

# Knowledge



Name \_\_\_\_\_

Form \_\_\_\_\_





“No thief, however skillfull, can rob one of knowledge, and that is why knowledge is the best and safest treasure to acquire.”

— L. Frank Baum

*(research 10 facts about L. Frank Baum)*

**Year 7 Knowledge Organiser: Term 3**

# 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										
Half Term										
Week 7										
Week 8										
Week 9										
Week 10										
Week 11										
Week 12										

# Year 7 English - Term 3: Shakespeare - Macbeth

**Macbeth:** (full title 'The Tragedy of Macbeth') is a [tragedy](#) by [William Shakespeare](#); it is thought to have been first performed in [1606](#). It dramatises the damaging physical and psychological effects of political ambition on those who seek power for its own sake.

## Social and Historical Context:

- The play 'Macbeth' is loosely based on events, which occurred in 11<sup>th</sup> century Scotland. King James was a Scottish King who believed himself to be a direct descendant of Banquo. King James VI of Scotland inherited the throne of England when Queen Elizabeth I died.
- In 1604, English Catholics attempted to assassinate King James in the famous Gunpowder Plot. The play is a piece of political propaganda, warning English audiences that regicide (murder of a Monarch) leads to eternal damnation. This is because King James believed in the Divine Right of Kings: the belief that God had chosen him to rule on Earth.

## The Plot:

**ACT ONE:** Macbeth and Banquo are two Scottish noblemen who encounter three witches on a heath. The witches give both men predictions and then vanish. One of the predictions given to Macbeth comes true almost immediately. Macbeth writes a letter to his wife. She is excited by the news and summons evil spirits to give her the courage to commit murder. Macbeth arrives to announce that King Duncan is coming to spend the night at their castle.

**ACT TWO:** Having agreed to kill King Duncan, Macbeth sees a dagger and wonders if it is a "dagger of the mind", because he is having second thoughts. However, he resolves to kill King Duncan, who is found dead at dawn by Macduff. The king's sons flee, fearing for their lives. In their absence, Macbeth is chosen to be king.

**ACT THREE:** Banquo suspects that Macbeth was involved in Duncan's murder. Macbeth fears Banquo and so plans to have Banquo and his son, Fleance, murdered away from the castle. Banquo is killed but Fleance escapes. The ghost of Banquo appears at a feast to haunt Macbeth. The guests become suspicious of Macbeth because of his violent reactions to a ghost that only he can see.

**ACT FOUR:** Macbeth, filled with insecurity, returns to the witches and is given three more predictions:

- Beware Macduff, beware the Thane of Fife
- None of woman born can harm Macbeth
- Macbeth shall never be beaten until Birnam Woods moves towards his castle

**ACT FIVE:** Lady Macbeth appears on stage sleepwalking. Her mental health has deteriorated terribly. She is burdened by feelings of guilt, which she sees as blood on her hands that she is unable wash away. Duncan's son Malcolm, backed by the English army and Macduff, approach Macbeth's castle. They chop down branches from the trees at Birnam Wood to disguise how big their army is. Birnam Wood appears to move. Macbeth says he fears no man as all men are born by women. Macduff announces he was not born naturally but was "ripp'd" prematurely from his mother's womb. Macduff kills Macbeth and Malcolm becomes the next King of Scotland.

# Year 7 English - Term 3: Sheakespeare - Macbeth



## Key Vocabulary:

Soliloquy	Metaphor
Dramatic Irony	Imagery
Tragedy	Supernatural
Protagonist	Simile
Regicide	Damnation

## Key Quotations:

O Valiant cousin! Worthy gentleman!	Stay, you imperfect speakers, tell me more:
The Thane of Cawdor lives: why do you dress me in borrow'd robes?	That I may pour my spirits in thine ear
Look like the innocent flower but be the serpent under't.	Thou canst not say I did it: never shake thy gory locks at me.

## Characters:

Macbeth	Lady Macbeth	Banquo	Fleance	King Duncan	Macduff	Malcom	The Witches
A 'brave' and loyal warrior whose vaulting ambition leads him to commit regicide.	Macbeth's wife. Coerces Macbeth into committing regicide. Loses control and cannot cope any longer.	Scottish nobleman; close friend of Macbeth. Betrayed and killed. Ghost haunts Macbeth at a feast.	Banquo's son.	A fair and generous ruler who is butchered by Macbeth.	A Scottish nobleman, loyal to Duncan. Kills Macbeth to restore order to Scotland.	Duncan's eldest son, the Prince of Cumberland.	Presented by Shakespeare as supernatural beings who can foretell the future.



## 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

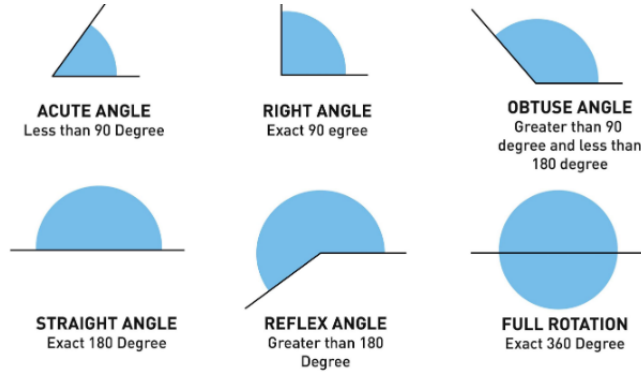
Always show your working out  
Never round half way through a question

## Key Words

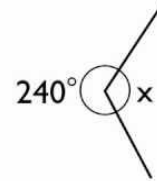
Take care with your spellings of these key words

- |          |               |
|----------|---------------|
| Acute    | Obtuse        |
| Reflex   | Perpendicular |
| Triangle | Quadrilateral |

## Types of Angle

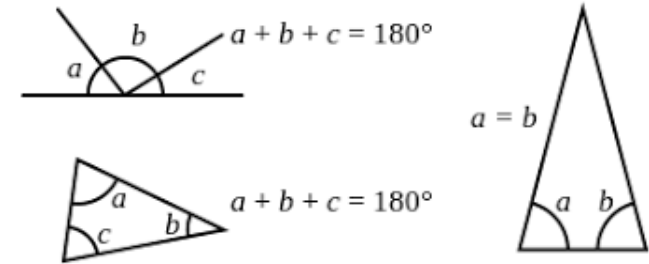


## Angle Facts



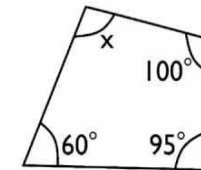
Angles around a point add up to  $360^\circ$

