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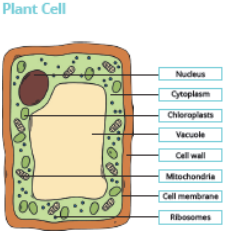
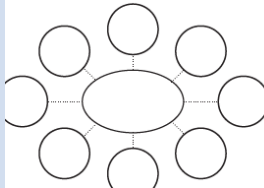


Year 7 Knowledge Organiser - Autumn 2

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.

Subject	Page Number	Subject	Page Number
Multidisciplinary Lessons	3	German	19
Art	6	History	22
DT	8	English and Drama	24
Food	9	Maths	26
PE	13	RE	30
Science	15	Music	32
Geography	17	Computer science	35

Idea	Explanation
Make some flash cards or PowerPoint slides. Make top trumps. 	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.
Make a poster. 	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!
Draw spider diagrams, or for the adventurous mind maps. 	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.
Write a song or a rap. 	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.
Plan a lesson 	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.
Write a story or comic strip. 	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.
Write a quiz. Design a game. 	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.

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



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



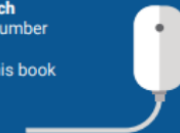
- Read for 25 minutes everyday
- Record what you're reading in your reading log



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**

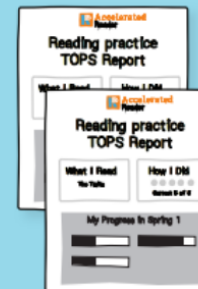


4 Take the quiz ★★★★★

- 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.

ACCELERATED READER: UNDERSTANDING YOUR TARGETS

Log in and look at the **Progress Tab** to check your targets and see your progress.

YOU HAVE 3 TARGETS EACH TERM

1. PERCENTAGE CORRECT:

This relates to your quiz scores. Read your book carefully and aim for high quiz scores to help meet this target.

To improve my Average Percent Correct:

I will use the 5 W's to review before I quiz



I will take my time when quizzing

I will make notes when reading

I will make sure my book is within my ZPD range

I will quiz as soon as I finish my book

2. POINTS:

You earn points when you pass quizzes. Read regularly (20 minutes a day) to reach your points target. Your points target is personal to you.

To meet my Points Target:

Aim for 100% to earn all the points

I will stick with a book and finish it

I will fit in extra reading time:
Before bed?
On the bus?
During lunch?

I will read fewer long books

I will read several shorter books

3. BOOK LEVEL:

Read and quiz within your recommended book level (ZPD) most of the time to reach this target. Your Book Level target is personal to you.



- » Aspiration
There are no barriers to your ambition
- » Leadership
Live your own life
- » Teamwork
Together we achieve more
- » Humility
Put others first
- » Courage
Handle your fear
- » Hard work
We need to make the most of our talents
- » Respect
Treat others as you would like to be treated yourself
- » Service
It is better to give than to receive
- » Integrity
Be true to yourself
- » Forgiveness
Forgiveness is a friendship preserver
- » Thankfulness
Appreciate others; appreciate what you have
- » Perseverance
Never give up



Hard Work and Perseverance



'I beg you take courage; the brave soul can mend even disaster.'
Catherine the Great 'Disturb us Lord, when we are too well pleased with ourselves'-the start of a prayer that could be explored, attributed to Sir Francis Drake, believed to have been written by him before setting sail from Portsmouth in 1577. The journey would lead to his knighthood and fame as the second person ever to circumnavigate the globe.

'Courage is not the absence of fear, but rather the assessment that something else is more important than fear.' Franklin D. Roosevelt

"May your choices reflect your hopes, not your fears." Nelson Mandela
(This was explored by the Archbishop of Canterbury in the first National Assembly, broadcast on April 30th and it can be found and listed to again on the Oak National Academy site)



Have you ever been busy with work or a task and, having got through it all, then found the anti-climax afterwards even harder to deal with?

Following a dramatic confrontation with the prophets of Baal, Elijah found himself in a literal and spiritual wilderness. None of us are immune to bodily, emotional and spiritual tiredness. The threats of those who seek to do us harm, get to us. We feel negative about ourselves, about our circumstances, and about what might happen in the future. We get depressed. We doubt God, and feel that we have failed God. We might even feel that our lives are no longer worth living. Life seems both dark and hopeless. This is not about lack of faith.

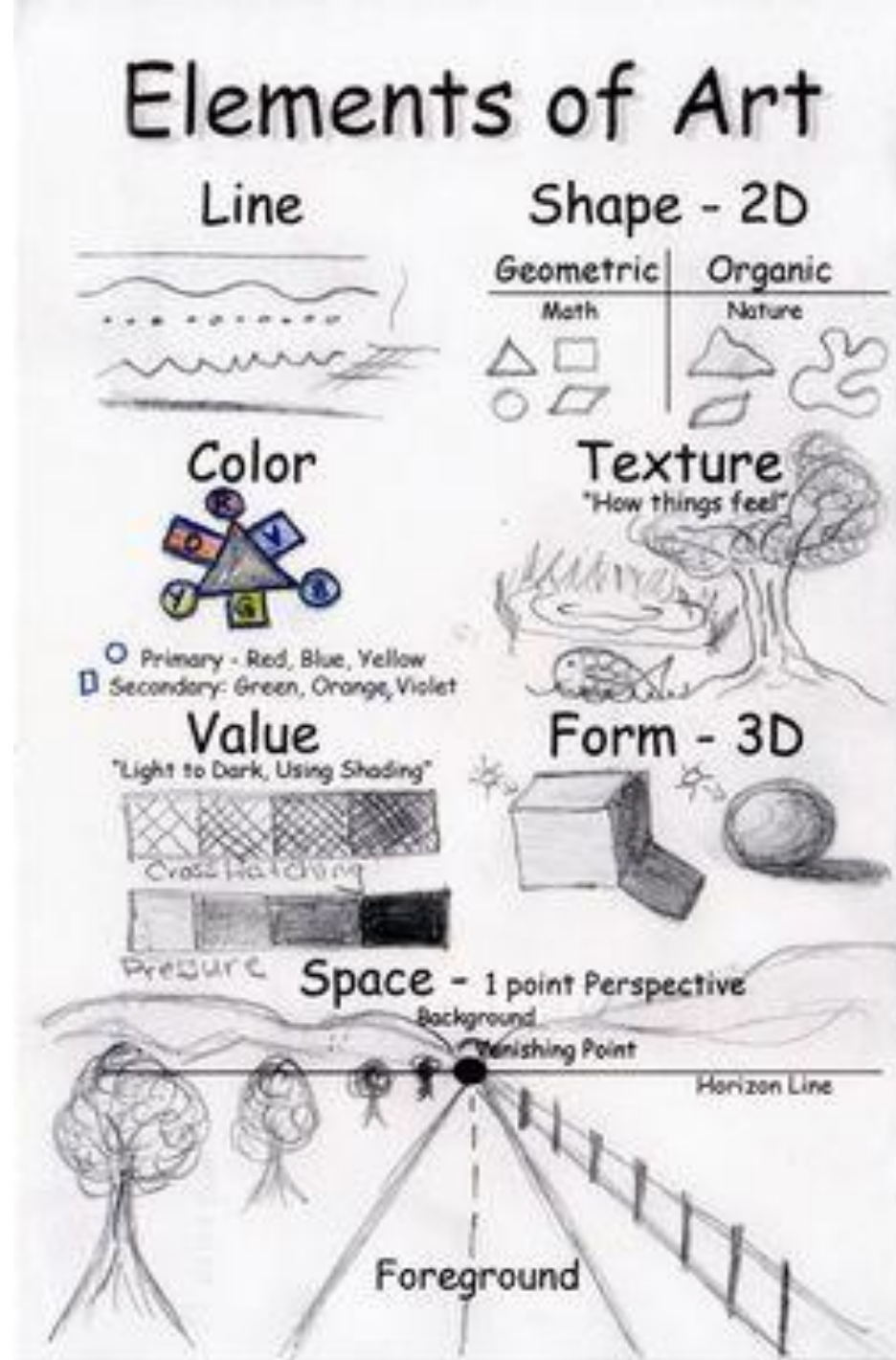
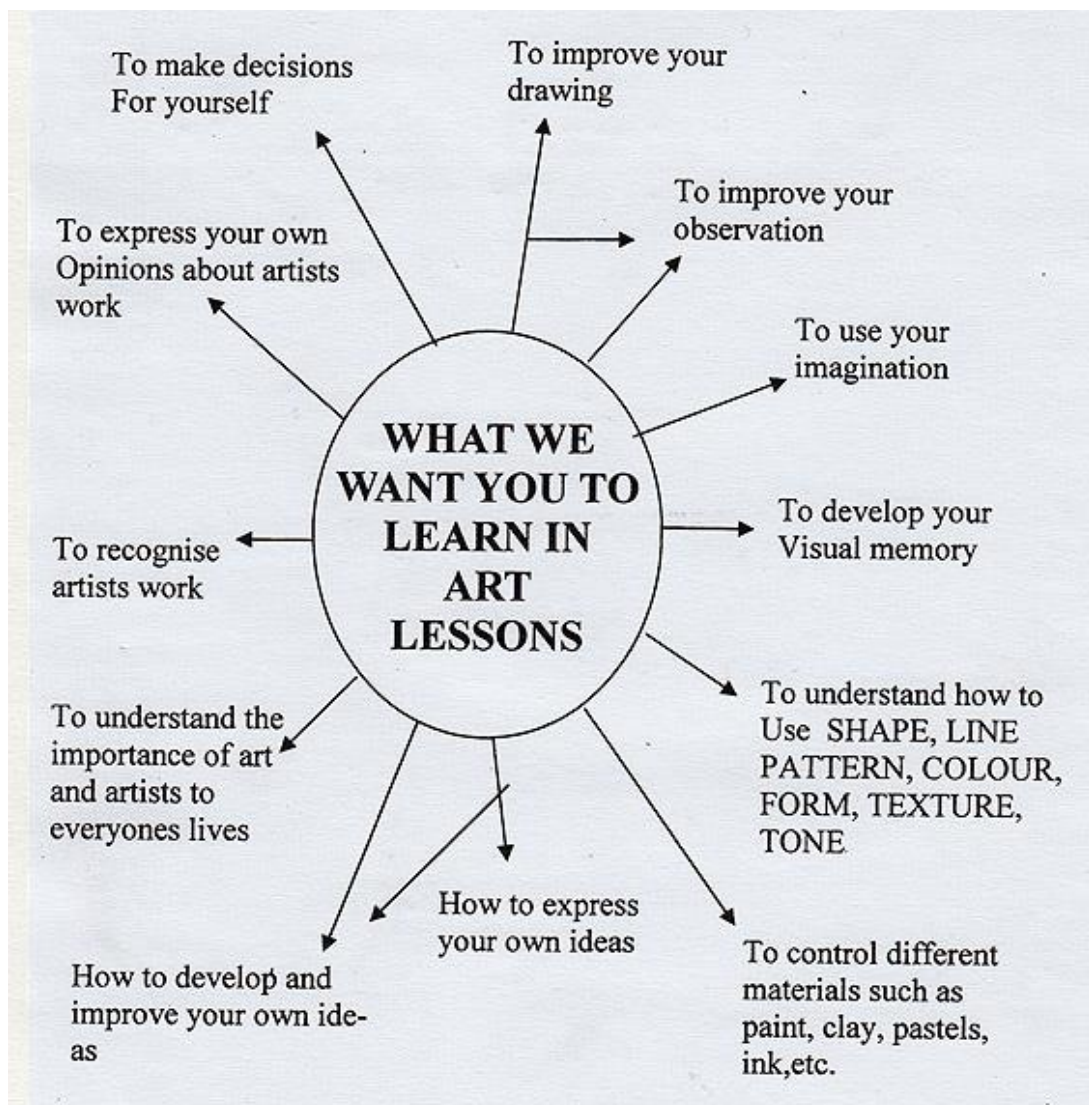
Elijah's response is honest and leads him to meet with God not in dramatic events, but in a place of sheer silence (verse 12). However active and enthusiastic we may be in God's service, we all have our limits. When we reach these limits, are we able to encounter God in the silence to which they lead us?

