



YEAR 7

Name: _____

Mentor group: _____

BLOCK 1

KNOWLEDGE
ORGANISER
BOOKLET

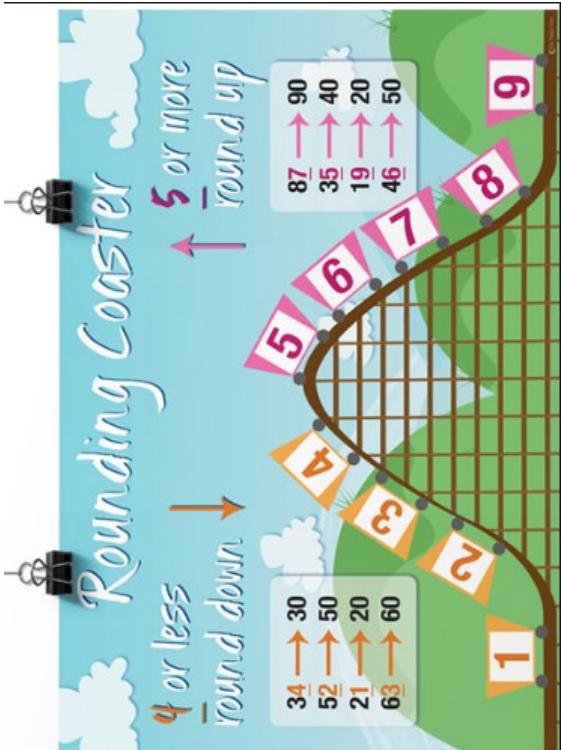
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A. Context	B. Vocabulary	C. Non-fiction devices
1553 Mary Tudor is the first woman to be crowned as Queen of England.	1. Perpetuate Spread	1. Rhetorical question A question asked without expecting an answer
1559 Elizabeth I crowned as the Queen of England.	2. Subvert Go against an idea	2. Epiplexis A question asked to criticise the listener / reader
1867 The London Society for Women's Suffrage is formed.	3. Confine Limit, restrict	3. Hypophora A question raised and answered by the writer
1870 The Married Women's Property Act	4. Egalitarian Free and equal	4. Tricolon Three words or phrases used together for effect
1880 The first four women to attend university graduate.	5. Stereotypes Labels or assumptions	5. Anaphora Repetition at the start of sentences or phrases
1891 The right to use corporal punishment on a wife is removed.	6. Conform Obey, follow	6. Juxtaposition Putting two opposite ideas near to each other
1918 Women over 30 with property qualifications get the right to vote.	7. Reinforce Strengthen	Something is something else
1928 Women are given universal suffrage.	8. Inevitable Bound to happen	Something is 'like' or 'as' something else
1970 Equal Pay Act	9. Prevalent Common	9. Exordium Introduction
1979 Margaret Thatcher is the UK's first female Prime Minister.	10. Misogyny Prejudice against women	10. Confirmation Supporting evidence
2014 Shared parental leave is introduced: 8% take-up	11. Patriarchy Rule by men	11. Anecdote A short factual amusing or interesting story
2015 Libby Lane elected as the first female C of E Bishop	12. Sentiment Feeling	12. Parallelism Grammatically similar phrases
2017 The gender pay gap is 13.9%	13. Ingrained Deeply rooted	E. Word classes
()	14. Norms Standards	1. Noun A person, place or thing
,	15. Militancy Violence	2. Concrete noun Something you can see / touch
,	16. Obligation Duty	3. Abstract noun An idea / concept / feeling
" "	17. Indignation Outrage	4. Verb A word of doing, feeling or being
,	18. Submission Obedience	5. Adjective Describes a noun
;	19. Activists Protesters	6. Comparative adj Usually ends in -er
:	20. Tyrants Cruel rulers	7. Superlative adj Usually ends in -est
	21. Upbraid Criticise	8. Pronoun Replaces a noun
	22. Hierarchy Order of people	9. Adverb Describes a verb or adjective
1. Declarative Stating an idea or transferring information	23. Inferior to Less than	10. Adverb of time Describes how long, when or how often
2. Exclamative Expressing strong emotion	24. Superior to Better than	11. Adverbials Phrases to describe place, time, manner
3. Interrogative Asking a question	25. Oppress Push down	12. Conjunction Joins clauses together
4. Imperative Expressing a direct request	G. Clauses and conjunctions	13. Article The / a
1. Simple sentence Has one main clause		14. Demonstratives This, that, these, those
2. Compound sentence Has two or more main clauses joined by a 'FANBOY' (co-ordinating conjunction)		15. Possessives Its, our, their, my, your, his, her
3. Complex sentence Has a main clause and one or more subordinate clauses		16. Quantifiers Indicate how much of something exists.
4. Main clause Can stand alone as a complete sentence; has a verb and a subject		17. Infinitive verb To + verb (e.g. to walk / to run)
5. Subordinate clause Will not make sense alone; is dependent on a main clause		18. Imperative verb A verb without a pronoun; gives a command
6. Co-ordinating conjunction For, and, nor, but, or, yet, so		19. Modal verb Indicate possibility (e.g. could, should, would)
7. Subordinating conjunction Introduces a subordinate clause (e.g. after, although, because, if, until, when)		20. Auxiliary verb Used in forming tenses: to be, to have, to do

MATHS

Topic/Skill	Definition/Tips	Example
1. Integer	A whole number that can be positive, negative or zero.	-3, 0, 92
2. Decimal	A number with a decimal point in it. Can be positive or negative.	3.7, 0.94, -24.07
3. Negative Number	A number that is less than zero . Can be decimals.	-8, -2.5
4. Addition	To find the total , or sum , of two or more numbers. 'add', 'plus', 'sum'	$3 + 2 + 7 = 12$
5. Subtraction	To find the difference between two numbers. To find out how many are left when some are taken away. 'minus', 'take away', 'subtract'	$10 - 3 = 7$
6. Multiplication	Can be thought of as repeated addition . 'multiply', 'times', 'product'	$3 \times 6 = 6 + 6 + 6 = 18$
7. Division	Splitting into equal parts or groups. The process of calculating the number of times one number is contained within another one . 'divide', 'share'	$20 \div 4 = 5$ $\frac{20}{4} = 5$
8. Remainder	The amount ' left over ' after dividing one integer by another.	The remainder of $20 \div 6$ is 2 , because 6 divides into 20 exactly 3 times, with 2 left over.



