



SPWT Year 7 Knowledge Organisers: Spring

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.

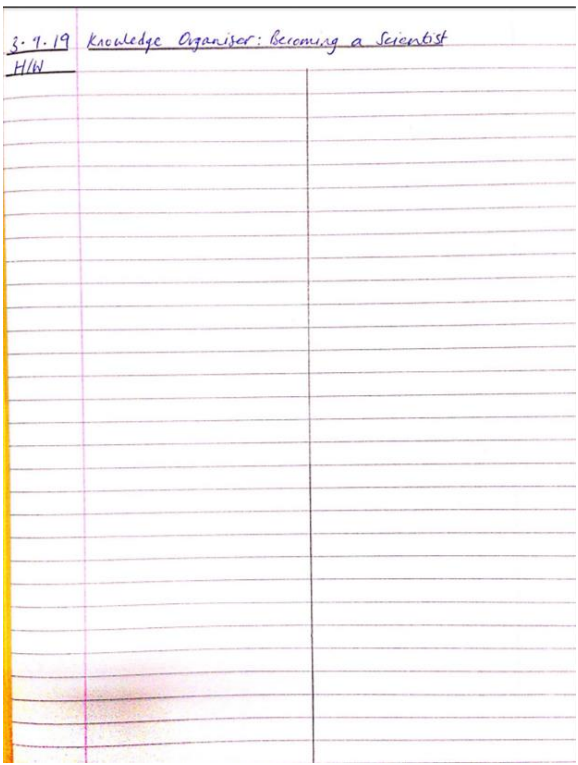
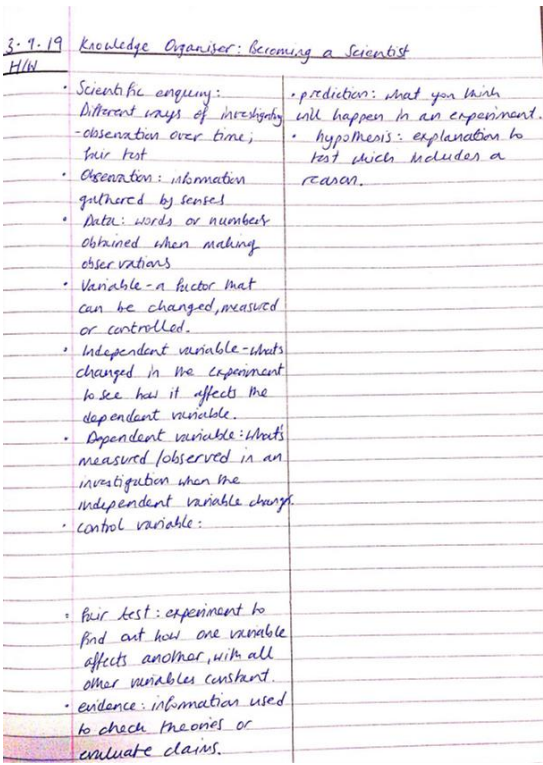
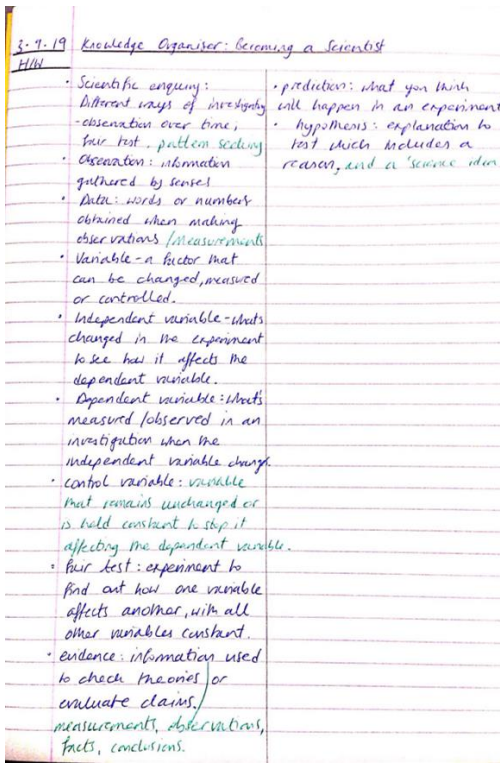
Why do we use knowledge organisers?

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

Challenge!

At SPWT, we encourage you to explore your learning further outside of the classroom. To do so, research and write about the topic you are learning about, in your subject exercise books.

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">Scientific enquiry:<ul style="list-style-type: none">Different ways of investigating will happen in an experiment.- observation over time;- fair testObservation: information gathered by sensesData: words or numbers obtained when making observationsVariable - a factor that can be changed, measured or controlled.Independent variable - what's changed in the experiment to see how it affects the dependent variable.Dependent variable: what's measured / observed in an investigation when the independent variable changescontrol variable: <ul style="list-style-type: none">fair test: experiment to find out how one variable affects another, with all other variables constant.evidence: information used to check theories or evaluate claims.	 <p>3.7.19 Knowledge Organiser: Becoming a Scientist HW</p> <ul style="list-style-type: none">Scientific enquiry:<ul style="list-style-type: none">Different ways of investigating will happen in an experiment.- observation over time;- fair test - pattern seekingObservation: information gathered by sensesData: words or numbers obtained when making observations / measurementsVariable - a factor that can be changed, measured or controlled.Independent variable - what's changed in the experiment to see how it affects the dependent variable.Dependent variable: what's measured / observed in an investigation when the independent variable changescontrol variable: variable that remains unchanged or is held constant to stop it affecting the dependent variable.fair test: experiment to find out how one variable affects another, with all other variables constant.evidence: information used to check theories or evaluate claims, measurements, observations, facts, conclusions. <ul style="list-style-type: none">prediction: what you think will happen in an experimentHypothesis: explanation to test which includes a reason, and a 'science idea'
<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>COVER the right-hand side of the table in a section of the Knowledge Organiser.</p> <p>WRITE down the word/ question on the left, followed by your answer.</p>	<p>CHECK your answers by uncovering and reading the right-hand side</p> <p>CORRECT any answers that are incorrect using a green pen</p>

STILL LIFE – FOOD KNOWLEDGE ORGANISER



A still life is a painting of a group of objects that are not alive and cannot move. A typical still life might be a bowl of fruit or other food on a table, but it could equally be a dead animal or a pile of books.

Examples of food still life artists



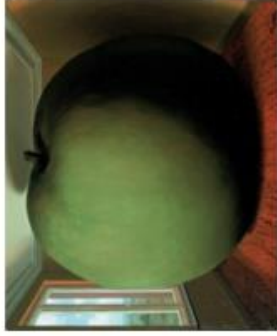
Juan Sanchez Cotan focused on everyday unprepared foods framed in a window or cupboard



Luis Egidio Melendez depicted ripe, seasonal food on tables. He focused on the texture and tone.



Paul Cezanne tried to understand the shape and colour tones of his fruits. He was a post impressionist.



Rene Magritte altered the scale of food in views. He is a surreal artist.



Vincent Van Gogh is famous for flower still lives, he also painted food using contrasting colours.



Andy Warhol made prints and paintings of cans and food packaging. He was a Pop artist.





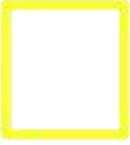





Claes Oldenburg created plaster and fabric sculptures of food.

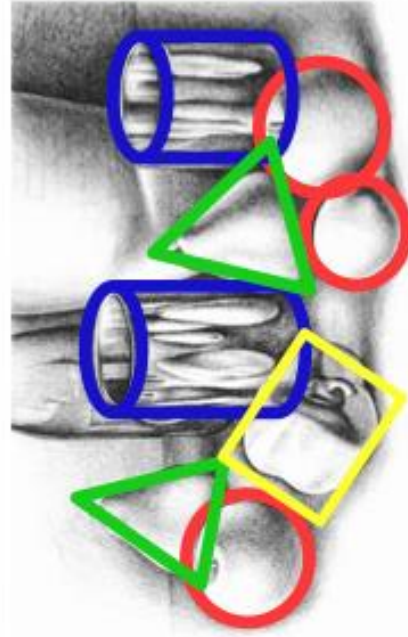


Audrey Flack set up a still life of personal possessions and food. She has used paints to show the bright colours.



Beth Galton is a food photographer. The work was created in collaboration with Charlotte Omnès as a part of a series called Universal Foods.

How 2D, 3D shapes and tone are used in drawing				
				
				
Sphere	Cylinder	Cube	Cone	



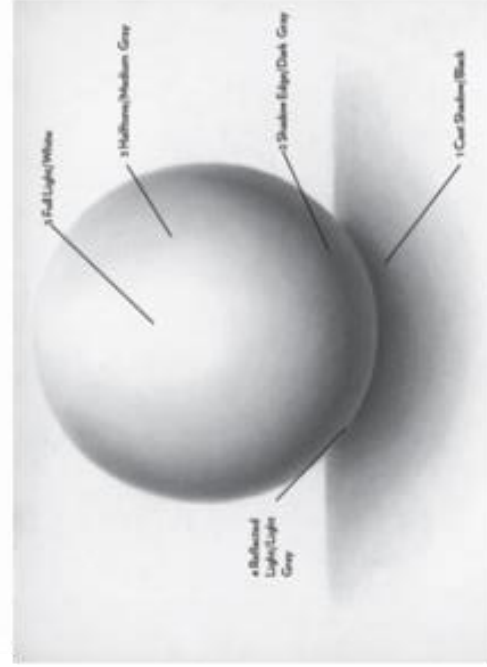
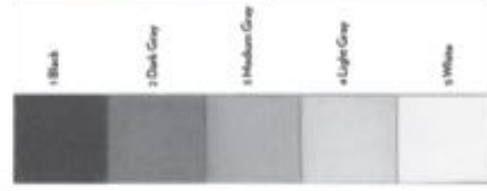
A tone chart shows different shades going from dark to light.



There are 5 elements of shading. Only using all five elements will you achieve a realistic, 3D object. You should always use a wide range of tones- minimum of 5 tones.

5 elements of shading:

1. Cast shadow/ black
2. Shadow edge/ dark grey
3. Halftone / medium grey
4. Reflected light / light grey
5. Full light/ white.



For help with using colour in your drawing, have a look at colour theory KO

Keywords: still life, sphere, cone, cylinder, tone chart, shades, tones, shapes, formal elements, realistic, unrealistic, 3D, cast shadow, shadow edge, halftone, reflected light, full light, bright colours, dull colours, scale, objects, personal, photograph, paintings, print, design, sculpture, fruits, vegetables, texture, scale, sculpture, bright, dark.

Knowledge Organiser

Topic: Unit 7.3 Computer Control with Flowol

Introduction
Electric kettles, traffic lights, washing machines, lifts, smoke detectors, TV recording devices, security lights, parking sensors, fairground rides, carpark barriers, supermarket checkouts, intruder alarm systems, drones and many more. How many more can you think of? In this unit you will use algorithms to control these control systems!

Key Words:	
Flowcharts	A diagram which shows the breakdown of a task into all of the necessary steps.
Loop	When a program or part of a program is repeated
Mimic/Simulation	A model that produces an output, either visual or physical, as it runs
Subroutine	a set of instructions designed to perform a frequently used operation within a program
Algorithm	a sequence of steps/instructions that can be followed to complete a task.
Control System	A system that manages, commands, directs, or regulates the behavior of other devices or systems
Sensor	an object whose purpose is to detect events or changes in its environment, and then provide a corresponding output

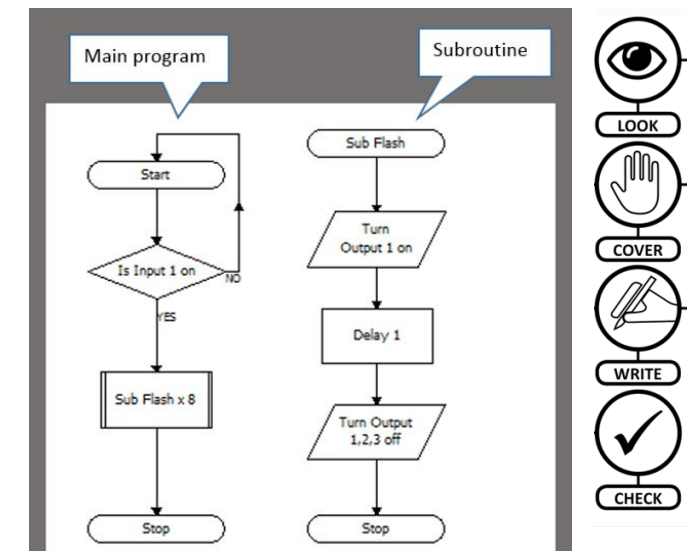
Key Symbol	What does it mean	Description
	Terminator	Used at the start or end of a flowchart
	Input / Output	Used to represent the input or output of data in a process
	Process	Used to indicate a process or calculation being carried out
	Decision	Used when a decision or choice must be made

Label
 Move/Edit

Line
 Yes Line (from Decision)

No Line (from Decision)
 Run/Stop the program

Sequence	Selection	Iteration
In a sequence structure, an action or event leads to the next in a predetermined order. Tasks that are carried out step by step in sequence	A question is asked, depending on the answer the program takes one, two or more courses of action. A decision needs to be made before the next step can be carried out	A process wherein a set of instructions are repeated in a sequence a set number of times or until a condition is not met. Certain tasks are repeated until a certain condition is met.



LOOK

COVER

WRITE

CHECK

Sensor	What does it measure?
Temperature	It senses and measures the changes in the temperature.
Humidity	It can sense and measure the humidity in the environment.
Infra-red	It uses infrared light to detect objects or proximity.
Light	A device that can detect light shining on it.
Pressure	It is a sensor that detects the pressure imposed on it.
Sound	It can detect sound and measure how loud it is.
Touch	It is a sensor that detects the physical touch (e.g. touchscreen)
Biometrics	It can detect fingerprints, facial images, iris & voice.
Movement	It can detect movement

Knowledge Organiser

Topic: Unit 7.4 Digital Graphics


This unit aims to give you the skills to use the tools and techniques provided by Digital Imaging software to design and create effective graphic products for specific purposes and audiences. You will be making a digital product for a client.

