Discover more...

Dudley Academies Trust

Discover More

Name: **Form:**

'The best advice I ever got was knowledge is power and to keep reading'
- David Bailey

Year 7

Knowledge Organiser

Autumn

Instructions for Using your Knowledge Organiser

Every school day you should study 2 subjects from your KO (knowledge organiser), making sure to cover all the subjects you study.

You are to use your KO exercise book to show the work you have done. Each evening you should start a new page and put the date clearly at the top. You need to bring your KO and exercise book with you EVERY DAY to the academy.

You will also be tested in your lessons on knowledge from the KO.

You can use your KO and book in a number of different ways but you should not just copy from the Knowledge Organiser into your book. Use the **'How to self-test with the Knowledge Organiser'** booklet available on the school website which you can access using the QR code to the right. An instructional video on how to use your Knowledge Organiser is also available on the school website.

There are some more ideas and strategies listed below:

- Ask someone to write questions for you
- Write your own challenging questions and then leave it overnight to answer them the next day
- Create mind maps
- Create flashcards
- Put the key words into new sentences
- Look, cover, write and check
- Mnemonics
- Draw a comic strip of a timeline
- Use the 'clock' template to divide the information into smaller sections. Then test yourself on different sections
- Give yourself spelling tests
- Definition tests
- Draw diagrams of processes
- Draw images and annotate/label them with extra information
- Do further research on the topic
- Create fact files
- Create flowcharts

Presentation

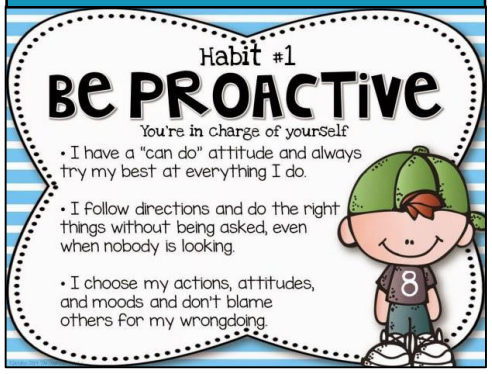
You should take pride in how you present your work, each page should be clearly dated at the top left hand side with Subject 1 written in the middle. Half way down the page a line should divide it in two with Subject 2 written above the dividing line. Each half of the page should be neatly filled with evidence of self-testing. There should be an appropriate amount of work. Remember the **PROUD** system should still be followed in your exercise book.

Year 7 Principal's Page

Random acts of kindness

Do something for another person this half term every week. Don't wait for them to ask you to do it, pay attention to their needs and find something to brighten their day. Who knows, you may find that the kindness comes back around to make your day better…

Covey's 7 habits of highly effective teens



The Dirty Thirty

1. accommodation	16. minute
2. beautiful	17. necessary
3. because	18. neighbour
4. beginning	19. nervous
5. believe	20. opportunity
6. business	21. persuade
7. ceiling	22. queue
8. decided	23. queueing
9. definitely	24. quiet
10. disappear	25. quite
11. disappointed	26. receive
12. embarrass	27. separate
13. extremely	28. sincerely
14. friend	29. surprised
15. immediately	30. until

British Values – 1. Democracy

Democracy	a government which is elected by the people. Everyone who is eligible to vote has a chance to have a say in who runs the country.
Anarchy	a condition of lawlessness brought about by the absence of a government.
Communism	a government which owns things like businesses and farms. It provides its people's healthcare, education and welfare.
Monarchy	a country is governed by a king or queen. In some traditional monarchies, the monarch has absolute power. In a constitutional monarchy, like the UK, the democratically elected government limits the monarch's control.
Dictatorship	a country is ruled a single leader. The leader has not been elected and may use force to keep control. In a military dictatorship, the army is in control.

Year 7 Literacy – Word of the Week

Shade in the words when you have completed the tasks for that Word of the Week!

Social	Devastation
Capitalism	Infiltration
Industrial	Sustainability
Civilisation	Resources
Revolution	Migration
Environment	Conservative
Casualties	Adaption
International	Confidant

1. What is the definition of the word for this week? Can you write it in your own words? (This will help you remember and understand it)
2. Can you use that word in a sentence? Make sure it makes sense.
3. Can you list some synonyms for this word? (Meaning the same)
4. Can you list some antonyms for this word? (Meaning the opposite)
5. Draw out the word making it look like its meaning (examples below).

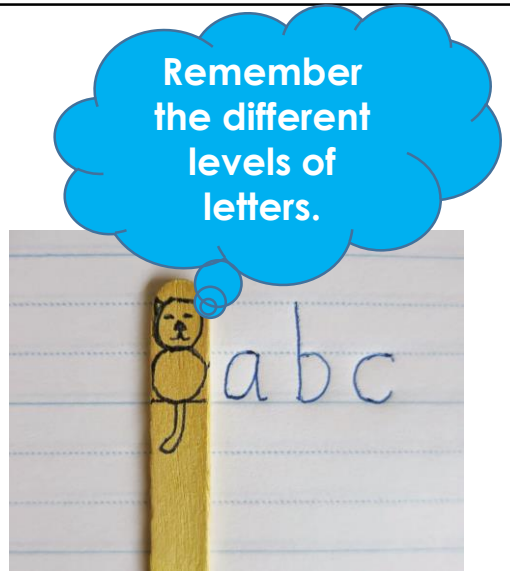
Year 7 Literacy – Handwriting

Step 1:

Practice writing the letter on its own for one line.

Step 2:

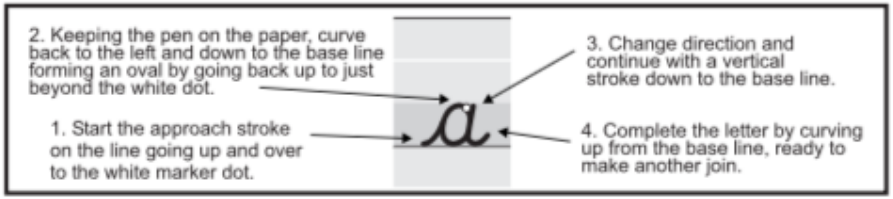
On the next line join up your letter in groups of 5.

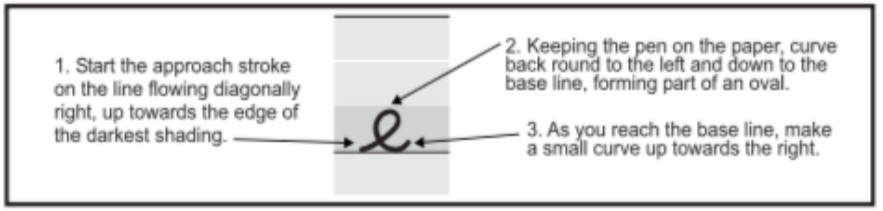


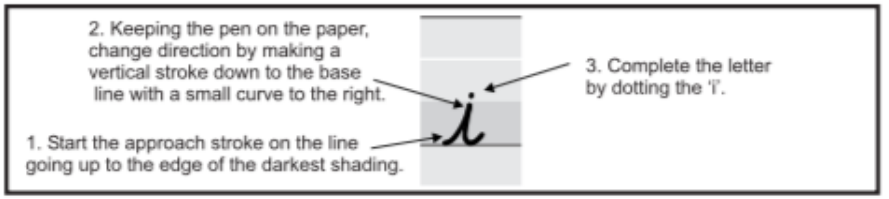
Step 3:

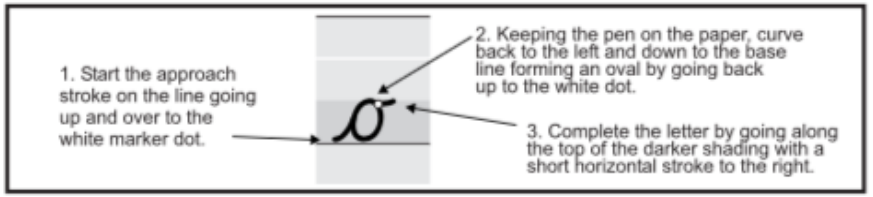
Write out the sentences below making sure your vowels are accurate.

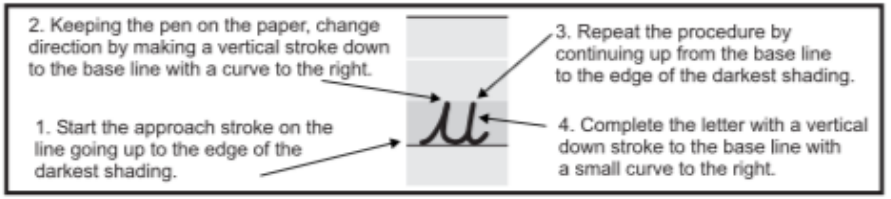
- Dad sees a cop at the stop sign.
- The excited elephant bounced on its huge feet.
- I felt a sense of joy knowing I was back at school.
- The quick brown fox jumped over the sleepy dog.











Year 7 Literacy – SPaG

When should you use a capital letter?

- ✓Is it the **start of** (first letter of first word) a **sentence**? → ✓capital
- ✓Is it a **proper noun** (name of a specific person, place, group, company etc.)? → ✓capital
- ✓Is it the **start (first letter) of dialogue**? → ✓capital
- ✓Is it the pronoun **I**? → ✓capital
- ✓Is it an **abbreviated** brand, company or organisation? → ✓capital
- ❖Is it NOT any of the above? → NO capital

the cat waited on the wall in goole a man walked past and his name was bob he stroked the cat then left a dog saw the cat and licked its lips he chased the cat down the street luckily the cat got away

1. Copy out the passage correcting all the capital letter mistakes. Circle the mistakes you have corrected.

2. Write a short diary entry about something you did over the summer. Make sure your capital letters are correct. Circle the capital letters you have used.

3. Using the capital letter rules opposite, create a page to revise the rules. Use colours! This will help you remember them.

