

Year 7 Autumn Term ~ Knowledge Organisers

What is a Knowledge Organiser?

It is a concise summary of all the core facts, key vocabulary and essential concepts you need to know, understand and be able to use within each subject area, it will cover all the information you need to prepare for your BASE assessments and your subject spotlights.

How do Knowledge organisers link to Homework?

In our new homework policy, all homework will link to using your knowledge organisers to help you revise and develop your knowledge and skills in each subject area. Your teacher may set you specific tasks to complete or may for example do a retrieval test at the beginning of the lesson to ensure you are completing homework revision tasks.

How long should I revise for?

Everyone is different and you need to practice building the study habits that work for you, this includes working out how long to study for at a time and most importantly when to take breaks. Research says that the best habits are to study in short blocks of time with a break in between. The length of your break depends on how long you've been studying and how tired your brain feels. The goal is to rest just long enough to reset your focus without losing momentum.

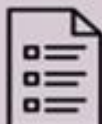
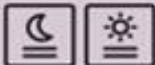
- *Short breaks* (5–10 minutes): Best after 25–50 minutes of focused work. They keep your energy steady and stop your brain from switching off.
- *Longer breaks* (15–30 minutes): Useful after several study cycles or 1–2 hours of deep work. They help you recharge before starting again.
- *Micro-breaks* (1–2 minutes): A quick stretch, sip of water, or eye rest can refresh your concentration when working on something intense.

Research has shown that even these tiny “micro-breaks” can make a real difference. Taking just a minute or two to move or rest your eyes improves performance and helps prevent fatigue. The quality of your break matters more than the length. Two minutes spent walking, stretching, or breathing deeply can do far more for your concentration than ten minutes scrolling through your phone.

How can I use my Knowledge Organisers?

It takes time to learn what methods you prefer and work best for you. Use these knowledge organisers for each subject to recap on learning from lessons and test your understanding or develop your skills. There are some examples of tasks you could complete here, the important thing is that you are trying out different techniques to learn what works for you. Everyone is different and prefers a different way of working, if you have tried these techniques and they are not working for you, try something else. Always ask for support, your tutors can help as can you subject teachers.

English – Spellings Year 7

	Look, Cover, Write, Check	Definitions of Key Words	Flash Cards	Self Quizzing	Mind Maps	Paired Retrieval
Step 1	Look at and study a specific area of your KO. 	Write down the key words and definitions. 	Use your KO to condense and write down key facts or information onto flash cards. 	Use your KO to create a mini quiz. Write down your questions using your KO. 	Create a mind map with all the information you can remember from your KO. 	Ask a friend or family member to have the KO or flash cards in their hands. 
Step 2	Cover or flip the KO over and write down everything you can remember. 	Try not to use your KO to help you. 	Add pictures to help support. Then self-quiz using the flash cards. You could write questions on one side, and answers on the other! 	Answer the questions and remember to use full sentences. 	Check your KO to see if there are any mistakes on your mind map. 	They can test you by asking you questions on different sections of your KO. 
Step 3	Check what you have written down. Correct any mistakes in green pen and add anything you have missed. Repeat. 	Use your green pen to check your work. 	Ask a friend or family member to quiz you on the knowledge. 	Ask a friend or family member to quiz you using the questions. 	Try to make connections, linking the information together. 	Write down your answers, 

Spellings- Autumn 1/ 2

Week 1 1) centre 2) difficult 3) early 4) eight 5) group 6) guard 7) learn 8) perhaps 9) reign 10) strength	Week 3 1) accidentally 2) bicycle 3) calendar 4) disappear 5) experiment 6) imagine 7) occasionally 8) particular 9) promise 10) separate	Week 5 1) although 2) business 3) caught 4) century 5) forwards 6) grammar 7) library 8) popular 9) possession 10) straight
Week 7 1) actually 2) breathe 3) circle 4) continue 5) extreme 6) important 7) opposite 8) probably 9) question 10) remember	Week 9 1) answer 2) consider 3) height 4) mention 5) ordinary 6) possess 7) therefore 8) thought 9) various 10) weight	Week 11 1) actual 2) address 3) busy 4) certain 5) describe 6) exercise 7) famous 8) history 9) island 10) length

English – Autumn 1 Year 7

MAGICAL NEW WORLDS

EXPLORING STORIES BEYOND OUR WORLD

In this unit, we will read extracts from five magical stories.
We will explore how writers create magical settings, memorable characters and exciting adventures.

★ KEY VOCABULARY

	mystical	Something related to the supernatural or spiritual; mysterious and difficult to understand. The forest had a mystical quality, full of secrets.
	enchancing	Delightfully charming or attractive; casting a magical spell. The village looked enchanting under the moonlight.
	mesmerising	Captivating and holding your attention completely. The dragon's flight was mesmerising to watch.
	fiction	Writing created from the imagination; not true. Harry Potter is a work of fiction.
	atmosphere	The feeling or mood created by a setting or description. The dark, foggy moor created a spooky atmosphere.

★ THE MAGICAL WORLDS WE WILL EXPLORE ★

HARRY POTTER J.K. Rowling	NARNIA C.S. Lewis	THE HOBBIT J.R.R. Tolkien	CORALINE Neil Gaiman	THE TEMPEST William Shakespeare
				
A young wizard discovers his true identity and enters a hidden world of magic, friendship and danger.	Through a wardrobe, children step into the magical land of Narnia, where animals talk and an ancient battle for good and evil begins.	Bilbo Baggins goes on an unexpected journey with dwarves to win back treasure from a great dragon.	Coraline discovers a secret door to another world that seems perfect – but things are not as they seem.	A powerful magician uses magic to control a storm and bring together those who have wronged him.
				

★ KEY IDEAS ★

- ★ **Other Worlds:** These texts take us to places that are different from our own.
- ★ **Magic & Mystery:** Enchantment, magic and the supernatural are common features.
- ★ **Good vs Evil:** Many stories explore the battle between good and evil or right and wrong.
- ★ **Heroes & Journeys:** Characters go on journeys where they learn about themselves and the world.
- ★ **Atmosphere & Setting:** Writers use description to create a feeling that pulls us into the story.

LANGUAGE FEATURES WRITERS USE

	Vivid description To paint a picture in the reader's mind.
	Figurative language e.g. simile, metaphor, personification.
	Sensory details Using sight, sound, smell, touch and taste.
	Atmosphere Words and phrases that create mood and feeling.
	Powerful verbs & adjectives To add excitement and emotion.

EXAMPLE MAGICAL LOCATIONS

				
Hogwarts Castle High towers, secret passages and magic in every corner.	The Land of Narnia Snowy woods, talking animals and a world of wonder.	The Shire Peaceful, green and a simple life full of good things.	The Other World A strange, twisted place that looks perfect, but isn't.	A Magical Island Storms, spells and secrets shape this mysterious place.

YOUR ASSESSMENT

CREATIVE WRITING PIECE

You will write a piece of creative writing inspired by the image of a magical location.

Think about:

- ★ What can you see, hear and feel?
- ★ What makes this place magical?
- ★ Who might live or visit there?
- ★ Is it a place of danger or wonder?
- ★ What story could happen here?

Use the skills you have learned about language, atmosphere and world-building to create your own magical world!

★ REMEMBER...

Writers create magical new worlds to entertain, inspire and make us think.
Let your imagination take you there!

“Words are, in my not-so-humble opinion, our most inexhaustible source of magic.”

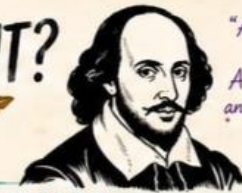
– Albus Dumbledore (Harry Potter and the Deathly Hallows)

BE CURIOUS. BE CREATIVE. BELIEVE IN MAGIC.

Every great story begins with imagination.

WHO IS THE BARD AND HOW IS HE STILL RELEVANT?

KNOWLEDGE ORGANISER - AN INTRODUCTION TO SHAKESPEARE



"All the world's
a stage,
And all the men
and women merely
players."
As You Like It

WHO WAS SHAKESPEARE?

- Born in Stratford-upon-Avon in 1564.
- Playwright, poet and actor.
- Wrote 37 plays and 154 sonnets.
- Lived and worked in London during the Elizabethan and Jacobean periods.
- His works explore themes that are timeless and universal.
- Died in 1616, but his words continue to live on!



KEY THEMES IN SHAKESPEARE'S WORK



LOVE
Romantic love, friendship, family love and self-love.



LIFE & DEATH
Fate, mortality and what it means to be human.



POWER
Kings and queens, ambition, control and leadership.



CONFLICT
Good vs evil, love vs hate, individual vs society.



IDENTITY
Who are we? Appearance vs reality.



FATE & CHOICE
Are our lives controlled by fate, or do we make our own choices?

KEY VOCABULARY

Bard
Soliloquy

A poet or storyteller; another word for a playwright.
When a character speaks their thoughts aloud when other characters cannot hear.

Aside

When a character speaks to the audience, not to the other characters.

Metaphor

A comparison that does not use 'like' or 'as'.

Blank Verse

Writing in unrhymed iambic pentameter (10 syllables per line, unstressed/stressed).

Iambic Pentameter

A rhythm of ten syllables per line, alternating unstressed and stressed.

Dramatic Irony

When the audience knows something that the characters do not.

EXPLORING SHAKESPEARE: KEY EXTRACTS



THE TEMPEST

ACT 1, SCENE 2
Prospero:

"We are such stuff
As dreams are made on,
and our little life
Is rounded with a sleep."

CONTEXT

Prospero reflects on life and how it is temporary, like a dream.

KEY IDEAS

- The fragility of life
- Illusion vs reality
- Forgiveness and reconciliation



SONNET 18

Shall I compare thee to a
summer's day?
Thou art more lovely and
more temperate:
Rough winds do shake
the darling buds of May,
And summer's lease
hath all too short a date...

CONTEXT

A sonnet is a 14-line love poem.

KEY IDEAS

- Timeless beauty
- The power of love
- Nature and perfection



ROMEO AND JULIET

ACT 2, SCENE 2
Juliet:

"What's in a name? That
which we call a rose
By any other name
would smell as sweet."

CONTEXT

Juliet questions the importance of names and family, focusing on love over hate.

