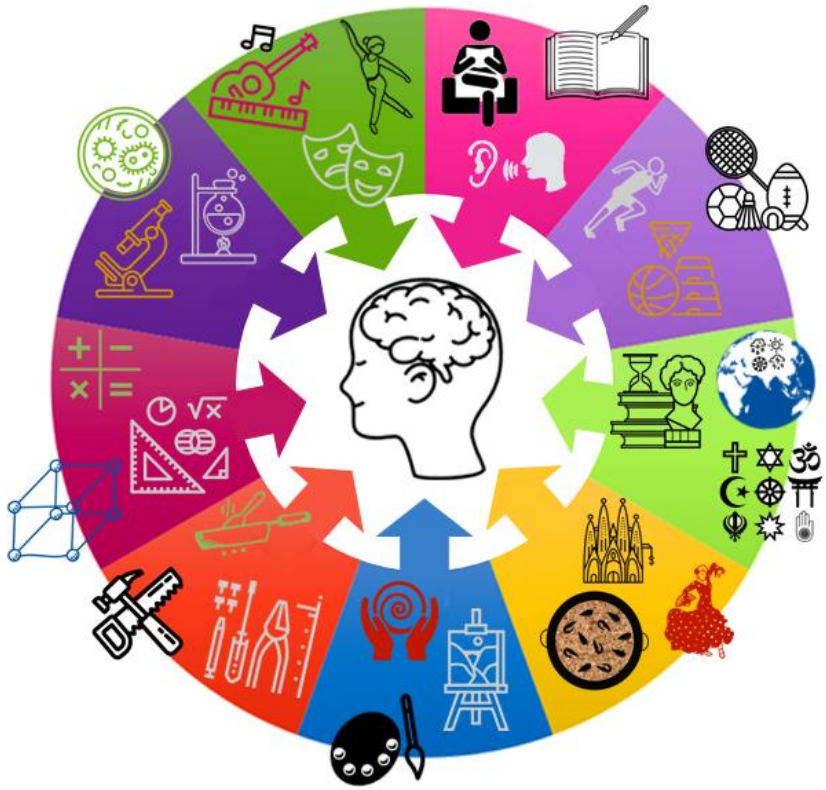
100% book - Year 7 Grammar

Aim to memorise 100% of the knowledge on these Knowledge Organisers



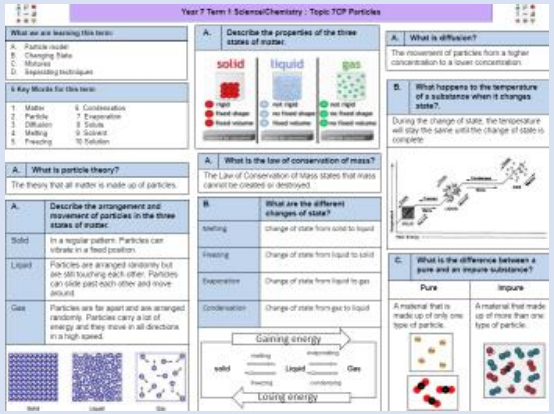
Term 3

Swindon Academy 2023-24	
Name:	
Tutor Group:	
Tutor & Room:	

"If you are not willing to learn, no one can help you.
If you are determined to learn, no one can stop you."

Using your Knowledge Organiser and Quizzable Knowledge Organiser

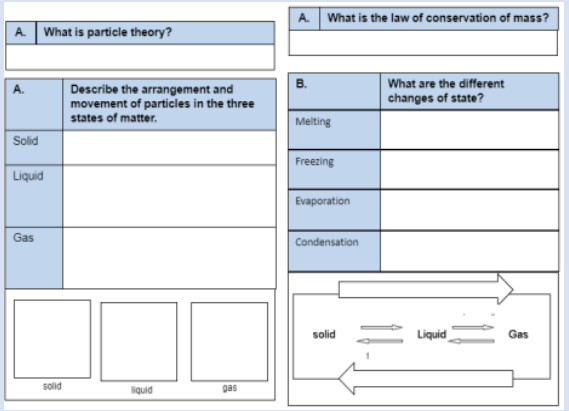
Knowledge Organisers



Knowledge Organisers contain the essential knowledge that you MUST know in order to be successful this year and in all subsequent years.

They will help you learn, revise and retain what you have learnt in lessons in order to move the knowledge from your short-term memory to long-term memory.

Quizzable Knowledge Organisers



These are designed to help you quiz yourself on the essential Knowledge.

Use them to test yourself or get someone else to test you, until you are confident you can recall the information from memory.

Top Tip

Don't write on your Quizzable Knowledge Organisers! Quiz yourself by writing the missing words in your prep book. That way you can quiz yourself again and again!

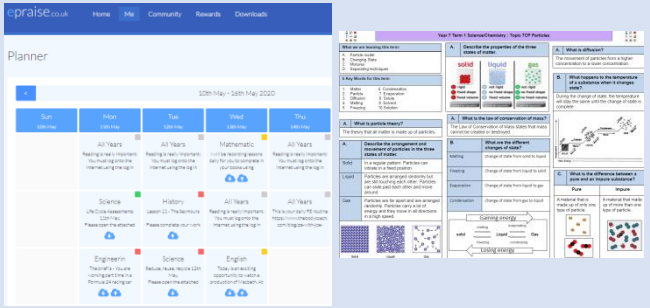
Expectations for Prep and for using your Knowledge Organisers

1. Complete all prep work set in your subject prep book.
2. Bring your prep book to every lesson and ensure that you have completed all work by the deadline.
3. Take pride in your prep book – keep it neat and tidy.
4. Present work in your prep book to the same standard you are expected to do in class.
5. Ensure that your use of SPAG is accurate.
6. Write in blue or black pen and sketch in pencil.
7. Ensure every piece of work has a title and date.
8. Use a ruler for straight lines.
9. If you are unsure about the prep, speak to your teacher.
10. Review your prep work in green pen using the mark scheme.

How do I complete Knowledge Organiser Prep?

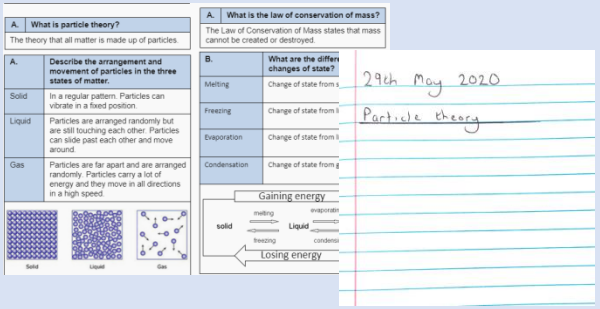
Step 1

Check Epraise and identify what words /definitions/facts you have been asked to learn. Find the Knowledge Organiser you need to use.



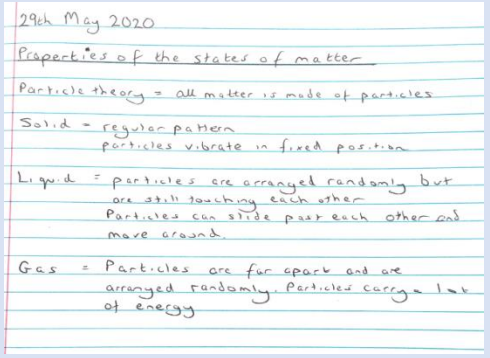
Step 2

Write today's date and the title from your Knowledge Organiser in your Prep Book.



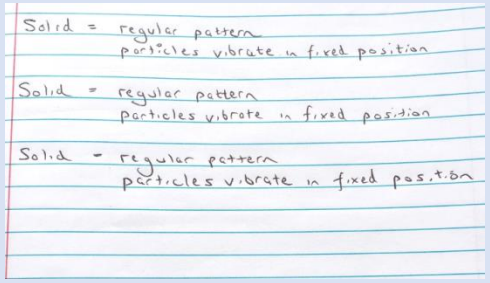
Step 3

Write out the keywords/definitions/facts from your Knowledge Organiser in FULL.



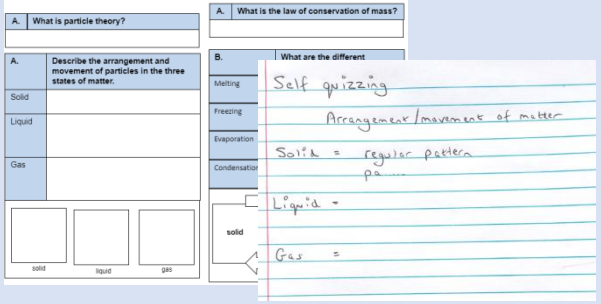
Step 4

Read the keywords/definitions/facts out loud to yourself again and again and write the keywords/definitions/facts at least 3 times.



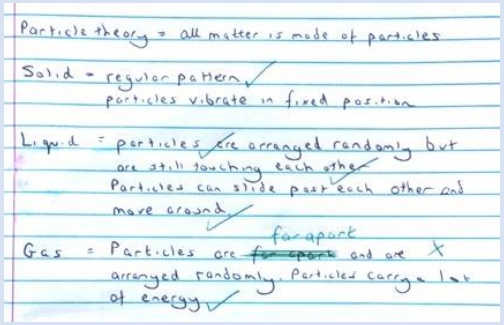
Step 5

Open your quizzable Knowledge Organiser. Write the missing words from your quizzable Knowledge organiser in your prep book.



Step 6

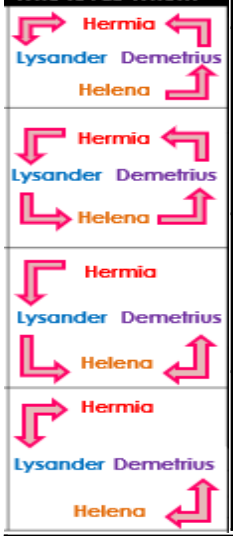
Check your answers using your Knowledge Organiser. Repeat Steps 3 to 5 with any questions you got wrong until you are confident.



Make sure you bring in your completed Prep notes to demonstrate that you have completed your prep.

Year 7 English: Grammar and set 1

Who loves Whom



The Big Ideas in AMND

Comedy - The play is an example of one of Shakespeare's comedies:

- The plot is ridiculous and designed to point fun at the way love can make people behave
- The play ends with marriage; a happy ending, but is it really a happy ending?

Power of Love - Struggle of young lovers against all. Shakespeare is emphasising the power that love holds over human beings – it can turn us against our friends and family, cause us to lie and hurt other people. Love can both control and humiliate us.

Gender Roles - Hermia defies gender roles when she defies her father and the King. Lysander and Demetrius act out violently, thus, conforming to gender roles. Titania is a strong woman, but Shakespeare chooses to make a mockery of her. Why?

Historical Context of *AMND*

A Midsummer Night's Dream (AMND) was written by William Shakespeare in 1595.

Shakespeare wrote lots of light-hearted funny plays: Comedy's.

Shakespeare went to a grammar school where he was taught Ancient Greek.

Shakespeare was a poet and a play write. He wrote multiple plays that were performed in the Globe theatre in London.

His first theatre group was called Lord Chamberlain's Men, later changed to the King's Men (1603) under the patronage of King James I.

The play is set in Ancient Greece and follows the rules of a comedy from Ancient Greece.

When the play was written, Elizabeth 1st was Queen. The play is written in the Elizabethan era.

Both wealthy and poorer Elizabethan people went to the Globe to watch plays.

Cupid is the ancient god of love. He is usually presented as a baby whose arrows make people fall in love.

Vocabulary: Key words

severe – very strict or harsh

conflict – a serious disagreement, battle or struggle between two sides or ideas.

unrequited love – If a person loves someone who doesn't love them back, the person's love is unrequited

to mock – To mock someone is to make fun of them

chaos – a situation where there is no order, and everyone is confused

captivate - attract and hold the interest and attention of someone

infatuated - intense but short-lived passion for someone else

patriarchy – a society in which power lies with men

to resolve – to solve a problem or difficulty

forsaken - abandoned or deserted

Terminology: Key Words

soliloquy - a speech in a play that the character speaks to himself or herself or to the audience, rather than to the other characters

comedy – a type of play that is comical and ends with a happy ending.

play - a play is a piece of writing which is performed in the theatre.

stage directions - Instructions written into the script of a play

connotations – linked idea, meaning or feeling

epitomises – a perfect example of

Characters in AMND

Athenians

Theseus: *The Duke of Athens and Hippolyta's fiancé (later husband).*
Hippolyta: *The Queen of the Amazons and Theseus's fiancé (later wife).*
Egeus: *Hermia's father.*
Philostrate: *Master of Revels for Theseus; in charge of arranging entertainments for the court.*

The Lovers

Hermia: *the daughter of Egeus and good friend of Helena.*
Helena: *in love with Demetrius and a good friend of Hermia.*
Lysander: *an Athenian nobleman who is in love with Hermia.*
Demetrius: *an Athenian nobleman who also loves Hermia but has wooed Helena in the past.*

Fairies (Mythical characters)

Titania: *The Queen of the Fairies and Oberon's wife.*
Oberon: *The King of the Fairies and Titania's husband.*
Puck: *Oberon's mischievous servant.*
Peasebody/Cobweb/Mustard seed/Moth: *Titania's fairies.*

The workmen/theatre performers

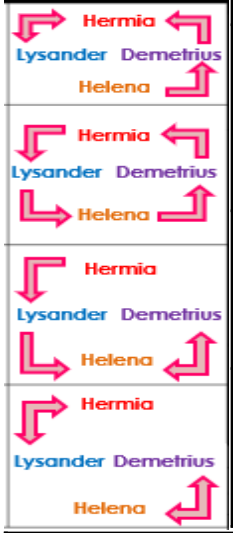
Bottom: *a weaver who believes he is a great actor.*
Quince: *a carpenter; writer and director of the play put on by his fellow workmen.*
Snug/ Snout/Flute/Starveling: *tradesmen and players in the theatre company performing the play 'Pyramus and Thisbe'.*

The Love Potion

The love potion is made from a flower in the forest. The flower is magical because Cupid hit it with his arrow when he was aiming at a young girl. When the potion is put on characters' eyes, they fall in love with the first person they see. It is very powerful.

