Curriculum Companions

Year 7

Term Two

Name:

Tutor Group:

Stmarks ACADEMY

Drama | What skills do I need to be successful in Drama? | Skills Organiser

Drama: Term 2 – Skills Dictionary:

Rank yourself based on your confidence in each skill in week 1 and in week 12
4= Excellent understanding (no areas for development, fully consistent)
3= Good understanding (many strengths and a few areas for development, consistent)
2=Basic understanding (some strengths and some areas for development, mostly consistent)
1=No understanding (few strengths and many areas for development, inconsistent)

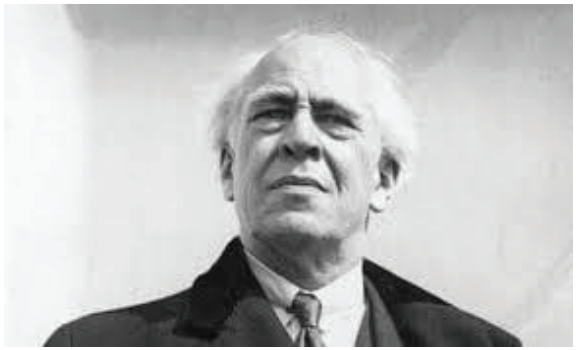
Vocal Skill	Definition	Examples of how to improve	1	12
projection	Using the voice to fill the performance space. E.g: An actor working in the hall will have to project more than an actor performing in the studio. **Projection** is important because the audience need to hear you.	. Diaphragm exercises. Breathing exercises Vocal warm ups.		
articulation	Speaking clearly so the dialogue can be understood.	Vocal Warm Ups Tongue twisters Focus on consonants		
tone	Communicating emotion with the voice	Knowing character and their motivation: Units and objectives Subtext Given Circumstance Opera exercise.		
pace (voice)	How fast or slow you speak.	Recording dialogue. Extreme Slow down Extreme Speed up		
volume	How loud or quiet you are.	Play with volume, Extremely loud/ quiet. Note impact.		
pitch	How high or low the voice is	Scales		

Physical Skill	Definition	Examples of how to improve	1	12
gesture	Using the body to communicate character/ emotion.	Exaggeration Selecting key words Mime		
facial expression	Using the face to communicate character/ emotion.	Facial warm ups – chewing toffee etc Rehearsing with a mirror.		
pace (movement)	How fast or slowly you move	Jacques LeCoq's 7 levels of tension.		
levels	How high or low you are compared to something/someone else	Utilising blocks/chairs etc		
space	The distance between two people or things.	Draw the stage out using masking tape.		

Term 2 | Exploring Practitioners | Knowledge Organiser

Stanislavski

- The Russian Practitioner Stanislavski created a method of acting to help create more realistic performances.



Week	What will I learn?
1	The Magic If
2	The given circumstance
3	Subtext
4	Objective/Super Objective
5	Applying techniques
6	Performance

To explore Stanislavski we will be using drama games and scripts to help us develop our understanding of key principals of acting.

Half term 1 Key Words: Stanislavski (script)	
Verisimilitude	True to life
Subtext	The meaning beneath the text
Through-Line	The connection between all a character's objectives and what drives a character towards the super-objective
Given Circumstances	The circumstances in a text at any given moment. Given circumstances can change from moment to moment
Super-Objective	A character's main goal in a play

Half term 1 | How can I track my development in Drama? | Knowledge Organiser

	Checkpoint 1	Checkpoint 2	Checkpoint 3
	❑ I lead my ensemble and ensure everyone's ideas are heard. ❑ I am always focused in rehearsal and **encourage others to do so as well.** ❑ I apply a range of Stanislavski's techniques effectively. ❑ I include physical and vocal skills to enhance the performance. ❑ I interpret the characters with innovation and creativity	❑ I lead my ensemble and ensure everyone's ideas are heard. ❑ I am always focused in rehearsal and **encourage others to do so as well.** ❑ I apply a range of Stanislavski's techniques effectively. ❑ I include physical and vocal skills to enhance the performance. ❑ I interpret the characters with innovation and creativity	❑ I lead my ensemble and ensure everyone's ideas are heard. ❑ I am always focused in rehearsal and **encourage others to do so as well.** ❑ I apply a range of Stanislavski's techniques effectively. ❑ I include physical and vocal skills to enhance the performance. ❑ I interpret the characters with innovation and creativity
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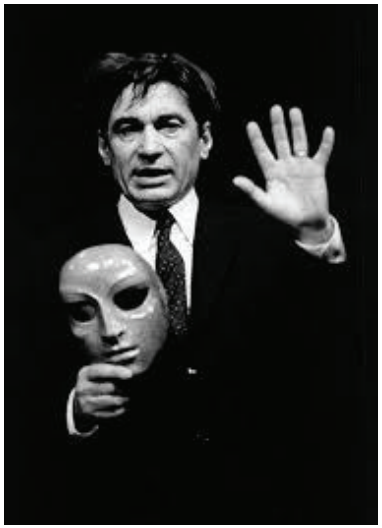
Term 2 | Exploring Practitioners | Knowledge Organiser

Jacques Le Coq

- The French Practitioner Jacques Le Coq was influenced by Commedia Dell'Arte and focused on using mime and movement to create character



Week	What will I learn?
1	The 7 Levels of tension
2	Commedia Dell'Arte
3	Mime
4	Mask
5	Applying techniques
6	Performance

To explore Stanislavski we will be using drama games and scripts to help us develop our understanding of key principals of acting.

Half term 1 Key Words: Stanislavski (script)	
Tension	The tightness of muscles in the body
Posture	The physical alignment of the actor's body
Gait	How the character walks
Mannerisms	Small, often repeated movements specific to a character
Body Language	Communicating character through the body

Half term 1 | How can I track my development in Drama? | Knowledge Organiser

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Y7 English | Identity Poetry | Knowledge Organiser

1. What is identity?

Identity is what makes a person unique. It includes things like our personality, beliefs, culture, family, and experiences. Poets often explore identity to show who they are or where they come from. Everyone has a different identity, which helps us understand and connect with others. Poetry is a powerful way to express our sense of self.

2. How do poets use imagery?

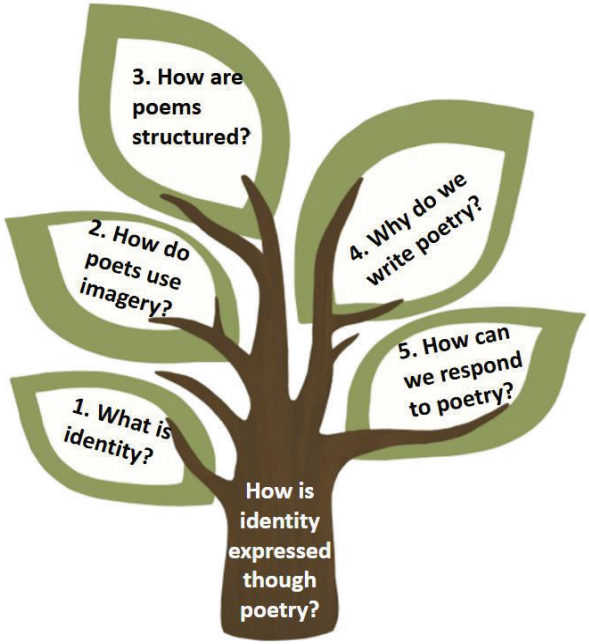
Imagery is when poets use words to create pictures in the reader's mind. They use descriptions of sights, sounds, smells, tastes, and feelings to make their poems more vivid. For example, a poet might describe a sunset using colours and emotions to show happiness or sadness.

Imagery helps readers imagine the poem and feel connected to it.

Other techniques a poet might use are: similes, metaphors and personifcation.

4. Why do we write poetry?

People write poetry to express their feelings, share ideas, or tell stories in creative ways. Poetry can help us make sense of the world, connect with others, or say things that are hard to put into regular words. Poets often use their imagination and emotions to communicate powerful messages. Poetry is a way to express thoughts in a personal and artistic way.



5. How can we respond to poetry?

We can respond to poetry by thinking about how it makes us feel and what it makes us imagine. We can also look at the words, images, and structure to understand the poet's message. Discussing a poem with others helps us see different meanings. Writing our own poems or drawing pictures inspired by a poem are other ways to respond.

In this module we will be practicing our analytical writing, learning how to respond to poetry in an academic way.

3. How are poems structured?

Poems can be structured in many ways, using lines and stanzas (groups of lines). Some poems rhyme, while others don't. Poets might use rhythm, patterns, or repetition to create a certain mood or feeling. The structure of a poem often helps to highlight its meaning or message. Short lines can feel fast and exciting, while long lines can feel calm and thoughtful.

Other structural devices a poet might use are: caesura, enjambment and a rhyme scheme.

Y7 English | Identity Poetry | English glossary

Word	Definition	Example
adjective	A word that describes or modifies a noun.	"bright," "cold," and "mysterious" are adjectives that describe nouns.
adverb	A word that modifies a verb, adjective, or another adverb, often describing how, when, or to what extent something happens.	"quickly," "silently," and "very" are adverbs.
imagery	visually descriptive or figurative language, especially in a literary work.	The golden sun dipped below the horizon, casting a warm, amber glow over the quiet lake.
metaphor	A direct comparison between two unlike things without using "like" or "as."	The classroom was a zoo during recess
noun	A word that identifies a person, place, thing, or idea.	"Tree," "happiness," and "mountain" are nouns.
personification	Giving human qualities or actions to non-human objects or ideas.	The wind whispered through the trees.
sensory imagery	Description that appeals to any of the five senses to make the reader feel, hear, see, taste, or smell something.	The crunch of autumn leaves underfoot filled the crisp air with a satisfying sound.
simile	A comparison between two things using "like" or "as."	The clouds floated like fluffy pillows across the sky.
structure	The way a text or poem is organized, including line breaks, stanzas, chapters, or narrative sequence.	A story might follow a beginning, middle, and end, or a poem might use short stanzas to create a fast-paced rhythm.
verb	A word that describes an action, state, or occurrence.	"run," "think," and "create" are verbs.

English | Identity Poetry | Topic Dictionary: Poetic techniques

Word	Definition	In a sentence
alliteration	Words placed together that start with the same sound e.g. "she sells seashells on the sea shore".	The poet used lots of **alliteration** and it made the poem difficult to read!
assonance	The repetition of vowel sounds e.g. "go slow over the road".	Students reading the poem noticed the **assonance** used throughout.
caesura	A pause in the middle of a line of poetry.	Using a comma in the middle of a line is **caesura** and makes the reader pause their reading.
enjambment	When the idea in a line of poetry continues into the next line without a pause.	The use of **enjambment** suggested the speaker could not contain their feelings – they were spilling from one line to another!
extended metaphor	The same metaphor used throughout a poem to build a bigger idea.	The use of the **extended metaphor** of childhood gave the poem a nostalgic tone.
imagery	Language that creates a clear and vivid image in the reader's mind.	The poem contains **imagery** of water throughout.
onomatopoeia	Words that sound like what they are.	**Onomatopoeia** featured regularly in the poem and helped the reader to imagine the sounds around the speaker.
sibilance	A repeated "s", "sh" or "z" sound.	The poem was about a snake so the poet used **sibilance** to mimic the snake's hissing noise.
stanza	A group of lines organised together in a poem.	The poem had four **stanzas**.
structure	The way a poem is organised and put together.	Poets use **structure** to organise their ideas.
symbolism	When an object, colour, animal, place, etc., represents something.	The poet used the **symbol** of a lion throughout her poem to suggest the speaker is brave.

English | Identity Poetry |Skills Guide

When you are writing about poems, each of your ideas must be written into a paragraph with the following structure:

***What* is the poet saying about the question?**

- How could I reuse the words in the question to give myself a topic sentence?

***How does the writer* convey/ present/ develop this?**:

- What quotation proves your idea?
- What tone is the quotation spoken in?
- Why did the writer choose this tone?
- Which are the powerful words or techniques that convey the most meaning?
- What different connotations do these words have? What do they make you imagine, think about or feel?

***Why* does the writer write it? What is their purpose?**

- What attitudes or feelings are revealed by the quotation?
- What was happening at the time that is mirrored in the poem?
- Is the writer trying to create shock or sympathy/ to expose or criticise/ to warn or or raise awareness?

As a Year 7 English student I know:	
1. Poets use their poems to convey different meanings.	
2. Poets use specific language choice to create specific effects.	
3. Poets make structural decisions to support the meaning of their poem.	
4. Poets think about the way their poem sounds when read out loud, and use this to convey meaning.	
5. Poems and poets are influenced by, and influence, cultural identity and heritage.	

English | Identity Poetry | Annotated Exemplar

In *Childhood Tracks* by James Berry, how is his identity presented?

What
How

In *Childhood Tracks* by James Berry, his identity is shaped by the rich sensory experiences of his childhood. This is seen in the line, "smelling mixed whiffs of fish, mango, coffee, mint, hanging in a market." This quotation shows how the smells of different foods and spices are not only memories but also important parts of his identity. The word "whiffs" suggests a fleeting yet powerful memory, something that lingers in the senses, highlighting how these experiences stay with him over time. This makes the reader appreciate the role of sensory experiences in shaping one's identity. Perhaps James Berry wanted to emphasize that our identities are formed not only through what we see or hear but through the smells and sensations that are part of our childhood.

Why

The first sentence explains what **I think** the experience of living abroad is.

I then **prove how** I know what the speaker's experience is by including **a quotation.**

I then explain **the overall effect** of that quotation on the reader.

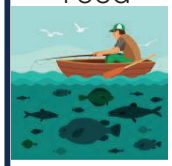
I prove how I know the speaker is tired by selecting a **powerful word** and explaining its **deeper meaning.**

Finally, I finish my paragraph by explaining **why** I think James Berry has chosen to present his identity through sensory language. I have linked the poem to what I understand about identity.

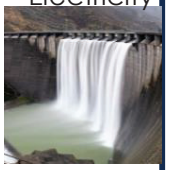
Geography | Rivers, friend or foe? | Knowledge Organiser

Why are rivers important?

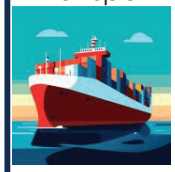
Food



Electricity

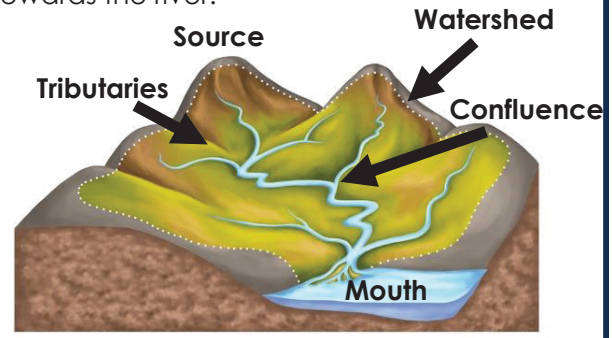


Transport

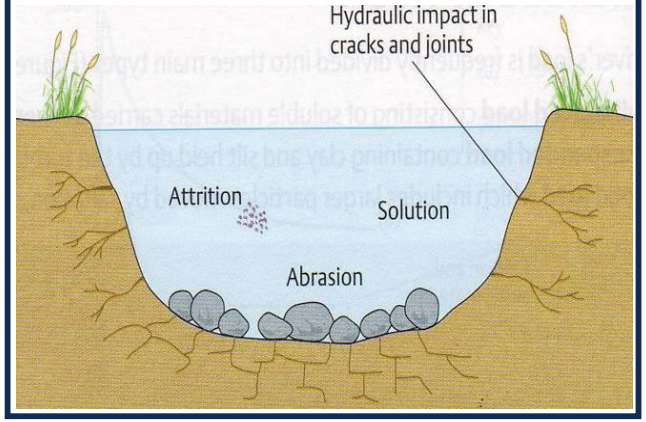


Leisure

When a droplet of water falls into the **drainage basin** as precipitation, gravity will make sure that the water is pulled down hill towards the river.

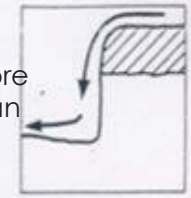


Four different types of **erosion** take place in a river.

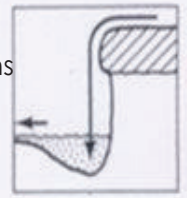


In the **upper course** of a river we find **waterfalls.**

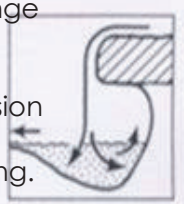
Soft rock erodes more quickly than hard rock.



A plunge pool begins to form.

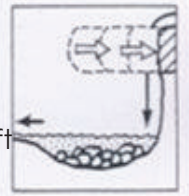


As the plunge pool expands, further erosion causes undercutting.



Due to gravity, the overhanging hard rock collapses.

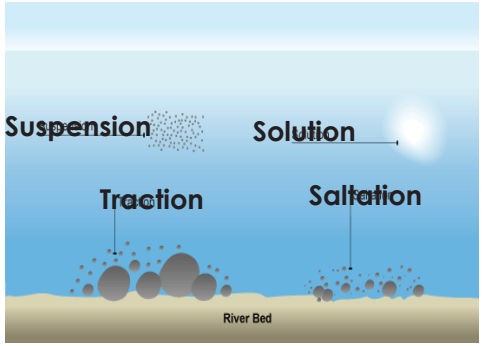
As this process repeats, a gorge is left behind.



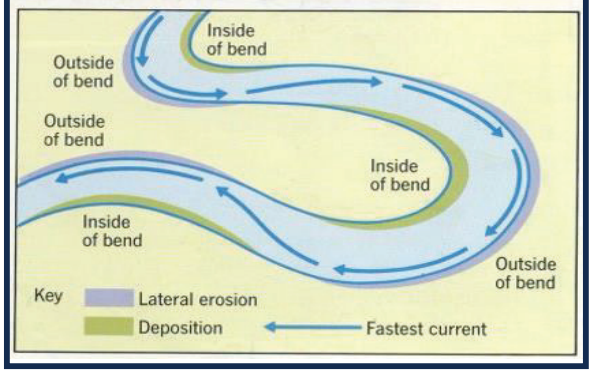
As a Year 7 Geographer, I know…

1. Why rivers are important to people.	
2. How waters ends up in rivers.	
3. The types of erosion that take place in a river.	
4. How rivers move material.	
5. How waterfalls form.	
6. Why meanders form overtime.	
7. Why sometimes rivers flood.	
8. The impacts of flooding on Bangladesh.	
9. How people can use hard and soft engineering to mitigate flooding.	

Rocks, pebbles and sand can be **transported** by a river in four ways.



Erosion and **deposition** in the **middle course** of a river cause **meanders** to form.



In the **lower course** of a river **flooding** takes places. This can have three different impacts.

Social

Economic

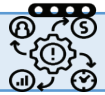
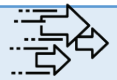
Environmental

Flooding can be managed by **hard** and **soft en**

Dams are an example of hard engineering

Afforestation is an example of soft engineering

Geography | Rivers, friend or foe? | Topic Dictionary

Image	Key word	Definition	In a sentence
	**cause**	An event or action that leads to an impact.	Heavy rainfall **caused** the river to flood.
	**deposition**	When the river load (material) becomes too heavy to be carried so it is deposited (dropped) by the river.	**Deposition** helps to form point bars.
	**erosion**	The wearing away of rock and soil found along the riverbed and banks.	**Erosion** changes the shape of a river and creates river material
	**hard engineering**	Methods use large artificial structures (such as concrete) to prevent river flooding.	Dams are a river example of **hard engineering.**
	**impact**	The result of an action or event.	A social **impact** of flooding in Bangladesh was homelessness.
	**meander**	A winding curve or bend of a river	Erosion and deposition create **meanders** in rivers over time.
	**precipitation**	Any liquid or frozen water that forms in the atmosphere and falls back to the Earth.	**Precipitation** includes rain, snow sleet and hail.
	**river**	A large natural stream of water flowing in a channel to the sea, a lake, or another river.	The **river** Nile is the longest river in the world.
	**river drainage basin**	A drainage basin is the area of land around the river that is drained by the river and its tributaries.	When a droplet of water falls onto the land as precipitation, gravity will make sure that the water is pulled down hill towards a river into a **drainage basin**.
	**soft engineering**	Flood defences work that with natural processes (such as floodplains) to reduce the risk and impact of flooding.	Afforestation is a river example of **soft engineering**.
	**the water cycle**	The cycle of processes by which water circulates between the earth's oceans, atmosphere, and land.	The **water cycle** ensures that there is always water in the river Thames.
	**transportation**	The process by which a river carries its load (material that has been eroded).	Due to river **transportation** rivers often appear muddy as they are carrying lots of small pieces of sediment.
	**velocity**	The speed of the water flow.	A river's **velocity** changes throughout its course

Geography | Rivers, friend or foe? | Skills Guide

How to describe in Geography.

8

Describe - Set out characteristics. Say what you can see. You will often be given an image or graph to look at.

Describe the impacts of the flooding in Bangladesh (3)

Many people were socially impacted by the floods. (1) For example, the image illustrates the destruction of living spaces, and consequent evacuation necessary. (1) The expense of fixing damaged buildings and infrastructure will bring more long-term economic impacts too. (1)

We can see here the student has used the image and their own knowledge to say and draw on what they can **see**.

How to explain a geographical process.

4

Explain - Set out purposes or reasons/ Say why something happens.

Explain how waterfall formations are formed. (5)

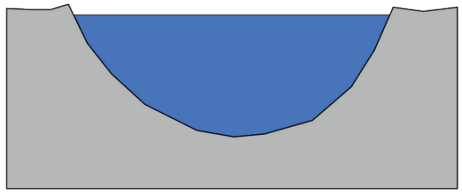
A river erodes soft rock more quickly than hard rock due to its lower resistance. (1) As the soft rock erodes, it creates a dip which hydraulic action erodes into a plunge pool. (1) With continued hydraulic action and abrasion, the plunge pool expands and undercuts the overhanging hard rock. (1) Eventually, gravity causes the overhanging hard rock to collapse and the process repeats. (1) Overtime, a gorge is left behind the waterfall. (1)

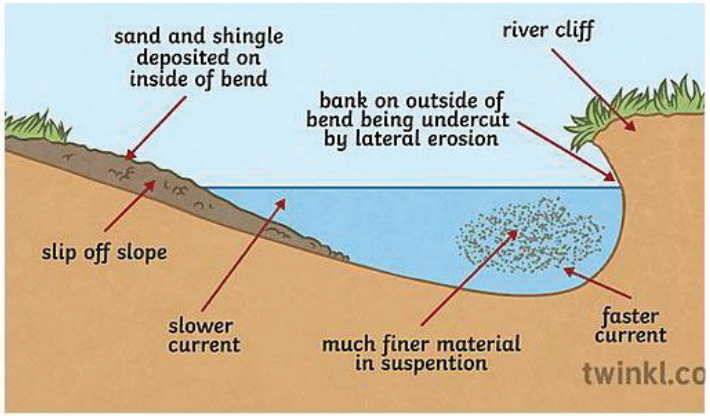
We can see here the student has given a reason **why** waterfalls form through a detailed explanation of the physical geography.

How to complete a geographical illustration.

Whenever drawing a geographical illustration, it is vital to include **labels** and detailed **annotations** describing what geographical processes have taken place.

A cross-profile of a river meander: 6





Geography | Who does globalisation benefit? | Knowledge Organiser

What are the impacts of globalisation?

1. 2.

- Access to new markets
- Increased competition
- Domestic job loss
- Spread of knowledge and technology
- Exploitation of labor and resources
- Promotes tolerance

What TNCs are in Nigeria?

KFC

Unilever

Why are TNCs in Nigeria?

- Cheap labor
- Access to new markets in Africa
- Less strict environmental laws

Are TNCs beneficial to Nigeria?

3. 4.

- Companies provide employment and the development of new skills.
- Local workers are paid poorly.
- Money used to attract TNC's could be used to develop Nigerian industry.
- Profit from TNC'S is sent abroad.
- Other local companies benefit from increased orders.

How mas MacDonalds spread all over the world?

5.

Costa Rica
Costa Rica serve rice with their MacDonalds meal rather than bread.

France
French burgers come with regional cheeses.

Japan
Japan sells the Ebi Burger which is filled with prawns, seafood is popular in Japan.

Does everyone have equal access to technology

6.

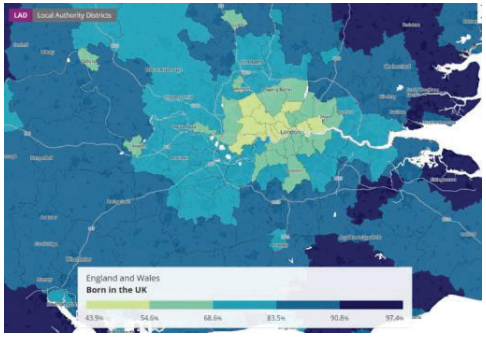
Maya helps her family with chores like fetching water and tending to the garden. As the day fades, she studies under a dim lamp.

