Year 7 Knowledge Organiser

Autumn 2024

Name: _____

Tutor Group: _____

ORMISTON DENES ACADEMY

[OAT] Ormiston Academies Trust

ACHIEVING MORE TOGETHER

Your Knowledge Organiser

What are Knowledge Organisers?

A Knowledge Organiser is a set of key facts or information that students need to be able to know and recall in order to master a unit or topic. In order to produce our Knowledge Organisers, our departments have effectively extracted from their curriculum content the key vocabulary, facts and information that it would help students to commit to long-term memory.

Why are we using Knowledge Organisers?

All of us, throughout our lives, will benefit from understanding how best we learn – and what strategies for learning we can employ in order to commit information to long-term memory. At school, we talk a lot about the way that knowledge is accumulated over time– and about the importance of over-learning and consolidation. Knowledge Organisers are designed to provide students with opportunities to over-learn and consolidate recently learned information. They encourage use of active and multi-sensory revision practices, repetition, and spaced retrieval. We believe that Knowledge Organisers are important because they are designed to teach students the metacognitive study skills that they will require throughout their adult learning lives; effectively, what we are using Knowledge Organisers to introduce is a five-year programme of revision aimed at developing the skills required for effective revision and developing the knowledge they will need to be effective adults and further learners.

What is Metacognition?

Metacognition is the awareness and understanding of one's own thought processes. When we talk about developing metacognitive skills in students, we're talking about students developing an understanding of how they learn best. For example, a student who wishes to commit key quotations from a text to long term memory may decide to make flashcards. When making those flashcards, a student may make all sorts of decisions such as 'using the colour yellow will help me to remember that…' The decision regarding which multi-sensory strategy to employ (flashcards) and the decisions that are made during active employment of the strategy…both are examples of metacognition.

How to Use Your Knowledge Organiser:

CHUNK IT	RE-LEARN IT	WRITE IT	SPEAK IT
Split the knowledge organiser into manageable chunks. Choose a chunk at a time to memorise. Start with the most important or the most difficult.	Re-read your notes on the chosen topic. Do some wider research on the internet until you understand it.	Write a detailed description or an explanation about everything that you know about this topic. Try to do this without your notes. Write key facts you need to memorise over and over until you have memorised them.	Give a verbal explanation about this topic as if you were teaching it. Repeat the facts you need to remember 20 times. Record key facts from the knowledge organiser into your phone.

How to Use Your Knowledge Organiser:

TRANSFORM IT	REDUCE IT	SORT IT	LINK IT
Transform key facts into a series of images. Transform what you have learned into a diagram. Transform your learning into a poem or a story.	Reduce what you have learned to five key bullet points or prompts. Reduce the three most important facts linked to a topic into 10 words.	Rank the most important pieces of information from your knowledge organiser. Categorise your key facts into groups, you choose the group headings.	Find three links between this topic and others you have studied. Link the key points together.

English

Vocabulary
Setting - where an event/story takes place
Character - a person in a story
Symbol - something that represents an idea
Motif - an image repeated through a story
Narrative perspective - whose viewpoint we are seeing the story through
Social hierarchy - who has more power and status in society
Contrast – something which is opposite to something else
Foil - two opposite characters
Bildungsroman – a coming-of-age story
Genre – a category of literature
Protagonist – the main character

What is identity?
Identity is a person's sense of self – who we are. Our identity is made up of our internal and external characteristics, memories, relationships and our values. Our identity can change and develop over time.

What is community?
A community is a social group who share something important. That might be physical location, shared values, interests or culture. Communities are based mostly on the relationships formed within that group. They can be important forces in shaping someone's identity.

Identity and Community Short Stories

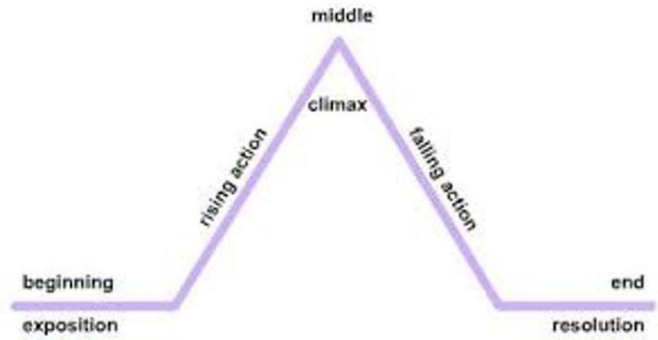
Paragraph checklist
- What is the writer telling the reader?
- Support with a relevant quote
- Give a literal meaning of the quote
- To make the reader think/feel/ imagine

Paragraph sentence starters
The writer shows...
He/she writes "..."
This means that...
This makes the reader think/feel/imagine...

Creative writing checklist
- Follows Freytag's pyramid
- Creates character
- Creates setting
- Uses ambitious vocabulary
- Uses paragraphs
- Uses accurate punctuation

Challenge checklist:
- Creates a motif
- Creates contrast
- Uses varied punctuation

Structure – Freytag's Pyramid



Exposition: setting the scene.
Rising action: the central conflict causes growing tension.
Climax: the most dramatic moment in a narrative where the protagonist faces the main problem.
Falling action: the tension reduces and the story moves towards its conclusion.
Resolution: the ending, reset the scene.

Word classes
Noun: naming word (person, place, thing)
Verb: a word used to describe an action
Adjective: a describing word
Adverb: describes a verb (often ends –ly)

Foundational knowledge	Year 7 Science Term 1	Diagnostic test questions

7.1 Stepping up to science 1 How to be safe in the lab? What equipment do we use? What is a variable?

7.2 Earth + space 1 What is the structure of the Earth ? What are the different types of rock which make up the Earth? What is a fossil?

7.3 Earth and space 2 Where does Earth fit in the universe? Why do we have day and night and the seasons?

7.4 Organisms 1 A cell is the smallest unit of life. How do we see cells? What are the differences between cells? What do parts of the cell do? How do substances get in and out of cells ?

7.5 Organisms 2 How are cells organised into tissues and organs? How do cells and tissues from bone, muscle and joints to allow animals to move ?

7.6 Stepping up to science 2 How do we test an idea using scientific enquiry what is a hypothesis and a prediction? What is an anomalous result?

7.7 Matter 1 Everything is made of matter . What is matter? What states of matter exist? How does ice melt or water freeze?

7.1Stepping up to science 1: Safety

No eating or drinking, wear goggles, tuck chairs under desk, tie hair back, no running or shouting, follow teacher instructions, report all breakages, report all spillages.

Hazard symbol	Meaning	Typical hazard
	Moderate health hazard	Causes skin irritation
	Serious health hazard	Causes breathing difficulties
	Toxic	Could cause death if swallowed or inhaled
	Corrosive	Damages skin and clothing

7.1 Stepping up to science 1: Risk assessment

A hazard: What could happen to cause damage or injury.

A risk: How likely is it that hazards will cause harm?

Control measures: Steps put in place to reduce exposure to risk.

A risk assessment: Identifies hazards, quantifies risks and states how risks may be minimised.

7.1 Stepping upto science 1 :Variables

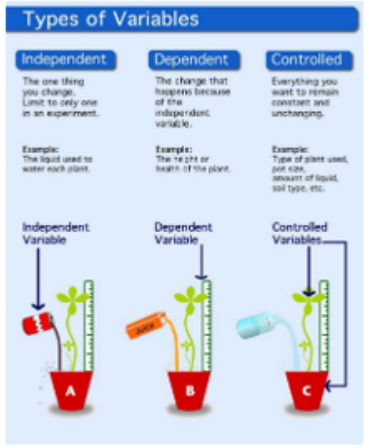
Independent variables : Variables which are **changed and plotted on the x axis**

Dependent variables : Are **measured and Plotted on the yu axis**

Control varibales : **Kept the same** to Ensure reliable results

Y axis

X axis



DT 1

1.State 3 general safety precautions to use whilst in the lab (3) No running /no shouting Silence when the teacher is talking / bags under desks / no eating or drinking/Goggles / wash hands /follow all instructions /air tied back / Ties out of the way /report all spills or breakages immediately

2.The hole on the Bunsen burner should be open / closed when lighting the Bunsen burner? (1) Closed

3.We call the yellow flame the XXXX flame? (1) Safety

4.Define the term hazard (1) What could happen to cause injury

5.Define the term risk (1) The likelihood of the hazard causing damage or harm

6.What piece of equipment would be used to measuring the mass of a substance? (1) A balance

7.What piece of equipment would be used for measuring 20mm/dm³ of water? (1) A measuring cylinder (with a volume greater than or equal to 0mm/dm³)

DT2

Define the term independent variable (1) The factor which is changed

Define the term dependent variable (1) The factor which is measured

Define the term control variable (1) Factors which must be kept the same

Label the X and Y axis on the graph axis in the answer box (2)

Y axis

X axis

Which axis is the independent variable plotted on? (1) X

Which axis is the dependent variable plotted on? (1) Y axis

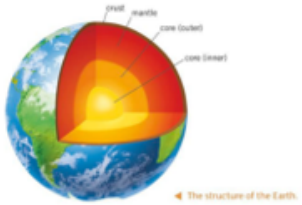
If control measures are not used during an investigation results may become (1) unreliable

Foundational knowledge	Year 7 Science Term 1	Diagnostic test questions

7.2 Earth and space 2 The solar system

My
Very
Educated
Mother
Just
Served
Us
Nuggets

7.2 Earth and space 2: Earth structure



7.2 Earth and space 2: Rock cycle

Weathering
(Freeze thaw, chemical)

1 000 000's years

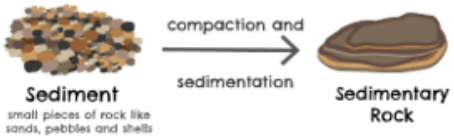
Deposition

Erosion
(wind, water, ice)

7.2 Sedimetary rocks

1.Sediment builds up
2.Compaction
3.Cemtation

Limestone and sand stone



7.2 Igneous rocks

Forms when volcanic rock cools and solidifies
Crytsal form, larger crystals in rock which cools slowly
Extrustive : Baslat
Intrusive: Granite

7.2 Metamorphic rocks

Ignenous rocks are changed by heat and/or pressure
Limestone -Marble
Granite -Gniess
Mudstone - Slate

7.3 Earth and space 2

Gravity: An attarctive force between 2 objects with mass
Gravity holds staelittes in **orbit** around **planets and stars**

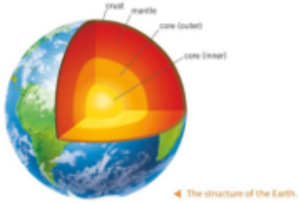
7.3 Earth and space 2

Satellite : An object in orbit around a planet or star
Natural : A planet or moon
Artifical: machines polaced into orbit by a rocket

DT3

Name the planets of the solar system in order of distance from the sun (closest to sun first) (8) Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune

Draw a diagram showing the layers in the Earth (4)



Describe how sedimentary rocks are formed and give an example (2)
Layers of sediment build up are time and compacted and cement into a rock. Limestone and sandstone are examples

Describe how igneous rocks are formed and give an example (2)
Formed when liquid rock cools and solidifies. Basalt and granite are examples

Describe how metamorphic rocks are formed and give an example (2)
Existing rock are subjected to extreme heat and pressure. Marble and slate are examples

Name 3 processes in the rock cycle (3) Weathering, erosion, deposition, freeze thaw

Over how many years does the rock cycle occur? 1 year / 100 years/ 1000 years / 1 000 000s years (1) 1 000 000s years

What is a fossil? (1) Remains of dead organisms

DT4

Fill in the gaps (2) Gravity is an attractive f_____ between 2 objects with m____ force mass

Define the term mass (1) The amount of matter in an object

Foundational knowledge | Year 7 Science Term 1 | Diagnostic test questions

7.3 Objects in the night sky/ Day and night

Galaxies : Our galaxy in the **milky way.** The nearset galaxy is **Andromeda**

Universe → Galaxy → Solar system → Star → Planet

- The Earth spins on its once every **24 hrs**
- The half of the earth pointing away from the sun will be in **night**
- The Earth orbits the sun once **every 365 days**
- **During the summer the Northern hemispshere tilts towards the sun**

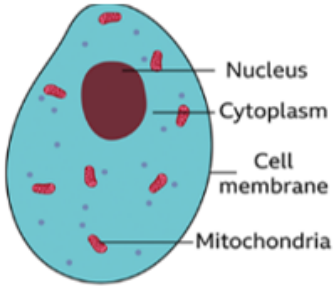
7.4 Organisms 1 Microscopes

ɘ cell

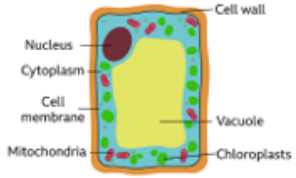
The lowest magnifaction is used first to give the largest field of view

The total magnification is calcualted by eyepiece x objective lens

7.4 Organisms 1 Animal cells



7.4 Organisms 1 Plant cells

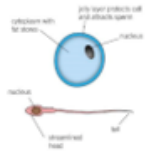
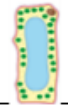


7.4 Functions of sub celluar structures

Structure	Function
Nucleus	Holds DNA
Cell mebrane	Controls subsntaces enrty and exit from cell
Cytoplasm	Cellualr reactiosn
Ribosome	Protein synthesis
Mitpochondria	Site of aerobic respiration
Plant - Cell wall	Sructure and support
Plant – Vacuole	Holds cell sap
Plant- Chloroplast	Photosynthesis

7.4 Specialised cells

Cells which have features to perfom a specific fucntion

	Animal nerve cell – carries elctrical signals
	Animal red blood cell – carries oxygen
	Animal sperm and egg cells – fuse during fertilisation
	Plant root hair cell- take sin water by osmisis and minerals
	Plant Palisade cell – carries out photosynthesis

The curved path through which objects in space move around a planet or star is called … (1) An orbit

Define the term satellite (2) An object either man made or natural in orbit (1) around a planet (1)

