

# Knowledge Organiser

Year 7 Summer 2 2023

*Create Your Future*

“If we all try to be a better friend from time to time the world will be a better place to live in.”

**Kevin Sinfield OBE**

*Former England Rugby League player*

*Current Rugby Union Coach*

Name:

Tutor Group:







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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.

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

4. Diagrams or tables should be drawn in pencil, with a ruler.



# Environment

SYNONYMS

HABITAT  
TERRITORY  
DOMAIN

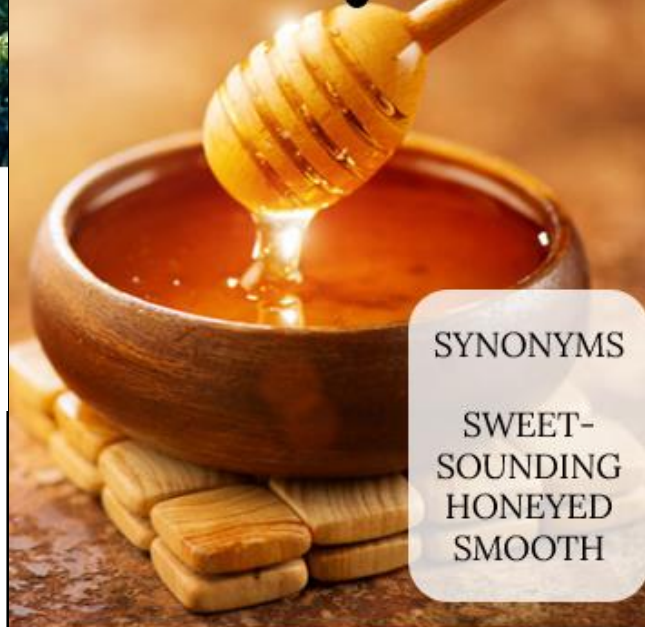


**NOUN** The surroundings or conditions in which a person, animal, or plant lives or operates.

***How have you used the words this half term?***

# Words of the Week

## Mellifluous

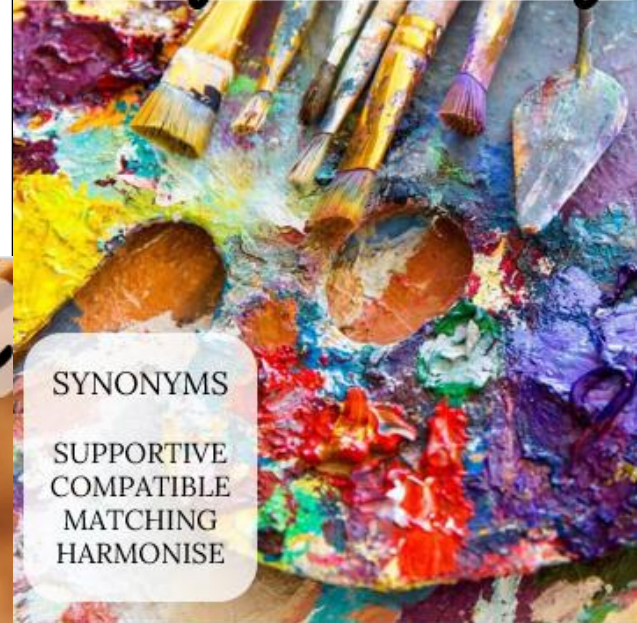


SYNONYMS

SWEET-  
SOUNDING  
HONEYED  
SMOOTH

**ADJECTIVE:** (of a sound) sweet-sounding and musical to hear.

# Complementary



SYNONYMS

SUPPORTIVE  
COMPATIBLE  
MATCHING  
HARMONISE

**ADJECTIVE:** combining in such a way as to enhance or emphasise the qualities of each other or another.



## Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
<b>Superstition</b>	A widely held but irrational belief in supernatural influences
<b>Narrative enigma</b>	A sense of mystery created in a story
<b>Interactions</b>	Communication between characters
<b>Protagonist</b>	The main character in a story
<b>Antagonist</b>	The central villain in a story
<b>Silhouette</b>	A dark shape or outline cast against a brighter background

## Tier 2 vocabulary

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



This is shown in the quote:  
"Her hair was wriggling like lazy snakes."

POINT

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	



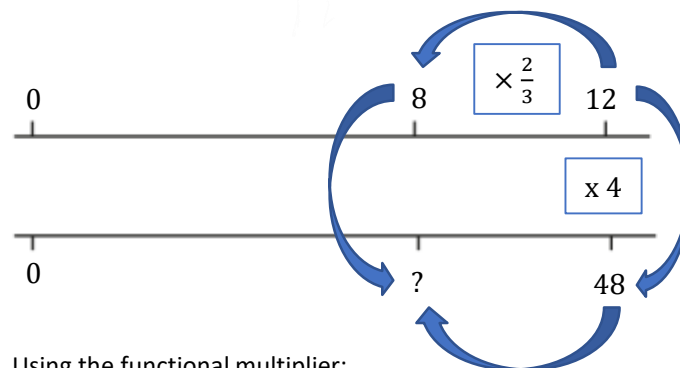


Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
<b>Multiplicative relationship</b>	A relationship between two quantities whereby the values are linked by a constant multiplier, of the general form $y = ax$
<b>Additive relationship</b>	A relationship between two quantities whereby the values are related by the addition of a constant, of the general form $y = x + a$
<b>Functional multiplier</b>	Is the multiplier that links two quantities, it is the 'a' in the general form $y = ax$
<b>Scalar multiplier</b>	Is a number that moves <i>along</i> lines in a double number line, that is, stays within the same variable.

Tier 2 vocabulary	Definition
<b>Rate</b>	The ratio between two related quantities <i>in different units</i> .
<b>Scaling</b>	Enlarging or reducing a value by multiplying by the scalar multiplier.
<b>Ratio</b>	A way of comparing values between two (or more) quantities.
<b>Proportion</b>	A statement that expresses two ratios as equal.

## Section 2: Representations

A **double number line** shows how two variables are related. The functional multiplier moves from one line to the other, and can be used to convert between the variables. The scalar multiplier moves along each line by the same proportion. Both can be used to find missing values:



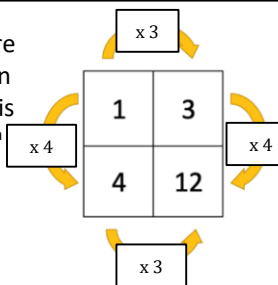
Using the functional multiplier:

Since  $48 = 4 \times 12$ , we see that the functional multiplier is 4.  
So,  $? = 4 \times 8 = 32$ .

Using the scalar multiplier:

Since  $8 = \frac{2}{3} \times 12$ , we see that the scalar multiplier is  $\frac{2}{3}$ .  
So,  $? = 48 \times \frac{2}{3} = 32$ .

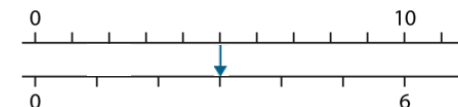
A **ratio table** can be used to structure a multiplicative relationship between two variables. Usually, information is given to fill 3 of the cells, and the 4<sup>th</sup> can be found using multiplicative relationships between the rows (functional) or the columns (scalar).