## Angle Facts



Angles on a straight line will add up to  $180^\circ$   
Angles in a Triangle will add up to  $180^\circ$   
In an Isosceles Triangle, two of the angles will be the same size

## Quadrilaterals

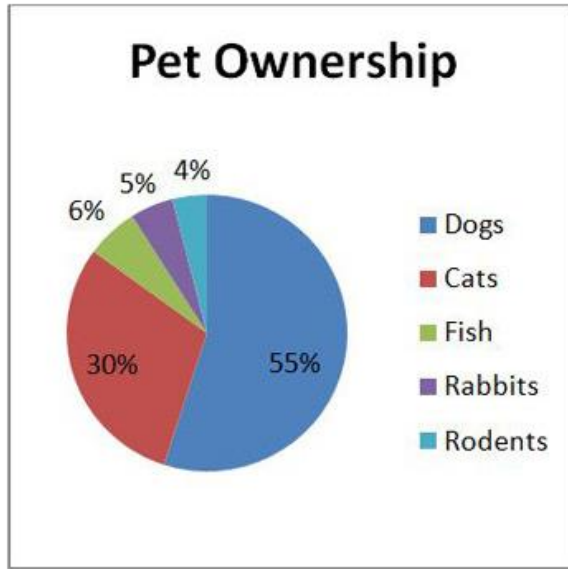


Angles in a quadrilateral add up to  $360^\circ$





## Pie Charts



- A Pie Chart is a Circle that is divided into Sectors to represent some data.
- The Data should be labelled on the Pie Chart to show what category it shows, but we could also express them in terms of Percentages or their Equivalent Fractions.

## Drawing a Pie Chart

First, put your data into a table (like above), then add up all the values to get a total:

*Table: Favourite Type of Movie*

Comedy	Action	Romance	Drama	SciFi	TOTAL
4	5	6	1	4	20

Next, divide each value by the total and multiply by 100 to get a percent:

Comedy	Action	Romance	Drama	SciFi	TOTAL
4	5	6	1	4	20
$\frac{4}{20}$ = <b>20%</b>	$\frac{5}{20}$ = <b>25%</b>	$\frac{6}{20}$ = <b>30%</b>	$\frac{1}{20}$ = <b>5%</b>	$\frac{4}{20}$ = <b>20%</b>	100%

Now to figure out how many degrees for each "pie slice" (correctly called a [sector](#)).

A Full Circle has **360 degrees**, so we do this calculation:

Comedy	Action	Romance	Drama	SciFi	TOTAL
4	5	6	1	4	20
20%	25%	30%	5%	20%	100%
$\frac{4}{20} \times 360^\circ$ = <b>72°</b>	$\frac{5}{20} \times 360^\circ$ = <b>90°</b>	$\frac{6}{20} \times 360^\circ$ = <b>108°</b>	$\frac{1}{20} \times 360^\circ$ = <b>18°</b>	$\frac{4}{20} \times 360^\circ$ = <b>72°</b>	360°

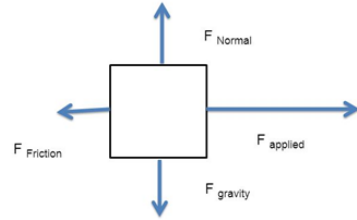
To draw an accurate Pie Chart, you would need to use a compass (to draw the circle) and a protractor to measure out the angles needed for each Sector.



# Year 7 Science – Term 3

## Force Diagrams

To show the forces acting on an object we use a free-body diagram. The arrows show the direction of the force, and the size of the arrows is drawn to scale to show the size of the force.



## Balanced and Unbalanced Forces

The total force acting on an object is called the resultant force. When the forces acting in opposite directions are the same size, we say the forces are **balanced**. This means either:

- 1) The object is stationary (not moving)
- 2) The object is moving at a constant speed.

This is known as Newton's first law.

If the forces are **unbalanced** on an object:

- 1) A stationary object will move in the direction of the resultant force.
- 2) A moving object will either speed up or slow down in the direction of the resultant force.

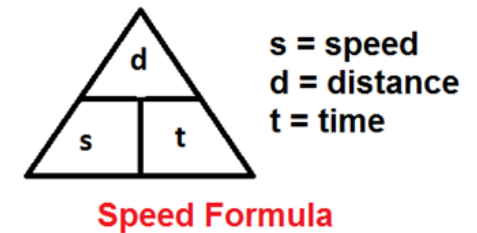
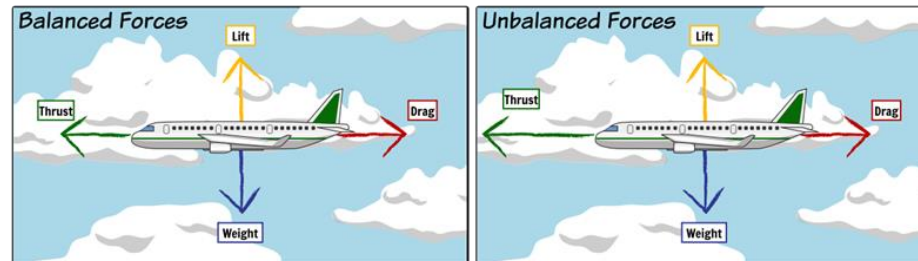
## Key Words

Newton meter	The equipment used to measure the size of a force.
Magnetic force	The force between two magnets, or a magnet and magnetic material.
Electrostatic force	The force between electrically charged objects.
Field	A region where an object feels a force.
Mass (kg)	The amount of matter an object is made of.
Weight (N)	The force an object exerts on the ground due to gravity.
Gravity	The pulling force of the Earth on objects.
Air resistance	The force caused by air particles colliding with an object.
Friction	The forces that resists movement due to contact between surfaces.
Thrust	The force that drives objects with an engine.
Contact force	A force caused by contact between two objects.
Non-contact force	A force caused by two objects not in contact e.g. gravity.
Free-body diagram	A diagram which shows all of the forces acting on an object

## Scalar and Vector

A scalar quantity has a magnitude (size) but no direction, e.g. speed, time, mass.

A vector quantity has both a magnitude and a direction, e.g. force, acceleration and gravitational field strength.



