

Year 7 Knowledge Organiser

“In a time of turbulence and change, it is more true than ever that knowledge is power”

John F Kennedy

Cycle 2

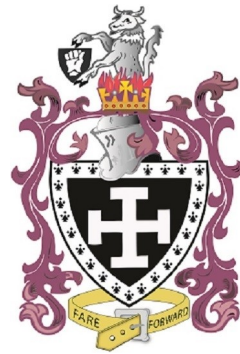
Inspiring Education for All

Name:

Tutor:

Ready, Responsible, Respect

**Buckler's Mead
Academy**



How to use your knowledge Organiser Self –Quizzing.

Your knowledge organiser contains all of the key information you need to know for each subject area.

Your knowledge organiser will allow you to revise this key information and make sure it is stored and retrieved from your long-term memory

The best way to use this resource is by self-quizzing through the “**look, cover, write and check**”

First look through and read the information on a section of your knowledge organiser

Then Cover the section so you can no longer see the information

Next Try and **write out or mind map** the key definitions or facts that you need to know

Now uncover the section of your Knowledge Organiser and check how correct you were

Finally Correct anything that you wrote down that was incorrect

Look



Cover



Write



Check



Year 7 Art

These are the skills and facts that you need to know and use in your insect project

Colour Vocabulary

Primary colours are the 3 main colours. They cannot be made, but are used to make all other colours.

Secondary colours are made by mixing 2 primary colours.

Tertiary colours are made by mixing a primary and secondary colour together.

Complementary colours are opposite on the colour wheel.

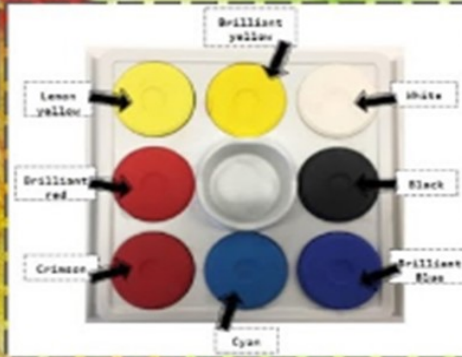


Harmonious colours are next to each other on the colour wheel.

Tint - when you add white to a colour to make it lighter



Shade - when you add black to a colour to make it darker



Making objects look 3D

To prevent your drawings from looking flat, you should use a range of tones and marks. Pressing harder and lighter and layering with your pencil creates different tones. Use the direction of your pencil to help enhance the 2D surface, and you can also include shadows which will also help objects appear 3D.

Art Formal Elements

Colour What you see when light reflects off something. Red, yellow and blue are primary colours.

Line A mark which can be long, short, wiggly, straight etc.

Tone How light or dark something is.

Texture How something looks or feels - eg rough or smooth.

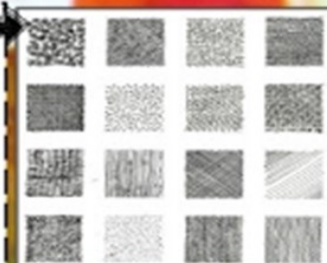
Pattern A symbol or shape that is repeated.

Shape A 2D area which is enclosed by a line - eg triangle.

Form Something which has 3 dimensions - eg a cube, sphere or sculpture.

Markmaking

To make your drawings look more realistic, you should try to use different marks to show textures and surfaces. You can do this by changing the direction, pressure or length of your marks.

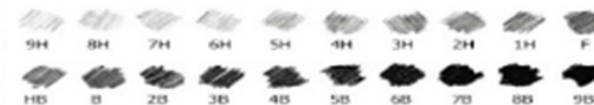


Grades of pencil

Pencils come in different grades, the softer the pencil, the darker the tone.

H=Hard B=Black

In art the most useful pencils for shading are 2B and 4B. If your pencil has no grade, it is most likely HB(hard black) in the middle of the scale.



Art Technique Key Words

Media/Medium	The materials and tools used by an artist to create a piece of art
Technique	The way an artist uses tools and materials to create a piece of art
Composition	Where you place objects on the page
Highlight	The bright or reflective area on an object or piece of art
Shadow/shade	The darker areas within a piece of art or object
Proportion	The size relationship between different parts - eg height compared to width

Art & Photography

Year 8 Knowledge organiser

Beliefs and Life after death

Christian Beliefs about Life After Death

- **All Christians believe that:**
- The resurrection of Jesus proves that there is life after death. The Soul is **immortal**
- That physical death is the beginning of **new life**
- At the end of time God will raise everyone and **judge** them. Christians whose sins are forgiven will go to Heaven
- Those who sin and do not **repent** will go to Hell



Response to God
 People may choose to respond to god by prayer, worship or vocation. This is choosing to dedicate your life to god through the career that you choose (e.g. a nun). They may also respond through acts of kindness or lifestyle changes.



Christian Beliefs About Life After Death
 Christians believe that when we die has been decided by god. They believe that we only go to heaven if we have led a good life and believe in Jesus and his teachings. In heaven, the redeemed can live without pain or sorrow. Christians allow cremations as they believe that it is your soul that lives on and not your body.

God

Christians refer to god as one person. However they believe god is in 3 people, the trinity. These are the son (Jesus), the father, and the holy spirit.
 Muslims believe in only one God, Allah. In the Qur'an, Allah has 99 names.



Looking for Meaning

- Afterlife**—A belief that human existence carries on after death
- Awe**—A sense of wonder in relation to God's creation or presence
- Community**—A group of people that are joined together because they share something in common.
- God**—the ultimate power—Creator of the universe
- Revelation**—the way god chooses to reveal himself
- Symbolism**—A representation of something through an object or image

Experiencing God

- Religious believers may experience god through:
- Worship – Communication to god
 - Prayer – Talking or listening to god
 - Inner Feelings – The feeling of knowing god is there
 - Holy texts – Feeling as if god is directly speaking to you through the text



Islamic Beliefs About Life After Death

Muslims believe that your birth and death is decided before you are born. They believe that when you are dying you should face Makkah and should here the Adhan (a prayer) before they die. Only men are usually allowed at the funeral. The body is not cremated as they believe that the body waits until judgement day. If you have lived a good life, you will go to paradise. If you have led a bad life, you will go to hell.

The Law Of Samsara - Reincarnation

KARMA

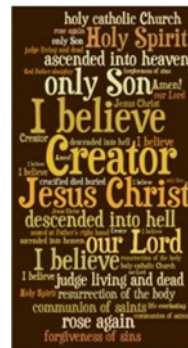
The amount of good works/ actions, following your DHARMA (duty) that you perform. The more good Karma you build up in your ATMAN (Soul) during your life, the better your rebirth.



If your atman has better Karma than the previous life then you will be reborn into a higher life form. EVENTUALLY your Atman will not be reborn into another body. You will achieve **MOKSHA** – release from Samsara and be at one with Brahman.