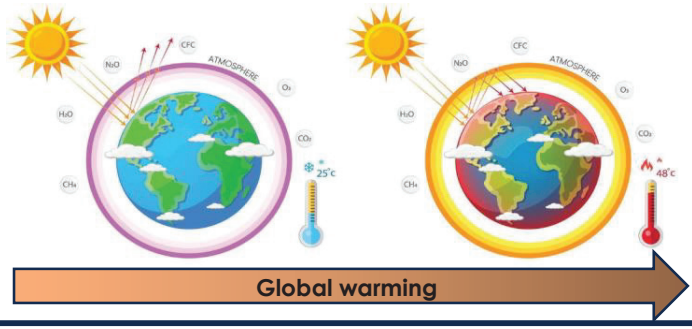
Alex zooms' off on his electric scooter to a school with cool gadgets. He chats with friends planning on which video game they will play later.

Multiculturalism

Globalisation has also meant the spread of cultures and ethnicities around the globe as exampled by the diversity in London.

7.





As a Year 7 Geographer, I know…	
1. What globalisation is.	
2. The different impacts of globalisation.	
3. How TNC's have benefited countries.	
4. How TNC's have not benefited countries.	
5. Why companies change their menus in different countries.	
6. Not everyone has equal access to technology	
7. Why globalisation has led to diverse modern cities.	

Geography | Who does globalisation benefit? | Topic Dictionary

Image	Key word	Definition	In a sentence
	**global warming**	the gradual increase in the average surface temperature of the Earth.	**Global warming** is increasing faster than it ever has in the past 400,000 years.
	**globalisation**	The way the world has become more interconnected. It refers to how people communicate as well as world trade, international investment and the sharing of ideas.	**Globalisation** has allowed for brands such as KFC and McDonalds to open branches across the world.
	**glocalisation**	A product or service that is developed and distributed globally but is also adjusted to the tastes or needs of people in each country.	Due to **glocalisation** the menu in McDonalds changes depending on the country the store is in.
	**inequality**	the difference in social status, wealth, or opportunity between people or groups.	**Technology** can cause inequality as areas without it will develop slower.
	**multiculturalism**	A multicultural society is when lots of people from different cultures live together peacefully.	London is the most **multicultural** city Europe.
	**technology**	Machinery and equipment developed for helping humans to survive .	**Technology** has advanced quickly in the 21st century because of globalisation.
	**trade**	The action of buying and selling goods and services.	There is a move to ban all **trade** in ivory.
	**transnational corporation (TNC)**	A company that is controlled from its home country but has large operations in many different countries	**Transnational corporation** operations can include shops, factories and offices.

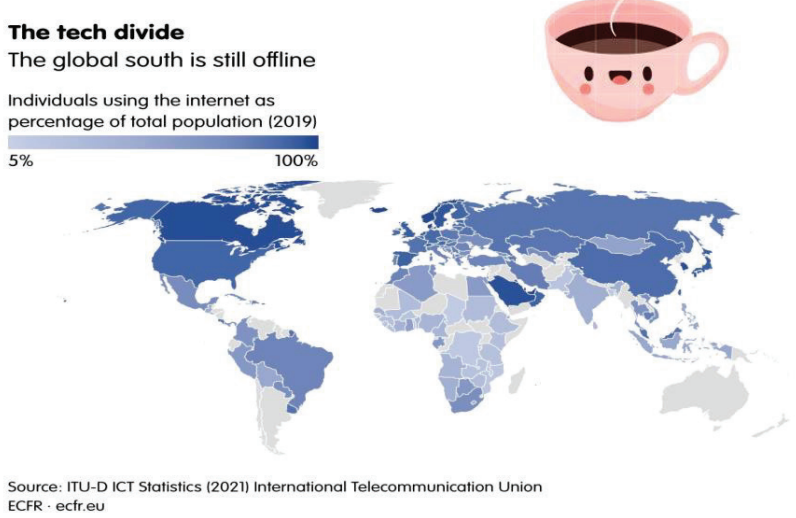
Geography | Who does globalisation benefit? | Skills Guide

Interpreting maps

If you are asked to explain a pattern on a map the following structure will help you.

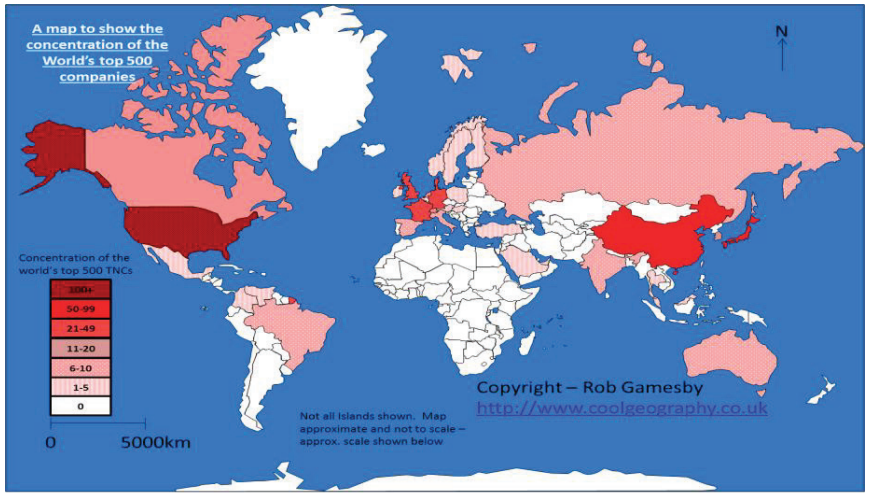
Trend – what this the overall pattern of the map.
Examples – pick out examples that support the overall pattern
Anomalies – is there any part of the data that doesn't fit the overall trend

TEA in action.



Describe the map showing individuals using the internet as a percentage of the population. (3)

Overall, the map shows that in the global south there is a much lower percentage of individuals using the internet than in thr global north . North America and Europe both have over 80% of individuals connected to the internet where as in Africa this is much lower . However, Mongolia which is in the global north has low percentage of individuals connected to the internet.



Describe the map showing the amount of TNC's in each country. (3)

Overall, the map shows that there is no geographical correlation between location and the amount of TNC's. For example, The UK has a high number of TNC's and so does Australia and China. .However, there is a correlation between levels of development and the amount of TNC's with Countries that are HIC's such as Canada and the USA having a high number of TNC's

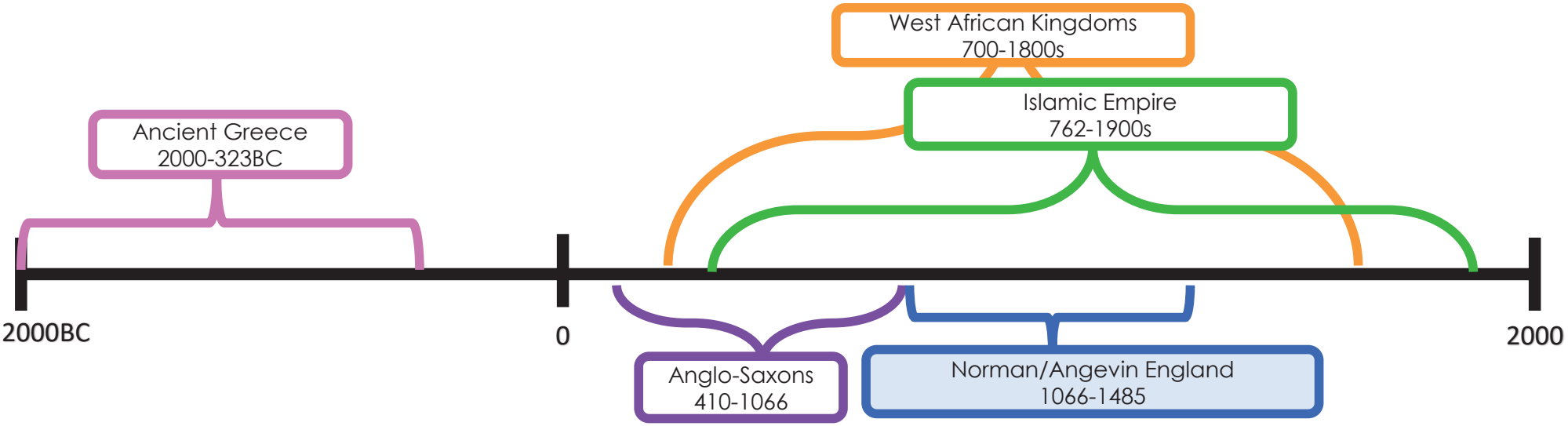
Understanding Scale.

When writing about globalisation it is important to consider geographical scale – local, regional and global.

Local businesses can expand their reach through e-commerce, while regional trade agreements foster economic interdependence. At the global level, supply chains connect countries and industries, highlighting the interconnectedness of the modern economy.

History | How different was England after the Norman invasion? | Topic Dictionary

Image	Key Word	Definition	In a sentence…
	battle	An organised fight between two groups of people, with the aim of achieving their own goal.	"The **battle** was won because they had the high ground, with knights and horses."
	claimant	Someone who says they should have something. For example, the throne or to be king.	"There were many **claimants** to the English throne after the death of Edward the Confessor."
	feudalism	The system of social hierarchy with the king at the top and peasants at the bottom.	"People's place in the **Feudal** System was decided by how much land or money they had."
	invasion	When a group of people come to a place uninvited with the intention of taking over or killing people.	"The Norman **Invasion** of England happened in 1066 and saw William I take the throne."
	Norman	A group of people originating from the top of modern-day France. They invaded England in 1066.	"The **Norman** king, William the Conqueror, won the Battle of Hastings."



1.

Edgar Aetheling (15 years old):
- English/Hungarian.
- Last kings closest living relative.
- No experience but young so could bring stability with time.

Harald Hardrada (49 years old):
- King of Norway and the 'Greatest Soldier of his age', very experienced.
- Made a pact with Edward the Confessor.
- Supported by Nobles in England.

Harold Godwinson (45 years old, English):
- Most powerful man in England after the king, owns more land than anyone else.
- Advisor to the king and married to his sister, has lots of experience.
- Named heir by the king, Witan agree.

William, Duke of Normandy (38 years old):
- Norman French.
- Lots of experience in war and leadership.
- Cousin to the King, promised the throne.
- Claims Harold Godwinson agreed.

As a Year 7 Historian I know …

1. Who claimed the throne in 1066 and why.	
2. Why the battle of Stamford Bridge and Hastings were important.	
3. The importance of castles for the Normans.	
4. What the Feudal System was and how it made England different.	
5. What life was like in a medieval village	
6. Why Queen Matilda was not accepted as queen of England.	

The Battle of Stamford Bridge, 25 September 1066

2.

Harold Godwinson was in Southern England when the Harald Hardrada invaded. He was waiting for an invasion from France by the Duke of Normandy. Learning of the Norwegian invasion, Godwinson headed north at great speed with his houscarls (household trained knights who defended their region) and as many fyrds (untrained local people who provided their own food and supplies) as he could gather. He made the journey from London to Yorkshire, in only four days.

The Vikings were taken completely by surprise. They were resting and celebrating recent victories. Hardrada had left one-third of his Viking forces, along with much of the army's armour, at the ships. The main part of the Viking army was on the other side of the bridge. A small Viking force held the approach to the bridge, but they were quickly swept aside. The Vikings then got into a shield wall to defend themselves.

In the fierce fighting that followed, Hardrada was killed along with hundreds of his men. Harold was hit in the neck with an arrow. Out of the original fleet of 300 ships, there were only enough men left to man 24 ships on the return to Norway.

2.

Harold Godwinson, the English King, and his army stood at the highest point of a ridge.

The invader, William of Normandy, was in the centre of his army holding a banner given to him by the Pope, surrounded by his most trusted knights.

The battle started at about 9 o'clock in the morning with a blast of trumpets from both sides.

The Normans ran uphill, crunching into the shield wall – a line of men holding round shields, each overlapping with his neighbour – to be hacked and stabbed by the English.

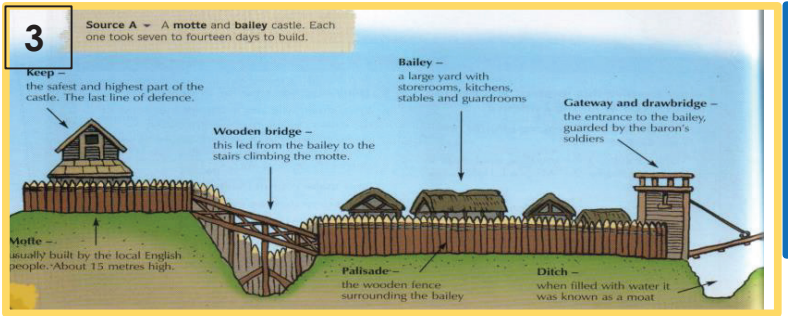
Having failed to make any impression on the shield wall with his infantry, William sent his cavalry up the hill.

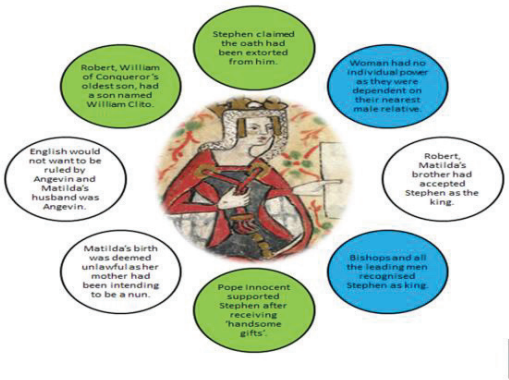
The Norman cavalry also failed and retreated. The English fyrdsmen decided that the battle was theirs and ran down after them.

William had fell from his horse, sending panic through his army. But William held up his helmet, and yelled that he was still alive.

The Normans turned around and attacked again. The shield wall had been broken and the English were easy targets. Harold is killed by being shot in the eye some sources say. William had won.

3





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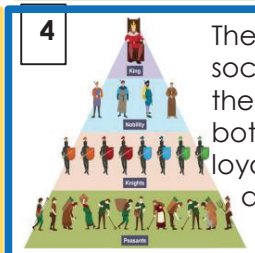
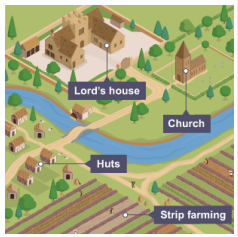


The Feudal system was a social system with the King at the top and peasants at the bottom. Each group swore loyalty to the group above and in return got land.

5 Peasants had to work the land that belonged to their lord and the majority of them were in poverty.

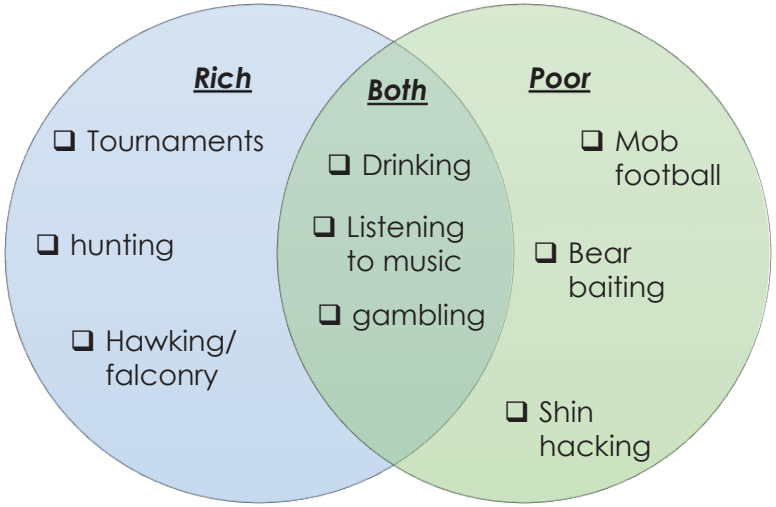
People spent their free time:
- Going to the local tavern
- Bear baiting
- Mob football
- Archery
- Golf
- Bowling
- Shin hacking



History similarity and difference Skills Guide

In history lessons, you must remember that even though there could be many **similarities** between people's lives in the past, there were probably big **differences** in their experiences too, even if they lived in the same period of history. Historians often call this **diversity.**

Compare the ways in which rich people and poorer people enjoyed themselves and had fun in the Middle Ages. In what ways were they similar or different?

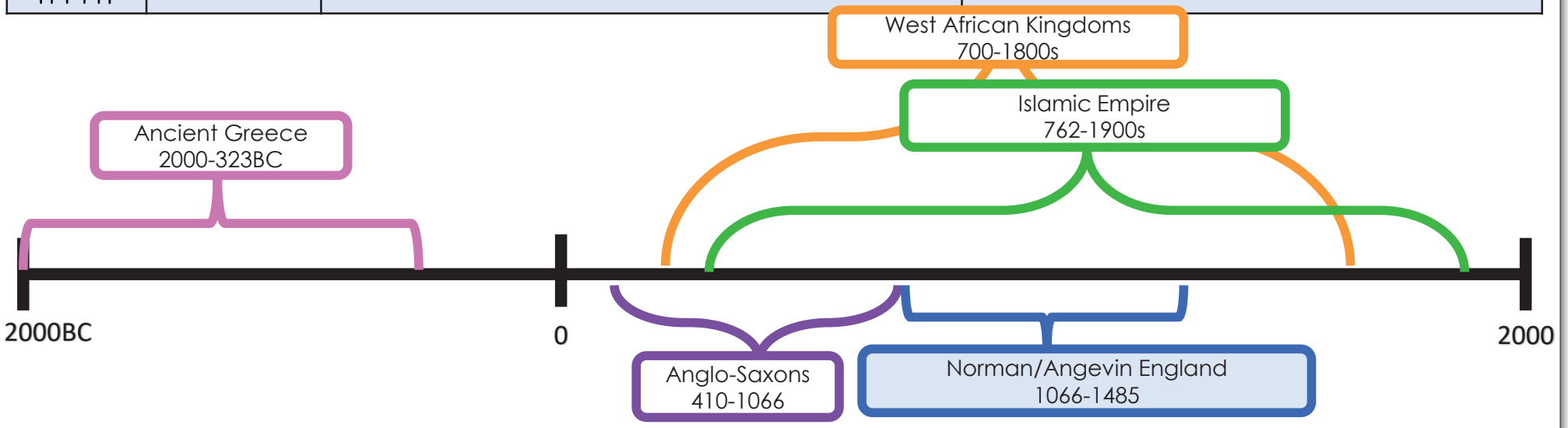


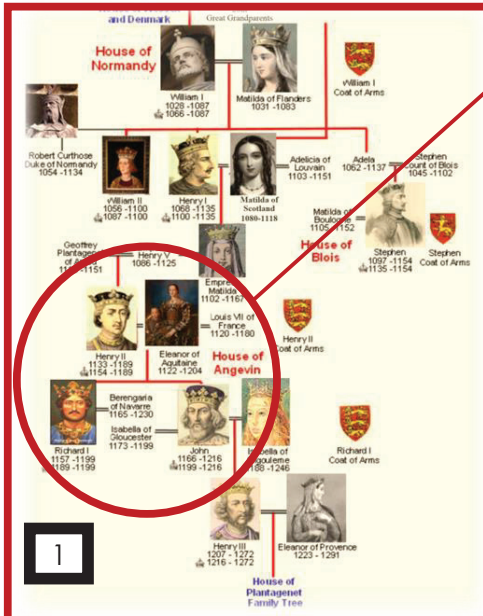
There were several **differences** in the way rich and poor people enjoyed themselves and had fun in the Middle Ages. One of the main differences is related to the **types of activity** they enjoyed.

For **example**, poorer people would usually make their own fun, creating home-made equipment with whatever they had to hand. They would enjoy **simple games** and sports and played in or near their village or town on Holy Days.

History | How did the Angevin Dynasty change the landscape of Medieval England? | Topic Dictionary

Image	Key Word	Definition	In a sentence…
	**Angevin**	The name given to the ruling family of England from 1154 to 1216.	"The House of **Angevin** included the kings Henry II, Richard I and John I."
	**Crusade**	A series of military expeditions by European knights to the 'Holy Land' between the 11th and 13th Centuries.	"Richard I was an important military commander in the Third **Crusade** against the Muslim leader Saladin, of Kurdish origin."
	**dynasty**	A consistent line of people, from the same family, that rule a country.	"King Charles III is the fifth ruler to be from the Windsor **Dynasty**."
	**revolt**	To take violent action against a government or ruler of a country.	"The Barons **Revolt** ended with the signing of Magna Carta."
	**landscape**	All the visible features of a certain thing. Used literally to describe land or metaphorically to describe other things.	"The political **landscape** changed significantly as a result of the war."

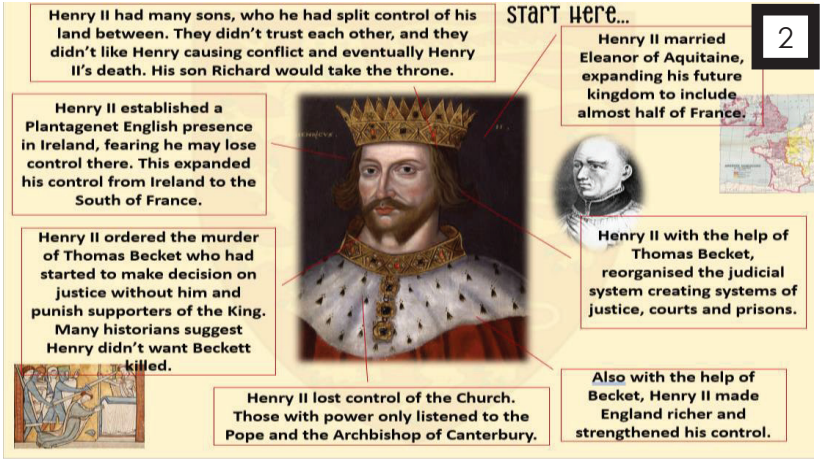




1

The Angevins

'The Anarchy' was a period of time before the start of the Angevin Dynasty where Henry II beat his uncle Stephen I. It was a war that destroyed the English landscape.



2

Henry II was the first Angevin king. His reign was known mainly for the murder of Thomas Beckett.

Richard I was a renowned warrior, firstly fighting in Europe at 16 to defend his father. Then, as a king he spent very little time in his kingdom. Instead, he defended his land in France and travelled to 'The Holy Land'. 'The Holy Land' was the area of Jesus's life, particularly the city of Jerusalem – where He was crucified. This city was to be fought over for hundreds of years by Arabic Muslims and European Christians.

Richard I was one of many European kings who travelled to the Holy Land at the order of the Pope, the head of the Catholic Church.

In doing so, Richard failed to rule England directly and spent a lot of money.

3

Magna Carta was issued in June 1215 and was the first document to put into writing the principle that the king and his government was not above the law. It sought to prevent the king from exploiting his power and placed limits of royal authority by establishing law as a power in itself.

It was introduced following the actions of King John and his misuse of power.

5

As a Year 7 Historian I know …	
1. Who the Angevins/Plantagenet's were.	
2. How Henry II came to power, his changes to England and relationship with Thomas Beckett.	
3. What Richard I was like as King and how he changed England.	
4. How John I ruled the country and why he is famously 'bad'.	
5. How Magna Carta came to be and how it changed England.	

Untrustworthy

Murderous

Stupid

Lazy

King John I

Cowardly

Immature

Weak

Greedy

4

History Change/Continuity Skills Guide

In history, sometimes that can be dramatic **changes** in one area of life (such as new discoveries), but very little change in another. When something stays the same, historians call this **continuity**.

Historians have to study change and continuity not just over a short period of time, but also over many years or even centuries. Change and continuity can also happen at the same time, **in different areas of society**. Change can also happen at different speeds.

Evidence of change under the Angevins

- Destroyed castles.
- English land lost in France.
- New legal systems.
- Magna Carta.

Evidence of continuity under the Angevins

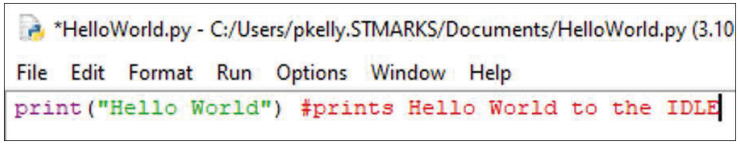
- Feudal System still used.
- Power based on landownership
- Power of the Church/religion

One way the Angevins **changed** the landscape of England was through the creation and signing of the **Magna Carta**. This was when King John I was made to sign the Magna Carta, which limited the King's power by his barons. King John was made to sign this as the barons were unhappy with the taxes John kept raising for war in France, and they felt as though the King needed to listen to them more. This changed England ***because*** it was the first step towards having Parliament and full democracy in England. Similarly, this was the first time that the power of the King was directly challenged and the power of the barons somewhat increased due to this documentation. One could argue that this was a ***positive*** change to England as it ensured that the King was actively challenged by his barons and that he could no longer rule without considering the impact of his decisions on the nobility. Therefore, one way the Angevin's changed the landscape of England was through the creation and signing of the Magna Carta.

