

Year 7 Block 1 Knowledge Organisers

Name:

Tutor Group:

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Block 1 Homework Hand in schedule

Homework will be checked first thing each morning in tutor time. You will need to come to school each day with your homework book and Knowledge Organisers. The table shows which subject you will hand in on each day.

Day	Date	Subject
Mon	09/09/2024	French
Tue	10/09/2024	English
Wed	11/09/2024	PE
Thu	12/09/2024	Maths
Fri	13/09/2024	Science

Mon	16/09/2024	Geography
Tue	19/09/2023	English
Wed	20/09/2023	Art
Thu	21/09/2023	Maths
Fri	22/09/2023	Science

Mon	23/09/2024	French
Tue	24/09/2024	English
Wed	25/09/2024	Music
Thu	26/09/2024	Maths
Fri	27/09/2024	Science

Mon	30/09/2024	History
Tue	01/10/2024	English
Wed	02/10/2024	PE
Thu	03/10/2024	Maths
Fri	04/10/2024	Science

Day	Date	Subject
Mon	07/10/2024	French
Tue	08/10/2024	Health
Wed	09/10/2024	Drama
Thu	10/10/2024	Maths
Fri	11/10/2024	Science

Mon	14/10/2024	History
Tue	15/10/2024	English
Wed	16/10/2024	DT
Thu	17/10/2024	Maths
Fri	18/10/2024	Science

Mon	21/10/2024	Computing & RS
Tue	22/10/2024	English
Wed	23/10/2024	Geography

Half-term Break

How to complete your homework

For all subjects except Maths, homework tasks are based around Knowledge Organisers. Maths will be complete through Sparx Maths – see separate sheet for info.

To complete your homework, you must:

1. Check the hand in schedule (previous page) for the week so that you can see which Knowledge Organisers you need to be learning and what the deadline date is.
2. Carefully study the sections of the Knowledge Organiser that you are learning.
3. Use the questions and guidance at the back of the booklet to help you – either answer the questions or complete the task which is written there.
4. Complete all of your homework in your homework book, including your Sparx Maths notes. Put the deadline date and subject at the top of the page, so that you can clearly see when the work will be checked by your tutor and teacher.
5. Make sure you remember your homework book **everyday**, it will be checked each morning by your tutor and also in your lessons.

You may be set additional 'optional' homework tasks to complete by your teachers to deepen your knowledge, particularly for revision in the build up to the end of block assessments.

On the next page there are some optional extra ideas for ways you could use your Knowledge Organisers

What are 'self-quizzing questions'?

Here is a section of a Science Knowledge Organiser. You could test your grasp of this knowledge by asking yourself,

“What ions are found in acids?”

“Are all acids poisonous?”

These are examples of self-quizzing questions.

In your homework book, you should write the questions and their answers.

2. Acids (pH 1-6)



- Acids are a family of chemicals, examples are lemon juice, vinegar and Coca Cola. There is also acid in our stomach.
- Acids contain Hydrogen (H^+) ions.
- **Strong acids** like hydrochloric acid are very corrosive this means they destroy skin cells and cause burns.
- **Weak acids** like vinegar are safe to eat but are still irritant to sensitive parts of the body.

How else can I use my Knowledge Organiser?

The Knowledge Organisers in this booklet will help you learn a wide range of knowledge to prepare you for your lessons as well as the multiple-choice tests at the end of this block of learning.

To get the most out of your Knowledge Organisers, you should be learning sections and then testing yourself. There will be set tasks each week based on the Knowledge Organisers, and there are some optional ideas below that you could try in addition to this if you wish.

Learning Key vocabulary:

- Highlight key terms for a subject and look up the definitions
- Write a sentence using the key terms you have highlighted
- Practice spellings – read, cover, say, write and check to learn the correct spellings of key terms

Quizzes/questions:

- Write some self-quizzing questions based on the information read
- Test your friends and family on their knowledge of a subject
- Get your parents/carers to ask you some questions
- Create exam style questions and then swap with a friend

Reflecting on learning:

- Before a topic – rank order your confidence and then revisit at the end of the topic, rank again and consider where you have improved
- Add more detail to the Knowledge Organiser after you have been taught that topic
- Traffic light (red, amber, green) each box based on how confident you are

Revision:

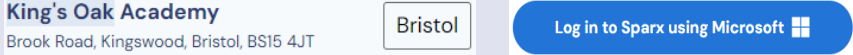
- Create 2-3 flashcards each week based on each box
- Create a mind map showing the key information from the Knowledge Organiser
- Read ahead to develop skills, knowledge and understanding so you feel more confident before lessons

General use:

- 50 words, 30 words, 10 words – summarise the information on the Knowledge Organiser from 50 words to 30 words to 10 words
- Pictionary – learn the definitions then draw it for your friends/family to guess
- Elevator pitch – summarise the information in a box/whole Knowledge Organiser for a 30 second presentation
- Generation game – like the famous conveyor belt – look at the Knowledge Organiser and then try to remember as many items as possible
- Key term stories – write a short story using 6 key words that are found on the Knowledge Organiser
- Scavenger hunt – read through the Knowledge Organiser with a friend/family member and see who can find specific information/facts first
- Read, cover, check – read the box, write out what you can remember, check what you have missed (then add in purple pen)

Maths Homework – Sparx Maths

What is Sparx Maths?

- Sparx Maths is an online platform we use at King’s Oak Academy, it can be accessed at <https://www.sparxmaths.uk/>
- You can login with your school Microsoft account:

- Each weekly task on Sparx is made up of questions linked to learning in the classroom (either past, current or future) plus some times table questions.
- This should take approximately one hour per week (if it takes longer one week then it will take less time in future weeks).
- Each question has a short video you can watch if you are getting stuck.
- For each question, write down the **bookwork code, your working, and the answer** in your homework book. **You should also mark your own work.**
- You will be able to redo a question if you get it wrong. This is where you have the biggest opportunity to learn.
- To successfully complete your Sparx homework you need to achieve 100% completion each week, meaning you need to get every question correct.
- This is because these questions are at exactly the right level for you.

Year 7 Curriculum:

Question topics will be set by your Maths teacher to make sure that they fit with the topics you are studying each term, as set out in the table here:

	Term 1	Term 2	Term 3 and Term 4	Term 5 and Term 6
Year 7	Fractional thinking Probability Factors, multiples, primes Fractions (+/-) AP1	Algebraic thinking Directed number Manipulating algebra Exploring sequences AP2 (DOOYA)	Proportional reasoning Fractions (\times / \div) Proportion Ratio Units of measure	Using shape Coordinates & straight-line graphs Properties of shape Notation/labelling conventions Perimeter & area Circles – area & circumference AP3 (DOOYA)

What if I get stuck and keep getting a question wrong?

Remember this is the point where you are going to learn the most!

- Attempt each question before watching the video.
- Show your working out in your book.
- Watch the video.
- Copy down the method shown in the video into your book.
- Try the question again. Show your working out in your book.
- Copy the question in your book.
- Ask your maths teacher to help you **before** it is due in.

You can gain ‘Positive Points’ for your Sparx work by:

- a) Completing Sparx homework early.
- b) Completing the optional XP boost questions.
- c) Completing the optional target questions.
- d) Completing independent learning tasks based on topics

Year 7 ART: Formal Elements

Content: In this project you will

Develop knowledge - Of all Formal Elements and Principles in art.

Understand - There are seven basic formal elements in art: **Line, shape and form, tone / value, texture, colour, space, pattern.**

Develop skills To understand how to apply those skill in your own work.

Outcome To be able to control and use media appropriately to create different techniques on paper and understanding all seven formal art elements.

LINE

A **Line** is the path left by a moving point, e.g. a pencil or a brush dipped in paint. A **line** can take many **forms**, e.g. horizontal, diagonal or curved. A **Line** can be used to show **Contours, Movements, Feelings and Expressions.**



TO NE

Tone means the lightness or darkness of something. This could be a **shade** or how **dark** or **light** a colour appears.



SHAPE & FORM

A **shape** is an area enclosed by a **line**. It could be just an outline or it could be **shaded** in.

Form is a **three dimensional shape** such as a sphere, cube or a cone. Sculpture and **3D design** are about creating **forms**.



KEY WORDS & TERMS

- Line
- Tone
- Shape
- Form
- Texture
- Colour
- Pattern
- Shade
- Light
- Dark
- Pressure
- Natural Pattern
- Manmade Pattern
- Geometric Shape
- Organic Shape
- Actual Texture
- Visual Texture
- Design
- 3D Design
- 2D Design
- Primary Colours
- Secondary Colours
- Mix
- Blend

FORMAL ELEMENTS

TEXTURE

Texture is the surface quality of something, the way something feels or looks like it feels. There are two types of texture: **Actual Texture** and **Visual Texture**.

Texture

Actual Texture - really exists so you can feel it or touch it

Visual Texture - created using different marks to represent actual texture.



Actual Texture

Visual Texture

COLOUR

There are 3 **Primary Colours**: **RED, YELLOW** and **BLUE**.

By mixing any two **Primary Colours**, together we get a **Secondary Colour**: **ORANGE, GREEN** and **PURPLE**.



PATTERN

A **pattern** is a design that is created by repeating **lines, shapes, tones or colours.**

Patterns can be **manmade**, like a design on fabric, or **natural**, such as the markings on animal fur.



Keywords:

Composition - the way different elements of artwork are combined or arranged.

Shading/Tone - dark, light, flat, smooth, graduated, contrasting.

Texture - the visual and tactile surface characteristics that are added to a work of art.

Colour Theory - Primary colours, secondary colours, Tertiary colours, complementary colours.

Shape and form - Both refer to the external structure of something. However, 'shape' indicates a two-dimensional view, and only shows the length and the width. We can see the shapes of circles, triangles, squares, etc. easily. 'Form', on the other hand, indicates a three-dimensional view that shows the length, the width, and the depth.

Assessment :

(D) Demonstrate a d eepening - knowledge, understanding and skills

(O) On Track - Demonstrate some - knowledge, understanding and skills

(Y) Yet to be on Track - developing some - knowledge, understanding and skills

(A) Earlier Stage - minimal knowledge, understanding and skills

Principles in art

Balance

A principle of design, this term defines the arrangement of the presented imagery with the elements of design. It refers to either **asymmetrical compositions** or **symmetrical compositions**.