A continual cycle of birth-death-rebirth

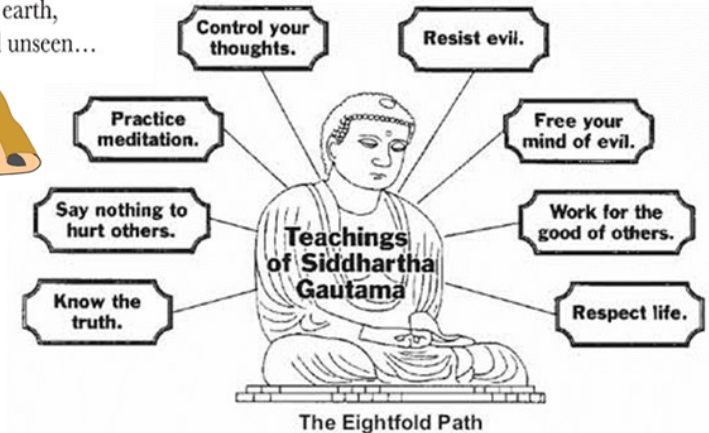
Christian Beliefs



We believe in one God, the Father, the Almighty, maker of heaven and earth, of all that is, seen and unseen...



Buddhist beliefs



Beliefs & Values

Community

Opportunity

"Inspiring Education for All"

Enjoyment

Success

KEY WORDS OR PHRASES:

Mime: Action without words

Physical Theatre: Theatre which emphasizes the use of physical movement for expression.

Suspension of disbelief: Logically you understand that the drama is not real but you override this reaction and believe in it anyway.

Empathy: The ability to understand and share the feelings of another.

Character: Playing someone different from yourself. A person in a novel, play or film.

Character Motivation: the reason behind a character's behaviours and actions.

Stereotype: a widely held but fixed and oversimplified image or idea of a particular type of person or thing.

Cliché: overused and unoriginal.

Spontaneous Improvisation: completely unplanned

Polished Improvisation: refinement through rehearsal, of characters, scenarios, and dialogue without a script.

Genre: A style or category of drama.

Proscenium Stage: Where curtains are used to separate the stage and the audience.

Blocking: Where an actor stands in front of another actor and blocks the audiences view.

It also means when the Director organises the precise movement of actors on a stage.

Profile: to stand side on to the audience so that they see the side and not the front of your face.

Rapport: a close and harmonious relationship in which the people or groups concerned understand each other's feelings or ideas and communicate well with each other.

It is when the performers 'connect and communicate' with an audience and the audience are interested in and engaged with the performance.

Script: The written text of a play, film, or broadcast.

Stage Direction: an INSTRUCTION in italics and often found in brackets.

Monologue: a long speech by one actor in a play or film

Duologue: speaking roles for only two actors.

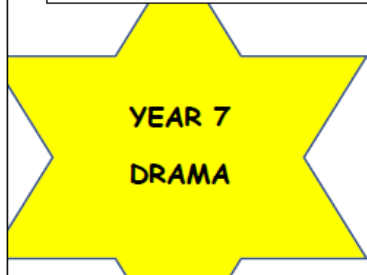
Narration: Explaining the action in a play.

Teacher in role: Teacher playing a character.

Writing in role: Writing as a character.

Hot seating: a character or characters, played by the teacher or a student, interviewed by the rest of the group.

Role on the wall: The outline of a body is drawn. Words or phrases describing the CHARACTER are then written directly onto the drawing or stuck on with post-its.



Vocal Skills: TTVPAS
Tone: Overall quality, strength and pitch of a voice e.g. angry or frightened tone of voice
Tempo: The rhythm of your speech e.g. slow with pauses
Volume: How loudly or quietly we say something for effect
Pitch: Higher and lower notes
Accent: The sound of voice according to region e.g. Cockney accent
Stress: The particular weight and emphasis we give to individual words or phrases

Movement Skills: PAWSBF

Posture: How a character may stand or sit e.g. crouched; straight backed

Angle: The position of characters' on stage in relation to the audience E.g. Side on

Walk: This movement includes tip-toe; shuffling; or being Flat-footed

Speed: How slow or fast a character moves

Body gestures: A single movement made by part of the body E.g. a Wave

Facial gestures: A single movement made by part of the face E.g. a Smile

ASSESSMENT STRANDS:

GROUP WORK: Your ability to respond, collaborate, develop, and refine work.



KNOWLEDGE AND UNDERSTANDING: Use of drama techniques and theatre vocabulary.

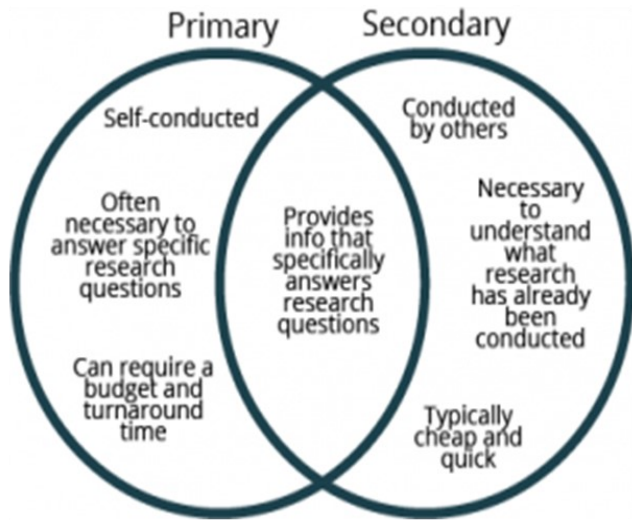


PERFORMANCE SKILL: your ability to apply a range of theatrical skills when performing both script and devised drama.



Drama

Research



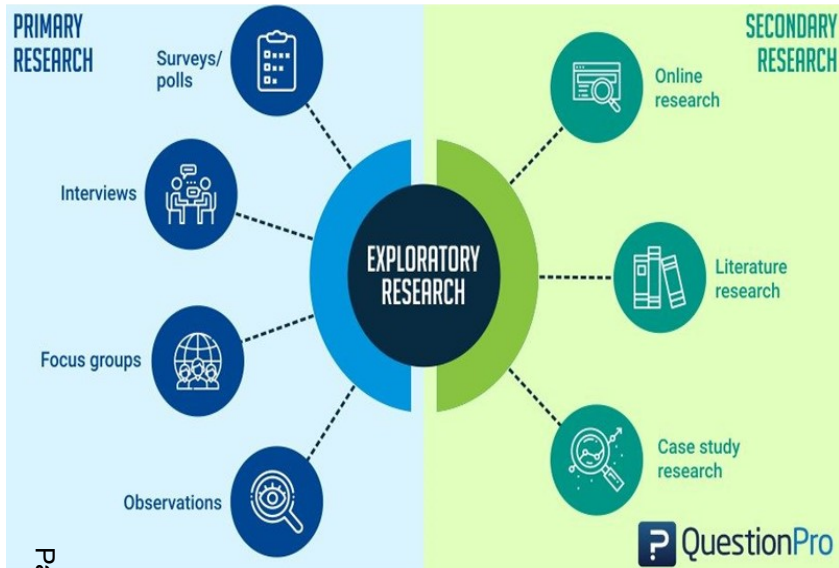
THE BAUHAUS MOVEMENT, GERMANY :

- The German word Bauhaus essentially means "House of Building or Building School".
- A movement in the twentieth century.
- The school was first opened in 1919 by architect **Walter Gropius**, and over the years existed in three different German cities: **Weimar** (1919-1925), **Dessau** (1925-1932) and **Berlin** (1932-1933).