'A Midsummer Night's Dream': GS Knowledge Organiser

Who loves Whom



The Big Ideas in AMND

Comedy -

Power of Love -

Gender Roles -

Historical Context of *AMND*

Vocabulary: Key words

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Hippolyta:

Egeus:

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Hermia:

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The Love Potion

The love potion…

‘A Midsummer Night’s Dream’: GS Knowledge Organiser

Year 7 Term 3 Science/Biology: Topic 7BR Reproduction

What we are learning this term:

A. Male & female reproductive system
B. Menstruation, fertilisation, gestation and birth
C. Plant reproductive systems
D. Variation and types of variation

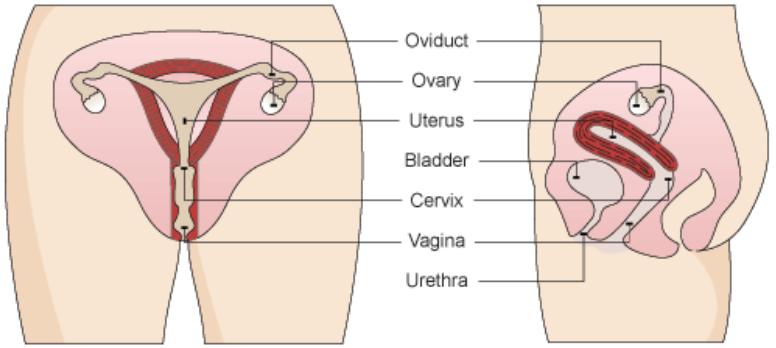
6 Key Words for this term

1. Gamete
2. Fertilisation
3. Variation
4. Menstrual
5. Pollination
6. Reproduction

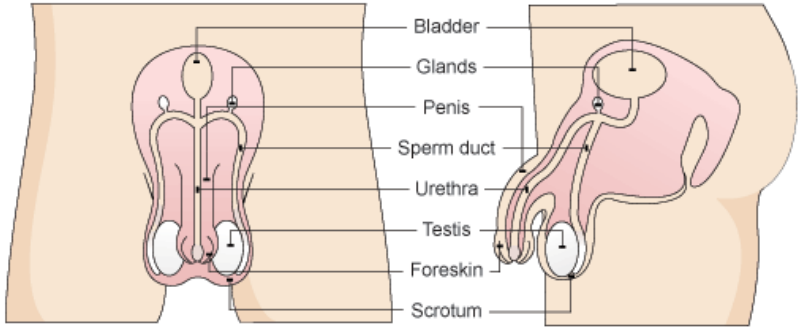
A.	What are the parts of the female reproductive system?
Ovary	The organ where eggs are produced and where they mature ready for release each month
Oviduct	The small tube leading from each ovary to the uterus – the egg travels along here and fertilisation happens here
Uterus	The organ where an embryo grows into a foetus and eventually a baby
Uterus lining	The wall of the uterus
Cervix	A ring of tissue between the uterus and vagina; this helps keep a foetus in place during pregnancy
Vagina	The organ that is entered by the penis during sexual intercourse and also part of the birth canal

A.	What are the parts of the male reproductive system?
Testes	The organ where sperm cells are made
Scrotum	The skin that holds the testes
Sperm ducts	The tubes that carry sperm from the testes to the urethra
Glands	These add liquids, including nutrients for the sperm, to the sperm cells from the testes to make semen
Urethra	The tube that carries either urine or semen out of the body through the penis
Penis	The organ that enters the vagina during sexual intercourse
Foreskin	The skin that protects the end of the penis

A. What are the parts to the female reproductive system?



A. What are the parts to the male reproductive system?



B. What is the menstrual cycle and what happens on each day?

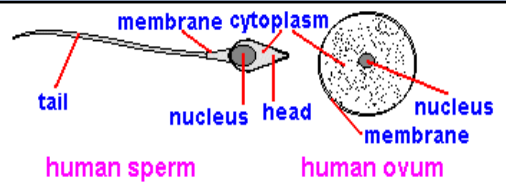
The menstrual cycle prepares the female body for pregnancy by causing eggs to mature and be released. It lasts for 28 days.

- Days 1-5: • 'period' happens (menstruation), where uterus lining breaks down.
- Days 6-13: • Uterus lining builds up (thickens) to prepare for pregnancy. The egg (ovum) matures in the ovary
- Day 14: • Egg (ovum) released from the ovary and travels down the oviduct
- Days 15-28: • Uterus lining stays thick, in case the egg is fertilised

B. What is fertilisation?

Fertilisation is when a sperm cell and an ovum (egg) fuse. Sperm cells are released into the female reproductive system during sexual intercourse (ejaculation). One sperm cell breaks through the cell membrane and enters the ovum. The nuclei fuse together.

What are the parts to the egg and sperm cell?



B. What is gestation?

The time when the embryo/fetus develops inside the womb between conception and birth.

B. What is the process of birth?

After pregnancy, the foetus is ready to be born.

- The muscles in the wall of the uterus contract, contractions get stronger and faster – 'labour'
- The amniotic sac breaks, which releases some liquid
- Contractions push the baby headfirst through the cervix and out through the vagina

Year 7 Term 3 Science/Biology: Topic 7BR Reproduction

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6 Key Words for this term

1.
2.
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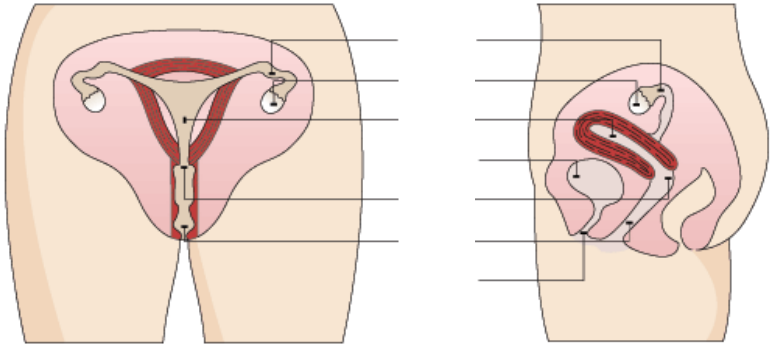
5.
6.

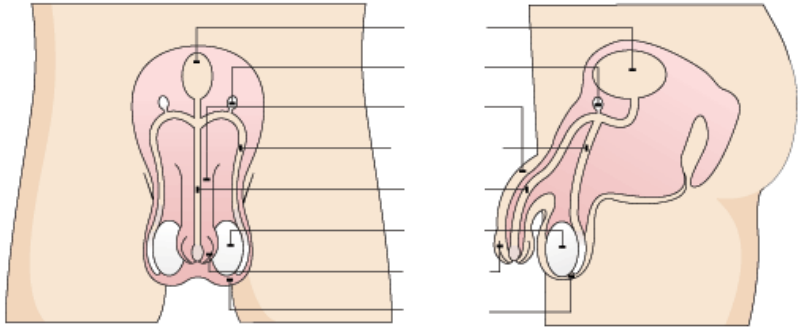
A.	What are the main parts of the female reproductive system?
Ovary	
Oviduct	
Uterus	
Uterus lining	
Cervix	
Vagina	

A.	What are the main parts of the male reproductive system?
Testes	
Scrotum	
Sperm ducts	
Glands	
Urethra	
Penis	
Foreskin	

A. What are the parts to the female reproductive system?



A. What are the parts to the male reproductive system?

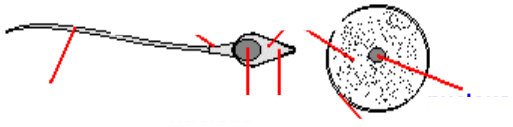


B. What is the menstrual cycle and what happens on each day?

- Days 1-5
- Days 6-13
- Day 14
- Days 15-28

B. What is fertilisation?

What are the parts to the egg and sperm cell?

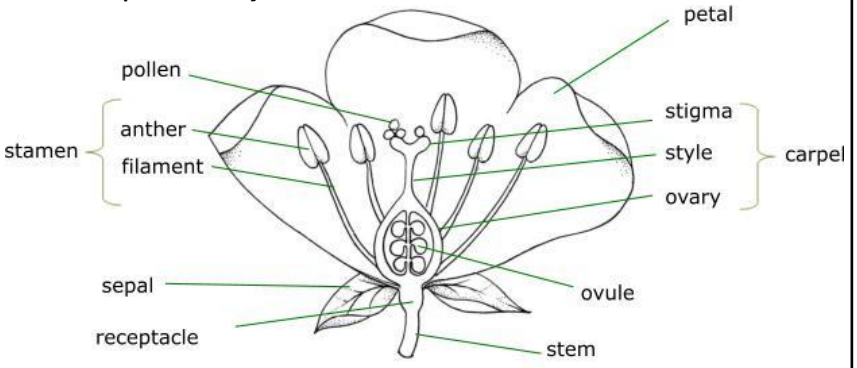


B. What is gestation?

B. What is the process of birth?

Year 7 Term 3 Science/Biology: Topic 7BR Reproduction

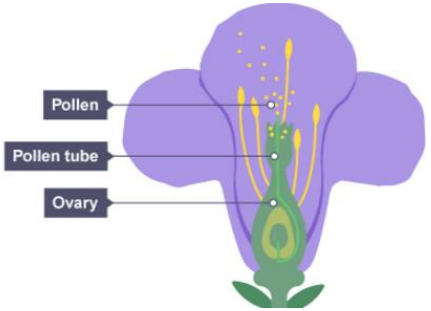
C. Plant reproductive system



C.	What are the main parts of the plant reproductive system?
Pollen	The male gamete (sex cell)
Stigma	Structure that the pollen sticks to
Style	Connects the stigma to the ovary
Ovary	Produces and stores ovules
Ovule	The female gamete (sex cell)
Anther	Produces the pollen
Filament	Holds the anther to the edge of the flower
Pollen	The male gamete (sex cell)

C. How does fertilisation occur in plants?

The pollen makes a pollen tube down the style into the ovary.
The nucleus of the pollen cell travels down the tube to get to the ovum and the cells joins (fertilisation).
The cell made when the pollen and ovum fuse will become a seed, which can become a new plant.



D. What is variation?

Differences between living things of the same species is called variation. It can be caused by environmental or genetic factors, or both.

	Plant examples	Animal examples
Inherited variation	Length of antlers	Eye colour
Environmental variation	Hydrangeas produce blue flowers in acidic soil and pink in alkaline soil	Muscle strength due to training
Variation caused by a combination of genes and environment	Height is the result of genes **and** nutrition	Skin colour is the result of genes **and** weather

C What is pollination & what are the 2 types?

Pollination is the transfer of pollen from the anthers of one flower to the stigma of another
- In **wind pollination**, the wind carries the pollen
- In **insect pollination**, insects carry the pollen.

C. What is seed dispersal & what are 3 types of seed dispersal?

Plants spread their seeds out so their offspring don't compete with them for light/soil nutrients.
- By animals – they eat the fruit and release the seeds in their waste
- By wind – for example sycamore seeds
- By water – for example coconuts

D. What are the two types of variation and what are examples of these?

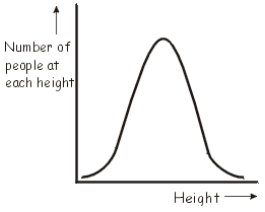
Continuous variation
- Variation which can have any value, within a range
- Due to a combination of environmental and inherited variation

Discontinuous variation
- Variation with discrete (separate) categories
- Physical, it is usually inherited

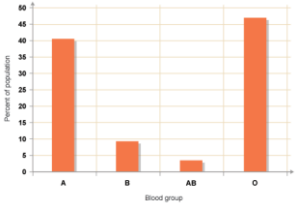
Plant examples	Animal examples	Plant examples	Animal examples
Height Size of leaves	Height Skin/fur colour Size of horns	Flower colour e.g. pea plants have either white or red flowers	Eye colour Blood group Lobed/lobe-less ears

What types of graph would you draw for continuous and discontinuous variation?

Continuous variation: Line graphs
Because it falls on a continuous spectrum it is represented using line graphs.

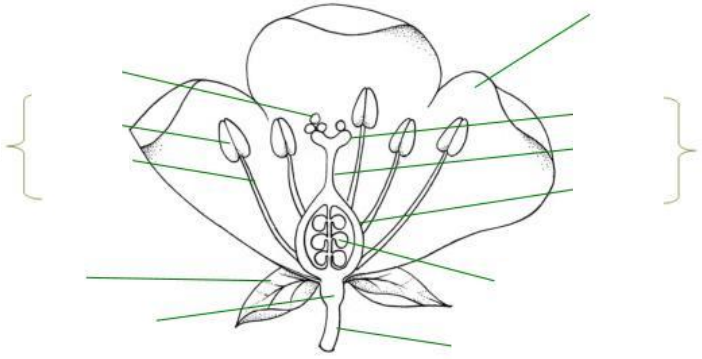


Discontinuous variation: Bar graphs
Because of its categories, itis represented using bar graphs, such as this one for blood group



Year 7 Term 3 Science/Biology: Topic 7BR Reproduction

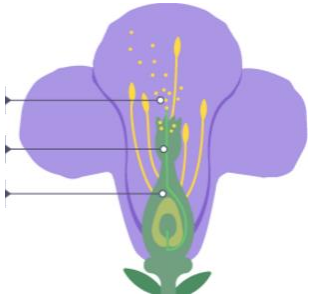
C. What are the parts to the plant reproductive system?



C.	What are the main parts of the female reproductive system?
Pollen	
Stigma	
Style	
Ovary	
Ovule	
Anther	
Filament	
Pollen	

C	What is pollination & what are the 2 types?

C.	What is seed dispersal & what are 3 types of seed dispersal?

C.	How does fertilisation occur in plants?
	

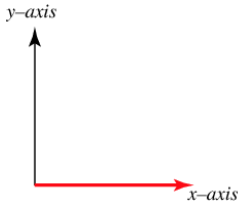
D.	What is variation?

	Plant examples	Animal examples
Inherited variation		
Environmental variation		
Variation caused by a combination of genes and environment		

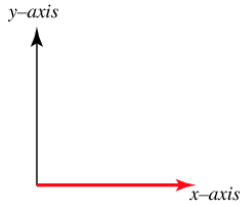
D.	What are the two types of variation and what are examples of these?		
Plant examples	Animal examples	Plant examples	Animal examples

What types of graph would you draw for continuous and discontinuous variation?

