Year 7 Knowledge Organiser

English

English – Year 7 – HT1 – Homer's *The Odyssey*

Summary- Position in the Curriculum

'The Odyssey' is as adapted version for the modern day written by Geraldine McCaughrean. It is an epic poem by Homer, an Ancient Greek poet, which was originally written in poetic form around 750-650 BCE. The adapted story 'The Odyssey' is set in the world of the Ancient Greeks where the lives of gods, men and magical monsters intertwine. The story follows a hero, Odysseus, the king of Ithaca, who is trying to return home to his family after fighting in the Trojan war. Odysseus leads him and his men on an odyssey, which is a long, complicated journey full of adventures where Odysseus uses his strength and cunning to defeat all the challenges and obstacles they face on their journey home. The text is studied to introduce students to Greek mythology and fantasy story, a key skill of being able to write creatively, which is required for English Language.

Terminology	Definitions	Core Knowledge	Preparing for Assessment
Archetypal	Someone or something that has all the most important characteristics of a particular kind of person or thing and is a **perfect** example of it.	Homer is the name that ancient Greeks gave to the author of *The Iliad* and *The Odyssey*: two of the most famous stories of all time. These stories were initially told as really long poems almost 3000 years ago called 'Epic Poems,' focusing on big heroic adventures.	1. *What do we learn about the character of Odysseus and his family?*
Allegory	A story, poem, or picture that can be interpreted to reveal a hidden meaning, typically a moral or political one.	The Greeks called several non-narcotics plants lotus. The phrase to 'eat lotuses or 'lotus-eaters' denotes "a person who spends their time indulging in pleasure and luxury rather than dealing with practical concerns".	2. *The character of Odysseus and Polyphemus are the complete opposite? Why do you think Homer presented them this way?*
Deity	A god or goddess.	The judgement of Paris – Paris has to choose between multiple goddesses and the goddesses' jealousy led to a war among mortals.	3. *What are the main events of Chapter Three: The Brass Island and the Bag of Winds and how do they link to previous events? Any predictions?*
Intertextuality	Intertextuality is the way that one text influences another. This can be directly borrowing quotations from another text or can be more indirect such as using names or places.	The theme of **loyalty** and **honour** is explored throughout the story Glory is attained mainly by victory in battle and by feats of strength and cunning while honour is attained by just, lawful behaviour.	4. *One of the major themes in The Odyssey is the importance of perseverance in the face of challenges. Where and how does Odysseus show perseverance?*
Hamartia	A term used to describe a protagonist's error or flaw.	The poem itself, a story of love, adventure, war, and gods, is a classic that paved the way for all adventure writing to come.	5. *What does the word 'fantasy' mean and what are the key features of a fantasy genre? Write an opening. How does Homer use fantasy?*

Key Quotations:

- 'The gods alone know if I am destined to return.'
- Odysseus obliged: 'my name is Nobody. Nobody, my father, mother, and friends call me.'

'Man is the vainest of all creatures that have their being upon earth.'

	Lotus Flowers	The Judgement of Paris	Odysseus Journey	The Iliad
				

English – Year 7 – HT2 – Lord of the Flies

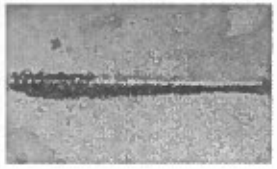
Summary- Position in the Curriculum

Written in 1954, *Lord of the Flies* is about a group of British schoolboys who are stranded on an uninhabited island after their plane crashes. At first, they attempt to establish order and rules, but their society gradually descends into chaos and violence. Students will begin to analyse the language and themes used in a novel and explore the effect of linguistic devices. This will be the first time this skill is introduced at KS3 and will better prepare them for their further studies in Year 8 and into Year 9. This scheme will encourage students to debate societal issues such as good vs evil and look at the different reactions' individuals have when they are left with full autonomy.

Terminology	Definitions	Core Knowledge	Preparing for Assessment
Symbolism	A literary device in which an image is used to represent something else. In some cases, symbolism can represent abstract things or be used to communicate themes and ideas.	In the novel, the conch symbolises **power** in its representation of civilisation, order, and authority. The sound unifies the boys by bringing them together for meetings. It instils order.	1. *What are your initial impressions of Piggy in the opening chapters? How do the other characters treat Piggy?*
Hierarchy	A system in which members of an organisation or society are ranked according to status.	The central concern of Lord of the Flies is the conflict between **two impulses** that exist within all humans: the instinct to live by rules, act peacefully and follow moral commands against the instinct to act violently to obtain supremacy over others, and enforce one's authority over others.	2. *How far does Golding present Jack as responsible for what happens to the boys on the island?*
Civilisation	A large group of people who share certain advanced ways of living and working.	The characters' experience a **loss of innocence** in *Lord of the Flies*. One way this is shown is when Jack killed a pig for the first time.	3. *How does Golding present Piggy as a character that is civilised?*
Savagery	The quality of being cruel, evil and violent.	Piggy represents **intelligence and logic**. His glasses are a symbol of this intelligence and hope. As readers we partake in his bullying, only ever calling him 'Piggy'.	4. *How does the conch represent civilisation in Lord of the Flies?*
Allegory	A story, poem, or picture that can be interpreted to reveal a hidden message, typically a moral or political one.	Golding was horrified by what war revealed about the **savagery** that exists within humans. He was appalled by what happened in the concentration camps.	5. *How does Golding present Ralph as a leader?*

Key Quotations:

'a mildness about his eyes that proclaimed no devil'
"What's grown-ups going to think?"
'"Conch! Conch!" Jack shouted. "We don't need the conch anymore"
"Piggy was an outsider, not only by accent, but by fat, and ass-mar, and specs"
"What are we? Humans? Or Animals? Or savages?"
"The tribe of painted savages giggled and Ralph's mind faltered."

Conch	William Golding	Violence	Leadership	Hierarchy
				

English – Year 7 – HT3 -Much Ado About Nothing

Summary- Position in the Curriculum

The comedy Much Ado About Nothing is one of Shakespeare's later works, first performed in 1612. It is a typical Shakespearean Comedy involving witty innuendo, intersecting love stories, foolish villains and mistaken identities. Like much of Shakespeare's work it was inspired by Roman comedic traditions and continues to inform comedic script writing to this day. Students are introduced to Shakespeare early in our curriculum to challenge their literacy, energise them with performance prepare them for later studies of Macbeth, a key component of their KS4 curriculum. Having studied Ancient Greece via the Odyssey in HT1, students understand the world of classical theatre and how Shakespeare built on this tradition. It also ensures a breadth of curriculum; students have read epic poetry in HT1, a contemporary novel; William Golding's Lord of the Flies in HT2, and now, a renaissance play.

Terminology	Definitions
The Globe	The theatre built by London Bridge on the South Bank for Shakespeare.
Innuendo	Hidden comments containing funny but rude messages or jokes.
Repartee	Conversation with quick, witty, sometimes insulting, remarks or jokes.
To Woo	To flirt with someone, so that they fall for you.
Satire	A mockery of an issue, for instance a play that makes fun of the rich.

Quotes

'There is a skirmish of wit betwist them' Leonato Act 1 Scene 1'

'When I said I would die a bachelor, I did not think I should live till I were married.' Benedick, Act 2 Scene 3

'He that hath a beard is more than a youth, and he that hath no beard is less than a man: and he that is more than a youth is not for me, and he that is less than a man, I am not for him.' Beatrice, Act 2 Scene 1

'For there was never yet philosopher, That could endure the toothache patiently'. Leonato, Act 5 Scene 1

Core Knowledge

Shakespeare wrote three types of plays; comedies, tragedies and histories.

Shakespeare's plays were famous and popular entertainment for Londoners in the 16th Century Elizabethan era.

Shakespearean comedies had certain repeated features (see the summary)

In Much Ado About Nothing we hear the story of:

Claudio falling in love with Hero and Benedick falling in love with Beatrice

Benedick and Beatrice do not initially like each other but the other characters work to bring them together.

Don John the villain of the story organises a plot to drive Hero and Claudio apart.

Hero's father Leonato and the constable, realise Don John's plan, and undo it, also teaching Claudio a lesson in trusting Hero.

The play ends with both sets of lovers happily marrying.

Preparing for Assessment

Revision and self-study questions are below.

Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.

1. *What were the key features of Classical Greek theatre?*
2. *Where and when was Shakespeare first performed?*
3. *What are the key features of a Shakespearean Comedy?*
4. *Who are the main characters in Much Ado, what are the relationships between them?*
5. *Can you define the words in the terminology section from memory and remember the quotes in the quotes section?*

Shakespeare

The Globe Theatre

Greek Theatre Masks

Claudio and Hero (Film Adaptation)

English – Year 7 – HT4 – Descriptive Writing

Summary- Position in the Curriculum

Students have been studying 'Much Ado About Nothing' and exploring Shakespeare's craft as a writer. Their assessment for HT4 allows students to display their own craft as writers. They will develop the ability to select and use judiciously vocabulary, grammar, form, and structural and organisational features to reflect audience, purpose and context. They will use Standard English where appropriate. They will not only take inspiration from their concurrent study of Shakespeare in terms of plot, setting, characterisation and style, but also from other writers who they have studied previously at Eastbrook, including Homer and Golding. They will write imaginatively and creatively to engage their readers.

Terminology	Definitions	Core Knowledge	Preparing for Assessment
Exposition	The opening of the story, usually used to establish character and setting.	Clear communication: make sure everything you write is clear and makes sense.	1. *Write the opening of a story based on one of the pictures below.*
Show not tell	The reader to experience the story through actions, words, thoughts, sense and feelings.	Quality of ideas: engage your reader with interesting ideas. Spend time planning how you will use setting, character or events to make your response engaging.	2. *Turn this telling sentence in to a showing paragraph:* ***The shop keeper was angry.***
Narrator	The perspective from which a story is told, either from a character or a narrative voice.	Quality of expression: show that you can phrase your response in interesting ways. Take time to craft what you are writing. Use interesting words.	3. *Imagine there is a fight outside Morrisons. Write two descriptions – one using a 3rd person omniscient narrator and one using the 1st person (a character in the story)*
Camera-eye	Describing 'scenes' within an image using camera techniques e.g. zooming in for close ups	Structure and sequence: plan the sequence of your response – what will happen in what order. Show that you can 'shape' a response by giving it an interesting structure.	4. *Describe one of the pictures below using an aerial shot, close up and extreme close up, slowly zooming in on your description.*
Symbolism	The use of a simple image to represent something more than its literal meaning.	Technical accuracy: make sure that spelling, punctuation and expression are as accurate as possible.	5. *Write a story set in a dangerous place.*

Descriptive Devices:

*Simile * Metaphor * Senses * Triple emphasis * Adjectives * Pathetic fallacy * Symbolism * Personification * Contrast * Mood * Tone * Hyperbole*

Stormy Seas	Yurts and Mountains	Busy City	Cowboy	Abandoned House
				

English – Year 7 – HT5 – The Romantics

Summary- Position in the Curriculum

The Romantics are a group of poets who lived in the 18th/19th century (1700's-1800's). They wrote poetry which is not about love, but about appreciating nature, expressing a strong sense of emotion and imagination, and rebelling against oppressive institutions like the government or church. Studying Romantic poetry prepares students to approach unseen poetry in year 9, and also for their GCSE examinations where they will have to study poems by Romantics such as Percy Shelley and William Wordsworth. This unit gives students an appreciation for poetry and a foundational knowledge of its core components. They will learn about how poetry has evolved over time and has been a vessel for change.

Terminology	Definitions	Core Knowledge	Preparing for Assessment
Romanticism	An artistic and intellectual movement that originated in the late 18th century, and stressed strong emotion, imagination, freedom from classical correctness in art forms.	Poetry can be used to speak out against injustices and **express** one's **feelings**. Romantic poets used their writing to demand **social change** in the late 1700's.	1. How has poetry developed over time from Epic poetry to the Harlem Renaissance? What are the key ingredients (conventions) of a poem? What is the Romantic movement?
Industrial Revolution	A period of rapid development, industrialisation and invention during the late 1700's and early 1800's.	Romantic poets were influenced by all that was around them. They rejected the strict and orderly nature of **Classicalism** and were concerned by the **poverty and pollution** caused by the **Industrial Revolution**. They were inspired by the **Age of Enlightenment.**	2. How does Romanticism differ from Classicalism? How was Romanticism influenced by the Industrial Revolution and the Age of Enlightenment?
Age of Enlightenment	Intellectual movement of the 16-1700's promoting the freedom of speech and a breakaway from church, government and monarchical control.	**Chimney sweeps** were young poor boys who suffered as they cleaned the chimneys of the rich and rid them of soot. Blake **rebels** against social conventions by writing about their **experiences**.	3. What did Chimney Sweeps do, and how were they treated? How are the experiences of Chimney sweeps portrayed differently in William Blakes 'Songs of Innocence' and 'Songs of Experience'?
Metaphor	A figure of speech that compares two things by saying one is the other.	Poems are identifiable by their use of **metaphors**. William Blake successfully uses metaphors in his poetry to express strong emotions.	4. How is imagery used to express strong emotion in 'A Poison Tree'? How is the city portrayed as beautiful in "Composed Upon Westminster Bridge"?
Sonnet	A poem with 14 lines which is written in iambic pentameter. Sonnets have a consistent rhyme scheme, and usually focus on the topic of love	Romantic Poems usually explore the beauty which is found in **nature**. 'Composed Upon Westminster Bridge' takes an interesting approach to finding beauty in the **city**.	5. What is a Sonnet? Why might Keats have chosen to use the sonnet form to write about his love of nature in Sonnet X?

Key Quotations:

"All bright and glittering in the smokeless air." * "To one who has been long in city pent' "Weep weep." * "Locked up in coffins of black" * "I was angry with my foe: / I told it not, my wrath did grow."

William Blake	Industrial Revolution	Chimney Sweeps	Songs of Innocence & Experience	Westminster Bridge
				

English – Year 7 – HT6 – Noughts and Crosses

Summary- Position in the Curriculum

Malorie Blackman's *Noughts and Crosses* was published in 2001 and inspires this unit of work. Students will read Dominic Cooke's dramatic adaptation of the novel. This unit acts in preparation for the study of Shakespeare's *Romeo and Juliet* in year 8 which shares a similar tragic love story. The focus is on reading and understanding issues of racial segregation and oppression, which are prevalent in today's society. Students will also deepen their understanding of the conventions of a piece of drama while also developing their oracy skills.

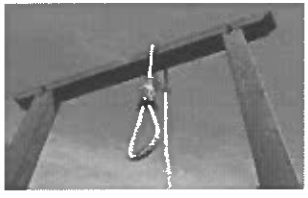
Key words	Definitions	Core Knowledge	Preparing for Assessment
Segregation	The action or state of setting someone or something apart.	**Jim Crow Laws**, USA 1877 – 1950s.– a set of laws introduced in the late 19th century that claimed to give African Americans "separate but equal" status and treatment.	1. *What were the Jim Crow Laws, USA? What happened for the law to come into place?*
Prejudice	Preconceived opinion that is not based on reason or actual experience	**Black Lives Matter** is a political and social movement that seeks to highlight racism, discrimination and racial inequality experienced by black people and to promote anti-racism.	2. *What do we learn about the relationship between the Noughts and Crosses?*
Discrimination	Different or unfair treatment of people because of their race, gender or religion.	**Elizabeth Eckford** – The Little Rock Nine were a group of nine African American students enrolled in Little Rock Central High School in 1957. Their enrolment was followed by the Little Rock Crisis in which students were prevented from entering racially segregated school.	3. *What are the main events of Act One? What predictions can you make for the rest of the novel? What did Malorie Blackman and Dominic Cooke want the audience to THINK, FEEL and UNDERSTAND in parts of Act 1?*
Morality	A code of conduct that would be accepted by society; being able to define what is right and wrong.	The theme of **racism, division and tragedy** is at the heart of the novel. The story takes place in an alternate universe where, instead of Europe colonizing other parts of the world, people from Africa colonized Europe.	4. *What do we learn about Callum's life? How does this reflect the experience of a Nought? What do we learn about the Liberal Militia and what does this suggest?*
Oppression	Governing or treating people cruelly or unjustly.	In the foreword (book), Blackman says that she wrote *Noughts and Crosses* to: 'tackle the subject of racism head on.' She drew inspirations from her own experiences of racisms a Black British woman.	5. *Write a speech from Callum's perspective about his feeling when his father is arrested for his involvement in the mall bombing?*

Key Quotations:

- *What if a virus wiped out every single Cross and not a single Nought?'*
- I'm a Nought who dared to fall in love with a Cross.'
- 'No more prejudice, a fair police force, an equal justice system, equality of education, equality of lives, a level playing field...'
- 'Look at my skin. Such a beautiful colour. So dark and rich and wonderful. I'm so lucky. I'm a Cross - closer to God'
- 'Love doesn't exist. Friendship doesn't exist – not between a nought and a Cross. There's no such thing.'

Little Rock Nine

Death Penalty



Malorie Blackman

Noughts and Crosses Book Cover

TV Series: Noughts and Crosses

Maths

Year 7 Maths Knowledge Organiser: Autumn 1 – Algebraic Thinking (Chapter 1)

By the end of this half-term, you should be able to:

1.1 – Sequences	1.2 – Understand & use algebraic notation	1.3 – Equality and equivalence
• Describe and continue both linear and • non-linear sequences • Explain term to term rules for linear sequence • Find missing terms in a linear sequence	• Be able to use inverse operations and "operation families". • Be able to substitute into single and two step function machines. • Find functions from expressions. • Form sequences from expressions • Represent functions graphically	• Form and solve linear equations • Understand like and unlike terms • Simplify algebraic expressions

Keywords

Sequence: items or numbers put in a pre-decided order.

Term: a single number or variable.

Position: the place something is located.

Rule: instructions that relate two variables.

Linear: the difference between terms increases or decreases by the same value each time.

Non-linear: the difference between terms increases or decreases in different amounts.

Difference: the gap between two terms.

Arithmetic: a sequence where the difference between the terms is constant.

Geometric: a sequence where each term is found by multiplying the previous one by a fixed non-zero number.

Preparing for Assessment

- Login to **Maths Watch** and complete your independent tasks each week. Attempt all questions and aim to get at least 80% correct. Remember, you can watch the videoclip attached to each question to help you understand the topic better.
- Use **'Read, Cover, Write, Check'** to test your understanding on the key words and core knowledge in this organiser.

Core Knowledge

Continue Linear Sequences

7, 11, 15, 19...

How do I know this is a linear sequence?
It increases by adding 4 to each term

How many terms do I need to make this conclusion?
At least 4 terms – two terms only shows one difference not if this difference is constant (a common difference)

How do I continue the sequence?
You continue to repeat the same difference through the next positions in the sequence

Continue non-linear Sequences

1, 2, 4, 8, 16 ...

How do I know this is a non-linear sequence?
It increases by multiplying the previous term by 2 – this is a geometric sequence because the constant is multiply by 2

How many terms do I need to make this conclusion?
At least 4 terms – two terms only shows one difference not if this difference is constant (a common difference)

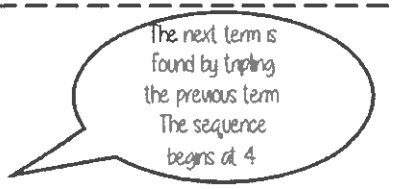
How do I continue the sequence?
You continue to repeat the same difference through the next positions in the sequence

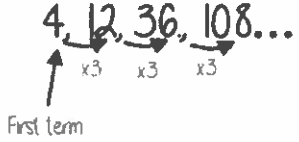
Explain term-to-term rule

How you get from term to term

Try to explain this in full sentences not just with mathematical notation
Use key maths language – doubles, halves, multiply by two, add four to the previous term etc

To explain a whole sequence you need to include a term to begin at...





Function: a relationship that instructs how to get from an input to an output.

Input: the number/ symbol put into a function.

Output: the number/ expression that comes out of a function.

Operation: a mathematical process.

Inverse: the operation that undoes what was done by the previous operation. (The opposite operation).

Substitute: replace one variable with a number or new variable.

Expression: a maths sentence with a minimum of two numbers and at least one math operation (no equals sign).

Evaluate: work out.

Equality: two expressions that have the same value.

Equation: a mathematical statement that two things are equal.

Equals: represented by '=' symbol – means the same.

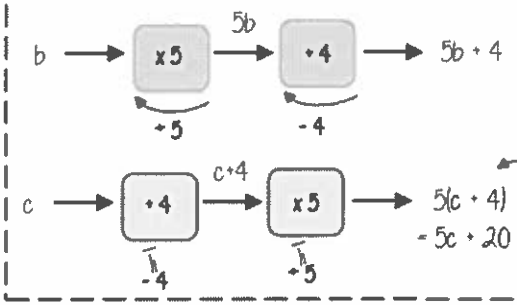
Solution: the set or value that satisfies the equation.

Solve: to find the solution.

Like: variables that are the same are 'like'.

Coefficient: a multiplicative factor in front of a variable e.g., $5x$ (5 is the coefficient, x is the variable).

Two step function machines (algebra)



IMPORTANT
Calculate the value at the end of each operation

NOTE:
The whole first output is multiplied by 5

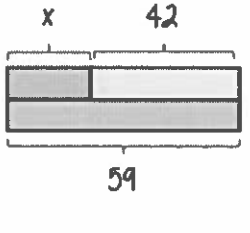
Solve one step equations (+/-)

There is more to this than just spotting the answer

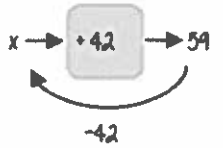
$x + 42 = 59$

$x + 42 = 59$
$42 + x = 59$

$59 - x = 42$
$59 - 42 = x$



Don't forget you know how to use function machines



Like and unlike terms

Like terms are those whose variables are he same

♡ and 3♡ are **like** terms

the variable is the same

★ 3♡ are **unlike** terms

the variables are NOT the same

Examples and non-examples

Like terms	Un-like terms
y, $7y$	y, $7x$
$2x^2$, x^2	$2x^2$, $2c^2$
ab, $10ba$	ab, $10a$
5, -2	5, $-2t$

Note here ab and ba are commutative operations, so are still like terms

Collecting like terms ≡ symbol

The ≡ symbol means equivalent to

It is used to identify equivalent expressions

Collecting like terms

Only **like terms** can be combined

$4x + 5b - 2x + 10b$

$(4x) + 5b + (-2x) + 10b$

$2x + 15b$

Common misconceptions

$2x + 3x^2 + 4x \equiv 6x + 3x^2$

Although they both have the x variable, $x2$ and x terms are unlike terms so can not be collected

Substitution into expressions

$4y$ ← 4 lots of 'y'

If $y = 7$ this means the expression is asking for 4 'lots of' 7

4×7 OR $7 + 7 + 7 + 7$ OR 7×4 **= 28**

eg $y - 2$
$= 7 - 2 = 5$

Principled **Resilient** **Open** **Understanding** **Disciplined**

Year 7 Maths Knowledge Organiser: Autumn 2 – Place Value & Proportion (Chapter 2)

By the end of this half-term, you should be able to:

2.1 – Place value & ordering integers & decimals

- Understand place value and the number system including decimals
- Understand and use place value for decimals, integers and measures of any size
- Order number and use a number line for positive and negative integers, fractions and decimals
- Use the symbols =, ≠, ≤, ≥
- Work with terminating decimals and their corresponding fractions
- Round numbers to an appropriate accuracy
- Describe, interpret and compare data distributions using the median and range

2.2 – Fraction, decimal & percentage equivalence

- Convert fluently between fractions, decimals & percentages

Keywords

Approximate: To estimate a number, amount or total often using rounding of numbers to make them easier to calculate with.

Integer: a whole number that is positive or negative.

Interval: between two points or values.

Median: A measure of central tendency (middle, average) found by putting all the data values in order and finding the middle value of the list.

Negative: Any number less than zero; written with a minus sign.

Place holder: We use 0 as a place holder to show that there are none of a particular place in a number.

Place value: The value of a digit depending on its place in a number. In our decimal number system, each place is 10 times bigger than the place to its right.

Preparing for Assessment

- Login to **Maths Watch** and complete your independent tasks each week. Attempt all questions and aim to get at least 80% correct. Remember, you can watch the videoclip attached to each question to help you understand the topic better.
- Use **'Read, Cover, Write, Check'** to test your understanding on the key words and core knowledge in this organiser.

Core Knowledge

Integer Place Value

Billions			Millions			Thousands			Ones		
H	T	O	H	T	O	H	T	O	H	T	O
		3	1	4	8	0	3	3	0	2	9

Placeholder

Three billion, one hundred and forty eight million, thirty three thousand and twenty nine

1 billion 1, 000, 000, 000

1 million 1 000, 000

Compare integers using <, >, =, ≠

< less than

> greater than

= equal to

≠ not equal to

Two and a half million = 2 500 000

300 000 000 = Three billion

Six thousand and eighty < 68 000

Median *The middle value*

Example 1

4 3 9 8 12

Median: put the in order 3 4 8 9 12

find the middle number 3 4 (8) 9 12

Example 2

150 154 148

137 160 158

Median: put the in order

137 148 (150 154) 158 160

There are 2 middle numbers

Find the midpoint

152

Range: The difference between the largest and smallest numbers in a set.

Significant figure: A digit that gives meaning to a number. The most significant digit (figure) in an integer is the number on the left. The most significant digit in a decimal fraction is the first non-zero number after the decimal point.

Fraction: how many parts of a whole we have.

Decimal: a number with a decimal point used to separate ones, tenths, hundredths etc.

Percentage: a proportion of a whole represented as a number between 0 and 100.

Place value: the numerical value that a digit has decided by its position in the number.

Placeholder: a number that occupies a position to give value.

Interval: a range between two numbers.

Tenth: one whole split into 10 equal parts.

Hundredth: one whole split into 100 equal parts.

Sector: a part of a circle between two radii (often referred to as looking like a piece of pie).

Recurring: a decimal that repeats in a given pattern.

Range

Spread of the values

Difference between the biggest and smallest

3 9 8 12

Range: Biggest value – Smallest value

12 – 3 = 9

Range = 9

Round to 1 significant figure

370 to 1 significant figure is 400

37 to 1 significant figure is 40

3.7 to 1 significant figure is 4

0.37 to 1 significant figure is 0.4

0.00000037 to 1 significant figure is 0.0000004

Round to the first non zero number

Comparing decimals

Which the largest of 0.3 and 0.23?

Ones	Tenths	hundredths
	0.1, 0.1, 0.1	

Ones	Tenths	hundredths
	0.1, 0.1	0.01, 0.01, 0.01

0.3 > 0.23

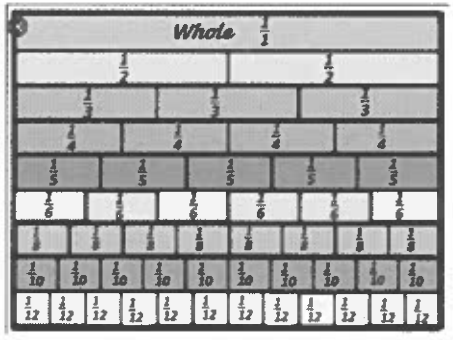
"There are more counters in the furthest column to the left"

0.30
0.23

Comparing the values both with the same number of decimal places is another way to compare the number of tenths and hundredths

Equivalent fractions

Represent equivalence with fraction walls



Convert FDP

$\frac{70}{100}$ → This also means 70 ÷ 100 → 70 out of 100 squares → 70 "hundredths" = 7 "tenths" = 0.7 →  → 70 hundredths = 70%

Using a calculator

$\frac{\square}{\square}$ → S⇔D Convert to a decimal

This will give you the answer in the simplest form

× 100 converts to a percentage

Be careful of recurring decimals

eg $\frac{1}{3}$ = 0.3333333 = $0.\dot{3}$

The dot above the 3

Principled **Resilient** **Open** **Understanding** **Disciplined**

Year 7 Maths Knowledge Organiser: Spring 1 – Applications of Number (Chapter 3)

By the end of this half-term, you should be able to:

3.1 – Solving problems with addition & subtraction	3.2 – Solving problems with multiplication & division	3.3 – Fractions & percentages of amounts
• Understand properties of addition/ subtraction • Use mental strategies for addition/subtraction • Use formal methods of addition/subtraction for integers • Use formal methods of addition/subtraction for decimals • Solve problems in context of perimeter • Solve problems with finance, tables and timetables • Solve problems with frequency trees • Solve problems with bar charts and line charts	• Understand and use factors • Understand and use multiples • Multiply/ Divide integers and decimals by powers of 10 • Use formal methods to multiply • Use formal methods to divide • Understand and use order of operations • Solve area problems • Solve problems using the mean	• Find a fraction of a given amount • Use a given fraction to find the whole or other fractions • Find the percentage of an amount using mental methods • Find the percentage of a given amount using a calculator

Keywords

Commutative: changing the order of the operations does not change the result.

Associative: when you add or multiply you can do so regardless of how the numbers are grouped.

Inverse: the operation that undoes what was done by the previous operation. (The opposite operation).

Placeholder: a number that occupies a position to give value.

Perimeter: the distance/ length around a 2D object.

Polygon: a 2D shape made with straight lines.

Preparing for Assessment

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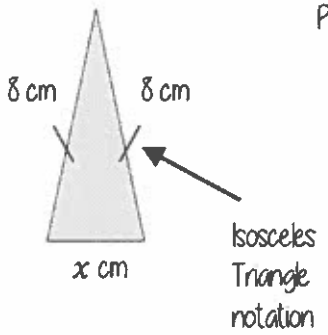
- Use **'Read, Cover, Write, Check'** to test your understanding on the key words and core knowledge in this organiser.

Core Knowledge

Solve problems with perimeter

Perimeter is the length around the outside of a polygon



The triangle has a perimeter of 25cm
Find the length of x

$8cm + 8cm + xcm = 25cm$
$16cm + xcm = 25cm$
$xcm = 9cm$

Balance: in financial questions – the amount of money in a bank account.

Credit: money that goes into a bank account.

Debit: money that leaves a bank account.

Multiples: found by multiplying any number by positive integers.

Factor: integers that multiply together to get another number.

Kilo: prefix meaning multiply by 1000.

Fraction: how many parts of a whole we have.

Equivalent: of equal value.

Whole: a number with no fractional or decimal part.

Percentage: parts per 100 (uses the % symbol).

Place Value: the value of a digit depending on its place in a number. In our decimal number system, each place is 10 times bigger than the place to its right.

Convert: change into an equivalent representation, often fraction to decimal to a percentage cycle.

Factors

Arrays can help represent factors

5 x 2 or 2 x 5

Factors of 10
1, 2, 5, 10

10 x 1 or 1 x 10

The number itself is always a factor

Square numbers have an ODD number of factors

Factors of 4
1, 2, 4

Factors of 36
1, 2, 3, 4, 6, 9, 12, 18, 36

Be strategic
- Lay factors out in pairs can help you not to miss any

Multiples

Bar models can represent by something is a multiple. E.g. 20 is a multiple of 4

Lowest Common Multiples

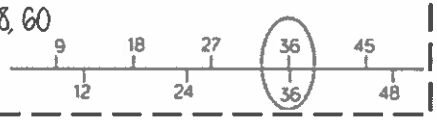
LCM of 9 and 12

The first time their multiples match

LCM = 36

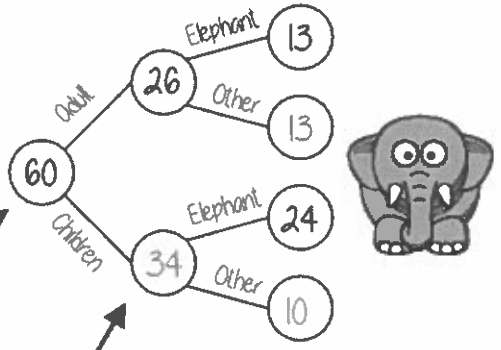
9: 9, 18, 27, 36, 45, 54

12: 12, 24, 36, 48, 60



Frequency trees

60 people visited the zoo one Saturday morning.
26 of them were adults. 13 of the adult's favourite animal was an elephant. 24 of the children's favourite animal was an elephant.