CAD: Computer-aided design (CAD) is the use of computers (or workstations) to aid in the creation, modification, analysis, or optimization of a design



Examples of research



They focus on:

- Architecture
- Industrial design
- Graphic design
- Fine art
- Photography
- New media.



Embroidery	The art of decorating fabric with thread. Embroidery can be hand-stitched or machine stitched.
Couching	Thread or materials such as yarn are laid on the surface of a fabric and fastened into place using small stitches,
Applique	Combines smaller pieces of fabric which are layered together to form a pattern or picture. Applique is often completed on a sewing machine or by hand to adhere the multiple layers together and to add accents or detail.
Reverse Applique	Two pieces of fabric are sewn together, with the top layer then cut to reveal the fabric layer underneath. The fabric edge can be left raw or turned under and stitched.

Design & Technology

Heroes & Villains Knowledge Organiser

Key Vocabulary and Definitions		
Etymology (OE- Old English, F-French, L- Latin, G- Germanic, AG - Ancient Greek, N - Norse)		
Hero (n.)	Distinguished by courage, or bravery	(G) - herōs: meaning hero
Heroism (n.)	The state or quality of being a hero	(F)- h�roisme: being a hero
Villain (n.)	Someone who deliberately harms other people or breaks the law to get their desired outcome	(OE) - villa: meaning country estate, where 'rough' people would work
Villainy (n.)	Bad or criminal behaviour.	See villain above
Perspective (n.)	Point of View	(L): Spect: to watch, to look out
Notion (n.)	An idea or belief about something.	(L) - not�io: becoming acquainted with
Empathy (n.)	Sharing another person's feelings and emotions as if they were your own.	(G) - empath�ia: affection, passion.
Activist (n.)	Someone who brings about changes by campaigning or working for them.	(L) - acti: to act, (OE)- active: preferring activity to thinking
Equality (n.)	The same status, rights, and responsibilities for all members of a group.	(L) - eqi: meaning equal, level.
Protest (n.)	To show publicly that you object to something	(L) pr�test�ri: To make a formal declaration
Consequence (n.)	The results or effects of something.	(L) - consequi, to follow after
Prominent (adj.)	Important, well known.	(L)- pr�minere to jut out

SPaG Focus		
Conjunction	A conjunction is the part of speech (or word class) that serves to connect words, phrases, clauses, or sentences. E.g. as, if, and, because	
Simple sentence	a sentence having only one clause e.g. I saw her the day before yesterday.	
Compound sentence	a sentence containing two or more coordinate independent clauses, usually joined by one or more conjunctions, but no dependent clause, as The lightning flashed (independent clause) and (conjunction) the rain fell (independent clause).	
Complex sentence	a sentence containing at least one main clause and one subordinate clause	
Brackets	a pair of written marks that you place round a word, expression, or sentence in order to indicate that you are giving extra information.	
Hyphen	The hyphen joins words or parts of words.	
Spellings: Plurals		
Bodies, knives, boys, lorries, boxes, enables, indexes, scarves, licenses, options, memories, journeys, scenarios, roles, specifications, volunteers, countries,, biases, areas, inadequacies		

Roots and Stems
Eq —level
Spect—to watch/look at
Sequ—follow

English

“Inspiring Education for All”

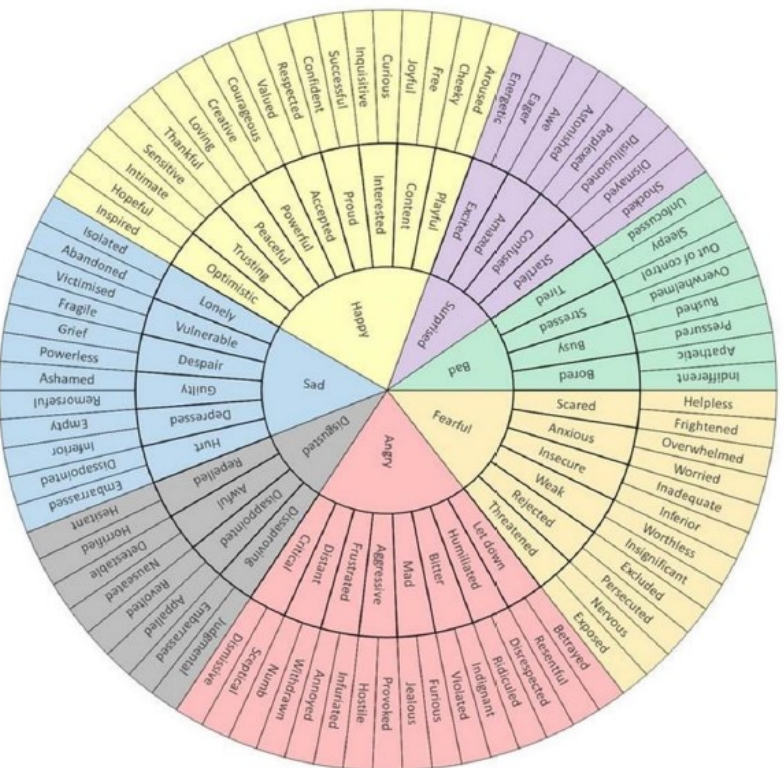
Success

Enjoyment

Opportunity

Community

Terminology	
Viewpoint	The way that they think about things in general, or the way they think about a particular thing.
Non-fiction	Writing that gives information or describes real events, rather than telling a story.
Autobiography	An account of your life, which you write yourself.
Biography	An account of someone's life, written by someone else.
Repetition	A thing, word, action, etc, that is repeated
Rhetorical question	A question to which no answer is required: used especially for dramatic effect.
Pronoun	A word that you use to refer to someone or something when you do not need to use a noun, often because the person or thing has been mentioned earlier. Eg. I, We
Rule of 3 (triple)	The rule of three is a writing principle that suggests that a trio of events or characters is more humorous, satisfying, or effective than other numbers
Alliteration	Repeated sounds at the beginning of words
Audience	The group intended to read or watch something
Media Article	An article that appears in a newspaper, on TV, on a website
Speech	A formal address directed to an audience



Context
Grace O'Malley: 1530 – c. 1603; Commonly known as Gráinne Mhaol in Irish folklore, she is a well-known historical figure in 16th-century Irish history
Touching the Void: Based on a true story and has been made into a book and film. In 1985, 25-year-old climber Joe Simpson was in Peru with his friend Simon Yates (then only 21). Their aim was to climb the West Face of a mountain known as Siula Grande.
Malala Yousafzai: born July 12, 1997, Pakistani activist who, while a teenager, spoke out publicly against the prohibition on the education of girls that was imposed by the Tehrik-e-Taliban Pakistan (TTP, sometimes called Pakistani Taliban).
Greta Thunberg: Greta Thunberg is the Swedish teenager who skipped school and inspired an international movement to fight climate change.

