



## SPWT Year 7 Knowledge Organisers: Autumn

Name:

Form:

*“Knowledge is power. Information is liberating. Education is the premise of progress, in every society, in every family”*  
Kofi Annan

Knowledge organisers are brought to school every day, in their plastic folder.

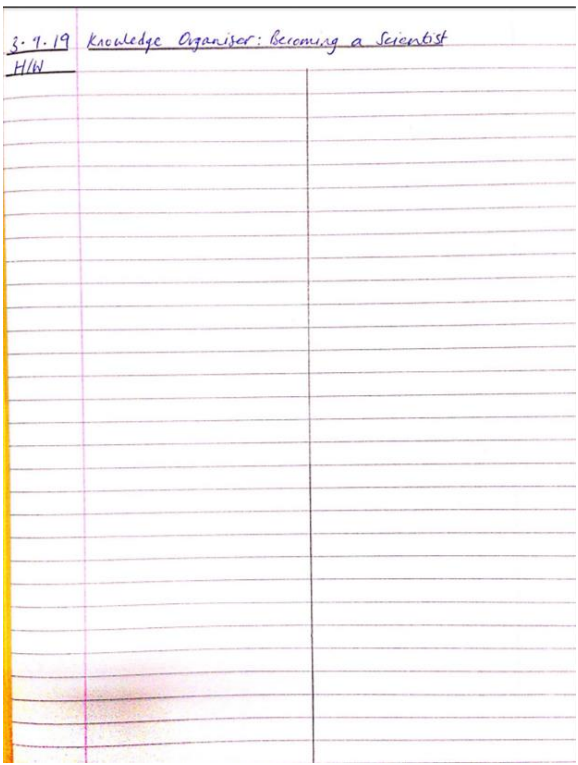
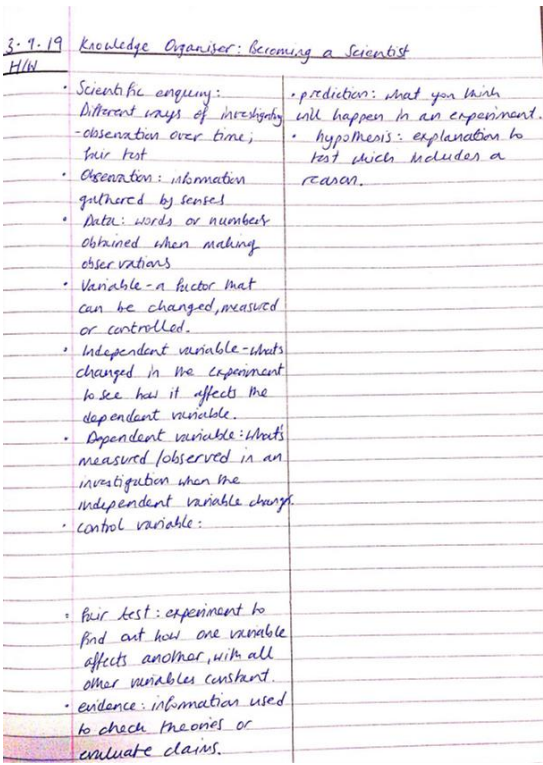
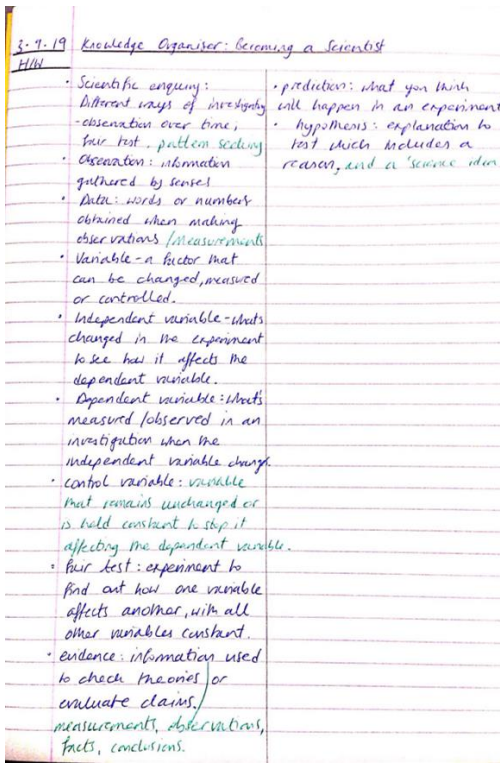
### **What is a knowledge organiser?**

A knowledge organiser specifies, in meticulous detail, the exact facts, dates, events, characters, concepts and precise definitions that you are expected to master in your long-term memory.

### **Why do we use knowledge organisers?**

Knowledge organisers support you to build knowledge for long-term learning. They also support you to learn to study independently.

# How do I use my knowledge organiser?

 <p>3.7.19 Knowledge Organiser: Becoming a Scientist HW</p>	 <p>3.7.19 Knowledge Organiser: Becoming a Scientist HW</p> <ul style="list-style-type: none"><li>Scientific enquiry:<ul style="list-style-type: none"><li>Different ways of investigating<ul style="list-style-type: none"><li>observation over time;</li><li>fair test</li></ul></li></ul></li><li>Observation: information gathered by senses</li><li>Data: words or numbers obtained when making observations</li><li>Variable - a factor that can be changed, measured or controlled.</li><li>Independent variable - what's changed in the experiment to see how it affects the dependent variable.</li><li>Dependent variable: what's measured / observed in an investigation when the independent variable changes</li><li>control variable:</li></ul> <ul style="list-style-type: none"><li>fair test: experiment to find out how one variable affects another, with all other variables constant.</li><li>evidence: information used to check theories or evaluate claims.</li></ul>	 <p>3.7.19 Knowledge Organiser: Becoming a Scientist HW</p> <ul style="list-style-type: none"><li>Scientific enquiry:<ul style="list-style-type: none"><li>Different ways of investigating<ul style="list-style-type: none"><li>observation over time;</li><li>fair test; pattern seeking</li></ul></li></ul></li><li>Observation: information gathered by senses</li><li>Data: words or numbers obtained when making observations / measurements</li><li>Variable - a factor that can be changed, measured or controlled.</li><li>Independent variable - what's changed in the experiment to see how it affects the dependent variable.</li><li>Dependent variable: what's measured / observed in an investigation when the independent variable changes</li><li>control variable: variable that remains unchanged or is held constant to stop it affecting the dependent variable.</li><li>fair test: experiment to find out how one variable affects another, with all other variables constant.</li><li>evidence: information used to check theories or evaluate claims, measurements, observations, facts, conclusions.</li></ul> <ul style="list-style-type: none"><li>prediction: what you think will happen in an experiment</li><li>hypothesis: explanation to test which includes a reason, and a 'science idea'</li></ul>
<p>Start a new page. Write the date and HW in the margin and underline. Write the title at the top of the page (Knowledge Organiser *Topic*).</p> <p>Draw a line down the middle of the page using a ruler (measure accurately where the middle is).</p>	<p><b>COVER</b> the right-hand side of the table in a section of the Knowledge Organiser.</p> <p><b>WRITE</b> down the word/ question on the left, followed by your answer.</p>	<p><b>CHECK</b> your answers by uncovering and reading the right-hand side</p> <p><b>CORRECT</b> any answers that are incorrect using a green pen</p>

## ART FORMAL ELEMENTS

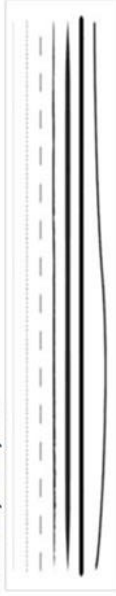
**TONE:** The general effect of colour or light and shade in a picture or an object

**Related words:** Tint, shade, light, medium, dark, fade, intense, gradulation, monochrome, silhouette, soft, value etc.



**LINE:** A continuous or broken mark used to create both 2 and 3 dimensional work.

**Related words:** straight, curved, thick, thin, dotted, horizontal, vertical, crossed, dashed, wiggly, angular, scribble, faint, etc.

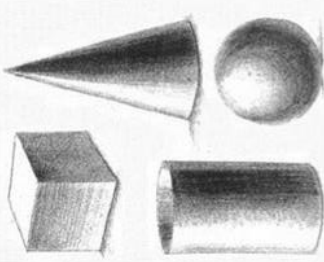
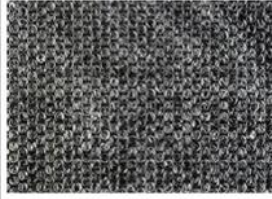


**COLOUR:** The sensation produced in the eye by rays of light creating a range of colours. Things are often recognised by their colours, i.e. blue sky.

**Related words:** Primary, secondary, warm, cool, bright, hue, complementary, blend, luminous, glowing, harmonious, pure, clash etc.

**TEXTURE:** The feel or appearance of a surface.

**Related words:** Rough, smooth, pitted, furry, soft, polished, rugged, bumpy, uneven, coarse, slimy, wrinkled, gritty, fuzzy, splatter, jagged, hatching, bobbly, fine, shiny, sharp etc.



**FORM:** The raised or three dimensional shape or appearance of an object.

**Related words:** relief, raised, dimensions, monumental, solid, rounded, contours, sculptural etc.

**SHAPE:** An area, person or object with a definite outline.

**Related words:** Square, circle, triangle, oval, regular, irregular, geometric, conical, uniform, angular, profile,



**PATTERN:** A repeated decorative design. An arrangement of shapes which create a more complicated overall shape or design.

**Related words:** Regular, irregular, order, alternate, intermittent, check, stripes, spots, diamonds, structure, symmetric, repeat, spiral, order, fluid, geometric, embellish, overlap, simple, ornamental etc.

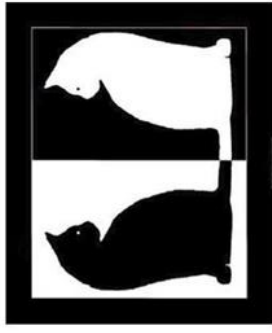


**CROSS HATCHING:** Techniques for the creation of tone and texture in a drawing.



**SPACE:** The area or interval in and around a group of objects or shapes.

**Related words:** Distance, near, far, perspective, emptiness, depth, proportion, squashed, size, scale, recede, negative, positive, etc.



Negative and positive space

**COMPOSITION:** Arrangement of elements within a work of art

**Related words:** Diagonal, S-shaped, L-shaped, grouping, the golden ratio, bird's eye view, worm's eye view, horizon

PLEASE USE THIS KNOWLEDGE ORGANISER/FORMAL ELEMENTS TO HELP YOU WRITE AND ANALYSE YOUR WORK AND ARTIST WORK.



## PORTRAIT KNOWLEDGE ORGANISER

**Portrait:** an artistic representation of a person, in which the face and its expression is predominant. The intent is to display the likeness, personality, and even the mood of the person. **Self-portrait:** a portrait that an artist produces of themselves.

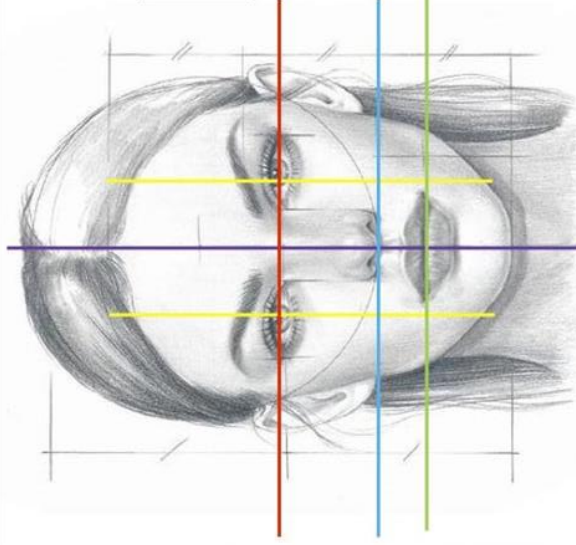
Portrait doesn't have to be simply a literal representation. Portrayed person can be represented by using or adding images of **personal objects, places, memories, animals, people**. It can also use **abstract shapes and symbols** to express moods, emotions, personality.

**Types of portraits:** painting, drawing, photograph, sculpture, graphic design...

The eyes are **half-way from the top** of the head to the chin. IF YOU DRAW IMAGINARY LINES FROM THE CENTRE OF YOUR EYES THIS WILL GIVE YOU THE MOUTH WIDTH.

The NOSE is half-way from the eyes to the chin. IF YOU DRAW IMAGINARY LINES FROM INSIDE CORNERS OF YOUR EYES THIS WILL GIVE YOU THE NOSE WIDTH.

Mouth is **1/3 from the nose to the chin**



The ears run from the top of the eyes to the top of the mouth

The neck runs from behind the ears

**Composition** is the layout or where the objects are placed within a picture. Good composition should be pleasing to the eye, have a focal point and have a balance of elements. Portrait composition includes **facial features** drawn with correct **proportions**, and using **formal elements**.

**Contour-** follows the shape of a round or curved object

**Tone** -represents the appearance of the objects surface (texture, light and colour).



**Light direction-**source of light that defines highlights and shadows

**Surface/Direction planes-** gives an object shape, form and perspective



**Perspective-3D** representation of objects in a drawings which appear to have depth and space. Often achieved by making objects smaller as they get further away in the foreground/ middle ground and background.




**Examples of portrait artists:** Vincent van Gogh, Frida Kahlo, Andy Warhol, Leonardo Da Vinci, Paul Gauguin, Pablo Picasso, Corrine Day, David Bailey, Rankin, Barbara Kruger

**Keywords:** life, identity, hobbies, past, present, future, memories, activities, places, collage, painting, drawing, sketch, texture, tone, story, combine, manipulate, facial proportions, facial features, balance of elements, focal point, space, placement, background, foreground, middle ground, story, composition

COLOUR

**Colour definition:** one of the **elements of art**, that is produced when light, striking an object, is reflected back to the eye.


**Colour in art:** colour is a subjective sensation, a human reaction to a hue arising in part from the optic nerve, and in part from education and exposure to colour, and from the human senses. Colour could have emotional and symbolic meaning in art.