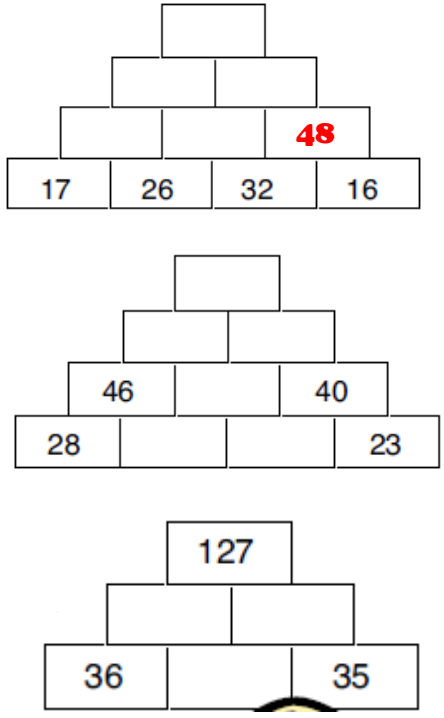
4. Play the Wordspector game!

5. Play the Grammar Ninja game!

Year 7 Numeracy

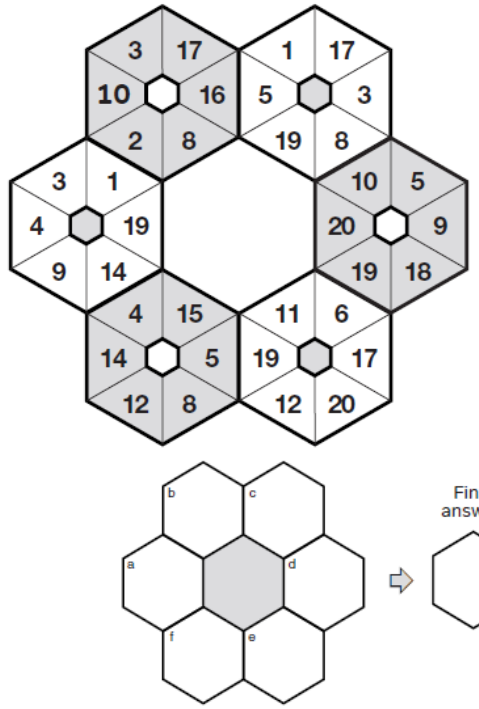
x	1	2	3	4	5	6	7	8	9	10
1	1	2	3	4	5	6	7	8	9	10
2	2	4	6	8	10	12	14	16	18	20
3	3	6	9	12	15	18	21	24	27	30
4	4	8	12	16	20	24	28	32	36	40
5	5	10	15	20	25	30	35	40	45	50
6	6	12	18	24	30	36	42	48	54	60
7	7	14	21	28	35	42	49	56	63	70
8	8	16	24	32	40	48	56	64	72	80
9	9	18	27	36	45	54	63	72	81	90
10	10	20	30	40	50	60	70	80	90	100

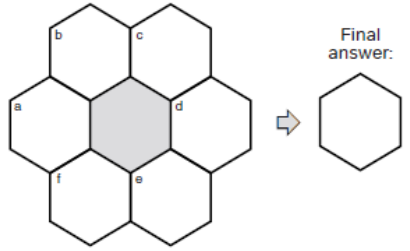
Cross out any times tables you know off by heart.
To learn the others, choose two or three and test yourself on remembering them.
Get other people to test you on them too!



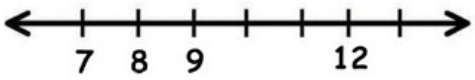
Fill in the blanks in the addition pyramids

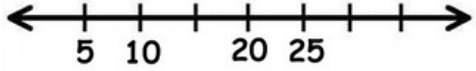
Puzzled? In each 6-number hexagon, find the number that is the sum of 2 other numbers. Use all 6 sums to create 1 final puzzle and solve.

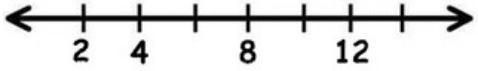


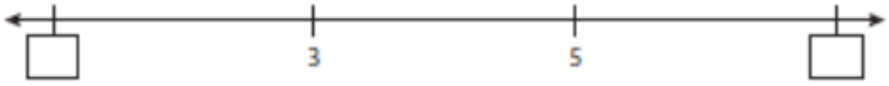


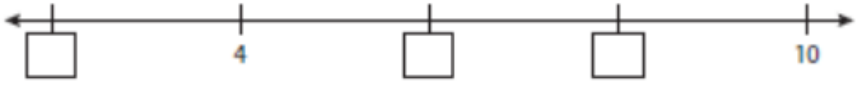
Fill in the blanks for each numberline





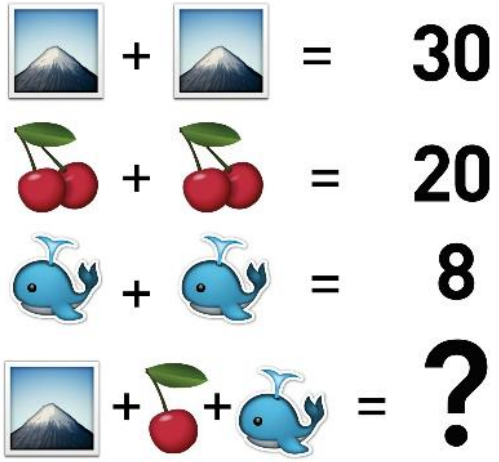






Year 7 Numeracy

Number	Double it	Halve it	Times by 10	Times by 5	Times by 6
6	12	3	60	30	36
2					
3					
5					
8					
80					
16					
4					
12					



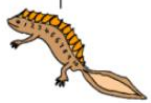
How many different sums could this picture represent?
We've found 5. Can you find more?

Try to work out the missing numbers. See if you can spot any links between your answers…

Put a circle around each pair of numbers that add to make ten

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

See if you can find at least 10 pairs!

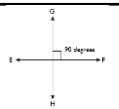


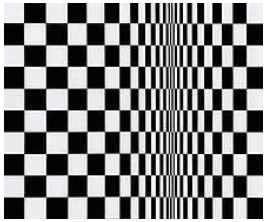
Easy										
15	x 3	+ 1	÷2	- 8	x 2	- 9	x 5	- 5	÷2	?

Moderate										
15	- 8	x 5	- 13	x 8	- 24	÷2	50% of this	÷2	Square it	?

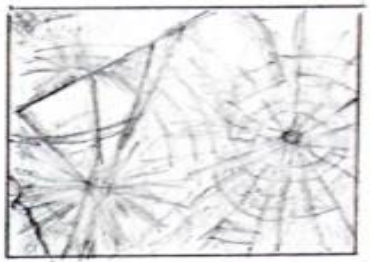
Advanced										
46	÷2	+ 11	- 4	60% of this	÷2	Square root of this	x 8	- 9	x 8	?

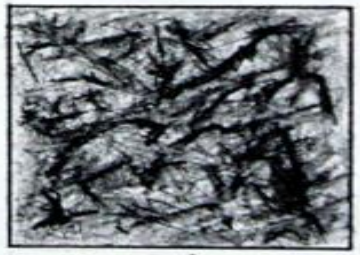
Year 7 Art

Observation	The ability to notice things, especially significant details.
Space	The distance around things and inbetween.
Line	A line can express emotion and character based on how heavy or light, scratchy or smooth, curvy or angular it appears.
Tone	Different degrees of lightness and darkness created by applying different pressure.
Texture	How the surface of something feels. Textures can be smooth, rough, bumpy etc. Different marks can create different textures.
Form	The solid 3D shape.
Shape	The outline or form of something.
Pattern	Pattern in art is used for both structural and decorative purposes 
Perspective	Perspective creates an appearance of depth within a picture.
Perpendicular	Straight lines that meet at right angles 
Vanishing Point	A dot on the horizon line where all lines meet
Horizon line	A horizontal line that represents the viewer's eye level, or where the sky meets the ground.



Year 7 Art





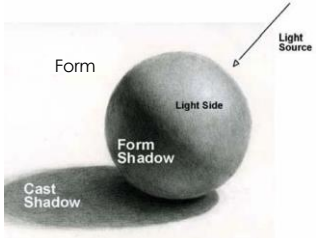
Different Lines

tonal range? Shade from light to dark.

Artists to esearch
Andy Warhol
Sarah Graham
Bridget Riley
Roy Lichtenstein

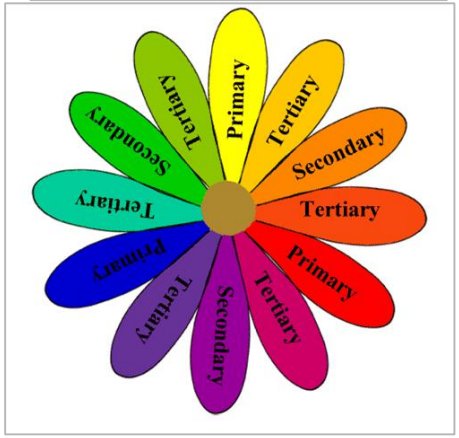
Can you create 6 different lines?

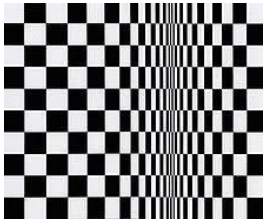
Can you create a Spiky texture?



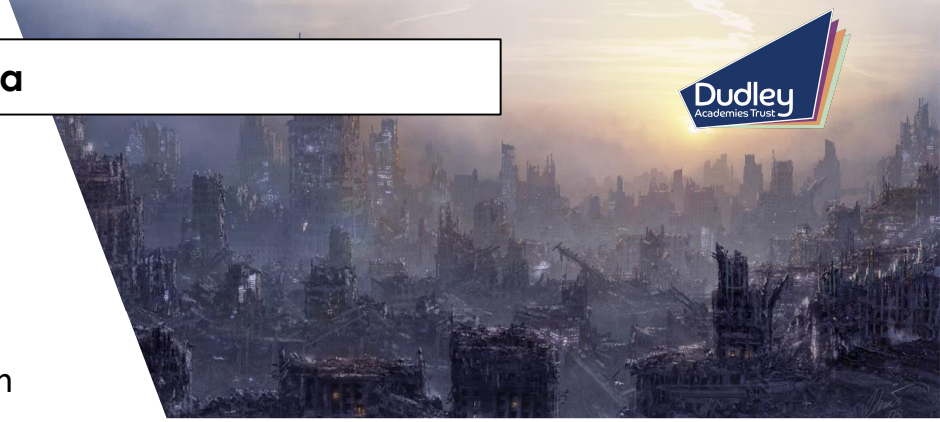
Can you create 3D form?