Our nearest star is called … (1) The Sun

How many hours does it take for the earth to complete a full rotation on its axis (1) 24 hours

During the summer the Earth is closer to / further way from the sun (1) Closer to

The distance light travels in a year is known as what? (1) A light year

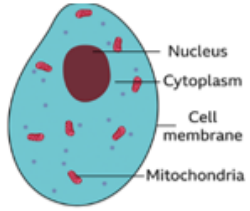
Define the term weight (2) Weight is the measure of the force (1) of gravity (1) acting on a body

DT5

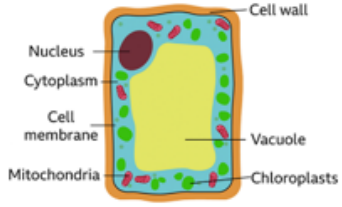
When using a light microscope which magnification is used first? (1) The lowest magnification

Why is this magnification used? (1) Gives the largest field of view

Draw and label an animal cell (this should have 5 labels) (5)



Draw and label a plant cell (this should have 8 labels) (8)

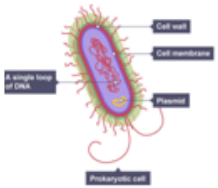


Define the term diffusion (1) The movement of a substance from a high to low concentration

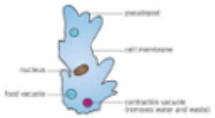
What does the term "unicellular" mean? (1) An organisms which consists of only one cell

Foundational knowledge | Year 7 Science Term 1 | Diagnostic test questions

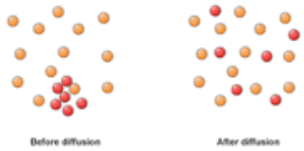
7.4 Unicellular organisms
Bacteria - prokaryote



7.4 Unicellular organism - Amoeba



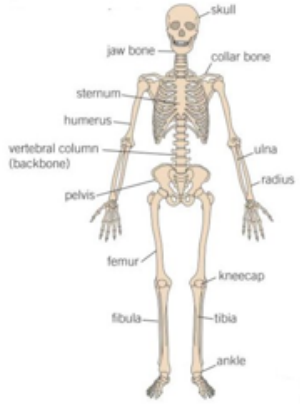
7.4 Diffusion
The movement of a substance from a high to low concentration
Oxygen diffuses into the blood at the alveloi
Carbon dioxide diffuses out of the alveoli



7.5 Organisms 2
A **cell** is the smallest **unit of life**
A **group of cells** performing a function is a **tissue**
A group of tissues performing a function is an **organ**

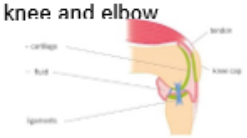
7.5 organisms 2 The function of bones
Protect organs – skull and rib cage
Supports the body
Joints allow movement
Bone marrow produces blood cells
Stores and releases fats and mineral

7.5 Organisms 2 The skeleton
There are 206 bones in the adult skeleton.

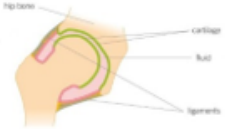


7.5 Fixed joint – no movement **– the skull**

7.5 Hinge joint – backwards and forward – knee and elbow

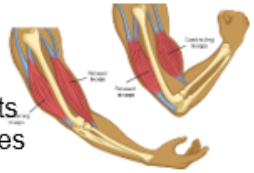


7.5 Ball and socket joint-
Rotation movement – shoulder and hip

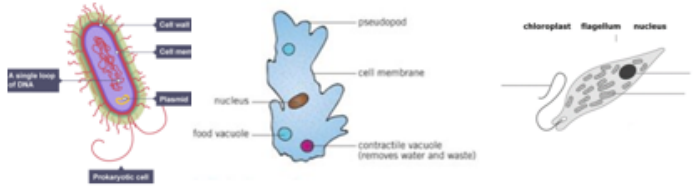


7.5 Organisms 2 – Muscles
Cardiac muscle – heart
Smooth muscle – involuntary found in gut and blood vessels
Skeletal muscle – contracts to move bones attached to bone by a tendon

7.5 Organisms 2
Muscles work in Antagonistic pairs
Where one contracts
And the other relaxes



State 3 substances which move into and out of cells (3) Oxygen , carbon dioxide, water, glucose, amino acids
State the name of the process by which water moves into and out of cells (1) Osmosis
Draw and label a unicellular organism (5)



Prokaryote – bacterial Amoeba Euglena

DT6

A cell is …. (1) The smallest unit of life

A Tissue is …. (1) A group of similar cells which work together performing a function

An organ is …. (1) A group of tissues working together to perform a function

What is the "skeleton" (1) All of the of the bones in the body

State 2 functions of the skeleton (2) To protect organs /To allow us to move

What part of bone makes blood cells? (1) Bone marrow

What part of the skeleton allows 2 or more bones to join and allow movement? (1) Joint

Complete the following sentences (3)
A hinge joint allows a backwards and forward movement
A ball and socket joint allows all round movement
A fixed joint has no movement such as the skill

Complete the sentence on muscles (3)
Muscle work in antagonistic pairs where one muscle contracts and one muscle relaxes
Name the 3 types of muscle (3) Smooth, skeletal and cardiac

What is the function of a tendon? (1) Attaches muscle to bone

Foundational knowledge	Year 7 Science Term 1	Diagnostic test questions

7.6 Stepping up to science 2 Scientific enquiry

A way of answering a scientifc question by generating data

Changing the independent variables and measuring the outsome on dependent variables

Data can be analysed to answer the scientifc enquiry question

7.6 Stepping up to science 2 Hypothesis and prediction

Prediction - A statement which states what you think will happen in a scientific enquiry

Hypothesis – an explanation you can test which includes a basis on scientific enquiry

7.6 stepping upto science 2 Writing a method

- a method is a step by step guide for carrying out an investigation

It will include a method, equipment list , safety and risk assessment and a diagram

7.6 Stepping upto science 2 Results

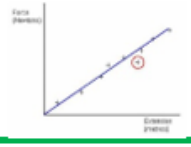
Data should be objective (fact) rather than subjedctive (opinion)

Repeats are taken to allow a mean to be calcuated

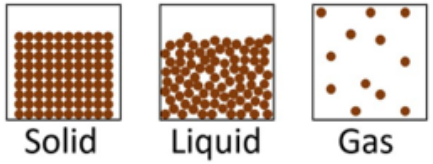
This will help ensure the reliability of results

Data which does not fit the pattern is called an anomalus result

These are also called **outliers**



7.7 Matter 1 Particle model- The idea that all substances are made from atomic particles



Solid: Particles have low kinetic energy and vibrate around a fixed point.

Liquid: particles have more kinetic energy and are able to move over one another

Gas: Particles have enough kinetic energy to become widely spaced and randomly arranged. Gases can be compressed.

7.7 Matter 1 Changes of state

Freezing point: Low energy means particles move more slowly and settle into a fixed position

Melting point: The temperature at which a substance changes forma soilid to a liquid Energy from the surroundings are transferred to the substnace. The particles are able to vibrate faster and move away from each other

Boiling point: The temperature at which enough energy has transferred frmom the sounroundings to boil and evapourate into a gas

DT7

Define the term scientific enquiry (1) Scientific ways to investigate a quesiton including observations over time, fair test and pattern seeking. Answering a question.

State a difference between subjective and objective data (2) Subjective data is taken from opinions. Objective data is taken from readings and measurements

Define the term hypothesis (1) An explanation you can test that includes a basis on scientific enquiry

Define the term prediction (1) A statement of what you think will happen

Calculate a mean for the following reading of overnight temperatures (ºC) 12,16,9,9,17,12,12,15,16,12,11 (1) 12.8

Define the term method (1) Step by step instructions to complete an investigation

State 2 features of a good method (2) Simple, step by step, numbered, clear, diagrams and equipment list

How many repeats should an investigation have? (1) At least 3

State why repeats are carried out in an investigation? (2) To allow patterns to be identified (1) and means will be more accurate (2)

What term describes a result which does not fit the pattern or trend (1) Anomalous

DT8

Draw the particles as they are arranged in a solid (1)

Draw the particles as they are arranged in a Liquid (1)

Draw the particles as they are arranged in a gas (1)

The melting point of water is …. (2) 0(1) ºC (1)

The boiling point of water is …(2) 100(1) ºC (1)

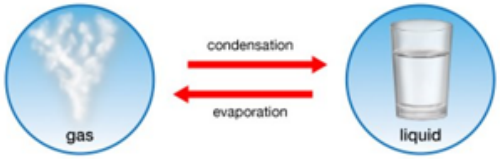
Describe what happens to energy when an ice cube melts (1) Energy is transferred from the surroundings to the ice cube

Describe what happens to energy when water freezes (1) Energy is transferred from the water to the surroundings

7.7 Matter 1 More changes of state

Condensation – The change of state from a gas to a liquid . It can happen at any temperature below the boiling point

Evaporation – The change of state from a liquid to a gas that occurs when the particles leave the surface of the liquid only. Evaporation can happen at any temperature and can be used to separate a dissolved solid from a liquid



Sublimation - The change of state directly from a solid to a gas

SOLID → GAS

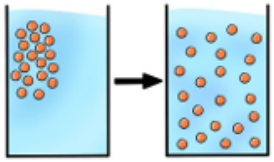
7.7 Matter 1 More about diffusion

1 The particles in gases and liquids are constantly randomly moving

2. When they collide with each other they change direction, so the movement appears random

3. Over time the particles will spread out

4. The particles move from an area of high concentration to low concentration



Changing the rate of diffusion

The temperature – the higher the temperature the more energy particles have to move

Particle size – Smaller particles diffuse faster

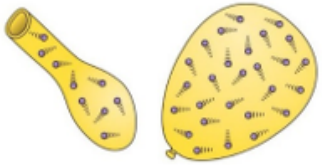
State of matter – Gases have the fastest rate of diffusion

7.7 Matter 1 Gas pressure

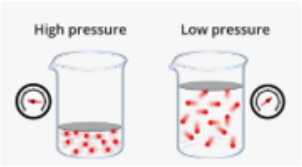
Gas pressure- The force exerted per unit area on the walls of the container. It is caused by collisions of particles with the walls

As a balloon is inflated more air particles are added

These collide with each other and the side of the balloon



Gas pressure increases as you add more particles or increase the temperature



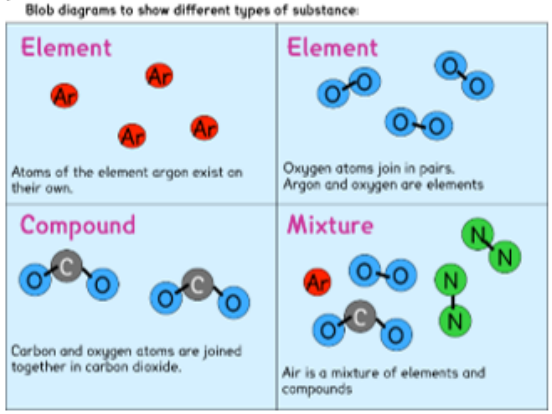
7.7 Matter 1 Inside particles

Atom: The smallest part of any matter

Element: A substance made from more than type of atom

Compound: A substance which contains more than one element chemically joined

There are 98 elements in the universe (This increases all the time!) These are arranged in the periodic table



DT9

Define the term diffusion (2) The movement of a liquid or gas (1) from a high to low concentration (1)

The movement of particles in a liquid or gas is? (1) Random

Particles collide / join up with each other? (1) Collide

If the temperature increases, the rate of diffusion increase / decreases (1) Increases

Name the theory of particle movement which helps explain diffusion (1) Brownian

Density is the _____ in a given volume (1) Mass

Gas pressure is the f_____ exerted per unit area on the walls of the c_____ (2)

AQA

The Periodic Table of Elements

1	2											3	4	5	6	7	0
							1 **H** hydrogen 1										4 **He** helium 2
7 **Li** lithium 3	9 **Be** beryllium 4											11 **B** boron 5	12 **C** carbon 6	14 **N** nitrogen 7	16 **O** oxygen 8	19 **F** fluorine 9	20 **Ne** neon 10
23 **Na** sodium 11	24 **Mg** magnesium 12											27 **Al** aluminium 13	28 **Si** silicon 14	31 **P** phosphorus 15	32 **S** sulfur 16	35.5 **Cl** chlorine 17	40 **Ar** argon 18
39 **K** potassium 19	40 **Ca** calcium 20	45 **Sc** scandium 21	48 **Ti** titanium 22	51 **V** vanadium 23	52 **Cr** chromium 24	55 **Mn** manganese 25	56 **Fe** iron 26	59 **Co** cobalt 27	59 **Ni** nickel 28	63.5 **Cu** copper 29	65 **Zn** zinc 30	70 **Ga** gallium 31	73 **Ge** germanium 32	75 **As** arsenic 33	79 **Se** selenium 34	80 **Br** bromine 35	84 **Kr** krypton 36
85 **Rb** rubidium 37	88 **Sr** strontium 38	89 **Y** yttrium 39	91 **Zr** zirconium 40	93 **Nb** niobium 41	96 **Mo** molybdenum 42	[98] **Tc** technetium 43	101 **Ru** ruthenium 44	103 **Rh** rhodium 45	106 **Pd** palladium 46	108 **Ag** silver 47	112 **Cd** cadmium 48	115 **In** indium 49	119 **Sn** tin 50	122 **Sb** antimony 51	128 **Te** tellurium 52	127 **I** iodine 53	131 **Xe** xenon 54
133 **Cs** caesium 55	137 **Ba** barium 56	139 **La*** lanthanum 57	178 **Hf** hafnium 72	181 **Ta** tantalum 73	184 **W** tungsten 74	186 **Re** rhenium 75	190 **Os** osmium 76	192 **Ir** iridium 77	195 **Pt** platinum 78	197 **Au** gold 79	201 **Hg** mercury 80	204 **Tl** thallium 81	207 **Pb** lead 82	209 **Bi** bismuth 83	[209] **Po** polonium 84	[210] **At** astatine 85	[222] **Rn** radon 86
[223] **Fr** francium 87	[226] **Ra** radium 88	[227] **Ac*** actinium 89	[261] **Rf** rutherfordium 104	[262] **Db** dubnium 105	[266] **Sg** seaborgium 106	[264] **Bh** bohrium 107	[277] **Hs** hassium 108	[268] **Mt** meitnerium 109	[271] **Ds** darmstadtium 110	[272] **Rg** roentgenium 111	[285] **Cn** copernicium 112	[286] **Nh** nihonium 113	[289] **Fl** flerovium 114	[289] **Mc** moscovium 115	[293] **Lv** livermorium 116	[294] **Ts** tennessine 117	[294] **Og** oganesson 118

Key

relative atomic mass
atomic symbol
name
atomic (proton) number

* The Lanthanides (atomic numbers 58 – 71) and the Actinides (atomic numbers 90 – 103) have been omitted.