Primary Colors



Secondary Colors



Tertiary Colors

**Primary colours** are basic colours that can be mixed together to produce other colours. These colours are **Red, yellow and blue**

**Secondary colours:** colours resulting from the mixing of two primary colours. **Yellow + red = orange**  
**Blue + red = purple**  
**Blue + yellow = green**

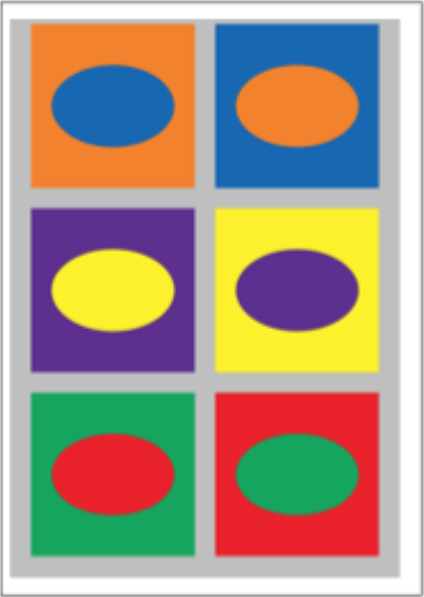
**Tertiary colours** are combinations of primary and secondary colours. There are six tertiary colours; **red-orange, yellow-orange, yellow-green, blue-green, blue-violet, and red-violet.**



Hue: pure colour
Tint: hue + white- reduces darkness
Tone: hue + grey- shading
Shades: hue + black- increases darkness



**Complementary colours:** pairs of colours which, when combined or mixed, cancel each other out (lose hue) by producing a grayscale colour like white or black. When placed next to each other, they create the strongest contrast for those two colours. Complementary colours may also be called **opposite colours**.



**Painting techniques:** block/poster painting, watercolours, acrylic painting, oil painting

**Painting materials:** paper, canvas, board, palette, brushes, palette knife, sponge,

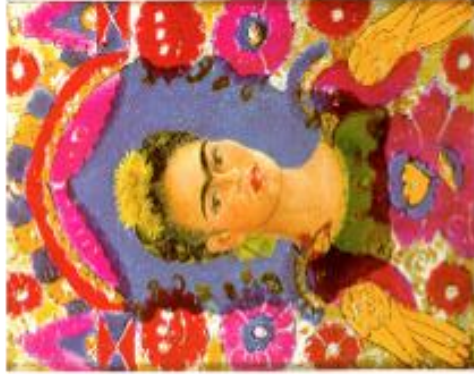
**Painting subject:** still life, portrait, landscape, abstraction, figurative

**Main art movements:** cubism, impressionism, post impressionism, pointillism, fauvism, futurism, surrealism, pop art, expressionism

**Keywords:** colour theory, colour wheel, complimentary, primary, tertiary, tint, hue, shade, tone, landscape, portrait, still life, abstract, figurative, contemporary, modern, traditional, impasto, paper, canvas, fabric, cardboard, brush, palette knife, canvas, palette, paper, watercolour, acrylic, oil, tempera/poster/block paint



Portrait Artists



Frida Kahlo (Mexican: 6 July 1907 – 13 July 1954)  
Self Portrait – 'The Frame'  
1938



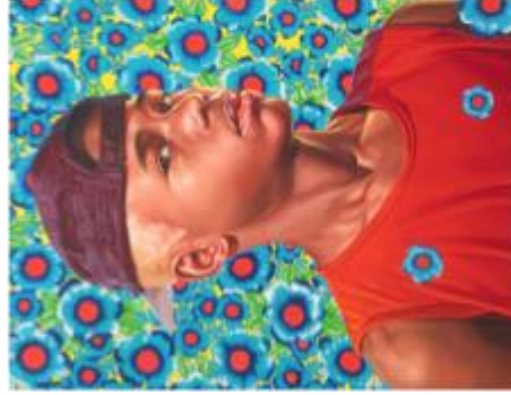
Sir Stanley Spencer (British: 30 June 1891 – 14 December 1959)  
'Self Portrait'  
1959



Alice Neel (American: 28 January 1900 – 13 October 1984)  
'A Spanish Boy'  
1955



Sebastiao Salgado (Brazilian: 8 February 1944)  
'Afghan Camp'  
1996



Kehinde Wiley (American: 28 February 1977)  
'Randerson Romualdo Cordeiro'  
2008



Rankin (British: 28 April 1966)  
'Self Portrait'  
1966



Chila Kumari Burman  
(British: 30 June 1891 – 14 December 1959)  
'28 Positions in 34 years'  
1996



## How to write about art & how to analyse artist's work



**Information about the artist – Write down some important information about the artist and why have you chosen them.**

Who is the Artist you are researching? When and where they were born? What style did they create in? What are their main themes? What was their source of inspiration? Why are you looking at this artist? How do they relate to your theme? How do they relate to your work? How do they inspire you?



**Content & visual description- The content is the subject of a piece of work.**

What is the title of the artwork it? What type of artwork is it? What is the artwork about? What is happening? What is the subject matter of the artwork?

**Key words:** Painting, Drawing, Print, Sculpture, Photography, Textile piece, collage, figurative, abstract, landscape, portrait, still life, background, middle ground, foreground, realistic, unrealistic



**Form:** This means looking at the formal elements of an artwork.

**Formal elements:** Line, Tone, Texture, Shape, Form, Space, Colour, Pattern, Value.

Describe the composition, shape, form, line, tone, colours, textures and objects in the work- How has the artist arranged the **composition**? What kind of **shapes** or **forms** can you find? What **colours** does the artist use? What kind of **marks, patterns** or **techniques** does the artist use? What kinds of **textures** can you see? How big is the work? Look at how the artist arranges the work. Can you describe how the different parts fit together?

**Key words:** Composition, balanced, symmetrical, asymmetrical, foreground, middle ground, background, arrangement, shapes, small, large, angular, curved, geometric, proportion, accurately, broken up, scale, perspective, overlapping, organised, repeat, angles, hot, cold, bright, dull, vivid, sombre, pastel, clashing, matching, complementary, range, variety, rough, smooth, broken, fragmented



**Context - This refers to how the work relates to a particular time, place, culture and society in which it was produced.**

When and where was it made? Who made it? How does it link with the social, cultural or political history of the time? Do you think the circumstances have influenced the artist? What can the background of the artist tell you about the art work? Can you link it to other arts of the period, such as film, music or literature? Does the work relate to other areas of knowledge, such as science or geography? Which art movement was the artist part of?

**Keywords:** Political, response, relation, influence, government, political issues, war, peace, change, abstract, surrealist, pop art, realistic, cubist, futurist, expressionist,





## Process - Looking at process means studying how the work was made and what techniques & materials were used.

What materials and tools were used to make the piece? What is the evidence for this? How has the artist made the work? What techniques and process has the artist has used? What is good about their choice of materials? How do the materials help create a certain message? Is this work part of a series? Is it striking out in a new direction? What could be done to improve it? What would you have done? Have you tried using these materials? How did you find using them? Was it easy, tricky, fun? How have you experimented with different materials?

**Keywords:** Pencil, oil paint, pastels, charcoal, acrylic paint, watercolour, ink, photography, fabric, mixed-media, clay, bronze, marble, wire, wood, experimenting, combining, layering, structure,

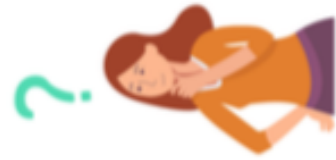


## Mood and meaning - means looking at how the artist has created a certain atmosphere or feeling and what is the intention of the artwork.

**Mood:** Does the work create an atmosphere? How does the work make you feel? Why do you think you feel like this? How do formal elements- the colour, texture, form or theme of the work affect your mood?

**Meaning:** What do you think the work is about? Is the meaning clear? Is the work ambiguous? What does the work mean to you? What does the work remind you of? Does it link with other images, objects, artists you have seen? What is the artist trying to say through their work? Is there a message? Is the work about a subject? What do you think the artist is trying to say or represent? Could the work have a symbolic or moral meaning?

**Keywords:** Interesting, unusual, happy, sad, gloomy, peaceful, expressive, aggressive, calm, disturbing, provocative, thought-provoking, suggestive, subtle, surprising, beautiful, ugly, strange, suggests, evokes, conveys, mood, feeling, creating, atmosphere, recalls, reminds me of , recreates



## Your personal response - Describe how the picture affects you when you look at it, and how does it inspire you.

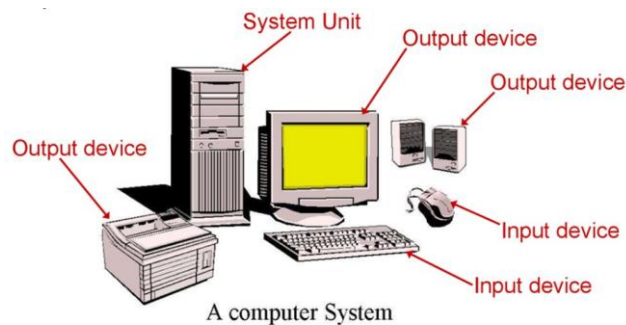
**Answer in detail:** What is the atmosphere? What is your reaction to the artwork? What is it about the picture that makes you react in this way? What do you think about the artist's work? What did you notice first? Do parts draw your attention more than others? Do you like or dislike it? Does the piece make you feel in a particular way? Describe why it makes you feel this way? Does the piece remind you of anything? Why? Have you seen a piece like this before? Where? When? What do you think about the artists' work? How might you use some of the artists' ideas for your project? How might you create a personal response to the artist?

**Key words:** Ideas, skill, originality, meaning, relevance, difference, emotional, memory, experience, meaningful, personal, hard to understand, complicated, strange, interesting, fun, fascinating, interesting, challenging, relating.



Computer Science: Computer Systems

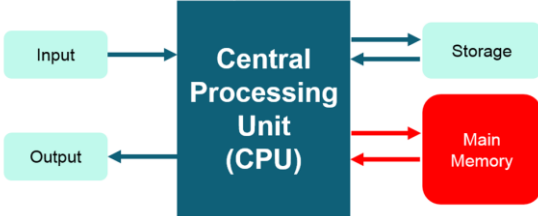
Key Words:	Definition
Computer system	A basic, complete and functional computer, including all the hardware and software required to make it functional for a user
Hardware	The physical parts of a computer (e.g.: keyboard, mouse, CPU, printer)
Software	The programs that run on the computer (e.g.: Windows, MS Word, McAfee)
Processor/CPU	Performs any calculation and processes instructions given to it
Storage device	A storage device is a piece of computer equipment which can be used to store data
Peripheral device	Any input/output devices that are connected to a computer (example: keyboard, printer)
Input device	An input device is any piece of computer hardware used to provide data to a computer system (e.g. keyboard, scanner)
Output device	An output device is any piece of computer hardware used to communicate the results of data that has been processed (e.g. monitor)



Storage capacity of a device: it measured in bytes. Remember the following units:	
kilobyte (KB)	1,024 bytes.
megabyte (MB)	1,024 KB.
gigabyte (GB)	1,024 MB.
terabyte (TB)	1,024 GB.

Input Devices	Output Devices	Storage Devices
    	   	    

Processor/CPU: CPU clock speed is measured in Hertz, the higher the value, the faster the processor is.:Larger measures include:	
1 KHz (KB)	1,024 Hz.
Megahertz (MHz)	1,024 KHz.
Gigahertz (GHz)	1,024 MHz.



Google Slides	Tips for creating a presentation:
Font	Use a consistent font style and
Background	Use a contrasting background colour so it is easy to read the text.
Image	Use relevant high quality images & check for copyright.
Animation	You can add moving text/images to emphasise
Transition	The movement from one slide to the other should be consistent.
Layout	Keep the layout simple and consistent.
Audience	Who will read your presentation? What is their age group? Use suitable language and style.
Purpose	Be clear about the purpose of your presentation and the information you want to convey.
Audio/ video	You may want to add sound or video files to illustrate.

# Computer Science

## Knowledge Organiser

### Topic: Unit 7.3 Data Gathering

#### Introduction

A spreadsheet can be used as a modelling tool. The model is controlled by a set of rules introduced by formulae. Spreadsheets are used to store information and data. Once you have your information in a spreadsheet you can run powerful calculations and make charts.

Spreadsheet Keywords:	Meaning
Axis labels	A label for a graph's horizontal or vertical axis that explains what the value relates to
Cell	An individual spreadsheet box where you enter data.
Cell reference	Names of individual cells (A5 for example).
Column	Cells that go down the spreadsheet page.
Data	Values, typically letters or numbers.
Format	The appearance of a document, including the fonts, colours, size and rotation.
Formula	Makes automatic calculations that update when the data does.
Function	Makes more complex calculations.
Row	Cells that go across the spreadsheet page.
Spreadsheet	A piece of software used to manipulate data, often used in modelling.

Common Formulas/Functions	= SUM	Adds a range of cells together
	= AVERAGE	Finds an average for a range of cells
	= MIN	Returns the smallest value in range
	= MAX	Returns the highest value in a range
	= COUNT	Counts cells if they meet a condition

#### Types of Charts in Excel

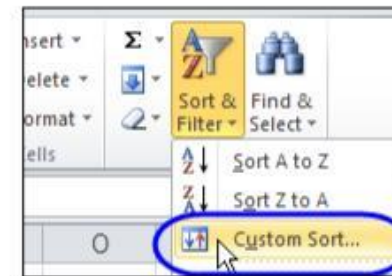


IF	one of the logical <b>functions</b> , to return one value <b>if</b> a condition is true and another value <b>if</b> it's false. For example: <b>=IF(A2&gt;B2,"Over Budget","OK")</b> <b>=IF(A2=B2,B4-A4,"")</b>
Count IF	<b>=COUNTIF</b> (Where do you want to look?, What do you want to look for?)
Auto SUM	<b>Excel automatically</b> enters a formula (that uses the <b>SUM</b> function) to <b>sum</b> the numbers
= COUNT	Counts cells if they meet a condition

Golden rule: every formula always starts with an =

Cell references begin with a letter, and finish with a number. EG: **A1**

A range is a selection of cells. EG: **A1:B8**



**Ascending:**  
low to high, A to Z,  
1 to 10

**Descending**  
High to low, Z to A,  
10 to 1



#### Data gathering keywords:

Primary Data	Data that is collected by a researcher from first-hand sources.
Secondary data	Secondary data refers to data that is collected by someone other than the user.
Examples of primary data	Primary sources of data include data collected using surveys, interviews, or experiments.
Examples of secondary data	Examples of secondary data include data collected from existing sources like the internet, books, magazines, and censuses
Bias	Inclination for or against one person or group, especially in a way considered to be unfair.
Reliability of data	The quality of the data being trustworthy



# DT: Year 7 Food

Food Groups	What do they do?	Where do we find them?
<b>Protein</b>	Help build, repair and maintain our muscles, organs and body tissue	Meat, beans, eggs, lentils, fish
<b>Dairy</b>	Helps maintain healthy bones and teeth	Milk, yoghurt, cream, cheese
<b>Carbohydrates</b>	Gives us energy	Potatoes, pasta, breads, rice, cereal
<b>Vitamins &amp; minerals</b>	Helps us to grow maintain a healthy body	Fruit, vegetables
<b>Fats &amp; sugars</b>	Used for energy, insulation and to protect the vital organs	Cakes, biscuits, sweets, oil,

## The senses

In order to evaluate food and make it better we often talk about it in terms of the senses: sight, touch, taste and smell.