Client Requirements

Your client is the person you will be working for. They will tell you what to plan, design or create for them.

The Client will set out requirements that they want you to follow when you plan the project - eg:

Purpose, Theme, Style, Genre, Content



Audience

Age
Location
Gender
Ethnicity
Accessibility
Income
Requirements

Uses

Advertise
Inform
Educate
Entertain
Promote
Publishing
Presentation

Bitmap File formats

JPG

Web & print photos and quick previews

GIF

Animation & transparency in limited colors

PNG

Transparency with millions of colors

TIFF

High quality print graphics and scans

Vector File formats

PDF

Print files and web-based documents


EPS

Individual vector design elements

AI

Original Adobe Illustrator design files

Unit Keyword	Definition
audience	The group of people that the image has been created for.
composition	The deliberate positioning of elements within an image
balance & proportions	Consideration is given to the size and positioning of elements in relation to each other.
persuasive	An image can encourage someone to think or behave in a particular way.
informative	An image can hold key information that is useful to the person viewing it.
impact	The effect the image has on the person viewing it and how effective this is
emphasis	Some elements of an image are designed to stand out and be more noticeable than other parts
consistency	Different images sometimes have the same design choices to ensure e.g. brand identity
Vector Images	digital images made using mathematical statements that place lines and shapes.
Scaleable	Vector Images are able to be changed in size or scale without loss of image quality
Bitmap Images	An image composed of many tiny parts, called pixels, Since the computer has to store information about every single pixel in the image, the file size of a bitmap graphic is often quite large
Pixels	The pixel (a word invented from "picture element") is the basic unit of programmable colour on a computer display or in a computer image..
Pixelated	In computer graphics and digital photography, to cause (an image) to break up into pixels. E.g. by enlarging the image.

Software Keyword	Definition
Path	Vector graphics are comprised of paths, which are defined by a start and end point, along with other points, curves, and angles along the way.
Stroke	The thickness/weight and style of a vector line.
Point	Moving the anchor point or the direction point, will change the shape of the vector graphic 
layers	Layers are used in digital image editing to separate different elements of an image. Layers can be moved above and below each other to aid image composition
trace	The trace tool used to get an outline of a shape from a bitmap image.
Scale	Allows the user to change the size of an element within an image keeping the same ratio of height to width. Scale tool can also be used to rotate an image component.
Skew	Is often used to create the effect of perspective. It gives image elements the appearance of being viewed from a different angle.



LOOK



COVER



WRITE



CHECK

DT: Year 7 Food

Food Groups	What do they do?	Where do we find them?
Protein	Help build, repair and maintain our muscles, organs and body tissue	Meat, beans, eggs, lentils, fish
Dairy	Helps maintain healthy bones and teeth	Milk, yoghurt, cream, cheese
Carbohydrates	Gives us energy	Potatoes, pasta, breads, rice, cereal
Vitamins & minerals	Helps us to grow maintain a healthy body	Fruit, vegetables
Fats & sugars	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.



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



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

appearance



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



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

texture

Safe cutting techniques

The Bridge



The Claw

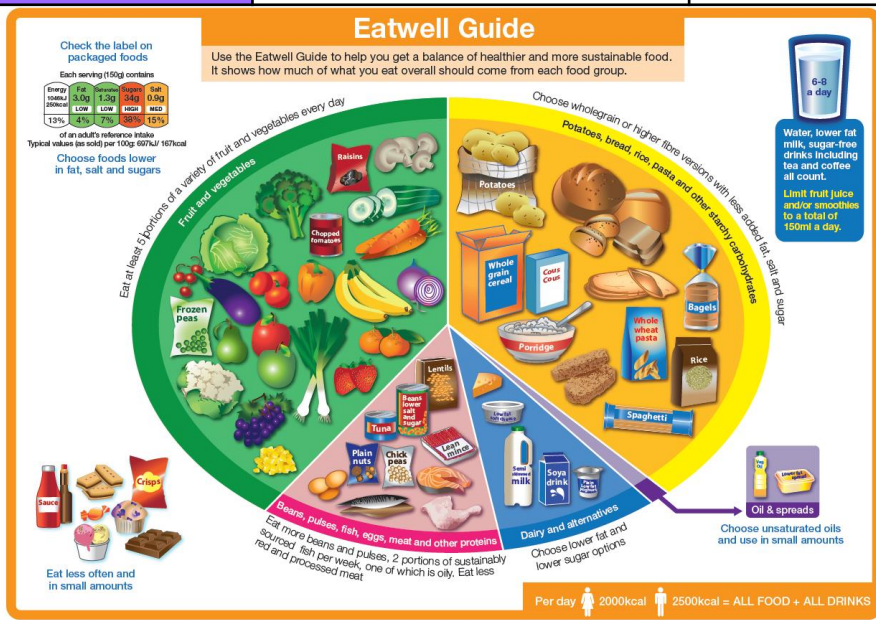


STOP CROSS CONTAMINATION

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

- RAW MEAT** (Red board)
- RAW FISH** (Blue board)
- COOKED MEATS** (Yellow board)
- SALADS & FRUITS** (Green board)
- VEGETABLES** (Brown board)
- DAIRY PRODUCTS** (White board)

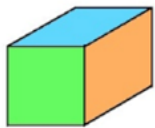
THE FOOD HYGIENE AND HACCP REGULATIONS





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.

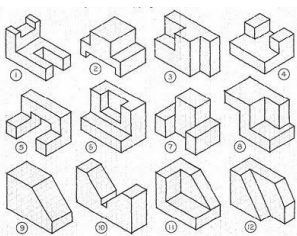
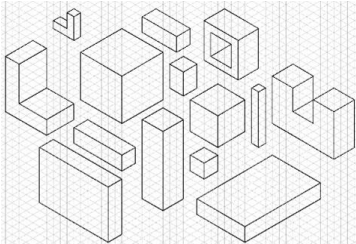


Perspective

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

What is isometric projection

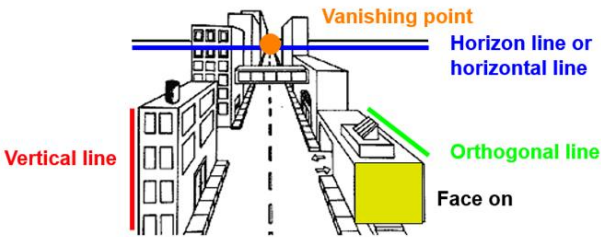
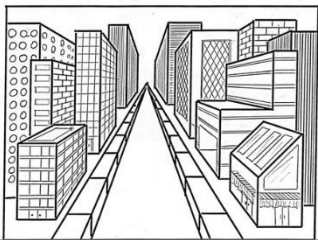
Isometric drawing is a 3D drawing but it doesn't show perspective. All vertical lines are vertical but all horizontal lines are drawn at 30°.



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

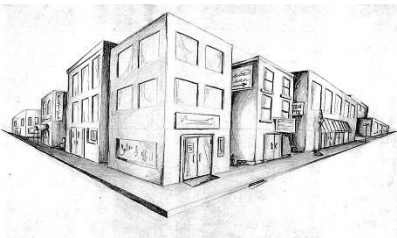
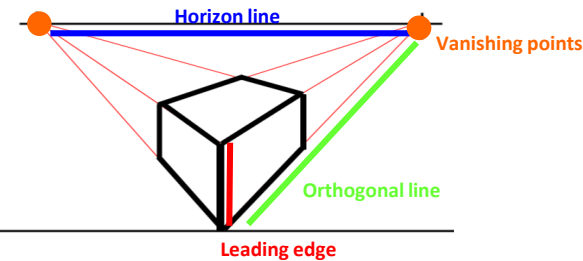
What is one point perspective?

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.


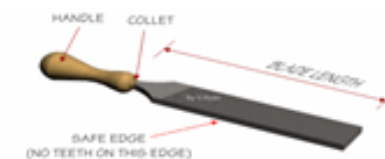








What is two point perspective?



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

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

Materials		
 <p>Pewter: 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>MDF (Medium Density Fiberboard): A man made wood, made from wood fibres/saw dust glued together under heat and pressure.</p>	 <p>Acrylic: This plastic is a thermoplastic – it can be heated and formed into a shape and then when reheated, it returns to it's original shape.</p>

The Brazing Hearth	The Pillar Drill		
 <p>Used to melt and join metal.</p>	 <p>Used to drill holes through wood, metal, plastic.</p>	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
How a material behaves (strength, hardness, melting point...) Exp: The wood is strong, hard and smooth	How a material looks (colour, size, decoration...) Exp: The wood is brown and grainy

Drama Year 7 Spring 1

Darkwood Manor – An introduction to devising

Context	
Manor	A large country house surrounded by land.
Housekeeper	A person employed to manage the household and perform domestic tasks.
Atmosphere	The mood of a scene or performance. The atmosphere is communicated to the audience through acting skills and design elements.
Tension	A sense of anticipation or conflict within characters or character relationships.
Suspense	Suspense is when the audience does not know what is going to happen next which makes them feel uneasy.
Devising	Devising means a group collaborates to create an original performance based on a stimulus (inspiration).

The ***mystery*** genre
Useful adjectives

Eerie
Sinister
Unnatural
Gothic
Enigmatic
Peculiar
Secretive



Examples of physical theatre:

Actors create shapes and images with their bodies or represent animals and objects through body language.

They use **levels, gestures, facial expression, posture, gait and eye contact.**



Drama Skills

Facial Expressions	Using the face to express that characters feelings and emotions
Gesture	An expressive movement of the body, or something that is said or done to show a feeling, i.e. a wave
Body Posture	The position of the body to communicate a character, i.e. standing with a straight back, to show you have higher status than another character
Body Language	The way in which our bodies communicate our character's attitudes. Using your body to show emotions or hidden feelings
Mime	Using <u>only</u> your body to tell the story
Physical Theatre	Using exaggerated movements and body language to tell a story

Year 7 Drama Spring 2

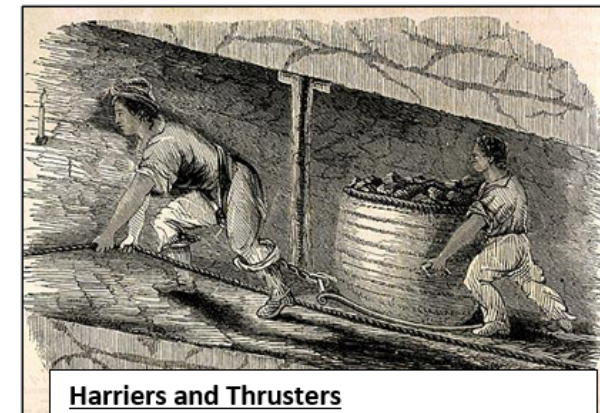
The Huskar Pit Disaster – an introduction to script work

Context	
The Victorian Era	In the history of the United Kingdom, the Victorian era was the period of Queen Victoria's reign, from 1837 until her death in 1901.
Coal mining	Coal mining is the process of extracting coal from the ground
Miners	The people who worked in the mines
Chimney sweep	A person whose job is cleaning out the soot from chimneys
The Huskar Pit	The Huskar Pit was a coal mine on the South Yorkshire Coalfield
Factory Workers	People who worked operated the machinery in factories which was often extremely dangerous



Trappers

Trappers were children who opened and closed the doors allowing the Hurriers and the Thrusters to pass through with the carts full of coal.



Harriers and Thrusters

These children would be harnessed to a tub full of coal on wheels. The children would have to haul the tubs of coal through the narrow tunnels of the mine.

The Huskar Pit Disaster

The **4th of July 1838** was a dreadful day in Silkstone's history. It was when **26 children** between the ages of 7 and 17, working as '**hurriers**' and '**trappers**', were drowned after the day hole through which they were attempting to escape from the Husker (or Huskar) Pit at Moorend was flooded.

This happened during a **summer thunderstorm** when a clap of thunder was mistaken for an explosion. **Forty-four** children were working below ground and, ignoring instructions to stay where they were, they decided that, if there had been an explosion, the day hole was a quick and safe way out.



Drama Terminology: Physical and Vocal Skills

Dialogue	The spoken script on stage
Chorus/ Choral speaking	A variation on chorus work where a group of performers speaks with 'one voice'
Vocal Tone	The way that you speak, using 'intonation' to add feelings, emotions or sub-text
Split Screen	Showing two different scenes/ settings on one stage at the same time
Rehearse/ Rehearsal	A practice or trial performance of a play
Stage directions	An instruction in the text of a script that gives information about the movement, position, or tone of the actor, or the sound effects and lighting, F.ex. 'They exit stage right.'
Lines	The words actors say in a performance.
Off script	Being 'off script' means being able to perform a character's lines without looking at the script. This can be achieved by memorising the lines in advance of the performance.

Year 7 - Knowledge Organiser – English: Autobiographical Writing


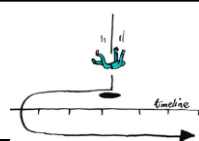




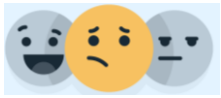

Autobiography: an account of a person's life written by that person.

