

Knowledge Organiser

Year 7 Summer 2 2025



“I’m an emotional mess tonight, but I just want to say, no matter how dark a place you are, it can and will get better.

2 years ago, I was in the darkest place in my life; 2 years later we have made history”

Be Resilient

Marcus Skeet “Hull Boy”

17 year old who became the youngest person to run the entire length of the UK this year, while raising £130,000 for a mental health charity.

Marcus started on his running journey to overcome depression and anxiety.

Create Your Future

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.

Timetable

Week 1	1	2	3	4	5
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					

Week 2	1	2	3	4	5
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					

In Class Expectations




Out of Class Expectations



Being in school and being on time is crucial for success and preparing for the future.

Lost learning can lead to additional anxiety and pressure to catch up work and risks the student falling even further behind.

Create Your Future



100%
OUR TARGET FOR ALL STUDENTS

**BE PRESENT
BE PUNCTUAL**

THERE ARE 175 NON-SCHOOL DAYS DURING THE YEAR TO SPEND ON FAMILY TIME, VISITS, HOLIDAYS, SHOPPING, HOUSEHOLD JOBS AND OTHER APPOINTMENTS

DAYS OFF SCHOOL ADD UP TO LOST LEARNING

BE BELPER

97%
6 DAYS ABSENCE
30 HOURS LOST LEARNING

EXCELLENT OR GOOD ATTENDANCE
BEST CHANCE OF ACADEMIC SUCCESS

95%
10 DAYS ABSENCE
50 HOURS LOST LEARNING

WORRYING
AT RISK OF MAKING IT HARDER TO PROGRESS

90%
19 DAYS ABSENCE
95 HOURS LOST LEARNING

CONCERN
LESS CHANCE OF SUCCESS AND SIGNIFICANTLY REDUCES LEARNING

Attendance

- 90% attendance is half a day missed every week
- 90% attendance in one school year is 4 whole weeks of lessons (100 lessons) missed in that year.
- 90% attendance over 5 years of secondary school is half a year of school missed.
- Evidence suggests that, on average, every 17 days of school missed by a student equates to a drop of 1 GCSE grade.

Punctuality

- 10 minutes late each day = 50 minutes of lessons missed each week
- 10 minutes late each day = 2000 minutes (33.3 hours, 5.5 days) every academic year
- 10000 minutes (166.5 hours, 27.5 days) of missed learning from year 7 to year 11.

“Everyday you show up, you’re investing in your future self. Don’t underestimate the power of attendance.”

Attendance this half term

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7

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

Tier 2 vocabulary	Definition
Genre	A 'type' or 'category' of story – eg. Horror, fantasy, crime, etc.
Atmosphere	The tone or mood in a story
Foreshadowing	A warning or an indication of a future event
Characterisation	How a character is constructed & presented in a story
Dialogue	Conversation between characters in a story
Antonym	A word opposite in meaning to another

Section 2: New Key Skills/Strategies


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

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

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


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





Section 3: Sample CPEAT paragraph breakdown
<p><u>How is the character of the other mother presented in the extract?</u></p> <p>Connective</p> <p>↓</p> <p>Firstly, the author presents the other mother as a frightening and intimidating character.</p> <p>↑</p> <p>POINT</p> <p>This is shown in the quote: “Her hair was wriggling like lazy snakes.”</p> <p>↑</p> <p>Example</p> <p>Analysis - intention? Impact?</p> <p>↓ ↓</p> <p>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 which evokes a sense of alarm and fear in the audience.</p>

Section 1: Key Vocabulary		Section 2: New Key Skills/Strategies		Section 3:							
Tier 3 vocabulary	Definition	C	Connective	<div>Structural Techniques</div> <table><tr><td>Beginning</td><td rowspan="5">You might be able to talk about these features in the different sections of the novel.</td></tr><tr><td>Middle</td></tr><tr><td>End</td></tr><tr><td>Speaker</td></tr><tr><td>Setting</td></tr></table>		Beginning	You might be able to talk about these features in the different sections of the novel.	Middle	End	Speaker	Setting
Beginning	You might be able to talk about these features in the different sections of the novel.										
Middle											
End											
Speaker											
Setting											
Grief	The mourning of a loss, usually the loss of a loved one	P	Point	the writer uses a simile,							
Prejudice	A liking or dislike for one rather than another especially without good reason	E	Example	“the classroom glowed like a sweetshop”							
Terrorism	The unlawful use of violence or threats to intimidate or coerce a civilian population or government	A	Analysis	This suggests... This implies...							
Conflict	A serious disagreement and argument										
Islamophobia	Prejudice, negative sentiments, and hostility toward Islam and Muslims	T	Think (intention & impact)	The writer’s intention is to... This evokes a sense of...							
Affair	A situation in which a person involved in an exclusive relationship is having a relationship with someone else			Direct address							
Hijab	A head covering worn in public by some Muslim women			Alliteration							
				Facts							
Tier 2 vocabulary	Definition			Opinions							
Narrative Voice	Narrative voice is the perspective the story is told from.			Rhetorical questions							
Tone	Reflects the writer's attitude toward the subject matter or audience of a literary work			Emotive language							
Analysis	Closely studying a text, interpreting its meanings, and exploring why the author made certain choices			Statistics							
Intention	The reason <i>why</i> someone chooses to do something			Triplets/Rule of three							
Impact	The effect of something on the reader			Anecdote							
				Punctuation							
				<div></div>							
				<table><tr><td>Simple or minor sentences</td><td rowspan="5">You might be able to write about these features in your work and why the writer has chosen them.</td></tr><tr><td>Zooming in</td></tr><tr><td>Repetition</td></tr><tr><td>Character introduction</td></tr><tr><td>Time changes</td></tr></table>		Simple or minor sentences	You might be able to write about these features in your work and why the writer has chosen them.	Zooming in	Repetition	Character introduction	Time changes
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Zooming in											
Repetition											
Character introduction											
Time changes											

8

Section 1: Key Vocabulary		Section 2: Key Strategies		Section 3: Poem Structures
Tier 3 vocabulary	Definition	C	Connective Firstly, Secondly, Furthermore	Kenning Poems A kenning poem is a special type of poem that describes an object or a creature without ever using its name. They are made up of a noun (object) + noun or a noun + verb (action word). <div> Wolf Animal worrier Night mover Meat eater Paw licker Prey hunter Woods dweller Moon howler </div>
Stanza	A group of lines forming the structure of a poem; a verse, a paragraph.	P	Point the writer uses a simile,	
Rhyme Scheme	The ordered pattern of rhymes at the end of the lines in a poem.	E	Example “the classroom glowed like a sweetshop”	
Sibilance	Repetition of the ‘s’ sound in a group of words in the same sentence. Often produces a hissing sound.	A	Analysis This suggests... This implies...	
Simile	A comparison of two things using the words ‘like’ or ‘as’.	T	Think - intention (why)? And Impact (What)? The writer’s intention is to... This evokes a sense of...	
Metaphor	A comparison of two things that states one thing is another.			
Tier 2 vocabulary	Definition			Acrostic Poem An acrostic is a poem in which the first letter of each line spells out a word, message or the alphabet. W ind stiff and cold nip at my nose I cicles hang from rooftops and sparkle like jewel N ightfall comes early and darkens the world T rees bare and still wear coats of white snow E ager children grab sleds and run up steep hills R esting animals hibernate until the spring breeze blows
Imagery	Visually descriptive language that you can image in your mind.	R	Read the question	
Alliteration	Words in a sentence that begin with the same letter or sound.	U	Underline the key words	
Suggests	Use in a CPEA paragraph in the ‘A’ section. To mention as a possibility.	C	Choose the best approach	
Highlights	Use in a CPEA paragraph in the ‘A’ section. To draw special attention to.	S	Select any key information	
		A	Answer the question	
Infers	Use in a CPEA paragraph in the ‘A’ section. To conclude something from evidence and reasoning.	C	Check your answer	