Donald S. Vogel, Self Portrait, 1987, oil on panel, 24 inches x 30 inches, Tyler Museum of Art, Tyler, Texas.

Unity

A principle of design; this term defines how the elements and principles of design are combined within a composition.



Jim Meeker, Earl Travis Sumner, 2006, oil on linen, 36.75 inches x 54 inches, Tyler Museum of Art, Tyler, Texas.

Variety

A principle of design; this term defines the combination of imagery, objects, and ideas in an artwork.



Michael Karamorgh, Twisting Skies, 2004, acrylic, gesso, and graphite on paper, 30 inches x 22 inches, Tyler Museum of Art, Tyler, Texas.

Emphasis

A principle of design; this term defines the most prominent area in a composition. The viewer's eye is drawn to this point because the artist used a mixture of the elements and principles of design.



Dick Wray, Untitled, 1977, oil on canvas, 44 inches x 72 inches, Tyler Museum of Art, Tyler, Texas.

Movement

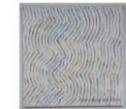
A principle of design; this term defines the visual movement observed in a painting. This can be identified as **kinetic movement** or **implied movement**. Additionally, movement can be defined as how the viewer's eye moves throughout the composition.



Liz Ward, Glow of the Old Mississippi Basin, 2005, oil on canvas, 40 inches x 40 inches, Tyler Museum of Art, Tyler, Texas.

Pattern

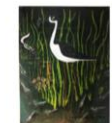
A principle of design; this term defines the repetitive imagery and elements of design found in a composition.



Vincent VanDyke, Untitled (C1 05), 2005, oil on canvas, 40 inches x 40 inches, Tyler Museum of Art, Tyler, Texas.

Proportion

A principle of design; this term defines the comparative size between objects in the composition. It can refer to the imagery within a painting or the size between a sculpture and a real object.



Frank Schubert, Black Minked 198, 2005, oil on paper, 40 inches x 44 inches, Tyler Museum of Art, Tyler, Texas.

Year 7 Computing

Microsoft Word

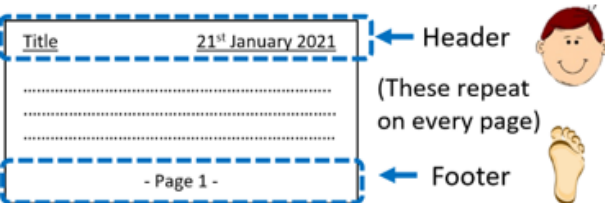
Word processing software
e.g. for creating letters/essays

Microsoft Excel

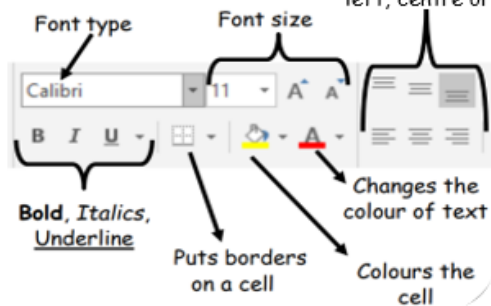
Spreadsheet software used to organise and calculate data, e.g. budget, tracking grades

Uses of spreadsheets:

- Budget tracker
- Record sport results over a season
- Money use in a business
- Teacher recording student grades



Formatting



Formulas = used to calculate values between different cells e.g.

=A1+B1 (add) = A1-B1 (subtract)

=A1*B1 (multiply) = A1/B1 (divide)

Functions = pre-set formulas that quickly perform a range of complex tasks e.g.

=SUM(A1:A10) - adds up total value

=MAX(A1:A10) - finds the highest value

=MIN(A1:A10) - finds the smallest value

=AVERAGE(A1:A10) - finds the average

Sort = organises data, such as alphabetically

A Z	1	Apple
Z A	2	Banana
Z A	3	Carrot

Filter = makes it easier to find specific data by only showing certain types of data

Name	Age	Gender
Lisa Simpson	8	Female

Filter selected to only show females from database

Rows = cells run horizontally

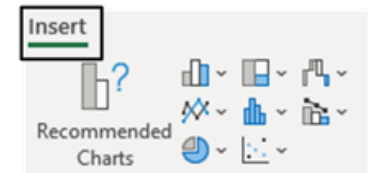
Columns = cells run vertically

Formatting = changing the appearance of the document, such as: font size, colour and position

Theme = having consistent formatting throughout a document.

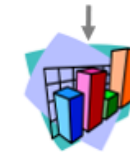
Charts/Graphs = are used to visually represent data to easily compare data and spot patterns

1. Select data
2. Click "Insert"
3. Choose chart



Bar Chart

Used to show **comparisons**



Pie Chart

Used to show **proportions**

Line Graph

Used to show **trends**

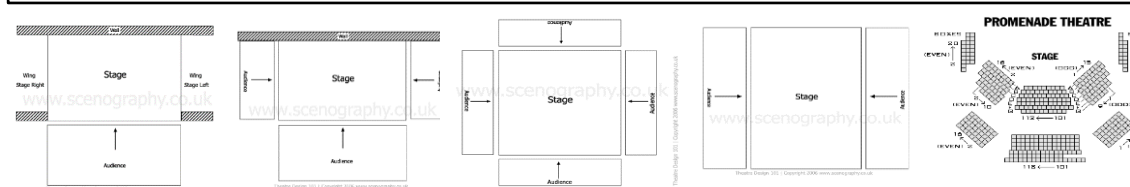


Data Types = this is the format of the values in the selected cells.

Year 7 Drama- Terms 1-2-Technique Toolkit

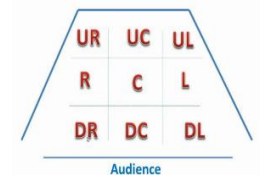
Stage Positions	This is the different parts of the stage. Stage Positions are always from the actor's point of view.
Stage Configurations	This is the different types of staging used for a performance.
Freeze-frame	This is a frozen picture which is used at the start/end of the scene or to show an important point of a performance. Freeze Frame can also be called a Still Image or Tableaux.
Step-out	This is when actor's step out of a still image and speak their character's thoughts to the audience whilst the rest of the characters are frozen.
Split-stage	This is where the stage is split in two to show a different location or time.
Thought Tracking	This is similar to stepping out, however the teacher selects which characters are going to voice their thoughts
Narration	This is where a narrator tells the audience what is happening in a scene or performance.
Mime	This is when an action, character or emotion is communicated only through gesture and movement (no words)
Stock Characters	This is a stereotypical character we expect to see in a performance e.g. Hero, Heroine, villain etc.

Stage Configurations



Key Terms	Definition
Hero	The star of the show, they are brave, gallant, and save the day. They often rescue a Princess type character and battle throughout the story with an enemy.
Heroine	This character is always gets herself into trouble. They are fooled by an evil character and are rescued by a brave character.
Villain	This character is evil. They like to cause trouble and make sneaky plans.
Comedy Duo	These characters are often really silly and cause problems for the saviour of the piece by switching sides with their enemy.
Hero's Best Friend	This character is friendly, brave and a true friend. They also help conquer evil
Magical Character	This character is the wisest person in the play. They are friendly, kind and caring as well as magical.

Stage Positions		
Upstage Right	Upstage Centre	Upstage Left
Stage Right	Centre	Stage Left
Downstage	Downstage Centre	Downstage Left
Right		



Year 7 Bird feeder project

We use **ACCESS FM** to help us write a **specification** - a list of requirements for a design - and to help us **analyse and describe** an already existing product.

ACCESS FM - Helpsheet

Design Brief Analysis

A design brief is a statement telling you what to do or the problem to solve – things you need to know:

- Who is going to use it?
- What materials could it be made from?
- How much will it cost to make?

Design sketching



3D drawing = 3 sides; length, width, and height

- A** is for **Aesthetics**
- C** is for **Cost**
- C** is for **Customer**
- E** is for **Environment**
- S** is for **Size**
- S** is for **Safety**
- F** is for **Function**
- M** is for **Material**

- Aesthetics** means **what does the product look like?**
What is the: Colour? Shape? Texture? Pattern? Appearance? Feel? Weight? Style?
- Cost** means **how much does the product cost to buy?**
How much does it: Cost to buy? Cost to make?
How much do the different materials cost? Is it good value?
- Customer** means **who will buy or use your product?**
Who will buy your product? Who will use your product?
What is their: Age? Gender?
What are their: Likes? Dislikes? Needs? Preferences?
- Environment** means **will the product affect the environment?**
Is the product: Recyclable? Reuseable? Repairable? Sustainable?
Environmentally friendly? Bad for the environment?
6R's of Design: Recycle / Reuse / Repair / Rethink / Reduce / Refuse
- Size** means **how big or small is the product?**
Who will buy your product? Who will use your product?
What is the size of the product in millimeters (mm)? Is this the same size as similar products? Is it comfortable to use? Does it fit?
Would it be improved if it was bigger or smaller?
- Safety** means **how safe is the product when it is used?**
Will it be safe for the customer to use? Could they hurt themselves?
What's the correct and safest way to use the product? What are the risks?
- Function** means **how does the product work?**
What is the product's job and role? What is it needed for? How well does it work? How could it be improved? Why is it used this way?
- Material** means **what is the product made out of?**
What materials is the product made from? Why were these materials used? Would a different material be better? How was the product made? What manufacturing techniques were used?

Tools and Equipment:

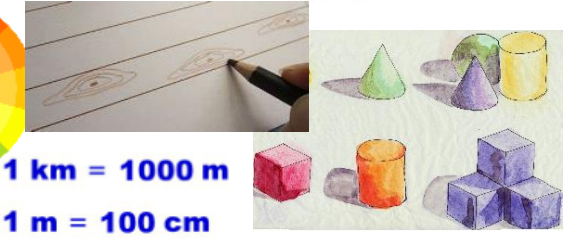
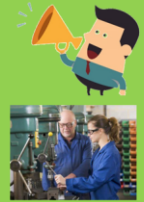
- Abrasive paper
- Steel Rule
- Tri Square
- Tenon saw
- Goggles
- Coping Saw
- PPE = Personal protective equipment

Health and Safety Check:

- Aprons on and done up?
- Goggles on when using machines?
- Hair tied back?

