Curriculum Companions

Year 7

Term One

Name:

Tutor Group:



	Art Drawing Topic Dictionary					
Image	Word	In a sentence				
2	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.			



Skills Guide: AO3 Recording Observations: Exemplars



Accurate recording of mark-making

COLOR STREET



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

LINE	Tonal range	Proportion and symmetry mark-making					
	ingular AGA	¥	1				
TONE	A Por						
EXTURE			i				
SHAPE							
pe and form							
rolled fonal range	Delicate line defined shape	angles tone and texture					
As a Year 7 Ar	tist I can						
I can use the s	ide 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	I can describe the main features of an artist's work.						
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 howing outstanding ecording.

can observe with onsistent ttention to detail howing skill and Innotation with deas explained.

can observe and ecord from esources with ome skill and annotate in my wn words with ome explanation.

can record imited ideas and annotate in my wn words, howing a noderate control of observations.

can record to a basic level from esources with ome key-terms.



Shap Con

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 ofusing 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:
 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 ofby 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 outusing 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 hadone 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

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

Drama: Term 1 – 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	Physical 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	. Diaphragm exercises. Breathing exercises Vocal warm ups.			gesture	Using the body to communicate character/ emotion.	Exaggeration Selecting key words Mime		
	Performing in the studio. Projection is important because the audience need to hear you.				facial expression	Using the face to communicate character/ emotion.	Facial warm ups – chewing toffee etc Rehearsing with a mirror.		
articulation	Speaking clearly so the dialogue can be	Vocal Warm Ups Tongue twisters							
	understood.	Focus on consonants			pace	How fast or	Jacques		
tone	Communicating emotion with the voice	Knowing character and their motivation: Units and objectives Subtext Given Circumstance Opera			(movement)	slowly you move	of tension.		
		exercise.			levels	How high or low	Utilising		
pace (voice)	How fast or slow you speak.	Recording dialogue. Extreme Slow down Extreme Speed up				you are compared to something/some	blocks/chairs etc		
volume	How loud or quiet you are.	Play with volume, Extremely loud/ quiet. Note impact.			space	The distance between two	Draw the stage out using		
pitch	How high or low the voice is	Scales				people of things.	masking tape.		

Half Term 1 | What is West African Storytelling? | Knowledge Organiser

West African Storytelling

- Storytelling was a traditional way to entertain, educate and bring communities together in West African Cultures.
- The storyteller known as the 'GRIOT' had an ٠ important part in the community, and would pass the stories on to others.
- Many of the stories focus on a spider called ٠ **ANANSI**. He is mischievous, greedy, and finds himself in trouble quite often.
- The Anansi stories helped children to understand ٠ morals and to think carefully about the consequences of their actions.

Week	What will I learn?			
1	Anansi and the pot of beans			
2	Anansi and the turtle			
3	Anansi and the moss-covered rock			
4	Anansi and the pot of wisdom.			
5	Plan your scripted performance.			
6	Perform your scripted performance.			

To explore the Anansi stories, we will be using SCRIPTS and thinking about creating different CHARACTERS

Half term 1 Key Words: West African Storytelling (script)			
ensemble	A group of people working together.		
griot	The storyteller in traditional West African storytelling.		
choral speech	2 or more actors speaking the same line at the same time.		
cannon speech	Repeating a word or line, one after the other.		
moral What is right or wrong.			



NIGER

NIGERIA

CAMEROON

CHAD

Half Term 2 | What is the story of Eduardo? | Knowledge Organiser

The Adventures of Eduardo

- Eduardo was a sailor in the Spanish Armada.
- Each week we learn a little more about his story – from adventures with pirates and sea monsters, to a terrifying shipwreck following a terrible storm.
- The story of Eduardo is a STIMULS for creating our own drama without scripts, where YOU decide what the characters say and what happens to them.

5			A	
	h		20	
		3	RX	2
	G			



Week	What will I learn?	
1	Eduardo decides to become a sailor.	
2	Eduardo meets 3 other sailors.	
3	The crew run across some pirates.	
4	The ship is in a terrible storm.	
5	Plan your devised ending.	
6	Perform your devised ending.	

To explore the Eduardo stories, we will be using DEVISING and thinking about creating different CHARACTERS

Half Term 2 The Adventures of Eduardo (Devising)				
devising	sing Creating a performance from scratch.			
still image	A frozen scene.			
thought track	Telling the audience what your character is thinking.			
role play	Performing a scene in character.			
soundscape	Using the voice and body to create atmosphere.			
stimulus	A starting point			

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 work creatively and use a range of vocal skills. I include physical 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 work creatively and use a range of vocal skills. I include physical 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 work creatively and use a range of vocal skills. I include physical skills to enhance the performance. I interpret the characters with innovation and creativity
 I contribute ideas to my ensemble and encourage others to share their ideas. I am always focused in rehearsal. I use voice creatively in performance. I use physical skills creatively to communicate with the audience. I face the audience during my performance. 	 I contribute ideas to my ensemble and encourage others to share their ideas. I am always focused in rehearsal. I use voice creatively in performance. I use physical skills creatively to communicate with the audience. I face the audience during my performance. 	 I contribute ideas to my ensemble and encourage others to share their ideas. I am always focused in rehearsal. I use voice creatively in performance. I use physical skills creatively to communicate with the audience. I face the audience during my performance.
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 I attempt to work effectively as an ensemble member. I attempt to stay focused in rehearsal. I attempt to use voice to enhance performance. I use physical skills to communicate with the audience. I attempt to face the audience during my performance. 	 I attempt to work effectively as an ensemble member. I attempt to stay focused in rehearsal. I attempt to use voice to enhance performance. I use physical skills to communicate with the audience. I attempt to face the audience during my performance. 	 I attempt to work effectively as an ensemble member. I attempt to stay focused in rehearsal. I attempt to use voice to enhance performance. I use physical skills to communicate with the audience. I attempt to face the audience during my performance.

Half term 2 | 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 work creatively and use a range of vocal skills. I include physical 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 work creatively and use a range of vocal skills. I include physical 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 work creatively and use a range of vocal skills. I include physical skills to enhance the performance. I interpret the characters with innovation and creativity
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English | In The Sea There Are Crocodiles | Knowledge Organiser

stories about

children?

2. Why do we fictionalise true stories?

In the Author's Note, Fabio Geda said that he wrote Enaiatollah's story as Enaiatollah wanted 'people who had suffered similar things to know that they were not alone' and to help others, like us at St Mark's, to 'understand them better'. Fabio Geda is therefore using his work to amplify the voices of refugees in order to help us understand their experiences.

3. Why do we write stories about children?

Stories about children teach us to empathise with children from different cultures and backgrounds. The book is named 'In the Sea there are Crocodiles' to remind the reader of the refugee children's innocence: they cannot understand the horror around them and the traumatic experience they are aoing through.

1. Writer's lend their voices to others so that we can understand many different perspectives and learn about different people lives, cultures and backgrounds.

1. Why do writers lend their voices to others? 4.What is the Purpose of a n? 2. Why do we fictionalise true stories? 5. How and why do writers create a narrative voice? 3.Why do we write Why do people read and

write

auto-

biographies?

4. What is the purpose of a Bildungsroman?

A bildungsroman follows the story of a person from when they are young, to when they arow up. They are important because they show us the moral arowth and change of people overtime. They show us the importance of life experiences and how they can make you a better, more educated person.

5. Narrative Voice

Writers create a specific narrative voice so that they reader can understand the protagonist's personality. For example, at the beginning of 'In the Sea there are Crocodiles', Engiat's narrative voice is childish to show his innocence. We can then see his growth from innocence to experience reflected in his changing narrative voice.

English | In The Sea There Are Crocodiles | Topic Dictionary: Tier 2

Image	Word	Definition	In a sentence
A AAA	asylum	If someone is given asylum , they are given protection by a country because they are unsafe in their country of birth.	Hazara people sought asylum in other countries as they were targeted by the Taliban in Afghanistan.
	bliss	If you are blissful or experience bliss , you are extremely happy and full of joy.	Enaiat experiences bliss when he and Sufi are together in Iran.
despondent If you are despondent you are sad and in low spirits due to a loss of hope		If you are despondent you are sad and in low spirits due to a loss of hope	Enaiat has a period of despondence after Sufi leaves.
	discrimination discrimination is the practice of treating one person or group of people less fairly or less well than other people or groups.		In Afghanistan, the Hazara people were discriminated against because of how they look.
O	experienced If you are experienced you have knowledge and skills that you gained over time.		Throughout Enaiat's journey, he grows in experience due to the challenges he faces.
	MoralA moral person behaves in a way that is believed by most people to be good and right.		Enaiat sometimes struggles with making the right moral decision.
	naïveA naïve person is someone who is innocent, lacks experience and believes/trusts everything that others say		Enaiat is young and naïve ; he does not know that people are taking advantage of him.

English | In The Sea There Are Crocodiles | Topic Dictionary: Tier 3

Image	Word	Definition	In a sentence
ЌЦ	autobiography	An autobiography is the story of a person's life, written by someone themselves.	'In the Sea there are Crocodiles' is not an autobiography because Enaiat did not write it himself.
8	biography	A biography is a story of a person's life, written by someone else.	'In the Sea there are Crocodiles' is a biography because Fabio Geda is telling the story of Enaiat's life.
Ť	bildungsroman	A bildungsroman is a story about growth and learning, usually about the main character's journey from childhood to adulthood.	'In the Sea there are Crocodiles' is a bildungsroman because Enaiat grows up during the novel, due to the challenges he faces.
	chronological	If something is chronological it means it follows the order of when things happened from start to finish.	'In the Sea there are Crocodiles' is written in chronological order as it starts from when Enaiat lived in Afghanistan and ends when he is in Italy.
	narrative non- fiction	Narrative non-fiction is story-writing that is based on true events that happened in real life.	In The Sea there are Crocodiles is narrative non- fiction because it is a story written about a real person's life and real things that happened to him.
(روم	narrative voice	The story's narrative voice is the voice of the person telling the story. It is the narrator's style of speaking, which shows their personality and characteristics.	Enaiat's narrative voice is childlike and naive at the beginning of the novel in order to demonstrate his age.
\bigcirc	perspective	The perspective of a text is the point of view it is told from.	In The Sea there are Crocodiles is told from Enaiat's perspective.
	protagonist	A protagonist main character of a film or text.	Enaiat is the protagonist of the books because the story is about him.

Skills Guide: How to write a coming-of-age autobiography

Step 1: Pick your perspective.

• Will you write from your perspective? Or will you lend your voice to someone whose story needs to be told, like Geda?

Step 2: Select your moments from life

• Do your research. Which moments need to be included in order to tell the story of how you or your protagonist 'came of age'?

• Step 3: Order your moments

• Will you tell your story in chronological order? Or, like Geda, will you move around the timeline at parts?

Step 4: Find your voice

- What tone will you write in? Naive, cynical, innocent, humorous, nostalgic? Will the tone change at all?
- If you are writing someone else's story, will you include moments of conversation, like between Enaiat and Geda?

Step 5: Pick your title

• Is there a moment of the novel which symbolises the overarching theme or message of your story?

Narrative Non-Fiction Skills: As a Year 7 English Student I can

1.	Use a clear narrative voice which demonstrates my narrator's style of speaking, personality and characteristics.	
2.	Control my point of view and tense, using 'I' & 'my' and writing in past tense .	
3.	Use time connectives such as before, then, after that, finally, etc	
4.	Retell the events clearly and in a logical order .	
5.	Use place names , people's names and dates to ensure my story is convincing.	
6.	Include moments of reflection , where I consider how these events shaped me or my protagonist.	

Skills Guide: Annotated Exemplar - Autobiographical Writing

'I Know Why the Caged Bird Sings' By Maya Angelou, Chapter 1:

When <u>I was three and Bailey four</u>, <u>we</u> had arrived in the musty little town, wearing tags on <u>our</u> wrists which instructed—" To Whom It May Concern"— that we were Marguerite and Bailey Johnson Jr., from Long Beach, California, en route to Stamps, Arkansas, c/ o Mrs. Annie Henderson.

Our parents had decided to put an end to their calamitous marriage, and Father shipped us home to his mother. A porter had been charged with our welfare— he got off the train the next day in Arizona-and our tickets were pinned to my brother's inside coat pocket.

I don't remember much of the trip, but after we reached the segregated southern part of the journey, things must have looked up. Black passengers, who always travelled with loaded lunch boxes, felt sorry for "the poor little motherless darlings" and plied us with cold fried chicken and potato salad.

Years later I discovered that the United States had been crossed thousands of times by frightened Black children traveling alone to their newly affluent parents in Northern cities, or back to grandmothers in Southern towns when the urban North reneged on its economic promises.

The town reacted to us as its inhabitants had reacted to all things new before our coming. It regarded us **for a while** without curiosity but with caution, and **after** we were seen to be harmless (and children) it **closed in around us**, as a real mother embraces a stranger's child. Warmly, but not too familiarly.

We lived with our grandmother and uncle in the rear of the Store (it was always spoken of with a capital S), which she had owned some twenty-five years.

Success Criteria:

- Writes in first person.
- Includes specific details about ages, names and locations.
- Describes what she does/ does not remember.
- Reports speech that she can remember.
- Includes time connectives.
- Includes moments of reflection as an adult looking back on her childhood.