Section 1: Key Vocabulary		Section 2: Using CPEAT to answer questions	Using CPEAT to answer questions
Tier 3 vocabulary	Definition		
Contrast	The observable difference between things.	Connective Organise your ideas by using Firstly...Moreover...Additionally...	D – Direct Address A – Alliteration F – Facts O – Opinion R – Rhetorical Question E – Emotive Language S – Statistics T – Three (rule of)
Satire	The use of humour or ridicule to expose and criticise people's stupidity.	Point Using the words of the question you make a point to answer it	
Foreshadowing	A technique used to hint at future events in the text.	Evidence You choose some words from the text to prove your point	
Symbolism	The use of symbols to represent larger ideas or qualities.	Analyse You analyse how the words that you've chosen prove the point that you've made and what the impact could be on the reader	
Juxtaposition	The specific placing of things side-by-side to emphasize their opposing relationship.	Think	
Pathos	A quality that evokes pity or sadness.		
Dramatic Irony	When the audience/reader are aware of the significance of the character's words or actions, however the character is not.		
Tier 2 vocabulary	Definition	Section 3: Important Information	
Injustice	A lack of fairness.	Industrial Revolution The industrial revolution transformed society away from agricultural production as a means of commerce to large machinery and technological advancement. This brought thousands of people into the city in order to work in factories. They worked long hours (in poor conditions) for low wages.	<div>Emotive language</div> <div>Rule of Three</div> <p>First and foremost, <i>Oliver Twist</i> offers an unforgettable journey into the heart of social justice. The novel takes us into the grim world of 19th-century London, where a young orphan named Oliver faces the harsh realities of poverty, abuse, and neglect. For many children, reading <i>Oliver Twist</i> is their first exposure to the struggles of those less fortunate. Through Oliver's story, young readers develop a greater sense of empathy and understanding toward those in need. In a world where issues like inequality and injustice still persist, wouldn't you agree that understanding the experiences of the less privileged is more important than ever?</p> <div>Rhetorical Question</div> 
Corruption	When someone is dishonest or fraudulent.	Child Labour During the industrial revolution, there no laws to protect children at work. They were cheap to pay and small enough to do intricate, dangerous jobs on large machinery which meant they were exploited. The creation of workhouses were meant to ensure that children had a roof over their head and fed, however, in reality, impoverished children, including orphans, and the elderly, were expected to do hard labour while malnourished and sick.	
Urbanisation	An increase in the number of houses and people in an area.		
Moral	Principles which teach the difference between right and wrong.		
Disparity	The difference or imbalance between two things.		

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Centre of enlargement	A point which tells you where to draw an enlargement
Centre of rotation	A point about which the object is rotated
Congruent	Exactly the same
Vector	The instruction that tells you how far to move an object and in which direction
Scale factor	The number each side length is multiplied by in an enlargement
Invariant point	A point that does not move after a transformation has taken place
Tier 2 vocabulary	Definition
Similar	An object is similar if the side lengths are in proportion with the original object. The angles do not change
Object	The original shape before a transformation has taken place
Transformation	A process where a shape is changed or moved resulting in an image. This could be an enlargement, rotation, reflection or translation
Image	The shape after a transformation has taken place
Enlargement	A change in size.
Reflect	An image as it would be seen in a mirror
Translate	Move in straight lines
Rotate	Turn
Revision QR codes	
Translation	Rotation
Reflection	Enlargements
	
	

Section 2

Translations and vector notation

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

How far up or down (negative value – down)

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

Object

All vertices have been translated by the same vector

The image after a translation is congruent to the original object

Rotations

Object

Centre of rotation

Image after a rotation 90° clockwise about the point x

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

The image after a rotation is congruent to the original object



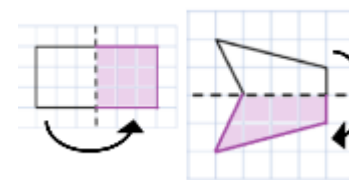
clockwise



Anti-clockwise

Section 3

Reflections

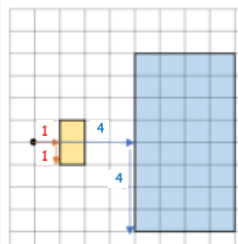


Enlargements without a centre of enlargement

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

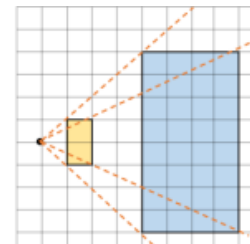
Enlargements from a centre

Scaled distances method



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




Ray method



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

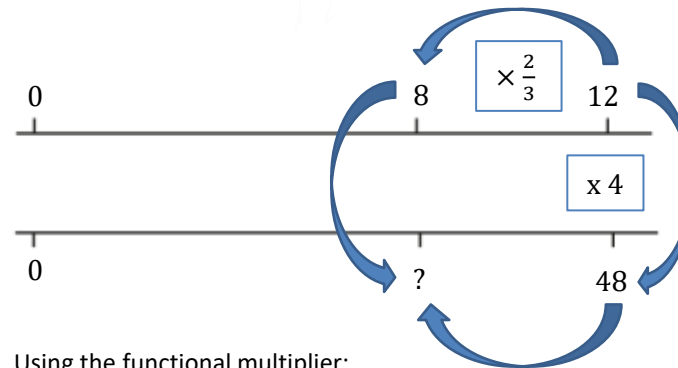
The image after an enlargement is similar to the original object

Maths: Multiplicative Relationships – Fractions and Ratio

Section 1: Key Vocabulary		
Tier 3 vocabulary	Definition	
Multiplicative relationship	A relationship between two quantities whereby the values are linked by a constant multiplier, of the general form $y = ax$	
Additive relationship	A relationship between two quantities whereby the values are related by the addition of a constant, of the general form $y = x + a$	
Functional multiplier	Is the multiplier that links two quantities, it is the 'a' in the general form $y = ax$	
Scalar multiplier	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	
Rate	The ratio between two related quantities <i>in different units</i> .	
Scaling	Enlarging or reducing a value by multiplying by the scalar multiplier.	
Ratio	A way of comparing values between two (or more) quantities.	
Proportion	A statement that expresses two ratios	
Revision QR codes		
Simplifying a Ratio	Sharing in a ratio	Harder sharing in ratio
		

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 4th can be found using multiplicative relationships between the rows (functional) or the columns (scalar).

	$\times 3$	
$\times 4$	1	3
	4	12
	$\times 3$	

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.

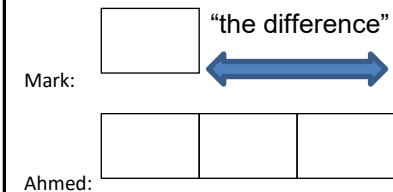


What other pairs of numbers will also line up in the same way?

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

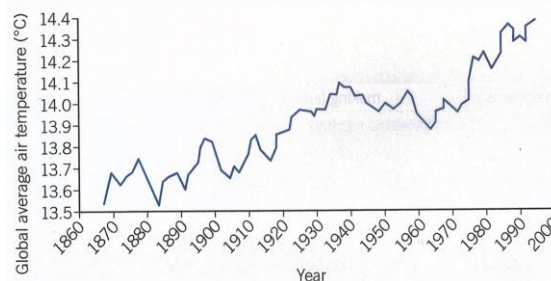
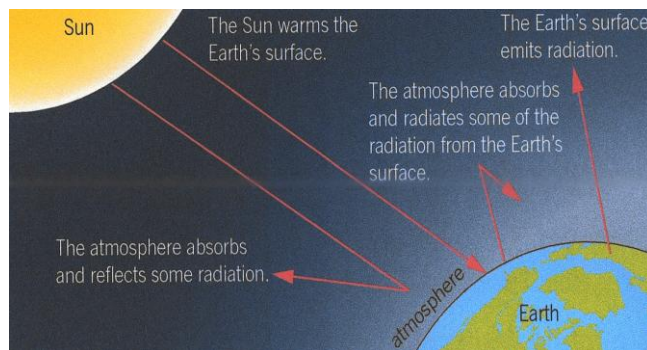
Tier 3 vocabulary	Definition
Greenhouse effect	The process in which gases trap heat in the atmosphere.
Greenhouse gas	Gases which trap heat in the Earth's atmosphere.
Global warming	An increase in the Earth's average temperature.
Deforestation	Cutting down trees, or burning them to make space for crops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

Tier 2 vocabulary

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

Section 2: New Knowledge/Skills

The Greenhouse Effect



Recycling

Advantages of recycling:

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

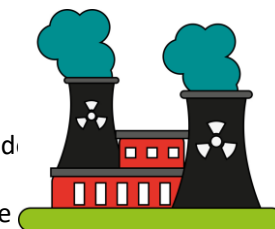


Disadvantages of recycling:

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

Greenhouse gases

- Carbon Dioxide
- Methane
- Nitrous Oxide
- Water Vapour



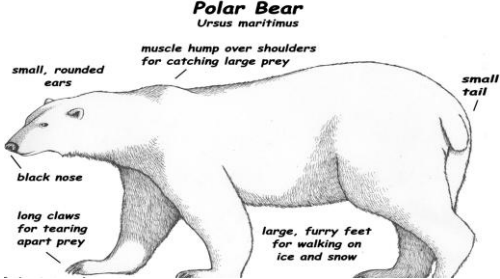
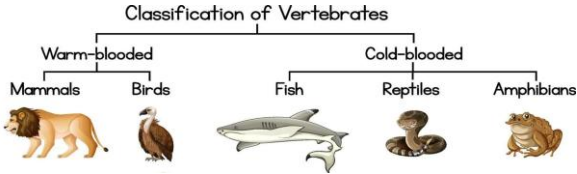


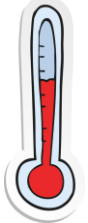

Sources of greenhouse gases

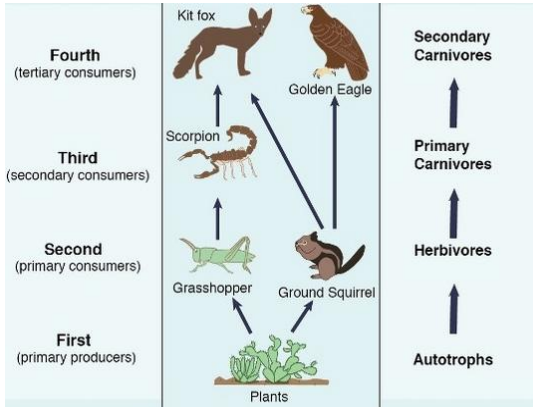

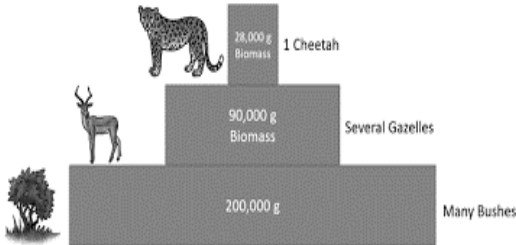

- Burning fossil fuels
- Farming (agriculture)
- Industry
- Deforestation
- Landfill

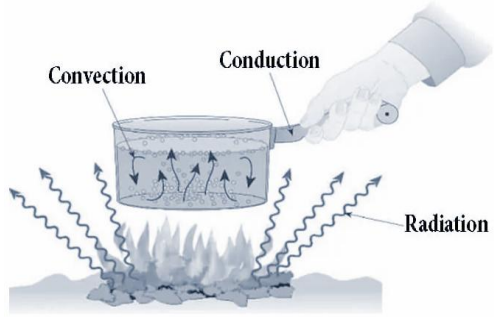
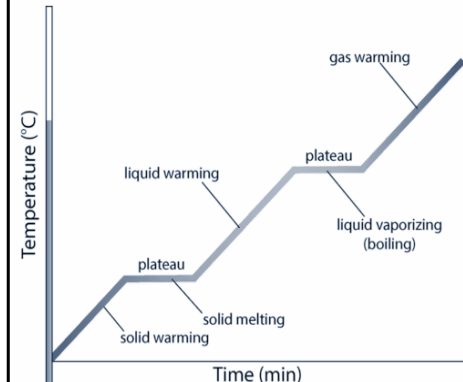
Impacts of climate change:

- Severe weather
- Poverty / displacement
- Rising sea levels
- Lack of food
- Hotter climate
- Extinction of species



Section 1: Key Vocabulary		Section 2: New Knowledge/Skills	Section 3: Other subject specific things
Tier 3 vocabulary	Definition	<p>Adaptations</p> <p>Look at some of the characteristics of the polar bear. These characteristics help it survive in the very cold habitat where it lives.</p>  <p>Classification</p> <p>Below is a classification of vertebrates. There are 5 classes of vertebrates as can be seen below:</p>  <p>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.</p> 	<p>Below is a classification key. This is used to classifying living organisms. It can be used to classify anything, even things like for contents of your pencil case!</p>  <p>Biotic Factors</p> <ul style="list-style-type: none"> Food availability Predators Disease <p>Abiotic Factors</p> <ul style="list-style-type: none"> Light Water Nutrients Soil pH Temperature  <p>Sampling</p> <p>Quadrats and transect are used for sampling habits. This is a method where you sample a small area of a habitat to estimate the whole population within the habitat.</p> 
Organism	An individual living being such as a dog		
Habitat	A place where organisms live		
Community	A group of organisms living together		
Ecosystem	Interactions between a community and the habitat which they live in		
Vertebrates / Invertebrates	Animals with a backbone / without a backbone		
Biotic	Factors that are caused by living organisms		
Abiotic	Factors that are caused by non-living organisms		
Quadrat	Square frame used for sampling		
Transect	A line across a habitat used for sampling		
Pooter	Device used to safely suck small animals into a container for sampling		
Pitfall Trap	Buried container used to catch animals which fall into it for sampling		
Sweep Net	Net used to collect small animals from water or long grass for sampling		
Tier 2 vocabulary	Definition		
Environment	Surroundings around an object or organism		
Population	The total number of a species living in a particular place, at a particular time		
Variation (inherited environmental)	Differences between organisms caused by genetics (inheritance) or the environment		
Inheritance	Characteristics received from parents via genetics		
Classification	Arranging things into groups or categories		
Sampling	Collection method used to estimate populations of species within a habitat		
Characteristics	Feature or quality belonging to something		
Adaptation	Certain characteristics that exist for a function		

Section 1: Key Vocabulary		Section 2: Key questions	Section 3: Assessment
Tier 3 vocabulary	Definition	Food web 	<p>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?"</p> <p>Consider</p> <ul style="list-style-type: none"> Is there enough data? Is the data biased? Is the data from different sources all the same quality? How could it be improved?
Food Chain	A diagram to show the flow of energy through living things.		
Food Web	A diagram to show how food chains join together		
Biomass	The dry mass of a living thing		
Producer	An living thing able to make its own food		
Consumer	A living thing that needs to eat other living things for food		
Tertiary	The third level		
Predator	An animal that hunts prey for food		
Prey	An animal hunted by a predator		
Adaptation	Changes that increases a living thing's chance of survival		
Natural Selection	Living things better adapted to their environment are more likely to survive and reproduce		
Tier 2 vocabulary	Definition	Prey vs Predators Consider the features of prey and predators 	Evolution You will begin to explore the theory of evolution and to learn how Darwin researched and developed his theory of Natural Selection.
Pyramid	A shape that has a wide base and narrower top		
Primary	The first level		
Secondary	The second level		
Population	All the members of one species living in an area		
Conclusion	A judgement reached based on evidence		
Evidence	Information gathered to support a conclusion		
		Pyramid of numbers Shows the population of species within a habitat 	<p>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. The peppered moth is a good example of when this happened.</p> 
		Often pyramids of biomass are preferred	