IT | Python | Topic Dictionary

Key word	Meaning	Sentence example
input	Command word to input data.	Keyboards, mouses and scanners are input devices
print	Command word to display message on the screen.	
variable	A place in the computer's memory that holds a temporary value.	Create a variable to store
assign	In coding this is where we copy a value to be stored in a location denoted by the variable name.	The line x=7 takes the known value, 7, and assigns that value to the variable with name "x"
selection	Selection means choosing between options. The if statement is how we do selection in python.	There was a selection of different buses I could get home.
single-equal sign	An operator used when assigning a value to a variable.	Num_1= 34
double-equal sign	An operator used when checking if one value is equal to another.	Password ==Pa$$word123
concatenation	This is where we use a , to join text with a variable.	print("Score is", UserScore)
scratch	A block based, visual programming language used for coding.	Create a game using scratch.
algorithm	Step-by-step instructions for carrying out a task.	My teacher uses an algorithm to decide the grade boundaries for our test.
subroutine	A section of code that performs a specific task.	My long algorithm can be divided into subroutines.
iteration	Iteration means repeating steps, or instructions, over and over in a loop.	To use iteration on my work, I use the orange repeat block.

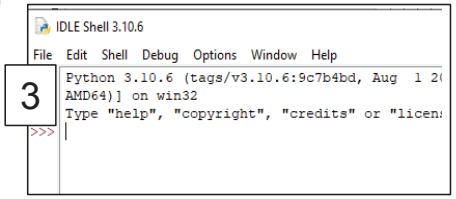
IT | Python | Knowledge Organiser



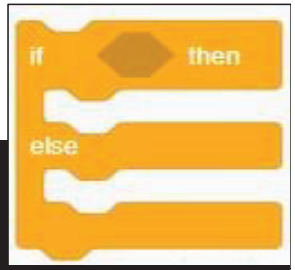
Drawing Shapes in Scratch

```
Number of sides/360
```

Open IDLE on your computer

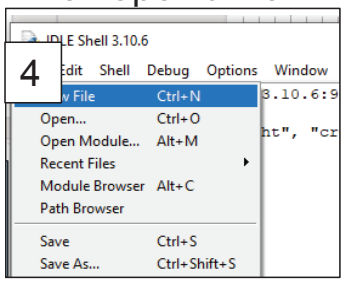


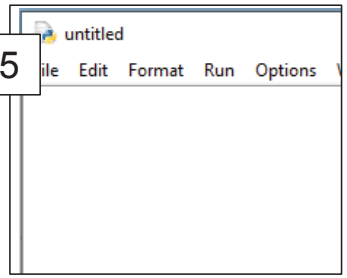
Selection




```
answer = int(input("What is 2 + 2?"))
if answer == 4:
        print("Well done")
else:
        print("Sorry the answer was 4")
```

Then open a New File

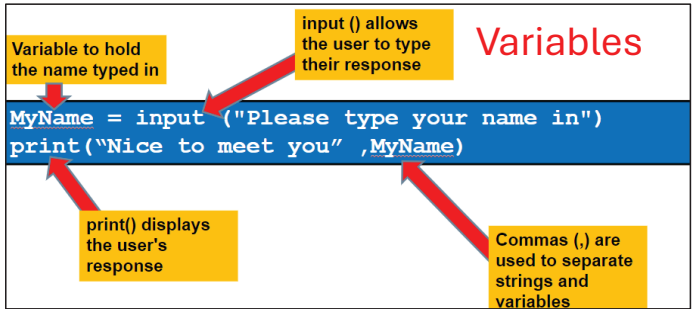




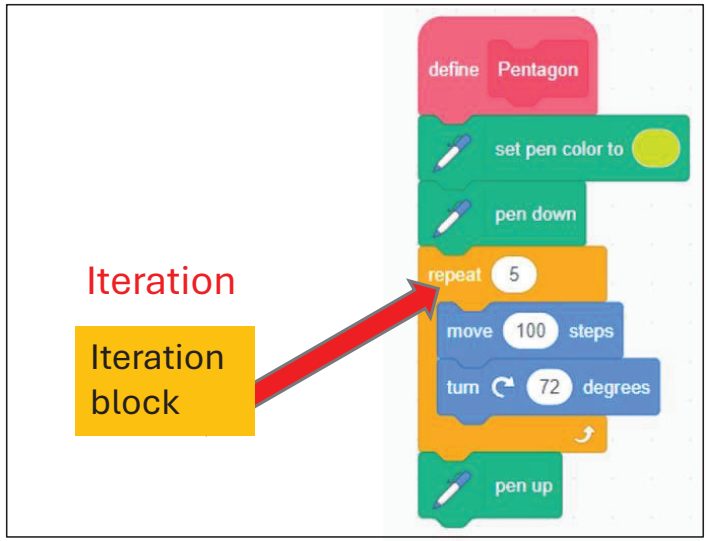
Concatenation

```
print("Score is", UserScore)
```

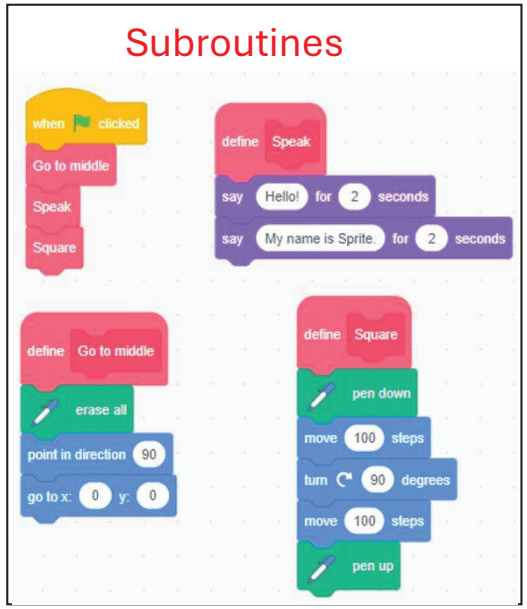
Variables



Iteration



Subroutines



Mental Wellbeing: How do I Care for Myself?

Year 7 Spring 1

Big Idea: Comfort
How do I look after myself?

What is Wellbeing?	How can Meditation Help?	How can Mindfulness Help?	How do we Improve our Wellbeing?	How do we Look After our Hygiene?	How do I Care for Myself?
Key learning points - Wellbeing is the level of happiness you feel overall - Some tips for improving wellbeing include, relaxing, do something you enjoy, and focus on the present	**Key learning points** - What meditation is being silent and calm for a period of time, to help deal with stress - The effects of meditation on you	**Key learning points** - Mindfulness is a way of teaching your mind to focus on the present, not the past or the future - Meditation is clearing your mind, mindfulness is to focus on the present - The effects of mindfulness on you	**Key learning points** - Mental health can impact our overall wellbeing - Signs that someone has low wellbeing include feeling sad, poor sleep, anxiety, appetite changes - Receive support from family, friends, teachers, charities	**Key learning points** - Having good hygiene can positively impact our overall wellbeing - Good hygiene routines include, washing your body, cleaning your room, changing clothes, getting haircuts, washing hands and face	**Key learning points** - Relief is the feeling of happiness and relaxation when things get better - Important to practice mindfulness and good hygiene habits to improve overall wellbeing
wellbeing	meditation	mindfulness	mental health	hygiene	relief

Lifeology | Mental Wellbeing: How do I Care for Myself? | Topic Dictionary

Image	Word*	Definition	In a sentence . . .
	**wellbeing**	The level of happiness you feel.	When we're looking after our **wellbeing**, our mental health is just as important as our physical health.
	meditation	Being silent and calm for a period of time, to help you deal with stress.	Life can be very difficult sometimes, but **meditation** can help us to calm down and re-focus.
	mindfulness	A way of teaching your mind to focus on the present, not the past or the future.	If you're worried about a test coming up, **mindfulness** is something that can help you.
	mental health	How you feel in your mind.	If you get some bad news or something bad happens to you, it can have a negative effect on your **mental health**.
	hygiene	How clean your body and your surroundings are.	Having good **hygiene** isn't something you can just do and consider it done, you have to keep working at it.
	relief	A feeling of happiness and relaxation when things get better.	If you're anxious a lot of the time, a few moments of **relief** can feel incredible.

Key Lifeology words are in **bold*

Skills Guide: Lifeology Assessments

This is your chance to show off **as much of your knowledge as possible** from the **last five lessons**.

1. When the teacher instructs you, use **10 minutes** to **fill in the planning worksheet**. This is your chance to **look back through your book** and gather all the right answers. The sheet is for you to refer to during your assessment, so you don't need to use full sentences. The work only has to make sense to you! Look back at your **last assessment** and check the feedback here!

1. Complete the **assessment**. You will have **15 minutes** to produce a **piece of writing** to answer the question you've been studying for the last five weeks. Write like you're in an English lesson - **full sentences, proper spelling and grammar**, and **paragraphs**. Make sure to mention **as much as you can** from your **planning sheet**. The order you mention it in doesn't matter, **so long as it's all there**.

1. Use a **green pen** to **self-assess** your work. Compare the **assessment** you just did with the **success criteria** on the **feedback sheet**. Remember to **tick your work** wherever you're awarding a mark!

As a Year 7 Lifeology Student, I know...

By the end of Spring 1

1. Wellbeing is the level of happiness we feel and there are many different ways we can look after it. ☐

2. Meditation is a great tactic for calming and focusing your mind, and for dealing with anxious thoughts. ☐

3. Mindfulness helps you to focus on the present without worrying too much about the past or the future. ☐

4. We need to look out for signs of low wellbeing and intervene with our friends if we're worried about them. ☐

5. Having good hygiene by washing ourselves and keeping our environment clean can help our wellbeing. ☐

6. It's important to practice good habits such as meditation, mindfulness and having good hygiene to have good wellbeing. ☐

Growing up in Merton: What is my Community Like?

Year 7 Spring 2

Big Idea: Character
How do I grow as a person?

Who Lives in Merton?	What Religions are in Merton?	What is the Heritage of Merton?	How do we Celebrate Diversity?	What makes Merton Unique?	What is My Community Like?
Key learning points - Merton is far more diverse than the UK in general and even more diverse than London in general - A wide variety of different religions, ethnicities and nationalities live here	**Key learning points** - Christianity is the main religion in Merton, followed by Islam - Our religious liberty means we can all believe in any religion, or no religion at all - This is what allows us to all get along and live together	**Key learning points** - Heritage refers to traditions and ways of living passed down over time between generations - In London, we celebrate our heritage using blue plaques, to memorialise famous people and events from within the community	**Key learning points** - A large part of the UK's incredible diversity is due to the Windrush Generation who came here during the 50s and 60s from the Caribbean - We can celebrate diversity with events, festivals and recognition of its contributions	**Key learning points** - Merton has unique features such as Wimbledon tennis centre and the famous windmill - It also has a unique history beginning before the Roman invasion, and the name comes from the Anglo-Saxons	**Key learning points** - Merton is incredibly diverse, even for London, with many key religions and a unique heritage - People would want to live here because of its interesting history and public attractions, such as Wimbledon Common and Merton Abbey Mills
diverse 	liberty 	heritage 	Windrush 	**community** 	multicultural 

Lifeology | Growing up in Merton: What is my Community Like? | Topic Dictionary

Image	Word*	Definition	In a sentence . . .
	diverse	A group made up of lots of different things, or people.	Merton is a very **diverse** area of London.
	liberty	The freedom to live your life the way you want, without anyone stopping you.	Religious **liberty** is extremely important in the UK.
	heritage	Traditions and ways of living that have carried on over years and passed down from older to younger people..	Every area of the UK has a unique **heritage**.
	Windrush generation	The people who came to the UK from the Caribbean between 1948 and 1971.	Some students here in school are the grandchildren of people in the **Windrush generation**.
	**community**	A group of people from different backgrounds who all live together peacefully.	Everyone at Saint Mark's Academy is a member of our school **community**.
	multicultural	When a community has lots of different cultures in it.	Saint Mark's Academy is **multicultural** because we have students from all over the world!

Key Lifeology words are in **bold*

Skills Guide: Lifeology Assessments

This is your chance to show off **as much of your knowledge as possible** from the **last five lessons**.

1. When the teacher instructs you, use **10 minutes** to **fill in the planning worksheet**. This is your chance to **look back through your book** and gather all the right answers. The sheet is for you to refer to during your assessment, so you don't need to use full sentences. The work only has to make sense to you! Look back at your **last assessment** and check the feedback here!

1. Complete the **assessment**. You will have **15 minutes** to produce a **piece of writing** to answer the question you've been studying for the last five weeks. Write like you're in an English lesson - **full sentences, proper spelling and grammar**, and **paragraphs**. Make sure to mention **as much as you can** from your **planning sheet**. The order you mention it in doesn't matter, **so long as it's all there**.

1. Use a **green pen** to **self-assess** your work. Compare the **assessment** you just did with the **success criteria** on the **feedback sheet**. Remember to **tick your work** wherever you're awarding a mark!

As a Year 7 Lifeology Student, I know...

By the end of Spring 2

1. A wide variety of religions, ethnicities and nationalities live in Merton, making it more diverse than much of the UK. ☐

2. Our religious liberty means that we can believe in any religion, or no religion, allowing us to get along and live together. ☐

3. Heritage refers to traditions and ways of living passed down over time, which we celebrate in many different ways. ☐

4. We use events to celebrate the UK's incredible diversity, which the Windrush generation significantly contribute to. ☐

5. Merton has a unique history, and many unique features including Wimbledon tennis centre and its famous windmill. ☐

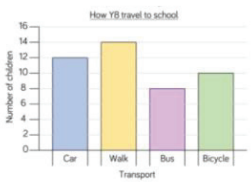
6. Merton is an extremely diverse area, even for London, and an attractive place to live due to its many unique features. ☐

Y7 Spring Term 1: Block 1 – Addition and Subtraction

Previous Block: Fractions, decimals and percentages

7) I can solve problems with bar charts and line charts..

Bar and line charts



Use addition/ subtraction methods to extract information from bar charts.

e.g Difference between the number of students who walked and took the bus.
Walk frequency – bus frequency

When describing changes or making predictions
- Extract information from your data source
- Make comparisons of difference or sum of values.
- Put into the context of the scenario

(8) I can add and subtract numbers in standard form

A number is in standard form if it is written as:

$a \times 10^n$ where $1 \leq a < 10$

$3 \times 10^5 + 4 \times 10^5$

$300000 + 400000$

$= 700000$

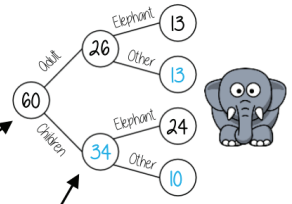
$= 7 \times 10^5$

Next Block: Multiplication and division

(6) I can solve problems with frequency trees.

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

(5) I can solve financial maths problems

Profit= Income - Costs

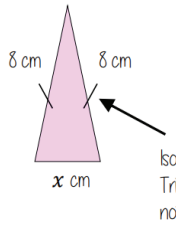
Credit – Money coming into an account

Debit – Money leaving an account

Money uses a two decimal place system
14.2 on a calculator represents £14.20

Check the units of currency – work in the same unit

(4) I can solve problems in the context of perimeter,



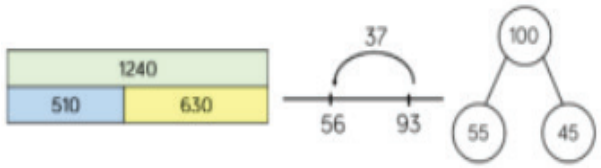
Isosceles Triangle notation

Perimeter is the length around the outside of a polygon

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

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

(1) I can do mental strategies for addition and subtraction.



$360 - 147 = 360 - 100 - 40 - 7$

(2) I can use formal methods for addition and subtraction of integers.

Formal written methods

	H	T	O
	1	8	7
+	5	4	2

	H	T	O
	4	2	7
−	2	4	9

Remember the place value of each column.
You may need to move 10 ones to the ones column to be able to subtract

(3) I can use formal methods for addition and subtraction of decimals

4	.	3	8	
7	.	9	0	+

0 can be used to fill empty places with value

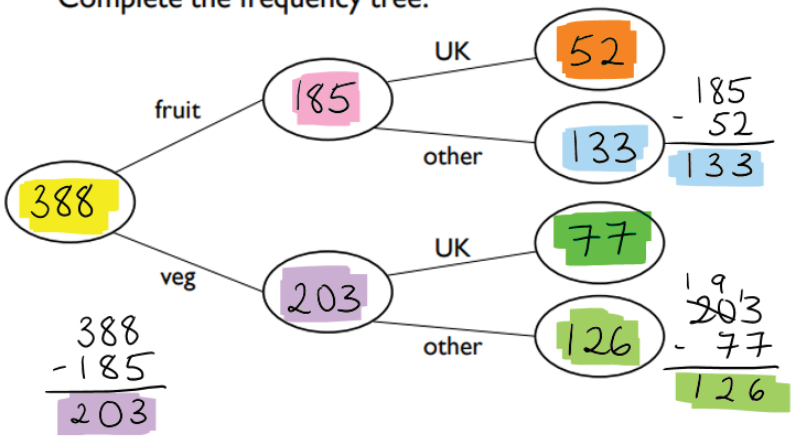
The decimal place acts as the placeholder and aligns the other values

Maths | Addition and Subtraction | Topic Dictionary

Key Word	Definition	In a sentence
bar chart	This uses horizontal or vertical rectangles to show frequencies.	We can use **bar chart** to display frequency of different groups on a graph to visually show the difference between them.
commutative	Relating to an operation on two quantities, when the order of the quantities does not affect the result.	8 x 5 = 5 x 8 because it is **commutative**. It doesn't matter which way around the numbers are when multiplying.
difference	The result of subtracting a smaller number from a larger number.	The **difference** between 3 and 7 is 4.
frequency	The number of times something happens.	David played football. The **frequency** was 2 on Saturday and it was 5 on Sunday. How many times did he play on the weekend?
frequency tree	A diagram showing a number of people/objects grouped into categories.	We can use **frequency tree** to show total frequency from two different groups.
integer	A positive or negative whole number.	2 and -3 are examples of an **integer.**
partition	To break up a number into smaller parts.	I can **partition** 37 into 30+7.
standard form	A number written in the form $A \times 10^n$ where A is at least 1 and less than 10, and n is an integer.	9.2×10^2 is the **standard form** for 920.
total	The result of adding two or more numbers.	The **total** of 5 and 8 is equal to 13.
two-way table	This displays two sets of data in rows and columns.	We can use **two-way table** to show total frequency for two different groups.

Maths | Addition and Subtraction | Skills Guide

A fruit and veg shop sells 388 products.
185 of these are fruit.
52 types of fruit were grown in the UK
77 types of vegetable were grown in the UK.
Complete the frequency tree.



388 − 185 = 203

185 − 52 = 133

203 − 77 = 126

Kris buys new headphones for £12.48 and a chocolate bar for 60p.

How much does she spend altogether?

12.48 + 0.60 = 13.08

£13.08

Kris had £25 to start with, how much does she have now?

25.00 − 13.08 = 11.92

£11.92

Deepak and Ganga the tigers were weighed before and after being put on a new diet.

	Before (kg)	After (kg)
Deepak	164	152.5
Ganga	106.2	97

Deepak lost 11.5 kg. Complete the table.

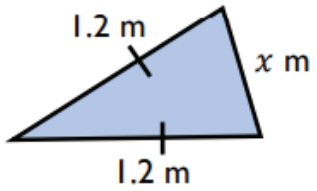
152.5 + 11.5 = 164.0

106.2 − 97.0 = 09.2

Which tiger lost the most weight?
Show working to justify your answer.

Ganga lost 9.2kg. Therefore, Deepak lost the most weight with 11.5kg.

The isosceles triangle has a perimeter of 4 m.
Work out the value of x.



Perimeter = Total length

1.2 + 1.2 + x = 4

2.4 + x = 4

−2.4 −2.4

x = 1.6

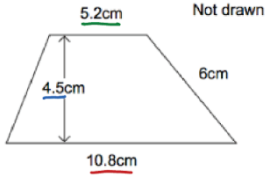
inverse operations

Y7 Spring Term 1: Block 2 – Multiplication and Division

Previous Block: Addition and Subtraction

(7) I can solve problems using the area of trapezia

8 Calculate the area of this trapezium



$\frac{1}{2}(10.8 + 5.2) \times 4.5$

$\frac{1}{2}(16) \times 4.5$

$8 \times 4.5 = 36$

(8) I can do multiplication and division using algebraic expressions.

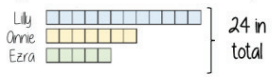
$3a \times 5b =$ 15ab

$18x^2y \div 3xy =$ 6xc

Next Block: Fractions and percentages of amounts

(6) I can solve problems using the mean.

Lilly, Annie and Ezra have the following cubes



Finding the mean amount is the average amount each person would have if shared out equally

The mean number of blocks would be 8 each

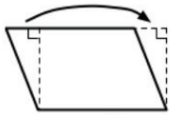
(5) I can calculate area of rectangles, parallelograms and triangles

Rectangle

Base x Perpendicular height

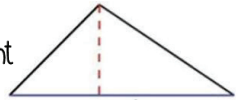
Parallelogram/ Rhombus

Base x Perpendicular height



Triangle

½ x Base x Perpendicular height



(4) I can use formal methods to multiply and divide decimals.

Multiplication with decimals

Perform multiplications as integers

e.g. 0.2 x 0.3 → 2 x 3

Make **adjustments** to your answer to match the question: 0.2 x 10 = 2

0.3 x 10 = 3

Therefore 6 ÷ 100 = 0.6

(1) I understand and use factors and multiples.

Factors of 4: 1, 2, 4

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

Lowest Common Multiples

LCM of 9 and 12

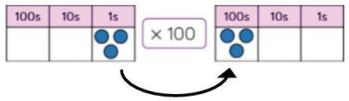
The first time their multiples match

LCM = 36

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

12: 12, 24, 36, 48, 60

(2) I can multiply and divide integers and decimals by powers of 10.

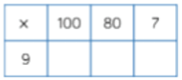


3 x 100 = 300

0.03 x 100 = 3

(3) I can use formal methods to multiply and divide integers.

Long multiplication (column)



Grid method

Short division

$$7\overline{)3^{3}5\ 8^{1}4} \quad 5\ 1\ 2$$

Maths | Multiplication and Division | Topic Dictionary

Key Word	Definition	In a sentence
area	The space inside a two-dimensional shape.	The **area** of a rectangle is length multiplied by the width.
dividend	The amount you are dividing.	12 ÷ 3 = 4, 12 is the **dividend.**
divisor	The number you are dividing by.	12 ÷ 3 = 4, 3 is the **divisor.**
factor	A positive integer that divides exactly into another positive integer.	The **factors** of 6 is 1,2,3,6.
highest common factor (HCF)	The greatest number that is a factor of every one of a set of numbers.	The **highest common factor** between 12 and 18 is 6.
lowest common multiple (LCM)	The smallest number that is a multiple of every one of a set of numbers.	The **lowest common multiple** of 3 and 8 is 24.
mean	The result of sharing the total of a set of data equally between them.	If I calculate the **mean**, it will give me an average result.
multiple	The result of multiplying a number by a positive integer.	The **multiples** of 5 are 5, 10, 15, 20, 25, 30, ….
product	The result of a multiplication.	The **product** of 2 and 4 is 8.
quotient	The result of a division.	12 ÷ 3 = 4, 4 is the **quotient**.

Maths | Multiplication and Division | Skills Guide

Mr Dee buys 33 packs of pens for his classroom.
Each pack costs 86p.
How much money does Mr Dee spend on pens?

$$\begin{array}{r} 86 \\ \times 33 \\ \hline 258 \\ +2580 \\ \hline 2838 \\ \hline 1 \end{array}$$

£28.38

James records the number of green gummy bears he gets in 5 bags of sweets.

Here are his results.

6	0	9	7	8

What is the mean number of green gummy bears per bag?

$$\frac{6+0+9+7+8}{5} = \frac{30}{5} = 6$$

6 is the mean number of green gummy bears per bag.

Evaluate the following when $p = 4$

Brackets
Indices
Division
Multiplication
Addition
Subtraction

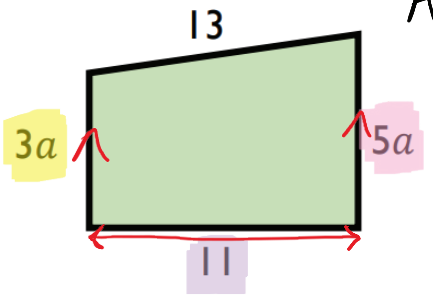
$$13 - 3 \times p + 2$$

$$13 - 3 \times 4 + 2$$

$$13 - 12 + 2$$

$$1 + 2 = 3$$

Find the area of this trapezium.
Give your answer in terms of a.