The overall total '60 people'

A frequency tree is made up from part-whole models. One piece of information leads to another

Probabilities or statements can be taken from the completed trees
e.g. 34 children visited the zoo

Principled **Resilient** **Open** **Understanding** **Disciplined**

Year 7 Maths Knowledge Organiser: Spring 2 – Directed Number & Fractional Thinking (Chapters 4 & 5)

By the end of this half-term, you should be able to:

4.0 – Operations & equations with directed number

- Perform calculations that cross zero
- Add/ Subtract directed numbers
- Multiply/ Divide directed numbers
- Evaluate algebraic expressions
- Solve two-step equations
- Use order of operations with directed number

5.0 – Addition & subtraction of fractions

- Convert between mixed numbers and fractions
- Add/Subtract fractions including unit fractions (same denominator)
- Add/Subtract fractions from integers as well as any fractions
- Use equivalent fractions
- Add/Subtract improper fractions and mixed numbers
- Use fractions in algebraic contexts

Keywords

Subtract: taking away one number from another.

Negative: a value less than zero.

Commutative: changing the order of the operations does not change the result.

Product: multiply terms.

Inverse: the opposite function.

Square root: a square root of a number is a number when multiplied by itself gives the value (symbol √).

Square: a term multiplied by itself.

Preparing for Assessment

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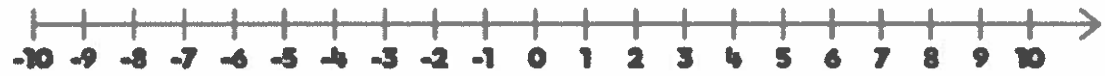
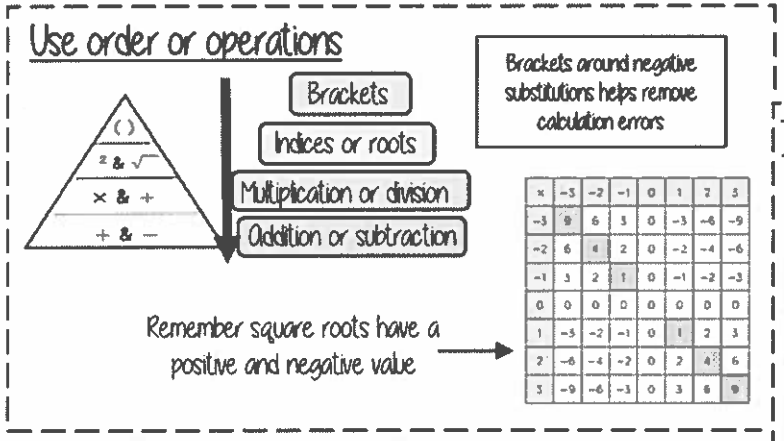
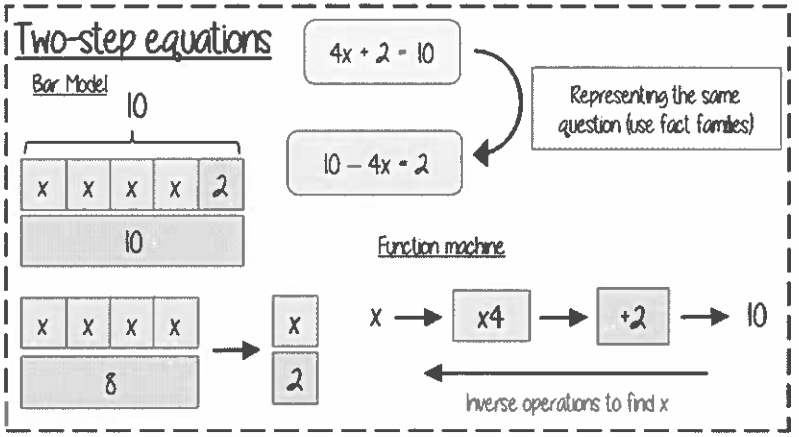
Core Knowledge







Expression: a maths sentence with a minimum of two numbers and at least one math operation (no equals sign).

Numerator: the number above the line on a fraction. The top number represents how many parts are taken.

Denominator: the number below the line on a fraction. This number represents the total number of parts.

Equivalent: of equal value.

Mixed numbers: a number with an integer and a proper fraction.

Improper fractions: a fraction with a bigger numerator than denominator.

Substitute: replace a variable with a numerical value.

Place value: the value of a digit depending on its place in a number. In our decimal number system, each place is 10 times bigger than the place to its right.

Evaluate algebraic expressions

$a = 5$ $\quad$ $b = -4$

$a^2 = 5^2$ $\quad$ $b^2 = (-4)^2$

$a^2 = 25$ $\quad$ $b^2 = 16$

With negative numbers the brackets are important so that it performs -4 x -4

Brackets around negative substitutions helps remove calculation errors

$2a - b = 2 \times 5 - (-4) = 10 + 4 = \underline{14}$

$3b - 2a = 3(-4) - 2(5) = -12 - 10 = \underline{-22}$

Perform calculations that cross zero

Number lines are useful to help you visualise the calculation crossing 0

$4 - 6 = -2$

Use the number line to guide subtraction of 6

Start at 4

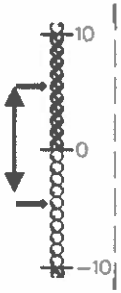
Find the difference between 6 and -4

From 6 to 0

6

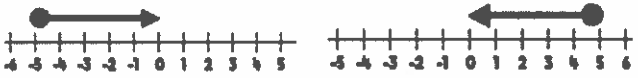
From 0 to -4

4



10 beads between them

$-5 + 5 = 0$ $\quad$ Rearrangements of the same equation $\quad$ $5 - 5 = 0$

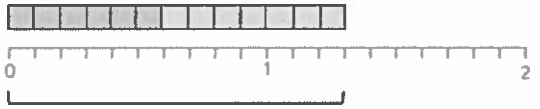


Add/Subtraction fractions (common multiples)

$\frac{3}{5} + \frac{7}{10}$

$\frac{6}{10} + \frac{7}{10}$

Addition/Subtraction needs a common denominator

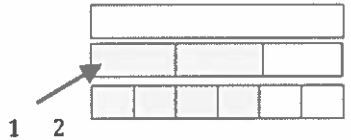


$\frac{13}{10}$

Equivalent fractions

Numerator and denominator have the same multiplier

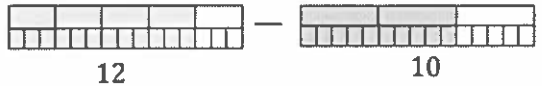
$\frac{2}{3} = \frac{4}{6}$



$\frac{1}{3} = \frac{2}{6}$

Add/Subtraction any fractions

$\frac{4}{5} - \frac{2}{3}$



$= \frac{2}{15}$

$\frac{12}{15} - \frac{10}{15}$

Use equivalent fractions to find a common multiple for both denominators

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Year 7 Maths Knowledge Organiser: Summer 1 – Lines & Angles (Chapter 6)

By the end of this half-term, you should be able to:

6.1 – Constructing, measuring & using geometric notation

- Use letter and labelling conventions
- Draw and measure line segments and angles
- Identify parallel and perpendicular lines
- Recognise types of triangles, quadrilaterals & identify polygons
- Construct triangles (SAS, SSS, ASA)
- Draw pie charts

6.2 – Developing geometric reasoning

- Understand/use the sum of angles at a point
- Understand/use the sum of angles on a straight line
- Understand/use equality of vertically opposite angles
- Know and apply the sum of angles in a triangle
- Know and apply the sum of angles in a quadrilateral

Keywords

Polygon: A closed 2D shape made with at least 3 straight lines.

Scalene triangle: a triangle with all different sides and angles.

Isosceles triangle: a triangle with two angles the same size and two angles the same size.

Right-angled triangle: a triangle with a right angle.

Frequency: the number of times a data value occurs.

Sector: part of a circle made by two radii touching the centre.

Rotation: turn in a given direction.

Preparing for Assessment

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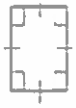
Core Knowledge

Properties of Quadrilaterals



Square
All sides equal size
All angles 90°
Opposite sides are parallel

Parallelogram
Opposite sides are parallel
Opposite angles are equal
Co-interior angles

Rectangle
All angles 90°
Opposite sides are parallel

Trapezium
One pair of parallel lines

Rhombus
All sides equal size
Opposite angles are equal

Kite
No parallel lines
Equal lengths on top sides
Equal lengths on bottom sides
One pair of equal angles

Classify angles

Acute Angles
0° < angle < 90°

Right Angles
90°

Obtuse
90° < angle < 180°

Right angle notation

Reflex
180° < angle < 360°

Straight Line
180°

Protractor: equipment used to measure angles.

Compass: equipment used to draw arcs and circles.

Vertically opposite: angles formed when two or more straight lines cross at a point.

Interior angles: angles inside the shape.

Sum: total, add all the interior angles together.

Quadrilateral: a four-sided polygon where all the interior angles sum to 360° (degrees).

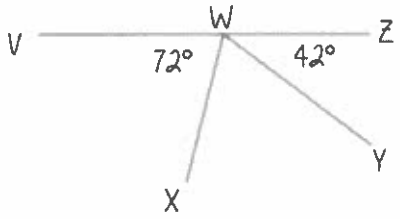
Scalene triangle: a triangle with all different sides and angles.

Isosceles triangle: a triangle with two sides the same size and two angles the same size.

Right-angled triangle: a triangle with a right angle 90° (degrees).

Sum of angles on a straight line

Adjacent angles that share a common point on a line add up to 180°



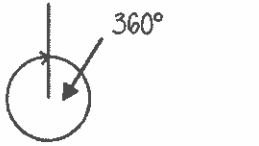
Find angle XWY

72° + 42° = 114°

180° - 114° = 66°

Sum of angles at a point

The sum of angles around a point is 360°



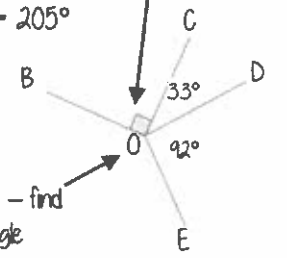
Find angle BOE

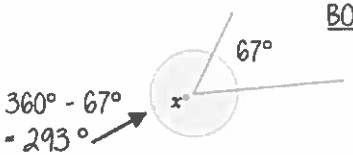
90° + 33° + 92° = 205°

360° - 205°

BOE = 155°

Angle notation – 90°





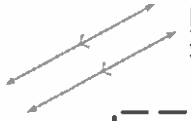
360° - 67°

= 293°

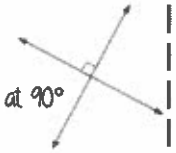
Angle notation – find this missing angle

Parallel and Perpendicular lines

Parallel lines
Straight lines that never meet
(Have the same gradient)



Perpendicular lines
Straight lines that meet at 90°

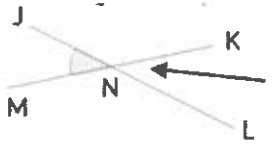


Polygons

3	- Triangle	5	- Pentagon	8	- Octagon
4	- Quadrilateral	6	- Hexagon	9	- Nonagon
		7	- Heptagon	10	- Decagon

If all the sides and angles are the same, it is a regular polygon

Vertically opposite angles



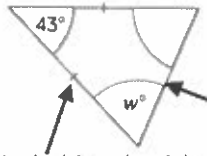
Angle JNM is vertically opposite to angle KNL

JNM = KNL

Vertically opposite angles are the same

Sum of angles in triangles

Sum of interior angles in a triangle = 180°



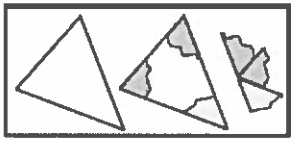
The two base angles will be the same size

Look at triangle notation
This indicates an isosceles triangle

∴ 180 - 43 = 137

137 ÷ 2 = 68.5°

A triangle can only have ONE right angle



Have a go!
Teaming the corners from triangles forms a straight line which is therefore 180°

Year 7 Maths Knowledge Organiser: Summer 2 - Reasoning with Number (Chapter 7)

By the end of this half-term, you should be able to:

7.1 – Developing number sense

- Know and use mental addition/ subtraction
- Know and use mental multiplication/ division
- Know and use mental arithmetic for decimals
- Know and use mental arithmetic for fractions
- Use factors to simplify calculations
- Use estimation to check mental calculations
- Use number and algebraic facts

7.2 – Sets & probability

- Identify and represent sets
- Interpret and create Venn diagrams
- Understand and use the intersection of sets
- Understand and use the union of sets
- Generate sample spaces for single events
- Calculate the probability of a single event
- Understand and use the probability scale

7.3 – Prime numbers & proof

- Find and use multiples
- Identify factors of numbers and expressions
- Recognise and identify prime numbers
- Recognise square and triangular numbers
- Find common factors including HCF
- Find common multiples including LCM

Keywords

Commutative: changing the order of the operations does not change the result.

Associative: when you add or multiply you can do so regardless of how the numbers are grouped.

Dividend: the number being divided.

Divisor: the number we divide by.

Equation: a mathematical statement that two things are equal.

Quotient: the result of a division.

Set: collection of things.

Element: each item in a set is called an element.

Intersection: the overlapping part of a Venn diagram (AND ∩).

Preparing for Assessment

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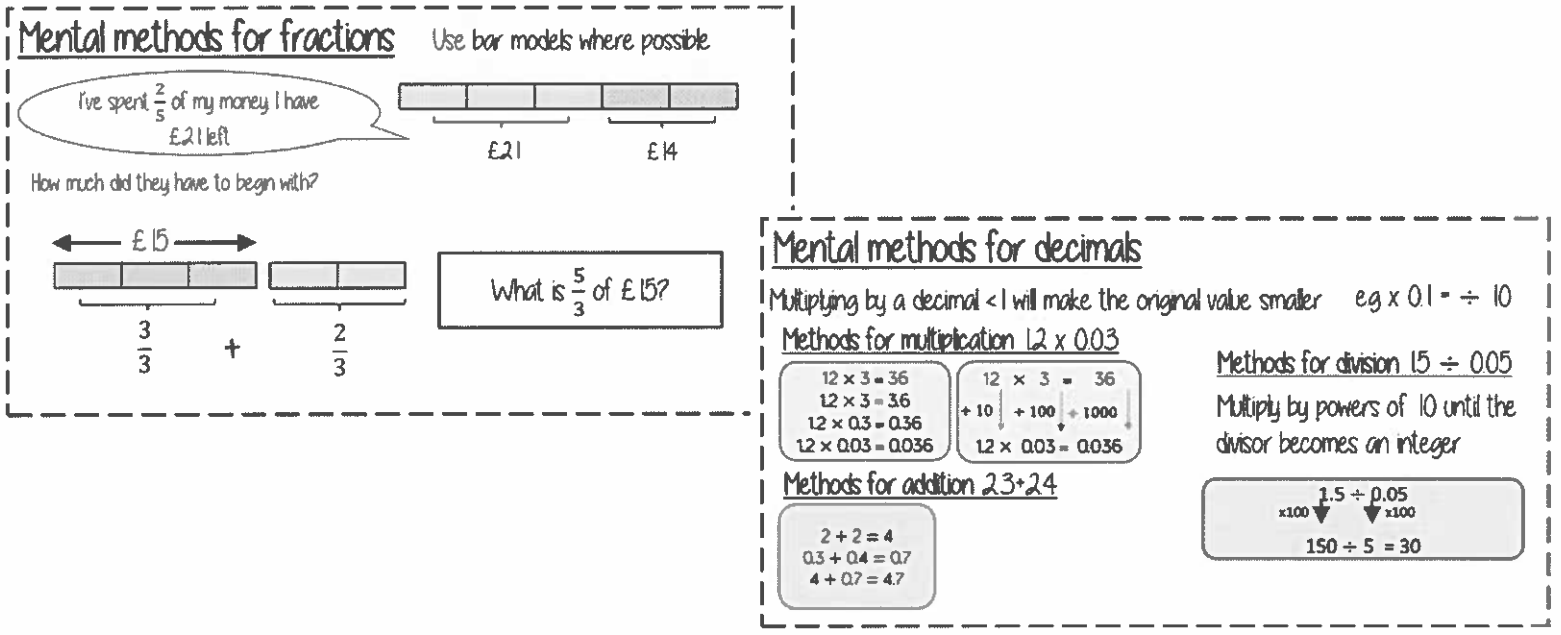
Core Knowledge



Union: two ellipses that join (OR ∪).

Mutually Exclusive: events that do not occur at the same time.

Probability: likelihood of an event happening.

Bias: a built-in error that makes all values wrong (unequal) by a certain amount, e.g. a weighted dice.

Fair: there is zero bias, and all outcomes have an equal likelihood.

Random: something happens by chance and is unable to be predicted.

Multiples: found by multiplying any number by positive integers.

Factor: integers that multiply together to get another number.

Prime: an integer with only 2 factors.

Counterexample: a special type of example that disproves a statement.

HCF: highest common factor (biggest factor two or more numbers share).

LCM: lowest common multiple (the first time the times table of two or more numbers match).

Probability of a single event

Probability = number of times event happens / total number of possible outcomes

P(Blue) = 4/10 ← There are 4 blue sectors; There are 10 sectors overall

Probability notation P(event)

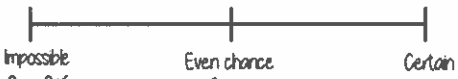
= 2/5

Probability can be a fraction, decimal or percentage value

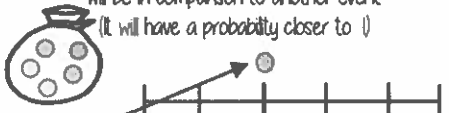
4/10 = 40/100 = 0.40 = 40%

Probability is always a value between 0 and 1

The probability scale



The more likely an event the further up the probability it will be in comparison to another event (it will have a probability closer to 1)



There are 2 pink and 2 yellow balls, so they have the same probability

There are 5 possible outcomes
So 5 intervals on this scale, each interval value is 1/5

Sum of probabilities

Probability is always a value between 0 and 1

The probability of getting a blue ball is 1/5

∴ The probability of NOT getting a blue ball is 4/5

The sum of the probabilities is 1

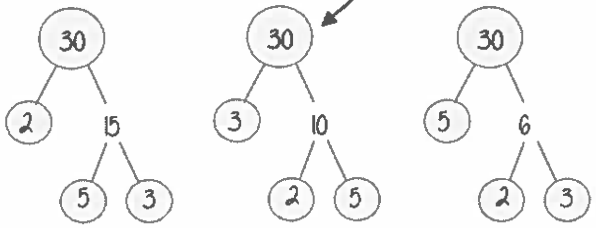
The table shows the probability of selecting a type of chocolate

Dark	Milk	White
0.15	0.35	

P(White chocolate) = 1 − 0.15 − 0.35
= 0.5

Product of prime factors

Multiplication part-whole models



All three prime factor trees represent the same decomposition

Multiplication is commutative

30 = 2 × 3 × 5 ← Multiplication of prime factors

Using prime factors for predictions

e.g. 60 = 30 × 2 = 2 × 3 × 5 × 2

150 = 30 × 5 = 2 × 3 × 5 × 5

Common factors and HCF

1 is a common factor of all numbers

Common factors are factors two or more numbers share

HCF – Highest common factor

HCF of 18 and 30

18: 1, 2, 3, 6, 9, 18

30: 1, 2, 3, 5, 6, 10, 15, 30

Common factors (factors of both numbers): 1, 2, 3, 6

HCF = 6

6 is the biggest factor they share

Common multiples and LCM

Common multiples are multiples two or more numbers share

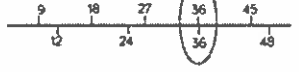
LCM – Lowest common multiple

LCM of 9 and 12

LCM = 36 ← The first time their multiples match

9: 9, 18, 27, 36, 45, 54

12: 12, 24, 36, 48, 60



Comparing fractions

$\frac{3}{5}$ and $\frac{7}{10}$ ← Compare fractions using a LCM denominator → $\frac{6}{10}$ and $\frac{7}{10}$

Principled **Resilient** **Open** **Understanding** **Disciplined**

Science

7B - REPRODUCTION

Terminology	Definitions	Core Knowledge	Preparing for Assessment
Gametes	Sex cells	Male gametes = sperm cells. Female gametes = egg cells. They are a part of the reproductive system. Eggs are found in the ovaries (2 – each releases an egg), and sperm is found in the testes.	1. *What happens to the cell when fertilisation occurs?* 2. *What are the 2 types of fertilisation?*
Fertilisation	The fusing of the male and female gametes	The nuclei of the two gametes fuse into one. This cell now grows into an offspring.	
Menstrual cycle **Puberty**	Puberty is a period of time in a person's life when they become sexually mature. Puberty causes physical and emotional changes that affect males and females differently. These changes happen because of hormones. The menstrual cycle is a process that occurs in the female reproductive system. The average length of the menstrual cycle is 28 days.	Changes that affect both males and females: • growth of pubic hair • growth of underarm hair • growth spurts • acne or occasional pimples • body odour becomes stronger • mood changes • sexual thoughts and feelings **The Menstrual Cycle** The menstrual cycle is a process that occurs in the female reproductive system. The average length of the menstrual cycle is 28 days. **Day** / **Description** 1 – 5: The uterus lining breaks down and passes out of the vagina. This is known as menstruation or 'having a period'. 5 – 14: The uterus lining starts to build up again. An egg cell starts to mature in the ovary. 14: An egg cell is released from the ovary. This is called ovulation. 14 – 28: The uterus lining remains thick. During this time, the egg may be fertilised by a sperm cell. 28: If the egg cell is not fertilised by a sperm cell, the uterus lining begins to break down again and the cycle repeats.	3. *Describe the menstrual cycle.*
Conception **Gestation period**	The process of getting pregnant The period of time from fertilisation to birth	**Human Reproduction** 1 – During sexual intercourse, semen containing sperm cells is ejaculated from the penis into the vagina. 2 – Sperm cells travel through the female reproductive system to meet an egg cell in the oviduct. 3 – One sperm cell penetrates the egg cell membrane. The nucleus of the sperm cell fuses with the nucleus of the egg cell. This is called fertilisation. 2 – The resultant zygote divides several times to form a ball of cells called an embryo, which implants in the uterus lining. **Male Reproductive System** sperm duct, gland, urethra, penis, testis, scrotum **Part** / **Function** penis: Allows urine and semen to pass out of the male's body. testis: Produces sperm cells and releases the male sex hormone testosterone. urethra: A tube that carries urine and semen. It has a ring of muscle to keep these fluids separate. scrotum: A bag of skin that contains the testes. gland: Produces fluids that mix with sperm cells to make semen. sperm duct: Carries sperm cells from the testes to the urethra. **Female Reproductive System** oviduct (fallopian tube), uterus (womb), uterus lining (endometrium), ovary, cervix, vagina **Part** / **Function** vagina: A muscular tube that leads from the cervix to the outside of the body. cervix: A ring of muscle at the lower end of the uterus. This keeps the baby in place during pregnancy. ovary: Contains hundreds of undeveloped egg cells. Every month, an egg cell matures and is released. uterus: Where the baby develops during pregnancy. oviduct: Carries egg cells from the ovaries to the uterus. uterus lining: A blood-rich layer of tissue in which an embryo implants. This tissue is lost each month during menstruation.	4. *Describe the journey of a sperm cell, from the testes, and an egg cell, once it leaves the ovary..* 5. *Describe the good and bad diet and lifestyle factors, which can affect a foetus' wellbeing. Explain the specific effects of the bad factors.*

7C Muscles and Bones

Summary- Position in the Curriculum

This unit uses a 'fitness' theme to cover three important organ systems: the gas exchange system, the circulatory system and the locomotor system. The various effects of drugs on these systems are also considered, together with their effects on the nervous system.

Terminology	Definitions	Core Knowledge	Preparing for Assessment
Muscles and breathing	The gas exchange or breathing system allows air to enter and leave the lungs, so that oxygen can get into the blood and carbon dioxide can leave the blood.	Oxygen for respiration leaves the lungs and enters the blood. Carbon dioxide (a waste product from respiration) leaves the blood and enters the air in the lungs. Carbon dioxide is excreted when you exhale. Breathing is the movement of the muscles in your diaphragm and between the ribs, which cause the changes in the volume of the lungs. Ventilation is the movement of air into and out of the lungs as breathing occurs.	*Revision and self-study questions are below.* *Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.*
Muscles and Blood	Cardiac **muscle** makes up the heart and supplies the main force for blood traveling through the body.	Blood is carried to the heart by veins, where it enters the chambers of the heart. The blood is then forced back out when the heart muscle tissue contracts. The pumping of the heart can be felt in arteries as a pulse. Arteries are connected to veins by capillaries, which are blood vessels with very thin walls that allow oxygen and nutrients to leave the blood to get to the cells in tissues. Carbon dioxide from the cells can easily get into the capillaries.	
The Skeleton	The locomotor system consists of bones and muscles and lets you move.	Bones are organs that form the skeleton, which: • protects some organs (e.g. the ribs and sternum protect the lungs; the skull protects the brain) • supports your body (e.g. the vertebrae in your 'backbone' hold you up straight) • allows you to move (using muscles at your joints). Bones are hard (to withstand knocks and pressure) and light (so they are easy to move). Many have a hollow centre containing bone marrow, where blood cells are made.	***What are the functions of arteries, capillaries and veins?*** ***Give one function of the backbone?***
Muscles and moving	Muscles cannot push and so bones need pairs of muscles (antagonistic pairs) to pull them in opposite directions. One muscle contracts (gets shorter and fatter) to pull a bone. At the same time, the other muscle in the pair relaxes.	Muscles are controlled by the nervous system. Impulses from the brain travel down the spinal cord and along nerves to muscles. Muscle cells are adapted to their function by containing strands that can shorten to produce a pulling force. This requires energy from respiration. The oxygen and nutrients (from food) required for respiration are carried to the muscles in the blood. Nutrients are carried in the plasma, while oxygen is carried on red blood cells. Blood also contains white blood cells, which attack micro-organisms.	***When the biceps muscle contracts, what happens to the triceps muscle?*** ***Why do muscles work in antagonistic pairs?***
Drugs	Drugs are chemicals that affect how the body works. Some can damage your organs (e.g. the liver), particularly if they are abused. Some drugs are addictive.	Medicines (e.g. antibiotics) are drugs that can help people who are suffering from diseases. Recreational drugs are drugs that people take because they like the effect that they have on their bodies (e.g. caffeine in coffee and alcohol, which are both legal drugs). Some are illegal drugs (e.g. heroin and ecstasy) because they have very harmful side-effects. Drugs that slow down the nervous system are called depressants. Alcohol is a depressant. It alters behaviour and slows reaction times. Drugs that speed up the nervous system are called stimulants (e.g. caffeine).	***In an asthma attack, why is it hard to breathe?*** ***What is the useful effects of paracetamol?***
Drugs and Sport	Drugs taken to enhance performance in sports.	Sports competitors are regularly tested for drugs to try and stop the use of drugs to enhance performance. Some athletes take steroids such as testosterone, to increase muscle growth. This gives them an unfair advantage in competitions and is illegal.	***Why are steroids classified as drugs?***

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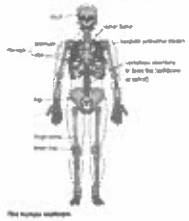
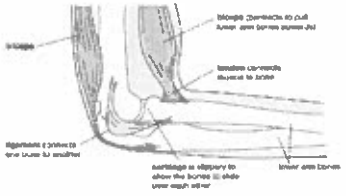
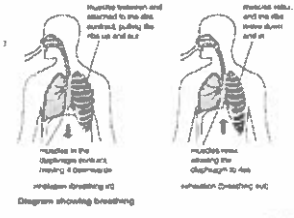
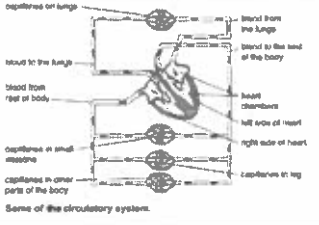
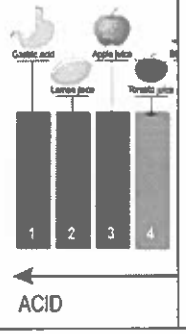
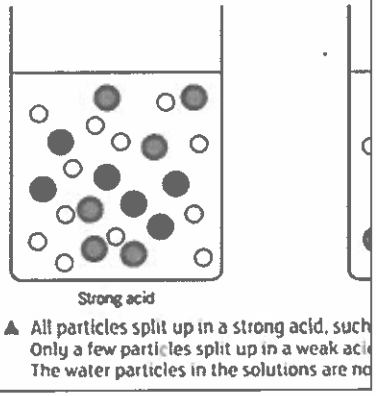
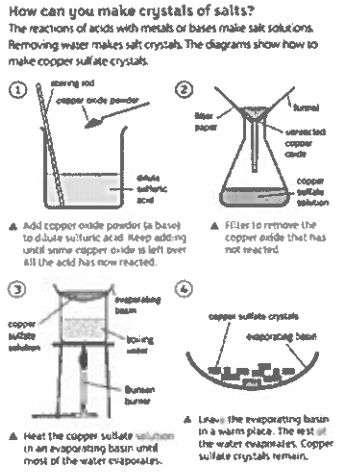
				

7F – ACIDS AND ALKALIS

Terminology	Definitions	Core Knowledge	Preparing for Assessment
Acid **Alkali**	A solution with pH under 7 A solution with pH over 7	Acids have a pH between 1 – 6. Ph1 is the strongest acid because it has the highest number of H+ ions. pH14 is the strongest alkali because it has the highest number of OH- ions.	1. State 3 acids and 3 alkalis
Indicator	Substances used to identify whether unknown solutions are acidic or alkaline.	The three types of indicators are: Litmus paper Universal indicator pH meter	2. • Which indicator produces the most accurate reading? • What does accurate mean in terms of data?
Neutralisation	The process of cancelling out the effect of an acid or an alkali using the other.	**acid + alkali → salt + water** Hydrochloric acid + sodium hydroxide → sodium chloride + water **USES:** • Soil for crops: Can add base (alkali) to the soil to neutralise some of the soil acid. This makes it suitable to grow crops, like tea. • Acidic lakes: Acid rain falls in lakes and makes it more acidic. Some animals and plants cannot live there. Base is added to increase the pH.	3. • *What word do alkalis generally end in?* • *How do you create the name of the salt?* • *What elements are ions made of?* • *Provide examples of neutralisation in the real world.*
Neutral	Neither an acid or an alkali	Water is an example	
Chemical reaction	A change in which atoms are rearranged to create new substances.	Frying an egg is an example. Chemical changes are also irreversible.	4. *Write down 2 neutralisation equations* 5. *Describe how salts can be formed*







7G Particles

Summary- Position in the Curriculum

This unit discusses the three states of matter - solid, liquid, and gas. It defines each state based on their definite or indefinite shape and volume. It also explains that matter is made up of molecules that are always in motion, and that the arrangements of these particles determine the different states. Diffusion and air pressure are also investigated to give a holistic view of particle theory.

