

Waverley School

KS3 Homework Programme

Year 7
Spring 2



Waverley
School

Learning through diversity

Name: _____

Form: _____

Waverley School KS3 Homework Timetable

What night should I do each homework on?

Day	Subject Homework – 30 minutes	Due	+ Reading 30 minutes
Monday	English	Tuesday	
Tuesday	Science	Wednesday	
Wednesday	Humanities- History/Geography/R.E.	Thursday	
Thursday	MFL/Life Skills	Friday	
Friday	Maths	Next lesson	
Saturday	Art/Textiles/Music/Drama	Monday	x
Sunday	Physical Education and IT	Monday	x

Spend 60 minutes each night on your homework.

- 30 minutes of self-quizzing in your homework booklet or working on the given task by your subject teacher for that night.
- 30 minutes reading a suitable book that you can get from the school library.
- For Mathematics your study will consist of a series of work done online, and set by your subject teacher.

Introduction to Self-Quizzing

The knowledge and skills that you acquire through the completion of the homework in this booklet will help you succeed in all of your lessons and ensure that you have the correct foundations to achieve the best GCSE and A level grades possible. In turn, this will give you the best opportunities in life when you leave school.

All the information in the booklet is knowledge that your teachers believe is essential for you to know.

Self-quizzing is essential because firstly it allows you to be able to work independently, which will be a great benefit when you are revising for your GCSEs and A Levels, but secondly it allows you to do even more work away from the classroom and to become an even better learner.

The process of self-quizzing is designed to be repetitive because repeating this process over and over will enable you to achieve automaticity, where you know the content and can recall it easily.

Once you have achieved automaticity of this initial content you can then move rapidly towards more complex content, such as essay writing, which will allow you to make greater progress in your lessons.

Once you know all of this information you will be able to write more and in greater detail because once this initial content has been memorised it frees you from having to use up cognitive processing capacity in your short term memory.

Self-quizzing at Waverley School will be used:

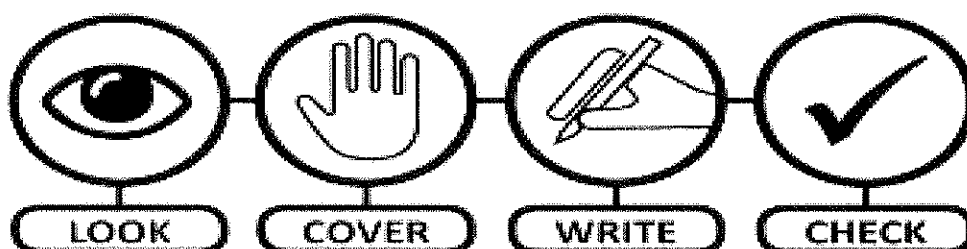
- To prepare for new learning taking place in your lessons.
- To consolidate the learning that has taken place during a lesson, giving you the opportunity to practice and refine particular aspects of your knowledge, and understanding.
- To stretch your knowledge and understanding beyond the curriculum.

How will my work be valued?

Your form tutor will check your practice book in form time each day. Practice books that are consistently presented above the minimum expectations will be rewarded with achievement points and golden tickets, at your form tutor's discretion. **How does Self-Quizzing work? See next page.**

Look/Learn, Cover, Write and Check/Correct

Humanity	Understanding and kindness to other people.
Equality	The same status, rights, and responsibilities for all the members of a society, group, or family.
Aspiration	A strong desire to achieve something high or great.
Respect	Caring enough to consider how words and actions impact others.



Look/Learn:

- 1) Using the school values worksheet read the information in the order it appears from top to bottom over and over again quietly for 3 minutes. If you were doing this at home, you may choose to read it aloud!

Cover:

- 2) Cover over the information that you have read so you cannot see anything at all.

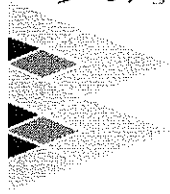
Write:

- 3) Now write out word for word what you have read in the same order it appears on the worksheet

Check/Correct:

- 4) Uncover the worksheet and check your work. Correct any mistakes in green pen and add in any words you have missed out. Do this above where you have written. That is why the lines in your exercise book are so wide!

Repeat the process above until you can recall the information correctly.



Waverley
School
Learning through diversity

Creative Faculty - Knowledge Organiser – Yr 7 Drama –Spring 1.1– Darkwood Manor

Performance Skills

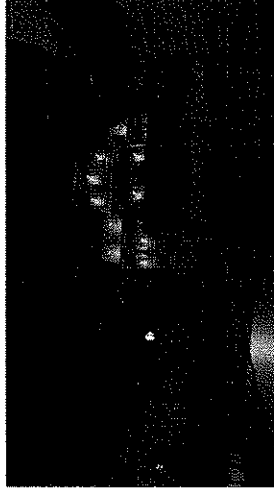
Do's	Don'ts
• Speak loudly and clearly • Face the audience • Make eye contact with the character you're talking to • Pause for tension • Keep characteristics naturalistic • Learn your lines • Be confident! • Look out beyond the audience	• Turn your back on the audience • Mumble • Corpse • Fidget • Forget your lines • Look at the floor • Talk over other characters • Don't rush! • Exaggerate

Narration

Spoken commentary for the audience about the action on stage. A narrator informs the audience about the plot. Narration is useful in making the play more understandable for the audience. It also makes the drama stylised. This means that it becomes non-naturalistic because the audience are aware throughout that a story is being told and the fourth wall is broken.

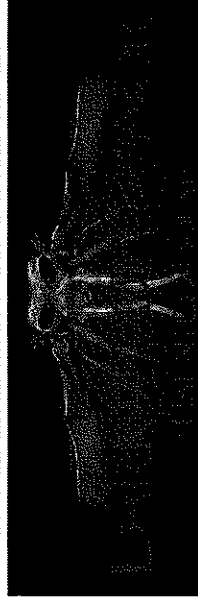
Fourth wall – the invisible wall between the actors on stage and the audience that isn't usually crossed, physically or verbally.

A narrator is NOT a story teller – they move the Drama on and inform the audience of what's happening, which isn't always telling a story.



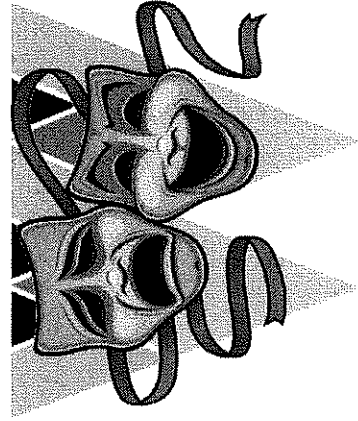
Elements of Drama

- Situation
- Role and Relationship
- Dramatic Tension
- Focus
- Place and Time
- Language
- Movement
- Mood and Atmosphere
- Symbol



Tension

A growing sense of expectation within the Drama, a feeling that the story is building up towards something exciting/scary happening.



Creative Faculty - Knowledge Organiser – Yr 7 Drama –Spring Term

1.2

KEY TERMS

Drama Techniques

- **Freeze frame** - a frozen scene on stage.
- **Thought track**- a character 'steps out' of a scene and reveals something to the audience that they are thinking.
- **Narration** – the process of telling a story.
- **Split stage** - two or more scenes which are performed on stage at the same time.
- **Breaking the fourth wall** – characters speak to the audience by breaking the imaginary wall between them.
- **Blocking** – the movements of an actor.
- **Improvise** – create without preparation.

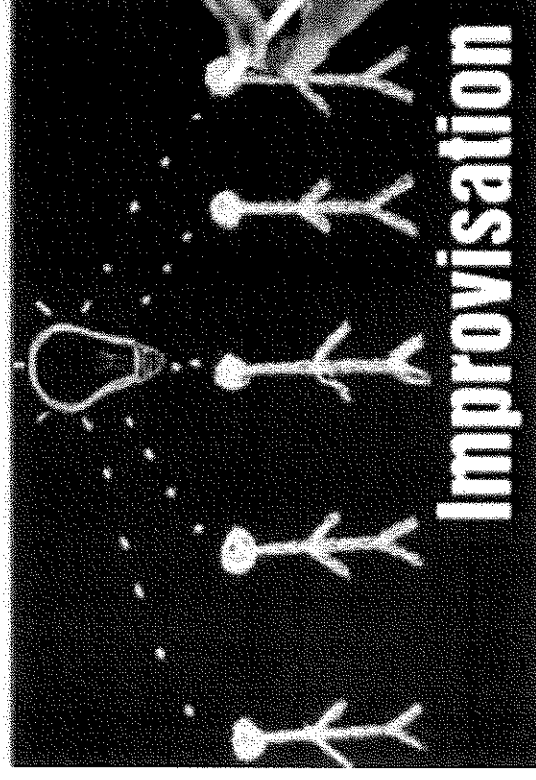
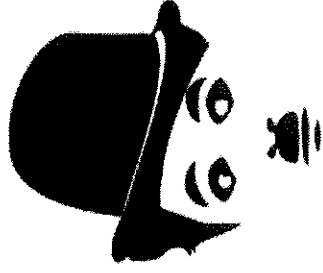
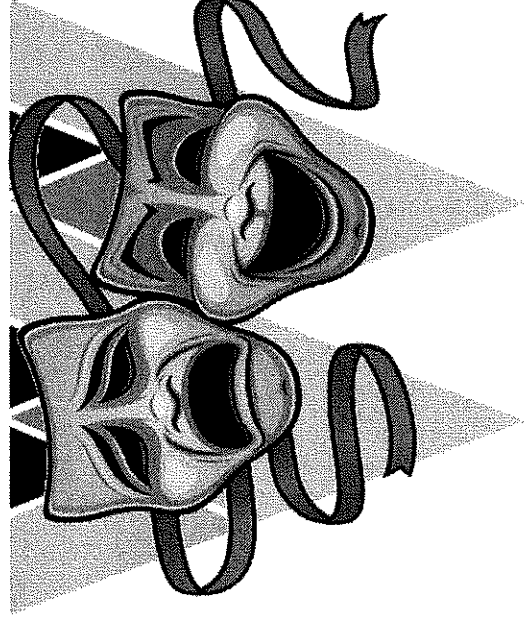
Improvisation refers to the process of creating a piece of drama from scratch. A stimulus may be given to act as a starting point and generate ideas. The drama is then created using a variety of drama techniques to help create the structure and form.

Spontaneous improvisation – the improvisation happens without any rehearsal and actors have to think quickly to create the scene/s.

Rehearsed improvisation – Performers have **time** to create and rehearse the scenes before showing to an audience.