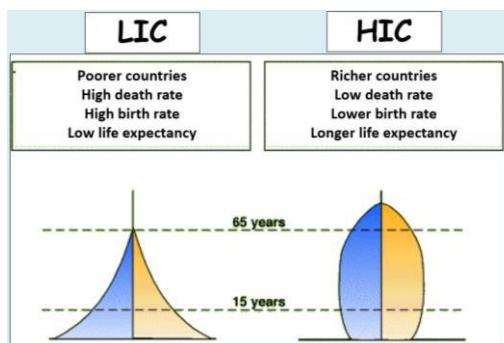
Section 1: Key Vocabulary		Section 2: New Knowledge/Skills	Section 3: Other subject specific things
Tier 3 vocabulary	Definition	<p>Energy Stores and Pathways</p> <p>The Eight Stores</p> <p>Chemical in food, fuel and batteries</p> <p>Kinetic in a moving object</p> <p>Gravitational in an object that can drop</p> <p>Elastic in a squashed, twisted or stretched object</p> <p>Thermal in an object at a higher temperature</p> <p>Magnetic in a magnetic object in a magnetic field</p> <p>Electrostatic in electrical forces between charges</p> <p>Nuclear in the immensely strong forces in atoms</p> <p>The Four Pathways</p> <p>Mechanically when a Force acts and something changes</p> <p>Electrically when a current flows</p> <p>By Heating because of a temperature difference</p> <p>By Radiation in a wave such as Sound or Light</p>	<p>Temperature and Heat are two different things: Heat is a measure of the amount of Thermal Energy in an object, measured in Joules (J) Temperature is a measure of the effect of the Thermal Energy in a body and is measured in Celsius (C)</p> <p>In Solids the Particles are joined together in a Fixed Position but can vibrate in that fixed position. When we Heat a solid the particles in the solid start moving faster and faster until the solid Melts.</p> <p>In a Liquid the particles are still bound together but can move around and over each other. As we continue to heat the substance the movements become faster until the liquid Boils and becomes a Gas. In a gas the particles are Unbound; they move Fast and Randomly.</p>
State Change	Moving between being a Solid, Liquid or Gas		
Melting	Changing from a solid to a liquid		
Freezing	Changing from a liquid into a solid		
Boiling	Changing from a liquid to a gas		
Evaporation	Changing from a liquid into a gas	 <p style="text-align: center;">Heat Transfers</p>	<p>Conduction - the Particles in a solid Vibrate in position all the time. The Hotter they get, the more they vibrate. As one end of a solid is heated, the particles vibrate more and the vibrations are Passed on to the neighbouring particles.</p> <p>Convection - as the particles in a Fluid are heated the fluid expands, gets less dense and rises (which is why people say “heat rises”). The rising fluid spreads out around the container, cools and drops. The cooled fluid is then reheated and the process repeats. This is called a Convection Current.</p> <p>Radiation - all hot object glow with light but for most things this is Infrared light so it is invisible. As they get hotter they glow with more and more visible light, like heating up an iron nail until it is white-hot. This light is Thermal Energy being Radiated into the space around it.</p>
Condensing	Changing from a gas into a liquid		
Conduction	Movement of heat through a solid		
Convection	Movement of Heat through a fluid		
Convection Current	The movement of heat through a fluid		
Radiation	Movement of heat by light - usually infrared light		
Boiling Point	The temperature at which a substance turns from a liquid into a gas		
Freezing Point	The temperature at which a liquid turns into a solid		
Infrared Radiation	A form of Electromagnetic Radiation (light) associated with heat Radiation		
Tier 2 vocabulary	Definition		
Thermal	Anything to do with Heat		
Celsius	Units for measuring temperature - NOT Centigrade		
Joules	Units of Energy		
Thermal Conductor	Something that heat moves through easily		
Insulator	Something that Heat can't move through or moves through slowly		
Fluid	A liquid or a gas		

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

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

Section 2: New Knowledge

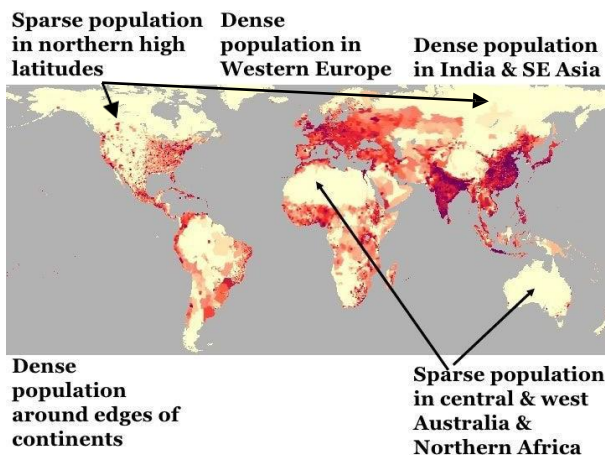
Population pyramids



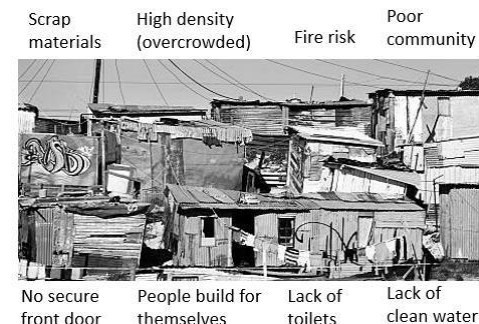
Population distribution

Sparse = not many people live there.

Dense = Crowded area, lots of people.



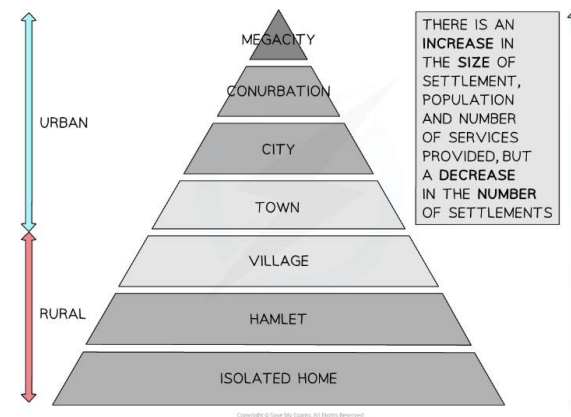
Shanty towns



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.

2. How did Kaufmann uncover the lives of black Tudors?

In this unit we will use Miranda Kaufmann's book, Black Tudors. We will look at how Kaufmann uncovered the lives of different individuals who had been hidden away previously. We will look at the methods and sources used by Historians to find out about these fascinating individuals.



1. This source shows John Blanke, a black Trumpeter, in the court of Henry VIII. What can this tell us about the status of black people at this time?

Second order concept = Evidence


Section 3: Timeline: Wars of the Three Kingdoms

- 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 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.
Niqab	Long garment worn by Muslim women that covers their whole body/head/face
Genesis	The first part of the Bible containing and account of the creation of the world.
Darwin	Charles Darwin discovered the Theory of Evolution.
Hijab	Head coverings worn by Muslim women
Natural Selection	Creatures with beneficial features survive longer and pass those features on to their offspring.
Reincarnation	The belief that a person's soul is reborn into a new body after death
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 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>Jesus One of the key figures in Christianity. Believed to be born from Mary. Believed to be the son of God. Believed to a part of the Holy Trinity. Born in a stable in Bethlehem....this is remembered at Christmas time. The long awaited Messiah. Crucified under Pontius Pilate. Resurrected on the third day. Believed by Christians to be able to perform miracles. Believed to have 12 disciples/11 apostles.</p>
<p>Creation stories 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>Right and Wrong As we grow up there are many things/people/places that influence our ideas about what is right and wrong. Family, peers, religion, school, social media to name but a few.</p>
<p>Extremism 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>Skills checklist</p> <p>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
possessive adjective	is a word used to say who something belongs to
partitive articles	are equivalent to the English "some" or "any"
subject pronouns	indicate who or what is performing the action of a verb
infinitive	the verb in its original form
conjugate	to adapt the infinitive for different people (pronouns)
regular verb	a verb which when conjugated follows a regular pattern
irregular verb	a verb which when conjugated does not follow a regular pattern

Questions	Translation
1. As-tu un animal ?	Do you have a pet?
2. Décris-toi.	Describe yourself.
3. Décris-moi ta famille.	Describe your family.
4. Où habites-tu ?	Where do you live?
5. (Est-ce que) tu habites dans une maison ou un appartement ?	Do you live in a house or a flat?
6. Qu'est-ce que tu manges au petit déjeuner ?	What do you eat at breakfast?
7. Tu aimes ta maison/ ta ville ?	Do you like your house/ your town?

Section 2: Grammar

Possessive adjectives

The word for 'my', 'your', 'his' and 'her' in French changes depending on the noun you're describing.

	masculine singular	feminine singular	plural (masc. & fem)
my	mon	ma	mes
your (familiar)	ton	ta	tes
his/ her	son	sa	ses

mon frère **my brother**
ma soeur **my sister**
mes parents **my parents**

For any singular nouns that begin with a vowel or an 'h' use mon/ton/son. e.g. mon amie my (female) friend

Articles (saying the, a/an and some)

French nouns almost always need an article in front of them. When translating into English you don't always need to translate the article.

article	masc. singular	fem. singular	plural (masc. & fem)	before a vowel or an 'h'
a/ an	un	une	-	-
the	le	la	les	l'
some	du	de la	des	de l'

un chien (a dog) le chien (the dog) des chiens (some dogs)

Section 3: WAGOLL

Salut! J'habite à Lille en France. J'habite dans une maison avec ma mère, mon grand-père et ma grand-mère. J'ai un chat noir et blanc qui s'appelle Minou. Mon père et ma belle-mère habitent au pays de Galles. Ma grand-mère est petite et elle a les cheveux noirs et bouclés. Elle a aussi des tatouages, c'est super! Mon grand-père a les cheveux gris et il porte des lunettes. Au petit déjeuner mon grand-père mange des céréales et du yaourt, mais moi, je ne mange rien. J'aime ma famille. Mon grand-père est grincheux mais c'est marrant.