French | Instructions in the classroom | Topic Dictionary

Image	Key Word	Definition	In a Sentence
Ŵ	bonjour!	Good Morning!	Bonjour la classe
• L	asseyez –vous	Sit down	Asseyez –vous, s'il vous plaît
	ouvrez les cahiers	Open the books.	Ouvrez les cahiers, s'il vous plaît
	écrivez	Write	Écrivez le vocabulaire.
	levez la main	Raise your hand	Levez la main pour répondre à la question
	regardez	Look	Regardez le tableau, s'il vous plaît
Ŭ Đ÷	écoutez et Répétez	Listen and Repeat	Écoutez et répétez la phrase.
	fermez les cahiers	Close the books.	Fermez les cahiers, s'il vous plaît
	rangez vos affaires	Tidy up your things	Rangez vos affaires la classe, s'il vous plaît
ы К	levez-vous	Stand up	Levez –vous la classe, s'il vous plaît
	au revoir!	Goodbye!	Au revoir, la classe

French | Classroom Objects | Topic Dictionary

Image	Key Word	Definition	In a Sentence
	Tu as?	Do you have?	Tu as un stylo?
	un stylo noir	A black pen	Prenez le stylo vert.
	un stylo vert	A green pen	Prenez le stylo vert.
and the second se	un stylo violet	A purple pen	J'ai besoin d'un stylo violet s'il vous plaît
	un cahier	A notebook	Avez-vous un cahier ?
	une trousse	A pencil case	Mettez la trousse sur la table.
	une colle	glue	Utilisez la colle pour coller la feuille.
	une règle	A ruler	Utilisez la règle pour souligner la date et le titre.
۲. ۲. D	un sac à dos	A backpack	Mettez le sac à dos sous la table.
He	des ciseaux	scissors	Utilisez les ciseaux avec soin.
	un papier	paper	J'ai besoin d'un papier s'il vous plaît

French | My Personal World | Knowledge Organiser Check for Step 1: Greet others and introduce yourself Step 3: Describe yourself and others knowledge: Boniour! / Salut! J'ai Hello! / Hi! I have Ma mère a My mum has Au revoir! Goodbye! Mon père a My dad has introduce Mon ami(e) a My friend has Comment t'appelles -tu? What's your name? myself (Step 1+3) Les yeux bleus Blue eyes Je m'appelle... My name is... Les yeux noisette Hazel eyes How are you? Ca va? l can ask Les yeux verts Green eyes and Les yeux marron Brown eyes Ca va bien, merci I am OK, thanks answer Les cheveux bruns Brown hair Pas mal /Non, ca ne va pas So-so/No, I am not OK about my Les cheveux blonds Blonde hair birthday Les cheveux noirs Black hair **Step 2:** Say your age and birthday (Step 2) Je suis Iam Ma mère est My mum is Quel âae as-tu? How old are you? l can Mon père est My dad is describe J'ai...ans I am...years old Mon ami(e) est My friend is myself C'est auand ton anniversaire? When's your birthday? (Step 3) sympa Nice intelligent(e) Intelliaent Mon anniversaire, c'est le cinq My birthday is on the 5th of May I can talk gentil(le) Kind mai about patient(e) Patient other généreux(se) generous January iuillet Julv ianvier people Step 4: Elevate your sentences with intensifiers février February Auaust aout (Step 3) September mars March septembre très Verv I can use octobre October intensifiers avril April assez Quite (Step 4) mai May novembre November A little un peu juin June décembre December vraiment Really

	Fr	ench	My Pe	ersonal W	orld Skill	s Guide		
1. a verb?	2.	a noun?	3. an adjective?	4. a connective?	5. a complex phrase?	6. a noun?	7. an adjective?	
Je m'appelle (my name is)	L	<mark>es yeux</mark> (eyes)	<mark>verts</mark> (green) bleus (blue) marron (brown)	mais (but)	je voudrais avoir (I would like to have)	les yeux (eyes)	verts (green) bleus (blue) marron (brown)	
J'ai (I have)	Les ch	1eveux (hair)	blonds(blonde) noirs (black) bruns (brown) courts (short) bouclés (curly)	aussi (also) Cependant (however)	il/elle voudrait avoir (he/she would like to have)	les cheveux (hair)	blonds(blonde) noirs (black) bruns (brown) courts (short) bouclés (curly)	
Ma mère a (My mot Mon père a (My fath	ther is) ner is)			40 ans (40 years 45 ans (45 years	s old) s old)			
Ma mère a (My mother has)		les cheveux (hair)blancs / bruns / gris / noirs / roux / ondulés			gs / marron / longs / courts /	Example: Ma mère		
(My father has)		les yeux (eyes)	bleus / marron / g	bleus / marron / gris / verts				
Ma mère est (My mother is)		très (very)	grande (tall) / pe ugly) / jeune (you	My mum has green				
Mon père est (My father is)		little) assez (quite)	Aimable (friendly) / patiente (patient) / intelligente (smart) / sympa (nice) / généreuse (generous) / drôle (funny) / bavarde (chatty) / travailleuse (hard wotking) / timide (shy)					
trop (to		trop (†00)	grand / petit / mince / gros / beau / moche / jeune / vieux / roux / chauve					
			aimable / patient / timide	t / intelligent / sympa /	/ généreux / drôle / bavard /	/ travailleur		

French | My Personal World | Skills Guide

Success Criteria:

Have you introduced yourself?

- Can you give your age and birthday?
- How many people are in your family?
- Can you describe your hair and eyes? Have you used the correct word order and adjective endings?
- Can you describe someone else's hair and eyes?
- Can you describe your personality? Have you used the correct adjective endings? Could you add an intensifier?

Connectives used to link ideas Variety of adjectives

detail

Simple answer:

Bonjour, **je m'appelle** Claude et **j'ai** douze ans. Mon anniversaire c'est le huit Janvier. Dans ma famille il y a cinq personnes. J'ai une sœur et un chien. **J'ai les yeux verts** et **les cheveux bruns. Ma sœur a** les cheveux noirs. Je suis **patient** et elle est **intelligente**.

Extended answer:

Bonjour, ça va? Je m'appelle Claude, j'ai douze ans et mon anniversaire c'est le huit janvier. Dans ma famille il y a cinq personnes. J'ai une sœur qui s'appelle Laure et aussi nous avons un chien. J'ai les yeux verts et les cheveux bruns et courts, mais ma sœur a les cheveux noirs et raides. Je pense que je suis assez patient, cependant elle est très intelligente.

Correct adjective ending

French | My city | Topic Dictionary

Image	Key Word	Definition	In a Sentence
	une bibliothèque	A library	Dans mon collège, il y a une bibliothèque.
	un centre commercial	A Shopping centre	Dans ma ville il y a un centre commercial modèrne.
	un cinéma	A cinema	Le cinema est en face de la piscine.
	un hôpital	A hospital	Dans ma ville il n'y a pas d' hôpital.
	Un stade	A stadium	J'aime visiter le stade avec mon copain.
	une librairie	A book shop	ll n'y a pas de librairie dans ma ville.
	une boulangerie	A bakery	Dans ma ville il y a une petite boulangerie .
	un parc	A park	Il y a un parc fantastique.
	un magasin	A shop	ll y a un petit magasin .
Ĵ∰	un supermarché	A supermarket	Où-est le supermarché, s'il vous plaît??
	une gare	A train station	Où-est la gare, s'il vous plaît?

		Frei	nch ۸	Ay city	Know	edge	Organ	iser	
Cł	neck for	Step 1: Sayir	ng where you	live		Step 3: Givi	ng opinions		
<u>kn</u>	<u>owledge:</u>	J'habite à Londr	es	I live in London		Je pense que		I think that	
	I can say	J'habite en Ang	leterre	I live in England		Je dirais que		I would say that	
	where I live	On habite		We live		À mon avis		In my opinion	
	(Step 1)	Une ville		A town/city		Ma ville est		My city is	
	l can	Une maison		A house		grand(e)	big	intéressant(e)	interesting
	describe	Un appartemen	ł	A flat/apartment		petit(e)	small	barbant(e)	boring
		Avec ma famille	2	With my family		amusant(e)	fun	passionant(e)	exciting
		Step 2: Desc	ribing your cit	h		divertissant(e)	entertaining	fantastique	fantastic
		Step 2. Describing your cr		ly li		affreux(se)	awful	terrible	terrible
	opinions on	Dans ma ville il y a Dans ma ville il n'y a pas de Ma ville est / n'est pas		In my city there is In my city there isn't My city is/isn't		historique	historic	propre	clean
	my local					sale	dirty	moderne	modern
	area (Step 2					Step 4: Flevate your sentences with connectives			
	+ 3)	Dans ma ville on peut		In my city you can			vale your se	interices with c	onnechves
	l can use	Un parc	A park	Faire du shoppina	To go	aussi		Also	
	more			Jan State	shopping	en plus		In addition	
	complex ph	Un supermarché	A supermarket	Faire du sport	To do sport	mais		but	
	rases in my	sopermarene		Manaorau	To oct in a	et		and	
writing. Un c		Un cinéma	A cinema	restaurant	restaurant	ου		Or	
	(Step 4) Un hôpital A hospital Regarder un film		où		Where				
		lin centre	Ashonning			cependant		However	
		commercial	centre	Prendre des photos	To take photos	Par contre		on the other ha	nd

French | My city | Skills Guide

Have you used...

1. a verb?	2. a noun?	3. a connective?	4. a complex phrase?	5. a noun?
Dans ma ville il y a (In my town/city there is) Dans mon quartier il y a (In my neighbourhood) Dans ma banlieue il y a (In my suburb there is)	un cinéma (a cinema) centre) une pisicine (a pool) un hôpital (a hospital) une boulangerie (a bakery) une église (a church) un hôtel de ville (a town hall) des magasins (some shops) un centre commercial (a shopping		il n'y a pas de (there is not) si c'était posible, je préférerais avoir (if it were possible, I would prefer to have)	un cinéma(a cinema) un centre commercial (a shopping centre) une pisicine (a pool) un hôpital (a hospital) une boulangerie (a bakery)
Dans ma ville on peut (In my town you can)	faire du shopping (do shopping) faire du sport (do sport) aller au cinema (go to the cinema) visiter le musée (visit the musuem) faire de la randonnée (go hiking) sortir avec des amis (go out with friends)	mais (but) et (and) cependant (however) par contre (on the	je voudrais avoir (I would like to have)	une église (a church) un hôtel de ville (a town hall) des magasins (some shops) faire du shopping (do shopping) faire du sport (do sport)
Dans mon quartier on peut (In my neighbourhood you can) Dans ma banlieue on peut (In my suburb you can)	Example: Dans ma ville il y a un cinema mais on ne peut pas faire de la randonnée. (In my city there is a cinema but you cannot go hiking)/	other hand)	on ne peut pas (you cannot) si c'était posible, je préférerais (if it were possible, l would prefer) je voudrais (I would like)	aller au cinema (go to the cinema) visiter le musée (visit the musuem) faire de la randonnée (go hiking) sortir avec des amis (go out with friends)

French | My city | Skills Guide

Success Criteria:

Have you introduced yourself?

- Can you describe **where** you live?
- □ Who do you live with?
- Can you describe your house? Have you used a variety of adjectives? Could you add an intensifier?
- Can you describe your local area? Have you included a range of nouns?
- Can you include where you would like to live? Have you used any complex structures?

	ville qui s'appelle Londres. J'aime ma ville parce que c'est très intéressant. Dans ma ville il y a un cinéma et un centre commercial. Cependant, il n'y a pas de parc.
Connectives	Extended answer:
ideas	Bonjour, je m'appelle Erica et j'ai dix ans.
	J'habite avec ma famille dans un appartment
Variety of adjectives	beaucoup à faire. On peut visiter le parc où il y a des magasins <mark>assez intéressants</mark> . J'aime ma
	ville mais c'est un peu sale. Donc, je voudrais
Intensifiers	relaxent.
detail	Fancy phrase used to upgrade answer.

Bonjour, je m'appelle Erica et j'habite dans

une petite maison avec mes parents dans une

Simple answer:

Geography | What skills do I need as a Geographer? | Knowledge Organiser



Geography | What skills do I need as a Geographer? | Skills Guide Finding locations in an atlas. How to complete a 4-figure grid reference.

Table of contents

Found at the front of the atlas and lists the main sections included in the atlas in order of page number.

Index

The index is found at the back of the atlas and lists towns, cities, countries and continents in alphabetical order. Next to each place name is a list of all the pages in the atlas this location can be found.



How to use a compass.

The compass helps you figure out where things are on the map.

Look for the compass rose (usually in a corner) and see which direction you're facing.

Then, you can use the directions to find places or follow instructions!



A grid reference is a useful tool for identifying any square on a map

Step 1 - Start at the left hand side of the map and follow the vertical lines **along** until you come to the bottom left-hand corner of the square you are looking for. Write down the two-figure number, e.g. 47.

Step 2 - Follow the horizontal lines from the bottom of the map **up** until you find the same corner and make a note of this number, e.g. 33.

Step 3 - Combine this number with the original number. When put together, these two sets of numbers give the fourfigure grid reference. For example, if the vertical is 47 and the horizontal is 33, the grid reference is 47 33.

An easy way to remember this is that you always have to go **along** the corridor before you go **up** the stairs.



Geography | What skills do I need as a Geographer? | Topic Dictionary

Image	Key word	Definition	In a sentence
ß	atlas	A book filled with the maps of the world.	I used an atlas to find the capital city of Uganda.
	city	An area with large numbers of people.	Fathima lives in a city called Brussels.
For a	continent	A large landmass, one of seven big chunks that make up most of Earth's dry land.	In year 8 geographers learn about the continent of Africa.
	country	A country is a land area with its own borders, government and rules.	Nariah lives in a country called Chile.
W	compass	A navigation tool that helps you find direction.	The compass helps you figure out where things are on the map.
	4-figure grid reference	A 4-figure grid reference is a simple way to pinpoint a large square on a map, typically measuring 1 kilometre by 1 kilometre (km).	The area that we were supposed to meet at was easy to find as we had a 4-figure grid reference .
	Geographical Information System (GIS)	Geographic Information Systems (GIS) are groups of maps all showing different features of the same place in multiple layers.	Google maps is a GIS tool, it is useful as you can see where roads are and where the shops are.
	human geography	The study of where and how people live, work and travel around.	Year 9 students were learning about people who live in China in their human geography lesson.
Q	map symbol	A tiny picture or icon on a map that represents a real-world feature.	The map symbols where useful as I was able to find the post office.
	ocean	A large body of salty water, covering most of Earth's surface.	The Pacific Ocean is the largest ocean on Earth.
	physical geography	The study of the natural landscapes and features of the Earth.	Year 7 students learnt abut rivers in their physical geography lesson.
	scale	The ratio of the distance on a map to the real-life distance.	The scale on the map told us how far the distance between the field and the school was.
<u>8</u> 8 8	stakeholder	Someone who has an interest in a business or might be affected by a planning decision.	There are lots of stakeholders in a school such as the students, the teachers and the parents.

