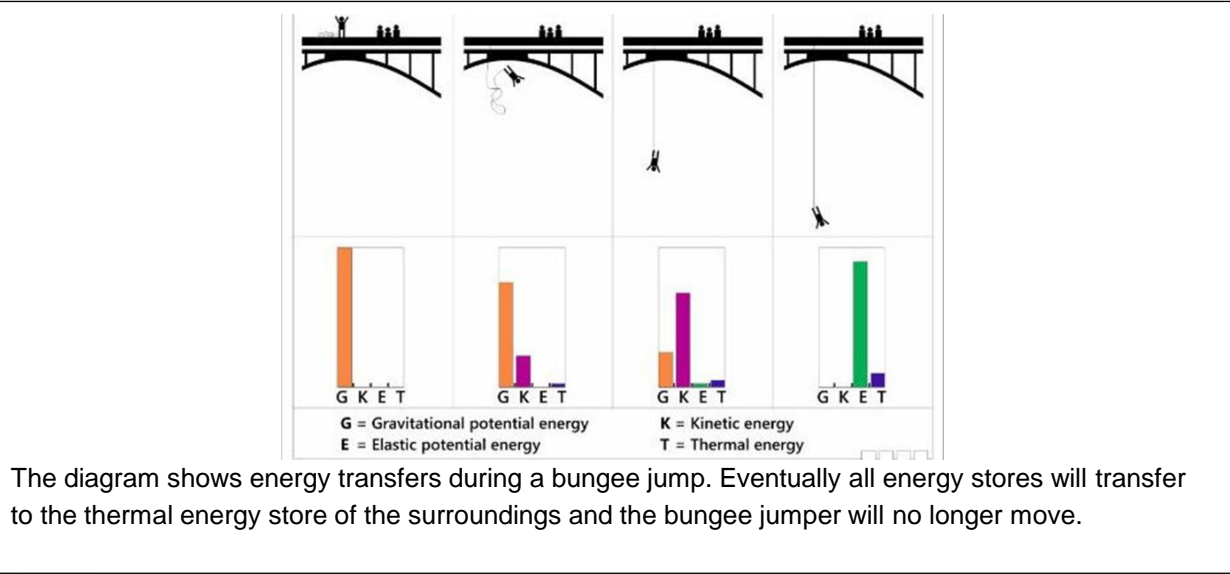


St Cuthbert's Catholic High School  
Live life in all its fullness

# 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

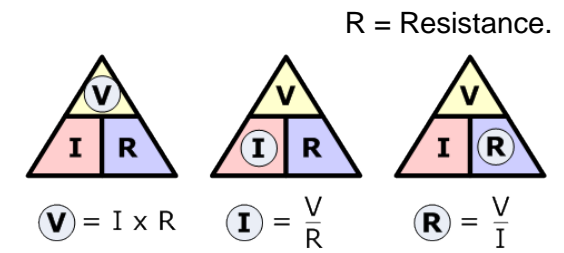
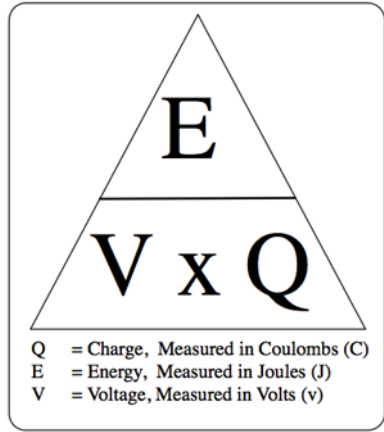


### Circuit Symbols

	switch (open)		lamp
	switch (closed)		fuse
	cell		voltmeter
	battery		ammeter
	diode		thermistor
	resistor		LDR
	variable resistor		LED

### 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)



### Charge and Current

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

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

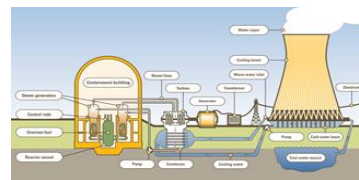
I = Current in amperes (A)  
Q = Charge in coulombs (C)  
t = time in seconds (s)

