



YEAR 7

Name: _____

Mentor group: _____

BLOCK 1

KNOWLEDGE
ORGANISER
BOOKLET

CONTENTS

English Language & English Literature	3
Mathematics	4
Science	5
Art	6
Design Technology	7
Drama	8
Food Technology	9
Geography	10
History	11
Modern Languages	
French	12
German	13
Spanish	14
Music	15
Physical Education	16
Religious Education	17
Textiles	18
Contacts	20

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. Epiphysis	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	7. Metaphor	Something is something else
1928	Women are given universal suffrage.	8. Inevitable	Bound to happen	8. Simile	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. Confirmatio	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	
D. Punctuation		14. Norms	Standards	1. Noun	A person, place or thing
(Inserts extra information, clarifies writer's state of mind	15. Militancy	Violence	2. Concrete noun	Something you can see / touch
,	For listing and separating subordinate and main clauses	16. Obligation	Duty	3. Abstract noun	An idea / concept / feeling
"	Indicates speech, sarcasm or a title	17. Indignation	Outrage	4. Verb	A word of doing, feeling or being
'	Used when letters are omitted or for possessions	18. Submission	Obedience	5. Adjective	Describes a noun
;	Separates complex items in a list, joins two main clauses	19. Activists	Protesters	6. Comparative adj	Usually ends in -er
:	Introduces lists, introduces extra information	20. Tyrants	Cruel rulers	7. Superlative adj	Usually ends in -est
F. Sentence functions		21. Upbraid	Criticise	8. Pronoun	Replaces a noun
1. Declarative	Stating an idea or transferring information	22. Hierarchy	Order of people	9. Adverb	Describes a verb or adjective
2. Exclamative	Expressing strong emotion	23. Inferior to	Less than	10. Adverb of time	Describes how long, when or how often
3. Interrogative	Asking a question	24. Superior to	Better than	11. Adverbials	Phrases to describe place, time, manner
4. Imperative	Expressing a direct request	25. Oppress	Push down	12. Conjunction	Joins clauses together
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.



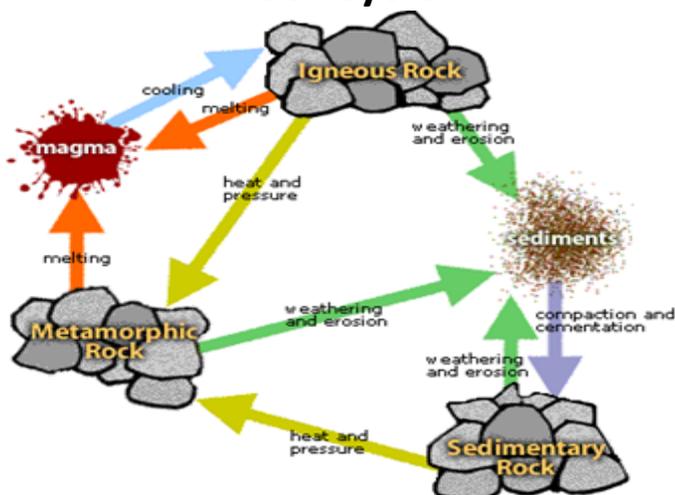
Key Strategies

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 or 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.

