



PENISTONE GRAMMAR SCHOOL

Achieving Excellence through a Values-Driven Education

YEAR 7 BOOK 1

ESSENTIAL KNOWLEDGE SHEETS CURRICULUM BOOK

Aim High

Be Determined

Be Kind

Be Supportive

Be Proud

NAME

MENTOR GROUP



CONTENTS

04 WELCOME TO YOUR ESSENTIAL KNOWLEDGE BOOK

06 ART

12 COMPUTING

19 DESIGN AND TECHNOLOGY

FOOD

GRAPHIC PRODUCTS

RESISTANT MATERIAL

TEXTILES

29 DRAMA

31 ENGLISH

NARRATIVE & DESCRIPTIVE
WRITING

READING

36 FRENCH

40 GEOGRAPHY

EXTREME WEATHER

MAP SKILLS

43 HISTORY

MIGRATION

45 MATHS

52 MUSIC

56 PE

WARM-UPS

BADMINTON

FOOTBALL

GYMNASTICS

NETBALL

RUGBY UNION

62 RCS

WHY ARE THESE
PLACES SPECIAL?

CITIZENSHIP: MY BODY
AND ME

WHY ARE THESE
WORDS SPECIAL?

68 SCIENCE

BIOLOGY

CHEMISTRY

PHYSICS

VOCABULARY

73 SPANISH

77 NOTES

To make the most of your essential knowledge book, you must:

1. Bring it to school every day and have it available on your desk in every lesson.
2. Keep all your essential knowledge sheet books as they provide you with the essential knowledge for each topic and subject you learn.
3. Take pride in your book, keeping it in excellent condition.
4. Write your name on the front of the book.
5. Be aware that if you lose or damage your book it is your responsibility to replace it at a cost of £4.

What is an Essential Knowledge Book?

An effective learning tool to help you retain, revise and retrieve the essential knowledge of a topic within your subjects. The Essential Knowledge Sheet for each topic is usually no more than two sides of information that includes core facts, concepts, diagrams, vocabulary and quotations that you need to know and understand to master a topic.

Why Essential Knowledge Sheets?

They provide you, your teachers and parents/carers with an overview of a topic by having the core knowledge, diagrams, explanations and key terms in one place. They allow you to routinely refer to and 'check off' what you know and understand as you are taught a topic.

Research evidence shows that the regular retrieval of knowledge helps us to know more, remember more and do more. This then allows you to store knowledge in, and recall it from your long-term memory, freeing up space in your working memory to take in new knowledge and information. The better you know the essential knowledge of a subject, the better you will be able apply it to problems, questions, assessments, home learning, and further increase your independence within lessons and at home.

How to use your Essential Knowledge Sheets

The most powerful use of an Essential Knowledge Sheet is as a self-quizzing tool. For example:

1. **READ → COVER → WRITE → CHECK → QUIZ**

Read a chunk of information from your essential knowledge sheet (more than once is most effective), Cover it up, Write what you remember, Check to see if you have remembered the information correctly. If you haven't remembered it all correctly then re-do the process. When you are confident in your retention of the knowledge, quiz yourself (or ask a friend or family member) to see if you can apply the knowledge learned to questions, problems and practice tasks.

2. **Mind Maps**

Mind mapping is a diagram to visually represent information. It is a graphic technique you can use to translate what you know of a topic/concept into a visual picture. Use knowledge learned from your Essential Knowledge Sheet to create mind maps. Make sure to use colours and images and keep writing to a minimum. This technique embeds essential knowledge into your long-term memory.

3. **Flash Cards**

Use your Essential Knowledge Sheets to create flash cards. Write the question/key term on one side and the answer/definition on the other. Most importantly you need to quiz yourself on each question/key term until you can remember them all correctly.

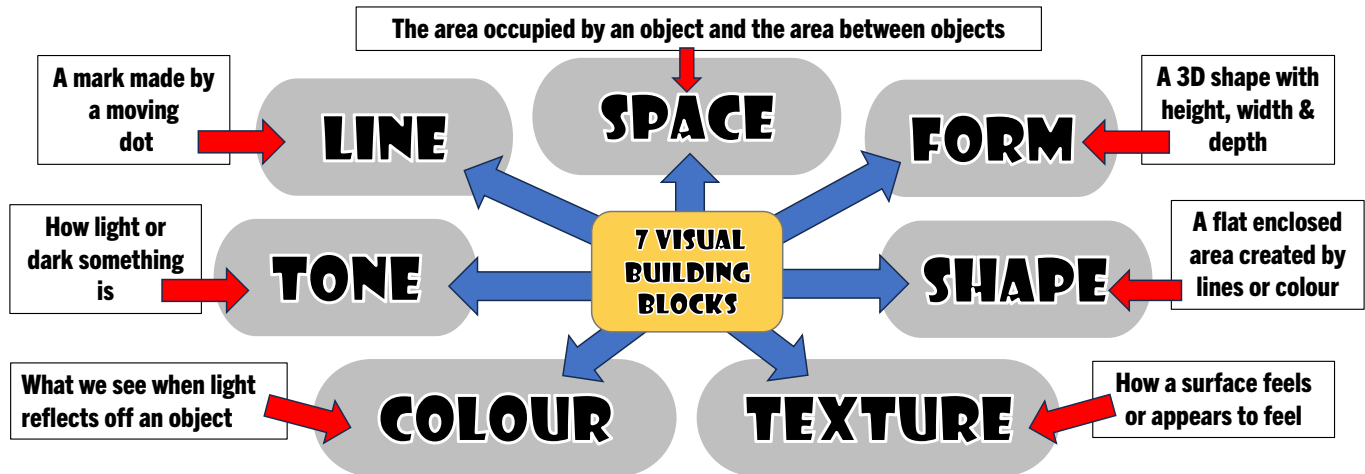
4. **Revision Clock**

Start by drawing a basic clock face. Break your Essential Knowledge Sheet into 12 sub-categories. Make notes from your Essential Knowledge Sheet in each section of the revision clock. Your brain will retain more information if you include images as well as key words and definitions. Read and Revise each section for 5 minutes, turn the clock over and then try to write out as much information as you can from one of the 12 sections on the revision clock. Repeat the process until you are confident in your learning of the essential knowledge on the revision clock.

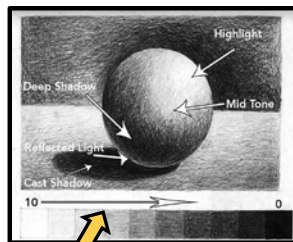
THE ELEMENTS OF ART

YEAR 7 ESSENTIAL KNOWLEDGE SHEET

The *Elements of Art* are the basic visual building blocks used to create 2D & 3D artwork such as drawings, paintings, prints, photos, ceramics and sculptures. They are the visual 'alphabet' of art.

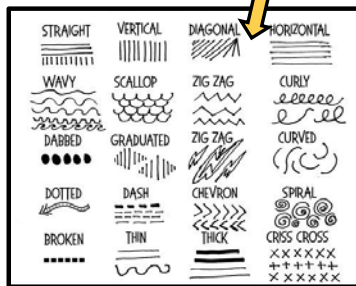


THE ELEMENTS OF ART

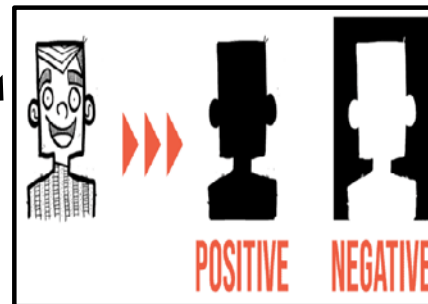


TONE

LINE



SPACE



FORM

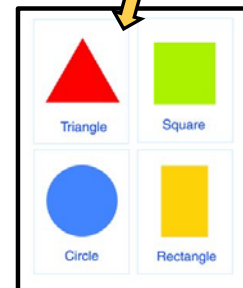


COLOUR

TEXTURE

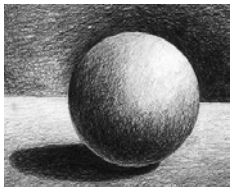
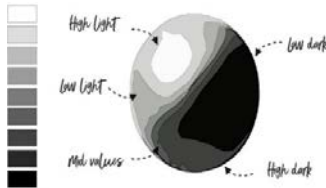


SHAPE

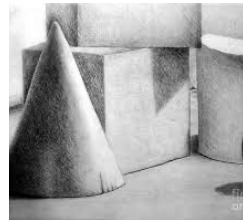
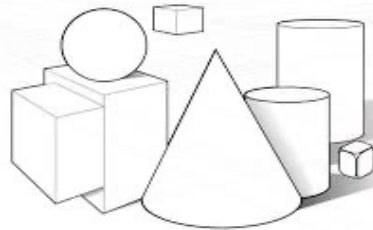


Drawing Basic Forms

**Sphere
Cone
Cylinder
Cube**



ELLIPSE = a tilted circle. It is a regular **OVAL** that can be divided into 4 equal quarters.



Pencil Drawing
by Canadian
artist Nancy
Mueller

ELEMENTS OF ART

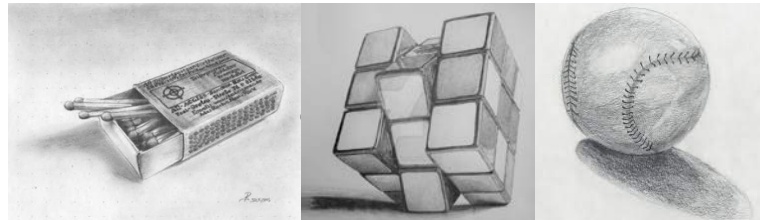
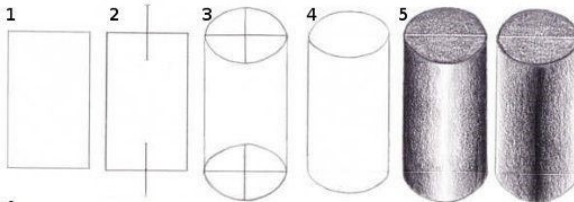
**Line Tone Form Space
Colour Shape Texture**

COMPOSITION = how an artist arranges the different parts (elements) of an image to achieve balance and interest.

RANGE OF TONAL VALUES



TONAL DRAWINGS OF OBJECTS – APPLICATION OF BASIC FORMS



Still Life Painting

HUE = the origin of the colour we see; the gradation or variety of a colour

Each of the colours below are the same hue (green)



ARRANGE



PRIMARY COLOURS
SECONDARY COLOURS
TERTIARY COLOURS

STILL LIFE = a collection of inanimate objects, natural or man-made, arranged together in a specific way.

POST-IMPRESSIONISM was a French art movement that aimed to **make art an emotional experience through the use of symbolism, colour and captivating forms**. Post-Impressionism is an exaggerated form of Impressionism.



Sunflowers (1888) oil on canvas by Vincent Van Gogh

ELEMENTS OF ART

Line Tone Form Space
Colour Shape Texture



Basket of Apples (1893) oil on canvas by Paul Cezanne

Paul Cezanne (1839-1906) and Vincent Van Gogh (1853-1890) were both Post-Impressionists

GENRE = style or category of art

Ceramic Techniques



Clay Impression = Impressing is to indent a design or texture into soft clay by pressing different shaped objects or tools into it.

Clay Relief = 3D details/ elements that are raised up from a flat base of the same material.



Test Tiles



SLIP = liquid mixture of clay and water

Clay Modelling Tools



Examples of hand-building techniques in clay: pinching, coiling and slab-building.



**CERAMICS
BISCUIT FIRING
ROLLER GUIDES
CLAY**



SLABBING



Rolling out a clay slab

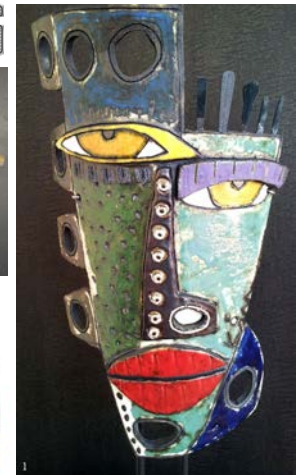


**AFRICAN
MASKS**



ELEMENTS OF ART

**Line Tone Form Space
Colour Shape Texture**



Ceramic mask (above) by
Kimmy Kantrell (b. 1957)
African-American Sculptor

Sculptural Techniques



NAUM GABO (1890-1977)



Head No 2 (1964) by Naum Gabo

ELEMENTS OF ART

**Line Tone Form Space
Colour Shape Texture**



MAQUETTE = a small-scale model or rough draft of an unfinished sculpture

What is **SCULPTURE**? Sculpture is artwork that is created in three dimensions (length, width, and height)

A **SCULPTOR** is an artist who produces sculptural art works.

CONSTRUCTIVISM began in Russia in 1913. The Constructivists used geometry, mechanics and mathematical calculation in their work; they favoured modern industrial materials such as plastics, glass, iron, and steel.



COMPUTING

7.1 – Digital Literacy

Using computer software and hardware to communicate information

What does Digital Literacy look like in the world of work?

Digital literacy skills are as important in any job as knowing how to read and write. All jobs will require you to use basic digital tools to find and communicate information

Key Terms:

Software (App)	A computer program designed to complete a task
Tool Bar	A group of buttons for editing purposes
Email Subject	The title of an email

Keyboard Shortcuts:

Copy	Paste	Undo	Save	Snipping Tool
Ctrl + C	Ctrl + V	Ctrl + Z	Ctrl + S	Windows + U + S



7.1 – Digital Literacy

Your 'Documents' is the area where you will save all your digital work – no one else will have access to this.

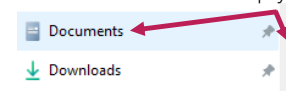
There is always an online backup of your files on [OneDrive](#) (Cloud Storage)

Finding your Documents folder:

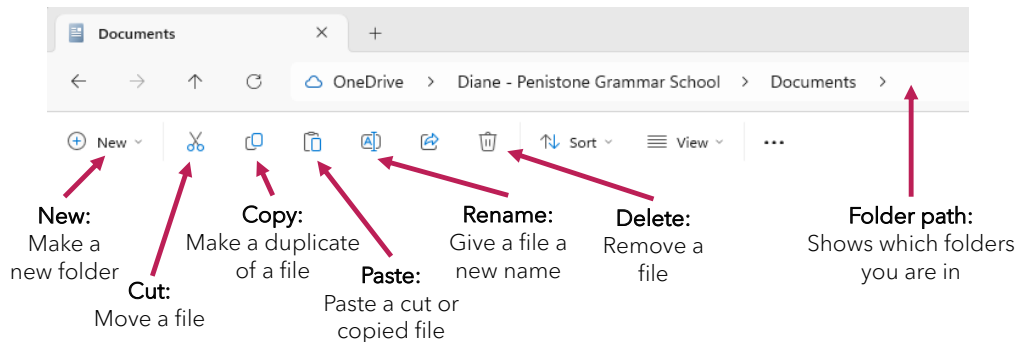
1. Click the 'Start' button 

2. Click the 'File Explorer' button 

3. **Select** the 'Documents' button – use the scroll war to help you find it

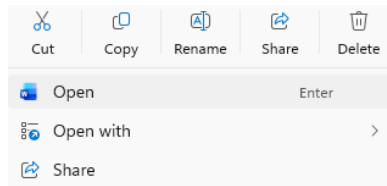
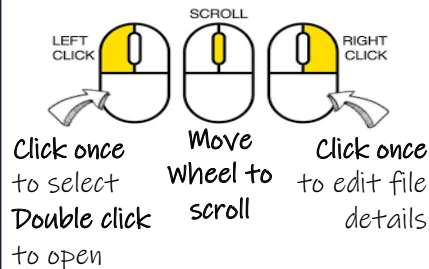


Managing files in your folders:





Using a Mouse



7.1 – Digital Literacy

Using a Keyboard



- Typewriter keys
- Function keys
- Enter keys
- System keys
- Numeric keypad
- Other
- Application key
- Cursor control keys



Shift – Press and hold to type 1 capital letter



Caps Lock – Press once to continue typing capitals – press again to turn off



Tab – Creates an indent



Enter – Used to confirm an action or create a new line of text/code



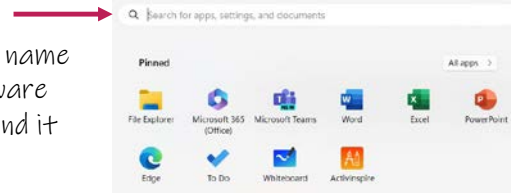
Back space – Used to delete something

7.1 – Digital Literacy

To find software on a school computer press:



Type in the name of a software (App) to find it



Microsoft Office Software:

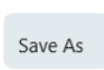
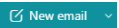
PowerPoint		Used to create interactive presentations. You can add images, animation, videos, and more!
Word		Used to create a written document, like a letter or an essay. You can add borders, images, and web links!
Excel		Used to visualise data. You can perform calculations, plan out data, and add graphs!
Microsoft Edge		Used to access the Internet. It is a Web Browser . You can use this to visit Search engine websites like Bing or Google Chrome for home learning research, or to access websites.
Teams		Used by students to track Home Learning, Access important information about the school and your year group including house activities. You can also use it to access the intranet where you will find support for wellbeing, IT and more.
Outlook		Every student has their own Email account. You can access this using Outlook. Either download the app to your device from your app store or search for the website 'Outlook'. You will need to log in with your school username and password.