Geography | Why are some countries more developed than others? | Knowledge Organiser

Development across the world is not equal.



Some countries have higher levels of income with many people experiencing a higher quality of life in a **HIC** for example France. 1 + 8



Other countries have lower levels of income and quality of life for many may be lower in an **LIC** for example Chad. There are now more people on Earth because:

Better healthcare and access to medicine.

Better hygiene and sanitation (piped clean water).



, Increasing amount of food



Urban areas are towns and cities with a high population density. This means that lots of people live in these areas. Rural areas are countryside area or villages with a low

population density. This means a low number of people live in these areas.

Development indicators help us to measure and compare levels of development

GDP	(Gross Domestic Product) The total value of goods and services produced by a country in a year.
Life expectancy	The average age a person in a given country lives to
Poverty	Percentage of people in a country living on less than \$1 a day.
Infant mortality rate	The number of babies per 1000 live births, who die under the age of 1.
Internet connection	The percentage of the population with internet access.
Literacy rates	Percentage of adults in a country that can read and write. 2



Natural increase is when the population of an area increases.

We calculate this by subtracting the **death rate** from the **birth rate**.

If the number is positive this means the population of the area is growing.

As a Year 7 Geographer, I know	
1. Levels of development vary across the world.	
2. How development indicators are used.	
3. How to read a population pyramid. (check skills guide)	
4. Why Earth's population is currently growing.	
5. The difference between urban and rural areas.	
6. What causes natural increase.	
7. Why fertility rate is more rapid in LICs than in HICs. (check skills guide)	
8. The differences between a HIC	

5

3

Geography | Why are some countries more developed than others? | Skills Guide

How to describe in Geography.

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



Describe Chad's population pyramid (3)

Chad has a very youthful population with a large percentage of young people. (1) The working age population is a medium size with more young working age people than old. (1) The life expectancy in Chad is low as there is a very small percentage of older people (1)

We can see here the student has said what they can **see** in the population pyramid.

How to explain in Geography.

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

Explain why Chad has a large youthful population. (2)

Chad has many young people as it is an LIC as a result there is a high birth rate (1). This suggests that the levels of contraception used are low. (1)

We can see here the student has given a reason **why** Chad has a youthful population and expanded their point.

How to read a population pyramid.

A population pyramid shows the breakdown of a country's population by age and gender. Think of it like a snapshot of all the people living there, from little ones to grown-ups. It's like a two-sided story: **Left Side: males Right Side: females**



What the bars show us.

The Bottom (Age 0-4): This is where the youngest people are. A wider base means there are more young people in that country.

The Top (Older Ages): As you move up, you'll see bars representing older age groups. A narrow top suggests a low life expectancy.

The Length of the Bars: The length of each bar shows how many people are in that age group, usually as a percentage of the total population.

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Geography | Why are some countries more developed than others? | Topic Dictionary

Image	Key word	Definition	In a sentence
F.	colonisation	The act of establishing control over another country or people.	There is evidence of colonisation in the country of Chad due to the history of other countries invading.
	development	How wealth and the quality of life of people living on our planet varies from place to place.	The UK has high levels of development .
	development indicator	A development indicator is a measurable piece of data that helps us understand how developed a country or region is.	Using development indicators year 7 students figured out that Brazil was a newly emerging economy.
	densely populated	An area with a lot of people in it.	London is a densely populated area.
	HIC (High-Income Country)	High income country, with high levels of development.	France is a high-income country .
Ĩ	LIC (Low-Income Country)	Low-income country, with low levels of development.	Chad is a low-income country.
	NEE (Newly Emerging Economy)	Newly emerging economy, with medium levels of development.	Brazil in a newly emerging economy .
	population density	The number of people in a certain area, this is usually in one square kilometre.	There is a population density in cities.
-`Ċ'-	quality of life	The standard of comfort, health and happiness of a population.	The quality of life of people living in Haiti is low.
	Rural	An area with a low population density, for example the countryside.	Farms are found in rural areas.
	sparsely populated	An area with not a lot of people in it.	The countryside is sparsely populated .
	urban	An area with a high population density, for example a town or city.	London is an urban area.
ÎIQIÎ	urbanisation	The increase in the number of people living in towns and cities compared to the countryside.	Urbanisation has meant that cities in China have grown very fast.

History | How did Ancient Greece affect the modern world? | Topic Dictionary

Image	Key Word	Definition	In a sentence
	ancient	Adjective: Used to refer to the period in History from the earliest known societies to the end of the Roman Empire.	In History we study two civilisations that are ancient .
	chronology	Noun: The arrangement of events or dates in the order of their occurrence.	It is important to write about events in chronological order.
83 83 80	democracy	Noun: A form of government in which the people control the creation of laws.	I am really happy to live in a country that has democracy .
	history	Noun: History is the study of things in the past based on evidence.	I think history is important in helping me understand how the modern world came to be.
	significance	Noun: A way to measure what was important from the past.	The birth of Jesus was a significant moment in history.



- 1.
- **History** is the study of things in the past based on evidence.
- Historians are similar to detectives. We need EVIDENCE prove our points.
- Evidence is **proof** of something that happened in the past.
- We call this evidence sources, because they are our sources of information about the past.



6. The arguments on whether Alexander the Great deserves his title.

Minoans (2200BC-1450BC) 2. Lived on the island of Crete near Greece. Named after the mythical king Minos. Mycenaean Age (1450BC-1100BC) Great builders, soldiers and traders from mainland Greece. Fought in the battle of Troy, and Homer told stories of them in the vote. lliad and The Odyssey. Dark Age (1100BC-800BC) All written language and art disappeared. Nobody knows what happened! Archaic Period (800BC-480BC) Civilisation emerges- the first Olympic Games are held! Greece defends against the Persians. Most city-states are ruled by kings. Classical Greece (480BC-323BC) A golden age! People built amazing temples, made scientific discoveries, wrote plays, and 5 founded the first proper democracy. Hellenistic Period (323BC-30BC) Romans took control of Greece and copied their culture; buildings, beliefs and clothes! 3. Athens Sparta Differences: Differences: Similarities. •Democratic ·Ruled by kings and aovernment •Greek officials ·Emphasis on many language ·Emphasis only on and religion subjects in physical education education •More Known for its rights for Known as the powerful and

men than

for women

disciplined army

home of artists.

writers, and

philosophers

died at 32 in 323 BC. In his 13 vear rule, he created a huge empire from Greece to India.



The Athenian system of democracy 4. was based on where people lived. The citizens' assembly (Ecclesia) met 40 times a year to vote, by show of hands, on matters affecting Athens.

Citizens were men over 20: women and enslaved people were not allowed to

The **Ecclesia** was guided by a randomlychosen council (the **Boule**), and a committee led by a **President**, chosen for one day, guided the Boule. Dangerous leaders could be banished from the city for 10 years; this was called ostracising someone.



Britain is a democracy; we **vote** to choose our government. British citizens over the age of 18 can vote once every 5 years! To explore significance more, look at our Skills Builder!

Alexander the Great was a famous king 6. and general from Macedonia, born in 356 BC. He loved reading, music, and science, and was taught by the great teacher Aristotle. At 20, Alexander became king after his father was killed. He led his army to **conquer** many lands, including the Persian Empire, and built cities like **Alexandria** in Egypt. His soldiers reached India but stopped at the Ganga River because they were too tired. Alexander

History Significance Skills Guide

In History you may have to **judge the "significance" of something**. This could be a person, a change, an idea- anything at all. Here are two reasons that something might be significant, but there are many more.

> **Remarkable-** the event/development mattered to people at the time **Remembered-** the event/development matters to people today, or later than the time period

How significant was the Ancient Greek concept of democracy?

Remarkable (important for Ancient Greece)

- Only Athens had democracy
- Avoided one family or person holding onto power and becoming a tyrant- President ruled for one day, Boule is randomly chosen
- Protected Athens from dangerous leaders- could be ostracised
- Gave male citizens over 20 a chance to influence how their home was governed

Remembered (important for today)

- Modern Britain is a democracy- we vote for our leaders
- More than half the world's countries are democracies
- The idea of democracy **inspired** ideas of **representation**, **equality** and **fairness**, even if Athenian democracy did not include women or enslaved people.

How to structure your paragraphs: PEEL Paragraph Point- What is my opinion? Evidence- What is my proof? Explanation- How does my evidence prove my point? Link- How can I link my paragraph back to the question? **Point-** I rephrase the question, and then express my opinion, and say why I think this.

Evidence- I include my own historical knowledge here that proves my point.

Democracy was very significant because it was remarkable, meaning it mattered to people at the time. Athens was the only Greek city-state to have democracy; Sparta, for example, was ruled by kings. It was also remarkable because it protected Athens from one person becoming a tyrant, for example the President only ruled for one day, and dangerous leaders could be ostracised from Athens, meaning they were banned for ten years. This means it was significant because it changed the way that Athenians lived- male citizens over 20 had a say in how their home was run, and were protected. Therefore, democracy was very significant because it changed the lives of people at the time.

Explanation- I explain here how the evidence I know about democracy proves my point, that it was significant because it mattered to people at the time. Link- I sum up my point in a short sentence, linking back to the question. Strong starts to your link sentence might be "therefore" or "overall".

History | Is it fair to call Anglo-Saxon Britain a 'Dark Age'? | Topic Dictionary

Image	Key Word	Definition	In a sentence
	Anglo-Saxon	Noun: The term used to describe the period 410AD to 1066 in Britain. Named after the people who travelled from Germany, Denmark and the Netherlands.	If I could, I would go back in time to see Anglo- Saxon Britain.
So	Celts	Noun: People in Britain before the Romans invaded in 43AD.	When the Romans invaded the Celts fought back!
The second secon	conquer	Verb: To beat an enemy and control them and their land, using force.	The Romans came to England and conquered the Celts.
	Dark Ages	Noun: The term used to describe the years that followed the fall of the Roman Empire.	The Dark Ages are still a mystery to us.
No.	Vikings	Noun: People from Scandinavia who were fighters, sea- travellers, traders and farmers.	The Vikings travelled to Britain to steal gold.



2

The religion of the early Anglo-Saxon was **Paganism**. They worshipped many gods. Festivals and sacrifices were made to the gods and goddesses. **Pagans** also believed in good and bad omens, lucky charms, spells and magic.

At the end of this period **Christianity** became the main religion in Britain. In AD597, a monk called Augustine was sent to tell the Anglo-Saxons about Christianity. Over the next 100 years, the Kingdoms converted.



Was this the 'Dark Ages'?

The '**Dark Ages'** is a phrase we use today because there is limited evidence from this time. The Anglo-Saxons would not have used this term.

After the **collapse of Roman Britain**, there was a big change from **town** and **city life** to the **countryside**. However, the new settlers brought with them astonishing skills, craftsmanship and language.

As a Year 7 Historian I know ...

- 1. How Christianity changed Anglo-Saxon Britain.
- 2. The different reasons why Vikings raided England.
- 3. The arguments for whether Alfred the Great deserves his title.
- 4. Why Anglo-Saxon England is known as the Dark Ages.
- 5. The debate around whether 10th Century England was a Golden Age.

Historians do not know the exact reason why Vikings raided England; however, the following reasons have been suggested:

- 1. Hunger: Vikings knew that conquering new land would lead to farming opportunities and food.
- 2. Greed: Powerful Vikings knew that displays of wealth were impressive.
- **3. Religion:** Viking religion taught that a Viking who died in battle had the best afterlife some may have raided to England to earn this.
- 4. **Opportunity:** Vikings were clever sailors who had learnt about England from traders and knew it would be worth attacking.



Was 10th Century Britain a 'Golden Age'?

Historians disagree on whether the 10th Century should be considered a 'Golden Age'. Some of the evidence is listed below:

- Very few people could read.
- Most buildings were made of wood
- Books on lots of topics like geography, astronomy and history could be found.
- Lots of jewellery has been discovered from this time period.
- Churches were built out of stone with some decorative elements.

History Source Skills Guide

In History you may get shown several sources and be asked 'how useful' they are for an enquiry into a specific environment. The following steps help us to judge this:

Content: What does the source say – or show? What does it tell you about the event or person? Caption: Where does the source come from (provenance)? Context: Is the source accurate? Does it match what you already know? Conclude: Reach a judgement on how useful the sources are.

> This makes the source useful as it shows us how Alfred wanted people to remember him. Asser would have known Alfred personally so may have written nicely about him based on his experiences. However, it could also be biased as Asser was asked to write this book whilst Alfred was still alive, and he would not want to offend the King!

The content of the source suggests that Alfred was 'greatly loved' by everybody. This is useful as it shows that Alfred was clearly popular with his people.

This quote from the extract is useful because it is accurate. I know that Alfred the Great was popular with the people because he successfully defeated the Vikings and brought peace to the country This comes from the book 'the Life of King Alfred' written by a monk called Asser in 893. Asser was given the task of writing this book by King Alfred!

Now, he was greatly loved, more than all his brothers, by his father and mother – indeed, by everybody – with a universal and deep love. He was seen to be better looking than his other brothers, and more pleasing in manner, speech and behaviour... Despite all the demands of the present life, it has been his desire for wisdom, more than anything else, which has shaped his noble mind. The content of the source suggests that Alfred had 'a desire for wisdom'. This is useful as it shows that Alfred wanted to learn as much as possible.

This quote from the extract is useful because it is accurate. I know that Alfred the Great wanted to increase people's abilities to read in England and he encouraged lots of books to be written.