Continuous variation:



Discontinuous variation



Year 7 Term 3 Science/Chemistry : Topic 7CC Chemical Reactions

What we are learning this term:

A. Chemical reactions
B. Conservation of mass
C. Word equations
D. Acids and alkali
E. pH scale
F. Reactions of acids and alkalis

5 Key Words for this term

1. Reactant
2. Product
3. Salt
4. Neutralisation
5. Compound

A. What are chemical reactions?

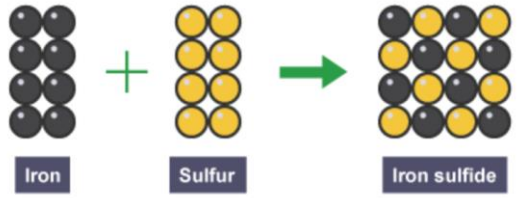
Chemical reactions are rearrangements of atoms. The substances that react together are called the reactants. The substances that are formed in the reaction are called the products.

B. What is conservation of mass?

The law of conservation of mass states:
Mass cannot be created nor destroyed by chemical reactions (or physical transformations).
The mass of the products in a chemical reaction must equal the mass of the reactants.
No mass can be lost or made.

B. What is an example of this?

As shown in the diagram below, the iron particles and sulphur particles are not lost or created, there is still the same number of them, so the mas stays the same, just a different chemical is made.



C. What are word equations?

These show the names of each substance that is involved in a chemical reaction.
The reactants are shown on the left. The products are shown on the right.

Reactants → **Products**

They must not contain any chemical symbols of any formulae, only words.

For example, in a neutralisation reaction: **acid + alkali** → **salt + water**
So, if sulphuric acid and sodium hydroxide reacted together (reactants) to form sodium sulphate and water (products), what would the word equation look like?
Sodium Hydroxide + Sulphuric Acid → **Sodium Sulphate + Water**

C. Examples of word equations

copper + oxygen → copper oxide

hydrochloric acid + magnesium → magnesium chloride + hydrogen

copper + sulphur → copper sulphide

zinc + oxygen → zinc oxide

sodium + hydrochloric acid → sodium chloride

iron + oxygen → iron oxide

nitric acid + iron oxide → iron nitrate + water

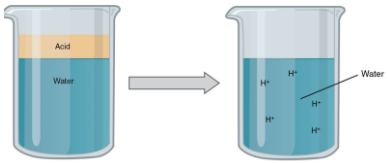
copper oxide + hydrochloric acid → copper chloride + water

D. What is the difference between bases and alkalis?

Bases are a family of chemicals which neutralise alkalis (more on neutralisation in part F.)
Alkalis are a type of base. Therefore all alkalis are bases. Alkalis dissolve in water and often contain OH^- ions.

D. What are acids?

Acids are a family of chemicals.
Acids contain H^+ ions, when dissolved in water. This is hydrogen which has lost an electron.



D. What is an example of an acid?

Examples are lemon juice, vinegar and Coca Cola.
Hydrochloric acid, sulphuric acid and nitric acid
There is also acid in our stomach!

D. What is the difference between a strong and weak acid? What are some examples of each?

Strong acids like hydrochloric acid are very corrosive this means they destroy skin cells and cause burns
Weak acids like vinegar are safe to eat but are still irritant to sensitive parts of the body.

Year 7 Term 3 Science/Chemistry : Topic 7CC Chemical Reactions

What we are learning this term:

A. Chemical reactions
B. Conservation of mass
C. Word equations
D. Acids and alkali
E. pH scale
F. Reactions of acids and alkalis

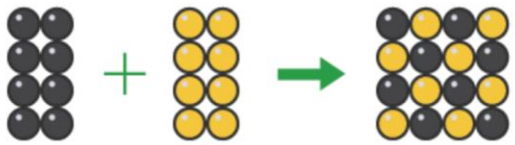
5 Key Words for this term

1.
2.
3.
4.
5.

A. What are chemical reactions?

B. What is conservation of mass?

B. What is an example of this?



C. What are word equations?

Reactants → **Products**

For example, in a neutralisation reaction: **acid + alkali** → **+**
So, if sulphuric acid and sodium hydroxide reacted together (reactants) to form sodium sulphate and water (products), what would the word equation look like?

+ → **+**

C. Examples of word equations

copper + oxygen → ……. …….

hydrochloric acid + magnesium → magnesium + ……. …….

copper + sulphur → …… …….

…….. + ……. → zinc oxide

sodium + hydrochloric acid → …… …….

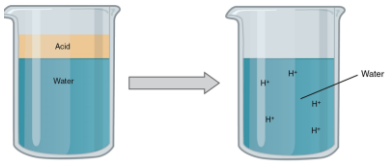
…….. + …… → iron oxide

nitric acid + iron oxide → …… + water ……

copper oxide + hydrochloric acid → …… + ……. …….

D. What is the difference between bases and alkalis?

D. What are acids?



D. What is an example of an acid?

D. What is the difference between a strong and weak acid? What are some examples of each?

Year 7 Term 3 Science/Chemistry : Topic 7CC Chemical Reactions

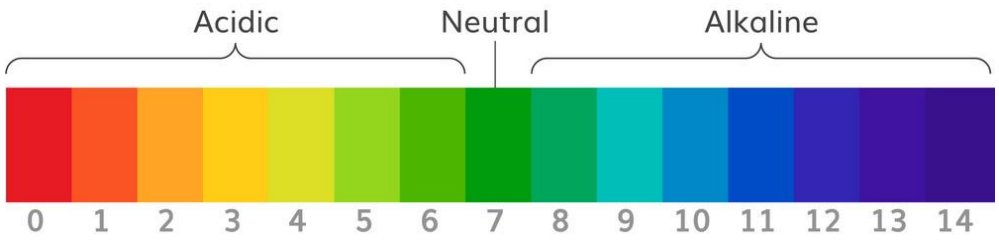
Key Terms	Definitions
Acid	A substance which forms H^+ ions.
Alkali	A soluble base that contains OH^- ions
Base	A substance that will neutralise an acid
The pH scale	A scale which measure how acidic a substance is
Indicator	A chemical which will change colour depending on the acidity of the substance

E. What is the pH scale?

- The pH scale measures how **strong an acid or alkali is**
- The pH scale runs from 0-14
- The pH scale measures the **concentration of H^+ ions**, the lower the number the higher the concentration.

E. What do the numbers on the pH scale correspond to?

- Acids have a pH between 0 and 6, pH 1-3 are strong acids, 4-6 are weak acids
- Alkalis have a pH between 8 and 14, 8-10 weak alkalis, 11-14 strong alkalis
- Anything with a **pH of 7 is neutral**, for example water



F. What is neutralisation?

- When an acid reacts with a base a **neutralisation reaction occurs, this means what you make has a pH of 7.**

F. What are the products of a neutralisation reaction?

- When a neutralisation reaction happens, the **products are a salt and water.**

F. What is an example of a neutralisation reaction?

- A wasp sting is alkaline, so we add vinegar (an acid) to it to neutralise it.
- Farmers spread alkalis onto fields to **neutralise the acid in the soil.**
- Another example is indigestion. When there is too much acid in our stomach, we neutralise this with alkali tablets

E. How do you name the salt that is made in a neutralisation reaction?

- When a neutralisation reaction occurs, a **salt is made**
- To name a salt you need to use the metal from the alkali to form the first part of the name and the acid to form the second part of the name
- Hydrochloric acid makes **chlorides**
- Nitric acid make **nitrates**
- Sulphuric acid makes **sulphates**

Alkali	Acid	Salt?
Calcium hydroxide	Hydrochloric acid	Calcium Chloride
Magnesium oxide	Nitric acid	Magnesium Nitrate
Calcium carbonate	Sulphuric acid	Calcium Sulphate
Aluminium hydroxide	Nitric acid	Aluminum Nitrate
Potassium hydroxide	Sulphuric acid	Potassium Sulphate

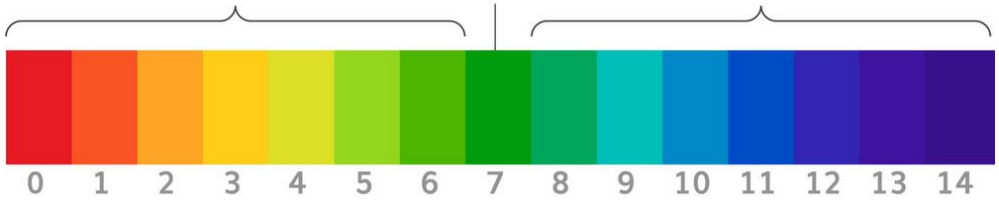
Reactants	General equation	Example
Acid and Alkali	Acid +Alkali → Salt + Water	Sodium Hydroxide + Sulphuric Acid → Sodium Sulphate + Water
Acid and Metal Carbonate	Acid + Metal Carbonate→ Salt + Water +Carbon Dioxide	Hydrochloric acid + Magnesium Carbonate → Magnesium Chloride + Carbon Dioxide + Water
Acid and metal Oxide	Acid + Metal Oxide → Salt +Water	Sulphuric acid +Calcium Oxide → Calcium Sulphate + Water

Year 7 Term 3 Science/Chemistry : Topic 7CC Chemical Reactions

Key Terms	Definitions
Acid	
Alkali	
Base	
The pH scale	
Indicator	

E.	What is the pH scale?

E.	What do the numbers on the pH scale correspond to?



F.	What is neutralisation?

F.	What are the products of a neutralisation reaction?

F.	What is an example of a neutralisation reaction?

E.	How do you name the salt that is made in a neutralisation reaction?

Alkali	Acid	Salt?
Calcium hydroxide	Hydrochloric acid	
Magnesium oxide	Nitric acid	
Calcium carbonate	Sulphuric acid	
Aluminium hydroxide	Nitric acid	
Potassium hydroxide	Sulphuric acid	

Reactants	General equation	Example
Acid and Alkali	Acid +Alkali → …… + ……..	Sodium Hydroxide + Sulphuric Acid → …… + ……..
Acid and Metal Carbonate	Acid + Metal Carbonate→ Salt + Water +Carbon Dioxide	Hydrochloric acid + Magnesium Carbonate → ……. ……+ …… …… + ……..
Acid and metal Oxide	Acid + Metal Oxide → Salt +Water	Sulphuric acid +Calcium Oxide → ……. ……. + …….

Year 7 Term 3 Science/Physics : Topic 7PF Forces

What we are learning this term:

A. Forces and force diagrams
B. Balanced and unbalanced forces
C. Pressure and gravity force
D. Relationship between speed, distance and time
E. Relative motion

2 Key Words for this term

1. Weight
2. Pressure

A. What are forces?

Forces are pushes or pulls. They can be balanced or unbalanced. If unbalanced they can change the shape of objects and change the way they are moving.

A. What are forces measured in?

Newtons.

A. What are forces need for?

To cause objects to stop or start moving, to speed it up or slow it down. To change an objects direction. To change an objects shape.

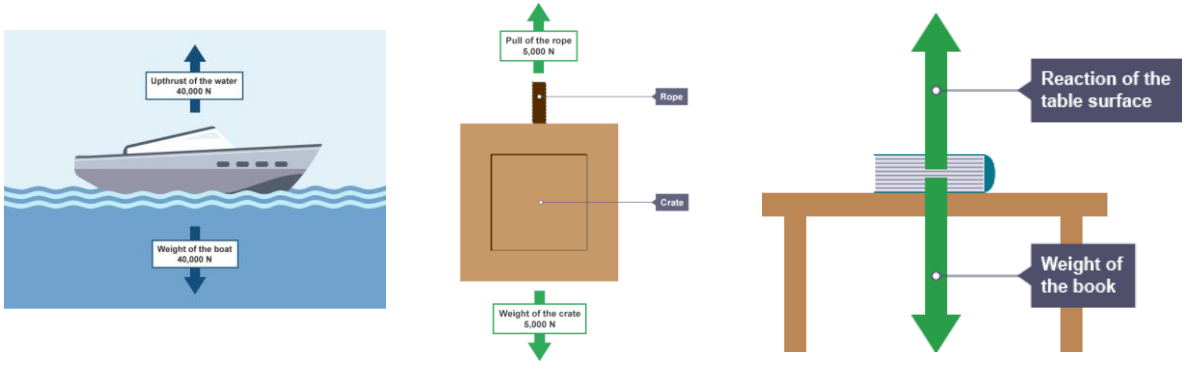
B. What is an object doing if it has balanced forces?

It either stays stationary or travelling at the same speed and direction.

B. What is an object doing if it has unbalanced forces?

A stationary object starts to move in the direction of the resultant force, or a moving object changes speed and/or direction in the direction of the resultant force

A. What do the arrows show on this force diagram?



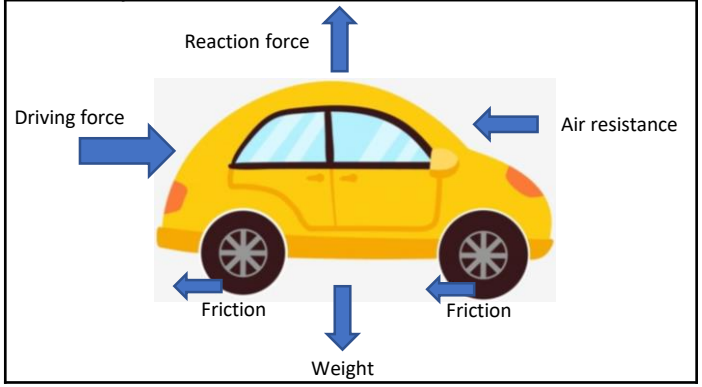
A. What is friction?

A force between two surfaces that are sliding, or trying to slide, across each other.

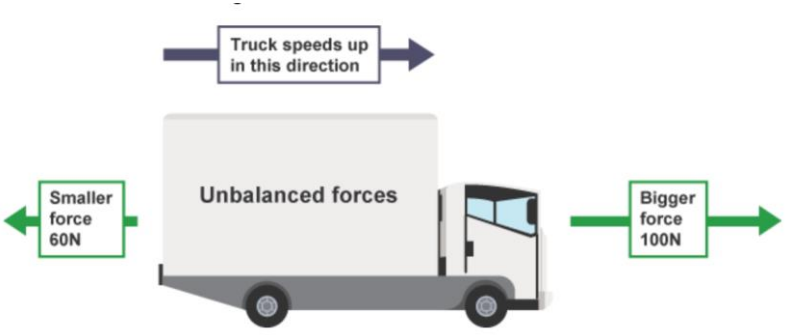
A. What are force arrows and what do they show?

