Westhoughton High School

Year 7 – Summer Term - Knowledge Organisers

Name: ..... **Form Tutor:** ..... **Form Group** .....

Introduction: The curriculum in each of your subjects at WHS has been carefully planned to help you learn new things, building upon what you know and preparing you for learning in the future. This is mapped out as a learning journey which each teacher will share with you, so you understand how your learning fits together as a whole. Each subject's roadmap is here: https://www.westhoughton-high.org/subjects/.

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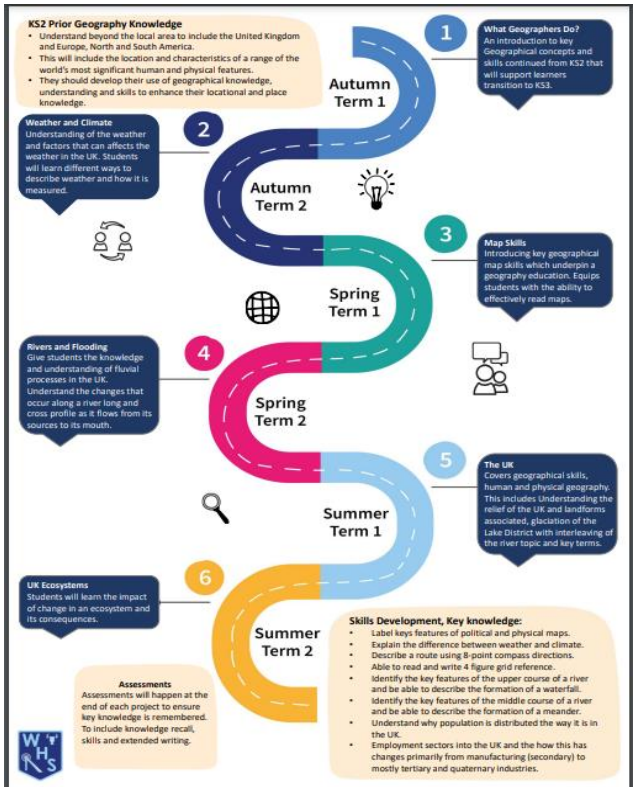


An example of a subject road map found on our website.

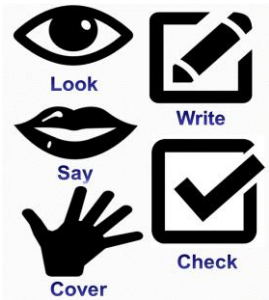
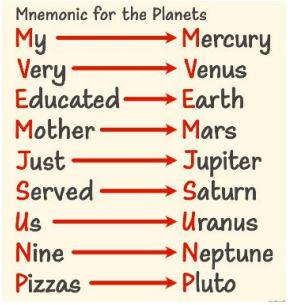
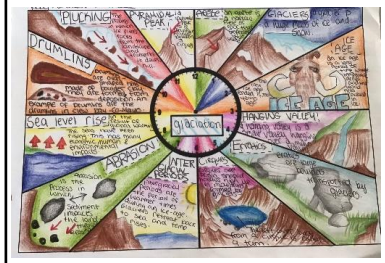
This booklet contains knowledge organisers for all the topics you will study in each subject this term. These give an overview of the essential knowledge that you MUST remember to be as successful as possible in Year 7 and as you move through each year of school. **You must bring your booklet to school every day and keep it safe at the end of each term as you will continue to use it to support ongoing revision.**

Learning Techniques to use with KOs

using them regularly is vital to make knowledge stick in your long-term memory (remember you need to revisit information at least 10 times before it is embedded in your memory). Try using these ideas, choose different techniques to learn small sections of knowledge each day.

	Look, Say, Cover, Write, Check	Key Word Definitions	Flash Cards	Self Quizzing	Mind Maps	Paired Retrieval
STEP 1	Look at and read aloud a specific area of your KO.	Write down the key words and definitions in two columns.	Use your KO to condense and write down key facts or information onto flash cards.	Use your KO to create a mini quiz. Write down your questions relating to the information.	Create a mind map with the information on your KO.	Ask a partner, friend or family to use the KO or your flash cards.
STEP 2	Cover or flip the KO over and write down everything you remember.	Repeat the above but don't look at your KO	Add pictures that might help you remember. Then self-quiz using the flash-cards.	Answer the questions, remember to use full sentences.	Check your KO to make sure there are no mistakes on your mind map.	Make sure they test you on different sections of the KO and also on previous topics.
STEP 3	Check what you have written down. Correct any mistakes and add anything you missed in green pen.	Use a green pen to check and correct your work	Ask a friend or family member to quiz you on your knowledge.	Ask a friend or family member to quiz you using the questions.	Try to make more connections, link the information together where you can.	Repeat this regularly so that you are frequently looking at KOs past and present.

How to make learning stick…

Mind Mapping	Flash Cards	Look, Say, Cover, Write, Check	Key Word Mnemonics	Revision Clocks
				
Mind mapping is a great way of representing key information from a topic in a visual way. Use colour and images to represent the knowledge you need to learn. Keep writing to a minimum; use only keywords/phrases. Watch the clip for more tips and advice.	Make flash cards using your KO. Write a question on one side and the answer on the other or record key-words and definitions. Test yourself frequently. For more advice scan the code.	This technique is one that has been well used from primary school upwards. It is useful for rehearsing keywords, definitions and spellings. Look at the information, read it aloud, cover it up, write it down and then check it is correct.	A mnemonic is a sentence you make up where each word begins with the same letter as the word you want to remember. It is a useful technique for remembering a group of facts/words in a certain order.	Draw a basic clock and break your KO down into 12 chunks. Make notes on each chunk in the 12 clock sections, use colour and images to make it memorable. Revise each section for 5 minutes, turn over and test how much you can recall. Watch the clip for more tips and advice.

How will your work be marked?

These are the marking literacy symbols that teachers will use to mark your work and cover the basics of good literacy skills.

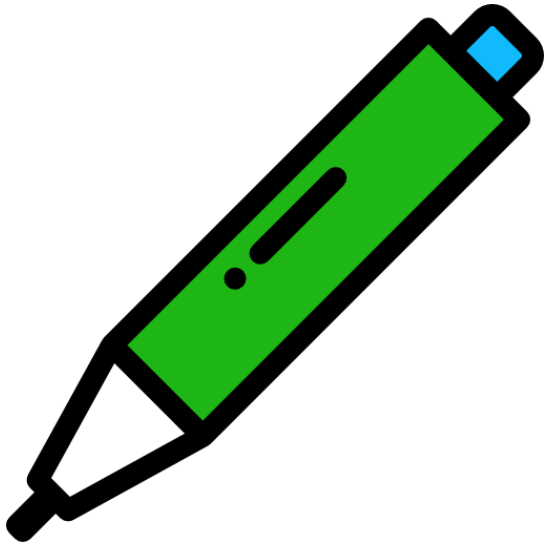
It is important that when you receive a piece of assessed work you do not just look at the score but also look at what literacy mistakes you made.

Teachers will also correct your work during a lesson.

Action you need to take:

When your teacher has highlighted a mistake, you need to correct these in green pen. For spelling mistakes you need to re-write the correct spelling 3 times.

Ultimately, improving your literacy skills falls on you, take the feedback from your teachers, amend them and improve your skills.



Literacy Marking Symbols	
Cl	Capital letter error
Sp	Spelling mistake
P	Punctuation error
Exp	Expression is unsuitable or could be improved
ww	Wrong word used
//	Start a new paragraph

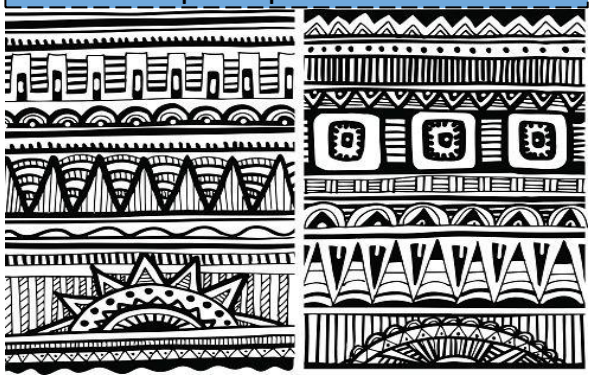
Year 7 - ART Term 3

What is Bisa Butler's work about?

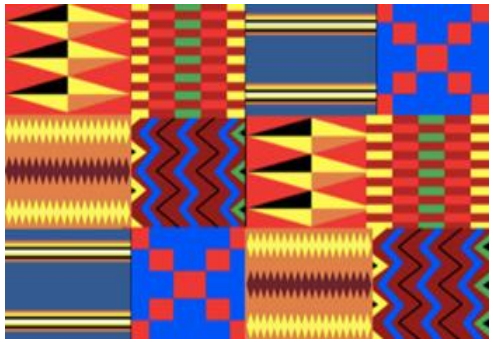
Bisa Butler (born 1973) is an American fiber artist known for her vibrant, quilted portraits celebrating Black life

Bisa Butler

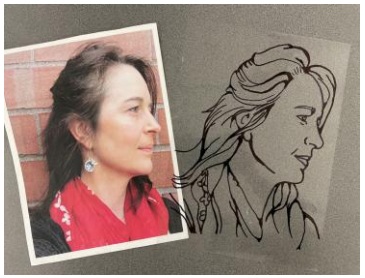
African inspired pattern



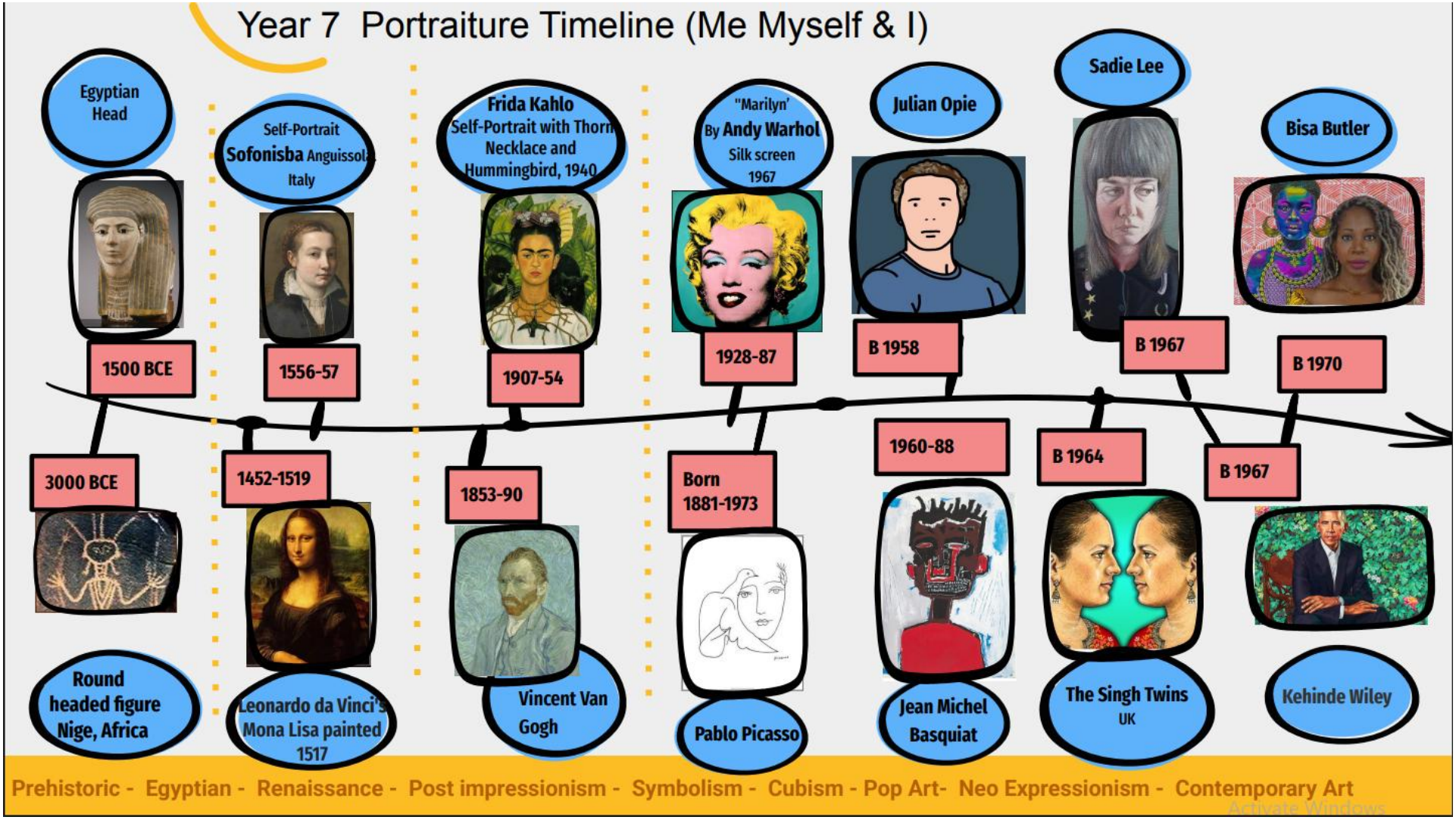
African Kente Cloth



Traced portraits



Key Word	Definition
Clashing	To 'not match' or 'not work together' in colour or tone
Continuous line	Without pausing or stopping
Cool colours	Calming colours that can recede into background
Complementary Colours	Colours that are opposite each other on the colour wheel; they do not blend
Ghana	West African country
Harmonious colours	Colours that blend well together; near to each other on the colour wheel
Heritage	Family background/tradition
Identity	Who a person is; what makes them unique
Kente Cloth	Ghanaian patterned textile
Pattern	Arrangement of repeated shapes
Proportions	The relationship (in size) of several things
Self Portrait	A portrayal of oneself
Symbol	An shape that represents something
Quilting	A sewing technique in which two or more layers of fabric are sewn together
Warm colours	Colours that have links to the sun & fire


Year 7 Portraiture Timeline (Me Myself & I)
Egyptian Head
1500 BCE
3000 BCE
Round headed figure Nige, Africa
Self-Portrait Sofonisba Anguissola Italy
1556-57
1452-1519
Leonardo da Vinci's Mona Lisa painted 1517
Frida Kahlo Self-Portrait with Thorn Necklace and Hummingbird, 1940
1907-54
1853-90
Vincent Van Gogh
"Marilyn" By Andy Warhol Silk screen 1967
1928-87
Born 1881-1973
Pablo Picasso
Julian Opie
B 1958
1960-88
Jean Michel Basquiat
Sadie Lee
B 1967
B 1964
The Singh Twins UK
Bisa Butler
B 1970
B 1967
Kehinde Wiley
Prehistoric - Egyptian - Renaissance - Post impressionism - Symbolism - Cubism - Pop Art- Neo Expressionism - Contemporary Art

Binary to Denary

Binary is a number system that only uses two digits: 1 and 0. All information that is processed by a computer is in the form of a sequence of 1s and 0s. Therefore, all data that we want a computer to process needs to be converted into binary.

The binary system is known as a **'Base 2' system**. This is because: There are only two digits to select from (1 and 0). When using the binary system, data is converted using the power of two.

128	64	32	16	8	4	2	1

Example Binary to Denary **8 BIT TABLE**

Convert 0 0 0 1 1 0 0 0 to denary. 16+8 = 24

128	64	32	16	8	4	2	1
0	0	0	1	1	0	0	0
			16	8			

Denary to binary

Denary uses a **'Base 10' number system.**

Example Denary To Binary:

Convert 12 to binary : 0 0 0 0 11 0 0

128	64	32	16	8	4	2	1
				8	4		
0	0	0	0	1	1	0	0

Adding Binary

When two numbers are added together in **denary**, we take the first number, add the second number to it, and get an answer. For example, **1 + 2 = 3**.

When we add two **binary** numbers together the process is different.

There are four rules that need to be followed when adding two binary numbers. These are:

- 0 + 0 = 0, 1 + 0 = 1, 1 + 1 = 10 (binary for 2)
- 1 + 1 + 1 = 11 (binary for 3)

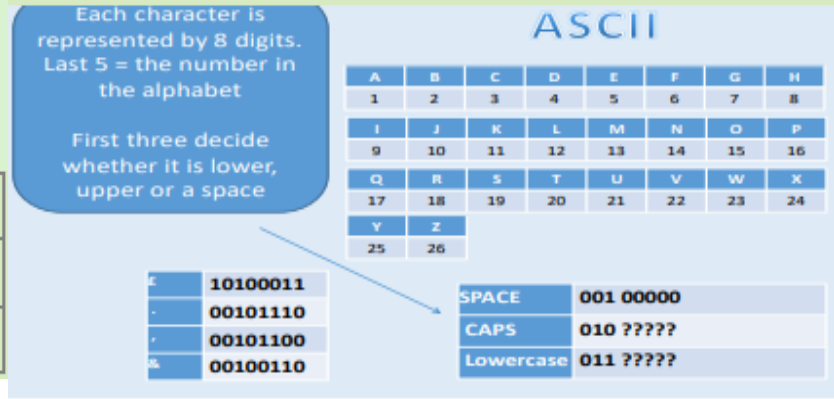
Example

Let's try adding together two binary numbers: 0101 0011 and 0111 0110.

To get to the answer, use the following method:

ASCII

ASCII (American Standard Code for Information Interchange) codes represent text in computers, communications equipment and other devices that use text.



Hexadecimal

This is a quick way to write down binary values in a more manageable way.

This uses a 'Base 16' number system.

Conversion Table

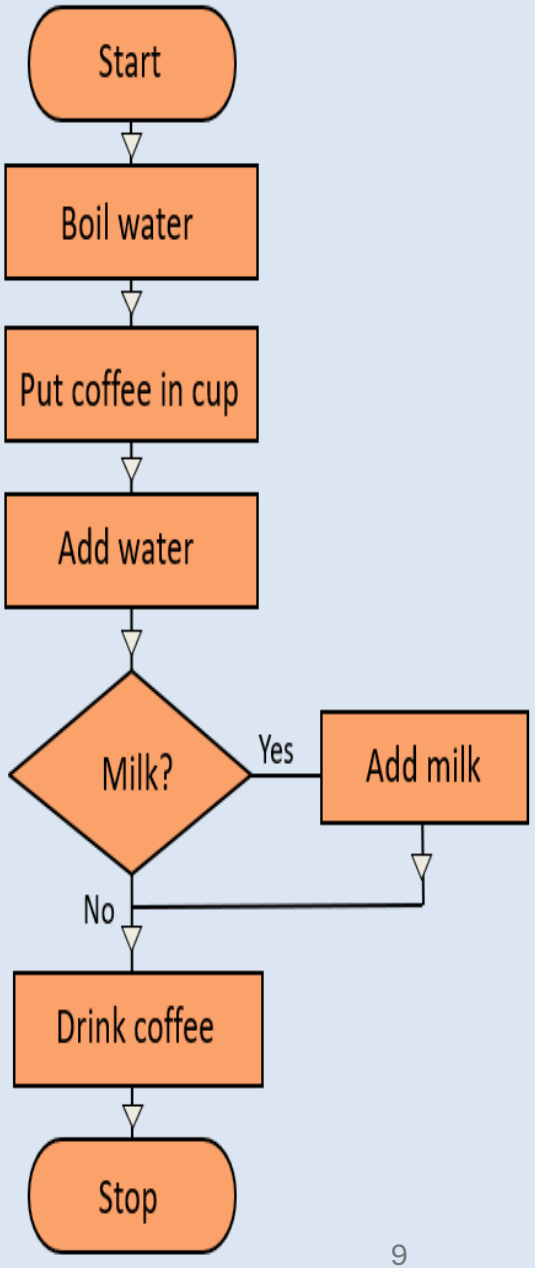
Binary	Denary	Hexadecimal
0000	0	0
0001	1	1
0010	2	2
0011	3	3
0100	4	4
0101	5	5
0110	6	6
0111	7	7
1000	8	8
1001	9	9
1010	10	A
1011	11	B
1100	12	C
1101	13	D
1110	14	E
1111	15	F

Computing - Flowol

Flowchart Symbols

Symbol	Name	Function
	Process	Indicates any type of internal operation inside the Processor or Memory.
	Input/Output	Used for any Input/Output (I/O) operation. Indicates that the computer is to obtain data or output results.
	Decision	Used to ask question that can be answered in a binary format (Yes/No, True/False).
	Connector	Allows the flowchart to be drawn without intersecting lines or without a reverse flow.
	Predefined Process	Used to invoke a subroutine or an Interrupt program.
	Terminal	Indicates the starting or ending of the program, process or interrupt program.
	Flow lines	Shows direction of flow.

Coffee Example



Year 7 Technology : Product Design

Key Terminology
Aesthetics: the Appearance of a something – including, shape colour, texture and patterns
Function: What something is intended Todo
Isometric: A 3D drawing completed at a 30Degree angle
Hardwood: come from trees with broad leaves and are known for being strong and durable
Softwood: Softwood is the wood that comes from trees like pines and spruces. These trees are called conifers, and they usually have needles and cones.
Manufactured board: man-made, composite sheet materials created by gluing together wood fibers, particles, shavings, or veneers under heat and pressure
Annotation: a note added to give further explanation.
Hazard: anything with the potential to cause harm or damage
Design brief: A summary of what is being designed and why.
Specification : detailed descriptions of the requirements, characteristics, and standards that a product must meet
PPE: Personal Protective Equipment, any clothing, gear, or equipment designed to be worn or held by an individual to protect them against health and safety risks
Polymer: Polymers are plastics

Isometric

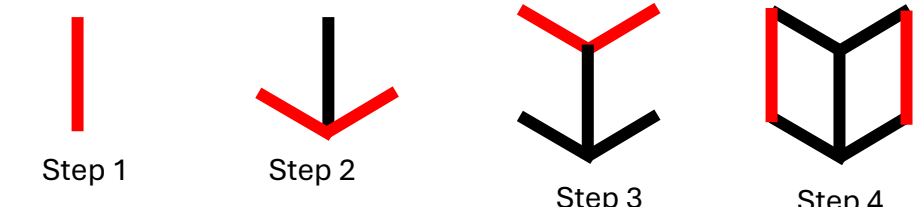
Isometric is a way of drawing in 3D.

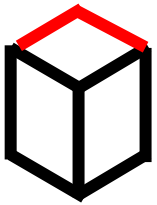
There are two ways of drawing in isometric: using isometric dot paper and using isometric tools such as a drawing board, T-square and 30 degree set square.

The product is drawn as if you are looking at it from a **30 degree angle**.

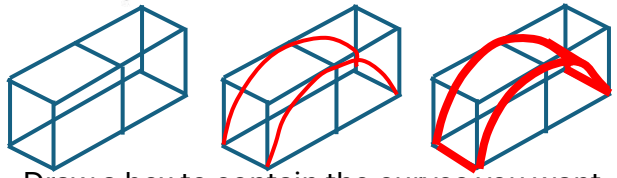
Isometric is a good way of sketching a design to communicate dimensions and measurements.

