

Knowledge Organiser

Year 7 Autumn 1 2023

Create Your Future

“Look up at the stars and not down at your feet. Try to make sense of what you see, and wonder about what makes the universe exist.

Be curious.”

Stephen Hawking (1942 – 2018)

A theoretical physicist, cosmologist, and author who, at the time of his death, was director of research at the Centre for Theoretical Cosmology at the University of Cambridge

Name:

Tutor Group:

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Science, PE 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.

In Class Expectations



Out of Class Expectations



Zeal

Synonyms

Passion
Devotion
Eagerness
Enthusiasm

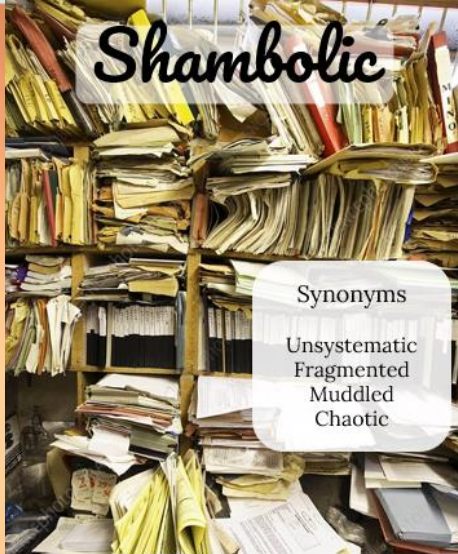


NOUN: great energy or enthusiasm in pursuit of a cause or an objective.

Shambolic

Synonyms

Unsystematic
Fragmented
Muddled
Chaotic

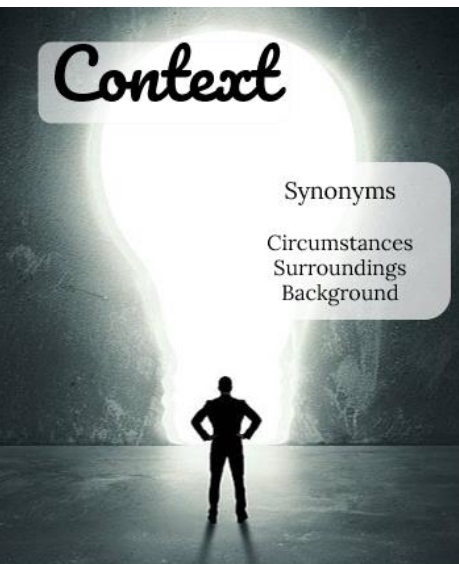


ADJECTIVE: chaotic, disorganized, or mismanaged.

Context

Synonyms

Circumstances
Surroundings
Background

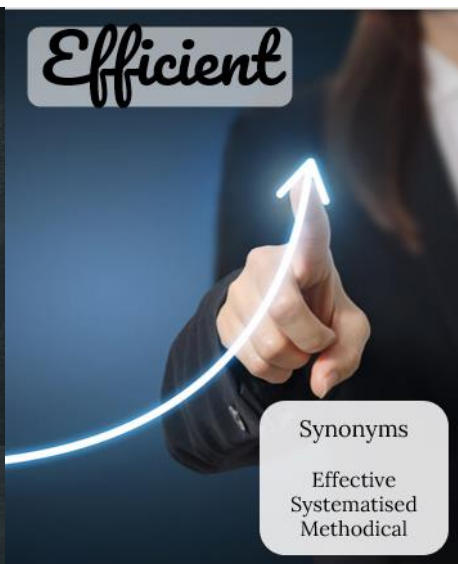


NOUN: the situation in which something happens and that helps you to understand it.

Efficient

Synonyms

Effective
Systematised
Methodical



ADJECTIVE: achieving maximum productivity with minimum wasted effort or expense.

Words of the Fortnight

	Word	Where have you used this in your work over the fortnight?	Examples of use in a sentence from a subject	Merits received?
11.09.23	Zeal			
25.09.23	Shambolic			
09.10.23	Context			
16.10.23	Efficient			

Guided Reading Tracker



Date	Title and author	Summary of reading (+interesting or new vocabulary learned)	Signed:	

As part of your library lessons, you are expected to complete **at least 20 minutes** of reading once a fortnight.

To track your reading, you need to complete a row of the table before each library lesson to show details of the book you have read.

Your table also needs to be signed by someone who has witnessed you reading. This will most likely be a parent/guardian but it can alternatively be signed by your tutor, classroom teacher, buddy reader, TA or Sarah in the library.

Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Auditory imagery	Detailed description of sounds
Olfactory imagery	Detailed description of smells
Pathetic fallacy	Using the weather to reflect a particular mood or feeling
Holophrastic sentence	A one word sentence eg 'STOP'
Compound sentence	Two simple sentences joined using a coordinating conjunction eg 'The cat sat on the mat and the cat went to sleep'
Complex sentence	A dependent and independent clause using a subordinating conjunction eg ' Since she became ill, she has felt very tired'

Tier 2 vocabulary

Tier 2 vocabulary	Definition
Setting	The location where the story takes place
Atmosphere	The mood or feeling created through the description
Simile	Using 'like' or 'as' to compare eg 'He ran as fast as a cheetah'
Metaphor	A literal comparison eg 'She was a star'
Visual Imagery	Painting a detailed picture in the reader's mind
Descriptive writing	A detailed snapshot of a place, object or person

Section 2: New Key Skills/Strategies

Writing an effective description

Techniques to include: Similes, metaphors, imagery, range of sentence types, range of punctuation, ambitious vocabulary.

Example

On the shelves were all kinds of different jars, packed together **like sardines in a tin**. Inside, were mysterious **concoctions** of what seemed like pickled eye balls, salted pig's brains and stewed dragon's livers. The lights were dimly lit and multi-coloured smoke was bubbling from the cauldrons, **creating a carpet of mist that hovered above the floor**. The putrid odour of **fermented herbs teased Harry's nose** and the **sound of crackling fire** beneath the stoves gave the room an unnerving presence. 'What is this place?' he thought.

Auditory imagery

Metaphor

Olfactory imagery



Section 3:

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

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 1: Key Vocabulary

Tier 3 vocabulary	Definition
Integer	A whole number
Index	Also known as 'exponent' or 'power'. It is a number, positioned above and to the right of another (the base), indicating repeated multiplication when it is a positive integer
Exponent	Also known as 'index' or 'power'. It is a number, positioned above and to the right of another (the base), indicating repeated multiplication when it is a positive integer
Place value	Relating to base 10. The number of tenths, hundredths, thousandths etc are represented as digits following a decimal point

Tier 2 vocabulary Definition

Equal	The same in value or quantity
Fraction	A number that represents part of a whole
Greater than	Greater than can be defined as an inequality used to compare two or more numbers, quantities or values. It is used when a quantity or number is bigger or larger than the second or rest quantities or numbers
Less than	Less than can be defined as an inequality used to compare two or more numbers, quantities or values. It is used when a quantity or number is smaller than the second or rest quantities or numbers

Section 2: Knowledge/Skills

Place value column headings

hundred millions	ten millions	millions	hundred thousands	ten thousands	thousands	hundreds	tens	units	• decimal	tenths	hundredths	thousandths	ten thousandths

In words	One-tenth	One-hundredth	One-thousandth	One-ten thousandth
As a fraction	$\frac{1}{10}$	$\frac{1}{100}$	$\frac{1}{1000}$	$\frac{1}{10000}$
As a decimal	0.1	0.01	0.001	0.0001
As a power of 10	10^{-1}	10^{-2}	10^{-3}	10^{-4}

Examples

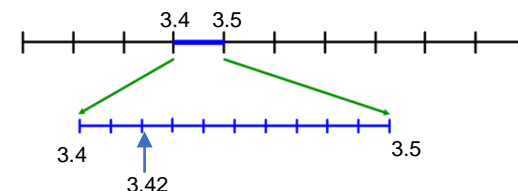
- a) What is the value of 3 in the number 536?
Answer: 3 tens or 30
- b) What is the value of 2 in the number 543.21?
Answer: $\frac{2}{10}$ or 2 tenths
- c) What is the value of 9 in the number 0.09?
Answer: $\frac{9}{100}$ or 9 hundredths
- d) What is the value of 7 in the number 732209?
Answer: 7 hundred thousand

Section 3

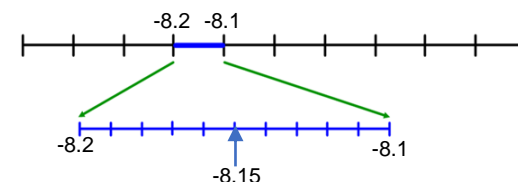
Ordering values using <, >

Example

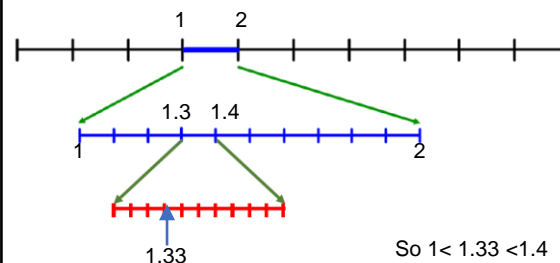
Order 3.5, 3.4, 3.42 using inequality symbols. Show your reasoning on the number line


So, $3.4 < 3.42 < 3.5$
Example

Order -8.1, -8.15, -8.2 using inequality symbols. Show your reasoning on the number line


So $-8.2 < -8.15 < -8.1$
Example

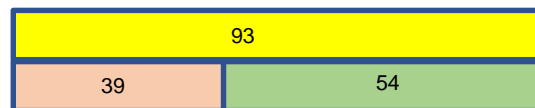
Order 1.33, 1 and 1.4 using inequality symbols. Show your reasoning on the number line.


So $1 < 1.33 < 1.4$

Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Associative	Whatever way the numbers are grouped has no impact on the final answer. Addition and multiplication are both associative. Subtraction and division are not
Commutative	Operators gives the same result whatever the order of the quantities involved. Addition and multiplication are both commutative. Subtraction and division are not
Distributive	The property whereby multiplying the sum of two or more addends by a number will give the same result as multiplying each addend individually by the number and then adding the products together
Multiplicative identity	An identity is a number such that when another number is combined with it (using a given operation) it does not change that number. So the multiplicative identity is 1. This is the same for division
Additive identity	An identity is a number such that when another number is combined with it (using a given operation) it does not change that number. So the additive identity is 0. This is the same for subtraction
Addend	Eg $3 + 5 = 8$ both 3 and 5 are addends
Tier 2 vocabulary	Definition
Sum	The result after an addition
Total	The result after an addition
Product	The result after a multiplication

Section 2



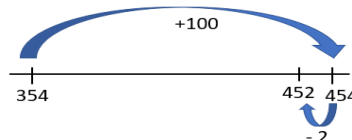
How many different calculations can you write for this bar diagram?