Workshop rules:

1. One voice in the classroom.
2. Only use the machines and tools when told to and shown.
3. Always wear an apron and goggles. Stack up stools in a practical lesson.
4. Don't run or act silly
5. Don't mess with the vices or emergency stop buttons.



1 km = 1000 m
1 m = 100 cm
1 cm = 10 mm

- When drawing your design sketches, make sure they are in 3D and must always be drawn in **PENCIL**. This is so you can make mistakes and have great presentation.
- When rendering (making a drawing look like the real material) use colouring pencils.
- Get creative with your ideas. Your imagination has no limits!

Key words:

- Aesthetics** = How a product looks
- Design Brief** = a statement about what you are going to make
- Quality control** = checks to ensure the end product is fit for purpose
- Target market** = a group of people that the product is aimed at

English

Year 7



Terms 1&2

Modern Texts



Vocabulary Organiser



Number	Word	Definition	Terms	Unit Name
1	Context	The time and place in which a story takes place	1&2	Telling Tales
2	Perspective	The point of view from which a story is told. In Trash, the reader is told the story from different characters' perspectives	1&2	Telling Tales
3	Tension	The element in a novel that evokes emotions such as worry, anxiety, fear and stress on the part of both the reader and the characters in a novel.	1&2	Telling Tales
4	Protagonist	Another word for "main character." The story circles around this character's experiences. Trash has three main protagonists.	1&2	Telling Tales
5	Foreshadowing	A suggestion of what is to come through imagery, language, and/or symbolism.	1&2	Telling Tales
6	Climax	The highest point of tension, often when the main problem of the story is faced	1&2	Telling Tales
7	Denouement	The very end of a story, the part where all the different plotlines are finally tied up and all remaining questions answered	1&2	Telling Tales
8	Culture	The ideas, customs, and social behaviour of a particular people or society	1&2	Telling Tales
9	Prejudice	Prejudice is an unreasonable dislike of a particular group of people or things, or a preference for one group of people or things over another.	1&2	Telling Tales
10	Inequality	The unfair situation in society when some people have more opportunities, etc. than other people	1&2	Telling Tales
11	Identity	Who a person is, or the qualities of a person or group that make them different from others	1&2	Telling Tales
12	Resistance	Resistance to something such as a change or a new idea is a refusal to accept it.	1&2	Telling Tales

Languages and me! Year 7 French 7.1 Knowledge Organiser

My belongings – Cognates, Gender; masculine and feminine nouns. Plurals. Use of 'avoir'.



A **noun** is an object, place or thing.
In French, all nouns are either **masculine (masc)** e.g. **un** stylo or **feminine (fem)** e.g. **une** gomme.
If there is more than one item e.g. 3 pens, we call this **plural (pl)**.
A **cognate** is a word that is the same in different languages (e.g. **orange, bus, taxi**)

	masculine singular	feminine singular	Vowel or h at the start	plural
a	un	une		des
the	le	la	l'	les
my	mon	ma	mon	mes

An **adjective** describes a noun e.g. a **green** bag.
In French, adjectives normally go **after** the word it's describing e.g. un sac **vert** (a bag green).
If the noun is **feminine** the adjective has to agree (e.g. une gomme **verte**)
If the noun is **plural** we also add an 's' to make it agree (e.g. deux gomm**es vertes**)

	masc	fem	masc plural	fem plural
green	vert	verte	verts	vertes
white	blanc	blanche	blancs	blanches

Usually words that end with the letter 'e' or 'ion' are feminine e.g. **une** trousse, **une** animation.
Most plurals end with the letter 's' like in English e.g. **deux** gomm**es**
Some form their plural with an 'x' e.g. **un** jeu, **deux** jeu**x**

A pronoun is a word that states who is doing the verb e.g. **She** plays tennis.

Pronouns	Avoir – to have
je (I)	J'ai – I have
tu (you)	tu as – You have
il (he), elle (she), on (we)	il a / elle a / on a - He has/she has/we have
nous (we)	nous avons – we have
vous (you) (pl)	vous avez – you have (pl)
ils/elles (they)	ils ont / elles ont – they have

Je n'ai pas de... = I don't have... When we use this phrase there is no un/une e.g. Je n'ai pas **de** stylo

Ça va?	How are you?
Comment t'appelles-tu?	What's your name?
Je m'appelle...	My name is...
Comment ça s'écrit ?	How is it spelt?
Ça s'écrit...	It's spelt...
Oui, ça va bien, merci	It's going well thanks.
Pas mal	Not bad.
Non, ça ne va pas	No, it's not going well.
Et toi?	And you?
Au revoir	Goodbye.
À bientôt	See you soon.
À plus tard	See you later.
Quel âge as-tu?	How old are you?
J'ai... ans	I'm.....years old.
Quelle est la date de ton anniversaire?	When is your birthday?
Mon anniversaire est le ...	My birthday is the....

Qui est dans ta famille?	Who is in your family?
Ma mère	My mum
Mon père	My dad
Ma belle-mère	My step-mum
Mon beau-père	My step-dad
Mes parents	My parents
Mon frère	My brother
Ma sœur	My sister
Mon demi-frère	My half or step-brother
Ma demi-sœur	My half or step-sister
Je suis fils/fille unique	I am an only child
Mon oncle	My uncle
Ma tante	My auntie
Mon cousin	My cousin (male)
Ma cousine	My cousin (female)
Mon grand-père	My grandfather
Ma grand-mère	My grandmother
Mes grands-parents	My grandparents

7.1 Languages and me!

FRENCH



Cabot Learning Federation

Qu'est-ce qu'il y a dans ton sac / ta trousse?	What's in your bag/your pencil case?
Qu'est-ce que c'est?	What is it?
C'est..	It is...
Il y a...	There is...
Il n'y a pas de...	There isn't...
J'ai...	I have...
Je n'ai pas de...	I don't have....
Un cahier	An exercise book
Un livre	A book
Un stylo/ un bic	A pen /A biro
Un crayon	A pencil
Un portable	A mobile phone
Une trousse	A pencil case
Un taille-crayon	A sharpener
Un bâton de colle	A glue stick
Un sac	A bag
Un carnet de texte	A planner
Une gomme	A rubber
Une tablette	A tablet
Une règle	A ruler
Une calculatrice	A calculator
Des feutres	Some felt tips
Des ciseaux	Some scissors

C'est de quelle couleur ?	What colour is it?
Bleu	Blue
Blanc	White
Rouge	Red
Vert	Green
Orange	Orange
Jaune	Yellow
Marron	Brown
Noir	Black
Rose	Pink
Violet	Purple
Gris	Grey
Clair	Light
Foncé	Dark
Rayé	Striped
Multicolore	Multi-coloured
As-tu un animal à la maison ?	Do you have a pet?
Un chien	A dog
Un chat	A cat
Un cochon d'Inde	A guinea-pig
Un hamster	A hamster
Un lapin	A rabbit
Un oiseau	A bird
Un cheval	A horse
Un lézard	A lizard
Un poisson	A fish
Une souris	A mouse
Une tortue	A tortoise
Une araignée	A spider
Un serpent	A snake
Je n'ai pas d'animal de compagnie	I don't have a pet

7.1 Languages and me!

FRENCH

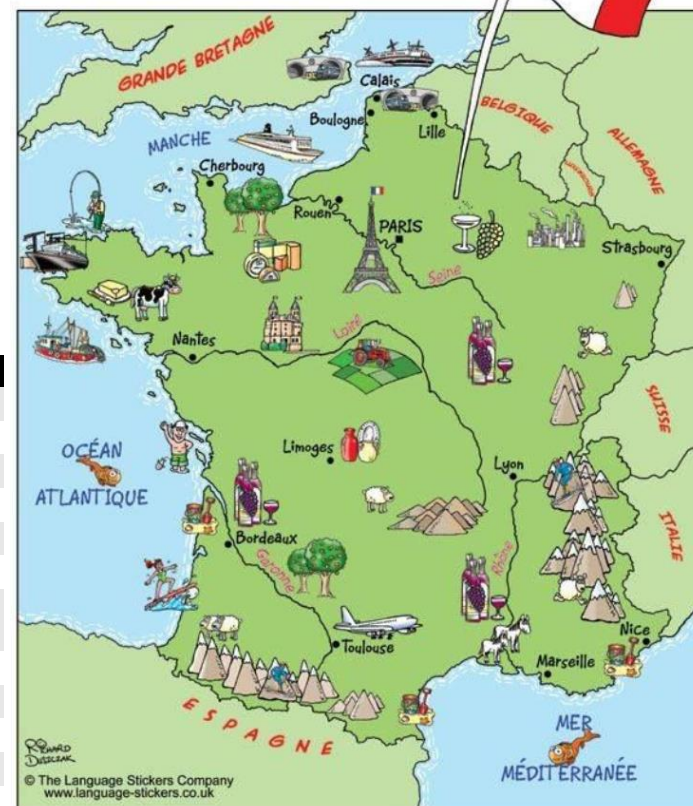
Les nombres	Numbers
0 zéro	16 seize
1 un	17 dix-sept
2 deux	18 dix-huit
3 trois	19 dix-neuf
4 quatre	20 vingt
5 cinq	21 vingt-et-un
6 six	22 vingt-deux
7 sept	23 vingt-trois
8 huit	24 vingt-quatre
9 neuf	25 vingt-cinq
10 dix	26 vingt-six
11 onze	27 vingt-sept
12 douze	28 vingt-huit
13 treize	29 vingt-neuf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

Les mois	Months
Janvier	January
Février	February
Mars	March
Avril	April
Mai	May
Juin	June
Juillet	July
Août	August
Septembre	September
Octobre	October
Novembre	November
Décembre	December

Les jours	Days
Lundi	Monday
Mardi	Tuesday
Mercredi	Wednesday
Jeudi	Thursday
Vendredi	Friday
Samedi	Saturday
Dimanche	Sunday

La politesse	Politeness
Bonjour	Hello
Salut	Hi
Au revoir	Goodbye
À bientôt	See you soon
À plus tard	See you later
S'il vous plaît	Please
Merci (beaucoup)	Thank you (very much)
Désolé	Sorry
Je ne sais pas	I don't know
Je peux...?	Can I...?
Emprunter	Borrow
Aller	Go
Avoir	Have
Sortir	Go out

