



Knowledge Organiser Year 7



Ambition, Respect, Excellence

Your Knowledge Organiser

This is your home learning booklet, in your home learning booklet you will find a Knowledge Organiser for each subject that you are going to study. These are a summary of the most important pieces of information that you need to know. You will be expected to learn all this information and complete activities in your home learning exercise book.

Contents

Contents	2
Knowledge Organiser Timetable	3
How to Use your Knowledge Organiser	4
Knowledge Organiser Quiz	5
Look, Cover, Write, Check, Correct	6-7
Look, Cover, Mind Map, Check, Correct	8-9
Look, Cover, Transform, Check, Correct	10-11
English	12-13
Maths	14-17
Science	18-19
History	20-21
Geography	22-23
Ethics & Culture	24
French	25-26
PSHE	27-28
Music	29
Drama	30-31
Product Design	32
PE	33-34
ICT	35
Art	36
Catering	37
Graphics	338
Dance	39-40
Extra Challenge Tasks	41-43

Knowledge Organiser Timetable

We expect you to complete one full page in your workbook as a minimum. You should spend around 20 minutes on home learning for each subject. Your teachers will check your Knowledge Organiser home learning during lessons, so make sure that you bring your books to school everyday. Your writing needs to be neat with home learning, title and date underlined with a ruler at the top of the page. If your teacher feels that any of these elements are not up to standard, they will enter you for a home learning support session. You will be rewarded house points for completion of homework and additional points will be awarded for exceptional home learning pages.

	WEEK A	WEEK B
MONDAY	ENGLISH PE	ENGLISH MUSIC
TUESDAY	ART DESIGN & TECHNOLOGY	FRENCH DESIGN & TECHNOLOGY
WEDNESDAY	MATHS DRAMA	MATHS ONLINE PSHE
THURSDAY	GEOGRAPHY ICT	HISTORY ETHICS & CULTURE
FRIDAY	DANCE SCIENCE	SCIENCE

How To Use Your Knowledge Organiser For Homework

The Knowledge Organisers are designed to help you learn a wide range of knowledge which in turn will mean you are more prepared for your lessons as well as the new style GCSEs that you will sit in the future.

For homework you should use your knowledge organiser to complete one of our accepted strategies in your workbook you should either:

- **Write**
- **Mind Map**
- **Transform**

Do not just copy into your workbook!

The first 12 pages contain some tips on how you can use your workbook.

Your teacher will check your workbook each week.

Knowledge Organiser Quiz

Your teacher will quiz you on your Knowledge Organiser twice a term to check how well you are doing your homework. The 'Mark' box must be used to record your score from each quiz.

	ENGLISH	MATHS	SCIENCE	ART	HISTORY
QUIZ 1					
QUIZ 2					
	FRENCH	ICT	PE	DANCE	GEOGRAPHY
QUIZ 1					
QUIZ 2					
	PHSE	E&C	MUSIC	DESIGN & TECHNOLOGY	
QUIZ 1					
QUIZ 2					

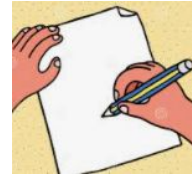
Look, Cover, Write, Check, Correct

Look through and read the information on a section of your Knowledge Organiser.



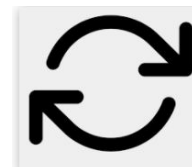
Then **cover** the section so you can no longer see the information.

Write everything you can remember, including any diagrams/drawings or tables



Check and **correct** your work using green pen.

Repeat until you have got everything correct.



Look, Cover, Write, Check, Correct

Examples:

Write down as much information as you can remember from your Knowledge Organiser subject page. Mark all the information you got right and correct any mistakes/add in detail where you missed it.

Remembering Key Information

Reflex arc means a quick response.
Reflex arc mean an involuntary response. ✓

Antibiotics means a medicine that prevent the ^{growth} microorganisms but do not help any viruses. ✓

A platelet helps the clotting and into a scab, making a clot/scab.
cholesterol is a fatty substance is ^{needed} for your body to probably. definitely needed.

A ligament is a that joins a ^{bone} meseta.

purple pen improvement I used the Look, cover, write, check, correct.

The nervous system is inside your body and is in most parts of your body but your B

Homework Support

Science

Drugs are chemical substances that affect the way you work. ✓

They are additional recreational. x medicinal. They can be painkillers, stimulants, hallucinogens and depressants.

Receptors are found in sense organs. ✓

Effectors are muscles or glands and carry out a response. ✓

Blood is made up of plasma (liquid), Red blood cells and white blood cells (carry oxygen) (fight infection).

and platelets.

There are 3 main types of pathogen: fungi, viruses and bacteria. ✓

There are several lines of defence against pathogens - primary defences: skin, stomach acid, nasal hairs. ✓ mucus and Secondary defences: the immune system.

Vein - carries blood to the heart at low pressure. They have thin walls and valves to stop * blood. * backflow of ✓

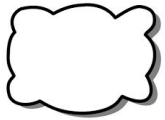
Artery - carries blood FROM the heart at a high pressure. Have thick elastic walls.

Capillary - link arteries and veins. Carry blood to tissues and remove waste.



Look, Cover, Mind Map, Check, Correct

Look through and read the information on a section of your Knowledge Organiser then **cover** it up.



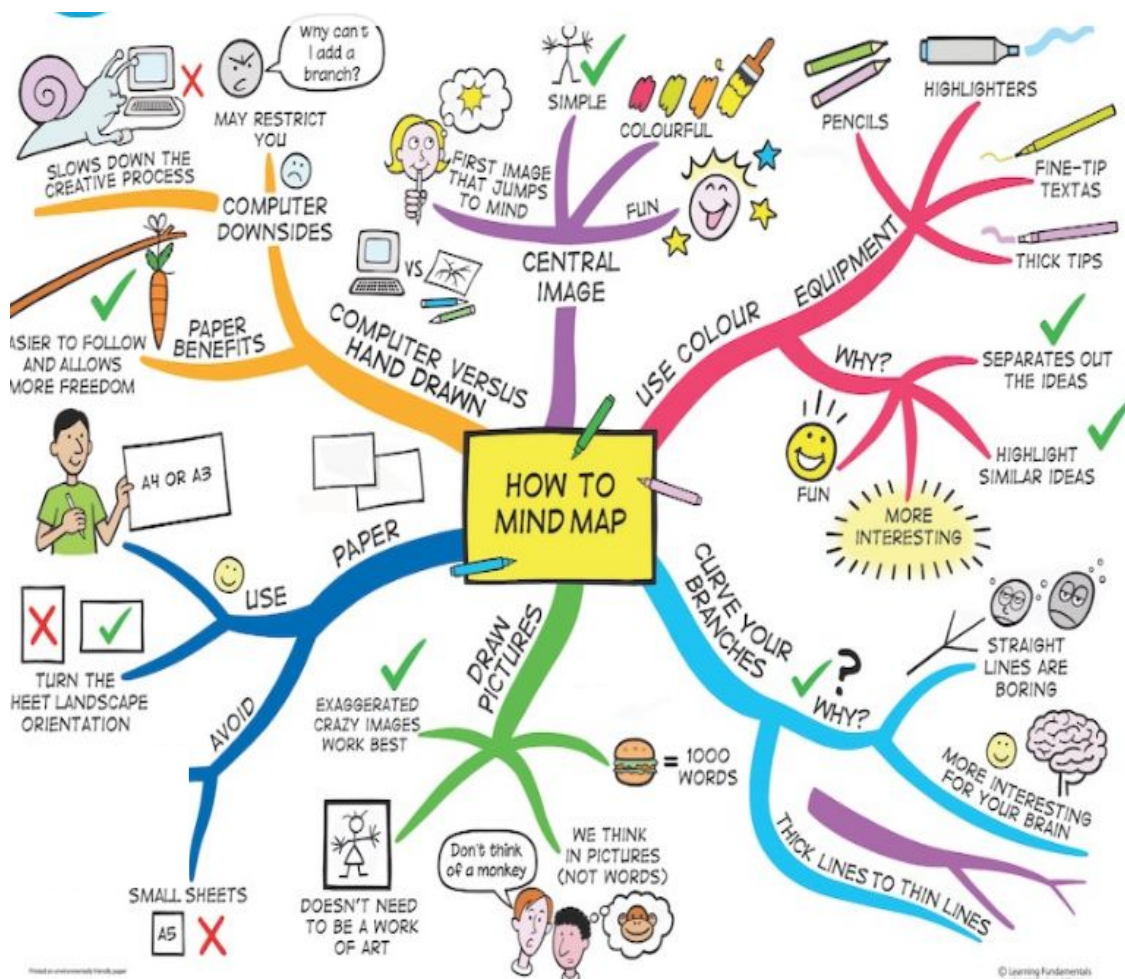
Then come up with a **title** for the section and put a bubble or star around your word

Write everything you can remember, including any diagrams/ drawings or tables.



