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Introduction to Elizabethan Theatre: Knowledge Organiser



Romeo and Juliet – Synopsis

- This story takes place in Verona, Italy - where two families are fighting. The families are named the Montagues and Capulets and they have hated one another for a long time.
- At the beginning of the play the Prince of Verona warns both families that anyone caught fighting in the streets of Verona will be sentenced to death.
- Romeo tells his cousin Benvolio and his friend Mercutio that he is sick with love for a girl who won't love him back. Benvolio and Mercutio encourage him to forget about her and go with them to a costume party at the house of Capulet. They know it will be dangerous because they are Montagues, but they think it will be fun.
- Meanwhile Old Capulet is arrange for his only daughter, Juliet, to get married to a noble man called Paris.
- At the Capulet Party, Romeo and Juliet meet for the first time and they instantly fall in love. However, soon they realise they are from separate families and worry they can't be together. Tybalt, Juliet's cousin, also notices that there are Montagues at the party and promises that he will have revenge on them for turning up.
- After the party, Romeo climbs back into the Capulet mansion where he speaks to Juliet on the balcony. They declare that they love each other and agree to marry in secret the next day. Romeo goes away and arranges the marriage with his friend, The Friar.
- Romeo and Juliet marry in secret.
- Tybalt, who is still angry at the Montagues for going to the party, challenges Romeo to a duel in the street. Romeo refuses to fight him. Mercutio agrees to fight Tybalt instead and ends up being killed by Tybalt. Romeo is so angry he kills Mercutio. The Prince of Verona banishes Romeo from Verona.
- Juliet is sad to hear of her cousin's death, but she is even more sad to hear that her husband Romeo must leave Verona. Her and Romeo spend their wedding night together.
- Juliet's father arranges for her to marry Paris to cheer her up after her cousin's death. Juliet tries to refuse but her father threatens to have her thrown out of the house. She is scared so she goes to the Friar who gives her a drug that will make her seem as if she is dead. They agree that she will drink this potion the night before the wedding, her family will think she has killed herself and put her in the Capulet tomb. The Friar will then get in touch with Romeo and tell him. He will be there when Juliet wakes up and they will run away together.
- Juliet follows her part of the plan, but something goes very wrong. Friar Lawrence's message never makes it to Romeo. Instead, Romeo hears that Juliet is dead. Romeo returns to Verona with a very strong poison. He goes to Juliet in the tomb, drinks the poison, and dies. When Juliet wakes up she finds Romeo laying next to her. She is so sad that she takes his dagger and kills herself.
- When the Montagues and the Capulets learn what happened with their children they agree to end the years of fighting. The Prince of Verona hopes the story of Romeo and Juliet will help to keep Verona a peaceful place.

Key Characters

- Romeo** - The son and heir of Montague and Lady Montague. A young man of about sixteen.
- Juliet** - The daughter of Capulet and Lady Capulet. A beautiful thirteen-year-old girl
- Friar Lawrence** - A Franciscan friar, friend to both Romeo and Juliet. Friar Lawrence marries Romeo & Juliet in secret and tries to help Juliet at the end by giving her the potion that makes her seem dead. Unfortunately his message to Romeo does not arrive.
- Mercutio** - A kinsman to the Prince, and Romeo's closest friend. Mercutio is killed by Tybalt when he agrees to fight him in Romeo's place.
- The Nurse** - Juliet's nurse, the woman who breast-fed Juliet when she was a baby and has cared for Juliet her entire life. The Nurse is a loud-mouthed character.
- Tybalt** - A Capulet, Juliet's cousin on her mother's side. Tybalt is an aggressive and violent character. He is responsible for killing Mercutio.
- Capulet** - The patriarch of the Capulet family, father of Juliet, husband of Lady Capulet, and enemy, for unexplained reasons, of Montague.
- Lady Capulet** - Juliet's mother, Capulet's wife.
- Montague** - Romeo's father, the patriarch of the Montague clan and bitter enemy of Capulet.
- Lady Montague** - Romeo's mother, Montague's wife. She dies of grief after Romeo is exiled from Verona.
- Paris** - A kinsman of the Prince, and the suitor of Juliet most preferred by Capulet.
- Benvolio** - Montague's nephew, Romeo's cousin and thoughtful friend
- Prince Escalus** - The Prince of Verona. A kinsman of Mercutio and Paris. As the seat of political power in Verona, he is concerned about maintaining the public peace at all costs.

Key contextual information

Elizabethan Theatre (1562-1642)

Queen Elizabeth was an avid theatregoer and the theatre grew hugely under her reign. Under her rule, drama was a unified expression as far as social class was concerned; the court and the royal family watched the same plays as the commoners. The first permanent English theatre, The Red Lion, opened in 1567 but it did not last long. However, during Elizabeth's reign, several successful theatres were established. These include The Theatre, The Curtain, The Rose, The Swan, The Globe and The Fortune.

Architecture

Public theatres were usually three stories high and built around an open space at the centre. The sides overlooked the open centre into which jutted a stage. The 'playhouses' were generally built with timber and plaster. They could hold a large number of people (around 5000). The cost of admission depended on where you wanted to sit - if people wanted a better view, or to be away from the crowd, they had to pay extra for a seat and a cushion to sit on.

Performances

Only men could act on stage at the time and so all female parts were played by adolescent boys in female dress. The performers or 'players' took place in the afternoon as it was still bright. If it started to get dark, candles were lit, although this could be dangerous due to the risk of fire. Plays contained little to no scenery or props. Acting troupes often travelled the country acting in towns and villages across the country. Usually the same plays were not performed on consecutive days so actors had to learn loads of lines and sometimes play more than one part because there were not enough actors for each part.

Costumes

Costumes were a huge part of the theatre as they made up for the lack of scenery, set and props. They were often brightly coloured and dramatic. Colours would be used to show if the characters were rich or poor, for example a character who was a member of the royal family would wear purple, the colour of royalty.

Genres

History - A play in this genre is known as a history play and is based on a historical event or story. In Elizabethan theatre, history plays were usually centred around the heroic and brave antics of a past king.

Tragedy - a play dealing with tragic events and having an unhappy ending, especially one concerning the downfall of the main character.

Comedy - a play characterized by its humorous or satirical tone and its depiction of amusing people or incidents, in which the characters ultimately triumph over adversity.



Word	Definition
Fate	A power that is beyond human control that is believed to determine what happens.
Tragedy	In theatre, a tragedy is a play that ends badly for the hero, heroine or other characters.
Genre	A genre is a specific type of music, film, or writing. For example, romance or science-fiction.
Prologue	The prologue is an introduction to a spoken or written work such as a speech or play.
Dignity	Dignity is the quality or state of being worthy of honour and respect.
Mutiny	Mutiny is open disobeying or fighting against the leaders in charge
Villain	A villain is a character in a story or play who goes against the hero or heroine.
Volta	In a sonnet , the volta is the turn of thought or argument in the poem.
Couplet	A couplet is two rhyming lines of verse one after another.
Foreshadowing	Foreshadowing is when the author gives you hints about what will happen later on in the story.
Protagonist	The main character in a text. Sometimes there can be more than one.
Antagonist	The person in the text is actively against and opposing the protagonist.
Dialogue	A conversation between two people in a novel, play or poem.
Connotation	What a word makes you think/feel/imagine that is beyond its literal meaning.
Soliloquy	A speech delivered by a character on stage where they explore their thoughts and feelings alone.
Denouement	The final part of a text where all of the strands of the plot are brought together and resolved.
Exposition	In a play, the exposition is the opening part of the play where we are given background knowledge and context to characters, setting etc.
Climax	The climax , or crisis, is the decisive moment, or turning point in a play.
Atmosphere	The overall mood and tone of a place or situation.
Tone	The general character or attitude of a person or place.
Pilgrim	A person who journeys to a sacred place for religious reasons.

The Victorian Novel: Oliver Twist - Knowledge Organiser



Plot Overview

- Oliver is born in the workhouse. When he is a bit older he is nominated to ask for more food because the boys are starving.
- He is kicked out of the workhouse and sold to the Sowerberry family to be an undertaker's apprentice. He's bullied by Noah, they fight and he is locked up.
- Oliver runs away to London, meets Dodger and is introduced to Fagin's gang.
- Oliver is taken out with the gang and is horrified to see Dodger steal a gentleman's handkerchief. Oliver is wrongly arrested for the theft.
- The gentleman, Mr. Brownlow, takes pity on Oliver and takes him in. The gang plot to get him back in case he reveals information about them.
- Oliver is abducted by the gang whilst running an errand for Mr. Brownlow.
- Oliver is used by Sikes in a burglary. They fail and Sikes runs away. Oliver is left behind but the people who live there feel sorry for him and look after him. They are called Fred and Rose Maylie.
- When Bill and Fagin realise what has happened, they plot to catch Oliver again. Nancy overhears and visits Mr. Brownlow to warn him.
- Fagin tells Bill about Nancy's betrayal and Bill murders her. Fagin is discovered and sent to prison and Bill dies trying to run away.
- Oliver discovers who his parents were and joins Mr. Brownlow and the Maylies to live happily ever after.

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What do I need to be able to do?

- By the end of this unit you should be able to:
- Use letter and labeling conventions
 - Draw and measure line segments and angles
 - Identify parallel and perpendicular lines
 - Recognise types of triangle
 - Recognise types of quadrilateral
 - Identify polygons
 - Construct triangles (SAS, SSS, ASA)
 - Draw Pie charts

Keywords

- Polygon:** A 2D shape made with straight lines
Scalene triangle: a triangle with all different sides and angles
Isosceles triangle: a triangle with two angles the same size and two angles the same size
Right-angled triangle: a triangle with a right angle
Frequency: the number of times a data value occurs
Sector: part of a circle, made by two radii touching the centre
Rotation: turn in a given direction
Protractor: equipment used to measure angles
Compass: equipment used to draw arcs and circles

What do I need to be able to do?

- By the end of this unit you should be able to:
- Understand/use the sum of angles at a point
 - Understand/use the sum of angles on a straight line
 - Understand/use equality of vertically opposite angles
 - Know and apply the sum of angles in a triangle
 - Know and apply the sum of angles in a quadrilateral

Keywords

- Vertically Opposite:** angles formed when two or more straight lines cross at a point
Interior Angles: angles inside the shape
Sum: total, add all the interior angles together
Convex Quadrilateral: a four-sided polygon where every interior angle is less than 180°
Concave Quadrilateral: a four-sided polygon where one interior angle exceeds 180°
Polygon: A 2D shape made with straight lines
Scalene triangle: a triangle with all different sides and angles
Isosceles triangle: a triangle with two angles the same size and two angles the same size
Right-angled triangle: a triangle with a right angle

Letter and labelling convention

- The letter in the middle is the angle. The arc represents the angle.
-
- Angle Notation:** three letters ABC
This is the angle at B = 113°
- Line Notation:** two letters EC
The line that joins E to C.

Draw and measure line segments

- Conversions:** 1cm = 10mm, 1m = 100cm
-
- The line segment is 3.9cm which is 39mm
- AB is a line segment (part of the line)
- Make sure the start of the line is at 0.

Angles as measures of turn

-
- East to South is a quarter turn clockwise
- Clockwise:** Quarter Turn 90° , Half Turn 180° , Three-quarter Turn 270° , Full Turn 360°
- Anti-Clockwise:** Quarter Turn 90° , Half Turn 180° , Three-quarter Turn 270° , Full Turn 360°

Sum of angles at a point

- The sum of angles around a point is 360°
- Find angle BOE**
- $$90^\circ + 33^\circ + 92^\circ = 205^\circ$$
- $$360^\circ - 205^\circ = 155^\circ$$
- $$BOE = 155^\circ$$

Sum of angles on a straight line

- Adjacent angles that share a common point on a line add up to 180°
-
- Find angle XWY**
- $$72^\circ + 42^\circ = 114^\circ$$
- $$180^\circ - 114^\circ = 66^\circ$$

Classify angles

- Acute Angles:** $0^\circ < \text{angle} < 90^\circ$
- Obtuse:** $90^\circ < \text{angle} < 180^\circ$
- Reflex:** $180^\circ < \text{angle} < 360^\circ$
- Right Angles:** 90°
- Straight Line:** 180°

Measure angles to 180°

-
- This is the angle being measured
- The base line follows the line segment
- Make sure the cross is at the point the two lines meet

Draw angles up to 180°

- Draw a 35° angle
- Make a mark at 35° with a pencil. And join to the angle point (use a ruler)
- Make sure the cross is at the end of the line (where you want the angle)

Vertically opposite angles

-
- Angle JNM is vertically opposite to angle KNL
- $JNM = KNL$
- Vertically opposite angles are the same**

Sum of angles in triangles

- Sum of interior angles in a triangle = 180°
-
- The two base angles will be the same size
- Look at triangle notation. This indicates an isosceles triangle
- $$\therefore 180 - 43 = 137$$
- $$137 \div 2 = 68.5^\circ$$
- Have a go!**
Tearing the corners from triangles forms a straight line which is therefore 180°

Parallel and Perpendicular lines

- Parallel lines:** Straight lines that never meet (Have the same gradient)
- Perpendicular lines:** Straight lines that meet at 90°

Angles over 180°

- $360^\circ - \text{smaller angle} = \text{reflex angle}$
- Use your knowledge of straight lines 180° and angles around a point 360°
- Measure the smaller angle first (less than 180°)

Properties of Quadrilaterals

- Parallelogram:** Opposite sides are parallel, Opposite angles are equal, Co-interior angles
- Square:** All sides equal size, All angles 90° , Opposite sides are parallel
- Rectangle:** All angles 90° , Opposite sides are parallel
- Trapezium:** One pair of parallel lines
- Kite:** No parallel lines, Equal lengths on top sides, Equal lengths on bottom sides, One pair of equal angles
- Rhombus:** All sides equal size, Opposite angles are equal

Draw Pie Charts

- | Type of pet | Dogs | Cats | Hamsters |
|-------------|------|------|----------|
| Frequency | 32 | 25 | 3 |
- "32 out of 60 people had a dog"
- This fraction of the 360 degrees represents dogs
- $$\frac{32}{60} \times 360 = 192^\circ$$
- Use a protractor to draw. This is 192°

SAS, SSS, ASA constructions

- Side, Angle, Angle
- Side, Angle, Side
- Side, Side, Side
- If all the sides and angles are the same, it is a **regular** polygon

Angle Problems

- Split up the problem into chunks and explain your reasoning at each point using angle notation
-
1. Angle DEF = 51° because it is a vertically opposite angle DEF = GEH
2. Triangle DEF is isosceles (triangle notation) $\therefore ED = EF$ and the sum of interior angles is 180°
 $180^\circ - 51^\circ = 129^\circ$
 $129^\circ \div 2 = 64.5^\circ$
3. Angle EDF = 64.5°

Sum of angles in quadrilaterals

- Sum of interior angles in a quadrilateral = 360°
- Convex Quadrilateral:** Interior Angles
- Concave Quadrilateral:** Interior Angles
- A quadrilateral is made up of two triangles = the sum of interior angles is the same as two triangles $180^\circ + 180^\circ = 360^\circ$

Keep working out clear and notes together

What do I need to be able to do?

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

- Know and use mental addition/ subtraction
- Know and use mental multiplication/ division
- Know and use mental arithmetic for decimals
- Know and use mental arithmetic for fractions
- Use factors to simplify calculations
- Use estimation to check mental calculations
- Use number facts
- Use algebraic facts

Keywords

- Commutative:** changing the order of the operations does not change the result
- Associative:** when you add or multiply you can do so regardless of how the numbers are grouped
- Dividend:** the number being divided
- Divisor:** the number we divide by
- Expression:** a maths sentence with a minimum of two numbers and at least one math operation (no equals sign)
- Equation:** a mathematical statement that two things are equal
- Quotient:** the result of a division

What do I need to be able to do?

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

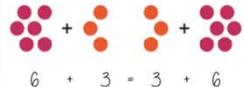
- Identify and represent sets
- Interpret and create Venn diagrams
- Understand and use the intersection of sets
- Understand and use the union of sets
- Generate sample spaces for single events
- Calculate the probability of a single event
- Understand and use the probability scale

Keywords

- Set:** collection of things
- Element:** each item in a set is called an element
- Intersection:** the overlapping part of a Venn diagram (AND \cap)
- Union:** two ellipses that join (OR \cup)
- Mutually Exclusive:** events that do not occur at the same time
- Probability:** likelihood of an event happening
- Bias:** a built-in error that makes all values wrong (unequal) by a certain amount, e.g. a weighted dice
- Fair:** there is zero bias, and all outcomes have an equal likelihood
- Random:** something happens by chance and is unable to be predicted

Mental methods for addition/ subtraction

Addition is commutative



The order of addition does not change the result.

