



Wadham School



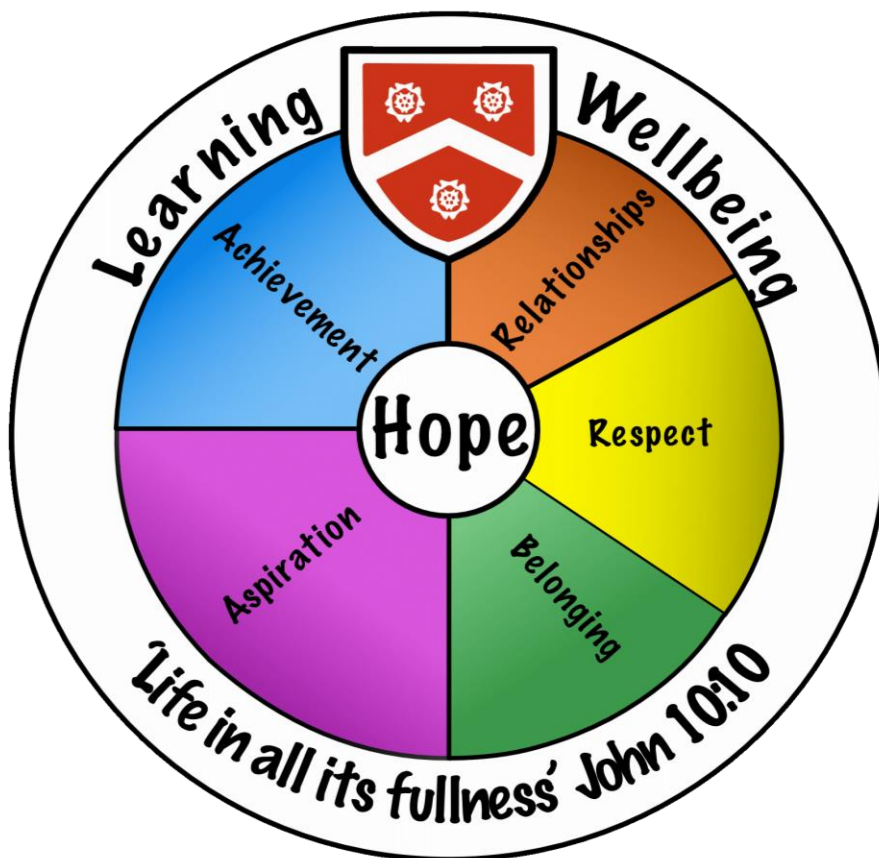
A Church of England Community School

Knowledge Organisers

Year 7

Autumn 2

2023-2024





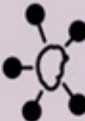



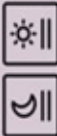











Name.....

Tutor group.....

“Life in all its fullness” John 10:10

How to use Knowledge Organisers?

How to use a knowledge organiser – step by step guide						
	Look, Cover, Write, Check	Definitions of Key Words	Flash Cards	Self Quizzing	Mind Maps	Paired Retrieval
Step 1	<p>Look at and study a specific area of your KO.</p> 	<p>Write down the key words and definitions.</p> 	<p>Use your KO to condense and write down key facts or information onto flash cards.</p> 	<p>Use your KO to create a mini quiz. Write down your questions using your KO.</p> 	<p>Create a mind map with all the information you can remember from your KO.</p> 	<p>Ask a friend or family member to have the KO or flash cards in their hands.</p> 
Step 2	<p>Cover or flip the KO over and write down everything you can remember.</p> 	<p>Try not to use your KO to help you.</p> 	<p>Add pictures to help support. Then self-quiz using the flash cards. You could write questions on one side, and answers on the other!</p> 	<p>Answer the questions and remember to use full sentences.</p> 	<p>Check your KO to see if there are any mistakes on your mind map.</p> 	<p>They can test you by asking you questions on different sections of your KO.</p> 
Step 3	<p>Check what you have written down. Correct any mistakes in green pen and add anything you have missed. Repeat.</p> 	<p>Use your green pen to check your work.</p> 	<p>Ask a friend or family member to quiz you on the knowledge.</p> 	<p>Ask a friend or family member to quiz you using the questions.</p> 	<p>Try to make connections, linking the information together.</p> 	<p>Write down your answers,</p> 



HOW TO USE KNOWLEDGE ORGANISERS TO CHECK YOUR UNDERSTANDING

1 READ

CHOOSE A 'CHUNK' OF KNOWLEDGE ...
BUT DON'T CHOOSE TOO MUCH (2 - 9 FACTS)
WRITE DOWN YOUR LIST OF FACTS / DEFINITIONS
READ AND HIGHLIGHT KEYWORDS
RE-READ FOR A FEW MINUTES

Atoms and Elements	
Element	Contains one type of atom
Compound	Contains two or more types of atom, chemically bonded

2 COVER

NOW COVER THE DEFINITIONS - CAN YOU STILL REMEMBER THEM?

Atoms and Elements	
Element	
Compound	

3 WRITE

NOW WRITE THE DEFINITIONS/FACTS AS ACCURATELY AS YOU CAN

Atoms and Elements	
Element	Contains one type of atom
Compound	Contains two or more

4 CHECK

CHECK WHAT YOU GOT RIGHT AND WRONG

Atoms and Elements	
Element	Contains one type of atom
Compound	Contains two or more types of atom, chemically bonded

Contains one type of atom
Contains two or more types of atom bonded

5 CORRECT

IT IS REALLY IMPORTANT TO CORRECT ANY MISTAKES AND ADD ANYTHING YOU MISSED

Atoms and Elements	
Element	Contains one type of atom
Compound	Contains two or more types of atom, chemically bonded

Contains one type of atom
Contains two or more types of atom bonded
chemically

DISCOVERING FORMAL ELEMENTS

The formal elements are the ingredients of a piece of art. Every time you make a piece of art, you will consider these elements - even if you do not always use all of them.

They are:

- **FORM** - this means a 3-dimensional object such as a sphere or cube
- **TONE** - use of light and dark
- **PATTERN** - a design formed by repeating a motif, shape or lines
- **COLOUR** - Colour is the part of our visual perception caused by the way a surface absorbs light. It consists of different hues; for example red, orange or green.
- **TEXTURE** - the quality of a surface
- **LINE** - a linear mark from one point to another
- **SHAPE** - a two dimensional area enclosed by a line, such as a circle or square



Vase with Irises by Vincent Van Gogh. This work explores the formal element of **colour**.



Cubist Still Life by Roy Lichtenstein. This work uses **pattern, shape** and **line**.



Ram Horn by Georgia O'Keeffe. This piece focuses on the formal element of **tone**, which is used to suggest **form**.

Art

Keywords:

Medium = what you use to make your art, eg. pencil, charcoal, paint etc.

Blend = to mix colours / tones together

Tonal = greyscale, rather than colourful. E.g. charcoal is a tonal medium.

