Year 7
Term 3

Name _____

Form _____

St Cuthbert's Catholic High School

MORE THAN A SCHOOL

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

"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

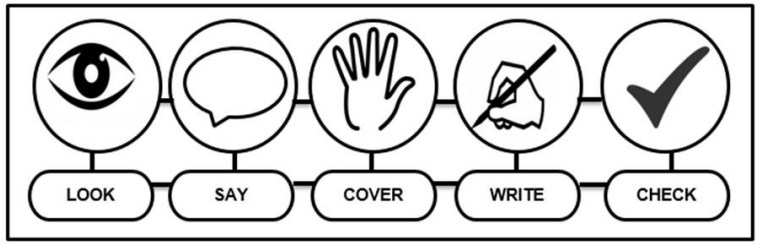
Instructions for using your Knowledge Organiser

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 Religious Education – Term 3 'To the ends of the Earth'

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.

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

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 sour like a raging wind…and tongues 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

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?**

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

Year 7 English Term 3: Victorian Literature

Task 1:
Who is Charles Dickens?

Charles Dickens wrote the novel Oliver Twist.

His father was sent to prison for being in debt and owing money.

Dickens did not agree with the way the poor were treated in Victorian London, so wrote novels to highlight how unfairly they were treated. He acted as a social commentator.

Task 2:
What was like life in Victorian London?

He population grew quickly which led to overcrowding.

The city was polluted and unhygienic.
There was a drastic difference between the living conditions of the rick and poor. This led to social inequality.

The poorer citizens did not have enough resources or food which led to malnourishment.

Poor children often worked to support their families.

Children from wealthier families received a full education.

Task 3:
How did social inequality lead to crime?

Crime, specially theft, was a common problem in inner cities.

The poor were often driven to crime as a means of survival.

Punishments were harsh: common punishments were imprisonment, hanging and transportation.

Exploitation of children was common: children were often used to steal things.

Year 7 English Term 3: Victorian Literature

Task 4: Complete the definitions and learn the spelling and meaning of the words.	
Vocabulary	**Definition**
Coarse	
Diminutive	
Dismal	
Eccentric	
Machiavellian	
Magnanimous	
Miserly	
Pauper	
Prudent	
Pompous	
Sombre	

Year 7 Maths– Term 3 : Angles, data and statistical diagrams

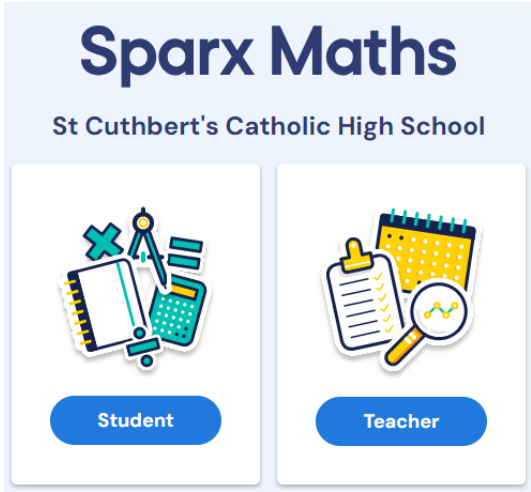
All Maths homework is set online through **Sparx Maths**. Set and due in every **Wednesday at 8am**.

Use the QR code on the right to access the site or go to www.sparxmaths.uk 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.



Year 7 Maths– 3 : Angles, data and statistical diagrams

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

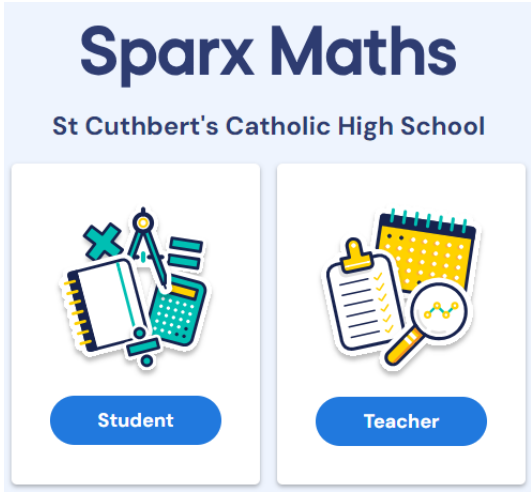
XP Boost

Target

Independent Learning

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

- After you finish your **Compulsory** homework, refine your skills by completing similar problems in **XP Boost**
- Further enhance your skills by completing the **Target** work which is a set of six questions chosen specifically to challenge you
- You can also complete **Independent Learning** to support you further. You choose the level for this.