Auto – comes from the Greek word for “self”

Bio – comes from the Greek word for “life”

Graphy – comes from the Greek word for “I write”

KEY TERMINOLOGY

Characterisation		the way an author or an actor describes or shows what a character is like.	In media res		(Latin: “in the midst of things”) the practice of beginning a narrative in the middle of a crucial situation.	
Imagery		Simile: a method of comparison using the words 'as' or 'like'	Catharsis		an emotional release for the characters in a literary work, or an emotional release for the audience of the work.	
		Metaphor: a figure of speech that is used to make a comparison between two things that aren't alike but do have something in common	Analepsis		a literary device in narrative, in which a past event is narrated at a point later than its chronological place in a story in other words: a flashback.	
		Personification: the description of an object or an idea as if it had human characteristics:	Parentheses	– () , ,	A word or phrase inserted as an explanation or afterth ought into a passage. in writing, usually marked off by brackets, dashes, or commas.	
		Sensory: description that explores the five human senses: sight, sound, taste, touch, and smell.				
Rule of three		A persuasive device where a lists of three adjectives or examples are used. This makes points more memorable, satisfying, and funny.	Grammar: Varying sentence types	Simple: an independent clause with no conjunction or dependent clause.		
Tone		the general character or attitude of a piece of writing i.e. Humorous, candid, sombre, reflective, informal, serious, angry		Compound: wo independent clauses joined by a conjunction (e.g., and, but, or, for, nor, yet, so).		
Direct speech	“ ”	is written text that reports speech or thought in its original form phrased by the original speaker. It is usually enclosed in quotation marks.		Complex: one independent clause and at least one dependent clause. The clauses in a complex sentence are combined with conjunctions and subordinators.		
Tension		a feeling of fear or nervousness produced before a difficult, dangerous, or important event.	Grammar: Adverbial phrase	a phrase that says how, when or where something happens. The phrase functions like an adverb.		
Compound-complex: contains multiple independent clauses and at least one dependent clause. These sentences will contain both conjunctions and subordinators.						

Year 7 - Knowledge Organiser – English: Autobiographical Writing

Ability—Condition				
able	confident	gentle	lucky	smooth
adequate	courageous	hardy	manly	spirited
alive	curious	healthy	mighty	stable
assured	daring	heavy	modern	steady
authoritative	determined	heroic	open	stouthearted
bold	durable	important	outstanding	strong
brainy	dynamic	influential	powerful	super
brave	eager	innocent	real	sure
busy	easy	intense	relaxed	tame
careful	effective	inquisitive	rich	tough
cautious	energetic	jerky	robust	victorious
clever	firm	light	sharp	zealous
competent	forceful	lively	shy	
concerned	gallant	loose	skillful	

Anger—Hostility				
agitated	combative	evil	irritated	rude
aggravated	contrary	fierce	mad	savage
aggressive	cool	furious	mean	severe
angry	cranky	hard	nasty	spiteful
annoyed	creepy	harsh	obnoxious	tense
arrogant	cross	hateful	obstinate	terse
belligerent	cruel	hostile	outraged	vicious
biting	defiant	impatient	perturbed	vindictive
blunt	disagreeable	inconsiderate	repulsive	violent
bullying	enraged	insensitive	resentful	wicked
callous	envious	intolerant	rough	wrathful

Sound				
bang	groan	melodic	screech	thud
booming	growl	moan	shrill	thump
buzz	harsh	mute	silent	thunderous
clatter	high-pitched	noisy	snarl	tinkle
cooing	hiss	purring	snort	voiceless
crash	hoarse	quiet	soft	wail
crying	hushed	raspy	splash	whine
deafening	husky	resonant	squeak	whispered
faint	loud	screaming	squeal	
Time				
ancient	daylight	late	outdated	sunrise
annual	decade	lengthy	periodic	sunset
brief	dusk	long	punctual	swift
brisk	early	modern	quick	tardy
centuries	eons	moments	rapid	twilight
continual	evening	noon	short	whirlwind
crawling	fast	noonday	slowly	yearly
dawn	flash	old	speedy	years
daybreak	intermittent	old-fashioned	sporadic	young

Size				
ample	elfin	immense	miniature	stupendous
average	enormous	large	minute	tall
behemoth	fat	little	petite	tiny
big	giant	long	portly	towering
bulky	gigantic	mammoth	prodigious	vast
colossal	great	massive	puny	voluminous
diminutive	huge	microscopic	short	wee
dwarfed	hulking	middle-sized	small	

Quantity				
ample	few	lots	paucity	scarcity
abundant	heavy	many	plentiful	skimpy
chock-full	lavish	meager	plenty	sparing
copious	liberal	much	profuse	sparse
dearth	light	numerous	scads	sufficient
empty	loads	oodles	scant	well-stocked
Smell—Taste				
acrid	fragrant	putrid	sour	sweet
antiseptic	fresh	ripe	spicy	tangy
bitter	juicy	rotten	stale	tart
choking	medicinal	salty	sticky	tasteless
clean	nutty	savory	strong	tasty
delicious	peppery	smoky	stuffy	

Inability—Inadequacy				
anemic	disabled	incapable	powerless	unable
ashamed	exhausted	incompetent	puny	uncertain
broken	exposed	ineffective	shaken	unfit
catatonic	fragile	inept	shaky	unimportant
cowardly	frail	inferior	shivering	unqualified
crippled	harmless	insecure	sickly	unsound
defeated	helpless	meek	small	useless
defective	impotent	mummified	strengthless	vulnerable
deficient	inadequate	naughty	trivial	weak
demoralized				
Touch				
boiling	dirty	grubby	shaggy	stinging
breezy	dry	hard	sharp	tender
bumpy	dusty	hot	bumpy	tight
chilly	filthy	icy	slick	uneven
cold	flaky	loose	slimy	waxen
cool	fluffy	melted	slippery	wet
creepy	fluttering	plastic	slushy	wooden
crisp	frosty	prickly	smooth	yielding
cuddly	fuzzy	rainy	soft	
curly	goopy	rough	solid	
damp	greasy	sandpapery	sticky	

Love—Affection—Concern				
admired	conscientious	giving	mellow	reliable
adorable	considerate	good	mild	respectful
affectionate	cooperative	helpful	moral	sensitive
agreeable	cordial	honest	neighboring	sweet
altruistic	courteous	honorable	nice	sympathetic
amiable	dedicated	hospitable	obliging	tender
benevolent	devoted	humane	open	thoughtful
benign	empathetic	interested	optimistic	tolerant
brotherly	fair	just	patient	trustworthy
caring	faithful	kind	peaceful	truthful
charitable	forgiving	kindly	pleasant	understanding
comfortable	generous	lovable	reasonable	warm
congenial	genuine	loving	receptive	worthy

Depression—Sadness—Gloom				
abandoned	depressed	forsaken	low	ruined
alien	desolate	gloomy	miserable	rundown
alienated	despairing	glum	mishandled	sad
alone	despised	grim	mistreated	scornful
awful	despondent	hated	moody	scornful
battered	destroyed	homeless	mournful	stranded
blue	discarded	hopeless	obsolete	tearful
bored	discouraged	horrible	ostracized	terrible
burned	dismal	humiliated	overlooked	tired
cheapened	downcast	hurt	pathetic	unhappy
crushed	downhearted	jilted	pitiful	unloved
debased	downtrodden	kaput	rebuked	whipped
defeated	dreadful	loathed	regretful	worthless
degraded	estranged	lonely	rejected	wrecked
dejected	excluded	lonesome	reprimanded	
demolished	forlorn	lousy	rotten	

Distress				
afflicted	displeased	hindered	puzzled	tormented
anguished	dissatisfied	impaired	ridiculous	touchy
awkward	distrustful	impatient	sickened	troubled
baffled	disturbed	imprisoned	silly	ungainly
bewildered	doubtful	lost	skeptical	unlucky
clumsy	foolish	nauseated	speechless	unpopular
confused	futile	offended	strained	unsatisfied
constrained	grief	pained	suspicious	unsure
disgusted	helpless	perplexed	swamped	wearry
disliked				

Joy—Elation				
amused	enchanted	glorious	joyful	smiling
amused	enthusiastic	good	jubilant	splendid
blissful	exalted	grand	magnificent	superb
brilliant	excellent	gratified	majestic	terrific
calm	excited	great	marvelous	thrilled
cheerful	exuberant	happy	overjoyed	tremendous
comical	fantastic	hilarious	pleasant	triumphant
contented	fit	humorous	pleased	vivacious
delighted	funny	inspired	proud	witty
ecstatic	gay	jolly	relieved	wonderful
elated	glad	jovial	satisfied	
elevated				

Sight—Appearance				
adorable	crinkled	foggy	motionless	skinny
alert	crooked	fuzzy	muddy	smoggy
beautiful	crowded	glamorous	murky	sparkling
blinding	crystalline	gleaming	nappy	spotless
bright	curved	glistening	narrow	square
brilliant	cute	glowing	obtuse	steep
broad	dark	graceful	rotund	stormy
blonde	deep	grotesque	round	straight
bloody	dim	hazy	pale	strange
blushing	distinct	high	poised	ugly
chubby	dull	hollow	quaint	unsightly
clean	elegant	homely	shadowy	unusual
clear	fancy	light	shady	weird
cloudy	filthy	lithe	shallow	wide
colorful	flat	low	sheer	wizened

Fear—Anxiety				
afraid	dreading	insecure	terrified	tense
agitated	eerie	intimidated	panic	timid
alarmed	embarrassed	jealous	restless	uncomfortable
anxious	fearful	jittery	scared	
apprehensive	frantic	lumpy	shaky	

Introduction to Non-Fiction

Word	Definition
TAP	Acronym for text type, audience & purpose.
Text type	The specific form of a non-fiction text (e.g. a letter, a speech, an article).
audience	The specific readers/listeners a non-fiction text has been written for.
purpose	The intention a non-fiction text is trying to achieve.

Types of Non-Fiction text

Word	Definition
article	A piece of writing included a newspaper or magazine.
speech	A text written for a person to speak aloud, often at a formal presentation.
letter	A piece of writing intended to be sent to a recipient by post.
advert	A public notice or announcement promoting a specific product or service.
leaflet	A printed piece of paper designed to give information on a topic, often using sub-headings and bullet points.

Purposes of Non-Fiction texts

Word	Definition
advise	When a writer is trying to offer suggestions and recommendations to a reader.
instruct	When a writer tells a reader how to do something, often step-by-step for ease.
argue	When a writer is trying to promote their point of view or opinion on a topic.
inform	When a writer is trying to give information on a topic to a reader.
explain	When a writer communicates an idea to a reader by describing it in detail.
persuade	When a writer is trying to convince a reader to feel or think a certain way about a topic.
entertain	When a writer is trying to make the process of reading their text enjoyable and interesting.

Aristotle's Modes of Persuasion

Word	Definition
ethos	When a writer establishes trust with a reader and builds credibility.
pathos	When a writer establishes an emotional connection with the reader.
logos	When a writer appeals to a reader's sense of logic and reasoning.

Rhetorical Devices (DAFOREST)

Word	Definition
direct address	When a writer communicates directly with a reader (e.g. "you").
anecdote	A personal story shared by a writer to illustrate or support a point.
alliteration	Where the first letter of a word is repeated in words that follow. For example, the cold, crisp, crust of clean, clear ice.
fact	Information a writer uses as evidence.
figurative language	When a writer uses language in a way that is non-literal (e.g. metaphor, simile, personification).
opinion	A view or judgement on a situation/topic.
rhetorical question	Where a question is asked that does not require or receive an answer, often to make a reader think.
repetition	Where a word or phrase is repeated in a text for effect.
emotive language	The use of words that are designed to have an emotional impact on a reader.
exaggeration (or hyperbole)	A statement used to make something seem better or worse than it really is.
statistic	A piece of data or numerical fact used as evidence.
triplet (or list of three)	A list made up of three words used to intensify an impression of something.

Common Features of Non-Fiction texts

Word	Definition	Type
headline	The heading at the top of a page in a newspaper/magazine.	article
subheading	A heading given to a smaller section of a larger text.	article/leaflet
body	The main part of a text which contains the core ideas.	All texts
topic sentence	A sentence that contains the main idea of the paragraph it is in.	All texts
bullet point	One item in a short-hand list.	leaflet
address	The address where a letter is intended to be sent or is sent from.	letter
salutation	The greeting used by a writer at the beginning a letter.	letter
valediction	The sign off used by a writer at the end of a letter.	letter



Knowledge Organiser Year 7 French Spring 1: Module 3 *Mon temps libre*

A.

Irregular verbs			Regular -er verbs		
Nager	Être	Faire	Jouer	Chanter	Danser
Je nage	Je suis	Je fais	Je joue	Je chante	Je danse
Tu nages	Tu es	Tu fais	Tu joues	Tu chantes	Tu dances
Il/elle/on nage	Il/elle/on est	Il/elle/on fait	Il/elle/on joue	Il/elle/on chante	Il/elle/on danse
Nous nageons	Nous sommes	Nous faisons	Nous jouons	Nous chantons	Nous dansons
Vous nagez	Vous êtes	Vous faites	Vous jouez	Vous chantez	Vous dansez
Ils/Elles nagent	ils/elles sont	Ils/elles font	Ils/elles jouent	Ils/elles chantent	Ils/elles dansent


B. GRAMMAR. Jouer à

When do we use <u>jouer à</u> ?	We use it to say what sports you play
à + le	au
à + la	à la
à + les	aux
I play basketball	
je joue au basket	
He plays bowls	
il joue à la pétanque	
I play cards	
je joue aux cartes	

C. GRAMMAR. Faire de

When do we use <u>faire de</u> ?	We use it to say what activities you do
de + le	du
de + la	de la
de + les	des
I do cycling	
Je fais du vélo	
You do cooking	
Tu fais de la cuisine	
I do hiking	
Je fais des randonnées	

D. GRAMMAR Asking questions in French

Make a statement but raise your voice at the end + add question mark	Tu <u>aimes</u> le foot? 
Add <u>Est-ce que</u> to the start of the sentence (Do...)	Est-ce que tu aimes le foot?
	<u>Do you like</u> football?
Use <u>Qu'est-ce que</u> to ask what	Qu'est-ce que tu fais normalement?
	<u>What do you</u> normally do?

E. OPINIONS

<u>J'aime bien</u>	I really like
Je <u>n'aime pas trop</u>	I don't really like
Je <u>hais</u>	I hate
Il <u>aime</u>	He likes
Elle <u>aime</u>	She likes
Nous <u>aimons</u>	We like
Ils/Elles <u>aiment</u>	They like

F. COMPLEX STRUCTURES:

How do we say we like doing something in French?	We use " <u>j'aime</u> " plus the infinitive form of the verb we like doing.
I like swimming	J'aime nager
He likes playing hockey	Il aime jouer au hockey
We like doing cooking	Nous aimons faire de la cuisine
Do you like playing cards?	Est-ce que tu aimes jouer aux cartes?