Forces have a size and a direction. This means we show forces with arrows.
The length of the arrows shows how large the force is.
The direction the arrow points shows the direction the force pushes or pulls.

A. What do the arrows show on this force diagram?



B. Which direction do objects move if the force is unbalanced?



A. What is air resistance?

The forces that are opposite to the direction of movement of an object as it passes through the air. Friction between air and the material.

A. What is water resistance?

A type of force that uses friction to slow things down that are moving through water.

Year 7 Term 3 Science/Physics : Topic 7PF Forces

What we are learning this term:

A. Forces and force diagrams
B. Balanced and unbalanced forces
C. Pressure and gravity force
D. Relationship between speed, distance and time
E. Relative motion

2 Key Words for this term

1. Weight
2. Pressure

A. What are forces?

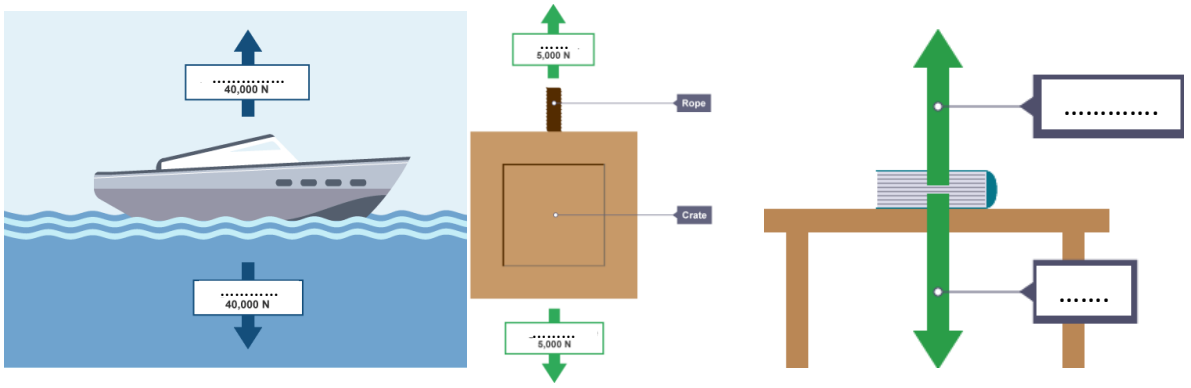
A. What are forces measured in?

A. What are forces need for?

B. What is an object doing if it has balanced forces?

B. What is an object doing if it has unbalanced forces?

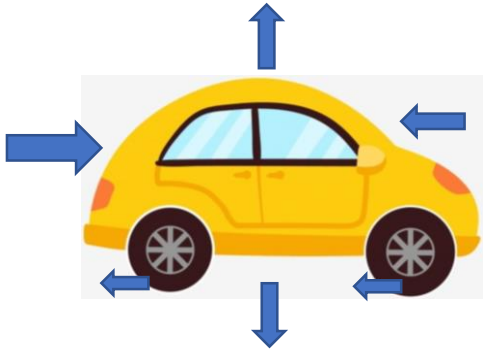
A. What do the arrows show on this force diagram?



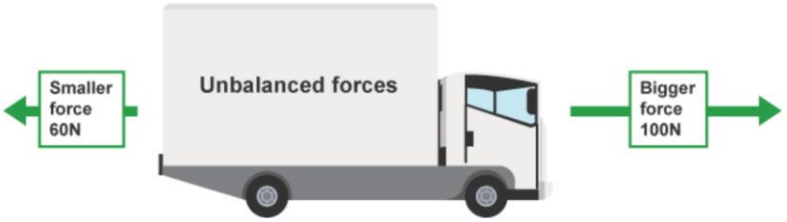
A. What is friction?

A. What are force arrows and what do they show?

A. What do the arrows show on this force diagram?



B. Which direction do objects move if the force is unbalanced?



A. What is air resistance?

A. What is water resistance?

Year 7 Term 3 Science/Physics : Topic 7PF Forces

C.	What is the equation to calculate pressure?
$P = \frac{F}{a}$	*P = Pressure (N/m²)* *F = Force (N)* *a = Area (m²)*

C.	What does the size of the pressure depend upon?
The size of the pressure depends on the force applied by the object and the surface area of the object.	

C.	What is an example of an object which exerts high pressure?
A pin or knife They have a low surface area (at the pointed end), so high pressure. 	

C.	What is an example of an object which exerts high pressure?
Snowshoes. Large surface area so low pressure so the person doesn't sink into the snow.	

C.	What is the equations to calculate gravity force?
$Weight = mass \times gravitational\ field\ strength\ (g)$ On Earth g=10 N/kg.	

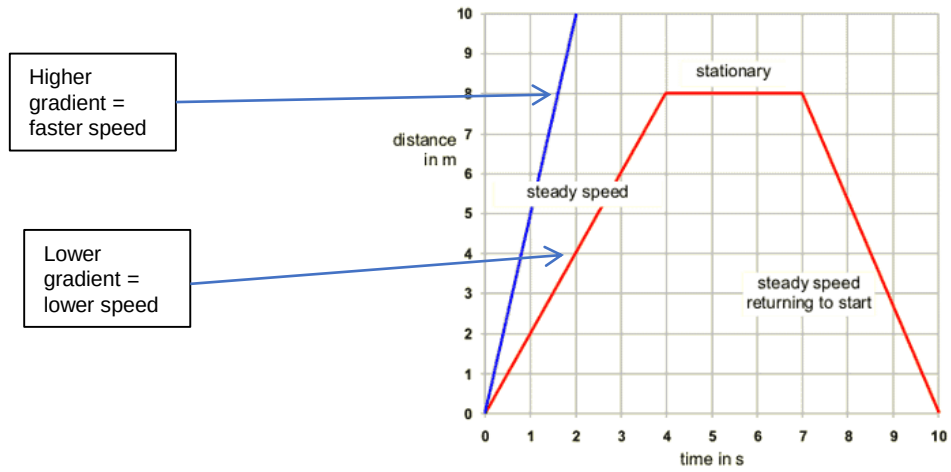
D.	What is the equations to calculate speed?
$speed = \frac{distance}{time}$	

D.	What is on the horizontal and vertical axis on a distance time graph?
A distance time graph shows the time on the horizontal axis and the distance on the vertical axis.	

D.	What does the line look like on a distance time graph if an object is stationary?
If an object is stationary (not moving) the line will be horizontal.	

D.	What does the line look like on a distance time graph if an object is moving at a constant speed?
If the line has a diagonal slope the object is moving at a constant speed.	

D.	What does the steepness (gradient) of the line show?
The steepness (gradient) of the line shows the speed.	



E.	What is relative motion and what is an example of this?
It is the motion of one thing compared to another. For example, if you have travelled in a car on the motorway, you may have noticed that other cars passing by appear to move slowly past you, even though you know the actual speeds of the two cars are very high. This is because of their relative motion to each other. Or maybe, when driving in the car a train doesn't appear to be moving very quickly when in fact it is.	

E.	How do you calculate relative motion?
Situation	**Relative speed**
Objects moving in the same direction towards, or away from, each other	Fastest speed – slowest speed
Objects moving in opposite directions towards, or away from, each other	Add the two speeds together

Year 7 Term 3 Science/Physics : Topic 7PF Forces

C.	What is the equation to calculate pressure?

C.	What does the size of the pressure depend upon?

C.	*What is an example of an object which exerts high pressure?*

C.	*What is an example of an object which exerts high pressure?*

C.	What is the equations to calculate gravity force?

D.	What is the equations to calculate speed?

D.	What is on the horizontal and vertical axis on a distance time graph?

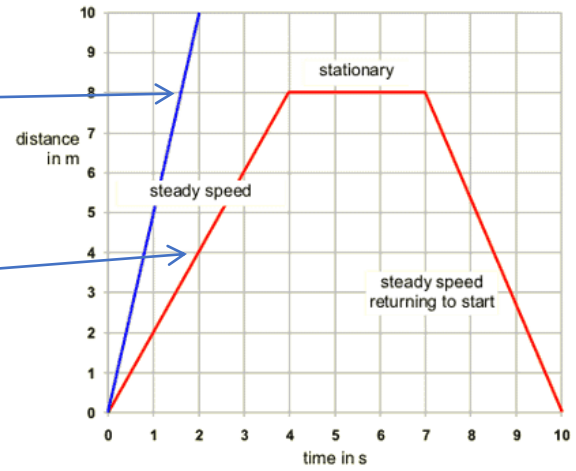
D.	What does the line look like on a distance time graph if an object is stationary?

D.	What does the line look like on a distance time graph if an object is moving at a constant speed?

D.	What does the steepness (gradient) of the line show?

Higher gradient = ...

Lower gradient = ...



E.	What is relative motion and what is an example of this?

E.	How do you calculate relative motion?	
Situation		**Relative speed**

Geography Knowledge Organiser: Year 7 Term 3 Development

Background:

1. Across the world the standard of living and quality of life can be very different.
2. Countries therefore have different classifications, based on the quality of life within them. ***(A)***
3. How developed a country is can be measured in different ways. ***(B)***
4. Development is not haphazard and there are many reasons why some countries are more developed than others. ***(C)***
5. World-wide a number of strategies have been put in place to help improve the quality of life in some of the poorer nations; such as aid and Fairtrade. ***(D, E, F)***
6. Aid strategies can have much success. ***(G)***

A.	**Country classification *(3)***
Developed country	Normally has lots of money, many services and a high standard of living.
Developing country	Often quite poor compared to others, fewer services and a lower standard of living.
The Brandt line	An imaginary line which divides countries into the rich north, poor south.

B.	**Measuring development *(6)***
Gross Domestic Product per capita (GDP per capita)	The total number of goods and services sold by a country, divided by it's population.
Infant mortality	The number of babies that die per 1000 before their first birthday.
Life expectancy	The average age you are expected to live to in a country.
Literacy rate	The % of people that can read and write.
People per doctor	The number of people to one doctor.
Human Development Index	Combines GDP per capita, life expectancy and literacy rate.

C.	**Factors influencing development**
Development	How rich or poor a country is compared with other areas.

Factors which encourage development *(4)*:	**Factors which hinder development *(4)*:**
1. A strong and stable government. 2. A large coastline for trade. 3. Availability of natural resources e.g. oil, coal, fertile soil etc. 4. A pleasant climate, ideal for growing crops.	1. An unstable or corrupt government, meaning money is not invested properly in the country. 2. The country is landlocked, making trade difficult. 3. Few natural resources to power industry. 4. A harsh climate, so can not grow crops reliably.

D.	**What is aid? *(6)***
Donor	A country that gives aid to another country.
Recipient	A country which receives aid.
Bilateral	International aid given by one country to another.
Multi-lateral	Aid given by NGOs (Non-Government Organisations) like the Red Cross or Oxfam.
Short term aid	Aid given to support a country following a crisis e.g. after an earthquake.
Long term aid	Aid given over a prolonged period of time to support a country's development e.g. teaching farmers different farming techniques.

E.	**Aid - advantages/ disadvantages**
Advantages *(3)*	1. People learn new skills e.g. improved farming techniques; so become independent 2. Can save lives after a natural disaster e.g. supplying clean water, food and medicines. 3. Simple technology e.g. water pumps, are easy for the locals to maintain.
Disadvantages *(3)*	1. Countries can become dependent upon aid, causing problems if it is removed. 2. Corrupt governments can sell the aid on, so it does not reach those in need. 3. The recipient can end up in debt if loans or deals are made.

F.	**Fairtrade**
What it is:	Trade which involves giving producers in developing countries a fair price for their goods.

Advantages *(2)*	**Disadvantages *(2)***
1. Farmers receive a fair and decent price. 2. Ensures good working conditions for farmers.	1. Non-Fairtrade farmers may lose out. 2. Sales can often be low as the price of Fairtrade goods can be high.

G.	**Case study: Goat aid by the charity OXFAM**
Where?	In countries in Africa e.g. Mali & Rwanda

Features *(2)*	**Success *(2)***
1. Oxfam buy goats and donate them to poor villages in Africa. 2. Goat milk has calcium, goat poo is used as fertiliser.	1. Can sell leftover milk and cheese for profit. 2. Builds community spirit, you can eat the goat if it dies, goats breed making it sustainable (won't run out)

Geography Knowledge Organiser: Year 7 Term 3 Development

Background:

1. Across the world the standard of living and quality of life can be very different.
2. Countries therefore have different classifications, based on the quality of life within them. ***(A)***
3. How developed a country is can be measured in different ways. ***(B)***
4. Development is not haphazard and there are many reasons why some countries are more developed than others. ***(C)***
5. World-wide a number of strategies have been put in place to help improve the quality of life in some of the poorer nations; such as aid and Fairtrade. ***(D, E, F)***
6. Aid strategies can have much success. ***(G)***

A.	**Country classification *(3)***
Developed country	
Developing country	
The Brandt line	

B.	**Measuring development *(6)***
Gross Domestic Product per capita (GDP per capita)	
Infant mortality	
Life expectancy	
Literacy rate	
People per doctor	
Human Development Index	

C.	**Factors influencing development**
Development	

Factors which encourage development *(4)*:	**Factors which hinder development *(4)*:**

D.	**What is aid? *(6)***
Donor	
Recipient	
Bilateral	
Multi-lateral	
Short term aid	
Long term aid	

E.	**Aid - advantages/ disadvantages**
Advantages *(3)*	
Disadvantages *(3)*	

F.	**Fairtrade**
What it is:	

Advantages *(2)*	**Disadvantages *(2)***

G.	**Case study: Tree aid**
Where?	

Features *(2)*	**Success *(2)***

Year 7 History : Roman Catholic Church in the Middle Ages

What we are learning this term:

What part did the Roman Catholic Church play in everyday life during the Middle Ages?