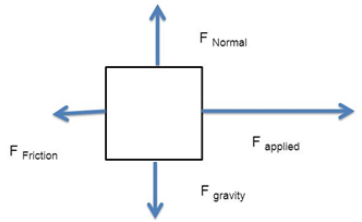


IF YOU DO NOT HAVE ACCESS TO A PHONE, COMPUTER, LAPTOP, TABLET COME TO THE SPARX LUNCH CLUB TUESDAY (A Week) or MONDAY (B week) TO COMPLETE YOUR HOMEWORK

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.

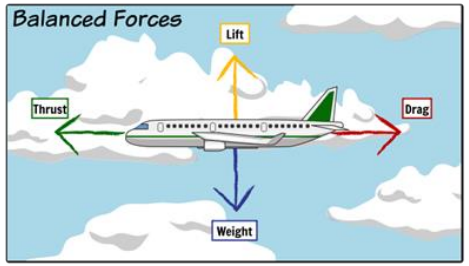
Key Words

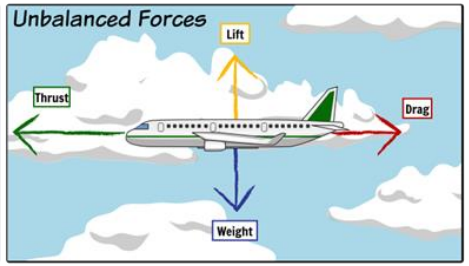
Newton meter	The equipment used to measure the size of a force.
Magnetic force	The force between two magnets, or a magnet and magnetic material.
Electrostatic force	The force between electrically charged objects.
Field	A region where an object feels a force.
Mass (kg)	The amount of matter an object is 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

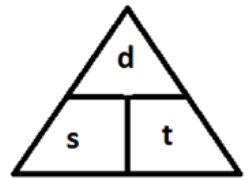
Scalar and Vector

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.







s = speed
d = distance
t = time

Speed Formula

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.

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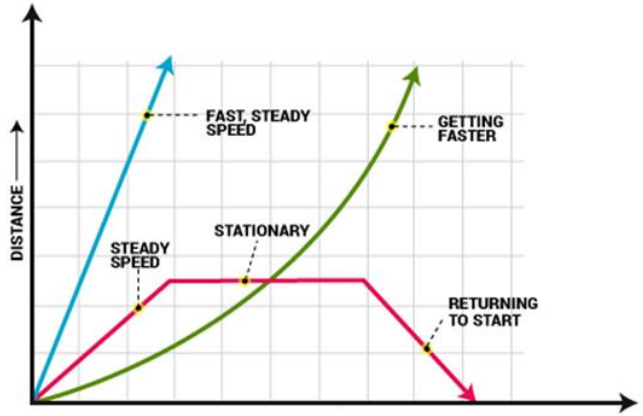
Live life in all its fullness

Year 7 Science – Term 3

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.

DISTANCE - TIME GRAPH



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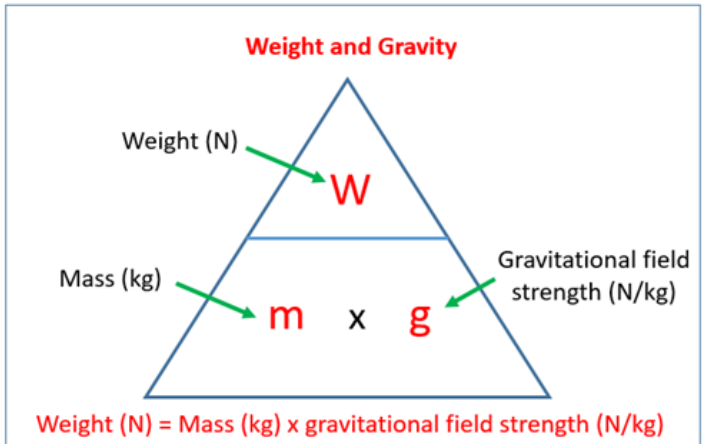
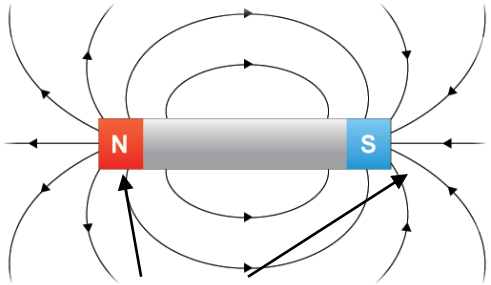
Weight and Mass

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).