KEY IDEAS

- Love overcoming conflict
- Identity and loyalty
- The power of words



A MIDSUMMER NIGHT'S DREAM

ACT 2, SCENE 1
Puck:

"Lord, what fools these
mortals be!"

CONTEXT

Puck, a mischievous fairy, shows how love can be confusing and irrational.

KEY IDEAS

- Love and magic
- The power of imagination
- The world of dreams vs reality



TWELFTH NIGHT

ACT 2, SCENE 4
Viola:

"Some are born great,
some achieve greatness,
and some have greatness
thrust upon 'em."

CONTEXT

Viola (disguised as Cesario) reflects on how people become important or powerful.

KEY IDEAS

- Identity and disguise
- Social class and ambition
- Chance and opportunity



MUCH ADO ABOUT NOTHING

ACT 3, SCENE 1
Beatrice:

"I wonder that you will
still be talking, Signior
Benedick: nobody marks you."

CONTEXT

Beatrice and Benedick use witty 'word battlegrounds' (sparring with words). It hides their true feelings.

KEY IDEAS

- Wit and wordplay
- Love and relationships
- Appearance vs reality



HOW IS SHAKESPEARE STILL RELEVANT TODAY?



His stories explore human emotions we all understand.



Themes like love, friendship, jealousy and ambition are timeless.



His plays inspire films, TV, books, music and art.



We use many of his words and phrases in everyday life!



His plays are performed all over the world - 400+ years on!

"There is nothing either good or bad,
but thinking makes it so."

- Hamlet

THINK LIKE A SHAKESPEAREAN!

- ✓ Look closely at the language.
- ✓ Think about the context.
- ✓ Consider the themes.
- ✓ Make connections to today.

QUESTION EVERYTHING!



YEAR 7 — ALGEBRAIC THINKING... Sequences

@whisto_maths

What do I need to be able to do?

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

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

Keywords

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

Term: a single number or variable

Position: the place something is located

Rule: instructions that relate two variables

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

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

Difference: the gap between two terms

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

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

Describe and continue a sequence diagrammatically

Count the number of circles or lines in each image



What will the next number be? Can you draw the?



Sequence in a table and graphically

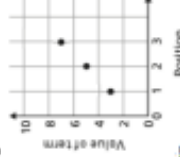
Position the place in the sequence



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

Position	1	2	3
Term	1	4	7

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



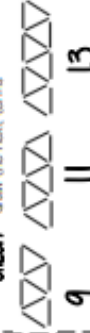
Graphically

"The term in position 3 has 7 squares"

Predict and check terms



CHECK — draw the next terms



Predictions

Look at your pattern and consider how it will increase

e.g. How many lines in pattern 6?

Prediction - 13
if it is increasing by 2 each time - in 3 more patterns there will be 6 more lines

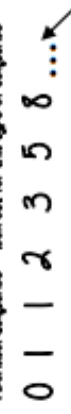
Linear and Non Linear Sequences

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

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

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

Fibonacci Sequences — look out for this type of sequence



Each term is the sum of the previous two terms

Continue Linear Sequences

7, 11, 15, 19, ...

How do I know this is a linear sequence?

It increases by adding 4 to each term

How many terms do I need to make this correlation?

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

How do I continue the sequence?

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



Continue non-linear Sequences

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

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

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

How many terms do I need to make this correlation?

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

How do I continue the sequence?

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

Explain term-to-term rule

How you get from term to term

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

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

The next term is found by tripling the previous term
The sequence begins at 4

4, 12, 36, 108, ...

First term

YEAR 7 — PLACE VALUE AND PROPORTION

Ordering integers and decimals

@whisto_maths

What do I need to be able to do?

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

- Understand place value and the number system including decimals.
- Understand and use place value for decimals, integers and measures of any size.
- Order number and use a number line for positive and negative integers, fractions and decimals.
- Use the symbols $=$, $\neq$, $\leq$, $\geq$.
- Work with terminating decimals and their corresponding fractions.
- Round numbers to an appropriate accuracy.
- Describe, interpret, and compare data distributions using the mean and range.

Keywords

Approximate: To estimate a number, amount or total often using rounding of numbers to make them easier to calculate with.

Integer: a whole number that is positive or negative.

Interval: between two points or values.

Median: A measure of central tendency (middle, average) found by putting all the data values in order and finding the middle value of the list.

Negative: Any number less than zero, written with a minus sign.

Place holder: We use 0 as a place holder to show that there are none of a particular place in a number.

Place value: The value of a digit depending on its place in a number. In our decimal number system, each place is 10 times bigger than the place to its right.

Range: The difference between the largest and smallest numbers in a set.

Significant figure: A digit that gives meaning to a number. The most significant digit (figure) in an integer is the number on the left. The most significant digit in a decimal fraction is the first non-zero number after the decimal point.

Integer Place Value

Billions		Millions		Thousands		Hundreds		Tens		Ones	
B	M	B	M	T	H	T	H	T	H	T	O
3	1	4	8	0	3	3	0	2	9		

Placeholder

Three billion, one hundred and forty eight million, thirty three thousand and twenty nine.

1 billion 1 000 000 000

1 million 1 000 000

Intervals on a number line



Divide the difference by the number of intervals (gaps).
E.g. $100 \div 5 = 20$

Rounding to the nearest power of ten



If the number is halfway between we 'round up'

Compare integers using $<$, $>$, $=$, $\neq$

- $<$ less than
- $>$ greater than
- $=$ equal to
- $\neq$ not equal to

Two and a half million

300 000 000

Three billion

Six thousand and eighty

2 500 000

300 000 000

Three billion

Six thousand and eighty

Decimals

We say 'bought point the two'

Five tenths and two hundredths

$$0 \text{ ones, } 5 \text{ tenths and } 2 \text{ hundredths} \\ 0 \cdot 01 + 01 \cdot 01 + 01 \cdot 01 + 001 \cdot 001 \\ = 0 \cdot 05 + 002 \\ = 003$$

Comparing decimals

Which the largest of 0.3 and 0.23?

Ones	Tenths	Hundredths
	0.1	0.1

$$0.3 > 0.23$$

"There are more counters in the furthest column to the left"

Ones	Tenths	Hundredths
	0.1	0.01

$$0.30 > 0.23$$

Comparing the values both with the same number of decimal places is another way to compare the number of tenths and hundredths

Range

Spread of the values

Difference between the biggest and smallest.

3 9 8 12

Range: Biggest value - Smallest value

$$12 - 3 = 9$$

Range = 9

Median

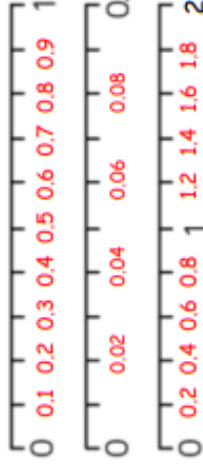
The middle value

Example 1: put the in order 3 4 8 9 12 find the middle number 3 4 8 9 12

Example 2: put the in order 137 145 154 158 160 There are 2 middle numbers find the midpoint 137 145 154 158 160

Decimal intervals on a number line

One whole split into 10 parts makes tenths = 0.1
One tenth split into 10 parts makes hundredths = 0.01



Round to 1 significant figure

370 to 1 significant figure is 400

37 to 1 significant figure is 40

37 to 1 significant figure is 4

0.37 to 1 significant figure is 0.4

0.00000037 to 1 significant figure is 0.0000004

Round to the first non zero number

YEAR 7 — APPLICATION OF NUMBER

Solving problems with addition and subtraction

@whisto_maths

What do I need to be able to do?

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

- Understand properties of addition/subtraction
- Use mental strategies for addition/subtraction
- Use formal methods of addition/subtraction for integers
- Use formal methods of addition/subtraction for decimals
- Solve problems in context of perimeter
- Solve problems with fractions, tables and timetables
- Solve problems with frequency trees
- Solve problems with bar charts and line charts

Keywords

Commutative: changing the order of the operations does not change the result

Associative: when you add or multiply you can do so regardless of how the numbers are grouped

Inverse: the operation that undoes what was done by the previous operation (The opposite operation)

Placeholder: a number that occupies a position to give value

Perimeter: the distance/length around a 2D object

Polygon: a 2D shape made with straight lines

Balance: in financial questions – the amount of money in a bank account

Credit: money that goes into a bank account

Debit: money that leaves a bank account

Addition/Subtraction with integers

Addition is commutative

$$6 + 3 = 3 + 6$$

The order of addition does not change the result

$$360 - 147 = 360 - 100 - 40 - 7$$

Number lines help for addition and subtraction

Working in 10's first aids mental addition/subtraction

Show your relationships by writing fact families

Formal written methods

H	T	O
1	8	7
+	5	4
	2	2

H	T	O
	4	2
-	2	4
	9	9

Remember the place value of each column
You may need to move 10 ones to the ones column to be able to subtract

Addition/Subtraction with decimals

4	.	3	8
7	.	9	0
		0	+

0 can be used to fill empty places with value

The decimal place acts as the placeholder and aligns the other values

$$5.43 + \frac{8}{10}$$

Revisit Fraction – Decimal equivalence
 $5.43 + 0.8$



Solve problems with perimeter

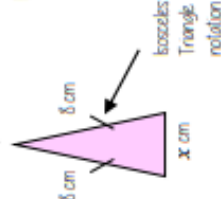
Perimeter is the length around the outside of a polygon

The triangle has a perimeter of 25cm
Find the length of x

$$8\text{cm} + 6\text{cm} + x\text{cm} = 25\text{cm}$$

$$14\text{cm} + x\text{cm} = 25\text{cm}$$

$$x\text{cm} = 9\text{cm}$$



Solve problems with finance

Profit – Income – Costs

Credit – Money coming into an account

Debit – Money leaving an account

Money uses a two decimal place system
14.2 on a calculator represents £14.20

Check the units of currency – work in the same unit

Tables and timetables

Distance tables

	London	Cardiff	Glasgow	Belfast
London	211	356	493	518
Cardiff		392	177	

This shows the distance between Glasgow and London
It is where their row and column intersect

Bus/Train timetables

	Harron	Bridge	Aville	Ware
1005	1005	1024	1051	1117
1045	1045	1106	1133	1202
1147		1147	1205	1233

Two-way tables

	H	T
H	HH	HT
T	TH	TT

Where rows and columns intersect is the outcome of that action

Each column represents a journey each row represents the time the bus arrives at that location

THE CALCULATIONS – use a number line

Frequency trees

60 people visited the zoo one Saturday morning

26 of them were adults. 13 of the adult's favourite animal was an elephant. 24 of the children's favourite animal was an elephant.