Themes
Heroism, villainy, equality, Human Rights, Activism, Protest, life stories, viewpoints, having a voice

English

“Inspiring Education for All”

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Key Terms	
Poverty	when someone cannot afford basic needs, such as food, housing, water and healthcare
Infographic	a visual representation of facts and figures
Irrigation	using channels or sprinklers to water crops
Water stress	when too much water is needed and not enough is available
Aquifer	an underground layer of rock that holds water
Landfill	the dumping of waste in massive piles or large holes before burying it with soil
Carbon dioxide	a colourless gas that forms when fossil fuels are burnt
Nitrogen dioxide	a reddish-brown gas common in air pollution
Asthma	an illness that makes it hard to breathe
Traffic congestion	when there are too many vehicles on the road
Fossil fuels	non-renewable energy sources, eg coal, oil and natural gas
Consumption	using up a resource
Energy conservation	taking steps to reduce the amount of energy used
Non-renewable	sources that cannot be replaced once they are used
Renewable	sources that can be replaced when they are used
Energy security	the availability of natural resources that allow a country to produce enough affordable energy to meet all its needs
Turbine	a machine in which a wheel is turned in order to produce power
GIS (geographic information systems)	– information arranged as ‘layers’ and uses to describe a place or an area in varying amounts of detail
Data	information collected to analyse
Base map	the original map that layers of information are added onto

6.1 Poverty in the UK

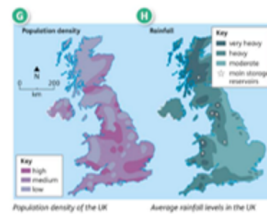
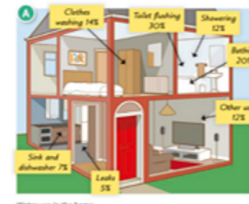
- Some people in the UK live in poverty because they do not earn enough to meet their basic needs.
- Without a good standard of living and good health, it is more difficult to get a good education and a good job that pays enough to meet basic needs. This is called the ‘cycle of poverty’, because one factor leads to another.
- People who do not have enough money to buy food for themselves and their families may need to get food from food banks.
- The UK Government is building new homes to make sure that everyone has somewhere to live, and charities help to find shelter and jobs for homeless young people.



Year 7 Topic 3 Challenges and Opportunities in the UK

6.2 Water Supplies

- One household can use as much as 350 litres of water a day.
- The hot, dry summer of 2018 meant many areas of the UK were at risk of water stress, causing crops to die, hosepipe bans, wildfires and an increase in tourism.
- Water supply comes from rain, which is stored in aquifers, reservoirs, lakes and rivers.
- There are benefits and drawbacks to constructing new reservoirs, and there are very different views about this issue.



6.3 Waste Management

- Around 50 per cent of household waste is disposed of by burying it in the ground (landfill). But two thirds of our waste can be recycled and used for other things.
- As the amount of waste being recycled increases, at times there is too much to process here in the UK. Some waste, especially paper and plastic, is then sent to other countries to be recycled.
- Aluminium drinks cans can be recycled and made into new cans in six weeks.
- The UK is trying to cut down on the amount of waste it produces, by introducing schemes to cut down the use of plastic, glass and metal.



6.4 Air Pollution

- Air pollution in the UK is caused by the growing number of cars on the roads, as petrol releases harmful gases into the air. Air pollution can cause serious health problems, such as breathing difficulties and lung disease.
- The UK is trying to reduce air pollution by using strategies to cut down on car use, such as encouraging people to buy electric cars, to cycle rather than drive and to share car journeys. Some cities are introducing clean-air zones and charges to drive into city centres, in order to reduce traffic.



6.5 Energy

- The consumption of energy in the UK has increased rapidly in the last 50 years. Most of the UK’s energy is produced using non-renewable fossil fuels – coal, oil and natural gas. The UK relies on supplies of these fuels from other countries, and so is not energy secure.
- Non-renewable energy sources, such as coal, oil and natural gas, are finite and cannot be replaced once they have been used up. Renewable energy sources, i.e. solar, wind, water, do not run out and can be used over and over again.
- Using coal to produce electricity causes air pollution, uses up finite supplies, and relies on expensive coal imported from other countries.
- While wind power is an infinite source of energy for the UK, wind turbines are expensive to build, they depend on the strength of the wind, and there are concerns about their impact on the environment and wildlife.



TOWNS

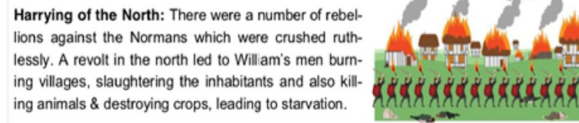
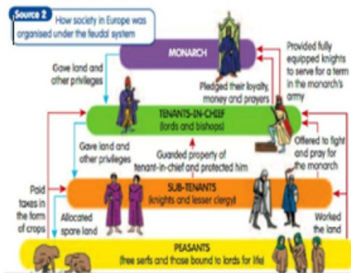
- Houses were made of a wooden frame, with the gaps filled with woven strips of wood, known as 'wattle', and covered, or 'daubed', with clay and horse-dung. Most roofs were thatch.
- Medieval shops were workshops, open to the street for customers, with the craftsman's house above. Because few people could read, shops signs were a huge model (picture on them) showing the craftsman's trade. People of the same trade often worked in the same street.
- The streets of a medieval town were narrow and busy. They were noisy, with the town crier, church bells, and traders calling out their wares. There were many fast food sellers, selling such things as hot sheep's feet and beef-ribs.
- At dusk, a bell rang for curfew, when everyone was supposed to shut up their house. The gates to the town would be closed, and a watch would patrol the streets looking for thieves, and apprentices who had stayed out late.
- Criminals were put in the stocks or the pillory. These were wooden boards with holes for feet, hands or head.
- Medieval punishments were cruel, and crimes such as theft were punished by hanging.
- If a serf ran away from his village to a town and remained free for a year and a day, he could become a 'freeman' of the town.

VILLAGES

- Life for the peasants (serfs) was hard.
- Work followed the seasons – ploughing in autumn, sowing in spring, harvesting in August. Work began at dawn, preparing the animals, and it finished at dusk, cleaning them down and putting them back into the stalls.
- A peasant's hut was made of wattle and daub, with a thatch roof but no windows.
- Inside their homes there was space for animals to be kept. Animals lived with the family. A fire would be built in the middle of the house, meaning the air would be smoky. There would be a lack of furniture too, maybe some stools, cooking pots and somewhere to keep the bedding. Peasants would sleep on the floor.
- Peasant food was mainly vegetables, plus anything that could be gathered – nuts, berries, nettles. The usual drink was weak, home-brewed beer. Honey provided a sweetener. If he ate bread, the peasant did not eat white wheat bread, but black rye bread.

KNOWLEDGE ORGANISER: 1066 HASTINGS

How did William control England?



The Feudal System: After taking the throne in 1066, William had a few problems: He did not trust the English lords, who did not like him. He had to force the English to accept him as king. Many of the English were rebelling and fighting against William. He had to pay the French knights who helped him to win the throne.

William crushed the rebellions and took the land away from the English lords and gave it to his supporters instead. William now had his supporters helping him to control the whole country. William also set up the **Feudal System**. This forces the English to give William their taxes and promises of loyalty, in return for protection and land to farm. William is at the top of the system, as he holds all the land and money, which he gives to the Barons. They promise William their money, soldiers and loyalty. They give the land to the knights in return for loyalty and military service. Finally the knights give the land to the peasants. The peasants farm the land and give food, money and services to the knights.