Colour Theory: Can you find the definition of these colour wheel words?





Year 7 Drama



Key words to practice spelling

Still image
Transition
Facial expression
Body language
Gesture
Role-play
Narration
Thought-track
Characterisation
Physical Theatre
Slow motion
Dynamics
Improvisation
Audience
Destruction
Guardians
Challenge
Co-operation

Tongue twisters to practice

Learn a tongue twister to improve vocal clarity and performance in lesson.

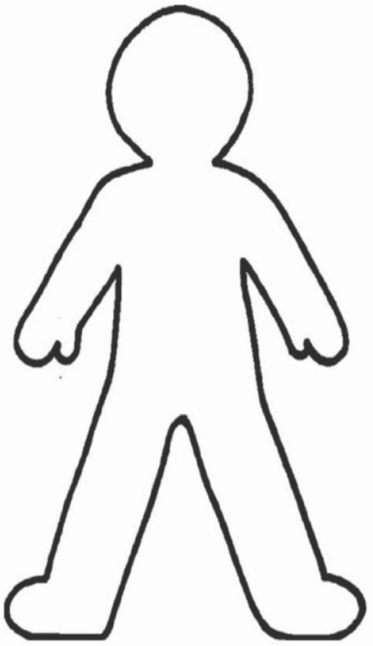
Instructions: Read and say out loud until you can perform them perfectly.

1. Unique New York
2. Mixed biscuits
3. A proper cup of coffee from a proper coffee copper pot.
4. Two toads totally tired of trying to trot to Tewkesbury
5. Six thick thistle sticks.

Useful link

Complete a 'Role on the wall'.

Instructions: Select a character you have been exploring.
Write facts about the character around the outside of the figure and write emotions on the inside.



Justify the facts or emotions by adding lines of dialogue or a description of the body language/facial expression used.

You have been selected to save the world from destruction and prove the guardians that humankind is worth saving. The Guardians have arranged that you as a group will undertake a journey. Your skills and courage will be tested in every possible way.

There are five gates through which everyone will pass. At each stage you will be given a clue on how to save the world.

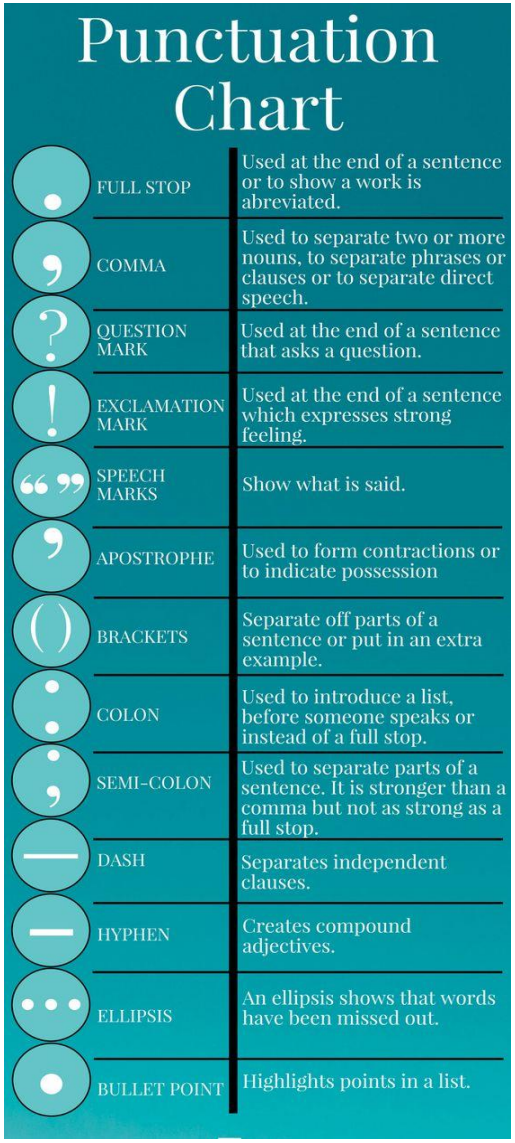
You must listen and co-operate at every stage or you will have to return the clues, and therefore will fail your mission...

Year 7 English

Key Spellings

1. Accommodation	2. Necessary	3. Beautiful	4. Neighbour
5. Because	6. Nervous	7. Beginning	8. Opportunity
9. Believe	10. Persuade	11. Business	12. Queue
13. Ceiling	14. Queueing	15. Decided	16. Quiet
17. Definitely	18. Quite	19. Disappear	20. Receive
21. Disappointed	22. Separate	23. Embarrass	24. Sincerely
25. Extremely	26. Surprised	27. Immediately	28. Until

Common Mistakes



Year 7 French HT1

Point de départ
Starting point

Bonjour.	*Hello.*
Salut!	*Hi!*
Comment t'appelles-tu?	*What's your name?*
Je m'appelle …	*My name is …*
Comment ça va? (Ça va?)	*How are you? (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?	*How about you?*
Au revoir.	*Goodbye.*
À plus!	*See you later!*
lundi, mardi, mercredi,	*Monday, Tuesday, Wednesday,*
jeudi, vendredi,	*Thursday, Friday,*
samedi, dimanche	*Saturday, Sunday*
un, deux, trois, quatre, cinq	*1, 2, 3, 4, 5*
six, sept, huit, neuf, dix	*6, 7, 8, 9,10*
onze, douze, treize	*11, 12, 13*
quatorze, quinze	*14, 15*
seize, dix-sept, dix-huit	*16, 17, 18*
dix-neuf, vingt	*19, 20*
vingt-et-un, vingt-deux, (etc.)	*21, 22, (etc.)*
trente, trente-et-un	*30, 31*

In French, there are two words for 'a' (the indefinite article).

masculine noun *un frère*
feminine noun *une sœur*

Stratégie 1

Look, Say, Cover, Write, Check

Use these five steps to learn any new word:

1. **Look** carefully at the word for at least 10 seconds. Think about what it means and look at how it's spelled.
2. **Say** the word out loud to practise pronunciation.
3. **Cover** the word – say it and 'see' it in your mind.
4. **Write** the word from memory and try using it in a sentence.
5. **Check** your word against the original.

Did you get it right? If not, what did you get wrong? Spend time learning that bit of the word. Go through the steps again until you get it right.

Unité 1 – As-tu des frères et sœurs?
Unit 1 – Do you have any siblings?

As-tu des frères et sœurs?	*Do you have any brothers or sisters?*
Oui. J'ai …	*Yes, I have …*
un frère.	*one brother.*
une sœur.	*one sister.*
un demi-frère.	*one half-/step-brother.*
(deux) frères.	*(two) brothers.*
(trois) demi-sœurs.	*(three) half-/step-sisters.*
Je n'ai pas de frères et sœurs.	*I don't have any brothers or sisters.*
Je suis fils/fille unique.	*I am an only child.*
Quel âge as-tu?	*How old are you?*
J'ai (onze) ans.	*I am (11) years old.*

être (to be)

je **suis**	I am
tu **es**	you are
il/elle **est**	he/she is

Unité 3 – Tu aimes ça?
Unit 3 – Do you like it?

Tu aimes …?	*Do you like …?*
J'aime …	*I like …*
Je n'aime pas …	*I don't like …*
le sport	*sport*
le foot	*football*
le vélo	*cycling*
le collège	*school*
le cinéma	*cinema*
le poisson	*fish*
la danse	*dance*
la musique	*music*
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*

Unité 2 – Voici ma salle de classe!
Unit 2 – Here's my classroom!

Qu'est-ce qu'il y a sur la photo?	*What is in the picture?*
Sur la photo, il y a …	*In the picture, there is/are …*
un tableau (noir/blanc)	*a (black/white) board*
un poster	*a poster*
un/une prof (professeur)	*a teacher*
un écran	*a screen*
un ordinateur	*a computer*
une porte	*a door*
une fenêtre	*a window*
une tablette	*a tablet*
des tables	*some tables*
des chaises	*some chairs*
des élèves	*some pupils*
au fond/au centre	*at the back/in the middle*
à gauche/à droite	*on the left/on the right*
C'est …	*It's …*
sympa.	*nice.*
génial.	*great.*
moderne.	*modern.*
triste.	*sad.*
nul.	*rubbish.*
démodé.	*old-fashioned.*

s on the end of most French words is silent:
e.g. *As-tu des frères et sœurs?*
But you do pronounce the ***s*** on *fils*.

In French, all nouns are either masculine or feminine.

masculine	feminine	plural
un poster	*une* fenêtre	*des* chaises
a poster	**a** window	**some** chairs

Year 7 French HT1

Unité 4 – Tu es comment?
Unit 4 – What are you like?

Je suis …	*I am …*
Je ne suis pas …	*I am not …*
Il est/Elle est …	*He is/She is …*
amusant(e)	*funny*
arrogant(e)	*arrogant*
bavard(e)	*talkative/chatty*
fort(e)	*strong*
grand(e)	*big/tall*
intelligent(e)	*intelligent*
méchant(e)	*nasty/bad*
patient(e)	*patient*
petit(e)	*small/short*
timide	*shy*

Unité 5 – Qu'est-ce que tu fais?
Unit 5 – What do you do?

