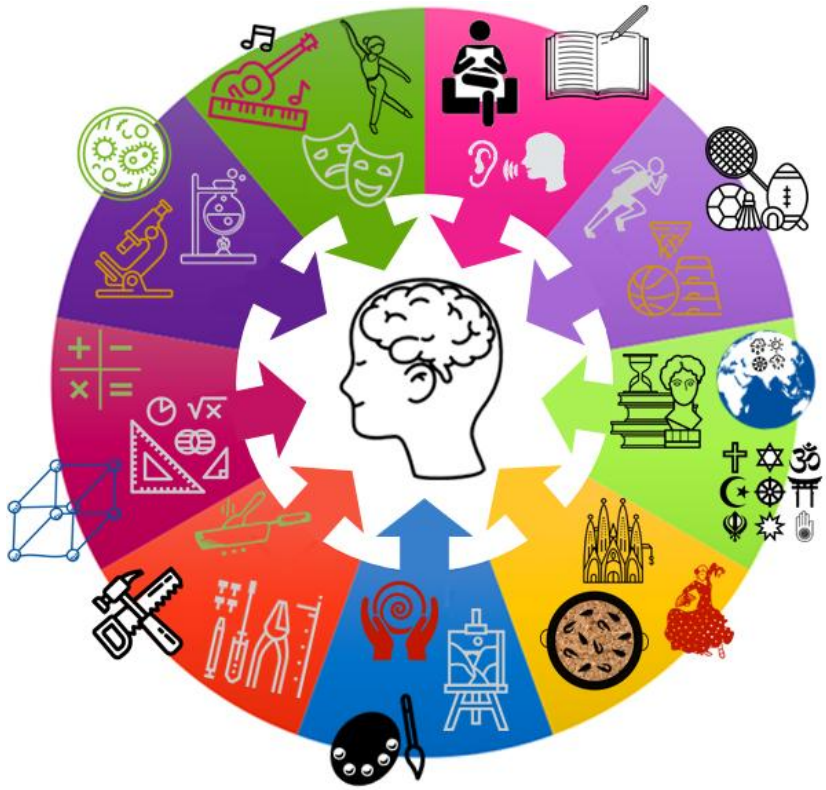
100% book - Year 7 Grammar

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



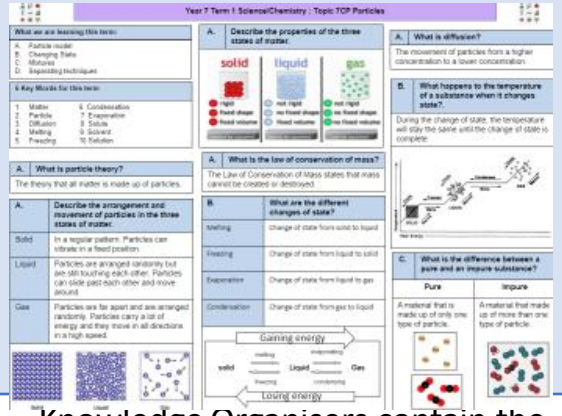
Term 4

Swindon Academy 2025-26	
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

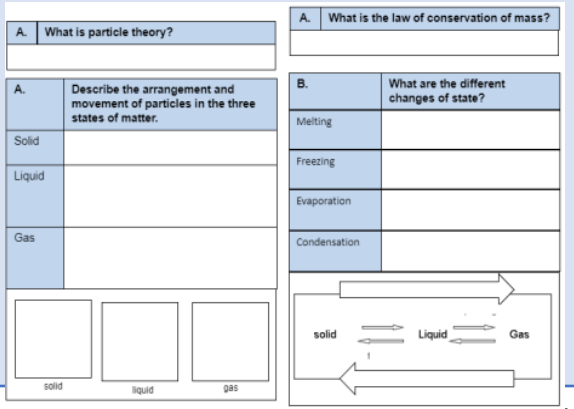
Knowledge Organisers



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!

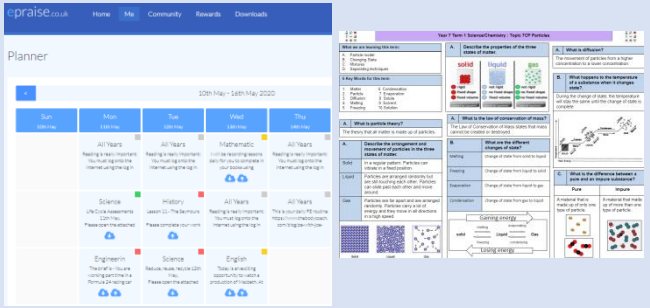
Expectations for Prep and for using your Knowledge Organisers

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?

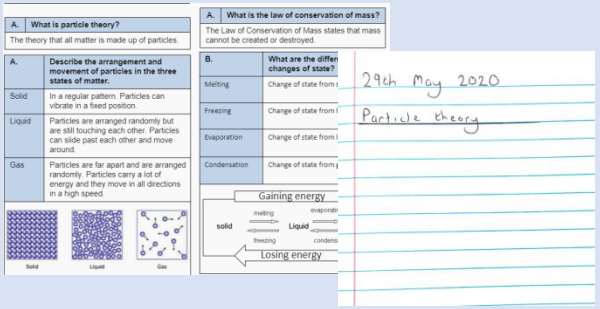
Step 1

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



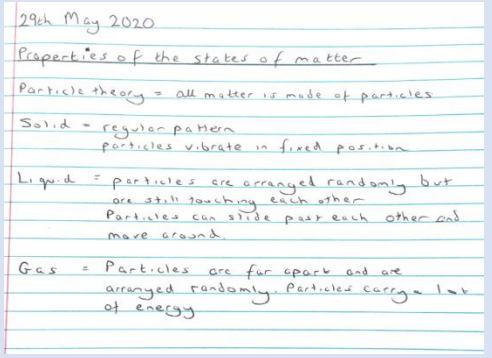
Step 2

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



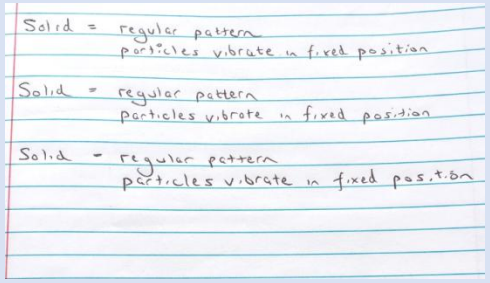
Step 3

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



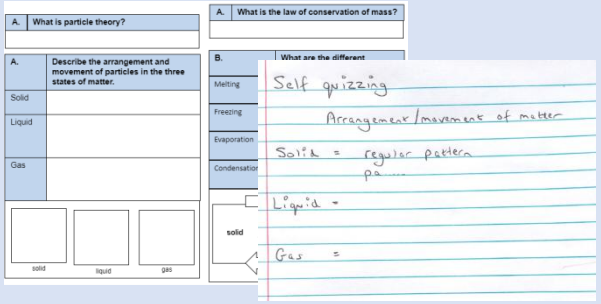
Step 4

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



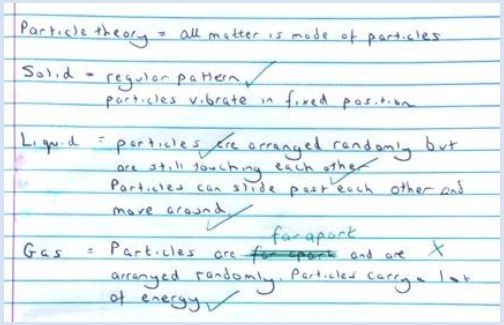
Step 5

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



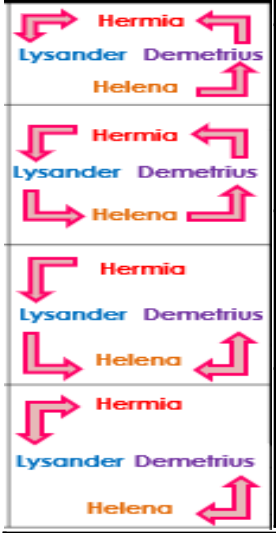
Step 6

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.

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?

Background Information 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. She is in love with Lysander.*
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'.*

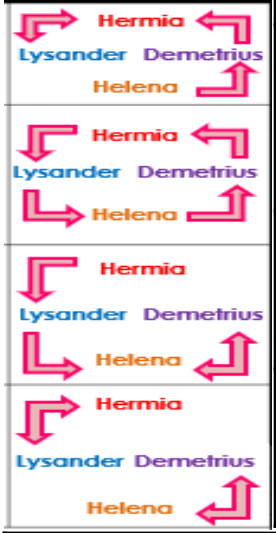
The Love Potion

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

Year 7 English: Grammar and set 1

Who loves Whom



The Big Ideas in AMND

Comedy -

Power of Love -

Gender Roles -

Historical Context of *AMND*

Vocabulary: Key words

severe –

conflict –

unrequited love –

to mock –

chaos –

captivate -

infatuated -

patriarchy –

to resolve –

forsaken -

Terminology: Key Words

soliloquy -

comedy –

play -

stage directions -

connotations –

epitomises –

Characters in AMND

Athenians

Theseus:

Hippolyta:

Egeus:

Philostrate:

The Lovers

Hermia:

Helena:

Lysander:

Demetrius:

Fairies (Mythical characters)

Titania:

Oberon:

Puck:

Peasebody/Cobweb/Mustard seed/Moth:

The workmen/theatre performers

Bottom:

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Snug/ Snout/Flute/Starveling:

The Love Potion

The love potion…

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

Year 7GS Term 4 Science/Biology: Topic 7.08 Life Cycles

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

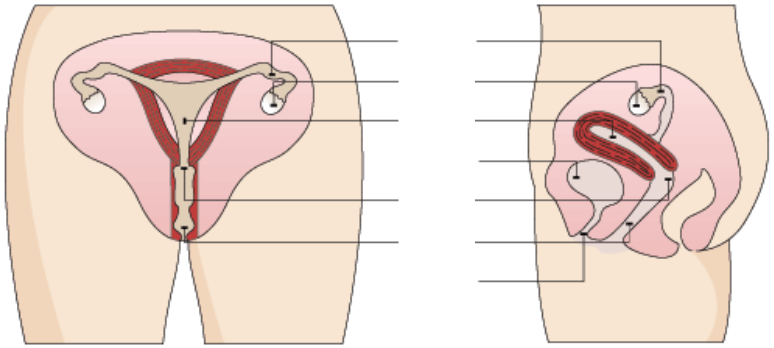
6 Key Words for this term

1.
2.
3.
4.
5.
6.