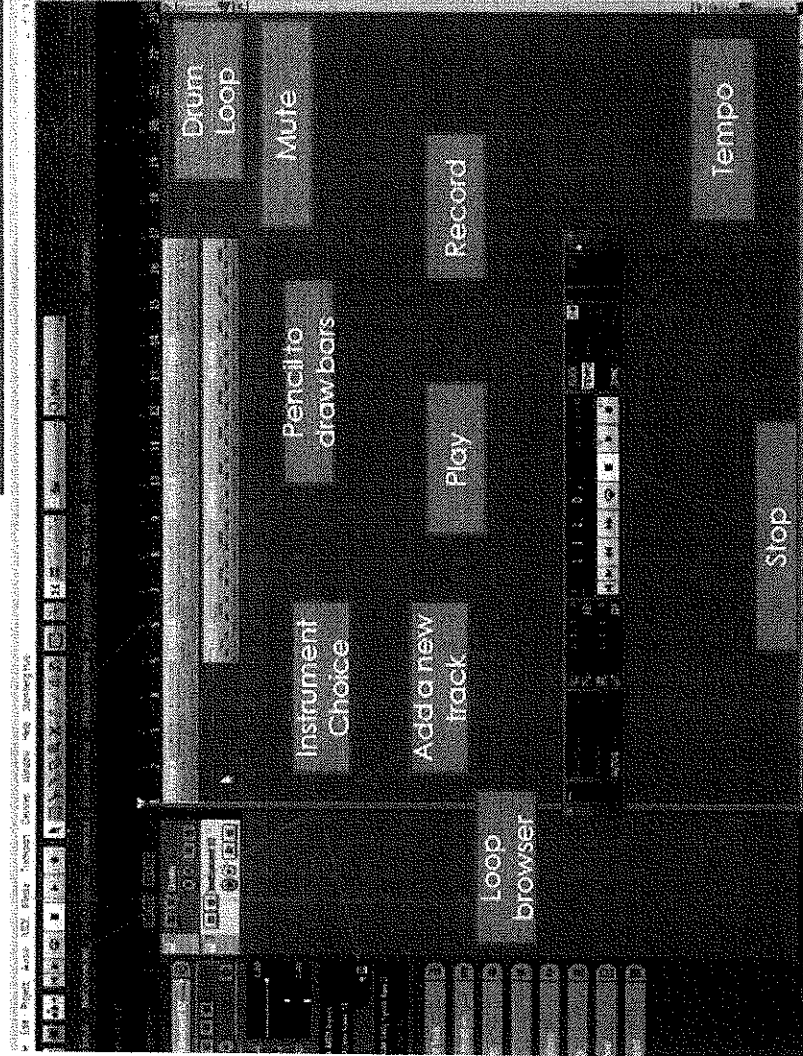
ROLE PLAY

Performers play a character that is different from themselves and use a range of characterisation skills to help portray the role.

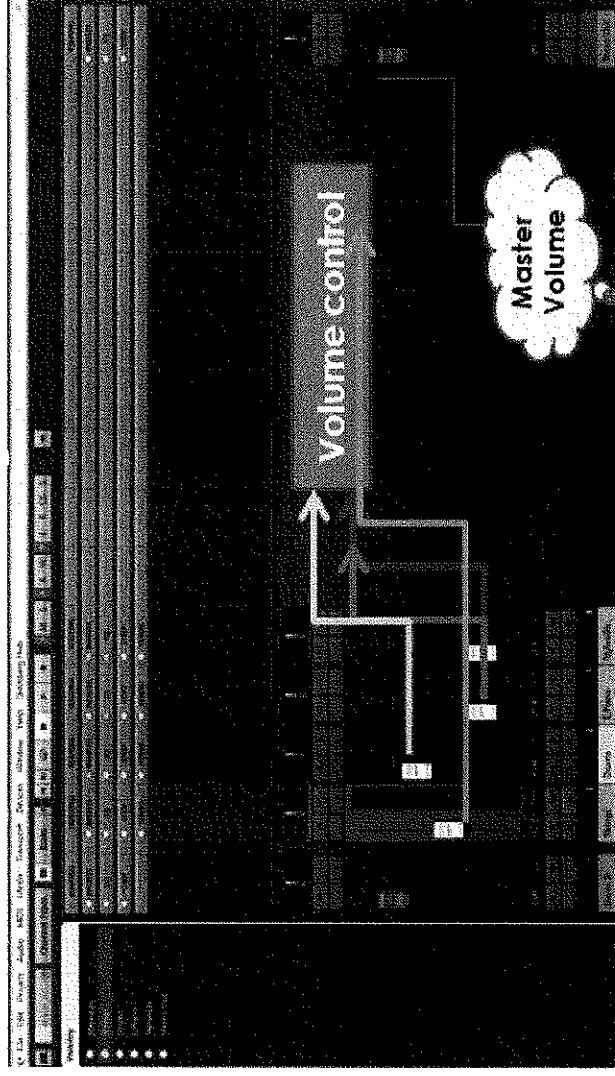


Introduction to Music Technology

Cubase Year 7



F3 for Mixing Desk



MIDI Musical Instrument
Digital Interface is a protocol developed in the 1980's which allows electronic instruments and other digital musical tools to communicate with each other

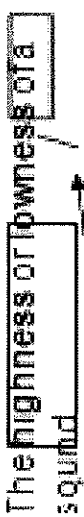
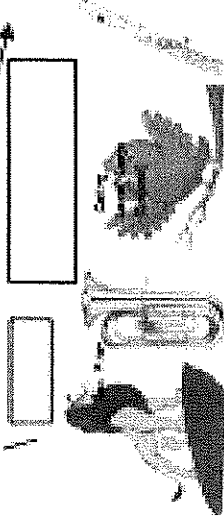
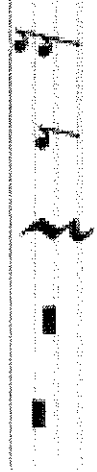
Mixing Desk is an electronic device for combining sounds of many different audio signals

Loop is a repeating section of sound material. Short sections of material can be repeated to create ostinato patterns. Longer sections can also be repeated: for example, a player might loop what he plays on an entire verse of a song in order to then play along with it, accompanying himself. Loops can be created using a wide range of music technologies including turntables, digital samplers, looper pedals, synthesizers, sequencers, drum machines, tape machines, and delay units, and they can be programmed using computer music software

DAW Digital Audio Workstation is an electronic device or application software used for recording, editing and producing audio files. DAWs come in a wide variety of configurations from a single software program on a laptop, to an integrated stand-alone unit, all the way to a highly complex configuration of numerous components controlled by a central computer. Regardless of configuration, modern DAWs have a central interface that allows the user to alter and mix multiple recordings and tracks into a final produced piece.

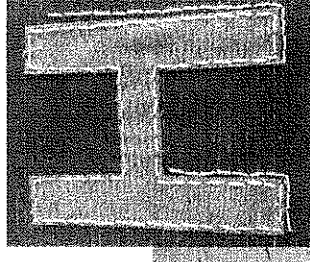
DAWs are used for the production and recording of music, songs, speech, radio, television, soundtracks, podcasts, sound effects and nearly any other situation where complex recorded audio is needed.

Elements of Music Year 7

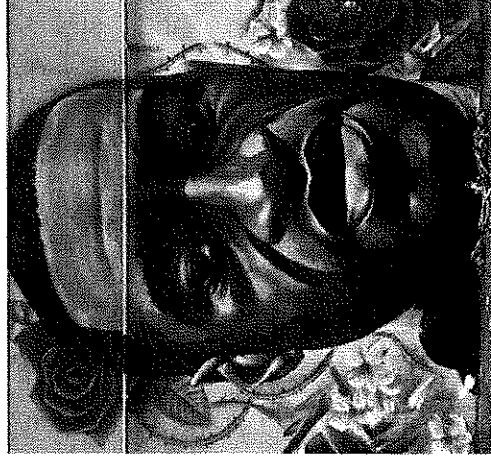
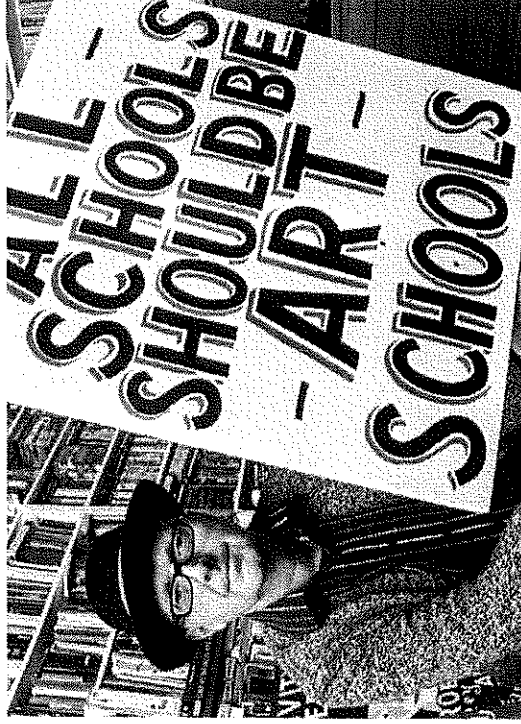
Exploring the Elements of Music			
A. Pitch	B. Tempo	C. Dynamics	D. Duration
The highness or lowness of a sound  	The speed of a sound or piece of music. FAST: <i>Allegro, Vivace, Presto</i> SLOW: <i>Andante, Adagio, Lento</i> GETTING FASTER – <i>Accelerando (accel)</i> GETTING SLOWER – <i>Ritardando (rit.)</i> or <i>Rallentando (rall.)</i>  	The volume of a sound or piece of music. VERY LOUD: <i>Fortissimo (ff)</i> LOUD: <i>Forse (f)</i> QUITE LOUD: <i>Mezzo Forte (mf)</i> QUIET: <i>Soft (p)</i> Piano (<i>pp</i>) VERY SOFT: <i>Pianissimo (pp)</i> GETTING LOUDER: <i>Crescendo (cresc.)</i> GETTING SOFTER: <i>Diminuendo (dim.)</i>  	The length of a sound. SHORT  LONG 
E. Texture	F. Timbre or Sonority	G. Articulation	H. Silence
How much sound we hear. THIN TEXTURE: (sparse/solo) – small amount of instruments or melodies.  THICK TEXTURE: (dense/layered) – lots of instruments or melodies. 	Describes the unique sound or tone quality of different instruments, voices or sounds.  Velvety, Screechy, Treacy, Rattling, Mellow, Crispy, Brassy, Sharp, Heavy, Buzzing, Crisp, Metallic, Wooden etc.	How individual notes are played/technique es. LEGATO – playing notes in a long, smooth way shown by a SLUR. STACCATO – playing notes in a short, detached, spiky way shown by a DOT. 	The opposite or absence of sound, no sound. In music these are RESTS. 
Notation			

How music is written down.

STAFF NOTATION – music written on a **STAVE** (5 lines and spaces)



Protest art is used by activists and social movements to bring awareness of injustices. Protest art can consist of posters, signs, banners and other printed materials.



**ART
MAKES
CHILDREN
POWERFUL**

Bob and Roberta Smith (born in 1963, Reading, UK)

- Artist whose real name is Patrick Brill (only one person)
- British artist, writer, musician, art education advocate

Microbit Programming

1: MicroBit Features

Micro:bit: A small computer designed by the BBC for use in computer science education.

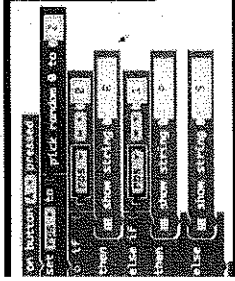
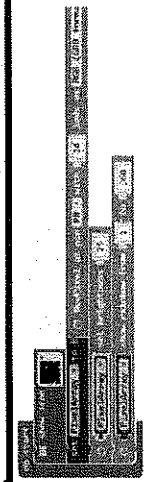
Processor: Receives inputs from the computer and produces outputs.

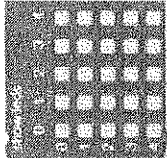
USB: The form of power supply used by the Micro:bit – power is transmitted from the computer via a micro-USB cable.

Buttons: Input devices used within the Micro:bit to control or alter programs whilst running.

LED Light emitting diodes (LEDs) – used on the Micro:bit as a screen in a 5x5 grid to display information.

Accelerometer: An input device within the Micro:bit to control or alter programs by tilting or moving the device.