Ma vie, c'est …	*My life is …*
Pour moi, la rentrée, c'est …	*For me, going back to school is …*
chanter	*to sing/singing*
danser	*to dance/dancing*
retrouver	*to meet up/meeting up with*
mes amis	*my friends*
bloguer	*to blog/blogging*
surfer	*to surf/surfing*
tchatter	*to chat/chatting (online)*
rigoler	*to have/having a laugh*
étudier	*to study/studying*
nager	*to swim/swimming*
jouer	*to play/playing*
gagner	*to win/winning*

masculine	feminine	plural
mon *portable* my phone	**ma** *vie* my life	**mes** *amis* my friends

Les mots essentiels *High-frequency words*

mon/ma/mes ..... *my*

Pronouns

je ..... *I*
tu ..... *you*
il ..... *he*
elle ..... *she*

Articles

un/une/des ..... *a(n)/some*
le/la/l'/les ..... *the*

Connectives

et ..... *and*
mais ..... *but*
aussi ..... *also*

Qualifiers

assez ..... *quite*
très ..... *very*
trop ..... *too*
un peu ..... *a bit*

Unité 6 – Mon interview par vidéo!
Unit 6 – My video interview!

C'est quand, ton anniversaire?	*When is your birthday?*
Mon anniversaire, c'est …	*My birthday is on …*
le (15 mars/24 juin).	*the (15th March/24th June).*
le premier	*the first*
janvier, février, mars	*January, February, March*
avril, mai, juin	*April, May, June*
juillet, août, septembre	*July, August, September*
octobre, novembre, décembre	*October, November, December*

Most adjectives change their ending to 'agree' with the noun.

masculine	feminine
amusant	*amusant**e***
arrogant	*arrogant**e***
bavard	*bavard**e***
fort	*fort**e***
grand	*grand**e***
intelligent	*intelligent**e***
méchant	*méchant**e***
patient	*patient**e***
petit	*petit**e***
*timide**	*timide*

In the masculine form, the final consonant is silent, but in the feminine form, we pronounce the consonant before the final 'e'. Have a go at saying both versions!

**timide* has the same ending for masculine and feminine nouns.

	masculine singular	feminine singular	plural
indefinite article	**un** (a / an) ⬇	**une** (a / an) ⬇	**des** (some) ⬇
definite article	**le / l'** (the)	**la / l'** (the)	**les** (the)

Watch this YouTube video all about introducing yourself in France!

Use Quizlet to revise any of these vocab lists using games, self-testing, flashcards and many other effective methods!

Quizlet

Year 7 French HT2

Point de départ
Starting point

Ici il y a …	*Here there is …*
un cercle	*a circle*
un demi-cercle	*a semi-circle*
un triangle	*a triangle*
blanc(he)	*white*
bleu(e)	*blue*
gris(e)	*grey*
jaune	*yellow*
marron	*brown*
noir(e)	*black*
orange	*orange*
rose	*pink*
rouge	*red*
vert(e)	*green*
violet(te)	*purple*
en bas	*at the bottom*
au centre	*at the centre*
à droite	*to the right*
à gauche	*to the left*
Quelle heure est-il?	*What time is it?*
Il est …	*It is …*
cinq heures	*five o'clock*
cinq heures dix/vingt	*ten/twenty past five*
cinq heures et quart	*quarter past five*
cinq heures et demie	*half past five*
cinq heures moins dix/vingt	*ten/twenty to five*
cinq heures moins le quart	*quarter to five*
midi/minuit	*midday/midnight*

Watch this YouTube video all about introducing yourself in France!

Unité 1 – Qu'est-ce que tu penses de tes matières?
Unit 1 – What do you think of your subjects?

Qu'est-ce que tu penses de tes matières?	*What do you think of your subjects?*
le français	*French*
le théâtre	*drama*
la géographie	*geography*
la musique	*music*
la technologie	*technology*
l'anglais	*English*
l'EPS	*P.E.*
l'histoire	*history*
l'informatique	*I.C.T.*
les arts plastiques	*art*
les maths	*maths*
les sciences	*science*
aimer	*to like*
détester	*to hate*
adorer	*to love*
Tu aimes … ?	*Do you like …?*
j'adore …	*I love …*
j'aime …	*I like …*
j'aime assez …	*I quite like …*
je n'aime pas …	*I don't like …*
je déteste …	*I hate …*
C'est …	*It's …*
facile.	*easy.*
difficile.	*difficult/hard.*
intéressant.	*interesting.*
ennuyeux.	*boring.*
amusant.	*fun/funny.*
créatif.	*creative.*
nul.	*rubbish/awful.*
le/la prof est sympa	*the teacher is kind*
le/la prof est trop sévère	*the teacher is too strict*
j'ai trop de devoirs	*I have too much homework*

Unité 2 – Qu'est-ce que tu portes?
Unit 2 – What do you wear?

Qu'est-ce que tu portes?	*What do you wear?*
je porte …	*I wear …*
on porte …	*we wear …*
l'uniforme scolaire	*school uniform*
un pantalon	*trousers*
un polo	*polo shirt*
un pull	*jumper*
un sweat	*sweatshirt*
un tee-shirt	*tee-shirt*
une chemise	*shirt*
une cravate	*tie*
une jupe	*skirt*
une veste	*jacket/blazer*
des chaussettes (f)	*socks*
des chaussures (f)	*shoes*
des baskets (f)	*trainers*
chic	*smart/stylish*
confortable	*comfy/comfortable*
démodé(e)	*old-fashioned*
pratique	*practical*

Unité 3 - Ta journée scolaire est comment?
Unit 3 – What is your school day like?

Ta journée scolaire est comment?	*What is your school day like?*
je quitte la maison	*I leave the house*
j'arrive au collège	*I arrive at school*
je retrouve mes copains	*I meet (up with) my friends*
on commence les cours	*we start lessons*
je mange à la cantine	*I eat in the canteen*
je chante dans la chorale	*I sing in the choir*
je joue dehors	*I play outside*
on recommence les cours	*we start lessons again*
je rentre à la maison	*I go home*
à (quatre) heures	*at (four) o'clock*

Year 7 French HT2

Unité 4 – C'est comment, un collège français?
Unit 4 – What is a French school like?

Quel est ton jour préféré?	*What's your favourite day?*
Mon jour préféré, c'est le …	*My favourite day is …*
J'ai deux heures d'anglais.	*I have two hours of English.*
C'est ma matière préférée.	*It's my favourite subject.*
Je suis fort(e) en maths.	*I am good at maths.*
l'emploi du temps	*timetable*
la rentrée	*start of new school year*
les vacances	*holidays*

Unité 5 – Un collège super cool
A super cool school

Le collège est …	*The school is …*
grand / petit.	*big / small.*
de taille moyenne.	*medium-sized.*
Il y a 500 élèves.	*There are 500 pupils.*
On étudie …	*We study …*
le japonais.	*Japanese.*
la cuisine.	*cookery.*
les arts martiaux.	*martial arts.*
Il y a …	*There is … / There are …*
un cinéma en 3D.	*a 3D cinema.*
une piscine.	*a swimming pool.*
des courts de tennis.	*tennis courts.*
Il n'y a pas de …	*There isn't … / aren't …*
harcèlement.	*bullying.*
toilettes sales.	*dirty toilets.*
profs trop sévères.	*too strict teachers.*
on porte …	*we wear …*
Tu es d'accord?	*Do you agree?*
Je (ne) suis (pas) d'accord!	*I (dis)agree!*

Quizlet

Les mots essentiels *High-frequency words*

Pronouns
- on ..... *we/one/people*

Connectives
- et ..... *and*
- mais ..... *but*
- parce que ..... *because*

Qualifiers
- très ..... *very*
- vraiment ..... *really*
- trop ..... *too*

Question words
- qu'est-ce que tu …? ..... *what do you …?*
- à quelle heure? ..... *at what time?*
- combien (de)? ..... *how many/how much?*

Sequencing words
- d'abord ..... *first of all*
- ensuite/puis ..... *then*
- après ..... *afterwards*

Joan of Arc – 1412-1432

One of the biggest legends of French history is Joan of Arc (Jeanne d'Arc). She was a young peasant girl who had a vision from God to become a great fighter with the French army. She led the army to defeat the English at Orléans during the Hundred Years War. She was captured by the English and burnt at the stake at just 19 years old. Later she was made a Catholic saint.

Stratégie 2

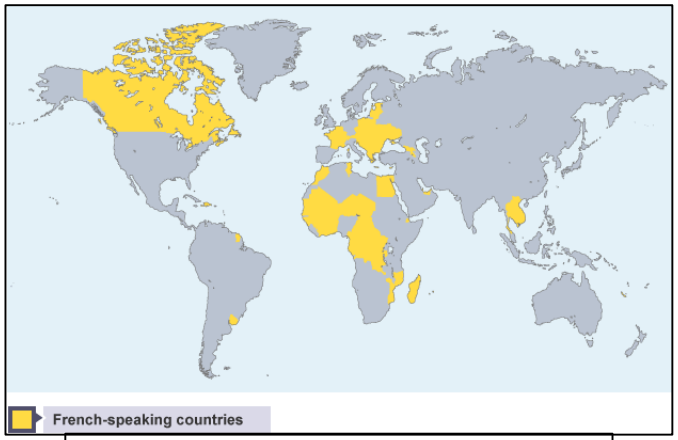
High Frequency words

High-frequency words are **powerful words** which crop up again and again.

They are often only short, but they are really useful: *je*, *tu*, *le* and *et* are all in the Top 20 of most used French words.

High-frequency words can be used in any situation.

Make a point of learning these words and see which ones you can spot and use whenever you start a new topic.



