



Be Kind.

Work Hard.



Take
Responsibility.

Need To Know Book

Year 7

Autumn 2023

Name: _____

Form Group: _____

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Knowledge Retrieval Sheet

What are knowledge retrieval sheets?

Here at Little Lever School, we think it is really important that you know what the essential knowledge is for each subject that you study. Learning takes place not only in the classroom, but in all areas of the school building, and at home. These [knowledge retrieval sheets](#) contain all the essential knowledge you will need to help revise and make progress towards achieving your best in all of your subjects.

Work Hard.



Take Responsibility.

By using your [knowledge retrieval sheets](#) each week you will be able to transfer your knowledge from your short-term memory, and make it stick. Within all your lessons, you will be asked to retrieve knowledge from your long-term memory. This might be in the form of quizzes or longer responses. These might require you to use lots of information you have already stored from previous lessons and from your own life experiences. These [Need to Know Books](#) will help you to check how much you can remember.

We have designed your [knowledge retrieval sheets](#) so that they are simple for you to use both in school and at home. You can even get others to help you. Below are some options for how you might use each sheet to make the knowledge stick in your brain so that you will be able to remember it.

Using Knowledge Retrieval Sheets- 5 Top Tips:

1

'Look, Cover, Say, Write, Check'- Look at a fact on your sheet, cover it up with your hand or a piece of paper. Say it out loud, write the fact down without checking and then uncover and check if you were correct.

2

'If this is the answer, what is the question?'- Quiz yourself by covering up facts on your sheet. For example, you could cover up the definition of key vocabulary and try to remember what the key vocabulary means.

3

Independent low-stakes quizzing- Use the questions on the back of each sheet to test yourself. You should write the answers on a separate sheet of paper so that you can use the question sheet again in future.

4

Paired low-stakes quizzing- Give your book or a sheet to someone else. (Could be a friend, teacher or family). They can ask you the questions on the back of any sheet and use the facts on the front to check if you are correct.

5

Flashcard Revision- Make flashcards using your knowledge sheets. Can you summarise the essential knowledge into your own words to put onto a pocket-sized revision card?



Art



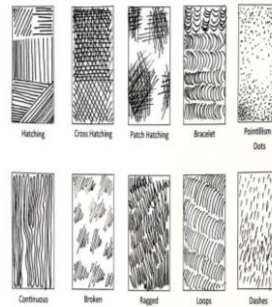
Helping every person achieve things they never thought they could.

Year 7 Art: The Shoe Project

The Formal Elements of Art

	<p>Line</p>	<p>A line is an identifiable path created by a point moving in space. It is one-dimensional and can vary in width, direction, and length. Lines can be horizontal, vertical, or diagonal, straight or curved, thick or thin.</p>
	<p>Tone</p>	<p>Tone refers to the relative lightness or darkness of a colour. One colour can have an almost infinite number of different tones.</p>
	<p>Colour</p>	<p>Made up of three properties: hue, value, and intensity. Red, yellow and blue are primary colours, which means they can't be mixed using any other colours. Two primary colours mixed make a secondary colour. A primary and a secondary colour mixed make a tertiary colour</p>
	<p>Shape</p>	<p>A shape is an area enclosed by a line. It could be just an outline or it could be shaded in. Shapes can be either geometric, like a circle, square or triangle, or irregular.</p>
	<p>Texture</p>	<p>Texture refers to the surface quality in a work of art. We associate textures with the way that things look or feel.</p>
	<p>Pattern</p>	<p>Pattern is created by repeating lines, shapes, tones or colours. The design used to create a pattern is often referred to as a motif. Motifs can be simple shapes or complex arrangements.</p>
	<p>Form</p>	<p>Form is a three-dimensional shape, such as a cube, sphere or cone. Sculpture and 3D design are about creating forms.</p>

Mark making



Mark making describes the different lines, dots, marks, patterns, and textures we create in an artwork. It can be loose and gestural or controlled and neat. It can apply to any material used on any surface: paint on canvas, ink or pencil on paper, a scratched mark on plaster, a digital paint tool on a screen... Artists can also use mark-making to express feelings and emotions.

Collage

Collage (from the French meaning "to glue") describes both the technique and the resulting work of art in which pieces of paper, photographs, fabric and other ephemera are arranged and stuck down onto a supporting surface.



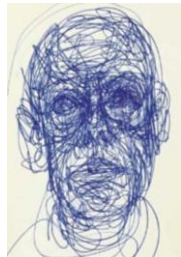
Mono printing



The monoprint is a form of printmaking where the image **can only be made once**, unlike most printmaking which allows for multiple originals. There are many techniques of mono-printing, in particular the monotype. Printmaking techniques which can be used to make mono-prints include **lithography, woodcut, and etching**.

Alberto Giacometti

A Swiss sculptor, painter, draftsman and printmaker, known for his sculptures of elongated human figures. His work was particularly influenced by artistic styles such as **Cubism** and **Surrealism**. Giacometti would often draw out his sculpture designs before he made them using a drawing technique called continuous line.



Continuous Line Drawing

The line in a continuous line drawing is **unbroken from the start to the end**. The drawing implement stays in uninterrupted contact with the surface of the paper during the entire length of the drawing.

Year 7 Art: The Shoe Project

The Formal Elements of Art

What do you know about **line**?

What do you know about **tone**?

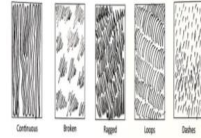
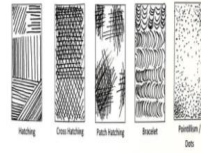
What do you know about **colour**?

What do you know about **shape**?

What do you know about **texture**?

What do you know about **pattern**?

What do you know about **form**?



Mark making

1. Give three examples of mark making techniques
2. What can mark making be used to describe?

Collage

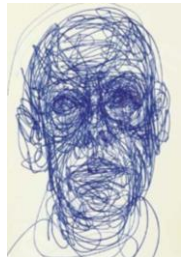
3. Which language does the word collage come from? What does it mean?
4. Give some examples of materials you could use.



5. Give some examples of printmaking techniques that can be used to make mono prints.

6. Which two art movements was Giacometti's work influenced by?

7. What kind of drawings did Giacometti use before creating his sculptures?



8. What is continuous line drawing?

Year 7 Art: Hundertwasser

The Formal Elements of Art

	<p>Line</p>	<p>A line is an identifiable path created by a point moving in space. It is one-dimensional and can vary in width, direction, and length. Lines can be horizontal, vertical, or diagonal, straight or curved, thick or thin.</p>
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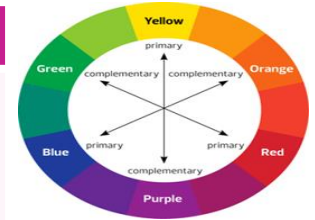


Friedensreich (Fritz) Hundertwasser

Austrian painter, architect, ecological activist and philosopher. In his work, he used spirals, organic forms, wavy lines, bright colours, and a strong individualism. He wanted humans to live in harmony with nature, where there are no straight lines. Once, he called straight lines "something cowardly drawn with a ruler, without thought or feeling." He hated the way most buildings had straight lines and angles. He felt that buildings should fit and represent those who lived inside them. His building designs use natural forms, and often fit around nature rather than trying to bend nature to fit them.

Complementary Colours

These are colours that are directly opposite each other on the colour wheel. Also called contrasting colours because they create the biggest contrast when placed next to each other (this means they make each other stand out more).



Warm and Cold Colours

The colour wheel can be split into two halves. Yellow, orange and red are warm colours because they remind us of things associated with heat such as the sun, beaches, and fire. Purple, blue and green are called cold colours because they remind us of things with the absence of heat such as water, ice, and grass. Warm colours can be used to evoke stimulating feelings such as energy, while cold colours are more likely to have a calm, relaxing effect.



Harmonious Colours

Any colours that sit next to each other on the colour wheel. Also called Analogous colours. These groups of colours are called harmonious because they go well together.



Year 7 Art: Hundertwasser

The Formal Elements of Art

What do you know about **line**?

What do you know about **tone**?

What do you know about **colour**?

What do you know about **shape**?

What do you know about **texture**?

What do you know about **pattern**?

What do you know about **form**?



1. Who was Friedensreich Hundertwasser?

2. Why did he dislike straight lines?

3. What are the key themes in Hundertwasser's work?

Colour Theory- questions

Answers

1. What are complementary colours?

2. What do complementary colour do when placed next to each other?

3. Name the three main pairs of complementary colours

4. What are harmonious colours?

5. Why are they called harmonious colours?

6. Name three harmonious colours

7. Name three warm colours

8. Name three cold colours

9. What kind of feelings can warm colours evoke?

10. What kind of feelings can cold colours evoke?

Which colours might you use if you wanted to portray a feeling of:

Excitement =
Boredom =
Anger =

Sadness =
Happiness =
Confusion =

Computing



Helping every person achieve things they never thought they could.

Device Security- how to create a strong password

1. Minimum of 1 capital letter
2. Minimum of 1 lowercase letter
3. Minimum of 1 number
4. At least 8 characters long
5. Cannot contain part of their name
6. Cannot use Microsoft easy to guess password list.



Using emails

Email safety tips:

- Don't share your password with anyone.
- Don't open attachments from anyone you don't know.
- Log out or sign off from your account when you've finished.
- Don't reply to emails from people you don't know. Delete them.
- Never click on links in emails without checking that the email is real.
- It is hard to spot a fake email, so if you are unsure, then never reply.

Define: Email Etiquette - Rules of sending professional emails.

Rules for excellent email etiquette:

- Always include a subject line.
- Start your email politely (e.g. Dear..)
- Write in full sentences using correct spellings and punctuation.
- Finish with your name.

Cyberbullying

Define: Cyberbullying - includes sending, posting, or sharing negative, harmful, false, or mean content about someone else online to cause them embarrassment or humiliation.

Ways you can prevent cyberbullying:

- Block and report the bully
- Tell a trusted person
- Do not retaliate - save information/evidence
- Deactivate old accounts



Too much screen time

Define: Screen time – The amount of time spent in front of an electronic screen, this could be a phone, a laptop or a TV for example.

Define: Electronic Screen Syndrome (ESS) – a term used to describe health issues related to excessive screen time.

Define: Melatonin – a chemical released by the brain to help us sleep. This is affected by the blue light emitted from screens.

Negatives of too much screen time:

- Can affect the ability to fall and stay asleep.
- Prevent you from spending time doing other important things. Such as reading, socialising with friends and exercise.

Ways to protect yourself:

- Limiting your screen time to a set amount per day.
- Turn on the device blue light filter.
- Put your device into a another room when you are learning, reading etc to avoid distractions.

What are the rules for creating a strong password?

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Using emails

Email safety tips:

- Don't share your _____ with anyone.
- Don't open attachments from anyone you don't know.
- Log out or sign off from your account when you've finished.
- Don't reply to emails from people you _____. Delete them.
- Never click on links in emails without checking that the email is real.
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Define: Email Etiquette - _____.

Rules for excellent email etiquette:

- Always include a _____.
- Start your email politely (e.g. Dear..)
- Write in full sentences using correct _____.
- Finish with your name.

Define: Cyberbullying = _____

Ways you can prevent cyberbullying:

- _____ and report the bully
- Tell a _____ person
- Do not retaliate - save information/ _____
- _____ old accounts



Too much screen time

Define: Screen time – _____

Define: Electronic Screen Syndrome (ESS) – _____

Define: Melatonin – _____

Negatives of too much screen time:

- _____
- _____

Ways to protect yourself:

- _____
- _____
- _____

Year 7 Computing

External Hardware

Internal Hardware

Sharing Selfies

Online Groomer/ Online Predator

Define: Self expression – a way of showing the world your true self, or showing how you would like people to think of you.

Define: Consent – permission for something to happen or agreement to do something.

Define: Body image - the perception of the physical self and the thoughts and feelings that result from this.

Potential problems of sharing images of ourselves online:

- Editing images can distort our view of what is 'natural'.
- Sharing of potentially damaging images of ourselves to our reputation that can affect us negatively in the future.
- Once an image is shared, it cannot be unshared.

Define: Online Groomer/ Online Predator - A groomer is someone who tries to build a relationship with a child or vulnerable person, often online, who really intends to exploit them or hurt them in some way.

Define: Vulnerable - exposed to the threat of being attacked or harmed, either physically or emotionally.

Warning signs of an online groomer:

- Receiving or sending personal pictures
- Inappropriate or sexual chat
- Saying flattering things
- Sudden change of mood
- Private online chat
- They can see you, but you can't see them

Contact CEOP if you are think you have been in contact with an online groomer.

Define: Hardware - The machines, wiring, and other physical components of a computer or other electronic system.

Define: Input Devices - Data is entered into a computer system using input devices.

Input device examples: Mouse, keyboard, microphone, camera

Define: Output devices: Once data has been processed, it is outputted by the computer using output devices.

Output device examples: screen, speakers, printer

Define: Motherboard - Contains the CPU and RAM. Desktop motherboards have expansion slots so you can add to the motherboard. Such as video cards and wireless cards.

Define: RAM - This is random access memory and is used by the computer when it performs short term calculations. You can't store files here as it is cleared when the computer is switched off.

Define: Hard drive - Long term storage of the computer's data even when it is turned off.

Define: CPU - Central processing unit. Controls all the other functions of a computer.



Year 7 Computing

Sharing Selfies

Define: Self expression:

Define: Consent:

Define: Body image :

Potential problems of sharing images of ourselves online:

- Editing images can distort our view of what is '_____'.
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Online Groomer/ Online Predator

**Define: Online Groomer/
Online Predator** - A groomer is someone who tries to build a relationship with a child or _____ person, often online, who really intends to _____ them or hurt them.

Define: Vulnerable:

Warning signs of an online groomer:

- Receiving or sending _____
- Inappropriate or sexual chat
- Saying _____
- Sudden change of mood
- Private _____
- They can see you, but you can't see them

Contact _____ if you are think you have been in contact with an online groomer.

External Hardware

Define: Hardware :

Define: Input Devices :

Input device examples:

Define: Output devices:

Output device examples:



Internal Hardware

Define: Motherboard :

Define: RAM :

Define: Hard drive:

Define: CPU:



Design and Technology



Helping every person achieve things they never thought they could.

Year 7 Catering

Why is personal hygiene important?

Your hands, hair, face, skin, clothing and jewellery can all be a source of bacteria which can be transferred onto food. This is known as cross-contamination.

Good personal hygiene is important to prevent the risk of food poisoning.

How to wash your hands properly

1. In a hand sink just for hand washing.
2. Use comfortably hot water
3. Rub vigorously for 15 to 20 seconds with antibacterial soap
4. Don't forget between fingers, wrists, fingertips and thumbs!
5. Rinse hands before drying with disposable towel (not a tea towel)!

What is a Risk Assessment?

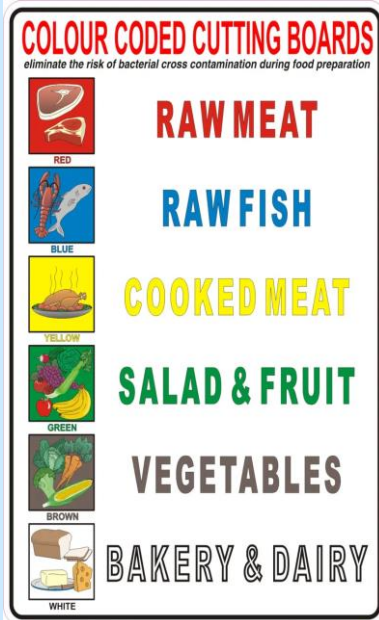
A risk assessment involves looking closely at something and deciding if there are any hazards that may cause a risk to people. A risk assessment is used to figure out what needs to be done to prevent the risk from happening.

What are the common symptoms if you have a food-borne illness?

1. Vomiting
2. Diarrhoea
3. Nausea
4. Abdominal and stomach pains
5. Fever/high temperature

Before we start practical we should always:

- Take off coats and blazers,
- Put on and fasten a clean apron,
- Tie hair up if needed
- Wash hands thoroughly.



What are the main ingredients for bread?

Strong flour, salt, oil/butter/yeast, salt

What is yeast?

It is a raising agent.

It can be bought as a dried, fresh or powdered form.

In order to grow and ferment (produce carbon dioxide gas) it requires four things: **food, moisture, warmth and time.**

Rubbing in is a technique where flour is rubbed into a fat to make dishes such as shortcrust pastry, crumbles and scones. When you knead dough or other food, you press and squeeze it with your hands so that it becomes smooth and ready to cook.

To **sauté** a dish means to cook it in a small amount of fat over high heat, making sure that the food doesn't stick to the pan.

To **simmer** means to cook something liquid, or something with liquid in it, at a temperature slightly below boiling

How do you use a probe thermometer?

Insert the stem of a probe thermometer into the thickest part of the food, or in the centre of the food if the food is even in thickness.