The overall total "60 people"

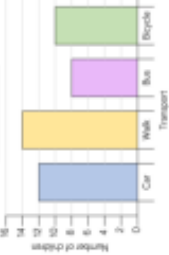
A frequency tree is made up from part-whole models
One piece of information leads to another

Probabilities or statements can be taken from the completed trees

e.g. 34 children visited the zoo

Bar and line charts

How many books read?



Use addition/subtraction methods to extract information from bar charts

e.g. Difference between the number of students who walked and took the bus
Walk frequency – bus frequency

When describing changes or making predictions

- Extract information from your data source
- Make comparisons of difference or sum of values
- Put into the context of the scenario

YEAR 7 — APPLICATION OF NUMBER

Solving problems with multiplication and division

@whisto_maths

What do I need to be able to do?

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

- Understand and use factors
- Understand and use multiples
- Multiply/ Divide integers and decimals by powers of 10
- Use formal methods to multiply
- Use formal methods to divide
- Understand and use order of operations
- Solve area problems
- Solve problems using the mean

Keywords

Array an arrangement of items to represent concepts in rows or columns

Multiples found by multiplying any number by positive integers

Factor integers that multiply together to get another number

M prefix meaning one thousandth

Centi prefix meaning one hundredth

Kilo prefix meaning multiply by 1000

Quotient the result of a division

Dividend the number being divided

Divisor the number we divide by

Factors

Arrays can help represent factors

Factors of 10

1, 2, 5, 10

5 x 2 or 2 x 5

Square numbers have an ODD number of factors

Factors of 36

1, 2, 3, 4, 6, 9, 12, 18, 36

Be strategic

- Lay factors out in pairs can help you not to miss any

Metric conversions

Useful Conversions

$\div 10 \rightarrow$ on $\div 100 \rightarrow$ on $\div 1000 \rightarrow$ on

$\times 10 \leftarrow$ on $\times 100 \leftarrow$ on $\times 1000 \leftarrow$ on

Multiplication methods

Long multiplication (old)

Grid method

Repeated addition

Multiplication with decimals

Perform multiplications as integers

e.g. $0.2 \times 0.3 \rightarrow 2 \times 3$

Make adjustments to your answer to match the question $0.2 \times 10 = 2$

$0.3 \times 10 = 3$

Therefore $6 \div 100 = 0.06$

Estimate: Using estimations allows a 'check' if your answer is reasonable

Order of operations

Brackets

Indices or roots

Multiplication or division

Addition or subtraction

If you have multiple operations from the same tier work from left to right

e.g. $10 - 3 + 5 \rightarrow 10 - 3 \rightarrow 7 + 5$

$6 \times 4 + 8 \times 2$

$24 + 16$

$= 40$

Area problems

Rectangle

Base x Perpendicular height

Parallelogram/ Rhombus

Base x Perpendicular height

Triangle

$\frac{1}{2} \times$ Base x Perpendicular height

A triangle is half the size of the rectangle it would fit in

Multiples

Bar models can represent by something is a multiple. E.g. 20 is a multiple of 4

Lowest Common Multiples

LCM of 4 and 12

4: 4, 8, 12, 16, 20, 24, 28, 32, 36, 40, 44, 48

12: 12, 24, 36, 48, 60, 72, 84, 96, 108, 120

The first time these multiples match

LCM = 36

$\div 1000 \rightarrow$ on $\div 100 \rightarrow$ on $\div 10 \rightarrow$ on

$\times 10 \leftarrow$ on $\times 100 \leftarrow$ on $\times 1000 \leftarrow$ on

Multiply/ Divide by powers of 10

$3 \times 100 = 300$

$0.03 \times 100 = 3$

Repeated multiplication and division by powers of 10 is cumulative

$\div 10$ then $\div 10 \rightarrow \div 100$

$\div 10$ then $\div 10 \rightarrow \div 100$

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$\div 10$ then $\div 10 \rightarrow \div 100$

Division methods

Short division

Complex division

$\div 24 = \div 6 \div 4$

Break up the divisor using factors

The placeholder in division methods is essential – the decimal lives up on the dividend and the quotient

$24 \div 0.02 \rightarrow 24 \div 2 \rightarrow 12$

All give the same solution as represent the same proportion

Multiply the values in proportion until the divisor becomes an integer

Mean problems

Mean – a measure of average

It gives an idea of the central value

Lily, Orme and Ezra have the following cubes

Lily: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100

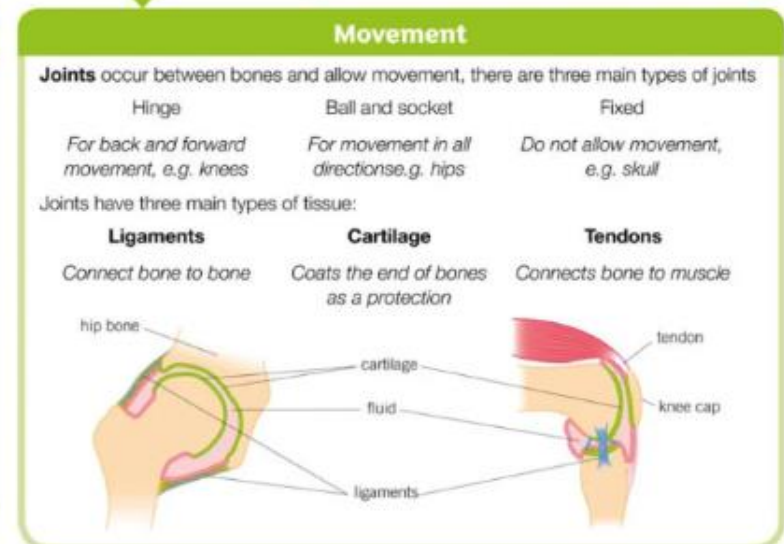
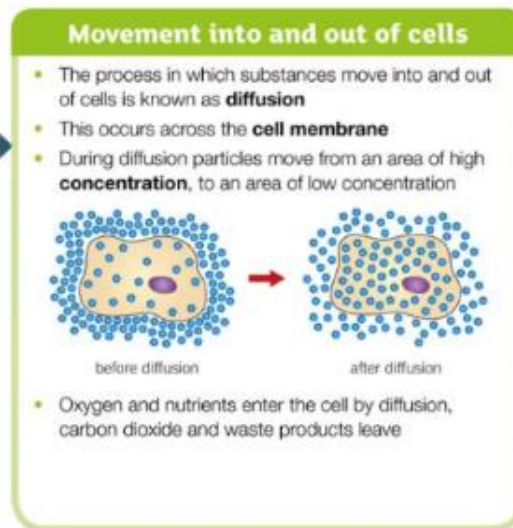
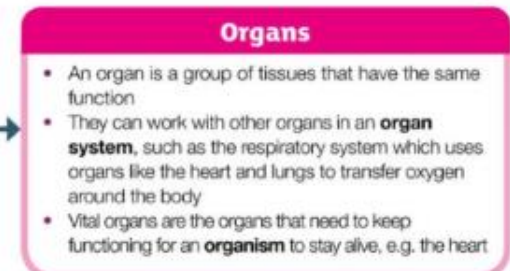
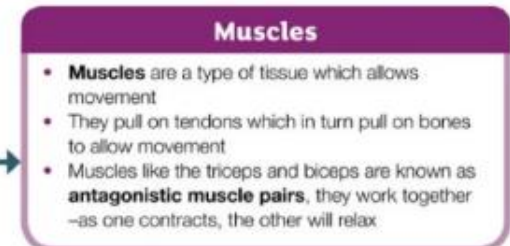
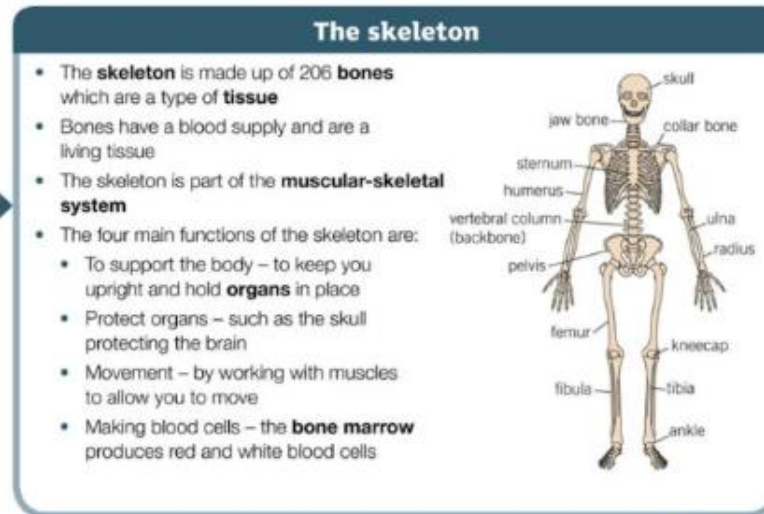
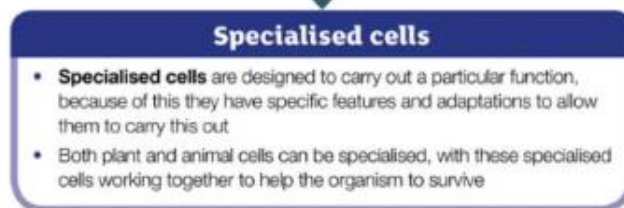
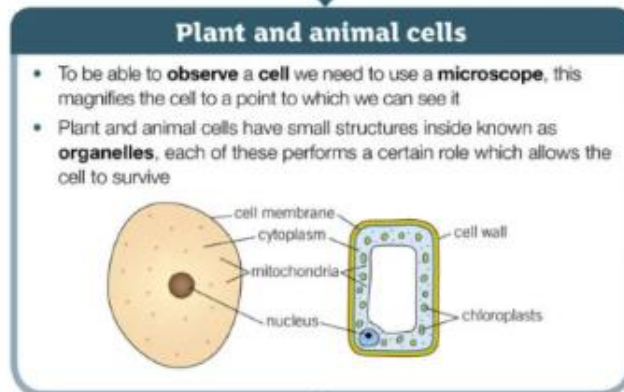
Orme: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100

Ezra: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100

Finding the mean amount is the average amount each person would have if shared out equally

The mean number of blocks would be 8 each

Science – Autumn Year 7



Key terms Make sure you can write definitions for these key terms.