French regions

France has six main geographical regions:
- North East (Alsace and Lorraine)
- North West (Normandy and Brittany)
- South West (Pyrénées and l'Atlantique)
- South East (Mediterranean)
- Centre (le Massif Central)
- The Paris region (L'île de France)

Year 7 French Grammar

Present tense –ER verbs			
jouer = to play:			
I play	**Je joue**	We play	**Nous jouons**
You play	**Tu joues**	You play	**Vous jouez**
He/she/one plays	**Il/elle/on joue**	They play	**Ils/elles jouent**

Present tense –RE verbs			
répondre = to reply: (regular verbs)			
I reply	**Je réponds**	We reply	**Nous répondons**
You reply	**Tu réponds**	You reply	**Vous répondez**
He/she/one replies	**Il/elle/on répond**	They reply	**Ils/elles répondent**
dire = to say: (irregular verbs)			
I reply	**Je réponds**	We reply	**Nous répondons**
You reply	**Tu réponds**	You reply	**Vous répondez**
He/she/one replies	**Il/elle/on répond**	They reply	**Ils/elles répondent**

Present tense –IR verbs			
finir = to finish: (verbs that take –ss)			
I finish	**Je finis**	We finish	**Nous finissons**
You finish	**Tu finis**	You finish	**Vous finissez**
He/she/one finishes	**Il/elle/on finit**	They finish	**Ils/elles jouent**
partir = to leave: (verbs that don't take –ss)			
I leave	**Je pars**	We leave	**Nous partons**
You leave	**Tu pars**	You leave	**Vous partez**
He/she/one leaves	**Il/elle/on part**	They leave	**Ils/elles partent**

Avoir			
To have			
I have	**J'ai**	We have	**Nous avons**
You have	**Tu as**	You have	**Vous avez**
He/she/one has	**Il/elle/on a**	They have	**Ils/elles ont**

Être			
To be			
I am	**Je suis**	We are	**Nous sommes**
You are	**Tu es**	You are	**Vous êtes**
He/she/one is	**Il/elle/on est**	They are	**Ils/elles sont**

Pronunciation Wizard	
	'**e**' at the end of words is not pronounced
	'**é**' at the end of words is always pronounced (like **ay**)
	to say '**è**', open your mouth widely
	'**ç**' is pronounced as 's'
	'**s**' and '**x**' at the end of words are usually silent
	'**oi**' combination is pronounced as 'wa'
	'**au**' and '**eau**' are pronounced as 'o'
	'**ou**' is pronounced as 'oo'
	'**th**' is simply pronounced as 't'
	'**h**' at the beginning of words is not pronounced
	at the end of words, '**er**', '**ez**' are pronounced as 'ay'
	...and finally, take REALLY good care with these: '**r**' and '**u**'.

Year 7 Geography

Physical Geography	Human Geography
Physical Geography is about the natural world - things that are here naturally. Such as our landscape and rivers..	This is to do with human activities. This describes things like places, development and population.

Key terms

Local- A small surrounding area (Eg. around a town, city, county)

National- Within a country

Global- Within the world

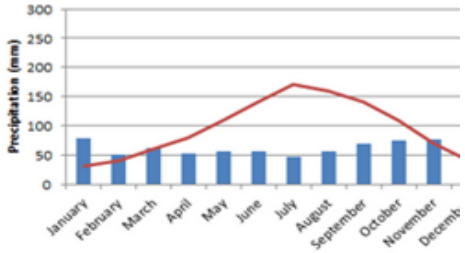
Development
HIC- High income country

LIC- Low income country

Rural- Areas which are not built up, like the countryside

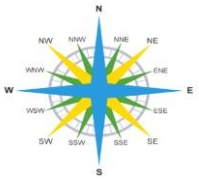
Urban- A built up area such as a town or a city

Climate Graphs

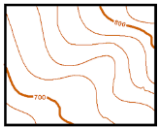


A climate graph shows the average annual **rainfall** and **temperature** throughout the year for a particular area..
Temperature: line graph
Rainfall: bar graph

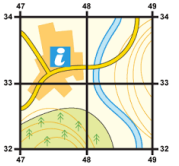
Map Skills



Most maps show a **scale and distance** which shows how much bigger the real world is than the map.



Contour lines on a OS map show joining points of equal height of the land above or below sea level. If the lines are close together the slope is steep, if they are far apart the slope is gentle.



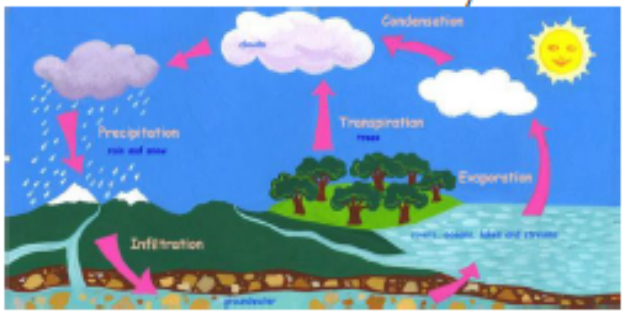
Relief describes the shape of the land.

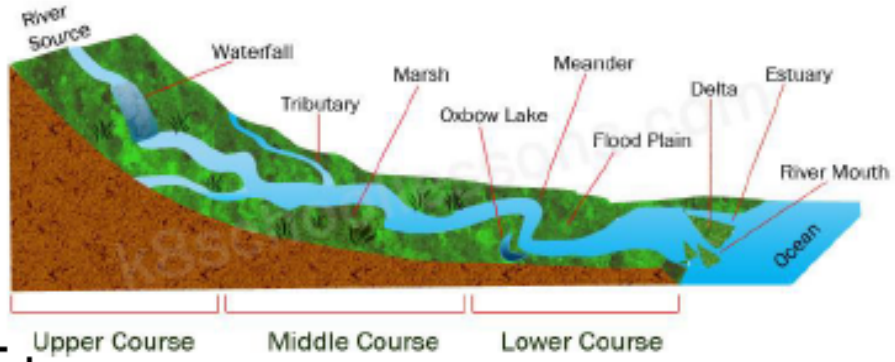
Grid references help the map reader to locate a place When giving a grid reference always give the easting first. Use the rule "Along the corridor and up the stairs."

Continents and oceans

Year 7 Geography

The Water Cycle





Rivers profile

Upper course: steep sided valleys with mainly erosional landforms e.g. waterfalls

Middle course: U-shaped valleys, floodplain begin, mostly erosional and deposition landforms e.g meanders

Lower course: wide flat floodplains mainly depositional landforms e.g. levees

Key terms

Erosion: involves the wearing away of rock and soil found along the river bed and banks

Transportation: where the river moves material (rocks, pebbles, sand)

Deposition: when the river drops its load (the material being carried by the river)

Impermeable surface: a surface which does not allow water to pass through it

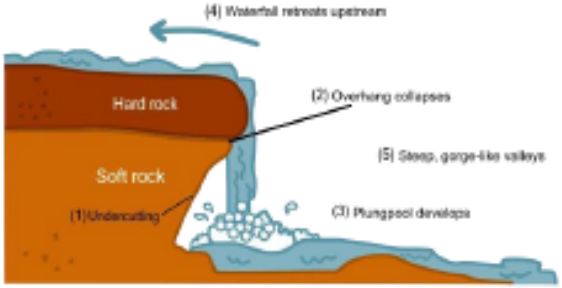
Deforestation: cutting down/ clearing trees

Monsoon: a rainy season which brings heavy rainfall

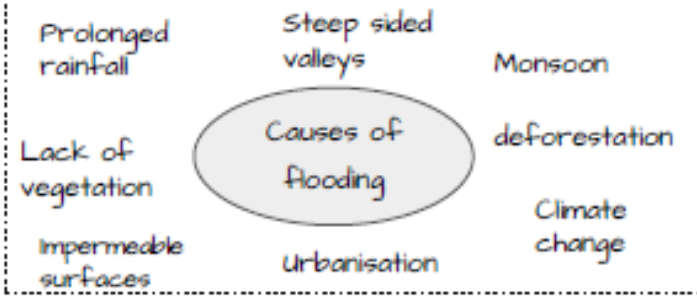
LIC: Low income country (poor)

HIC: High income country (rich)

Formation of a waterfall



Human and physical causes of flooding

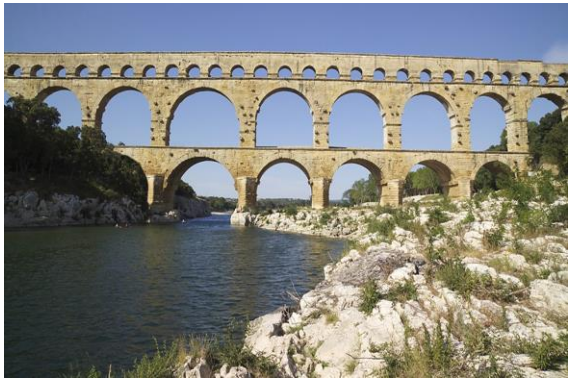


Sheffield floods	Pakistan Floods
7 rivers 2 deaths 35 000 homes left without power	Monsoon climate 139 deaths 1.5 million acres of farmland destroyed

Year 7 History

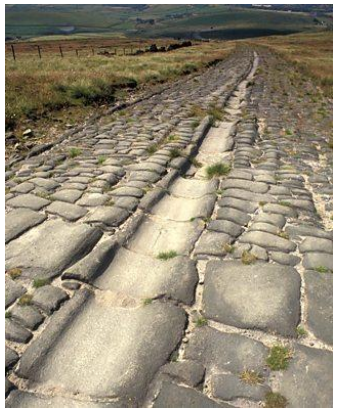
Life in the Roman Empire was as varied as it is today:
Rome, with more than a million inhabitants, was bigger than any modern city in Britain apart from London. It had blocks of flats called 'insulae', streets with pedestrian crossings, lavish public baths, public lavatories seating up to 60 people... and huge amounts of graffiti. Every night hundreds of slaves came out to clean the streets. Wagons were only allowed to use the city at night.
The Romans invented concrete, which allowed them to build large buildings, with huge domes. One famous building was the Pantheon, which still survives.
A system of nine aqueducts supplied Rome with 222 million gallons of water a day.

Education in the time of the Roman Empire involved learning to read and write. Older pupils concentrated on 'rhetoric', which was learning to speak in public, for which they had to learn Greek.
Rich Romans held lavish meals with several courses. There was entertainment and lots of wine. When they had eaten as much as they could, the guests would make themselves sick so they could eat some more.