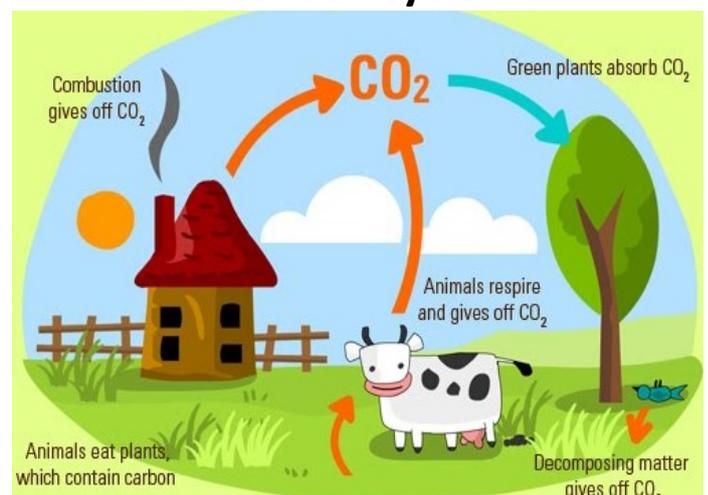
SCIENCE

1 Forces	Energy that makes an object move.
2 Air resistance	Force. Speeds up falling objects. Slows down cars and cyclists.
3 Gravity	Force. Pulls objects to the Earth.
4 Lift	Force. Moves a flight object upwards. Eg. Rocket or airplane
5 Drag	Force. Goes the opposite direction to the movement (motion) of the object
6 Our Solar system	The sun (our biggest star). Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune.
7 The universe	All of planets, moons, stars, galaxies and matter in between.
8 Planet	A celestial body that orbits around a star.
9 Stars	Large balls of burning gas.
10 Pluto	Used to be classified as a planet. Now it is dwarf planet.
11 EM spectrum	Different types of electromagnetic radiation. Radio waves, Microwaves, Infrared, visible, ultraviolet, x-rays and gamma rays.
12 Wavelength	Length of a wave – e.g. measured from peak to peak
13 Frequency	Number of waves per second
14 Amplitude	Height of the wave – from baseline to the crest/peak
15 Trough	Bottom of the wave.
16 Visible light	Range of colours from red to violet (lower frequency to higher frequency)
17 Sedimentary rocks	Formed by weathering, transportation, deposition and burial. Has fossils. E.g. Sandstone, Limestone, Conglomerate.
18 Metamorphic rocks	Formed by heat and pressure from other rocks. E.g. Marble, Slate, Chalk, Quartz
19 Igneous rocks	Formed when lava from volcanoes cools down. E.g. Granite, Basalt and Pumice
20 Rock cycle	The processes of how rocks are formed. Weathering and erosion, transportation and
21 Carbon cycle	Series of processes on how carbon is used and transformed in nature. Combustion, pho-
22 Earth's Atmosphere	78% nitrogen, 21% oxygen, 1% noble gases and 0.03 % of carbon dioxide
23 Crust	Surface layer of the earth. Thin 10-100km thick.
24 Mantle	Middle layer of the earth. Solid properties but can also flow.
25 Core	Centre layer of the earth. Made of molten iron and nickel. Outer is liquid. Inner is solid.
26 Climate change/global warming	Change in normal weather due to emission of greenhouse gases.
27 Deforestation	Cut down of trees for humans to use land or wood.
28 Greenhouse gases	Carbon dioxide, water vapour and nitrous oxide

Rock cycle



Carbon cycle



Art Knowledge Organiser Year 7: Keith Haring Project - Colour Theory and Iconography

LINE

blurred
broken
controlled
curved
diagonal
freehand
horizontal
interrupted
geometric
meandering
ruled
short
straight
thick
thin
vertical
wide

SHAPE/Form

amorphous
biomorphic
closed
distorted
flat
free-form
full of spaces
geometric
heavy
light
linear
massive
nebulous
open
organic

TEXTURE

actual
bumpy
corrugated
flat
furry
goeey
leathery
prickly
rough
sandy
shiny
simulated
smooth
soft
sticky
tacky
velvet
wet

Colour

brash
bright
calm
clear
cool
dull
exciting
garish
grayed
multicolored
muted
pale
polychrome
primary
saccharine
secondary
subdued
sweet
warm

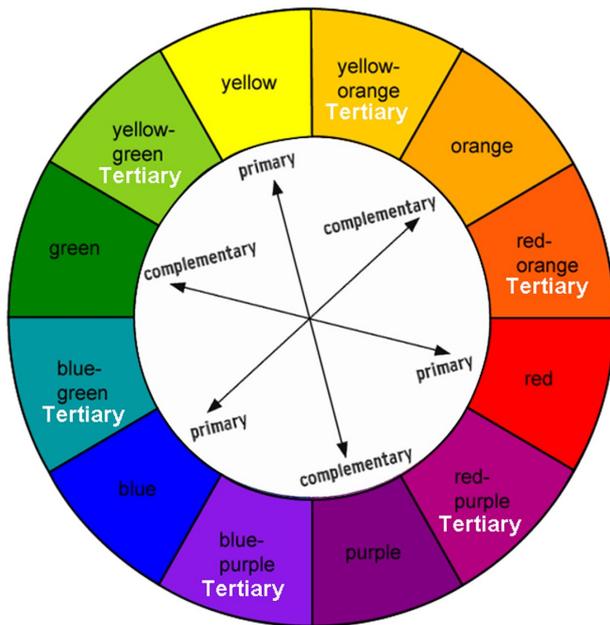
PRINCIPLES

balance
contrast
emphasis
harmony
pattern
repetition
rhythm
unity
variety

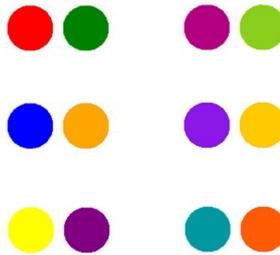
VALUE

dark
light
medium

If you dont understand what some of these words mean look them up!



Complementary Colours



To understand how to pick the best colour scheme understand the three different types of colours:



Primary Colours



Secondary Colours



Tertiary Colours

Wassily Kandinsky

It is said that Kandinsky had a special gift that enabled him to see sounds and hear colour. He tried to create the painterly equivalent of a symphony that would stimulate not just your eyes but your ears as well. He made paintings using simple abstract shapes like the circle, square and triangle, and he is known as the first abstract artist.



Keith Haring

Working in New York, Haring was inspired by the bustle and confusion of life in the big city. Though he trained as an artist, he shunned traditional techniques and turned instead to the increasingly sophisticated medium of graffiti art that spoke directly to the public in the language of the street.



WHAT IS MARK MAKING?

Mark making is a term used to describe the different lines, patterns, and textures we create in a piece of art. It applies to any art material on any surface, not only paint on canvas or pencil on paper. A dot made with a pencil, a line created with a pen, a swirl painted with a brush, these are all types of mark making.

Mark making can be loose and gestural, or structured and controlled such as hatching. Most artists work with a variety of marks in every painting, but there are some styles, such as Pointillism, where just one type of mark is used. It is easy to think of a mark as a building block for whatever you choose to create:

- A single mark creates a *dot*
- An extended mark becomes a *line*
- A cluster of marks become a *shape*
- A series of repetitive marks become a *pattern*

Marks can also be splashes and drips as seen in or they can be scratches in a potter's glaze.