Wait at least 15 seconds for the reading to steady and then record the reading. Hot food should reach at least 75c

The **Eatwell Guide** is a visual representation of the UK government's recommendations for a healthy and balanced diet

The guide is divided into five food groups, each representing a different type of food that we should aim to eat in appropriate proportions. The five groups are:

- Fruit and vegetables
- Starchy carbohydrates
- Protein foods
- Dairy and alternatives
- Oils and spreads:



Year 7 Catering

Why is personal hygiene important?

How do you wash your hands properly?

- 1.
- 2.
- 3.
- 4.
- 5.

What is a Risk Assessment?

What are the common symptoms if you have a food-borne illness?

- 1.
- 2.
- 3.
- 4.
- 5.

What should we do before we start a practical?

What foods do you prepare on each of the following coloured chopping boards?

Red, blue, yellow, green, brown and white

What are the main ingredients for bread?

What is yeast?

Explain the following food preparation terms:

Rubbing in and kneading

Explain the following cooking terms:

Sauté and simmer

How do you use a probe thermometer?

What is The Eatwell Guide?

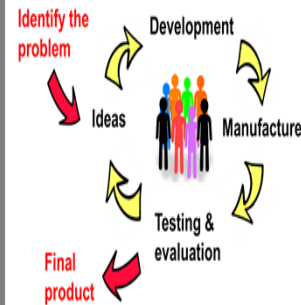
What does the Eatwell Guide show us?

Year 7 Design and Technology

Safety Rules in the Workshop

1. Always **listen carefully** to the teacher and follow instructions.
2. **Do not run** in the workshop, you could 'bump' into another pupil and cause an injury
3. Know where the **emergency stop buttons** are positioned in the workshop.
4. Always **wear an apron** as it will protect your clothes and hold loose clothing such as ties in place.

Design cycle



Structure

There are 2 types of structure:

Shell e.g. a boat, an egg, a turtle or a car
 Frame e.g. a spiders web or Blackpool Tower

The function of a structure is to do one of the following:

- Supports a load** – holding something up.
- Span** a distance or reach across a gap.
- Contain** or protect something.
- Shape** objects, machines & buildings.

Structural Failure

If a structure is to be successful it must also remain stable and not collapse. If a structure collapses this is known as STRUCTURAL FAILURE.

Equipment

Three pieces of equipment which help us to mark out straight lines for cutting a piece of timber:

- Try square
- Stell ruler
- Pencil



Jigs help you hold something to cut or drill it accurately.
 Templates help you measure & mark out materials accurately.

CAD/CAM

Using computers to draw and drive machines is called **CAD / CAM** or **Computer Aided Design and Computer Aided Manufacture**.

Advantages of CAD

- Ideas can be drawn and developed quickly
- Designs can be viewed from all angles and with a range of materials
- Some testing and consumer feedback can be done before costly production takes place
- It becomes easier to design and test a range of ideas

Advantages of CAM

- Fast and accurate production
- Machines can run constantly on repetitive tasks
- Good for producing on a mass/flow production line
- Less material wastage

Vectorising an image

Doing this to an images changes the way it is drawn so that it is made of lines not pixels. This means the laser cutter can reproduce the image.

There are 5 types of force:

- Tension (Pulling)
- Compression (Pushing)
- Bending (Creates tension & compression)
- Shear (forces in opposite directions)
- Torsion (Twist)

Pewter

Pewter is an attractive metal which has been used for the production of household and other items in Britain since Roman times. It is an alloy consisting mostly of tin. It can be melted and **cast** in the workshop to make different shapes. The metal is poured through a channel called the **sprue**. When the metal in the channel sets it is also called the sprue and needs to be cut off when finishing.

Finishing the pewter

- Cut away the sprue using the junior hacksaw.
- Smooth the edges of your keyring using a selection files to remove any burrs.
- Use abrasive paper to smooth the edge further, removing any file marks.
- Use abrasive paper (wet & dry) to smooth the back surface and remove any tarnish from the casting process.
- Polish the front surface of your keyring to achieve a silver shine.

Year 7 Design and Technology

List at least 3 safety rules for using the workshop:

- 1.
- 2.
- 3.

What are the 4 stages of the design cycle?

- 1.
- 2.
- 3.
- 4.

Structure

Name the 2 types of structure:

- 1.
- 2.

List the 4 functions of a structure:

- 1.
- 2.
- 3.
- 4.

What is structural failure?

Equipment

Describe how you would accurately mark out a piece of timber. List the specific equipment you should use.

What is a jig?
What is a template?

What do CAD/CAM stand for?

List the 4 advantages of CAD

- -
- -
- -
- -

List the 4 advantages of CAM?

- -
- -
- -
- -

Explain why you vectorise an image to use with the laser cutter.

What are the 5 types of force?

- 1.
- 2.
- 3.
- 4.
- 5.

Pewter

Explain what pewter is and how we shape it?

What is the sprue?

List the stages for finishing the pewter

Drama



Year 7 Drama:

Key Vocabulary

F	Facial Expressions	Showing how your character feels using your face. Example: gritted teeth, flared nostrils= anger
U	Use of space	Facing the audience and using the space effectively on stage
E	Eye Contact	Looking at other actors or the audience to make the performance more believable
L	Levels	The different heights on stage to show the authority of characters and make a performance look aesthetically pleasing for the audience.
B	Body Language	Using your body to show your character. Example: hunched posture= elderly character
A	Audience	Being a respectful and supportive audience during all performances
G	Gestures	Characters actions using their hands

The rules of a still Image (also known as a freeze frame)

A still image is a moment when all of the action on stage freezes- like a photograph. There are 3 rules when performing a still image. These are:

- **Be silent**
- **Be still**
- **Use your body language creatively**

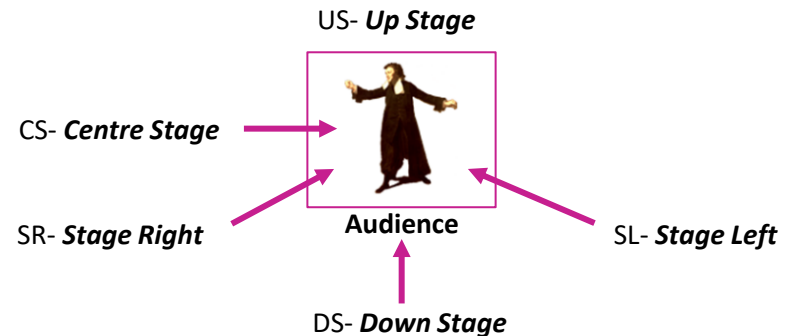
Exaggeration

'Exaggeration' means making an action or gesture even bigger than it is in real life.

Pantomime

- Pantomimes are mostly performed at Christmas time.
- Pantomime's are based on fairy tales and nursery stories.
- Pantomime stock characters include: **the Evil Villain, the Damsel in Distress, the Hero, The Principle Boy** (a male character played by a female), **and the Pantomime Dame** (a female character played by a male).

Areas of a Stage: The areas of the stage are labelled from the **actor's** point of view.



Year 7 Drama:

Key Vocabulary: (Complete the missing words below)

F	_____	Showing how your character feels using your face. Example: gritted teeth, flared nostrils= anger
U	_____	Facing the audience and using the space effectively on stage
E	_____	Looking at other actors or the audience to make the performance more believable
L	_____	The different heights on stage to show the authority of characters and make a performance look aesthetically pleasing for the audience.
B	_____	Using your body to show your character. Example: hunched posture= elderly character
A	_____	Being a respectful and supportive audience during all performances
G	_____	Characters actions using their hands

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A still image is a moment when all of the action on stage freezes- like a photograph. There are 3 rules when performing a still image. These are:

- **Be** _____
- **Be** _____
- **Use your b**____ **l**_____ **creatively**

What does exaggeration mean?

Pantomime

- Pantomimes are mostly performed at _____ time.
- Pantomime's are based on f____ tales and _____ stories.
- Pantomime stock _____ include: **the Evil Villain, the Damsel in Distress, the Hero, The Principle Boy** (a male character played by a female), **and the Pantomime** _____ (a female character played by a male).

Areas of a Stage: Label the different parts of a stage using the labels on the left.

US- **Up Stage**

CS- **Centre Stage**

SR- **Stage Right**

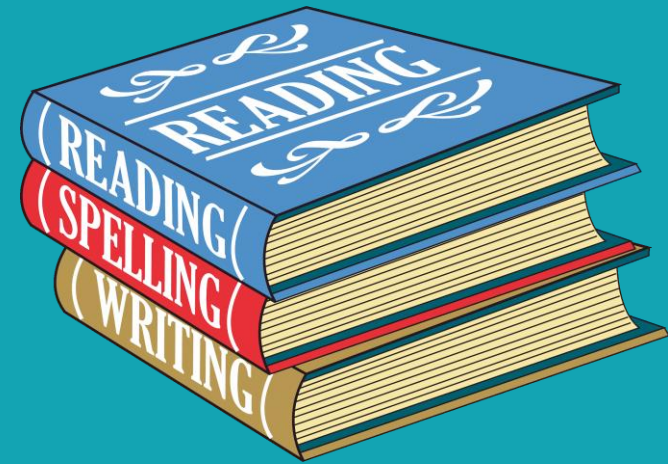
DS- **Down Stage**

SL- **Stage Left**



Audience

English



Helping every person achieve things they never thought they could.

Year 7 English: 'The Giver' and Narrative Writing

Non Fiction is factual writing or writing based on real events.

Fiction is writing about imaginary people, places or events.

We use **quotations** from the text to prove that what we are saying about a text is true. We show it is a quotation by using **quotation marks**.

Explicit meanings are the obvious meanings behind words, phrases and texts.

Implicit meanings are the hidden meanings behind words, phrases and texts.

Skimming is when you look over a text quickly to get the general idea of it. You don't need to read every word - just pick out key words and sentences.

Scanning is when you look over a text quickly, line by line, hunting for key words, dates, names and numbers. It's a useful skill to use when you need answers to specific questions.

Knowledge for Reading

Writing about Literature

P Point Answer the question

E Evidence Include a quote

A Analyse Explain the inferences behind the quote in detail

Use the words *as/so/because/which* to explain your ideas fully

Knowledge for Writing

When we are writing a narrative (story) I should use interesting vocabulary and language techniques to describe the events, setting and characters.

Language Technique	Definition
Metaphor	Say something is something it isn't <i>e.g. the battlefield was a sea of red</i>
Simile	Compare two things using 'like' or 'as' <i>e.g. she sang like a bird</i>
Personification	Describe an animal or object as having human characteristics <i>e.g. The storm commanded respect</i>

When we are writing a narrative (story) I should hook my reader's attention with an interesting opening (exposition).

We use a new paragraph when we change the time, place, topic or person we are writing about. (TiP ToP)

The first line of every paragraph should be a **topic sentence**, which gives a clue about what the paragraph with focus on.

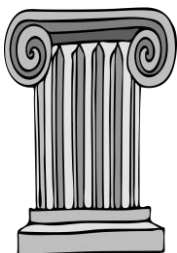


Dystopia vs Utopia

Dystopias and Utopias are fictional worlds created for novels, plays and poems.

In a Dystopia, the world contains suffering and little freedom or justice, where people live in fear. A Utopia is a world full of perfect peace and harmony.

Writers have often written dystopian texts to criticise something about the world they live in e.g. '1985' by George Orwell.



Year 7 English: 'The Giver' and Narrative Writing

What is non-fiction?

What is fiction?

Why do we use **quotations** from the text?
How do we show it is a **quotation**?

What are **explicit** meanings?

What are **implicit** meanings?

What is skimming?

What is scanning?

Knowledge for Reading

Writing about Literature

P P_____ Answer the question

E E_____ Include a quote

A A_____ Explain the inferences behind the quote in detail

Use the words as/so/because/which to explain your ideas fully

Knowledge for Writing

What should we use when we are writing a narrative (story)?

Language Technique	Definition
Metaphor	<i>e.g. the battlefield was a sea of red</i>
Simile	<i>e.g. she sang like a bird</i>
Personification	<i>e.g. The storm commanded respect</i>

What is another word for an interesting opening?

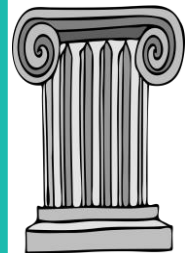
When should we create a new paragraph?

What should the first line of every paragraph be?



Dystopia vs Utopia

1. Dystopias and Utopias are what kind of worlds?
2. What does a dystopian world contain?
3. What is a utopia?
4. Why do some writers create dystopian worlds in their books?



Year 7 English:

Vocabulary	Definition	Example
1. Dictatorship	A society where people are scared of their leaders and are punished for doing or saying something the leaders do not agree with.	<i>Stalin's Soviet Union was a dictatorship.</i>
2. Democracy	A society where the people choose their leader through voting in elections.	<i>Being able to vote is a key part of a democracy.</i>
3. Regulations	Rules, guidelines and laws.	<i>He follows the regulations.</i>
4. Thriving	To grow and develop well.	<i>They were thriving after they moved to high school.</i>
5. Stereotypical	An idea of what a certain type of person should be like, which isn't necessarily true.	<i>A stereotypical teenager is grumpy and obsessed with their mobile phone.</i>
6. Restricted	Not allowed to move, act or think freely.	<i>The people felt restricted by their country's laws.</i>
7. Prejudiced	A way of describing an unfair opinion or dislike you have of someone, because of race, gender, religion, disability etc.	<i>His views were unacceptable as they were prejudiced.</i>
8. Community	A group of people living together and working as a team to look after each other.	<i>The school was a community that really cared for one another.</i>
9. Segregated	When people are separated and divided from each other.	<i>On the farm, the cows are segregated from the sheep.</i>
10. Protagonist	The main character in a novel, play, film etc.	<i>In the novel 'The Giver', Jonas is the protagonist.</i>

Punctuation

17. Capital Letter
Used to show the beginning of a sentence
The community was peaceful.

18. Capital Letter
Used at the beginning of a proper noun
Jonas is the protagonist in The Giver.

19. Full Stop
Used at the end of the sentence.
The novel is set in a futuristic utopian society.

Grammar

11. Nouns
A thing, person, place or concept (idea)
Table, King Charles, London, Tom, Dreams, Fears,

12. Proper Nouns
Names and titles for specific things
Joe Bloggs, Jonas, Britain, Coca-Cola, Bolton Wanderers FC,

13. Abstract Nouns
Do not have a physical form (ideas, emotions, traits)
Ambition, Grief, Expectations, Rules

14. Concrete Nouns
Things you can experience through your senses (sight, touch, sound, smell, taste)
Noodles, Trumpet, Rain.

15. Verbs
A doing, action or being word
Watching, Thinking, Cleaning, Writing, Planning, Counting, Is, Are, Were, Be.

16. Modal Verbs
Come before verbs. They should how likely the verb is to happen.
Will, Won't, Could. Should, May, Might.

Year 7 English:

Vocabulary	Definition	Example
1. Dictatorship		<i>Stalin's Soviet Union was a dictatorship.</i>
2. Democracy		<i>Being able to vote is a key part of a democracy.</i>
3. Regulations		<i>He follows the regulations.</i>
4. Thriving		<i>They were thriving after they moved to high school.</i>
5. Stereotypical		<i>A stereotypical teenager is grumpy and obsessed with their mobile phone.</i>
6. Restricted		<i>The people felt restricted by their country's laws.</i>
7. Prejudiced		<i>His views were unacceptable as they were prejudiced.</i>
8. Community		<i>The school was a community that really cared for one another.</i>
9. Segregated		<i>On the farm, the cows are segregated from the sheep.</i>
10. Protagonist		<i>In the novel 'The Giver', Jonas is the protagonist.</i>

Punctuation

17. _____
Used to show the beginning of a sentence
The community was peaceful.

18. **Capital Letter**

Jonas is the protagonist in The Giver.

19. _____
Used at the end of the sentence.

The novel is set in a futuristic utopian society.

Grammar

11.

A thing, person, place or concept (idea)

Table, King Charles, London, Tom, Dreams, Fears,

12.

Names and titles for specific things

Joe Bloggs, Jonas, Britain, Coca-Cola, Bolton Wanderers FC,

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Do not have a physical form (ideas, emotions, traits)

Ambition, Grief, Expectations, Rules

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Things you can experience through your senses (sight, touch, sound, smell, taste)

Noodles, Trumpet, Rain.

15.

A doing, action or being word

Watching, Thinking, Cleaning, Writing, Planning, Counting, Is, Are, Were, Be.

16.

Come before verbs. They should how likely the verb is to happen.

Will, Won't, Could. Should.

English: Spelling Challenge- Most commonly misspelled words.



1. Acceptable	11. Believe	21. Disappear	31. Foreign	41. Ignorance
2. Accidentally	12. Calendar	22. Disappoint	32. Fourth	42. Immediate
3. Accommodate	13. Category	23. Drought	33. Gauge	43. Independent
4. Acquire	14. Cemetery	24. Embarrass	34. Generally	44. Indispensable
5. Acquit	15. Changeable	25. Equipment	35. Grammar	45. Intelligence
6. A lot	16. Collectible	26. Exceed	36. Grateful	46. Interrupt
7. Amateur	17. Committed	27. Excite	37. Guarantee	47. Judgement
8. Apparent	18. Conscience	28. Existence	38. Harass	48. Knowledge
9. Argument	19. Conscientious	29. Experience	39. Height	49. Leisure
10. Because	20. Definitely	30. February	40. Hierarchy	50. Library

English: Spelling Challenge- Most commonly misspelled words.