Subtraction the order has to stay the same

$$360 - 147 = 360 - 100 - 40 - 7$$

- Number lines help for addition and subtraction
- Working in 10's first aids mental addition/ subtraction

Mental methods for multiplication/ division

Multiplication is commutative



The order of multiplication does not change the result

Partitioning can help multiplication

$$24 \times 6 = 20 \times 6 + 4 \times 6 \\ = 120 + 24 \\ = 144$$

Division is not associative

Chunking the division can help $4000 \div 25$
"How many 25's in 100" then how many chunks of that in 4000

Mental methods for decimals

Multiplying by a decimal < 1 will make the original value smaller e.g. $0.1 = \div 10$

Methods for multiplication 12×0.03



Methods for division $15 \div 0.05$

Multiply by powers of 10 until the divisor becomes an integer

$$150 \div 5 = 30$$

Methods for addition $2.3 + 2.4$

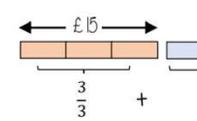
$$2 + 2 = 4 \\ 0.3 + 0.4 = 0.7 \\ 4 + 0.7 = 4.7$$

Mental methods for fractions

Use bar models where possible



How much did they have to begin with?



What is $\frac{5}{3}$ of £15?

Using factors to simplify calculations

$$30 \times 16$$

$$10 \times 3 \times 4 \times 4$$

$$10 \times 3 \times 2 \times 8$$

Multiplication is commutative
Factors can be multiplied in any order

Estimation

Estimations are useful – especially when using fractions and decimals to check if your solution is possible.

Most estimations round to 1 significant figure.

Estimations are useful – especially when using fractions and decimals to check if your solution is possible.

$$210 + 899 \approx 1200$$

This is true because even if both numbers were rounded up, they would reach 300 + 900

The correct estimation would be $200 + 900 = 1100$.

Number facts

Use

$$124 \times 5 = 620$$

For multiplication, each value that is multiplied or divided by powers of 10 needs to happen to the result.

$$620 \div 124 = 5$$

For division you must consider the impact of the divisor becoming smaller or bigger
Smaller – the answer will be bigger (It is being shared into less parts)
Bigger – the answer will be smaller (It is being shared into more parts)

Algebraic facts

$$2a + 2b = 10 \quad \text{Everything } \times 2$$

$$0.1a + 0.1b = 0.5 \quad \text{Everything } \div 10$$

$$a + b = 5$$

$$a + b + 2 = 7 \quad \text{Add 2 to the total}$$

The unknown quantity isn't changing but the variables change what is done to give the result.

Identify and represent sets

The **universal set** has this symbol ξ – this means **EVERYTHING** in the Venn diagram is in this set

A set is a collection of things – you write sets inside curly brackets { }

$\xi = \{\text{the numbers between 1 and 50 inclusive}\}$

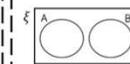
My sets can include every number between 1 and 50 including those numbers

$A = \{\text{Square numbers}\}$

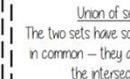
$A = \{1, 4, 9, 16, 25, 36, 49\}$

All the numbers in set A are square number and between 1 and 50

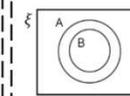
Interpret and create Venn diagrams



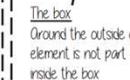
Mutually exclusive sets
The two sets have nothing in common
No overlap



Union of sets
The two sets have some elements in common – they are placed in the intersection



Subset
All of set B is also in Set A so the ellipse fits inside the set



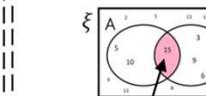
The box
Around the outside of every Venn diagram will be a box. If an element is not part of any set it is placed outside an ellipse but inside the box

Intersection of sets

Elements in the intersection are in set A AND set B

The notation for this is $A \cap B$

$\xi = \{\text{the numbers between 1 and 15 inclusive}\}$
 $A = \{\text{Multiples of 5}\}$ $B = \{\text{Multiples of 3}\}$



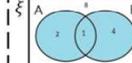
The element in $A \cap B$ is 15

In this example there is only one number that is both a multiple of 3 and a multiple of 5 between 1 and 15

Union of sets

Elements in the union could be in set A OR set B

The notation for this is $A \cup B$



This Venn shows the number of elements in each set

$\xi = \{\text{the numbers between 1 and 15 inclusive}\}$
 $A = \{\text{Multiples of 5}\}$ $B = \{\text{Multiples of 3}\}$

The elements in $A \cup B$ are 5, 10, 15, 3, 9, 6, 12

There are 7 elements that are either a multiple of 5 OR a multiple of 3 between 1 and 15

Sample space – for single events

A sample space represents a possible outcome from an event

They can be interpreted in a variety of ways because they do not tell you the probability



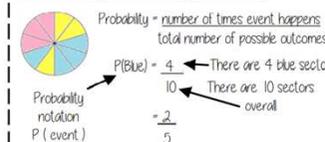
A sample space for rolling a six-sided die is $S = \{1, 2, 3, 4, 5, 6\}$



A sample space for this spinner is $S = \{\text{Pink, Blue, Yellow}\}$

You only need to write each element once in a sample space diagram

Probability of a single event



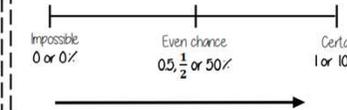
Probability = $\frac{\text{number of times event happens}}{\text{total number of possible outcomes}}$
 $P(\text{Blue}) = \frac{4}{10}$ ← There are 4 blue sectors
 $\frac{4}{10} = \frac{2}{5}$ ← There are 10 sectors overall

Probability can be a fraction, decimal or percentage value

$\frac{4}{10} = \frac{40}{100} = 0.40 = 40\%$

Probability is always a value between 0 and 1

The probability scale



The more likely an event the further up the probability it will be in comparison to another event (It will have a probability closer to 1)



There are 2 pink and 2 yellow balls, so they have the same probability

There are 5 possible outcomes
So 5 intervals on this scale, each interval value is $\frac{1}{5}$

Sum of probabilities

Probability is always a value between 0 and 1

The probability of getting a blue ball is $\frac{1}{5}$
∴ The probability of NOT getting a blue ball is $\frac{4}{5}$

The sum of the probabilities is 1

The table shows the probability of selecting a type of chocolate

Dark	Milk	White
0.15	0.35	

$P(\text{White chocolate}) = 1 - 0.15 - 0.35 = 0.5$

Prime numbers and Proof

What do I need to be able to do?

- By the end of this unit you should be able to:
- Find and use multiples
 - Identify factors of numbers and expressions
 - Recognise and identify prime numbers
 - Recognise square and triangular numbers
 - Find common factors including HCF
 - Find common multiples including LCM

Keywords

- Multiples:** found by multiplying any number by positive integers
- Factor:** integers that multiply together to get another number.
- Prime:** an integer with only 2 factors
- Conjecture:** a statement that might be true (based on reasoning) but is not proven
- Counterexample:** a special type of example that disproves a statement
- Expression:** a maths sentence with a minimum of two numbers and at least one math operation (no equals sign)
- HCF:** highest common factor (biggest factor two or more numbers share)
- LCM:** lowest common multiple (the first time the times table of two or more numbers match)

Multiples

The "times table" of a given number

All the numbers in this lists below are multiples of 3
3, 6, 9, 12, 15...

3x, 6x, 9x ...

This list continues and doesn't end

Non example of a multiple
45 is not a multiple of 3 because it is 3 x 15

x could take any value and as the variable is a multiple of 3 the answer will also be a multiple of 3

Not an integer

Factors

Arrays can help represent factors

Factors of 10: 1, 2, 5, 10

5 x 2 or 2 x 5

10 x 1 or 1 x 10

The number itself is always a factor

Factors and expressions

Factors of 6x: 6, x, 1, 6x, 2x, 3, 3x, 2

6x x 1 OR 6 x x

2x x 3

3x x 2

Prime numbers

- Integer
- Only has 2 factors and itself

The first prime number

The only even prime number

Learn or how-to quick recall...

2, 3, 5, 7, 11, 13, 17, 19, 23, 29...

Square and triangular numbers

Square numbers

Representations are useful to understand a square number n^2

1, 4, 9, 16, 25, 36, 49, 64 ...

odd even odd

Triangular numbers

Representations are useful - an extra counter is added to each new row

1, 3, 6, 10, 15, 21, 28, 36, 45...

Odd two consecutive triangular numbers and get a square number

Common factors and HCF

Common factors are factors two or more numbers share

HCF - Highest common factor

HCF of 18 and 30

18: 1, 2, 3, 6, 9, 18

30: 1, 2, 3, 5, 6, 10, 15, 30

Common factors (factors of both numbers): 1, 2, 3, 6

HCF = 6

6 is the biggest factor they share

Common multiples and LCM

Common multiples are multiples two or more numbers share

LCM - Lowest common multiple

LCM of 9 and 12

9: 9, 18, 27, 36, 45, 54

12: 12, 24, 36, 48, 60

LCM = 36

The first time their multiples match

Comparing fractions

Compare fractions using a LCM denominator

$\frac{3}{5}$ and $\frac{7}{10}$ → $\frac{6}{10}$ and $\frac{7}{10}$

Product of prime factors

Multiplication part-whole models

30 = 2 x 15 = 2 x 3 x 5

30 = 3 x 10 = 3 x 2 x 5

30 = 5 x 6 = 5 x 2 x 3

All three prime factor trees represent the same decomposition

Multiplication is commutative

30 = 2 x 3 x 5

Multiplication of prime factors

Using prime factors for predictions

eg 60: 30 x 2 = 2 x 3 x 5 x 2

150: 30 x 5 = 2 x 3 x 5 x 5

Conjectures and counterexamples

Conjecture

1, 2, 4, ...
The numbers in this sequence are doubling each time.

A pattern that is noticed for many cases

Counterexamples

This sequence isn't doubling it is adding 2 each time

Only one counterexample is needed to disprove a conjecture

Maths is all about using the things you do know to help you work out the things you don't know. Everything on this page is something you know that you can use to help you.

Place Value Chart

Billions			Millions			Thousands			Ones			Decimals		
B	T	O	B	T	O	B	T	O	H	T	O	T	H	Th

Place Value Counters

100,000, 10,000, 1,000, 100, 10, 1, 1/10, 1/100, 1/1000, 0.1, 0.01, 0.001

Dienes Blocks

Thousands, Hundreds, Tens, Ones

Number Line

-10, -9, -8, -7, -6, -5, -4, -3, -2, -1, 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Mathematical Symbols

Addition: +

Subtraction: -

Multiplication: x

Division: ÷

Equal To: =

Not Equal To: ≠

Greater Than: >

Greater Than or Equal To: ≥

Less Than: <

Less Than or Equal To: ≤

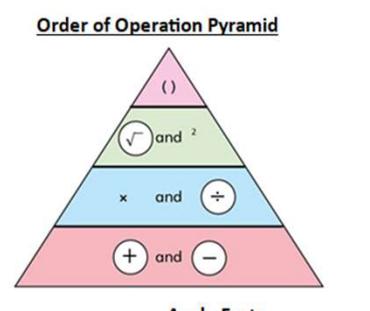
2 > 1, 3 > 1, 1 < 3

Hundred Square

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Multiplication Grid

x	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144



Fraction Bars

1

1/2, 1/3, 1/4, 1/5, 1/6, 1/7, 1/8, 1/9, 1/10, 1/11, 1/12

Number Lines and Fractions Bars

0 1 2 3 4 5

0 0.1 0.2 0.3 0.4 0.5 0.6 0.7 0.8 0.9 1

0 1/10 2/10 3/10 4/10 5/10 6/10 7/10 8/10 9/10 10/10

Directed Counters

Positives: +, +, +, +, +

Negatives: -, -, -, -, -

Zero Pair

Positives: +

Negatives: -

Angle Facts

There are 360° in a full turn.

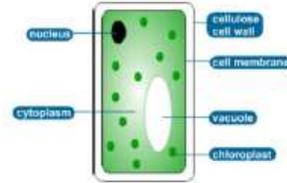
Angles on a straight line add up to 180°.

Angles in a triangle add up to 180°.

Science - Plants

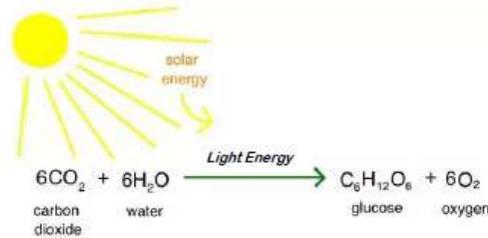
Keyword	Definition
Photosynthesis	Process carried out where plants make their own food. Carbon Dioxide + Water → Glucose + Oxygen
Chlorophyll	Green pigment in chloroplasts of plant cells. It enables photosynthesis to take place.
Chloroplasts	Contain the green pigment chlorophyll; the site of photosynthesis.
Waxy Cuticle	Waxy layer, prevents water loss.
Upper Epidermis	Thin and transparent allowing light to pass through.
Palisade Mesophyll	Main region for photosynthesis. Lots of palisade cells containing lots of chloroplasts.
Spongy Mesophyll	Cells are more loosely packed. Contains air spaces between cells allowing gas exchange.
Lower Epidermis	Contains stomata to regulate the loss of water vapour (transpiration)
Stomata	Each stomata surrounded by a pair of guard cells. Guard cells control whether they're open or closed.
Petals	Brightly coloured to attract insects.
Stamen	The male part of the flower (each consist of an anther held up on a filament)
Stigma	The top of the female part of the flower which attracts pollen.
Anthers	Produce male sex cells (pollen grains)
Ovary	Produces the female sex cells (contained in the ovules)
Nectary	Produce a sugary solution called nectar, which attracts insects.

Green plants and algae do not eat food to get their energy. Instead they make their own food by a process called photosynthesis. Photosynthesis takes place inside plant cells within the chloroplasts.
Below shows a diagram of a plant cell.

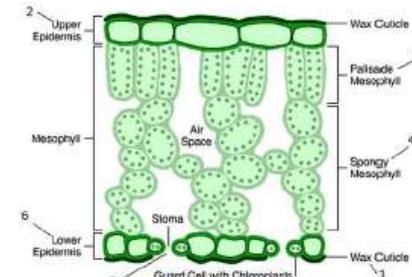


Chloroplasts contain a green pigment called chlorophyll. This absorbs light energy needed for photosynthesis to occur.

Plants use the raw materials; Carbon Dioxide and Water. With the presence of light energy from the sun, the raw materials are converted into Glucose and Oxygen.



The Leaf Structure



This plant is deficient in nitrate ions. There is poor growth and yellow leaves. Nitrate ions are needed to build proteins and to help the plant grow.



This plant is deficient in phosphate ions. Phosphate ions are needed to ensure good root growth. The leaves are starting to turn purple.



This plant is deficient in Magnesium ions. Yellow leaves start to form, so rate of photosynthesis is reduced. Magnesium ions are needed for photosynthesis.



This plant is deficient in Potassium ions. Potassium ions are needed for making flowers and fruit. The leaves are turning yellow, with dead spots.

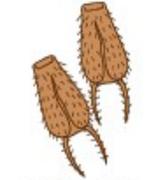
How Seeds Travel

by the wind

by animals



milkweed



beggar-ticks



dandelion



sandbur

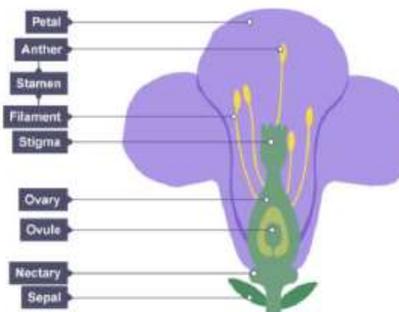


maple



blackberry

Plants compete with other plants for **sunlight, water** and **minerals**. So the parent plant needs to disperse their seeds so that their seeds have a better chance of surviving by not "growing in their shadow". Seeds are either blown away from the parent by the wind, or cling to animals to be taken elsewhere. Seed inside fruit are designed to be eaten, and then "planted" when the animal excretes them.