There are three main rules to drawing in isometric: • Vertical edges are drawn as vertical lines • Parallel edges are drawn parallel • Horizontal edges are drawn at 30 degrees





- A lightly drawn box or crate can be helpful when sketching curved objects in 3D



1 – Draw a box to contain the curves you want
2- Lightly sketch your curves to the halfway point
3- cover over the correct lines more clearly.

Scale

Scale is the size of the product being sketched or modelled. A full scale drawing or model is the exact same size as the final product. Large products are often drawn at smaller scales, such as furniture and cars, and small products will be drawn at larger scale, such as cameras and circuit diagrams.

Scales are written as ratios. For example, a 1:2 scale is half the size, 1:4 means an quarter of the size and 1:1 means it is full size.

Year 7 Technology : Product Design

Hardwood is from a **deciduous** tree, usually a broad-leafed variety that drops its leaves in the winter

More expensive

Natural weather resistance

Darker in colour

Tougher

Ash

Properties: Flexible, tough and shock resistant, laminates well. Pale brown
Uses: Sports equipment and tool handles

Oak

Properties: Tough, hard and durable, high quality finish possible. Light brown
Uses: Flooring, furniture, railway sleepers, veneer's

Mahogany

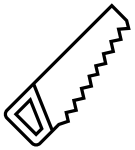
Properties Easily worked, durable and finishes well.
Uses: High end furniture and joinery, veneers.

Softwood is from a **coniferous** tree, one that usually bears needles and has cones

More sustainable

The Grain is spread apart

Fast growing


Easy to work with

Pine

Properties: Lightweight, easy to work, can split and be resinous near knots. Pale yellowish brown
Uses: Interior construction, furniture

Larch

Properties: Durable, tough, good water resistance, good surface finish. Pale reddish brown.
Uses: Exterior cladding, decking, flooring, furniture , joinery and veneer's

Spruce

Properties: Easy to work, high stiffness to weight ratio. Creamy white
Uses: Construction, furniture and musical instruments

Manufactured boards are usually sheets of processed natural timber waste products or veneers combined with adhesives. They are made from waste wood, low-grade timber and recycled timber.

Chipboard

Properties: Good compressive strength, not water resistant unless treated, good value but prone to chipping on edges and corners
Uses: Flooring, low-end furniture, kitchen units and worktops

Chipboard

MDF

Properties: Rigid and stable, with a smooth, easy to finish surface. Very absorbent so not good in high humidity or damps areas.
Uses: Good value, flat pack furniture, toy's, kitchen units and internal construction

MDF (Medium density Fiberboard)

Plywood

Plywood

Properties: Very stable in all directions due to alternate Layering at 90,
Uses: Furniture, shelving, toys and construction, interior, exterior and marine grades available for greater water resistance.

Year 7 Technology : Product Design

A is for **Aesthetics**

C is for **Cost**

C is for **Customer**

E is for **Environment**

S is for **Size**

S is for **Safety**

F is for **Function**

M is for **Material**

Aesthetics means **what does the product look like?**
What is the: Colour? Shape? Texture? Pattern? Appearance? Feel? Weight? Style?

Cost means **how much does the product cost to buy?**
How much does it: Cost to buy? Cost to make?
How much do the different materials cost? Is it good value?

Customer means **who will buy or use your product?**
Who will buy your product? Who will use your product?
What is their: Age? Gender?
What are their: Likes? Dislikes? Needs? Preferences?

Environment means **will the product affect the environment?**
Is the product: Recyclable? Reuseable? Repairable? Sustainable? Environmentally friendly? Bad for the environment?
6R's of Design: Recycle / Reuse / Repair / Rethink / Reduce / Refuse

Size means **how big or small is the product?**
What is the size of the product in millimeters (mm)? Is this the same size as similar products? Is it comfortable to use? Does it fit? Would it be improved if it was bigger or smaller?

Safety means **how safe is the product when it is used?**
Will it be safe for the customer to use? Could they hurt themselves? What's the correct and safest way to use the product? What are the risks?

Function means **how does the product work?**
What is the products job and role? What is it needed for? How well does it work? How could it be improved? Why is it used this way?

Material means **what is the product made out of?**
What materials is the product made from? Why were these materials used? Would a different material be better? How was the product made? What manufacturing techniques were used?

Year 7 Technology : Product Design

Purposes of Timber Finishes

- **Protection:** To prevent decay, moisture absorption, and fungal or insect attacks.
- **Aesthetics:** To enhance the grain, change colour, and provide a specific sheen (matt, satin, gloss).
- **Durability:** To increase resistance to scratches, dents, and wear

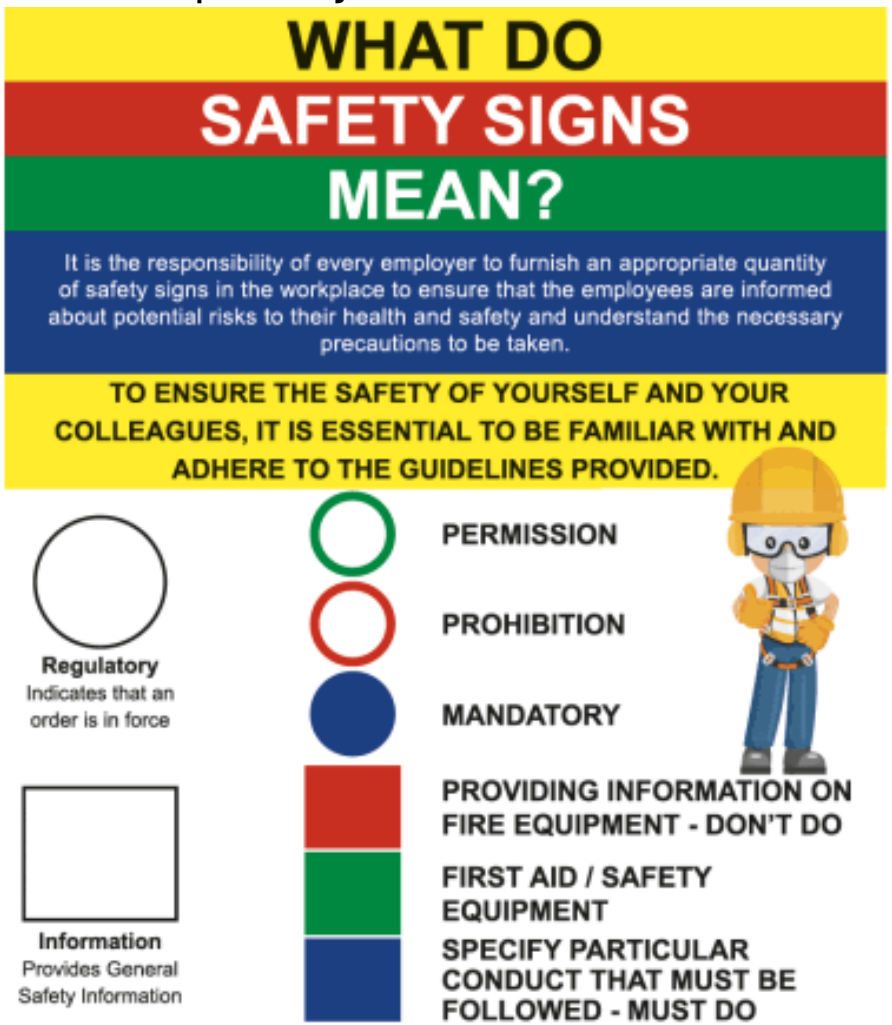
Common Surface Finishes

- **Varnish:** Transparent, tough finish that brings out the grain and provides a glossy, water-resistant surface.
- **Wax:** Enhances natural look, adds sheen, and provides water resistance.
- **Oil:** Penetrates the wood to nourish it, often used on hardwood for a natural finish.
- **Stain:** Changes the color of the wood while allowing the grain to show through (translucent).
- **Paint:** Provides a solid, opaque color, covering the grain entirely.
- **Veneer:** A thin layer of hardwood glued to the surface of a cheaper, manufactured board for a high-quality look

Application Process

1.Preparation: Sanding with abrasive paper (e.g., glass paper) to remove dust, dirt, and oil.
2.Application: Applying with a brush, cloth, or spray, often requiring multiple, thin coats.
3.Keying: Using fine abrasive paper (wet and dry) between coats to ensure the next layer sticks.

Workshop safety



Workshop Rules

- Long hair tied back
- Always wear an apron
- Bags and blazers hung up
- Stools stacked away
- Never run or throw things around the workshop
- Never crowd round the machines
- Always stand up when doing a practical

Year 7 Technology : Product Design

Plastics are mainly synthetic materials made from **Polymers** traditionally derived from finite petrochemical resources. Naturally occurring plastics include amber and rubber.

Thermoforming polymers are generally more flexible than thermosets, especially when heated.

Polypropylene (pp)

Properties: Flexible, tough, lightweight, food safe.
Uses: Kitchen, medical products, rope.

High Density Polyethylene (HDPE)

Properties: Lightweight, rip and chemical resistant.
Uses: Milk bottles, pipes, crates, wheelie bins

Acrylic (PMMA)

Properties: Tough but brittle when thin. Easily scratched, formed and bonded.
Uses: Car lights, alternative to glass, modern baths, clothing.

Thermosetting polymers undergo a chemical change and once formed or set, cannot be reformed. Thermosets are resistant to higher temperatures but tend to burn when heated rather than melt

Epoxy resin (ER)

Properties: Good strength to weight ratio, good electrical insulator, heat resistant.
Uses: Bonding water proof coatings, electronic circuit boards.

Urea formaldehyde (UF)

Properties: high tensile strength, heat resistant, good electrical insulator, hard, brittle, easily injection moulded.
Uses: Adhesives for bonding particle boards, decorative laminates, electrical casings.

Equipment :	Name:	Used for:
	Steel Ruler	Measures in MM
	Try Square	drawing straight lines at a 90 degree angle
	Tenon Saw	Cutting wood
	Disc Sander	Sanding rough edges of wood
	Bench Hook	To hold your work against when cutting
	Marking Guage	Making a mark on the wood for the lap joint
	Vice	holding the work
	Hand Drill	To drill holes into your work
	Coping Saw	To cut curved shapes in wood
	File	To sand down wood or plastic
	Pillar Drill	To drills holes into wood or plastic
	Counter sink	Drilling a wider hole so the screw sits flat

Drama – Romeo & Juliet

You will be exploring 'Romeo and Juliet' by William Shakespeare, examining how the hatred between the Montagues and the Capulets can be shown effectively stage.

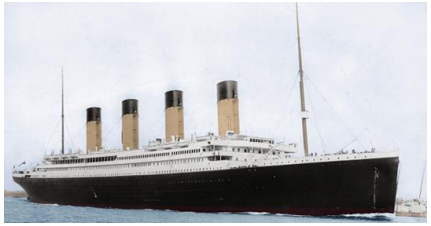
Performance Techniques	
Technique	A tool used to enhance the quality of a performance piece
Movement to music	Movements that are created that work in time with a piece of music
Thought Tracking	A character's thoughts/feelings said out loud to an audience

Tasks for this topic:

- Explore the language of Shakespeare
- Use performance skills to represent hatred on stage
- Layer techniques you have used previously into your work to enhance the quality of your work.

Titanic

You will be using the skills and techniques you have learnt over the course of Year Seven to explore life aboard the Titanic and the impact the disaster had on society at the time.



Performance Techniques	
Conscience ally	A character walks down an alleyway formed by members of the group as they use words to help shape characterisation.
Stereotype	A fixed and oversimplified image or idea of a particular type of person or thin
Flashback	Showing the audience an important moment in a story that happened in the past
Devising	A group collaboration in response to a stimulus resulting in the creation of an original performance

Tasks for this topic:

- Use performance skills to explore the feelings and experiences of the passengers on board
- Explore the reasons people were on the Titanic and the dreams they had for the future through devising of work
- Use conscience ally to inform performance work.

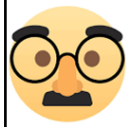
YEAR 7 SUMMER TERM KNOWLEDGE ORGANISER: HIDDEN TRUTHS
THE TWELFTH NIGHT BY WILLIAM SHAKESPEARE

Set in the island of Illyria, this Shakespearean comedy begins with the arrival of Viola in Illyria, who has been separated by her twin brother, Sebastian, in a shipwreck. The shipwrecked twins leads to mistaken identities and comedic misunderstandings.

	Plot Summary
Act 1	• Orsino, the Duke of Illyria, is upset because his love for Countess Olivia is not returned. • Viola is shipwrecked on the shores of Illyria. She believes her twin brother, Sebastian, has drowned. • Viola disguises herself as a man (Cesario) so that she can work for the Duke of Orsino. • Olivia's uncle, Sir Toby Belch, Sir Andrew Aguecheek and Maria are partying together. Sir Toby believes that Sir Andrew should marry his niece, Olivia. Feste, Olivia's clown, tries to cheer Olivia up because she is still mourning her brother. • Viola, now called Cesario, is sent by Duke Orsino to try to convince Olivia of his love. After meeting Olivia and leaving, Olivia admits she is attracted to Viola/Cesario and sends Malvolio, after him with a ring.
Act 2	• Sebastian (Viola's twin) arrives in the town of Illyria after surviving the shipwreck. He meets Antonio, who gives Sebastian a purse of money to help him. • Malvolio gives Viola/Cesario Olivia's ring. Viola/Cesario realises that Olivia has fallen in love with her. • Sir Toby, Sir Andrew and Maria dislike Malvolio and decide to play a prank on him because he disapproves of their partying. They write a letter to trick him: it says that Olivia is in love with him. • Viola/Cesario reveals that she is in love with Duke Orsino. Duke Orsino has no idea!
Act 3	• Viola/Cesario returns to Olivia's house. She begs Viola/Cesario not to give her any more love messages from Duke Orsino. • Olivia reveals that she loves Viola/Cesario (she thinks Viola/Cesario is a man). Viola/Cesario tells Olivia that she cannot love her. Olivia is devastated. • Malvolio, who has fallen for the trick letter, is declared mad by Olivia. She locks him in the dungeon. • Sir Toby Belch plays a prank to get Sir Andrew to fight a duel to the death with Viola/Cesario and win Olivia's love. Sir Andrew and Viola/Cesario prepare to fight. • Antonio enters and, believing that Viola/Cesario is Sebastian, volunteers to fight in place. • Orsino's men then arrive, recognise Antonio (a wanted man) and arrest him. Antonio asks Viola/Cesario (still believing he is Sebastian) for his money back to release him from jail. Viola/Cesario is confused and refuses. Antonio feels betrayed.
Act 4	• Sir Toby and Sir Andrew meet Sebastian. Believing that he is Viola/Cesario, they challenge him to a duel. Sebastian agrees to fight. • Olivia enters and stops the duel. She thinks he is Viola/Cesario. Olivia returns with a priest and suggests they marry. He agrees. • Olivia and Sebastian marry.
Act 5	• Duke Orsino and Viola/Cesario approach Olivia's house. Antonio still feels betrayed by Viola/Cesario. • Olivia speaks to Viola/Cesario (whom she believes she has just married) in front of Duke Orsino. Viola/Cesario is confused and Duke Orsino is angry. • Sebastian enters and tells Olivia that he is sorry for having fought with Sir Toby and Sir Andrew. • Everyone stands amazed, seeing Viola/Cesario and Sebastian. Olivia realizes that she has married Sebastian, not Viola/Cesario. • Feste (the clown) reveals the trick played on Malvolio. Malvolio is released. • Orsino realises he loves Viola and tells her that as soon as she dresses as a woman, they shall marry.

'If music be the food of love, play on.'

Key Themes

Love	Disguise	Suffering
		

Big Ideas

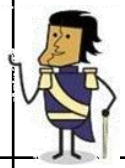
Devout Deep religious commitment. 	**Identity** Who a person is and what makes them who they are.
Social Expectations The unspoken rules that define what behaviours, beliefs and attitudes are acceptable in society.	**Conflict** A serious disagreement or argument.

YEAR 7 SUMMER TERM KNOWLEDGE ORGANISER: HIDDEN TRUTHS
THE TWELFTH NIGHT BY WILLIAM SHAKESPEARE

Key Characters

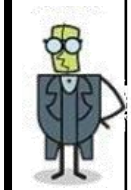
Viola/Cesario
Protagonist / young woman / clever / disguised as Cesario

Duke Orsino
Powerful nobleman in Illyria / lovesick / egotistical



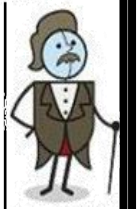
Countess Olivia
Noble Illyrian lady / wealthy / beautiful / in mourning / sworn off men for 7 years

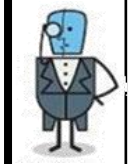
Sebastian
Viola's twin / strong / confused / excellent at combat



Malvolio
Olivia's head servant / self-righteous / efficient / disapproves of fun

Sir Toby Belch
Olivia's uncle / rowdy / chaotic / friends with Maria and Sir Andrew





Sir Andrew Aguecheek
Desires Olivia to be his wife / believes he is witty / idiotic / friends with Sir Toby

Maria
Olivia's lady-in-waiting / clever / daring / friends with Sir Toby

Feste
Olivia's clown / fool / entertaining / wise

Antonio
Rescues Sebastian / caring / loving

Context – We must understand the influences of the world we live in when examining texts.

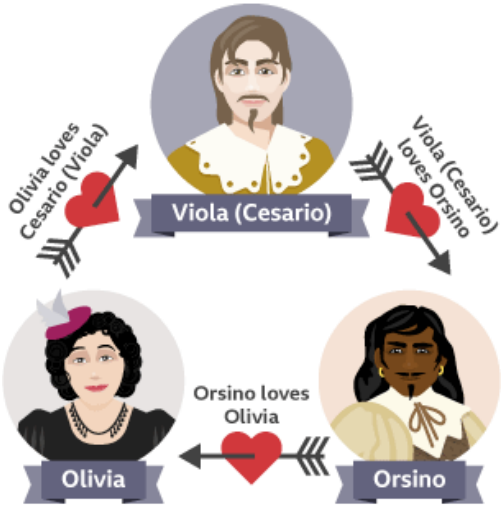
William Shakespeare

William Shakespeare was born in Stratford-upon-Avon in 1564. He is arguably the most famous playwright in the world. He wrote plays more than 400 years ago and served under two monarchs: Queen Elizabeth I and King James I. He also helped build the Globe Theatre in London.

Queen Elizabeth

Queen Elizabeth I was the Queen of England, Ireland and Wales from 1558-1603. Her reign was called the Golden Age.
It was unusual to be ruled by a woman, It was also unusual because she refused to marry.
While she was queen, England won a famous sea battle against the Spanish Armada. Part of her success was because of her authorisation of a group of privateers who were sent to target the Spanish on land and at sea (similar to pirates).Her reign saw the beginnings of Britain's colonising of the world (taking over lands they 'discovered').

The Love Triangle



The Twelfth Night

The Twelfth Night is named after the Twelfth Night festival (the twelfth night after Christmas)– a Christian festive period.
It was known as a time of carnivalesque behaviour: where people dressed up and roles were switched in a topsy-turvy fashion.

Actors

During the Shakespearean period, only males were allowed to perform as actors onstage. This meant all of the parts were performed by men or boys. Female characters were often played by young boys.

YEAR 7 SUMMER TERM KNOWLEDGE ORGANISER: HIDDEN TRUTHS
TECHNICAL ACCURACY & KEY DEVICES

Comedy

Definition:
A genre (type) of play that is humorous, light-hearted and in which characters triumph / win over adversity / difficulty

Examples of tragedies:
The Twelfth Night / A Midsummer Night's Dream / The Taming of the Shrew

Generic conventions:
- Lovers facing obstacles
- Mistaken identities
- Exotic locations
- Puns / wordplay
- Separation between people
- A happy ending

The Twelfth Night
- The love interests have difficulties
- Sebastian is mistaken for Viola / Cesario
- There are lots of puns / wordplay in the play
- Sebastian and Viola / Cesario are separated because of a shipwreck
- The love interests change and happiness is restored

The Comedic Form: Comedies follow this structure

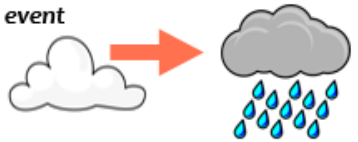
3. Climax: the turning point

2. Rising Action: builds tension and conflict

4. Falling Action: the consequences of the climax

1. Exposition: the introduction of the setting, characters and situation

5. Resolution: the conflict is resolved with a (mostly) happy ending

Device / Feature	
Metaphor *Describing something by stating it is something else* 	**Simile** *Comparing something to something else: 'as', 'like'*
Symbolism *Objects, colours, sounds, places* 	**Personification** *Giving living qualities to something non-human*
Sensory language *Five senses* 	**Alliteration** *Repeated sounds at the beginning of successive words*
Dramatic Irony *When the audience knows something that the character does not* 	**Foreshadowing** *A warning or clue about a future event* 

Word Classes					
Adjective *Describes a noun or pronoun.* Blue / young / powerful 	**Adverb** *How, when or where something happens.* Furiously / yesterday / here 	**Preposition** *Where something is; the time, direction or cause of something.* On / under / above 	**Pronoun** *Words that replace nouns or noun phrases.* She / he / they 	**Noun** *Person, place, thing, idea or state of being.* Manchester / cat / love 	**Verb** *An action or state of being.* Jump / write / be

YEAR 7 SUMMER TERM KNOWLEDGE ORGANISER: HIDDEN TRUTHS
TECHNICAL ACCURACY & KEY DEVICES

Sentences are created by using different types of clauses

Main clause

A main clause contains one subject and one verb. It has one main idea and it forms a complete sentence (it makes sense on its own).

Subordinate clause

A subordinate clause adds extra information to a sentence and does not function as a complete sentence (it does not make sense on its own). It depends on the main clause to make sense and is usually separated by a comma.

Sentence Structure	Example
Simple sentence: one main clause	The prisoner escaped.
Compound sentence: two main clauses linked with a connective / conjunction	The prisoner escaped and he never returned.
Complex sentence: one or two main clauses with embedded dependent / subordinate clauses	The prisoner escaped despite the elaborate security system.
2A/3A: use two or three adjectives	The road was long, empty and bewildering.
Fronted adverbial: begin your sentence with an adverb	Quickly, he leapt over the wall.
As / When / Although: use any of these words at the beginning of your sentence to introduce a subordinate clause	Although sweat trickled down her face, she continued to climb.