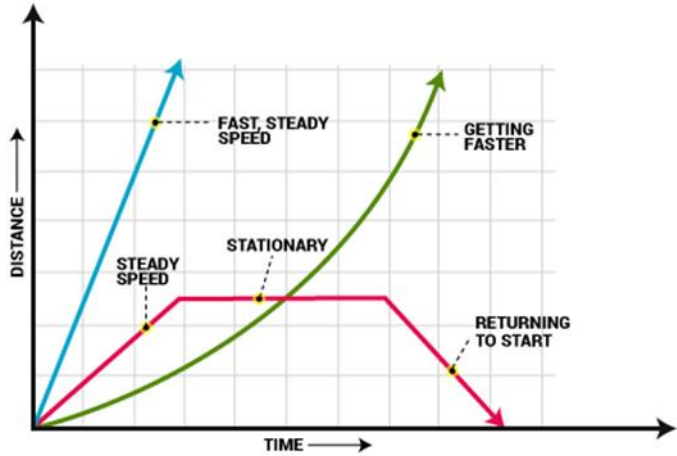
## Speed

The speed of an object tells you how long it takes to cover a distance. The unit for speed is m/s (metres per second).

If the speed of an object is increasing, then it is accelerating. If the speed is decreasing it is decelerating.

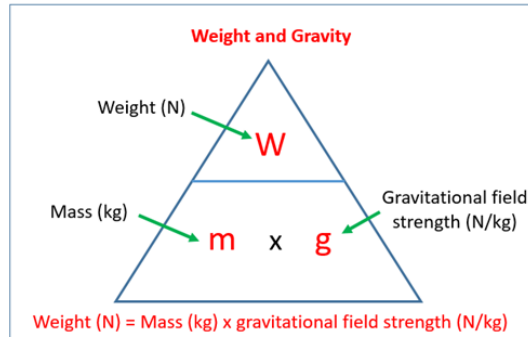
# Year 7 Science – Term 3

## DISTANCE - TIME GRAPH



### Weight and Mass

Weight is not the same as mass. Mass is a measure of how much stuff is in an object, and measured in kg. Weight is a force acting on that stuff, and is measured in Newtons (N).

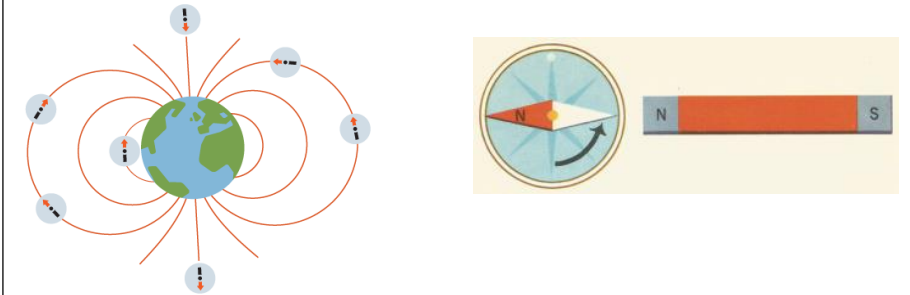


### The Earth's Magnetic Field

The Earth behaves like a giant magnet. It produces a magnetic field. The most concentrated magnetic areas are at the north and south poles.

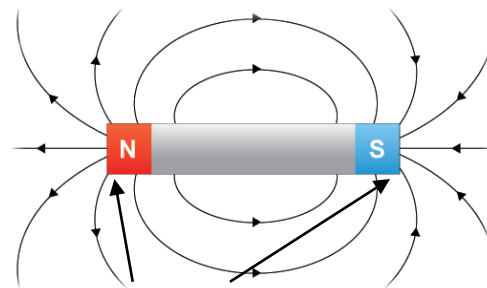
A compass is made using a magnetic needle that is free to move around. The north seeking needle on the compass points towards the Earth's north pole. As a result you always know where North is.

However it points away from the north of a bar magnet.



Key Word	Definition
Stationary	Not moving.
Acceleration	Increasing in speed.
Deceleration	Decreasing in speed.
Magnitude	Size of a quantity.
Magnetic field	The are in which a magnetic force acts.
Poles	The ends of the magnets where the magnetic force is strongest.
Permanent magnet	A magnet that is always magnetic, even when not in a magnetic field.
Temporary Magnet	Only magnetised for some of the time.
Induced magnet	Placing a magnetic material in a magnetic field can induce magnetism.

### Magnetic Fields



The magnetic field is strongest at the poles, where the lines are most concentrated

- Magnetic fields can't be seen
- They surround a magnet and attract or repel magnetic materials
- Field lines have arrows on them
- Field lines come out of the north and south poles
- The lines are more concentrated at the poles

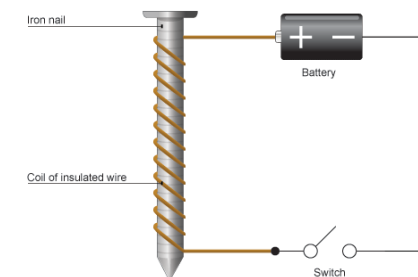
### Electromagnets

Use a power supply to provide an electrical current to the circuit.

Run the current through a coil of metal wrapped around a piece of iron.

When the current flows the coil will become magnetised.

To turn the magnet off, turn the power supply off.



- Increase strength by:
- Increasing the number of coils
  - Using an iron core
  - Increasing the current



# Year 7 Religious Education – Term 3: 'To the ends of the Earth'

## Big Questions:



- Who or what is the Holy Spirit?
- What does the Holy Spirit do? – to Jesus? To his apostles? And to us?
- How can Christians explain and show their beliefs about the Holy Spirit?

**Section 1:** After his resurrection Jesus appeared to his followers many times. Just before he ascended to heaven he left them with a final, important task - they were to continue his work, and go out into the world and build up a community of believers. 'To the ends of the earth' is how far they had to spread the word! Jesus knew this would be a difficult task for them, and they would face many challenges, so he promised he would send the Holy Spirit to guide and strengthen them. Christians believe the Holy Spirit is God, and guides and strengthens them today just as it helped the apostles 2000 years ago!

**Section 2:** Christians believe we are never alone because God (as the Holy Spirit) is always with us. The Holy Spirit gives gifts to help us - such as wisdom, knowledge and understanding. Christians believe that when we are confirmed we receive the Holy Spirit and this gives us strength to live as God wants us to. When we are filled with the Holy Spirit we treat ourselves, others and all of God's creation with love and compassion. The festival of Pentecost celebrates when the Holy Spirit came down and filled the apostles, just as Jesus had promised. It is celebrated by Christians all around the world.

