

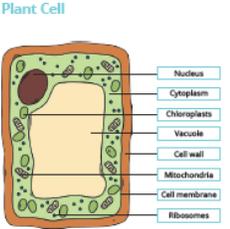
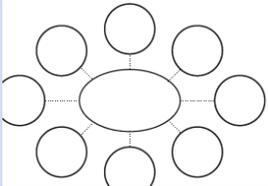
Year 7 Spring 1 - Knowledge Organiser

Just reading through your books or a knowledge organiser is not always an effective way to revise. Instead, you should do something with the information. Choose an example of the revision methods on the pages or see if you can come up with another method.

The knowledge is evolutionary not revolutionary. Approximately half the knowledge is new and half helps you revise. Many of the activities are changing. We hope you enjoy them.

In SKL this term we will be continuing with the GrangeEnders book during tutor time and in SKL lessons we will be looking at relationships. This will involve exploring the difference between banter and bullying, positive friendships and friendships online. We will also start to look at romantic relationships, boundaries and self-worth (how you feel about yourself). In the second half of the term we will be looking at Health and Puberty which will involve looking at healthy routines, influences on health, puberty, unwanted contact, and FGM (female genital mutilation)

Subject	Page Number	Subject	Page Number
Reading	3	Geography	21
Art	5	History	22
DT	7	English	24
Food	8	Maths	29
PE	13	RE	35
Science	15	Music	37
German	18	Drama	39
Interdisciplinary Learning			40

Idea	Explanation
<p>Make some flash cards or PowerPoint slides. Make top trumps.</p> 	<p>Write down key words, quotation, questions or equations on one side of a card. On the other side, write the definition or answer. Use them to test yourself.</p>
<p>Make a poster.</p> 	<p>Turn your notes into posters with lots of colour and illustrations. Summarising the key information in a different way is an effective way of learning and your brain will remember the colours more easily. Do the title last!</p>
<p>Draw spider diagrams, or for the adventurous mind maps.</p> 	<p>Write the topic/keyword in the centre of your page. Add everything you know in subtopics. Then explore each subtopic in turn adding more ideas. Colour/pictures help you recall.</p>
<p>Write a song or a rap.</p> 	<p>Are there songs that stick your head. Change the lyrics to the information you want to learn. If you record and listen back it will be a more fun way of revising.</p>
<p>Plan a lesson</p> 	<p>If you teach something to someone else the chance of recalling it is really high. This has been found to be the most effective way of learning something for the long term.</p>
<p>Write a story or comic strip.</p> 	<p>Take the keywords or facts that you need to learn and turn them into a story or a cartoon. The sillier the story the more likely you are to remember it.</p>
<p>Write a quiz. Design a game.</p> 	<p>Playing is how we learn as young children and it is a very powerful way of learning throughout life. If we enjoy the game it helps us remember.</p>

READING:GENRE KEY VOCABULARY

Genre: Genre comes from the French word for 'type'. It refers to a category of book.

FICTION Fiction is a type of text that focuses on imaginary events and characters.

CONTEMPORARY

Realistic stories that depict our world at the present time.

Examples: *Can You See Me* by Libby Scott

Checkmates by Stewart Foster

Danny Cheung Does Not Do Maths by Maisie Chan



FANTASY

Stories with magical creatures and imaginative worlds.

Examples: *Harry Potter* by J K Rowling

Amari and the Night Brothers by B B Alston

The House With Chicken Legs by Sophie Anderson



HORROR

Thrilling stories that create feelings of fear or shock.

Examples: *The Haunting of Aveline Jones* by Phil Hickes

Frozen Charlotte by Alex Bell

Nest by Kenneth Oppel



ACTION

Exciting and fast moving stories that often involve danger.

Examples: *Stormbreaker* by Anthony Horowitz

Robin Hood by Robert Muchamore

Amber Under Cover by Em Norry



ADVENTURE

Stories where a character goes on a journey.

Examples: *Wave Riders* by Lauren St John

The Girl Who Stole an Elephant by Nizranna Farook

Twitch by M G Leonard



MYSTERY

Stories about something unexplained or mysterious.

Examples: *Murder Most Unladylike* by Robin Stevens

High-Rise Mystery by Sharna Jackson

Waiting for Murder by Fleur Hitchcock



HISTORICAL

Stories that depict our world in the past or are centred on a historical event.

Examples: *When the Sky Falls* by Phil Earle

Letters to the Lighthouse by Emma Carroll

Now or Never by Bali Rai



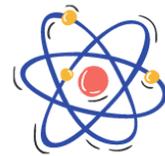
SCI-FI

Stories that feature scientific ideas such as space, time-travel and the future.

Examples: *Adam-2* by Alistair Chisholm

Slick by M G Vaughan

Railhead by Philip Reeve



ACCELERATED READER



Scan me
to take a
quiz



HOW TO TAKE A QUIZ

1. Go to the school website: www.open-academy.org.uk
2. Go to Student and then Learning Area
3. Scroll Down and Click on the Accelerated Reader logo
4. To log in:

Username: firstname.surname@open-academy.org.uk

Password: Academy

*You can take a quiz on a computer, tablet or phone.

KEY TERMS

BOOK LEVELS



1-2.9



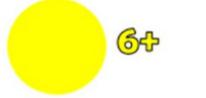
3-3.9



4-4.9



5-5.9



6+

Book Level: A measurement of how difficult the book is.

ZPD: Your personal reading level that reflects a range of book levels. You should read books in your ZPD most of the time.

Points: Each book has a number of points available. A book is given points based on how difficult and how long it is. You earn points by passing quizzes on books you have read.

Star Reader: A reading assessment. We use Star Reader to find out your reading age and ZPD.

Accelerated Reader: A website that allows you to take quizzes on the books you have read.

Word Millionaire: A reward given to students who read one million words or more.

Taking an Accelerated Reader Quiz

The ultimate steps to achieving amazing Accelerated Reader results.



1 Choose a book within your ZPD



- Check that it is in your ZPD range
- Look at the cover
- Read the blurb
- Look for authors you like
- Read the introduction
- Read the first page



2 Read your book



- Read for 25 minutes everyday
- Record what you're reading in your reading log



3 Search for the quiz



- Go to your Renaissance Place and **select** Accelerated Reader, type in the book's quiz number and click **Search**
- You can find the quiz number on the **AR label**
- **Select** how you read this book
- Click **Start Quiz**



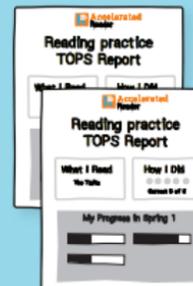
4 Take the quiz



- You will have 3, 5, 10 or 20 questions to answer
- Read the question and all four answers
- Ask a teacher to explain a question you don't understand.
- There are no time limits
- Click on the stars to rate the book
- Check your TOPS result



Look at your TOPS Report



100% score

This book was comfortable for you, perhaps try a book higher up in your ZPD range next time

90% score

This book was perfect for you. Perhaps try one or two book levels higher or longer next time.

80% score

This book was a little difficult for you. Perhaps choose one or two book levels lower next time.

70% score

This book was quite challenging for you. Perhaps try a book at the beginning of your ZPD range next time.

60% or below

This book was too challenging. Perhaps try a book at the beginning of your ZPD or speak to your teacher for help.



The Green Man is a mythical figure often portrayed as a mask made entirely of leaves.

Typically, Green Man figures are carved in stone or wood; they may also be crafted in stained glass or inked in the style of illuminated manuscripts.

In pre-Christian religions, trees were sacred and forest groves were dwelling places of gods and nature spirits. In Celtic mythology, the Green Man is a god of spring and summer who disappears and returns year after year.

This apparent death and resurrection may be why many Christian churches are also decorated with his image.

The Green Man.

In the spring term Year 7 move on to study the myth of the Green man and how he has been represented in Art throughout history.

They learn about the proportions of the human face and create their own design of the Green Man using drawings of leaves.

Year 7 example Green Man Face in oil pastel



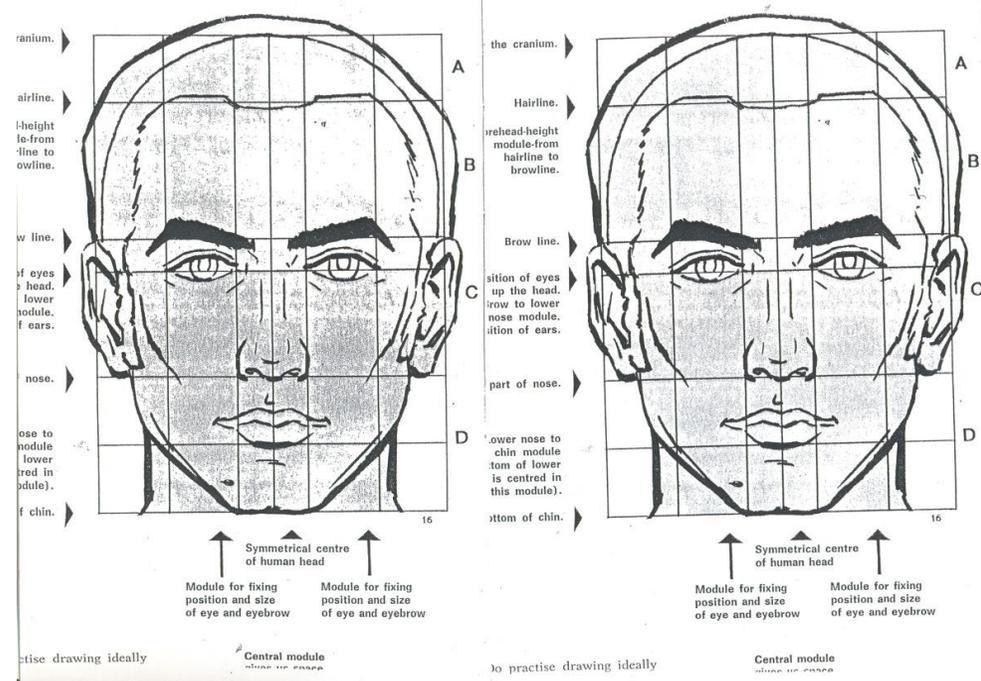


Note the big contrast
Between colours of leaves.
We use a variety of materials
such as Watercolours and
pastels to try to capture
these different tones.

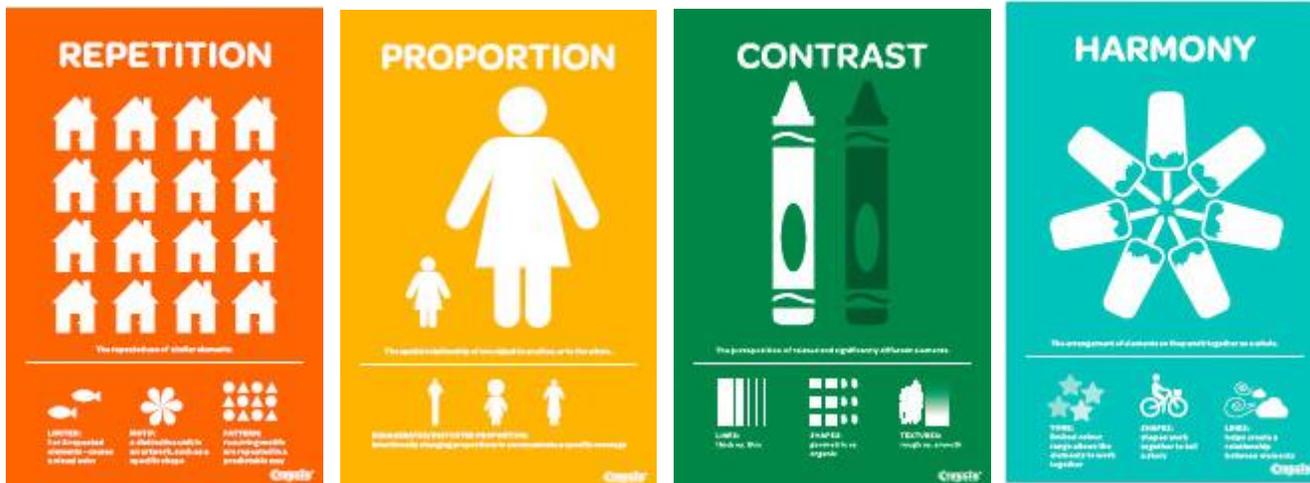


These are images of
Leaves that you can draw from and try to
To arrange into the shape of a face.