Punctuation

Capital Letters

- Start of a sentence
- Proper nouns: names of places, people or things
- The pronoun 'I'
- Months and days of the week

Commas

- Separate three or more items in a list
- After a fronted adverbial
- Before and after a subordinate clause (like brackets)
- After subordinate clauses and phrases that begin a sentence
- Separate question tags
- Separate direct speech from non-speech
- Before and after a relative clause

Apostrophes

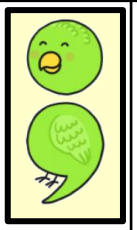
- To show that letters are missing in a word
- To show possession

Full Stops

- To end a sentence

Semicolons

- Separate two main clauses that are closely connected to each other but could stand alone as two separate sentences
- To break up a list using longer phrases to signal which items are together

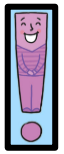


Colons

- At the end of a clause to elaborate / give more details
- At the end of a clause to give an explanation
- At the end of a clause to show an answer

Exclamation Mark

- To show strong feelings
- To show a raised voice



Question Mark

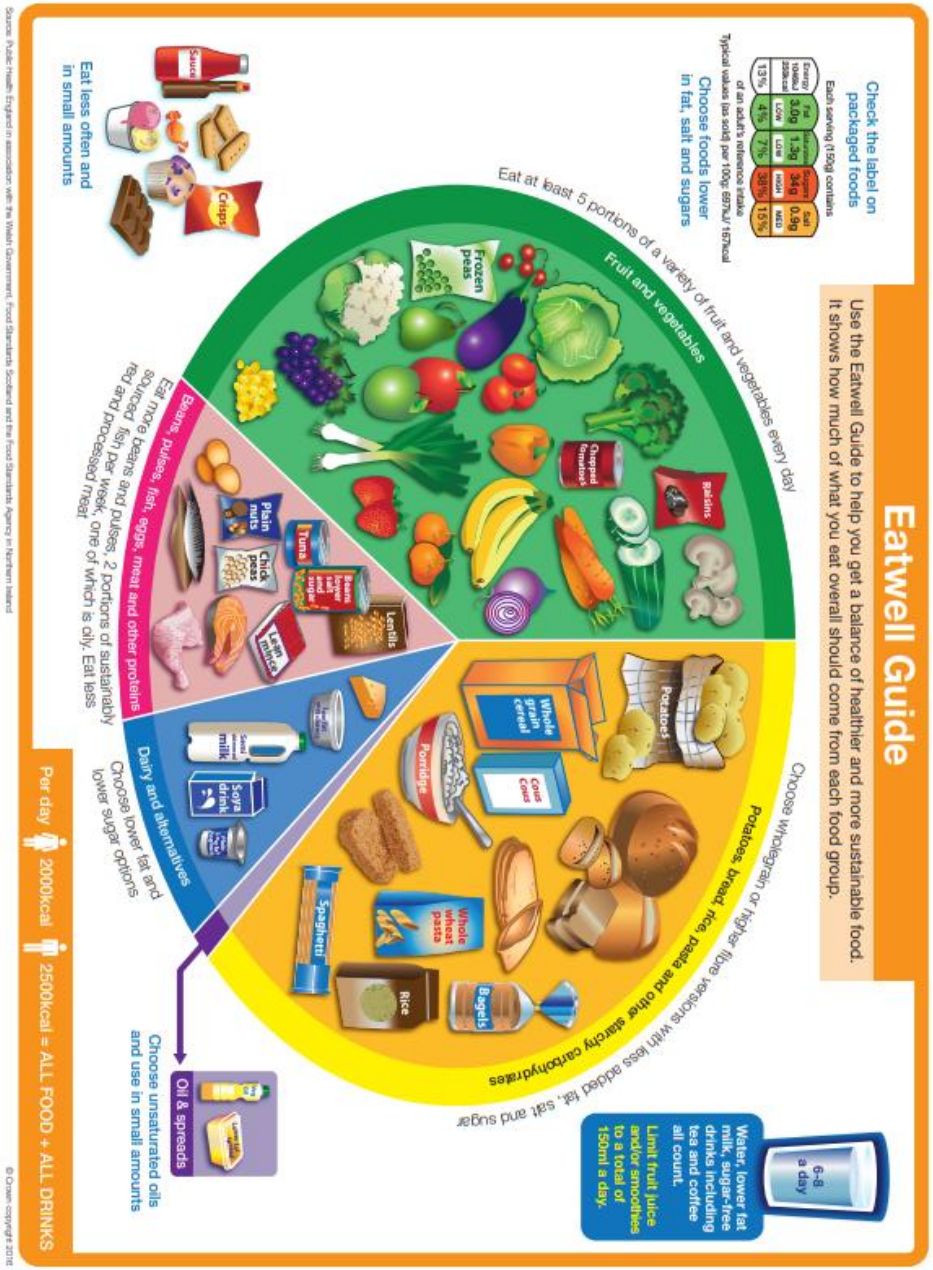
- After a direct question

Speech Marks

- Around direct speech (after the punctuation)

Year 7 Technology : Food & Nutrition

Key Terminology
The Eatwell Guide: A healthy eating model showing the types and proportions of foods needed in the diet.
Hydration: The process of replacing water in the body.
Dietary fibre: A type of carbohydrate found in plant foods.
Composite/combination food: Food made with ingredients from more than one food group.
Allergens: Substances that can cause an adverse reaction to food. Cross-contamination must be prevented to reduce the risk of harm.
Bacteria: Small living organisms that can reproduce to form colonies. Some bacteria can be harmful (pathogenic) and others are necessary for food production, e.g. to make cheese and yogurt.
Cross-contamination: The transfer of bacteria from one source to another. Usually raw food to ready-to-eat food but can also be the transfer of bacteria from unclean hands, equipment, cloths or pests. Can also relate to allergens.
Food poisoning: Illness resulting from eating food which contains food poisoning micro-organisms or toxins produced by micro-organisms.
High risk ingredients: Food which is ready to eat, e.g. cooked meat and fish, cooked eggs, dairy products, sandwiches and ready meals.
Macronutrient: The nutrients we need in larger quantities that provide us with energy:
Micronutrient: essential vitamins and minerals that the body needs in small (micro) amounts to function properly, grow, and stay healthy



Year 7 Technology : Food & Nutrition

Composite/combination food
Much of the food people eat is in the form of dishes or meals with more than one kind of food component in them. For example, pizzas, casseroles, spaghetti Bolognese and sandwiches are all made with ingredients from more than one food group. These are often called 'combination' or 'composite' foods.

Fibre
- Dietary fibre is a type of carbohydrate found in plant foods.
- Food examples include wholegrain cereals and cereal products; oats; beans; lentils; fruit; vegetables; nuts; and, seeds.
- Dietary fibre helps to: reduce the risk of heart disease, diabetes and some cancers; help weight control; bulk up stools; prevent constipation; improve gut health.
- The recommended average intake for dietary fibre is 30g per day for adults.

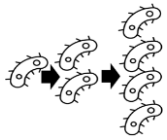
8 tips for healthier eating
These eight practical tips cover the basics of healthy eating and can help you make healthier choices.
1. Base your meals on starchy carbohydrates.
2. Eat lots of fruit and veg.
3. Eat more fish – including a portion of oily fish.
4. Cut down on saturated fat and sugar.
5. Eat less salt (max. 6g a day for adults).
6. Get active and be a healthy weight.
7. Don't get thirsty.
8. Don't skip breakfast.

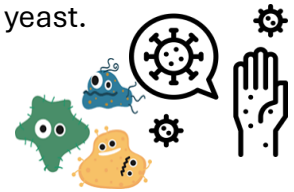
Salmonella
Sources= Raw meat, poultry and eggs. Flies, people, sewage and contaminated water.
Signs and symptoms
Onset 6-48 hours.
Headache, general aching of limbs, abdominal pain and diarrhoea, vomiting and fever. This usually lasts 1 – 7 days, and rarely is fatal.

Key Temperatures
Food must be stored and cooked to the correct temperatures to avoid food poisoning and food spoilage.

- 121°C – all bacteria is killed
- 100°C – The boiling point of water
- 75°C – The temperature that the centre of all cooked food should reach for at least 2 minutes
- 5°C–63°C – The danger zone where bacteria multiplies the most
- 0°C–5°C – The fridge temperature range
- -18°C– -24°C –freezer range

Micro-organisms
A micro-organism (also known as a microbe) is a tiny, single-celled living plant or animal that you can only see under a microscope. Micro-organisms spoil food because they contaminate it. There are three groups of micro-organisms that cause food poisoning; bacteria, mould and yeast.
To grow they need the following conditions:
- Temperature
- Moisture
- Food
- Time





Listeria
Sources= Unpasteurised milk and dairy products, cook-chill foods, pâté, meat, poultry and salad vegetables.
Signs and symptoms
Onset 1-70 days. Ranges from mild, flu-like illness to meningitis, septicaemia, pneumonia.

E Coli
Sources= Raw and undercooked meat and poultry. Unwashed vegetables. Contaminated water.
Signs and symptoms Onset usually 3-4 days. Can be fatal.

Year 7 Technology : Food & Nutrition

Personal Hygiene is the practice of good personal hygiene to help prevent cross-contamination and food-borne illness

Wear an apron

Do not eat during a practical.

Hair must be tied back

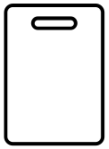
Remove watches and jewellery during a practical

Wash hand thoroughly with antibacterial soap.

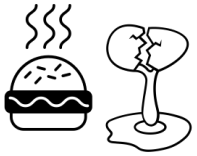
Blue plasters should be worn.

Food safety is the practice of properly handling, preparing and storing food in ways that prevent food-borne illness

Cook food to the correct temperat ures



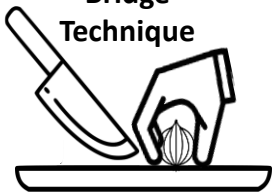
Use the correct chopping boards



Don't mix or prepare raw and cooked foods together

Claw Technique

Bridge Technique



Knife skills

We expect you to be able to use the equipment safely and correctly in your Hospitality & Catering lessons.

- When using a knife, we expect that you are sensible at all times and that there are no injuries or causes for concern.
- When collecting your knife from the teacher, you must walk slowly and hold the knife at your side with the blade facing the floor.
- When at your place, the knife should be clearly visible on the table at all times unless you are using it to chop.
- When cutting, you must use the 2 methods you will be taught; the **bridge** method and the **claw** method.
- Remember, any issues of unsafe behaviour will result in you being removed from practical lessons.

Health & Safety in the kitchen is the practice of being able to work in the kitchen area safely, preventing harm or injury to anyone and keeping the space clean & tidy

Ensure food isn't left unattended .

All cupboard and draws are closed.

Any spills are cleaned and/or mopped.

Wear oven gloves when adding and removing items from the oven

Knives must be stored safely and returned to the teacher

White = Dairy Products
Blue = Fish and Shellfish
Brown = Vegetables
Red = Raw/Uncooked Meat
Yellow = Cooked Meat
Green = Fruit **and** Salad

Weighing and Measuring
1000g = 1kg
1000ml = 1 litre

Year 7 Technology : Food & Nutrition

Energy
Energy is essential for life, and is required to fuel many different body processes, growth and activities. These include:

- keeping the heart beating;
- keeping the organs functioning;
- maintenance of body temperature;
- muscle contraction.

Our bodies get energy from **Macronutrients.** There are 3 macro nutrients: carbohydrates, fats and protein.

The body needs protein for a number of reasons:
•for growth, in particular during pregnancy and adolescence
•to repair body cells and tissues, including recovery after illness or injury
•to produce enzymes needed for digestion
•to produce hormones that control body functions
•protein provides a secondary source of energy

Sources
There are three types of sources we can get protein from. These are **animal**, **plant** and **novel**.
•**Animal sources:** Meat (e.g., chicken or beef), fish, dairy foods (e.g., milk or cheese) and eggs.
•**Plant sources:** Pulses (e.g., peas and beans), lentils, grains and nuts.
•**Novel sources:** Tofu, soya, TVP (Textured Vegetable Protein).

Sugars include a variety of different sugar molecules such as sucrose

Free sugars include all sugars added to foods, plus sugars naturally present in honey, syrups and unsweetened fruit juice.

Starchy foods are the main source of carbohydrate for most people and are an important source of energy. We should be choosing wholegrain versions of starchy foods where possible.

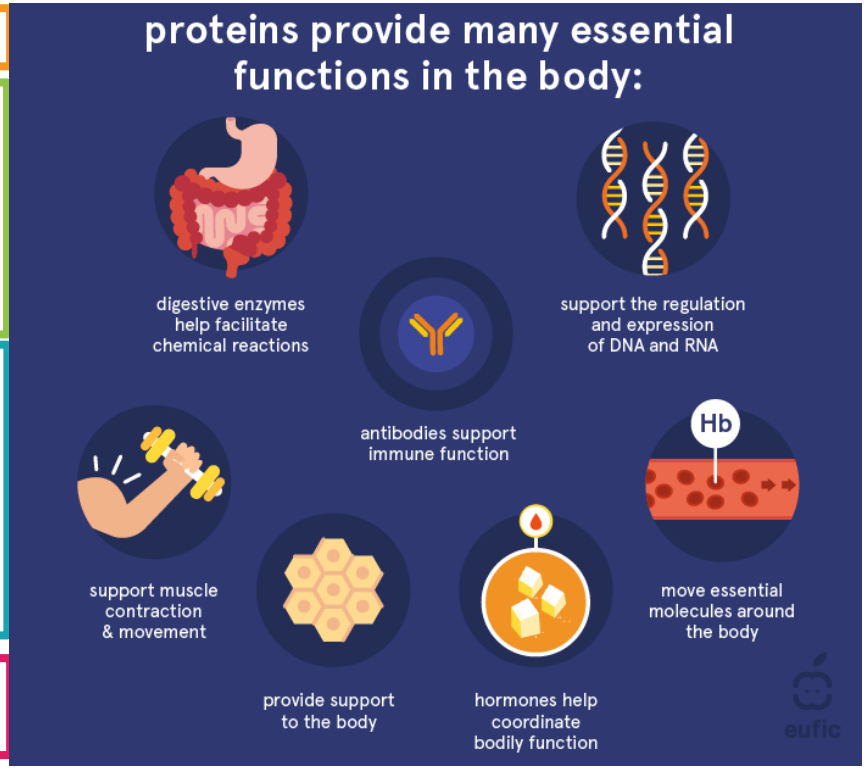
Fibre

- Dietary fibre is a type of carbohydrate found in plant foods.
- Examples Include : oats; beans; lentils; fruit; vegetables; nuts; and, seeds.

Dietary fibre helps to:

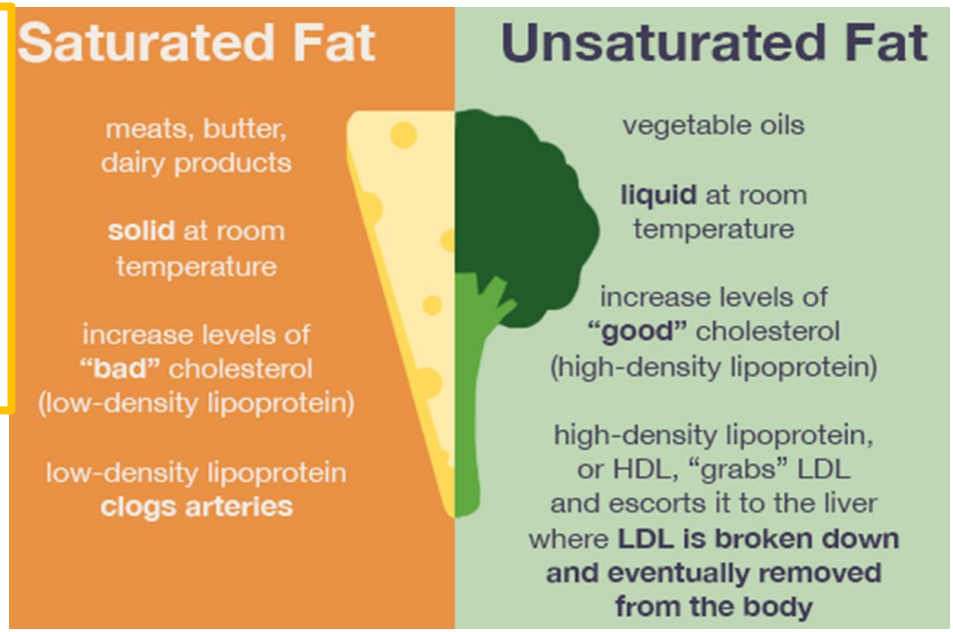
- reduce the risk of heart disease, diabetes and some cancers;
- help weight control;
- bulk up stools;
- prevent constipation;
- improve gut health.

Fibre is a term used for plant-based carbohydrates that are not digested in the small intestine.



Year 7 Technology : Food & Nutrition

Fat is a Macro nutrient it provides our bodies with a source of energy.



What happens if we have too much fat?

- Excess fat that is not used as energy will be stored as fat in the body. (Weight gain) It will also begin to cover all of the major organs causing them not to work as well as they should.
- Causes cholesterol to build up, which can lead to high blood pressure and heart disease.
- Can cause you to develop type 2 diabetes.
- Organs such as the liver store fat in them
- which stops them working properly.

Lactose intolerant

Lactose – sugar in milk. Sufferers are intolerant to this. (causes adverse effects). Must substitute milk for alternatives (i.e. soya, almond) & dairy products

Nut allergy

Fatal reactions if nuts are eaten so must be careful. Adapt recipes i.e. for cake & biscuit. Labels MUST state if they contain nuts

Coeliac

Gluten (in wheat, barley, rye) which produces bread, biscuit, cake, pasta, sauces. Substitute– coconut, rice, corn turn into flour. Check label

Diabetic

Glucose isn't used up by body for energy so it stays in the body. Regular meals, include carbohydrates, cut down the 3 S's

Religion

Christianity – no strict food laws. Good Friday & Fridays in Lent - no meat.

Judaism - KOSHER meat (painless slaughtering with blood drained form the animal). Only 'split hoof' animals to be eaten (cows, goats, sheep). NO pork & fish without scales. NO meat with dairy (seen as mother & child)

Islam/Muslim - HALAL meat (blessed during slaughtering) NO pork & fish without scales. No alcohol. Ramadan = fast from sunset to sunrise.

Hindu – Most are vegetarian.

Sikhism – NO beef or alcohol. Most are vegetarian.

Buddha – Most are vegetarian as they are against killing.

Rastafarian - no pork. Most vegetarian.

Vegetarian- chooses not to eat any meat and sometimes products deriving from animals Why? Religious or personal reasons (i.e. ethical, environmental, cost or not enjoying the taste/texture)

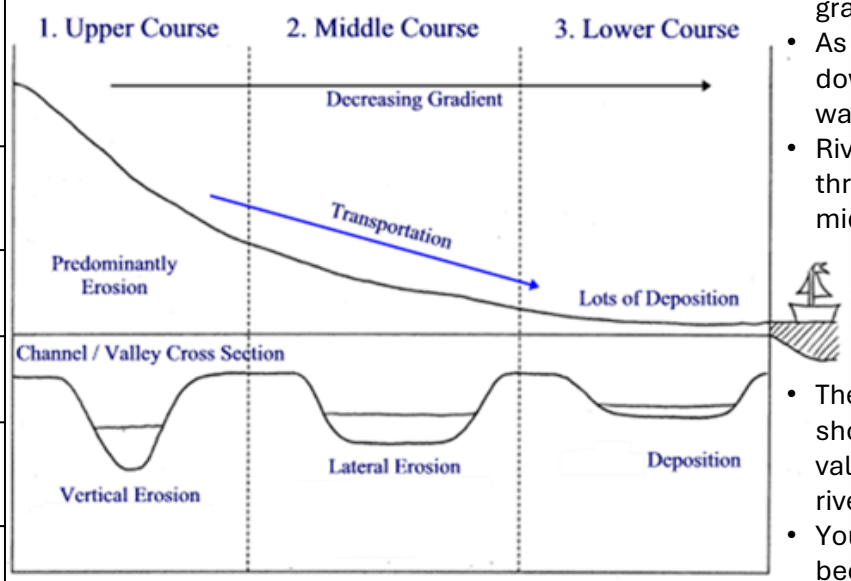
Pesco- vegetarian: Eats fish, products derived from animals & dairy. NO meat.

Vegan: NO meat, fish, products derived from animals or dairy. *Product derived from animal – eggs **Dairy – milk, cheese, yogurt

Geography Spring 2: Rivers

Key Vocabulary	
River	A natural flowing body of water that moves downhill from a high-ground source to a mouth
Long Profile	Shows the difference in height from the start to the end of the river.
Cross Profile	A cross section of the river valley
Erosion	Wearing away of land by the river
Transportation	Movement of material by the river e.g. soil being carried by the river.
Deposition	When the water loses energy it drops what it is carrying.
Waterfall	A step in the course of the river which
Meander	A bend in the river created by erosion and deposition
Oxbow Lake	A horse-shoe shaped lake left behind when a meander is cut off.
Source	Where the river starts (high land)
Mouth	Where the river ends (lowland / sea)

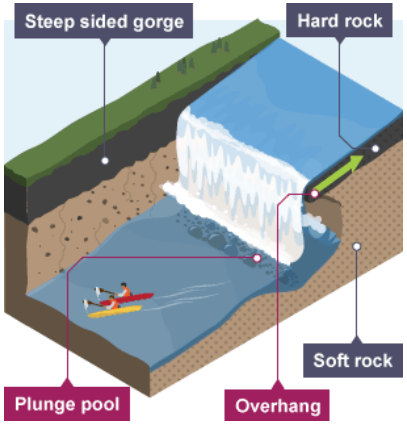
River Processes



- Rivers transport water downwards because of gravity
- As they move further downhill, they gather more water and become larger.
- Rivers can be divided into three sections: the upper, middle and lower courses.

- The cross profile opposite shows the shape of the river valley in each course of the river.
- You can see the valley becomes less steep and the river channel becomes wider.

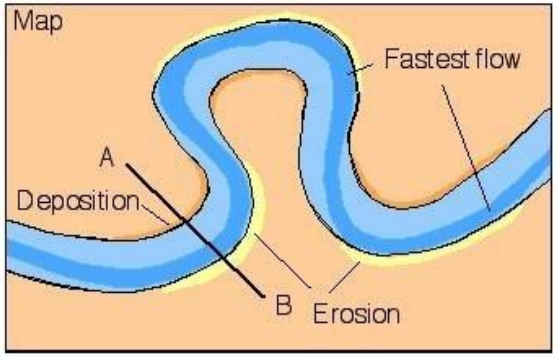
Upper Course: Waterfall



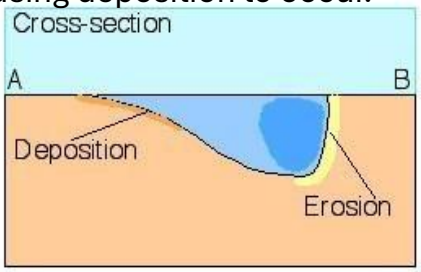
1. Waterfalls form where a band of **harder rock** sits on top of a band of **softer rock**.
2. The soft rock **erodes** quicker leaving the harder rock **overhanging** (sticking out).
3. Over time the unsupported harder rock cracks and falls into the river due to **gravity**.
4. The process repeats and the waterfall retreats leaving a steep sided **gorge**.

Middle Course: Meander

Meanders are bends in the river. Created by erosion and deposition. The water moves fastest around the outside of a river bend causing erosion.