Overall, this source is useful as provides an insight into how Alfred viewed himself and what he wanted to be remembered for – his popularity and desire for wisdom. It is also useful as it is an accurate source as it matches my knowledge of the achievements of Alfred the Great.
IT | Under the Hood | Knowledge Organiser



IT Under the Hood Topic Dictionary					
Keyword	Definition	In a sentence			
addition	The process of adding two or more numbers together to find a total. The addition of cheese completed the ingredit for the pizza.				
binary	Related To Two Elements in Computing 0 & 1 or belonging to a system of numbers	Your ideas are binary .			
convert	Change the form, character, or function of something.	To convert , helps to see how much mm are in a cm.			
CPU	Central Processing Unit, the processor on a motherboard	The CPU is slow.			
denary	A number system with 10 digits (0-9)	He used the denary number system to calculate my invoice.			
execute	To run the program/code in the computer.	Theo's computer can execute the Fortnite game.			
hardware	e The physical parts of the computer The hardware is faulty.				
input	A device entering data Use the input device to enter the data.				
output	A device showing data The output of the calculation is on the monitor.				
RAM	Random Access Memory – Current applications being used on a PC are stored here The RAM on my computer is running out.				
ROM	Read Only Memory – Programs for starting up PC when switched on are stored here.	The ROM is loading the bootstrap program.			
software	The program/code in the computer.	The latest software needs to be updated.			
storage	A device saving data. (e.g. USB stick)	The external storage device is full.			
l am an as	oiring Year 7 Computer Scientist:				
I can identify	hardware devices and software				
I know the differences between input and output devices					
I know the purpose of RAM and ROM storage					
I know the purpose of the fetch, decode and execute cycle					
I know what processing speed is recoded in.					
I can convert binary to denary and vice versa					
l can calculo	I can calculate file sizes (bytes, KB, MB, GB, TB, PB)				



CT

IT | E-Safety & Bebras | Knowledge Organiser

Checking for fake news



Copyright is a law created to protect people's work from other people stealing it. The law states that if you do not have permission from the owner, you are not allowed to copy it.

Creative commons means it is free to use. Check your privacy settings on social media.



SUPPORTING

SOURCES?

LOOK BEFORE

YOU SHARE



E-safety: top 5 tips

- 1. Think before you post.
- 2. Don't share personal details.
- 3. Think about who you're talking to.
- 4. Never give out your password.
- 5. Cover your webcam.

Practice for Bebras Go to bebras.uk





Bromcom - check behaviour points, timetable and homework.

Teams - complete your IT classwork.

Office 365 – access lots of different Microsoft software.

Bromcom

IT | E-Safety & Bebras | Topic Dictionary

-				
Keyword	Definition	In a sentence		
bias	A preference towards a certain person or group.	The referee showed bias towards the red tea		
copyright	The legal right of the owner of intellectual property to prevent their work from being copied.	It is illegal to share copyrighted materi the owner's permission	ial without	
creative commons	This allows the copyright owner to say exactly what other people can and cannot do with their work.	A creative commons licence might so other people can copy the copyright work, if they give them credit.	ay that owner's	
digital footprint	The trail of places you have visited on the internet.	Employers might check your digital fo	otprint.	
intellectual property	The making of something that you create using your mind - for example, a story, an invention, an artistic work or a symbol.	The writer's intellectual property was u without their knowledge.	ised	
privacy	Your ability to control your information online.	I need to check the privacy settings on my account.		
royalty free	Intellectual property rights may be used without the need to pay for the use or license fees for music, images, art, writing, software etc.	without the need to pay for the use or I need to find a site with royalty free images.		
social media	Digital platforms use to communicate for groups and individuals.	dividuals. I am using social media to promote my event.		
source	The place something comes from or is the cause of something.The school had its own electricity source.			
validity	Does it test what it is supposed to be testing? The result of the test showed poor validity .			
l am an aspiring Year 7 Computer Scientist:				
I can protect myself online				
I know what copyright protects				
I can set privacy setting on social media				
I can search for Creative Commons licence images on a search engine (e.g. Google)				
I know how to check for "fake news"				

IT | E-Safety & Bebras | Skills Guide

How to send an email

Send V From: CGyebi-Ababio@stmarks.anthemtrust.uk v	Your email
To Patricia Kelly (St Marks) × Who are you sending the email	I to?
Cc Moses Techie Mensah (St Marks) ×	Who else needs a copy of the email?
Bcc Lily Hart Dyke (St Marks) X Who can see the email with "To" & "Cc" knowing?	out
Microsoft Trip	The subject title for the email
Afternoon Ms Kelly, An opening greeting of who you Thank you for your co-operation on the trip to the Microsoft centre with year 9 students. Can you confirm that we received all the certificates for the students in the programming	g project? The message of the email
Regards Chris Gyebi-Ababio (St Marks) Head of Department (Computing, IT & Business) / Lead	
Your email: <u>username@stmarks.anthemtrust.u</u> Example: 24cgyebi-ababio@stmarks.anthe	emtrust.uk

IT | E-Safety & Bebras | Skills Guide...cont.

How to search for a creative common licence on Google for images



Lifeology



	Lifeology How do I Adjust to Secondary School? Topic Dictionary			
<u>lmage</u>	<u>Word*</u>	Definition	In a sentence	
::	bullying	The repetitive, intentional hurting of one person or group by another person or group.	Bullying is not tolerated or accepted at St Mark's Academy.	
ř.	character	The kind of person you are.	All young people at St Mark's Academy are expected to show good character at all times.	
** *	community	A group of different people who all get along with each other.	Being a member of our community means joining in, taking part and living up to our values.	
	conflict	A disagreement between people over what should happen.	Believe it or not, conflict is nothing to be afraid of, and is actually a natural part of friendships.	
*Q.	reflection	To look back on something you have done and think deeply about it.	If you don't get good at reflection , you'll find it difficult to learn, and not just in school!	
\blacksquare	values	Things a person believes in and thinks are important.	People having similar values is one of the most important things for them to live together peacefully.	
*Key Lifeology words are in bold				

Lifeology



Lifeology <u>Stewardship:</u> How do we look after the world? Topic Dictionary				
<u>lmage</u>	<u>Word*</u>	Definition	In a sentence	
<u>Ъ</u>	Crisis	A serious problem that needs to be solved as soon as possible.	We should always try our best to stay calm during a crisis .	
*	environment	The world around you and the things in it, e.g. weather, animals.	There are lots of animals in our environment , such as pigeons, cats and dogs.	
٢	food miles	The distance our food has to travel to get to us	If you check the label of something in the supermarket, you can see the food miles it has travelled.	
*	global warming	The increase in the average world temperature over time.	The problem with global warming is that it's really bad for lots of animals on Earth.	
î,	recycling	Using something again, or using it to make something else.	Recycling is one very important way of keeping the planet safe for us to live on.	
	stewardship	The responsibility of looking after something.	We all have a duty of stewardship to our friends.	
*Key Lifeology words are in bold				

<u>Skills Guide: Lifeology</u> <u>Assessments</u>

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

- 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!
- 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.
- 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!

<u>As a Year 7 Lifeology Student, I know...</u>

By the end of Autumn 1

1. School routines, behaviour expectations, school values and how to use this curriculum companion.

2. The value of reflection to ensure I have a growth mindset and am improving over time.

3. The importance of having rules and how they help to keep us healthy, happy, safe and learning.

4. That disagreements between friends are normal, but bullying should always be reported.

5. We live in a beautifully diverse community where our shared values allow us to respect each other.

6. Adjusting to secondary school involves taking part, joining in and focusing on my learning.

By the end of Autumn 2

1. We all have a duty of stewardship, whether a Christian duty or a general one to look after Earth.

2. Plastic is not biodegradable and causes damage to animals who eat it because they think it's food.

3. We should recycle because it means things can be reused or made into other things.

4. Food miles are the distance our food has to travel to get to us, which causes major pollution.

5. Rubbish is a huge issue because most waste cannot be recycled and is taken to a landfill dump instead.

6. Being a good steward can reduce the impact of global warming and help protect the planet.



Maths | Sequences | Topic Dictionary

Key Word	Definition	In a sentence
arithmetic	A sequence where the difference between the terms is constant.	1,4,7,10 is an arithmetic sequence with a common dfference of 3
difference	The gap between two terms. The second term minus the first term.	For the sequence 1,4,7,10 the difference is 10 - 7 = 7 - 4 = 3
geometric	A sequence where each term is found by multiplying the	2,4,8,16 is a geometric sequence with common ratio of 2.
geomenie	previous term by a fixed non zero number called the	To get the next term you need to multiply the previous term by 2
linear	The difference between terms increases or decreases by the same value each time	The sequence1,4,7,10 is linear
non-linear	The difference between terms increases or decreases in different amounts.	1,4, 9, 16 is an example of a non-linear sequence
position	The place something is located.	'4' is in the second position of the sequence above.
rule	Instructions that relate two variables.	The rule for the sequence above is 'add 3' to the previous term
sequence	Items or numbers put in a pre-decided order.	List the next 3 terms in the sequence : 1,4,7,
term	A single number or variable in the sequence.	'4' is the second term in the sequence 1,4,7,10

Maths | Sequences | Skills Guide Three sequences all have the first term 10. Find the fourth term of each sequence if the These sequences are all non-linear. For each sequence term-to-term rule is: describe the term-to-term rule predict the next term. i add 7 to the previous term Sequence A 20 30 50 80 ... ii subtract 7 from the previous term Sequence B 8000 4000 2000 1000 1.7 1.8 1.7 1.8 ... Sequence C iii double the previous term. Sequence D 1 3 9 27 ... b Are the sequences linear, geometric or neither? Sequence A Start with 10 each time, and apply the +10 +20 +30 a i 10, 17, 24, 31 term-to-term rule until you get to the 30 50 80 The fourth term is 31 This is the term-to-term rule. fourth term. The difference between terms is increasing or ii 10,3,-4,-11 by 10 each time. The fourth term is -11 The difference between the fourth and fifth terms will be 30 + 10 = 40iii 10,20,40,80 So the fifth term will be 80 + 40 = 120The fourth term is 80 In sequence B, the common divisor is 2. Sequence B There is a constant difference between Alternatively, you could look at the +2 +2 +2 b i Linear the terms, so the sequence is linear. difference between terms. 8000 4000 2000 1000 ... Linear sequences can be descending as -4000 -2000 -1000 Each term is half of the previous term. ii Linear 8000 4000 2000 1000 well as ascending. So the fifth term will be $1000 \div 2 = 500$ This is halving each time, so the difference A geometric sequence has a constant between the fourth and fifth terms will iii Geometric multiplier between the terms. be $1000 \div 2 = 500$. So the fifth term will be 1000 - 500 = 500 Sequence C The rule to find the next term in a Fibonacci sequence is "add the previous two terms together". +0.1 -0.1 +0.1 -1.7 1.8 1.7 1.8 ... Find the first five terms of the Fibonacci sequence that starts 7, 10... The sequence increases by 0.1, then decreases You could say that the sequence H These are the terms you are given. by 0.1, then increases by 0.1 is alternating. 1st term = 7, 2nd term = 10 Next it will decrease by 0.1 again, so the fifth You find the third term by adding together term is 1.8 - 0.1 = 1.73rd term = 7 + 10 = 17 0the first two terms. Sequence D You find the fourth term by adding together 4th term = 10 + 17 = 27 o-×3 In sequence D, the common multiplier is 3 the second and third, and so on. 5th term = 17 + 27 = 443 9 27 Sequences B and D are geometric -Each term is three times the size of the the next term is found by The first five terms are 7, 10, 17, 27, 44 previous term. multiplying or dividing the previous term by the same number. So the fifth term will be $27 \times 3 = 81$



Maths | Use Algebraic Notations | Topic Dictionary

	-	-
Key Word	Definition	In a sentence
coefficient	A number in front of a variable, for example for 4x the coefficient of xis 4.	The coefficient of '-a' is -1
commutative	The order of the operations do not matter.	12 x 6 and 6 x 12 are commutative
evaluate	To work out the value	Evaluate 12 + 27
expression	A maths sentence with a minimum of two numbers and at least one math operation (no equals sign)	2b - 4 is an expression in maths
function	A relationship that instructs how to get from an input to an output.	4a + 2 is a linear function
input	The number/ symbol put into a function.	For 4a + 2 if the output is -2 then the input is -1
inverse	The operation that undoes what was done by the previous operation. (The opposite operation)	The inverse of +4 is -4
operation	A mathematical process	For 3 + 2 the operation is addition
output	The number/ expression that comes out of a function	For 4a + 2 if we substitutue a = -1 value the output is -2
substitute	Replace one variable with a number or new variable	Substitue a = 4 in the expression 4a + 2
	·	·



Maths



Maths | Equality & Equivalence | Topic Dictionary

Key Word	Definition	In a sentence
coefficient	A multiplicative factor in front of a variable e.g. 5x (5 is the coefficient, x is the variable)	The coefficient in 4x is x
equality	Two expressions that have the same value	4 + 2 and 9 - 3 ere equal so they have equality.
equals	Represented by '=' symbol – means the same	Days of the week = Monday, Tuesday, Wednesday, Thursday, Friday
equation	A mathematical statement that two things are equal	4 + 2 is equal to 9 - 3 so we can write the equation $4 + 2 = 9 - 3$
expression	A maths sentence with a minimum of two numbers and at least one math operation (no equals sign)	4x + 8x is an expression because it doesn't have an equals sign
inv erse	The operation that undoes what was done by the previous operation. (The opposite operation)	In order to get rid of the +2 for the above equation we have to use the inverse operation which is -2. 6 -2 is 4.
like	Terms that have the same variables and power	4x and 8x are like terms because they have the same power and variable
solution	The set or value that satisfies the equation	The solution to $x + 2 = 6$ is $x = 4$
solve	To find the solution.	Solve the equation $x + 2 = 6$
term	A single number or variable	4x is a term
variable / unkown	Where a letter is used in place of a number	The variable in 4x is x.