Key Strategies	
Multiplying with decimals	Multiply each number by a power of ten until it is an integer. Multiply the numbers together. Then divide by answer by the total power of ten.
Dividing with decimals	Write the question as a fraction, multiply numerator and denominator by the same power of 10 until they are integers. Then divide the two numbers.
Rounding	Find the place value you need to round to, look one place to the right. 5 or more- round up 4 or less- keep the same
Rounding to significant figures	Significant means important. Find the number of places that are significant, look one place to the right. 5 or more- round up 4 or less- keep the same Remember- keep the place value of the original number.
Estimating	When you are asked to estimate, round <u>each</u> number to <u>1 significant figure</u> , then calculate.

Science—Forces, energy and space

What is the unit for a force?	Newton
Name the apparatus used to measure forces	Newton meter
Define a force	A push or pull that acts on an object
Name 5 examples of contact forces	Friction, air resistance, tension, compression, normal
Name 3 examples of non-contact forces	Gravitational force, electrostatic force, magnetic force
What happens to an object when the forces are balanced?	It remains at rest or moves at constant speed and direction
What happens to an object when the forces are unbalanced?	It can change speed – speed up (accelerate) or slow down (decelerate), shape or direction
What is Newton's first law?	If the resultant force acting on an object is zero the object will remain stationary or moving at a constant speed
State the equation of Newton's second law	Force = mass x acceleration
State Newton's third law	When two objects interact, the forces they exert on each other are equal and opposite
State the equation for Hooke's law	Force = spring constant x extension
Define "moment of a force"	The turning effect of a force
State the equation for a moment of a force	Moment of a force = force x distance to the pivot
State the unit for "moment of a force"	Nm (Newton meter)
State the units of the spring constant	Newton per meter (N/m)
Name the six stores of energy	Thermal (internal), Chemical, kinetic, gravitational potential, elastic potential, electrostatic potential
Define the conservation of energy	Energy cannot be created or destroyed; it can only be transferred, stored or dissipated
Define dissipated	Spread out wastefully
What is the equation for efficiency?	Efficiency = Useful energy output/total energy input
What is kinetic energy?	The energy of a moving object
Define "mass"	The amount of matter an object contains
Define "weight"	The force of gravity on an object
State the value of gravitational field strength on Earth	9.8 N/kg
State the equation for weight	Weight = mass x gravitational field strength
State the standard unit of mass	Kilograms (kg)
State the standard unit of weight	Newton (N)
Name the main components of the Solar System	Sun, planets, moons, asteroid belt, dwarf planets
Recall the order of the 8 planets in the Solar System	Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune
What is a year?	The time taken for a planet to orbit the Sun
Define "light year"	The distance travelled by light in one year
Define "galaxy"	A collection of stars
Name the galaxy that we are in	The Milky Way
Define "star"	An object in space that gives out light and heat energy
Name the force that keeps planets and moons in orbit around larger objects	Gravity
Define "natural satellite"	A moon that orbits a planet
Define "artificial satellite"	Manmade objects that orbit Earth; used for communications

DESIGN TECHNOLOGY

Key	Definitions	Safety Rules for the Workshop
Bench Hook	Wooden tool that can be hooked onto the vive to support wood when you are cutting it	Long hair must be tied back when entering the workshop ready for practical work.
Tenon Saw	A tool that is used to cut wood in a straight line. Normally used with the support of a bench hook to hold the wood.	Bags must be placed under the table throughout the lesson.
Vice	A tool that is fixed to the bench that can hold material while you are working with it.	All overcoats must be hung up when entering the workshops.
Coping Saw	A tool that is used to cut curves. Care needs to be taken with this tool as the blades can be broken easily.	On request students must be at voice level 0 and tracking the teacher.
Sand Paper	Used with a cork block to smooth down soft wood.	No running in the workshops.
Sanding Block	Used with sandpaper to smooth down soft wood.	No talking on the machines..
Belt Sander	Power tool which is used to sand down material. This machine is great for more than just sanding the edges to clean up.	When working on the machines always wear goggles to protect your eyes.
Pillar Drill	This power tool is used to drill holes into materials. Normally used with a nippy vice holding the materials that you are wanting to drill a hole in.	Be safe with your hands when working with power tools.
Hammer	Used to tap material into position. Also used to tap fixings into wood such as nails.	Pull the handle down slowly when using the pillar drill.
Mallet	A tool that is used to tap wood into position.	When working on the Hot glue gun make
Bench	An area where we work on practical. Bench vices are attached to this equipment.	Never touch the hot glue gun
Pine Wood	This is a soft materials that is sourced from a pine tree. Has a lovely smell once you have worked with this material.	Never touch the table which the hot glue

Can you name the tools below?



Hot Glue Gun



Tenon Saw



Coping Saw

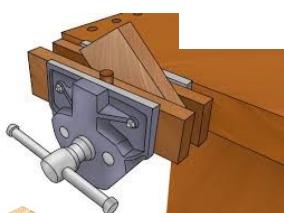
Bench Hook



Pillar Drill



Vice



Bench



Sand Paper/
Cork block



Mallet Hammer



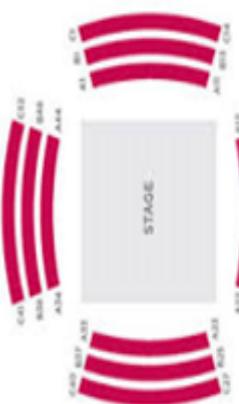
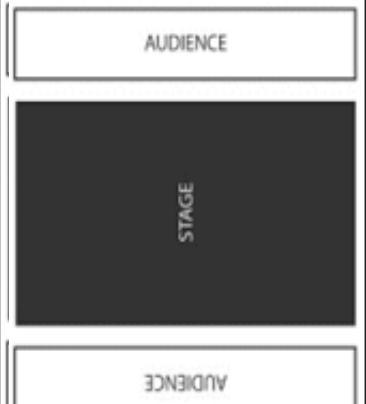
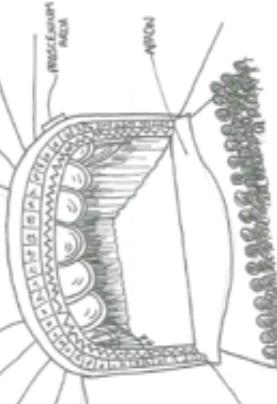
Belt Sander

What are the safety rules for each tool?

