Year 7 Knowledge Organiser

Autumn 2026

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
Dialogue – a conversation
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

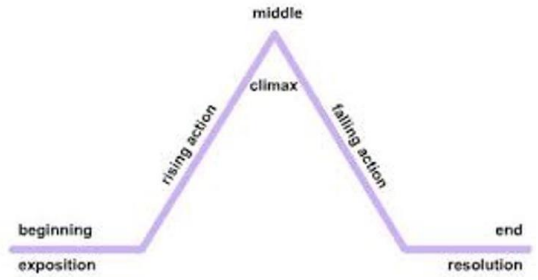
Paragraph checklist
- What is the writer telling the reader?
- Support with a relevant quote
- Give a literal meaning of the quote
- To make the reader think/feel/ imagine

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)

Vocabulary

Imagery – descriptions which focus on visuals
Stanza – a paragraph in a poem
Tone – mood, feeling
Volta - the change in a poem's tone, topic or idea
Cyclical – the ending of the poem connects to the ideas and images from the beginning
Perspective - point of view
Personification – describing an object as a human
Rhetorical question – a question asked for dramatic effect, not requiring an answer
Linear – ideas which progress from one idea to the next
Refrain – a line or group of lines that repeat in a poem
Tonal shift – a change in mood/tone
Connotation – the idea or feeling a word creates
Abstract - existing in thought but not having a concrete existence
Emotive language – words and phrases chosen for their emotional impact
Heritage - the traditions, history and practices of a group
Onomatopoeia – a word which sounds like the noise it represents
Alliteration – words starting with the same sound
Sibilance – alliteration using the letter 's'
Idolise – admire, love greatly or excessively
Sonnet – a 14 line poem
Anaphora - the repetition of a word or phrase at the beginning of lines of poetry
Dramatic monologue - a poem written as a character's speech or thoughts

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Poetry

Paragraph checklist

- What is the writer telling the reader?
- Quote
- Implied meaning
- Method and effect
- To make the reader think/feel/ imagine

Paragraph sentence starters

The writer presents ... by/because...
This is shown in the quote "..."
This shows...
The [method] ... suggests...
This makes the reader think/ feel/ imagine/ To teach/show...

Poetry writing techniques

Clear topic
Big idea
Imagery
Language technique (choose at least 3)
Volta
Tone
Cyclical structure
Whose perspective is it written from?

How to analyse a poem

1. What is it about?
2. Ideas and imagery
3. Three quotes
4. Structure
    - Tone (mysterious, unsettling, joyful, peaceful)
    - Volta
    - Cyclical/linear

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)

Language techniques

Personification
Anaphora
Rhetorical question
Emotive language
Refrain
Metaphor
Simile

What is poetry?

A type of literature that attempts to stir a reader's imagination or emotions through choice and arrangement of language for meaning, sound, and rhythm.

Year 7 science

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

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?

7.1 Stepping 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.

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)

7.1 Stepping upto science 1 :Variables

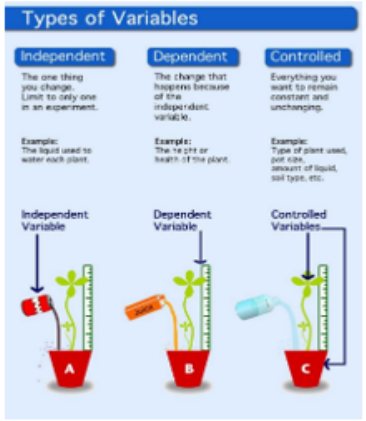
Independent variables : Variables which are **changed and plotted on the x axis**

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

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

Y axis

X axis



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

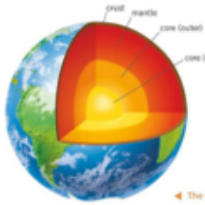
Foundational knowledge	Year 7 Science Term 1	Diagnostic test questions

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

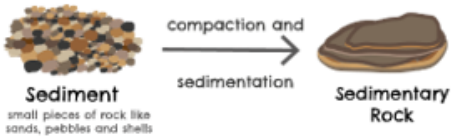
Deposition

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**

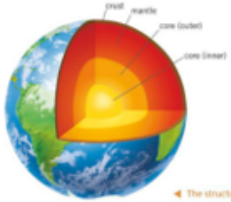
7.3 Earth and space 2

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

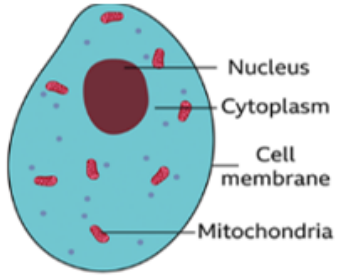
ɐ cell



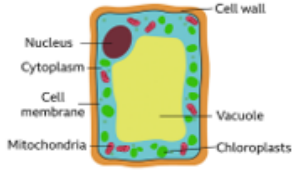
The lowest magnifaction is used first to give the largest field of view

The total magnification is calcualted by eyepiece x objective lens

7.4 Organisms 1 Animal cells



7.4 Organisms 1 Plant cells

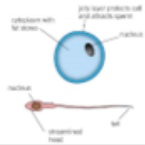
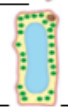


7.4 Functions of sub celluar structures

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

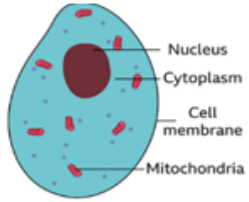
Define the term weight (2) Weight is the measure of the force (1) of gravity (1) acting on a body

DT5

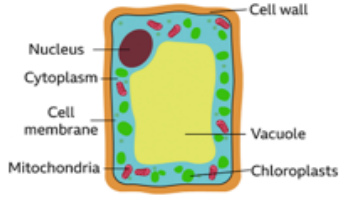
When using a light microscope which magnification is used first? (1) The lowest magnification

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)

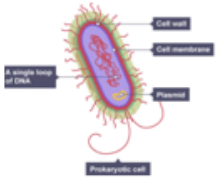


Define the term diffusion (1) The movement of a substance from a high to low concentration

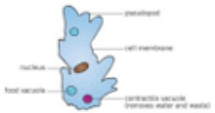
What does the term "unicellular" mean? (1) An organisms which consists of only one cell

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

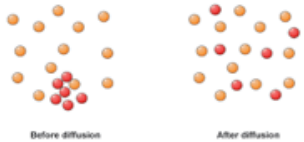
7.4 Unicellular organisms
Bacteria - prokaryote



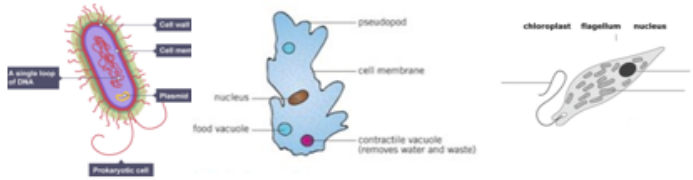
7.4 Unicellular organism - Amoeba



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

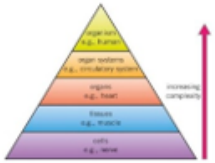


State 3 substances which move into and out of cells (3) Oxygen , carbon dioxide, water, glucose, amino acids
State the name of the process by which water moves into and out of cells (1) Osmosis
Draw and label a unicellular organism (5)



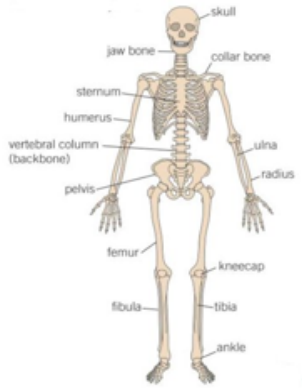
Prokaryote – bacterial Amoeba Euglena

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.



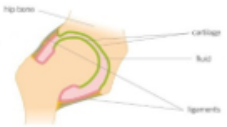
7.5 Fixed joint – no movement **– the skull**



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



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

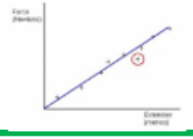
Data should be objective (fact) rather than subjedctive (opinion)

Repeats are taken to allow a mean to be calcuated

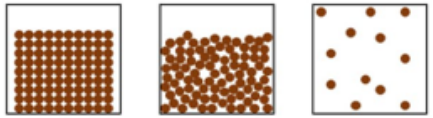
This will help ensure the reliability of results

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

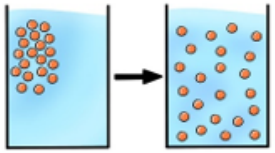
7.7 Matter 1 More about diffusion

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

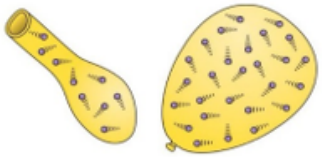
State of matter – Gases have the fastest rate of diffusion

7.7 Matter 1 Gas pressure

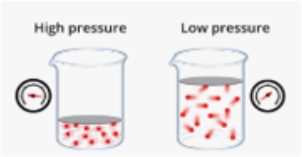
Gas pressure- The force exerted per unit area on the walls of the container. It is caused by collisions of particles with the walls

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



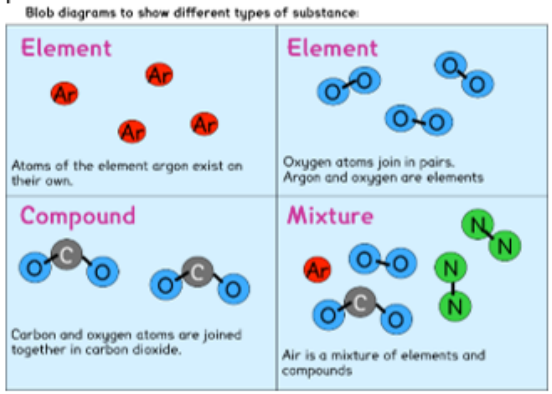
7.7 Matter 1 Inside particles

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)

History

7A Who built Britain – and how do we know?

Key Words

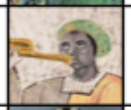
1	**Source**	Something from the past which gives historians information
2	**Historian**	Somebody who studies the past
3	**Content**	The information given in a source
4	**Inference**	Something that can be worked out from a source
5	**Migration**	Moving to live and/or work in a different location
6	**Empire**	A group of countries or lands, ruled together by one
7	**Monastery**	A home for **monks**, men who give up their belongings and family to serve God

SOC: Evidential Thinking

8 ***What is 'Evidential Thinking'?***
'Evidential Thinking' refers to thinking about evidence. When studying the past, historians have to read the **content** of **sources and make inferences** based on what the sources say.

9 ***Useful words / phrases:***
The content of the source is about…
The source says…
The source tells me that…
I can infer that… For example, the source says…
The source was written by…

Key Individuals

10		**Eadfrith of Lindisfarne:** Anglo-Saxon monk at Lindisfarne.
11		**The Strangers:** Protestant weavers who migrated to Norwich to escape from danger.
12		**John Blanke:** An African who worked as a musician for Henry VIII.
13		**Joanna de Silva:** An Indian nurse and servant working for a British family.
14		**Sam King:** A former pilot who migrated on the *Empire Windrush*.