Water moves slower at the inside of a bend causing deposition to occur.



You can see the river is deeper and the bank is steeper where the water is moving faster. Whereas where deposition occurs the land is shallow and slow moving.
The bend will grow in the direction erosion is occurring.

River Floods

Causes:

- The main cause of river flooding is **heavy rainfall**. This causes the ground to be **saturated**, and water will move faster to a river overloading the channel and causing it to flood.
- Additionally **steep slopes** and **impermeable rock types** (don't let water through) can also speed up water flow meaning the river is more likely to flood.
- Finally humans can contribute to flooding by covering towns and cities in **concrete** and **tarmac**. The water then goes into storm drains which quickly carries it into rivers potentially overloading the river channel.

Effects

- Social: Peoples houses are flooded and possessions are damaged or destroyed. Additionally it can lead to injury or loss of life if people are caught up in floods.
- Economic: The cost of flooding can be huge to repair additionally businesses may have to shut meaning people are not being paid or farmers crops can be destroyed.
- Environmental: Animal habitat loss, the cost of clean up.

Reponses:

- Short Term: Evacuate, emergency services assist people who need rescuing.
- Long Term: Repairing and rebuilding.

River Management

Hard Engineering: Trying to control or stop the river from flooding. For example dams control the flow of water.

Soft Engineering: Working with natural processes to slow down the flow of water such as planting trees which will absorb water.

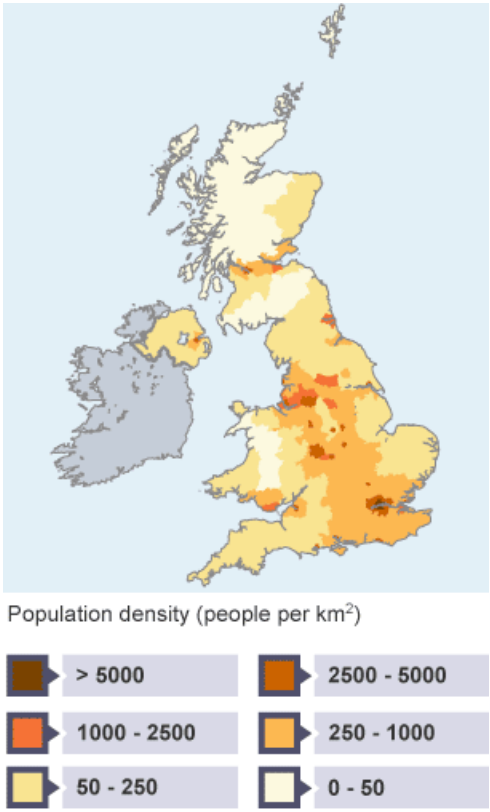
Geographies of the UK

What is the UK like?

The United Kingdom consists of four countries England, Scotland, Wales and Northern Ireland that are a political union (this means they have the same Government.)
The physical Geography of the UK can be seen above the brown areas are highlands and consist of hills and mountains. The green areas are lowlands which are flat and mostly fields. The two areas can look very different.

Where do people in the UK Live?

Population distribution – this is looking at where people live and then the reasons they have chosen different areas.
Population density – This is how many people there are in one kilometer square



- This is a **choropleth** map it uses different colours to show us data.
- The darker the colour the more people there are in that area.
- The map is showing us there are more people in cities than the countryside.
- The dark area in the south east is London. We can see that in London there are over 1000 people per square kilometre. This means it is **densely populated.**
- In Scotland we can see that there are very few people in the north. This means it is **sparsely populated.**
- If we look at the physical map to the left you can see that Northern Scotland has lots of hills and mountains. This explains to us why there are so few people living in Northern Scotland.

Who are the British?

People in the United Kingdom identify as their home nationality for example the English or the Scottish but also as British. We are an island that has a large and varied history and therefore have experienced lots of migration. From the Romans and Vikings over 1000 years ago all the way up to people escaping persecution during the Second World War and Eastern European skilled workers coming in the 1990's to fill job shortages. This has made the United Kingdom a multicultural country. We celebrate different faiths, religions and cultures. This has brought many positives but also some difficulties. Not everyone is tolerant of each other.

Where do we work?

Employment is about jobs. In the UK there are four different sectors of **employment**.

1. The Primary Sector: people work with or get **raw materials** from the sea or land e.g. farming or mining

2. The Secondary Sector: people turn raw materials into products that can be sold e.g. factories or bakeries.

3. The Tertiary Sector: This is service industries e.g. teachers, doctors, shop owners & cleaners.

4. The Quaternary Sector: highly qualified and highly skilled they use their knowledge and skills to create new things and products e.g. Architects or Scientists.

In the UK 50% of people work in the tertiary sector and 25% work in the secondary sector. Only 10% of people work in the primary sector as we import many of our raw materials from abroad.

How are we doing?

- In Greater Manchester some areas have a longer life expectancy, better schools and less crime than other places.
- Look at the comparison table opposite.
- People in Trafford tend to be more wealthy. They have to be to afford a house there. But this means that on average they will achieve better grades, experience less crime and live longer.
- This suggests that Trafford has better access to services such as healthcare and education.
- This creates **inequality** as only wealthier people can afford to live there. **Inequality** is when people do not have equal access to the things they need.
- If people do not have access to good housing, schools and services they will not get the same chances in life. This is known as **deprivation**.

Categories	Bolton	Trafford
Population	295,963	235,052
Average Wage	£31,500	£41,200
Unemployment Rate	4.9%	3.1%
Average House Price	£229,392	£353,668
% of pupils achieving 5+ GCSE grade 4-9	56%	70%
Crimes recorded per 1000 people	123	77
Life Expectancy	78	80

Why does the Lake District look so beautiful?

- The Lake District is in the North West of England and its valleys and lakes were created during the last ice age 20,000 years ago when Northern England was covered in ice.
- The huge glaciers (massive blocks of ice) moved down the v-shaped valleys **eroding** (wearing away the valley slides and floor) them into U-shaped valleys and creating the ribbon lakes the Lake District is famous for.

How do people use the Lake District?

- The Lake district is a **National Park**. This means it has protection to stop people from building towns and cities which would ruin the landscape.
- The beautiful scenery is very popular with tourists. Over 20 million visit each year. This means that there is lots of potential for people to make money offering services to tourists such as hotels and restaurants.
- The popularity of the area has also created problems for people it can get very busy, people complain about traffic, the landscape being ruined by litter and footpath erosion.

Lake Windermere in the Lake District

Microclimate Knowledge Organiser

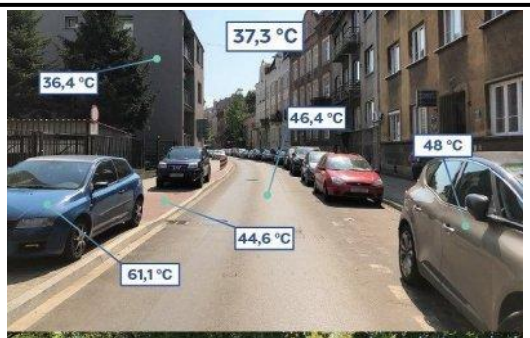
Key Terms

Weather – the day-to-day conditions in the atmosphere. It is warm and sunny
Climate – weather conditions over a long period of time. Spring in the UK is wet and mild.
Fieldwork – this is practical research outside of the classroom.

Rationale

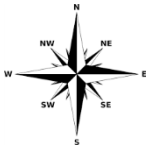
In this project you will investigate the microclimate of our school. You will learn about the role of the environment in affecting the microclimate along with developing your geographical investigation skills. This will involve identifying an area of study, collecting, presenting and analysing data along with formulating conclusions based on your investigation.

A microclimate is the distinctive climate of a small area, such as a garden, park, valley or part of a city. The weather in a microclimate can differ from the climate of a surrounding area. The variables may be temperature, rainfall or wind.

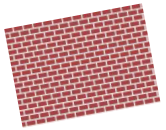


The two photos above were taken in the same city on the same day but the temperature in either place varies greatly. This is because in the second photo the trees are providing shade for the street so the ground is not being heated as much by the sun.

Factors that can affect microclimates



1. **Aspect** - The direction a place is facing. Places facing the south will be warmer as they receive more of the sun's energy. Those facing the north will cooler.



2. **Shelter** - Trees, hedges, walls and buildings all provide shelter from the wind. This can reduce wind speed or change direction of the wind.

3. **Physical Features** - Trees create shade. Bodies of water such as lakes and seas are cooler and sometimes create light winds. High places are cooler than low

4. **Surfaces** - The colour of the ground effects the warming. Dark surfaces are warmer than light as they absorb the suns heat better.

5. **Buildings** - Buildings give off heat that is stored during the day. Temperatures can be 2-3 degrees hotter around buildings. Buildings can decrease or increase wind speed.

The process of investigation

Hypothesis – this is the question we are aiming to answer by collecting, presenting and analysing data.

Risk Assessment – we always need to first assess what risks we face during fieldwork. If we are staying on school grounds we do not need to worry about traffic but the weather and also how we dress may have a factor. For example if it is raining we should wear a coat to stay dry.

Methodology – This is how we will carry out our method. We design this before leaving the classroom. We need to think carefully about how many sites we will visit around school. What equipment we will need to measure differences in temperature, shade, wind speed and how we will record our data.

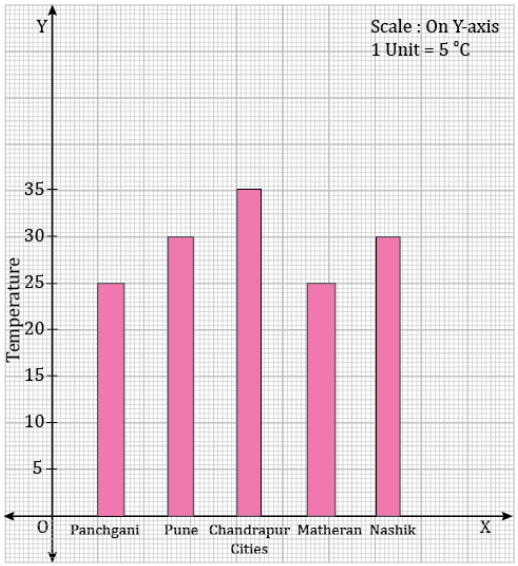
Data Presentation – This is how we present our data. This is a graph. Graphs make it easy to look for patterns in our data.

Data Analysis – We use our data to describe our results. We will look for specific patterns in places. If an area was in the shade did it have a lower temperature? Was the yard warmer than the field? Then we will explain why we think this was the case using the information on the previous page.

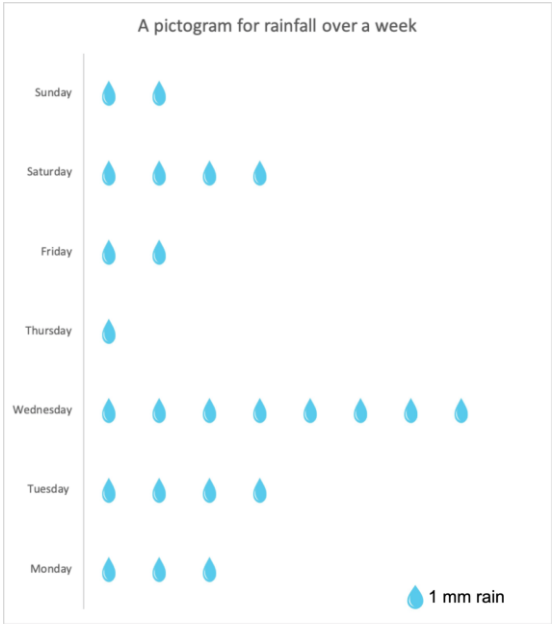
Conclusions – our conclusion is where we answer the hypothesis.

Evaluation – this is where we evaluate the study. Were there any factors that could mean our study was not accurate? How we collected the data for example?

Ways we can present our data



This is a bar chart. We can use bar charts to show the data from each site on one graph. We can only show Temperature or wind speed on a bar chart though.



This is a pictogram. It is similar to a bar chart but each symbol represents 1mm of rainfall. You count the symbols to show how much rainfall there was at each site. Like a bar chart this is a good way to compare data over each site. It must have a key to be accurate.

YEAR 7 KNOWLEDGE ORGANISER: Tudors and Stuarts (part 2)

Key things I need to know

- ✓ What was the impact of Henry's break with Rome?
- ✓ How did religion impact the reign of the Stuarts?
- ✓ What were the causes and impacts of the English Civil War?

Key Concepts

1. The Break with Rome	When the English Church broke away from the authority of the Catholic Church and the Pope.
2. Protestant	A Christian Church created by Henry VIII meaning that the Pope no longer controlled religion in England.
3. Treason	The crime of betraying your King or Queen.
4. Divine Right of Kings	A King could do as they wish because they were picked by God.
5.Civil War	A war between two groups of people in the same country.
6.Republic	A country without a King or Queen.

How did Henry's break with Rome impact the reign of his children?

Edward VI

Henry's son, Edward VI, went further than his father and made even more changes to the Church, making it more Protestant e.g. priests were allowed to marry, and the Book of Common Prayer was published.

Mary I

After Edward died, his sister Mary I
became queen. She was a strong Catholic and reversed many of Edward's changes. She also bought over 300 Protestants at the stake.

Elizabeth I

Following Mary's death, her sister,
Elizabeth I, became queen. She attempted to find a middle way to please both Catholics and Protestants. This was known as the Elizabethan religious settlement.

Why did Elizabeth have so many problems?

Marriage:

Elizabeth was the last of Henry VIII's children and so needed to marry and have children to ensure that the Tudor bloodline continued.

Finding a partner for Elizabeth however was difficult as she had to decide on religion and alliances.

In addition, how Elizabeth looked played a part in finding a partner.

Mary Queen of Scots:

Mary Queen of Scots was born in 1542 and was Elizabeth I's cousin. Many Catholics saw Mary as the rightful Queen of England.

Mary became Queen of Scotland when she was a baby and was raised a catholic. The Catholics in England a wanted things to change whereas protestants wanted it to continue.

After Mary's husband was killed in suspicious circumstances Mary fled to England for safety, but Elizabeth did not trust her and so had her locked away.

In 1586, a plot to assassinate Queen Elizabeth and replace her with Mary was created; the Babington Plot. Mary would send a letter that seemed to agree with the plot that was found by Elizabeth's spy Sir Francis Walsingham. After it was deemed that Mary was too much of a threat and of committing treason, she was beheaded in 1587.

Spanish Armada:

The Spanish Armada set sail for several reasons:

- Executing Mary Queen of Scots
- Elizabeth rejected the King of Spain in marriage
- English explorer Sir Francis Drake destroyed Spanish ships

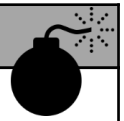
The Spanish Armada failed for several reasons:

- The Spanish had large and slower ships which were hard to manoeuvre
- The Spanish used a crescent formation which made them an easy target
- A storm hit the Spanish, causing them to sail around Scotland.
- The English had cannons that they could fire faster.

Stuart England

1603 – James becomes King James I of England → 5th November 1605 – Gunpowder Plot → 1625 – James dies, and his son Charles becomes King Charles I → 1629 – Charles rules without Parliament for 11 years → August 1642 – The English Civil War began → 1649 – Charles I was executed and England became a republic → 1660 – Parliament asks Charles' son to return as King Charles II

The Gunpowder Plot



Causes:

At first James I had been soft on the Catholics as he wanted to keep them happy.

However, the Protestants didn't like it, so he had to become harsher on the Catholics - he announced a plan to outlaw (ban) Catholicism

Events:

- The plotters put 36 barrels of Gunpowder in a cellar they had rented, under the Houses of Parliament.
- A suspicious letter was sent to Lord Monteagle who took this to the King's Spy Master, Robert Cecil. The King worked out what the message meant and the cellars were searched 10 days later.
- Guy Fawkes was discovered, tortured and confessed.

Impacts:

- People thought that the King was clever for working out what was going to happen.
- It made the Catholics look like a serious threat which gave King James an excuse to be harsher on the Catholics, including banning them from voting.
- Such a public, and horrible punishment, scared the Catholics and meant they didn't actively try to overthrow the monarchy again.
- The country became more firmly Protestant

Were the plotters framed?

Despite Guy Fawkes confessing to the crime, there is debate around if those accused actually planned this attack or if it was someone else.

- The cellar where the gunpowder was stored was rented to the plotters by a man called John Whynniard who was friend of the King's Spy Master. Whynniard was found dead on the morning of the 5th November.
- All supplies of gunpowder were kept secure in the Tower of London, however the records for 1604 were missing.
- After Robert Cecil was told about the mysterious letter, he waited 10 days before searching the cellar.
- Robert Cecil was allegedly also upset with how James I was treating the Catholics softly.
- The signature of Guy Fawkes was completely different from when he was arrested compared to a few days later.
- The house where the "plotters" were found was surrounded on the 7th November 1605, just two days after Guy Fawkes was captured. However, according to Government reports it took two days for Fawkes to give his real name and a further six days to reveal the others.

Key Concepts	
1. Cavalier	Nickname for a soldier who fought for the king during the civil war
2. Roundhead	Nickname for a soldier who fought for Parliament during the civil war
3. Puritan	A strict Protestant

Causes of the English Civil War (1642)

- Charles I married a Catholic and allowed Catholic advisors at court. He was accused of being a secret Catholic. In 1637 three Puritans (extreme Protestants) were arrested for printing pamphlets criticising changes to the Church of England, as they thought they made it more Catholic. They were punished in public.
- Charles refused to share power with Parliament, he ruled on his own for 11 years. He believed in the Divine Right of Kings.
- Since 1626 Charles has collected a tax to pay for the navy, because England was at war with Spain. This tax was called 'Ship Money'.
- In 1641 a rebellion breaks out in Ireland over religion and Charles asked Parliament for money. Some MPs refused to pay for an army that Charles was going to lead. They suggest that Parliament should be in change of the army instead, but Charles accused them of treason and demanded their arrest.

Soldiers of the English Civil War

The English Civil War divided friends and families between two sides; the Cavaliers who fought for parliament and the Roundheads who fought for the king.

Cavaliers – Musketeers

Musketeers did not wear armour, which meant they could move quickly. The gun that most of these soldiers used was called a matchlock. A good and well-trained musketeer could fire 3 rounds a minute – but if his gunpowder got wet, he wouldn't be able to shoot at all. Musketeers also had a sword for close hand-to hand combat.

Roundheads – Pikemen

Wore a set of armour and a strong thick coat, made of horse hide, called a 'buff coat'. The pike that the men carried was approximately 18 feet long and made of a hard wood. The top 4 feet of the pike was wooden with metal around it, with a sharp spiked spearhead at the top. Pikes were very heavy; only the strongest men could use them properly.

Cavalry – both

Both the Cavaliers and the Roundheads had cavalry (soldiers on horses), but the cost of keeping hundreds of horses was very high. The cavalry soldiers were armed with a heavy sword and sometimes two pistols. They wore back and chest plate armour with a 'buff coat' (a thick coat usually made of horse hide) underneath that.

Key battles of the English Civil War (1642)

1642 – Battle of Edge Hill → 1642 – Battle of Westhoughton Common → 1643 – The First Battle of Newbury → 1644 – The Battle of Marston Moor → 1644 – The Second Battle of Newbury → 1645 – The Battle of Naseby → 1648 – The Battle of Preston

Charles' execution

Charles I was defeated by the leader of the Parliamentarian army, Oliver Cromwell. Charles was arrested and put on trial for high treason due to how he angered parliament before the war and also being blamed for starting it.

Cromwell had 59 signatures on Charles' death warrant but there were arguments for and against Charles' execution.

- ✓ Killing Charles will bring peace to England.
- ✓ Cromwell's victories proved that God was actually on his side, not Charles'.
- ✓ Charles has killed and been to war against the people he was supposed to protect.

- England would be lost without a King.
- A lot of people in Parliament wanted Charles back in power.
- Charles was chosen by God and mortals do not have the power to challenge that.

Oliver Cromwell; hero or villain?

30th January 1649 King Charles I was executed, and England became a Republic for the next 11 years. Oliver Cromwell became Lord Protector and led England.

Oliver Cromwell made lots of changes to England;

- He still made decisions without Parliament at times but he gave Parliament much more power than before, and the way it was elected was fairer.
- Even though he was a Puritan, Cromwell was tolerant of other religions. He allowed Jews to come back into the country. He wasn't accepting of Catholics though, especially in Ireland.
- He created strict rules, such as banning football, however, he got rid of censorship (stopping some ideas being spread) and lots of people, including women, were now able to publish their ideas.

Oliver Cromwell died in 1958 and was replaced by Richard Cromwell. However, people were concerned about Richard's lack of experience so Charles I's son, Charles II was crowned King.

The Great Plague 1665

The Great Plague spread across England between June & November of 1665 and peaked in September with 7,000 deaths recorded in one week. In total, over 100,000 died in London – nearly 20% of the population but at the time nobody knew the true cause of the disease, so it was very difficult to treat.

There were two main types of plague;

1. Bubonic plague was spread when people were bitten by fleas, which lived on rats and 1 in 3 people would die if they caught it. This plague caused large swellings, known as buboes, in the armpit, groin and neck.
2. Pneumonic plague was spread from person to person through air droplets. In the period before antibiotics were developed, this had a near 100% death rate.

Believed causes:

- Punishment sent by God.
- The alignment of the planets.
- Bad smelling air from rubbish in the streets.
- Cats and dogs on the streets.

Treatments (when someone had already caught the plague):

- Carrying lucky charms and amulets.
- Praying.
- Transference – strapping a live chicken to buboes so the disease would transfer to the chicken.
- Herbal remedies.

Preventions (how people avoided catching it):

- 40,000 dogs and 200,000 cats killed.
- Victims locked in their houses for 40 days and a red 'X' painted on their door.
- Smoking tobacco and burning sweet smelling herbs in the streets to cure the bad smells.
- Plague Doctors wore bird-like beaks with herbs in them along with a waxed cloak.
- Public gatherings were banned and streets were cleaned

Actions of the Government:

- The Mayor of London published detailed orders which most people followed. He also appointed 'searchers' and 'watchmen'' to monitor the spread of the disease.
- Charles II demanded people follow the preventions such as the killing of animals, quarantine, cleaning of streets and burning sweet smelling herbs.

Sequences

Component Knowledge

- Understand and describe linear sequences.
- Understand and describe geometric sequences.
- Understand and describe pictorial sequences.
- Understand and describe special sequences

Key Vocabulary

Linear	The difference between terms increases or decreases by the same value each time.
Geometric	A sequence where each term is found by multiplying the previous one by a fixed non-zero number.
Difference	The gap between two terms.
Sequence	Items or numbers put in a pre-decided order
Term	A single number or variable.

Linear Sequences- can also be known as arithmetic sequences. Where each term is added or subtracted by the same amount each time (arithmetic operation).

The rule is add 4 because the difference between each number is 4.