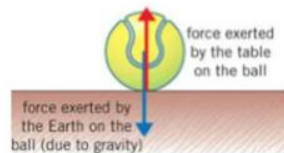
antagonistic muscle pair bone bone marrow cartilage cell concentration diffusion joints ligaments microscope muscular skeletal system
nucleus organ organism organ system skeleton specialised cells tendons tissue

Science – Autumn Year 7

What is a force?

- A **force** can be a **push** or a **pull**
- A force is measured in **Newtons (N)**
- We measure forces with a **newton meter**
- Forces explain why objects will move, change direction and change speed

- Forces always act in pairs, we call these **interaction pairs**
e.g. the tennis ball exerts a downward force of **weight** onto the table, the table exerts an equal and opposite reaction force onto the ball



Types of forces

- Contact forces** act when two objects are physically touching
- Air resistance** and **friction** are examples of contact forces
- Non-contact forces** act when two objects are physically separated (not touching)
- Examples of non-contact forces include **gravitational force** and magnetic forces
- We call the region where an object experiences a non-contact force a **field**, examples of these include gravitational fields and magnetic fields

Gravity

- Gravity** is a non-contact force that acts between two objects
- Gravitational force** pulls you back to Earth when you jump
- The size of the gravitational force depends on the mass of the two objects and how far apart they are

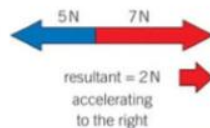
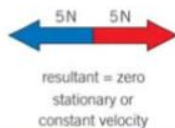
- Weight** is the downward force caused by gravity acting upon the mass of an object, it is measured in Newtons (N)
- Mass** is the amount of matter within an object, whereas weight is the downward force of the object, we measure mass in **kilograms**
- We calculate weight with the equation:

$$\text{weight (N)} = \text{mass (kg)} \times \text{gravitational field strength (N/kg)}$$

- The value of the gravitational field strength can vary, so although a person's mass would be the same on different planets, their weight would not be

Balanced and unbalanced forces

- When forces acting on an object are the same size, but acting in different directions, we say that they are **balanced**
- When forces are balanced, the object is either not moving (stationary) or moving at a constant **speed**
- When the two forces acting on an object are not the same size, we say that the forces are **unbalanced**
- When forces are **unbalanced**, the object will either be in **acceleration** or **deceleration**
- The **resultant force** is the difference between the two unbalanced forces



Speed

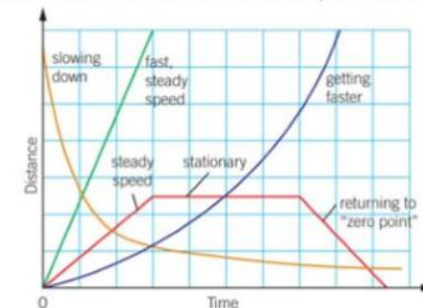
- Speed** is a measure of how quickly or slowly that something is moving
- We measure speed in meters per second (m/s), this means that distance must be in meters and time must be in seconds
- We calculate speed with the following formula:

$$\text{speed (m/s)} = \frac{\text{distance travelled (m)}}{\text{time taken (s)}}$$

- Relative motion** compares how quickly one object is moving compared to another
- If both objects are moving at the same speed, they are not changing position in comparison to one another, meaning that their relative speed is zero

Distance-time graphs

- Distance-time graphs** tell the story of a journey, they show how much distance has been covered in a certain period of time



- To find the average speed, the total distance must be divided by the total time



Key terms

Make sure you can write definitions for these key terms.

acceleration air resistance balanced contact force deceleration distance-time graph field force friction gravity gravitational force interaction pair
kilograms mass Newton newton non-contact pull push relative motion resultant force speed unbalanced weight

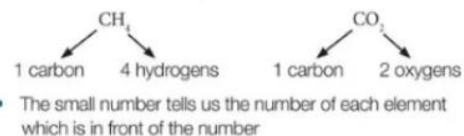
Science – Autumn Year 7

Elements and atoms

- An **element** is a substance that only contains one type of atom, it is found on the **Periodic Table**
- Each element has its own unique chemical symbol which is the same in every language, these are also found on the Periodic Table
- An **atom** is the smallest part of which an element can be broken down into
- As there are around 100 types of elements that can occur naturally, there are around 100 different atoms

Compounds

- Compounds** are formed when two or more different elements chemically bond together
- The compound will have different **physical properties** to the elements which make up the compound, for example water is a liquid, but it is made from oxygen and hydrogen which are both gases
- Compounds are hard to separate and need a chemical reaction to do this
- When naming a compound, we always mention the metal first and the non metal second
- The name of the metal will not change but the name of the non metal will, for example oxygen can change to oxide
- Chemical formulae tell us how many atoms of each element are in the compound in relation to each other



Polymers

- Polymers** are long chains of groups of atoms which are repeated many times
- Natural polymers are not man-made and include wool, cotton, starch and rubber
- Synthetic polymers are man-made and include polythene, polystyrene and nylon

Groups and periods

- Groups** are the columns in the Periodic Table, they go downwards
- Periods** are the rows in the Periodic Table, they go sideways
- Elements in the same group normally follow the same trends in properties such as melting point, boiling point and reactivity
- By placing these elements into these groups, scientists can make predictions about their properties

1		2																		group number						0
Li		Be																		3	4	5	6	7		He
Na		Mg																		B	C	N	O	F		Ne
K		Ca		Sc	Ti	V	Cr	Mn	Fe	Co	Ni	Cu	Zn	Ga	Ge	As	Se	Br								Kr
Rb		Sr		Y	Zr	Nb	Mo	Tc	Ru	Rh	Pd	Ag	Cd	In	Sn	Sb	Te	I								Xe
Cs		Ba		La	Hf	Ta	W	Re	Os	Ir	Pt	Au	Hg	Tl	Pb	Bi	Po	At								Rn
Fr		Ra																								

Group 0

- Group 0** elements are known as the **noble gases**
- They are all non metals with low melting and boiling points, meaning all are gases at room temperature
- The boiling point decreases going down the group
- All of the group 0 elements are unreactive
- When electricity is passed through the gas, they emit a brightly coloured light, this can be seen in neon signs

Halogens

fluorine	↑ most reactive least reactive
chlorine	
bromine	
iodine	

Group 1

- Group 1** elements are also known as the **alkali metals**
- They share similar properties with other metals such as:
 - Being shiny when freshly cut
 - Being good conductors of electricity and heat
- Group 1 metals are much softer than other metals and also have much lower melting and boiling points
- Group 1 elements react with water to form alkali solutions

lithium + water → lithium hydroxide + hydrogen

metal + water → metal hydroxide + hydrogen
- The further down the group that the metal is, the more vigorous the reaction will be. This is called a **trend**
- Another trend seen in Group 1 is with the boiling and melting points: the further down the group, the lower the boiling and melting points are

Group 7

- Group 7** elements are also known as the **halogens**
- They share similar properties with other non metals such as:
 - Having low melting and boiling points
 - Not conducting electricity
 - Moving down the groups the elements have an increased melting and boiling point
- The halogens also react in a similar way to one another, for example with iron:

iron + chlorine → iron chloride

iron + bromine → iron bromide
- Halogens can undergo **displacement reactions**, this is where a more reactive halogen will take the place of a less reactive halogen
- The most reactive halogens are at the top of the group, and the least reactive halogens are at the bottom of the group
- If the most reactive halogen is on its own, it will take the place of the less reactive halogen in a compound

calcium bromide + chlorine → calcium chloride + bromine

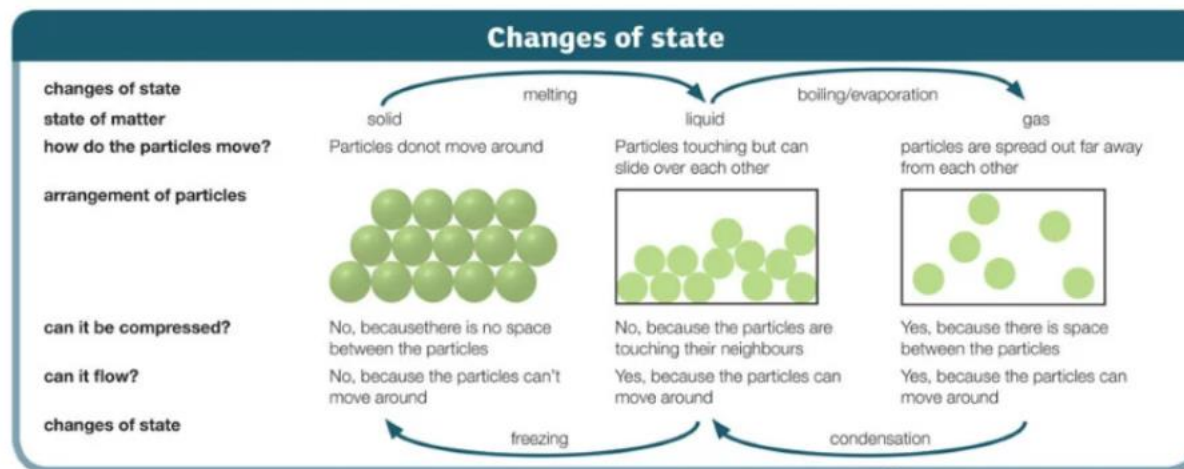


Key terms

Make sure you can write definitions for these key terms.