## Essential Equations to learn.

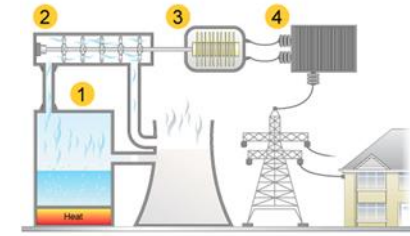
Type of power station	Where it is from	Advantages	Disadvantages
<b>Solar</b>	Energy from sunlight is captured in solar panels and converted into electricity.	Potentially infinite energy supply. Single dwellings can have own electricity supply.	Manufacture and implementation of solar panels can be costly.
<b>Wind</b>	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.
<b>Tidal</b>	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.
<b>Wave</b>	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.
<b>Geothermal</b>	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.
<b>Hydroelectric Power (HEP)</b>	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?



1) 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.

**2) 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.

**3) 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.  
**Tradition** - 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.  
**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.

### Sources of Wisdom and Authority (SOWAA)

'all scripture is God breathed'  
2 Timothy 3:16

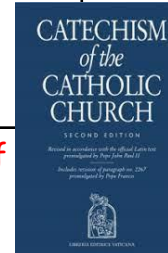
'I tell you, Peter: you are a rock, and on this rock I will build my church..... I will give you the keys of the Kingdom heaven'  
(Matthew 16:19).



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

Home learning:

Look	Say	Cover	Write	Check
------	-----	-------	-------	-------

wb Nov 4 <sup>th</sup>	wb Nov 11 <sup>th</sup>	wb Nov 18 <sup>th</sup>
Key words 1-6 (blue)	Key words 7-12 (red)	Section 1 & SOWAA 1, 2 (purple)

wb Nov 25 <sup>th</sup>	wb Dec 2 <sup>nd</sup>	wb Dec 9 <sup>th</sup>
section 2 (green)	Section 3 (blue)	SOWAA 3, 4, 5 (red)

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).

# Year 7 Geography – Term 1B: Local Geography

<b>Borough</b>	A town or district
<b>Contrast</b>	2 things that are different to each other e.g. a town and the countryside
<b>Diverse</b>	Showing a great deal of variety or differences
<b>Census</b>	An official count of the population. The most recent Census occurred in 2021.
<b>Demographic</b>	Relating to the structure of populations.
<b>Issue</b>	An important topic or problem for debate or discussion.
<b>Population</b>	The number of people who live in a place.

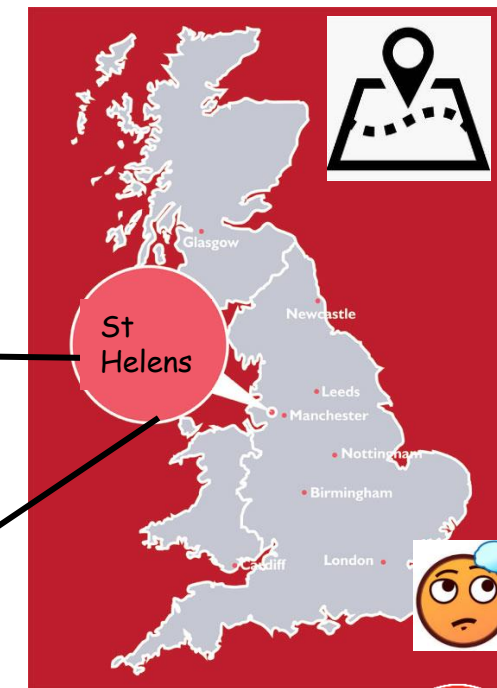
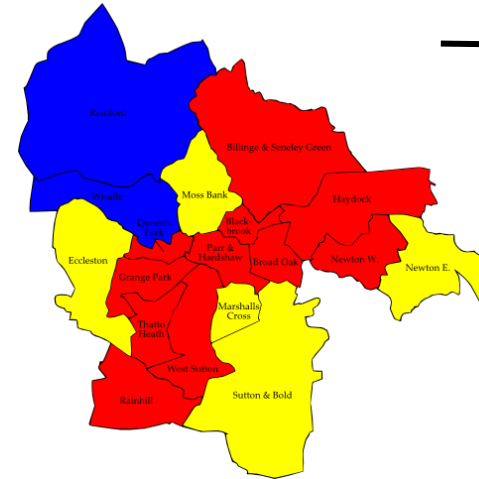
<b>Coal</b>	A burnable black rock consisting carbonised plant matter, found mainly in underground and used as fuel.
<b>Trade</b>	The action of buying and selling goods and services.
<b>Economic factor</b>	The way people make a living - the jobs performed, their occupations and professions, the products produced, and services provided.
<b>Social factor</b>	Circumstances or situations that affect people's lifestyle and well-being.
<b>Community</b>	A group of people living in the same place or having a particular characteristic in common

