

Knowledge Organiser

Year 7 Summer 1 2023

Name:

Tutor Group:

Create Your Future

“For me, sometimes it’s more important to perform well in training and know that I am improving rather than scoring in a game. It’s doing the hard work, day in, day out.”

Marcus Rashford MBE

Professional footballer and author

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Science, PE, Art and Technology are on a rotation so have multiple pages in this booklet.
Your teacher will direct you to the appropriate pages when setting work.

Classroom Expectations

Everyone Involved. Everyone Engaged

WORK HARD

I am well-prepared for lessons, work hard at every task and take pride in my work



RESPECT FOR ALL, BY ALL



I behave in a way that supports my own and others' learning. I contribute to the positive learning atmosphere in the classroom

SHOW RESILIENCE

I keep trying, even when I find the work difficult.



MAKE A CONTRIBUTION



I offer valid and well considered contributions to lessons.

STRIVE FOR IMPROVEMENT

I have high expectations of myself. I follow advice on how to improve my work.



Beautiful Books

Write in **blue** or **black** pen

Date and title written and **underlined** with a ruler

Absolutely no graffiti or doodling in your book

Correct and annotate your work in a **different coloured pen**

All worksheets or loose paper to be stuck down

Diagrams and tables drawn with a pencil and ruler

Monday 5th September 2022

Title

Subtitle

- All work should be neat, tidy and clearly set out.
- Your book is a record of your work and should be brought to every lesson.
- There should be no graffiti or doodling either on the cover or inside your book.
- Mark your work in a different colour. Correct mistakes ✓ write corrections or annotate.
- Diagrams or tables should be drawn in pencil, with a ruler.

Victoria organises a concert.
Each adult ticket costs £9
Each pensioner ticket costs £6
Children tickets are free.

Some adults and pensioners have vouchers that give them a 25% off.

40 of the 200 tickets were for children.
14 of the adults had a voucher
Only 3 of the 25 pensioners had a voucher

Work out how much money Victoria raises through ticket sales.

Adult: Voucher, No voucher
Pensioner: Voucher, No voucher
Children: No voucher

3 BELPER SCHOOL

Cumulative

SYNONYMS

Increasing
Growing
Progressive
Accumulative
Collective

ADJECTIVE Increasing or increased in quantity, degree or force by successive additions.
E.g. "The cumulative effect of two years of drought".

How have you used the words this half term?

Words of the Week

Determined

SYNONYMS

Purposeful
Adamant
Resolved
Decided
Committed

ADJECTIVE Possessing focus, drive and purposefulness; having made a firm decision and being resolved not to change it.

SYNONYMS

Inactive
Lost
Destroyed



Extinct

ADJECTIVE (of species, family or other group of animals or plants) having no living members; no longer in existence.

Section 1: Key Vocabulary

Tier 3 vocabulary

Definition

Groundlings	Members of the peasant classes who stand in 'the pit' at the Globe Theatre
Galleries	Boxes for the more affluent members of society to sit and view a play at the Globe Theatre
Gentlemen's Boxes	Area for the rich & famous in society which cost a shilling to access.
Cutpurses	Pickpockets who frequented places like the Globe Theatre, looking for purses to slice open.
Bear-baiting	A blood sport where a chained up bear was pitted against a pack of dogs for entertainment
Elizabethan Period	The period of Queen Elizabeth I's reign - 1558- 1603

Tier 2 vocabulary

Definition

Alliteration	Repetition of consonant sounds at the beginning of a group of words. Eg Groovy Greeks
Rhyme	When the two final syllables sound the same in two words. Eg Stormin' Normans
Rhetorical Question	A question asked in order to create a dramatic effect or to make a point rather than to get an answer.
Exclamatory Statement	A sentence which ends with an exclamation mark.
Rule of Three	Grouping three ideas together for greater impact.
Conventions	Specifics rules for different writing formats

Section 2: New Key Skills/Strategies

Diary Entry Writing Conventions:

- Written in **past tense**
- Written in the **first person**
- Events structured in **chronological order**
- Inclusion of **thoughts, feelings & opinions**
- Inclusion of **figurative language** techniques, including:
 - Similes, metaphors & personification
 - Vivid imagery
 - Sensuous imagery & sensory appeals

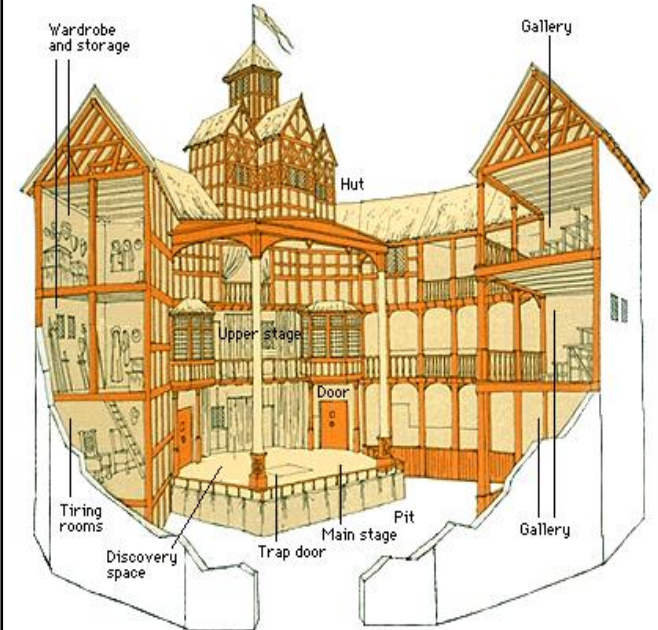
Horrible Histories – Writing Strategies:

The HH Blurb & Info Pages use a range of rhetorical devices to engage readers including:

- Exclamatory Statements
- Alliteration
- Sibilance
- Rule of Three
- Rhetorical Questions
- Emotive Language
- Plosives
- Fricatives
- Rhyme

Section 3: Shakespeare's Life and Times / Horrible History Blurb

The Globe Theatre



Horrible History Blurb Examples

History with the nasty bits left in!

The Vicious Vikings is packed with frightening facts about these vile invaders – and their savage Saxon enemies – from cruel kings and vengeful Viking warriors to the suffering slaves, the thralls.

Want to know:

- Why some vicious Vikings had names like Fat-thighs, Oaf and Stinking?
- How to build a vicious Viking longboat?
- Which vicious Viking god dressed up as a woman?

Read on to find out about some truly terrible torture techniques, vile Viking legends full of gruesome giants and deadly dwarves, and the messy murder of King Edmund.

History has never been so horrible!

Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Coining	To invent a new word or expression
Etymology	The origin of a word
Invasion	An intrusion of a country or region with armed force
Omission	When parts of a word are not included
Prestige	High status or reputation
Printing Press	A mechanical device for printing ink onto paper
Standardisation	The process of creating and issuing standards within the English Language
Variation	A different version of something
Tier 2 vocabulary	Definition
Effect	(noun) a change which is a result or consequence of an action or other cause
Impact	(noun) a marked effect or influence
Influence	(noun) the capacity to have an effect on the development, or behaviour of something
Reflect	(verb) when something shows or represents something else
Suggests	(verb) causing one to consider or think something

Section 2: New Key Skills/Strategies

Direct address - *Do you really believe slang is damaging to the English language?*

Alliteration - *Tumtum tree.*

Facts - *The Normans invaded Britain in 1066.*

Opinions - *I think language should be standardised.*

Rhetorical question - *Do you really believe slang is damaging to the English language?*

Emotive language - *Young children's career prospects are being destroyed.*

Statistics - *Shakespeare invented 1,700 words.*

Three (rule of) - *The fluid, diverse and impressive English Language.*

Debate phrases

Expressing opinion:

- ☐ *In my opinion/view...*
- ☐ *Personally, I think...*
- ☐ *I have come to the conclusion that...*
- ☐ *Based on the facts, I believe that...*

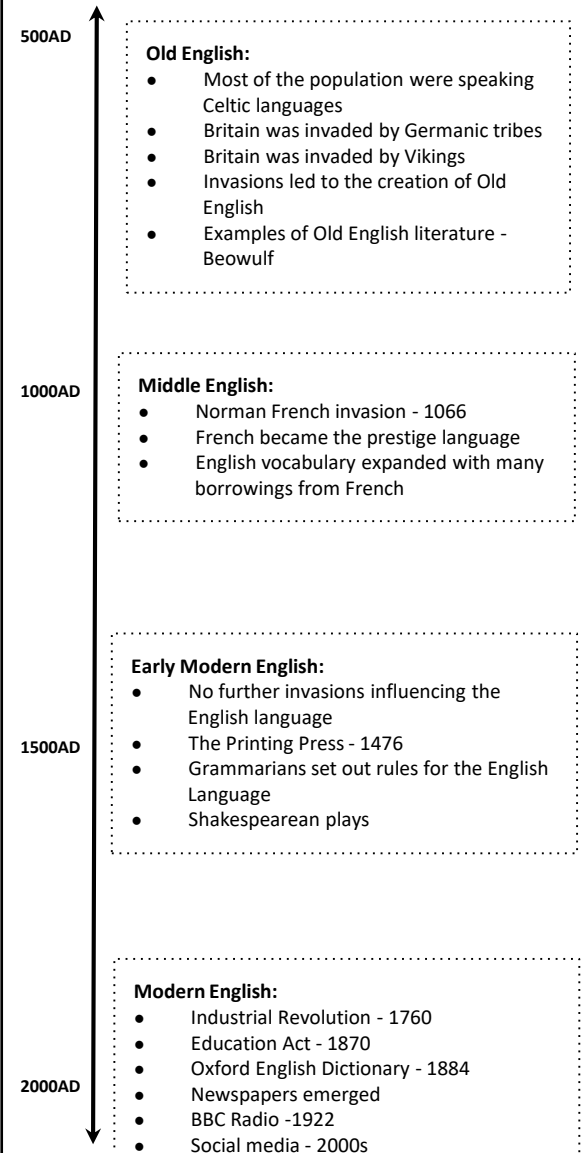
Giving an explanation:

- ☐ *The reason for this is...*
- ☐ *The problem with this is...*
- ☐ *Above all we must keep in mind that...*
- ☐ *The evidence to support this is...*

Agreeing/disagreeing with others:

- ☐ *I somewhat/entirely agree...*
- ☐ *I somewhat/entirely disagree...*
- ☐ *Yes, but on the other hand...*
- ☐ *That's a very important point because...*

Section 3: Timeline



Section 1: Key Vocabulary**Tier 3 vocabulary****Definition**

Superstition	A widely held but irrational belief in supernatural influences
Narrative enigma	A sense of mystery created in a story
Interactions	Communication between characters
Protagonist	The main character in a story
Antagonist	The central villain in a story
Silhouette	A dark shape or outline cast against a brighter background

Tier 2 vocabulary**Definition**

Genre	A 'type' or 'category' of story – eg. Horror, fantasy, crime, etc.
Atmosphere	The tone or mood in a story
Foreshadowing	A warning or an indication of a future event
Characterisation	How a character is constructed & presented in a story
Dialogue	Conversation between characters in a story
Antonym	A word opposite in meaning to another

Section 2: New Key Skills/Strategies

Over the course of the unit you will need to use the following strategies to explore the novel:

R	Read the question
U	Underline the key words
C	Choose the best approach
S	Select the key information
A	Answer the question
C	Check your answer

The CPEAT approach will help you to structure your reading responses.