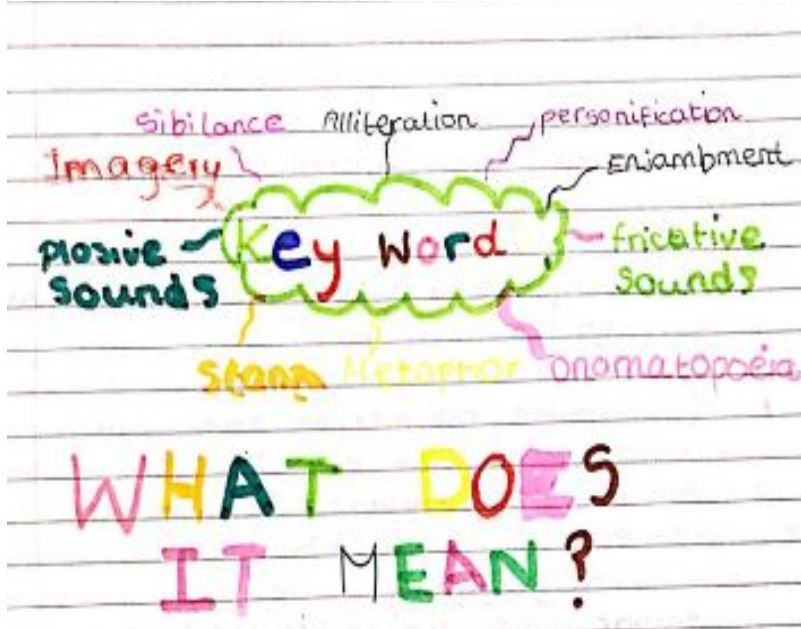
Check and **correct** your work using green pen.

Repeat until you have got everything correct.



Look, Cover, **Mind Map**, Check, Correct

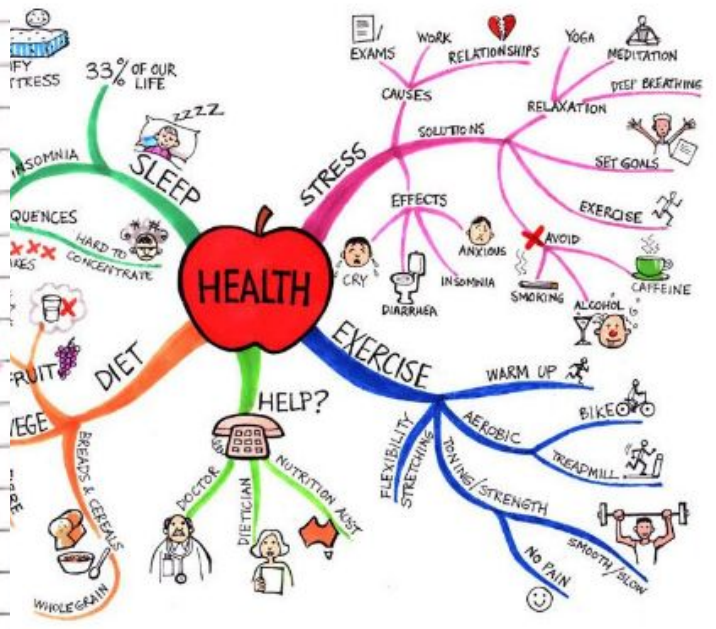
Examples:



WHAT DOES IT MEAN?

Onomatopoeia means a word that sounds like what it is.

Metaphors - means a non literal description for effect



Look, Cover, **Transform** Check, Correct

Look through and read the information on a section of your knowledge organiser then **cover** it up



Then **transform** the section, you can transform the information into one of the below:

- A selection of keywords
- Spellings you have to learn
- Song/poem to help you remember
- Key facts from the sheet
- Transform the descriptions into pictures/comic strip
- Transform it into revision card boxes
- Piece of extended writing based on the information.



Check and **correct** your work using green pen.



Look, Cover, Transform, Check, Correct

Example:

Maths.

Shapes!

Rectangle. = $L \times W$

TRAPEZIUM - $A = \frac{1}{2} \times (a+b) \times H$

Triangle - $\frac{1}{2} \times \text{base} \times \text{vertical height}$
 $A = \frac{1}{2} \times b \times h$

Shape Names!

cylinder	Cube
cuboid	Cone
pyramid	Sphere
hemisphere	triangular prism
Trapezium	parallelogram
	WIKI English

WIKI Geography

3 Facts about Oceans!...

Fact 1 - 70% of the Oxygen we breathe is produced by Marine plants.

Fact 2 - 97% of the Earth's water supply is contained in the ocean.

Fact 3 - 30% of CO_2 emissions produced by humans are absorbed by the oceans.

deserts - Very hot deserts are

poems!

Blessing - a free verse poem about poverty and the importance of water.

It focuses on a slum on the outskirts of Mumbai in India and in particular the reaction of children who come to celebrate and drink when a pipe bursts.

Island man - is a short poem that focuses on the cultural of Caribbean man who wakes up in London but is dreaming that he's on a native island. In search for my lounge - the poet explores the internal conflict of she feels about losing her Indian cultural identity.

Half caste - about mixed race and people's identity and people's culture.

Nothing's changed - Talks about the rampant apartheid system in District Six near Cape town in South Africa and explores all about racism. The ironic title brings to light how the apartheid has changed nothing but the appearance The District of Six.

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nes intensely.

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equator
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Home and Identity.

Key Concept: Home and Identity

Home: a noun that refers to the place where a person or animal lives. Home is a synonym of the word house. However, home is often used to imply that a person is emotionally attached to the place they live and feels a sense of comfort there. While house can also refer to an empty building, home usually describes a building that is occupied.

Identity: who a person is, or the qualities of a person or group that make them different from others.

Tier 2 Vocabulary

Empathy: the ability to understand and share the feelings of another. Noun.

Refugee: a person who has been forced to leave their country in order to escape war, persecution, or natural disaster. Noun

Migrant: a person who moves from one place to another, especially in order to find work or better living conditions. Noun

Values: Important and lasting beliefs or ideals shared by the members of a culture about what is good or bad and desirable or undesirable.

Heritage: a person's ethnic or religious background; the countries, cultures, religious groups, etc. that a person comes from.

Polluted: to make physically impure or unclean. Verb.

Anguish: severe mental or physical pain or suffering. Noun.

Bewilderment: a feeling of being perplexed and confused.



Poetry: Home and Identity.

Technical Terminology

Imagery: when language creates images in the mind of the reader.

Simile: when you compare two things using 'as' or 'like'.

Metaphor: when you say something is something else.

Extended Metaphor: refers to a comparison between two unlike things that continues throughout a series of sentences in a paragraph, or lines in a poem.

Personification: when you give an animal or object qualities or abilities that only a human can have.

Symbol: a thing that represents or stands for something else, especially a material object representing something abstract.

Structure: the way that the text/poem is arranged/organised.

Stanza: a group of lines within a poem.

Enjambement: when one line runs into another without a pause.

Emotive language: language which makes the reader/audience feel a particular emotion.

Rhyme Scheme: the pattern of the lines that rhyme in a poem.

Rhyming Couplets: two lines next to each other that rhyme.

Free verse: poetry with no set rhyme or rhythm; usually follows the patterns of natural speech.

Alliteration: when a sound is repeated.

Repetition: when a word or phrase is repeated.

Accent: a distinctive way of pronouncing a language, especially one associated with a particular country, area, or social class.

Dialect: a form of a language that people speak in a particular part of a country, containing some different words and grammar.

Colloquial language: Informal, casual language.

Tone: the feeling or atmosphere that the writer has set in a story.

Progress Steps Key Terms

Reference: giving an example from the text. It could be a quote or pointing to a specific moment.

Quotations: a word or phrase from the text labelled in quote marks.

Inference: what is shown or suggested by specific words.

Language: the words or techniques used by the writer.

Ideas: the points made by the writer.

How to Effectively Mind-Map a Quote

1. Sum up the quote as a whole. What is being said? How does it link to the bigger picture of the poem.
2. Zoom in on specific words. For each word think about:
 - What is the ACTUAL meaning of the word?
 - What are the INFERENCES of that word? What COULD it show or suggest?
 - What MOOD or FEELING does that word create and why?

Online Maths Work

You can access your online maths support/homework through www.mymaths.co.uk

Maths homework is set on this once a fortnight. You can try the tasks more than once and should aim to continue until you get at least 'amber' in each set homework. Once complete, you need to record your score and your parents should sign to say they have seen the work.

The school login for mymaths is:

School Log-in: whitstonessecondary

Password: fraction280

Students will also be given their own unique login from their Maths teacher. This can be written here so you dont forget it:

Username:

Password:

	Topic Practised	Score/ RAG	Signed by parent / carer
1			
2			
3			
4			
5			
6			
7			
EXTRA			

Week A Knowledge Organiser

Week B My Maths Teacher Set Task

Sequences

@whisto_maths

What do I need to be able to do?

By the end of this unit you should be able to:

- Describe and continue both linear and non-linear sequences
- Explain term to term rules for linear sequence
- Find missing terms in a linear sequence

Keywords

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

Term: a single number or variable

Position: the place something is located

Rule: instructions that relate two variables

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

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

Difference: the gap between two terms

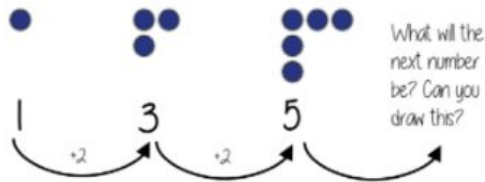
Arithmetic: a sequence where the difference between the terms is constant

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

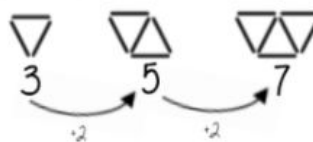


Describe and continue a sequence diagrammatically

Count the number of circles or lines in each image



Predict and check terms



Predictions:

Look at your pattern and consider how it will increase

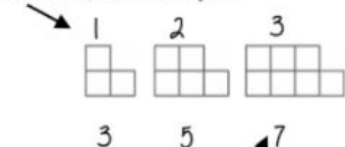
e.g How many lines in pattern 6?