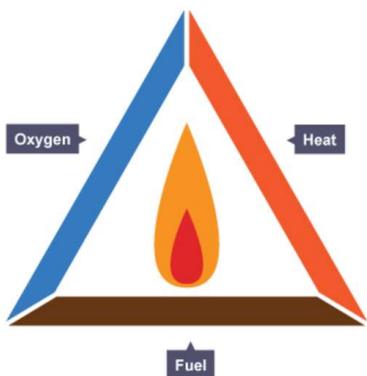
Science – Chemical Reactions

Physical vs Chemical Changes

Chemical	Physical
- not easily reversed	- easily reversible
- new product(s) formed	- no new products,
- reactants used up	- often just a state change
- often heat / light / sound / fizzing occurs	- e.g. ice melting.

Combustion is another name for burning. It is an example of an **exothermic** reaction, a reaction that releases energy to the surroundings.

Methane (fuel) + oxygen → water + carbon dioxide
 $CH_4 + 2O_2 \rightarrow 2H_2O + CO_2$



Incomplete combustion occurs when there is less **oxygen** available. This produces a sooty flame and carbon monoxide instead of carbon dioxide

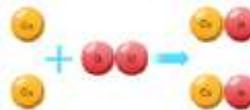
Conservation of mass

During a chemical reaction, **the mass of the products is equal to the mass of the reactants**. This is called the conservation of mass. If there is a mass increase, chemicals from the atmosphere have made bonds (eg. Oxygen). If there is a mass decrease, gas has escaped the reaction.

Oxidation

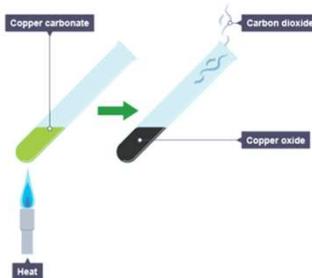
Combustion is an example of a type of reaction called **oxidation**. In an oxidation reaction, a substance gains oxygen. Metals and non-metals can take part in oxidation reactions.

Metals react with oxygen in the air to produce metal oxides. For example, magnesium reacts with oxygen to produce magnesium oxide when it is heated in air:
 magnesium + oxygen → magnesium oxide
 $2Mg + O_2 \rightarrow 2MgO$



Thermal decomposition

Some compounds break down when heated, forming two or more products from one reactant. This type of reaction is called **thermal decomposition**.



Exothermic reactions

If the temperature of a substance increases during a chemical reaction, the reaction is exothermic. Combustion is an exothermic reaction

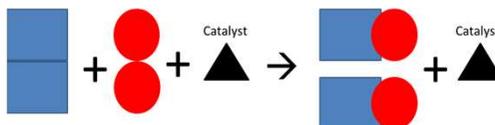


Endothermic reactions

If the temperature decreases during a chemical reaction, the reaction is endothermic. Thermal decomposition and photosynthesis are endothermic reactions



A catalyst is a something that **INCREASES** the rate of a reaction and is itself **UNCHANGED** at the end



A **chemical reaction** is a change where atoms are rearranged to create new substances. Chemical reactions occur when reactants come into contact

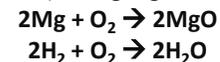


The atoms are joined together in one way before the reaction and in a different way after the reaction.

In chemical reactions, the starting substances are called the **reactants**. The substances made in the reaction are called **products**.

Magnesium + oxygen → magnesium oxide
Hydrogen + oxygen → water

During a chemical reaction, you must have the **same number of atoms**, of each element, on the left and right hand side of the arrow. When balancing equations, you **cannot change the formula** (small numbers), only the number of molecules of a particular chemical (adding big numbers).



State symbols: solid (s), liquid (l), gas (g), aqueous (aq)

The rate of a reaction can be measured by the rate at which a reactant is used up, or the rate at which a product is formed.



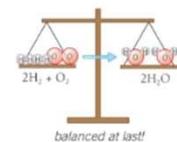
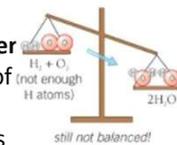
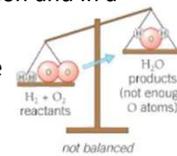
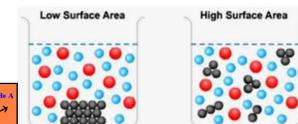
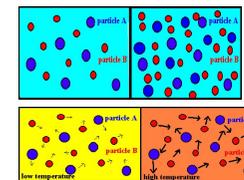
REACTANTS

PRODUCTS

Reactions that happen slowly have a low rate of reaction.
Reactions that happen quickly have a high rate of reaction.

Factors affecting rate

- Concentration
- Temperature
- Catalysts
- Surface Area



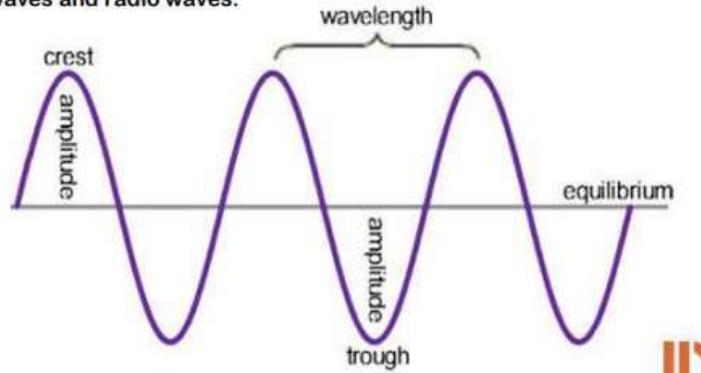
Science – Light and Sound

Key word	Definition
Wavelength	The distance between the start and end of a single wave
Frequency	The number of waves per second. Measured in Hz
Crest	The top of a wave
Trough	The bottom of a wave
Amplitude	The maximum distance between the middle of a wave to its peak or trough
Law of reflection	Angle of incidence = angle of reflection
Ultrasound	Sound waves which have a frequency of above 20,000Hz
Diffuse scattering	When light reflects off a non-smooth surface and spreads out
Dispersion	Spreading out white light into different colours using a prism
Echolocation	A way of detecting your surroundings using the reflection of sound waves
Pitch	How high or low the sound is. This is caused by the frequency.

Transverse Waves

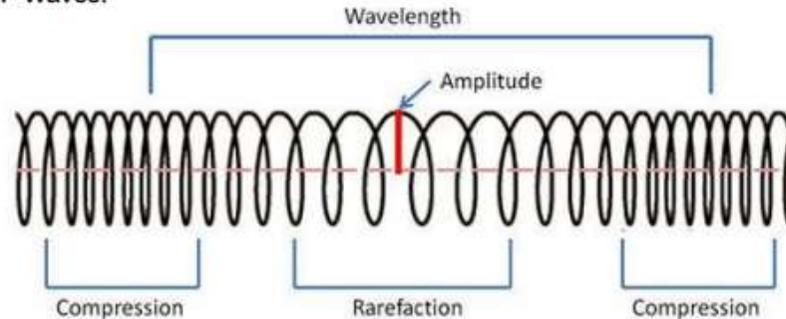
In transverse waves, the vibrations are at right angles to the direction of wave travel.

Examples include: Ripples on water, vibrations on a guitar string and a Mexican Wave. Electromagnetic waves such as light waves, micro waves and radio waves.



Longitudinal Waves

In longitudinal waves, the vibrations are parallel to the direction of wave travel. Examples are: Sound Waves, Ultrasound Waves, Seismic P-Waves.



Wave speed = wavelength x frequency

Sound waves travel fastest in solids, because the vibrations are passed from particle to particle much more easily.

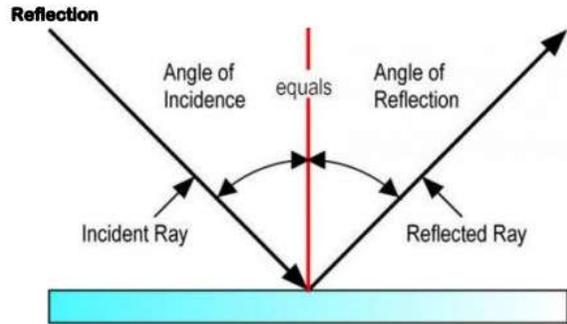
If the speed of a wave is known, measuring the time taken to “hear” a sound back can help find the distance. This is called echolocation and is performed by many animals.

The amplitude of a sound wave affects the volume of a sound.

The frequency of a wave affects its pitch.

Humans can detect sounds between the frequencies of 20Hz and 20,000Hz. This is called the audible range. Sound waves with higher frequencies are called ultrasound.

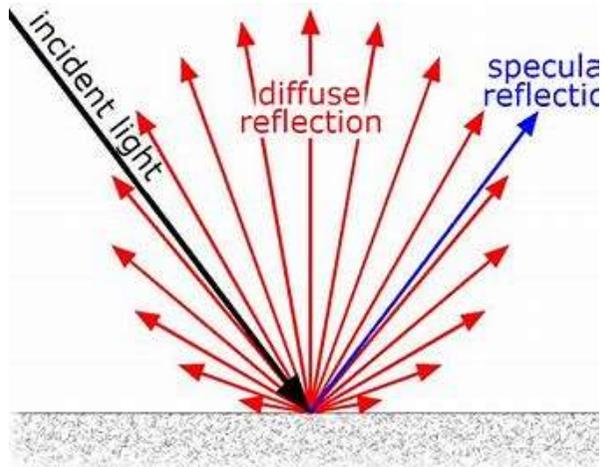
Science – Light and Sound



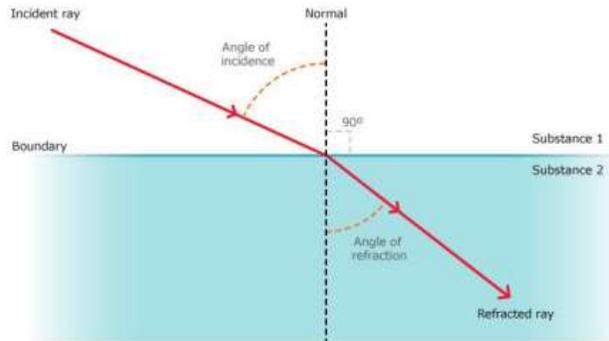
All waves can be reflected at a boundary. The diagram above shows specular reflection, which shows that the angle of incidence = angle of reflection.

Not all reflection is perfect, it may be diffused reflection, meaning light is scattered.

Some light may be absorbed, and when we see things which are a different colour, we only see the coloured light it is reflecting, not the colours it absorbs.



Refraction

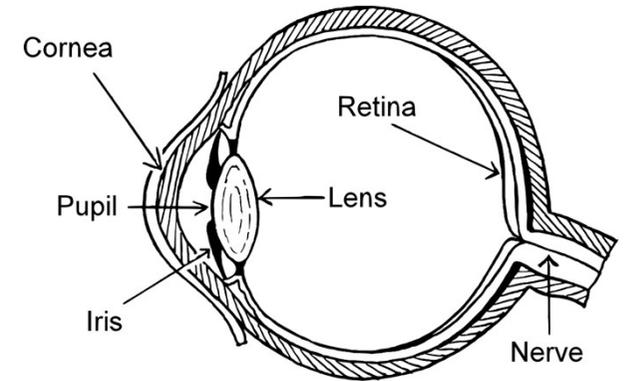
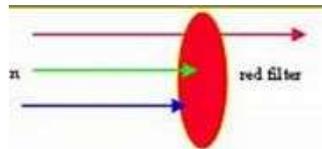


Light can change speed as it passes from one material to another. This is called refraction.

When white light passes through a more dense material, the colours slow down by different amounts making a spectrum.



Coloured filters can only transmit certain colours and absorb the others. Looking through a red filter, objects will either appear red, or black if the object is not reflected red light.



Iris - Coloured circle around the pupil. It controls the size of the pupil

Pupil - Black part of the eye. This is an opening that lets light in

Lens - This focuses light onto the retina

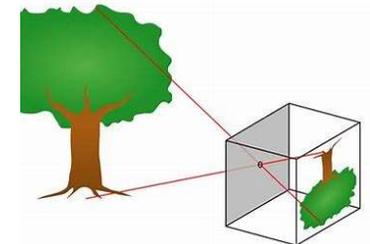
Retina - Light-sensitive layer at the back of the eye. It is made up of **rods** and **cones**

Rods - Sense cells that help us see the shapes of things

Cones - Sense cells that help us see colours

Optic nerve - Carries messages from the retina to the brain. The brain turns these into an image of what we are looking at

Pinhole cameras act like an eye to create an inverted image on a screen.



Year 7 French Term 3

Ma ville et les vacances

Où habites-tu ?	A	Where live you?
J'habite dans un village qui s'appelle Oakwood,	1	I live in a village which itself calls Oakwood
près de Derby, dans le nord de l'Angleterre.	2	near to Derby, in the north of England.
À mon avis c'est assez joli.	3	In my opinion it is quite pretty.
Qu'est-ce qu'il y a dans ta ville ?	B	What is there in your town?
Dans ma ville il y a un centre commercial et un cinéma	4	In my town there is a shopping centre and a cinema
mais il n'y a pas de patinoire, ce qui est dommage.	5	but there is not of ice rink, which is a shame.
J'aime ma ville parce qu'on peut faire les magasins	6	I like my town because you can do the shops
ce que je trouve amusant.	7	which I find fun.
Excusez-moi, je suis perdue !	C	Excuse me, I am lost!
Pardons monsieur/madame, pouvez-vous m'aider ?	8	Excuse me sir/madam, can you help me?
Où est l'hôtel s'il vous plaît ?	9	Where is the hotel please?
Tu vas tout droit, puis tu tournes à gauche / à droite.	10	You go straight ahead, then you turn to left / to right.
C'est devant/derrière/entre ...	11	It's in front / behind / between...
Merci ! De rien.	12	Thank you ! You're welcome.
Où vas-tu en vacances normalement ?	D	Where go you on holidays normally?
Pour les vacances, normalement nous allons	13	For the holidays, normally we go
au bord de la mer, en France ou en Espagne.	14	to the seaside, in France or in Spain.
C'est fantastique car il fait beau tous les jours	15	It's fantastic because it's nice weather all the days
et il y a des belles plages	16	and there are some beautiful beaches
où on peut nager dans la mer.	17	where you can swim in the sea.
Mon frère aime faire de la voile mais	18	My brother likes to do sailing but
je préfère lire et manger une glace.	19	I prefer to read and to eat an ice-cream.
Qu'est-ce que tu vas faire l'année prochaine ?	E	What are you going to do the year next?
L'année prochaine je vais aller en Italie avec ma famille	20	Next year I am going to go to Italy with my family.
Nous allons dîner aux restaurants et	21	We are going to dine at restaurants and
je vais manger beaucoup de pâtes car c'est délicieux !	22	I am going to eat a lot of pasta because it's delicious!
Aussi, nous allons visiter des monuments historiques.	23	Also, we are going to visit some monuments historic.
Je pense que ce sera fascinant parce que	24	I think that it will be fascinating because
j'aime découvrir de nouvelles cultures.	25	I like to discover of new cultures.
Décris tes vacances de rêve.	F	Describe your holidays of dream.
Quand je serai plus âgée	26	When I will be more old
je voudrais aller en Australie car	27	I would like to go to Australia because
je voudrais voir des kangourous,	28	I would like to see some kangaroos,
mais avant j'aimerais être danseur/se professionnelle	29	but before I would like to be dancer professional
car c'est mon rêve. Ce serait incroyable !	30	because it's my dream. It would be incredible!

Sentence builder 1 – saying where you live & would like to live in the future.

J'habite à _____. I live in _____.	C'est it is	un village a village une grande / petite ville a big/small town	dans le nord / le sud / l'est / l'ouest in the north / the south / the east / the west de l'Angleterre / de la France of England / of France		
Il y a (aussi) There is (also)		une bibliothèque un centre commercial un centre de loisirs	a library a shopping centre a leisure centre		
mais but	il n'y a pas de*	un château un cinéma une église	a castle a cinema a church		
cependant however	*N.B. no 'un', 'une' or 'des' after il n'y a pas de.	une gare un marché un parc un stade une patinoire une piscine des magasins des musées	a train station a market a park a stadium an ice rink a swimming pool some shops some museums		
À mon avis In my opinion	c'est it is	assez très	quite very	bien ennuyeux génial	good boring great
Je pense que I think that	ce n'est pas it is not	trop un peu vraiment	too a bit really	intéressant joli moche nul	interesting pretty ugly rubbish
À l'avenir je voudrais habiter	à l'étranger abroad à la campagne in the countryside au bord de la mer at the seaside aux montagnes in the mountains	parce que c'est because it is	plus more moins less	animé calme passionnant ennuyeux petit tranquille	lively calm exciting boring small calm/tranquil
In the future I would like to live		parce qu'il y a beaucoup à faire parce qu'il y a moins de monde bien que ce soit loin de ma famille		because there is a lot to do because there are fewer people although it is far from my family	

SB 2 – using 'on peut' + infinitive to say what you can do in different places.