Then he was afraid; he got up and fled for his life, and came to Beer-sheba, which belongs to Judah; he left his servant there. But he himself went a day's journey into the wilderness, and came and sat down under a solitary broom tree. He asked that he might die: 'It is enough; now, O Lord, take away my life, for I am no better than my ancestors.'

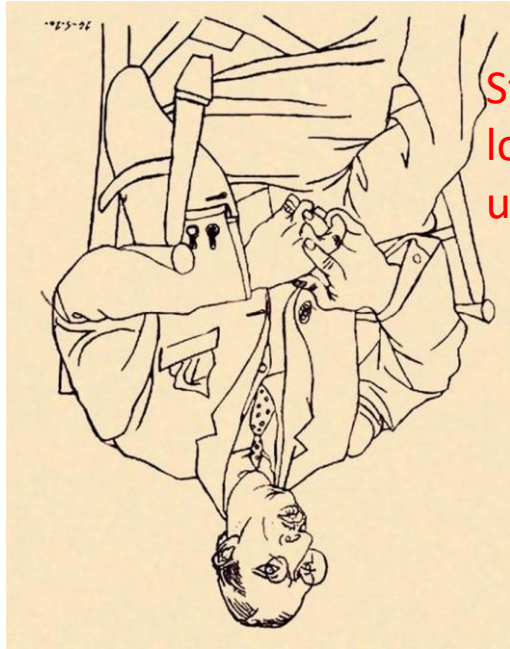
1 Kings 19: 3-4

YEAR 7 ART

Students learn about the
Formal elements of Art and why
Art is useful



Year 7 Art



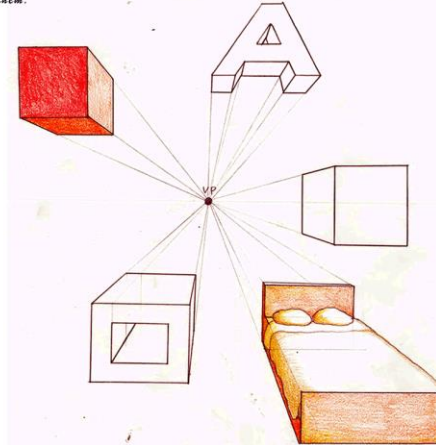
Students begin by learning how to look closely using the technique of upside down drawing:

Perspective

- * Perspective is a drawing method that shows how objects appear to get smaller as they get further away;
- * Objects are drawn disappearing towards 'Vanishing Points';
- * 'Vanishing Points' are located on a 'Horizon Line' (or 'Eye Level Line'). This is an imaginary line, level with the viewer's eyes;
- * Objects drawn above the eye level line appear as if you are looking up at them; those below the eye level line appear as though you are looking down upon them.

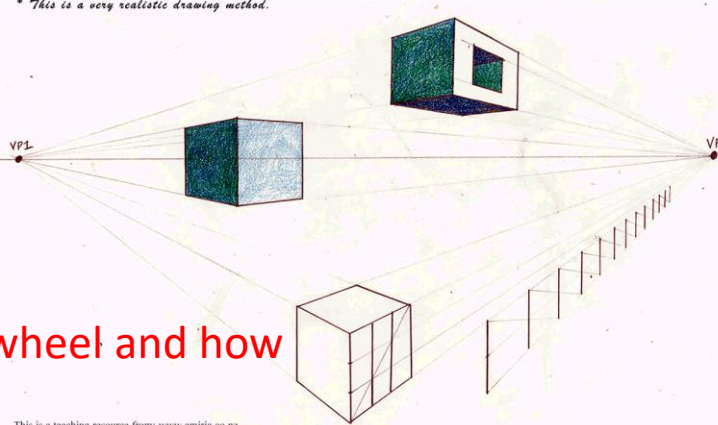
ONE POINT PERSPECTIVE

- * Lines converge towards one vanishing point;
- * Generally used when looking down something long, like a road or corridor;
- * Front and back face of the object appear 'flat' or 'front on';
- * Sides, top and bottom of objects converge towards vanishing points.



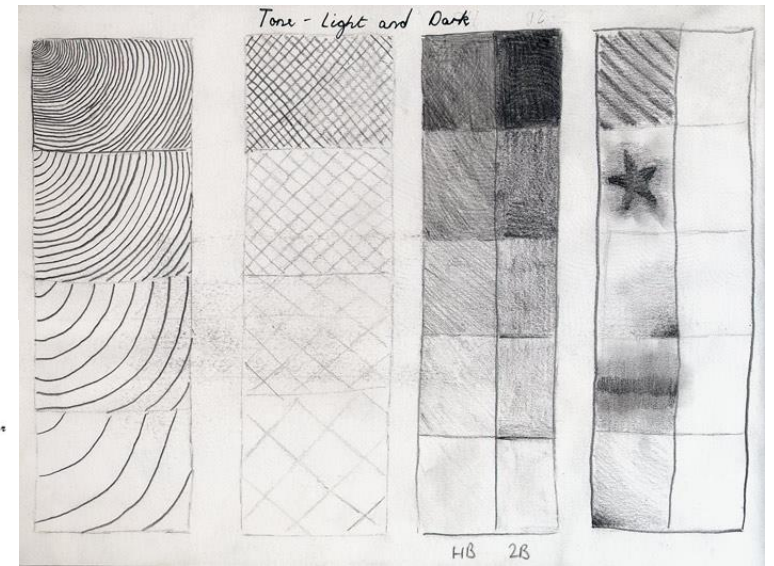
TWO POINT PERSPECTIVE

- * Two vanishing points are used, both located on the Horizon Line;
- * All lines (except curving or irregular lines) are drawn as either vertical, or going towards the vanishing points;
- * This is a very realistic drawing method.

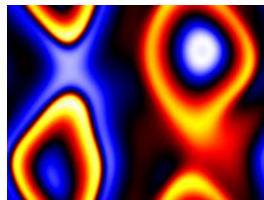
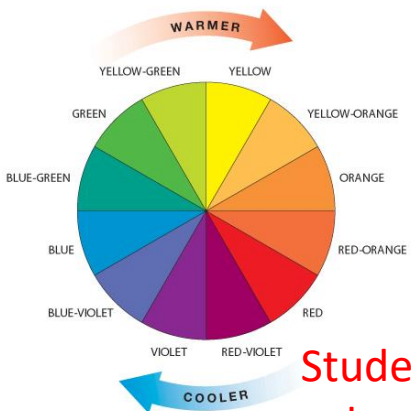


This is a teaching resource from: www.amiria.co.nz

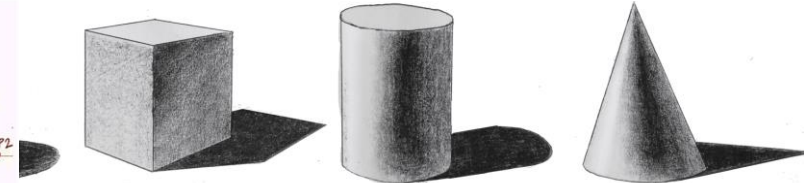
Students learn about perspective
And how to show distance in their artwork



Students learn how to shade effectively using tone charts
And geometric shapes:



Students learn about the colour wheel and how colours have temperatures:



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?

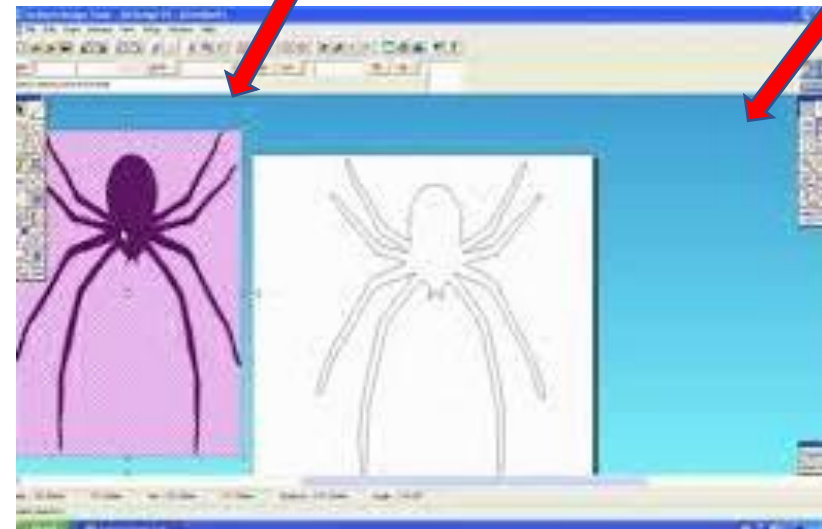
Word Bank

Material	Aesthetics	Measurements
properties		
Template	Product	
Analysis	Fretsaw	Sander
		Relief



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.