Relative atomic masses for **Cu** and **Cl** have not been rounded to the nearest whole number.

Insert for GCSE Chemistry (8462), Combined Science: Trilogy (8464), and Combined Science: Synergy (8465) papers v1

AQA

Physics Equations Sheet

GCSE Combined Science: Trilogy (8464) and GCSE Combined Science: Synergy (8465)

FOR USE IN JUNE 2024 ONLY

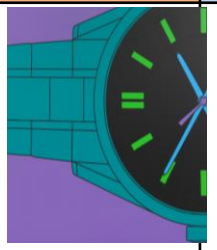
HT = Higher Tier only equations

kinetic energy = 0.5 × mass × (speed)^2	$E_k = \frac{1}{2} m v^2$
elastic potential energy = 0.5 × spring constant × (extension)^2	$E_e = \frac{1}{2} k e^2$
gravitational potential energy = mass × gravitational field strength × height	$E_p = m g h$
change in thermal energy = mass × specific heat capacity × temperature change	$\Delta E = m c \Delta\theta$
power = $\frac{\text{energy transferred}}{\text{time}}$	$P = \frac{E}{t}$
power = $\frac{\text{work done}}{\text{time}}$	$P = \frac{W}{t}$
efficiency = $\frac{\text{useful output energy transfer}}{\text{total input energy transfer}}$	
efficiency = $\frac{\text{useful power output}}{\text{total power input}}$	
charge flow = current × time	$Q = I t$
potential difference = current × resistance	$V = I R$
power = potential difference × current	$P = V I$
power = (current)^2 × resistance	$P = I^2 R$
energy transferred = power × time	$E = P t$

	energy transferred = charge flow × potential difference	$E = Q\,V$
HT	**potential difference across primary coil × current in primary coil = potential difference across secondary coil × current in secondary coil**	$V_p\,I_p = V_s\,I_s$
	density = $\frac{\text{mass}}{\text{volume}}$	$\rho = \frac{m}{V}$
	thermal energy for a change of state = mass × specific latent heat	$E = m\,L$
	weight = mass × gravitational field strength	$W = m\,g$
	work done = force × distance (along the line of action of the force)	$W = F\,s$
	force = spring constant × extension	$F = k\,e$
	distance travelled = speed × time	$s = v\,t$
	acceleration = $\frac{\text{change in velocity}}{\text{time taken}}$	$a = \frac{\Delta v}{t}$
	(final velocity)^2 – (initial velocity)^2 = 2 × acceleration × distance	$v^2 - u^2 = 2\,a\,s$
	resultant force = mass × acceleration	$F = m\,a$
HT	**momentum = mass × velocity**	$\boldsymbol{p = m\,v}$
	period = $\frac{1}{\text{frequency}}$	$T = \frac{1}{f}$
	wave speed = frequency × wavelength	$v = f\,\lambda$
HT	**force on a conductor (at right angles to a magnetic field) carrying a current = magnetic flux density × current × length**	$\boldsymbol{F = B\,I\,l}$

Art – *Making Shapes*

Michael Craig-Martin



Michael Craig-Martin was born in Dublin Ireland in 1941. He grew up and was educated in the United States, studying Fine Art at the Yale School of Art and Architecture. He has lived and worked in Britain since 1966.
Since coming to prominence in the late 1960s he has moved between sculpture, installation, painting, drawing, prints and digital works, creating a body of work that has fused elements from pop, minimalism and conceptual art.
Michael Craig-Martin is celebrated for his large-scale wall drawings, paintings and prints, which combine hand-drawn outlines and intense, unnatural colour palettes to explore the relationship between everyday objects and their representation.

Style - *HOW would you describe it*?
- Modern – *simple, bold*
- Minimalist – *space, empty*
- Abstract – *cannot recognize it*
- Realistic – *traditional*
- Surreal - *dreamlike, unusual*

Media - *HOW* has the artist made it? What have they used?

Formal elements - *DESCRIBE how they have used?*
Line - *Expressive, wavy, harsh, dense, curved, parallel, dashed, dotted*
Shape - *2d, 3d, flat, perspective, angled*
Colour - *Bright, bold, hot, warm, cold, dull, vibrant*
Texture - *Grooves, ridges, rough, Space*
Composition - *depth, frame, position, layout*

Response?
- What do you like about it? Why?
- How can you use some things they have done in your own work?

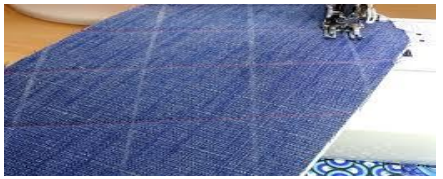
Theme - *WHAT can you see ?*
- Describe it
- What does it remind you of?

Product Design - *Oven Glove*

Skills and Techniques

Symmetrical Design

Machine Quilting



Hand Embroidery -
Running stitch - Applique

Health and Safety

- Always store bags under tables.
- Pick up foot pedals and turn off sewing machines.
- Stop immediately when told to.
- Only one person at a time to a sewing machine.
- Keep pins in pots

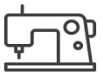
Textile Equipment

Needle

Pins

Fabric scissors

Embroidery Thread



Sewing Machine

Keywords

Symmetry
Collage
Hand Embroidery
Applique
Seam
Quilting
Insulating wadding
Paper Pattern

Catering - *Balanced lunch*

Fruit and vegetables
- This group should make up just over a third of the food eaten each day.
- Aim to eat at least five portions of a variety each day.
- Choose from fresh, frozen, canned, dried or juiced.

Potatoes, bread, rice, pasta or other starchy carbohydrates
- Base meals around starchy carbohydrate food.
- This group should make up just over a third of the diet.
- Choose higher-fibre, wholegrain varieties.

Oil and spreads
- Unsaturated fats are healthier fats that are usually from plant sources and in liquid form as oil, e.g. olive oil.

Beans, pulses, fish, eggs, meat and other protein
- Recommendations include to aim for at least two portions of fish a week, one oily.

Dairy and alternatives
- Should go for lower fat and lower sugar products where possible

Meals and snacks can be sorted into The Eatwell Guide food groups. Composite/combination food - Lasagne

Pasta (lasagne sheets): **Potatoes, bread, rice, pasta or other starchy carbohydrates**
Onions, garlic and chopped tomatoes: **Fruit and vegetables**
Lean minced meat (or meat substitute): **Beans, pulses, fish, eggs, meat and other protein**
Cheese sauce made with milk and cheese**: Dairy and alternatives**
Olive/vegetable oil used to cook onions and mince**: Oil and spreads**

Computing - *Data Modelling*

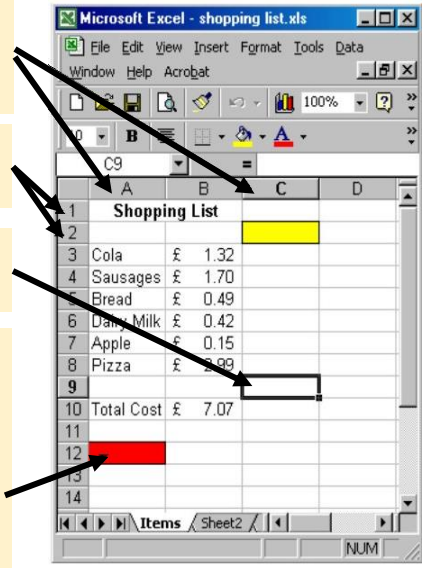
Data Modelling using spreadsheet skills.

These are known as **Columns** (A, B, C, etc.)

These are known as **Rows** (1, 2, 3, etc.)

Each box is called a **Cell.**

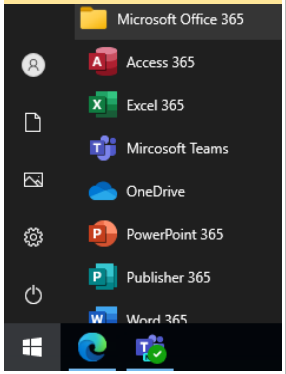
Each cell has a **unique reference.** T his is made from the Column letter and Row number.
The red cell is **A12**



What is a Spreadsheet

A spreadsheet is a document in which data is arranged in the rows and columns of a grid and can be manipulated and used in calculations.

How to open Excel



Keywords

Data	Range
Cell	Select
Cell Reference	Drag Handle
Row	Autofill
Column	Formula

Essential Functions

=SUM(value1, value2,…)	Returns the sum of a range
=AVERAGE(A2:A10)	Returns the average number in a range
=MIN(B2:B10)	Returns the smallest number in a range
=MAX(B2:B10)	Returns the largest number in a range
=COUNTA(A1:B10)	Returns the number of non-blank cells
=COUNTIF(A1:B10)	Returns the number of referenced items in a range

French Key Vocabulary

Nouns

janvier Jan
février Feb
mars March
avril April
mai May
juin June
juillet July
août August
septembre Sept
octobre Oct
novembre Nov
décembre Dec
un (demi-)frère a (half/step) brother

deux frères two brothers
une (demi-)soeur a (half/step) sister
le sport sport
le foot football
le vélo cycling
le collège school
la danse dance
la musique music
les serpents snakes
les jeux vidéo video games
les BD comics
les mangas manga
les araignées Spiders

Opinions

je pense que c'est I think that it is
À mon avis c'est In my view it is
Je dirais que c'est I would say that it is
Je l'adore. I love it.
Je l'aime. I like it.
Je ne l'aime pas. I don't like it.
Je la déteste I hate it.

Time phrases/sequencers

Le premier jour The first day
Le dernier jour The last day
Un jour One day
D'abord Firstly
Puis Then
Ensuite Next
Finalement Finally

Verbs

(Present)
c'est it is
je suis I am
je ne suis pas I'm not
il est he is
elle est she is
il y a there is/are

(Past)
était was
n'était pas was not
il y avait there was/were
il n'y avait pas There wasn't
c'était it was

(Future)
Je vais + infinitive I am going to
Il/elle va + infinitive he/she is going to
Nous allons + infinitive we are going to

(Infinitives)
chanter to sing
danser to dance
surfer to surf the internet
chatter to chat
rigoler to have a laugh
étudier to study
nager to swim

Qualifiers

Assez quite
Très very
Tellement really
Extrêmement extremely
vraiment really
Trop too

Adjectives

sympa. nice.
Génial. great.
moderne. modern.
triste. sad.
nul. rubbish.
démodé. old fashioned.
moche. Ugly.
Chouette great
Fantastique fantastic
Formidable terrific
Ennuyeux boring
Affreux awful
Nul rubbish

1

Je peux…? *Can I….?*			
Exclamation	I verb	Item/Action	Manners
Pardon! Excuse me! **Je m'excuse** I'm sorry.. **Monsieur** Sir **Madame** Miss	**Je peux** Can I **Est-ce que je peux** Can I **Je peux avoir** Can I have **Est-ce que je peux avoir** Can I have **Je peux emprunter** Can I borrow **Est-ce que je peux emprunter** Can I borrow	**ouvrir la fenêtre** open the window **fermer la fenêtre** close the window **enlever ma veste** take off my blazer **aller aux toilettes** go to the toilet **un dictionnaire** a dictionary **un stylo noir** a black pen **un stylo vert** a green pen **un crayon** a pencil **un cahier** a book **un bâton de colle** a glue stick **une règle** a ruler **des ciseaux** scissors **un point** a reward point	**s'il vous plaît?** please (polite) **s'il te plaît?** please (casual) **merci!** thank you

Vous et moi You and me	
You'll hear	You'll say
Asseyez-vous Sit down **Levez-vous** Stand up **Travaillez seul** Work alone **Travaillez avec un partenaire** Work with a partner **Travaillez en silence** Work silently **Écrivez** Write **Écoutez** Listen **Regardez** Look **Sortez…** Get out… **Rangez…** Put away…	**Comment dit-on ___ en français?** How do you say ___ in French? **Comment dit-on ___ en anglais?** How do you say ___ in English? **Répétez s'il vous plaît?** Repeat please? **J'ai besoin d'aide** I need help **Je ne sais pas** I don't know **Je ne comprends pas** I don't understand

German Key Vocabulary

Nouns

Januar Jan
Februar Feb
März March
April April
Mai May
Juni June
Juli July
August Aug
September Sept
Oktober Oct
November Nov
Dezember Dec
Bruder brother
Schwester sister
Halbbruder half brother
Halbschwester half sister
Stiefbruder step brother
Stiefschwester step sister
Geschwister siblings
Einzelkind only child
Lehrer teacher (m)
Bildschirm (m) screen
Tafel (f) black board
Lehrerin teacher (f)
Tür (f) door
Schüler (p) pupils
Tische (p) tables
Stühle (p) chairs
Fenster (n) window

Opinions

Ich glaube, I believe
Ich denke, I think that
Ich würde sagen, I would say
Meiner Meinung nach In my opinion
Aus meiner Sicht from my point of view
Ich liebe es. I love it.
Ich mag es. I like it.
Ich mag es nicht. I don't like it.
Ich hasse es. I hate it.