## Section 3: Examples

Both the bar model and double number line representations can be helpful when working with proportional problems:

*On this double number line, the 10 and 6 align perfectly.*

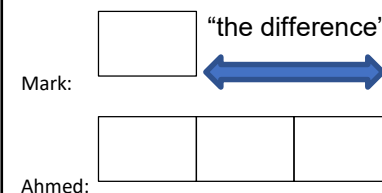


*What other pairs of numbers will also line up in the same way?*

Since 10 and 6 align, we can express the proportionality of the two variables as  $10 : 6$ . Scaling this ratio by factor  $\frac{1}{2}$  gives  $5 : 3$  as the simplest form. Any multiples of this ratio give other integer pairs:  $15 : 6$ ,  $20 : 12$ ,  $25 : 15$  etc.

*Mark and Ahmed share some sweets in the ratio 1:3. Ahmed has eight more sweets than Mark.*

*How many does Mark have?*



The ratio 1 : 3 is shown as 1 bar and 3 bars in the model. The difference of 8 is represented by the two extra bars that Ahmed has. 2 bars are worth 8, so 1 bar is worth 4. Mark has one bar, so Mark has 4.



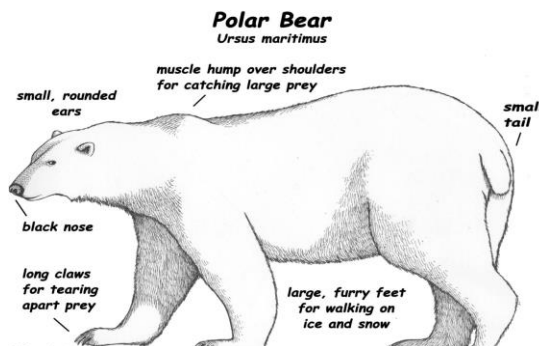
Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
<b>Organism</b>	An individual living being such as a dog
<b>Habitat</b>	A place where organisms live
<b>Community</b>	A group of organisms living together
<b>Ecosystem</b>	Interactions between a community and the habitat which they live in
<b>Vertebrates / Invertebrates</b>	Animals with a backbone / without a backbone
<b>Biotic</b>	Factors that are caused by living organisms
<b>Abiotic</b>	Factors that are caused by non-living organisms
<b>Quadrat</b>	Square frame used for sampling
<b>Transect</b>	A line across a habitat used for sampling
<b>Pooter</b>	Device used to safely suck small animals into a container for sampling
<b>Pitfall Trap</b>	Buried container used to catch animals which fall into it for sampling

Tier 2 vocabulary	Definition
<b>Environment</b>	Surroundings around an object or organism
<b>Population</b>	The total number of a species living in a particular place, at a particular time
<b>Variation (inherited &amp; environmental)</b>	Differences between organisms caused by genetics (inheritance) or the environment
<b>Inheritance</b>	Characteristics received from parents via genetics
<b>Classification</b>	Arranging things into groups or categories
<b>Characteristics</b>	Feature or quality belonging to something
<b>Adaptation</b>	Certain characteristics that exist for a particular function

### Section 2: New Knowledge/Skills

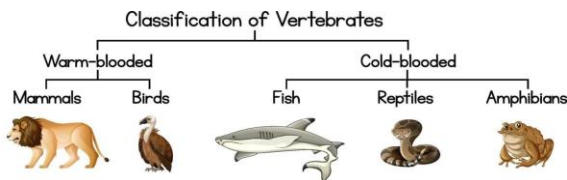
#### Adaptations

Look at some of the characteristics of the polar bear. These characteristics help it survive in the very cold habitat where it lives.



#### Classification

Below is a classification of vertebrates. There are 5 classes of vertebrates as can be seen below:



All of the animals above have a backbone which is why they are known as vertebrates. Other animals without a backbone are known as invertebrates.

#### Ecosystem



#### Community



#### Population

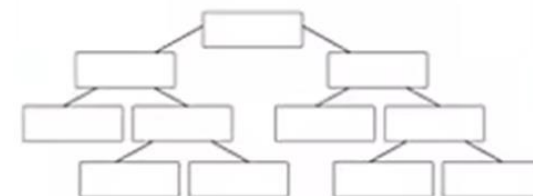


#### Individual

©Study.com

### Section 3: Other subject specific things

- Give 5 examples of animals that would be classified as invertebrates.
- Using the polar bear example as a guide, sketch a picture of a camel and state what adaptations it has to help it survive in its habitat. How do these vary to the polar bear and why?
- Using a classification key, classify some items found in your house.



- Give some examples of biotic and abiotic factors and describe how some of these may affect populations.
- Planning (Method writing)**  
Plan how various sampling techniques could be used to estimate populations within habitats.
- Give an example of how organisms show variation as a result of inheritance and the environment.



## Section 1: Key Vocabulary

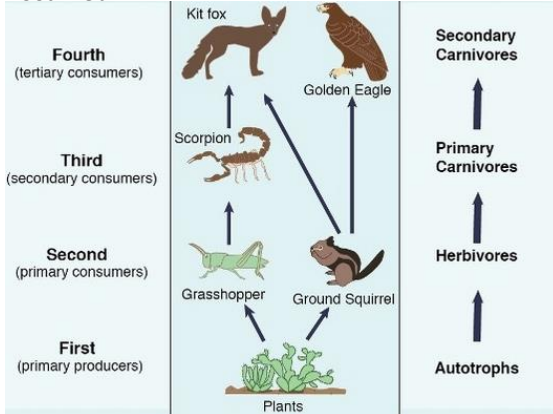
Tier 3 vocabulary	Definition
<b>Food Chain</b>	A diagram to show the flow of energy through living things.
<b>Food Web</b>	A diagram to show how food chains join together
<b>Biomass</b>	The dry mass of a living thing
<b>Producer</b>	An living thing able to make its own food
<b>Consumer</b>	A living thing that needs to eat other living things for food
<b>Tertiary</b>	The third level
<b>Predator</b>	An animal that hunts prey for food
<b>Prey</b>	An animal hunted by a predator
<b>Adaptation</b>	Changes that increases a living thing's chance of survival
<b>Natural Selection</b>	Living things better adapted to their environment are more likely to survive and reproduce

## Tier 2 vocabulary

Tier 2 vocabulary	Definition
<b>Pyramid</b>	A shape that has a wide base and narrower top
<b>Primary</b>	The first level
<b>Secondary</b>	The second level
<b>Population</b>	All the members of one species living in an area
<b>Conclusion</b>	A judgement reached based on evidence
<b>Evidence</b>	Information gathered to support a conclusion
<b>Evolution</b>	Gradual change in characteristics that can lead to the creation of a new species.

## Section 2: Key questions

## Food web

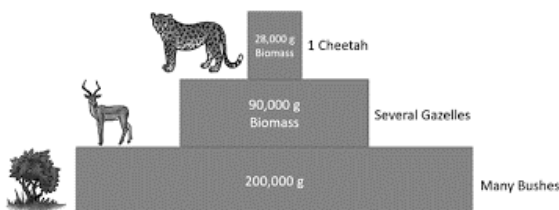


What makes a successful predator?



How do prey animals

avoid predators?



Why is a pyramid of Biomass better?

## Section 3: Assessment

You will complete an assessment activity in this topic; you will be asked to research and process different pieces of evidence in order to produce a balanced argument and draw a scientific conclusion to answer the question....

“ Which Predator is the most successful?”

Consider

- Is there enough data
- Is the data biased
- Is the data from different sources all the same quality
- How could it be improved

## Evolution

You will begin to explore the theory of evolution and to learn how Darwin researched and developed his theory of Natural Selection.

A mutation is a change in DNA. These happen all the time, if they happen in the sex cells. (Gametes) these can be passed on. If a mutation offers an advantage then these individuals are more likely to reproduce and pass on the new genes to future generations. Describe what happened with the peppered moths, pictured above?