Terminology	Definitions	Core Knowledge	Preparing for Assessment
Scientific Method	A scientific method describes how scientists try to explain the world around them	It usually starts with some observations, which generate a question. Scientists may then follow a series of unbiased steps to answer the questions. These steps could include the following: • thinking up an idea or using existing ideas that would explain the observations. These ideas are called hypotheses. • using the hypothesis to make a prediction about the hypothesis. • testing the prediction by experiment, and collecting data. • checking the data to see if it matches the prediction. • using the data as evidence to support the hypothesis (or prove it is wrong). • forming a theory if the hypotheses have been tested many times and shown, by the evidence, to be correct. The particle theory is an example.	*Revision and self-study questions are below.* *Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.*
Particle Theory	The different properties of solids, liquids and gases can be explained by the particle theory. Solids, liquids and gases (the three states of matter) need to be handled differently because of their properties.	Solids • Solids are made up of particles that are very close together. (Strong forces of attraction hold the particles together.) • The particles in solids vibrate in fixed positions. • The shape and volume of solids do not change. • Solids cannot be squashed and do not flow. Liquids • Liquids are made up of particles that are fairly close together and have quite strong forces of attraction. • The particles in liquids are able to move past each other. • Liquids have a fixed volumes but their shape can change to fit the container as they flow easily. • Liquids cannot be easily compressed (squashed). Gases • Gases are made up of particles that are well spread out. (There are only weak forces of attraction between the particles.) • The particles in gases move about freely in all directions. • The shape and the volume of gases can change as they flow very easily and spread out. • Gases can be compressed (squashed) quite easily.	
Brownian Motion	When pollen grains in water are observed through a microscope they are seen to move jerkily in different directions. This is called Brownian motion.	Brownian motion is named after Robert Brown, who was a British botanist (someone who studies plants). In 1827, he investigated the effects of pollen in water. He noticed it moves around randomly. Brownian motion describes the random movement of particles suspended in a liquid or gas. Brownian motion is caused by water particles, which are moving all the time, hitting the pollen grains. The pollen grains are small enough so that when many water particles hit one side of the grain, the grain is moved in that direction. Brownian motion provides evidence to support particle theory.	***Describe the properties of solids, liquids and gases?***
Diffusion	When particles of one substance spread out and mix with the particles of another substance.	Diffusion occurs because particles in a substance are always moving around. Diffusion is fastest in gases, and slower in liquids. Diffusion therefore, is the movement of particles from higher to lower concentrations. Diffusion happens naturally and so does not require energy. Substances like oxygen, carbon dioxide and glucose move in and out of cells by diffusion. When you add water to orange squash you dilute it. The colour becomes paler because the orange-coloured squash particles are spread out more among the water particles.	***What is diffusion?*** ***Give an example of diffusion in everyday life?***
Air Pressure	Pressure is caused by particles hitting the walls of the container they are in	pressure may increase because: • the container has been squashed, making the volume smaller so that the particles will be hitting the walls more often. • the number of particles has been increased, so that there are more particles moving around to hit the walls. If the particles are in a flexible container, like a balloon, an increase in pressure inside the container can make the volume increase. If the pressure becomes too great, the balloon will burst. Air pressure is the pressure caused by air particles around us. Air pressure lets us suck things up using a straw and also causes a container to collapse if the air is sucked out.	***Use particle theory to explain:*** ***- Why a tyre gets bigger as you pump it up*** ***-Why a tyre gets smaller as you let the air out***
Waste management	Waste Management is to prevent waste causing harm to human health and the environment.	There are many ways in which we can deal with waste. Recycling is better for the environment but can be expensive. Landfill sites are good for getting rid of a lot of rubbish but they blot the landscape and are ugly. Waste can be disposed of in a different way such as composted but this also has its problems. For waste management to be successful you need to ensure you refuse, reduce, reuse, repurpose, and recycle. Each of these steps must be followed to every last detail.	***Explain why soot particles from a fire appear to 'dance' about when you look at them?***

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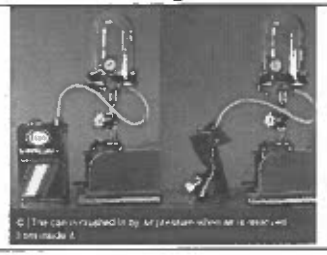
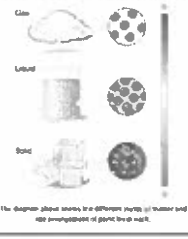
	 C	the plotted smoke speck tracks, showing Brownian motion			

7H Atoms, Elements and Molecules

Summary- Position in the Curriculum - This unit covers the following topics related to matter: Atoms: The basic building blocks of matter. Elements: Substances made up of only one type of atom. Molecules: Combinations of two or more atoms. Compounds: Substances made up of different types of atoms. Symbols and formulae for elements and compounds.

Terminology	Definitions	Core Knowledge	Preparing for Assessment
Atoms, Molecules, Elements and Compounds	All substances are made up of tiny particles called atoms	Substances can be made of single atoms, but they can also be made of atoms bonded together in small groups, called molecules. Substances can also be made of many trillions of atoms all bonded together. Natural materials can be pure (containing one substance) or mixtures (containing two or more substances which are not joined together). A mixture is formed if elements are mixed without joining. Elements are simple substances made up of only one kind of atom. There are about 90 different types of atoms found on Earth. Therefore, there are about 90 different elements. Most substances are compounds, which contain more than one kind of atom (more than one element) bonded (joined) together.	*Revision and self-study questions are below.* *Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.*
The Earth's elements	We obtain all the elements and compounds we need for living from the Earth's atmosphere and crust.	The periodic table lists all 118 known elements. Element are described by symbols of one or two letters. The first letter is always a capital letter and the second is always lower case. The same symbols are used in all countries. Although there are only about 90 natural elements, there are millions of compounds. We obtain all the elements and compounds we need for living from the Earth's atmosphere and crust. Our resources are limited, and some may run out soon. We need to take care of our resources, recycle more and make less waste.	
Metals and non-metals	Elements can be classified as metals or non-metals, depending on their properties.	The common properties of metals are: / The common properties of non-metals are: High melting point solids / Low melting point (gases, liquids and solids) Strong and flexible / Brittle (when solid) Shiny (when polished) / Not shiny Good conductors of heat / Poor conductors of heat Good conductors of electricity / Poor conductors of electricity E.g. copper, iron, aluminium, zinc, and tin / E.g. sulphur, oxygen, nitrogen, carbon and iodine The uses of an element depend on its properties. For example, copper and aluminium are used for electrical cables as they are strong, flexible and conduct electricity very well.	***Describe the arrangements of particles in all gases?*** ***Describe the difference between an element and a compound?*** ***Write down three properties of most metals?***
Making compounds	Compounds are formed when elements are mixed and react so that the atoms join.	If there is a metal in the compound, the name of the metal goes first. If the compound contains only two elements, then one of the element's names has its ending changed to 'ide'. e.g. zinc + oxygen = zinc oxide iron + bromine = iron bromide If a compound contains two elements plus oxygen, then the name ending of one of the elements is changed to 'ate'. e.g. sodium + carbon + oxygen = sodium carbonate	***Explain why the names and symbols of elements don't always match?***
Chemical reactions	Chemical reactions always form one or more new substances.	Many chemical reactions occur in everyday life, for example, burning, cooking, rusting, digesting food. Typical signs of chemical reaction include: • a colour change, • a gas being given off, • a solid forming in a liquid, • an energy change. Some reactions start just by mixing the right substances together. Heat is often needed to start a reaction, but once started many reactions give out heat. Others need a continuous supply of energy to keep them going. e.g. acid and alkalis e.g. burning natural gas e.g. breaking down metal ores	***What elements are in*** ***a) Sodium Phosphate?*** ***b) Lead Nitrate?***
word equations	A word equation represents a chemical reaction using the names of the substances involved.	reactants → products e.g. zinc + chlorine → zinc chloride tin carbonate → tin oxide + carbon dioxide Thermal decomposition reactions involve breaking down a single compound using heat. Heating copper carbonate produces copper oxide and carbon dioxide. Thermal decomposition reactions are used in industry to extract metals.	***What do you call a reaction that breaks down a compound using heat?***

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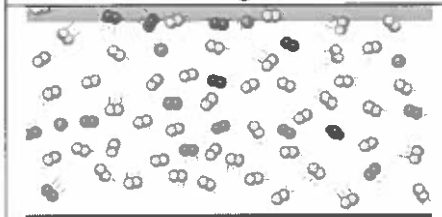
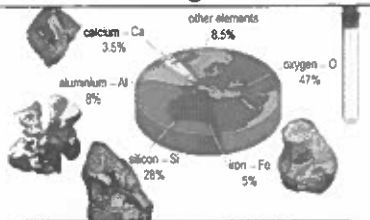
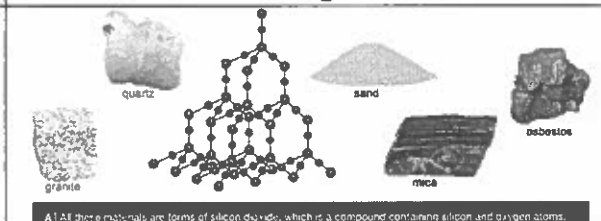
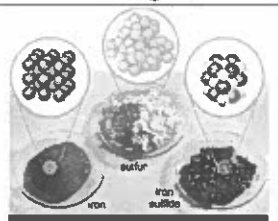
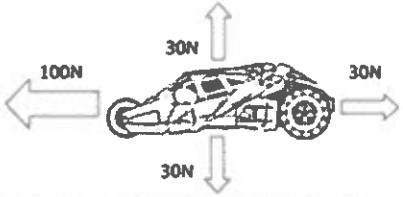
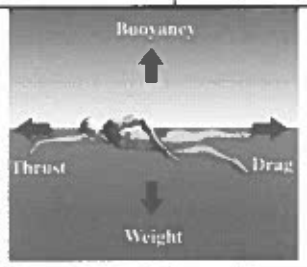
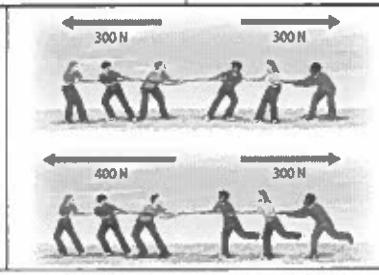
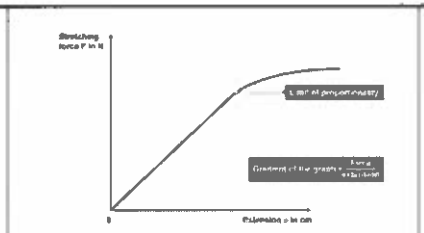
				
A | Air contains a mixture of particles.	A | elements in the Earth's crust	A | All these materials are forms of silicon dioxide, which is a compound containing silicon and oxygen atoms. Many of the forms of silicon dioxide are used for building.		C | The reaction between iron and sulfur bonds their atoms together.

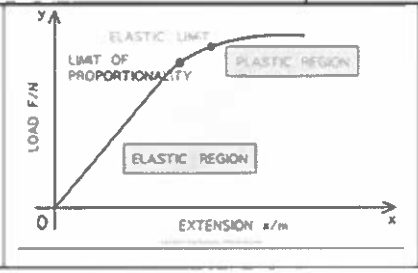
7K - FORCES

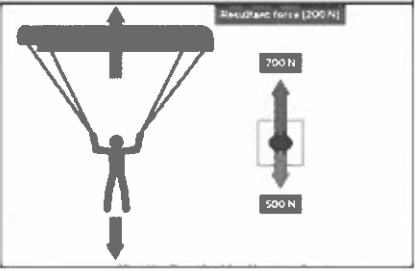
Terminology	Definitions	Core Knowledge	Preparing for Assessment
Contact and non – contact forces	-Forces are a push or a pull. -Contact force = forces between objects that are physically touching.	Contact forces: Friction, drag (air resistance, water resistance), upthrust, thrust. Non – contact forces: Static electricity, gravity, magnetism. Forces can be measured using a Newton meter/force meter. Forces are measured in Newtons (*N*).	1. *Name all the forces acting on a car, a boat, and a stationary football.*
Balanced and unbalanced forces	Balanced forces = when forces acting on an object are the same size and in opposite directions. Unbalanced forces = when forces acting on an object are **different** sizes, and in opposite directions.	Balanced forces = the object is in a state of equilibrium. There will be **no** change to the motion of the object. A stationary object will remain stationary and a moving object will continue to move at a constant speed in the same direction. Unbalanced forces = One force is greater than the other. So, an object will speed up, slow down, or change direction when forces are unbalanced.	*Balanced or unbalanced?* 
Resultant force	The overall force acting on an object	If the weight of the box (acting downwards) is 50 N and the air resistance (acting upwards) is 20 N, the forces are unbalanced. The resultant force is 30 N downwards.	2. *State the resultant force for the diagram above*
Weight vs mass	Weight = The force of gravity pulling on you.	Weight is different to mass. Mass doesn't account for gravity. Your weight can change on different planets. Weight (N) = Mass (g)(Kg) X gravitational field strength (N/Kg)	*Why is your weight different on different planets, but mass remains the same?*
Pressure	The force acting on an area	Pressure (Pa) = Force (N) /area (cm^2) A larger force = higher pressure (if area stays the same) A larger area = lower pressure (if force stays the same)	3. *Explain why a drawing pin is easier to push into the wall if the point is sharp?* 3.2. *Explain why the drawing pin has a large head for you to push on?*
Friction	A force which can slow down objects or allow them to stay still.	Friction is useful in examples such as rubber tyres on a car helping it to slow down. Friction is also problematic if you want thing to move easily/smoothly such as chains on a bicycle. We can use lubricants such as oil to reduce friction.	4. *Give 3 effects of friction on moving objects.*
Hooke's law	The force (N) is directionally proportional to the extension (cm or m). The greater the spring constant, the greater the force needed to stretch the material.	force (N) = spring constant (N/m) × extension (m) Spring constant is how stiff a material is (such as a spring). It indicates the force needed to change the length of that material by 1m. If you double the force, the extension also doubles.	5. *Define limit of proportionality, elastic limit, and what it means when an object becomes plastic.*











History

Year 7 HISTORY-Half Term 1.2

Summary- Position in the Curriculum

This second unit looks at conflict & tension in England by 1066. Initially you will learn about **why** King William on the Battle of Hastings & then move onto learning about **how** King William gained & maintained control of England after the Norman victory at the Battle of Hastings on the 14th October 1066.

Key Words	Definitions
Shield Wall	A defensive strategy used in battle. Creating a wall by interconnecting shields.
Feigned/Fake Retreat	A defensive strategy used in battle. Whereby a military force pretends to withdraw in order to lure the enemy into ma position of vulnerability/weakness.
Rebellion	When people fight against their ruler.
Feudal System	Was a way of organising society into different groups based on their roles. The King was at the top with all the control and the peasants at the bottom doing all the work
Motte & Bailey Castles	The first castles built to help fight against rebellions. They were built quickly and made out of wood, meaning that they were not very strong, and could be easily destroyed. The Bailey was on flat land, where majority of the people lived. The Motte was the higher land of the castle, where the fort was.

Core Knowledge - How William conquered & controlled England

In 1066 there where three battles over who would be the King of England: **The Battle of Fulton Gate, Battle of Stamford Bridge & Battle of Hastings**

Castles were vital to William's takeover & control of England. The Normans erected Motte & Bailey style castles all around England. They had a huge military and psychological impact that made it easier for William and the Normans to establish control.

William defeated Harold Godwinson at the Battle of Hastings due to a **number of reasons.**

Luck - The Saxons left the shield wall to chase the Normans down the hill & at a key moment in the Battle of Hastings Harold was killed.

Preparation - William had well trained and professional soldiers. Large parts of Harold's army were untrained and made up of farmers. Harold's army were exhausted or wounded from fighting at Stamford Bridge.

Skill/Leadership - William was very brave and led his men very well. William showed his face during the battle to keep his solders from running away. William used cavalry and archers to win the battle. Harold arranged his army into a shied wall on the top of Senlac hill. This gave human advantage until the Normans used their tactic of feigned retreat.

Preparing for Assessment

Revision and self-study questions are below.

Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.

1. *Describe the three main battles that took place in 1066?*
2. *Describe the strengths and limitations of each army at the Battle of Hastings?*
3. *Create a plan of attack for a Norman Motte and Bailey castle. Consider its strength and weak points.*
4. *Explain **why** & **how** Motte & Bailey castles and the Domesday book helped the Normans control England.*
5. *How did the feudal system make it easier for King William to control England? Draw and label a diagram to show what the feudal system would look like today. How do you think society is ordered in the UK today?*

TIMELINES OF BATTLES 1066

5th January 1066 King Edward the Confessor died.

20th September 1066 Battle of Fulford Gate - Harald Hardrada and Tostig took on the northern army of the Anglo-Saxons led by Earl Morcar and Earl Edwin, defeated them.

25th September 1066 Battle of Stamford Bridge Harald Godwinson's army marched North to defeat the Viking army of Harald Hardrada.

14th October 1066 Battle of Hastings Harold Godwinson force marched his army from the North to confront William's invasion in the South. William defeats Harald who is killed.

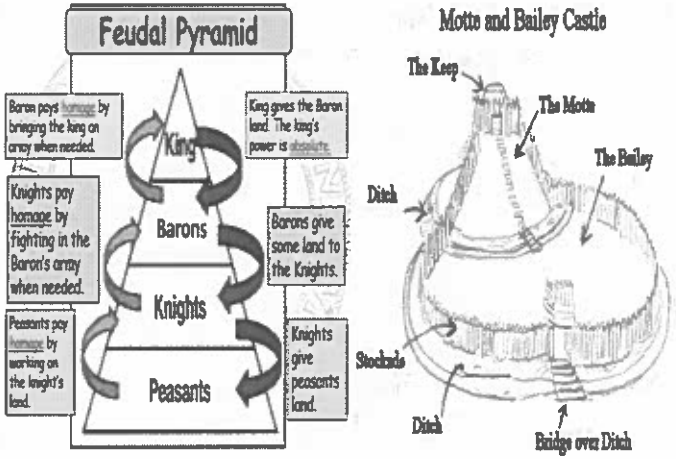
25th December 1066- William was crowned as the first Norman King of England

1069/70 – Northern Revolt & Harrying of the North –

William's response to a rebellion in the North was to destroy the crops and damage the land.

1085 – Surveying for the Domesday book begins –

A detailed survey of much of England and parts of Wales completed in 1086 by order of King William. A hugely important historical resource that contains records for 13,418 settlements in the English counties.



Year 7 HISTORY-Half Term 1.3

Summary- Position in the Curriculum

This 3rd unit looks at power, revolution & change in England 1450-1750 through the prisms of the renaissance & reformation of the Catholic church. You will learn that he three centuries between 1450 and 1750 were a time of great change in Britain, Europe and the wider world. Some historians call these centuries the "Early Modern Period" because this was when many of the things that shaped our modern world first began. The Renaissance was a rebirth of Ancient Greek and Roman thinking and styles. In the 16th Century an enormous change called the reformation took place the Christians in Europe split into two groups – Catholics & Protestants.

Key Words	Definitions
Renaissance	A Latin word meaning rebirth/reborn.
Protestant	A Christian who did not like the old Roman Catholic Church & protested against it; it now means someone who is a member of a Protestant Church.
The Reformation	Was a challenge to the teachings and power of the Roman Catholic Church that began in the early 16th century. It led to Protestant churches being set up/established over Europe (especially in England).
Roman Catholic Church	Was a way of organising society into different groups based on their roles. The King was at the top with all the control and the peasants at the bottom doing all the work

Church of England

The Protestant Church set up in England after Henry VIII 'broke away' from Rome and the Roman Catholic Church in order to set up his own Protestant Church called the Church of England.

1509
Henry VIII became King of England and married Catherine of Aragon.

1517
Martin Luther began his protests against the Catholic Church in Germany

1521
The Pope gave Henry VIII the title 'Defender of the faith'.

1527
Henry asked the Pope to let him divorce Catherine. The Pope refuses this request.

1533
Henry VIII divorces Catherine & marries Anne Boleyn

1534
The Act of Supremacy law is enacted officially making Henry VIII the Head of the Church of England (Protestant) and not the Pope.

1536
The dissolution of the monasteries – Henry VIII closed down all the monasteries in England taking all their land and wealth

1547
Henry VIII dies and Edward VI becomes King (Protestant).

1553
Edward VI dies and Mary 1 became queen (Catholic).

1558
Mary 1 died and Elizabeth 1 became queen

REFORMATION TIMELINE KEY EVENTS

Core Knowledge - What was the renaissance and how did it lead to the reformation of the Christian faith across Europe and specifically In England

The Renaissance was a period from 1450 – 1750 when things began to change after the Middle Ages in the three following areas, Art, Science & Attitudes. In that time, the Church (Roman Catholic Church) controlled so much of the political, economic and intellectual life of Europe

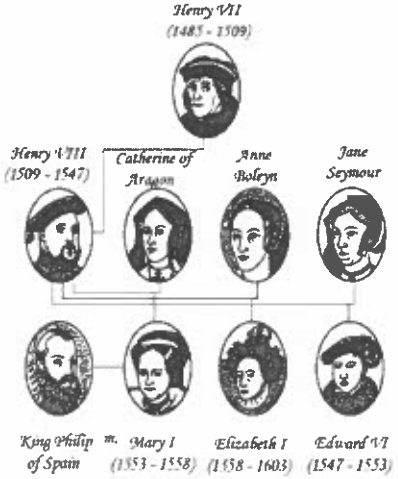
Martin Luther – A German monk who started the Reformation when he publicly criticised the Catholic Church for being too rich, priest were not leading 'holy' lives, people could buy 'indulgences' forgiving them of sins & services were in Latin so anyone not fluent in Latin would not understand.

Henry VIII – King of England from 1509 – 1547. He made the break with Rome even though he did not have Protestant beliefs

The creation of the **printing press** by Johannes Gutenburg in around 1450 was one of the most important inventions of this period as it enabled books to made quicker than before. This impacted upon the influence of the Catholic Church as it was no longer in control of the production of texts

The **Reformation** was a challenge to the teachings and power of the Roman Catholic Church that began in the early 16th century.

The **Religious Settlement** was Queen Elizabeth's solution for the problem of religion in England. Although it was a protestant church with Elizabeth as the Head it included some Catholic ways of ding things in the hope Catholics would accept it. The compromise Elizabeth made is often referred to as the 'middle way'.



Preparing for Assessment

Revision and self-study questions are below.

Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.

1. *Can you identify the three areas over which the Renaissance changed peoples' thinking?*
2. *Identify 3 individuals who were involved in the Renaissance & explain their role.*
3. *Explain the four criticisms that Martin Luther made about the Catholic Church.*
4. *Explain why & how the religion of England kept changing after the death of Edward VI.*
5. *Evaluate Queen Elizabeth's 'Middle way'. Write two lists: one headed 'Actions that pleased Catholics', the other one headed 'Actions that pleased Protestants'.*

Year 7 HISTORY-Half Term 2.2

Summary- Position in the Curriculum

This 4th unit looks at the theme of Democracy, Equality & Human Rights through the prism of the English Civil War (1642 -1649). The actions of James I and Charles I angered parliament, leading to the Civil War. Parliament won due it's New Model Army and executed the King in 1649. You will also consider women's history throughout this period, exploring their contribution, achievements and significance, including those of Joan of Arc.

Key Words	Definitions
Divine Right of Kings.	Belief that Kings power came from God and therefore nobody could defy them.
Puritan	Very strict Protestants who wanted to purify the Church of England from Catholic practices.
Treason	The crime of acting to overthrow the government or harm /kill the monarch.
Ship Money	An emergency tax introduced by King Charles I that was very unpopular.
Monarch	Sovereign head of state – usually a King or Queen.
Parliament	Body of Chosen representatives that run Great Britain
New Model Army	New type of army created by Parliament.
Cavaliers	Nickname given to supporters of King Charles
Roundheads	Nickname given to supporters of Parliament

Core Knowledge – Charles I becomes King of England in 1625, falls out with the English parliament for several reasons with the dispute eventually resulting in a devasting civil war in England.

Causes of the Civil War – James I & Charles I argued with parliament over matters such as raising tax, resulting in them trying to rule without it.

The role of religion – Charles made Catholic-style changes to the Church, upsetting Puritans and angering the Scots.

Charles & Parliament – Charles needed money for wars forcing him to call parliament. They refused his request for more money and the war began.

Roundheads & Cavaliers – England was divided into Parliamentarians and Royalists, fighting over how the country should be run.

Parliament's victory – Parliament created the New Model Army, which had the support and discipline to defeat the Royalists.

The trial and execution of the King – The King was imprisoned, put on trial and executed by leading parliamentarians.

Enough of History: what about Her story?

- The law, set by men, greatly limited the freedom of women.
- Men held all the top jobs in the Middle Ages –kings, knights, lawyers, bishops and even town and village officials.
- Women were not allowed to: marry without their parents' consent, could not own business without special permission, divorce their husbands or own property of any kind unless they were widows.
- A lot of the evidence from Middle Ages is from monks-Monks had no contact with women so they were hardly mentioned.

VILLAGE WOMEN: Ordinary women's lives were tough. Their only education came from their mothers, and they learnt how to cook, sew, and care for children and animals. ➢The average age of girls to marry was 17, although some brides were as young as 13. ➢If the woman lived in the countryside, she would either work in the field or make cloth at home. ➢As well as working all day they were expected to cook all the food and care for all the children.

TOWN WOMEN-It was possible for women to learn a trade in some of the bigger towns. ➢The most common jobs for women was spinning and weaving cloth –unmarried women are still called spinsters today. ➢Many women ran businesses but only after their husbands had died. Women couldn't start a business, but they could inherit one.

RICH WOMEN-A girl from a wealthy family wouldn't have chosen her husband –her family would have done it for her. ➢The husband received a dowry, a payment from his new wife's family, when he got married. Wealthy women had time for fun, which would usually involve dancing and music. ➢Although they received less education than rich men, women were expected to run the family household and manage the servants.

Preparing for Assessment

Revision and self-study questions are below. Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.

1. *Can you identify and explain 2 issues that made King Charles extremely unpopular?*
2. *Identify 2 individuals who were involved in the Civil War & explain their role.*
3. *Identify & explain the differences between a Roundhead & Cavalier*
4. *Explain 2 long-term causes of the Civil War*
5. *Compare the lives of village, town and rich women. Find 3 similarities and 3 differences.*

English Civil War Timeline

1603
Elizabeth I dies, James VI of Scotland becomes James I of England.

1605
Gunpowder Plot – Catholic plan to blow up Parliament and King James.

1625
James I dies – His oldest son Charles becomes King Charles I and marries a French Catholic.

1629
The Personal Rule of Charles I starts – he closes down Parliament for 11 years.

1640
The Personal Rule comes to an end – Parliament is reopened.

1642
The English Civil War starts

1649
Execution of Charles I

1653
Oliver Cromwell is made Lord Protector of England.

1660
Restoration of the Monarchy – Charles II becomes King

1665
The Great Plague of London

Battle of Edgehill – 23rd October 1642 – The army of the Earl of Essex, the Parliamentarian Lord General, and the King's army clash in the first major action of the Civil War.

Battle of Marston Moor – 2nd July 1644 – This is believed to have been the largest battle ever fought on English soil. Oliver Cromwell made his name as a great commander who showed how a well-equipped and trained Parliamentarian army could win the war

Battle Naseby - 14th June 1645 – Parliaments New Model Army destroyed King Charles I main field army, after 3 years of war this was THE decisive battle of the Civil War

Year 7 HISTORY-Half Term 3.1

This unit fits into your thematic study about empress, and decolonisation. You will raise questions, asking why different civilisations expanded their empires from the Middle Ages to c.1700. You will cover 3 case studies: The Elizabethans and the first British colonies in North America; The Spanish and the Aztec empires; Islamic empires and the rise of the Mughal empire in India.

Key term	Definition
Empire	A group of colonies controlled by one powerful country
Colony	A country or region under the control or influence of a more powerful country.
Imperialism	A policy of extending a countries power and influence over foreign countries to make them part of their empire.
Maharajas	Indian Kings who ruled their states in partnership with the British Empire.
East India Company	company created to trade with the Mughals and then seized control of large parts of India.

Mughal Empire Summary

The Mughal Empire was an empire that stretched from Afghanistan in the West and Bangladesh in the East, including parts of India. The Mughals were Muslims who ruled from 1526 until 1857. The Mughal invasion is why there are so many Muslims in India today.

The Mughal Empire was founded by Babur who travelled from modern-day Uzbekistan, through Afghanistan to India where he had major victories and captured key cities like Delhi.

The Mughals became rich and powerful. The Taj Mahal was built under Shah Jahan's reign in the mid-1600s. The wealth of the Mughals came from a booming cotton trade, advanced shipbuilding, vast farmland and new road systems. The rise of the Mughals was helped by the fact Hindus, Muslims and Sikhs worked together and got along for many years.

The Aztec Empire summary

The centre of the Aztec civilization was in the Valley of Mexico, a huge high-elevation basin in the Sierra Madre Mountains. This valley had a mild climate that was good for agriculture. The surrounding lowlands offered a hotter, wetter tropical climate and an abundance of natural resources. Around 1325, the Aztecs settled on an island in Lake Texcoco, where they built their capital and largest city, Tenochtitlán. They called themselves the Mexica (pronounced me-shee-ka) and became accomplished corn farmers, warriors, and temple builders. The aggression and warrior skill of the Aztecs allowed them to conquer neighbouring people. Eventually, the empire stretched over most of central Mexico and included millions of people.

Major events

Beginnings of the British empire

-During the Middle Ages, the kings of England tried to conquer other countries.
-As early as 1169, the Normans invaded Ireland.
-In 1277, Edward I conquered North Wales.
-In the Hundred Years War (1337-1453), Edward III and Henry V conquered large parts of France.
-By 1500, much of the gained land had been lost.

The First British Empire (1497-1783)

-Throughout this time, English seamen reached places that Europeans had not previously been. They set up colonies there so that they could trade the resources.
-The first English colonies were in North America.
-Britain fought wars to protect its empire, including the 7 Years' War with France. Many American territories were lost in the American War of Independence.

- 1577-80 Drake's travels First Englishman to sail around the world: South America, Mexico, west coast of Africa and Indian Oceans.
- 1585-1587 Voyages Two voyages organised by Walter Raleigh to establish English colonies in America.

The British in India

In the 1700s, Britain started to build trading stations in India. The East India Company was an example, and it gradually took control of land and trade in areas of India. The company had its own army and won important battles like Plassey in 1756.
The East India Company controlled the Mughal Emperors and ruled parts of India. In 1858, India became part of the British Empire known as the British Raj.

The Spanish in Mexico

In the 1500s, Spain was incredibly powerful and wanted to build a big empire for more power and money. They sent explorers, known as conquistadors to conquer other lands. Cortés was a soldier and an adventurer. In 1519, he volunteered to go and explore South America. He was given 11 ships and 500 men and set sail for Mexico! Cortés landed at Vera Cruz. To show that he was not turning back he destroyed his ships. Cortés and his men marched inland towards Tenochtitlan! When the Spanish arrived, the Aztec leader, Montezuma thought that Cortés, was one of their gods, Quetzocoalt! The Aztecs had never seen horses before and thought that the Spanish on horses were also gods.

Preparing for Assessment

Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.

1. Explain 2 reasons why Europeans were so eager to settle in North America.

2. Create a poster called 'What was India like before the British took control'. Include at least 6 prices of information.

3. Research Aztec beliefs and create a story board showing the story.

4. Write down 3 similarities and 3 differences between any 2 empires from this unit.

5. Create a glossary of the 10 key words and terminology that are important for studying empires in this unit.

Year 7 HISTORY-Half Term 3.2

Who are the British? Over the last few thousand years, waves of people have come to the British Isles, for many different reasons. The Migration unit studies these groups of people, reasons for their migration and their experiences in Britain. Overall, what impact has migration had on Britain?

Key term	
Migrant	A person who is moving from one country to another
Immigration:	Coming to live permanently in a country different to the one you were born in
Emigration:	Leaving the country you were born in to settle permanently in another
Persecution:	Hostile or cruel treatment, especially due to race or political or religious beliefs

John Blanke

John Blanke was an African migrant who played the trumpet in the court of Henry VII. He probably came to court as one of the attendants of Katherine of Aragon, Henry VIII's first wife, in 1501.

Where did early migrants come from?

(the Celts) The Celts arrived in 500BC introducing innovations like iron working to Britain and expanding defensive forts.

Resistance to Roman Rule

Most of England was conquered by the Romans by 50AD. Boudicca led the Iceni tribe in a rebellion against Roman rule.

Anglo-Saxons –Invaders or founders?

Can be seen as violent invaders when they first arrived. However, as they settled Anglo-Saxons had a huge impact on England (place names, religion and language).

The Vikings Murderous invaders or peaceful settlers?