Creative Animal Pencil Holder:



DRAMA

Stage Configurations (Shapes)		Theatre in the Round	
Stage positions		Upstage Left	
Upstage Right	Upstage	Upstage	Upstage Left
Stage Right	Centre Stage	Stage Left	Downstage Left
Downstage Right	Downstage (audience)	Downstage Left	Downstage Left
Actor's Skills			
<p>Vocal: clarity of diction, inflection, accent, intonation and phrasing; pace, pause and timing; projection, pitch; emotional range; song and/or choral speaking</p> <p>Physical: movement, body language, posture, gesture, gait, co-ordination, stillness, timing, control; facial expression; eye contact, listening, expression of mood; spatial awareness; interaction with other performers; dance and choral movement</p> <p>Styles of Drama</p> <p>Naturalistic – performance is as close to real life as possible</p> <p>Non-naturalistic – performance is more theatrical, tells a story using techniques such as flash-back, direct address to the audience (breaking the fourth wall), multiple role-play</p> <p>Abstract – uses lots of symbolism, surreal settings, Artaud's theatre of cruelty (making the audience think or feel uncomfortable)</p> <p>Physical theatre – performers focus on their bodies, mask work, creating settings and props using bodies of performers, mime, dance work</p> <p>Theatre-in-Education – a play created to teach a lesson, passes on a message, often includes a workshop or discussion of some kind</p> <p>Genres of Drama</p> <p>Comedy: funny story, ends happily Docudrama: looks like a documentary</p> <p>Tragedy: story is sad, ends unhappily, death or downfall</p> <p>Gritty Realism: about real-life, people struggling with their lives</p> <p>Historical Drama: set in a particular historical period</p> <p>Thriller/Horror: to scare/uncomfortable and creates tension/suspense</p> <p>Melodrama: over the top acting & lots of entrances and exits</p> <p>Pantomime: over the top acting, stock characters, stock format and storyline</p> <p>Farce: lots of quick entrances and exits, characters just missing each other</p>			
			
<p>Advantages: Audience close to stage. Actors enter and exit through audience. No 'fourth wall'. Disadvantages: No backdrops. Actors block carefully so action or facial expressions are not missed.</p>		<p>Advantages: Large set can be used. Audience feel closer to the action. Disadvantages: Sightlines for those on the extreme side limited. Audience on R&L have each other in their view.</p>	
			
<p>Advantages: Audience close to the action, see reactions. Extreme ends of the stage can be used for extra acting areas. Disadvantages: Big scenery can block sightlines. Acting area is long and thin.</p>		<p>Advantages: Audience face one way. Frame around stage creates "fourth wall". Disadvantages: Audience feel distanced. Audience interaction may be difficult.</p>	

FOOD TECHNOLOGY

Year 7 Food Technology Knowledge Organiser

Key Words

Safety	Prevention of anything that may cause physical harm to a person, e.g. cuts and burns.
Hygiene	Prevention of anything that may cause infections, e.g. bacteria.
Hazard	Anything that has the potential to cause harm to a person, e.g. a knife or water on the floor.
Prevention	A way of reducing the chance that a hazard will cause harm to someone.
Risk	The likelihood and severity of a hazard occurring, usually rated as low, medium or high.
Bacteria	Microscopic living organisms that may cause food poisoning if ingested.
Chemical	A hazard caused by chemicals, e.g. bleach.
Microbial	A hazard caused by bacteria.
Physical	A hazard caused by a foreign object, e.g. hair, nail varnish.
Cross contamination	When bacteria are transferred from one place to another.
Cleaning	The removal of bacteria from an object.
Cooking	The application of heat to a food, in order to kill bacteria.
Chilling	Reducing the temperature of a food in order to slow the growth of bacteria.
Antibacterial	A substance used to kill bacteria, never 100% effective.
Antiseptic	A substance used to prevent the growth of bacteria.
Detergent	A substance used to remove grease and dirt.
Sterilise	To remove all bacteria from an object or surface using heat or radiation.
Toxins	A poisonous substance that is produced by a living organism.
Food poisoning	An illness caused by the ingestion of bacteria, which has come from food, normally causing vomiting and diarrhoea.
Vector	An animal that carries, and can spread, food poisoning bacteria.
Sealed	When meat has been cooked on the outside but not all the way through.



Key temperatures

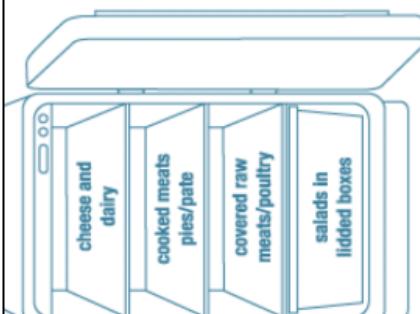
Bacterial growth stopped at -18°C	• Red: Raw meat
Bacterial growth slows at 0 to 5°C	• Yellow: Cooked meat and fish
Bacteria killed at above 75°C	• Blue: Raw fish
Danger zone 5 to 63°C	• Brown: Vegetables • White: Dairy and bakery

Bacterial growth conditions

• Temperature
• Moisture
• Food
• Time
• Oxygen

How can we follow the 4 Cs?

- Cleaning: wash your hands thoroughly regularly; clean your surfaces before and after cooking using an antibacterial spray; wash up all utensils and equipment thoroughly.
- Cooking: use a temperature probe to ensure high risk foods (like meat and fish) are cooked to the correct temperature (63°C).
- Chilling: ensure your fridge is set between 1 and 4°C, and your freezer is set below 0°C; store foods in the correct place in a fridge; only reheat leftovers once; ensure foods are chilled within 3 hours of cooking; only chill sealed foods; allow foods to cool before chilling.
- Cross contamination: Use the correct coloured chopping boards; wash your hands thoroughly and regularly; wash equipment and utensils thoroughly; seal foods and store them in the correct places; dispose of rubbish correctly; deter pests/ vectors.