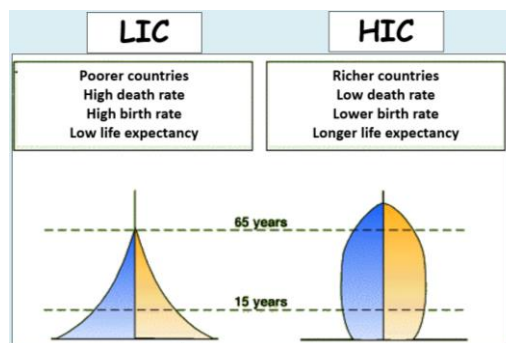


Tier 3 vocabulary	Definition
<b>Birth rate</b>	The number of babies born per 1000 of the population per year.
<b>Census</b>	A count of the population. In the UK, this is every 10 years.
<b>Death rate</b>	The number of deaths per 1000 of the population per year.
<b>HIC (High Income Country)</b>	A wealthier country.
<b>Infant mortality rate</b>	The number of babies who do not survive to the age of 1 per 1000 live births.
<b>LIC (Low Income Country)</b>	A poorer country.
<b>Population</b>	The number of people who live in a place.
<b>Population distribution</b>	How people are spread out across an area.
<b>Quality of life</b>	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).
<b>Settlement</b>	A place where people live eg. village, town, city.
<b>Shanty town</b>	A poor community where people have made their housing from scrap materials.

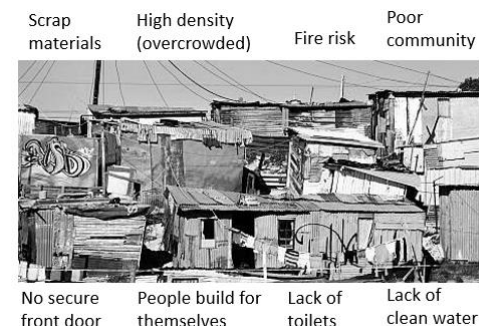
Tier 2 vocabulary	Definition
<b>Sustainability</b>	The practice of using natural resources responsibly, so they can support both present and future generations.
<b>Social</b>	Things affecting people and their community.
<b>Economic</b>	Things relating to money.
<b>Environmental</b>	Things relating to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

## Section 2: New Knowledge

### Population pyramids



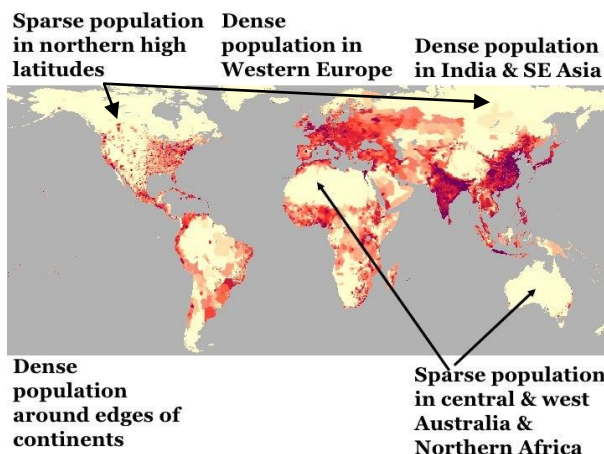
### Shanty towns



### Population distribution

**Sparse** = not many people live there.

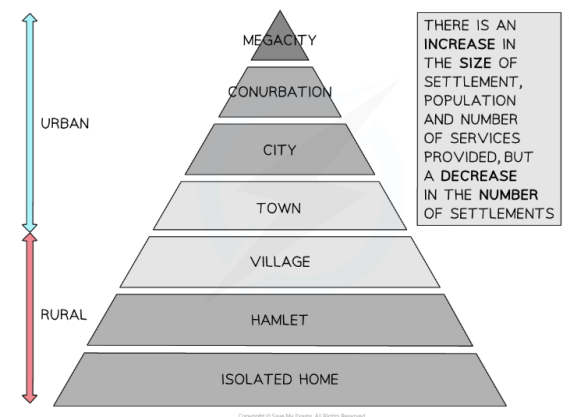
**Dense** = Crowded area, lots of people.



### 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

**Civil War** A war against at least two sides in the same country.

**Divine Right** Kings are appointed by God so must be obeyed.

**Jacobite** Believer in the Stuart, Catholic succession of the monarch.

**Tory** MP who supports the power of the monarch.

**Whig** MP who wants more power for Parliament.

### Tier 2 vocabulary

### Definition

**Parliament** The representatives of the people, comprising of the House of Commons and the House of Lords.

**Ministers** The monarch's advisors.

**Reform** Political change.

## Section 3: Timeline: English Civil War

**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 4: 18th Century Politics Timeline

**1690's** King William's Expensive Wars.

**1688** Jacobite Rebellion

**1689** (King) James lands in Ireland

**1690** Battle of the Boyne

**1702** Protestant Succession of Queen Anne

**1714** Succession of George 1

**1714** Treaty of Utrecht gives Gibraltar and Minorca to GB

**1722** Atterbury Tory Plot

**1730s** Walpole's Excise Crisis and Riots

**1739** War Declared on Spain

**1744-45** Second Jacobite Rebellion under Bonny Prince Charlie

**1756-1763** The Seven Years War

**1768-75** Captain Cook's Voyages

**1775** War of Independence in America

**1770s** John Howard calls for reform of prisons.

**1778-80** Gordon Riots

## Section 6: Enquiry Questions

How can we explain the Civil War?

Why was King Charles I executed?

How far did those in power shape events?

What factors led to reform in the 18<sup>th</sup> Century?

## Section 7: 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 5: Interpretations

Some historians argue that conflicts about religion, money and power were bound to lead to civil war. Other historians argue that the Civil War was almost accidental.



## 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

In this unit you will cover key concepts such as

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 creative work to express your own spirituality?

In this unit we will consider:religious:

Paintings  
Music  
Calligraphy  
Mandalas



### Sources of Authority

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

Key Question:

How can people express the spiritual through music and art?

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.

### 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.**

**Knowledge (red) - of different art forms and how they can be used to express beliefs and spirituality.**

**Impact (orange)-** the impact that religion and spirituality can have on art/music and vice versa.

**Specialist Terms (yellow) - use your tier 2 and 3 vocabulary.**

**Source of Authority (green) -** make sure that you use the stories/quotes from the Bible/Torah/Quran/Dhammapada to support your ideas.

**Judgement (Blue) -** is this a strong/weak/valid/invalid point and why? Why might others disagree?

**Opinion (purple) -** what is your opinion? why? support?

Or your teacher may ask you to produce a piece of art work, which answers the question.



## Section 1: Key Vocabulary/Questions

Tier 3 vocabulary	Definition
<b>verb (vb)</b>	is a word used to describe an action, state or occurrence.
<b>timeframe</b>	language used to refer to the past, present or future
<b>the near future tense</b>	used to refer to what is 'going to' happen
<b>infinitive</b>	the verb in its original form
<b>conjugate</b>	to adapt the infinitive for different people (pronouns)

## 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. Il y a quoi, à ton école?	What is there at your school?
5. Qu'est-ce que tu manges/ bois ?	What do you eat/drink?
6. Que fais-tu normalement le weekend ?	What do you normally do at the weekend?
7. Qu'est-ce que tu vas faire ce weekend ?	What are you going to do this weekend?
8. Ça va être comment ?	What's it going to be like?

## Section 2: Grammar

## The near future tense

We use this tense to talk about what people are 'going to' do in the future.