Castles: The Normans built castles as bases for offensive patrols into the surrounding area. Norman castles were large, imposing buildings that were built to intimidate, bully and administrate the local area. They commanded the landscape in every direction. The location was incredibly important. They had to be high enough to see attackers coming, defend important routes such as the old Roman roads or river crossings, have easy access to resources such as wood, food and water, and also have natural advantages for defence. Castles were often located near a bend in the river or on the coast as the water could provide a natural moat. The first castles were wooden and called **motte & bailey**. Later, they were built out of stone, with higher walls & towers.



The Domesday Book: was drawn up in 1086 to tell William how much property was owned by the people of England to allow him to tax them more heavily.

Key Terms	Definitions
Curfew	A rule requiring certain or all people to leave the streets or be at home at a prescribed hour
Serf	Another word for peasants
Wattle	Construction of poles intertwined with twigs, reeds, or branches, used for walls, fences, and roofs



Key terms

Bailey - Flat area at the foot of the motte containing store-rooms, animals etc.

Housecarls - Harold's elite troops

Barons - Nobles who fought for William at Hastings & were re-warded with large areas of land to control for him

Knights - Soldiers who were given land in the Feudal system

Bayeux Tapestry - Embroidery which tells the story of the Battle of Hastings (from the Norman perspective)

Motte - Large man-made mound on which a tower was placed for defence

Cavalry - Soldiers who fought on horseback

Normans - From Normandy in France, descendants of Vikings (North-men)

Domesday Book - A record of all land and property, completed in 1086

Peasants - Ordinary people, who worked on the land and had to serve their feudal master, often a knight.

Feudalism - Norman way of organising society so that everybody is loyal to the king

Rebellion - An uprising against the ruler

Heir - Next in line to the throne

Witan - A council of nobles which helped the king to rule in Anglo-Saxon England

History

"Inspiring Education for All"

Communi-

Opportunity

Enjoyment

Success

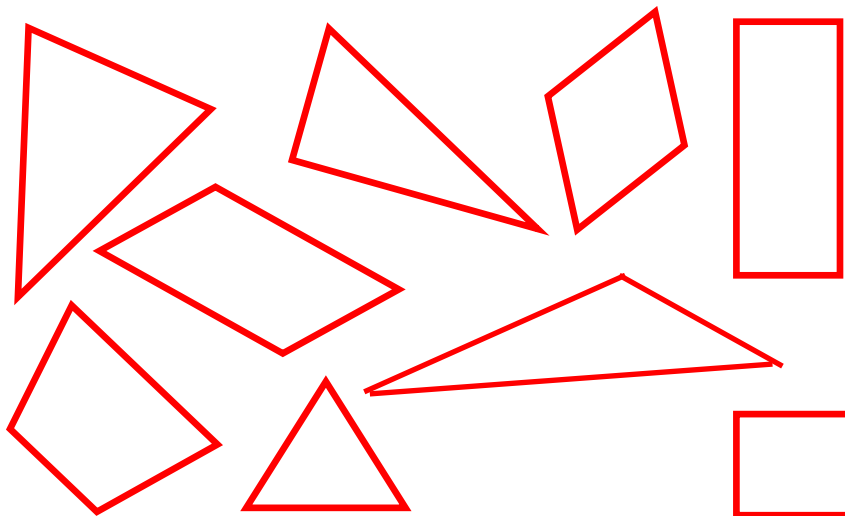
Knowledge Organiser for Mathematics – VOCABULARY

Vertex	Obtuse	Common
Parallel	Bisect	Infinity
Perpendicular	Construct	Venn Diagram
Edges	Alternate	Product
Plane	Corresponding	Factorise
Polygon	Vertically opposite	Reciprocal
Symmetry	Sum	Inverse
Regular	Congruent	Trapezium
Angle	Similar	Rhombus
Right angle	Factor	Parallelogram
Acute	Multiple	Isosceles
Reflex	Prime	Scalene
	Less than	

Knowledge Organiser for Mathematics – FACTS & FORMULAE

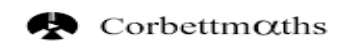
360° is a FULL TURN
 180° is a STRAIGHT LINE or HALF TURN
 90° is a RIGHT ANGLE or QUARTER TURN
 Angles at a point sum to 360°
 Angles on a straight line sum to 180°
 All PRIME numbers have two, and only two factors—themselves and one.
 One is **NOT** a PRIME number.
 Two is the only even PRIME number.
 PRIME numbers only appear in each times table once - at the start.
 FACTORS "fit in".
 MULTIPLES "make bigger".
 A POLYGON is a closed plane shape bounded by straight lines.

Knowledge Organiser for Mathematics – SHAPES



Knowledge Organiser for Mathematics – USEFUL LINKS

- * <https://vle.mathswatch.co.uk/>
- * PASSWORD: bucklers123
- * <https://corbettmaths.com/>
- * <https://www.dr frostmaths.com/>
- * PASSWORD:
- * <https://www.bbc.co.uk/bitesize>
- * <https://www.khanacademy.org/>



Knowledge organiser quiz – YEAR 7 – Term 2

- What does the word **REGULAR** mean in mathematics?
- There are a number of shapes drawn on the organiser – sort them into two groups. Name your groups.

Group 1:	Group 2:

- List four **PRIME** numbers between 0 and 20.
- Find the first ten **MULTIPLES** of the number 6.
- How many degrees are there in three quarters of a turn?
- What does the word **RECIPROCAL** mean in mathematics?
- Find the **FACTORS** of the number 12.
- What does the word **CONGRUENT** mean in mathematics?
- Find the first ten **MULTIPLES** of the number 3.
- Two is the only even prime number – why?
- “A polygon is a closed plane shaped bounded by straight lines.”
What does each of the key words (underlined) in this sentence mean?
- Find the **FACTORS** of the number 45.
- State the size of the angle marked M. Explain why you know this.



- Find the **FACTORS** of the number 48.
- How many right-angles are there in a full turn?

I want to add another section the knowledge organiser called “Maths in Action”.

Research how angles, shapes and factors, multiples and primes are used in everyday life. Add your findings to the section below.

Knowledge Organiser for Mathematics - MATHS IN ACTION

Maths

Year 7 French Knowledge Organiser - Topic 2

Les questions:

- | | |
|--|--------------------------------------|
| 1. Décris-toi | Describe yourself |
| 2. Quelle est ta personnalité ? | What is your personality ? |
| 3. Qui est dans ta famille ? | Who is in your family? |
| 4. Comment est (ta mère)? | What is (your mother) like? |
| 5. C'est quoi, un bon ami pour toi ? | What is a good friend for you? |
| 6. Qu'est-ce que tu fais avec tes amis | What do you do with your friends? |
| 7. Tu t'entends bien avec ta famille ? | Do you get on well with your family? |
| 8. Qu'est-ce qu'il y a dans ta ville ? | What is there in your town? |
| 9. Tu veux sortir ? | Do you want to go out? |
| 10. Qu'est-ce que tu as fait hier ? | What did you do yesterday? |
| 11. Qu'est-ce que tu vas faire demain? | What are you going to do tomorrow? |
| 12. Qui est ton modèle? | Who is your role model? |