Started by raiding Britain before launching full-scale attacks. The Vikings settled and became part of the population. Lasting impact on place names and trade.

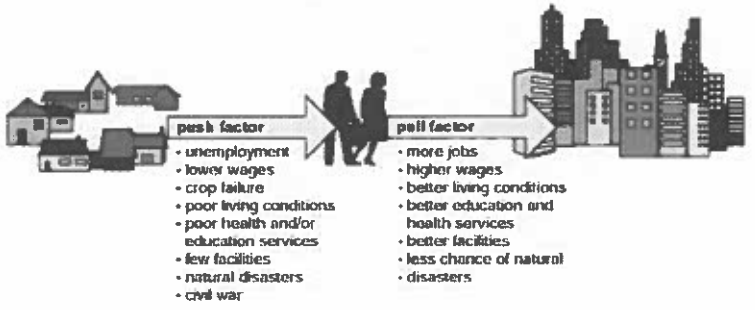
The role of religion

Religious persecution as a push factor for migration. Jews faced violence in England and were ordered to leave, Huguenots and Puritans left their homes to find religious freedom.

Background...

Migration is the movement of people from one place, to settle permanently in another. This can be between regions of a land or between countries and continents. Britain has a rich past of immigration and the country has been shaped, even today, by the cultures, traditions and skills that are brought here by migrants. The main reasons for migration to Britain include war, famine and persecution. Throughout history this has not always been the case, when people from other countries came to invade and conquer Britain out of choice. There is evidence that hundreds of black people lived in Britain during the Tudor times. Some black Tudors had important jobs in high society including John Blanke, a trumpeter in King Henry VIII's court, and Jacques Francis, who led an expedition to salvage items from the sunken Mary Rose.

- Migration is the movement of people from one place to another.
- This could be internal or external migration
- There are numerous reasons as to why people migrate



In 1000 England was ruled by Saxons and Danes, migrants who had invaded and settled. The next invaders were the Normans who seized control of the country. They brought with them European Jews who were first welcomed and protected, but later persecuted and deported. During the Middle Ages immigrants arrived from all over Europe, for many reasons and bringing many skills, and settled all over England. In the 16th and 17th centuries they were joined by women and men from North Africa as well as Gypsy Travellers, and then by Protestant refugees from France and the Low Countries. As Britain expanded its foothold in India and the Caribbean and began trading in enslaved Africans, increasing numbers of Africans and Indians arrived here to work.

Preparing for Assessment

Answer 1 per week for Self-Stud:

1. Explain at least 5 reasons why people migrated in the past.
2. Create a timeline to show the different groups who migrated during this period.
3. Create a poster about the life of John Blanke or Jacques Francis.
4. Use BBC bitesize to research one migrant group in more detail and create a fact file.
5. Label a migration map showing people, place and time.
.

Timeline of migration for this period	**800,000 BC** First humans (hunter-gatherers) arrive in the British Isles by walking across a land bridge called 'Doggerland.'	By **3000 BC,** they discover agriculture and settle permanently. 500 BC Arrival of the Celts from Europe	**43-410 AD** Romans arrive in the British Isles and rule for hundreds of years	**450 AD Arrival** of the Angles and Saxons from Denmark and Northern Germany.	**800 AD** First Viking raids.	By **865 AD,** the Vikings launched full-scale invasions of the British Isles, one by one the Anglo-Saxon kingdoms were defeated	**1066** Normans conquer England. First Jews arrive from Europe. 1290 After decades of discrimination, the Jews are expelled from Britain. They are not permitted to return until 1656	**1572** St. Bartholomew's Day massacre in France –leads to Huguenots arriving in Britain.	**1620** Mayflower arrives in the 'New World' (modern-day USA), with Puritan settlers from England.

Year 7 HISTORY-Half Term 3.1

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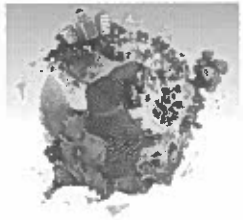
Geography

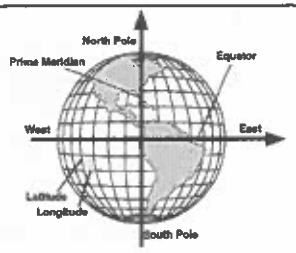
Geography (KS3) – Map Skills – Year 7 (1 of 2)

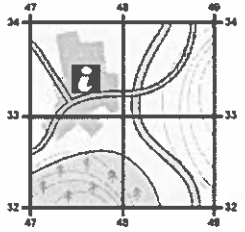
Summary - Position in the Curriculum

Map Skills is the 1st topic in Year 7 Geography. This unit helps students to access geographical ideas and develop spatial thinking. Understanding maps is an important life skill to aid navigation and to understand the world and how maps can present a particular worldview. By the end of this unit, students will have learnt a number of transferable skills e.g., compass directions, grid references to continue their Geographical journey.

Terminology	Definitions	Core Knowledge	Preparing for Assessment
Physical Geography	Natural features and events on Earth. It includes landforms and weather.	*Learn the main aspects of this topic.*	*Revision and self-study questions are below.*
Human Geography	Where and how people live.	*Use the following statements to help you learn core knowledge for the questions on the right-hand side ↘.*	*Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.*
Environmental Geography	The natural or physical surroundings where people, plants and animals live.	There are 3 main types of Geography; 1) Physical e.g., volcanoes, rivers 2) Human e.g., buildings, roads 3) Environmental e.g., wildlife, pollution	1. *Draw and label a map to show your route to school. Identify key features and road names.*
Latitude	This says how far north or south a place is from the Equator.	To help us find places, imaginary lines called latitude and longitude are drawn onto the globe. Latitude 0 degrees is the Equator, longitude 0 degrees is the Greenwich Meridian.	2. *Make a list of all the things you pass/see on your journey to school or through the window. Categorise them into physical, human and environmental features.*
Longitude	This says how far east or west a place is from the Greenwich Meridian.	Maps show what things look like from above. A compass is used to show the 4 main directions N, E, S, W.	3. *Draw and label the 8 points of the compass. Challenge – try 16 points!*
OS Map	Ordnance Survey map – the official government organisation responsible for producing maps in the UK.	Maps have been drawn smaller than real life to fit on a piece of paper. A scale line is used to show the link between the distance on a map and its real distance on the ground.	4. *Draw and label 5 maps symbols you would find on an OS map. Explain why map symbols are important?*
Grid Reference	A location on a map, which is found using the northing and easting numbered lines. Grid references are useful for helping a map user to find specific locations.	Symbols are used to save space and to make it easier to see things on a map.	5. *Create a treasure map using a range of map skills. Make sure you include compass directions, symbols, scale and distance as a minimum.*
Map Symbols	Map symbols can include lettered, coloured area, pictures or lines. These symbols can be used to show the location of different features such as roads, viewpoints, bus stations, train stations, schools and post offices.	When giving a 4 or 6 figure grid reference remember 'along the corridor then up the stairs'.	
Relief	The shape of the land surface and its height above sea level.	Contours are lines drawn on a map that join places which have the same height.	





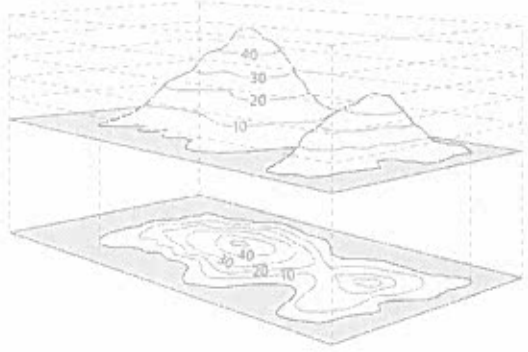


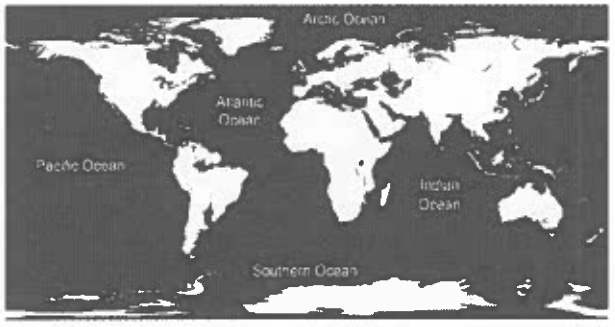
Geography (KS3) – Map Skills – Year 7 (2 of 2)

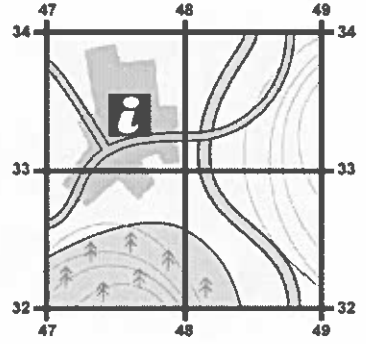
Summary - Position in the Curriculum

Map Skills is the 1st topic in Year 7 Geography. This unit helps students to access geographical ideas and develop spatial thinking. Understanding maps is an important life skill to aid navigation and to understand the world and how maps can present a particular worldview. By the end of this unit, students will have learnt a number of transferable skills e.g., compass directions, grid references to continue their Geographical journey.

Terminology	Definitions	Core Knowledge	Preparing for Assessment
Contour lines	A line on a map joining points of equal height above or below sea level.	*Learn the main aspects of this topic.*	*Revision and self-study questions are below.*
London Borough	The London boroughs are the 32 local authority districts that together with the City of London make up the administrative area of Greater London. E.g., Tower Hamlets, Croydon, Barking & Dagenham.	*Use the following statements to help you learn core knowledge for the questions on the right-hand side ↘.*	*Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.*
City of London	The natural or physical surroundings where people, plants and animals live.	Bexley, Brent Bromley, Barnet, Croydon, Enfield, Hackney, Hillingdon, Havering, Sutton, Tower Hamlets, Westminster etc.	1. *List 5 London borough in the following areas:* - *East London* - *West London* - *North London* - *South London*
Oceans	A very **large** expanse of sea, in particular each of the main areas into which the sea is divided geographically. There are 5 oceans: Southern, Atlantic, Pacific & Indian.	Oceans provide us with food, absorbs carbon dioxide, means of transporting goods around the world. Absorbs CO_2.	2. *Why do we need to protect the world's oceans?*
Continents	A large, continuous expanse of land of which there are 7. (Europe, Asia, Africa, North America, South America, Oceania (Australasia), Antarctica).	Maps show what things look like from above. A compass is used to show the 4 main directions N, E, S, W.	3. *Why is it important to use map symbols?*
Equator	A line notionally drawn on the Earth equidistant from the poles, diving the Earth into northern and southern hemispheres and constituting the parallel of latitude 0°.	4 or 6 figure grid references allow us to find a specific geography location on the map. It also helps to reduce error and makes it easier to find things on a map.	4. *Why is it useful to use 4 figure grid references?*
UK	The United Kingdom is an island nation in Western Europe surrounded by the sea. There are 4 distinct nations that make up the UK. These are: England, Scotland, Wales and Northern Ireland.	Contour lines show height on a map which reflects the real world outside. Contour lines which has equal value are of the same height above sea level.	5. *What do contour lines of equal value mean in the real world?*





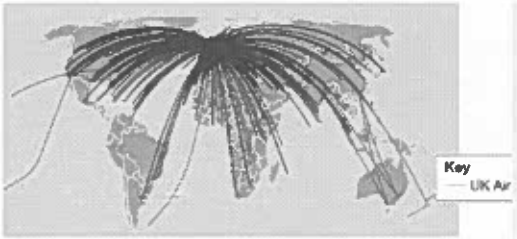


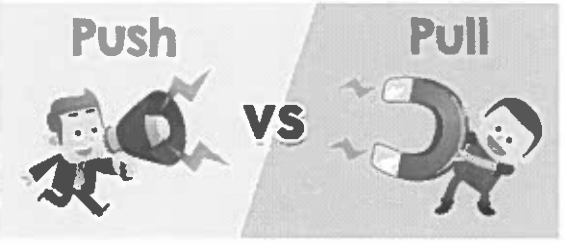
Geography (KS3) – The UK – Year 7

Summary - Position in the Curriculum

The UK is the second topic of Year 7. In this topic, you will cover physical features of the UK. The topic also covers migration, the UK Economy and how a north-south divide still exists and strategies to address these regional differences and inequalities in the UK.

Terminology	Definitions	Core Knowledge	Preparing for Assessment
Economy	How a country or place is doing in making goods and how much money it has.	*Learn the main aspects of this topic.*	*Revision and self-study questions are below.*
Primary Sector	An economic activity that involves collecting, extracting or harvesting natural resources e.g. farming.	*Use the following statements to help you learn core knowledge for the questions on the right-hand side ↘.*	*Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.*
Secondary	Jobs that use raw materials to manufacture or produce goods e.g. car manufacturer.	**Mountains**: Snowdon, Ben Nevis, Scafell Pike. **Rivers**: Severn, Thames, Tee **Cities**: Edinburgh, Belfast, Cardiff	1. *Provide 3 answers for the following UK features:* - *Mountains* - *Rivers* - *Cities*
Tertiary	Revolves around service and retail e.g. teacher.	Sparsely populated: few people. Densely populated: lots of people.	2. *What do the terms 'sparsely' and 'densely populated' mean?*
Quaternary	Involves using knowledge and intellectual skills e.g. medical research scientist.	**Primary**: working with the land. **Secondary**: making things **Tertiary**: providing a service. **Quaternary**: inventing things.	3. *What is the difference between primary, secondary, tertiary and quaternary jobs.*
De-industrialisation	The decline of a country's traditional manufacturing industry due to exhaustion of raw materials, loss of markets and overseas competition.	**Push**: housing, crime, pollution. **Pull**: jobs, education, democracy	4. *What are the push and pull factors for UK migration?*
Globalisation	The growth and spread of ideas around the World. This can involve the movement or spread of cultures, people, money, goods and information.	Industries can have a negative impact on the environment but can be managed in a sustainable way.	5. Explain how improving transport links can help reduce the north-south divide?
Migration	The movement of people from one place to another.		



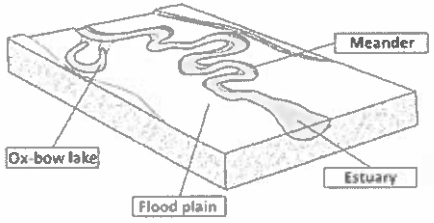
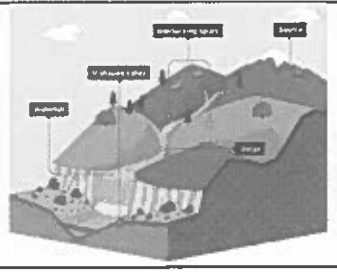
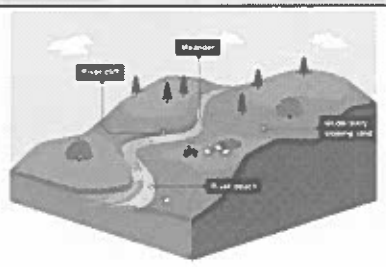
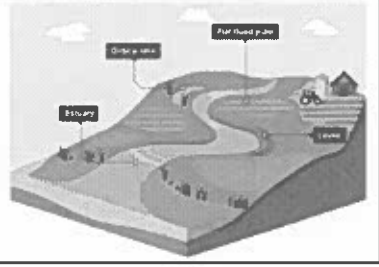


Geography – (KS3) Rivers – Year 7

Summary - Position in the Curriculum

Rivers is the 3rd topic of the Year 7 Geography curriculum. This topic begins with the physical characteristics of Rivers. The topic also covers river landforms, flood management which you need to learn for your end of unit assessment.

Terminology	Definitions	Core Knowledge	Preparing for Assessment
Drainage Basin	An area of land drained by rivers and its streams.	*Learn the main aspects of this topic.*	*Revision and self-study questions are below.*
Erosion	The wearing away and removal of material by a moving force such a breaking wave.	*Use the following statements to help you learn core knowledge for the questions on the right-hand side ↘.*	*Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.*
Precipitation	Moisture falling from the atmosphere as rain, hail, sleet or snow. (Water falling from the atmosphere (sky) in its 3 states: **solid, liquid gas**).	**Upper**: V-shaped valleys, waterfalls, Gorges. **Middle**: Meanders, slip-off slopes, river cliffs. **Lower**: Levees, Ox-bow lakes, estuary.	1. *Name at least 1 river landform for upper, middle, and lower course stages of a river.*
Throughflow	Water flowing through the ground.	Erosion is when the water is constantly wearing away the rock, breaking it down to a small piece.	2. *Explain how erosion occurs.*
Groundwater Flow	Water that has soaked into the ground and flows underground.	**Physical factors**: High precipitation, geology – impermeable rocks. Steep slopes – rapid transfer of water towards river channels. **Human factors**: Urbanisation – tarmac roads, concrete driveways, building on floodplain. Deforestation – less trees mean less interception and more water transfer into river.	3. *What causes flooding? Discuss physical and human factors that contribute to flooding.*
Interception	The retention of water by plants and soils which subsequently evaporated or absorbed by the vegetation.		
Infiltration	Downwards movement of water into the ground.		
Percolation	Movement of water into underlying rocks.	1) Channel straightening. 2) Embankments. 3) Floor relief channels	4. *Explain 3 hard engineering strategies to reduce rivers from flooding.*
Surface run-off	Movement of water over land or through rivers.	1) Floodplain zoning. 2) River restoration. 3) Reforestation	5. *Explain 3 soft engineering strategies to reduce rivers from flooding.*

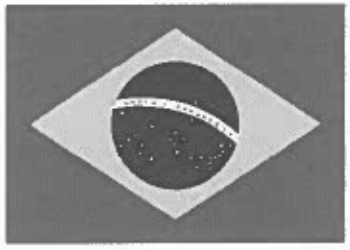
Features of a River	Upper Course	Middle Course	Lower Course	Scan QR Code for Further Learning
				

Geography (KS3) – Brazil – Year 7

Summary - Position in the Curriculum

Brazil is the 4th topic in the Year 7 Geography curriculum. Studying specific countries helps to develop contextual knowledge of globally significant places in our World which links to previous learning on map skills, UK and rivers. This unit of work focuses on both human features of Brazil e.g. cities, favelas and physical features e.g. Amazon rainforest, leading to the study of key issues faced by Brazil including deforestation and inequality.

Terminology	Definitions	Core Knowledge	Preparing for Assessment
Ecosystem	A unit made up of living things and their non-living environment e.g. tropical rainforest.	*Learn the main aspects of this topic.*	*Revision and self-study questions are below.*
Biodiversity	The variety of all living things on Earth and how they fit together e.g. trees and animals.	*Use the following statements to help you learn core knowledge for the questions on the right-hand side ↘.*	*Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.*
Deforestation	The cutting down and removal of trees.	The Amazon basin and Brazilian Highlands are Brazil's two main physical features	1. *Explain why the Amazon rainforest has a high level of biodiversity?*
Indigenous tribes	A group of people who choose to live a traditional lifestyle. They have no association with the modern world and have no contact with it e.g. tribes living in the Amazon Rainforest.	Most of Brazil lies in the tropics so is hot all year, with an average temperature of around 25 degrees Celsius	2. *Explain why the population of Brazil has increased?*
Quality of life	The general well-being of individuals and societies.	The Amazon rainforest is the World's largest tropical rainforest covering about 40% of Brazil.	3. *Why are cities such as Brasilia densely populated? Think about push and pull factors*
GDP (Gross Domestic Product)	The total value of all goods and services produced in a country, in a year.	50,000 years ago, the plants and animals had Brazil to themselves. By 1500 there were 5 million people in Brazil, today there are 217 million.	4. *Identify the problems faced by people living in favelas. How could these problems be overcome?*
Population density	The average number of people per square kilometre. Densely means lots of people, sparsely means few people.	Brazil's population is spread unevenly. The capital city, Brasilia is densely populated whilst some rural areas are sparsely populated	5. Explain the causes and effects of deforestation in the Amazon rainforest?
Inequality	The unequal sharing of wealth in a society.	Brazil is rich in natural resources. It is developing fast. But it has one big problem: inequality. Some people are very wealthy and millions are very poor.	
Favelas	A poor slum area in a Southern American City, e.g. Rocinha, Rio De Janeiro.	The Amazon rainforest is one of the most threatened ecosystems in the world. Logging, mining and agriculture all increase the rates of deforestation.	

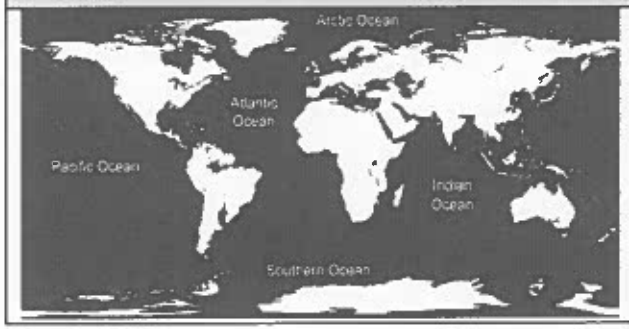


Geography – (KS3) Oceans – Year 7

Summary - Position in the Curriculum

Oceans is the 5th topic of Year 7 Geography. This topic explores the 5 Oceans: Southern, Atlantic, Pacific and Indian. The topic also provides an opportunity to look at the challenges and opportunities the world's oceans provide and how best we can protect the oceans.

Terminology	Definitions	Core Knowledge	Preparing for Assessment
Sustainability	Action that meets the needs of the present without reducing the ability of future generations to meet their needs. It consists of 3 main components: Social, Economic and Environmental.	*Learn the main aspects of this topic.*	*Revision and self-study questions are below.*
Conservation	Managing the environment in order to preserve, protect or restore it.	*Use the following statements to help you learn core knowledge for the questions on the right-hand side ↘.*	*Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.*
Ocean	A very **large** expanse of sea, in particular each of the main areas into which the sea is divided geographically. There are 5 oceans: Southern, Atlantic, Pacific & Indian.	Southern, Atlantic, Pacific and Indian.	1. *What are the 5 Oceans?*
Sea	An area of salty water **smaller** than an ocean that is partly or completely surrounded by land. E.g. South China Sea, Baltic Sea, North Sea etc.	Oceans provide us with food, absorbs carbon dioxide, means of transporting goods around the world. Absorbs CO_2.	2. *Why do we need to protect the worlds oceans?*
Ocean Plastic	Items of pollution discarded into the worlds oceans made of plastic.	Cut down on single use plastics. Recycle more. Tighten rules on plastic usage.	3. *How can we reduce plastic pollution ending up in the Oceans?*
Coral Reefs	A coral reef is an underwater ecosystem, consisting of corals that create the reef. Coral are marine invertebrate, and reefs are ridges of jagged material just above or below the surface of the sea.	The worlds oceans are warming up due to global warming. Coral reefs usually live on water temperatures of 20°C-28°C. When water is above this range, coral can end up dying losing habitats for fish.	4. *Why are coral reefs in danger?*
Coral Bleaching	Warmer water temperatures can result in coral bleaching. When water is too warm, corals will expel the algae (zooxanthellae) living in their tissues causing the coral to turn completely white. This is called coral bleaching	Human activity is destroying the worlds oceans. This is also leading to climate change and a global effort is needed to protect and restore the worlds oceans.	5. *Can we save the world's oceans?*
Great Pacific Garbage Patch	The Great Pacific Garbage Patch is a collection of marine debris in the North Pacific. Marine debris is litter that ends up in the ocean, seas, and other large bodies of water.		

5 Oceans	Great Barrier Reef – Coral Reef in Australia	Great Pacific Garbage Patch	Scan QR Code for Further Learning
			


MFL

French-Year Y7 Knowledge Organiser | **Module 1: La rentrée** | **Half Term: 1**

Summary- Position in the Curriculum: To ensure a smooth and effective transition from KS2, we reintroduce and recycle the language learnt in the primary school. This first module covers any content that pupils have learnt in KS2 and introduces pupils to key French sounds which are revisited throughout the year. Pupils start introducing and talking about themselves (name, age, birthday, likes and dislikes).

Key Vocabulary

un, deux, trois, quatre, cinq 1, 2, 3, 4, 5
six, sept, huit, neuf, dix 6, 7, 8, 9,10
vingt 20
trente 30
J'ai I have
Je n'ai pas I don't have
Je suis I am
je ne suis pas I am not
Il y a there is /are
Il n'y a pas. there isn't/aren't
J'ai (onze) ans. I am (11) years old.
Mon anniversaire, c'est ..My birthday is on …
Je suis grand(e) I am tall
Tu aimes …? Do you like …?
le sport sport
le foot football
le vélo cycling
le collège school
le cinéma cinema

Key Phrases

Bonjour. Hello.
Salut! Hi!
Je m'appelle … My name is …
Ça va (très) bien. I'm (very) well.
Pas mal, merci. Not bad, thanks.
Ça ne va pas! Not good!
Et toi? How about you?
Au revoir. Goodbye.
À plus! See you later!
le premier the first
janvier, février, January, February, March
Pour moi, la rentrée, c'est …
retrouver mes amis to meet up/meeting up with my friends
J'ai (onze) ans.
J'ai un frère
Je suis fils unique
Je suis fille unique

Expressing opinions and reasons:

J'aime … I like … Je n'aime pas … I don't like … J'adore I love...
C'est … It's …
sympa. nice. génial. great. moderne. Modern.
triste. sad. nul. rubbish. démodé. old-fashioned.

Grammar

Key verbs:

avoir to have
être to be
étudier to /studying
jouer to play/playing
aimer to like

Adjectives:

Most adjectives **add e** to the masculine singular form to get the feminine singular.
Adding this **e** to a previously silent consonant causes that consonant to be pronounced

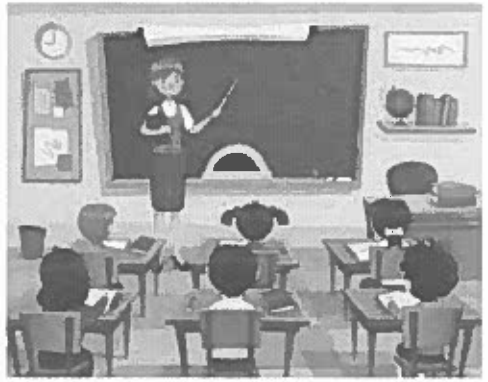
amusant(e) funny
grand(e) big/tall
petit(e) small/short
intelligent(e) intelligent
méchant(e) nasty/bad
patient(e) patient
timide shy
arrogant(e) arrogant
bavard(e) talkative/chatty
fort(e) strong
faible weak
sympa kind

Key Questions for self-study

1. Comment t'appelles-tu?
2. Comment ça va?
3. Quel âge as-tu?
4. C'est quand, ton anniversaire?
5. Tu es comment?

Photo description (PALMs)
People-Location-Activities

Qu'est-ce qu'il y a sur la photo?
What is on the picture?
Sur la photo, il y a.....
au centre in the middle
à gauche/à droite in the left/on the right



Tricky Pronunciation and Phonics:

silent final e: amusante, intelligente (and other feminine adjective endings)
ez: assez **-s-**: amusant **eu**: peu
n-liaison: mon anniversaire **qu** : quand **r** : mars **é**: décembre
nasal sounds an, on, in : janvier, ton, juin

High Frequency words:

et = and aussi = also mais = but
assez=quite très=very un peu = a bit

French-Year 7 Knowledge Organiser **Module 2: En classe** **Half Term: 2**

Summary- Position in the Curriculum: In module 2, pupils continue to develop what that can say about themselves (school life) and their use of regular verbs in the present tense with 1st person singular. Pupils start to express and justify their opinions using a range of adjectives.

Key Vocabulary

l'emploi du temps timetable
le français French
le théâtre drama
la géographie geography
la musique music
la technologie technology
l'anglais English
l'EPS P.E.
l'histoire history
l'informatique I.C.T.
les arts plastiques art
les maths maths
les sciences science
le droit law
l'uniforme scolaire school uniform
un pantalon trousers
un polo polo shirt
un pull jumper
un sweat sweatshirt
un tee-shirt tee-shirt
une chemise shirt
une cravate tie
une jupe skirt
une veste jacket/blazer
des chaussettes (f) socks
des chaussures (f) shoes (f)

Key Phrases

C'est ma matière préférée
j'adore … I love …
j'aime … I like …
j'aime assez I quite like …
je n'aime pas … I don't like
je déteste … I hate …
C'est … It's …
Le collège est the school is
On étudie we study
Il y a…….there is/are
Il n'y a pas de …….there isn't/aren't
Mon jour préféré, c'est le my favourite day is ……..
le/la prof est sympa the teacher is kind
le/la prof est trop sévère the teacher is too strict
j'ai trop de devoirs I have a lot homework
J'ai deux heures d'anglais. I have two hours of English.
Je quitte la maison I leave the house
J'arrive au collège I arrive at school
Je retrouve mes copains I meet (up with) my friends
On commence les cours à we start lessons at

Expressing opinions and reasons:

facile easy difficile difficult/hard intéressant interesting. ennuyeux boring.
amusant fun/funny créatif creative Nul rubbish/awful chic smart/stylish
confortable comfy/comfortable démodé(e) old fashioned pratique practical

Grammar (er verbs)

étudier
commencer
arriver
quitter
retrouver
aimer
adorer
détester

Structure:

J'aime + le/la/les + noun

J'aime les maths
je n'aime pas l'informatique
J'adore le dessin

Intensifiers:

peu de (little, not many)
beaucoup de lots of
plein de plenty of
vraiment really
trop very
un peu a bit
assez quite
C'est vraiment amusant

Key Questions for self-study

1. Qu'est-ce qu'il y a dans ta salle de classe?
2. Qu'est-ce que tu penses de tes matières?
3. Qu'est-ce que tu portes?
4. Ta journée scolaire est comment?
5. Decris moi ton collège ?

Photo description (PALMs)

Sur la photo, je vois……..

Phonics

soft c : facile **silent final consonant (s)**: aimes
s-liaison: trois heures **x-liaison**: deux heures
soft c: c'est, cinq **qu** : quelle

High Frequency words:

C'est it is
but mais
Cependant however
Parce que /Car because
Étant donné que Given that

French-Year 7 Knowledge Organiser | **Module 3: Mon temps libre** | **Half Term: 3**

Summary- Position in the Curriculum: In this Module pupils build upon sports vocabulary learnt in KS2. They use their knowledge of cognates in French and English from M1 & M2 to talk about what sports they play using jouer à and the activities they do using the verb faire.

Key Vocabulary

au printemps	in spring
en été	in summer
en hiver	in winter
Il fait beau.	The weather's fine.
Il fait mauvais.	The weather's bad.
Il fait chaud.	It's hot.
Il fait froid.	It's cold.
Il y a du soleil.	It's sunny.
Il y a du vent.	It's windy.
Il pleut.	It's raining.
Il neige.	It's snowing.
au basket	basketball
au billard	pool
au football (foot)	football
au hockey	jockey
au tennis	tennis
à la pétanque	boules
aux cartes	cards
aux échecs	chess
au handball	handball

Key Phrases

Quand il pleut	When it's raining
Je fais du patin à glace.	I go ice skating.
Je fais du vélo.	I go cycling.
Je fais de la danse.	I do dancing.
Je fais de la natation.	I go swimming.
Je fais de l'équitation.	I go horse riding.
Je fais des randonnées.	I go hiking.
Je ne fais pas de sport	I don't do sport
On fait du canyoning.	We/People go canyoning.
On fait du canoë-kayak. On fait de la voile.	We/People go sailing.
On fait de la planche à voile.	We/people go wind-surfing
Bloguer	blogging
écouter de la musique	listening to music
envoyer des SMS	sending texts
prendre des selfies	selfies taking
partager des photos	sharing photos
regarder des films	watching films
tchatter avec mes copines	chatting with my mates
télécharger des chansons	downloading songs

Key verbs: Modal verbs

jouer to play
Je joue **au**
Je joue **aux**
Je joue **á la**

Faire to do/make
Je fais
Je fais **du**
Je fais **de la**
Je fais **de l'**
Je fais **des**
On fait

Je suis	I am
Je ne suis pas	I am not
assez	quite
très	very
sportif / sportive	sporty

Useful Grammatical Structures :

J'aime + infinitive

J'adore+ infinitive

Je détéste+ infinitive

Je n'aime pas + infinitive

Asking questions with Est-ce que tu … ? And Qu'est-ce que tu … ?