## Formation:

the subject (e.g. je, tu etc. ) + the correct part of ALLER in the present tense + the infinitive

ALLER	to go
je <u>vais</u>	nous <u>allons</u>
tu <u>vas</u>	vous <u>allez</u>
il <u>va</u>	ils <u>vont</u>
elle <u>va</u>	elles <u>vont</u>



## + infinitive

e.g. the verb in its original form  
Infinitives always end in either **ER, RE or IR**

jouer  
faire  
manger  
lire  
regarder



You can practise the near future tense on [languageonline.org.uk](http://languageonline.org.uk)

## Time expressions

Add detail to your work by adding time expressions.

## Present

**normalement** normally

**aujourd'hui**  
today

## Future

**le weekend prochain**  
next weekend

**demain**  
tomorrow

**Aujourd'hui, au collège je mange à la cantine, mais demain je vais manger au McDo car c'est le weekend. Ça va être délicieux!**

## Section 3: WAGOLL

Salut! J'habite à Paris avec ma famille. Je vais à l'école. Mon école s'appelle Collège Charles Baudelaire. 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. 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.

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 !

Normalement, le weekend je joue au sport avec mes amis et je rends visite à mes grands-parents. C'est sympa.

Cependant ce weekend c'est un peu différent car d'abord je vais faire mes devoirs, après je vais rendre visite à mon ami et ensuite on va regarder un film et manger du pop-corn. Ça va être génial mais un peu fatigant!

## À savoir:

☆ Practise the verb ALLER  
[Pink Panther ALLER song](#)





FRENCH Y7 Word list SUMMER 2.A		
vb	nous allons	we go/ are going
vb	vous allez	you go/ are going
vb	ils vont	they (m, m/f) go/are going
vb	elles vont	they (f) go/ are going
nm	le weekend prochain	next weekend
	ce weekend	this weekend
nm	samedi prochain	next Saturday
	ce matin	this morning
	ce weekend	this weekend
	cet après-midi	this afternoon

FRENCH SUMMER 2.B		
adv	aujourd'hui	today
adv	demain	tomorrow
vb	je vais jouer	I am going to play
vb	tu vas faire quoi?	what are you going to do?
inf	acheter	to buy/ buying
inf	regarder	to watch/ watching
vb	ça va être	it's going to be
adj	divertissant	entertaining
adj	nul	ruddish
conj	si/s'	if


FRENCH SUMMER 2.C		
adj	positif	positive
adj	négalif	negative
inf	retrouver	to meet up with
inf	rentrer	to return/ returning home
inf	visiter	to visit a place
inf	rendre visite à	to make a visit to (people)
nmpl	les copains	friends (m + m/f)
nfpl	les copines	friends (f)
inf	admirer	to admire
inf	apprécier	to appreciate

Les mois de l'année	
janvier	January
février	February
mars	March
avril	April
mai	May
juin	June
juillet	July
août	August
septembre	September
octobre	October
novembre	November
décembre	December

High frequency words	
et	and
aussi	also/too
mais	but
car/ parce que	because
d'abord	firstly
puis/ ensuite	then
après	after
où	where
ou	or
dans	in
à	in/to/at
le weekend	(at) the weekend
le mardi	(on) Tuesday
de	of
avec (qui?)	with (whom?)
très	very
assez	quite
un peu	a bit/little
trop (de)	too (much of)

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: qu

quoi	quand
question	équitation

Phonics: j

jouer	juin
juillet	je

Phonics: -ain

prochain	demain
copain	main

Phonics: é/er/ai/ez

acheter	visiter
négalif	Je vais

Phonics: ch


acheter	chercher
chaud	cheveux

Opinion phrases	
♥ ♥	J'adore/ J'aime beaucoup
♥	J'aime/ j'apprécie
😊	J'aime assez
♥	Je n'aime pas
♥ ♥	Je déteste
♥ ♥ ♥	J'ai horreur de/d'
c'est	It is
Je trouve ça...	I find it...
ça va être	It's going to be
J'ai trouvé ça...	I found that...



Section 1: Key Vocabulary/Questions	
Tier 3 vocabulary	Definition
<b>Separable verb</b>	Verbs which have a prefix that separates from the main verb when conjugated. The verb does not separate when used in the infinitive
<b>Reflexive verb</b>	A verb which needs a reflexive pronoun that matches the subject ( <u>ich</u> wasche <u>mich</u> )
<b>Infinitive</b>	the verb in its original form (usually ending in <b>en</b> – spielen -or occasionally <b>ln</b> - segeln)
<b>Auxiliary verb</b>	these help another verb, often to express tense or possibility.
Questions	Translation
<b>1. Beschreib deine tägliche Routine</b>	Describe your daily routine
<b>2. Wann bist du gestern aufgestanden?</b>	When did you get up yesterday?
<b>3. Wann wirst du morgen ins Bett gehen?</b>	When will you go to bed tomorrow?
<b>4. Wie feierst du deinen Geburtstag?</b>	How do you celebrate your birthday?
<b>5. Was ist deine Lieblingstradition?</b>	What is your favourite tradition?
<b>6. Was hast du letztes Jahr zum Geburtstag gemacht?</b>	What did you do for your birthday last year?
<b>7. Welches Fest im Ausland möchtest du erleben?</b>	Which festival would you like to experience abroad?

Section 2: Grammar
<p><b><u>Separable verbs</u></b></p> <p>A separable verb has a prefix which separates from the main verb in the present tense and the past participle.</p> <p><b><u>aufstehen</u></b> – to get up</p> <p>Ich <b>stehe</b> um 7 Uhr <b>auf</b> – I get up at 7 o'clock Der Hund <b>steht</b> sehr spät <b>auf</b> – the dog gets up very late <i>Note that the verb needs the correct ending</i></p> <p><i>With WO3, the separable prefix attaches to the verb.</i> Wenn ich um 7 Uhr <b>aufstehe</b>, bin ich müde. Weil der Hund sehr spät <b>aufsteht</b>, isst er kein Frühstück.</p> <p><i>The past participle makes clear when a verb is separable. Don't forget the auxiliary verb in the perfect tense.</i> Gestern <i>bin</i> ich um 9 Uhr <b>aufgestanden</b>. Ich <i>bin</i> zu früh <b>aufgewacht</b>.</p> <p><b><u>Reflexive verbs</u></b></p> <p>Reflexive verbs need a reflexive pronoun that matches the subject. Some verbs in German are reflexive that aren't in English. These need to be learnt. (e.g. sich entspannen – to relax, sich freuen – to be happy)</p> <p><b><u>sich waschen</u></b> – to wash <u>oneself</u></p> <p>ich wasche <b>mich</b> – I wash (myself) du wäschst <b>dich</b> – you wash (yourself) er wäscht <b>sich</b> – he washes (himself) sie wäscht <b>sich</b> – she washes (herself)</p> <p><b>wir</b> waschen <b>uns</b> – we wash (ourselves) <b>ihr</b> wascht <b>euch</b> – you wash (yourselves) <b>Sie</b> waschen <b>sich</b> – you wash (yourself) <b>sie</b> waschen <b>sich</b> – they wash (themselves)</p>