A. Keywords
B. Explain the importance of the Roman Catholic Church for daily life in the 16th century.
C. What are the roles of monks in society in the Middle Ages ?
D. What was the main reasons for people going on crusades ?
E. What were the impacts of the crusades on Europe?

A.	*Can you define these key words?*
Monasteries	Places where monks lived, worked and provided services for the population.
Secular	Not connected to the church.
Catholicism	Following a form of Christianity that whose head is the Pope in Rome. (this was the religion of Medieval western Europe)
Excommunication	A punishment for a crime, being banned from the church. This means your soul would be condemned to hell.
Cardinal	Important members of the Catholic church (more powerful than bishops) who have role in governing the Catholic church throughout the World.
Clergy	Priests and other people who perform religious duties for the church
Pope	The head of the Catholic church, he is based in Rome.
anti Semitism	Hostile actions or beliefs against Jews
Archbishop	The most important bishop in a country, in charge of religion within that country,
Pilgrimage	A journey to a holy site for the purpose of pleasing God.
Purgatory	A place in between heaven and hell where those whose fate is undecided go initially after death.
Illiterate	Unable to read or write.
Crusade	A religiously motivated, Christian military campaign. Normally to try and capture the Holy Land (Jerusalem)
Doom Painting	A painting showing people being sent to Heaven or Hell on the Day of Judgment
Purgatory	A stage before heaven, where the dead are removed of their remaining sins

B.	Explain the importance of the Roman Catholic Church for daily life in the 16th century.
Provide services for the people	Churches provide poor relief, taught poor children to read, were libraries, copies books, ran hospitals ,provided hospitality to travellers .
Teach people right from wrong	The church taught people right firms wrong so they could get in to heaven. Most people could not understand Latin which church services were held in so they learned from the doom paintings and talking to the priests .
Ensuring people do not commit sins	People were encouraged to not commit sins and be loyal to their king and barons in order to ensure to ensure they get in to heaven .

C.	What are the roles of monks in society in the Middle Ages ?		
Copying books	**Hospitals**	**Look after travellers**	**Praying for people's souls**
. The only way to make books in the Middle Ages was for them to be copied out by hand. This took a very long time and so was very expensive to do. The job of copying was done by monks as most people could not read and write and the wealthy that could did not want to waste their lives copying things out. This gave the church allot of influence as monks would not copy out ideas that challenged the teachings of the church allowing them to censor hostile ideas.	Monks and nus would run hospitals to look after the ill. These would only visited by the poor in society as most people would try to get treated in their homes. The monks and nuns offered little physical medical treatment and concentrated on caring for the patients and prating to hope that God would take away the illness.	It was very dangerous to travel around England n the Middle Ages and people would need to find places to stay. Travellers who struggled to find or afford somewhere to stay would be looked after by monks in monasteries.	In the Middle Ages it was believed that you would go to heaven, hell or purgatory (a place in between heaven and hell where those whose fate was undecided would go in the meantime). Monks claimed that they could say special prayers to influence where people's souls went. The charged people large fees, called indulgences to say such prayers, but people would pay demonstrating the importance of religion and the afterlife in Medieval England

D.	What was the main reasons for people going on crusades ?
Forgiveness of sins	People wanted to ensure that they got in to heaven. Pope Urban II promised that anyone who went on crusade would have their sins forgiven ensuring they got in to heaven.
Money	The Holy Land was a very rich place so a crusading army could steal allot of this to take home with them.
Power	knights would want to build their reputation by being a crusader. Additionally, those who went on crusades would be rewarded with more land, titles and influences in their kingdoms.

E.	What were the impacts of the crusades on Europe?
Medicine	Many books of Galen that had been lost in the West were rediscovered in the Muslim World. Also, Muslim doctors had developed the work of Galen, helping other discoveries in the future. New plants were discovered that were used to make medicines. New better surgical tools that had been invented by Muslims were brought back to Europe.
Food	The Crusades brought about trade in many unusual exotic foods. Sugar, spices, dates, coffee, rice and apricots,
Household goods	Houses were previously plain now they had much new furniture influenced by contact with Islamic world such as: mirrors, cotton cloth, carpets, mattresses and shawls, writing paper and wheelbarrows. The rich got new brightly coloured clothes in the Muslim style.
ideas	Chess, alchemy (early chemistry to try and make gold), and the math system we use today were introduced from the Muslim world.
Power in Europe	Many barons died or lost money in the crusades meaning they lost power. Kings had raised taxes to pay for crusades so had allot more money meaning that they were more powerful.
Geography	European maps were previously very basic. They got access to much more advance Arabic maps that helped with navigation.
Science and technology	Learning was not valued in Europe however it greatly was in the Muslim world. They had invented various inventions that were introduced in to Europe such as: magnifying glasses, magnetic compasses and astrolabes (that measured the stars to let you navigate accurately) .

Year 7 History : Roman Catholic Church in the Middle Ages

What we are learning this term:

What part did the Roman Catholic Church play in everyday life during the Middle Ages?

A. Keywords
B. Explain the importance of the Roman Catholic Church for daily life in the 16th century.
C. What are the roles of monks in society in the Middle Ages ?
D. What was the main reasons for people going on crusades ?
E. What were the impacts of the crusades on Europe?

A.	*Can you define these key words?*
monasteries	
secular	
Catholicism	
Excommunication	
Cardinal	
Clergy	
Hope	
anti Semitism	
Archbishop	
Pilgrimage	
Purgatory	
Illiterate	
Crusade	

B.	Explain the importance of the Roman Catholic Church for daily life in the 16th century.
Provide services for the people	
Teach people right from wrong	
Ensuring people do not commit sins	

C.	What are the roles of monks in society in the Middle Ages ?		
Copying books	Hospitals	Look after travellers	Praying for people's souls

D.	What was the main reasons for people going on crusades ?
Forgiveness of sins	
Money	
Power	

E.	What were the impacts of the crusades on Europe?
Medicine	
Food	
Household goods	
ideas	
Power in Europe	
Geography	
Science and technology	

Year 7 Term 3 SPANISH Knowledge organiser: Topic = En Casa

What we are learning this term:

A. Saying where we live
B. Describing our house
C. Naming rooms in our house
D. Describing our bedroom
E. Talking about daily routine
F. Describing a town
G. Translation practice

6 Key Words for this term

1. vivir	4. el hogar
2. la ciudad	5. una casa
3. el pueblo	6. un piso

A. ¿Dónde vives? – Where do you live?

Vivo en	I live in…
una casa	a house
un chalet	a detached house
una granja	a farm
un piso	a flat
un apartamento	an apartment
un bloque antiguo	an old block of flats
un bloque moderno	a new block of flats
está	It is (location)
en las afueras	on the outskirts
en el campo	in the countryside
en el centro	in the centre
en una ciudad	in a city
en la costa	on the coast
en la montana	in the mountains
el este	east
el norte	north
el oeste	west
el sur	south

B. Key verbs across topics

tener	to have
ser	to be
ir	to go
hacer	to do / to make
jugar	to play
ver	to see
escuchar	to listen
comprar	to buy
vivir	to live
hablar	to speak
deber	to have to
querer	to want / to love
visitar	to visit
comer	to eat

C. ¿Cómo es tu casa? What's your house like?

Mi casa es…	My house is…
acogedor(a)	cosy
adosado/a	semi – detached
antiguo/a	old
bonito/a	pretty
cómodo/a	comfortable
grande	big
moderno/a	modern
nuevo/a	new
pequeno/a	small
reformado/a	renovated
muy	very
bastante	quite

D. ¿Cuántas plantas tiene? How many floors has it got?

abajo	below
arriba	above
el asensor	the lift
el ático	the attic
la planta baja	the below floor
la primera planta	the first floor
el primer piso	the first floor
el sótano	the basement
las habitaciones	the rooms
tiene cinco habitaciones	It has 5 bedrooms
hay	there is/ there are
el aseo	the toilet
el bano	the bathroom
la cocina	the kitchen
el comedor	the dining room
el despacho	the office
el dormitorio	the bedroom
la ducha	the shower
la escalera	the stairs
el garaje	the garage
el jardín	the garden
el salón	the living room

E. ¿Dónde? – Where?

a la derecha de	to the right of
a la izquierda de	to the left of
al lado de	next to
debajo de	underneath
delante de	in front of
detrás de	behind
encima de	on top of
enfrente de	opposite

Key Verbs

Ser To be	Tener To have	Hablar To speak	Comer To eat	Vivir To live
Soy I am	Tengo I have	Hablo I speak	Como I eat	Vivo I live
Eres You are	Tienes You have	Hablas You speak	Comes You eat	Vives You live
Es s/he is	Tiene He/she has	Habla s/he speaks	Come s/he eats	Vive s/he lives
Somos We are	Tenemos We have	Hablamos We speak	Comemos We eat	Vivimos We live
son They are	Tienen They have	Hablan They speak	Comen They eat	viven They live

E. ¿Qué hay en tu dormitorio? – What's in your bedroom?

la alfombra	the rug
el armario	the wardrobe
la cama	the bed
las cortinas	the curtains
el equipo de música	the music stereo
las estanterías	the shelves
la lámpara	the lamp
el lavabo	the sink
la librería	the bookcase
la mesa	the table
el ordenador	the computer
la pared	the wall
los pósters	posters
la puerta	the door
la silla	the chair
la televisión	the TV
la ventana	the window
Qué es?	What is it?
el portatíl	the laptop
el escritorio	the desk
los juegos	games
los libros	books
la ropa	clothes
los zapatos	shoes
los cuadros	pictures
las cosas personales	personal things
osito de peluche	teddy bear
la joyería	jewellery
el maquillaje	make up
el espejo	the mirror

F. More Key Opinions/ Verbs across topics

beber	to drink
salir	to go out
leer	to read
trabajar	to work
pensar	to think
escribir	to write
Me gusta	I like
Me encanta	I love
Odio	I hate
porque	because
divertido/a	fun
aburrido/a	boring
útil	useful
inútil	pointless
cómodo/a	comfortable
interesante	interesting
entretenido/a	entertaining
emocionate	exciting
guay	cool
genial	amazing
soso	dull
asqueroso/a	disgusting
malo	bad
bueno	good

Year 7 Term 3 SPANISH Knowledge organiser: Topic = En Casa

G. Translation Practice	
I live in a big house	V e u c g
My mum lives in a new block of flats	M m v e u b d p m
My house is in the suburbs	M c e e l a
My dad lives by the coast	M p v e l c
I live in a city	V e u c
I like my house because it's cosy	M g m c p e a
My house is modern and cosy	M c e m y a
I don't like my house because it's semi detached	N m g m c p e a
My bedroom is on the first floor	M d e e l p p
We have an attic upstairs	T u a a
My bed is to the left of the wardrobe	M c e a l i d a
My bed is next to the window	M c e a l d l v
I have a big living room	T u s g
We have a renovated kitchen	T u c r
My apartment is very big	M a e m g
My house is very old	M c e m a
I love my home because it's cosy	M g m h p e a
Where do you live?	¿D v?

H . Key Questions: Answer the following in your own words. Use these model answers	
¿Dónde está tu casa?	Mi casa está en Swindon, en el sur de Inglaterra.
¿Cómo es tu casa?	Mi casa es muy moderna y acogedora. Me gusta mi casa porque es moderna y divertida y me encanta mi familia. Mi casa tiene dos plantas. Arriba hay un cuarto de bano pequeño y mi dormitorio y el dormitorio de mis padres.
¿Qué hay en tu dormitorio?	En mi dormitorio tengo una cama y mi televisión. Me encanta mi dormitorio porque es cómodo.
¿Dónde está tu cama?	Mi cama está al lado de mi ventana. Tengo un ordenador. Mi ordenador está a la derecha del armario y mi armario está a la derecha de la puerta.

I. Key Questions: Translate these model answers using the KO	
¿Dónde está tu casa?	My house is in Portsmouth on the coast. Portsmouth is in the south of England.
¿Cómo es tu casa?	My house is semi detached and is very small. It is cosy and very pretty. I like my house because my family live with me. My house has 2 floors. Downstairs there is a living room and a really big kitchen. Upstairs there are 3 small bedrooms.
¿Qué hay en tu dormitorio?	In my bedroom I have all of my games and books. I have my bed which is next to my desk. I have red curtains and white walls. I have a computer in my bedroom too. My computer is to the left of the window. I have a big wardrobe.
¿Dónde está tu cama?	My bed is to the right of my window but my computer is on top of my desk which is next to my bed.