	Used to display a string (a combination of letters, numbers or symbols) onto the screen.
	Used to display information onto the screen, controlling the LEDs that are shown based on the tick-boxes that have been selected.
	Used to loop through any code contained within the block.
	Used to run certain code contained within the block when the A button is pressed.
	Used to create a variable which can be altered to control parts of the program.

2: Key Programming Words

Algorithm: A set of instructions to be followed to complete a given task or solve a problem.

Program: A sequence of instructions used by a computer.

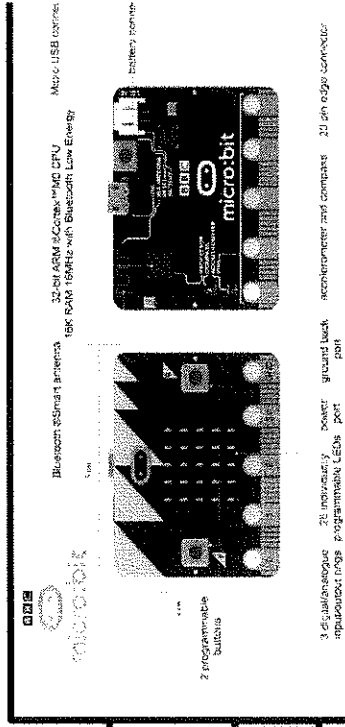
Sequence: The order which the computer will run code in, one line at a time.

Selection: A decision made by a computer, choosing what code should be run only when certain conditions are met.

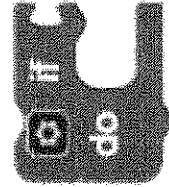
Condition: Checking to see whether a statement or sum is true or false.

Iteration: When a section of code is repeated several times – also known as looping.

Variable: Something which can be changed in a computer. Made up of a name and some data to be saved.



Selection - IF



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if condition then
  this code runs if 'condition' is 'true'
else
  this code runs if 'condition' is 'false'
and if
  
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Year 7 Literacy Scheme of Work – Knowledge Organiser:

<u>Literacy coverage:</u> ✓ Nouns ✓ Verbs ✓ Adverbs ✓ Prepositions and determiners ✓ Tenses	Nouns: What is a noun? Often a noun will be the name for something we can touch (e.g., lion, cake, computer), but sometimes a noun will be the name for something we cannot touch (e.g., bravery, mile, joy). Common Nouns A common noun is the word used for a class of person, place, or thing. Proper Nouns A proper noun is the given name of a person, place, or thing, e.g. its own name Abstract Nouns Abstract nouns are things you cannot see or touch. Collective Nouns Collective nouns are words that denote groups. Gender-specific Nouns Gender-specific nouns are nouns that are male or female. Compound Nouns Compound nouns are nouns made up of more than one word.	Verbs: What is a verb? One of the most important things about verbs is their relationship to time. Verbs tell if something has already happened, if it will happen later, or if it is happening now (e.g., use of past, present or future tense). Lexical Verbs Are most known as main verbs. Linking Verbs These verbs are followed by phrases which give extra information about the subject Modal Verbs: have meanings connected with degrees of certainty and necessity. Auxiliary Verbs Are also known as 'helping verbs'. Stative Verbs express a state rather than an action. Finite and Non finite Verbs Verbs which have the past or the present form are called Finite verbs. Verbs in any other form (ending with ing, or -ed) are called Non finite verbs. Transitive and Intransitive Verbs Most action verbs are described as transitive or intransitive
<u>KEY SKILLS:</u> LESSONS ARE SPLIT INTO FOUR STEPS: 1. Learn 2. Embed 3. Enhance 4. Demonstrate		

All 'adverbed' out? Adverbs are words that give extra information about the events described. • How something happens: We watched the match hopefully. • When something happens: The film will be starting soon. • Where something happens: We will set up the stage over there. Adverbial phrases An adverb phrase is simply two or more words that act as an adverb. Fronted Adverbs In other words, fronted adverbials are words or phrases at the beginning of a sentence, used to describe the action that follows. Adverbs of time Adverbs that tell us how often express the frequency of an action. Adverbs of manner Adverbs of manner are used to tell us the way or how something is done. Linking Adverbs Linking adverbs are adverbs that are used to link ideas or clauses in spoken discourse or written text. They could also be called conjunctive adverbs in so far as they perform the same sort of function as conjunctions.	Literacy questions: Fill in the blanks with the correct modal verb: 1. If you are sick, you _____ go to work. You'll infect everyone there. 2. Drivers _____ stop at red lights. Identify the adjectives: 3. Please put the old documents in the shredder. 4. There is an essential matter we need to discuss. 5. Peter guessed the right number Can you identify the possessive determiners in the sentences below? 6. Ours is not an easy task. 7. It was my word against his. 8. Your bedtime should be after hers. What kind of adverbs are below? 9. Furthermore, the trash beside the highway is big issue. 10. He foolishly left the equipment at home and so could not participate in the practical. 11. Obviously the young kids were bound to go to the recently refurbished theme park. 12. She bustled though the corridors inquisitively, asking questions and engaging with her peers.	Tenses: Three simple tenses: Present – Past – Future – Simple continuous: You are walking You were walking You will be walking. Three perfect tenses: Present perfect – Past perfect – Future perfect – Perfect continuous: You have been walking You had been walking You will have been walking. THE SIMPLE PRESENT: indicate exactly when an action or event took place in the past. THE PAST CONTINUOUS: used to talk about an activity that was in progress at a specific point of time in the past. THE PRESENT PERFECT: used to talk about an event that was completed in the past.
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Can you write a descriptive paragraph including gender-specific noun, infinite verb, and an adverbial phrase?
Try below!

Prepositions and determiners:
What is a preposition?
 a word governing, and usually preceding, a noun or pronoun and expressing a relation to another word or element in the clause, as in 'the man on the platform', 'she arrived after dinner', 'what did you do it for?'.
What is a determiner?

- a person or thing that determines or decides something.
- a modifying word that determines the kind of reference a noun or noun group has; for example a, the, every.

Demonstrative
 points to a particular noun or to the noun it replaces

Possessives
 Belonging to someone.

Ordinals
 Allows an order of ideas or events.

Quantifiers
 is a word which indicates the number or amount being referred to.

Other key skills:
 In learning the various types of literacy covered across our lessons, you're now able to identify a range of subject terminologies in other writer's works and yours too!

Here's an example:
 The sky was serene; and, as I was unable to rest, I resolved to visit the spot where my poor William had been murdered. As I could not pass through the town, I was obliged to cross the lake in a boat to arrive at Plainpalais. During this short voyage I saw the lightnings playing on the summit of Mont Blanc in the most beautiful figures. The storm appeared to approach rapidly; and, on landing, I ascended a low hill, that I might observe its progress.

Can you identify some of the verbs used here?

Can you write your own version, this time focus solely on including the range of nouns you've learnt across the term?

Year 7: “Myths and Legends” knowledge organiser

Key vocabulary	Purpose	Subject-specific language
Myth: A traditional story created by early civilisations to make sense of things happening in the natural world around them. These stories have no historical basis and often include elements of the supernatural or divine. Legend: These stories are not always true but have some historical grounding and focus on a famous person or event. Hero: A person who is admired for their courage, outstanding achievements or noble qualities. In literature, heroes must often undertake a mission or quest. Villain: A character whose evil actions or motives cause harm or damage. Moral: A lesson or message about human behaviour. Vengeful: Seeking to harm someone for revenge. Betrayal: Breaking someone's trust. Plague: Widespread suffering or affliction.	In this unit we examine a range of both fiction and non-fiction texts which explore myths and legends from a range of cultures from around the world, including some from our own county of Suffolk! We will focus on writing non-fiction texts and analysis of structure. Key Myths and Legends • Pandora's box • The Twelve Plagues of Egypt • Theseus and the Minotaur • Daedalus & Icarus • The Black Shuck • The Rendlesham UFO sightings Key Themes & Ideas • Power and responsibility • God vs Man • Morals and values • Trust vs betrayal • Deception • Bravery and courage • Good vs evil • Supernatural • Chance vs fate • Curiosity • Prophecies and curses	Hamartia – a fatal flaw leading to the downfall of a tragic hero or heroine. Allusion – a reference to a person, place, event or literary work with which the reader is assumed to be familiar. Protagonist – the leading character or one of the major characters. Antagonist – a character who actively opposes or is hostile toward someone or something. Comparison – an assessment of the similarities and differences between two or more things. Structure – the organisation of a text, including the order of plot events. Focus – the centre of interest. Zoom in – a detailed description on a small and specific feature. Headline – the heading or title at the top of a news article. Introduction – an opening paragraph in which key information is given. Direct speech – an exact quotation from someone, signalled by speech marks. Reported speech – relaying the words of others without a direct quotation.

English Department – Year 7 Gothic Literature Knowledge Organiser

Social and Historical Context:	Gothic Conventions:	Key texts:
- The Victorian period saw many major developments that made travel, communications and trade easier for many people. - Many of the things we take for granted today, such as photography, telephones, electric light bulbs and cars were invented during Queen Victoria's reign. - Steam was used to power factory machinery, ships and trains. Great iron steamships were built made crossing the ocean faster than ever before. - The very first electric train was invented in 1879. Electric trains were quieter than and not as dirty as steam trains, but it was many years before they were used for passengers. - The spread of education and affluence in the Victorian era encouraged innovation, experimentation and scientific ideas. - Many people saw science and a belief in religion and the supernatural as being at odds with each other. A lot felt they had to choose between the two. And many believed that science had become dangerous and was meddling in matters which only God had control over.	- Isolated, bleak settings; abandoned houses, which are supposedly uninhabited. - Majority of the story takes place at night/ in darkness. - Supernatural entity that wants revenge. - Death of a character or those close to a character. - Frequent use of the colour black. - Rational protagonist who doesn't believe in the supernatural. - Inhuman or monstrous antagonist. - Use of tension and suspense to create fear. Origins of Gothic Literature - The term 'Gothic' was first coined in 1764 by English author Horace Walpole in his novel, <i>The Castle of Otranto</i>, which he subtitled 'A Gothic Story'. The novel was set in a haunted castle where the protagonist is plagued by supernatural occurrences. - Walpole used the word 'Gothic' because it refers to medieval buildings like castles and churches, where a lot of Gothic fiction is set. - Gothic Literature became immensely popular in England and Germany during the 18th and 19th century. Gothic fiction is all about creating terror in the reader and using fear to create suspense.	The Raven A narrative poem by Edgar Allan Poe, noted for its musicality, stylised language, and supernatural atmosphere. It tells of a talking raven's mysterious visit to a distraught lover, tracing the man's slow descent into madness. The Monkey's Paw A short story by W. W. Jacobs, the tale tells of Mr. and Mrs. White and their adult son, Herbert. Sergeant-Major Morris, a friend who served with the British Army in India, introduces them to a mummified monkey's paw. An old fakir placed a spell on the paw, so that it would grant three wishes. The wishes are granted but always with hellish consequences. The Signalman In Charles Dickens' short story, the railway signalman tells the narrator of an apparition that has been haunting him. Each spectral appearance precedes a tragic event on the railway on which the signalman works, which is at a signal-box in a deep cutting near a tunnel entrance on a lonely stretch of the railway line. The Old Nurse's Story A short story by Elizabeth Gaskell is narrated by the old nurse, Hesther. Her tale is about a recently orphaned Miss Rosamond who is now to live at Furnivall Manor house, an impressive but run-down mansion, where strange and sinister events occur.
Literary Devices:		Authors:
Simile: a comparison using like or as. Metaphor: is a figure of speech that describes an object or action in a way that isn't literally true. Pathetic fallacy: The weather reflects the mood of a character. Imagery: visually descriptive or figurative language. Personification: giving human feelings or actions to an inanimate object. Foreshadowing: giving hints to what may come later in the story.		Edgar Allan Poe (1809 – 1849) An American writer, editor, and literary critic. He was the first well-known American writer to try to earn a living through writing alone, resulting in a financially difficult life and career. Poe's best-known fiction works are Gothic, simply because it was very popular at the time. W.W. Jacobs (1863-1943) William Wymark Jacobs was an English author of short stories and novels. During his career, he was best known for his farcical comedies involving dockside and rural Essex characters. He occasionally wrote horror stories and is best remembered today for <i>The Monkey's Paw</i>.