How food should be stored in a fridge

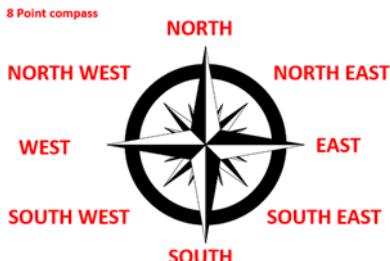
GEOGRAPHY

The United Kingdom

The world is made up of 7 continents (South America, North America, Europe, Africa, Asia, Oceania/Australasia, Antarctica and Antarctica). The United Kingdom is located in Europe and is made up of four countries (England, Wales, Scotland and Northern Ireland). London is the capital city of the United Kingdom.

8 point compass

Is used to describe direction.



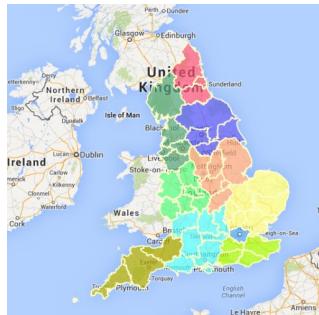
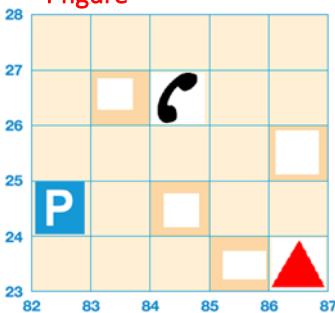
Scale

A scale is used to help us work out real distances between two places on a map. You can use a scale line or ratio (e.g. 1 : 25,000).

An OS map is a very detailed map. OS maps are split up into squares. These are known as grid squares. A grid reference is used to help describe the location of a place or feature on a map. It directs you to a certain grid square

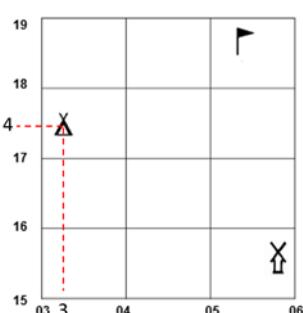
How to read a 4 figure grid reference: remember the rule *along the corridor, up the stairs.*

4 figure



6 figure grid references.

These are used to state where exactly in a grid square a feature is. To create a 6 figure grid reference you need to also say how many tenths *across* the square and *up* the square the symbol is. The extra two numbers make up the 3rd and 6th number in the grid reference.



Latitude and Longitude

The number of latitude degrees will be larger the further away from the equator the place is located, all the way up to 90 degrees latitude at the poles. Latitude locations are given as ____ degrees North or ____ degrees South. Vertical mapping lines on Earth are lines of longitude, known as "meridians".

Human Geography of the UK

Human features have been created by humans (*towns, cities, roads and railways*).



Physical Geography of the UK

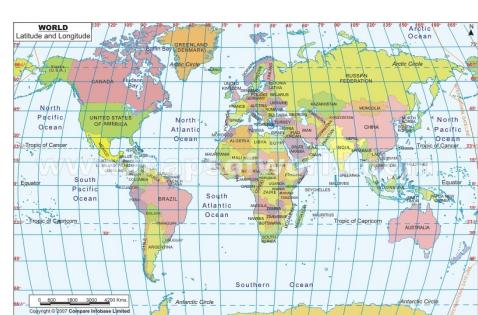
Physical features are natural features of the land that have not been created by humans (*rivers, lakes, mountains and oceans*).

Physical features are shown on a relief map. Relief is the geographical word that tells us the lay of the land (slope steepness, altitude (height above sea level)).



How to describe locations using physical and human features.

1. Use compass points to state what the location is next to
2. State the physical features in the area
3. State the human features in the area.



Year 7 History Term 1 Knowledge Organiser

How did the Anglo-Saxon and Norman armies compare when they met at Hastings?

William's army	Harold's army
<p>His soldiers were well trained and well equipped. They wore chain mail armour which gave them much protection. His army was made up of infantry, archers and cavalry. His cavalry rode specially bred horses which could carry the weight of these horse soldiers and still ride at speed. They were the elite of William's army.</p>	<p>Harold's army was made up of professional soldiers and conscripts, peasant farmers who were forced to join the army and fight. Harold's best professional soldiers were the Saxon Huscarls. They were the king's elite bodyguard. They fought with large axes and round shields.</p>

Why did William, Duke of Normandy win the Battle of Hastings and become William the Conqueror?

Preparations

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

Luck

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

Leadership

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

Castles

William also kept control by building castles throughout England.

Motte and Bailey – The first castles built to help fight against rebellions. They were built quickly and made out of wood, meaning that they were not very strong, and could be easily destroyed.

The Domesday Book

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

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

William did this to allow him to effectively tax the land and earn money.

William also needed to have an idea of what could be seized from landowners who did not show him loyalty.

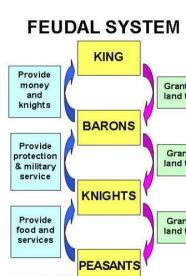
The Feudal System.

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

He does not trust the English lords, who do not like him.

He has to force the English to accept him as King. Many of the English are rebelling and fighting against William.

He has to pay the French Knights who helped him to win the throne.



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

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

Year 7 History Term 1 Knowledge Organiser

The Murder of Beckett

1154	King Henry II appointed Thomas Beckett as his Chancellor. His job was to look after the church and the King's law courts. During this time Henry and Thomas became good friends.
1161	Henry asked Thomas to become the new Archbishop of Canterbury. Beckett was asked to make the church courts fairer, as they favoured the churchmen. Beckett refused and made Henry very angry,
1164	Henry announced that he would be in charge of the church court, and Beckett agreed but then changed his mind. Sensing danger, Beckett fled to France.
June 1170	Henry ordered the Archbishop of York to crown the next king. This was usually the job of the Archbishop of Canterbury. Beckett was furious!!
July 1170	Henry and Beckett met in France. They ended their argument.
November 1170	Despite making up, Beckett removed Henry's supporters from the church.
December 1170	Henry found out that Beckett had removed his supporters from the church. Henry was furious and shouted: "Will no one rid me of this troublesome priest?!?!?"
29th December 1170	Four knights heard Henry's shout and went to Canterbury Cathedral. They found Beckett and tried to force him to change his mind. Beckett refused and the four knights stabbed him to death in the church.

