

## Knowledge Organisers for Year 7

Spring 1

### What is a Knowledge Organiser?

A Knowledge Organiser is a place to keep some key information for the topics we are learning about. This may include an important formula, vocabulary, dates or explanations. It is not a complete list of everything we are studying but it *is* a place where we can find the basic information. It is likely that when you first see the Knowledge Organiser you won't understand most of what it is on. Gradually, as you work on the content in lessons it will become more familiar and, over time, you should find that, not only do you understand everything on it, but that you can *remember* everything that is on it and, even better, know how this information relates to what you are studying.

### How do we use our Knowledge Organisers?

We can use our Knowledge Organisers in many ways. The main aim is that we are able to memorise, understand and eventually *apply* all of the information in the Knowledge Organisers. We will do this by:

- using them to refer to in class to support our learning.
- discussing them at home with parents or carers to reinforce our learning and so that others may be involved in what we are learning too.
- using them as learning homeworks that we will have quizzes on in class.
- using them to refer to when completing homework.

### Where will I find the Knowledge Organisers?

Knowledge Organisers will be made available to you via the school website <https://stjosephsbolton.org.uk> (Follow the link under school information to Learning & Teaching – Progression Scales) and your teachers will often send you links to them with your homework on epraise or in your class TEAMS. (You will find out more about these teams over your first year at St Joseph's).

# Art = Spring 1

## Year 7 Knowledge Organiser

### 'The Formal Elements' - Project 1

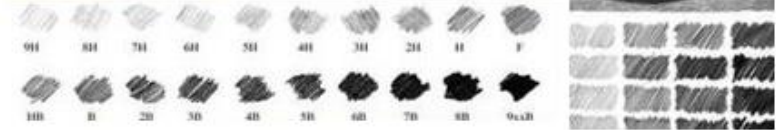
The Formal Element	Definition
Line	The path left by a moving point, e.g. a pencil or a brush dipped in paint, that can take many forms. e.g. horizontal, diagonal or curved.
Tone	The lightness or darkness of something. This could be shade or how dark or light a colour appears
Texture	The surface quality of something, the way something feels or looks like it feels. There are two types: Actual and Visual.
Shape	An area enclosed by a line. It could be just an outline, or it could be shaded in.
Pattern	A design that is created by repeated lines/ shapes/ tones or colours. It can be manmade, like a design on a fabric or natural, such as markings on animal fur.
Colour	There are 2 types including Primary and Secondary. By mixing any two primary together we get a secondary.



Blending stumps are used to blend tone in smoothly.

#### Grades of Pencils-

Pencils come in different grades, the softer the pencil the darker the tone. You will use HB and 6B in your work.



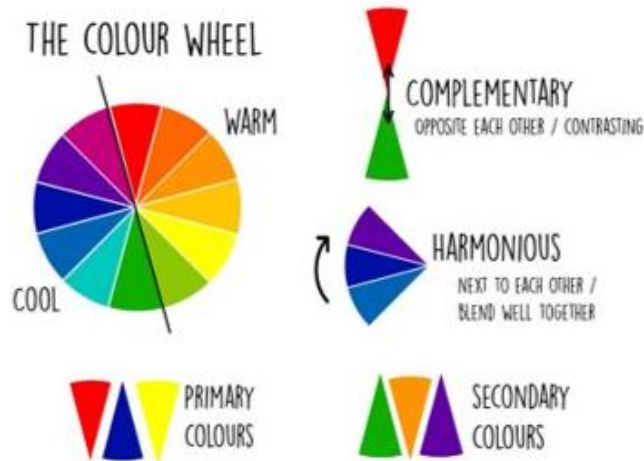
#### Art Technique Key Words

<b>Media/Medium</b>	The materials and tools used by an artist to create a piece of art
<b>Technique</b>	The way an artist uses tools and materials to create a piece of art
<b>Composition</b>	Where you place objects on the page
<b>Highlight</b>	The bright or reflective area on an object or piece of art
<b>Shadow/shade</b>	The darker areas within a piece of art or object
<b>Proportion</b>	The size relationship between different parts - eg height compared to width

#### Making objects look 3D

To prevent your drawings from looking flat, you should use a range of tones and marks. Pressing harder and lighter and layering with your pencil creates different tones. Use the direction of your pencil to help enhance the 2D surface, and you can also include shadows which will also help objects appear 3D.

#### THE COLOUR WHEEL



#### Colour Theory

**Primary Colours** are the 3 main colours. They cannot be made, but are used to make all other colours.

**Secondary colours** are made mixing 2 primary colours.

**Tertiary colours** are made by mixing a primary and secondary colour together.

**Complimentary colours** are opposite on the colour wheel.

**Harmonious colours** are next to each other on the wheel.

**Tint** - When you add white to a colour to make it lighter.

**Shade** - When you add black to a colour to make it darker.



Vincent Van Gogh

Leonardo DaVinci

Jackson Pollock

Barbara Hepworth

Banksy

Pablo Picasso

Bridget Riley

Gustav Klimt

# B-ICT Knowledge Organiser

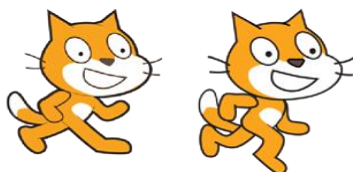
## Scratch



### Sprites

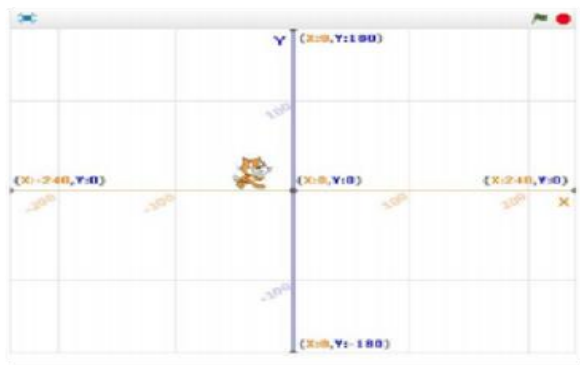
A **sprite** is a character or object in your game or animation.

In order to give the impression that a character is moving you can change the sprites' **costume**.



### Stage

The stage is the background of the project. Scratch uses co-ordinates to position different elements around the screen.



Different backgrounds can be imported or you can create your own.



### Key Words

Program	Variable	Sprite	Script
Costume	Background	Stage	Data
Loop	Operator	Iteration	Interface

### What is Scratch?

Scratch is a visual **programming language** that allows you to create programs by dragging blocks of scripts.



### Operators

Operators are used for **changing** or **comparing** data.

They can **add**, **subtract**, **multiply** and **divide** data

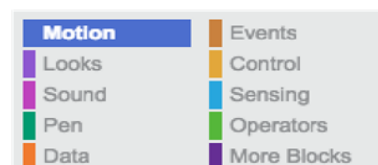


They can also check if values are **less than**, **greater than**, or **equal to** other values.



### Block menu

The block menu helps users pick which scripts they need to control various aspects of a program.



### Loops

Loops are used as a way of repeating instructions.

Also known as **iteration**.



Repeats a certain number of times.

Repeats an instruction forever.

### IF Statements

IF statements can be used to select different scripts of a program depending on a condition.

Also known as **selection**.



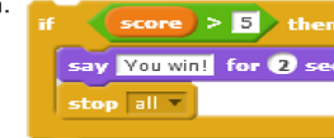
### Variables

A variable is used to store data for use in your program.

Variables can be used to store lots of different types of data such as names, numbers and scores.



The data stored in a variable can be changed or "varied" depending on certain conditions within a program.