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

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)



Nutrition

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

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

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.

Flapjack

Ingredients

125g rolled oats

75g sugar

75g margarine

2 tbsp. golden syrup

Try
adding..
Nuts
Raisins
coconut

Equipment

Weighing scales

Measuring jug

Saucepan

Wooden spoon

Skills

Mixing

Melting

Weighing

baking



1. Pre-heat the oven to 180°C. Melt margarine, syrup and sugar in a pan. **Do not let the mixture boil.**



2. Remove the pan from the heat and stir in the oats.



3. Pour the oat mixture into an oven proof dish.



4. Lightly smooth the top of the mixture with the back of your spoon.



5. Bake in the oven for 15- 20 minutes

Cheesy Chicken Pasta

Ingredients

1 chicken breast
 $\frac{1}{2}$ pepper
2 garlic cloves
1 carton of passata
200g pasta
100g cheddar cheese
1tsp mixed herbs
Salt and pepper
1 tbsp vegetable oil

Equipment

Red chopping board
White chopping board
Knife
Frying pan
Grater
Teaspoon
Saucepan
Colander

Skills

Working with raw meat
Chopping
Seasoning
Frying
Grating

1. Fill a saucepan over half way with water. Bring to the boil. When boiling, add the pasta and cook for 12 minutes.
2. Dice your chicken breast on a red chopping board. Cut up your pepper on a white chopping board.
3. Fry the chicken and peppers for 5 minutes until white. Add the squeezezy garlic and cook for another minute.
4. Add the passata, mixed herbs and salt and pepper. Mix.
5. When the pasta is cooked, drain and add to the sauce. Mix together well.
6. Pour into an oven proof dish, cover with cheese and bake for 10 minutes until golden and bubbly.

If you already made this dish on the year 6 taster days, you are welcome to change some ingredients!
You could change the protein, vegetables, or the type of cheese on top.

Practical Assessment 1: Pizza Toast

Ingredients

2 slices of bread
2tbsp tomato passata
1 pepper
2 mushrooms
1 tomato
25g of cheese
Pinch of mixed herbs

Equipment

Chopping board
Knife
Grater
baking tray

Skills

Slicing
Grating
baking



1. Pre-heat the oven to 180°C. Slice your vegetables.



2. Grate the cheese.



3. Spread the tomato sauce evenly on the bread.



4. Evenly sprinkle the cheese on the bread.



5. Evenly distribute the vegetables and then sprinkle with mixed herbs.

Bake in the oven for 20 minutes till golden and bubbly. 😊

Aerobic Endurance

Definition: The ability of the heart and lungs to work hard to supply **nutrients** and **oxygen** to the muscles during exercise.



Aerobic endurance can also be known as cardiovascular fitness or cardiovascular endurance.



Some sports that use aerobic endurance

Can you think of any other sports where you have needed good levels of aerobic endurance?

Tell your PE teacher some sports that use good aerobic endurance for some extra achievement points!

VO2 max (ml/kg/min): the maximum amount of oxygen uptake, usually measured in ml of oxygen per kg of body mass per minute. It is a measurement of aerobic endurance.

How can you train to improve your aerobic endurance?



Scan this QR code to watch a You-tube clip to find out more information on ways to train to improve your **aerobic endurance**.

They are:

- **Fartlek** – this is where the intensity of training is varied by running at different speeds or over different terrain. The training is continuous with no rest period.
- **Continuous** - this is training at a steady pace and moderate intensity for a minimum period of 30 minutes.
- **Interval** – this is where the individual performs a work period followed by a rest or recovery period.
- **Circuit training** - this is where different stations/exercises are used to develop aerobic endurance.

How to test aerobic endurance

Here are three fitness tests that can be used to test aerobic endurance. Scan the QR codes to watch how to do each fitness test.

- Multistage fitness test (beep test)
- Forestry step test
- Cooper test (12 minute run test)



Multistage fitness test



Forestry step test

Cooper test

Remember that attending extra-curricular clubs will not only help improve your understanding in that sport but it will also help improve your fitness levels, communication, teamwork, leadership and many other key values found in sport. We **encourage** you to attend at least one extra-curricular session.

CHALLENGE: Can you run 5km without stopping? If you can't download the free NHS Couch to 5K App. This will improve your aerobic fitness and will support you with your everyday activities. If you can already run 5k, how about challenging yourself to the 10k App!

Career Link



Scan this QR code. Do you think you have what it takes to be a FIFA referee?

Referees' from a range of sports will need to have a good level of aerobic endurance as they will need to keep supplying their working muscles with nutrients and oxygen for the entire game. Football and rugby referees' are great examples as they will have to run up and down the pitch for long periods of time without getting tired. They will also need to keep up with the players so they have a good view of what is going on.

FORCES

A force can be a **push** or a **pull**, for example when you open a door you can either push it or pull it. You can not see forces, you can only see what they do.

When a force is applied to an object it can lead to a change in the objects

Speed

Direction of movement

Shape (think about a rubber band)

Forces can also be divided into 2 types, contact forces and non contact forces.

Contact forces for example friction, are caused when two objects are in contact.

Other forces for example gravity, are **non contact forces**. The two objects do not need to be in contact for the force to occur.

The unit of force is the **Newton (N)**, this is named after Sir Isaac Newton, who came up with many theories including those to do with gravity and the three laws of motion. We measure force using a piece of equipment called a Newton metre.

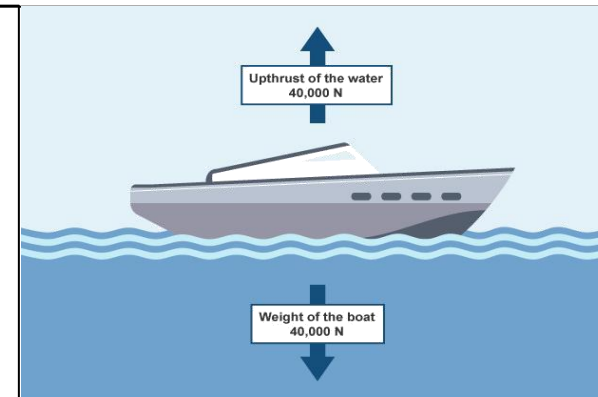
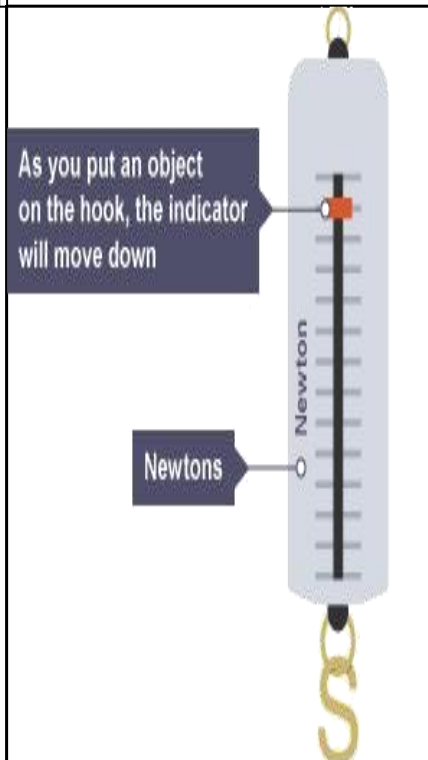
Balanced forces

When two forces acting on an object are equal in size but act in opposite directions, we say that they are **balanced forces**.

If the forces on an object are balanced (or if there are no forces acting on it), this is what happens:

- a stationary object stays still
- a moving object continues to move at the same speed and in the same direction

Remember that an object can be moving, even if there are no forces acting on it.



Force Diagrams

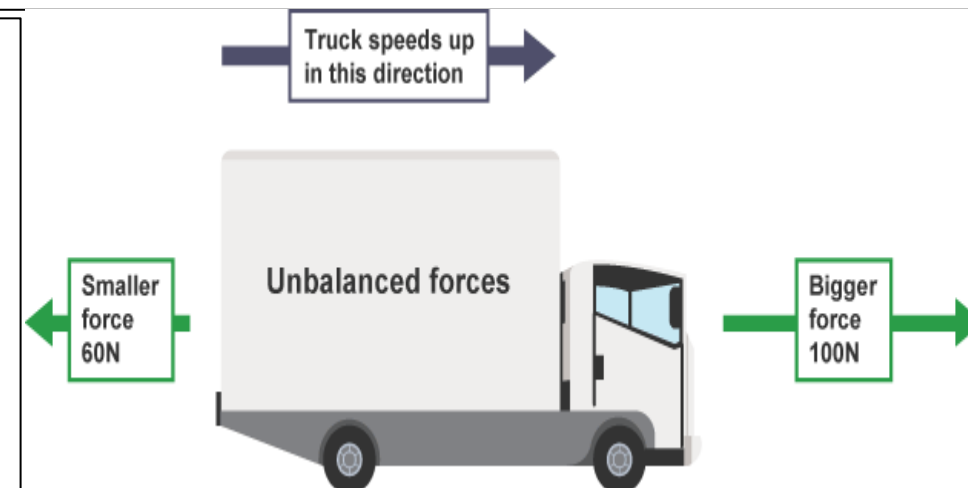
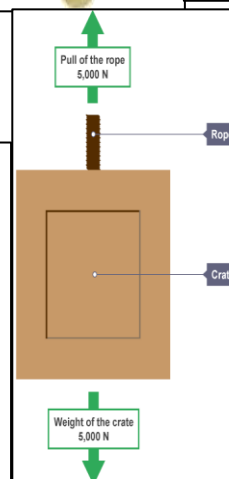
To show the forces acting on a body we use a free body force diagram. A **free body force diagram** shows all of the forces that are acting on the body. It has arrows that show the direction the force acts, the larger the arrow, the larger the force. A free body force diagram should always have labelled arrows.