7.1 – Digital Literacy

How do I...?

Your most common questions answered!

	Get Teams?	You can download the app from your app store and login with your school email and password – speak to your Computing teacher if you are experiencing issues.
	Find Home Learning?	The Assignments tab on Teams will have all your home learning for your different subjects. This will include the subject, task, and deadline.
	How to Save a File	On the software you are on (i.e. Word), go to: 1. File 2. Save As/Save a copy 3. Documents 4. Navigate to the correct folder
	How to Find a Document	Find the Documents logo on the bottom of your screen. 1. File Explorer 2. Go to Documents 3. Find the 'Year' folder
	Send an Email	To send an email, you will need the website or app Outlook . Login with your school email (yourname@penistone-gs.uk) and password then select  to create a new email or 'Inbox' to read your received emails.



COMPUTING

7.2 – E Safety

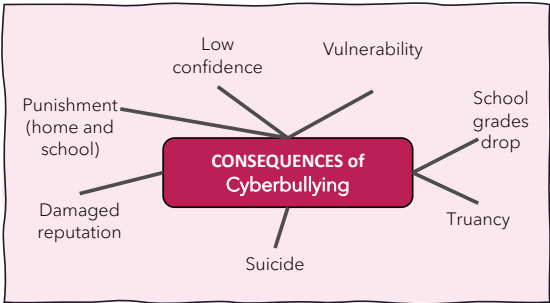
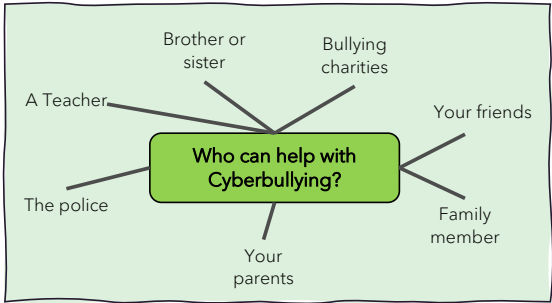
Types of Cyberbullying:

Rage Baiting (Flaming)	Online fights involving angry and rude comments that take place through emails, instant messaging or chat rooms.
Denigration/ Harassment	Putting mean online messages through email, instant messaging, chat rooms, or websites set up to make fun of someone. Can lead to harassment if done repeatedly.
Exclusion	Intentionally leaving someone out of a group such as instant messaging, friend sites, or other online group activities.
Outing	Sharing secrets about someone online including private information, pictures, and videos.
Impersonation	Pretending to be someone else when sending or posting mean or false messages online.
Harassment	Repeatedly sending malicious messages to someone online.
Grooming	An adult deliberately befriending a child online for harmful reasons.



COMPUTING

7.2 - Digital Literacy



Support:

	CEOP 	Report to School  
Childline is a free number which does not show up on your phone bill. You can also do online chat via their website. Call: 0800 1111	Search them via Google to report any online harassment or abuse	Report cyber bullying to school through Teams: Teams -> PGS Intranet -> Student Intranet -> Wellbeing -> Anti Bullying -> Report Bullying



Year 7

Essential knowledge Keywords and Definitions



5 A DAY

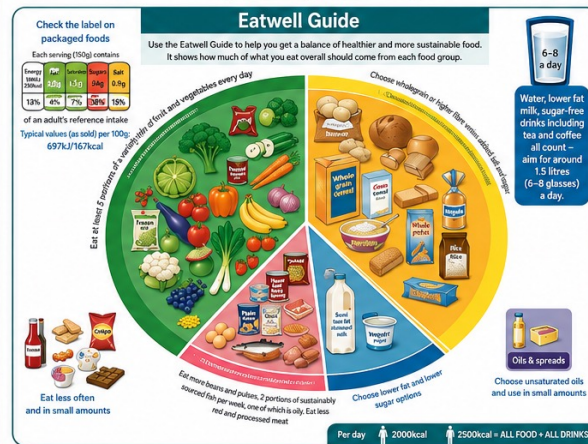
We should eat at least 5 portions of fruit and vegetables a day because they are:

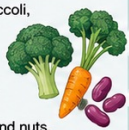
- High in vitamins and minerals e.g. vitamin C
- Low in fat
- Contain natural sugars
- High in dietary fibre (especially when the skins are eaten)



The Eatwell Guide	A pie chart showing the proportions of food groups that should be eaten daily in a well-balanced diet. Applies to everyone except children under 2 years old.
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Food Group	Advice	Nutrition
Fruit and vegetables	Aim to eat 5 portions a day. Should make up 1/3 of the diet. Choose from fresh, frozen, canned, dried or juiced fruit and vegetables.	Provides dietary fibre and vitamin C.
Bread, rice, pasta, potatoes	Should make up just over a third of the diet. Choose wholegrain (brown) varieties and leave the skins on potatoes.	Starch carbohydrates, dietary fibre, B vitamins.
Beans, pulses, eggs, meat and alternatives	Aim to include at least two portions of fish a week, including a portion of oily fish. Beans, peas and lentils (which are all types of pulses) are good alternatives to meat.	Protein, vitamins and minerals.
Dairy and alternatives	Milk, yoghurt, cheese and cream. Choose lower fat and lower sugar product.	Protein, calcium, vitamin D.
Oils and spreads	Some fat in the diet is important. We need to reduce saturated fat. Choose lower fat options.	Fat.
Hydration	Drink 6 – 8 glasses of water each day. Low fat milk, sugar-free drinks and tea and coffee all count.	Water.
Foods high in fat, salt and sugar	Not needed in the diet. Eat small amounts and less often. Check the labelling on foods.	Fat, sugar carbohydrates and salt.



NUTRITION		
Nutrient	Function in the body	Food example
Dietary fibre 	Helps to keep your digestive system working properly and keeps food moving through it.	Vegetables – peas, beans, broccoli, carrots, potatoes (skins). Fruit – raspberries, prunes, bananas, apples. Wholemeal/ brown flour, bread, pasta and rice. Pulses – lentils, beans, seeds and nuts. 
Vitamin C 	Protects the body from infection and allergies and heals wounds.	Citrus fruits, tomatoes, strawberries, green veg and potatoes. 
Starch Carbohydrates 	Energy	Flour, bread, rice, pasta and potatoes. 

COOKING AND FOOD PREPARATION	
Bridge hold  Make a bridge with your hand. The free hand slices between the bridge. 	Claw grip  Food being cut held in the shape of a claw. The free hand slices the food. 
Rubbing in  Rub fat into flour. 	Boiling  Cooking food by heating it in a pan of boiling water. 
Bind  Using a liquid to 'hold' dry ingredients together e.g. water, egg or milk. 	Simmering  Gentler than boiling as the temperature is slightly lower. 
Glaze  To coat a food with egg or milk to give it a shiny, golden colour when baked. 	

WHERE FOOD COMES FROM	
✓ Food miles	Distance a food travels. 'From field to fork.'
✓ Provenance	Where your food comes from e.g. grown, raised, reared or caught.
✓ Seasonal	The time of year when fruits and vegetables are at their best or at their peak for harvest time.



DIET AND HEALTH	
✓ Constipation	Difficulty passing waste through the body because it's hard and small.
✓ Obesity	When the body has too much fat. Can lead to other health conditions e.g. Type 2 Diabetes, heart disease.



CATEGORIES OF FRUIT				
Stone	Berries	Hard	Citrus	Exotic
Peach Cherry Apricot Plum Mango Damson 	Strawberry Raspberry Gooseberry Cranberry Blueberry Blackberry 	Apple Pear Quince 	Orange Lemon Lime Grapefruit 	Banana Melon Grapes Kiwi Pineapple Coconut 

ENZYMIC BROWNING	
✓	When some fruit and vegetables are peeled or sliced, the oxygen causes the cells to oxidise and go brown.
✓	To slow it down, always prepare fruits that are likely to brown last.
✓	Add an acid (such as lemon juice) to some water to store the prepared fruit in.
✓	Bananas, apples, pears and potatoes are common fruits to turn brown.



Year 7 Design and Technology Graphic Products Essential Knowledge Sheet

Tools and Equipment

Cutting Mat- Self healing, Non - slip cutting surface. Used to prevent work surfaces getting damaged and scalpel blades becoming blunt.



Scalpel- A hardened steel blade used for cutting along. This is for safety as it helps to prevent to sharp blade slipping and cutting the user.



Safety Ruler- This ruler has a raised edge for cutting along. This is for safety as it helps to prevent to sharp blade slipping and cutting the user.



Scissors- A cost effective and widely available cutting method. Products and prototypes can be quickly cut and tested.



Pencil- The pencil is probably the most commonly used drawing tool. The B range indicates blackness, the H range indicates hardness.



Isometric Drawing

Isometric projections are commonly used by engineers in technical drawings and illustrations and sometimes by architects. Early video games such as SimCity used Isometric projection.

Line Weighting

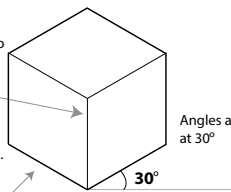
Enhances a drawing to make it appear more realistic.

Line Weighting

An edge that is connected to two visible faces stays thin.

Line Weighting

An edge that is connected to only one visible face becomes thick.



Angles are projected at 30°

Name	Properties	Description	Applications	Advantages	Disadvantages
Copier paper	80 GSM - Thin. - Lightweight. - Inexpensive.	- Bright white paper. - Smooth bleached uncoated surface.	- Writing. - Sketching and drawing. - Office and admin work. - Photo-copying	- Takes colour well (highly printable) - Good surface for pencils, pens and markers - Available in a range of colours.	Can be prone to jamming printers
Cartridge paper	120-150 GSM - Creamy white - Smooth but has a slightly textured surface.	- Completely opaque (no light passes through) - Accepts most drawing media - paints, as well as pens and pencil.	- Painting - Mixed-media design and art work.	Can be used with water colours without buckling (waviness caused by water)	More expensive than copier paper.
Tracing paper	60-90 GSM - Strong - Translucent	Smooth surface texture.	- Making copies - Overlays	Translucency allows underneath image to be seen for copying.	- Has low absorbency- this means ink can smudge easily - More expensive than copier paper.
Solid white board	- Rigid board - Excellent printing surface - Smooth texture.	- Made from pure, bleached wood pulp. - Bright white colour conveys quality.	- Book covers - Food packaging.	- Strong. - Rigid. - Accepts ink well.	Can be expensive compared to other boards

Adhesives- Glue Stick- A quick method of bonding papers and boards. They are easy to apply, however they are not as strong as other glues, meaning edges can lift over time. Longer setting time means that materials can be moved before they are dry.

Double sided tape- Tapes keep the surface of the materials dry, this prevents any warping. Instant adhesion speeds up the time taken to assemble a model or product. No setting time means that care and attention is needed when assembling. There is also no risk of spilling the adhesive tape.

Properties of Papers and Boards

Flexibility

The amount a material bends when a force is applied. If a paper doesn't flex it will jam printer mechanisms.

Printability

The ability to accept to ink onto its surface. If a paper is too absorbant, the printed image will not appear crisp, it will look blurred and blotchy.

Biodegradability

The ability to be completely broken down by bacteria. Adding plastic to paper means that it is no longer biodegradable.

Year 7 Design and Technology Graphic Products
Essential Knowledge Sheet. Page 2

Use this sheet to learn the shortcuts and functions used in Photoshop.

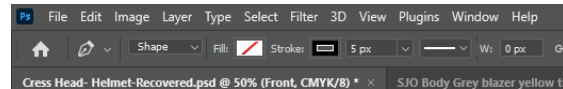
Keys	Function
Ctrl + S	Save
W	Magic Wand
Ctrl + D	Deslect
P	Pen Tool
Ctrl + T	Transform
Enter	Exit transform mode
Shift + F5	Fill Menu
Ctrl + +	Zoom in
Ctrl + -	Zoom out
F7	Open/ close layers menu

How to add a fill:

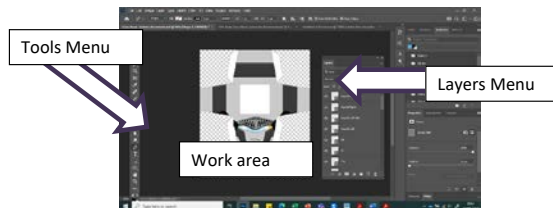
- 1) Select layer in layers menu.
- 2) Choose magic wand from tool menu
- 3) Select area you want to fill by clicking inside it on your workspace
- 4) Go to 'Edit- Fill'
- 5) In the contents menu (see below), select colour.
- 6) Use the colour picker to choose your colour
- 7) Press OK, and OK again

How to use the pen tool:

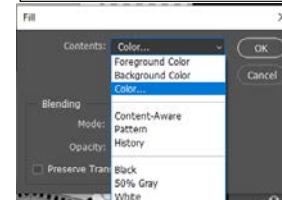
- 1) Select a flayer (cannot be an existing pen layer)
- 2) Select the Pen tool
- 3) Set up the pen tool (Change Path to Shape, Fill, Stroke and Stroke weight)



- 4) Click on your document to drop your first anchor point.
- 5) Carry on dropping anchor points to complete your shape



Fill Menu with 'Contents Menu'



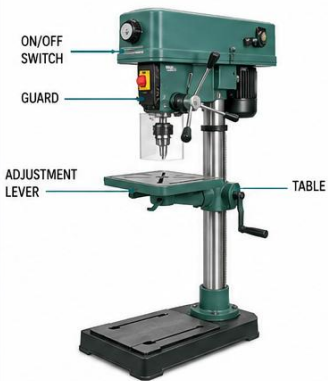
RESISTANT MATERIALS – VOCABULARY

KEYWORD	DEFINITION	ADVANTAGES	USES
Hardwood	Wood from slow-growing deciduous trees. Dense and strong.	Very strong and durable.	Furniture, flooring, tool handles.
Softwood	Wood from fast-growing coniferous trees. Lighter and less dense.	Lightweight, easy to work.	Construction, joinery.
MDF	Fine wood fibres pressed with resin. Smooth and uniform.	Smooth surface, easy to shape.	Furniture carcasses, prototypes.
Plywood	Thin wood veneers glued in layers at 90°. Strong and stable.	Strong, resists warping.	Shelving, construction projects.
Pine	A softwood. Light in colour, light in weight and easy to work.	Cheap and lightweight.	Furniture, interior joinery.
Oak	A hardwood. Strong, hard-wearing with an attractive grain.	Hard-wearing, attractive grain.	Furniture, flooring.
Safety Goggles	Protective eyewear.	Prevents eye injury.	Used when cutting or sanding.
Apron	Protective clothing.	Keeps clothing clean and safe.	Used in workshop.
Vice	Holds work firmly on bench.	Keeps hands free.	Holding wood when cutting or drilling.
Tenon Saw	Fine-toothed hand saw for straight cuts.	Accurate and clean.	Cutting joints in wood.
Coping Saw	Narrow-blade saw for curves.	Cuts intricate shapes.	Model making, design work.
G-Clamp	Adjustable metal clamp.	Strong, holds work securely.	Clamping pieces for gluing.
Bench Hook	Wooden guide for sawing.	Keeps work steady.	Cutting wood safely.
Try Square	Measuring and marking 90° angles.	Accurate marking.	Woodworking joints.
Steel Rule	Straight metal ruler.	Precise measurements.	Marking out lines on materials.
Marking Gauge	Tool with a pin for parallel lines.	Ensures accuracy.	Marking across timber.
Sandpaper	Abrasive paper for smoothing.	Creates smooth finish.	Finishing wood before painting.
File	Metal tool with teeth for shaping.	Removes rough edges.	Finishing metal or plastic.
Drill	Power or hand tool for making holes.	Accurate holes quickly.	Fitting screws or dowels.
Forstner Bit	Drill bit with a flat bottom for clean, flat-bottomed holes.	Produces accurate, flat-bottomed holes.	Creating recessed holes for fittings.