G. CULTURE CORNER!

Skiing and other winter sports are very popular in the South East of France where the mountain range called the Alps is.

In Switzerland, wrestling is a traditional sport.

H. VOCAB

Point de départ (pages 58–59)

Quel temps fait-il?	<i>What's the weather like?</i>	Il neige.	<i>It's snowing.</i>
Il fait beau.	<i>The weather's fine.</i>	au printemps	<i>in spring</i>
Il fait mauvais.	<i>The weather's bad.</i>	en été	<i>in summer</i>
Il fait chaud.	<i>It's hot.</i>	en automne	<i>in autumn</i>
Il fait froid.	<i>It's cold.</i>	en hiver	<i>in winter</i>
Il y a du soleil.	<i>It's sunny.</i>	Quand (il pleut /	<i>When (it rains / it is hot)</i>
Il y a du vent.	<i>It's windy.</i>	il fait chaud)	
Il pleut.	<i>It's raining.</i>	Je reste à la maison.	<i>I stay at home.</i>

Unité 1 (pages 60–61) Tu es sportif/sportive?

Je joue ...	<i>I play ...</i>	assez	<i>quite</i>
au basket	<i>basketball</i>	très	<i>very</i>
au billard	<i>pool</i>	sportif / sportive	<i>sporty</i>
au football (foot)	<i>football</i>	Il y a un garçon / une fille.	<i>There is a boy / a girl.</i>
au rugby	<i>rugby</i>	Il/Elle joue ...	<i>He/She is playing ...</i>
au hockey	<i>hockey</i>	Il/Elle porte ...	<i>He/She is wearing ...</i>
au tennis	<i>tennis</i>	un short	<i>a pair of shorts</i>
au volleyball	<i>volleyball</i>	un chapeau	<i>a hat</i>
à la pétanque / aux boules	<i>boules</i>	une casquette	<i>a cap</i>
aux cartes	<i>cards</i>	Le ciel est bleu / gris.	<i>The sky is blue / grey.</i>
aux échecs	<i>chess</i>	Il y a un bâtiment.	<i>There is a building.</i>
Je suis	<i>I am</i>	Il y a une maison.	<i>There is a house.</i>
Je ne suis pas	<i>I am not</i>	Il y a des arbres.	<i>There are some trees.</i>

Unité 2 (pages 62–63) Qu'est-ce que tu fais?

Qu'est-ce que tu fais?	<i>What do you do?</i>	Je fais des randonnées.	<i>I go hiking.</i>
Je fais du skate.	<i>I go skateboarding.</i>	Je ne fais pas de sport /	<i>I don't do sport /</i>
Je fais du patin à glace.	<i>I go ice skating.</i>	danse, (etc.).	<i>dancing, (etc.).</i>
Je fais du vélo.	<i>I go cycling.</i>	Est-ce que tu fais souvent	<i>Do you do / go (cycling)</i>
Je fais du ski.	<i>I go skiing.</i>	(du vélo)?	<i>often?</i>
Je fais du judo.	<i>I do judo.</i>	Je fais ... (du vélo).	<i>I do / go (cycling) ...</i>
Je fais du théâtre.	<i>I do drama.</i>	parfois	<i>sometimes.</i>
Je fais de la cuisine.	<i>I do cookery.</i>	souvent	<i>often.</i>
Je fais de la danse.	<i>I do dancing.</i>	tout le temps	<i>all the time.</i>
Je fais de la gymnastique.	<i>I do gymnastics.</i>	tous les jours	<i>every day.</i>
Je fais de la natation.	<i>I go swimming.</i>	tous les weekends	<i>every weekend.</i>
Je fais de l'athlétisme.	<i>I do athletics.</i>	tous les lundis/mardis,	<i>every Monday/Tuesday,</i>
Je fais de l'équitation.	<i>I go horse riding.</i>	(etc.).	<i>(etc.).</i>

Unité 3 (pages 64–65) Le sport dans les pays francophones

On fait du ski (alpin).	<i>We/People go skiing.</i>	On fait du canyoning.	<i>We/People go canyoning.</i>
On fait du snowboard.	<i>We/People go snowboarding.</i>	On fait du canoë-kayak.	<i>We/People go canoeing.</i>
On fait du rafting.	<i>We/People go rafting.</i>	On fait de la voile.	<i>We/People go sailing.</i>
On fait de l'alpinisme.	<i>We/People go mountaineering.</i>	On fait de la planche à voile.	<i>We/People go wind-surfing.</i>
		On fait de la luge.	<i>We/People go tobogganing.</i>

Unité 4 (pages 66–67) Tu aimes faire ça?

Qu'est-ce que tu aimes faire sur ton portable?	<i>What do you like doing on your phone?</i>	regarder des films	<i>watching films</i>
Qu'est-ce que tu aimes faire sur ta tablette?	<i>What do you like doing on your tablet?</i>	tchatter avec mes copains / copines	<i>chatting (online) with my mates</i>
J'aime	<i>I like</i>	télécharger des chansons.	<i>downloading songs</i>
Je n'aime pas	<i>I don't like</i>	parce que c'est ...	<i>because it's ...</i>
J'adore	<i>I love</i>	amusant	<i>fun</i>
Je déteste	<i>I hate</i>	marrant	<i>funny</i>
bloguer	<i>blogging</i>	ennuyeux	<i>boring</i>
écouter de la musique	<i>listening to music</i>	facile	<i>easy</i>
envoyer des SMS	<i>sending texts</i>	intéressant	<i>interesting</i>
prendre des selfies	<i>taking selfies</i>	rapide	<i>fast</i>
partager des photos / des vidéos	<i>sharing photos/videos</i>		

Unité 5 (pages 68–69) Questions, questions, questions!

Qu'est-ce que tu aimes faire ...?	<i>What do you like doing ...?</i>	Est-ce que tu aimes ...?	<i>Do you like ...?</i>
le weekend	<i>at the weekend</i>	faire du judo	<i>doing judo</i>
avec tes amis	<i>with your friends</i>	prendre des photos	<i>taking photos</i>
quand il pleut	<i>when it rains</i>	jouer aux échecs	<i>playing chess</i>

Les mots essentiels High-frequency words

Question words

comment ...?	<i>how ...? (also used to ask what someone or something is like)</i>
quand ...?	<i>when ...?</i>
quel(le/s) ...?	<i>which/what ...?</i>
est-ce que tu ...?	<i>do you ...?</i>
qu'est-ce que tu ...?	<i>what do you ...?</i>

Prepositions

avec	<i>with</i>
en	<i>in</i>
sur	<i>on</i>

Other key words

tout/toute/tous/toutes	<i>all, every</i>
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Stratégie 3

Use key sounds to learn groups of words

You learned some key French sounds in Modules 1 (page 8) and 3 (page 58). One way of remembering new words is to group them with others that have the same sound-spelling pattern. Here are some examples from Module 3:

	vélo → été, randonnées, télécharger
	maths → théâtre, athlétisme
	natation → équitation
	échecs → chanter, chansons
	hypercool → hiver, hockey

Look back at the **Vocabulaire** pages for Modules 1 and 2. Can you add any words to the lists above?

Note: some words may contain more than one key sound! E.g. **gymnastique**

Knowledge Organiser Year 7 French Spring 2: Module 4 *Ma vie de famille*

A.

Irregular verbs				Regular verbs		
Avoir - to have	Être - to be	Manger - to eat	Boire - to drink	Porter - to wear	Habiter - to live	Rentrer - to return
J'ai	Je suis	Je mange	Je bois	Je porte	J'habite	Je rentre
Tu as	Tu es	Tu manges	Tu bois	Tu portes	Tu habites	Tu rentres
Il/elle/on a	Il/elle/on est	Il /elle/on mange	Il/elle/on boit	Il/elle/on porte	Il/elle/on habite	Il/elle/on rentre
Nous avons	Nous sommes	Nous mangeons	Nous buvons	Nous portons	Nous habitons	Nous rentrons
Vous avez	Vous êtes	Vous mangez	Vous buvez	Vous portez	Vous habitez	Vous rentrez
Ils/Elles ont	ils/elles sont	Ils/elles mangent	Ils/Elles boivent	Ils/elles portent	Ils/elles habitent	Ils/elles rentrent

B. KEY GRAMMAR: Possessive adjectives

What are they?	Words to say who things belong to e.g. my, your, his/hers etc.		
How do they work?	They agree with the noun it describes e.g. 3 different ways to say 'my' - masculine, feminine and plural		
Be careful!	Any noun beginning with a vowel or 'h' always takes the masculine possessive adjective e.g. mon <u>amie</u>		
My mother	<u>Ma</u> mère		
My father	<u>Mon</u> père		
My parents	<u>Mes</u> parents		
	masculine	feminine	plural
my	<u>mon</u>	<u>ma</u>	<u>mes</u>
your	<u>ton</u>	<u>ta</u>	<u>tes</u>
his/her/one's	<u>son</u>	<u>sa</u>	<u>ses</u>

E. OPINIONS

J'aime boire	I really to drink
Je n'aime pas trop manger	I don't really like to eat
J'adore habiter ici	I love living here
Je pense que c'est important	I think that it's important
À mon avis	In my opinion

C. KEY GRAMMAR: The partitive article

What is it?	An article used to express 'some'. We use it when we say what we eat and drink.
How does it work?	Take the preposition <u>de</u> + the definite article <u>le/la/les</u> depending on the noun
N.B.	In negative sentences or with quantities, no definite article is required: just use <u>de</u> on its own

<u>masc. s.</u>	<u>fem. s.</u>	m/f pl.	before a vowel
du	de la	des	de l'

F. COMPLEX STRUCTURES:

Je voudrais avoir un chat	I would like to have a cat
Il n'y a pas de place	<u>There's no space</u>
Je ne suis pas d'accord	<u>I don't agree</u>
Il y a beaucoup à faire	<u>There's lots to do</u>

D. GRAMMAR Conjugation

How do you conjugate -er verbs in French?

1. Take the infinitive
2. Remove the ending -er.
3. Add the endings for each pronoun:

Je	<u>-e</u>
Tu	<u>-es</u>
Il/Elle/on	<u>-e</u>
Nous	<u>-ons</u>
Vous	<u>-ez</u>
Ils/ Elles	<u>-ont</u>

G. CULTURE CORNER!

On 14th July, the French celebrate Bastille Day, has its roots in the French Revolution of the 1700s. It is a national holiday, so everyone has the day off! During that day, there is a military parade in Paris, and a firework show!

H. VOCAB

Point de départ (pages 82–83)

le pays de Galles	Wales	un cochon d'Inde	a Guinea pig
le Portugal	Portugal	un hamster	a hamster
la Belgique	Belgium	un lapin	a rabbit
la France	France	un lézard	a lizard
la Grèce	Greece	un oiseau	a bird
la Pologne	Poland	un poisson	a fish
la Suisse	Switzerland	un serpent	a snake
l'Allemagne	Germany	Je n'ai pas d'animal.	I don't have a pet.
l'Angleterre	England	vingt	20
l'Écosse	Scotland	trente	30
l'Espagne	Spain	quarante	40
l'Irlande	Ireland	cinquante	50
l'Irlande du Nord	Northern Ireland	soixante	60
l'Italie	Italy	soixante-dix	70
As-tu un animal?	Have you got a pet?	quatre-vingts	80
J'ai ...	I have ...	quatre-vingt-dix	90
un chat	a cat	cent	100
un chien	a dog		

Unité 1 (pages 84–85) Décris-moi ta famille

la famille	family	de taille moyenne	medium-sized
la famille d'accueil	foster family	il/elle a les yeux ...	he / she has ... eyes
le (beau-)père	(step-)father	bleus / verts / marron	blue / green / brown
le grand-père	grandfather	il/elle a les cheveux ...	he/she has ... hair
le (demi-)frère	(half/step-)brother	noirs / blonds	black / blond
le fils / la fille	son / daughter	roux / gris / bruns	red / grey / brown
la (belle-)mère	step-mother	courts / longs / mi-longs	short / long / medium-length
la grand-mère	grandmother	bouclés / raides	curly / straight
la (demi-)sœur	(half/step-)sister	une barbe	a beard
les parents	parents	des taches de rousseur	freckles
il/elle est ...	he/she is ...	des tatouages	tattoos
petit(e)	small	il/elle porte des lunettes	he/she wears glasses
grand(e)	tall		

Unité 2 (pages 86–87) Où habites-tu?

Où habites-tu?	Where do you live?	confortable	comfortable
J'habite ...	I live ...	trop petit	too small
en Angleterre	in England	Il n'y a pas de place.	There's no space / room.
au pays de Galles	in Wales	le salon	the living room
dans un appartement	in a flat	la cuisine	the kitchen
dans une maison	in a house	la chambre	the bedroom
J'aime habiter ici.	I like living here.	la salle de bains	the bathroom
Je n'aime pas habiter ici.	I don't like living here.	la salle à manger	the dining room
C'est ...	It's ...	le jardin	the garden
tranquille	peaceful		

Unité 3 (pages 88–89) Qu'est-ce que tu manges au petit déjeuner?

Qu'est-ce que tu manges au petit déjeuner?	What do you have for breakfast?	de la confiture	jam
Je mange ...	I eat ...	des céréales	cereal
un croissant	a croissant	des œufs	eggs
un fruit	a piece of fruit	Je bois ...	I drink ...
du pain (grillé)	(toasted) bread	du jus de fruits	fruit juice
du beurre	butter	du chocolat chaud	hot chocolate
du bacon	bacon	du lait	milk
du yaourt	yoghurt	de l'eau	water
une tartine	a slice of bread with jam or spread	Je ne mange rien.	I don't eat anything.