Unbalanced forces

When two forces acting on an object are not equal in size, we say that they are unbalanced forces. The overall force acting on the object is called the **resultant force**. If the forces are balanced, the resultant force is zero.

If the forces on an object are unbalanced, this is what happens:

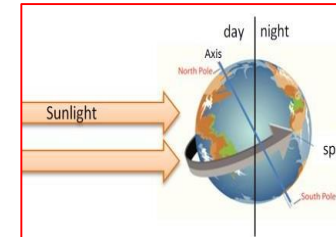
- a stationary object starts to move in the direction of the resultant force
 - a moving object changes speed and/or direction in the direction of the resultant force
- In the example below, the resultant force is the difference between the two forces:
 $100 - 60 = 40 \text{ N}$ (to the right)



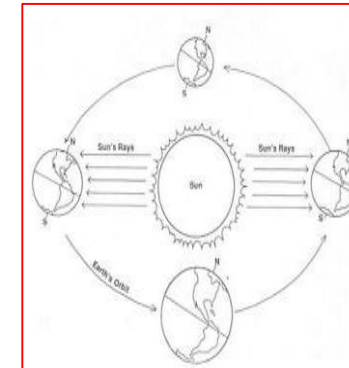
Earth and the solar system

Keyword	Definition
Attraction	When two or more things come together, eg the north pole of a magnet is attracted to the south pole of a magnet.
Gravity	The force of attraction between all objects. The more mass an object has, the larger the force of gravity it exerts.
Magnetic Field	Area surrounding a magnet that can exert a force on magnetic materials.
Mass	Amount of matter there is in something. Measured in kilograms, kg.
Orbit	An orbit is the path that an object takes in space when it goes around a star, a planet, or a moon.
Repulsion	When two or more things are forced apart, eg the north pole of a magnet is repelled by the north pole of another magnet.
Season	One of four times of the year (winter, spring, summer or autumn).
Solar System	The solar system consists of the Sun, with planets and smaller objects such as asteroids and comets in orbit around it.
Star	A large mass at the centre of a Solar System (if there are other bodies present) that produces heat and light, eg the star at the centre of our Solar System is called the Sun.
Weight	The force of gravity on an object. Measured in newtons, N.

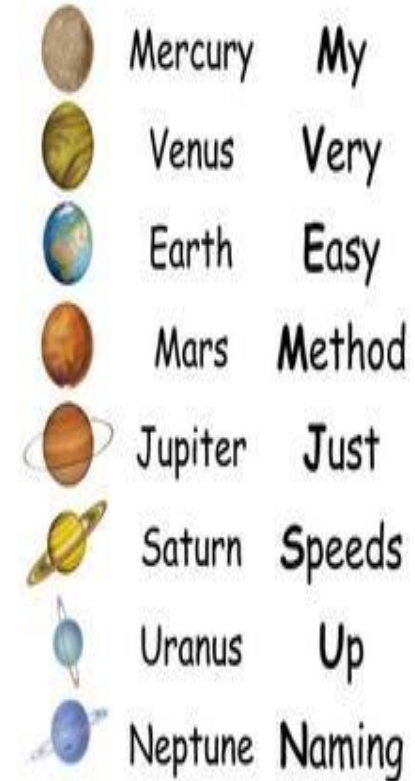
Day and Night
The Earth rotates (spins) round on its axis once in 24 hours. We spin into the light – day - and then back out again – night



The Earth orbits the Sun **once every 365 days**. Planets further out from the Sun travel more slowly and take longer to go round once. The Earth's axis is tipped over in space. In Britain we get different **seasons** because sometimes we are tilted towards the Sun and sometimes away.

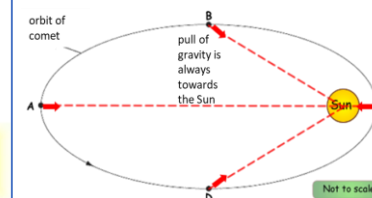
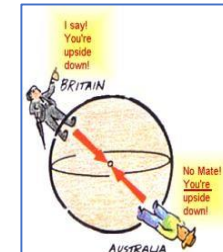


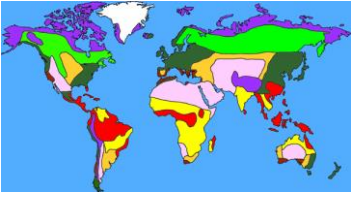
The planets in order of distance from the sun



Weight and Mass

- Mass** is the amount of matter there is in something. It is measured in kilograms, **kg**. All objects have the same mass everywhere in the universe.
- Weight** is the force of gravity on an object. All forces including weight are measured in Newtons, **N**. Gravity is not the same everywhere. So, an object's weight depends on where in the universe it is.
- To work out the weight of an object we do some Maths. **Weight**
- (N) = mass (kg) x gravitational field strength (N/kg)**





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

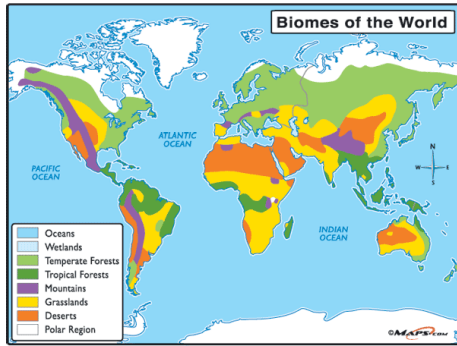
- Recognising/Describing geographical features from an image
- Describing a distribution on a global scale map
- Drawing a climate graph
- Research using ICT
- Writing a persuasive letter

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



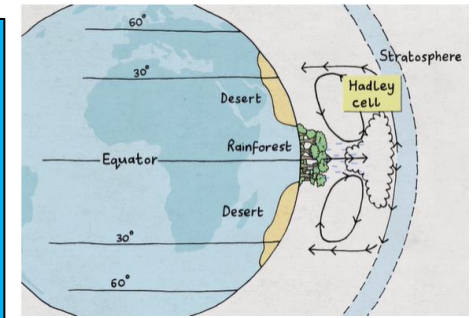
Describe the pattern that shows where Biomes occur

Biomes are giant areas of the planet that contain similar plants and animal species living in similar **climate** conditions.

Biomes are mainly split by how far North or South of the **equator** you go but can also be disrupted by mountain ranges and coasts.

A huge 'convection' movement occurs in the atmosphere above the equator. This pushes warm humid air upwards causing thunderstorms. The air continues to rise upwards after it has rained and hits the '**stratosphere**' forcing it to move left and right of the equator. This is called the **Hadley Cell**.

This same air which is now dry sinks back to the ground over desert areas. This explains why there are few clouds and little rain.



Describe the pattern that shows where Deserts occur

The **food web** is one way that plants, feed animals (herbivores) who are then preyed upon by meat eaters (carnivores).

Dead animals are returned to the soil which feeds growing plants along with rain and sun.

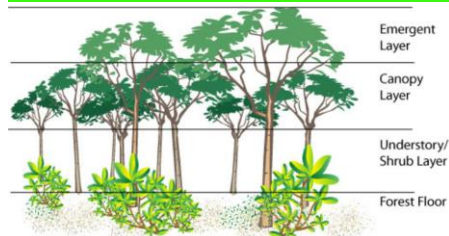
An **ecosystem** is the way all of these elements depend on each other.

Explain the links found in an 'ecosystem'



Rainforests contain some of tallest trees on earth (**emergents**) as well as the most humid, green, **bio-diverse** (life - rich) environments on planet earth.

Label the names of the rainforest layers

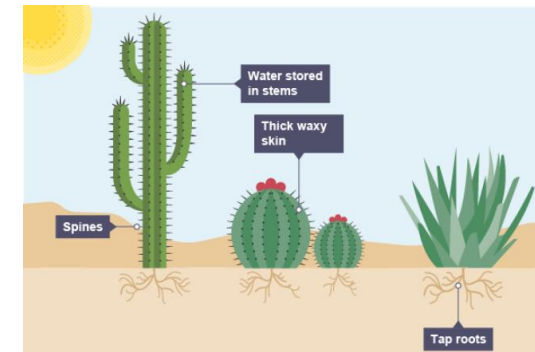


Explain why rainforests are under threat today



Rainforests continue to be destroyed at devastatingly fast rates.

Tropical rainforests are the richest ecosystems on earth in terms of plant and animal species. These landscapes also play an important role in keeping us all alive for example by absorbing **Carbon Dioxide**.



Give reasons why plants have the adaptations found in deserts

Many of our favourite house plants originated in desert or '**arid**' landscapes (this is why it can be easy to kill them by over-watering!).

Because rain is in short supply plants have developed many ways to keep hold of water. We refer to these differences as '**adaptations**'. Many are known as '**succulents**'.

Here is the vocabulary you will need for Module 2.

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>

In this Module you will learn how to:

- talk about pets
- say what different pets can do
- talk about family members and ages
- describe family members
- talk about birthdays.