## Population of St Helens:

Year	2001	2011	2020
Population	176,826	175,308	183,200

## Location of St Helens

St Helens is located in, Merseyside, Northwest England, UK, Europe.



## History of St Helens

St Helens takes its name from a chapel, which was first mentioned in 1552. It was built where the road from Ormskirk to Warrington crossed the road from Prescott to Ashton. At that time the area that is now St Helens was divided into 4 townships. They were Eccleston, Windle, Parr, and Sutton. Though the area was mainly agricultural, coal mining was carried out as early as the 16th century. The town of St Helens grew up because it had readily available supplies of coal and sand for making glass and it had good communications.

St Helens also benefited from the rapid growth of Liverpool from the late 17th century onward it was also a convenient port for goods from St Helens.

The canals made it much easier and cheaper to take coal to Liverpool. The result was a boom in coal mining in the St Helens area.



# Year 7 History - Term 1B: The Dark Ages



## 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



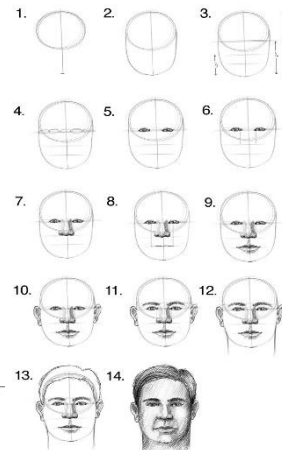
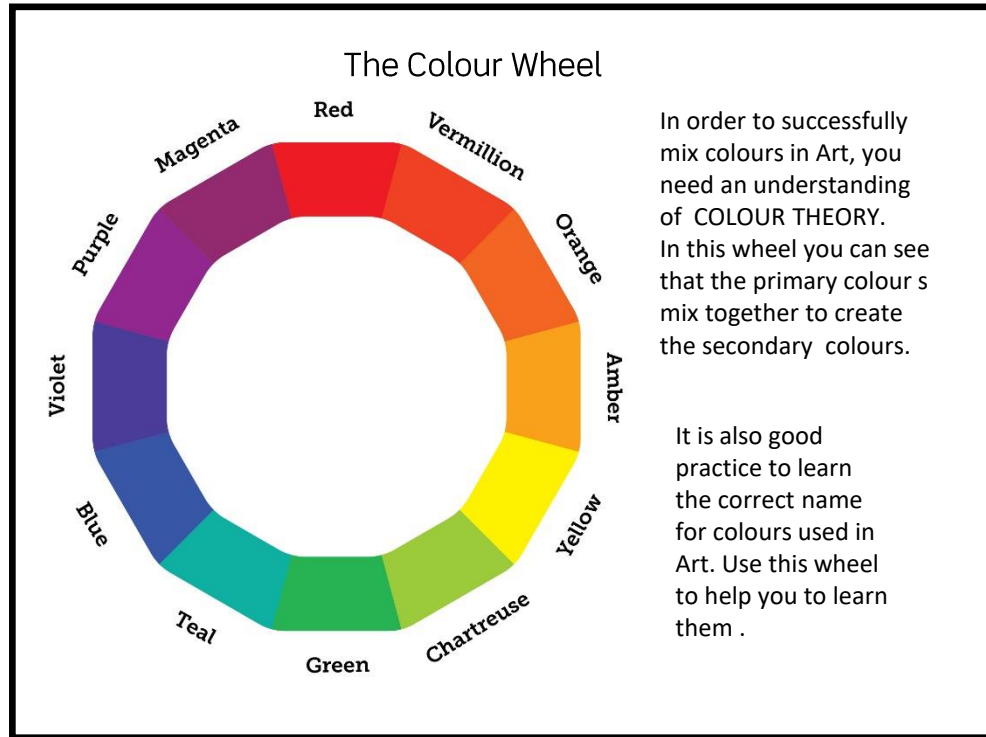
Secondary Colours