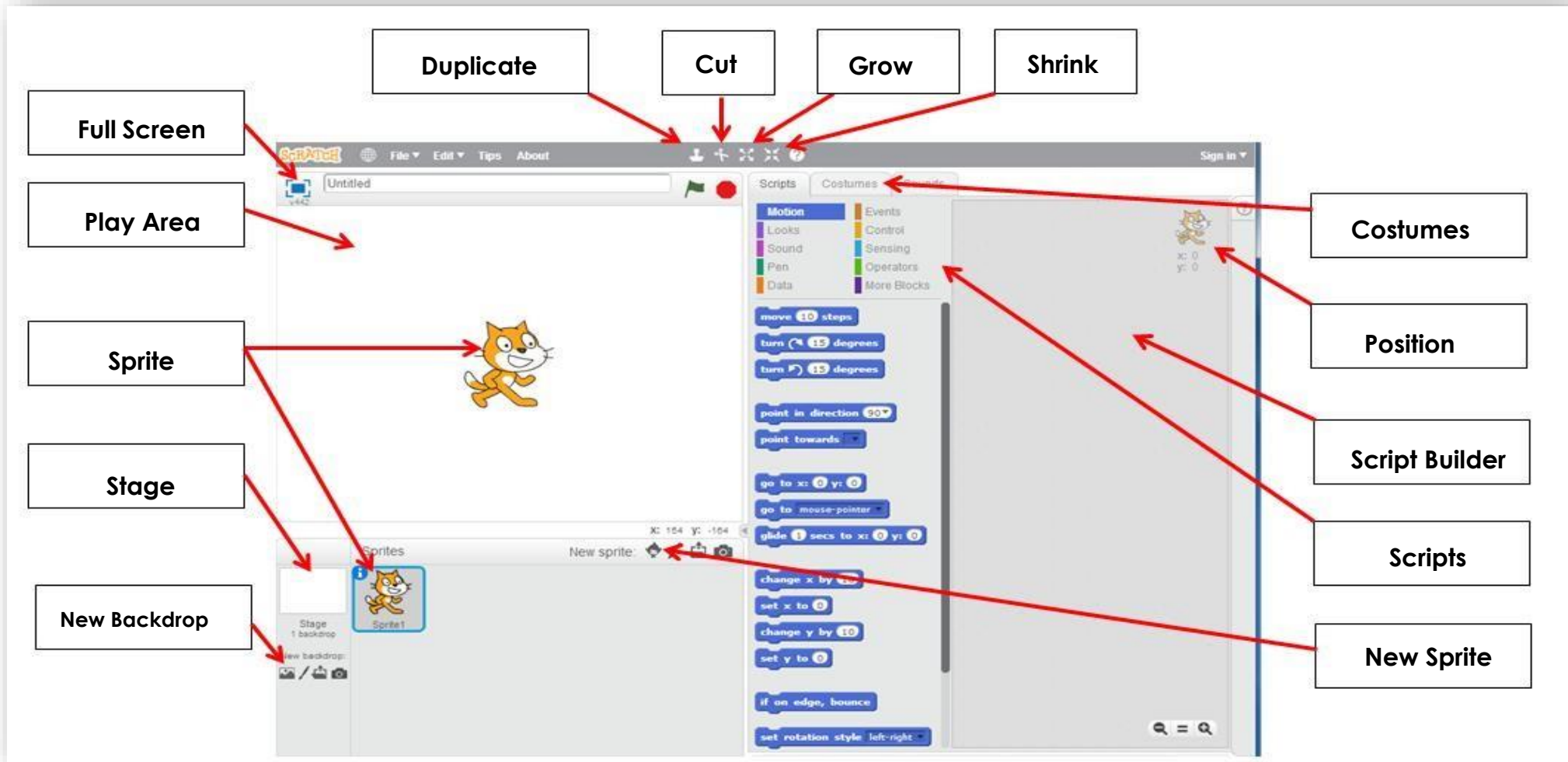


# B-ICT Knowledge Organiser

## Spring 1 - Scratch

### Scratch interface

An **interface** is what a user will interact with in order to use it. Below is the Scratch interface labelled to show what each key part does.





WISDOM HAS BUILT HERSELF A HOUSE.

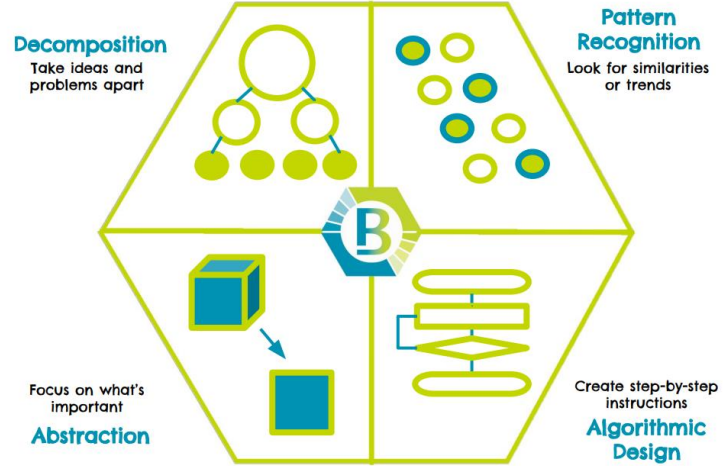
Department of Design and Technology.



# Design and Technology – Digital D&T. One of four carousel modules.

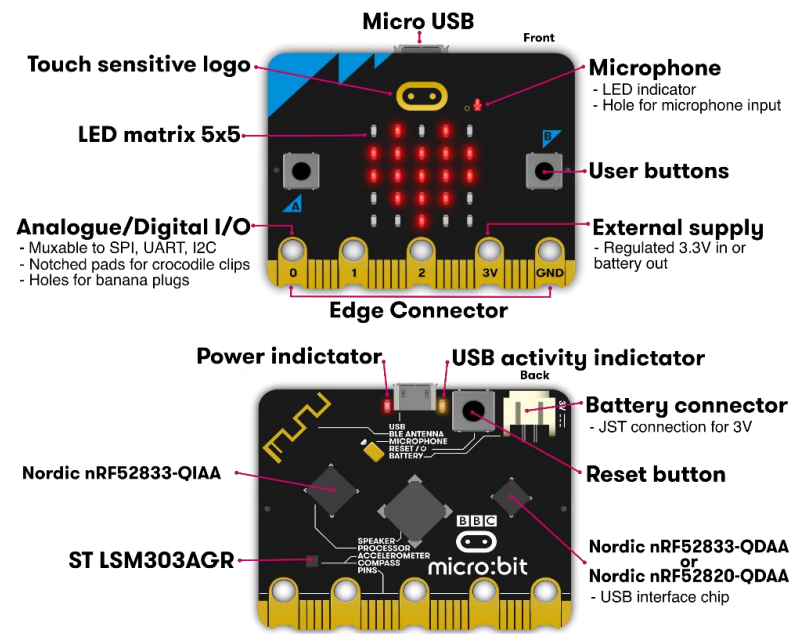
In this module pupils will be learning the basics of computational thinking, programming and computer systems to ensure a shared level of understanding. They will learn how these thinking concepts can be applied to everyday life as well other subjects within school. Learners will learn how to program different applications on the Micro: bit using a graphical based coding language. For the main practical element learners will also work in teams to design and prototype their own health tech innovation using the Micro: bit.

## Computational Thinking



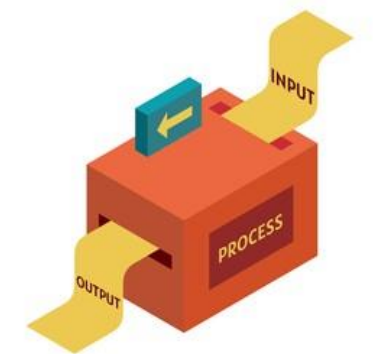
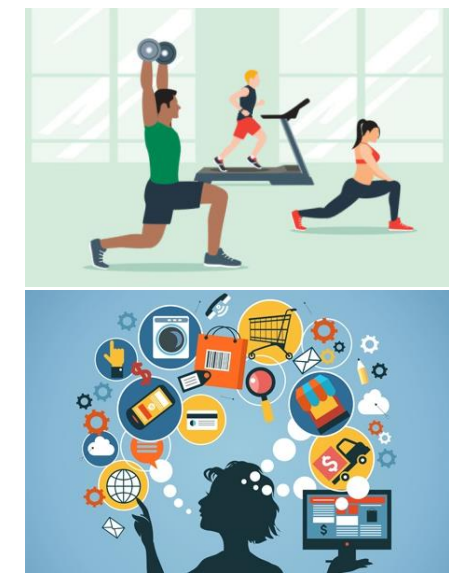
## Questions

- How did you use the X computational thinking concept?
- Where else can you think of where this concept may apply?
- What are the benefits of using a prototype?
- What is an innovation?
- What problem is it trying to solve?
- How does it try to solve the problem?
- Who are the target users?
- What are the possible benefits?
- What are the possible problems?



## Language for Learning

- Decomposition
- Abstraction
- Pattern Recognition
- Algorithm
- Evaluation
- Variable
- Conditional
- Pseudocode
- Flow Chart
- Iteration
- Selection



# Design and Technology – Food.

## One of four carousel modules.



**Water**  
Keeps us hydrated.

**Source**  
Drinks, fruit and vegetables, soup.

**Function**

- Controls body temperature.
- Gets rid of waste in the body.

**Too little**

- Dehydration leads to headaches, irritability and loss of concentration.

**Fibre**

**Function:**  
It helps with digestion  
It helps to get rid of waste

**Too Little**

- Constipation
- Bowel Cancer

**Source:**  
Wholegrain,  
Whole wheat,  
Wholemeal cereals,  
Peas and beans

**What is the Eatwell Guide?**  
The Eatwell Guide is a guide that shows you the different types of food and nutrients we need in our diets to stay healthy.

**Why is the Eatwell Guide important?**  
The Eatwell Guide shows you how much (proportions) of food you need for a healthy balanced diet.

**What are the consequences of a poor diet?**  
A poor diet can lead to diseases and can't stop us from fighting off infections.

**What are the sections on the Eatwell Guide?**

1. Fruit and vegetables
2. Potatoes, bread, rice, pasta and other starchy food
3. Dairy and alternatives
4. Beans, pulses, fish, egg, meat and other proteins
5. Oils and spreads

Eat 5 portions of Fruit and Vegetables a day. One portion is 80g.

### Heat Transfer and Cooking methods

**Heat Transfer**  
The way in which heat energy is passed into food

**Conduction** - Transferring heat through a solid object into food  
e.g. Frying bacon in a pan, using a pan on the hob, a metal spoon in water

**Convection** - Transferring heat through a liquid or air into food  
e.g. Baking a cake, boiling water, cooking in an oven

**Radiation** - Transferring heat by infra-red waves that heat up what they come into contact with  
e.g. grilling sausages or bacon, making toast

Cooking methods		
Dry Heat	Moist Heat	Frying
Baking	Steaming	Deep fat frying
Grilling	Boiling	Shallow frying
Roasting	Poaching	Stir frying
Barbequing	Stewing	Sautéing
Basting	Simmering	

**Storage**

To prevent cross contamination (the spreading of bacteria), foods must be stored separately. Follow the rules of food storage within a fridge:

**COLOUR CODED CUTTING BOARDS**

- RAW MEAT
- RAW FISH
- COOKED MEAT
- SALAD & FRUIT
- VEGETABLES
- BAKERY & DAIRY

Cheese and dairy

Cooked meats, pies/patos

Covered raw meats/poultry

Most bacteria grow rapidly at body temperature (37°C), but can grow between 5°C and 63°C. This is known as the danger zone. The more time food spends in the danger zone the greater the risks of harmful bacteria growing. Therefore it is vitally important that we try to keep food out of the danger zone during the production processes.