[LXpXC2Uw](#)

Eigenschaften • Qualities

Wie ist er/sie/es?	What is he/she/it like?
Er/Sie/Es ist ...	He/She/It is ...
dick/schlank	fat/thin
frech/niedlich	cheeky/cute
gemein/süß	mean/sweet
groß/klein	big/small
kräftig	strong
schlau	cunning
(super)lustig	(really) funny
Er/Sie/Es kann ...	He/She/It can ...
Italienisch sprechen	speak Italian
fliegen	fly
Flöte/Fußball/Wii spielen	play the flute/football/on the Wii
(schnell) laufen	run (fast)
lesen	read
Rad fahren	ride a bike
schwimmen	swim
singen	sing
springen	jump
tanzen	dance



[zqkjSAHS](#)



Haustiere • Pets

Hast du ein Haustier?	Have you got a pet?
Ich habe ...	I have ...
einen Goldfisch	a goldfish
einen Hamster	a hamster
einen Hund	a dog
ein Kaninchen	a rabbit
eine Katze	a cat
eine Maus	a mouse
ein Meerschweinchen	a guinea pig
ein Pferd	a horse
eine Schlange	a snake
einen Wellensittich	a budgie
kein Haustier	no pet



Die Zahlen 20-100 • Numbers 20-100

zwanzig	twenty
dreißig	thirty
vierzig	forty
fünfzig	fifty
sechzig	sixty
siebzig	seventy
achtzig	eighty
neunzig	ninety
hundert	hundred
einundzwanzig	twenty-one
zweiundzwanzig	twenty-two

[4eBlvpok](#)

Die Farben • Colours

schwarz	black
weiß	white
grau	grey
braun	brown
rot	red
orange	orange
gelb	yellow
grün	green
blau	blue
indigoblau	indigo
violett	violet
lila	purple
rosa	pink
bunt	brightly coloured
hellblau/dunkelblau	light blue/dark blue

[N8CxZXmV](#)

Meine Familie • My family

Es gibt ... Personen in meiner Familie.	There are ... people in my family.
meine Mutter	my mother
mein Vater	my father
mein Bruder	my brother
mein Stiefbruder/ Halbbruder	my stepbrother/ half-brother
meine Schwester	my sister
meine Stiefschwester/ Halbschwester	my stepsister/half-sister
meine Eltern	my parents
meine Großeltern	my grandparents
Hast du Geschwister?	Have you any brothers and sisters?
Ich habe zwei Brüder.	I have two brothers.
Ich habe drei Schwestern.	I have three sisters.
Ich bin Einzelkind.	I'm an only child.
Ich habe keine Geschwister.	I have no brothers and sisters.

www.textivate.com

Username: openacademy
Password: firstsecond123
Go to 'myresources' to find your work.

Haare und Augen • Hair and eyes

Er/Sie hat ...	He/She has ...
schwarze/braune/ blonde/rote Haare	black/brown/blond/red hair
kurze/lange/mittellange Haare	short/long/mid length hair
blaue/braune/grüne/ graue Augen	blue/brown/green/grey eyes

[PYX0ie7M](#)
[KdI0x73u](#)

Das Datum • The date

Wann hast du Geburtstag?	When is your birthday?
am 1. (ersten) Januar	on 1 January
am 3. (dritten) Februar	on 3 February
am 7. (siebten) März	on 7 March
am 8. (achten) April	on 8 April
am 15. (fünfzehnten) Mai	on 15 May
am 29. (neunundzwanzigsten) Juni	on 29 June
Ich habe (heute) Geburtstag.	It's my birthday (today).

Die Monate • The months

Januar	January
Februar	February
März	March
April	April
Mai	May
Juni	June
Juli	July
August	August
September	September
Oktober	October
November	November
Dezember	December

[M5aYrRZm](#)

Read the Strategy Box for ideas on learning German vocabulary.

[KdI0x73u](#)

Das Datum • The date

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Oft benutzte Wörter • High-frequency words

und	and
aber	but
oder	or
ziemlich	fairly, quite
sehr	very

[FKE5t6AJ](#)

Strategie 2

Cognates

You can use your knowledge of English to help you work out the meanings of German words. Cognates are words that look the same or similar in German and English, and they often mean the same too (but not always!). However, watch out for pronunciation because they usually sound slightly different. Here are some examples of cognates and near-cognates from this chapter: **April, orange, Goldfisch, braun.**

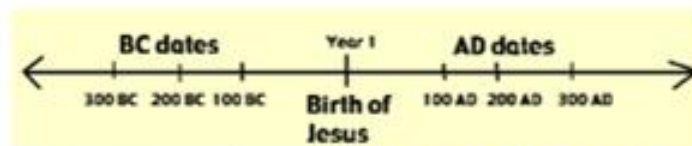
Compound words

Long words can be difficult to remember, but they are usually made up of shorter ones, so it helps to break down these compound words into more manageable chunks – for example: **Halb/schwester** (half-/sister), **Groß/eltern** (grand/parents), **Haus/tier** (house/animal = pet).

www.quizlet.com: [7H 7O 7P 7E](#)

Year 7 History: Medieval life, kings and castles

Key words	
Chronology	The order in which things happen. The earliest event comes first.
BC	'Before Christ' – the number of years before the birth of Jesus Christ
AD	'Anno Domini' – the number of years after the birth of Jesus Christ
Decade	10 years
Century	100 years
Millennium	1000 years
Primary source	A source created in the time being studied
Secondary source	A source created after the time being studied
Evidence	Facts, statistics, or knowledge used to prove a particular point



100 - 199 2nd century
 200 - 299 3rd century
 300 - 399 4th century

Have you spotted the pattern yet? Have a close look at the numbers that are underlined - what do you notice?

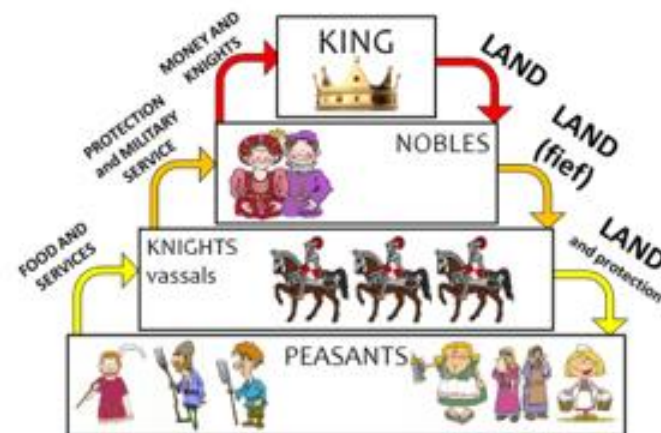
REMEMBER! Look at the first number(s) of the year and **ADD ONE** to get the century (c) e.g.
 2018 = 21st c 268 = 3rd c 1815 = 19th c 1205 = 13th c 56 = 1st c



English, with experience of ruling Wessex
 Betrayed the old King and tried to overthrow him

Protected the old King against Harold Godwinson
 Already the ruler of a foreign land!

Has experience of being a King
 A foreigner who uses force to get what he wants



The Feudal system, introduced by William the Conqueror to keep order in medieval society. Each layer receives something from those above them, and gives something in return.



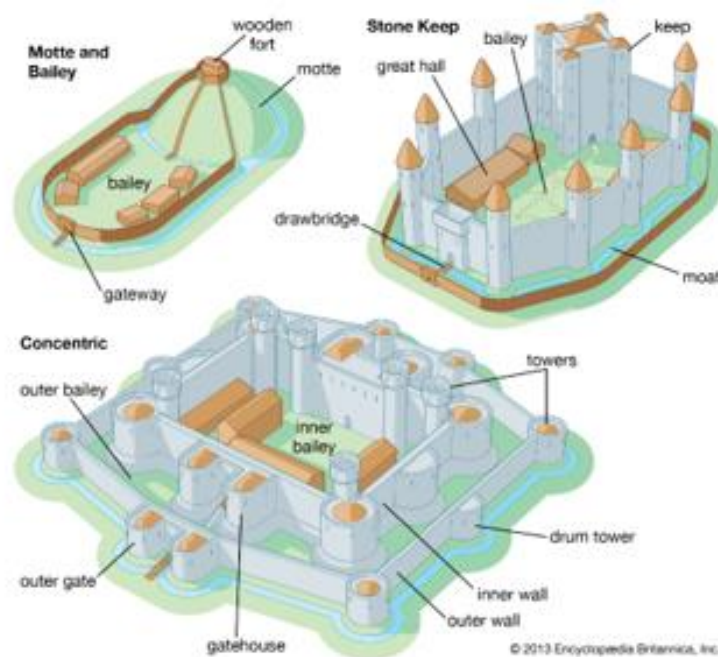
The Battle of Hastings, 14th October 1066

- Harold's Saxon forces assembled at the top of Senlac Hill
- William's archers fire but the Saxon shield wall holds
- William's footmen charge but the shield wall still holds
- William's cavalry charge and even they can't break the shield wall
- The Normans believe William is dead – they retreat and some Saxons follow. Once William declared that he was still alive, his men turned and killed the pursuing Saxons
- The Normans carried out another false retreat and killed more gullible Saxons
- The shield wall now weakened, William's archers fired again and killed Harold Godwinson. The Saxons surrendered.



The Domesday Book

William wanted to know who owned what so he could tax them efficiently, so he sent inspectors around the country and they compiled their findings in the Domesday Book.



Castles

In order to protect himself and his barons from Saxon attacks William also built castles around the country. These became more advanced over time. As well as being defensive structures they were also places for lords, barons and nobles to live.

Find where you live on the Domesday Book! Search at <https://opendomesday.org/>

Vocabulary to learn

Horowitz
Diary
Impact
Prediction
Genre
Inference
Verbs
Horror
Connectives
Explain
Structure



It's a world where everything seems pretty normal. But the weird, the sinister and the truly terrifying are lurking just out of sight. Like an ordinary-looking camera with evil

Structure analysis - methods:

- Zoom in/out
- Repetition of an image/idea
- Links and connections between paragraphs
- Shifts:
 - inside to outside (and vice versa)
 - focus
 - time
 - topic
 - setting/place
 - mood/atmosphere
 - description to dialogue (and vice versa)

Language analysis Checklist:

- Link to task
- Relevant quote
- Meaning of quote
- Method named
- Effects explained
- Word zoomed in on
- Meaning of word
- Implied meanings

TIPTOP PARAGRAPHS

Time - change in TIME



Place - change in PLACE

Topic - change in TOPIC



Person - change in SPEAKER

Literary devices and word class

- Metaphor – a literal comparison – *she was a monster*
- Personification – human qualities – *the grass danced in the wind*
- Simile – as/like/as if – *he was like a man possessed*
- Onomatopoeia – the sound words – *bang, pop, sizzle*
- Alliteration – same starting sounds - *really rather raucous*
- Verbs – doing words
- Adjectives – describing words
- Nouns – objects or abstract things e.g. love
- Adverbs – describe doing words e.g. wrote **neatly**
- connotations of words – associations – night-time = mystery

Origins of Greek Theatre

Ancient Greek drama was a theatrical culture that flourished in ancient Greece from 600BC. The word 'theatre' comes from the Greek word 'theatron' which means seeing place.