VERB PHRASE	NOUN	VERB PHRASE	INFINITIVE ACTIVITY	VERB PHRASE	ADJECTIVE		
il y a there is	une bibliothèque des musées un château	a library some museums a castle	où on peut where you can	apprendre beaucoup lire des livres	learn a lot read books	ce qui est which is	amusant fun
	il n'y a pas de* there isn't	un centre commercial des magasins un marché		a shopping centre some shops a market	faire des courses faire du shopping	do essential shopping do 'fun' shopping	ce que je trouve which I find
*N.B. no 'un', 'une' or 'des' after il n'y a pas de.	un centre de loisirs un stade une piscine une patinoire	a leisure centre a stadium a swimming pool an ice rink	où on peut where you can	faire du sport voir des matchs de foot faire de la natation faire du patin à glace	do sport watch matches do swimming do ice skating	ce que je trouve which I find	dommage a shame
	un café un restaurant	a cafe a restaurant		boire un café-crème manger une crêpe	drink a white coffee eat a pancake		ennuyeux boring
	un grand parc	a big park		faire des promenades se retrouver avec des amies traîner avec des copains/copines	go for walks meet up with friends hang out with friends		joli pretty
	des belles plages some beautiful beaches			nager dans la mer faire de la voile faire de la planche à voile	swim in the sea do sailing do windsurfing		fascinant fascinating
				se détendre	relax		nul rubbish
							relaxant relaxing
							rigolo fun

Other key vocabulary – countries and food & drink

Je vais I go	en France	to France
	en Espagne	to Spain
Nous allons	en Grèce	to Greece
	en Italie	to Italy
We go	aux États-Unis	to the USA
	au Portugal	to Portugal

Make sure you use the right word for 'to' /'in':

town or theme park	masculine country	feminine country	plural country
Londres/ Disneyland	le Canada	la France	les États-Unis
à Londres (to/in London)	au Canada (to/in Canada)	en France (to/in France)	aux États-Unis (to/in the USA)

un café	a black coffee
un café-crème	a white coffee
un thé (au lait/au citron)	a tea (with milk/lemon)
un chocolat chaud	a hot chocolate
un coca	a cola
un jus d'orange	an orange juice
un Orangina	an Orangina
une limonade	a lemonade
un sandwich au fromage	a cheese sandwich
un sandwich au jambon	a ham sandwich
un croquemonsieur	a toasted cheese and ham sandwich
une crêpe	a pancake
une glace (à la vanille/ à la fraise/au chocolat)	a (vanilla/strawberry/ chocolate) ice-cream

SB 3 – describing what you are going to/would like to do for future holidays, using the near future tense & conditional tenses.

FUTURE TIME PHRASE	VERB (ALLER - to go)	INFINITIVE ACTIVITY	CONNECTIVE	VERB	ADJECTIVE
L'année prochaine Next year	je vais I am going	aller en Australie / aux États-Unis to go to Australia / to the USA	et and je pense que I think that	ce sera it will be	relaxant relaxing passionnant exciting
L'été prochain Next summer	tu vas you are going il/elle va he/she is going	aller à la plage / au bord de la mer to go to the beach / to the seaside aller à la montagne / à la campagne to go to mountains / to the countryside		ce serait it would be	inoubliable unforgettable délicieux delicious fascinant fascinating incroyable incredible
À l'avenir In the future	on va we are going	manger aux restaurants to eat at restaurants	parce que because car because	REASON	
	nous allons we are going	faire du camping / des randonnées to do camping / hiking		j'aime profiter de la nature / j'adore le plein air I like to enjoy the nature / I love the outdoors	
	vous allez you (pl) are going ils/elles vont they (m/f) are going	faire des activités sportives / de la voile to do sport activities / sailing nager dans la mer to swim in the sea		je suis assez sportif/ve I am quite sporty	
	je voudrais / j'aimerais I would like	visiter des monuments / des musées to visit some monuments / some museums		j'aime découvrir de nouvelles cultures / nouveaux plats I like to discover new cultures / new dishes	

THE NEAR FUTURE TENSE

To form the near future tense, you need the present tense of the verb 'aller' (to go).

Step 1: Choose the correct form of *aller*

Step 2: Add an infinitive verb.

ALLER (to go)		+	infinitive jouer regarder visiter manger aller faire
je	vais		
tu	vas		
il/elle/on	va		
nous	allons		
vous	allez		
ils / elles	vont		

Examples:

Je vais jouer au tennis. - I am going to play tennis.

Elle va regarder la télé. - She is going to watch TV.

PRESENT	NEAR FUTURE
je joue (I play)	je vais jouer (I am going to play)
je regarde (I watch)	je vais regarder (I am going to watch)
j'écoute (I listen)	je vais écouter (I am going to listen)
je mange (I eat)	je vais manger (I am going to eat)
je lis (I read)	je vais lire (I am going to read)
je fais (I do)	je vais faire (I am going to do)
je vais (I go)	je vais aller (I am going to go)

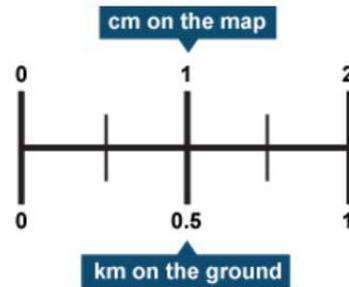
demain	tomorrow
ce week-end	this weekend
la semaine prochaine	next week
l'année prochaine	next year
ce soir	this evening
cet après-midi	this afternoon
lundi soir	Monday evening

Geography

Map symbols: Symbols help us to include lots of detail on maps using simple images, letters and abbreviations. Here are some examples.

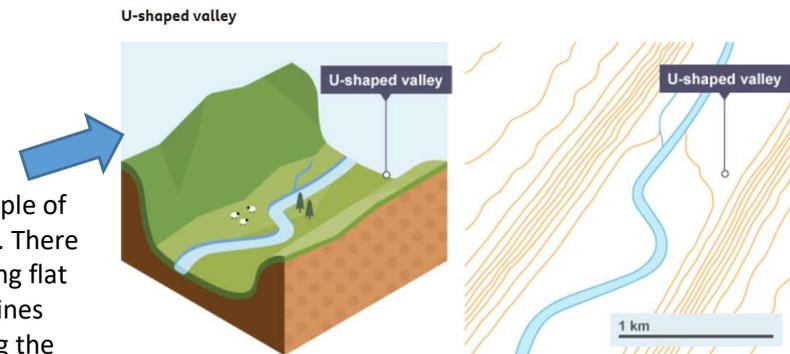
Symbol	Meaning
	Campsite
	Motorway
	Railway
	Railway station
	River
Sch	School
	Place of worship
P	Post office (rural areas only)
	Woods

Scale and distance: Most maps have a scale. These help us to work out distance on maps. The scale shows how much bigger the real world is than the map. For example, below, we can see that 1cm on the map equals 0.5km in the real world.



Contour lines: Orange/brown lines on a map that show high and low areas of land. The contour lines join up areas of the same **height**, and when they are close together it means the hill or mountain is **steep**. When they are far apart it means the land is **gently sloping**, or **undulating**.

Keyword(s)	Definition
Ordnance Survey	Ordnance Survey is an organisation that has mapped the UK. It produces paper maps and digital maps.
Map	A two dimensional drawing of an area. Maps help us to understand what places are like and how to plot routes.
Satellite Navigation	Using satellites in space, to identify and give directions to different locations. GPS helps users know exactly where they are, which direction they are travelling in and at what speed.
Viewpoint	A specific place which has a particularly beautiful/scenic view of the surrounding area.
Map symbols	Symbols help us to include lots of details on maps using simple images, letters and abbreviations.
Relief	Refers to the way the landscape changes in height.
Contours	Contour lines show high and low areas of land on a map. They join up areas of the same height. When they are close together, it means the hill is steep. When they are further apart, the land is less steep, or flat if no lines are shown.
Spot heights	Spot heights show exact heights on a map. They are shown by a black dot with a number next to it.
Layered colouring	Used to illustrate different heights of land with different colours.



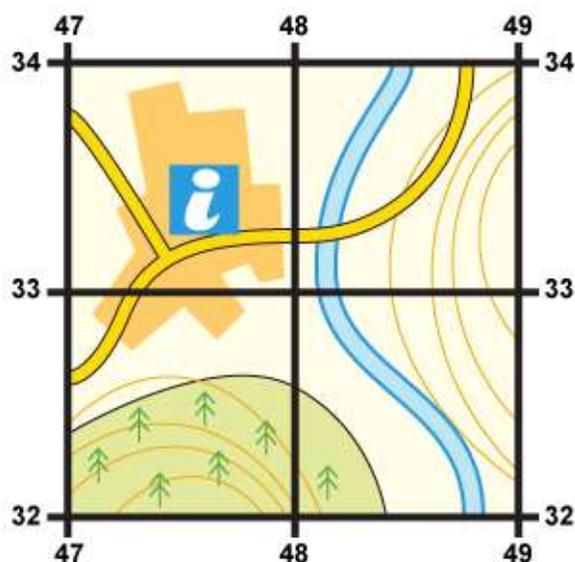
This diagram gives an example of how contour lines are used. There are no lines marked, showing flat land by the river and then lines very close together showing the steep rising hills either side.

U-shaped valley and map example

Four-figure and six-figure grid references:

- When you give a grid reference, always give the easting first: **"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:

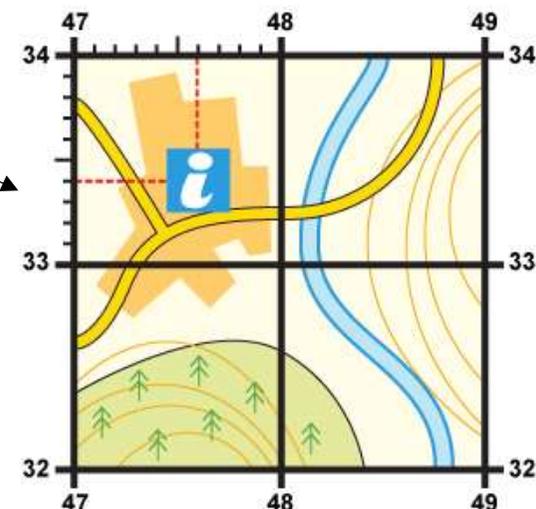


- Start at the left-hand side of the map and go east until you get to the bottom-left-hand corner of the square you want. Write this number down.
- Move north until you get to the bottom-left corner of the square you want. Look at the number of this grid line and add it to the two-digit number you already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

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

Keyword(s)	Definition
Grid references	A grid of squares on a map which help the map-reader to accurately locate a place.
Eastings	The vertical lines on the grid of squares. They are numbered – the number increase to the east.
Northings	The horizontal lines on the grid of squares. They are numbered – the number increases to the north.

Six-figure grid references:

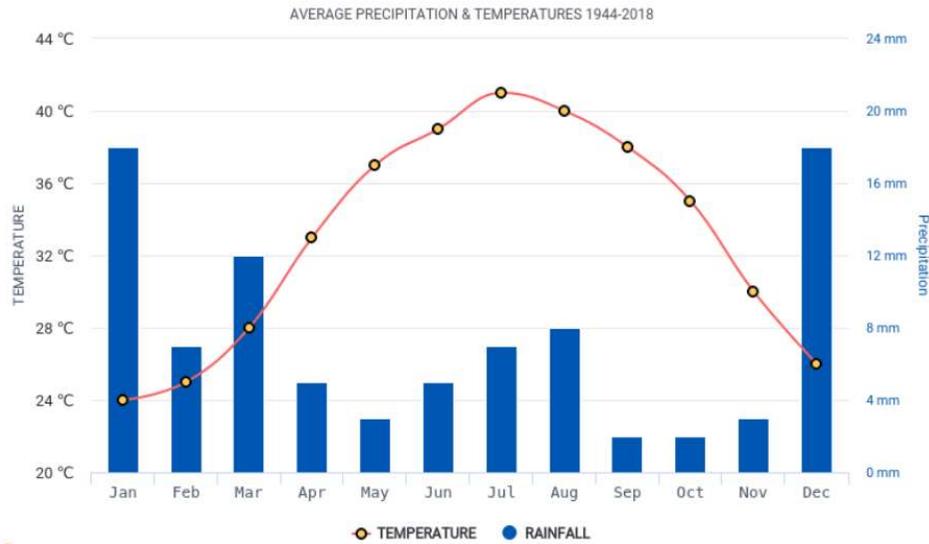


Sometimes it is necessary to be even more accurate. In this case you can imagine that each grid is divided into 100 tiny squares. The distance between one grid line and the next is divided into tenths.

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

The Arabian Desert and Dubai:

Climate graph for Dubai, Arabian Desert, Asia:



2 pictures of the Arabian Desert:



Map showing location of Dubai:



Picture showing change in Dubai from the 1980s to 2020:



Keyword(s)	Definition
Marginal	A difficult environment for humans to survive in.
Spectacular	Beautiful in a dramatic and eye-catching way.
Unusual	Remarkable or interesting because it is different from other places.
Extreme environment	A habitat that is considered very hard to survive in due to extreme conditions such as high temperatures and lack of water.
Dry	The general word indicating absence of water.
Creek	A natural stream of water smaller than a river.
Rapid Development	Change made over a short period of time.
Skyscraper	A very tall modern building, usually in a city.
Investment	To allocate money and/or effort in expectation of future benefit.
Engineering	The branch of science and technology concerned with designing and building structures.
Air Conditioning	A system for controlling (usually reducing) the temperature in buildings or vehicles.

Geography

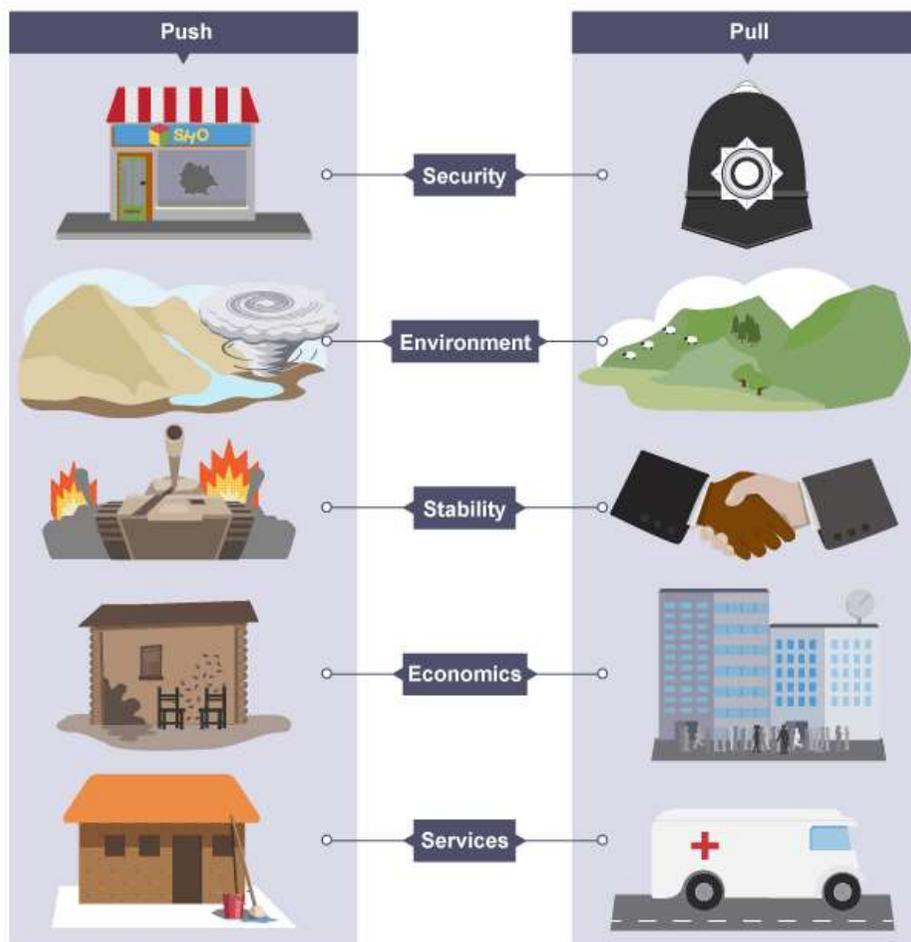
Dharavi, Mumbai (India):

Reasons for migration (moving from one place to another):

Push Factors are negative things that make people want to move to a new area e.g war

Pull Factors are positive aspects that attract people to move to a place e.g good employment opportunities

Migration usually happens as a result of a combination of these push and pull factors.