**Dairy**  
Function: Needed for CALCIUM which is laid down in bones and teeth to make them strong.  
Needs Vitamin D to work properly

Sources  
Milk  
Cheese  
Yoghurt  
Cream





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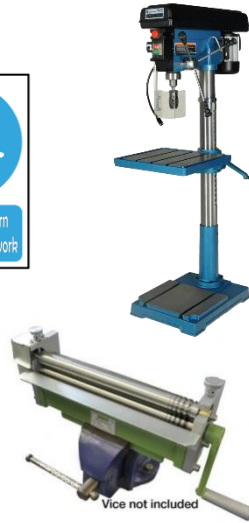
# Design and Technology – Resistant Materials. One of four carousel modules.



In this module pupils will be designing and making a holder for a tea light, this must link to Sacred Space and the prayer life of our school. They will combine traditional and modern techniques and be expected to work in a safe manner at all times.

## Language for Learning

- Physical Properties
- Working Properties
- Template
- Prototype
- Manufactured Boards
- Ferrous Metals
- Non-Ferrous Metals
- Malleable
- Recycling



## Questions.

- Can you name the tools and equipment shown?
- Why is a prototype often made before the final product?
- What is the difference between ferrous and non-ferrous metals?
- Give two examples of ferrous metals.
- Give two examples of non-ferrous metals.
- What is the original source of metals?
- What is CAD in relation to Design and Technology?
- What is the benefit of using CAD when designing products?
- What is cyanoacrylate commonly known as?

## Ferrous Metals



## Non-Ferrous Metals



## Manufactured Boards



- Sterling Board (OSB)
- Chipboard
- Exterior Plywood (WBP)
- Hardboard
- Medium Density Fibreboard (MDF)
- Laminboard
- Blockboard
- Battenboard
- Birch Ply
- Ply Sheathing





WISDOM HAS BUILT HERSELF A HOUSE.

Department of Design and Technology.

# Design and Technology – Textiles. One of four carousel modules.



In this project you will learn what Textiles is and why it is important to learn to sew.

You will complete a hand embroidery sample and learn to use the sewing machine safely. You will learn about mechanisms, forces and practical techniques such as tie dye and sublimation printing.

Using the knowledge and practical skills you will design and make a tote bag.



Health & safety
Follow teacher instructions
Move slowly around the room do not run
Tie long hair back
Hold scissors or shears correctly when walking around the room.
Report any injuries or breakages to the teacher immediately



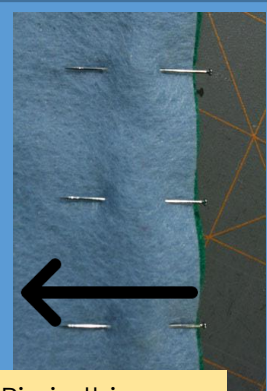
Stitch Number 1 for straight stitch



Stitch Number 8 for zig zag stitch



Remove the pins as you go



Pin in this direction



Needles



Thread



Sewing Machine



Paper Scissors



Fabric Scissors



Embroidery Scissors



Fabric



Heat Press



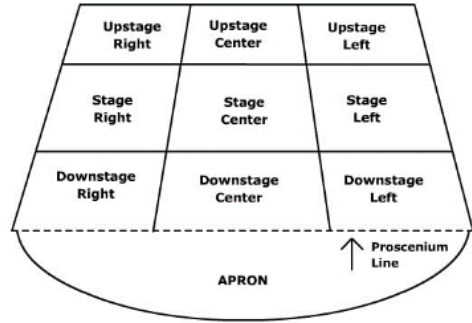
## Areas for Assessment

<b>Creating</b>	The ability to work within a group to create and develop performance work.
<b>Performing</b>	The ability to present a character using physical and vocal skills.
<b>Evaluating</b>	The ability to discuss the qualities of a performance using dramatic language.

Rhythm, Energy, Projection, Choral speaking, Stance

### Elements of Drama

- Script: **the text of the play**
- Cast of Characters: **all of the characters, usually portrayed by actors**
- Narrator: **the person who tells what happens during the play**
- Setting: **the time and place in the play**
- Act: **a chapter in a play that contains more than one scene**
- Scene: **the action that take place in a single setting**
- Dialogue: **the words said by the characters**
- Stage Directions: **written instructions telling the actors what to do**



DO'S of mime ✓	DON'TS of mime ✗
DO Exaggerate characteristics	DON'T Turn your back on the audience
DO Face the audience	DON'T Laugh on stage
DO Be confident!	DON'T Look at the floor
DO Carry on if things go wrong	DON'T Rush through your lines
DO Make eye contact with the character you're talking to	DON'T Be nervous, just try your best!

## Dramatic Mediums to consider when Performing

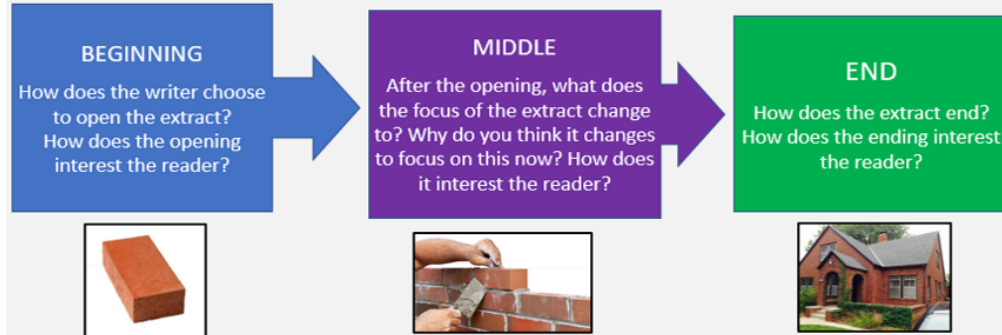
<b>Facial Expression</b>	Consider the direction of your eyes and what they say to an audience. What position is your mouth in. Do you need to demonstrate control if this is in slow motion?
<b>Body Language</b>	Open or closed? Are you portraying a strong character who is outwardly focused or a nervous inwardly character?
<b>Gesture</b>	What are they doing with their hands? Can it help the audience understand what is going on?
<b>Use of Voice</b>	Have you considered the words you are going to say? The volume, tone, pitch and use of pause to convey meaning.
<b>Proxemics (space)</b>	Where do the performers stand in the space? Does the distance between characters tell us anything about their relationships?
<b>Audience Awareness</b>	Are the performers positioned in places where the audience can see them fully?

Exploring storytelling through physical theatre. Looking at how we can communicate a story using our bodies alongside our voice and how to create props and scenery through body as prop.

## What will I study?

In this unit, you will begin by exploring the features of the Gothic genre, discovering the key 'ingredients' that make up a Gothic story. You will also learn the difference between Gothic and Horror genres. We will read examples of Gothic Fiction such as *The Woman in Black*, *Dracula* and *Frankenstein*, exploring Gothic characters and Gothic settings. We will develop your narrative writing skills and you will create your own Gothic story too!

### Core Reading Skill: Analysing Structure



### Core Knowledge: Structural Features

- Character
- Setting
- Action
- Change in focus
- Time shift
- Focus on sounds
- Speech

### Core Knowledge: Language Features

- Metaphor
- Simile
- Personification
- Pathetic Fallacy
- Onomatopoeia
- Adjective
- Adverb

### Core Reading Skill: Writing an analytical paragraph

**PEAZL writing frame. Use this for support when writing an analytical paragraph.**

Point	Begin your paragraph with a clear opening sentence focusing on the question/statement. It should state your opinion.
Evidence	Identify a relevant quotation from the text to support your idea/opinion. Push yourself to embed this quotation into a sentence.
Analyse	Explain literal and deeper meanings of the quotation. E.g. 'This suggests...'
Zoom	Zoom in to words more closely to analyse the effect. The words you zoom in to must be from your quotation. Try to zoom in to as many significant words/techniques as possible. Push yourself to use subject terminology when zooming in e.g. name the device.
Link	Make a statement about how your analysis links to the writer's purpose, big ideas or wider messages in the text. Try to link back to the question to ensure your explanations are well focused.

### Key Vocabulary

Key Word:	Definition:
Grotesque	Repulsively ugly, distorted, disgusting.
Ominous	Giving the impression something bad will happen.
Sinister	Something harmful and evil.
Pathetic Fallacy	Where the weather/nature reflects the mood/atmosphere in a story.
Dilapidated	In a state of disrepair or ruin. Neglected, falling apart. (Usually a building)
Afflicted	To cause pain or trouble for someone. (A problem or illness)
Romanticism	A movement where writers/artists created works to purposely spark strong emotions in people. (Started in 18 <sup>th</sup> Century/Victorian period)
Mercy	Compassion and forgiveness shown towards others.