Plays were often performed as part of a competition at the festival CITY DIONYSIA, which was a celebration in honour of the god DIONYSUS, the Greek god of music, feasting and wine.



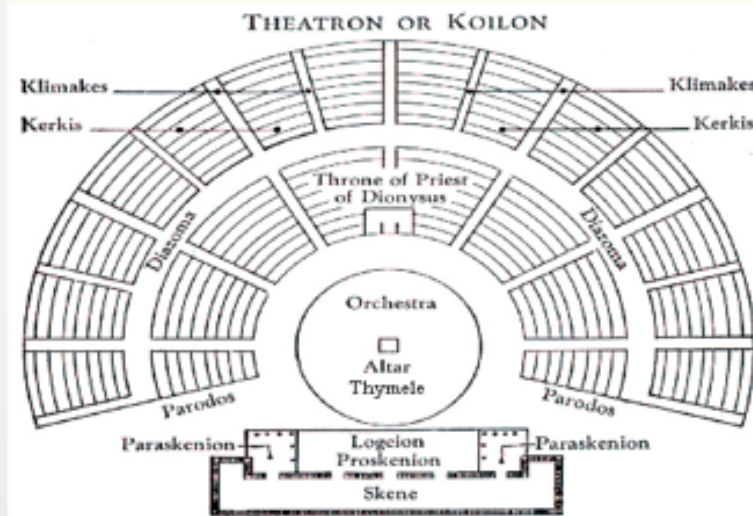
The best playwrights of the day were famous celebrities in Ancient Greece, the most famous were: Aeschylus, Sophocles, Euripides and Aristophanes. Having a play win at the City Dionysia was a great honour and playwrights would go to great extremes to win.

Year 7 – Drama Knowledge Organiser Greek Theatre

Most Greek cities had a theatre. It was in the open air, and was usually a bowl-shaped arena on a hillside. Some theatres were very big, with room for more than 15,000 people in the audience.

All the actors were men or boys. Dancers and singers, called the chorus, performed on a flat area called the orchestra. Over time, solo actors also took part, and a raised stage became part of the theatre. The actors changed costumes in a hut called the "skene". Painting the walls of the hut made the first scenery.

The plays were *comedies* (funny, often poking fun at rulers) or *tragedies* (sad and serious, with a lesson about right and wrong).



YEAR 7 — PLACE VALUE AND PROPORTION

Ordering integers and decimals

What do I need to be able to do?

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

- Understand place value and the number system including decimals
- Understand and use place value for decimals, integers and measures of any size
- Order number and use a number line for positive and negative integers, fractions and decimals;
- use the symbols $=$, $\neq$, $\leq$, $\geq$
- Work with terminating decimals and their corresponding fractions
- Round numbers to an appropriate accuracy
- Describe, interpret and compare data distributions using the median and range

Keywords

Approximate: To estimate a number, amount or total often using rounding of numbers to make them easier to calculate with

Integer: a whole number that is positive or negative

Interval: between two points or values

Median: A measure of central tendency (middle, average) found by putting all the data values in order and finding the middle value of the list.

Negative: Any number less than zero; written with a minus sign

Place holder: We use 0 as a place holder to show that there are none of a particular place in a number

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

Range: The difference between the largest and smallest numbers in a set

Significant figure: A digit that gives meaning to a number. The most significant digit (figure) in an integer is the number on the left. The most significant digit in a decimal fraction is the first non-zero number after the decimal point.

Integer Place Value

Billions			Millions			Thousands			Ones		
H	T	O	H	T	O	H	T	O	H	T	O
		3	1	4	8	0	3	3	0	2	9

Placeholder

Three billion, one hundred and forty eight million, thirty three thousand and twenty nine

1 billion 1, 000, 000, 000

1 million 1 000, 000

Intervals on a number line

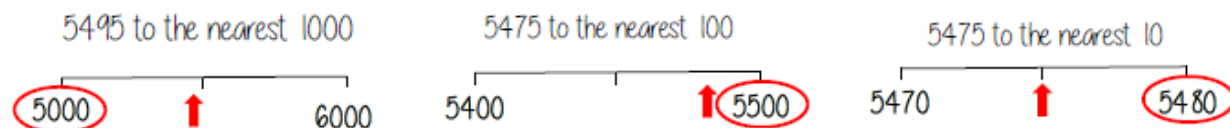


Divide the difference by the number of intervals (gaps).

$$\text{Eg } 100 \div 5 = 20$$

Rounding to the nearest power of ten

If the number is halfway between we "round up"



Intervals on
a number
line



Rounding to
the nearest
ten



Place Value



Inequalities



Compare integers using $<, >, =, \neq$

$<$ less than
 $>$ greater than
 $=$ equal to
 $\neq$ not equal to

Two and a half million $=$ 2 500 000
 300 000 000 $=$ Three billion
 Six thousand and eighty $<$ 68 000

Range

Spread of the values

Difference between the biggest and smallest

3 9 8 12

Range: Biggest value - Smallest value

$12 - 3 = 9$

Range = 9

Median

The middle value

Example 1

Median: put the in order 3 4 8 9 12

4 3 9 8 12 find the middle number 3 4 **8** 9 12

Example 2

Median: put the in order

150 154 148 137 148 **150 154** 158 160

137 160 158 There are 2 middle numbers

Find the midpoint

152

Range



Decimals

We say "nought point five two"

Five tenths and two hundredths

ones	tenths	hundredths
	●	
	●	●
	●	●
	●	●
	●	●
	●	●
	●	●
	●	●
	●	●
	●	●

0 ones, 5 tenth and 2 hundredths

$0 + 0.1 + 0.1 + 0.1 + 0.1 + 0.1 + 0.01 + 0.01$

$= 0 + 0.5 + 0.02$

$= 0.52$

Decimal intervals on a number line

One whole split into 10 parts makes tenths = 0.1

One tenth split into 10 parts makes hundredths = 0.01

0 0.1 0.2 0.3 0.4 0.5 0.6 0.7 0.8 0.9 1

0 0.02 0.04 0.06 0.08 0.1

0 0.2 0.4 0.6 0.8 1 1.2 1.4 1.6 1.8 2

Median



Comparing decimals

Which the largest of 0.3 and 0.23?

0.3 > 0.23

"There are more counters in the furthest column to the left"

Ones	Tenths	hundredths
	●	
	●	
	●	
	●	
	●	
	●	
	●	
	●	
	●	
	●	

0.30

0.23

Comparing the values both with the same number of decimal places is another way to compare the number of tenths and hundredths

Significant Figures



Round to 1 significant figure

370 to 1 significant figure is 400

37 to 1 significant figure is 40

3.7 to 1 significant figure is 4

0.37 to 1 significant figure is 0.4

0.00000037 to 1 significant figure is 0.0000004

Round to the first non zero number

Comparing Decimals



A job based on number:

An Accountant

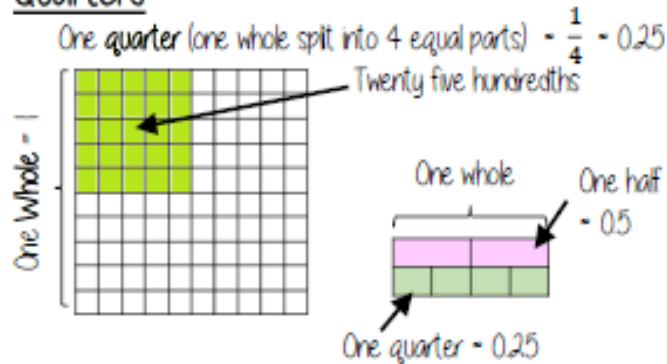
Accountants prepare and review financial reports and tax documents. Some accountants work for accounting firms and some own their own businesses. Others work for large companies or the government. Accountants work with numbers a lot. Tax accountants must also be able to interpret tax laws in order to help the people and companies for which they work. Some accountants become auditors. Auditors check the accuracy of a company's or an individual's financial records.



YEAR 7 — PLACE VALUE AND PROPORTION

FDP equivalence

Quarters



Simple pie charts



A pie chart has 360°
so all FDP calculations
are out of 360

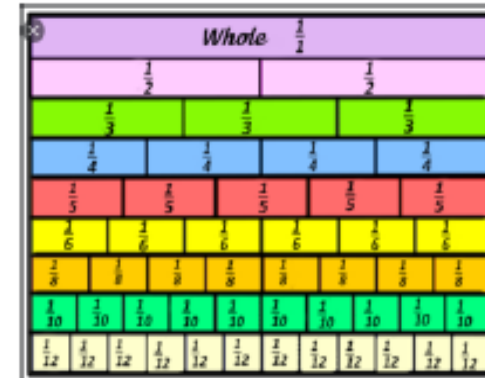
Split into 10 parts
= $10\% = 36^\circ$

Split into 2 parts
= $50\% = 180^\circ$

Split into 5 parts
= $20\% = 72^\circ$

Equivalent fractions

Represent equivalence with fraction walls

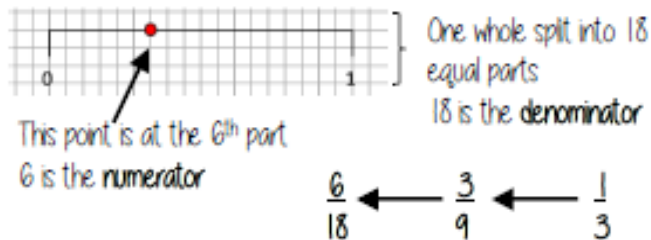


Fractions — on a diagram

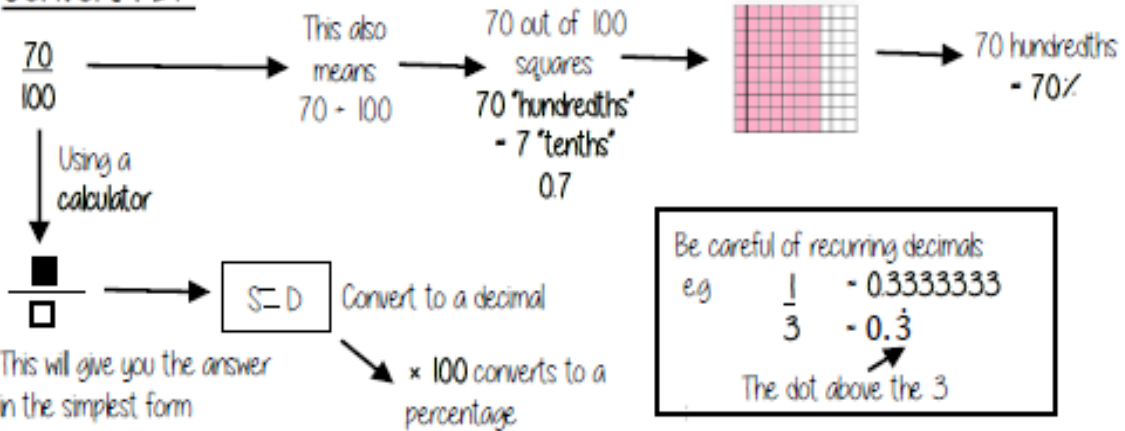


The denominator is represented by EQUALLY
sized parts — this is split into quarters