J. Key Grammar	
Use the verb **ESTAR** to talk about location	Mi casa está en Swindon = My house is in Swindon
Make sure adjectives agree e.g. blanco/blanca/blancos/blancas	Mi casa es blanc**a** = My house is white Mi perro es blanc**o** = My dog is white Mis zapatos son blanc**os** = My shoes are white Las mesas son blanc**as** = The tables are white
Justify opinions with because	Me gusta mi casa porque es blanca = I like my house because it's white

Year 7 Term 3 SPANISH Knowledge organiser QUIZZABLE: Topic = En Casa

What we are learning this term:

A. Saying where we live
B. Describing our house
C. Naming rooms in our house
D. Describing our bedroom
E. Talking about daily routine
F. Describing a town
G. Translation practice

6 Key Words for this term

1. vivir
2. la ciudad
3. el pueblo
4. el hogar
5. una casa
6. un piso

A. ¿Dónde vives? – Where do you live?

_____	I live in…
_____	a house
_____	a detached house
_____	a farm
un piso	_____
un apartamento	_____
un bloque antiguo	_____
un bloque moderno	_____
_____	It is (location)
_____	on the outskirts
_____	in the countryside
_____	in the centre
_____	in a city
en la costa	_____
en la montana	_____
el este	_____
_____	north
_____	west
el sur	_____

B. Key verbs across topics

_____	to have
_____	to be
_____	to go
_____	to do / to make
jugar	_____
ver	_____
escuchar	_____
comprar	_____
_____	to live
_____	to speak
_____	to have to
_____	to want / to love
visitar	_____
comer	_____

C. ¿Cómo es tu casa? What's your house like?

_____	My house is…
_____	cosy
adosado/a	_____
antiguo/a	_____
bonito/a	_____
_____	comfortable
_____	big
_____	modern
nuevo/a	_____
_____	small
_____	renovated
muy	_____
bastante	_____

D. ¿Cuántas plantas tiene? How many floors has it got?

_____	below
_____	above
_____	the lift
_____	the attic
la planta baja	_____
_____	the first floor
el primer piso	_____
_____	the basement
_____	the rooms
_____	It has 5 bedrooms
_____	
el aseo	there is/ there are
el bano	_____
la cocina	_____
el comedor	_____
el despacho	_____
el dormitorio	_____
_____	the shower
_____	the stairs
_____	the garage
el jardín	_____
el salón	_____

E. ¿Dónde? – Where?

_____	to the right of
_____	to the left of
_____	next to
_____	underneath
delante de	_____
detrás de	_____
encima de	_____
enfrente de	_____

Key Verbs

Ser To be	Tener _____	Hablar To speak	Comer _____	Vivir To live
Soy I_____	Tengo _____	Hablo _____	Como I eat	Vivo I live
Eres You are	Tienes _____	Hablas You speak	Comes _____	Vives You live
Es _____	Tiene He/she has	Habla _____	Come s/he eats	Vive _____
Somos _____	Tenemos We have	Hablamos We speak	Comemos _____	Vivimos _____
son They are	Tienen They have	Hablan They speak	Comen They eat	viven _____

E. ¿Qué hay en tu dormitorio? – What's in your bedroom?

_____	the rug
_____	the wardrobe
_____	the bed
_____	the curtains
el equipo de música	_____
las estanterías	_____
la lámpara	_____
el lavabo	_____
_____	the bookcase
_____	the table
_____	the computer
la pared	_____
los pósters	_____
la puerta	_____
_____	the chair
_____	the TV
_____	the window
_____	What is it?
el portatíl	_____
el escritorio	_____
los juegos	_____
los libros	_____
_____	clothes
_____	shoes
_____	pictures
las cosas personales	_____
osito de peluche	_____
la joyería	_____
el maquillaje	_____
el espejo	_____

F. More Key Opinions/ Verbs across topics

_____	to drink
_____	to go out
leer	_____
trabajar	_____
pensar	_____
_____	to write
_____	I like
_____	I love
Odio	_____
porque	_____
_____	fun
aburrido/a	_____
útil	_____
_____	pointless
_____	comfortable
interesante	_____
_____	entertaining
emocionate	_____
_____	cool
genial	_____
_____	dull
asqueroso/a	_____
_____	bad
bueno	_____

Year 7 Religious Education: Judeo-Christian Foundations

A.	*Can you define these key words?*
Key word	**Key definition**
Synagogue	The building where a Jewish congregation meets for religious worship and instruction
Worship	Showing adoration and love to God
Atonement	the action of making amends for wrongdoing
Persecution	Hostility and ill-treatment, especially because of race or political or religious beliefs
Genocide	The deliberate killing of a large number of people from a particular group with the aim of destroying that group
Shabbat	A Jewish day of rest.
Torah	The law of God as revealed to Moses and recorded in the first five books of the Hebrew scriptures
Aron Hakodesh	A large cupboard that olds the Torah
Tanakh	The Jewish Scriptures comprising the books of law, the prophets, and collected writings.
Talmud	The body of Jewish civil and ceremonial law and legend.
Mitzvot	The 613 laws that set the standard for Jewish life

B.	**What do Jews believe and Jewish scripture- 6 main facts**
1	Judaism a unique religion is that you are born into it. in order to be God's representative on earth, you need to be a descendant of Abraham. This means that you are born a Jews, you cannot convert to Judaism.
2	They get these rules from the Torah. The Torah contains 613 laws that set the standard for Jewish life. This is called the Mitzvot and the most important rules are known as the Ten Commandments.
3	Jews believe that if they do not follow these rules and set an example, they will be punished- "You alone have I intimately known of all the families on the earth; therefore I will punish you for all your inequities"
4	The 3 main beliefs: 1. You must believe in one God 2. Jews are a family of people who have been chosen by God as descendants of Abraham to represent God on Earth 3. God made a covenant with Jews that they must obey and follow the rules in the Torah.
5	The Torah scrolls are kept in an Ark in a synagogue. The Torah is sung to a special tune rather than spoken. The scrolls are not directly touched, a pointer is used instead so the Torah does not get damaged or smudged.
6	Jews believe that Moses was given the "oral Torah" and this was written down later by Jewish teachers. This Talmud helps to give clarification on rules and forms the basis for lots of traditions

C.	**What is Orthodox Judaism- 5 facts**	**What is Reform Judaism- 5 facts**
1	Torah is literally given by God to Moses on Mount Sinai and has been passed on from one generation to another.	It emphasizes that the faith is always evolving and changing and believe that they should use reason to help decide their actions, not just blindly follow the Torah.
2	Jewish Law should be strictly followed as the Torah is the word of God, it is unchanging and should not be changed over time.	It was the first to adopt gender equality. In 1846, it was announced that women must enjoy identical obligations and rights in worship to men,
3	Orthodox men and women dress very modestly and keep most of their skin covered.	open to change as the laws given in the Torah are mainly about treating others with respect
4	Orthodox men are expected to wear a ritual fringe called a Tzitzit and a head-covering as well as grow beards	They believe the laws in the Torah were suitable at the time but some of them are not relevant anymore.
5	Do not have any physical contact with those of the opposite sex unless they are married or immediate family members.	Inclusive, inviting as many as possible to take part in the community, trying to create equality and fairness in the world

D	**Features of the synagogue**
Aron hakodesh-It symbolises the Ark of the covenant which held the tablets of stone on which had the 10 commandments carved on	**Ner Tamid-** A light above the aron hakodesh that never goes out- commanded by God.
Sefer Torah- a scroll kept inside the aron hakodesh. Handwritten by a scribe, it is covered with a mantle or cloth that is ornately decorated.	**Bimah**- A raised platform with a reading desk in the centre where the Sefer Torah is read..

E	**What is celebrated during Pesach and Yom Kippur?**
1	Pesach Commemorates Hebrews being saved from the angel of death (10th plague) and their exodus from Egypt.
2	Yom Kippur- a day to atone for the sins of themselves and their community. Happens on the 10th day after the new year (Rosh Hashanah).

F	**How and why are Jews persecuted?**
1	-**They are a minority religion-** They have distinct religious practices and customs that are different to the rest of society and there are fewer Jewish people than other religions
2	**-Superiority-** People accuse them of being superior because they see themselves as God's chosen people
3	-**Christ-killer myth-** Some people believe that Jewish people are responsible for god killing (deicide) and the crucifixion of Jesus Christ. This means that a lot of Christians have hatred towards Jewish people. The Romans were actually responsible as Jews did not have the power to crucify people. Jesus himself was actually Jewish

Year 7 Religious Education: Judeo-Christian Foundations

A.	*Can you define these key words?*
Key word	**Key definition**
Synagogue	
Worship	
Atonement	
Persecution	
Genocide	
Shabbat	
Torah	
Aron Hakodesh	
Tanakh	
Talmud	
Mitzvot	

B.	**What do Jews believe and Jewish scripture- 6 main facts**
1	
2	
3	
4	
5	
6	

C.	**What is Orthodox Judaism- 5 facts**	**What is Reform Judaism- 5 facts**
1		
2		
3		
4		
5		

D	**Features of the synagogue**	
Aron hakodesh-		**Ner Tamid-**
Sefer Torah-		**Bimah-**

E	**What is celebrated during Pesach and Yom Kippur?**
1	Pesach
2	Yom Kippur-

F	**How and why are Jews persecuted?**
1	**-They are a minority religion-**
2	**-Superiority-**
3	**-Christ-killer myth-**

Year 7 Term 3 – Combined

A	Folder Handling
Folders	
Ctrl + Shift + N	
File Path	
Locating Folders	
Renaming a file	

What we are learning this term:

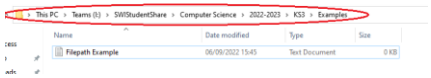
A. Folder Handling B. Cyberattack Motivations C. Online Dangers D. File Handling

B.	Cyberattack Motivations
Committing a cyberattack in order to…	
Cybercrime	
Cyberespionage	
	Raise awareness of a political or social problem.
Cyberwarfare	

C.	Online Dangers
	Virtual Treasure Chests containing undisclosed items, designed to be addictive. This is effectively a game of chance and therefore gambling, if purchased for real money.
Misinformation	
	A form of abuse that involves manipulating someone until they're isolated, dependent, and more vulnerable to exploitation.
Cyberbullying	

D.	File Handling
Keyboard shortcuts	
Select All	
Paste	
Cut	
Save	

Year 7 Term 3 – Combined

A	Folder Handling
Folders	**Folders are areas on our computer which can hold items/ files.**
Ctrl + Shift + N	**Shortcut to make a new folder**
File Path	**The route taken to get to a specific folder:** 
Locating Folders	**Click on the search bar in the folder window and type in the name of the folder:** 
Renaming a file	**F2**

What we are learning this term:

A. Folder Handling B. Cyberattack Motivations C. Online Dangers D. File Handling

B.	Cyberattack Motivations
Committing a cyberattack in order to…	
Cybercrime	Generate profit or cause criminal damage.
Cyberespionage	Gain access to confidential information.
Hacktivism	Raise awareness of a political or social problem.
Cyberwarfare	Disrupt or damage the activities or assets of another country.

C.	Online Dangers
Lootboxes	Virtual Treasure Chests containing undisclosed items, designed to be addictive. This is effectively a game of chance and therefore gambling, if purchased for real money.
Misinformation	False or inaccurate information which is meant to deceive or trick people.
Grooming	A form of abuse that involves manipulating someone until they're isolated, dependent, and more vulnerable to exploitation.
Cyberbullying	The use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature.

D.	File Handling
Keyboard shortcuts	
Select All	**Ctrl+A**
Paste	**Ctrl+V**
Cut	**Ctrl+X**
Save	**Ctrl+S**

Year 7 Term 2&3 Topic = Bugs and Beetles

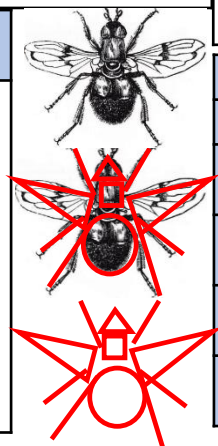
What we are learning this term:

A. About the work of artist Christopher Marley
B. How to use shape to structure a drawing
C. Basic colour theory – colour wheel
D. Advanced colour theory - colour schemes
E. Polyprinting techniques
F. Watercolour techniques

Keywords for this project (term 2&3)

Colour	the appearance something as a result of the way in which it reflects light.
Shape	a flat area, enclosed by other elements
Organic	irregular or asymmetrical in appearance and tend to have a curvy flow to them.
Geometric	shapes made of points and lines
Pattern	Repetition of something over and over
Technique	a way of carrying out a particular task, i.e. a piece of artwork
Materials	the substance from which something is or can be made.
composition	How the elements have been arranged in an artwork

B Shapes and lines can be used to help lay out a drawing:

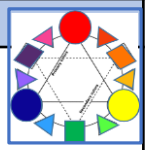


1. Draw basic geometric shapes onto your image to map out the ***construction lines.***
2. ***Construct:*** lay out basic shapes. Make sure they are in ***proportion*** with each other (the sizes are correct compared to each other)
3. ***Refine:*** make minor changes to alter shapes so they are more realistic
4. Add the ***Detail:*** all the small elements of the drawing that make it what it is

A. *About the work of artist Christopher Marley*

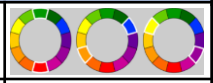
WHAT?	Mosaic like artworks, carefully arranged, bright shiny colours, often showing radial symmetry
HOW?	He uses hundreds of dead bugs and beetles found in rainforests, and arranges them by hand
WHY?	To support local farmers and pay them a fair wage, to support the ecosystem of the rainforest, to use the beauty of nature in art. He became obsessed with beetles after getting over his phobia (fear) of them

C. *Basic colour theory – the colour wheel*



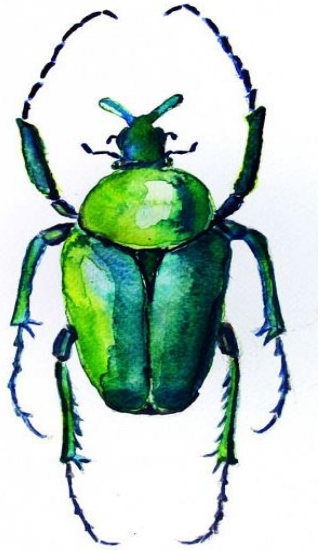
1 the primary colours are red, yellow and blue. You can't mix these from other colours
2 the secondary colours are orange, purple and green. These are mixed from primary colours
3 the tertiary colours are made from primary + secondary i.e. red-orange

D *Advanced colour theory – colour schemes*

Complementary	Opposite on the Colour wheel	
Analogous	Next to each other on colour wheel	
Polychromatic	Use of many colours	
Monochromatic	Use of one colour, different shades	
Warm	Reds, yellows, oranges -like fire	
Cool	Blue, green, purples – like earth, water	
achromatic	No colour – black And white	

F *Watercolour techniques*

WASH	
GRADUATED WASH	
LAYERS	
WET ON WET	
DRY BRUSH	



E *Polyprinting techniques*

Step 1	Trace or draw your image
Step 2	Transfer your image onto your polytile
Step 3	Roll ink in your tray and onto your polytile
Step 4	Print and repeat to create a pattern
Step t	Add more detail to your design and do a 2nd layer

Tool/ material	What it is/ how it is used
Polytile	This is the printing plate used to create the prints. Roll ink on and press onto a surface or paper
Tracing paper	Used to transfer image onto polytile. Trace over the image then flip it, place on the polytile and go over the lines
Ink tray	Used to contain the ink. Apply the ink by rolling in the tray using a roller
Ink	Material used to create the prints. Apply a thin, even layer to surface of polytile and repeat.
Brayer (roller)	Used to roll out ink onto the polytile and then to transfer onto the paper.

Year 7 Term 2&3 Topic = Bugs and Beetles

What we are learning this term:

A. About the work of artist Christopher Marley
B. How to use shape to structure a drawing
C. Basic colour theory – colour wheel
D. Advanced colour theory - colour schemes
E. Polyprinting techniques
F. Watercolour techniques

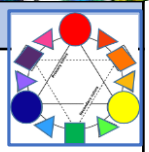
A. *About the work of artist Christopher Marley*

WHAT?	
HOW?	
WHY?	