Abstract, realist, impressionist, and every other style of artist use marks in their work.



DESIGN TECHNOLOGY

Key Words	Definitions
Bench Hook	Wooden tool that can be hooked onto the vive to support wood when you are cutting it
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.
Vice	A tool that is fixed to the bench that can hold material while you are working with it.
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.
Sand Paper	Used with a cork block to smooth down soft wood.
Sanding Block	Used with sandpaper to smooth down soft wood.
Belt Sander	Power tool which is used to sand down material. This machine is great for more that just sanding the edges to clean up.
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.
Hammer	Used to tap material into position. Also used to tap fixings into wood such as nails.
Mallet	A tool that is used to tap wood into position.
Bench	An area where we work on practical. Bench vices are attached to this equipment.
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.

Safety Rules for the Workshop

- Long hair must be tied back when entering the workshop ready for practical work.
- Bags must be placed under the table throughout the lesson.
- All overcoats must be hung up when entering the workshops.
- On request students must be at voice level 0 and tracking the teacher.
- No running in the workshops.
- No talking on the machines..
- When working on the machines always wear goggles to protect your eyes.
- Be safe with your hands when working with power tools.
- Pull the handle down slowly when using the pillar drill.
- When working on the Hot glue gun make sure that the glue gun is left standing .
- Never touch the hot glue gun
- Never touch the table which the hot glue gun is on.

Can you name the tools below?



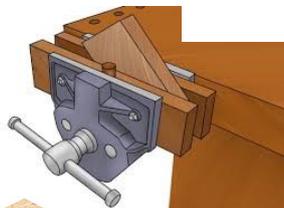
Hot Glue Gun



Tenon Saw

Coping Saw

Bench Hook



Vice

Bench

Sand Paper/
Cork block



Mallet Hammer



Pillar Drill

What are the safety rules for each tool?

Creative Animal Pencil Holder:



Belt Sander

DRAMA

Still Image

A Still image is when the action in a play or scene is frozen, as in a photograph or video frame.

Elements you need to make it look interesting are:

Levels
Gesture
Space
Facial expressions

You can use a still image at the start and end of a play.

You can also use it during a performance to highlight a key moment.

Role-play

Role-play is the acting out of a scene or performance in a particular role.

It is about being a CHARACTER and being someone else; it is acting as someone else.

Thought tracking

Thought tracking is when a character says their thoughts and feelings out loud to the audience when everyone else has frozen.

Sometimes the character's thoughts/emotions are different to what they are showing or saying on the outside.

Vocal skills

Tone of voice – the emotion of a character shown through their voice. For example; angry, happy, sad.

Pitch – how high or how low your voice is.

Pace – the speed in which you say the dialogue. For example; fast or slow.

Pause – leaving a gap between words to add tension.

Volume – how loud or how quiet you are. This can help show your character's emotions.

Movement techniques

Gesture – the actions used by an actor to show what the character is feeling or what they are doing.

Facial expressions – changes made to the face to show how the character is feeling.

Body language – the emotion shown by an actor's movement or position of their body.

Posture – the position that a character is sitting or standing in. It helps to show their emotions.

Dramatic Irony

Dramatic irony is when the audience knows what is happening but the actors on stage do not know what is happening.

Split stage

Split stage is when two or more scenes are performed on stage at the same time.
It helps to show different locations.

Hot-seating

Hot-seating is when you are asked questions in character and you have to answer them in character.

We use hot-seating in Drama as it helps to understand your character and their background and get you to think about who they are.

Open ended questions are better to ask as it draws out more information.

General Drama terminology/vocabulary

Devising – Creating a piece of drama from a starting point/stimulus.

Improvisation – Working as a team or individually to explore ideas practically and create a performance.

Characterisation – Creating a character, changing your voice and movement to play a particular role.

Blocking – working out where actors will stand and move to and from.

Props – Objects that are held and used by an actor on stage to make a performance more realistic.

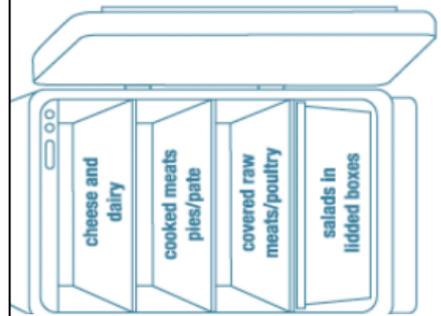
FOOD TECHNOLOGY

Year 7 Food Technology Knowledge Organ-

- The temperature danger zone is between 5°C and 60°C, when it is easiest for harmful bacteria to grow in food
- Minimise the time that food spends at these temperatures in order to keep food safe
- Refrigerated food needs to be kept at 5°C or below
- Hot food needs to be kept at 60°C or above



How food should be stored in a fridge



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.