Answer

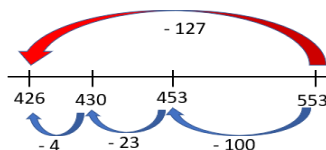
$$\begin{array}{rcl} 39 + 54 = 93 & 93 - 54 = 39 & 93 - 39 = 54 \\ 93 - 39 - 54 = 0 & 54 + 39 = 93 & \end{array}$$

Mental strategies

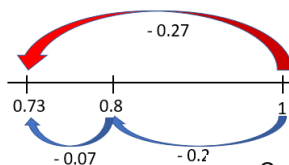
Consider the calculation $354 + 98$



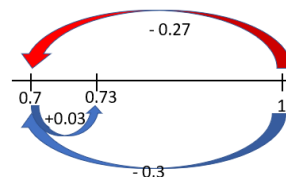
Consider the calculation $553 - 127$



Consider the calculation $1 - 0.27$



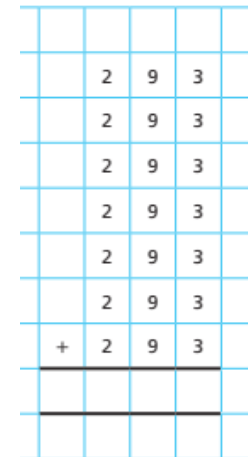
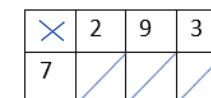
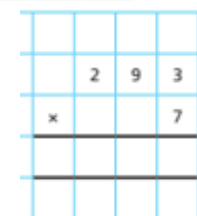
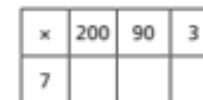
Or a different way...



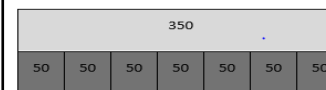
Section 3

Multiplication

Here are three different ways to do the calculation 293×7



Division

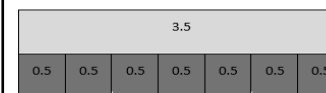


$$350 \div 7 = 50$$

$$50 \times 7 = 350$$

$$35 \div 7 = 5$$

$$5 \times 7 = 35$$

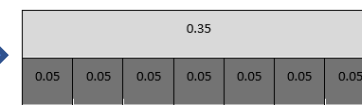


$$3.5 \div 7 = 0.5$$

$$0.5 \times 7 = 3.5$$

$$0.35 \div 7 = 0.05$$

$$0.05 \times 7 = 0.35$$



Section 1: Key Vocabulary
Tier 3 vocabulary
Definition

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Commutative Operators gives the same result whatever the order of the quantities involved. Addition and multiplication are both commutative. Subtraction and division are not

Distributive The property whereby multiplying the sum of two or more addends by a number will give the same result as multiplying each addend individually by the number and then adding the products together

Multiplicative identity An identity is a number such that when another number is combined with it (using a given operation) it does not change that number. So the multiplicative identity is 1. This is the same for division

Additive identity An identity is a number such that when another number is combined with it (using a given operation) it does not change that number. So the additive identity is 0. This is the same for subtraction

Addend Eg
 $3 + 5 = 8$ both 3 and 5 are addends

Tier 2 vocabulary
Definition

Sum The result after an addition

Total The result after an addition

Product The result after a multiplication

Section 2
Order of operations

B – brackets

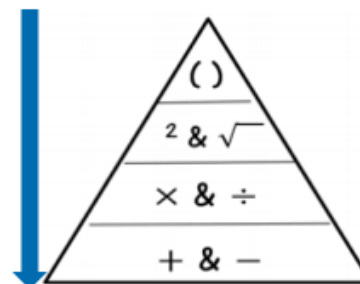
I – indices

D – division

M – multiplication

A – addition

S – subtraction


Examples

$$4 + \underline{5 \times 2} = 4 + 10$$

$$= 14$$

$$6 - \underline{56 \div 2} = 6 - 28$$

$$= -22$$

$$80 - 2 \times \textcircled{2^2} = 80 - \underline{2 \times 4}$$

$$= 80 - 8$$

$$= 72$$

Section 3

20			
5	5	8	?

Here are some calculations that will find the missing number in this bar model

$$20 - 2 \times 5 - 8$$

$$20 - (8 + 5) - 5$$

$$20 - 5 - 5 - 8$$

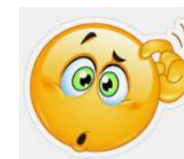
A couple of challenges!

How many different values can you make using three 4s? You can use any of the operations and brackets.

$$4 \quad 4 \quad 4 = \boxed{}$$

How many different values can you make using four 3s? You can use any of the operations and brackets.

$$3 \quad 3 \quad 3 \quad 3 = \boxed{}$$



Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Variable	Something which can change e.g. the volume of a liquid.
Independent variable	The only variable we change in an experiment.
Dependent variable	The variable we measure in an experiment.
Controlled variables	Variables which we keep the same so our experiment is a fair test.
Measuring cylinder	Used to measure volume of liquids.
Beaker	Used to hold liquids e.g. when being heated.
Heat proof mat	Used to protect the desk from hot objects.

Tier 2 vocabulary	Definition
Experiment	Carrying out practical work to test an idea and collect observations and results.
Observations	Things that we can see or measure in an experiment e.g. a colour change or the temperature of a liquid.
Hazard	Something which could harm us e.g. hot objects.
Safety precaution	Something we do to stay safe while working in a Science classroom.

Section 2: New knowledge / skills

Laboratory Rules

1. Only enter a lab when told to do so by your teacher.
2. No eating or drinking.
3. Listen to and follow instructions.
4. Keep your bench and floor area clear.
5. Wear eye protection when told to do so.
6. When using naked flames tie hair back, remove any outside coats.
7. Always stand up when carrying out practical work and keep chairs tucked under benches.
8. Tidy up after experiments and ensure you wash hands carefully and never put harmful chemicals or waste solids in the sink.
9. Don't be too loud.
10. If you are unsure - ASK your teacher.

What would you do in these situations?



A piece of equipment breaks.



A liquid has been spilled on the desk.

A student is not wearing their safety glasses when the teacher has told them to.



Section 3: Separation techniques

Name of equipment	Diagram
Beaker	
Test tube	
Tripod	
Gauze	
Filter funnel with filter paper	

Questions

1. What is each piece of equipment in the table above used for?
2. Explain how to set up and light a Bunsen Burner safely.
3. What is the safety flame when using a Bunsen Burner?
4. Which colour flame do we use when heating things? Explain your answer.
5. What should you do if you accidentally spill something or break something during a science practical?

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Resultant force	Single force which can replace all forces acting on an object and have same effect.
Gravitational field strength (g)	The force from gravity on 1 kg (N/kg).
Upthrust	The upward force that a liquid or gas exerts on a body floating in it.
Thrust	Force from an engine or similar
Tension	Force extending or pulling apart.
Static	Non-contact force from charges
Non-contact force	One that acts without direct contact
Field	The area where other objects feel a force.
Magnetic	Material affected by magnetic fields
Electromagnet	Magnet produced by electric current
Tier 2 vocabulary	Definition
Weight	The force of gravity on an object (N).
Mass	The amount of stuff in an object (kg).
Friction	Force opposing motion, caused by the interaction of surfaces moving over one another. Called 'drag' if one is a fluid.
Substitute	Replacing words with numbers or symbols
Independent variable	The variable in an investigation you will change
Dependent variable	The variable in an investigation that you will measure
Control variables	Variables you need to keep the same to make the test fair (accurate)

Section 2: New Knowledge

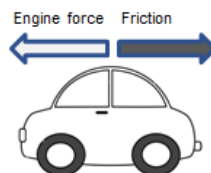
Forces are measured with a **Newton Meter**, in the unit **Newtons (N)**

Forces are represented by arrows, the size and direction of the arrow tells you the size and direction of the force

Balanced forces

(equal and opposite)

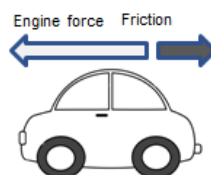
- Stationary
- Constant speed



Unbalanced forces

(unequal or different directions)

- Accelerate
- Decelerate
- Change direction

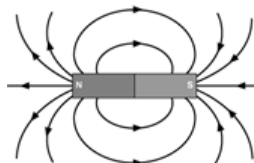


Drag always acts in the opposite direction to which an object is moving. Tries to slow things down.

Streamlining reduces drag, to allow things to move faster.

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

Opposite poles **Attract**
Like poles **Repel**



Section 3: Skills

Investigative skills

Variables (Something that could change in an investigation)

- **Independent variable** – The one you change/are investigating the effect of
- **Dependent variable** – The one you will measure/your results
- **Control variables** – The variables you need to keep the same in order to make the experiment accurate (fair test)

Planning (Method writing)

Step-by-step numbered **instructions** on how to complete a practical. If someone could reasonably ask **HOW** from your method it needs more detail. Always include **Repeats** and **average**!

e.g.
Measure the Distance...

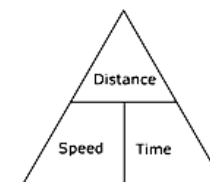
...using a tape

HOW?

Maths skills

Rearranging equations

1. **List** what you're given and what you need to find (*check units*)
2. Write an **equation** with these things in
3. **Substitute** numbers or symbols in for the words
4. Put into a **triangle**
5. Use a **calculator** to find answer
6. Write **units**
7. **Check** answer



Section 1: Key Vocabulary

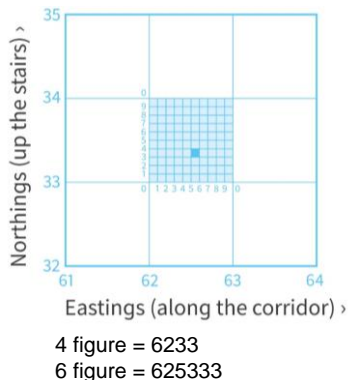
Tier 3 vocabulary	Definition
Physical	What our planet is like, features of the natural world.
Human	Features created by people. How and where people live and earn a living.
Environmental	How humans affect the natural world. This could be positive or negative impacts.
Cartography	The drawing of maps.
Continent	One of several large land masses of the world. (There are seven continents).
Country	A nation with its own government.
Four-Figure Grid References	A four-figure grid reference points you towards a particular square on a map. On OS maps these squares represent one square kilometre.
Six-Figure Grid References	A six-figure grid reference points you towards a specific point within a square on a map.
Spot Height	Shows the height of a specific point and is marked on an OS map using a black dot and the number in metres.
Contour Line	A line on a map joining places of equal height above sea level.
Map Key	This shows the reader what the map symbols mean.
Scale	The scale of a map is the ratio of a distance on the map to the corresponding distance on the ground, in real life eg. 1cm = 1km (1cm on the map = 1km in real life).
Ordnance survey (OS)	The national mapping agency in the UK. They produce detailed maps of the UK.
Latitude	These lines show how far north or south from the equator a place is located. The line of latitude that divides the Earth into the northern and southern hemisphere is known as the Equator. This is line 0°.
Longitude	These lines show how far east or west from the Prime Meridian a place is located. The Prime Meridian (also known as the Greenwich Meridian) is line 0° and passes through the UK.