Most Romans enjoyed gladiator contests. There were two kinds of gladiator – the retiarius, who used a trident and a net, and different kinds of swordsman, such as the murmillo, the thraex and the secutor, armed in slightly different ways. Sometimes they fought each other, sometimes wild animals. Gladiators – including women gladiators – became as famous as modern footballers.
In the reign of the Emperor Constantine (306–337), Christianity became the religion of the Roman Empire.

Year 7 History



The end of the Empire

The Empire eventually came to an end, but many parts of it lasted longer than you might think. The decline began in the third century, but it took several centuries for the Empire to be completely dissolved.

In Britain:

The numbers of Roman soldiers gradually fell as they were taken back to Rome to resist the barbarian invasions. The last Roman soldiers left the country in 410.

Saxon pirates attacked and gradually conquered Britain. The legendary King Arthur may have been a Romano-British leader who tried to stop them.

We still have many remains of the Roman Empire in our world today:

Many roads still follow the routes of Roman roads.

The Latin language still survives:The academic names of flowers and animals.

Words such as 'exit' and sayings such as 'carpe diem', which means 'seize the moment'.

Many schools, football clubs and coins have a Latin motto.

The names of the months and the names of the planets.

The French, Italian and Spanish languages are all based on Latin.

The laws of many European countries are based on Roman Law.

Christianity is the dominant religion in Europe because the Romans made it the religion of their Empire.

In the United States the Senate, which is the part of the body that makes United States law, is named after the Roman Senate.

We still use Roman numerals, I, II, III, IV etc, on clocks, buildings etc.

The Romans invented concrete, which is still used in buildings today.

Many Roman roads, buildings and aqueducts still survive to this day.

Many films and TV dramas have been made about the Roman Empire. eg Gladiator (2000) with Russell Crowe, and the Doctor in Doctor Who travels back in time to Pompeii during the Roman Empire.

Year 7 Autumn 2 Mathematics Knowledge Organiser

Multiples

Times Table - 12x12

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

Factors

Factors: The numbers that are multiplied to give a product

Example:

Factors → 3 x 4 = 12 ← Product

24		16		15	
1	24	1	16	1	15
2	12	2	8	3	5
3	8	4	4		
4	6				

Place Value

Place Value Chart

1,000,000,000	100,000,000	10,000,000	1,000,000	100,000	10,000	1,000	100	10	1
billions	hundred millions	ten millions	millions	hundred thousands	ten thousands	thousands	hundreds	tens	ones

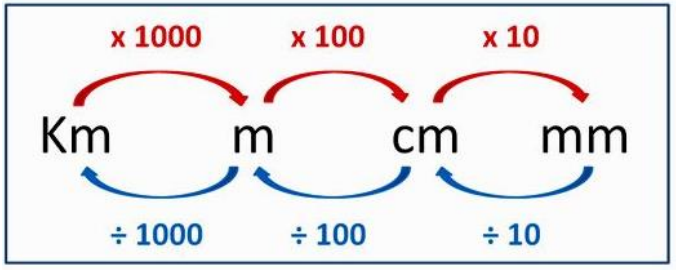
Key Words

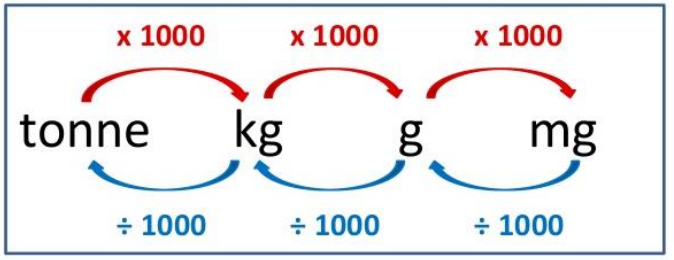
addition add plus more and total increase sum together	subtraction subtract minus take away decrease take from reduce fewer	multiplication multiply product times lots of multiplied by times table groups of	division share group divide divide into divided by divisible by share equally

Primes

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

Conversions

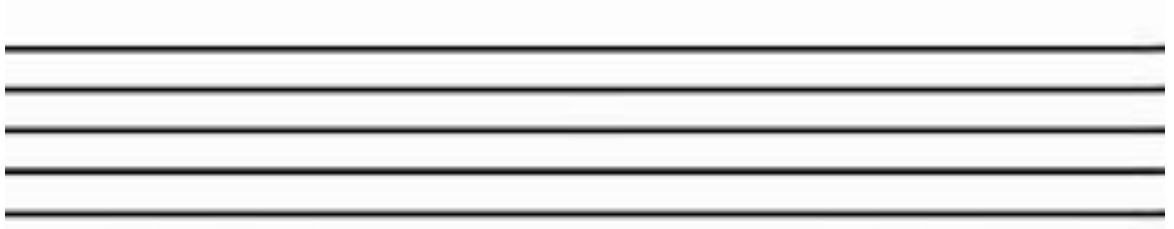


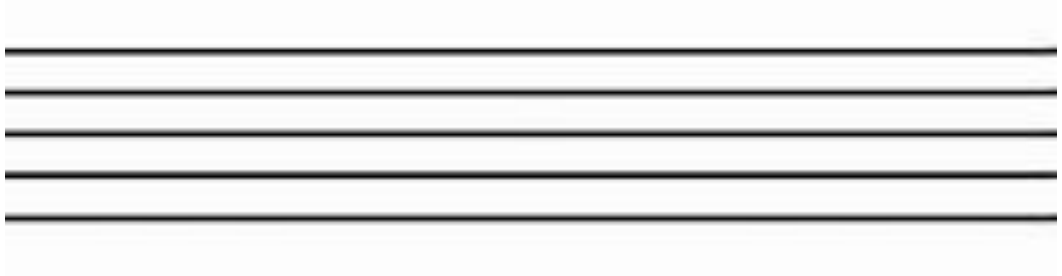


Year 7 Music

Practise drawing treble clefs.

Draw the STAVE in your books





A B F E G C

Write the notes in the correct place on the **stave**

Remember:

Every **G**ood **B**oy **D**eserves **F**ootball & **FACE**

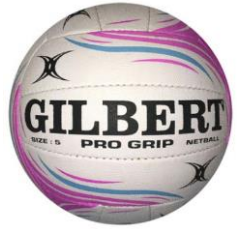
Find out the meanings of the following words:

TEMPO, DYNAMICS, PITCH, TIMBRE, GENRE

EXTENSION: Listen to a song – describe the music using these musical words.

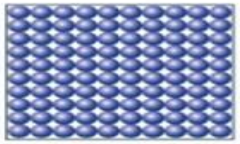
What is a **MELODY**? What is a **CHORD**?

Year 7 PE

	Skills Required for the Sport	Rules Required for the Sport	
Netball	***Passing***: Chest, Overhead (shoulder), Bounce ***Footwork***: Landing, Pivoting ***Dodging***: Sprint, Feint ***Marking***: Man to Man, Marking the Ball	**Rule 1:** Ball can only be held for 3 seconds **Rule 2**: Landing foot cannot move **Rule 3**: No contact can be made with any player **Rule 4**: Marking players must be 1m away from the ball	
Rugby	**Movement:** Use of agility and speed to avoid opponents **Passing and Receiving:** Passing over long and short distances with accuracy. Receive with coordination and control from passes over different distances	**Rule 1:** Knock - on **Rule 2:** Passing behind or the side **Rule 3:** Offside and onside **Rule 4:** Try scoring and restarts	
Handball	1. **Passing** – shoulder, cross body, side wrist, bounce, underhand, feint (stationary and on the move). 2. **Receiving** – making a target (signalling), one/two handed catch – stationary and on the move, intercepting. 3. **Shooting** – shoulder, jump, 6 metre jump/ break, fall, drive, low, side, penalty, 4. **Moving with the ball** – dribbling/dodging. 5 **Jockeying/marking/blocking.**	**Rule 1:** Court markings and positions **Rule 2:** Contact **Rule 3:** Moving with the ball (3 steps and bounce)	

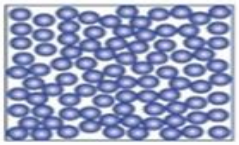
Year 7 Science

States of matter



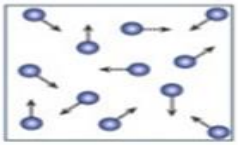
Solid

Property	Reason
They have a fixed shape and cannot flow	The particles cannot move from place to place
They cannot be compressed (squashed)	The particles are close together and have no space to move into



Liquid

Property	Reason
They flow and take the shape of the bottom of their container	The particles can move around each other
They cannot be compressed (squashed)	The particles are close together and have no space to move into



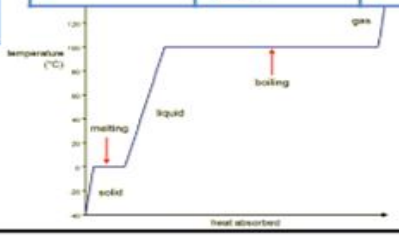
Gas

Property	Reason
They flow and completely fill their container	The particles can move quickly in all directions
They can be compressed (squashed)	The particles are far apart and have space to move into

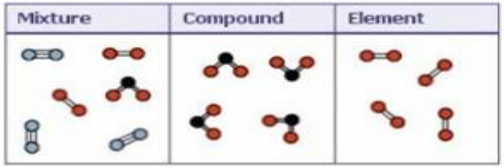
Changes of state -Substances can change state (solid, liquid or gas), usually when they are heated or cooled.