Magnetic Fields



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

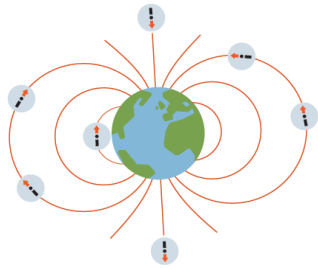
- Magnetic fields can't be seen
- They surround a magnet and attract or repel magnetic materials
- Field lines have arrows on them
- Field likes come out of the north and south poles
- The lines are more concentrated at the poles

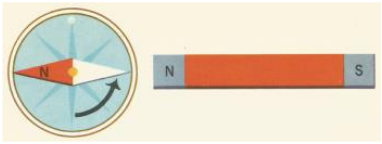
The Earths Magnetic Field

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.

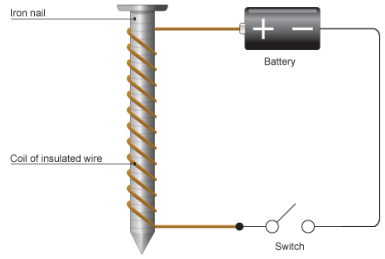
However it points away from the north of a bar magnet.





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 Geography– Term 3

EARTHQUAKE & VOLCANOES

Managing risk

Year 7 Geography: Year 7- Why do we need to understand why volcanoes and earthquakes occur?

Key Words

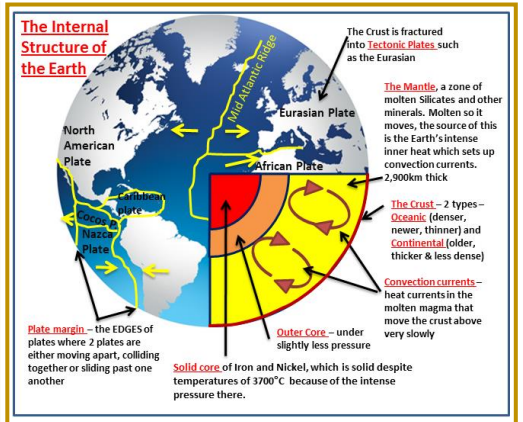
- **Continental drift:** The movement of continents and tectonic plates, which is driven by convection in the mantle.
- **Lithosphere:** The rigid outer layer of the earth made up of the upper mantle and the crust.
- **Mid-ocean ridge:** A continuous mountain range found on the ocean floor.
- **Mountain belt:** A long chain of mountains.
- **Natural disaster:** when a natural event causes great damage and loss of life.
- **Natural hazard:** When a natural event threatens to cause great damage and loss of life.
- **Ocean Trench:** a long, narrow depression on the ocean bed.
- **Ridge push:** When Gravity causes the mid ocean ridge to sink down and spread out.
- **Slab pull:** When the weight of the descending oceanic plate pulls the whole plate along and down.

The Earths structure:

The earth is made up of several layers.

1

- Outer layer is the lithosphere, it has a thin upper layer of rock the 'crust' between 5 and 30km thick!
- Then it's the mantle which is a thicker mass of rock called the mantle. They flow and deform like hot plastic.



- Below that is the outer core which is liquid rock.
- The inner core is in the centre it's the hottest part and made of iron and nickel.

2 What happens at plate boundaries?

- A plate boundary is where two plates meet.
- It is at these boundaries that most of the volcanoes, earthquakes, mountain belts and ocean landforms can be found.
- There are three types of plate boundary:
- 1) **Destructive or convergent:** These occur when lithospheric plates move together. If an oceanic plate moves towards a continental one, the heavier oceanic sinks beneath into the mantle this is called subduction.
- The pressure of this sinking can cause earthquakes. The sunken plate also causes an ocean trench to form. The continental plate is forced up by the impact and forms mountains. The sub ducting plate can then melt creating magma which rises to the surface causing volcanoes.
- Two continental plates colliding will push each other up forming mountains and earthquakes.
- 2) **Constructive or divergent:** Occurs when two plates forced apart. Magma rises and the hot rocks melt, forming a ridge of volcanoes and new plate material. This causes the sea floor to grow, and forms a mid-ocean ridge.
- 3) **Conservative or transform plate boundaries:** Plates slide past each other, friction causes the two plates to stick together and pressure builds. When the friction is overcome the sudden movement creates severe earthquake. No material is created or destroyed so no volcanoes.