Wash = mixing water with paint to make it translucent

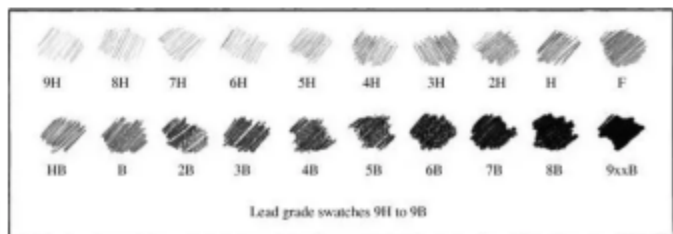
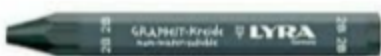
Translucent = semi transparent, eg. watercolour paint

Opaque = not see-through, eg. oil pastel

Materials and how to use them:

Pencils: pencils come in a range of grades. The grades relate to the consistency of the graphite in the pencil. 'H' is hard; 'B' is soft. HB is the standard hardness of pencil that you use at school. As the pencil lead gets softer, so the mark the pencil makes becomes darker. The hardest pencils produce a paler grey line, and do not smudge so easily. Therefore, if you wish to make a tonal drawing with dark areas, you use a soft pencil; if you want to make a line drawing with little tonal range, you use a hard pencil.

Graphite is the material used to make pencil leads, and is a form of compressed carbon. It is also used as a stick. It is a **tonal** medium.



Paints: Watercolour and powder paints come in a block of compressed powder pigment. You then mix water to the paint to make a liquid that you can paint with. Both of these types of paint are **translucent**. This means you must work in layers, adding dark tones last. Acrylic paints are plastic based and come as a **liquid** or **gel**. Acrylic paints are more **opaque** than watercolours, meaning that you can paint over dark colours with lighter ones.

Charcoal is a tonal medium, made by slowly burning willow sticks. It produces a black or dark brown mark. Areas of charcoal can be lightened by using a **putty rubber** which is a special soft rubber.

Willow from the Somerset levels is used to make the best quality drawing charcoal.



Oil pastels are made of compressed oil-based paint. They are opaque and produce rich colours.

Soft pastels are made of compressed powder. They are chalky in consistency and can be smudged to create soft effects. They can be layered to produce rich colour blends.

Art

Keywords:

Medium = what you use to make your art, eg. pencil, charcoal, paint etc.

Blend = to mix colours / tones together

Tonal = Light and shade. E.g. charcoal is a tonal medium.

Translucent = semi transparent, eg. watercolour paint, coloured glass

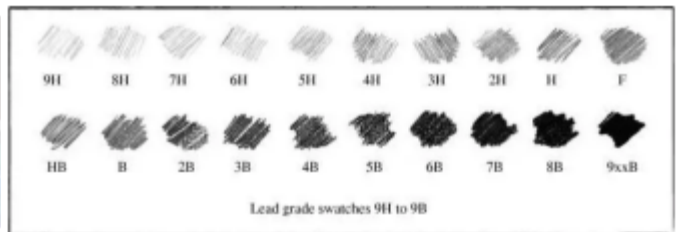
Symmetrical = Same on both sides of a **line of symmetry**

Ellipse = Another word for an oval

Ellipse

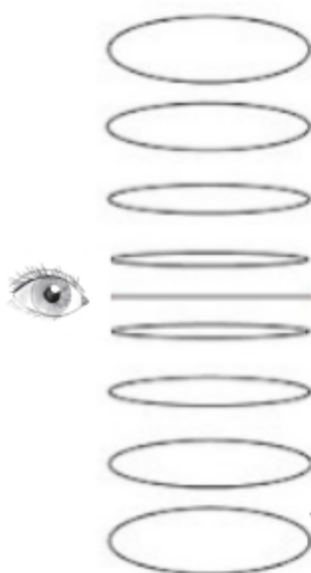
Materials and how to use them:

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Oil pastels are made of compressed oil-based paint. They are **opaque** and produce rich colours. They can be **blended**, but **not erased**.

Soft pastels are made of compressed powder. They are chalky in consistency and can be smudged to create soft effects. They can be layered to produce rich colour blends.



A wine glass has a **line of symmetry** down the centre. You can use this, plus your knowledge of **ellipses** to make your drawing **accurate**.

Line of symmetry

Ellipses change shape as they move above or below your eye line, getting nearer to a circle shape.

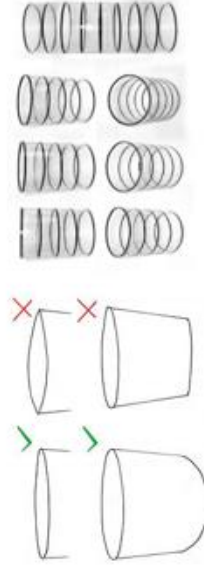


Art

Drawing from Observation

4. Look at what you are drawing.

The only way to record shape, proportion and detail accurately is to look at the source of information. Human memory does not suffice!



9. **Be wary of ellipses** (the oval shapes that are visible at the top of cylindrical objects. Frequently a 'trip up' point.

10. **Keep the outlines light.** Real objects do not have dark lines running around every edge.

7. **Include a range of tones.** Observe where the light and dark areas are.

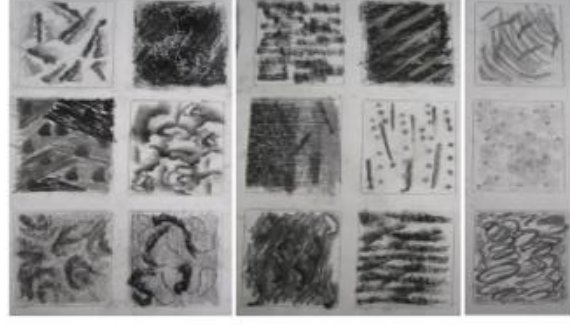
2. **Draw from real objects rather than photographs.** You cannot simulate the changing light conditions, rich textures views from different angles as well as information from other senses. It results in more authentic drawings.



1. **Don't trace.** This shows minimal skill and teaches you very little.

5. **Understand perspective.** Objects get smaller as they get further away.

6. **Use mark-making to convey surface quality and texture.** Strike the paper in different ways to create a variety of effects.



3. **Use grids, guidelines or rough forms** to get the proportions right before you add details.



8. **Include/omit detail as necessary.** It can be disheartening when drawing very complex subjects like trees but it is not necessary to replicate every leaf or stick. Sometimes a certain area of a drawing is rendered in full, with other parts trailing away.



Beliefs and World Views

Ancient Greek ideas

1	Pantheon	All the Gods of a religion or people together.
2	Polytheism	Believing in more than one God.
3	Allegory	A story that is made up to help explain an idea.
4	Plato	Ancient Greek philosopher who came up with the allegory of the cave and form of the good.
5	Forms	The 'real' versions of everything that exist in the world of forms, idea put forward by Plato.
6	Form of the good	Most important and highest form that helps people understand the other forms, like the sun helps us see.