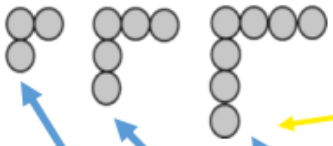
1, 5, 9, 13, ... 17

+ 4 + 4 + 4

17 is the next number because 13 + 4 = 17.

Sequences

Finding the next term - diagrams



We can see an extra dot has been added along the top and down the side each time.

The 4th pattern would look like this.

3, 5, 7, 9 ...

Often patterns of shapes can be simplified to a number sequence.

Geometric Sequences- where each term is multiplied or divided by the same value each time.

Example:

The rule is multiply by 2 because the numbers are doubling.

5, 10, 20, 40, ... 80

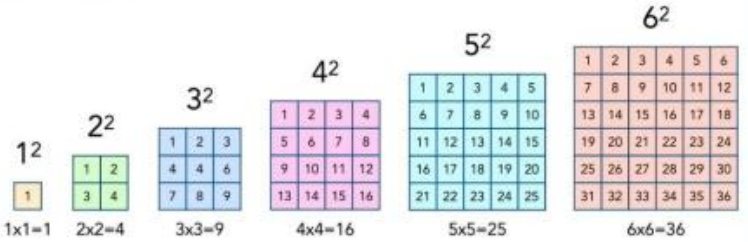
x2 x2 x2

80 is the next number because 40 x 2 = 80

Special Sequences

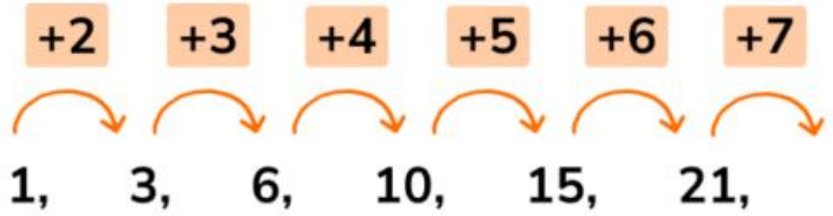
Square Number Sequences- each term is the result of each position multiplied by itself. They can be represented by a square.

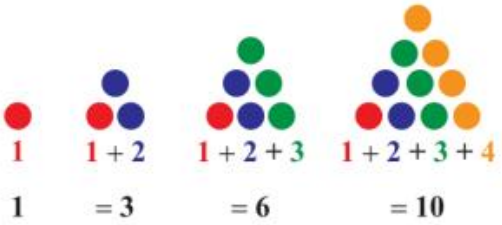
Example: **1, 4, 9, 16, 25, 36 …**



Triangular Number Sequences- Triangular numbers are numbers that can be represented as a triangle. To find the next triangular number in a sequence, we need to find the difference between the previous two terms and add one more than this value.

Example:





Fibonacci Sequences- This sequence is commonly found in spirals in nature. The next term is found by adding up the two terms before it.

Example: The Fibonacci sequence is below. Other Fibonacci type sequences are based on the Fibonacci rule of adding the previous 2 terms.

0, 1, 1, 2, 3, 5, 8, 13, 21, 34, …

0, (0+1), (1+1),(1+2), (2+3), (3+5), …

Online clips M381, M241, M166, M981

Finding and using the nth term

Component Knowledge

- Find the common difference between terms in a sequence
- Using the common difference to find the nth term
- Using the nth term to find terms in a sequence

Key Vocabulary

Sequence	A list of numbers or objects in a special order
Linear	A sequence where each term is added, or subtracted, by the same amount each time.
Pattern	Objects or numbers that are arranged following a rule or rules
Nth Term	A formula that enables us to find any term in a sequence
Term	In algebra, a term is either a single number or variable, or numbers and variables multiplied together.

How to find common differences & the nth term of a linear sequence

The nth term is the general rule for a sequence. We can use the nth term to then calculate any term in the sequence.

Here is a sequence: 5, 8, 11, 14, …

1. Find the difference between the numbers.

5, 8, 11, 14

+3 +3 +3 = 3n

A difference of +3 means we need to look at the +3 times table.

2. Calculate how you get from the times table to the original sequence.

3, 6, 9, 12, …

5, 8, 11, 14, … + 2

The nth term is 3n + 2.

We can also write this as $t_n = 3n + 2$

Decreasing sequences – follow the same steps but your nth term will be negative

A difference of -3 means we need to look at the -3 times table.

-3 -3 -3 -3

-5, -8, -11, -14, -17

-2 -2

-3n: -3 -6 -9 -12 -15

Calculate how you get from the times table to the original sequence

-3n -2

Using the nth term to create a sequence

Write the first five terms of the sequence $3n + 4$.

n represents the position in the sequence. The first term in the sequence is when $n = 1$, the second term in the sequence is when $n = 2$, and so on.

To find the terms, **substitute** n for the position number:

- when $n = 1$, $3n + 4 = 3 \times 1 + 4 = 3 + 4 = 7$
- when $n = 2$, $3n + 4 = 3 \times 2 + 4 = 6 + 4 = 10$
- when $n = 3$, $3n + 4 = 3 \times 3 + 4 = 9 + 4 = 13$
- when $n = 4$, $3n + 4 = 3 \times 4 + 4 = 12 + 4 = 16$
- when $n = 5$, $3n + 4 = 3 \times 5 + 4 = 15 + 4 = 19$

The first five terms of the sequence: $3n + 4$ are $7, 10, 13, 16, 19, \ldots$

Using the nth term to find if a number is in a sequence

Is the number 14 in the sequence 4n + 2?

$$\begin{aligned} 4n + 2 &= 14 \\ -2 \quad & \quad -2 \\ 4n &= 12 \\ \div 4 \quad & \quad \div 4 \\ n &= 3 \end{aligned}$$

If you get a decimal here, then the term isn't in the sequence

Yes, 14 is the 3rd term in the sequence.

Online clips

M381, M241, M166, M991

Ratio

Component Knowledge

- To be able to write and understand ratio notation
- To be able to simplify ratios
- To be able to simplify to unit ratios
- To be able to share an amount in a ratio

Key Vocabulary

Ratio	Relationship between two or more numbers.
Part	This is the numeric value '1' of, would be equivalent to
Simplify	Divide all parts of a ratio by the same number.
Equivalent	Equal in value

Ratio Notation

The ratio of apples to oranges is 3:2

Apples are mentioned first that is why the 3 comes before the 2

The ratio of oranges to apples is 2:3

Oranges are mentioned first that is why the 2 comes before the 3

To write this as a fraction

Apples to Oranges

3:2

There are 5 parts to this ratio in total

$\frac{3}{5} : \frac{2}{5}$

Simplifying a ratio

Simplify

12 and 20 both have a factor of 4

12:20

÷ 4 ÷ 4

3:5

Therefore both numbers need to be divided by 4

Using the highest common factor gets the final answer quicker but you could have divided by 2 and then 2 again for the example above

Simplify

60:40:100

÷ 10 ÷ 10

6:4:10

÷ 2 ÷ 2

3:2:5

Alternatively, you could have divided by 20 here to simplify in one step

Writing ratios as 1:n or n:1

This means that the ratio needs to be simplified in a specific way. You may end up with fractions or decimals as part of your answer

Write 2: 5 in the form 1 : n

This means the left number needs to be 1

2 : 5

÷ 2 ÷ 2

1 : 2.5

Write 2: 5 in the form n : 1

This means the right numbers needs to be 1

2 : 5

÷ 2 ÷ 2

0.4 : 1

Saved to this PC

Sharing in a ratio

To share in a ratio, we can use bar modelling to visualise the steps.

Example

Share £35 in the ratio 2:5

There are 7 parts to this ratio

$35 \div 7 = 5$ so each part is worth £5

10 25

£10: £25

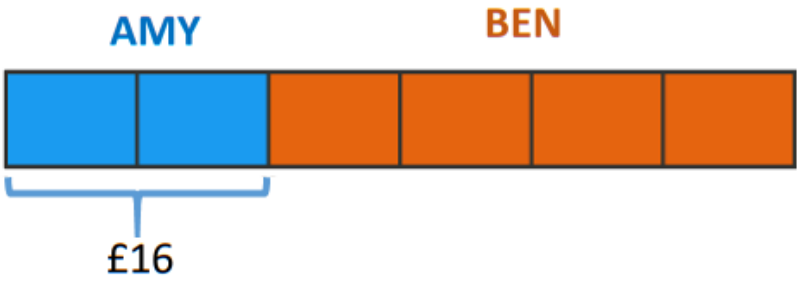
Sharing in a ratio when given one part

Example

Amy and Ben share some money in the ratio 2:4

Amy receives £16. How much does Ben get?

This example is different as Amy gets £16 they do not have £16 in total



$£16 \div 2 = 8$

So Ben gets
$£8 \times 4 = £32$

Online clips

M885, M801, M525, M543

Saved to this PC

Averages

Component Knowledge

- To understand and calculate the mode from a list.
- To understand and calculate the median from a list.
- To understand and calculate the mean from a list
- To calculate the range and understand it is **not** an average.

Key Vocabulary

Data set	Collection of values that share a common relationship. This could be answers to a set question or information for a set objective.
Average	Is a value (or values) that is used to represent a whole data set
Mode	The most frequent value in a data set. It is a type of average. Modal is another word used more mode.
Median	The middle value of a data set, when ordered. It is a type of average.
Mean	A measure of the size of the data when shared out equally. It is a type of average.
Range	A value to show spread out a data set is. It can be used to describe how representative of the whole data set the average used is. IT IS NOT AN AVERAGE.

Averages

We use averages to summarise a whole data set in a single value/few values. We do this so we can interpret large data sets and also compare data sets more easily.

Mode- the most frequent value/ few values in a data set. There can also be no mode in a set of data.

Ex 1, find the mode:

blue red blue green blue blue
pink green blue red blue yellow

Blue is the mode.

Ex 2, find the mode:

9, 4, 3, 6, 9, 5, 2, 1, 8, 7

To make it easier, we can re-write these values in ascending(increasing) order.

1, 2, 3, 4, 5, 6, 7, 8, 9, 9. We can now see clearly **9 is the mode.**

Ex 3, find the mode:

9, 4, 3, 6, 9, 5, 2, 1, 8, 7, 3

Re-written 1, 2, 3, 3, 4, 5, 6, 7, 8, 9, 9 We can see **3 and 9 are the modal values.**

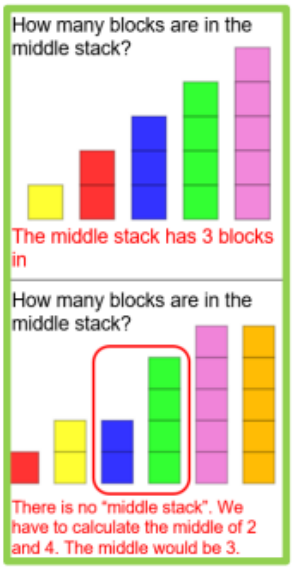
** We usually only have 1, 2 or 3 modal values**

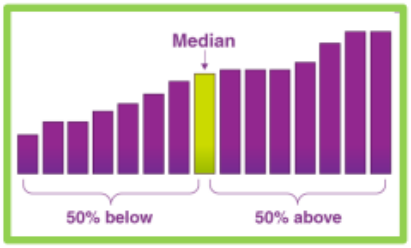
Ex 4, find the mode:

4, 3, 6, 9, 5, 2, 1, 8, 7

Re-written 1, 2, 3, 4, 5, 6, 7, 8, 9 We can see there **are NO modal values.**

Median- the middle value in a data set, when in order. If there are 2 middle values, we find the midpoint between them.





Find the median of: ~~1~~, ~~3~~, ~~3~~, **6**, ~~7~~, ~~8~~, ~~9~~

Median = 6

Find the median of: ~~1~~, ~~2~~, ~~3~~, **4**, **5**, ~~6~~, ~~8~~, ~~9~~

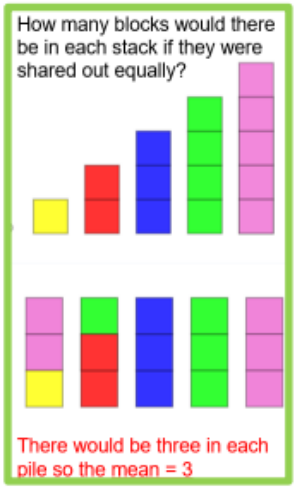
Median is the midpoint of 4 and 5 = 4.5

Find the median of the following set of numbers.

40 –2 10 40 –31 3 –34 –13 –10 1 30 16 –16

–34 –31 –16 –13 –10 –2 1 3 10 16 30 40 40

Mean- The mean is the size of each part when a quantity is shared equally. We can do this by adding all the values in the data set together and then dividing it equally between the number of values.



Example 1.
Find the mean of the following set of numbers.

19, 6, 17, 6

Solution.
To find the mean divide the sum of the numbers by the number of numbers.

$$\frac{\text{Sum of numbers}}{\text{Number of numbers}} = \frac{19+6+17+6}{4}$$

$$= \frac{48}{4}$$

$$= 12$$

There are 4 values in the data set so we are dividing by 4.

Range- the range shows how spread out the data is. It is useful to order the data when finding the range. The smaller the range, the more consistent the data.

E.g. Find the range of the following numbers

43 36 10 –8 –3 –6 –4 –22

–22 –8 –6 –4 –3 10 36 43

65

Range =43- -22 = 65

Online Clips

M841, M934, M940, M328

Pictograms

Component Knowledge

- To be able to draw a pictogram given a frequency table
- To be able to interpret a pictogram.

Key Vocabulary

Pictogram	A type of chart to represent non – numerical or discrete data
Key	Shows what value each picture represents.
Discrete	Data that can only take certain fixed values – it usually is values that can be counted. (e.g. whole numbers, shoe sizes, money)
Frequency	The number of times the item occurs in an experiment.

A **pictogram** uses pictures or icons to represent the total frequency of each category.

In a pictogram the icons used must be the same size and equally spaced. This makes it very easy to spot the mode (most common).

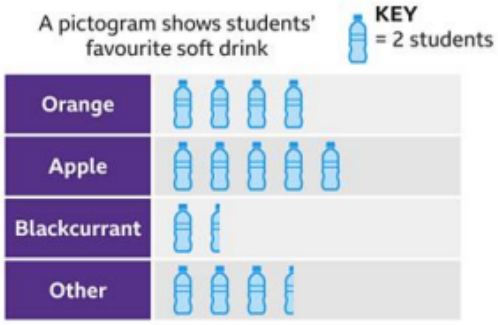
A key is included to indicate what value each icon represents. Fractions of the icon, usually a half or a quarter, might be used to indicate some values.

A pictogram can be used to make comparisons between the categories in a set of data.

Drawing

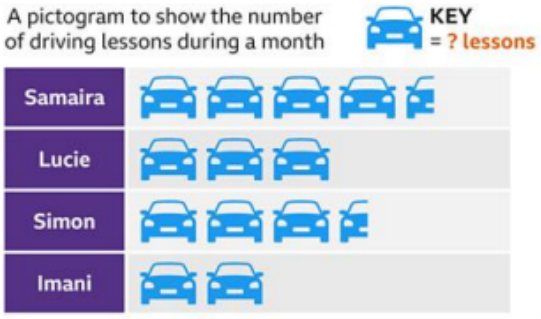
1. Look at the largest frequency in your table
2. Decide on an appropriate icon and what value it will represent, ones twos or fours work best.
3. Draw a table with two columns, one for category and one for the icons.
4. Label the categories in the table.
5. Draw the correct number of images for each frequency.
6. Draw the correct number of images for each frequency.
7. Check you have included a key and give your pictogram a title.

Soft drink	Apple	Orange	Blackcurrant	Other
Frequency	8	10	3	7



Interpreting

The pictogram shows the number of driving lessons some students had during a month. If Simon had 7 lessons, how many lessons did Samaira have?



Simon has three and a half Icons. This represents seven lessons (7 ÷ 3.5 = 2)

Each icon represents two lessons. Samira has four and a half icons. Samira = 4.5 x 2 = 9 lessons.

Online clip

M644

Bar Charts

Component Knowledge

- Understand how to complete a tally/frequency table
- Understand the important characteristics of a bar chart
- Understand how to draw a bar chart and read information from it

Key Vocabulary

Tally chart	Table used to track the frequency of a variable
Frequency	Measures how often things are repeated
Height	Measure from the base to the top of an object
Width	Measure of how wide an object is, usually horizontally
Axis	Horizontal or vertical scale on a graph or chart
Axes	Plural of axis, i.e. a set of axes (pronounced 'axees')
Discrete	Data that can only take certain values, e.g. shoe size
Continuous	Data that are not fixed and can have an infinite set of values

Completing a Tally Chart

Complete a tally chart for the most popular colour of car:

Red, blue, red, green, red, purple, red, green, red, purple, green, blue, red, green, blue, red, red, red

For each colour, draw a **vertical line** in the 'tally' column.

For the 5th number, you put a slash through the bundle of 4 vertical lines

~~IIII~~

Add the tally to give a **numerical value**. This is called the **frequency**

Colour	Tally	Frequency
Red	~~IIII~~ IIII	9
Blue	III	3
Green	IIII	4
Purple	II	2

Key facts & Tips

Bar charts represent *discrete data* (i.e. data you can count).
The bars are **equal width** with **equal gaps** between them. The height of each bar represents the frequency, which is shown on the y-axis

EXAM TIP

Don't forget to label the graph

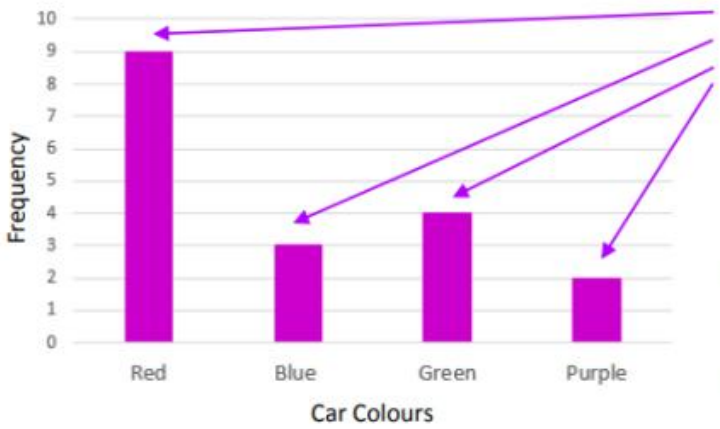
Example Question

Mrs Klingon asks 21 of her colleagues what model of car they drive. Below is the data.

Car Model	Frequency
Ford	6
VW	3
Kia	11
Nissan	1

Draw a bar chart to represent this.

Completing the bar chart



The number of red, blue, green and purple cars is the **frequency (height of the bars).**

IMPORTANT

The **bars** are the **SAME width**

The **gaps** between the bars are the **SAME width**

Both axes are **labelled**

The graph has a **title**

Frequency starts at 0

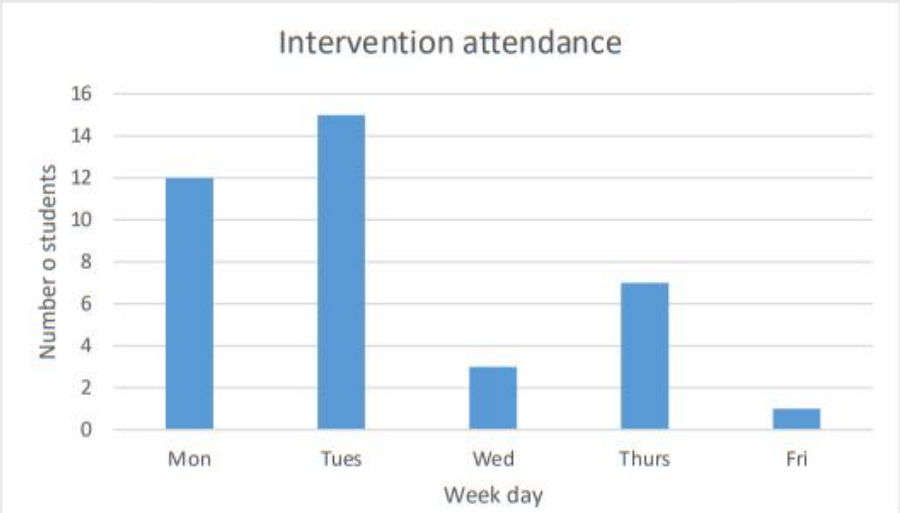
Further example question & solution

1) **The table shows the number of year 11 students who attended intervention in one week.** Use this information to draw a bar chart.

Mon	Tues	Wed	Thurs	Fri
12	15	3	7	1

2) **The data below shows the favourite fast food of a group of year 7 students. Use this information to complete a tally chart. Then draw a bar chart to represent the information.**

Pizza, burger, pizza, hotdog, burger, pizza, burger, pizza, hotdog, pizza, pizza, hotdog, pizza, burger pizza, burger, hotdog, chicken wings, burger



Online clips

M460, M738

Line Graphs

Component Knowledge

- Know how to plot a line graph
- Describe trends in data using a line graph

Key Vocabulary

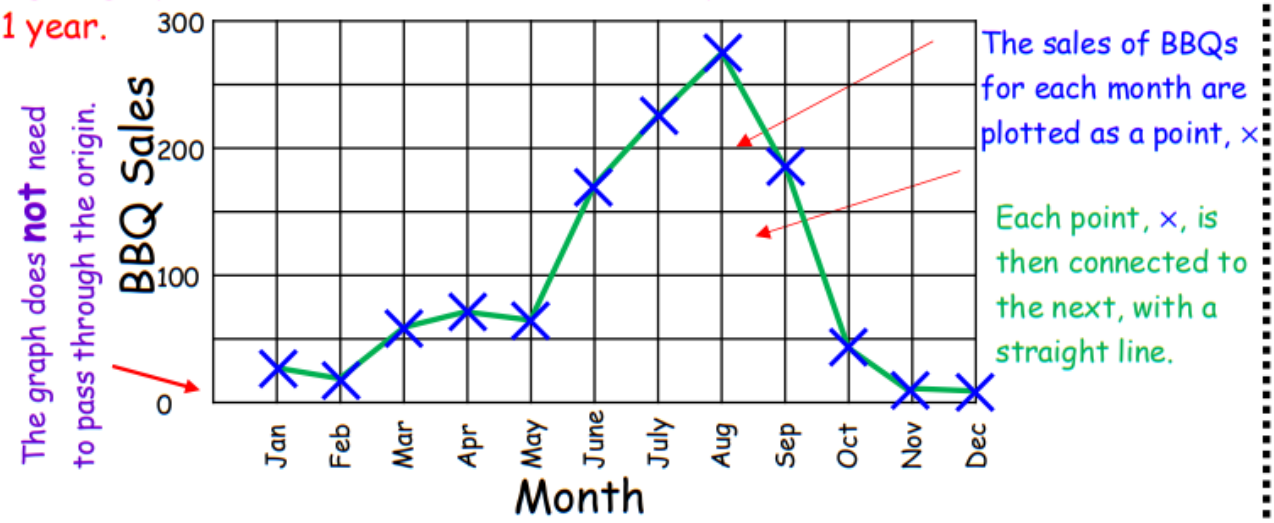
Series	A set of sequential pieces of data
Trend	A pattern in a data series

Line Graphs (Time Series Graphs):

Are commonly used to show how a variable changes over ***time***.