1.	11.	21.	31.	41.
2.	12.	22.	32.	42.
3.	13.	23.	33.	43.
4.	14.	24.	34.	44.
5.	15.	25.	35.	45.
6.	16.	26.	36.	46.
7.	17.	27.	37.	47.
8.	18.	28.	38.	48.
9.	19.	29.	39.	49.
10.	20.	30.	40.	50.

English: Spelling Challenge- Most commonly misspelled words.



51. Lightning	61. Occurrence	71. Questionnaire	81. Rhythm	91. Umbrella
52. Maintenance	62. Official	72. Receive	82. Schedule	92. Vacuum
53. Manoeuvre	63. Parallel	73. Recommend	83. Scissors	93. Vicious
54. Millennium	64. Parliament	74. Referred	84. Sensible	94. Whether
55. Miniature	65. Particle	75. Reference	85. Separate	95. Weigh
56. Minute	66. Pigeon	76. Relevant	86. Special	96. Weird
57. Mischievous	67. Possession	77. Religious	87. Success	97. Whistle
58. Noticeable	68. Preferable	78. Restaurant	88. Tomorrow	98. Wonderful
59. Occasion	69. Principle	79. Ridiculous	89. Twelfth	99. Yoghurt
60. Occur	70. Privilege	80. Rhyme	90. Tyranny	100. Youth

English: Spelling Challenge- Most commonly misspelled words.



51.	61.	71.	81.	91.
52.	62.	72.	82.	92.
53.	63.	73.	83.	93.
54.	64.	74.	84.	94.
55.	65.	75.	85.	95.
56.	66.	76.	86.	96.
57.	67.	77.	87.	97.
58.	68.	78.	88.	98.
59.	69.	79.	89.	99.
60.	70.	80.	90.	100.

Geography



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Year 7 Geography: Misconceptions

Key Vocabulary

- | | | |
|----|---------------------------|---|
| 1 | Geography | Geography is the study of the Earth's landscapes, peoples, places, and environments. It is, quite simply, about the world in which we live. |
| 2 | Continent | A major expanse of land. |
| 3 | Country | A nation with its own government that occupies a particular territory. |
| 4 | Misconception | A view or opinion that is based on something that is factually wrong. |
| 5 | Stereotype | A stereotype is an oversimplified view about a group or place. |
| 6 | Standard of living | Refers to the level of wealth, comfort, material goods and necessities available to a certain class or geographic area |
| 7 | Quality of life | A measure of happiness |
| 8 | Migration | The movement of people from one place to another. |
| 9 | Immigration | The movement of people into an area. |
| 10 | Emigration | The movement of people out of an area. |
| 11 | Push Factor | Something that pushes you away from an area. |
| 12 | Pull Factor | Something that pulls you towards an area. |



Where in the world?

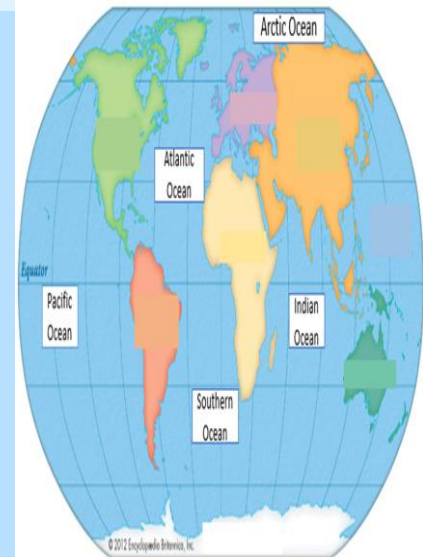
13

The seven continents of the world



14

The five major oceans of the world



Year 7 Geography: Misconceptions

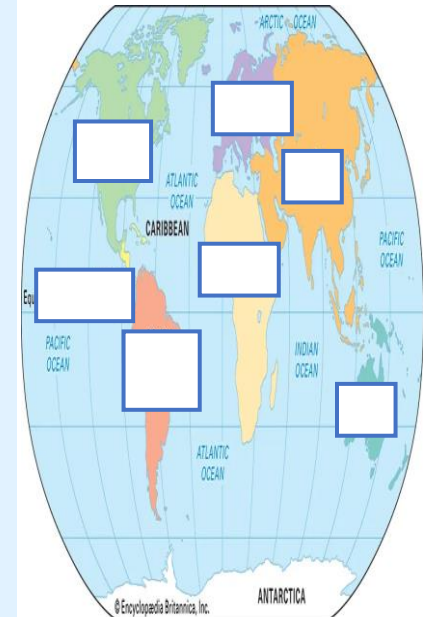
Key Vocabulary

- 1 What is geography?
- 2 What is a continent?
- 3 What is a country?
- 4 What is a misconception?
- 5 What is a stereotype?
- 6 What do we mean by standard of living?
- 7 What do we mean by quality of life?
- 8 What is migration?
- 9 What is immigration?
- 10 What is emigration?
- 11 What is a push factor?
- 12 What is a pull factor?

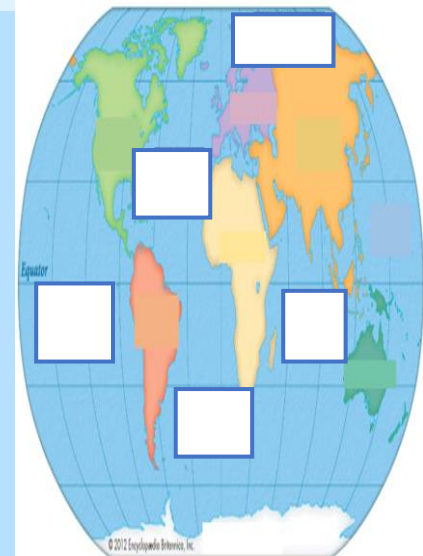


Where in the world?

13
Can you name and label the seven continents of the world?



14
Can you name and label the five major oceans of the world?



Year 7 Geography: Misconceptions

Africa

- | | | |
|----|--|---|
| 15 | Is Africa a country? | Africa is a continent.
There are 54 countries, the newest is South Sudan created in 2011. |
| 16 | Is everyone in Africa poor? | 42.3% of Africans live in poverty
In South Africa 1% of the population own 70% of the wealth.. |
| 17 | Does everyone in Africa have a disease? | No, however more people here have a disease compared to Europe.
90% of malaria death occur in Africa. |
| 18 | Is Africa all desert? | The Sahara Desert makes up 25% of Africa however, you also find other biomes such as rainforests and savannah. |
| 19 | Does everyone in Africa speak African? | There is an estimated 1.500-2000 different languages in Africa. Most countries speak more than one official language. |
| 20 | Is there any water in Africa? | 25% of Africa suffers water shortages with 13% suffering droughts (very little/no water) |
| 21 | Does everyone in Africa live in slums? | 71% of people in Africa live in slums. Slums are poor quality housing made of anything people can find. |
| 22 | Is Africa a vibrant place? | Africa has a range of customs and cultures including a range of foods, celebrations and ways of living. |
| 23 | Do people in Africa have technology? | 60 million people in Africa have a mobile phone. 13.5% have access to the internet. |



Wealth vs Health: inequality

What signs of wealth and poverty can you see in this picture?

24



Wealth: Clean, strong building materials, balcony pools, outdoor sports facilities.

Poverty: Poor quality housing, poor building materials, dirt tracks for roads.

Migration

- | | | |
|----|--------------------------------|--|
| 25 | Name four push factors: | Poverty, war, poor education, natural hazards |
| 26 | Name four pull factors: | Good healthcare, family ties, job opportunities, better education. |

Year 7 Geography: Misconceptions

Africa

15 Is Africa a country?

16 Is everyone in Africa poor?

17 Does everyone in Africa have a disease?

18 Is Africa all desert?

19 Does everyone in Africa speak African?

20 Is there any water in Africa?

21 Does everyone in Africa live in slums?

22 Is Africa a vibrant place?

23 Do people in Africa have technology?



Wealth vs Health: inequality

What signs of **wealth** and **poverty** can you see in this picture?

Wealth:

24



Poverty:

Migration

25 Name four push factors:

26 Name four pull factors:

Year 7 Geography: Cold Environments



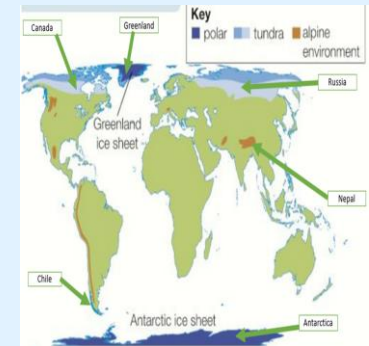
Key Vocabulary

1	Latitude	The distance north and south of the equator.
2	Altitude	Height (usually above sea level)
3	Climate	The weather conditions in an area over a long period.
4	Precipitation	Moisture falling from the sky (rain, hail, sleet and snow)
5	Adaptation	How plants and animals change their bodies to survive in different locations.
6	Behavioural Adaptation	How animals behave in order to survive, for example huddling together.
7	Anatomical Adaptation	How an animals physical structure changes to survive, for example having webbed feet to swim.
8	Physiological Adaptation	How the inside of an animal's body changes to survive, for example having a blubber layer.
9	Ice Cap	An ice cap is a thick layer of snow and ice covering less than 50,000 square kilometres.
10	Treaty	A formally concluded agreement between states.
11	Cold Environments	Cold environments include the polar and tundra biomes. They are the coldest environments on Earth.

Examples of cold environments

12

Label the continent/ country shown on the map which are cold environments.



13

What makes Canada a cold environment?

Canada lies in the Arctic North. Temperatures drop below -20°C . This is a tundra environment.

14

What makes Russia a cold environment?

1/10 of Russia is tundra. Temperatures drop to -40°C in Siberia with summer highs of only 10°C .

15

What makes Nepal a cold environment?

Nepal is an alpine environment. The Himalayas are the highest mountains in the world. Mt Everest is 8849m above sea level and temperatures reach -26°C at the summit.

Year 7 Geography: Cold Environments



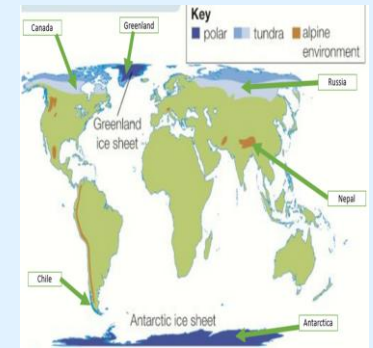
Key Vocabulary

- 1 What is latitude?
- 2 What is altitude?
- 3 What is climate?
- 4 What is precipitation?
- 5 What is adaptation?
- 6 What do we mean by behavioural adaptation?
- 7 What do we mean by anatomical adaptation?
- 8 What do we mean by physiological adaptation?
- 9 What is an ice cap?
- 10 What is a tundra?
- 11 What are cold environments?

Examples of cold environments

12

Label the continent/
country shown
on the map
which are cold
environments.



13

What makes
Canada a cold
environment?

14

What makes
Russia a cold
environment?

15

What makes
Nepal a cold
environment?

Year 7 Geography: Cold Environments



Living in the cold

- 16 **How do Orcas adapt to the cold?** They have streamlined bodies to glide through the water. They have blubber for warmth and use echolocation to locate prey.
- 17 **How do Arctic Foxes adapt to the cold?** They have thick fur to provide insulation. Their fur is white to provide camouflage and they have sharp claws to grip the ice.
- 18 **What is the main misconception about Polar Bears?** That Polar Bears live in Antarctica. Polar Bears only live in the Arctic.
- 19 **Give two behavioural adaptations of a penguin:**
1. Baby chicks lie on adults' feet to keep warm under the fur.
2. Penguins huddle together in groups to keep warm.
- 20 **Give two anatomical adaptations of a penguin:**
1. They have sharp beaks to catch fish and krill.
2. Extremities like the head and feet are small to prevent heat loss.
- 21 **Give two physiological adaptations of a penguin:**
1. Close to the tail there is an oil gland used to waterproof their feathers.
2. The black colouring absorbs heat from the sun.
- 22 **How do humans adapt to living in cold environments?**
Insulation: The thicker the insulation in clothing, the warmer you will be.
Transport: Snowmobiles are the easiest way to travel due to snow and ice.
Safety: In Svalbard, people leave their doors unlocked so they can easily escape from polar bears.

Working in the cold

- 23 **What jobs can you do in Antarctica?**
Biologist: Studying how animals adapt to the cold.
Oceanography: Studying the water around Antarctica.
Meteorology: Studying and monitoring changes in the weather.
- 24 **What are the impacts of melting sea ice?**
Coastal flooding: Sea level rise will cause coastal areas to flood.
Shipping: As ice melts, new shipping routes open up in the Arctic.
Wildlife: Where there is less sea ice, animals such as polar bears and arctic foxes who rely on the ice may perish.

Year 7 Geography: Cold Environments



Living in the cold

- 16 How do Orcas adapt to the cold?
- 17 How do Arctic Foxes adapt to the cold?
- 18 What is the main misconception about Polar Bears?
- 19 Give two behavioural adaptations of a penguin:
- 20 Give two anatomical adaptations of a penguin:
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- 22 How do humans adapt to living in cold environments?

Working in the cold

- 23 What jobs can you do in Antarctica?
- 24 What are the impacts of melting sea ice?

History



Helping every person achieve things they never thought they could.

Year 7 History:



Topic	Question	Answer
Chronology	1 Which word describes the arrangement of dates, events, etc. in the order that they occurred?	Chronology
	2 What is an anachronism?	Objects from the wrong time period
	3 What does BOTH BC and AD stand for?	Before Christ and Anno Domini
	4 Which word means one thousand years?	Millennium
	5 How many years is 3 centuries and two decades?	320 years
Historical Concepts	6 Which concept is the relationship between events and processes, where one causes another?	Cause and consequence
	7 Which concept is how some things change and others stay the same over a period of years?	Change and Continuity
	8 Which concept is the degree to which people, societies and events share things in common or are different?	Similarity and Difference
	9 Which word relates to how important or impactful an event was?	Significance
Historical Perspectives	10 What do sources do?	Tell us something about the past
	11 Which type of source normally made at the time of an event and by someone who was there to see, hear or experience it?	Primary source
	12 Which type of source is "second hand" information that has been interpreted, reworded or analysed by someone who isn't a witness	Secondary source
	13 Which word describes an object from a specific time period?	Artefact

Year 7 History:



Topic	Question	Answer
Chronology	1 Which word describes the arrangement of dates, events, etc. in the order that they occurred?	
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Historical Perspectives	10 What do sources do?	
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	12 Which type of source is "second hand" information that has been interpreted, reworded or analysed by someone who isn't a witness	
	13 Which word describes an object from a specific time period?	

Year 7 History:



Topic	Question	Answer	
England before 1066	14	Who ruled England before the arrival of Anglo-Saxons?	The Romans
	15	How was England divided?	Earldoms
	16	Who was the most powerful earl in England?	Harold Godwinson
	17	What was the main religion in Anglo-Saxon England?	Christianity
	18	How did Anglo-Saxon villages keep themselves safe?	They built walls
Contenders to the throne	19	Which English king died in January, 1066?	Edward the Confessor
	20	What were the king's advisors called?	The Witan
	21	Where was Harald Hardrada from?	Norway
	22	What was William's title?	Duke of Normandy
Historical Perspectives	23	Where had Harold beaten Hardrada's army in battle?	Stamford Bridge
	24	Where did Duke William's army land in England?	Pevensey
	25	What were Norman knights on horseback called?	Cavalry
	26	Where did the Battle of Hastings actually take place?	Senlac Hill

Year 7 History:



Topic	Question	Answer	
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Year 7 History:



Topic	Question	Answer	
Castles for control	27	What type of castles did the Normans first build?	Wooden motte and bailey castles
	28	What was a bailey?	Where the army barracks and stables would be
	29	What was the motte?	A tall and large mound of earth
	30	Name two strengths of motte and bailey castles	They were cheap, easy to build, could be built anywhere, dominated the landscape, a focus for local trade.
	31	Name two weaknesses of motte and bailey castles	They could be burnt, they would rot, they required rebuilding, easily attacked by battering ram.
How did William deal with rebellions?	32	Where did most rebellions happen?	Northern England
	33	What does it mean to harry?	To attack a place lots of times and very aggressively
	34	Who was Hereward the Wake?	A Saxon rebel.
	35	What were SHORT TERM effects of the Harrying of the North?	Most of the north became wasteland, people turned to cannibalism, there were no more rebellions.
	36	What were LONG TERM effects of the Harrying of the North?	Tell us something about the past

Year 7 History:



Topic	Question	Answer
Castles for control	27 What type of castles did the Normans first build?	
	28 What was a bailey?	
	29 What was the motte?	
	30 Name two strengths of motte and bailey castles	
	31 Name two weaknesses of motte and bailey castles	
How did William deal with rebellions?	32 Where did most rebellions happen?	
	33 What does it mean to harry?	
	34 Who was Hereward the Wake?	
	35 What were SHORT TERM effects of the Harrying of the North?	
	36 What were LONG TERM effects of the Harrying of the North?	