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

Bacterial growth slows at 0 to 5°C

Bacteria killed at above 75°C

Danger zone 5 to 63°C

Chopping boards

- Red: Raw meat
- Yellow: Cooked meat and fish
- Blue: Raw fish
- Brown: Vegetables
- White: Dairy and bakery

Bacterial growth conditions

- Temperature
- Moisture
- Food
- Time
- Oxygen

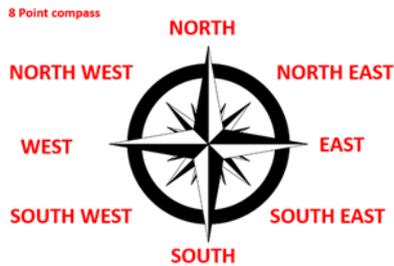
GEOGRAPHY

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 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.

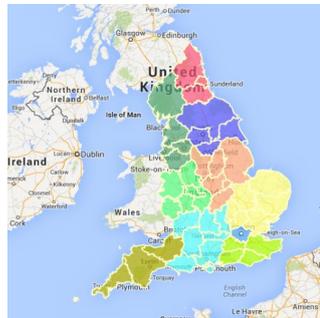
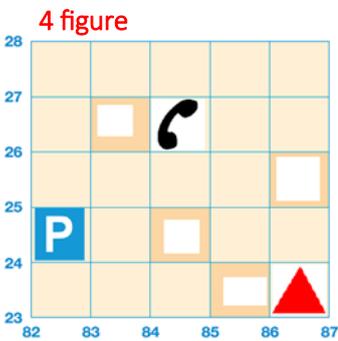


Scale

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).

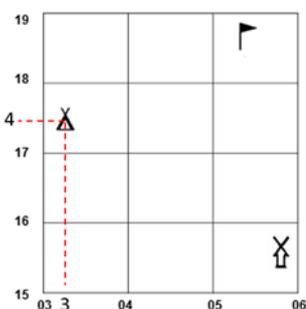
An OS map is a very detailed map. OS maps are split up into squares. These are known as grid squares. A grid reference is used to help describe the location of a place or feature on a map. It directs you to a certain grid square

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



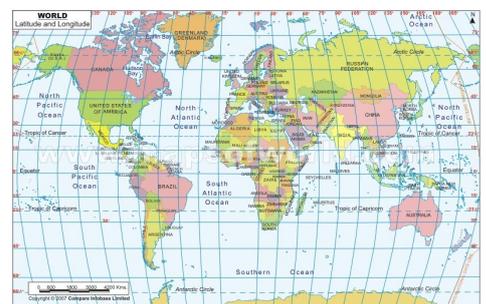
6 figure grid references.

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.

HISTORY

The Medieval World

Medieval	The period between 1066-1500
Chronology	Putting events in the order that they happened
Century	100 years
Anglo-Saxons	People that lived in England before the Norman Conquest
Normans	People from the Normandy region of France, led by King William
Bayeux Tapestry	An embroidery telling the story of the Norman Conquest
Conquest	Taking an area by using force
Fyrd	Local farmers that fight for Harold Godwinson's army
Housecarls	Paid, experienced soldiers that fought for Harold's army
Cavalry	William's soldiers that fought on horses
Harrying	To completely destroy

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

William's army	Harold's army
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.	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.

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.



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.

Luck

The weather changed when William was trying 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.

MFL: FRENCH

Important verbs – être and avoir		School items	Questions and answers
être – to be	avoir – to have		
je suis – I am	j'ai – I have	1. un sac à dos – a rucksack	Comment vas-tu?
tu es – you are	tu as – you have	2. une trousse – a pencil case	Je vais bien, merci
il/Elle est – he/she/it is	il/ elle a – he/she has	3. un cahier – an exercise book	Comment t' appelles-tu?
on est – we are (informal)	On a – we have (informal)	4. un stylo – a pen	Je m' appelle...
nous sommes – we are (formal)	nous avons – we have	5. un dictionnaire – a dictionary	Quel âge as-tu?
Vous êtes – you are (plural)	vous avez – you have (plural)	6. un crayon – a pencil	J' ai...ans
ils/elles sont – they are	ils/elles ont – they have	7. un livre – a book	Où habites-tu?
		8. un porte- monnaie – a purse	J' habite à Coulsdon.
		9. un taille-crayon – a sharpener	C'est quand ton anniversaire?
		10. une règle – a ruler	Mon anniversaire est le 8 mai.
		11. un agenda – a diary	¿D' où es- tu?
		12. une gomme – a rubber	Je suis de l' Angleterre.
		School subjects	Qu'est-ce que tu as dans ton sac?
1 – un	60 – soixante	l' espagnol - Spanish	Dans mon sac, j'ai un stylo et un livre.
2 – deux	70 – soixante-dix	l' allemand- German	Qu'est-ce que tu étudies?
3 – trois	80 – quatre-vingts	le français - French	J' étudie l'espagnol et les maths.
4 – quatre	90 – quatre-vingt- dix	les maths - Maths	Quelle heure est-il?
5 – cinq	100- cent	les sciences - science	Il est une heure heure/il est deux heures
6 – six	Greetings		
7 – sept	Salut - Hello, Hi	l'histoire - History	Qu'est-ce que tu manges?/ tu bois?
8 – huit	Bonjour – good morning	la géographie - Geography	Je mange un sandwich et je bois un milkshake
9 – neuf	Bonsoir – good evening	l'anglais- English	Est-ce que tu aimes....?
10 – dix	Bonne nuit – good night	le théâtre - Drama	School uniform
11 – onze	A plus tard – see you later	l' education physique (l'EPS) – PE	1. une jupe – a skirt
12 – douze	Au revoir - Bye	le dessin – Art	2. une chemise – a shirt
13 – treize	Colours	l' informatique– IT	3. une cravate– a tie
14 – quatorze	rouge - red	la musique– Music	4. une veste – a blazer
15 – quinze	blanc - white	la religion – R.E.	5. un t shirt – a t-shirt
16- seize	noir - black	Question words	6. une robe – a dress
17 – dix-sept	jaune - yellow	Où? - Where?	7. une ceinture – a belt
18 – dix-huit	violet – purple	Quand? - When?	8. un pull – a jumper
19 – dix-neuf	bleu - blue	Comment? - How?	Un jean– a pair of jeans
20 – vingt	marron – brown	Combien? - How many?	10. un pantalon– a pair of trousers
30 – trente	orange - orange	Qu'est-ce que? - What?	11. des chaussures – some shoes
40 – quarante	vert - green	Pourquoi? – why?	12. des chaussettes– some socks
50 – cinquante	rose - pink	Quel âge?– how old	13. des baskets – some trainers
			How are you?
			I am fine, thank you.
			What is your name?
			My name is....
			How old are you?
			I am ___ years old,
			Where do you live?
			I live in Coulsdon.
			When is your birthday?
			My birthday is on the 8 th May.
			Where are you from?
			I am from England.
			What do you have in your school bag?
			I have a pen and a book in my bag.
			What do you study?
			I study Spanish and Maths
			What time is it?
			It's one o'clock/it's two o'clock
			What do you eat/drink?
			I eat a sandwich and drink a milkshake
			¿Do you like....?
			Snacks and drinks
			un sandwich – a sandwich
			des frites/ des chips – some chips/ crisps
			un gâteau – a cake
			une salade – a salad
			un fruit – a fruit
			une pomme – an apple
			Une banane – a banana
			une glace – an ice cream
			un milkshake – a milkshake
			un verre de lait – a glass of milk
			un jus d'orange – orange juice
			de l'eau minérale – mineral water
			une limonade – a lemonade