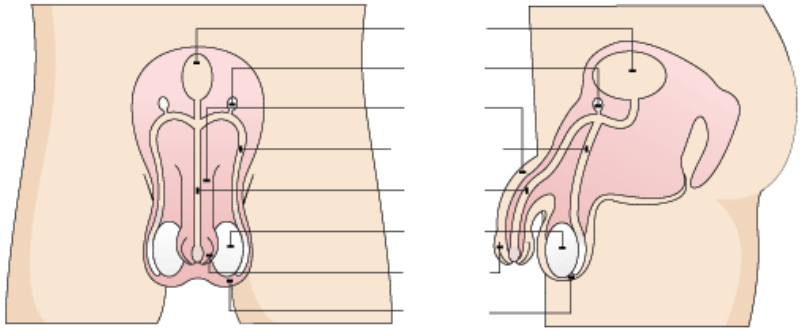
A.	What are the main parts of the female reproductive system?
Ovary	
Oviduct	
Uterus	
Uterus lining	
Cervix	
Vagina	

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

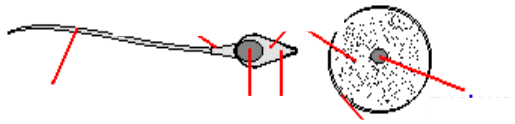
Days 6-13

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 7GS Term 4 Science/Biology: Topic 7.08 Life Cycles

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

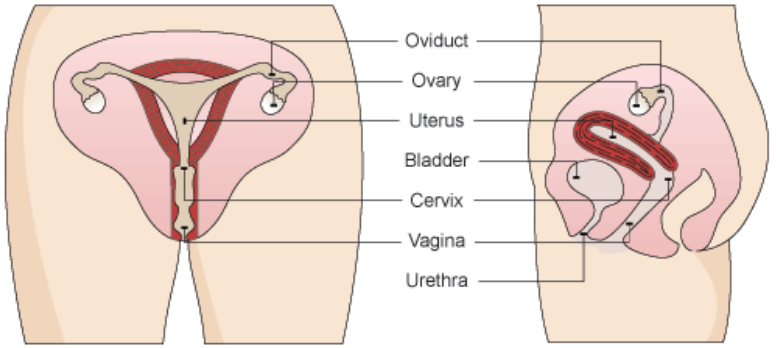
6 Key Words for this term

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

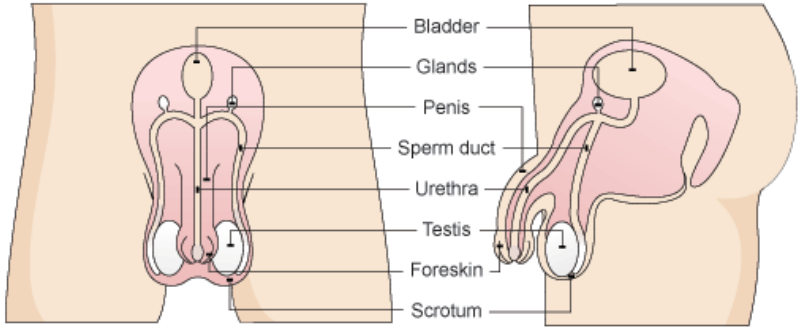
A.	What are the parts of the female reproductive system?
Ovary	The organ where eggs are produced and where they mature ready for release each month
Oviduct	The small tube leading from each ovary to the uterus – the egg travels along here and fertilisation happens here
Uterus	The organ where an embryo 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?

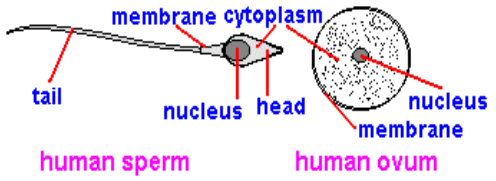
The menstrual cycle prepares the female body for pregnancy by causing eggs to mature and be released. It lasts for 28 days.

- 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.

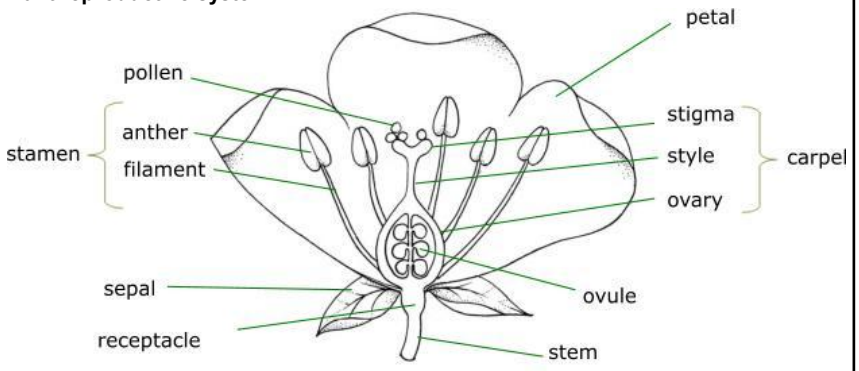
B. What is the process of birth?

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 7GS Term 4 Science/Biology: Topic 7.08 Life Cycles

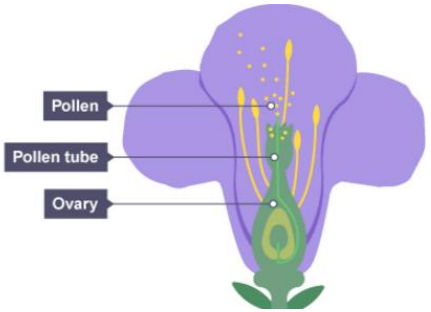
C. Plant reproductive system



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?

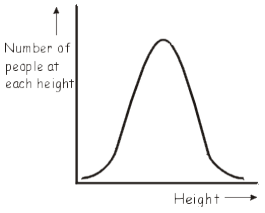
Continuous variation
- Variation which can have any value, within a range
- Due to a combination of environmental and inherited variation

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

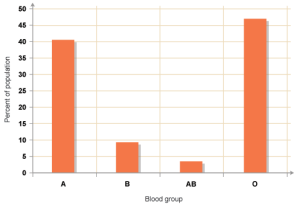
Plant examples	Animal examples	Plant examples	Animal examples
Height Size of leaves	Height Skin/fur colour Size of horns	Flower colour e.g. pea plants have either white or red flowers	Eye colour Blood group Lobed/lobe-less ears

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.

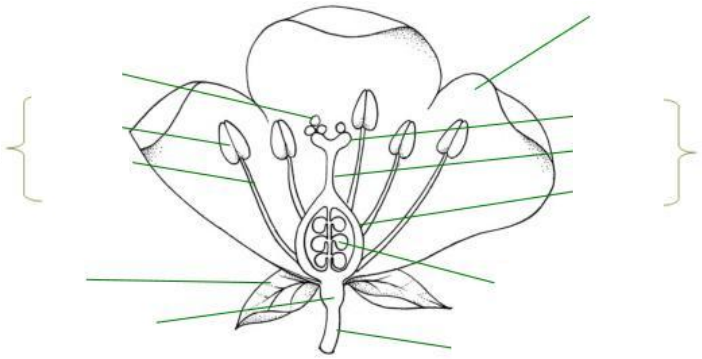


Discontinuous variation: Bar graphs
Because of its categories, itis represented using bar graphs, such as this one for blood group



Year 7GS Term 4 Science/Biology: Topic 7.08 Life Cycles

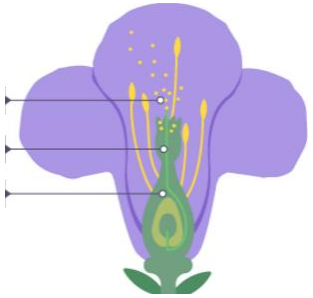
C. What are the parts to the plant reproductive system?



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?

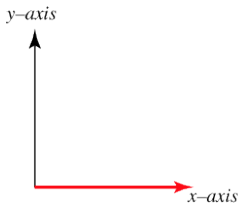
	Plant examples	Animal examples
Inherited variation		
Environmental variation		
Variation caused by a combination of genes and environment		

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

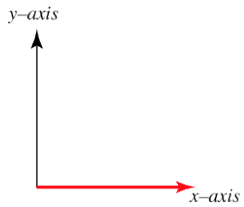
Plant examples	Animal examples	Plant examples	Animal examples

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

Continuous variation:

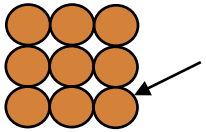


Discontinuous variation

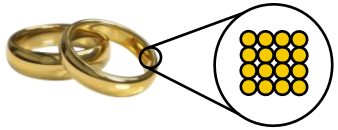


7.04: Chemical changes

Atom
The smallest particle of matter, which all things are made of.



Element
A pure substance that is made of only one type of atom. All atoms of an element are identical, e.g. Gold is an element made up of gold atoms only. The 118 known elements are listed on the periodic table of elements.



The atoms of some elements do not join together, but instead they stay as separate atoms, e.g. helium.

The atoms of other elements join together to make **molecules**, e.g. oxygen and hydrogen.

Properties of elements

Individual atoms do not have the properties of the element. The properties of an element are because of the arrangement and behaviour of the atoms as a group.

Metals	Non-metals
most are shiny	most are dull
most are hard	solid non-metals are soft and easy to cut, **except carbon as diamond**
most are strong	most are not strong
most are sonorous (makes a ringing sound when hit)	most are not sonorous
malleable (easy to reshape without breaking)	not malleable
most are ductile (can be drawn out into a long wire without breaking)	not ductile
most have very high melting and boiling points	most have very low melting and boiling points
some but not all are magnetic	not magnetic
conduct electricity	non-metals do not conduct electricity, **except carbon as graphite**
good at conducting heat	poor at conducting heat

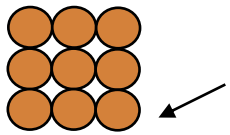
Writing element symbols

The first letter is always written as a capital letter and if there is a second letter, it is always written as a lowercase letter.
Element symbols make writing elements easier and allow scientists all over the world to communicate and write about them.

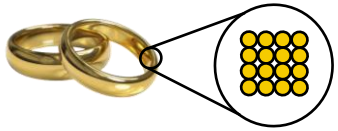
Na	O
sodium	oxygen

7.04: Chemical changes Blank

Atom



Element



The atoms of some elements do not join together, but instead they stay as separate atoms, e.g.

The atoms of other elements join together to make e.g.

Properties of elements

Individual atoms do not have the properties of the element. The properties of an element are because of the arrangement and behaviour of the atoms as a group.

Metals	Non-metals

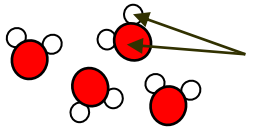
Writing element symbols

.

Na	O
sodium	oxygen

7.04: Chemical changes

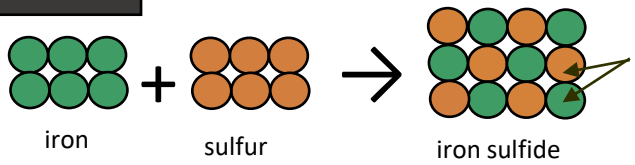
Compound
A substance made of two or more different elements chemically joined (bonded) together.
A chemical bond is a strong force that holds atoms together in a compound. Lots of energy is needed to break a chemical bond. A compound cannot be easily separated.
A compound may have very different properties to those of the elements from which it is made.
Water is a compound of hydrogen and oxygen.
Each of its molecules contains two hydrogen atoms and one oxygen atom.



water

Chemical reactions

When chemicals react, the atoms are rearranged.
For example, iron reacts with sulfur to make iron sulfide. Iron sulfide, the compound formed in this reaction, has different properties to the elements it is made from.



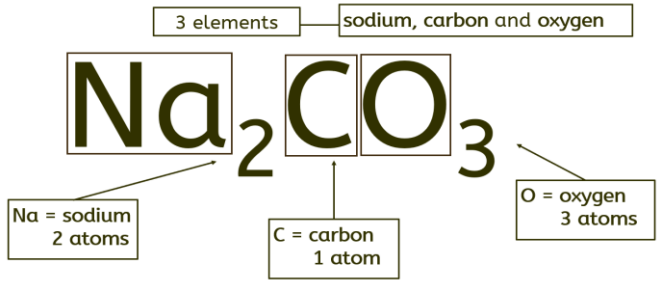
	iron	sulfur	iron sulfide
Type of substance	element	element	compound
Colour	silvery grey	yellow	black
Is it attracted to a magnet?	yes	no	no

Conservation of mass

Atoms are not destroyed nor created during chemical reactions, so in any reaction:
Total mass of reactants = total mass of products

Chemical formulae

A chemical formula uses chemical symbols and numbers to show how many of each atom is present in a compound.
The small numbers (subscript) go at the bottom.
For example:
CO_2 is correct;
CO2 and CO^2 are wrong.