Year 7 History:



Topic	Question	Answer	
Beliefs of medieval Catholics	37	Which religion dominated medieval England?	Christianity
	38	What is a virtue?	An act of goodness the church said would help you get to heaven
	39	What did Christians believe would send you to Hell?	Sins
	40	What was a tithe?	A tax to pay the church
	41	Where did Monks live and worship God?	Monasteries
Crusades	42	What was a Crusade?	A Christian holy war
	43	Where did Christians believe the holiest place on Earth was?	Jerusalem
	44	What is a holy journey called?	Pilgrimage
	45	Why did the Pope call for a Crusade?	The ruling Muslims in Jerusalem had changed and stopped Christian pilgrimages.
Role of monasteries	46	What was a monastery?	A place where Monks lived and worshipped
	47	How did most monks spend their days?	Praying, worshipping, reading, working on chores.
	48	What is a vow?	A monk's promise to dedicate their life to God.

Year 7 History:



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Year 7 History:



Topic	Question	Answer	
Life in medieval towns	1	Where would announcements, executions and punishments often be carried out?	The market cross
	2	What were most towns built around, or next to?	A river
	3	What sort of jobs did medieval townspeople do?	Merchants, craft workers, labourers
	4	How did towns use rivers?	For drinking, washing and waste disposal
The Black Death	6	How did the Black Death reach England?	Along trading routes via sea.
	7	What illnesses was the Black Death really?	Bubonic and pneumonic plague
	8	What did many people think caused the Black Death?	God, bad smells, the planets, witchcraft
	9	Name THREE symptoms of the Black Death.	Buboes, vomiting, fever, bleeding under the skin, spasms, death.
		Why did some people shave chickens and strap it to themselves?	They thought it would cure the Black Death
Black Death Consequences	10	Where were many victims of the Black Death buried?	Plague Pits
	11	List two positive outcomes of the Black Death	Primary rent on land went down, new land was available to buy, peasants could leave their area to look for new homes and work, peasants could demand higher wages source
	12	List two negative outcomes of the Black Death	2 million people died, whole villages were left empty, less food was grown, landlords received less rent (as there were less peasants)

Year 7 History:



Topic	Question	Answer
Life in medieval towns	1	Where would announcements, executions and punishments often be carried out?
	2	What were most towns built around, or next to?
	3	What sort of jobs did medieval townspeople do?
	4	How did towns use rivers?
The Black Death	6	How did the Black Death reach England?
	7	What illnesses was the Black Death really?
	8	What did many people think caused the Black Death?
	9	Name THREE symptoms of the Black Death.
		Why did some people shave chickens and strap it to themselves?
Black Death Consequences	10	Where were many victims of the Black Death buried?
	11	List two positive outcomes of the Black Death
	12	List two negative outcomes of the Black Death

Life Chances



Helping every person achieve things they never thought they could.

Year 7 Life Chances: CEIAG (careers)

Employment Definitions

Employer	An individual or organisation who pays someone for the work they complete.
Employee	A person employed for wages or salary, to complete set tasks or expectations.

Soft skills are general skills that most **employers** look for when recruiting and are **needed for most** jobs. They are sometimes called **transferable skills** or **employability skills** by employers.

Hard skills are skills needed to do a specific job, generally gained through **work**, **learning** or **training**.

What is a job sector?

A job sector is a term used to classify a broad group of jobs that are related by what they do

Media and Creative

Healthcare

Law

Education

Engineering

Agriculture

Retail

IT

Sport

Science

Construction

Finance

Employment Skills

Transferable skills can make you really stand out to employers, even if you don't have specific experience in their industry.

These can include:

- Team work
- Flexibility
- Problem solving
- Time management
- Positivity
- Creativity
- Flexibility



What is the difference between a job and a career?

Job	Your job is the role you have at your place of work. Firefighter, airline pilot, teacher, politician – these are all jobs. A job can be something you do just to earn money. But it can also be part of something much bigger. This is called a " career ".
Career	A career is about more than just earning a wage. It is to do with your long-term aims and ambitions , and what you want to achieve in your life. In a career, each job you have helps you achieve this goal. This is called your career path.

Year 7 Life Chances: CEIAG (careers)

Define the words below:

Employer

Employee

What are **soft skills**?

What are **hard skills**?

What is a job sector?

- -
- -
- -
- -
- -
- -
- -

- -
- -
- -
- -
- -
- -
- -

What are transferable skills- provide examples:



What is the difference between a job and a career?

Job

Career

Year 7 Life Chances: CEIAG (careers)

Law

Civil Law

Civil law deals with private matters between **businesses** or **individuals**. For example, a **breach of contract**, like when someone doesn't keep up with repayments on a loan

Criminal Law

Criminal law relates to crimes committed that are perceived as **threatening, harmful**, or a **danger to property, health, safety, and moral welfare**. This might be, for example, theft or murder.

What does it mean to be enterprising?

An entrepreneur is someone who is enterprising and takes a risk to start their own business

Being enterprising is about coming up with ideas and being able to do things independently. It combines a mix of skills including creativity, positivity, resilience and communication.

Stereotypes and equality in the workplace

A stereotype is a widely held belief about a certain social group or a type of individual based on prior assumptions.

Stereotypes can also be based on popular cultural depictions of groups of people or deeply held beliefs passed down through generations.

Often, stereotypes can be negative or even harmful. The most common stereotypes that tend to be negative include:

- **Cultural stereotypes**
- **Social stereotypes**
- **Racial stereotypes**
- **Gender stereotypes**
- **Religious stereotypes**



Year 7 Life Chances: CEIAG (careers)

What is the difference between civil and criminal law?

Civil Law

Criminal Law

What does it mean to be enterprising?

An entrepreneur is...

Being enterprising is about...

What is a stereotype?

A stereotype is...

Often, stereotypes can be negative or even harmful. The most common stereotypes that tend to be negative include:

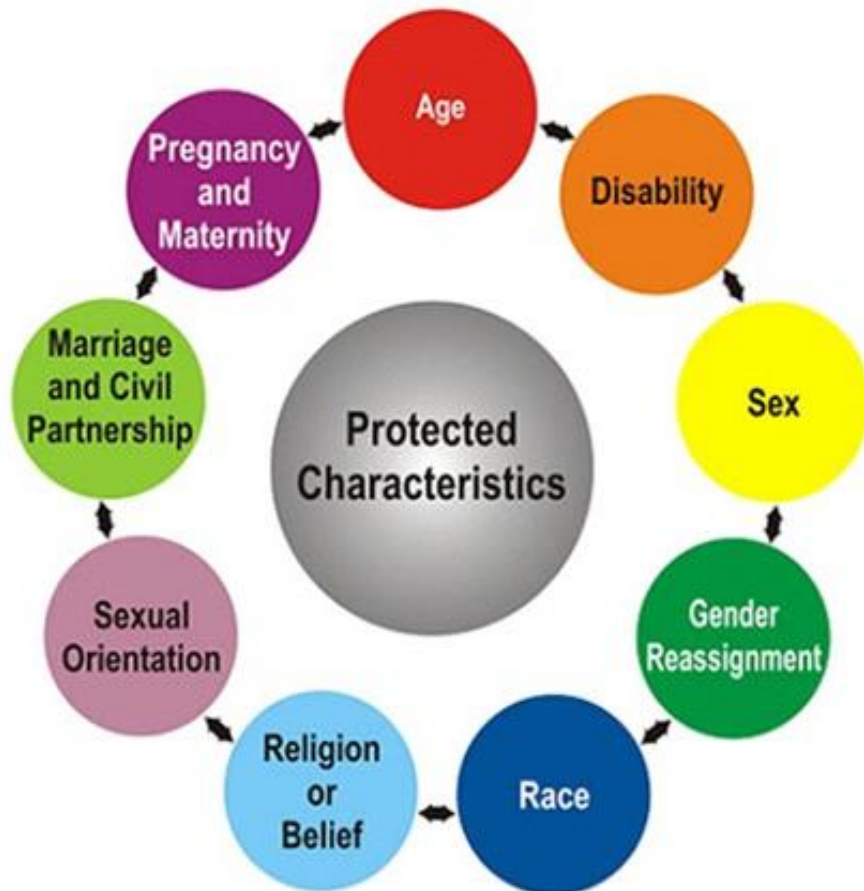
- -
- -
- -
- -
- -



Year 7 Life Chances: Wellbeing

The Equality Act (2010)

This is designed to prevent discrimination on a number of grounds. These grounds are called '**protected characteristics**'.



Mental Health

Your mental health affects how you feel, think and act. It refers to your **emotional**, **psychological** and **social** wellbeing. Your mental health can change on a daily basis and over time, and can be affected by a range of factors.

When children and young people have good levels of wellbeing it helps them to:

- **Learn and explore the world**
- **Feel, express and manage positive and negative emotions**
- **Form and maintain good relationships with others**
- **Cope with, and manage, change, setbacks and uncertainty**
- **Develop and thrive**

What can you do to challenge mental health discrimination?

Avoid using language that might be offensive or upsetting, challenge this language when used, encourage people to be understanding and supportive around mental health, avoid trivialising or making fun of mental health issues

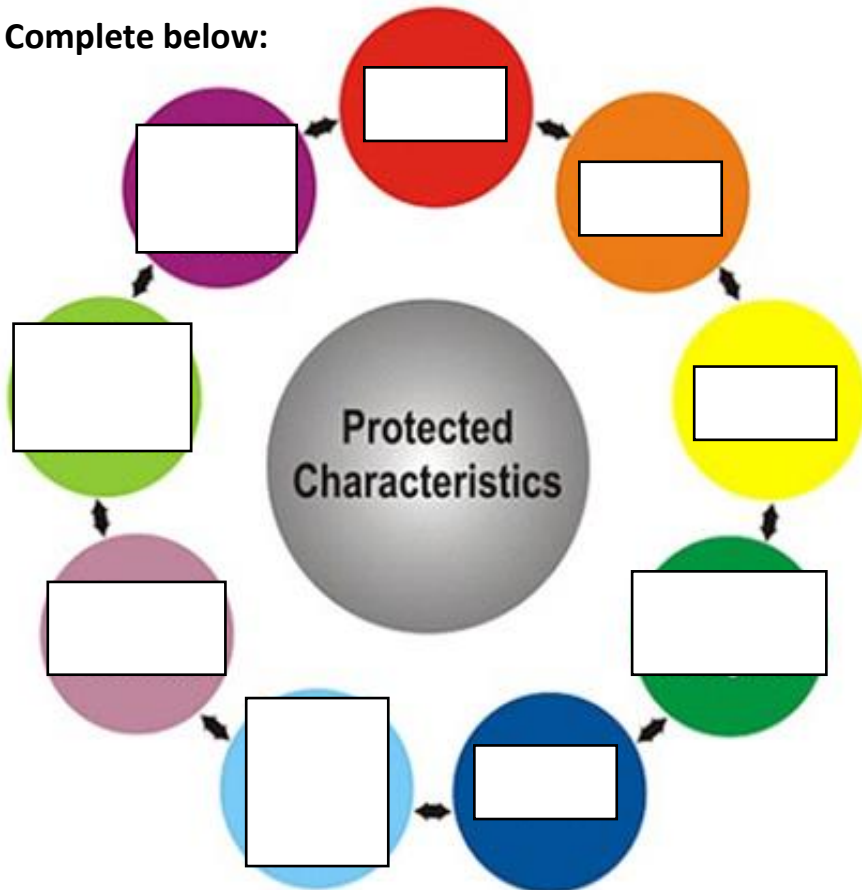
Resilience

Resilience is a skill that helps people to **recover quickly** from difficulties, change or misfortune; **to adapt to** and **overcome** risk and adversity; to **persevere** and '**bounce back**'.

Year 7 Life Chances: Wellbeing

What is the Equality Act (2010)?

Complete below:



What is mental health?

Your mental health affects

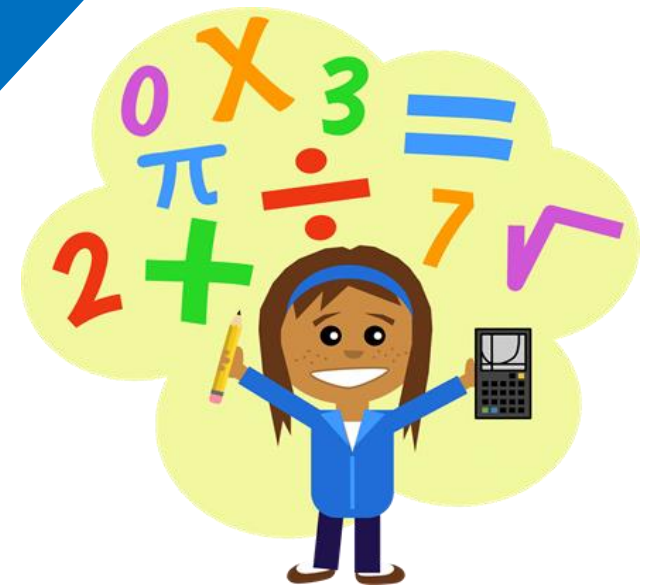
When children and young people have good levels of wellbeing it helps them to:

- -
- -
- -
- -
- -

What can you do to challenge mental health discrimination?

What is resilience?

Maths



Year 7 Maths:



1	Integer	<ul style="list-style-type: none"> A whole number Not fraction or a decimal Can be positive or negative 	Integers: 7, -5, 0, 123, -56 Not integers: 0.84 , $\frac{1}{2}$, -0.76
2	Decimal	<ul style="list-style-type: none"> Has a whole number part and a fractional part with a decimal point 	3.11 is an example of a decimal. Its fractional equivalent is $3\frac{11}{100}$.
3	Symbols	<ul style="list-style-type: none"> = equal to ≠ not equal to < less than ≤ less than or equal to > greater than ≥ greater than or equal to 	$5 = 5$ $5 \neq 6$ $5 < 6$ $6 > 5$ $x \geq 2$ means that x can take any value greater than or equal to 2, so: 2, 3, 4, 5, 6,
4	Sum	<ul style="list-style-type: none"> Add the numbers together 	The sum of 5 and 7 is 12
5	Difference	<ul style="list-style-type: none"> The result of subtracting one number from another 	The difference between 7 and 5 is 2
6	Product	<ul style="list-style-type: none"> The result of multiplying numbers 	The product of 5 and 7 is 35
7	Calculate	<ul style="list-style-type: none"> To work out an answer, by using one or more of the mathematical operations 	Calculate the cost of 10 apples when each apple costs £0.20

×	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144



Year 7 Maths:



1

What is an **integer**?

2

What is a **decimal**?

3

What do each of these symbols mean? =, ≠, <, ≤, >, ≥

4

When a question asks you to **sum** the numbers, what is the calculation you need to do?

5

When a question asks for the **difference** in numbers, what is the calculation you need to do?

6

When a question asks for the **product** of numbers, what is the calculation you need to do?

7






What does the word **calculate** mean?

8. Fill in the multiplication grid below:








×	1	2	3	4	5	6	7	8	9	10	11	12
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												
11												
12												

Key Vocabulary

1	Addition	<ul style="list-style-type: none"> To find the total, or sum, of two or more numbers 	“add”, “plus”, “sum” $3 + 2 + 7 = 12$		7	The Commutative Law – when adding numbers or multiplying numbers we can swap them around and still get the same answer: $5 + 6 = 6 + 5$ $5 \times 6 = 6 \times 5$	
2	Subtraction	<ul style="list-style-type: none"> To find the difference between two numbers To find out how many are left when some are taken away 	“minus”, “take away”, “subtract” $10 - 7 = 3$			8	The Associative Law – when adding or multiplying numbers we group the numbers (i.e. which we calculate first) in different ways and still get the same answer: $(5 + 6) + 7 = 5 + (6 + 7)$ $(5 \times 6) \times 7 = 5 \times (6 \times 7)$
3	Multiplication	<ul style="list-style-type: none"> Can be thought of as repeated addition 	“multiply”, “times”, “product” $3 \times 6 = 6 + 6 + 6 = 18$ $4 \times 1 = 1 + 1 + 1 = 4$			9	The Distributive Law – multiplication can be distributed across addition, for example, 2 lots of (5 + 6) is the same as 2 lots of 5 plus 2 lots of 6. $2 \times (5 + 6) + 7 = 2 \times 5 + 2 \times 6$
4	Division	<ul style="list-style-type: none"> Splitting into equal parts of groups The process of calculating the number of times one number is contained within another one. 	“divide”, “share” $20 \div 4 = 5$ $\frac{20}{4} = 5$			10	A negative number multiplied or divided by a positive number gives a negative number. E.g. $5 \times -6 = -30$ $-2 \times 3 = -6$ $10 \div -2 = -5$ $-20 \div 2 = -10$
5	Median Value	<ul style="list-style-type: none"> The middle value. Put the data in ascending (smallest to largest) order and find the middle one. If there are two middle values, find the number half between them by adding them together and dividing by 2. 	Find the median of: 4, 5, 2, 3, 6, 7, 6 Ordered: 2, 3, 4, 5, 6, 6, 7 Median = 5			11	A negative number multiplied or divided by a negative number gives a positive number. E.g. $-5 \times -6 = 30$ $-2 \times -3 = 6$ $-10 \div -2 = 5$ $-20 \div -2 = 10$
6	Mode	<ul style="list-style-type: none"> Most frequent/common Can have more than one mode (called bi-modal or multi-modal) or no mode (if all values appear once) 	Find the mode of: 4, 5, 2, 3, 6, 4, 7, 8, 4, Mode = 4				

Key Vocabulary

1	What is the process of addition ?		7	Explain the Commutative Law:
2	What is the process of subtraction ?			What is the Associative Law?
3	What can multiplication be thought of as?		8	
4	What can be used instead a division sign to show division ?		9	Describe the Distributive Law:
5	How do you find the median value in a set of data?		10	A negative number multiplied or divided by a _____ number gives a negative number. $-5 \times 7 = ?$ $-32 \div 8 = ?$
6	How do you find the mode in a set of data?		11	A negative number multiplied or divided by a _____ number gives a positive number. $-5 \times -4 = ?$ $-21 \div -3 = ?$

Modern Foreign Languages



Helping every person achieve things they never thought they could.