MAGNA CARTA

The barons were angry with John and no compromise could be agreed. In April/May the barons took up arms against the King, led by Robert FitzWalter. They marched on London, Lincoln and Exeter, which all fell to the barons and the rebellion grew in size.

The barons issued a royal charter of demands which John was forced to accept on the field of Runnymede on 15th June 1215. This became known as the MAGNA CARTA. Some of the key terms of this were:

- It promised the protection of church rights
- The King could not sell justice.
- Protection from illegal imprisonments
- All people were to be tried by jury.
- new taxation only with the consent of the barons
- The King could not sell justice
- A council of 25 barons would be set up to ensure that the King was respecting the rights and the laws of the charter.

The charter defined that a formal relationship should exist between the monarch and barons. The king was now subject

The Peasants' Revolt

The Peasants' Revolt started in Essex on 30 May 1381, when a tax collector tried, for the third time in four years, to levy a poll tax. Richard II's war against France was going badly, the government's reputation was damaged, and the tax was 'the last straw'.

The peasants were not just protesting against the government. Since the Black Death, poor people had become increasingly angry that they were still serfs, usually farming the land and serving their king. Whipped up by the preaching of radical priest John Ball, they were demanding that all men should be free and equal; for less harsh laws; and a fairer distribution of wealth.

Soon both Essex and Kent were in revolt. The rebels coordinated their tactics by letter. They marched in London, where they destroyed the houses of government ministers. They also had a clear set of political demands.

On 15 June, the 14-year-old king, Richard II, met the rebels' leader Wat Tyler. William Walworth, the Lord Mayor of London, attacked and killed Tyler. Before the rebel army could retaliate, Richard stepped forward and promised to abolish serfdom. The peasants went home, but later government troops toured the villages hanging men who had taken part in the Revolt.

ML: FRENCH

Bonjour la classe!		Les chiffres		Les jours de la semaine		Qu'est-ce que tu as dans ton sac?	
Bonjour la classe	Hello class	un – one	lundi – Monday	dans mon sac j'ai...			
Bonjour madame.....	Hello Mrs...	deux – two	mardi – Tuesday	in my bag I have			
Qu'est-ce qu'on va faire aujourd'hui?	What are we going to do today?	trois – three	mercredi – Wednesday	un agenda – a planner			
On va apprendre	We are going to learn.	quatre – four	jeudi – Thursday	un crayon- a pencil			
On va regarder	We are going to look.	cinq – five	vendredi – Friday	un stylo – a pen			
L'agenda, le cahier	The school planner, the exercise book	six – six	samedi- Saturday	un feutre – a felt tip pen			
Le stylo et le crayon	The pen and the pencil	sept – seven	dimanche - Sunday	une calculatrice - a calculator			
Regardez- moi	Look at me (track me)	huit – eight		Les mois			
Ecoutez s'il vous plaît	Please listen.	neuf – nine	janvier – January	une gomme – a rubber			
Le langage de classe		dix – ten	février – February	un taille-crayon – a sharpener			
Ouvrez vos cahiers!	Open your books.	onze - eleven	mars - March	une trousse – pencil case			
Fermez vos!	Close your exercise books.	douze - twelve	avril – April	un livre – a book			
Asseyez-vous s'il vous plaît	Sit down, please.	treize – thirteen	mai – May	un cahier – an exercise book			
Ouvrez la fenêtre	Open the window.	quatorze – fourteen	juin – June	une règle– a ruler			
Fermez la porte	Close the door.	quinze – fifteen	juillet- July	un portable – a mobile phone			
Regardez au tableau	Look at the board.	seize – sixteen	août – August	Les couleurs			
Ecoutez!	Listen!	dix-sept – seventeen	septembre – September	rouge – red			
Prenez vos stylos	Take out your pen(s).	dix-huit – eighteen	octobre – October	bleu – blue			
Travaillez avec ton partenaire/ta partenaire!	Work with a partner.	dix-neuf – nineteen	novembre – November	noir - black			
Levez-vous s'il vous plaît	Pack away.	vingt – twenty	décembre - December	blanc - white			
Lève-toi s'il te plaît	Stand up, please.	vingt-et un – 21	C'est quand ton anniversaire?	vert - green			
Les salutations		trente – thirty	When is your birthday?	orange - orange			
Salut - Hello	Comment ça va?	quarante – forty	Mon anniversaire c'est.....	jaune - yellow			
Bonne journée - Good day	Je vais bien, merci.	cinquante – fifty	le premier janvier	marron - brown			
Bonsoir – Good evening	génial, merci.	How are you?	le deux janvier	mon portable est noir– my phone is black.			
Au revoir - Goodbye	Pas mal	I am fine, thank you.	Le trois janvier -	J'ai un stylo bleu – I have a blue pen.			
Au revoir – Bye	Je ne vais pas bien	I am great thank you.	My birthday is on 1 st /2 nd /3 rd Jan				
A bientôt! – See you soon.	Malheureusement je ne vais pas très bien	Not bad		La grammaire			
Comment t'appelles-tu? – What is your name?	Salut? Comment ça va? Ça va bien merci. Je m'appelle Marie et j'ai treize ans. Mon anniversaire c'est le dix octobre. Et toi? Comment t'appelles-tu? Quel âge as-tu?	I am not well.	Avoir – to have	Être – to be			
Je m'appelle – I am called.....		Unfortunately, I am not very well.	j'ai – I have	Il/elle/ est – he/she/it is			
Comment ça s'écrit?			tu as – You have	nous sommes – we are			
How do you spell that?				tu es – you are			