Section 2: New Knowledge

Think like a geographer:

- Where is this place?
- What is it like?
- Why is it like this?
- How is it changing?
- Who is affected by the changes?
- How do I feel about it?

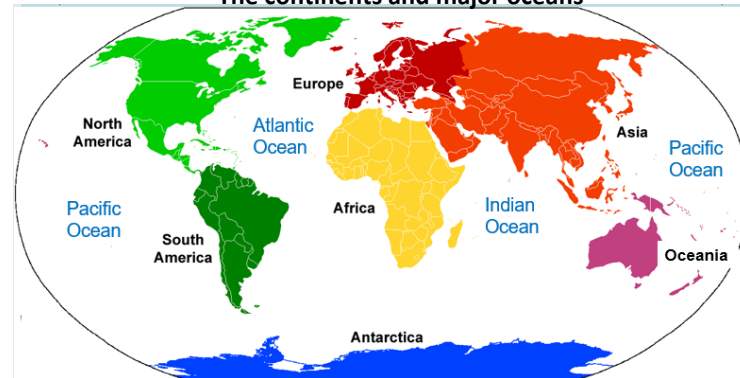
Four and Six Figure Grid References



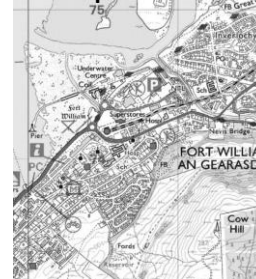
An Example of an aerial photograph



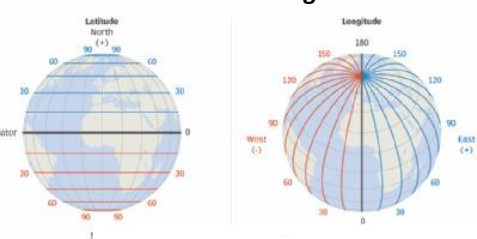
The continents and major oceans



An example of an OS Map

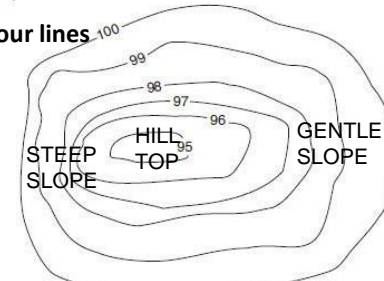
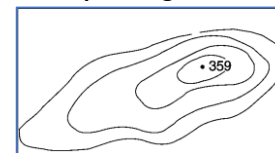


Latitude and Longitude



Contour lines

Spot height



Section 3: Geographical Skills

- Locate and describe places using latitude and longitude.
- Demonstrate ability to use OS maps, scale, grid references, height, direction, with aerial photos.

Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Chronological	Time order.
Sources	Where information is gathered from in history.
Dynasty	A successive line of rulers; often a family.
Political motive	Something done for reason of power or belief.
Bias	Preferring one side; information that is from that one side.
Conquest	An invasion and change of control.
Feudal System	A hierarchical (with ascending levels) system of power and duty.
Tier 2 vocabulary	Definition
Compulsory	Something that must be done
Comprehensive School	Covers all groups and abilities.
Continuity	When something continues.
Trade	Buying, selling and exchange of goods.
Globalisation	Business and trade on an international scale.
Economic	To do with money.
Peasant	Poor class of farmer.

Section 3: New Knowledge**A History of Belper School**

1973- September Belper School Opened as a 13-18 school.
1986- English block was burnt down and rebuilt and the P rooms were added.
1991- Changed from a 13-18 school to an 11-18 school
1999- Went from being open plan to classrooms
2001- Maths block remodelled, reception remodelled and Hall floor filled in.
2002- Humanities remodelled and 6th form block built.
2006- Art block built
2010- Languages block built
2013- Hall redone
2022- Sixth Form block is extended

The Silk Roads

Chapter 1- The Roads of the Ancient World
Chapter 2- The Road of Faith
Chapter 3- The Road to Chaos
Chapter 4- The Road to Islam
Chapter 5- The Road to Wisdom
Chapter 6- The Road of Slaves
Chapter 7- The Road to Heaven
Chapter 8- The Road to Hell
Chapter 9- The Road to the New Worlds
Chapter 10- The Road to Northern Europe
Chapter 11- The Road to Confrontation
Chapter 12- The Road to War
Chapter 13- The Road to Disaster
Chapter 14- The Road to Suffering
Chapter 15- The Road to Disenchantment
Chapter 16- The New Silk Roads

Norman Conquest

1066- Norman Invasion of England and the year of 3 battles.
1068- First major rebellion, in the West.
1069- rebellions in the North begin.
1070-1071 Harrying of the North.
1070-1071 Last major rebellion in the East.
1086- Old Sarum meeting introduces the Feudal System.
1086- Domesday Book published.

Section 4: Enquiry Questions

What does the evidence tell us about what Belper School was like in the 1970's?
 How do the Silk Roads help us understand world history?
 Did the Normans bring a 'truck load of trouble' to England?

Section 5: Source Analysis

When analysing sources consider the following:

Content- What is happening in the picture, who are the key people, what message is it giving?

Context- What else is happening at the time?

Purpose- Why was this made?

Provenance- Who drew it? Who is it the audience?

**Section 6: Interpretations**

What does the interpretation below tell us about the power of William after the conquest?





Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Atheist	Someone who doesn't believe in God.
Humanist	Someone who believes in the power of human beings to solve all our problems.
Burka	A garment worn by Muslim women that covers the entire body.
Oppression	Prolonged cruel and unfair treatment.
Devotion	Faithfulness to something you believe.
Creation stories	Religious explanations of the origins of the universe.
Genesis	The first part of the Bible containing and account of the creation of the world.
Darwin	Charles Darwin discovered the Theory of Evolution.
Evolution	The development of complex organisms from a simple common ancestor.
Natural Selection	Creatures with beneficial features survive longer and pass those features on to their offspring.
Social Darwinism	Applying "survival of the fittest" to human society.
Extremism	Having extreme political or religious views.
Terrorism	The systematic use of violence or threat to force people to do what you want.
Stereotype	An oversimplified image or idea of a particular type of person.

Section 2: Key Questions
<p>Atheism</p> <p>The key idea of an atheist is: 'I believe there is no God'. Usually with this the atheist rejects belief in afterlife, heaven, hell, reincarnation, ghosts or angels. But is atheism a belief? Atheism shouldn't be seen as a negative thing: Humanists, for example, emphasise kindness, love, the beauty of art and of the earth. Morals don't need to depend on religion: humanity can figure out what is right and wrong, good and bad, for ourselves.</p> <p>Burka</p> <p>There are many controversies about religious clothing. Why is this? Clothing is about identity, signifying where we belong – soccer shirts, jeans or Versace say something about us. But if religions make different requirements about dress for men and women, then is this sexist? In the example of Islam, prominent in the news these days, the hijab, or the burka are seen by many from outside as a way men control women. But many Muslim women, including Muslim feminists, see it as a matter of choice, and a liberating thing to be set free from the 'male gaze', the pressure of always being evaluated by men for their looks.</p> <p>Creation stories</p> <p>What's it all about? Are we made by God, or an accident? Most religious people today do not think the universe was made in 6 days, as Genesis seemed to claim. They think God is the designer of a scientifically explained universe, while atheists give accounts of the origin of the universe that don't need a divine power.</p> <p>Darwin</p> <p>The theory of evolution which Charles Darwin developed during his voyage on the Beagle, argues that all living creatures have evolved through processes he called 'Natural Selection' and when he eventually published this idea in his famous and brilliant biology book 'The Origin of Species', many people took it as an attack on the biblical creation story: 'In the beginning God created the Heavens and the Earth in 6 days and rested on the seventh day.'</p> <p>Extremism</p> <p>Free speech is one thing, but using violence to impose your views on others is the opposite of free speech. Religion comes in here, because some minority religious groups in various different religions reject the freedom of others to hold contrary views and seek, by violence or force, to impose their ideas.</p>

Section 3: Assessment Essay Question:
<p>Assessment Essay Questions:</p> <ul style="list-style-type: none"> How do atheists decide questions about right and wrong and the meaning of life? Are religious dress codes sometimes sexist? What should be done about that? Is the human race made from love, for love, or are we an almighty accident, a huge slice of cosmic luck? Why might more American Christians be creationists than British Christians? How can a free society cope with the tension between extremist views and free speech? <p>Skills checklist As you write your essay check that you have included...</p> <p>Knowledge – facts and religious or non-religious beliefs,</p> <p>Impact of belief – how it affects what people think and do,</p> <p>Specialist terms,</p> <p>Sources of authority – where people get their ideas/beliefs from – quotations,</p> <p>Judgement – how strong, valid or sound the argument is,</p> <p>Opinion – at least 2 different points of view</p>

Section 1: Key Vocabulary/Questions	
Tier 3 vocabulary	Definition
verb (vb)	is a word used to describe an action, state or occurrence.
adjective (adj)	tells more about a noun
noun (nf/nm)	is a naming word/ a thing
gender	a French noun is either masculine or feminine
intonation	the rise and fall of the voice
statement	a definite or clear expression of something
Pronoun (pron)	a word that is used instead of a noun
Conjunction (conj)	a word used to connect clauses
Determiner (det)	E.g. English determiners are 'a', 'the', 'some', 'this', and 'each'.

Questions	Translation
1. (Comment) ça va?	How's it going?
2. Comment tu t'appelles/t'appelles-tu ?	What's your name?
3. Tu as des frères et sœurs ?	Do you have brothers and sisters?
4. Quel âge as-tu ?	How old are you?
5. Qu'est-ce qu'il y a... ?	What is there...?
6. Tu aimes...?	Do you like...?
7. Tu es comment ?	What are you like?
8. C'est quand, ton anniversaire ?	When is your birthday?