Earthquakes: 3

Improvements in forecasting, safer buildings and emergency drills can reduce the numbers of deaths.
Guidance and support are published, such as the DROP! COVER! HOLD ON! Earthquake drill.
Earthquake resistant buildings are made in high – income countries. They include cross braced walls and shock absorbers in the foundations.

Volcanoes: 4

'Volcanic threat' is a measure that combines the level of hazard and the number of people exposed to it.
Prediction, planning and preparation can reduce the impact of eruptions.
Remote sensing; land deformation and monitoring ground vibrations and gas emissions are all ways of monitoring and predicting eruptions.

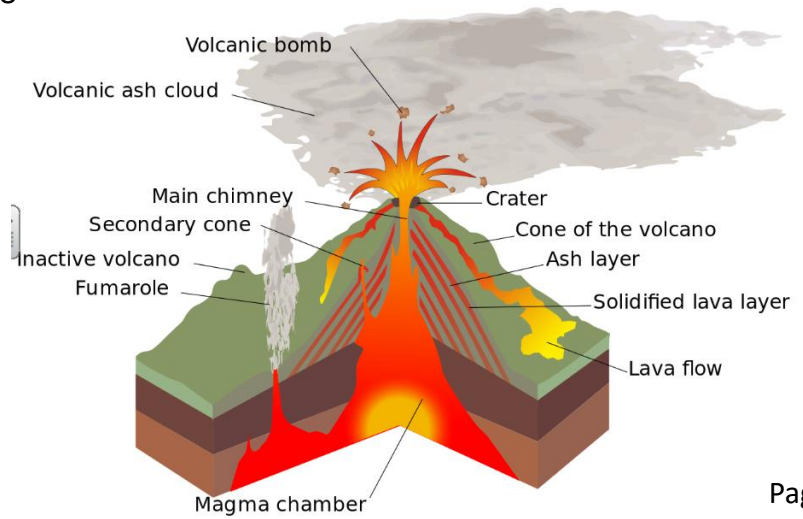
Why do plates move?

The process by which plates move are still debated. There are 2 theories.

1) The Earths internal heat creates a convection current in the mantle causing the plates to move.
2) Movement is caused by 2 forces, slab pull and ridge push.

Features of a Volcano

5



Year 7 History– Term 3: The Crusades

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. 2
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.

Why did Europeans go on Crusades? 3

- 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.

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. 5
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.

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

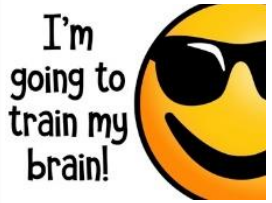
Key word	Definition 7
Crusades	A series of religious wars between Christians and Muslims started primarily to secure control of holy sites considered sacred by both groups
Migration	The movement of a person or a group of people to settle in another place.
Invasion	An invasion is the movement of an army 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.

Year 7 Personal Development – Term 3: Growth Mindset

FIXED MINDSET		GROWTH MINDSET
• SOMETHING YOU'RE BORN WITH • FIXED	SKILLS	• COME FROM HARD WORK. • CAN ALWAYS IMPROVE
• SOMETHING TO AVOID • COULD REVEAL LACK OF SKILL • TEND TO GIVE UP EASILY	CHALLENGES	• SHOULD BE EMBRACED • AN OPPORTUNITY TO GROW. • MORE PERSISTANT
• UNNECESSARY • SOMETHING YOU DO WHEN YOU ARE NOT GOOD ENOUGH	EFFORT	• ESSENTIAL • A PATH TO MASTERY
• GET DEFENSIVE • TAKE IT PERSONAL	FEEDBACK	• USEFUL • SOMETHING TO LEARN FROM • IDENTIFY AREAS TO IMPROVE
• BLAME OTHERS • GET DISCOURAGED	SETBACKS	• USE AS A WAKE-UP CALL TO WORK HARDER NEXT TIME.