Qualifiers

extrem extremely
sehr very
ziemlich quite
ein bisschen a bit
zu too
besonders especially

Time phrases/sequencers

Am ersten Tag The first day
Am letzten Tag The last day
Ein Tag One day
Zuerst Firstly
Dann Then
Danach After
Zuletzt Finally

Verbs

(Present)
Ich bin I am
Es gibt there is/are
Es ist it is
Sie sind they are
Wir sind we are
Er ist he is
Sie ist she is
Ich habe I have
Wir haben we have
Er/sie hat he/she has

(Past)
Es war it was
Ich war I was
Es gab there was/were
Ich habe ... gebrochen I broke
Ich habe ... verloren I lost
Ich bin gefallen I fell
Ich habe ... gespielt I played
Ich habe ... gemacht I did/made
Ich bin ... gefahren I travelled
Ich bin ... gegangen I went
Ich habe ... besucht I visited

(Future)
Ich werde ... bleiben I will stay
Ich werde ... reisen I will travel

Adjectives

sympathisch. nice.

toll. great.

modern. modern.

traurig. sad.

schrecklich. awful.

altmodisch. old fashioned.

hässlich. ugly.

schüchtern shy

großzügig generous

süß sweet

freundlich friendly

launisch moody

faul lazy

lustig funny

sportlich sporty

laut loud

1. Darf ich…? *May I….?*			
Exclamation	I verb	Item/Action	Manners
Entschuldige! Excuse me! **Es tut mir leid…** I'm sorry.. **Herr** Sir **Frau** Ms/Mrs	**Darf ich…** May I… **Ich brauche** I need **Hast du…** Do you have…	**das Fenster öffnen** open the window **das Fenster schließen** close the window **meine Jacke ausziehen** take off my blazer **auf die Toilette gehen** go to the toilet **ein Wörterbuch** a dictionary **einen schwarzen Stift** a black pen **einen grünen Stift** a green pen **einen Bleistift** a pencil **ein Heft** a book **einen Klebestift** a glue stick **ein Lineal** a ruler **Schere** scissors **einen Punkt** a reward point	**bitte?** please? **danke!** thank you
	Darf ich May I …		**haben?** have?

Euch und ich *you and I*	
You'll hear	You'll say
Setzt euch! Sit down **Steht auf!** Stand up **Arbeitet allein!** Work alone **Arbeitet mit einem Partner!** Work with a partner **Arbeitet in Ruhe!** Work silently **Schreibt!** Write **Hört zu!** Listen **Seht!** Look **Holt … raus!** Get out… **Raumt … ein!** Put away…	**Wie sagt man ___ auf Deutsch?** How do you say ____ in German? **Wie sagt man ___ auf Englisch?** How do you say ____ in English? **Kannst du das bitte wiederholen?** Can you repeat that please? **Hilf mir!** Help me! **Ich weiß nicht** I don't know **Ich verstehe nicht** I don't understand

2. Wie heißt du? What are you called?

Greet	Question	Response	Question	Answer	Day		Month	Age	Goodbye
Hallo Hello **Guten Tag** Good day **Guten Morgen** Good morning **Hallöchen** Hello	**Wie heißt du?** What is your name?	**Ich heiße** I am called	**Wann hast du Geburtstag?** When is your birthday?	**Ich habe am** I have on the	1st - **ersten** 2nd - **zweiten** 3rd - **dritten** 4th - **vierten** 5th - **fünften** 6th - **sechsten** 7th - **siebten** 8th - **achten** 9th - **neunten** 10th - **zehnten** 11th - **elften** 12th **zwölften** 13th - **dreizehnten** 14th - **vierzehnten** 15th- **fünfzehnten**	16th - **sechzehnten** 17th - **siebzehnten** 18th - **achtzehnten** 19th - **neunzehnten** 20th - **zwanzigsten** 21st - **einundzwanzigsten** 22nd - **zweiundzwanzigsten** 23th - **dreiundzwanzigsten** 24th - **vierundzwanzigsten** 25th - **fünfundzwanzigsten** 26th - **sechsundzwanzigsten** 27th - **siebenundzwanzigsten** 28th - **achtundzwanzigsten** 29th - **neunundzwanzigsten** 30th - **dreißigsten** 31st - **einunddreißigsten**	**Januar** Jan **Februar** Feb **März** March **April** April **Mai** May **Juni** June **Juli** July **August** Aug **September** Sept **Oktober** Oct **November** Nov **Dezember** Dec **Geburtstag** birthday *(don't forget to add this to the end of your sentence)*	**Wie alt bist du?** How old are you?	**Auf Wiedersehen!** Goodbye **Tschüss!** Bye bye! **Bis bald!** See you later
	Wie geht es dir? How are you? **Wie geht's?** How are you?	**Mir geht's** I am **fantastisch** fantastic **gut** good **nicht schlecht** not bad **schlecht** bad						**Ich bin _____ Jahre alt** I'm _____ years old **eins 1** **zwei 2** **drei 3** **vier 4** **fünf 5** **sechs 6** **sieben 7** **acht 8** **neun 9** **zehn 10** **elf 11** **zwölf 12** **dreizehn 13** **vierzehn 14** **fünfzehn 15** **sechzehn 16**	
	Wo wohnst du? Where do you live?	**Ich wohne in ___** I live in ____ **Ich möchte in Berlin wohnen** I would like to live in Berlin **Das ist in England** That is in England							

3. Wie ist deine Familie? What is your family like?							
Question	Family	Question 2	Opinion	Subject	Qualifier	Adjective	Conjunction
Hast du Geschwister ? Do you have siblings?	**Ich habe einen Bruder** I have a brother **Ich habe eine Schwester** I have a sister **Ich habe einen Halbbruder** I have a half brother **Ich habe eine Halbschwester** I have a half sister **Ich habe einen Stiefbruder** I have a step brother **Ich habe eine Stiefschwester** I have a step sister **Ich habe zwei Brüder** I have two brothers **Ich habe zwei Schwestern** I have two sisters **Ich habe keine Geschwister** I don't have siblings **Ich bin Einzelkind** I'm an only child	**Wie bist du?** What type of person are you?	**Ich glaube,** I believe **Ich denke,** I think that **Ich würde sagen,** I would say **Meiner Meinung nach** In my opinion **Aus meiner Sicht** from my point of view	**ich bin** I am **ich bin nicht** I am not **mein/meine _____ ist** My _____ is **meine _____ sind** My_____ are **bin ich** I am **bin ich nicht** I am not **ist mein/meine _____** my _____ is **sind meine _____** my _____ are	**extrem** extremely **sehr** very **ziemlich** quite **ein bisschen** a bit	**schüchtern** shy **großzügig** generous **süß** sweet **freundlich** friendly **launisch** moody **faul** lazy **lustig** funny **sportlich** sporty **laut** loud	**und** and **auch** also **aber** but **jedoch** however **außerdem** furthermore

4. Beschreib mir deine Familie *Describe your family*								
	Family	3rd person singular/plural	Physical description 1	Conjunction	Hair detail	hair	Form of sein	Physical description 2
Ich wohne mit I live with	**meinem Vater** my dad **meinem Bruder** **meinem Halbbruder** **meinem Stiefbruder** **meinem Stiefvater**	**, und er hat** and he has	**blaue Augen** blue eyes **braune Augen** brown eyes **grüne Augen** green eyes **graue Augen** grey eyes	**und** **aber**	**schwarze** **braune** **blonde** **rote** red/ginger **graue** **kurze** short **lange** **mittellange** medium-length **lockige** curly **glatte** straight	**Haare** hair	**Er ist** He is **Sie ist** She is	**klein** short **groß** tall **schlank** thin **dick** fat **hübsch** Pretty **hässlich** ugly
	meiner Mutter my mum **meiner Schwester** **meiner Halbschwester** **meiner Stiefschwester** **meiner Pflegefamilie** my foster family **meiner Stiefmutter**	**, und sie hat** and she has	**Tätowierungen** tattoos **einen Bart** a beard **Sommersprossen** freckles					
	meinen Mütter my mums **meinen Väter** my dads **meinen Eltern** my parents **meinen Großeltern** my grandparents **meinen Geschwistern** my siblings	**, und sie haben** and they have					**Sie sind** They are	

5. Hast du Haustiere? Do you have pets?					
	Indefinite Article	Adjective	Animal		Relative clause
Ja, ich habe Yes, I have **In Zukunft würde ich gern _____ haben** In the future I would like to have **Wenn ich älter bin, möchte ich ____ haben** When I am older, I would love to have **Nein, aber, als ich klein war, hatte ich** No, but when I was little I had	**einen**	**lustigen/e/es/e** **intelligenten/e/es/e** **dummen/e/es/e** **gemeinen/e/es/e** mean **geduldigen/e/es/e** patient **schüchternen/e/es/e** shy **süßen/e/es/e** cute **dicken/e/es/e** **hässlichen/e/es/e** **nervigen/e/es/e**	**Hund** dog **Vogel** bird **Hamster** **Goldfisch**		**der _____ heißt** who is called
	eine		**Eidechse** lizard **Katze** cat **Schlange** snake **Schildkröte** turtle		**die _____ heißt** who is called
	ein		**Kaninchen** rabbit **Meerschweinchen** guinea pig **Pferd** horse **Huhn** chicken/hen		**das _____ heißt** who is called
	zwei **(can be replaced with any number)**		**Hunde** dog **Vögel** bird **Hamster** **Goldfische** **Eidechsen** lizard **Katzen** cat	**Schlangen** snake **Schildkröten** turtles **Kaninchen** rabbit **Meerschweinchen** guinea pig **Pferde** horse **Hühner** chicken/hen	**die _____ und _____ heißen** who are called ... and ...

6. Wo wohnst du? *Where do you live?*

I verb	Prep	Family	Home	Location	Country	infinitive	Opinion	Reason	Qualifier	Adjective	verb	Opinion 2
Ich wohne I live	**mit**	**meinem Vater**					**und ich liebe es,**		**sehr**	**ruhig** quiet/calm		
Ich möchte I would like to		**meinem Bruder**	**in einer kleinen Wohnung** in a small flat	**in der Landschaft** in the countryside	**in der Schweiz** in Switzerland	**wohnen.** live			**extrem**	**groß**		
Ich würde gern I would like to		**meinem Halbbruder**	**in einer großen Wohnung** in a big flat	**in den Bergen** in the mountains	**in England** in England		**und ich mag es,**	**, weil es** because it	**ein bisschen**	**klein**		
Wenn ich älter bin, werde ich When I am older, I will		**meinem Stiefbruder**	**in einem kleinen Haus** in a small house	**am Meer** by the sea	**in Deutschland** in Germany		**und ich mag es nicht,**	**, ich würde sagen, dass es** I would say that it	**besonders**	**bequem** comfortable		- **denke ich.** - I think.
		meinem Stiefvater	**in einem großen Haus** in a large house	**in der Stadt(mitte)** in town (centre)	**in Österreich** in Austria				**ziemlich**	**sauber**		- **finde ich.** - I find.
		meiner Mutter	**in einem Schloss** in a castle		**in Spanien** in Spain		**und ich hasse es,**		**immer** always	**schmutzig**	**ist.** is	- **glaube ich.** - I believe.
Ich wohne seit ___ Jahren dort I have lived there for ... years		**meiner Schwester**	**in einem Bauernhof** in a farm		**in Frankreich** in France							- **meiner Meinung nach.** - In my opinion.
		meiner Halbschwester	**in einem Dorf** in a village									
		meiner Stiefschwester										
		meiner Pflegefamilie										
		meiner Stiefmutter										
		meinen Mütter										
		meinen Väter										
		meinen Eltern										
		meinen Großeltern										
		meinen Geschwistern										

1. ¿Puedo…? *Can I….?*			
Exclamation	I verb	Item/Action	Manners
¡Disculpe! Excuse me! **Lo siento…** I'm sorry.. **Señor** Sir **Señorita** Miss **Señora** Ms/Mrs	**¿Puedo…** Can I **Necesito** I need **¿Tienes…** Do you have… **¿Puedo tener** Can I have	**abrir la ventana** open the window **cerrar la ventana** close the window **quitarme la chaqueta** take off my blazer **ir al baño** go to the toilet **un diccionario** a dictionary **un bolígrafo negro** a black pen **un bolígrafo verde** a green pen **un lápiz** a pencil **un cuaderno** a book **un pegamento** a glue stick **una regla** a ruler **unas tijeras** scissors **un punto** a reward point	**por favor?** please? **¡gracias!** thank you **por favor?** please? **¡gracias!** thank you

Vosotros y yo You and me	
You'll hear	You'll say
¡Sentaos! Sit down **¡Levantaos!** Stand up **¡Trabajad solo!** Work alone **¡Trabajad en parejas!** Work with a partner **¡Trabajad en silencio!** Work silently **¡Escribid!** Write **¡Escuchad!** Listen **¡Mirad!** Look **¡Sacad!** Get out… **¡Quitad!** Put away…	**¿Cómo se dice __ en español?** How do you say ___ in Spanish? **¿Cómo se dice __ en inglés?** How do you say ___ in English? **¿Puedes repetir?** Can you repeat please? **¡Ayúdame!** Help me! **No lo sé** I don't know **No entiendo** I don't understand

2. ¿Cómo te llamas? What is your name?