Section 2: Grammar																	
Verb AVOIR [to have, having] <table> <tr> <td>j'ai</td><td>I have</td></tr> <tr> <td>tu as</td><td>you have</td></tr> <tr> <td>il a</td><td>he/it has</td></tr> <tr> <td>elle a</td><td>she/it has</td></tr> </table>	j'ai	I have	tu as	you have	il a	he/it has	elle a	she/it has	Verb ÊTRE [to be, being] <table> <tr> <td>je suis</td><td>I am</td></tr> <tr> <td>tu es</td><td>you are</td></tr> <tr> <td>il est</td><td>he/it is</td></tr> <tr> <td>elle est</td><td>she/it is</td></tr> </table>	je suis	I am	tu es	you are	il est	he/it is	elle est	she/it is
j'ai	I have																
tu as	you have																
il a	he/it has																
elle a	she/it has																
je suis	I am																
tu es	you are																
il est	he/it is																
elle est	she/it is																
J'ai un animal. > I have a pet. Il a une idée > He has an idea.	Je suis anglais. > I am English. Tu es petit. > You are small.																
Adjectives (gender). In French, when an adjective describes a <i>feminine</i> noun, the adjective's spelling and sometimes its <i>sound</i> change. The most common change is an 'e' on the end of the adjective. (for adjectives not already ending in 'e'.) Je suis petit > I am short (m). Je suis petite > I am short (f).																	
Yes/no questions (raised intonation) In French, change a statement into a question by raising your voice at the end: Statement: Elle est triste.  She is sad. Question: Elle est triste ?  Is she sad?																	
Using adjectives Many adjectives come after the noun: un ordinateur moderne a modern computer un vélo cher an expensive bike une voiture rapide a fast car																	
Liaison Normally, the -t in <i>c'est</i> is a Silent Final Consonant (SFC). <i>C'est bon ! C'est triste !</i> Before a vowel, the -t is pronounced. This is called liaison . <i>C'est un vélo cher ! C'est une voiture rapide !</i>																	



Shhhhhh!

Section 3: WAGOLL & phonics				
Un dialogue A: Salut! B: Bonjour! Comment tu t'appelles ? A: Je m'appelle Béa. Et toi ? B: Je m'appelle Laurent. Ça va Béa ? A: Oui, ça va bien merci. Et toi ? B: Oui, ça va très bien. Laurent, tu es comment ? B: Je suis très grand et un peu triste. Et toi ? A: Je suis française et je suis assez intéressante. Quel âge as-tu ? B: J'ai onze ans. Tu as des frères et sœurs ? A: Oui, j'ai un frère qui s'appelle Julien. Et toi ? B: Non, je suis enfant unique mais j'ai un chien qui est noir et très petit. A: Tu aimes ton collège ? B: Oui, c'est super ! Il y a des chaises et des tables modernes. Aussi, j'aime étudier ! C'est quand, ton anniversaire ? A: Mon anniversaire, c'est le trente juin.				
Et toi ? And you?				
Key words change depending on what you are referring to in French.				
gender of noun	'a' or 'an'	'the'	my	your
masculine	un	le	mon	ton
feminine	une	la	ma	ta
plural	des (some)	les	mes	tes
m or f noun beginning with a vowel	-	l'	mon	ton

FRENCH Y7 Word list Autumn 1.A		
	salut	hi/bye
	Je m'appelle	I am called...
	ça va	I'm fine
	ça va?	How are you?
	oui	Yes
	non	No
	pas mal	not bad
	bien	well
	et toi ?	and you?
	merci	thank you

FRENCH Y7 Word list Autumn 1.B		
	bonjour	hello
	au revoir	goodbye
	enfant unique	an only child
	une sœur	a sister
	un frère	a brother
	avoir	to have/having
	J'ai	I have/am having
	il a	He has/he is having
	elle a	She has/is having
	et	and

FRENCH Y7 Word list Autumn 1.C		
	ans	years
	onze	11
	un	one/a/an (m)
	une	one/a/an (f)
	des	some (m/f pl)
	vrai	true
	faux	false
	aussi	also/too
	triste	sad (m/f)
	moderne	modern (m/f)

FRENCH Y7 Word list Autumn 1.D		
	aimer	to like/liking
	le	the (ms)
	la	the (fs)
	les	the (m/f pl)
	j'aime	I like
	mais	but
	je n'aime pas	I don't like
	Tu aimes?	Do you like..?
	le collège	secondary school (Y7-9)
	c'est	it is

FRENCH Y7 Word list Autumn 1.E		
	assez	quite
	très	very
	trop	too
	un peu	a little
	je suis	I am
	je ne suis pas	I am not
	il/elle est	he/she is
	qui	who
	grand(e)	big/tall (ms/fs)
	petit(e)	small/short (ms/fs)
	timide	shy

FRENCH Y7 Word list Autumn 1.F		
	Ma vie	my life
	chanter	to sing/singing
	danser	to dance/dancing
	retrouver	to meet up with/meeting up with
	mes amis	my friends
	tchatter	to chat online
	rigoler	to have a laugh/having a laugh
	étudier	to study/studying
	nager	to swim/swimming
	jouer	to play/playing

FRENCH Y7 Word list Autumn 1.G		
	il y a/ il y a ..?	there is/are, is/are there..?
	un stylo	a pen
	un cahier	an exercise book
	un crayon	a pencil
	un taille-crayon	a pencil-sharpener
	un livre	a book
	une trousse	a pencil case
	une règle	a ruler
	une gomme	a rubber/ eraser
	une table	a table
	une chaise	a chair

REVISION: Scan the QR code to access the word lists on [Quizlet!](#)



Learning these phonic sounds below will help you to pronounce written French more confidently and to recognise and spell words you hear.

Silent final consonant (SFC)

Something that makes French sound different from English is that **some consonants** at the ends of words are silent. This means you don't pronounce

them at all! Phonics: SFC (silent final consonant)	
salut	ans
et	trois

Phonics: un une	
un	une
lundi	la lune

Phonics: SFE (silent final 'e')	
Je m'appelle	unique
elle	moderne

Phonics: en/an/on	
content	non
garçon	intéressant

Phonics: j/ ge	
je	J'aime
le collège	page

Phonics: a	
ça va	mal
salut	crayon

Section 1: Key Vocabulary/Questions

Tier 3 vocabulary	Definition
verb (vb)	a word used to describe an action or a state
regular verb	follows a pattern when being conjugated
pronoun	used to replace a noun or noun phrase
conjugation	how the verb changes depending on person or tense
1st person	referring to I or we
2nd person	referring to you
3rd person	referring to he, she, it, they
phonics	how certain sounds are written
cardinal number	a number used to show quantity
ordinal number	a number used to show the position of something, e.g. second
Questions	Translation
1. Wie heißt du?	What are you called
2. Wie geht's?	How are you...?
3. Wo wohnst du?	Where do you live?
4. Woher kommst du?	Where do you come from?
5. Wie alt bist du?	How old are you?
6. Wann ist dein Geburtstag?	When is your birthday?
7. Wie schreibt man das?	How do you spell that?

Section 2: Grammar

Verb SEIN [to be] - irregular	Verb WOHNEN [to live] - regular
ich bin I am	ich wohne I live
du bist you are	du wohnst you live
er/sie/es/ man ist he/she/it is	er/sie/es/ man wohnt he/she/it/one lives
wir sind we are	wir wohnen we live
ihr seid you are (pl)	ihr wohnt you live (pl)
Sie sind you are (pol)	Sie wohnen you live (pol)
sie sind they are	sie wohnen they live

Ordinal numbers add '**ten**' to the end for numbers 1-19 and '**sten**' to the end for numbers 20 and above

1-eins	1st-ersten
2-zwei	2nd-zweiten
3-drei	3rd-dritten
4-vier	4th-vierten
5-fünf	5th-fünften
6-sechs	6th-sechsten
7-sieben	7th-siebten
8-acht	8th-achten
9-neun	9th-neunten
10-zehn	10th-zehnten
11-elf	11th-elften
12-zwölf	12th-zwölften
13-dreizehn	13th-dreizehnten
20-zwanzig	20th-zwanzigsten
21-einundzwanzig	21st-einundzwanzigsten
32-zweiunddreißig	32nd-zweiunddreißigsten
73-dreiundsiebzig	73rd-dreiundsiebzigsten

Section 3: WAGOLL & phonics**Ein Dialog**

A: Guten Tag!
 B: Hallo! Wie heißt du?
 A: Ich heiße Lena. Und du?
 B: Ich heiße Luis.
 A: Luis, wie schreibt man das ?
 B: Ell-ooh-ee-ess
 A: Man schreibt Lena: Ell-ay-enn-aah
 B: Wie geht's Lena?
 A: Gut, danke. Und dir?
 B: Nicht schlecht. Wie alt bist du?
 A: Ich bin elf Jahre alt. Wann ist dein Geburtstag?
 B: : Mein Geburtstag ist am dritten Mai. Woher kommst du, Lena?
 A: Ich komme aus München. Wo wohnst du, Luis?
 B: Ich wohne in Berlin, in Deutschland.

Gut zu wissen:**Phonics**

Learning these SSC (Sound-spelling correspondences) will help you to pronounce written German more confidently and to recognise and spell words you hear.