Maths | Equality & Equivalence | Skills Guide





Maths

Maths | Place Value | Topic Dictionary

Key Word	Definition	In a sentence
approximate	To estimate a number, amount or total often using rounding of numbers to make them easier to calculate with	Don't worry about being perfect, sometimes an approximation is good enough!
integer	a whole number that is positive or negative	All whole numbers are integers.
interval	The difference between two numbers.	Imagine you have two friends on a number line - the interval between them shows how far apart they are.
median	The 'middle' number in a set of numbers when ordered from lowest to highest. If there are two 'middle' numbers, the median is the average of those two numbers.	Find the heights of five students in your class, order them, and the median height is the one in the middle.
negative	Any number less than zero; written with a minus sign.	Temperatures below freezing are negative .
placeholder	We use 0 as a place holder to show that there are none of a particular place in a number	Placeholders themself don't have a value, but they help us maintain the correct position of other digits in the number.
place value	The value of a digit depending on its place in a number. In our decimal number system, each place is 10 times bigger than the place to its right	To estimate the cost of groceries, I can round the prices to the nearest ten pounds based on their place value in the ones and tens digits.
range	The difference between the largest and smallest numbers in a set	If you measure the heights of your classmates, the range is the difference between the shortest and tallest person.
significant figure	A digit that gives meaning to a number. The most significant digit (figure) in an integer is the number on the left. The most significant digit in a decimal fraction is the first non-zero number after the decimal point	'7' is the first significant figure in the number 0.00754.

Maths | Place Value | Skills Guide Ben spends £816 on a holiday. How much money did he spend, to the nearest Write 800000 in the form $A \times 10^{n}$ hundred pounds? Rewrite it as a number 800000 is equal to 8 x 100000 between 1 and 10 multiplied Also 100000 is equal to 10 x 10 x 10 x 10 x 10 = 105 by a power of 10 900 800 816 50800000 = 8 x 105 816 is closer to 800 than 900 So £816 rounded to the nearest hundred is £800 Which of these numbers is the greatest? 3 × 105 7×10^{4} Draw a number line. You want to round to the nearest hundred so think about One method for answering this is to 3 × 10⁵ = 3 × 10 × 10 × 10 × 10 × 10 = 300000 write each number in ordinary form. the two multiples of one hundred that 816 lies between. $7 \times 10^{4} = 7 \times 10 \times 10 \times 10 \times 10 = 70000$ Another method is to compare 300 000 is greater than 70 000 the powers. Round 3500 kg to the nearest thousand. 503×10^5 is the greatest number. You know that 10⁵ is greater than 10⁴ As each number is in standard form, 3×10^5 is the The numbers must be in standard greatest number as it has the greater power. form to make this comparison. 4000 3000 3500 Write 0.0001 as a power of 10 3500 kg rounded to the nearest thousand is 4000 kg $0.0001 = \frac{1}{10000}$ When a number is exactly halfway between two other numbers you always round to the greater number. = 104 = 10-4 0 3500 kg is exactly halfway between 3000 kg and 4000 kg Think about the place value of the number. thousandths 0 0 0 1 0 Round 0.0069563 to 1 significant figure The first significant figure is 6. We need to look at the number 0.006 9563 after the 6 Write 5×10^{-3} as a decimal. To 1 significant figure This is a 9 so we need to round the 6 to a 7 0.0069563 16 0.007 So to 1 significant figure 0.0069563 is 0.007 Remember $10^{-3} = \frac{1}{1000} = 0.001$ $10^{-3} = 0.001$ We don't need to include any zeros after the 7 as they will not change the place value of the number. $505 \times 10^{-3} = 5 \times 0.001 = 0.005$



Maths

Maths | Fraction, Decimals and Percentages | Topic Dictionary

Key Word	Definition	In a sentence
convert	To change from one to another	Convert 0.34 to a decimal in its simplest form.
decimal	A number that has a dot (called a decimal point) to show a value less than one, using tenths, hundredths,	The number 0.75 is a decimal , which is the same as three-quarters.
equivalence	The condition of being equal or having the same value.	The fraction 1/2 has an equivalence to the decimal 0.5 and the percentage 50%.
fraction	A way of showing a part of a whole by using a numerator (top number) and a denominator (bottom number).	One-half is a fraction that means one out of two equal parts.
hundredth	When one whole number is split into 100 equal parts, each part is one hundredth	Write two hundredth as a decimal.
percent	A way of expressing a number as a part of 100, using the symbol %.	If you get 80 out of 100 on a test, that means you scored 80 percent .
proportion	Part of something when compared to the whole	Write the proportion of each hundred square shaded as a decimal.
sector	A part of a circle formed by two radii and a fraction of the circumference	The circles shown are divided into equal sectors.
tenth	When one whole number is split into ten equal parts, each part is one tenth	Write one tent h as a decimal.



Elements of Music | How to play a piece on the keyboard | Knowledge Organiser



Here is a guide to all you need to know when practicing and performing piece of music from notation! This is one of the pieces you will learn to play on the keyboard

Ah, Poor Bird





4

You will need to recognize the notes of the keyboard. They all follow a pattern of 2 and 3 black keys. You can work out the notes by finding D, which always sits in the middle of the two black keys.





Finger Numbers – shows us which finger to play the note with. Start on D with 1 (Thumb in right hand)

In order to play the correct notes (pitches) you need to know your notes of the **treble clef!** Use The diagram below shows you how to quickly spot the notes in the **spaces** and the notes on the **lines**). Once you know your way around the keyboard AND the correct pitches to play you are on the way to learning any piece!







Crotchet (1 beat)

1 quaver (half a beat)



2 quavers (half +half a beat)

In order to play with the correct **rhythm**, you need to know your note-values, which tell you how **long** to play each note for. Look at the **note values** above and see if you can spot them in the piece "Ah poor bird" Can you find all the crotchets, minims and quavers?

> Once you have learnt what to play, you need to use your listening skills to learn how to play the notes. Will you play **Legato** (smoothly) or **Staccato** (detached)? Will the **tempo** be **Allegro** (fast) or **Largo** (Slow)? Will the dynamics be Forte (loud) or Piano (Soft)?

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 short **piece** that you have learnt 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 **clap along with** and **sing** simple **melodies** and **rhythms** as a whole class in time and in tune, learning to perform with **confidence**

2) You will learn how to sing a simple song in **unison**, in **canon** and in **harmony** as a class. You will perform the song from **notation** on the keyboard. You will start to build your accuracy by **practising** in **small sections** and building towards a **performance**

3) You will learn how to rehearse and perform a more complex piece with fluency and expression, staying focused and using self-discipline. Remember that you will be assessed on effort and engagement as well as performing skills!

Composing and improvising

Composing means creating music from scratch, Classical composers such as Beethoven were composers, meaning that they created music and wrote it down using notation. Improvising means making something up on the spot. Improvisation is found in Classical, Jazz, Pop and Traditional music from around the world

1) You will **improvise** simple **rhythm** patterns using body percussion in time with a **beat**. You will have to **improvise** on the spot so just go with it and do your best as you build your confidence!

2) You will **compose** your own arrangement of a simple keyboard piece/song using using different **musical elements** such as **tempo**, **instrumentation** and **texture**. You will start by working in pairs, so you can share and explore ideas together this term. (Later on you will be composing individually and much later at KS4 you will be expected to create a portfolio of compositions!)

3) You will use **unison**, **canon** and **harmony** to develop your music, first by singing as a group and then by adding these features to your keyboard composition

Listening to and identifying music

You need to concentrate when listening to music and describe what you hear using key words and phrases. You can greatly improve your listening skills by trying to spot key features of a song on Spotify at home or by going to useful websites:

https://www.bbc.co.uk/teach/br ing-the-noise/articles/zfbyy9q

1) You will **listen** to a range of music and identify the use of musical elements, including **pitch**, **rhythm**, **dynamics**, **texture**, **timbre**, **articulation instrumentation** and **structure**. Every time you hear a piece of music you will be asked to describe the elements using key words, which are listed in your music dictionary. You will need to learn these from memory.

2) You will learn to correctly identify instruments and their families by listening to their sounds and understanding how they are played. For example, string instruments are mostly played with a bow and wind instruments are blown, while percussion instruments are hit or shaken

3) Being a good **musician** means listening hard to the sound you make while you **practise** and **perform**, too!

A A Exploring your thinking

Music lessons are not just about practical skills. To be a good musician you need to know about how music is created and performed. Some music is written down (notated) and some is learnt by ear. All music has elements, and you need to know the words to describe these.https://www.musicthe oryacademy.com/how-toread-sheet-music/theelements-of-music/

1) You will explore all the **musical** elements and how they are combined to create different moods and effects

2) You will develop your knowledge of pitch and rhythm by learning to recognize the notes of the stave and note values and this will help you to read and write music using **notation**



3) You will learn about the instruments of the orchestra and their families, exploring the roles each musician plays as part of the orchestra, including the conductor, who leads it

Music | Elements of Music | Topic Dictionary

Image	Key Word	Definition	In a Sentence
	articulation	How the sound is played (legato = smoothly/staccato = detached)	The piano was played with legato articulation.
∐ ,	dynamics	The volume of the sound (piano=soft/ forte=loud/crescendo=getting louder)	The dynamics at the start of the piece were piano and then there was a crescendo
₹ 4 W ♂ + 4	instrumentation	The instruments playing	In the song 'Wonderwall,' the instrumentation is guitar, drums, voice and cello.
Î↓	pitch	How high or low the sound is	The double bass plays low-pitched sounds The singer sang a very high-pitched note!
II ×	rest	A moment of timed silence in the piece	The piece had a 2-beat rest in the middle
(È)	rhythm	A pattern of long and short sounds	The drum kit played a repeated rhythm
	tempo	The speed of the music (largo=slow/allegro=fast)	The tempo of the piece was largo (slow)
	texture	How the layers of sound are arranged (thick=many layers/thin-one or few layers)	The texture of the music was thin as there was only one instrument playing
ŨĞ	timbre	The quality of the sound eg rasping, wooden, metallic, muffled	A xylophone has a wooden timbre.
i iii	orchestra and families	A large group of instruments, comprising 4 families	All the families in the orchestra played loudly.
	brass	A wind instrument played through a mouthpiece at the front with a bell-shaped end: trumpet, trombone, French horn, tuba	The brass family is often used in Jazz music.
	percussion	A type of instrument that is struck or shaken: timpani, bass drum, cymbals, glockenspiel, xylophone	The timpani belongs to the percussion family
Å	strings	An instrument with strings which are bowed or plucked: violin, viola, cello, double-bass, harp	The string family played at the start of the piece
WEINER	woodwind	A type of instrument that is blown through a mouthpiece: piccolo, flute, oboe, clarinet, bassoon	The piccolo is the highest-pitched instrument in the woodwind family
	conductor	The person who directs the orchestra	The conductor directed the orchestra to start playing.

Music | Elements of Music | Topic Dictionary

Image	Key Word	Definition	In a Sentence
C D F F	notation	Notes on the stave	Classical music is written using notation
	bar-line	Divides the music up into beats	Bar-lines show us whether the music is in 2, 3, 4 time
	stave	Where the music notes sit	The stave is like a musical ladder for the notes to sit on
e g.	treble clef	Used for high notes above middle C	The right hand of the piano usually plays in the treble clef
?	bass clef	Used for low notes below middle C	The left hand of the piano usually plays in the bass clef
0	minim	A 2-beat note	To help us remember how to play/clap minims it is useful to say the word "Coke" aloud for TWO counts/beats
	crotchet	A one-beat note	To help us remember how to play/clap crotchets it is useful to say the word "Tea" aloud for ONE count/beat
	quaver	A half-beat note	To help us remember how to play/clap quavers it is useful to say the word "Coff-ee" aloud for 1/2+1/2counts/beats Quavers often come in pairs

Music | Elements of Music | Assessing Progress As a year 7 musician l Developing my skills in Music know how to: □ I am ALWAYS focused during the task and can explain WHY we are learning each topic Perform in front of □ I can list all the musical elements confidently and describe them using FULL someone as a SENTENCES and plenty of KEY WORDS soloist or in pairs □ I can read ALL notes from notation □ I can play my Keyboard piece CONFIDENTLY and IN TIME □ I can sing with CONFIDENCE and EXPRESSION Compose a short □ I can take a leading/solo role in front of my group piece of music on my □ I am ALWAYS focused during the task. instrument/voice □ I can list all the musical elements and describe them using FULL SENTENCES □ I can read ALL notes from notation using the help sheet □ I can play MOST of my Keyboard piece with ACCURACY Label notes of the □ I can sing with SOME CONFIDENCE treble clef □ I am almost ALWAYS focused during the task. □ I can list all the musical elements without the help sheet □ I can read MOST notes from notation using the help sheet Identify the I can play SOME of my Keyboard piece with ACCURACY elements of the □ I can sing IN TUNE AND IN TIME music □ I am MOSTLY focused during the task. □ I can list all the musical elements using the help sheet Identify the □ I can read SOME notes from notation instruments of the □ I can play the Keyboard with SOME ACCURACY R orchestra and their □ I can sing with SOME ACCURACY orchestral families. This is where you and your teacher can agree on a personalised target. This could include: Performing a solo in front of the class Rehearse/Explore/ Composing an extended piece using music software ideas as a class/in Presenting some research on the Blues in class pairs/in small groups.

PE | Health and Fitness | Topic Dictionary

Key word	Definition	Question	
balanced diet	Eating the right amount for energy expenditure	What is the recommended percentage your balanced diet should contain?	
dehydration	Excessive loss of body water interrupting the function of the body	What effects does dehydration have on the body?	
fitness	The ability to cope with the demands of the environment	If a gymnast can complete their whole routine without stopping, can they consider themselves as fit? If so, why?	
health	A state of complete physical, mental and social well-being	What are the 3 different types of health ?	
hydration	Having enough water to enable normal functioning of the body	The amount of water you drink depends on what?	
sedentary lifestyle	A person's choice to engage in little, or irregular, physical activity	What are the potential consequences of choosing a sedentary lifestyle ?	
well-being	A mix of physical, social and mental factors that give people a sense of being happy	How will taking part in an activity positively affects physical health and well-being ?	