C	Connective	Firstly, Secondly, Furthermore
P	Point	the writer uses a simile,
E	Example	"the classroom glowed like a sweetshop"
A	Analysis	This suggests... This implies...
T	Think (intention & impact)	The writer's intention is to... This evokes a sense of...

Section 3: Sample CPEAT paragraph breakdown

How is the character of the other mother presented in the extract?

Connective

Firstly, the author presents the other mother as a frightening and intimidating character.

Example

POINT

This is shown in the quote:

"Her hair was wriggling like lazy snakes."

Analysis

The author uses the simile 'like lazy snakes' to create a vivid picture of the other mother's appearance which is both unnatural and unsettling. The use of the noun 'snakes' adds a further layer of danger as it has connotation of the gorgon, Medusa...

Example

...which evokes a sense of alarm and fear in the audience.

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Grief	The mourning of a loss, usually the loss of a loved one
Prejudice	A liking or dislike for one rather than another especially without good reason
Terrorism	The unlawful use of violence or threats to intimidate or coerce a civilian population or government
Conflict	A serious disagreement and argument
Islamophobia	Prejudice, negative sentiments, and hostility toward Islam and Muslims
Affair	A situation in which a person involved in an exclusive relationship is having a relationship with someone else
Hijab	A head covering worn in public by some Muslim women

Tier 2 vocabulary	Definition
Narrative Voice	Narrative voice is the perspective the story is told from.
Tone	Reflects the writer's attitude toward the subject matter or audience of a literary work
Analysis	Closely studying a text, interpreting its meanings, and exploring why the author made certain choices
Intention	The reason <i>why</i> someone chooses to do something
Impact	The effect of something on the reader

Section 2: New Key Skills/Strategies		
Use this PEA paragraph format to analyse Annabel Pitcher's writing.		
P	POINT	Using the wording of the question, state what it is that you're trying to prove.
E	EVIDENCE	Find a relevant quotation that proves the point you're trying to make.
A	ANALYSIS	Explain <i>how</i> your quote proves the point you have made. Try to identify a writing technique in your quote.


PEA CHALLENGE:

- Add a connective to link your paragraphs together such as: firstly, furthermore, in conclusion.
- Add a 'THINK' to the bottom of your PEA. THINK what the writer's intention is. THINK what the impact is on the reader.

PERSUASIVE WRITING TECHNIQUES

Direct address
Alliteration
Facts
Opinions
Rhetorical questions
Emotive language
Statistics
Triplets/rule of three
Anecdote
Punctuation

Section 3:	
Structural techniques	
Beginning	You will be able to talk about these features in any extract from a novel
Middle	
End	
Who is the speaker?	
Setting	



Simple/minor sentences	You <i>might</i> be able to talk about these. The writer will not always include them.
Zooming in	
Repetition	
Characters introduced	
Time change	

Section 1: Key Vocabulary

Tier 3 vocabulary Definition

Terminating Decimal A decimal number which can be expressed in a finite number of figures, such that all figures to the right of some place are zero

Recurring decimal A decimal number in which a figure or group of figures is repeated indefinitely, ie $0.666\dots$ or 1.851851851

Numerator The part of a fraction *above* the vinculum, or fraction bar

Denominator The part of a fraction *below* the vinculum, or fraction bar

Improper fraction A fraction with a numerator greater than the denominator, such as $\frac{6}{5}$

Mixed number A number made up of an integer and a proper fraction such as $4\frac{2}{3}$

Tier 2 vocabulary Definition

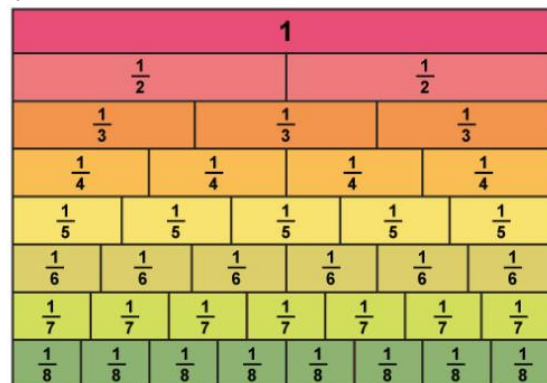
Infinite Endless and immeasurable, such as the sequence of counting numbers

Simplify To reduce the numerator and denominator of a fraction, whilst maintaining their multiplicative relationship

Equivalent Fractions are equivalent if they express the same value ie $\frac{2}{4} = \frac{1}{2} = 0.5$

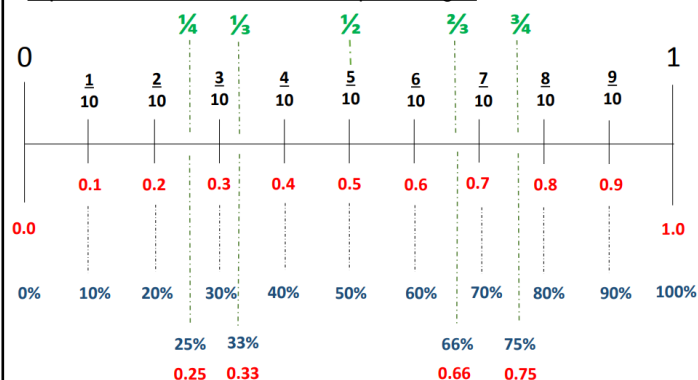
Section 2: Representations

Fraction wall



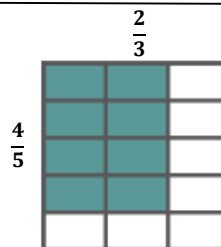
The interval between any two integers can be separated into equal parts of any size. Equivalent fractions represent the same distance along the fraction wall

Equivalent fractions, decimals and percentages



Multiplying a fraction by a fraction

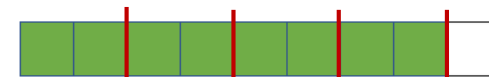
$$\frac{2}{3} \times \frac{4}{5} = \frac{8}{15}$$



Section 3: Operations

Dividing a fraction by an integer

$$\frac{8}{9} \div 4 = \frac{2}{9}$$



$\frac{8}{9}$ shared into 4 equal parts of size $\frac{2}{9}$

Using equivalence to find a fraction between two others

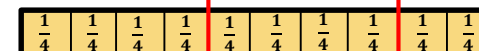
Find a fraction between $\frac{2}{3}$ and $\frac{4}{5}$

$$\frac{2}{3} = \frac{4}{6} = \frac{6}{9} = \frac{8}{12} = \frac{10}{15}$$

$$\frac{4}{5} = \frac{8}{10} = \frac{12}{15}$$

$$\frac{2}{3} = \frac{10}{15} < \frac{11}{15} < \frac{12}{15} = \frac{4}{5}$$

Division by a fraction



To divide by a fraction, convert the dividend into a fraction of common denominator to the divisor.

Here, we see that $2\frac{1}{2}$ when contains 10 lots of $\frac{1}{4}$ so:

$$2\frac{1}{2} \div \frac{1}{4} = \frac{5}{2} \div \frac{1}{4} = \frac{10}{4} \div \frac{1}{4} = \frac{10}{1} = 10$$

Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Centre of enlargement	A point which tells you where to draw an enlargement
Centre of rotation	A point about which the object is rotated
Congruent	Exactly the same
Vector	The instruction that tells you how far to move an object and in which direction
Scale factor	The number each side length is multiplied by in an enlargement
Invariant point	A point that does not move after a transformation has taken place
Tier 2 vocabulary	Definition
Similar	An object is similar if the side lengths are in proportion with the original object. The angles do not change
Object	The original shape before a transformation has taken place
Transformation	A process where a shape is changed or moved resulting in an image. This could be an enlargement, rotation, reflection or translation
Image	The shape after a transformation has taken place
Enlargement	A change in size.
Reflect	An image as it would be seen in a mirror
Translate	Move in straight lines
Rotate	Turn

Section 2

Translations and vector notation

How far to the left or right (negative value – left)

How far up or down (negative value – down)

Image after translation by the vector $\begin{pmatrix} 1 \\ -2 \end{pmatrix}$

Object

All vertices have been translated by the same vector

The image after a translation is congruent to the original object

Rotations

Object

Centre of rotation

Image after a rotation 90° clockwise about the point x

1. Trace the original shape
2. Hold the pencil on the centre of rotation and turn
3. Draw the new shape

The image after a rotation is congruent to the original object

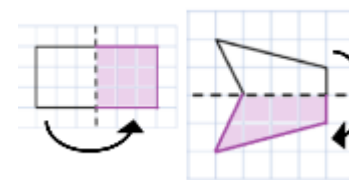


clockwise

Anti-clockwise

Section 3

Reflections

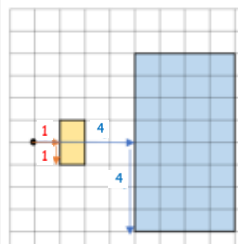


Enlargements without a centre of enlargement

Enlarged by scale factor 3. Every side is 3 times the original length

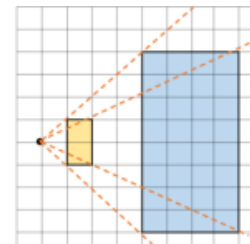
Enlargements from a centre

Scaled distances method



Scale the distance between the centre of enlargement and each corresponding vertex

Ray method



Multiply the distance from the centre of enlargement to the corresponding vertex by the scale factor along the ray