MFL: GERMAN

Important verbs – haben and sein		School items	Questions and answers
sein – to be	haben – to have	Eine Tasche – a bag	Wie geht's?
Ich bin – I am	Ich habe – I have	Ein Buch – a book	Mir geht es...gut, danke.
Du bist – you are	Du hast – You have	Ein Heft – an exercise book	Wie heißt du?
Er/Sie/Es ist – He/she/it is	Er/Sie/es hat – He/she/it has	Einen Kuli – a pen	Ich heiße.....
Wir sind – we are	Wir haben – We have	Ein Lineal – a ruler	Wie alt bist du?
Ihr seid – You are (plural)	Ihr habt – You have (plural)	Ein Etui – a pencil case	Ich bin ___ Jahre alt.
Sie sind – You are (polite)	Sie haben – You have (polite)	Eine Schere - scissors	Wo wohnst du?
sie sind – they are (small 's')	sie haben – they have ('s')	Einen Klebstift – a glue stick	Ich wohne in Coulsdon?
Numbers		School subjects	Wann hast du Geburtstag?
1 – eins	70 - siebzig	Informatik - IT	Deutsch - German
2 – zwei	80 - achtzig	Englisch - English	Was hast du in deiner Tasche?
3 – drei	90 - neunzig	Mathe – Maths	In meiner Tasche habe ich einen
4 – vier	100 - hundert	Biologie - Biology	Kuli und ein Buch.
5 – fünf		Chemie - Chemistry	Was lernst du in der Schule?
6 – sechs	Greetings	Physik - Physics	Ich lerne Deutsch, Englisch...
7 – sieben	Hallo - Hello	Geschichte - History	Wie spät ist es?
8 – acht	Guten Tag - Hello/ Good day	Erdkunde - Geography	Es ist drei Uhr.
9 – neun	Guten Abend – Good evening	Musik – Music	Hast du Geschwister?
10 – zehn	Auf Wiedersehen - Goodbye	Sport – PE	Ich habe einen Bruder und eine Schwester.
11 - elf	Tschüs - Bye	Kunst – Art	Was isst/trinkst du in der Pause?
12 – zwölf		Question words	Was trägst du zur Schule?
13 – dreizehn	Colours	Wo? – Where?	School uniform
14 - vierzehn	rot – red	Wann? – When?	einen Pullover – a jumper
16 - sechzehn	blau – blue	Wie? – How?	einen Rock – a skirt
17 - siebzehn	schwarz - black	Wie viele? How many?	eine Hose – a pair of trousers
18 - achtzehn	weiß – white	Was? – What?	eine Jacke – a jacket
19 - neunzehn	grün – green	Warum? – Why?	eine Jeans – a pair of jeans
20 - zwanzig	gelb – yellow	Giving opinions	ein Hemd – a shirt
30 - dreißig	braun – brown	interessant - interesting	ein T-Shirt – a t.shirt
40 - vierzig	orange - orange	toll - great	ein Sweatshirt – a sweatshirt
50 – fünfzig		nicht gut – not good	Schuhe - shoes
60 - sechzig		anstrengend - tiring	Sportschuhe - trainers
		langweilig - boring	nichts – nothing