**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.**

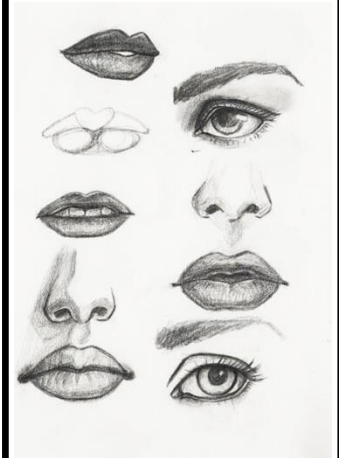


This diagram shows step by step how to create a realistic human face. If you try out this technique at home, it will transform every face drawing that you draw.

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.



## Keyboard Shortcuts

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

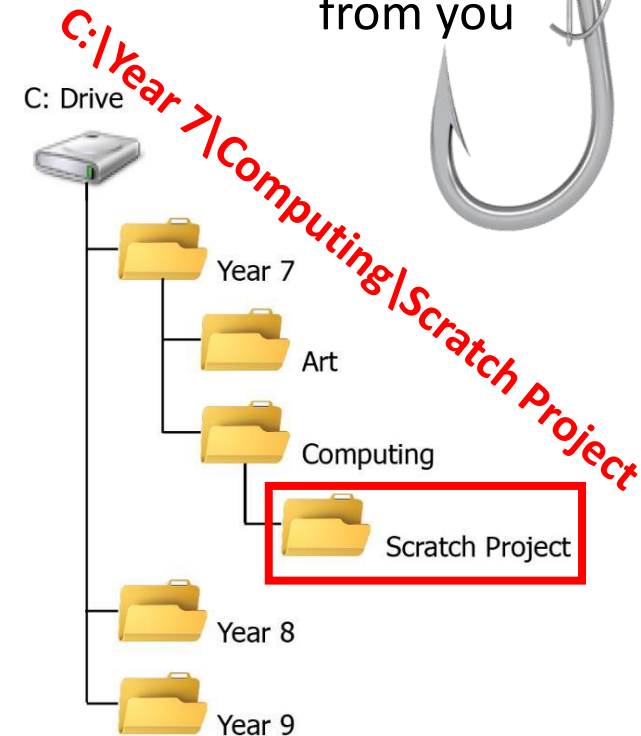


## Online Identity

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



## Online dangers

Cyberbullying, Online strangers, Inappropriate content



## Email features

**To...** → rachel@mail.com  
Who the email is being sent to

**Cc...**  
**Bcc...**  
Carbon Copy – A copy of the email will be sent to this person

**Subject:**  
Hello Rachel  
Can you send through...  
Thank you  
James  
Subject – What the email is regarding, e.g. “History Homework”, or “Tuesday’s meeting”