**Section 3:** St Luke is one of the 'Evangelists'. He is believed to be the author of 2 books in the New Testament - the Gospel of Luke and the Acts of the Apostles. Both of these books mention the Holy Spirit many times - Luke focusses on the Holy Spirit much more than any other writer in the New Testament. Christians declare their beliefs about the Holy Spirit in The Nicene Creed. It is a difficult idea to explain so some Christians have tried to show their beliefs about the Holy Spirit through art.

### Sources of Wisdom and Authority (SOWAA)

(1) 'the Spirit of God was moving over...the waters' Genesis 1:2

(2) 'for nothing will be impossible with God' Luke 1:37

(3) 'the heavens opened and the Holy Spirit descended upon him like a dove...' Luke 3; 21



(4) " Jesus, full of the Holy Spirit, left the Jordan and was led by the Spirit into the wilderness, where for forty days he was tempted by the devil....."The Spirit of the Lord is upon me, because he has anointed me" ' Luke 4: 1, 18

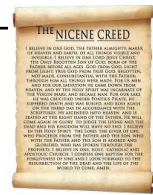
(5) '.. I myself will send upon you what my Father has promised.....wait until the power from above comes down upon you' Luke 24:49

(6) 'when the day of Pentecost arrived they were all together in one place and suddenly there came from heaven a mighty sound like a raging wind...and tongues of fire rested upon them....and they were all filled with the Holy Spirit...' Acts 2:1-4





(7) 'The mission of Christ and the Holy Spirit is brought to completion in the Church' Catechism

(8) 'I believe in the Holy Spirit, the Lord, the giver of life... Who proceeds from the Father and the Son, who with the Father and Son is worshipped and glorified... who has spoken through the prophets' Nicene Creed



(9) 'The Holy Spirit builds up the Church and impels her. He reminds her of her mission. He calls people into her service and sends the necessary gifts' Youth Catechism

(10) 'the spirit of wisdom and understanding, the Spirit of counsel and might, the Spirit of knowledge and fear of the Lord. And his delight shall be in fear of the Lord' Isaiah 11:2-3

Key words	Definition
<b>Holy Spirit</b>	The 3 <sup>rd</sup> 'person' of the Trinity who guides and inspires Christians
<b>Pentecost</b>	A Christian festival celebrating the time the Holy Spirit came down on the apostles
<b>Ruah</b>	Hebrew word meaning 'breath' or 'wind'; God's spirit that was breathed into Adam, bringing him fully to life
<b>People of God; Body of Christ; Temple of the Holy Spirit</b>	The worldwide community of Christians is the 'Church'. The 'Church' is known by these different names 
<b>Confirmation</b>	Sacrament of initiation when a Christian takes on for themselves the promises made at their baptism; they receive the Holy Spirit
<b>Gifts of the Holy Spirit</b>	 <p>7 spiritual gifts given by the Holy Spirit during confirmation; wisdom, understanding, counsel, fortitude, knowledge, piety and fear of the Lord</p>
<b>Fruits of the Spirit</b>	How someone acts when they are filled with the Holy Spirit - for example love, joy, kindness
<b>Evangelist</b>	Someone who spreads the Good News about Jesus. The 4 Gospel writers (Matthew, Mark, Luke & John) are known as 'the Evangelists'
<b>ascension</b>	The Bible says that after he rose from the dead, Jesus remained on Earth for a further 40 days before he was lifted into the clouds to return to his Father in Heaven. This event is known as the <b>Ascension</b> .

<b>Complete the learning homework for each week; work in your yellow book</b>		<b>6<sup>th</sup> May</b>	Section 2 & SOWAA 4, 5, 6
<b>22<sup>nd</sup> April</b>	Key words and definitions	<b>13<sup>th</sup> May</b>	Section 3 & SOWAA 7, 8
<b>29<sup>th</sup> April</b>	Section 1 & SOWAA 1, 2, 3	<b>20<sup>th</sup> May</b>	Recap key words and definitions & SOWAA 9, 10

# Year 7 Geography– Term 3: India

Key Words	
<b>HIC</b>	High Income Country e.g. UK, Japan, USA, Canada.
<b>NEE</b>	Newly Emerging Economy e.g. India.
<b>LIC</b>	Low Income Country e.g. Pakistan.
<b>Slum</b>	An area of unofficial housing built by people from whatever materials are available. No formal utilities are planned in this area that the poorest people live.
<b>Migration</b>	People moving from one place to live in another.
<b>Push Factor</b>	Something negative about a place that makes you want to move away from it.
<b>Pull Factor</b>	Something positive about a place that makes you want to move to it.
<b>Urban</b>	A built up area - a town or city. Atherton is an Urban area.
<b>Rural</b>	The opposite of urban - an area with few buildings or infrastructure.

**Homework Project:** Write a letter or a few diary entries imagining you have just moved to the slum Dharavi. Explain why you moved away from your home and why you chose to move to Mumbai, the city Dharavi is in. Think about what it must be like to live in the slum - focus on what you can see, here, touch, taste and smell. This should be at least a side of A4.





66% of India's population live in Rural areas. India's Capital City, New Dehli, has a population of 22 Million people. That's like 1/3 of the population of the UK living in one city!

**Mumbai:** India's 2<sup>nd</sup> largest city is one of great contrast. It is home one of the largest Slums in Asia – Dharavi. 700,000 people are crammed into the slum, making it one of the most densely populated places on the planet. The people living here are incredibly poor. Mumbai is also the home to the richest person in India, who has built the largest private home in the world, costing an astonishing \$2 Billion to build.

**Sport:** India is a country that is very passionate about sport. Cricket is one of the most popular sports in the country, with the Indian Premier League attracting over 500 million viewers worldwide.

**Bollywood:** India is a country that is very passionate about film, and in particular the Bollywood Genre. These are often love stories with amazing dance routines in them. Bollywood films sold 1 billion more tickets than Hollywood films in 1997.

### Republic of India : Overview

**Size:** 3.1 Million sq km.

**Population:** 1.3 Billion people – It is has the 2<sup>nd</sup> largest population in the world.

**Landscapes:** India has a fascinating landscape, from the Himalayas to the Ganges river India has a varied landscape.

**Religion** – Hinduism, Christianity, Sikhism, Buddhism and Islam are all practised.

**Languages** – Over 20 languages are spoken, including Hindi, Gujarati and English

**History:** India has a rich and varied history. It was once ruled by Maharaja – Indian royal families – until the British Empire took over in the 1800's. After the 2<sup>nd</sup> world war, India became an independent state in 1947.