The image after an enlargement is similar to the original object

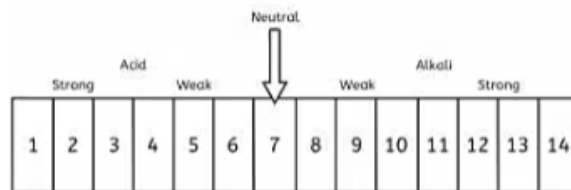
Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Indicator	A substance used to distinguish an acid from an alkali
pH	A number assigned to a substance to identify it as acid, alkali or neutral
Reactant	The starting substances which react together
Product	The substances which are created from the chemical reaction
Sodium Hydroxide	A common alkali with formula NaOH
Hydrochloric acid	A common acid with formula HCl
Sulfuric acid	A common acid with formula H ₂ SO ₄
Nitric acid	A common acid with formula HNO ₃
Hydrogen	All acids contain hydrogen. Molecules of hydrogen exist in pairs - H ₂

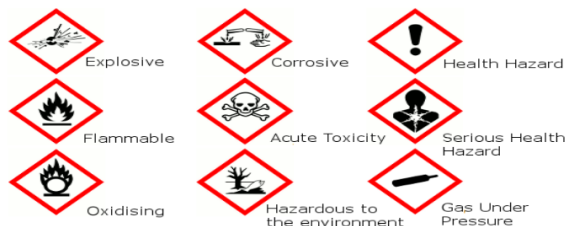
Tier 2 vocabulary	Definition
Neutralisation	A chemical reaction between an acid and an alkali
Hazard	Something that could cause harm
Concentration	A measure of how many particles are dissolved in a solution
Combustion	Scientific word for burning
Neutral	pH7, when a substance is neither an acid or an alkali

Section 2:

Colour in the pH scale below;



Hazard symbols tell us why we need to be careful with certain substances. Goggles to be worn at all times during practical activities as a safety precaution.

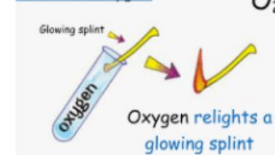
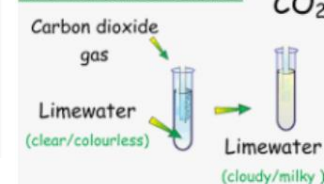
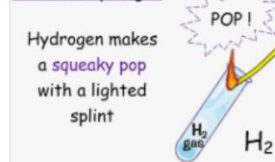
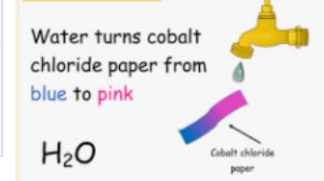

General word equations for neutralisation

Acid + alkali → salt + water

Acid + metal → salt + hydrogen

Acid + metal carbonate → salt + water + carbon dioxide

Bee stings are acidic, what might you put on it to treat it? _____

Section 3:
Gas Tests
Test for Oxygen

O₂
Test for Carbon dioxide

CO₂
Test for Hydrogen

Test for Water

Signs that a reaction is happening

- A change in colour / appearance
- A change in temperature
- Fizzing / gas production

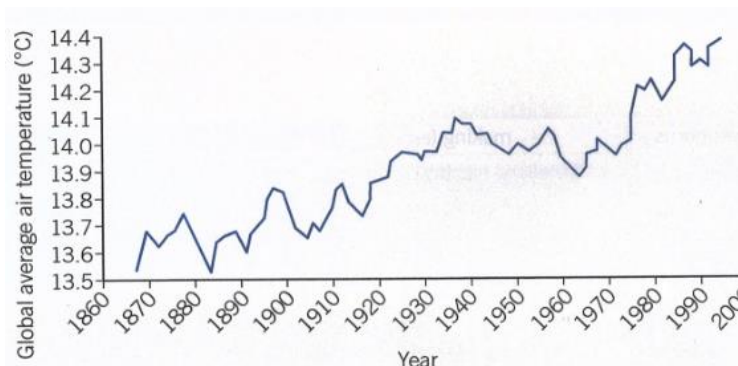
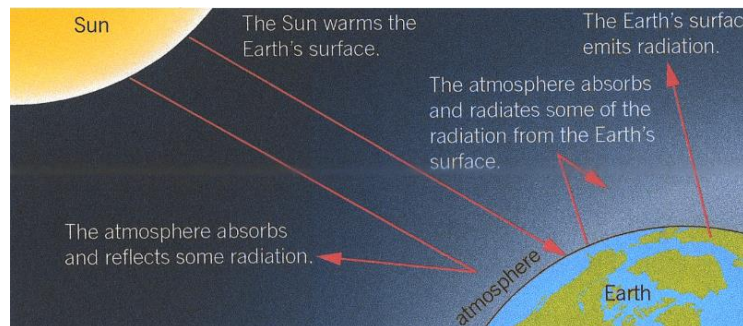
Label the fire triangle


Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Greenhouse effect	The process in which gases trap heat in the atmosphere.
Greenhouse gas	Gases which trap heat in the Earth's atmosphere.
Global warming	An increase in the Earth's average temperature.
Deforestation	Cutting down trees, or burning them to make space for crops or cattle.
Atmosphere	The gases surrounding a planet like the Earth.
Drought	A lack of rainfall.

Tier 2 vocabulary

Tier 2 vocabulary	Definition
Weather	The weather conditions at a specific time e.g. it rained on Tuesday.
Climate	The weather conditions over a period of time e.g. the yearly air temperature.
Recycling	Collecting and processing materials so they can be used again.
Reusing	Collecting materials and reusing them without processing them.
Source	Where something comes from
Impact	The effect something has.
Resource	Materials that we use to make the materials we use e.g. rocks used to make metals.

Section 2:
The Greenhouse Effect

Recycling
Advantages of recycling:

- Resources will last longer.
- Saves energy.
- Reduces waste and pollution.

Disadvantages of recycling:

- Separating rubbish takes time and effort
- Recycling schemes take time and cost money to set up.


Greenhouse gases

-

Sources of greenhouse gases

-
-

Impacts of climate change:

-
-

Questions:

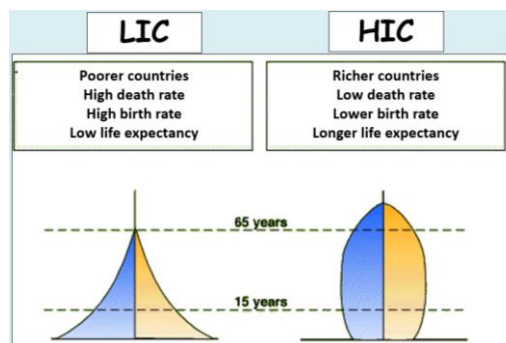
1. Which materials can you recycle at home?
2. What is the difference between recycling and reusing?
3. What are the impacts of climate change?
4. What can we do to reduce the effects of climate change?

Tier 3 vocabulary	Definition
Birth rate	The number of babies born per 1000 of the population per year.
Census	A count of the population. In the UK, this is every 10 years.
Death rate	The number of deaths per 1000 of the population per year.
HIC (High Income Country)	A wealthier country.
Infant mortality rate	The number of babies who do not survive to the age of 1 per 1000 live births.
LIC (Low Income Country)	A poorer country.
Population	The number of people who live in a place.
Population distribution	How people are spread out across an area.
Quality of life	How good a person's life is. This could be due to a mix of social, economic and environmental factors (see Tier 2 vocabulary below).
Settlement	A place where people live eg. village, town, city.
Shanty town	A poor community where people have made their housing from scrap materials.

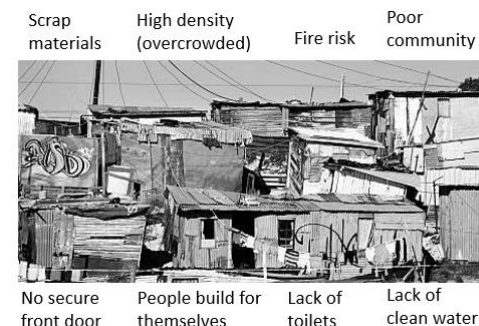
Tier 2 vocabulary	Definition
Sustainability	The practice of using natural resources responsibly, so they can support both present and future generations.
Social	Things affecting people and their community.
Economic	Things relating to money.
Environmental	Things relating to our surroundings.

Section 2: New Knowledge

Population pyramids



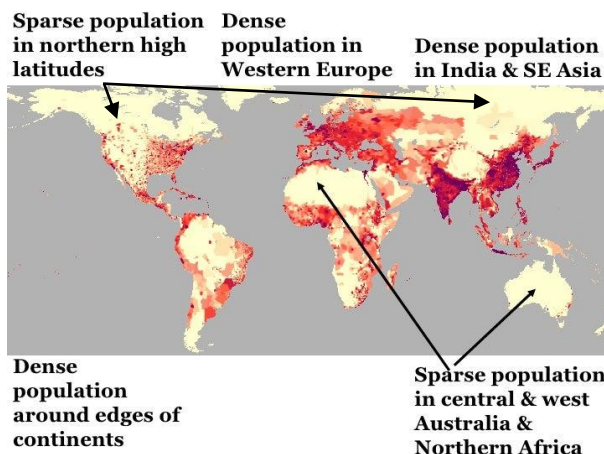
Shanty towns



Population distribution

Sparse = not many people live there.

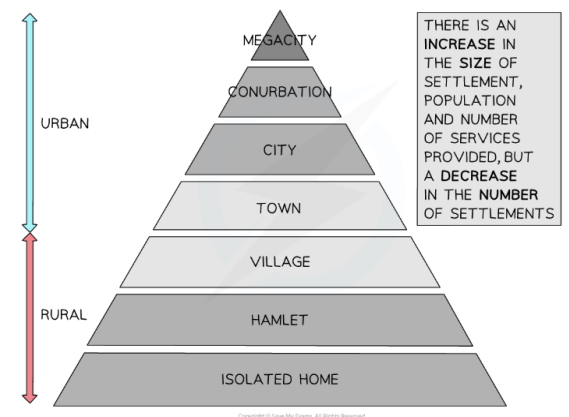
Dense = Crowded area, lots of people.



Settlement hierarchy

Megacity = City with over 10 million people.

Conurbation = Large city and their surrounding towns.



Section 3: Geographical Skills

Different graphs are used for different types of data. For example:

- To show how population is distributed across an area, a **choropleth** is used.
- To show how the number of people in a place has changed over time, use a **line graph**.
- To show the structure of a population in a place, use a **population pyramid**.

Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Roman Catholic	The Christian church under Rome.
Protestant	Christian protesters to the power of the Roman Catholic Church.
Pope	Head of the Roman Catholic Church
Monastery	Buildings of Monks and Nuns.
Heresy	A crime against the church.
Reformation	Reforming of the Christian church.
Civil War	A war against at least two sides in the same country.
Divine Right	The belief that the monarch is appointed by God so must be obeyed.

Tier 2 vocabulary	Definition
Latin	The language of the Romans and Roman Catholic church.
Monarchy	A king or queen.
Parliament	The representatives of the people, comprising of the House of Commons and the House of Lords.

Section 3: Tudor Religion Timeline

1534 Henry VIII becomes Head of Church in England
1536-9 Dissolution of the Monasteries
1547 Henry VIII dies and Edward VI becomes king.
1547-1553 Edward makes the English Church Protestant
1553 Mary becomes queen as Edward dies.
1553-1558 Mary reinstates the Roman Catholic church in England and burns 284 Protestants as heretics.
1558-1603 Elizabeth brings in her Religious Settlement in an attempt to bring Catholics and Protestants together.

Section 4: English Civil Wars Timeline

1625 Charles I becomes king.
1629 Charles chooses to rule without Parliament.
1642 Civil War breaks out after Charles tries to arrest MPs.
1647 Charles is arrested after losing the war.
1649 Charles is executed after being accused of making war on his own people.

Section 5: Enquiry Questions

Assess how much religious change there was under each Tudor monarch.

How did physical change reflect changing religious ideas?

How can we explain the Civil wars?

Why was King Charles executed?

Section 6: Source Analysis

What does the image of King Charles in Parliament say about the power of the king at this time?



How does knowing more about the event help us to see the source differently?



Section 7: Interpretations

How far can it be argued that it was the character of King Charles that led to the English Civil Wars?

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition - to be filled in in class
Art	
Music	
Express	
Worship	
Calm	
Sacrifice	
Love	
Danger	
Security	
Humility	
service	
silence	
community	
Tier 2 vocabulary	Definition
Mandala	
Scripture	
Holiness	

Section 2: New Knowledge
<p>In this unit you will cover key concepts such as</p> <ol style="list-style-type: none"> 1. What does it mean to say a person is spiritual? 2. The difference is between spiritual and religious. 3. How Christian express beliefs through visual art. 4. What we can learn from examples of Christian musical spirituality? 5. What do Muslim artists contribute to the Community? 6. What is the point of Sand Mandala, a Buddhist art form? 7. How are the creative talents of individuals used in the Shinnyo-en Lantern Floating ceremony? 8. What is Jewish klezmer music? 9. What is the 'idea of the Holy'? 10. Can you make a piece of creativ express your own spirituality?
<p>In this unit we will consider religious:</p> <p>Paintings Music Calligraphy Mandalas</p>
<p>Sources of Authority</p> <ol style="list-style-type: none"> 1. Jesus' life - annunciation, nativity, flight into Egypt, washing the disciples feet, trial, crucifixion 2. Psalms 3. . Buddhist Scripture "Hard it is to train the mind, which goes where it likes and does what it wants. But a trained mind brings health and happiness" (the Dhammapada 3:3) 4. "Our life is shaped by our mind. We become what we think" (1:1)



Section 3: Assessment Information
<p>Key Question: How can people express the spiritual through music and art?</p> <p>For this question - you will need to: Explain the impact of music and art in helping people to express ideas beyond words. Present a variety of interpretations of the 'spiritual' and explain how these are expressed. Consider how far music and art help believers understand big ideas in their tradition. Investigate and explain how and why music and art are important ways of expressing the spiritual.</p> <p>Skills needed In this unit - your teacher may give you the question as an essay - in which case remember KISSJO and use it to formulate your ideas.</p> <p>Knowledge (red) - of different art forms and how they can be used to express beliefs and spirituality.</p> <p>Impact (orange)- the impact that religion and spirituality can have on art/music and vice versa.</p> <p>Specialist Terms (yellow) - use your tier 2 and 3 vocabulary.</p> <p>Source of Authority (green) - make sure that you use the stories/quotes from the Bible/Torah/Quran/Dhammapada to support your ideas.</p> <p>Judgement (Blue) - is this a strong/weak/valid/invalid point and why? Why might others disagree?</p> <p>Opinion (purple) - what is your opinion? why? support?</p> <p>Or your teacher may ask you to produce a piece of art work, which answers the question.</p>
 

French: Le collège

Year 7 Summer 1

Section 1: Key Vocabulary/Questions	
Tier 3 vocabulary	Definition
verb (vb)	is a word used to describe an action, state or occurrence.
gender	a French noun is either masculine or feminine
intonation	the rise and fall of the voice
infinitive	the verb in its original form
conjugate	to adapt the infinitive for different people (pronouns)
regular verb	a verb which when conjugated follows a regular pattern
irregular verb	a verb which when conjugated does not follow a regular pattern

Questions	Translation
1. Quelle heure est-il ?	What time is it?
2. Quelle est ta matière préférée ?	What is your favourite subject?
3. Pourquoi ?	Why?
4. Tu étudies quelles matières?	What subjects are you studying?
5. Il y a quoi, à ton école?	What is there at your school?
6. Qu'est-ce que tu manges? /tu prends ?	What do you eat/are you eating?
7. Tu bois quoi? Qu'est-ce que tu bois?	What do you drink/are you drinking?
8. Tu sors où ?	Where do you go out?
9. Tu sors avec qui ?	Who do you go out with?

Section 2: Grammar

Quelle heure est-il ? What time is it?



To tell the time in French, you can use the 12-hour clock, which is the same as in English. Here are some common phrases for telling time in French:

Il est...	It is...
...heure(s)o'clock
...et quart	quarter past...
...et demie	half past...
...moins le quart	quarter to ...

10:00 – Il est dix heures. It is 10 o'clock.
 6:15 - Il est six heures et quart. It is six fifteen.
 9:30 - Il est neuf heures et demie. It is nine thirty.
 4:45 - Il est cinq heures moins le quart. It is quarter to five.

☆ Replace 'il est...' with 'à' which means 'at' with a time.

e.g. Je commence l'école à huit heures et demie.
 I start school at 8.30.

You can practise telling the time on [Linguascope](#).



Sequencers

You can add detail by using sequencers in your work.

d'abord	firstly/first of all
puis/ ensuite	then/ subsequently
après	afterwards

Au collège le mardi, **d'abord** on a l'anglais, **ensuite** on a les maths et **après** on a les sciences.

Section 3: WAGOLL

Salut! J'habite à Paris avec ma famille. Je vais à l'école. Mon école s'appelle Collège Charles Baudelaire. Dans mon école il y a une cantine, un **terrain de sport** et une **bibliothèque**. En hiver, quand il fait froid, j'aime lire des livres à la bibliothèque. Je préfère les livres de science-fiction. En été, quand il fait beau, j'adore jouer au foot avec mes amis. C'est très amusant. Ma matière préférée est l'EPS parce que c'est facile pour moi. J'aime assez l'histoire mais parfois c'est difficile. Mon jour préféré est le mercredi. D'abord à neuf heures, on a les arts plastiques, puis on a l'histoire et après on a l'EPS. À midi, je mange à la cantine. Normalement je prends un sandwich au fromage. Je bois du jus d'orange. Miam, miam! L'après-midi, on recommence à une heure, on a la géographie et ensuite l'anglais. C'est vraiment cool !
 Quelle est ta matière préférée ? Pourquoi ?

Can you work out the meaning of the words* from the context?

un terrain de sport	
une bibliothèque	

À savoir:

☆ Find out more about the French [school system](#).



FRENCH Y7 Word list SUMMER 1.A

Q	Quelle heure est-il?	What time is it? (Which hour is it?)
	il est une heure	it is (with time) one o'clock
	cinq heures	5 o'clock
	cinq heures dix/vingt	10/20 past five
	cinq heures et quart	quarter past five
	cinq heures et demie	half past five
	cinq heures moins dix	ten to five
	cinq heures moins le quart	quarter to five
nm	midi	midday
nm	minuit	midnight

FRENCH SUMMER 1.B

inf	avoir horreur de/d' + inf./noun	to loathe/to hate intensely (to have horror of)
vb	Je préfère	I prefer
inf	préférer	to prefer
adj	préféré	preferred/favourite
vb	Ma matière préférée est	My favourite subject is
vb	j'aime assez	I quite like
vb	j'aime beaucoup	I like a lot
adv	vraiment	really
nmpl	les maths	maths
nf	la musique	music

FRENCH SUMMER 1.C

adj	facile	easy
adj	difficile	difficult/ hard
adj	barbant(e)	boring
inf	apprendre	to learn/ learning
inf	étudier	to study/ studying
vb	j'étudie	I study/ am studying
vb	J'apprends	I learn/ am learning
nf	l'EPS (l'Education Physique et Sportive)	PE (Physical Education)
nf	l'histoire	history
nmpl	les arts plastiques	art

FRENCH SUMMER 1.D

adv	d'abord	first of all/ firstly
adv	ensuite/ puis	then
prep	après	afterwards
Q	quel ?	which? (m)
Q	quelle ?	which? (f)
	à midi	at midday/ lunch
inf	manger	to eat/ eating
vb	nous mangeons	we eat
vb	je mange	I eat/ am eating
	la cantine	
nf	(à la cantine)	canteen (in/to the canteen)

FRENCH SUMMER 1.E

adv	dehors	outside
inf	prendre	to take/ taking
vb	je prends mon déjeuner	I have (take) my lunch
nm	un sandwich (au fromage/jambon)	a (cheese/ham) sandwich
nfpl	les pâtes	pasta
nfpl	les frites	chips
nf	la salade	salad
nm	le jus d'orange	orange juice
nf	la limonade	lemonade
nf	l'eau	water

FRENCH SUMMER 1.F

inf	boire	to drink/ drinking
vb	je bois	I drink/ am drinking
vb	tu bois	you drink/ are drinking
vb	il/elle/on boit	he/she/we drink
inf	sortir	to go out
vb	je sors	I go out/ am going out
vb	tu sors	you go out/ are going out
vb	il/ elle/ on sort	he/she/we drink
adv	ne...jamais	never
vb	je ne bois jamais d'eau	I never drink water

REVISION: Scan the QR code below to access the word lists on Quizlet!

This QR code links to all [the French Year 7 sets](#).