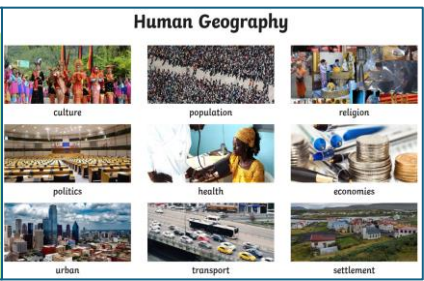
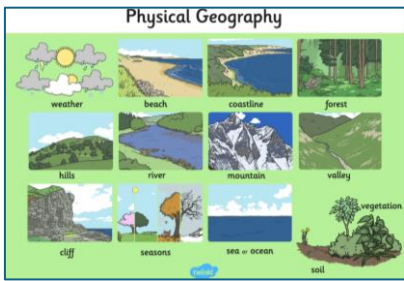
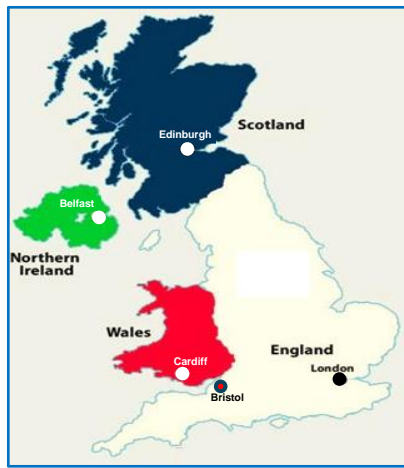
LA FRANCE

Year 7 Geography

Block 1 : Intro to Geography & The UK

The difference between Great Britain, United Kingdom and British Isles.



Physical geography is the study of all natural forms and processes in an environment.

Human geography is the study of people and places – the relations between policies, cultures, social behaviours, economies and environments.

An **urban area** is an area where many people live and work close together. The population density is higher than in the surrounding area.

e.g. city, town
Urban area



A **rural area** is an open swath of land that has few homes or other buildings, and not very many people. e.g. countryside, village

Rural area



Land use in a city



Zone A The central business district (CBD)
The centre of the town was the first place to be built. It is full of shops, offices, banks and restaurants. There are a very few houses and a little open space here.



Zone B The inner city
This used to be full of large factories and rows of terraced housing built in the nineteenth century. Houses were small and there was no open space as land was expensive. Today most of the big factories have closed and the oldest houses have been replaced or modernised.



Zone C The inner suburbs
This is mainly semi-detached housing built in the 1920s and 1930s. There is some open space.



Zone D The outer suburbs This includes large, modern houses and some council estates built since the 1970s. Recently small industrial estates, business parks and large supermarkets have been built here. There are large areas of open space.



Zone E Rural-urban fringe This is the transition zone where urban and rural areas meet, mix and sometimes clash. Land is cheaper and there is less traffic congestion and pollution.



SEE aspects

Social - To do with people and their communities. e.g. housing, education.



Economic - To do with money.



Environmental - To do with the natural world and the impact of human activity on its condition.



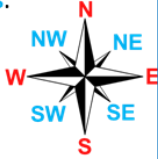
Knowledge Organiser - MAP

Directions

The main direction we use are called **immediate cardinal directions**: North (N), South (S), East (E) and West (W)

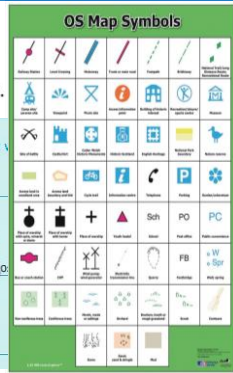
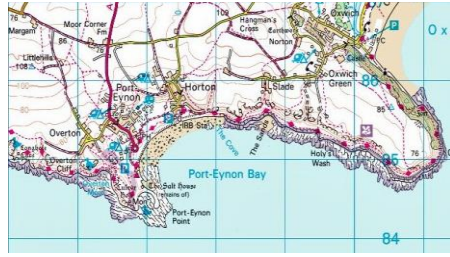
The **compass rose** shows us the in between directions. They are called **intermediate directions**.

NE means **northeast**
SE means **southeast**
SW means **southwest**
NW means **northwest**



Symbols

The **symbols** on a map are used to represent real objects located in the area shown on the map. The **key, or legend**, explains what the symbols mean.



Continents And Oceans



Fieldwork

Stages of an enquiry:

- Hypothesis** (A statement to be proved or disproved using the data collected)
- Method** (How we collect the data or information we need)
- Presentation** (Graphs and maps showing results)
- Analysis** (Explaining what our results mean)
- Conclusion** (Stating whether our hypothesis has been proved true or false)
- Evaluation** (How well our methods worked and how accurate our results were)

Data collection method: Environmental quality survey

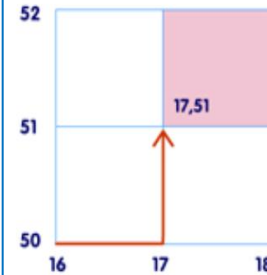
Method : Environmental Quality Survey (EQS)

Site 1: Fence behind canteen (in front of car park)

	-2	-1	0	1	2	
Negative evaluation						Positive evaluation
Dirty						Clean
Total score						

Grid references

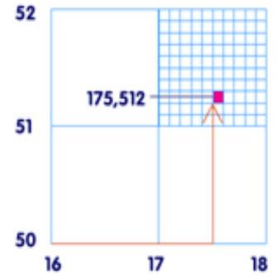
The grid lines on an Ordnance Survey map are called eastings (along the corridor) and northings (up the stairs).



Remember: Along the corridor and up the stairs.

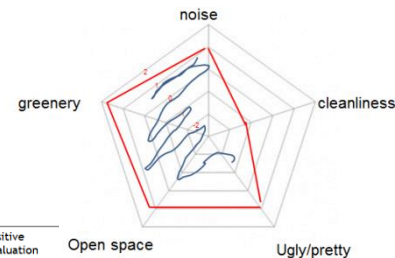
Six-figure grid references

In your head, you should be able to divide all sides of the square into ten equal sections. By doing this, you can pinpoint locations within the square – these are called six-figure grid references.



Data presentation: Radar graphs

A RADAR GRAPH TO SHOW THE ENVIRONMENTAL QUALITY OF SITE 1



Diet is the term for the food and drink that we consume daily. A diet needs to be both healthy and sustainable. A healthy diet is a **balanced diet**. It provides the necessary **nutrients** needed for healthy body functions and normal physical activity. To keep a balanced diet is to eat a variety of foods to give the body the range of nutrients it needs to stay in top condition. Eating a balanced diet promotes good health and contributes to a healthy lifestyle.

The Eatwell Guide is designed to help everyone over the age of two to eat a healthy, balanced diet. It shows how much of each food group should be eaten. The four food groups are:

- potatoes, bread, rice, pasta and other starchy carbohydrates
- fruit and vegetables
- dairy and alternatives
- beans, pulses, fish, eggs, meat and other proteins

Nutrients are chemicals found in food which give the body nourishment and are needed for the maintenance of life. The body needs nutrients to perform its daily **functions** properly. Health problems might occur if any one of these nutrients is lacking in a person's diet. There are two types of nutrients:

Macronutrients:

- Carbohydrates** - the main energy source for the body.
- Protein** - needed for growth, repair and maintenance of the body.
- Fat** - used for energy and essential vitamins and fatty acids. The body needs these in large amounts and are measured in grams.

Micronutrients

- Vitamins**
- Minerals**
- Trace elements**

The body needs these in small amounts and are measured in milligrams or micrograms. In order for the body to function properly it needs a range of vitamins and minerals

The body also needs **dietary fibre** and **water**

Health :
Food



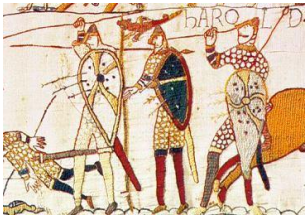
Source: Public Health England in association with the Welsh Government, Food Standards Scotland and the Food Standards Agency in Northern Ireland. © Crown copyright 2016

Year 7 History | Block 1 | The Battle of Hastings

Middle Ages	The period between 1000-1500
Chronology	Putting events in the order that they happened
Fact	Something that can be proven true
Opinion	A statement of a person's or group's thoughts, feelings, or beliefs.
Decade	10 years
Century	100 years
Millennium	1000 years
Anglo-Saxons	People that lived in England before the Norman Conquest
Normans	People from the Normandy region of France, led by King William
Heir	The next in line to be king or queen.
Claimant	Person who believes they should be next in line to the throne
Conquest	Taking an area by using force
Fyrd	Local farmers that fight for Harold Godwinson's army
Housecarls	Paid, experienced soldiers that fought for Harold's army
Cavalry	William's soldiers that fought on horses
Pope	Head of the Catholic Church
Witan	Anglo-Saxon group of advisers, called by the King to discuss matters affecting the country

Sources and Interpretations

Sources are things that were created at the time or by someone who lived at the time. We can **infer** (work out) information about the past from them.



Interpretations are accounts of the past usually written by historians. They use sources to make judgements about what happened.



Simon Sharma has written books about the Battle of Hastings.

Potential heirs to the English throne in 1066: Who should become king?

Harald Hardraada

Viking King of Norway
 Vikings had ruled Britain before.
 Most feared warrior in Europe – Hardraada means 'hard ruler' and his nickname was 'the Ruthless'. Harald was supported by Tostig, Harold Godwinson's brother who wanted revenge.

Harold Godwinson

Anglo-Saxon. Earl of Wessex, one of the most powerful men in England
 Harold's sister was married to King Edward. Harold was a brave and respected soldier with a tough streak.
 The Witan, wanted Harold to be the next king.

William of Normandy

Duke of Normandy, France.
 William came from a fighting family. He was a brave soldier. Edward's cousin. Edward had lived in Normandy from 1016-1042. Edward had supposedly promised that William should become King of England

Armies at the Battle of Hastings

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

Why did William win the Battle of Hastings?