J'adore habiter à Lille car c'est une ville très belle et intéressante. Ma fête préférée est la fête de la Bastille (le 14 juillet) parce que j'adore les feux d'artifice !



Find out more about Bastille Day with Horrible Histories.

Can you find out how the French celebrate Bastille Day nowadays?

FRENCH Y7 Word list SUMMER 2.A		
	un chien	a dog
	un chat	a cat
	un oiseau	a bird
	les oiseaux	birds
	un lapin	a rabbit
	marrant	funny
	jeune	young
	Tu as	You have/you are having
	un animal	an animal/a pet
	Je n'ai pas de/d'	I don't have a

FRENCH SUMMER 2.B		
	le fils	son
	la fille	daughter
	une mère	a mother
	un père	a father
	un frère	a brother
	une sœur	a sister
	la famille	family
	le beau-père	step-father
	la belle-mère	step-mother
	mon/ma/mes	my (m/f/pl)
	ton/ta/tes	your

FRENCH SUMMER 2.C		
	le demi-frère	half-brother/ step-brother
	la demi-sœur	half-sister/ step-sister
	les cheveux	hair
	les yeux	eyes
	de taille moyenne	average size
	blonds	blond
	roux	red
	courts	short
	mi-longs	medium length
	bouclés	curly
	raides	straight

FRENCH SUMMER 2.D		
	tranquille	peaceful
	ça	that
	ici	here
	dans	in
	une maison	a house
	un appartement	a flat
	l'Écosse	Scotland
	l'Angleterre	England
	le pays de Galles	Wales
	l'Irlande du Nord	Northern Ireland

FRENCH SUMMER 2.E		
	confortable	comfortable
	le salon	the living room
	la cuisine	the kitchen
	la chambre	the bedroom
	la salle de bains	the bathroom
	la salle à manger	the dining room
	le jardin	the garden
	J'habite	I live
	habiter	to live/living
	trop petit(e)	too small

FRENCH SUMMER 2.F		
	ne...rien	nothing
	je bois	I drink/I am drinking
	tu manges	you eat/you are eating
	je mange	I eat/I am eating
	un croissant	a croissant
	l'eau	water
	de l'eau	(some) water
	ne...pas	not
	le petit déjeuner	breakfast
	le déjeuner	lunch
	je ne mange pas de	I don't eat

FRENCH Y7 Word list SUMMER 2.G		
	un fruit	a piece of fruit
	du pain (grillé)	toast
	du beurre	butter
	du bacon	bacon
	du yaourt	yoghurt
	une tartine	a slice of bread with jam or spread
	de la confiture	jam
	des céréales	cereal
	des œufs	eggs
	du lait	milk

REVISION: Scan the QR code below to access the word lists on Quizlet! This QR code links to all [the French Year 7 sets](#).

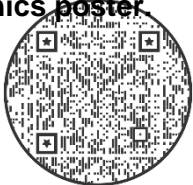


Phonics: é / er		Phonics: e / eu	
vélo	manger	de	deux
grillé	jouer	le	jeune

Phonics: au/ eau		Phonics: a	
chaud	bateau	assez	famille
jaune	château	animal	chat

Phonics: r	
frites	fraises
sucre	crêpes

Scan the QR code below to see a Y7 phonics poster



Section 1: Key Vocabulary/Questions	
Tier 3 vocabulary	Definition
Adverbs of frequency	Words used to say how often you do something
Irregular verbs	Verbs which do not follow the usual pattern. Some forms are different.
Conjugation	A verb in all its different parts
Modal verb	'Helping verbs' always used with another verb to convey meaning. E.G 'Can' or 'must'
Word order 3	Sentence structure when using a subordinate clause
Subordinate clause	A clause which cannot stand alone as a complete sentence.
Conjunction	A linking word which joins together parts of a sentence.
Infinitive	The dictionary form of the verb. In German they usually end in 'en' e.g spielen

Questions	Translation
1. Was machst du in deiner Freizeit?	What do you do in your free time?
2. Spielst du gern Tennis?	Do you like playing tennis?
3. Was spielst du lieber, Fußball oder Rugby?	What do you prefer playing, football or rugby?
4. Was spielst du am liebsten?	What's your favourite sport to play?
5. Wie oft gehst du ins Kino?	How often do you go to the cinema?
6. Wann schwimmst du?	When do you swim?
7. Was kann man in Belper machen?	What can you do in Belper?

Section 2: Grammar																																	
<table> <tr> <th colspan="2">machen - to do/make</th></tr> <tr> <td>ich mache</td><td>I do/make</td></tr> <tr> <td>du machst</td><td>you do/make</td></tr> <tr> <td>er/sie/es/ man macht</td><td>he/she/it does/makes</td></tr> <tr> <td>wir machen</td><td>we do/make</td></tr> <tr> <td>Ihr macht</td><td>you do (pl)</td></tr> <tr> <td>Sie machen</td><td>you do (pol)</td></tr> <tr> <td>sie machen</td><td>they find</td></tr> </table>	machen - to do/make		ich mache	I do/make	du machst	you do/make	er/sie/es/ man macht	he/she/it does/makes	wir machen	we do/make	Ihr macht	you do (pl)	Sie machen	you do (pol)	sie machen	they find	<table> <tr> <th colspan="2">Lisen - to read</th></tr> <tr> <td>ich lese</td><td>I read</td></tr> <tr> <td>du liest</td><td>you read</td></tr> <tr> <td>er/sie/es/ man liest</td><td>he/she/it/ one reads</td></tr> <tr> <td>wir lesen</td><td>we read</td></tr> <tr> <td>ihr lest</td><td>You read (pl)</td></tr> <tr> <td>Sie lesen</td><td>you read (pol)</td></tr> <tr> <td>sie lesen</td><td>they read</td></tr> </table>	Lisen - to read		ich lese	I read	du liest	you read	er/sie/es/ man liest	he/she/it/ one reads	wir lesen	we read	ihr lest	You read (pl)	Sie lesen	you read (pol)	sie lesen	they read
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gern/lieber/am liebsten Use these words to say how much you like something. They usually come straight after the verb. Example: Ich spiele gern Tennis (I like playing tennis) Ich spiele lieber Rugby (I prefer playing rugby) Ich spiele am liebsten Fußball (I like playing football most of all)																																	
Word Order 3 (WO3) Remember when using 'weil' and some other conjunctions, the main verb comes last. Example Ich spiele gern Hockey. Es ist toll. When we link these two ideas, the word order would be Ich spiele gern Hockey, weil es toll ist. 'ist' is the verb in the second clause and so it comes last. Use interrogatives to ask questions Examples <i>Wer ist deine Deutschlehrerin? Who is your German teacher?</i> <i>Wann hast du Englisch heute? When do you have English today?</i>																																	

Section 3: WAGOLL & phonics
Ein Dialog A Was machst du gern in deiner Freizeit? B Ich lese gern aber ich spiele lieber Fußball. A Spielst du gern Tennis? B Na, Tennis ist ok aber am liebsten spiele ich Hockey. A Was spielst du lieber, Fußball oder Rugby? B Ich spiele lieber Fußball, weil ich Rugby langweilig finde. A Was spielst du am liebsten? B Am liebsten spiele ich Volleyball. A Wie oft gehst du ins Kino? B Ich gehe normalerweise einmal im Monat. A Wann schwimmst du? B Ich schwimme jeden Mittwoch um 17:00. A Was kann man in Belper machen? B In Belper kann man vieles machen; zum Beispiel ins Kino gehen, mit Freunden ins Cafe gehen, tanzen gehen oder Sport im Freizeitzentrum treiben.
Gut zu wissen Use the structure 'Man kann....' to talk about things to do in a town. The verb is the second idea and put the infinitive (second verb) at the end of the sentence. Example: Man kann in Belper im Sportzentrum schwimmen Man kann in der Schule Fußball und Tennis spielen

GERMAN Y7 Word list Summer 2.A

	ich gehe	I go, am going
	ich spiele	I play, am playing
	ich spiele gern	I like playing
	ich spiele lieber	I prefer playing
	ich spiele am liebsten	Most of all I like playing
	Federball	badminton
	Schach	chess
	reiten	horse riding, to ride
	schwimmen	swimming, to swim
	angeln	fishing, to fish