Section 3: WAGOLL & phonics
<p>Normalerweise stehe ich um halb acht auf, aber gestern war Sonntag und ich bin um Viertel nach elf aufgestanden. Ich will in der Woche nicht so früh aufstehen, weil ich oft müde bin.</p> <p>Zum Frühstück esse ich täglich Frühstücksflocken. Meine Schwester isst nichts, weil sie keinen Hunger hat. Wenn ich viel Hunger habe, streiche ich auch Toast mit Nutella oder Marmelade. Das schmeckt ganz lecker.</p> <p>Morgen werde ich um Mitternacht ins Bett gehen, denn wir gehen essen. Mein Bruder hat Geburtstag und wir werden mit unseren Großeltern feiern. Ich werde mich duschen und meine neue Jeans anziehen.</p> <p>Zum Geburtstag packe ich die Geschenke vor der Schule aus. Meine Schwester bereitet den Geburtstagstisch vor. Es gibt die Geschenke, Schmuck und viele Kerzen. Mein Bruder backt einen Kuchen, denn er ist sehr talentiert in der Küche.</p> <p>Letztes Jahr habe ich mit meinen Freunden gefeiert. Wir sind ins Kino gegangen. Wir haben einen tollen Actionfilm gesehen und dann haben wir bei mir Pizza gegessen. Das war total lustig. Ich liebe meine Freunde.</p> <p>Mein Lieblingfest ist Weihnachten. Ich mag die Zeit mit der Familie und am liebsten schmücke ich den Baum. Am Heiligen Abend backe ich Lebkuchen mit meinen Geschwistern. Das ist eine schöne Tradition.</p> <p>In der Zukunft möchte ich Karneval in Deutschland erleben. Ich möchte den bunten Umzug sehen. Ich freue mich auf Karneval!</p> <p><b>Gut zu wissen</b></p> <p>Scan the code to find out about <i>Karneval</i> in Germany – it's such a big celebration that it's often called the 5<sup>th</sup> season of the year!</p> 



GERMAN Y8 Word list Summer 1.A		
	ich wache...auf	I wake up
	ich stehe... auf	I get up
	ich dusche mich	I have a shower
	ich wasche mich	I have a wash
	ich ziehe mich an	I get dressed
	ich frühstücke	I have breakfast
	ich verlasse	I leave
	ich koche	I cook
	ich bereite...vor	I prepare
	vor sieben Uhr	before 7 o'clock

GERMAN Y8 Word list Summer 1.B		
	aufgewacht*	woke up
	aufgestanden*	got up
	geduscht	showered
	gewaschen	washed
	angezogen	got dressed
	verlassen	left (to leave)
	gekocht	cooked
	vorbereitet	prepared
	gefrühstückt	had breakfast
	bis sieben Uhr	by 7 o'clock, until 7 o'clock

GERMAN Y8 Word list Summer 1.C		
	das Frühstück	breakfast
	das Brötchen	roll, cob
	das Obst	fruit
	der Käse	cheese
	der Schinken	ham
	der Orangensaft	orange juice
	die Marmelade	jam
	streichen	to spread
	die Frühstücksflocken	cereal
	nichts	nothing

GERMAN Y8 Word list Summer 1.D		
	Alles Gute	Congratulations, all the best
	Frohe Weihnachten	Merry Christmas
	Prost	Cheers
	Herzlichen Glückwunsch	Congratulations
	Viel Glück	Good luck
	Schöne Ferien	Have a nice holiday
	feiern	to celebrate
	der Feiertag	bank holiday
	das Fest	celebration, festival
	die Tradition	tradition

GERMAN Y8 Word list Summer 1.E		
	einladen	to invite
	essen gehen	to go out to eat
	Kuchen backen	to bake a cake
	sich wünschen	to wish for
	das Geschenk	present
	der Gastgeber	host
	schmücken	to decorate
	der Umzug	parade, procession
	sich verkleiden	to dress up (e.g. fancy dress)
	die Kerze	candle

GERMAN Y8 Word list Summer 1.F		
	Heiliger Abend	Christmas Eve
	Karfreitag	Good Friday
	der Osterhase	Easter bunny
	Silvester	New Year's Eve
	Weihnachten	Christmas
	der Weihnachtsbaum	Christmas tree
	sich auf...freuen	to look forward to
	sich über...freuen	to be happy about
	der Lebkuchen	gingerbread
	der erste Weihnachtstag	Christmas Day

**REVISION: Scan the QR code above to access the word lists on Quizlet!**  
**This QR code links to all [the Y8 German Quizlet sets.](#)**




Phonics: z	
ziehe	Marzipan
Angezogen	zauberhaft
Kerze	März
Umzug	faszinierend

Phonics: o vs ö	
Osterhase	schön
Obst	Löwe
kochen	Öl
Prost	Österreich



Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
<b>Link</b>	A URL or hyperlink is a word, phrase, or image that you can click on to jump to a new document or a new section within the current document.
<b>Compliance</b>	Compliant code follows a set of standard rules.
<b>Embedded</b>	Embed means to integrate I content (images or files) into another website or page.
<b>Inline</b>	Inlining CSS means putting CSS inside an HTML file.
<b>Markup</b>	Markup code shows HOW something should be displayed
Tier 2 vocabulary	Definition
<b>Web page</b>	A web page is a structured document that mainly consists of hypertext, text with hyperlinks and embedded media.
<b>Style</b>	Style tag is used to define (CSS) information for a document. It shows how HTML should be displayed.
<b>Folder</b>	A folder is a named collection of related file s
<b>Document</b>	A document can be put into an electronic form and stored in a computer as one or more files
<b>Formatting</b>	Formatted text is text that is displayed in a special, specified style.
<b>Image</b>	An image is a picture that has been created or copied and stored in electronic form.

Section 2: New Knowledge/Skills	
1	<code>&lt;!DOCTYPE html&gt;</code>
2	<code>&lt;html&gt;</code>
3	<code>    &lt;head&gt;</code>
4	
5	<code>    &lt;/head&gt;</code>
6	<code>    &lt;body&gt;</code>
7	
8	<code>    &lt;/body&gt;</code>
9	<code>&lt;/html&gt;</code>
HTML tags	
<pre> &lt;body&gt;   &lt;h1&gt;My favourite things&lt;/h1&gt;   &lt;p&gt;This web page is about my   &lt;h3&gt;My favourite foods&lt;/h3&gt;   &lt;p&gt;Pizza&lt;/p&gt;   &lt;p&gt;Burgers&lt;/p&gt; &lt;/body&gt; </pre>	
Tags are instructions in HTML. They are usually in pairs. They are wrapped in chevrons ( < > ). The second closing tag usually has a / for example "</p>"	
Software	
You can use any text processing software to create web pages. We use notepad++. You view your webpages in any browser	

Section 3: Other subject specific things	
<b>URL</b>	Uniform Resource Locators are the addresses of resources on the web such as web pages, files, folders and images
<b>HTML</b>	The HyperText Markup Language or HTML is the standard markup language for documents designed to be displayed in a web browser. HTML is easy to learn!
<b>CSS</b>	CSS is the language we use to style an HTML document. CSS describes how HTML elements should be displayed.
Common Tags	
<code>&lt;A href="" &gt; a link &lt;/a&gt;</code>	These tags specify a hyperlink in a document.
<code>&lt;b&gt;bold text&lt;/b&gt;</code>	The text within these tags becomes bold
<code>&lt;i&gt;italic text&lt;/i&gt;</code>	These tags make italic text
<code>&lt;u&gt;underline text&lt;/u&gt;</code>	These tags underline the text enclosed
<code>&lt;br&gt;</code>	This provides a line break (new line)
<code>&lt;p&gt; &lt;/p&gt;</code>	These tags enclose a paragraph
<code>&lt;img src="" /&gt;</code>	This links an image to your webpage