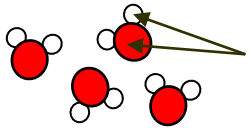
The formula for sodium carbonate is Na_2CO_3. It tells you that sodium carbonate contains two sodium atoms (Na x 2), one carbon atom (C) and three oxygen atoms (O x 3).

Naming metal and non-metal compounds
The metal element (furthest left on the periodic table) comes first in the name of the compound. The ending for the non-metal is shortened and changed to '–ide'. E.g. iron + sulfur → iron sulfide

Naming three element compounds containing oxygen
The metal element (furthest left on the periodic table) comes first in the name of the compound. If there are three elements in the compound, and one of them is oxygen, the ending of the non-metal is shortened and changed to '–ate'. E.g. lithium + nitrogen + oxygen → lithium nitrate

7.04: Chemical changes Blank

Compound



different atoms
(hydrogen and oxygen)

water

Chemical formulae

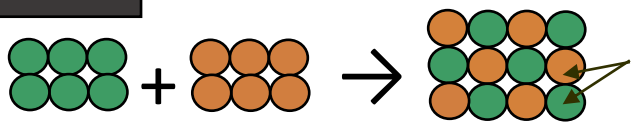
.

Na_2CO_3

The formula for sodium carbonate is:

Chemical reactions

When chemicals react, the atoms are rearranged. For example, iron reacts with sulfur to make iron sulfide. Iron sulfide, the compound formed in this reaction, has different properties to the elements it is made from.



iron + sulfur → iron sulfide

different atoms
(iron and sulfur)

	iron	sulfur	iron sulfide
Type of substance			
Colour			
Is it attracted to a magnet?			

Conservation of mass

Naming metal and non-metal compounds

Naming three element compounds containing oxygen

7.04: Chemical changes

Chemical equations

We summarise chemical reactions using equations:

reactants → products

- **Reactants** are shown on the **left** of the arrow;
- **Products** are shown on the **right** of the arrow.

Do not write an '=' sign instead of an arrow.

If there is more than one reactant or product, they are separated by a '+' sign. For example:

copper + oxygen → copper oxide

Reactants: copper and oxygen
Products: copper oxide

A **word equation** shows the names of each substance involved in a reaction and **must not include any chemical symbols or formulae.**

Oxidation reactions

In oxidation reactions, a substance gains oxygen. Metals and non-metals can take part in oxidation reactions (be oxidised).

Magnesium reacts with oxygen to form magnesium oxide:
magnesium + oxygen → magnesium oxide
$2Mg(s) + O_2(g) \rightarrow 2MgO(s)$

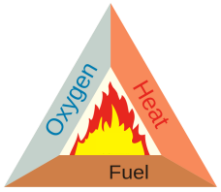
Carbon reacts with oxygen to form carbon dioxide:
carbon + oxygen → carbon dioxide
$C(s) + O_2(g) \rightarrow CO_2(g)$

Another example is a combustion reaction, where we burn fuels in oxygen:

Fuel + oxygen → carbon dioxide + water

methane + oxygen → water + carbon dioxide

- Combustion is another name for burning fuels.
- It is an exothermic reaction.
- The fire triangle shows three components which, when combined, provide the right conditions for combustion to happen.



Thermal decomposition reactions

This is the breaking down of a substance, using heat, to form two or more products. It is an endothermic reaction.
Many metal carbonates take part in thermal decomposition reactions. For example, copper carbonate:

copper carbonate is green; copper oxide is black.
copper carbonate → copper oxide + carbon dioxide
$CuCO3(s) \rightarrow CuO(s) + CO_2(g)$

Exothermic and Endothermic reactions

- **Exothermic** reaction - **transfers** energy to the thermal store of the surroundings. This causes a **rise** in temperature (**positive** temperature change).
- Hand warmers transfer energy to the thermal store of the surroundings by an exothermic oxidation reaction.
- **Endothermic** reaction – **transfers** energy in from the thermal store of the surroundings. This causes a **drop** in temperature (**negative** temperature change).
- Sports injury packs transfer energy from the thermal store of the surroundings by an endothermic reaction.

Temperature data collected from exothermic and endothermic reactions can be improved by:

- Using a **polystyrene cup** as an insulator, as it reduces energy transfers to or from the surroundings.
- Using a **lid** to reduce energy transferred from the surface.
- Using a **digital thermometer**, which is easier to read than a regular thermometer and, if it measures in decimal places, also has better resolution.

State symbols in chemical formulae provide information about the physical state of the reactants and products.
(s) – solid , (l) – liquid, (g) – gas, and (aq) – aqueous solution (i.e. dissolved in water).
The state symbol comes after the chemical formula and is written in lower case and in brackets. E.g. $CuCO_3(s) \rightarrow CuO(s) + CO_2(g)$

7.04: Chemical changes Blank

Chemical equations

We summarise chemical reactions using equations:

- **Reactants**
- **Products**

Do not write an '=' sign instead of an arrow.

If there is more than one reactant or product, they are separated by a '+' sign. For example:

Reactants:
Products:

Oxidation reactions

Magnesium reacts with oxygen to form magnesium oxide:
magnesium + oxygen →
$2Mg(s) + O_2(g) \rightarrow$

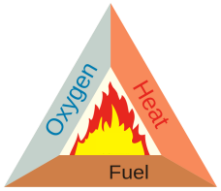
Carbon reacts with oxygen to form carbon dioxide:
carbon + oxygen →
$C(s) + O_2(g) \rightarrow$

Another example is a combustion reaction, where we burn fuels in oxygen:

Fuel + oxygen →

methane + oxygen →

- Combustion is



Thermal decomposition reactions

copper carbonate is green; copper oxide is black.
copper carbonate →
$CuCO_3(s) \rightarrow$

Exothermic and Endothermic reactions

- **Exothermic** reaction –

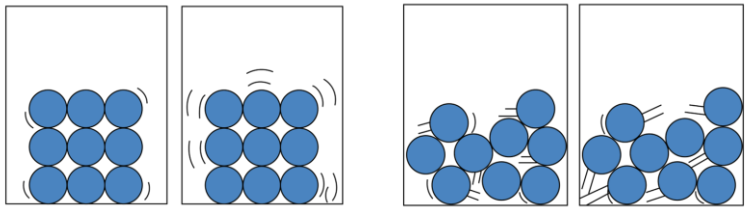
- **Endothermic** reaction –

- Temperature data collected from exothermic and endothermic reactions can be improved by:

State symbols

8.01: Heating and Cooling

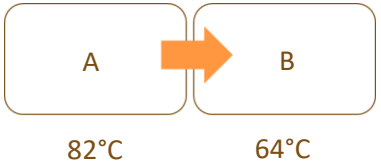
Temperature



- a physical quantity which is a measure of the **average energy** of particles due to their **motion**

Changing Temperature

- Heating and cooling affect an object's **thermal store** of energy.



- Net flow of energy is **always** from hotter to colder objects' thermal store.

- A thermal store can be changed by **any energy pathway** depending on the mechanism causing it.

'Mixing' Objects

same masses

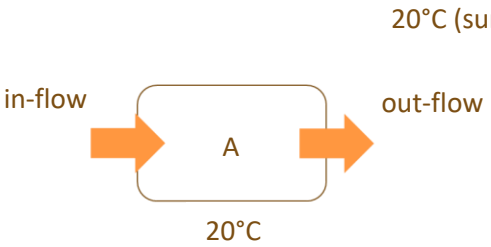
Resulting temperature: halfway between initial temperatures.

different masses

Resulting temperature: between initial temperatures and closer to that of larger mass.

Thermal Equilibrium

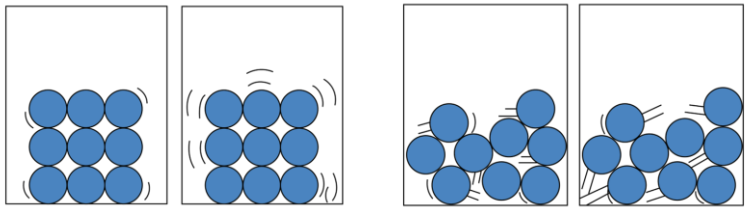
- when two objects reach the **same temperature**
- with no net flow of energy between thermal stores



- Often the result of energy **dissipating** to the cooler surroundings.

8.01: Heating and Cooling

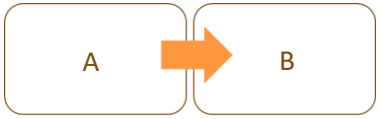
Temperature



- a physical quantity which is a measure of the _____ of particles due to their _____

Changing Temperature

- Heating and cooling affect an object's _____ **store** of energy.



- Net flow of energy is **always** from _____er to _____er objects' thermal store.

- A thermal store can be changed by **any energy pathway** depending on the mechanism causing it.

'Mixing' Objects

_____ masses

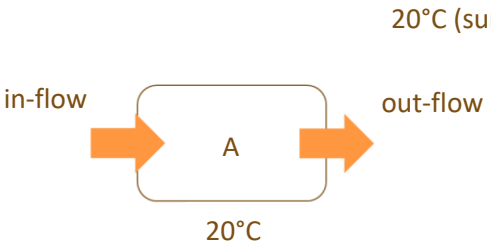
Resulting temperature: _____ between initial temperatures.

_____ masses

Resulting temperature: between initial temperatures and closer to that of _____ mass.

Thermal Equilibrium

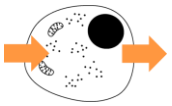
- when two objects reach the _____
- with no net flow of _____ between thermal stores



- Often the result of energy _____ to the cooler surroundings.

8.01: Heating and Cooling

Unchanging Temperature



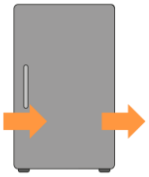
But not thermal equilibrium (i.e. two objects **not** the same temperature).

higher than surroundings

rate of supply → rate dissipated to surroundings

lower than surroundings

rate supplied by surroundings → rate of removal

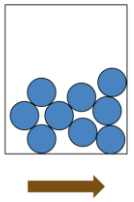


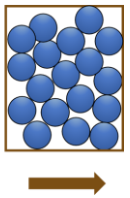
Changing Temperature

For the **same energy** supplied:

- Greater mass/volume,

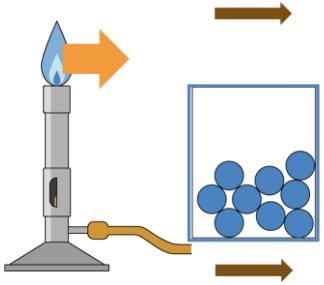
→ smaller temperature change.

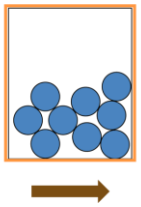




- Different starting temperature,

→ same temperature change.