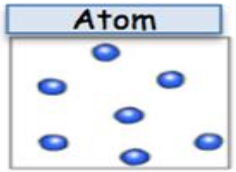
	Melting	Evaporating or boiling
Description	Solid to liquid	Liquid to gas
Closeness of particles	Stay close together	Become much further apart
Arrangement of particles	Regular to random	Stay random
Motion of particles	Start to move around each other	Become able to move quickly in all directions

	Condensing	Freezing
Description	Gas to liquid	Liquid to solid
Closeness of particles	Become much closer together	Stay close together
Arrangement of particles	Stay random	Random to regular
Motion of particles	Stop moving quickly in all directions, and can only move around each other	Stop moving around each other, and only vibrate on the spot



Atoms, elements, compounds and mixtures





Atom - Everything is made from atoms, including you. Atoms are tiny particles that are far too small to see, even with a microscope.

Element -There are over a hundred different elements. The atoms in a particular element are the same as each other, and they are different from the atoms of all other elements.

Compounds - A compound is a substance that contains atoms of two or more different elements, and these atoms are chemically joined together.

Mixture - A mixture is made from different substances that are not chemically joined.

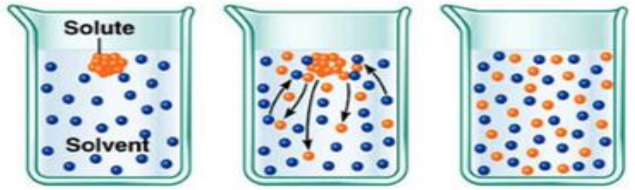
Solutions

Solvent - a liquid that dissolves substances.
Solute - the substance that dissolves.
Solution - the mixture formed by a solvent and solute.
The components of a solution are mixed together completely and do not separate out.

Soluble - Substances that can dissolve in a particular solvent. **Insoluble** - Substances that cannot dissolve in a particular solvent.

Dissolving – particle model

The diagram below shows how a solute dissolves in a solvent to make a solution.



Year 7 Science

Group 1 – known as alkali metals
Elements in group 1 are reactive metals,

Melting point decreases down the group.

Density increases down the group.

Reactivity increases down the group.

H	
Li	Lithium
Na	Sodium
K	Potassium
Rb	Rubidium
Cs	Cesium
Fr	Francium

Group 7 – the halogens
Elements in group 7 are reactive non metals.

Melting point increases down the group

Density increases down the group.

Reactivity decreases down the group

F	(Gas)
Cl	(Gas)
Br	(Liquid)
I	(Solid)
At	(Solid)

Coming up...

FORCES

Types of Forces

Contact forces: interactions between objects that touch


applied force


spring force


drag force


frictional force


normal force

Non-contact forces: attract or repel, even from a distance


magnetic force


electric force


gravitational force

Diffusion – movement of particles from an area of high concentration to an area of low concentration.

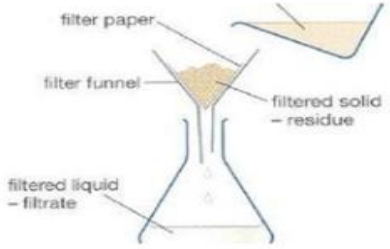
This happens in fluids (liquids and gases) as the particles move around. As the particles in a gas move around faster, diffusion happens faster in gases.

Increasing the temperature increases how fast diffusion happens as the particles are given more kinetic (movement) energy from the heat and therefore, move around quicker.

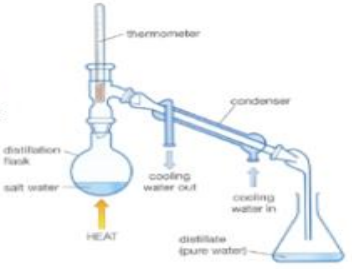
Pressure -The particles in a gas move quickly in all directions, but they do not get far before they bump into each other or the walls of their container. When gas particles hit the walls of their container they cause pressure. If the temperature is increased, the particles in a gas move faster, so they hit the walls of the container more often. This causes the pressure to rise. This is also why the pressure of a gas also increases when the volume of its container is decreased

Filtration - a method for separating an insoluble solid from a liquid. When a mixture of sand and water is filtered:

- the sand stays behind in the filter paper (it becomes the residue)
- the water passes through the filter paper (it becomes the filtrate)



Evaporation and distillation
Simple distillation is a method for separating the solvent from a solution. For example, water can be separated from salt solution by simple distillation. This method works because water has a much lower boiling point than salt. When the solution is heated, the water evaporates

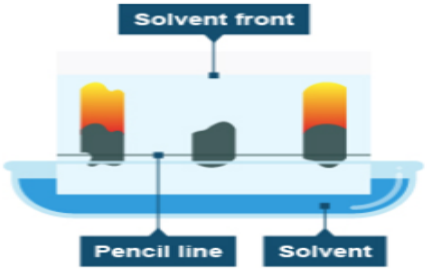


It is then cooled and condensed into a separate container. The salt does not evaporate and so it stays behind.

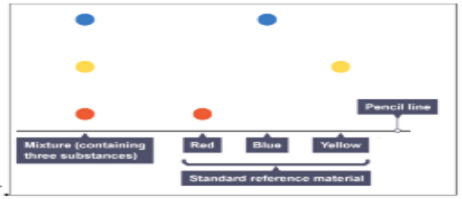
Year 7 Science

Chromatography

Paper chromatography is a method for separating dissolved substances from one another. It is often used when the dissolved substances are coloured, such as inks, food colourings and plant dyes. It works because some of the coloured substances dissolve in the solvent used better than others, so they travel further up the paper.

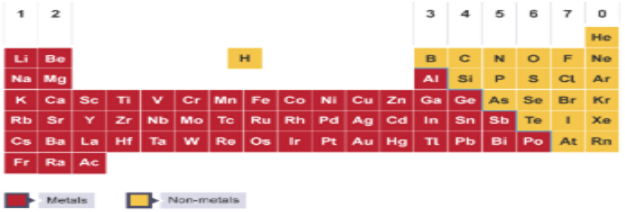


A pure substance will only produce one spot on the chromatogram during paper chromatography. Two substances will be the same if they produce the same colour of spot, and their spots travel the same distance up the paper.



Periodic table

All known elements are arranged in the periodic table. The elements are arranged in groups (vertical columns) and periods (horizontals rows). Non-metals are found on the right hand side of the periodic table.
The transition metals lie in the center of the periodic table.



Elements are represented as capital letter e.g. O is oxygen or a capital and lower case where multiple letters are used e.g. Cl is chlorine

Group 0 – Known as noble gases.

The noble gases have the following properties in common:
they are non-metals
they are very unreactive gases (can react in some cases).
they are colourless
they exist as single atoms (they are monatomic)

Compounds

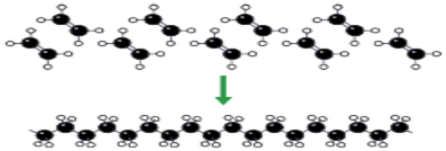
The properties of compounds are usually very different from the properties of the elements they contain. For example hydrogen and oxygen are both gases at room temperature, but water is a liquid.

The reaction between iron and sulphur to make iron sulphide is often used in school to study elements and compounds. Look at the animation to remind you what happens in this reaction.

Element	Element	Compound	
	iron	sulphur	iron sulphide
colour	silvery grey	yellow	black
is it attracted to a magnet?	yes	no	no
reaction with hydrochloric acid	hydrogen formed	no reaction	smelly hydrogen sulphide formed

Polymers

Polymers are made by chemical reactions that join lots of small molecules together to make long molecules. For example, a molecule of poly(ethene) is made by joining thousands of ethene molecules together. Long molecules like these give polymers their properties.



Polymers often have these properties in common. They are:
chemically unreactive solids at room temperature
plastic – they can be moulded into shape
electrical insulators
strong and hard-wearing

Polymer name	Typical use	Properties
Poly(ethene) or polythene	Plastic bags	Strong and hard-wearing
PVC	Water pipes	Strong, hard-wearing, chemically unreactive
PVC	Outer layer of electric wires	Electrical insulator, hard-wearing
Nylon	Clothing	Can be made into fibres, strong and flexible
Lycra	Sports clothing	Can be made into fibres, very elastic and tough

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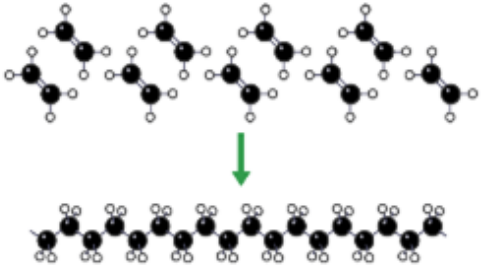

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Year 7 Science

Group 1 – known as alkali metals

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H	
Li	Lithium
Na	Sodium
K	Potassium
Rb	Rubidium
Cs	Cesium
Fr	Francium

Group 7 – the halogens

Elements in group 7 are reactive non metals.

Melting point increases down the group

Density increases down the group.

Reactivity decreases down the group

F	(Gas)
Cl	(Gas)
Br	(Liquid)
I	(Solid)
At	(Solid)

Coming up...