				
Wien [Vienna]	Beine [legs]	viele [many]	Lieder [songs]	Riese [giant]
Wein [wine]	Biene [bee]	Feile [file]	leider [unfortunately]	Reise [journey]
				



GERMAN Y7 Word list Autumn 1.A			GERMAN Y7 Word list Autumn 1.C			GERMAN Y7 Word list Autumn 1.E			Das Alphabet			
	Guten Morgen	Good Morning		sein	to be		der Geburtstag(e)	the birthday	Wie schreibt man das?			
	Guten Tag	Good Afternoon		ich	I		am ersten	on the first				
	Danke schön	Thank you		du	you (sing. / inf.)		am zweiten	on the second	A	ah	O	oh
	Bitte schön	You're welcome		er/sie/es/man	he/she/it/one		am dritten	on the third	B	bey	P	pey
	wie geht's?	how are you?		wir	we		am siebten	on the seventh	C	tsey	Q	koo
	sehr gut	very well/good		ihr	you (pl. / inf.)		am zwanzigsten	on the twentieth	D	dey	R	air
	nicht schlecht	not bad		Sie	you (polite)		März	March	E	ey	S	ess
	wie heißt du?	what are you called?		sie (pl)	they		Mai	May	F	eff	T	tey
	ich heiße	I am called		elf	11		am	on the	G	gey	U	ooh
	Auf Wiedersehen	Goodbye		zwölf	12		wann	when	H	hah	V	fow
									I	ee	W	vey
GERMAN Y7 Word list Autumn 1.B			GERMAN Y7 Word list Autumn 1.D			GERMAN Y7 Word list Autumn 1.F			J	yot	X	iks
	der Kuli	biro		ich bin	I am		die Länder	the countries	K	kah	Y	upsilon
	der Stift	pen		du bist	you are		Deutschland	Germany	L	ell	Z	tsett
	der Radiergummi	rubber		er ist	he is		Österreich	Austria	M	em		
	der Klebestift	glue stick		sie ist	she is		die Schweiz	Switzerland	N	en		
	der Bleistift	pencil		man ist	one is		Wien	Vienna				
	die Schere	scissors		wir sind	we are		München	Munich				
	die Tafel	whiteboard		ihr seid	you (all) are		wohnen	to live				
	das Lineal	ruler		Sie sind	you are (polite)		ich wohne	I live				
	das Heft	exercise book		sie sind	they are		er/sie wohnt	he/she lives				
	das Buch	book/text book		alt	old		wo	where				

Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Computer Network	A collection of computers and other digital devices that are connected together.
Acceptable Use Policy	The rules that govern how a computer network should be used.
Log in	Logging in proves the identity of the user so that they can be given access to their own files and programs.
Username	A unique ID given to a user to enable them to log in to a computer network, an email system and a VLE.
Password	A string of characters a user needs to enter to enable them to log in to a computer network, an email system or a VLE.
VLE - Virtual Learning Environment	An online system that stores learning resources such as documents, presentations and video & audio files.

Tier 2 vocabulary	Definition
Cloud Computing	Data is stored online and software is used via an internet browser, rather than being stored locally on a computer's hard drive.
The Internet	A global network that connects computers across the world so that they can communicate with one another.
Digital wellbeing	Having a healthy relationship with technology.
Pixel	Short for picture element.
Resolution	The quality of a bitmap image depends on this. It is the number of pixels in the image,

Section 2: New Knowledge/Skills - Images

Data about an image can be stored by a computer as vector graphics or as bitmap graphics.

Vector graphics

Vector graphics are stored as a list of attributes.

Larger pictures are made up of shapes called objects and the attributes for each object are stored separately. The attributes include information such as the object's:

- height
- width
- outline colour
- line width
- fill colour

**Bitmap graphics**

Bitmap graphics, also called raster graphics store images as a series of dots called pixels - picture element.

The colour of every pixel is stored, and every different colour in the picture has its own unique binary code.

It is possible to edit the colour of each pixel separately to manipulate an image.

Does anything seem strange to you about this picture?

**Section 3: Other subject specific things**

Choosing a strong password
 You should also choose a strong password. There are three elements that help to increase the strength of a password:

- length - longer passwords of at least eight characters are more secure.
- range of characters used - a password containing a mixture of upper and lower case letters, numbers and symbols is more secure.
- randomness - passwords that not contain words people can guess are more secure.

You should also make sure you choose a password that you will remember.

**Cloud Computing**

When using cloud computing, data and software files are stored on a server. Server farms or data centres are located all around the world so you do not know where your data is physically being saved when you store it to the cloud.

Advantages


Data is backed up automatically.
 Documents and files can be used on any computer with an internet connection.
 The software is updated online so you are always on the latest version.
 Documents and files can be shared easily with other users.

Disadvantages

You need an internet connection to access your files.
 Cloud based software does not usually have as many features as downloadable software.
 Free storage is limited.
 Subscriptions can be expensive.


PE: Basketball

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Stance	'Knees and Squeeze' is great phrase to help you into a good stance with the basketball.
Triple threat position	When holding the ball, always be ready to pass, shoot or dribble.
Jump stop	Land on two feet when you catch the ball from a pass or at the end of a dribble.
Pivot	Turn on the ball of one foot when holding the ball to face a different direction.
Chest pass	Pass the ball in a straight line from your chest to your teammate's chest.
Bounce pass	Push the ball towards the floor so that it bounces up into your teammate's hands.
Travel	An important rule: don't run with the ball or shuffle your feet (use your jump stop and pivot).
Double dribble	Another important rule: once you have dribbled the ball, you cannot start dribbling again.

Section 2: New Knowledge/Skills
<p>In your Year 7 basketball lessons you will spend some time developing your co-ordination by doing a wide range of ball skills to improve your control over the ball with your hands.</p> <p>You will learn the key points of the main skills of basketball including: stance, footwork, passing shooting and dribbling.</p> <p>You will learn to play the game using some of the major rules such as: travel, double dribble, out of bounds. You will learn how to start the game with a 'tip-off' and how to re-start the game after an infringement or after a basket is scored: endline ball/sideline ball.</p> <p>You will also learn how to play the game by following the Top Tips for being a Good Basketball Player. How many of these can you remember?</p>
 <p>holding the ball</p>


PE: Table Tennis

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Grip (handshake grip)	Hold the bat the correct way to help you to play all the different shots effectively. Three fingers round the handle and the finger and thumb on the blade.
Stance	The way you stand: to play table tennis effectively, keep the feet apart and the knees slightly bent.
Service/serve	To start the rally, hit the ball so that it bounces on both sides of the net.
Rally	Playing the ball back and forth with your partner/opponent.
Backhand push	Facing the table, with the bat across in front of your tummy/chest area, push the ball smoothly over the net.
Forehand push/dive	Turn your feet and body slightly towards the same side you hold your bat. Keep your elbow close to your body and push the ball back over the net from your strong side. A harder hit is called a drive.

Section 2: New Knowledge/Skills
<p>In your year 7 table tennis lessons you will work towards being able to play a game of singles with a classmate, knowing the important rules and being able to do the basic skills.</p> <p>Firstly, learning to grip the bat correctly and to take up a good stance will be key to your progress: use the handshake grip.</p> <p>You will learn how to serve the ball to start a rally, trying to make sure the ball bounces on both sides of the net.</p> <p>The basic shots needed to keep the rally going are the forehand and backhand push. The forehand push is played on your strong side and the backhand push with your bat across in front of your body.</p>
 <p>How many rules of the game can you remember?</p> <p>← The handshake grip</p>

PE: Gymnastics

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Routine/sequence	A series of gymnastic movements and skills performed in a flowing given order.
Tension/Extension /Control	The 3 fundamental skills required to hold an aesthetically pleasing balance.
Travel/Transitional Movements	A gymnastic movement through space from one area to another.
Balance	The ability to hold yourself gymnastically within a support base for a minimum of 3 seconds (demonstrating TEC).
Jump	Performing gymnastic shapes and movements in the air.
Roll	A form of gymnastic travel, pivoting around the centre of mass.
Flow	The ability to link gymnastic skills and movements together with no obvious joints (needed during a routine/sequence).

Section 2: New Knowledge/Skills
<p>What do you understand the term aesthetically pleasing to mean? Why is this so important in sports like gymnastics? You should know/demonstrate use of TEC (tension, extension and control) in order to produce high quality balances and also be able to recognise points of balance.</p> <p>Know/demonstrate various methods of gymnastic travel/transitional movements to include hop, jump, slide, crawl, twist, roll.</p> <p>You should be able to perform a simple individual sequence, demonstrating knowledge of or use of the key vocabulary</p> <p>Sequences should incorporate flow between different gymnastic skills and movements.</p> <p>SLD (speed, level and direction) changes should be used to enhance sequences.</p>
 <p>start and finish position</p>

PE: Netball

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Footwork	The landing foot of a player can move until they have passed the ball.
Pivot	Turning on the ball of the foot when holding the ball to face a different direction.
Marking	Standing in front of another player - preventing them from moving or receiving the ball.
Dodging	A method used to move away from a defender.
Passing	Sending the ball to another player.
Signalling	Pointing or indicating to other players to give them useful information.
Centre pass	Method used to start a game or to restart the game after a goal is scored.
Free pass	Method of restarting the game after a foul has been committed.

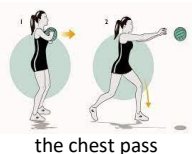
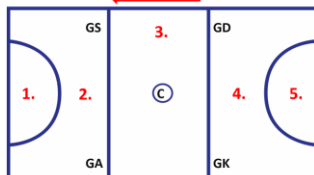
Section 2: New Knowledge/Skills

A key phrase for remembering the footwork rule is: **CLIP - CLOP**

3 keywords to remember when passing a ball are:
STEP - PUSH - POINT

The different types of passing that can be used within a game of netball are: **Chest, bounce, shoulder and overhead**.

The diagram below shows a netball court and the starting positions of each player at a centre pass. Identify the areas each player can go in.



Free passes are awarded for: footwork, offside, held ball

Only the GS and GA can shoot and this must be from within the shooting circle

PE: Hockey

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Grip	Always keep the left hand at the top of the stick. The right hand goes about halfway down the stick.
Stance	The ready position to control, dribble or pass the ball; left foot forward, stick at 45 degrees and head up.
Dribble	Moving the ball along by tapping it, rather than pushing it, with your stick. 'Tap/look, tap/look'.
Block tackle	The most effective way to stop a dribbler. Get your legs wide apart and your stick low to the ground.
Push pass	The safest and most accurate way to send the ball to your teammate: 'put/push/point'.
Reverse stick	Turn that stick over to make sure you always use the flat side of the stick.
Self pass rule	Remember that you can dribble the ball to yourself when restraining the game.
Shooting circle	To make hockey safer, no longer shots are allowed - make sure you are inside the circle when you try to score.

Section 2: New Knowledge/Skills

In year 7 hockey you will learn all the **skills** and **rules** needed for you to be able to safely play a **small-sided game** with your classmates, such as 5v5.



You will learn the key skills of: **grip, stance, dribble, block tackle, push pass and reverse-stick**.

You will learn that in a game you must not touch the ball with your feet or the back of your stick. You will know how to **start** the game (**a pass-back**) and how to **restart** the game after the ball goes out: **sideline ball, top of the circle**.

Watch out for your classmates who use the '**self-pass rule**'!!
A great way to score before the other team are ready!!

PE: Swimming

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Technique	The way you perform something in sport.
Stroke	One of the 4 methods of competitive swimming: front crawl, breaststroke, back crawl, butterfly.
Water confidence	The ability to perform a variety of skills in the water.
Push and glide	Making a strong push from the wall and getting the body fully extended to gain momentum at the start of a width.
Streamlined	Keeping the body in a position - straight and narrow - which reduces water resistance.
Personal survival	Skills which may help a person survive in a dangerous situation.
Treading water	Staying afloat in the same place with minimum effort.
Water polo	A team sport where players try to throw the ball into a goal at the end of the pool.