Gymnastics Knowledge Organiser



The key features of a routine:

- **Balance** either individual (can have many different points of contact) such as arabesque or in groups (which can be counter-balanced or with counter-tension) such as a partner balance
- Roll forwards roll, backwards roll, circle roll, side roll, pencil roll
- Jump can be symmetrical (the same on both sides) of asymmetrical (different on both sides)

Symmetrical - tuck jumps, straddle jumps, pike jumps, sheep jump **Asymmetrical** - split leap, cat leap, barrel jump

Key words:

- Travel movement around the area
- **Levels** performance of lying, seated or standing skills to make a routine look more effective
- Fluency the smoothness of a movement
- Tension keeping the body tight

Counter-tension - a balance in pairs where each partner is supporting the others weight by pulling against each other

Counter-balance - a balance in pairs where each partner is supporting

the others weight by pushing against each other

5. Be able to show different counterbalances in a sequence

As a year 7 sports person, I

1. Know the different types of

balances used in gymnastics

traveling in a sequence

4. Know the definition of

aesthetics in aymnastics

2. Understand the importance of

3. Know the difference between

symmetrical and asymmetrical

should....



Effects of exercise

Short term	Long term
 Increased muscle contractions Increased heart rate Increased breathing rate 	 Increased bone density Heart muscle increases in size and strength Increased strength of diaphragm and intercostal muscles





Football Knowledge Organiser

Ball control	Passing	Dribbling	Shooting	Defending Tackling & marking		
Use of both feet Use of chest	Short passing - both feet	Use of both feet with close control at all times	Short range shooting (both feet)	Block tackle		
			Long range shooting (both feet)			
Use of thigh	Long passing – both feet (along floor and lofted)	Ability to beat opponents	Swerve	Jockeying		
			Volleys	Marking player with and without the ball		
As a year 7 sportsperson I should						
 Know the different types of ball control Know the 2 types of passes used Know what makes a good pass Know where to pass and which pass to make 			 5. Be able to use both feet when dribbling with the ball 6. Be able to beat my opponents in competitive situations 7. Know when to shoot and where to shoot 8. Know the rules and regulations of the game 			

PE | Health and Fitness | Skills Guide

DEFINE	 I am able to: Define 5 key words from my dictionary, such as: Health Fitness Sedentary lifestyle Balanced diet Hydration 	
<u>APPLY</u>	 I am able to: Describe how key words from my dictionary relate to the chosen sport, for example, how does being fit relate to gymnastics? Describe what a balanced diet for a certain sportsperson would consist of Describe how a certain sportsperson can be physically healthy but not mentally healthy 	
EVALUATE	 <u>I am able to</u>: Explain why a certain sportsperson would eat a balanced diet Explain why it is just as important for a certain sportsperson to be mentally healthy as well as physically healthy 	Challenge: How can being healthy and fit benefit a sportsperson life outside of sport?


	RE	What is Religious Education	n? Topic Dictionary
Image	Key Word	Definition	In a sentence
Š	agape	The highest form of Christian Love.	God showed agape when he allowed Jesus to die on the cross
	agnostic	Someone who is not sure if God exists.	When someone is agnostic , they are still thinking about what they believe in and haven't decided yet
XX	atheist	Someone who does not believe in God.	My friend is an atheist and doesn't go to church, but she respects other people's beliefs.
ŝ	community	A group of people living in the same place or having something in common	Our community holds a big festival every summer with games and food for everyone.
· <u>Xi</u> X.	dharma	Duty (in Sanskrit)	In Hinduism, people try to follow their dharma , which means doing what's right for them.
	duty	A promise or expectation to do something in general or if specific circumstances arise	We all have a duty to be kind and respectful to others.
	humanism	A secular community with set beliefs and practices	People who believe in humanism often work to improve the lives of others.
	miracle	An extraordinary event taken as a sign of the power of God	Everyone thought it was a miracle when it snowed in the desert.
1	mono	One	Mono is a Greek word for one.
	monotheist	Someone who believes in God	Christians, Jews, and Muslims are all monotheists.
+ ⊕ ♀ ॐ € 	religion	A set of beliefs and practices	Religion is a way that many people show their love for God and follow special rules.
	Sanatana Dharma	Eternal Duty (in Sanskrit)	Many people who follow Sanatana Dharma practice yoga and meditation.
	secularism	The belief that the government should not favour any particular faith	Secularism helps ensure that laws are made based on reason and equality, not religious beliefs.
Ŧ	Theo	God (in Latin)	Theo is a short name that comes from the Greek word for God.
	value	The worth an object has to us A standard of behaviour	It's important to value honesty and always tell the truth.

Skills – Reading a story in RE

Skill	What are for?	e we looking	In reply Jesus said: "A man was going down from Jerusalem to Jericho, when he was attacked by robbers. They stripped him of his clothes, beat him and went away, leaving him half dead. ³¹ A priest happened to be going down the same road, and when he saw the man, he passed by on the other side. ³² So too, a Levite, when he came to the place and saw him,				
	When reading, ask yourself:		passed by on when he saw	the other side. ³³ him, he took pity	But a Samaritan, as he traveled, came where the man was; and on him. ³⁴ He went to him and bandaged his wounds, pouring on		
l can explain a	Literary Form	How is this story written?	oil and wine. I him. ³⁵ The nex he said, 'and of these three	oil and wine. Then he put the man on his own donkey, brought him to an inn and took care of him. ³⁵ The next day he took out two denarii and gave them to the innkeeper. 'Look after him,' he said, 'and when I return, I will reimburse you for any extra expense you may have.' ³⁶ "Which of these three do you think was a neighbor to the man who fell into the hands of robbers?"			
story.	Author and Audience	Who was the text written by? Who was it written for? Where is it written?	³⁷ The expert in likewise".	 ³⁷ The expert in the law replied, "The one who had mercy on him." Jesus told him, "Go and do likewise". 			
			Skill	What was Jes	sus trying to teach from the Parable of the Good Samaritan?		
l can summarise	Setting	What is the world this story is set in? What places, roles, people and customs are mentioned?	l can explain a	Literary Form (DVI)	This is a parable, a short story with a moral lesson, which Jesus used to teach about love.		
details of a story			religious story.	Author and Audience (Prior Knowledge)	The story of the Good Samaritan is one of the parables of Jesus. Parables are stories Jesus told about everyday life in order to help people understand spiritual things. The story is recorded in the Bible, in the Gospel of Luke.		
I can explain the meaning of a story	Meaning	What do you think the author is trying to say with this story? What is this story about: rules, religion, God?	l can summarise details of a story	Setting	The Parable of the Good Samaritan is about a man going from Jerusalem to Jericho who is attacked by robbers who strip him and beat him. A priest and a Levite pass by without helping him. But a Samaritan stops and cares for him, taking him to an inn where the Samaritan pays for his care.		
l can connect the	Our World Today	What can this story teach us about our world today?	I can explain the meaning of a story	Meaning	Jesus used the Parable of the Good Samaritan as an example of loving those who may not be our friends. Jews and Samaritans were enemies and hated each other. Jesus taught his followers to: ' Love your neighbour as yourself '. Showing love and compassion must always come before		
story to the values in our world today.			I can connect the religious story to the values in our world today.	Our World Today	Jesus is calling us to be neighbours to our enemies. This reminds us we are to love our enemies and pray for those who persecute us. This is what Jesus's love is like. We are blessed to be a blessing to others. At St. Marks, we are taught to love and help everyone in our community.		



RE

RE | Why is the life of Jesus celebrated by Christians? | Topic Dictionary

Image	Key Word	Definition	In a sentence	
A A A A A A A A A A A A A A A A A A A	ascension	The event where Jesus rose back to heaven to sit at the right hand side of the Father 40 days after resurrection	Jesus' ascension into heaven was witnessed by his disciples.	
	atonement	Making right for wrongdoing, Jesus atoned for humanity's sins.	Atonement for humanity's sins is achieved through Jesus' sacrificial death and resurrection.	
<i>λ</i> . <i>λ</i> . <i>λ</i> . Π Π Π	discipleship	Being a follower or a student of someone. Jesus had 12 disciples during his ministry, today all Christians are disciples.	Discipleship requires a commitment to follow Jesus' teachings and spread his message to others.	
†	Christianity	A religion based on belief in the Trinity as one God, the teachings of Jesus and authority of the Bible	Christianity is the largest religious community in the world with over 2 billion followers.	
Ö	commission	The event where Jesus asked his disciples to continue preaching his message after he was gone.	Jesus gave the Great Commission to his disciples, instructing them to spread the gospel worldwide.	
ŤŤ	crucifixion	The event where Jesus was put to death by being nailed to a cross.	The crucifixion of Jesus is celebrated by Christians on Good Friday during Holy Week.	
, da	divine	God, Godliness, sacred, holy, heavenly.	Christians believe in the divine nature of Jesus, affirming his identity as the Son of God.	
	Holy Week	The last week of Jesus' ministry. Celebrated as Easter by Christians today.	Holy Week begins on Palm Sunday and lasts until the Easter Sunday.	
	incarnation	Becoming flesh and taking human form. the event where God became human in Jesus Christ. This happened when Jesus was born.	Christians celebrate the feast of the incarnation on December 25th on what is called Christmas Day.	
Â	Messiah	Hebrew word which means the promised one. A saviour or liberator.	Christians believe Jesus is the Messiah , fulfilling Old Testament prophecies and bringing salvation to the world.	
	ministry	The name given to the three years that Jesus spent preaching and performing miracles	Jesus' ministry included preaching, teaching, healing the sick, and performing miracles, demonstrating God's love.	
	parable	A simple story used to illustrate a moral or spiritual lesson, as told by Jesus in the Gospels.	Jesus often taught his followers through parables such as the Parable of the Prodigal Son.	
	Pharisees	A group of Jews at the time of Jesus who followed the Torah very strictly.	The Pharisees , a religious group, frequently challenged Jesus' teachings and authority in the Gospels.	
N. M.	resurrection	The event where Jesus rose from the dead after 3 days.	The resurrection of Jesus is celebrated on Easter Sunday, marking his victory over death.	
	salvation	Removal of sin, when Jesus saved humanity from sin.	Christians believe salvation is a gift from God, received through faith in Jesus Christ.	
æ	Trinity	The belief that there is 1 God but God is split into 3 persons– Father, Son and Holy Spirit	The Trinity is a core Christian belief, which describes the unity of Father, Son, and Holy Spirit.	



Science | 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...'



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...'



Science | 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	V = IR
I = 0.2 A	$V = 0.2 \times 12$
	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 x g x h

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

Science | Skills Guide | Practicals

<u>Plan</u>

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.

	Sci	ence Skills Guid	le Wor	king Practio	cally
Apparatus	Name	What is it used for?	Haz	ard Symbols	<u>Safety Rules in</u>
	test tube	Used to hold and mix liquids	×	harmful or irritant	 Do not enter a lab unless a teacher is
	boiling tube	Used to heat substances when using a Bunsen burner		corrosive	present. 2. No eating or drinking.
	measuring beaker	Used to hold, mix and heat liquids		CONOSIVE	3. Keep long hair tied back.
	conical flask	Used to hold and mix chemicals. Small neck is to help mixing without spilling		flammable	 Wear safety goggles. Be quiet and sensible
\bigvee	funnel	Used to transfer liquids into containers with small openings. Also, used for filtration.		toxic	during lab work. 6. Do not run in the lab.
	measuring cylinder	Used to measure precise volumes of liquid		radioactive	 Do not touch apparatus until told. Report any
Â	tripod	Used to support or hold flasks and beakers during experiments		explosive	breakages or spillages immediately
	gauze	Used to support a container, such as a beaker on a tripod			 9. Do not sit down whilst
	bunsen burner	Used to heat, sterilise and combust chemicals		biohazard	practical
	heat proof mat	Used to prevent damage to the table when using a Bunsen burner		wear goggles	10.Listen to the teacher 11.Read the instructions

Science | Energy | Knowledge Organiser

<u>Fuels</u>

- A **fuel** is a substance that releases the stored energy when it is burned.
- When energy is held by an object for a time, we call it a **store**.
- Energy is moved between stores by energy transfer.
- When changing the temperature energy is always transferred from the hotter object to the cooler object.
- We can compare energy values on food labels to tell use which foods are energy rich!

Measuring Energy

- The unit used to measure energy is Joules, J.
- You can convert between J and kJ by:



Energy Stores and Transfers

- Energy is a measure of what we can do!
- Energy has five types of stores: chemical, thermal, kinetic, gravitational, elastic
- Energy can be **transferred in four ways**: by heating, by a force, by electric current, by waves.

Name of Energy Store	How it Increases	How it Decreases	When it is Zero
Chemical energy Store	As amount of fuel \uparrow , chemical energy store \uparrow	As amount of fuel \downarrow , chemical energy store \downarrow	When there is no fuel, the chemical energy is zero
Thermal Energy Store	As temperature 个, thermal energy store 个	As temperature \downarrow , thermal energy store \downarrow	
Kinetic Energy Store	As speed 个, kinetic energy store 个	As speed \downarrow , kinetic energy store \downarrow	When the object is stationary, the kinetic energy store is zero
Gravitational Energy Store	As height 个, gravitational energy store 个	As height \downarrow , gravitational energy store \downarrow	When the object is on the ground, the gravitational energy store is zero
Elastic Energy Store	As extension (or as compression)个, elastic energy store 个	As extension (or as compression) \downarrow , elastic energy store \downarrow	When the object is not stretched or compressed, the elastic energy is zero

Science | Energy | Knowledge Organiser

Power

- **Power** is how quickly energy is transferred.
- The unit used to measure power is **Watts, W**.
- The equation that links energy, time and power is:

energy transferred = power × time

Calculating Energy

A kettle has a power of 2000 Watts and boils a cp of water in 10 seconds. **Calculate** the energy transferred by the kettle.