The graph is used to show ***trends*** in data.

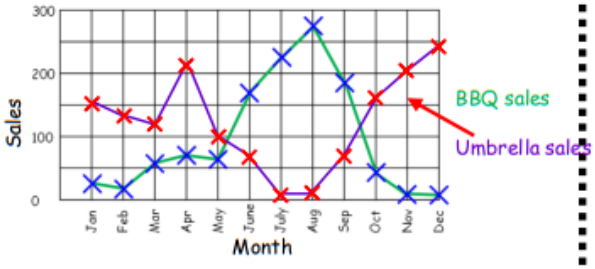
e.g. A graph to show sales of BBQ's in a shop each month, over the course of 1 year.



Here sales of BBQ's increase from May to August before decreasing again.

A second data series can be plotted on the same axes to allow ***comparison***.

Here the highest months for sales of BBQs are July and August, these are the lowest months for sales of umbrellas.



Online clips

M140, M183

What you do on your computer /
What you do on your mobile

Qu'est-ce que tu fais avec ton ordinateur?
– What do you do on your computer?
Qu'est-ce que tu fais avec ton portable?
– What do you do on your mobile?
Je joue aux jeux vidéo – I play video games
Je partage des photos sur (des réseaux sociaux)
– I share photos on (social media)
Je regarde des vidéos sur (ma tablette)
– I watch videos on (my tablet)
Je télécharge des chansons sur (mon ordinateur portable)
– I download music on (my laptop)
Je parle avec mes ami(e)s – I speak with my friends
J'envoie des e-mails sur (mon portable)
– I send emails on (my phone)

Key ideas
Online habits
Sports and hobbies

Saying if you are sporty
Tu es sportif (m) / sportive (f)?
– Are you sporty?
Je suis sportif (m) / sportive (f)
– I am sporty
Je ne suis pas sportif (m) / sportive (f)
– I am not sporty

Your favourite sportsperson
Mon sportif préféré (m) est…
– My favourite sportsman is…
Ma sportive préférée (f) est…
– My favourite sportswoman is…

Year 7 Topic 4: Mes Passetemps – My Hobbies

What you like to do
Qu'est-ce que tu aimes faire? – What do you like to do?
J'aime regarder la télé – I like to watch TV
J'aime écouter de la musique – I like to listen to music
J'aime faire les magasins – I like to do shopping
J'aime faire du sport – I like to do sport
J'aime jouer sur (ma console de jeux) – I like to play on (my games console)
J'aime téléphoner à mes copains (m) / copines (f) – I like to phone my mates

Sports
Qu'est-ce que tu fais (*quand il fait beau*)?
– What do you do (*when it is nice weather*)?
En été – in summer
En hiver – in winter
Quand il fait beau / mauvais– When it's good / bad weather
Quand il fait chaud / froid– When it's hot / cold
Quand il pleut /neige – When it rains / pleut
Quand il y a du soleil / vent – When it is sunny / windy

je fais du parkour – I do parkour
je fais du vélo – I do cycling
je fais de la danse – I do dance
je fais de la natation – I do swimming
je fais de l'équitation – I do horse-riding
je fais une balade à cheval I do horse-riding

Using a range of language improves the quality of our speaking and writing and allows us to access more challenging texts!

Quels sports joues-tu? – What sports do you play?
Je joue au foot – I play football
Je joue au basket – I play basketball
Je joue au tennis – I play tennis
Je joue au handball – I play handball
Je joue aux boules / à la pétanque– I play boules / pétanque
Je joue aux cartes – I play cards

How often you do or play something
J'y joue + frequency expression – I play it + frequency expression
J'en fais + frequency expression – I do it + frequency expression

What you used to do or play
Avant / Dans le passé je jouais… – Before / In the past I used to play…
Avant / Dans le passé je faisais… – Before / In the past I used to

Definite Article – The
le – masculine
la – feminine
les – plural
l' – starts with a vowel sound

Jouer à + a sport
à + le = au (masc.)
à + la = à la (fem.)
à + les = aux (plural)
à + l' = à l'
(starts with a vowel sound)

Faire de + a sport
de + le = du (masc.)
de + la = de la (fem.)
de + les = des (plural)
de + l' = de l'
(starts with a vowel sound)

Faire – to do
Je fais – I do
Tu fais – You do (singular / informal)
Il fait / Elle fait / On fait
– He does / She does / We do
Nous faisons – We do
Vous faites – You do (plural/ polite)
Ils font / Elles font – They do

Year 7 Topic 4: Transferable Knowledge

Sequencers
D'abord – First of all
Puis – Then
Ensuite – Next
Finalement – Finally

Connectives
et – and
mais – but
aussi – also
parce que – because
car – because
puisque – since
cependant – however

Key verbs in the present tense

Jouer – to play
Je joue – I play
Tu joues – You play (singular / informal)
Il joue / Elle joue / On joue
– He plays / She plays / We play
Nous jouons – We play
Vous jouez – You play (plural / polite)
Ils jouent / Elles jouent – They play

Time Expressions
d'habitude – usually
quelquefois – sometimes
souvent – often
tous les jours – every day
tous les soirs – every evening
tous le temps – all the time
de temps en temps
– from time to time
une fois par semaine
– once a week
deux fois par semaine
– twice a week
Le soir... - In the evenings...

Opinions
Qu'est-ce que tu aimes faire?
– What do you like to do?
Qu'est-ce que tu n'aimes pas faire?
– What do you not like to do?
Tu aimes...? /
Est-ce que tu aimes...?
– Do you like...?
J'aime... – I like...
J'adore... – I love...
Je préfère... – I prefer...
Je n'aime pas... – I don't like...
Je déteste... – I hate...
pour moi – for me
c'est... – it is...

Intensifiers
très – very
assez – quite
vraiment – truly
réellement – really
un peu – a bit
peu – little
trop – too
extrêmement – extremely
tellement – so

Adjectives
bien – good
cool – cool
génial – great
ennuyeux – boring
nul – rubbish
important – important
essentiel – essential

Year 7 Topic 5: Les Animaux – Animals

What pet I have
As-tu un animal? – Do you have a pet?
J'ai un chat – I have a cat
J'ai un chien – I have a dog
J'ai un lapin – I have a rabbit
J'ai un cheval – I have a horse
J'ai un poisson – I have a fish
J'ai un oiseau – I have a bird
J'ai une souris – I have a mouse
J'ai une araignée – I have a spider
Je n'ai pas d'animal – I don't have a pet

Name of my pet(s)
qui s'appelle… – who is called…
qui s'appellent… – who are called…

My past pet
Quand j'étais petit / petite – When I was little
j'avais… – I used to have…
Il / Elle était… – It was
Ils / Elles étaient… – They were

My future pet
Dans le futur / À l'avenir – In the future
je voudrais avoir… – I would like to have…
Il / Elle serait… – It would be…
Ils / Elles seraient… – They would be…

Colours
violet / violette / violets / violettes – purple
rouge / rouges – red
bleu / bleue / bleus / bleues – blue
noir / noire / noirs / noires – black
gris / grise / gris / grises – grey
vert / verte / verts / vertes – green
jaune / jaunes – yellow
blanc / blanche / blancs / blanches – white
rose / roses – pink
orange – orange
marron – brown

Describing animals
fort / forte / forts / fortes – strong
dangereux / dangereuse / dangereux / dangereuses – dangerous
ennuyeux / ennuyeuse / ennuyeux / ennuyeuses – boring
grand / grande / grands / grandes – big
petit / petite / petits / petites – small
lourd / lourde / lourds / lourdes – heavy

My favourite animal
Mon animal préféré, c'est…
– My favourite animal is…
le chat – the cat
le chien – the dog
le lapin – the rabbit
le cheval – the horse
le poisson – the fish
l'oiseau – the bird
la souris – the mouse
l'araignée – the spider

Adjectives
In French, adjectives usually go after the noun they are describing and agree with the noun (masculine, feminine, singular, plural).
For example:
Un chien noir – A black dog
Une araignée *noire* – A *black* spider
Deux chiens *noirs* – Two *black* dogs
Deux araignées *noires* – Two *black* spiders

Key ideas
Pets
My favourite animal

Using a range of language improves the quality of our speaking and writing and allows us to access more challenging texts!

Year 7 Topic 5: Transferable Knowledge

Indefinite Article – A / An / Some
Un – a / an (masculine)
Une – a / an (feminine)
Des – some (plural)

Definite Article – The
le – masculine
la – feminine
les – plural
l' – starts with a vowel sound

Possessive Adjectives
My
Mon – masculine
Ma – feminine
Mes – plural
Your
Ton – masculine
Ta – feminine
Tes – plural

Opinions
J'aime beaucoup… – I really like…
J'adore… – I love…
Je préfère… – I prefer…
Je n'aime pas… – I don't like…
Je déteste… – I hate…
pour moi – for me
c'est… – it is…

Connectives
et – and
mais – but
aussi – also
parce que – because
car – because
puisque – since
cependant – however

Être – to be
Je suis – I am
Tu es – You are
Il est/ Elle est/ On est – He is/ She is / We are
Nous sommes – We are
Vous êtes – You are (plural/ polite)
Ils sont / Elles sont – They are

Avoir – to have
J'ai – I have
Tu as – You have
Il a/ Elle a/ On a – He has/ She has / We have
Nous avons – We have
Vous avez – You have (plural/ polite)
Ils ont / Elles ont – They have

Key verbs in the present tense

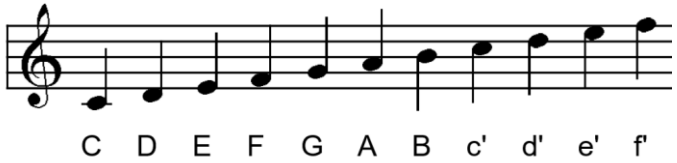
S'appeler – to be called
Je m'appelle – I am called
Tu t'appelles – You are called
Il s'appelle / Elle s'appelle / On s'appelle – He is called/ She is called / We are called
Nous nous appelons – We are called
Vous vous appelez – You are called (plural/ polite)
Ils s'appellent / Elles s'appellent – They are called

Intensifiers
très – very
assez – quite
vraiment – truly
réellement – really
un peu – a bit
peu – little
trop – too
extrêmement – extremely
tellement – so

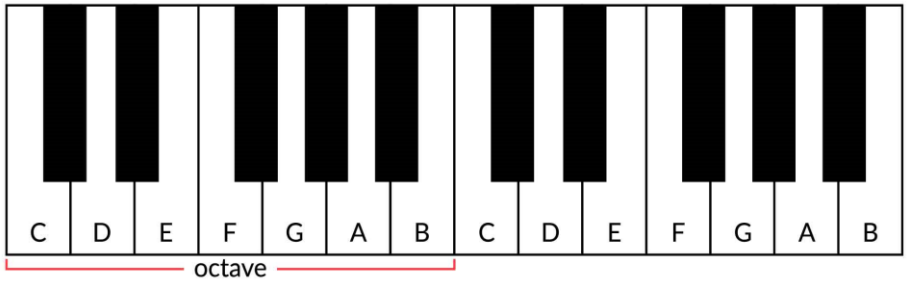
Year 7 – Keyboard Skills unit 2

ELEMENTS OF MUSIC:
MELODY - The tune, whether the PITCH goes up or down.
ARTICULATION - How a note is articulated - short and spiky or smooth.
DYNAMICS - The VOLUME of the music.
TEXTURE - How many layers of sound – thick/thin.
STRUCTURE - How the music is organised.
HARMONY - When more then one pitch is heard at once.
INSTRUMENTATION - The type of sound heard (also called TIMBRE)
RHYTHM - A pattern of long and short notes.
TIME SIGNATURE - The amount, and type, of beats in each bar.
MUSICAL VOCABULARY:
STAVE – the five lines where musical notes are written.
PITCH – how high or low a note is.
TREBLE CLEF – a symbol used to show higher pitched notes
MELODY – the tune.
TECHNIQUE – using the correct fingers to play the notes.

Notes are written in alphabetical order, upto G, on lines and spaces:



C IS TO THE LEFT OF THE TWO BLACK KEYS!



- A keyboard is laid out with **black and white** keys.
- C is always to the left of the two black keys.
- The notes continue in alphabetical order to G and then start again at A.
- Notes with the same letter name/pitch are said to be an **OCTAVE** (8 notes) apart.
- **MIDDLE C** is the C in the centre of a keyboard.
- It is important to try and use the correct technique to play the keyboard – which means using all your fingers, not just one.
- We create **harmony** by playing two notes at once.

Year 7 – PROGRAMME MUSIC

ELEMENTS OF MUSIC:
MELODY - The tune, whether the PITCH goes up or down.
ARTICULATION - How a note is articulated - short and spiky or smooth.
DYNAMICS - The VOLUME of the music.
TEXTURE - How many layers of sound – thick/thin.
STRUCTURE - How the music is organised.
HARMONY - When more then one pitch is heard at once.
INSTRUMENTATION - The type of sound heard (also called TIMBRE)
RHYTHM - A pattern of long and short notes.
TIME SIGNATURE - The amount, and type, of beats in each bar.

Programme music is descriptive, telling a **story** or representing a series of **pictures**. The descriptive idea or story-line is known as the **programme**.
Although **descriptive** music has always existed, **orchestral** programme music became very popular during the 'Romantic' period – the **19th Century** – when music developed close links with **literature** and **painting**.

Some notes have an '**accidental'** in front of them.

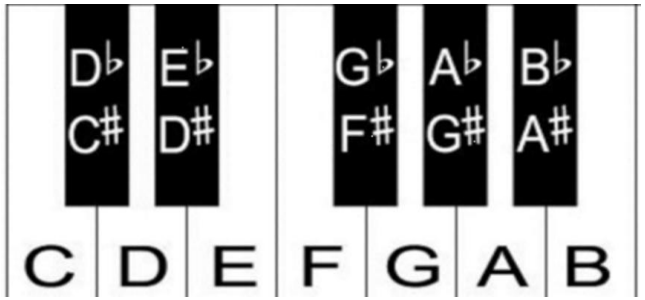
♯ = **Sharp** means you play the note a semitone higher.

♭ = **Flat** means you play a semitone below.

♮ = **Natural** - this cancels a sharp or a flat.

On the keyboard, playing a sharp or flat usually means you play the black key above or below the note:

This can have the effect of making the music sound sad, scary or mysterious.



MUSICAL VOCABULARY:

DYNAMICS (Volume):

pianissimo		*pp*	very soft
piano	*p*	soft	
mezzo piano	*mp*	moderately soft	
mezzo forte		*mf*	moderately loud
forte	*f*	loud	
fortissimo		*ff*	very loud
crescendo		<	gradually getting louder
diminuendo		>	ly getting softer

TEMPO (Speed):

Largo	Very slow	
Adagio	Slow	
Andante		Walking pace
Allegro	Fast/lively	
Presto	Very fast	
Ritardando (*rit*)	Getting slower	
Accelerando	Getting faster	

Batting: Basic Straight Drive

- Stand with feet shoulder width apart and parallel to the batting crease.
- Slightly flex knees and keep weight evenly distributed.
- Rest the hand and top of bat gently against the inside thigh of your front leg with the bat resting on the floor at a 45° angle.
- Keep your head over the front foot and face the bowler.
- As the bowler approaches, the bat should remain close to the body but brought upward, bending both elbows, until the bat is parallel to the shoulders.
- As the ball is released, move the front foot behind the front knee and chest and keep the back leg straight and foot planted.
- The head should be level with the front knee, with the back foot raised up to the toes.
- On contact, the bat accelerates vertically through a straight path, keeping elbows bent and locked, until the face of the bat is pointing to the sky.

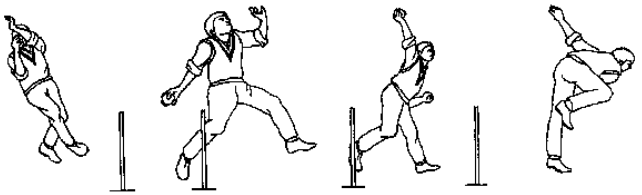
Bowling: Basic

Grip

- Place your thumb on the seam of the ball.
- Place your index finger on the seam, opposite your thumb.
- Hold the ball so that the seam is parallel to your index finger.
- Place your middle finger to the right of the seam, approximately a quarter of the way down the ball.
- Wrap your ring finger and pinky into a loose fit.

Release

- Carry the ball close to your chin. Coil your body and lean back.
- Drop your elbow and pant your leg bowling leg.
- Straighten your elbow and arm.
- Shift your weight to the lead leg.
- Thrust your bowling shoulder forward.
- Swing your arm like a windmill.
- Snap your wrist forward just before you release the ball.
- Release the ball.
- Follow through properly.
- Bend your elbow.



Fielding:

Catching

- **English (orthodox catch)-**Aim to catch at the base of your fingers. Bring the ball into your body
- **Australian (reverse cup)-** Attempt to catch at eye-level and keep your hand high. Watch the ball the whole time until it hits your hands.

Throwing

- **Overarm-** bring arm behind head, and transfer power from back foot to front foot. Used over longer distances
- **Underarm-** swing arm from back to front, release ball when hand pointing at target.

Long Barrier

- Long barrier: Kneel side on with foot next bent leg, pick ball up side on.

Short Barrier

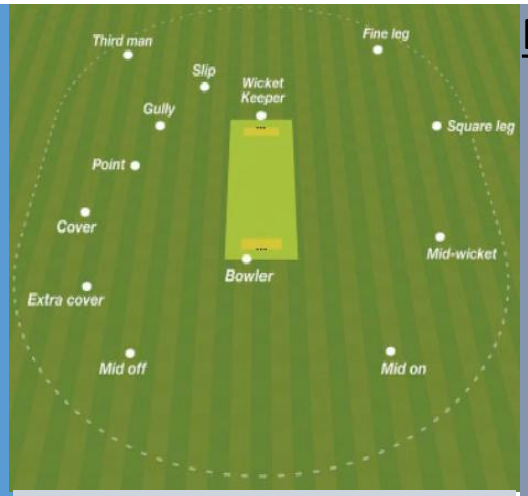
- Short barrier- face on approach ball, foot behind and pick up ball.

Rules:

➔ Two teams, play an innings of batting and bowling.
➔When one team is batting, try and score as many runs as they can by hitting the ball around a set boundary.
➔The bowling team can get the batsmen out by hitting the stumps or catching the ball.
➔Once the batting team is all out, the teams swap over and they then become the bowling side.

Scoring System:

➔One run is scored each time the batsmen cross and reach the set of stumps at the other end of the pitch.
➔Four runs can be scored if the ball reaches the perimeter of the field
➔Six runs if it crosses the perimeter without bouncing.



Key Words:

Wicket Keeper
Batsman
Bowler
Long Barrier
Hand eye co-ordination
Catch
Stumps
Seam
Leg before wicket
Over
Spin
Umpire

Positions:

➔ **Wicketkeeper:** The wicket keeper stands behind the batsman, and is responsible for catching the ball in their gloves if the batsman edges, misses or leaves the ball.
➔ **Point:** Fielding position square of the wicket on the off side of the batsman.
➔ **Mid-off:** Fielder should be positioned just a bit wider than straight on the off side of the field.
➔**Mid-on** is the same position as mid-off on the on side.
➔ **Cover:**Fielding position is just in front of square on the off side.
➔ **Square leg:** The fielder is located square of the wicket on the leg side of the field.
➔ **Mid-wicket** is a position in front of square on the leg side of the batsman

Tactics:

➔ **Fielding:** Place players in positions where the batsman may give a catch, to a fielder and to save runs or to block the path of the ball from the batsman's scoring strokes Backing up the ball from a fielders throw.

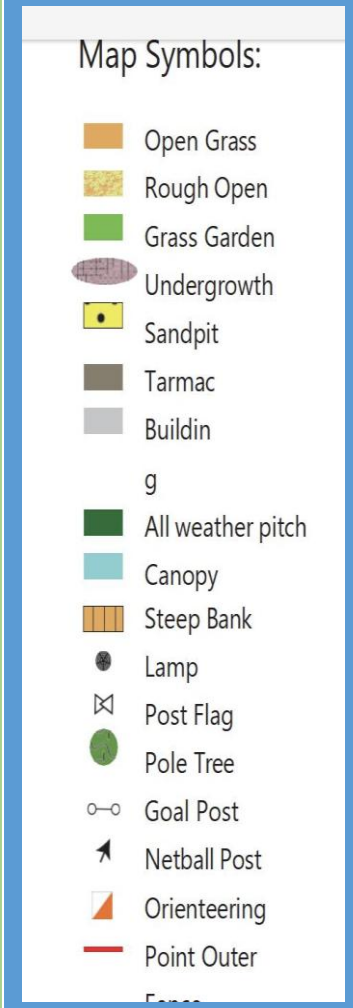
➔ **Bowling:** The location varies with the pace of the bowler, the state of the pitch, and the reach and technique of the batsman. The second is the direction. On this foundation a bowler may elaborate with variations of spin bowling

➔**Batting:** A forward stroke in which the batsman advances his front leg to the pitch of the ball and plays it in front of the wicket. This is the best way to score runs with control.

Skills and Techniques:

➔ **Directions:** 4 key compass directions: North, South, East, West
More complex compass directions: North East, North West, South East and South West
➔ **Map Reading:** Recognise symbols on a map. Understand that maps and aerial view pictures are not the same. Recognise these features on aerial photographs
➔ **Human features:** Know that a human feature, is influenced by man (Road, cities, churches). Recognise these on a map
➔ **Physical Features:** Know that a physical feature, is natural (Forest, rivers, beaches, hills) Recognise these on a map
➔ **Directional language:** To describe the physical and human features in a location or a route.

Diagrams and Symbols:



Positions:

➔ The main aim of orienteering is to complete the set course by finding control markers in the correct order in the shortest time.

➔ Although it Is based on accurate map reading it is also a test of physical fitness.

➔ You must find all the controls you are told to visit and record them on your score sheet.

➔ You have to consider the terrain you are moving over ensuring your safety and the safety of any team members at all times, taking into account the varying fitness level of all your team members.