# Year 7 History- Term 3: The Crusades

Key word	Definition
Crusades	A series of religious wars between Christians and Muslims started primarily to secure control of holy sites considered sacred by both groups
Migration	The movement of a person or a group of people to settle in another place.
Invasion	An invasion is the movement of an army into a region, usually in a hostile attack that's part of a war or conflict
Conquer	To take control or possession of foreign land, or a group of people, by force
Religion	An organised system of beliefs, ceremonies, and rules used to worship a god or a group of gods.
Pilgrims	A journey. to a holy place is called a pilgrimage. A person who makes such a journey
Military	The military is the group or groups of people that are given power to defend something (mostly a country). They are armed, so they are called the armed forces.

7

Islam is the name of the religion, and its followers are known as Muslims. Muslims believe there is one true God, called Allah (the Arabic word for God). In Arabic the word Islam means 'submission to the will of God'. Muslims believe that Islam was revealed over 1,400 years ago, through a man called Prophet Muhammad. Today there are around 1.9 billion Muslims around the world, with over 3 million Muslims living in the UK.

1

**Jerusalem**

In the Middle Ages, the Muslim world stretched from India to Spain, including Jerusalem and the Holy Land. For Jews, Christians and Muslims, Jerusalem was and still is a holy city. In fact for Medieval Christians it was the centre of their world spiritually and geographically according to their maps. For Christians, Jerusalem was the place where Jesus Christ died and was buried. The Church of the Holy Sepulchre stood at the site where Christians believed his tomb was found. Christian pilgrims had come to the city for centuries. To Muslims, Jerusalem is the third most holy city, as Prophet Muhammad ascended to heaven from there. Arab Muslims conquered the Holy Land in 638. The Dome of the Rock and the Al-Aqsa mosque are sites of pilgrimage for Muslims.

2

**Why did Europeans go on Crusades?**

- To obey the Pope's call to free the Holy city from the infidels and ensure access for pilgrims. St Bernaud of Clairvaux wrote in 1140, Of mighty soldier, oh man of war, you now have something to fight for. If you win it will be glorious. If you die fighting for Jerusalem, you will win a place in heaven.
- To be forgiven for past sins. The Pope offered forgiveness for anyone who took part. This was important for knights who had killed many people in battle.
- To see the world, have an adventure and prove their bravery.
- To get land overseas. This was tempting for a younger son who would not inherit his father's lands.
- Serfs, peasants who belonged to their lord, joined the Crusades because the Pope promised them their freedom if they went.
- To gain wealth.
- Kings encouraged troublesome knights to go on Crusade because it got them out of the country.

3

One of the most important effects of the Crusades was the increased trade and economy. During the Crusades, many Crusaders were fascinated by the luxury goods they found in the Middle East and took them back home as soon as the Crusades ended.

4

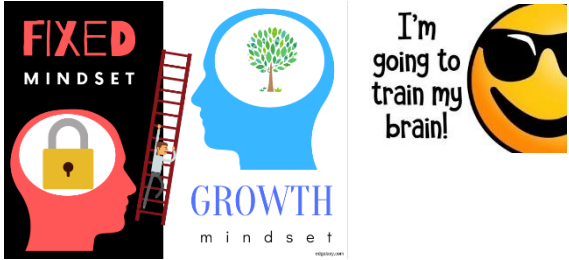
The First Crusade of 1096 presented a challenge to Seljuk rule of the Holy Land, and led to the capture of Jerusalem. The Crusaders ruled the Kingdom of Jerusalem, which included a large part of Palestine, through the Second Crusade until 1187. However, after uniting large parts of Syria, Palestine and Egypt, a powerful new Muslim leader called Saladin took back Jerusalem in 1187. In contrast to the Frankish slaughter in 1099, Saladin showed mercy to the Christians in Jerusalem, allowing them to leave in safety for a ransom.

5

This humiliating defeat led to a Third Crusade, this time involving English Christians led by Richard I (known as the Lionheart). Saladin and Richard are believed to have shown great respect for each other as leaders, yet they never met. Richard and the other Crusading armies did not make it as far as Jerusalem. Several more Crusades were launched, lasting for a period of around 200 years in total. The Christians never regained the prize of Jerusalem. The Muslim world was politically and militarily stronger than the Crusaders. It was also far more scientifically and culturally advanced.

6

# Year 7 Personal Development – Term 3: Growth Mindset



Your brain is like a muscle; the more you use it, the more it grows!



FIXED MINDSET		GROWTH MINDSET
<ul style="list-style-type: none"> <li>SOMETHING YOU'RE BORN WITH</li> <li>FIXED</li> </ul>	SKILLS	<ul style="list-style-type: none"> <li>COME FROM HARD WORK.</li> <li>CAN ALWAYS IMPROVE</li> </ul>
<ul style="list-style-type: none"> <li>SOMETHING TO AVOID</li> <li>COULD REVEAL LACK OF SKILL</li> <li>TEND TO GIVE UP EASILY</li> </ul>	CHALLENGES	<ul style="list-style-type: none"> <li>SHOULD BE EMBRACED</li> <li>AN OPPORTUNITY TO GROW.</li> <li>MORE PERSISTANT</li> </ul>
<ul style="list-style-type: none"> <li>UNNECESSARY</li> <li>SOMETHING YOU DO WHEN YOU ARE NOT GOOD ENOUGH</li> </ul>	EFFORT	<ul style="list-style-type: none"> <li>ESSENTIAL</li> <li>A PATH TO MASTERY</li> </ul>
<ul style="list-style-type: none"> <li>GET DEFENSIVE</li> <li>TAKE IT PERSONAL</li> </ul>	FEEDBACK	<ul style="list-style-type: none"> <li>USEFUL</li> <li>SOMETHING TO LEARN FROM</li> <li>IDENTIFY AREAS TO IMPROVE</li> </ul>
<ul style="list-style-type: none"> <li>BLAME OTHERS</li> <li>GET DISCOURAGED</li> </ul>	SETBACKS	<ul style="list-style-type: none"> <li>USE AS A WAKE-UP CALL TO WORK HARDER NEXT TIME.</li> </ul>

**GRIT** Give it your all  
redo if necessary  
ignore giving up  
take time to do it right

**GROWTH MINDSET**  
The belief that skills, intellect, and talents can be developed through practice and perseverance.

- I want to learn new things. I am eager to take risks.
- Is this really my best work? What else can I improve?
- I know this will help me even though it is difficult.
- I'll use another strategy; my mistakes help me learn.
- I recognize my weakness, and I know what to fix.
- I wonder how they did it. Let me try to figure it out.