<u>Given:</u>	Power = 2000 W Time = 10 s
<u>Unknown:</u>	Energy = ?
Equation:	Energy = Power x Time
<u>Substitute:</u>	Energy = 2000 x 10
Solve:	Energy = 20 000 J

Energy Resources

- A fossil fuel is a fuel produced from ancient organisms.
- The three fossil fuels are coal, oil and natural gas.
- The energy stored in fossil fuels are released when **they are burnt**.
- We use energy released from burning fuels to generate electricity and moving cars.
- **Burning fossil fuels produces carbon dioxide** which adds to global warming and contributes to climate change.
- **Renewable** energy resources will not run out, whereas **non-renewable** energy resources will run out.

As a Year 7 Scientist, I know...

1. How energy is measured.

2. How much energy is transferred when burning a fuel.

3. The difference between kinetic, gravitational and elastic potential energy stores.

4. How to calculate power.

5. How to convert different units.

6. Where humans get their energy from.

7. How humans generate electricity.

Science | Energy | Topic Dictionary

Word	Definition	In a sentence	
chemical store	A store of energy that is found in food, fuels and batteries.	Filling up a car with petrol fills its chemical energy store.	
efficiency	A measure of how much useful energy is transferred.	A lightbulb with a higher efficiency transfers more useful energy.	
elastic potential store	A store of energy that is found in objects that can be stretched or compressed.	A trampoline has an elastic potential store .	
fossil fuels	A fuel that was made from an ancient living organism that existed millions of years ago.	Coal is an example of a fossil fuel .	
fuel	Any substance that releases stored energy when It is burned or used.	An example of a fuel are food, candles, matches and batteries.	
generator	A machine that uses movement to generate electric current.	When the generator spins, it generates electricity.	
gravitational potential store	A store of energy that is found in objects at a height.	When an object is lifted, its gravitational potential energy store is filled.	
joule	The SI unit of energy.	1 Joule is enough to lift an apple 1 metre.	
kinetic store	A store of energy that any object or particle has when moving.	The faster an object is moving, the greater its kinetic store of energy.	
law of conservation of energy	Energy cannot be created or destroyed; it can only be transferred between stores.	The Law of Conservation of Energy is one of many laws taught in Physics.	
non-renewable	Something that will run out eventually.	Fossil fuels are considered non-renewable as they cannot be replaced within a human lifetime.	
power	The amount of energy transferred per second.	Electrical appliances such as ovens and microwaves have different power ratings.	
renewable	Something that can be replaced as quickly as we use it.	Renewable energy resources does not harm the environment.	
thermal store	A store of energy that any object with a temperature has.	Hotter objects have a much greater thermal energy store than colder objects.	
watt	The SI unit of power.	Susan bought a 60- Watt light bulb from the shop.	

Science | Cells | Knowledge Organiser

Microscopes

We use microscopes to see things too small for our eyes.

How to Use a Microscopes

- 1. Start with the lowest magnification objective lens
- 2. Focus using the focus wheels
- 3. Increase the magnification (if you need to!)



Magnification

- Magnification describes how much bigger microscopes make things look.
- Actual size describes how big something really is.
- Image size describes how big something looks through a microscope.
- The equation that you use to work out image size:

Image Size = Actual Size x Magnification

Calculating Image Size

A 0.01 mm long cell is viewed under x200 magnification. How long will the image of the cell be?

<u>Given:</u>	Actual Size = 0.01 mm Magnification = x200
<u>Unknown:</u>	Image Size = ?
Equation:	Image Size = Actual Size x Magnification
<u>Substitute:</u>	Image Size = 0.01 x 200
<u>Solve:</u>	Image Size = 2 mm

Science | Cells | Knowledge Organiser

Diffusion

- **Diffusion** is the movement of substance from an area of high concentration to an area of low concentration.
- The two factors that affect the rate of diffusion is **temperature and cell surface area**.
- As temperature increases, the rate of diffusion increases.
- As cell surface area increases, the rate of diffusion increases.



Specialised Cells Type of Cell Adaptation Why it has that Function adaptation? Red Blood Cell Carry oxygen No nucleus More space for around the body oxygen Biconcave shape Easy to move through narrow blood vessels; higher surface area Release energy for Muscle Cells Contract and move Lots of things (like your mitochondria movement bones) **Root Hair Cells** Absorb water and Large extensions Increase surface nutrients from the area soil No chloroplasts No light underground, so no photosynthesis Palisade Cells Carry out lots of Lots of chloroplasts To allow lots of photosynthesis photosynthesis

Science | Cells | Knowledge Organiser

Cell Structure

Animal and Plant Cells

- An organism is a living thing.
- Unicellular organisms are made of only one cell.
- Multicellular organisms are made of more than one cell.
- A cell is the basic building block of all life.
- A **sub-cellular structure** is a small part of a cell with a specific function (job).
- The **four main sub-cellular structures** in found in all types of cell are the cell membrane, cytoplasm, genetic material and ribosomes.

- The function of the **nucleus** is to control the activities of the cell and contain the DNA.
- The function of the **cell membrane** is to control what substances enter and leave the cell.
- The function of the **cytoplasm** is to allow chemical reactions to take place.
- The function of the **mitochondria** is to allow respiration to take place.
- The function of the **ribosomes** is to allow proteins to be made
- The function of the **cell wall** is to support the cell.
- The function of the vacuole is to keep the cell rigid.
- The function of the **chloroplast** is to allow photosynthesis to take place.

As a Year 7 Scientist, I know...

- 1. The basic structures found in cells.
- 2. The difference between animal and plant cells.
- 3. How to use a microscope to observe cells.
- 4. How to calculate image size.
- 5. The difference between unicellular and multicellular organisms.
- 6. What factors affect the rate of diffusion.
- 7. Different types of specialised cells.



Science | Cells | Topic Dictionary

Word	Definition	In a sentence
cell membrane	Allows substances to move in and out of the cell.	The cell membrane allows oxygen to move into the cell and carbon dioxide to move out of the cell.
cell wall	A rigid layer surrounding some cells that give the cell strength and support.	The cell wall stops plant cells from bursting when they take in water.
chloroplast	Contains chlorophyll for photosynthesis.	Chloroplasts are green and provide the green colour of plants.
cytoplasm	A jelly-like substance in a cell where most chemical reactions happen.	The cytoplasm is where chemical reactions take place.
diffusion	The process where substances move from an area of high concentration to an area of low concentration.	Diffusion happens until the number of particles are equal in both areas.
focus	To make an image clearer.	When an image is blurry – we say it is out of focus .
function	The role or job of a cell, tissue or organ.	The function of the nucleus is to control the activities of the cell.
genetic material	The instructions needed to make proteins.	All cells have genetic material in them so they can make proteins.
magnify	Making the image of an object larger.	Microscopes are used to magnify objects.
microscope	An instrument for observing objects which are too small for the eye to see.	There are many different types of microscopes used in science.
mitochondria	Where the process of respiration takes place.	Animal and plant cells both have mitochondria .
multicellular	Organisms made up of many cells working together.	Plants are examples of multicellular organisms.
nucleus	Contains DNA and controls the cell's activities.	The nucleus is one of the largest parts of the cell.
permanent vacuole	Stores water as cell sap, which keeps the cell rigid.	Plant cells have a large permanent vacuole .
ribosomes	Site of protein synthesis.	All cells have ribosomes so that they can make proteins.
specialised	Adapted or suited to a specific function or job.	Specialised cells have different features so they can carry out many different jobs.
structure	The arrangement or organisation of a living thing.	The structure of the cell allowed it to carry out its job.
unicellular	Organisms made of only one cell.	Bacteria are examples of unicellular organisms.

Science | The Particle Model | Knowledge Organiser

Simple Particle Model

- The three states of matter are **solid**, **liquid and gas**.
- Everything around us is made of particles.



Properties of Different States of Matter

- **Solids cannot flow** because there are strong forces of attraction between the particles.
- Liquids and gases can flow because there are weak forces of attraction between the particles.
- Gases can be compressed because there is space between the particles.
- Solids and liquids cannot be compressed because the particles are already touching.

State	Solid	Liquid	Gas
Key Features of the Diagram	 Particles are all touching Regular arrangement Draw at least nine Normally at the bottom of the box Particles do not overlap 	 Particles are all touching Random arrangement Draw at least nine Normally at the bottom of the box Particles do not overlap 	 Particles are not touching Random arrangement Draw at least three Anywhere in the box Particles do not overlap
Arrangement of Particles	 Regular arrangement Touching 	 Random arrangement Touching 	 Random arrangement Not touching
Movement of Particles	Vibrate around a fixed point (on the spot)	Slide over each other, remaining touching	Randomly in all directions
Bonding of Particles	Strong forces of attraction between the particles	Medium-strength forces of attraction between the particles	Weak forces of attraction between the particles
Properties of Particles	 Cannot flow Cannot be compressed 	 Can flow Cannot be compressed 	 Can flow Can be compressed

States of Matter Summary

Science | The Particle Model | Knowledge Organiser

Changes of State

- The **melting point** of a substance is the temperature when the substance changes form a solid to a liquid.
- The **boiling point** of a substance is when a substance changes from liquid to a gas.
- The melting point of water is 0°C.
- The boiling point of water is 100°C.
- When a substance changes state the temperature stays the same.
- **Thermometers** are used to measure the change in temperature.

As a Year 7 Scientist, I know...

- 1. The particle model of matter.
- 2. The properties of solids, liquids and gases.
- 3. The changes to state.
- 4. The difference between melting point and boiling point.
- 5. How to heat water safely in a lab.
- 6. The difference between boiling and evaporation.
- 7. What gas pressure is.

Boiling and Evaporation				
	Boiling	Evaporation		
State Change	Change from liquid to gas	Change from liquid to gas		
Temperature	Only at the boiling point	Any temperature below the boiling point		
Location	 Throughout the liquid Bubbles of gas form throughout the substance 	 Only from the surface of the liquid Particles gain enough energy to break away from the surface 		

Gas Pressure

- Kinetic theory is the idea that all moving particles are moving.
- Gas pressure is caused by **gas particles colliding** with the surface of a container.
- Temperature, size of the container and the number of gas particles affect gas pressure.
- As temperature increases, the gas pressure increases
- As the size of the container decreases, the gas pressure increases
- As the **number of gas particles** increases, the gas pressure increases
- When you heat particles, they move faster.

Science | The Particle Model | Topic Dictionary

Word	Definition	In a sentence
attract	To bring together.	Magnets with opposite poles attract each other.
boiling	The change of state from a liquid to a gas using heat.	The pot began to whistle once the water started boiling .
collide	Hit together when moving.	Particles will collide more frequently when heated.
compress	To reduce the volume or space particles take up.	We can compress liquids and gases.
concentration	The mass of a substance in a solution in a given volume.	There was a high concentration of perfume particles in the air.
condensing	The change of state from a gas or vapour to a liquid.	The water vapour from our breath is condensing on the cold window.
evaporation	The change of state from a liquid to a gas from a surface.	There was evaporation of water from the leaf.
flow	To move steadily and continuously in a current or stream.	The oxygen was able to flow through the pipe.
force	A push, pull or twist that can change shape or motion.	The student pushed the trolley with great force .
freezing	The change of state from a liquid to a solid.	The water turned to ice when it reached the freezing point.
matter	Any substance which takes up space and has mass.	All the chemicals were made of matter.
melting	The change of state from a solid to a liquid.	The chocolate was melting in the sun.
model	A representation of a concept that is difficult to imagine.	The teacher explained how electricity flows in a circuit using a model .
particle	A tiny portion of matter.	Every substance in the world is made up of particles .
property	The things something can do, or how it behaves.	The particles collided during the chemical reaction.
pressure	The amount of force exerted over a certain area.	As more air was blown into the balloon, the pressure increased.
random	Not organised in a regular pattern.	The students were assigned random seats.
rate	The speed at which something takes place.	The work rate of the chemistry students was excellent.
regular	Arranged in a pattern, with the same space between each particle.	Particles in a solid are arranged in a regular pattern in all directions.
volume	The amount of space that a substance or object occupies.	The volume of the cube could be calculated easily.

Science | Speed | Knowledge Organiser

<u>Speed</u>

- 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?

<u>Given:</u>	Time = 20 s Distance = 100 m
<u>Unknown:</u>	Speed= ?
Equation:	Speed = Distance ÷ Time
<u>Substitute:</u>	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 | Musculoskeletal System | Knowledge Organiser

The Skeleton

- The **four functions of the skeleton** are support for the body, movement, protection of vital organs and making and storage of blood cells.
- The synovial fluid **reduces friction** when bones move within a joint.

Skull Humerus Rib Ulna Radius Femur Pelvis Fibula Tibia *ADAM As a Year 7 Scientist, I know... 1. The function of a skeleton. 2. How muscles help us to move. 3. How structures within an organism are

Biomechanics

- A muscle is a tissue that contracts and relaxes.
- A muscle's function is to bring about **movement**.
- The three main three types of muscle are smooth, cardiac and skeletal muscle.
- Smooth muscle is found on the walls of hollow organs (e.g., intestine, stomach).
- Cardiac muscle is found in the heart.
- Skeletal muscle covers the skeleton.
- Tendons are tissue that connects muscle to the bone.
- Antagonistic muscles are muscle pairs that oppose the action of each other,
- Biceps and triceps are an example of a pair of antagonistic muscles.
- When muscles contract, they exert a force on the bone.



organised.