Monotheistic beliefs

7	Monotheism	Belief in a single God.
8	Omniscient	Belief God is all knowing.
9	Benevolent	Belief God is all loving.
10	Omnipotent	Belief God is all powerful
11	Trinity	Christian belief that one God is made up of three persons.
12	Father	Part of the Christian trinity that judges people and began creation.
13	Son	Part of the Christian trinity that came to earth as Jesus.
14	Holy spirit	Part of the Christian trinity that is God's power on earth and visits Christians.

Pluralistic beliefs

15	Pluralism	Belief that more than one idea of God can exist and they can all be true.
16	Pantheism	Belief that God is everywhere and that everything is part of God.
17	Avatar	When something takes on a different form. E.G. God can take on a human avatar.
18	Trimurti	Three Gods of Brahma, Vishnu and Shiva together in Hinduism.
19	Brahman	One supreme being in Hinduism.
20	Shiva	Hindu Goddess of destruction.
21	Brahma	Hindu God of creation.
22	Vishnu	Hindu God is sustaining or preservation.

Beliefs about God

23	Agnostic	Being unsure or uncaring over whether God exists.
24	Theist	Believing in some form of God.
25	Atheism	Belief that there is no God.

Computing

KEY VOCABULARY Long term

Software	A networked computer that provides shared storage, it can be accessed by workstations on the same network.
WORD	
Home	Tab which enables you to do basic editing size: and formatting features
Insert	The tab which allows you to add in shapes icons smart art online links headers and footers as well as text boxes equations and symbols
Draw,	Allows you to use basic drawing tools
Design	Allows different layouts and designs of a page including watermarks colour and borders
Layout	Allows you to design and layout of the page altering margins, orientation, size, indents, spacing
References	Allows you to insert references to other pages and external links
Mailings	Allows you to create a mail merge
Review	A variety of features allows you to translate the language you are reading in, track changes, restrict editing,
View	Allows you to select different views e.g. read, print, web, 1 or 2 pages
Help	Allows you to obtain support on different tasks
Table design	Allows you to create different coloured table layouts as well as borders and shading for them
Layout	Allows you to design and insert extra rows above or below, split or create together cells in tables and look at the layout of them
Licensing	Having the correct and appropriate licence for a program e.g. Microsoft office, or copyright licence for using a certain picture, have you paid a copyright fee
Plagiarism	Where you copy somebody else's work without giving them credit for it
Blog	An online social media webpage or website that is typically run by a small group or individual, written in informal conversational style



Outlook



OneDrive



Word


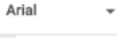





Excel



PowerPoint

Computing

Tool icon	Tool name	Brief description
	BOLD	Changes the text to be bold, i.e. thicker and more noticeable
	FONT	Allows you to change the style/appearance of the text
	CENTRE ALIGN	Moves the text so that it is in the middle of the page, rather than having a margin on the left- or right-hand side of the page
	TEXT COLOUR	Allows you to change the colour of the text
	BULLETED LIST	Allows you to create a bullet-pointed list

- Which software will be most appropriate to use to write a letter = Word
- Which software will be most appropriate to develop a presentation = Presentation software
- Which software will be most appropriate to attach documents to lots of people at one time = Email
- Which software is most appropriate to change and create images = image manipulation software

Licensing issues

- It is important to understand for example Microsoft you have to pay a license fee to be able to use its software
- If you want to share a document or photograph with others freely, you can use creative Common licenses which allow you to share content but retain control over who uses it, where and if they can edit it.

Referencing techniques

- It is important to understand if you are using content from another person you need to reference it, either at the bottom of the page in a footnote or in a referencing page at the end of your work where you will link the information you have found where you've used it to show you are crediting it to somebody else and not your own work you are pretending is yours.

Reliability of content

- It is important to understand that not all content online is truthful.
- Anybody can set up a website and add content to it.
- It is important to look at different techniques to determine the credibility of the source as to how real or fake images and text are.

Creating a blog key features

- Use research you have completed well.
- Reference your sources properly
- Credit the authors of any photos
- Use suitable formatting tools to make your blog interesting





D&T Knowledge Organiser

KEY TERMS

Types of plastics

Thermosetting

Plastics **cannot be reheated and reshaped** due to a chemical reaction that occurs when they are first manufactured.

- Initially **set by heat**
- Cannot be **reshaped once set**
- Extremely **strong and durable**
- CANI** be recycled

Thermofforming

Plastics **can be reheated and therefore reshaped**.

- Soften when heated
- Can be **reshaped**
- More commonly used in **school**
- CAN** be recycled

Think of the word "set" what does it mean?
(Put something in a set position)

Softwoods

Pine

Spruce

Cedar

Fir

Comes from **coniferous trees**

This tree is an evergreen (green all year), needle-leaved, cone-bearing tree.

Hardwoods

Beech

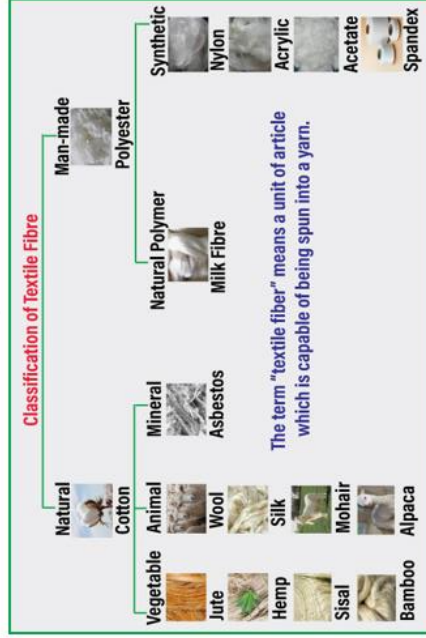
Oak

Ash

Teak

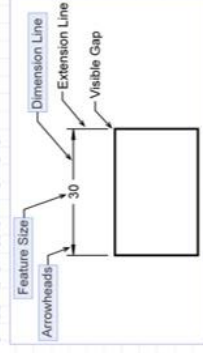
Comes from **deciduous trees**

This is a broad-leaved tree which loses its leaves in the winter.










Dimension Line

Dimension line: A line terminated by arrowheads, which indicates the direction and extent of a dimension.



English

Coraline Knowledge Organiser

	Genre	A genre is a style or category of literature. Coraline is written in the fantasy genre.
	Fantasy	Stories based in impossible or improbable things. The mystical setting of the story suggests that this is fantasy fiction.
	Familial relationships	Familial refers to everything based in a family. The familial relationships at the beginning of the novel are strained.
	Trauma	A deeply distressing or disturbing experience that can leave lasting impact. Coraline must suffer the trauma of rescuing her kidnapped parents.
	Gothic	Writing that describes strange or frightening events that take place in mysterious places. The dilapidated setting around the house is an example of a gothic place.
	Protagonist	A protagonist is the main character of a story – they are sometimes, but not always, the narrator. Coraline is the protagonist of the story.
	Trope	A trope is something that always or most often occurs in one particular genre of writing. The mysterious setting is a gothic trope, designed to frighten us
	Beldam	An old-fashioned term that refers to a hag, or a vicious and particularly terrifying woman. Coraline's Other Mother becomes a beldam by the end of the story.