### Core Knowledge: Conventions of Narrative

**What are the key components of a narrative (story)?**

- Protagonist (main character)
- Setting
- Plot (series of events)
- Conflict or a problem
- Resolution

### Core Knowledge: Conventions of the Gothic Genre

**What are the key 'ingredients' found in a Gothic narrative?**

- Wild and remote settings
- Darkness
- Supernatural elements
- Unusual disasters and unnatural discoveries
- Secrets and mysteries
- References to death and decay
- Creatures such as werewolves, vampires and ghosts

Greetings:

Salut - Hi  
 Bonjour - Good morning  
 Bonsoir - Good evening  
 Ça va? - How are you?  
 Très bien - Very good  
 Mal - Bad  
 Au revoir! - Goodbye!  
 A bientôt! - See you soon!  
 S'il vous plaît - Please  
 Merci - Thank you  
 Je m'appelle - My name is  
 Comment t'appelles-tu? - What's your name?  
 Quelle est la date de ton anniversaire? - When's your birthday?  
 Mon anniversaire, c'est le... - My birthday is on...  
 Quel âge as-tu? - How old are you?  
 J'ai ... ans - I am ... years-old

1	un	16	seize
2	deux	17	dix-sept
3	trois	18	dix-huit
4	quatre	19	dix-neuf
5	cinq	20	vingt
6	six	21	vingt-et-un
7	sept	22	vingt-deux
8	huit	23	vingt-trois
9	neuf	24	vingt-quatre
10	dix	25	vingt-cinq
11	onze	26	vingt-six
12	douze	27	vingt-sept
13	treize	28	vingt-huit
14	quatorze	29	vingt-neuf
15	quinze	30	trente
		31	trente-et-un

40	quarante
50	cinquante
60	soixante
70	soixante-dix
80	quatre-vingts
90	quatre-vingts-dix
100	cent

My life - my friends, my family and myself

Countries and nationalities



L'Ecosse



L'Angleterre



L'Irlande



Le Pays de Galles



La France



La Belgique



L'Espagne

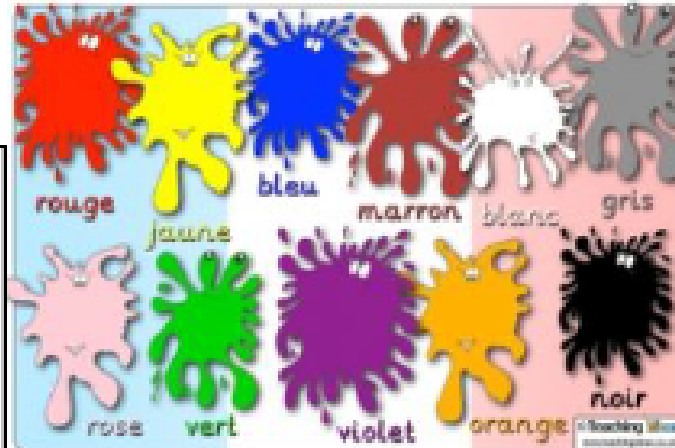


L'Allemagne

Je suis - I am  
 écossais(e) - Scottish  
 anglais(e) - English  
 irlandais(e) - Irish  
 gallois(e) - Welsh  
 J'habite en/au - I live in

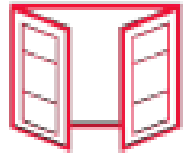
Il / Elle est - he / she is  
 français(e) - French  
 belge - Belgian  
 espagnol(e) - Spanish  
 allemand(e) - German  
 Où habites-tu? - Where do you live?

*Why is there an 'e' in brackets at the end of the nationalities?*



Classroom language

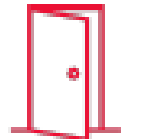
Est-ce que je peux...? - Can I...?  
 Pouvez-vous...? - Can you...?  
 Avoir... - (to) have  
 Répéter - (to) repeat  
 Ouvrir / Fermer - (to) open / (to) close/shut  
 Enlever - (to) take off  
 Je ne comprends pas - I don't understand  
 Je ne sais pas - I don't know  
 Comment ça s'écrit? - How do you spell it?



la fenêtre



un stylo



la porte



ma veste

janvier	février	mars
avril	mai	juin
juillet	août	septembre
octobre	novembre	décembre

# My life - my friends, my family and myself

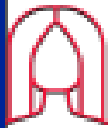
## Physical description

J'ai - I have Il/Elle a - he/she has

Je porte - I wear

Il/Elle porte - he/she wears

Les cheveux... - ... hair



longs



courts



bouclés



raides



Can you write your own rules regarding the spelling of the adjectives?



les yeux

Je voudrais = I would like



Create some flashcards with the keywords.

## Family members

Ma mère - my mother

Mon père - my father

Ma soeur - my sister

Mon frère - my brother

Ma tante - my aunt

Mon oncle - my uncle

Ma grand-mère - my grandmother

Mon grand-père - my grandfather

Dans ma famille - In my family

Il y a - there is / there are

## Useful adjectives

Drôle - Funny

Intelligent(e) - Smart

Bavard(e) - Chatty

Actif/ive - Active

Créatif/ive - Creative

Sportif/ive - Sporty

Courageux/euse - Brave

Paresseux/euse - Lazy

Travailleur/euse - Hard-working

## Animals



un oiseau



un cheval



un hamster



un chat



un phasme



un chien



une tortue



un poisson



un cochon d'inde



un lézard



un lapin

## Verbe Avoir

Indicatif présent

J'ai

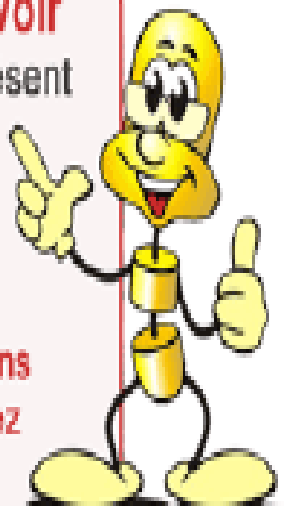
Tu as

Il a

Nous avons

Vous avez

Ils ont



www.livrit.com

## Verbe être

Indicatif présent

Je suis

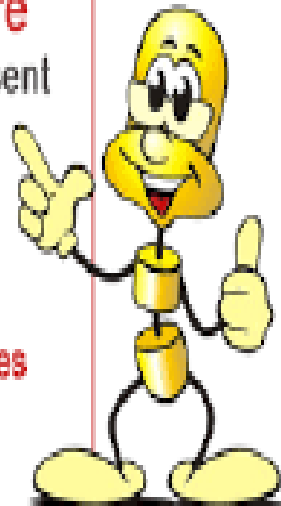
Tu es

Il est

Nous sommes

Vous êtes

Ils sont



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Families come in different shapes and sizes – show your integrity and be sensitive to the diversity in our school.

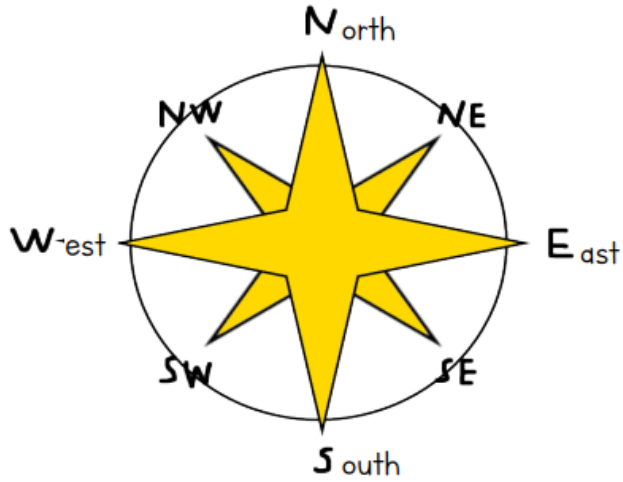
What sort of things do we want to say about ourselves and others to identify ourselves? Age? Birthday? Our family? What we look like?

You will often hear or see the word 'your' (*ton, ta* or *tes*) in a question. When you answer, remember to use 'my' (*mon, ma* or *mes*) instead.

# Map Skills



## COMPASS POINTS



## WHERE IS THE UK?



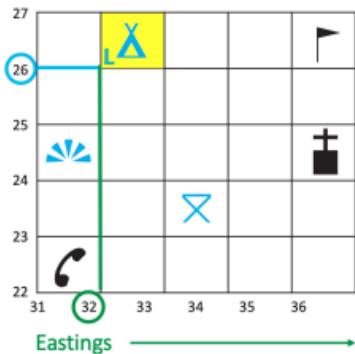
The United Kingdom (UK) is an Island country located in the continent of Europe, it is made up of four countries: England, Scotland, Northern Ireland and Wales.

## THE UK



## 4 FIGURE GRID REFERENCES

Along the edges of each map there are numbers. These numbers help you work out where a location is on a map. Northings are numbers that go from bottom to top, Eastings go from left to right.



The first two numbers give the eastings.

32 26

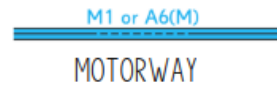
The second two numbers give the northings.

Remember... eastings then northings!

Along the corridor and up the stairs!

## MAP SYMBOLS

Symbols are useful for lots of reasons including, space saving on a map, multi-lingual (all languages can understand them), saves time, clear.



## ATLAS SKILLS

There are generally three main types of maps shown in an atlas:



**PHYSICAL MAPS** these show topography/relief (the shape of the land) and other physical features such as rivers and lakes.

**POLITICAL MAPS** these show country borders, cities, transport links etc.

**THEMATIC MAPS** these show information such as climate data, agriculture types etc.

## 6 FIGURE GRID REFERENCES

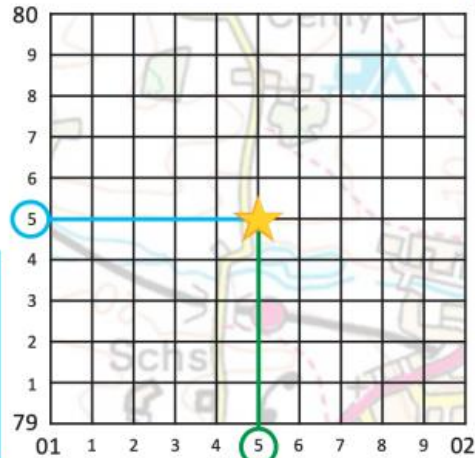
We can use six-figure grid references to find an exact location within a grid square, so they are much more accurate. The grid square is divided into tenths.

Example:

015 795

The first three numbers give the easting which includes the number of tenths.