Greet	Question	Response	Question	Answer	Day		Month	Age	Goodbye
¡Hola! Hello	**¿Cómo te llamas?** What is your name?	**Me llamo** I am called	**¿Cuándo es tu cumpleaños?** When is your birthday?	**Mi cumpleaños es el…** My birthday is the	1st - **uno** 2nd - **dos** 3rd - t**res** 4th - **cuatro** 5th - **cinco** 6th - **seis** 7th - **siete** 8th - **ocho** 9th - **nueve** 10th - **diez** 11th - **once** 12th **doce** 13th - **trece** 14th - **catorce** 15th- **quince**	16th - **dieciséis** 17th - **diecisiete** 18th - **dieciocho** 19th - **diecinueve** 20th - **veinte** 21st - **veintiuno** 22nd - **veintidós** 23th - **veintitrés** 24th - **veinticuatro** 25th - **veinticinco** 26th - **veintiséis** 27th - **veintisiete** 28th - **veintiocho** 29th - **veintinueve** 30th - **treinta** 31st - **treinta y uno**	**de** of **enero** Jan **febrero** Feb **marzo** March **abril** April **mayo** May **junio** June **julio** July **agosto** Aug **septiembre** Sept **octubre** Oct **noviembre** Nov **diciembre** Dec	**¿Cuántos años tienes?** How old are you?	**¡Adiós!** Goodbye **¡Hasta luego!** See you later
	¿Qué tal? How are you? **¿Cómo estás?** How are you?	**Estoy** I am **fenomenal** fantastic **(muy) bien** (very) good **ni fu ni fa** OK **fatal** awful						**Tengo once años** I'm 11 years old **Tengo doce años** I'm 12 years old	
	¿Dónde vives? Where do you live?	**Vivo en ___** I live in ___ **Me gustaría vivir en Madrid** I would like to live in Madrid							

3. ¿Tienes hermanos? Do you have siblings?							
Question	Family	Question 3	Opinion	Subject	Qualifier	Adjective	Connective
¿Tienes hermanos? Do you have siblings?	**Tengo un hermano** I have a brother **Tengo una hermana** I have a sister **Tengo un hermanastro** I have a half/step brother **Tengo una hermanastra** I have a half/step sister **Tengo dos hermanos** I have two brothers **No tengo hermanos** I don't have siblings **Soy hijo único** I'm an only child (boy) **Soy hija única** I'm an only child (girl)	**¿Qué tipo de persona eres?** What type of person are you?	**En mi opinión** In my opinion **Pienso que** I think that **Diría que** I would say that **Desde mi punto de vista** From my point of view	**soy** I am **no soy** I am not **mi _____ es** My _____ is **mis _____ son*** My_____ are **when using this, add an **s** on to the end of the adjective*	**sumamente** extremely **muy** very **bastante** quite **un poco** a bit	**sincero/a** sincere **tímido/a** shy **generoso/a** generous **serio/a** serious **listo/a** clever **tonto/a** silly **simpático/a** nice **tranquilo/a** calm **divertido/a** fun	**y** and **también** also **pero** but **sin embargo** however **además** furthermore

4. Describe tu familia *Describe your family*

	Family	Form of tener	Physical description 1	Conjunction	Hair detail	Form of ser	Physical description 2
Vivo con I live with **En mi familia hay** In my family there is	**mi padre** my dad **mi hermano** **mi hermanastro** **mi padrastro** my step-dad	**Tiene** he/she has	**los ojos azules** blue eyes **los ojos marrones** brown eyes **los ojos verdes** green eyes **los ojos grises** grey eyes **tatuajes** tattoos **barba** a beard **pecas** freckles	**y** **pero** **también**	**el pelo negro** **el pelo marrón** **el pelo rubio** blonde **el pelo gris** **el pelo corto** short **el pelo largo** **el pelo de largo medio** medium- length **el pelo rizado** curly **el pelo liso** straight **es pelirrojo/a** ** is ginger **son pelirrojos/as** ** are ginger ** you don't use 'tiene/tienen' with these hair colours	**es** is	**bajo/a** short **alto/a** tall **delgado/a** thin **gordo/a** fat **guapo/a** Pretty **feo/a** ugly
	mi madre my mum **mi hermana** **mi hermanastra** **mi familia de acogida** my foster family **mi madrastra** my step-mum						
	mis dos padres my 2 dads **mis abuelos** my grandparents **mis hermanos**	**Tienen** they have				**son** are	**bajos/as** short **altos/as** tall **delgados/as** thin **gordos/as** fat **guapos/as** Pretty **feos/as** ugly
	mis madres my mums						

5. ¿Tienes mascotas? Do you have pets?

Form of tener	Animal	Adjective	Relative clause
Sí, tengo Yes, I have	**un perro/ (dos) perros** a dog / (2) dogs **un pájaro / (dos) pájaros** a bird / (2) birds **un hámster / (dos) hámsters** a hamster / (2) hamsters **un lagarto / (dos) lagartos** a lizard / (2) lizards **un gato / (dos) gatos** a cat / (2) cats **un conejo / (dos) conejos** a rabbit / (2) rabbits **un caballo / (dos) caballos** a horse / (2) horses	**gracios**o/**a**/**os**/**as** funny **inteligente/s** **estúpid**o/**a**/**os**/**as** **horrible/s** mean **paciente/s** patient **tímid**o/**a**/**os**/**as** shy **mon**o/**a**/**os**/**as** cute **gord**o/**a**/**os**/**as** **fe**o/**a**/**os**/**as** **molest**o/**a**/**os**/**as** annoying	**que se llama** _____ who is called _____ **que se llaman** _____ **y** _____ who are called _____ and _____
En el futuro me gustaría tener In the future I would like to have **Cuando sea mayor me encantaría tener** When I am older, I would love to have **No, pero cuando era pequeño/a tenía** No, but when I was little I had	**una serpiente / (dos) serpientes** a snake / (2) snakes **una carpa dorada / (dos) carpas doradas** a goldfish / (2) goldfish **una cobaya / (dos) cobayas** a guinea pig / (2) guinea pigs **una tortuga / (dos) tortugas** a turtle / (2) turtles **una gallina / (dos) gallinas** a chicken/hen / (2) chickens/hens		

6. ¿Dónde vives? *Where do you live?*								
I verb	House	Location	Country		Family	Reason	Qualifier	Adjective
Vivo en I live in **Me gustaría vivir en** I would like to live in **Me encantaría vivir en** I would love to live in **Cuando sea mayor, viviré en** When I am older, I will live in **vivo allí desde hace … años** I have lived there for …. years	**un piso pequeño** a small flat **un piso grande** a big flat **una casa pequeña** a small house **una casa grande** a large house **un castillo** a castle **una granja** a farm **un pueblo** a village	**en el campo** in the countryside **en las montañas** in the mountains **en la costa** on the coast **en (el centro de) la ciudad** in town	**en España** in Spain **en Inglaterra** in England **en Francia** in France **en los Estados Unidos** in America **en México** in Mexico	**con** with	**mi padre** **mi hermano** **mi hermanastro** **mi padrastro** **mi madre** **mi hermana** **mi hermanastra** **mi familia de acogida** **mi madrastra** **mis madres** **mis padres** **mis abuelos** **mis hermanos**	**pienso que es** I think it is **en mi opinión es** **diría que es** I would say it is **porque es** because it is **ya que es** because it is	**muy** **sumamente** **un poco** **un poquito** **bastante** **demasiado**	**tranquilo/a** quiet/calm **grande** **pequeño/a** **cómodo/a** comfortable **limpio/a** clean **sucio/a** dirty

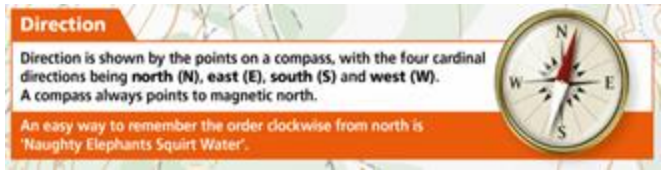
Knowledge Organiser Year 7 AU1
Topic: GEOGRAPHICAL SKILLS

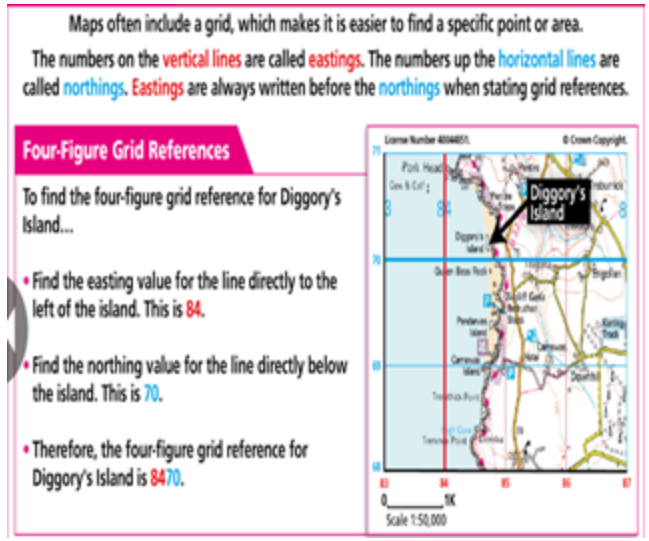
Key term	Definition
Contour lines	Imaginary lines joining points of equal height above sea-level.
Degrees	A unit of latitude or longitude, divided into 60 minutes, used to define points on the earth's surface or on the celestial sphere.
Eastings	On a map, numbered vertical grid lines that increase in value as they move to the east.
Map	A diagrammatic representation of an area of land showing features, physical or human or both.
GPS	Global Positioning System. These pinpoint an exact location on the globe according to lines of latitude and longitude.
Grid references	A set of numbers that you use to locate a place on a map.
Scale	The ratio of a distance on a map, graph or diagram to the corresponding actual distance.
Spot height	A dot giving a height of a particular area.

Further Research:
Magic Maps – 6 figure grid reference practice:
http://primary.naace.co.uk/startower/maps/resources/menu.htm
https://www.bbc.com/education/guides/z6j6fg8/revision
https://www.ordnancesurvey.co.uk/resources/map-reading/index.html

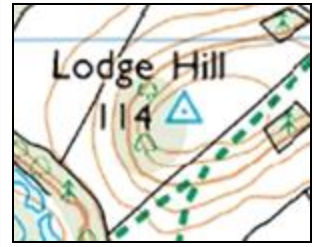
Challenges and Concepts

You will develop geographical skills in using maps and plans at a range of scales, including Ordnance Survey 1:25 000 and 1:50 000 maps. You will draw maps and plans at a range of scales, using symbols, key and scales. You will measure distances on a map and identify and locate features on an OS map. You will interpret contour lines and their patterns and spot heights.

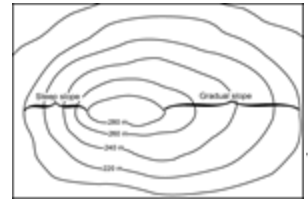


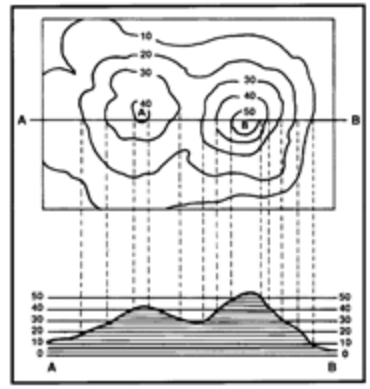


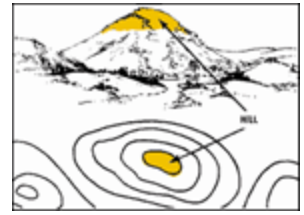
Contours
These are lines drawn on maps that join places of the same height. They are usually an orange or brown colour. Some contour lines have their height above or below sea level written on them. It is possible to use them to see the shape of the land - if contour lines are close together the slope is steep, if they are far apart the slope is gentle. Contour lines are usually drawn at 10 metre intervals on a 1:50,000 scale map and at 5 metre intervals on a 1:25,000 scale map.

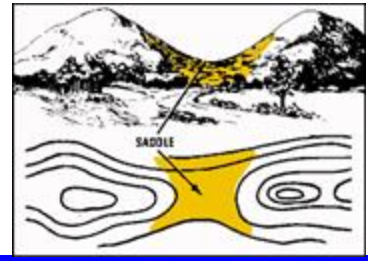


Remember that the closer together the contour lines are, the steeper the land.









Key term	Definition
Contour lines	Imaginary lines joining points of equal height above sea-level.
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Eastings	On a map, numbered vertical grid lines that increase in value as they move to the east.
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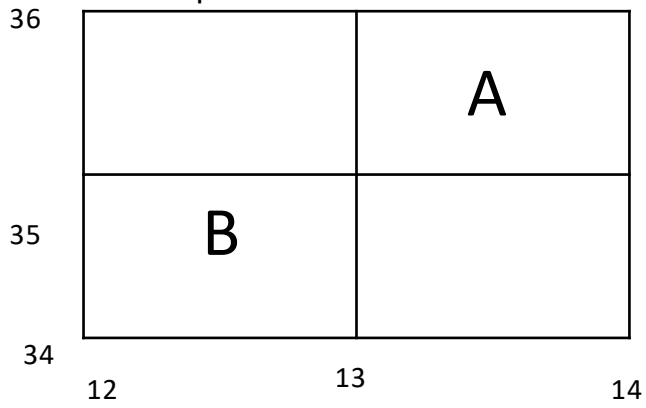
Grid references	A set of numbers that you use to locate a place on a map.
Scale	The ratio of a distance on a map, graph or diagram to the corresponding actual distance.
Spot height	A dot giving a height of a particular area.