Map of migration case studies in Britain

15 

Key Takeaways

16	The **Roman Empire** took over Britain and built roads, aqueducts and baths.
17	The Anglo-Saxons were wealthy and very Christian. The **Vikings** were raiders who attacked the coast to steal their treasure.
18	After the Christian Church split in Europe, the **Strangers** moved to Norwich for safety.
19	The **British Empire** controlled America, India, and parts of Africa. Many people came to Britain to work and were often treated with respect.
20	During the **Industrial Revolution**, many Irish migrants moved to Britain. They lived in poor quality housing called **slums**.
21	The **Windrush** migrants came to Britain to help rebuild the country after the Second World War.

Key Dates

22	**55 BC:** First Roman attempt to invade Britain
23	**449:** Anglo-Saxons migrate to Britain
24	**793:** The Vikings attack Lindisfarne Monastery
25	**1517:** The Christian Church splits during the Protestant Reformation
26	**16-18th century:** The British Empire spreads in America, Africa and India
27	**1845:** Beginning of the Great Famine in Ireland
28	**1948:** The *Empire Windrush* reaches Britain

7B How did a French duke become the King of England?

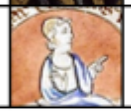
Key Words

1	**Monarch**	The King or Queen of a country
2	**Heir**	The next person to be the monarch; throughout history, usually the oldest son
3	**Claim to the throne**	A reason why somebody should become monarch
4	**Invasion**	Sending an army into another country without permission
5	**Conquest**	Taking over the government of another country
6	**Knight**	A medieval soldier who fought on horseback
7	**Archer**	A medieval soldier who used a bow and arrow
8	**Infantry**	Soldiers who fight on foot

SOC: Cause and Consequence

9	***What is 'Causation'?*** 'Causation' refers to the reasons why things happen in the past. Some historians want to understand the **causes** of historical events.
10	***Useful words / phrases:*** This meant that… This led to… This resulted in… The impact of this was…

Key Individuals

11		**Edward the Confessor:** English King who died without an heir.
12		**Harold Godwinson:** An English lord ad Edward's brother-in-law, who became King after Edward died.
13		**Harald Hardrada:** The King of Norway who claimed the throne in 1066.
14		**William of Normandy:** The Duke of Normandy, who clamed the throne in 1066 and won the Battle of Hastings.
15		**Edgar Aethling:** Edward's nephew, who also claimed the throne.

Map of England, Normandy, and Norway

16



Key Takeaways

17	When **Edward the Confessor** died, he had no obvious **heir** and there were several people who claimed they should be the next monarch.
18	**Harold Godwinson** became King of England in 1066. He had more support among the Anglo-Saxons, and Edward's nephew **Edgar Aethling** was considered too young.
19	Harold Godwinson defeated **Harald Hardrada** in the Battle of Stamford Bridge.
20	After being stuck in Normandy during the summer, **Duke William** invaded in the south of England. Harold's army was tired and weaker after fighting Harald Hardrada.
21	During the **Battle of Hastings**, Harold's Anglo-Saxon army used a **shield wall** to protect themselves from William's archers. However, William tricked the Anglo-Saxons using a **feigned retreat**. The shield wall broke and Harold Godwinson was killed in battle.

Key Dates

22	**1065:** Harold Godwinson allegedly promises to support William's claim to the throne
23	**Jan 1066:** Edward the Confessor dies without a clear heir, and Harold Godwinson becomes King
24	**Sept 1066:** Harald Hardrada's invading army is defeated in the Battle of Stamford Bridge
25	**Oct 1066:** William defeats Harold Godwinson in the Battle of Hastings

7C Were the changes under the Normans just a "truckload of trouble"?

Key Words

1	**Society**	The way that a community of people lives and is structured
2	**Rebellion**	Disobeying rules and/or fighting against the people in power
3	**Monarch**	The King or Queen of a country
4	**Baron**	A wealthy, powerful land-owning lord
5	**Peasant**	A medieval person who did not own land, and usually worked as a farmer
6	**Taxes**	Money that people give to the government
7	**Archbishop of Canterbury**	The head of the English Church

SOC: Change and Continuity

8 ***What is 'Change and Continuity'?***
'Change and continuity' refers to comparing the world before and after a change. As historians, we want to see what aspects of the world had changed (and in what ways), and which aspects asked had stayed mostly the same.

9 ***Useful words / phrases:***
One type of change was...
Before X... However, after X...
At one point... But over time, this changed as...
Things stayed mostly the same when...

Key Individuals

10  **Simon Schama:** Historian who wrote *A History of Britain*.

11  **William I:** The King of England after the Battle of Hastings, known as 'William the Conqueror', because he had successfully conquered England.

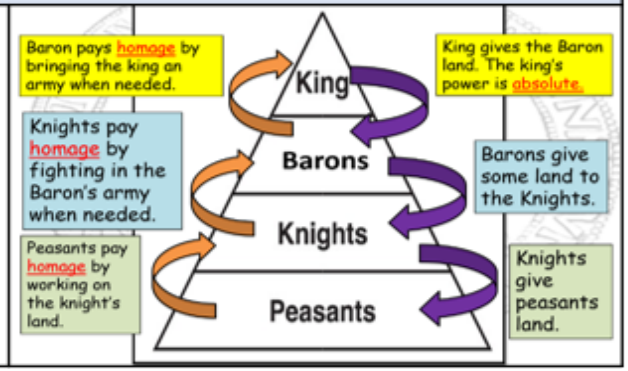
12  **Eadric the Wild:** Anglo-Saxon whose rebellion was ignored by William.

13  **Gytha:** Mother of Harold Godwinson who rebelled in 1068.

14  **Hereward the Wake:** Anglo-Saxon from East Anglia who led the last rebellion against William in 1070-71.

15  **Lanfranc:** Norman who became the Archbishop of Canterbury.

Diagram of the Feudal System

16 

Key Takeaways

17 William used **violence** to stop Anglo-Saxon **rebellions.** This led to the **Harrying of the North,** where William destroyed all the food and 100,000 people starved.

18 William introduced the **feudal system** to control English society. He gave land to barons in return for loyalty. The land was then passed down to knights and peasants, in return for other promises, such as fighting or work.

19 William built over 1,000 **motte and bailey castles** throughout England to help him maintain control. An example is given below:



20 The Normans made lots of other changes. They introduced stricter **laws**, used the **Domesday Book** to help collect accurate taxes, and replaced the leaders of the English **Church.**

Key Dates

21	**1067-70:** Several Anglo-Saxons rebel against Norman rule
22	**1069:** The Harrying of the North begins
23	**1086:** The Domesday Book is created

7D How extraordinary were Matilda and Eleanor?

Key Words

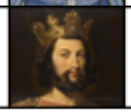
1	**Heir**	The next person to be the monarch; throughout history, usually the oldest son
2	**Society**	The way that a community of people lives and is structured
3	**Authority**	The power to make decisions and lead others
4	**Civil war**	A war between two armies from the same country
5	**Inheritance**	Something passed down to a person by their family
6	**Crusade**	A religious war fought for control of the Holy Land
7	**Gender role**	The expectations and ideas about a person, based on their gender or sex

SOC: Similarity and Difference

8 ***What is 'Similarity and Difference'?***
'Similarity and Difference' refers to comparing historical people and their experiences. As historians, we want to see what people had in common, and what made some people unique.

9 ***Useful words / phrases:***
One similarity / difference is…
X is like Y because…
X and Y were different because…
Unlike X, Y was…
Similarly… However…

Key Individuals

10		**Empress Matilda:** Daughter of Henry I. He chose her to be his heir, but the barons opposed her.
11		**Stephen:** Baron who was chosen to become King instead of Matilda.
12		**Henry II:** Matilda's son, who led an army during the Anarchy.
13		**Eleanor of Aquitaine:** French woman who became Queen of France and later Queen of England.
14		**Louis VII:** King of France who married Eleanor for her land.

Map of Aquitaine

15



Key Takeaways

16	Medieval women were often expected to look after the **home** and the **family**. But they also had other roles, such as midwives, farmers, or members of the Church.
17	**Matilda** was denied the throne because she was a woman. She shocked the country by leading an army into a **civil war** against King Stephen, known as the **Anarchy**.
18	Married women were supposed to give all their property to their husband. **Eleanor** kept her land after marrying the King of France.
19	After divorcing Louis VII, Eleanor married Henry II. She lost lots of her land and authority and failed to rebel against him.

Key Dates

20	**1135:** Henry II dies and Stephen becomes King of England
21	**1139:** Matilda leads an army to invade England, starting the Anarchy
22	**1147:** Eleanor joins the Second Crusade
23	**1152:** Eleanor divorces Louis VII and marries Henry II
24	**1153:** Stephen surrenders and makes Henry II his heir, ending the Anarchy
25	**1173:** Eleanor supports her sons' rebellion against Henry II

7E Why were there four generations of conflict in Plantagenet England?

Key Words

1	**Monarch**	The King or Queen of a country
2	**Government**	The people who run the country
3	**Rebellion**	Disobeying rules and/or fighting against the people in power
4	**Pope**	The head of the Catholic Christian Church
5	**Archbishop of Canterbury**	The head of the English Church
6	**Legal system**	How laws are made and enforced
7	**Elect**	To vote

SOC: Cause and Consequence

8 ***What does a good explanation look like?***
A good explanation in History should be clear, detailed, and cover exactly how a **cause** links to a particular **consequence**. Look at the cause you have chosen, and think:

- Is it clear how this led to the consequence?
- Is it clear why this led to the consequence?
- Do I need to include why the cause did not lead to a different consequence?

9 ***Useful words/phrases:***
This led to... which resulted in... and therefore...
X was a consequence of Y because...
X would not have happened without Y because...

Key Individuals

10  **Henry II:** King of England who wanted power over the Church courts.

11  **Thomas Becket:** Henry II's Chancellor, then the Archbishop of Canterbury. He refused to close the Church Courts.

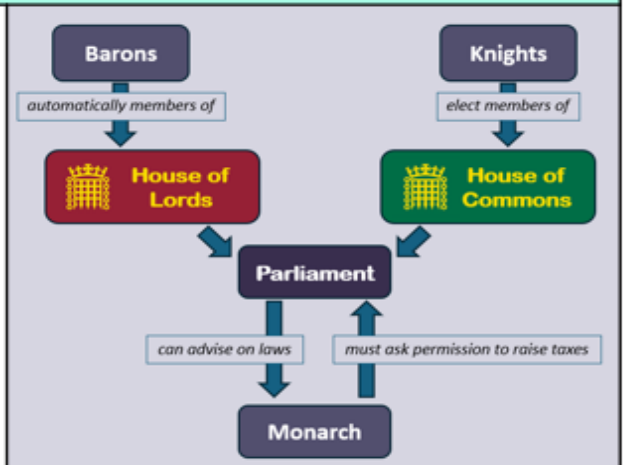
12  **King John:** King of England who was forced to sign the Magna Carta.

13  **Henry III:** King of England during the creation of the first Parliament.