GERMAN Y7 Word list Summer 2.B

	weil/da	because, as
	denn	because
	jeden Tag	every day
	am Wochenende	at the weekend
	am Abend	in the evening
	einmal	once
	zweimal	twice
	pro Woche	per week
	pro Monat	per month
	wie oft	how often

GERMAN Y7 Word list Summer 2.C

	fahren	to travel, to go
	ich fahre	I travel, I'm travelling
	er/sie fährt	he/she travels/is travelling
	ich lese	I read, am reading
	er/sie liest	he/she reads, is reading
	ich sehe	I watch, I see
	er/sie sieht	he/she watches/sees
	ich esse	I eat, am eating
	er/sie isst	he/she eats, is eating
	Rad fahren	to cycle

GERMAN Y7 Word list Summer 2.D

	mein	my
	dein	your
	sein	his
	ihr	her
	unser	our
	können	to be able
	man kann	you can
	simsen	to text
	herunterladen	to download
	suchen	to look for

GERMAN Y7 Word list Summer 2.E

	das Kino	cinema
	der Park	park
	die Stadt	town
	die Musik	music
	Gitarre	guitar
	Schlagzeug	drums
	einkaufen	shopping, to shop
	fernsehen	to watch TV
	ich sehe fern	I watch TV
	er sieht fern	he watches TV

GERMAN Y7 Word list Summer 2.F

	morgen	tomorrow
	in der Zukunft	in the future
	nächstes Wochenende	next weekend
	nächste Woche	next week
	ich werde	I will/I'm going to
	wir werden	we will/we're going to
	er wird	he will/he's going to
	sie wird	she will/she's going to
	sie werden	they will/they're going to
	werden	to become

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

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




Phonics: j

jeden	Joghurt
Juni	Anja
ja	Katja
Jahr	jung

Phonics: s (followed by a vowel and at the start and in the middle of words. Not applicable for ss)

sieben	sein
Musik	lesen
sehen	gesund
suchen	sie

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

Section 2: New Knowledge/Skills	
<pre>< DOCTYPE html> <html> <head> </head> <body> </body> </html></pre>	<p>A web page is divided into 2 main parts.</p> <p>A <head>, which contains information about the page,</p> <p>and a <body> which contains all the parts of the page that you can see.</p>
HTML tags	
<pre>< body> <h1> My favourite things </h1> <p> This web page is about my favourite things </p> <h3> My favourite foods</h3> <p> Pizza </p> <p> Burgers </p> </body></pre>	<p>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>"</p>
Software	
<p>You can use any text processing software to create web pages. We use notepad++. You view your webpages in any browser</p>	

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

PE: Tennis

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

Section 2: New Knowledge/Skills

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

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



PE: Striking & Fielding

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

Section 2: New Knowledge/Skills

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

Rounders batting stance:



Cricket batting stance:



PE: Track

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

Section 2: New Knowledge/Skills

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

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

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

The hurdle position...



Sprint technique...



PE: Field (Jumping)

Section 1: Key Vocabulary

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

Section 2: New Knowledge/Skills

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

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

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



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

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

PE: Field (Throwing)

Section 1: Key Vocabulary

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

Section 2: New Knowledge/Skills

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

Know – Show – Go

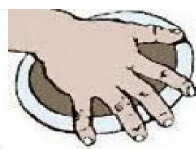
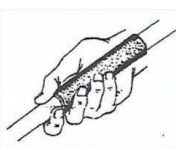
Know - the first part of your development is to be able to explain what you need to do.

Then...

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

And finally...

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



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

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

PE: Running

New Knowledge/Skills

Running is an important part of our PE programme for 2 main reasons:

Running is essential to being able to play all other sports, and...

Running is the most popular way across the world that people use to keep fit.

Can you list some of the reasons why running is the most popular keep fit activity

In our Year 7 running lessons, we will develop our ability to run at a **steady pace** for a long period of time. We will set a **target time** and understand what a **personal best** is.

PE: Health & Fitness

New Knowledge/Skills

Throughout PE lessons in Year 7, we will consider the main aims of a warm-up:

1. To reduce the chance of injury
2. To improve performance

You will develop a range of exercises to raise your pulse and prepare your body before exercise and you will learn the names of the major muscles in the body.

Can you name 5 of the major muscles in the body?

Can you demonstrate 10 exercises you can use in a warm-up?

PE: Leadership

New Knowledge/Skills

Leadership is an essential part of all sports and fitness activities.

You will develop your own leadership skills in lessons by helping others to warm-up, by helping others to improve their skills and by officiating some games.

Key question: Why are leaders important in sport?

Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Artefact	An object of cultural interest
Paisley	Ornamental textile design
Symmetry	Rotation or reflection of shape along an axis.
Relief print	A type of printing using a raised or incised surface to make an impression.
Mughal empire	An empire from India's history
Vestment	Religious dress
Persia	Name of Iran formerly used by western countries
Motif	An element or part of a pattern
Abstract	Not directly representing reality
Tier 2 vocabulary	Definition
Research	Investigation into background knowledge
Pressprint	A polystyrene printing sheet
Printing	An impression of an image
Roller	A tool for transferring ink
Printing ink	A material to print with
Stain	Add colour to paper
Wash	Add colour using watered down media

Section 2: Cultural Knowledge

Indian textile designs often feature motifs from nature. Babur (reigned 1526-30), the first [Mughal](#) of India, ordered the creation of vast gardens, and subsequent rulers followed suit. This love of nature found its way into Indian textile designs.

For centuries, India has been home to people of many different religions. Textiles have been used as offerings as well as religious vestments.

The Paisley pattern is often found in Indian textile designs and is said to originate in Persia (Iran). There are many theories on its development.

The Paisley pattern seems to have been developed from floral motifs (motifs which include flowers, stems and leaves), gradually becoming more abstract over time.



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

bit.ly/ajindpat



Section 3: Block printing



Hand block printing involves carving a desired pattern or design into a wooden block, covering this block with ink or dye and then pressing it on fabric. Blocks can be carved from stone, but for better results they are more commonly made from wood.

Print blocks are often used repeatedly to create seamless designs, as seen in the example above.

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Writing in Role	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.
Mime	Mime could mean: working in silence, or with few sounds or words, to show activities, eg painting a wall or opening a door.
Monologue	In theatre, a monologue is a speech presented by a single character, most often to express their thoughts aloud.
Devising	The process of creating a piece of theatre as a group.
Teacher in Role	Working with your teacher pretending to be somebody else, or taking on a role. Thinking, acting and even feeling differently to your ordinary self can help you empathise with that person and better understand an issue or theme.

Tier 2 vocabulary	Definition
Reflection	To think carefully and deeply about a subject.
Performance Evaluation	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.
Refugee	A person who has been forced to leave their country in order to escape war, persecution, or natural disaster.

Section 2: New Drama Strategies

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

Pulse	A regular beat that is felt throughout much music.
Projection	The strength at which we speak or sing.
The Stave	The stave is the set of five lines that the music is written on.
Tempo	The speed of a sound or piece of music – fast/slow.
Harmony	The notes within the chord.
Chord	Two or more notes played together.
Chord Sequence	A set of chords played in a particular pattern.

Tier 2 vocabulary Definition

Accompaniment	Music that accompanies/ plays alongside the melody.
Lyrics	The words of a song.
Performance	Showing your work to an audience.
Confidence	The feeling or belief that you can have faith in. Being Brave.
Melody	The main tune of the music.

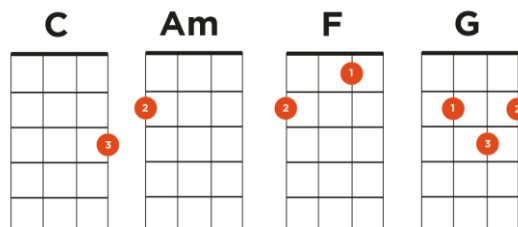
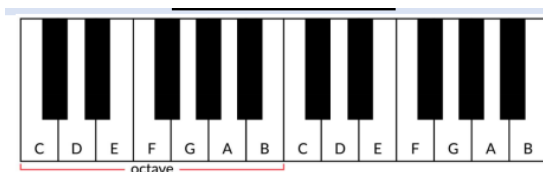
Section 2: New Knowledge/Skills

Staff Notation

Every Green Bus Drives Fast.