Area of Trapezium $= \frac{1}{2}(a+b)h$

Area $= \frac{1}{2}(3a + 5a) \times 11$

$= \frac{1}{2} \times 8a \times 11$

$= \frac{1}{2} \times 88a$

$= 44a$

Y7 Spring Term 1: Block 3 – Fractions and Percentages of amounts

Previous Block: Multiplication and Division

Next Block: Directed Number

7) I can solve problems with fractions greater than 1.

Multiply.

$$\frac{2}{3} \times \frac{9}{4} = \frac{2 \times 9}{3 \times 4} = \frac{18}{12} = 1\frac{6}{12}$$

(8) I can solve problems with percentages greater than 100%.

120% of 60 = 72

$$120\% \rightarrow \frac{120}{100} = 1.2$$

$$60 \times 1.2 = 72$$

(6) I can find a percentage of a given amount using a calculator.

Using a multiplier

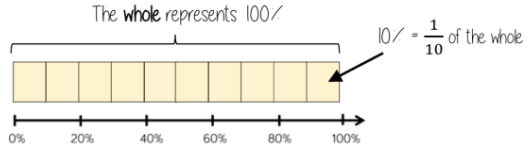
Find 65% of 80

Fraction, decimal, percentage conversion

$65\% = \frac{65}{100} = 0.65$ ← The multiplier

$0.65 \times 80 = 52$

(5) I can find a percentage of a given amount using mental methods.



$10\% = \frac{1}{10}$ of the whole

$50\% = \frac{5}{10} = \frac{1}{2}$ of the whole

$20\% = \frac{2}{10} = \frac{1}{5}$ of the whole

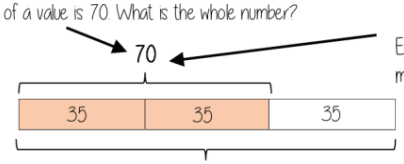
$5\% = \frac{1}{20}$ of the whole

(4) I can use a given fraction to find the whole and/or other fractions.

$\frac{2}{3}$ of a value is 70. What is the whole number?

70 ÷ 2 = 35

Each part of the bar model represents 35.



35 x 3 = 105

The whole number is 105

(1) I can convert percentages to fractions.

28%

$$\frac{28}{100} = \frac{21}{25}$$

(2) I can convert fractions to percentages

Express $\frac{43}{50}$ as a percentage.

$$\frac{43}{50} \xrightarrow{\times 2} \frac{86}{100} = 86\%$$

(3) Find a fraction of a given amount.

Fraction of a given amount

Find $\frac{2}{5}$ of £205

The bar represents the whole amount

2 out of the 5 equal parts

2 x £41 = £82

£205 ÷ 5 = £41

Each part of the bar model represents £41

Maths| Fractions and Percentages of amounts |Topic Dictionary

Key Word	Definition	In a sentence
convert	Change from one form to another, for example a percentage to a decimal.	I can **convert** 50% as a decimal, which is 0.5
decimal number	A number consisting of a whole and a fractional part.	25.7 is an example of a **decimal number.**
equivalent	Equal in value.	15 x 2 is **equivalent** to 3 x 10 because they are both equal to 30.
fraction	A number that represents part of a whole.	$\frac{1}{2}, \frac{1}{4}, \frac{2}{3}$ are examples of a **fraction.**
improper fraction	A fraction in which the numerator is greater than the denominator.	$\frac{7}{5}$ is an example of an **improper fraction**.
mixed number	A number presented as an integer and a proper fraction.	$3\frac{1}{4}$ is an example of a **mixed number**.
original	Referring to the number, the number that you started with.	The **original** price before the 10% off sale was £37.
percentage	The number of parts per hundred.	50% is an example of a **percentage**.
proportion	Part of something when compared to the whole.	A large **proportion** of the pizza was eaten.
unit fraction	A fraction in which the numerator is 1.	$\frac{1}{2}, \frac{1}{3}, \frac{1}{4}$ are examples of a **unit fraction**.

Maths | Fractions and Percentages of amounts | Skills Guide

Whitney has £12 pocket money.
She spends 50% of her pocket money on magazines.
She spends $33\frac{1}{3}$% of her pocket money on apps.
How much pocket money does she have left?
Show the steps in your working.

50% of £12 = 0.5 × 12 = £6

$33\frac{1}{3}$% of £12 = $0.\dot{3}$ × 12 = £4

£12 − £6 − £4 = £2

Whitney has £2 left.

Dexter is thinking of a number.
One third of Dexter's number is 12
What number is Dexter thinking of?

$x \times \frac{1}{3} = 12$ can be written as

$\frac{x}{3} = 12$

$\times 3$ $\times 3$ ← inverse operations

$x = 36$

Teddy works out 4% of £23.89 on his calculator.
The calculator shows:

0.9556

Write down the value of 4% of £23.89 correct to the nearest penny.

Money is always in 2 decimal places
Round 0.9556 to the nearest 2 d.p.
5 or greater? → round up

0.95|56 ≈ 0.96

£0.96

Work out $66\frac{2}{3}$% of $\frac{9}{7}$ of £420

$66\frac{2}{3}\% = \frac{200}{3}\%$ multiplier ÷100 $\frac{200}{3} \div 100$

$\frac{200}{3} \times \frac{1}{100} = \frac{2}{3}$

$\frac{2}{3} \times \frac{9}{7} = \frac{18}{21} = \frac{6}{7}$ (÷3 on 18, ÷3 on 21)

$\frac{6}{7} \times 420 = 6 \times 60 = 360$

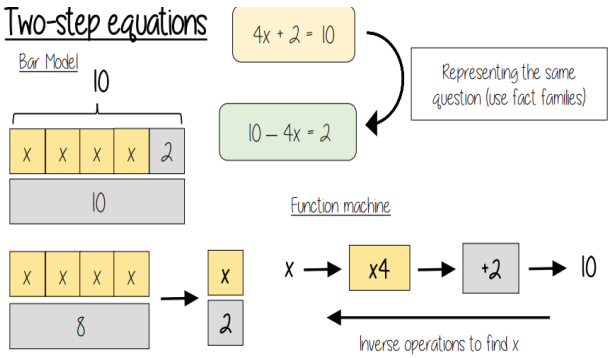
£360

Y7 Spring Term 1: Block 4 – Directed number

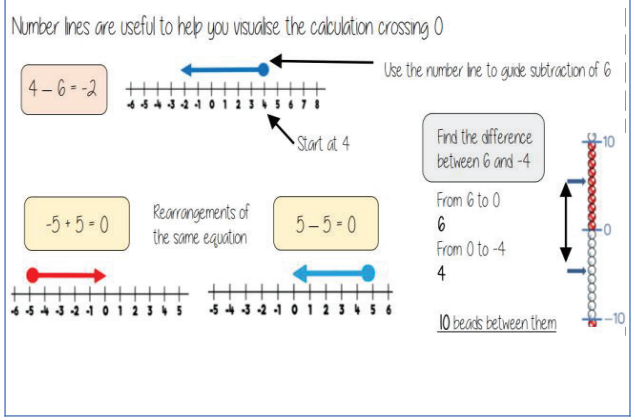
Previous Block: Fractions and percentages Of amounts

Next Block: Fractional thinking

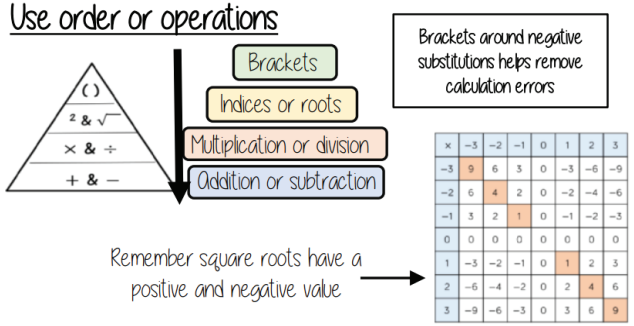
(6) I can solve two-step equation



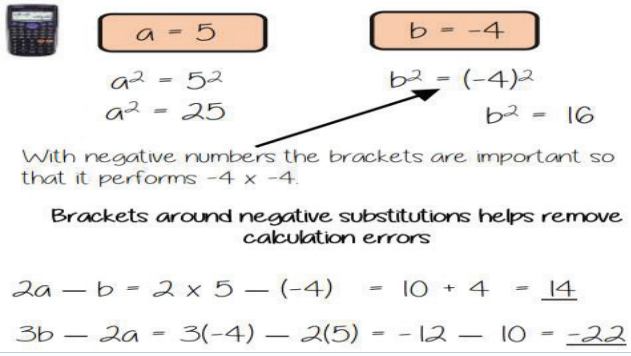
(1) I can do perform calculations that cross zero



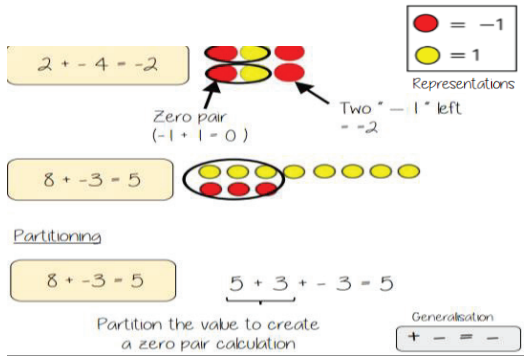
7) I can use order of operation



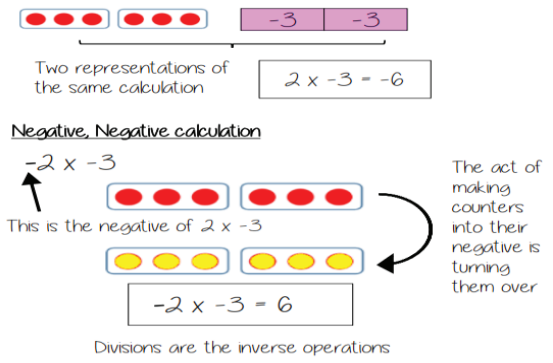
(5) I can do evaluate algebraic expression



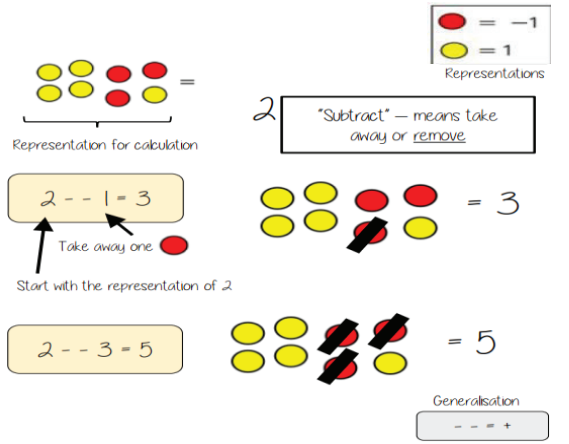
(2) I can add directed numbers



(4) I can multiply, and divide directed number



(3) I can subtract directed number



Maths | Directed number | Topic Dictionary

Key Word	Definition	In a sentence
subtract	To take one quantity away from another, resulting in a smaller amount.	If you **subtract** 8 from 12, you get 4.
negative	A number that is less than zero, typically represented with a minus sign (-).	A **negative** temperature of -10°C is below freezing.
commutative	A property of some operations where changing the order of numbers does not affect the result.	Multiplication is **commutative** because 2 × 3 equals 3 × 2.
product	The result of multiplying two or more numbers together.	The **product** of 7 and 8 is 56.
inverse	A value or operation that reverses the effect of another operation.	Division is the **inverse** of multiplication.
square root	A number that produces a specific value when multiplied by itself.	The **square root** of 36 is 6 because 6 × 6 equals 36.
square	The result of multiplying a number by itself.	To find the **square** of 5, multiply 5 by itself to get 25.
expression	A combination of numbers, variables, and operators that represents a mathematical calculation.	The **expression** 4 × (3 + 2) must be simplified using the correct order of operations.

Maths | Directed Number | Skills Guide

The table shows the temperature in Warsaw at different times during the day.

6am	10am	2pm	6pm	10pm
−5°C	−3°C	0°C	1°C	2°C

− − = +
+ + = +
− + = −
+ − = −

What is the difference in temperature between 10am and 10pm?

$2 - -3 = 2 + 3 = 5$ 5 °C

The temperature drops 6°C between 10pm and 6am the next day.
What is the temperature at 6am the next day?

$2°C - 6°C = -4°C$ −4 °C

Solve the equations.
↳ Find the value of the variable

$3a + 9 = 3$

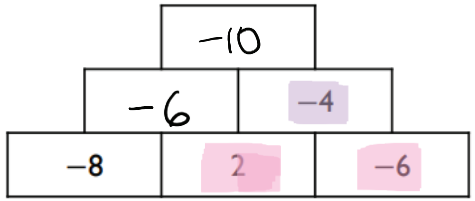
$3a + 9 = 3$
$-9 \quad -9$ ← inverse operation
$3a = -6$
$\div 3 \quad \div 3$
$a = -2$ $a = -2$

$-6 = \frac{h}{3} - 7$

$-6 = \frac{h}{3} - 7$
$+7 \quad +7$
$1 = \frac{h}{3}$
$\times 3 \quad \times 3$
$3 = h$ $h = 3$

Here is an addition pyramid.
The number in each box is the sum of the two numbers below it.
Complete the addition pyramid.

2 + −6 = −4



$-8 + 2 = -6$
$-6 + -4 = -6 - 4 = -10$

++ −− +− −+

Ricky says that $\sqrt{169} = 13$

Shanee thinks this is not the only answer.
Why might Shanee think this?

$\sqrt{169} = 13$ because $13 \times 13 = 169$

Shanee is correct because
$-13 \times -13 = 169$.
Therefore, square root of a number can be positive and negative.

Y7 Spring Term 1: Block 5 – Fractional Thinking

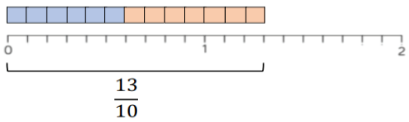
Previous Block: Directed number

7) I can add or subtract fractions with different denominator

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

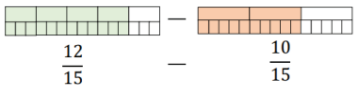
$\frac{6}{10} + \frac{7}{10}$

Addition/Subtraction needs a common denominator



$\frac{13}{10}$

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



$= \frac{2}{15}$

$\frac{12}{15}$ — $\frac{10}{15}$

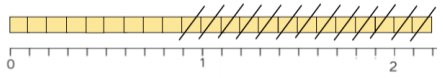
Use equivalent fractions to find a common multiple for both denominators

(8) I can add and subtract mixed numbers

$2\frac{1}{5} - 1\frac{3}{10}$

$2\frac{2}{10}$

$\frac{22}{10} - \frac{13}{10}$



$= \frac{9}{10}$

- Convert to an improper fraction
- Calculate with common denominator

Partitioning method

$2\frac{1}{5} - 1\frac{3}{10} = 2\frac{2}{10} - 1\frac{3}{10} = 2\frac{2}{10} - 1 - \frac{3}{10} = 1\frac{2}{10} - \frac{3}{10} = \frac{9}{10}$

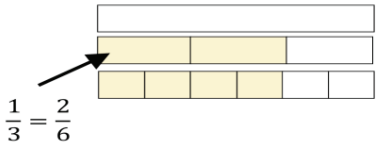
Next Block: Lines and angles

(6) I can write equivalent fraction for a given fraction.

Equivalent fractions

Numerator and denominator have the same multiplier

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



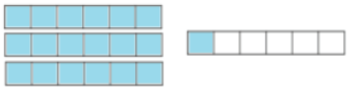
$\frac{1}{3} = \frac{2}{6}$

(5) I can add or subtract fraction from an integer

$1 - \frac{2}{6}$

$= \frac{4}{6}$

$3 + \frac{1}{6}$

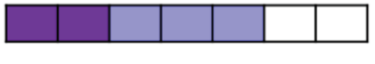


$= 3\frac{1}{6}$

The denominator indicates the number of parts a whole is made up of

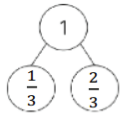
(4) I can compare fractions to one,

$\frac{2}{7} + \frac{3}{7}$



$= \frac{5}{7}$

Sequences

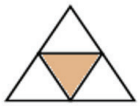


$\frac{1}{3}, 1, 1\frac{2}{3}, 2\frac{1}{3}, 3, \ldots$

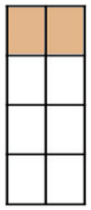
$+\frac{2}{3}$ $+\frac{2}{3}$

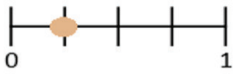
Represent this on a number line to help

(1) I can represent fractions on diagram



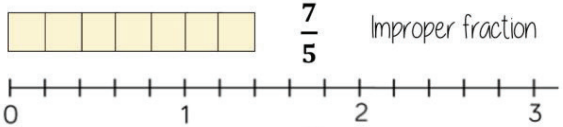
$\frac{1}{4}$ is represented in all the images





$1 \div 4$

(2) I can use mixed number and fractions



$\frac{7}{5}$ Improper fraction

$1\frac{2}{5}$ Mixed number

In this model 5 parts make up a whole

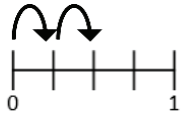
Fractions can be bigger than a whole

(3) I can add and subtract fraction with the same denominator

$\frac{1}{12} + \frac{1}{12} - \frac{1}{12}$

$= \frac{2}{12}$

$\frac{1}{4} + \frac{1}{4}$



$= \frac{2}{4}$

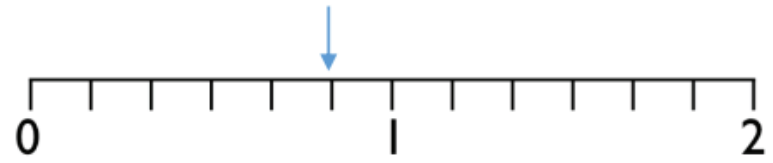
With the same denominator ONLY the numerator is added or subtracted

Maths | Fractional Thinking | Topic Dictionary

Key Word	Definition	In a sentence
numerator	The top number in a fraction, representing the number of parts being considered.	In the fraction $\frac{3}{5}$ the **numerator** is 3, which means 3 parts out of 5 are being considered.
denominator	The bottom number in a fraction, representing the total number of equal parts.	In the fraction $\frac{7}{8}$ the **denominator** is 8, meaning the whole is divided into 8 equal parts.
equivalent	Having the same value, even if expressed in a different form.	The fractions $\frac{2}{4}$ and $\frac{1}{2}$ are **equivalent** because they represent the same part of a whole.
mixed Numbers	A number that combines a whole number and a proper fraction.	The number $3\frac{1}{4}$ is a **mixed number.**
improper Fractions	A fraction where the numerator is greater than or equal to the denominator.	The fraction $\frac{9}{4}$ is an **improper fraction** because the numerator (9) is larger than the denominator (4).
substitute	To replace a variable in an equation with a specific value.	If you **substitute** x = 5 into the equation x + 3, the result is 5 + 3 = 8.
place Value	The value of a digit based on its position in a number.	In the number 4,573, the **place value** of the digit 5 is 500 because it is in the hundreds place.

Maths | Fractional Thinking | Skills Guide

What fraction is the arrow pointing to?



6 intervals therefore each interval is $\frac{1}{6}$.

$\frac{5}{6}$

What do you need to add to this fraction to make 2?

$\frac{7}{6} = 1\frac{1}{6}$

$1\frac{1}{6}$

improper fraction → mixed number

Jay drinks $7\frac{2}{5}$ litres of water in a week.

Amina drinks $5\frac{2}{3}$ litres of water in a week.

How much more water does Jay drink than Amina?

Jay: $7\frac{2}{5} = \frac{37}{5}$

Amina: $5\frac{2}{3} = \frac{17}{3}$

$\frac{37}{5} \overset{\times 3}{=} \frac{111}{15}$ $\quad \frac{17}{3} \overset{\times 5}{=} \frac{85}{15}$ ← convert to common denominator

$\frac{111}{15} - \frac{85}{15} = \frac{111-85}{15} = \frac{26}{15} = 1\frac{11}{15}$

Calculate $3\frac{5}{12} + 2\frac{1}{3}$

$3\frac{5}{12} = \frac{41}{12}$ $\quad 2\frac{1}{3} = \frac{7}{3} \overset{\times 4}{=} \frac{28}{12}$

$\frac{41}{12} + \frac{28}{12} = \frac{69}{12}$

$\frac{69}{12} = 5\frac{9}{12} = 5\frac{3}{4}$

Write as a single fraction.

$$\frac{2x}{5} + \frac{3x}{10}$$

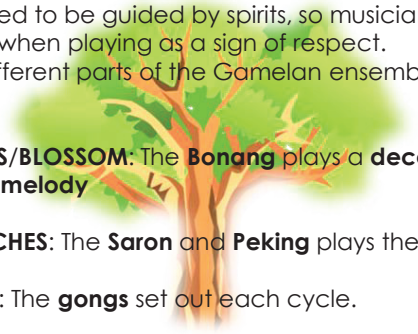
$\frac{2x}{5} \overset{\times 2}{} + \frac{3x}{10}$

$\frac{4x}{10} + \frac{3x}{10} = \frac{4x+3x}{10} = \frac{7x}{10}$

Musical cycles: Gamelan music of Indonesia | | Knowledge Organiser

Here is a guide to all you need to know when performing and composing music using musical cycles. Musical cycles are repeated sections of music and are used in many musical styles and traditions. This term we are studying **Gamelan music and Minimalist music**

What is Gamelan music?
Gamelan is the traditional ensemble music of Indonesia. A Gamelan uses mainly metallic percussion instruments (metallophones) such as gongs and sarons. The instruments of a Gamelan are considered sacred and believed to be guided by spirits, so musicians take of their shoes when playing as a sign of respect.
The different parts of the Gamelan ensemble are ,ike a tree:



LEAVES/BLOSSOM: The **Bonang** plays a **decorated** version of the **melody**

BRANCHES: The **Saron** and **Peking** plays the **main melody**.

TRUNK: The **gongs** set out each cycle.

ROOTS: The **Kendhang** and **Ketipung** keep the **tempo**.

Just like a tree is **ONE** being made out of **different** parts, Gamelan music is based around **ONE melody** played in **different** ways.

All of these parts put together create a **Heterophonic texture**.

Scales and Melody
A *melody* = the tune
The melody is based on a scale
In Gamelan music, there are two scales

1) Slendro – 5 note scale
D, Eb, F, A, Bb

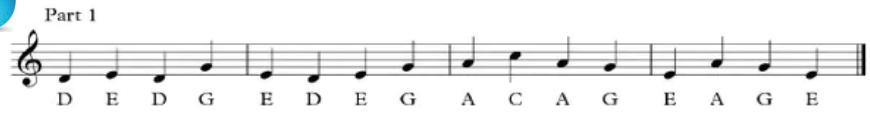
2) Pelog – 7 note scale
D, Eb, F, G#, A, Bb, C

Bali and Java are shown here on the map! Below right is a picture of a traiditonal Gamealn ensemble

Performing task:
You are going to work in groups to perform this traditional Gamelan piece. You will need to use classroom percussion instruments (Glockenspiels and Xylophones), which are closely related to the metallophones of the Gamelan ensemble

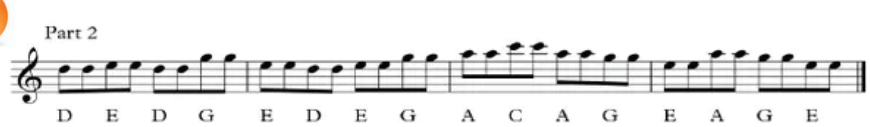
2 Next, practise the Sarons part. It moves in crotchets, so you have to play one note per beat

Part 1



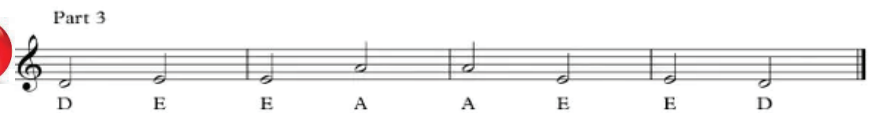
3 The Peking part is the highest and is a decorated version of the Sarons part! It moves in quavers so you have to play 2 notes per beat

Part 2



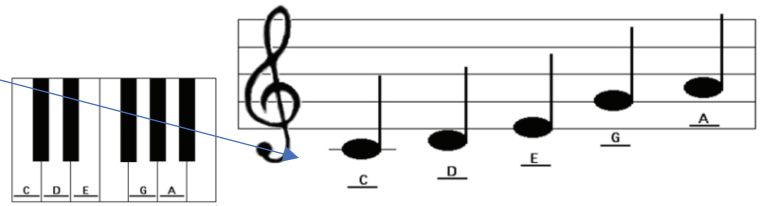
1 Start with the Bonang part. It moves in minims so you need to count 2 beats for each note

Part 3



4 Composing task:
Here is an example of a interlocking melody. Notice that the notes are part of the **Slendro** scale

Beat	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Player 2		A		G		E		E		A		G		E		E
Player 1	G		c		A		G		G		c		A		G	

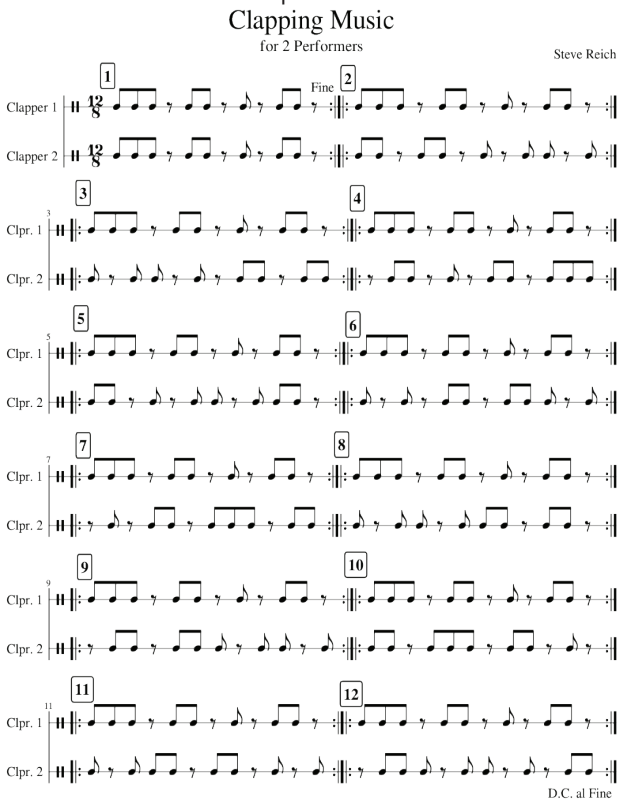


You can use the example to compose your own version!