Words to describe the atmosphere: <u>Evil (to describe the atmosphere)</u> – cruel, supernatural, sinister, foreboding, eerie, unearthly, menacing, frightening, unnerving, unsettling, discomfoting, weird, ominous, repellent, spooky, repugnant, uneasy, uncomfortable. <u>Scary (to describe the story)</u> – horrific, horrifying, frightening, disturbing, terrifying, petrifying. <u>Scared (to describe the effect on the reader)</u> - afraid, alarmed, anxious, concerned, frightened, horrified, nervous, panic-stricken, petrified, terrified, worried.	<u>Charles Dickens (1812-1870)</u> Charles Dickens was an English writer and social critic. He created some of the world's bestknown fictional characters and is regarded by many as the greatest novelist of the Victorian era. His novels and short stories are still widely read today, which include <i>A Christmas Carol</i> and <i>Oliver Twist</i>. <u>Elizabeth Gaskell (1810-1865)</u> Elizabeth Gaskell was an English novelist, biographer and short story writer. Her novels offer a detailed portrait of the lives of many strata of Victorian society, including the very poor. Her work is of interest to social historians as well as readers of literature.
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Year 7 Geographical Skills: Spring Term 1

LESSON 1: Introduction to Geography and being a Geographer

What is **Geography**? Geography is the study of places and the relationships between people and the environment

What is it like to be a **Geographer**? Geographers explore the physical properties and human societies. Geographers ask a series of questions such as where are things found? Why are they found there? How do they develop and change over time.

LESSON 2: Understanding geographical key concepts

Key Concepts are

- Place
- Space
- Scale
- Interdependence
- Physical and human processes
- Environmental interaction and sustainable development
- Cultural understanding and diversity

LESSON 3: Understanding the differences between human and physical Geography

Human Geography	Physical Geography	Environmental Geography
Behaviour of people and impact on people.	Natural processes of the earth e.g. climate and tectonics	Is the study of how humans protect and destroy the environment

It is important to remember that both of these are interlinked.

Geographers will need to know the differences between all three studies

Rain - **Physical**

Pollution - **Environmental**

Motorway - **Human**

Aeroplane - **Human**

Snow - **Physical**

Wind - **Physical**

Oil slick - **Environmental**

Shopping - **Human**

Litter - **Human**

Settlement - **Human**

Forest - **Environmental**

Beach - **Physical**

Cliffs - **Physical**

Thunderstorm - **Physical**

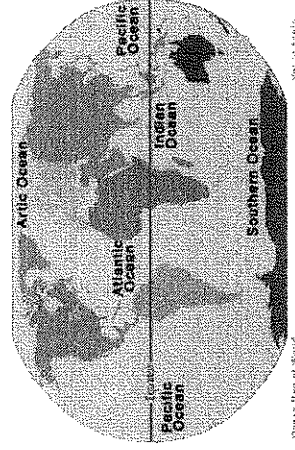
Economy - **Human**

Farming - **Human**

Satellites - **Human**

LESSON 4: Identifying the world's oceans

World map

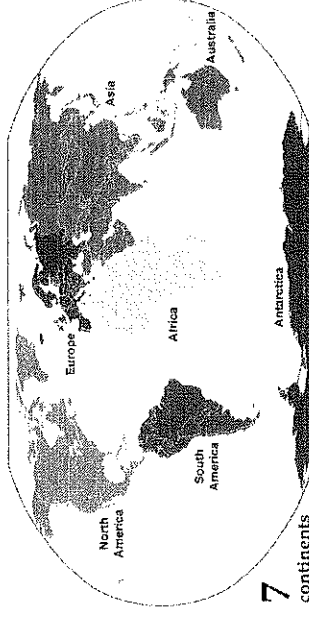


Oceans

1. Pacific
2. Atlantic
3. Indian
4. Southern
5. Arctic

To stretch yourself further you can learn the seas!

LESSON 5: Identifying the continents and countries around the world



7 continents

Continents

1. Africa
2. North America
3. South America
4. Asia
5. Antarctica
6. Australasia
7. Europe

Countries

1. Nairobi
2. New York
3. Rio de Janeiro
4. Kabul
5. Tokyo
6. Sydney
7. Moscow

LESSON 6: Asking Geographical enquiries

You need to learn how to investigate geographical issues. Gather and analyse data. Examine the solution.

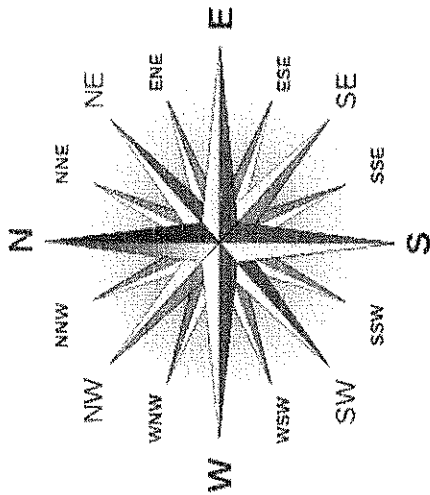
Using lesson 1-5 come up with geographical enquiries to help answer your questions.

E.g. How far is Moscow from London? What ocean is located in western America? What ocean is located on the eastern side of America?

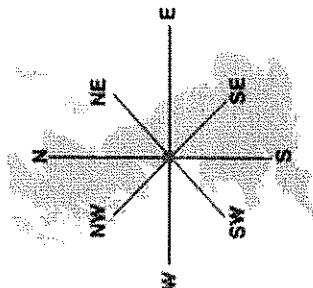
LESSON 7: Assessment

Year 7 Geographical Skills Spring Term 1

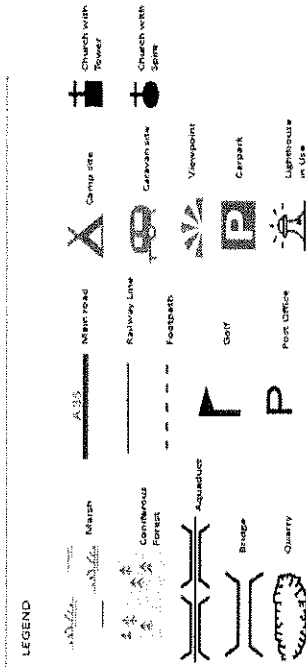
LESSON 1: Compass directions



We can use compass points to describe directions and to describe distributions around the world.



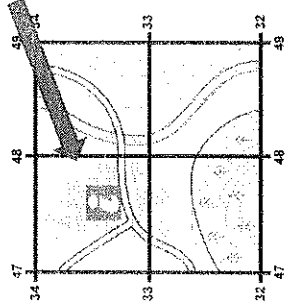
LESSON 2: Identifying Map Symbols



LESSON 3:

Four figure grid references

Let's find the tourism information office.



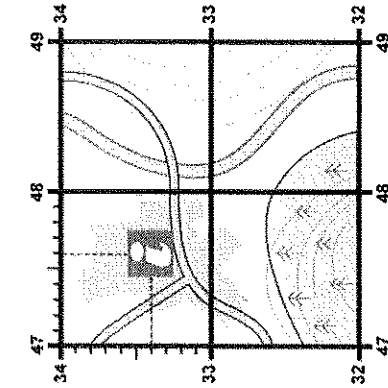
"Along the corridor and up the stairs"

Start at the left-hand side of the map and go east until you get the easting that crosses through the bottom-left-hand corner of the square you want. Write it down e.g. 47

S

Move north until you get to the northing crossing the bottom-left-hand corner of the square you want. Write this number down next e.g. 4733

Six figure grid references



With six figure referencing you can be more accurate.

Imagine each box is divided into 100 tiny squares (10 across 10 down).

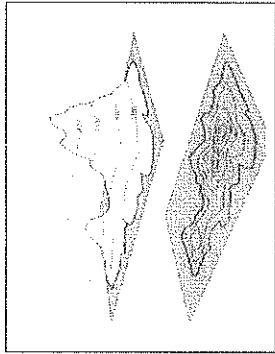
Find the four figure first but leave a space after the first two digits 47_33_

After the easting 47 keep moving east and estimate how many tenths across your symbol is. Write it after the two digits 47633_

(476334)

Next move north from the bottom-left-hand corner of your grid square and estimate how many tenths up your symbol is for the last digit.

LESSON 4: Contour lines



Each contour line is drawn when the land has gone up by 10m in height so the closer the lines, the steeper the area

LESSON 5: Map scale

The scale of a map shows how much you would have to enlarge your map to get the actual size of the piece of land you are looking at.

1:25 000 means that every 1cm on the map represents 25000 cm on the ground.

So 1cm (on map) = 25,000cm (on ground) = 250 meters

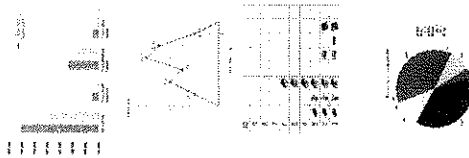
4cm = 1km

Lesson 6: Representing data

When you have collected and recorded data, you can represent it in a diagram.

Bar Chart	To compare two or more results
Line graph	A line graph is often used to show a trend over a number of days/ house
Pictogram	Use pictures to represent data. A pictogram must always have a key
Pie chart	A pie chart uses different sized sectors of a circle to represent data

LESSON 7: Assessment



Knowledge Organiser – The Tudors



Summary

1.	Over five hundred years ago, people were only just realising that America existed and had no idea about Australia. England and Scotland were separate kingdoms, each with their own king. The Tudors were a Welsh/English family that ruled England and Wales from 1485 to 1603- 118 years!
----	---

Key Events

2.	1485: Henry Tudor ends the Wars of the Roses and becomes the first Tudor king – Henry VII by defeating Richard III at the Battle of Bosworth.
3.	1492: Columbus discovers the Americas- The New World
3.	1509: Henry VIII becomes king on his father's death
4.	1534: Henry VIII becomes Head of the Church of England after a quarrel with the Pope about his divorce from Catherine of Aragorn
5.	1547: Edward VI becomes king at the age of 9. He is a Protestant
6.	1553: The Catholic Mary I becomes queen. Nicknamed Bloody Mary
7.	1558: Elizabeth I is the last of the Tudors and a Protestant
8.	1587: Catholic Mary, Queen of Scots is beheaded for plotting against Elizabeth
9.	1588: English victory over the Armada sent by Phillip II of Spain
10	1603: Elizabeth dies. James VI of Scotland becomes James I of England uniting both kingdoms