14  **Edward I:** King of England who invaded Wales and Scotland.

Diagram of Parliament after 1265

15



Key Takeaways

16	Medieval conflict could often be caused by **power, religion**, and **land.**
17	Henry II wanted to shut down the **Church Court** to give himself more control over the legal system. This led to a **power struggle** against his former friend, **Thomas Becket**, who got exiled and was later murdered.
18	King John was a cruel king who ignored the barons' advice and broke the law himself. This led to the barons **rebelling** and forcing him to sign **Magna Carta.**
19	After Henry III broke Magna Carta, the barons created **Parliament**, which included barons and some knights. The King had to ask their permission to raise taxes.
20	Edward I successfully invaded **Wales** and attempted to invade Scotland.

Key Dates

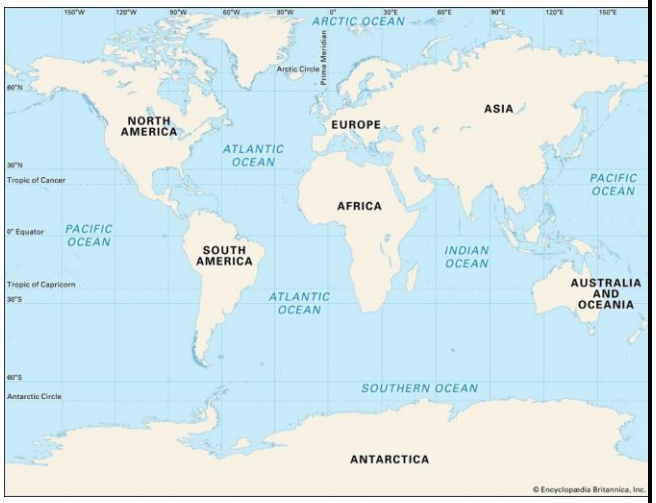
21	**1162:** Thomas Becket becomes Archbishop of Canterbury
22	**1170:** Becket is murdered
23	**1215:** King John signs the Magna Carta
24	**1265:** The first Parliament is created
25	**1277:** Edward I begins the conquest of Wales
26	**1296-1328:** The First War of Scottish Independence

Geography

Key Term	Definition
Geography	The study of places, people, and the environment, and how they all connect.
Physical geography	The part of geography that looks at natural features and processes, such as mountains, rivers, weather, and climate.
Human geography	The part of geography that explores people and their activities — where they live, how they use land, and how societies develop.
Environmental geography	A blend of physical and human geography that focuses on how people interact with the environment and how we can protect it.
Continent	A large landmass on Earth.
Ocean	A huge body of salt water that covers most of Earth's surface.
Hemisphere	Imaginary lines on a map or globe used to pinpoint exact locations. Latitude lines run east-west and longitude lines run north-south.
Location	Where a place is found on Earth, often described using direction, distance, or coordinates.

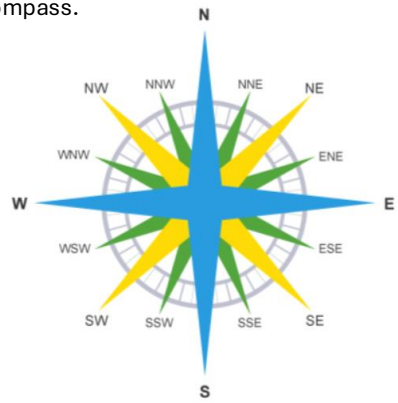
What skills do I need as a Geographer:

Continents and Oceans:



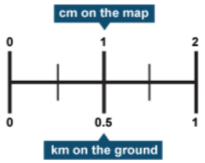
Compass points:

- There are four main compass points: North, East, South and West.
- Between these points there is four points: North East, South East, South West and North West. These make up an eight point compass.



Scale:

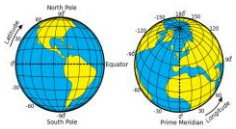
Most maps have a scale. These help us to work out distances on maps. This is given by the scale statement (eg 1:25,000) and/or by showing a scale bar.



The scale shows how much bigger the real world is than the map. If the scale is 1:50,000 it means that the map is 50,000 times smaller than the real world. For example, every 1 cm on the map represents 50,000 cm in the real world.

Latitude measures how far North or South of the Equator a place is, while **Longitude** measures how far East or West of the Prime Meridian it is

Always read and write **Latitude first, then Longitude**.



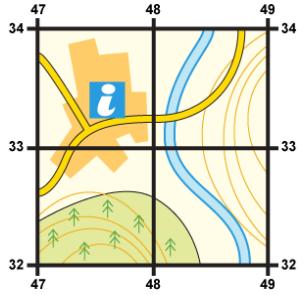
- **The Rule:** Go along the corridor (Latitude) then up/down the stairs (Longitude).
- **Example:** (51°N, 0°W) means 51 degrees North of the Equator, and 0 degrees West of the Prime Meridian (this is London!)

Key Term	Definition
Latitude and longitude	Imaginary lines on a map or globe used to pinpoint exact locations. Latitude lines run east-west and longitude lines run north-south.
Scale	Shows how distances on a map relate to real-life distances.
Key/ legend	A small box on a map that explains the symbols and colours used.
Grid lines	Lines that divide a map into squares to help locate places more easily.
Four- and six-figure grid references	A system using numbers to give a precise location on a map. Four-figure references identify a grid square. Six-figure references pinpoint an exact spot within that square.
Relief	The height and shape of the land, including hills, valleys, and slopes.
Contour lines	Lines on a map that join places of the same height above sea level, showing the shape of the land.
Spot heights	A point on a map that gives the exact height of a specific place.
Sketch map/field sketch	A simple drawing of a place or landscape, showing key features without needing exact scale or detail.

Four-figure grid references:

"**Along the corridor and up the stairs**".
Four-figure grid references can be used to pinpoint a location to within a square. To find the number of the square:

- Start at the left-hand side of the map and go east until you get to the bottom-left-hand corner of the square you want. Write this number down.
- Move north until you get to the bottom-left corner of the square you want. Look at the number of this grid line and add it to the two-digit number you already have. This is your four-figure grid reference.

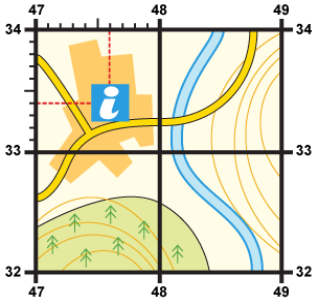


In this case, the tourist information office is in grid square 4733.

Six-figure grid references:

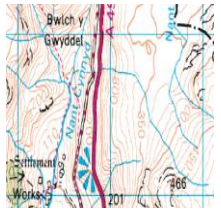
Sometimes it is necessary to be even more accurate. In this case you can imagine that each grid is divided into 100 tiny squares. The distance between one grid line and the next is divided into tenths.

1. First, find the four-figure grid reference but leave a space after the first two digits.
2. Estimate or measure how many tenths across the grid square your symbol lies. Write this number after the first two digits.
3. Next, estimate how many tenths up the grid square your symbol lies. Write this number after the last two digits.
4. You now have a six figure grid reference. In this instance, the tourist information office is located at 476334.



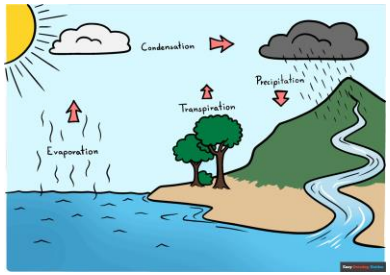
Contour lines:

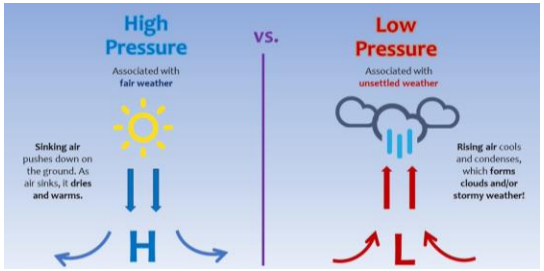
These are lines drawn on maps that join places of the same height. They are usually an orange or brown colour. Some contour lines have their height above or below sea level written on them. It is possible to use them to see the shape of the land - **if contour lines are close together the slope is steep,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

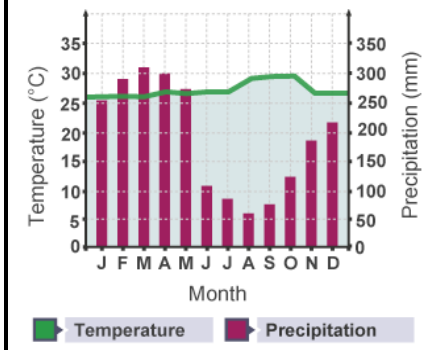


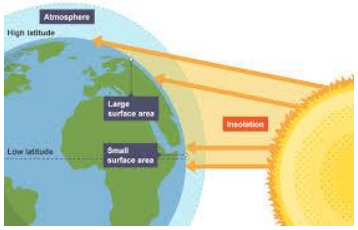
Key Term	Definition
Weather	The short-term (day-to-day) conditions of the atmosphere, such as rain, sunshine, wind, and temperature.
Climate	The long-term pattern of weather in a place, usually measured over thirty years or more.
Water cycle:	The continuous movement of water around the Earth as it changes between liquid, gas, and solid forms.
Evaporation	When the sun heats water and turns it into water vapour, which rises into the air.
Transpiration	When plants release water vapour from their leaves into the air.
Condensation	When water vapour cools down and turns back into tiny liquid droplets, forming clouds.
Precipitation	Water that falls from clouds to the ground, such as rain, snow, sleet, or hail.
Collection	When water gathers in rivers, lakes, oceans, or the ground after falling as precipitation.

What is weather and climate and how is it different around the world:





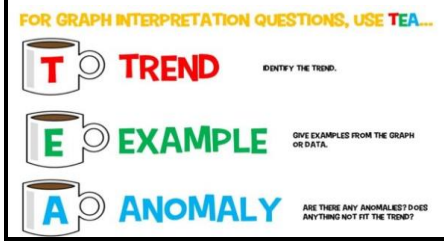




Insolation:
At the Equator the Sun's rays hit the Earth almost straight on (vertically). This means the sun's energy is highly concentrated into a small area, making it very hot all year round. At the Poles the Sun's rays hit the Earth at an angle. This spreads the exact same amount of solar energy over a much wider area, making it less intense and much colder

Climate graphs show the average temperature and total precipitation (rain, snow, sleet, or hail) for a specific location over a 12-month period

Temperature = line.
Rainfall = bars.



Air masses:
Polar Maritime brings cold and wet weather from the North West.
Polar Continental brings cold and dry weather from the North East.
Tropical Maritime beings warm and wet weather from the South West.
Tropical Continental brings warm and dry weather from the South East.