Preparations

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

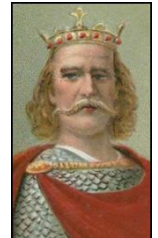
Luck

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



Leadership

William was very brave and led his men very well.
 William showed his face during the battle to keep his soldiers from running away.
 Harold couldn't control his army effectively from the top of Senlac Hill



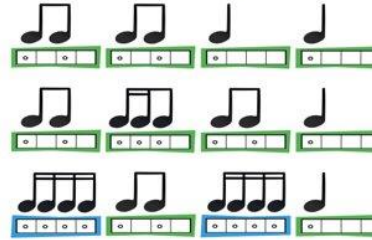
Year 7 Music Terms 1 & 2 – How do we capture the spirit of carnival?

Musical Elements

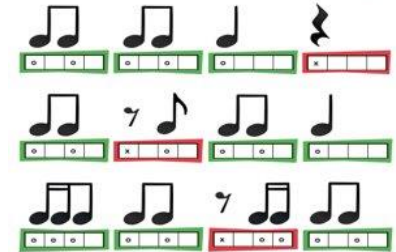
- Dynamics (*volume*)
- Rhythm (*duration of notes*)
- Tempo (*speed*)
- Context (*background info*)
- Structure (*sections*)
- Melody (*organisation of pitches*)
- Instrumentation
(*instruments/voices*)
- Texture (*layers*)
- Harmony (*chords & key*)

Reading Music

RHYTHM EXERCISE 1



RHYTHMS + RESTS EXERCISE 1



Groove

Sur - do Sur - do

Gaoza shaker Gaoza shaker Gaoza shaker Gaoza shaker

Tapping on the snare drum Tapping on the snare drum

Tap tap tam-bor-in tam-bor-in tap tap

Singing a go go High and low

Break 1 Car - ni - val Sam - ba

Break 2 Keep that Rhythm tight

Note Durations

- Semibreve (4 beats)
- Minim (2 beats)
- Crotchet (1 beat)
- Quaver (1/2 beat)
- Semi-Quaver (1/4 beat)

Samba Instruments



KEY TERMS

Rhythm	The pattern of notes that fits around the beat
Beat/Pulse	The constant steady pulse that doesn't change
Unison	When everyone in the group plays the same rhythm at the same time
Call and response	When a leader plays a rhythm, and the group responds with a different rhythm
Ostinato	A short repeating pattern that is played over and over
Repetition	When something is played again

Key Stage 3 Knowledge Organiser – Year 7 Core PE Unit 1: Anatomy & Physiology



Parts of a warm up

1	Pulse raiser	Light continuous activity such as slow jogging, is used to increase heart rate and blood flow. Muscles, ligaments and synovial fluid in the joints are warmed, increasing flexibility.
2	Stretch	Stretching the main muscle groups and joints increases their elasticity and mobility so that they are less likely to be strained. Dynamic stretching is a form of stretching whilst moving and therefore not holding a stretch e.g. lunges. Static stretching is holding a stretch for 8-10 seconds (before exercise).
3	Mobilisation	Gently moving the joints through a full range of movement to promote synovial fluid helps to lubricate the joint e.g. shoulder rotations. Shoulder rotations, open and close the gate, ankle plantar and dorsi flexion.

Effects of exercise

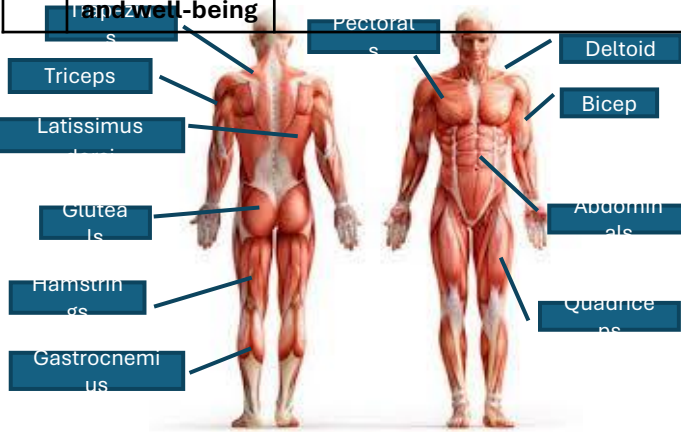
4	Heart rate increases.	During exercise the heart rate increases so that sufficient blood is taken to the working muscles to provide them with enough nutrients and oxygen. An increase in heart rate also allows for waste products to be removed.
5	Blood pressure increases.	Your heart starts to pump harder and faster to circulate blood to deliver oxygen to your muscles. As a result, systolic blood pressure rises.
6	Endorphins	When you exercise, your body releases chemicals called endorphins. These endorphins interact with the receptors in your brain that reduce

Benefits of exercise

7	Physical health and well-being	Improves fitness levels, heart function and efficiency of the body systems e.g. cardio-vascular system. Reduced risk of some illness e.g. diabetes, helps to prevent obesity, enables you to carry out everyday tasks without getting tired.
8	Mental health (emotional) and well-being	Reduces stress, release feel-good hormones in the body such as serotonin, helps us to control our emotions and work productively.



9	Social health and well-being	Provides opportunities to socialise/make friends, encourages cooperation, teamwork and mental resilience.
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	Muscle	Static stretch		Muscle	Static stretch
10	Triceps		15	Biceps	
11	Hamstring		16	Deltoids	
12	Pectorals		17	Abdominals	
13	Quadriceps		18	Gastrocnemius	
14	Gluteals		19	Latissimus dorsi	

Structure of a PE lesson

1. Warm up
2. Sports specific drills
3. Adapted games
4. Cool down



Stories of the prophets Knowledge Organiser



NEED TO KNOW WORDS

Abrahamic Faiths	Religions that trace their beliefs back to the prophet Abraham: Judaism, Christianity and Islam
Commandment	An instruction from God
Covenant	An agreement or promise
Creation Ex Nihilo	Means 'created from nothing' – used in Genesis to describe how God creates everything.
Exodus	a mass departure of people
Genesis	Meaning 'the origin' or 'beginning'
Monotheism	Believing in one God
Prophet	A messenger chosen by God to deliver God's word
Prophecy	A message from God
Torah	The holy book revealed to Moses

What is the Torah?

The Torah is a collection of writings that form the central religious text of Judaism. It consists of the first five books of the Hebrew Bible, also known as the Old Testament of the Christian Bible. The two books are Genesis and Exodus.

God created out of nothing (Creation Ex Nihilo)
 There were 6 days of creation 1: light and dark, 2: sky and sea, 3: dry land and plants, 4: sun, moon and stars, 5: fish and birds, 6: animals and humans.
 On the 7th day God rested – some Christians try to have a day of rest in the week because of this. Humans were created in 'the image of God'. After everything God made he said 'it was good'. Except humans, he said they were VERY good'.

needed in the Garden for Adam to use and care for

- God said it was not good for a person to be alone, so he made a companion for Adam,; a woman called Eve. They were told not to eat from the fruit of one tree
- A snake tempted them to eat the fruit and they did
- God took Adam and Eve out of the Garden, into a world where life would be harder and they would have to work for food and struggle in childbirth. They would eventually die.

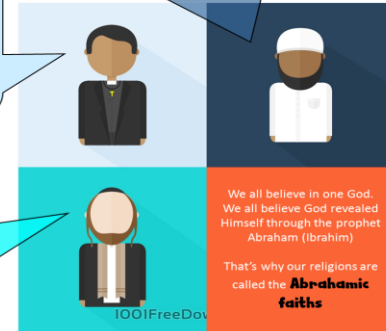
Importance of the Torah

As a **Muslim** person I think the **Torah** (or Tawrat in Arabic) is a collection of 5 books. All of these books are inspired by **God** and were originally given to the prophet **Moses** (Musa). Unfortunately the Torah was added to and badly translated over the years, so it's **not totally perfect** anymore, but it is still a holy books for me. I read the Torah to help me understand the stories that are referred to in the Quran.

As a **Christian** person I think the **Torah** is a collection of 5 books. All of these books are inspired by **God**. The Torah is the first 5 books of the Christian Bible, in a section of 39 books called the **Hebrew Bible** or **Old Testament**. I read the Torah from my Bible at Church or at home.

As a **Jewish** person I think the Torah is a collection of 5 books. All of these books are inspired by **G-d**. They are the first 5 books of the **Hebrew Bible**. It is called this because it is written in the ancient Jewish language: Hebrew. I read the Torah from a scroll in the Synagogue.

Some Jewish people think God's name is too holy to write down, so they write G-d instead.



The 10 Commandments

- | | |
|---|-------------------------------------|
| 1. Have no other gods | 6. Do not kill |
| 2. Make no false images of G-d | 7. Be faithful to your husband/wife |
| 3. Do not use G-ds name disrespectfully | 8. Do not steal |
| 4. Remember the Sabbath | 9. Do not lie |
| 5. Honour your mother and father | 10. Be happy with what you have. |



Stories of the prophets Knowledge Organiser



Noah's Ark (Genesis 6-9)

According to the story, God saw that the wickedness of mankind had become great and decided to flood the earth to cleanse it of sin.

God instructed Noah, a righteous man, to build an ark and gather two of every kind of animal, along with his family, onto the ark. Noah obeyed God and spent many years building the ark, as instructed.

When the flood came, the ark floated on the water for 40 days and 40 nights. All life on earth outside the ark perished in the flood, but Noah and his family and the animals on the ark were saved.

After the floodwaters receded, Noah and his family emerged from the ark and offered sacrifices to God in gratitude for their safety. God then made a covenant with Noah, promising never to flood the earth again and using a rainbow as a sign of this covenant. The story of Noah's Ark teaches the importance of obedience to God and the consequences of sin, as well as God's mercy and faithfulness to those who trust in Him.

Abraham (Genesis 12-17) – founder of the faithful

One day, God called Abram to leave his homeland and go to a new land that God would show him. Abram obeyed God and journeyed with his wife Sarai (later renamed Sarah) and his nephew Lot to the land of Canaan.

God promised to make Abram's descendants into a great nation and to bless all the nations of the earth through him. However, Abram and Sarai were unable to have children, so Sarai suggested that Abram have a child with her servant Hagar.

This caused problems, as Hagar and her son Ishmael were eventually cast out of Abram's household. However, God remained faithful to His promise and eventually blessed Abraham and Sarah with a son named Isaac.

Abraham's faith was tested when God asked him to sacrifice Isaac as a burnt offering, but at the last moment, God provided a ram to be sacrificed instead. Through his obedience and faith, Abraham became known as the father of the Jewish people and a model of faith for all believers.