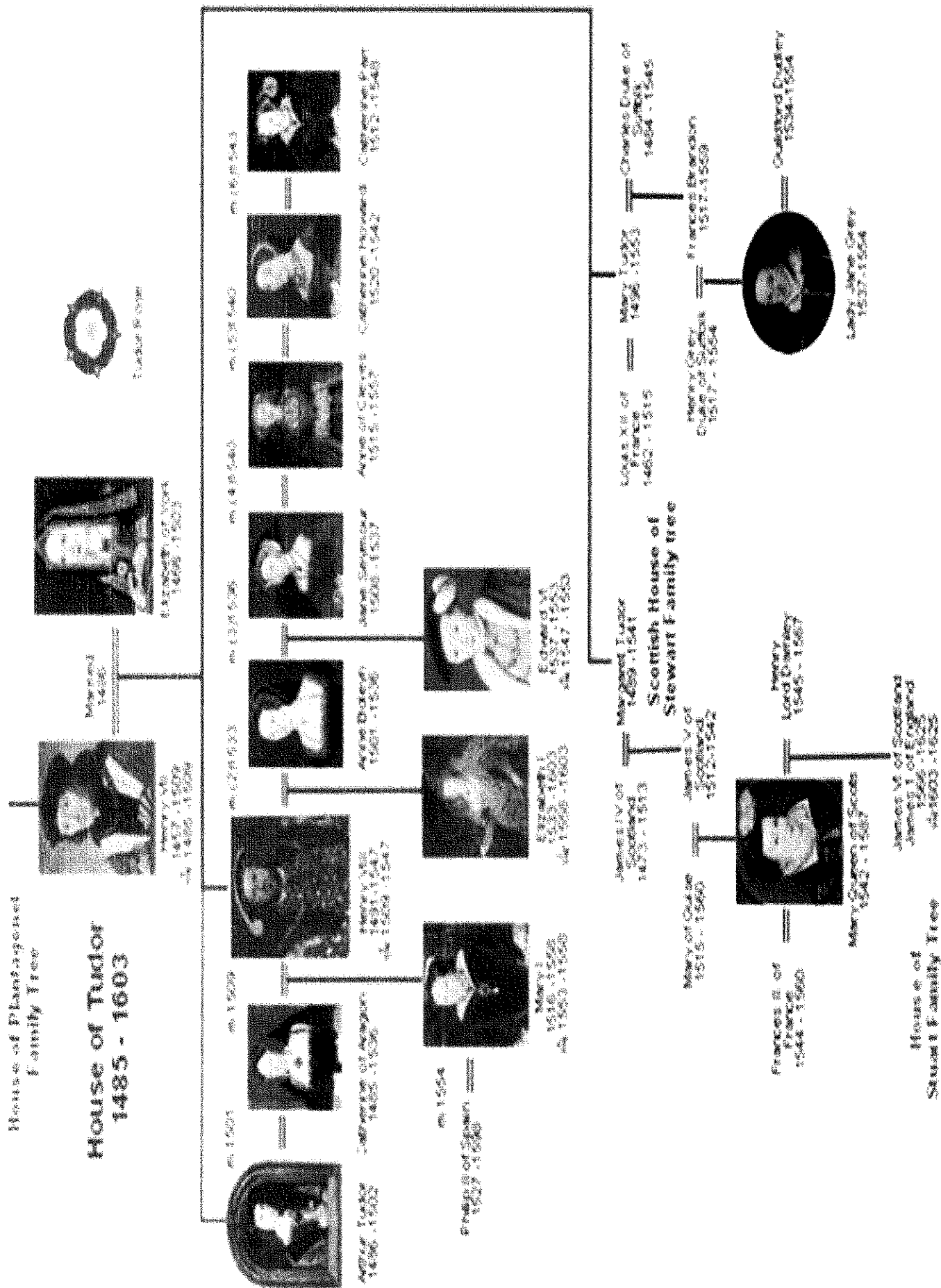
Key Individuals

11	Martin Luther- protested against the Catholic Church. He was the first Protestant. Europe became divided between Catholics and Protestants
12	Lady Jane Grey- Protestant Queen for 9 days in 1553
13	Sir Francis Drake and Sir Walter Raleigh – English sailors and explorers

Key Terms

14	Armada	A fleet of warships sent by Catholic Phillip of Spain to lead the invasion of England
15	Catholic	A member of the Christian Church led by the Pope
16	Dissolution of the monasteries	Henry VIII closed all monasteries in England and took their wealth
17	Excommunicate	To expel from the Catholic Church- a serious punishment
18	Galleon	A large warship
19	Heir	A person who is next in line for the throne
20	Heretic	Someone who challenges the ideas of the Catholic Church
21	Martyr	A person who is prepared to die for their beliefs
22	Monarch	A king or queen
23	Pope	Leader of the Catholic Church. Lives in Rome
24	Protestant	A follower of Martin Luther in protesting about the Catholic Church
23	Reformation	The changes or reforms made to the Catholic Church in the 16 th century
24	Treason	A crime against the king or queen
25	Tudor Rose	Made up of the red rose of the Duke of Lancaster and the white rose of the Duke of York. Designed by Henry VII to represent the end of the civil wars nicknamed the Wars of the Roses
26	Tyrant	A cruel and demanding ruler
27	Vagabonds	Wanderers or tramps

House of Tudor
1485 - 1603





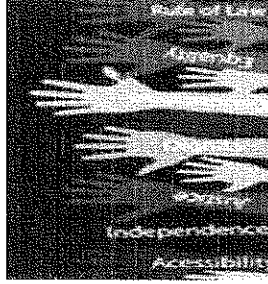
Human Rights Knowledge Organisation

Keywords

Human Right	Rights that all humans should have e.g. right to shelter
Asylum Seeker	Someone who seeks safety on a foreign country
Refugee	Someone who is forced to leave a country due to abuse
Dalai Lama	Monks who fought for peace and human rights
Immigrant	A person who comes to live permanently in a foreign country
Universal Declaration of Human Rights	A document which outlined the rights and freedoms everyone is entitled to.
Missionaries	People who are sent on a mission to do religious or charity work in a foreign country.

1) Human Rights

Human rights are rights that human beings have regardless of their gender, nationality, place of residency, sex, ethnicity, religion, color. Every human has these rights no matter what. There are 30 human rights in a document called the 'Universal Declaration of Human Rights.' Human rights are important because they protect humans from any type of harm.

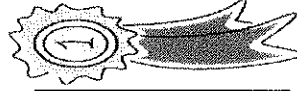


2) Rights in our Community

According to the Universal Declaration of Human Rights, every community should have all human rights being respected. However, this is not the practice in all communities. Some rights may be respected while others are being denied.



5) Martin Luther King



Throughout his life Martin Luther King was confronted by violence. None of this made him respond with violence. His Christian beliefs told him that violence and hatred could only be conquered by love and forgiveness. MLK arranged the Montgomery Bus Boycott to put an end to segregation and discrimination. In 1964 Martin Luther King was awarded the Nobel Peace Prize.

6) Ghandi

Ghandi used non-violence in an attempt to get equal rights for the people in India and to gain independence for India. So he changed his clothes and lifestyle and lived a simple life to help him understand his people better. Ghandi was imprisoned many times but still continued his work. India were finally given independence on 15th August 1947.

7) Mother Teresa

Religion was very important to Mother Teresa and her family, she was a Roman Catholic. She remembers her mother always telling her, to love God and her neighbours. Mother Teresa and her sisters helped the people of Calcutta by teaching, and caring for them. In 1979, Mother Teresa was awarded the Nobel Peace Prize.

3) Asylum and Refugee

An asylum seeker is someone who seeks asylum (safety) in a foreign country and has applied to the government for refugee status. A refugee who is forced to leave their country because they are afraid of being mistreated because of their religion, political beliefs or social behavior.



4) Dalai Lama

The Dalai Lama is the head monk of Tibetan Buddhism. There have been only 14 Dalai Lamas in the history of Buddhism. According to Buddhist belief, the current Dalai Lama, Tenzin Gyatso, is a reincarnation of a past Lama. He fights for people's freedom and human rights. In 1989, he won the Nobel Peace Prize for the work that he has done.



Year 7 French - Knowledge Organiser - Spring Term - En Classe

Collège
Waverley

Descrire une photo

Sur la photo, il y a ... In the photo, there is/are...			une salle de classe (a classroom)
à gauche	au centre	à droite	un(e) prof (a teacher)
to the left	at the centre	to the right	des élèves (some pupils)
en bas	at the bottom	au fond	at the back

Dans mon collège (In my school)

il y a ... (there is/are...)	il n'y a pas de ... (there isn't/aren't...)
un cinéma en 3D (a 3D cinema)	harcèlement (bullying)
une piscine (a swimming pool)	toilettes sales (dirty toilets)
des courts de tennis (tennis courts)	profs trop sévères (too strict teachers)

et aussi
(and also)

les vêtements (clothes)

l'uniforme scolaire	school uniform
un pantalon	trousers
un polo	polo shirt
un pull	jumper
un sweat	sweatshirt
un tee-shirt	tee-shirt
une chemise	shirt
une cravate	tie
une jupe	skirt
une veste	jacket/blazer
des chaussettes (f)	socks
des chaussures (f)	shoes
des baskets (f)	trainers
chic	smart/stylish
confortable	comfy/comfortable
démodé(e)	old-fashioned
pratique	practical

les matières (school subjects)

le français	French
le théâtre	drama
la géographie	geography
la musique	music
la technologie	technology
l'anglais	English
l'EPS	P.E.
l'histoire	history
l'informatique	I.C.T.
les arts	art
plastiques	arts
les maths	maths
les sciences	science

Most adjectives come **after** the noun
une robe **bleue** a blue dress
un garçon **stupide** a silly boy
A few common adjectives come **before** the noun, such as:
grand (big) petit (small)

Les couleurs (colours)

blanc(he)	white
gris(e)	grey
jaune	yellow
marron	brown
noir(e)	black
orange	orange
rose	pink
vert(e)	green

Quelle heure est-il? (What time is it?)

L'heure	Il est...	It's...
5:00	cinq heures	five o'clock
5:10/5:20	cinq heures dix/vingt	ten/twenty past five
5:15	cinq heures et quart	quarter past five
5:30	cinq heures et demie	half past five
4:50/4:40	cinq heures moins dix/vingt	ten/twenty to five
4:45	cinq heures moins le quart	quarter to five
12:00 AM/PM	midi/minuit	midday/midnight

le/la prof est sympa (the teacher is kind)		
très (very)	facile (easy)	intéressant (interesting)
vraiment (really)	amusant (fun/funny)	créatif (creative)
assez (quite)	difficile (difficult)	ennuyeux (boring)
plutôt (rather)	barbant (boring)	nul (rubbish/awful)

Contrasting connectives

mais (but)
cependant (however)
par contre (on the other hand)

le/la prof est trop sévère
(the teacher is too strict)
j'ai trop de devoirs
(I have too much homework)

Key grammar

Key topic questions

Tu aimes ... ? Do you like ... ?	
Oui, j'aime... Yes, I like... / Non, je n'aime pas I don't like	
Quelle est ta matière préférée? What is your favourite subject?	
Ma matière préférée, c'est... My favourite subject is...	
Pourquoi tu aimes le français? Why do you like French?	
J'aime le français car je suis fort(e) en français. I like French because I'm good at French.	
Qu'est-ce que tu portes? What do you wear?	
Je porte un pantalon noir, une chemise blanche... I wear a pair of black trousers, a white shirt...	
Qu'est-ce qu'il y a sur la photo ? What is on the picture?	
Sur la photo il y a ... On the photo there is/are...	
Ta journée scolaire est comment? What is your school day like?	
Ma journée scolaire est très intéressante...	
Il y a combien de profs? How many teachers are there?	
Il y a cent profs. There are one hundred teachers.	
Il y a combien d'élèves? How many pupils are there?	
Il y a deux mille élèves. There are two thousand pupils.	
Quel est ton jour préféré? What's your favourite day?	
Mon jour préféré, c'est le vendredi parce que j'ai français.	
My favourite day is Friday because I have French.	
Tu es d'accord? Do you agree?	
Je (ne) suis (pas) d'accord! I (dis)agree!	