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.



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

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

The only way is up!

Review your Learning on mental health awareness

WATCH NOW

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.

Year 7 Art – Term 3

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.

Artist Focus: Georgia O'Keefe



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.'

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.

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.





Year 7 Computing – Term 3

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

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							

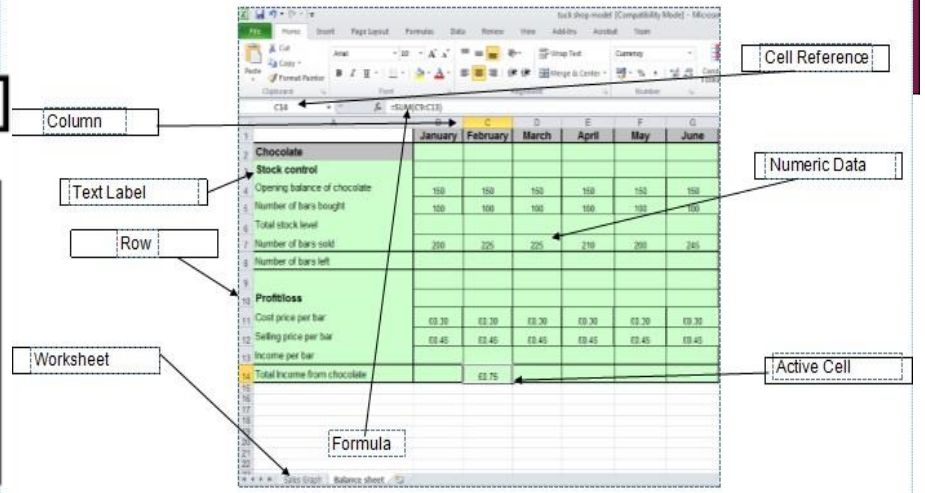
A range is a selection of cells. EG: (A2:F4)

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

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



COMPUTING

Extra Reading

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

http://www.bbc.co.uk/schools/gcsebitesize/ict/modelling/0spreadsheetsrev1.shtml

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

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

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

DESIGN & TECHNOLOGY KNOWLEDGE ORGANISER

YEAR 7 MAKE

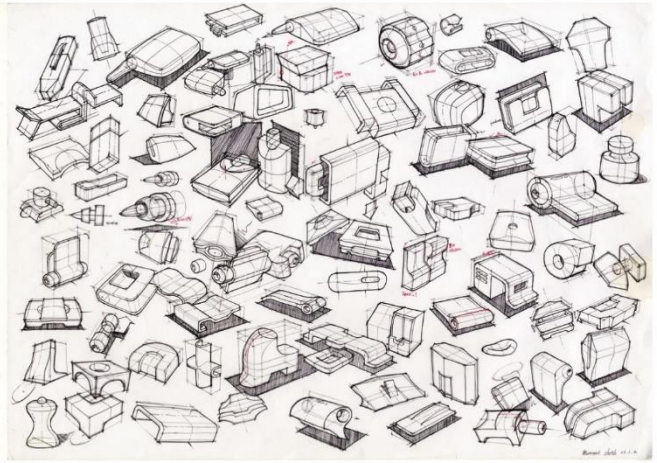
KEYWORDS FOR MAKE

Thumbnail	A small, quick sketch used to explore design ideas. Designers use thumbnails to plan before making a final drawing.
Cure	The process of hardening a material using heat, time, or chemicals. For example, glue needs time to cure before it reaches full strength.
Mould	A hollow shape used to form materials like chocolate or plastic. Liquid is poured in, then hardens to take the mould's shape.
Prototype	A first version of a product used for testing. It helps designers check if their idea works before making the final version.
Blank	A solid piece of material that will be shaped using a mould. For example, a chocolate blank is poured into a mould before setting.
Cavity	The cavity is the hollow section inside the mould that gives the final product its shape when the material hardens.