Section 2: New Knowledge/Skills

It is of vital importance that we follow the **safety rules** in and around the swimming pool. Can you list 3 safety rules that must be followed in your swimming lessons?

You will focus mainly on developing your **technique** in front crawl and back crawl. The two key parts of technique that we will focus on are the arm action and the leg action.

Question - can you describe the key points of the arm and leg actions in front crawl and back crawl?

You will learn and practice a variety of **water skills** and **survival skills** to improve your confidence in the water, including breath holding, underwater swimming and treading water.

Question - Can you list some of the basic rules of **water polo** and describe how to **dribble** and **pass** the ball?



PE: Rugby

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Carry (grip)	How to hold the ball: hold it in two hands with the hands on the sides of the ball (not the ends).
Passing	Send the ball to a teammate using a two-handed swinging action across the body.
Running with the ball	As soon as you catch the ball - run! Try to go forwards with the ball carried in 2 hands.
Try	Placing the ball down on the floor behind the opponents' try-line to score 5 points.
Support	Helping a teammate by running just behind and to the side of them so that they can pass to you.

Section 2: New Knowledge/Skills

In Year 7 we will be playing 'touch' rugby. There is no tackling so that you can focus on learning the skills and how to play the game.

You will learn how to carry the ball and how to pass the ball.



Question - What 2 things should you do as soon as you catch the ball?

You will play small-sided games passing the ball between teammates to get the ball across the try-line.

Question - How many points are awarded for a try and what else happens after a try is scored in a full rugby game.

You will learn how to pass the ball backwards and how to position yourself so that a teammate with the ball can pass backwards to you.

Question - What 'code' of rugby do we play at Belper School?
rugby union or rugby league

PE: Football

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Passing	Sending the ball to another player.
Receive	Collecting the ball from another player.
Control	Keeping the ball safe when it is collected. This is a cushion action and can be on different levels.
Dribble	Moving with the ball at your feet.
Turn	Changing direction with the ball.
Signalling	Pointing or indicating to other players to give them useful information.
Possession	The team or player in control of the ball.

Section 2: New Knowledge/Skills

Here are some questions to see what you can remember from your football lessons.

List three different types of **pass**.
Name three different body parts that a player can use to **control** the ball.

When might a player choose to **dribble** rather than **pass** the ball?

Which ways of **turning** with the ball have you used in lesson time?

Can you identify one rule for each of the following situations when playing a game:
Kick-off
Throw-in
Goal-kick
Free-kick:



Don't forget to complete the homework task on google classroom once you have completed your football lessons.

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 and Fitness

New Knowledge/Skills
Throughout PE lessons in Year 7, we will consider the 2 main aims of a warm-up:
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 key muscles.
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

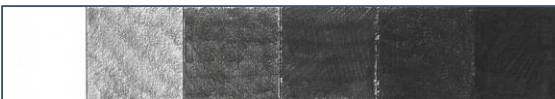
Tier 3 vocabulary	Definition
Graphite	A dark mineral from which pencil leads are made.
Implied	Suggested, but not explicitly expressed, e.g. implied texture in a drawing.
Medium (plural: media)	The materials used to make art, e.g. pencil on paper, oils on canvas
Monochrome	In one colour, or shades of one colour only.
Technique	The particular skill or set of skills used to produce an effect.
Value	The position of a tone in a tonal range.

Tier 2 vocabulary

Tier 2 vocabulary	Definition
Hb, 2b, 4b, 6b	Grades of pencil ranging from hard to soft, producing a progressively darker mark.
Blending	Smoothing the transition between different tonal values.
Layering	working over a completed layer of shading with another.
Shading	Darkening an area of an artwork by applying pencil strokes (or using other media).
Stroke	A single movement of a pencil or other tool that makes a single mark.
Texture	How a surface feels, or in a drawing how it looks like it would feel, e.g. rough, smooth, bumpy.
Tone	How light or dark a part of an artwork is.
Tonal range	A continuous range of tones from the lightest to darkest value.

Section 2: Using tone

In your drawings you should try to show the full tonal range present. For each part think about the tonal value you are trying to show. The bar below splits the tonal range into six values, from white to black.



bit.ly/bsadtone



To achieve the full range of tones here, you would **vary the pressure** of your pencil on the page, **vary the grade of pencil** used and **layer the shading**.

The very lightest areas in a drawing might need no shading at all.

For lighter areas, use an **HB** pencil with light pressure, using the side of the lead.

For areas of medium tone, use a **2B** pencil with steady pressure.

For the darker areas, use **4B** pencil.

If available, use a **6B** pencil for the darkest areas.



Light shading with an HB pencil.



Dark shading with a 6B pencil.



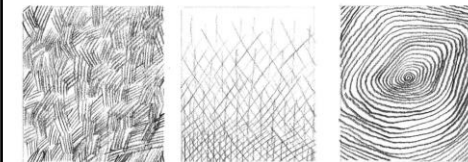
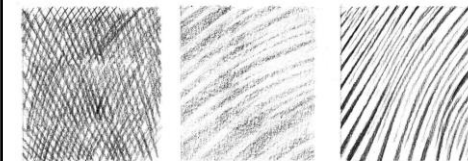
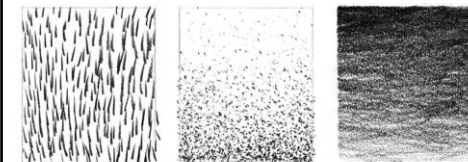
bit.ly/bsadshade

Section 3: Texture

Most pencil drawings are made up of repeated strokes. You can show different textures in your drawing by varying the way that you make these strokes and varying the length, speed and direction of marks made with each stroke. You can vary the pressure used to apply strokes and the density of marks you make to create darker or lighter areas. You can use the tip of your pencil to make clearly defined marks, or the side of the pencil lead for softer, wider marks.

How would you describe the textures that the sets of marks below make?

How many different ways of making marks can you make with your pencil?



bit.ly/bsadmarks

Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Analysis	Studying an artwork to understand how it was made and its creator's intentions.
Medium (plural: media)	The materials used to make art, e.g. pencil on paper, oils on canvas
Post-impressionism	A French artistic movement that followed impressionism, roughly spanning 1886-1905.
Rhinoceros	A member of one of five species of large, powerful, thick skinned mammals, native to parts of Africa and Asia.
Technique	The particular skill or set of skills used to produce an effect.
Woodcut	A relief printing technique in which a design is cut into a flat wooden block.

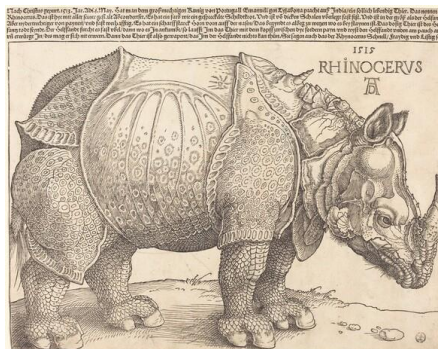
Section 2: Dürer's Rhinoceros

In the mid 16th Century, the king of Portugal was gifted a live rhinoceros, an animal unseen in Europe at that time.

A description of the rhinoceros soon reached Nuremberg, presumably with sketches, from which Dürer prepared a drawing and woodcut.

No rhinoceros had been seen in Europe for over 1000 years, so Dürer had to work solely from these reports. He has covered the creature's legs with scales and the body with hard, patterned plates. Perhaps these features interpret lost sketches, or even the text, which states, '[The rhinoceros] has the colour of a speckled tortoise and it is covered with thick scales'.

So convincing was Dürer's fanciful creation that for the next 300 years European illustrators borrowed from his woodcut, even after they had seen living rhinoceroses without plates and scales. bit.ly/badrhino



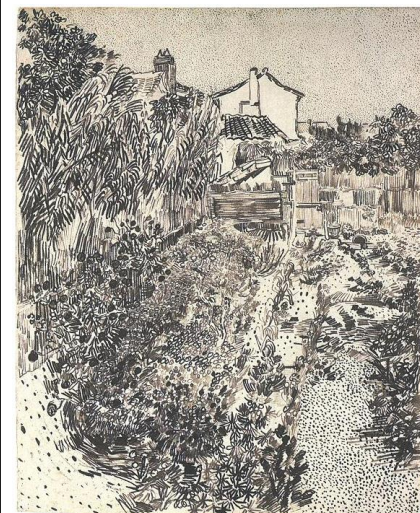
Looking closer

Use the link on this page to view the rhino online. You can zoom in to the image to see the image close up. Compare Dürer's rhino with a photo of an Indian rhino. bit.ly/bsadrhino

How many different textures can you see on Dürer's rhino?

What differences can you see between Dürer's rhino and the photo of an Indian Rhino?

Section 3: A Garden with Flowers



Vincent van Gogh
Drawing, reed pen and ink
Arles: August, 1888

bit.ly/gardenbad

To help you better understand this drawing and other works of art you can use these questions.

Who is this picture by and when was it made?

What part of the image do you notice first?

Can you name any of the marks used?

What time of year do you think it is?

What part of the world do you think this could be?

If this picture were in colour, what colours do you think would be used?

What does it make you feel?

Describe the sounds that you might hear if you were in this picture.

Tier 2 vocabulary	Definition
Albrecht Dürer	A German painter and printmaker, 1471-1528
Reed pen	A writing and drawing tool made from a shaped section of reed (hollow plant stem).
Stroke	A single movement of a pencil or other tool that makes a single mark.
Texture	How a surface feels, or in a drawing how it looks like it would feel, e.g. rough, smooth, bumpy.
Tone	How light or dark a part of an artwork is.
Tonal range	A continuous range of tones from the lightest to darkest value.
Vincent Van Gogh	A Dutch post-impressionist painter, 1853-1890

Section 1: Key Vocabulary

Tier 3 vocabulary Definition

Greek Chorus The chorus in Classical Greek drama was a group of actors who described and commented upon the main action of a play with song, dance, and recitation.

Synchronised Movement Synchronized movement is when a group of performers move in unison. The audience is unable to tell who is leading the movements.

Narration Narration is a technique whereby one or more performers speak directly to the audience to tell a story, give information or comment on the action of the scene or the motivations of characters.

Canon Canon is a technique that requires performers to take it in turns to perform a movement that is then identically copied and performed by others.