Keyword(s)	Definition
Low Income Country (LIC)	Countries are sometimes classified by how much each person earns on average. In low income countries, people earn on average US\$1045 per year.
High Income Country (HIC)	In high income countries, people earn on average US\$12746 or above per year.
Informal Settlement/Shanty Town	A place where people decide to live and build basic shelters for housing without any building regulations.
Sanitation	The process of keeping places clean and healthy, especially by providing a clean water supply and sewage system.
Push Factor	Push factors are negative things that make people want to leave an area e.g. war.
Pull Factor	Pull factors are positive things that attract people to move to a place e.g. good employment opportunities.
Primary Industry	Basic industry focussed on obtaining natural resources e.g. farming, fishing and mining.
Secondary Industry	Focussed on transforming natural resources into manufactured goods e.g. turning cotton into clothes.
Tertiary Industry	Focussed on providing services for people e.g. banks and schools.
Recycling	The action or process of converting waste into reusable material.



An informal settlement/shanty town in Dharavi.

Antarctica and The Great Barrier Reef, Australia:



The **Continent of Antarctica** is located in the southern-most part of the world and is surrounded by the **Southern Ocean**. Antarctica is one of the harshest and most difficult places to live on earth. It is the **coldest** and **driest** continent on earth and temperatures never reach above zero degrees.



Keyword(s)	Definition
Phytoplankton	Tiny plants that float near the surface of the water and on which sea creatures feed.
Ice sheet	A large permanent layer of ice that covers huge areas of land.
Low biodiversity	Describes an ecosystem that does not have many forms of life i.e. plants and animals.
Coral	Corals are a group of small, tropical marine animals that attach themselves to the seabed and form coral reefs.
Ecosystem	A community of plants and animals that interact with each other and their physical environment.
Dependent	Needing or relying on something else to survive or thrive e.g. animals relying on certain types of food to eat.
Endemic	Something that can usually only be found in a particular place or population e.g. endemic species of animals are limited to specific geographical areas, such as Adelie Penguins in Antarctica.

The **Great Barrier Reef** is located off the north east coast of Australia in the Pacific Ocean. It is the world's largest coral reef system covering approximately 133,000 square miles. It is the largest single structure made from **living organisms** and is visible from space.

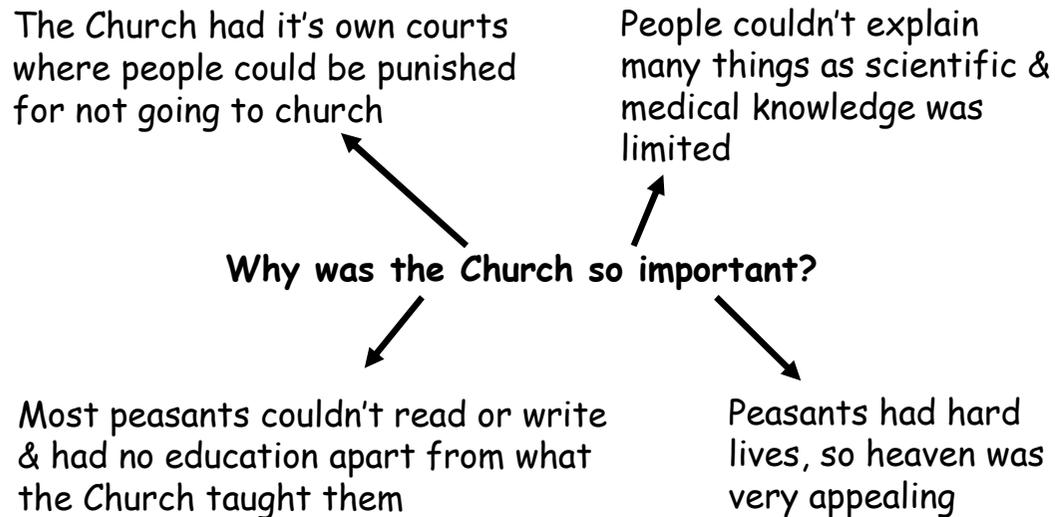




History

Year 7 History Knowledge Organiser- Religion & Monarchy

Most people in England were Christians in the medieval period. People believed that they would go to heaven or hell depending on how they lived their lives.



Monks & nuns



I have dedicated my life to God. I spend my life going to church, working (this could be in the fields, writing out manuscripts or caring for the sick) & living in poverty. I am not allowed to own any possessions & I even gave up my name when I joined. Women who do this are known as nuns.

Key Terms	Definitions
Pope	Head of the Catholic Church
Archbishop	Ruled over a very large area e.g. the Archbishop of Canterbury was the most important churchman in England, who often advised the king.
Bishop	A churchman who ruled over an area of the country. They were less important than the archbishops.
Priests	Worked in villages and helped people in their everyday lives.
Bible	The Christian holy book
Monks	Men who dedicated their lives to God.
Nuns	Women who dedicated their lives to God.
Monasteries/ nunneries	Communities where monks & nuns lived.
Manuscripts	A book written out by hand, probably by monks during the medieval period
Clergy	Members of the Church such as priests

Why did the Church and King fall out?

- In 1162, **Thomas Becket** became Archbishop of Canterbury
- He got the job because he was a friend of **King Henry II**.
- Henry thought Becket would help him change the Church. Henry didn't like that the Church could punish its own clergy (& give them much easier punishments).



verses





History

Year 7 History Knowledge Organiser- Religion & Monarchy

Why did Becket die?

Becket ran away to France for 7 years. Eventually he and Henry made up & Becket returned to England. But they fell out again, when Becket punished all the bishops who had sided with Henry in the argument. Henry flew into a rage & shouted 'who will rid me of this troublesome priest'? Four of Henry's knights rushed to Canterbury Cathedral and murdered Becket. Henry claimed that he had never meant he wanted them to kill Becket.

Was John a good king?

John ruled England from 1199-1216. Historians have very different views (interpretations) about him.

Evidence he was a good king

He protected Jews living in England
He was clever and worked hard to rule England
He made sure that the law courts were just (they ruled fairly)

Evidence he was not a good king

He was not a good fighter
He murdered his 16 year old nephew
He lost land in France, Normandy
He argued with the Church & was **excommunicated** by the Pope

Key Terms	Definitions
Interpretation	A view of a person or event
Magna Carta	A document that John was forced to sign by the barons. It set out the certain that people in England were entitled to
Excommunicated	When someone is not allowed to take part in the Church e.g. they cannot go to church services



Why did the John fall out with his barons?

- John's barons became increasingly angry with how he was ruling
- In 1214 they rebelled against him
- In June 1215 he was forced to sign the **Magna Carta**
- In the Magna Carta he made 63 promises including
- People cannot be impressed without a fair trial
- Stopped the king from asking people for too much tax
- John died shortly after this was signed
- Many of these laws are still part of our laws today



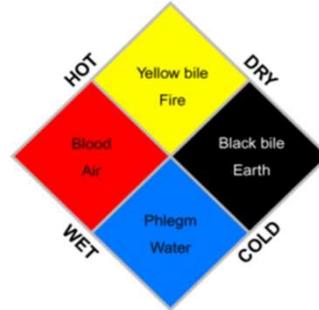


History

Year 7 History Knowledge Organiser- Medicine

Medical Knowledge

No one knew that germs caused disease. Doctors believed that someone became ill when one the 'humours' in their body were unbalanced. Treatments including **bloodletting** (normally by lettings leech suck out blood), making the patient vomit or go to the toilet. There were no **anaesthetics** and if you needed surgery you would probably die from blood loss, shock or infection. Doctors trained for 7 years but might never have seen a patient!



Key Terms	Definitions
Four humours	The belief that the body was made up of 4 substances; yellow bile, black bile, phlegm & blood. If someone was ill, they had too much of one of the humours.
Buboes	Painful swellings caused by the Black Death
Anaesthetic	Drugs which numb pain
Bloodletting	Taking blood from a patient in the hope of curing them
Flagellation	Whipping yourself to show you are sorry for your sins

The Black Death

- Arrived in Britain in 1348 from the China
- It was spread through trade routes
- The cause wasn't known
- Between 1/3 & 1/2 of the population of Britain died

Symptoms of the Black Death

- Day 1: buboes (lumps) under the arm pit, on the neck and in the groin
- 2: vomiting and fever
- 3: bleeding under the skin
- 4: the disease attacked the nervous system, causing spasms
- 5: sometimes the buboes burst, but if not the victim died a painful death

What caused the Black Death?

The bacterium which caused the Black Death was carried in the blood of fleas



The fleas were carried by rats



The fleas bit humans and infected them with the Black Death

Medieval beliefs about the causes & cures

Causes

- God
- The planets
- Bad smells/air
- Enemies who had poisoned the wells
- People looking at you in a funny way

Cures

- Place a dried toad on the buboes to drain out the poison
- Rub a chicken's bottom on the buboes
- **Flagellation**
- Live in a sewer as the bad smell will keep the disease away

Impact - It took 250 years for the population figures to recover, churches closed down as there were not enough priests & harsh new laws were introduced to stop peasants from leaving their land.



Impact - wages increased 400%, medical knowledge improved as doctors started to study bodies more & officials realised that towns & cities needed to be cleaner.





History

Year 7 History Knowledge Organiser- Medieval Life

Towns were very unhealthy places to live

- **Offal** and waster from butchers were thrown into the streets. This attracted rats and **vermin**.
- Some **sewage** went into **cesspits**, which had to be empty by hand. Other people threw their sewage into the streets or river.
- People drank the river water, used it for cooking & washed their clothes in it.

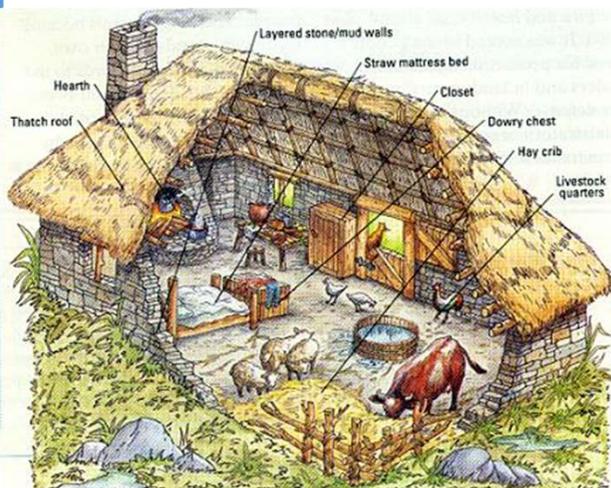
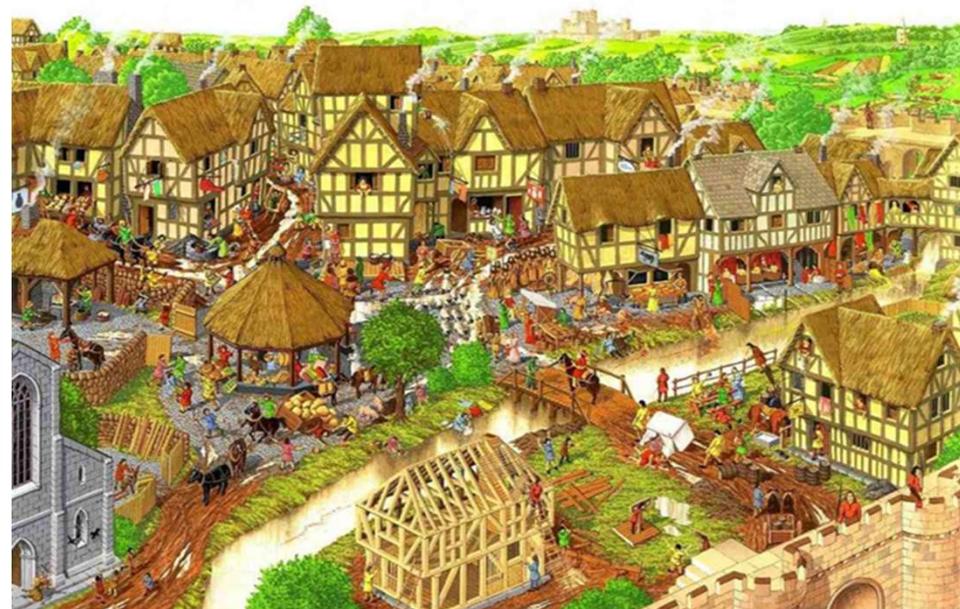
Diseases which were caused by poor hygiene

Cholera: caused by food and water that contained germs. It led to diarrhoea and vomiting. This was often so severe that you could be dead within hours.

Typhus: was spread by lice (tiny insects) that were attracted to the human waste in the streets. Typhus caused severe headaches, a high fever, cough, rash, muscle pains, chills and falling blood pressure.

Black Death: rats were especially attracted to towns by the rotting blood and offal (dead animal organs) lying in the streets.

Key Terms	Definitions
Cesspits	A pit for sewage
Sewage	Animal & human waste (poo & wee)
Vermin	Animals who carry diseases
Offal	Dead animal organs
Reeve	Worked for the owner of the land (the lord). They ran the village & told the peasants what work needed to be done & made sure they did it.



Village life

- Most people lived in villages and were peasants
- Life was very hard. Peasants worked long hours & the work was very physical & tiring.
- The **reeve** ran the villages and ensured the work was completed.
- Peasants who committed crimes were punished by being put in the stocks or even hung (often for small crimes).
- If there was a poor harvest, many peasants might starve.
- However, peasants did celebrate religious holidays and festivals

Religious Education

Jew: A follower of Jewish traditions

Abraham: The leader of people (sometimes called 'the father' or 'God') who took followers to a new land where he became the founder of a new (Jewish) nation

Orthodox Jew: Somebody who strictly follows traditional Jewish laws

Reform Jew: A person who follows Jewish traditions, but applies them to living in a modern society. They believe that Judaism should evolve as the world changes.

Torah: The Jewish sacred text. Often presented as printed scrolls (rolls of paper). The first five books of the Hebrew bible.

Old Testament: The first part of the Christian Bible, common themes with the Torah

Covenant: A promise made between God and Jews (Abraham). An agreement that the Jews were 'chosen people'. Males are circumcised as a symbol of the covenant.

Ten Commandments: A list of 10 rules written in Jewish holy scripture. Includes 'Thou shalt not murder'.

Adultery: One of the 10 commandments bans adultery – having a relationship with somebody when married/committed to somebody else

Covet: Theft – one of the 10 commandments bans this

Sabbath: The day of rest. For Jews, this begins at sundown on Friday and runs through Saturday. Orthodox Jews observe this very strictly

G_d: Jews believe that God is all powerful and often write it with the 'o' missing to show they are unable to fully represent him

Monotheistic: The belief in only one God

Yad: A pointy instrument used to follow the text of the Torah. Often like a stick with a ring engraved at the end. It would be disrespectful to touch the scrolls directly

Synagogue: The place of worship for Jewish people

Ark: A large cupboard in which the Torah Scrolls are stored in the Synagogue

Bimah: The raised platform in a synagogue from where the Torah is read and the service is conducted

Women's Gallery: The area of the synagogue where women sit separate to men. In some synagogues, there is a screen between the Women's gallery and other seating



What is Judaism?

- Began in **Israel** over 4000 years ago
- **Abraham** is seen as the 'father' of Jewish people
- They worship in a **synagogue** and are led by **rabbis**
- Believe in a single God
- Jewish children are thought to become adults at the age of 12 or 13 during a **Bar Mitzvah** or **Bat Mitzvah** ceremony
- Jews eat kosher foods and do not mix dairy and meat

What do Jewish people look like?

- Jewish men often wear a cap covering the top of their head. Often called a skullcap or a **kippah**.
- A shawl or scarf called a tallit is sometimes worn, especially in the synagogue
- Many Jewish males are **circumcised** - symbolises their belonging to the tribe of **Abraham**
- Orthodox Jewish men often wear a black suit with a white shirt and a tall black hat. They sometimes have long sidelocks (sideburns) which can be curled called **payots**

What are the Jewish Covenants?