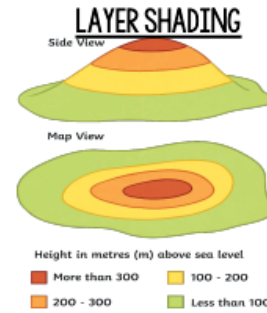
The last three numbers give the northing which includes the number of tenths.



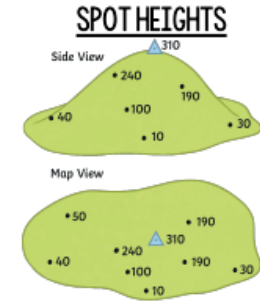
## HEIGHT AND RELIEF

**RELIEF** the difference between the highest and lowest heights of an area.

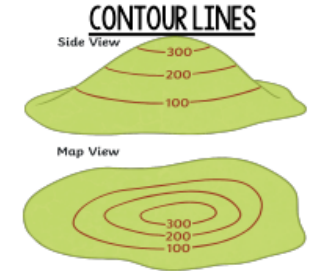
**TOPOGRAPHY** the surface features of the earth like hills, mountains, valleys etc.



Areas of different heights are shown using different colours. A key is used to show how high the land is.



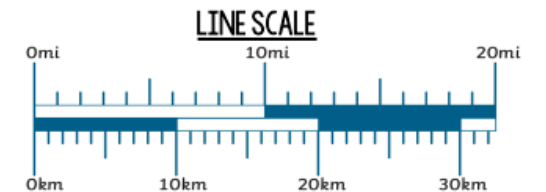
The exact height of a place above the ground is measured and written onto a map.



Contour lines are lines on a map which join up places of the same height. Everywhere along a contour line is the same height.

## SCALE AND DISTANCE

OS maps have a scale. On some smaller maps, 1cm on the map equals 250m in real life. On some larger maps, 1cm on the map equals 500m. Different maps might have different scales, so check on your map to find its scale.



Using a line scale on a map is as easy as using a ruler. The important thing to remember is that a line scale shows measurements in km and the measurements on a ruler are in cm.

### WORD SCALE

**One centimeter on the map represents 3 kilometers on the ground. (1cm = 3 km)**

Using the scale above, if we measure the distance on a map between two places with our ruler. The measurement is 4cm. We then have to multiply that measurement by 3 to calculate that the real distance between the two places is 12km.

# History: Spring1 - The Norman Conquest



## Key Knowledge

- ✓ The four contenders in 1066
- ✓ The Battles of 1066 and the events of the Battle of Hastings
- ✓ Norman castles
- ✓ The Feudal System
- ✓ The Domesday Book

## **Summary of your learning:**

- ❖ January 1066 the King of England, Edward the Confessor dies with no heir.
- ❖ Four men had claims to the throne.
- ❖ The first one to be crowned King was Harold Godwinson.
- ❖ Harald Hardrada, the King of Norway, invaded to try to take the throne from Harold Godwinson.
- ❖ Hardrada and Godwinson fought at the Battle of Stamford Bridge. Hardrada lost.
- ❖ William of Normandy then invaded and Harold Godwinson fought a second battle at Hastings.
- ❖ Harold lost and William became King of England.
- ❖ William built castles all over England and established the Feudal System.
- ❖ In 1086-7 he had a grand survey of England carried out.

## Key Vocabulary

**Anglo-Saxon England:** Early medieval England  
**Edward the Confessor:** King of Anglo-Saxon England from 1042 to 1066.  
**Heir to the throne:** the next King.  
**Witan:** The most powerful men in Anglo Saxon England, who could choose the next king if there was no accepted heir to the throne.  
**Fyrd:** The Anglo Saxon army.  
**Housecarls:** A professional soldier who fought for his Earl in the King's army.  
**Harald Hardrada:** The king of Norway 1046 to 1066. **Tostig Godwinson:** The brother of Harold Godwinson. Tostig was exiled by his brother Harold and fought against him at Stamford Bridge. Tostig was killed there.  
**Vikings:** Scandinavian warriors who would raid and pillaged northern Europe, attacking by boat.  
**Stamford Bridge:** This is where Harold Godwinson fought and Harald Hardrada and Tostig  
**Battle of Hastings:** The Battle of Hastings was the battle between Harold Godwinson and William of Normandy, which William won  
**Shield Wall:** A defensive strategy used by the Anglo-Saxons at the Battle of Hastings.  
**Motte and Bailey Castle:** Built by William to conquer England.  
**The Harrying of the North:** William's brutal attack on the people of Northumbria in the North of England.  
**Feudal System:** The way William organised English society, with the King at the top and the Peasants at the bottom.  
**Domesday Book:** A written record of the Great Survey, ordered by William, to find out what his kingdom was worth.  
**Bayeux Tapestry:** An embroidered cloth showing the events of the Norman conquest.

## Contenders in 1066

In 1066 Edward the Confessor died without having a child. This meant there was no heir to the throne. 4 men thought they should have the throne:

### **Harold Godwinson**

Most powerful earl in England and Commander of the army. Was Edward's Brother-in-law. Acted as 'sub-regulus', (Deputy King), for Edward. Supposedly promised to help William become King. Claimed when Edward was dying, he promised him the throne. Supported by the Witan and many of the people of England.

### **William of Normandy**

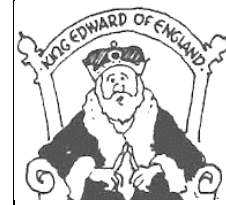
Fierce fighter from France who claimed Edward promised him the throne. Was friends with Edward. Already Duke of Normandy and related to Edward's mother, Emma of Normandy. His claim was supported by the Pope.

### **Harald Hardrada**

Viking ruler from Norway whose ancestors had been Kings of England previously. Was a fierce warrior who many feared. Many in England did not want another Viking ruler. Supported by Harold Godwinson's brother, Tostig

### **Edgar the Atheling**

Edward's great-nephew, grandson of Edward's brother, Edmund. Nearest relative. Had lived with Edward for many years. He was only 14 and had no supporters.



# The Romans



## Key Knowledge

- ✓ What was the Roman Empire
- ✓ The Roman Army
- ✓ Roman Britain
- ✓ The Revolt of Boudica

### Who were the Romans?

Rome is a city in Italy. 2000 years ago it was the most powerful and important city in the world. The people from Rome owned and controlled a massive **EMPIRE**

### Summary of your learning:

- ❖ We will investigate the Roman Empire and the chronology of Rome
- ❖ We will investigate why the Roman Army was so

successful

- ❖ We will look at why the Romans invaded Britain
- ❖ We will examine the revolt of Boudica



## Key Vocabulary

**Empire** - A group of countries ruled by a more powerful state or country

**Emperor** – The ruler of an Empire

**Chronology** - The arrangement of dates or events in the order in which they occurred

**BC** - Before Christ. A way of dating years before the birth of Jesus. The bigger the number BC, the longer ago in history it was, because BC numbers decrease in size.

**AD** - Anno Domini - “in the year of our Lord”. AD is used to show dates after the birth of Jesus. This year is 2019 AD

**Invade / Invasion** – to take control of another country often by violence

**Revolt** - When a group of people refuse to be ruled & take action against their rulers

**Legion** – A group of 5,000 men under the command of a Legate.

**Cohort** – each legion was divided into ten cohorts

**Centuries** – each century had 80-100 men

**Barbarians** – the name the Romans gave to the people who lived outside the Roman Empire.

**Trade** – making money by buying and selling goods

**Legionary** – A Roman soldier

**Centurion** – in charge of a century

**Testudo or tortoise** – a defensive tactic



## Chronology

**54 BC** Julius Caesar attempts to invade Britain.

**43 AD** Romans invade and conquer Britain under Emperor Claudius.

**49 AD** Roman London founded.

**60 AD** Boudica’s revolt against the Romans fails.

**84 AD** Romans conquer Wales and Scotland.

**133 AD** Construction of Hadrian's Wall to keep the Picts of Scotland out of England.

**306 AD** Constantine the Great proclaimed Emperor in York.

**409 AD** The last Roman troops withdraw from Britain.





# SOLVING PROBLEMS WITH ADDITION AND SUBTRACTION

Commutative, Associative, Inverse, Placeholder, Perimeter, Polygon, Balance, Credit, Debit

## What should I be able to do?

- Understand properties of addition and subtraction
- Use formal methods of addition and subtraction for integers and decimals
- Solve problems in context of perimeter
- Solve problems with finance, tables, frequency trees, bar and line charts

## Addition/Subtraction with integers and decimals:

	H	T	O
	3	8	6
+	2	1	5

	H	T	O
	4	2	7
-	2	4	9

Remember the place value of each column. You may need to move 10 ones to the ones column to subtract

For decimals, you may want to fill 'empty' places with the value 0

4	.	3	8
7	.	9	0
			+

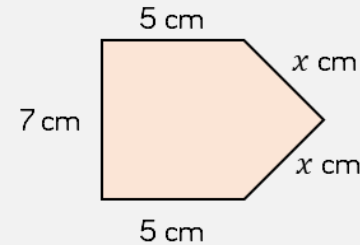
$$5.43 + \frac{8}{10}$$

Chance to revisit fraction and decimal equivalence =  $5.43 + 0.8$

## Solve problems with Perimeter:

Perimeter is the length around the outside of a polygon

This pentagon has a perimeter of 26.4 cm. Find the value of  $x$ .