Vocal Layering Layering voices, overlapping sounds and words to create texture, interest and depth.

Still Image This is a frozen picture which communicates meaning. It can provide insight into character relationships with a clear focus upon use of space, levels, body language and facial expression.

Tier 2 vocabulary Definition

Democracy The belief in freedom and equality between people, or a system of government based on this belief, in which power is either held by elected representatives or directly by the people themselves.

Repetition Repeating a spoken word or movement multiple times.

Section 2: Group Work Skills

Practical drama is, in its very essence, a collaborative activity. Working with others can lead to greater tolerance, empathy and inclusion. Students are more able to work independently of the teacher when in groups, where they can learn from and support each other while working towards a shared goal. Leadership skills can be developed as students take responsibility for different aspects of the shared work.

In Drama we succeed TOGETHER.



A Greek Chorus works as ONE.

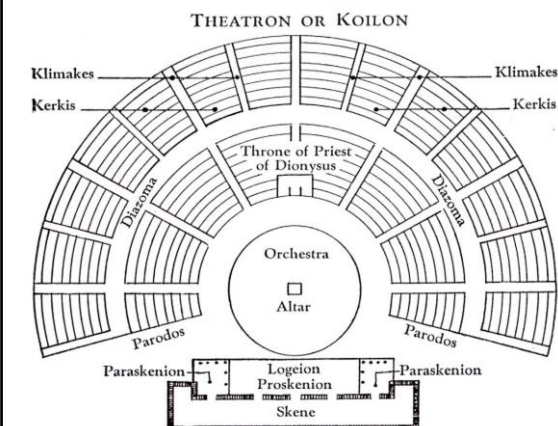


The battle of the Greek tragedies.

Section 3: Ancient Greece

Demos = power, Kratos = people.

The word “democracy” translates to “power of the people.” Athens incorporated the first democratic government. Every citizen could have a say in the actions of the government, so long as they were a male over 18 with parents who were citizens. You could not be a woman, foreigner, or slave. For a society that promoted democracy for all, Ancient Greece was inconsistent that it had a slavery class. Every household that could afford it used slaves to help with chores. Slaves were also used in factories and mines, as well as on farms and ships. These hard labour slaves had a much shorter lifespan than household slaves.



Theatre

Definition: a building, part of a building, or outdoor area for housing dramatic presentations, stage entertainments, or motion-picture shows

Greek Word: *theasthai*

Greek Meaning: to behold


Fun Facts: theatrical festivals played an important role in Greek social life. There were theatres that had a capacity of up to 30,000 people. The seating was usually set on a natural slope and this has created a legacy which continues till today, as most current day theatres also have a sloped seating. Interestingly, the word *theasthai* further evolved into the word *theatron*, which meant ‘a place for viewing’.

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Pulse	A regular beat that is felt throughout much music.
Time Signature	A time signature tells us how many beats (and what type of beats) there are in each bar of music and is made up of two numbers at the beginning of a piece of music.
Articulation	The accents in performance.
Accent	Emphasising or stressing a particular note or notes.
Polyrhythm	The use of several rhythms performed simultaneously.
Tempo	The speed of a sound or piece of music – fast/slow.

Tier 2 vocabulary	Definition
Duration	The length of a sound – long/short.
Structure	The organisation of sound or how sounds are ordered.
Tempo	The speed of a sound or piece of music – fast/slow.
Rhythm	A series of sounds or notes of different lengths that create a pattern.


Section 2: New Knowledge/Skills

A **time signature** tells us how many beats (and what type of beats) there are in each **bar** of music and is made up of two numbers at the beginning of a piece of music.



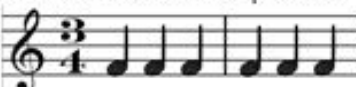
Top Number = **how many beats**
Bottom Numbers = **Type of beat**

2/4 = TWO CROTCHET beats per BAR



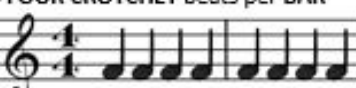
e.g. a **MARCH**

3/4 = THREE CROTCHET beats per BAR



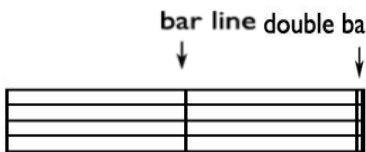
e.g. a **WALTZ**

4/4 = FOUR CROTCHET beats per BAR




Bottom Numbers:
2 = Minim 4 = Crotchet 8 = Quaver

Bars and Barlines



← one bar → (used to show the end of a piece)

Body Percussion with Olly Tunmer



Section 3

Rhythmic Ostinato – a short repeated pattern made up of notes of different lengths but without a particular pitch.

Cyclic Rhythm – a rhythm which is repeated over and over again (in a cycle) many times.

Kodály Rhythm Method

	Ta _ _ _
	Two _
	Ta
	Te
	Te-te
	Tecka-tecka
	Three _ _
	Tay
	Tim-ka
	Tri-cy-cle

Note Name	Note Symbol	Note Value
Semibreve		4 beats
Minim		2 beats
Crotchet		1 beat
Quaver		½ of a beat

Year 7 Rotation 1 D&T Food : Safety, hygiene and introduction to healthy eating (1)

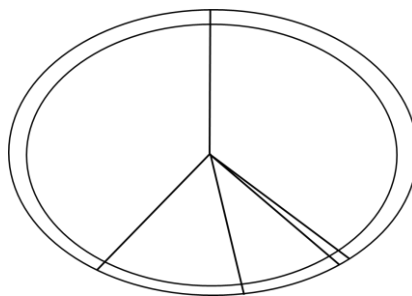
Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Claw Grip	A knife hold where the fingers are curled under and not laid flat on the food surface.
Bridge Grip	A knife hold where the knife is positioned between the thumb and fingers to create a bridge shape.
Pre-heat	Turning the oven on prior to being needed so it reaches the required temperature.
Simmer	A cooking method which requires the liquid to be just below boiling point (small bubbles on surface).
Rubbing-in method	Using your finger-tips to rub together the fat and flour in a recipe to create a breadcrumb looking texture.
All-in-one method	A cake making method. When all ingredients for a recipe are added into the mixing bowl and combined.
Seasonal Foods	Foods which are grown and ready-to-eat at different times of the year. (Spring, Summer, Autumn and Winter).
Eatwell Guide	A guide which shows the different food groups and the proportions they should be eaten in.
4 Cs	Relate methods used to keep food production safe and hygienic. Cross-Contamination, Cleaning, Cooking and Chilling.
Intensive	A type of farming used to produce a large amount of food.
Organic	A type of farming used to produce food which avoids the use of chemicals and pesticides.
Carbohydrates	A nutrient we obtain from our food which provides energy.
Tier 2 vocabulary	Definition
5-A-Day	A Government scheme to encourage eating more fruit and vegetables.
Safety	Working in a way to avoid injury or danger.
Hygiene	Working in a clean and organised manner.
First-Aid	Basic assistance given for minor injuries.
Peeling / Chopping / Slicing	Methods of preparing some fruit and vegetables.
Equipment	The necessary items for a particular purpose
Measuring / weighing	Accurately preparing the correct amount of ingredients / liquids for a recipe

Section 2: New Knowledge/Skills

Eatwell guide

Label the diagram and add the extra sections



Name the knife holds



Cross-contamination: How do we use chopping boards to avoid this in the T8 Kitchen?

The DANGER ZONE temperatures are: _____

Section 3:

Useful Abbreviations:

- tsp
- tbs
- g
- ml
- l

Spring	Summer	Autumn	Winter
Asparagus	Beetroot	Field Mushrooms	Brussels Sprouts
Carrots	Broad beans	Lettuce	Cabbage
Cauliflower	Carrots	Marrow	Carrots
Celeriac	Cauliflowers	Potatoes	Cauliflower
Cucumbers	Courgettes	Pumpkin	Celeriac
Curly Kale	Cucumber	Rocket	Curly Kale
Purple sprouting broccoli	Fennel	Squashes	Fennel
Savoy Cabbage	Fresh Peas	Sweetcorn	Leeks
Spring Greens	Garlic	Watercress	Parsnip
Spring Onions	Green beans		Potatoes
Watercress	Salad & salad leaves	Apples	Red Cabbage
	New Potatoes	Blackberries	Swede
Rhubarb	Radishes	Damsons	Turnip
Gooseberries	Salad onions	Elderberries	
	Tomatoes	Pears	Apples
	Watercress	Plums	Pears
	Blueberries		
	Currants		
	Plums		
	Raspberries		
	Strawberries		

HW1 -

- Create a Health & Safety poster using the tier 2 and 3 vocabulary from the knowledge organiser to teach younger students how to keep safe in the kitchen.
- Complete the H&S quiz on Google classroom, or ask your teacher for a paper copy

HW2 - Use the seasonal foods chart above to identify which recipes can be made using seasonal ingredients on your HW sheet. Complete the quiz on Google classroom, or ask your teacher for a paper copy.

Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Needle	A thin piece of metal with a point at one end and an 'eye' at the other that the thread passes through. Used to sew.
Stitch	Thread passes through the fabric to keep it together
Pin	A thin piece of metal with a point at one end and a colourful bead at the other. Used to hold fabric together temporarily
Thread	A piece of spun polyester to sew with
Seam allowance	The distance from the edge of the fabric to the stitching line that joins the fabric together.
Cotton	A natural fibre that comes from the cotton plant.
Tacking	A temporary stitch to hold fabric together whilst you sew on the sewing machine.
Quick Unpick	A sharp pointed tool that is used to remove unwanted stitches.
Freezer Paper	A paper with a thin coating of plastic that will stick to fabric when ironed. Used to make stencils

Section 2: Skills

Stencil

Stencils are used to put designs onto fabric. They allow you to make detailed, neat images. The freezer paper masks of certain areas of the fabric to stop paint getting to those areas. This keeps the paint exactly where you want it! The stencil design is cut by a craft knife. You must make sure you use this carefully as it is very sharp.

These two images show good examples of what the stencil might look like. The paint goes through the holes in the stencil onto the fabric beneath.



Manufacturing Steps

1. Pin, tack and sew the outside of the banner
2. Fold the top edge over to make the casing. Pin, tack & machine sew in place.
3. Remove the tacking stitches with the unpicker
4. Design your stencil
5. Cut out your stencil using a craft knife and cutting mat
6. Iron the stencil onto your banner
7. Using a sponge to apply fabric paint to the stencil
8. Leave to dry then remove the stencil
9. Iron the fabric paint design to fix it into the fibres of the fabric.
10. Add the wooden banner holder and a wool hanger.