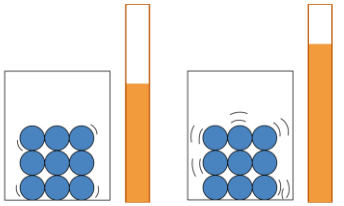




Energy in Thermal Stores

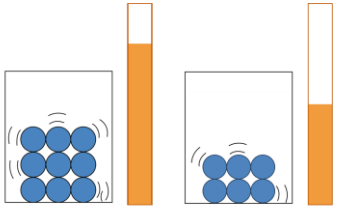
Hotter objects have more energy in their thermal store.

- Particles moving more.
- Each particle has more energy.
- Total energy of all particles: more.



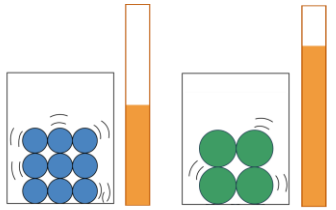
Larger masses have more energy in their thermal store.

- Greater mass: more particles.
- At same temperature, each particle has same energy.
- Total energy of all particles: more.



Some materials have more energy in their thermal store.

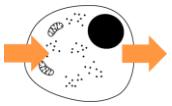
- Some materials have particles that require more energy to vibrate.
- At same temperature, each particle is vibrating the same, but they required more energy to do so.
- Total energy of all particles: more.



8.01: Heating and Cooling

Unchanging Temperature

But not thermal equilibrium (i.e. two objects **not** the same temperature).

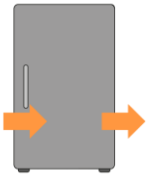


_____ than surroundings

rate of supply → rate dissipated to surroundings

_____ than surroundings

rate supplied by surroundings → rate of removal

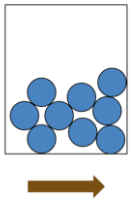


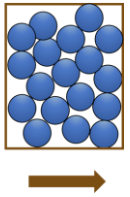
Changing Temperature

For the **same energy** supplied:

- Greater mass/volume,

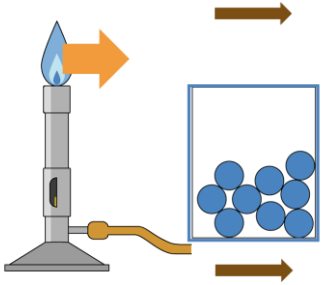
→ _____ temperature change.

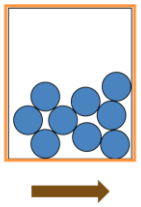




- Different starting temperature,

→ _____ temperature change.

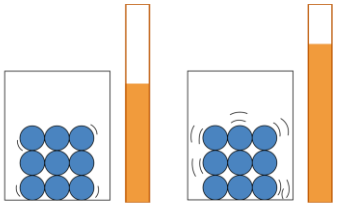




Energy in Thermal Stores

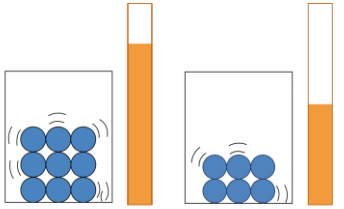
Hotter objects have more energy in their thermal store.

- Particles _____.
- Each particle has _____.
- Total energy of all particles: more.



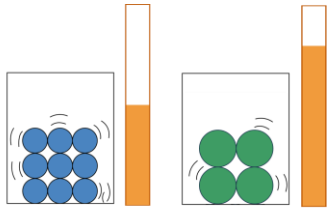
Larger masses have more energy in their thermal store.

- Greater mass: more _____.
- At same _____, each particle has same _____.
- Total energy of all particles: more.



Some materials have more energy in their thermal store.

- Some materials have particles that require more energy to _____.
- At same temperature, each particle is vibrating the same, but they required more energy to do so.
- Total energy of all particles: more.



7.05: World of work

Background

A	**The world of work can be classified into four different employment sectors.**
B	**Many factors influence the type of employment sector which will be found within a particular country.**
C	**Industrial location is influenced by some key factors, which are more important for some industries in comparison to others.**
D	**Employment structure within countries varies based upon the level of development.**
E	**Trade, imports and exports.**
F	**Employment sectors and impact of industry in Russia.**

A) Employment sectors

1	**employment**	(n) when people are in work, receiving a wage and paying tax.
2	**unemploy-ment**	(n) when people are not in work, therefore do not receive a wage and do not pay tax.
3	**primary industries**	(n) industries which collect or extract natural resources from the environment, such as farming or fishing.
4	**secondary industries**	(n) industries which manufacture goods into products, such as builders, car manufacturers or food processing
5	**tertiary industries**	(n) industries that provide a service, such as teachers, doctors, sales, hairdressers or bus drivers.
6	**quaternary industries**	(n) industries that involve using technology, design and research, including computer scientists, game designers, computer engineers and research scientists.

B) Influences on employment structures

1	**industrialisation**	(n) a move from primary employment to secondary employment, with a rise in manufacturing.
2	**mechanisation**	(n) when machinery begins to do the jobs which once required humans.
3	**disposable income**	(n) the money a person has left to spend after they have paid all their bills.
4	**public services**	(n) a service that is given or funded for the benefit of the community.

C) The location of industries

1	**site**	(n) the actual place where a settlement first grew up. This refers mainly to its physical setting.
2	**situation**	(n) the location of a place relative to other features nearby.
3	**footloose**	(adj) industries which are not tied to a specific location and can operate from anywhere.
4	**raw materials**	(n) natural resources that are used to make other things.
5	**labour**	(n) workers, employed people.
6	**market**	(n) a place where things are bought and sold.

E) Trade

1	**trade**	(n) the exchange of goods and materials between countries.
2	**import**	(v) goods brought into a country.
3	**export**	(v) sending goods to another country for sale.
4	**trade bloc**	(n) an arrangement in which participant countries lower trade barriers with one another.
5	**tariff**	(n) a tax imposed on goods when they are imported or exported between countries.

D) Employment structures and development

Countries	Industries
developing countries	Large primary sector, growing secondary sector and a moderate tertiary sector.
emerging countries	large secondary sector, rapidly falling primary sector and growing tertiary sector.
developed countries	A large tertiary sector, a growing quaternary sector, both secondary and primary employment is low.

Change	Cause
Falling primary and secondary sector	1. Cheaper to import. 2. Mechanisation has taken jobs. 3. Raw materials have been exhausted in certain areas.
Growing tertiary sector	1. Disposable income has increased, so a greater demand for services. 2. A large public sector e.g. health and education, due to a high tax revenue.

F) Case study: World of work in Russia

Factors effecting trade in Russia

Opportunities	Challenges
With a working population of over 75 million people, Russia has one of the largest workforces in the world.	Russia is at war with Ukraine which affects international relationships.
The Steppe and temperate woodlands of western Russia are fertile and flat.	Russia has the largest land mass of any country.
Russia has an extensive network of roads, railways, ports and pipelines.	Russia does not have a warm water port.
Russia has vast reserves of natural resources including oil and natural gas.	Many countries aim to buy and use less oil and natural gas in the future to mitigate the effects of climate change.
Russia's education system puts a strong focus on science, technology, engineering and maths (STEM).	

7.05: World of work

Background

A	**The world of work can be classified into four different employment sectors.**
B	**Many factors influence the type of employment sector which will be found within a particular country.**
C	**Industrial location is influenced by some key factors, which are more important for some industries in comparison to others.**
D	**Employment structure within countries varies based upon the level of development.**
E	**Trade, imports and exports.**
F	**Employment sectors and impact of industry in Russia.**

A) Employment sectors

1	**employment**
2	**unemploy-ment**
3	**primary industries**
4	**secondary industries**
5	**tertiary industries**
6	**quaternary industries**

B) Influences on employment structures

1	**industrialisation**
2	**mechanisation**
3	**disposable income**
4	**public services**

C) The location of industries

1	**site**
2	**situation**
3	**footloose**
4	**raw materials**
5	**labour**
6	**market**

E) Trade

1	**trade**
2	**import**
3	**export**
4	**trade bloc**
5	**tariff**

D) Employment structures and development

Countries	Industries
developing countries	
emerging countries	
developed countries	

Change	Cause
Falling primary and secondary sector	
Growing tertiary sector	

F) Case study: World of work in Russia

Factors effecting trade in Russia

Opportunities	Challenges

Year 7 History : Challenges to medieval kings

What we are learning this term:

How similar were the challenges to medieval kings and how well did the monarchs deal with them?

A. Keywords /
B. Disagreements between Becket and King Henry II – a religious challenge
C. King John, the Barons and Magna Carta – a political challenge
D. Comparing the reigns of King John, Henry II and Richard II
E. King Richard II and causes of the Peasants Revolt

A.	*Can you define these key words?*
Epidemic	a widespread outbreak of an infectious disease
Leniency	Being merciful or tolerant towards someone
Pardons	Letters from a king forgiving a person for a crime.
Statute	a law
Martyr	Somebody who is willing to die for their beliefs.
Political	referring to politics (eg. Who is in charge, who has power, the king, parliament, barons ect.)
Social	Referring to people's lives (living conditions, wages, access to food and housing ect.)
Religious	Referring to religion (different religions, priests, popes, bishops, catholic, protestant ect.)
Interdict	The Pope banning all religious services in a country as a punishment for supposed sinful activity committed in that country or by its ruler
Labour Service	Free labour peasants were expected to do for knights and barons
Coronation	To crown someone to be the new king. In medieval England this could be done before the previous king had died.
Benefits of the clergy	The right for priests to be tried in church courts, avoiding the harsh penalties in normal courts
Miasma	The idea that disease is caused by foul smelling air.

B.	*Disagreements between Becket and King Henry II – a religious challenge*
Banning of Church Courts	Henry II wanted to get rid of the church courts an appointed his fried Thomas Becket as Archbishop of Canterbury to do so in 1162. However once Thomas became Archbishop, he became very religious and refused to get rid of them.
Coronation of the king's son	After the argument over church courts Becket fled to France in 1164, as he feared for his life. King Henry II wanted to have his son Richard I crowned to be the next king. However he needed the archbishop of Canterbury to do it. With Becket out of the country Henry II got other bishops to do the job instead.
Excommunication of the bishops	In 1170 Becket and Henry made up and Becket returned to England. However once he returned, he excommunicated the other bishops. This made Henry II very angry and he shouted, "will no one rid me of this troublesome priest". This led to four knights going to Canterbury and murdering Thomas Becket.

E.	Comparing the reigns of King John, Henry II and Richard II	
	Similarities	**Differences**
Religious	King John and Henry II both had issues with the church. John wanted to abolish church courts and Henry wanted to choose his bishops	However these were for different reasons: • Henry II wanted control of the church courts and had conflict with Becket the Archbishop of Canterbury. This led to the bishops who had crowned Henry's son Richard got excommunicated as a punishment from the church. • John fought with the Pope over who to appoint Archbishop of Canterbury. This led to the Pope excommunicating him and putting England under interdict
Political	In all 3 cases there are conflicts/ violence brought about because people are challenging the absolute (complete) power of the kings. This has come from 3 different sources: the barons, the people and the church.	• King John and the Barons – King John is the only medieval king who had a direct political conflict. This was with the Barons who demanded that they be treated better and made attempts to limit the power of the king through Magna Carta.
Social	King John, King Henry and Richard II all lost social support but for a variety of different reasons	• King John – lost social support due to losing land and wars in France and also due to the supposed 'murder' of his nephew. This meant that backing was behind the Barons. • Henry II – lost support after public death of Becket (was whipped at Beckets tomb as punishment) • Richard – Poll Tax, Labour Service and limiting wages after the Black Death all contributed to the Peasants' Revolt.