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**Definitions:**

**Grit** - is the ability to keep working toward a goal, overcoming challenges and sticking with it even when it's hard. A true definition of grit would say that grit is a personality trait that helps you keep working toward long-term goals despite setbacks or failures.

**Resilience** – is the ability to cope when things go wrong. Resilience can also be described as:

- Bouncing back after difficult times
- Dealing with challenges and remaining positive
- Giving things a go or trying your best
- Being strong on the inside
- Being able to cope with what life throws at you and shrug it off
- Standing up for yourself

**Growth mindset** is the belief that intelligence improves through study and practice. Children with a growth mindset tend to see challenges as opportunities to grow because they understand that they can improve their abilities by pushing themselves. If something is hard, they understand it will push them to get better.

From this website:  
<https://belmontteach.wordpress.com/learning-hubs/challenge/>



**Growth Mindset**  
Failure is the most essential step to success

**Some things to try:**

- Think of a time when you gave up on something. What could you do differently if a similar thing happens in the future and write down a plan.
- When you learnt to walk or ride a bike, did you give up because you couldn't do it first time? Or did you carry on until you mastered it? Think of an example of how you could apply this to your school work and write it down.



# Year 7 Art – Term 3

## Artist Focus: Georgia O'Keeffe



**Georgia O'Keeffe** (November 15, 1887 – March 6, 1986) was an American artist. She was best known for her colourful paintings of enlarged flowers, skulls and landscapes **O'Keeffe** has been recognized as the "Mother of American modernism".

**O'Keeffe** was fascinated by the bones and skulls she found in the desert landscapes near where she lived. She said:

*'To me they are as beautiful as anything I know...The bones seem to cut sharply to the centre of something that is keenly alive on the desert even though it is vast and empty and untouchable.'*



### Key Words and Specialist Vocabulary:

**Natural Forms:** Objects found in nature, shells, leaves, seedpods, flowers for example.

**Still Life:** An arrangement of objects to draw or paint.

**Direct Observational Drawing:** Drawings made from looking carefully at something in front of you.



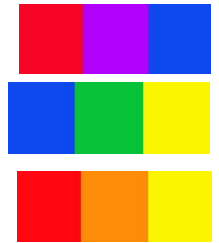
**St Cuthbert's Catholic High School**  
*Live life in all its fullness*

## Harmonious Colours

**Harmonious colour schemes** use colours that are next to each other on the colour wheel. They usually match well and create serene and comfortable designs.



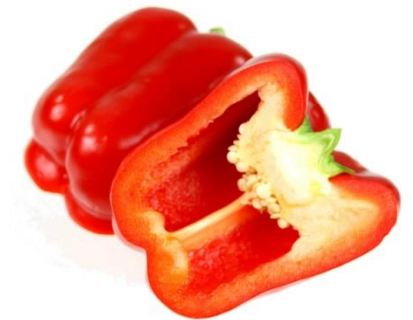
Harmonious colour schemes are often found in nature and are harmonious and pleasing to the eye. Think of beautiful sunsets, and the colours seen in fire for example.



### Practise your skills:

In this unit of work we will be drawing **natural forms** such as fruits and vegetables as well as shells and seed pods.

Try cutting an orange or a pepper in half and carefully drawing what you see.



# Year 7 Computing – Term 3

**Spreadsheets** are used to store information and data. Once we have our information in a spreadsheet we can run powerful calculations, make graphs and charts and analyse patterns.

- Other uses for spreadsheets –**
- Modelling and Planning
  - Home/Business Finance and Budgeting
  - Wages/Invoices
  - Predictions / Simulations / Calculations
  - Creating charts and graphs

The screenshot shows a spreadsheet with the following labels:

- Column:** Points to the column headers (A-G).
- Text Label:** Points to the text labels in the first column (Chocolate, Stock control, etc.).
- Row:** Points to the row numbers (1-14).
- Worksheet:** Points to the entire grid area.
- Cell Reference:** Points to the address bar showing 'C18'.
- Numeric Data:** Points to the numerical values in the data columns.
- Formula:** Points to the formula bar containing '=SUM(C9:C13)'. The cell C18 is highlighted as the active cell.
- Active Cell:** Points to the selected cell C18.

**Golden rule: every formula always starts with an =**

Cell references begin with a letter, and finish with a number. EG: **A1**

	A	B	C	D	E	F	G
1							
2							
3							
4							
5							

A range is a selection of cells. EG: **(A2:F4)**

	A	B	C	D	E	F	G
1							
2							
3							
4							
5							

**Operators**

+	Adds two numbers / cells
-	Subtracts one cell or number from another
*	Multiplies two numbers/cells
/	Divides one number / cell from another one
<	Less than
>	Greater than
<=	Less than or equal to
>=	Greater than or equal to

<b>What is a Function?</b>	A <b>function</b> is a standard routine used to perform common tasks. It represents a complex formula that uses reserved words e.g. VLOOKUP, IF. A <b>function</b> performs a specific set of operations on its input values to produce a single output value.
<b>What is a Formula?</b>	Using <b>formulas</b> in <b>spreadsheets</b> can allow you to quickly make <b>calculations</b> and get totals of multiple cells, rows, or columns in a <b>spreadsheet</b> .
<b>Conditional Formatting</b>	is a tool that allows you to apply <b>formats</b> to a cell or range of cells, and have that <b>formatting</b> change depending on the value of the cell or the value of a formula. For example, you can have a cell appear bold only when the value of the cell is greater than 100.

## Common Formulas/Functions

<b>= SUM</b>	Adds a range of cells together
<b>= AVERAGE</b>	Finds an average for a range of cells
<b>= MIN</b>	Returns the smallest value in range
<b>= MAX</b>	Returns the highest value in a range
<b>= COUNT</b>	Counts cells if they meet a condition

**Extra Reading**

<http://www.bbc.co.uk/education/guides/zdydmp3/revision>

<http://www.bbc.co.uk/schools/gcsebiteize/ict/modelling/0spreadsheetrev1.shtml>

<b>IF</b>	one of the logical <b>functions</b> , to return one value <b>if</b> a condition is true and another value <b>if</b> it's false. For example: <b>=IF(A2&gt;B2,"Over Budget","OK") =IF(A2=B2,B4-A4,"")</b>
<b>Count IF</b>	<b>=COUNTIF</b> (Where do you want to look?, What do you want to look for?)
<b>Auto SUM</b>	<b>Excel automatically</b> enters a formula (that uses the <b>SUM</b> function) to <b>sum</b> the numbers
<b>= COUNT</b>	Counts cells if they meet a condition

# Year 7 Design and Technology – Term 3: Introduction to Design and Technology

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

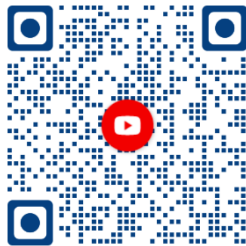
## CAM

Scan the QR code to watch a video about Laser Cutters



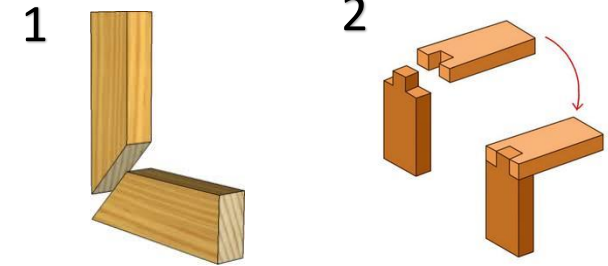
## CAD

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.