Name:

Date:

Healthy eating and physical activity

- People around the world choose and combine different food to make meals and snacks. The total amount and range of food and drinks consumed is called the diet.
- A healthy diet is made from a variety of different food and drinks, as depicted in The Eatwell Guide.
- Being active is important for health, making the body fitter and stronger.

There are many different types of food from around the world.

People all around the world need a variety of food from different food groups to have a healthy diet.

Dishes and meals eaten around the world often comprise similar food (or ingredients) combined in different ways.

The Eatwell Guide shows the proportions in which different types of foods are needed for a well-balanced and healthy diet.

The Eatwell Guide can be used to devise meals and snacks.

Meals and snacks can be sorted into The Eatwell Guide food groups.

Tomato sauce

Fruit and vegetables

Base

Potatoes, bread, rice, pasta and other starchy carbohydrates



Ham

Beans, pulses, fish, eggs, meat and other proteins

Cheese

Dairy and alternatives



Fruit and vegetables

Eat at least five portions every day.

Foods high fat, salt and sugar

This type of food is not needed to be healthy. If eaten, have less often and in small amounts.

Beans, pulses, fish, eggs, meat and other protein

Eat some foods every day.

Hydration

Water and lower fat milk are healthier drink choices. A max of 150ml of juice or smoothie a day.

Potatoes, bread, rice, pasta or other starchy carbohydrates

Eat a food from this group at every meal. Go for wholegrain varieties.

Oils and spreads

Eat in small amounts.

Being active is important for health.



Children should be active for 60 minutes a day.

Task: Plan a menu for a day that applies the principles of The Eatwell Guide.

Dairy and alternatives

Have some of these foods every day, e.g. a pot of yogurt and a cheese sandwich.

Activity should make:

- you feel warmer;
- you breathe harder;
- your heart beat faster.



Moderate activity includes:

- dancing;
- riding a bike.

Vigorous activity includes:

- football;
- swimming.

To find out more, go to: <https://bit.ly/2YSetUw>

Food



Food

Food commodities: Dairy, meat, fish and shellfish

- Different types of food are reared and caught.
- There are a number of different stages in producing and processing food.



Dairy
Dairy cows are reared by farmers around the UK.



In the summer most dairy cows eat grass in the fields and in the winter they eat pickled grass called silage.

Dairy cows drink 60-80 litres of water per day.



Cows are milked 2-3 times per day. The milk is chilled and stored ready for the tanker to take it to be processed.

The milk is treated to make it safe to drink, it is then put into bottles or cartons and sold in shops.

Milk is also used to make cheese, yogurt and butter.



Meat

Animals are reared by farmers for our food.



Cuts of meat are prepared by butchers in shops and supermarkets. Cuts include:



Meat is also bought ready prepared.



Meat can be cooked in many different ways.



Fish and shellfish

There are lots of different types of fish.



Fishers catch the fish and it is sold at market.

The fish is bought by fish processing companies, fishmongers and restaurants.

Fish can be cooked in many different ways.



Mussels are a type of shellfish.

They are grown at the bottom of the sea on ropes (droppers).

Mussels are in season from September to April.



Animal welfare

It is important that animals are cared for and have everything they need, including:

- the right food and fresh water;
- being treated by a vet if ill or injured;
- space to move around and to be able to do the things they like;
- gentle and caring handling and treatment;
- somewhere comfortable to rest;
- company of animals of their own kind.

Task

Research the farm to fork journey for a type of meat, fish or shellfish of your choice.
Create a set of cards or a timeline to show the journey.

Example cards can be found here:

<https://bit.ly/326H7SX>

To find out more, go to: <https://bit.ly/3eP0qWb>



Year 7 French Autumn Term 2: Ma vie de famille



Les animaux (Pets)	
Tu as un animal?	Do you have a pet?
J'ai...	I have...
un poisson rouge	a goldfish
un hamster	a hamster
un chien	a dog
un lapin	a rabbit
un chat	a cat
une souris	a mouse
un cochon d'Inde	a guinea pig
un cheval	a horse
un serpent	a snake
un oiseau	a bird
Je n'ai pas d'animal.	I don't have a pet.

Ma famille (My family)	
Il y a...	There is...
ma mère	my mum
mon père	my dad
mon frère	my brother
mon beau-frère	My stepbrother
ma soeur	My sister
ma demi-soeur	My halfsister
mes parents	My parents
mes grands-parents	My grandparents
Tu as des frères ou des soeurs?	Have you got any siblings?
J'ai deux frères.	I have 2 brothers.
J'ai trois soeurs.	I have 3 sisters.
Je suis fils/fille unique.	I am an only child.

Les descriptions physiques (Physical descriptions)	
Il/elle est...	He/she is...
grand/petit	big/small
gros/mince	fat/thin
musclé/faible	muscly/weak
Il/elle a...	He/she has...
une barbe	a beard
une moustache	a moustache
des taches de rous-seurs/des tatouages	freckles/tattoos
Il/elle porte des lunettes.	He/she wears glasses.

Les cheveux et les yeux (Hair and Eyes)	
Il/elle a les cheveux...	He/she has...hair.
bruns/noirs/gris/blonds/roux	blond/black/grey/blond/red
longs/courts/bouclés/raides	long/short/curly/straight
Il/elle a les yeux...	He/she has...eyes.
bleus/verts/gris/marron.	blue/green/grey/brown.

Les couleurs (Colours)	
noir	black
blanc	white
gris	grey
marron	brown
rouge	red
orange	orange
jaune	yellow
vert	green
bleu	blue
violet	purple
rose	pink

Phonics Focus:			
oi	'wah'		é
eu	'oh'		'eh'
			i y
			'ee'

Vital Verb:	
avoir = to have	
J'ai...	I have...
Tu as...	You have...
Il/elle a...	He/she has...
Nous avons...	We have...
Vous avez...	You have...
Ils/elles ont...	They have...
PRESENT TENSE	

Grammar:
Possessive adjectives such as my and your change according to the number and gender of the noun they go with.
mon (masculine), ma (feminine), mes (plural)

Language Links:	
Fallible	Not perfect and likely to fail or have problems.