# PE: Tennis

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
<b>Handshake grip</b>	The best way to hold the racket handle is as though you are shaking someone's hand.
<b>Ready position</b>	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.
<b>Forehand</b>	Playing the ball on your strongside.
<b>Backhand</b>	Playing the ball on the other side of your body to that on which you have the racket.
<b>Rally</b>	Playing the ball back and forth with a partner.
<b>Volley</b>	Playing the ball before it bounces.
<b>Groundstrokes</b>	Shots played after the ball has bounced from the back of the court
<b>Love</b>	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
<b>Striking team</b>	The team in bat have 2 aims: to not get out and to score runs.
<b>Fielding team</b>	The team bowling and fielding have 2 aims: to get the batters out and to stop them scoring runs.
<b>Grip</b>	The correct way to hold the bat.
<b>Stance</b>	The correct way for the batter to stand to receive a delivery.
<b>Delivery</b>	The bowler sending the ball to the batter.
<b>Base</b>	A rounders pitch has four bases which the batter has to run to.
<b>Stumps/bails</b>	A cricket batter defends their wicket which is made up of 3 stumps and 2 bails
<b>Innings</b>	Each team's turn in bat.
<b>Backstop</b>	The fielder who stops/catches the ball behind the batter in rounders.
<b>Wicketkeeper</b>	The fielder who stops/catches the ball behind the batter in cricket.
<b>Crease</b>	A line across the pitch where the batter stands.
<b>Batting/bowling box</b>	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
<b>Sprint</b>	Running as fast as you can
<b>Pacing</b>	Running at a steady pace to make sure you can complete the run without stopping.
<b>Baton</b>	French for 'stick'! The thing you hand to each other in a relay race.
<b>Lane</b>	The track is divided into lanes to give sprinters a clear space to run in.
<b>Lead leg</b>	Know which foot you like to go over the hurdle first - 'kick' this leg up to start your action.
<b>Trail leg</b>	The back leg in hurdles - lift it round to the side to go over the hurdle.
<b>Changeover</b>	Passing the baton from one runner to the next
<b>Up or down sweep</b>	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
<b>Take-off foot</b>	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.
<b>Take-off board</b>	Try to get your foot on the board to take off in long jump.
<b>Scissor jump</b>	The basic technique in high jump is the scissor kick.
<b>Landing position</b>	For each jump, you will need to know the landing position to ensure you land safely and get the best distance.
<b>Triple jump</b>	The triple jump is made up of the <b>hop, step and jump</b> .
<b>Arm action</b>	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
<b>Weapon</b>	All of the implements have their origins in war - can you remember the origins of each?
<b>Safety</b>	Given that the implements have evolved from weapons, we have some very important safety rules: <b>Carrying – Using - Storing</b>
<b>Grip</b>	In each event you will need to hold the implement with the correct grip.
<b>Stance</b>	The start position you will need you before you begin the action.
<b>Action</b>	The movements that are needed for an effective throw, moving you from a starting position to a finish position
<b>Standing throw</b>	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

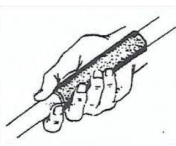
**Know** - the first part of your development is to be able to explain what you need to do.

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 <b>steady pace</b> for a long period of time. We will set a <b>target time</b> and understand what a <b>personal best</b> 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"> <li>1. To reduce the chance of injury</li> <li>2. To improve performance</li> </ol>
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
<b>Primary colour</b>	Root colour from which all other colours are mixed- Red -Yellow -Blue
<b>Secondary colour</b>	Two Primary colours mixed together to make Orange, Purple and Green
<b>Tertiary colour</b>	A secondary colour mixed with a neighbouring primary colour
<b>Complementary</b>	Colours opposite each other on the colour wheel that make each other appear brighter
<b>Abstract</b>	Art that does not attempt to show external reality
<b>Non-naturalistic</b>	Not closely imitating real life
<b>Impasto</b>	Use of thick paint to create texture
<b>Painterly</b>	Application of loose visible paint strokes
<b>En plein air</b>	outdoors
<b>Expressionist</b>	Expressing the inner world of emotion rather than external reality
<b>Impressionist</b>	An artistic style capturing a moment of time
<b>Stipple</b>	A painting technique using small dots of colour
Tier 2 vocabulary	Definition
<b>Colour</b>	pigment
<b>Blended</b>	One colour merged into another
<b>Media</b>	Type of material used
<b>Strokes</b>	Marks used in painting
<b>Applied</b>	Added to the painting
<b>Landscape</b>	Depiction of an outdoor scene
<b>Portrait</b>	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
<b>Artefact</b>	An object of cultural interest
<b>Paisley</b>	Ornamental textile design
<b>Symmetry</b>	A reflection of a shape
<b>Relief print</b>	Cutting away a surface to make a print
<b>Incarnation</b>	A person who embodies a deity
<b>Avatar</b>	A released soul/god in bodily form on earth
<b>Hindu</b>	A religious group
<b>Vishnu</b>	Hindu god
<b>Matsya</b>	Hindu avatar

**Tier 2 vocabulary**

Tier 2 vocabulary	Definition
<b>Research</b>	Investigation into background knowledge
<b>Pressprint</b>	A polystyrene printing sheet
<b>Printing</b>	An impression of an image
<b>Roller</b>	A tool for transferring ink
<b>Printing ink</b>	A material to print with
<b>Stain</b>	Add colour to paper
<b>Wash</b>	Add colour using watered down media

**Cultural Knowledge****Matsya Avatar**

Matsya, (Sanskrit: “Fish”) one of the 10 avatars (incarnations) of the Hindu god Vishnu. In this appearance Vishnu saved the world from a great flood. Manu, the first man, caught a little fish that grew to giant size. When the flood approached, Manu saved himself by tying his boat to the horn on the fish's head.



Follow this link or use the QR code to view a short Presentation about Indian Patterns.

[bit.ly/ajindpat](http://bit.ly/ajindpat)

**Block Printing**

**Hand Block Printing** involves carving a desired pattern or design on a wooden block, covering this block with ink or dye and then stamping it on the fabric. Blocks can be made up of stone; but for better results they are more commonly made from wood. Intricate designs that you see printed on a fabric are not designed with a brush; they are carved onto wooden blocks. Fine prints of flowers, animals and several abstract designs; gives an interesting face to a simple fabric.



### Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
<b>Architecture</b>	Buildings and the built environment.
<b>Cross-hatching</b>	Repeated crossing strokes of drawing that represent tone.
<b>Muted</b>	Low-level or desaturated.
<b>Atmospheric</b>	Creating a strong feeling or emotion.
<b>Dilute</b>	To decrease concentration , e.g. of watercolour paint by adding water.

Tier 2 vocabulary	Definition
<b>Watercolour</b>	Paint consisting of pigment in a water-soluble binder.
<b>Transparent</b>	Able to be seen through – not opaque.
<b>Palette</b>	A surface on which paint can be contained and mixed.
<b>Detail</b>	An individual or small part of an item
<b>Highlight</b>	The lightest parts of an object, drawing or painting. Where the light hits or reflects off an object.
<b>Opaque</b>	Unable to be seen through – not transparent.
<b>Texture</b>	The way a surface feels or would appear to feel.
<b>Illustrator</b>	One who produces illustration
<b>Illustration</b>	Artwork for printed media, etc.

### Artist: Ian Murphy



Ian Murphy (b. 1963) is a British artist. His works often feature architecture or architectural details. Some feature strong cross-hatched line work and layers of texture., with tone built up with thin layers of paint. Colour in Murphy's work is often dark or muted. Together, this creates highly detailed, atmospheric artwork.

In the video linked below, Ian Murphy talks about his process as he works.