Command words
Explain= tell me why, use "because"
Describe= say what you see
Compare= what is the same and what is different
State= name something
Define= tell me what it means

PEEL Paragraphs:
Point – Make your point.
Evidence – Back it up. Support your point with evidence and examples.
Explain – Explain how the evidence supports your point.
Link – Link the point back to the question

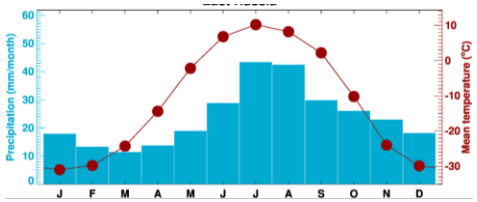
Sentence starters
I think that...
This happens because...
This causes ..... to happen because....
One piece of evidence that supports this is..
On the other hand...
This shows that.....

Key Term	Definition
Temperature	How hot or cold the air is.
Insolation	The amount of the sun's energy reaching the Earth's surface.
Air pressure	The weight of the air pressing down on the Earth, affecting wind and weather.
Air masses	Large bodies of air with similar temperature and moisture levels that influence a region's weather.
Air circulation	The movement of air around the Earth, creating global wind patterns that influence climate.
Global	Something that relates to the whole world.
Local	Something that relates to a small area nearby, such as a town or community.
Tourism	Travel for enjoyment, leisure, or interest, often bringing visitors to a place.
Permafrost	Ground that stays frozen all year round, found in very cold regions.
Infrastructure	The basic systems a place needs to function, such as roads, electricity, water supply, and communication networks.

Biome	Location	Characteristics
Grassland	Mainly in southern Africa, southern India, northern Australia and central South America.	Long grasses and a few scattered trees are found in these hot dry conditions.
Tropical Rainforest	Found near the Equator. Northern South America e.g. Brazil, Central Africa e.g. Democratic Republic of Congo and south east Asia e.g. Malaysia.	Very wet with over 2,000mm of rainfall per year, daily average temperature of 25°C, no seasons.
Polar	Found near the North and South poles.	Very cold polar climate with limited precipitation, very few plants and animals can survive here.
Temperate Forest	Found across Western Europe and in eastern USA.	Has four seasons and a mild/wet climate (also known as temperate maritime climate). Trees here lose their leaves every year.
Taiga	Located in Scandinavia, Russia and Canada.	Often called the coniferous forest, here evergreen trees thrive in the cool temperate climate.
Desert	Found near the Tropics of Cancer and Capricorn.	Temperatures can exceed 40°C but night temperature can drop below 0°C. Very dry with less than 250mm of rainfall a year.

Siberia:

Siberia is a massive geographical region located in northern Asia, making up over 75% of Russia's total landmass. It is globally famous for its extreme subarctic and continental climate, featuring some of the longest, coldest winters on Earth alongside brief, surprisingly warm summers.



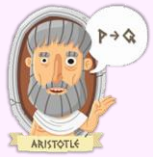
Opportunities	Challenges	Solutions
Tourism - Siberia is home to spectacular natural wonders like the Kungur Ice Cave. This attracts lots of adventure tourists and provides jobs for local people as tour guides or in hotels.	Permafrost is melting due to climate change and due to construction. When heated buildings are placed on frozen ground it can cause the permafrost to melt beneath.	Buildings are constructed on deep concrete or steel stilts. This elevates the building, allowing cold air to circulate underneath and preventing the heated interior from melting the permafrost.

R.E

Year 7 – Unit 1 – Blik –how do I interpret the world around me?

Argument	A set of reasons given to support a conclusion.
Logic	A tool which involves thinking clearly and making valid arguments.
Premise	A statement that supports an argument.
Critical thinking	The ability to think clearly and makegood decisions.
Reality	Something that actually exists and is not imagined.
Forms	Ideal concepts that reflect the true nature of things.
Socratic questioning	A teaching style that involves asking questions.
Telos	A Greek word meaning purpose or goal.
Ethics	The study of right and wrong.
Virtue	A good quality that becomes a habit.
Belief	An acceptance that something is true without the need for proof.
Blik	A person's fundamental worldview that shapes how they see the world and live their life
Perspective	A particular way of thinking or viewing something.
Religion	A set of attitudes, beliefs and practices. People who follow a religion are religious.

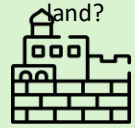
Lesson 1: What is philosophy? 	• Philosophy involves **ultimate,** fundamental **questions** about reality and existence. • Philosophers seek to understand the world by using reason, questioning, and observation. • Philosophers draw conclusions from premises to create logical arguments, answering ultimate questions with these. • The answers to ultimate questions are different for everyone, depending on their own bliks and worldviews.
Lesson 2: Why did Socrates question worldviews? 	• Socrates was an Ancient Greek philosopher who challenged the Athenian worldview. • Socrates used questioning to challenge assumptions about how people understand the world. • Socrates questioned worldviews because he believed that following authority blindly could be dangerous, which is what a lot of Athenians at the time were doing. • Socrates used a questioning style known as Socratic questioning which is still in use today. • Socrates claimed 'the unexamined life is not worth living'.
Lesson 3: How does Plato view Reality? 	• Plato was an Ancient Greek philosopher and was Socrates' pupil and Aristotle's teacher. • Plato believed that true knowledge of reality is built in. People can use reason to recall this knowledge. • Plato used an enslaved boy named Meno as an example to show that our souls can 'recollect' knowledge. • Plato's theory of the forms explains true knowledge as understanding perfect, abstract concepts. • Plato's theory influenced the worldview that knowledge is discovered through reason.

Lesson 4: How does Aristotle view reality? 	• Aristotle believed that understanding comes from observing the world, and that beliefs about reality can shape behaviour. • Aristotle believed everything, including human life, has a purpose. • Aristotle defined virtue as a mean between extremes, guiding moral behaviour and promoting balance in character. • Aristotle's views on ethics demonstrate how different worldviews can shape everyday behaviour.
Lesson 5: What is a blik? 	• Antony Flew argued that religious beliefs are meaningless as they do not change in the face of evidence, • R. M. Hare introduced the idea of a worldview (blik) to explain why people interpret the same situation differently. He used bliks to argue that religious beliefs are not meaningless because they still influence a person's actions and thoughts. • A worldview (blik) is a person's fundamental way of seeing and interpreting the world. Everyone has a worldview, which can be both religious, or non-religious.
Lesson 6: Why is under-standing worldviews important? 	• Worldviews are shaped by influences such as upbringing, experience, and ideas, often without people being fully aware of them. • Recognising different worldviews is important when studying religion and religious practices as it helps ensure people can live in harmony. • Harmony can be maintained in society by resolving problems in a way that accommodates for people of contrasting worldviews equally, coming up with fair solutions that respect everyone's values. • Values are core beliefs that guide how a person behaves and makes decisions.

Year 7 R.E topic 2: Abraham and the covenant

Abrahamic	a group of monotheistic religions(Judaism, Christianity and Islam
Covenant	an agreement between God and people
.Redemption	to be saved from sin
Monotheism	the belief in and worship of one god
Polytheism	the belief in and worship of multiple gods.
Abram	the original name of Abraham
Brit Milah	the ceremony of circumcision in Judaism
Circumcision	the removal of part of the skin covering the penis, known as the foreskin
Tribe	a social group made up of many families sharing the same customs and values.
Covenant	an agreement between God and people.
Redemption	to be saved from sin
Resurrection	coming back to life after death

Lesson 1: What is a covenant 	A covenant is an agreement between God and people. There are many covenants in the Old Testament. Noah, Moses, David and Abraham all entered into covenants with God. The New Covenant is contained in the New Testament. The Abrahamic and Davidic covenants focus on descendants.
Lesson 2: What was the world of Abrham like? 	The Bible states that Abram lived in Ur, which is modern-day Iraq. People were polytheistic in Abram's homeland. The gods were worshipped through the use of idols. Abram's father was an idol maker and Abram rejected this practice.
Lesson 3: How did Abram become Abraham? 	Abram is credited as the first person to introduce monotheism as we know it today. Abram was called by God to leave his home in search of the promised land. God changed Abram's name to Abraham aspart of the Abrahamic covenant. God instructed Abraham to be circumcised as a sign of the covenant. Many Jewish boys undergo circumcision during the Brit Milah ceremony.

Lesson 4: How does Abraham become the father of many nations? 	Abraham was blessed with children much later in life than is usually possible. Abraham having descendants was part of the Abrahamic covenant. Abraham's descendants become significant in shaping the Abrahamic religions. Abraham may be seen as a metaphorical father of many nations, as Judaism, Christianity and Islam trace back to him.
Lesson 5: What is the promised land? 	God promised Abraham land as part of the Abrahamic covenant. God declared that Abraham and his descendants would have everlasting possession of Canaan. Canaan became known as the promised land, but surrounding areas are also mentioned in the Old Testament and Torah. The promised lands are significant for different reasons across the three Abrahamic religions.
Lesson 6: What is the new covenant? 	A new covenant was needed due to the disobedience of humanity with previous covenants. The New covenant is central to Christianity and promises the forgiveness of sins through Jesus' death and resurrection. Many Christians believe that Jesus is a distant descendant of Abraham and he fulfils the promise made to David. The New covenant comes with the reward of eternal life in heaven for all who accept Jesus' sacrifice. Many Christians commit to the New covenant by consuming bread and wine during a church service.

Food Technology

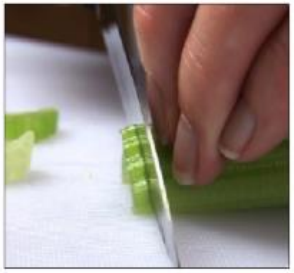
Safety and hygiene

Food skills are acquired, developed and secured over time.

Bridge hold



Claw grip



Safety

- Sharp knives: never walk around with a knife. Use the *bridge hold* and *claw grip* to cut safely.
- Grater: hold grater firmly on a chopping board. Grate food in one direction and leave a small amount at the end to prevent injury to knuckles.
- Hot liquid: drain hot liquid carefully over the sink using a colander.
- Saucepans: turn panhandles in from the edge, so they are not knocked.
- Hot equipment: always use oven gloves when placing food in and out of the oven.
- Spills: wipe up immediately.
- Electrical equipment: always follow instructions.

Dice



Slice

Good food hygiene practices are necessary in order to produce, make and supply food that is safe to eat. This involves more than just being clean. A simple way to remember is the **4Cs**:

- cleaning;
- cooking;
- chilling;
- cross-contamination.



Sensory words

	Tasting vocabulary (sensory attributes)		
Sight	Bubbling	Flaky	Opaque
	Caramelised	Firm	Smooth
	Clear	Heavy	Solid
	Coarse	Icy	Steaming
	Crumbly	Juicy	Sticky
	Dry	Moist	Thick
Smell	Acidic	Fresh	Spicy
	Aromatic	Meaty	Strong
	Bland	Mild	Sweet
	Citrus	Pungent	Tart
	Earthy	Savoury	Weak
	Fragrant	Smoky	Zesty
Sound	Brittle	Crisp	Pop
	Crackle	Crunch	Sizzle
Taste	Bitter	Rich	Strong
	Bland	Salty	Sweet
	Floury	Savoury	Tangy
	Hot	Smoky	Tart
	Mild	Sour	Umami
	Piquant	Spicy	Zesty
Touch	Brittle	Dry	Short
	Bubbly	Gooey	Soft
	Chewy	Granular	Solid
	Close	Greasy	Tacky
	Cloying	Moist	Tender
	Coarse	Open	Waxy

The Eatwell Guide

Fruit and vegetables
Eat 5 different coloured fruit and vegetables daily.