Geography

Map Skills

TYPES OF GEOGRAPHY

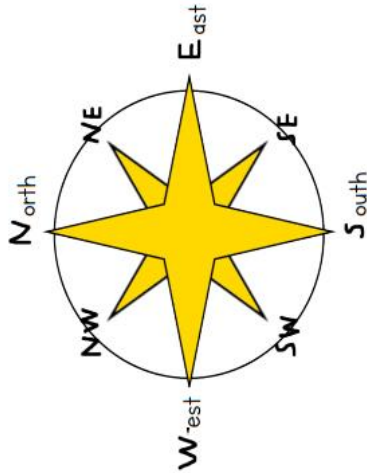
HUMAN GEOGRAPHY The impact of people on the earth
PHYSICAL GEOGRAPHY The natural world without people
ENVIRONMENTAL GEOGRAPHY Human interaction with nature

WHAT IS GEOGRAPHY

"Geography is the study of the Earth's landscapes, peoples, places and environments. It is, quite simply, the study of the world we live in."

Geography is part of your everyday life; you use it every day without even realizing!

COMPASS POINTS



WHERE IS THE UK?



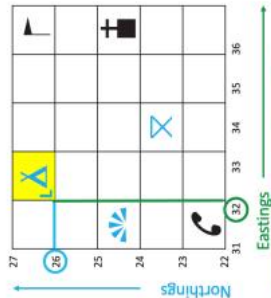
The United Kingdom (UK) is an Island country located in the continent of Europe, it is made up of four countries: England, Scotland, Northern Ireland and Wales.

THE UK



4 FIGURE GRID REFERENCES

Along the edges of each map there are numbers. These numbers help you work out where a location is on a map. Northings are numbers that go from bottom to top, Eastings go from left to right.



The first two numbers give the eastings.

The second two numbers give the northings.

32 26

Remember... eastings then northings!

Along the corridor and up the stairs!

MAP SYMBOLS

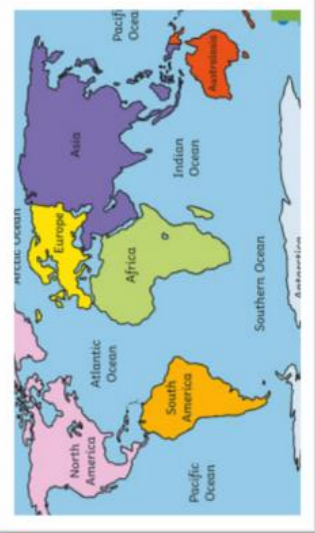
Symbols are useful for lots of reasons including, space saving on a map, multi-lingual (all languages can understand them), saves time, clear.



Geography

ATLAS SKILLS

There are generally three main types of maps shown in an atlas:



PHYSICAL MAPS these show topography/relief (the shape of the land) and other physical features such as rivers and lakes.

POLITICAL MAPS these show country borders, cities, transport links etc.

THEMATIC MAPS these show information such as climate data, agriculture types etc.

6 FIGURE GRID REFERENCES

We can use six-figure grid references to find an exact location within a grid square, so they are much more accurate. The grid square is divided into tenths.

Example:

015 795

The first three numbers give the easting which includes the number of tenths.

The last three numbers give the northing which includes the number of tenths.



KEYWORDS

SPACE

PLACE

SCALE

EAST

SOUTH

DISTANCE

SCALE

RELIEF

WEST

NORTH

CONTOUR

TOPOGRAPHY

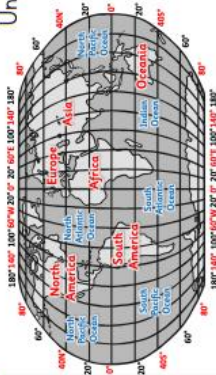
LONGITUDE AND LATITUDE

Unlike grid lines where we go along the corridor and the stairs, here we go **UP** and **ACROSS**

LATITUDE

LONGITUDE

Flat lines. Flat-tide! Long lines – up and down



HEIGHT AND RELIEF

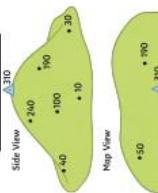
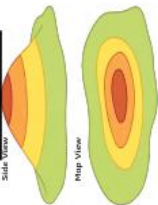
RELIEF the difference between the highest and lowest heights of an area.

TOPOGRAPHY the surface features of the earth like hills, mountains, valleys etc.

LAYER SHADING

SPOT HEIGHTS

CONTOUR LINES



Areas of different heights are shown using different colours. A key is used to show how high the land is.

The exact height of a place above the ground is measured and written onto a map.

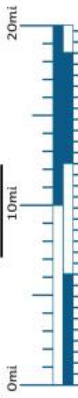
Contour lines are lines on a map which join up places of the same height. Everywhere along a contour line is the same height.

SCALE AND DISTANCE

OS maps have a scale. On some smaller maps, 1cm on the map equals 250m in real life. On some larger maps, 1cm on the map equals 500m. Different maps might have different scales, so check on your map to find its scale.

LINE SCALE

WORD SCALE



One centimeter on the map represents 3 kilometers on the ground. (1cm = 3 km)

Using a line scale on a map is as easy as using a ruler. The important thing to remember is that a line scale shows measurements in km and the measurements on a ruler are in cm.

Using the scale above, if we measure the distance on a map between two places with our ruler. The measurement is 4cm. We then have to multiply that measurement by 3 to calculate that the real distance between the two places is 12km.



Year 7 German Autumn Term 2: Familie und Tiere



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

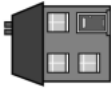



Eigenschaften (Qualities)	
Wie ist er/sie/es?	What is he/she/it like?
Er/sie/es ist ...	He/she/it is...
dick/schlank	fat/thin
frech/niedlich	cheeky/cute
gemein/suß	mean/sweet
groß/klein	big/small
kräftig	Strong
schlau	cunning
(super)lustig	(really) funny

Talente (Talents)	
Er/Sie/Es kann...	He/she/it can...
Italienisch sprechen	speak Italian
Flöte/Fußball/Wii spielen	play the flute/football/on the Wii
schnell laufen	run fast
lesen	read
Rad fahren	ride a bike
schwimmen	swim
singen	sing
springen	jump
tanzen	dance

Meine Familie (My family)	
Es gibt...	There is...
meine Mutter	my mum
mein Vater	my dad
mein Bruder	my brother
mein Stiefbruder	My stepbrother
meine Schwester	My sister
meine Halbschwester	My halfsister
meine Eltern	My parents
meine Großeltern	My grandparents
Hast du Geschwister?	Have you got any siblings?
Ich habe zwei Brüder.	I have 2 brothers.
Ich habe drei Schwestern.	I have 3 sisters.
Ich bin Einzelkind.	I am an only child.

Die Farben (Colours)	
schwarz	black
weiß	white
grau	grey
braun	brown
rot	red
orange	orange
gelb	yellow
grün	green
blau	blue
violett	purple
rosa	pink
bunt	colourful
hellblau/dunkelblau	dark blue/light blue

Haare und Augen (Hair and Eyes)	
Er/sie hat ...	He/she has...
schwarze/braune/blonde/rote Haare	black/brown/blond/red hair
kurze/lange/mittellange Haare	short/long/mid length hair
blaue/braune/grüne/graue Augen	blue/brown/green/grey eyes

Phonics Focus:	
 au 'ow'	 sch 'sh'
 ß 'ss'	 e (short) 'uh'

Vital Verb:	
haben = to have	
Ich habe...	I have...
Du hast...	You have...
Er/sie hat...	He/she has...
Wir haben...	We have...
Ihr habt...	You have...
Sie haben...	They have...
PRESENT TENSE	

Grammar:
In German, there are several ways of forming the plural of a noun. You might add: -e / -n / -en / an umlaut / -s . Remember to check!