Fractions — on a number line



Convert FDP



Fractions to
percentages



Percentages
to Fractions



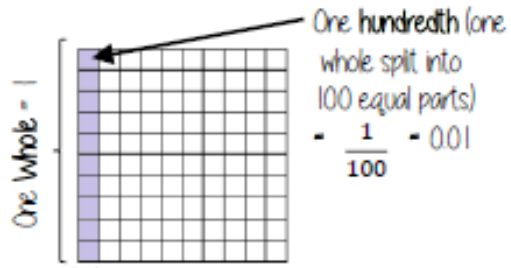
Fraction of a
shape



Equivalent
Fractions



Tenths and hundredths



One tenth (one whole split into 10 equal parts) = $\frac{1}{10} = 0.1$



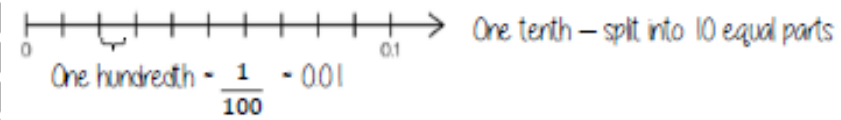
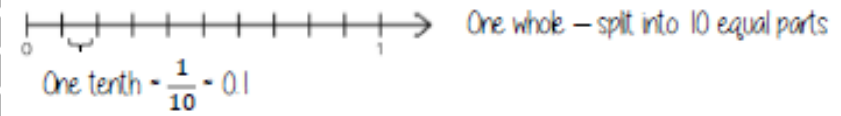
0 ones, 5 tenths and 2 hundredths

$$0 + 0.1 + 0.1 + 0.1 + 0.1 + 0.1 + 0.01 + 0.01$$

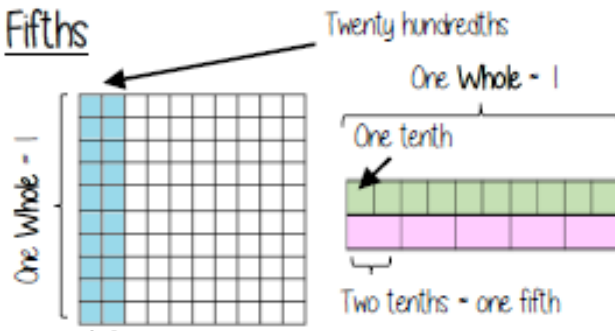
$$= 0 + 0.5 + 0.02$$

$$= 0.52$$

On a number line

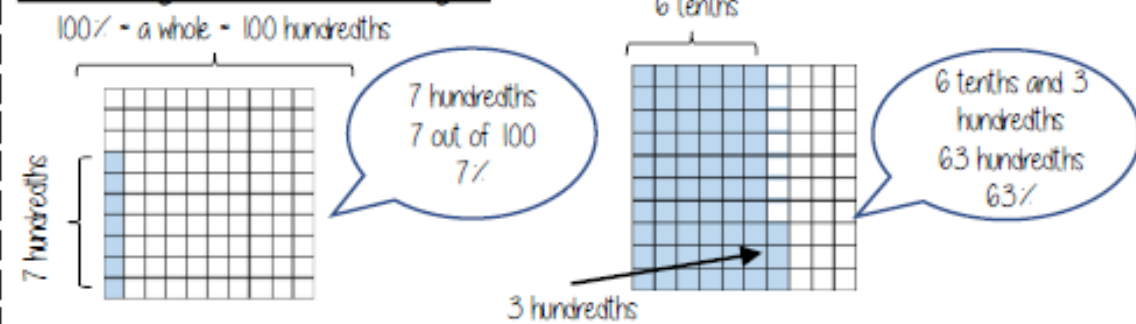


Fifths



One fifth (one whole split into 5 equal parts) = $\frac{1}{5} = 0.2$

Percentages on a hundred grid



Percentages
to Decimals



Decimals to
Percentages



Key
Equivalents



Expressing
as a fraction



A career involving number:

A Business Owner



Business owners are responsible for the day-to-day operations of their company. They oversee all aspects of the business, from hiring and training employees to purchasing inventory and supplies to developing new products or services. Business owners are also responsible for making sure that their company is profitable—they have to ensure that they're making enough money to pay their employees, cover their costs, and earn a reasonable return on their investment.

Year 7 RS: How do Sikhs interact with culture and society ?

Key words	
Sikh	A follower of a religion called Sikhism.
Guru Nanak	The founder of Sikhism
Waheguru	The Sikh God
Punjab	An area in the Northern part of India where Sikhism was started by Guru Nanak.
Guru Granth Sahib	The holy book for Sikhs.
Gurdwara	The Sikh Temple-place of worship.
The Golden Temple	The Pilgrimage or spiritual place of worship for Sikhs.
Sewa	Serving others, showing love and kindness to all.
Langar	A community kitchen in a Gurdwara, food is cooked and served daily to everyone.

People of all religions are welcomed in and even allowed to say their own religion's prayers.

They must not take meat, alcohol or cigarettes into the Golden Temple and their head must be covered. They take off their shoes when they enter.

The central point of the Golden Temple is the known as the Divine Temple. Here one can see some of the earliest copies of the Guru Granth Sahib as during the day it is placed on the takht in this diwan hall. However, a newer copy is used in daily worship to protect the oldest one.

The walls inside the Harmandir Sahib are carved with verses from the Guru Granth Sahib. People swim in the lake – it is known as a Sarovar (sacred pool) and is said to heal illnesses.

An Overview of Sikhism.

Sikhism is one of the world's major religions. It is the world's 5th major religion, with about 28 million followers. It began over 500 years ago.

Sikhs are people who follow Sikhism. Sikhs believe in One God, who guides and protects them. Sikhs see everybody as being equal in God's eyes.

Leading a good life and making important choices are important in Sikhism.

The Guru Granth Sahib is the holy book in Sikhism. Sikhs worship at home and also in a Gurdwara, their Sikh Temple.

Pilgrimage in Sikhism.

The Golden Temple's real name is **Harmandir Sahib**. This means 'temple of God.' (Har means God, mandir means temple – you should remember this from Hinduism and Sahib is a way of showing respect to something. It's very similar to sa'lah'lah'hu'alla'him/'peace be upon him' in Islam.)

It is built on a platform in the middle of a man-made lake, on a site chosen by Guru Nanak. This is in the centre of **Amritsar**, a Sikh city. It was first built in 1574. However it was destroyed in 1740 by a Mogul emperor and then was recaptured by a Sikh army and rebuilt. It was later built again in the 19th century out of marble and then the top half covered in gold leaf. There are 4 doors, one on every side to show that people of all races, religions and nations are welcome. **Continued on the left**

The 5 K's

Sikhs display their commitment to their religion by adhering to the 5 K's, which are the Sikh Articles of faith.

The **5 Ks** are symbols of Sikh faith. Many non-baptised Sikhs will wear them, but all members, both male and female, of the **khalsa** (Sikh community) are obliged to wear them.

They will also change their name as a sign. Men who have joined the khalsa add **Singh** (meaning 'lion' to their name), showing they are strong & fearless, but also caring & kind.

Women add **Kaur** (meaning 'princess'), showing all women should behave & be treated like princesses. The commitment to the 5 Ks first came into place in 1699 when Guru Gobind Singh (the 10th guru) made the announcement that they should be worn as a display of faith and devotion to God. They are also a symbol of belonging to the Sikh Community. The 5 K's are Kesh- uncut hair, Kangha-comb, Kara-Steel bracelet, Kirpan- small sword and Kachera- shorts worn under their

Where and how do Sikhs worship?

Sikh temples are called Gurdwaras. They are built with a large central dome. Gurdwaras have 4 doors, one on each side of the temple. This shows that they are open to all people of any faith as Sikhs believe that everyone is equal and we all can and should worship together.

3 Principles all Sikhs live by:

Nam Simran: Remember God's name always.

Kifat Karna: Earn an honest living.

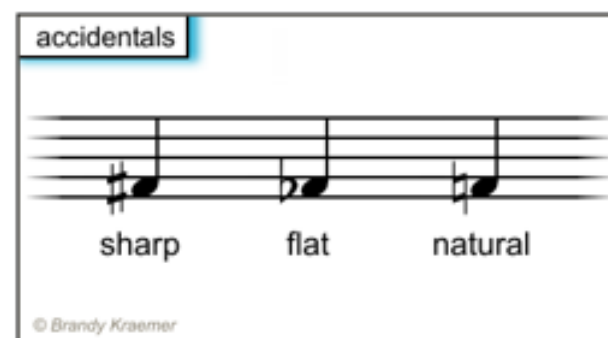
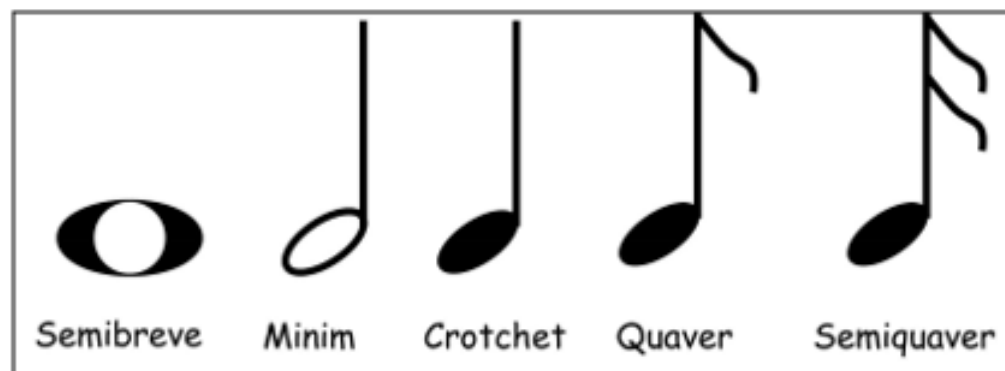
Everyone is obligated to work hard to earn a living if they are able
They cannot have a job which hurts others (running a gambling business, making pornography, dealing illegal drugs, etc.)
Shouldn't be about getting rich but just to help them live life.