The story of Abraham teaches the importance of faith and obedience to God, as well as the blessings that come from trusting in God's promises.

Moses' Exodus

Moses was born to Hebrew slaves in Egypt but was adopted by Pharaoh's daughter and raised as an Egyptian prince.

As a grown man, Moses saw an Egyptian taskmaster mistreating a Hebrew slave and killed him. He then fled to the wilderness and lived as a shepherd for many years.

One day, God spoke to Moses from a burning bush and told him to go back to Egypt to free the Hebrew slaves. With the help of his brother Aaron, Moses confronted Pharaoh and demanded that he let the Hebrews go.

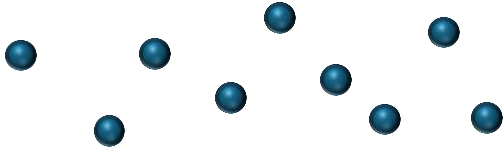
Pharaoh refused, and God sent ten plagues upon Egypt, including the death of the firstborn, until Pharaoh finally relented and let the Hebrews go. Moses then led the Hebrews out of Egypt and through the Red Sea, which God parted to allow them to cross.

In the wilderness, God gave Moses the Ten Commandments and many other laws to guide the Hebrews' behaviour. After many years, Moses died on a mountain overlooking the Promised Land, which God had promised to the Hebrews as their home.

The story of Moses teaches the importance of faith and obedience to God, as well as God's power to deliver and provide for His people.

1. Particles

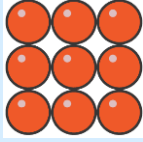
- Everything is made up of **tiny particles**.
- The **properties** of a substance depend on what its particles are like, how they move and how they are arranged.
- The particles in a substance are the same whether it's in the solid, liquid or gas state, but their **arrangement and movement** change.



2. States of matter

Solid

Steel, plastic and wood are solids at room temperature. Ice is solid water.



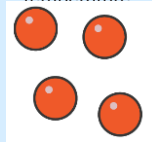
Liquids

Mercury, petrol and water are liquids at room temperature.



Gases

Air, helium and chlorine are gases at room temperature.



3. Arrangement and movement of particles

Solids

In the solid state the **vibrating** particles form a **regular pattern**. This explains the fixed shape of a solid and why it can't be compressed or poured.

Liquids

In a liquid the particles still touch their neighbours but they **move around, sliding over each other**. This is why you can pour, but not compress, a liquid.

Gases

In the gas state, **widely-spaced particles move around randomly**. This explains why you can compress gases and why they flow.

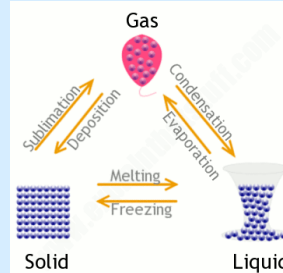
4. Movement of particles (energy)

Another way to understand solids, liquids, and gases is by thinking about the energy they contain. A balloon full of gas has molecules dashing about inside it, smashing repeatedly into the rubber walls and pressing them outward. Balloons stay up because the force of the gas molecules pushing against the inner surface of the rubber exerts a pressure that's equal to the pressure of the air molecules pushing on the rubber from outside. If the gas loses energy the particles move less and less they will then turn into a liquid. The particles are still moving but not as quick as when the particles were a gas. Remove more energy and the particles will stay in a fixed place and become a solid. The particles still contain energy, but just vibrate in their fixed position.



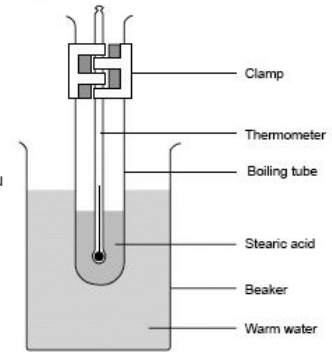
5. Changing states

You can change any substance from a solid to a liquid or gas, or back again, just by changing its temperature or pressure. You can change a solid into a liquid by melting it and then change the liquid into a gas by evaporation. Go in the reverse direction and you can change a gas into a liquid by condensation, then turn the liquid into a solid by freezing. The processes shown by each pair of arrows are exact opposites of one another.



6. Stearic acid experiment

Stearic acid has a melting point of 69.3 °C. In this experiment you will take the temperature of stearic acid at regular intervals as you heat and cool it. You will observe the temperature change as it changes state.



7. Particles and density

Solids

The particles in solids are very close together. They are tightly packed, giving solids high densities.

Liquids

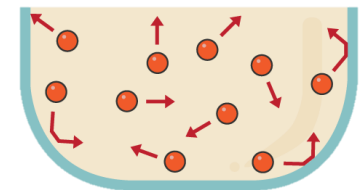
The particles in liquids are close together. Although they are randomly arranged, they are still tightly packed, giving liquids high densities. Water is different from most substances: it is less dense as a solid than as a liquid, because its particles move apart slightly on freezing. This is why ice cubes and icebergs float on liquid water.

Gases

The particles in gases are very far apart, so gases have a very low density.

8. Gas Pressure

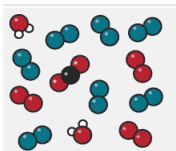
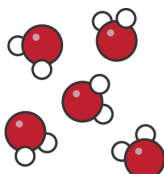
The particles in a gas move quickly in all directions, but they do not get far before they bump into each other or the walls of their container. When gas particles hit the walls of their container they cause pressure. If the temperature is increased, the particles in a gas move faster, so they hit the walls of the container more often. This causes the pressure to rise. This is also why the pressure of a gas also increases when the volume of its container is decreased.



1. Pure vs Impure

Pure Substances

A substance is pure if it only has **one type** of particle in it e.g. just hydrogen atoms or just carbon dioxide molecules.



Impure Substances

Impure materials are **mixtures** of different types of particle.

2. Mixtures

A **mixture** contains two or more substances, not chemically joined together which can be

separated. For example, a packet of sweets may contain a mixture of different coloured sweets. The sweets are not joined together, so can be picked out and separated. Sulfur can be separated from sand due to its



3. Solutions

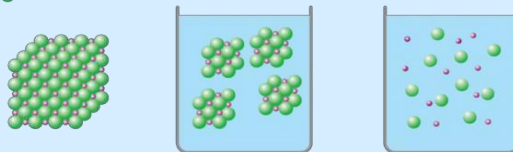
Salt and sugar are **soluble** in water. This means they dissolve in water. Sand is **insoluble** in water. This means it does not dissolve in water. A **solute** is the substance that dissolves into the solvent. A **solvent** is the liquid the solute dissolves in. The resulting mixture of solute and solvent particles is called a **solution**.



If you take sugar in your tea, the sugar is the **solute**, the hot water is the **solvent** and your sweet mug of tea is the **solution**.

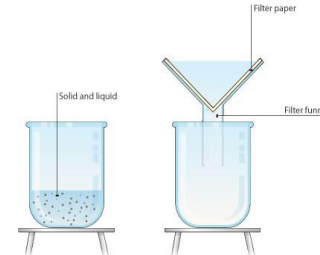
4. Dissolving

During dissolving, the **solvent particles** surround the **solute particles** and move them away so they are spread out in the **solvent**.



Solubility is a measure of how easy it is for a given substance to dissolve.

6. Filtration



If you have a **mixture** of an **insoluble** solid and a liquid then the mixture can be **filtered** (eg. sand in water).

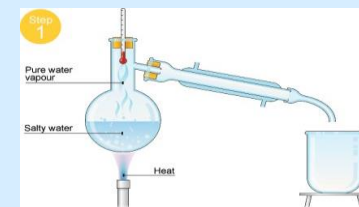
If separating sand from water, the sand (**residue**) stays behind in the filter paper and the water (**filtrate**) passes through the filter paper. Water molecules are small enough to fit through the filter paper.



KS3 Science Separating Techniques

7. Distillation

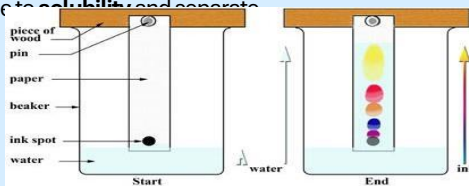
Used to separate a liquid from a solution. For example, water can be separated from salty water by simple distillation.



Water **evaporates** from the **solution**, but is then cooled and **condensed** into a separate container. The salt does not **evaporate** and so it stays behind. **Distillation** can also be used to separate two liquids with different **boiling points** (eg. orange squash or inky water). This is because the one with the lower boiling point will **evaporate** and **condense** first.

5. Chromatography

The mixture is placed near the bottom of **chromatography paper** and the paper is then placed in a suitable **solvent**, e.g. water. As the solvent moves up the paper, it carries the mixture with it. Different substances in the mixture will move at different rates due to **solubility** and **concentration**.



8. Crystallisation

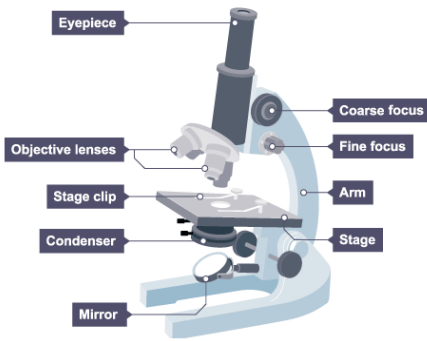
Crystallisation is used to produce solid **crystals** from a **solution**. When the **solution** is warmed, some of the **solvent evaporates** leaving behind a more **concentrated solution**.



To obtain **large** crystals, **evaporate** slowly.

To obtain **small** crystals, **evaporate** quickly using a Bunsen burner.

1. Parts of a Microscope



2. Using a microscope

To view an object down the microscope we can use the following steps:

1. Plug in the microscope and turn on the power
2. Rotate the objective lenses and select the lowest magnification
3. Place the specimen to be viewed on the stage and clamp in place
4. Adjust the course focus until the specimen comes into view
5. Adjust the fine focus until the specimen becomes clear
6. To view the specimen in more detail repeat the process using a higher power objective

3. Preparing a slide

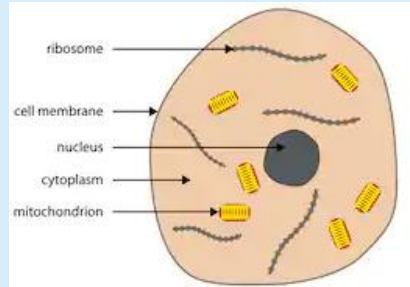
To prepare a slide to view onion cells we can use the following steps:

1. Cut open an onion
2. Use forceps to peel a thin layer from the inside
3. Spread out the layer on a microscope slide
4. Add a drop of iodine solution to the layer
5. Carefully place a cover slip over the layer

To look at cheek cells we use a swab to get cells from the inside of our cheek. Methyl blue stain is used instead of iodine.