Language Links:	
kindergarten	a informal school
=	for young children

History

Knowledge Organiser: Year 7 Normans and the Battle of Hastings

Keyword	Definition
Anglo Saxon	The name 'Anglo-Saxon' comes from the Angles and the Saxons, two of the North European tribes that invaded and lived in Britain from the fifth century onwards
Bailey	Outer area that surrounded the motte. This was where houses, stables and so on were built
Barons	Member of the lowest order of the British nobility (Lord).
Cavalry	Military units or soldiers mounted on horseback, formerly an important element in the armies of all major powers. Being on horse helped them move quickly around a battlefield
Domesday book	The Domesday book is Britain's earliest public record. It contains the results of a huge survey of land and landholding commissioned by William I in 1085. Domesday is by the far the most complete record of pre-industrial society to survive anywhere in the world and provides a unique window on the medieval world.
Farming	Farming is the activity of growing crops or keeping animals on a farm. It was the major industry in Britain during the Middle Ages and the majority of people in the country were employed on farms or supporting the people who did
Fyrd	The name given to a group of soldiers formed from a tribe. Existed from about 605AD in Anglo-Saxon England. Local in character, it imposed military service upon every able-bodied free male.
Heir	A person who has the legal right to receive somebody's property, money or title when that person dies
Hierarchy	A system in which people or things are put at various levels or ranks according to their importance. For example, in a typical family system, the parents have the most authority, followed by the children, then followed by the pets.
Keep	Secure building which housed the Norman earls or those important people that needed shelter!
Motte	Earth mound in which the keep was built on.
Norman	A native or inhabitant of Normandy. The Normans would rule and control England after 1066
Rebellion	Fighting against something you disagree with.
Rural	A rural area is an open swath of land that has few homes or other buildings, and not very many people. A rural areas population density is very low. Most people in Medieval England were rural as they didn't live in cities or urban areas at this point

7.4 Place value & ordering integers & decimals.....

What do I need to be able to do?

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

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

Keywords

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

Integer: a whole number that is positive or negative

Interval: between two points or values

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

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

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

Place value: The value of a digit depending on its place in a number. In our decimal number system, each place is 10 times bigger than the place to its right

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

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

Place value: M763, M704, M522

Range & median: M328, M934

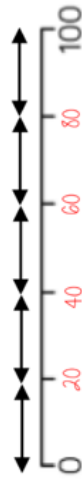
Rounding: M111, M431, M994, M131

Additional higher content: M719, M768

The Sparx logo consists of the word "Sparx" in a white, bold, sans-serif font, centered within a dark blue rectangular box.

Mathematics

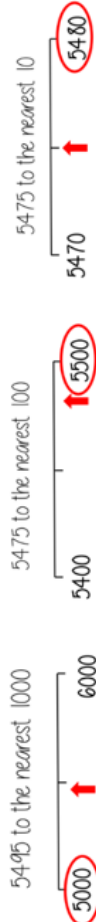
Intervals on a number line



Divide the difference by the number of intervals (gaps).
E.g. $100 \div 5 = 20$

Rounding to the nearest power of ten

If the number is halfway between we "round up"



Integer Place Value

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

Placeholder

Three billion, one hundred and forty eight million,
thirty three thousand and twenty nine
1 billion 1 000, 000, 000
1 million 1 000, 000

Range

Spread of the values

Difference between the biggest and smallest

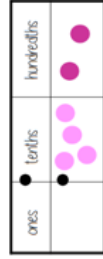
3 9 8 12

Range: Biggest value - Smallest value

$$12 - 3 = 9$$

Range = 9

Decimals



We say

"nought point five two"

0 ones, 5 tenths and 2 hundredths

$$\begin{aligned} &0 + 0.1 + 0.1 + 0.1 + 0.1 + 0.01 + 0.01 \\ &= 0 + 0.5 + 0.02 \\ &= 0.52 \end{aligned}$$

Five tenths and two hundredths

Comparing decimals

Which the largest of 0.3 and 0.23?

Ones	Tenths	Hundredths
	0.1 0.1	
	0.1	

$$0.3 > 0.23$$

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

$$\begin{array}{r} 0.30 \\ 0.23 \end{array}$$

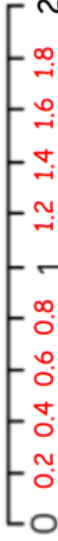
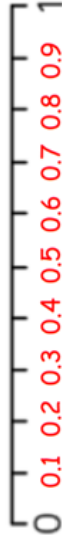
Comparing the values both with the same number of decimal places is another way to compare the number of tenths and hundredths

Ones	Tenths	Hundredths
	0.1	0.01 0.01
		0.01 0.01

Decimal intervals on a number line

One whole split into 10 parts makes tenths = 0.1

One tenth split into 10 parts makes hundredths = 0.01



Round to 1 significant figure

370 to 1 significant figure is 400

37 to 1 significant figure is 40

3.7 to 1 significant figure is 4

0.37 to 1 significant figure is 0.4

0.00000037 to 1 significant figure is 0.0000004

Round to the first non zero number

Median

The middle value

Example 1

4 3 9 8 12

Median: put the in order

find the middle number

Example 2

150 154 148

137 148 150 154 160

There are 2 middle numbers

Find the midpoint

137 148 150 154 160

Mathematics

7.5 Fraction, decimal & percentage equivalence.....

What do I need to be able to do?

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

- Convert fluently between fractions, decimals & percentages

Keywords

Fraction: how many parts of a whole we have

Decimal: a number with a decimal point used to separate ones, tenths, hundredths etc.

Percentage: a proportion of a whole represented as a number between 0 and 100

Place value: the numerical value that a digit has decided by its position in the number

Placeholder: a number that occupies a position to give value

Interval: a range between two numbers

Tenth: one whole split into 10 equal parts

Hundredth: one whole split into 100 equal parts

Sector: a part of a circle between two radius (often referred to as looking like a piece of pie)

Recurring: a decimal that repeats in a given pattern

The Sparx logo consists of the word "Sparx" in a white, bold, sans-serif font, centered within a dark blue rectangular background.