Key Questions for self-study

1. Quel temps fait-il ?
2. Tu es sportif/sportive?
3. Qu'est-ce que tu fais le week-end ?
4. Qu'est-ce que tu aimes faire sur ton portable ?
5. Est-ce que tu aimes regarder des videos sur to portable ?

Photo description (PALMs)

- Il y a un garçon / une fille
- Il/Elle joue … He/She is playing …
- Il/Elle porte … He/She is wearing …
- un short a pair of shorts
- un chapeau a hat
- une casquette a cap
- Le ciel est gris. The sky is grey.
- Il y a un bâtiment. There is a building.
- Il y a une maison. There is a house.
- Il y a des arbres. There are some trees.

Décris la photo.

Moi j'aime le basket, et toi ?

High Frequency words:

- **parfois** sometimes. **Souvent** often.
- **tout le temps** all the time. **Tous les jours** every day.
- **Tous les weekends** every weekend. **Tous les lundis/mardis** every Monday/Tuesday

Expressing opinions and reasons:

J'aime I like Je n'aime pas I don't like
J'adore I love Je déteste I hate

- **parce que c'est …** because it's …

- **amusant** fun **marrant** funny **ennuyeux** boring **facile** easy
- **intéressant** interesting **rapide** fast

Tricky Pronunciation:

-ill-: billard **y**: rugby
h: hockey (different to heures)
silent final e (revision): joue
x-liaison : aux échecs

French-Year 7 Knowledge Organiser | **Module 4: Ma vie de famille** | **Half Term: 4**

Summary- Position in the Curriculum: In module 4 we aim to expand pupils' use of verbs into the 3rd person singular and plural and 1st person plural forms. Pupils learn about home-life in Francophone countries.

Key Vocabulary

la famille family
la famille d'accueil foster family
le (beau-)père (step-)father
le grand-père grandfather
le (demi-)frère (half/step-)brother
le fils / la fille son / daughter
la (belle-)mère step-mother
la grand-mère grandmother
la (demi-)sœur (half/step-)sister
les parents parents
petit(e) small
grand(e) tall
de taille moyenne medium-sized
noirs / blonds black / blond
roux / gris / bruns red / grey / brown
courts / longs short / long
bouclés / raides curly / straight
une barbe a beard
des taches de rousseur freckles
des tatouages tattoos

Key Phrases

dans un appartement in a flat
dans une maison in a house
J'aime habiter ici I like living here.
tranquille peacef ul
Il n'y a pas de place=There's no space / room.
le salon the living room
la cuisine the kitchen
la chambre the bedroom
la salle de bains=the bathroom
la salle à manger=the dining room
le Jardin = the garden
J'habite=I live ...
il/elle a les yeux ...
he/she has ... eyes
Il/elle a les yeux verts
il/elle a les cheveux …
he/she has … hair
il/elle a les cheveux mi-longs
Il/elle porte des lunettes
he/she wears glasses
il/elle aime le foot
il/elle a dix ans.
Il/elle est sympa

High Frequency words:
je il elle et aussi mais dans avec il y a il n'y a pas

Expressing opinions and reasons:
grincheux(-se) grumpy **studieux(-se)** studious **marrant(e)** funny
sévère strict **maigre** thin **furieux(-se)** angry

Key Verbs

être = to be avoir = to have habiter=to live

ÊTRE to be

- **Je suis** I am
- **Tu es** You are **(singular)**
- **Ii/Elle est** He/She is
- **Nous sommes** We are
- **Vous êtes** You are **(Plural)**
- **Ils/Elles sont** They are

Possessive adjectives show who something or someone belongs to. They come before the noun and **agree with that noun, not the subject of the sentence.**

	Masculine	Feminine	Plural
my	mon	ma	mes

Adjectives agree with the word they describe in French. Therefore, when an adjective describes a feminine word, you add an **–e** on its end.

Eg: Taylor Swift est bavarde.
Ma cousine est petite.
Mes cousins sont timides

Tricky Pronunciation and Phonics
s at the end of a word
ll-famille

Key Questions for Assessment

1. Il y a combien de personnes dans ta famille?
2. Tu as un animal?
3. Décris moi ton frère et ta soeur?
4. Où habites-tu?
5. Décris moi ta maison.

Photo description (PALMs)

- Sur la photo, il y a .....
- Ils sont dans.....
- À mon avis, ils sont .....

Décris la photo.

Décris moi ta famille.
.....

French-Year 7 Knowledge Organiser | **Module 5: Ma ville (Unit 1-2 and 3)** | **Half Term: 5**

Summary- Position in the Curriculum: In module 5 pupils learn to say what there is in their town, give their own opinion and begin to use the verb aller (to go) use **à + definite article** to describe where they go.

Key Vocabulary

un centre de loisirs a leisure centre
un centre commercial a shopping centre
un château a castle
un marché a market
un musée a museum
une mosquée a mosque
une patinoire an ice rink
une piscine a swimming pool
des magasins (some) shops
un Orangina a fizzy orange
un diabolo menthe a mint cordial
un café crème a milky coffee
un chocolat chaud a hot chocolate
un thé au lait a tea with milk
un thé au citron a tea with lemon
un jus d'orange an orange juice
un coca (light) a (Diet) Coke
une eau minérale a mineral water
un sandwich au fromage
au jambon ham
une crêpe au sucre a pancake with sugar

Key Phrases

Il y a …
Il n'y a pas d'église
Il n'y a pas de café
Nous avons un stade
Je vais
au bowling
au cinéma / parc
au stade
à la piscine
à la plage
à l'église
aux musées.
au centre commercial
aux magasins
Vous désirez ?
Je voudrais …
Et pour vous?
C'est combien
S'il vous plaît
Ça fait …

High Frequency words:

et – and mais – but parce que – because car – because
où – where cependant / en revanche - however
Il y a – there is/are il n'y a pas there isn't

Expressing opinions and reasons:

j'aime j'adore
J'aime habiter ici.
Je n'aime pas habiter ici. parce que c'est …

tranquille - confortable - trop petit – propre – moderne …
assez vraiment très un peu

Key verbs

Aller – to go

je vais = I go/I am going
tu vas = you go/you are going

Prepositions – using au, à la, à l' and aux

How to say 'to the' and 'at the' using au, à la, à l' and aux

- **à** means 'to' or 'at'.
- If **à** comes before **le**, **à** and **le** merge and become **au**.
- If **à** comes before **les**, **à** and **les** merge and become **aux**.

Examples:

Je vais …I go …
au stade to the stadium
à la piscine to the swimming pool
à l'église to the church
aux magasins to the shops

Tricky Pronunciation and Phonics

t-liaison: c'est un, c'est une
um: parfum **é** : mosquée
au: aussi **eau** : château
en: centre
œu : œufs **ain** : pain.

Key Questions for self-study

1. Qu'est-ce qu'il y a dans ta ville ?
2. Qu'est-ce qu'il n'y a pas dans ta ville ?
3. Est-ce que tu aimes ta ville ?
4. Où vas-tu le weekend?
5. Tu veux aller au café?

Photo description (PALMs)

- Sur la photo, je peux voir……..
- Ellel porte ……
- Elles sont dans……..
- Il fait beau……

Décris la photo

Writing:
Write a blog about your home town for an exchange French student.

Practice online

French-Year 7 Knowledge Organiser | **Module 5:En ville (unit 4 and 5)** | **Half Term: 6**

Summary- Position in the Curriculum: In the second part of module 5, pupils start to use the near future tense (present tense of the verb aller + an infinitive) and have a conversation about a tour they are going to take to visit sites in Paris, including sequencers. Pupils are introduced to je veux + infinitive and je voudrais + infinitive.

Key Vocabulary

jouer au basket to play basketball
jouer au foot to play football
jouer au PS5 to play PS5
manger un gâteau to eat a cake
manger une pizza to eat a pizza
manger une glace to eat an ice cream
aller au zoo to go to the zoo
aller au cinèma to go to the cinema
faire les magasins to go shopping
faire de la voile go sailing
prendre des photos to take photos
acheter des souvenirs to buy souvenirs
faire un pique-nique to go on a picnic
faire du vélo to go cycling
faire mes devoirs to do my homework

Key Phrases

Normalement je fais de la natation.
d'habitude je vais au park.
le weekend je joue au basket.
le weekend prochain
samedi prochain je vais
visiter la cathédrale Notre Dame
visiter la tour Eiffel
to visit the Eiffel Tower
aller au musée du Louvre
aller aux Catacombes

High Frequency words:

d'habitude – usually
le samedi matin le dimanche après-midi le samedi soir
Future tense :
demain – tomorrow le weekend prochain – next weekend
la semaine prochaine – next week l'année prochaine – next year
À l'avenir – in the future
d'abord puis ensuite finalement

Expressing opinions and reasons:

J'aime beaucoup/ J'aime bien
J'aime assez
Je n'aime pas beaucoup + nouns/infinitive
Je n'aime pas du tout

Très - Vraiment - Assez - Trop - Un peu – agréable
chouette / génial amusant/drôle fantastique
passionant impressionant

Key verbs

aller = to go visiter = to visiter
prendre = to take faire = to do/make

The **futur proche** (near future) tense describes what is going to happen with certainty.

Forming the near future tense
To form the futur proche, use **the present tense of aller** (to go) plus **an infinitive.**

ALLER + INFINITIVE

Je	**vais**	I'm going
tu	**vas**	you're going
il/elle/on	**va**	he/she's/we're going nous
allons		we're going
vous	**allez**	you're going (plural)
ils/elles	**vont**	they're going

You then just add **any infinitive** of your choice:
je vais... **visiter** I'm going...to visit

Je vais …
visiter la tour Eiffel
prendre des photos
faire une balade en bateau-mouche

Tricky Pronunciation and Phonics

s-liaison : nous allons **tion**: récréation
-ien: combien **om**: combien
h (revision): heures
silent final consonant (x) : je veux
x-liaison: tu veux aller?
u : du **oi** (revision): voile

Key Questions for Self-study

1. Habites-tu dans une ville ou un village?
2. Qu'est-ce qu'il y a dans ta ville ?
3. Est-ce que tu aimes habiter á Londres ?
4. Où vas-tu normalement, le samedi?
5. Qu'est-ce que tu vas faire le weekend prochain?

Photo description (PALMs)

- Sur la photo, je peux voir……..
- Elle est ……
- Elle regarde ……

Décris la photo:

Writing:
Write a blog about your weekend activities for the website of your twinned school in France.

Practice online

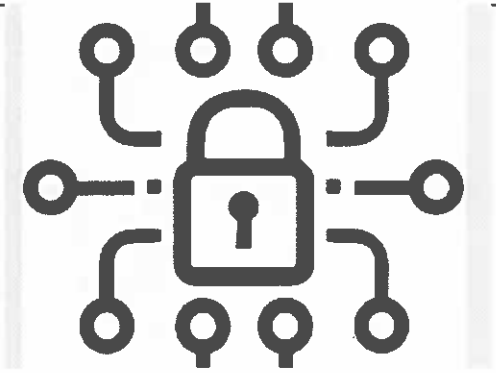
Computing/IT

Computer Science	Term 1	7.1 Cyber Security

Summary- Position in the Curriculum

In this unit, you'll go on an exciting adventure to learn about how cybercriminals try to steal data, mess up systems, and sneak into networks. First, you'll think about why your data is important to companies and what they might do with it. Then, you'll discover how cybercriminals use tricks to get people to give away their personal information. You'll also learn about common cybercrimes like hacking, DDoS attacks, and malware, and find out how to keep yourself and your networks safe from these dangers.

National Curriculum link/strand: Understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy; recognise inappropriate content, contact and conduct and know how to report concerns.

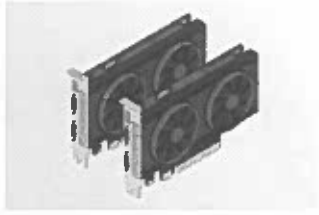
Terminology	Definitions	Core Knowledge	Preparing for Assessment
Profiling: Collecting and analysing information about a person to understand their behaviour and preferences, often used by companies to tailor products or services.		1. Data is raw, unprocessed facts, whereas information is data that has been processed and given meaning and context.	Why is the Data Protection Act important for people your age in the UK, and what does it allow you to do regarding your personal data held by companies?
Data Protection Act: UK law ensuring fair, lawful, and secure handling of personal data, giving individuals rights over their own data.		2. Online services often collect and misuse data, sometimes without users' full consent, which poses significant privacy risks.	How does data processing turn raw information into something meaningful, and why is it crucial for making decisions in our everyday lives?
Computer Misuse Act: UK law prohibiting unauthorised access or interference with computer systems, protecting against hacking and cybercrimes.		3. The Data Protection Act is necessary to protect personal information, ensuring it is used lawfully and fairly, and it provides individuals with rights over their data.	Can you explain what a name generator attack is, why it's harmful, and how people can protect themselves from it?
Hacking: Gaining unauthorised access to computer systems, often to steal information or disrupt operations.		4. Human errors, such as using weak passwords or falling for phishing scams, can lead to data breaches and unauthorised access to sensitive information.	Have you heard of ethical hackers? What do they do, and why might a company hire them?
Malware: Malicious software harming computer systems, including viruses, worms, trojans, ransomware, and spyware.		5. Regular training on cyber security, enforcing strong password policies, using multi-factor authentication, and raising awareness about phishing can minimise risks from human error.	Do you know what a DDoS attack is? Why might someone launch one, and how does it affect your online activities?
Firewalls: Security systems controlling network traffic based on security rules, protecting trusted networks from untrusted ones.		6. Hacking refers to the unauthorised access to computer systems or data, often with malicious intent, by exploiting vulnerabilities.	
Anti-malware: Software detecting, preventing, and removing malicious software from computers and networks.		7. The Computer Misuse Act is necessary to criminalise unauthorised access to computer systems, protecting against hacking and other forms of cybercrime.	
		8. Common malware threats include viruses, worms, trojans, ransomware, spyware, adware, and rootkits.	
		9. Networks can be protected by using firewalls, intrusion detection systems, regular updates, encryption, strong access controls, and educating users on security practices.	

Computer Science	Term 2	7.2 Understanding Computers

Summary- Position in the Curriculum

In this unit, you'll delve into computer basics and binary. We'll review input and output, then tackle binary conversion and ASCII for text. Get ready for binary addition and learn how storage devices handle data. We'll also explore the history of communication devices and the ever-evolving tech landscape.

National Curriculum link/strand: Understand simple Boolean logic and some of its uses in circuits and programming; understand how numbers can be represented in binary, and be able to carry out simple operations on binary numbers
Understand the hardware and software components that make up computer systems, and how they communicate with one another and with other systems
Understand how instructions are stored and executed within a computer system;
Understand how data of various types (including text, sounds and pictures) can be represented and manipulated digitally, in the form of binary digits

Terminology	Definitions	Core Knowledge	Preparing for Assessment
Process: Actions performed by a computer on input data to produce output.		Hardware refers to physical components of a computer system that you can touch and see, such as the monitor, keyboard, and processor.	Describe the importance of hardware components in a computer system. Discuss the roles of input, output, and storage devices, providing examples to illustrate their significance.
Output: Result produced by a computer after processing input.			
Device: Physical component of a computer system, like a keyboard or monitor.		Software, on the other hand, consists of programs and instructions that tell the hardware what to do, like operating systems, applications, and games.	Explain the function of memory in a computer system. Discuss the differences between RAM and ROM and how they contribute to processing and storing data.
Hardware: Physical parts of a computer system you can touch, like a CPU or hard drive.			
Software: Programs and instructions that tell hardware what to do, like games or word processors.		Permanent storage devices include hard disk drives (HDDs), solid-state drives (SSDs), and optical discs (CDs, DVDs).	How are binary numbers converted to denary (decimal) and vice versa? Provide step-by-step explanations and examples to demonstrate each conversion method.
Fetch: Retrieving an instruction or data from memory.		RAM is used for temporary storage of data and programs that are actively being used by the computer.	Describe the basic operations of binary arithmetic, such as addition and subtraction. Provide examples to illustrate each operation and discuss their relevance in computing.
Decode: Understanding the fetched instruction.			
Execute: Carrying out the decoded instruction.			
Binary: Number system using 0s and 1s to represent information in computers.		ROM stores instructions that are permanently written during manufacturing and are used to boot up the computer and perform essential tasks.	What is ASCII encoding and how does it represent text characters in computers? Discuss the importance of ASCII in digital communication and its role in processing textual data effectively.
RAM: Memory used for temporary storage of data and instructions currently in use by the computer.			
ROM: Memory storing instructions permanently, used during startup.		Binary uses combinations of 0s and 1s to represent numbers and text. For example, the binary representation of the decimal number 5 is 101	10010110 150 
Denary: Another term for decimal, the number system humans commonly use (0-9).			
ASCII (American Standard Code for Information Interchange): Standard encoding system for text characters in computers.			

Computer Science	Term 3	7.3 Scratch

Summary- Position in the Curriculum

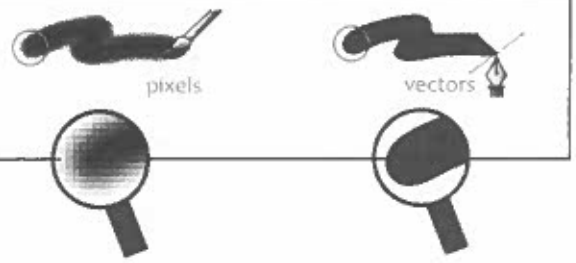
In this unit, you'll dive into Scratch, a fun programming tool. You'll start by exploring existing games, figuring out how they work. Then, you'll move on to creating your own games from scratch! You'll learn to use variables, procedures (with the Broadcast function), lists, and operators to make your games exciting. By the end, you'll build fully functional games with lives, scoring, and even some randomness. Plus, you'll master testing and fixing any bugs in your programs.

National Curriculum link/strand: Design, use and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems

Use two or more programming languages, at least one of which is textual, to solve a variety of computational problems; make appropriate use of data structures [for example, lists, tables or arrays]; design and develop modular programs that use procedures or functions

Understand simple Boolean logic and some of its uses in circuits and programming; understand how numbers can be represented in binary, and be able to carry out simple operations on binary numbers

Terminology	Definitions	Core Knowledge	Preparing for Assessment
Sprite: A character or object in Scratch that can move, interact, and be programmed.		Algorithms are step-by-step instructions to solve a problem. For example, creating an algorithm to move a sprite across the screen when a certain key is pressed.	Produce design ideas for a Scratch project
Interface: The graphical layout and controls of a software program, like Scratch, that allows users to interact with it.		Sequencing is arranging instructions in a particular order so they occur one after another. For example, in Scratch, sequencing involves placing blocks in the correct order to make a sprite move or change appearance.	Write algorithms which use variables to hold values such as Number of Lives Left or Score in a computer game
Block: A draggable, colorful element in Scratch's coding palette that represents a command or action.		Variables are placeholders for values that can change. For example, using a variable to keep track of a player's score in a game.	Describe and demonstrate how to use a broadcast in your own Scratch program
Script: A sequence of blocks assembled to create a program or animation in Scratch.		Procedural blocks are blocks of code that perform a specific action or set of actions. For example, assembling blocks in Scratch to make a sprite move when a certain event occurs.	Describe and demonstrate the Pick Random block to position objects randomly on the screen
Broadcast: A feature in Scratch that allows sprites to send and receive messages, enabling them to communicate and synchronize actions.		Boolean operators are used to compare values and make decisions. For example, using "if" statements in Scratch to check if a condition is true or false before executing certain actions.	Describe and demonstrate programming techniques to add shooting at a target into a game
Timer: A tool in Scratch used to measure or control the timing of events within a project.		Recognise and use sprites, backgrounds, and other elements in Scratch to create their own game or animation.	
Operator: A symbol or word used in programming to perform an operation or calculation, such as addition (+), subtraction (-), or comparison (==).		Debugging involves finding and fixing errors or bugs in a project. Students can carry out tests, such as running their program and checking for unexpected behavior, to identify and fix problems in their Scratch projects.	

Computer Science	Term 4	7.4 Graphics
Summary- Position in the Curriculum		
You'll learn about bitmap and vector images, how they're stored by computers, and practice design, photo-editing, and image manipulation using graphics software. Your final work will be assessed and compiled into a portfolio. National Curriculum link/strand: Create, re-use, revise and re-purpose digital artefacts for a given audience, with attention to trustworthiness, design and usability		
Terminology **Definitions**	**Core Knowledge**	**Preparing for Assessment**
Vector Graphics: Scalable images using mathematical paths.	Bitmap images are composed of tiny pixels, forming the overall image.	Discuss the process of creating a logo design using a graphics software. Include details on how simple objects are manipulated to form the design.
Bitmap Graphics: Images composed of tiny pixels.	In vector graphics, properties like position, fill, stroke colour, and dimensions are stored.	
Properties: Attributes like size, colour, and shape.	Simple objects can be arranged and manipulated to create a logo design.	Explain why text characters are considered vector-based. Provide examples of how this affects their scalability and quality.
Scalable: Resizable without quality loss.	Saturation, brightness, and contrast can be adjusted to alter the appearance of an image.	
Colour Schemes: Analogous, complementary, monochromatic arrangements.	Text can be added to graphics to provide context or information.	Compare and contrast the characteristics, strengths, and uses of vector and bitmap images. Consider factors such as scalability, file size, and suitability for different types of graphics.
Pixel: Smallest unit of digital image.	Graphics packages allow for the creation of various artworks, such as movie posters.	Describe the importance of using layers in graphic design. Discuss how layers are manipulated to create a final graphic, and provide examples of their practical applications.
Bit & Byte: Basic units of digital data.	Bitmap graphics are pixel-based, while vector graphics use mathematical formulas. Bitmaps are suitable for complex images like photographs, while vectors are ideal for logos and illustrations.	
DPI: Dots per inch, measures print quality.	Consistent and careful font usage enhances message conveyance or image creation.	Outline the steps involved in saving a graphic in a format that preserves its layers. Discuss the significance of preserving layers and how it benefits the editing process.
Gradient Fill Effects: Smooth colour transitions within objects.	White space can be utilised strategically to improve design clarity and aesthetics.	
Colour Characteristics: Saturation, brightness, contrast.	Layers enable organised element arrangement within an artwork.	Discuss the process of creating a logo design using a graphics software. Include details on how simple objects are manipulated to form the design.
	Advanced features of graphics packages facilitate image manipulation, cutting out, and alterations.	
	A series of posters can be created with consistent style, combining layered images and fonts effectively to convey a message across multiple designs.	

Computer Science	Term 5	7.5 Flow
Summary- Position in the Curriculum		
Discover the World of Control and Monitoring Solutions with Flowol Simple loops to advanced systems, explore practical solutions using flowchart-based interfaces. Refine your skills with subroutines and variables and unleash your creativity!" National Curriculum link/strand: Design, use and evaluate computational abstractions that model the state and behaviour of real world problems and physical systems Design and develop modular programs that use procedures or functions Understand the hardware and software components that make up computer systems, and how they communicate with one another and with other systems		
Terminology / **Definitions**	**Core Knowledge**	**Preparing for Assessment**
Input: Information or data entered into a computer system, such as text typed on a keyboard or numbers from a mouse.	Everyday situations where computer control is used include automated home systems managing lights, heating, and security, traffic lights regulating vehicle flow, and automatic banking systems processing transactions.	How are everyday tasks facilitated by computer control systems, and what impact do these systems have on daily life?
Process: The action performed by a computer on input data to produce output, involving calculations, comparisons, or other operations.		Describe what are the different types of sensors commonly employed in control systems and discuss their roles in enhancing efficiency and convenience.
Output: The result or response produced by a computer after processing input data, such as displaying text on a screen or printing a document.	Common types of sensors used by control systems include temperature sensors for climate control, motion sensors for security systems, and proximity sensors for automatic doors.	Analyse the significance of control flowchart symbols in problem-solving contexts. How do these symbols aid in breaking down complex problems and devising effective solutions?
Loop: A programming construct that repeats a set of instructions multiple times until a specific condition is met.		
Sequence: The order in which instructions or actions are executed in a program or process.	Control flowchart symbols include the Start/End symbol for indicating the beginning or end of a process, Input/Output symbol for representing data input or output, Process symbol for denoting a specific action or operation, and Decision symbol for indicating a branching point based on a condition.	Delve into the process of creating flowchart-based solutions for control systems, incorporating sequences and loops. How do these structures contribute to the efficiency and functionality of control processes?
Variable: A placeholder or container in a program that stores data and can be assigned different values during the execution.		
Subroutine: A named block of code within a program that performs a specific task and can be called or invoked from other parts of the program.	Flowcharts involve using sequential symbols to represent a series of steps in a process and implementing loop structures such as "while" or "for" loops to repeat actions until a condition is met.	Investigate the potential reasons for the failure of control systems and the implications of such failures on safety. How can understanding these factors inform strategies for system maintenance and improvement?
Modular programs/programming: Approach to programming where a large program is broken down into smaller, manageable modules or functions that can be developed and tested independently.	Control systems might fail due to reasons such as malfunctioning hardware or software, environmental factors like power outages or extreme temperatures, and lack of maintenance leading to system degradation.	How are everyday tasks facilitated by computer control systems, and what impact do these systems have on daily life?

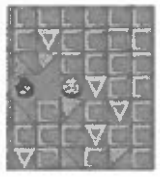
Computer Science	Term 6	Code.org Express Course Part 1

Summary- Position in the Curriculum

This is a multi-year unit that students will do in term 6 of year 7 and year 8. The Express Course (2023) on Code.org is a beginner-friendly introduction to computer science, designed to make learning accessible and engaging for newcomers. It offers a structured series of lessons that cover fundamental programming concepts and computational thinking through interactive activities and projects. The course features a mix of block-based and text-based coding to build foundational skills, and includes quizzes and immediate feedback to support learning. Aimed at demystifying technology, it provides an intuitive interface and a supportive environment to help learners from diverse backgrounds develop essential digital literacy and problem-solving skills.

National Curriculum link/strand: Understand several key algorithms that reflect computational thinking [for example, ones for sorting and searching]; use logical reasoning to compare the utility of alternative algorithms for the same problem.
Use two or more programming languages, at least one of which is textual, to solve a variety of computational problems; make appropriate use of data structures [for example, lists, tables or arrays]; design and develop modular programs that use procedures or functions.

Terminology	Definitions	Core Knowledge	Preparing for Assessment
Block-Based Coding: A visual programming approach where code is represented as blocks that can be dragged and dropped to create programs. This method is often used to introduce beginners to coding concepts before moving to text-based programming.		There are key programming principles such as sequencing (arranging commands in order), loops (repeating actions), conditionals (making decisions based on conditions), and events (actions triggered by user interactions).	1 Explain what sequencing means in programming and give an example of how sequencing might be used in a simple game.
Debugging: The process of identifying and fixing errors or bugs in code. Debugging is a crucial skill for developing and maintaining software.		Debugging Skills allows designers to identify and resolving errors in code, which includes checking for mistakes, correcting issues, and refining programs to ensure they function as intended.	2 Describe how a loop can be used to make a character in a game perform an action repeatedly. Provide an example using pseudocode
Computer Science: The study of computers and computational systems, including their theory, development, and application. The course introduces learners to basic concepts and practices within this field.		Familiarity with both block-based and text-based coding syntax and logic enables a person to write and understand simple code, regardless of the programming environment. This foundational knowledge is essential for creating functional programmes and for transitioning between different types of programming languages and tools.	3 How would you use a conditional statement to make a character jump only if a specific key is pressed? Provide a basic code example in a block-based language.
Computational Thinking: A problem-solving process that involves breaking down complex problems into manageable parts, identifying patterns, and designing algorithms to solve them.		Computational thinking equips individuals with a systematic approach to problem-solving, helping them to analyse problems effectively, leverage patterns for solutions, and develop efficient and robust solutions.	4 Suppose a character in a game isn't moving as expected. What steps would you take to debug this issue?
Programming: The process of creating instructions that a computer can execute. The course covers basic programming concepts and practices using various tools and languages.		Functions allows for the effective organisation and reuse of code, leading to cleaner, more maintainable, and efficient programs. Functions facilitate modularity, reduce redundancy, and improve overall code management.	5 Explain how creating a function to handle a character's jump action can improve your code. Provide a simple example of such a function.



C O
D E

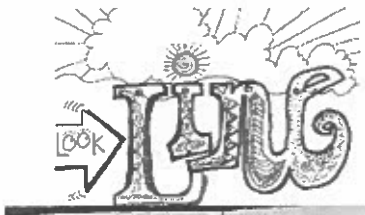
Visual Arts

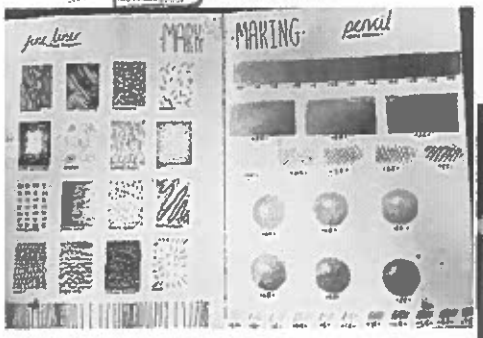
KS3 Art & Design - Year 7 Half Term 1

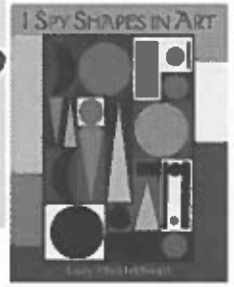
Summary - Position in the Curriculum

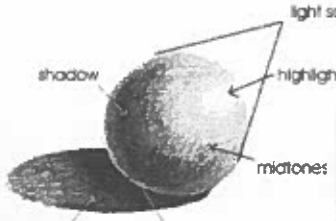
Key Stage 3 students study these nine foundational **ELEMENTS OF ART** and design throughout the curriculum, particularly in the autumn term. Year 7 students study these elements in depth through graphic explorations of technique, whilst Years 8 and 9 students recap this core knowledge cyclically, through skill-based projects.

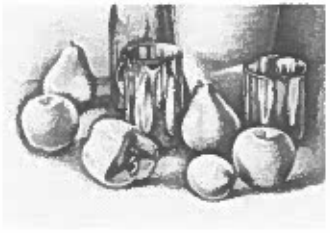
Terminology	Definitions	Core Knowledge	Preparing for Assessment
LINE	A CONTINUOUS MARK left by moving an ART MEDIUM across a surface.	A LINE can take many forms e.g. straight, curved, jagged, rough, hatched. A LINE can show TEXTURES, CONTOURS, MOVEMENT, FEELING, EXPRESSIONS. LINES are also used to DEFINE the SHAPE of an object. Artists use LINE when MARK-MAKING to show TEXTURES.	Revision and self-study activities are below. Choose 1 per week to practice techniques and improve your skill levels.
TEXTURE	Used by artists to show how something might FEEL, what it is made of.	TEXTURE is created using MARK-MAKING, which is also often connected to the ELEMENT of LINE. This is also called IMPLIED TEXTURE. TEXTURES can be made using every art MEDIUM.	1. REVISE the definitions and spelling of the **ELEMENTS OF ART**.
SHAPE	An area enclosed by a LINE.	Artists create SHAPES to represent objects on a two-dimensional surface. SHAPES can also be used in PATTERN & DESIGN, or even creating ABSTRACT images. Photographers look for SHAPES to create interesting COMPOSITIONS.	2. PRACTICE the full range of techniques in each **ELEMENT**, via activities set by your teacher.
FORM	A SHAPE created to look THREE DIMENSIONAL.	A square becomes a cube. A triangle becomes a pyramid. A circle becomes a sphere. FORM creates the ILLUSION of 3D DEPTH. SCULPTURE and 3D DESIGN are also about creating FORMS.	3. WATCH how artists use the ELEMENTS OF ART: https://www.youtube.com/@KQEDArtSchool
SPACE	A FEELING of DEPTH and controlling TWO or THREE DIMENSIONALITY.	Artists use a range of techniques to IMPLY SPACE in their work, such as PERSPECTIVE, OVERLAPPING SHAPES and TONAL VALUE VARIATION. The area around the PRIMARY OBJECTS in a work of art is known as NEGATIVE SPACE, while the SPACE occupied by the PRIMARY OBJECTS is known as POSITIVE SPACE.	4. RESEARCH an artist who uses multiple ELEMENTS OF ART in their work.
			5. CREATE a PORTRAIT using a RANGE of TEXTURES in any medium.