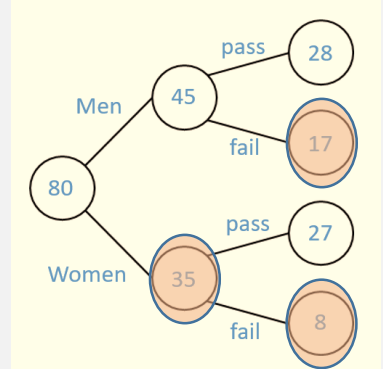
$$2x + 5 + 7 + 5 = 26.4$$

$$2x + 17 = 26.4$$

$$x = 4.7\text{cm}$$

**Frequency Trees:** A frequency tree is made from 'part whole' models. One piece of information leads to another.

80 people took their driving test one week.  
45 of the people were men.  
28 of the men passed their test.  
27 of the women passed their test



Probabilities or statements can be taken from the completed trees. Eg There were 35 women

## Tables:

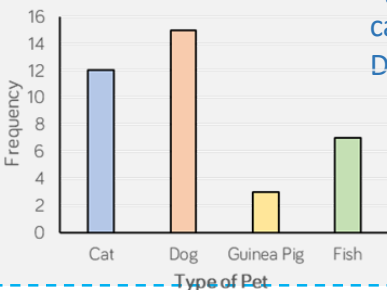
London		Cardiff		Glasgow		Belfast	
211		493					
556		392		177			
518							

	Left-handed	Right-handed	Total
Girls	34	327	361
Boys	76	463	539
Total	110	790	900

Add the rows and columns to get the totals, subtracting to calculate missing values

## Bar and Line Charts:

Pets owned by 7A



Use addition/subtraction methods to extract information from bar charts  
Eg the difference between those who have a dog and those who have a cat  
Dog frequency - Cat frequency

When describing changes or making predictions

- Extract information from your data source
- Make comparisons of difference or sum of values
- Put into context of the scenario

## Finance:

$$\text{Profit} = \text{Income} - \text{Costs}$$

Credit is the money coming into an account

Debit is the money leaving an account

# Music: Spring 1 - Ukulele

Pitch	High	The <b>highness</b> or <b>lowness</b> of a sound.
	Low	
	Stepwise	Moving one note at a time
Articulation	Leap	Jumping to the next note.
	Smooth	Playing notes in a long, smooth way
	Legato	
	Detached	Playing notes in a short, detached, spiky way.
Dynamics	Staccato	
	Loud	The volume of the music. Italian music terms are used to describe this.
	Soft	
	<i>pp</i> pianissimo	Very quiet
	<i>p</i> piano	Quiet
	<i>mp</i> mezzo piano	Moderately quiet
	<i>mf</i> mezzo forte	Moderately loud
	<i>f</i> forte	Loud
	<i>ff</i> fortissimo	Very loud
	Crescendo	Gradually getting louder
	Diminuendo	Gradually getting quieter

Tempo	Fast	The speed of the music. Italian musical terms are used to describe this.
	Slow	
	Lento	Slow
	Andante	At a medium (walking) pace
	Moderato	At a moderate speed
	Allegro	Fast
	Accelerando (accel)	Getting faster
	Rallentando (rall)	Getting slower
Duration	Long	The length of a sound or note
	Short	
Texture	Thin texture	A solo or small number of instruments
	Thick texture	Lots of instruments.
Timbre	Sonority	Instrumentation – the unique sound or tone quality of different instruments, voices or sounds.
	Instrumental sound	

Peer feedback prompts

WWW What went well... EBI Even better if...

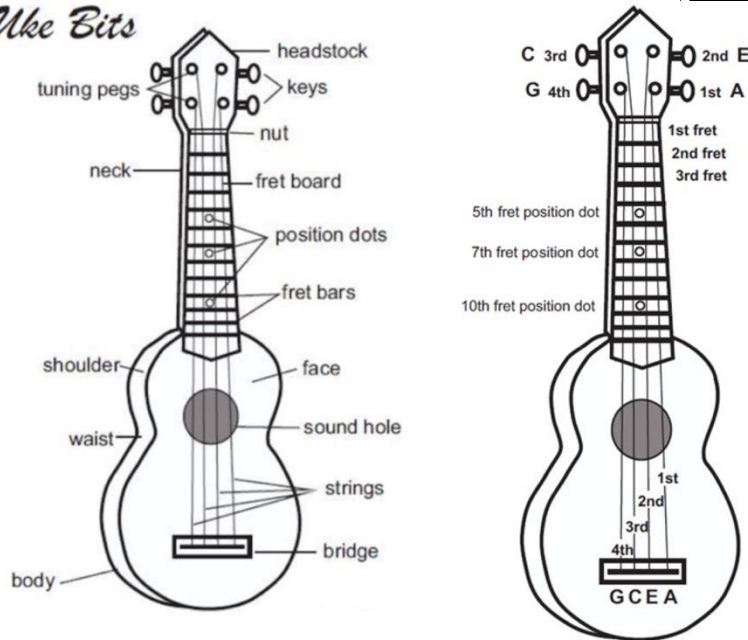
Self-reflection  
What step are you working at?  
What do you need to do to achieve the next step?

Scheme of work key words

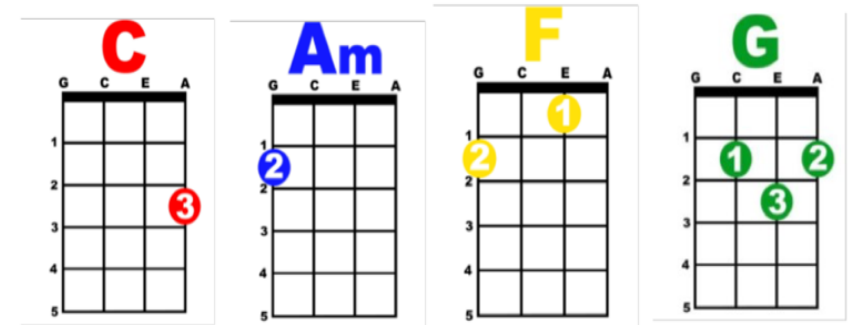
Fret – A fret is any of the thin strips of material, usually metal wire, inserted laterally at specific positions along the neck or fretboard of a stringed instrument.

Tuners – Used to alter the pitch of the strings

## Uke Bits



Bridge	A section which links the verse to the chorus
Middle 8	A section in the middle of a song which contrasts the verse and chorus
Instrumentation	The instruments used in a piece of music. In pop music these would include drum kit, guitar, bass and piano
Melody	The main tune (usually sung by the singer)
Chord	Two or more notes played at once
Bass line	The lowest pitched part
Riff	A repeated pattern
Improvisation	Making it up as you go along
Melody and accompaniment	The typical texture used in pop songs
Lyrics	The words in a song



## Key Skills:

**READY POSITION** – balanced position, side on, racket up and ready, on toes.

**GRIP**- shake hands with the racket sideways on. Wrap fingers round the tape.

**SERVING** –There are several types of serve – short/backhand, long ,flick. A backhand serve should land close to the service line on your opponents side of the net. The racket head must start from below the waist.

**UNDERARM CLEAR** (long serve) – This shot is played high to the back of your opponents court. Start sideways on and use a whip action with the wrist to create power.

**OVERHEAD CLEAR** – Played to the back of your opponents’ court and is a defensive shot. Start sideways on, racket up and behind you, focus on making contact with the shuttle in front of you.

**DROP SHOT**- a shot played with finesse to land the shuttle as close as possible to the net on your opponent’s side.

**TACTICS** - Hitting into space – moving partner around the court

- Shot selection – selecting the right shot for the right situation
- Targeting opponent’s weaknesses

## Rules

Game starts with a diagonal serve- right hand side to right hand side

Serve must land over the service line

Play to 21 points – but must win by 2 clear points.

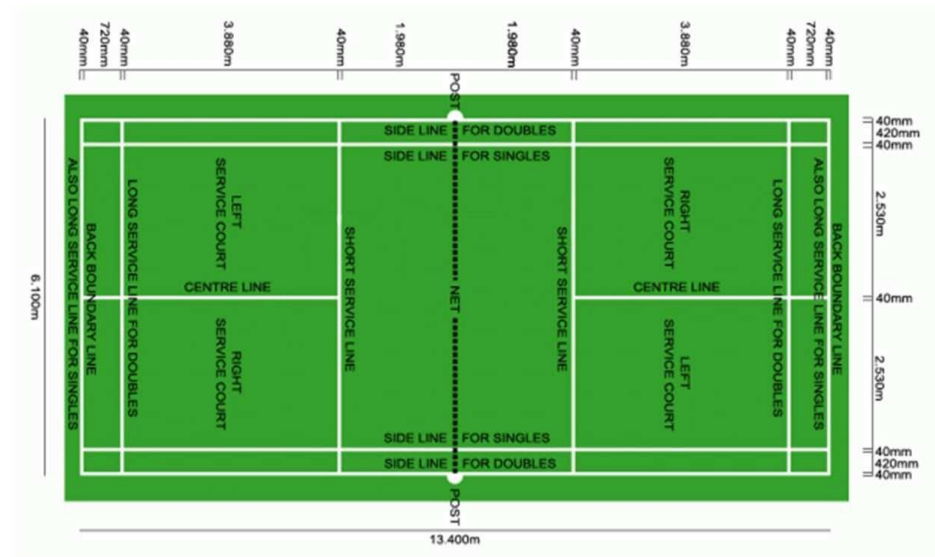
A point is won every rally

Whoever wins the point serves next

When score is even, serve from right, when score is odd, serve from left

Court is long and thin for singles, short and wide for doubles

You cannot hit the net with your racket or body



**Key Skills:**

Basics of why we warm up

Know a warm up for gymnastics, including a pulse raiser and stretching.  
Know the major muscles.

5 basic foot pattern

Jumps – pencil, star, straddle, ¼ turn, ½ turn, full turn, pike, tuck.