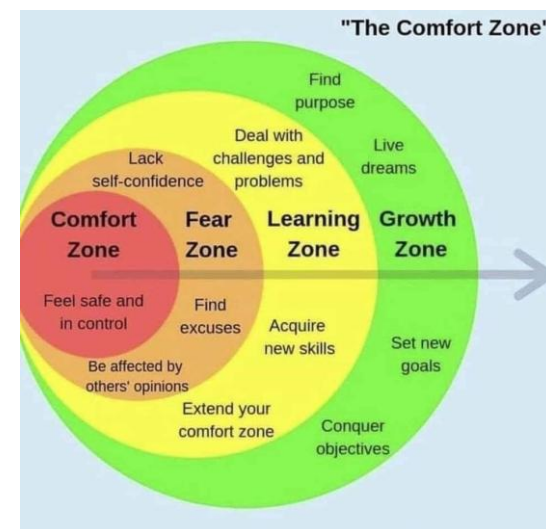


Notes in the SPACES spell "FACE"



Section 3

Life is full of opportunities, especially when you step outside your comfort zone, but this can be the challenging part.



Can you Be Belper?
Can you Be Resilient?
Can you Be Confident

Links to prior learning: Let's Get Singing, I've Got Rhythm, Keyboard Skills, Building a Song (Ukulele)

Section 1: Key Vocabulary

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

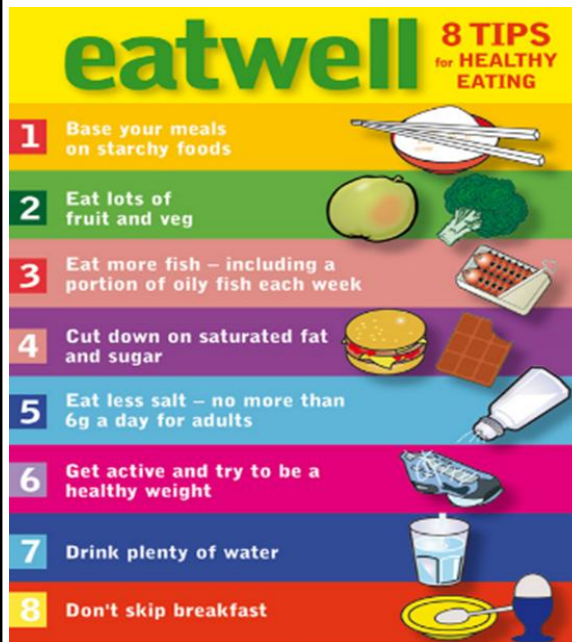
Section 2: New Knowledge/Skills

5-a-day

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

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

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



Diet related health issues

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

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

Section 3:

Preservation

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

- Freezing
- Drying
- Pickling
- Jamming
- Canning

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

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

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

Homework 1

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

Homework 2

Sugar coated cornflakes



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

Each fillet (240g) contains

Battered fried cod



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

Analyse the traffic light labels provided above. Explain how you would modify the recipes, or what you would swap them to to make them more healthy.

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

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Block Print	A method of printing textiles by stamping ink-dipped blocks—usually made from wood or linoleum—onto fabric
Applique	Means applying (sewing or bonding) one piece of fabric to another – usually shapes or designs on top of a fabric background
Bondaweb	Is a soft adhesive mesh with a transfer paper backing. Makes bonding (or sticking) two fabrics together quick & easy.
Calico	Calico fabric is a plain-woven textile, made from half-processed and unbleached cotton fibres.
Woven	A Woven fabric is any textile formed by weaving. Woven fabrics are often created on a loom
Loom	A loom is a machine or device for weaving thread or yarn into textiles. Looms can range in size from very small hand-held frames, to large free-standing looms
Warp	The warp is the set of yarns that run lengthwise (up & down) on a loom
Weft	Weft threads are the horizontal threads that are interlaced (in & out) through the warp
Tier 2 vocabulary	Definition
Template	A paper or cardboard shape which can be traced onto fabric prior to cutting out. Templates are used when making garments in the fashion industry

Section 2: Skills

Applique

You will use applique to decorate the front of your bag. Applique describes adding layers of fabric shapes to make a picture or design. We can use Bondaweb to stick the layers down before we sew them. Bondaweb is a glue that is activated by the heat from the iron to melt it and adhere the layers together.

To use the bondaweb:

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

Block Printing

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



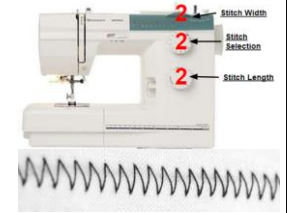
Manufacturing Steps

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

Section 3: Knowledge

Zig Zag

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



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

Fabric Crayons

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

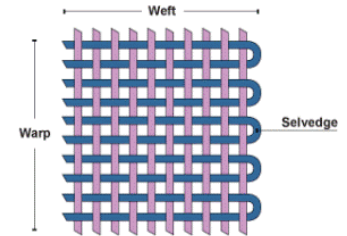
They work in the same way as normal wax crayons, you draw straight onto the fabric. There is an extra step though to fix the crayons into the fabric you need to iron it. The heat from the iron fixes the crayons into the fibres of the fabric so that you can wash it etc.

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

Weaving

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

This diagram shows you the key parts of the fabric.



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

Homework Tasks

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

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

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

Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Aluminium	Non ferrous metal, can be polished to a mirror finish, mailable and ductile, can be cut with a hack saw and filed.
Cold forming	Bending, shaping and forming metal when it is cold
Rasp	Similar to a file, however it has rougher more course teeth, used to removed waste and shape wood
Rivet	Short metal pin which can be used to fix and secure two pieces of metal together
Jig	Tool used to bend and form metal into a new shape
Bandsaw	Machine used to cut wood to length, or cut into a new shape, ideal when rough cutting larger sections of wood
Countersink	Special V shaped drill used to cut a V shaped recess into wood or metal which can then have a countersunk rivet or screw fitted leaving a flat surface
Fretsaw	Mechanical saw which can be used to quickly and accurately cut and shape thin sections of wood, uses a similar blade to a coping saw
Pine	Coniferous softwood, fast growing, found in temperate climates, easy to shape and cut, can be finished well, it can be surfaces damaged easily and contain knots
Pin Hammer	Small light hammer ideal for use on panel pins and cold forming rivets

Section 2: New Knowledge/Skills

Shaping Metal and wood

Be able to use the following tools to shape wood

Fret saw/disc sander/rasp/file/glasspaper



Be able to use the following tools to shape metal

Hack saw/file/emery cloth/wet and dry/buffing machine



Drilling and fixing metal and wood

Be able to use the a Pillar Drill and Electric hand drill



Understand the function of the a twist Bit and countersink drill bit



Be able to fix different materials together using wood screws and rivets



Applying surface finishes

Be able to apply a range of surface finishes to wood including, acrylic paint, paint pens, and wood dye



Using CAD/CAM

Be able to use **Computer Aided Design** software to create a design for a door hanger using the drawing tools in the program and contouring images from the internet. The designs must be suitable for a laser cutting **Laser Cutter**:

Is a machine that cuts out designs drawn using CAD. They can make really accurate and fine cuts through paper, card, plastic and sheet metals.

Cutting - The laser beam burns away material to get the desired shape.

Engraving -Is the practice of using lasers to draw onto an object.

Rasterize - Raster engraving is where the material is removed from the materials.



Section 3: Knowledge

Metals.

Metals come in 3 different categories:

Ferrous Metals:

These metals contain Iron because of this almost all of them are magnetic.

Non-Ferrous Metals:

These metals do not contain Iron, so do not rust, useful if they are exposed to moisture.

Alloys:

Are formed when one or more elements are combined with a metal

Types of Metals:

Identify a range of different common metals, and their physical and working properties

Iron	Aluminium	Brass
Steel	Copper	Stainless Steel

Cold forming with Jigs

Hole punching jig used to remove a circle of metal from flat metal bar



Scrolling jig used to bend flat metal bar into a curved (scrolled) shape



Angle jig used to bend flat metal bar into a cornered angle



ALESSI



Product evaluation

Evaluate a product based on its form and Function, including forming a personal opinion about the product

Gantt Chart Planning

Use a Gantt chart to plan The manufacture of the Coat hook in a suitable Order and time scale

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Section 1: Key Vocabulary	
Tier 2 vocabulary	Definition
Marriage	the legally or formally recognized union of two people as partners in a personal relationship.
Commitment	The state or quality of being dedicated to a cause, activity or person.
Relationships	The way in which two or more people or things are connected.
Civil partnership	A legally recognized relationship between two people, similar to marriage, that provides them with the same rights and responsibilities.
Gender	The characteristics of women, men, girls and boys that are socially constructed.
Sex	The two main categories (male and female) into which humans and most other living things are divided on the basis of their reproductive functions.
Sexual Orientation	The emotional, romantic, or sexual attraction that a person feels toward another person.
Tier 3 vocabulary	
Prejudice	Pre-conceived opinion that is not based on reason or actual experience.
Diversity	The practice of including or people from a range of different social and ethnic backgrounds and of different genders, sexual orientations, etc
Explicit	Material that portrays sexual acts, violence, or other adult themes in a graphic and detailed manner.
Coercion	The practice of persuading someone to do something by using force or threats.
Consent	Permission for something to happen or agreement to do something.