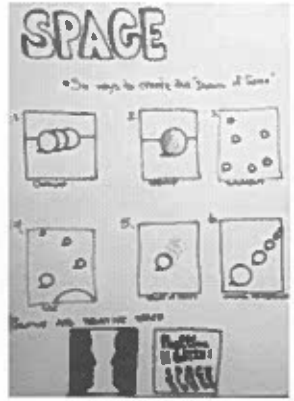










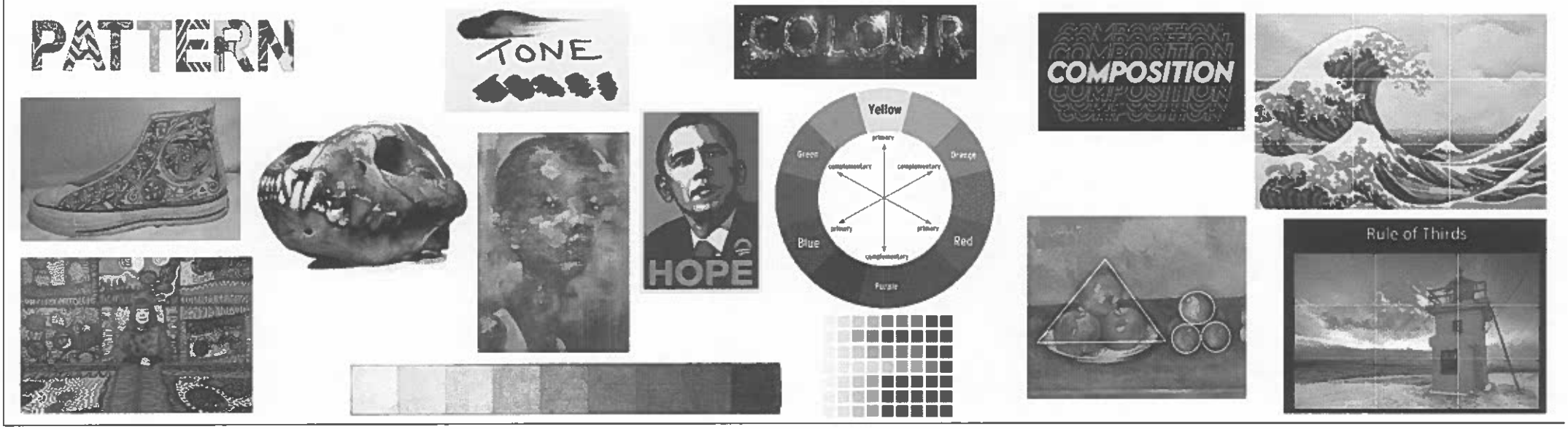


KS3 Art & Design - Year 7 Half Term 2

Summary - Position in the Curriculum

Key Stage 3 students study these nine foundational **ELEMENTS OF ART** and design throughout the curriculum, particularly in the autumn term. Year 7 students study these elements in depth through graphic explorations of technique, whilst Years 8 and 9 students recap this core knowledge cyclically, through skill-based projects.

Terminology	Definitions	Core Knowledge	Preparing for Assessment
PATTERN	A DESIGN that is created by repeating LINES, SHAPES, TONES or COLOURS.	PATTERNS can be created by people, such as a DESIGN on fabric for fashion, or natural such as markings on animal skins and petals on a flower.	Revision and self-study activities are below. Choose 1 per week to practice techniques and improve your skill levels.
TONAL VALUES	The lightness or darkness of a SHADE or COLOUR.	TONAL VALUES work on a SCALE ranging from light to dark. Using the full TONAL RANGE will allow you to show SURFACES, SHADOWS, HIGHLIGHTS AND CONTRASTS, giving DEPTH and 3D FORM to your work.	1. REVISE the definitions and spelling of the **ELEMENTS OF ART**.
COLOUR	PIGMENTS and applied through a RANGE of MEDIUMS such as PAINT, PASTEL, CHALK, PENCIL, INKS, and DYES.	COLOUR can be used FAITHFULLY to show REALISM, EXPRESSIVELY to show EMOTION, or used in an ABSTRACT way. Artists use the COLOUR WHEEL to decide on which COLOURS to use in their work. Controlling COLOURED PIGMENTS is essential to creating quality artworks.	2. PRACTICE the full range of techniques in each **ELEMENT**, via activities set by your teacher.
COMPOSITION	The ARRANGEMENT of the SHAPES and OBJECTS in your picture.	There are several theories of COMPOSITION, which help artists to create images that are pleasing to the eye. *"Composition is the art of arranging in a decorative manner the diverse elements at the painter's command to express his feelings."* - Henri Matisse in "Notes of a Painter."	3. WATCH how artists use the ELEMENTS OF ART: https://www.youtube.com/@KQEDArtSchool
			4. RESEARCH an artist who uses multiple ELEMENTS OF ART in their work.
			5. CREATE a PORTRAIT using a RANGE of TONES in any medium.

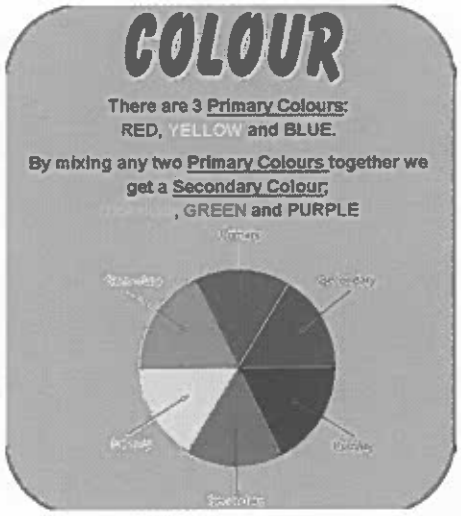


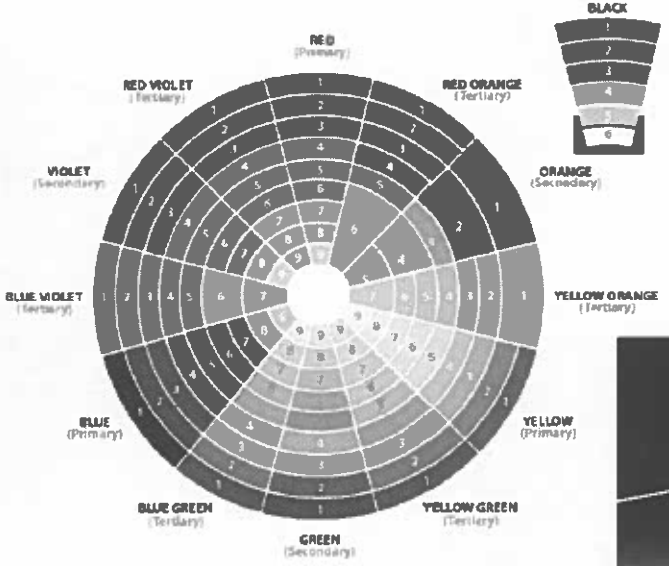
KS3 Art & Design - Year 7 Half Term 3

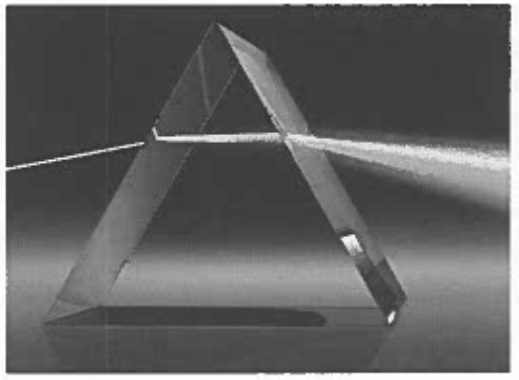
Summary - Position in the Curriculum

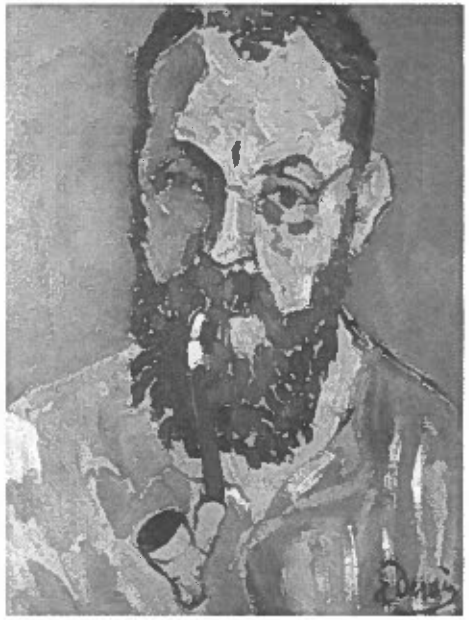
Students will undertake an in-depth study of mark making and colour theory techniques by exploring a range of artists, including Vincent Van Gogh, Henri Matisse and Anni Albers.

Terminology	Definitions	Core Knowledge	Preparing for Assessment
COMPLEMENTARY	Colours OPPOSITE each other on the COLOUR WHEEL.	Artists use COMPLEMENTARY colours to create CONTRASTS and define SPACE in their work.	Revision and self-study activities are below. Choose 1 per week to practice techniques and improve your skill levels.
CONTRAST	The representation of two ELEMENTS of ART in opposite ways.	Areas of LIGHT/ BRIGHT COLOURS or TINTS CONTRAST with areas of DARK/ DULL COLOURS or TONES. CURVED, NATURALISTIC PATTERNS CONTRAST with GEOMETRIC PATTERNS.	1. REVISE the definitions and spelling of the terminology here.
SPECTRUM	The full RANGE of COLOURS created through REFRACTION.	Commonly known as the RAINBOW SPECTRUM, colours range from RED, through to VIOLET.	2. CREATE a COLOUR WHEEL COLLAGE using coloured cut out paper from magazines.
REFRACTION	The SPLITTING of LIGHT into coloured WAVELENGTHS.	ADDITIVE colours are colours mixed through LIGHT REFRACTION. SUBTRACTIVE colours are produced through the mixing of PIGMENT.	3. WATCH this video to learn about how artists use COLOUR: https://www.youtube.com/watch?v=wWW_UbrkBEw
PIGMENT	Substance that absorbs LIGHT WAVES, reflecting back COLOUR.	The PIGMENT in our skin is called MELANIN. The PIGMENT in a leaf called CHLOROPHYLL.	4. RESEARCH Henri Matisse: https://www.henrimatisse.org/
HUE	Pure COLOUR.	Artists mix HUES into SHADES, also using WHITE and BLACK to create TINTS and TONES.	5. CREATE a BLENDED COLOUR SPECTRUM bar, using all the colours in the COLOUR WHEEL.
HARMONIOUS COLOURS	HARMONIOUS colours sit beside each other on the colour wheel.	These colours work well together and create an image which is pleasing to the eye. HARMONIOUS colours may also be referred to as ANALOGOUS colours. A HARMONIOUS colour scheme uses three to five colours that are beside each other on the colour wheel.	







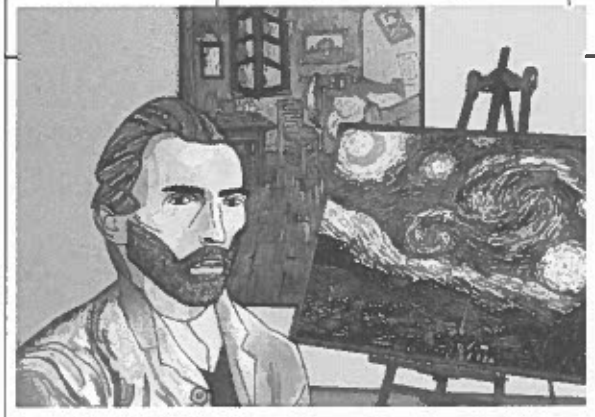


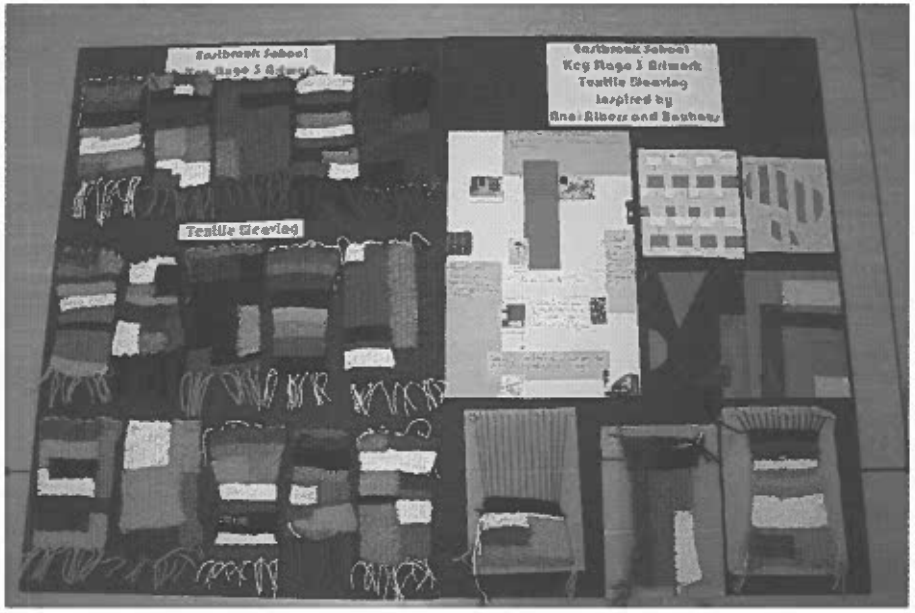
KS3 Art & Design - Year 7 Half Term 4

Summary - Position in the Curriculum

Students will undertake an in-depth study of various making and colour theory techniques by exploring a range of artists, including Vincent Van Gogh, Henri Matisse and Anni Albers.

Terminology	Definitions	Core Knowledge	Preparing for Assessment
RESEARCH	INVESTIGATION of an artist and their TECHNIQUE.	Students undertake RESEARCH into an artist and their TECHNIQUE in order to better understand how and why they worked in a certain way.	Revision and self-study activities are below. Choose 1 per week to practice techniques and improve your skill levels.
PASTICHE	A copy of an artists' work, or working in their style.	Working in the style of an artist gives us a greater INSIGHT into their working TECHNIQUES, PROCESSES and METHODS. Creating PASTICHES helps us to develop IDEAS based on similar themes to the artist. For example, recreating Van Gogh's landscapes with oil pastels helps us to understand the IMPASTO technique.	1. REVISE the definitions and spelling of the terminology here.
IMPASTO	The technique of LAYERING PAINT thickly, so as it stands out from a surface.	Vincent Van Gogh used the IMPASTO technique to create MARK MAKING in naturalistic PATTERNS.	2. Create a PASTICHE of a Vincent Van Gogh landscape, using colour pencils.
TEXTILE	MATERIAL relating to FABRIC and WEAVING.	Artists use TEXTILES in 3D work to create PATTERNED FABRICS for DISPLAY, FASHION or sometimes IMAGE MAKING. TEXTILES are traditionally WOVEN together.	3. WATCH this video to learn about Vincent Van Gogh: https://www.youtube.com/watch?v=y5VRXbHp3fk
WEAVING	The CRAFT or action of forming FABRIC by INTERLACING THREADS.	ANNI ALBERS made TEXTILES her key form of EXPRESSION. She was inspired by her artist contemporaries, among them her teacher, Paul Klee, and her husband, Josef Albers.	4. RESEARCH Anni Albers: https://www.tate.org.uk/whats-on/tate-modern/anni-albers
			5. CREATE a PORTRAIT using a RANGE of TONAL VALUES in any medium.



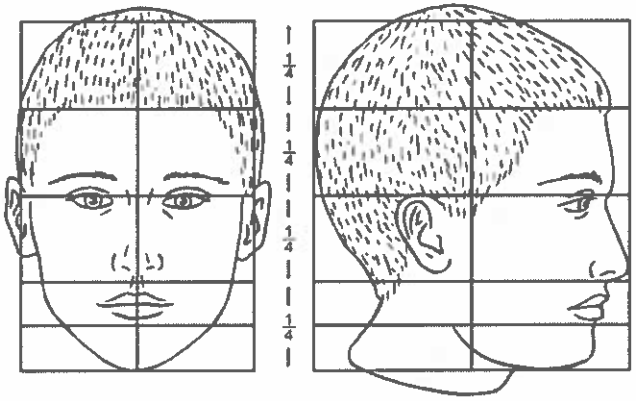


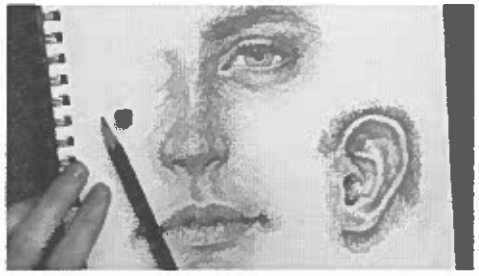
KS3 Art & Design - Year 7 Half Term 5

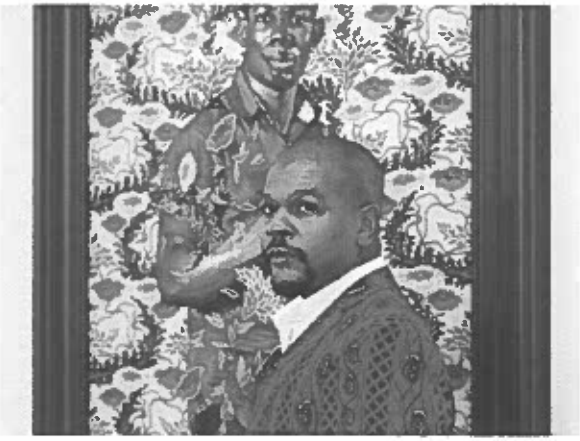
Summary - Position in the Curriculum

Students will study PORTRAITURE techniques, including PROPORTION, STRUCTURE and VIEWPOINTS.

Terminology	Definitions	Core Knowledge	Preparing for Assessment
PORTRAITURE	The art of creating an IMAGE of a person or living creature.	Artists use PORTRAITURE to demonstrate their skill, to EXPRESS feelings and emotions, and to REPRESENT PEOPLE and their IDENTITIES.	Revision and self-study activities are below. Choose 1 per week to practice techniques and improve your skill levels.
SYMMETRY	The quality of being made up of exactly similar parts FACING EACH OTHER or around a central LINE or AXIS.	Symmetry gives balance and calmness to an image. It is important in PORTRAITURE to create a realistic depiction of the HUMAN face.	1. REVISE the definitions and spelling of the terminology here.
PROPORTION	How the SIZES of different parts of an OBJECT RELATE to each other.	PROPORTION refers to the DIMENSIONS of a COMPOSITION and relationships between HEIGHT, WIDTH and DEPTH. How PROPORTION is used will affect how REALISTIC or STYLISED something seems. PROPORTION also describes how the sizes of different parts of a person's face relate to each other.	2. Create a PASTICHE of a famous PORTRAIT, using colour pencils.
FACIAL GUIDELINES	The LINES we use to help MEASURE out facial PROPORTIONS.	Drawing GUIDELINES is about using fundamental & basic GEOMETRICAL SHAPES. Like CUBES, CIRCLES or LINES, to facilitate drawing different POSES & SHAPES. You can also use GRIDING TECHNIQUE.	3. RESEARCH the artist KEHINDE WILEY: https://kehindewiley.com/
FACIAL FEATURES	PARTS of the FACE e.g., eyes, nose, mouth and eyebrows.	The face is divided into: the UPPER THIRD, which runs from your hairline to your brows; the MIDDLE THIRD, which extends from the brow to your nose tip; the LOWER THIRD, which runs from the nose tip to the narrowest part of your chin.	4. RESEARCH the art of PORTRAITURE: https://www.tate.org.uk/art/art-terms/p/portrait
			5. CREATE a PORTRAIT using a RANGE of TONAL VALUES in any medium.





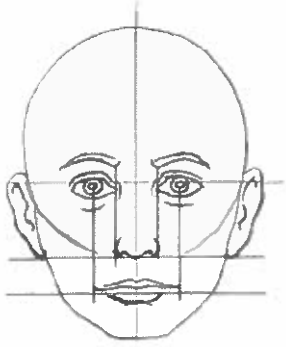


KS3 Art & Design - Year 7 Half Term 6

Summary - Position in the Curriculum

Students will study PORTRAITURE techniques, including PROPORTION, STRUCTURE and VIEWPOINTS.

Terminology	Definitions	Core Knowledge	Preparing for Assessment
IDENTITY	To explore the CHARACTERISTICS that determine our PERSONAL and SOCIAL construct.	They construct a SENSE of who we are as INDIVIDUALS, as a SOCIETY, or as a NATION. They question STEREOTYPES and CONVENTIONS while EXPLORING ATTRIBUTES such as GENDER, SEXUALITY, RACE, NATIONALITY and HERITAGE.	Revision and self-study activities are below. Choose 1 per week to practice techniques and improve your skill levels.
SYMBOLISM	The REPRESENTATION of SUBJECTS or IDEAS by use of a DEVICE or MOTIF to create underlying MEANING.	A LITERARY and ARTISTIC MOVEMENT that originated in FRANCE and spread through much of Europe in the LATE NINETEENTH CENTURY.	1. REVISE the definitions and spelling of the terminology here.
PASTICHE	PASTICHE art uses the DISTINCT imagery or STYLE of ANOTHER ARTWORK, while still INFUSING the artist's OWN STYLE.	This allows artists to CELEBRATE the great artists in ART HISTORY. Gaining INSPIRATION from the artists STYLE/ TECHNIQUE while improving own Art skills.	2. Create a PASTICHE of a famous PORTRAIT, using colour pencils.
			3. RESEARCH the photographer STEVE MCCURRY: https://www.stevemccurry.com/portraits
			4. RESEARCH the art of PORTRAITURE: https://www.tate.org.uk/art/art-terms/p/portrait
			5. CREATE a PORTRAIT COLLAGE using FACIAL FEATURES taken from magazines.



Performing Arts

Drama - Half Term 1 -TOPIC BASICS Still Image, Role Play, Thought Tracking

Summary- Position in the Curriculum

At Key Stage 1 and 2 Drama is taught through English and is explored discreetly through school plays. In Year 7 students start with the basic skills needed to create, rehearse, and perform different group activities using drama techniques and performance skills to explore different stimuli which they experience in everyday life. Students will develop their knowledge and application and an interpretation of the range of drama texts in which they will be able to start by using critical and creative thinking skills; through using the drama techniques to help them by adopting a role/character; through role play both spontaneous and prepared work by devising their own scripts as well as working off play text to explore and present ideas as well has self-reflect on their own resilience and be able to relate this to others. In HT1 the students will undertake group activities, understanding what it means to work as a team when devising a piece of drama, also learning acting skills of facial expressions, body language, gestures, posture, use of voice which includes the use of tone, pitch, pace, pause and projection in order to perform their pieces to their class peers as well as using the drama techniques of still image, thought tracking, freeze frame, role play, improvisation both spontaneous and rehearsed as a platform to showcase their work.

Terminology	Definitions	Core Knowledge	Preparing for Assessment Revision through to do question
Still Image	All actors freeze like a photograph; showing body language & facial expressions	A still image is a frozen picture that tells a story that uses space, levels, facial expressions, body language and gestures.	1. *What mustn't you do when performing a still image?*
Thought Tracking	A character tells the audience what they are thinking	When a character steps out of a scene to address the audience about how they are feeling, sharing their thoughts to give the audience a deeper insight into the character.	2. Who must you face whilst thought tracking?
Freeze Frame	Can be used at the end of a performance to show the audience that you are finished.	Showcased at the very end of the scene to enable the audience to understand the performance has come to an end.	3. *Why is important to freeze at the end of a scene?*
Role Play	Act out or perform the part of a person or character by pretending to behave as someone else and react in a way the person would and you're not yourself.	To role play a different character you need to change your behaviour to show the different role you are playing by using facial expressions, body language and gestures as well as changing your voice to show you are not yourself.	4. *When performing a role play how can you show that you are playing a role and not playing yourself?*
Improvisation	Creating a performance from scratch	A form of live theatre which shows the story, characters and what is spoken within a scene to tell a story that has been made up in the moment. Actors must not block each other, must not say yes or no, by helping the other actor with coming up with other ideas to help develop the scene.	5. *What are the rules of improvisation?*

Still Image

Thought Tracking

Freeze Frame

Role Play

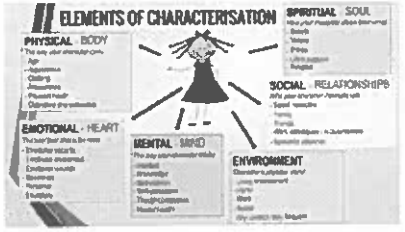
Drama - Half Term 2 -TOPIC BASICS Characterisation, Stereotypes and Physical theatre

Summary- Position in the Curriculum

At Key Stage 1 and 2 Drama is taught through English and is explored discreetly through school plays. In Year 7 students start with the basic skills needed to create, rehearse, and perform different group activities using drama techniques and performance skills to explore different stimuli which they experience in everyday life. Students will develop their knowledge and application and an interpretation of the range of drama texts in which they will be able to start by using critical and creative thinking skills; through using the drama techniques to help them by adopting a role/character; through role play both spontaneous and prepared work by devising their own scripts as well as working off play text to explore and present ideas as well has self-reflect on their own resilience and be able to relate this to others. In HT1 the students undertook group activities, by understanding what it means to work as a team when devising a piece of drama, also learning acting skills of facial expressions, body language, gestures, posture, use of voice which includes the use of tone, pitch, pace, pause and projection in order to perform their pieces to their class peers as well as using the drama techniques of still image, thought tracking, freeze frame, role play, improvisation both spontaneous and rehearsed as a platform to showcase their work. In HT2 the students will explore through their knowledge of different situations by apply their performance skills to develop characterisation playing a character as well as playing characters that are stereotypical as well as exploring physical theatre.

Terminology	Definitions	Core Knowledge	Preparing for Assessment Revision through to do question
Characterisation	Characterisation is performing a character's physical traits (how a character looks), their point of view, personality, their thoughts, and actions.	Characterisation is playing a person that is not you. When playing a character an actor can change their voice, posture and the way they walk to mimic someone else. They will take on another person's thoughts and actions as well as how that person speaks and talks, for example the character may have a stutter where you as yourself don't.	1. *What is the meaning of a character and how can you show that you are playing someone else in a scene?*
Stereotypes	A stereotype is a generalised view of a group of people.	Stereotypical is peoples fixed thoughts and beliefs of particular groups of people, individuals or behaviour that they may have for example a teenager will be seen as always on their phones, loud and rebellious. This is a fixed general image or set of characteristics that a lot of people believe represent a particular type of group or person.	2. What is Stereotypical and can you give an example of a stereotype?
Physical Theatre	Physical theatre is a style of performance where physical movement is the main focus for telling a story	Physical theatre is telling a story through your body. It is also used to create objects on stage rather than using props the body becomes the prop. Physical theatre uses movement, mime, body language and gestures to tell a story.	3. *What is physical theatre and how is it used in drama?*
Role Play	Act out or perform the part of a person or character by pretending to behave as someone else and react in a way the person would and you're not yourself.	To role play a different character you need to change your behaviour to show the different role you are playing by using facial expressions, body language and gestures as well as changing your voice to show you are not yourself.	4. *What is role play and how is it used in drama?*
Improvisation	Creating a performance from scratch.	A form of live theatre which shows the story, characters and what is spoken within a scene to tell a story that has been made up in the moment. Spontaneous is when you make up the scene on the spot and prepared is where you practice and prepare before you perform.	5. *What is the difference between prepared improvisation and spontaneous improvisation?*

Characterisation



Stereotypical

Physical Theatre

Role Play

Improvisation

Year 7 Knowledge Organiser

Drama - Half Term 3 -TOPIC Introduction to Oliver Twist, Victorian London and Character Analysis

Summary- Position in the Curriculum

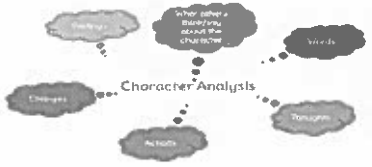
In Year 7 students start with the basic skills needed to create, rehearse, and perform different group activities using drama techniques and performance skills to explore different stimuli which they experience in everyday life. Students will develop their knowledge and application and an interpretation of the range of drama texts in which they will be able to start by using critical and creative thinking skills; through using the drama techniques to help them by adopting a role/character; through role play both spontaneous and prepared work by devising their own scripts as well as working off play text to explore and present ideas as well has self-reflect on their own resilience and be able to relate this to others. In HT1 and HT2 the students undertook group activities, by understanding what it means to work as a team when devising a piece of drama, also learning acting skills of facial expressions, body language, gestures, posture, use of voice which includes the use of tone, pitch, pace, pause and projection in order to perform their pieces to their class peers as well as using the drama techniques of still image, thought tracking, freeze frame, role play, improvisation both spontaneous and rehearsed as a platform to showcase their work, they also applied their performance skills to develop characterisation skills by playing a character as well as playing characters that are stereotypical and then explored the style of physical theatre. In HT3 the students will be introduced to the play Oliver Twist where they will apply all that they have learnt so far by apply both their performance skills as well the drama techniques to explore the play as well as understand the social and historical context of Victorian London.

Terminology	Definitions	Core Knowledge	Preparing for Assessment Revision through to do question
Oliver Twist	Oliver Twist was written by Charles Dickens in 1838 and was inspired by an orphan who worked in child labourer in a Cotton Mill	Oliver Twist is about an Orphan boy who starts his life in an orphanage and his struggle in the time of Victorian London. It tells the story of the poor in Victorian times and the struggles they face.	1. *Who wrote Oliver twist and what is the play about?*
Victorian London	Victorian London was known as the Victorian era in which Queen Victoria reigned.	London had major problems with overcrowding and poverty. There was a big gap between the rich and the poor.	2. Describe what Victorian London was like?
Character Analysis	A character Analysis is an exploration of the personality and characteristics of a character within a story	What are the characters physical appearance, personality and back ground, where have they come from. What are the conflicts the character experiences and how does the character deal with them. What is the meaning behind the characters actions and what do they do?	3. *What are some of the characteristics of Dodger and Oliver?*
Oliver Twist	Oliver Twist is an orphan and a main character in the play Oliver Twist	Oliver Twist is an innocent and vulnerable character who has been treated harshly by those around him. Oliver is an orphan whose mother died when giving birth to him.	4. *What is Oliver's role in the play?*
Artful Dodger	Dodger is a pickpocket and works for Fagin he is also known as Jack Dawkins or the Artful Dodger	Dodger is a streetwise boy who introduces the protagonist Oliver to Fagin who is a thief and has a gang of children who work for him as thieves and pickpockets.	5. *What is the difference between Oliver and Dodger?*

Oliver Twist

Victorian London

Character Analysis



Oliver Twist

Artful Dodger

Drama - Half Term 4 -TOPIC Development of Oliver Twist, Monologues, Tension, Slow Motion and Teacher in Role

Summary- Position in the Curriculum

At Key Stage 1 and 2 Drama is taught through English and is explored discreetly through school plays. In Year 7 students start with the basic skills needed to create, rehearse, and perform different group activities using drama techniques and performance skills to explore different stimuli which they experience in everyday life. Students will develop their knowledge and application and an interpretation of the range of drama texts in which they will be able to start by using critical and creative thinking skills; through using the drama techniques to help them by adopting a role/character; through role play both spontaneous and prepared work by devising their own scripts as well as working off play text to explore and present ideas as well has self-reflect on their own resilience and be able to relate this to others. In HT1 and HT2 the students undertook group activities, by understanding what it means to work as a team when devising a piece of drama, also learning acting skills of facial expressions, body language, gestures, posture, use of voice which includes the use of tone, pitch, pace, pause and projection in order to perform their pieces to their class peers as well as using the drama techniques of still image, thought tracking, freeze frame, role play, improvisation both spontaneous and rehearsed as a platform to showcase their work, they also applied their performance skills to develop characterisation skills by playing a character as well as playing characters that are stereotypical and then explored the style of physical theatre. In HT3 the students were introduced to the play Oliver Twist where they applied all that they have learnt so far apply both their performance skills as well the drama techniques to explore the play as well as understand the social and historical context of Victorian London. In HT4 students will develop the different characters of the play using the drama techniques of monologue, teacher in role as well as how tension is created to create atmosphere with drama.