Prediction - 13

If it is increasing by 2 each time - in 3 more patterns there will be 6 more lines

Sequence in a table and graphically

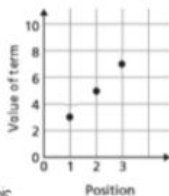
Position: the place in the sequence



Term: the number or variable (the number of squares in each image)

Position	1	2	3
Term	3	5	7

Graphically



Because the terms increase by the same addition each time this is **linear** - as seen in the graph

Linear and Non Linear Sequences

Linear Sequences - increase by addition or subtraction and the same amount each time

Non-linear Sequences - do not increase by a constant amount - quadratic, geometric and Fibonacci

- Do not plot as straight lines when modeled graphically
- The differences between terms can be found by addition, subtraction, multiplication or division

Fibonacci Sequence - look out for this type of sequence

0 1 1 2 3 5 8 ...

Each term is the sum of the previous two terms

Continue Linear Sequences

7, 11, 15, 19...

How do I know this is a linear sequence?

It increases by adding 4 to each term

How many terms do I need to make this conclusion?

At least 4 terms - two terms only shows one difference not if this difference is constant (a common difference)

How do I continue the sequence?

You continue to repeat the same difference through the next positions in the sequence.



Continue non-linear Sequences

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

How do I know this is a non-linear sequence?

It increases by multiplying the previous term by 2 - this is a geometric sequence because the constant is multiply by 2

How many terms do I need to make this conclusion?

At least 4 terms - two terms only shows one difference not if this difference is constant (a common difference)

How do I continue the sequence?

You continue to repeat the same difference through the next positions in the sequence.



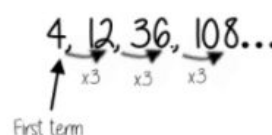
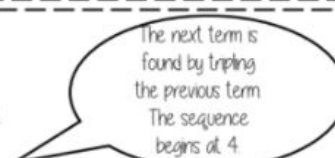
Explain term-to-term rule

How you get from term to term

Try to explain this in full sentences not just with mathematical notation

Use key maths language - doubles, halves, multiply by two, add four to the previous term etc

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



Week A Knowledge Organiser

Week B My Maths Teacher Set Task

Algebraic notation

@whisto_maths

What do I need to be able to do?

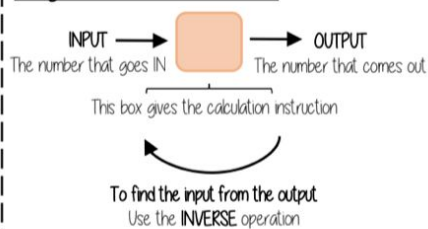
By the end of this unit you should be able to:

- Be able to use inverse operations and "operation families".
- Be able to substitute into single and two step function machines.
- Find functions from expressions.
- Form sequences from expressions.
- Represent functions graphically.

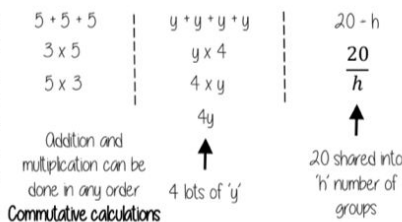
Keywords

- Function:** a relationship that instructs how to get from an input to an output
- Input:** the number/ symbol put into a function
- Output:** the number/ expression that comes out of a function
- Operation:** a mathematical process
- Inverse:** the operation that undoes what was done by the previous operation (The opposite operation)
- Commutative:** the order of the operations do not matter.
- Substitute:** replace one variable with a number or new variable.
- Expression:** a maths sentence with a minimum of two numbers and at least one math operation (no equals sign)
- Evaluate:** work out
- Linear:** the difference between terms increases or decreases by the same value each time
- Sequence:** items or numbers put in a pre-decided order

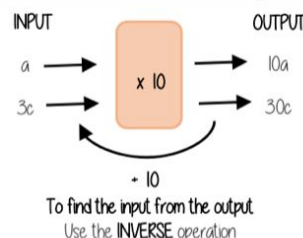
Single function machines



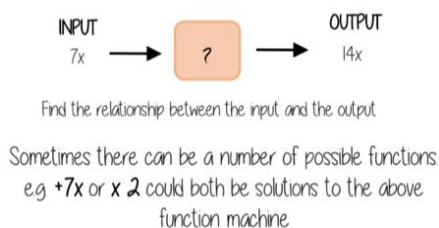
Using letters to represent numbers



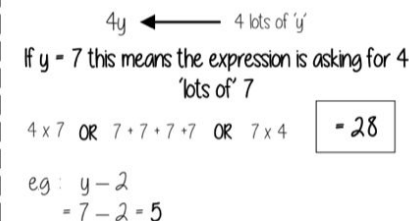
Single function machines (algebra)



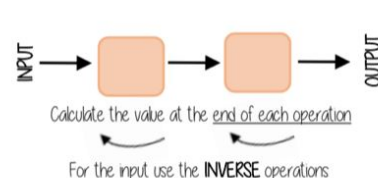
Find functions from expressions



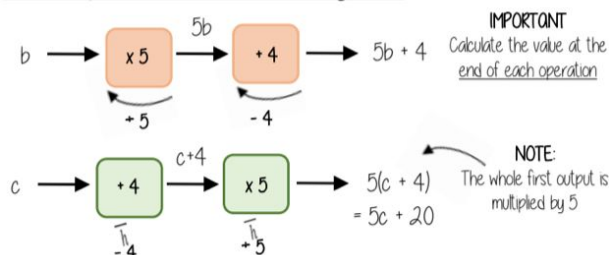
Substitution into expressions



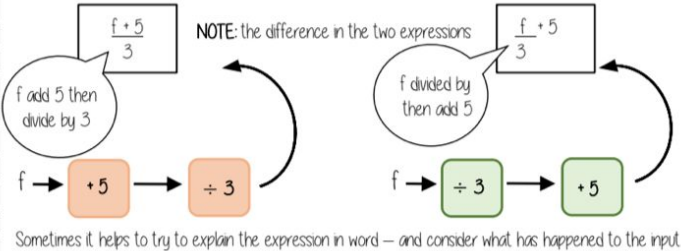
Two step function machines



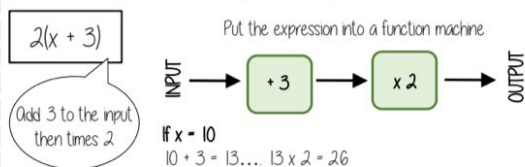
Two step function machines (algebra)



Find functions from expressions



Substitution into an expression



Forming a sequence

INPUT	1	2	3
OUTPUT	8	10	12

The substitution is the 'input' value
The OUTPUT becomes the sequence

Representing functions graphically

Take the function and generate a sequence $2(x + 3)$



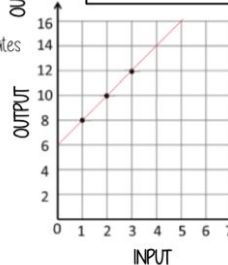
To represent graphically the input becomes x co-ordinates and the output becomes y co-ordinates

$$y = 2(x + 3)$$

INPUT (x)	1	2	3
OUTPUT (y)	8	10	12

This becomes a co-ordinate pair (2, 10) to plot on a graph

Not all graphs will be linear only those with an integer value for x
Powers and fractions generate differently shaped graphs



NOTE: Because this is a linear graph you can predict other values

Week A Knowledge Organiser

Week B My Maths Teacher Set Task

Equality and Equivalence

@whisto_maths

What do I need to be able to do?

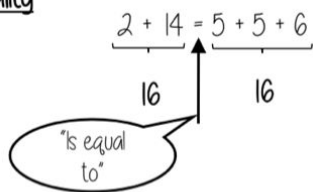
By the end of this unit you should be able to:

- Form and solve linear equations
- Understand like and unlike terms
- Simplify algebraic expressions

Keywords

- Equality:** two expressions that have the same value
- Equation:** a mathematical statement that two things are equal
- Equals:** represented by '=' symbol – means the same
- Solution:** the set or value that satisfies the equation
- Solve:** to find the solution
- Inverse:** the operation that undoes what was done by the previous operation (The opposite operation)
- Term:** a single number or variable
- Like:** variables that are the same are 'like'
- Coefficient:** a multiplicative factor in front of a variable e.g. $5x$ (5 is the coefficient, x is the variable)
- Expression:** a maths sentence with a minimum of two numbers and at least one math operation (no equals sign)

Equality

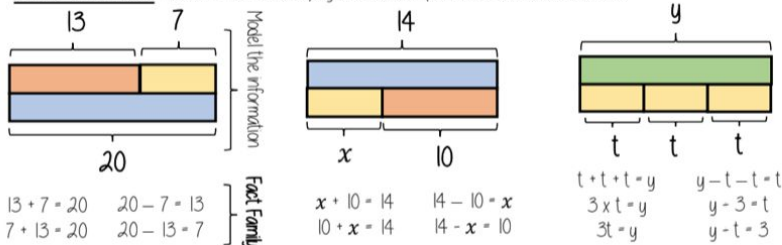


Saying it out loud sometimes helps you to understand equality

The sum on the left has the same result as the sum on the right

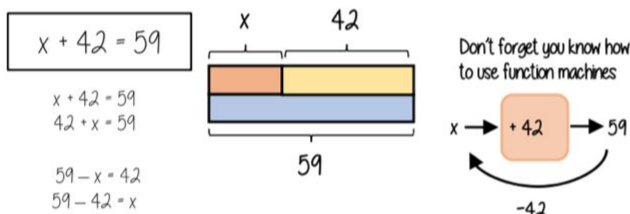
Fact Families

Use a bar model to display the relationships between terms and numbers

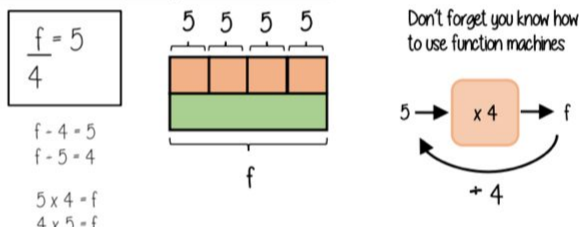


Solve one step equations (+/-)