➔ In order to be given a finish time for finding controls the whole team has to finish together

Key Features:

➔ Orienteering control

➔ Orienteering Map

Key Words:

Location,
Speed
Cardiovascular Fitness
Setting a Map
Navigation
Adventurous
Diverse Direction
Key
Catchment features
Terrain
Map
Compass
Control point
Thumbing
Attack points
Pacing

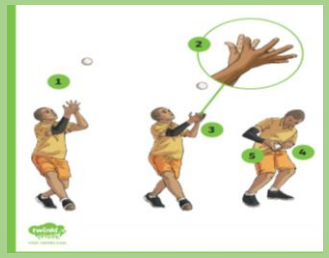
Key components:

➔ **Map**
A diagrammatic representation of an area showing physical features
➔ **Key**
Explains the meanings of symbols
➔ **Route**
A way from getting from a starting point to a destination
➔ **Location**
The place where something is
➔ **Orienteer**
To find your way across areas using a map.
➔ **Grid reference**
map reference indicating a location in terms of a series of vertical and horizontal grid lines
➔ **Latitude**
Imaginary lines north and south of the equator
➔ **Longitude**
Imaginary lines from East to West around the globe

WESTHOUGHTON HIGH SCHOOL KS3 PE KNOWLEDGE ORGANISER – ACTIVITY: BOLTON ROUNDERS (FLATBAT)

Fielding: Catching

- Eyes focused on the ball.
- Feet move to place body in line with ball.
- Hands move to meet the object.
- Hands and fingers relaxed and slightly cupped to catch the ball.
- Catches and controls the ball with hands only (well-timed closure)
- Elbows bend to absorb the force of the ball.



Fielding: Throwing

Underarm throw used in a short distance.

- Stands face on to direction of throw.
- Eyes focused on target area..
- Steps forward with opposite foot to throwing arm.
- Well timed release.
- Follows through with straight arm.

Overarm throw used in a long distance.

Bowling

- Grip the ball between three fingers
- Step into the bowling action
- Release the ball at weight height
- Variation in speed and height will enable you to outwit the opponent
- To add spin, twist your wrist as you release the ball

Batting

Batting: One hand on the bat, have the fat side facing the bowler and with a slight tilt. Bend your knee and transfer your weight from the front to the back.

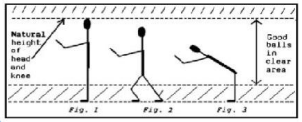
Barriers

Long barrier: On a bumpy outfield, or if the ball is travelling at speed

Short barrier: Used to pick the ball up at pace

Key Words:

Batting
Bowling
Deep Fielding
Obstruction Power
Accuracy Throwing
Catching Umpire
Stumping
No ball
Hit out
Running Out
Rounder
Barrier
Variation
Reaction time
Spatial awareness
Momentum



Tactics:

➔ Batters run round the **inside of the posts**

➔ fielders have a field in 'the slips' to the right of the batter

➔ Adapt fielding positions according to strengths and weakness of the batters

➔ Move your fielding position once you have established how each batter hits the ball is a sign of good fielding

➔ Always focus on the batter that has just hit the ball as they are scoring.

➔ Batters should think about how they hit ball according to the positioning of the fielders and also an understanding of how many points they need to win a point.

Rules:

➔ Each team can have a minimum of 6 players on the pitch at any one time. 11 players are on a team.

➔ Bowler must bowl the ball in the bowlers pitch

➔ Lawn tennis balls must be used

➔ The ball must be bowled above the knee of the batter, below the top of their head. Batter can only hold the bat with one hand

➔ The batters foot must be on the edge of the batters square and stay planted when hitting the ball.

➔ The ball can be hit forwards or backwards

➔ A batter will be out if, after making a scoring shot from a good ball, the ball is caught by a fielder without it touching the ground.

➔ The batter, while running to a base, is out if she is touched by the fielder

ball from one of the fielding side.

➔ A batter is out if first base is stumped before she reaches it.

Positions:

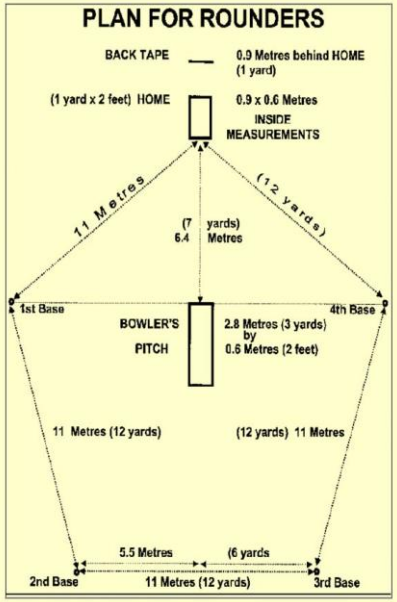
➔ **First base** this is the only base you can stump and player out.

➔ **Baller** must bowl the ball in the bowlers pitch

➔ **Fielders** spread out around the pitch

➔ **Backstop** must stand on the line behind the batting

square



Scoring System:

➔ The batter will receive **1** point for every base they reach.

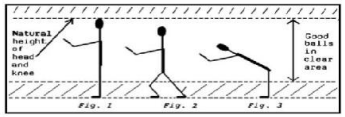
➔ If the touch all four base without being caught out they receive **6** points.

➔ If the batter is out they keep the points reward until that point. E.g. if the batter is touched by the all between 3rd and 4th base they would achieve **3** points and out.

➔ If the bowler bowls a 'bad ball' the batting team receive 1 point.

Key Words:

Batting
Bowling
Deep Fielding
Obstruction Power
Accuracy Throwing
Catching Umpire
Stumping
No ball
Hit out
Running Out
Rounder
Barrier
Variation
Reaction time
Spatial awareness
Momentum



USER GROUPS in Sport/Fitness

- Young children
- Teenagers
- People with disabilities
- Parents (singles or couples)
- People who work
- Unemployed/economically disadvantaged people
- Gender
- People from different ethnic groups
- Retired people/people over 60
- Families with children
- Carers
- People with family commitments

NUTRITION:

A balanced diet consists of six essential nutrients:

1.Carbohydrates – The body's main energy source, found in foods like grains, fruits, and vegetables.

2.Proteins – Essential for growth, repair, and muscle maintenance, sourced from meat, beans, and dairy.

3.Fats – Provide long-term energy and support cell function, found in nuts, oils, and fatty fish.

4.Vitamins – Support immune function, metabolism, and overall health, present in fruits, vegetables, and dairy.

5.Minerals – Aid in bone strength, nerve function, and hydration, including calcium, iron, and potassium from leafy greens, dairy, and meat.

6.Water – Essential for hydration, digestion, and temperature regulation, making up a large portion of the body.

TRAINING PRINCIPLES:

Training thresholds refer to intensity levels that determine the effectiveness of an exercise program. There are two key thresholds:

1.Aerobic Threshold (50-70% of maximum heart rate) – The point where the body starts using oxygen efficiently for sustained activity, improving endurance.

2.Anaerobic Threshold (80-90% of maximum heart rate) – The intensity at which lactic acid accumulates faster than it can be cleared, enhancing high-intensity performance and muscle strength.

KARVONEN PRINCIPLE

The **Karvonen Principle** calculates target heart rate for optimal training intensity using the **Heart Rate Reserve (HRR)** method:

•**HRR** = Maximum Heart Rate (220 - age) - Resting Heart Rate

•**Intensity %** = Desired effort level (e.g., 60-85% for aerobic training)

•**Resting Heart Rate (RHR)** = Measured at rest, indicating baseline fitness

This formula personalizes training zones, ensuring workouts are effective and aligned with fitness goals.

Year 7
Term 3: Health
Knowledge Organiser

Age-predicted maximum heart rate (APMHR)

HRmax = 220 - age

Karvonen formula

% HRR = ([HRmax – RHR] x % intensity) + RHR

ANAEROBIC VS AEROBIC EXERCISE

- Aerobic exercise, like jogging or cycling, uses oxygen to produce energy, primarily generating carbon dioxide and water as byproducts.
- Anaerobic exercise, like sprinting or weightlifting, occurs without oxygen, producing lactic acid as a byproduct.

NUTRITION:

- Carbohydrates are essential because they provide a quick and efficient source of energy, fueling muscles and sustaining performance during exercise.
- Hydration is crucial as it regulates body temperature, maintains electrolyte balance, and prevents dehydration, which can impair endurance, strength, and overall athletic performance

Life Lessons – Summer Term KS3 – Sex and Relationships	
Who can help?	**How can they help?**
Westhoughton High School	• Speak to **your trusted adult** in school if you have any questions or concerns relating to any of the topics we discuss in Life Skills. • Our **school nurse** is called Alison Clarke. You can speak to her if you have any health related concerns. You can contact her on 01204 463307.
	Childline: • www.childline.org.uk • 0800 1111 • Childline provides a **free, confidential helpline** for children and young people under 19 in the UK to talk about any issue they are facing, such as mental and emotional health, bullying, self-harm, or family problems. It offers support 24/7 via phone, 1-2-1 chat, and email, and its trained counsellors listen, provide advice, and help children make positive changes.
	Brook: • www.brook.org.uk • Provides a variety of support for teenagers, including free and confidential **sexual health services**, advice on sexual health and relationships, and 1-2-1 targeted support for those needing more personalized help with topics like consent and emotional wellbeing.
	Health for teens: • www.healthforteens.co.uk • bite-sized health information and quizzes for teens on topics including **physical health, emotional wellbeing, and lifestyle.** It covers a wide range of subjects like sexual health, anxiety, nutrition, and online safety.
	Fortalice: • Fortalice is a charity based in Bolton, UK, that provides support and services for people affected by **domestic abuse and violence**. It offers frontline services including refuge accommodation, crisis support, counselling, and group work for women, children, and young people

Year 7 Religion & Society - What brings us together?
Unit 3: Religious Education – Exploring Hinduism What beliefs and practices bring Hindus together?

Lesson 1 - Is Hinduism one religion? • Hinduism originates from **Indus Valley** in **India** 4000 years ago and it is the **oldest** of the 6 world religions we will study at WHS. **Om "Aum"** is a sacred sound and symbol in Hinduism. • There are **1 billion Hindus worldwide** (15% of population) In England there are 800'000 Hindus (1.4% of population) • Many Hindus would describe themselves a **monotheistic** religion as they believe in a single, ultimate reality called **Brahman. Brahman** is eternal, formless and beyond human comprehension. • However, practically, Hinduism often looks **polytheistic** because many Hindus worship multiple Gods or deities such as the triad of three Gods that make up the Trimurti: Brahma (the Creator), Vishnu (the Preserver) and Shiva (the Destroyer) • Brahman is the supreme God who is perfect and everlasting but has may avatars that can equate to millions of different deities.	**KEY TERMS:** • **Monotheism**: the doctrine or belief that there is only ONE God. • **Polytheism**: the belief in MORE than one God. • **Brahman**: the perfect reality that creates all things (has no beginning or end) • **Trimurti**: the triad of the three Gods – Brahma, Visnu & Shiva.
Lesson 2 Why is the samsara important? • Hindus try to behave morally to complete their "duty/ purpose" or "**dharma**" in life. However, not everyone's Dharma is the same e.g.) your dharma as student is to work hard – not following your Dharma is called **Adharma.** • In order to achieve good **karma**, Hindus try to be good and considerate. Being selfish could equate to bad karma, affecting how you live in your next life. • Samsara is a Sanskrit word meaning the wheel of rebirth – Hindus believe that when a person dies their soul "**Atman"** is passed into another form depending on your good/bad karma. • The ultimate goal for Hindus is to achieve "**Moksha**" which is the eternal freedom of the Cycle and to "be one with God".	**KEY TERMS:** • **Karma:** the "action" that is linked to "cause and effect". • **Dharma**: a moral law that must be followed by Hindus. • **Reincarnation**: When the soul is reborn by passing into a new body. • **Samsara:** the continual process of death and rebirth.
Lesson 3 How do Hindus worship? • **Private puja** – worshipping at home in a "shrine". • **Public puja** – worship in a Mandir with a priest leading. • For daily devotion, many Hindu families have a home **shrine**, often in a corner of the best room in the house. It is a way of honouring the gods and goddesses. Worship at the shrine may involve the whole family, or sometimes it is done alone. A daily **puja** ceremony uses all five of the senses. For this a Hindu needs the following: • **Bell** – to awaken the God/goddess and alert to your presence. • **Food** – to give as gift/offering so that the God/ Goddess can bless the food. (typically, sweets or fruits) • **Murti** – an image or statue of the deity. • **Incense and flowers** – burning of the incense symbolises the presence of the deity. • **Kumkum powder** – a red paste placed on the worshipper's forehead to remind them of their devotion.	**KEY TERMS:** • **Puja:** The act of worship in Hinduism. • **Mandir:** Hindu temple. • **Shrine:** a place regarded to as holy because of its associations with a divinity or a sacred person or relic, marked by a building or other construction. • **Murti:** an image of a God or goddess. • **Devotion:** religious worship or observance.

Lesson 4 What is the caste system?

- The concept of caste stems from an ancient group of people called the **Aryans**, who settled within the Indian subcontinent. Among these ideas included a system that separated Indian society into factions primarily based around **occupation and wealth.**
- According to some ancient **Hindu texts**, every person belonged to **caste/class.** This would determine what job he or she did.
- The system intended to create a **balanced** community in which everyone carried out a specific job.
- the **caste system**, there is very little to **no movement** within the social structure. Consequently, if you are born into a lower caste, you will most likely never reach a higher caste.
- The **Indian government** passed **Article 17** in their constitution in 1950, which outlaws the practice of discrimination based on untouchability. The **Indian Constitution** has also outlawed caste discrimination in the workplace and education.
- These practices are still prevalent outside of India due to migration and upholding traditions. However, western born Hindus may not uphold this tradition due to their widened approach.

KEY TERMS:

Varna – a class or category in the ancient Caste System.

Brahmins – priests and teachers

Kshatriyas – warriors and rulers.

Vaishyas – farmer, traders and merchants

Shudras – laborers

Dalits (untouchables) – street sweepers, toilet/gutter cleaners

Lesson 5 What example does Ghandi set about how to live?

- Mahatma Ghandi was born in 1869 in India to a middle-class Hindu family. Originally called **Mohandas**, he was later given the title **"Mahatma**" meaning "**great soul**"
- Ghandi trained to be a lawyer in England and then spent time in South Africa. He faced discrimination as he was thrown off a first-class train due to the colour of his skin. This was due to **Apartheid laws**. This segregated people of colour from society.
- **Ghandi** was upset and angry but instead followed the Hindu principle of "**Ahimsa**", always protesting non-violently, even in the face of aggression and this influence is approach to protesting.
- Ghandi believed that suffering for the truth **(Satyagraha)** was very powerful and persuasive, he regularly led non-violent protests, marches and on occasions fasted to the point of starvation.
- He gave up all of his wealth and was heavily motivated by his religion. He used **mass disobedienc**e to help protest for the rights of coloured people in South Africa.
- In 1915. Ghandi returned to **India** and led a peaceful fight against the British Rule through boycotting British goods and taxes.
- Ghandi also campaigned against the **caste system**, by taking untouchable children from the streets and taking them to a Mandir that excluded them to perform worship.
- Ghandi was **assassinated** in1948 - 3 million people attended funeral.
- His message today still influences political decisions and guides Hindus on the success of following Hindu principles and teachings.

KEY TERMS:

- **Mahatma –** Great Soul
- **Apartheid Law** – A political systemin South Africa were non-whites had no rights.
- **Ahimsa** – Hindu principle of non-violence and love
- **Satyagraha** – literally means 'truth force' - taking ahimsa further, this is the belief in suffering for the truth and using violence against the aggressor.

Lesson 6 Why is the Ramyana an important story?

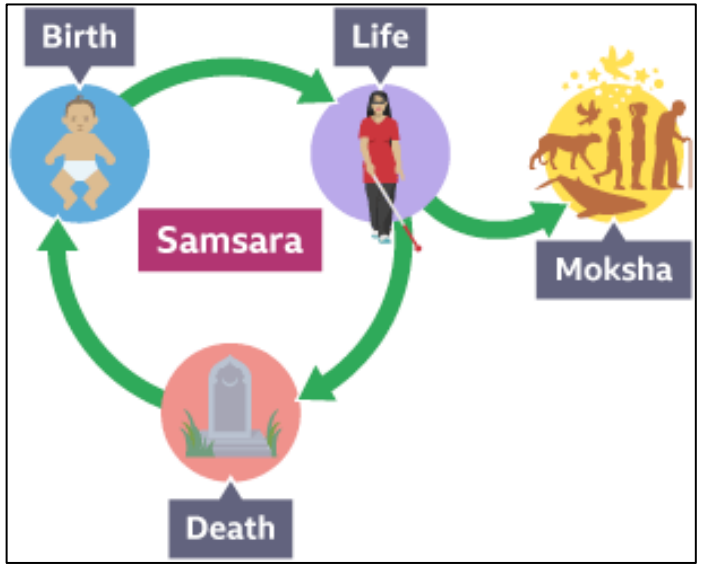
- Hinduism is a religion filled with festivals; most celebrate the morals of stories about gods and goddesses.
- One of the most well-known festivals is the festival of light, also known as **Diwali.** This celebration celebrates the story of **Rama and Sita.**

The story of Rama and Sita:

- Prince **Rama** and his wife **Sita** were exiled from the kingdom by his father. They left with Rama's brother **Lakshman**. Living nearby was the demon king, **Ravana** who had ten heads and twenty arms and was feared throughout the land.
- One day he had kidnapped Sita to avenge for his sister who was turned down by Lakshman.
- Sita scattered a trail of her jewellery which Prince Rama and Lakshman followed. With the help of the animals of land, they found the whereabouts of Sita. Rama went to battle Ravana and shot an arrow in his naval which killed him instantly and Rama was reunited with his love Sita.
- They returned to the kingdom where candles were lit, and celebrations were carried to commemorate the defeat of evil.
- Hindus celebrate the festival of Diwali by remembering this story, lighting fireworks and candles' cleaning and decorating their homes, special prayers to Lakshmi and Ganesha, new clothes and sweets and enjoying coming together as a family to enjoy meals and play games.
- The Ramayana is an important story to Hindus because it teaches good values and shows the difference between right and wrong. It teaches lessons about being honest and kind; loving and respecting your family; doing your duty, even when it is hard.

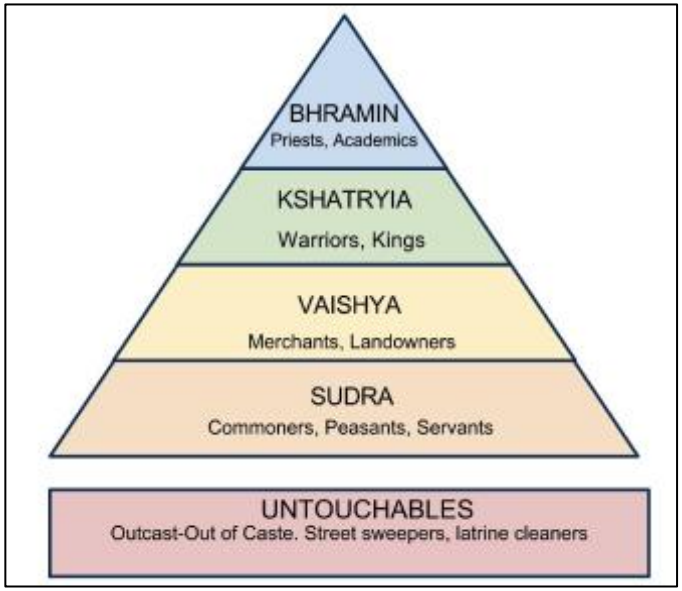
Samsara

The continual process of death and rebirth



The Caste System

A system that separated Indian society



Year 7 Religion & Society - What brings us together?
Unit 4: Religious Education – Exploring Buddhism
What beliefs and practices bring Buddhists together?

Lesson 1 – Who is the Buddha? (The story of the Buddha) • Siddartha Gautama was born over 2,500 years ago in what is called Nepal. • He was a prince who lived in comfort until one day he saw four things that changed his life: 1. An old man (**Ageing**) 2. A sick man **(illness**) 3. A dead man (**death**) 4. A holy man (**Ascetic –** seeking for spiritual truth). • These sights made him realise that everyone experiences suffering. • He left his place to search for answers about how to end suffering. • He left his palace and family to live as a **holy man**, searching for wisdom. • After years of self-denial, he realised that neither wealth nor extreme hardship brought peace. • He discovered the **Middle Way** — a balanced life of moderation • After years of learning and meditating he found "**Enlightenment**", a deep understanding of how to live peacefully. • He became known as the Buddha, which means the "Enlightened one"	**KEY TERMS:** • **Enlightenment**: complete understanding and peace. • **Meditation**: Focusing the mind to find calm and understanding. • **Middle-Way**: A balanced life between comfort and hardship.
Lesson 2 What do the four noble truths teach about suffering? • The Buddha taught four noble truths about life – this explains why people suffer and how they can find peace: • Life involves suffering (**Dukkha**) • Suffering happens because of cravings (**Tanha**) (wanting things you can't always have) • We end suffering by letting go of greed and selfishness (Nirodha). • We can do this by following the "**Eightfold path"** which guides people how to live wisely. • The Buddha said these truths should be **understood and experience**d, not just believed. • These ideas encourage people to live with kindness, understanding, and self-control.	**KEY TERMS:** • **Dukkha**: Suffering or unhappiness • **Tanha**: Craving or desire. • **Nirvana**: State of peace and freedom from suffering
Lesson 3 How do Buddhists follow the Eightfold path? • The Eightfold path is a guide to living wisely and kindly • It includes steps grouped into three areas: • **Wisdom** – Right understanding and Right thought. • **Good Conduct** – Right speech, Right action, Right work. • **Mental training** – Right effort, Right mindfulness, Right concentration. • Buddhist try to follow these steps every day to live more peaceful and thoughtful lives.	.**KEY TERMS:** • **Mindfulness:** Being aware of what you're doing and thinking. • **Right action**: Doing the right thing, avoiding harm. • **Right Speech**: Speaking truthfully and kindly.

Year 7 Religion & Society - What brings us together?
Unit 4: Religious Education – Exploring Buddhism
What beliefs and practices bring Buddhists together?

Lesson 4 How do meditation and mindfulness shape Buddhist life? • Meditation is a key Buddhist practice that helps calm the mind. • It helps people understand their thoughts and feelings more clearly. • Mindfulness means paying attention to the present moment – noticing what you see, hear and feel. • Buddhist use meditation and mindfulness to develop compassion (kindness) and understanding. • Many people, even non-Buddhists, use mindfulness to reduce stress and improve focus. • Science has shown that meditation can reduce stress, improve focus and increase emotional wellbeing, which is now practiced in Schools and workplaces,	**KEY TERMS:** • **Meditation**: Calming the mind through focused thinking. • **Mindfulness**: Being fully aware of the present moment. • **Compassion** (**Karuna**): Care for others.
Lesson 5 Is Buddhism a religion or a Philosophy? • Some people see Buddhism as a **religion**, because it has temples, teachings, monks, and community practices. • Others see it as a **philosophy** or a "way of life", because it doesn't focus on worshipping a God. • Buddhism teaches people to find peace through their own understanding, kindness and self-control. • The Buddha encouraged people to **question teachings** and **discover truth through experience**, not blind faith. • There are different types of Buddhism around the world, such as **Theravada** (more traditional) and **Mahayana** (focused on compassion). • Many people today admire Buddhism for its **practical teachings** on kindness, mindfulness, and peace rather than its religious side.	**KEY TERMS:** • **Philosophy**: A system of ideas about how to live. • **Religion**: A belief system involving faith, community and worship. • **Enlightenment**: A goal of understanding and peace.
Lesson 6 How do Buddhists seek happiness? •Buddhists believe **true happiness** does not come from money, possessions, or fame, but from a **peaceful and understanding mind**. •The Buddha taught that **craving (Tanha)** and **selfish desires** cause suffering and unhappiness. •Happiness grows when people show **kindness (Metta)** and **compassion (Karuna)** toward others. •**Mindfulness** and **meditation** help Buddhists stay calm, reduce stress, and appreciate the present moment. •Following the **Eightfold Path** helps Buddhists live wisely and avoid actions that cause harm or regret. •Happiness in Buddhism is about **contentment** — being at peace with yourself and the world around you. •Buddhists aim for **Nirvana**, a state of complete peace and freedom from suffering — the ultimate happiness.	.**KEY TERMS:** • **Nirvana**: The ultimate peace and happiness – freedom from suffering. • **Contentment:** Being happy and grateful for what you have.