4. Animal Cells

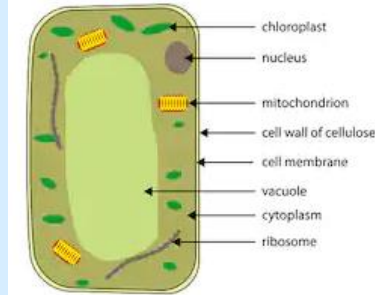
Animal cells have the following features:




King's Oak
 ACADEMY
 KS3 Science
Cells and Organisation

5. Plant Cells

Plant cells have the following features:



6. Organelle Functions

Cell membrane – this surrounds the cell and allows nutrients to enter and waste to leave it.

Nucleus – this controls what happens in the cell. It contains DNA, the genetic information that cells need to grow and reproduce.

Cytoplasm – this is a jelly-like substance in which chemical reactions happen.

Mitochondria – these are the powerhouse of the cell. They are structures where respiration takes place.

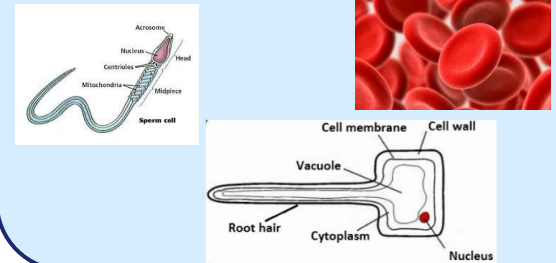
Cell wall - this is an outer structure that surrounds the cell and gives it support.

Vacuole - this is a space within the cytoplasm of plant cells that contains sap.

Chloroplasts - these contain chlorophyll and are the site of photosynthesis.

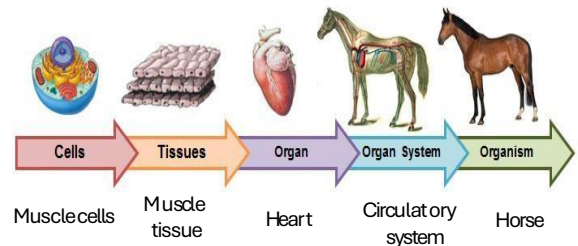
7. Specialised Cells

Specialised cells are designed to carry out a specific function within the body. They have all the usual organelles of a plant or animal cell as well as some additional features.



8. Cell Hierarchy

In the human body, structures are related and form larger structures.



1. Hypotheses and Variables

1	Hypothesis	A hypothesis is a prediction made about an experiment based on some previous scientific knowledge.
2	Dependent Variable	What we measure
3	Independent Variable	What we change
4	Control Variable	What we keep the same

3. Methods

1	Contents of a method	<ul style="list-style-type: none"> A clear sequence Information on which equipment to use Volumes and masses for reagents Scientific language
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Example method:

Precision

Sequencing

1. 25cm³ sulphuric acid was added to a small beaker.
2. Using a spatula, excess insoluble base (copper oxide powder) was added to the acid. Check the base is in excess by looking for remaining powder in the beaker.
3. The excess base was filtered out using filter paper in a funnel. The filtrate was allowed to filter into a conical flask.
4. When filtration was complete, the filter paper was discarded and the filtrate solution was poured into an evaporating dish.
5. The solution was left for a few days or the evaporating dish heated for the dissolved salt to crystallise.

Scientific language

Equipment

2. Key Terms

1	Independent variable	The variable you change to find out its effect on the dependent variable
2	Dependent variable	The variable you measure to see how it changes
3	Control variable	Any variable that you must keep the same to ensure it doesn't affect the dependent variable
4	Mean	The total of the values divided by the number of values
5	Anomalous data	Data that does not fit the expected pattern















4. Results Tables

1	Results table layout	The independent variable should always go in the first column, the dependent variable then goes in the column to the right of this.
2	Contents of a results table	<ul style="list-style-type: none"> Show all repeat measurements Include the units in the headings Circle anomalies Discount these when calculating a mean

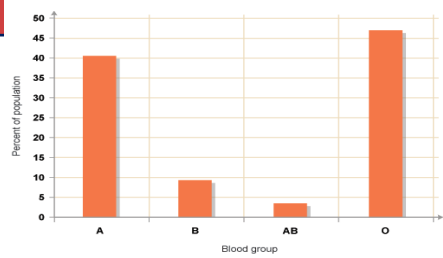
Example results table:

Concentration of acid (M)	Time taken for reaction to complete (s)			Mean (s)
0.1	102.1	105.6	103.4	103.7
0.2	88.8	86.5	87.2	87.5
0.3	69.1	67.3	64.2	66.9
0.4	56.2	40.1	53.3	54.8
0.5	32.1	30.1	33.2	31.8

5. Common laboratory equipment

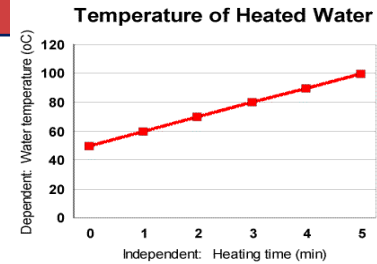
1	Beaker		For pouring and transferring liquids and solutions.	8	Test Tube		For carrying out chemical reactions with small volumes of liquid
2	Conical Flask		For carrying out reactions	9	Boiling Tube		A boiling tube is used to heat substances in a Bunsen Burner
3	Bunsen Burner		To heat substances	10	Measuring Cylinder		To accurately measure out volumes of liquid
4	Tripod		To support	11	Spatula		To move small amounts of solid powders
5	Gauze		To place an object on for example conical flask that you are going to heat.	12	Stirring Rod		To stir solutions.
6	Heatproof mat		To protect the desk from the heat produced by the Bunsen Burner and any spillages from the substances which are being heated	13	Thermometer		To measure the temperature of a substance
7	Evaporating basin		To evaporate the water from solutions. Leaving behind the solute.	14	Tongs		To hold an move hot solids for example pieces of metal

6. Discontinuous data



1	Discontinuous data	Discontinuous or categoric data can only take certain values
2	Examples of discontinuous data	Eye colour and blood group,
3	How to plot discontinuous data	Bar Chart

7. Continuous data



1	Continuous data	Continuous data can take any value
2	Examples of continuous data	Height or temperature.
3	How to plot continuous data	Line Graph

8. Drawing good line graphs

1	x Axis	Plot the dependent variable
2	y Axis	Plot the independent variable
3	Drawing the graph	<ul style="list-style-type: none"> Label axis and include units Use small precise crosses to mark your points
4	Line of best fit	Line of best fit which goes smoothly through as many points as possible (this does not have to be a straight line)
5	Anomalies	Circle anomalies and don't include them when drawing the line of best fit

Labels for axes, with units given in brackets



Both axes have suitable scales (equal intervals)

Accurate line of best fit, passing through most points, excluding anomalies.

Neat, accurately placed plots.

Anomaly recognised and highlighted on the graph

Week 1 – W/B 9th September

Mon 09/09/2024	Fren ch	Look-cover-write-check the ' How are you? ' box. You should try each word between 3 and 5 times, more if you find a particular word difficult.
Tue 10/09/2024	Englis h	<ol style="list-style-type: none"> 1. What does context mean? 2. What does perspective mean? 3. What is tension in a story? 4. Who is the protagonist in a story? 5. What is foreshadowing in a story? 6. What is the climax of a story? 7. What is the denouement in a story? 8. What is culture? 9. What is prejudice? 10. What is inequality? 11. What is identity? 12. What does resistance mean?
Wed 11/09/2024	PE	<ol style="list-style-type: none"> 1. State the 3 components of a warm-up in the correct order. 2. In your own words, explain what it means by the term pulse raiser. 3. Give an example of a pulse raising activity. 4. Why do we start all lessons or physical activity with a pulse raiser? 5. Why do we stretch the muscles? 6. There are two types of stretching, state what they are? 7. What is the difference between the two types of stretching? 8. Give an example of a mobilisation movement. 9. What muscle is this stretching?  <ol style="list-style-type: none"> 10. What muscle is this stretching? 
Thu 12/09/2024	Maths	Remember to write down your workings and bookwork codes in your homework book.
Fri 13/09/2024	Scienc e	<ol style="list-style-type: none"> 1. Name the 3 states of matter? 2. What is the boiling point of water? 3. What is it called when a liquid turns into a gas? 4. What is it called when a gas turns into a liquid? 5. Draw the particle arrangement for a gas 6. Draw the particle arrangement for a liquid

		<ul style="list-style-type: none"> 7. Draw the particle arrangement for a solid 8. Name 2 properties of a gas 9. What is the name given to the temperature at which a solid turns into a liquid? 10. What state will water be in at 74oC?
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Week 2 – W/B 16th September

Mon 16/09/2024	Geography	<ul style="list-style-type: none"> 1. What is an urban area? 2. What is a rural area? 3. What are 'SEE' aspects? 4. What is physical geography? 5. What is human geography? 6. Give one description of zone A 7. Give one description of zone B 8. Give one description of zone C 9. Give one description of zone D 10. Give one description of zone E
Tue 19/09/2023	English	<ul style="list-style-type: none"> 1. How does context help you understand a story? 2. How can different characters have different perspectives? 3. How do authors create tension? 4. How do you identify the protagonist? 5. Can you find an example of foreshadowing in a book? 6. How do you know when you reach the climax? 7. How does the denouement help conclude a story? 8. Can you name a tradition from your culture? 9. How can prejudice hurt people? 10. Can you give an example of inequality? 11. How do you describe your identity? 12. Can you give an example of resistance?
Wed 20/09/2023	Art	<ul style="list-style-type: none"> 1. What are the formal elements in art? 2. What are the principles in art? 3. What are Primary colours? 4. What are Secondary colours? 5. How do you mix colours to get blue? 6. Which two colours make green? 7. How do you create brown? 8. What's the difference between shape and form? 9. How would you define patterns? 10. How do you create light tones and dark tones?
Thu 21/09/2023	Maths	Remember to write down your workings and bookwork codes in your homework book.
Fri 22/09/2023	Science	<ul style="list-style-type: none"> 1. Name the process for a solid turning into a liquid