**aroma**

aromatic, floral, musty, acrid, citrus, perfumed, fragrant, strong, spicy, sweet, buttery, rotten



**appearance**

Round, square, bright, dull, plain, colourful, stacked, cubed, small, large, stringy, interesting, shapes, variety, boring, size

**taste**

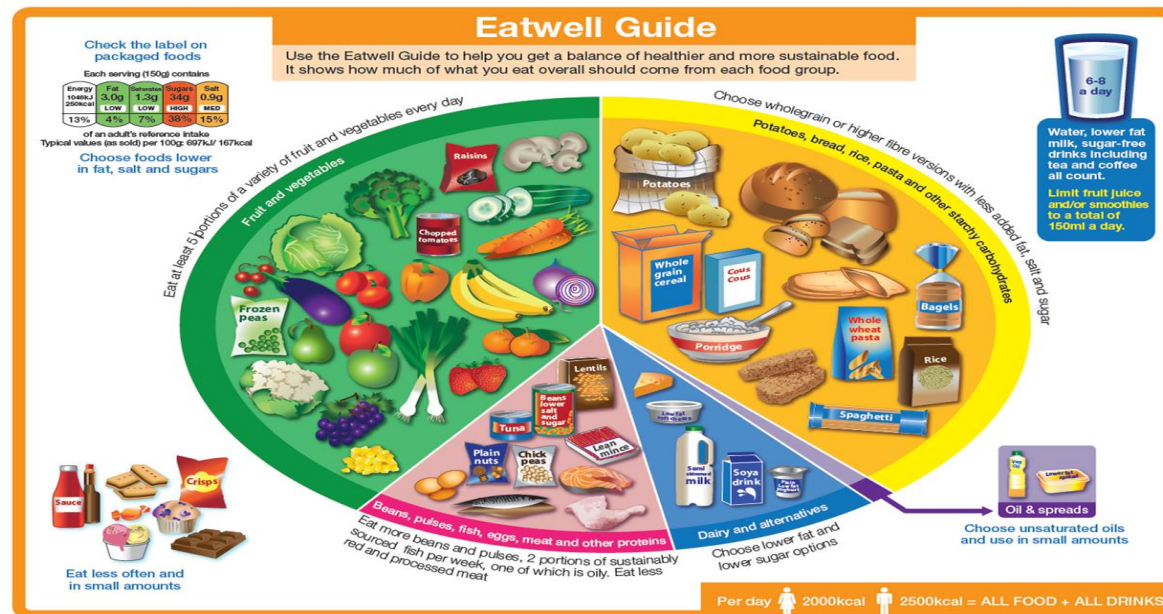


Bitter, warm, zesty, hot, tangy, sharp, rich, salty, bland, acidic, weak, spicy, strong, sweet, cool

**texture**



Brittle, rubbery, short, gritty, clammy, stodgy, tender, waxy, soft, hard, crumbly, crispy, chewy, smooth, mushy, sticky, dry, fluffy, firm, moist



## Safe cutting techniques

The Bridge



The Claw



## STOP CROSS CONTAMINATION

USE CORRECT COLOUR CODED CHOPPING BOARDS AND KNIVES AT ALL TIMES!

**RAW MEAT**



**RAW FISH**



**COOKED MEATS**



**SALADS & FRUITS**



**VEGETABLES**




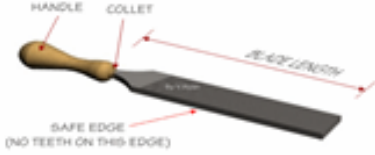



**DAIRY PRODUCTS**






THE FOOD HYGIENE AND HACCP REGULATIONS

## DT: Year 7 Product Design

### Hand Tools

 <p><b>Coping saw</b> used to cut shapes in wood &amp; Acrylic</p>	
 <p><b>Hand Files:</b> used to shape and smooth edges and surfaces</p>	
 <p><b>Sand paper:</b> used to Smooth surfaces</p>	
 <p><b>Wet &amp; dry paper:</b> used to smooth Plastic and metal surfaces</p>	
 <p><b>Needle files:</b> used to shape and smooth fine details</p>	

### Materials

		
<p><b>Pewter:</b> An alloy (96% tin/4% copper), it is a soft metal that can be easily shaped by hand tools. It has a low melting point so is suitable for casting.</p>	<p><b>MDF (Medium Density Fiberboard):</b> A man made wood, made from wood fibres/saw dust glued together under heat and pressure.</p>	<p><b>Acrylic:</b> This plastic is a thermoplastic – it can be heated and formed into a shape and then when reheated, it returns to its original shape.</p>

### The Brazing Hearth



Used to melt and join metal.

### The Pillar Drill



Used to drill holes through wood, metal, plastic.

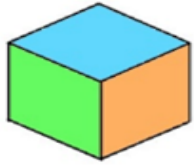
Thermoplastic	Can be formed using heat many times
Alloy	A metal that is made mixing two or more metals together
Casting	Adding liquid metal to a mould
Melting point	The temperature at which a substance melts
Mould	A hollow form that liquid can be poured into to set/harden

### Material Properties

Physical properties	Aesthetic properties
<p>How a material behaves (strength, hardness, melting point...) Exp: The wood is strong, hard and smooth</p>	<p>How a material looks (colour, size, decoration...) Exp: The wood is brown and grainy</p>

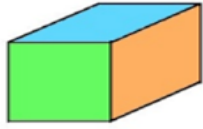


# DT: Year 7 Graphics: Technical Drawing



Isometric

All the vertical lines are drawn vertically but all horizontal lines are drawn at 30 degrees (diagonally) to the base line.



Oblique

Three vertical lines and three horizontal lines meet at 90 degrees. All horizontal diagonally are parallel in the same direction.

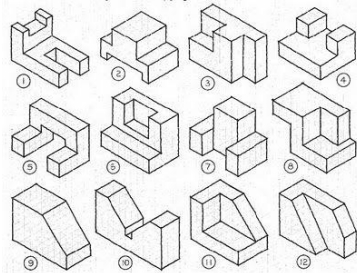
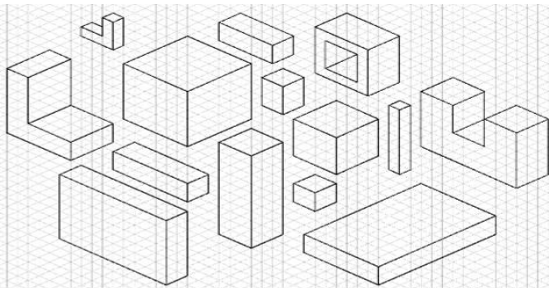


Perspective

All vertical lines are parallel. The horizontal are diagonally and get closer together to give the appearances of distant.

## What is isometric projection

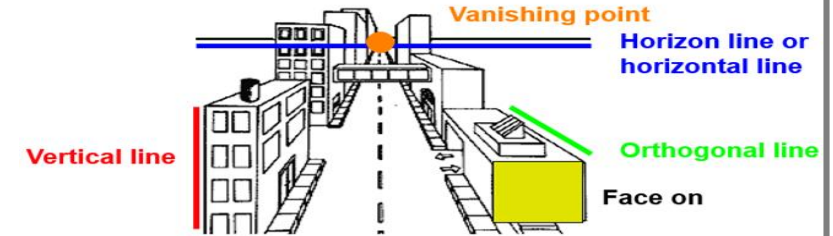
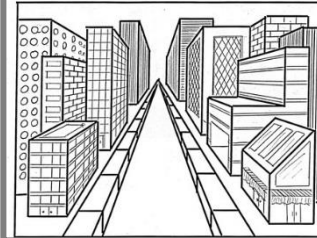
Isometric drawing is a 3D drawing but it doesn't show perspective. All vertical lines are vertical but all horizontal lines are drawn at 30°.



Perspective	The way in which you see something
Parallel	Line that are always the same distance apart and never meet
Vertical	Lines going up and down
Horizontal	Lines going across

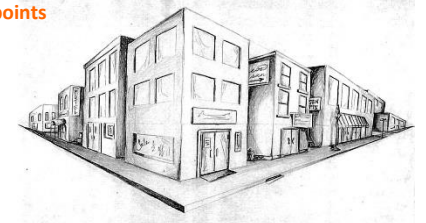
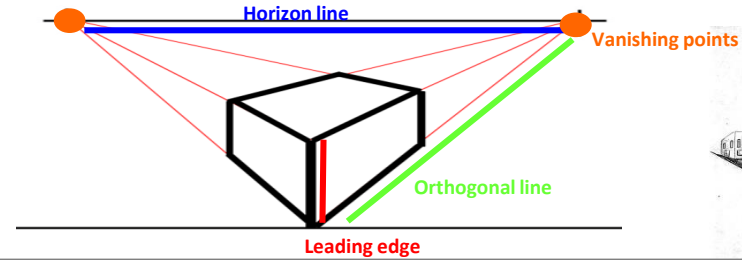
## What is one point perspective?

One point perspective is a way of making an object look 3D. The object is seen from the front. The object gets smaller the further away from you it gets.



## What is two point perspective?

Two point perspective helps make an object look 3D but it's seen from the corner or at an angle.



Three Dimensional	having or appearing to have 3 dimensions: length, breadth, and depth.
Vanishing Points	a point at which all orthogonal lines in perspective drawing meet
Leading edge	the forward part of something
Horizon line	Your eye level - the line where the earth or sea seems to meet the sky.
Orthogonal line	The diagonal lines used in perspective drawing to meet the vanishing point

# Drama Year 7

## Core Drama terminology

### Key Drama vocabulary

Still images	A 'frozen picture' created by actors which communicates meaning. All performers stand motionless in different positions. It's sometimes called a freeze frame or tableau. It can provide insight into character relationships with a clear focus upon use of space, levels, body language and facial expression.
Movement	The process of moving the body on stage to express feelings, or emotions
Role play	To act out or perform the part of a person or character with movements and dialogue
Audience	The spectators who watch the performance
Off-Stage	The area 'backstage' where the audience can't see the actors
On Stage	The area on stage where the actors can see the actors performing
Character	The person/persona an actor wishes to convey

**Stage lights**  
These are the lights which set the atmosphere on the stage



**The stage**  
This is where the actors perform

**The aisle**  
This is where people walk to find their seat in the audience

**The audience**  
This is where people watch the performance



When the actors on stage are following a script written by a **playwright** this is called a **play**

### Physical and Vocal Skills

Facial Expressions	Using the face to express the character's feelings and emotions.
Vocal expressions	Using the voice to express the character's feelings and emotions.
Gesture	An expressive movement of the body, mostly the hands or the head that is done to express a feeling or certain meaning, f.ex. Waving to greet someone.
Body Language	The way in which our bodies communicate our character's attitudes. You are able to use your body to show emotions or hidden feelings by the way you stand, walk, use gestures and facial expressions.
Mime	Using <u>only</u> your body to tell the story



Year 7 Drama Autumn 1

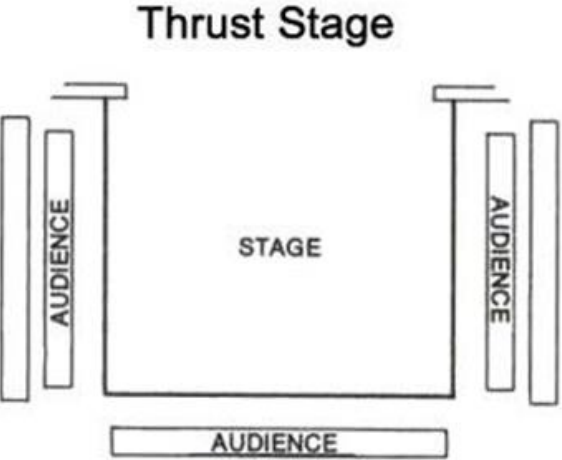
Introduction to the Origins of Theatre: Greek Theatre

Context	
Ancient Greece	About 2,500 years ago, Greece was one of the most important places in the ancient world. The Greeks were great thinkers, warriors, writers, actors, athletes, artists, architects and politicians.
Greek Theatre	Greek theatre began in the 6th century BCE in Athens with the performance of tragedy plays at religious festivals.
Masks	Greek theatres were so large that the audience would often not be able to see the facial expressions of the actors. This is why they used large masks especially in the chorus.
Chorus	A group of characters who speak in unison and dress the same. They will often reveal things about the plot and the characters
Thespian	An actor
Stock characters	A stock character is a stereotypical fictional character in a work of art such as a novel, play, or a film who audiences recognize from frequent recurrences in a particular literary tradition.

A Greek Theatre: Theatre of Delphi



A Greek Chorus in masks



Drama Terminology: Physical and Vocal Skills	
Vocal projection	Using the voice so that all the audience can hear.
Vocal Tone	The way that you speak, using 'intonation' to add feelings, emotions or sub-text
Chorus/ Choral speaking	A variation on chorus work where a group of performers speaks with 'one voice'
Narration	the action or process of narrating a story
Soundscapes	A <u>collection</u> of sounds to create atmosphere/mood
Choral speaking	More than one person speaking together at the same time
Unison movement	More than one performing the same movement together at the same time



# Drama Year 7 Autumn 2

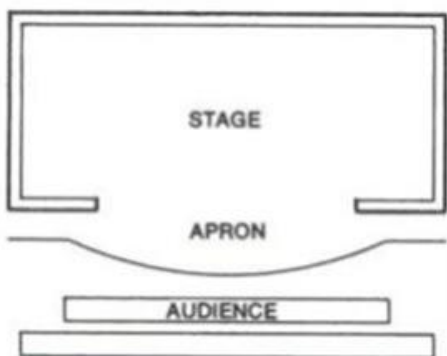
## Introduction to Storytelling

### Storytelling conventions

Fairy Tales	A short story which often includes mythical creatures and imaginary scenarios. Some originate from traditional folklore and take the form of moral tales
Moral tale	A story or narrative from which one can derive a <b>moral</b> about what is right and wrong
Motifs	Many fairy tales have features in common with each other, these features are called motifs.
Narrative	A story in written or spoken form made up of connected events.
Narrator	A person who tells the story or gives account of events to the audience. A person who adds spoken commentary to a performance
Myth	An ancient or traditional story (or collection of stories) that explains a natural phenomenon and often involves supernatural beings and events, f.ex. myths about ancient Greek gods/goddesses.
Legend	An ancient or traditional story, or collection of stories, often about a famous person or event, f.ex. The legend of King Arthur



Characters in fairy tales or folk tales are often **mythical creatures** as well as **good or evil** characters.