Write the definitions to the key terms above. Try not to use your knowledge organiser

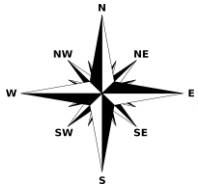
Knowledge Organiser Year 7
AU1
Topic: GEOGRAPHICAL SKILLS



Give the four figure grid reference for

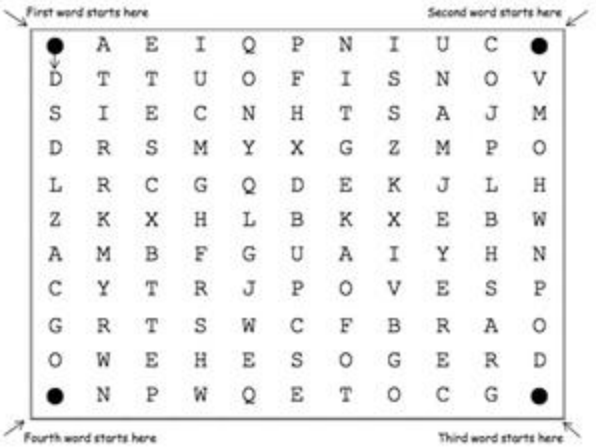
A=

B=



Using Direction

Follow the directions to find the key words:



First Word	
Direction	Letter
Go S	D
Go SE	
Go S	
Go NE	
Go E	
Go NW	
Go NE	
Go SE	
Go S	

Second Word	
Direction	Letter
Go W	
Go S	
Go SE	
Go SW	
Go NW	
Go W	
Go N	

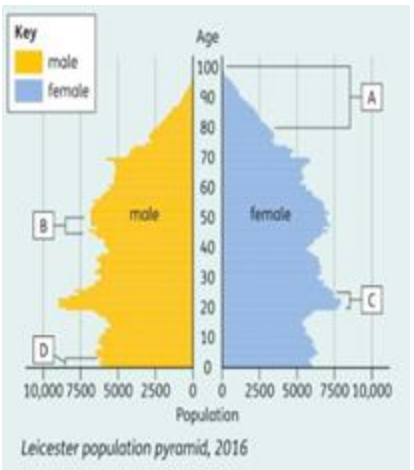
Third Word	
Direction	Letter
Go W	
Go NW	
Go SW	
Go N	
Go NE	
Go E	
Go NE	
Go NW	
Go W	

Fourth Word	
Direction	Letter
Go	N
Go	O
Go	R
Go	T
Go	H
Go	W
Go	E
Go	S
Go	T

Key term	Definition
Census	A count of the population, every ten years
Ageing population	Growth in the proportion of older people (usually 65 years+) in the population
Pension	A regular payment made by the government to people over a certain age
Culture	The ideas, customs, and social behaviour of a particular people or society
Diversity	Including or involving people from a range of different social and ethnic backgrounds and of different genders, religions and sexualities

Census: Every ten years, the government does a count of the population, known as a census. The last census was in 2021. Each household completes a questionnaire about people who stay in their home. The government uses the information to inform their planning, e.g. for new schools, hospitals, care homes and transport systems.
Failure to complete the census can result in a £1000 fine.

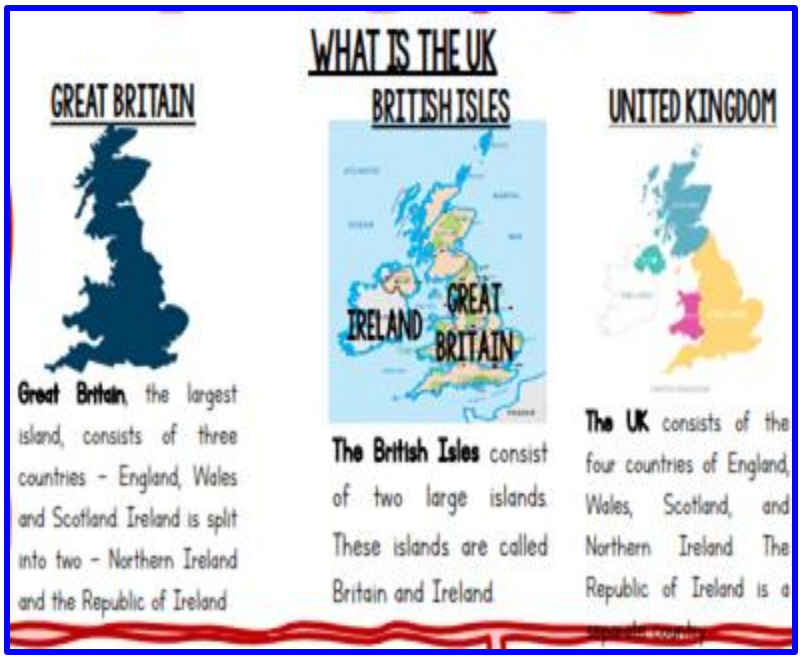
SKILLS-
Population Pyramids.
These are useful graphs that tell us about the population structure of a place. For example, we can see if there are lots of young people or if a population has a lot of elderly people. This is helpful in planning for the future.



Leicester population pyramid, 2016

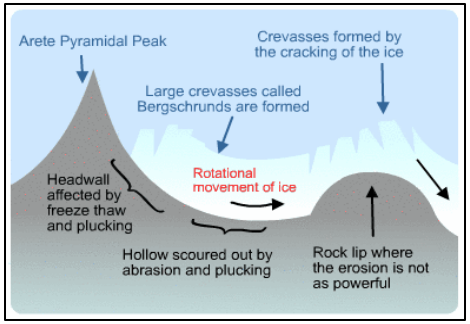
The UK has an ageing population

Advantages	Disadvantages
Many charities rely on older people as volunteers Older relatives may help with childcare so parents can work Many older people can afford to travel, boosting the tourism industry	More people claiming pensions increases costs to the government Cost to Health Service of providing treatment Some older people feel lonely

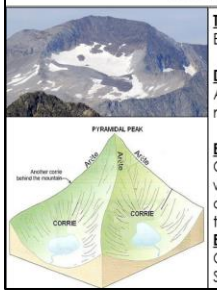


What is a Glacier?

A glacier is a slowly moving river of ice that is formed in areas that are extremely cold and experience lots of snow. They move because of gravity and they erode the land as they move. To be classed as a glacier they must be over 164 feet thick.



Corrie/Cirque



Type:
Erosional

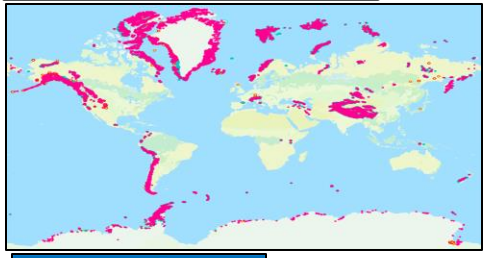
Description:
A hollow bowl shaped indentation in mountain sides.

Explanation:
Corries are formed naturally through weathering on mountain sides, they are deepened by glaciers that form inside them. The lake left inside is called a tarn.

Example:
Coire an t-Sneachda – The Grampians. Scotland.

Key Term	Definition
Abrasion	The scraping away of the valley walls and floor as glaciers drag sediment.
Plucking	The process where the base of glacier freezes to the valley and pulls away rock.
Rotational Slip	The vertical rotation of ice inside a corrie as ice gathers and gravity takes over.
Freeze Thaw	When water freezes inside the cracks of exposed valley sides, breaking away sharp fragments of rock.
Glacial retreat	When glaciers melt and appear to move up the valley as temperatures rise.

Global Distribution of glaciers.



Alpine glaciers are mainly found in upland mountainous areas that receive lots of snow fall because of the high altitude, for example, the Himalayas, Canada and Northern Europe. Continental glaciers are most commonly found in areas of higher latitude (away from the equator) like Greenland and Antarctica.

Glacial periods
Times when the earth was colder. When we have ice ages!

Inter-glacial periods
Times when the earth was warmer, most of the ice melts!

Opportunities and Challenges

Scientist – UK
Ice sheets act like a a mirror and reflect the suns energy back into space which helps slow global warming, if they melt global warming will happen even faster!

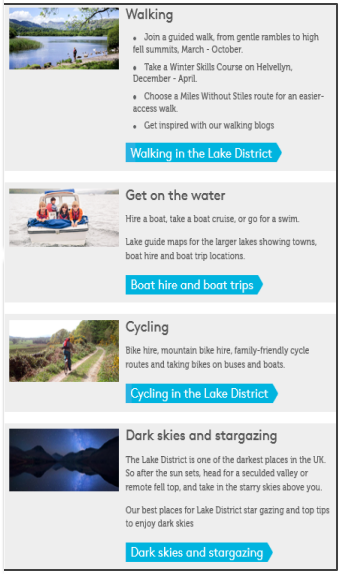
Farmer – Florida
If the ice sheets melt this will cause massive sea level rise (1mm a year) and will eventually flood my farm land and home.

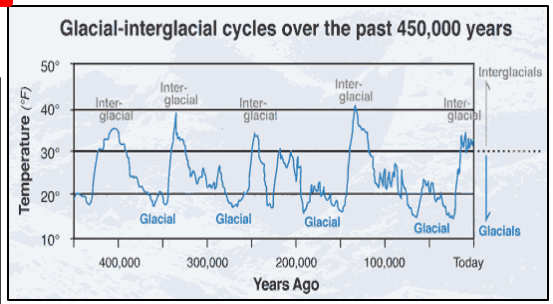
Researcher – Greenland
Glaciers and ice sheets actually store and provide fresh water.

Meteorologist – USA
Ice sheets and glaciers regulate weather around the world and are important for ocean currents without them we will have more extreme weather events.

Ship driver - Russia
When ice sheets melt huge ice bergs can float out into the sea and interrupt shipping routes.

Marine Biologist – Australia
If ice sheets melt ocean temperatures become unstable and can affect marine life.





About 150,000 years ago the earth was beginning to warm up.
140,000 years ago tropical life would live in Britain and it was about 6℃ .
About 40,000 years later (100,000 years ago) the ice age began.
Throughout the ice age glaciers flowed through valleys and polar bears were in Britain.
Until 10,000 years ago the ice age ended and the climate began to warm, polar life left and glaciers melted away.
Today we are left with our new landscape, but pollution and climate change is increasing the worlds temperature at an unnatural rate!

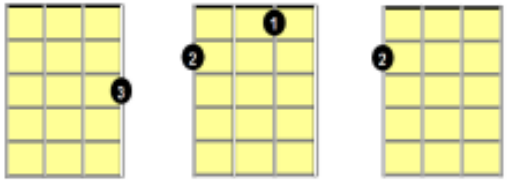
MUSIC Year 7 - Playing an Instrument 1

Key Vocabulary	
Pitch	How high or low the notes are.
Notation	The different ways that music is written down. (notated)
Chords	2 or more notes played at once. Ukulele - all strings strummed.
TAB Notation	A form of notation indicating where the fingers go rather than
Melody	The tune to a piece of music.
Performing	The act of presenting a piece of **music** or other entertainment
Strumming	Moving fingers up and down the strings.
Accuracy	Playing all the correct notes.
Fluency	Playing a piece without mistakes or hesitations
Practise	Repetitive playing of a piece or phrase to improve it.

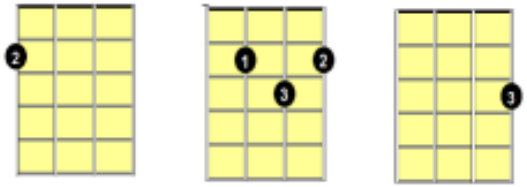
Left hand on the neck of the ukulele with the thumb behind.

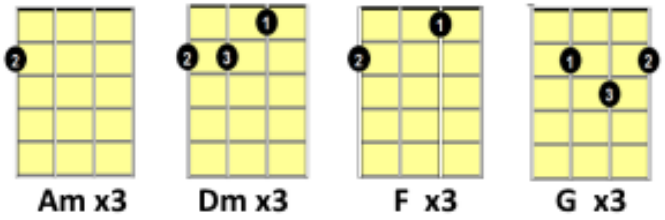
You can strum down and up for a more interesting strumming pattern

Chords for "Best Day Of my Life"



Chords for "Riptide"



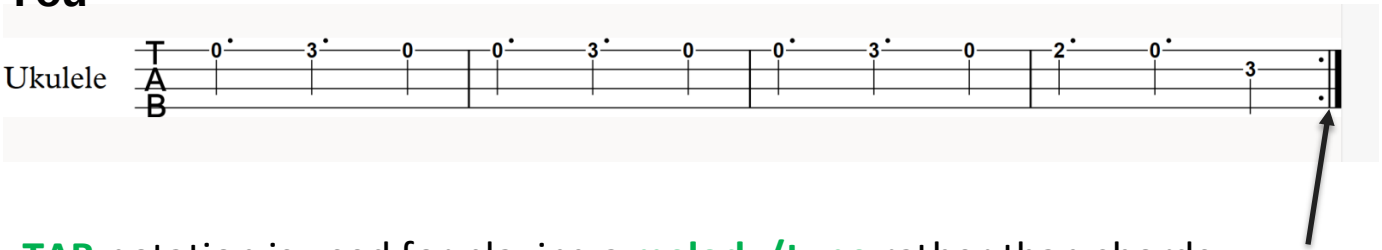


Chords for "Shape of You"

The Ukulele – Some Interesting Facts.

1. The ukulele was invented in the early 1900s.
2. The ukulele did not originate from Hawaii. It was first used in Portugal and someone took it on a ship to Hawaii, where it became very popular.
3. There are four main types of ukuleles - soprano, concert, tenor, and baritone. These are distinguished by their size; soprano being the smallest and baritone the largest. You are playing a **soprano.**

TAB notation for **"Shape of You"**



TAB notation is used for playing a **melody/tune** rather than chords, which are strummed for the **accompaniment.**

The four lines are the four strings on the ukulele.
The numbers are the fret you put your finger on to play separate notes.