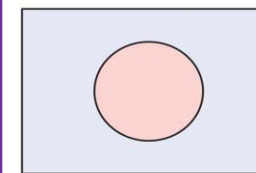


### Marking Gauge

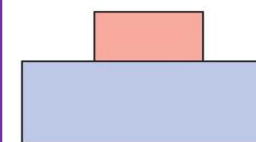
Used to make marks in wood.

Can be adjusting to the length needed.

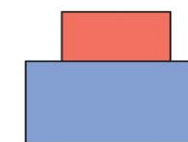
### Orthographic and isometric projections of an object



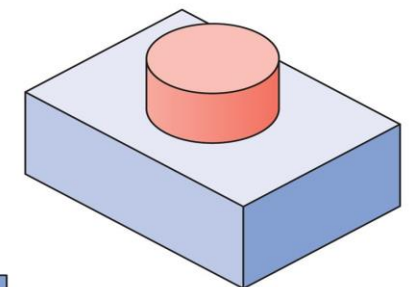
top view



front view



side view



3-dimensional isometric projection

# Year 7 Drama – Term 3: Live Theatre Responses: Becoming a Theatre critic

Key Design terminology	Definition
<b>Description</b>	is to give an account of something in detail.
<b>Analysis</b>	is to examine something in detail, explaining why choices were made.
<b>Atmosphere</b>	is the feeling or mood created on stage and felt by the audience.
<b>Effect</b>	the outcome of a decision, or a change caused by a decision, such as a lighting design in a play.
<b>Full wash</b>	Light fully covering the whole stage in one colour.
<b>Spotlight</b>	A tightly focused beam of light, illuminating one area of stage.
<b>Strobe lighting</b>	A high intensity flashing light, creating bright and quick flashes.
<b>Warm and cool white</b>	Two different tones of white light, which can give different effects.
<b>Source of the sound</b>	Where the sound is coming from in the theatre.
<b>Volume of the sound</b>	How loud or quiet the sound is.
<b>Duration of the sound</b>	How long the sound plays for in the theatre.
<b>Type of sound</b>	A description of the sound, instruments, style, genre.
<b>LED</b>	stands for light-emitting diode, this is a commonly used source of light in theatre today.
<b>Underscoring</b>	means playing music underneath the dialogue on stage
<b>Stage positions</b>	are used to describe where something or someone is on the stage.



# Year 7 Food – Term 3: 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

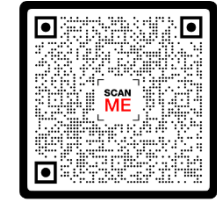
A **macronutrient** that has the **functions** of growth, repair and energy. The main **sources** are meat, fish, dairy and eggs.

### 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

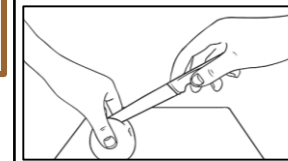
#### Claw grip



### 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.




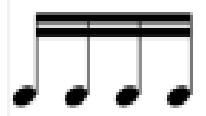


#### Bridge hold



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.



## Rhythmic Notation.

Note Symbol	Note Name	Note Value
	Minim	2 beats
	Semibreve	4 beats
	Crotchet	1 beat
	4 semiquavers	4 quarter beats (1 whole beat)
	Pair of quavers	2 half beats (one whole beat)
	Quaver	Half a beat

## The Instruments.

The tamboo bamboo instruments were the Boom, the Foule, the Cutters and the Chandlers.

**Boom** was the bass, it was approximately 5ft long and 5 inches wide. The Boom was played by pounding it on the ground.

**Foule** or Fullers was the tenor, it was approximately 12 inches long and 3 inches wide. The Foule was played by striking it with a stick or mallet.

**Cutters** were the soprano and were approximately 23 inches long and 3.5 inches wide. The cutters were played in the same way as the Foule.

**Chandlers** were the alto, were of similar size to the Cutters and played in the same way.

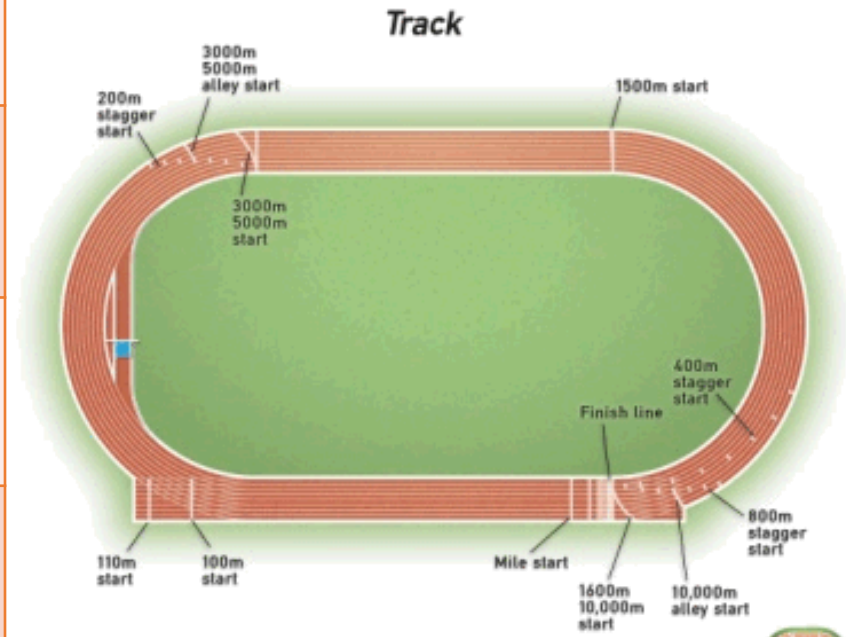
## Bands.