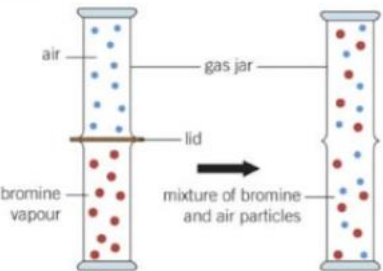
atom alkali metals compound displacement reaction element group Group 1 Group 7 Group 0 halogen
 noble gas period Periodic Table physical properties polymer trend

Science – Autumn Year 7



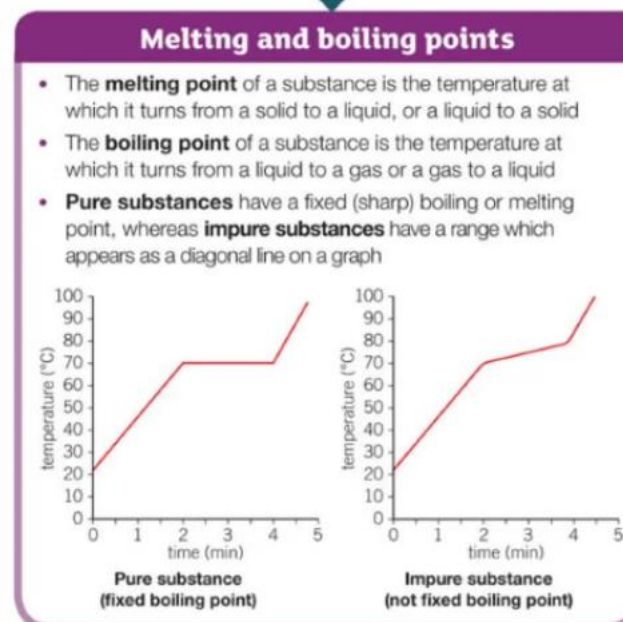
Diffusion

- Diffusion** is the movement of particles from an area of high concentration (lots of the same particle) to an area of low concentration (not a lot of the same particle)
- It is a random process which does not need energy
- The speed of diffusion can be increased by:
 - A higher temperature
 - Smaller particles diffusing
 - A gas rather than a liquid
- Diffusion does not happen in a solid as the particles can't flow



air gas jar lid

bromine vapour mixture of bromine and air particles



Key terms

Make sure you can write definitions for these key terms.

boiling point chromatography condensation diffusion dissolve distillation evaporation filtration freezing impure substance melting point mixture
property properties pure substance saturated solution substance soluble solubility solute solution solvent

Art – Autumn Year 7



Year 7 Art – Knowledge Organiser Autumn Term Project: Day of the Dead (Día de los Muertos)



Project Overview

This project explores the Mexican celebration **Día de los Muertos**, focusing on **symbolism, colour, pattern and cultural meaning**. Pupils develop drawing, colour theory, mixed-media and clay skills while designing and creating a **Day of the Dead-inspired clay tile**.

You will complete:

- Baseline tonal skull drawing
- Cultural research on Mexico & Day of the Dead
- Formal elements worksheet
- Colour wheel
- Mixed-media title page
- Blending & colour mixing practice
- Clay tile design
- Acrylic painting & PVA sealing

Key Skills You Will Learn:

- **Tonal shading** using 2B/4B/6B pencils
- **Research skills** (culture, symbolism, artists)
- **Formal elements** analysis
- **Colour theory** and mixing
- **Mixed-media techniques** (spray inks, collage, block paints)
- **Typography** for title pages
- **Clay slab construction**
- **Acrylic painting** and blending
- **Finishing techniques** for durability



Artist Link: Frida Kahlo/ Home Learning

cultural storytelling**

- Her work links to themes of **heritage, tradition and personal meaning**
- You will complete a **home-learning research task** about her life and art

Useful Websites

- **National Geographic Kids – Day of the Dead**
<https://kids.nationalgeographic.com>
- **Frida Kahlo Museum (La Casa Azul)** <https://www.museofridakahlo.org.mx>
- **Tate Kids – Colour Theory** <https://www.tate.org.uk/kids>
- **Ceramics Basics** <https://www.ceramics.org/learn-about-ceramics>



Art – Autumn Year 7

Project Steps

1. Baseline tonal skull drawing (2B/4B/6B pencils)
2. Fact finding worksheet on Mexico & Day of the Dead
3. Symbol study: sugar skulls, marigolds, butterflies, candles, papel picado
4. Formal elements worksheet
5. Colour wheel worksheet
6. Mixed-media title page (spray inks, block paints, collage, chalk markers)
7. Blending practice (hues, tints, shades)
8. Designing a Day of the Dead clay tile
9. Clay tile creation (slab, carve, add detail)
10. Acrylic painting & PVA sealing

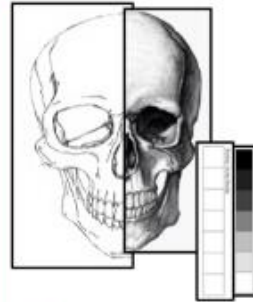
Key MDOTD Vocabulary:

- **Día de los Muertos** — Mexican celebration honouring loved ones who have died
- **Sugar Skull** — Decorative skull symbolising remembrance
- **Ofrenda** — Altar created to honour the dead
- **Marigold** — Flower symbolising life and remembrance
- **Symbolism** — Using images to represent ideas

Key Technique Vocabulary:

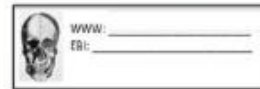
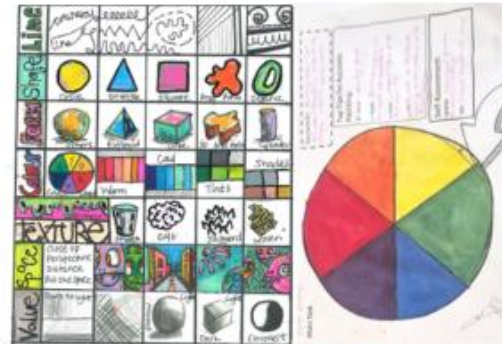
Composition — Arrangement of elements in artwork

- **Typography** — Creative use of lettering
- **Hue** — A pure colour
- **Tint** — Colour + white
- **Shade** — Colour + black
- **Blending** — Smoothing colours together
- **Acrylic Paint** — Fast-drying, vibrant paint
- **PVA Seal** — Protective glossy coating
- **Tonal Drawing** — Using light and dark shading
- **Formal Elements** — Line, tone, colour, shape, form, texture, pattern



Fact 2: Ancient History of the Day of the Dead
Day of the Dead has a rich history dating back over 2000 years. Before the Spanish arrived, ancient civilizations in Mexico had various celebrations to honor the dead. Many traditions come from the Aztecs, who believed in different afterlives, including Mictlán for those who died naturally. The Aztecs made offerings to help souls on their journey to Mictlán. These practices influenced the Ofrendas, or altars, used by Mexican families today.

día de los muertos



Tech – Autumn Year 7

Year 7 Knowledge Organiser

Dino-slot together

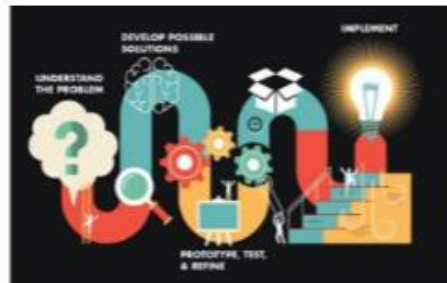
The task is to design a cardboard prototype and create a slot-together dinosaur toy aimed at children. This will consist of slot-together elements as well as moving parts.



- A** Aesthetics. What does the product look like? THINK shape, form, materials, size.
- C** Cost. How much will it cost to make? How much can you sell it for?
- C** Customer. Who is your target audience? What age group?
- E** Environment. What is the product's impact on the environment? refuse, reduce, reuse, recycle
- S** Safety. How has the designer considered safety issues when designing the product?
- S** What size is it? Think about measurements and anything else that can be measured e.g. volts, weight, area, volume, density etc.
- F** Function. How well does the product work?
- M** Materials/. What has been used to create the product.

Prototype an early, preliminary version of a product, system, or concept built to test, evaluate, and refine designs before full-scale production

Design Brief: This is a short statement that outlines the problem to be solved. The designer will use information in the design brief to carry out further research and develop possible solutions.



Terminology:

Product design: the lightness or darkness of a colour

Merchandising: the strategic process of presenting, pricing, and promoting products to maximize sales, whether in physical stores or online

Target audience: a specific group of consumers most likely to want or need your products, services, or message

Final product: is the completed, functional, and tangible outcome of a structured design process. It is the solution to a specific user need, taking an initial idea from a sketch through development to a manufactured reality.

Specification: a detailed document outlining the precise requirements, materials, functionality, aesthetics, and dimensions that a product or system must meet



Food Preparation Year 7 knowledge organizer

Recipes:

-  **Fruit Salad – Knife Skills Focus**
-  **Bread Making – Yeast & Raising Agents**
-  **Scones – Chemical Raising Agents**

WHY AM I LEARNING THIS?

Students will begin by looking at health and safety requirements for a food production area and grasp a good understanding of hazards and precautions. They will be introduced to a variety of ingredients and will explore their properties and functions in cooking. This goes hand in hand with personal hygiene and safety in a food room and students will be able to put these principles into practice during their food practical lessons.

This project teaches students the importance of a healthy diet and the effects food has on our bodies. Students will be provided with a variety of both sweet and savoury products which they will make.

This project allows students to find their confidence in a kitchen environment and encourages students to make independent decisions which will effect or change flavour, texture, appearance and aroma. A range of equipment will be identified and explored both theoretically and practically. Students will develop transferable skills such as drawing, numeracy and time management skills.

Measuring Jug, weighing scales, wooden spoon, sieve, pairing knife, vegetable peeler, baking tray, saucepan, chopping boards,



Learning Objectives

- Develop safe and accurate knife skills
- Understand how **raising agents** work in cooking
- Demonstrate bread-making processes (**kneading, proving, knockback**)
- Follow recipes independently and accurately
- Present food attractively and safely



Key Words

- Claw grip** – safe finger position when cutting
- Bridge hold** – cutting technique for round foods
- Cross-contamination** – spread of bacteria between foods
- Raising agents** – ingredients that help food rise
- Kneading** – working dough to develop gluten
- Proving** – allowing dough to rise
- Knockback** – removing air after first rise

Health & Safety in the Kitchen

- Use knives safely (claw grip & bridge hold)
- Avoid **cross-contamination** (separate raw and ready-to-eat foods)
- Wash hands regularly
- Tie hair back and wear appropriate clothing
- Use ovens and equipment carefully

Links to Other Subjects

- English** – reading recipes, key vocabulary, instructions
- Science** – chemical reactions, yeast fermentation, function of ingredients
- Maths** – weighing, measuring, ratios, timing
- Geography** – sourcing ingredients, food origins

DRAMA KNOWLEDGE ORGANISER

YEAR 7 – INTRODUCTION TO DRAMA

WHAT IS DRAMA?