Key individuals

Henry II – King from 1154, tried to bring the Church under royal control leading to Thomas Beckets (Archbishop of Canterbury) murder.
Eleanor of Aquitaine – Queen married to Henry II, she ruled England while Henry was away.
John I – King 1199 who was unpopular with his barons who rebelled against him. Signed the Magna Carta 1215.
Richard II – King 1377 and was 10 years old as King during the peasant's revolt.
Wat Tyler – Leader of the rebels during the Peasants revolt in 1381.

C.	King John, the Barons and Magna Carta – a political challenge
What mistakes did King John make that led to the barons rebelling.	John had lost many wars with France which made him look weak (he had the nicknames lackland and soft sword). These defeats meant that the barons lost land they owned in France. John kept asking for a number of taxes to pay for his wars which he carried on loosing. John was seen a cruel man – he made blind monks homeless and may have murdered his nephew. John fell out with the pope over who got to promote bishops. This led to England being placed under interdict meaning all church was cancelled. The barons feared for their souls and was angry with John. John started fining the barons for many different things and made them pay large taxes when they inherited land.
What were the key points of Magna Carta?	<u>Short term</u> • a £100 limit on the tax barons had to pay to inherit their lands • the king could not sell or deny justice to anyone • the royal forests were to be reduced in size • an heir could not be made to marry someone of a lower social class • foreign knights had to be deported • no-one could be arrested on the accusation of a woman <u>Long term</u> Eventually it gave everyone freedoms such as stopping people being arrested for no reason
Why is it still relevant today?	Still forms parts of English law. Additionally most see it as the basis of rights and freedoms so countries such as Australia and the USA include parts of it in their constitutions.

D.	King Richard II and causes of the Peasants Revolt
Labour Services	Ever since 1066 most peasants (known as villains) had to do free labour services their local lords (knights and barons). Some peasants, known as freeman, did not want to do this work. Peasants wanted everyone to become freeman ending the free labour they had to do for their lords.
The impact of the Black Death on wages	The Black Death had killed around 40% of the population of England in 1348. This meant that there was a severe labour shortage. Now the peasants were in demand they could demand more money for their work. The barons were upset by this and got King Richard II to pass a law limiting how much a peasant could earn and banned them from declining to do work for this low amount of pay. This made the peasants angry as they now had their earnings greatly reduced.
Poll taxes	Between the years 1377 and 1381 the king demanded a number of Poll Taxes to fund his losing war with the French. These meant everyone over 15 had to pay a tax and impacted the poorest in society most of all. The tax of 1381 was partially bad demanding 4 pence per person over 15.

Year 7 History : Challenges to medieval kings

What we are learning this term:

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A.	*Can you define these key words?*
Epidemic	
Leniency	
Pardons	
Statute	
Martyr	
Political	
Social	
Religious	
Interdict	
Labour Service	
Coronation	
Benefits of the clergy	
Miasma	

D.	Comparing the reigns of King John,Henry II and Richard II	
	Similarities	**Differences**
Religious		
Political		
Social		

Key individuals

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C.	King John, the Barons and Magna Carta – a political challenge
What mistakes did King John make that led to the barons rebelling.	
What were the key points of Magna Carta?	
Why is it still relevant today?	

B.	*Disagreements between Becket and King Henry II – a religious challenge*
Banning of Church Courts	
Coronation of the king's son	
Excommunication of the bishops	

E.	King Richard II and causes of the Peasants Revolt
Labour Services	
The impact of the Black Death on wages	
Poll taxes	

Year 7 History : England and her neighbours

What we are learning this term:

What was England's relationship like with its neighbours and how this impacted the country.

A. Keywords
B. The relationships between England and her neighbours.
C. The actions and influences of key individuals during this time.
D. **The links between heritage and locations, being linked to something or somewhere.**

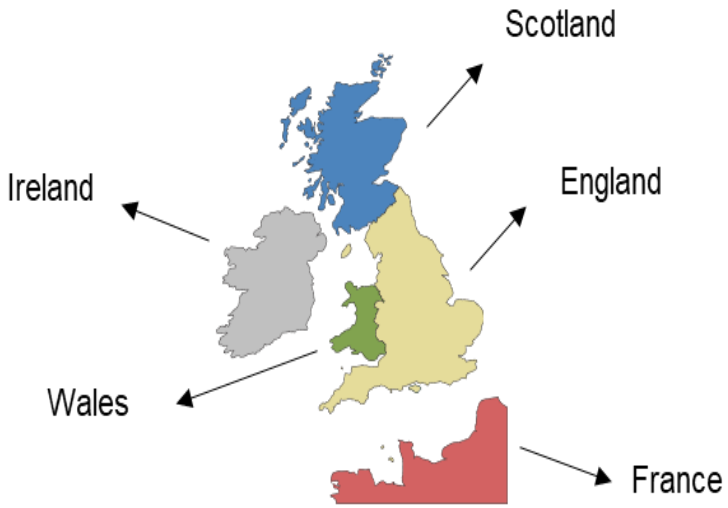
A.	*Can you define these key words?*
Artillery	Very large guns, in this period this included gunpowder cannons that fire long distances.
Hatchet	Single handed wooden axe with a handle
Heresy	A belief that goes against the teachings of the Church
Homage	Special honour or respect paid to someone in public or private
Lance	A spear used by soliders on horseback
Mace	A type of blunt weapon used for close combat
Polearms	A sharp bladed handheld weapon on a wooden pole
Relations	A way in which two people or countries behave towards one another.
Resistance	Refusal to obey or accept something
Siege	A military act of surrounding a city or base, attacking it, and cutting off supplies. The goal of a siege is to force the city or base to surrender/.

Hatchet

Mace

Lance

Polearm



Key individuals

Henry III – King from 1216-1272 his poor and weak rule contributed to the second Barons war in 1264-67
Edward I – King following his father Henry III antagonized and started war with Llywelyn after imprisoning his bride-to-be.
Alexander III – 1249 – 1286 He is well known for his capture of the western isles previously held by Norway.
William Wallace – Commander of the Scottish army at Stirling Bridge. He defeated the English and was knighted "Guardian of Scotland.

Power	The control a person or group has in a country. For example, resistance grew in Scotland by people such as William Wallace and Robert Bruce. *This includes threads such as succession, warfare, protest, democracy, crime and punishment.*
Identity	The qualities and characteristics that make a person who they are and what they value as important. For example, Joan of Arc inspired French troops. *This includes threads such as the role of women.*
Connectivity	The act of joining or being linked to somewhere, someone or something else. For example, the people who lived in medieval Wales were mostly descendants of Celtic Britons who migrated during the Anglo-Saxon period. *This includes threads such as migration.*

E.	Causes of the 100 year war
Land in France	The English controlled a lot of land in France that was used to produce Wine. This made the English a lot of money, but the French were threatening to take it back.
Control of Flanders	The English controlled Flanders where a lot of wool was made benefitting the English. Yet again, the French were threatening to take their land back from the English.
French Succession	Charles IV had died without an heir, so Edward III attempted to claim the French throne as his mother was Charles' sister. Philip of Valois, Charles Cousin was crowned instead by authorities.

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B. The relationships between England and her neighbours.
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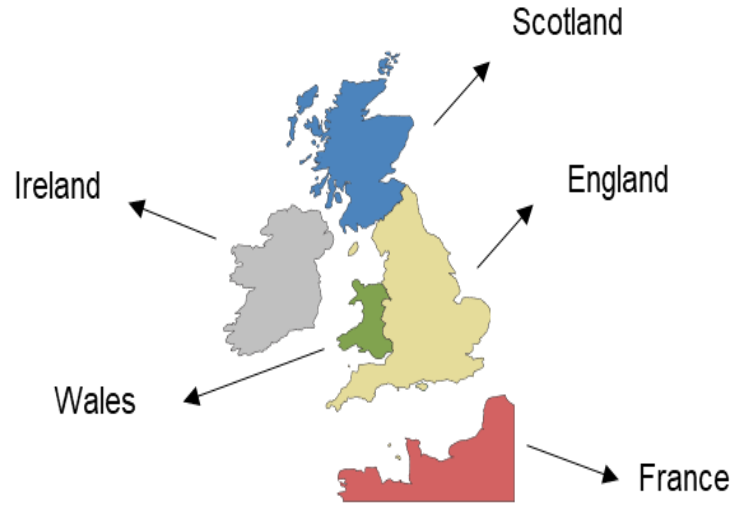
A.	*Can you define these key words?*
Artillery	
Hatchet	
Heresy	
Homage	
Lance	
Mace	
Polearms	
Relations	
Resistance	
Siege	



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E.	Causes of the 100 year war
Land in France	
Control of Flanders	
French Succession	

7.03: Judaism

Key Vocabulary

1	**Abraham**	The founder of Judaism and husband of Sara.
2	**Covenant**	An agreement between two sides (between humans and God).
3	**Sara**	Female leader, mother of nations and wife of Abraham.
4	**Isaac**	The son of Abraham and Sara.
5	**Moses**	Leader who freed the Israelites from slavery and was given the 10 commandments.
6	**Miriam**	Prophetess who helped her brother Moses lead the Israelites out of slavery.
7	**Exodus**	A book in the Bible which tells the story of the Israelites being freed from slavery.
8	**Ten Commandments**	Ten rules given to Moses by God about how humans should behave.
9	**Esther**	A Jewish queen who saved her people from a plot to destroy them.
10	**Monotheism**	The belief that there is only one God.
11	**Shema**	An important prayer, declaring the oneness of God.
12	**Messiah**	A future Jewish king who is expected to bring peace.
13	**Genesis**	A book in the Bible which describes the creation of the world.
14	**Mitzvot**	613 rules in the Torah which guide Jews in their behaviour.
15	**Tikkun Olam**	"Repairing the world", encouraging actions that improve society and bring justice.
16	**Synagogue**	A Jewish place of worship, study and community.
17	**Bar/Bat Mitzvah**	Coming of age ceremony (Bar Mitzvah for boys and Bat Mitzvah for girls).
18	**Pesach/Passover**	A Jewish holiday which commemorates the Exodus story.
19	**Shabbat**	A day of rest and worship observed from Friday evening to Saturday evening.
20	**Orthodox**	A branch of Judaism that follows traditional beliefs, laws and practices.
21	**Reform**	A branch of Judaism that adapts traditional beliefs, laws and practices to fit modern life.
22	**Prophecy**	A message given to humans from God, usually to a prophet.

Holy Books introduced

The Tanakh	Hebrew Bible, which includes three parts: the Torah, Nevi'im and Ketuvim.
The Torah	Holiest scripture for Judaism. The word means "law" in Hebrew. Written by Moses. Also important in Christianity and Islam.
Nevi'im	Contains books of the Prophets, which tell the history of Israel God's messages through the prophets.
Ketuvim	Contains various writings, including poetry, wisdom literature and historical accounts.
Talmud	Contains discussions and interpretations of the Torah, which guides Jewish law and practice.

Tools for Studying Religion

Theology is the study of God and ideas about God. Theologians look at how ideas about God influence beliefs in religions and the actions people will do.

Social Scientists use evidence to see how people are influenced by society. Social Scientists look at patterns in what people believe about God and how this may change due to time and place.