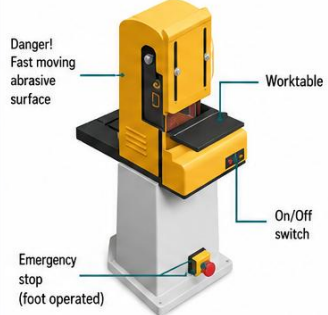
RESISTANT MATERIALS – TOOLS & MACHINES

Vice		Sanding block	
Tenon Saw		File	
Coping Saw		Sand paper	
Bench Hook		Sanding sealer	
Try Square		Wax	
Steel Rule			
Marking Gauge			

A **pillar drill** is a stationary drilling machine designed for making precise, controlled holes in materials such as wood, metal, or plastic. Pillar drills are commonly used in workshops for tasks requiring consistency and precision.



A **vertical sander** (also known as a bandfacer or belt sander) is a stationary machine used to smooth, shape, or remove material from surfaces such as wood, metal, or plastic. It features a continuous loop of abrasive sanding belt that runs vertically between two pulleys.



CATEGORIES OF WOOD

● HARDWOODS

Hardwoods come from **broad-leaf trees** like oak and beech. They are usually **strong, tough, and long-lasting**, but can be **more expensive**.

● SOFTWOODS

Softwoods come from **coniferous trees** like pine and spruce. They **grow faster**, are usually **cheaper**, and are **easy to work with**.

● MANUFACTURED BOARDS

Manufactured boards are made by **gluing wood pieces together** under pressure. They use **waste wood**, are **cheaper**, and have a **smooth, even finish**.

Examples: MDF, plywood, chipboard

HARDWOOD	vs	SOFTWOOD
Structure, Properties, and Uses		Structure, Properties, and Uses
Tree Anatomy		Tree Anatomy
- Covers a larger area - Sapwood area is smaller - Growth rings are closer together 		- Has less heartwood - Sapwood area is larger - Growth rings are farther apart 
Physical Properties		Physical Properties
- Denser and stronger 50–80 lbf/ft³ - Usually has tighter texture 		- Less dense and strong 20–40 lbf/ft³ - Usually has coarser texture 
Practical Use		Practical Use
Typically higher cost		Typically lower cost

ERGONOMICS

Ergonomics is about **designing products and spaces** so they are **comfortable, safe, and easy for people to use**.

It makes sure things **fit the user**, not the other way around.

Example: A school chair designed to support your back so you don't get uncomfortable.

ANTHROPOMETRICS

Anthropometrics is the **study of human body sizes and measurements** (like height, arm length, or hand size).

Designers use this information to make products that fit **most people**.

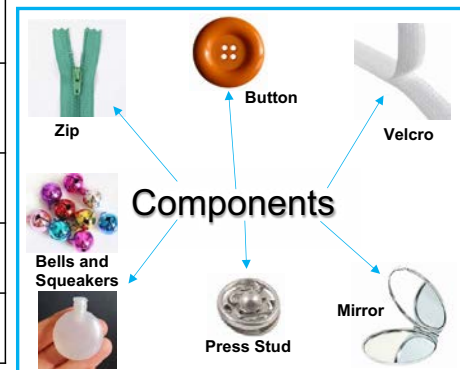
Example: Measuring hand sizes to design a game controller that most people can hold easily.

QUICK WAY TO REMEMBER

- **Ergonomics** = comfort & ease of use
- **Anthropometrics** = body measurements

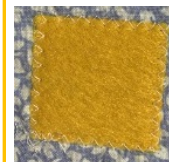
Fabric	Advantages	Disadvantages
Plain Weave Cotton 	Breathable, Lightweight, Biodegradable, Easy to care for, Absorbent (good for dyeing)	Takes a long time to dry
Cotton Velvet 	Insulating, Soft, Luxurious sheen.	Difficult to care for, Not very durable.
Polyester (Synthetic) 	Strong, Durable, Drapes Well, Hydrophobic (does not absorb water) so quick drying, Easy to care for, Pleats/shapes can be set with heat-good for adding structure, cheap to purchase as its manmade.	Polyester can melt or misshape with high temperatures. Take care with aftercare.
Cotton Terry Towelling 	Very absorbent due to the loops (takes a long time to dry), Interesting surface texture, Soft	Loops can snag. Takes a long time to dry.
Satin (Synthetic) 	Lustrous shine, Drapes well, Strong, Durable, Pleats/shapes can be set with heat-good for adding structure, Hydrophobic (does not absorb water) so quick drying,	Can snag easier than other weaves so not suitable for everyday wear.
Knitted Wool 	Insulating, Soft, Absorbent Natural elasticity, Lots of texture.	Takes a long time to dry, Heavy when wet, Expensive.
Lace 	Breathable, Absorbent, Lightweight, Easy to clean, Biodegradable, Lots of variations of intricate designs (good to add pattern and texture), Areas of pattern alongside sheer areas.	Delicate to work with. Can snag or pull easily.
Polyester Fleece 	Soft, Insulating, easy to care for, doesn't fray when cut, doesn't stain easily as its hydrophobic	Can pill with abrasion.
Cotton Denim 	Breathable, Biodegradable, Easy to care for, Absorbent (good for dyeing), durable, diagonal twill surface adds pattern and texture.	Expensive, no stretch, heavy when wet, slow drying.
Cotton Corduroy 	Insulating, Soft, Biodegradable, Absorbent (good for dyeing), different cord thicknesses are available.	Medium durability, gets holes with abrasion, takes a long time to dry.

Y8 Design Technology: Textiles Essential Knowledge Organiser



Decorative Technique	Description
 Machine Applique	When you stitch one fabric to another by machine. • Applique is completed on a sewing machine using a zig zag stitch. • Applique adds texture and interest to products, and completing it by machine is quicker and the applique will be more durable. • You can complete both 2D applique and 3D applique (such as ears, legs, a tail etc.) on a sewing machine.
 Hand Applique	When you stitch one fabric to another by hand. • Hand applique can only be used to produce 2D applique. • Stitches should overlap the raw edge for durability, to reduce fraying and for an aesthetically pleasing finish. • Stitches can be a contrasting colour to add decoration. Applique adds texture and interest to a product.
 CAD/CAM Embroidery	CAD/CAM Embroidery is an automated process to produce quick, durable and professional embroidery stitches. • In manufacture it is used for motifs, decorative stitches and elements such as facial features to reduce the risk of choking. • In school we can use it for letters and numbers.
 Hand Embroidery	Producing intricate stitches which add texture and decoration. • Stitches can lie flat or be 3D dependent on the stitch selected. • You will need an embroidery hoop, embroidery needle and embroidery threads to complete it to a high standard. • A variety of patterns and textures can be added to your work using hand embroidery, it also works well combined with decorative embellishment. • The key for a high-quality finish is even length stitches and good stitch tension!
 Decorative Embellishment	Sewing sequins and beads onto fabric adding decoration, pattern and texture. • We do this technique by hand sewing each one individually to build up to a desired pattern. • Decorative embellishment can be time consuming and makes products more difficult to care for due to delicacy.

Y8 Design Technology: Textiles Essential Knowledge Organiser



Machine Applique

- ✓ Stitch=C2
- ✓ Should overlap raw edge
- ✓ Reverse when you start and end for durability

Sewing Machine Skills

Seams

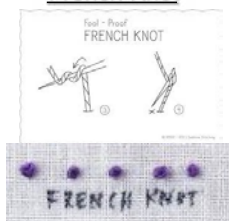
- ✓ Stitch=A2 (straight) C2 (Zig Zag)
- ✓ Straight stitch 1cm from the raw edge
- ✓ Zig zag stitch along the raw edge to prevent fraying
- ✓ Reverse when you start and end for durability



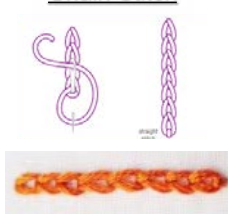
Y8 Design Technology: Textiles Essential Knowledge Organiser

Key Words	Definition
Applique	A French term meaning 'to apply'. Fabric is stitched on top of each other for texture and decoration.
Design Brief	Outlines the requirements of a design project.
Design Specification	Identifies specific factors required to meet the needs of the user in a design project.
Embroidery	Decorating fabric using a needle to stitch threads in decorative patterns.
Computer Aided Design (CAD)	Using Computer software to design products in both 2D and 3D.
Computer Aided Manufacture (CAM)	Machines are programmed with CAD designs to manufacture different elements of a product. (Example, cutting out pattern pieces for a garment, Embroidering a logo on a school uniform)
Fabric	A material made by knitting, weaving or bonding fibres.
Embellishment	Adding sequins, beads, mirrors, buttons, rhine stones or feathers to add texture and aesthetic impact. Embellishments can be sewn or glued dependent on the position and the end use.

French Knot

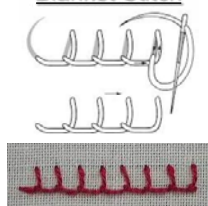


Chain Stitch

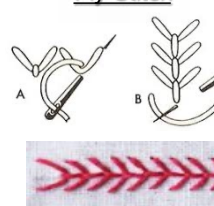


Embroidery Stitches

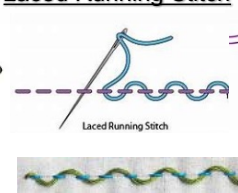
Blanket Stitch



Fly Stitch



Laced Running Stitch



Woven Wheel



DRAMA

Key Terminology

<u>Half-Term 1: Greek Myths</u>	
<u>Vocabulary</u>	<u>Definition</u>
Imagery	Clear and symbolic representation of something
Improvisation	Making something up on the spot
Projecting	Speaking loudly and clearly but without shouting
Devising	Creating a piece from your own ideas
Body as Prop	Using your bodies to represent an object
Story Theatre	Retelling a story through drama, movement, comedy and teamwork
Freeze Frame	Standing completely still during an important moment to highlight something important – use facial expressions, body language, levels etc.
Greek Chorus	Multiple people speaking at the same time, acting as one character together
Angel and Devil	A technique which shows a character who has trouble making a difficult decision. One actor will play an 'Angel' or all the positive thoughts. Another actor plays the 'Devil' or all the negative thoughts.

<u>Half-Term 2: Silent Movies</u>	
<u>Vocabulary</u>	<u>Definition</u>
Slapstick Comedy	A type of comedy that relies on exaggerated movements and over-the-top physical humour
Marking the Moment	Pausing to highlight an important moment
Archetype	The first example that springs to mind when a character type is mentioned
Double-Take	A delayed reaction where a character looks away from someone/something, only to quickly look back and then react
Chase Scene	A moment in a silent movie where characters chase each other, often falling over and hiding behind others/objects during it
Protagonist	Hero of the story
Antagonist	Villain of the story
Damsel in Distress	A female character who often needs 'rescuing' from the antagonist
Henchman	A sidekick that helps the antagonist



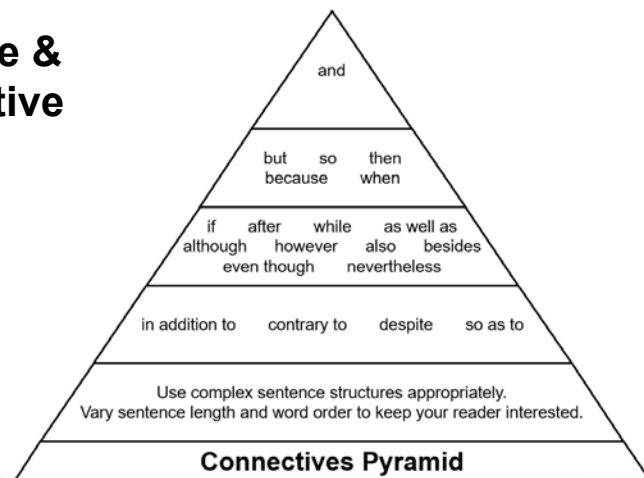
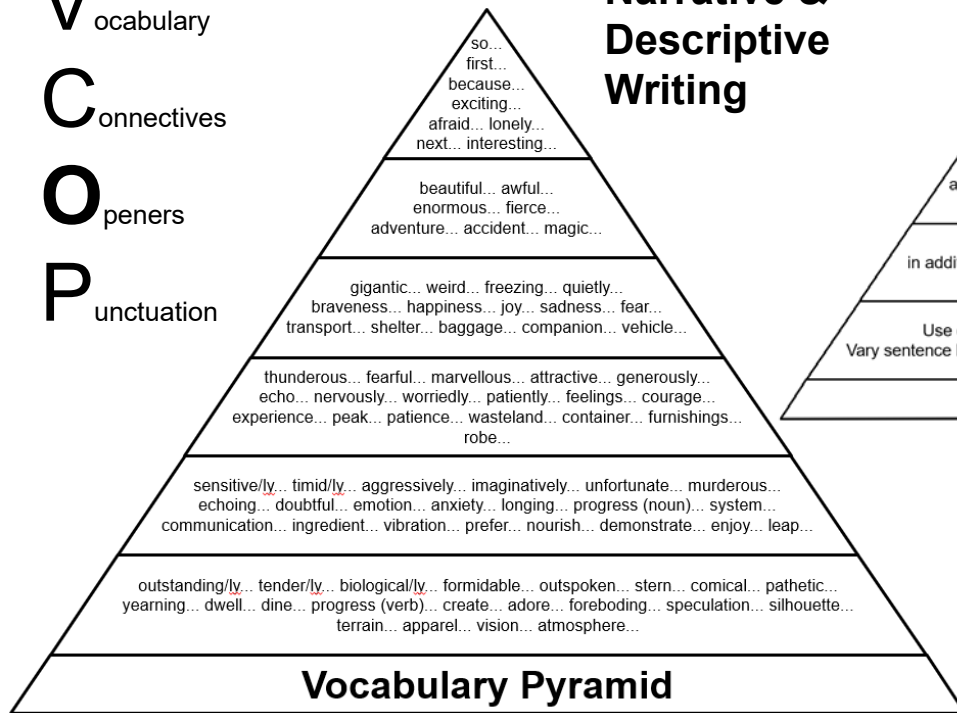
<u>Voice</u>		
<u>Vocabulary</u>		<u>Definition</u>
PPPTV	Pace	How quickly or slowly you speak
	Pitch	How high or low your voice is
	Pause	Stopping for dramatic effect
	Tone	The emotion you are showing in your voice
	Volume	How loud or quiet your voice is
Projection		Making sure your voice is loud enough to be heard without shouting
Accent		A way of pronouncing words which shows where your character is from
Emphasis		Stressing part of a word/sentence to show how your character feels

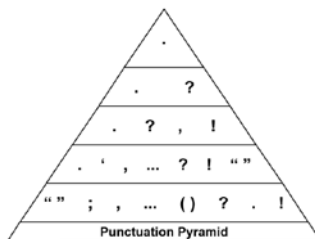
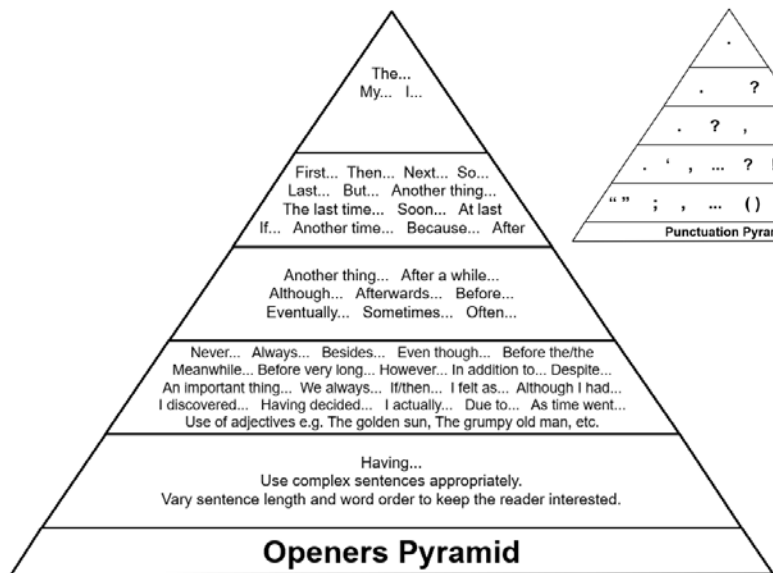
<u>Interaction</u>	
<u>Vocabulary</u>	<u>Definition</u>
Audience Sightlines	What the audience can see from their seats
Corpsing	Laughing unintentionally in a performance
Naturalistic Acting	Performing in a style that is believable – like real life
Non-Naturalistic Acting	Performing in a style that could be full of symbolism, exaggeration, silliness, song and dance – not like real life
Proxemics	Using distance between characters to show their relationship (e.g. close = friends)