Starchy carbohydrates
This group should make up about 1/3 of the dish.
Wholegrain versions are healthier.



Fats and oils
Choose unsaturated versions which are normally from plants.





Non dairy protein
Try to eat 2 portions of fish a day.
Don't eat more then 70g processed meat a day.

Dairy
Choose lower fat and low sugar versions.



Year 7 Computer Science Autumn Term

Foundations for digital success

Common keyboard shortcuts: copy (CTRL+C), paste (CTRL+V), save (CTRL+S) and print (CTRL+P).

Vocabulary	Meaning
Username	The name you use to log in to a computer, website, or account.
Password	A secret set of letters, numbers, or symbols that protects your account.
Log in	Entering your username and password to access an account.
Log off/Log out	Leaving or closing your account so no one else can use it.
Login	The details (username and password) you use to log in.
Browser	The software you use to go on the internet (e.g., Chrome, Edge).
Tab	A separate webpage opened inside one browser window.
Copy	Make a duplicate of text or an image.
Paste	Place the copied item somewhere else.
Layout	How text, images, and objects are arranged on a page or screen.
Formatting	Changing how text looks (e.g. font, size, colour, bold, alignment).
Software	A program application that helps you do tasks on a computer.

Reporting harmful online behaviour

If you are the victim of harmful online behaviour, you can report it at:

reportharmfulcontent.com/report/

www.childline.org.uk/

www.ceop.police.uk/

Strong Password Rules

A strong password should:

- Be at least 8 characters long.
- Contain a mixture of letters, numbers and symbols.
- Not contain personal information.
- Be kept private.
- Be changed if someone else knows it.

Art

PRIMARY COLOURS

They are used to create other colours. You can't create them through mixing other colours.

SECONDARY COLOURS

They are the colours that we have as the result of mixing two primary colours together.

COMPLEMENTARY COLOURS

Pairs of colours that contrast with each other. They are positioned opposite one another on the colour wheel.

ANALOGOUS COLOURS

Three or more colours that are next to each other on the colour wheel. They have a Harmonious appearance when used.



EMOTION AND COLOUR

- Red ~ Anger, Strength, Power.
- Orange ~ Confidence, Success, Bravery.
- Blue ~ Sadness, Trust, Peace, Loyalty.
- Green ~ Nature, Healing.
- Yellow ~ Creativity, Happiness.
- Purple ~ Royalty, Luxury, Ambition.

What is Mark Making in Art?

In art, **mark making** describes the creation of lines, dots, textures, and patterns on a surface. It is the visual record of an artist's movement and applied energy. Essentially, every visible trace left by a tool on a canvas, paper, or clay acts as the artist's unique "handwriting" or fingerprint.

Why It Matters

Mark making is a fundamental building block of art. It serves several key purposes:

- **Expression:** Marks can convey mood, emotion, and energy. A frantic, scribbled line feels different than a slow, precise, and measured stroke.
- **Texture and Depth:** Varying marks—such as hatching, stippling, or dabbing create the illusion of three-dimensional form, shadow, and tactile textures.
- **Signature Style:** The distinctive way an artist makes marks often becomes their signature style, allowing viewers to instantly recognize their work.

Artist Research: *Vincent Van Gogh*



Vincent Willem van Gogh (30 March 1853 – 29 July 1890) was a Dutch Post-Impressionist painter who is among the most famous and influential figures in the history of Western art. In just over a decade he created about 2,100 artworks, including around 860 oil paintings, most of them in the last two years of his life. They include landscapes, still life's, portraits, and self-portraits, and are characterised by bold colours and dramatic, impulsive and expressive brushwork that contributed to the foundations of modern art.

Which words describe the artwork

Flowing	Organic	Subtle
Curvy	Natural	Dull
Delicate	Curved	Sad
Thick	Sharp	Gloomy
Wavy	Flowing	Bright
Jagged		Bold



Use the keywords to help describe the artwork in detail

- What kind of artwork is it?
  e.g painting, sculpture, textile, clay
- What it is of?
  e.g an object (still life) landscape, portrait (person/figure)
- Describe the composition? How it is arranged?
  e.g explain where things are in the artwork, In the centre, at the top, etc.
- What do you think about the colours used? Does it show any emotion?
  e.g vibrant, dull, smooth, bold, realistic, warm, cool, earthy, Fun, sad, busy, expressive, calm,
- How would you describe the style of his work?
  e.g delicate, soft, energetic, expressive, calm
- What do you find interesting about the artwork?
  What I like about the work is..... I like the .....

P.E

Healthy Active Lifestyles

A healthy active lifestyle includes regular physical activity and contributes to **physical, mental** and **social** well-being.

Physical Benefits of Exercise

Fitness – *is the ability to meet the demands of your environment, which is different for everyone. Fitness benefits include;*

- Improved aerobic endurance
- Improved flexibility
- Improved strength and muscular endurance
- Improved performance

Health – *is a state of complete physical, mental and social well-being and not merely the absence of disease; health benefits include;*

- Reduces the risk of heart disease
- Reduces the risk of obesity
- Increased life expectancy
- Stronger bones

Physical Activity - *"Any bodily movements produced by the skeletal muscles, that requires energy expenditure."*

Mental Benefits of Exercise

- Relieves stress
- Improves confidence
- Increase serotonin levels and improves mood
- Reduces the chance of developing stress-related illnesses, such as depression.
- Improves resilience

Social Benefits of Exercise

- Meet new people
- Catch up with existing friends
- Develop leadership skills
- Improve teamwork and co-operation skills

Category	Description	Step Count
Very High	Over 45 minutes per day of moderate intensity physical activity	12,500+
High	45 minutes per day of moderate intensity physical activity	10,000-12,499
Moderate	30 minutes per day of moderate intensity physical activity	7,500 – 9,999
Low	Typical daily activities excluding any recreational, transport, occupational physical activity	5,000 – 7,499
Sedentary	Very little movement during a day	<5,000

Nutrition

What is a balanced diet? A balanced diet is eating the correct proportion of the 7 main food groups below:

Carbohydrates:

This is our main energy source (provides us with energy).

Examples:

Bread, rice, pasta potato and wheat.



Protein:

This is needed for muscle growth and repair. Protein strengthens the muscles in the body and is used for cell repair and replacement.

Examples:

Eggs, fish, chicken, cheese and nuts.

Fibre:

This is used to help digestion occur efficiently in the body.

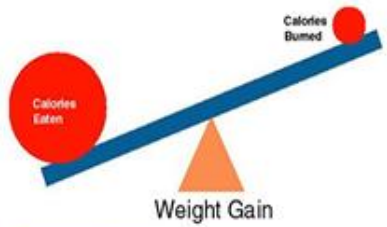
Examples:

Cereal, fruit, wholemeal bread and vegetables.









energy in versus energy out

BALANCE SCALE





Vitamins:

This is required to ensure the body works efficiently, vitamins can also aid concentration. They contribute to healthy skin, nails and hair.

Examples:

Fruit and vegetables.

Minerals:

Minerals are necessary to ensure bodily functions occur efficiently.

Examples:

Spinach, milk, eggs and salt.

Fats:

This is used to keep us warm and also as a secondary supply of energy. Fat also protects the vital organs in the body.

Examples:

Butter, oil, and cakes/crisps.

Water:

Water is necessary to stop the body from becoming dehydrated and allows our body to work efficiently. The human body is made of mostly water.

Examples:

Water.

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

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

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.

Cognate = a word that looks and means the same in two languages.

Infinitive verb = a verb before it has been changed (conjugated) to match the person and tense. In French they end with er / ir / re. E.g. étudier = to study

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

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

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	**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	**por favor?** please? **¡gracias!** thank you
	Necesito I need	**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

Vosotros y yo You and me	
You'll hear	You'll say
¡Sentaos! Sit down **¡Levantaos!** Stand up **¡Trabajad en parejas!** Work with a partner **¡Trabajad en silencio!** Work silently **¡Escribid!** Write **¡Escuchad!** Listen **¡Mirad!** Look **Tres, dos, uno - bolís en mesa, ojos aquí** 3,2,1 – pens down, eyes here **Tres, dos uno – vamos** 3,2,1 - go	**¿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? **¿Qué significa ____?** What does ____ mean? **¡Ayúdame!** Help me! **No lo sé** I don't know **No entiendo** I don't understand

<table>
<tr><th colspan="7">1. ¿Cómo te llamas? What is your name?</th></tr>
<tr><td>Greeting</td><td>Question</td><td colspan="5">Response</td><td>Goodbye</td></tr>
<tr><td rowspan="3">¡Hola!
Hello

Buenos días
Good morning

Buenas tardes
Good afternoon

Buenas noches
Good evening</td><td>¿Cómo te llamas?
What is your name?</td><td colspan="5">Me llamo
I am called

Mi amigo/a se llama _____</td><td rowspan="3">¡Adiós!
Goodbye!

¡Hasta luego!
See you later!

¡Hasta mañana!
See you tomorrow!</td></tr>
<tr><td>Question</td><td>verb</td><td>adjective</td><td>connective</td><td>verb</td><td>adjective</td></tr>
<tr><td>¿Qué tal?
How are you?

¿Cómo estás?
How are you?</td><td>Estoy
I am</td><td>fenomenal phenomenal

genial great

(muy) bien (very) good

ni fu ni fa OK

regular

mal bad

fatal awful</td><td>porque
because

pero
but</td><td>estoy</td><td>aburrido/a bored

cansado/a tired

contento/a happy

emocionado/a excited

enfermo/a sick/ill

relajado/a relaxed

triste sad</td></tr>
</table>

2. ¿Cuándo es tu cumpleaños? When is your birthday?						
Question	Answer	Day			Month	Age
¿Cuándo es tu cumpleaños? When is your birthday?	**Mi cumpleaños es el** My birthday is the **El cumpleaños de _____ es el** _____'s 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? **Tengo once años** I'm 11 years old **Tengo doce años** I'm 12 years old **Mi amigo/a tiene ____ años** My friend is ____ years old

3. ¿Dónde vives? Where do you live?