MFL: SPANISH

Important verbs – ser and tener		School items	Questions and answers
ser – to be	tener – to have		
yo soy – I am	yo tengo – I have	1.una mochila – a rucksack	¿Cómo estás?/¿Qué tal?
tú eres – you are	tú tienes – you have	2.un estuche – a pencilcase	Gracias, estoy bien
él/ella es – he/she is	él/ella tiene – he/she has	3.un cuaderno – an exercise book	¿Cómo te llamas?
nosotros somos – we are	nosotros tenemos – we have	4.un bolígrafo – a pen	Me llamo....
vosotros sois – you are (pl)	vosotros tenéis – you have (pl)	5.un diccionario – a dictionary	¿Cuántos años tienes?
ellos/ellas son – they are	ellos/ellas tienen – they have	6.un lápiz – a pencil	Tengo ___ años
		7.un libro – a book	¿Dónde vives?
		8.un monedero – a purse	Vivo en Coulsdon.
		9.un sacapuntas – a sharpener	¿Cuándo es tu cumpleaños?
		10.una regla – a ruler	Mi cumpleaños es el 8 de mayo.
		11.una agenda – a diary	¿De dónde eres?
		12.una goma – a rubber	Soy de Inglaterra.
		School subjects	¿Qué tienes en tu mochila?
1 – uno	60 – sesenta	el español - Spanish	En mi mochila tengo un bolígrafo y un libro.
2 – dos	70 – setenta	el alemán - German	¿Qué estudias?
3 – tres	80 – ochenta	el francés - French	Estudio español y matemáticas.
4 – cuatro	90 – noventa	las matemáticas - Maths	¿Qué hora es?
5 – cinco	100 - cien	las ciencias - science	Es la una/son las dos.
6 – seis		Greetings	¿Qué comes?/¿Qué bebes?
7 – siete		<i>¡Hola!</i> - Hello, Hi	Como un bocadillo y bebo un batido
8 – ocho		<i>Buenos días</i> – good morning	¿Te gusta?
9 – nueve		<i>Buenas tardes</i> – good after-noon	
10 – diez		<i>Buenas noches</i> – good evening	
11 – once		<i>¡Hasta luego!</i> – see you later	
12 – doce		<i>¡Adios!</i> - Bye	
13 – trece		Colours	
14 – catorce	rojo - red	la educación física – PE	
15 - quince	blanco - white	el dibujo – Art	
16- dieciséis	negro - black	la informática – IT	
17 – diecisiete	Amarillo - yellow	la música – Music	
18 - dieciocho	morado – purple	la religión – R.E.	
19 - diecinueve	azul - blue	8. Question words	
20 – veinte	marrón – brown	¿Dónde? - Where?	
30 – treinta	naranja - orange	¿Cuándo? - When?	
40 – cuarenta	verde - green	¿Cómo? - How?	
50 – cincuenta	rosa - pink	¿Cuánto? - How many?	
		¿Qué? - What?	
		¿Por qué? – why?	
		13.unas zapatillas – some trainers	
		11.unos zapatos – some shoes	
		10.unos pantalones – some trousers	
		9.unos vaqueros – some jeans	
		8.un jersey – a jumper	
		7.un cinturón – a belt	
		6.un vestido – a dress	
		5.una camiseta – a t-shirt	
		4.una chaqueta – a blazer	
		3.una corbata – a tie	
		2.una camisa – a shirt	
		1.una falda – a skirt	
		9. School uniform	
		10. Snacks and drinks	
		1.un bocadillo – a sandwich	
		2.unas patatas fritas – some chips/crisps	
		3.una tarta – a cake	
		4.una ensalada – a salad	
		5.una fruta – a fruit	
		6.una manzana – an apple	
		7.un plátano – a banana	
		8.un helado – an ice cream	
		9.un batido – a milkshake	
		10.un vaso de leche – a glass of milk	
		11.un zumo de naranja – an orange juice	
		12.un agua mineral – a mineral water	
		13.una limonada – a lemonade	

The Elements of Music

Pulse

The beat of the music. Every piece of music has a heartbeat. It doesn't need to be played by drums - you can 'feel' the beat.

Rhythm

Notes have different lengths, some long, some short. When we combine long and short sounds, it creates a pattern, which is a rhythm.

Pitch

Pitch is a variation of high and low sounds. Pitch increases and decreases by steps of a scale. Scales are Major and Minor.

Tempo

Tempo means the speed of the music. Music can change tempo within a piece. We describe tempo using Italian words.

Dynamics

Dynamics means the volume of the music. Music can change dynamics within a piece. We describe dynamics using Italian words.

Structure

Music is divided into sections. The order of these sections creates a structure. Song structure includes Chorus, Verse, Instrumental etc.

Texture

A single melody creates a thin sound. Adding more parts/layers creates a bigger sound. These layers can interact with each other.

Timbre

Each instrument has a unique sound and sounds different to others. This individual sound quality is called Timbre.