Landing technique

Balances – individual, partner – patches and points- hold for at least 5 seconds

Travelling/Locomotion – including forward roll, backward roll, hopping and cartwheels. Explore levels, direction and speed of movement.

Individual/Partner Work/Group work to create small sequences. Focus should be on fluency, body tension and control of all movements

**Stretch and Challenge Task:**

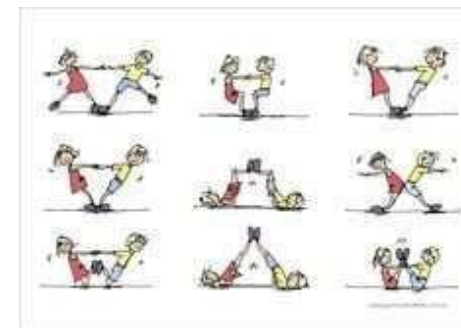
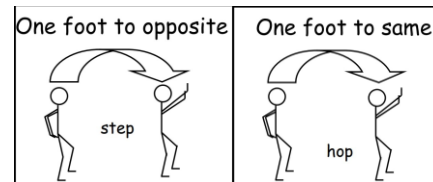
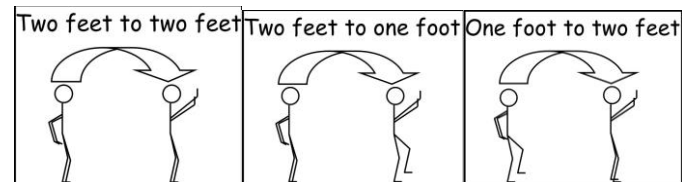
Peer assessment and feedback to class.

Watch an Olympic Floor routine.

What are the disciplines involved in Olympic Gymnastics

Evaluate the techniques that could be used in lessons from your observation of gymnastics at International Level.

**Key Foot patterns**



**Key Content and Terms to learn:**

Extension, Tension, Control, Fluency, Sequence Work.

Counter balance/ counter tension. Mirror, matching, and composition.

**Key Skills:**

**Controlling the ball** – using different parts of the body – this could be the feet or thigh. Remember to cushion the ball.

**Passing** – there are 3 types of passes. Side foot pass, driven pass with the laces and a lofted pass. Using the side of the foot allows you to pass accurately over a short distance, a driven pass allows you to pass the ball on the floor, but a greater distance. Finally, a lofted pass allows you to lift the ball in the air over players and change direction. Remember to keep your standing foot next to the ball when you make the pass.

**Dribbling** – dribbling allows you to move the ball quickly around the pitch using the inside and outside of your feet and keeping the ball close to your feet and your head up.

**Turning with the ball and outwitting a defender** – turning with the ball allows you to change direction using different techniques, such as dragging the ball back with the sole of your boot. Outwitting and opponent allows you to beat a defender using different techniques such as a step over.

**Shooting** – there are different types of shots that allows you to score goals. You instep can be used to control and place the ball into the goal. If you use your laces then this allows more power to be produced.

**Heading** – you can use an attacker header, a defensive header or a controlled header, which might be passing the ball back to someone with your head.

**Attacking** – keeping possession – making a number of passes allows your team to keep possession and advance up the field.

**Tackling techniques** – tackling, jockeying and forcing the player onto their weaker foot.

**Basic Rules**

The game is started by kicking the ball from the centre spot. The U12 game has 9 players – goalkeepers, defender, midfielders and attackers.

Referee and two assistants who officiate the game.

If a ball goes over a touch line a throw in is taken (kick in on the AstroTurf). If an attacker kicks over the goal line it is goal kick and if a defender kicks it over the goal line it is a corner.

To score the ball must cross the opposition's goal line.

The offside rule also applies where an attacker is in front of all opposing defenders when the ball is kicked.

## Overview

This half term, you will be looking at the life of Jesus. Jesus was a Jewish man who lived around 2000 years ago but he changed with world through his teachings. The people who follow those teachings are now called Christians and form the largest religion in the world.

### Key Sources of Wisdom and Authority (Religious Teachings):

The angel said to her, “Don’t be afraid, Mary, because God is pleased with you. Listen! You will become pregnant. You will give birth to a son, and you will name him Jesus.

#### Luke 1: 30-31

Just as Jesus was coming up out of the water, he saw heaven being torn open and the Spirit descending on him like a dove. <sup>11</sup> And a voice came from heaven: “You are my Son, whom I love; with you I am well pleased. **Mark 1: 10-11**

*You have heard that it was said, ‘Love your friends, hate your enemies.’ But now I tell you: love your enemies and pray for those who persecute you’*  
**Matthew 5: 42-47**

*“Blessed are the poor in spirit, for theirs is the kingdom of heaven”* **Matthew 5: 3**

# Year 7 RE

## Spring 1: The Life of Jesus



### Checklist of what you will learn this half term:

- ✓ Jesus the Messiah.
- ✓ Jesus’ Baptism and early life.
- ✓ Jesus’ Miracles.
- ✓ Parables Jesus told.
- ✓ The Sermon on the Mount.
- ✓ Jesus’ temptation in the desert.

### Glossary of Key Vocabulary...

**Messiah:** The saviour of mankind and who Christians believe Jesus was; means the ‘anointed one’.

**Annunciation:** The announcement that Jesus was coming, made by the Angel Gabriel.

**Baptism:** Ritual purification undergone by Jesus, and now one of Sacraments.

**Miracle:** An extraordinary event which cannot be explained; Christians believe Jesus performed many of these.

**Parable:** A story with a meaning, often told by Jesus.

**Sermon:** A religious talk, usually with a message.

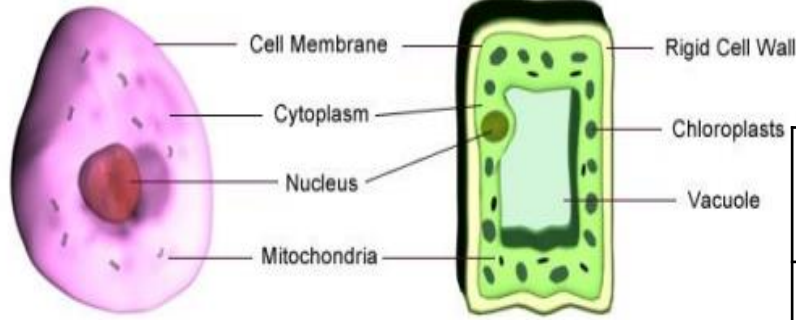
**Temptation:** The feeling of being drawn to do something which is unwise or wrong.

**The Devil:** An evil supernatural being who, in Christianity, tempts people to do wrong.



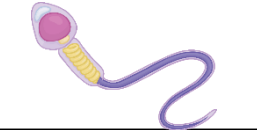
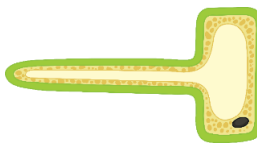

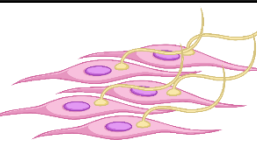
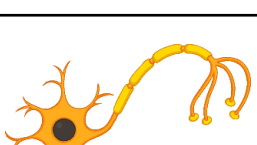
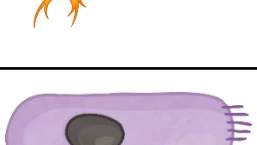
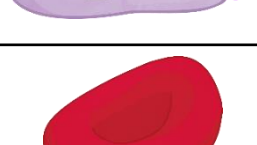
Plant and Animal Cells share these common features

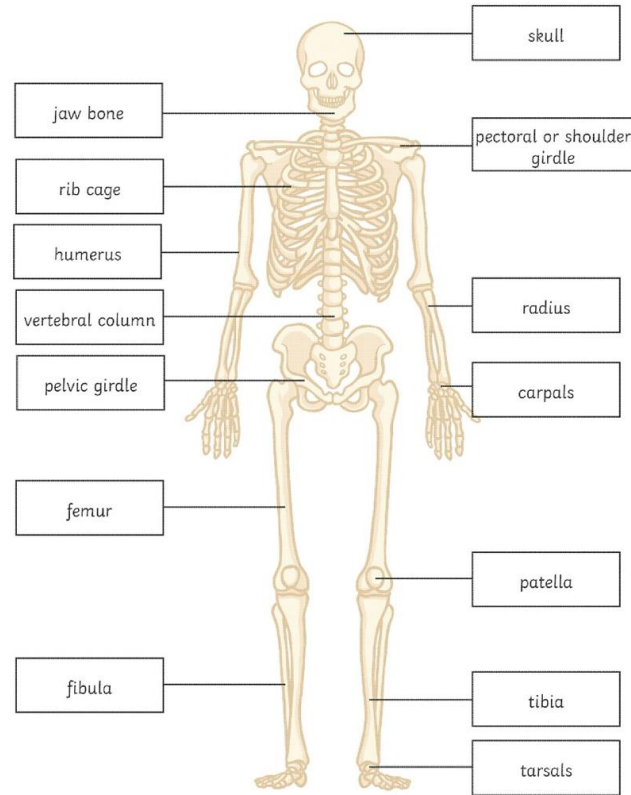
Plant Cells contain these extra features



Cell part	Function
Cell Membrane	Controls what things can enter and leave the cell
Cytoplasm	The place in the cell where chemical reactions happen
Nucleus	The control centre of the cell, where DNA is stored
Mitochondria	Release energy by Respiration
Cell Wall	Stops the cell from bursting and keeps its shape
Chloroplasts	Make food by Photosynthesis
Vacuole	Stores cell sap and helps keep the cell's shape

**Function** (noun) - its job, or what it's supposed to do.  
**Adaptation** (noun) - special changes or additions that parts of our body have to allow it to carry out its function  
**Specialised** (adjective) parts of our body that have adaptations to carry out a particular function are called **specialised** parts.