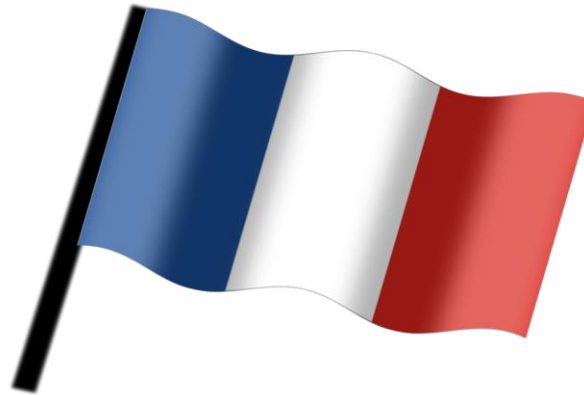
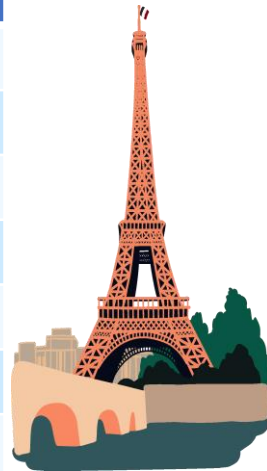
Year 7 French:

Pronouns

Je	I
Tu	You
Il	He
Elle	She
On	One (we)
Nous	We
Vous	You
Ils	They (Masculine or mixed group)
Elles	They (Feminine)

Responses/Emotions

Bien	Well
Mal	Bad
Phénoménal	Fantastic
Comme ci comme ça	So-so
Fatigué/Fatiguée	Tired
Content/Contente	Cheerful
heureux/heureuse	Happy



Name

Je m'appelle	My name is...
Il s'appelle	His name is...
Elle s'appelle	Her name is...

Key Grammar	A	The	My
Masculine	Un	Le	Mon
Feminine	Une	La	Ma
Plural	Des	Les	Mes

Questions

Comment tu t'appelles?	What is your name?
Où habites-tu?	Where do you live?
Comment ça va?	Her name is...
Quel âge as-tu?	What is your age?
Quand est ton anniversaire?	When is your birthday?
Quel est ton caractère?	What is your personality like?

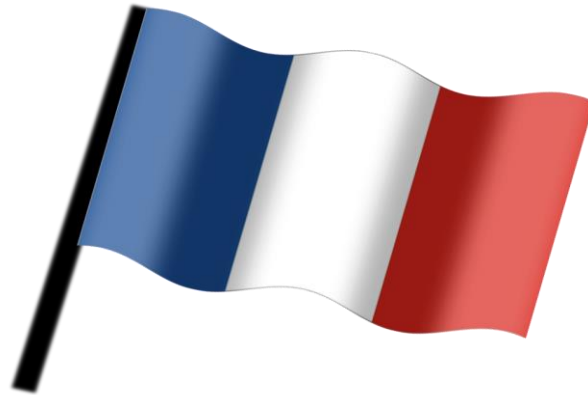
Year 7 French:

How do we write/say the following sentences for introductions?

Complete the French pronouns below:

	I
	You
	He
	She
	One (we)
	We
	You
	They (Masculine or mixed group)
	They (Feminine)

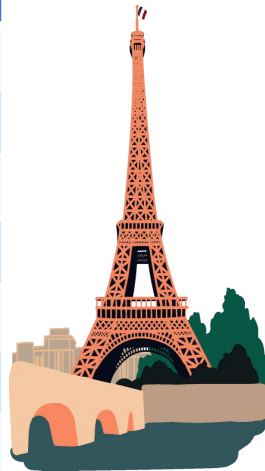
	My name is....
	His name is...
	Her name is...



Key Grammar	A	The	My
Masculine			
Feminine			
Plural			

What does each word below mean?

Bien	
Mal	
Phénoménal	
Comme ci comme ça	
Fatigué/Fatiguée	
Content/Contente	
Stressé/Stressée	



What do each of the questions below mean?

Comment tu t'appelles?	
Où habites-tu?	
Comment ça va?	
Quel âge as-tu?	
Quand est ton anniversaire?	
Quel est ton caractère?	

Year 7 French:

To have... (Verb)

Avoir	To have
J'ai	I have...
Tu as	You have...
Il a	He has...
Elle a	She has...
On a	One has (We have)
Nous avons	We have...
Vous avez	You have (formal/plural)
Ils ont	They have... (Masculine/mixed)
Elles ont	They have... (feminine)

To be... (Verb)

Être	To be
Je suis	I am...
Tu es	You are...
Il est	He is...
Elle est	She is...
On est	One is (We are)
Nous sommes	We are...
Vous êtes	You are... (formal/plural)
Ils sont	They are... (Masculine/mixed)
Elles sont	They are... (feminine)

To live... (Verb)

Habiter	To live
J'habite	I live...
Tu habites	You live...
Il habite	He lives...
Elle habite	She lives...
On habite	One lives (We live)
Nous habitons	We live...

1 Un	11 Onze
2 Deux	12 Douze
3 Trois	13 Treize
4 Quatre	14 Quatorze
5 Cinq	15 Quinze
6 Six	16 Seize
7 Sept	17 Dix-sept
8 Huit	18 Dix-huit
9 Neuf	19 Dix-neuf
10 Dix	20 Vingt

Months

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

Year 7 French:

To have... (Verb) Complete below:

	To have
	I have...
	You have...
	He has...
	She has...
	One has (We have)
	We have...
	You have (formal/plural)
	They have... (Masculine/mixed)
	They have... (feminine)

To be... (Verb) Complete below:

	To be
	I am...
	You are...
	He is...
	She is...
	One is (We are)
	We are...
	You are... (formal/plural)
	They are... (Masculine/mixed)
	They are... (feminine)

To live... (Verb) Complete below:

	To live
	I live...
	You live...
	He lives...
	She lives...
	One lives (We live)
	We live...

1 .	11 .
2 .	12 .
3 .	13 .
4 .	14 .
5 .	15 .
6 .	16 .
7 .	17 .
8 .	18 .
9 .	19 .
10 .	20 .

Complete below:

January		July	
February		August	
March		September	
April		October	
May		November	
June		December	

Year 7 French:

Je suis (<i>I am</i>)		beau (<i>handsome</i>) (<i>m</i>)	Et (<i>and</i>)	méchant (<i>mean</i>) (<i>m</i>)
Tu es (<i>You are</i>)		fort (<i>strong</i>) (<i>m</i>)		ennuyeux (<i>boring</i>) (<i>m</i>)
Il (<i>He</i>)	Est (<i>is</i>)	grand (<i>tall</i>) (<i>m</i>)		généreux (<i>generous</i>) (<i>m</i>)
		gros (<i>fat</i>) (<i>m</i>)		marrant (<i>funny</i>) (<i>m</i>)
		mince (<i>slim</i>)		sympathique (<i>nice</i>)
		moche (<i>ugly</i>)		têtu (<i>stubborn</i>) (<i>m</i>)
		musclé (<i>muscular</i>) (<i>m</i>)		timide (<i>shy</i>)
		petit (<i>short</i>) (<i>m</i>)		
		belle (<i>pretty</i>) (<i>f</i>)		méchante (<i>mean</i>) (<i>f</i>)
		forte (<i>strong</i>) (<i>f</i>)		ennuyeuse (<i>boring</i>) (<i>f</i>)
		grande (<i>tall</i>) (<i>f</i>)		généreuse (<i>generous</i>) (<i>f</i>)
		grosse (<i>fat</i>) (<i>f</i>)		marrante (<i>funny</i>) (<i>f</i>)
		mince (<i>slim</i>)		sympathique (<i>nice</i>)
		moche (<i>ugly</i>)		têtue (<i>stubborn</i>) (<i>f</i>)
		musclée (<i>muscular</i>) (<i>f</i>)	timide (<i>shy</i>)	
		petite (<i>short</i>) (<i>f</i>)		

Year 7 French:

Handsome (*m*)

Strong (*m*)

Tall (*m*)

Fat (*m*)

Slim

Ugly

Muscular (*m*)

Short (*m*)

Pretty (*f*)

Strong (*f*)

Tall (*f*)

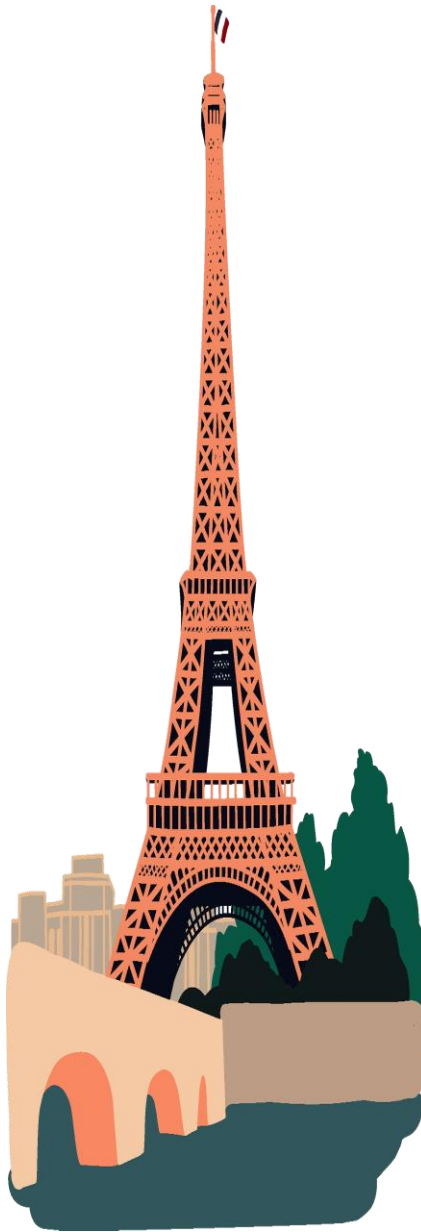
Fat (*f*)

Slim

Ugly

Muscular (*f*)

Short (*f*)



Mean (*m*)

Boring (*m*)

Generous (*m*)

Funny (*m*)

Nice

Stubborn (*m*)

Shy (*m*)

Mean (*f*)

Boring (*f*)

Generous (*f*)

Funny (*f*)

Nice

Stubborn (*f*)

Shy (*f*)

Year 7 Spanish:

Pronouns

Yo	I
Tú	You
Él	He
Ella	She
Nosotros	We
Ellos	They

Key Grammar	A	The	My
Masculine	Un	El	Mi
Feminine	Una	La	Mi
Masculine Plural	Unos	Los	Mis
Feminine Plural	Unas	Las	Mis

Adjectives

An adjective is also known as a **describing word**.

A noun is the name of a **person, place or thing**.

An adjective adds detail to a noun.

But in Spanish, adjectives usually come after the noun.

La casa **moderna**
The **modern** house



Adjectives vs Nouns

In Spanish adjectives change based on the **gender** of the noun.

Mi padre está **contento**
My Dad is **cheerful**

Mi madre está **contenta**
My Mum is **cheerful**

How do you know which nouns are masculine or feminine?

Words that end in -a are usually feminine and words that end in -o are usually masculine.

However, some nouns do not end in a or o. For these nouns you just have to check what article they start with:

el / la = the
un / una = a

This will show whether it is masculine or feminine.

Questions

¿Cómo te llamas?

What is your name?

¿Dónde vives?

Where do you live?

¿Cómo estás?

How are you?

¿Cuántos años tienes?

How old are you?

¿Cuándo es tu cumpleaños?

When is your birthday?

¿Cómo eres?

What are you like? (personality)

Year 7 Spanish:

Pronouns

I

You

He

She

We

They

Key
Grammar

A

The

My

Masculine

Feminine

Masculine
Plural

Feminine
Plural

Adjectives

An adjective is also known as a **describing word**.

A noun is the name of a **person, place or thing**.

An adjective adds detail to a noun.

But in Spanish _____

_____.

La casa **moderna**
The **modern** house



Adjectives vs Nouns

In Spanish adjectives change based on the **gender** of the noun.

Mi padre está **contento**
My Dad is **cheerful**

Mi madre está **contenta**
My Mum is **cheerful**

*How do you know which nouns are **masculine** or **feminine**?*

Questions

What is your name?

Where do you live?

How are you?

How old are you?

When is your birthday?

What are you like? (personality)

Year 7 Spanish:

To have... (Verb)

Tener	To have
Tengo	I have...
Tienes	You have...
Tiene	He/She/It has...
Tenemos	We have...
Tenéis	You have (plural)
Tienen	They have...

Remember in Spanish the ending of a verb tells you who you are talking about

Months

January	Enero	July	Julio
February	Febrero	August	Agosto
March	Marzo	September	Septiembre
April	Abril	October	Octubre
May	Mayo	November	Noviembre
June	Junio	December	Diciembre

To be... (Verb)

Ser	To be
Soy	I am...
Eres	You are...
Es	He/She/It is...
Somos	We are...
Sois	You are... (plural)
Son	They are...

Ser (to be) is used to talk about...

- Characteristics of people or things
- Nationality: *Soy inglés* - I am English
- Professions: *Mi madre es médica* - My mother is a doctor.
- The date and time: *¿Qué hora es?* - What time is it?

Ser is NOT used to talk about...

- Feelings - You would have to use **Estar** (to be) e.g. *Estoy feliz* - I am happy

Greetings

Hello	Hola
Good morning	Buenos días
Good afternoon	Buenas tardes
Good night	Buenas noches
Thank you	Gracias

1 Uno	11 Once
2 Dos	12 Doce
3 Tres	13 Trece
4 Cuatro	14 Catorce
5 Cinco	15 Quince
6 Seis	16 Dieciséis
7 Siete	17 Diecisiete
8 Ocho	18 Dieciocho
9 Nueve	19 Diecinueve
10 Diez	20 Veinte

Year 7 Spanish:

To have... (Verb) (Complete below):

To be... (Verb) (Complete below):

	To be
	I am...
	You are...
	He/She/It is...
	We are...
	You are... (plural)
	They are...

Greetings (complete below):

Hello	
Good morning	
Good afternoon	
Good night	
Thank you	

Remember in Spanish the ending of a verb tells you who you are talking about

Complete the months below:

January	Enero	July	Julio
February	Febrero	August	Agosto
March	Marzo	September	Septiembre
April	Abril	October	Octubre
May	Mayo	November	Noviembre
June	Junio	December	Diciembre

Ser (to be) is used to talk about...

- -
- -
- -
- -

Ser is NOT used to talk about...