There is more to this than just spotting the answer

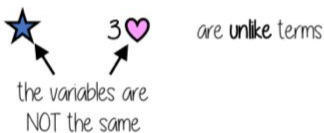


Solve one step equations (x/+)

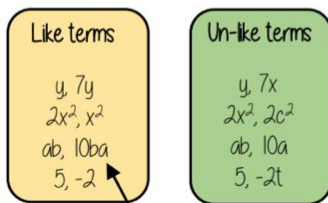


Like and unlike terms

Like terms are those whose variables are the same



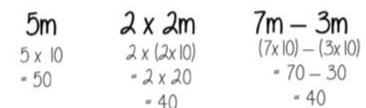
Examples and non-examples



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

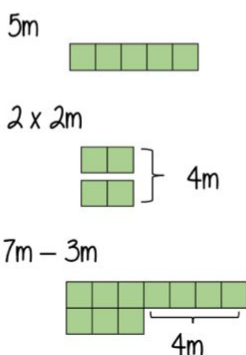
Equivalence

Check equivalence by substitution e.g. $m=10$



Equivalent expressions

Repeat this with various values for m to check

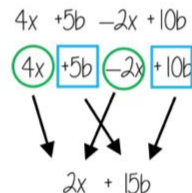


Collecting like terms \equiv symbol

The \equiv symbol means equivalent to. It is used to identify equivalent expressions

Collecting like terms

Only like terms can be combined



Common misconceptions

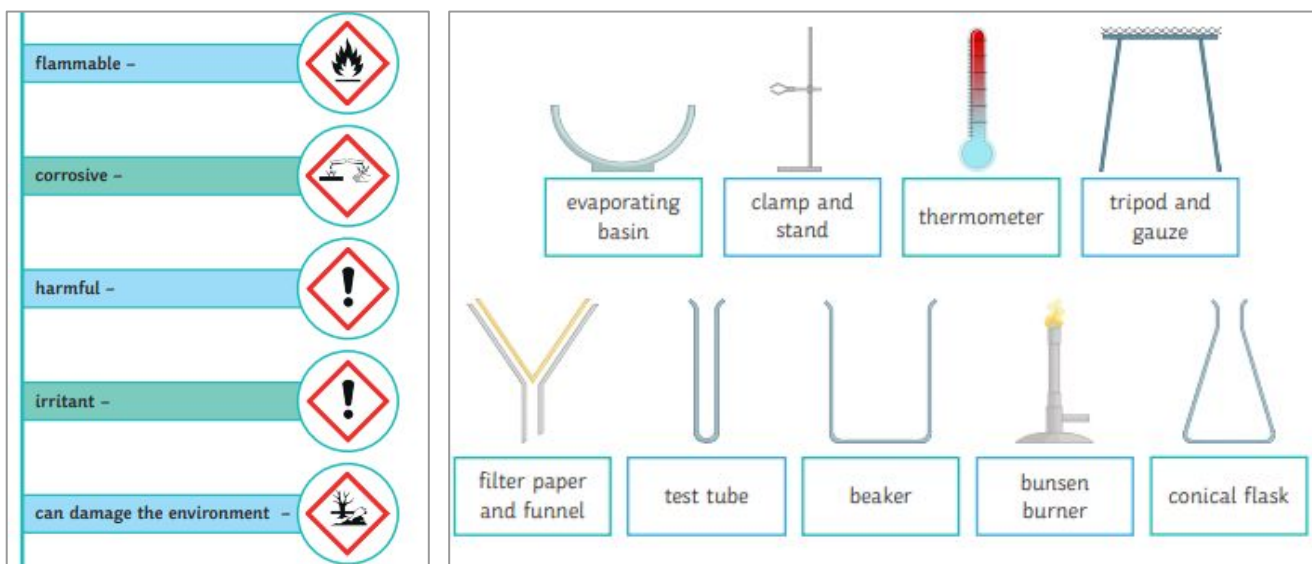
$$2x + 3x^2 + 4x \equiv 6x + 3x^2$$

Although they both have the x variable x^2 and x terms are unlike terms so can not be collected

First Steps in Science

Scientific Equipment-

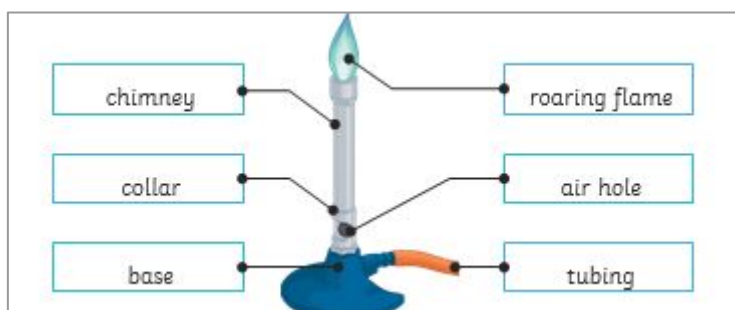
Diagrams are used when drawing practical equipment to make it easier and quicker to draw.



Below are some safety rules that should always be followed in a lab.

Always wear goggles during a practical.

- Stand up during a practical.
- No running in the lab.
- Tie long hair back with a bobble.
- When something gets broken, tell a teacher.
- Inform a teacher of any spills and mop up immediately.



The Safety Flame

The safety flame is used when the Bunsen burner is not in use. The flame is easier to see when it is the yellow flame. To produce this flame, the air hole is fully shut. Less oxygen will get into the Bunsen burner, hence the yellow flame.



The Roaring Flame

The roaring flame is used to heat things quickly. To produce this flame, the air hole must be fully open. More oxygen will get into the Bunsen burner, hence the blue flame.



First Steps in Science

Graphing Data - There are two types of data:

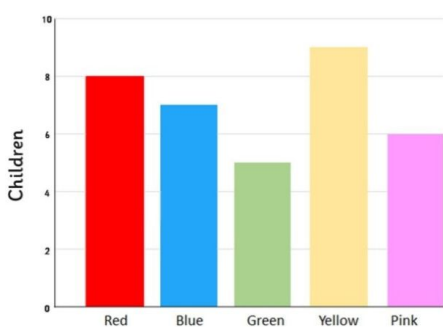
Categoric – Values that are labels (words) *e.g. type of plant*

Continuous – Values that are numbers *e.g. temperature*

Bar Chart

Type of graph plotted when data is **categoric** data and **continuous**

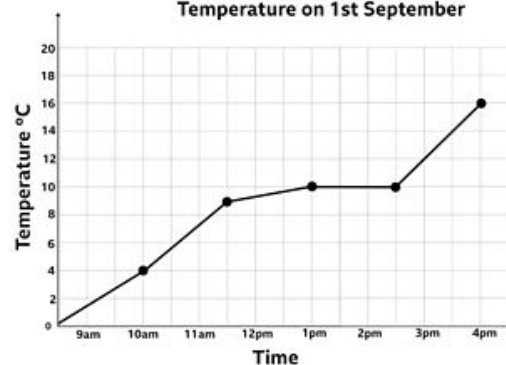
Favourite Colour



Line Graph

Type of graph plotted for two sets of **continuous** data

Temperature on 1st September



Recording results in a table

- Independent variable in the column on the left
- Dependent variable in the column on the right
- Units always in header; Never next to the results

Independent Variable (Units)	Dependent Variable (Units)
10	40
20	60

Key Language:

Independent variable – The variable you change.

Dependent variable – The variable you measure.

Control variables – The variables you keep the same.

Anomaly (outlier) - A result which doesn't fit the pattern

Hypothesis - An idea which you can test scientifically

Method – How to carry out the practical investigation.

Prediction – What you think will happen and why?

How to calculate a mean

Sum of all values ÷ Number of values

The Scientific Method

Question

What are you trying to find out?

Prediction

What did you think will happen?

Method

How will you carry out the investigation?
What equipment do you need?

Results

Record what happened in the investigation and graph your data

Conclusion

What did you find out? Was your prediction correct?

The Roman Empire.

In 27BC, Augustus established the Roman Empire, which was from then on ruled by an absolute Emperor though there were many rebellions and plots. The Roman Empire grew until it stretched from Portugal to Persia (today's Iran), and from Scotland to the Sahara desert. It was at its biggest under the Emperor Trajan in AD101, when it may have had 100 million inhabitants.

Under the 'Pax Romana', which means 'Peace of Rome', merchants traded across the whole known world. Rome was incredibly wealthy, with aqueducts, concrete buildings, huge sewers, and lavish baths, and a lifestyle which included decadent meals for the rich, and 'bread and circuses' to keep the poor happy.



In 54 BC, Julius Caesar failed in his attempt to invade Britain, but a few years later, in 43 AD, Emperor Claudius organised the final and successful Roman invasion of Britain. General Aulus Plautius led four legions with 25,000 men, plus an equal number of auxiliary soldiers. They crossed the Channel in three divisions, landing at Richborough, Dover, and Lympne.

It took about four years for the invaders to finally gain control over southern England, and another 30 years to conquer all of the West Country and the mountains and valleys of Wales. We learn about this more in Term 2!

Facts about ancient Rome:

- Rome had more than a million people living in it, which is bigger than any modern city in Britain apart from London. It had blocks of flats called 'insulae', streets with pedestrian crossings, lavish public baths, public lavatories seating up to 60 people... and huge amounts of graffiti. Every night hundreds of slaves came out to clean the streets. Wagons were only allowed to use the city at night.
- The Romans invented concrete, which allowed them to build large buildings, with huge domes. One famous building was the Pantheon, which still survives.
- A system of nine aqueducts supplied Rome with 222 million gallons of water a day.
- Wealthy Romans lived in villas which had living rooms, underfloor heating called a 'hypocaust', a bath suite, beautiful mosaic floors and red tiled roofs.
- They also held lavish meals with several courses. There was entertainment and lots of wine. When they had eaten as much as they could, the guests would make themselves sick so they could eat some more.
- ***Can you add some more facts from your own research?***



The Roman Army

Only men could be in the Roman Army. Every Roman soldier was a Roman citizen. He had to be at least 20 years old. He was not supposed to get married while he was a soldier. Most soldiers in the Roman Empire came from countries outside Italy.