- Promises or agreements between God and the Jewish community
- In **Genesis**, God promised Noah and his sons that he would not flood the earth again if people did not kill each other
- Also in **Genesis**, God asked **Abraham** to worship only one God (himself) and to **circumcise** every male. In return, God would give the Jewish people the promised land of Caanan.
- In **Exodus**, God told Moses to follow the ten commandments, and in return, the Jews would be God's chosen people.

What are the ten commandments? Are they still relevant?

- A set of ten rules, part of the **covenant** between God and Moses.
1. You shall have no other Gods but me.
 2. You shall not make for yourself any idol (model of God), nor bow down to it or worship it.
 3. You shall not misuse the name of the Lord your God.
 4. You shall remember and keep the Sabbath day holy.
 5. Respect your father and mother.
 6. You must not commit murder.
 7. You must not commit **adultery**.
 8. You must not steal.
 9. You must not give false evidence against your neighbour.
 10. You must not be envious of your neighbour's goods. You shall not be envious of his house nor his wife, nor anything that belongs to your neighbour.
- Still relevant today and all Jewish people should abide by them

What do Jews believe about God and the Torah?

- That there is only one God
- They often write is as '**G_d**' to avoid misrepresenting or disrespecting his name.
- **Yhwh** or **Yahweh** is the Hebrew name for God
 - There is only one God, who watches over and cares for his people.
 - God loves and protects his people, but also holds people for their sins and shortcomings.
 - People serve God by studying the Torah and living by its teachings
- The Torah is the Jewish scriptures.
 - Contains 613 **commandments** (instructions) in total
 - Teaches Jewish people about their relationship with God
 - They are kept securely in the Ark
 - They are not touched with bare hands, a **Yad** is used to follow the script

How do Jews worship in the synagogue?

- Prayer can take place at home or in the **synagogue**
- Three main times for prayer in Judaism:
 - Schacharit – Morning time
 - Minchar – An afternoon offering service
 - Ma'ariv – An evening or nightfall service
- The tallit (scarf) and **kippah** (skullcap) are aids to prayer
- The rabbi leads a service in a synagogue from a raised platform called a **Bimah**
- There is often singing
- Increasingly, men and women worship in the same synagogue, however, they are often seated separately and rarely face one another during the service. The women sit in the **women's gallery**.



RELIGIOUS EDUCATION

Muhammad (pbuh): The last and most important prophet of Islam. Often has 'pbuh' written after his name for 'peace be upon him'. Descendent of Ishmael, a son of Abraham.

Prophet: A person regarded as a wise teacher of the teacher of the will of God

Mecca: Place of religious significance to Muslims. Muhammad (pbuh) was born here. Many Muslims aim to make a pilgrimage (religious journey) here at some point in their life.

Sunnah: Muhammad's (pbuh) thoughts, rituals, and recommendations which Muslims should follow in order to lead a good life

Tawhid: The concept to Muslims that there is only one God, and Muhammad (pbuh) is his prophet

Transcendent: Muslims believe that Allah is the creator of the universe, but he is outside and beyond space and time. He has always existed

Five Pillars of Islam: The rules/teachings to follow to be closer to Muhammad (pbuh) – (1) Shahadath, there is only one God and Muhammad is his messenger. (2) Salat, praying five times per day. (3) Zakat, giving money to charity. (4) Sawm, fasting during the month of Ramadan. (5) Hajj, pilgrimage to the holy city of Mecca at one time in a Muslim's life

Qur'an: The Islamic holy book. It is believed to be a complete, accurate, and unchanged record of Allah's words

Surah: A 'chapter' of the Qur'an. There are 114 Surahs

Hadith: A collection of the sayings and teachings of Muhammad (pbuh)

Shariah Law: Islamic law, according to the Qur'an, which forms the basis of the legal system of many mainly Muslim countries, and can be used to settle disputes between Muslims in other countries

Mosaic: A pattern or artwork made of collectionn of tiles. Often used in mosques or religious buildings

Calligraphy: Ornate written work, often used to decorate books as many Muslims tend not to draw/picture people (as they believe only Allah can recreate the human form)

Wudu: The ritual washing which Muslims undertake before praying

Mosque: The place of worship for Muslims

Call to Prayer: The announcement which is often broadcast loudly from a tower in a mosque to call followers there to pray

Circumcision (male): An operation which removes he foresin of a male follower to show they are a member of that faith. Common in Muslim and Jewish traditions.



RELIGIOUS EDUCATION

Who was Muhammad (pbuh)? How did Islam begin?

- **Muhammad** was the last and most important **prophet** of Islam
- He was visited by an angel who told him to recite (say) some words – these are believed to be the words of Allah (God)
- Muhammad told Muslims what God wanted:
 - Everyone, from all backgrounds, was equally loved by Allah
 - People who help others are the best people
 - Those who need extra support should receive it
 - Pray five times per day
 - Fast during the month of **Ramadan**
 - Give money to **charity**
 - Undertake the **Hajj** pilgrimage
- Muhammad left his followers with the **Sunnah** – a record of his beliefs and teachings which Muslims should abide by. They are recorded in the **Hadith**, the second most important book to Muslims

What do Muslims believe about Allah?

- The Muslim name for God is Allah
- Allah is the **creator** of everything.
- There are 99 names for Allah, including **Ar-Khalik** (the creator) and **Ar-Rhaman** (the compassionate)
- 'He is Allah, the **one**, Allah is **eternal** and **absolute**'
 - Muslims believe that there is only one God (**Tawhid**)
 - Muslims believe that Allah (God) has always existed
 - Muslims believe that everything that was created and destroyed was done so by Allah
 - Muslims believe that Allah is a supreme being
- Allah gave his messages to humans through the **Prophets**
- There are five ways to 'know' Allah better, known as the **five pillars of Islam** (see definitions)

What is the Qur'an and what does it tell Muslims?

- The Qur'an tells of Muhammad's **revelations** – i.e. what he said that Allah told him to say!
 - It is a **complete record** of Allah's words
 - It is a totally accurate and unchanged record
 - It is a complete guide to Islamic life
- Many Muslims believe that the Qur'an should be read in the language of **Arabic**
- The Qur'an should be treated with great respect:
 - Wrapped-up to keep it clean
 - Wash before touching it
 - Place on a higher shelf than other books
 - Placed on a special stand when being read
- The Qur'an is divided into 114 chapters called **Surahs**

What are the key features of a mosque?

- A Muslim house of prayer
- Muhammad, however, said that any clean place could be used for worship, so in some places, streets and houses can be used.
- Often beautifully decorated with **mosaics, calligraphy**, and geometric patterns
- Shoes are removed before entering and worshippers wash their hands, mouth, face, forearms and feet (**wudu**) before praying. The main service is on Friday
- Clothing must be respectful and modest
- **Imams** lead the service. They are men. Women only lead services for other women and for children

What do Muslims believe happens when somebody is born?

- A prayer to Allah should be the first thing that a newborn baby hears
- The baby's first taste should be something sweet. A date is often rubbed on the baby's gums
- At seven days old, many Muslim babies have their hair shaved off to show the baby is a servant of Allah. The hair is weighed and the equivalent weight in silver given to charity.
- Most Muslim boys are **circumcised** either on the seventh day or some time between then and puberty. This shows a belonging to Islam and is thought to improve cleanliness (important for Muslims, especially during prayer)
- The **Aqiqah** is the celebration of the seventh day. Traditionally, sheep and goat were **sacrificed**. Nowadays, meat is bought from a butcher and some given to the poor

What do Muslims believe happens when somebody dies?

- A Muslim hopes to not die alone
- Friends and relatives should surround them so:
 - They are looked after
 - They settle last-minute business so the dying Muslim can focus on Allah
 - They pray and recite '**There is no god but Allah**' to help the dying person focus on Allah and so Allah is the last word they hear
- After death, bodies are washed and wrapped in a clean white cloth as a sign of respect
- Bodies are buried on their right side facing Mecca. Ideally, a coffin is not used but this is not
- **Jannah** prayers are said in the hope the dead person's soul is judged mercifully after death
- The soul goes to **Jannah** (paradise) or **Jahannam** (hell)



Y7 Art

Colour Theory

Primary colours are the three main colours, they can't be made, but are used to mix all of the other colours

Secondary colours are made by mixing two primary colours

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

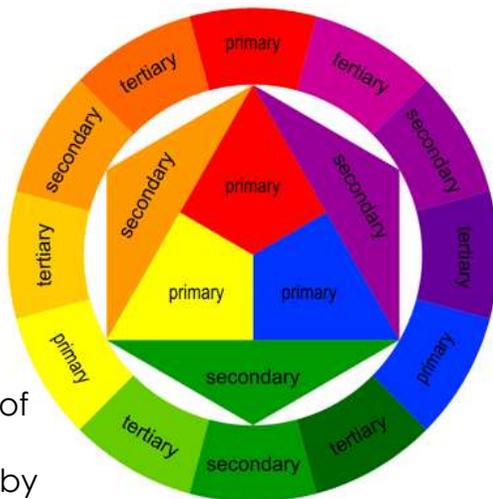
Harmonious colours are next to each other on the colour wheel

Complementary colours are opposite each other on the colour wheel

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



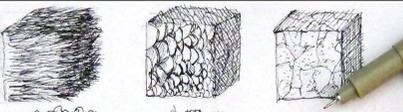
Shade – when you add black to a colour to make it darker



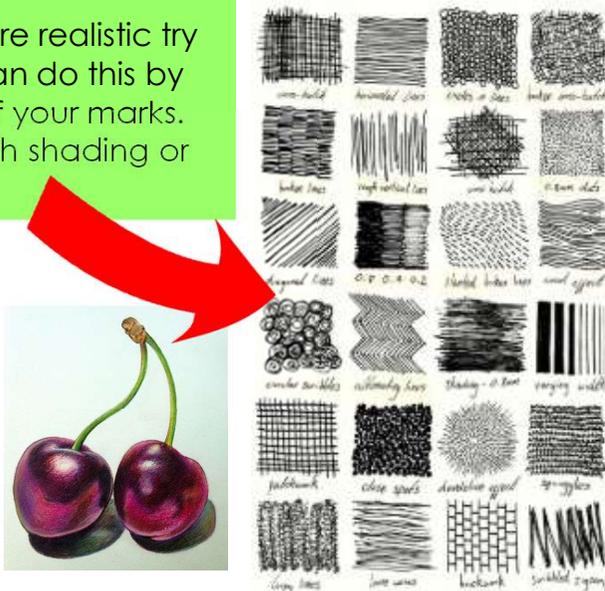
Making things look 3D:
To stop drawings looking flat use a range of tone and marks. Pressing harder and lighter and layering with your pencil creates different tones and adds depth.



Mark Making: To make drawings look more realistic try to use different marks on the surface. You can do this by changing the direction, pressure or length of your marks. Mark making can be used in conjunction with shading or separately.

The Formal elements of Art	
Tone	How light or dark something is 
Line	A mark which can be long, short, wiggly straight etc... 
Colour	What you see when light reflects off something. Red, blue and yellow are primary colours
Texture	How something looks or feels e.g. smooth or rough 
Pattern	A symbol or shape that is repeated 
Shape	A 2D area which is enclosed by a line e.g. a triangle 
Form	Something which has 3 dimensions e.g. a cube, sphere or a sculpture 

Technique Keywords	
Media/Medium	The materials and tools used by an artist to create a piece of art
Technique	The way an artist uses tools and materials to create a piece of art
Composition	Where you place objects on the page
Highlight	The bright or reflective area on an object or piece of art, this area is closest to the light source
Shadow/Shade	The darker areas within a piece of art or object
Proportion	The size relationship between different parts e.g. height compared to width



The grid shows various mark-making techniques such as cross-hatching, parallel lines, and stippling. A red arrow points from this grid to a drawing of two cherries, illustrating how these techniques are used to create texture and shading in a realistic drawing.

Y7 Art

Collage is pasting paper cut-outs onto various surfaces, it can also include other media such as painting and drawing.



We are looking at **Natural Forms** in this project. A Natural form is an object that has not been altered or manipulated, but is in its' original form found in nature.

Grades of pencil

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

H=Hard B=Black

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



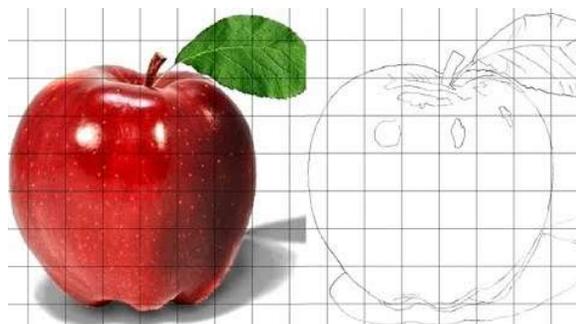
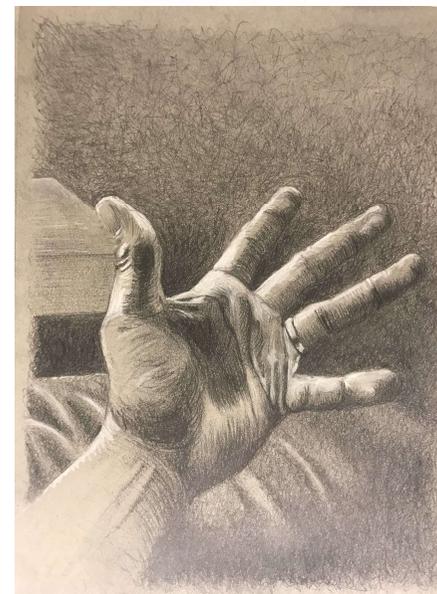
Contrast is when you place opposite elements together e.g. light vs. dark colours, rough vs. smooth textures, large vs. small shapes. This makes art look interesting and exciting.



Contour Line is a **line** that defines an edge of an object. **Contour Line** Drawing is when only lines (instead of shading) are used to show the shape of the object.

Directional shading

is shading that follows the contours of an object. Using this method makes your work appear more realistic. Look at the hand, see how the shading changes direction and curves with the shape of the hand.



The **Grid method** allows you to draw an image piece by piece. It helps to keep things in proportion.

Things to help:

Books

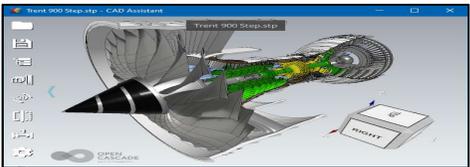
- **How to Draw Almost Everything: An Illustrated Sourcebook** – Chika Miyata
- **Keys to Drawing** – Bert Dodson
- **Drawing for the Absolute Beginner: A Clear & Easy Guide to Successful Drawing (Art for the Absolute Beginner)** – Mark and Mary Willenbrink

YouTube Tutorials

- **Drawing & Painting – The Virtual Instructor**
- **Proko**
- **Emmy Kalia**



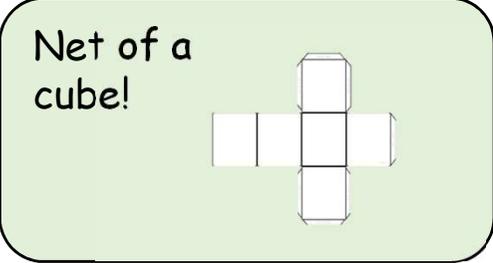
Design and Technology-
Graphics Project-Design
Packaging.



2D Design - CAD, CAM and CNC

CAD (computer-aided design) software is used by architects, engineers, drafters, artists, and others to create precision drawings or technical illustrations. **CAD software** can be used to create two-dimensional (2-D) drawings or three-dimensional (3-D) models

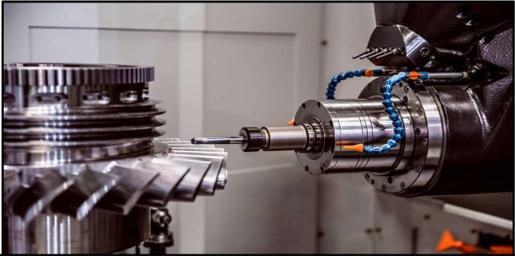
Nets- A pattern that you can cut and fold to make a model of a solid shape



CAM Computer-aided **design** (CAD) involves creating computer drawings. Computer-aided manufacturing (**CAM**) uses geometrical **design** data to control automated machinery. **CAM** systems are associated with computer numerical control (CNC) or direct numerical control (DNC) systems.