Tempo in Italian

<i>Largo</i>	<i>Adagio</i>	<i>Andante</i>	<i>Allegro</i>	<i>Presto</i>
Very Slow	Slow	Walking pace	Fast	Very Fast

Dynamics in Italian

<i>pp</i>	<i>p</i>	<i>mp</i>	<i>mf</i>	<i>f</i>	<i>ff</i>
<i>Pianissimo</i>	<i>Piano</i>	<i>Mezzo Piano</i>	<i>Mezzo Forte</i>	<i>Forte</i>	<i>Fortissimo</i>
Very Quiet	Quiet	Medium Quiet	Medium Loud	Loud	Very Loud

	Crescendo		Diminuendo
Gradually getting louder		Gradually getting quieter	

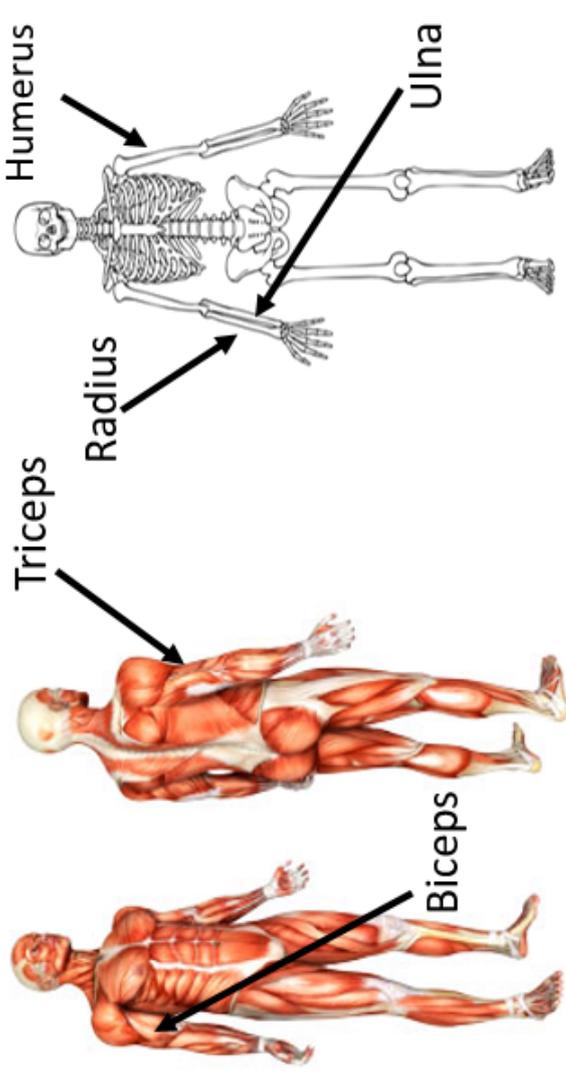
Rhythm Symbols and Values

				
<i>Semibreve</i>	<i>Minim</i>	<i>Crotchet</i>	<i>Quaver</i>	<i>Semiquaver</i>
4 beats	2 beats	1 beat	1/2 beat	1/4 beat

Rhythms into Syllables

	Tea		Coffee		Lemonade		Coca-Cola		Pineapple
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Year 7 Block 1 Knowledge Organiser

<p>Rugby Rules</p> <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>	<p>Muscles & Bones in the arms</p> 
<p>Methods of Training</p> <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. <p>Difficult to know how hard someone is trying.</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</p> <p>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>
<p>Rugby Skills</p> <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</p> <p>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</p> <p>Scrum – individual positions and roles, collective skills of pushing and holding, distribution, support play</p>	

RELIGIOUS EDUCATION

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

<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 Christians believe in the Trinity (God in three forms) - God as the Father, Son and Holy Spirit 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 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 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 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 5- What do Muslims believe?</p> <p>Belief in Allah as the one and only God (Allah) and angels Belief in the holy books Belief in the Prophets e.g. Adam, Ibrahim (Abraham), Musa (Moses), Dawud (David), Isa (Jesus) Muhammad (peace be upon him) is the final prophet 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. 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 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 6- What do Buddhists believe?</p> <p>Focuses on personal spiritual development Buddhists seek to reach a state of nirvana, following the path of the Buddha, Siddhartha Gautama 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 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>	<p>Lesson 3- To understand the basic beliefs of the six main world religions</p> <table border="1"> <thead> <tr> <th></th> <th>Christianity</th> <th>Judaism</th> <th>Islam</th> <th>Sikhism</th> <th>Hinduism</th> <th>Buddhism</th> </tr> </thead> <tbody> <tr> <td>Beliefs</td> <td>Monotheist</td> <td>Monotheist</td> <td>Monotheist</td> <td>Monotheist</td> <td>Polytheist</td> <td>No God</td> </tr> <tr> <td>Key people</td> <td>Jesus</td> <td>Still waiting for their Messiah</td> <td>Prophet Mohammad</td> <td>Guru Nanak</td> <td>No single founder</td> <td>The Buddha</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>Symbol</td> <td>+</td> <td>✡</td> <td>☾☽</td> <td>⚪</td> <td>ॐ</td> <td>☸</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>		Christianity	Judaism	Islam	Sikhism	Hinduism	Buddhism	Beliefs	Monotheist	Monotheist	Monotheist	Monotheist	Polytheist	No God	Key people	Jesus	Still waiting for their Messiah	Prophet Mohammad	Guru Nanak	No single founder	The Buddha	Holy book	The Bible	The Torah	The Qu'ran	The Guru Granth Sahib	The Vedas	The Tripitaka	Symbol	+	✡	☾☽	⚪	ॐ	☸	Holy places	Jerusalem	Israel	Mecca	Amritsar, India	River Ganges, India	India
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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

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.