Soldiers had to stay in the army for at least 25 years. Then they could retire, with a pension or a gift of land to farm. Roman soldiers needed to go through tough training. They kept fit by running, marching and practice-fighting. They could march 20 miles (30 km) a day wearing armour. They could swim or cross rivers in boats, build bridges, and smash their way into forts. Each man carried his weapons and shield, some food and camping equipment (such as spare clothes, cooking pot and an axe or spade).

What is a Geographer?

The Physical World	What our planet is like, the work of rivers, the sea and ice.
The Human World	How and where people live, develop and earn a living.
The Environmental World	Habitats, such as mountains, forests, oceans and how they develop and change.
Cartography	The drawing of maps.
Continent	One of several large land masses of the world. (There are 7 main continents)
Country	A region or area that makes up a continent.

Think Like a Geographer:

- Where is this place?
- What is it like?
- Why is it like this?
- How is it changing?
- Who is affected by these changes?
- How do I feel about it?

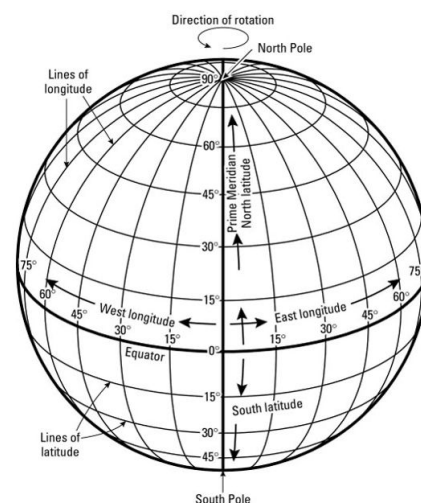
GEOGRAPHY

Locational Knowledge



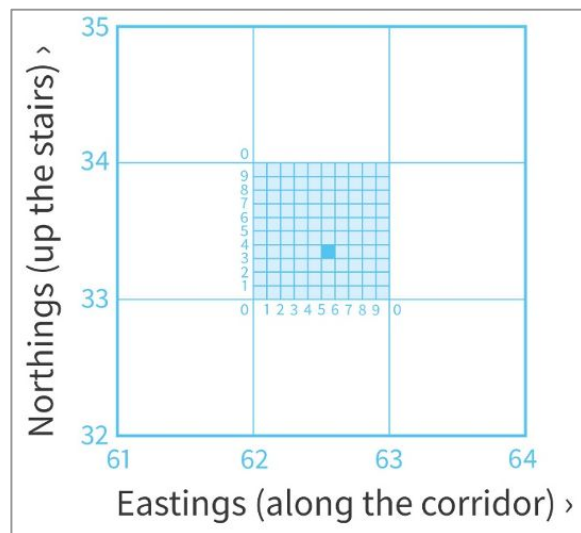
Latitude and Longitude

Latitude	The line of latitude that divides the Earth into the northern and southern hemisphere is known as the Equator.
Longitude	The line of longitude that divides the Earth into the eastern and western hemisphere is known as the Prime Meridian.
Tropics	The tropic of Cancer is 23.5°N . The tropic of Capricorn is 23.5°S .



Four-Figure Grid References	A four-figure grid reference points you towards a particular square on a map. On OS maps these squares represent one square kilometre.
Six-Figure Grid References	A six-figure grid reference points you towards a specific point within a square on a map.
Spot Height	Shows the height of a specific point and is marked on an OS map using a black dot and the number in metres.
Contour Line	A line on a map joining equal height above or below sea level.
Map Key	This tells the reader what the map symbols mean.
Scale	The scale of a map is the ratio of a distance on the map to the corresponding distance on the ground.

Four-Figure and Six-Figure Grid References



Ordnance Survey(OS)

OS is the national mapping agency in the UK. Scale is shown on the map in 3 ways:

- As a line called a linear scale
- As a statement of scale
- As a ratio – a scale of 1: 50,000 means that 1 unit on the map represents 50,000 of the same unit on the ground. A large-scale map shows a lot of detail but not much area; a small-scale map shows a lot of area but not much detail.

Common Map Symbols

ROADS AND PATHS Not necessarily rights of way

	Service area
	Junction number
	Motorway
	Dual carriageway
	Main road
	Secondary road
	Narrow road with passing places
	Road under construction
	Road generally more than 4 m wide
	Road generally less than 4 m wide
	Other road, drive or track, fenced and unfenced
	Gradient: steeper than 20% (1 in 5); 14% (1 in 7) to 20% (1 in 5)
	Ferry; Ferry P - passenger only
	Path

Tourist & Leisure Information

	Museum		Art gallery (notable / important)
	National Trust		Boat hire
	Nature reserve		Boat trips
	Other tourist feature		Building of historic interest
	Parking		Cadw
	Park and ride, all year		Camp site
	Park and ride, seasonal		Camping and caravan site
	Phone; public, emergency		Caravan site
	Picnic site		Castle or fort

GENERAL FEATURES

+	Place of worship
Current or former place of worship	<ul style="list-style-type: none"> with tower with spire, minaret or dome
	Building; important building
	Glasshouse
	Youth hostel
	Bunkhouse/camping barn/other hostel
	Bus or coach station
	Lighthouse; disused lighthouse; beacon
	Triangulation pillar; mast
	Windmill, with or without sails
	Wind pump; wind turbine
	Electricity transmission line
	Slopes

Identity

Keywords

Identity—The things that make us who we are

Nationality—the name of the land/country you were raised on

Race—your biological physical characteristics, the inheritance of your DNA.

Gender—the roles, behaviours and expectations of society

Sex— natural and biological features

Ethnicity—A group whose members identify with each other on the basis of common nationality or shared cultural traditions

Culture—they are beliefs, values, customs, and practices that are learnt and shared

Multicultural— a society which has people from lots of different cultures, traditions, religious beliefs and values

Immigrant—A person who has settled to a new country

Diversity —The quality of being different or variety

Stereotype — A widely held view that is set about a particular type of person

Prejudice— Judging someone based on which group they belong to

Discrimination — Treating someone differently because of your prejudice

Sikhism Key Words

Khalsa - Community of baptised Sikhs

Kara - Bangle worn by baptised Sikhs

Khanga - Small comb

Kirpan - Small dagger or sword

Kesh - Uncut hair

Kachera - Undershorts

Guru - Teacher or Leader

Gurdwara - Sikh place of worship

Langar - Communal kitchen in a Gurdwara

Guru Granth Sahib- Sikh holy book



What makes up our identity?

1. Where we live
2. What we look like
3. Our family
4. Our personality
5. Our friends
6. Our hobbies and interests
7. Where we were born
8. What we enjoy eating



Bonjour ça va?

Bonjour! - hello!
Salut! - hi!



Comment tu t'appelles? - what's your name?

Je m'appelle ... -my name is...

Ça va? How are you?

Oui, ça va bien merci - I'm good thanks

Pas mal - not bad

Non, ça ne va pas - no, I'm not ok

Au revoir! - goodbye

Quel age as-tu?

Quel age as-tu? - how old are you?

J'ai ...ans - I am ... years old

1 un	7 sept
2 deux	8 huit
3 trois	9 neuf
4 quatre	10 dix
5 cinq	11 onze
6 six	12 douze

Comment ça s'écrit?

Comment ça s'écrit? - How do you spell that?

Ça s'écrit... - you spell it....

A = aah

B = bay

C = say

D = day

E = uh

F = eff

G = jay

H = ash

I = ee

J = gee

K = ka

L = elle

M = em

N = en

O = oh

P = pay

Q = coo

R = air

S = es

T = tay

U = ooh

V = vay

W = doobla vay

X = eeks

Y = eegrek

Z = zed



13 treize **14** quatorze **15** quinze **16** seize **17** dix-sept
18 dix-huit **19** dix-neuf **20** vingt **21** vingt-et-un

22 vingt -deux

23 vingt-trois

24 vingt-quatre

25 vingt-cinq

26 vingt-six

27 vingt -sept

28 vingt -huit

29 vingt -neuf

30 trente

31 trente-et- un

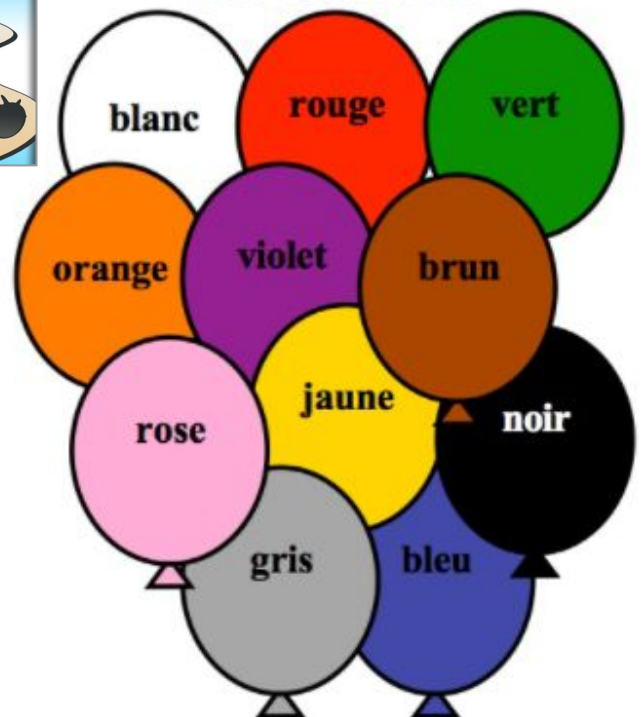
C'est quand ton anniversaire?