**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.

## 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:

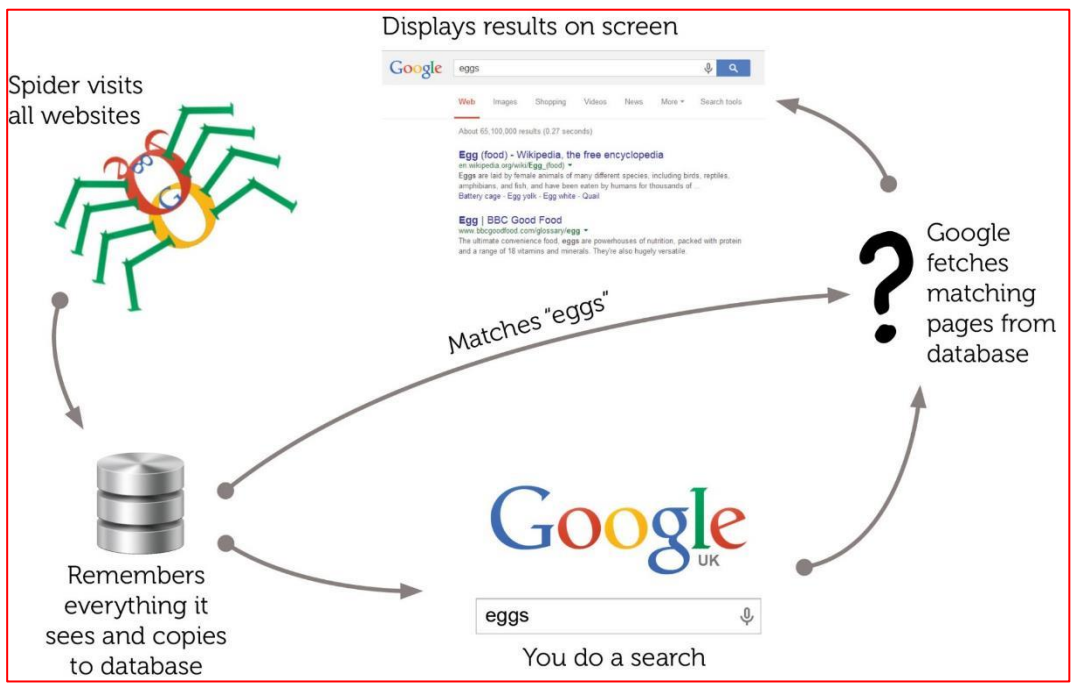


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## Search engines

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  
 $\text{cm} \times 10 = \text{mm}$   
 Right Angles =  $90^\circ$

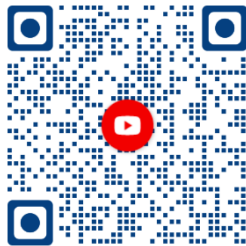
## CAM

Scan the QR code to watch a video about Laser Cutters



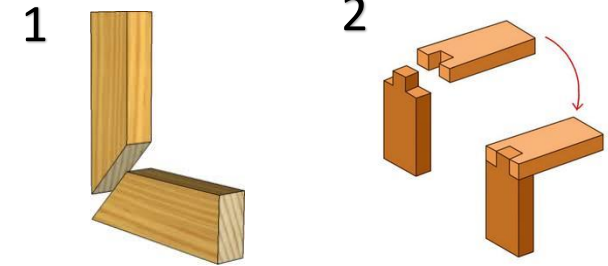
## CAD

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.

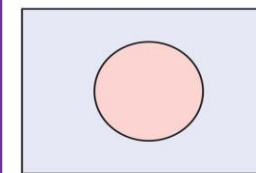


### Marking Gauge

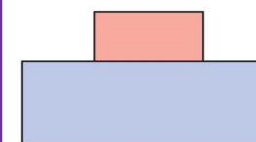
Used to make marks in wood.

Can be adjusting to the length needed.