Unité 4 (pages 90–91) On fait la fête!

le 14 juillet	Bastille Day	un bal	a dance
la fête nationale	national holiday	regarder un feu d'artifice	to watch fireworks
un jour de congé	a day off	faire un pique-nique	to have a picnic
un défilé (militaire)	a (military) parade	faire la fête	to celebrate

Unité 5 (pages 92–93) Une drôle de famille

grincheux(-se)	grumpy	furieux(-se)	angry
studieux(-se)	studious	il habite	he lives
marrant(e)	funny	elle habite	she lives
sévère	strict	ils habitent	they live
maigre	thin		

Les mots essentiels High-frequency words

Pronoun	
nous	we
Prepositions	
de	of
dans	in
à	in/at
Other useful words	
du/de la/de l'/des	some
(ne) ... rien	nothing

Stratégie 4

Cognates and near-cognates

- Cognates may have the same spelling in French and English, but don't forget to learn them! You need to learn them with the correct article, e.g. **le** Portugal, **des** céréales.
- Watch for small differences in spelling between English and French e.g. **appartement**, **chocolat**. Try to spot patterns: -ic is -ique in words like **pique-nique**; -y is -ie in words like **Italie**.
- Remember that the pronunciation might sound quite different to the spoken English form. How do you pronounce these cognates?
France Portugal hamster parents fruits

Geography:

Weather and Climate

Water cycle and rain

Evaporation	Water turning into water vapour when heated
Condensation	Water vapour turning to liquid water when cooled eg to form clouds
Precipitation	Rain, snow, sleet or hail

What happens to air when heated?	It rises
How does temperature change high in the atmosphere?	It becomes cooler
Convictional rainfall	Rainfall caused by heating by the sun
Relief rainfall	Rainfall caused by the presence of mountains/hills
Frontal rainfall	Rainfall caused by the meeting of warm and cold masses of air

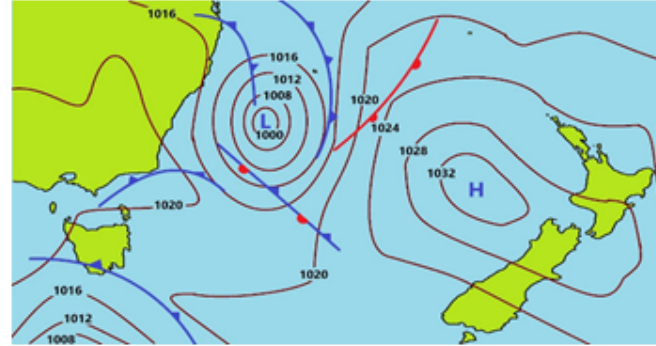
Air masses

Air mass	A body of air with uniform temperature, humidity and density
Polar maritime air mass	Cold and wet air
Polar continental air mass	Cold and dry air
Tropical maritime air mass	Hot and wet air
Tropical continental air mass	Hot and dry air

Pressure

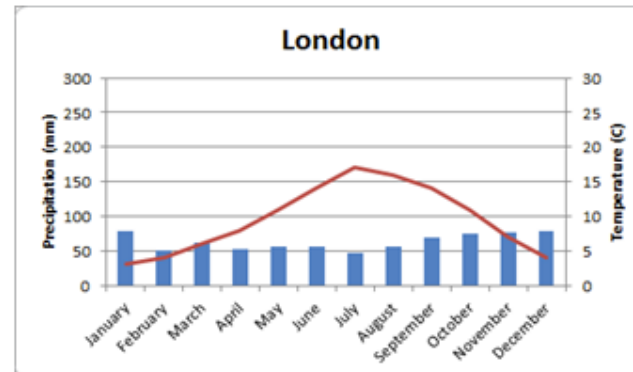
Cyclone	An area of low pressure
Low pressure	Rising air, causing clouds and rain
Anticyclone	An area of high pressure
High pressure	Sinking air, causing clear skies with no rain
Summer anticyclone conditions	Hot in the day, cool at night
Winter anticyclone conditions	Cold in the day with fog, very cold at night

How to read a synoptic chart



Factors affecting climate

Latitude	Distance from the equator (how north or south you are)
Altitude	How high or low you are
What are 5 factors that affect the UK climate?	Latitude Air masses Altitude Seasons Marine systems
What are 4 factors that affect global climates?	Latitude Altitude Distance from the sea Prevailing wind



What do lines show?	Isobars – areas of equal pressure
What do the numbers show?	Pressure, measured in millibars
What does an L show?	An area of low pressure
What does a H show?	An area of high pressure
What does a blue line with triangles show?	A cold front
What does a red line with semicircles show?	A warm front

How to read a climate graph

What does the bar graph show?	Precipitation
What does the line graph show?	Temperature
What is the unit of precipitation?	Millimetres
What is the unit of temperature?	Degrees Celsius

History

1. What was life like in the 1300s?	<ul style="list-style-type: none"> Most people made a living from farming the land. Literacy levels were low If you could read and write you had access to better jobs like doctor, merchant, or writer
Where did people live?	<ul style="list-style-type: none"> Most people lived in villages organised around a local landowner's land and house, and the parish church Some lived in small towns and cities, particularly those who had better jobs
How was the Feudal System working in 1300?	<ul style="list-style-type: none"> The power of the monarch was slightly restricted by Magna Carta. They were helped to rule by nobles in court and Parliament There were now two types of peasants: free and villeins. Villeins were not allowed to leave their landowner and had to ask permission to marry

2. What ideas were there in the 1300s?	<ul style="list-style-type: none"> In most countries in medieval Europe society was <u>organised</u> into a feudal system based around a monarch. The monarch was believed to be chosen by God, giving them a 'divine right' to rule Most people in medieval Europe were Roman Catholic Christian or Orthodox Christian
Did people challenge these ideas?	<ul style="list-style-type: none"> There were groups who challenged these ideas The Lollards in England argued that the Roman Catholic Church should not have so much power over Christian ideas and styles of worship Monarchs in England had also faced rebellions by nobles who wanted more power in their lands
What other rebellions had there been before 1381?	<ul style="list-style-type: none"> People from the lower classes had rebelled against their landlords/monarchs before In 1323 people in Flanders rebelled against nobles, in 1358 French peasants had rebelled against nobles in the <i>Jacquerie</i> Eleanor of Aquitaine and her sons rebelled against Henry II in 1173

3. What was the Black Death?	<ul style="list-style-type: none"> The Black Death was a plague (disease) that spread around medieval Europe in the 1340s It was very contagious, and many people died within days. There was no easy cure or medicine
Where did the Black Death come from?	<ul style="list-style-type: none"> The Black Death was transmitted by fleas who lived on rats, who lived on ships that traded around medieval Europe The infected rats moved off ships and into people's homes, who then caught the disease
What impact did the Black Death have?	<ul style="list-style-type: none"> Between 30% and 50% of the population of medieval Europe died, and the population did not rise above pre-1340 levels until after 1500 Many landowners found it very difficult to find labourers to work their land since so many died Some labourers were able to get better wages The experience of death was traumatic for many people who thought God was punishing them

5. Why did people rebel in 1381?	<ul style="list-style-type: none"> In 1381 groups of peasants and people from Kent and East Anglia in England rose up against nobles and taxes They killed several important people, including two of the king's advisors
How did the Black Death cause the rebellion?	<ul style="list-style-type: none"> After the deaths between 1348 and 1351 labourers started asking for higher wages To stop this, the government published the Statute of Labourers in 1351. This said that labourers would not be paid higher wages or be allowed to leave the land People felt this was unfair and became resentful
How did changing ideas cause the rebellions?	<ul style="list-style-type: none"> Religious leaders such as John Ball, a Lollard, said that the Feudal System was unfair and everyone should be equal. He was arrested in 1376 for his ideas Combined with growing anger about the Statute of Labourers, new ideas began to make peasants and other people think they deserved better

History

6. How did the Hundred Years' War cause the rebellion?	<ul style="list-style-type: none"> Since 1337 England had been at war with France in the Hundred Years' War over land. Some peasants went to war as archers War meant higher taxes for everyone which made poorer peasants angry After 1369 the English lost several battles against the French
How did mistrust of the government cause the rebellion?	<ul style="list-style-type: none"> In 1377 Richard II became king of England at the age of 10. His youth meant he had to be advised, and this was done by his Uncle John of Gaunt. Both nobles and ordinary people didn't trust him and thought he wanted the throne for himself John of Gaunt also raised taxes

7. How did the Poll Tax cause the rebellion?	<ul style="list-style-type: none"> The Hundred Years' War cost money, and after 1377 John of Gaunt used a new tax to raise money for it This tax asked everyone, rich or poor, to pay the same amount. Poorer peasants were furious and blamed John of Gaunt and his supporter, Archbishop Simon Sudbury, for this
What happened in 1381?	<ul style="list-style-type: none"> When tax collectors came to the village of Fobbing in 1381 for the Poll Tax they refused to pay. This rebellion spread and the rebels marched to London to see the King and release John Ball They made an ex-soldier Wat Tyler their leader, and on their way burned down some nobles' houses and castles They met Richard II who promised who would meet their demands of stopping the Poll Tax and freeing all villeins

8. What changed as a result of the rebellion?	<ul style="list-style-type: none"> Richard II broke his promise and sent soldiers after the rebels. Wat Tyler and John Ball were killed, and other rebels were executed. The rebellion was overall unsuccessful, though it showed that the Feudal System was under threat
What was the most important reason people rebelled in 1381?	<ul style="list-style-type: none"> Historians argue between short-term causes and long-term causes Overall the Black Death and new ideas created the situation for people to become angry, the Hundred Years' War and mistrust of the government made the resentment worse, and the Poll Tax of 1381 triggered people to revolt

Magna Carta signed	1215
Rebellion in Flanders in France	1323 - 1328
The Hundred Years War begins	1337
The Black Death comes to England	1348-1349
French <i>Jacquerie</i> rebellion	1352
Richard II becomes King of England	1377
Final Poll Tax called	1381
The English Rising	1381
The Hundred Years' War ends	1453

Glossary	
Short-term causes	A cause that is happening closer to the event
Long-term causes	A cause that has been happening for a long time/happened a long time before the event
Lollard	A religious group from the 1300/1400s in England who criticised the power of the Roman Catholic Church and said ordinary people could be responsible for their own faith
Rebellion	When people rise up against authority

Key Vocab	Definition
Call and Response	A musical phrase is played then repeated by a group
Polyrhythm	Multiple rhythms at the same time
Syncopation	Playing off the beat
Afro Beat	A style of African music influenced by jazz, funk and soul
Duration	The length of a note
Slap	Hitting the rim of a djembe
Tone	Hitting the outer skin of a djembe
Bass (drumming)	Hitting the middle of a djembe with open hand
Ostinato	A short repeating pattern of notes
Pulse	Continuous identical beats

Sembreve	4 beats		
Minim	2 beats		
Crotchet	1 beat		
Quaver	1/2 a beat		
Semiquaver	1/4 beat		

West African Countries Studied
Niger
Mauritania
Senegal
Mali
Guinea
Ivory Coast



Type Of Beat	Double Time	Triple Time	Quadruple Time
Crotchet Beat	$\frac{2}{4}$  	$\frac{3}{4}$   	$\frac{4}{4}$  
Minim Beat	$\frac{2}{2}$  	$\frac{3}{2}$   	$\frac{4}{2}$  
Quaver Beat	$\frac{2}{8}$  	$\frac{3}{8}$   	$\frac{4}{8}$  

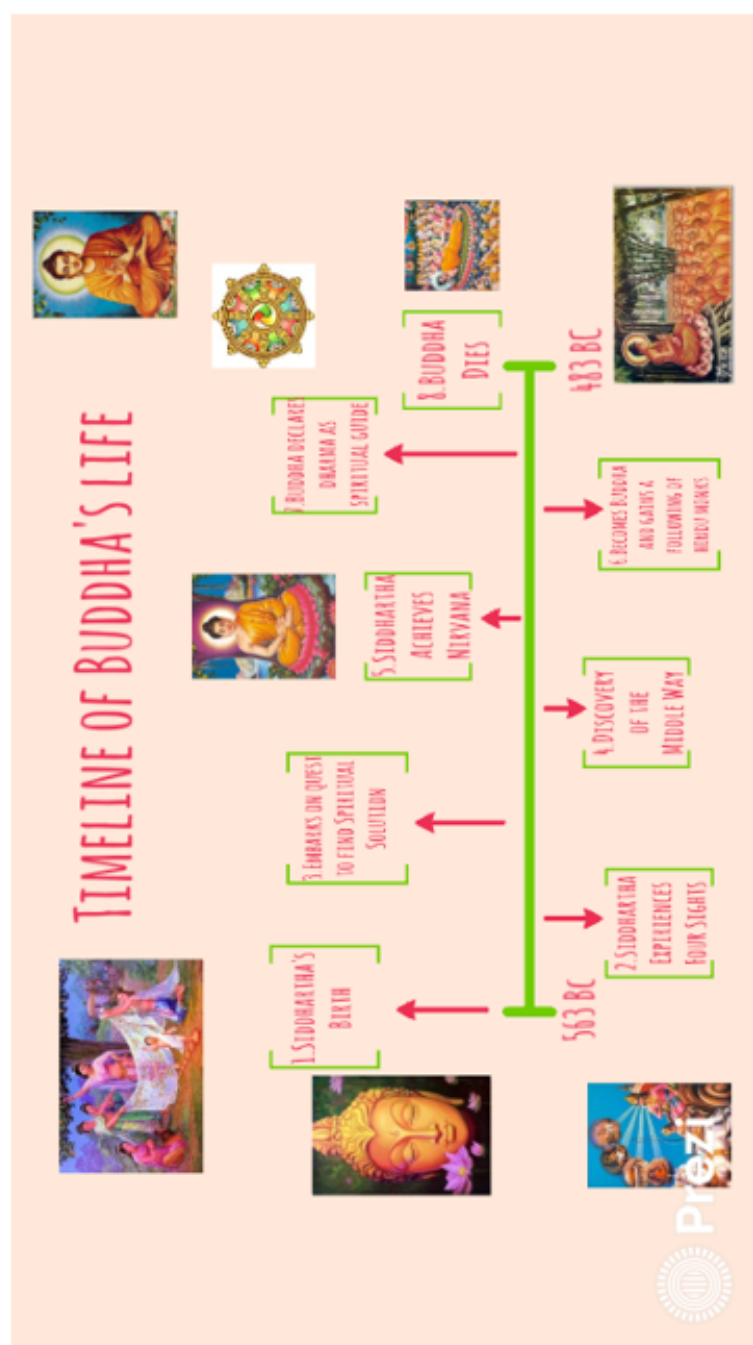


Djembe	Talking Drum	Balafon	Dundun	Agogo Bells	Kpanlogo	Shekere	Kashaka
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What is Buddhism? Knowledge Organiser