Beat	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Player 2																
Player 1																

Musical cycles: Minimalist music of the 20th and 21st century | | Knowledge Organiser

Performing and composing using minimalist techniques



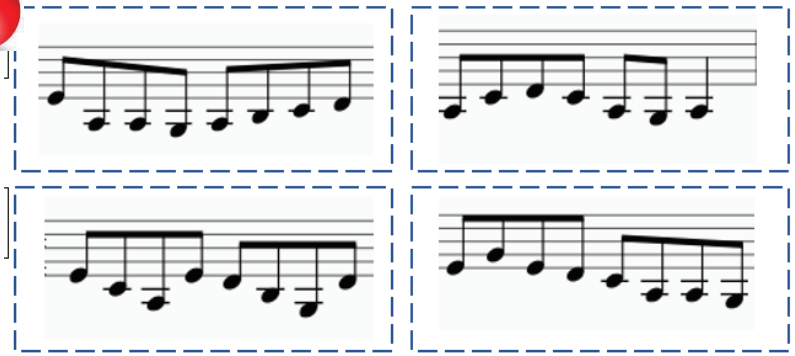
Clapping Music, Steve Reich

- Uses quavers – 12 quavers in a bar
- Phase shifting – clapper 2 moves out of time, one quaver per bar
- We can use words to help us play tricky rhythms. Here we can try the following:

Cup of tea - co–ffee - and – some cake

Here are 4 melodic **cells**. A **cell** is a short idea used in minimalist music

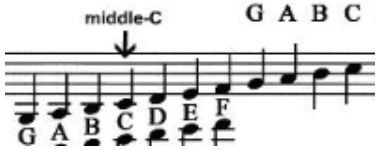
1



2

How to compose a piece of minimalist music:

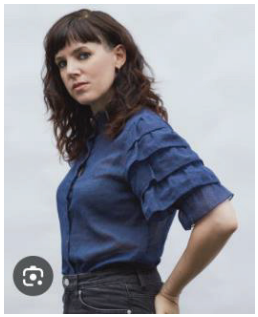
Play through the examples here. You may wish to label the notes first and find them on the keyboard using the diagrams



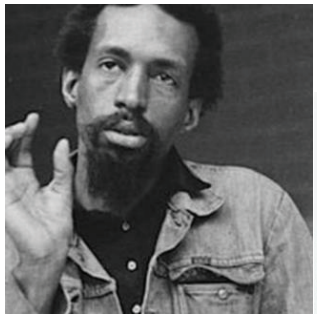
Next, write your own short cell using 4 notes for the first half. Then add another few notes for the second motif! Make sure they add up to 4 crotchet beats per bar!

Listening examples

[Anna Meredith "Nautilus"]
[Julius Eastman "Femenine"]
[Steve Reich "Different Trains"]
[Philip Glass "Facades"]



Anna Meredith MBE: b. 1978 Scotland



Julius Eastman b. Manhattan, NYC 1940

3 Minimalist composers

Steve Reich b. New York 1936

Skills Guide | What will I be assessed on in Music?

Practising and Performing

This is your opportunity to show that you can **sing/play a range of minimalist and Gamelan-inspired music in** front of your teacher and peers from memory or using **notation**. At St Mark's we learn that everyone can **perform** something well if they **practise**. It doesn't matter if we make mistakes either- trying is important

1) You will perform repeated, cyclical melodies on keyboards and tuned percussion instruments

2) You will learn how to perform **cyclical melodies** in up to three parts confidently and in time with the **ensemble**. You will also perform interlocking melodies and rhythms using techniques such as repetition, metamorphosis and phasing

3) As always you will develop your **rehearsing** and **performing skills** , learning to work in pairs and in groups to stay **focused,** using **self-discipline.** Remember that you will be assessed on **effort** and **engagemen**t as well as **performing** skills!

Composing and improvising

Composing means **creating** music from scratch. In this unit you will demonstrate your creative skills by composing music inspired by two genres: **Indonesian Gamelan** and **Classical Minimalist** traditions.

1) You will **compose** your very first piece based on the **Slendro** scale, typically found in **Gamelan** music.

2) You will **compose** your own **interlocking melodic** piece in two parts with your partner. You will notate this onto a grid

3) In the second part of the term you will compose **cyclical music** using **minimalist** techniques such as r**epetition**, **phasing** and **metamorphosis**. You will begin the process by notating your own **melodic cell** lasting one bar.

Listening to and identifying music

Last term you learnt to spot key elements and instruments. Our focus this term will be on learning to recognize key features of Gamelan and Minimalist music. These will include recognition of traditional Indonesian, orchestral and electronic instruments.

1) You will l**isten** to a extracts of music from Gamelan and contemporary classical traditions. You will be asked to spot Gamelan instruments such as different types of metallophone, Gong and Drum and different orchestral and electronic music used in minimalist music

2) You will use your knowledge of musical elements from last term to describe features including tempo, timbre and texture.

3) Being a good **musician** means l**istening critically to the sound you make** while you **practise** and **perform,** too! This will be more challenging than in the Autumn term as you will have to keep your part going when the other parts may be different around you!

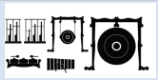
Exploring your **thinking**

Music this term is all about making connections across time and space. How is it that humans across the globe spanning centuries and traditions enjoy cyclical music? What does this mean about music?

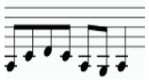
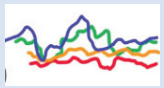
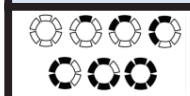
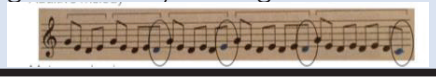
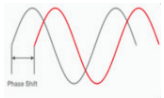
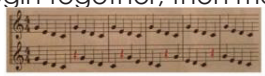
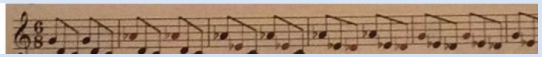
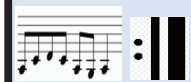
1) You will explore the main features of **cyclical music** and be able to spot the similarities between **interlocking melodic** patterns in **Gamelan** and **Minimalist** music. What makes them similar and what are the differences?

2) You will explore some of the techniques used by performers and composers across different traditions. For example, the Gamelan ensemble is led by the drums, whereas minimalist orchestral music is led by a conductor. Gamelan music is learnt aurally (by ear) and performed live on acoustic instruments whereas minimalist music is written down using notation and recorded using modern technology.

Music | Musical cycles | Topic Dictionary

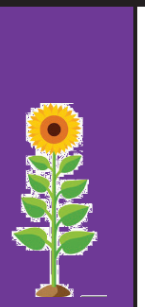
Image	Key Word	Definition	In a Sentence
	**Gamelan**	Traditional music from Indonesia	The **Gamelan** is a series of metallophones and gongs from Indonesia (in particular, the islands of Java and Bali)
	**Percussion**	A type of instrument that is struck or shaken	**Percussion** instruments in the Gamelan ensemble are struck with mallets
	**Heterophonic**	A type of texture where the melody is played on one instrument and deconrated in another	Lancaran cowobo is a piece of **heterophonic** music because part 2 is a decorated version of part 1
	**Interlocking**	Patterns of melody and rhythm that fit together	**Interlocking** rhythms are found minimalist and Gamelan music
	**cyclical**	Music that repeats	Gamelan and minimalist music both use **cyclical** melodies
	**Sarons**	Types of metallophones which play the core melody (**BALUNGAN**). They have bronze keys fixed over a resonating box	In Lancaran Cowobo the **Sarons** plays Part 1
	**Gambang**	A type of xylophone made up of wooden bars fixed over a resonating box	The **Gambang** is a tuned percussion instruments that looks very much like our classroom xylophones!
	**Bonang**	Rows of small gongs resting on ropes in a bed-like frame used for "elaborating" the core melody (**BALUNGAN**)	In Lancaran Cowobo the **Bonang** plays Part 3
	**Kenfang**	Sitting at the centre of the Gamelan, the drummer guides the rhythm and pace of the music, rather like a conductor	The **Kendang** is a bit like a conductor as everyone must follow them
	**Kempul & Gongs**	These large metal discs hang on a wooden frame and provide the structure of Gamelan music dividing it into cycles	The **Kempul** and **Gongs** are very resonant and can often be heard for miles around!
	**Rebab**	2-stringed fiddle, played on the players lap with a bow	The **rebab** is a bit like a violin and is a stringed instrument

Music | Elements of Music | Topic Dictionary

Image	Key Word	Definition	In a Sentence/in a piece of music
	**Minimalism**	A type of music that is built on small, repeated musical ideas	**Minimalist composers include Steve Reich, Anna Meredith, Juilus Eastman**
	**Cycle**	A piece of music that repeats over and over	Cyclical music can be created using a short, repeated melodic or rhythm idea
	**Repeat**	This symbol is a **repeat** sign: you go back to the sign and play the passage again	**Repeat** signs are a found a lot in minimalist music
	**Cell**	A very short melodic or rhythmic idea, also called a motif	A musical cell is the building block of a minimalist piece
	**Polyphonic**	More than one different part at the same time	*In C*, Terry Riley
	**Gradual transformation**	When a melodic/ rhythmic pattern gradually changes	*Eight Lines,* Steve Reich
	**Additive melody**	Change a motif by adding a note one at a time 	*Electric Counterpoint,* Steve Reich
	**Phase-shifting**	2 parts begin together, then move out of time 	*Clapping Music*, Steve Reich
	**Metamorphisis**	Change a motif very gradually one note at a time 	*Metamorphosis,* Philip Glass
	**Diatonic**	notes which belong to the key rather than chromatic notes, which are outside the key.	A lot of minimalist music is in major or minor keys, meaning that the music is diatonic
	**Ostinato**	rhythmic, melodic or harmonic patterns, which are repeated many times.	The use of ostinato is typical in minimalist music, which is built on repetitive patterns

Music | Musical cycles | Assessing Progress

Developing my skills in Music



- ❑ I am ALWAYS focused during the task and can explain WHY we are learning each topic
- ❑ I can list all the features of cyclical music and describe them using FULL SENTENCES and plenty of KEY WORDS
- ❑ I can read ALL notes from notation
- ❑ I can play my cyclical piece CONFIDENTLY and IN TIME
- ❑ I can sing with CONFIDENCE and EXPRESSION
- ❑ I can take a leading/solo role in front of my group

- ❑ I am ALWAYS focused during the task.
- ❑ I can list all the features of cyclical music and describe them using FULL SENTENCES I can read ALL notes from notation using the help sheet
- ❑ I can play MOST of my cyclical piece with ACCURACY
- ❑ I can sing with SOME CONFIDENCE

- ❑ I am almost ALWAYS focused during the task.
- ❑ I can list all the features of cyclical music without the help sheet
- ❑ I can read MOST notes from notation using the help sheet
- ❑ I can play SOME of my cyclical piece with ACCURACY
- ❑ I can sing IN TUNE AND IN TIME

- ❑ I am MOSTLY focused during the task.
- ❑ I can list all the features of cyclical music using the help sheet
- ❑ I can read SOME notes from notation
- ❑ I can play my cyclical piece with SOME ACCURACY
- ❑ I can sing with SOME ACCURACY

This is where you and your teacher can agree on a personalised target. This could include:

- ❑ Performing a solo in front of the class
- ❑ Composing an extended piece using music software
- ❑ Presenting some research on the Blues in class

As a year 7 musician I know how to:	
Perform in front of someone as a soloist or in pairs	
Compose a short piece of music on my instrument/voice	
Label notes of the treble clef	
Identify the elements of the music	
Identify the key features of cyclical music	
Rehearse/Explore/ ideas as a class/in pairs/in small groups.	

PE | Health and Fitness | Topic Dictionary

Key word	Definition	Question
obesity	A person with a large amount of body fat, which is caused by an imbalance between the number of calories consumed and the amount of energy expended	Why would be a bad thing to be considered **obese**?
healthy weight	Being neither too overweight nor too underweight	Why would it be a good thing to be a **healthy weight**?
blood pressure	The pressure that blood is under	Why is it better to have a lower **blood pressure**?
calorie	A unit which measures heat or energy production in the body, normally expressed as Kcal	How many **calories** should an average adult female consume per day?
fatigue	Either physical or mental, fatigue is a feeling of extreme or severe tiredness due to a build-up of lactic acid or working for long periods of time	What impact would **fatigue** have on your performance?
maximal heart rate	Calculated by 220 - age	What is the **maximal heart rate** for someone who is 16 years old?

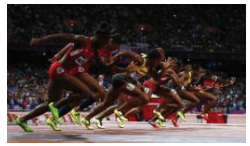
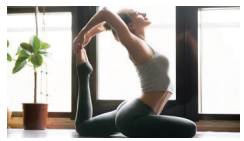
Health Related Exercise Knowledge Organiser

Phases of a warmup:
1. Pulse raiser
2. Dynamic stretches
3. Sport specific/game related activity

Phases of a cooldown:
1. Gradual reduction in intensity
2. Stretching

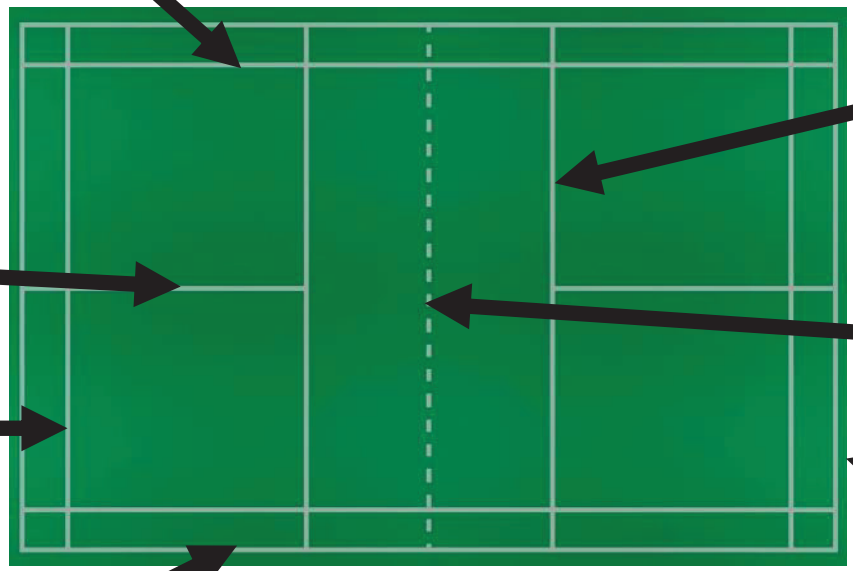
As a year 7 sports person, I should….	
1. Know the different components of fitness	
2. Understand the importance certain components of fitness for different athletes	
3. Know the difference muscular endurance and muscular strength	
4. Know examples of how they can demonstrate components of fitness	

Key Word	Definition	Example
Cardiovascular endurance	The ability of the heart, lungs and blood to transport oxygen	Completing a half marathon
Flexibility	The range of motion at a joint	A gymnast training to increase hip mobility to improve on their splits
Muscular endurance	The ability to use voluntary muscles repeatedly without tiring	A rower repeatedly pulling their oar against the water
Muscular strength	The amount of force a muscle can exert against a resistance	Pushing with all one's force in a rugby scrum
Agility	The ability to change direction quickly whilst maintaining control	A badminton player moving around the court from back to front and side to side quickly
Balance	The ability to maintain the body's centre of mass above the base of support	A sprinter holds a perfectly still sprint start position until the starting gun goes off
Coordination	The ability to use two or more body parts together	A trampolinist timing their arm and leg movements to perform the perfect tuck somersault
Power	The ability to perform strength performances quickly	A javelin thrower applies great force while moving their arm rapidly forward
Reaction time	The time taken to respond to a stimulus	A boxer receives a punch from their left and rapidly moves their head out of the way
Speed	The time taken to cover a distance	A tennis player moving from the baseline quickly to reach a drop shot


Badminton Knowledge Organiser

As a year 7 sports person, I should….	
1. Know the basic rules of serving in badminton	
2. Understand how to perform the basic grips when holding a badminton racquet	
3. Know how to put up and take down a badminton court	
4. Be able to explain the importance of hitting the shuttle into different areas of the court	



Skills Guide

DEFINE

I am able to:

- Define 5 key words from my dictionary, such as:
  - Strength
  - Cardiovascular endurance
  - Flexibility
  - Coordination
  - Balance

APPLY

I am able to:

- Give examples of types of athletes who would need high levels of a certain component of fitness
- Describe how you would test for different components of fitness
- Describe how some athletes would not need to focus on training some components of fitness

EVALUATE

- **I am able to**:
- Explain why a certain sportsperson would need to have high levels of a certain component of fitness
- Explain how someone would be able to train certain components of fitness's

Challenge:
Create a training program for a chosen athlete that will improve a component of fitness that is relevant to their sport

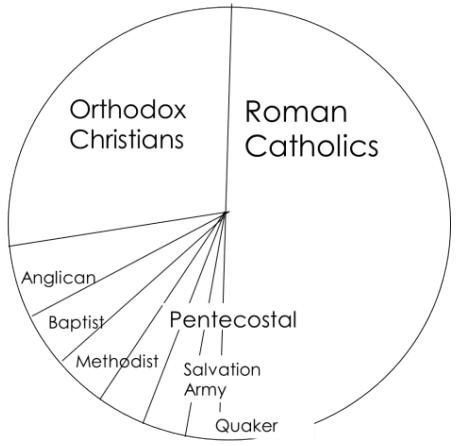
RE | Growth of the Church | Topic Dictionary

Image	Key Word	Definition	In a sentence
	**ascension**	The action of rising to an important position or a higher level	The **ascension** of Christ into heaven took place on the fortieth day after the Resurrection.
	**authority**	The power or right to give orders, make decisions, and enforce obedience.	He had absolute **authority** over his subordinates
	**barrier**	A circumstance or obstacle that keeps people or things apart	They've put up a **barrier** around the building site
	**denomination**	A distinct group within the Christian faith, with its own organisations and traditions.	All Christians were welcome, regardless of **denomination**
	**division**	The state of being divided or separated into various parts or groups. Similar words include, branches, sections, denominations	Due to different perspectives, there was a **division** in the church.
	**evangelism**	The spreading of the Christian gospel by public preaching or personal witness	It was arranged that our colleague should take charge of the outside **evangelism**, while we opened work at the main station
	**Great Commission**	The instruction of the resurrected Jesus Christ to his disciples to spread the gospel to all the nations of the world.	The last and greatest charge that the Lord gave to His disciples before His ascension was to fulfil was called **"The Great Commission."**
	**Holy Trinity**	The three persons of the Christian Godhead; Father, Son, and Holy Spirit.	**Holy Trinity**, is a way of describing God the Father, God the Son and God the Holy Spirit.
	**indulge**	Allow (someone) to enjoy something desired.	She was able to **indulge** a growing passion for literature
	**missionary**	A person who travels attempting to spread a religion	A politician who sees herself as something of a **missionary**
	**Ministry**	The spiritual work or service of a Christian or a group of Christians, especially evangelism.	She is training for the **ministry**
	**parable**	A simple story used to illustrate a moral or spiritual lesson.	Jesus told his disciples **parables** about forgiveness
	**Pentecost**	The Christian festival celebrating the descent of the Holy Spirit on the disciples of Jesus after his Ascension, held on the seventh Sunday after Easter.	This promise was fulfilled in Jerusalem on the day of **Pentecost**
	**Pope**	The Bishop of Rome as head of the Roman Catholic Church.	The **Pope** gave a Christmas blessing
	**schism**	A split or division between strongly opposed sections or parties, caused by differences in opinion or belief.	There was a big **schism** between the two friends after they argued about which movie to watch, and they stopped talking to each other.

Knowledge Organiser – Growth of the Christian Church

1

There are currently 2.3 billion Christians in the world, making Christianity the single biggest religion in the world. Two thousand years ago, Christians were persecuted and killed for their faith. In this unit we study how Christianity grew to be the largest religious community in the world.



2

<u>The Protestant Reformation in 1517</u>
Martin Luther, a German priest nails his 93 Theses explaining the problems with the Catholic Church. This causes many to leave the Catholic Church and start new denominations of Christianity in **protest**.

There are now over 30,000 registered denominations of Christianity.

At the council of Nicaea the Christian declaration of faith was written.

33AD — Nicene Creed 325 AD — 1054 — 1517

<u>The Pentecost</u>
After Jesus' ascension the first disciples received the gifts of the Holy Spirit. This allowed them to convert people to Christianity.

<u>The Great Schism of 1054</u>
After decades of conflict the Roman Catholic Church and the Eastern Orthodox Church officially split. This is caused by their different approaches to practicing Christianity.

<u>The Ecumenical Movement</u>
Some are opposed to the creation of new denominations of Christianity. Those in the Ecumenical Movement argue that all Christians should be a part of one denomination,

3

The Pentecost (Acts 2)
Ten days after the Ascension the Holy Spirit descended upon the disciples.
The Spirit gave the disciples talents such as speaking other languages which allowed them to **<u>evangelise</u>**.
On the day of the Pentecost Peter converted ~3,000 to Christianity.

3 4

Jesus promised the disciplines a helper.

Jesus' Great Commission
Therefore **go** and make disciples of all **nations**, baptizing them in the name of the Father and of the Son and of the Holy Spirit (Matthew 28:19)

The Great Commission influences Christians to **<u>evangelise</u>**.

Methods of evangelism


Friendship Evangelism

Handing out Flyers


Door-to-Door preaching


Evangelism through Social Media


Sharing what God has done for them and others.

As a Year 7 RE student I know …

1. The different Christian Denominations	
2. The History of the Reformation and the Great Schism	
3. Why evangelism is a Christian Duty	
4. How Christians Evangelise	

Skills –Study of Religion

Reading About Religion

Reading about religion allows us to answer our own questions. To do this effectively it is useful to **ask big questions, search for evidence** and **share our truths with others.**

Searching for truth

Asking Big Questions
Example Questions:
Is this really true?
Are there any parts of this that I believe?

Providing evidence
Example Questions:
What evidence is there to support this view?
What conclusions can you draw from the evidence?

Sharing truths about religion
Sentence Starters
I happen to know…
I know you don't agree but would you agree that…
When you said…you made me wonder whether…
Returning to the big question, does anyone have thoughts on whether…

Being logical

Thinking logically about religion.
Example Questions
Does X prove that Y is true?
Is it possible to believe this and…?

Conducting Interviews

When speaking to someone about their religious beliefs we show our values **by recognising their history, emotions** and our shared **differences**. This allows us to **understand ourselves and others**.

To understand self and others.

Asking the person
Example Questions:
What did it mean to you…?
What is the most important part of this for you…?

Recognising History
Example Questions:
Were you brought up…?
Who had the most impact on how your views developed?

Recognising emotions.
Example Questions:
How does it feel…?
Can you tell me more about…?

Recognising differences
Example Questions:
How is this different to…?
Why do you think this is a disagreement?

Visiting Places of Worship

Whenever visiting a place of worship it is important to show respect. We can do this by following any additional rules i.e. taking our coats shoes off if asked. We can make the most of the visit by **experiencing religion** for ourselves. We can do this by **participating in religious activities** and **getting in touch with religious individuals**.