Phonics: -ain

train	main
prochain	demain

Phonics: tion

natation	pollution
équitation	question

Phonics: oi

histoire	bois
moins	boire

Phonics: é/er/ai/ez

préférer	assez
vraiment	jamais

Phonics: silent 'h'

histoire	heure
horreur	dehors

Section 1: Key Vocabulary/Questions	
Tier 3 vocabulary	Definition
Nominative definite article	Grammar term for 'the' (der, die or das in German) when the subject of a sentence.
Accusative definite article	Grammar term for 'the' (den, die or das in German) when the object of a sentence.
Dative prepositions	Words which change the 'der' 'die' or 'das' when put before the noun.
Possessive adjectives	The words for 'my' 'your' 'his' 'her' 'our' 'their'
Word order 3	Sentence structure when using a subordinate clause
Subordinate clause	A clause which cannot stand alone as a complete sentence.
Indefinite article	Grammar term for 'a/an' (einen, eine, ein)
Qualifier	A word (often an adjective) which modifies the meaning of another word.

Questions	Translation
1. Wo wohnst du?	Where do you live?
2. Was gibt es in deiner Stadt?	What is there in your town?
3. Was kann man in deiner Stadt machen?	What can you do in your town?
4. Welche Zimmer gibt es in deinem Haus?	Which rooms are there in your house?
5. Was gibt es in deinem Zimmer?	What is there in your room?
6. Beschreib dein Zimmer	Describe your room

Section 2: Grammar	
Verb wohnen - to live	
Ich wohne	I live
Du wohnst	You live (S)
Er/sie/man wohnt	He/she/one lives
Wir wohnen	We live
Ihr wohnt	You live (pl)
sie wohnen	They live
Sie wohnen	You live (formal)
Es gibt = There is/there are	
Masculine (der)	Es gibt einen Park
Feminine (die)	Es gibt eine Kirche
Neuter (das)	Es gibt ein Kino
Negatives	Es gibt keine Post Es gibt keinen Bahnhof Es gibt kein Schwimmbad

Prepositions with the dative

Prepositions change the article which follows. Here are some examples.

In meiner Stadt gibt es eine Bibliothek neben **dem** Bahnhof.

Das Kino ist hinter **der** Post.

Es gibt ein Cafe vor **dem** Schwimmbad.

Feminine nouns change from '**die**' to '**der**'
Masculine and neuter nouns change from '**der/das**' to '**dem**'

Section 3: WAGOLL & phonics
<p>Tag! Ich heiße Nathan und ich bin zwölf Jahre alt. Ich wohne mit meiner Familie in München in Bayern. Das ist eine große Stadt in Süddeutschland. Mein Fußballverein ist FC Bayern München.</p> <p>In meiner Stadt gibt es einen tollen Park, ein Freizeitzentrum, zwei Supermärkte und ein kleines Kino. Man kann neue Filme dort sehen.</p> <p>In meiner Stadt kann man vieles machen. Im Freizeitzentrum kann man Federball, Handball, Volleyball und Fußball spielen. Es gibt auch ein großes Hallenbad und ich gehe Donnerstags schwimmen. Mein Lieblingssport ist Leichtathletik und man kann das in der Schule machen. Im Sommer spiele ich gern mit Freunden im Park. Wir fahren Skateboard oder Rad.</p> <p>Mein Haus ist ziemlich groß und hat ein Wohnzimmer, zwei Badezimmer und vier Schlafzimmer. Wir haben auch einen kleinen Garten. In meinem Zimmer habe ich ein Doppelbett, einen Schreibtisch und einen großen Fernseher auf dem Schrank. Die Wände im Zimmer sind hellblau mit Posters von meinen Lieblingsbands und Fußballspielern. Ich mag mein Zimmer sehr!</p>

Gut zu wissen

Handball ist sehr **beliebt** in Deutschland
Handball is very **popular** in Germany.

There are leagues and it is a major sport, played in most schools.
Find out more about handball by scanning the [QR code](#).



GERMAN Y7 Word list Summer 1.A

	der Bahnhof	train station
	das Schloss	castle
	das Kino	cinema
	die Bibliothek	library
	die Post	post office
	das Rathaus	town hall
	die Imbissstube	snack stand
	die Kirche	church
	das Schwimmbad	swimming pool
	der Strand	beach

GERMAN Y7 Word list Summer 1.B

	der Wohnort	place of residence
	die Großstadt	city
	das Dorf	village
	die Stadt	town
	die Dörfer	villages
	die Straße	street/road
	die Städte	towns
	die Häuser	houses
	die Wohnung	flat, apartment
	der Wohnblock	block of flats

GERMAN Y7 Word list Summer 1.C

	der Keller	cellar
	der Dachboden	attic
	der Garten	garden
	der Hobbyraum	hobby room
	die Küche	kitchen
	das Badezimmer	bathroom
	das Esszimmer	dining room
	das Wohnzimmer	living room
	das Arbeitszimmer	study
	das Haus	house

GERMAN Y7 Word list Summer 1.D

	es gibt	there is, there are
	der Kleiderschrank	wardrobe
	der Nachttisch	bedside table
	der Teppich	rug
	der Spiegel	mirror
	das Regal	shelf
	die Wand	wall
	die Wände	walls
	das Fenster	window
	die Möbel	furniture

GERMAN Y7 Word list Summer 1.E

	wo	where
	an	on (vertical)
	auf	on (horizontal)
	hinter	behind
	in	in
	neben	next to
	über	over
	unter	under
	vor	in front of
	zwischen	between

REVISION: Scan the QR code to access the word lists on Quizlet!

This QR code links to all [the German Y7 QUIZLET sets.](#)



Phonics: w

Wohnblock

Weiß

Wand

Wandern

Wo

Wie

Phonics: au

Rathaus

grau

Haus

blau

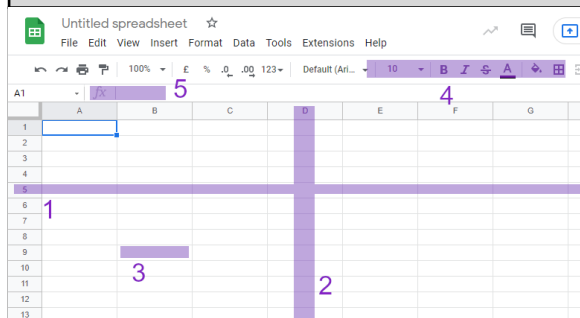
einkaufen

Maus

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Spreadsheet	A computer program that represents data in a grid, and helps you to perform calculations.
Cell reference	A letter and number to refer to a specific cell (or group of cells) in a spreadsheet
Relative cell reference	Relative references change when a formula is copied to another cell.
Absolute cell reference	Relative references stay the same when a formula is copied to another cell.
Variable	A value we put in a cell in the spreadsheet. This value may change

Tier 2 vocabulary	Definition
Modelling	Modelling is the process of describing a real world problem or situation in a mathematical way. Spreadsheets excel at this!
Simulation	The process of using a model to predict behaviour.
Cost	The amount of money needed to buy something.
Profit	The difference between the amount something is sold for, and the amount it cost.
Formatting	Laying out data in a spreadsheet, in as clear and readable a way as possible.
Chart	A visual way to represent data from a spreadsheet.

Section 2: New Knowledge/Skills



Label the diagram above by writing the correct numbers next to the terms below

Formula bar		Column	
Row		Formatting tools	
Cell			




Workbooks and worksheets

A spreadsheet file is made up of one workbook and multiple worksheets. Worksheets appear as tabs at the bottom of a workbook. They can be reordered and renamed.

Sorting cell data and duplicating cells

The A-Z feature automatically orders data in ascending/descending order or alphabetically.

The fill handle duplicates a cell's contents or fills a series. Click and drag the fill handle over the cells you want the duplicate data or series to fill.

Section 3: Other subject specific things	
	Microsoft Excel is probably the most famous and commonly used spreadsheet. It was first released in 1987. It can be purchased together with Word and Powerpoint.
	We are using Google Sheets for this term. It is free to use, automatically saves your work to Google drive and can be accessed anywhere on nearly any device (even your phone!)
	Calc is part of libreoffice - the free open source equivalent of Microsoft Office. Like Sheets, it is very similar to Excel.
Useful Formulae	
= A1 + B3	This formula will add the contents of cell A1 to cell B3. The "=" sign always starts a formula, or calculation.
B2:E4	The colon (:) between the two cell references uses a GROUP of cells (Top left to bottom right)
\$B3, B\$3, \$B\$3	The dollar sign (\$) makes an absolute cell reference. It freezes the column or the row.
=SUM(A1:A7) =MAX(A1:A7) =MIN(A1:A7)	SUM adds the contents of all the cells in brackets. MAX shows the largest value, MIN gives the smallest.

PE: Tennis

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Handshake grip	The best way to hold the racket handle is as though you are shaking someone's hand.
Ready position	On your toes, feet apart, knees bent, facing the ball with your racket in front is the best way to prepare to receive the ball.
Forehand	Playing the ball on your strongside.
Backhand	Playing the ball on the other side of your body to that on which you have the racket.
Rally	Playing the ball back and forth with a partner.
Volley	Playing the ball before it bounces.
Groundstrokes	Shots played after the ball has bounced from the back of the court
Love	The tennis word for zero - from "l'oeuf"

Section 2: New Knowledge/Skills

In year 7 tennis, you will build up rallies with a partner and begin to play games on a small court.

You should be able to link the words from the box above with the things you see in the pictures below:



PE: Striking & Fielding

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Striking team	The team in bat have 2 aims: to not get out and to score runs.
Fielding team	The team bowling and fielding have 2 aims: to get the batters out and to stop them scoring runs.
Grip	The correct way to hold the bat.
Stance	The correct way for the batter to stand to receive a delivery.
Delivery	The bowler sending the ball to the batter.
Base	A rounders pitch has four bases which the batter has to run to.
Stumps/bails	A cricket batter defends their wicket which is made up of 3 stumps and 2 bails
Innings	Each team's turn in bat.
Backstop	The fielder who stops/catches the ball behind the batter in rounders.
Wicketkeeper	The fielder who stops/catches the ball behind the batter in cricket.
Crease	A line across the pitch where the batter stands.
Batting/bowling box	In rounders, the batter and bowler must be in their boxes.

Section 2: New Knowledge/Skills

In S&F activities you will play some rounders, cricket and softball. You will learn and practise the basics of batting, bowling and fielding. You will also be learning the important rules and tactics of each game.

Rounders batting stance:



Cricket batting stance:



PE: Track

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Sprint	Running as fast as you can
Pacing	Running at a steady pace to make sure you can complete the run without stopping.
Baton	French for 'stick'! The thing you hand to each other in a relay race.
Lane	The track is divided into lanes to give sprinters a clear space to run in.
Lead leg	Know which foot you like to go over the hurdle first - 'kick' this leg up to start your action.
Trail leg	The back leg in hurdles - lift it round to the side to go over the hurdle.
Changeover	Passing the baton from one runner to the next
Up or down sweep	Two techniques for handing the relay baton to your teammate.