<u>Physicality</u>	
<u>Vocabulary</u>	<u>Definition</u>
Facial Expressions	Using your face to show your emotions
Body Language	Using your body to show emotions
Gestures	Using your hands to communicate feelings
Stance	The way your character stands
Gait	The way your character walks
Levels	Using different heights onstage (it could be used to show your character's power)
Body as Prop	Using yours and your group members' bodies to represent an object

Vocabulary
Connectives
Openers
Punctuation

Narrative & Descriptive Writing





Punctuation Essentials		
Full stop .	Ends a sentence	She smiled.
Comma ,	Separates clauses and items	After dinner, we left.
Apostrophe '	Shows possession or contraction	It's Sam's book so don't touch
Question mark ?	Indicates a question is being asked	Where are you?
Exclamation mark !	Used to emphasise something	Watch out!
Colon :	Introduces a list or extra information	He had one goal: to win. I have three pets: a cat, a dog and a parrot.
Semi-colon ;	To link related clauses	It was late; she was tired.
Dash -	Adds interruption or extra information	He stopped – suddenly.
Speech marks "..."	Denotes direct speech	"Hello," she said

Narrative & Descriptive Writing

Descriptive Techniques	
Alliteration	When words start with the same letter/sound
Cyclical structure	A story that ends where it started
Foreshadowing	Clues for later events
Imagery	Words that create pictures in your mind
Metaphor	A comparison that says something is something else.
Pathetic fallacy	Using the weather to create a mood
Personification	Giving human features to something not human
Simile	A comparison using like or as
Zoomorphism	Giving animal qualities/characteristics to things that aren't animals

Crafting Sentences

Suggestion	Example	Your turn...
A short sentence of three verbs	<u>Watching, listening, waiting.</u>	
Starting with an adverb	<u>Ominously</u> , the alarm filled the empty city...	
Starting with a simile	<u>Like a concrete wall</u> , the noxious cloud of gas surrounded them.	
Start with a preposition	<u>Above</u> the trench, the explosion was very sudden.	
Include sensory language	<u>The deafening screech of car wheels and police sirens filled the air.</u>	
Use a fronted adverbial (where, when, how)	Before darkness arrived... As the candle dimmed... At midnight...	
Include dynamic verbs.	Paul's right hand <u>shot</u> out and down, <u>gripping</u> the deadly thing. It <u>hummed</u> and <u>twisted</u> in his hand, but his muscles were <u>locked</u> on it in desperation.	

Key Vocabulary

Novel	A story with a hidden meaning
Theme	A main idea or message in a text
Protagonist	The main character in the story
Antagonist	The enemy of the protagonist
Social class	A person's position in society determined by wealth
Patriarch	A male leader
Patriarchy	A male dominated society
Capitalism	A type of society motivated by making money and profit

Reading**Literary Devices**

Alliteration	When words start with the same letter/sound	She sells seashells along the seashore.
Hyperbole	An over-exaggeration	My suitcase weighs a ton!
Juxtaposition	Placing opposite ideas nearby	Spring remained a distant memory as winter soon crept in
Metaphor	A comparison that says something is something else.	The classroom was an encyclopaedia.
Onomatopoeia	Words that sound like the noise they make	Buzz, hiss, crack
Oxymoron	Two opposite ideas/words placed right next to each other	The deafening silence A happy war
Personification	Giving human features to something not human	The stars winked at me.
Simile	A comparison using like or as	She was as happy as a lark.

PEACH	
Point	The writer presents...as/as an exploration of...
Evidence	This is shown through the quote, '...'
Analysis (meaning, method, connotations, effects)	The use of [method] implies...because the word '...' means...which has connotations of... Furthermore, it could also suggest that...
Context	At the time the poem/text is set,... The writer may have wanted to show...through his/her exploration of [theme] because...
Have You Checked Your Work?	Make sure you leave time to check your work, correcting where needed.

Step by Step Guide to Analysis	
1. Pick a quote	Choose a short, relevant word or phrase from the text.
2. Identify a Technique	Say what it is (e.g. metaphor, simile, adjective, repetition)
3. Zoom in on a word	Focus on one interesting word
4. Explain what it suggests	Say what the word (or phrase) makes you think or feel.
5. Link to meaning	Explain what it shows about a character, theme, idea
6. Add deeper thought	Consider why the writer did this or how it affects the reader.

Analytical Language		
Simple	Developed	Deeper Thinking
Describes	Conveys	Challenges
Explains	Demonstrates	Contrasts with
Highlights	Emphasise	Criticises
Presents	Explores	Exemplifies
Reveals	Illustrates	Reinforces
Shows	Implies	Symbolises
Suggests	Represents	Questions

Y7 French Term 1

French Phonics

French	Pronunciation
ou	oo
oi	wa
en-in-on-un	Nasal sounds the "n" is silent
o-au-eau	o
eu	errr
é	it
er-et-ez at the end of a word	
ê-ê-ai	bet
h	is silent
u	
gn	nya
ch	sh
ill	y
qu	k
ç	s
tion-sion-ssion	see on

KS3 Tier 3 Vocabulary: Year 7

Key word	Definition
Accent	An additional mark on a word that indicates a change in sound/emphasis e.g. <i>été</i>
Translate	Write a sentence/phrase in another language
Dictation	Writing down what you hear (in the same language)
Verb	A doing word e.g. <i>play, go, see, visit</i>
Adjective agreement	The ending of an adjective changes depends on what it describes e.g. <i>je suis amusant = boy, je suis amusante = girl</i>
Pronunciation	How words sound when spoken
Cognate	A word that looks or sounds similar to English.

Les jours de la semaine

(The days of the week)

lundi	Monday
mardi	Tuesday
mercredi	Wednesday
jeudi	Thursday
vendredi	Friday
samedi	Saturday
dimanche	Sunday

Les mois de l'année

(The months of the year)

janvier	January
février	February
mars	March
avril	April
mai	May
juin	June
juillet	July
août	August
septembre	September
octobre	October
novembre	November
décembre	December

Quelle est la date?



Les nombres 0-31

(Numbers 0-31)

0	zéro	8	huit	16	seize	24	vingt-quatre
1	un	9	neuf	17	dix-sept	25	vingt-cinq
2	deux	10	dix	18	dix-huit	26	vingt-six
3	trois	11	onze	19	dix-neuf	27	vingt-sept
4	quatre	12	douze	20	vingt	28	vingt-huit
5	cinq	13	treize	21	vingt et un	29	vingt-neuf
6	six	14	quatorze	22	vingt-deux	30	trente
7	sept	15	quinze	23	vingt-trois	31	trente et un



High frequency words/phrases:

et	and	oui	yes
aussi	also	non	no
mais	but		

Greetings	Bonjour	Hello
	Salut	Hi
	Bonsoir	Good evening
	Au revoir	Goodbye
	À plus	See you later
	Comment t'appelles-tu?	What's your name?
Je m'appelle...	My name is...	

Pleasantries	Comment ça va?	How are you?
	(Ça va?)	(Are you ok?)
	Ça va (très) bien	I'm (very) well
	Pas mal, merci	Not bad, thanks
	Ça ne va pas !	Not good!
	Et toi?	And you?

An important irregular verb (present tense)

Avoir - to have			
j'ai = (je + ai)	I have	nous avons	we have
tu as	you have	vous avez	you have
il/elle/on a	s/he has we have	ils/elles ont	they have

1.1 Talking about brothers, sisters and age

SB1.1	As-tu des frères et sœurs? (Do you have brothers and sisters?)	Quel âge as-tu? (How old are you?)
J'ai (I have) Tu as (You have) Il a (He has) Elle a (She has)	un frère (a brother) un demi-frère (a step/half brother)	qui s'appelle... (who is called...)
	une sœur (a sister) une demi-sœur (a step/half-sister)	
	deux frères (two brothers) un frère et deux sœurs (a brother and two sisters)	qui s'appellent...et... (who are called...and...)
	Ils ont (They have) Elles ont (They have)	
	onze ans (years old)	

Je n'ai pas (I don't have)	de frères ou sœurs (any brothers or sisters)	mais je voudrais (avoir) (but I would like (to have))	un frère (a brother)
Je suis fils unique (I'm an only child - male)	Je suis fille unique (I'm an only child - female)		

1.2 Talking about likes and dislikes

SB1.2	Tu aimes....?
(Do you like...?)	
J'aime (I like)	le sport (sport)
Je n'aime pas (I don't like)	le foot (football)
Je déteste (I hate)	le vélo (cycling)
Tu aimes (you like)	le collège (school)
Il aime (he likes)	le cinéma (cinema)
Elle aime (she likes)	le poisson (fish)
Elle n'aime pas	la danse (dance)
Elle déteste	la musique (music)
	et (and)
	mais (but)
	aussi (also)
	les pizzas (pizzas)
	les serpents (snakes)
	les glaces (ice creams)
	les jeux vidéo (video games)
	les vacances (holidays)
	les BD (comics)
	les mangas (manga)
	les araignées (spiders)
	C'est (It's)
	génial (great)
	sympa (nice)
	hyper-cool (super cool)
	nul (rubbish)

SB1.3	Tu es comment ? (What are you like?)	
Je suis (I am)		amusant (funny)
Je ne suis pas (I am not)		arrogant (arrogant)
		bavard (talkative/chatty)
Tu es (You are)		fort (strong)
		grand (tall)
Il est (He is)	très (very)	intelligent (intelligent)
Il n'est pas (He isn't)		méchant (nasty/bad/naughty)
	assez (quite)	patient (patient)
		petit (small)
		timide (shy)
Je suis (I am)	trop (too)	amusante (funny)
Je ne suis pas (I am not)		arrogante (arrogant)
	un peu (a bit)	bavarde (talkative/chatty)
Tu es (You are)		forte (strong)
		grande (tall)
Elle est (She is)		intelligente (intelligent)
Elle n'est pas (She isn't)		méchante (nasty/bad/naughty)
		patient (patient)
		petite (small)
		timide (shy)

Être - to be			
je suis	<i>I am</i>	nous sommes	<i>we are</i>
tu es	<i>you are</i>	vous êtes	<i>you are</i>
il/elle/on est	<i>s/he is we are</i>	ils/elles sont	<i>they are</i>

	C'est quand ton anniversaire ?	When is your birthday?
	Mon anniversaire c'est le <u>vingt février</u>	My birthday is the <u>20th of February</u>
	Son anniversaire c'est le <u>premier mars</u>	His/her birthday is the <u>1st of March</u>

S81.4		Décris-moi ta famille (Describe your family to me)		
Dans ma famille il y a (In my family there is)	mon (my)	frère (brother)	demi-frère (step/half-brother)	chien (dog)
		père (dad)	beau-père (step-dad)	chat (cat)
J'habite avec (I live with)	ma (my)	sœur (sister)	demi-sœur (step/half-sister)	qui s'appelle... (who is called...)
		mère (mum)	belle-mère (step-mum)	
		grand-mère (grandma)		
		famille d'accueil (foster family)		
	mes (my)	parents (parents)	grands-parents (grandparents)	qui s'appellent...et (who are called...and...)
		deux frères (two brothers)		

20 vingt

30 trente

40 quarant

50 cinquante

60 soixant

70 soixante-dix (60+10)

71 soixante-et-onze (60+11)

72 soixante-douze (60+12)

80 quatre-vingts (4x20)

81 quatre-vingt-un ($4 \times 20 + 1$)

82 quatre-vingt-deux ($4 \times 20 + 2$)

90 quatre-vingt-dix ($4 \times 20 + 10$)

91 quatre-vingt-onze ($4 \times 20 + 11$)

92 quatre-vingt-douze ($4 \times 20 + 12$)

100 cent

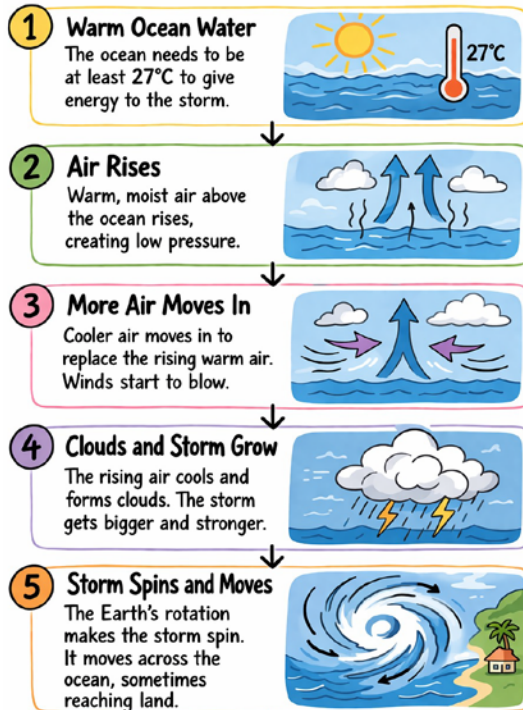
1.5 Describing yourself and others

SB1.5	Tu es comment ? (What are you like?)	Il/elle est comment? (What is he/she like?)		
J'ai (I have) Tu as (You have) Il a (He has) Elle a (She has) Mon copain a (My <u>friend</u> has) Ma copine a (My <u>friend</u> has)	les cheveux (...hair)	blonds (blonde)	et (and)	courts (short)
		bruns (brown)		longs (long)
	gris (grey)	mi-longs (mid-length)		
	noirs (black)	raides (straight)		
	roux (red)	bouclés (curly)		
	les yeux (...eyes)	bleus (blue)		
marron (brown)				
verts (green)				
une moustache (a moustache)				
Je porte (I wear) Tu portes (You wear) Il porte (He wears)	des taches de rousseur (freckles)			
	des tatouages (tatoos)			
	neuf ans (nine years old)			
Je suis (I am) Tu es (You are) Il est (He is) Elle est (She is)	des lunettes (glasses)			
	petit(e) (small)			
	de taille moyenne (average height)			
	grand(e) (tall)			
Je aime (I like) Tu aimes (You like) Il/elle aime (He/she likes)	patient(e) (patient)			
	le sport (sport)			
	la musique (music)			
		les vacances (holidays)		

Extreme Weather

Key words	Definition
Weather	The day to day conditions of the atmosphere <i>e.g. heat, cloudiness, dryness, sunshine, wind, rain, etc.</i>
Extreme Weather	When a weather event is significantly different from the average or usual weather pattern.
Human effect	This is something impacting humans <i>e.g. a house being destroyed or people dying</i>
Physical / environmental effect	This is something that impacts the natural environment <i>e.g. rivers being polluted or 10m high waves.</i>
Tropical storm	A powerful storm with strong winds over 74mph and heavy rain that forms over warm ocean water.
Distribution	How something is spread out in an area
Immediate response	A response in the days and weeks immediately after a disaster has happened.
Long term response	Responses that go on for months and years after a disaster. <i>e.g. rebuilding destroyed houses, schools, hospitals, etc.</i>
Equator	The equator is an imaginary line around the middle of the Earth, dividing it into the Northern and Southern Hemispheres.
Evaporation	The process of turning a liquid into gas <i>e.g. water vapour</i>
Condensation	Water vapour cools and turns into liquid droplets.
Saffir-Simpson scale	A scale of 1 to 5 based on a hurricane's sustained wind speed. (5 being the highest)
Storm surge	When the sea level rises higher than normal because of strong winds and low air pressure.

How a Tropical Storm Forms



Hurricane Katrina case study

Human effects –

This is something impacting humans

1800 dead

Dead bodies left to rot in the streets

\$108 billion worth of damage

Louis Armstrong International Airport closed

800,000 houses were destroyed

Physical effects –

This is something that impacts the natural environment

85% of New Orleans flooded

11m high storm surge

145mph winds

26 million litres of oil leaked.

Flooding reached 6m high in places

Immediate responses-

Responses in the days and weeks after a disaster

33,500 people were rescued by the Coast Guard

½ million people ordered to evacuate

20,000 people were evacuated to the Superdome.