Key Vocabulary			
Buddha	A title given to someone who has achieved enlightenment, commonly used to refer to Siddhartha Gautama.	Anatta	No soul – There is no soul or fixed self to humans
Enlightenment	Understanding the ultimate truth about life and reality	Anicca	Impermanence – everything is changing, nothing stays the same
Samsara Karma	The cycle of death and rebirth	Dukkha	Suffering / unsatisfactoriness
Tanha	Intentional action – the consequences of which will affect us in this life and the next	Sangha	The Buddhist community of monks and nuns
Dharma	Craving / desire	Nirvana	Escape from the cycle of death and rebirth
The Eightfold Path	The teachings of Buddha	Arhat	Buddhists who have achieved enlightenment (Theravada)
Four Noble Truths	Eight practices through which one can achieve enlightenment	Bodhisattva	Enlightened Buddhists who choose to remain in Samsara in order to guide others towards enlightenment (Mahayana)
Three Universal Truths	Buddha's teaching on the truth of suffering and how to overcome it Anicca, Dukkha and Anatta	The Middle Way	A balanced way of living avoid extreme views and actions
		Five Precepts	Five rules of living for Buddhists
Key Ideas			
Who was Prince Siddhartha?		What is the nature of Reality?	
What was the Buddha's given name?	Siddhartha Gautama	What is Buddhist teaching called?	Dharma
Where was the Buddha born?	Lumbini, Nepal	Anicca	Impermanence. Everything is changing nothing stay the same
What culture was the Buddha born into?	Hindu culture	Anatta	No soul. There is no soul or fixed self to humans
What were the four sights?	An old man, a sick man, a dead man and a holy man	Dukkha	Suffering / unsatisfactoriness
What impact did these sights have on him?	They caused him to start a life of intense meditation, living with other mystics. However, this did not satisfy his desire for the truth	Life After Death	
Where did the Buddha find enlightenment	Under the Bodhi Tree	What is samsara?	All life is in a cycle of death and rebirth called samsara. This cycle is something to escape from. When someone dies their energy passes into another form.
How did the Buddha spend his life?	he dedicated his life to teaching others how to end suffering and achieve enlightenment	What is Karma?	Karma literally means 'international action'. Buddhists believe that their intentional actions today will impact their happiness in the future within this life and future lives
Why do we suffer & how do we overcome Suffering?		How many realms of existence are there?	There are 6 realms of existence:
What is the cause of suffering?	Buddhists believe the causes of all suffering are The Three Poisons: Greed, ignorance and hatred	The Three Higher Realms:	the realms of gods, humans, and asuras (demigods)
What is craving / desire called?	Tanha	The Three Lower Realms	The realms of hell, hungry-ghosts, and animals
What are the four noble truths?	The Four Noble Truths detail the truth of suffering and how to overcome it: 1. All life involves suffering 2. Suffering is caused by craving (desire) 3. Suffering can be ended by stopping craving 4. To stop craving and suffering follow the eightfold path	How should Buddhist Behave?	
What is the Eightfold Path?	The path to ending suffering: Right view right intention right speech right action right livelihood right effort right concentration right mindfulness	What are the 5 precepts?	the five principles that Buddhists follow in order to live ethically and morally good lives. They also help Buddhists to overcome the Three Poisons
		List the 5 precepts	Avoid killing Avoid stealing Avoid misusing sex Avoid lying Avoid using drugs and alcohol

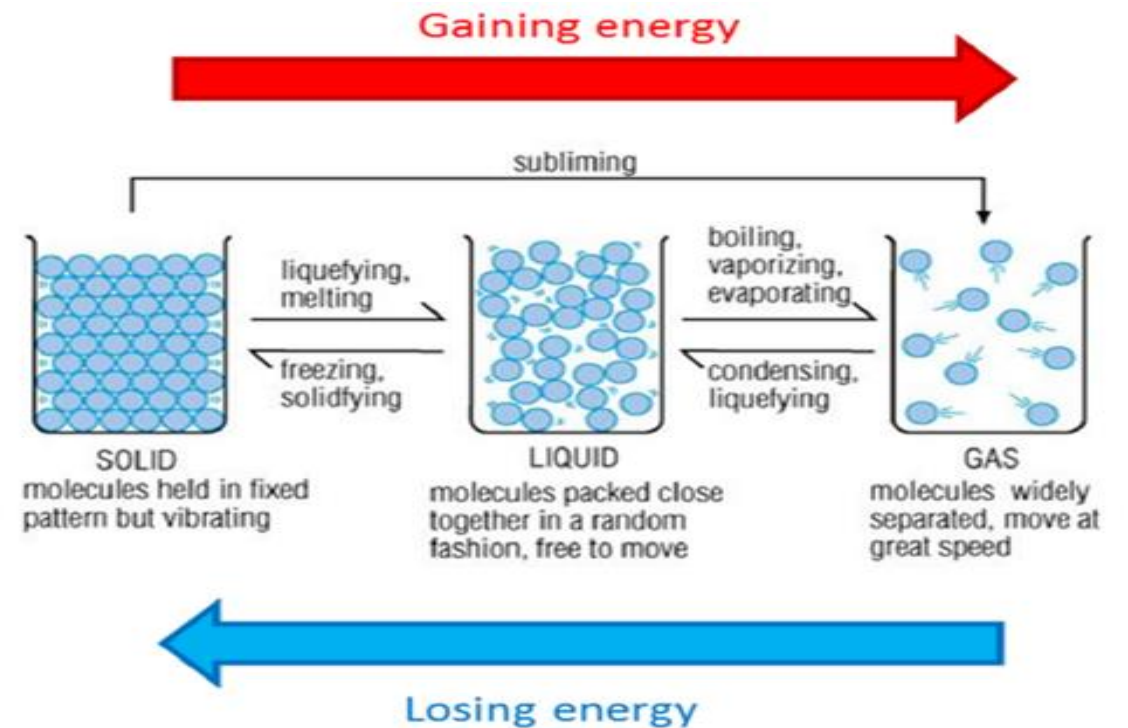
How do Buddhists worship?		
What are the different types of Buddhist worship?	Chanting Meditation, mala beads, mantras, mandalas	
Why do Buddhists meditate?	For Buddhists meditation can provide insight into the nature of self and of existence.	Buddhists do not believe in a God that gives them rules or judges them when they die
What can meditation achieve?	Meditation can help Buddhists to realise the truth of Anicca, Anatta and the Dharma	Buddhists believe they should act in a way that reduces suffering in the world
Why chant and perform mantra?	Chanting and mantras are ways of learning and showing devotion to Buddhist teachings.	Buddha taught that life should be balanced and wholesome
What are mala?	Prayer beads	Diversity within Buddhism
		A renowned Vietnamese Buddhist Monk
		He did he do?
		Who is the Dalai Lama?
		What does he do?
		What are the two main types of Buddhists
		Which is older?
		What are Bodhisattvas?
		Mahayana Buddhists attempt to become Bodhisattvas who are enlightened but remain within samsara in order to help other achieve enlightenment






Y7 Particle Model

The particle model	
Materials	Materials are made out of tiny objects called particles.
Substance	Is made of one type of particle only.
Particle model	A way of thinking about how substances behave in terms of small, moving particles.
The properties of a substance	Depends on three factors: 1. What its particles are like 2. How its particles are arranged 3. How its particles move around
Density	The density of a substance is how much matter there is in a certain volume, or how heavy it is for its size.
Freezing	When a substance changes from a liquid to a solid state.
Melting	When a substance changes from a solid to a liquid state
Melting point	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.
Boiling	When a substance changes from a liquid to a gas state
Boiling point	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	
Evaporation	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.
Condensation	The change of state from gas to liquid. It can happen at any temperature below the boiling point.
Sublimation	The change of state from solid directly to gas.



Y7 Particle Model

States of Matter and their properties	
Solid	<p>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.</p>  <p>◀ The particles of a substance in the solid state.</p>
Liquid	<p>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.</p>  <p>◀ The particles of a substance in the liquid state.</p>
Gas	<p>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.</p>  <p>◀ The particles of a substance in the gas state.</p>

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

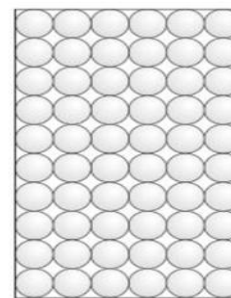
Gas pressure	
The force exerted per unit area on the walls of a container. It is caused by collisions of particles with the walls. Two factors affecting the gas pressure are:	
Number of particles	Adding more particles causes more frequent collisions with the walls. The pressure inside the container increases.
Temperature	The higher the temperature the higher the air pressure. The lower the temperature the lower the air pressure.

Inside particles	
Element	A substance that cannot be broken down into other substance
Atom	Is the smallest particle of an element tat can exist
Molecule	Is a group of two or more atoms, strongly joined together
Compound	Is a substance that is made up of atoms of two or more elements, strongly joined together.

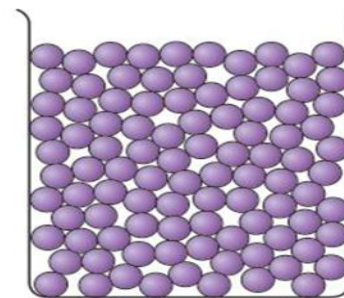
Y7 Separating Mixtures

Solutions and Solubility

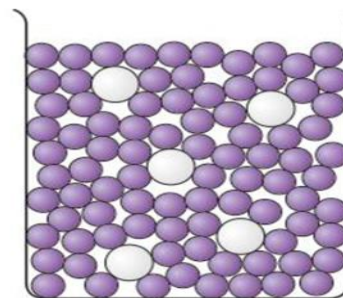
Pure substance	Is made from only one substance with all its particles the same
Mixture	Is made from two or more substances which may be elements or compounds. The particles of the different substances are not joined together. They are just mixed up. They all have different properties.
Dissolve	The complete mixing of a solute with a solvent to make a solution
Solvent	A substance, normally a liquid, that dissolves another substance
Solute	The solid or gas that is dissolved in a liquid
Solution	A mixture of a solute dissolved in a solvent. All parts of a mixture are the same.
Saturated solution	A solution in which no more solute can dissolve
Solubility	The maximum mass of solute that dissolves in a certain volume or mass of solvent
Soluble	A substance that can dissolve in a given solvent
Insoluble	A substance that cannot dissolve in a given solvent
Solubility curve	A graph showing the change in solubility of a substance with temperature.



▲ Particles in solid sugar.



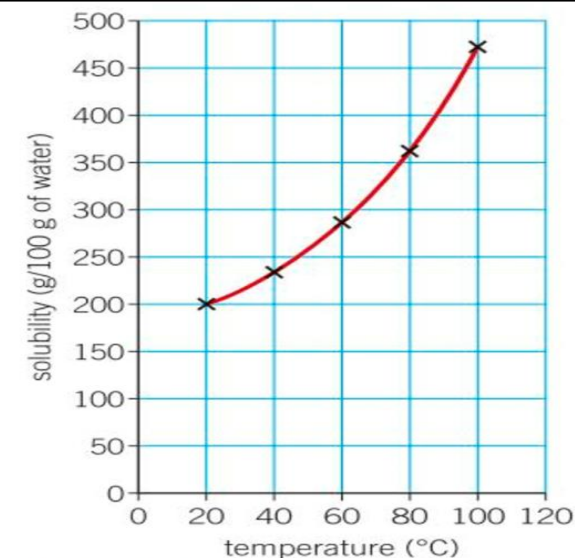
▲ Particles in liquid water.



▲ Particles in sugar solution.

Temperature (°C)	Solubility of sugar (g/100 g of water)
20	202
40	236
60	289
80	365
100	476

Most substances get more soluble as temperature increases.



▲ Solubility curve for sugar.

Y7 Separating Mixtures

Filtration

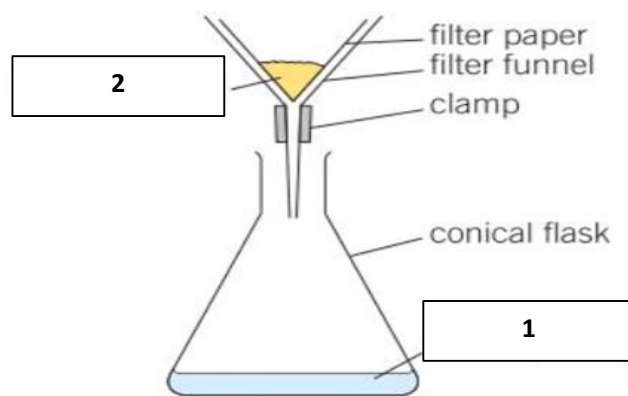
Filtration or filtering, separates a liquid or a solution from an insoluble solid.