FORCES

Types of Forces

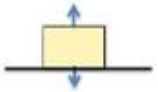
Contact forces: interactions between objects that touch


applied force


spring force


drag force


frictional force


normal force

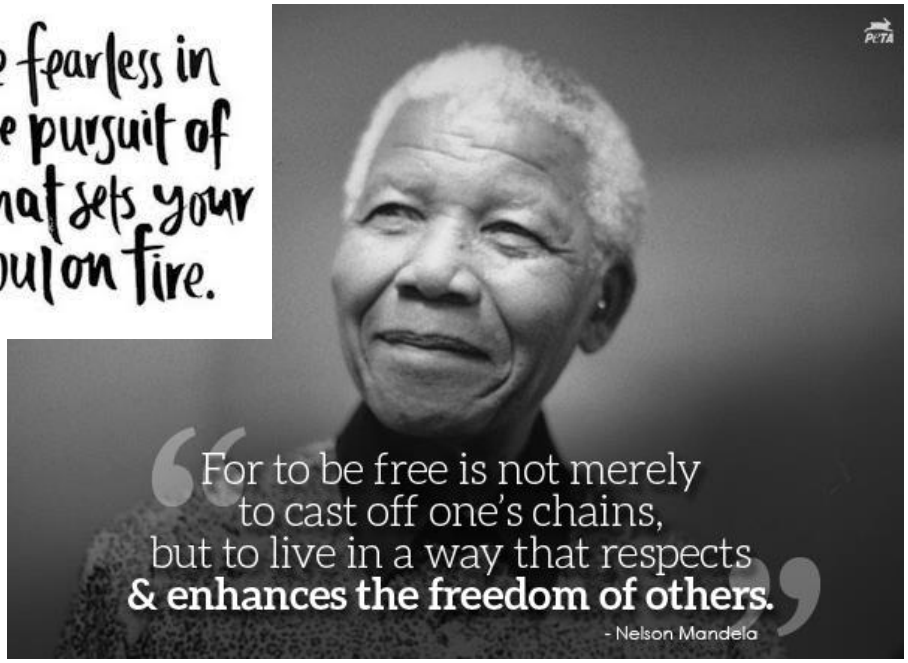
Non-contact forces: attract or repel, even from a distance


magnetic force


electric force


gravitational force

Year 7 PSHEE

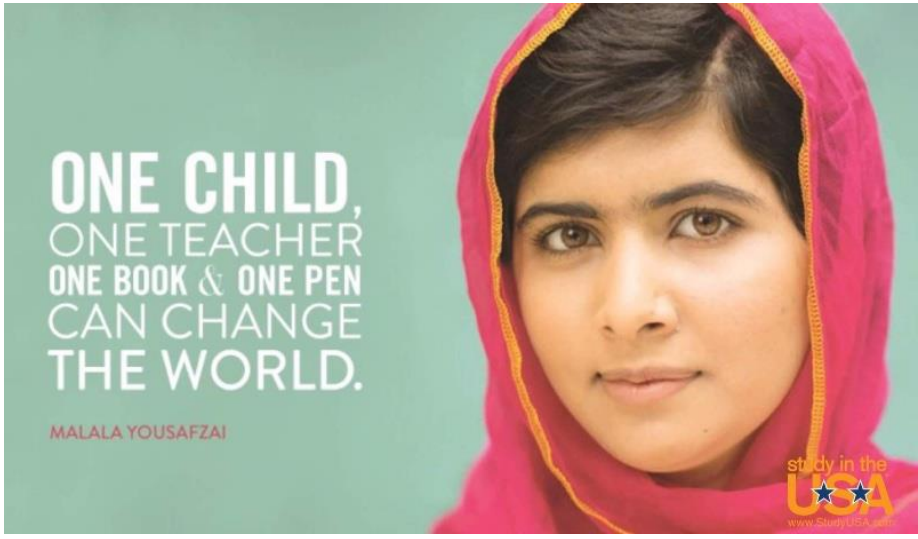


DEMOCRACY
Having leaders who are chosen by members of the public voting for them to run the organisation.

RULE OF LAW
Rules that everyone in the country has to live by and that the police and courts make sure are followed.

INDIVIDUAL LIBERTY
Being able to have and show your own beliefs as long as they do not damage other peoples lives.

MUTUAL RESPECT
Letting other people live as they choose to, treating them fairly with kindness and understanding.



Year 7 Food Technology

1. Keywords Nutrition:

The 5 main Nutrients:

Protein is used to grow and repair the body tissues after illness, injury or surgery.

Carbohydrates provide the body with energy.

Fat provides the body with essential fatty acids and energy. Fat carries important fat soluble vitamins (A, D, E and K) and is important for their absorption.

Vitamins and **Minerals** provide hundreds of roles within the body.

See the Eatwell guide for sources of these nutrients.

2. Food safety and Hygiene:

Key Temperatures and effect on bacterial growth.

Oven Safety.

Personal Preparation.

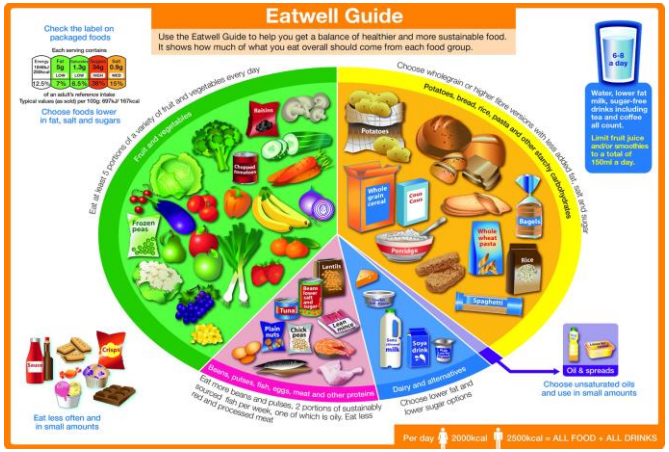
Hand washing.

Knife Safety – Bridge and Claw techniques.

Safe Storage.

Protecting the consumer.

Cross Contamination.



3. Food Preparation Techniques, cooking methods and heat transfers:

Rubbing in method – Crumble, scones.

Knife Skills – Fruit and Vegetables

Conduction – stewing and boiling.

Radiation – grilling.

Convection – baking.

6. Equipment Names:

Chefs Knife

Paring knife

Palette Knife

Vegetable Peeler

Chopping Board

Sieve

Colander

Mixing Bowl

Mixing Spoon

Fish Slice

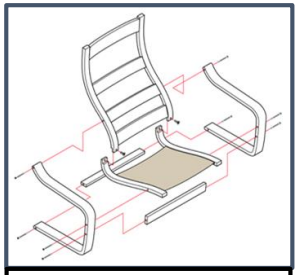
Whisk

Measuring Jug

5. Key Terms:

Mise en place – preparation prior to assembly
5 A day – Fruits and Vegetables
Local and seasonal produce
8 tips for healthy eating

Year 7 Textiles



Exploded Diagram:
An **exploded view drawing** is a **diagram**, picture,**schematic** or technical **drawing** of an object, that shows the relationship or order of assembly of various parts.

Materials

Thread
Fabric

Felted fabric

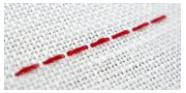
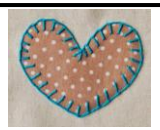
Conductive thread
LED (Light emitting Diode)
Cell

Material Sources

Fabric sources:
Natural
Cotton
Wool
Silk

Synthetic fibres:
Polyester
Polyamide (nylon)
Elastane (lycra)

Stitches and Processes

Running stitch	
Blanket stitch	
French knot	
Applique	

Tools

Fabric scissors	
Stitch ripper	
Needle	
Pin	

Key terms and definitions

CAD (Computer aided design)
CAM (Computer aided manufacture)

Fairtrade: trade between companies in developed countries and producers in developing countries in which fair prices are paid to the producers.

Annotation: a note by way of explanation or comment added to a text or diagram.
Iterative design: is a **design** methodology based on a cyclic process of prototyping, testing, analyzing, and refining a product or process.

Design brief - given at the start of projects
Client/customer - The person you design for
Innovation - the process of developing a new idea or product
Aesthetic - how something looks
Prototype - a first or preliminary version of an idea
Pattern is the template from which the parts of a garment are traced
Sewing
Threading
Wastage
Measurement
Accuracy
Sketching
Modelling
Testing
Evaluating

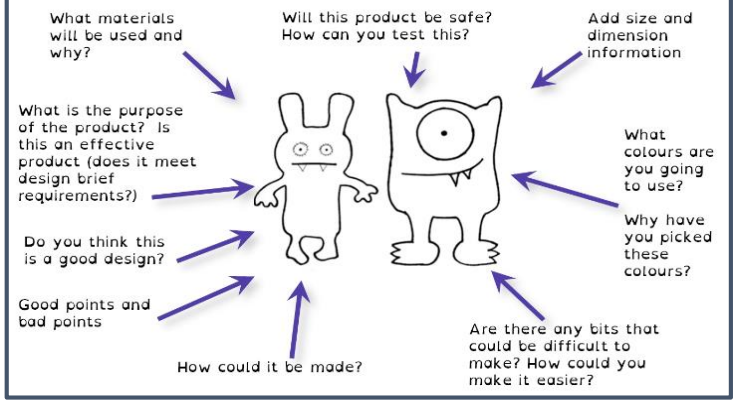
Analysis / Annotation Points

ACCESS FM

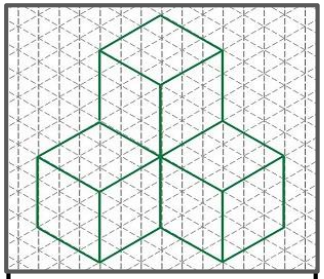
A	Aesthetic
C	Cost
C	Customer
E	Environment
S	Size
S	Safety
F	Function
M	Material

Adding annotation

Annotation helps explain your design in more detail.



Year 7 Resistant Materials



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

Materials
Wood
Nails
Glass

Engineered boards are manmade materials usually made by mixing wood chips and glues to make wooden sheets. Examples:
Medium Density Fibreboard (MDF)
Chipboard,
Plywood
Hardboard

Wood Sources
Hard Wood:
Oak
Beech
Ash
Soft wood:
Pine
Cedar
Spruce

Y7 Technology Resistant Material Rotation

Measuring and marking

Pencil	
Try square	
Metal ruler	

We measure in mm for accuracy
1cm = 10mm
10cm = 100cm
0.5cm = 5mm

Tools

Coping saw	
Tenon Saw	
Pillar drill	
Linisher	

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Safety
Measuring
Marking
Cawing
Cutting
Sanding
Smoothing
Drilling
Quality

Wastage
Measurement
Accuracy
Sketching
Modelling
Testing
Evaluating
Isometric drawing

Analysis / Annotation Points ESCAPE FM

E	RGONOMICS
S	AFETY
C	LIENT
A	ESTHETICS
P	RICE
E	NVIRONMENT
F	UNCTION
M	ATERIALS

Adding annotation

Annotation helps explain your design in more detail.