Les personnalités - personalities

Sympa - kind	Impoli(e) - Impolite
Bavard(e) - chatty	Sportif/ sportive - sporty
Créatif/créative - creative	Timide - shy
Marrant(e) - funny	Intelligent - intelligent
Agaçant(e) - annoying	Mignon(ne) - sweet

Les activités - activities

Manger - to eat	Visiter - to visit
Aller - to go	Sortir - to go out
Rencontrer - to meet	Jouer - to play
Discuter - to chat	Traîner - to hang out
Écouter - to listen	Passer - to spend time
Rigoler - to have a laugh	Regarder - to watch

La famille - family

Une mère - a mother	Un père - a father
Une sœur - a sister	Un frère - a brother
Une grand-mère - a grandmother	Un grand-père - a grandfather
Une tante - an aunt	Un oncle - an uncle
Une belle-mère - a stepmother	Un beau-père - a stepfather
Une demie-sœur - a half-sister	Un demi-frère - a half-brother

En ville - in town

Le cinéma - the cinema	Les magasins - shops
La patinoire - the ice rink	Le parc - the park
Le centre commercial - the shopping centre	
La piscine - the pool	Le café - the café
Le musée - the museum	La poste - the post office
Le restaurant - the restaurant	Le stade - stadium

Les apparences - appearances

J'ai- I have	Je suis - I am
Les cheveux - hair	Les yeux - eyes
Blonds - blond	Marron - brown/ hazel
Noirs - black	Roux - ginger
Bleus - blue	Verts - green
Longs - long	Courts - short (hair)
Grand(e) - tall	Petit(e) - short (height)
Gros(se) - fat	Mince - slim
De taille moyenne - medium build	

Les animaux - animals

Un chien - a dog	Un chat - a cat
Un poisson rouge - a goldfish	Un lapin - a rabbit
Un oiseau - a bird	Un hamster - a hamster
Un cochon d'Inde - a guinea pig	
Un cheval - a horse	Une tortue - a tortoise
Un serpent - a snake	Une souris - a mouse

Les activités dans le passé - activities in the past

J'ai mangé - I ate	J'ai joué - I played
Je suis allé(e) - I went	Je suis sorti(e) - I went out
J'ai discuté - I chatted	J'ai traîné - I hung out
J'ai écouté - I listened	J'ai passé - I spent (time)
J'ai rigolé - I had a laugh	J'ai regardé - I watched

MFL—French

Commu-

Opportunity

"Inspiring Education for All"

Enjoyment

Success

Les phrases clés:

Je l'aime - I like him/ her
 On s'entend bien - We get on well
 Je veux sortir - I want to go out
 J'avais - I used to have
 Je vais avoir - I am going to have
 Je vais jouer - I am going to play
 Je vais rencontrer - I am going to meet
 Il sera - It will be
 Je suis allé(e) - I went
 J'ai mangé - I ate
 J'étais - I was

Je ne l'aime pas - I don't like him/ her
 On se dispute - We argue
 Je ne peux pas sortir - I can't go out
 Je voudrais avoir - I would like to have
 Je vais aller - I am going to go
 Je vais manger - I am going to eat
 Je vais être - I am going to be
 Il serait - It would be
 J'ai joué - I played
 J'ai rencontré - I met
 C'était - It was

Gender/ agreement

Le - the (masc.) la - the (fem.) les - the (pl.)
 L' = the (in front of a vowel)

Mon - my (masc.) ma - my (fem.) mes- my (pl.)

Reflexive pronouns

Me - myself Je me lève - I get myself up
 Te - yourself Tu te lèves- you get yourself up
 Se - him/herself Il se lève - he gets himself up
 Nous - ourselves
 Nous nous levons - we get ourselves up

ALLER - 'to go'

Je vais	I go
Tu vas	You (sing.) go
Il va	He goes
Elle va	She goes
On va	We go
Nous allons	We go
Vous allez	You (pl.) go
Ils vont	They go
Elles vont	They (f.) go

Future tense

To say "I am going to..."
 (future tense) in French,
 you do the following:

Add the pronoun = 'je' (I)
 Add form of 'aller' = 'vais'
 Add the infinitive

Visiter - 'to visit'

Je vais visiter - I'm going to visit
 Tu vas visiter - You're going to visit
 Il va visiter - He's going to visit
 Elle va visiter - She's going to visit
 On va visiter - We're going to visit
 Nous allons visiter - We're going to visit
 Vous allez visiter - you're going to visit
 Ils vont visiter - they're going to visit
 Elles vont visiter - they're going to visit

Être - to be

Je suis	I am
Tu es	You (sing.) are
Il est	He is
Elle est	She is
On est	We are
Nous sommes	We are
Vous êtes	You (pl.) are
Ils sont	They are
Elles sont	They (fem.) are

You use *aimer*, *adorer* and *détester*, followed by the infinitive of another verb, to say what you like or don't like doing.

J'aime	<i>jouer</i> ...
J'aime beaucoup	<i>regarder</i> ...
J'aime assez	<i>écouter</i> ...
J'adore	<i>retrouver</i> ...
Je n'aime pas	<i>téléphoner</i> ...
Je déteste	faire ...

à (to) changes when it is followed by the definite article:

- à + le** → **au** cinéma
- à + l'** → **à l'**église
- à + la** → **à la** patinoire
- à + les** → **aux** magasins

Je vais **au** cinéma. - I go **to the** cinema.

When you start learning a language it can be frustrating because you can't say everything you want to. Be patient. Don't try to say anything too complicated at this stage. If you use a dictionary make sure you know how to use it properly (see page 130).

- You use the perfect tense to say what you did or what you have done.
- To form the perfect tense of **-er** verbs, you use: part of the verb **avoir** (to have) + a **past participle**.
- To form the past participle, take off **-er** and replace it with **-é**.

<i>visiter</i> → visité	
<i>j'ai visité</i>	I visited/I have visited
<i>tu as visité</i>	you visited/you have visited
<i>il/elle a visité</i>	he/she visited/he/she has visited
<i>on a visité</i>	we visited/we have visited

Remember! If there is more than one animal, add **-s** or **-x** at the end of the noun, but don't pronounce it!

un chat → **deux chats** *un lapin* → **des lapins**
un oiseau → **six oiseaux** *un cheval* → **des chevaux**