Verbs (vivir / ser)	Compass points	Countries (nouns)	Home (nouns)	Prep.	Family/pets (nouns)	
Vivo en I live in **Mi amigo/a vive en** My friend(m/f) lives in **Mi familia y yo vivimos en** My family and I live in **Pero me gustaría vivir en** But I would like to live in **En el pasado vivía en In the past** I used to live in	**el norte de** the north of **el este de** the east of **el sur de** the south of **el oeste de** the west of	**Inglaterra** England **España** Spain **México** **Colombia** **Cuba** **Bolivia** **Argentina** **Venezuela**	**en una casa** in a house **en un piso** in a flat **en un pueblo** in a town **en un castillo** in a castle **en una granja** on a farm **en un palacio** in a palace	**con**	**mi padre** my dad **mi hermano** my brother **mi hermanastro** my step/half brother **mi padrastro** my step-dad **mi perro** my dog **mi gato** my cat **mi lagarto** my lizard **mi madre** my mum **mi hermana** my sister **mi hermanastra** my step/half sister **mi familia (de acogida)** my (foster) family **mi madrastra** my step-mum **mi serpiente** my snake	**mis madres** my mums **mis padres** my parents / dads **mis abuelos** my grandparents **mis hermanos** my siblings
Soy de I am from **Mi amigo/a es de** My friend (m/f) is from **Mi familia y yo somos de** My family and I are from				**Soy hijo único** I am an only child (m) **Soy hija única** I am an only child (f)		

<table>
<tr><th colspan="5">4. ¿Cómo es tu personalidad? What is your personality like?</th></tr>
<tr><th>Opinion phrases</th><th>Verbs (ser)</th><th>Qualifiers</th><th>Positive adjectives</th><th>Negative adjectives</th></tr>
<tr>
<td rowspan="2">En mi opinión
In my opinion

Diría que I would say that

Creo que I believe that

Pienso que I think that

Desde mi punto de vista
From my POV

A mi juicio In my opinion (formal)

Opino que I think that (formal)</td>
<td>soy I am

mi amigo/a es My friend (m/f) is

mi _____ es my ____ is

mi familia y yo somos My family and I are

mis amigos/as son My friends (m/f) are

mis _____ son My ____ are</td>
<td>bastante quite

sumamente extremely

demasiado too

muy very

tan so

un poco a bit

un poquito a tiny bit</td>
<td rowspan="2">divertido/a/os/as fun

generoso/a/os/as generous

gracioso/a/os/as funny

independiente/s independent

inteligente/s intelligent

responsable/s responsible

paciente/s patient

simpático/a/os/as nice

tolerante/s tolerant</td>
<td rowspan="2">antipático/a/os/as mean

arrogante/s arrogant

perezoso/a/os/as lazy

serio/a/os/asserious

terco/a/os/as stubborn

tonto/a/os/as silly

tímido/a/os/as shy</td>
</tr>
<tr><td colspan="2">Me gustaría ser más/menos I would like to be more/less</td></tr>
</table>

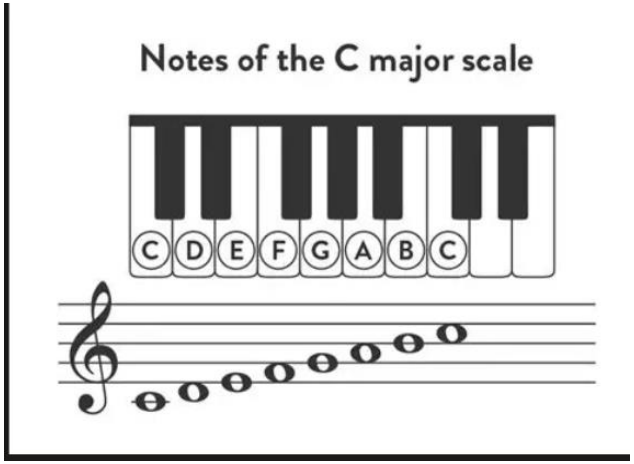
<table>
<tr><td colspan="6">4. ¿Cómo eres? What do you look like?</td></tr>
<tr><td>Opinion phrases</td><td>Nouns</td><td>Adjectives (colours)</td><td>Connective</td><td colspan="2">Adjectives</td></tr>
<tr><td rowspan="4">Tengo I have
No tengo I don't have
Me gustaría tener I would like to have
Mi (madre) tiene My (mum) has
Mis (hermanos) tienen My (siblings) have</td><td>el pelo
hair</td><td>gris grey
moreno (dark) brown
castaño (light) brown
rubio blonde
rojo red
pelirrojo ginger</td><td rowspan="4">y
and</td><td colspan="2">corto short
largo long
rizado curly
ondulado wavy
liso straight</td></tr>
<tr><td>los ojos
eyes</td><td>azules blue
verdes green
marrones brown</td><td colspan="2">pequeños small
grandes big</td></tr>
<tr><td colspan="2" rowspan="2">barba beard
bigote moustache
gafas glasses
pecas freckles
tatuajes tattoos</td><td colspan="2">Verb (ser)</td></tr>
<tr><td>Soy bajo/a I am short
____ es bajo/a ____ is short
____ son bajos/as ___ are short</td><td>Soy alto/a I am tall
___ es alto/a ___ is tall
___ son altos/as ___ are tall</td></tr>
</table>

Music

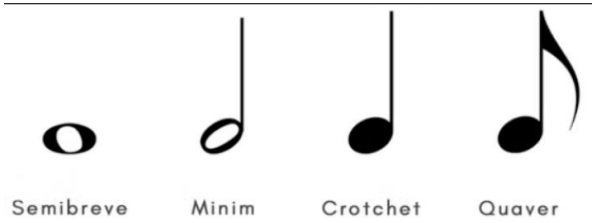
Singing
2 part harmony
Harmony - chords
Pitch- high or low notes
Accuracy

Pop song structure:
Intro Verse, chorus, bridge, outro

Introduction to performance



Stave reading:
Treble clef
Crotchet = 1 beat
Quaver= ½ a beat
Minim = 2 beats

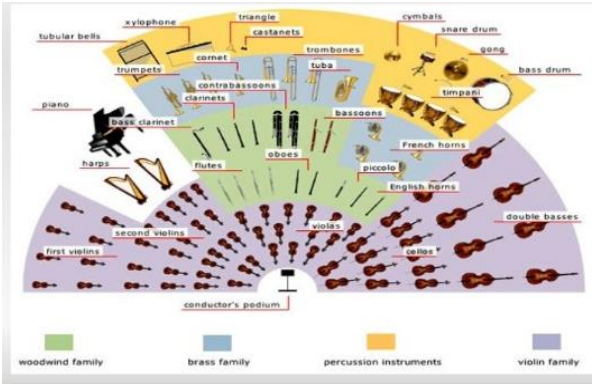




Dynamics- the volume
Tempo – the speed



Instrumentation- the instruments used in the song.
Tonality- major or minor



Year 7 Dance Knowledge Organiser – Street Dance Technique

Street Dance

- There are no rules to street dance, as emphasis is placed on improvisation and freestyle.
- Street dance is a relatively young dance style that has heavily influenced popular culture and can be seen in music videos and television advertisements.

Key Vocabulary for physical and performance:

Extension	The lengthening of body parts outwards. E.g. Straight arms and pointed toes
Flexibility	The range of movement possible in the joints/muscles
Coordination	The ability to use different parts of the body together smoothly and efficiently.
Posture	The way the body is held
Stamina	Ability to maintain physical and mental energy over periods of time.
Timing	Performing the correct movement at the correct time. This should be in time with your group
Musicality	How in time you are with the music
Energy	How much physical effort you apply to the performance
Facial Expressions	Animating the face to engage with your audience/communicate the theme of your performance
Projection	Projecting your movements outwards into the space with appropriate energy.
Motif	A sequence of dance steps.
Dynamic Awareness	Noticing and applying the correct quality to each movement. For example: sharp, soft, fluid etc.

Key vocabulary - Choreographic Devices:

Canon	Performing the same movement one after another.
Unison	Performing the same movement at the same time
Formation	The position you stand in to perform.
Levels	The height at which you perform your movement
Repetition	Repeating the same movement or phrase more than once
Retrograde	Performing the motif backwards.
Fragmentation	Dividing the dance into smaller chunks and reordering this to create a new phrase

Key Street Dance Techniques

	What is it?	**When was it created?**
Locking	Locking is a style of funk dance, which is today also associated with hip hop. The name is based on the concept of locking movements, which basically means freezing from a fast movement and "locking" in a certain position, holding that position for a short while and then continuing in the same speed as before. It relies on fast and distinct arm and hand movements combined with more relaxed hips and legs	Locking was created around the late 60s/early 70s by Don Campbell. It stemmed from the different soul dances of that era. The TV show, "Soul Train" featured dancers that did social dances like the Breakdown, Rocksteady, Funky Chicken, etc. The "Lock" was actually created by accident. Don was trying to do the Funky Chicken/Robot Shuffle and ended locking up his arms a certain way as he was trying doing the move
Tutting	Tutting is a style of dance that involves making shapes and angles (usually 90-degree angles) with the body, limbs, hands, fingers, etc, and is thought to have been inspired initially from Egyptian hieroglyphs and depictions of King Tut the pharaoh	In the USA, Tutting emerged in the mid-1970s to early 1980s when Poppers would hit Tutting poses or make Tutting shapes and angles while they were Popping. The person who pioneered this style was Mark Benson aka King Boogaloo Tut. It is said that he was inspired after seeing Boogaloo Sam (founder of the Electric Boogaloos) dancing in Mac Arthur Park in Long Beach, CA.
Waacking	Waacking is distinguishable by its rotational arm movements, posing and emphasis on expressiveness.	Waacking is an element from the street dance during the 1970s disco era. The style is typically done to 70s disco music

Product Design

What is Product Design?

Product design is the end-to-end process of imagining, creating, and iterating products that solve user problems and meet business goals. It sits at the intersection of **art, technology, and business**, ensuring that a product is not only functional and visually appealing but also profitable and viable to manufacture.

Depending on the industry, product design spans across a few specific disciplines:

1. Digital Product Design (Software & Apps)

In the tech and digital space, product designers focus on creating user interfaces (UI) and user experiences (UX).

- **What they do:** They map out user journeys, build wireframes, write product copy, and design how an app or website feels and functions.
- **Focus area:** They ensure the software is intuitive, solves the user's problem, and encourages customer retention or growth.

2. Physical / Industrial Design

This refers to manufactured goods—from cars and consumer electronics to household appliances and medical devices.

- **What they do:** They focus on ergonomics, material selection, manufacturing methods, and the 3D form of the item.
- **Focus area:** They ensure physical products are safe, durable, comfortable to use, and cost-effective to produce.

The Product Design Process

Regardless of the medium, the creation of a product typically follows these core stages:

- **Research & Empathy:** Understanding the target audience, their habits, and their frustrations.
- **Ideation & Prototyping:** Sketching out concepts and building early, testable versions of the product.
- **Testing:** Gathering feedback to see how real people interact with the product and fixing usability issues.
- **Implementation & Launch:** Refining the design for production or coding and releasing it to the market.

Artist Research: *Lucy Sparrow*



Lucy Sparrow (born 8 July 1986) is a contemporary artist from Bath, England. She works primarily with felt, creating life-sized replicas and oversized soft versions of existing objects. She took the art world by storm in summer of 2014 with the opening of her fully-stocked felt Cornershop installation in London's East End. With queues around the block and wall to wall media coverage, it was both a commercial and critical success. In 2016, the BBC Commissioned Lucy to recreate the Crown Jewels in felt, to celebrate HRH The Queen's 90th birthday.