KS3 Pure and Impure Substances

Pure Substances: A pure substance consists of only one type of particle with fixed composition and distinct properties.

Determining Purity: A pure substance has a sharp melting and boiling point, while mixtures melt and boil over a range of temperatures.

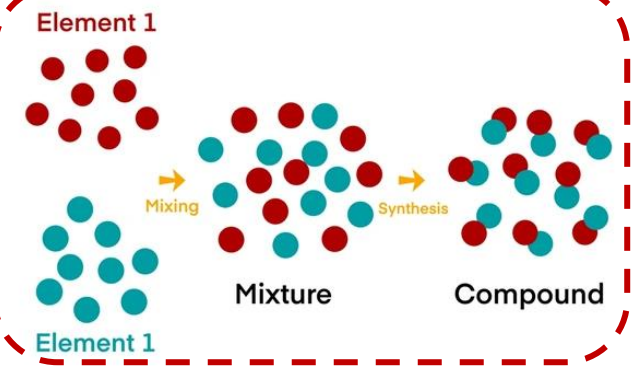
Mixtures: Mixtures contain two or more substances physically combined, where each retains its properties.

Compounds vs Mixtures: A compound is chemically combined in a fixed ratio, while a mixture is physically combined and separable.

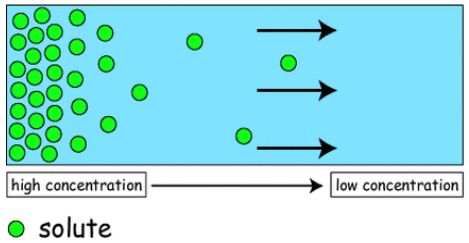
Dissolving & Solutions: When a solute dissolves in a solvent, it forms a solution.

Keywords

Pure Substance
Mixture
Compound
Element
Filtration
Crystallisation
Distillation
Chromatography
Diffusion

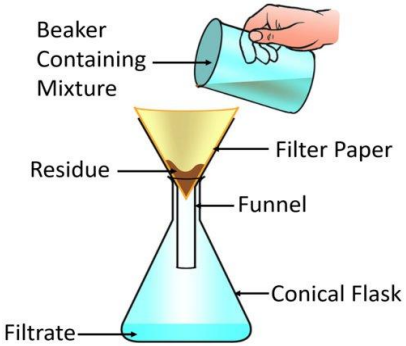


Diffusion: The movement of particles from high concentration to low concentration.
Diffusion happens faster at higher temperatures and when there is a large concentration gradient.

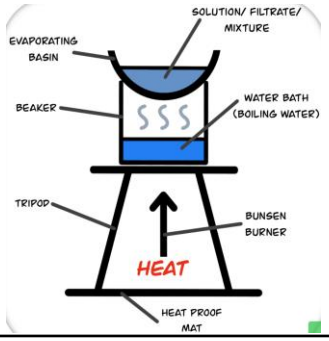


Separation Techniques

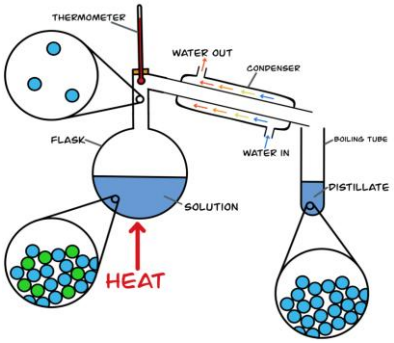
Filtration: Separates insoluble solids from liquids.



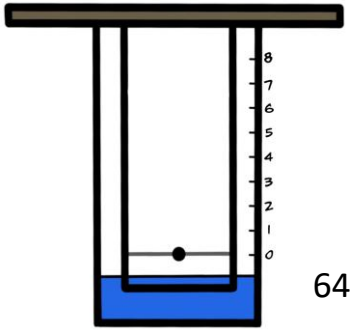
Crystallisation: Separates dissolved solids by evaporation.



Distillation: Separates liquids based on boiling points.



Chromatography: Separates substances based on solubility.



KS3 Electromagnetism: Electricity

Charges

A charged object is either positive or negative.

Opposite charges will **attract**.

The same charges will **repel**.

Static electricity is an imbalance between negative **electrons** and positive **protons** where the charge cannot move

Earthing an object will mean the **electrons** can transfer to the ground by the path of least resistance.

Electric Fields

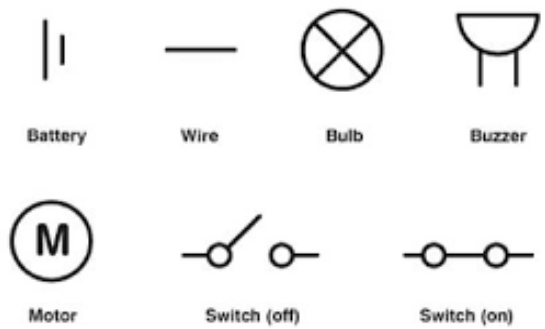
An **electric field** is a region surrounding a charged object where other charged objects can experience a force.

When charged objects enter the electric field, they experience a force which can cause attraction or repulsion

Keywords

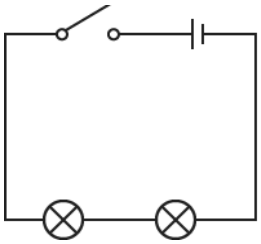
- Static
- Electron
- Repulsion
- Attraction
- Non-contact force
- Electric field
- Current
- Ammeter
- Potential differenc e
- Voltmeter
- Series circuit
- Parallel circuit
- Resistance
- Conductor
- Insulator

Circuit Symbols

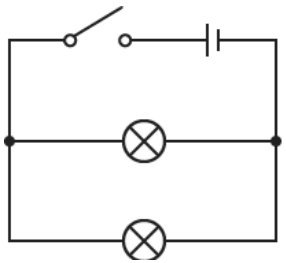


Series and Parallel

Series circuit - A circuit where the current has only one route to flow.



Parallel circuit - A circuit with different 'branches' the current can flow through.



KS3 Electromagnetism: Electricity

Current

Current is a flow of negative charge in a complete circuit. An ammeter

is a device that is used to measure current. An ammeter measures current in Amperes (or Amps).

The ammeter is placed in series.

Current is constant throughout a series circuit.

Current across branches adds up to the current before and after the branches.

Potential Difference

Potential difference can also be called voltage.

Potential difference is the difference in the amount of energy that negative charges have between two points in a circuit.

A voltmeter

is a device that measures potential difference.

A voltmeter measures potential difference in Volts.

The voltmeter is placed in parallel to the two points it is measuring.

Resistance

Resistance is the opposition to the flow of current in a closed circuit.

Current will always flow the path of least resistance.

Resistance is measured in Ohms (Ω) and is produced by any device in the path of a current. For example, a lamp produces resistance.

The higher the resistance, the lower the current.

Resistance is a ratio between potential difference and current that can be represented by the formula:

$$Resistance = \frac{Potential\ Difference}{Current}$$

Keywords

- Static
- Electron
- Repulsion
- Attraction
- Non-contact force
- Electric field
- Current
- Ammeter
- Potential differenc e
- Voltmeter
- Series circuit
- Parallel circuit
- Resistance
- Conductor
- Insulator

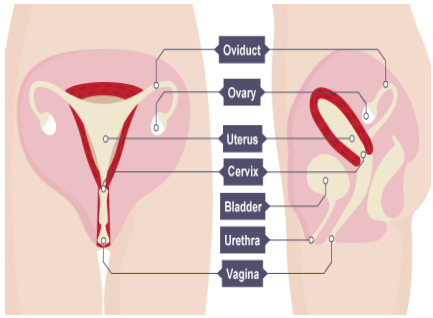
Resistance in objects

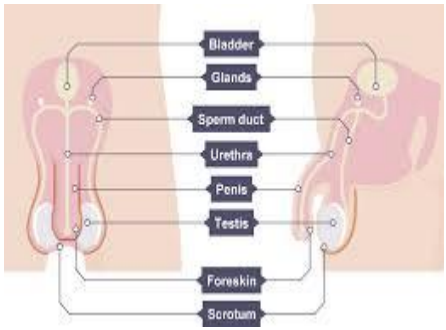
Electrical conductors are materials that allow electrical current to flow through easily. Metals are good electrical conductors. Electrical insulators are materials that do not allow electrical current to flow through easily.

KS3 Reproduction

Keywords

- Reproduction
- Ovary
- Oviduct
- Uterus
- Vagina
- Cervix
- Testes
- Sperm duct
- Urethra
- Penis
- Fertilisation
- Fuse
- Foetus

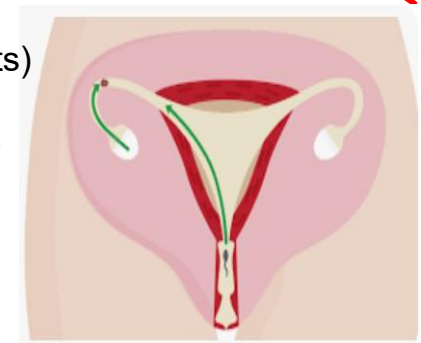




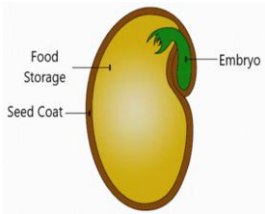
The ovum travels from the ovary, through the oviduct, uterus, cervix & out of the vagina.
Sperm travels from the testes, through the sperm ducts, urethra & out of the penis.

When pregnant, to keep the foetus healthy, Mum needs to:
Eat a healthy, balanced diet.
She will need to eat more protein and some substances like iron & calcium.
If she smokes, the baby can be born early and smaller.
If she drinks alcohol, it can affect the foetus' brain.
She needs to be vaccinated to prevent the foetus being affected by diseases like measles.

Fertilisation occurs when 1 sperm fuses with (not meets) an ovum.
The sperm travels from the vagina, through the cervix, the uterus, to the oviduct where
it fuses with
the ovum.



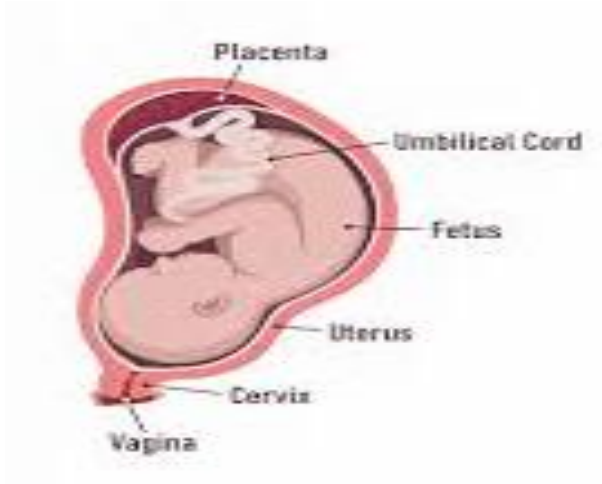
A typical seed has three basic parts:
An embryo
A supply of nutrients
A seed coat.



KS3 Reproduction

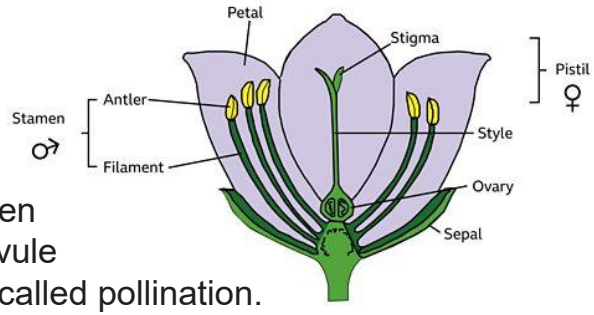
Puberty can begin between ages 8-14, typically lasts 4 years.
The body goes through some changes, including pubic hair growth, emotional changes, growing taller.
Girls hips widen, breasts grow, periods start.
Boys testes start making sperm, shoulders broaden, penis grows.

The placenta is an organ that grows into the wall of the uterus and is joined to the foetus by the umbilical cord.
The placenta forms from a group of cells
from the zygote.



Sperm cells are the male gametes; they have lots of mitochondria and a flagellum.
The ovum is the female gamete; they are large cells filled with mitochondria and an energy reserve.

Reproduction in plants.
Pistil: female.
Stamen: male.



Plant sexual reproduction involves the fusion of the pollen (male sex gamete) and the ovule (female sex gamete). This is called pollination.
Plant asexual reproduction does not require pollination, for example tubers on potatoes (buds which can grow into new plants).

Year 7 Technology : Textiles Design

Key Terminology
Pattern repeat : a repeated decorative design.
Motif:a decorative image or design, especially a repeated one forming a pattern
Quality :he standard of something as measured against other things
Stitch :A thread that passes through fabric
Components ; Buttons, zips, sequins
Embroidery : Decorative stitching by hand or machine
Pattern :A template used to cut out the fabric
Seam Allowance: Distance between the edge of fabric and the stitching line (1.5 cm)
Seam : Joining two fabrics together
Hem: The finishing off at the edge of fabric
Tacking: Temporary stitching to hold fabric in place
Sew/Sewing: Done by machine of hand to join fabric or add decoration

When sewing use a;
Sewing Machine

1. Sharp needle
2. Take-up lever pulls the thread through the machine
3. Can use different types of stitch patterns
4. Used to sew lots of different types of fabrics.
5. The balance wheel can move the position of the needle

Year 7 Technology : Textiles Design

Unpicker

Pins

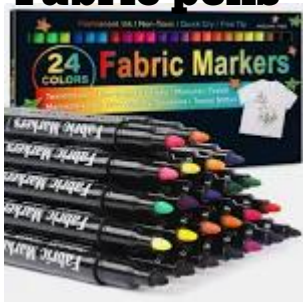
Fabric Shears

Ruler

Sewing machine

Tailors chalk

Fabric pens

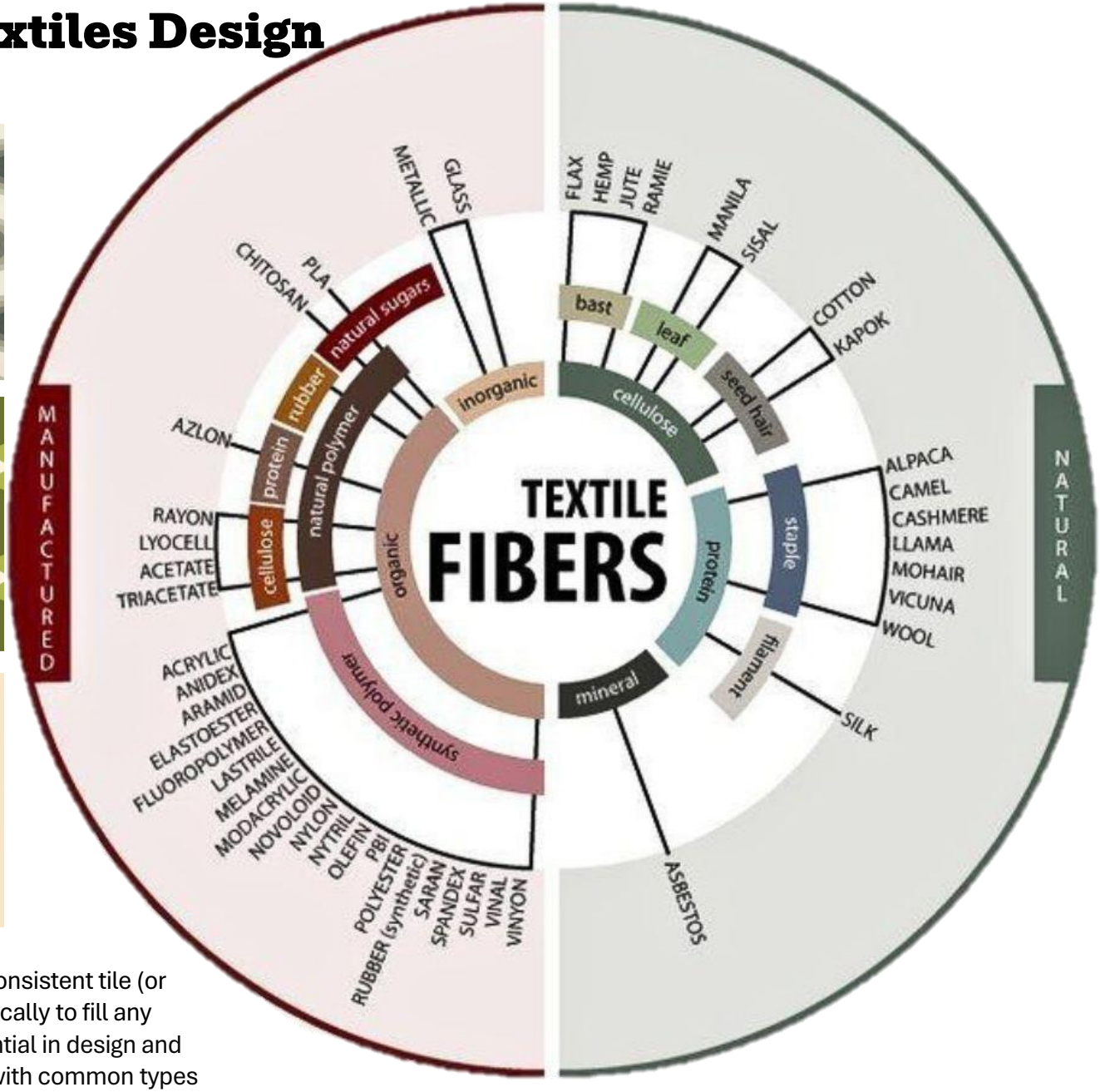


Health and safety

Iron: • NO talking whilst using iron • No distracting others when using iron • No touching base of iron either when on or off • Do not use iron around water • Unplug iron when not in use • Stand iron on platform when not in use • Do not walk around with the iron	**Sewing Machine**: • No talking whilst using sewing machine • No distracting others when using sewing machine • Cable through the hole in the desk • Sew at a safe speed • Turn off machine if a problem occurs • Never try to mend machine • Never use sewing machine unless supervised by a teacher • Machine switched off when threading the needle • One person one machine one pedal
• **Equipment**: • Do not stick pins or needles in skin • Do not point or wave around scissors • Do not point or wave around un picker • Do not use dyes or chemicals without permission	- **General**: - Do not run in classroom - Do not act dangerously - Follow instructions given by teacher - No shouting - Hair tied up - Ties tucked in • Chair on dots

Year 7 Technology : Textiles Design

Block printing - Examples



Repeat patterns are designs composed of a single, consistent tile (or "motif") that is seamlessly tiled horizontally and vertically to fill any surface without visible breaks. These patterns, essential in design and mathematics, create visual balance and continuity, with common types including full-drop, half-drop, and brick repeats

Year 7 Technology : Textiles Design

Camille Walala

Camille Walala: Bringing Colour and Joy to the World
Name: Camille Vic-Dupont (known professionally as Camille Walala)
Born: August 1975, Piégon, France
Based in: East London, UK
Profession: Multidisciplinary Designer and Artist
Education: Studied Textile Design at the University of Brighton

Who Is Camille Walala?
Camille Walala is a French designer celebrated for her vibrant, large-scale artworks that transform buildings and public spaces into joyful, colourful experiences. Her signature style features bold geometric patterns and bright colours, inspired by movements like the Memphis Group, African textiles, and artists such as Victor Vasarely and Keith Haring.

Early Life and Inspiration
Growing up in a small village in southern France, Camille was surrounded by creativity—her mother decorated their home with colourful fabrics, and her father was an architect. Despite facing challenges with dyslexia, she found her passion in art and design. After moving to London in her twenties, she pursued textile design, which laid the foundation for her future in large-scale installations.

Notable Achievements
• Dream Come True Building (2015): A turning point in her career, this mural in Shoreditch, London, showcased her bold style and gained widespread attention.
• House of Dots (2020): A collaboration with LEGO, this interactive installation featured rooms filled with colourful patterns and playful designs.
• SALT of Palmar Hotel, Mauritius: Camille redesigned the interiors of this hotel, blending her vibrant style with local colours and materials.
• Walala Parade (2020): A community-funded project in Leyton, East London, where she transformed a row of shops with her signature patterns, involving local residents in the design process.

Year 7 Technology : Textiles Design

Morag Myerscough

Morag Myerscough: Transforming Spaces with Colour and Joy

Name: Morag Myerscough
Born: December 1963, Holloway, London, England
Profession: Artist and Designer
Education: Central Saint Martins (BA), Royal College of Art (MA)
Website: moragmyerscough.com

Who Is Morag Myerscough?
Morag Myerscough is a British artist and designer renowned for her vibrant, large-scale installations that transform public spaces into joyful experiences. Her work is characterized by bold colours, geometric patterns, and positive messages, aiming to create a sense of belonging and happiness in the communities she engages with. She often collaborates with local groups to ensure her designs reflect the unique identity of each location .

Awards and Recognition
- 2023: Honorary Doctor, Royal College of Art (RCA)
- 2020: Honorary Fellow, Royal Institute of British Architects (RIBA)
- 2019: Honorary Fellow, University of the Arts London (UAL)
- 2017: Royal Designer for Industry (RDI)
- 2015: Stirling Prize for Architecture (collaboration on Burntwood School)

Notable Achievements
- Power (2017): Morag's first permanent outdoor public art installation, located at the entrance to Circus West Village at Battersea Power Station in London. The piece celebrates the area's history and marks a new era with its vibrant colours and patterns
- Endless Ribbon Connecting Us (2021): An installation in Coventry's Hertford Street, part of the city's UK City of Culture celebrations. The work wraps the shopping area in colourful patterns, inspired by Coventry's ribbon weaving heritage and a stained glass window in the local cathedral
- See Through (2021): A bamboo structure in Grosvenor Square, London, created during the COVID-19 pandemic to bring hope and joy to passersby. The installation features bright colours, geometric patterns, and uplifting messages .
- Flock of Seagulls Bag of Stolen Chips (2021): A colourful pavilion in Folkestone, serving as a welcoming gateway to a former gasworks site. The design incorporates phrases collected from local residents, reflecting the community's voice .