[bit.ly/bsadim](https://bit.ly/bsadim)



### WATERCOLOUR

A huge range of colours can be achieved with watercolour paint, but at first glance the palette can seem very dark. The image below names the colours on the palette.



Most of these paints produce rich, transparent colour. Lighter colours are produced by diluting the paint further. The white paint is more opaque and can be used to add highlights on top of dried paints.

[bit.ly/bsadwatani](https://bit.ly/bsadwatani)

View the short video linked below about some common mistakes to avoid when using watercolour.

[bit.ly/bsadwatcol](https://bit.ly/bsadwatcol)



Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
<b>Writing in Role</b>	Writing in role is writing from a character's perspective. It doesn't really matter what form it takes - it could be a diary entry or a descriptive piece - what matters is producing material.
<b>Mime</b>	Mime could mean: working in silence, or with few sounds or words, to show activities, eg painting a wall or opening a door.
<b>Monologue</b>	In theatre, a monologue is a speech presented by a single character, most often to express their thoughts aloud.
<b>Devising</b>	The process of creating a piece of theatre as a group.
<b>Teacher in Role</b>	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.

Tier 2 vocabulary	Definition
<b>Reflection</b>	To think carefully and deeply about a subject.
<b>Performance Evaluation</b>	To evaluate drama and theatre you must be able to recognise what was and wasn't successful onstage and recognise all the elements that contribute to the impact of a performance.
<b>Refugee</b>	A person who has been forced to leave their country in order to escape war, persecution, or natural disaster.

## Section 2: New Drama Strategies

## Characterisation

All people are different. The actor must use their skills to portray a character consistently throughout their performance. When creating characters you need to consider the following:

**Voice:** Does your character have an accent? What is the tone of their voice like? How quickly do they speak? Do they have any vocal mannerisms that are particular to them?

**Body language:** This is what your character's movements and way of using their body says about them. A character who is very nervous and stressed may fidget a lot or have their shoulders hunched up tight to indicate tension.

**Facial expression:** Does your character move their face a lot? What does their facial expression say about their character? Do they have a very expressive face or do they try not to give much of themselves away?

**Hot-seating:** (being questioned in character) is an excellent way of ensuring that you understand the role you are playing.

**Improvisation:** in role is also very useful in rehearsal as it ensures that you can act as that character 'off the text'. It helps you to understand how they would react in a range of circumstances.

## Section 3

## Amnesty International UK.



We work to protect people wherever justice, freedom, truth and dignity are denied.

As a global movement of over ten million people, Amnesty International is the world's largest grassroots human rights organisation.

The invasion of Ukraine is a massive human rights, humanitarian, and displacement crisis. Anyone fleeing Ukraine should be given protection without discrimination.

Parents saying goodbye during the WW2 and in Ukraine.





## Section 1: Key Vocabulary

### Tier 3 vocabulary

### Definition

#### Tonic Pedal

A bass note held for a long duration which uses the tonic notes (first note of the scale)

#### Drone

A continuous sounding pitched note in the accompaniment, usually 5 notes apart

#### Ostinato

A repeated music pattern

#### Chord

Multiple notes played simultaneously

#### Verse

The section of the songs that tells the story. In each verse the melody will remain the same, whilst the words change

#### Chorus

The repeated part of a song that delivers the main message

#### Harmony

The chords used within a song

#### Triad

A chord of three notes

### Tier 2 vocabulary

### Definition

#### Accompaniment

Music that accompanies/ plays alongside the melody

#### Lyrics

The words of a song

#### Oral Tradition

Word of Mouth

## Section 2: New Knowledge/Skills

Folk Music is **traditional** music of the people performed by the people themselves and played within their own communities.

Folk Music was passed on orally (through speech or song) from one generation to the next – the **oral tradition** (passed down by word of mouth), and many Folk Songs were not originally written down

Folk music tells a story, but could also be work songs, or sea shanties

Folk Songs are stories about **everyday life, the seasons, battles and wars, shepherds songs and lullabies**

Folk Music can also be **instrumental**, often used for dancing, entertainment, celebration, and religious ceremonies. Dancing to Folk Music still happens such as Morris Dancers or Maypole Dancing

### Folk Music Instruments



Listen to folk songs here



## Section 3

Many folk songs use quite simple harmony; the **primary chords**. These are **CHORDS I, IV and V** in a sequence

E.G if C is I, the F would be IV and G would be V



The notes of the chords can be performed in different ways to create different accompaniments

As a **triad** :

All three notes (root, third, fifth) performed together,.



As a **broken chord**:

The notes are played 'broken up'



As an **arpeggio**:

playing the notes of a chord ascending or descending (root, third and fifth) in order, but separately.



**Links to prior learning:** How to Build A Song, I've Got Rhythm



### Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
<b>Dietary Fibre</b>	Found in fruits, vegetables and wholemeal products it helps prevent constipation and reduces the risk of heart disease
<b>Carbohydrate</b>	Found in pasta, rice and potatoes - it gives us energy
<b>Protein</b>	Found in beans, nuts, lentils, meat, fish, eggs & dairy products - it helps us grow
<b>Vitamins</b>	Help to prevent illness
<b>Minerals</b>	E.g. Calcium / Iron - help maintain body processes
<b>Energy balance</b>	Balancing the amount of energy being put into the body through food, and the amount of energy used for activity.
<b>Traffic light labelling</b>	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!)
<b>Perishable</b>	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
<b>Fats</b>	Needed for energy found in margarine, butter, oil.
<b>Vegetarian</b>	A vegetarian doesn't eat meat or fish, but does eat eggs / cheese / milk
<b>Preservation</b>	Making something last longer (extending its shelf life).
<b>Modifying</b>	Changing / altering
<b>Descending order</b>	Most to least e.g. ingredients on a food label

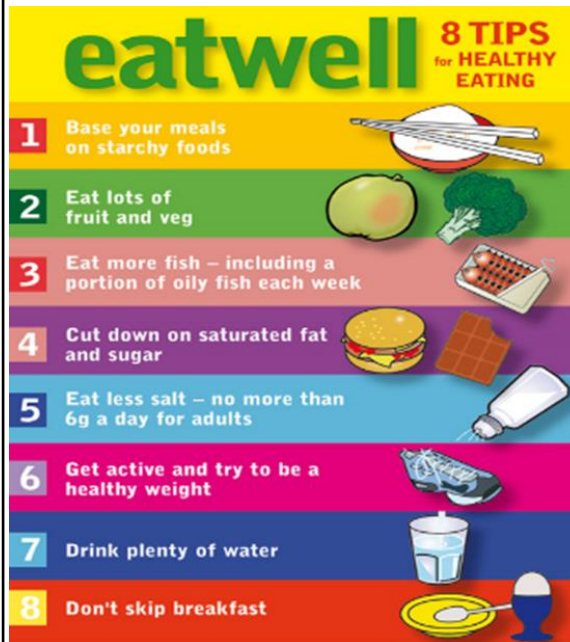
### Section 2: New Knowledge/Skills

#### 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](http://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

<b>Block Print</b>	A method of printing <b>textiles</b> by stamping ink-dipped blocks—usually made from wood or linoleum—onto <b>fabric</b>
<b>Applique</b>	Means applying (sewing or bonding) one piece of <b>fabric</b> to another – usually shapes or designs on top of a <b>fabric</b> background
<b>Bondaweb</b>	Is a <b>soft adhesive mesh with a transfer paper backing</b> . Makes bonding (or sticking) two fabrics together quick & easy.
<b>Calico</b>	<b>Calico fabric</b> is a plain-woven <b>textile</b> , made from half-processed and unbleached cotton fibres.
<b>Woven</b>	A <b>Woven fabric</b> is any <b>textile</b> formed by <b>weaving</b> . <b>Woven fabrics</b> are often created on a loom
<b>Loom</b>	A <b>loom</b> is a machine or device for <b>weaving</b> thread or yarn into <b>textiles</b> . <b>Looms</b> can range in size from very small hand-held frames, to large free-standing looms
<b>Warp</b>	The <b>warp</b> is the set of yarns that run lengthwise (up & down) on a loom
<b>Weft</b>	Weft threads are the horizontal threads that are interlaced (in & out) through the warp

#### Tier 2 vocabulary Definition

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



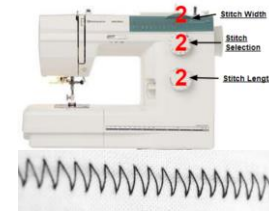
#### Manufacturing Steps

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.