Quelle est la date de ton anniversaire/ c'est quand ton anniversaire - when is your birthday?

Mon anniversaire c'est le... - my birthday is on....

1st - premier (e.g le premier juillet - 1st July)



Colours (adjectives) have to agree with the noun they are describing. For most colours you have to add -e to describe a feminine noun. The only exceptions are colours which already end in a n -e and blanche

Adjective - a describing word	Verb - a doing word which needs to be conjugated to agree with the person doing the action
Pronoun - a word to replace a name in a sentence	A cognate - a word which is the same in English as in French
Noun - a thing, a person or place	Gender - all nouns in French are either masculine or feminine
Connective - a word to link 2 sentences or clauses together	Plural - a word to describe more than one noun

Health and Safety - Laws

The basis of British health and safety law is the health and safety at work act 1974. This aims to keep all people safe whether employees or not. It protects people from risk from a wide range of factors.

Health and Safety - Road safety

Although you can't be responsible for the way people drive, you can take a number of steps to make yourself safer as a pedestrian:

- Pay attention to your surroundings
- Stop, look and listen, before crossing the road
- Don't try to cross the road between parked cars
- If possible, cross at a pedestrian crossing or traffic lights
- Never cross at a bend
- If there is a footpath, use it
- If there is no footpath, walk/run/jog on the right hand side of the road, facing oncoming traffic and keep as close as possible to the side of the road
- Wear fluorescent clothing during the day and reflective clothing at night. Bright clothing will help you to be seen by oncoming traffic and make you more visible. A torch or other light will also be very helpful.
- Do not wear headphones when cycling or walking so that you can hear what is going on around you - vehicles or people approaching.
- Don't cross at a red light, even if you think no traffic is coming.

Health and Safety -Online safety

- 1) Don't post any personal information online – like your address, email address or mobile number.
- 2) Think carefully before posting pictures or videos of yourself. Once you've put a picture of yourself online most people can see it and maybe able to download it, it's not just yours anymore.
- 3) Keep your privacy settings as high as possible.
- 4) Never give out your passwords.
- 5) Don't befriend people you don't know.
- 6) Don't meet up with people you've met online. Speak to your parent or carer about people suggesting you do.
- 7) Remember that not everyone online is who they say they are.
- 8) Think carefully about what you say before you post something online.
- 9) Respect other people's views even if you don't agree with someone else's views doesn't mean you need to be rude.
- 10) If you see something online that makes you feel uncomfortable, unsafe or worried: leave the website, turn off your computer if you want to and tell a trusted adult immediately.

Health and Safety - at home

There are risks and dangers all around us, how responsibly you act and how you behave in response to those dangers will determine how to minimise risk to yourself and others.

Even in our homes there are risks from electricity, stairs, cleaning products, water, cooking implements etc. However being careful and responsible in how you use everyday items will help keep you safe.

Don't be scared to do everyday things but remember that behaving sensibly when cooking for example will help prevent or reduce the risk of a burn or an accident.

THE ELEMENTS (or ingredients) OF MUSIC

Timbre

Timbre (or **tone colour**) is the term used to describe the sound quality of an instrument or voice.



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Pitch

Pitch is how high or low a note sounds.



Texture

Texture is the effect of different parts. A lot of sounds playing at the same time is a **thick texture**.



Dynamics

Dynamics is how **loud** or **quiet** a piece of music is played.



Tempo

The **tempo** of a piece of music is how **fast** or **slow** it is played.



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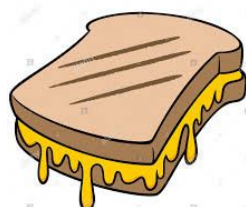
Duration

Duration is how long a note is held for.



Structure

The **Structure** is the overall plan of a piece of music.



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Silence

The **rests** in music are part of the piece.



Techniques	
Tableaux	A frozen picture with a title. Great for starting a topic and exploring a theme quickly
Freeze Frame	A frozen picture without a title. Think of it like pausing a film. Great for quickly putting together story ideas
Thought Tapping	Internal thought of a character said aloud
Role Play	To play with character. You are given a situation so you can concentrate on character
Formal Mime	Traditional mime which needs technical accuracy
Informal Mime	Acting without speaking

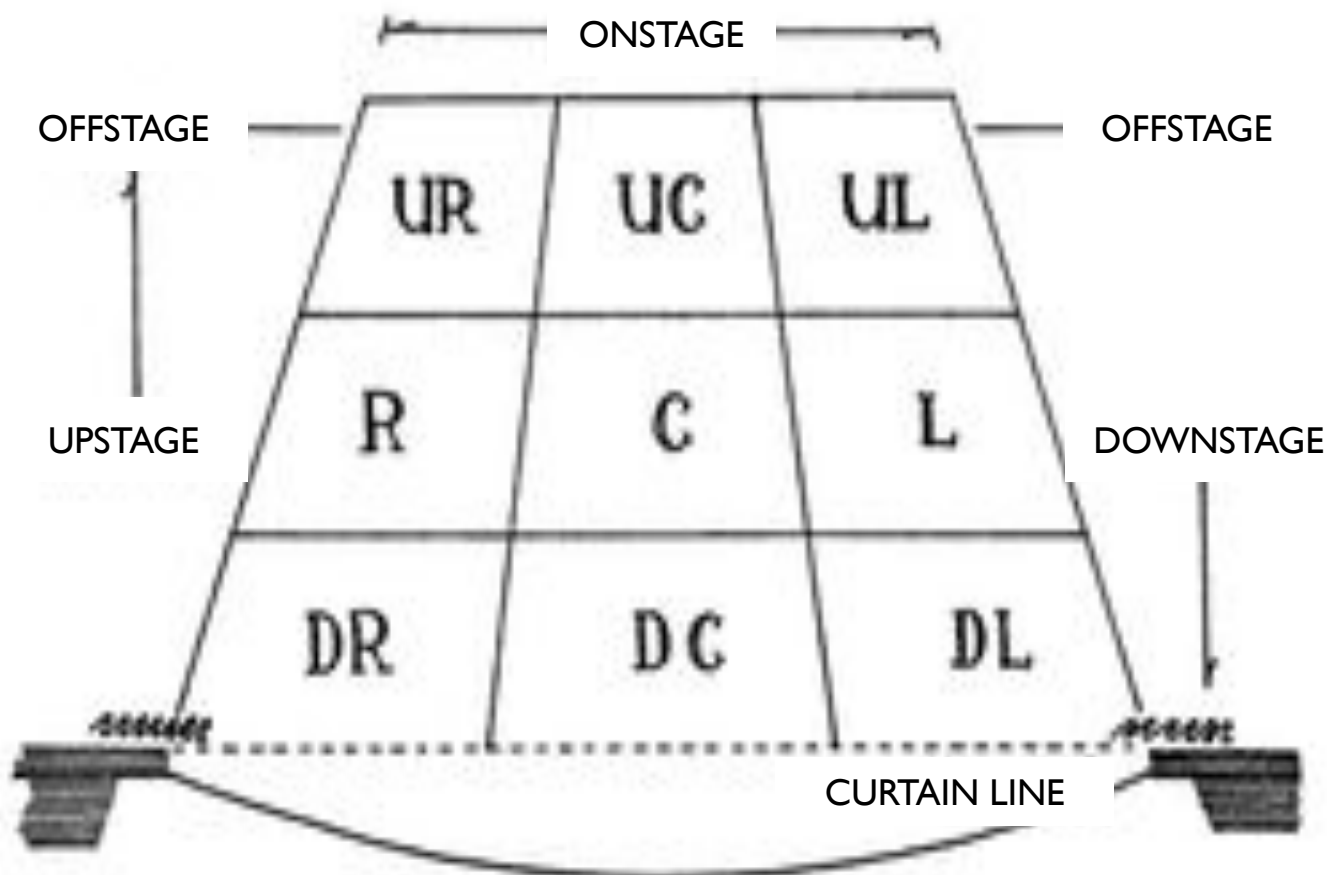
'What is drama but life with the dull bits cut out'

Alfred Hitchcock

Acting Skills

Physicality Skills	Using the body to create emotion and character
Facial Expressions	Showing emotion with your face
Body Language	Showing emotion with your body

Areas of a stage



Key Vocabulary
Typography
Serif
Sans serif
Script
Tracking
Kerning
Font
Lettering
Layout
Hierarchy
Illustration

Key Points
Make sure that your font is always readable, so that the information can be clearly read by the user.
Remember the positioning of the text on the page needs to make sense. The flow needs to tell the story in the right order.
Your illustrations need to be exciting and striking to engage the reader.
Not all of your 'keywords' need to be large on the page.

Key Elements
<p>Layout</p>  <p>Page layout is the combination of pictures and text on the page. This allows the reader to engage with the content more easily.</p>
<p>Hierarchy</p>  <p>The word hierarchy is used to describe how the text/type is used or placed on the page. It allows you to work out what information is the most important, followed by the next most important or relevant.</p>



Typography is the art and technique of arranging type to make written language legible, readable and appealing.

TRACKING
THE SPACE BETWEEN CHARACTERS

Tracking is the spacing between all letters in the word



Serif fonts have decorative feet and curves on their letterforms.



Sans serif fonts have no difference between the thickness of the letters and have simple ends.



Script fonts look like they are handwritten and have a less formal look to them

KERNING



Kerning is the spacing between individual letters.