Drama is a subject where we explore stories, ideas and emotions through role play and performance.

In Drama we:

- develop confidence and creativity
- work as a team
- communicate ideas
- explore different characters and situations
- have fun!



KEY SKILLS IN DRAMA



VOICE – speak clearly, use expression, volume and pace.



MOVEMENT – use your body and space with control and purpose.



CREATIVITY – imagine, take risks and try new ideas.



TEAMWORK – listen to others, share ideas and support your group.



THOUGHT TRACK

Thought tracking is a technique used in drama to show what a character is thinking.

How does it work?

The actor steps out of the scene or stays in role and speaks their thoughts aloud to the audience.

Why is it important?

It helps the audience understand the character more deeply by hearing their inner thoughts, feelings and motives.



NARRATION

Narration is when a performer speaks directly to the audience to tell a story or give information.

Why is it important?

It helps the audience understand more about what is happening in the scene or gives important background information.



FREEZE FRAME

A Freeze Frame is when actors create a still image to show a moment in time.

Why is it important?

It allows the audience to focus on a key moment, thought or feeling and builds a picture of the scene.



FOCUS

Focus is when the audience's attention is directed to a particular person, action or area on stage.

How do we create focus?

- use lighting
- use levels (high, medium, low)
- use stillness
- use sound
- use body direction and eye contact



CHARACTERISATION

Characterisation is the way an actor shows who a character is.

Think about:

- body language
- voice (pitch, tone, pace)
- thoughts and feelings
- relationship with others
- choices and actions
- costume and props
- behaviour



FACIAL EXPRESSIONS

Facial expressions are the movements of your face that show emotion.

Why is it important?

They help the audience understand how your character is feeling.



TOP TIPS



Be **BRAVE** – try new things and step out of your comfort zone.



Be **RESPECTFUL** – listen to others and value everyone's ideas.



Be **FOCUSED** – stay in role and stay engaged in the lesson and performances.



PRACTICE makes **PROGRESS** – the more you rehearse, the better you will become!

“ALL THE WORLD'S A STAGE,
AND ALL THE MEN AND WOMEN
MERELY PLAYERS.” – WILLIAM SHAKESPEARE

French – Autumn Year 7

ici on parle
français



Bonjour!
Comment ça va ?

Très bien
merci.

Comment
t'appelles-tu ?

Je m'appelle
Robert.

Quel âge
as-tu ?

Quelle est la
date de ton
anniversaire ?

J'ai dix ans. La date
de mon anniversaire
c'est le vingt-six
septembre.

Tu as un animal ?

Oui, j'ai un chien et
deux lapins mais je
voudrais un
serpent! Et toi ?

1	un(e)	31	trente-et-un
2	deux	34	trente-quatre
3	trois	40	quarante
4	quatre	50	cinquante
5	cinq	60	soixante
6	six	70	soixante-dix
7	sept	71	soixante-et-onze
8	huit	72	soixante-douze
9	neuf	73	soixante-treize
10	dix	74	soixante-quatorze
11	onze	75	soixante-quinze
12	douze	76	soixante-seize
13	treize	77	soixante-dix-sept
14	quatorze	78	soixante-dix-huit
15	quinze	79	soixante-dix-neuf
16	seize	80	quatre-vingts
17	dix-sept	81	quatre-vingt-un
18	dix-huit	82	quatre-vingt-deux
19	dix-neuf	83	quatre-vingt-trois
20	vingt	84	quatre-vingt-quatre
21	vingt-et-un	85	quatre-vingt-cinq
22	vingt-deux	86	quatre-vingt-six
23	vingt-trois	87	quatre-vingt-sept
24	vingt-quatre	88	quatre-vingt-huit
25	vingt-cinq	89	quatre-vingt-neuf
26	vingt-six	90	cent
27	vingt-sept	91	cent un
28	vingt-huit	92	cent deux
29	vingt-neuf	93	cent trois
30	trente	94	cent quatre
		95	cent cinq
		96	cent six
		97	cent sept
		98	cent huit
		99	cent neuf
		100	cent
		101	cent un
		102	cent deux
		103	cent trois
		104	cent quatre
		105	cent cinq
		106	cent six
		107	cent sept
		108	cent huit
		109	cent neuf
		110	cent dix
		111	cent onze
		112	cent dix-huit
		113	cent dix-neuf
		114	cent vingt
		115	cent vingt-et-un
		116	cent vingt-deux
		117	cent vingt-trois
		118	cent vingt-quatre
		119	cent vingt-cinq
		120	cent vingt-six
		121	cent vingt-sept
		122	cent vingt-huit
		123	cent vingt-neuf
		124	cent trente

Les jours de la semaine

lundi
mardi
mercredi
jeudi
vendredi
samedi
dimanche

Les mois

janvier
février
mars
avril
mai
juin
juillet
août
septembre
octobre
novembre
décembre

La famille

Moi = me
Mon père = my father
Ma mère = my mother
Mon frère = my brother
Ma sœur = my sister
Ma grand-mère = my grandmother
Mon grand-père = my grandfather
Mon oncle = my uncle
Ma tante = my aunt
Mes parents = my parents
Mon cousin/ma cousine = my cousin m/f

Les animaux

un chien = a dog
un chat = a cat
un lapin = a rabbit
un poisson = a fish
une tortue = a tortoise
un hamster = a hamster
un cheval = a horse
une souris = a mouse
un rat = a rat
une gerbille = a gerbil
un cochon d'Inde = a guinea pig
une perruche = a parakeet
un oiseau = a bird
un serpent = a snake

Les opinions

😊 J'adore
😊 J'aime
😐 Je n'aime pas
😡 Je déteste

Les verbes

Tu as..? = Do you have..?
j'ai = I have je suis = I am
C'est = it is
Il y a = there is
Je voudrais = I would like

Les accents

é	acute	"ay" sound
è	grave	"air" sound
ê	circumflex	"eh" sound
ç	cedilla	"s" sound

rouge rouge rouges rouges	vert verte verts vertes	bleu bleue bleus bleues
jaune jaune jaunes jaunes	noir noire noirs noires	blanc blanche blancs blanches
rose rose roses roses	orange orange oranges oranges	marron marron marron marron
gris grise gris grises	violet violet violets violette	masc. sing. fem. sing. masc. pl. fem. pl.

Adjectives go **after** the noun. Adjectives must **agree** with their noun.

je = I tu = you elle = she il = he
et = and mais = but car = because

French – Autumn Year 7

Year 7 French Autumn Term
Ma famille et moi



Please also login to
LanguageNut.com to further
deepen your revision.

As-tu un animal?

J'ai un chien. Mon chien s'appelle
Pierre, il a deux ans. Il a les yeux
marrons et aussi il est intelligent.

Décris ta famille

Name	Age	Hair	Eyes	Conjunction	Verb 'to be'	Personality
Je m'appelle... My name is...	J'ai ___ ans I'm ___ years old	j'ai... <i>i have...</i> il a... <i>he has...</i> elle a... <i>she has...</i>	et les yeux...			gentil(le) – nice
Mon pere/ Ma mere s'appelle... My dad/mum is called...	Il a ___ ans He's ___ years old Elle a ___ ans She's ___ years old	les cheveux...		aussi <i>also</i>	je suis... <i>i am...</i>	drôle – funny
			bleus marrons verts	et <i>and</i>	il est... <i>he is...</i>	généreux(/euse) - generous
Mon chat/chien s'appelle... My cat/dog is called...		courts – short longs – long bruns – brown blonds – blonde noirs – black bouclés - curly raides – straight		mais <i>but</i>	elle est... <i>she is...</i>	intelligent(e)
				cependant <i>however</i>	ils sont... <i>they are..</i>	créatif(/ve)
						timide – shy
						Stricte
						sérieux(/euse) - serious
						méchant - naughty
						paresseux(/euse) - lazy

Spanish – Autumn Year 7

Year 7 Spanish Autumn Term
Mi familia y yo



Please also login to
LanguageNut.com to further
deepen your revision.



My name is [name] and I am [age] years old.
Me llamo [name] y tengo [age] años.



Use "I have" to talk about your age.

1	uno	11	once	21	veintiuno
2	dos	12	doce	22	veintidós
3	tres	13	trece	23	veintitrés
4	cuatro	14	catorce	24	veinticuatro
5	cinco	15	quince	25	veinticinco
6	seis	16	dieciséis	26	veintiséis
7	siete	17	diecisiete	27	veintisiete
8	ocho	18	dieciocho	28	veintiocho
9	nueve	19	diecinueve	29	veintinueve
10	diez	20	veinte	30	treinta
				31	treinta y uno

Los Meses Del Año

Enero

Febrero

Marzo

Abril

May

Junio

Julio

Agosto

Septiembre

Octubre

Noviembre

Diciembre

My birthday is on [number] of [month].

Mi cumpleaños es el [number] de [month].

Opinion expressions

Me encanta	I love	No me gusta	I don't like
Me chifla	I really like	No me gusta nada	I don't like at all
Me gusta	I like	Odio	I hate
Prefiero	I prefer		

Adjectives

alto/a tall	aburrido/a boring
bajo/a short	antipático/a mean
bueno/a good	delicioso delicious
cariñoso/a loving	divertido/a fun
delgado/a thin	difícil hard
fácil easy	loco/a crazy
feo/a ugly	raro/a strange
fuerte strong	severo/a strict
gordo/a thick (physically)	simpático/a friendly
gracioso/a funny	relajante relaxing
guapo/a good-looking	terco/a stubborn
guay cool	tranquilo/a calm

Yo	Me
Mi padre	My father
Mi madre	My mother
Mi hermano	My brother
Mi hermana	My sister
Mi tío	My uncle
Mi tía	My aunt
Mi abuelo	My grandfather
Mi abuela	My grandmother
Mi primo/a	My cousin
Mis padres	My parents

Tengo / Tiene

a

b

c

d

e

el pelo negro

el pelo rubio

el pelo castaño

el pelo azul

el pelo pelirrojo

f

g

h

i

j

liso

rizado

largo

corto

Soy calvo. Es calvo.