		<ol style="list-style-type: none"> 2. Name the process for a liquid turning into a solid 3. Describe how particles are arranged in a solid 4. Describe how particles are arranged in a liquid 5. Describe how particles are arranged in a gas 6. What is gas pressure caused by 7. Name 2 properties of a liquid 8. Name 2 properties of a solid 9. Which state of matter has the most energy 10. Why do balloons stay up
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Week 3 – WB 23rd September

Mon 23/09/2024	French	Look-cover-write-check the 'What's in your bag/your pencil case?' box. You should try each word between 3 and 5 times, more if you find a particular word difficult.
Tue 24/09/2024	English	<ol style="list-style-type: none"> 1. Can you find the context in a picture? 2. Why is perspective important in a story? 3. Can you feel tension between characters? 4. Can a story have more than one protagonist? 5. How does foreshadowing help readers? 6. Why is the climax important? 7. Why is the denouement important? 8. How does culture affect the way people live? 9. Why is it important to avoid prejudice? 10. Why is inequality unfair? 11. Can your identity include your culture? 12. Why might people resist something?
Wed 25/09/2024	Music	<ol style="list-style-type: none"> 1. What is the name of the note which lasts for 2 beats? 2. What is the name of the note which lasts for 1 beat? 3. What is the name of the note which lasts for ½ beat? 4. What is the name of the note which lasts for ¼ beat? 5. What is the difference between pulse and rhythm? 6. What does tempo mean? 7. What does unison mean? 8. What is a rest? 9. Draw a semi-quaver 10. Draw a crotchet
Thu 26/09/2024	Maths	Remember to write down your workings and bookwork codes in your homework book.
Fri 27/09/2024	Science	<ol style="list-style-type: none"> 1. What is everything made from? 2. Sea water is not described as 'pure', why not? 3. What is a mixture? 4. What is diffusion?

		<ol style="list-style-type: none"> 5. Why can sand and water be filtered to separate them? 6. Is diffusion faster in a gas or a liquid? 7. What is distillation? 8. What is chromatography? 9. How could you separate salt and water? 10. How could you separate iron fillings and sand?
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Week 4 – WB 30th September

Mon 30/09/2024	History	<ol style="list-style-type: none"> 1. This keyword means putting events in the order they happened 2. How many years would be in two centuries? 3. Who were the group of people King William led? 4. What does a claimant believe? 5. What is a conquest? 6. Cavalry are soldiers who fight on what animal? 7. Who is the Pope? 8. What does 'infer' mean? 9. What is a source? 10. What is an interpretation?
Tue 01/10/2024	English	<ol style="list-style-type: none"> 1. Why is context important in a conversation? 2. Can you give an example of perspective from a book? 3. Why is tension important in a mystery story? 4. Why is the protagonist important? 5. Why do authors use foreshadowing? 6. Can you give an example of a climax in a book? 7. Can you give an example of a denouement in a book? 8. Can food be part of a culture? 9. Can you give an example of prejudice? 10. How does inequality affect people's lives? 11. What makes your identity unique? 12. How can resistance be positive?
Wed 02/10/2024	PE	<ol style="list-style-type: none"> 1. The hamstring muscle is located where? 2. Where are the pectorals located? 3. The deltoid muscle covers which part of the body? 4. The medical term for the calf muscle is? 5. True or False: the biceps and triceps are found in the lower leg. 6. The chemical that your body releases that makes you feel good is called what? 7. What is static stretching? 8. What is dynamic stretching? 9. Does blood pressure increase or decrease as an effect of exercise? 10. Why would you suggest someone to join a sports team?
Thu 03/10/2024	Maths	Remember to write down your workings and bookwork codes in your homework book.

Fri 04/10/2024	Science	<ol style="list-style-type: none"> 1. What's an independent variable? 2. Give an example of continuous data? 3. How do you draw a line of best fit? 4. How do you plot continuous data? 5. What's a dependent variable? 6. True or False: Anomalies are not included in the line of best fit? 7. Give an example of discontinuous data? 8. What is a control variable? 9. What is a hypothesis? 10. How do you plot discontinuous data?
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Week 5 – Week beginning 7th October

Mon 07/10/2024	French	Look-cover-write-check the 'Who is in your family?' box. You should try each word between 3 and 5 times, more if you find a particular word difficult.
Tue 08/10/2024	Health	<ol style="list-style-type: none"> 1. Define the term "diet". 2. In your own words, state what a balanced diet is. 3. Approximately how much of your daily intake should be fruits and vegetables? 4. What is the Eatwell guide? 5. In your own words, what are nutrients? 6. Why does the body need nutrients? 7. What is protein used for? 8. What is fat used for? 9. What's the difference between macronutrients and micronutrients? 10. Give some examples of carbohydrates.
Wed 09/10/2024	Drama	<ol style="list-style-type: none"> 1. In stage directions, what do USL, DSR & CS stand for? 2. Stage directions are ALWAYS from whose perspective? 3. What is a step out? 4. What is split stage? 5. What is narration? 6. What is mime? 7. What is a stock character? 8. Draw a Proscenium Arch stage configuration 9. Draw a traverse stage configuration 10. What is a comedy duo?
Thu 10/10/2024	Maths	Remember to write down your workings and bookwork codes in your homework book.
Fri 11/10/2024	Science	<ol style="list-style-type: none"> 1. Do animal cells have a cell wall? 2. Name a part of a cell that both animal and plants cells have 3. Which part of the plant absorbs water? 4. Which part of the microscope do you place a slide on? 5. Which part of the plant transports water? 6. Name a specialised cell

		<p>7. Which specialised cell is responsible for carrying oxygen around the body?</p> <p>8. Which of the 7 life processes starts with M?</p> <p>9. What is the function of a cell membrane?</p> <p>10. What is the difference between unicellular and multicellular organisms?</p>
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Week 6 – Week beginning 14th October

Mon 14/10/2024	History	<ol style="list-style-type: none"> Who was Harald Hardrada? Which person who wanted to be king was French? Why did Harold Godwinson think he should be king? Who were the elite of William's army? Who was in Harold's army? In what way was William lucky? Where was it that William could not control his army effectively? Whose soldiers were well trained and professional? Why was Harold's army tired? Who had to fight the Vikings first?
Tue 15/10/2024	English	<ol style="list-style-type: none"> How does context change the meaning of a word? How does your perspective affect your opinion? Can music create tension in a movie? Who is the protagonist in "Harry Potter"? Can foreshadowing be a hint about the ending? What happens to the tension at the climax? What happens to the characters in the denouement? What is one thing that makes your culture unique? How can we stop prejudice? Can inequality happen at school? How do family and friends shape your identity? Can resistance be part of a protest?
Wed 16/10/2024	DT	<ol style="list-style-type: none"> How could you be safe in the workshop? What is a 'design brief'? Name 3 pieces of equipment used in the workshop? Why is it important to analyse a design brief? What is meant by 3D drawing? Why is it important to draw in pencil? What does PPE stand for? What does ACCESSFM stand for? What is 46mm in cm? What is colour rendering?
Thu 17/10/2024	Maths	Remember to write down your workings and bookwork codes in your homework book.
Fri 18/10/2024	Science	<ol style="list-style-type: none"> What does a nucleus do? Name 3 parts of an animal cell Where does photosynthesis happen in a plant cell Define the term cell

		<ol style="list-style-type: none"> 5. Name 2 specialised cells responsible for fertilisation 6. What does the cell membrane do? 7. Name 3 things that are in a plant cell but not an animal cell 8. which parts of the microscope is responsible for magnification 9. What does the course/fine focussing wheel do 10. How is a root hair cell adapted for its function
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Week 7 – Week beginning 21st October

		<p>Computing</p> <ol style="list-style-type: none"> 1. What is Microsoft Word used for? 2. How do you save a document in Microsoft Word? 3. What feature in Microsoft Word helps you check for spelling errors? 4. What is a cell in Microsoft Excel? 5. How do you add a new sheet in Microsoft Excel? 6. What is the purpose of a formula in Excel? 7. What is a slide in Microsoft PowerPoint? 8. How do you add a new slide in Microsoft PowerPoint? 9. What is the purpose of the 'Design' tab in PowerPoint? 10. How do you start a slideshow in PowerPoint? <p>RS</p> <ol style="list-style-type: none"> 1. Religions that trace their beliefs back to the prophet Abraham 2. This keyword means believing in one God 3. Which story teaches about the blessings that come from trusting in God's promises? 4. What is a prophet? 5. What is the Torah? 6. In which story did Moses lead the Hebrews out of Egypt and through the Red Sea? 7. What did God do on the 7th day in Genesis 1? 8. Why do some Jewish people write 'G-d' instead of 'God'? 9. In the 10 commandments, what should be remembered? 10. In which story did the ark float on the water for 40 days and 40 nights?
Mon 21/10/2024	Computing & RS	
Tue 22/10/2024	English	<ol style="list-style-type: none"> 1. What gives you context about a historical event? 2. Can you change your perspective about something? 3. How do you know when there is tension in a scene? 4. What makes a good protagonist? 5. What is the difference between foreshadowing and a spoiler? 6. Is the climax the most exciting part of the story? 7. How is the denouement different from the climax? 8. How do people celebrate holidays in different cultures? 9. What is the difference between prejudice and discrimination?

		<p>10. How can we work towards equality?</p> <p>11. Can your hobbies be part of your identity?</p> <p>12. What is the difference between resistance and giving up?</p>
<p>Wed 23/10/2024</p>	<p>Geography</p>	<ol style="list-style-type: none"> 1. What does SW mean? 2. What is the key/legend on a map? 3. Give one example of a continent 4. Give one example of an ocean 5. This keyword is a statement to be proved or disproved 6. This keyword is when we explain what our results mean 7. This keyword is when we consider how well our methods worked 8. How can we remember how to work out grid references? 9. How many figures are in a grid reference? 10. Give an example of data presentation