Keywords for this project (term 2&3)

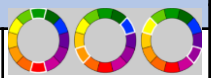
Colour	
Shape	
Organic	
Geometric	
Pattern	
Technique	
Materials	
composition	

C. *Basic colour theory – the colour wheel*

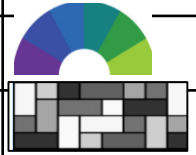


1 the primary colours are ……You can't mix these from other colours
2 the secondary colours are …….. These are mixed from ……
3 the tertiary colours are made from ……i.e. red-orange

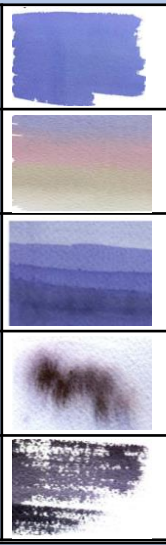
D *Advanced colour theory – colour schemes*

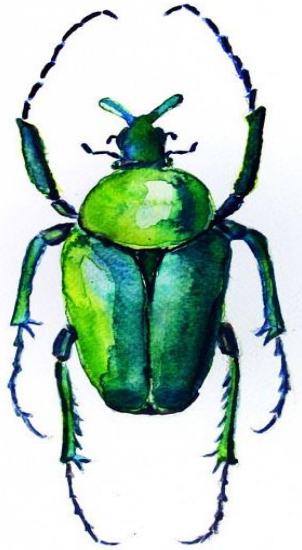


Complementary	
Analogous	
Polychromatic	
Monochromatic	
Warm	
Cool	
achromatic	



F *Watercolour techniques*





B Shapes and lines can be used to help lay out a drawing:

1. Draw basic geometric shapes onto your image to map out the ……
2. ……lay out basic shapes. Make sure they are in …… with each other (the sizes are correct compared to each other)
3. ……make minor changes to alter shapes so they are more realistic
4. Add the ……all the small elements of the drawing that make it what it is

E *Polyprinting techniques*

Step 1	
Step 2	
Step 3	
Step 4	
Step t	

Tool/ material	What it is/ how it is used
Polytile	
Tracing paper	
Ink tray	
Ink	
Brayer (roller)	

Year 7 PRODUCT DESIGN Rotation Knowledge Organiser

What we are learning this term:

A. Workshop Tools B. Materials C. Modelling D. Data Analysis & Evaluation

A. Workshop Tools

Steel Rule	Wooden Vice	Clamp	Bench Hook	Tenon Saw	Pillar Drill	Bandfacer
						

B. Materials

Timbers come from **trees**

Scots pine – which you used for your maze frame – is a **softwood**

Softwoods come in planks and boards

Manufactured Boards come from **wood pulp**

Plywood – which you used as your base, insert and maze walls – is a **manufactured board**

Manufactured Boards come in sheets

Polymers come from **crude oil**

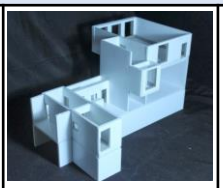
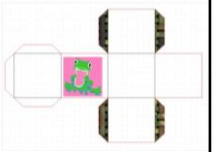
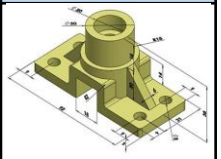
Acrylic – which you used as your lid for your maze – is a **polymer**

Polymers come in sheets, graduals and filament

C. Modelling

Creating a 3D representation of your product before you manufacture it.

You can use a variety of different materials and computer programs to create a mock up model or prototype such as;

		
Cardboard	Foamboard	Scrap Wood
		
3D Printing	2D Design	Solidworks

Modelling is used to test a product before manufacture, to see what works and what doesn't.

Advantages	Disadvantages
Allows a designer to physically handle or view from all sides	Can be time-consuming and complicated
Changes can be made quickly and easily	Testing can be unreliable as they don't use the same materials as the end product

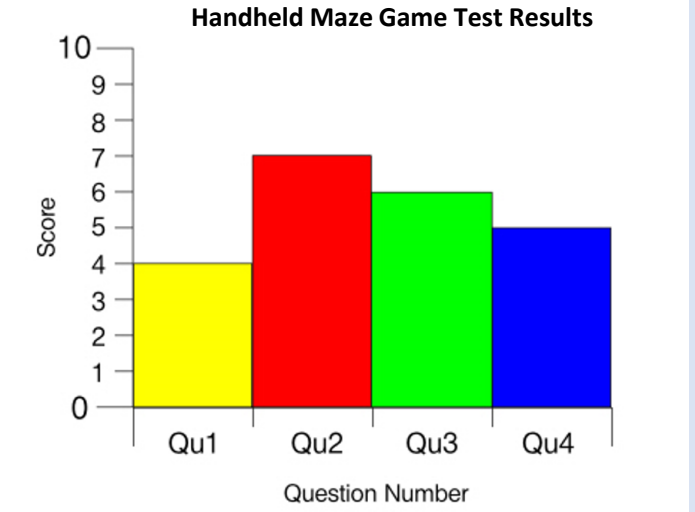
D. Data analysis

Designers test their products or models and record data to see what works and what doesn't.

One way to record the data from the tests is by turning it into a graph. See example bar graph below.

Exemplar Bar Graph:

Question 1	Question 2	Question 3	Question 4
4	7	6	5



Analysing the results:
Looking at the results from the graph, you should be able to identify what is positive about your product and what can be improved.

When writing the positives remember to make a point and then explain it. For improvements, point out what hasn't worked and how you could fix it.

For example:
My maze looks really fun and challenging to play. However, when tested the game was too difficult to complete so one improvement I could make it by taking away some of the traps or moving some of the walls around.

Year 7 PRODUCT DESIGN Rotation Knowledge Organiser

What we are learning this term:

A. Workshop Tools B. Materials C. Modelling D. Data Analysis & Evaluation

A. Workshop Tools







B. Materials

Timbers come from _____

Scots pine – which you used for your maze frame – is a **softwood**

Softwoods come in _____ and _____

Manufactured Boards come from _____

Plywood – which you used as your base, insert and maze walls – is a **manufactured board**

Manufactured Boards come in _____

Polymers come from _____

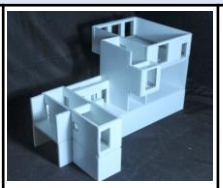
Acrylic – which you used as your lid for your maze – is a **polymer**

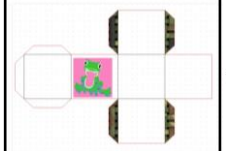
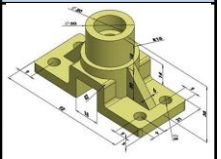
Polymers come in _____, _____ and _____

C. Modelling

Creating a _____ _____**before you manufacture it.**

You can use a variety of different materials and computer programs to create a mock up model or _____ such as;

Modelling is used to _____ before manufacture, to see what works and what doesn't.

Advantages	Disadvantages

D. Define data analysis

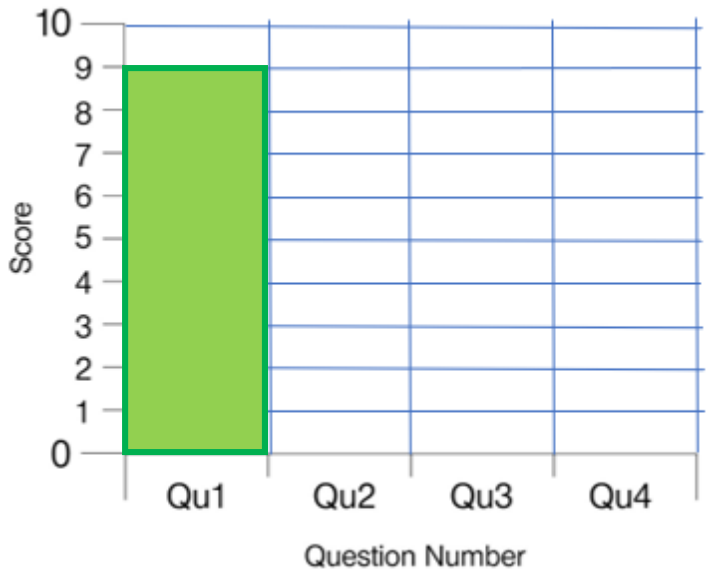
_____

_____

Draw out the results provided into the graph below:

The first one has been done for you.

Question 1	Question 2	Question 3	Question 4
9	6	4	2



Think back to your completed handheld maze hand game. Evaluate one positive aspect of it and an improvement you would like to have made if you had time.

_____

_____

_____

_____

_____

_____

Year 7 Term 1 : Topic = Healthy Eating and High Skills

What we are learning this term:

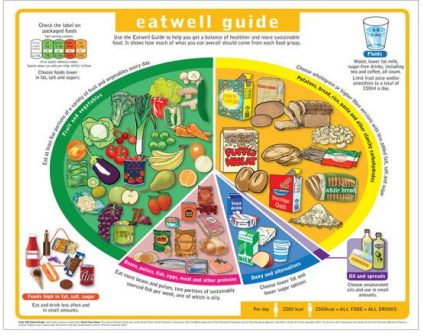
A. Health, safety and hygiene in the kitchen
B. The Eatwell guide and nutrients
C. Design Ideas
D. Weighing
E. Practical skills
F. Evaluation Work

6 Key Words for this term

1 Hygiene
2 Health
3 Food Poisoning
4 Cuisine
5 Sensory Analysis
6 Preparation

A. What are the three main nutrients required in the diet?

Carbohydrates	Foods that are eaten to give the body energy
Protein	Food that are eaten to build and repair muscles and cells
Fats	Food that are eaten to protect your vital organs and insulate your body.



B. What are the 5 different sections of the Eatwell plate?

1 Fruit and Vegetables
2 Carbohydrates
3 Protein
4 Dairy
5 Fats and Oils

A. What nutritional foods are in the top picture? Can you list 5 of the food that you can see?

In this photo you can see a number of **protein** foods. Protein helps our muscles and cells to grow and repair. Some examples in this photo include:

1. Chicken
2. Eggs
3. Nuts
4. Cheese
5. Salmon

B. *What nutritional foods are in the top picture? Can you list 5 of the food that you can see?*

In this photo you can see a number of **carbohydrate** foods. Carbohydrates give out body energy. Some examples in this photo include:

1. Bread
2. Pasta
3. Rice
4. Potatoes
5. Bananas

C. Can you list 5 health, safety and hygiene rules and explain the importance of them?

Rule	Why it is important
• 1 Wash your hands in hot soapy water	• 1 to kills germs and bacteria
• 2 tie back your hair	• 2 to stop hair getting into the food
• 3 wear an apron	• 3 to protect yourself and your food from contamination
• 4 use oven gloves when handling hot food	• 4 to avoid burning yourself
• 5 wash your hands after handling meat	• 5 to avoid giving yourself or others food poisoning

E. Keywords

Hygiene	A method of keeping yourself and equipment clean
Research	Information that you find out to help you with a project
Cuisine	Food from a different country
Target Market	The age or type of person you are creating a product for.
Carbohydrates	Foods that give you energy
Protein	Food that grow and repair your muscles
Fibre	Foods that keep your digestive system healthy and avoid constipation.
Calcium	Foods that make your teeth and bones strong
Design Idea	A sketch or plan of how you are hoping a project to turn out.
Organisation	Having everything ready for a lesson and following instructions
Time keeping	Using the time to remain organised.
Sensory analysis	Use your senses to taste and describe a product
Mood Board	A collage of photos and key words based on a project

Year 7 Term 1 : Topic = Healthy Eating and High Skills

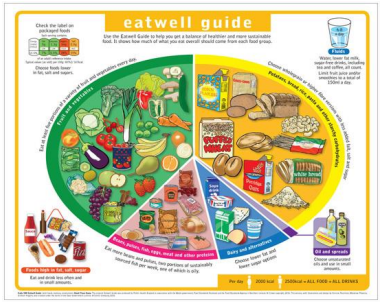
What we are learning this term:

A. Health, safety and hygiene in the kitchen
B. The Eatwell guide and nutrients
C. Design Ideas
D. Weighing
E. Practical skills
F. Evaluation Work

6 Key Words for this term

1 Hygiene
2 Health
3 Food Poisoning
4 Cuisine
5 Sensory Analysis
6 Preparation

A. **What are the three main nutrients required in the diet?**



B. ***What are the 5 different sections of the Eatwell plate?***

1
2
3
4
5

A. ***What nutritional foods are in the top picture? Can you list 5 of the food that you can see?***

B. *What nutritional foods are in the top picture? Can you list 5 of the food that you can see?*

C. ***Can you list 5 health, safety and hygiene rules and explain the importance of them?***

Rule	Why it is important
• 1	• 1
• 2	• 2
• 3	• 3
• 4	• 4
• 5	• 5

E. **Keywords**

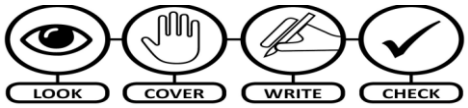
Hygiene	
Research	
Cuisine	
Target Market	
Carbohydrates	
Protein	
Fibre	
Calcium	
Design Idea	
Organisation	
Time keeping	
Sensory analysis	
Mood Board	

Year 7: Lets Play Keyboard!