When playing **TAB** notation, we pick one string at a time and this is called – **Finger Picking.**

PSHE – signposting support

Health and wellbeing

nhs.uk

NHS non emergency 111
111.nhs.uk

beateatingdisorders.org.uk

mind.org.uk

giveusashout.org
text *'shout'* to 85258

youngminds.org.uk

cancerresearchuk.org

teenagecancertrust.org

adfam.org.uk

Personal safety

alcoholchange.org.uk

talktofrank.com
0300 123 6600

wearewithyou.org.uk

childline.org.uk
0800 11 11

isthisok.org.uk

victimsupport.org.uk/you-co
0808 1689 111

Suffolk.police.uk

extremedialogue.org

Relationships and Sex Education

reportharmfulcontent.com

themix.org.uk
0808 808 4994

brook.org.uk

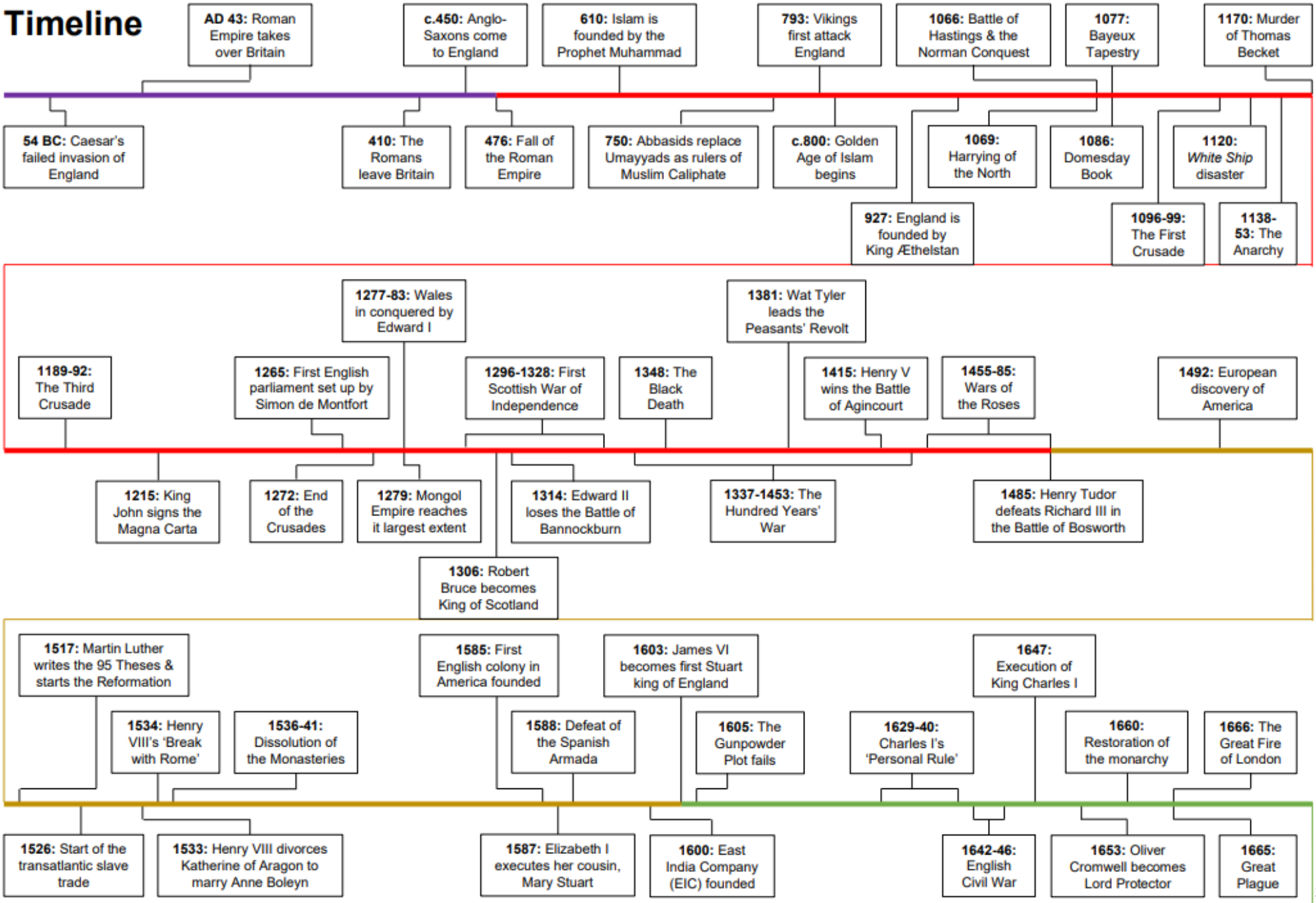
refuge.org.uk

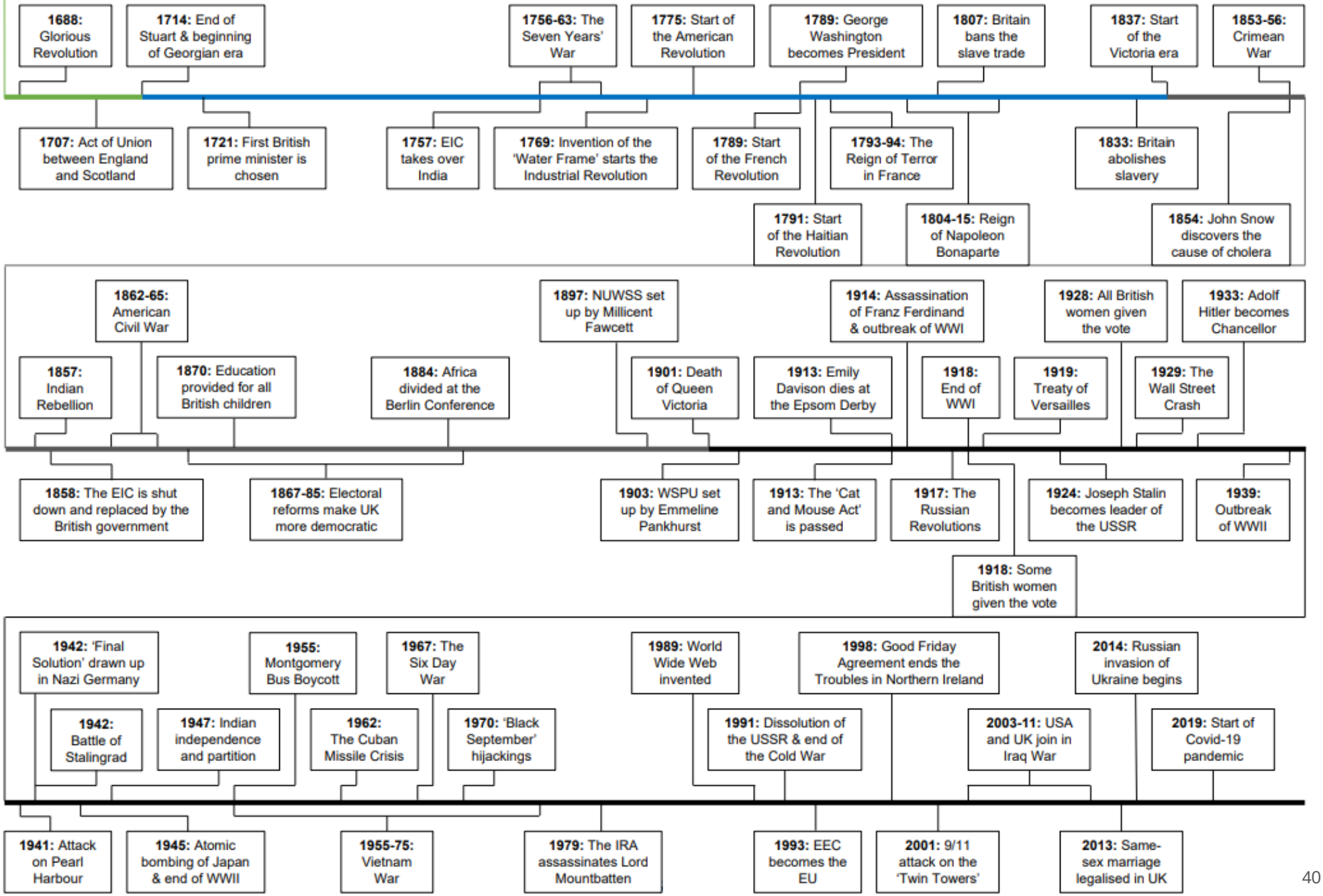
mankind.org.uk

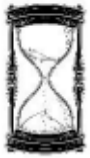
galop.org.uk

Ceop.police.uk

Timeline


AD 43: Roman Empire takes over Britain
c.450: Anglo-Saxons come to England
610: Islam is founded by the Prophet Muhammad
793: Vikings first attack England
1066: Battle of Hastings & the Norman Conquest
1077: Bayeux Tapestry
1170: Murder of Thomas Becket
54 BC: Caesar's failed invasion of England
410: The Romans leave Britain
476: Fall of the Roman Empire
750: Abbasids replace Umayyads as rulers of Muslim Caliphate
c.800: Golden Age of Islam begins
1069: Harrying of the North
1086: Domesday Book
1120: White Ship disaster
927: England is founded by King Æthelstan
1096-99: The First Crusade
1138-53: The Anarchy
1277-83: Wales in conquered by Edward I
1381: Wat Tyler leads the Peasants' Revolt
1189-92: The Third Crusade
1265: First English parliament set up by Simon de Montfort
1296-1328: First Scottish War of Independence
1348: The Black Death
1415: Henry V wins the Battle of Agincourt
1455-85: Wars of the Roses
1492: European discovery of America
1215: King John signs the Magna Carta
1272: End of the Crusades
1279: Mongol Empire reaches it largest extent
1314: Edward II loses the Battle of Bannockburn
1337-1453: The Hundred Years' War
1485: Henry Tudor defeats Richard III in the Battle of Bosworth
1306: Robert Bruce becomes King of Scotland
1517: Martin Luther writes the 95 Theses & starts the Reformation
1585: First English colony in America founded
1603: James VI becomes first Stuart king of England
1647: Execution of King Charles I
1534: Henry VIII's 'Break with Rome'
1536-41: Dissolution of the Monasteries
1588: Defeat of the Spanish Armada
1605: The Gunpowder Plot fails
1629-40: Charles I's 'Personal Rule'
1660: Restoration of the monarchy
1666: The Great Fire of London
1526: Start of the transatlantic slave trade
1533: Henry VIII divorces Katherine of Aragon to marry Anne Boleyn
1587: Elizabeth I executes her cousin, Mary Stuart
1600: East India Company (EIC) founded
1642-46: English Civil War
1653: Oliver Cromwell becomes Lord Protector
1665: Great Plague


1688: Glorious Revolution
1714: End of Stuart & beginning of Georgian era
1707: Act of Union between England and Scotland
1721: First British prime minister is chosen
1756-63: The Seven Years' War
1775: Start of the American Revolution
1757: EIC takes over India
1769: Invention of the 'Water Frame' starts the Industrial Revolution
1789: George Washington becomes President
1789: Start of the French Revolution
1791: Start of the Haitian Revolution
1793-94: The Reign of Terror in France
1804-15: Reign of Napoleon Bonaparte
1807: Britain bans the slave trade
1833: Britain abolishes slavery
1837: Start of the Victoria era
1853-56: Crimean War
1854: John Snow discovers the cause of cholera
1862-65: American Civil War
1857: Indian Rebellion
1870: Education provided for all British children
1884: Africa divided at the Berlin Conference
1858: The EIC is shut down and replaced by the British government
1867-85: Electoral reforms make UK more democratic
1897: NUWSS set up by Millicent Fawcett
1901: Death of Queen Victoria
1903: WSPU set up by Emmeline Pankhurst
1913: Emily Davison dies at the Epsom Derby
1913: The 'Cat and Mouse Act' is passed
1914: Assassination of Franz Ferdinand & outbreak of WWI
1917: The Russian Revolutions
1918: End of WWI
1918: Some British women given the vote
1919: Treaty of Versailles
1924: Joseph Stalin becomes leader of the USSR
1928: All British women given the vote
1929: The Wall Street Crash
1933: Adolf Hitler becomes Chancellor
1939: Outbreak of WWII
1942: 'Final Solution' drawn up in Nazi Germany
1942: Battle of Stalingrad
1941: Attack on Pearl Harbour
1945: Atomic bombing of Japan & end of WWII
1947: Indian independence and partition
1955: Montgomery Bus Boycott
1962: The Cuban Missile Crisis
1955-75: Vietnam War
1967: The Six Day War
1970: 'Black September' hijackings
1979: The IRA assassinates Lord Mountbatten
1989: World Wide Web invented
1991: Dissolution of the USSR & end of the Cold War
1993: EEC becomes the EU
1998: Good Friday Agreement ends the Troubles in Northern Ireland
2001: 9/11 attack on the 'Twin Towers'
2003-11: USA and UK join in Iraq War
2013: Same-sex marriage legalised in UK
2014: Russian invasion of Ukraine begins
2019: Start of Covid-19 pandemic



Introduction to History

What is history?

5 Key Words

Evidence: facts and details from history

Explanation: using evidence to support a judgement

Interpretation: a modern-day opinion or version of events from the past

Judgement: an opinion supported by evidence

Source: something from the past that gives us information

5 Key Dates

3400 BC: First evidence of writing and beginning of 'Ancient History'

430 BC: The first history book is written ('*Histories*' by Herodotus)

476: Fall of Ancient Rome and beginning of 'Medieval History'

1492: European discovery of America and beginning of 'Early Modern History'

1947: Alleged spaceship crash in the 'Roswell Incident'

5 Key Takeaways

- History includes both factual stories and modern judgements
- Historians use sources to understand the past and make judgements
- Sources can include letters, diaries, newspapers, books, pictures, buildings, artefacts, and anything else made in the past
- When using sources, historians also look at who made them and why they were made, to judge how accurate and useful they are
- Any judgement about the past should always be backed up using evidence and explanation

Herodotus

The Events of 1066

How did William become King of England in 1066?

Conceptual Focus: Causes & Consequences
Thematic Focus: Conflict
Geographical Focus: England

5 Key Words

Claim to the throne: a reason why a person should become king

Heir: the next person who should become king, when the existing king dies

Invasion: taking over another country's land by force

Medieval: from the Middle Ages (the time period approximately 410 – 1492)

Succession crisis: where multiple people claim they should be the king

5 Key Dates

c.450: Anglo-Saxons come to England

Jan 1066: King Edward dies without an heir, and Harold Godwinson becomes king

Sept 1066: Harald Hardrada is killed in the Battle of Stamford Bridge

Oct 1066: William wins the Battle of Hastings

Dec 1066: William is crowned King of England

5 Key Takeaways

- The Anglo-Saxons ruled over England in between the Romans and the Normans
- In 1066 there was a crisis because King Edward died without an heir
- Three people said they should become king: Harold Godwinson; Harald Hardrada, the King of Denmark; and William, the Duke of Normandy
- Harold Godwinson became king and defeated Harald Hardrada in the Battle of Stamford Bridge
- William became king after he defeated Harold Godwinson in the Battle of Hastings, where Harold was shot in the eye with an arrow

Edward 'the Confessor'

Harold Godwinson

Harald Hardrada

Duke William

The Norman Conquest

How did William take control of England between 1066 and 1087?