Long Term responses –

Responses months and years after a disaster

Spent \$20 billion on the levees to protect against a category 5

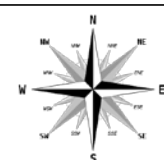
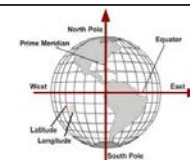
FEMA paid for temporary hotel costs of 12,000 individuals

58,000 of the national guard were activated to deal with aftermaths of the storm

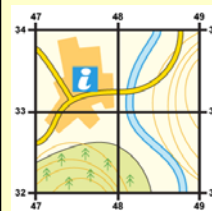


Map Skills

Key words	Definition
Physical Geography	Study of natural features and processes e.g. weather and oceans
Human Geography	The study of how people live, work, and change the world around them, including cities, cultures, and the way they use land.
Continents	There are 7 continents. These are: Europe, South America, North America, Asia, Antarctica, Oceania, Africa.
Latitude	How far north or south a place is from the equator The equator is measured at 0°
Longitude	How far east or west a place is from the Prime Meridian
Features on a map:	
Triangulation Points	Blue triangles on maps showing how high a place is above sea level.
Spot Heights	Black dots on maps showing the exact height of a place above sea level.
Contour Lines	Brown lines on maps that connect places with the same height above sea level.
Scale	Scale on a map shows how much smaller the map is compared to real life. It helps you measure real distances.
The Ordnance Survey (OS)	The OS are the national mapping agency for Great Britain.
Eastings	Lines that run up and down (vertical) on a map
Northings	Lines that run across (horizontal) on a map



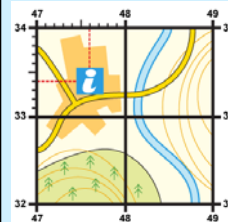
The tourist information office is in grid square **47 33**.



4 figure grid references –

- Find the easting** – Move right to the grid line before the square and write down the number.
- Find the northing** – Move up to the grid line below the square and write down that number next to the easting.

The tourist information office is located at **476 334**



6 Figure Grid references:

- Find the four-figure grid reference** – Write the easting and northing, leaving a space after each.
- Estimate across** – Count how far across the square the symbol is (out of 10) and add this to the easting.
- Estimate up** – Count how far up the square the symbol is (out of 10) and add this to the northing.

Year seven history: Topic one
Migration

	Key dates and events you should know.
800,000 BC	First humans arrive on the land we now called Britain
43 AD	Romans invade Britain under the rule of Emperor Claudius and rule until 410AD
450 AD	Arrival of the Angles and Saxons from Denmark and Northern Germany
789 AD	First Viking raids begin. They targeted monasteries and churches taking valuables. Over time they began to stay settling down to become farmers as good land was short in Denmark and Norway. Whilst in control they particularly dominate the north of England, an area which becomes known as the Danelaw. In 1016, a Viking, Canute, becomes king of England.
1066	Normans from Northern France invade and conquer England taking control from the Anglo-Saxons by defeating Harold Godwinson at the Battle of Hastings.
1572	Huguenots arrive from France after they are persecuted because of their religious beliefs. Huguenots were Protestant Christians who were attacked by the Catholic French. Approximately 30,000 Huguenots were attacked in February 1572 leading to many migrating to Britain for safety. As refugees they had a big impact on the economy of Britain bringing their skills of silk weaving, clock making and furniture building.
1948	SS Empire Windrush arrives from the West Indies with migrants from Jamaica, Trinidad and Tobago because there were a shortage of workers in Britain. Many came to work as labourers, cleaners and bus conductors. They brought new foods, fashion, music and language to Britain with many settling and not returning to the West Indies.
2024	Net migration is just over 430,000, down from 860,000 in 2023

Key vocabulary	
Migration	People moving from one place to another
Invasion	A military take over of another country
Persecution	Blaming or punishing groups of people
Discrimination	Poor treatment of people because of ethnicity/religion/gender/age
Conquer	Successfully taking over another country, usually by force
Immigrant	A person who lives permanently in a foreign country
Emigrate	To move out of a country
Political	How a country is run—powers and decision making
Social	People and how they live, what they believe in and how they communicate
Economic	Anything to do with money, this includes trade and taxes.
Refugee	Someone leaving their home for safety
Diversity	A variety of people
Impact	An effect or influence
Culture	Ideas and behaviour of a group of people
Decade	A measurement of 10 years
Century	A measurement of 100 years

Causes of migration to Britain

Vikings	Huguenots	Caribbean people (Windrush)
- To get land for farming as this was limited in Scandinavia. - They also wanted to expand their power in the north of Europe. - Britain had valuable treasure which they looted from religious sites.	- To escape religious persecution because of their protestant faith, in 1572 tens of thousands were killed by Catholics in France. - They chose to come to England as it was a Protestant country which welcomed them and their trade. - They were able to carry out their trades (weaving, clock making and furniture making) without fear of attack.	- They were invited by the British government to come and work to rebuild Britain after the bombing of World War Two. - Many came because they hoped to earn money which they could then use to return to the West Indies and improve the lives for their families. - Some saw this as their duty as members of the commonwealth to help support Britain.

Impact of migrants on Britain

Vikings	Huguenots	Caribbean people (Windrush)
Short term: runes, attacks on monasteries and churches, new trade routes were developed bringing silk and precious stones to Britain. Long term: Norse language, established the Danelaw, creation of separate nations—England and Scotland, language changes—introduction of new words and place names	Short term: Brought new skills to England e.g silk weaving and started new industries such as steel making Long term: They boosted the economy through their trade. They established the first Bank of England which encouraged business development, helping the Industrial Revolution of the 18th century.	Short term: Helped to rebuild Britain after World War Two, brought new foods and culture to Britain Long term: Changed the national culture of Britain, helping to diversify music, language and foods. Established the Brixton carnival to encourage support for and celebration of diversity

Skill spot: How to work out centuries

The measurement of 100 years in history is given the name 'century'. **Currently we are in the 21st century.**

— 1st century — — 2nd century — — 3rd century —
1 100 200 300

Check out this video if you are still struggling!!



Skill spot: How to Explain why.....

In assessments you will be asked to explain why/how something happened. In this unit you will need to explain the impact of different migrants. You can find ideas to help you revise for this in the table above.

Explain why...? questions success criteria

You will need to write 3 paragraphs.

In each paragraph you need to be able to explain, with some SPEND detail why/how something happened.

Use sentence starters such as the examples here:

One reason for..... is....."

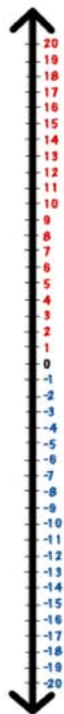
"This happened because....."

"This was important because...."

"Another effect was....."

"A key impact was....."

Number Line:



Maths Working Wall

Negative Numbers

Adding/Subtracting Negatives

e.g. $4 + -7 =$
 $4 - 7 = -3$

e.g. $5 - +9 =$
 $5 - 9 = -4$

e.g. $3 - -6 =$
 $3 + 6 = 9$

Multiplying Negatives

$+$ $\times$ $+$ $=$ $+$

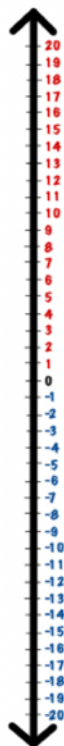
$+$ $\times$ $-$ $=$ $-$

$-$ $\times$ $+$ $=$ $-$

$-$ $\times$ $-$ $=$ $+$

X	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
2	2	4	6	8	10	12	14	16	18	20	22	24	26	28	30
3	3	6	9	12	15	18	21	24	27	30	33	36	39	42	45
4	4	8	12	16	20	24	28	32	36	40	44	48	52	56	60
5	5	10	15	20	25	30	35	40	45	50	55	60	65	70	75
6	6	12	18	24	30	36	42	48	54	60	66	72	78	84	90
7	7	14	21	28	35	42	49	56	63	70	77	84	91	98	105
8	8	16	24	32	40	48	56	64	72	80	88	96	104	112	120
9	9	18	27	36	45	54	63	72	81	90	99	108	117	126	135
10	10	20	30	40	50	60	70	80	90	100	110	120	130	140	150
11	11	22	33	44	55	66	77	88	99	110	121	132	143	154	165
12	12	24	36	48	60	72	84	96	108	120	132	144	156	168	180
13	13	26	39	52	65	78	91	104	117	130	143	156	169	182	195
14	14	28	42	56	70	84	98	112	126	140	154	168	182	196	210
15	15	30	45	60	75	90	105	120	135	150	165	180	195	210	225

Number Line:



Maths Working Wall

Tier 3 Essential Vocabulary

Example

Integer

A whole number

10

Prime number

A number with only 2 factors, one and itself

2, 3, 5, ...

Variable

A letter used to represent an unknown number

x

Term

A multiple of a variable

3x

Expression

Terms added or subtracted together

3x + 2y

Expand

To multiply out the bracket

2(3x-4)=6x-8

Factorise

To put an expression back into brackets

6x-8=2(3x-4)

Solve

To find the value of a variable in an equation

3x-5=10
3x=15
x=5

Polygon

A 2D shape

Quadrilateral

A 4-sided shape

Mean

The total of all the numbers divided by how many

Median

The middle value in an ordered list

Converting Measurements:

Length

1cm = 10mm

1m = 100cm

1km = 1000m

Mass

1kg = 1000g

Capacity

1 litre = 1000ml

Factors & Multiples:

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

Multiples of 18 : 18, 36, 54, 72, 90, 108...

Factors are numbers that multiply to get that number

Multiples are numbers in that times table

Mode

The most common piece of data

Range

The difference between the largest and smallest value

Probability

The chance, written as a fraction, decimal or percentage

Maths Working Wall

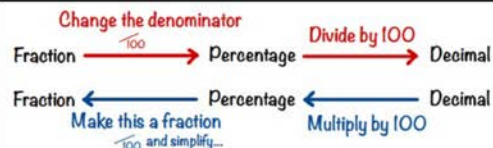
100%									
50%					50%				
25%	25%	25%	25%	25%	25%	25%	25%	25%	25%
20%	20%	20%	20%	20%	20%	20%	20%	20%	20%
10%	10%	10%	10%	10%	10%	10%	10%	10%	10%

Percentages:

To find...

50% divide by 2
 10% divide by 10
 25% divide by 4
 1% divide by 100

FDP:



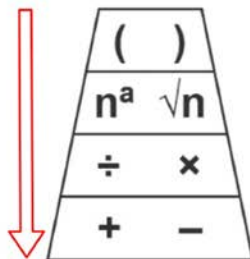
Types of number:

Cubes	1	8	27	64	125
	216	343	512	729	1000
Squares	1	4	9	16	25
	36	49	64	81	100

Prime Numbers

2
3
5
7
11
13
17
19

Order of operations



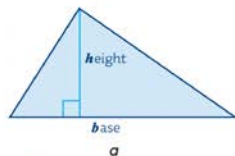
Fraction	Percentage	Decimal
$\frac{1}{2}$	50%	0.5
$\frac{1}{4}$	25%	0.25
$\frac{1}{5}$	20%	0.20
$\frac{1}{10}$	10%	0.10
$\frac{1}{100}$	1%	0.01
$\frac{3}{4}$	75%	0.75

Maths Working Wall

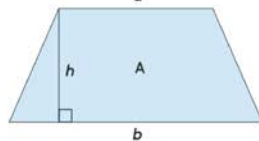
Shape



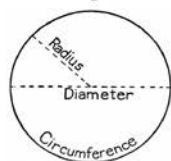
$$\text{Area} = \text{base} \times \text{height}$$



$$\text{Area} = \frac{\text{base} \times \text{height}}{2}$$



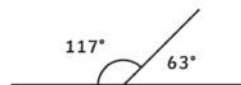
$$\text{Area} = \frac{a + b}{2} \times h$$



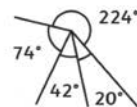
$$\text{Circumference} = \pi \times d$$

$$\text{Area} = \pi \times r^2$$

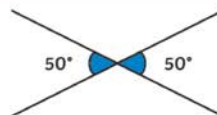
Angles



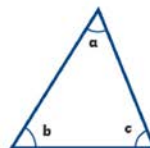
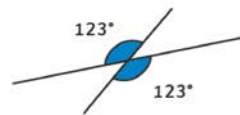
Angles on a straight line always total 180° .



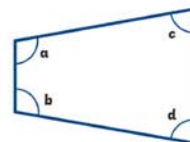
Angles around a point always total 360° .



Opposite angles that share a vertex are equal.



$$a + b + c = 180^\circ$$



$$a + b + c + d = 360^\circ$$



Retrieval Core Maths knowledge

1— Multiplying & Dividing by powers of 10

10 000	1000	100	10	1	$\frac{1}{10}$	$\frac{1}{100}$	$\frac{1}{1000}$

Multiplying
 X 10 digits move LEFT 1 space
 X 100 digits move LEFT 2 spaces
 X 1000 digits move LEFT 3 spaces

Dividing
 ÷ 10 digits move RIGHT 1 space
 ÷ 100 digits move RIGHT 2 spaces
 ÷ 1000 digits move RIGHT 3 spaces

Knowledge 2— Long multiplication

Calculate 132×48

$$\begin{array}{r}
 132 \\
 \times 48 \\
 \hline
 1056 \\
 + 5280 \\
 \hline
 6336
 \end{array}$$

Don't forget the zero!

3— Rounding to 1d.p

12.3|64

12.3|24

12.4

Look at the number **after** the line.
 If it's 5 or more, round up. If it's less than 5, round down.

12.3

4— Adding and subtracting decimals

Calculate $2.45 + 1.9$

$$\begin{array}{r}
 2.45 \\
 + 1.90 \\
 \hline
 4.35
 \end{array}$$

Use 0 as a place holder

Decimal points **must** line up

5— Bus stop division

Calculate $744 \div 6$

$$\begin{array}{r}
 124 \\
 6 \overline{) 744} \\
 \underline{6} \\
 14 \\
 \underline{12} \\
 24 \\
 \underline{24} \\
 0
 \end{array}$$

Key Questions

How many 6's go into 7?
 What is the remainder?



Retrieval Core Maths knowledge

1— Multiplication

$$73 \times 316$$

Don't forget
the zero

$$\begin{array}{r} 316 \\ \times 73 \\ \hline 948 \\ 22120 \\ \hline 23068 \end{array}$$

Add to get the final answer

2— Short Division (going into decimals)

The first to arrive at the bus stop goes inside!

Key questions:

How many 4's go into 7?

What's left over?

What happens when we have a

Remainder at the end still?

$$7865 \div 4$$

$$\begin{array}{r} 1966.25 \\ 4 \overline{) 7865.20} \end{array}$$

3— Fraction Multiplication

No need for common denominators!

$$2\frac{1}{3} \times \frac{4}{5} = \frac{7}{3} \times \frac{4}{5} = \frac{28}{15} = 1\frac{13}{15}$$

4— Decimals

$$0.73 + 31.6$$

Make sure the columns
are matched up right

$$31.6$$

$$\begin{array}{r} 0.73 \\ 31.6 \\ \hline 32.33 \end{array}$$

$$31.6 - 0.73$$

$$\begin{array}{r} 31.60 \\ - 0.73 \\ \hline 30.87 \end{array}$$

5— Negative numbers

Negative $\times$ or $\div$ Positive = Negative

Negative $\times$ or $\div$ Negative = Positive

$$4 \times -3 = -12$$

$$-10 \times -5 = 50$$

$$-24 \div -6 = 4$$

$$-32 \div 8 = -4$$

Start - Direction - Distance

$$-7 - 3 = -10 \text{ (not } -4)$$

$$-7 + -3 = -7 - 3 = -10$$

Adding a negative goes down

$$-7 - -3 = -7 + 3 = -4$$

Subtracting a negative goes up



Retrieval Core Maths knowledge

1—Negative Number Arithmetic

Negative $\times$ or $\div$ Positive = Negative
 Negative $\times$ or $\div$ Negative = Positive

Start – Direction – Distance

$$-7 - 3 = -10 \text{ (not } -4)$$

$$-7 + -3 = -7 - 3 = -10$$

$$-7 - -3 = -7 + 3 = -4$$

Adding a negative goes down

Subtracting a negative goes up

$$\begin{aligned} 4 \times -3 &= -12 \\ -10 \times -5 &= 50 \\ -24 \div -6 &= 4 \\ -32 \div 8 &= -4 \end{aligned}$$

2— Fraction Arithmetic

For **addition & subtraction**, use equivalent fractions to make the denominators the same.