Features used in product design

Aesthetics – what makes it appealing
Functionality – purpose
Design – draw or make plan
Prototype - model

Select one of her pieces - **Describe the work linked to the features**

- What is the name of the artist/designer and what do they create?
  She creates …
- How has she designed them?
  e.g theme based, installation, location/ visit.
- What have she used to create her work?
  e.g Fabric, felt, cotton, linen.
- What could her work be used for?
  e.g pillow, decoration, soft toy
- How are they made?
  e.g cutting, sewing, stitched, stuffed.
- What do you think is interesting about their designs?

PSHE – signposting support

Health and wellbeing

General health

NHS — nhs.uk

CALL 111 — NHS non emergency 111
111.nhs.uk

Mental health

Kooth — Kooth.com

Beat — beateatingdisorders.org.uk

mind — mind.org.uk

shout 85258 — giveusashout.org
text *'shout'* to 85258

YOUNGMINDS — youngminds.org.uk

Specific health conditions

CANCER RESEARCH UK — cancerresearchuk.org

TEENAGE CANCER TRUST — teenagecancertrust.org

Adfam — adfam.org.uk

Personal safety

Alcohol and drugs

ALCOHOL CHANGE UK — alcoholchange.org.uk

FRANK — talktofrank.com
0300 123 6600

withyou — wearewithyou.org.uk

Violence and gangs

YOU & CO — victimsupport.org.uk/you-co
0808 1689 111

IS THIS OK? — isthisok.org.uk

St Giles — stgilestrust.org.uk
020 7708 8000

General Safety

childline — childline.org.uk
0800 11 11

Suffolk Police — Suffolk.police.uk

EXTREME DIALOGUE — extremedialogue.org

Relationships and Sex Education

brook — brook.org.uk

Refuge — refuge.org.uk

ManKind Initiative — mankind.org.uk

ACT ON IT — actonitnow.org.uk
01270 250 390

Online safety

CLICK CEOP Internet Safety — Ceop.police.uk

REPORT HARMFUL CONTENT — reportharmfulcontent.com

General Support for young people

THE MIX — themix.org.uk
0808 808 4994

THE SOURCE — thesource.me.uk

Support for the LGBT+ Community

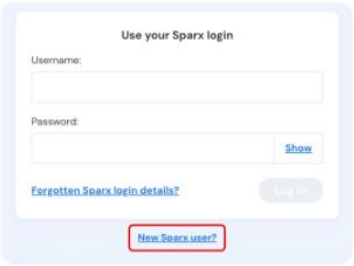
galop — galop.org.uk

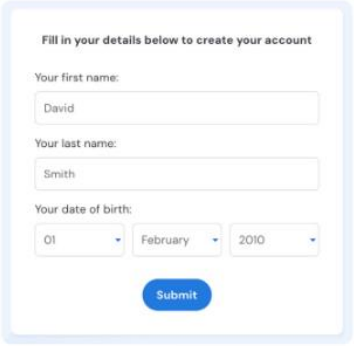
Further signposting support

SPARX Maths

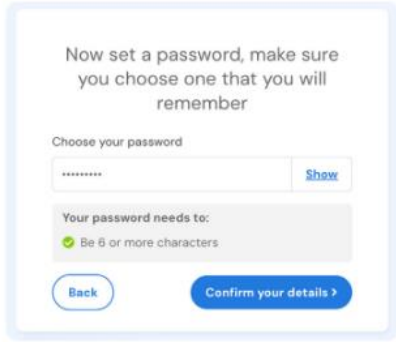
Student Guide to Logging In

1. Go to **sparxmaths.com**
2. Select **Student Login**
3. Carefully select your school from the list
4. Select **New Sparx user**
5. Enter your:
   - First Name
   - Last Name
   - Date of Birth
6. Click **Submit**

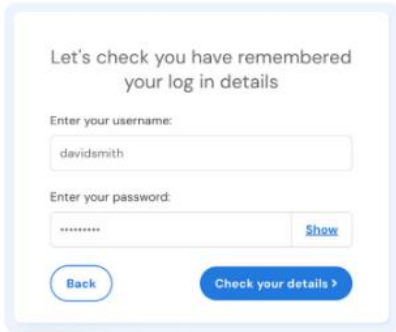




7. You will be prompted to set your own password. The password must be at least 6 characters long and you will need to remember it



8. Confirm your username and password, then click **Check your details**
9. You can now log in to Sparx using your username and password



10. If a password is lost, you can select the option to request a new password from your teacher

SPARX Maths

Week Topic	% Completed	Bookwork Code	Working out

SPARX Maths

Week Topic	% Completed	Bookwork Code	Working out

SPARX Maths

Week Topic	% Completed	Bookwork Code	Working out

SPARX Maths

Week Topic	% Completed	Bookwork Code	Working out

SPARX Maths

Week Topic	% Completed	Bookwork Code	Working out

Essential calculator buttons





1

Fraction button

Casio fx-83GT X	Casio fx-83GT CW

1) Press

Then use the arrow keys to help you help you fill in the boxes.

2) Type the value of your numerator.

Now press

Then use the arrow keys to move to the denominator and type that in.

2

Fraction button

Casio fx-83GT X	Casio fx-83GT CW

Simplifying works the same way on both calculators.

Type your fraction into the calculator and press execute.

$\frac{12}{15}$

$\frac{4}{5}$

3

Fraction button

Casio fx-83GT X	Casio fx-83GT CW

Using for calculations works the same way on both calculators.

Press the fraction button and type in your calculation

$\frac{13^2+11}{\sqrt{25}\times 6}$

6

4

Fraction button

Casio fx-83GT X	Casio fx-83GT CW

Converting an improper fraction to a mixed number.

Type your fraction into the calculator and press equals.



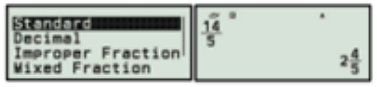
Press SHIFT Followed by S⇔D



Type your fraction into the calculator and press execute.



Press MENU and chose mixed fraction from the list.

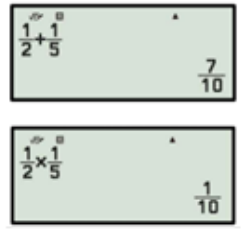


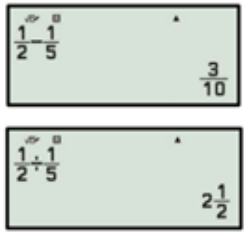
5

Fraction button

Casio fx-83GT X	Casio fx-83GT CW

Calculations work the same way on both calculators.





Remember to move the cursor to the right before typing the operation

6

Mixed Number button

Casio fx-83GT X	Casio fx-83GT CW

Converting a mixed number to an improper fraction

Press SHIFT Followed by Type in the mixed number

Press equals



Press shift and then the fraction button

Fill the boxes to type in your mixed number

Press execute EXE

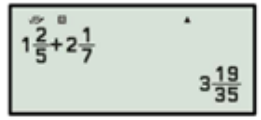


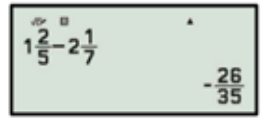
7

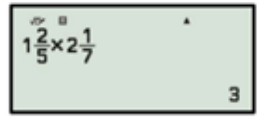
Mixed Number button

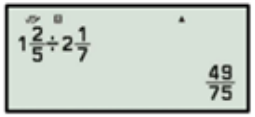
Casio fx-83GT X	Casio fx-83GT CW

Calculations with mixed numbers









Remember to move the cursor to the right before typing the operation

8

Fraction button

Casio fx-83GT X	Casio fx-83GT CW

Converting a mixed number to an improper fraction

Converting between fractions and decimals

Press S⇔D





Type your decimal into the calculator and press equals.

Press SHIFT S⇔D



Converting between fractions and decimals

Press FORMAT







9

Recurring decimal button

Casio fx-83GT X	Casio fx-83GT CW

Using the recurring decimal button

Convert $0.\dot{6}$ to a fraction

Type 0 . SHIFT x^2

then fill the box with a 6 and press equals



Convert $0.\dot{2}\dot{8}$ to a fraction

Type 0 . SHIFT x^2

then fill the box with 28 and press equals

(you do not need to put the box in twice)



Type 0 . then press ↑ $\blacksquare^2$

This brings up the recurring decimal box



Now type the recurring decimals in the box and press execute.

10

Powers

Casio fx-83GT X	Casio fx-83GT CW

Square and cube

Instead of writing 4 × 4

Type 4

then x^2



Cubed 4^3

Instead of writing 4 × 4 × 4

Type 4

then x^3



Instead of writing 4 × 4

Type 4

then $\blacksquare^2$



There is no cubed button. Use the any power button.

11

Powers

Casio fx-83GT X	Casio fx-83GT CW

Any power

Any Power 7^5

Instead of writing 7 × 7 × 7 × 7 × 7

Type 7

press $x^{\square}$



then put a 5 in the box

Any Power 7^5

Instead of writing 7 × 7 × 7 × 7 × 7

Type 7

press $\blacksquare^{\square}$



then put a 5 in the box

12

Powers

Casio fx-83GT X	Casio fx-83GT CW
Negative Powers	
Squared -4^2 Be careful! Type ((−) 4) then x^2 	Method 1 - Squared -4^2 Be careful! Type ((−) 4) then ■² 
Any Power -7^5 Type ((−) 7) press $x^{\blacksquare}$ then put a 5 in the box 	Any Power -7^5 Type (− 7) press ■^■ then put a 5 in the box 

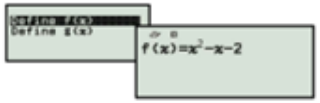
13

Plotting linear graphs $y = 3x + 2$

Casio fx-83GT X	Casio fx-83GT CW
1)Press 3 to bring up the function screen 	1) Chose table from the home menu. 
2)Write 3 ALPHA X) + 2 =	 2.) Click tools and select table range.
3.)Complete the next screen to match your values. Press = after each one 	3.)Complete the next screen to match your values. Press = after each one. Then execute. 
 The calculator displays a table of values which you can scroll through	 4) Click tools and select define f(x)/g(x).  Define the function.  The calculator displays a table of values which you can scroll through. 

14

Plotting quadratic graphs $y = x^2 - x - 2$

Casio fx-83GT X	Casio fx-83GT CW
1)Press 3 to bring up the function screen 	1) Setup your table in the same as when setting up a table for a linear graph.
2)Write ALPHA X) x^2 − ALPHA X) − 2 =	2) Define your function 
3)Complete the next screen to match your values. Press = after each one 	 The calculator displays a table of values which you can scroll through.
 The calculator displays a table of values which you can scroll through	

15

Time

Casio fx-83GT X	Casio fx-83GT CW
Time Button	
Time 	Time Now in blue on + button  

16

Time

Casio fx-83GT X | Casio fx-83GT CW

Using the time Button

Convert $2\frac{1}{4}$ hours to hours and minutes

Type in mixed number and press =

Now press 0 ' "



The calculator shows 2 hours, 15 minutes and 0 seconds

Convert $2\frac{1}{4}$ hours to hours and minutes

Type in mixed number and press EXE

Press SHIFT and chose sexagesimal.