Conceptual Focus: Causes & Consequences
Thematic Focus: Society
Geographical Focus: England

5 Key Words

Baron: a lord in medieval England, who looked after large areas of land

Conquest: taking over another country or land

Knight: a trained soldier in medieval England, who looked after villages

Monarch: the king or queen of a country

Peasant: a poor farmer in medieval England

5 Key Dates

1066: William becomes king and starts building castles throughout England

1067: William starts to give land to his loyal followers under the feudal system

1069-70: William burns farms and villages in the Harrying of the North

1077: The Bayeux Tapestry is made, telling William's version of 1066

1086: The Domesday Book is made

5 Key Takeaways

- William used violence to stop Anglo-Saxon rebellions against him
- In the feudal system, the monarch gave land to the barons; the barons gave land to the knights; and the knights gave land to the peasants
- In the feudal system, the peasants farmed for the knights; the knights promised to fight for the barons; and the barons promised to be loyal to the monarch
- Norman castles were built from wood, and included hills as defences
- The Domesday Book listed what everybody in the country owned, so that William knew how much he was owed in taxes

William I
'the Conqueror'

The Medieval Church

What does the life of Thomas Becket reveal about the medieval Church?

Conceptual Focus: Historical Significance
Thematic Focus: Power, Society
Geographical Focus: England

5 Key Words

Archbishop of Canterbury: the head of the Church in England

Monk / Nun: a man / woman who gives up their possessions to live in a monastery / nunnery, and devote their life to God

Pope: the head of the Church

Purgatory: a place of temporary punishment between Heaven and Hell

Sin: an action that angers God

5 Key Dates

1143: Thomas Becket starts working for Archbishop Theobald

1155: Becket becomes King Henry II's Chancellor

1162: Becket becomes Archbishop of Canterbury

1164: Becket refuses to sign the Constitutions of Clarendon and is forced into exile

1170: Becket is murdered

5 Key Takeaways

- In the Middle Ages, everybody believed in God, Heaven, Hell, and Purgatory. They followed the Church's instructions to get to Heaven
- The Bible was written in Latin. Not many people were taught Latin so most people could not read
- The head of the Church was the Pope; the head of the Church in England was the Archbishop of Canterbury; and most people relied on their local priest
- Thomas Becket was made Archbishop of Canterbury because he was friends with King Henry II
- When Becket disobeyed Henry's instructions, Henry shouted "Who will rid me of this turbulent priest?" This led to Becket being murdered

Thomas Becket

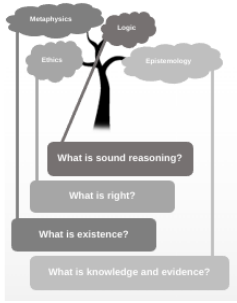
Henry II

Religious Education – Philosophy

KEYWORD	DEFINITION
Analyse	Look at meaning of something and see if or how it works.
Analysis	Looking at possible responses to see which could be correct.
Argument	A set of statements which build to a final answer, known as a conclusion.
Conclusion	A final position after reflecting on evidence.
Dialogue	A discussion where two people work together to answer a question or solve a problem.
Epistemology	The study of how we know things we know.
Ethics	The study of right and wrong.
Evaluate	Compare a set of options, and decide how important, valuable or successful they are.
Evaluation	Checking through correct responses to see which is the best fit.
Justice	The idea that things should be just, or fair in society.
Logic	The study of truths based completely on the meanings of the terms they contain.
Metaphysics	A type of Philosophy which asks questions about what the world or universe really is like.
Mythology	A collection of stories belonging to a culture.
Philosophy	A way of checking if knowledge works.
Premise	A statement that something is/isn't true.

What is philosophy for?

Philosophy is a way of checking if knowledge works. There are four main branches of philosophy we want to learn about:



Metaphysics: the study of the nature of reality, of what exists in the world, what it is like, and how it is ordered. In metaphysics philosophers ask questions like:

Is there a God? What is truth?

Epistemology: the study of knowledge. It looks at what we can know about the world and how we know it. Typical questions are:

What is knowledge? Do we know anything at all? How do we know what we know?

Ethics: the study of ethics often concerns what we ought to do and what it would be best to do. Ethicists ask questions like:

What is good? What makes actions or people good? What is right and what makes actions right?

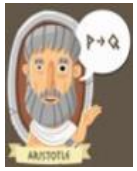
Logic: the study of what makes an answer a good one. Philosophers use logic to study the nature and structure of arguments. Typical logic questions ask:

How do we analyse an answer? How do we evaluate an answer.

Who are some philosophers?

Socrates was a grumpy old man. When he heard people talking he would ask them lots of questions to prove they were experts. We now call this Socratic questioning.

Plato was concerned with making sure ancient Athens was a place where society could be as good as possible. He thought that society should be completely fair and just.



Aristotle studied under Plato so was familiar with the works of Plato and Socrates. Aristolte thought their focus was in the wrong place and that we should ask questions about the world as it is in front of us. He created a set of methods to check whether something was true and if it made sense. These are Logic and the Scientific Method.

Religious education - Smart's Dimensions

dimension/key word	Meaning	Example
Ritual	the ceremonies and behaviours which are used to achieve something within the spiritual realm	Christianity - The Eucharist (sharing the bread and wine)
Doctrinal	the 'official' teachings of religions. The central and core beliefs	Christianity - the Trinity Islam - Tawheed
Experiential	The entire involvement of a person in a religious group Or A single spiritual experience such as a vision or miracle	Islam - Muhammad and the night journey
Mythology	These are the stories that are designed to tell us something about the nature of the religion.	Christianity - David and Goliath Akan Religion - Anansi
Ethical	A set of individual and social behaviours	Christianity - 10 commandments Islam - Muhammads last sermon
Material	refers to the objects or places that symbolize the sacred or supernatural parts of a religion	Sikhism - The khanda Christianity - Ode to joy
Institution	The structure or organisation within the religion	Christainity - the hierarchy of church leaders with the Pope at the top.

Roderick Ninian Smart (1927 – 2001) was a Scottish writer, university educator and a pioneer in the field of secular religious studies.
Smart wanted to show people that it was possible to study religions without having to be a part of them. This style of studying religions allows us to see what religions share and how they are different.

Ninian Smart suggested we could look for similar practices across different 'dimensions' of religions, or the different ways they express themselves. If we see one of these dimensions in one religion, what might it look like in another? This approach means we can compare the different religions, and see what they have in common, and what separates them from each other. To do this, we cannot judge others.

Football

Dribbling allows you to move the ball around the field without losing possession. Keep the ball close to your feet at all times, when running with it. Use the inside of your foot to control the ball when moving. Don't look down when running with the ball. Keep your head up.

Passing - Non-kicking foot is closest to the ball. Kicking foot needs to be at a right angle to the ball. Body need to be over the ball. Eyes focused upon the ball and arms are to be used for balance.

Turning with the ball

Cruyff - Great skill for losing your opponent.
Named after the brilliant Dutchman Johan Cruyff. Shape as if to pass or cross but then drag the ball behind your standing leg with the inside of foot. Turn your shoulders and your hips so that you are back in line with the ball and then race away.

Step over – Skill for sending an opponent in the opposite direction.
Lift your foot over the top of ball to use a 'step over' and this should immediately create you time and space. Then hook the ball away with the outside of the foot and race away.

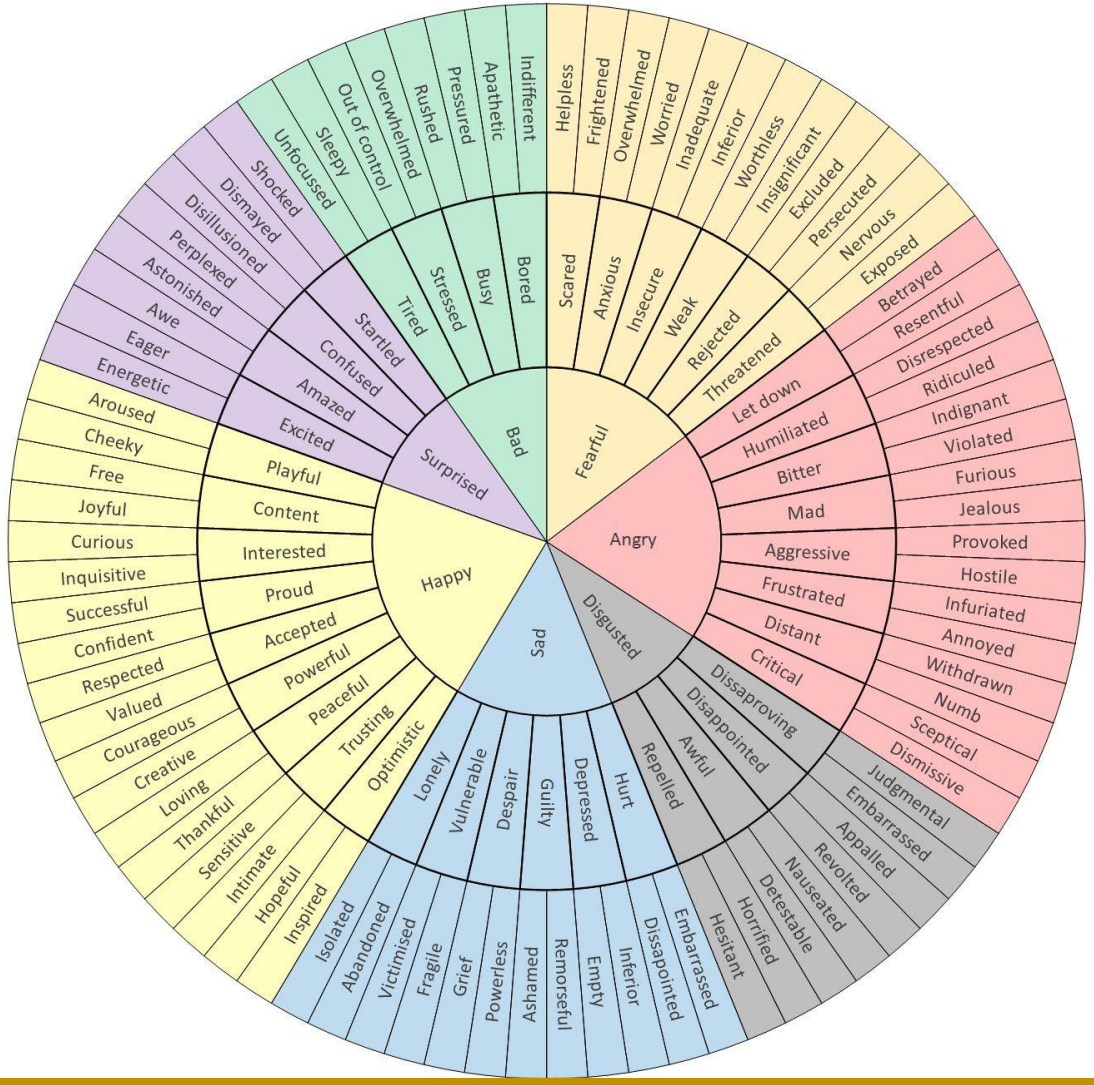
Knowledge Organizer

Shooting Non kicking foot needs to be next to the ball and players needs to keep their body balanced with their head slightly over the ball. Contact the ball either with the side of the foot (placement of ball) top of the foot (to generate power). Both legs need to be fixed but when striking the ball, kicking foot needs to be fully extended on the follow-through. For accuracy, aim to shoot between the goal keeper and the posts

Key Stage 3

Heading The forehead is used to contact the ball. Eye must be focused on the ball. Meet the ball with your head by moving your feet or jumping to gain the extra height advantage and power. Do not wait for the ball to hit your forehead.

Volley – The volley involves striking a ball that is still in the air. Focus eyes upon the ball. Arms out for balance. Keep eyes focused on the ball as you get into the line of flight. Head still. Non kicking foot on the floor and lead with the kicking leg forward.


Bad
Fearful
Angry
Disgusted
Sad
Happy
Surprised
Indifferent
Apathetic
Pressured
Rushed
Overwhelmed
Out of control
Sleepy
Unfocussed
Shocked
Dismayed
Disillusioned
Perplexed
Astonished
Awe
Eager
Energetic
Aroused
Cheeky
Free
Joyful
Curious
Inquisitive
Successful
Confident
Respected
Valued
Courageous
Creative
Loving
Thankful
Sensitive
Intimate
Hopeful
Inspired
Optimistic
Trusting
Peaceful
Powerful
Accepted
Proud
Interested
Content
Playful
Excited
Amazed
Confused
Startled
Bored
Busy
Stressed
Tired
Helpless
Frightened
Overwhelmed
Worried
Inadequate
Inferior
Worthless
Insignificant
Excluded
Persecuted
Nervous
Exposed
Scared
Anxious
Insecure
Weak
Rejected
Threatened
Let down
Humiliated
Bitter
Mad
Aggressive
Frustrated
Distant
Critical
Betrayed
Resentful
Disrespected
Ridiculed
Indignant
Violated
Furious
Jealous
Provoked
Hostile
Infuriated
Annoyed
Withdrawn
Numb
Sceptical
Dismissive
Dissaproving
Disappointed
Awful
Repelled
Judgmental
Embarrassed
Appalled
Revolted
Nauseated
Detestable
Horrified
Hesitant
Hurt
Depressed
Guilty
Despair
Vulnerable
Lonely
Embarrassed
Dissapointed
Inferior
Empty
Remorseful
Ashamed
Powerless
Grief
Fragile
Victimised
Abandoned
Isolated