Experiencing Religion

Participating in religious activities:
Can I have a go? Can I join in?
- Prayer, Worship, Listening to a sermon, helping with a ritual, attending a religious celebration

Getting in touch with religious individuals
Example Questions:
Can I imagine what it is like to be religious?
How does it feel? Do other people share these emotions?

Reflecting on people's experiences

What does the study of religious teach us

Checking truths
Example Questions:
Have I got this right?
Is this what you mean?

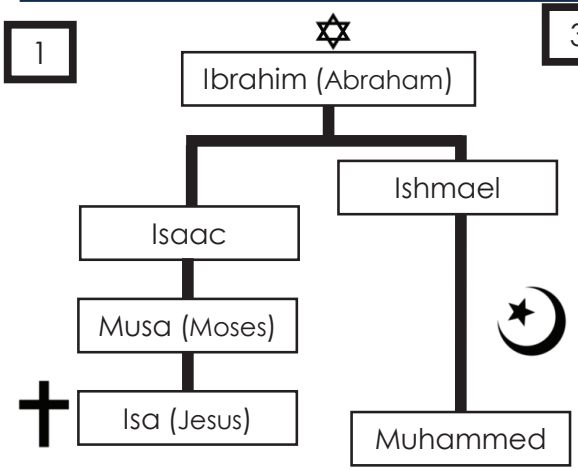
Having an open mind
Example Questions
What are my preconceptions?
How do my prejudices influence what I experience and how I participate?

RE | Life of the Prophet | Topic Dictionary

Image	Key Word	Definition	In a sentence
	**Hijrah**	(Migration) The Muslim era from Muhammad's departure from Mecca.	The handwriting is of the end of the 9th or beginning of the 10th century of the **Hijrah**
	**Jihad**	The spiritual struggle within oneself against sin.	**Jihad** constitutes a moral principle to struggle against any obstacle that stands in the way of the good.
	**Kaaba**	The Kaaba, meaning cube in Arabic, is a square building, elegantly draped in a silk and cotton veil.	Furthermore, the **Kaaba**, considered one of the most sacred spots on Earth by Muslims, is in the centre of the Great Mosque in Mecca.
	**Laylat Al Qadr**	Laylat Al Qadr, or the Night of Power, is the name given to the night when the Angel Jibril. first appeared to Muhammad. and began revealing the Qur'an.	It is believed that, on **the Night of Power**, angels come down to Earth.
	**Mosque**	A Muslim place of worship.	I am going to the **Mosque** for prayer.
	**Miracle**	An extraordinary and welcome event that is not explicable by natural or scientific laws and is therefore attributed to a divine agency.	Doctors and scientists are divided on the merits of searching for the **miracle** cure.
	**persecution**	Hostility and ill-treatment, especially on the basis of ethnicity, religion, or sexual orientation or political beliefs	They were subjected to **persecution** because of their political views
	**Polytheism**	Polytheism, the belief in many gods	The excesses of **polytheism** were deplored, and the idea of monotheism was encouraged
	**Prophet**	A person regarded as an inspired teacher or proclaimer of the will of God.	The **Prophet** Muhammad is a central figure in Islam
	**prophethood**	Prophethood represents the various ways Allah communicates with humanity	They believe that his **prophethood** marks the completion and culmination of the prophetic tradition.
	**Quran**	The Islamic sacred book is believed to be the word of God as dictated to Muhammad by the archangel Gabriel and written down in Arabic	The style of prayer is not mentioned in the **Quran**, only in the sayings of the prophet.
	**Quraysh**	The word "Quraysh" means "one who collects" or "one who searches."	**The Quraysh** is an Arab tribe that inhabited and used to control Mecca and the Kaaba
	**Ramadan**	The ninth month of the Muslim year, during which fasting is observed from dawn to sunset.	During the month of **Ramadan**, Muslims refrain from food and drink during the daylight hours
	**sermon**	A talk on a religious or moral subject, especially one given during a church service and based on a passage from the Bible	The pastor gave a short **sermon** about kindness, telling everyone to help others whenever they can.

Knowledge Organiser – Life of the Prophet

1



3

Prophets are important in Islam as they communicate the words of Allah (God) to humanity. In Islam there are over 25,000 prophets but most of them are unnamed.

Muhammed is descended from the line of Ibrahim though Ishmael. He is known as' The Seal of Prophets' as he is the final prophet of Islam. Shortly after Muhammed's death the teachings of Allah passed on through Muhammed were written down into the Qur'an.

As a Year 7 RE student, I know …	
1. The ancestry of Prophet Muhammed	
2. The story of Prophet Muhammed's life	
3. Why the Prophet is important for Muslims today	
4. How the idea of Jihad influences Muslims today	

Muhammed's name written in Arabic

2

Birth of Muhammed
Before his birth Muhammed's father passes away. Muhammed is born in 570AD.

Childhood
In his early years Muhammed's mother passed away and Muhammed becomes an orphan. His uncle Abu Talib takes care of him.

The Bedouins
In his childhood Muhammed is sent to live in a Bedouin camp. Bedouins were a nomadic community living in the desert. Muhammed worked to support the community which taught him independence.

Marriage to Khadijah
Muhammed works as a merchant when he meets and marries his wife Khadijah.

Night of Power
When Muhammed is praying in a cave an Angel names Jibril reveals Allah's word to him. This revelation become the Qur'an.

Loss and Persecution
Khadijah dies after having four daughters with Muhammed. The early followers of Islam are persecuted by the Quraysh in Mecca.

The Hijrah
The Muslim community is forces to flee Mecca to avoid persecution. Muhammed is the last to leave Mecca to ensure everyone is safe.

Return to Mecca
Muhammed fights many battles to save his people and conquer the Meccans. After the Conquest of Mecca Muslims move back to the city.

Death of Muhammed
Muhammed dies in 632AD. After his death his followers work on creating the first Qur'an, the unchanged word of Allah.

Muslims say, "peace be upon him" (pbuh) at the end of Muhammed's name as a sign of respect.

3

Muhammed is known as a great leader within Islam due to his knowledge, character and ability to protect his community. The teachings of the prophet are known as the Hadith and are a source of knowledge for Muslims. In his lifetime he converted hundreds to the faith.

4

Jihad translates to struggle in Arabic. According to the teachings of Islam there are two types of Jihad:

<u>The greater Jihad</u>
The struggle within oneself e.g. overcoming doubt

<u>The lesser Jihad</u>

The struggle with the outside world
e.g. standing up to persecution

Skills – Narrating a story in RE

1 "I can describe an event in the life of the Prophet"

What is the event?

Birth	Marriage
Childhood	Persecution
Return to Mecca	Hijrah
	Night of Power

How to describe it?

Describe each step of the story.
Follow these sentence starters to write the first part of your paragraph.

One event in Muhammed's life is…
This story took place…
(When? Where? Why?)
The main characters in this story are...
In this story…
This event led to…

2 "I can explain the spiritual meaning of a story"

What is the literal meaning?

Explain the main event of the story.
This story is about…
(How does the story develop? Is this story about a person on a value?)

How to explain it?

Explain what the story is trying to teach Muslims
Follow these sentence starters to write the second part of your paragraph.

This story teaches the reader that…
The religious teaching of this story is that…

3 "I can explain the importance of the life of the Prophet"

Why is each event in the Life of the Prophet important?

How does this influence Muslims?

One event that is influences Christians is…
This story influences Christians to…

Muslim Beliefs
- Belief in God
- Belief in Prophets
- Belief in Jihad

Muslim Practices
- Prayer
- Attending Mosque
- Reading the Qur'an

How does this influence me as a St Mark's Student?

This story influences me to…

Model Paragraph

1. One event in Muhammed's childhood was his time at a Bedouin amo. This story took place when Muhammed was still a young boy, and he lived in Mecca. In this story Muhammed moves to the desert to live in a nomadic Bedouin camp, as was tradition for young boys at the time. This event led to Muhammed being pushed to becomes more mature due to this challenging experience.

2. This story is about Muhammed's time at the Bedouin camp. The Bedouins did not have a traditional home, instead they were nomads living in the desert. They have knowledge about when and where to move to be able to live in such a difficult habitat. This story teaches the leader that Muhammed's childhood was not an easy one, as he had to quickly learn to live like one of the Bedouins to survive.

3. This story influences Muslims to practice their self-discipline and overcome difficulties that life presents them with. For young Muslims the story represents the idea of greater Jihad, as Muhammed worked hard and overcame difficulty which made him a wiser and more mature. This experience led to him having the skills needed to become a great leader.

Science | Speed | Knowledge Organiser

Speed

- The unit used to measure **distance is metres, m.**
- The unit used to measure **time is seconds, s.**
- The unit to measure speed is **metres per second, m/s.**
- The equation that links speed, distance and time is:

Speed = Distance ÷ Time

Calculating Speed

Akeel jogs for 20 s. In that time, he moves 100 m. What is his speed?

Given:	Time = 20 s Distance = 100 m
Unknown:	Speed= ?
Equation:	Speed = Distance ÷ Time
Substitute:	Speed = 100 ÷ 20
Solve:	Speed = 5 m/s

Distance-Time Graphs

- A **distance-time graph** shows how an object's speed changes over time.
- The **horizontal line** on a distance-time graph means the speed is zero (the object is stationary).
- The **slope** on a distance-time graph means the object is moving.

Relative Motion

- **Relative motion** is the speed of a moving object from the viewpoint of another moving object.
- If two objects move in the **same direction, you subtract.**
- If two objects move in the **opposite direction, you add.**

Calculating Relative Motion

A red car and blue car are moving in the same direction. The red car is moving at 3 m/s and the blue car is moving 5 m/s. From the perspective of the red car, how fast is the blue car moving?

5 m/s - 3 m/s = 2 m/s

As a Year 7 Scientist, I know…	
1. How to calculate speed.	
2. How to draw a distance-time graph.	
3. How to compare speeds on a distance-time graph.	
4. What relative motion is.	

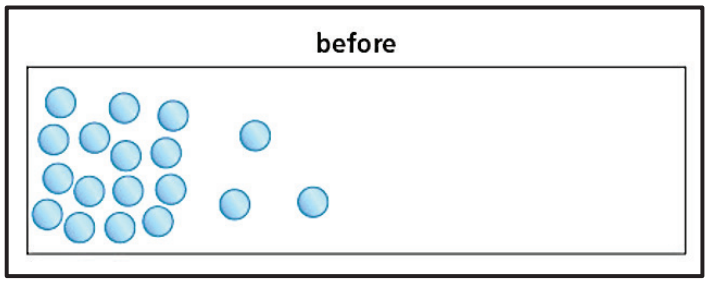
Science | Speed | Topic Dictionary

Word	Definition	In a sentence…
average speed	When an object travels at different speeds throughout a journey, its average speed is the total distance divided by the total time taken.	The car travelled at different speeds on the motorway, but its **average speed** was 60 mph.
distance	The length of a path between two objects.	The **distance** between Belfast and Dublin is 110 km.
distance-time graph	A representation that shows how far an object has travelled in a certain time	The **distance-time graph** showed that the cyclist had travelled 20 miles in 1 hour.
gradient	A measure of the steepness of the line or curve on a graph.	The **gradient** of the graph showed that the car moved faster at the start of its journey.
horizontal line	A flat line on a graph that shows there is no change in a variable over time.	The **horizontal line** on the graph showed that the car was stationary for 10 seconds.
motion	The way something is moving.	The **motion** of the boat made him feel sick.
per	Each or to divide	Her speed was 10 metres **per** second.
prediction	The act of saying what you think will happen in the future.	I wouldn't like to make any **predictions** about the result of this match.
SI unit	A standard unit of measurement.	**SI units** are the same around the whole world.
speed	How much distance is covered per unit time.	The **speed** of the sprinter was 100 m/s.
stationary	When an object is not moving.	The train was **stationary** while the passengers got off.
straight line	A line on a graph that represents a constant change in a variable.	The **straight line** on the distance-time graph showed that the car was travelling at a constant speed.
steady speed	When the speed of an object does not change.	The car travelled at a **steady speed** on the motorway.
time	A unit of measurement of the period during which an action takes place.	The **time** it took for the plane to land was 120 seconds.

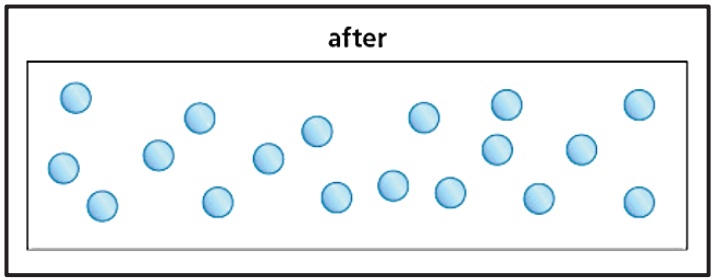
Science | Pure and Impure Substances | Knowledge Organiser

Diffusion

- **Diffusion** is the movement of particles from an area of high concentration to an area of low concentration
- **Kinetic theory** is the idea that all particles are moving.



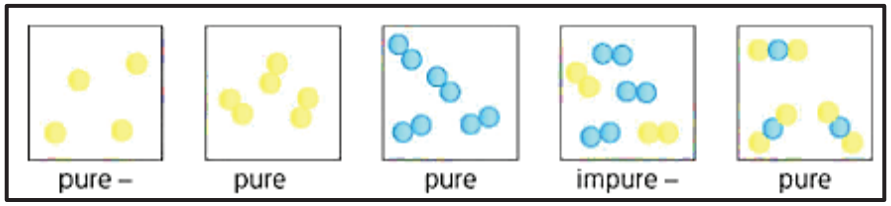
Particles moving randomly and they are clustered together

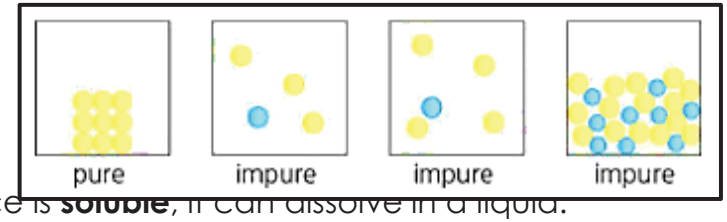


Particles are moving randomly and evenly spread throughout space

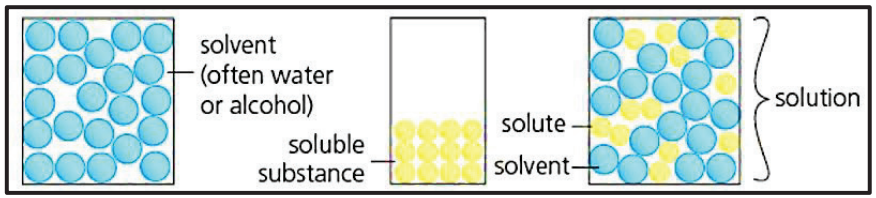
Pure and Impure

- A substance is described a **pure** is made of only one type of atom, molecule or compound.
- A **mixture** is a substance made up of more than one type of atom, molecule or compound, not chemically joined together.





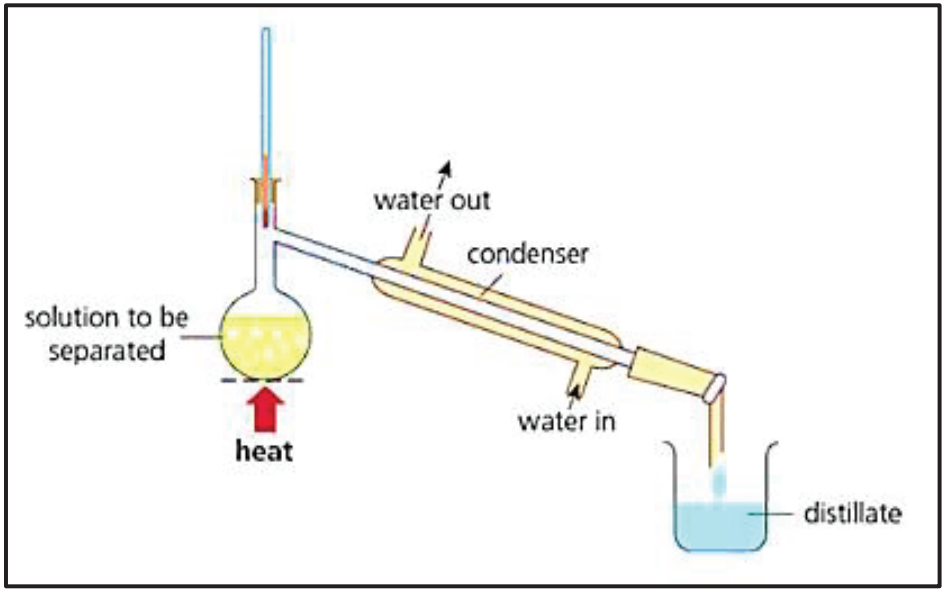
- If a substance is **soluble**, it can dissolve in a liquid.
- A **solution** is formed when a soluble substance has been dissolved in a liquid.
- A **solute** is a soluble substance that can be dissolved in a liquid.
- A **solvent** is a liquid that a substance dissolves in to form a solution.
- A **saturated solution** is a solution that no more solute can dissolve.
- **Solubility** describes how easily a solute dissolves.
- As the temperature **increases**, solubility also **increases**.



Science | Pure and Impure Substances | Knowledge Organiser

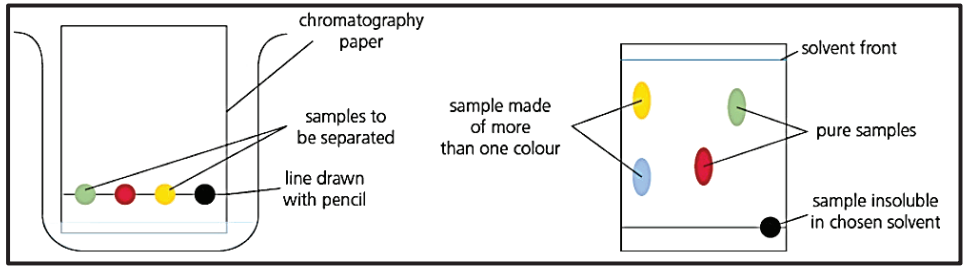
Distillation

- **Distillation** is a technique that can be used to separate two liquids that are mixed.
- When distilling, the **distillate** is the name of the substance that is formed.



Chromatography

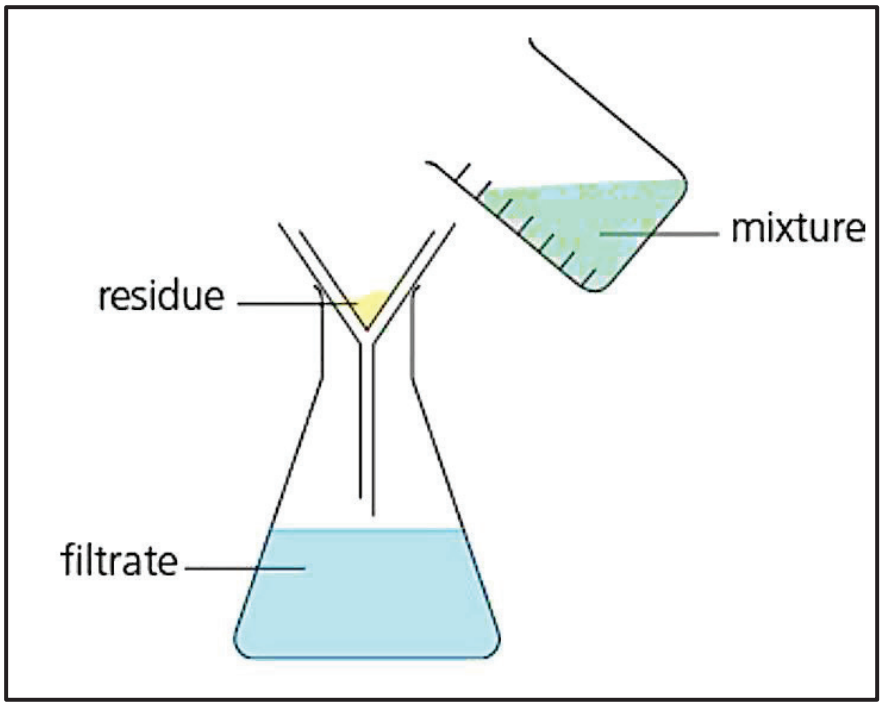
- **Chromatography** is a technique used to separate the colours in ink.
- The start line for chromatography **must be drawn in pencil** because a **pencil line is insoluble** and will not affect the results.
- If the substance is **pure**, there will be only one spot on the chromatography paper.
- If the substance is **impure**, there will be multiple spots, one for each part of the mixture.
- **Samples that are not soluble** in the chosen solvent **cannot move up the paper** during chromatography.



Science | Pure and Impure Substances | Knowledge Organiser

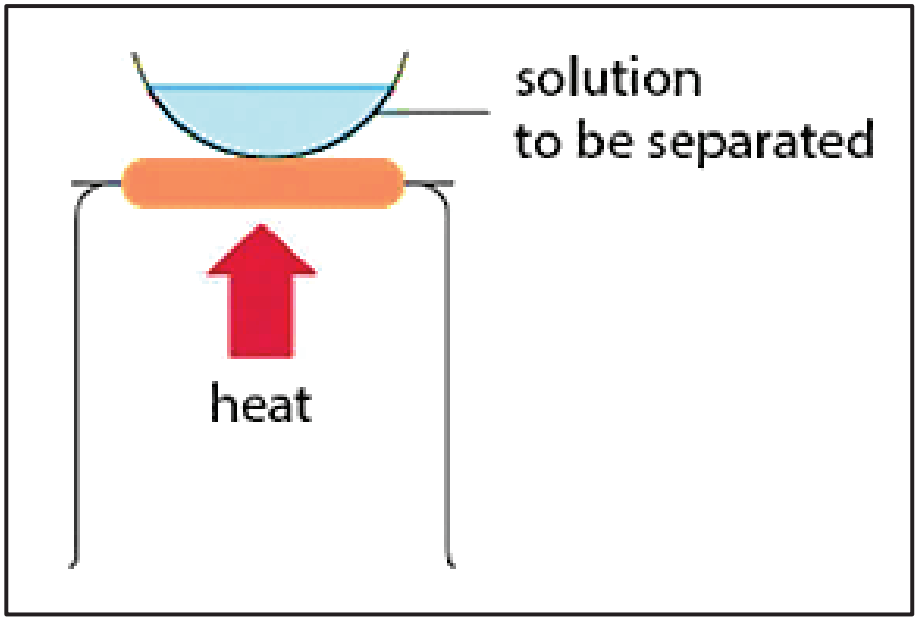
Filtration

- **Filtration** is a technique that can be used to separate a liquid containing an insoluble substance.
- When filtering, the **residue** is the name given to the insoluble material that collects in the filter.
- When filtering, the **filtrate** is the name for the substance passing through the filter.



Evaporation

- **Evaporation** is the technique used to separate a solution.



As a Year 7 Scientist, I know…	
1. What happens to areas of different concentrations over time.	
2. How to identify pure and impure substances.	
3. How a solution is formed.	
4. How to separate different mixtures.	

Science | Pure and Impure Substances | Topic Dictionary

Word	Definition	In a sentence…
chromatogram	An image obtained from chromatography.	The scientist showed us a **chromatogram** to help us see how the different colours in the ink separated.
chromatography	A technique to separate mixtures of liquids that are soluble in the same solvent.	In the experiment, we used **chromatography** to separate the different pigments in the black ink.
condenser	An apparatus where a gas changes state to a liquid.	The **condenser** cooled the steam and turned it back into liquid during the distillation process.
dissolve	The mixing of a substance (the solute) with a liquid (the solvent) to make a solution.	Salt is easy to **dissolve** in water, making it a great way to flavour food.
distillation	A technique that uses evaporation and condensation to obtain a solvent from a solution.	We used **distillation** to separate the water from the salt, leaving the salt behind.
filtrate	The liquid or solution that collects in the container after a mixture has passed through,	The liquid that passed through the filter and collected in the beaker is called the **filtrate**
filtration	A way of separating pieces of solid that are mixed with liquid or solution by pouring through filter paper.	**Filtration** helps remove large particles from liquids, such as when you use a coffee filter.
impure substance	A substance is impure if it has different substances mixed with it.	The gold nugget was an **impure substance** because it contained small amounts of other metals mixed with the gold.
insoluble	A substance that cannot dissolve in a certain solvent is insoluble in that solvent.	Sand is **insoluble** in water, which means it doesn't dissolve when you mix it with water.
residue	The solid that collects in the filter paper.	A salad is a **mixture** of vegetables, nuts, and dressing, with each part keeping its original properties.
saturated solution	A solution in which no more solute will dissolve.	Sand is **insoluble** in water, which means it doesn't dissolve when you mix it with water.
soluble	A substance that dissolves in a solvent.	Sugar is **soluble** in tea because it dissolves easily in hot water.
solute	The solid or gas that dissolves in a liquid.	In the cup of tea, the sugar is the **solute**, as it dissolves in the water.
solution	A mixture of a liquid with a solid or gas.	The **solution** of sugar in water tasted sweet because the sugar had dissolved completely.
solvent	The liquid in which a solid or gas dissolves.	Water is a common **solvent** because it can dissolve many substances, like salt or sugar.