17

Time

Casio fx-83GT X | Casio fx-83GT CW

Using the time Button

Convert 575 minutes to hours and minutes

Type 0 0 ' " 5 7 5 0 ' " =

The calculator shows 9 hours, 35 minutes and 0 seconds



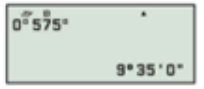
Convert 575 minutes to hours and minutes

Type 0 + This represents 0 hours

Type 5 7 5 + This represents 575 minutes

If there are 0 seconds you do not need to put these in.

Press EXE



This automatically changes the value to hours and minutes

The answer reads 9 hours, 35 minutes, 0 seconds

18

Time

Casio fx-83GT X | Casio fx-83GT CW

Using the time Button

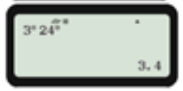
Convert 3 hours 24 minutes to hours

1) Type 3 0 ' " 2 4 0 ' " =

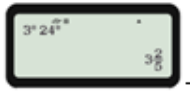
2) Press S⇔D button to change to an improper fraction



3) Press S⇔D button to change to a decimal



4) Press SHIFT S⇔D button to change to a mixed number



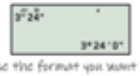
Convert 3 hours 24 minutes to hours

Type 3 + This represents 3 hours

Type 2 4 + This represents 24 minutes

If there are 0 seconds you do not need to put these in.

Press EXE



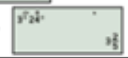
Press SHIFT and chose the format you want



Decimal



Improper fraction



Mixed number

19

Time Calculations

Casio fx-83GT X | Casio fx-83GT CW

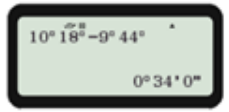
Difference in time between 10:18 and 9:44

For 1018 type

10 0 ' " 18 0 ' "

And you want to subtract the starting time of 0944

− 9 0 ' " 44 0 ' "



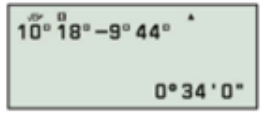
The calculator shows 0 hours, 34 minutes and 0 seconds

For 1018 type

10 + 18 + This represents 10 hours and 18 minutes

And you want to subtract the starting time of 0944

− 9 + 44 + EXE



The calculator shows 0 hours, 34 minutes and 0 seconds

20

Time button

Casio fx-83GT X

Speed Calculations

$$speed = \frac{Distance}{Time}$$

1)Press

2)Fill the distance of 450 in the numerator

3)Fill the denominator with the time calculation

1 1 ° ' " 0 0 ° ' " − 9 ° ' " 3 0 ° ' "

450
11°0'−9°30'
300

Casio fx-83GT CW

$$speed = \frac{Distance}{Time}$$

1) Press

2)Fill the distance of 450 in the numerator

3)Fill the denominator with the time calculation

11 ° ' " 0 ° ' " − 9 ° ' " 30 ° ' "

450
11°0'−9°30'
300

Average speed = 300Km/h

21

Turn frequency on/off

Casio fx-83GT X

1)Press SHIFT MENU SETUP

1:Input/Output
2:Angle Unit
3:Number Format
4:Fraction Result

2) Down Arrow

1:Statistics
2:Table
3:Recurring Dec
4:Decimal Mark

3) Press 1 for Statistics

4) Press 1 for on
(or 2 for off)

Frequency?
1:On
2:Off

This will set the calculator to have a frequency column

Casio fx-83GT CW

1) Press and select statistics.

2) Choose either 1 variable or 2.

Calculate Statistics Table
Ratio Math Box

3) Click on the tools button

Edit
Frequency
Sort

4) Click on frequency

4) Choose where to turn the frequency on or off.

Frequency
On
Off

22

Mean from a table

Casio fx-83GT X

Mark	Frequency
14	4
15	10
16	7
17	5
18	4

The table shows information about the marks of 30 students in a test

1)Press then 2 for statistics

2) press 1 for 1 variable

3) Enter values into 1st column. Move across to enter frequency into 2nd column

DO NOT PRESS AC

4) Press OPTN then 3:1-variable Calc

Mean $\bar{x} = 16.5$ Sum of values $\sum x = 495$ Number of values $n = 30$

Casio fx-83GT CW

The table shows information about the marks of 30 students in a test

Mark	Frequency
14	4
15	10
16	7
17	5
18	4

Calculate Statistics Table
Ratio Math Box

1) Press and select statistics.

2) Select 1 variable

1-Variable
2-Variable

3) Enter values into 1st column. Press after each value. Move across to 2nd column to enter frequency into 2nd column.

Press when all values are in the table.

1-Var Results
Statistics Calc

Choose 1 variable

Mean $\bar{x} = 16.5$ Sum of values $\sum x = 495$ Number of values $n = 30$

23

Casio fx-83GT X

Ratio calculations work the same way on this calculator.

Use = instead of exe

Casio fx-83GT CW

Finding one part of a ratio from another part (1)

A packet of sweets is shared in the ratio 4 : 5. If the larger share is 60 sweets, how much is the smaller share?

Calculate Statistics Table
Ratio Math Box

Select ratio from the home screen

Select A:B=C:D

A:B=X:D
A:B=C:X

5

60

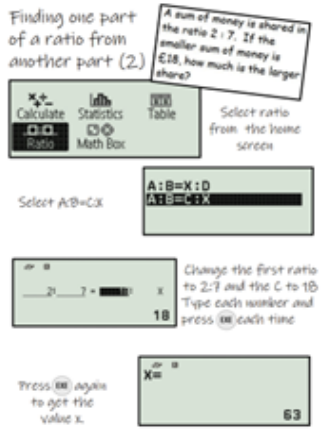
Change the first ratio to 4:5 and the D to 60 Type each number and press each time

Press again to get the value x.

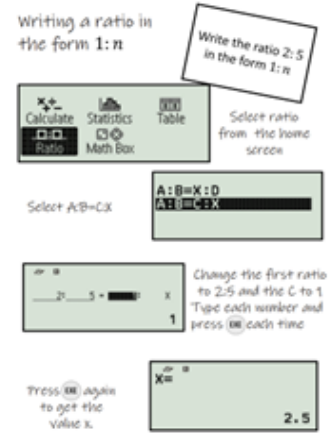
X=

48

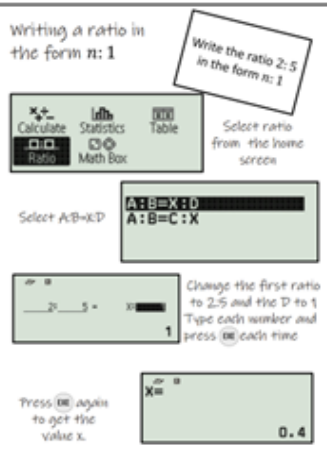
24

Casio fx-83GT X	Casio fx-83GT CW
Ratio calculations work the same way on this calculator. Use = instead of exe	Finding one part of a ratio from another part (2) 

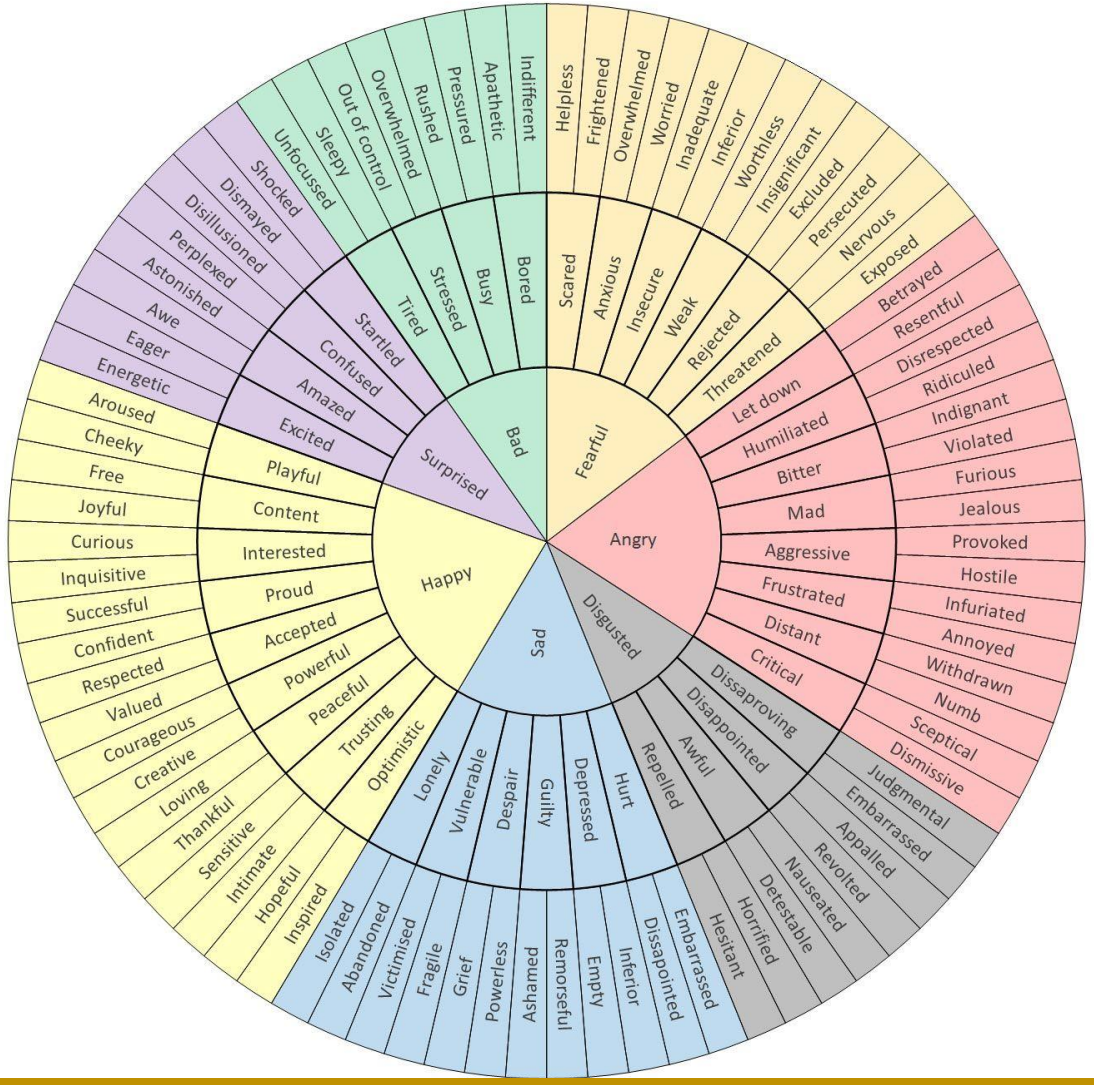
25

Casio fx-83GT X	Casio fx-83GT CW
Ratio calculations work the same way on this calculator. Use = instead of exe	Writing a ratio in the form 1 : n 

26

Casio fx-83GT X	Casio fx-83GT CW
Ratio calculations work the same way on this calculator. Use = instead of exe	Writing a ratio in the form n : 1 

27


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