MFL—French

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Mon collège

Year 7 French Knowledge Organiser- Topic- School

Opinions J'adore I love J'aime beaucoup I like a lot J'aime I like J'aime assez I quite like Je n'aime pas beaucoup I don't like much Je n'aime pas I don't like Je n'aime pas du tout I don't like at all Je déteste I hate Je préfère I prefer Je préférerais I would prefer Je voudrais I would like À mon avis In my opinion D'après-moi In my opinion Je pense que I think that Je crois que I believe that Je trouve que I find that Je dois admettre que I must admit that Il me paraît que It seems to me that J'estime que I reckon that Je considère que I consider that Pour moi For me Je (ne) suis (pas) d'accord avec I (do not) agree with Je (ne) suis (pas) opposé(e) à I am (not) opposed to		J'ai adoré I loved J'ai beaucoup aimé I liked a lot J'ai aimé I liked J'ai aimé assez I quite liked Je n'ai pas aimé beaucoup I didn't like much Je n'ai pas aimé I didn't like Je n'ai pas aimé du tout I didn't like at all J'ai détesté I hated J'ai préféré I preferred J'ai pensé que I thought that J'ai cru que I believed that J'ai trouvé que I found that Il me paraissait que It seemed to me that J'ai estimé que I reckoned that J'ai considéré que I considered that Je (n')étais (pas) d'accord avec I did(n't) agree with Je (n')étais (pas) opposé(e) à I was(n't) opposed to		Useful adverbs absolument absolutely d'habitude usually fréquemment frequently généralement generally heureusement fortunately naturellement of course normalement normally personnellement personally petit à petit gradually pratiquement practically rapidement quickly suffisamment sufficiently vraiment truly/really
Linking words parce que / car because mais but et and pourtant however donc therefore malgré is spite of en plus à cause de en bref que bien que quand		moreover because of in short that/which although when si comme puisque aussitôt que surtout if as since as soon as especially		School day Le français – French L'allemand – German L'espagnol – Spanish L'anglais – English Les maths - Maths La géographie - Geogrpahy L'histoire – History Les sciences – science Le sport – sport L'EPS – PE La technologie – Technology L'informatique – IT La musique – music Le dessin – art Le théâtre – drama La danse – dance Les devoirs - homework L'appel – registration L'éducation civique – PHSE La récréation – break L'heure du déjeuner – lunch hour Le trimestre – term La rentrée scolaire – return to school in September
Au collège La bibliothèque – library le bureau – office La cantine – cantine la cour - playground Les labos – science labs les toilettes – toilets La salle de classe – classroom La salle des profs – staffroom Un court de tennis – tennis court		Adjectives Affreux - awful bien – good Compliqué – complicated difficile – difficult Ennuyeux – boring facile – easy Génial – good fun intéressant – interesting Passionnant – fascinating pénible – hard work Sensass – fantastic nul – rubbish		

Klasse 7 Deutsch - Autumn Term

Wie heißt du?

Hallo!

Ich heiße ...

Guten Tag!

Wie geht's?

Und dir?

What's your name ?

Hello !

My name is...

Good day! Hello!

How are you?

And you ?

Wie alt bist du?

Ich bin ... Jahre alt.

eins	1
zwei	2
drei	3
vier	4
fünf	5
sechs	6
sieben	7
acht	8
neun	9
zehn	10
elf	11

How old are you ?

I am... years old.

zwölf	12
dreizehn	13
vierzehn	14
fünfzehn	15
sechzehn	16
siebzehn	17
achtzehn	18
neunzehn	19
zwanzig	20
einundzwanzig	21
zweiundzwanzig	22

Wie bist du?

Ich bin

Du bist

Er ist

Sie ist

Wir sind

Sie sind

faul

launisch

What are you like?

I am

you are

he is

she is

we are

they are

lazy

moody

Wer ist in deiner Familie?

In meiner Familie gibt es
meine Halbschwester
mein Stiefbruder
Ich bin Einzelkind
eine Zwillingsschwester
ein Zwillingbruder
meine Eltern sind
meine Oma ist
mein Opa kann ____ sein
ich verstehe mich gut mit
ich streite mich mit

Who is in your family?

in my family there is/are
my half-sister
my step-brother
I am an only child
a twin sister
a twin brother
my parents are
my nan is
my grand-dad can be ____
I get on well with
I argue with

Was kann dein Haustier machen?

mein Hund kann sehr gut springen
meine Katze kann Deutsch sprechen
mein Pferd kann schnell laufen
meine Schlange kann kreativ sein
mein Meerschweinchen kann singen

What can your pet do?

My dog can jump very well
my cat can speak German
my horse can run quickly
my snake can be creative
my guinea pig can sing

Wo wohnst du?

ich wohne in Frankreich
du wohnst in Italien
er wohnt in Spanien
sie wohnt in Polen
wir wohnen in der Schweiz

Where do you live?

I live in France
you live in Italy
he lives in Spain
she lives in Poland
we live in Switzerland

Don't forget:

ß = ss
ei = eye
ie = ee
au = ow
eu = oi

Wie siehst du aus?

ich habe kurze Haare
du hast glatte Haare
er hat keine Haare
sie hat graue Augen
wir haben lockige Haare
ich trage eine Brille

What do you look like?

I have short hair
you have straight hair
he has no hair
she has grey eyes
we have curly hair
I wear glasses

Wann hast du Geburtstag?

Ich habe am elften Mai Geburtstag
Ich habe am zwanzigsten März Geburtstag
am fünfundzwanzigsten Februar
heute

When is your birthday?

my birthday is the 11th May
my birthday is the 20th March
on the 25th February
today

Wie siehst du aus?

Ich bin groß
Ich bin ziemlich klein
Er ist nicht dick
Sie ist ziemlich schlank
Wir sind mittelgroß

What do you look like?

I am tall
I am quite short / small
He is not chunky
She is quite slim
We are medium-sized

MFL—German

Year 7 Knowledge Organiser

Keyword	Definition
DAW (Digital Audio Workstation)	A computer program that allows you to record, layer and edit sounds like Grageband and Bandlab.
MIDI (Musical Instrument Digital Interface)	The way that musical instruments and computers communicate to each other.
Samples	A small piece of music that has already been made.
Loop	To play the same piece of music again and again and again.
Metronome	A click that sounds at a particular tempo to keep musicians in time.
Effects	A way to change the sound of your music. Common ones are reverb, distortion and EQ.
Bounce Down	Finalising your piece and converting it to a listenable audio file such as mp3 or WAV.



STRUCTURE

Structure (or form) is the overall plan of a piece of music.

BINARY FORM
Binary consists of two different sections.

A B

TERNARY FORM
Ternary form consists of three sections where the first and third sections are the same.

A B A

RONDO FORM
Rondo form has a main theme (A) which keeps returning after contrasting sections (B,C,D, etc.).

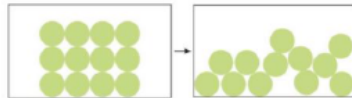
A B A C A ...

Music

Knowledge organiser – Classifying Materials 1

Solid	Liquid	Gas
Fixed shape	No fixed shape	No fixed shape
Fixed volume	Fixed volume	No fixed volume
Do not flow easily	Flow quite easily	Flow very easily
Very dense	Less dense	Not dense at all
Cannot be squashed	Very difficult to squash	Easy to squash
Particles very close together	Particles fairly close together	Particles are very far apart

MELTING: As a substance melts, its particles vibrate faster. The particles start moving around (away from their places in the pattern). The substance is now in the liquid state.



- Most reactive
- potassium
 - sodium
 - calcium
 - magnesium
 - aluminium
 - zinc
 - iron
 - tin
 - lead
 - copper
 - silver
 - gold
 - platinum
- Least reactive

Metals and acid
Metal + acid → salt + hydrogen
 Magnesium + hydrochloric acid → magnesium chloride + hydrogen

Metals and oxygen
Metal + oxygen → metal oxide
 Magnesium + oxygen → magnesium oxide

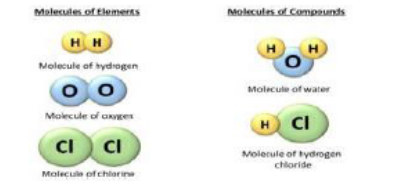
Metals and water
Metal + water → metal hydroxide + hydrogen
 Potassium + water → potassium hydroxide + hydrogen

Displacement reactions
 A more reactive metal will displace a less reactive metal from its compounds.