MFL: GERMAN

Guten Tag Klasse!		Die Zahlen		Die Wochentage		Was hast du in deiner Tasche?	
Hallo Klasse	Hello class	eins – one		Montag – Monday		In meiner Tasche habe ich...	
Guten Tag Frau.....	Hello Mrs.....	zwei – two	Dienstag – Tuesday	In my bag I have			
Was werden wir heute machen?	What are we going to do today?	drei – three	Mittwoch – Wednesday	einen Schulplaner – a planner			
Wir werden lernen.	We are going to learn.	vier – four	Donnerstag – Thursday	einen Bleistift – a pencil			
Wir müssen uns organisieren.	We must organise ourselves.	fünf – five	Freitag – Friday	einen Kuli – a pen			
Der Schulplaner, unser Heft.	The school planner, our exercise book	sechs – six	Samstag - Saturday	einen Filzstift – a felt tip pen			
		sieben – seven	Sonntag - Sunday	einen Taschenrechner – a calculator			
Der Kuli und der Bleistift.	The pen and the pencil	acht – eight		Die Monate		einen Radiergummi – a rubber	
Schaut mich an.	Look at me (track me)	neun – nine	Januar – January			einen Ansitzer – a sharpener	
Bitte hört zu!	Please listen.	zehn - ten	Februar – February			eine Federmappe – pencil case	
Die Klassensprache		elf - eleven				ein Buch – a book	
Macht die Bücher auf!	Open your books.	zwölf - twelve	April – April			ein Heft – an exercise book	
Macht die Hefte zu!	Close your exercise books.	dreizehn – thirteen	Mai – May			ein Lineal – a ruler	
Setzt euch, bitte.	Sit down, please.	vierzehn – fourteen	Juni – June			ein Handy – a mobile phone	
öffnet das Fenster!	Open the window.	fünfzehn – fifteen	Juli – July	Die Farben			
Mach die Tür zu!	Close the door.	sechzehn – sixteen	August – August			rot – red	
Schaut die Tafel an!	Look at the board.	siebzehn – seventeen	September – September			blau – blue	
Hört zu!	Listen!	achtzehn – eighteen	Okttober – October			schwarz - black	
Nimm/Nehmt deinen/euren Stift aus!	Take out your pen(s).	neunzehn – nineteen	November – November			weiß - white	
Arbeitet mit einem Partner/einer Partnerin	Work with a partner.	zwanzig – twenty	Dezember - December			grün - green	
Pack away.		einundzwanzig – 21	Wann hast du Geburtstag?			orange - orange	
Alles einpacken!	Stand up, please.	dreiBig – thirty	When is your birthday?			gelb - yellow	
Steht auf, bitte!		vierzig – forty	Ich habe am.....			braun - brown	
Greetings		fünfzig – fifty	ersten Januar Geburtstag			Mein Handy ist Schwarz – my phone is black.	
Hallo - Hello	Wie geht's?	How are you?	zweiten Januar Geburtstag			Ich habe einen blauen Kuli – I have a blue pen.	
Guten Tag - Hello/ Good day	Es geht mir ...gut, danke.	I am fine, thank you.	dritten Januar Geburtstag -				
Guten Abend – Good evening	Es geht mir prima, danke.	I am great thank you.	My birthday is on 1 st /2 nd /3 rd Jan				
Auf Wiedersehen - Goodbye	Es geht	Not bad		Grammatik			
Tschüs – Bye	Es geht mir schlecht	I am not well.		sein – to be			
Bis bald! – See you soon.	Es geht mir nicht gut leider	Unfortunately I am not very well.					
Wie heiBt du? – What is your name?							
Wie heissen Sie? – What is your name?	Hallo, wie geht's? Mir geht es sehr gut danke. Ich heiBe Maria und ich bin dreizehn Jahre alt. Ich habe am zehnten Oktober Geburtstag. Und du? Wie heiBt du? Wie alt bist du?	Hello, how are you? I am fine thank you. I am called Maria and I am thirteen years old. My birthday is on 10 th October. And you? What is your name? How old are you?					
Ich heiSe – I am called.....							
Wie schreibt man das?							
– How do you spell that?							

MFL: SPANISH

			Los números	Los días de la semana	¿Qué tienes en tu mochila?
Hola clase	Hello class		uno – one	lunes – Monday	En mi mochila tengo: I have
Hola señor/a	Hello Sir/Miss		dos – two	martes – Tuesday	un diccionario – a dictionary
¿Qué vamos a hacer hoy?	What are we going to do today?		tres – three	miércoles – Wednesday	una agenda – a planner
Vamos a hablar	We are going to talk		cuatro – four	jueves – Thursday	un lápiz- a pencil
Vamos a escuchar	We are going to listen		cinco – five	viernes – Friday	un bolígrafo – a pen
Vamos a participar	We are going to participate		seis – six	sábado - Saturday	un monedero – a wallet
En la clase de español	In the Spanish lesson		siete – seven	domingo - Sunday	una calculadora- a calculator
hay que hablar español	we have to speak Spanish		ocho – eight	Los meses	una goma – a rubber
Vamos a aprender mucho	we are going to learn a lot		nueve – nine	enero – January	un sacapuntas – a sharpener
Las instrucciones			diez - ten	febrero – February	un estuche – pencil case
iAbrid los libros!	Open your books.		once - eleven	marzo - March	un libro – a book
iCerrad los cuadernos!	Close your exercise books.		doce - twelve	abril – April	un cuaderno – an exercise book
iSentaos, por favor!	Sit down, please.		trece – thirteen	mayo – May	una regla – a ruler
iAbre la ventana!	Open the window.		catorce – fourteen	junio– June	un móvil – a mobile phone
iCierra la puerta!	Close the door.		quince – fifteen	julio – July	Los colores
iMirad la pizarra!	Look at the board.		dieciséis – sixteen	agosto – August	rojo – red
iEscuchad!	Listen!		diecisiete – seventeen	septiembre – September	amarillo - yellow
iCoge el bolígrafo!	Take out your pen.		dieciocho – eighteen	octubre – October	negro - black
iTrabaja con tu compañero	Work with your partner.		diecinueve – nineteen	noviembre – November	blanco - white
iRecoged por favor!	Pack away.		veinte – twenty	diciembre - December	morado - purple
iLevantaos!	Stand up, please.		veintiuno– 21	¿Cuándo es tu cumpleaños?	naranja - orange
			treinta – thirty	When is your birthday?	azul – blue
			cuarenta – forty	Mi cumpleaños es el...	marrón - brown
Greetings				...uno de enero	verde - green
Hola - Hello	¿Cómo estás?	How are you?		...dos de enero	rosa - pink
Buenos días – Good morning	Estoy bien, gracias	I am fine, thank you.		...tres de enero	gris - grey
Buena tarde – Good afternoon	Estoy fenomenal	I am great		My birthday is on 1 st /2 nd /3 rd Jan	la gramática
Buenas noches – Good evening	Estoy así - así	Not bad			ser – to be
Adios – Bye	Estoy mal	I am not well.		tener – to have	
Hasta luego – See you soon.	Estoy fatal	I am not very well.			
				tengo – I have	soy – I am
¿Cómo te llamas? What is your name?	iHola!			tienes – You have	eres – you are
Me llamo – my name is	Hola, ¿cómo estás? Estoy bien, gracias. Me llamo María y tengo trece años. Mi cumpleaños es el diez de octubre. ¿Y tú? ¿Cómo te llamas? ¿Cuántos años tienes?	Hello, how are you? I am fine thank you. I am called María and I am thirteen years old. My birthday is on 10 th October. And you? What is your name? How old are you?		tienes – he/she/it has	es – he/she/it is
Soy – I am				tenemos – we have	somos – we are
¿Cómo se escribe?				tenéis – you have (plural)	sois – you are (plural)
– How do you spell that?				tienen – they have	son – they are