Section 2: Key Themes:

Trust & relationships: The importance of trust in a relationship, the behaviours that show and undermine trust and how to build trust.

Marriage: What marriage is and what alternatives there are, the level of commitment that is required of a marriage, forced and arrange marriages.

Sexual images: What counts as a sexual image, the short term and long-term impact of sharing sexual images, managing pressures and requests for sexual images and where to seek help.

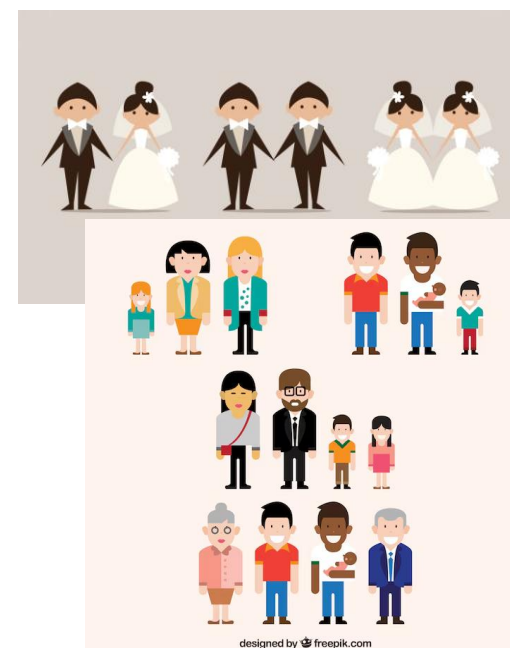
The importance of long-term relationships: The roles and responsibilities of parents, carers, children and families, types of families, the importance of a stable long-term relationships.

Diversity in relationships: the difference between biological sex, gender identity and sexual orientation, to recognise that sexual attraction and sexuality are diverse.

Everybody is welcome: the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice and the need to promote inclusion and challenge discrimination, and how to do so safely, including online.

School year reviewed: Looking back on this academic year to celebrate the highlights and achievements and reflect on areas of improvement ready for the next academic year.

Section 3: Key concepts:



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Summer 2: Extra – Curricular Timetable

Monday	Tuesday	Wednesday	Thursday	Friday
Lunchtime Clubs: 12.20 – 1.00				
Football Year 7 With James 3G Table Tennis Year 10/11 With Tom GYM Book Group Year 9 With Sarah Phillips Library Art Club All Years With Lucy A4 Wargaming Hobby Painting Club All years With Richard A3	Duolingo Club All Years With Sarah Knappett Languages Block Badminton (week 1) Year 8/9 With Tom Sports Hall Football Year 9/10 With James/Matt 3G Ultimate Frisbee (week 2) Year 7/8/9 With James Sports Hall	Technical Theatre Club All Years (max 10 students) With Sarah Holme A7 Football Year 11/12/13 With Matt and Tom 3G Belper Band All Years Woodwind, Brass and Strings With Anna MU1 Handball Year 8/9 With Tom Sports Hall	Digital Skills Drop In Yr10-13 With Jody A2 Football All Years Girls With Leanne Sports Hall/3G Music Club All Years With Phil MU2 Knitting and Crochet Club All Years With Emma T5 Scalextric Racing/ Model Railways All Years (Max 15 students) With Phill T1 Foreign Language Spelling/ Translation Bee practice Years 7, 8, 9 With Sarah Knappett Languages Block Belper Choir All Years With Anna MU1	Chess All Years With Carlos M2 Football Year 8 With Tom 3G Games Club Years 7, 8 With Emma Library 12.20 – 1.00 Multisports Club Year 7 (Yr10 Sports Leaders) With Rebecca and Matt Sports Hall & Gym

Summer 2: Extra – Curricular Timetable

Monday	Tuesday	Wednesday	Thursday	Friday
After School Clubs				
Gardening All Years With Marc and Tony Rosie's Garden 3.05 – 4.00 More Than Robots Years 8, 9, 10, 11 With Sarah Speight T1 3.05 – 4.00 Music Producers Club Years 9, 10, 11 With Phil MU2/Recording Studio 3.05 – 4.00 Football Year 8 With Tom Field 3.05 – 4.00 Sports Leadership Events Year 9/10/12 with Rebecca, Matt & AVSSP 3.05-4.00	Netball Years 7/8 With Rebecca Sports Hall 3.05 – 4.00	Litter Picking All Years With Marc P2 3.05 – 4.00 Scalextric Racing/ Model Railways All Years (Max 15 students) With Phill T1 3.05 – 4.00 Circuit Training Year 7/8/9 With James Gym 3.05 – 4.00 'Your Time' Leadership Year 9 Girls with Rebecca and Matt Sports Hall 3.05-4.00 (week 1) A level PE Revision Year 13 with Rebecca/Tom/Matt 3.05-4.00 Sports Studies/GCSE Sports Club Year 10/11 With Tom 3.05-4.00 (week 2)		Friday Night Sports Club Year 10/11/12/13/staff With Matt, Leanne, Tom & James 3G/Sports Hall

2 Black/Blue Pens
and 1 Coloured Pen



2 Pencils



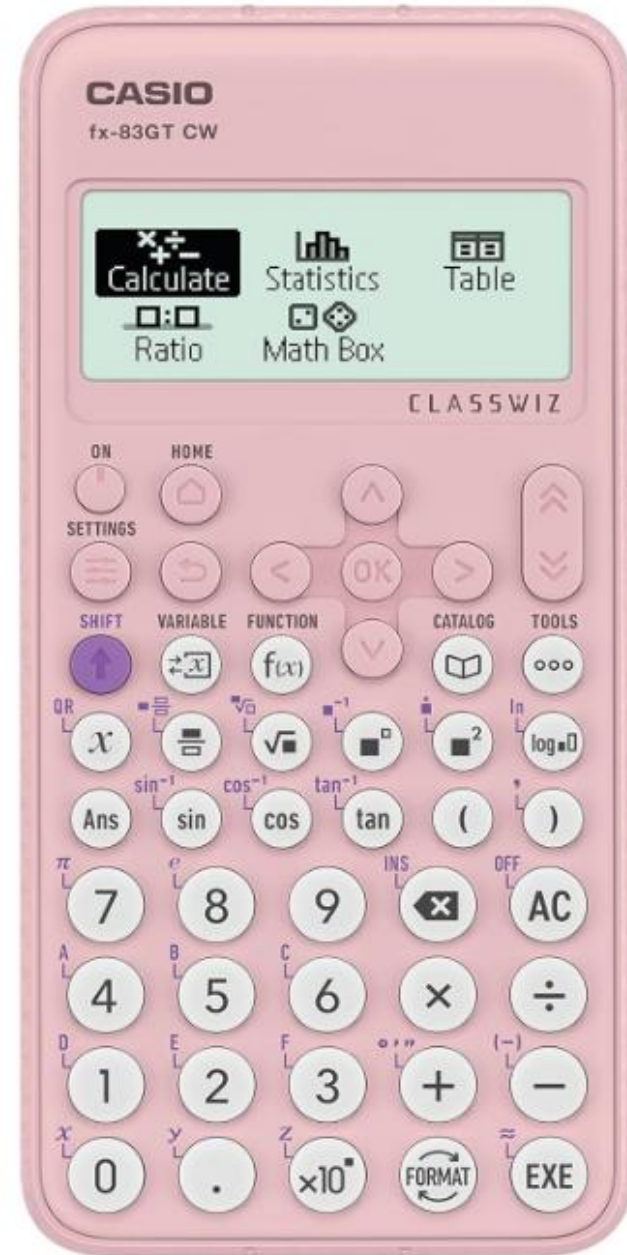
Eraser



Pencil Sharpener



Scientific Calculator



Knowledge
Organiser

Ruler