Tengo / Tiene

a

b

c

d

e

los ojos azules

los ojos grises

los ojos marrones

los ojos verdes

Llevo gafas. Lleva gafas.

Spanish – Autumn Year 7

¿Te llevas bien con tu familia? Do you get on well with your family?					
Verb phrase	Family member	Conjunction	Intensifier	Adjective	
Me llevo bien con... I get on well with... Me gusta... I like... Me llevo mal con... I get on badly with... No me gusta... I don't like	mi abuela mi abuelo mi hermana mi hermano mi madre mi padre ...	porque es... because he/she is...	muy very bastante quite un poco a bit demasiado too	alto/a tall bajo/a short bueno/a good cariñoso/a loving delgado/a thin feo/a ugly fuerte strong gordo/a thick (physically) gracioso/a funny guapo/a good-looking tranquilo/a calm	aburrido/a boring antipático/a mean divertido/a fun loco/a crazy raro/a strange severo/a strict simpático/a friendly terco/a stubborn
Conjunctions					
y and	pero but		también also		sin embargo however

Describe tu familia

Me llamo Juan y tengo doce años. Soy bastante tímido y tengo los ojos azules. En mi familia hay tres personas: mi madre, mi hermano y yo. Mi hermano se llama Pedro y tiene el pelo rizado. Me llevo bien con mi madre porque es muy graciosa.

Geography – Autumn Year 7

I will learn:

- Continents, oceans and lines of latitude.
- 4 and 6 figure grid references.
- Compass directions, scale and distance.
- Relief and height of the land.
- The physical and human features of the UK.
- The importance of photos and sketch maps
- UK population and settlement distribution
- Describing patterns on maps

WHERE IS THE UK?



The United Kingdom (UK) is an Island country located in the continent of Europe, it is made up of four countries: England, Scotland, Northern Ireland and Wales.

There are 7 continents and 6 major oceans in the world



The United Kingdom (UK)	
British Isles	UK and the Republic of Ireland
The UK	England, Scotland, Wales and Northern Ireland
Great Britain	England, Scotland and Wales

Topic 1: Map Skills

Key Words

Lines of latitude	Imaginary lines around the world that goes from East to West
Lines of longitude	Imaginary lines around the world that goes from North to South
Continent	A landmass made up of many countries
Grid square	Used to help locate places on a map
Scale	The ratio of a distance on a map to the real distance on the ground
Relief	The difference between the highest and lowest elevations in an area
Compass	An instrument used for navigation and orientation
Physical features	The natural features on the earth's surface that are not manmade
Human features	All the features on the earth's surface that have been added by humans
Density	The average number of people living in an area per square kilometer (sq/km)

The United Kingdom



Capital Cities:
UK: London, **England:** London, **Wales:** Cardiff, **Scotland:** Edinburgh, **Northern Ireland:** Belfast



Geography – Autumn Year 7

4 FIGURE GRID REFERENCES

Along the edges of each map there are numbers. These numbers help you work out where a location is on a map. Northings are numbers that go from bottom to top, Eastings go from left to right.

The first two numbers give the eastings. The second two numbers give the northings.

Remember... eastings then northings!

Along the corridor and up the stairs!

Relief and height of the land

You can tell the height of land on a map in three different ways:

Contour Lines		Contour lines are lines on a map that join places of equal height. They are usually shown as fine brown lines on a map.
Layer colouring		Layer colouring uses colours to represent areas of higher land. Areas of mountainous land are usually shown as brown, like in this map of the UK.
Spot heights		Spot heights are usually shown as a dot or triangle with a number on a map. They give the exact height of a point on the map.

Contour lines give you an idea of the shape of the land. Most have their height marked on them in meters.

- ✓ If contour lines are close together, the land is steep.
- ✓ If contour lines are far apart, there is a gentle slope.

Key and Symbols

Symbols help us to include lots of detail on maps that are drawn to scale. They include simple images, letters and abbreviations. Here are some examples.

	Campsite		Viewpoint
	Train Station	Sch	School
	Parking		Telephone
	Information Centre		Nature Reserve

Measuring distances- scale

Scale can be shown on a map in different ways.

Scale Line		A scale line on a map shows that 1cm on a map is the same as 1km on the ground. Sometimes it can be shown in miles also.
Ratio	1:25,000	Ratio can be shown in different ways on a map, you need to check this when measuring distance. If a scale is 2cm to 1 km, you will need to calculate the distance.

For STRAIGHT LINE distances or "as the crow flies", use a ruler/piece of paper to from one point to the other and then measure this on the scale line.

For CURVED LINE distances, Use a ruler/piece of paper to measure to the point of a curve or bend. Then measure the next distance. Calculate the total and measure on the scale line.

6 FIGURE GRID REFERENCES

We can use six-figure grid references to find an exact location within a grid square, so they are much more accurate. This grid square is divided into tenths.

Example:

015 795

The first three numbers give the easting which includes the number of tenths. The last three numbers give the northing which includes the number of tenths.

Compass directions

Never Eat Shredded Wheat

North
North-East
East
South-East
South
South-West
West
North-West

The 4 main points of a compass are:
✓ North
✓ South
✓ East
✓ West.

To get the 8 point compass, always use the North or South point first.
E.g. North West – South West

LONGITUDE AND LATITUDE

Unlike grid lines where we go along the corridor and the stairs, here we go UP and ACROSS.

LATITUDE
Flat lines. Flat-titude!

LONGITUDE
Long lines – up and down

History – Autumn Year 7

Year 7 The Normans knowledge organiser

Medieval	The period between 1066-1500
Chronology	Putting events in the order that they happened
Century	100 years
Anglo-Saxons	People that lived in England before the Norman Conquest
Normans	People from the Normandy region of France, led by King William
Bayeux Tapestry	An embroidery telling the story of the Norman Conquest
Conquest	Taking an area by using force
Fyrd	Local farmers that fight for Harold Godwinson's army
Housecarls	Paid, experienced soldiers that fought for Harold's army
Cavalry	William's soldiers that fought on horses
Harrying	To <u>completely destroy</u>
Pope	Head of the Catholic Church

Britain before 1066

Anglo-Saxons: People who lived in Britain from the 5th century. They included people from Germanic tribes who migrated to the island from Europe.

Heir: a person who is legally allowed to take the rank and property of someone who has died.

Witan: Kings Council, made up of powerful Bishops and Earls, helped the king run the country

Edward the Confessor: 1042-1066

- Edward became king of England in 1042 after his half-brother died. Before this he had been living in Normandy.

- Edward married but had no children. It was not clear who Edward wanted to be king after him. **For a king to die without an heir was a disaster!**

- He was made a saint and 'the confessor' means someone that is saint-like but not a martyr.

Potential heirs to the English throne in 1066: Who should become king?

Harald Hardrada

Viking King of Norway
Vikings had ruled Britain before. Most feared warrior in Europe -Hardrada means 'hard ruler' and his nickname was 'the Ruthless'. Harald was supported by Tostig, Harold Godwinson's brother who wanted revenge.

Harold Godwinson

Anglo-Saxon. Earl of Wessex, one of the most powerful men in England
Harold's sister was married to King Edward. Harold was a brave and respected soldier with a tough streak.
The Witan, wanted Harold to be the next king.

William of Normandy

Duke of Normandy, France.
William came from a fighting family. He was a brave soldier. Edward's cousin. Edward had lived in Normandy from 1016-1042. Edward had supposedly promised that William should become King of England

Armies at the Battle of Hastings

William's army

His soldiers were well trained and well equipped. They wore chain mail armour which gave them much protection. His army was made up of infantry, archers and cavalry. His cavalry rode specially bred horses which could carry the weight of these horse soldiers and still ride at speed. They were the elite of William's army.

Harold's army

Harold's army was made up of professional soldiers and conscripts, peasant farmers who were forced to join the army and fight. Harold's best professional soldiers were the Saxon Huscarls. They were the king's elite bodyguard. They fought with large axes and round shields.

Why did William win the battle of Hastings?

Preparations

William had well trained and professional soldiers. Large parts of Harold's army was untrained and made up of farmers. Many of Harold's men had left the army to collect the harvest in. Harold was not prepared for the battle. William's army was fresh and well rested. He had lots of supplies. Harold's was tired and reduced in size following the Battle of Stamford Bridge.

Luck

The weather changed when William was trying to land. Harold had to fight the Vikings first this gave William the advantage. The Saxons left the shield wall to chase the Normans down the hill. At a key moment in the battle Harold was killed.

Leadership

William was very brave and led his men very well. William showed his face during the battle to keep his soldiers from running away.



History – Autumn Year 7

Year 7 How the Normans kept control knowledge organiser

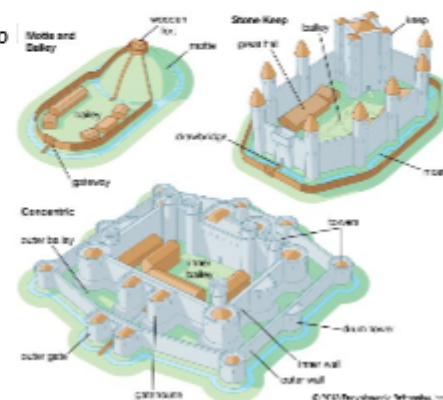
Medieval	The period between 1066-1500
Feudal system	The social structure of Medieval England
Villein	Peasant at the bottom of the Feudal system
Baron	Noble land owner that pledged their loyalty to the King
Normans	People from the Normandy region of France, led by King William
Motte and Bailey	The first type of castle made by William. It was made out of wood and had a higher Motte part and a lower Bailey part
Stone Keep castle	Similar to Motte and Bailey but made of stronger materials such as stone
Taxes	Money collected from people by the King
Pope	Head of the Catholic Church

Castles

William also kept control by building castles throughout England. Over time 3 types of castles developed throughout Britain.

Motte and Bailey - The first castles built to fight against rebellions. They were built quickly and made out of wood, meaning that they were not very strong, and could be easily destroyed. The Bailey was on flat land, where majority of the people lived. The Motte was the higher land of the castle, where the fort was.

Stone Keep - This castle was now made out of stone and had towers as a form of defence. The main part of the castle was the Keep, a large square tower, used as the main defence.