Science | Nutrition and Digestion | Knowledge Organiser

Healthy Diet

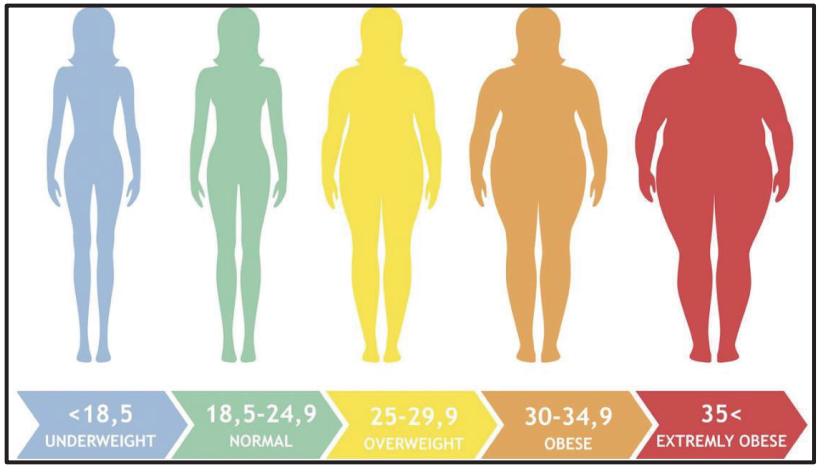
- There are **seven major components** of a healthy human diet.
- Two major factors that affect our energy requirements are: **age** and **amount of exercise done**.

Component	Needed…
Carbohydrates	To provide energy
Fats	For energy storage and insulation
Proteins	For growth and repair of cells and tissues
Vitamins	Important for body processes and general health
Minerals	Needed to make blood, bones, etc.
Fibre	Bulks up our food to allow it to pass easily through the digestive system.
Water	For chemical reactions and transporting substances

Dietary Imbalances

- A **deficiency disease** is caused by lacking a component of a healthy diets.

Deficiency Disease	What is it?	Cause	Symptoms/Effects
Underweight	When a person has a low body weight	A diet in which less energy is taken in than is used by the body	Tiredness, headaches, dry skin and teeth problems
Obesity	A disease in which a person has a lot of body fat	A diet in which more energy is taken in than used in the body	Increased risk of type 2 diabetes, heart disease and cancer
Anaemia	When a person does not make enough red blood cells	Lack of iron	Tiredness, lack of energy and shortness of breath

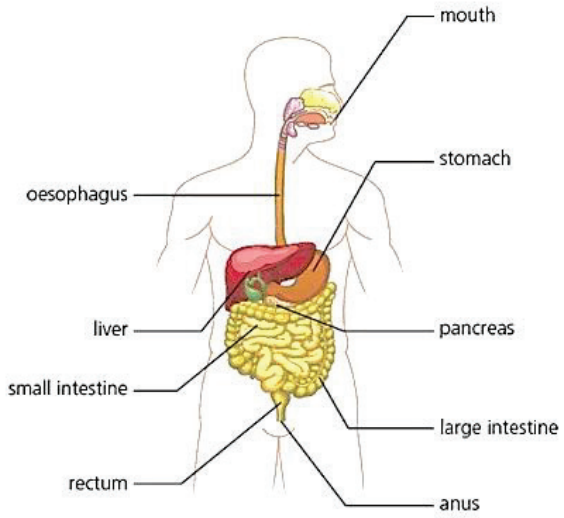


Science | Nutrition and Digestion | Knowledge Organiser

Digestive Organs

- There are **seven major components** of a healthy human diet.
- Two major factors that affect our energy requirements are: **age** and **amount of exercise done**.

Organ	Function
Mouth	Breaks down food into smaller pieces
Saliva	Contains enzymes that break down carbohydrates and softens food
Stomach	- Churns food - Contains stomach acid and enzymes that break down food further
Stomach Acid	Kills bacteria in food
Small Intestine	Digests and absorbs nutrients into the bloodstream
Large intestine	Absorbs water from digested food back in the body
Pancreas	Produces digestive enzyme
Liver	Produces bile

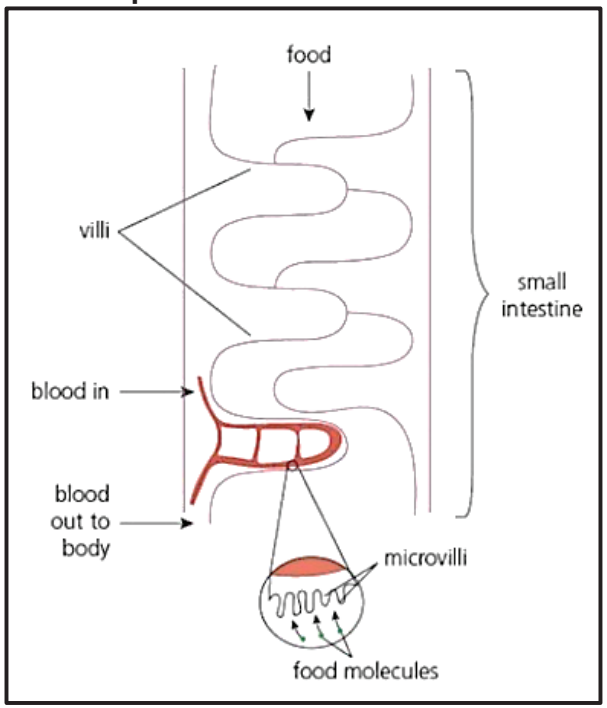


Gut Bacteria

- The function of gut bacteria is to **digest** some carbohydrates, **reduce** the chance of harmful bacteria causing disease and **provide** vitamin B and K.
- Gut **bacteria protect against harmful bacteria** by competing with them.
- **Some bacteria are harmful** to humans because they release toxins.

Villi and Microvilli

- The purpose of the villi and microvilli in the small intestine is to **increase the internal surface area for greater absorption**.



As a Year 7 Scientist, I know…	
1. The components of a healthy diet.	
2. The function of the digestive organs.	
3. How gut bacteria helps us.	

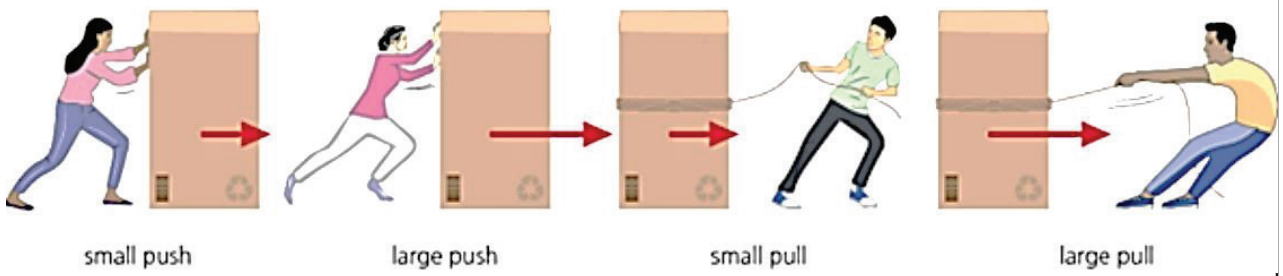
Science | Nutrition and Digestion | Topic Dictionary

Word	Definition	In a sentence…
addiction	A need to keep taking a drug to feel normal.	Smoking can lead to **addiction**, where a person feels they cannot stop even though it is harmful to their health.
balanced diet	Eating foods containing the right nutrients in the correct amounts.	To stay healthy, it is important to eat a **balanced diet** that includes fruits, vegetables, proteins, and carbohydrates.
catalyst	Substance that speeds up a reaction without being used up.	**Catalysts** are substances that speed up chemical reactions without being changed themselves in the process.
deficiency	A lack of vitamins or minerals, which can cause disease or poor growth.	A **deficiency** in vitamin C can lead to scurvy, which causes fatigue and bleeding gums.
depressant	A drug that slows down the body's reactions by slowing down the nervous system.	Alcohol is a **depressant** because it slows down the activity of the brain and can make people feel relaxed or sleepy.
digestion	Process where large molecules are broken down into small molecules	**Digestion** is the process where our body breaks down food into smaller parts so it can be used for energy.
digestive system	Group of organs that work together to break down food.	The **digestive system** includes organs like the stomach and intestines, which help break down food and absorb nutrients.
drug	Chemical substance that affects the way your body works.	**Drugs** can be used for medical reasons, but some are illegal and can be harmful to the body.
enzymes	Special protein that can break large molecules into small molecules.	**Enzymes** are proteins in our body that help break down food, such as the enzyme amylase that helps digest starch.
ethanol	The drug found in alcoholic drinks.	**Ethanol** is the type of alcohol found in alcoholic drinks, and it can affect the brain when consumed.
medicinal drug	Drug that has a medical benefit to your health.	**Medicinal drugs** are used by doctors to treat or prevent illnesses, like antibiotics to fight infections.
recreational drug	Drug that is taken for enjoyment.	**Recreational drugs** are substances like marijuana or cocaine that people use for fun, but they can be harmful to health.
starvation	Extreme case of not eating enough food.	**Starvation** occurs when a person does not get enough food, which can lead to serious health problems.
stimulant	A drug that speeds up the body's reactions by speeding up the nervous system.	Caffeine is a **stimulant** because it increases heart rate and energy levels, which is why many people drink coffee in the morning.

Science | Forces | Knowledge Organiser

Fuels

- A **force** is a push or a pull.
- The **unit** used to measure the size of a force is **Newtons, N**.
- A **newtonmeter** can be used **to measure the size of a force**.
- We can show forces on a diagram as **arrows**.
- In a force diagram, the **direction** of the arrow shows the **direction** of the force.
- In a force diagram, the **length** of the arrow shows the **size** of the force.
- The **longer** the arrow, the **bigger** the force.



As a Year 7 Scientist, I know…	
1. The components of a healthy diet.	
2. The function of the digestive organs.	
3. How gut bacteria helps us.	

Names and Categorising Forces

- The **two non-contact forces** are weight and magnetism.
- The **eight contact forces** are friction, thrust, air resistance, water resistance, lift, normal contact, applied force, upthrust

Name of Force	Description
Applied Force	Force when a person pushes or pulls an object.
Weight	Force that pulls objects towards Earth.
Thrust	Force produced by engines.
Friction	Force produced when solid surfaces rub against each other.
Air Resistance	Force produced when an object moves through air.
Water Resistance	Force produced when an object moves through water.
Upthrust	Force that stops objects sinking in water.
Lift	Force that stops airplanes falling towards Earth.
Normal Contact Force	Force that stops objects falling through solid surfaces

Science | Forces | Knowledge Organiser

Stretching and Squashing Forces

- An object is **squashed** when it has been pushed on opposite sides.
- An object is **stretched** when it has been pulled on opposite sides.
- **Elastic material** can return to its original size after it has been stretched or squashed.
- The unit used to measure extension is **metres, m.**
- The equation that links extension, new length and original length is:

extension = new length – original length

Calculating Extension

An unloaded spring has a length of 20 mm. When it is loaded with 20 N it measures 90 mm. What is the extension of the spring in metres?

Given:	New Length = 90 mm ÷ 1000 = 0.09 m Original Length = 20 mm ÷ 1000 = 0.02 m
Unknown:	Extension = ?
Equation:	Extension = New Length – Original Length
Substitute:	Extension = 0.09 – 0.02
Solve:	Extension = 0.07 m

Hooke's Law

- Hooke's Law states that **as the force doubles, the extension doubles.**
- If a spring is hard to stretch, it has a **large spring constant**.
- An elastic force is created when a stretched or squashed object tries to return to its original shape.
- Another phrase for energy transferred by a force is **work done**.
- The unit used to measure work done is **Joules, J**.
- The unit used to measure spring constant is **Newtons per metre, N/m**.
- The equation that links force, spring constant and extension is:

force = spring constant x extension or F = k x e

Calculating Force on a Spring

A spring had a spring constant of 20 N/m. When a force was added it extended by 0.25 m. Calculate the force that was added.

Given:	k = 20 N/m e = 0.25 m
Unknown:	F = ?
Equation:	F = k x e
Substitute:	F = 20 x 0.25
Solve:	F = 5 N

Science | Forces | Knowledge Organiser

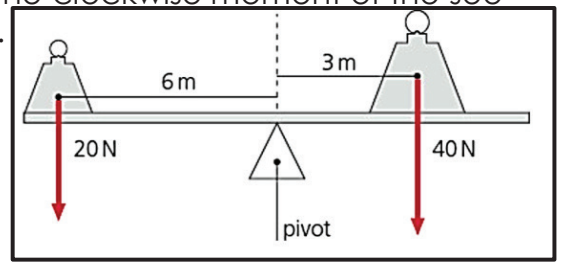
Moments

- The moment of a force is the turning effect of a force.
- A pivot is the point around which a moment acts.
- The unit used to measure moments is Newton metres, N m.
- The equation that links force, distance and moment is:

moment = force x distance from the pivot
M = F x d

Calculating Moments

Calculate the clockwise moment of the see-saw below.



Given:	F = 40 N d = 3 m
Unknown:	M = ?
Equation:	M = F x d
Substitute:	M = 40 x 3
Solve:	M = 120 N m

Moments and Simple Machines

- As the **size** of the force increases, the **moment** increases.
- As the distance from the pivot **increases**, the moment **increases**.
- The **two** directions in which moments can act are **clockwise and anticlockwise**.
- A **see-saw is balanced when** the clockwise moment is **equal** to the anticlockwise moment.
- An example of a simple machine is a **lever**.

Balanced Forces and Motion

- The **greater** the force, the **longer** the force arrow.
- A **force diagram** is what we draw to show the forces acting on an object.
- When the forces on a stationary object becomes unbalanced **it begins to move**.
- The **three** things that can happen when the resulting force acting on an object is not zero are that it **speeds up, slows down or changes direction.**
- When the resultant force on a moving object is zero, **it continues to move at a constant speed.**
- When the resultant force on a stationary object is zero**, it stays stationary.**
- The **greater** the force, the **greater** the change in motion.

object at start	resultant force	object at end
stationary	to the right	starts moving right and accelerates
moving right	to the right	keeps moving right and accelerates
moving right	to the left	keeps moving right and decelerates
moving right	downwards	constant speed but changes direction

Science | Forces | Topic Dictionary

Word	Definition	In a sentence…
balanced forces	Two force that are equal in sized and opposite in direction, whilst acting on a single object.	When two forces are equal in size and act in opposite directions, they are called **balanced forces**, and the object stays still or moves at a constant speed.
compression	A change in size when an object is squashed.	When you push on a spring, it gets shorter due to **compression**, which squeezes the coils together.
contact forces	Forces that only happen when objects touch.	**Contact forces** occur when objects physically touch, such as when you push a door or when friction slows down a moving object.
elastic force	The force created by a stretched or squashed object as it tries to return to its original shape.	A stretched rubber band pulls back because of **elastic force**, which tries to return the band to its original shape.
elastic limit	The point at which a spring no longer obeys Hooke's Law.	The **elastic limit** is the point at which a material, like a rubber band, can no longer return to its original shape and may break.
elastic material	A material that returns to its original size after it has been stretched or compressed.	A material like rubber is called an **elastic material** because it can stretch and return to its original shape.
extension	A change in size when an object is stretched.	When you stretch a spring, the amount it gets longer is called the **extension** of the spring.
interaction	When two objects act on each other with a force.	An **interaction** occurs when two objects or forces affect each other, like when gravity pulls an apple down to the ground.
non-contact forces	Forces that can happen even when the objects are not touching	**Non-contact forces** act without touching objects, such as gravity, magnetism, and electrostatic forces.
pivot	The point around which a moment acts.	The **pivot** is the point around which something rotates, like the hinge on a door or a see-saw on a playground
spring constant	The force required to extend or compress an elastic object by 1 m.	If a spring is hard to stretch, it has a large spring constant.
unbalanced forces	Two forces that are not equal in size but are opposite in direction acting on a single object.	When the forces acting on an object are not equal, they are called **unbalanced forces**, and they cause the object to move or change speed.
work done	Energy transferred by a force.	**Work done** is the energy transferred when a force moves an object a certain distance, like when you push a box across the floor.

Skills guide - graphs

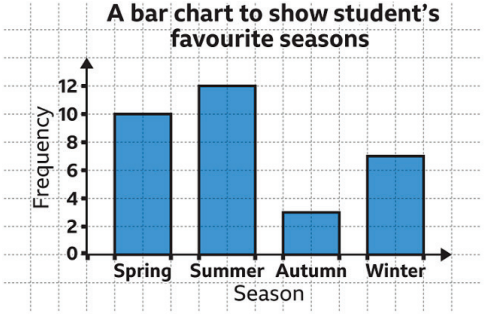
Bar graphs

Discrete data (**categorical**) can be plotted on a bar graph.

To create a bar chart:

1. Look for the largest frequency in your table.
2. Draw a **vertical axis** on your square paper or graph paper – remember to do this in pencil.
3. Choose an appropriate **scale** for this axis and label your axis up to the largest frequency.
4. Look at how many categories are needed for the horizontal axis.
5. Draw and label the **horizontal axis**, remembering to leave spaces for the gaps between the bars.
6. Draw each bar the correct height, based on the frequencies.
7. Check you have labelled each axis correctly and give your bar chart a title. 'A bar chart to show…'

Season	Spring	Summer	Autumn	Winter
Frequency	10	12	3	7



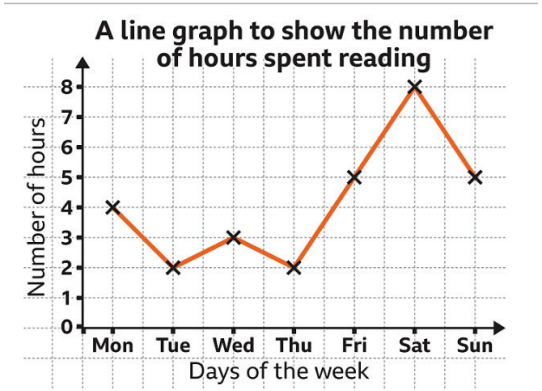
Line Graphs

Most data you meet in science is **continuous** and will require a line graph to represent.

To create a line graph:

1. Look for the largest frequency in your table.
2. Draw a **vertical axis** on your square paper or graph paper.
3. my **independent data** goes onto my x-axis and my **dependant data** goes on my y-axis.
4. Choose an appropriate scale for this axis and label your axis up to the largest frequency.
5. Draw and label the horizontal axis.
6. Plot each data point, based on the frequencies and time intervals.
7. Join each data point to the next, using straight lines.
8. Check you have labelled each axis correctly, and give your line graph a title. ' A line graph to show…'

Season	Spring	Summer	Autumn	Winter
Frequency	10	12	3	7



Skills guide - calculations

Single step calculation – **GUESS**

G: given – identify the information you are given in the question

U: unknown – what is the unknown that you have been asked to calculate?

E: Equation – given the information given and that you have been asked to find, recall an equation which links them all.

S: substitute – substitute your information into the equation

S: solve – rearrange your equation if necessary and then use your calculator to solve

Example layout

V= ?
R= 12Ω
I = 0.2 A

$$V = IR$$

$$V = 0.2 \times 12$$

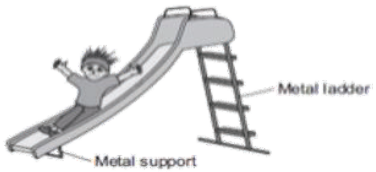
$$V = 2.4V$$

Worked example

In following the **GUESS** method, you may find that you do not have enough values to solve the equation. Typically, this means you need to do an additional calculation.

Example:

The figure below shows a slide in a children's playground.



Sergio has a mass of 30kg and goes down the slide.
G = 10 n/kg

The vertical distance from the top to the bottom of the slide is 3m.

Calculate the gravitational potential energy that Sergio has when at the top of the slide.

$E_p = m \times g \times h$

Ep = ?
m = 30kg
g = 10 N/Kg
h = 3m

Ep = m x g x h
Ep = 30 x 10 x 3
Ep = 900 J

Skills guide

Plan

Hypothesis - an idea about how something works that can be tested using experiments.

Scientists ask questions to find out more about the world, like 'how can we get more energy from the sun?' and 'how can we cure diseases?'. To answer these questions scientists do experiments.
Three important types of variables are:

- **Independent variables** – the variable that is being changed during the experiment
- **Dependent variables** – the variable being tested or measured during the experiment In an experiment.
- **Control variables** – the variables kept the same to ensure a fair test.

Worked example

Example 1

Big question 'How does water availability affect plant growth?'
Adding different amounts of water to a plant could affect its growth.

To investigate this, plant some seeds and water each plant with different amount over time.

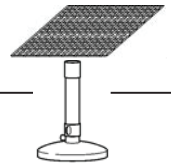
- The **independent variable** is the volume of water given to each plant.
- The **dependent variable** is how high the plant grows.
- **Control variables** include the size of pots, the type of soil and the position in a room.

Example 2

Big question
'How does the height a ball is dropped affect how high it bounces?'

- The **independent variable** is the height of the drop.
- The **dependent variable** is how high the ball bounces.
- **Control variables** include the type of ball, the surface that it is dropped onto and the size of the ball.

Skills guide – Practical skills

Apparatus	Name	What is it used for?
	Test tube	Used to hold and mix liquids
	Boiling tube	Used to heat substances when using a Bunsen burner
	Measuring be aker	Used to hold, mix and heat liquids
	Conical flask	Used to hold and mix chemicals. Small neck is to help mixing without spilling
	Funnel	Used to transfer liquids into containers with small openings. Also, used for filtration.
	Measuring cyli nder	Used to measure precise volumes of liquid
	Tripod	Used to support or hold flasks and beakers during experiments
	Gauze	Used to support a container, such as a beaker on a tripod
	Bunsen burner	Used to heat, sterilise and combust chemicals
	Heat proof mat	Used to prevent damage to the table when using a Bunsen burner

Hazard symbols

Hazard symbols are used on containers.
They are there to:

- indicate the dangers associated with the substance inside
- **Hazard symbols** are designed to provide a warning, even if a person cannot understand the writing that goes with them.

Hazard Symbols	
	**Harmful or Irritant**
	**Corrosive**
	**Flammable**
	**Toxic**
	**Radioactive**
	**Explosive**
	**Biohazard**
	**Wear Goggles**

Art | Drawing |Topic Dictionary

Image	Word	Definition	In a sentence...
	**cross-hatching**	A drawing technique used to create a value range and add texture to a drawing. The technique involves drawing parallel lines that cross over each other to create a hatched effect.	I could improve my drawing by building up my use of **cross hatching** to create darker areas.
	**depth**	The illusion of space/solidity. Using tone in your work allows you to create pictorial depth or space .	I have observed **depth** of tone using my lead pencil, to show the mid and dark tones in my recording of Morandi's still life.
	**flat**	Having a level surface; without raised areas or indentations.	In Hockney's 'Bigger Splash' the painting is **flat** and graphic in its painting style.
	**line**	A line is the path left by a moving point. For example, a pencil or a brush dipped in paint. A line can be horizontal, diagonal or curved and can also change length.	I have used a soft use of **line** in my observation of my stationary.
	**shape**	An area enclosed by a line. It could be just an outline, or it could be shaded in. Shapes can be geometric or irregular.	In Morandi drawing I have recorded a good use of varied **shape** and line.
	**symmetry**	To be equal on both sides.	I have observed a good use of **symmetry** in my drawing of the vase with even tone.
	**texture**	The surface quality of something, the way something feels or looks like it feels. **There are two types of texture: actual and visual.**	In my drawing I needed to show more **tone** and **texture** to make my objects appear more realistic.
	**tone**	Tone refers to the lightness or darkness of something. This could be a shade or how dark or light a colour appears. Tones are created by the way light falls on a 3D object. The parts of the object on which the light is strongest are called **highlights** and the darker areas are called **shadows.**	In my drawing of Morandi's still life I need to show a better understanding of **tonal range.**

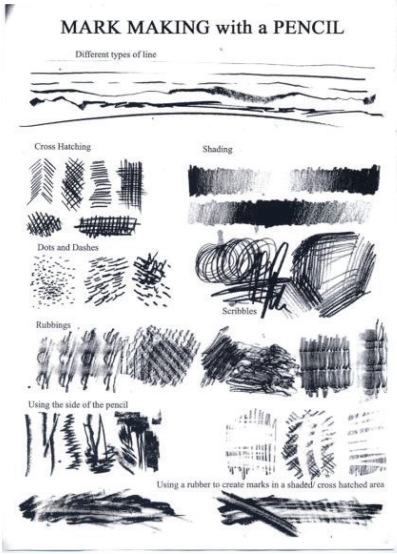
Knowledge Organiser | Year 7 Drawing Skills

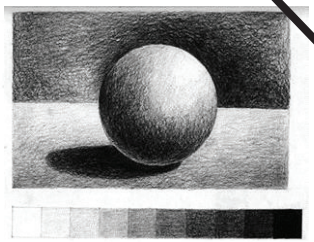
'A drawing is simply a line going for a walk'.