Term 3

A – What we are learning about this term…

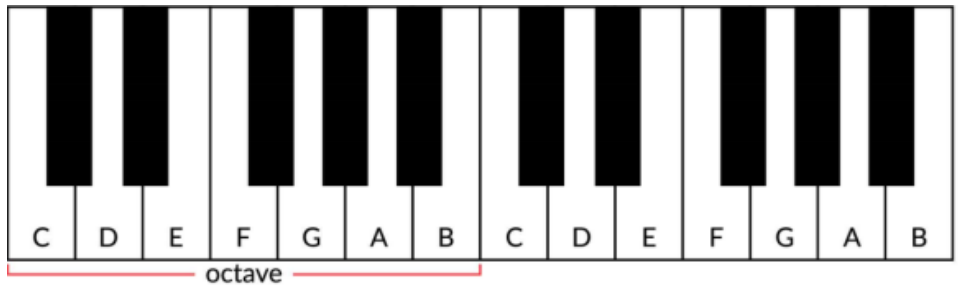
1. Treble Clef Notation
2. Hand Positions on the Keyboard
3. Sharps, Flats and Natural Notes
4. Chords on the Keyboard



B – Keywords

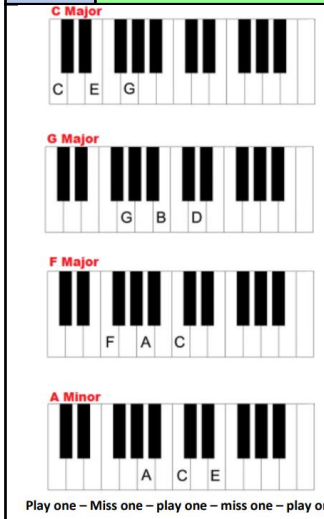
Stave	Name given to 5 lines and 4 spaces where musical notes are written.
Treble Clef	Symbol used to show high pitched notes.
Sharp	When a note is raised by a semitone e.g. C to C sharp.
Flat	When a note is lowered by a semitone e.d. B to B flat.
Chord	3 notes played at the same time.
Middle C	Note in the middle of a keyboard – Played with your thumb of your right hand.

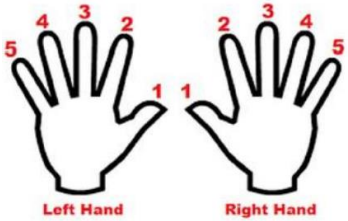
C – Layout of a Keyboard/Piano



A piano or keyboard is laid out with **WHITE KEYS** and **BLACK KEYS** (as above). **C** is to the left of the two **BLACK KEYS** and the notes continue to **G** when they go back to **A** again. Notes with the same letter name/pitch are said to be an **OCTAVE** apart. **MIDDLE C** is normally in the centre of a piano keyboard.

D – Keyboard chords - Left hand – Right hand





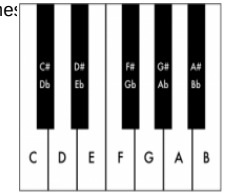
Play one – Miss one – play one – miss one – play one

E – Black Keys and Sharps and Flats

There are five different black notes or keys on a piano or keyboard. They occur in groups of two and three right up the keyboard in different pitches. Each one can be a **SHARP** or a **FLAT**. The # symbol means a **SHARP** which raises the pitch by a semitone (e.g. C# is higher in pitch(to the right) than C). The *b* symbol means a **FLAT** which lowers the pitch by a semitone (e.g. B*b* is lower in pitch(to the left) than B).

Each black key has two names – C# is the same as D*b* – there's just two different ways of looing at it!

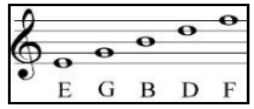
Remember, black notes or keys that are to the **RIGHT** of a white note are called **SHARPS** and black notes to the **LEFT** of a white note are called **FLATS**.

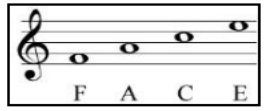


F – Treble Clef & Treble Clef Notation

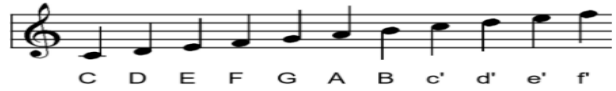
A **STAVE** or **STAFF** is the name given to the five lines where musical notes are written. The position of notates on the stave or staff shows their **PITCH** (how high or low a note is). The **TREBLE CLEF** is a symbol used to show high-pitched notes on the stave and is usually used for the right hand on a piano or keyboard to play the **MELODY** and used by high pitched instruments such as the flute and violin. The stave or staff is made up of 5 **LINES** and 4 **SPACES**.

Every Green Bus Drives Fast. Notes in the **SPACES** spell **"FACE"**





Notes from **MIDDLE C** going up in pitch (all of the white notes) are called a **SCALE**.



G – Describing music – MAD T SHIRT

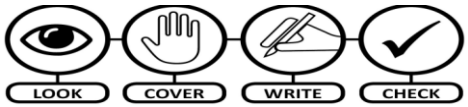
M	A	D	T	S	H	I	R	T
Melody	**Articulation**	**Dynamics**	**Texture**	**Structure**	**Harmony/Tonality**	**Instruments**	**Rhythm**	**Tempo**
The tune	How notes are played	Loud/quiet and any other volume changes	Layers of sound / how they fit together	The sections and organising	Chords used / the mood	Types of instruments heard	Pattern of notes	The speed

Year 7: Lets Play Keyboard!

Term 3

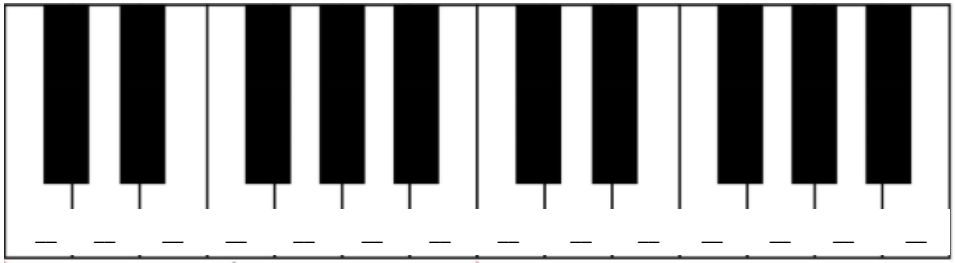
A – What we are learning about this term…

1
2
3
4

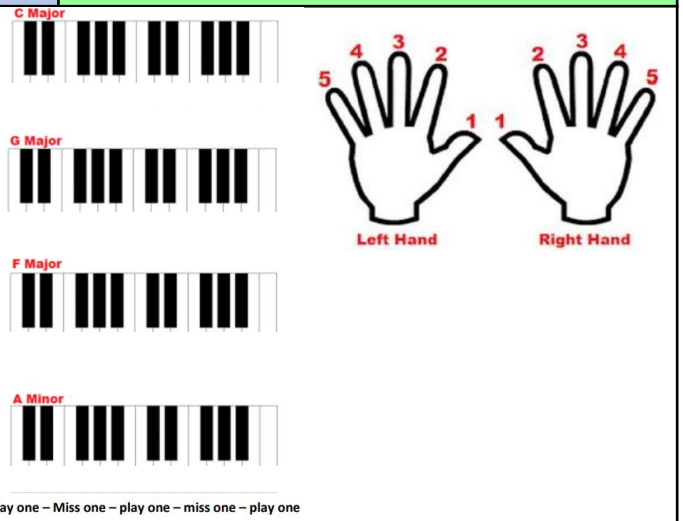


B – Keywords

C – Layout of a Keyboard/Piano



D – Keyboard chords - Left hand – Right hand



E – Black Keys and Sharps and Flats

There are five different black notes or keys on a piano or keyboard. They occur in groups of two and three right up the keyboard in different pitches. Each one can be a _____ or a **F**_____. The __ symbol means a **SHARP** which raises the pitch by a semitone (e.g. C# is higher in pitch(to the right) than C). The ___ symbol means a **F**_____ which lowers the pitch by a semitone (e.g. B*b* is lower in pitch(to the left) than B).
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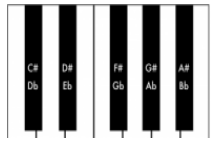


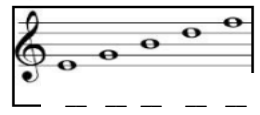
F – Treble Clef & Treble Clef Notation

What is the name of the 5 lines and 4 spaces? S_____

Musical notation shows us how high or low the P_____ of notes are.

High pitch notes are shown by using the symbol T_____ C_____

Every Green Bus Drives Fast. Notes in the **SPACES** spell '



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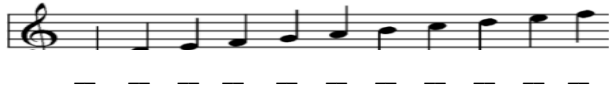

G – Describing music – MAD T SHIRT

M	A	D	T	S	H	I	R	T
M_____	A_____	D_____	T_____	S_____	H_____/T_____	I_____	R_____	T_____

FAMILY ENTERTAINMENT PERFORMED AROUND CHRISTMAS.

PANTOMIME

HISTORY

THE ROMANS STARTED IT ALL

BRITISH MUSIC HALL
VICTORIAN ENTERTAINMENT FROM AROUND 1850.
SONGS, COMEDY, SPECIALITY ACTS.

16th Century Italy
Comedia Dell'Arte
A form of very visual theatre made up of improvised performances using comic situations.

HA HA! APPARENTLY SNOW WHITE HAS TAKEN UP A NEW CAREER AS A JUDGE. AFTER ALL, SHE'S THE FAIREST OF THEM ALL!

HA HA!

HA HA!

POPULAR PANTOS:
CINDERELLA
ALADDIN
DICK WHITTINGTON
SNOW WHITE
JACK & THE BEANSTALK
BABES IN THE WOOD
SLEEPING BEAUTY

SLAPSTICK
A PERFORMANCE WITH LARGER THAN LIFE PHYSICAL MOVEMENT AND LOTS OF ACCIDENTS AND MISHAPS.

Two wooden slats forming a club like object. Produces a loud smacking noise with very little contact with the person being struck.

EARLY 18TH CENTURY FIRST USE OF THE WORD PANTOMIME IS HEARD

JOHN RICH-CREDITED WITH INVENTING THE PANTOMIME GENRE.

1717
BALLET PANTOMIME 'THE LOVE OF MARS AND VENUS'

Comedia Dell'Arte reproduced in England as mimes known as Harlequinades.

"HARLEQUIN SORCERER" PRODUCED BY JOHN RICH, WHO UNDER HIS STAGE NAME "LUN" PLAYED HARLEQUIN.

1800
MOST FAMOUS PANTO CLOWN 'JOSEPH GRIMALDI' MAKES HIS FIRST APPEARANCE.

Oh yes he is!

He's Behind You!

APPEARANCE OF THE FIRST EVER FEMALE 'PRINCIPAL BOY', ELIZA POVEY, IN THE ROLE OF JACK.1819

1819
THEATRE ROYAL, DRURY LANE. FIRST PANTO WITH DIRECT LINKS TO MODERN PANTO. 'JACK & THE BEANSTALK'

JOSEPH WAS RESPONSIBLE FOR DEVELOPING ANOTHER MODERN ELEMENT OF PANTO - CROSS DRESSING.

LARGE FACIAL EXPRESSIONS

FIRST PANTO DAME 1806

OH NO HE ISN'T !

PLOT

PANTO MEANT 'ALL' AND MIMOS ALLUDED TO A DANCER WHO WOULD PLAY ALL THE ROLES OF A STORY.

... SHORTENED TO PANTO!

- BASED ON A FAIRY TALE / FOLK STORY
- MAINLY AIMED AT CHILDREN
- GOOD BATTLING EVIL
- VILLAIN IS DEFEATED
- TRUE LOVE CONQUERS ALL
- EVERYONE LIVES HAPPILY EVER AFTER.

"I'm really passionate about pantomime because it is often the first introduction for a child to theatre. and if that child has a great experience at a pantomime they will continue to come year after year."
JOHN BARROWMAN

WHAT MAKES A PANTO?

CHASE SCENES

SONGS

JOKES

HA HA!

UNFORTUNATELY CINDERELLA DIDN'T MAKE IT AS A FOOTBALLER. SHE KEPT RUNNING AWAY FROM THE BALL.

SLAPSTICK COMEDY

HA HA!

DANCING

AUDIENCE PARTICIPATION

"PANTO HAS EVERYTHING THEATRICAL – SONG, DANCE, VERSE, SLAPSTICK, SOLILOQUY, AUDIENCE PARTICIPATION, SPECTACLE, CROSS-DRESSING AND A GOOD PLOT; STRONG ON MORALITY AND ROMANCE. WHAT MORE COULD YOU WANT FOR A FAMILY OUTING?" SIR IAN MCKELLEN

CHARACTERS

VILLAIN
Captain Hook
Wicked Queen

HERO / PRINCIPAL BOY
Often a girl playing a boy.
Jack
Dick Whittington

The real Dick Whittington was the son of a knight. He became rich selling fabrics to kings & nobles. The wealthiest merchant of his day, he served 3 terms as Lord Mayor of London in the late 1300s and early 1400s.

DAME
Traditionaally a male playing a female character.
Usually the hero's mum.
Widow Twankey
NAMED AFTER TWANKEY TEA
Dame Trott

UGLY SISTERS
Comic Villains.

GOOD FAIRY
Tinker Bell
The Blue Fairy

COMIC
Wishee Washee
Buttons – FIRST APPEARED IN 1860 AT THE STRAND THEATRE, LONDON.

HISS!!

BOOO!!

SR - STAGE RIGHT - The good fairy would be the 2nd character to enter stage from stage right.

SL - STAGE LEFT - The dark side. The panto villain traditionally enters first from this side.

The good side (SR) and the dark side (SL) of the stage were developed in medieval times when these were always used as the entrances to heaven and hell.

SWINDON ACADEMY READING CANON

Year 7

- The Canterbury Tales
- War Horse
- Adventures of a Young Naturalist
- A Monster Calls
- The Pearl
- Number the Stars
- The Hunger Games
- Chinese Cinderella
- Sir Gawain and the Green Knight

Year 8

- The Dark Lady
- Trash
- The Diary of a Young Girl
- Ghost Boys
- The Amazing Maurice
- The Bone Sparrow
- Salt to the Sea
- The Giver
- Witch Child

Year 9

- Skin
- I am Malala
- Noughts and Crosses
- Liccle Bit
- Fahrenheit 451
- The Black Flamingo
- One
- Simon vs the Homo Sapiens Agenda
- Long Way Down
- Northern Lights
- The Boy Who Steals Houses
- The Woman in Black
- The Book Thief

Year 10

- The Underground Railroad
- The Curious Incident of the Dog in the Night-Time
- The Hate U Give
- Rani and Sukh
- Pigeon English
- The Boxer
- 1984
- Orangeboy
- The Outsiders
- The Art of Being Normal
- A Selection of Short Stories
- To Kill a Mockingbird

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