This type of stage is called:  
**End on stage**  
or  
**Proscenium Arch** stage




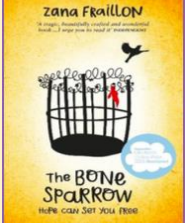




### Physical and Vocal Skills

Characterisation	To create a character and perform a believable version of this person in a role play using a variety of performance skills such as body language, vocal expression and facial expression.
Thought-track	An exercise that allows the inner thoughts of a character or role to be heard by the audience. The participant is asked to say their character's thoughts and feelings out loud at specific points during their acting.
Intonation	The variation of pitch and tone to express a certain meaning in your voice, f.ex. frustration, warning, surprise.
Emotional range	The expression of emotion in your voice to communicate how a character is feeling, f.ex. angry, sad, excited or thoughtful
Soundscape	A collection of sounds that create atmosphere or imitate a specific environment, f.ex. A forest soundscape may include birds chirping, wind howling and leaves rustling.



# Year 7 - Knowledge Organiser – The Bone Sparrow

	PLOT	Zana Fraillon
 	<p>Nine-year-old Subhi is a refugee (a member of the Rohingya people of Myanmar) who was born in an Australian detention centre. This prison-like refugee camp is the only home Subhi has ever known and he dreams of his absent father one day arriving at the detention centre to rescue his family. With his vivid imagination, Subhi uses stories to lessen his suffering and that of his mother and sister, Queeny. One night, at the fence that separates the refugee camp from the surrounding town, Subhi meets Jimmie, a young Australian girl, and the two of them strike up an unlikely friendship that changes both their lives forever. But on his side of the fence, can Subhi survive the brutal and violent reality of life inside the detention centre? Will the better life Subhi dreams of ever arrive or will he be forever scarred by the violent and harrowing scenes that he witnesses?</p> <p>This novel reminds us all of the importance of freedom, hope, and the power of a story to speak for anyone who's ever struggled to find a safe home.</p>	<p>Zana Fraillon was born in Melbourne, but spent her early childhood in San Francisco. She has written two picture books for young children, a series for middle readers, and a novel for older readers based on research and accounts of survivors of the Forgotten Generation. She spent a year in China teaching English and now lives in Melbourne with her three sons, husband and two dogs.</p> <p>The Australian author has written an important afterword. She says she was inspired by stories of real-life refugees in Australia and her horror at the way asylum seekers are treated worldwide.</p>
MAIN CHARACTERS		CONTEXT
<p><b>Subhi:</b> The main character born in a detention centre. It is all he has known. He has a great imagination and is a strong reader. He enjoys drawing and writing, and listening to the precious family stories told by his mother. He is thoughtful, hopeful and kind.</p> <p><b>Queeny:</b> Subhi’s older sister. She has taught Subhi to read, and use his imagination. She does her best to protect Subhi but loses hope that there will be a future outside of the detention centre.</p> <p><b>Eli:</b> Subhi’s best friend. He is the only person from his family at the detention centre. He was the sole survivor from one refugee boat. He is resourceful, generous, and always has a Plan B.</p> <p><b>Maa:</b> Subhi and Queeny’s mother, Maa, used to be energetic and teach her children about their heritage. The extended time in detention has lead to a deterioration in her health. She spends much of her time in bed.</p> <p><b>Ba:</b> father of Queeny and Subhi. Subhi has not met him but has been told stories of him by his Maa and Queeny.</p> <p><b>Jimmie:</b> An outsider, from a township near the detention centre, Jimmie meets Subhi through the fence of the centre. Like Subhi, Jimmie loves stories, however, she can’t read. She is generous and wants the world to be a kinder place.</p> <p><b>Harvey:</b> He is a jacket, a guard, at the detention centre. He is kind towards Subhi and gives him gifts.</p> <p><b>Beaver:</b> Another ‘jacket’ he is cruel and callous.</p>		<div>    </div> <p>Since August 2017, an estimated 745,000 people have crossed the border from Myanmar into Bangladesh after violence erupted in Rakhine State.</p> <p>The rapid movement and huge influx of people across the border put massive strain on existing refugee camps and settlements, and on the host communities who are supporting the new arrivals.</p> <p>The Rohingya are a mainly Muslim ethnic minority group consisting of an estimated 1.1 million people in Myanmar. Around 90–95% of the Rohingya live in northern Rakhine.</p> <div>  </div>

Figurative Language	Sentence Structures	Sentence Types	Word Classes	Analytical Terms
<p><b>Imagery:</b> Visually descriptive language</p> <p><b>Simile:</b> An image created by comparing two things using ‘like’ or ‘as’ e.g. ‘Your eyes are like stars.’</p> <p><b>Metaphor:</b> An image created comparing two things, e.g. ‘Your eyes are stars.’</p> <p><b>Personification:</b> Any object given human qualities, e.g. ‘The flowers stood to attention.’</p>	<p><b>Complex sentence:</b> A main clause and a subordinate clause to add meaning, e.g. ‘Despite two warnings, you are still talking.’</p> <p><b>Compound sentence:</b> Two or more main clauses joined by conjunctions, e.g. ‘The sky is cloudy and it is raining.’</p> <p><b>Main clause:</b> A clause that can form a complete sentence alone</p> <p><b>Subordinate clause:</b> A clause that is dependent on the main clause for meaning</p> <p><b>Conjunction:</b> A word connecting two clauses Simple sentence: One clause, e.g. ‘The sky is cloudy.’</p>	<p><b>Declarative sentence:</b> A sentence that makes a statement, e.g. ‘I’m hungry.’</p> <p><b>Interrogative sentence:</b> A sentence that asks a question, e.g. ‘Are you hungry?’</p> <p><b>Imperative sentence:</b> A sentence starting with a verb that commands the reader to do something, e.g. ‘eat something now’</p> <p><b>Exclamative sentence:</b> An exclamation, e.g. ‘That’s amazing!’</p>	<p><b>Noun:</b> Names of people, places or things</p> <p><b>Adjective:</b> A word that describes a noun or pronoun</p> <p><b>Verb:</b> A word that describes an action or a state of being</p> <p><b>Adverb:</b> A word that describes how, when, where or to what extent something is done.</p> <p><b>Comparative adjective:</b> An adjective that shows the difference between two nouns, e.g. ‘bigger’, ‘kinder’</p> <p><b>Superlative adjective:</b> An adjective that shows the noun has the most or least of something. E.g. ‘biggest’, ‘best’, ‘kindest’</p> <p><b>Concrete noun:</b> A noun you can see or touch, e.g. ‘table’, ‘cloud’</p> <p><b>Abstract noun:</b> A noun used for an idea or emotion, e.g. ‘truth’, ‘danger’, ‘happiness’</p>	<p><b>Monologue:</b> A speech in which a character tells us their feelings</p> <p><b>Tension:</b> A build up of emotional intensity anticipating an event</p> <p><b>Empathy:</b> Understanding another person’s emotions or feelings</p> <p><b>Inner voice:</b> The thoughts or feelings inside a person’s head</p> <p><b>Refugee:</b> A person who has been forced to leave their country in order to escape war, persecution, or natural disaster</p> <p><b>Stateless:</b> Having no official nationality</p> <p><b>Implication/imply:</b> What ideas are suggested</p> <p><b>Inference/infer:</b> What we can guess from the evidence in front of us</p> <p><b>Annotate:</b> To highlight and explain ideas around an image or text</p> <p><b>Character:</b> A person in a novel, play or film</p> <p><b>Plot:</b> The main events in a text</p> <p><b>Connotation:</b> The implicit or associated meaning of a word or image</p> <p><b>Theme:</b> A key idea across the text</p> <p><b>Enigma codes:</b> Questions created by the text</p> <p><b>Parallel narrative:</b> Another plot that runs alongside the main story</p> <p><b>Genre:</b> The style or category of a text, e.g. horror</p> <p><b>First person narrative:</b> A story told from the perspective of a character</p> <p><b>Structure:</b> The way a text is constructed (put together)</p>



# French: La rentrée

## A. VERBS

	Irregular verbs				Regular -er verbs		
	Avoir - to have	Être - to be	Faire - to do		Aimer - to like	Jouer - to play	Étudier - to study
(I)	J'ai	Je suis	Je fais		J'aime	Je joue	J'étudie
(you)	Tu as	Tu es	Tu fais		Tu aimes	Tu joues	Tu étudies
(he/she/we)	Il/elle/on a	Il/elle/on est	Il /elle/on fait		Il/elle/on aime	Il/elle/on joue	Il/elle/on étudie
(we)	Nous avons	Nous sommes	Nous faisons		Nous aimons	Nous jouons	Nous étudions
(you all)	Vous avez	Vous êtes	Vous faites		Vous aimez	Vous jouez	Vous étudiez
(they)	Ils/Elles ont	ils/elles sont	Ils/elles font		Ils/elles aiment	Ils/elles jouent	Ils/elles étudient

## B. Masculine and Feminine

What is a feminine or masculine word?	In French all nouns are either masculine or feminine
How can you recognise them?	<b>Masculine</b> nouns take the article <b>un</b> and <b>feminine</b> nouns take the article <b>une</b>
Feminine and Masculine adjectives	Feminine adjectives will generally end with an extra <b>-e</b> Eg strong: fort/forte
computer	Ordinateur
chair	chaise
big	Grand/grande
small	Petit/petite

## C. Conjugation of -er verbs

What is an infinitive?	Is the form of the verb meaning "to do something" <b>to swim, to do, to sing.</b>		
How do they end in French?	Many infinitives end in <b>-er</b> : chanter (to sing) nager (to swim)		
What is conjugating a verb?	Changing the infinitive to form other parts of the verb to show who is doing the action. "I swim", "we swim"		
How do you conjugate in French?	1. Take the infinitive		
	2. Remove the ending <b>-er</b> .		
	3. Add the endings for each pronoun:		
	Je	<b>-e</b>	Nous <b>-ons</b>
	Tu	<b>-es</b>	Vous <b>-ez</b>
	Il/Elle/on	<b>-e</b>	Ils/Elles <b>-ont</b>

## D. The indefinite article and definite article

What is an <u>indefinite article</u> ?	In English, the indefinite article is "a" or "an"
How do you say it in French?	Masculine noun " <b>un</b> " Feminine noun " <b>une</b> " Plural " <b>des</b> "
A brother	<b>Un</b> frère
A sister	<b>Une</b> sœur
What is a <u>definite article</u> ?	In English the definite article is "the"
How do you say it in French?	Maculine: <b>Le/l'</b> (the) Feminine: <b>La/l'</b> (the) Plural: <b>les</b> (the)
The class	<b>La</b> classe

## E. OPINIONS

J'aime	I like
J'adore	I love
Je déteste	I hate
Je n'aime pas	I don't like

## F. COMPLEX STRUCTURES:

How do we make a negative in French?	We add <b>ne...pas</b> to make a sandwich around the verb.
I am not very tall	Je <b>ne</b> suis <b>pas</b> très grand(e)
How do we say "my" in French?	Masculine: <b>mon</b> / Feminine: <b>ma</b> Plural: <b>mes</b>

## G. CULTURE CORNER!

French is spoken by over **200 million** people across the world and is the official language in 29 countries, including parts of Africa and the Caribbean.

**BD-** or **bandes dessinées** (comic books) are very popular in France. Two of the most famous series are Tintin and Astérix.

# French: La rentrée

## VOCABULARY

### Point de départ (pages 8–9)

Bonjour.	Hello.	lundi, mardi, mercredi,	Monday, Tuesday, Wednesday,
Salut!	Hi!	jeudi, vendredi,	Thursday, Friday,
Comment t'appelles-tu?	What's your name?	samedi, dimanche	Saturday, Sunday
Je m'appelle ...	My name is ...	un, deux, trois, quatre, cinq	1, 2, 3, 4, 5
Comment ça va? (Ça va?)	How are you? (Are you OK?)	six, sept, huit, neuf, dix	6, 7, 8, 9, 10
Ça va (très) bien.	I'm (very) well.	onze, douze, treize	11, 12, 13
Pas mal, merci.	Not bad, thanks.	quatorze, quinze	14, 15
Ça ne va pas!	Not good!	seize, dix-sept, dix-huit	16, 17, 18
Et toi?	How about you?	dix-neuf, vingt	19, 20
Au revoir.	Goodbye.	vingt-et-un, vingt-deux, (etc.)	21, 22, (etc.)
À plus!	See you later!	trente, trente-et-un	30, 31

### Unité 1 (pages 10–11) As-tu des frères et sœurs?

As-tu des frères et sœurs?	Do you have any brothers or sisters?	(trois) demi-sœurs.	(three) half-/step-sisters.
Oui. J'ai ...	Yes, I have ...	Je n'ai pas de frères et sœurs.	I don't have any brothers or sisters.
un frère.	one brother.	Je suis fils/fille unique.	I am an only child.
une sœur.	one sister.	Quel âge as-tu?	How old are you?
un demi-frère.	one half-/step-brother.	J'ai (onze) ans.	I am (11) years old.
(deux) frères.	(two) brothers.		

### Unité 2 (pages 12–13) Voici ma salle de classe!

Qu'est-ce qu'il y a sur la photo?	What is on the picture?	des tables	some tables
Sur la photo,	On the picture, there	des chaises	some chairs
il y a ...	is/are ...	des élèves	some pupils
un tableau (noir/blanc)	a (black/white) board	au fond/au centre	at the back/in the middle
un poster	a poster	à gauche/à droite	on the left/on the right
un/une prof (professeur)	a teacher	C'est ...	It's ...
un écran	a screen	sympa.	nice.
un ordinateur	a computer	génial.	great.
une porte	a door	moderne.	modern.
une fenêtre	a window	triste.	sad.
une tablette	a tablet	nul.	rubbish.
		démodé.	old-fashioned.