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

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.

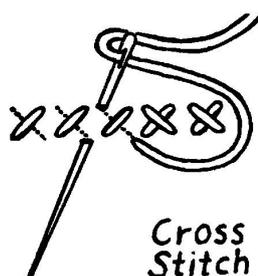
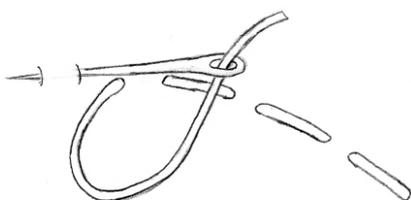
Applique—sewing on fabric onto another fabric to create a pattern.

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

Running Stitch



**Cross
Stitch**

TEXTILES

Types of Research

Primary research - involves gathering new evidence that has not been collected before. For example, surveys using questionnaires, photographs, natural objects etc.

Working from a primary source allows you to

- ⇒ Change your viewpoint
- ⇒ Experience objects, people, images in different lighting conditions
- ⇒ Look at things closely or from further away

Secondary research involves gathering existing material that has already been produced by others. E.g. reproductions of images and artefacts, photographs .



Artists

Amanda Louise spayed — Textile artist—scan this QR code for inspiration.

Johan Potma—Dutch painter and illustrator.

Mateo Dineen— American artist living and working in Berlin.

Edvard Munch The Scream, 1893. Norwegian Painter and printmaker.

Louise Baldwin—Textile Artist

Pablo Picasso - Creatures and creativity. A Spanish sculptor, painter and printmaker. An influential artist of the 20th century

Grayson Perry

How to Analyse Textile/Artists work.

Describe what you can see in the Artwork.

What media has the artist used

What shapes and colours can you see.

What mood or emotion does the artwork show.

Give reasons whether you like or dislike the artwork

Textiles Key Terms

Seam -a stitching line where two pieces of fabric are sewn together

Casing line— A casing is a folded over edge of fabric which can then be inserted with elastic or a drawstring.

Ways of neatening seams to stop them fraying e.g. zig-zag, overlocking

Back stitch—used at the end of a seam to stop it coming undone.

Decorative techniques

Trapping

Applique

Hand embroidery

Machine embroidery

Fabric Pen/Fabric Crayons

Fabric Pen and crayon

Words to describe fabrics

Breathable, brushed, clingy, colourfast, distressed, floaty, threadbare, attractive, bumpy, coarse, dry, dense, dull, durable, fluffy, firm, furry, fuzzy, glossy, hairy, textured, bright, dull, thin, patterned, printed, plain, striped, silky, smooth, thick.

Fastenings

Buttons, Velcro, ribbons and laces, frogging, hooks and eyes, press-studs(poppers), buckle, zips.



SUBJECT CONTACTS

Ms Billings, Head of Maths
Juliet.Billings@oasiscoulsdon.org

Mr Hodges, Head of English
Ben.Hodges@oasiscoulsdon.org

Mr Van Gelder, Head of Science
Julian.VanGelder@oasiscoulsdon.org

Mr Simmonds, Head of Geography
James.Simmonds@oasiscoulsdon.org

Mr McAllen, Head of History
Philip.McAllen@oasiscoulsdon.org

Ms John, Head of RE
Lorna.John@oasiscoulsdon.org

Ms Dadswell, Head of Expressive Arts
PE, Drama, Music, Art
Anna.Dadswell@oasiscoulsdon.org

Mr Calvo, Head of Design Technology
Christopher.Calvo@oasiscoulsdon.org

Mrs Buckingham, Head of Food Technology
Sue.Buckingham@oasiscoulsdon.org

Mrs Booth, Head of Textiles
Esther.Booth@oasiscoulsdon.org

Ms Abbasi, Head of Computing
Mariam.Abbasi@oasiscoulsdon.org

Mrs Rivaldi, Head of MFL
Philippa.Rivaldi@
oasiscoulsdon.org

MENTOR CONTACTS

Mr Van Gelder, Assistant Principal
Julian.VanGelder@oasiscoulsdon.org

Mrs Holt, Year 7 Family Leader
Victoria.Holt@oasiscoulsdon.org

Ms McGeekie, Year 7 Mentor
Trish.McGeekie@oasiscoulsdon.org

Mr Shiells, Year 7 Mentor
Ben.Shiells@oasiscoulsdon.org

Mrs McJannet, Year 7 Mentor
Andrea.McJannet@oasiscoulsdon.org

Mrs Maddocks, Year 7 Mentor
Aleksandra.Maddocks@oasiscoulsdon.org

Mr Seneviratne, Year 7 Mentor
Saachi.Seneviratne@oasiscoulsdon.org

Mr O'Reilly, Year 7 Mentor
Adam.OReilly@oasiscoulsdon.org

Mr Searle, Year 7 Mentor
Lawrence.Searle@oasiscoulsdon.org

Ms Raghoo, Year 7 Mentor
Lauren.Raghoo@oasiscoulsdon.org

Mr Holt, Year 7 Mentor
Simon.Holt@oasiscoulsdon.org

Ms Elvin, SENCO
Grace.Elvin@oasiscoulsdon.org