7.03: Judaism

Key Vocabulary

1	**Abraham**
2	**Covenant**
3	**Sara**
4	**Isaac**
5	**Moses**
6	**Miriam**
7	**Exodus**
8	**Ten Commandments**
9	**Esther**
10	**Monotheism**
11	**Shema**
12	**Messiah**
13	**Genesis**
14	**Mitzvot**
15	**Tikkun Olam**
16	**Synagogue**
17	**Bar/Bat Mitzvah**
18	**Pesach/Passover**
19	**Shabbat**
20	**Orthodox**
21	**Reform**
22	**Prophecy**

Holy Books introduced

The Tanakh	
The Torah	
Nevi'im	
Ketuvim	
Talmud	

Tools for Studying Religion

Year 7 Term 4 SPANISH Knowledge organiser: Topic = Mi Pueblo

What we are learning this term:

A. Name places in town
B. Describe a town / city
C. Say where you are going
D. Give and understand directions
E. Saying where things are
F. Talking about distance
G. Translation practice

6 Key Words for this term

1. Voy	4. la ciudad
2. ir	5. ¿Dónde está?
3. el pueblo	6. está

A. La Ciudad – The City

el aeropuerto	the airport
e café de internet	the internet café
la calle	the Street
la capital	the capital
la catedral	the catedral
el centro comercial	the shopping centre
el cine	the cinema
la estación de autobuses	the bus station
la estación de servicio	the petrol station
la estación de trenes	the train station
el estadio	the stadium
el hospital	the hospital
el instituto	the school
el mercado	the market
la oficina de turismo	the tourist office
el parque	the park
la piscina	the pool
la playa	the beach

B. Más lugares – More places

la plaza	the square
la plaza de toros	the bull ring
la plaza mayor	the main square
el polideportivo	the sports centre
el puente	the bridge
el río	the river
las tiendas	the shops
la tienda de regalos	the gift shop
la bolera	the bowling alley
el cine	the cinema
la universidad	the university
la iglesia	the church
el museo	the musuem
la galería de arte	the art gallery

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. Las Dirreciones – Directions

A la derecha	To the right
A la izquierda	To the left
Sigue todo recto	Go straight ahead
Por dónde se va al/a la…?	How do you get to…?
Dónde está…?	Where is…?
toma…	Take…
la primera a la derecha	the 1st on the right
la primera a la izquierda	the 1st on the left
la segunda	the 2nd
la tercera	the 3rd
baja	go down
cruza	cross
dobla	turn
sube por	go up
tuerce	turn
una Avenida	the avenue
un castillo	the castle
un edificio	the building
una fábrica	the factory
un puerto	the port

E. ¿Adónde vas? – Where are you going?

Voy	I go
Va	He/she goes
Van	They go
Vamos	We go
Voy al centro commercial	I'm going to the shopping centre
¡Hasta luego!	See you later!

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. Mi Ciudad – My city

Cómo es tu barrio?	What's your neighbourhood like?
Es…	It's…
antiguo/a	old
bonito/a	pretty
grande	big
histórico/a	historic
importante	important
industrial	industrial
pequeño/a	small
tranquilo/a	quiet
Me gusta mucho	I really like
Porque	because
¿Te gustaría visitar?	Wld you like to visit?
Me gustaría visitar	I wld like to visit
¿Qué hay en tu barrio?	What's in your neighbourhood?
el pueblo	the town
la ciudad	the city
Hay…	There is / there are
tiene…	It has
un monumento	a monument
un palacio	a palace
un parque nacional	a national park
un quiosco	a kiosk
ruidoso/a	noisy
animado/a	lively
limpio/a	clean
sucio/a	dirty
pintoresco/a	picturesque

F. Key Opinions/ 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
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

QUIZZABLE - SPANISH Year 7 Term 4-6 Knowledge Organiser: Missed content due to Covid 19

What we are learning this term:

A. Talking about places in town / city
B. Saying what there is to do in town / city
C. Talking about sports and hobbies
D. Saying what you like to do in free time
E. Talking about household chores
F. Talking about plans for the weekend
G. Opinions
H. Extending your writing
I. Translation skills
J. Working on questioning

Ser	To be	Tener	To have	Infinitive	Present	Past	Future
soy	I am	tengo	I have	hablar to speak	Habl_ I speak	Habl_ I spoke	_____ I am going to speak
eres	You are	tienes	You have	comer to eat	Com_ I eat	Com_ I ate	_____ I am going to eat
es	s/he is	tiene	s/he has	ir to go	____ I go	__/___ I am/it was	_____ I am going to go
somos	We are	tenemos	We have	ser to be	soy I __	___ I was	_____ I am going to be
son	They are	tienen	They have	tener to have	T_____ I have	T___ I had	_____ I am going to have

A. La Ciudad – The City

_____
e café de internet
_____
la capital
_____
el centro comercial
_____
_
la estación de autobuses
_____
_____
la estación de trenes
_____
el hospital
_____
el mercado
_____
el parque
_____
la playa

the airport
_____
the Street
_____
the catedral
_____
the cinema
_____
the petrol station
_____
the stadium
_____
the school
_____
the tourist office
_____
the pool
_____

B. Más lugares – More places

_____
la plaza de toros
_____
_____
el puente
el río
las tiendas
_____
_____
el cine
la universidad
la iglesia
_____
la galería de arte

the square
_____
the main square
the sports centre
_____
_____
_____
the gift shop
the bowling alley
_____
_____
_____
the musuem
_____

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

Mi casa es…
_____
—
_____
__
antiguo/a
bonito/a
cómodo/a
_____
_____
nuevo/a
pequeno/a
reformado/a
_____

_____
__
cosy
semi – detached
_____
_____
_
big
modern
_____
_____
_____
very
quite

D. Las Direciones – Directions

_____
A la izquierda
_____
Por dónde se va al/a la…?
_____
_____
_____
_____
la primera a la izquierda
la segunda
la tercera
baja
cruza
dobla
_____
_____
_____
_____
_____
_____
un puerto

To the right
_____
Go straight ahead
_____
_____
Where is…?
Take…
the 1st on the right
_____
_____
_____
_____
_____
_____
go up
turn
the avenue
the castle
the building
the factory
_____

Year 7 Term 4 SPANISH Knowledge organiser: Topic = Mi Pueblo

G. Translation Practice	
I go to the beach	V a l p
We go to the stadium	V a e
They go to the park	V a p
I go to the sports centre	V a p
I live in quite a small town	v e u p b p
I live in a big city	V e u c g
There is a train station and a museum	H u e d t y u m
But there isn't a river	P n h r
There is a school but there isn't a square	H u i p n h p
It's an industrial city and very historic.	E u c m i y m h
It's in the north of the country and is a very noisy city.	E e e n d p y e u c m r
It has a port and lots of factories but there isn't a bullring.	T u p y m f p n h p d t
It's an old town	E u p a
It's a historic city	E u c h
It's in the south of the country	E e e l d p
There are lots of things to do	H m c q h
It has lots of beaches and museums	T m p y m
I love my city because there are lots of things to do	M e m c p h m c q h

H . Key Questions: Answer the following in your own words. Use these model answers	
¿Dónde vives? Where do you live?	Vivo en una casa grande en una ciudad que se llama Swindon. Swindon esta en el sur de Inglaterra.
¿Qué hay en tu pueblo? What is in your town?	Mi pueblo es bastante grande. En mi pueblo, hay una estación de trenes, dos polideportivos, muchas casas pero no hay playa. Necesitamos un aeropuerto.
¿Cómo es tu pueblo? What is your town like?	Es una ciudad industria. Es muy antigua y histórica pero no es tranquila. Es un poco túristica porque hay un museo y un centro comercial grande.
¿Cómo sería tu pueblo ideal? What would your ideal town be like?	Si fuera rico/a, me gustaría vivir en una ciudad grande en España. Me gustaría vivir en Barcelona en España porque es una ciudad muy túristica, bonita y tiene una playa.

I. Key Questions: Translate these model answers using the KO	
¿Dónde vives? Where do you live?	I live in Portsmouth near to the sea. I live in a small house. I love my house because it's very cosy. Portsmouth is in the south of England.
¿Qué hay en tu pueblo? What is in your town?	In my town we have a lot of parks, a cathedral and 3 cinemas. There is a main square, a bullring and many markets. My town does not have an airport but it does have a port. In the future there is going to be a new school and an airport.
¿Cómo es tu pueblo? What is your town like?	My town is very small but very lively. There are a lot of tourists because my town is very near to the sea. In the summer there is a lot of traffic in my town. In the winter my town is very quiet.
¿Cómo sería tu pueblo ideal? What would your ideal town be like?	My ideal town would be very modern with lots of people. It would be very quiet with not much traffic. My ideal town would be pretty with lots of shops and lots of parks.

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
Saying 'to the'	Use AL or A LA (a + el = al) Al museo A la playa

Year 7 Project 3 – Under the Sea

What we are learning this term:

A. About the illustrator Ernst Haeckel and his work
B. How to use the grid method for accuracy
C. Drawing from observation of primary sources
D. How to work using oil pastels
E. How to make a simple clay pinch pot
F. How to decorate clay using glazes and oxides
G. What is texture
H. How to produce a mixed media outcome

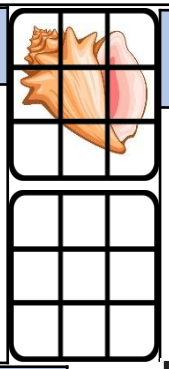
Key word	Key definition
illustration	a drawing, painting or printed work of art which visually represents or explains something
observation	the action of closely looking at something
source	Where something originates from
texture	the feel or appearance of a surface
tone	Lightness and darkness within an artwork
outcome	The final piece produced as a result of an art project

A. Who is Ernst Haeckel and what are the characteristics of his work?

Who?	philosopher, physician, professor, marine biologist, and artist who discovered, described and named thousands of new species,
What?	Beautifully detailed natural history illustrations depicting mostly marine life
Why?	To document and record newly discovered species of animals and plants

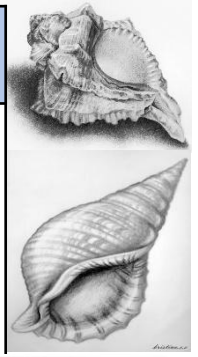
B. *How to use the Grid Method for accurate drawing*

1) Use a ruler to draw an equally spaced grid onto your image
2) Draw an identical grid **LIGHTLY** onto paper
3) Draw in the main *outlines* of your image, focusing on one square at a time Use a ruler to help you *measure* the positioning of lines if needed
4) Add main details before erasing he grid on the paper
5) Add fine *details* and build in *tone*



C Drawing primary sources from observation

Drawing from a primary source means drawing something from real life
Observe the objects closely
Lay out the basic shape(s) you can see
Refine and add detail
Add tone to show how light is hitting the object(s)



D How to work using oil pastels

Oil pastels are bright, oil-based crayon that is used as a painting and drawing medium
Oil pastels can be applied thickly, overlapping to blend colours.
White can also be used to blend.
Clean the end of the pastel to avoid colour contamination

F. How to use glazes and oxides

oxide

Powder made from minerals
Mixed with water and applied to the bisque fired clay
Highlights the texture in the clay surface
Can be applied thickly or thinly to get different effects

glaze

Coloured liquid applied to bisque fired clay
Can be applied with or over oxides
Gives the clay a shiny finished once fired a second time
Usually applied in layers

H How to produce a mixed media outcome

A mixed media artwork uses multiple different materials rather than just one
We used collage, ink and pen to create ours

Step 1	Lay out your drawing using pencil lightly
Step 2	Add newspaper collage
Step 3	Apply an ink wash using varied colurs
Step 4	Add tissue paper collage over the wash in places
Step 5	Use black ink or pen to go over your drawing, adding detail and texture using mark making

E What is a pinch pot and how to make one

A pinch pot is A small vessel created inserting the thumb into a ball of clay then through 'pinching' the clay into the desired shape.
A successful pinch pot has even thickness walls, and a smooth finish.
The wet clay can be decorated by additive or subtractive methods

G What is texture?