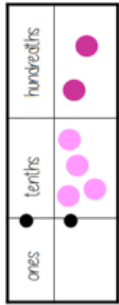
Fractions basics: M158, M939

Equivalent, simplifying & ordering fractions: M410, M671, M335

Converting between FDP: M958, M264, M553

Mathematics

Tenths and hundredths



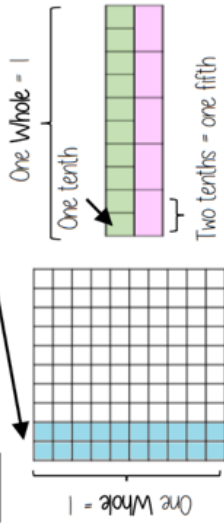
One hundredth (one whole split into 100 equal parts)
 $= \frac{1}{100} = 0.01$

0 ones, 5 tenths and 2 hundredths
 $0 + 0.1 + 0.1 + 0.1 + 0.01 + 0.01 = 0.52$

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

Fifths

Twenty hundredths



One tenth

One whole = 1

Two tenths = one fifth

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

Fractions — on a diagram



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

Fractions — on a number line



This point is at the 6th part
6 is the numerator

One whole split into 18 equal parts
18 is the denominator

$\frac{6}{18} \leftarrow \frac{3}{9} \leftarrow \frac{1}{3}$

On a number line



One whole — split into 10 equal parts

One tenth = $\frac{1}{10} = 0.1$

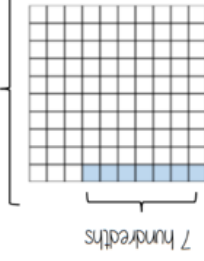


One tenth — split into 10 equal parts

One hundredth = $\frac{1}{100} = 0.01$

Percentages on a hundred grid

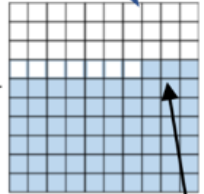
100% = a whole = 100 hundredths



7 hundredths

7 hundredths
7 out of 100
 $\frac{7}{100}$

6 tenths

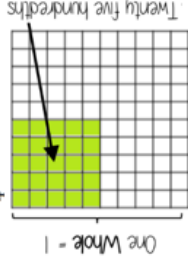


6 tenths and 3 hundredths
63 hundredths
 $\frac{63}{100}$

Quarters

One quarter

(one whole split into 4 equal parts)
 $= \frac{1}{4} = 0.25$



One whole = 1

One half

= 0.5

One quarter = 0.25

Simple pie charts



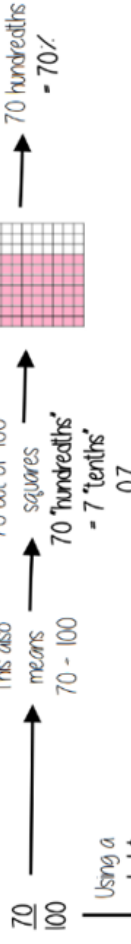
A pie chart has 360° so all FDP calculations are out of 360

Split into 10 parts
= $\frac{10}{10} = 360^\circ$

Split into 2 parts
= $\frac{50}{50} = 180^\circ$

Split into 5 parts
= $\frac{20}{20} = 72^\circ$

Convert FDP



Using a calculator

S = D

This will give you the answer in the simplest form

Be careful of recurring decimals
e.g. $\frac{1}{3} = 0.3333333$
 $\frac{3}{10} = 0.3$
The dot above the 3

Personal Development

Define: Sexual Consent
The giving of permission by a person to engage in any form of sexual activity including penetrative and oral sex.

Define: Affirmative Consent
Consent is only given when a person agrees verbally to engage in sexual activities including penetrative and oral sex.

Define: Coercion
The action or practice of persuading someone to do something they wouldn't normally do or something they don't want to do by using force or threats.

Define: A person who is a minor
A person who is under the age of 18 and legally considered a child.






Consent is:	
1	Freely given. It's not okay to pressure, trick, or threaten someone into saying yes.
2	Reversible. It's okay to say yes and then change your mind — at any time!
3	Informed. You can only consent to something if you have all the facts.
4	Enthusiastic. You should do stuff you WANT to do, not things people expect you to do. If someone doesn't seem enthusiastic stop and check in.
5	Specific. Saying yes to one thing (like going to the bedroom to make out) doesn't mean you're saying yes to other things (like having sex).

When can consent not be given?	
1	When a person is drunk or high, to the point that they are unable to speak or look after themselves.
2	Asleep or Passed Out – if they are not conscious they are unable to agree to any sexual activity. If someone passes out whilst engaging in sexual activity – STOP!
3	They are Underage – Legally a person under the age of 16 cannot give consent to any sexual activity.
4	Mental disability or learning difficulties which mean they are unable to fully understand what they are consenting to.

What does the Law say?		
Act	Definition	Consequence
Rape	A rape is when a person uses their penis without consent to penetrate the vagina, mouth, or anus of another person.	Rape is punished by a maximum of fifteen years' in prison. Aggravated Rape is punished by a maximum of twenty years' in prison. Both offences would result in placement on the sex offenders register.
Sexual Assault	Sexual assault is when a person is coerced or physically forced to engage against their will, or when a person, touches another person sexually without their consent. Touching can be done with any part of the body or with an object.	Up to 10 years in prison and placement on the sex offenders register
Sex Between Minors	When both parties involved the sexual activity are under 16 but have consented to the activity.	Technically the law is that if two 13 – 15 year olds engage in consensual sexual activity and each knows that the other is under 16, they will both be guilty of an offence carrying a maximum penalty of five years' imprisonment, however it is unlikely the CPS will prosecute. If one party is under 13 and the other under 18, it is statutory Rape which is punishable by life imprisonment, but the average is 6-7 years when prosecuted.

Who Can you turn to for help and Support	
Parents or trusted family members	The Police / Community support officers
School Safe Guarding Team or any member of staff.	
NSPCC	Helpline: 0800 800 5000 (24 hours, every day) nspcc.org.uk
Childline	Helpline: 0800 1111 (24 hours, every day) https://www.childline.org.uk
Rape Crisis	Helpline: 0800 802 9999 (12-2:30 and 7-9:30) rapecrisis.org.uk
Survivors UK – Male Rape and Sexual Abuse Support	survivorsuk.org
RASAC (Rape and Sexual Abuse Support Centre)	National Helpline: 0800 802 9999 (12-2:30 & 7-9:30) rasac.org.uk