Terminology	Definitions	Core Knowledge	Preparing for Assessment Revision through to do question
Monologues	A monologue is a long speech by one person in a play who talks to the audience.	A monologue should last for one minute or more and the character talks about their thoughts and feelings.	1. *What is a monologue and how long should they last?*
Teacher In Role	Teacher in role is where a teacher takes on a role or character within the play	Teacher in role is a drama technique where the teacher plays a character in the play with the students playing other characters.	2. What is teacher in role and how is it used?
Tension	Tension helps to build and create atmosphere for the audience and create suspense.	Tension creates an atmosphere of knowing when something will happen, not knowing who it will happen to, not knowing why it is happening and this can be created by slow motion, lighting and music	3. *What is tension and how can it be created on stage? What can we use?*
Status	A position in society	The level of power that a character has within society showing their strength or weakness dependent on their background, job or wealth and how in Victorian times it was the bases of the class system.	4. *When exploring Oliver Twist can you put the characters in the level of status they have in society?*
Slow Motion	Slow motion is any movement or gesture that is slowed down.	Slow motion is used in drama to show a dramatic event or create tension by slowing the action. Slow motion can be shown through the use of body and action.	5. *What is slow motion and why is it used?*

Monologue

Teacher in Role

Tension

Status

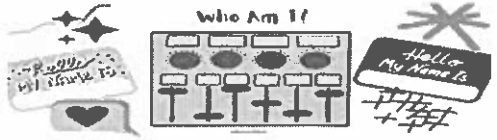
Slow Motion

Drama - Half Term 5 -TOPIC Knowing Oneself and Resilience

Summary- Position in the Curriculum

At Key Stage 1 and 2 Drama is taught through English and is explored discreetly through school plays. In Year 7 students start with the basic skills needed to create, rehearse, and perform different group activities using drama techniques and performance skills to explore different stimuli which they experience in everyday life. Students will develop their knowledge and application and an interpretation of the range of drama texts in which they will be able to start by using critical and creative thinking skills; through using the drama techniques to help them by adopting a role/character; through role play both spontaneous and prepared work by devising their own scripts as well as working off play text to explore and present ideas as well has self-reflect on their own resilience and be able to relate this to others. In HT1 and HT2 the students undertook group activities, by understanding what it means to work as a team when devising a piece of drama, also learning acting skills of facial expressions, body language, gestures, posture, use of voice which includes the use of tone, pitch, pace, pause and projection in order to perform their pieces to their class peers as well as using the drama techniques of still image, thought tracking, freeze frame, role play, improvisation both spontaneous and rehearsed as a platform to showcase their work, they also applied their performance skills to develop characterisation skills by playing a character as well as playing characters that are stereotypical and then explored the style of physical theatre. In HT3 and HT4 the students were introduced to the play Oliver Twist where they applied all that they have learnt so far apply both their performance skills as well the drama techniques to explore the play as well as understand the social and historical context of Victorian London through the development of different characters of the play using the drama techniques of monologue, teacher in role as well as how tension is created to create atmosphere with drama. In HT5 students will understand their self and the world around them.

Terminology	Definitions	Core Knowledge	Preparing for Assessment Revision through to do question
Basics	The basics is what we need in life to cope with everyday living	The basics we need to live are: Housing, being safe, healthy diet, exercise and fresh air, enough sleep, play and leisure and money to live.	1. *Why is the basics important and how does it help us in everyday life?*
Belonging	Belonging is a sense of fitting in.	To belong is feeling like you are an important member of a group and know that you are valued and respected and cared for by that group.	2. Can you list those groups of people you belong to?
Learning	Learning is the process of acquiring new understanding, knowledge, behaviours, skills and values.	Learning is the acquiring of knowledge so that we can understand and acquire skills by instruction or study.	3. *Why is learning important and how can we use what we learn?*
Coping	Coping means to invest one's own conscious effort, to solve personal problems.	Coping is to deal with and attempt to overcome problems and difficulties that we face in our everyday lives by adjusting to the demands that we find ourselves in.	4. *How do we cope when we have a problem what do you do?*
Core self	Core self is our values and personality	Core self is our inner voice (Who we are) our true self our emotions, thoughts and memories.	5. *What is slow motion and why is it used?*

Basics	Belonging	Learning	Coping	Core self
				

Drama - Half Term 6 -TOPIC What Has Happened to Sam

Summary- Position in the Curriculum

At Key Stage 1 and 2 Drama is taught through English and is explored discreetly through school plays. In Year 7 students start with the basic skills needed to create, rehearse, and perform different group activities using drama techniques and performance skills to explore different stimuli which they experience in everyday life. Students will develop their knowledge and application and an interpretation of the range of drama texts in which they will be able to start by using critical and creative thinking skills; through using the drama techniques to help them by adopting a role/character; through role play both spontaneous and prepared work by devising their own scripts as well as working off play text to explore and present ideas as well has self-reflect on their own resilience and be able to relate this to others. In HT1 and HT2 the students undertook group activities, by understanding what it means to work as a team when devising a piece of drama, also learning acting skills of facial expressions, body language, gestures, posture, use of voice which includes the use of tone, pitch, pace, pause and projection in order to perform their pieces to their class peers as well as using the drama techniques of still image, thought tracking, freeze frame, role play, improvisation both spontaneous and rehearsed as a platform to showcase their work, they also applied their performance skills to develop characterisation skills by playing a character as well as playing characters that are stereotypical and then explored the style of physical theatre. In HT3 and HT4 the students were introduced to the play Oliver Twist where they applied all that they have learnt so far apply both their performance skills as well the drama techniques to explore the play as well as understand the social and historical context of Victorian London through the development of different characters of the play using the drama techniques of monologue, teacher in role as well as how tension is created to create atmosphere with drama. In HT5 students explored their selves and the world around them and in HT6 the students will use this information of themselves to investigate two case studies of the disappearance of Sam and use their deductive skills to critically think and draw conclusions from the evidence given to them in the two case studies by using the drama technique of mantle of Expert as the students take on a role as a professional person involved in the case.

Terminology	Definitions	Core Knowledge	Preparing for Assessment Revision through to do question
Investigate	To carry out a systematic or formal enquiry to discover and examine the facts of the case study	To explore and to find out what has happened by examining the evidence that has been given and to question using the five W's the given circumstances, who, what, where, why and when.	1. *What does investigation mean and how can we use it in Drama?*
Interview through Hot seating	A one-to-one conversation between an interviewer and an interviewee. The interviewer asking questions	An interview is just like hot seating where someone asks another person questions to gain information about the event or incident and to gather evidence to help in finding out more details.	2. Why is interviewing or hot seating important in drama and why do we use it?
Mantle of Expert	Mantle of Expert is a drama technique where the students take on the role of an expert in a fictional world	The Mantle of expert is used in drama to enable the students to become experts in a professional field for example to become teachers, police officers and social workers using imaginative role play to explore an issue.	3. *What is Mantle of Expert and how is it used in drama?*
Case study	Case study is a detailed study of a specific subject, such as a person, group, place or event.	A case study is an in-depth detailed examination of a particular case within a real- world context	4. *What does the case study of Sam tell us?*
Deducting skills	Deductive skills involve the ability to identify logical relationships between facts and to draw conclusions from them	Deductive skills are used to make informed decisions on the information you have about the situation and event by considering all of the facts you have been given.	5. *Why are deductive skills important when trying to solve a mystery?*

Investigate

Interview/Hot seating

Mantle of Expert

Case study

Deducting Skills

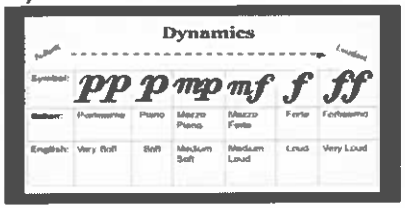
Music - Half Term 1- Elements of Music and Music Theory

Summary- Position in the Curriculum

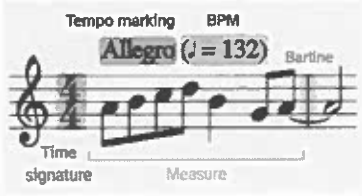
At key stage 1 and 2 students have had a foundational teaching of music through listening, singing and performing. Students will build upon these in year 7.. The students will recap and revisit what they know and build on their musical skills of listening, singing and performing. In HT1 students will explore what is music and how is music made through listening, singing, composing and performing. The students will focus music theory being able to work out and read notation, play an instrument, by playing and composing melodies and singing as a class. The students will explore and develop their understanding of the building blocks of music which are the elements of music and be able to apply their understanding through listening to different pieces of music which will develop their skills in listening. Students will apply the development of the technical ability to identify the use of musical elements through understanding of the meaning and purpose of music being listened to. Composition: To Develop understanding of composition through one of/a combination of: 'Song' Writing (with or without lyrics), playing chord sequences from a range of familiar songs as compositional models and to compose chords sequences on the keyboard or guitar in C major or A minor using mainly primary chords. Compose bass lines using the root note of each chord. Performance to develop instrumental performances.

Terminology	Definitions	Core Knowledge	Preparing for Assessment
Dynamics	The Volume in music e.g. Loud (Forte) & Quiet (Piano).	The dynamics of the music is how loud or quiet the music is as well as the Duration which is the length of notes, how many beats they last for. Can link this to the time signature and how many beats in the bar.	Revision and self-study questions are below. *Answer 1 per week for Self-Study,* *1. What is dynamics and how is it used in a piece of Music?*
Rhythm and Tempo	**Tempo** is how fast or slow a piece of music is performed, while rhythm is the placement of sounds in time, in a regular and repeated pattern.	The effect created by combining a variety of notes with different durations. The speed of the music for example, fast (Allegro), Moderate (Andante), & slow (Lento / Largo). Tempo generally is measured as the number of beats per minute, where the beat is the basic measure of time in music.	*2 What is tempo and rhythm and what is the difference between the two?*
Structure and Instrumentation	**Structure** is the overall plan of a piece of music **Instrumentation** is what instruments are used	The structure of a song or piece of music for example, Ternary ABA and Rondo ABACAD, verse/chorus. Instrumentation the instruments that are to be used which can be a combination of instruments that are used, consider articulation and timbre. Example staccato, legato, pizzicato.	*3.What is instrumentation and how can it be used in a piece of music you have listened to?*
Melody and Harmony	**Melody** is the effect created by combining a variety of notes of different pitches. **Harmony is** how notes are combined to build up chords. Consider concords and discords.	Melody is the consideration of the movement example the steps, skips, leaps of the music Metre – The number of beats in a bar example 3/4, 6/8 consider regular and irregular time signatures example 4/4, 5/	*4. What is a melody in a piece of music and how is harmony used?*
Texture, Timbre and Tonality	**Texture** is the different layers in a piece of Music how thick, thin the sound is. **Timbre** is the tone quality of the music. **Tonality** is the key of a piece of music	Texture – The different layers in a piece of Music example polyphonic, having two or more parts each having a melody and monophonic having a single melody line. Timbre the tone quality of the music, the different sounds made by the instruments used.	*5. What is the difference between polyphonic and monophonic?*

Dynamics

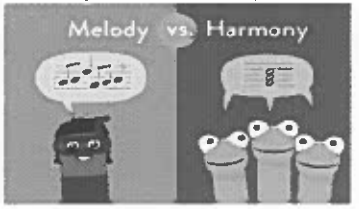


Rhythm and Tempo



Structure and Instrumentation

Melody and Harmony



Texture, Timbre and Tonality

Music - Half Term 2- Instrument of the Orchestra and Music Theory

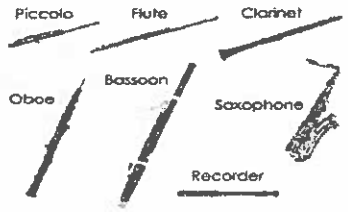
Summary- Position in the Curriculum

At key stage 1 and 2 students have had a foundational teaching of music through listening, singing and performing. Students will build upon these in year 7. The students will recap and revisit what they know and build on their musical skills of listening, singing and performing. In HT1 students explored what is music and how is music made through listening, singing and performing. The students focused on music theory starting to work out and learn how to read musical notation, playing an instrument, by playing and thinking about how composing melodies are created and singing as a class. The students explored and developed their understanding of the building blocks of music which are the elements of music and applied their understanding through listening to different pieces of music which developed their skills in listening. Students applied the development of their technical ability to identify the use of musical elements through understanding the meaning and purpose of music being listened to. In HT2 students will understanding the different instruments in the orchestra and know how to distinguish the sound of each instrumental family and the difference between in instrument within that family through listening and appraising the timbre and tonal quality of each sound of the instruments. Student will also learn the rhymes for both the treble clef and the bass Clef and be able to work out the notes on the stave and the value of the different notation. They will also play the music piece Ode of Joy using their right hand and their left jand on the piano.

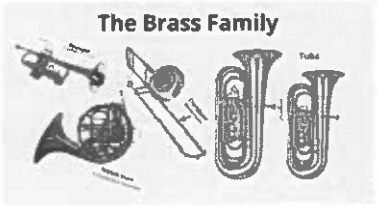
Terminology	Definitions	Core Knowledge	Preparing for Assessment
String family	A stringed instrument is an instrument that has strings and when they are touched or struck, they make a sound.	The strings are the largest family of instruments in the orchestra and they come in four sizes: the violin, which is the smallest, viola, cello, and the biggest, the double bass, sometimes called the contrabass.	Revision and self-study questions are below. *Answer 1 per week for Self-Study,* 1. *What is the four sizes of the string instruments?*
Woodwind	The woodwind instruments belong to and relate to a group of pipe-shaped musical instruments that are played by blowing through one end or across a hole near one end: woodwind instrument The clarinet, flute, saxophone, and bassoon are all woodwind instruments.	Woodwind instruments is one of a group of musical instruments including flutes, clarinets, oboes, bassoons a. The woodwind family of instruments includes, from the highest sounding instruments to the lowest, the piccolo, flute, oboe, English horn, clarinet, E-flat clarinet, bass clarinet, bassoon and contrabassoon.	*2 What is the highest sounding instrument of the woodwind family?*
Brass Family	The brass family of instruments that are most commonly used in the orchestra include the trumpet, French horn, trombone, and the tuba.	The brass instruments work. Like woodwinds, brass instruments are part of the wind instrument category, with the most common being trumpet, cornet, flugelhorn, trombone, tuba, euphonium, baritone horn, alto (tenor) horn and French horn. the Trumpet is the smallest member of the family and plays the highest pitches with its bright and vibrant sound.	*3.List all of the brass instruments from the highest sound to the lowest sound?*
Percussion	Percussion instruments are any instruments that makes a sound when it is hit, shaken, or scraped.	The most common percussion instruments in the orchestra include the timpani, xylophone, cymbals, triangle, snare drum, bass drum, tambourine, maracas, gongs, chimes, celesta, and piano	4. *What are the names of all of the percussion instruments and how are they played?*
Treble Clef and Bass Clef	The treble clef is the higher sounding notes on an instrument which is played with the right hand and the bass clef is the lowest sounding notes on an instrument.is played with the left hand	The rhymes that are used to help with knowing the notes on both a treble clef and a bass clef are: The Treble Clef notes that are on the lines is Every good boy deserves football, in the space Face for the bass clef on the lines are, Good boys deserve football always and in the space All cows eat grass.	5. *What is the rhymes that we use to work out the notes on a treble clef and the bass clef?*

String Family

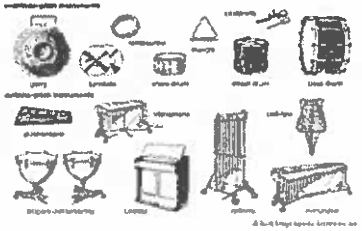
Woodwind Family



Brass Family



Percussion



Treble Clef and Bass Clef

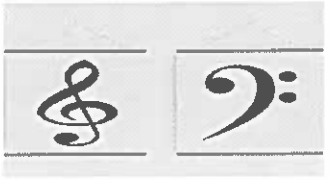
Music - Half Term 3- Music Theory Pitch Notation, Instrumental and Singing Skills

Summary- Position in the Curriculum

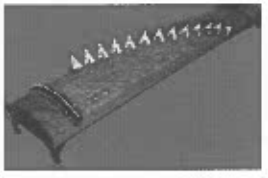
At key stage 1 and 2 students have had a foundational teaching of music through listening, singing and performing. Students will build upon these in year 7. In HT1 andHT2 the students recapped and revisited what they knew and have built on their musical skills of listening, singing and performing. The students explored what is music and how is music made through listening, singing and performing. The students focused on music theory learning how to read musical notation, playing an instrument, by playing and thinking about how music is created and singing as a class. The students explored and developed their understanding of the building blocks of music using the elements of music and applying their understanding through listening to different pieces of music which developed their skills in listening. Students applied the development of their technical ability through understanding the meaning and purpose of music being listened to. They explored different instruments in the orchestra distinguishing the sound of each instrumental family. In HT3 Student will continue to recall music theory and pitch notation. They will explore instruments from Japan and Africa and they will sing an African song as well as and being able to play the Japanese song of Sakura and to practice their keyboard skills through the use of scales and different pieces of music using different instruments to play the pieces of music.

Terminology	Definitions	Core Knowledge	Preparing for Assessment
Treble Clef and Bass Clef	The treble clef is the higher sounding notes on an instrument which is played with the right hand and the bass clef is the lowest sounding notes on an instrument.is played with the left hand	The rhymes that are used to help with knowing the notes on both a treble clef and a bass clef are: The Treble Clef notes that are on the lines is Every good boy deserves football, in the space Face for the bass clef on the lines are, good boys deserve football always and in the space All cows eat grass.	Revision and self-study questions are below. *Answer 1 per week for Self-Study,* 1. *Can you write down each of the rhymes for both the treble clef and the bass clef?*
Koto	The koto is a type of Japanese zither, is the most popular Japanese musical instrument. The character [琴], read as 'koto', is used to refer to the Japanese zither. The koto was introduced from China, and as a standard, has 13 strings.	The koto has a unique sound that is similar to a harp and also a guitar. It is plucked like a harp or like hand picking on a guitar. The movable bridges produce dynamic scales.	2 *Where does the Koto come from and what is the instrument similar to?*
Balafon	The balafon is a gourd-resonated xylophone, a type of struck idiophone.	The Balafon is believed to have been developed in the 12th century in the Southern Africa region during the rise of the Mali Empire. I	*3.What is the Balfon instrument and where did it originate from?*
Notes and Dotted notes and their values	Semi-breve worth 4 beats Minim worth 2 beats Crochet worth 1 beat Quaver worth ½ a beat and semi quaver worth ¼ a beat.	A dotted note is what ever the note value is and then add half of the value. For example; a minim that is worth 2 beats and with the dot you add a half of what the note is worth and the value of a dotted minim is 3 beats.	4. *What is the value of the dotted nots for a crochet, a quaver and a semi-quaver?*
Stave	A stave is five horizontal lines that indicate the pitch of musical notes with the help of a clef. Which is either a treble clef or a bass clef	In Western musical notation, the staff, also occasionally referred to as a pentagram, is a set of five horizontal lines and four spaces that each represent a different musical pitch Each one of these five lines corresponds to the pitch represented by the clef. The musical notes on a stave are A, B, C, D, E, F, and G.	5. *What is a stave and how is it used in music?*

Treble Clef and Bass Clef



Koto

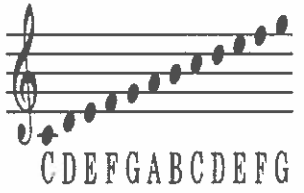


Balafon

Notes and Dotted Notes

Note	Beats	Note	Beats
𝅝	4 beats	𝅝.	6 beats
𝅗𝅥	2 beats	𝅗𝅥.	3 beats
♩	1 beat	♩.	1½ beats
♪	½ beat	♪.	¾ beat

Stave



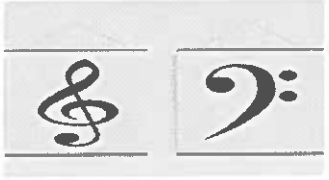
Music - Half Term 4- Music Theory Pitch Notation, Instrumental and Singing Skills

Summary- Position in the Curriculum

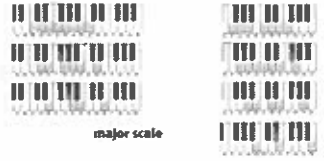
At key stage 1 and 2 students have had a foundational teaching of music through listening, singing and performing. Students will build upon these in year 7. In HT1 andHT2 the students recapped and revisited what they knew and have built on their musical skills of listening, singing and performing. The students explored what is music and how is music made through listening, singing and performing. The students focused on music theory learning how to read musical notation, playing an instrument, by playing and thinking about how music is created and singing as a class. The students explored and developed their understanding of the building blocks of music using the elements of music and applying their understanding through listening to different pieces of music which developed their skills in listening. Students applied the development of their technical ability through understanding the meaning and purpose of music being listened to. They explored different instruments in the orchestra distinguishing the sound of each instrumental family. In HT3 Student will continue to recall music theory and pitch notation. They will explore instruments from Japan and Africa and they will sing an African song as well as and being able to play the Japanese song of Sakura and to practice their keyboard skills through the use of scales and different pieces of music using different instruments to play the pieces of music.

Terminology	Definitions	Core Knowledge	Preparing for Assessment
Treble Clef and Bass Clef	The treble clef is the higher sounding notes on an instrument which is played with the right hand and the bass clef is the lowest sounding notes on anstrument.is played with the left hand	The rhymes that are used to help with knowing the notes on both a treble clef and a bass clef are: The Treble Clef notes that are on the lines is Every good boy deserves football, in the space Face for the bass clef on the lines are, good boys deserve football always and in the space All cows eat grass.	Revision and self-study questions are below. *Answer 1 per week for Self-Study,* 1. *Draw a stave with a treble clef and then with a bass clef putting and labelling the notes on each of the lines and in the spaces?*
Scales	In music theory, a scale is any set of musical notes ordered by fundamental frequency or pitch. C major scale ordered by increasing pitch is an ascending scale, and a scale ordered by decreasing pitch is a descending scale.	The C major is a major scale based on C, consisting of the pitches C, D, E, F, G, A, and B. C major is one of the most common keys used in music. As there are no sharps or flats within the scale however the G major scale has one black note in the scale which is a F# and the F major has one black note in the scale which is a Bb.	*2 What major scale has no black notes in it when playing the scale?*
Symbols in Music	Composers use a range of signs and symbols to show how they want their music to be played.	Some of the symbols and sign are 4/4 which gives the musician how many beats to a bar which shows that the note is a black note and is sharped, b which is again a black note that is flat.	2. *Draw all of the symbols you know wand write what they mean on a piece of music?*
Notes and Dotted notes and their values	Semi-breve worth 4 beats Minim worth 2 beats Crochet worth 1 beat Quaver worth ½ a beat and semi quaver worth ¼ a beat.	A dotted note is what ever the note value is and then add half of the value. For example; a minim that is worth 2 beats and with the dot you add a half of what the note is worth and the value of a dotted minim is 3 beats.	4. *What is the value of the dotted nots for a crochet, a quaver and a semi-quaver?*
Stave	A stave is five horizontal lines that indicate the pitch of musical notes with the help of a clef. Which is either a treble clef or a bass clef	In Western musical notation, the staff, also occasionally referred to as a pentagram, is a set of five horizontal lines and four spaces that each represent a different musical pitch Each one of these five lines corresponds to the pitch represented by the clef. The musical notes on a stave are A, B, C, D, E, F, and G.	5. *What is a stave and how is it used in music?*

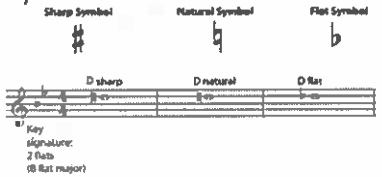
Treble Clef and Bass Clef



Scales



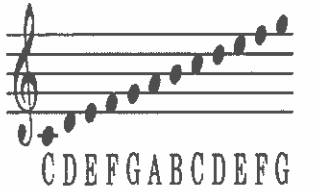
Symbols of music



Notes and Dotted Notes

Note	Beats	Note	Beats
𝅝	4 beats	𝅝.	6 beats
𝅗𝅥	2 beats	𝅗𝅥.	3 beats
♩	1 beat	♩.	1½ beats
♪	½ beat	♪.	¾ beat

Stave



Music - Half Term 5- Film Music and Film Music Composition

Summary- Position in the Curriculum

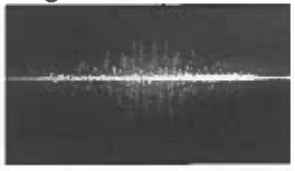
At key stage 1 and 2 students have had a foundational teaching of music through listening, singing and performing. Students will build upon these in year 7. In HT1 andHT2 the students recapped and revisited what they knew and have built on their musical skills of listening, singing and performing. The students explored what is music and how is music made through listening, singing and performing. The students focused on music theory learning how to read musical notation, playing an instrument, by playing and thinking about how music is created and singing as a class. The students explored and developed their understanding of the building blocks of music using the elements of music and applying their understanding through listening to different pieces of music which developed their skills in listening. Students applied the development of their technical ability through understanding the meaning and purpose of music being listened to. They explored different instruments in the orchestra distinguishing the sound of each instrumental family. In HT3 and HT4 Continued studying music theory and pitch notation, explored instruments from Japan and Africa singing and playing both Japanese song and African song and practiced their keyboard skills. In HT5 students explore their understanding of film music through listening, appraising , performing and creating.

Terminology	Definitions	Core Knowledge	Preparing for Assessment
Film Music History	Films were not what we are used to, with well composed soundtracks and music that enhances the picture. It was first a silent film with no sounds with some music playing along with it.	Film scores include the use of these two compositional devices called Motif and Leitmotif. These devices began to be explored since the Baroque era, were used by many classical composers and are now crucial elements for a successful film score. Both the motif and leitmotif have very similar purpose but have different focus in the films.	Revision and self-study questions are below. *Answer 1 per week for Self-Study,* 1. *Where did film music originate from?*
Leitmotif and Motif	Film music is filled with motifs and leitmotifs, these create the unique sound that helps us recognize the name of the film.	Motif: This is a short melodic/musical phrase of specific importance. This would normally represent the overall theme of the music for the film. Leitmotif: This is a short melodic/musical that represents a person, mood, place, event or idea. The leitmotif will always play when any of the above are shown on the film. The motif focus is the music theme for the film whereas the leitmotif focuses on something specific.	*2 What is a Leitmotif in a film and give me an example of a leitmotif in a film you have watched?*
Diegetic Music and Non-diegetic Music	Diegetic Music is music that the characters and the audience can hear. Non-diegetic Music is music that only the audience can hear, this enhances the dramatic effect of the film.	Diegetic Sounds: These are sounds that both the character and audience can hear, these are created by the sound designers.	*3 What is the difference between Diegetic and non-diegetic in a film?*
Film Music industry	The film music industry is a very interesting Job roles include: Musician, Composer, Conductor, Sound Engineer and Sound Designer	**Musician**: The person playing the music on any instrument. **Sound Designer:** Called Foley artists, they Creates unique sounds using many materials. **Composer:** They compose the music for the film **Sound Engineer:** In charge of setting up microphones and managing the mixing desk Conductor: Guide the orchestra through the music as they watch the film.	4. *Write down all of the roles that would work in the film industry?*
Paul Dukas	Paul Dukas composed a piece of orchestral music that tells this story in 1897. .	Fantasia is a 1940s Disney film that uses the music by Dukas as a soundtrack to the cartoon featuring Mickey Mouse as the young apprentice	5. *What other film composers do you know, list them down with the film they composed>*

Film Music History

Leitmotif and Motif

Diegetic Music and Non-diegetic



Film music Industry

Paul Dukas

Music - Half Term 6- Film Music and Film Music Composition

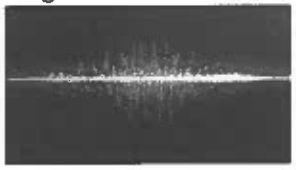
Summary- Position in the Curriculum

At key stage 1 and 2 students have had a foundational teaching of music through listening, singing and performing. Students will build upon these in year 7. In HT1 andHT2 the students recapped and revisited what they knew and have built on their musical skills of listening, singing and performing. The students explored what is music and how is music made through listening, singing and performing. The students focused on music theory learning how to read musical notation, playing an instrument, by playing and thinking about how music is created and singing as a class. The students explored and developed their understanding of the building blocks of music using the elements of music and applying their understanding through listening to different pieces of music which developed their skills in listening. Students applied the development of their technical ability through understanding the meaning and purpose of music being listened to. They explored different instruments in the orchestra distinguishing the sound of each instrumental family. In HT3 and HT4 Continued studying music theory and pitch notation, explored instruments from Japan and Africa singing and playing both Japanese song and African song and practiced their keyboard skills. In HT5 students explored their understanding of film music through listening, appraising and performing and in HT6 students will create and compose their own film piece of music.