Section 2: New Knowledge/Skills

In track athletics in year 7 you will have a go at sprint events, middle distance events, hurdles, relay running and race-walking.

The running events in athletics are as follows. Highlight the ones you have tried in your lessons and write any times you get next to the event:

Sprints : 100m, 200m, 400m
 Middle Distance: 800m 1500m
 Long Distance: 3000m, 5000m, 10000m, marathon
 Relays: 4x100m and 4x400m
 Hurdles: 100/110m, 400m, steeplechase.
 Race Walking: 10km, 50km

The hurdle position...



Sprint technique...



PE: Field (Jumping)

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Take-off foot	For all of your jumps, you will need to first work out which foot you prefer to jump off of - then you need to stick with this foot.
Take-off board	Try to get your foot on the board to take off in long jump.
Scissor jump	The basic technique in high jump is the scissor kick.
Landing position	For each jump, you will need to know the landing position to ensure you land safely and get the best distance.
Triple jump	The triple jump is made up of the hop, step and jump .
Arm action	Using the arms correctly helps your balance and can help you jump more successfully.

Section 2: New Knowledge/Skills

In our lessons on jumping we will learn the basic approach and action for the long, high and triple jumps.

You will need to establish your favoured take-off foot and then try to ensure you always use the same foot to jump from.

You will learn what to do with your arms to give you extra height and distance.



Can you give one rule for each of the jumping events?

What is the other jumping event, the one we do not learn in school?

PE: Field (Throwing)

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Weapon	All of the implements have their origins in war - can you remember the origins of each?
Safety	Given that the implements have evolved from weapons, we have some very important safety rules: Carrying – Using - Storing
Grip	In each event you will need to hold the implement with the correct grip.
Stance	The start position you will need you before you begin the action.
Action	The movements that are needed for an effective throw, moving you from a starting position to a finish position
Standing throw	You will be learning the techniques for standing throws, in other words: no run-up/approach.

Section 2: New Knowledge/Skills

In throwing events, you will learn javelin, shot put and discus.

Know – Show – Go

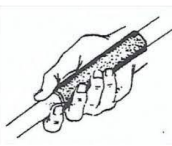
Know - the first part of your development is to be able to explain what you need to do.

Then...

Show - be able demonstrate the various key parts of the event, for example the start and finish positions or the grip.

And finally...

Go! Now you should be able to put the parts together for a good throwing action.



Safety - can you remember 5 safety rules for participating in a throwing lesson?

Question: What is the other throwing event, the one we do not learn at school?

PE: Running

New Knowledge/Skills
Running is an important part of our PE programme for 2 main reasons:
Running is essential to being able to play all other sports, and...
Running is the most popular way across the world that people use to keep fit.
Can you list some of the reasons why running is the most popular keep fit activity?
In our Year 7 running lessons, we will develop our ability to run at a steady pace for a long period of time. We will set a target time and understand what a personal best is.

PE: Health & Fitness

New Knowledge/Skills
Throughout PE lessons in Year 7, we will consider the main aims of a warm-up:
<ol style="list-style-type: none"> 1. To reduce the chance of injury 2. To improve performance
You will develop a range of exercises to raise your pulse and prepare your body before exercise and you will learn the names of the major muscles in the body.
Can you name 5 of the major muscles in the body?
Can you demonstrate 10 exercises you can use in a warm-up?

PE: Leadership

New Knowledge/Skills
Leadership is an essential part of all sports and fitness activities.
You will develop your own leadership skills in lessons by helping others to warm-up, by helping others to improve their skills and by officiating some games.
Key question: Why are leaders important in sport?

Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Linocut	A relief printing technique in which a design is cut into a flat sheet of linoleum – originally a type of sheet floor covering.
Lithographic	A specialised printing technique that uses the properties of oil and water to create a print.
Sgraffito	An artistic technique which uses scratching into a surface to make marks.
Technique	The particular skill or set of skills used to produce an effect.
Underpainting	Paint applied to a surface that will be subsequently covered by other layers of paint.

Tier 2 vocabulary	Definition
Ceramics	Pottery – functional items, like plates, bowls & cups, and also sculpture, made from fired clay.
Collage	An artistic technique that usually involves cutting out and sticking down shaped paper or fabric to form an image.
Illustrator	A person who draws or creates pictures for magazines, books, advertising, etc.
Medium (plural: media)	Material(s) used to make an artwork, e.g. watercolour paint.
Printmaker	An artist using printed media, e.g. linocut.
Surrealism	An early 20 th Century artistic movement, often featuring dreamlike imagery.

Section 2: Paul Klee – Fish

Paul Klee (1879 - 1940) was a Swiss-German artist. His highly individual style was influenced by movements in art that included expressionism, cubism, and surrealism.

Among Klee's works is 'Fish Magic' (painted 1925). This painting features colourful fish against a dark and murky background. Klee scratched into the surface of the wet paint to reveal lighter colours underneath. The illustration below shows a detail of the full painting.



bit.ly/fishmagic



Looking closer

Use the link above to view the full Fish Magic painting online. You can zoom in to the image to see the image very close up.

How do you think Klee created the line and texture of the fishes in the painting?

Section 3: Mark Heard

Mark Heard (b. 1974) is an painter and printmaker. Taking his inspiration from the flora and fauna of the British countryside, Mark works across a number of mediums, producing limited edition lithographic and linocut prints, unique paintings, collages and hand-painted ceramics.



bit.ly/bsadmark



Follow the link above to view some other examples of Mark Heard's work. Look for the different ways that Mark Heard has made marks in his work.

The short video linked below explores further examples of Mark Heard's work. In it he discusses his influences and some of his techniques.

bit.ly/bsadheard



Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Primary colour	Root colour from which all other colours are mixed- Red -Yellow -Blue
Secondary colour	Two Primary colours mixed together to make Orange, Purple and Green
Tertiary colour	A secondary colour mixed with a neighbouring primary colour
Complementary	Colours opposite each other on the colour wheel that make each other appear brighter
Abstract	Art that does not attempt to show external reality
Non-naturalistic	Not closely imitating real life
Impasto	Use of thick paint to create texture
Painterly	Application of loose visible paint strokes
En plein air	outdoors
Expressionist	Expressing the inner world of emotion rather than external reality
Impressionist	An artistic style capturing a moment of time
Stipple	A painting technique using small dots of colour
Tier 2 vocabulary	Definition
Colour	pigment
Blended	One colour merged into another
Media	Type of material used
Strokes	Marks used in painting
Applied	Added to the painting
Landscape	Depiction of an outdoor scene
Portrait	Depiction of a person.

Section 2: New Knowledge/Skills

ARTISTS:

Henri Matisse Andre Derain
Claude Monet Berthe Morisot

Fauvism

A term applied to a group of artists working in a similar way around 1905-1910. This group included Andre Derain and Henri Matisse. Their paintings were made using bold , non-naturalistic colours and loose dabs of paint. The paintings were often simplified so appeared quite abstract. Colours were used to express mood and emotion so are also called expressionistic. The Fauvists were particularly interested in using complementary colours - these are pairs of colours which appear opposite each other on the colour wheel. When used side by side in a painting, they make each other look brighter. In Fauvism, artists sometimes applied paint to the canvas thickly - a technique known as impasto.

View this resource about Fauvism on the Museum of Modern Art (MoMA) website.

<https://mo.ma/3TfKorg>

Read the article which introduces you to Fauvist artists.



Impressionism

A term applied to a group of artists, initially in France, working in the 1860s onwards. They worked 'on the spot' outdoors - 'en plein air' rather than from sketches in the studio. New technological advances in paint tubes meant paint could be carried outside. The artists found they could capture momentary effects of sunlight by working quickly and so had a greater awareness of light and colour. Brushwork became rapid and broken into separate dabs to show the changing quality of light and movement. The term Impressionism came from Monet's work 'Impression- Soleil Levant' (impression-sunrise). This group of artists included Monet, Renoir, Degas and Berthe Morisot. Subject matter was ordinary everyday life and captured moments of time much as we might do with photography now. (The first portable camera was available in 1884- invented by George Eastman).

Section 3: Colour Mixing

Primary colours:

Red Yellow Blue

Secondary colours:

YELLOW mixed with RED to make ORANGE
RED mixed with BLUE to make PURPLE
BLUE mixed with YELLOW to make GREEN

Tertiary colours:

A secondary colour mixed with its neighbouring primary: e.g. orange mixed with red, resulting in orange-red

Complementary colours:

Red – Green
Yellow – Purple
Blue - Orange

Harmonious colours

Colours next to each other on the colour wheel. These colours work well with each other and can create an image which is pleasing to the eye. E.g. Yellow, Green-yellow and Green

Tint

A colour mixed with white. E.g. Orange mixed with white.

Shade

A colour mixed with black. E.g. Blue mixed with black

Tone

A colour mixed with grey. E.g. Red mixed with grey.

Artists use tints, shades and tones when mixing colours.

Section 4: Extend your knowledge

View this resource about Van Gogh's Starry Night on the MoMA website.

<https://mo.ma/3gc4C7b>



Read through the text and scroll down to watch the video on 'Starry Night'

Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Teacher in Role	Working with your teacher pretending to be somebody else, or taking on a role. Thinking, acting and even feeling differently to your ordinary self can help you empathise with that person and better understand an issue or theme.
Naturalistic Still Image	A frozen image created to help capture a key moment or emotion.
Monologue	In theatre, a monologue is a speech presented by a single character, most often to express their thoughts aloud.
Vocal Projection	Voice projection is the technique of controlling the volume, pitch, and distance that your voice travels.
Hot seating	This is an exercise to deepen understanding of character. Hot-seating helps an actor become more familiar with their role.

Section 1: Key Vocabulary

Tier 2 vocabulary	Definition
Reflection	To think carefully and deeply about a subject.
Plot Twist	In literature, film, television, and even video games, a plot twist is an unsuspected occurrence or turn of events in the story that completely changes the direction or outcome of the plot from the direction it was likely to go.
Refugee	a person who has been forced to leave their country in order to escape war, persecution, or natural disaster.

Section 2: New Drama Strategies

Hot seating



Ask questions that force the actor to consider the life of their character in depth and beyond the world of the play. You could ask them about home life, childhood, family relationships, hopes, fears, hobbies and how they feel about other characters.