Texture is the surface quality of a particular surface – how it feels to the touch
Actual texture is what it actually feels like
Visual or implied texture is when a surface appears to have texture but in reality it doesn't

Year 7 Project 3 – Under the Sea

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Key word	Key definition
illustration	
observation	
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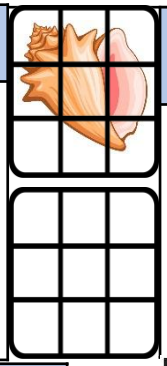
texture	
tone	
outcome	

A. Who is Ernst Haeckel and what are the characteristics of his work?

Who?	
What?	
Why?	

B. *How to use the Grid Method for accurate drawing*



1) Use a …….. to draw an equally spaced grid onto your image
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3) Draw in the main ……..of your image, focusing on one square at a time Use a ruler to help you …….. the positioning of lines if needed
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5) Add fine …….. and build in ……..

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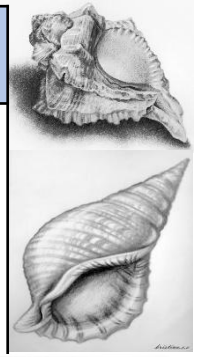

Drawing from a primary source means……
Observe the objects ……
Lay out the basic ……you can see
……and add ……
Add …… to show how light is hitting the object(s)

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Clean the end of the pastel to avoid colour contamination

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oxide

Powder made from …….
Mixed with ……..and applied to the bisque fired clay
Highlights the …… in the clay surface
Can be applied ……or …… to get different effects

glazes

Coloured liquid applied to bisque fired clay
Can be applied with or over oxides
Gives the clay a shiny finished once fired a second time
Usually applied in layers

H How to produce a mixed media outcome

A mixed media artwork uses multiple different materials rather than just one
We used collage, ink and pen to create ours

Step 1	
Step 2	
Step 3	
Step 4	
Step 5	

E What is a pinch pot and how to make one

A pinch pot is
……
……
A successful pinch pot has
……
……
The wet clay can be decorated by
……
……

G What is texture?

Texture is
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Actual texture is
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Visual or implied texture is
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……

Year 7 PRODUCT DESIGN Rotation Knowledge Organiser

What we are learning this term:

A. Workshop Tools **B. Materials** **C. Modelling** **D. Key Words** **E. Evaluating Work**

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**

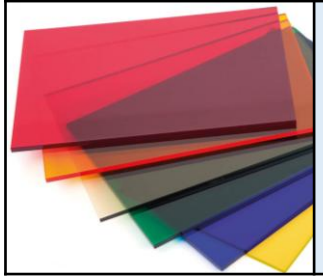
Softwoods come in planks and boards

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**



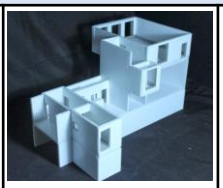
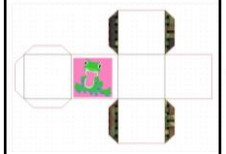
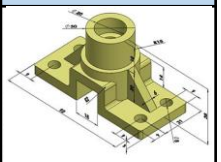
Acrylic – which you used as your lid for your maze – is a **polymer**

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. Key Words

Specification	A specific list of things that your product should be or do.
Modelling	A way of making a 3D representations of your proposed design. To see what went well and how it can be improved.
Sustainable	Limited negative impact on the environment.
Manufacture	Making a product using tools and machinery.

E. Evaluation of Products

Evaluate — To judge and give an opinion.

Designers will evaluate their products to see what works well and what doesn't. This way they can make any improvements on their current designs to ensure a high-quality product.

When writing an evaluation it is important to include the following three things:

1. Positives – what works well
2. Negatives – what doesn't work well
3. Possible improvements – how could you make it better?

For example:

My maze looks really fun and challenging to play. However, when tested the model version of my game, it was too difficult to complete. One improvement I could make is by taking away some of the traps or moving some of the walls around, so that it is more fun to play.

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 _____

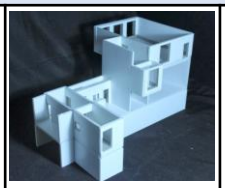
Acrylic – which you used as your lid for your maze – is a **polymer**

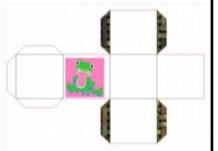
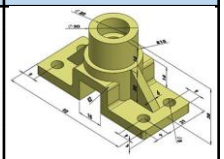
Polymers come in _____, _____ and _____

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. Key Words

Specification

Modelling

Sustainable

Manufacture

E. Evaluation of Products

Evaluate _____

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

Possible sentence starters:

- One thing that was successful…….
- One thing that I had issues with was……
- If I had more time, I could improve this by……

Y7 Food technology

What we are learning this term:

1. Health, safety and hygiene in the kitchen
2. The Eatwell guide and nutrients
3. Storing food safely
4. Food origins
5. Food fortification and modification
6. Practical skills

A. What are the nutrients required in the diet?

Carbohydrates	To give the body energy e.g bread.
Protein	To grow and repair the body, and to give energy e.g eggs.
Fats	To insulate your body, give you energy, and protect your organs i.e butter.
Vitamins	For general body health and function i.e carrots for eyesight.
Minerals	For general body health and function i.e iron to make blood cells.

c. *Storing food safely*

Perishable foods should be stored out of the **temperature danger zone** to reduce the risk of **food poisoning.**
Hot foods should be kept above 63ºC and cold foods should be kept below 5ºC.

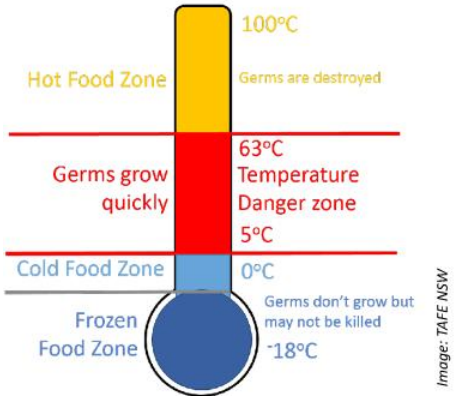
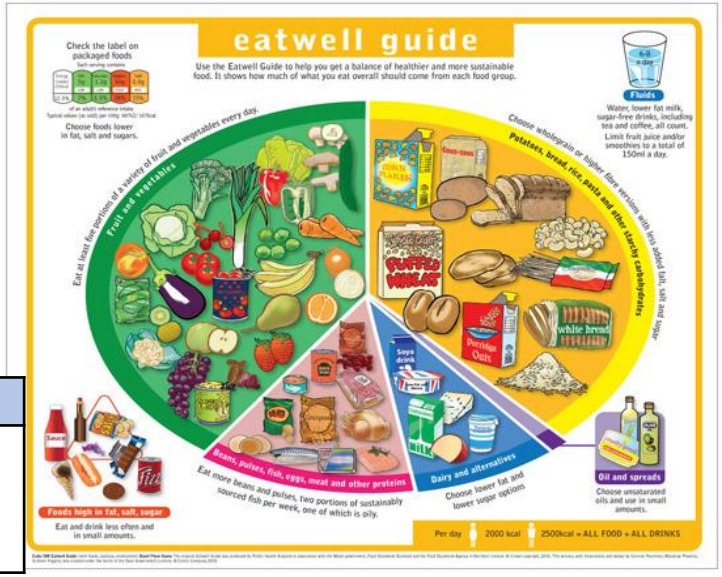


Image: TAFE NSW

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

1 **Fruit and Vegetables** – provides minerals, vitamins & fibre
2 **Carbohydrates** – provides carbs and fibre
3 **Protein** - provides protein, omega 3, come vitamins
4 **Dairy** - provides vitamins, minerals (calcium)
5 **Fats and Oils**



E. Keywords

Hygiene	A method of keeping yourself and equipment clean
Cross contamination	The transfer of contaminants onto food through either the hands, the equipment or the surfaces. Causes food poisoning.
Spoilage	When food becomes unsafe to eat i.e rot, mould.
Perishable food	Food that spoils if not kept in the fridge or freezer e.g ham.
Fibre	Foods that keep your digestive system healthy and avoid constipation.
Allergen	A substance (sometimes food) that causes an immune system response that can be fatal i.e throat swelling up. Nuts are common allergens.
Intolerance	When the body cannot digest a food and rejects it i.e vomiting, diarrhea. Many people are lactose intolerant (milk intolerance).
Coeliac	When someone cannot eat gluten (wheat), similar to an intolerance but more dangerous.
Vegan	When someone does not eat anything that comes from an animal including eggs, milk, honey.

c. *Food origins*

Grown food- plants i.e wheat	**Reared food** – animals kept on a farm, bred and raised for use i.e cows to give milk	**Caught food –** animals hunted in the wild i.e fish, game animals
Intensive farming – bad for the environment, uses chemical fertilisers and pesticides. Gives a high yeild (amount of food). **Organic farming** – "natural" farming, is slower and more expensive to do.	**Intensive (battery) farming** – animals are kept indoors all year round in small cages, poor treatment. Lots of food produced. **Free range** – animals have a large amount of space and outdoor space, good living conditions. Expensive and slow.	**Trawling –** large nets dragged through the sea, lots of bycatch (unwanted fish) and damages habitats. **Line caught –** catching one fish at a time on a fishing line. Much slower and more expensive.

c. *Food fortification and modification*

Fortify – to make stronger/better
Food fortification – adding extra nutrients to food to improve how nutritious it is
Examples: butter with added vitamins, cereal with added iron and vitamins

Modification – to change the properties of something
Additives – chemicals added to food, can ne natural or artificial
Examples – flavourings, colourants, preservatives, stabilisers
Genetically modified (GM) - the genes (DNA) of the crop or animal have been changed to improve their yeild i.e more seeds.

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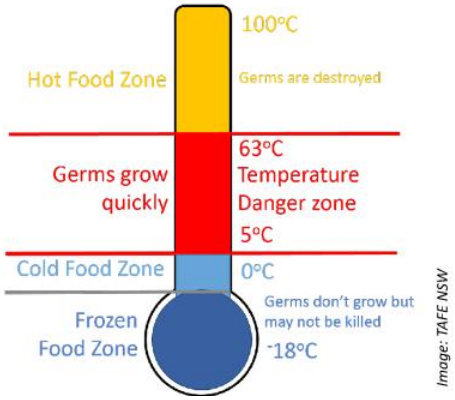

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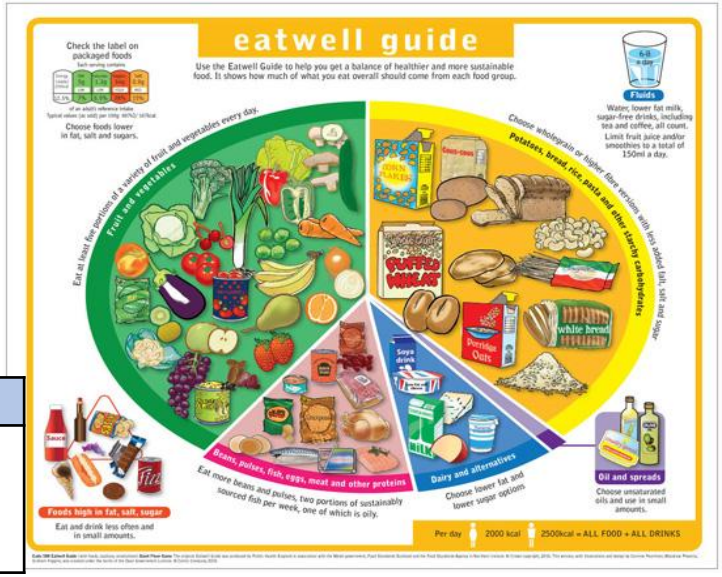

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YEAR 7 GRAPHIC COMMUNICATION

What are we learning this term?