- 1. Filtrate** The liquid or solution that collects in the container after the mixture has passed through the filter paper
- 2. Residue** The solid that collects in the filter paper during filtration

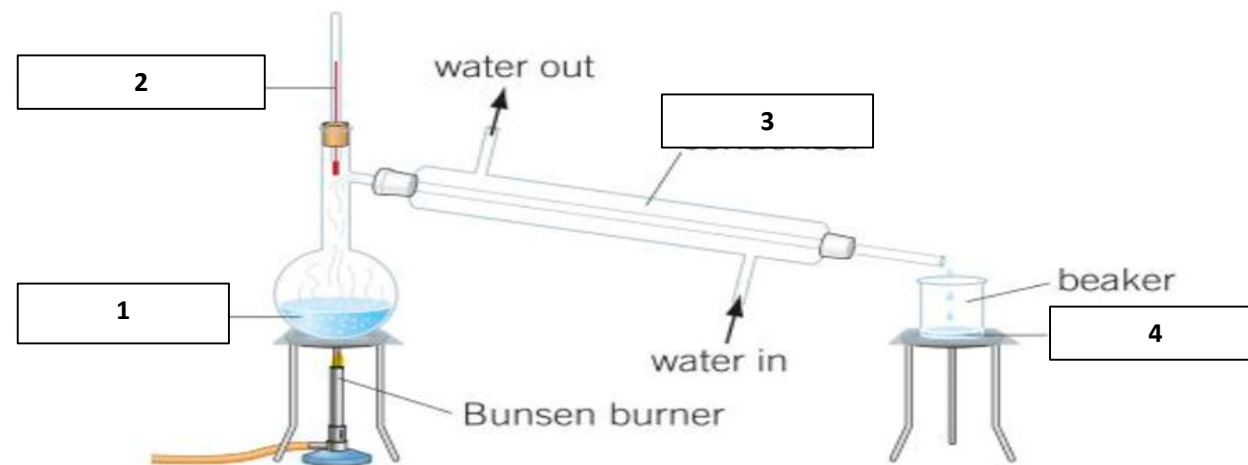
Method for separating a solution from an insoluble solid

If you have a mixture of sand and salt, you can separate the sand like this:

- 1 Add water to the mixture
- 2 Stir. The salt dissolves. The sand does not.
- 3 Pour the mixture into a filter paper funnel. Salt solution passes through the paper. The residue is sand.



◀ Apparatus for a filtration experiment.



▲ Removing the salt from salty water.

Distillation

Distillation uses boiling and condensing to separate substances with different boiling points.

Method for separating a liquid from a solution

You can obtain water (the solvent) from salty water using the apparatus below:
You can obtain water (the solvent) from salty water using the apparatus below:

- 1. Salty water** Heat the salty water using a Bunsen burner. The salt solution boils, forming steam. Salt does not boil because its boiling point is much higher.
- 2. Thermometer** Steam leaves the solution once it reaches its boiling point.
- 3. Condenser** Steam travels through the condenser, and cools down, condenses to form liquid water.
- 4. Pure water** Liquid water drips into the beaker

Y7 Separating Mixtures

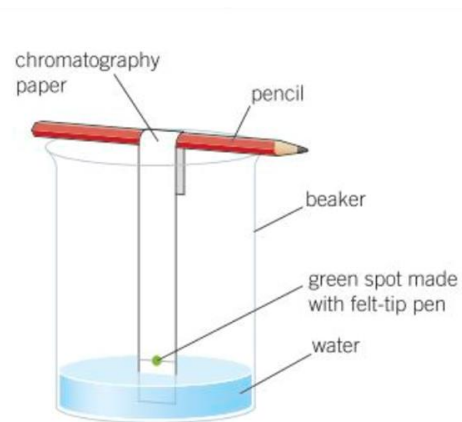
Chromatography

Chromatography can be used to separate mixtures of liquid (often coloured), that are soluble in the same solvent.

Method for separating dyes

To find out which dyes are in a green felt tip pen, set up the apparatus below:

- 1 On a piece of chromatography paper draw a line at the bottom approximately 1cm above the bottom.
- 2 Draw three pencil crosses the line and label them as A, B, C
- 3 Place dots of the dye on the crosses, and tape this across a rod.
- 4 Fill a beaker with distilled water of a out 0.5cm
- 5 Place the chromatography paper with the dots on it, into the water carefully making sure it is above the water.
- 6 Allow the water to travel up the chromatography paper. Remove the paper when the water is 1cm from the top
- 7 Leave the chromatogram to dry.



▲ Chromatography apparatus.

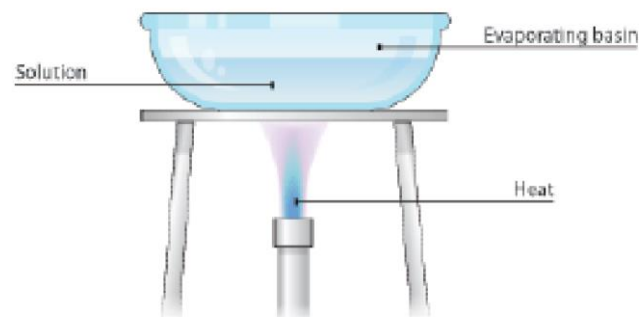


▲ Chromatogram of ink from a green felt-tip pen.

Evaporation

Evaporation separates a soluble solid from a liquid. You can use this to make crystals.

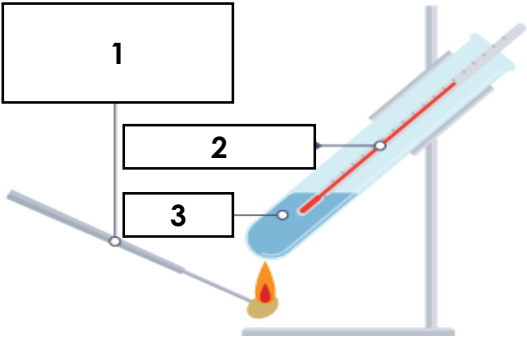
- 1 Heat the solution with a Bunsen burner. Some of the water quickly evaporates.
- 2 Leave the remaining solution in a warm place. The rest of the water evaporates slowly. As the water evaporates, crystals form.



Y8 Energy

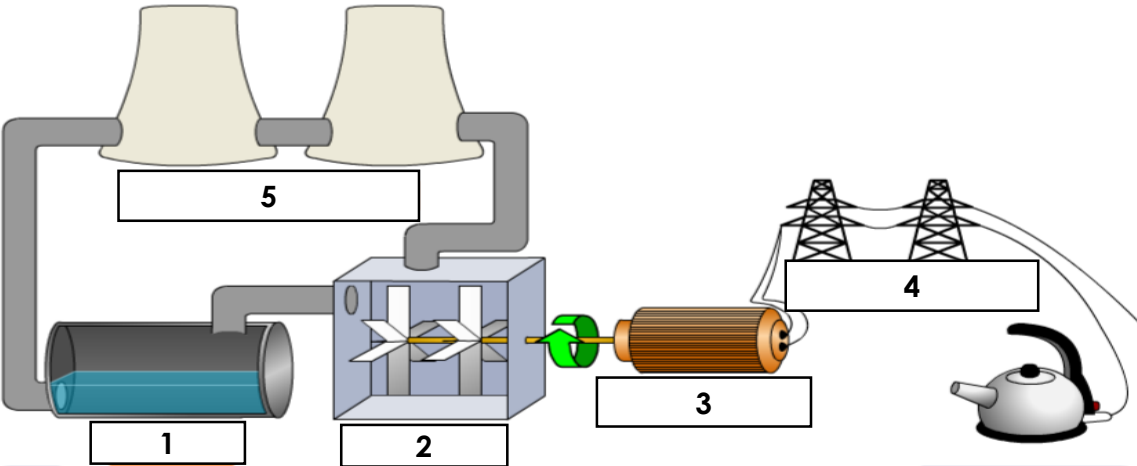
1. Energy in food

1	Burning food on a mounted needle
2	Thermometer
3	Water



2. Power stations

1	Boiler	Water is heated to steam which moves the turbine
2	Turbine	Turbine drives the generator
3	Generator	Generator produces electricity
4	National Grid	Carries energy for commercial and residential uses
5	Cooling Towers	Steam is condensed back to water and reused



1. Key Term	Definition
Kinetic energy (KE)	The energy an object has because it is moving
Gravitational potential energy (GPE)	The energy an object has because of its position
Elastic potential energy	The energy stored in a springy object when you stretch or squash it
Thermal energy	The energy a substance has because of its temperature
Chemical energy	The energy stored in fuels, food, and batteries
Conservation of energy	Energy cannot be created or destroyed only transferred.
Dissipation	The process of energy being transferred or lost to the surroundings
Friction	A force that opposes movement
Useful energy	Energy in the place it is wanted in the form that it is needed in

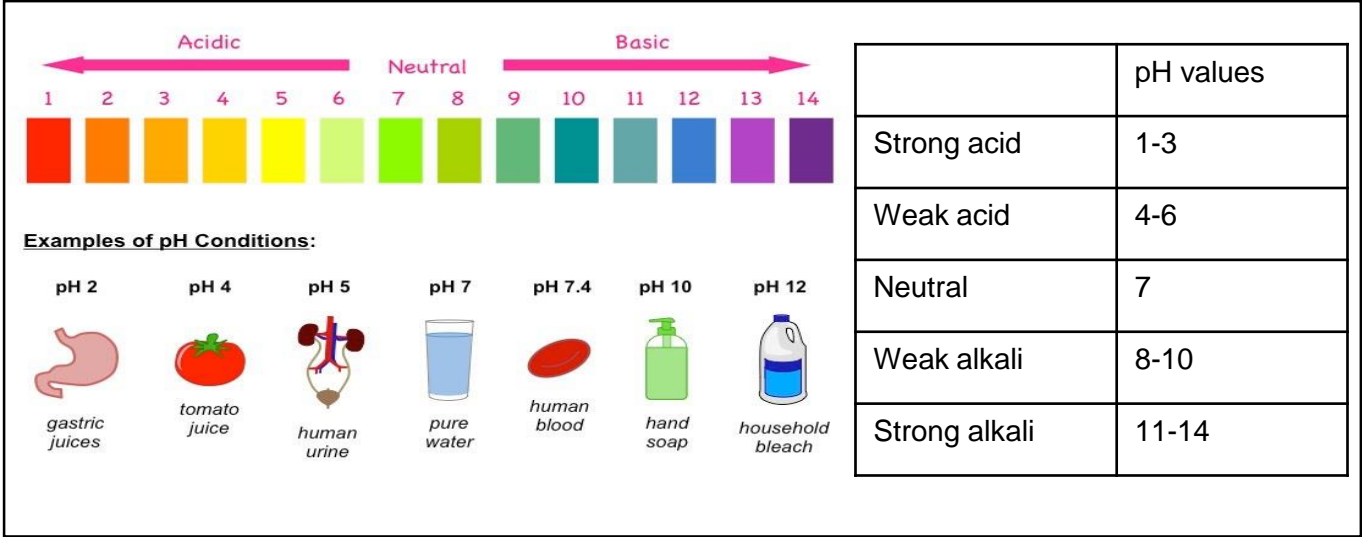
3. Equations	
1	Power = energy transferred ÷ time
2	efficiency (%) = $\frac{\text{useful energy output} \times 100}{\text{energy input}}$
3	Cost = Power x time x Cost per unit Cost = Energy used x Cost per unit

4. Energy Resources

Energy Resource	Renewable?	Advantages	Disadvantages
Fossil Fuels	No	<ul style="list-style-type: none">• Low cost.• Easily transportable.• Reliable.	<ul style="list-style-type: none">• Produces large amounts of Carbon Dioxide.• Produces some Sulfur Dioxide.
Nuclear	No	<ul style="list-style-type: none">• Generates a lot of electricity. Reliable.	<ul style="list-style-type: none">• Expensive to construct and run.• Produces dangerous radioactive waste which will last for thousands of years.
Solar	Yes	<ul style="list-style-type: none">• No fuel costs. No pollution.	<ul style="list-style-type: none">• Expensive to set up.• Doesn't work at night.
Wave	Yes	<ul style="list-style-type: none">• No fuel costs. Reliable.	<ul style="list-style-type: none">• Can damage marine ecosystems. Not everywhere is near water.
Tidal	Yes	<ul style="list-style-type: none">• No fuel costs.• No pollution.• Reliable.	<ul style="list-style-type: none">• Can damage marine ecosystems. Not everywhere is near water.
Wind	Yes	<ul style="list-style-type: none">• No fuel costs. No pollution.	<ul style="list-style-type: none">• Not always reliable. Noisy.• Some think they are ugly (eyesore).
Geothermal	Yes	<ul style="list-style-type: none">• No fuel costs. No pollution.	<ul style="list-style-type: none">• Very few areas where it is accessible.
Biomass	Yes	<ul style="list-style-type: none">• Low cost.• Readily available.• Carbon neutral.	<ul style="list-style-type: none">• Large scale land use requiring lots of water.• Destruction of habitat to grow crops.
Hydro-electric	Yes	<ul style="list-style-type: none">• No fuel costs.• Reliable.• Easily controlled.	<ul style="list-style-type: none">• Requires flooding land to build

Y7 Acids and Alkali

Keywords	Definition
Acid	Chemicals that have a pH of less than 7. They turn universal indicator red.
Alkali	Chemicals that have a pH of more than 7. They turn universal indicator blue. When a bases is dissolved in water it a called an al kali.
Base	Substances that can react with acids and neutrali se them to make a salt and water are called bas es.
Neutral	Chemicals that have a pH of 7. They turn universal indicator green
Neutralisation	The reaction between an acid and a base
pH	A number expressing the acidity or alkalinity of a s olution
Indicator	Compound that changes colour in solution over a narrow range of pH values
Litmus	Is a solution of dyes made from lichen. Red litmus paper turns blue in alkali. Blue litmus paper turns red in acids.
Universal Indicator	A mixture of dyes that changes colour gradually over a range of pH and is used (especially as indic ator paper) in testing for acids and alkalis
Concentration	The number of particles in a given volume of a sub stance



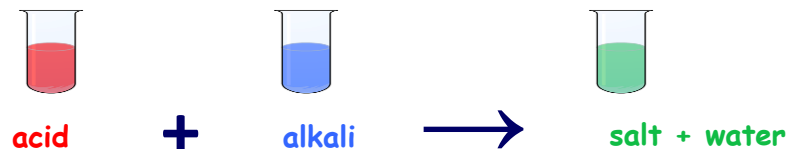
Hazard	Definition	Symbols
Corrosive	A substance that may destroy living tissue on contact. It causes a burn.	
Irritant	A substance that may cause irritation to the skin, eyes or inside your body.	
Toxic	A substance that is poisonous if swallowed or breathed in. It may even go through your skin!	