Possessive adjectives

	masculine	feminine	starting with a vowel	plural
my	mon	ma	mon	mes
your	ton	ta	ton	tes
his/her	son	sa	son	scs

If an adjective already ends in **-e**, the feminine form stays the same.

un pull **rouge** une jupe **rouge**

Some adjectives don't change: e.g. marron, orange

Some adjectives are irregular: e.g. blanc/blanche, violet/violette, créatif/créative, ennuyeux/ennuyeuse, sportif/sportive.

Verbs

Verbs	To wear
porter	I wear/I'm wearing
Je porte	we wear/we are wearing
on porte	I study
J'étudie	we study
On étudie	I leave the house
je quitte la maison	I arrive at school
J'arrive au collège	I meet (up with) my friends
je retrouve mes copains	we start lessons
on commence les cours	I eat in the canteen
je mange à la cantine	I sing in the choir
je chante dans la chorale	I play outside
Je joue dehors	we start lessons again
on recommence les cours	I go home
je rentre à la maison	

aimer (to like), **adorer** (to love) and **détester** (to hate) are all -er verbs.
To conjugate these verbs, take off the -er and add the correct ending.

adorer → adore

J'adore

tu adores

il/elle/on adore

ils/elles adorent

je shortens to j' before a vowel or letter h,

so I like is j'aime.

You need to use the definite article 'the' before nouns when talking about likes/dislikes

I like French. J'aime le français.

masculine singular	un pantalon noir
feminine singular	une chemise noire
masculine plural	des pulls noirs
feminine plural	des chaussures noires

Positive

Il y a ... (there is/are...)

J'aime (I like)

J'étudie (I study)

Je mange (I eat)

Je chante (I sing)

Je suis d'accord (I agree)

Negative

Il n'y a pas de ... (there isn't/aren't...)

Je n'aime pas (I don't like)

Je n'étudie pas (I don't study)

Je ne mange pas (I don't eat)

Je ne chante pas (I don't sing)

Je ne suis pas d'accord (I don't agree)

Spanish Year 7 Knowledge Organiser

Mi vida—Module 1

Ya sé...



- 1 Numbers 1–10
- 2 To describe myself
- 3 To talk about my family
- 4 To say when my birthday is
- 5 To talk about pets
- 6 To use adjectives

Llamarse (to be called)	Tener (to have)	Ser (to be)
Me llamo	Tengo	Soy
Te llamas	Tienes	Eres
Se llama	Tiene	Es
Nos llamamos	Tenemos	Somos
Os llamáis	Tenéis	Sois
Se llaman	Tienen	Son

Question words

¿Cómo?	How?	
¿Qué?	What?	
¿Cuándo?	When?	
¿Cuál?	Which?	

¿Dónde?	Where?	
¿Por qué?	Why?	
¿Quién?	Who?	

Key grammar

In Spanish, all nouns are either masculine (m) or feminine (f). There are four words in Spanish for 'the':

	singular	plural
masculine	el tigre (the tiger)	los tigres (the tigers)
feminine	la jirafa (the giraffe)	las jirafas (the giraffes)

Adjectives have masculine and feminine forms. Many adjectives end in -o or -a in the singular.

masculine	feminine
sincero	sincera
tímido	tímida
generoso	generosa
serio	seria
listo	lista
tonto	tonta
simpático	simpática
tranquilo	tranquila
divertido	divertida

Adjectives have masculine and feminine forms, and singular and plural forms.

If an adjective ends in -o in the masculine form, it changes to -a in the feminine form. If it ends with any other letter than -o, it stays the same.

singular		plural	
masculine	feminine	masculine	feminine
amarillo	amarilla	amarillos	amarillas
blanco	blanca	blancos	blancas
verde	verde	verdes	verdes
azul	azul	azules	azules

Key topic questions

- ¿Cómo te llamas? – What is your name?
- ¿Qué tal? / ¿Cómo estás? – How are you?
- ¿Tienes hermanos? – Have you got siblings?
- ¿Cómo se llama tu hermano? – What is your brother's name?
- ¿Cuántos años tienes? – How old are you?
- ¿Cuándo es tu cumpleaños? – How many are there?

Vocabulary

Saludos Greetings				Los números 1 - 31	
¡Hola!	Hello!	¿Cómo te llamas?	What are you called?	uno	1
¿Qué tal?	How are you?	Me llamo...	I am called...	dos	2
Bien, gracias.	Fine, thanks.	¿Dónde vives?	Where do you live?	tres	3
fenomenal	great	Vivo en...	I live in...	cuatro	4
regular	not bad	¡Hasta luego!	See you later!	cinco	5
fatal	awful	¡Adiós!	Goodbye!	seis	6
¿Qué tipo de persona eres? What sort of person are you?				siete	7
Soy...	I am...	listo/a	clever	ocho	8
divertido/a	amusing	serio/a	serious	nueve	9
estupendo/a	brilliant	simpático/a	nice, kind	diez	10
fenomenal	fantastic	sincero/a	sincere	once	11
generoso/a	generous	tímido/a	shy	doce	12
genial	great	tonto/a	silly	trece	13
guay	cool	tranquilo/a	quiet, calm	catorce	14
Mi pasión My passion				quince	15
Mi pasión es...	My passion is...	el fútbol	football	dieciséis	16
Mi héroe es...	My hero is...	la música	music	diecisiete	17
el deporte	sport	el tenis	tennis	dieciocho	18
¿Tienes hermanos? Do you have any brothers or sisters?				diecinueve	19
Tengo...	I have...	un hermanoastro	a half-brother/stepbrother	veinte	20
una hermana	a sister	No tengo hermanos.	I don't have any brothers or sisters.	veintiuno	21
un hermano	a brother	Soy hijo único/hija única.	I am an only child. (male/female)	veintidós	22
una hermanastra	a half-sister/stepsister			veintitrés	23
¿Cuántos años tienes? How old are you?				veinticuatro	24
Tengo... años.	I am... years old.	mayo	May	veinticinco	25
¿Cuándo es tu cumpleaños?	When is your birthday?	junio	June	veintiséis	26
Mi cumpleaños es el... de...	My birthday is the... of...	julio	July	veintisiete	27
enero	January	agosto	August	veintiocho	28
febrero	February	septiembre	September	veintinueve	29
marzo	March	octubre	October	treinta	30
abril	April	noviembre	November	treinta y uno	31
		diciembre	December		
¿Tienes mascotas? Do you have pets?					
Tengo...	I have...	un pez	a fish		
un caballo	a horse	un ratón	a mouse		
una cobaya	a guinea pig	una serpiente	a snake		
un conejo	a rabbit	No tengo mascotas.	I don't have any pets.		
un gato	a cat	¿Cómo es?	What is it like?		
un perro	a dog	¿Cómo son?	What are they like?		
Los colores Colours					
blanco/a	white	gris	grey		
amarillo/a	yellow	marrón	brown		
negro/a	black	azul	blue		
rojo/a	red	rosa	pink		
verde	green	naranja	orange		

Spanish Year 7 Knowledge Organiser

Mi tiempo libre – Module 2

Ya sé...

1	To say what I like and don't like
2	To give opinions
3	To say what I do in my spare time
4	To say what the weather is like
5	To say what sports I do
6	To use negatives



Pronoun	Jugar (to play)	Hacer (To do)
Yo	Juego	Hago
Tú	Juegas	Haces
Él/Ella	Juega	Hace
Nosotros	Jugamos	Hacemos
Vosotros	Jugáis	Hacéis
Ellos	Juegan	Hacen

Key grammar

The infinitive is the form of the verb you find in the dictionary or word list. It often translates as 'to do something'.

escuchar *v* to listen

In Spanish, all infinitives end in **-ar**, **-er** or **-ir**. How many of each group can you find in exercise 1?

When **me gusta** is followed by another verb, that verb must be in the infinitive.

Me gusta **escuchar** música.
I like **to listen/listening** to music.

There are three types of verbs: **-ar**, **-er** and **-ir**. The biggest group is **-ar** verbs. Once you know the pattern, you can apply the rules to new **-ar**.

hablar to speak

(yo)	hablo	I speak
(tú)	hablas	you speak
(él/ella)	habla	he/she speaks
(nosotros)	hablamos	we speak
(vosotros)	habláis	you (plural) speak
(ellos)	hablan	they speak

In brackets you can see the pronouns **I**, **you**, **he/she**, **we**, **you**, **they**. Often these are not used in Spanish because the verb endings make it clear who is speaking.

There are two ways of saying 'you' in Spanish. Use the **tú** form when you are talking to one person, and the **vosotros** form when you are talking to more than one person.

Key topic questions

¿Qué te gusta hacer? – What do you like to do?

¿Qué haces en tu tiempo libre? – What do you do in your free time?

¿Qué tiempo hace? – What's the weather like?

¿Qué deportes haces? – What sports do you do?

¿Qué haces cuando llueve? – What do you do when it is raining?

¿Qué haces los lunes? – What do you do on Mondays?

Vocabulary

¿Qué te gusta hacer? What do you like to do?

Me gusta...	I like...	navegar por Internet	to surf the net
Me gusta mucho...	I really like...	salir con mis amigos	to go out with my friends
No me gusta...	I don't like...	ver la televisión	to watch TV
No me gusta nada...	I don't like at all...	porque es...	because it is...
chatear	to chat online	porque no es...	because it is not...
escribir correos	to write emails	interesante	interesting
escuchar música	to listen to music	guay	cool
jugar a los videojuegos	to play videogames	divertido/a	amusing, funny
leer	to read	estúpido/a	stupid
mandar SMS	to send text messages	aburrido/a	boring

¿Qué haces en tu tiempo libre? What do you do in your spare time?

bailo	I dance	monto en bici	I ride my bike
canto karaoke	I sing karaoke	saco fotos	I take photos
hablo con mis amigos	I talk with my friends	toco la guitarra	I play the guitar

Expresiones de frecuencia Expressions of frequency

a veces	sometimes	nunca	never
de vez en cuando	from time to time	todos los días	every day

¿Qué tiempo hace? What's the weather like?

hace calor	it's hot	llueve	it's raining
hace frío	it's cold	nieva	it's snowing
hace sol	it's sunny	¿Qué haces cuando	What do you do when
hace buen tiempo	it's nice weather	llueve?	it's raining?

Las estaciones The seasons

la primavera	spring	el otoño	autumn
el verano	summer	el invierno	winter

¿Qué deportes haces? What sports do you do?

Hago artes marciales.	I do martial arts.	Juego al tenis.	I play tennis.
Hago atletismo.	I do athletics.	Juego al voleibol.	I play volleyball.
Hago equitación.	I do/go horseriding.	¡Me gusta!	I like it!
Hago gimnasia.	I do gymnastics.	¡Me gusta mucho!	I like it a lot!
Hago natación.	I do/go swimming.	¡Me gusta muchísimo!	I really, really like it!
Juego al baloncesto.	I play basketball.	¡Me encanta!	I love it!
Juego al fútbol.	I play football.		