Thought Tracking



A thought-track is when a character steps out of a scene to address the audience about how they're feeling. Sharing thoughts in this way provides deeper insight into the character for an audience.

Section 3

An extract from a poem

Home

By Warsan Shire (British-Somali Poet)

no one leaves home unless
home is the mouth of a shark
you only run for the border
when you see the whole city running as well
your neighbors running faster than you
breath bloody in their throats
the boy you went to school with
who kissed you dizzy behind the old tin factory is
holding a gun bigger than his body
you only leave home
when home won't let you stay.
no one leaves home unless home chases you fire under
feet
hot blood in your belly
it's not something you ever thought of doing until the
blade burnt threats into
your neck
and even then you carried the anthem under your
breath
only tearing up your passport in an airport toilets
sobbing as each mouthful of paper
made it clear that you wouldn't be going back.
you have to understand,
that no one puts their children in a boat
unless the water is safer than the land
no one burns their palms
under trains
beneath carriages
no one spends days and nights in the stomach of a truck
feeding on newspaper unless the miles travelled
means something more than journey.

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Riff	A repeated musical pattern
Harmony	Playing two or more notes at the same time. The "harmony part" in music is different to the melody part
Verse	The part of the song that tells the story. The melody repeats in each verse but the words will change.
Chorus	The part of the song that is repeated, often after the verse. It gives the main message of the song
Chord	Two or more notes played together
Chord Sequence	A pattern of chords played in a particular order throughout a song
Verse/Chorus structure	A form of structure which has alternating verses and chorus
Tier 2 vocabulary	Definition
Call and Response	Two short sections within a melody line where one phrase is answered by another
Timing	The ability to synchronise with another person
Melody	The main theme or tune of the music
Structure	How a piece of music is organised into different sections of parts

Section 2: New Knowledge/Skills (cont)

Most pieces of music we listen to are in **verse/chorus** structure. This is a type of musical form. The verses will have the same melody, however the lyrics will change in each verse to tell a story. The chorus of a song stays the same each time it is repeated. This will give the main message of the song.

Music contains notes in succession (**melody**) or notes in combination. When notes are played at the same time it is called **harmony**. The type of harmony created in a piece of music or a song is the **tonality** of the music.

When a piece of music uses **simple harmonies** it means that the music using a limited number of chords in a sequence. This might be the **primary triads**.

The **primary triads** refers to three chords that form a chord sequence. These chords are commonly used in songs. The **primary chords/triads** are chord I, IV and V; meaning if C is I, F would be IV and G would be V

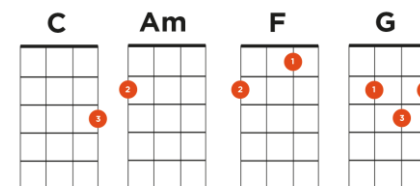
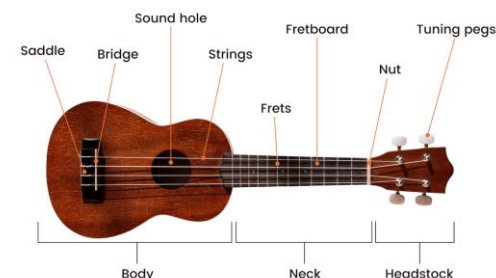


The **four chord trick** is a **chord sequence** that is used in hundreds of songs. It uses the primary chords and one extra, chord VI. We use the degrees of the scale to work out these chords.

Degrees of a Scale



Section 3



IKO IKO



I'M YOURS



CHORD PRACTICE



RIPTIDE



Links to prior learning - Keyboard skills, I've got Rhythm, Form and Structure,

Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Dietary Fibre	Found in fruits, vegetables and wholemeal products it helps prevent constipation and reduces the risk of heart disease
Carbohydrate	Found in pasta, rice and potatoes - it gives us energy
Protein	Found in beans, nuts, lentils, meat, fish, eggs & dairy products - it helps us grow
Vitamins	Help to prevent illness
Minerals	E.g. Calcium / Iron - help maintain body processes
Energy balance	Balancing the amount of energy being put into the body through food, and the amount of energy used for activity.
Traffic light labelling	Colour coded food labels comparing fats, sugar & salt to an adult's average requirements. (Red- eat less, amber- not too many, Green- good to go!)
Perishable	Perishable foods are those which need to be kept in the fridge. They are often foods which have a higher risk of giving us food poisoning if they aren't stored or prepared correctly
Tier 2 vocabulary	Definition
Fats	Needed for energy found in margarine, butter, oil.
Vegetarian	A vegetarian doesn't eat meat or fish, but does eat eggs / cheese / milk
Preservation	Making something last longer (extending its shelf life).
Modifying	Changing / altering
Descending order	Most to least e.g. ingredients on a food label

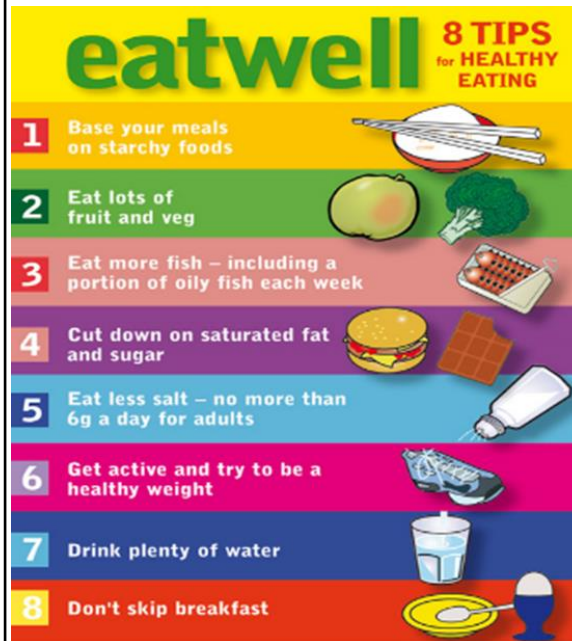
Section 2: New Knowledge/Skills

5-a-day

Eat at least 5 portions of a variety of fruit and vegetables every day. An adult portion is 80g but children need smaller portion sizes. 1 portion is roughly the amount you can fit in the palm of your hand.

Eat as many of the different categories below as possible because they all contain different combinations of fibre, vitamins, minerals and other nutrients.

Find out more: www.nhs.uk/live-well/eat-well/why-5-a-day



Diet related health issues

By choosing to eat the wrong balance of foods we increase our risk of some of the following health issues:

- Heart disease
- Stroke
- Diabetes Type 2
- Tooth Decay
- Cancer

Section 3:

Preservation

Food can be preserved in different ways. This means that it will keep for longer without spoiling or causing food poisoning. Preservation methods include

- Freezing
- Drying
- Pickling
- Jamming
- Canning

Preservation extends a product's **shelf life**.

Use by dates should always be followed as they are found on perishable foods which can cause food poisoning.

Best before dates are just a recommendation that the food will be at its best quality up to this date, but it can still be eaten for some time afterwards and is safe to do so.

Homework 1

Revision for Assessed task. Read the information on both of the Y7 Food Tech Knowledge Organisers to help remind you of the Eatwell guide, nutrients and healthy eating ready for your assessment.

Homework 2

Sugar coated cornflakes



of an adult's Reference Intake.
Typical values per 100g: Energy 1626kJ/381kcal

Each fillet (240g) contains

Battered fried cod



of an adult's Reference Intake.
Typical values per 100g: Energy 1031kJ/247kcal

Analyse the traffic light labels provided above.

Explain how you would modify the recipes, or what you would swap them to to make them more healthy.

Give two examples of breakfast dishes which would provide a balanced nutritious start to the day instead of sugar coated cereal.

Section 1: Key Vocabulary

Tier 3 vocabulary Definition

Block Print A method of printing **textiles** by stamping ink-dipped blocks—usually made from wood or linoleum—onto **fabric**

Applique Means applying (sewing or bonding) one piece of **fabric** to another – usually shapes or designs on top of a **fabric** background

Bondaweb Is a **soft adhesive mesh with a transfer paper backing**. Makes bonding (or sticking) two fabrics together quick & easy.

Calico **Calico fabric** is a plain-woven **textile**, made from half-processed and unbleached cotton fibres.

Woven A **Woven fabric** is any **textile** formed by **weaving**. **Woven fabrics** are often created on a loom

Loom A **loom** is a machine or device for **weaving** thread or yarn into **textiles**. **Looms** can range in size from very small hand-held frames, to large free-standing looms

Warp The **warp** is the set of yarns that run lengthwise (up & down) on a loom

Weft Weft threads are the horizontal threads that are interlaced (in & out) through the warp

Tier 2 vocabulary Definition

Template A paper or cardboard **shape** which can be traced onto **fabric** prior to cutting out. Templates are used when making garments in the fashion industry

Section 2: Skills

Applique

You will use applique to decorate the front of your bag. Applique describes adding layers of fabric shapes to make a picture or design.

We can use Bondaweb to stick the layers down before we sew them. Bondaweb is a glue that is activated by the heat from the iron to melt it and adhere the layers together.

To use the bondaweb:

1. Firstly cut the shape you want to make from it.
2. Next iron the shape onto the **REVERSE** of the fabric.
3. Cut out the fabric shape using the outside of the Bondaweb as a guide.
4. Peel the paper from the back of the bondaweb
5. Place the bondaweb/fabric shape onto your bag where you want it to go, bondaweb side down.
6. Place a paper towel over the top of your work
7. Iron in place for 10 swirls
8. Check if it has glued in place. If not repeat step 7 again until it is stuck down.

Block Printing

Block printing is a method of decorating fabric that has been used for many hundreds of years. Traditionally the blocks would be made from carved wood.



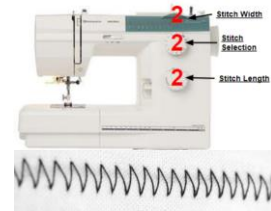
Manufacturing Steps

1. Mark out the seam allowances on the calico fabric.
2. Use bondaweb to applique the design to the front of the bag.
3. Sew around the applique design.
4. Make the block print
5. Use the block print to make a repeat pattern on the back of the bag
6. Iron the fabric paint when it is dry to fix it into the fabric
7. Fold the bag together **INSIDE OUT**
8. Sew along the seam allowance lines down each side, in straight stitch and zig zag.
9. Fold the top of the bag over twice and sew in place.
10. Make the straps
11. Sew the straps to the top of the bag

Section 3: Knowledge

Zig Zag

A zig zag stitch is often used for Decoration around the outside of an appliqued piece of fabric.