For **multiplying fractions**, multiply the numerators together and multiply the denominators together.

(No need for common denominators!)

For **dividing** by a fraction, multiply by its **reciprocal** instead.

$$\begin{aligned} 3 \frac{1}{4} - \frac{3}{8} &= \frac{13}{4} - \frac{3}{8} = \frac{26}{8} - \frac{3}{8} \\ &= \frac{23}{8} = 2 \frac{7}{8} \end{aligned}$$

$$7 \times \frac{8}{9} = \frac{7}{1} \times \frac{8}{9} = \frac{56}{9} = 6 \frac{2}{9}$$

$$2 \frac{1}{3} \times \frac{4}{5} = \frac{7}{3} \times \frac{4}{5} = \frac{28}{15} = 1 \frac{13}{15}$$

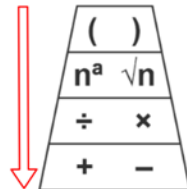
$$\frac{12}{25} \div \frac{4}{5} = \frac{12}{25} \times \frac{5}{4} = \frac{60}{100} = \frac{3}{5}$$

3— Order of Operations

Calculate:

$$\begin{aligned} 4 - 3 \times (2 - 7)^2 \\ &= 4 - 3 \times (-5)^2 \\ &= 4 - 3 \times 25 \\ &= 4 - 75 \\ &= -71 \end{aligned}$$

Key Point: $\div$ & $\times$ are on the same level, as are $+$ & $-$. This means you would just work left to right,
 e.g. $2 \times 16 \div 8$
 $= 32 \div 8$
 $= 4$



4— Decimal Arithmetic ($\times$ & $\div$)

For **multiplication**, remove the decimals, multiply the whole numbers, then put decimal back in appropriate position.

Calculate 2.3×7.45

$$23 \times 745 = 17135$$

$$\text{So, } 2.3 \times 7.45 = 17.135$$

For **dividing by a decimal**, write as a fraction and multiply by powers of 10 until it is a whole number. Then divide as normal.

Calculate $8.48 \div 0.8$

$$\frac{8.48}{0.8} = \frac{84.8}{8} = \frac{42.4}{4} = \frac{21.2}{2} = 10.6$$

5— Fractions, Decimals, Percentages

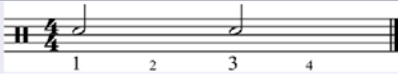
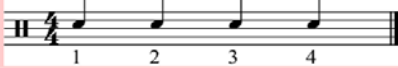
Change the following fraction into a percentage and decimal:
 Fraction $\xrightarrow{\text{Change the denominator so it becomes 100}}$ Percentage $\xrightarrow{\text{Divide by 100}}$ Decimal

Write the number with 100 as the denominator
 Fraction $\xleftarrow{\text{Write the number with 100 as the denominator}}$ Percentage $\xleftarrow{\text{Multiply by 100}}$ Decimal

Change the following fraction into a percentage and decimal:

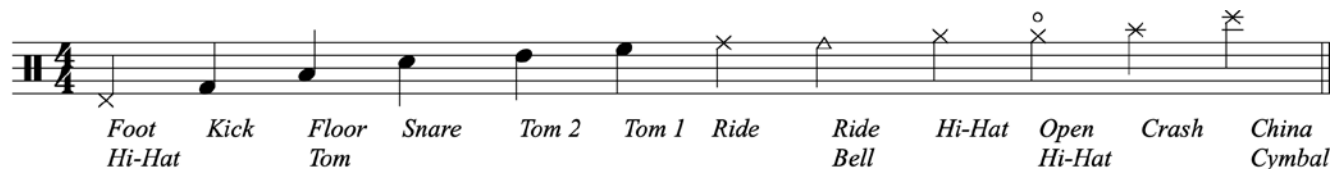
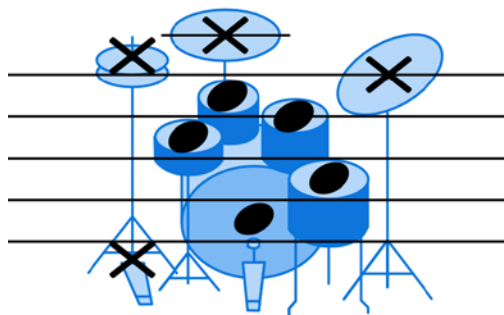
$$\frac{4}{50} = \frac{8}{100} = 80\% = 0.8$$

RHYTHM

Note	Note Value	Rests	Beats	Example in a 4 Beat Bar
Semibreve			4 beats	
Minim			2 beats	
Crotchet			1 beat	
Quaver	 ( )		$\frac{1}{2}$ beat	
Semiquaver	 ( )		$\frac{1}{4}$ beat	

⚡ Basic Drum Notation ⚡

There are several symbols musicians should know when starting to read drum notation:



PIANO

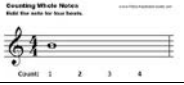
The diagram illustrates the layout of a piano keyboard with musical notation. At the top, a treble clef staff shows the notes C through B ascending. Below it, a piano keyboard is shown with white keys labeled C through B in two octaves. The first octave starts with a red key (C) labeled 'Middle C'. Below the keyboard, a bass clef staff shows the notes C through B descending. A small doghouse icon is placed between the two staves, with a bone on its roof. To the right of the doghouse is a house icon with a man and a woman standing in front of it. Three text boxes provide mnemonic devices for finding notes.

Middle C

Remember!
To find a **D** note, think of a 'Dog in a kennel'.

The **two black keys together** are the 'kennel', with the Dog inside it!

Remember!
To find **G** and **A**, think of 'Gary and Aнна' living in a house (three black keys).

Symbol	Name	Value	How To Count
	Semibreve	4	
	Minim	2	
	Crotchet	1	
	Quaver	1/2	
	Semiquaver	1/4	

Try tapping out some of these rhythms while you count:

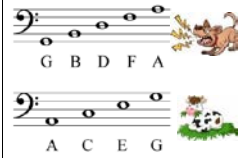
8th Notes Example 1



1 2 and 3 4 1 and 2 and 3 and 4 1 and 2 3 and 4



1 e and a 2 e and a 3 e and a 4 e and a

Pitch	Visual Representation	Features	Description
Low Pitch		Bass, Cello, Tuba, Trombone use this clef	This is the bass clef, sometimes called the F clef.
Low Pitch Notes		There is an easy way to remember the lines and spaces. Great Big Dogs Frighten Auntie All Cows Eat Grass	The bass clef is used to notate low pitch instruments.
High Pitch		Violin, Clarinet, Right hand piano	This is the treble clef, sometimes called the G clef.
High Pitch Notes		There is an easy way to remember the lines and spaces. Every Green Bus Drives Fast FACE	The treble clef is used to notate higher pitch instruments.
Accidentals	Sharp Flat  	We have 7 natural notes ABCDEFG Plus 5 sharps and flats (each black note on the piano has a flat and sharp name) C#/Db – D#/Eb – F#/Gb – G#/Ab – A#/Bb	Sharp means you play the very next note up in pitch Flat means you play the very next note down in pitch

Benefits of Physical Activity and Warm-Ups

Benefits of Exercise	
Physical activity and exercise are important for everyone and has many benefits which can be split into three different categories	
Physical	Physical benefits refer to the well-being of the body and the proper functioning of the body's systems
Mental	Mental benefits refer to the well-being of your feelings, thoughts and emotions
Social	Social benefits refer to how well people interact with others and form healthy relationships

Reasons why we Warm Up	
Before every PE lesson you will be asked to take part in a warm-up. The reasons for doing so are outlined below	
To increase heart rate	Increasing the heart rate helps to increase blood flow to the muscles, ensuring that they receive more oxygen and nutrients, which are important for energy production during exercise.
To increase body temperature	A warm-up gradually raises the body's temperature, which helps to prepare the muscles for more intense activity. Warmer muscles are more flexible, contract more efficiently, and are less prone to injury.
To prevent injury	During a warm up both dynamic and stretches will increase the flexibility of the muscles which will make them less likely to strain or tear
Practice Skills	Warm-ups often incorporate sport-specific drills and activities. This not only prepares the body but also helps to refine and practice key skills and techniques relevant to the activity.

Benefits of Exercise		
	Short Term	Long Term
Physical	- Increased heart rate – Improved circulation - Increased flexibility – - Immediate calorie burn - Boosted energy levels	- Reduced resting heart and blood pressure - Helps sustain a healthy weight - Improved muscle mass and bone density - Reduced risk of heart disease and strokes
Mental	- Mood enhancement – Serotonin - Stress Relief - Improved alertness and concentration levels - Improved sleep patterns	- Enhanced mental health – can reduce symptoms of depression and anxiety - Improved self esteem - Improved stress management – coping mechanisms-
Social	- Increased social interaction - Teamwork and co-operation - Motivation and support	- Expanded social connections – make new friends - Improved social skills – communication - Sense of community and belonging

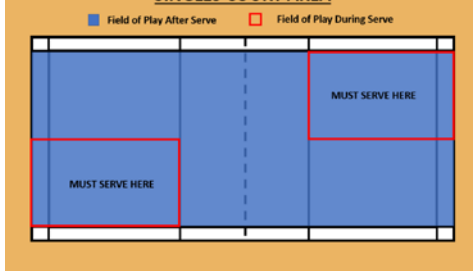
What should a warm-up consist of?	
During your PE lessons you may be asked to lead a warm-up. To do this effectively you will need to know what your warm-up should include	
Pulse-Raiser	Exercise and movements designed to gradually increase the heart rate. E.g. jogging on the spot, side steps, star jumps
Dynamic Stretches	A type of stretch that involves movement. E.g. leg swings, arm circles and walking lunges
Static Stretches	A type of stretch where the muscle is stretch and then held in the same position, there is no movement. E.g. Touch your toes, cross-arm body stretch
Skill familiarisation	Sport-specific drills designed to half practice key skills and techniques for the activity. E.g. possession based 3v1 for football

Badminton – Y7

Rules and Regulations

Point Scoring	Scoring Points: You score a point when you win a rally. A rally is won when the shuttlecock lands in your opponent's court, or when your opponent makes a mistake (like hitting the shuttlecock out of bounds or into the net). Winning a Game: The first player or team to reach 21 points wins the game. However, you need to win by at least 2 points. So, if the score is tied at 20-20, the game continues until one side has a 2-point lead
Serving Rules	When the server wins a rally, they score a point and continue to serve. If the opponent wins the rally, they score a point and gain the serve.

SINGLES COURT AREA



Badminton Tier 3 Vocabulary

<u>Vocabulary</u>	<u>Definition</u>
Backhand	A shot hit with the back of the hand leading, often used for shots on the non-dominant side.
Baseline	The back boundary line of the court.
Clear	A high, deep shot that sends the shuttlecock to the back of the opponent's court.
Deception	Techniques used to disguise the true intention of a shot and trick the opponent.
Doubles	A game format with two players on each side of the court.
Drop Shot	A soft shot that just clears the net and falls quickly into the opponent's front court.
Fault	A violation of the rules, such as hitting the shuttlecock out of bounds or into the net.
Forehand	A shot hit with the front of the hand leading, similar to throwing a ball.
Let	A situation where the point is replayed due to an interference or accidental occurrence.
Net shot	A shot played close to the net, often used to set up a winning point.
Racket	The equipment used by players to hit the shuttlecock.
Rally	A sequence of shots back and forth between players until the point is won.
Serve	The shot that starts the rally, hit from behind the service line.
Service Line	The line that players must stay behind when serving.
Singles	A game format with one player on each side of the court.

Football – Y7

Rules and Regulations

Goal Kick	Used to restart play if the ball is kicked out by the opposition beyond the goal line.
Throw-In	Used to restart play if the ball is kicked out by the opposition beyond the goal line
Centre Kick	Used to restart play after a goal has been scored
Corner Kick	Used to restart play if the defending team has kicked the ball behind their own goal
Duration of game	90 minutes
Number of Players	11 per team



Football Tier 3 Vocabulary

Vocabulary	Definition
Attack	The action or strategy of moving the ball forward and trying to score goals against the opposition.
Control	The ability to receive, and maintain possession of the ball using various parts of the body, typically the feet.
Defend	The act of preventing the opposition from scoring, which includes tactics like marking, tackling, and blocking.
Evasion	The skill of moving around or past opponents to avoid being tackled and maintain control of the ball.
First Touch	The initial contact a player makes with the ball when receiving a pass, crucial for controlling and directing the ball effectively.
Jockeying	A defensive technique where a defender positions themselves between the ball and the goal, moving laterally to delay or block the attacker's progress without committing to a tackle.
Marking	The defensive strategy of staying close to an opposing player to prevent them from receiving, controlling, or passing the ball effectively.
Possession	The state of having control of the ball. A team is said to be in possession when they have control of the ball and are passing it among their players.
Press / Pressing	A tactic where players apply pressure on the opposition when they have the ball, aiming to force mistakes and win back possession quickly.
Referee	The official who enforces the rules of the game, makes decisions regarding fouls, free kicks, penalties, and other stoppages in play.
Set Piece	A situation where the ball is put back into play with a standardized restart, such as a free kick, corner kick, or throw-in.

Gymnastics – Y7

Balances	
Point Balance	A position where a gymnast balances on a small part of their body, like one foot or one hand.
Tension	The tightness in muscles needed to hold a position or balance without moving.
Extension	Stretching your body parts, like arms and legs, as far as they can go while keeping them straight.
Match	When two gymnasts perform the same balance at the same time.
Mirror	When two gymnasts perform the same movement or balance but on opposite sides, like a reflection in a mirror.

Shapes and Jumps	
Straight	A position where the body is completely straight, with legs together and arms by the sides or overhead.
Tuck	A position where the knees are pulled to the chest and the body is rounded.
Star	A position where the arms and legs are spread out wide to the sides, making the shape of a star
Pike	A position where the legs are straight and together, and the body bends at the waist.
Straddle	A position where the legs are spread wide apart to the sides while the body is straight or slightly bent.

Gymnastics Tier 3 Vocabulary	
<u>Vocabulary</u>	<u>Definition</u>
Aesthetically Pleasing	Movements, balances, or routines that look graceful, beautiful, and well-executed.
Cannon	A sequence of movement where gymnasts perform the same move one after another, like a wave.
Unison	When two or more gymnasts perform the same movements at the same time.
Routine	A planned series of movements and skills performed in a sequence.
Tariff	The difficulty score given to a gymnastics routine based on the complexity of the moves.
Linking Movement	The small moves that connect larger skills in a routine.
Transition	A smooth move that takes a gymnast from one skill to another
Apparatus	Equipment used in gymnastics, like bars, rings, and beams..
Counter-balance	A balance move where two gymnasts use each other's weight to stay balanced.
Counter-Tension	A move where two gymnasts create tension by pulling away from each other to stay balanced.
Flexibility	The ability to stretch and bend easily. / The range of movement around a joint

Netball – Y7



Netball Positions

In a standard game of netball, a team has 7 players on the court at one time. They take up the following positions

Goal-Keeper (GK)	Allowed in defensive goal third and shooting circle
Goal Defence (GD)	Allowed in the defensive and centre thirds and the shooting circle
Wing Defence (WD)	Allowed in defensive and centre thirds but not the shooting circle
Centre (C)	Allowed in all thirds, but not in either shooting circle
Wing Attack (WA)	Allowed in the attacking and centre thirds, but not the shooting circle
Goal Attack (GA)	Allowed in the attacking and centre thirds and the shooting circle
Goal Shooter (GS)	Allowed in the attacking third and shooting circle

Netball Tier 3 Vocabulary

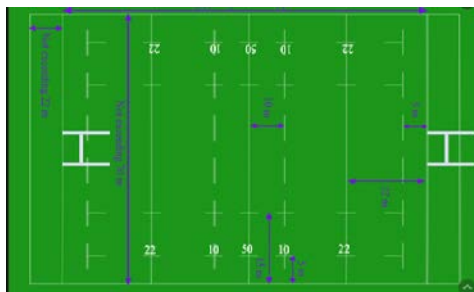
<u>Vocabulary</u>	<u>Definition</u>
Court	The rectangular playing area where the game takes place. It is made up of the defensive, centre and attacking thirds and two goal circles
Goal Circle:	A semi-circular area in front of the goalpost where only the Goal Shooter and Goal Attack can shoot for a goal.
Interception:	When a player catches or takes the ball that was meant for an opponent.
Marking:	The action of staying close to an opponent to try to prevent them from getting the ball.
Obstruction	A foul called when a player defends too closely to another player who has the ball. You must stay at least three feet away.