- -

1	11
2	12
3	13
4	14
5	15
6	16
7	17
8	18
9	19
10	20

Year 7 Spanish:

Yo soy <i>(I am)</i>		guapo <i>(good looking) (m)</i>	antipático <i>(mean) (m)</i>
Tú eres <i>(You are)</i>		fuerte <i>(strong)</i>	aburrido <i>(boring) (m)</i>
Él <i>(He)</i>	Es <i>(is)</i>	alto <i>(tall) (m)</i>	generoso <i>(generous) (m)</i>
		gordo <i>(fat) (m)</i>	divertido <i>(fun) (m)</i>
		delgado <i>(slim)</i>	simpático <i>(nice)</i>
		feo <i>(ugly)</i>	terco <i>(stubborn) (m)</i>
		musculoso <i>(muscular) (m)</i>	tímido <i>(shy)</i>
		bajo <i>(short) (m)</i>	
		guapa <i>(good looking) (f)</i>	y / e <i>(and)</i>
		fuerte <i>(strong)</i>	antipática <i>(mean) (f)</i>
		alta <i>(tall) (f)</i>	aburrida <i>(boring) (f)</i>
		gorda <i>(fat) (f)</i>	generosa <i>(generous) (f)</i>
delgada <i>(slim)</i>	divertida <i>(fun) (f)</i>		
fea <i>(ugly)</i>	simpática <i>(nice)</i>		
musculosa <i>(muscular) (f)</i>	terca <i>(stubborn) (f)</i>		
baja <i>(short) (f)</i>	tímida <i>(shy)</i>		

Year 7 Spanish:

Handsome <i>(m)</i>	
Strong <i>(m)</i>	
Tall <i>(m)</i>	
Fat <i>(m)</i>	
Slim	
Ugly	
Muscular <i>(m)</i>	
Short <i>(m)</i>	
Pretty <i>(f)</i>	
Strong <i>(f)</i>	
Tall <i>(f)</i>	
Fat <i>(f)</i>	
Slim	
Ugly	
Muscular <i>(f)</i>	
Short <i>(f)</i>	



Mean <i>(m)</i>	
Boring <i>(m)</i>	
Generous <i>(m)</i>	
Fun <i>(m)</i>	
Nice	
Stubborn <i>(m)</i>	
Shy <i>(m)</i>	
Mean <i>(f)</i>	
Boring <i>(f)</i>	
Generous <i>(f)</i>	
Fun <i>(f)</i>	
Nice	
Stubborn <i>(f)</i>	
Shy <i>(f)</i>	

Music



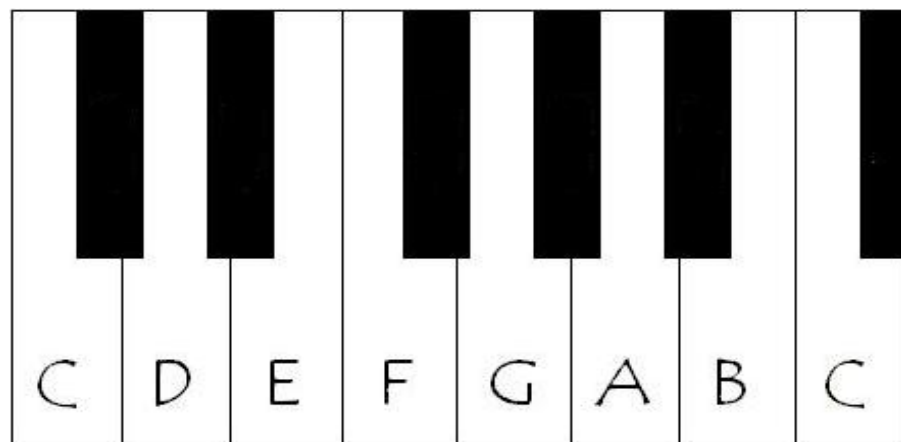
Helping every person achieve things they never thought they could.

Year 7 Music:

Key Terminology

1	Pitch	How high or low a note/ sound is
2	Dynamics	How loud or quiet a note/sound is.
3	Tempo	How fast or slow a piece of music is.
4	Structure	How a piece of music is organised into sections
5	Rhythm	A combination of short or long notes played one after another
6	Timbre	The sound different instruments make
7	Texture	How many instruments are playing together e.g. thin texture (not many) or a thick texture (many instruments)
8	Major	If in a major key the music will usually sound uplifting and happy
9	Minor	If in a minor key the music will usually sound sad and unhappy






Notes of the Keyboard



Treble Clef



Duration of Notes

Note	Name	Beats
	Semi Breve	4 beats
	Minim	2 beats
	Crotchet	1 beat
	Quaver	1/2 beat
	Semi Quaver	1/4 beat

Treble Clef Pitch

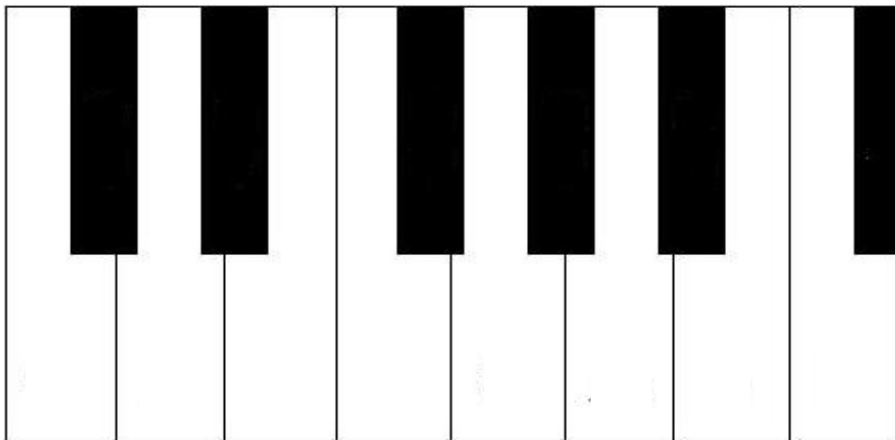


Year 7 Music:

Key Terminology

1	Pitch	
2	Dynamics	
3	Tempo	
4	Structure	
5	Rhythm	
6	Timbre	
7	Texture	
8	Major	
9	Minor	






Notes of the Keyboard



Treble Clef



Duration of Notes

Note	Name	Beats
		
		
		
		
		

Treble Clef Pitch



PE



Helping every person achieve things they never thought they could.

Year 7 PE: Football

Rules, Strategies and Tactics

Motor Competence

Passing	Accuracy, weight of pass
Receiving	Get in line, cushion
Dribbling	Little touches
Possession	Back foot
Outwitting an opponent	1v1, one - two
Defending	Jockeying, touch tight
Shooting	Placement
Game play	Basic rules



A goal kick

Occurs when the attacking team has the last touch before the ball goes behind the goal line. Any player can then pass the ball from the six yard box.

A corner kick

Occurs when the defending team has the last touch before the ball goes behind the goal line. Any player can then pass the ball from the corner of the goal and side line. The corner ball must be placed in the quadrant.

Restarting

The game after a goal is scored from the halfway line.

Free kick

When a player makes contact or handles the ball a foul is committed and the ball will be restarted with a free kick. A goalkeeper can only handle the ball in their penalty area.

Throw in

If the ball goes over the side lines of the pitch, the team who touches the ball last will give away a throw in to the other team. The throw in must be taken from the point it goes out of play.

Healthy Participation

Muscles

Gluteal, hamstrings, quadriceps, gastrocnemius

Fitness components

Foot eye coordination, pace, speed, stamina.

Key Terms:

- 1.Spatial awareness
- 2.Team work
- 3.Cooperation
- 4.Communication
- 5.Fair play
- 6.Sportsmanship
- 7.Etiquette
- 8.Leadership
- 9.Gamesmanship
- 11.Values
- 12.Teamwork

Year 7 PE: Football

Rules, Strategies and Tactics

What are the key ideas linked to each motor competence? Complete below.



Passing	
Receiving	
Dribbling	
Possession	
Outwitting an opponent	
Defending	
Shooting	
Game play	



- What is a goal kick? →
- What is a corner kick? →
- What happens when a match is 'restarting'? →
- What is a free kick? →
- What is a throw in? →

Healthy Participation

Which **muscles** are used in football?

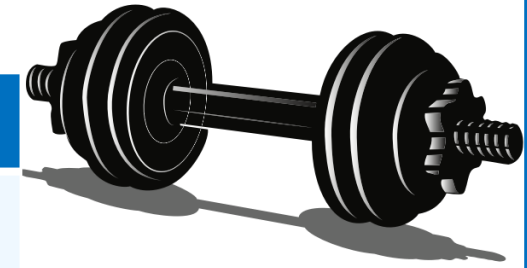
What are the **fitness components** of football?

Key Terms:

1. Spatial awareness
2. Team work
3. Cooperation
4. Communication
5. Fair play
6. Sportsmanship
7. Etiquette
8. Leadership
9. Gamesmanship
11. Values
12. Teamwork



Motor Competence



Muscular strength

The amount of force you can put out or the amount of weight you can lift.

Muscular Endurance

Perform exercises to failure so that you improve your muscular endurance.

Speed

Moving your body fast as possible

Agility

Changing direction rapidly, whilst maintaining speed and precision.

Flexibility

A joint or series of joints to move through an unrestricted, pain free range of motion.

Balance

Even distribution of weight enabling someone or something to remain upright and steady.

Coordination

Throw with one hand, catch with the other.

Reaction time

How fast an athlete is able to respond to a stimulus.

Cardiovascular Fitness

To exercise the whole body for long periods

Healthy Participation

Muscles commonly used in the lesson:

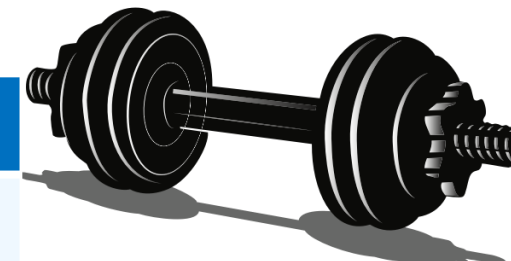
- Gluteal
- Hamstrings
- Quadriceps
- Gastrocnemius
- Abdominals



Rules, Strategies and Tactics

All of the movements completed to improve agility and speed must use the **correct technique** as this would stop any injuries or muscular injuries occurring.

All participants must have **warmed up** their muscles before completing flexibility and balance skills as if not muscles can easily be torn or damaged.



Motor Competence- define the terms below.

Muscular strength	
Muscular Endurance	
Speed	
Agility	
Flexibility	
Balance	
Coordination	
Reaction time	
Cardiovascular Fitness	

Healthy Participation

Muscles commonly used in the lesson:

- _____
- _____
- _____
- _____
- _____



Rules, Strategies and Tactics

All of the movements completed to improve agility and speed must use the _____ as this would stop any injuries or muscular injuries occurring.

All participants must have _____ their muscles before completing flexibility and balance skills as if not muscles can easily be torn or damaged.

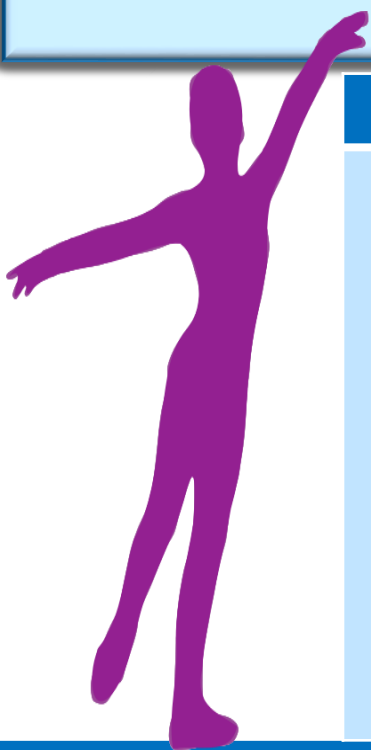
Year 7 PE: Aesthetic Movement



Rules, Strategies and Tactics

Students must start each movement with their arms **stretched** and **extended** up by the side of their head with their fingers extended. When they finish the movement they also must finish in the same manner.

Students must link up the parkour movements in which they are able to perform. This means that they may choose what order they place movements in so that the sequence flows in a smooth manner. Students must make sure that the way they perform each movement is precise as this will stop them not being able to clear any obstacles.



Healthy Participation

Muscles commonly used in the lesson:

- Gluteal
- Hamstrings
- Quadriceps
- Gastrocnemius

Motor Competence

Balance	Weight evenly distributed based on different points of contact.
One point of contact balance	One body part touching the floor
Contact balance	Two body parts touching the floor
Four point of contact balance	Four body parts touching the floor
Forwards roll	Feet together, drop head and tuck in chin, follow the curve of your spine.
Backwards roll	Squat position, bend arms close to body, keep knees tucked to chest. Use momentum to roll backwards quickly and push up with shoulders.
Cartwheel	Kick forward, use momentum to rotate on both hands, put legs into V shape, bring hand and leg down on opposite side
Roundoff	Gather speed, lunge and place both hands on the ground, propel body with one leg, rotate body on hands 180 degrees



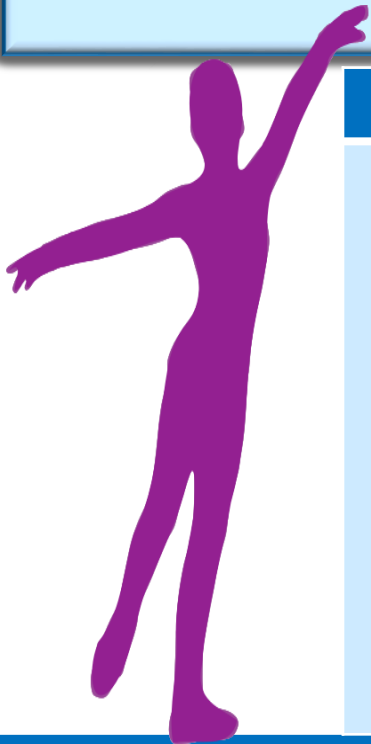
Year 7 PE: Aesthetic Movement



Rules, Strategies and Tactics

Students must start each movement with their arms and up by the side of their head with their fingers extended. When they finish the movement they also must finish in the same manner.

Students must link up the parkour movements in which they are able to perform. This means that they may choose what order they place movements in so that the sequence flows in a smooth manner. Students must make sure that the way they perform each movement is precise as this will stop them not being able to clear any obstacles.



Healthy Participation

Muscles commonly used in the lesson:

- _____
- _____
- _____
- _____

Motor Competence- define the key terms below:

Balance	
One point of contact balance	
Contact balance	
Four point of contact balance	
Forwards roll	
Backwards roll	
Cartwheel	
Roundoff	



Religious Education



Helping every person achieve things they never thought they could.

Year 7 RE: : Introduction

Name of Religion	Place of worship	Holy Book	Symbol	Festival
Buddhism	Vihara	Tripitaka		Wesak
Christianity	Church	Bible		Easter
Hinduism	Mandir	Vedas		Diwali
Islam	Mosque	Qur'an		Eid ul Adha
Judaism	Synagogue	Torah		Rosh Hashana
Sikhism	Gurdwara	Guru Granth Sahib		Vaisakhi

Key words

Atheist – someone who does not believe in God.

Agnostic – someone who is unsure of God's existence.

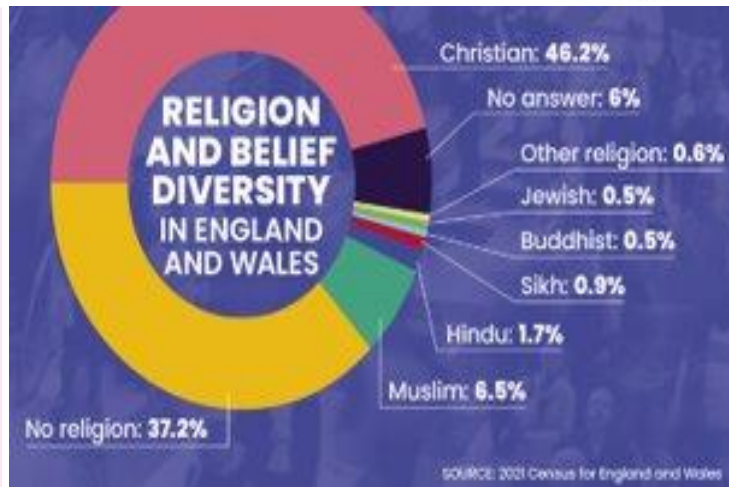
Humanist – someone who wants to do what they feel is right but not for religious reasons.



Buddhist **monks** often live together in a monastery. Many teach about Buddhism and lead meditation in the vihara.

Christian leaders are given different names depending on the denomination (group) they belong to. For example, Roman Catholics have **priests**, whereas the Church of England have **vicars**.

- A **pujari** leads worship in a mandir.
- A **rabbi** teaches Jews about religious laws.
- An **imam** leads the 5 daily prayers in the mosque.



Year 7 RE: : Introduction

Name of Religion	Place of worship	Holy Book	Symbol	Festival
Buddhism				
Christianity				
Hinduism				
Islam				
Judaism				
Sikhism				

Key words

What is an atheist?

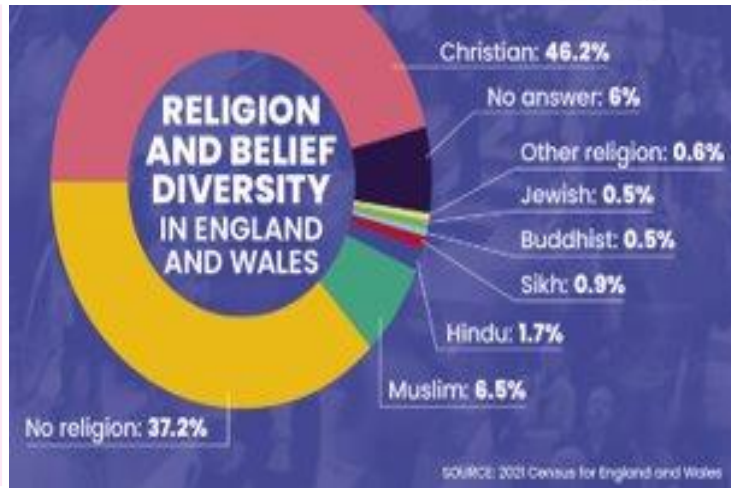
What is an agnostic?

What is a humanist?



Describe how Buddhist monks live and teach:

- A **pujari** leads:
- A **rabbi** teaches:
- An **imam** leads:



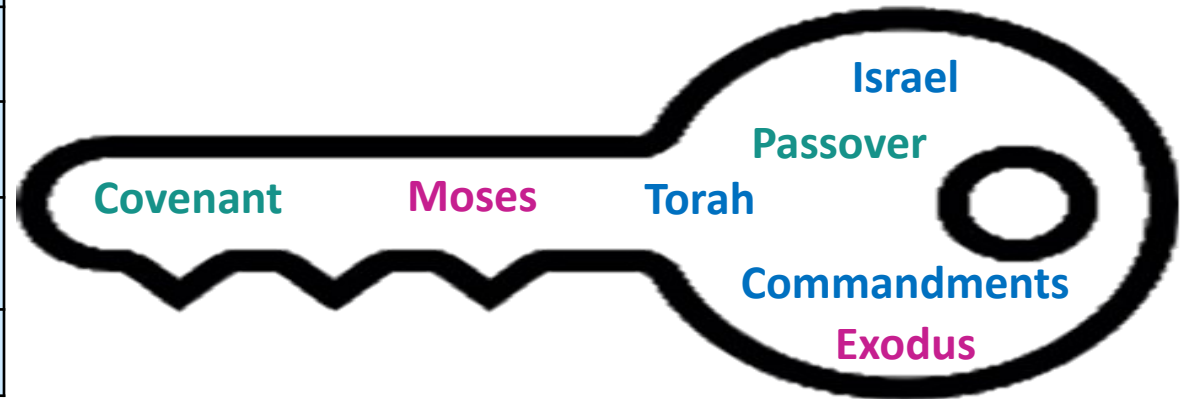
What are Christian leaders called?

Year 7 RE: Judaism

Events in Abraham's life	Age
Birth of Abraham	0
God first speaks and move to Canaan	75
Birth of Ismael	86
Agreement to circumcise	99
Birth of Isaac	100
Death of Sarah and marriage to Katurah	137
Isaac marries Rebecca	140
Death of Abraham	175

Key learning / concepts

Covenant	Monotheism	Passover
<p>An agreement between two people</p> <p><i>E.g. God and Abraham</i></p>	<p>Belief in one God</p>	<p>Passover – the Angel of Death 'passed over' Egypt</p> <p><i>(10th Plague)</i></p>



Key Word Meanings

Exodus	Escape (from Egypt, led by Moses)
Sacrifice	Slaughtering an animal as an offering to God
Prophet	An inspired teacher about the will of God
Commandment	Religious rule



Year 7 RE: Judaism

List the events in Abraham's life:

Age

0

75

86

99

100

137

140

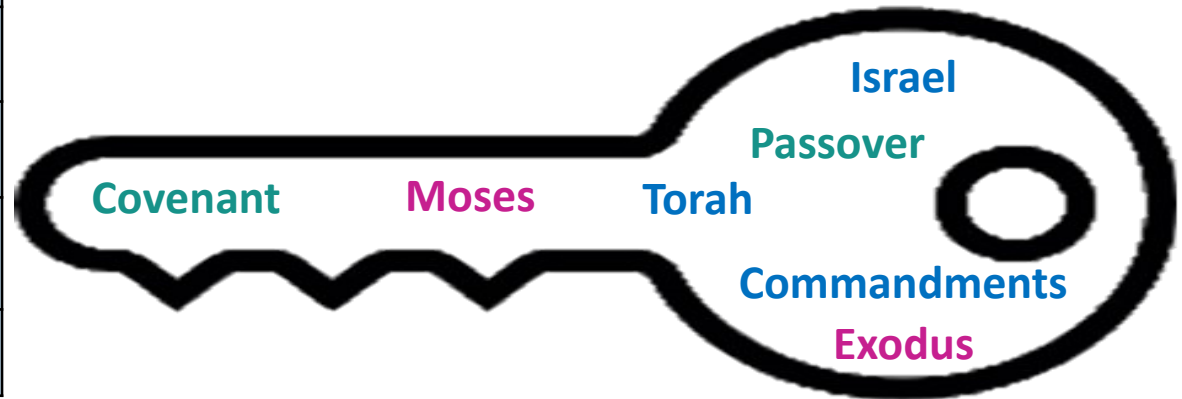
175

Key learning / concepts (explain below):

Covenant

Monotheism

Passover



Define the key words below:

Exodus

Sacrifice

Prophet

Commandment



Science









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Year 7 Science: Introducing science

Laboratory Rules

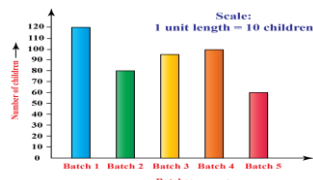
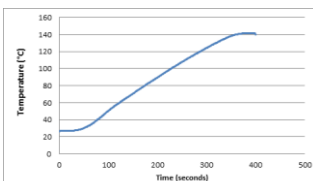
1	Do not enter the laboratory until told to by a teacher.
2	When you enter, take out all equipment and store coats and bags in a safe place.
3	Wear SAFETY GLASSES for all practical work.
4	Do not eat or drink in the laboratory. Never put anything in your mouth.
5	Do not run in a laboratory.
6	Follow instructions carefully.
7	Do not touch equipment, plugs, gas taps and water taps, unless you are using them.
8	If you break or spill anything, report it to your teacher IMMEDIATELY .
9	Long hair must be tied back, and loose clothing secured.
10	Never sit on benches, stools are provided.

Hazard Symbols

	Caution		Flammable
	Corrosive		Explosive
	Poisonous		Irritant

Plotting graphs and charts

When we plot a graph we put the independent variable on the x-axis (the bottom axis) and the dependent variable on the y-axis (the side axis)



Common laboratory equipment

Conical flask	Used when mixing chemicals- the narrow neck prevent liquids splashing out
Beaker	Used to hold liquids which are being heated
Pipette	Used to transfer small amounts of liquid from one place to another
Thermometer	Used to measure the temperature of something.
Tripod and gauze	Used to hold beakers and other equipment off the table so they can be heated by a Bunsen burner
Bunsen burner	Bunsen burners are used to heat substances
Filter paper	Used to separate solids from liquids
Petri dish	Used to hold samples of chemicals or living things which we are studying
Clamp and retort stand	Used to hold equipment in place
Test tube	Used to look at small samples of liquids
Boiling tube	Used when heating small samples of liquids
Measuring cylinder	Used measure volumes of liquids

Variables:

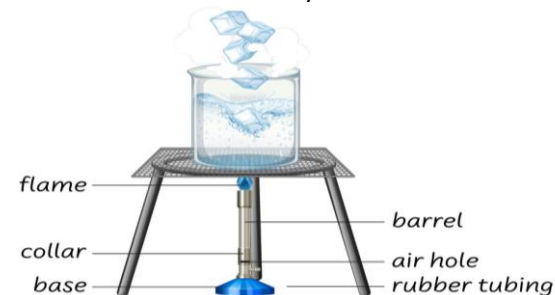
Independent – The variable that is purposely changed during an experiment

Dependent – The variable that we measure

Control – Variables that we keep the same

The Bunsen burner

The Bunsen burner is used to heat solids and liquids in a laboratory



Year 7 Science: Introducing science

Laboratory Rules- complete below:

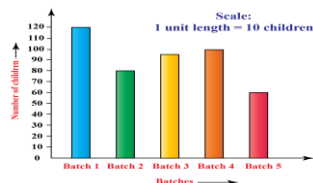
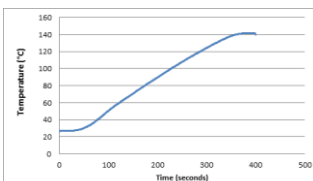
- 1 Do not enter the laboratory until told to by a _____.
- 2 When you enter, take out all equipment and store coats and bags in a safe place.
- 3 Wear _____ for all practical work.
- 4 Do not eat or drink in the laboratory. Never put anything in your mouth.
- 5 Do not _____ in a laboratory.
- 6 Follow instructions carefully.
- 7 Do not touch equipment, plugs, gas taps and water taps, unless you are using them.
- 8 If you break or spill anything, report it to your teacher _____
- 9 Long hair must be tied back, and loose clothing secured.
- 10 Never sit on benches, stools are provided.

Hazard Symbols- what do they mean?



Plotting graphs and charts

When we plot a graph we put the _____ variable on the x-axis (the bottom axis) and the _____ variable on the y-axis (the side axis)



Common laboratory equipment

	Used when mixing chemicals- the narrow neck prevent liquids splashing out
	Used to hold liquids which are being heated
	Used to transfer small amounts of liquid from one place to another
	Used to measure the temperature of something.
	Used to hold beakers and other equipment off the table so they can be heated by a Bunsen burner
	Bunsen burners are used to heat substances
	Used to separate solids from liquids
	Used to hold samples of chemicals or living things which we are studying
	Used to hold equipment in place
	Used to look at small samples of liquids
	Used when heating small samples of liquids
	Used measure volumes of liquids

Variables:

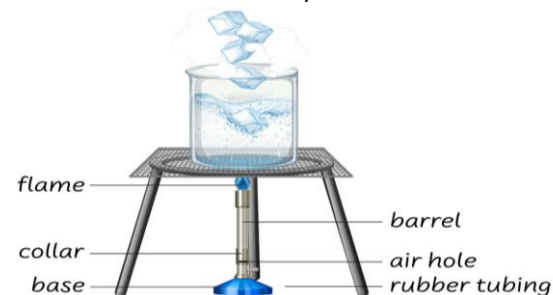
_____ – The variable that is purposely changed during an experiment

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The Bunsen burner

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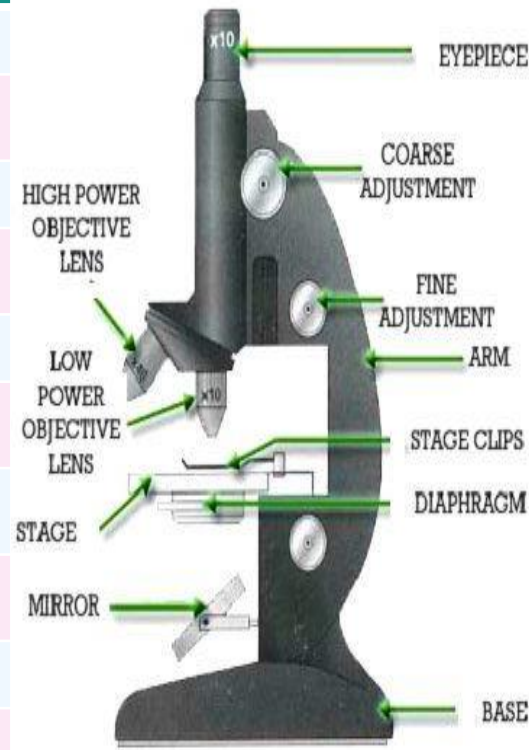


Year 7 Science: Cells and Reproduction

Key Vocabulary

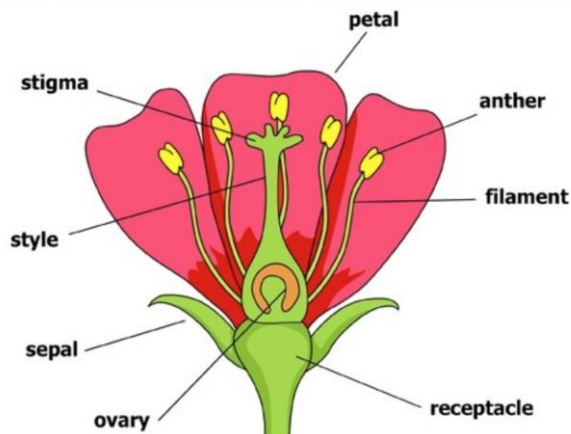
1	Organelle	A part of a cell such as a nucleus.
2	Cell	The unit of a living organism which contains parts to carry out life processes
3	Tissue	A group of similar types of cells working together
4	Organ	A group of different tissues working together to carry out a specific role
5	Root hair cell	Hair like projections to increase the surface area
6	Xylem cell	Dead cells, cell walls toughened by lignin, water flows in one direction
7	Phloem cell	Living cells have end plates with holes, glucose moves in both directions
8	Sperm cell	Streamlined with a long tail acrosome containing enzymes large number of mitochondria
9	Muscle cell	Contains a large number of mitochondria
10	Nerve cell	Long branched connections and insulating sheath

Microscope Diagram



To use a microscope to look at a specimen:

1. Clip the slide carefully onto the stage.
2. Ensure the lowest-powered objective lens is over the slide
3. Use the coarse adjustment knob to bring the stage up just below the lens
4. Look down the eyepiece and gradually move the stage downwards using the coarse adjustment knob. Stop when the image is roughly in focus.
5. To bring the image into focus, adjust the fine adjustment knob until a clear image is obtained.
6. To observe the image with a higher magnification, change the objective lens to a higher power and readjust the stage using coarse and fine adjustment knobs.



Structure	Description
Sepal	Protects unopened flower
Petals	Brightly coloured in insect-pollinated flowers to attract insects
Anther	Produces and releases the male sex cell
Stigma	Top of the female part of the flower which collects pollen grains
Ovary	Produces the female sex cell (ovum)
Ovule	Contains the female sex cells (found inside the ovary)

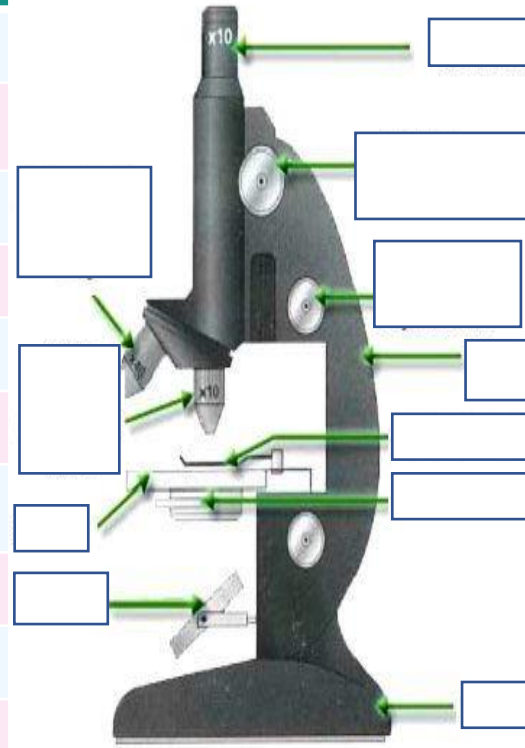
Pollination- is the act of transferring pollen grains from the male anther of a flower to the female stigma. This then allows fertilisation to take place.