MUSIC

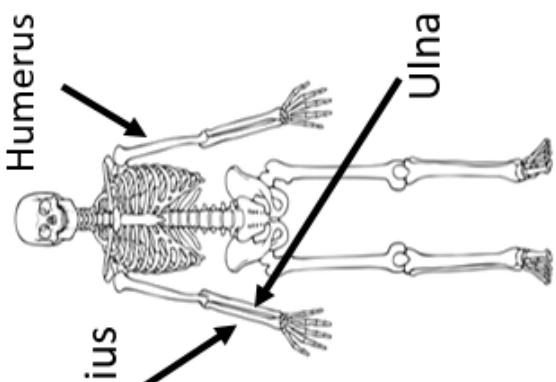
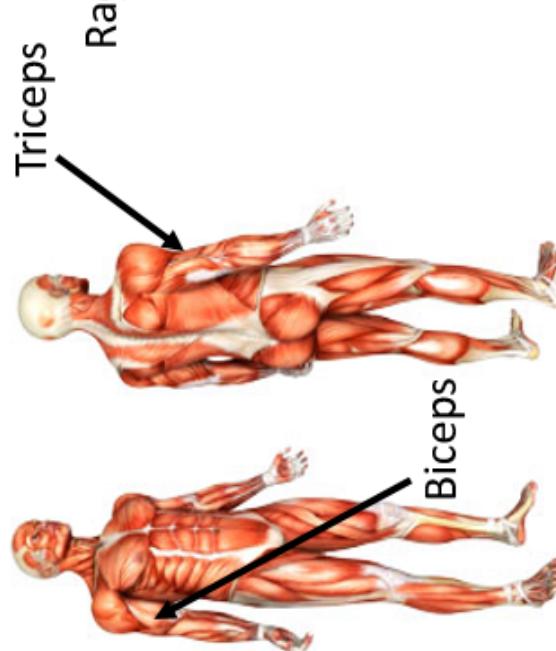
Line notes		Football
Space notes		Deserves
Line notes		Good
Space notes		Sleep
Line notes		Fall
Space notes		Big
Line notes		Greedy
Space notes		All
Line notes		Cows
Space notes		Eat
Line notes		Grass
Space notes		Sleep

What is Tempo?	The speed of a piece of music – the underlying beat or pulse
What is Pitch?	How high or low a note sounds
What are Dynamics?	The volume of a sound
What is duration?	The length of notes being performed
What is silence?	No sound at all
What is Rhythm?	A combination of durations to make a pattern
What is Timbre?	The sound/tone that an instrument makes
What is texture?	How many different musical ideas can be heard at the same time.
What is structure?	How the music can be put together in different sections. – Verse/Chorus etc - Rondo AB A CA
What does Allegro mean?	A fast tempo
What does Moderato mean?	A medium tempo
What does Largo mean?	A slow tempo
What does forte mean?	A loud dynamic
What does piano mean?	A quiet dynamic

Note Values and their durations	
Semibreve	
Minim	
Crotchet	

	Lasts for half a beat [count]
	Lasts for a quarter beat [count]

Year 7 Block 1 Knowledge Organiser

Rugby Rules	Muscles & Bones in the arms	Rugby Skills
 <p>15 players in each team 5 points for a try 2 points for a conversion 3 points for a penalty</p> <p>A tackled player must release the ball immediately A player must ground the ball over the try line to score a try Players can only pass the ball backwards in the game</p> <h3>Methods of Training</h3> <p>Fartlek training is 'training which varies in intensity and duration and consists of bursts of intense effort alternating with less strenuous activity'</p> <p>Advantages</p> <ul style="list-style-type: none"> Good for sports that require changes in speed. Easily adaptable to suit different fitness levels. <p>Disadvantages</p> <ul style="list-style-type: none"> It's easy to skip the harder parts. Difficult to know how hard someone is trying. 	 	<p>Core Skills</p> <p>Picking up a ball – stationary, moving and falling on the ball Passing – both hands, off-loading and kicking Receiving – on the move, stationary and ground pick-up Running with the ball</p> <p>Beating opponents – hand off, side-step and change of pace/direction</p> <p>Advanced Skills</p> <p>Passing – spin, both ways Contact skills – jackal, counter ruck Beating opponent – feint, swerve, dummying and switching Tackling – from behind and smothering Scrum – individual positions and roles, collective skills of pushing and holding, distribution, support play</p>
	<p>Components of Fitness</p> <p>AGILITY – The ability to change direction at speed. TEST – The Illinois Agility Test</p> <p>PROTOCOL - Performers start at the first cone. On the whistle, pupils should follow the course in the diagram and finish at the end cone. Performers are timed from start to finish.</p> <p>STRENGTH – The ability to exert a large amount of force in a single maximum effort. TEST – Hand Grip Dynamometer</p> <p>PROTOCOL - Start with your hand up and bring down to side while pulling in handle. Do not swing your hand.</p> <p>POWER – Speed x Strength TEST – Standing Broads Jump</p> <p>PROTOCOL - Athlete to jump horizontally as far as possible landing with both feet together. Measure and record the distance from the start line to the nearest impression made by the athlete.</p>	 

RELIGIOUS EDUCATION

Year 7 PTE Knowledge Organiser: Unit 1- What is religion and belief?