What are the Formal Elements of Art?

AO1: RESEARCH (ARTISTS & IMAGE)

1



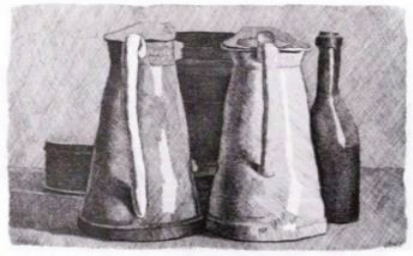


Drawing with tone, using the side and tip of the pencil

2

David Hockney, A Bigger Splash: Understanding and describing the image.

3



Applying the formal elements and drawing skills through an artist's response: Giorgio Morandi

4

What is Art?

Can a paper ball be art and how do you draw it?

AO2: EXPERIMENTS WITH MEDIA

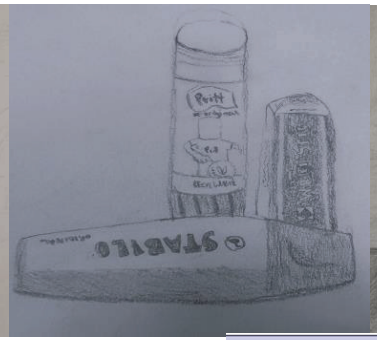
Skills Guide: Personal Annotation

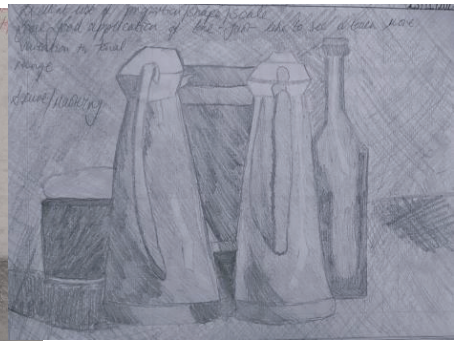
Think about:

line, tone, form, texture, shape, colour, pattern, composition, subject matter and your theme

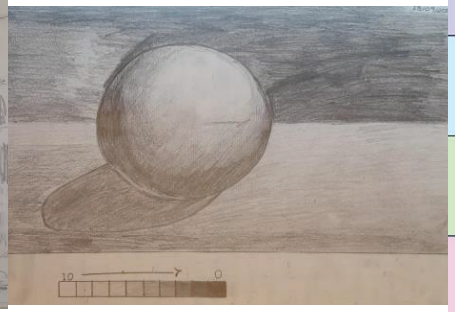
Key Questions	Sentence Starters
What: have I done? Introduce your work **What: materials/medium have I used?** Paint, pencil, oil pastels, collage, mixed media… **Is it your own work or a copy of someone else's?**	In this piece I have…. This is a first-hand observation of……using……. I drew a ……. and recorded the light, medium and dark tones using a pencil. I have used the following materials…….. This piece contains the following characteristics…… The artist:…… has influenced my design in their use of…….. I was inspired by …… When creating this piece of work. Here I have shown…… In the style of……
Why: have I done it? What have I learned? • Have you learned about a new artist? • What new skills/ techniques have you used? • Are you trying to improve using a material? • How does you work connect to your theme?	I have shown varied tone in the style of…….. The Artist……. has influenced the piece because……. I have worked in the style of……. I explored different tonal values of……..by producing tones of dark to light.
How: have I done it? Try to describe how you have done your work step by step. **Include all KEY points** • How have you made it? • What materials/ medium have you used? • What steps did you create to do this? • What techniques have you used?	I drew it using… From first-hand observation of a …… I drew out……using different types of line, both thicker, bolder lines to make the…….. The materials I have used for this piece are…. The process I undertook was to…. I used …… technique Through working in this way, I have learnt how to……
Quality: How good is it? • What are you pleased with? • What could you improve?	I am pleased with the way I…… One good element of this work is…… The best feature of this work is….. I wish that I had…..one area that I could improve is……. This piece could have been improved by including…… To improve this piece, I could have…… I could have made greater use of…… In this piece I have used too much/ not enough ……..
Learning: What did you learn? • What have you found out? • What are your next steps?	I improved my skills in…. I got better at working in the style of……. I feel more confident about……..

Skills Guide: AO3 Recording Observations: Exemplars

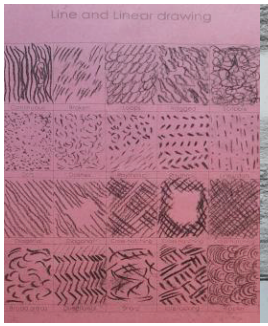


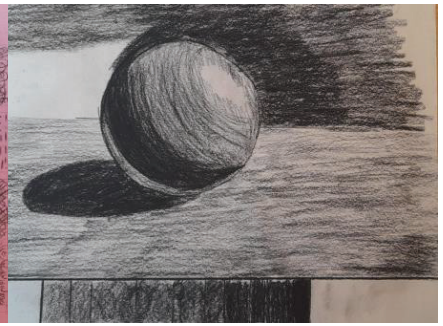


Shape, line and tone



Accurate recording of mark-making





Pencil : Graphite, soft hard tone, tonal range, dark, medium, light shadows/highlights, blending in shading contrast.

LINE

TONE

TEXTURE

SHAPE

Shape and form
Controlled tonal range

Tonal range

Delicate line
defined shape

Proportion and symmetry
mark-making

angles
tone and texture

As a Year 7 Artist I can…	
I can use the side and tip of my pencil to shade with control.	
I can use a soft use of line to show shape.	
I can use a range of marks in my drawing.	
I can observe shape and form.	
I can describe the main features of an artist's work.	
I can reflect and annotate my own work	

AO3: RECORDING OBSERVATIONS

(Evidence)

Record ideas, observations and insights relevant to intentions as work progresses.

I can visually change and improve my work combining and organising ideas showing outstanding recording.

I can observe with consistent attention to detail showing skill and annotation with ideas explained.

I can observe and record from resources with some skill and annotate in my own words with some explanation.

I can record limited ideas and annotate in my own words, showing a moderate control of observations.

I can record to a basic level from resources with some key-terms.

French| Studying and my future |Topic Dictionary

Key Word	Definition	In a Sentence
l'anglais	English	J'étudie **l'anglais** et c'est intéressant.
le dessin	Art	Je pense que **le dessin** est ennuyeux.
La religion	Religious studies	À mon avis, **la religion** est très importante.
l'E.P.S	PE	J'étudie **l'E.P.S** tous les jours.
le français	French	J'étudie **le français** avec ma famile.
la géographie	Geography	Je pense que **la géographie** est difficile.
l'histoire	History	J'étudie **l'histoire** et c'est assez barbant.
les maths	Maths	Je dirais que **les maths** sont difficiles.
la musique	Music	Je pense que **la musique** est facile.
les sciences	Science	J'étudie **les sciences** chaque semaine.
Le théatre	drama	A mon avis, **le théatre** est amusant
L'informatique	I.C.T	L'informatique est très utile.
La téchnologie	Design and technology	La technologie , c'est intéressant.

French | Studying and my future | Knowledge Organiser

Check for knowledge:

- ❑ I can say what I study (step 1)
- ❑ I can describe what I wear to school (step 2)
- ❑ I can describe school rules (step 3)
- ❑ I can give opinions on my teachers (step 4)

Step 1: Saying what subjects you study

J'étudie	I study	**Je n'étudie pas**	I don't study
J'aime étudier	I like to study	**Ma matière préférée est**	My favourite subject is
l'anglais	English	**le dessin**	Art
les maths	Maths	**les sciences**	Science
le théâtre	Drama	**le français**	French
La religion	Religious studies	**l'EPS**	PE
l'informatique	ICT/IT	**l'histoire**	History
amusant	*fun*	**barbant**	*boring*
facile	*easy*	**difficile**	*difficult*
intéressant	*interesting*	**inutile**	*useless*

Step 2: Describing your school uniform

Je porte		*I wear*	
l'uniforme scolaire		*School uniform*	
une cravate	*a tie*	**blanc(he)(s)**	*white*
un tee-shirt	*a t-shirt*	**rouge**	*red*
un pantalon	*trousers*	**vert(e)**	*green*
une jupe	*a skirt*	**bleu(e)**	*blue*
une chemise	*a shirt*	**jaune**	*yellow*
un pull	*a jumper*	**noir(e)(s)**	*black*
des chaussures	*shoes*	**marron**	*brown*
une veste	*a blazer*	**gris(e)(s)**	*grey*

Step 3: Describing the school rules

On doit	*one must*	**On ne doit pas**	*one must not*
être à l'heure	*be on time*	**porter des bijoux**	*wear jewellery*
respecter les autres	*respect others*	**manquer les cours**	*skip lessons*
porter l'uniforme scolaire	*wear school uniform*	**utiliser son portable**	*use your phone*
apporter son curriculum companion	*bring your curriculum companion*	**manger en classe**	*eat in class*
travailler dur	*work hard*	**bavarder**	*chat*

Step 4: Describing your teachers

J'aime bien	*I really like*
les professeures sont	*the teachers are*
mon professeur est	*my male teacher is*
ma professeure est	*my female teacher is*
grincheux(grincheuse)	*grumpy*
sympa	*kind/nice*
patient(e)	*patient*
Sévère	*Strict*
Intelligent	*Intelligent*
exigeant	*demanding*

French | Studying and my future | Skills Guide

Success Criteria:

- ❑ Can you describe **what** you study?
- ❑ **Why** do you like the subject?
- ❑ Can you describe your **dislikes?**
- ❑ Can you use a **connective** to introduce the **negative form**?
- ❑ Could you add an **intensifier**?
- ❑ Have you used a variety of **adjectives?**

Simple answer:

Je m'appelle Pierre et j'adore le collège. J'étudie les maths et les sciences. J'aime le français parce que c'est utile. Aussi, j'adore l'histoire car c'est intéressant.

Extended answer:

Au collège, j'étudie les maths et j'étudie aussi la géographie. J'adore les maths, parce que pour moi c'est facile, mais je n'aime pas la géographie car à mon avis, c'est très difficile. Mon prof de géographie est assez sévère et il nous donne beaucoup de devoirs.

Connectives used to link ideas

Negative form

Intensifiers used to add detail

Variety of **adjectives**

Fancy phrase used to upgrade answer.

French | Food and drink | Topic Dictionary

Key Word	Definition	In a Sentence
Au petit déjeuner	For breakfast	**Au petit déjeuner** je mange un croissant.
Au déjeuner	For lunch	Je prends le **déjeuner** à midi.
Au dîner	For dinner	Je prends mon **dîner** à sept heures.
Un croissant	A croissant	Je mange un **croissant**
Du pain grillé	A toast	Je préfère **du pain grillé**
Du beurre	butter	Avec **du beurre**
la confiture	jam	Je n'aime pas **la confiture**
Du jus d'orange	Orange juice	Je bois **du jus d'orange** au petit déjeuner
Du thé	tea	Je bois **du thé.** J'aime **le thé**
Du lait	milk	Avec **du lait**.
Du café	coffee	Le **café** c'est bon.
Des fruits	fruits	Je mange **des fruits** au déjeuner.
De l'eau	water	On doit boire **de l'eau**
Des légumes	vegetables	On mange **des legumes** à la cantine
Du poulet	chicken	J'adore **le poulet** au dîner

French | Food and drink| Knowledge Organiser

Check for knowledge:

- ❑ I can say what I study (step 1)
- ❑ I can describe what I wear to school (step 2)
- ❑ I can describe school rules (step 3)
- ❑ I can give opinions on my teachers (step 4)

Step 1: Saying what you eat and drink

Je mange	I eat	**Je bois**	I drink
Je prends	I have	**Je ne prends pas de**	I don't have
(du) pain grillé	toast	**(du)Jus d'orange**	orange juice
Le matin	In the morning	**du poulet**	chicken
À midi	At lunchtime	**du poisson**	fish
Le soir	In the evening	**de la salade**	salad
Je déteste le lait	I hate milk	**des légumes**	vegetables
Je préfère le thé	*I prefer tea*	**Comme dessert**	*For desert*
Je ne mange rien	*I don't eat anything*		

Step 2: Using time markers in your descriptions

Le matin	In the morning	***A sept heures***	*at seven o'clock*
À midi	At lunchtime	**d'abord**	*first*
Le soir	In the evening	**ensuite**	*then*
D'habitude	habitually	**après**	after
Normalement	Normally	**quelquefois**	sometimes
Tous les matins	Every morning	**de temps en temps**	From time to time
Chaque soir	Each evening		

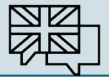
Step 3: giving opinions about food and drink

délicieux	*delicious*	**dégoûtant**	*disgusting*
sucré	*sweet*	**amer**	*bitter*
salé	*salty*		
La confiture c'est trop sucré	*Jam is too sweet*	**Les frites sont très salées**	*Chips are very salty*
Le thé est assez amer	*Tea is quite bitter*		

Step 4: Discuss your diet

Bon pour la santé	*healthy*
Mauvais pour la santé	*unhealthy*
équilibré	*balanced*
Je mange beaucoup de	*I eat a lot of*
Trop de	*Too much of*
Moins de	*Less of*
Riche en fibres/ vitamines	*Rich in fibre/vitamins*
Un régime	*A diet*
Beaucoup de matières grasses	*Lots of fat*
Ça me donne de l'énergie	*It gives me energy*

Spanish | School subjects | Topic Dictionary

Image	Key Word	Definition	In a Sentence
	**el inglés**	English	Pienso que **el inglés** es interesante.
	**el dibujo**	Art	Pienso que **el dibujo** es aburrido.
	**el español**	Spanish	En mi opinión **el español** es el mejor.
	**la educación física**	PE	Estudio **la educación física** todos los dias.
	**el francés**	French	Estudio **el francés** con mi familia
	**la geografía**	Geography	Pienso que **la geografía** es dificil
	**la historia**	History	Estudio **la historia** y es interesante.
	**las matemáticas**	Maths	Diría que **las matemáticas** son importantes.
	**la música**	Music	Pienso que **la música** es interesante.
	**las ciencias**	Science	Estudio **las ciencias** porque son utiles.

Spanish| School equipment |Topic Dictionary

Image	Key Word	Definition	In a Sentence
	**El sacapuntas**	Pencil sharpener	En mi estuche hay **un sacapuntas**
	**El estuche**	Pencil case	En mi **estuche** tengo…
	**La regla**	Ruler	Uso una **regla** en clase de matemáticas
	**El bolígrafo**	Pen	Escribo con mi **bolígrafo**
	**El lápiz**	Pencil	Dibujo con mi **lápiz**
	**La goma**	Rubber	Mi **goma** es blanca
	**El cuaderno**	Exercise book	Uso mi **cuaderno** en clase
	**La calculadora**	Calculator	Uso mi **calculadora** todos los días
	**El pegamento**	Glue stick	Uso mi pegamento en clase de geografía.
	**El resaltador**	Highlighter	Siempre traigo mi **resaltador**.

Spanish | Studying and my future | KO

Check for knowledge:

- ❑ I can say what I study (step 1)
- ❑ I can describe what I wear to school (step 2)
- ❑ I can describe school rules (step 3)
- ❑ I can give opinions on my school and my teachers (step 4)

Step 1: Saying what subjects you study

Estudio	*I study*	**No estudio**	*I don't study*
Me gusta estudiar	*I like to study*	**Mi asignatura favorita es**	*My favourite subject is*
el inglés	*English*	**el dibujo**	*Art*
las matemáticas	*Maths*	**las ciencias**	*Science*
el teatro	*Drama*	**el francés**	*French*
el español	*Spanish*	**la educación fisíca**	*PE*
la informática	*ICT/IT*	**la historia**	*History*
divertido/a(s)	*fun*	**aburrido/a(s)**	*boring*
fácil(es)	*easy*	**difícil(es)**	*difficult*
interesante(s)	*interesting*	**inútil(es)**	*useless*

Step 2: Describing your school uniform

Llevo		*I wear*	
uniforme escolar		*school uniform*	
una corbata	*a tie*	**blanco/a(s)**	*white*
una camiseta	*a t-shirt*	**rojo/a(s)**	*red*
unos pantalones	*trousers*	***verde(s)***	*green*
una falda	*a skirt*	***azúl(es)***	*blue*
una camisa	*a shirt*	***amarillo(a)(s)***	*yellow*
un jersey	*a jumper*	***negro(a)(s)***	*black*
los zapatos	*shoes*	***marrón(es)***	*brown*
una chaqueta	*a jacket*	***gris(es)***	*grey*

Step 3: Describing the school rules

Se debe	One must	**No se debe**	One must not
llegar al tiempo	be on time	**llevar joyas**	wear jewellery
respetar los otros	respect others	**saltar las clases**	skip lessons
llevar uniforme escolar	wear school uniform	**usar el móvil**	use your phone
llevar materia	bring your school equiptment	**comer en clase**	eat in class
trabajar duro	work hard	**decir palabrotas**	swear

Step 4: Describing your teachers

Me llevo bien con	*I get on well with*
No me llevo bien con	*I don't get on well with*
Me gusta mucho	*I really like*
los profesores son	*the teachers are*
mi profesor es	*my male teacher is*
mi profesora es	*my female teacher is*
gruñón/gruñóna	*grumpy*
simpático(a)	kind/nice
paciente/impaciente	patient/impatient

Spanish | Studying and my future | Skills Guide

Have you used…

An opinion?	A noun?	A subject?	A connective?	A reason?	An intensifier?	An adjective?	A complex reason?
Me encanta (I love) Me gusta mucho (I really like) Me gusta (I like) No me gusta (I don't like) No me gusta nada (I really don't like) Me llevo bien con (I get on well with) No me llevo muy bien con (I don't get on very well with)	♂ mi profesor de (my teacher of) mi profesora de (my teacher of) ♀	inglés (English) español (Spanish) francés (French) geografía (Geography) historia (history) tecnología (DT) educación física (PE) ciencias (Science)	porque (because) dado que (given that) pero (but) y (and)	es (he/she is) puede ser (he/she can be)	bastante (quite) un poco (a little) muy (very)	simpático (nice) estricto/estricta (strict) trabajador/trabajadora (hardworking) inteligente (intelligent) paciente (patient) gruñón (grumpy) perezoso / perezosa (lazy) aburrido/aburrida (boring)	nos da muchos deberes (he/she gives us a lot of homework) siempre me hace reír (he/she always makes me laugh) está sonriendo todo el tiempo (he/she is smiling all the time)

Example: Me encanta mi profesor de inglés porque es bastante trabajador. (I love my English teacher because he is hardworking.)

Spanish | Studying and my future | Skills Guide

Success Criteria:

- ❑ Can you describe **what** you study?
- ❑ **Why** do you like the subject?
- ❑ Can you describe your **dislikes?** Have you used a variety of **adjectives?** Could you add an **intensifier**?
- ❑ Can you describe **your favourite subject?** Have you included a range of **opinion phrases?**
- ❑ Can you include where you **would like** to study next year?Have you used any **complex structures?**

Simple answer:

Me llamo Pablo y me encanta el colegio. Estudio las matemáticas y las ciencias. Me gusta el francés porque es útil. También, me encanta la historia porque es interesante.

Extended answer:

En el colegio, estudio la geografía y también la música. Me encantan las ciencias, porque para mi son fáciles, pero no me gusta nada la geografía porque en mi opinión es muy difícil. Mi profesor de geografía es bastante estricto y nos da muchos deberes.

Connectives used to link ideas

Variety of **adjectives**

Intensifiers used to add detail

Fancy phrase used to upgrade answer.

Spanish | Food and Drink | Topic Dictionary

Image	Key Word	Definition	In a Sentence
	**El bocadillo**	Sandwich	Me gustan **los bocadillos** porque son deliciosos
	**La hamburguesa**	Burger	Creo que **las hamburguesas** son asquerosas
	**Las verduras**	Vegetables	En mi opinión **las verduras** son ricas.
	**Las frutas**	Fruit	Como **frutas** todos los días.
	**Las patatas fritas**	Chips	Como **patatas fritas** con mi familia
	**La carne**	Meat	Pienso que **la carne** es asquerosa
	**El pescado**	Fish	Como **pescado** y es sabroso.
	**El queso**	Cheese	Diría que **el queso** es seco.
	**El agua**	Water	Pienso que **el agua** es buena para la salud.
	**La leche**	Milk	Tomo **leche** porque es dulce.

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Check for knowledge:

- ❑ I can say what I like to eat(step 1)
- ❑ i can describe my favourite foods (step 2)
- ❑ I can use time markers (step 3)
- ❑ i can discuss my diet (step 4)

Step 1: Saying what you like to eat and drink

Como	*I eat*	**No como**	*I don't eat*
Me gusta comer/beber	*I like to eat/drink*	**Mi comida favorita es**	*My favourite food is*
Bebo	*I drink*	**No bebo**	*I don't drink*
Los bocadillos	*sandwiches*	**El queso**	*cheese*
Las hamburguesas	*burgers*	**El agua**	*water*
Las verduras	*vegetables*	**La leche**	*milk*
Las frutas	*fruit*	**El jugo**	*juice*
Las patatas fritas	*chips*	**El zumo**	*juice*
La carne	*meat*	**El pollo**	*chicken*
El pescado	*fish*	**Los huevos**	*eggs*

Step 2: Describing your favourite foods

mi comida favorita es		*my favourite food is*	
pienso que es		*I think it's*	
grasiento/a	*greasy*	**picante**	*spicy*
dulce	*sweet*	**seco/a**	*dry*
crujiente	*crunchy*	***asqueroso/a***	*disgusting*
delicioso/a	*delicious*	***saludable***	*healthy*
sabroso/a	*tasty*	***ácido/a***	*sour*
rico/a	*yummy*	***sano/a***	*healthy*
amargo/a	*bitter*	***salado/a***	*salty*
agrio/a	*sour*	***cremoso/a***	*creamy*

Step 3: Using time markers

Por la mañana	In the mornings	**Primero**	Firstly
A la hora de comer	At lunchtime	**Luego**	Then
A la hora de cenar	At dinnertime	**Después**	After
Normalmente	Normally	**A veces**	Sometimes
Usualmente	Usually	**De vez en cuando**	From time to time
Cada mañana	Every morning	**Todos los días**	Everyday

Step 4: Discussing your diet

Como mucho	*I eat a lot of*
Como demasiado	*I eat too much of*
Menos	*Less*
Más	*More*
Rico en vitaminas	*High in vitamins*
Una dieta	*A diet*
Lleva mucha grasa	*High in fat*
Me da energía	It gives me energy
Llevar una vida sana	To lead a healthy lifestyle

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Have you used…

An opinion?	A food/drink?	A connective?	A reason?	An intensifier?	An adjective?	A complex reason?
Me encanta(n) (I love) Me gusta(n) mucho (I really like) Me gusta(n) (I like) No me gusta(n) (I don't like) No me gusta(n) nada (I really don't like)	Los bocadillos (sandwiches) Las hamburguesas (burgers) Las verduras (vegetables) Las frutas (fruit) Las papas fritas (chips) La carne (meat) El pescado (fish) El queso (cheese) El agua (water) La leche (milk)	porque (because) dado que (given that) pero (but) y (and)	es (it is) puede ser (it can be)	bastante (quite) un poco (a little) muy (very) demasiado (too)	dulce (sweet) crujiente (crunchy) delicioso/a (delicious) sabroso/a (tasty) amargo/a (bitter) agrio/a (sour) picante (spicy) seco/a (dry) Asqueroso (disgusting) saludable (healthy)	daña la salud física (it damages your health) es bueno/a para la salud (it's good for your health) me trae recuerdos de la infancia (it reminds me of my childhood)

Example: Me encanta la carne porque es muy sabrosa.
(I love meat because it's very tasty.)

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Success Criteria:

- ❑ Can you describe **what** foods and drinks you like?
- ❑ **Why** why do you like them?
- ❑ Can you describe your **dislikes?** Have you used a variety of **adjectives?** Could you add an **intensifier**?
- ❑ Have you included a range of **opinion phrases?**
- ❑ Can you explain why it's important to eat healthily? Are there any changes you would like to make to your diet?

Simple answer:

Me llamo Jorge y me encanta la comida. Mi comida favorita es el pescado porque es delicioso. No me gustan las verduras porque son asquerosas.

Connectives used to link ideas

Variety of **adjectives**

Extended answer:

Todos los días, como patatas fritas porque son muy sabrosas. También, me encanta comer la carne porque es bastante saludable. Sin embargo, odio las verduras porque son demasiado saludables. En el futuro, me gustaría comer más frutas porque son buenas para la salud física.

Intensifiers used to add detail

Fancy phrase used to upgrade answer.

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