Y7 Acids and Alkali

Indicator	Description	Colour change			Use
Universal Indicator	Mixture of lots of different indicators	Acid	Neutral	Alkali	Everyday testing of solutions
Litmus	Solution made from lichen (vegetable based dye)	Acid	Neutral	Alkali	Red paper = Bases Blue paper = Acids
Red cabbage	Solution made from red cabbage (vegetable based dye)	Acid	Neutral	Alkali	Homemade indicator as safe to use – no hazards

Neutralisation :

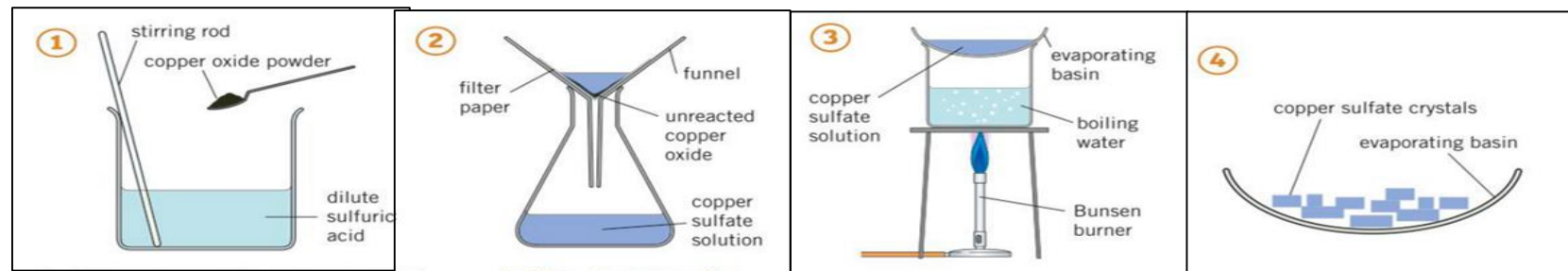
Mixing an acid and an alkali is called a neutralisation reaction. The end product is pH 7.



A salt:

A salt is a substance that forms in the chemical reaction of an acid with a compound that contains a metal.

Name of acid	Salts produced
Hydrochloric Acid	Chloride
Sulphuric Acid	Sulphate
Nitric Acid	Nitrate
Phosphoric acid	Phosphate



	How to make salts
1	Add copper oxide powder (a base) to dilute sulphuric acid. Keep adding until some copper oxide is left over. All the acid has now reacted.
2	Filter to remove oxide that has not reacted
3	Heat the copper sulphate solution in an evaporating basin until most of the water evaporates.
4	Leave the evaporating basin in a warm place. The rest of the water evaporates. Copper sulphate crystals remain.



A. REGULAR VERBS Present tense

Subject pronouns	-AR VERBS		-ER VERBS		-IR VERBS	
	Navegar - To surf (internet)	Estudiar - To study	Beber - To drink	Comer - To eat	Vivir - To live	Escribir - To write
(I): Yo	Navego	Estudio	Bebo	Como	Vivo	Escribo
(you): Tú	Navegas	Estudias	Bebes	Comes	Vives	Escribes
(he/she: él/ella)	Navega	Estudia	Bebe	Come	Vive	Escribe
(we: nosotros)	Navegamos	Estudiamos	Bebemos	Comemos	Vivimos	Escribimos
(you all: vosotros)	Navegáis	Estudiáis	Bebéis	Coméis	Vivís	Escribís
(they: ellos/ellas)	Navegan	Estudian	Beben	Comen	Viven	Escriben

C. KEY GRAMMAR: Me gusta(n)

+ noun

When you give opinions with me gusta what must come before the noun?	You must use the correct article: el, la, los or las
Me gusta el español	I like Spanish
Me gustan los profesores	I like the teachers
No me gusta la historia	I don't like history
No me gustan las ciencias	I don't like science

D. KEY GRAMMAR: Me gusta/Me gustan?

When do we use Me gusta ?	To talk about a single noun we like e.g. Me gusta el inglés
When do we use Me gustan ?	To talk about a plural noun we like e.g. Me gustan las matemáticas
Do any other opinions work in the same way?	Yes! Me encanta/Me encantan (I love), Me chifla/Me chiflan (I really love)
Which opinions do not follow this rule?	Odio. Prefiero. Pienso...

E. KEY GRAMMAR: Adjective agreement

What are adjectives?	Words which describe nouns
What is adjective agreement?	In Spanish, all adjectives must agree in number and gender with the noun they describe

Adjectives fall into three categories:

Adjective type	singular		plural	
	masculine	feminine	masculine	feminine
ending in -o / -a	divertido	divertida	divertidos	divertidas
ending in -e	importante	importante	importantes	importantes
ending in consonant	útil	útil	útiles	útiles

F. OPINIONS

Me gusta mucho	I like a lot
Me encanta	I love
No me gusta nada	I don't like at all
Odio	I hate
Prefiero	I prefer
Pienso que	I think that

G. COMPLEX STRUCTURES:

A mi mejor amigo le gusta la geografía	My best friend likes Geography
Primero tengo inglés luego tengo biología y finalmente tengo educación física	First I have English then I have Biology and finally I have PE
En mi colegio hay un comedor muy grande pero no hay gimnasio	In my school there is a big dining hall but there isn't a gym

H. CULTURE CORNER:

In Spain pupils get at least 10 weeks of summer holiday!

In some parts of Spain pupils have a long lunch break and go home for lunch then come back to school for the afternoon.

¿Qué estudias? What do you study?

Estudio...	I study...	informática	ICT
ciencias	science	inglés	English
dibujo	art	matemáticas	maths
educación física	PE	música	music
español	Spanish	religión	RE
francés	French	teatro	drama
geografía	geography	tecnología	technology
historia	history		

¿Cuál es tu día favorito? What is your favourite day?

Mi día favorito es el lunes/ el martes.	My favourite day is Monday/Tuesday.	Porque...	Because...
Los lunes/martes	On Mondays/Tuesdays I	por la mañana	in the morning
estudio...	study...	por la tarde	in the afternoon
¿Por qué?	Why?	estudiamos	we study
		no estudio	I don't study

Opiniones Opinions

¿Te gusta el dibujo?	Do you like art?	aburrido/a	boring
Sí, me gusta (mucho) el dibujo.	Yes, I like art (a lot).	difícil	difficult
No, no me gusta (nada) el dibujo.	No, I don't like art (at all).	divertido/a	funny
¿Te gustan las ciencias?	Do you like science?	fácil	easy
Sí, me encantan las ciencias.	Yes, I love science.	importante	important
		interesante	interesting
		práctico/a	practical
		útil	useful

Los profesores Teachers

El profesor/La profesora	The teacher is...	raro/a	odd
es...		severo/a	strict
paciente	patient		

¿Qué hay en tu insti? What is there in your school?

En mi insti hay...	In my school, there is...	una clase de informática	an ICT room
un campo de fútbol	a football field	una piscina	a swimming pool
un comedor	a dining hall	unos laboratorios	some laboratories
un gimnasio	a gymnasium	unas clases	some classrooms
un patio	a playground	No hay piscina.	There isn't a swimming pool.
una biblioteca	a library		

¿Cómo es tu insti? What's your school like?

Es...	It's...	grande	big
antiguo/a	old	horrible	horrible
bonito/a	nice	moderno/a	modern
bueno/a	good	pequeño/a	small
feo/a	ugly		

¿Qué haces durante el recreo? What do you do during break?

Como...	I eat...	Bebo...	I drink...
un bocadillo	a sandwich	agua	water
unos caramelos	some sweets	un refresco	a fizzy drink
chicle	chewing gum	un zumo	a juice
una chocolatina	a chocolate bar	Leo mis SMS.	I read my text messages.
fruta	fruit	Escribo SMS.	I write text messages.
unas patatas fritas	some crisps	Nunca hago los deberes.	I never do homework.

Expresiones de tiempo Time expressions

normalmente	normally	primero	first
a veces	sometimes	luego	then

Palabras muy frecuentes High-frequency words

algo	something	¿Por qué?	Why?
donde	where	porque	because
hay	there is/there are	también	also, too
o	or	tampoco	nor/neither
pero	but	y	and

<u>Español</u>	<u>English</u>
¿Cómo se dice...en español?	How do you say... in Spanish?
¿Cómo se dice...en inglés?	How do you say... in English?
¿Qué significa...?	What does...mean?
¿Puedes repetir por favor?	Can you repeat please?
<u>Déjame pensar</u>	Let me think
Necesito una regla por favor	I need a ruler please
Necesito un boli por favor	I need a pen please
Necesito papel por favor	I need some paper please

**A. IRREGULAR VERBS Present tense**

Subject pronouns	Tener - To have	Ser - To be	Estar - To be
(I): Yo	Tengo	Soy	Estoy
(you): Tú	Tienes	Eres	Estás
(he/she: él/ella)	Tiene	Es	Está
(we: nosotros)	Tenemos	Somos	Estamos
(you all: vosotros)	Tenéis	Sois	Estáis
(they: ellos/ellas)	Tienen	Son	Están

B. CULTURE CORNER:

In most Spanish cities you will see many more flats than houses. In the south it is very hot so houses are often painted white to reflect the heat and keep houses

cooler.

**C. KEY GRAMMAR: Possessive adjectives**

What are they?	Words to show possession e.g. my/your/his/her etc.
How do they work?	They agree in number and gender with the noun they describe
E.g. My brother	Mi hermano
My parents	Mis padres
Your sister	Tu hermana
Your friends	Tus amigos

	singular	plural
my	mi	mis
your	tu	tus
his/her	su	sus
our	nuestro/a	nuestros/as
your	vuestro/a	vuestros/as
their	su	sus

D. KEY GRAMMAR: SER and ESTAR

What do they mean?	They both mean 'to be'.
When do I use SER?	Description Origin (e.g. nationality) Character Time Occupation (job) Relation
When do I use ESTAR?	Position Location Action Condition likely to change Emotion
Examples of 'SER'	Soy profesor. Soy alto. Soy inglés.
Examples of 'ESTAR'	Estoy en España. Estoy cansado. Está en la costa.

E. KEY GRAMMAR: Adjective agreement

What are adjectives?	Words which describe nouns
What is adjective agreement?	In Spanish, all adjectives must agree in number and gender with the noun they describe

Adjectives fall into three categories:

Adjective type	singular		plural	
	masculine	feminine	masculine	feminine
ending in -o / -a	pequeño	pequeña	pequeños	pequeñas
ending in -e	inteligente	inteligente	inteligentes	inteligentes
ending in consonant	azul	azul	azules	azules

F. COMPLEX STRUCTURES:

Mi hermano es muy inteligente y además muy guapo	My brother is very clever and also very handsome
A mi madre le gusta ir al cine	My mum likes going to the cinema
Mi mejor amigo lleva gafas, como yo	My best friend wears glasses, like me

G. OPINIONS

Le gusta mucho	He/she likes a lot
Le encanta	He/she loves
No le gusta nada	He/she doesn't like at all
Odio	I hate
Prefiero	I prefer
Pienso que	I think that

H. VOCAB

¿Cuántas personas hay en tu familia? How many people are there in your family?

En mi familia hay...	In my family, there are...	mis primos	my cousins
personas.	people.	¿Cómo se llama tu madre?	What is your mother called?
mis padres	my parents	Mi madre se llama...	My mother is called...
mi madre	my mother	¿Cómo se llaman tus primos?	What are your cousins called?
mi padre	my father	Mis primos se llaman...	My cousins are called...
mi abuelo	my grandfather	y...	and...
mi abuela	my grandmother	su hermano	his/her brother
mi bisabuela	my great-grandmother	sus hermanos	his/her brothers
mi tío	my uncle		
mi tía	my aunt		

Los números 20 - 100 Numbers 20 - 100

veinte	20	setenta	70
treinta	30	ochenta	80
cuarenta	40	noventa	90
cincuenta	50	cien	100
sesenta	60		

¿De qué color tienes los ojos? What colour are your eyes?

Tengo los ojos...	I have... eyes.	marrones	brown
azules	blue	verdes	green
grises	grey	Llevo gafas.	I wear glasses.

¿Cómo tienes el pelo? What's your hair like?

Tengo el pelo...	I have... hair.	rizado	curly
castaño	brown	largo	long
negro	black	corto	short
rubio	blond	Soy pelirrojo/a.	I am a redhead.
azul	blue	Soy calvo.	I am bald.

¿Cómo es? What is he/she like?

Es...	He/She is...	joven	young
No es muy...	He/She isn't very...	viejo/a	old
alto/a	tall	Tiene pecas.	He/She has freckles.
bajo/a	short	Tiene barba.	He has a beard.
delgado/a	slim	mis amigos	my friends
gordo/a	fat	mi mejor amigo/a	my best friend
guapo/a	good-looking	su mejor amigo/a	his/her best friend
inteligente	intelligent		

¿Cómo es tu casa o tu piso? What is your house or flat like?

Vivo en...	I live in...	cómodo/a	comfortable
una casa	a house	grande	big
un piso	a flat	moderno/a	modern
antiguo/a	old	pequeño/a	small
bonito/a	nice		

¿Dónde está? Where is it?

Está en...	It is in...	un pueblo	a village
el campo	the countryside	el norte	the north
la costa	the coast	el sur	the south
una ciudad	a town	el este	the east
el desierto	the desert	el oeste	the west
la montaña	the mountains	el centro	the centre

Palabras muy frecuentes High-frequency words

además	also, in addition	un poco	a bit
bastante	quite	mi/mis	my
porque	because	tu/tus	your
muy	very	su/sus	his/her
¿Quién...?	Who?		

<u>Español</u>	<u>English</u>
¿Cómo se dice...en español?	How do you say... in Spanish?
¿Cómo se dice...en inglés?	How do you say... in English?
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