Hazard- Something that has the potential to cause harm



CNC means Computer Numerical Control. This means a computer converts the **design** produced by Computer Aided **Design** software (CAD), into numbers. The numbers can be considered to be the coordinates of a graph and they control the movement of the cutter.

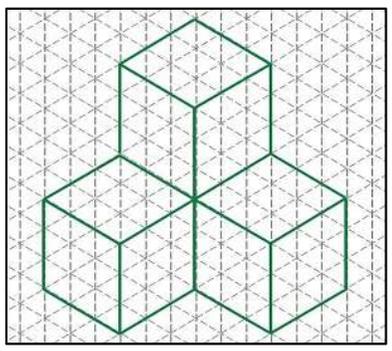
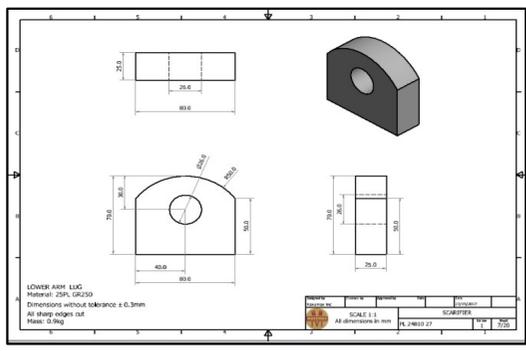
Isometric Drawing- Isometric projection is a method for visually representing three-dimensional objects in two dimensions in technical and engineering drawings

Orthographic Projection

Views are aligned with one another (features project from one view to the next)

Properly aligned orthographic views

Improperly aligned orthographic views



Design and Technology–
Graphics Project-Design
Packaging.



Product analysis involves investigating a **products** features, costs, availability, quality and other aspects. **Product analysis** is carried out by people who want to buy the product, by **product** managers attempting to understand competitors and by people who need inspiration to design and develop a new product. At school we use ACCESS FM to help us analyse a product. Below is an example of how it used.

Market Research- The action or activity of gathering information about consumers' needs and preferences.

Customer- What would you customer think of the product? Is it suitable for them? Does it fulfil their needs?

Aesthetics- Describe what the object looks like, you can discuss its colour, texture, features and more

Cost- Discuss the cost of the product, is it too expensive? too cheap? Would your client be happy with the price? Is it good value for money?

Environment- What location will your product be suitable for? Is your product environmentally friendly?



Size- What are the dimensions of your product? Is it just right? Too big? Too small?

Function- How does your product work? Are there any moving parts? What is it intended to do?

Shape- Describe the shape of your product, Is the shape suitable for your client? Could it be improved?

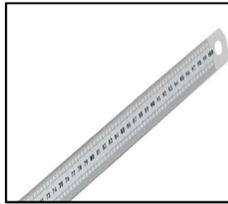
Materials- Describe the materials, What is the product made of? Are the materials suitable?

ACCESSFM- This is a useful tool used to analysis a product in detail

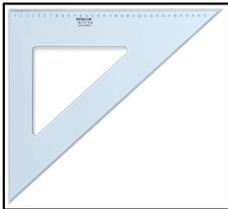
Design and Technology-
Graphics Project-Design
Packaging.

Tools and Equipment

Steel Ruler-
Used to
draw very
precise and
accurate
straight
lines



Set Square-
Use for
drawing 30
or 60
degree
diagonal
lines



Graphical
tools

2D Design Tools
Explained! These
are the most
common tools you
will use in 2D
Design

Can you match the 2D Design tools with the correct function?

	Straight line tool
	Arc Tool
	Ellipse Tool
	Rectangle tool
	Text tool
	Free Form Curves

Orthographic projection is a means of representing three-dimensional objects in two dimensions. It is a form of parallel projection, in which all the projection lines are orthogonal to the projection plane, resulting in every plane of the scene appearing in affine transformation on the viewing surface.

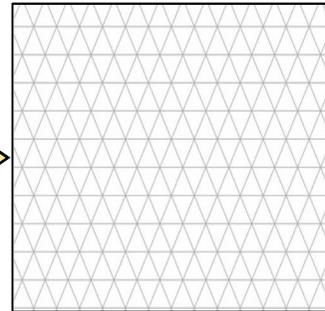
Scaled Drawings- Why use scaled drawings? A **drawing** that shows a real object with accurate sizes reduced or enlarged. We cant design a building as big as the Eifel tower so we have to draw it smaller. This is called a scaled drawing.



Graphic Design - The art or skill of combining text and pictures in advertisements, magazines, or books.



Isometric drawing
paper. Used to
help you create
drawings in 3D.
Lines are 30
degrees





Equipment →



- | | | | | |
|-------------------|---------------|-----------|---------------------|--------------------|
| 1. Measuring jug | 2. Frying pan | 3. Peeler | 4. Measuring spoons | 5. Casserole dish |
| 6. Digital scales | 7. Spoon | 8. Plate | 9. Chopping board | 10. Weighing scale |

Skills & Processes

Bridge & Claw Knife Grips



Used in: Fruit salad, layered dessert, mini omelettes and most other recipes.

Weighing & Measuring



Used in: Fruit crumble, scones, fruity flapjacks, mini omelettes and most other recipes.

Knife Skills – Peeling, chopping, dicing, slicing.



Used in: Fruit salad, layered dessert, mini omelettes and lots of other recipes.

Rubbing In Technique



Used in: Fruit crumble, scones, shortcrust pastry.

Keyword	Meaning
Bridge Claw	Safe methods for using a knife to prepare food. The name describes the hand grip.
Enzymic Browning	When you slice some fruits or vegetables, e.g. apples, bananas, potatoes, the oxygen in the air turns them brown.
Glazing	Brushing with egg or milk before baking to give a shine. E.g. scones, pastry.
Rubbing In Technique	Combining fat and flour together using your fingertips. E.g. crumbles, scones.
Vegetable Knife	A small sharp knife used for preparing fruits and vegetables.
Whisking	Using a fork, or whisk to add air to a mixture.

Independent skills I need to learn in year 7

- Use the **bridge and claw** to cut food safely and accurately.
- Use a range of other **preparation techniques**, e.g. peeling, chopping, slicing, grating etc.
- Weigh and measure** ingredients accurately.
- Organise** all my ingredients and follow a recipe.
- Use the **cooker**, select and adapt cooking times. Be able to check if food is cooked properly.
- Add garnishes** and decoration to my food.



Colour Coded Chopping Boards

Stops **bacteria** spreading & causing **food poisoning.**

PREVENT CROSS CONTAMINATION
USE CORRECT COLOUR CODED CHOPPING BOARDS & KNIVES

- RAW MEAT
- RAW FISH
- COOKED MEATS
- SALADS & FRUITS
- VEGETABLES
- DAIRY PRODUCTS



The Eatwell Guide

A healthy diet is a balanced diet.

The Eatwell guide shows what kind of foods you should eat, and in what proportions, to have a healthy and balanced diet. Your diet includes everything you eat and drink each day.

Stay hydrated.
Aim for 6 – 8 glasses a day.



Food Groups and Nutrients

- Fruit & Vegetables
Vitamins and Minerals
- Potatoes, bread, pasta, cereals, rice.
(choose wholegrain versions to get more fibre)
Starchy Carbohydrates
- Oils & Spreads
Fat
- Dairy & Alternatives
Calcium
- Beans, pulses, eggs, meat, fish
Protein

Processed foods high in sugar, fat and salt



Eat less often and in small amounts

Keyword	Meaning
Bacteria	Grows on food. Can cause food poisoning.
Calcium	A mineral needed for strong teeth and bones.
Carbohydrate	Starchy versions give slow release energy.
Fat	Keeps us warm. Gives energy.
Fibre (NSP)	Helps our digestive system remove waste.
Minerals	A group of nutrients (calcium, iron, sodium etc).
Nutrient	A substance from food essential for life & growth.
Obesity	Having too much body fat/being overweight.
Protein	Needed for muscle growth strength and repair.
Salt	Added to food for taste. Too much is bad for us.
Saturated Fat	Raises cholesterol and can be harmful.
Sugar	Makes food sweet (a type of carbohydrate).
Vitamins	Help our immune system fight illness.
Water	Essential for life. Keeps us hydrated.

Different Needs of Different Age Groups

- **Children** need a balanced diet to grow properly.
- **Adults** should not eat more than they need as they have stopped growing and may be less active than when they were younger.
- **Elderly people** should eat less as they are less active so don't burn off the extra energy.



5 a Day – Fruits & Vegetables

Eat **at least 5 portions** of a **variety of fruit** **vegetables** every day. An adult portion is 80g but children need smaller portion sizes. 1 portion is roughly the amount you can fit in the palm of your hand.



Eat as many **different colours** as possible because they all contain different combinations of fibre, vitamins, minerals and other nutrients.



Find out more: www.nhs.uk/live-well/eat-well/why-5-a-day

Basic Safety and Hygiene Rules

- Wash hands before handling food.
- Store food in the correct place.
- Use the correct colour chopping boards to avoid cross contamination.
- Cover cuts with a blue plaster.
- Tie back hair and wear a clean apron.

Help Prevent Food Poisoning

Wash hands before and after preparing food.

Cook meat, poultry, fish, and eggs thoroughly.

Wash fruits and vegetables well before eating.

Signs of Bacteria Growing on Food



Fruit – Should be stored in a fruit bowl to ripen.

Fridge (dairy foods, meat, fish, salad) – A fridge temperature should be between 0 and 5°C

Food Storage
Different foods need to be stored in different places to slow down the growth of bacteria.

Ambient foods (bread, cereals, pasta etc) – should be stored in a cool, dry, dark place (cupboard or bread bin)



Freezer – A freezer should be -18°C or below.



What Conditions Do Bacteria Need To Grow?

Warmth, Moisture, Food, Time and PH Balance.

This is why storing food in the correct place is so important. If food is not stored correctly bacteria will grow and cause food poisoning.



Enzymic Browning

Foods such as **apples, pears and potatoes** will turn brown when peeled, because oxygen reacts with the enzymes in the food. They are still safe to eat but you can prevent this by using an acid like lemon juice or covering in water.



Colour Coded Chopping Boards

Stops **bacteria** spreading & causing **food poisoning.**



PREVENT CROSS CONTAMINATION
USE CORRECT COLOUR CODED CHOPPING BOARDS & KNIVES

- RAW MEAT** (Red board)
- RAW FISH** (Blue board)
- COOKED MEATS** (Yellow board)
- SALADS & FRUITS** (Green board)
- VEGETABLES** (Brown board)
- DAIRY PRODUCTS** (White board)

Keyword	Meaning
Ambient Foods	Foods that can be safely stored at room temperature.
Bacteria	Grows on food. Can cause food poisoning.
Cross Contamination	When bacteria passes from one food to another or from people to food. Can lead to food poisoning.
Food Poisoning	Caused by eating food infected with bacteria. Symptoms include sickness, fever and diarrhoea.

Macronutrients - We need these in large amounts.

Nutrient	Main Functions in Body	Foods
Carbohydrates	Starch (complex carbohydrate) – Gives slow release energy. Fibre – Helps digestive system. Sugar (simple carbohydrate) – Gives fast energy.	Potatoes, bread, pasta, cereals, rice. (choose wholegrain versions to get more fibre).
Protein	Growth, repair and of muscles and cells. Body chemicals (hormones & enzymes). Secondary source of energy.	Meat, fish, eggs, nuts, seeds, pulses, lentils.
Fat	Insulates our vital organs (heart, lungs etc) and keeps us warm. Gives concentrated energy.	Butter, lard, margarine, sunflower oil, olive oil etc.

Energy Balance

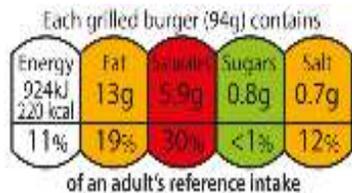
BMR (Basal Metabolic Rate) - This is the smallest amount of energy your body needs to stay alive, to breathe and so your heart can keep beating. It depends on age, gender and body size.

PAL (Physical Activity Level) – This is a measure of how active you are. A more active person will have a higher PAL. **BMR and PAL** multiplied together will give you your daily energy requirement.

You have to **balance** your **energy** intake to keep to a healthy weight. If you eat more energy than you burn off you will gain weight and become **obese**. If you eat less energy than you use you will lose weight.



DRV's (Dietary Reference Values) – These are estimates of the amount of nutrients people should have in their diet. Traffic light labels are used on packaging to show this. Red warns where fats/saturate/sugars/salt are too high.



Locally Sourced Foods – A way of reducing food miles is to buy locally sourced foods, these are also seasonal and can sometimes be organic too.

Local and Seasonal Foods

Seasonal Foods - Foods that are harvested and eaten in the season they are naturally ready to eat.



Most **UK-grown fruit and vegetables** are not available all year round.



<http://eatseasonably.co.uk/what-to-eat-now/calendar/>

The importance of Fibre

Soluble fibre	Soluble fibre dissolves in the water in your digestive system.	<ul style="list-style-type: none"> oats, barley and rye fruit, such as bananas and apples root vegetables, such as carrots and potatoes
Insoluble fibre	Insoluble fibre doesn't dissolve in water. It passes through your gut without being broken down and helps other foods move through your digestive system more easily.	<ul style="list-style-type: none"> wholemeal bread bran cereals nuts and seeds

Keyword	Definition
Drive	The part of the race where the athlete keeps low and has short powerful strides.
Maximal	The largest amount possible.
Pace	The speed at which someone moves.
Power	The speed at which strength can be used.
Angle	The direction something is released at.
Stride	The length of step.
Relay	To send something from one person to another.
Performance	The way in which an activity is completed.

Sprinting technique

The sprint start:
 'On your marks' – set feet with lead leg in front
 'Set' – move forward with weight on shoulders raising hips
 'Go' – push out off lead leg driving legs and arms forward
 Keep head down and body at 45 degree angle
 Sprint technique
 Running on toes and lifting knees high
 Use of 'drive' when getting out of the blocks
 A straight arm action
 Stand tall after 'drive' phase



Middle distance and long distance

Middle distances such as 800m and 1500m and long distance e.g. 500m and 100m usually focus on pacing
 Pacing is where you don't set off too fast in order to have enough energy to finish the race strongly.

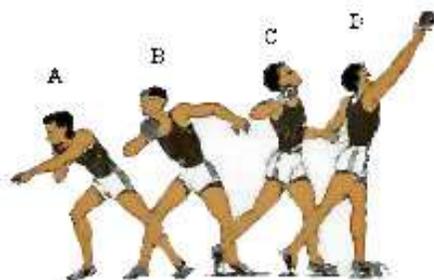
Throwing

Javelin technique
 Grip the javelin in the middle
 Turn sideways and extend arm backwards
 The javelin tip should be next to your cheek
 To throw, bring arm forwards so javelin moves in a straight line
 Lean back and rotate chest
 Release at 45 degree angle



Throwing

Shot putt technique
 Hold shot in fingers against your neck 'clean palm, dirty neck'
 Face backwards
 Align toe, knee and chin, and have a high elbow
 Rotate, opening out chest, releasing at 45 degrees



Athletics

Jumping

Long jump technique
 Mark out your run up to stop your stuttering
 Jump of lead leg [strongest leg]
 Use arms to project body forward
 Stretch legs as if jumping over a box
 Push forwards on landing



Jumping

High jump technique
 The Fosbury Flop is the most effective way to complete the high jump:
 Approach on a curve
 Take off outside leg, driving the other leg as high as you can
 Rotate in the air to land on your back with feet facing the ceiling



Softball Y7

Knowledge Organiser



Keywords: Arm action: pitching motion: official: Athletic stance: Attack the ball: Backhand:;

Scoring System: The aim of the game is to score more RUNS than the opposition, and a run is scored when a player on the batting team advances around all three bases and back to the home base (called HOME PLATE) from whence she started. Unless you hit the ball so far that you can run around all the bases before it's returned (a HOME RUN), you'll probably have to stop at one or more bases on your way around and wait for the next batter to hit the ball so you can advance further. Team with the most runs wins the game.