### Unité 3 (pages 14–15) Tu aimes ça?

Tu aimes ...?	Do you like ...?	la musique	music
J'aime ...	I like ...	les pizzas	pizzas
Je n'aime pas ...	I don't like ...	les serpents	snakes
le sport	sport	les glaces	ice creams
le foot	football	les jeux vidéo	video games
le vélo	cycling	les vacances	holidays
le collège	school	les BD	comics
le cinéma	cinema	les mangas	manga
le poisson	fish	les araignées	spiders
la danse	dance		

### Unité 4 (pages 16–17) Tu es comment?

Je suis ...	I am ...	grand(e)	big/tall
Je ne suis pas ...	I am not ...	intelligent(e)	intelligent
Il est/Elle est ...	He is/She is ...	méchant(e)	nasty/bad
amusant(e)	funny	patient(e)	patient
arrogant(e)	arrogant	petit(e)	small/short
bavard(e)	talkative/chatty	timide	shy
fort(e)	strong		

### Unité 5 (pages 18–19) Qu'est-ce que tu fais?

Ma vie, c'est ...	My life is ...	surfer	to surf/surfing
Pour moi, la rentrée, c'est ...	For me, going back to school is ...	tchatter	to chat/chatting (online)
chanter	to sing/singing	rigoler	to have/having a laugh
danser	to dance/dancing	étudier	to study/studying
retrouver mes amis	to meet up/meeting up with my friends	nager	to swim/swimming
bloquer	to blog/blogging	jouer	to play/playing
		gagner	to win/winning

### Unité 6 (pages 20–21) Mon interview par vidéo!

C'est quand, ton anniversaire?	When is your birthday?	janvier, février, mars	January, February, March
Mon anniversaire, c'est ...	My birthday is on ...	avril, mai, juin	April, May, June
le (15 mars/24 juin).	the (15th March/24th June).	juillet, août, septembre	July, August, September
le premier	the first	octobre, novembre, décembre	October, November, December

### Les mots essentiels High-frequency words

mon/ma/mes	my
<b>Pronouns</b>	
je	I
tu	you
il	he
elle	she
<b>Articles</b>	
un/une/des	a(n)/some
le/la/l'/les	the
<b>Connectives</b>	
et	and
mais	but
aussi	also
<b>Qualifiers</b>	
assez	quite
très	very
trop	too
un peu	a bit

### Stratégie 1

#### Look, Say, Cover, Write, Check

Use these five steps to learn any new word:

- 1 Look** carefully at the word for at least 10 seconds. Think about what it means and look at how it's spelled.
- 2 Say** the word out loud to practise pronunciation.
- 3 Cover** the word – say it and 'see' it in your mind.
- 4 Write** the word from memory and try using it in a sentence.
- 5 Check** your word against the original.

Did you get it right? If not, what did you get wrong? Spend time learning that bit of the word. Go through the steps again until you get it right.







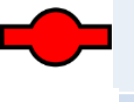
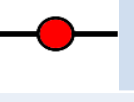






Geography: Geographical mapskills

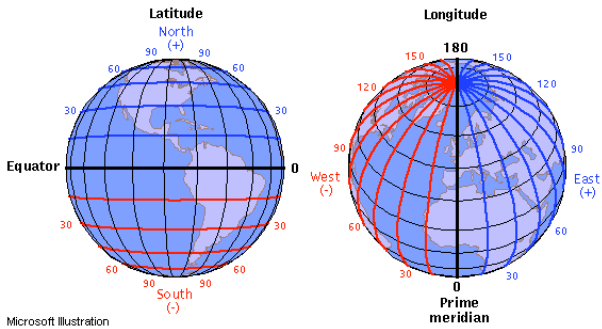
Key words

OS map	The name of the detailed maps we use in Geography
OS map symbol	A symbol used to show where something is on the map
4 figure grid reference	4 numbers given to show the location of an object
6 figure grid reference	6 numbers given to show the location of an object
Grid line	The line to show where a grid square is
Scale	Distance on a map is represented
Distance	How far one object is from another. Usually shown in kilometres
Height	How many metres above sea level something is. Usually shown by contour lines

Key map symbols

Church with a tower	
Church with a steeple	
Telephone box	
Caravan site	
Picnic site	
Campsite	
Bus station	
Railway station	
Viewpoint	
A road	
Deciduous forest	
Coniferous forest	

Lines of latitude and longitude



Latitude	<p>Lines of latitude measure north-south position between the poles.</p> <p>The equator is defined as 0 degrees, the North Pole is 90 degrees north, and the South Pole is 90 degrees south.</p> <p>The five major parallels of latitudes from north to south are called: <b>Arctic Circle, Tropic of Cancer, Equator, Tropic of Capricorn, and the Antarctic Circle</b></p>
Longitude	<p>Longitude is the measurement east or west of the prime meridian. Longitude is measured by imaginary lines that run around the Earth vertically (up and down) and meet at the North and South Poles.</p>

Key skills in Geography

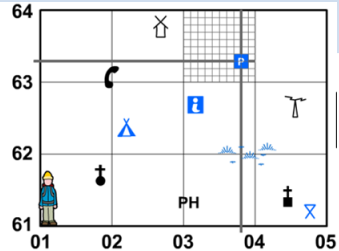
Key skill	How you do it
Measuring distances	Measure the distance using a ruler or string. Compare length to the scale.
Measuring height	Look for the contour line – find number to show how many metres above sea level
Compass directions	Using a compass, decide whether the direction is N,E,S or W

4 figure grid references

Steps	Instructions
1	Find the square that you want to know the grid reference for.
2	Draw an L shape around this square.
3	Now follow the lines down and across until you get to the number.
4	Write your number with the bottom number first and the side number next e.g. 12,23

6 figure grid references

Steps	Instructions
1	Find the 4 figure grid reference. 12, 45
2	BUT leave a space after the first and second numbers. 12 __, 45__
3	Draw an arrow above each one so you don't make a mistake! 12 __, 45__
4	Now focus on the correct square, split it into smaller squares and add another number.
5	Write the number where the numbers are.12 3, 45 6



# Geography: UK - Urban vs. Rural

## Key terms

<b>Site</b>	Location of the land that was built on
<b>Situation</b>	The area in relation to other places
<b>Services</b>	A system supplying a public need
<b>Accessibility</b>	How easy it is to reach an area
<b>Environmental quality</b>	How good a condition the environment is in
<b>Demography</b>	What a population is like
<b>Population pyramid</b>	Graph to show the proportion of a population within in each group
<b>Employment</b>	Jobs
<b>Primary data</b>	Data collected yourself
<b>Secondary Data</b>	Data collected by somebody else that you use
<b>Reliability</b>	How likely it is to get the same results if carried out again
<b>Accuracy</b>	How close to the real value it is
<b>Qualitative data</b>	Data presented through words
<b>Quantitative data</b>	Data presented through numbers

## Changes over time

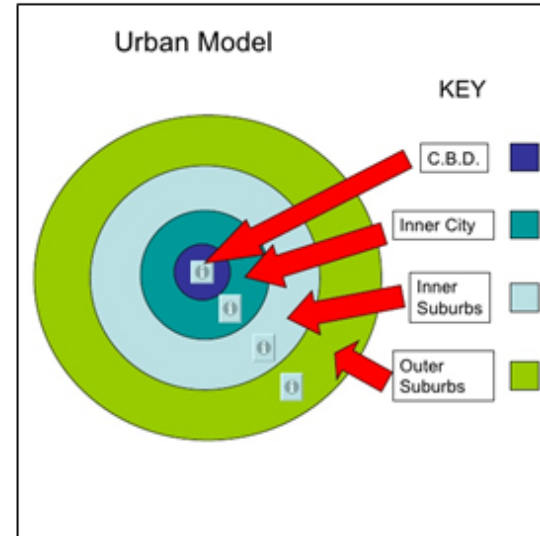
<b>Describe the location of Tower Hamlets</b>	<ul style="list-style-type: none"> <li>• East London</li> <li>• Inner City</li> <li>• North of the River Thames</li> </ul>
<b>Describe the location of Pleshey</b>	<ul style="list-style-type: none"> <li>• Chelmsford</li> <li>• Essex</li> <li>• North East of London</li> </ul>
<b>Give one way that London's site helped it to grow</b>	<ul style="list-style-type: none"> <li>• It was the closest part to the estuary that was shallow enough to cross</li> </ul>
<b>Give two ways that London's situation has helped it to grow</b>	<ul style="list-style-type: none"> <li>• It is close to Europe</li> <li>• It is in the GMT time zone</li> </ul>

## Features of cities

Part of a city	Features
<b>CBD</b>	<ul style="list-style-type: none"> <li>• Commercial land use</li> <li>• High rise buildings</li> <li>• Expensive land</li> </ul>
<b>Inner City</b>	<ul style="list-style-type: none"> <li>• Residential land use</li> <li>• Blocks of flats</li> <li>• Ex-industrial</li> </ul>
<b>Suburbs</b>	<ul style="list-style-type: none"> <li>• Residential land use</li> <li>• Terraced housing</li> <li>• Semi-detached housing</li> </ul>
<b>Rural-urban fringe</b>	<ul style="list-style-type: none"> <li>• Residential land use</li> <li>• Detached housing</li> <li>• New retail parks</li> </ul>

## Comparing characteristics

Characteristic	Urban	Rural
<b>Public Transport</b>	Frequent	Infrequent
<b>Schools</b>	Many	Few
<b>Shops</b>	Many	Few
<b>Air Quality</b>	Poor	Good
<b>Open Space</b>	Little	Lots
<b>Population Pyramid</b>	Working	Ageing
<b>Ethnicity</b>	Diverse	Not diverse
<b>Housing</b>	Dense	Sparse



## How rural is Fairlop? - Fieldwork

<b>Give three hypotheses that can explore how rural Fairlop is</b>	<ul style="list-style-type: none"> <li>• Fairlop will have good environmental quality</li> <li>• Fairlop will not have a lot of services</li> <li>• Fairlop will have an ageing population structure</li> </ul>
<b>Name two methods that can be used to explore environmental quality</b>	<ul style="list-style-type: none"> <li>• Air pollution map</li> <li>• OS map – Green space calculation</li> </ul>
<b>Name two methods that can be used to explore demography</b>	<ul style="list-style-type: none"> <li>• Census Data</li> <li>• Redbridge Council Borough Profile</li> </ul>
<b>Name two methods that can be used to explore services</b>	<ul style="list-style-type: none"> <li>• Bus timetable</li> <li>• OS Map service count</li> </ul>
<b>Give two findings that suggest Fairlop is urban</b>	<ul style="list-style-type: none"> <li>• A large proportion of people are aged 20-39</li> <li>• There are four schools and a tube station</li> </ul>
<b>Give two findings that suggest Fairlop is rural</b>	<ul style="list-style-type: none"> <li>• Good air quality (28ug/m3)</li> <li>• Low population density (2-41 persons per hectare)</li> </ul>
<b>Give three ways your data was unreliable</b>	<ul style="list-style-type: none"> <li>• Census data is outdated</li> <li>• Green space calculation has a large margin of error</li> <li>• Demographic data was for the whole of Redbridge</li> </ul>



# History

## England's place in the world in 1066

## How far were Norman England and Norman Sicily similar?

<b>What was Christendom?</b>	<ul style="list-style-type: none"><li>This was what Europe was called during the medieval period</li><li>Different kingdoms and empires, for example the Byzantine Empire and the Kingdom of England</li><li>Most people were Catholic Christian. The leader of the Church was the Pope</li></ul>
<b>What was Christendom like?</b>	<ul style="list-style-type: none"><li>A few big cities such as Constantinople, people traded goods around Christendom</li><li>Most people lived in small villages and towns. They worked as farmers or related jobs. Land was owned by local leaders and people spoke various languages</li><li>Religion was important in people's lives</li><li>Knowledge was less developed than in the Islamic World</li></ul>
<b>What was the Islamic world?</b>	<ul style="list-style-type: none"><li>A group of Islamic states which stretched from India to Spain</li><li>Had big cities and strong empires (known as Caliphates), including the biggest city in the medieval world, Baghdad</li><li>Most people were Muslim and were led by the caliphs</li></ul>
<b>What was the Islamic world like?</b>	<ul style="list-style-type: none"><li>Cities of the Islamic world, including Cordoba and Baghdad, had hospitals, madrasas (schools), mosques, and big libraries</li><li>Traders moved goods around the world, and most people lived in small homes and worked in a variety of jobs</li><li>People spoke Arabic or local languages</li><li>Knowledge was more developed: our number system and ideas about surgery were invented in the Islamic world</li></ul>

## Anglo-Saxon England and the Norman Conquest

<b>Who are the Anglo-Saxons?</b>	<ul style="list-style-type: none"><li>The Anglo-Saxons were a group of different tribes that lived and ruled different parts of England 410CE to 1066CE</li></ul>
<b>How did the Anglo-Saxons live?</b>	<ul style="list-style-type: none"><li>Life was organised into a hierarchy with the king at the top. They adopted the Catholic Christian faith and it was the centre of their lives</li><li>They made many different objects and worked mainly on farms</li></ul>
<b>How did the Normans take over?</b>	<ul style="list-style-type: none"><li>The Normans invaded England in 1066 after the succession crisis when Edward the Confessor died. William the Conqueror led them to victory at the Battle of Hastings</li></ul>

## Methods used by the Normans to rule England

<b>How did the Normans use religion?</b>	<ul style="list-style-type: none"><li>William was backed by the Pope which helped him be accepted by the Anglo-Saxons.</li><li>He had himself crowned in Westminster Abbey on Christmas day to show he was holy</li></ul>
<b>How did the Normans use money?</b>	<ul style="list-style-type: none"><li>William commissioned the Domesday Book to help him raise taxes for an army in case there was an invasion</li></ul>
<b>How did the Normans use government?</b>	<ul style="list-style-type: none"><li>William adapted the Anglo-Saxon hierarchy into the Feudal System</li><li>William was at the top, then he gave land to the Barons who gave land to the knights, then to the peasants</li><li>In return the people were loyal to William</li></ul>
<b>How did the Normans use violence?</b>	<ul style="list-style-type: none"><li>The Harrying of the North - In 1069 William destroyed the North's resources and killed the people because they rebelled against him</li><li>The population reduced by 75% but land was salted (poisoned) to prevent people growing crops in the future</li></ul>
<b>How did the Normans use fear?</b>	<ul style="list-style-type: none"><li>Motte and Bailey Castles were built across England to help William control the people by intimidating them</li><li>Motte and Bailey Castles were built next to towns and Normans lived in them so they could watch over the people and for any attackers. 1000 were built</li></ul>