Personal Development

Define: Bullying Bullying is the repeated and intentional behaviours which cause harm to another person, either physically, emotionally or psychologically.	 Physical	Types of Bullying The victim is physically and violently assaulted by the bully. This can include being beaten up, pushed and shoved or the physical taking of items from the victim. This sort of bullying is against the law and should be reported to the police.	Dealing with Bullying Remember that it is the victim that determines if they believe the behaviour is bullying not the bully. <ul style="list-style-type: none">• Tell someone – don't keep it to yourself, find a trusted adult who you can talk to.• Don't retaliate, try and ignore them if you can.• Try not to react in front of the bully.• Stay with trusted friends who will support you.										
Define: Banter Banter is the playful exchange of teasing remarks and jokes between friends where all are in on the jokes and enjoy the exchange.	 Verbal	This can include name calling, snide comments and the spreading of rumours; it can also constitute harassment in some cases which is illegal and should be reported to the police.	Dealing with Cyber Bullying Cyber Bullying can be harder to handle as it anonymous and can impact all aspects of your life. <ul style="list-style-type: none">• Tell someone – don't keep it to yourself, find a trusted adult who you can talk to.• Report the bullying to the website and block the user.• Do not Retaliate• Screenshot evidence of the bullying.										
Define: By-Stander A person who doesn't actively engage in the bullying but watches and doesn't do anything to prevent it.	 Emotional	Psychological and emotional bullying is difficult to see, but can include the ostracization of the victim from a particular group, tormenting and humiliating the victim.											
Define: Bully A person who engages in bullying type behaviour towards one or more people.	 Cyber	Cyberbullying is the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature, but can also include setting up of malicious websites or posting personal and embarrassing images and videos without the persons permission.	Who Can you turn to for help and Support <table><tr><td>Parents or trusted family members</td><td>Teachers or school Staff</td></tr><tr><td>The Police</td><td>Friends</td></tr><tr><td>NSPCC</td><td>Helpline: 0800 800 5000 (24 hours, every day) nspcc.org.uk</td></tr><tr><td>Childline</td><td>Helpline: 0800 1111 (24 hours, every day) https://www.childline.org.uk</td></tr><tr><td>National Bullying Helpline</td><td>https://www.nationalbullyinghelpline.co.uk/</td></tr></table>	Parents or trusted family members	Teachers or school Staff	The Police	Friends	NSPCC	Helpline: 0800 800 5000 (24 hours, every day) nspcc.org.uk	Childline	Helpline: 0800 1111 (24 hours, every day) https://www.childline.org.uk	National Bullying Helpline	https://www.nationalbullyinghelpline.co.uk/
Parents or trusted family members	Teachers or school Staff												
The Police	Friends												
NSPCC	Helpline: 0800 800 5000 (24 hours, every day) nspcc.org.uk												
Childline	Helpline: 0800 1111 (24 hours, every day) https://www.childline.org.uk												
National Bullying Helpline	https://www.nationalbullyinghelpline.co.uk/												
	 Specific	This term used to describe bullying based on an specific aspect of the victims identity such as homophobic, transphobic, Bi-phobic bullying but can also include racist bullying and bullying based on religion. All of these types of bullying are illegal.											

Personal Development

Define: Asexual A person who generally does not experience sexual attraction to any group of people	Define: Sexuality A person's sexual preference or orientation. Who they are attracted to.	Define: Intersex A person with a set of sexual anatomy that doesn't fit within the labels of female or male (e.g., XXY phenotype, uterus, and penis)
Define: Androgyny A gender expression that has elements of both masculinity and femininity	Define: Drag Queen A man who dresses up in an exaggerated feminine form usually in a show or theatre setting.	Define: Pansexual A person who experiences sexual, romantic, physical, and/or spiritual attraction for members of all gender identities/expressions
Define: Biological Sex The physical anatomy and gendered hormones one is born with.	Define: Gender Dysphoria Where a person experiences distress due to a mismatch of their biological sex and their gender identity.	Define: Transgender A person whose gender identity is the binary opposite of their biological sex, who may undergo medical treatments to change their biological sex
Define: Bisexual A person who experiences sexual, romantic, physical, and/or spiritual attraction to people of their own gender as well as another gender	Define: Heterosexual A medical definition for a person who is attracted to someone with the other gender.	Define: Transsexual A person whose gender identity is the binary opposite of their biological sex, who may undergo medical treatments to change their biological sex
Define: Cisgender A description for a person whose gender identity, gender expression, and biological sex all align	Define: Homosexual A medical definition for a person who is attracted to someone with the same gender.	Define: Gender Identity Gender identity is a way to describe how you feel about your gender. You might identify your gender as a boy or a girl or something different. This is different from your sex, which is related to your physical body and biology.
Define: LGBTQ+ Lesbian Gay Bisexual Trans Queer / Questioning + = Other	Define: Transvestite A person who dresses as the opposite gender expression for any one of many reasons, including relaxation, fun, and sexual gratification.	

Some of these terms are controversial in their definitions and may mean slightly different things to different people. These definitions have been taken from Stonewall charity.

Important legal changes that have affected LGBTQ+ people in the UK	<ul style="list-style-type: none">2000: Government lifts the ban on lesbians and gay men serving in the Armed Forces.2001: Age of consent for gay/bi men is lowered to 16.2002: Equal rights are granted to same-sex couples applying for adoption.2003: Repeal of Section 28 - Section 28 was a law that made it illegal to talk positively about homosexuality in schools.2003: A new law comes into force protecting LGBT people from discrimination at work. Until 2003 employers could discriminate against LGBT people by not hiring them or not promoting them, just because of their sexual orientation or gender identity.2004: Civil Partnership Act is passed.2004: Gender Recognition Act is passed - This Act allowed trans people to change their legal gender. This means that they can get a new birth certificate that reflects who they really are, which helps for future legal processes like marriage.2007: It becomes illegal to discriminate against people because of their sexual orientation or gender identity when providing them with goods or services.2008: The Criminal Justice and Immigration Act makes 'incitement to homophobic hatred' a crime.2009: A new law gives better legal recognition to same-sex parents.2013: The Marriage (Same-Sex Couples) Act is passed.
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Trans Teens and Children If a child is under 18 and thought to have gender dysphoria, they'll usually be referred to a specialist child and adolescent Gender Identity Clinic (GIC). Treatment is arranged with a multi-disciplinary team (MDT). This is a group that includes specialists such as mental health professionals and paediatric endocrinologists. Most treatments offered at this stage are psychological, rather than medical or surgical. If the child is diagnosed with gender dysphoria and they've reached puberty, they could be treated with gonadotrophin-releasing hormone (GnRH) analogues. These are synthetic hormones that suppress the hormones naturally produced by the body. They also suppress puberty and can help delay potentially distressing physical changes caused by the body becoming even more like that of the biological sex, until they're old enough for other treatment options. The effects of treatment with GnRH analogues are considered to be fully reversible, so treatment can usually be stopped at any time. Teenagers who are 17 years of age or older may be seen in an adult gender clinic. They are entitled to consent to their own treatment and follow the standard adult protocols. Gender Reassignment surgery will not be considered until a person has reached 18 years of age.	Schools and LGBTQ+ Students All Schools are required to have a policy relating to LGBTQ+ Students and how they are supported in schools. However each case will be dealt with on an individual basis as to what is best for the students. Discussions will be conducted with Safeguarding team, parents, wellbeing teams and appropriate external agencies involved in the students care.	Where to get more help and support <ul style="list-style-type: none">Parents and trusted family membersTeachers and School Staff including School Nurse and Wellbeing TeamYour Doctor or Community NurseNHS OnlineYoung Stonewall: https://www.youngstonewall.org.uk/The Proud Trust - Local Support groups: https://www.theproudstuff.orgFriends and Family of Lesbians and Gays: https://www.flag.org.uk/
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