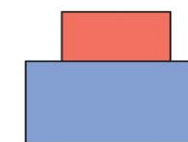
### Orthographic and isometric projections of an object



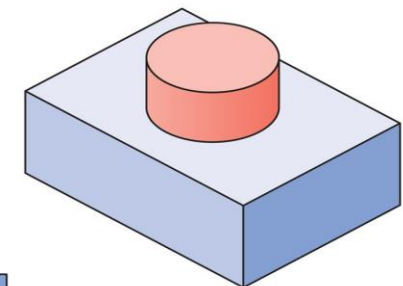
top view



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

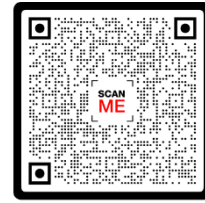
A **macronutrient** that has the functions of growth, repair and energy. The main sources are meat, fish, dairy and eggs.

## 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.



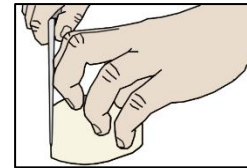
SCAN TO WATCH



SCAN FOR QUIZ

## Knife skill

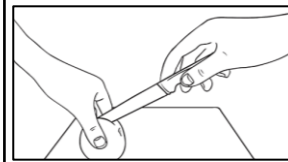
### Claw grip



## Use this method

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.

### Bridge hold

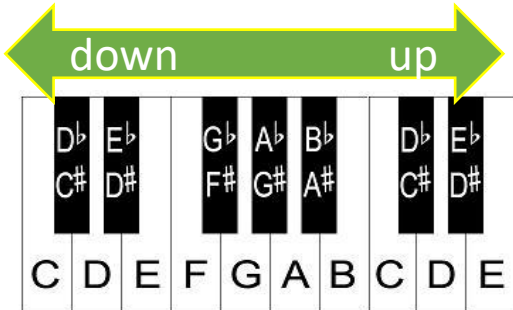


This method is useful for cutting circular items into halves and quarters, e.g. tomatoes, apples. This method ensures that fingers are out of the way as the knife cuts through the food. The fingers should be on one side and the thumb on the other.



## 1. Keyboard and Notation

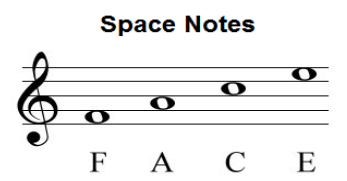
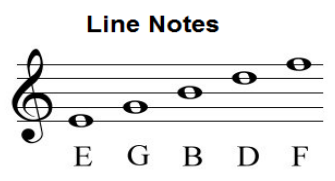
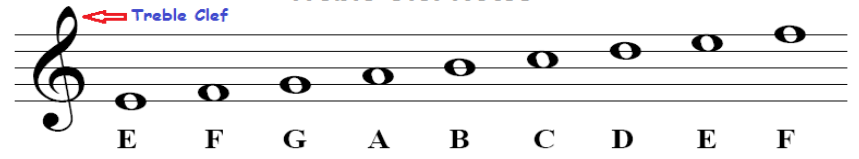
- Notes are in **alphabetical order**, going up to G
- Say: 'C is to the left of the two black keys: C D E F G A B'



**A note by itself CANNOT be major or minor!**

- Every **black note** has two names: **sharp #** and **flat b**
- Flat** = **lower** than white note
- Sharp** = **higher** than white note

### Treble Clef Notes



## 2. Brass



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

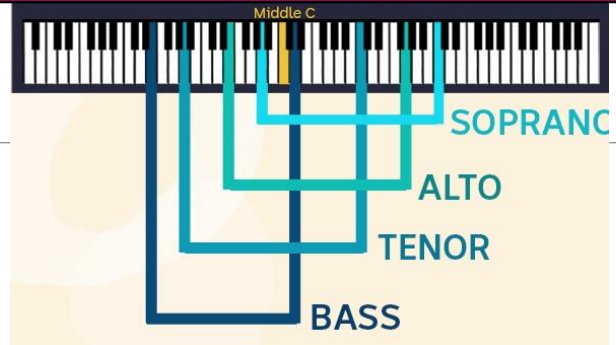
**Valves** :There are 3 valves on a cornet that brass players press in different sequences to produce notes.