## How far were Norman England and Norman Sicily similar?

### Methods used by the Normans to rule Sicily

<b>What was Southern Italy and Sicily like?</b>	<ul style="list-style-type: none"> <li>Made up of states run by Muslims and Christians</li> <li>Connected to the Islamic World and Christendom through trade</li> <li>Most people worked as farmers or related jobs</li> </ul>
<b>How did the Normans invade Sicily?</b>	<ul style="list-style-type: none"> <li>Normans came to Sicily searching for reward through war and for land</li> <li>Robert Guiscard and his brother Roger took over Southern Italy and Sicily between 1046 and 1072</li> <li>They took over Sicily to make part of Christendom and because it was a rich and well connected place</li> </ul>
<b>How did the Normans use religion?</b>	<ul style="list-style-type: none"> <li>The Normans allowed Muslims in Sicily to continue practicing, King Roger II employed them</li> <li>King Roger made a law in the Assizes of <u>Ariano</u> saying it was his duty to protect the Christian Church</li> </ul>
<b>How did the Normans use government?</b>	<ul style="list-style-type: none"> <li>The Normans adapted Muslim systems of government in Sicily, including printing coins with Arabic on them, called the royal <u>diwan</u></li> <li>Roger made a set of new laws, the Assizes or <u>Ariano</u>, which said he was the ultimate authority in Sicily</li> </ul>
<b>How did the Normans use art and architecture?</b>	<ul style="list-style-type: none"> <li>The Normans used Muslim and Byzantine art and architecture in their buildings to show their support</li> <li>They also showed their support of Christianity through pictures of Jesus and stories from the Bible</li> </ul>
<b>How did the Normans use violence and fear?</b>	<ul style="list-style-type: none"> <li>Roger II was ruthless with his enemies</li> <li>A main enemy, <u>Rainulf</u> of Alife, was dug up after he died and carried around his town to terrify the people</li> <li>They conquered through war and battles</li> </ul>

### Glossary

<b>Roman Catholic Christian</b>	A person that follows the Catholic Christian religion and believes the Pope is the head of the Church
<b>Succession</b>	When someone inherits the crown. – e.g. The successor is the person will be king/queen next
<b>Loyalty</b>	Strong feelings of support or allegiance towards a person
<b>Rebellion</b>	An act of resistance to the leader led by the people
<b>CE and BCE</b>	Acronyms (shortened words) that tell us what era an event is in. <b>Common Era</b> or <b>Before Common Era</b>
<b>Government</b>	The system used to rule over people
<b>Christendom</b>	The name for Christian Europe in the Medieval period
<b>Medieval period</b>	The time period 500CE to 1500CE in the world
<b>Hierarchy</b>	A system of organising people in society
<b>Tyrannical</b>	Using controlling, cruel or violent actions
<b>Empire</b>	A group of states/countries run by a leader state/country
<b>Witan</b>	Anglo-Saxon nobles who helped to choose the monarch
<b>Monarch</b>	King or Queen, most believe they get the power to rule from God
<b>Feudal System</b>	The way Anglo-Saxon and Norman society was organised with the monarch at the top

### Timeline

1046 – Robert Guiscard arrives in Southern Italy
1059 – Robert's brother Roger invades Sicily
1066 – Normans invade England in the Battle of Hastings
Christmas Day, 1066 – William crowned King of England
1069 – Harrying of the North
1072 – Roger takes over Sicily by conquering Palermo
1086 – the Domesday book finished in England
1130 – Roger's son Roger II is crowned King of Sicily
1140 – Roger II publishes the Assizes of <u>Ariano</u>








### Rhythm Activity

 = 2 crotchet beats

 = 3 crotchet beats

Exceptional:  
 = 4 crotchet beats

British note names	Note symbols	Note value
Semibreve		4 beats
Minim		2 beats
Crotchet		1 beat
Quaver		1/2 of a beat
Semiquaver		1/4 of a beat

# AFRICAN DRUMMING

Label the African countries we have focused on:  
Describe their music and main instruments.



### Studied Musicians

- Fela Kuti
- Youssou N'Dour
- Fatoumata Diawara
- Dobet Gnahoré
- Baaba Maal
- Angélique Kidjo

### Name and describe these instruments:



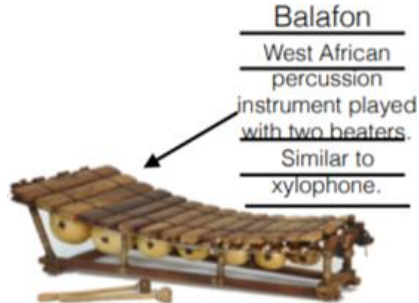
Djembe  
West African hand drum. 3 Sounds; Bass, Tone, Slap.



Kora  
West African string instrument. 21 strings.



Talking Drum  
West African drum played with drum stick. Pitch variable



Balafon  
West African percussion instrument played with two beaters. Similar to xylophone.

Musical term	Definition
Ostinato	A short repeated pattern of notes or sounds
Polyrhythm	Multiple rhythms playing simultaneously
Afrobeat	Fusion music genre of West African Music and Western Jazz and RnB
Call and response	Musical technique with a musical phrase being 'answered' in another part
Syncopation	Music played off beat
Pulse	The continued beat in a piece of music
Tempo	The speed of the pulse

## Monophonic

Just **one** layer



Texture

## Homophonic

Two or more layer with **similar** rhythms

Often the **melody** has a **different rhythm**



Accompaniment

## Polyphonic

Two or more parts with **different** rhythms



# Describing music effectively

## Dynamics

Dynamics are how **loud** or **quiet** music is

LOUDEST!

Fortissimo

Forte

Mezzo Forte

Mezzo Piano

Piano

Pianissimo

QUIETEST!

Getting Louder

Getting Quieter

Crescendo

Diminuendo

## Tempo

The speed of music

Slowest



Largo

Adagio

Andante

Allegro

Presto

Fastest

Accelerando

Getting Faster

Ritenuito

Getting Slower

Rubato

Flexible tempo

## Metre & Rhythm

Pulse

The heartbeat of the piece

Syncopation

Playing off the beat

Rhythm

The duration of notes

## Strings

Violin  
Viola  
Cello



Double Bass

Arco

Bowed

Pizzicato

Plucked

## Woodwind

Piccolo  
Flute  
Oboe  
Clarinet  
Bassoon

Highest Pitch

Lowest Pitch



## Brass

Cornet  
Trumpet  
French Horn  
Trombone  
Tuba

Highest Pitch

Lowest Pitch



## Percussion

Timpani  
Xylophone  
Triangle  
Gong



Sonority



## Knowledge Organiser

### How do we know what is real?

Key Words				
Empiricism	Knowledge gained through five senses / experience.	Worldview	A person's way of understanding, experiencing and responding to the world.	
Rationalism	Knowledge gained through reason / logic.	Theistic	A worldview that states truth comes from God.	
Truth Claim	A statement someone holds to be true.	Atheistic	A worldview that states truth comes from rationalism and empiricism, not God.	
Evidence	Facts or information that indicate if a truth claim is valid or not.	Philosophy	The study of knowledge.	
Experience	Knowledge gained by going through something.	Theology	The study of the nature of God and religious belief.	
Credibility	Something being trusted or believable.	Social Sciences	The study of human society and social relationships.	
Pluralism	Multiple ways to understand something.	Hermeneutics	How sources can be interpreted / understood differently.	
Key Ideas				
How do we know what is real? – Plato's Allegory of the Cave				
Who did Plato teach?	Aristotle.	What is in the Realm of Appearances?	A reflections/shadows of things in the Realm of Forms.	
What did Plato observe about the world?	Things are always changing.	In the Allegory of the Cave, what is real for the prisoners?	The shadows.	
According to Plato, what happens when we think we have understood something?	It has changed.	In the Allegory of the Cave, what do the prisoners represent for Plato?	People who use empiricism.	
According to Plato, what is the best way to get true knowledge?	Reason / Logic (Rationalism).	In the Allegory of the Cave, what is real for the Plato?	The world outside the cave.	
What is in the Realm of Forms?	A perfect, unchanging form of everything.	What is the main message of Plato's Allegory of the Cave?	Our senses / experience can be wrong – what is real is beyond this.	
How do we know what is real? – The Blind Men & The Elephant				
What does the elephant represent?	The truth / what is real	What are the conclusions of the poet?	We are blind to what is real because we are limited.	
What are the blind men using to make their truth claims?	Experience / Senses (Empiricism)	Which country did the Blind Men and the Elephant originate from?	Every perspective is real for that person so it is valid to them.	
Why would some people argue that the blind men didn't use the best way to make a truth claim?	Because what we experience is limited		There are many versions of reality.	
How are we like the blind men?	We are blind to what is real because we haven't seen all of it		Religious followers cannot claim that their religion or God is true.	
		India		
		Who wrote the poem version of the allegory?	John Godfrey Saxe	

What is a worldview?				
What is an organised worldview?	A worldview where teachings and practices are agreed and have a structure.	Where does truth mainly come from for an atheist?	Experience (empiricism)	
What is a personal worldview?	An individual's own way of understanding and living in the world that may be different to an organised worldview.	Where does truth mainly come from for a theist?	God / revelation	
		How is religion and worldview linked?	Two people can be the same religion but have different worldviews.	
What is a worldview? – How worldviews are influenced				
How does religion influence a personal worldview?	The organised religion you belong to can influence the way you think.	How does culture / norms influence a personal worldview?	The cultural norms you live by influence the way you think.	
How does the time / era you live in influence a personal worldview?	The time you are living in influences the way you think.	How does geography / society influence a personal worldview?	Where you live and who you live with influences the way you think.	
What is the Enlightenment?	A period in Europe when thinkers began to use empiricism and rationalism to find answers instead of religion.	How does experience influence a personal worldview?	What you have been through in your life influences the way you think.	
What are the ways of knowing in RE?				
What is a theologian?	A person who studies the nature of God, religion, and religious beliefs.	What does a theologian mainly use to make truth claims?	Sources of wisdom and authority. Hermeneutics.	
What is a philosopher?	A person who studies ideas about knowledge, right and wrong, reasoning, and the value of things.	What does a philosopher mainly use to make truth claims??	Rationalism. Strengths and weaknesses of arguments.	
What is a social scientist?	A person who studies human society and social relationships	What does a social scientist mainly use to make truth claims??	Human behaviour. Data / statistics.	



### What is Sanatana Dharma? Knowledge Organiser

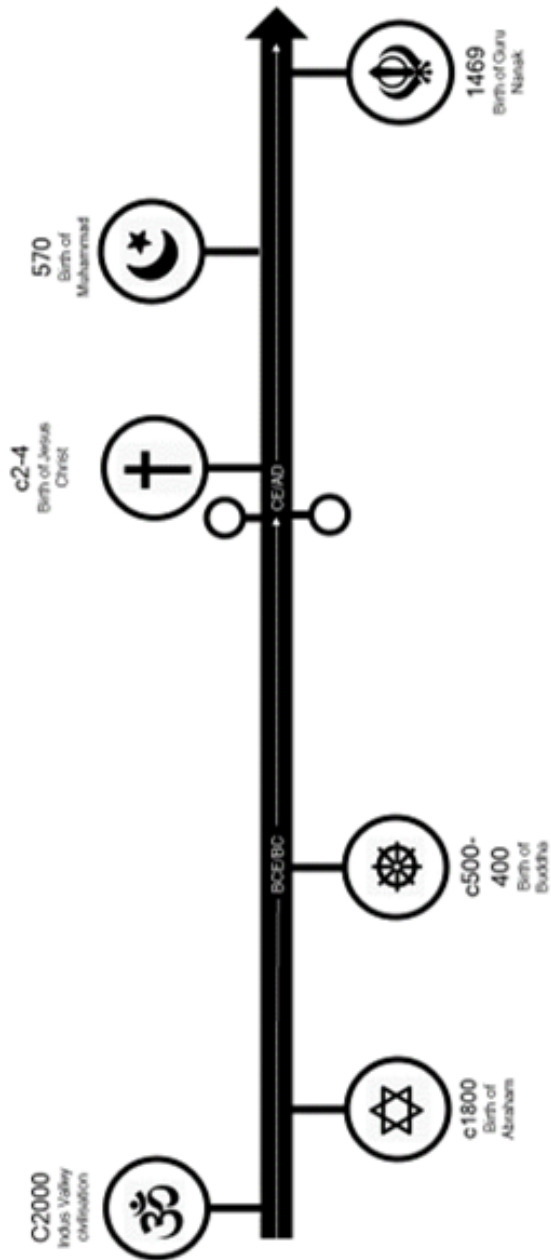
Key Words		
Atman	'Spirit' or 'soul' and indicates our true self which underlies our existence.	Karma A law that influences people's fortune and future reincarnation.
Sanatana Dharma	'Eternal teaching', 'eternal law' or 'eternal truths'.	Samsara The cycle of birth, death and reincarnation.
Sanatani	Follower of Sanatana Dharma (a Hindu)	Moksha Being released from Samsara.
Pluralistic	There are multiple ways to understand God.	Maya An illusion
Polytheistic	Belief in more than one god.	Dharma Duty or righteousness – the moral law that Hindus must follow.
Monotheistic	Belief in one God.	Ahimsa Non-violence.
Brahman (Ultimate Reality)	The one true god, the supreme spirit who is the source of everything.	Mandir A place of worship for Sanatanis
Trimurti	The 3 main aspects / functions of Brahman – Brahma, Vishnu and Shiva	Puja The practice of worship in the home or mandir.
Avatar	Different forms of the Divine / God.	Murti Image of a deity.
Deity	A god or goddess.	Darshan To 'see' God.
Reincarnation	When a soul is reborn into a new body.	Bhakti To show love and devotion to God.

Key Ideas		
What are we according to Sanatana Dharma?	What happens after we die according to Sanatana Dharma?	
How do Sanatanis view themselves in relation to God?	They see themselves as an eternal servant of God.	What happens to the atman after death?
What is the link between atman and Paramatman?	The atman (true self / soul) is a part of Paramatman (Supreme self / God).	What is samsara doing to the atman?
Why do Sanatanis emphasise detachment from the material world?	Because the atman is something spiritual rather than material being that belongs with God.	How does karma decide your reincarnation?
What did Sri Ramakrishna Paramahansa say about the Blind Men & Elephant?	"In the same way, he who has seen the Lord in a particular way limits the Lord to that alone and thinks that He is nothing else." (19th century Hindu Saint Sri Ramakrishna Paramahansa)	How can you achieve moksha?
What do the Vedas say about where wisdom comes from?	"Let noble thoughts come to us from all directions." (Vedas)	How can you be freed from maya?
What are some features of Brahman?	Formless. Pervades the whole universe. Present in every person as the atman. Contains everything.	What does the Bhagavad Gita say about reincarnation?
What is the role of Brahma?	The creation of the world and all creatures.	How can you achieve moksha?
What is the role of Vishnu?	The preserver and protector of the universe.	How does karma affect life after death?
What is the role of Shiva?	To re-create things that are destroyed and to liberate.	How does dharma affect life after death?
What do the Vedas say about how to understand God?	"The wise speak of God as One and Many." (Vedas)	Why is worship important?
		How does worship connect people to God?
		What does the Bhagavad Gita say about offerings?
		What does the Rig Veda say about meditation?