Magnesium + copper sulfate → magnesium sulfate +

ELEMENT OR COMPOUND:

- Elements consists of **atoms** (the smallest particle that can exist).
- A molecule is a group of two or more atoms, strongly joined together (e.g. hydrogen / water)
- A compound is a substance made up of atoms of two or more elements, chemically bonded (e.g. water).

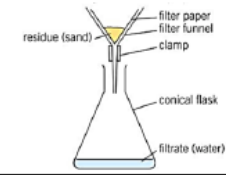


State symbols (equations)

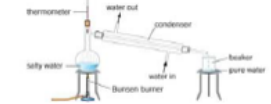
(s)	Solid
(l)	Liquid
(g)	Gas
(aq)	Solution (aqueous)

Sulfuric acid → sulfate
 Nitric acid → nitrate
 Hydrochloric acid → chloride

FILTRATION: You can separate sand and water by pouring the mixture into filter paper. Water passes through the filter paper (filtrate) as water particles are smaller than the tiny holes in the filter paper. The grains of sand (residue) stay in the filter paper as they are bigger than the tiny holes.



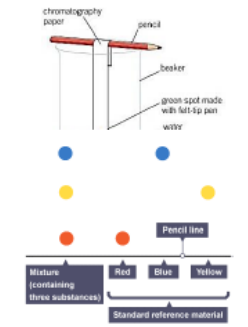
How can we get drinking water from seawater?



- On heating, water in the salt solution boils, forming steam. Salt does not boil, because its boiling point is much higher.
- Steam travels through the condenser and cools down to form liquid water.
- Liquid water drips into the beaker.

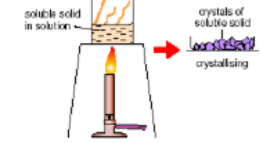
CHROMATOGRAPHY: It is often used when the dissolved substances are coloured (inks, food colourings and plant dyes). It works because some of the coloured substances dissolve in the solvent used better than others (it is attracted more strongly to the water than the paper), so they travel further up the paper.

- A pure substance will only produce one spot on the chromatogram during paper chromatography.
- Two substances will be the same if they produce the same colour of spot, and their spots travel the same distance up the paper.



How can we separate salt from seawater?

By evaporation → Pour some seawater into an evaporating dish. Heat over a water bath until some of the water has evaporated. Leave in a warm place for the rest of the water to evaporate.



DIFFUSION

1. Temperature → Occurs more quickly at higher temperatures as the particles are moving faster.
2. Particle size → Big, heavy particles diffuse more slowly than small, light ones.
3. State of the diffusing substance → Occurs quicker in gases than liquids (as the particles in a gas are very far apart). Diffusion does not occur in solids (as particles cannot move).

Science

"Inspiring Education for All"

Community

Opportunity

Enjoyment

Success

THE PERIODIC TABLE

- Vertical columns = groups
- Horizontal rows = periods
- Metals = left side of the stepped line
- Non-metals = right side of the stepped line

GROUP 7 ELEMENTS (HALOGENS)

Properties of group 7 elements

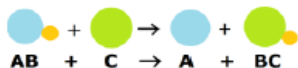
- Non-metals
- Low melting points
- Exist as simple diatomic molecules (Cl₂, Br₂...)
- Do not conduct electricity

Trends

- Melting and boiling point increases as you go down the group.
- Colours of the elements get darker as you go down the group (pale yellow (fluorine) → dark purple (iodine)).
- Reactivity decreases as you go down the group.
- State changes from gas to liquid to solid as you go down the group.

Reactions with metals (displacement reactions)

- Form salts when they react with metals.
- *A more reactive halogen will take the place of (displace) a less reactive halogen in its compounds.*



- chlorine + potassium bromide → potassium chloride + bromine

GROUP 1 ELEMENTS (ALKALI METALS)

Properties of group 1 elements

- Good conductors of electricity and heat
- Shiny when freshly cut
- Soft (can be cut with a knife)
- Very reactive
- Relatively low boiling/ melting points
- Low densities
- Stored under oil (away from air and water)

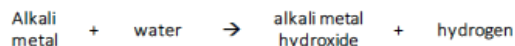
Trends

- Melting point decreases as you go down the group.
- Reactivity increases (gets more vigorous) as you go down the group.

Reactions with water

- Produce hydrogen gas and a metal hydroxide.
- Make alkaline solutions (universal indicator turns purple)
- Sodium + water → sodium hydroxide + hydrogen

General equations



GROUP 0 ELEMENTS (NOBLE GASES)

Properties of group 0 elements

- Very low melting and boiling points
- Colourless gases at room temperature
- Odourless (no smell)
- Glow brightly when high-voltage electricity passes through them (used in advertising signs)
- Unreactive (inert)
- Not flammable

Trends

- Get *slightly* more reactive as you go down the group.
- Boiling point increases going down the group.
- Density increases going down the group.

Li
Na
K
Rb
Cs
Fr

He
Ne
Ar
Kr
Xe
Rn

KEYWORD	DEFINITION
Alkali metals	The elements in the left column of the Periodic Table. Also called Group 1.
Chemical properties	Features of the way a substance reacts with other substances.
Group	A column of the Periodic Table. The elements in a group have similar properties.
Halogens	The name for elements in the group that is second from the right of the Periodic Table. Also known as the Group 7 elements.
Noble gases	The name for elements in the group on the right of the Periodic Table. Also known as the Group 0 elements.
Periodic Table	A table which shows all the elements arranged in columns and rows. Elements with similar properties are grouped together.
Period	A row of the Periodic Table. There are trends in the properties of the elements across a period.
Physical properties	Features of a substance that can be observed without changing the substance itself.
Trends	A pattern in properties, such as an increase or decrease.
Unreactive	Elements that take part in few chemical reactions are unreactive.

Condensation	The change of state from gas to liquid. It can happen at any temperature below boiling point.
Density	The mass of a material in a certain volume.
Diffusion	The process by which particles in liquids or gases spread out through random movement from a region where there are many particles or one where there are fewer.
Element	A substance that cannot be broken down into other substances and contains only one type of atom.
Evaporation	The change of state from liquid to gas.
Melting point	The temperature at which a substance melts.
Mixture	Made up of two or more pure substances that are mixed (not chemically joined) together.
Particle	A very tiny object (atom or molecule) that materials are made from. They are too small to be seen with a microscope.
Element	A substance that cannot be broken down into other substances.
Compound	A substance made up of two or more elements
Oxides	A substance made up of metal or non-metal element joined to oxygen.
Product	A substance that is made in a chemical reaction. (After the arrow)
Reactant	A starting substance in a chemical reaction.
Dissolve	The complete mixing of a solute with a solvent to make a solution.
Insoluble	Cannot dissolve in a given substance.
Saturated solution	A solution in which no more solute can dissolve.
Solubility	The maximum mass of solute that dissolves in a certain volume or mass of solvent.
Soluble	Can dissolve in a given solvent.
Solute	The solid or gas that is dissolved in a liquid.
Solvent	A substance (normally a liquid) that dissolves another substance.

Science