Vand Chhakna: Share in charity with those who are less fortunate. This shows generosity and self-sacrifice. Sikhs believe that the best way to worship God is by caring for other people. We cannot love God if don't take care of his creations. **All beings and creatures are His; He belongs to all.'** This means respect for all living things because God is in everything- including animals. As a result, many Sikhs are vegetarian. They think they are **stewards** of the Earth so they also have to care for it as God created it.

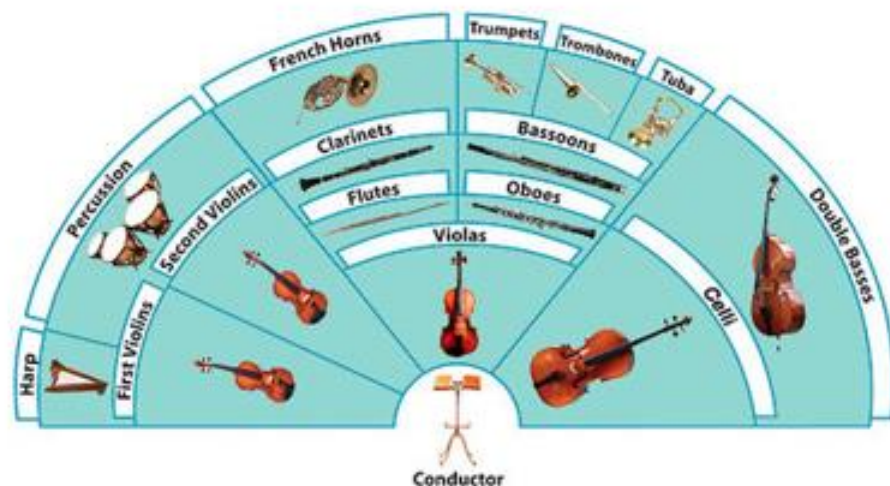


Year 7 Autumn Term Knowledge Organiser

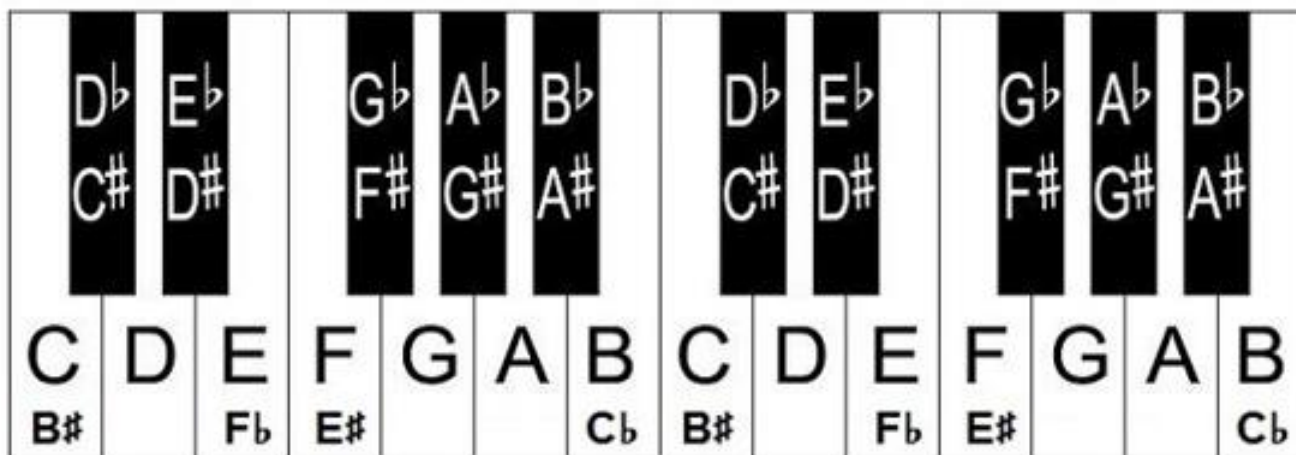
Duration	How long a note lasts for
Pitch	How high or low a note is
Tempo	How fast or slow a note is
Dynamics	How loud or quiet the music is
Timbre	The quality of sound
Texture	How thick or thin the music is
Structure	How the sections of music are laid out e.g. chorus, verse etc.
Silence	When the instruments stop playing



Year 7 Autumn Term Knowledge Organiser



Strings	Violin, Viola, Cello, Double Bass, Guitar, Harp, Ukulele, Banjo
Brass	Trumpet, Trombone, Tuba, Cornet, French Horn, Euphonium, Sousaphone
Woodwind	Flute, Piccolo, Clarinet, Oboe, Bassoon, Recorder, Saxophone
Percussion	Drums, Timpani, Cymbals, Djembes, Cajons, Xylophone, Glockenspiel, Maracas, Claves, Snare Drum, Bass Drum



<u>General vocab</u> accent – where the music is emphasised bar – a regular section on a staff, separated by vertical lines. Contains the beats beat - unit of rhythm canon – tune that is repeated at regular intervals by different performers, but with different starting times chant – singing in unison, with a similar rhythm to speech choir – group of singers chord – 2 or more notes (usually 3) played simultaneously in harmony chord progression – string of chords played in succession, usually a pattern clef – a symbol on written music, defining what pitch to play the note crescendo – getting louder decrescendo – getting quieter dissonance – harsh sounds, chords not in harmony downbeat – first beat in a bar drone – monotonous tone duet – two vocalists or instruments dynamics – how loud or quiet a piece of music is ensemble – all instruments in an orchestra or all voices in a choir, playing at once. flat – playing a note a semitone lower than the written one forte – loud harmony – pleasing combination of two or more notes, played in background behind melody key – system of notes based on a key note <u>Rest lengths</u>  Semibreve rest – 4 beats  Minim rest – 2 beats  Crotchet rest – 1 beat  Quaver rest – ½ beat  Semiquaver rest – ¼ beat	key signature – the flats and sharps at the beginning of each line, to be played throughout the piece music major – a happy sounding piece of music measure – a bar in a piece of music minor – a sad sounding piece of music notation – a method of writing music octave – 8 full tones above the key note. Start and end of a scale <u>off beat</u> – the unaccented beat orchestra – a large group of instruments, usually classical pulse – the constant beat in a piece of music rest – moment when a note is not played for a defined length of time rhythm – structured groups of accented and unaccented beats scale – successive notes of a key, ascending or descending sharp – note to be raised by a semitone slur – a curve over notes, suggesting that it is slurred together staccato – short, sharp notes staff – five horizontal lines on which notes are written tempo – speed of a piece time signature – how many beats to a bar unison – playing or singing the same notes simultaneously vibrato – quickly alternating between two notes – a wobbly sound <u>Common Tempo words</u> allegro – quick and lively andante – at a walking pace adagio – slow and calm largo – slow and broad moderato – a moderate pace rallentando - gradually getting slower accelerando – gradually getting faster
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Summary

Binary, is a number system that is made of two numbers. 1 and 0. Also known as base two.

Computers are made up of **switches**. If you turn on a light switch at home, a computer scientist would say that the light is 1. If you turned it off, a computer scientist would say that the light is 0. A typical computer has **billions** of switches. That's a million million switches. Another name for a switch is **transistor**.

Computer scientists love **binary**. Why? In simple terms, a computer is just switches. If we understand Yes/No questions we can code a computer to do what we want it to do. This is a form of 'Computational thinking'.

Imagine a billion people standing by their own light switch and working as a team to make a mobile phone respond to text message. To get close to modern computer/smart phone speeds each person would have to turn the switch at the same time and have to do this 4,000,000,000 in one second. All of actions in life are based on a number of binary decisions.

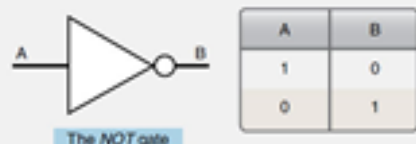
What is a **computer**? A computer can be instructed to accept, process, store and output data. That could be a phone, a washing machine, a tablet, a TV or even the humble PC (personal computer).

Storage- stores programs and files long term, even when they are not in use. Devices such as hard drives, USB memory sticks or SD cards are used to store files such as photos, music and software applications long term.

An **input device** is any piece of computer hardware used to provide data to a computer system.

An **output device** is any piece of computer hardware used to communicate the results of data to a audience.

A Switch



Binary and Decimal



Input / Output and storage devices



Key Vocabulary

Binary	1 or 0. Also known as base 2.
Computer	A hardware device made up of switches. A switch can have a state of 1 or 0.
Computational thinking	Methods that involve expressing problems and their solutions in ways that a computer could solve.
Switch	a device for making and breaking the connection in an electric circuit
Decimal	Base 10 also known as denary. Symbols include up of 0 1 2 3 4 5 6 7 8 and 9.
Hardware	The physical parts of a computer. Eg the touchscreen.
Input Device	Hardware that sends data to a computer, allowing you to interact with and control it.
Output Device	Hardware which converts information into human-readable form. It can be text, graphics, tactile, audio, and video.
Storage Device	Hardware on which information can be stored
Software	Software is the programs that run on a computer., referenced as apps.
Transistor	Another name for a switch.



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