Section 3: Knowledge

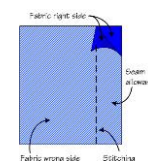
Cotton

Your banner is made from cotton. Cotton is the most widely used textile fibre in the world. It is harvested from cotton plants. Cotton plants grow in hot climates such as India and the USA. **Properties** of cotton are that it is strong, absorbent and easy to sew with. However, it creases easily and can shrink when washed.

Seam Allowance

A seam allowance of 1.5cm is added around the edge of fabric pieces that are going to be sewn together.

This is the gap between the edge of the fabric and the sewn seam. If we sewed right on the edge of the fabric the stitching would come undone as the fabric started to fray. This would result in products that would fall apart because the seams are not sturdy enough.



Sewing Safely

Follow these steps to ensure accurate and safe sewing:

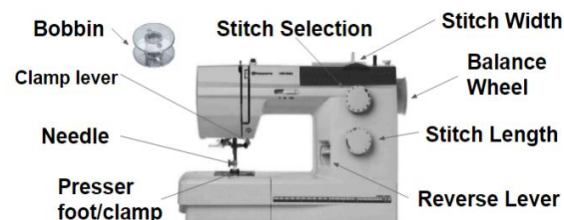
1. Pin the fabric in place
2. Tack through all layers of the fabric, removing the pins as you go
3. Machine sew over the tacking
4. Use the quick unpick to remove the tacking stitches.

Machine Setting for Straight Stitch

The sewing machine can be adjusted to produce many different stitch patterns. This is done by adjusting the 3 dials on the right hand side of the machine. There is also a key printed on the machine to show you what each of the stitches look like.

You are going to use STRAIGHT STITCH for this project. Here are the settings you will need:

Stitch Width: 2.5
Stitch Selection: 1
Stitch Length: 2.5



Tier 2 vocabulary

Tier 2 vocabulary	Definition
Natural	Comes from nature, a plant or animal.
Stencil	A thin sheet of card, plastic, or metal with a pattern or letters cut out of it, used to produce the cut design on the surface below by the application of ink or paint through the holes.

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Task Analysis	Investigating the topic being studied by breaking it down in the different possible focal points
Orthographic	A style of 3D drawing shown in 3 different views
Isometric	A style of drawing using 30 degree angles
Timber	A wooden beam in the frame of a house, boat, etc.
Hardwoods	The wood from a broadleaved tree (such as oak, ash, or beech) as distinguished from that of conifers
Softwoods	The wood from a conifer (such as pine, fir, or spruce) as distinguished from that of broadleaved trees
Man-made wood/ board	They are usually composed of natural woods and resin, which binds them together. This forms wood such as Ply
PPE	Personal protective equipment used in the workshop
Tri-Square	A tool for measuring or marking out accurate right angles
Pillar Drill	versatile machines that can be used on a wide range of materials where single hole drilling is required.
Disc sander	A machine to help sand down work to a correct measure or creating a smooth finish
Steel Rule	A tool to help measure accurately
Tenon Saw	A tool for cutting different types of wood by using a forwards and backwards movement
Hand File	A tool used to remove fine amounts of material from a workpiece. It is common in woodworking, metalworking
PVA adhesive	Polyvinyl acetate, commonly known as wood glue

Tier 3 vocabulary	Definition
Grain	The lines along the wood that create the decorative look
Annual Rings	Circular rings that indicate the age of the tree
Knot	Small dark circles where a branch once grew
Warping	When wood has twisted in different directions
Splitting	When ends of wood have dried too quickly and split
Cupping	When a plank of wood curves towards the centre

Section 2					
	Measure	Mark	Cut	Sand	
Feet					
Arms					
Shape					
Legs					
Head					
Mouth					
Eyes					
Body					
Dowel					

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

Section 3																	
Wood types <table> <tr> <td>Oak</td><td>Medium-Density - Fibreboard</td><td>Redwood</td></tr> <tr> <td>Beech</td><td>Plywood</td><td>Cedar</td></tr> <tr> <td>Mahogany</td><td>Chipboard</td><td>Pine</td></tr> <tr> <td>Teak</td><td></td><td>Spruce</td></tr> <tr> <td>Balsa</td><td></td><td>Fir</td></tr> </table>			Oak	Medium-Density - Fibreboard	Redwood	Beech	Plywood	Cedar	Mahogany	Chipboard	Pine	Teak		Spruce	Balsa		Fir
Oak	Medium-Density - Fibreboard	Redwood															
Beech	Plywood	Cedar															
Mahogany	Chipboard	Pine															
Teak		Spruce															
Balsa		Fir															
Properties of woods: Strength, toughness, hard wearing, colourful and interesting appearance, grains, density, good shock absorbency.																	
Drawing Styles: Isometric Orthographic Projection Exploded View																	
Homework 1 Produce a safety poster. See page 2 of the booklet. Also use the tier 2 and 3 vocabulary from the knowledge organiser to teach other students how to keep safe in the workshop.																	
Homework 2 a)Types of timber. What are the 3 main categories? Use the tier 3 vocabulary to help identify them. <ol style="list-style-type: none"> 1. 2. 3. Produce a leaflet outlining the 3 categories of woods and how we identify between them using interesting facts. Using the wood types listed above choose one from each column. Research its origin, draw a picture of the tree and its leaves, describe its appearance and an example(s) of what we make the wood into as a product.																	
b)Find an item which is made of wood from your home. Sketch it. Try and identify which wood it is by using the materials list above and explain why this wood has been chosen to make this product by identifying the correct properties from the list above.																	

Section 1: Words we will Learn:

Tier 3 vocabulary	Definition
Facial expression	How we use our faces to communicate and how we read other people faces.
Tone of voice	How we change the expression in our speech to communicate and how we learn to listen to other people speaking.
Body language	How we speak using our body instead of using words and how we read other people's body language to see how they are feeling.
Classroom rules	The space in which we learn has a list of DO'S and DONT'S.

Useful School terms we will learn:

Tier 2 vocabulary	Definition
Planners	A diary that we use at Belper School.
Knowledge Organisers	-Information used in subject lessons
Routines	How the school day works.
Organisation	Packing your bag and having the right equipment on the right day.
Memory	Developing your memory skills and finding ways to remember things more easily.

Section 2: What we will do:

In Social Skills lessons we will:

- Get to know our way around a new school.
- Get to know each other.
- Learn to share our experiences.
- Learn to listen to others.
- Talk about about the differences between primary and secondary schools.
- Develop our memory skills and find ways to support our memory.
- Learn and practice our turn taking skills.
- Use games to develop our key social skills.
- Work on Voice, Face, Body, and Space.



Section 3: Some Games we will play:

1. Kim's Game

Place objects, letters, pictures, words on a tray, show them to the pupil, cover them up and get them to name the objects. Alternatively you can remove one, two, three etc. The pupil has to guess what has been removed.



2. Number Card Game-



We play games every lesson so we will be playing lots more!

Section 1: Key Vocabulary
Tier 3 vocabulary Definition

Characteristic A feature or quality belonging to a person

Achievement Something done successfully with effort, skill or courage

Diversity The practice of including or involving people from a range of backgrounds

Relationship The way in which two or more people or groups behave

Dilemma A difficult situation or problem

Frenemy A person who is your friend but might dislike you

Toxic Very harmful or unpleasant

Genuine Something that is truly what it is said to be

Mutual A feeling or action experienced by two people

Banter A playful exchange of teasing remarks

Section 2: Aims and Objectives

- Understand what a healthy relationship is.
- Explain why diversity is important in society and in school.
- Evaluate the different types of friendship and understanding which are the most positive.
- Understand why banter can be negative.
- Develop strategies navigate friendship issues.
- Assess your own friendship situations.



2 Black/Blue Pens
and 1 Coloured Pen



2 Pencils



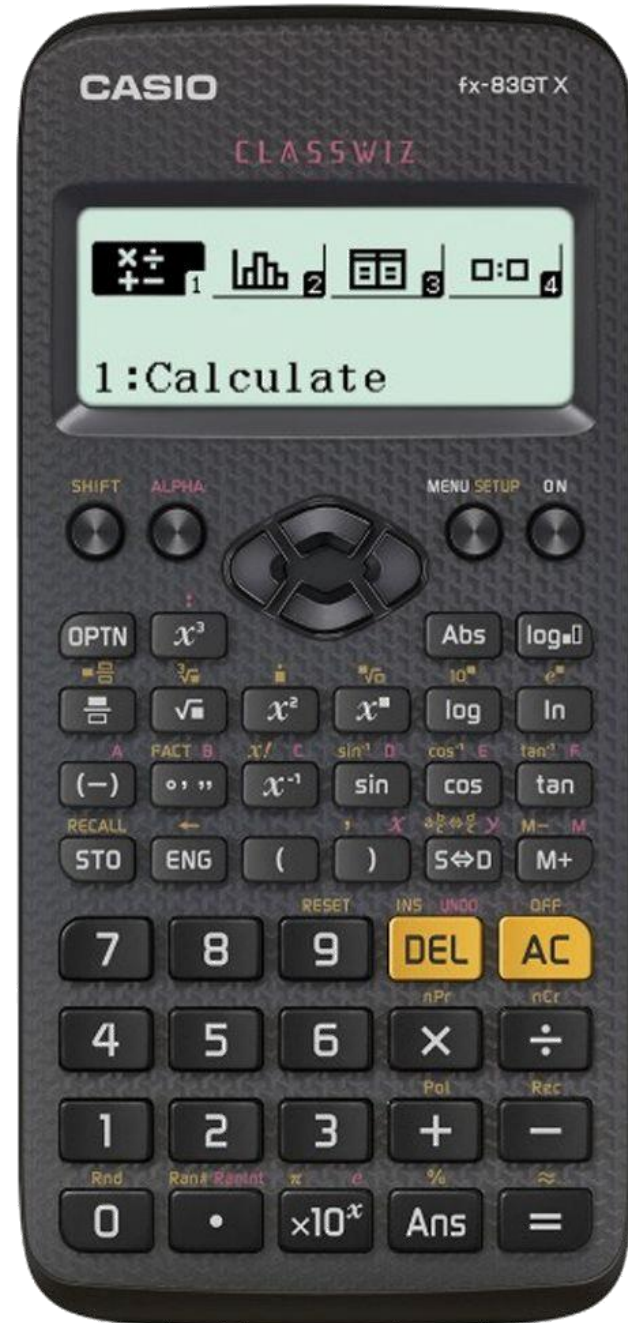
Eraser



Pencil Sharpener



Scientific Calculator



Planner



Ruler