The new PE assessment framework

'Inspiring a lifelong love of movement'

Year 7

Healthy Me in PE

From September we will be assessing you differently in PE across Year 7-9.

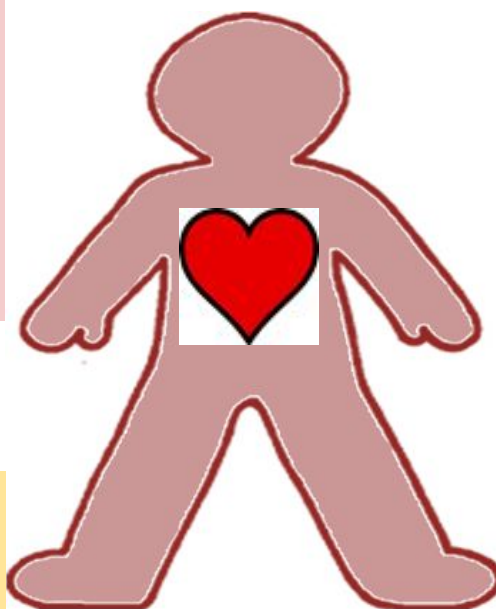
'Healthy Me in PE' means you develop a broad and balanced understanding of your physical, social, thinking and personal skills

Thinking Me

Refers to tactics, mental capacity, decision making and evaluation, creativity and collaboration.

Social Me

Oracy, motivating and influencing others as well as demonstrating empathy and sharing ideas



Personal Me

Responsibility, determination, dealing with challenge, personal motivation, feelings and resilience

Physical Me

Physical literacy and movements of the body. Developing personal fitness.

But why change?

At Whitstone school we believe PE is more than just playing sport, it is allowing all students to find success across the curriculum within the many different areas of physical movement. Following the impact of Covid-19 on the health of our nation, it has never been more important to take an active role in PE to nurture your own health.

The four strands of PE are all equally important and form part of your complete performance and understanding for the subject, however each is also vitally important for your health and well-being, (mental, social and physical well-being).

As we progress through the curriculum this year you will find that you will develop in these areas at different rates. Many of you will also feel you can perform some strands better than others depending on the area of study, but the key is to try and find the balance.



The new PE assessment framework
The Year 7 curriculum - Overview and Key terms

Concepts <i>Developing:</i>	Strand	What this is?
Empathy	Personal	The ability to understand and respond to the feelings of others
Resilience	Personal	The capacity to recover quickly from difficulties or toughness. Getting back up or bouncebackability
Emotional well-being	Personal	Emotional well-being can be described as judging life positively and feeling good. Being in control of your emotions
Self-motivation	Personal	Self-motivation is the force that keeps pushing us to go on – it's our internal drive to achieve, produce, develop, and keep moving forward.
Self management	Personal	Management of or by oneself; the taking of responsibility for one's own behaviour and well-being
Knowledge and understanding	Thinking	Knowledge is the information you have learned. When you understand the knowledge and learn to apply it to decision-making
Communication	Social	The sending or receiving information in an appropriate way
Team work	Social	The combined action of a group, especially when effective and efficient.
Influencing others	Social	The affect or change how someone or something develops, behaves, or thinks
Application of skills/tactics	Physical/ thinking	Applying the correct skills or tactics at the right time
Personal fitness	Physical	Refers to the ability of your body systems to work together efficiently to allow you to be healthy and perform activities of daily living
Improvement of Skill	Physical	Specific skills develop and become more fluent and consistent over time
Fundamental skills and movement	Physical	Developing fundamental and basic movements with control and precision that then are used in all movement/activities

Keywords

Cyberbullying	The bullying of another person using the internet, mobile phones and other digital devices, with the intent to deliberately upset them.
Netiquette	Correct or acceptable way of communication on the internet.
Online Grooming	Deliberate act taken to befriend and create an emotional connection with a child, or vulnerable adult in order to take advantage of them.
Password	A secret word or phrases that must be used to gain access to something. A complex password should contain capital and lowercase letters, number and symbols. They should also be 8+ characters long.
Hacking	Gaining access to a computer, with the intention of stealing data or causing damage.
Download	Copying data from one computer system to another, typically over the internet.
Spam	An email that is sent to a large number of people and mostly consists of advertising.
Privacy settings	The part of a social networking website, internet browser, piece of software, etc. that allows you to control who sees information about you.
Virus	A program or piece of code that is loaded onto your computer without your knowledge and runs against your wishes and has a detrimental effect.
Phishing	Trying to get you to follow a link and provide information to the sender, like a password or an account number.

e-Safety & Key Skills



ZIP IT

Keep your personal stuff private and think about what you say and do online.



BLOCK IT

Block people who send nasty messages and don't open unknown links and attachments.



FLAG IT

Flag up with someone you trust if anything upsets you or if someone asks to meet you offline.

Useful Shortcut Keys:

Ctrl + Z = undo

Ctrl + Y = redo

Ctrl + A = select all

Ctrl + S = save

Ctrl + C = copy

Ctrl + V = paste

Ctrl + X = cut

Ctrl + F = find

Ctrl + B = make selection bold

Ctrl + U = underline selection

Ctrl + I = italicise selection

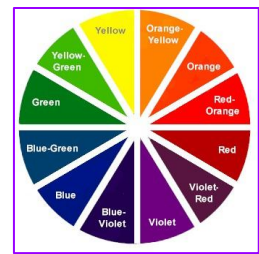
Home = go to the start of line

End = go to the end of the line

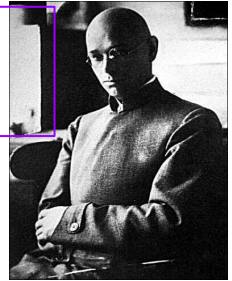
F5 = refresh

Colour theory

- Our understanding of colour was formalised by the artist and teacher **JOHANNES ITTEN**.
- **ITTEN** taught at the famous German Art School, **THE BAUHAUS**.
- He created the **Colour Wheel**.
- **ITTEN'S** theories of **colour** use formed the foundations of practice for all modern art and design.
- The **BAUHAUS** (Building House) was a famous **School** of Art & Design and Architecture in Weimar, Germany.
- It had many famous Artists/ Teachers working there, (including **ITTEN, KANDINSKY, MARC**).
- Its teachings **influence** all modern Art, Design and Architecture.
- It was closed by the German Nazi regime in 1933.



Colour Wheel



JOHANNES ITTEN

Painting by Wassily Kandinsky, showing use of colour theory, especially complementary colours



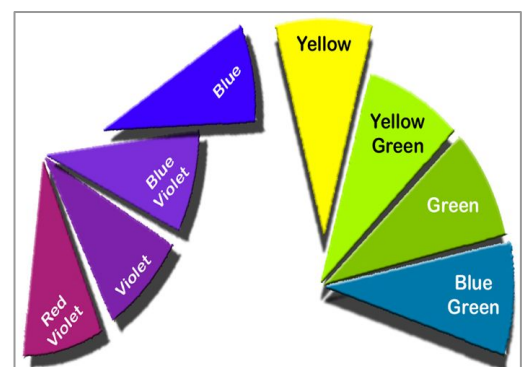
Contrasting Colours

Also known as complementary colours. When placed together they create a strong contrast. For example red is from the warm half of the colour wheel and green is from the cool half.



Harmonious Colours

A harmonious colour is one that sits next to another on the colour wheel. These combinations create pleasing contrasts.



Tint

A tint is where an artist adds a colour to white to create a lighter version of the colour. An example of a tint is pink.



Shade

A shade is where an artist adds black to a colour to darken it down.



Itten -1921

Food Commodities: Fruit and Vegetables

Vegetables

Growth Method	Type	Example
Underground	Root	beetroot, carrot, parsnips, swede
	Tubers	potato, artichoke, sweet potato
	Bulbs	leeks, onions, garlic
Above ground	Leaves	cabbage, lettuce, watercress
	Flower heads	cauliflower, broccoli, Brussels sprouts
	Seeds	peas, beans, sweetcorn
	Stems	celery, asparagus, rhubarb
	Fungi	mushrooms
In water	Sea vegetables	kelp, seaweed

Fruit

Type	Example
Stoned	plums, apricots, peaches, nectarines
Nuts	almonds, brazil, cashew
Hard	leeks, onions, garlic
Citrus	lemon, lime, grapefruit, orange
Berry	strawberry, blueberry, blackberry, raspberry

Storage Guidance

- cool, dry place
- consume within a few days of purchase
- leaves to be stored in the salad drawer of the fridge
- root vegetables can be kept for a few months if stored in a dark, dry place



Fruits and vegetables are packed full of vitamins & minerals:

- carbohydrate
- vitamin A
- vitamin E
- vitamin C
- B vitamins
- vitamin K
- calcium
- iron
- fibre

Cooking methods used:

- baking
- frying
- steaming
- braising
- grilling
- roasting
- boiling



During cooking, fruits and vegetables can change in the following ways:

- flavour.
- colour.
- texture.
- nutritional value

GRAPHIC DESIGN

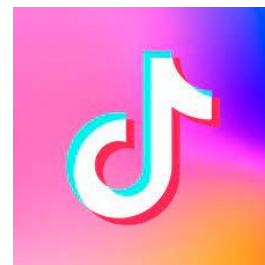


Graphic design became an art form during the late 1950s with Pop Art which drew its inspiration from mass popular culture, Hollywood movies, comic books, pop music and advertising.

Today we can see graphics all around us, on shop fronts, leaflets, book covers, posters, adverts, packaging and digitally on websites.



Andy warhol painting 1985



Digital Tik Tok logo 2016

The **BRIEF** - The starting point for any design is the design brief. The brief outlines what the theme is and the problem a design will solve. It should be referred to throughout the project to make sure what you are working on will solve this problem.