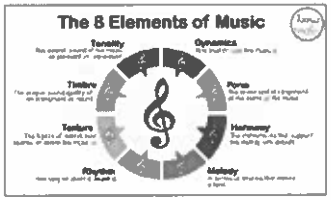
Terminology	Definitions	Core Knowledge	Preparing for Assessment
Leitmotif and Motif	Film music is filled with motifs and leitmotifs, these create the unique sound that helps us recognize the name of the film.	Motif: This is a short melodic/musical phrase of specific importance. This would normally represent the overall theme of the music for the film. Leitmotif: This is a short melodic/musical that represents a person, mood, place, event or idea. The leitmotif will always play when any of the above are shown on the film. The motif focus is the music theme for the film whereas the leitmotif focuses on something specific.	Revision and self-study questions are below. *Answer 1 per week for Self-Study,* *1. What is a motif and give an example of a motif used within a film you have watched?*
Diegetic Music and Non-diegetic Music	Diegetic Music is music that the characters and the audience can hear. Non-diegetic Music is music that only the audience can hear, this enhances the dramatic effect of the film.	Diegetic Sounds: These are sounds that both the character and audience can hear, these are created by the sound designers.	*2 What is Diegetic in a film ?*
Elements of Music	Elements of music are the building blocks a composer uses to create his piece it is the tool box for creating music.	Elements of music include, timbre, texture, rhythm, melody, beat, harmony, structure, tempo, pitch and dynamics. The musical elements are the "composer's toolbox" as it helps the composer know what instruments are to be used, the tempo, and melody of the piece as well as the other element will be used.	*3 Why is using the elements of music important when creating a piece of music?*
Composing Melody and Harmony	The four basics of music composition are melody, harmony, rhythm, and form.	The melody is the most important element in music composition as it is the main tune that is played or sung in a piece of music. A good melody is catchy, memorable, and easy to sing along with. Harmony is the element that supports the melody in music composition. It adds depth and richness to a melody, and it creates a sense of tension and release in a song.	*4. Why is melody important in music composition and how does harmony support melody in music composition?*
Rhythm, and Form	Rhythm creates the foundation of a song, and it sets the pace and mood of the music. Form is the structure of a piece of music.	Rhythm is the element that gives music its groove and feel. It is the pattern of beats and accents in a piece of music. Form can be as simple as a verse-chorus structure or as complex as a symphony. Form gives a piece of music its shape and direction.	*5. What is the role of rhythm in music composition?*

Leitmotif and Motif

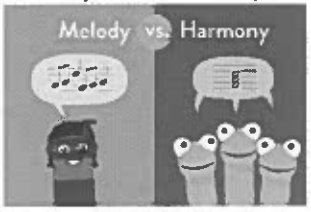
Diegetic Music and Non-diegetic



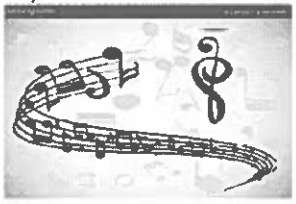
Elements of Music

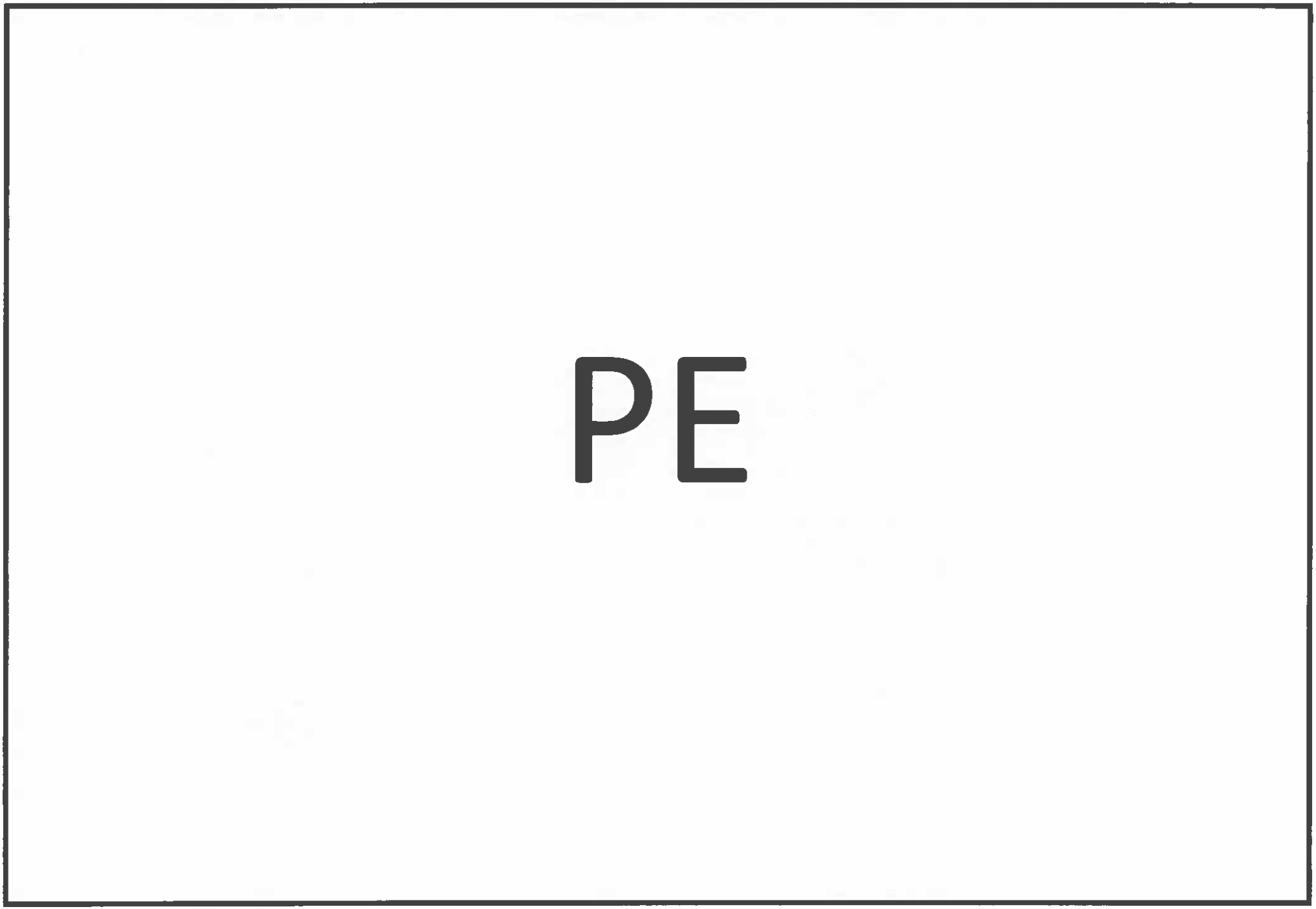


Melody and Harmony



Rhythm and Form




PE

PE - Half Term 1a – Football

Summary- Position in the Curriculum – Year 7 Football

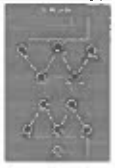
We deliver Football at this stage in the curriculum to build a solid foundation of physical, social, and cognitive skills that students can apply to a wide range of other sports and physical activities as they progress through the curriculum.

Be equipped to build on the fundamental skills required during KS2 to perform at maximum levels in competitive games. Students will use a range of tactics and strategies to overcome opponents in direct competition through team and individual games for example, badminton, basketball, football, handball, netball, rounders, rugby and tennis. Students will develop their technique and improve their performance in other competitive sports for example, athletics and sports performance training. Students will perform dances using advanced dance techniques within a range of dance styles and forms, take part in outdoor and adventurous activities, which present intellectual and physical challenges, and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group. Students will analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best.

Terminology	Core Knowledge and definition	Preparing for Assessment
Intro. to Football	To be able to perform the basic Football skills of passing, receiving, and dribbling. To be able to perform these in a small sided games, and to understand and know the basic laws of the game i.e. Centres, Free kicks, Throws-ins (roll ins). To understand and know where passing is used in football.	Revision and self-study questions are below. Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.
Inside of foot passing	To be able to perform the inside of the foot passes and receive them. To understand and know the benefits of passing and those of this type of pass. To develop their understanding and knowledge of how to correctly receive the ball, and pass with the inside of the foot. E.g. Passing is quicker than a dribble	1. *Identify five rules and regulations of football.*
Shooting	For the pupils to clearly know and understand how to, and why we shoot in Football. To be able to perform the Instep drive shot. The pupils are to play small-sided games, developing their knowledge and understanding of scoring in Football.	2. *Identify the coaching points for an inside foot pass.*
Tackling	To be able to perform the Block tackle. To understand and know when a Block tackle are used. The pupils are to develop their knowledge and understanding of the laws used in Football i.e. Tackling.	3. *Identify the coaching points for shooting.*
Tactics through games	To understand and develop their knowledge of the different types of tactics used. To incorporate the skills of previous lessons into a full sided game.	4. *Identify the coaching points for tackling.*
Tactics through games	To use their knowledge / understanding of the skills and game to play to the laws and to the best of their ability.	5. *Explain one offensive and one defensive play.*







PE - Half Term 2a – Sports Performance Training

Summary- Position in the Curriculum – Year 7 Sports performance training

We deliver Sports performance Training at this stage in the curriculum to build a solid foundation of physical, social, and cognitive skills that students can apply to a wide range of other sports and physical activities as they progress through the curriculum.

Be equipped to build on the fundamental skills required during KS2 to perform at maximum levels in competitive games. Students will use a range of tactics and strategies to overcome opponents in direct competition through team and individual games for example, badminton, basketball, football, handball, netball, rounders, rugby and tennis. Students will develop their technique and improve their performance in other competitive sports for example, athletics and sports performance training. Students will perform dances using advanced dance techniques within a range of dance styles and forms, take part in outdoor and adventurous activities, which present intellectual and physical challenges, and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group. Students will analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best.

Terminology	Core Knowledge and definition	Preparing for Assessment
Warm Up and Testing	To understand the importance of raising heart rate at the start of any exercise session and to be able to plan and lead a group of students through an extensive warm up session in future lessons. To understand the importance of stretching after raising heart rate, to evaluate the effectiveness of different stretching exercises, and to plan and lead a stretching session in future lessons. To know and Understand that physical activity contributes to the healthy functioning of the body and mind and is an essential component of a healthy lifestyle	Revision and self-study questions are below. Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.
Basic drills	To know why we test the present level of fitness at the start of an exercise program. To know how to test speed. To be able to administer, participate in and record the results of a 20-metre sprint.	1. *Why do we test the present level of fitness at the start of an exercise program*
Testing	To know that the vertical tests power and the sit and reach test tests flexibility. To be able to administer, participate in and record the results from each tests.	2. *How do you test for power?*
Circuit Training	To develop their knowledge and understanding of the different types of fitness. To develop their understanding and knowledge of the benefits of Circuit Training, and the types of fitness used in a Circuit. To know and understand the strengths and weaknesses of circuit training.	3. *What are the strengths and weaknesses of circuit training?*
Circuit Training	To learn the muscles that are used at each station. To know and understand the strengths and weaknesses of circuit training. To be able to create, set up and demonstrate their own circuit, using correct techniques and staging methods.	4. *Draw and label a circuit training session for a sports person of your choice.*
Circuit Training	To know and understand the strengths and weaknesses of circuit training e.g. Being able to perform a circuit anywhere, especially outside. To further, develop their understanding and knowledge of the benefits of Circuit Training, and the types of fitness used in a Circuit.	5. *What are the benefits of Circuit Training?*





PE - Half Term 2a – Volleyball

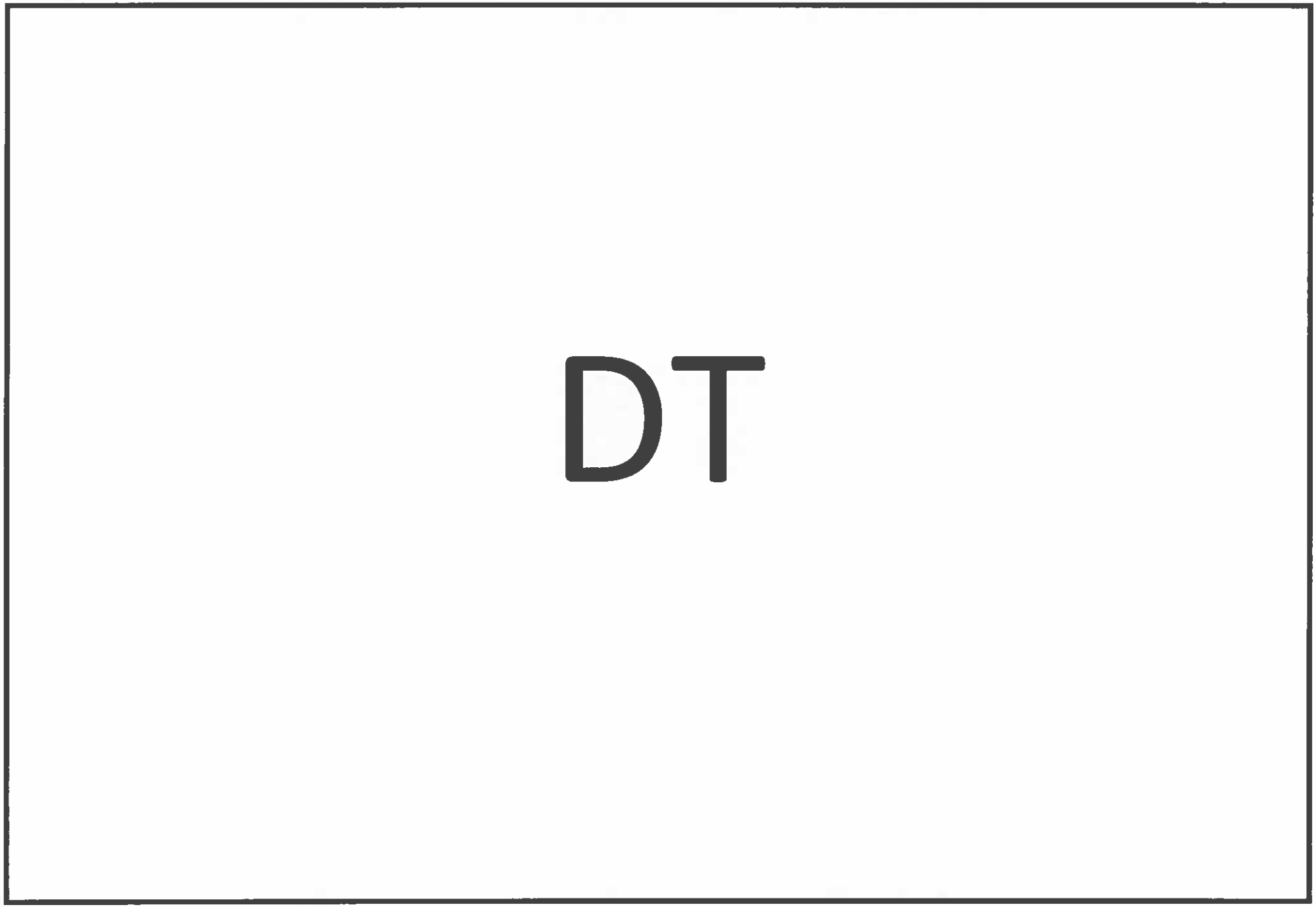
Summary- Position in the Curriculum – Year 7 Volleyball

We deliver Volleyball at this stage in the curriculum to build a solid foundation of physical, social, and cognitive skills that students can apply to a wide range of other sports and physical activities as they progress through the curriculum.

Be equipped to build on the fundamental skills required during KS2 to perform at maximum levels in competitive games. Students will use a range of tactics and strategies to overcome opponents in direct competition through team and individual games for example, badminton, basketball, football, handball, netball, rounders, rugby and tennis. Students will develop their technique and improve their performance in other competitive sports for example, athletics and sports performance training. Students will perform dances using advanced dance techniques within a range of dance styles and forms, take part in outdoor and adventurous activities, which present intellectual and physical challenges, and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group. Students will analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best.

Terminology	Core Knowledge and definition	Preparing for Assessment
Ball familiarisation and footwork	To be able to rally co-operatively with a partner. To be able to move around court and to the ball in forwards, sideways, backwards and diagonal directions. To be able to manoeuvre the ball around the body and keep it in the air using various body parts. To know and understand how to make proper contact with the ball	Revision and self-study questions are below. Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.
Basic Volley/set shot	To be able to move towards the ball and prepare to play a basic volley. To be able to perform a technically correct set shot, using correct hand placement and body position. To be able to use the set shot to direct the ball to a partner or team mates. To know when the shot would be used in a game and be able to apply the set shot to a 2v2 game, using it to set up an effective attack from the net.	1. *What are the coaching points of a set shot?*
Basic dig	To understand when the dig is used in the game and its main purpose. To know and be able to assume the correct 'ready-position'. To be able to perform a technically correct dig, including footwork and body position.	2. *What are the coaching points of a dig?*
Underarm serve	To be able to perform a technically correct underarm serve. To be able to perform the serve accurately to a space or partner. To be able to use the serve to begin a game or rally.	3. *What are the coaching points of an underarm serve?*
The Tip	To be able to perform a technically correct tip. To be able to apply the tip accurately to return the ball to the opponent's court during a small sided competitive game. To know and understand where and why the tip is used in Volleyball.	4. *What are the coaching points of a tip?*
Rallies	To understand the benefits of positioning the ball high with accuracy in attack for team mates. To incorporate the dig, volley, serve and tip into a small-sided game. To be able to apply the rules and tactics	5. *What COF are used in volleyball and can you provide an example when?*



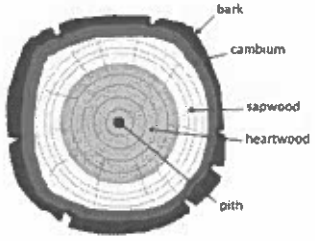
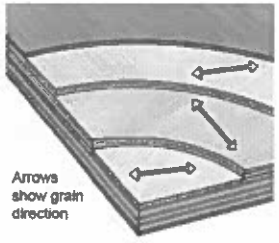
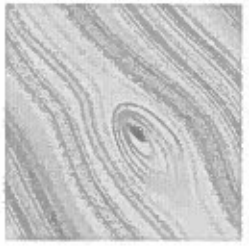


DT

DT-Half Term 1 Steady hand game

Summary- Position in the Curriculum

Design and technology is taught on a carousel, with students rotating through three areas over the year. Consequently, students may be taught this unit of work during the Autumn, Spring or Summer terms. Students are introduced to workshop safety and study sources of timbers and their classification as either hardwoods, softwoods or manufactured boards. Students may have studied workshop safety earlier in the year and in which case would not repeat it in this unit of work.

Terminology	Definitions	Core Knowledge	Preparing for Assessment
Personal protective equipment (PPE)	Equipment that provides a barrier between the person wearing it and a potential hazard.	Personal protective equipment must be worn when carrying out certain practical tasks. Safety goggles are worn to protect eyes from dust and other flying debris.	Revision and self-study questions are below.
Hazard	Something that can cause harm.	It is important to move all items that could be tripped over to the side of the room prior to starting practical work. All verbal and written safety instructions, signs and floor markings must be followed.	Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.
Softwoods	Softwoods come from coniferous (cone bearing) trees. Most keep their leaves all year round and they have needle like leaves.	There are three types of timber; hardwood, softwood and manufactured boards. Hardwood and soft wood have lines visible in the structure of the material. These are from the tree's growth rings.	1. *State what PPE stands for and give two examples.*
Hardwoods	Hardwoods come from deciduous trees, which are trees that have broad leaves and shed them each autumn.	Softwood trees typically grow faster than hardwood trees and are therefore cheaper because you do not have to wait as long before you can cut them down.	2. *Describe two potential hazards in a workshop.*
Manufactured boards	Manufactured boards are made by gluing particles or pieces of wood together.	Manufactured boards are useful if you need large, thin sheets of wooden material as natural timber is only available in relatively narrow planks.	3. *Explain the difference between hardwoods and softwoods.*
Wood grain	The growth rings visible in wood.	At the end of its useful life, timber can be broken down into fibres for use in manufactured boards.	4. *Explain why softwoods are cheaper than hardwoods.*
Timber	Wood from trees.	Oak, mahogany, beech and balsa are examples of hardwoods.	
Veneer	A thin slice of wood used as a decorative surface and to make plywood.	Pine and spruce are examples of softwoods.	5. *Explain what manufactured boards are.*
		Medium density fibreboard (MDF), chipboard and plywood are examples of manufactured boards.	

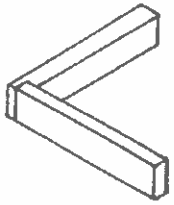
Safety glasses	Ear protectors	Tree cross section	Plywood Diagram	Wood grain
				

DT-Half Term 2 Steady hand game

Summary- Position in the Curriculum

You will carry out practical work where you use softwoods and manufactured boards, building on the knowledge gained in the previous half term. They are also introduced to electronic systems and learn how to solder electronic components together.

Terminology	Definitions	Core Knowledge	Preparing for Assessment
Input device	Unusually a sensor or switch. It detects a signal from the environment around it such as light, temperature or movement.	Examples of input devices include Light dependent resistors (LDRs) which detect changes in light and thermistors which detect changes in temperature.	Revision and self-study questions are below.
Output device	Transforms electronic symbols into signals that we can understand in the real world such as light, sound or movement.	Examples of output devices include lamps, buzzers, motors and light emitting diodes (LEDs). LEDs produce light when electricity flows from the + leg to the negative leg.	Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.
Passive components	A component that supports the working of a circuit without using any power or adding energy to it. For example, a resistor.	Examples of passive components include resistors which limit the flow of electricity in a circuit and diodes which only allow electricity to flow in on direction only. Resistors are used to protect LEDs from being damaged by too much electricity.	1. *Give two examples input devices.*
Circuit diagrams	A diagram showing the layout of a circuit using symbols. This makes circuit easier to understand.	Components can be joined together using a process called soldering. Solder is a metal alloy that is melted to solder components.	2. *Give two examples of output devices that produce light.*
Electrical conductor	A material that will allow electricity to flow through it.	Components should be held in Helping Hands when soldering and the soldering iron must be kept in its stand when not in use. Make sure the solder wire is not too short so that you do not get burnt.	3. *Explain why circuits are drawn using circuit diagrams.*
Electrical insulator	A material that will not allow electricity to flow through it.	Electrical wire has a copper core that conducts electricity, covered with a plastic sheath for insulation. A combination wire stripper wire cutter can be used to cut and strip	4. *Describe 3 safety precautions you should take when soldering.*
Tenon saw	Used to cut straight lines in wood.	Exposed wires need to be covered with insulating tape to prevent short circuits.	
Wasting	Removing material to create a desired shape.	PVA (polyvinyl acetate) is a commonly used wood glue. It is a thick white liquid which becomes clear when it dries.	5. *Describe how you marked out and cut your lap joints.*
Marking gauge	Used to mark out straight lines on wood.	Work must be clamped when glued with PVA.	

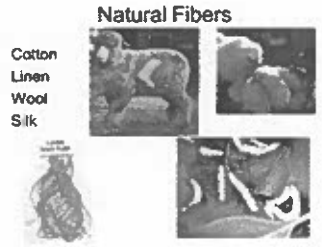
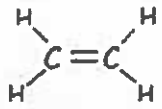
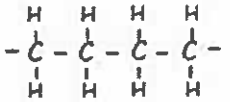
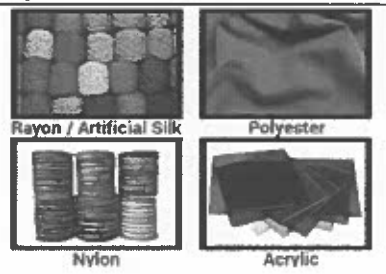
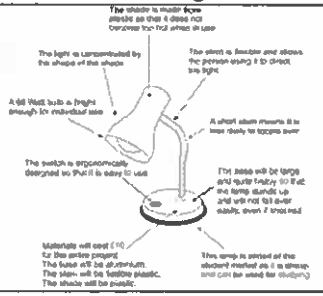
Tenon saw	Lap joint	Marking gauge	Soldering iron	Helping hands
				

DT-Half Term 1 Boat Project

Summary- Position in the Curriculum

You will carry out practical work where you use softwoods and manufactured boards, building on the knowledge gained in the previous half term. They are also introduced to electronic systems and learn how to solder electronic components together. In addition to this you will do a lesson on workshop health and safety unless you did it earlier in the year.

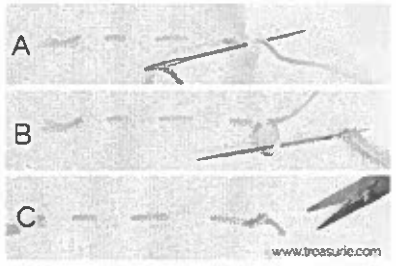
Terminology	Definitions	Core Knowledge	Preparing for Assessment
Monomer	Chemical parts from which polymers can be made.	Most polymers are synthetic. This means they are made from chemical processes. Most are made from crude oil, which is obtained by drilling underground or under the sea.	Revision and self-study questions are below.
Polymer	A material made from chains of a repeating chemical part called a monomer.	There is an increasing number of polymers being made by processing plants.	Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.
Thermoforming polymer	A polymer that can be reshaped by heating.	HIPS (high-impact polystyrene) and Styrofoam are two examples of thermoforming polymers.	1. *From what are synthetic polymers usually made?*
Thermosetting polymer	A polymer that will not change shape when heated.	Both thermoforming and thermosetting polymers have good corrosion resistance and are good electrical insulators.	2. *Explain the environmental problems of making products from synthetic fibres.*
Natural fibre	Fibres from plants or animals. Examples include wool, silk and cotton.	Textile fabrics are made from fibres. Fibres are very fine hair like structurers that are spun or twisted into yarns. These yarns are then woven or knitted together to make fabrics.	3. *Explain one advantage and one disadvantage of using natural fibres.*
Synthetic fibre	Fibres derived from oil coal or petrochemicals. Examples include polyester and nylon.	Natural fibres are sustainable. However, they need lots of water to grow and toxic chemicals are used to protect crops and livestock from pests and diseases.	4. *Why is it important to annotate design ideas?*
Design fixation	When a designer focusses too much on one particular design idea and does not consider alternatives.	Synthetic fibres come from resources that cannot be replaced and will eventually run out. They do not decompose and contribute to environmental problems if they end up in landfill.	
User-centred design	A design strategy that considers the needs and wants of the user at each stage of the process.	Design ideas are annotated to provide information about what is good and bad about the design, how it could be made and how well it meets the needs of the user.	5. *Explain why design fixation should be avoided.*
Annotation	Adding notes with useful information about the design.		

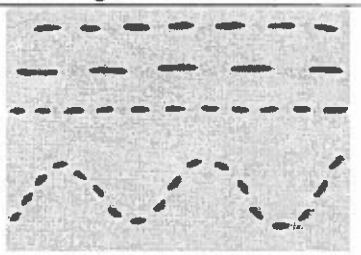
Natural fibres	Monomer	Polymer	Synthetic fibres	Annotated design
				

DT-Half Term 2 Boat project

Summary- Position in the Curriculum

You will carry out practical work where you use thermoforming polymers and manufactured board, and textiles to produce a boat that will be raced against your classmates. You will be introduced to sewing techniques and plastic fabrication methods.

Terminology	Definitions	Core Knowledge and skills	Preparing for Assessment
Vacuum forming	A process that uses heat and air pressure to shape a thermoforming polymer.	To vacuum form, you first have to make a mould. A sheet of polymer is then heated until it is pliable, the air between the mould and the polymer is sucked out and air pressure from the atmosphere pushes the heated polymer onto the mould.	Revision and self-study questions are below.
Pliable	Easily bent and flexible.	Vacuum forming moulds are often used many times to make identical items such as chocolate-box trays.	Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.
Template	A cut out shape that you can draw around.	Template are particularly useful when you have to draw the same shape onto different pieces of material more than once. They save time and speed up the making process.	1. *Give an example of an item of food packaging that could be made using vacuum forming.*
Pins	A temporary method of holding fabric together.	To sew a running stitch, use a needle threader to double thread a needle. Insert the needle from below. Now put the needle back down through the fabric a short distance away. Follow the steps in the diagram to finish your stitch. 	2. *What is a template? How does it save time if you have to draw the same shape on different materials?*
Raw edge	The cut unfinished edge of a fabric		3. *Explain how you can prevent plywood from flexing as you are cutting it.*
Seam allowance	The distance between the raw edge of the fabric and the stitching line.		4. *Describe 3 safety precautions you should take when using a pillar drill*
Blended fibres	Two fibres are mixed together. For example, cotton and polyester.		
Coping saw	A saw used to cut curved lines in materials.	A coping saw is suitable for cutting curved shapes in thin plywood. You should put the plywood low in the vice so that it does not flex too much when you are cutting. You should also rotate the your work as you are cutting it.	5. *Cotton is often blended with polyester to make polycotton. What are the benefits of blending these fibres to make clothes?*
Twist drill bit	A drill bit used for drilling wood, metal and polymers.		

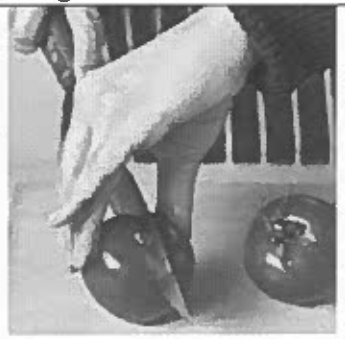
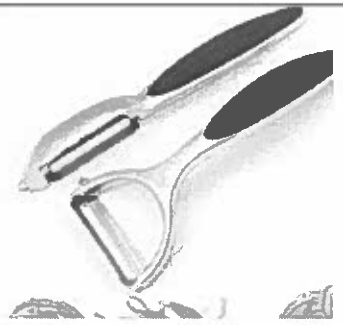
Coping saw	Vacuum former	Needle threaders	Pillar drill	Running stitches
				

DT-Half Term 1 Year 7 Food & Nutrition

Summary- Position in the Curriculum

You will be introduced to hygiene and food safety. You will also learn about healthy eating and how to eat a balanced diet. Throughout the half term you will become familiar with the kitchen and arrange of cooking utensils. Practical lessons will be included which will teach you how to prepare simple dishes.

Terminology	Definitions	Core Knowledge	Preparing for Assessment
Cross-contamination	The transfer of harmful bacteria from one person, object or place to another.	Food a can be contaminated with bacteria from: Raw food Work surfaces and equipment Food handlers Pests Waste food and rubbish It is important to keep yourself and equipment clean to reduce the risk of food poisoning	Revision and self-study questions are below. Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.
Bacteria	Microscopic living organisms, which are single-celled and can be found everywhere.		
Pests	Insect or animals which may contaminate food.	Food poisoning often causes symptoms such as nausea, vomiting, diarrhoea and stomach pains.	1. *What are the five main sources of bacteria that can contaminate food?*
The Eatwell Guide	This shows how much of each food group is needed for a healthy diet.	The food groups for the Eatwell Guide are: Fruit and vegetables Starchy carbohydrates Protein Dairy and alternatives Oils and spreads	2. *Describe what cross-contamination is and give an example of how this can happen.*
Paring knife/vegetable knife	A small knife used mainly for slicing and dicing.		3. *Name the three main symptoms of food poisoning.*
Hob	The top part of a cooker with hotplates or burners	Foods high in fat and/or sugar do not appear on the guide as they should be eaten less often and in small amounts.	4. *Why are foods high in fat and/or sugar not on the Eatwell guide?*
A grill	This part of a cooker directs heat from an upper element onto the food.	Oven gloves must be worn when putting food in or removing it from an oven. Also mind your arms as the door will be hot too.	5. *Name the three parts of a cooker and name 3 foods that could be cooked in each part.*

Claw grip	Bridge hold	Eatwell guide	Paring knife	Peelers
				

DT-Half Term 2 Year 7 Food & Nutrition

Summary- Position in the Curriculum

You will continue to refine and develop your practical skills by doing a range of dishes. You will study the factors affecting food choice to increase you understanding of how to make food appealing whilst meeting the requirements of the Eatwell Guide.

Terminology	Definitions
Seasoning	Salt, pepper and herbs or spices added to food to make it taste better.
Aroma	The smell of food.
Sensory evaluation	Judging food based on appearance, taste, aroma and texture.
Grating	Making coarse or fine threads by rubbing food over on side of a grater.
savoury	Food that is salty or spicy rather than sweet.
Garnish	A decoration on a savoury food.
Folding	Using a spatula or spoon to fold light ingredients into heavier ingredients.
Nutrients	The components which make up food.
Coat	To add another ingredient to create an attractive finish or protective layer when cooking.

Core Knowledge & Skills

Sensory evaluation of foods is very important. All food products need to be acceptable to eat by a wide variety of people.

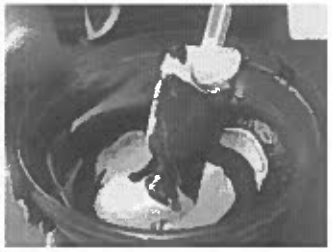
Sensory evaluation helps us to:

- Make sure that a food product meets expectations
- Make sure that a food compares to other similar products, e.g. a competitor's product.
- Check the quality and shelf life of food products over time.

Some factors which influence food choice are:

- religion or culture- some faiths have specific food rules
- the cost of food
- fashion, trends and peer pressure
- healthy eating and physical activity level (PAL)
- Lifestyles
- Celebration/occasion/enjoyment of food.

Draining using a colander



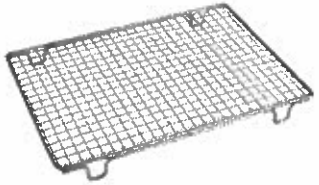
Folding using a spatula

Preparing for Assessment

Revision and self-study questions are below.

Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.

6. *Name the four characteristics we judge food on.*
7. *Describe what cross-contamination is and give an example of how this can happen.*
8. *What is meant by the term sensory evaluation?*
9. *Why are savoury foods sometimes garnished?*
10. *Describe five factors which influence food choice, giving examples.*

Stir fry	Palette knife	Cooling rack	Measuring jug	Spicy bean burger
				

Notes

	Monday	Tuesday	Wednesday	Thursday	Friday
Form					
P1					
P2					
P3					
P4					
P5					