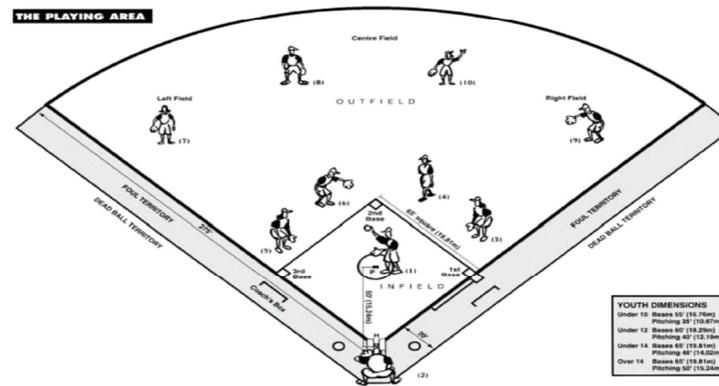
Players:

Most slowpitch softball is played by mixed teams, where men and women play together, usually in a 5:5 ratio. However, this ratio sometimes varies, and slowpitch is sometimes played by single-sex teams as well.

How to get someone out

1. If the ball the batter has just hit is caught without first bouncing.
2. The ball is thrown to a base before a runner gets there.
3. A player running between bases is tagged by the ball (touched by the ball or the glove of the defending player).
4. If three strikes are called by the umpire.
5. They run more than 3ft (0.9m) out of the base line to avoid being tagged.

Softball playing area: A softball playing area is contained within a 90-degree angle, and is usually called a DIAMOND, because the central part of the playing field – the INFIELD - is diamondshaped. The OUTFIELD extends outward from the infield to a boundary, either actual or notional.



Skills and Techniques

Catching: The right catching skills allow a player not only to catch the ball without getting hurt but also to position. T.P's; Bring hands to chest as you catch, eyes on ball, cushion catch. Pairs to experiment with low and high catches

Throwing: Throwing is one of the two most important defensive skills a player must learn in softball.

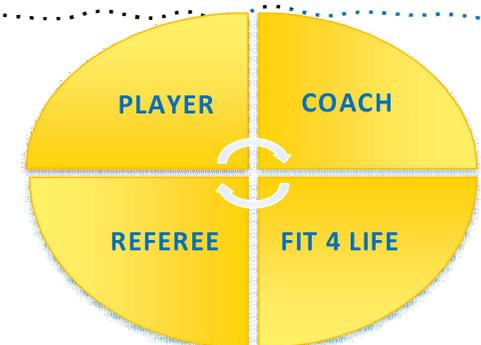
Batting: Hitting is probably the most challenging and enjoyable skill to learn in softball. Teaching points; Stance & Grip, bat back in preparation, follow through

Fielding Tactics: To understand the fielders roles and base responsibilities. To perform and replicate a combination of skills to outwit opponents in a game situation

Pitching: Teaching points; grip, step into bowl, must pass between shoulder and knee

Rules:

1. Two teams (of nine players) alternate turns at batting and fielding (often called defense).
2. The aim for the team batting is to advance a runner around all bases to the home plate to score runs.
3. The defending team tries to defend its bases by getting three outs and not allowing the batting team to score.
4. The team that scores the most runs in seven innings wins. (A tiebreaker procedure comes into play if the scores are tied after the seventh innings.)
5. Each team's innings ends when three of its batters have been ruled out and then the team that was defending goes in to bat.



Knowledge Organiser

Rounders



What is Rounders?

- A sport with two teams with a maximum of **15 players**. No more than 9 players on the field at any one time.
- Games are played on a square shaped pitch, divided by posts and boxes.
- Score points by hitting the ball. One point or half a point (Rounder) depending on where the player gets to in the field.
- The bowler bowls the ball to the batter who hits the ball forward on the Rounders Pitch. The batter then runs to as many posts as possible before the fielders return the ball to touch the post the batter is heading for.
- Players are assigned "positions".
- If the batter reaches the 2nd or 3rd post in one hit, the batting team scores $\frac{1}{2}$ a Rounder. If the batter reaches 4th post in one hit, the batting team scores a Rounder
- Games are usually played over 2 innings with the aim of the game to score the most rounders. This is normally 30 "good balls".
- The play should be recorded on an accompanying scoresheet.

TOP TIP
Bats and balls should be kept dry, to maintain a good grip.

The game is split into two innings

FAB FACTS!

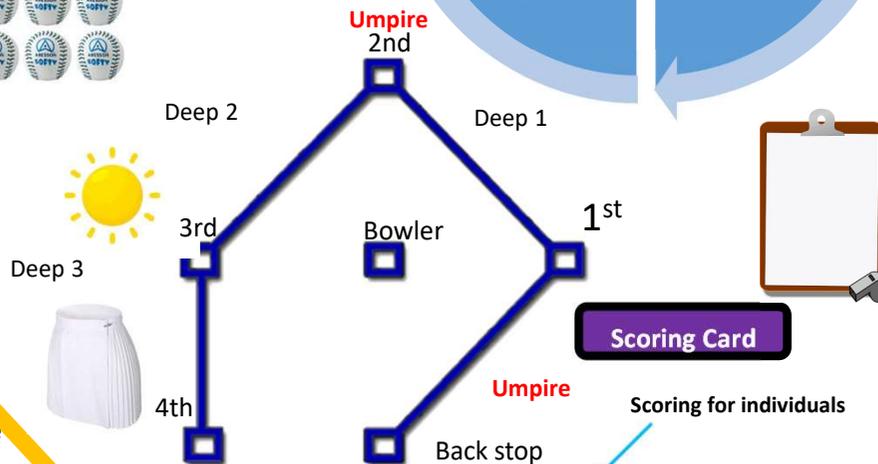
You can play with three types of bats.

Wooden, aluminum and plastic.

You can play in an adult team at age 13!

Invented in Tudor times.

Pitch Layout



Scoring Card

Scoring for individuals

Score Sheet

Team	Players Name	No	Performance	Score
	1			
	2			
	3			
	4			
	5			
	6			
	7			
	8			
	9			
	10			
	11			
	12			
	13			
	14			
	15			

Balls remaining

Good balls
30
25
20
15
10
5

Players Out

Players Out
9
5
1

RUNNING TOTALS

Players Out

Health and Safety

Before a game, the **umpire** will check not only the pitch but also the players to make sure that: -

- All shoe laces are tied- to stop the player from tripping over
- All hair is tied back- so that no hair gets in the way of your face which could result in you being unable to see.
- All jewellery is removed (including earrings and piercings)- to stop a risk of injury such as piercings being pulled out or necklaces getting caught round necks
- The pitch is safe. No water or rubbish. The posts are secure.
- The ball and the bat, are the right specification.
- Spiked footwear is prohibited. But football boots and astro shoes can be worn.
- Gum shields, shin pads and fingerless gloves CAN be worn.
- It is common to wear rounders uniform, including a skort and matching top.
- You might need to apply sun cream in warm weather.

Running Totals and final scoring

Key Words

- Batting Team**- This is the team who are batting, normally 9 players.
- Fielding Team**-This is the team who are in field, normally 9 players.
- "OUT"** - This means you have been caught or stumped out.
- "IN"** -This means the umpire has deemed you are in.
- Obstruction** - This is where a player gets in the way of another player, normally in field. The player who is obstructed get $\frac{1}{2}$ rounder.
- Wait at first** -You have hit the ball backwards, you have to wait at first post.
- Ball** - These can be hard or softer, you need to catch the ball to get someone out.
- Bat** -There are three types of batt you can use. This is used to hit the ball.
- Post** - These are normally white and used to 'stump' the ball.
- Stump**: This is the motion of the ball touching the base or post.
- Rounder**- This means you have scored 1 (point) called a rounder.
- Half a Rounder**-This means you have scored $\frac{1}{2}$ (point) called a rounder.

Exit Routes and Club Information

Solihull Outdoor/Indoor Rounders League
Location: West Midlands
Lead Contact: Clair Andrews
Email: clairandrews@leagues4you.co.uk

Rounders England
PO Box 4458
Sheffield
S20 9DP
T: 0114 248 0357
E: enquiries@roundersengland.co.uk



At My Best – The way we treat others/ Puberty

Aim: 1. To think about how we treat others and explore different forms of discrimination. 2. Explore physical and emotional changes that occur during puberty.

Word	Definition
Racist	A person who is prejudiced against people on the basis of their membership of a particular racial or ethnic group.
Culture	The ideas, customs, and social behaviour of a particular people or society.
Discrimination	The unjust or prejudicial treatment of different categories of people, especially on the grounds of race, age, sex, or disability
Society	A society is a group of individuals involved in persistent social interaction
Homophobia	Dislike of or prejudice against LGBTQ people.
Disability	A physical or mental condition that limits a person's movements, senses, or activities.
Additional Need	If your child has a health or developmental condition that is impacting on their everyday life, this is often referred to as an additional need.
Friendship	The emotions or conduct of friends; the state of being friends
Influence	The capacity to have an effect on the character, development, or behaviour of someone or something, or the effect itself.
Characteristics	A feature or quality belonging typically to a person, place, or thing and serving to identify them.
Puberty	The period during which adolescents reach sexual maturity and become capable of reproduction.
Gender	Either of the two sexes (male and female), especially when considered with reference to social and cultural differences rather than biological ones. The term is also used more broadly to denote a range of identities that do not correspond to established ideas of male and female.
Stereotypes	A widely held but fixed and oversimplified image or idea of a particular type of person or thing.
Conform	Comply with rules, standards, or laws.
Expression	The action of making known one's thoughts or feelings.
Identity	The characteristics determining who or what a person or thing is.
Attraction	The action or power of evoking interest in or liking for someone or something.



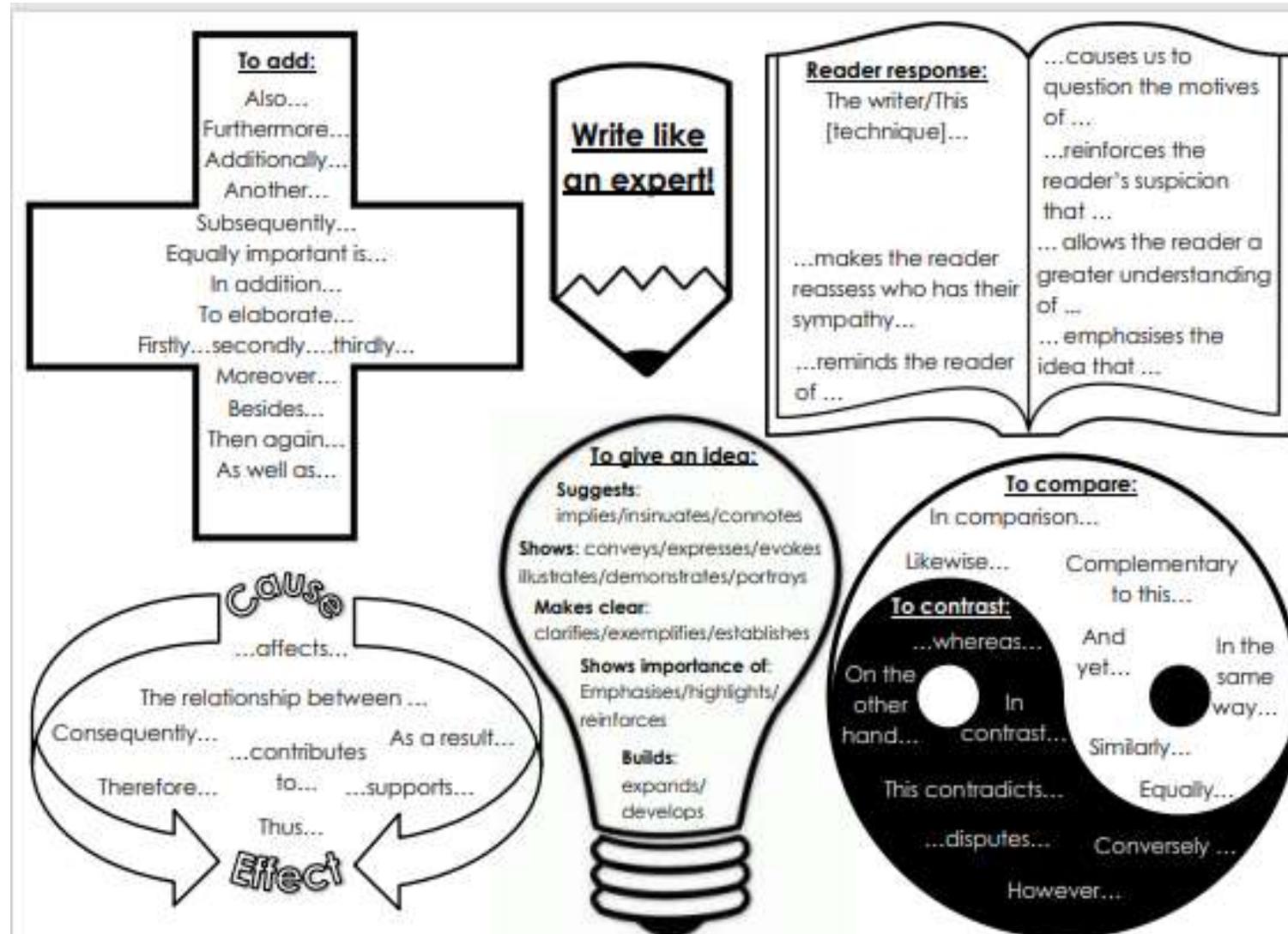


Writing needs the following to also be effective:

- Be precise
- Well structured
- Choice of vocabulary



- Punctuation
- Written in the correct style and format
- Grammatically correct



Sentence Types Knowledge Organiser

Key terminology	Definition
Main clause	A group of words which contains a verb and makes sense on its own.
Subordinate/ dependent clause	A clause which does not make sense on its own (it is reliant on the main clause).
Co-ordinating conjunction	Link words or phrases that join two equal clauses.
Subordinating conjunction	Link words or phrases that join clauses where one is dependent on the other.

Sentence Types	Definition
Simple	A sentence containing one main clause.
Complex	A sentence containing a main clause and at least one subordinate/dependent clause.
Compound	A sentence containing two main clauses joined by a conjunction.
Complex compound	A sentence containing two main clauses and one or more subordinate or dependent clauses.
Minor	A word, phrase or a clause which is an incomplete sentence but functions as a sentence.



Subject	Verb	Object
The cat	chased	the dog.
Subject	Verb	Compliment
Mumbai	Is	big
Subject/Verb	Adverbial	Object
It is	after all	a small world

Sentence Functions	Definition
Declarative	A statement.
Imperative	A command.
Interrogative	A questions.
Exclamations	An expressive or emotive exclamation.



Voice	Definition
Active Voice	Where the subject/ agent performs the action expressed by the verb.
Passive Voice	Where the subject is filled by a patient who receives the action expressed by the verb. The agent is omitted or placed later in the clause.



Noun Type	Description	Example
Proper	Refers to names of people or places.	James, England
Abstract	Refers to states, feelings and ideas which do not have a physical existence.	Love, anger, justice
Concrete	Refers to objects with a physical existence.	Table, chairs
Collective	A noun that identifies a group of individuals	Government, family, community

Pronouns	Description	Example
Personal	Can replace a noun and identify in terms of person.	I, you, she, he, they
Demonstrative	Orientates the reader/ listener to an idea either nearby or further away.	This, these, that, those
Indefinite	Refers to a person or object that is non specific	Someone, anybody, everything

Verbs	Description	Example
Dynamic/ material	Shows actions or events	Hit, jump, wash
Stative/ Relational	Identifies states of being	Be, appear, seem, become
Auxiliary	A verb that forms tense or mood of other verbs	Be, do, have
Modal auxiliary	A verb that shows degree of certainty, probability or possibility	Should, must, might, could, will

Adjectives	Description	Example
Base	The basic form of an adjective	Big, interesting, happy
Comparative	A form used to compare two instances by adding -er	Bigger, more interesting, happier
Superlative	Identifies the best example	Biggest, most interesting, happiest

Determiners	Description	Example
Articles	Shows if something is definite or indefinite	The (definite) a/an (indefinite)
Possessives	Shows ownership	My, her, your, our
Quantifiers	Shows either specific or non specific quantities of a noun	One, some, any a few

Adverbs	Description	Example
Manner	Answer the question 'how?'	Carefully, quickly
Place	Answer the question 'where?'	Here, outside
Time	Answer the question 'when?'	Yesterday, today,
Frequency	Answer the question 'how often?'	Daily, always, usually, seldom

Conjunctions	Description	Example
Co-ordinating	Links words, phrases or clauses together where equal	And, but, or yet
Sub-ordinating	Links clauses where one is dependent on the other	Because, although, while, for