Rules and Regulations

Held ball	Players must pass or shoot the ball within three seconds of catching it, or the opposing team is awarded a free pass.
Contact	Physical contact that impedes an opponent's play, like pushing or hitting, is not allowed. A penalty pass is awarded to the opposing team for contact.
Footwork	Players must keep their landing foot grounded until passing or shooting. Moving the landing foot prematurely results in a free pass to the opposition.
Shooting Circle	The semi-circular area around the goal post where only the Goal Shooter and Goal Attack can shoot. Other players cannot enter this area.
Positional Play	Players must stay within their designated areas on the court. Only specific positions can enter certain areas, like the shooting circle or centre third.
Centre pass	The game starts or restarts with a pass from the centre circle. The Centre player must pass the ball to a teammate in the centre third.

Rugby Union – Y7

Rules and Regulations	
Passing and Running	Players can run with the ball, but they can only pass it backwards or sideways. No forward passes are allowed.
Offside	Players must stay behind the ball when it's played or they risk being offside. Being offside can result in a penalty.
Knock-On	A "knock on" happens when a player accidentally knocks the ball forward with their hand or arm. This means the ball goes towards the opponent's try zone instead of backwards or sideways.
Duration of the Game	80 minutes – Two 40-minute halves
Number of players	15 players per team

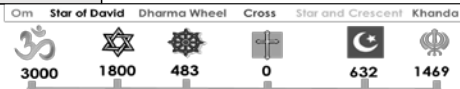


Rugby Tier 3 Vocabulary	
Vocabulary	Definition
Accelerate	In rugby, to accelerate means to increase speed quickly. Players often accelerate to break through the defence, chase down a ball, or support a teammate.
Conversion	A conversion is a kick at goal that a team attempts after scoring a try. It's worth 2 points if the ball goes through the goalposts.
Deception	The use of feints, body language, and misleading movements to confuse or mislead defenders.
Depth	Depth refers to the distance between players in a line. In attack, maintaining depth helps players run onto the ball at speed, making it harder for the defence to stop them.
Dummy Pass	A fake pass intended to deceive defenders into thinking the ball is being passed, when in fact the ball carrier retains possession.
Evasion	The skill of avoiding tackles by using quick changes of direction, speed, and agility.
Knock-On	A knock-on occurs when a player accidentally hits the ball forward with their hand or arm. This results in a scrum awarded to the opposing team.
Offside	A player is offside if they are in front of a teammate who last played the ball. Being offside can result in a penalty.
Power	Power in rugby refers to the strength and force a player uses during play, such as in tackles, scrums, and when running with the ball.
Support the Ball Carrier	Positioning yourself close to the ball carrier to provide an immediate passing option, helping maintain the attack and continuity of play.
Tackle	A tackle is when a player brings the ball-carrier to the ground. The tackled player must release the ball immediately.
Try	A try is scored when a player grounds the ball in the opponent's try zone. It is worth 5 points.
Width	Width in rugby refers to using the full width of the field in attack, spreading the defence thin and creating space to move the ball wide.

RCS: WHY ARE THESE PLACES SPECIAL?

L1: Introduction to world religions:

6 World Religions	There are six major world religions in the world today. Hinduism, Judaism, Buddhism, Christianity, Islam and Sikhism
Monotheism	Belief in one God. Mono comes from the Greek term 'one'. All the six major world religions are monotheistic. Hindus have many Gods but one supreme God.
Polytheism	Belief in many Gods. People who follow polytheistic religions think there are several gods, often with different powers and roles. Poly comes from the Greek term 'many.'



L2: Interdisciplinary approach

Disciplines:	A branch of knowledge which people study.
Inter-disciplinary	Using different subjects to help us understand something
Theological	Studying beliefs about God and religion.
Historical	Studying what happened in the past.
Geographic	The study of different environments and places.

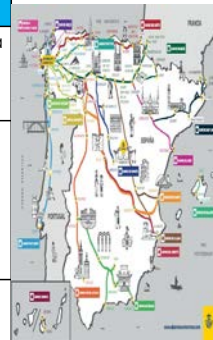
L4: Pilgrimage – Lourdes

Denomination	A branch of Christianity with its own beliefs, traditions, and way of worship.
Roman Catholic Church	The largest Christian denomination, led by the Pope and comprising over 1.3 billion members worldwide.
Lourdes	A town in southern France that is an important Catholic pilgrimage site due to unexplainable healing miracles.
Bernadette Soubirous	A young French girl who said she saw visions of the Virgin Mary in Lourdes in 1858.
Mary	The mother of Jesus, who is honoured by Christians for her faith and obedience to God.



L3: Pilgrimage – Camino De Santiago

Pilgrimage	A journey, especially a long one, made to some sacred (special/holy) place.
Camino de Santiago	Known in English as the Way of St. James, it's a network of pilgrims' ways leading to the shrine of the apostle Saint James the Great.
Apostle	The first 12 followers chosen by Jesus to learn from him and spread his teachings.



L5: Judaism and Jerusalem

Judaism – Key facts.	- Judaism is the world's oldest major Abrahamic religion - There are 15 million followers, called Jews. - The holy book is the Torah. - Jews worship in the Synagogue - The founder of Judaism is Abraham.
Theological context	The First Temple was built by King Solomon in Jerusalem
Historical Context	Jews believe all of creation began in Jerusalem . Mount Moriah is believed to be where the founder of Judaism – Abraham - showed he was prepared to sacrifice his son, Isaac.
Western Wall	The only remaining part of the Temple is the Western Wall. Here Jews bring prayers and place them in the cracks of the wall, in the hope they are heard by God.

RCS: WHY ARE THESE PLACES SPECIAL?

L6: Christianity and the Church

Christianity – Key facts



- There are 2.3 billion Christians in the world.
- Christianity was founded by Jesus.
- Christian worship takes place in a Church.
- Christians read the holy the Bible.
- It is a **monotheistic** religion.

Church meaning:

- The holy people of God who believe God is with them to help and guide them.
- A building in which Christian's worship

Role of the Church

Counselling, food banks, education, study groups, etc. One major role is their commitment to charity and helping those in need.

Faith without action is dead

The Christian teaching that means Christians should help those in society who are in need. E.g, the homeless.

Historical context

In the early days of Christianity people had to worship in secret in the Roman Empire. Many people used to worship in caves or houses.

Architecture

Middle age churches became very grand and took a Gothic appearance. Nowadays, churches take many different forms with many trying to cut costs and become more ecofriendly.

L7: Islam and Mecca

Islam – Key facts

- There are 1.9 billion followers worldwide
- The place of worship the Mosque
- The Muslim Holy book is called the Qur'an
- The **Prophet Muhammad (pbuh)** founded Islam
- Muslims call God **Allah**.
- Muslims follow the 5 pillars of Islam.
- Islam is a monotheistic religion



Theology

Islam began in Mecca. Mecca is the holiest place in Islam. Here, the Prophet Muhammad (pbuh) received the word of Allah, which is found in the Qur'an.

Geography

Saudi Arabia features a hot desert climate, often being over 40 degrees. The city becomes extremely crowded during the Hajj pilgrimage.

Hajj

An annual Islamic pilgrimage to Mecca. Hajj is a special journey to Mecca. Muslims who are healthy and can afford it should try to complete Hajj once in their life.

Ka'aba

A black cube shaped stone building in Mecca. It is the holiest place and symbolises belief in one God. Muslims face it when they pray and visit it during Hajj/pilgrimage.

Ritual

A ceremony containing actions performed according to a set order. For example, Ihram.

L8: Hinduism (Hindi) and the River Ganges

Hinduism – key facts

- Hinduism began in ancient India.
- There is no single founder in Hinduism.
- Hindi is a **monotheistic** religion – it has 33 million Gods who take forms of the one God Brahman (incarnations).
- All worship one supreme being, Brahman.
- Hindus (Hindi) worship in the Mandir.
- The holy texts are called the Vedas.



Geography

The River is located between India and Bangladesh. It is over 2700km long. The river has become polluted and raised lots of environmental concerns.

Mother Ganga

Hindus (Hindi) regard the Ganges not only a river but also a mother - a Goddess called Ganga.

Purify

Hindus (Hindi) bathe in it to purify a person's soul of all past sins and cure illnesses.

Life and Death

- Varanasi on the River Ganges is the most famous cremation site.
- Hindus (Hindi) believe if you are cremated here, you will escape reincarnation (cycle of birth and rebirth) and achieve Nirvana.

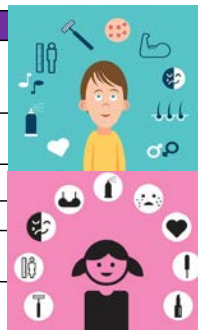
Nirvana

- Freedom and eternal peace – achieved by escaping the cycle of reincarnation

L1/2: My Body My Choice	
Consent 	Permission for something to happen or agreement to do something. It should not be a pressured decision.
What do we need it for?	Consent applies to all kinds of physical contact and our online behaviours too. For example, giving a hug or sharing a photo of your friend all require consent.
Rules of Consent	- Privates are private - Your body belongs to you - No means no - Talk about secrets that upset you, don't keep it bottled up - Speak up, someone can help Childline: 0800 1111
Sexual consent	The age of consent for sex in England is 16. This applies to everyone.
Harassment	Being mean, hurtful, or upsetting to another person on purpose.

L4: Sleep and screen time.	
Deprivation:	A lack or loss of something you need to function.
Sleep	Sleep is an active period where memories are also stored, muscle is grown, and damaged tissue is repaired. 
Sleep time	11-year-olds should aim to get between 9-11 hours. - Teenagers should aim to get 8-10 hours sleep.
Screen time	- Screen time includes time watching TV on the phone, playing video games, watching videos or on a tablet. - Screen time before bed can cause poor sleep.
Limiting screen time	Screen time and caffeine can both affect the quality of sleep that you have and cause sleep deprivation , leading to increased irritability, poor concentration and headaches.
Media literacy	The ability to analyse and evaluate media messages from various sources and formats. For example, what is trustworthy, 'fake news' and other sources.

L3: Puberty	
Hormones	Chemical substances produced by body cells and released especially into the blood. Hormones can have a specific effects on cells or organs of the body. For example, testosterone or oestrogen.
Puberty	The process of physical changes through which a child's body matures into an adult body. Girls – ages 7-13. Boys – ages 9-15.
Physical change	Growth, facial hair, voice breaking, menstrual cycles start, increased sweating.
Emotional change	Mood swings, increase in testosterone, feeling more tired.
Spots and acne	Spots are due to hormones , and an oily substance called sebum, your body produces more during puberty, which causes blocked pores, and spots.
Menstruation/period	Normal vaginal bleeding that occurs as part of a female's monthly cycle. Every month, your body prepares for pregnancy. If no pregnancy occurs, the uterus, or womb, sheds its lining.



L5: Hydration and Sugary Drinks	
Dehydration	A harmful reduction in the amount of water in the body.
Signs of dehydration	- Thirst and dark-coloured urine. - Other symptoms include dizziness or light headedness, headaches and tiredness.
Water intake	A child should drink between 6-8 glasses of water a day.
Sugar intake	A limit of 30g of sugar during a day (for adults)
Personal health	- Eating too much sugar can make you gain weight and can also cause tooth decay. - Sugar may also lead to a lack of concentration and a negative impact on our wellbeing.
Foods high in sugar	Fizzy drinks, smoothies, yoghurts, some cereals. If you are unsure, check the packaging for nutrition - red , amber or green . (see photo)

THE BENEFITS OF DRINKING WATER

YOU STILL NEED TO DRINK ABOUT



L6: Personal Hygiene	
Hygiene	Things done to maintain health and prevent disease.
Dental hygiene	This involves brushing your teeth regularly, flossing, using mouthwash and having a good balanced diet.
Hand washing	Washing your hands for 20 seconds using the correct routine to remove bacteria.
Clean routine	- Change your clothes regularly - Regularly shower/take a bath - Wash hands for at least 20 seconds - Change menstruation products regularly - Eat a good diet/drink water - Keep a clean living area



CITIZENSHIP

WHY ARE THESE WORDS SPECIAL?

L1: Judaism: The Torah

Torah	 - The holy text of Judaism - Jews believe this is God's revealed teaching or guidance for humankind
What does it include?	The Torah includes the first five books of the Hebrew Bible, named: Genesis, Exodus, Leviticus, Numbers and Deuteronomy
Mitzvot	Jewish laws. There are 613 mitzvot in the Torah and they guide Jews on how to live a good life.
Kosher	Permitted or allowed.
Theological beliefs - Mitzvot	Jews believe that God gave the mitzvot to Moses and that they formed part of the covenant at Mount Sinai.

L2: Prophethood: Abraham and Moses

Monotheism	Judaism is the world's oldest monotheistic religion. All Jews believe in one God called Yahweh.
Prophet	A special chosen messenger who receives commands from God.
Abraham	- The prophet which started the belief in one God - The founder of the Jewish Faith - He was married to Sarai and had two children called Isaac and Ishmael
Moses	 - Helped free the Israelites from Egypt - Received the 10 commandments which include, 'Thou shalt not kill.'

L3: Christianity: The Creation

Christianity	 - The world's largest religion - It is a monotheistic religion - Founded by Jesus
Creationism	The belief that the world was created by God in 6 days – creationists accept the Bible story literally .
Genesis	The first book in the Bible which contains the creation story.
Literal	Taking words in their usual or most basic sense without metaphor or exaggeration.
Scientific: Big Bang Theory	The scientific theory of the formation of the world due to a process of expansion.
Scientific: Evolution	The process by which living things can gradually change over time.

L4: Christianity: The Resurrection

Jesus	- Founder of Christianity - Born around 2000 years ago - Christians believe he is the son of God 
Gospels	The four narratives of the words and deeds of Jesus – Matthew, Mark, Luke and John. The 4 Gospels are found in the New Testament.
Crucifixion	- He was arrested for blasphemy – claiming to be the son of God - He was tried, found guilty and crucified by the Roman governor Pontius Pilate
Theology and the Resurrection	Christians believe Jesus resurrected on the Sunday following his crucifixion which proved he was the Son of God. This is called Easter Sunday.
Historical responses	Some people believe the body may have been stolen by the Roman soldiers or disciples - there is lots of debate about this!

WHY ARE THESE WORDS SPECIAL.?



L5: Ibrahim and Sacrifice

Ibrahim	Known as Abraham in Judaism and Christianity. Is believed to be the prophet who started Monotheism.
Sacrifice	To give up (something valued) for the sake of other people, or a God.
Ibrahim and his son	Ibrahim was given the command to sacrifice his son. When he agreed to listen to God, his son was replaced with a ram. This was a test of his faith.
Theological beliefs	Ibrahim proved to Allah that he was a true believer and would follow even the most difficult commands. All Muslims believe they should follow Gods will.
Eid-ul Adha:	Muslims sacrifice a ram during this festival at the end of Hajj. They also shave their head if they completed Hajj.

L7: Hinduism; Rama and Sita

Monotheism	Hinduism is a Monotheistic religion, they believe in many Gods, but follow the supreme God Brahman.
Rama and Sita	 - Rama and Sita were banished from the kingdom - They were tested many times but overcame the evil and remained loyal to each other - Rama then became king
Incarnation	A God taking flesh and becoming human. Rama and Sita are believed to be the incarnation of the Vishnu and Lakshmi.
Diwali	The festival of light to remember Rama and Sita. Celebrated by lighting lanterns, gifts and fireworks!

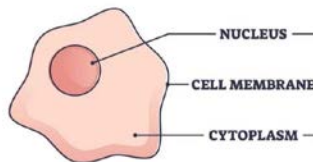
L6: Islam; Muhammad and the Qur'an

Islam	Islam is a monotheistic religion who believe in one God Allah.
Muhammad (pbuh)	- The final prophet who received messages from the Angel Jibril - They written down and became the Qur'an - He lived in the City of Mecca in Saudi Arabia
The Qur'an	The Qur'an is written in Arabic. It is highly respected; Muslims wash before using it, keep it on the highest shelf and do not eat, drink or smoke near it.
Hafiz	An individual who learns the Qur'an by heart.