It is also useful to neaten the edges of a woven fabric and stop it from fraying.

Fabric Crayons

Fabric crayons are an easy way to add more detail to a fabric design.

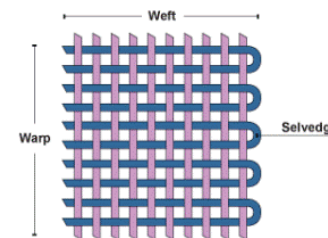
They work in the same way as normal wax crayons, you draw straight onto the fabric. There is an extra step though to fix the crayons into the fabric you need to iron it. The heat from the iron fixes the crayons into the fibres of the fabric so that you can wash it etc.

You need to remember to cover your crayon design with a paper towel so that the excess wax can be absorbed.

Weaving

The cotton calico fabric you are using for your bag is woven on a loom.

This diagram shows you the key parts of the fabric.



It is easy to remember that the **WEFT** goes from **LEFT** to right if you think of **WEFT=LEFT**

Homework Tasks

Task One: Copy the diagram of the **WEAVING**, label the Warp and Weft. Challenge: can you research the **BIAS** and mark onto your diagram where that would be?

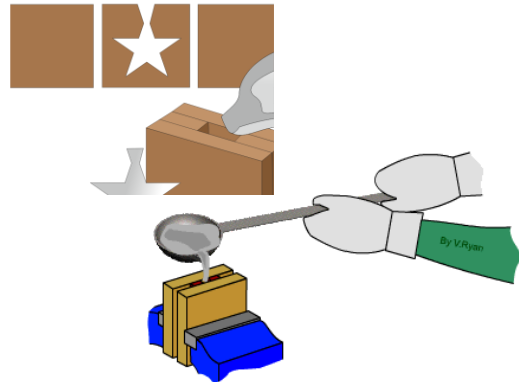

Task Two: The settings for a basic zig zag stitch are shown above. Can you predict what would happen the stitch if you adjusted the dials?

1. Draw what you think the shape of the zig zag would be if I changed the Width to 5
2. Draw what you think the shape of the zig zag would be if I changed the width to zero.

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Casting	An object made by pouring molten metal or other material into a mould.
Pewter	An Alloy metal that is mostly made of tin and then mixed with other metals such as copper.
CAD	Computer Aided Design. Using computers to design a product.
CAM	Computer Aided Manufacture. Using a computer to control the machine making a product.
Abrasive	A surface that causes damage or wear by rubbing.
Coping Saw	A handsaw with a thin blade that is attached to the handle by a U-shaped frame, used for cutting curved shapes into wood.
Wet and Dry	Wet and dry paper is a type of sandpaper with a coating of abrasive material. Wet and dry can be used wet with water as well as dry for the purpose of polishing.
File	A tool used to remove fine amounts of material from a workpiece. It is common in woodworking, metalworking, and other material types.
Laser Cutter	Laser cutting is a technology that uses a laser to vaporize materials, resulting in a cut edge. It can also be used to engrave and rasterise.
Die Mould	A mould create with a hollow centre used in the casting process. (See casting definition).
Acrylic	A petroleum based plastic material with outstanding strength, stiffness and variety of thicknesses and colours
Pillar Drill	An electrical drill that can be used to drill holes into a variety of different materials.

Section 3: Health and Safety in the Workshop
<p>I understand the safety rules in the workshop and promise to follow them</p> <p>Student sign:.....Teacher sign:.....</p>

Section 3: New Knowledge/Skills	
New Skill/ Knowledge	I have demonstrated this:
Explain the casting process	
Research existing product	
Develop ideas and design for a customer	
Learn how to use 2D design software Basic Tool	
Learn how to use 2D design software Text Tool	
Learn how to use 2D design software Contour Tool	
Use a pillar drill to drill a hole in you keyring or scrap metal.	
Use a coping saw to remove the spout	
Use a file to remove remainder of spout	
Use wet and dry paper	
Explain the difference between engraving and cutting on the laser cutter	
Identify the different between Acrylic and Pewter	
Evaluate	

Section 4: Homework tasks
<p>Homework 1:</p> <p>Complete Homework Challenge 1 in your booklets: Page 6 This homework should help you to generate some ideas for your keyring and be able to see the variety of different keyrings that can be made. Make sure you answer all of the questions and include a picture for each different Keyring. When you are describing each design, make sure you describe it fully (imagine the picture is not there).</p> <p>Homework 2;</p> <p>Complete Homework Challenge 2 in your booklets: Page 11. Demonstrate your understanding of all of the skills that you have learnt .</p>



Knowledge

Democracy
Our opinions matter in school.

Respect
We look after each other and our school.

Tolerance
We accept each other's differences.

British Values

Rule of law
We keep to rules.

Liberty
We are free to make choices.

Forest Academy

Show compassion,
Be honest and fair,
Display self-discipline in setting and meeting goals,
Make good judgments,
Show respect to others,
Show courage in standing up for beliefs,
Have a strong sense of responsibility,
Show concern for your community,
Maintain self-respect.

Extra – Curricular Summer 2023

The summer will be a busy time for sports at Belper School, as always! Our main activities will once again be ATHLETICS, ROUNDERS, TENNIS and VOLLEYBALL. Other sports activities will be organised when the weather allows and when there are no exams in the sports hall.

TENNIS

The courts are available for use every lunchtime and after school up until 4.15pm. At lunchtimes there are rackets and balls available to borrow – ask at the PE office. Look out for some tennis training sessions and competitions later in the summer.

ATHLETICS

Look out for competitions and trials. Details will be circulated as things are arranged. Our experienced athletes will be invited to compete at the Derbyshire Schools' Championships on Saturday 10th June. Athletics practices will be organised later in the summer and students who attend these events may be selected to compete at the Amber Valley Championships which takes place at Moorways Stadium on Tuesday 27th June. Sports day will run again this year for years 7, 8 and 9 in July with the support of year 10 sports leaders. Nearer the time, your tutor groups will need to put together athletics teams for your year group's event.

ROUNDERS

Rounders Tournaments: extra practices will be arranged in the run-up to the various Amber Valley Tournaments to prepare our teams for these events and there will be some inter-tutor group rounders events organised to give everyone a chance to play some competitive rounders.

NETBALL

Girls' Netball Club continues on a Thursday after-school for all year groups.

BASKETBALL

The outdoor court is available every lunchtime and after school for students to practice their skills or join in with a pick-up game. Balls can be borrowed from the PE office.

INTER-TUTOR SPORTS

Look out for competitions between class groups and tutor groups taking place at lunchtimes and after-school - details will be circulated in school through PE lessons and via tutors.

Y7	Mon	Tues	Weds	Thurs	Fri
Lunchtime	Spelling/Translation Bee With Sarah In Languages Book Club With Sarah Library	Carnegie Club With Tamara Library	Cartoon Club (Wk2) With Robert A3 Belper School Christian Union With Stephen H3 Belper Band With Anna Mu1	Cartoon Club (Wk1) With Robert A3	Lunch Club With Emma Library Chess Club With Carlos M1
After School	Homework Club All welcome In Learning Support	LGBTQ+ Pride Club With Karen, Emma, Sally T5 Belper School Choir With Phil In Mu1 Homework Club All welcome In Learning Support	Music Producers Club With Phil In Mu1 Textiles Club With Sarah In T1 Recycling and Litter-Picking With Marc School site Homework Club All welcome In Learning Support	LARP With Mike In H9 Gardening With Marc ACCESS garden Music Club Band Rehearsal With Anna Mu1 Scalextric Club With Phill, John T2 Homework Club All welcome In Learning Support	

2 Black/Blue Pens
and 1 Coloured Pen



2 Pencils



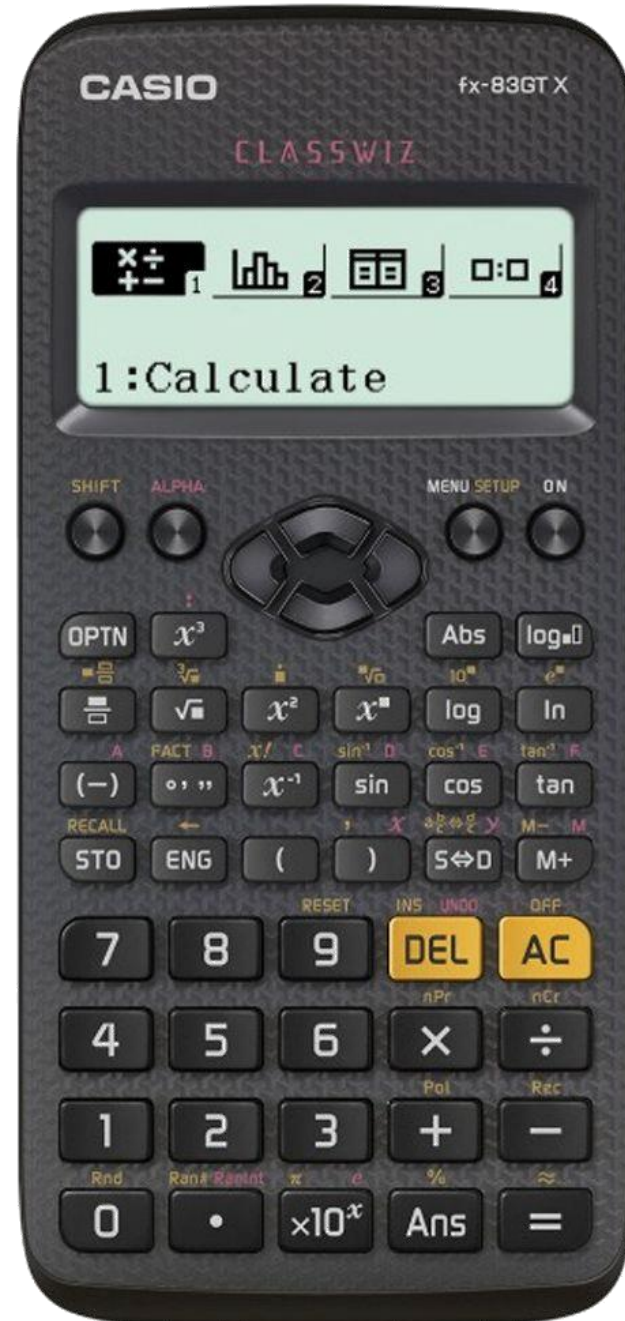
Eraser



Pencil Sharpener



Scientific Calculator



Planner

Ruler