<b>Scholarship</b>
<i>"In Hinduism, polytheism and monotheism coexist in a relationship... The Divine is formally referred to as Brahman....it takes an apparent form or characteristics solely to allow humans the ability to relate to it. In that state, it may be called Ram, Krishna, Shiva, Devi, etc."</i>
(Ramdas Lamb – Professor of Religion, University of Hawai'i)
<i>"You can't have more than one Ultimate Reality... We don't say 'many gods', we say 'many ways to think about God or Ultimate Reality.' This is pluralism, not polytheism... You can be spiritual using a monotheistic approach like Abraham or you can be a devotee of Shiva and say that the monotheist god for me is Shiva."</i>
(Jay Lakhani – Director of Hindu Council UK )
<i>"It is true that there are many gods in Hinduism...but...in Hinduism they represent the various forms of the one and same God. Thus a plurality of gods does not denote polytheism in Hinduism but rather the plurality of the forms in which the same one God might appear."</i>
(Arvind Sharma - Professor of Comparative Religion at McGill University )

Timeline of religions

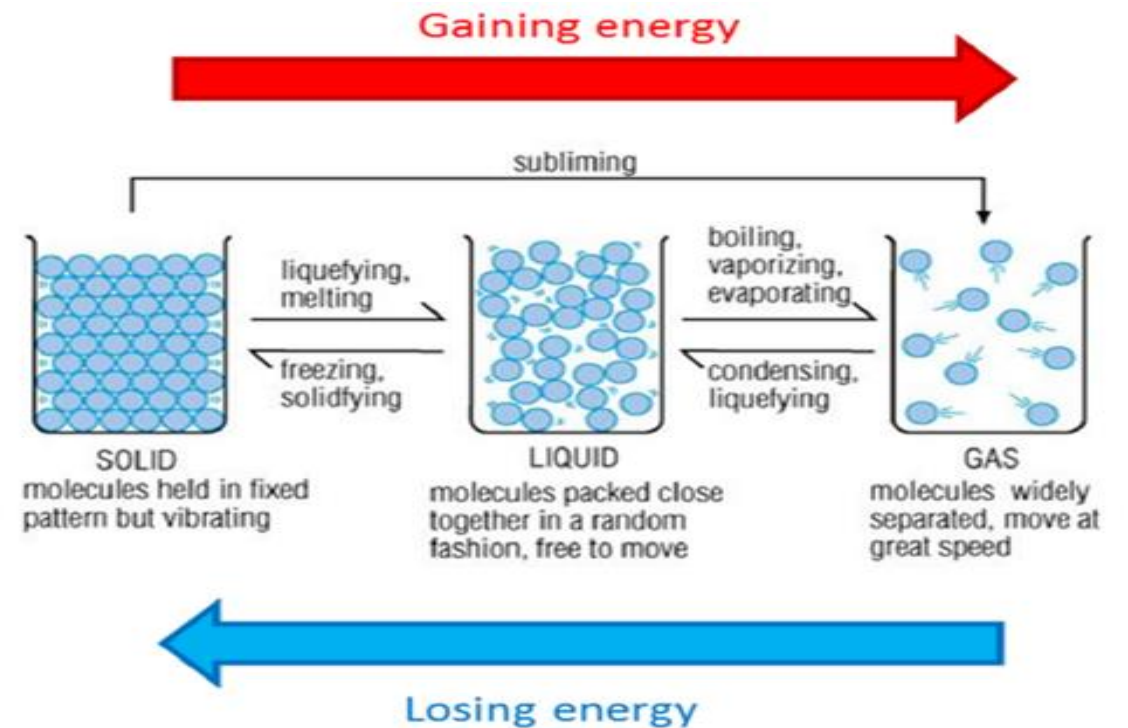




# Y7 Particle Model

The particle model	
<b>Materials</b>	Materials are made out of tiny objects called particles.
<b>Substance</b>	Is made of one type of particle only.
<b>Particle model</b>	A way of thinking about how substances behave in terms of small, moving particles.
<b>The properties of a substance</b>	Depends on three factors: 1. What its particles are like 2. How its particles are arranged 3. How its particles move around
<b>Density</b>	The density of a substance is how much matter there is in a certain volume, or how heavy it is for its size.
<b>Freezing</b>	When a substance changes from a liquid to a solid state.
<b>Melting</b>	When a substance changes from a solid to a liquid state
<b>Melting point</b>	The temperature at which a substance melts. Below its melting point a substance is in the solid state. Above its melting point a substance is in the liquid or gas state.
<b>Boiling</b>	When a substance changes from a liquid to a gas state
<b>Boiling point</b>	The temperature at which a substance boils. Below its boiling point a substance is in the liquid state. Above its boiling point a substance is in the gas state.

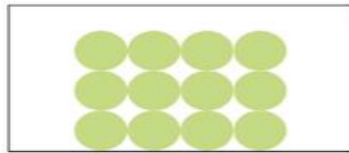
The particle model	
<b>Evaporation</b>	The change of state from liquid to gas that occurs when particles leave the surface of the liquid only. It can happen at any temperature. Evaporation can be used to separate a solid dissolved in a liquid.
<b>Condensation</b>	The change of state from gas to liquid. It can happen at any temperature below the boiling point.
<b>Sublimation</b>	The change of state from solid directly to gas.



# Y7 Particle Model

## States of Matter and their properties

**Solid** Fixed shape, cannot flow, cannot be compressed (squashed).  
The particles can vibrate in a fixed position but cannot move past each other. Particles are close together.



◀ The particles of a substance in the solid state.

**Liquid** Takes the shape of the bottom of its container, can flow, cannot be compressed (squashed).  
Particles are close together but are able to move past each other.



◀ The particles of a substance in the liquid state.

**Gas** Takes the shape of the whole container, flows and can be compressed (squashed).  
Particles can move very quickly in all directions, are far apart and have space to move into.



◀ The particles of a substance in the gas state.

## Diffusion

Is the movement of particles from an area of high concentration to an area of low concentration. Three factors affecting the speed of diffusion are:

<b>Temperature</b>	At higher temperatures diffusion happens more quickly because particles are moving faster.
<b>Particle size</b>	Big heavy particles diffuse more slowly than small, light ones.
<b>The state of diffusing substance</b>	Diffusion happens quickly in gases and slower in liquids. Diffusion does not occur in solids as the particles cannot move.

## Gas pressure

The force exerted per unit area on the walls of a container. It is caused by collisions of particles with the walls. Two factors affecting the gas pressure are:

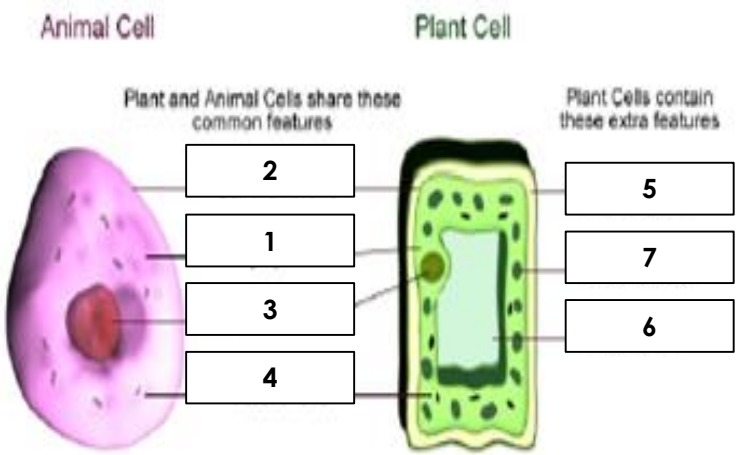
<b>Number of particles</b>	Adding more particles causes more frequent collisions with the walls. The pressure inside the container increases.
<b>Temperature</b>	The higher the temperature the higher the air pressure. The lower the temperature the lower the air pressure.

## Working Scientifically

<b>Resolution</b>	The smallest change a measuring instrument can detect.
<b>Accuracy</b>	How close the measured value is to the true value.



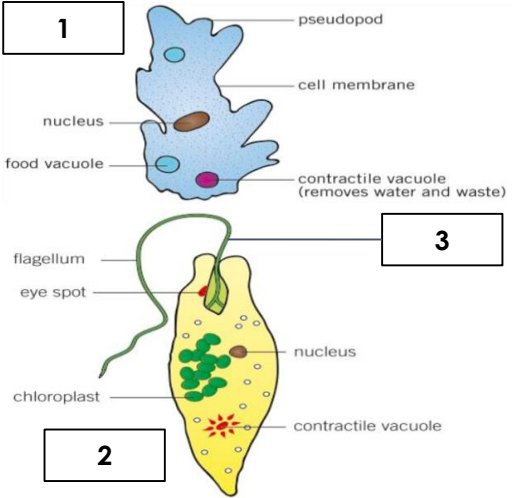
Y7 Cells



Plant and animal cells	
1.Cytoplasm	'Jelly-like' substance where chemical reaction takes place
2.Cell membrane	A barrier around the cell which controls what comes in and out of the cell
3.Nucleus	Contains genetic information and controls what happens inside the cell
4.Mitochondria	Where respiration takes place.
5.Cell wall	This strengthens the cell and provides support, made from cellulose.
6.Vacuole	Contains a watery liquid called cell sap, which keeps the cell firm
7.Chloroplast	Contains a green substance called chlorophyll which traps energy from the sun for photosynthesis.

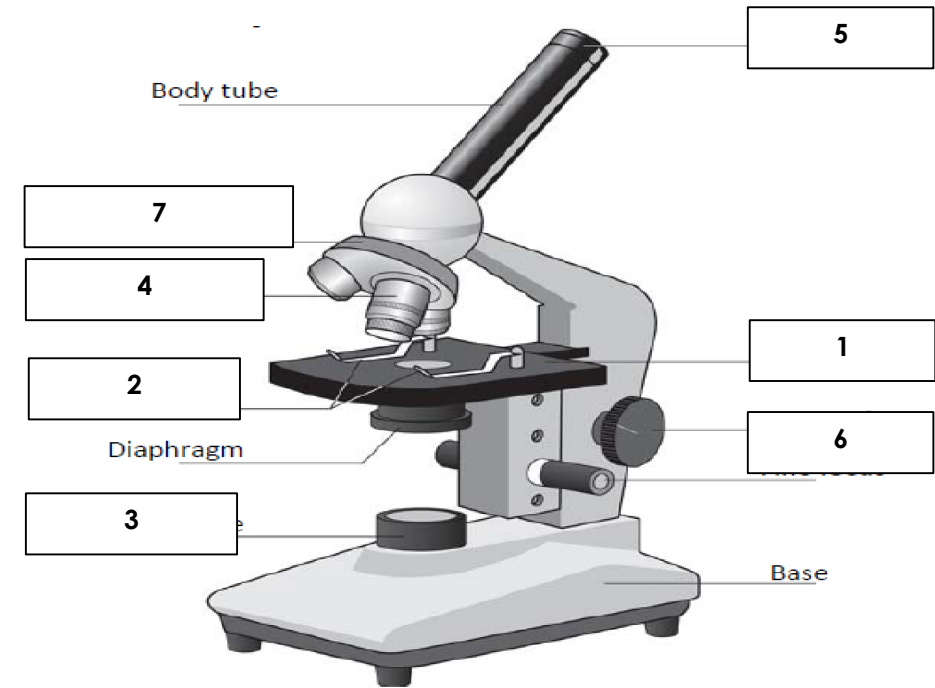
Specialised cells: Found in multicellular organisms where they have a particular function.			
1.Red blood cell	To carry oxygen	<ul style="list-style-type: none"><li>• Disc shape increasing surface</li><li>• Contains haemoglobin which joins with oxygen</li><li>• Contains no nucleus</li></ul>	
2.Nerve cell	To carry nerve impulses to different part of the body	<ul style="list-style-type: none"><li>• Long and thin</li><li>• Connects at each end</li><li>• Can carry electrical signals</li></ul>	
3.Sperm cell	Carry male genetic material. To reach female sex cell and fuse with it.	<ul style="list-style-type: none"><li>• Long tail for swimming</li><li>• Streamline head for getting into the female sex cell</li></ul>	
4.Root hair cell	To absorb water and minerals	<ul style="list-style-type: none"><li>• Large surface area</li></ul>	
5.Leaf cell	To absorb sunlight for photosynthesis	<ul style="list-style-type: none"><li>• Large surface area</li><li>• Lots of chloroplasts</li></ul>	

Unicellular Organism: Made of a single cell.	
1.Amoeba	Cell that has no fixed shape
2.Euglena	Microscopic cell that has a flagellum to move
3.Flagellum	Tail like structure that helps the cell to move



## Y7 Cells

Microscope	
1.Stage	Area where a specimen is placed
2.Clamps	Holds the specimen in place while it is being viewed
3.Light Source	Illuminates the specimen
4.Objective Lens	Magnifies the image of the specimen
5.Eyepiece lens	Magnifies the image of the specimen
6.Coarse/fine focus	Used to focus the specimen so it can be seen clearly
7.Revolving nose piece	Holds two or more objective lens



### Using a microscope

1. Plug in the microscope and turn on the power
2. Move the stage to its lowest position
3. Place the object you want to observe onto the stage and clamp it in place
4. Select the objective lens with the lowest magnification
5. Look through the eyepiece and turn the coarse focus knob slowly until you see the object
6. Adjust the fine focus until the specimen becomes clear
7. Repeat steps 1-6 using an objective lens with a higher magnification to see the object in greater detail

### Magnification

Total magnification = Eyepiece lens magnification x Objective lens magnification



## Y7 Cells

Levels of Organisation	
<b>Cells</b>	Building blocks of life
<b>Tissue</b>	Group of similar cells working together to perform a function
<b>Organ</b>	Group of tissues working together to perform a function
<b>Organ system</b>	Group of organs working together to perform a function
<b>Circulatory system</b>	Transports substances around the body in the blood
<b>Respiratory system</b>	Takes in oxygen and removes carbon dioxide from the blood
<b>Reproductive system</b>	Produces sperm and egg cells for the production of new organisms, also where the foetus develops
<b>Digestive system</b>	Breaks downs and then absorbs food molecules
<b>Muscular system</b>	Supports the body and causes movement by muscles and bones working together
<b>Immune system</b>	Protects the body against infections

Movement of substances	
<b>Substances moving into the cell</b>	Glucose and Oxygen
<b>Substances moving out of the cell</b>	Carbon dioxide and water
<b>Diffusion</b>	Diffusion is the movement of particles from a place where they are in an area of high concentration to a place where they are in a low concentration.