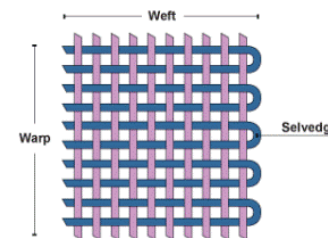
#### Fabric Crayons

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?

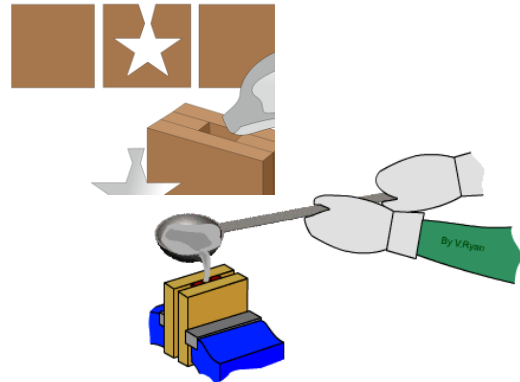

1. Draw what you think the shape of the zig zag would be if I changed the Width to 5
2. Draw what you think the shape of the zig zag would be if I changed the width to zero.



Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
<b>Casting</b>	An object made by pouring molten metal or other material into a mould.
<b>Pewter</b>	An Alloy metal that is mostly made of tin and then mixed with other metals such as copper.
<b>CAD</b>	Computer Aided Design. Using computers to design a product.
<b>CAM</b>	Computer Aided Manufacture. Using a computer to control the machine making a product.
<b>Abrasive</b>	A surface that causes damage or wear by rubbing.
<b>Coping Saw</b>	A handsaw with a thin blade that is attached to the handle by a U-shaped frame, used for cutting curved shapes into wood.
<b>Wet and Dry</b>	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.
<b>File</b>	A tool used to remove fine amounts of material from a workpiece. It is common in woodworking, metalworking, and other material types.
<b>Laser Cutter</b>	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.
<b>Die Mould</b>	A mould create with a hollow centre used in the casting process. (See casting definition).
<b>Acrylic</b>	A petroleum based plastic material with outstanding strength, stiffness and variety of thicknesses and colours
<b>Pillar Drill</b>	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><b>Homework 1:</b></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><b>Homework 2;</b></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.

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.

[illegible]



## 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

Quad Kids Athletics Events (district) takes place on Tue 6th June after school 3:00-5:30pm. 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 27<sup>th</sup> 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	<b>Spelling/Translation Bee</b> With Sarah In Languages  <b>Book Club</b> With Sarah Library	<b>Carnegie Club</b> With Tamara Library	<b>Cartoon Club (Wk2)</b> With Robert A3  <b>Belper School Christian Union</b> With Stephen H3  <b>Belper Band</b> With Anna Mu1	<b>Cartoon Club (Wk1)</b> With Robert A3	<b>Lunch Club</b> With Emma Library  <b>Chess Club</b> With Carlos M1  <b>Inter-Tutor Rounders</b> With Matt, Rebecca & Sports Leaders
	<b>Homework Club</b> All welcome In Learning Support	<b>LGBTQ+ Pride Club</b> With Karen, Emma, Sally T5  <b>Belper School Choir</b> With Phil In Mu1  <b>Homework Club</b> All welcome In Learning Support	<b>Music Producers Club</b> With Phil In Mu1  <b>Textiles Club</b> With Sarah In T1  <b>Recycling and Litter-Picking</b> With Marc School site  <b>Homework Club</b> All welcome In Learning Support	<b>LARP</b> With Mike In H9  <b>Gardening</b> With Marc ACCESS garden  <b>Music Club Band Rehearsal</b> With Anna Mu1  <b>Scalextric Club</b> With Phill, John T2  <b>Homework Club</b> All welcome In Learning Support	







2 Black/Blue Pens  
and 1 Coloured Pen



2 Pencils



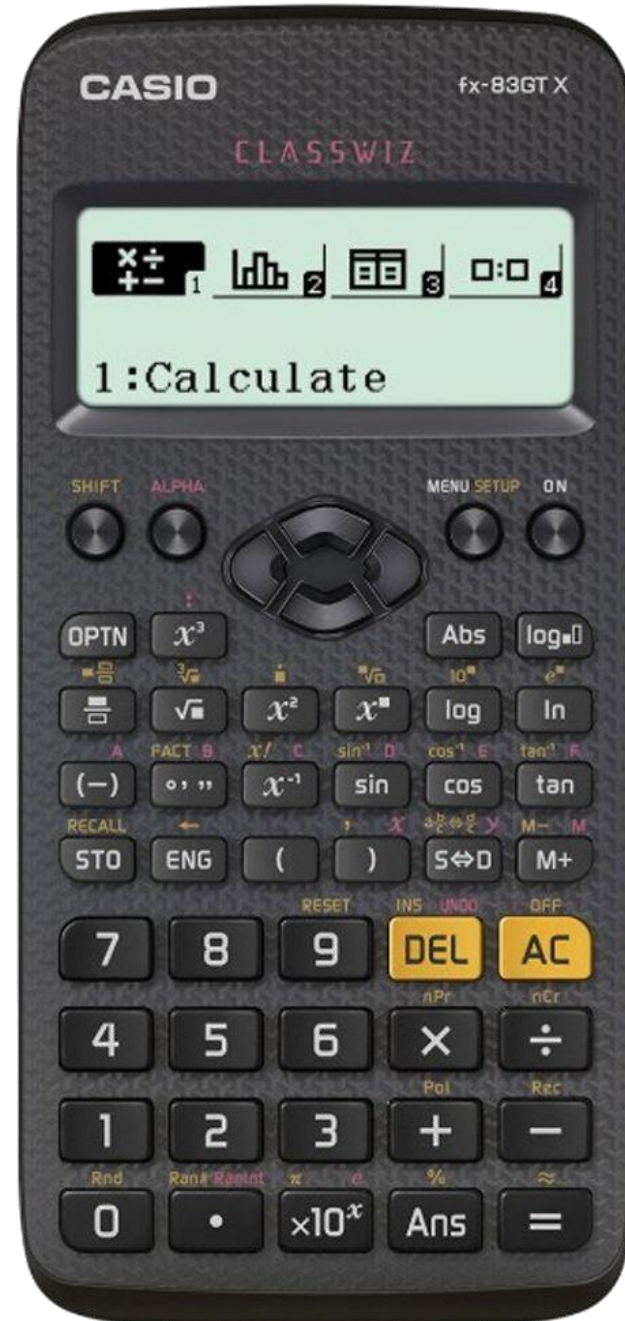
Eraser



Pencil Sharpener



Scientific Calculator



Planner

Ruler