Los días de la semana The days of the week

lunes	Monday	domingo	Sunday
martes	Tuesday	los lunes	on Mondays, every
miércoles	Wednesday		Monday
jueves	Thursday	los martes	on Tuesdays, every
viernes	Friday		Tuesday
sábado	Saturday		

Algunas preguntas Some questions

¿Qué...?	What/Which...?	¿Cómo...?	How/What...?
¿Cuándo...?	When...?	¿Cuántos...?	How many...?
¿Dónde...?	Where...?		

Spanish Year 7 Knowledge Organiser

Ya sé...

Mi insti—Module 3

1	To say what subjects I study	😊😊😊
2	To say what my favourite day is	
3	To give opinion about school subjects	
4	To give a reason for my opinion	
5	To describe my school	
6	To talk about what I do at break time	

Estudiar (to study)	Comer (to eat)	Vivir (to live)
Estudio	Como	Vivo
Estudias	Comes	Vives
Estudia	Come	Vive
Estudiamos	Comemos	Vivimos
Estudiáis	Coméis	Vivís
Estudian	Comen	Viven

Key grammar

When you give opinions about subjects, make sure you use **el/la/los/las** before the noun. You don't use 'the' in English, but you must use **el/la/los/las** in Spanish.

singular

Me gusta **el** español. I like Spanish.

plural

Me gustan **las** matemáticas. I like maths.

Here are some adjectives to describe subjects and teachers. With a partner, brainstorm any others you already know.

singular		plural		English
masculine	feminine	masculine	feminine	
aburrido	aburrida	aburridos	aburridas	boring
divertido	divertida	divertidos	divertidas	fun
práctico	práctica	prácticos	prácticas	practical
difícil	difícil	difíciles	difíciles	difficult
fácil	fácil	fáciles	fáciles	easy
útil	útil	útiles	útiles	useful
raro	rara	raros	raras	strange
severo	severa	severos	severas	strict

The plural form of **un/una** (meaning 'a') is **unos/unas** (meaning 'some'):

	singular	plural
masc	un laboratorio	unos laboratorios
fem	una clase	unas clases

Remember, there are also four words for 'the' in Spanish:

	singular	plural
masc	el laboratorio	los laboratorios
fem	la clase	las clases

Key topic questions

- ¿Qué estudias? – What do you study?
- ¿Cuál es tu día favorito? – What is your favourite day?
- ¿Te gusta el dibujo? – Do you like art?
- ¿Qué hay en tu instituto? – What is there in your school?
- ¿Cómo es tu insti? – How is your school like?
- ¿Qué haces durante el recreo? – What do you do during break?

Vocabulary

¿Qué estudias? What do you study?

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

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

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

Opiniones Opinions

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

Los profesores Teachers

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

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

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

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

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

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

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

Spanish Year 7 Knowledge Organiser

Ya sé...

Mi familia y mis amigos—Module 4



- 1 To say how many people there are in my family
- 2 To give information about family members
- 3 To count up to 100
- 4 To ask what colour eyes someone has
- 5 To describe other people
- 6 To ask someone what their home is like

Tener (to have)	Ser (to be)
Tengo	Soy
Tienes	Eres
Tiene	Es
Tenemos	Somos
Tenéis	Sois
Tienen	Son

Key grammar

Tener and **ser** are very useful irregular verbs.
Learn how to use them to talk about yourself and other people.

tener to have

ser to be

tengo I have

tenemos we have

soy I am

somos we are

tienes you have

tenéis you (plural) have

eres you are

sois you (plural) are

tiene he/she has

tienen they have

es he/she is

son they are

Tengo los ojos azules y soy pelirrojo. I have blue eyes and I am a redhead.

Tiene sesenta años y es calvo. He is sixty years old and bald.

The words for 'my' and 'your' are different depending on whether the noun is singular or plural.

	singular	plural
my	mi	mis
your	tu	tus
his/her	su	sus

mi padre my father

mis hermanas my sisters

When you are talking about location (where something is), you use the verb **estar** for 'to be.' This verb is irregular.

estoy

I am

estás

you are

está

he/she/it is

estamos

we are

estáis

you (plural) are

están

they are

¿Dónde está?

Where is it?

Está en el campo.

It's in the countryside.

In Spanish most adjectives come **after** the word they are describing.

Tengo el pelo rubio, corto y liso. I have short, straight, blond hair.

Key topic questions

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

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

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

¿Cómo es? – What is he/she like?

¿Cómo es tu casa? – What is your house like?

¿Dónde está? – Where is it?

Vocabulary

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

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

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

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

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

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

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

¿Cómo es? What is he/she like?

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

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

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

¿Dónde está? Where is it?

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

Spanish Year 7 Knowledge Organiser

Mi ciudad—Module 5

Ya sé...

	😊😐😞
1	To say what there is in my town or village
2	To ask someone about their town or village
3	To ask and tell the time
4	To understand a tapas menu
5	To say what I am going to do at the weekend
6	To ask someone what they are going to do

Ir (to go)	Querer (to want)
Voy	Quiero
Vas	Quieres
Va	Quiere
Vamos	Queremos
Vais	Queréis
Van	Quieren

Key grammar

To say what you are going to do, use the present tense of the verb **ir** (**voy, vas, va** etc.) followed by **a plus the infinitive**. This is called the near future tense.

voy a salir con mis amigos

I am going to go out with my friends

vas a ver la televisión

you are going to watch TV

va a ir de paseo

he/she is going to go for a walk

vamos a jugar al voleibol

we are going to play volleyball

vais a chatear

you (plural) are going to chat online

van a hacer los deberes

they are going to do their homework

The words for 'a', 'some' and 'many' in Spanish are:

	a/an	some	many/a lot of
masc	un museo	unos museos	muchos museos
fem	una tienda	unas tiendas	muchas tiendas

Key topic questions

¿Qué hay en tu ciudad? – What is there in your town?

¿Te gusta vivir en.....? – Do you like living in.....?

¿Qué hora es? – What time is it?

¿Qué haces en la ciudad? – What do you do in town?

¿Cuánto es, por favor? – How much is it, please?

¿Qué vas a hacer? – What are you going to do?

Vocabulary

¿Qué hay en tu ciudad? What is there in your town?

Hay...	There is...	una universidad	a university
un castillo	a castle	En...	In...
un centro comercial	a shopping centre	mi barrio	my neighbourhood
un estadio	a stadium	mi ciudad	my town, my city
un mercado	a market	mi pueblo	my village, my town
un museo	a museum	No hay museo.	There isn't a museum.
un parque	a park	No hay nada.	There's nothing.
una piscina	a swimming pool	unos museos	some museums
una plaza	a square	unas tiendas	some shops
un polideportivo	a sports centre	muchos museos	a lot of museums
un restaurante	a restaurant	muchas tiendas	a lot of shops
una tienda	a shop		

¿Te gusta vivir en...? Do you like living in...?

Meg gusta mucho vivir en...	I like living in... a lot.	porque hay/es...	because there is/it is...
No me gusta nada vivir en...	I don't like living in... at all.		

¿Qué hora es? What time is it?

Es la una.	It's one o'clock.	Son las ocho menos veinte.	It's twenty to eight.
Son las dos.	It's two o'clock.	Son las nueve menos cuarto.	It's quarter to nine.
Es la una y cinco.	It's five past one.	Son las diez menos diez.	It's ten to ten.
Son las dos y diez.	It's ten past two.	Son las once menos cinco.	It's five to eleven.
Son las tres y cuarto.	It's quarter past three.	Son las doce.	It's twelve o'clock.
Son las cuatro y veinte.	It's twenty past four.	¿A qué hora?	At what time?
Son las cinco y veinticinco.	It's twenty-five past five.	a la una	at one o'clock
Son las seis y media.	It's half past six.	a las dos	at two o'clock
Son las siete menos veinticinco.	It's twenty-five to seven.		

¿Qué haces en la ciudad? What do you do in town?

Salgo con mis amigos.	I go out with my friends.	a la cafetería	to the cafeteria
Voy...	I go...	a la playa	to the beach
al cine	to the cinema	de compras	shopping
al parque	to the park	de paseo	for a walk
a la bolera	to the bowling alley	No hago nada.	I do nothing.

En la cafetería In the café

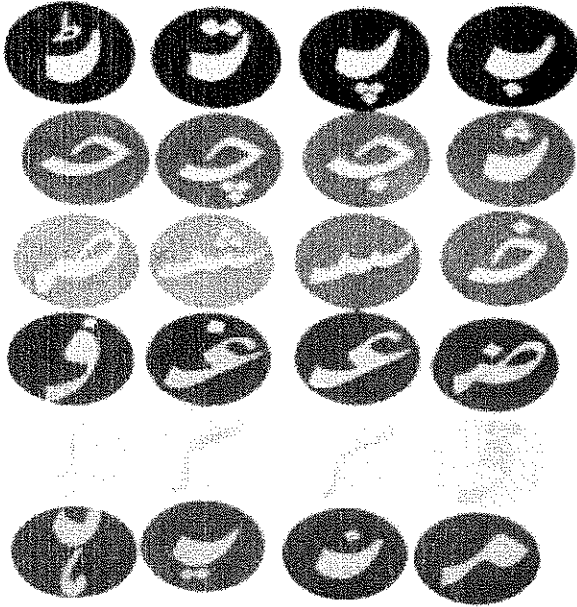
Yo quiero...	I want...	gambas	prawns
bebidas	drinks	jamón	ham
un batido de chocolate/ de fresa	a chocolate/strawberry milkshake	pan con tomate	tomato bread
un café	a coffee	patatas bravas	spicy potatoes
una Coca-Cola	a Coca-Cola	tortilla	Spanish omelette
una Fanta limón	a lemon Fanta	¿Algo más?	Anything else?
un granizado de limón	an iced lemon drink	No, nada más.	No, nothing else.
un té	a tea	¿Y de beber?	And to drink?
raciones	snacks	¿Cuánto es, por favor?	How much is it, please?
calamares	squid	Son cinco euros setenta y cinco.	That's 5,75 €.
croquetas	croquettes		

¿Qué vas a hacer? What are you going to do?

Voy a salir con mis amigos.	I am going to go out with my friends.	Vamos a jugar al voleibol.	We are going to play volleyball.
Vas a ver la televisión.	You are going to watch TV.	Vais a chatear.	You are going to chat.
Va a ir de paseo.	He/She is going to go for a walk.	Van a hacer los deberes.	They are going to do their homework.

Knowledge Organiser – Spring 2

Half shapes of the letters



Urdu Alphabet

ا	آ	ب	پ	ت	ٹ
ث	ج	چ	ح	خ	د
ڈ	ذ	ر	ڑ	ز	ژ
س	ش	ص	ض	ط	ظ
ع	غ	ف	ق	ک	گ
ل	م	ن	ں	و	ہ
ھ	ء	ی	ے		



These Urdu letters do not have half shapes.



Four rules of connecting the letters

Rule 1: These nine letters never join to the following letter but join to the preceding letter

ا د ڈ ذ ر ژ ز و

Rule 2: These 11 letters never change their shape regardless of their position in the word.

ا د ڈ ذ ر ژ ز و + ط ظ

Rule 3: Any letter which appears at the beginning or middle of a word always become a half letter.