You can also use this facial proportion guide
to help you get the eyes, nose and mouth in the correct
Position.



Year 7 Design and Technology



Fretsaw



Metal File



MDF

These are the key principles of design we will be looking at this term when working in the Workshop. The project is to design and make a key hook in the shape of an animal of your choice.

Key Questions?

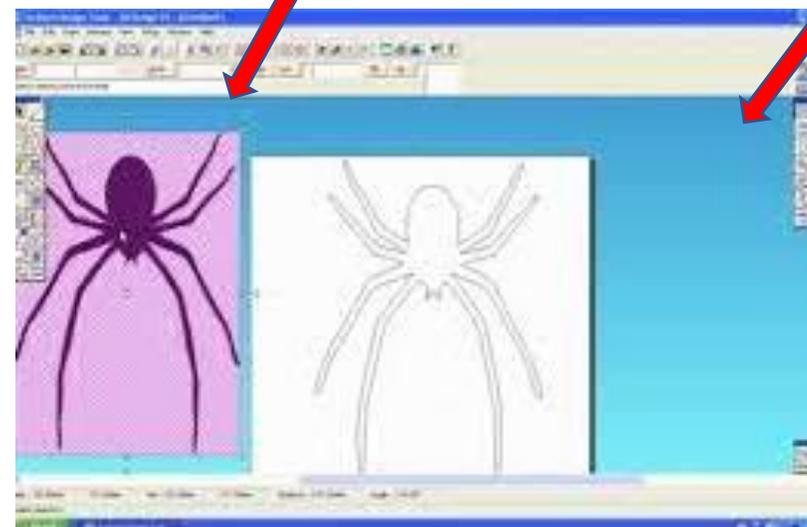
- What is the function of a key hook? Will it have any extra practical design features?
- What key aesthetics do you need to consider when designing?
- How will you turn it from a 2D product into a 3D product?

Using 2D Design, you will transfer your hand drawn designs onto CAD.

Using CAD helps to present work professionally, and adds to your portfolio of skills working towards GCSE level.

Word Bank

Material	Aesthetics	Measurements
properties		
Template	Product	
Analysis	Fretsaw	Sander
		Relief



Nutrition

Nutrients

Macro nutrients - Needed in large quantities in the diet

1. Protein
2. Fats
3. Carbohydrates

Micro nutrients - needed in small quantities in the diet

1. Vitamins
2. Minerals

Carbohydrates

There are two types of carbohydrates, complex and simple. They are also known as starchy (complex) and sugary (simple).

Food sources

Starchy - bread, rice, pasta, potatoes, bagels, oats, flour, cereal and some vegetables.

Simple - fruit, some vegetables, chocolate, sweets, biscuits, cakes

Function

Starchy/complex carbohydrates are digested slowly and provide long term energy.

Sugary/simple carbohydrates are digested slowly and provide short term energy

Protein

Food sources

Animal -beef, pork, lamb, poultry (chicken, turkey, duck), fish, cheese, butter milk

Plant - beans, chickpeas, lentils, peas, nuts, seeds, found in smaller amounts in some vegetables such as spinach and broccoli.

Function

Grown and repair of muscles and cells

Fat

There are two types of fat, saturated and non saturated.

Saturated fats are classed as 'unhealthy fats', they are solid at room temperature and are generally animal based.

Unsaturated fats are classed as 'healthier fats' and are liquid or soft at room temperature and come from plant based sources.

Food sources

Animal -beef, chicken skin, processed meat (sausages, salami, pepperoni), bacon, butter, cheese, full fat milk

Plant - vegetable oils (sunflower, olive, rapeseed), avocado, nuts, seeds

Function

Keeps us warm (provides insulation), secondary source of energy, protects vital organs and bones.

Example exam questions:

Explain three causes of obesity (3 marks)

What is the function of sugary and starchy carbohydrates (2 marks)

Why is protein especially important for children? (2 marks)

What are the functions of fat? (3 marks)

List 5 food sources of plant based protein (5 marks)



Dietary Related Health Problems

Too much sugar can cause:

1. Weight gain (which can lead to obesity)
2. Tooth decay
3. Diabetes (your body cannot produce enough/any insulin to regulate your blood sugar levels)

Too much salt can cause:

1. High blood pressure (this can increase your risk of heart disease and a stroke).

Too much saturated fat can cause:

1. Weight gain (which can lead to obesity)
2. High cholesterol (this narrows arteries making it harder for the blood to travel around, putting you at risk of heart disease).

Reference Intake

You'll see reference intakes referred to on food labels. They show you the maximum amount of calories and nutrients you should eat in a day. Most packaging has a colour coded label on the front to help you make healthy choices.

Reference in take amounts:

Kcal (calories) - 2000

Total Fat -70g

Saturated fat - 20g

Sugar - 90g

Salt - less that 6g

Each serving (150g) contains				
Energy 1046kJ 250kcal	Fat 3.0g LOW	Saturates 1.3g LOW	Sugars 34g HIGH	Salt 0.9g MED
13%	4%	7%	38%	15%
of an adult's reference intake				
Typical values (as sold) per 100g: 697kJ/ 167kcal				

Red means HIGH in that nutrient
Amber means MEDIUM in that nutrient
Green means LOW in that nutrient

Energy

Energy is measured in CALORIES.

Foods that are energy dense have a lot of calories in them. For example fatty foods like bacon, cheese and cream.

Fruits and vegetables have a low energy density because they are high in water.

The three macro nutrients are protein, carbohydrates and fats. Fat contains the most energy per gram.

Carbohydrates - 4 calories per gram.

Protein - 4 calories per gram.

Fat - 9 calories per gram.

Energy density - this is when your energy is balanced. This means you are consuming the same amount of energy (calories) as you are burning off. If energy is not balanced, this could cause either weight loss or weight gain.

Exam style questions.

1. What are the three problems linked to having a high sugar diet? (3 marks)
2. Which fat is healthier, saturated or unsaturated? (1 mark)
3. Why should we reduce our sugar consumption? (2 marks)
4. Which macro nutrient is the most energy dense? (1 mark)
5. What does energy balance mean? (2 marks)
6. Which type of foods have a low energy density and why? (3 marks)

12 FOODS TO EAT FOR ENERGY

facebook.com/WorkingOut101



HONEY



APPLES



EGGS



SWEET POTATOES



SALMON



ORANGES



BANANAS



OATS



BEANS



SPINACH



YOGURT



ALMONDS

Jam tarts

Ingredients

Pastry

30g margarine

50g Flour

1tbsp water

Filling

6tbs jam

Equipment

Bowl

wooden spoon

Jug

Weighing scales

Cup cake tray

Cupcake cases

Rolling pin

Cookie cutter

Skills

Rubbing in method

Pastry making

Rolling out



1. Pre-heat the oven to 180°C. Rub the butter and flour together until it resembles breadcrumbs



2. Add the tbsp of water and mix. Use your hands to make the pastry into a ball.



3. Place on a floured surface and roll out evenly to the thickness of a £1 coin.



4. Use the cookie cutter to cut out 6 pastry cases.



5. Place the pastry cases into the cupcake cases in a tray.



6. Add a tsp. of jam to each case and bake in the oven for 15 minutes.

Pancakes

Ingredients

55g plain flour
Pinch of salt
1 egg
100ml milk
25g butter

Equipment

Bowl
Jug
Frying pan
Spoon
Spatula

Skills

Weighing
Measuring
Mixing
Frying

How many different toppings can you think of to go with pancakes?



1. Weigh out the flour in a jug. add the salt and the egg.



2 Mix until its all combined.



3.. Gradually add the milk and keep mixing.



4. Once its smooth start heating pan with a little butter. Add a spoon of mixture and allow to cook.



5. When its golden, flip over and cook on the other side.

Serve hot with your favourite toppings 😊

Quesadillas

Ingredients

120g cheese

1 chicken breast

optional vegetables:

- pepper
- Spring onion
- Sweetcorn
- Spinach

These must be cut very small.

2 tortilla wraps

Equipment

Chopping board

Knife

Grater

Pan

Skills

Grating

Chopping

Frying

Adapting a recipe



1. Chop the chicken into small bite-sized pieces and grate the cheese.



2. Lightly fry the chicken and vegetables until cooked through.



3. Sprinkle 1/4 the cheese over half of the wrap followed by 1/2 the chicken.



4. Cover the chicken with another 1/4 of the grated cheese.



5. Fold in half and place in the frying pan.



6. Fry in a lightly oiled pan until golden on each side.

Repeat with the remaining wrap, cheese and chicken.

YEAR 7 PE KNOWLEDGE ORGANISER SPRING TERM 1

Outdoor activity means activities engaged with in the **natural environment** and commonly involves **adventure**. These activities are not usually in the PE curriculum as they involve a range of equipment. Not all risk taking is negative. Some risks promote healthy active lifestyles and test comfort boundaries as individuals.

Examples of an Outdoor Activity:

- HIKING
- CANOEING
- MOUNTAINEERING
- ROCK CLIMBING



WHAT IS AN OUTDOOR ACTIVITY?

Benefit of taking part in Outdoor Activities:

- One benefit is that it will improve your confidence. Often Outdoor Activities are not in PE Curriculum so they're going to push you out of your comfort zone and make you learn new skills.



PE KNOWLEDGE ORGANISER SPRING TERM 1

Duke of Edinburgh is an example of an **OUTDOOR ACTIVITY!** This is because you take part in a number of expeditions which involve camping, hiking, orienteering in the outdoors.



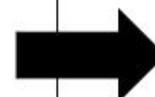
WHAT IS AN OUTDOOR ACTIVITY?



DUKE OF EDINBURGH



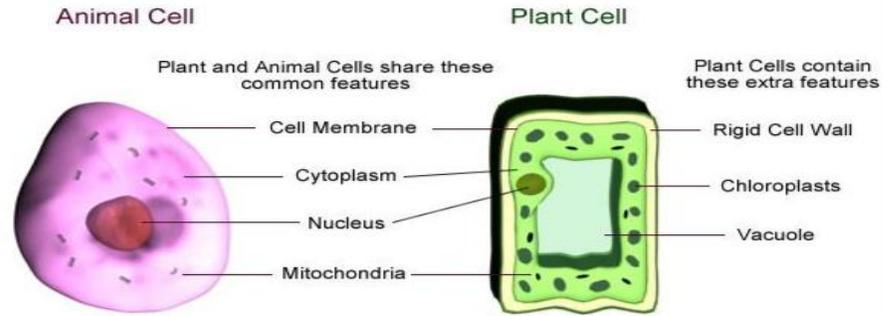
In year 9 you will be offered to take part in Duke Of Edinburgh Bronze award. This is a fantastic opportunity to receive the benefits of outdoor activities.



Benefits of Outdoor Activities:

- Improve confidence
- Meet new people
- Improve teamwork
- Learn new skills
- Reduce stress
- Spend time away from electronic devices

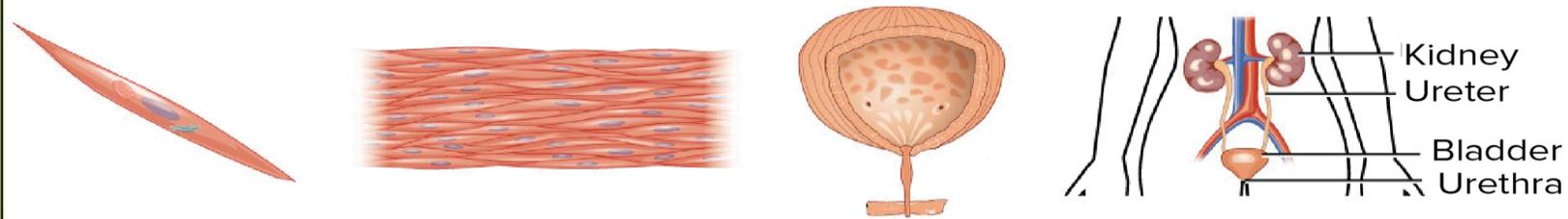
CELLS AND REPRODUCTION 1



Body organization

All living organisms are made up of one or more cells. **Unicellular organisms**, like amoebas, consist of only a single cell. **Multicellular organisms**, like people, are made up of many cells. Cells are considered the fundamental units of life.

The cells in complex multicellular organisms like people are organized into **tissues**, groups of similar cells that work together on a specific task. **Organs** are structures made up of two or more tissues organized to carry out a particular function, and groups of organs with related functions make up the different **organ systems**.



Muscle cell

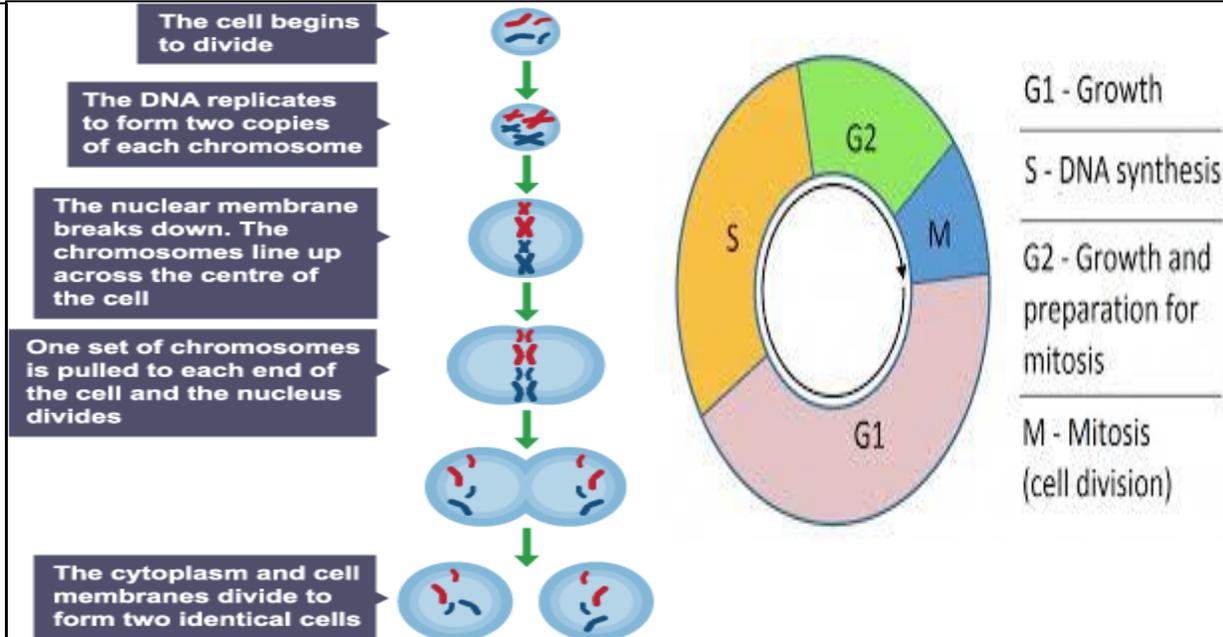
Muscle tissue

Organ (bladder)

Organ system

The human cell nucleus contains 46 chromosomes or 23 pairs. They are ultimately long strands of coiled up DNA.

Cells are continually lost or made. All cells have a life cycle known as the cell cycle. To make new cells the body carries out cell division in a process known as mitosis.



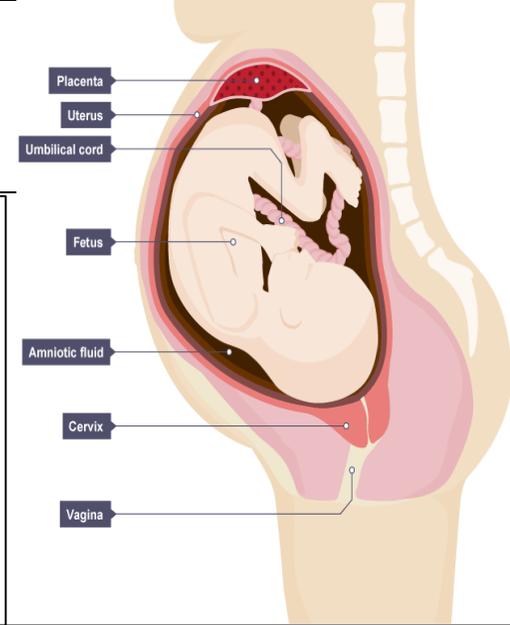
G1 - Growth

S - DNA synthesis

G2 - Growth and preparation for mitosis

M - Mitosis (cell division)

Key Terms	Definition
Cell wall	Made of cellulose, which supports the cell
Cell membrane	Controls movement of substances into and out of the cell
Cytoplasm	Jelly-like substance, where chemical reactions happen
Nucleus	Contains genetic information (chromosomes) made of DNA. Controls what happens inside the cell
Vacuole	Contains a liquid called cell sap, which keeps the cell firm
Mitochondria	Where most respiration reactions happen
Chloroplast	Where photosynthesis happens



The two **ovaries** (one of them is called an ovary) contain hundreds of undeveloped female **gametes** (sex cells). These are called **ova** (one of them is called an ovum) or egg cells. Women have these cells in their bodies from birth, whereas men produce new sperm continually.

Oviducts

Each ovary is connected to the **uterus** by an **oviduct**. This is sometimes called a Fallopian tube or egg tube. The oviduct is lined with **cilia**, which are tiny hairs on cells. Every month, an egg develops, becomes mature and is released from an ovary. The cilia waft the egg along inside the oviduct and into the uterus.

Uterus and cervix

The **uterus**, also called the womb, is a muscular bag with a soft lining. The uterus is where a baby develops until its birth.

The **cervix** is a ring of muscle at the lower end of the uterus. It keeps the baby in place while the woman is pregnant.

The **vagina** is a muscular tube that leads from the cervix to the outside of the woman's body. A man's penis goes into the woman's vagina during sexual intercourse.

Testes

The two **testes** (one of them is called a testis) are contained in a bag of skin called the **scrotum**.

The testes have two functions:

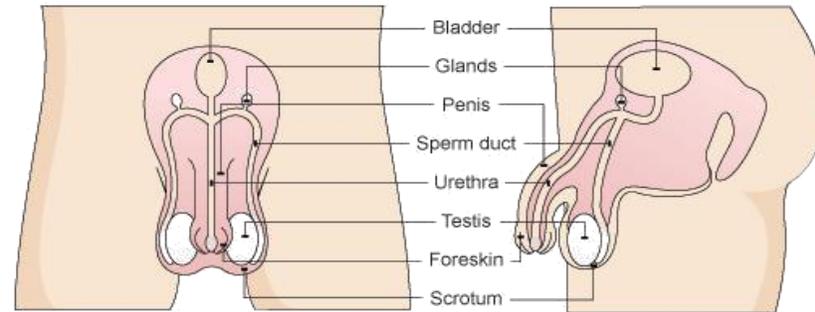
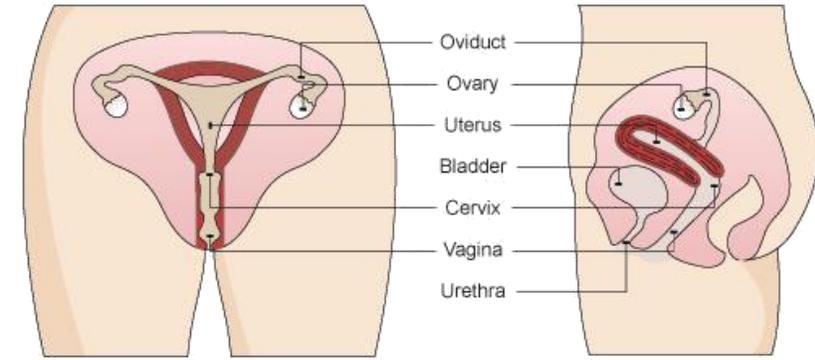
- to produce millions of male **gametes** (sex cells) called **sperm**
- to make male sex **hormones**, which affect the way a man's body develops

Sperm duct and glands

The sperm pass through the **sperm ducts**, and mix with fluids produced by the **glands**. The fluids provide the sperm cells with nutrients. The mixture of sperm and fluids is called semen.

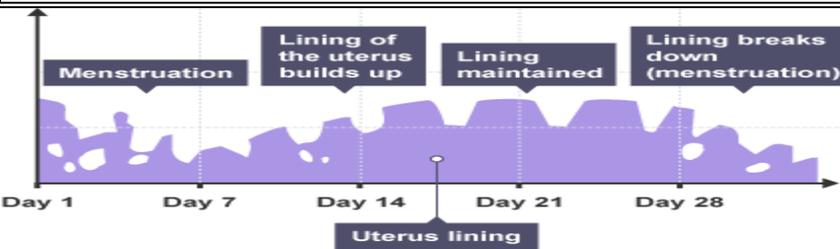
Penis and urethra

The **urethra** is the tube inside the penis that can carry urine or semen. A ring of muscle makes sure that there is no chance of urine and semen getting mixed up.

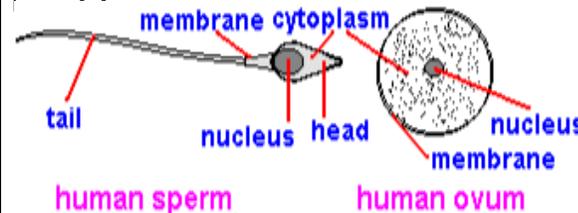


The menstrual cycle

The female reproductive system includes a cycle of events called the **menstrual cycle**. It lasts about 28 days, but it can be slightly less or more than this. The cycle stops while a woman is pregnant. These are the main features of the menstrual cycle:



Fertilisation happens if the egg cell meets and joins with a sperm cell in the oviduct. The fertilised egg attaches to the lining of the uterus. The woman becomes pregnant, the lining of the uterus does not break down and menstruation does not happen.

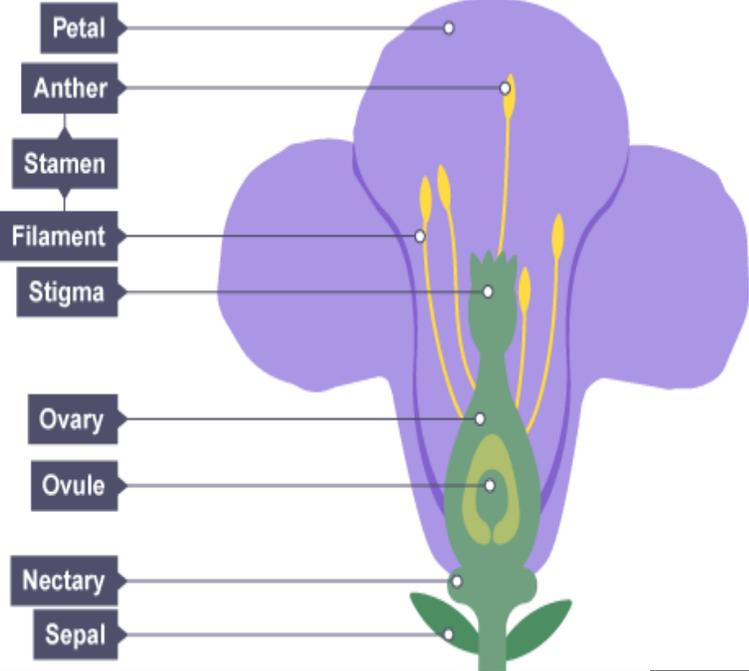


Fetal development and birth
The fertilised egg divides to form a ball of cells called an **embryo**. The embryo attaches to the lining of the uterus. It begins to develop into a **fetus** and finally into a baby.

The role of amniotic fluid, the placenta and the umbilical cord

CELLS AND REPRODUCTION 3

PLANT REPRODUCTION



Structure	Function
Sepals	Protect the unopened flower
Petals	May be brightly coloured to attract insects
Stamens	The male parts of the flower (each consists of an anther held up on a filament)
Anthers	Produce male sex cells (pollen grains)
Stigma	The top of the female part of the flower which collects pollen grains
Ovary	Produces the female sex cells (contained in the ovules)
Nectary	Produce a sugary solution called nectar, which attracts insects

Seed dispersal

The plant spreads the seeds out – this is called seed dispersal – so

their offspring don't compete with them for light or soil nutrients.

Seeds can be dispersed in many ways:

Animals – they eat the fruit and release the seeds in their waste

Wind – for example sycamore seeds

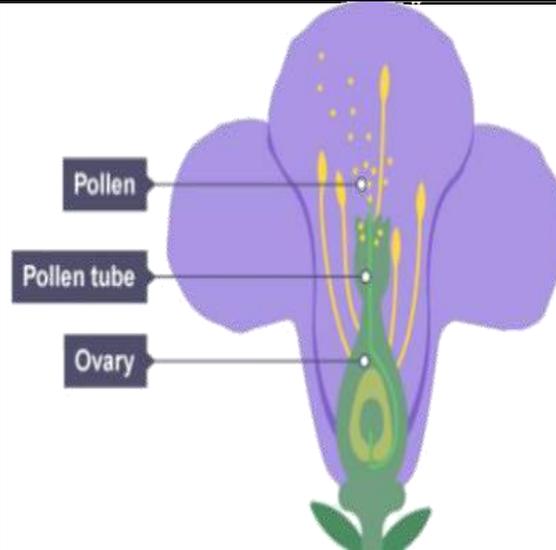
Water – for example coconuts

Pollination

Pollination is the transfer of pollen from the anthers of one flower to the stigma of another flower (of the same species).

In wind pollination, the wind carries the pollen from the anthers of one flower to the stigma of another

In insect pollination, insects carry the pollen from anthers to stigmas. They go to flowers to get nectar for food (e.g. bees), and the pollen sticks to them so they carry it onwards



After fertilisation, the female parts of the flower develop into a fruit:

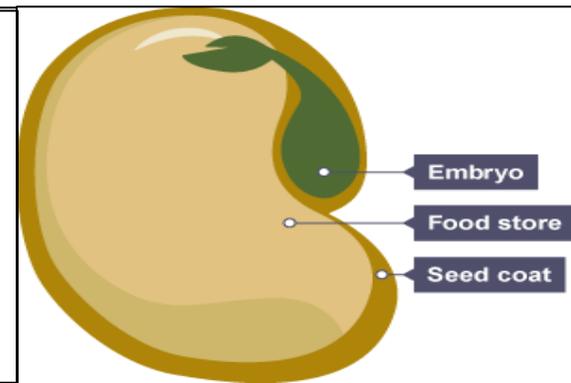
the ovules become seeds

the ovary wall becomes the rest of the fruit

Seeds

A seed has three main parts:

- embryo – the young root and shoot that will become the adult plant
- food store – starch for the young plant to use until it is able to carry out photosynthesis
- seed coat – a tough protective outer covering



Module 3: Freizeit – juhu! (Free time – yippy!)

Here is the vocabulary you will need for Module 3.

Remember to listen to the German by copying and pasting the blue codes next to the speaker icons [here](#). The full address is: <https://www.activeteachonline.com/view>



QkIQP7f4

Bist du sportlich? • Are you sporty?

Ich bin (sehr/ziemlich/
nicht sehr) sportlich. *I am (very/quite/not very)
sporty.*

Was spielst du? *What do you play?*

Ich spiele ... *I play ...*

Ich spiele gern ... *I like playing ...*

Ich spiele ziemlich gern ... *I quite like playing ...*

Ich spiele nicht gern ... *I don't like playing ...*

Badminton *badminton*

Basketball *basketball*

Eishockey *ice hockey*

Fußball *football*

Handball *handball*

Tennis *tennis*

Tischtennis *table tennis*

Volleyball *volleyball*

Wasserball *water polo*



In this Module you will learn how to:

- talk about which sports you play
- talk about leisure activities
- talk about how often you do activities
- talk about mobiles and computers
- develop prediction strategies.

www.textivate.com
 Username: openacademy
 Password: surname123
 Go to 'my resources' to find your work.

Keep practising your German vocabulary on www.quizlet.com

- *Either:*
 click on this link: https://quizlet.com/_8ievl8?x=1qqt&i=25q2il
- *Or:*
 use your class link to go directly to your Quizlet class.

Was machst du gern?

• What do you like doing?

Was machst du gern?	<i>What do you like doing?</i>
Ich fahre Rad.	<i>I ride my bike.</i>
Ich fahre Skateboard.	<i>I go skateboarding.</i>
Ich fahre Ski.	<i>I ski.</i>
Ich fahre Snowboard.	<i>I snowboard.</i>
Ich lese.	<i>I read.</i>
Ich mache Judo.	<i>I do judo.</i>
Ich mache Karate.	<i>I do karate.</i>
Ich reite.	<i>I go horse riding.</i>
Ich schwimme.	<i>I swim.</i>
Ich sehe fern.	<i>I watch TV.</i>
Ich spiele Gitarre.	<i>I play the guitar.</i>
Ich tanze.	<i>I dance.</i>



6i81yZmF

Read the Strategy Box for ideas on learning German vocabulary.

Strategie 3

Oft benutzte Wörter

High-frequency words are words that come up again and again, no matter what you are talking about. All of the *Wörter* pages have a list of these words, but there are many more. Look back through Chapter 3 and see how many you can find. Here are a few to get you started:

der, die, das, ein, eine, einen, und, aber, in, ich, es gibt, gern, ... You will find that some of these words appear in every chapter in *Stimmt! 1*. Can you predict which they are? Look through the book. Were you right?

Wie findest du das?

• What do you think of it?

Ich finde es ...	<i>I think it's ...</i>
Es ist ...	<i>It's ...</i>
irre	<i>amazing</i>
super	<i>super</i>
toll	<i>great</i>
cool	<i>cool</i>
gut	<i>good</i>
nicht schlecht	<i>not bad</i>
okay	<i>okay</i>
langweilig	<i>boring</i>
nervig	<i>annoying</i>
stinklangweilig	<i>deadly boring</i>
furchtbar	<i>awful</i>



kxLBHBM

Was machst du in deiner Freizeit?

• What do you do in your free time?

Ich chillen.	<i>I chill out.</i>
Ich esse Pizza oder Hamburger.	<i>I eat pizza or hamburgers.</i>
Ich gehe einkaufen.	<i>I go shopping.</i>
Ich gehe ins Kino.	<i>I go to the cinema.</i>
Ich gehe in den Park.	<i>I go to the park.</i>
Ich gehe in die Stadt.	<i>I go into town.</i>
Ich höre Musik.	<i>I listen to music.</i>
Ich mache Sport.	<i>I do sport.</i>
Ich spiele Xbox oder Wii.	<i>I play Xbox or on the Wii.</i>



9xycnf0u

Ich bin online • I'm online

Was machst du am Computer?	<i>What do you do on the computer?</i>
Was machst du auf deinem Handy?	<i>What do you do on your mobile?</i>
Ich chatte mit Freunden auf Facebook.	<i>I chat with friends on Facebook.</i>
Ich lade Musik herunter.	<i>I download music.</i>
Ich mache Fotos oder Filme.	<i>I take photos or make films.</i>
Ich sehe Videos.	<i>I watch videos.</i>
Ich simse.	<i>I text.</i>
Ich spiele Computerspiele.	<i>I play computer games.</i>
Ich suche und lese Infos für die Hausaufgaben.	<i>I look for and read information for my homework.</i>
Ich surfe im Internet.	<i>I surf the internet.</i>
Ich telefoniere mit Freunden.	<i>I call my friends.</i>
Ich mache ziemlich viel auf meinem Handy.	<i>I do quite a lot of things on my mobile.</i>



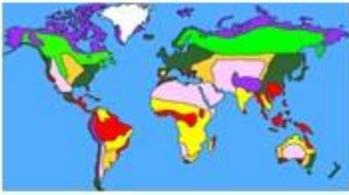
SVO8IKVZ

Oft benutzte Wörter • High-frequency words

Wie oft?	<i>How often?</i>
(sehr/ziemlich/nicht so) oft	<i>(very/quite/not so) often</i>
einmal/zweimal/dreimal pro Woche/pro Monat	<i>once/twice/three times a week/a month</i>
jeden Tag	<i>every day</i>
jeden Morgen	<i>every morning</i>
manchmal	<i>sometimes</i>
immer	<i>always</i>
nie	<i>never</i>
Wann?	<i>When?</i>
am Wochenende	<i>at the weekend</i>
am Abend	<i>in the evening</i>
heute	<i>today</i>
morgen	<i>tomorrow</i>
am Montag	<i>on Monday</i>
nächste Woche	<i>next week</i>
in zwei Wochen	<i>in two weeks</i>



gIViTgXQ



Year 7 Knowledge Organiser: Global Ecosystems (Biomes)



Topics covered

- ✓ What is an ecosystem?
- ✓ Types of ecosystem/biomes
- ✓ Locations of biomes
- ✓ Deserts distribution (where they are found) and climate
- ✓ Deserts adaptations
- ✓ Tropical Rainforests distribution (where they are found) and climate
- ✓ Tropical Rainforests (TRF's) adaptations
- ✓ Threats to TRF's
- ✓ Protecting TRF's

Key Ideas:

1. I can describe the location of global climate zones (average weather zones) and biomes
2. I can describe the characteristics (what it is like) for deserts and tropical rainforests (TRF's)
3. I can explain how TRF's are being threatened
4. I can suggest ways that TRF's can be protected

Skills

- Recognising/Describing geographical features from an image
- Describing a distribution on a global scale map
- Drawing a climate graph
- Research using ICT
- Writing a persuasive letter

Places and Environments

- ❖ The Sahara desert
- ❖ The Amazon Rainforest

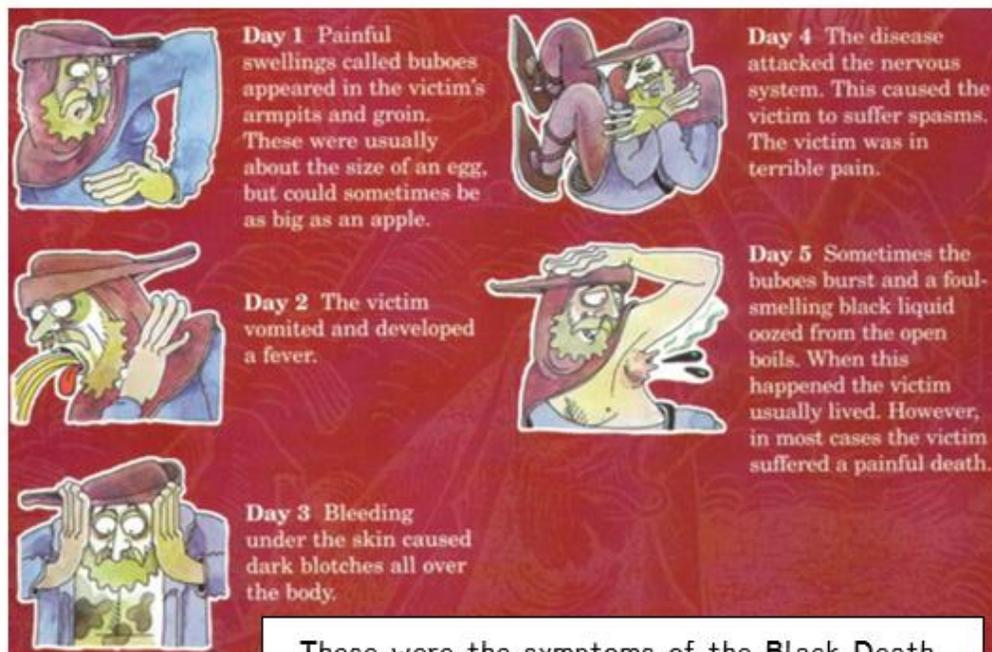
Key Terms Used in this Unit

- Biomes
- Temperature
- Rainfall
- Climate
- Distribution
- Adaptations
- Evaporation
- Precipitation
- Lianas
- Buttress Roots
- Drip Tips
- Biodiversity
- Cattle ranching
- Plantations
- Palm Oil
- Sustainable

Key words	
Black Death	A disease that spread across Asia and Europe in the 14 th century, killing up to 1/3 of Europe's population
Symptoms	An effect of a disease that can be observed in someone who has the disease
Cause	An event or factor that occurs which leads to a further event
Consequence	An event or outcome that occurs as a result of a cause
Peasants' Revolt	A large uprising in England that took place in 1381 where peasants protested against the Poll Tax and their situation
Lollards	A group of Christians in 14 th century Britain who believed that all people should be equal
King John	King of England between 1199 and 1216. Seen by many as one of England's worst kings
Interpretation	A point of view on historical events that is based on evidence

In many ways medieval Britain was similar to today. Humans have remained much the same for thousands of years! However, life in medieval Britain also had some key features that make it different to today:

- Britain was a Christian country, and most people were very religious – it was illegal not to attend Church!
- Hygiene was much less important than today.
- Particularly for peasants, life was very hard. Starvation and disease were very common.
- There was a small number of very rich people, but most of the population were very poor
- The vast majority of people worked on the land, growing food.



These were the symptoms of the Black Death, which killed between 40–60% of Britain's population!

People at the time did not understand that the disease was actually caused by a bacteria, carried by fleas, rats and humans. As a consequence they had many of their own theories about what caused the plague based on their own understanding:

- The plague was caused by the positions of the planets
- The plague was a punishment from God
- The plague was caused by 'bad' or 'corrupt' air
- The plague was spread by Jewish people

This led to many attempted cures, most of which did not prevent the disease from spreading at all:

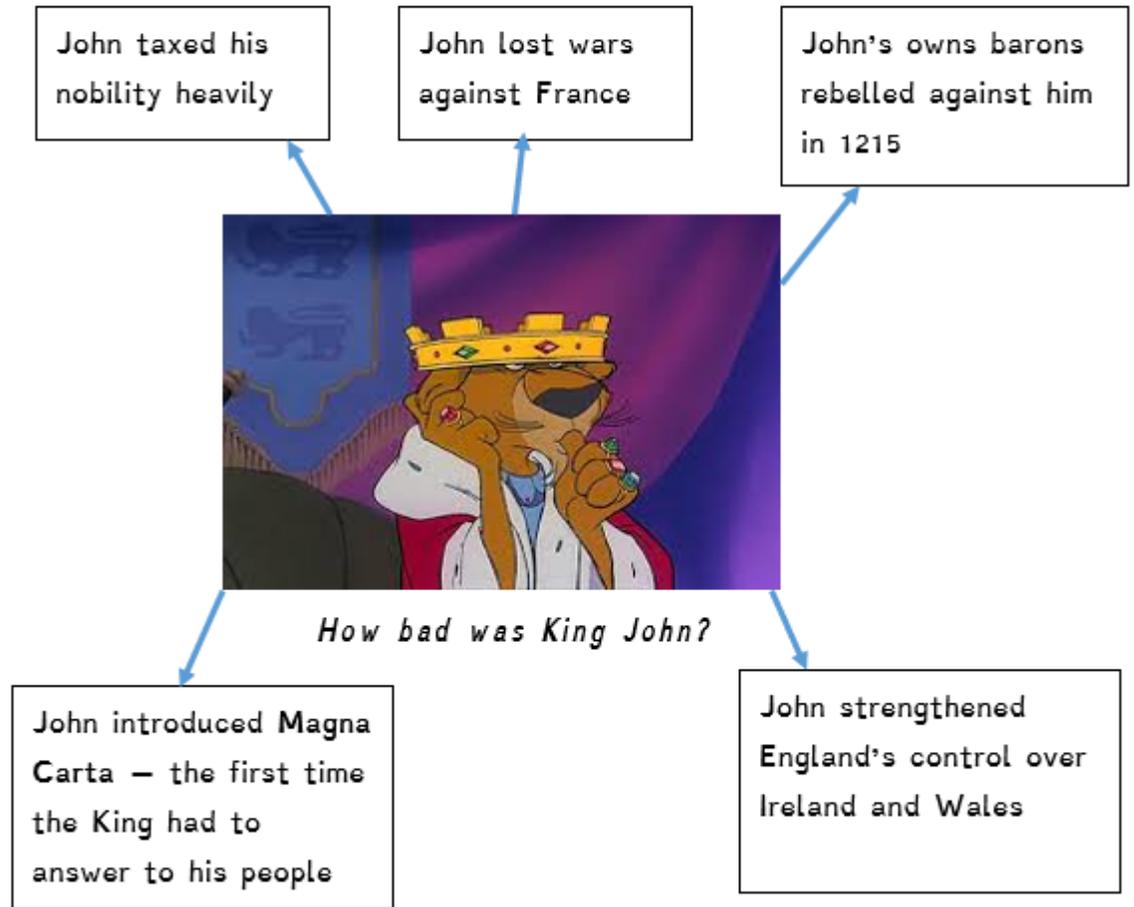
- Rubbing a dead chicken on buboes
- People known as 'flagellants' whipped themselves to apologise to God
- Many Jewish people were killed as they were blamed for the plague

The Peasants' Revolt, 1381 — In 1381 the peasants of Britain rose up against the King. In the end they were defeated in London, but this was a significant example of people with very little power standing up for themselves! You have learnt about what caused it.

Cause	Consequence
The Black Death and the Statute of Labourers	After the plague, so many peasants had died that there was a shortage. Survivors were able to demand higher wages. Wealthy people were angry so they lowered wages back to their previous levels. The peasants were angry about this!
The Feudal System	Under the Feudal System peasants spent their life working for other people, and were the 'property' of the nobles and barons. More and more people went to see this as unfair.
The Lollards	The Lollards were a radical Christian group who preached that all people were born equal. This led many people to believe that life was unfair and not in line with God's teachings.
The Poll Tax	This was a tax that all people had to pay equally, regardless of how much money they had. The peasants saw this as unfair as it hit them particularly hard.
The war with France	England was losing the 'Hundred Years War' with France. As many English people hated the French they were very angry about this

Interpretations of King John

Many people, including historians and those alive during his reign, have disagreed over the reign of King John. Although he is often seen as 'bad King John', or even England's worst ever King, others argue that he was not all that bad. We call these competing points of view interpretations, because historians have used sources in order to interpret the past.



Year 7 - Spring 1 - Macbeth

Plot Summary

Act 1 - The play starts with the three witches in thunder and lightning, arranging to meet again where they will speak with Macbeth. Macbeth has recently been very brave in a battle and fought well. The witches tell Macbeth and Banquo that Macbeth will become Thane of Cawdor and King. They tell Banquo his children will be Kings too. Due to his bravery in battle, Macbeth is promoted to Thane of Cawdor by King Duncan. Macbeth writes his wife a letter telling her about the witches and she persuades him to kill King Duncan.

Act 2 - Macbeth kills King Duncan. Duncan's sons are scared they will be next, so they run away; therefore, Macbeth becomes King.

Act 3 - Macbeth is worried Banquo is getting suspicious, so he tries to have Banquo and his son killed. Banquo is killed, but his son Fleance gets away. Later, at a party, Macbeth thinks he can see Banquo's ghost and he is terrified. Lady Macbeth thinks he is going mad.

Act 4 - Macbeth sees the witches again and several ghosts appear. They warn Macbeth to keep an eye on Macduff. They tell Macbeth that he will be safe until the woods start climbing up the hill to his castle. They also say that no man who has been born can ever kill Macbeth. Macbeth believes that he is invincible. Macduff is in England, so Macbeth has Macduff's wife and son killed.

Act 5 - Lady Macbeth has been having bad dreams because she feels guilty about her part in Macbeth murdering the king. Lady Macbeth dies. A messenger tells Macbeth that he's just seen some trees moving up the hill towards the castle. Macbeth starts to realise that the Witches have tricked him. The English army, camouflaged with branches, is marching up the hill towards him. Macduff was also delivered by way of Caesarean section, so in a way he wasn't born in the usual sense of the word. When Macbeth hears this, he realises that the Witches really did trick him. He decides to go down fighting, rather than give himself up. Macduff chops Macbeth's head off. Duncan's son, Malcolm, is made king.

Year 7 - Spring 1 - Macbeth

Context

- **Witchcraft** - King James I was obsessed by magic and ordered witch-trials during his reign. The Jacobean audience would have greatly feared the idea of witches and Shakespeare portrayed them as evil to please his King.
- **Patriarchal Society** - a patriarchal society is one where women are thought to be subservient to men. However, Shakespeare subverts these traditional gender roles with Macbeth and Lady Macbeth.
- **Devine Right & Religion** - A Jacobean audience would have been very religious and would have believed that the monarch was chosen by God. To commit regicide would have meant you were going against God and would therefore be punished by him.

Key Terminology

Soliloquy - speech in a play which reveals a character's thoughts

Dramatic Irony - when the audience knows something the characters do not.

Regicide - killing a King

Hubris - excessive ego/self-confidence

Tragic Hero - a character who is good at first, but suffers a downfall throughout the play

Treason - a crime betraying your country/monarch

Hamartia - a fatal flaw which causes the downfall of the tragic hero

Key Themes

Ambition - leads to evil. It makes Macbeth stronger and more determined, but then destroys his wife.

Supernatural - the idea there are forces controlling what is happening in our lives.

Reality and Appearance - the contrast between what is real and how things appear is also important in the play.

Loyalty and Guilt - breaking loyalties in turn causes guilt which destroys characters.

Characters

Macbeth - tragic hero of the play.

Lady Macbeth - married to Macbeth whose character goes against traditional gender ideas

Banquo - Macbeth's close friend who he betrays

King Duncan - King of Scotland

Macduff - Thane of Fife who is loyal to King Duncan

Malcolm - Duncan's son and rightful heir.

The Witches - deliver prophecies to Macbeth which initiate Macbeth's downfall.

Art & Music Links

Shakespeare's works have inspired many artists and composers. One such opera is Verdi's Macbeth:

<https://youtu.be/4JI1PIGbKSw>

Although the plays of Shakespeare are perhaps the best known example of Elizabethan artistic production, painting - principally in the form of portraiture - also flourished during this period. One such artist was Nicholas Hilliard who was thought to have completed this portrait of Queen Elizabeth I.



The Open Values in Macbeth:

Leadership Teamwork Hard Work Perseverance Humility

Macbeth loses his humility as the play goes on and this aids his downfall. His wish to control everything and everyone is wrongly considered to be leadership. The real leaders in the play are MacDuff and Malcolm.

Careers: <https://www.prospects.ac.uk/careers-advice/>

[what-can-i-do-with-my-degree/english](https://www.prospects.ac.uk/careers-advice/what-can-i-do-with-my-degree/english)



Ambitious Vocabulary

Remorse - deep regret or guilt for a wrong committed.

Paranoia - unjustified suspicion and mistrust of other people.

Deception - the action of deceiving someone

Betray - expose (one's country, a group, or a person) to danger by treacherously giving information to an enemy.

Manipulate - control or influence (a person or situation) cleverly or unscrupulously.

Nihilism - the rejection of all religious and moral principles, in the belief that life is meaningless.

Inevitable - certain to happen; unavoidable

Equivocal - open to more than one interpretation; ambiguous.

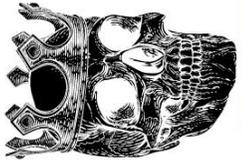
Machiavellian - cunning, scheming, and unscrupulous, especially in politics.

Treachery - betrayal of trust.

Malevolent - having or showing a wish to do evil to others.

Macabre - disturbing because concerned with or causing a fear of death.

Wider Reading - Macbeth

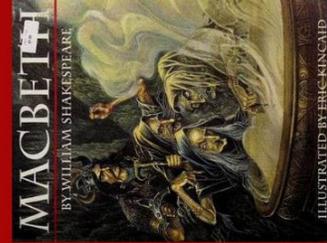
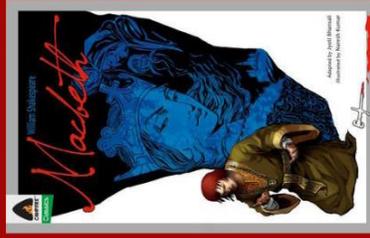
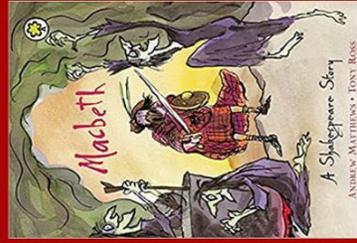


ENGLISH

YEAR 7 MACBETH



RETELLINGS & ADAPTATIONS



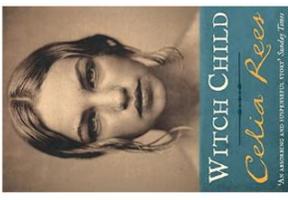
WITCHCRAFT



A Kind of Spark
by Ellie McNicoll

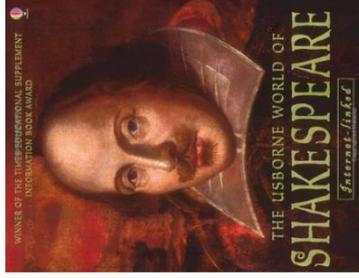
11-year-old Addie as she campaigns for a memorial in memory of the witch trials that took place in her Scottish hometown.

Witch Child
by Celia Rees

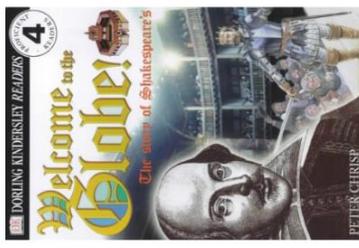


Mary sees her grandmother accused of witchcraft and hanged for the crime... but the witch hunt is far from over.

SHAKESPEARE'S WORLD

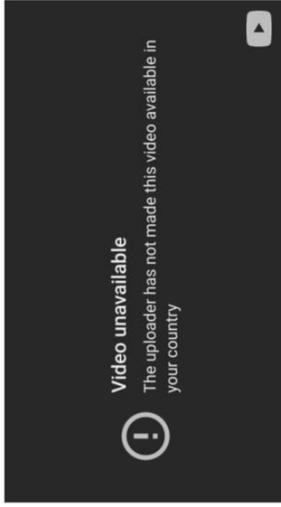


The Usborne World of Shakespeare
by Anna Claybourne and Rebecca Treays



Welcome to the Globe
by Peter Christp

Shakespeare in Shorts: *Macbeth* (BBC)



Shakespeare Learning Zone: Macbeth
Royal Shakespeare Company
<https://www.rsc.org.uk/shakespeare-learning-zone/macbeth>



British Library Discover: Macbeth
<https://www.bl.uk/works/macbeth>

Year 7 - Spring 1 - Macbeth - Task Sheet

Context Questions:

1. Create a class quiz on the context of the play. This could include questions about the monarch at the time, why certain themes are important and/or Shakespeare himself.
2. Why are the Witches so important and relevant to Macbeth?
3. Give an example where Lady Macbeth defies gender stereotypes.

Key Themes

1. Create your own witches spell, using rhyming couplets for your ingredients (links to theme of supernatural).
2. Two of the themes are ambition and guilt - which do you think causes the most trouble in the play? Give reasons for your choice.
3. Write a poem inspired by one of the key themes.

Key Terminology

1. Define the following words: regicide, hubris, hamartia & tragic hero.
2. What is dramatic irony and why is it effective in plays?
3. Write a soliloquy by Macbeth's ghost looking back at his behaviour throughout the play, examining his downfall.

Character Questions:

1. What does Macbeth admit makes him kill Duncan?
2. Who is Macbeth's friend?
3. Which word describes Macbeth?
4. What does Lady Macbeth ask evil spirits to do, to make her able to help Macbeth?
5. What do we know happens to Lady Macbeth?
6. Why does Macduff hate Macbeth so much?
7. What two things appear to Macbeth which might be a figment of his imagination?
8. Why can Macduff kill Macbeth?

Plot Summary Questions:

1. What do the Witches predict for Macbeth?
2. Who persuades Macbeth to kill King Duncan?
3. Which of Macbeth's victims appear as a ghost at the banquet?
4. What does Macbeth think the witches mean when they say "none of woman born" can hurt him?
5. How does Macbeth realise the witches have tricked him?
6. Why does Lady Macbeth go mad?
7. Who kills Macbeth?
8. Who becomes king after Macbeth dies?

What do I need to be able to do?

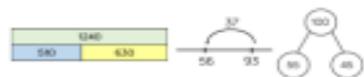
By the end of this unit you should be able to:

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

Keywords

- Commutative:** changing the order of the operations does not change the result
Associative: when you add or multiply you can do so regardless of how the numbers are grouped
Inverse: the operation that undoes what was done by the previous operation (The opposite operation)
Placeholder: a number that occupies a position to give value
Perimeter: the distance/ length around a 2D object
Polygon: a 2D shape made with straight lines
Balance: in financial questions – the amount of money in a bank account
Credit: money that goes into a bank account
Debit: money that leaves a bank account

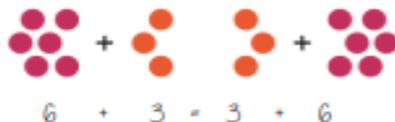
Addition/ Subtraction with integers



Modelling methods for addition/ subtraction

- Bar models
- Number lines
- Part/ Whole diagrams

Addition is commutative



The order of addition does not change the result

Subtraction the order has to stay the same

$$360 - 147 = 360 - 100 - 40 - 7$$

- Number lines help for addition and subtraction
- Working in 10's first aids mental addition/ subtraction
- Show your relationships by writing fact families

Formal written methods

	H	T	O
	1	8	7
+	5	4	2

	H	T	O
	4	2	7
-	2	4	9

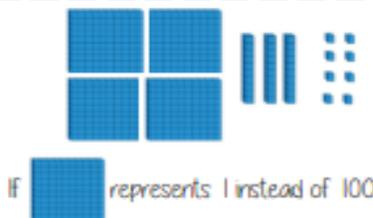
Remember the place value of each column
 You may need to move 10 ones to the ones column to be able to subtract

Addition/ Subtraction with decimals

4	.	3	8	
7	.	9	0	+

0 can be used to fill empty places with value

The decimal place acts as the placeholder and aligns the other values

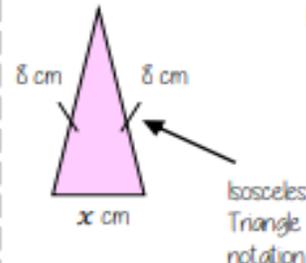


$$5.43 + \frac{8}{10}$$

Revisit Fraction – Decimal equivalence
 $5.43 + 0.8$

Solve problems with perimeter

Perimeter is the length around the outside of a polygon



The triangle has a perimeter of 25cm
 Find the length of x

$$8cm + 8cm + xcm = 25cm$$

$$16cm + xcm = 25cm$$

$$xcm = 9cm$$

Column method for addition



Column method for subtraction



Adding Decimals



Perimeter



Solve problems with finance

Profit = Income - Costs

Credit – Money coming into an account

Debit – Money leaving an account

Money uses a two decimal place system
14.2 on a calculator represents £14.20

Check the units of currency – work in the same unit

Tables and timetables

Distance tables

London	Cardiff	Glasgow	Belfast
211	493	518	177
556			

This shows the distance between Glasgow and London
It is where their row and column intersects

Bus/ Train timetables

Harton	1005	1045	1130
Bridge	1024	1106	1147
Avilla	1051	1133	1205
Ware	1117	1202	1233

Each column represents a journey, each row represents the time the 'bus' arrives at that location

TIME CALCULATIONS – use a number line

Two-way tables

	H	T
H	HH	HT
T	TH	TT

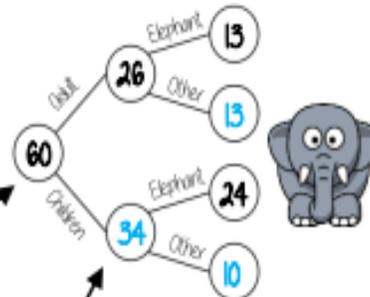
Where rows and columns intersect is the outcome of that action

Frequency trees

60 people visited the zoo one Saturday morning

26 of them were adults. 13 of the adult's favourite animal was an elephant. 24 of the children's favourite animal was an elephant.

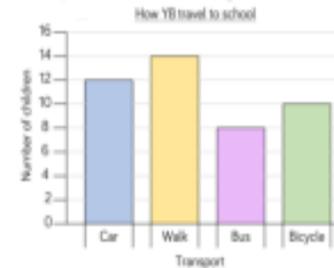
The overall total '60 people'



A frequency tree is made up from part-whole models
One piece of information leads to another

Probabilities or statements can be taken from the completed trees
eg. 34 children visited the zoo

Bar and line charts



Use addition/ subtraction methods to extract information from bar charts

eg. Difference between the number of students who walked and took the bus
Walk frequency – bus frequency

When describing changes or making predictions

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

Money



Timetables



Frequency Trees



Bar Charts



A career involving number:

Financial Analyst



A financial analyst draws upon their financial modelling experience, analysis capabilities, and their knowledge of market conditions and trends to provide accurate information and advice upon which decisions can be made.

What do I need to be able to do?

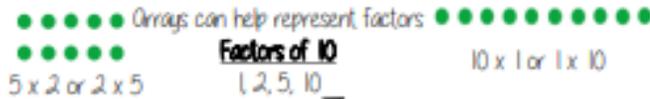
By the end of this unit you should be able to:

- Understand and use factors
- Understand and use multiples
- Multiply/ Divide integers and decimals by powers of 10
- Use formal methods to multiply
- Use formal methods to divide
- Understand and use order of operations
- Solve area problems
- Solve problems using the mean

Keywords

- Array:** an arrangement of items to represent concepts in rows or columns
Multiples: found by multiplying any number by positive integers
Factor: integers that multiply together to get another number.
Mil: prefix meaning one thousandth
Cent: prefix meaning one hundredth
Kilo: prefix meaning multiply by 1000
Quotient: the result of a division
Divident: the number being divided
Divisor: the number we divide by

Factors



The number itself is always a factor

Square numbers have an **ODD** number of factors

- Factors of 4** (1, 2, 4) **Factors of 36** (1, 2, 3, 4, 6, 9, 12, 18, 36)

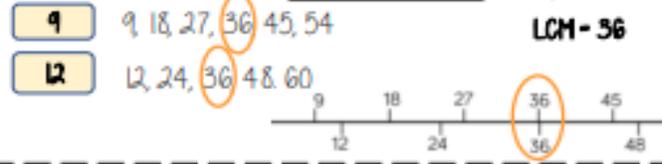
Be strategic - Lay factors out in pairs can help you not to miss any

Multiples

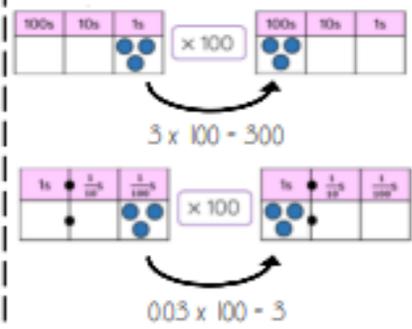


Bar models can represent by something is a multiple. Eg. 20 is a multiple of 4

Lowest Common Multiples **LCM of 9 and 12** The first time their multiples match



Multiply/ Divide by powers of 10

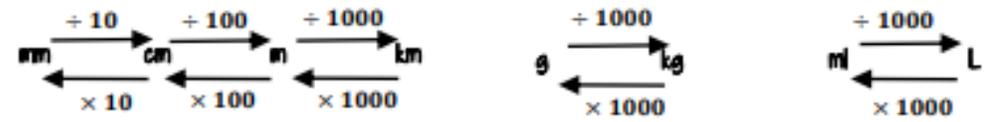


Repeated multiplication and division by powers of 10 is commutative

$\div 10$ then $\div 10 \longrightarrow \div 100$

Metric conversions

Useful Conversions



Factors

Multiples

Powers of 10

Metric Conversions

Multiplication methods





Long multiplication (column) Grid method Repeated addition

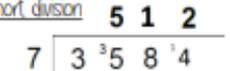
Less effective method especially for bigger multiplication

Multiplication with decimals
 Perform multiplications as integers
 e.g. $0.2 \times 0.3 \rightarrow 2 \times 3$

Make adjustments to your answer to match the question: $0.2 \times 10 = 2$
 $0.3 \times 10 = 3$
 Therefore $6 \div 100 = 0.06$

Estimations: Using estimations allows a "check" if your answer is reasonable

Division methods

Short division $3584 \div 7 = 512$


Complex division
 $\div 24 = \div 6 \div 4$
 Break up the divisor using factors

Division with decimals
 The placeholder in division methods is essential – the decimal lines up on the dividend and the quotient
 $24 \div 0.02 \rightarrow 24 \div 0.2 \rightarrow 240 \div 2$

All give the same solution as represent the same proportion
 Multiply the values in proportion until the divisor becomes an integer

Methods for multiplying



Methods for division



Order of operations

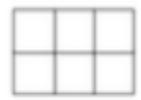


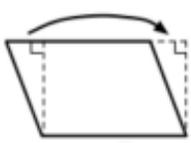
Brackets
 Indices or roots
 Multiplication or division
 Addition or subtraction

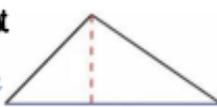
If you have multiple operations from the same tier work from left to right
 eg $10 - 3 + 5 \rightarrow 10 - 3 \rightarrow 7 + 5$

$6 \times 4 + 8 \times 2 = 24 + 16 = 40$

Area problems

Rectangle
 Base \times Perpendicular height


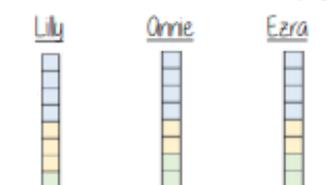
Parallelogram/ Rhombus
 Base \times Perpendicular height


Triangle
 $\frac{1}{2} \times$ Base \times Perpendicular height
 A triangle is half the size of the rectangle it would fit in


Mean problems

Mean – a measure of average. It gives an idea of the central value.

Lily, Omie and Ezra have the following cubes


Finding the mean amount is the average amount each person would have if shared out equally


The mean number of blocks would be 8 each

Order of Operations



Area of Rectangles



A career involving number:

Physicist



Physicists study the natural universe and formulate mathematical models to stimulate physical behaviours. They then design controlled experiments to test these theories, leading to the development of technology for communication, efficient energy creation and space exploration.

What do I need to be able to do?

By the end of this unit you should be able to:

- Find a fraction of a given amount
- Use a given fraction to find the whole or other fractions
- Find the percentage of an amount using mental methods
- Find the percentage of a given amount using a calculator

Keywords

Fraction: how many parts of a whole we have

Equivalent: of equal value

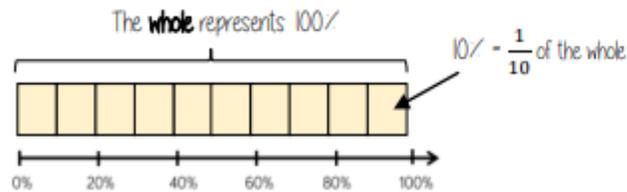
Whole: a number with no fractional or decimal part

Percentage: parts per 100 (uses the % symbol)

Place Value: the value of a digit depending on its place in a number. In our decimal number system, each place is 10 times bigger than the place to its right

Convert: change into an equivalent representation, often fraction to decimal to a percentage cycle.

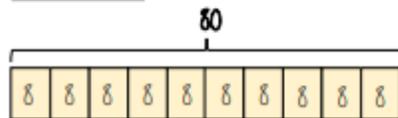
Find the percentage of an amount (Mental methods)



$10\% = \frac{1}{10}$ of the whole $50\% = \frac{5}{10} = \frac{1}{2}$ of the whole

$20\% = \frac{2}{10} = \frac{1}{5}$ of the whole $5\% = \frac{1}{20}$ of the whole

Find 65% of 80



Method 1

$$65\% = 10\% \times 6 + 5\%$$

$$= (8 \times 6) + 4$$

$$= 52$$

Method 2

$$65\% = 50\% + 10\% + 5\%$$

$$= 40 + 8 + 4$$

$$= 52$$

For bigger percentages it is sometimes easier to take away from 100%

Find the percentage of an amount (Calculator methods)



Using a multiplier

Find 65% of 80

Fraction, decimal, percentage conversion

$65\% = \frac{65}{100} = 0.65$ ← The multiplier

$0.65 \times 80 = 52$

Using the percent button

Find 65% of 80

This brings up the % button on screen
You will see 65%

Type 65

Press **SHIFT** **(%)**

Press **×** **80** and then press **=**

You can also use the calculator to support non calculator methods and find 1% or 10% then add percentages together

"of" can represent 'x' in calculator methods

Percentage of Amounts



Percentage Multipliers



Percentage Increase

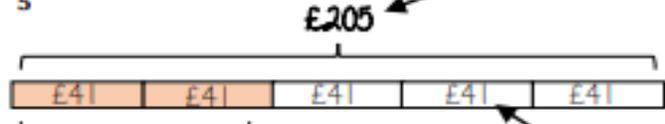


Percentage with Calculators



Fraction of a given amount

Find $\frac{2}{5}$ of £205



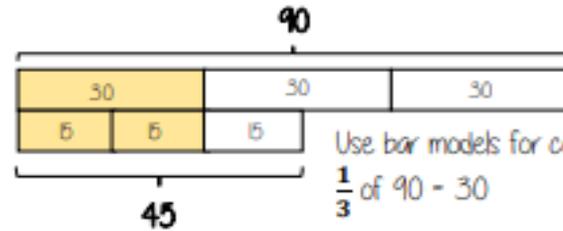
2 out of the 5 equal parts

$$2 \times £41 = \underline{£82}$$

Each part of the bar model represents £41

$$£205 \div 5 = £41$$

The bar represents the whole amount



Use bar models for comparisons

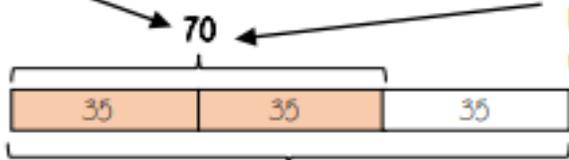
$$\frac{1}{3} \text{ of } 90 = 30$$

$$\frac{2}{3} \text{ of } 45 = 30$$

$$\therefore \frac{1}{3} \text{ of } 90 = \frac{2}{3} \text{ of } 45$$

Use a fraction of amount

$\frac{2}{3}$ of a value is 70. What is the whole number?



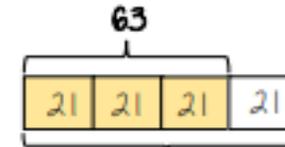
$$35 \times 3 = 105$$

The whole number is 105

$70 \div 2 = 35$
Each part of the bar model represents 35

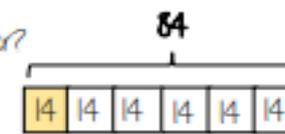
The wording of the question is important to setting up the bar model

$\frac{3}{4}$ of a number is 63



Find the whole

What is $\frac{1}{6}$ of the number?



Use the whole to find a given part

$$= 14$$

Percentage to fractions



Fractions of shapes



Fractions of an amount



Reverse Fractions



A career involving number:

Sports Scientist



Sports scientists use biomechanical maths to study how the human body moves in order to help both athletes and the public improve their health, sporting ability or recovery from injury. Statistics is also used to prove whether or not a sports product, regime or diet actually works.

Year 7 RS: Does the existence of evil prove that God doesn't exist?

Key words	
Free Will	Humans have the ability to make their own choices.
Moral Choice	Humans have the ability to know right from wrong and can choose right or wrong behaviour.
Moral Evil	Actions that are caused by man that lead to suffering.
Natural Evil	Actions caused by nature that lead to suffering.
Omnipotent	The belief that God is all powerful.
Omnibenevolent	The belief that God is all loving and kind.
Omnipresent	The belief that God is all present- he is everywhere,
Omniscient	The belief that God know everything- the past, the present and the future.
The Fall	The original sin committed by Adam and Eve.

How do Christians respond to the problem of evil?

Christians respond to the problem of evil in several ways. For example:

Free will: God has given people free will – the ability to choose between right and wrong for themselves. God has shown people how they should live (e.g. the Ten Commandments), but it is up to them to decide whether or not to follow God's instructions. Suffering comes from humans misusing their freewill.

Spiritual growth: Some Christians point out that experiencing suffering ourselves or seeing other people suffer can teach us humility or help us develop compassion for others. Christians believe that God shares in our suffering (e.g. Jesus suffered on the cross).

The existence of evil and suffering is one of the commonest reasons people give for not believing in God, or for losing their faith in God:

- If God is all-loving, surely, he would not want people to suffer?
- If God is all-powerful, surely, he could prevent people from suffering?
- The fact that evil and suffering do continue to exist in the world makes some people question whether the all-powerful, all-loving God of Christianity actually exists. We call this the **problem of evil**.

They feel that God is using suffering to test the faith of his followers (like the story of Job)

They also believe that suffering is a part of God's plan- he knows why everything is happening, but humans cannot understand.

Christians feel that evil is necessary for us to know what good is. Because evil exists we can be aware of what is good and choose to do good so that we can grow into the image of God.

Some Christians believe that evil is the sole responsibility of humans for making wrong choices e.g.: Adam and Eve brought evil

Coping with Suffering

1. **PRAYER** – Christians pray to God when they are suffering, hoping that God will listen and comfort and strengthen them in dealing with their suffering. They may also pray for God's help in ridding them of the suffering e.g. curing them/someone else from an illness.

2. **IT IS PART OF GOD'S PLAN** – Even though humans may not understand or be aware of the plan, Christians believe that God does have a plan and purpose for everything that happens and this includes suffering. God works through all situations to bring about good, even if this may result in someone dying. It is comforting for Christians to think that a greater good will come out of the suffering they are feeling.
3. **JESUS HIMSELF SUFFERED** – Christians believe that God can understand the suffering that they go through because Jesus himself suffered on the cross. The Bible teaches Christians to share in the suffering of Jesus and in times of suffering Christians will look to God for strength and support.

Christians believe that when God created the world, Adam and Eve were in a state of innocent and in a perfect relationship with God, as it says in Genesis 3.

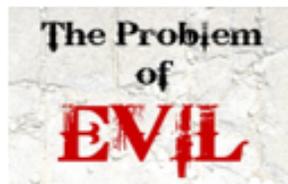
God forbade Adam and Eve to eat the forbidden fruit from the tree of knowledge, but Eve was tempted by the serpent to do so and Adam also shared the fruit.

Humanity now had knowledge of good and evil – they were no longer innocent and brought death and evil into the world by disobeying God. God punished Adam and Eve by banishing them from the Garden of Eden and making their lives harder e.g. woman pain in childbirth.

The Fall is the phrase used to show this shift from a perfect relationship with God to one of disobedience and a broken relationship.

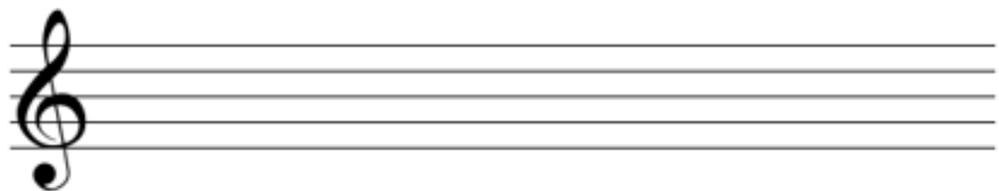
Many Christians believe that The Fall has affected all humans and that every person is born with original sin – born out of a relationship with God and needing to be saved by God. Without being saved by God, a person with original sin cannot gain eternal life in heaven

Christians believe that they must seek to have their broken relationship with God mended and restored and therefore ask for God's forgiveness in order to gain redemption (restoring a relationship with God). The way that Christians can do this is by following a life in the example of Jesus, because Jesus died on the cross for the sake of all humanity's sins so that humans can enter back into a relationship with God. Christians believe that anyone who chooses not to follow Christ and live outside of a relationship with God, will be punished after death by hell.



Year 7 Spring Term Knowledge Organiser

A fanfare is a call or flourish played on a trumpet and/or other brass instruments. A fanfare signals the arrival of an important person. Some fanfares are used to introduce a ceremony or event. Simple fanfares use the notes of a chord. They suit brass instruments because, without valves, brass players can produce the notes of a chord just by changing their lip pressure.



An ostinato is a musical pattern that repeats! You find them in all types of music, including fanfares, pop music, classical music and jazz!



Practice writing out notes on the blank stave above! Also, have a go at labelling the keyboard diagram over there!

Year 7 Autumn Term Knowledge Organiser

On this piece of fanfare music, see if you can find the following and label them: a crochet, a minim, a quaver, a treble clef, a G, 3 C's joined together, a pause sign, a bar line, a tempo marking and a dynamic marking!

The musical score consists of five staves of music in 2/4 time. The first staff begins with a treble clef and a dynamic marking of *mf*. The music includes a variety of rhythmic values: crochets (quarter notes), minims (half notes), and quavers (eighth notes). There are also three beamed eighth notes (3 C's joined together), a fermata (pause sign), and a bar line. The piece concludes with a tempo marking of *rit.* (ritardando).

Purpose of a chorus

The purpose of the chorus is to help to tell the story, to create a "background" for the main action by setting the scene and to act as a **moral compass**.

To help focus the audience a chorus can use **point, look and lean**.

The chorus may work in **unison** – all doing the same moves at the same times, or **canon** – one person does the move then the next then the next (like a Mexican wave).

When working as a chorus it is important to have good **spatial awareness**, meaning that you don't stand too close or too far from other people.

When working in a chorus it is important to make good use of **levels** to make sure that everyone can be seen.



Year 7 – Drama Knowledge Organiser 2 Working as a chorus

Performing to an audience

When performing to an audience you need to remember to:

Make sure the audience can see everything – think about your position on stage, are you facing the right way? Have you used levels?

Make sure the audience can hear everything – do you know what you need to say? Are you speaking loudly enough? Are you speaking with expression?

Make sure that the audience can understand everything – are your actions and words clear enough?

If your audience can see, hear and understand what you are doing then you are one step closer to clearly **communicating** your story to them.

Commit to your performance and be **confident** – if you believe in what you are doing then the audience will do to. Enjoy it and have fun!



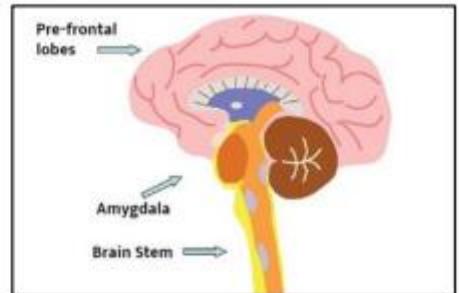
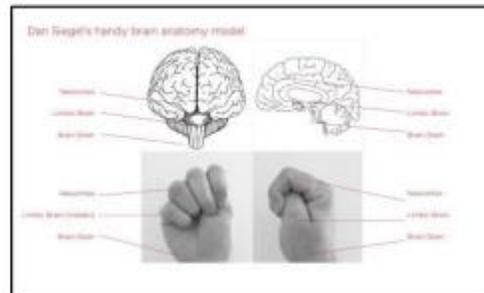
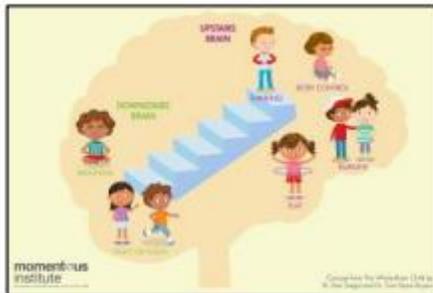


KS3 Knowledge Organiser - The Brain



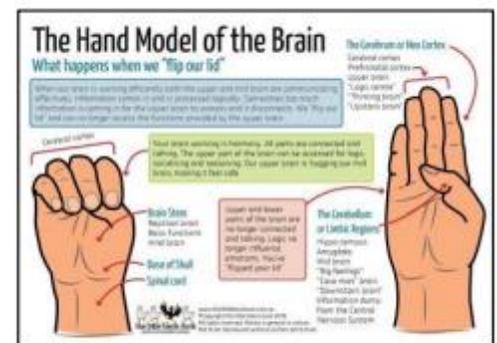
BRAIN STRUCTURE

Be able to use the hand model and the upstairs/downstairs model to explain the brain.
Know the term amygdala.



WHEN OUR BODY PERCEIVES A THREAT

1. The amygdala floods our body with the hormones adrenaline and cortisol
2. This prompts us to either FIGHT, FLIGHT or FREEZE
3. Our heart rate and blood pressure increase
4. Our skin pales or flushes
5. Our ability to feel pain decreases
6. Our pupils dilate
7. Our memory might be affected
8. We might be trembling
9. Sometimes people lose control of their bladder!



WHERE TO SEEK SUPPORT IF YOU NEED IT

- Shelf help books in the library or public library
- Parent or other adult at home
- Friends
- Older student
- Tutor or achievement leader
- Learning mentor
- Wellbeing team (Miss Neal, Mrs Freds, Mrs Dobell, Mrs Crissall, Mrs Horne)
- Mrs Whitcombe or another member of the leadership team
- School nurse drop in
- School nurse referral
- Kooth
- Emotional wellbeing hub
- Dr Hope
- Samaritans

HOW TO HELP YOUR BRAIN LEARN

1. Challenge your brain
2. Be curious and imaginative
3. Deal with stress or anxiety first
4. Drink plenty of water
5. Eat a healthy diet
6. Get enough sleep
7. Take plenty of physical exercise
8. Break your learning into chunks
9. Take brain breaks regularly

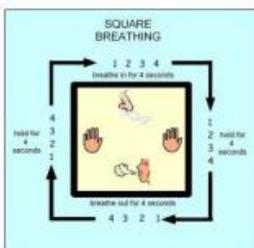
FIVE WAYS TO WELLBEING

Know the five; know what they mean; give examples



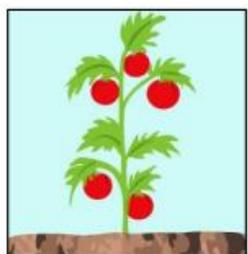
BREATHING

4, 5, 6 breathing
Breathe in for 4, hold for 5, breathe out for 6. Repeat as long as you need to.



WHAT TO DO WHEN YOU WORRY TOO MUCH

- Stop your worries growing by paying less attention to them
- Fight your thoughts with logical answers
- Use planned worry time
- Imagine and deal with a worry monster
- Re-set your system with exercise
- Re-set your system with relaxation techniques



GROUNDING

The 5-4-3-2-1 Coping Technique

Ease your state of mind in stressful moments.



What do you know about the United Kingdom of Great Britain and Northern Ireland?

Name and flag	Patron Saint	National Flower(s)	National Animal(s)	Coat of Arms	Motto	Anthem plus de facto /alternate
<p>United Kingdom</p> 	<p>United Kingdom does not have a patron saint or flower. It does have Britannia as the embodiment of the nation.</p> 	<p>Lion</p>  <p>Bull dog</p> 	<p>Royal coat of arms of the United Kingdom</p> 	<p>Dieu et mon droit meaning "God and my right" The motto is said to have first been used by Richard I (1157–1199) as a battle cry and presumed to be a reference to his French ancestry (indeed he spoke French and Occitan but knew only basic English) It was adopted as the royal motto of England by King Henry V (1386–1422)</p>	<p>"God Save the Queen"</p> <p>King replaces Queen when a male is on the throne.</p>	
<p>England</p> 	<p>St George</p>	<p>Tudor Rose</p> 	<p>Lion</p> 		<p>God Save the Queen / Jerusalem</p>	
<p>Scotland</p> 	<p>St Andrew</p>	<p>Thistle</p> 	<p>Unicorn</p> 		<p><i>In Defens</i> (Scots) "In Defence"</p> <p>God save the Queen / flower of Scotland</p>	
<p>Wales</p> 	<p>St David</p>	<p>Leek or daffodil</p>  	<p>Red Dragon</p> 		<p><i>Cymru am byth</i> (Welsh) "Wales forever"</p> <p>"Hen Wlad Fy Nhadau" (Welsh) "Land of my Fathers"</p>	
<p>Northern Ireland (currently no flag Ulster banner removed 1973)</p>	<p>St Patrick</p> 	<p>Flax or Shamrock</p> 	<p>None</p>	<p>Many disagree with it as the body that created it is defunct.</p> 	<p><i>Quis separabit?</i> "Who will separate us?"</p>	<p>Londonderry Air</p>



We aim to keep everyone in our community safe. If you feel worried about yourself or someone else, please speak to someone you trust as soon as you can. Please find your trusted adult in the academy who will be there to support you and listen.

What is abuse in safeguarding concerns?

Physical Abuse

Physical abuse is any way of intentionally causing physical harm to a person or purpose. This could result in injuries such as in bruises, broken bones, burns or scalds or bite marks.

Emotional Abuse

Emotional abuse is any type of abuse that involves the continual emotional mistreatment of a person. It's sometimes called psychological abuse. Emotional abuse can involve deliberately trying to scare, humiliate, isolate or ignore and stopping you from seeing friends or family.

Sexual Abuse

When a child or young person is sexually abused, they're forced or tricked into sexual activities without permission. This include being forced to look at images or videos. Sexual abuse can happen anywhere – and it can happen in person or online.

Neglect

Neglect can be a lot of different things. It is when you do not get enough help or care from someone who should be looking after you. This could include having a lack of food, clothing and attention and medical care.

Bullying

Bullying is behaviour that hurts someone else. It includes name calling, hitting, pushing, spreading rumours, threatening or undermining someone. It can happen anywhere – at school, at home or online. Online bullying is called Cyber-bullying. It's usually repeated over a long period of time and can hurt a child both physically and emotionally.

County Lines

County Lines is the police term for urban gangs exploiting young people into moving drugs from a hub, normally a large city, into other markets - suburban areas and market and coastal towns - using dedicated mobile phone lines or "deal lines". Children as young as 12 years old have been exploited into carrying drugs for gangs. This can involve children being trafficked away from their home area, staying in accommodation and selling and manufacturing drugs.

Radicalisation

Someone who starts to believe in or supports extreme views linked to terrorism and forms of extremism leading to terrorism. Extremism can also be linked to this as extreme views, vocal or active opposition to fundamental British values, including democracy, the rule of law, mutual respect and tolerance of different faiths and beliefs.

Where do I go for help and advice?

Speak to any adult in school such as your Head of Year or Mr Davis, Miss Milroy, Mr Richardson or Mr Ford. Advice can be found on the NSPCC website by scanning the QR code at the top of this page. You can also go to www.childline.org.uk or call 0800 1111.