**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.

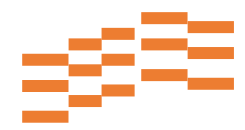
**Mouth piece**: The mouthpiece is a separate part of the instrument that is placed into the cornet to produce a note.

## 4. Voice Pitches



## 3. Chords

1. Chord = 2+ notes played together



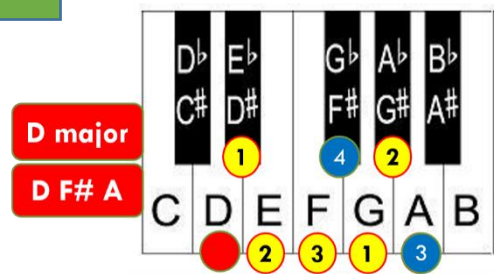
2. Chords can be major or minor

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

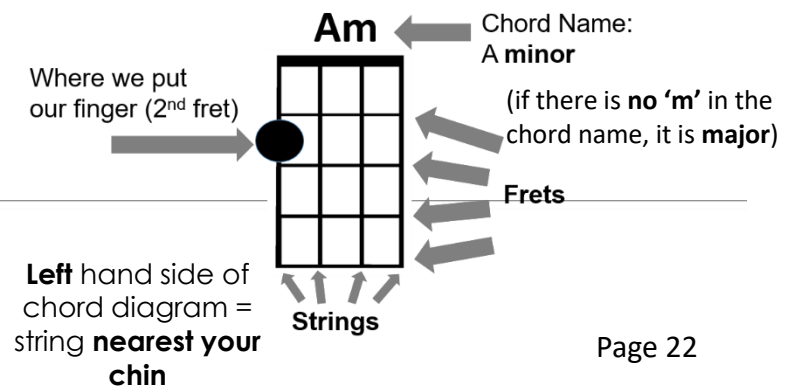
**Minor = 3 then 4 semitones.**  
Sounds sad

**Semitone** = the next note, counting white AND black

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

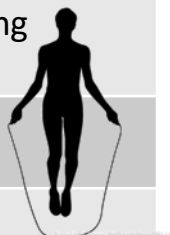


3. Chords are usually played on the keyboard, guitar, or ukulele.



## Components of Fitness

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



## 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)



## Sport specific key terms/techniques

### Dance

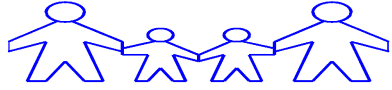
<b>Key terms</b>	Meaning
<b>Timing</b>	Ability to keep movements coordinated with the group and music
<b>Fluency</b>	Ability to combine movements and skills together smoothly
<b>Canon</b>	When the same movement is performed by dancers one after another

### Basketball

<b>Key terms</b>	Meaning
<b>Tip off</b>	Ball thrown up by the ref, between a player from each team to start the game
<b>Double dribbling</b>	When a player places both hands on the ball to dribble/move forward
<b>Travelling</b>	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	<b>mi abuela</b>	my grandad	<b>mi abuelo</b>
my mum	<b>mi madre</b>	my dad	<b>mi padre</b>
my stepmum	<b>mi madrastra</b>	my stepdad	<b>mi padrastro</b>
my sister	<b>mi hermana</b>	my brother	<b>mi hermano</b>
my aunt	<b>mi tía</b>	my uncle	<b>mi tío</b>
my cousin (female)	<b>mi prima</b>	my cousin (male)	<b>mi primo</b>
only child	<b>hij@ únic@</b>	twins	<b>gemel@s</b>

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

### 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.**





# Year 7 Spanish – Term 1B: Mi familia



## 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

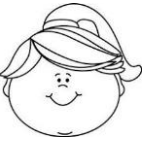
Gender masculine words (el/un) that end in 'o' end in 'a' for feminine (la/una).  
 Estoy contento= I'm a happy (♂ male)  
 Estoy contenta= I'm a happy (♀ female)

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

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.)

# 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**

# Notes

A series of horizontal dotted lines for writing notes.





# **St Cuthbert's Catholic High School**

*Live life in all its fullness*