YOUTUBE LINK

THE FOLLOWING VIDEO SHOWS HOW TO TEMPER CHOCOLATE

THUMBNAILS



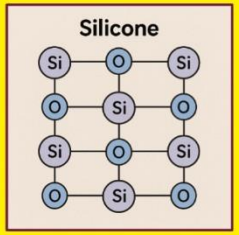
THUMBNAILS ARE LITTLE QUICK SKETCHES THAT DESIGNERS USE TO GET AN IDEA OF AN OBJECT THAT THEY ARE DESIGNING. THUMBNAILS ARE NOT MEANT TO BE PERFECT, THEY ARE MEANT TO BE QUICK.

! HAVE A PRACTICE WITH SCRAP PAPER AT HOME, JUST DRAWING SHAPES QUICKLY.

HOW TO MAKE A SIMPLE MOULD

SILICONE MOULDS

WATCH THIS TO GET A BETTER UNDERSTANDING OF SILICONE IS



SILICONE IS A SOFT, FLEXIBLE MATERIAL USED TO MAKE MOULDS AND OTHER PRODUCTS. IT STARTS AS A LIQUID AND CAN BE POURED INTO A SHAPE. TO HARDEN, SILICONE GOES THROUGH A PROCESS CALLED CURING, WHERE IT REACTS WITH AIR, HEAT, OR A SPECIAL CHEMICAL.

THIS MAKES IT STRONG AND RUBBERY WHILE KEEPING ITS FLEXIBLE SHAPE. ONCE CURED, SILICONE CAN BE STRETCHED OR BENT WITHOUT BREAKING, MAKING IT GREAT FOR MOULDS, BAKING TRAYS, AND PHONE CASES.

- COMMON USES:

✅ KITCHENWARE (BAKING MATS, SPATULAS)

✅ MEDICAL (IMPLANTS, TUBING)

✅ SEALANTS & ADHESIVES

✅ ELECTRONICS PROTECTION

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

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

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	**P**hysical **A**ctivity **L**evel is the amount of activity you do each day.

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 - Islam

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

Religion and food - Judaism

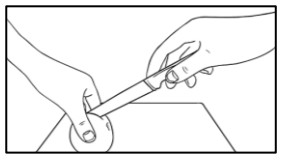
- Only eat Kosher.
- Jews do not eat shellfish or pork.
- Do not eat dairy and meat in the same meal.

Cutting techniques

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

SCAN TO WATCH

SCAN FOR QUIZ

Knife skill	Use this method
Claw grip 	This method is used to secure ingredients so they can be cut safely. It is the best method to use when foods needs 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.

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.

Protein

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

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.

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 - Hinduism

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

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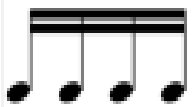
Year 7 Music – Term 3: Tamboo Bamboo

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 gound.
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.

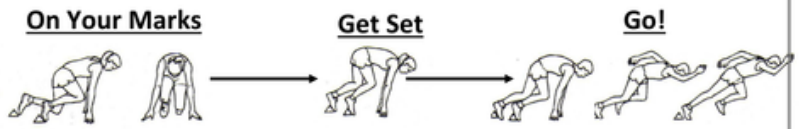
In 1884 drumming was banned from carnival after the authorities feared the drums were being used as a means of communication.
Searching for an alternative, the people began to use pieces of dried bamboo as a substitute for making music accompanied by singing and dancing.
Tamboo Bamboo bands grew rapidly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

Year 7 Physical Education – Term 3

Athletics – Track Events

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 **speed endurance.** 800m is 2 laps of the athletics track, whilst the 1500m is just under 4 laps.
Long Distance: 3000m, 5000m, 10000m	A **well-paced** 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 **“baton” change over** 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



- Rear knee should be level with front foot
- Form a ‘V’ behind the line with your hands
- Arms shoulder width apart, slightly ahead of hands
- Raise hips higher than shoulders
- Lift legs at the knees
- Body weight on hands and feet equally
- Drive knee of rear leg forwards
- Extend front leg out
- Lean forwards
- Don’t become upright too early

Year 7 Spanish – Term 3: Tiempo libre

1

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

2

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

3 opinions

I like (it)	**me gusta**	I like (them)	**me gustan**
I hate	**odio**	I love (it)	**me encanta**
I hate	**detesto**	I love (them)	**me encantan**
because it's	**porque es**	because they are	**porque son**
fun	**divertido**	boring	**aburrido**
difficult	**dificíl**	easy	**facíl**

Year 7 Spanish – Term 3: Tiempo libre

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

6 weather

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

5 music

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

Notes

Notes

Notes

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