RESEARCH - Helps you to fully understand the problem you are solving and helps you to design with confidence. (Moodboards/collage, mind map, designers/artists).

DESIGNING

- Coming up with ideas of how to creatively solve the problem given to you by the client.
- Sketch out all the separate elements of your design.
- Choose what will work best to fulfill the brief.

AESTHETIC - is the appearance of your design and its **visual impact**.

Fun



Minimalist



Bold



Decorative



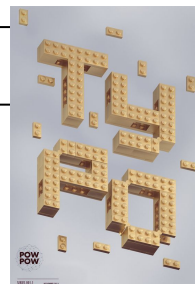
Organic



Geometric



Sculptural



Vintage



Retro



STYLES

DANCE INGREDIENTS - MOVEMENT CONTENT

Motif: 6-8 actions that are put together to create a short dance sequence that portrays your dance idea/stimulus selected.

Motif Development: Motifs are developed by using a variety of actions (change order, add, subtract, instrumentation), use of space (levels, directions, pathways) application of dynamics (speed, energy, rhythm) and varied relationships (Group, partner, contact, meeting and parting)



WHAT THE DANCERS DO: ACTIONS

Is **WHAT** the body is doing in the space

Motifs can be created through the use of 5 basic actions

TRAVELLING – Includes stepping, transferring, body weight and sliding.

JUMPING – There are various ways of jumping 2 feet to 2 feet, 2 feet to 1 foot etc.

TURNS – 1/4, 1/2, 1/3, or full turns. Turns can also be performed as a jump.

GESTURES – A body movement that portrays a concept or mood and does not transfer any weight.

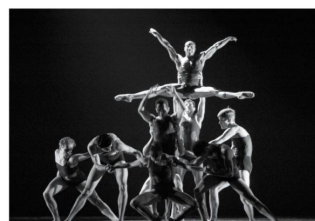
BALANCE – a motionless pose during the dance sequence.

HOW THE DANCERS MOVE: DYNAMICS

Dynamics is HOW the body is moving and this relates to the speed, energy and flow of movement.

Descriptive words tend to be used when explaining dynamics

Example:
Hurried, speedy or sustained = **SPEED** of movement
Strong, heavy, explosive or forceful = **ENERGY** used
Smooth, jagged or free = **FLOW** of movement



Dynamics add texture, colour, interest and variety to a dance and can help represent the dance idea, mood or atmosphere.

WHERE THE DANCERS MOVE: SPACE

Space is WHERE the body is moving in the performance space

It can relate to:

Where a dancer is **PLACED** or **WHERE** they move on a stage or in another performance space

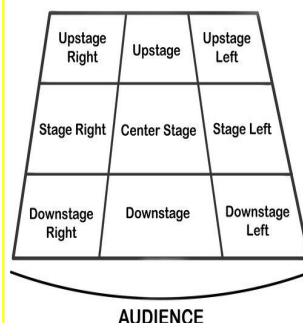
The **DIRECTION** in which the dancer is facing

The **PATHWAY** a dancer uses when travelling

The **LEVEL** the dancer is on, for example on the floor is low level or jumping is a high level

The **SIZE** and **SHAPE** of a action

The size and patterns of **GROUP SHAPES**

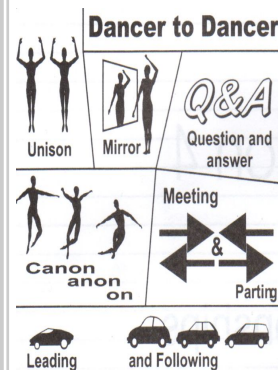


WHO THE DANCERS DANCE WITH: RELATIONSHIPS

Relationships are about the way in which you dance with others.

Varying the relationships throughout a dance adds visual interest and variety and can help to make a dance idea clear.

For instance - dancing in unison can look powerful and communicate an idea of strength.



There are three types of relationships that you can have:

- **PARTNERS** – Meet and part, Mirror, Contrast,
- **GROUPS** – Unison, Canon, Formations
- **CONTACT** – Push, Pull, Lift

CHOREOGRAPHY, PERFORMANCE & REHEARSAL/EVALUATION



Evaluating your dance work? Try these **sentence starters** to help you analyse and evaluate you going:



I would like to tell you about.....
I would like to explain about.....
I have choreographed.....
My dance was about.....
This term I have learnt.....
I am pleased with my finished performance because.....

The most enjoyable part of the work was.....
The area I found the most challenging was.....
I am now aware of.....
The equipment/resources I have used are.....
I would develop my work by.....
I would like to use this (insert: technique, idea, development or method) in my future projects because.....

The key focus this term was.....
Important things to remember are.....
I have learnt how to.....
I have planned.....
The most enjoyable part of the work was.....
I am able to use.....

CHOREOGRAPHY

Choreographic Devices:
Repetition – A very simple device where you repeat all or a part of one motif.
Contrast – Where you add something completely different to your dance.
Transitions – Links between movements, phrases and sections of your choreography.
Retrograde - Performing a motif backwards (like rewinding a video)
Beginning and End – It is important to have a catchy beginning and end to your dance.
Climax – This is the peak of your dance, like a big lift or jump which is the main visual point of the dance to the audience.
Highlights – This is moments that lead up to the main climax of the dance.
Form/Structure of sections: AB = Binary, ABA = Ternary, ABCDEFG = Narrative, ABACADA = Rondo, AA1A2A3A4A5 = Theme and Variation, ??? = Chance

PERFORMANCE

Movement Memory – remembering your dance
Accuracy—copying exactly the actions you see
Extension—stretching into the space
Fluency—moving from one action to the next without pauses
Flexibility—range of movement in joint
Posture—how you hold your body when sitting/standing
Spatial Awareness—knowing where you are in the space
Strength—muscle power needed to perform movements
Focus—use of the eyes looking at other dancers, the audience or to a body part
Facial Expression—emotion shown through eyes, mouth and eyebrows
Sensitivity to others—in space, group formations, when in contact
Commitment—considering work as a performance piece
Physical Skills – skills you use to show the ascetic/technique
Interpretive Skills – Skills that you use to expressive the mood, atmosphere or meaning of the dance

INDEPENDENT REHEARSAL TIME

Warm up and stretch properly and correctly
Mentally and physically prepare yourself for the rehearsal/lesson ahead
Follow health and safety rules in dance and wear the correct attire
Work with different group variations—1, 2, 3, 4, 5
Aim to Input creative ideas
Listen to the ideas of others
Communicate effectively and calmly with others
Take the lead in groups
Be a team player – Teamwork
Try to show and maintain commitment to your work
Focus at all times
Repetition is key, repeating your creative dance sequences will help remember your dance
Identify yours and your groups strengths
Identify areas for improvement to make progress in your dance work

How do the challenge tasks work?

Each term, five subjects will set additional challenge tasks. These tasks are optional so you can pick and choose which ones you do. For each task that you complete, you will be rewarded with 5 epraise points and be entered into a draw to win a prize.



Your class teacher will give you details of how and when you should hand in the task

ENGLISH

- Describe a perfect home.
- Create a short story that describes what it would have been like for a first-Generation Post-war immigrant to Britain. What kind of experience would they have had? Were they welcomed? Why?
- Pick a famous person. Explain how they present their identity through social media.
- Create a fact sheet on one of the poems we have studied.
- Create a character profile for one of the characters from the poems you've studied. We should be able to guess which one because of how informative you are!
- Transform one of the poems we have studied into something visual.
- Write an essay which explains what is meant by identity and the different factors that help shape an individual's identity.

HISTORY

For these tasks you need to be able to access **BBC Bitesize** on the ancient Romans.

<https://www.bbc.co.uk/bitesize/guides/zfqsgk7/revision/1>

You should focus on working on **Parts 2-8**, with each one being roughly a lesson.

Once you have chosen your topic, choose to complete one of these tasks for it;

1. *Make a mind map all about the subject (such as Part 3 on Power), using what the page tells you.*
2. *Create a poster to help a Year 4 pupil understand what the topic is about (for example, Part 2 on the Origins of Rome)*
3. *Imagine you are an ancient Roman. What is your life like and how do you spend your time? (such as Part 8 on Life in the Roman Empire).*

There is also a helpful video you can watch, a **Glossary** with new or unfamiliar words to help you understand what they mean (such as 'aqueduct' or 'Senate') and a quiz to test how much you have learned and what you can remember!

All of these tasks are similar to the activities we are doing in school as a class, so if you are away, you do not need to miss out!

If you need any help, please message your class teacher on ePraise.

HAVE FUN!



DRAMA

I want you to do a research task on the history of theatre. This should be presented on Google Slides and turned in to Google Classroom.

I want you to find out about the following eras of theatre and create one slide per time period.

Ancient Greek Theatre

Medieval Mystery Plays

Elizabethan Theatre

Melodrama

We will be exploring these eras in Year 8 lessons so knowing a bit about them will really help you.

I don't want to see any copy and pasting so make sure the work you turn in is all your own.

I am here to help if you are stuck and I have resources that will help you if you want them you just need to ask.

Good Luck, Mr Grant

ART

How does Van Gogh use colour theory in this painting of Lavender fields?

Can you apply this to a drawing or painting of your own?

You could use this painting as inspiration or choose your own landscape.



DANCE

- Design a dance word search with all the dance terminology in this knowledge organiser.
- On paper, create and design a dance kit that you would like to wear in school, then write and explain why you have designed it in this particular way.
- Create a dance warm up that you can teach to your class at the beginning of the lesson.
- Watch an episode of '*So You Think You Can Dance New Generation*' on YouTube and pretend to be a judge by writing down your feedback. Think about the following questions: What did you like about the performance? What could be improved on? Thinking about in particular the dancers technique and stylistic features; and finally suggest how might they achieve this?