A Personification	B Typography	C Computer skills	D Key words	E Evaluation

A | Personfication

What is personification?

Personification makes sentences more exciting by:
•describing objects as if they are *people*
•describing objects as if they have *feelings*

How does Paul Thurlby use personification?
Paul Thurlby personifies his letters by giving the turning the letters that he works with into characteristics so that you can clearly see an emotion.

B | Draw the letter A in the following font styles. Write the description of the font style too.

Serif: Serif is a traditional style font. It usually has flicks on the end of each letter.	A
Sans Serif: Sans serif fonts are modern in style; Sans serif fonts good for large pieces of text.	A
Script: Script font often resembles everyday handwriting.	A
Decorative: decorative fonts are unique in style and have an artistic flair. They are often hard to read.	A

C | Computer skills

What is the shortcut for copy?
Ctrl + C
What is the shortcut for paste?
Ctrl + V
What does this symbol stand for?

Photoshop

What does this symbol mean?

Cropping

D| Key words

Graphics	Visual images or designs on a surface which communicate a message such as a brand advertisement or logo.
Typography	The arrangement of type to make written language legible.
Font	The term 'font' refers to a specific style of typeface such as its size and weight, it can come in regular, **bold** or *italic*.
Photoshop	A software for editing photos and graphics. It is used for image editing, making illustrations or web design.

E | Evaluation

Evaluation: To judge or give an opinion

Designers will evaluate their products to see what works well and what doesn't. This way they can make any improvements on their current designs to ensure a high-quality product.

When writing an evaluation it is important to include the following three things:

1. Positives – what works well
2. Negatives – what doesn't work well
3. Possible improvements – how could you make it better?

For example:
My word sticker looks great, the colours are bright which appeals to the audience. However, some of the letters are hard to read. One improvement I could make is to simplify the personification on some of the letters to make the final word clearer and easier to read.

YEAR 7 GRAPHIC COMMUNICATION

What are we learning this term?

A Personification	B Typography	C Computer skills	D Key words	E Evaluation

A | Personfication

What is personification?

How does Paul Thurlby use personification?

B | Draw the letter A in the following font styles. Write the description of the font style too.

Serif:	
Sans Serif:	
Script:	
Decorative:	

C | Computer skills

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What is the shortcut for paste?

What does this symbol stand for?

What does this symbol mean?

D| Key words

Graphics	
Typography	
Font	
Photoshop	

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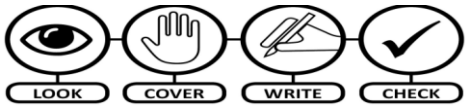
1. Positives – what works well
2. Negatives – what doesn't work well
3. Possible improvements – how could you make it better?

Year 7: Lets Play Keyboard!

Term 4

A — What we are learning about this term…

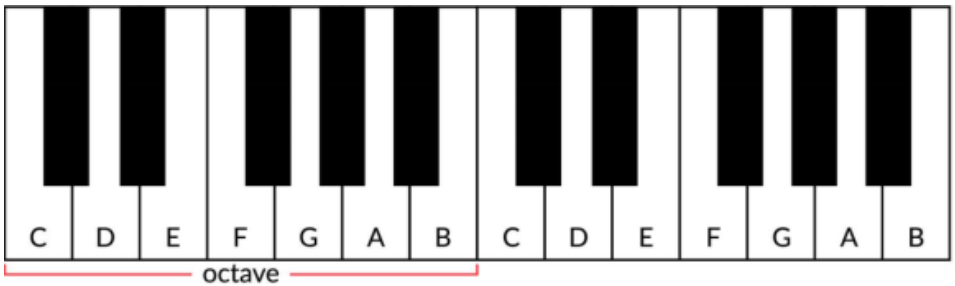
1. Treble Clef Notation
2. Hand Positions on the Keyboard
3. Sharps, Flats and Natural Notes
4. Chords on the Keyboard



B — Keywords

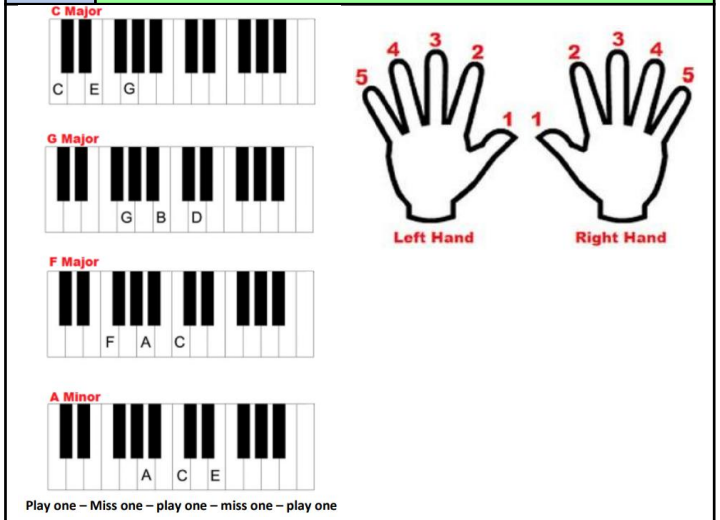
Stave	Name given to 5 lines and 4 spaces where musical notes are written.
Treble Clef	Symbol used to show high pitched notes.
Sharp	When a note is raised by a semitone e.g. C to C sharp.
Flat	When a note is lowered by a semitone e.d. B to B flat.
Chord	3 notes played at the same time.
Middle C	Note in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

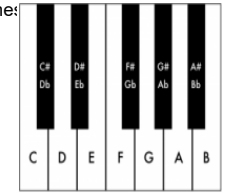


E — Black Keys and Sharps and Flats

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!

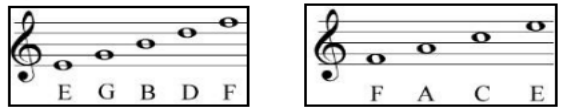
Remember, black notes or keys that are to the **RIGHT** of a white note are called **SHARPS** and black notes to the **LEFT** of a white note are called **FLATS**.



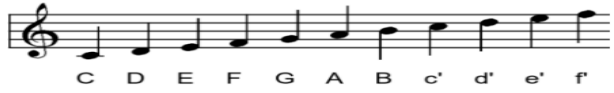
F — Treble Clef & Treble Clef Notation

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

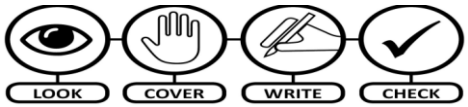
M	A	D	T	S	H	I	R	T
Melody	**Articulation**	**Dynamics**	**Texture**	**Structure**	**Harmony/Tonality**	**Instruments**	**Rhythm**	**Tempo**
The tune	How notes are played	Loud/quiet and any other volume changes	Layers of sound / how they fit together	The sections and organising	Chords used / the mood	Types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

Year 7: Lets Play Keyboard!

Term 4

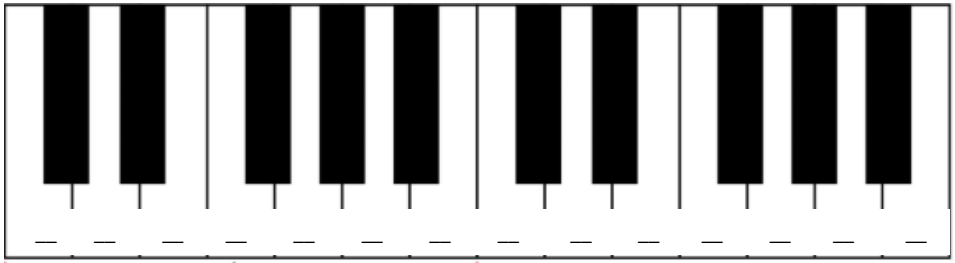
A – What we are learning about this term…

1
2
3
4



B – Keywords

C – Layout of a Keyboard/Piano



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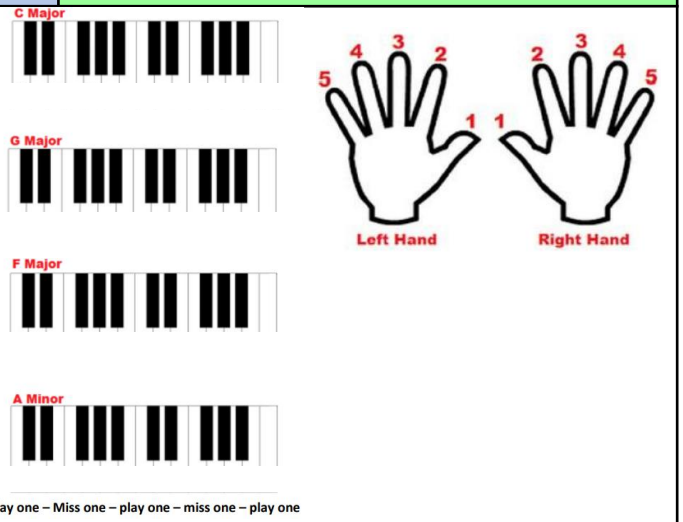

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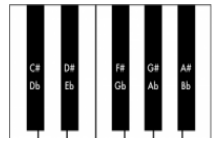


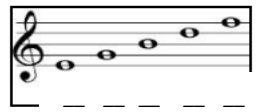
F – Treble Clef & Treble Clef Notation

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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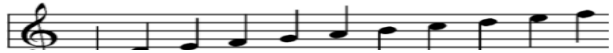

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M	A	D	T	S	H	I	R	T
M_____	A_____	D_____	T_____	S_____	H_____/T_____	I_____	R_____	T_____

Drama – Year 7 Term 4

Melodrama

"MELO" – Music "DRAMA" – Drama . A combination of acting and music , with sensational stories where the villain is always overcome by the hero.

Historical context

The INDUSTRIAL REVOLUTION 1800's
Shift from rural to urban living.
Scientific discoveries led to machines which meant that some people became extremely rich and some became extremely poor.

This led to MELODRAMA being created.
People needed hope .
They created stories where the villain (based on landlords) were always beaten by the hero (everyday man.)

Stock characters

Hero
Heroine
Villain
Side Kick

Key features of MELODRAMA

Chronological stories
Plot always centred around the villain.
Good always wins
MUSIC

Stereotypes - widely held but fixed and oversimplified image or idea of a particular type of person or thing.

Performance Skills

Characterisation: Using a range of performance skills to create a character that is different to yourself.

Posture: The way that you sit or stand. The alignment of your spine.

Gesture: A movement (usually of the arm/hand) that communicates a specific meaning.

Facial Expression: Using your face to show how a character is feeling.

Vocals - Pitch: How high or low your voice is.

Pause/Stillness: A moment of silence, where you are not moving in any way

Vocals - Pace: The speed that you speak at.

Exaggeration: Making your vocals or physicality more extreme/bigger.

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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

#ReadingisPower