	Specialised Cell	Function	Adaptations
	Sperm Cell	Find and fuse with the egg cell	<ul style="list-style-type: none"> <li>Long tail to allow it to move</li> <li>Lots of mitochondria to provide energy</li> </ul>
	Root Hair Cell	Absorb water & minerals for the plant	<ul style="list-style-type: none"> <li>Long root hair shape helps get between grains of soil</li> <li>Large surface area maximises rate of water absorption</li> </ul>
	Palisade Cell	Make food for the plant by photosynthesis	<ul style="list-style-type: none"> <li>Lots of chloroplasts</li> <li>Tall shape and large surface area to maximise absorbed sunlight</li> </ul>
	Muscle Cell	To move the body	<ul style="list-style-type: none"> <li>Contains special proteins that allow it to change shape</li> <li>Has lots of mitochondria to provide energy</li> </ul>
	Nerve Cell	To carry nerve impulses around the body	<ul style="list-style-type: none"> <li>The ends of the cell connect to other nerve or muscle cells</li> <li>Conducts electricity to carry impulses from one end to the other</li> </ul>
	Ciliated Epithelial Cell	To move mucus through the airways	<ul style="list-style-type: none"> <li>Has cilia (tiny hairs) to waft mucus through the airway.</li> </ul>
	Red Blood Cell	Carry oxygen around the body	<ul style="list-style-type: none"> <li>Has no nucleus (more room for haemoglobin)</li> <li>Concave shape (Large surface area)</li> </ul>



**KEYWORDS**

**Joint (noun)**

A **Joint** is where two bones meet. Joints have different names, depending on how the bones move round each other.

**Cartilage (noun)**

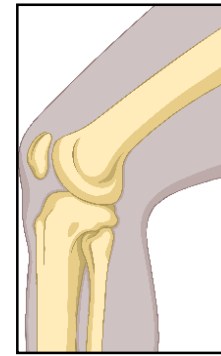
**Cartilage** is a rubbery substance that covers the ends of bones to stop them wearing away. Cartilage also gives your nose and ears their shape!

**Ligament (noun)**

Our skeleton can't stay together by itself. **Ligaments** are stringy tissues that hold the bones together at joints.

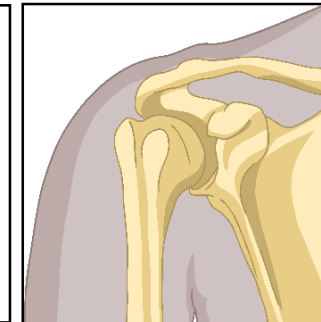
**Tendon (noun)**

**Tendons** are special fibres (like strings) that connect our bones to our muscles to allow us to move.



- A hinge joint allows backwards and forwards movements.
- Knees and elbows are hinge joints.

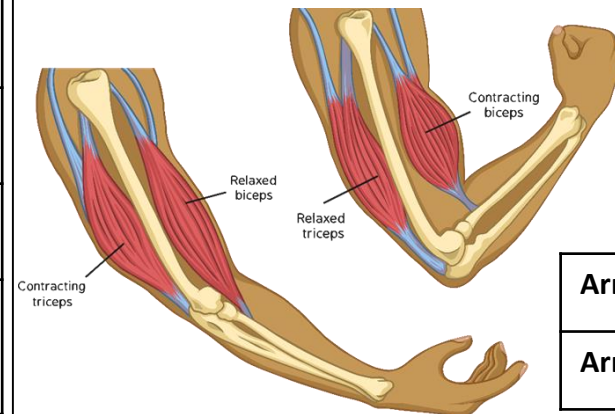
- A ball and socket joint allows movement in all directions.
- Shoulders and hips are ball and socket joints.



Functions of the Skeleton	
Protection	Our bones help to keep our softer organs safe, particularly our <b>rib cage</b> (which protects our heart and lungs) and our <b>skull</b> (protecting our brain)
Movement	Our muscles work together with our bones to help us to move more easily.
Support	Without our bones, we would be floppy, just like slugs and snails!
Making Red Blood Cells	Inside our bones is a substance called marrow. This tissue makes all the red blood cells in our body that we need to carry oxygen.

Skeletal muscles always work in **antagonistic pairs**.

Muscles can't push, they can only pull, so when one muscle contracts and pulls, the other relaxes.



	Triceps	Bicep
Arm straight	Contracted	Relaxed
Arm bent	Relaxed	Contracted



Mi tiempo libre



Key verbs and vocab	<p><b>Me gusta</b> - I like  <b>Me gusta mucho</b> - I really like  <b>Me encanta</b> - I love</p> <p><b>No me gusta</b> - I don't like  <b>No me gusta nada</b> - I really don't like  <b>Odio</b> - I hate</p>	<p><b>chatear en línea</b> - to chat online  <b>escribir correos</b> - to write emails  <b>escuchar música</b> - to listen to music  <b>jugar a los videojuegos</b> - to play videogames  <b>leer</b> - to read  <b>mandar sms</b> - to send text messages  <b>navegar por internet</b> - to surf the net  <b>salir con mis amigos</b> - to go out with my friends  <b>ver la televisión</b> - to watch t.v</p>	<p><b>interesante</b> - interesting</p> <p><b>guay</b> - cool</p> <p><b>divertido/a</b> - funny</p> <p><b>estúpido</b> - stupid</p> <p><b>aburrido/a</b> - boring</p> <p><b>entretendido</b> - entertaining</p> <p><b>activo</b> - active</p> <p><b>sano</b> - healthy</p>
	<p><b>A veces</b> - sometimes  <b>De vez en cuando</b> - From time to time  <b>Nunca</b> - never  <b>Todos los días</b> - everyday  <b>Siempre</b> - always</p> <p><b>Quando...</b> - when</p> <p><b>hace calor</b> - it's hot  <b>hace frío</b> - it's cold  <b>hace sol</b> - it's sunny  <b>hace buen tiempo</b> - it's nice weather  <b>llueve</b> - it's raining  <b>nieva</b> - it's snowing</p>	<p><b>bailo</b> - I dance  <b>canto karaoke</b> - I sing karaoke  <b>hablo con mis amigos</b> - I talk with my friends  <b>monto en bici</b> - I ride my bike  <b>saco fotos</b> - I take photos  <b>salgo con mis amigos</b> - I go out with my friends  <b>toco la guitarra</b> - I play the guitar  <b>hago artes marciales</b> - I do martial arts  <b>hago atletismo</b> - I do athletics  <b>hago equitación</b> - I do/go horse riding  <b>hago natación</b> - I go swimming  <b>juego al baloncesto</b> - I play basketball  <b>juego al fútbol</b> - I play football  <b>juego al tenis</b> - I play tennis  <b>juego al voleibol</b> - I play volleyball</p> <p><b>porque es</b> - because it is...</p> <p><b>porque no es</b> - because it isn't</p>	

Days of the week	<p><b>lunes</b> - Monday  <b>martes</b> - Tuesday  <b>miércoles</b> - Wednesday  <b>jueves</b> - Thursday  <b>viernes</b> - Friday  <b>sábado</b> - Saturday  <b>domingo</b> - Sunday</p> <p><b>Los lunes</b> - On Mondays, every Monday  <b>Los martes</b> - On Tuesdays, every Tuesday  <b>Los miércoles</b> - On Wednesdays, every Wednesday etc...</p>
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Key questions	<p>¿Qué haces en tu tiempo libre? - What do you do in your free time?</p> <p>¿Qué te gusta hacer? - What do you like to do?</p> <p>¿Te gusta...? - Do you like...?</p> <p>¿Qué haces cuando llueve/hace calor/nieva etc? - What do you do when it rains/it's sunny/it snows?</p> <p>¿Qué haces en primavera/verano/otoño/invierno? - What do you do in spring/summer/autumn/winter?</p>
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Seasons	<p>En... - in...</p> <p><b>primavera</b> - spring  <b>verano</b> - summer  <b>otoño</b> - autumn  <b>invierno</b> - winter</p>
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Let's show off	<p><b>Mañana voy a...</b> - tomorrow I'm going...</p> <p><b>Cuesta un ojo de la cara</b> - it costs an arm and a leg</p> <p><b>Siempre me ha gustado...</b> I've always liked...</p> <p><b>Me chifla</b> - I'm crazy about</p> <p><b>Quiero</b> - I want</p> <p><b>No quiero</b> - I don't want</p>
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Look at this model text about hobbies - do you think you could replicate it with your own information?

En mi tiempo libre	In my free time
<u>me encanta leer</u>	<u>I love reading</u>
<u>porque es interesante</u>	<u>because it's interesting</u>
<u>pero nunca hago equitación</u>	<u>but I never go horseriding</u>
<u>porque icuesta un ojo de la cara!</u>	<u>because it costs an arm and a leg!</u>
Quando <u>hace sol</u> juego al <u>fútbol</u> .	When <u>it's sunny</u> I play <u>football</u> .
<u>Siempre me ha gustado el fútbol</u>	<u>I've always liked football</u>
<u>porque es sano y</u>	<u>because it's healthy and</u>
cuando <u>llueve veo la televisión</u> .	when <u>it rains I watch TV</u> .
¿Qué haces cuando <u>llueve</u> ?	What do you do when <u>it rains</u> ?
Los <u>sábados salgo con mis amigos</u>	On <u>Saturdays I go out with my friends</u>
pero <u>mañana voy a jugar a los videojuegos</u> .	but <u>tomorrow I'm going to play videogames</u> .