<p>Lesson 1- Introduction to RE</p> <p>A fact is something that is true. Facts are something that you can prove to be true e.g. the sun is hot</p> <p>A belief is having confidence and trust in the truth or existence of something. You can believe something to be true even if you can't prove it e.g. I believe in God</p> <p>Why do people worship? To show respect to their god, to be committed to their religion, for guidance, for forgiveness, to follow what it says in their holy books, to praise their god, to be part of a community, for comfort</p>	<p>Lesson 4- To understand what Christians believe?</p> <p>There is only one God, whom they call Father Jesus is the Son of God who was sent to save mankind from death and sin Through Jesus' death and resurrection, they can have a relationship with God</p> <p>Christians believe in the Trinity (God in three forms) - God as the Father, Son and Holy Spirit</p> <p>Christians believe that God took human form as Jesus Christ and that God is present today through the work of the Holy Spirit</p>	<p>Lesson 5- What do Muslims believe?</p> <p>Belief in Allah as the one and only God (Allah) and angels</p> <p>Belief in the holy books</p> <p>Belief in the Prophets e.g. Adam, Ibrahim (Abraham), Musa (Moses), Dawud (David), Isa (Jesus)</p> <p>Muhammad (peace be upon him) is the final prophet</p> <p>Belief in the Day of Judgement- The day when the life of every human being will be assessed to decide whether they go to heaven or hell.</p> <p>Belief in Predestination- That Allah has the knowledge of everything that will happen before it happens</p>																																			
<p>Lesson 2- To understand what the six main world religions are</p> <p>The six main world religions are: Christianity, Judaism, Islam, Sikhism, Hinduism and Buddhism</p> <p>What makes someone religious? Their upbringing, they need guidance, they have a religious experience, they are grieving, because they are scared of dying, because they want life to have a purpose</p>	<p>Lesson 3- To understand the basic beliefs of the six main world religions</p> <table border="1"> <thead> <tr> <th>Beliefs</th> <th>Christianity</th> <th>Judaism</th> <th>Islam</th> <th>Sikhism</th> <th>Hinduism</th> <th>Buddhism</th> </tr> <tr> <th>Key people</th> <th>Monotheist</th> <th>Montheist</th> <th>Monotheist</th> <th>Monoteist</th> <th>Polytheist</th> <th>No God</th> </tr> </thead> <tbody> <tr> <td>Symbol</td> <td>+</td> <td>✡</td> <td>☪</td> <td>☬</td> <td>ॐ</td> <td>Om symbol</td> </tr> <tr> <td>Holy book</td> <td>The Bible</td> <td>The Torah</td> <td>The Qu'ran</td> <td>The Guru Granth Sahib</td> <td>The Vedas</td> <td>The Tripitaka</td> </tr> <tr> <td>Holy places</td> <td>Jerusalem</td> <td>Israel</td> <td>Mecca</td> <td>Amritsar, India</td> <td>River Ganges, India</td> <td>India</td> </tr> </tbody> </table>	Beliefs	Christianity	Judaism	Islam	Sikhism	Hinduism	Buddhism	Key people	Monotheist	Montheist	Monotheist	Monoteist	Polytheist	No God	Symbol	+	✡	☪	☬	ॐ	Om symbol	Holy book	The Bible	The Torah	The Qu'ran	The Guru Granth Sahib	The Vedas	The Tripitaka	Holy places	Jerusalem	Israel	Mecca	Amritsar, India	River Ganges, India	India	<p>Lesson 6- What do Buddhists believe?</p> <p>Focuses on personal spiritual development</p> <p>Buddhists seek to reach a state of nirvana, following the path of the Buddha, Siddhartha Gautama</p> <p>There is no belief in a personal god. Buddhists believe that nothing is fixed or permanent and that change is always possible. The path to Enlightenment is through the practice and development of ethics, meditation and wisdom</p> <p>Buddhists believe that life is both endless and full of suffering and uncertainty. Existence is endless because individuals are reincarnated over and over again, experiencing suffering throughout many lives (similar idea to Heaven)</p>
Beliefs	Christianity	Judaism	Islam	Sikhism	Hinduism	Buddhism																															
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TEXTILES

SEWING EQUIPMENT

Fabric Shears - Cutting fabric only.
Needle - Hand sewing only
Pins -Temporarily holding fabric together
Stitch ripper-Removing mistakes
Tailors chalk - Marking where you want to sew
Pinking shears - Neatening raw edges
Embroidery scissors -Snipping small threads

How to Analyse Textile/Artists work.

1. Describe what you can see in the Artwork.
2. What media has the artist used
3. What shapes and colours can you see.
4. What mood or emotion does the artwork show.
5. Give reasons whether you like or dislike the art work

Fabrics. Cotton—Plain weave. Very absorbent. Felt—bonded fabric used for decoration

Working with a sewing machine

A seam allowance is 15mm (How far you should sew from the edge of the fabric when you are making products)

A capital N shows you have threaded the machine correctly.

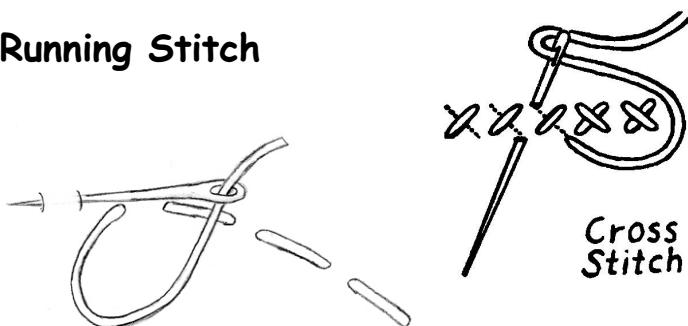
You back stitch to secure the seam.

You place threads at the back of the machine when you start to sew.

Tacking is a temporary stitch.

Applique is where you sew fabric onto fabric to make a pattern. You could stitch around the edge in straight stitch, zig-zag stitch or hand embroidery.

Running Stitch



Colour theory

Primary colours - RED, YELLOW, BLUE

Secondary colours—ORANGE GREEN, VIOLET

(These colours are formed by mixing the primary colours)

Monochrome—an image in varying tones of one



Decorative Techniques

Hand embroidery—running stitch and cross stitch.

Applique—sewing on fabric onto another fabric to create a pattern.

Fabric paint/pen/crayon —painting on fabric

Block printing—cutting a block to create a pattern.

Tie and dye—a resist technique of dyeing . Natural fabrics are used e.g. cotton or linen and



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