The Feudal System

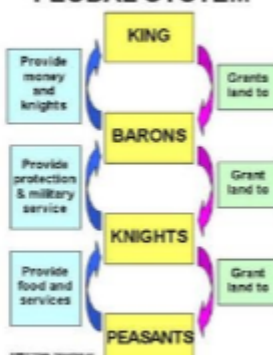
After taking the throne in 1066, William has a few problems:

- He does not trust the English lords, who do not like him.
- He has to force the English to accept him as King.
- Many of the English are rebelling and fighting against William.
- He has to pay the French Knights who helped him to win the throne.

Solution: William crushes the rebellions and took the land away from the English lords and gave it to his supporters instead. William now has his supporters helping him to control the whole country.

William also sets up the **Feudal System**. This forces the English to give William their taxes and promises of loyalty, in return for protection and land to farm. William is at the top of the system, as he holds all the land and money, which he gives to the Barons. They promise William their money, soldiers and loyalty. They give the land to the Knights in return for loyalty and military service. Finally the knights give the land to the peasants. The peasants farm the land and give food, money and services to the knights.

FEUDAL SYSTEM



The Domesday Book

In 1086, William sent out surveyors to every part of England, with orders to list:

- how much land was there
- who had owned it in 1066, and who owned it now
- what was the place like, and who lived there
- how much it was worth in 1066 and how much now

William did this to allow him to effectively tax the land and earn money. William also needed to have an idea of what could be seized from landowners who did not show him loyalty.

Harrying of the North: There were a number of rebellions against the Normans which were crushed ruthlessly. A revolt in the north led to William's men burning villages, slaughtering the inhabitants and also killing animals & destroying crops, leading to starvation.

RE – Autumn Year 7

Survival.

Definition: Continuing to live despite of an ordeal or accident. As a human there are 4 basic things that you need to survive. These are:

- Food
- Water
- Oxygen
- Shelter.

The Temptation Story.

In the Bible, there is a story which discusses the temptation of Jesus, whereby, Jesus tries to prove himself as the son of God and goes into the wilderness for forty days and forty nights.

During this time, the Devil/ Satan tries to tempt Jesus into committing sins. However, Jesus does not give into the Devil 3 times and proves that, if you are a devout Christian, God will be there to guide you, and you will never be alone.

"Man shall not live by bread alone, but by the word of God".

Rules V Laws.

Rules- A set of regulations.

Laws- A system of rules that a country has put in place to help govern or run the country.

Rules and laws are designed to keep people safe and ensure that everyone is respectful.

Rites of passage.

Definition: An experience that all humans may go through at different times in life.

The three main rites of passage within most religions are:

- Birth: When a baby is born in Christianity they are baptized to cleanse them of original sin, in the Bible it says, "made in God's image".
- Marriage: When a couple get married in Christianity it is often in a Church so that God can be present and bless the wedding. In the Bible it says, "two become one".
- Death: When Christians die, they often get buried so that their souls can escape and go to Heaven and in the Bible, it says, "in my father's house, there are many rooms".

Major 6 world religions.

Christianity- Biggest world religion. If you follow this religion, you are a Christian. Christians believe in God and follow their holy book, the Bible.

Islam- Second biggest religion in the world. If you follow this religion, you are a Muslim. Muslims believe in one God, Allah and follow their holy book, the Qur'an.

Hinduism- Third biggest religion in the world. If you are a Hindu, you believe in many God's, with their supreme God being Brahman. Hindu's have many stories and traditions that have been passed down throughout history and many stories have been recorded and are written in the Pali Canon.

Buddhism- Fourth largest religion in the world. Buddhism is not based on the belief of a God, but the life and guidance of a man called Siddhartha Gautama who later became the Buddha. He encouraged others to live a peaceful and balanced life.

Judaism- Judaism is a smaller religion in the world today. Jews believe in God and is a religion that has a lot of traditions and rules, including 613 commandments. Jews do not believe Jesus was the son of God, but they do believe in Heaven and Hell like Christians.

Sikhism- Sikhism is based on the belief of the supreme God, Waheguru. People learnt about Sikhism through the 10 living Guru's and the stories written in the Guru Granth Sahib, the Sikh holy book.

Community.

Definition: A community is a group of people who live together, work together, share the same interests and hobbies as each other.

Christian view of community.

Most Christians feel a sense of community through their place of worship (Church) or by spending time with other Christians and reflecting on the Bible.

Quotes about the importance of community:

"Love thy neighbour"

"Bear one another's burdens"

"Two are better than one"

"Love your enemies"

The ten commandments.

Moses was given the 10 commandments by God, as a list of instructions or laws/ rules for people to follow in order to live a sin free life. The idea was that if people followed the 10 commandments, upon death they would be allowed to return to the kingdom of Heaven with God.

The 10 commandments are:

"Do not Kill"

"Do not steal"

"Do not worship false idols"

"Honor your mother and father"

"Do not commit adultery"

"You shall keep the Sabbath day holy"

"You shall have no other God's before me"

"You shall not bear false witness"

"You shall not covet"

"You shall not say the Lord's name in vein".



Mayfield School

Computer Science Department

ONLINE SAFETY

KNOWLEDGE ORGANISER



Stay smart.
Stay safe.
Stay in control.

Use **PCR** to stay safe online and make smart choices.



PREVENT

STOP problems before they happen.



Profiles on private

Keep your profiles private to not open yourself up to the online world.



Don't add people you do not know

Only connect with people you know and trust in real life.



Don't share personal information

Keep personal details like your name, address, school, phone number and passwords private.



CAUTION

Think carefully and be aware of risks.



Watch out for any unpleasant content or unexpected requests

Not everything online is real or safe. Be careful of messages, links and content that make you feel uncomfortable.



REPORT

Speak up and get help.



Get a second opinion

If something doesn't feel right, talk to a trusted adult.



Report to
Parents • School • CEOP



If in imminent danger –
POLICE!

If you are in imminent danger, call 999 immediately.

WHO CAN YOU TALK TO?



Parents /
Carers



Teacher



School
Safeguarding Team



CEOP
(ceop.police.uk)



Police
(999 in an emergency)



Remember: You are never alone.
There is always someone who can help.

#StaySafeOnline

FOOTBALL



Uniform



Practice Clothes



Soccer Cleats



Shin Guards



Soccer Socks



Ball

Decision Making,
Formations,
Set Pieces



Passing, Dribbling skills
Shooting, Tackling
Receiving, Heading

Get your players to do simple side foot passing

1

They need to use their whole body to pass the ball properly



2

Tell them to put their left foot to one side of the ball



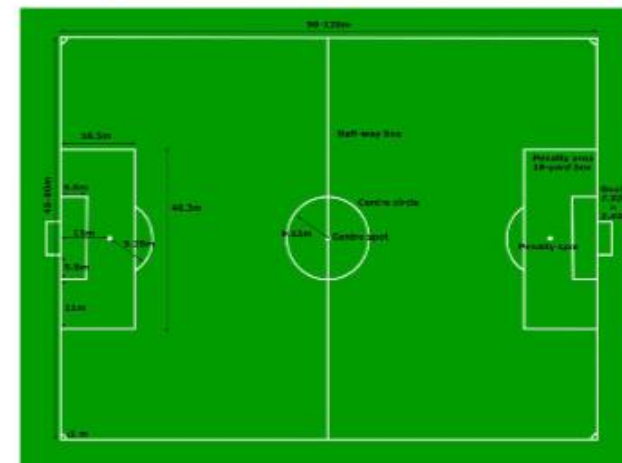
3

Then tell them to kick through the centre of the ball keeping it low and easy to control



4

They must use their arms for balance and keep their head still



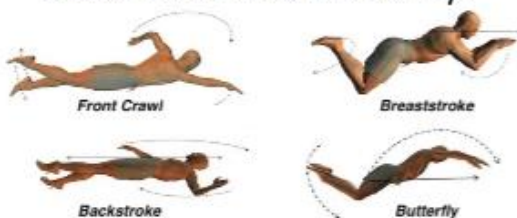
Subject specific words

TIER 1	TIER 2	TIER 3
Ambition, Inclusion, Respect	Explain	Challenge
Q & A	Dribbling	Comprehensively
Jump	Striking	Justify
Run	Feedback	Optimise
Ball	Naming of muscles	Bio-mechanics
Catch	Co ordination	Formation
Throw	Breaststroke	Tactics
Swim	Front crawl	Extension
Do	Backstroke	Technique
Fitness	Evaluate	Components
Bounce	Analise	Composition
Move	Describe	
Water	Discussion	
kick	Example	
pass	Explain	
Training	Skills	

PE – Autumn Year 7

SWIMMING

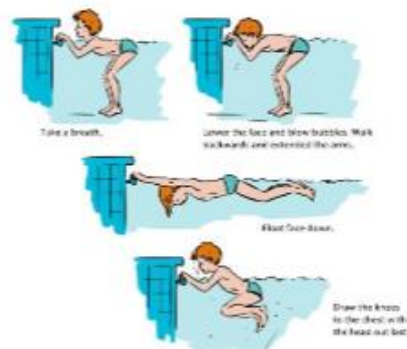
4 Main strokes
Front crawl, Breaststroke,
Backstroke and Butterfly.



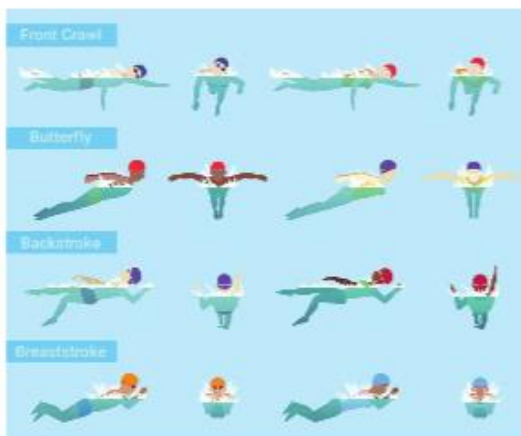
Basic Skills

- Breathing (Endurance)
- Breathing (Timing)
- Diving
- Flip-Turn
- Kicking

Water confidence



POOL RULES



SWIMMING SKILLS:

Essential swimming skills include being able to enter the water and resurface, controlling breathing, floating, turning, and moving to safety in the water, Treading water, sculling and exiting.