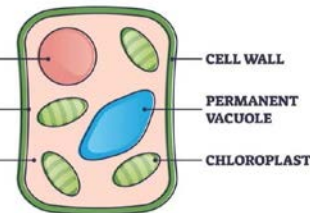
Organelle	Function
Nucleus	Contains DNA
Cell membrane	Controls what enters and leaves the cell
Cytoplasm	Where chemical reactions happen
Cell wall	Strengthens plant cells
Vacuole	Contains cell sap (mixture of water, sugars and salts)
Chloroplast	Absorb light for photosynthesis

ANIMAL CELL

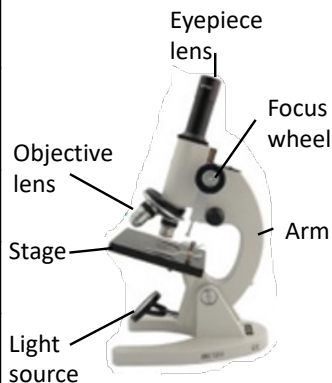


7B1 Cells

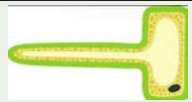
PLANT CELL



Observing cells using a microscope
1. Always carry a microscope by the arm
2. Adjust the mirror/light source to shine light through the hole in the stage to illuminate the sample.
3. Clip the prepared microscope slide to the stage
4. Turn the objective lenses to select the lowest magnification objective lens.
5. Look through the eyepiece lens and adjust the focus wheel to get a clear sharp image.



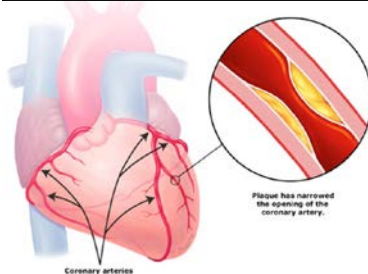
Specialised cells – have special features making them adapted to carry out a particular job

Root hair cell (plant)	Red blood cell (animal)
	
Long 'finger like' projection.	No nucleus and biconcave shape.
Gives the cell a large surface area.	More room to store oxygen and large surface area
Can absorb more water and mineral ions from the soil.	Can transport more oxygen around the body.

Organisation of the body (smallest to largest structure)	
Organelle	Nucleus
Cell	Muscle cell
Tissue	Muscle tissue
Organ	Heart
Organ system	Circulatory system
Organisation	Human

Coronary Heart Disease

Fatty deposits can block the **coronary artery**. This means **less blood flow** to the **heart muscle cells** and **less oxygen** is delivered for **aerobic respiration**. This can lead to a heart attack.



Organ system	Organs involved	Function
Respiratory system	Lungs, Trachea	Absorb oxygen into the blood and excretes (removes) waste carbon dioxide.
Circulatory system	Heart, blood vessels	Pump blood around the body and transport oxygen and food (glucose, amino acids) to cells.
Digestive system.	Stomach, small and large intestine.	Digest (breakdown) and absorbs food molecules into the blood.

Organ transplants: sometimes organs stop working and an organ transplant might be needed

What is an organ transplant?

When a working organ is removed from one person (an **organ donor**) and transferred to a patient (**recipient**) whose organ has stopped working.

What are the advantages and disadvantages of organ transplants?

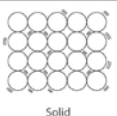
Advantage: the patient receiving the organ can continue to live a healthy life, so transplants save lives.

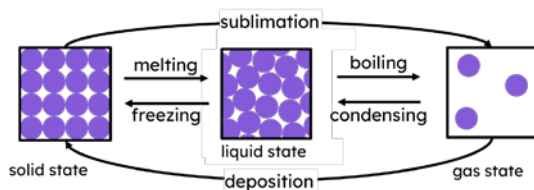
Disadvantages: Organs can sometimes be **rejected** by the patient and they have to take immunosuppressant drugs to stop this, the drugs can have unwanted effects (**side effects**).

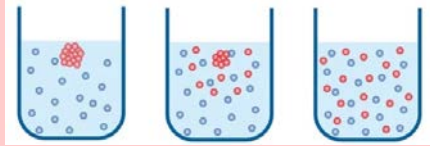
Which organs can be transplanted?

Heart, kidneys, liver, lungs, pancreas, intestines, parts of the eye (cornea)

7C1: Particles

States of Matter		
State	Diagram	Properties
Solid		Particles have a regular arrangement. Particles can vibrate. Solids have a fixed volume and fixed shape. Solids cannot be compressed.
Liquid		Particles are arranged randomly. Particles are all touching but can move past one another. Liquids have a fixed volume, take the shape of the container and cannot be compressed.
Gas		Particles are spread far apart in a random order. Particles move quickly. Gases take the shape and volume of the container. Gases can be compressed.

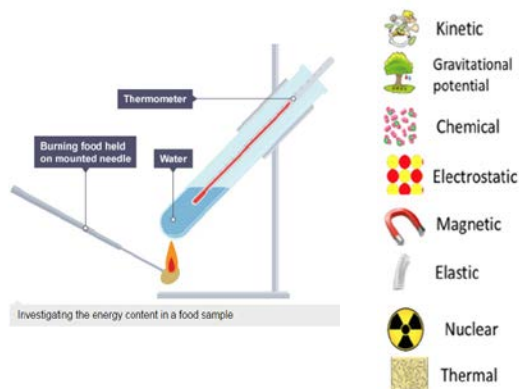


Key Terms	
Term	Essential Knowledge
Solvent	The liquid the solid dissolves in
Solute	The solid that dissolves in a liquid
Solution	The mixture of a dissolved salt and liquid
Melting point	The temperature at which a solid turns to a liquid.
Boiling point	The temperature at which a liquid turns to a gas.
Diffusion	Particles move from an area of high concentration to an area of low concentration. 
Independent variable	The variable that you change
Dependant variable	The variable that you measure
Control variable	The variables which must be kept the same as they may affect your results.



7P1: Energy

Energy Resource	Examples
Renewable	Solar, Wind, Hydroelectric, Tidal
Non-renewable	Coal, Oil, Natural Gas, Nuclear



ENERGY	
TERM	Essential Knowledge
Joule (J)	The unit of energy.
Watt (W)	The unit of power.
Renewable	Energy sources that can be replenished.
Non-renewable	Energy sources that are finite. (Can run out)
Fossil fuel	Fuel formed from ancient organisms trapped underground for millions of years.
Efficiency	The proportion of input energy transferred usefully
Dissipation	Dissipation is a term used to describe how energy is spread out or wasted.
Energy store	A way energy is stored (e.g. kinetic, thermal)
Work Done	The required energy to do something.
Conservation of energy	Energy cannot be created or destroyed only transferred.
Power	Rate of energy transfer.
Energy Transfer	Where energy is transferred from one store of energy to another. <i>E.g – Gravitational energy to kinetic energy as a book falls from a high shelf.</i>

Science Vocabulary



7B1 Cells

Word	Definition
Cell	The building block of living things
Nucleus	Where DNA is stored in a cell
Cell membrane	Controls what enters and leaves a cell
Cytoplasm	Where chemical reactions take place in a cell
Mitochondria	Where aerobic respiration happens
Ribosome	Where proteins are made
Cell wall	Strengthens and supports plant cells
Vacuole	Where plant cell sap is stored
Chloroplast	Where photosynthesis happens in plant cells
Tissue	A group of specialised cells that carry out a particular job
Organ	Different tissues working together to carry out a function

7C1 Particles

Word	Definition
Property	How a substance behaves
State of Matter	Whether a substance is a solid, liquid or gas
Melting	When a solid turns into a liquid
Evaporating	When a liquid turns into a gas
Condensing	When a gas turns into a liquid
Freezing	When a liquid turns into a solid
Solute	The solid that dissolves
Solvent	The liquid that dissolves the solid
Solution	A mixture of solute and solvent
Soluble	Does dissolve
Insoluble	Does not dissolve
Diffusion	Particles move from an area of high concentration to low concentration

7P1 Energy

Word	Definition
Energy store	A place for energy to be.
Joule	The unit of energy
Energy transfer	When energy moves between stores
Power	How fast a machine or process moves energy.
Thermal energy store	Where energy is stored because of its temperature
Kinetic energy store	Where energy is stored because it is moving
Chemical energy store	Where energy is stored for the chemicals in fuels, food, batteries, animals and plants
Elastic potential energy store	Where energy is stored for a stretched or squashed object
Gravitational potential energy store	Where energy is stored because of the height of the object
Fuel	Something we burn or react to take energy from its chemical store
Fossil fuel	Fuel made of the remains of dead plants and animals, takes millions of years to form

Y7 Spanish Term 1

Spanish phonics			
Spanish	Pronunciation	Spanish	Pronunciation
a	ah	h	is silent
e	ay	j	h
i	ee	ll	y
o	oh	ñ	nya
u	oo	que	kay
ci	thee	qui	key
ce	thay	v	b
ge	hey	y	ee
gi	hee	z	th



Los días de la semana (The days of the week)	
lunes	Monday
martes	Tuesday
miércoles	Wednesday
jueves	Thursday
viernes	Friday
sábado	Saturday
domingo	Sunday

Los meses del año (The months of the year)	
enero	January
febrero	February
marzo	March
abril	April
mayo	May
junio	June
julio	July
agosto	August
septiembre	September
octubre	October
noviembre	November
diciembre	December

Los números (Numbers)							
0	cero	8	ocho	16	dieciséis	24	veinticuatro
1	uno	9	nueve	17	diecisiete	25	veinticinco
2	dos	10	diez	18	dieciocho	26	veintiséis
3	tres	11	once	19	diecinueve	27	veintisiete
4	cuatro	12	doce	20	veinte	28	veintiocho
5	cinco	13	trece	21	veintiuno	29	veintinueve
6	seis	14	catorce	22	veintidós	30	treinta
7	siete	15	quince	23	veintitrés	31	treinta y uno
40	cuarenta	60	sesenta	80	ochenta	100	cien
50	cincuenta	70	setenta	90	noventa	101	ciento uno

Los números 20 - 100 Numbers 20 - 100

veinte	20	setenta	70
treinta	30	ochenta	80
cuarenta	40	noventa	90
cincuenta	50	cien	100
sesenta	60		

KS3 Tier 3 Vocabulary: Year 7

Key word	Definition
Accent	An additional mark on a word that indicates a change in sound/emphasis e.g. años
Translate	Write a sentence/phrase in another language
Dictation	Writing down what you hear (in the same language)
Verb	A doing word e.g. play, go, see, visit
Adjective agreement	The ending of an adjective changes depends on what it describes e.g. soy divertido = boy, soy divertida = girl
Pronunciation	How words sound when spoken
Cognate	A word that looks or sounds similar to English.

World Map Mapa del mundo

22 Spanish speaking countries (shown in red)



High frequency words/phrases:

y	and	muy	very	sí	yes
también	also	bastante	quite	no	no
pero	but	un poco	a bit		

¡Hola! (Hi/hello)	¿cómo te llamas? (what is your name?)	me llamo <u>Paul</u> (my name is <u>Paul</u>)	¡adiós! (goodbye!)
¡Buenos días! (Good morning/good day/hello)		¡hasta luego! (see you later!)	
¡Buenas tardes! (Good afternoon!)			
¡Buenas noches! (Good night!)			

¿Qué tal? (How are you?/ how's it going?)	¡estoy fenomenal! (I'm great!)	¿y tú? (and you?)
¿Cómo estás? (How are you?)	estoy bien, gracias (I'm good/well thank you)	
	estoy regular (I'm ok)	
	¡estoy fatal! (I'm awful/rubbish!)	

1.2 Describing your personality

SB1.2	¿Qué tipo de persona eres? What kind of a person are you?			
Soy I am	divertido funny			
No soy I am not	generoso generous			
	listo smart			
	serio serious			
	tranquilo calm	y and		
Diría que soy I would say that I am	divertida funny	pero but	mi pasión es my passion is	el deporte. sport.
Siempre he sido I have always been	simpática kind			el fútbol. football.
	sincera honest			el tenis. tennis.
	tímida shy			la música. music.
	tonta silly			

¿Cuántos años tienes? (How old are you?)	tengo <u>diez</u> años (I'm <u>ten</u> years old)
¿Cuándo es tu cumpleaños? (When is your birthday?)	mi cumpleaños es el <u>cuatro</u> de <u>junio</u> (my birthday is on the <u>fourth</u> of <u>June</u>)
¿Dónde vives? (Where do you live?)	vivo en <u>Penistone</u> (en Inglaterra) (I live in <u>Penistone</u> (in England))

Two important irregular verbs (present tense)

ser - to be			
soy	I am	somos	we are
eres	you are	sois	you are
es	s/he is	son	they are

tener - to have			
tengo	I have	tenemos	we have
tienes	you have	tenéis	you have
tiene	s/he has	tienen	they have

1.3 Talking about siblings

SB1.3	¿Tienes hermanos? (Do you have any brothers or sisters?)	
Tengo I have	un hermano (mayor) a brother (older brother)	es ... (+personality) he/she is ... (+personality)
	un hermanastro a step/half-brother	(que) se llama ... (+name) (who) he/she is called... (+name)
	una hermana (menor) a sister (younger sister)	tiene ... años. (age) he/she is ... years old. (age)
	una hermanastra a step/half-sister	
	dos hermanos two brothers	son... (+personality) they are... (+personality)
	dos hermanas two sisters	(que) se llaman... (+names) (who) they are called... (+names)
		tienen... años. (age) they are... years old. (age)
	No tengo hermanos, soy I don't have any brothers and sisters, I am	hijo único. an only child (m). hija única. an only child (f).

1.4 Talking about pets

SB1.4	¿Tienes mascotas? (Do you have any pets?)	
Tengo I have	un caballo a horse	amarillo/amarilla yellow
	un conejo a rabbit	blanco/blanca white
	un gato a cat	negro/negra black
	un perro a dog	rojo/roja red
	un pez a fish	naranja orange
	un ratón a mouse	rosa pink
		verde green
	una cobaya a guinea-pig	azul blue
	una serpiente a snake	gris grey
		marrón brown
	dos perros two dogs	blanco/blancas white
	tres peces three fish	verdes green
	cuatro ratones four mice	azules blue
No tengo mascotas, pero me gustaría tener... I don't have any pets, but I would like to have...		
Cuando tenía <u>cinco</u> años tenía... When I was <u>five</u> years old I used to have...		

1.5 Describing hair and eyes

SB1.5	¿De qué color tienes el pelo? / ¿De qué color tienes los ojos? What colour is your hair? / What colour are your eyes?	
Tengo I have	el pelo hair	castaño brown negro black rubio blond
	los ojos eyes	azules blue verdes green marrones brown grises grey
Mi hermano tiene My brother has		Y and
		corto short largo long liso straight ondulado wavy rizado curly
Soy pelirrojo/a y tengo el pelo <u>corto</u> I am a redhead and I have <u>short</u> hair		
Soy calvo/a I am bald		
y llevo gafas and I wear glasses		
y lleva gafas and he/she wears glasses		

Two important irregular verbs (present tense)

ser - to be			
soy	I am	somos	we are
eres	you are	sois	you are
es	s/he is	son	they are

tener - to have			
tengo	I have	tenemos	we have
tienes	you have	tenéis	you have
tiene	s/he has	tienen	they have

1.6 Describing physical appearance

SB1.6 ¿Cómo eres (físicamente)? / ¿Cómo es tu <u>mejor amigo</u> ? <i>What are you like (physically)? / What is your <u>best friend</u> like?</i>					
Soy I am Mi <u>mejor amigo</u> es My <u>best friend</u> is	un poco a bit bastante quite muy very	alto tall delgado slim guapo good-looking	y and	tengo I am tiene he/she has	barba a beard bigote a moustache pecas freckles
		joven young viejo old baja short gorda fat fea ugly inteligente intelligent		llevo I wear lleva he/she wears	gafas glasses

1.7 Talking about family members

SB1.7 ¿Cuántas personas hay en tu familia? / ¿Con quién vives? <i>(How many people are in your family? / who do you live with?)</i>				
Vivo con I live with En mi familia están In my family are	mi madre my mum mi padre my dad mi padrastro my step-dad mi madrastra my step-mum mi abuelo my grandad mi abuela my grandma	que se llama... who is called...	y and	tiene...años is...years old
	mis hermanos my brothers/siblings mis padres my parents mis abuelos my grandparents	que se llaman... who are called...	y and	tienen...años they are...years old
	Tengo I have tres <u>three</u>	primos / tíos / tías cousins / uncles / aunts		

Aim High

Be Determined

Be Kind

Be Supportive

Be Proud



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