Science | Musculoskeletal System | Topic Dictionary

Word	Definition	In a sentence	
antagonistic pair	Two muscles which carry out opposite actions at the same time to bring about a change in movement.	The bicep and triceps muscles cause movement of the arm because they work as an antagonistic pair.	
bicep	The large muscle at the front of the upper arm.	Doing push-ups strengthens your biceps .	
bone marrow	Soft tissue found inside bones that produces blood cells.	Human bone marrow produces billions of red blood cells every day!	
cartilage	A strong, smooth, elastic tissue.	A layer of cartilage between bones in a joint, prevents them from rubbing together and causing friction.	
contract	To become smaller.	The bicep muscle contracts as the triceps muscle relaxes.	
intercostal muscles	Muscles found in between the ribs that cause the ribcage to move.	When breathing in, the intercostal muscles contract causing the ribcage to move upwards and outwards.	
joint	A part of the skeleton where two bones meet.	The elbow and knee are examples of joints .	
ligament	A connective tissue that holds bones together at a joint.	 The anterior cruciate ligament (ACL) holds bones together at the knee joint. This ligament can be damaged in sports injuries. The action of muscles contracting and relaxing, causes the skeleton to move. The heart is an organ because it is made from muscle tissue and connective tissue. The respiratory system is an organ system because it is comprised of several organs working together, including the mouth, lungs and trachea. 	
muscle	A type of tissue that can contract and relax.		
organ	A group of tissues working together in an organism which performs a specific function.		
organ system	A group of organs that work together to perform a specific function.		
relax	To become less firm or tight.	As the bicep muscle relaxes it becomes longer in length.	
skeleton	The connected structure of bones in animals.	The skeleton supports, protects and allows movement of the body.	
tendon	A connective tissue that connects muscle to a bone at a joint.	A tendon attaches the bicep muscle to a bone in the arm.	
tissue	A group of similar cells working together.	Many muscle cells working together form a muscle tissue	
triceps	The large muscle at the back of the upper arm	Triceps dips are a great way to work out the muscles in your arm.	

Spanish | Instructions in the classroom | Topic Dictionary

Image	Key Word	Definition	In a Sentence
W	buenos Dias!	Good Morning!	Buenos días, clase.
Ļ	sentaos	Sit down	Sentaos por favor.
	abrid los libros	Open the books.	Abrid los libros por favor.
	escribid	Write	Escribid el vocabulario.
	levantad la mano	Raise your hand	Levantad la mano, por favor.
	mirad!	Look	Mirad la pizarra.
Ŭ Đ÷	escuchad y repetid	Listen and Repeat	Escuchad y repetid, clase.
	cerrad los libros	Close the books.	Cerrad los libros, por favor.
: } M	silencio	Be quiet	Silencio por favor.
ц.	levantaos	Stand up	Levantaos por favor.
< Mj≋	hasta Luego	See you later!	Hasta luego, clase.

Spanish | Classroom Objects | Topic Dictionary

Image	Key Word	Definition	In a Sentence
	Tienes?	Do you have?	Tienes un boli?
	un boli negro	A black pen	Toma un boli negro
	un boli verde	A green pen	Necessito un boli verde , por favor.
And the second sec	un boli morado	A purple pen	Necessito un boli morado , por favor.
E	un libro de ejercicios	A notebook	Tienes tu libro de ejercicios ?
	un estuche	A pencil case	Pon el estuche sobre la mesa.
	un pegamento	glue	Necessito pegamento por favor.
Luuluit .	una calculadora	A calculator	Tienes una calculadora ?
	una mochila	A backpack	Pon la mochila debajo de la mesa.
A	unas tijeras	Scissors	Necessito tijeras por favor.
	un papel	Paper	Necessito papel por favor.

Spanish | My Personal World | Knowledge Organiser

Check for		Step 1: Greet others and introduce yourself			e yourself	Step 3: Describe yourself and others	
<u> </u>	iowieage.	Hola!		Hello!		Tengo	I have
	l can	Adios!		Goodbye!		Mi maare tiene Mi padre tiene	My mom has My dad has
	infroduce myself	¿Cómo te llamas?		What's your name?		Mi amigo tiene	My friend has
	(Step 1+3)	Me llamo		My name is		Los ojos azules	Blue eyes
	l can ask	¿Cómo estás?		How are you?		Los ojos avellanas Los ojos verdes	Hazel eyes Green eyes
	and	Estoy bien, gra	cias	I am OK, thank	<s< th=""><th>Los ojos marrones</th><th>Brown eyes</th></s<>	Los ojos marrones	Brown eyes
	answer about my	Más o menos/	No, estoy mal	So-so/No, I am	not OK	El pelo castano El pelo rubio	Brown hair Blonde hair
	birthday (Stop 2)	Step 2 : Say your age and birthday			IY	El pelo negro	Black hair
	(Siep 2)	¿Cúantos años tienes?		How old are you?		Soy Mi madre es Mi padre es	l am My mum is My dad is My friand is
	l can describe	Tengo años		l amyears old			
	myself (Step 3)	¿Cúando es tu cumpleaños?		When's your birthday?		Simpático	Nice
	L can talk	Mi cumpleaños es el cinco de		My birthday is on the 5 th of May		Intelligente	Intelligent Kind
	about other	enero	January	julio	July	Paciente Generoso	Patient generous
	people	febrero	February	agosto	August		
	(step 3)	marzo	March	septiembre	September	Stage 4: Elevate yo	our sentences with intesnsitiers
	l can use	abril	April	octubre	October	muy	Very
	(Step 4)	mayo	May	noviembre	November	bastante	Quite
		Junio	June	diciembre	December	un poco	A little

Spanish | My Personal World | Skills Guide

Have you used..

1. a verb?	2. a noun?	3. an adjective?	4. a connective?	5. a complex phrase?	6. a noun?	7. an adjective?	
Me llamo (my name is)	Los ojos (eyes)	Verdes (green) Azules (blue) Marrones (brown)	Pero (but) Y (and) Sin embargo	<u>Me gustaría tener</u> (I would like to have)	<mark>Los ojos</mark> (eyes)	Verdes (green) Azules (blue) Marrones (brown)	
Yo tengo (I have)	El pelo (hair)	Iir)Rubio (blonde) Blanco (white) Castaño (brown) Corto (short) Rizado (curly)(however)Le gustaría tener (he/she would like to have)El pelo (hair)Iir)Iir)Iir)Iir)Iir)Iir)		Rubio (blonde) Blanco (white) Castaño (brown) Corto (short) Rizado (curly)			
Mi madre tiene (My mother is)	40 años (40 years old) 45 años (45 years old)						
(my father is)						tiene los oios verdes	
Mi madre tiene (My mother has)	el	pelo hair)	blanco / castaño / corto / liso / rizado /	blanco / castaño / gris / negro / pelirrojo / rubio / moreno / largo / corto / liso / rizado / ondulado			
Mi padre fiene (My father has)		s ojos eyes)	azules / marrones /	azules.			
Mi madre es (My mother is)	muy	(very)	alta (tall) / baja (sho / fea (ugly) / joven (y redhead/ginger)	rt) / delgada (thin) / gorda (fat) / young) / anciana (old) / pelirroja	guapa (beautiful) (a	(My mum has green	
		:o (a little)	amable / paciente / habladora / trabajac	inteligente / simpática / generos dora / tímida	a / divertida /	like to have blue	
Mi padre es	bastar	nte (quite)	alto / bajo / delgado	o / gordo / guapo / feo / joven /	anciano / pelirrojo	eyes.)	
	demas	asiado (too) amable (friendly) / paciente (patient) / inteligente (clever) / simpático (nice) / generoso (generous) / divertido (funny) / hablador (chatty)/ trabajador (hardworking) / tímido (shy)					

Spanish | My Personal World | Skills Guide

Success Criteria:

Have you introduced yourself?

- Can you give your age and birthday?
- □ How many people are in your family?
- Can you describe your hair and eyes? Have you used the correct word order and adjective endings?
- Can you describe someone else's hair and eyes?
- Can you describe your personality? Have you used the correct adjective endings? Could you add an intensifier?

		cumpleanos es el ocho de enero. En mi familia hay cinco personas. Tengo una hermana y un perro. Tengo los ojos verdes y el pelo castaño. Mi hermana tiene el pelo negro. Soy paciente y ella es intelligente.
Connectives used to link	\	Extended answer:
ideas		Hola, cómo estás? Me llamo Pablo, tengo
		doce anos y mi cumpleanos es el ocho de
Variety of adjectives		Tengo una hermana que se llama Laura y además tenemos un perro. Tengo los ojos
		verdes y el pelo castano y corto, pero mi
Intensifiers used to add detail		que soy un poco paciente sin embargo ella es muy intelligente

Hola, me llamo Pablo y tengo doce años. Mi

Simple answer:

Correct adjective ending

	Spanish My city Topic Dictionary							
Image	Key Word	Definition	In a Sentence					
	Una biblioteca	A library	En mi insti hay una biblioteca.					
	un centro commercial	a shopping centre	En mi pueblo, hay un centro commercial grande.					
	Un cine	A cinema	Un cine está en mi ciudad.					
	Un hospital	a hospital	En mi ciudad hay un hospital.					
न्त्	Un estadio	A stadium	Me gusta visitar un estadio con mi amigo					
	Una librería	A book shop	No hay una librería en mi pueblo.					
	Una panadería	A bakery	En mi ciudad hay una panadería excellente.					
	Un parque	A park	Hay un parque fantástico.					
	Una tienda	A shop	Hay una tienda pequeña.					
≣	un supermercado	A supermarket	¿Dónde está un supermercado, por favor?					
	una estación de tren	A train station	¿Dónde está la estación de tren , por favor?					

Spanish | My city | Knowledge Organiser

<u>C</u>	heck for	Step 1: Saying where you live			Step 3: Giving opinions				
	l can say		l live in	I live in		Pienso que			
	where I live	here Llive Vivimos en We live in		Diría que		I would say that			
	(Step 1) Un pueblo Una ciudad		A town		En mi opinión		In my opinion		
			A city		(No) Es		It is / It isn't		
	describe	Una casa		A house		Grande	big	Interesante	interesting
	my city	Un piso		An apartment		pequeño	Small	Aburrido	Boring
	(Step 1+2)	Con mi familia		With my family		Divertido	Fun	Emocionante	Exciting
	Step 2: Describing your		r city	city		Entertaining	Fantástico	Fantastic	
	opinions on	pinions on		Fatal	Awful	Sucio -a	Dirty		
	my local	philois of in microdad nay in my city there is		Histórico -a	historic	Limpio -a	Clean		
	area (Step 2					Moderno -a	modern	Viejo -a	Old
	+ 3)	Mi ciudad es/no es		My city is/isn't		Step 4: Elevate your sentences with connectives			
	l can use	En mi ciudad se puede		In my city you can	I	Iambién	•	Also	
	more	Un parque	A park	Ir de compras	Go shopping			7 (150	
	complex ph	Un	A supermarket	Hacer deporte	Do sport	Además		In addition	
	rases in my	supermercado		Comoron			Sin embargo		
	writing	Un cine	A cinema	restaurantes restaurantes		Pero		but	
	(Step 4)	Un hospital	A hospital	Ver películas Watch films				and	
	(0100 4)	Un centro	A shopping	•				unu	
		commercial	centre	Sacar fotos	Take photos	0		or	

Spanish | My city | Skills Guide

Have you used...

1. a verb?	2.)a noun?	3. a connective?	4. a complex phrase?	5. a noun?
En mi pueblo/ciudad hay (In my town/city there is) En mi barrio hay (In my neighbourhood there is)	Un cine (a cinema) un centro commercial (a shopping centre) una pisicina (a pool) un hospital (a hospital) Una panadería (a bakery) Una iglesia (a church) un ayuntamiento (a town hall) Unas tiendas (some shops)	Dero (but)	No hay (there is not) si fuera possible, preferiría tener (if it were possible, I would prefer to have) Me gustaría tener (I would like to have)	Un cine (a cinema) un centro commercial (a shoppi ng centre) una pisicina (a pool) un hospital (a hospital) Una panadería (a bakery) Una iglesia (a church) un ayuntamiento (a town hall) Unas tiendas (some shops)
En mi pueblo se puede (In my town you can) En mi barrio hay (In my neighbourhood you can)	Ir de compras (do shopping) Hacer deporte (do sport) Ir al cine (go to the cinema) Visitar los museos (visit the musuem) Hacer senderismo (go hiking) Salir con amigos (go out with friends) <u>Example:</u> En mi ciudad hay un cine pero no se puede hacer senderismo. (In my city there is a cinema but you cannot go hiking)/	Y (and) Sin embargo (however)	No se puede (you cannot) si fuera possible, preferiría (if it were possible, I would prefer) Me gustaría (I would like)	Ir de compras (do shopping) Hacer deporte (do sport) Ir al cine (go to the cinema) Visitar los museos (visit the musuem) Hacer senderismo (go hiking) Salir con amigos (go out with friends)

Spanish | My city | Skills Guide

Success Criteria:

Have you introduced yourself?

- Can you describe **where** you live?
- □ Who do you live with?
- Can you describe your house? Have you used a variety of adjectives? Could you add an intensifier?
- Can you describe your local area? Have you included a range of nouns?
- Can you include where you would like to live? Have you used any complex structures?

	Hola, me llamo Érica y vivo en una casa grande con mis padres en una ciudad que se llama Londres. Me gusta mucho mi ciudad porque es muy interesante. En mi ciudad hay un cine y un centro commercial. Sin embargo, no hay parque.
Connectives	Extended answer:
ideas	Hola, me llamo Érica y tengo diez años. Vivo
10003	con mi familia en un piso en el centro de la
	Ciudad. En mi ciudad, hay mucho que
Variety of	hacer. Se puede visitar el parque o hay unas
adjectives	tiendas bastante interesantes. Me gusta mi
-	barrio pero es un poco sucio. Por lo tanto,
	me gustaría, vivir en el campo porque es
Intensifiers	muy relajante.
used to add	
detail	Fancy phrase used to
	uparade answer.

Simple answer:

anthem