Year 7 Science: Cells and Reproduction

Key Vocabulary- complete the definitions below:

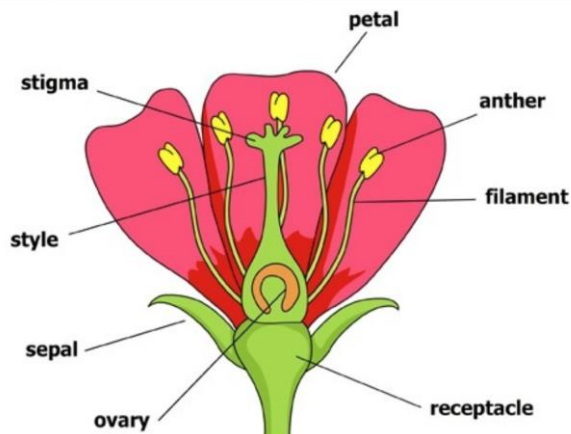
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2	Cell	
3	Tissue	
4	Organ	
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Microscope Diagram



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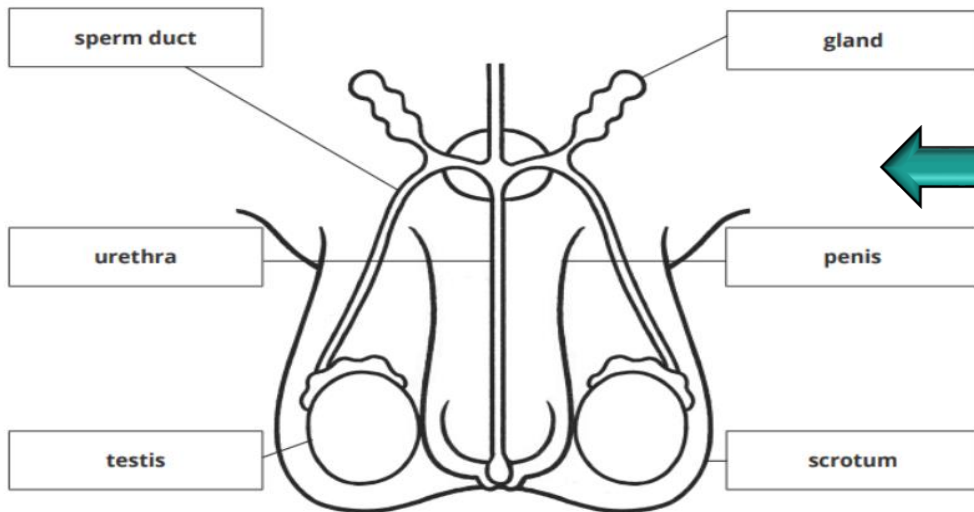
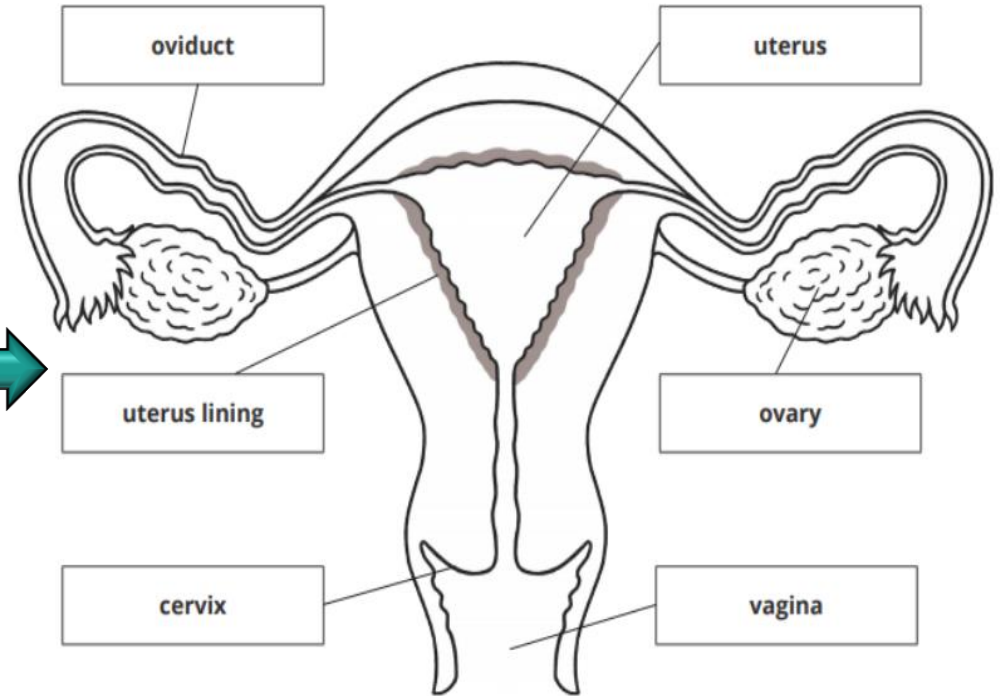
Structure	Description- complete below:
Sepal	
Petals	
Anther	
Stigma	
Ovary	
Ovule	

Pollination- is the act of _____ pollen grains from the male anther of a flower to the female stigma. This then allows _____ to take place.

Year 7 Science: Cells and Reproduction

Female Reproductive Organs

1	Ovary	Contains thousands of undeveloped egg cells. Every month, after puberty, an egg cell matures and is released.
2	Oviduct or fallopian tube	Carries egg cells from the ovaries to the uterus and is where fertilisation occurs
3	Uterus, or womb	Where the baby develops during pregnancy
4	Uterus lining	A blood-rich layer of tissue in which an embryo implants. This tissue is lost each month during menstruation
5	Vagina	A muscular tube that leads from the cervix to the outside of the body.
6	Cervix	A ring of muscle at the lower end of the uterus. This keeps the baby in place during pregnancy



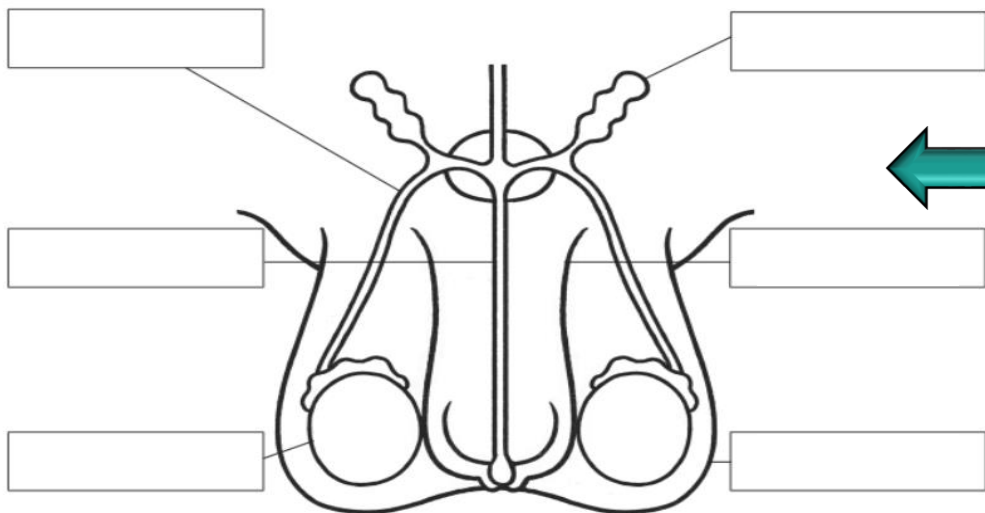
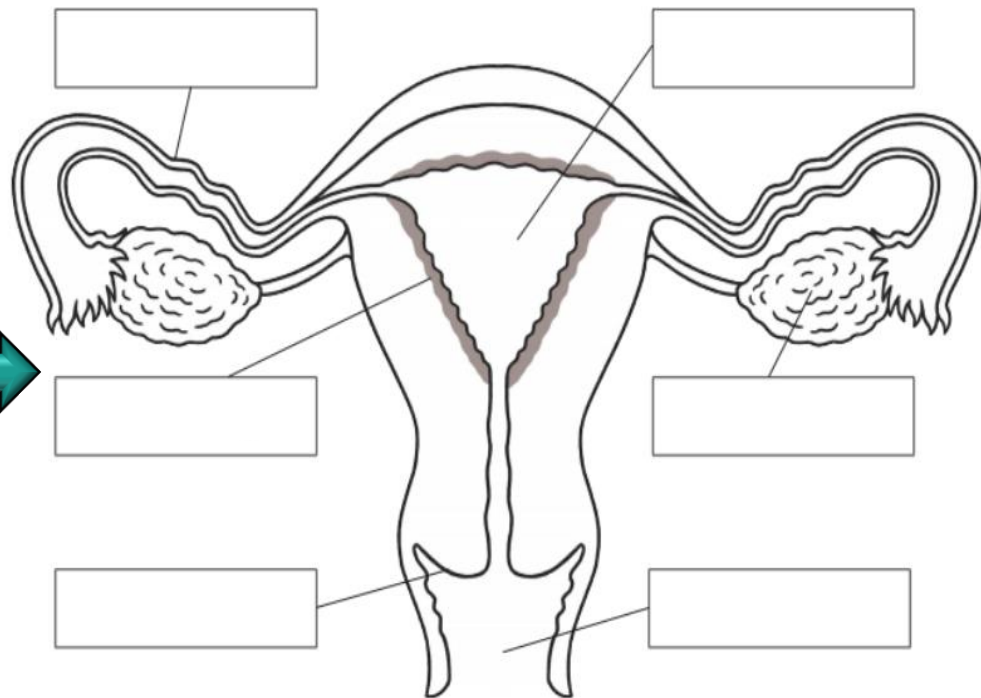
Male Reproductive Organs

1	Testes	Produces sperm cells and releases the male sex hormone testosterone
2	Penis	Allows urine and semen to pass out of the man's body
3	Scrotum	A bag of skin that contains the testes.
4	Gland	Produces fluids that mix with sperm cells to make semen.
5	Sperm Duct	Carries sperm cells from the testes to the urethra.
6	Urethra	A tube that carries urine and semen. It has a ring of muscle to keep these separate

Year 7 Science: Cells and Reproduction

Female Reproductive Organs- what is the name of each part?

1	Contains thousands of undeveloped egg cells. Every month, after puberty, an egg cell matures and is released.
2	Carries egg cells from the ovaries to the uterus and is where fertilisation occurs
3	Where the baby develops during pregnancy
4	A blood-rich layer of tissue in which an embryo implants. This tissue is lost each month during menstruation
5	A muscular tube that leads from the cervix to the outside of the body.
6	A ring of muscle at the lower end of the uterus. This keeps the baby in place during pregnancy



Male Reproductive Organs- complete the descriptions below:

1	Testes	
2	Penis	
3	Scrotum	
4	Gland	
5	Sperm Duct	
6	Urethra	

Year 7 Science: Cells and Reproduction

The menstrual cycle

Day 1	Bleeding starts as the lining of the uterus breaks down and passes out of the vagina- this is what's known as a period.
Day 4	The lining of the uterus starts to build up again. It thickens into a spongy layer full of blood vessels ready for implantation.
Day 14	An egg is released from the ovaries of the female so this is the MOST LIKELY time in which a female may become pregnant, whilst the egg travels along the oviduct
Day 28	The wall remains thick, awaiting the arrival of a fertilised egg. If this doesn't happen then this lining breaks down passing out of the vagina, then the whole cycle starts again.

Fertilisation:

The male **gametes** (sex cells) are contained in the pollen grains produced in the anther.

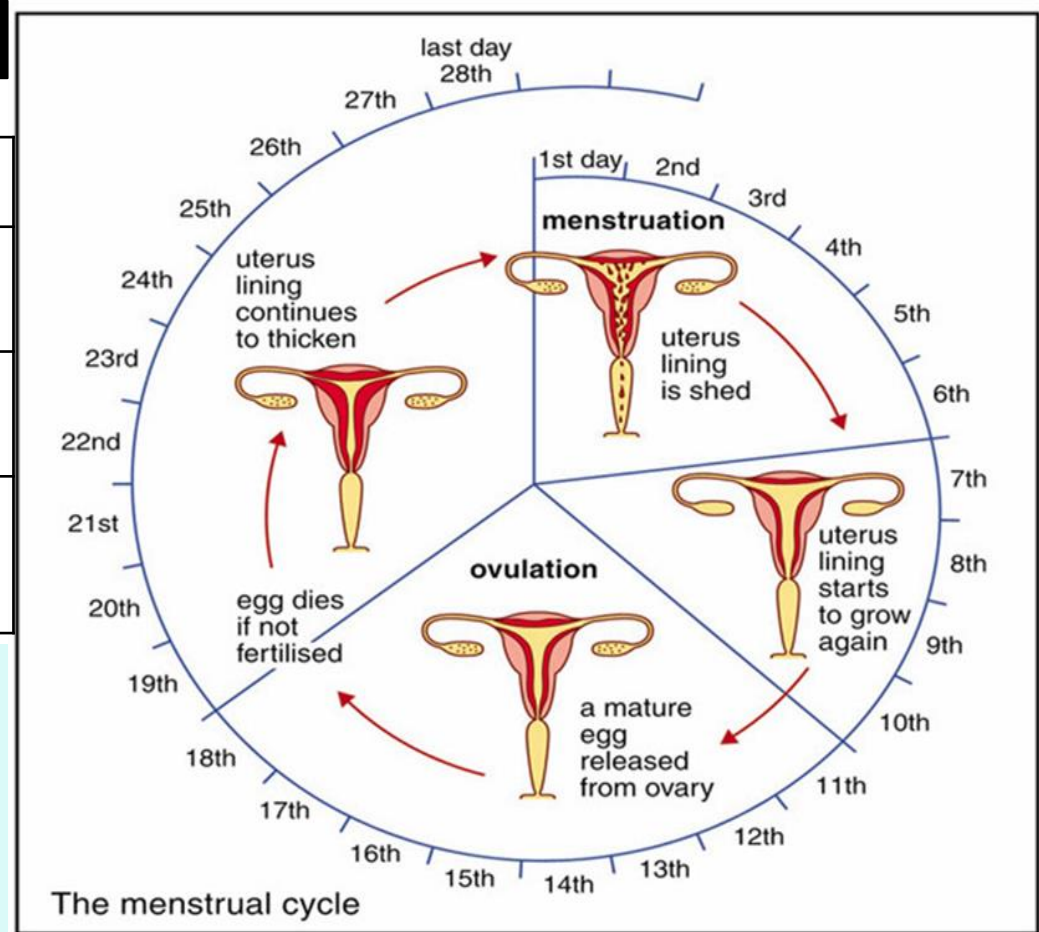
The female gametes (egg cells or ovum) are produced in the ovule found in the ovary.

In plants, fertilisation occurs **when the pollen grain nucleus fuses with the ovum** (egg cell) nucleus.

To reach the egg cell, **the pollen grain grows a pollen tube down the style, towards the ovary.**

After fertilisation, the ovule (that contains the fertilised egg cell) develops into the seed.

The parts of the flower surrounding the ovule (mainly the ovary walls) develop into the fruit, which contains the seeds.



Variation

Some variation is from characteristics that people have inherited from their parents, such as their eye colour. This is known as **inherited variation**.

Variation caused by your surroundings and what happens to you is called **environmental variation**.

Year 7 Science: Cells and Reproduction

The menstrual cycle- complete below:

Day 1	
Day 4	
Day 14	
Day 28	

Fertilisation:

The male _____ (sex cells) are contained in the pollen grains produced in the _____.

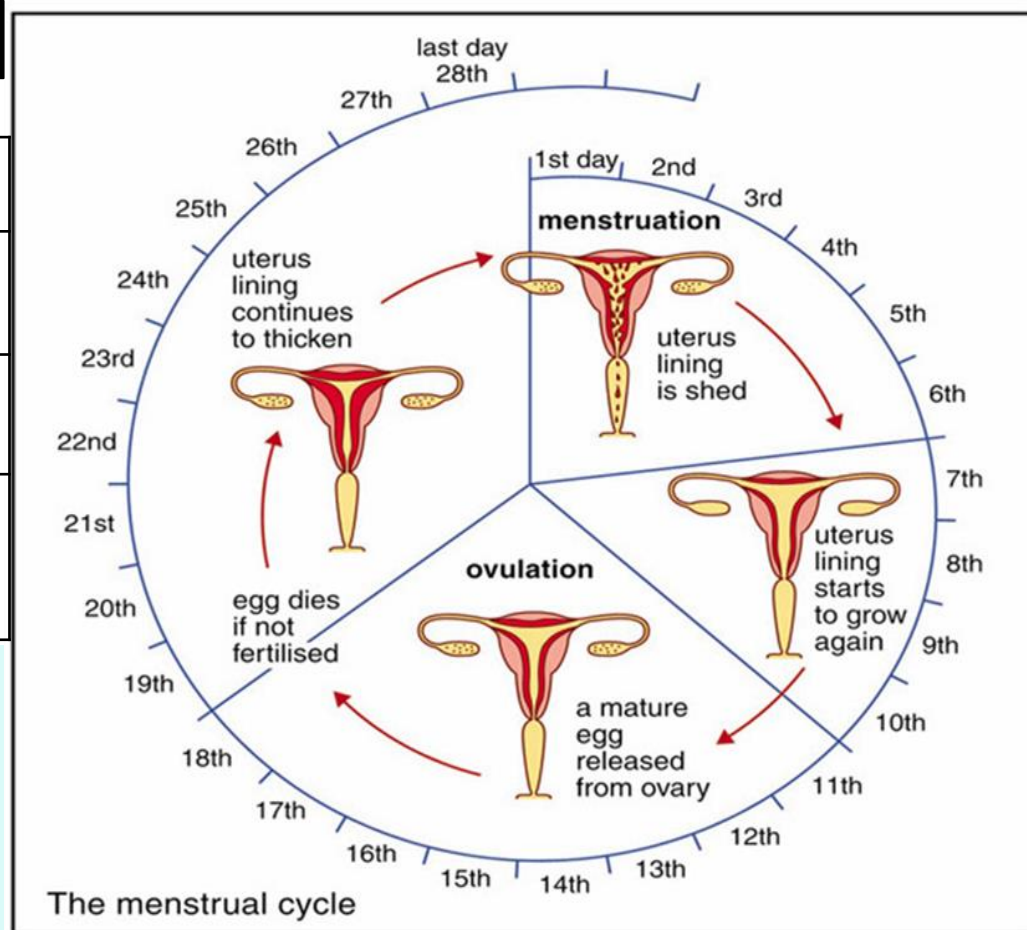
The female gametes (egg cells or _____) are produced in the ovule found in the _____.

In plants, fertilisation occurs **when the _____ grain nucleus fuses with the ovum** (egg cell) nucleus.

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Variation

Some variation is from _____ that people have inherited from their parents, such as their _____ colour. This is known as _____.

Variation caused by your _____ and what happens to you is called _____.