## Y7 Speed and Gravity

Introduction into forces	
<b>Newton</b>	The unit of force (N).
<b>Newton Meter</b>	A piece of equipment that can be used to measure the size of the force
<b>Gravity</b>	The pulling force of the Earth on objects
<b>Force</b>	A push or a pull. It always comes in pairs called interaction pairs.
<b>Force field</b>	A field is a special region where something, like a mass, experiences a non-contact force. There are magnetic force fields and electrostatic force fields.
<b>Friction</b>	When two objects rub against each other
<b>Air Resistance</b>	When an object rubs against air particles
<b>Weight</b>	The force an object exerts on the ground due to gravity
<b>Thrust</b>	The force that drives an object forward
<b>Contact Force</b>	A force caused by the contact between two objects
<b>Non contact</b>	A force between two bodies that are not in contact e.g. gravity
<b>Resultant Force</b>	It is a single force that can replace all the forces acting on a n object and have the same effect

### Balanced forces

When the forces acting on an object are the same size but in opposite direction, we say:

1. The resultant force is zero
2. The forces are balanced
3. The object s in equilibrium
4. The object will be stationary if it is not moving
5. The object will move at a constant speed if it is moving



### Unbalanced forces

When the forces acting on an object are not the same size, we say:

1. The resultant force is not zero
2. The forces are unbalanced
3. If the object is stationary it will move in the direction of the resultant force
4. If the object is moving, the object will speed up or slow down in the direction of the resultant force.

$$100\text{N} - 60\text{N} = 40\text{N (to the right)}$$





## Y7 Speed and Gravity

Speed	
<b>Speed</b>	Is a measure of how far something travels in a particular time. It is measured in metres per second (m/s)
<b>Average speed</b>	The total distance travelled divided by the total time taken
<b>Relative motion</b>	The motion of an object with regard to another moving object
<b>Distance-time graph</b>	Graph that describes the motion of an object. It shows the distance that something travels over a certain time.
<b>Acceleration</b>	The increase in speed
<b>Stationary</b>	Object not moving

### Calculating speed

$$\text{Speed (m/s)} = \frac{\text{Distance travelled (m)}}{\text{Time taken (s)}}$$

### Interpreting Distance-time graphs

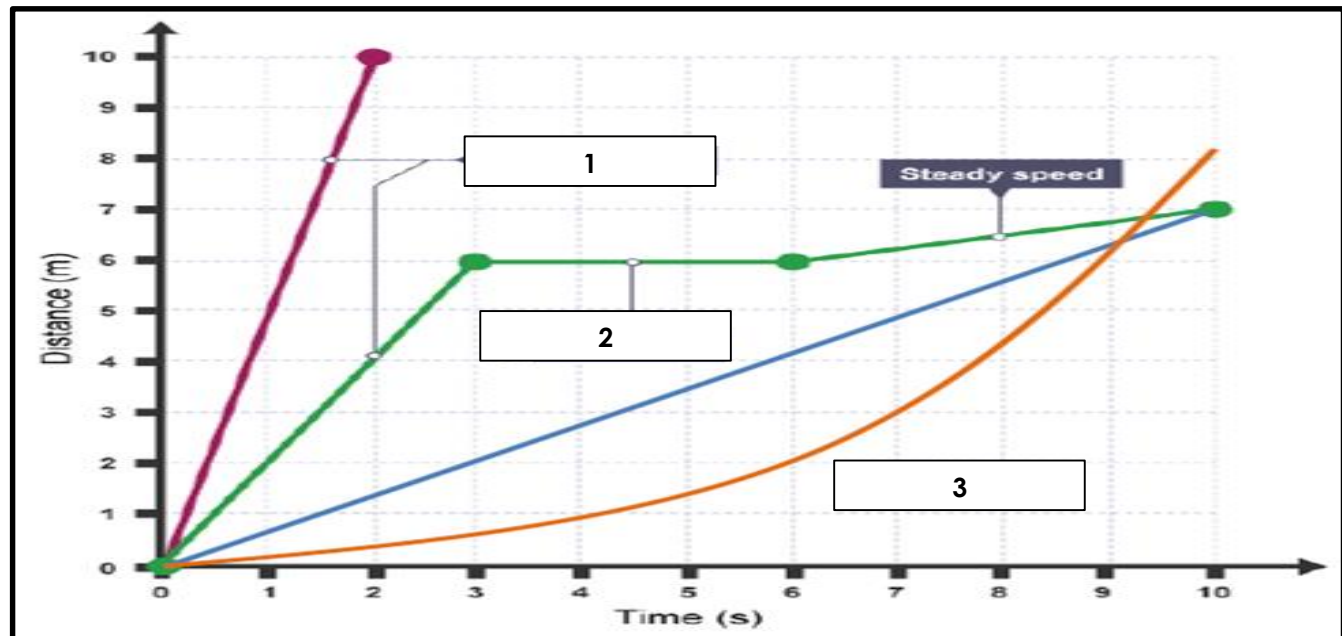
1. Constant speed	A straight diagonal line shows that the object is travelling at a steady/constant speed. The steepness of the line tells you how fast or slow the object is moving at a constant speed.
2. Stationary	A straight horizontal line shows that the object is not moving. It is stationary.
3. Acceleration	A curved line shows that the object is accelerating

### Interpreting Distance-time graphs

<b>Gravitational force</b>	or gravity is a non-contact force. It depends on: 1. The mass of each object 2. How far apart the objects are If the mass is larger the force is larger. If the distance is larger the force is smaller.
<b>Weight</b>	It is a force. Measured in Newtons (N).
<b>Mass</b>	The amount of 'stuff' something is made up of.
<b>Gravitational field strength</b>	This is the force that acts on 1kg in the Earth's gravitational field. It is about 10N/kg.

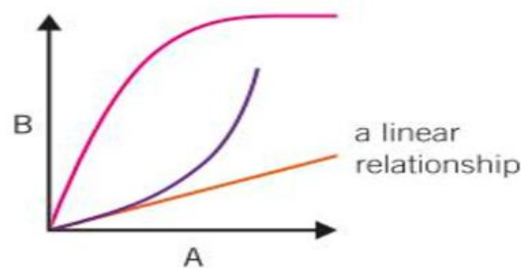
### Calculating weight

$$\text{Weight (N)} = \text{Mass (kg)} \times \text{gravitational field strength (N/kg)}$$

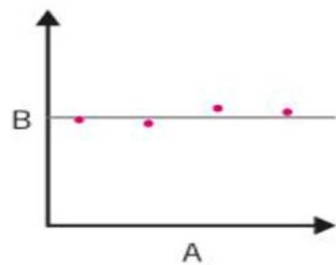


# Y7 Becoming a Scientist

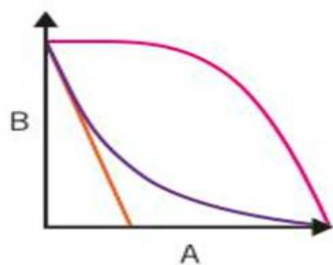
Analysing patterns in data	
Line of best fit	A straight or a curved line drawn to show the pattern of data points that travel through or very close to as many of the points plotted as possible
Linear relationship	When two variables are graphed and show a straight line that goes through the origin, and they can be called directly proportional.
Conclusion	What you write down to say what you have found out during an investigation



▲ In these graphs, if A increases then B increases.



▲ In this graph, if A increases B does not change.



▲ In these graphs, if A increases then B decreases.

Evaluating data and method	
Evaluate	To discuss the quality of data collected during an investigation and suggest improvements to the method.
Experimental error	Variations in measurements, owing to the method, measurement techniques, or the instrument
Random error	Occurs when the same quantity is measured and inconsistent values obtained
Systematic error	Arises from an inaccuracy in the system and gives rise to errors of the same value.

Spanish: Mi vida

A. Verbs

Personal Pronouns	Irregular verbs			Regular verbs	
	Ser – to be	Tener – to have		Hablar – to speak	Vivir – to live
(I): Yo	Soy: I am	Tengo: I have		Hablo: I speak	Vivo: I live
(you): Tú	Eres	tienes		Hablas	Vives
(he/she: él/ella)	Es	tiene		Habla	Vive
(we:nosotros)	somos	Tenemos		Hablamos	Vivimos
(you all:vosotros)	sois	tenéis		Habláis	Vivís
(they: ellos/ellas)	son	Tienen		hablan	Viven

B. Masculine and Feminine

What is a feminine or masculine word?	In Spanish all nouns are either masculine or feminine
How do you recognise them?	Usually, <b>masculine</b> nouns end with “o” and <b>feminine</b> nouns end with “a”
<b>Feminine</b> and <b>Masculine</b> adjectives	<b>Feminine</b> adjectives will generally end with –a and <b>masculine</b> with -o
list <b>o</b>	list <b>a</b>
inteligent <b>e</b>	inteligent <b>e</b>

C. Verb conjugation

What is an infinitive?	It’s the dictionary form of the verb meaning ‘to do’ or ‘doing’. There are three types:
How do they end?	<b>Ar, er and ir</b>
How do you conjugate a verb?  I study ( <b>to study</b> ) I live ( <b>to live</b> ) I eat ( <b>to eat</b> )	Take off the last two letters from the infinitive (-ar, -er, -ir) and adding the correct ending to indicate who’s doing the action.  Yo estudio ( <b>estudiar</b> ) Yo vivo ( <b>vivir</b> ) Yo como ( <b>comer</b> )
What’s an irregular verb?	It’s a verb that doesn’t follow the conjugation pattern of regular verbs. <u>E.g</u> : ser and tener

D. The indefinite article and definite article

What is an <u>indefinite article</u> ?	In English, the indefinite article is “a” or some
A	<b>Masculine noun “un”</b> <b>Feminine noun “una”</b>
Some	<b>Masculine noun “unos”</b> <b>Feminine noun “unas”</b>
A brother	<b>Un hermano</b>
A sister	<b>Una hermana</b>
What is a <u>definite article</u> ?	In English the definite article is “the”
The (singular)	Maculine: <b>el</b> Feminine: <b>la</b>
The (plural)	Maculine: <b>los</b> Feminine: <b>los</b>
The brother/sister/animals	El hermano, la hermana, los animales

E. Opinions

Me gusta	I like
Me encanta	I love
No me gusta	I don’t like
Odio	I hate

F. Complex structures:

How do we make a sentence negative?	By putting <b>no</b> before the verb
Tengo once años	<b>No</b> tengo once años
How do you say... very....? Quite ... A little bit .....	<b>Muy....</b> <b>Bastante....</b> <b>Un poco....</b>

G. CULTURE CORNER:

Spanish is a language that’s on the rise. It’s spoken by over 400 million people in many diverse areas of the world!





## Spanish: Mi vida

### F. VOCAB

#### Saludos Greetings

¡Hola!	Hello!	¿Cómo te llamas?	What are you called?
¿Qué tal?	How are you?	Me llamo...	I am called...
Bien, gracias.	Fine, thanks.	¿Dónde vives?	Where do you live?
fenomenal	great	Vivo en...	I live in...
regular	not bad	¡Hasta luego!	See you later!
fatal	awful	¡Adiós!	Goodbye!

#### ¿Qué tipo de persona eres? What sort of person are you?

Soy...	I am...	listo/a	clever
divertido/a	amusing	serio/a	serious
estupendo/a	brilliant	simpático/a	nice, kind
fenomenal	fantastic	sincero/a	sincere
generoso/a	generous	tímido/a	shy
genial	great	tonto/a	silly
guay	cool	tranquilo/a	quiet, calm

#### Mi pasión My passion

Mi pasión es...	My passion is...	el fútbol	football
Mi héroe es...	My hero is...	la música	music
el deporte	sport	el tenis	tennis

#### ¿Tienes hermanos? Do you have any brothers or sisters?

Tengo...	I have...	un hermanoastro	a half- brother/stepbrother
una hermana	a sister	No tengo hermanos.	I don't have any brothers or sisters.
un hermano	a brother	Soy hijo único/hija única.	I am an only child. (male/ female)
una hermanastra	a half-sister/stepsister		

#### ¿Cuántos años tienes? How old are you?

Tengo... años.	I am... years old.	mayo	May
¿Cuándo es tu cumpleaños?	When is your birthday?	junio	June
Mi cumpleaños es el... de...	My birthday is the... of...	julio	July
enero	January	agosto	August
febrero	February	septiembre	September
marzo	March	octubre	October
abril	April	noviembre	November
		diciembre	December

#### Los números 1 – 31 Numbers 1 – 31

uno	1	diecisiete	17
dos	2	dieciocho	18
tres	3	diecinueve	19
cuatro	4	veinte	20
cinco	5	veintiuno	21
seis	6	veintidós	22
siete	7	veintitrés	23
ocho	8	veinticuatro	24
nueve	9	veinticinco	25
diez	10	veintiséis	26
once	11	veintisiete	27
doce	12	veintiocho	28
trece	13	veintinueve	29
catorce	14	treinta	30
quince	15	treinta y uno	31
dieciséis	16		

#### ¿Tienes mascotas? Do you have pets?

Tengo...	I have...	un pez	a fish
un caballo	a horse	un ratón	a mouse
una cobaya	a guinea pig	una serpiente	a snake
un conejo	a rabbit	No tengo mascotas.	I don't have any pets.
un gato	a cat	¿Cómo es?	What is it like?
un perro	a dog	¿Cómo son?	What are they like?

#### Los colores Colours

blanco/a	white	gris	grey
amarillo/a	yellow	marrón	brown
negro/a	black	azul	blue
rojo/a	red	rosa	pink
verde	green	naranja	orange

#### Palabras muy frecuentes High-frequency words

bastante	quite	también	also, too
no	no/not	tu/tus	your
mi/mis	my	un poco	a bit
muy	very	y	and
pero	but		