- Calvary Bamboo Band (became Alexander's Ragtime Band).
- Hell Yard Bamboo Band (became Cross of Lorraine, and then Trinidad All Starts Steel Band).
- Dead End Kids (became the Desperadoes).

## History.

In 1884 drumming was banned from carnival after the authorities feared the drums were being used as a means of communication. Searching for an alternative, the people began to use pieces of dried bamboo as a substitute for making music accompanied by singing and dancing. Tamboo Bamboo bands grew rapidly throughout the communities of Trinidad. The music was played for stick-fights, folk dances, at wakes and especially at carnival.

Track Events (Running)	
Sprints: 100M, 200M, 400M	Sprints require speed and power to move over the short distance in the quickest possible time. Often a “sprint start” is used.
Middle Distance: 800m, 1500m	This distance requires <b>speed endurance</b> . 800m is 2 laps of the athletics track, whilst the 1500m is just under 4 laps.
Long Distance: 3000m, 5000m, 10000m	A <b>well-paced</b> race, where you work Aerobically, with lots of focus on your breathing throughout. Though the distance is much further, a sprint finish is used at the end of the race.
Relays: 4x100M, 4 x 400M	A team of 4 completes each section of the race around the track. Involves a “ <b>baton</b> ” <b>change over</b> between each runner. You must stay in your own lane throughout and it’s the quickest team to get to the finish.



### Sprint Start Technique

On Your Marks	Get Set	Go!
<ul style="list-style-type: none"> <li>➤ Rear knee should be level with front foot</li> <li>➤ Form a 'V' behind the line with your hands</li> <li>➤ Arms shoulder width apart, slightly ahead of hands</li> </ul>	<ul style="list-style-type: none"> <li>❖ Raise hips higher than shoulders</li> <li>❖ Lift legs at the knees</li> <li>❖ Body weight on hands and feet equally</li> </ul>	<ul style="list-style-type: none"> <li>✓ Drive knee of rear leg forwards</li> <li>✓ Extend front leg out</li> <li>✓ Lean forwards</li> <li>✓ Don't become upright too early</li> </ul>

# Year 7 Spanish – Term 3: Tiempo libre

1

to play (a ball sport)		jugar al (the el needs to contract to al)	
football	<b>el fútbol</b>	badminton	<b>el bádminton</b>
hockey	<b>el hockey</b>	tennis	<b>el tenis</b>
basketball	<b>el baloncesto</b>	volleyball	<b>el voleibol</b>
cricket	<b>el cricket</b>	golf	<b>el golf</b>
table tennis	<b>el ping-pong</b>	netball	<b>el netball</b>
to do	<b>hacer</b>	to practise	<b>practicar</b>
judo	<b>el judo</b>	swimming	<b>la natación</b>
sailing	<b>la vela</b>	dance	<b>el baile</b>
boxing	<b>el boxeo</b>	gym	<b>la gimnasia</b>
windsurfing	<b>el windsurf</b>	skiing	<b>el esquí</b>
climbing	<b>la escalada</b>	cycling	<b>el ciclismo</b>
skateboarding	<b>el monopatín</b>	horse riding	<b>la equitación</b>
ice skating	<b>el patinaje sobre hielo</b>	skating	<b>el patinaje sobre ruedas</b>

2

to go shopping	<b>ir de compras</b>	to do shopping	<b>hacer las compras</b>
to go fishing	<b>ir de pesca</b>	to listen to music	<b>escuchar la música</b>
to dance	<b>bailar</b>	to sing	<b>cantar</b>
to cook	<b>cocinar</b>	to paint	<b>pintar</b>
to surf the web	<b>navegar por internet</b>	to play video games	<b>jugar los video juegos</b>
to chat Facebook	<b>chatear en Facebook</b>	to horse ride	<b>montar al caballo</b>
to watch TV	<b>ver la tele (visión)</b>	to ride a bike	<b>montar en bici</b>
to read a book/novel/magazine/newspaper	<b>leer un libro/una novela/una revista/un periódico</b>		



## 3 opinions

I like (it)	<b>me gusta</b>	I like (them)	<b>me gustan</b>
I hate	<b>odio</b>	I love (it)	<b>me encanta</b>
I hate	<b>detesto</b>	I love (them)	<b>me encantan</b>
because it's	<b>porque es</b>	because they are	<b>porque son</b>
fun	<b>divertido</b>	boring	<b>aburrido</b>
difficult	<b>difícil</b>	easy	<b>facil</b>





**Example :** *Cuando llueve escucho la música en mi dormitorio pero el fin de semana si hace buen tiempo voy a ir al parque y voy a jugar al tenis con mi amigo.* (When it rains I listen to music in my bedroom but at the weekend if the weather is good I am going to go to the park and I am going to play tennis with my friend.)

## 4 places

swimming pool	<b>la piscina</b>	sports centre	<b>el polideportivo</b>
bowling alley	<b>la bolera</b>	cinema	<b>el cine</b>
cafe	<b>la cafetería</b>	restaurant	<b>el restaurante</b>
at home	<b>en casa</b>	in my room	<b>en mi dormitorio</b>
the museum	<b>el museo</b>	the beach	<b>la playa</b>
the park	<b>el parque</b>	the mountain	<b>la montaña</b>
the theme park	<b>el parque temático</b>	the stadium	<b>el estadio</b>



## 6 weather

it's good weather	<b>hace buen tiempo</b>
It is hot	<b>hace calor</b>
it's sunny	<b>hace sol</b>
it's snowing	<b>nieva</b>
it's bad weather	<b>hace mal tiempo</b>
it's cold	<b>hace frío</b>
it's windy	<b>hace viento</b>
it's raining	<b>llueve</b>
when	<b>cuando</b>

## 5 music



to play (an instrument)		tocar (un instrumento)	
drums	<b>la batería</b>	piano	<b>el piano</b>
guitar	<b>la guitarra</b>	saxophone	<b>el saxofón</b>
trumpet	<b>la trompeta</b>	flute	<b>la flauta</b>
To download		descargar	
artist	<b>artista</b>	A song	<b>Una canción</b>
singer	<b>cantante</b>	group	<b>Un grupo</b>
classical music	<b>la música clásica</b>	Rock music	<b>la música rock</b>



# Notes

A series of horizontal dotted lines for writing notes.



# Notes

A series of horizontal dotted lines for writing notes.





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

*Live life in all its fullness*