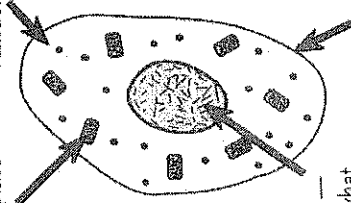
م ح ن ت محنت

Rule 4: The last letter of a word is always a full letter

Cells

An Animal Cell

Mitochondria — where most of the reactions for aerobic respiration take place



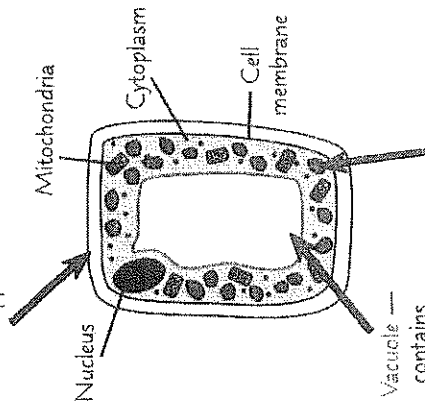
Nucleus — controls what the cell does

Cell membrane — holds the cell together and controls what goes in and out

Cytoplasm — where most of the chemical reactions happen

A Plant Cell

Cell wall (made of cellulose) — supports the cell



Vacuole — contains cell sap

Chloroplasts (contain chlorophyll) — where photosynthesis occurs

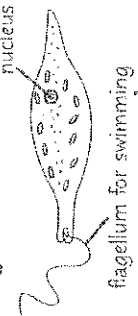
You can see the parts of a cell using a microscope (it helps if you stain the cells first).

Animal cells don't have a cell wall, vacuole or chloroplasts.

Unicellular Organisms

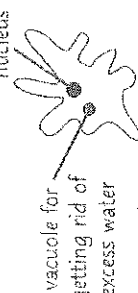
UNICELLULAR ORGANISM — a living thing made up of only one cell.

Euglena:



flagellum for swimming

Amoeba:



vacuole for getting rid of excess water

These adaptations help the organisms survive in water (their environment).

Cell Organisation and Microscopes

Cell Organisation

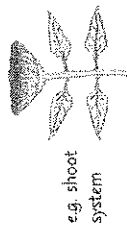
CELL — the basic building block that makes up all living organisms.



TISSUE — a group of similar cells working together.



ORGAN — a group of different tissues working together.



e.g. leaf

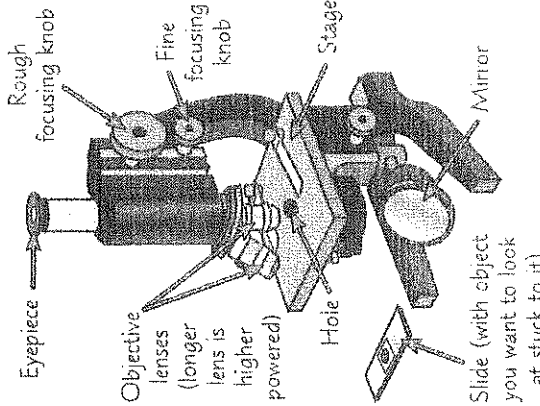
ORGAN SYSTEM — a group of organs working together.

Organ systems work together to make entire organisms.

Multicellular organisms (most plants and animals) are usually made up of several organ systems.

A Microscope

Using a Microscope



Angle mirror so light shines up through hole in stage.

Clip slide onto stage.

Start with lowest powered objective lens and move it down to just above slide by turning rough focusing knob.

Look down eyepiece and adjust focus with fine focusing knob until you get a clear image of what's on slide.

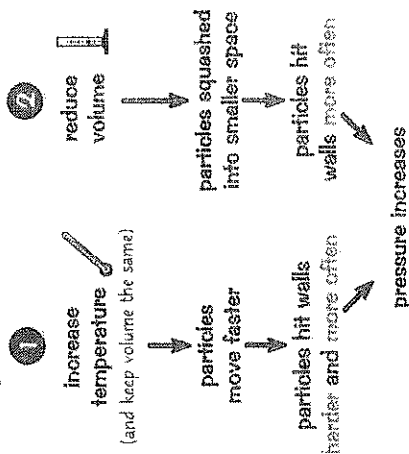
To see slide with a greater magnification, swap to higher powered objective lens and refocus.

Pressure, Diffusion & Changes of State

Pressure

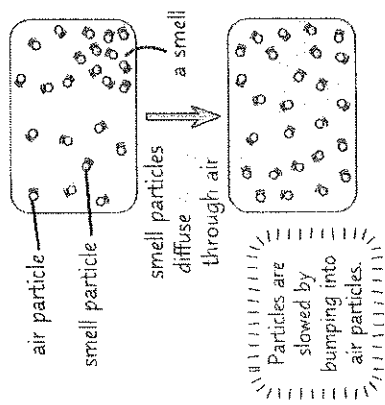
Gas pressure is caused by particles hitting a surface.

Two ways to increase pressure:

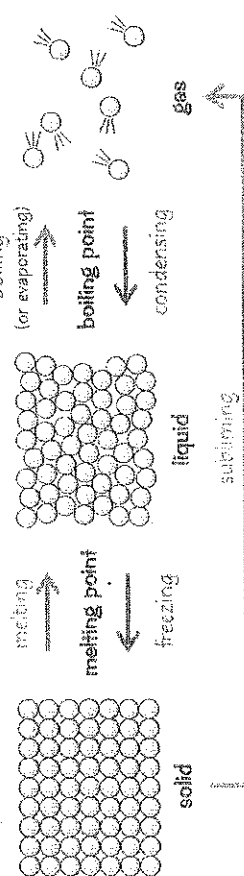


Diffusion

DIFFUSION — the process of particles spreading out from an area of higher concentration to an area of lower concentration.



Changes of State



→ = energy is supplied → = energy is given out

Melting, Boiling and Subliming:

Substance heats up → Particles gain energy → Forces between particles weaken → Particles break free from position

Condensing and Freezing:

Substance cools down → Particles lose energy → Forces between particles strengthen → Particles held in position

≥ A change of state doesn't involve a change in mass, only a change in energy.

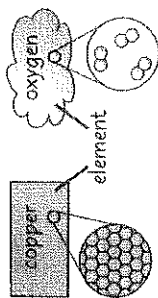
Atoms, Elements & the Periodic Table

The Dalton Model of the Atom

Atoms are very small particles that can't be seen directly.

Dalton (a scientist) concluded these three things about atoms:

- 1 All matter is made up of atoms.
- 2 There are different types of atom.
- 3 Each element contains a different type of atom.

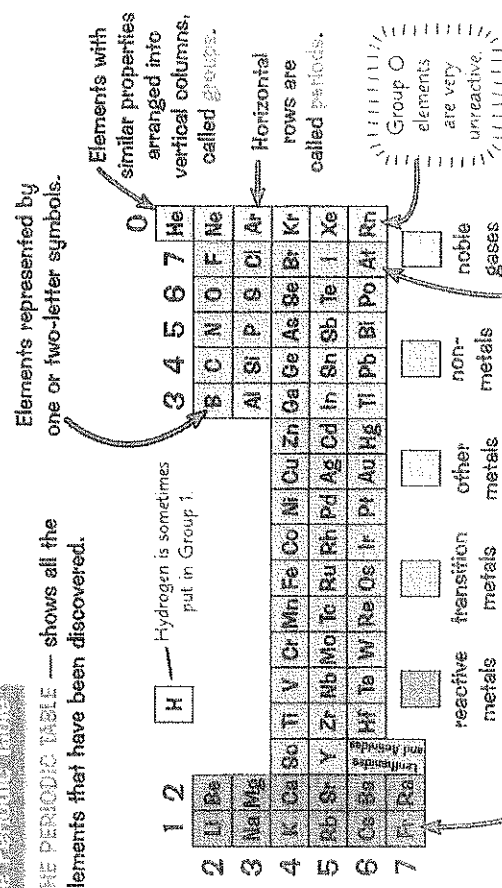


ELEMENT — a substance that contains only one type of atom.

Elements have different properties.
 E.g. copper is a soft, bendy metal and oxygen is a colourless gas.

The Periodic Table

THE PERIODIC TABLE — shows all the elements that have been discovered.



The Group 1 metals get more reactive down the group.

E.g. when added to water...

...lithium (Li) fizzes.

...rubidium (Rb) explodes.

least reactive

most reactive

most reactive

least reactive

You can use the periodic table to predict patterns in reactions.

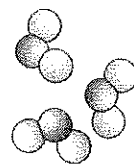
Compounds

Molecules and Compounds

MOLECULE — two or more atoms bonded together.

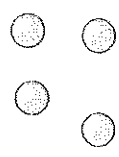
COMPOUND — a substance made up of atoms from different elements, bonded together.

Molecules in a compound:



E.g. water, H_2O

An element made of atoms:



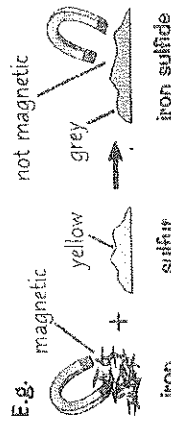
E.g. argon, Ar

If they are atoms of the same element, then the molecule is an element. If they are atoms of different elements, then the molecule is a compound.



Properties of Compounds

Compounds often have completely different properties to the elements they are made from.



When different elements combine, the name of the compound usually ends -ide.

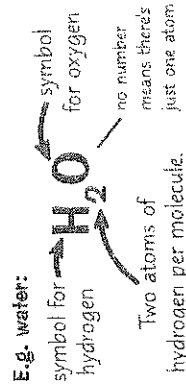
When two or more different elements combine, and one of them is oxygen, the name of the compound usually ends -ate.

sodium + chlorine → sodium chloride
magnesium + oxygen → magnesium oxide

sodium + carbon + oxygen → sodium carbonate
copper + sulfur + oxygen → copper sulfate

Chemical Formulae

CHEMICAL FORMULA — a formula that shows the proportion of atoms of each element in a compound.

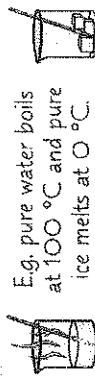


Purity and Separating Mixtures

Purity

PURE SUBSTANCE — a substance made up of only one type of element or compound.

Pure substances have fixed melting and boiling points.



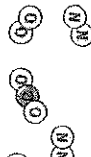
You can test the purity of a substance by measuring its boiling or melting point.

Pure substances can't be separated into anything simpler without a chemical reaction.

Mixtures

MIXTURE — a substance made up of two or more elements or compounds that aren't chemically bonded to each other.

E.g. air is a mixture.

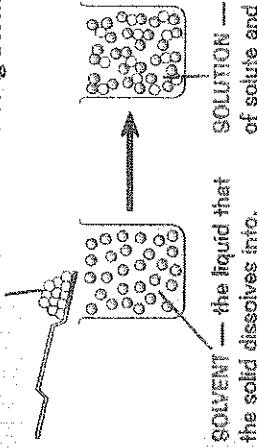


Mixtures have the properties of the substances they're made from.

Mixtures can be separated by physical methods, e.g. filtration, evaporation, chromatography and distillation. These methods don't involve chemical reactions or form new substances.

Dissolving

SOLUTE — the solid being dissolved.



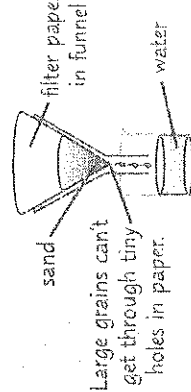
SOLVENT — the liquid that the solid dissolves into.
SOLUTION — the mixture of solute and solvent.

SOLUBLE	WILL dissolve
INSOLUBLE	WON'T dissolve
SOLUBILITY	A measure of how much solute will dissolve.

A solution is called saturated when no more solute will dissolve.

Filtration

Separates insoluble solids from liquids — e.g. sand and water:



Evaporation

Separates soluble solids from liquids — e.g. a salt and water solution:

