



Trinity Academy Grammar

Year 7 (R)
Knowledge Organiser
Term 1

Your subjects are in alphabetical order.

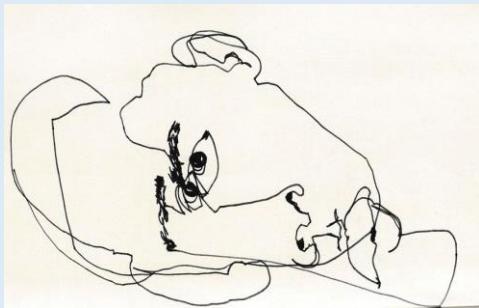
1 – Drawing exercises

Key vocabulary

observational drawing: drawing what you see in front of you as realistically as possible

continuous line drawing: drawing made in one single line, keeping your pen on the paper at all times

blind drawing: a drawing where you look carefully at the object you are drawing, without looking at the paper



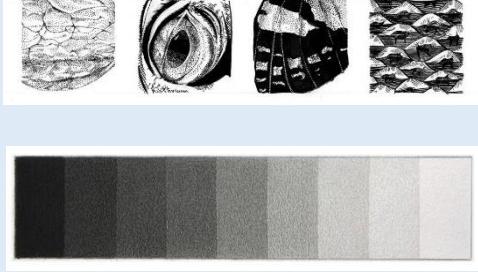
2 – Elements of art

Key vocabulary

tone: How dark or light something is. Tone is also called shade

texture: The way a surface feels to the touch. In art we use mark making to give and impression of texture

composition: composition is the placement of the elements on your page



Tone Texture

3 – Art techniques

Key vocabulary

mark making: the different lines, dots, marks and patterns we create in an artwork

wash: an art technique showing a semi-transparent layer of colour.

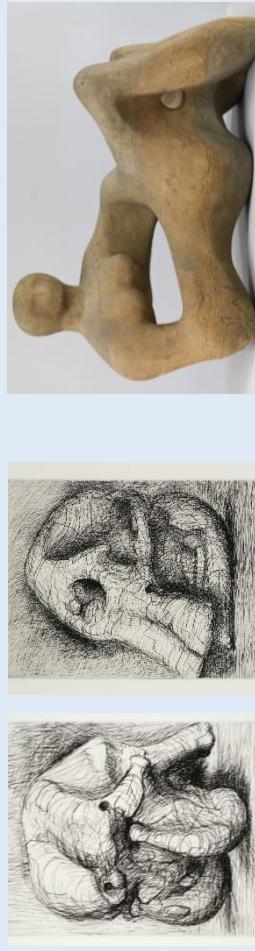
contrast: when opposite elements are arranged together (e.g. light and dark, big and small...)



4 – Artist focus – Henry Moore

British Sculptor from Yorkshire who lived from 1898 to 1986. He is best known for his large semi-abstract sculptures of human figures.

Henry Moore also made a lot of drawings. Moore became so interested by an elephant skull that he made 49 drawings of it.



Mark making examples

Recumbent Figure 1938

Elephant skull drawings (1969)

1 – Basics of E-Safety

Key Vocabulary

E-Safety: being safe on the internet

Online Files: Information such as images, text that can be accessed, online through apps such as social media (Facebook etc.)

Help line: a place someone can get in touch with or call for guidance and help, if they have experienced an issue or problem

Privacy setting: controls available on many websites and apps to limit who can access your profile

2 – Social Networking

Key Vocabulary

Cyberbullying: the use of electronic communication to bully a person

Scams: information that looks genuine and is designed to steal your data

Hackers: a person that uses a computer to gain unauthorised access to data

Grooming: someone that builds and uses a relationship to exploit and/or abuse someone

Paedophiles: a person who is sexually attracted to children

Digital footprint: the trail of information you leave behind when you use the internet

3 – Using Email

Key Vocabulary

Email: messages delivered by electronic means through a network

Attachment: a file or data what is sent with an email such as a photo

Domain: name of a website e.g., @bbc.co.uk @google.co.uk

Computer Virus: a piece of code or program designed to do harm on a computer

Fraudulent: deliberately dishonest or deceitful to get information not yours

Pharming: to mimic a valid website such as HSBC, direct users to it, to get passwords and personal information

Phishing: sending emails as a bank for example to get passwords, confidential data

4 – Mobile Technology

Key Vocabulary

Text Message: an electronic communication sent and received by mobile phone

Victim: a person that has been harmed, mist-treated or tricked by an event or action.

App: an application, especially as downloaded by a user to a mobile device.

Internet: a global computer network consisting of many interconnected networks

Malware: software that is specifically designed to disrupt, damage, or gain unauthorized access to a computer system

1 – What is improvisation?

Improvisation is a piece of drama that is made up on the spot by performers without using any prepared material

There are 4 Golden Rules of Improvisation:

1. **Agree** - always try to agree with what your fellow actors say, otherwise your scene will end quickly
2. **Add on** - move the scene onwards, otherwise it will be stuck in the same place
3. **Make Statements** - don't always ask questions as it makes it harder for the other actors in the scene to keep creating ideas
4. **Be Energetic** - enthusiasm and energy is key, especially if you intend to keep your audience engaged

2 – Theatrical Skills

Key Vocabulary

freeze frame: a frozen piece of action

thought track: when a character tells the audience their thoughts during a pause in the action

hot-seating: a rehearsal technique where an actor stays in characters and answers questions from the rest of the group - (the aim is to develop a better understanding of the character)

tension: a situation or feeling of suspense or uneasiness

cliffhanger: a dramatic and exciting end to a performance, leaving the audience in suspense

4 – Vocal Skills

Non Verbal Communication (NVC) relates to the way movements, posture and gestures can show how someone feels without speaking. It is also referred to as **body language**.

facial expression: the appearance, mood or feeling conveyed by a person's face

posture: the position a character holds themselves in when sitting or standing

gesture: a movement made by part of the body (e.g. arms, head) to convey a character's emotions

gait: a person's manner of walking

pitch: the degree of highness or lowness of the voice

pace: the speed at which someone speaks

tone: a quality in the voice that expresses the speaker's feelings or thoughts

volume: the degree of loudness or the intensity of a sound

1 – Terminology

noun: a word for things – objects, names, places e.g. *writer, Darren Shan, Halifax*

verb: an 'action' word e.g. *to run, walking, loved*

adjective: a word that describes a noun e.g. *interesting, sinister, eerie*

adverb: a word that describes a verb and how an action is done e.g. *slowly, painfully*

metaphor: a comparison which is not literally true that suggests what something is like by comparing it to something similar e.g. *His eyes were deep black holes of doom staring cruelly at me.*

simile: a comparison similar to a metaphor that uses 'like' or 'as' e.g. *He was so thin that he looked like a skeleton.*

personification: where non-human things are given human features e.g. *The trees reached out their bony fingers to grab my hair.*

cliffhanger: when it is uncertain what will happen next in a story which leaves the reader in suspense

2 – Vocabulary

to analyse (verb): to examine something in lots of detail to explain its meaning

to suggest (verb): to be given an impression of something e.g. through language

to imply (verb): to communicate an idea/feeling without saying it directly

to infer/inferences (verb/noun): to have an idea about something based on evidence

protagonist (noun): the main character of a story

antagonist (noun): the character who stands in the way of the protagonist – can be a villain (evil)

genre: a 'type' or category of story e.g. Gothic, horror, romance, comedy

narrator: the 'voice' of the story **writer:** the author who wrote it **narrative:** a story

3 – The Gothic Genre

There are many genres of story which all have different 'conventions' or 'features' that are usually included.

The conventions of the Gothic genre are:

a gloomy or sinister (scary) setting: the story is usually set in a dark, mysterious place e.g. a graveyard or isolated house.

supernatural beings: characters that are not human, such as vampires or ghosts

a hero: a character who 'saves' the day or is seen as the good person

motifs: repeated ideas, objects or images stories, such as terrible weather or ravens in Gothic stories

intense emotions: a Gothic horror will usually fill you with lots of emotions such as fear, dread, tension, and suspense (when you are anxious to find out what happens next).

4 – Grammar: Sentence Types

main clause: a clause (a complete thought) that can stand on its own e.g. *Darren Shan is the writer of Cirque du Freak*.

subordinate clause: a clause at the start of a sentence that depends on the main clause and cannot stand alone. e.g. *Although Darren was afraid, he still entered the Cirque du Freak.*

simple sentence: a sentence with only a main clause. e.g. *The protagonist of Cirque du Freak is called Darren.*

compound sentence: a sentence containing two main clauses, joined together by a conjunction. e.g. *'Cirque du Freak' is a Gothic story but does still include some funny moments.*

complex sentence: a sentence with a subordinate clause and a main clause. e.g. *Darren still wanted Madame Octa as a pet even if she was poisonous.*

Geography

Year 7

Term 1

What do Geographers do?

1 – Dubai

2 – UK Geography

Key Vocabulary

place: a location

bazaar: a market in a Middle Eastern country

- Dubai is the most populated city in the United Arab Emirates (UAE).

- The UAE is a country, consisting of seven smaller 'emirates' which are similar to states.

- Dubai is in the north east of the UAE.

- After discovering oil in the 1960's the city could build new facilities like the Burj Khalifa.

- 5 million people visit Dubai annually.

Key Vocabulary

continent: a large area of the land on Earth made up by several countries

rural: an area of countryside

urban: a town or built up area

Key Vocabulary

symbol: an image that represents something

We use symbols:

- direction:** used to determine where things are in relation to other things e.g. a compass

Key Vocabulary

Why do we use symbols on maps?

- To show the main items or features on a map
- To save space
- To make things easy to recognise
- To provide as much details as possible

4 – Grid References

Instructions:

- Find the box that your need coordinates for.
- Then look at the bottom left hand corner of that box.
- Next, go along the corridor to find the Eastings coordinate..
- Next, go up the stairs until you reach the Northings coordinate for the bottom left hand corner of your box.
- Finally, write down the coordinates with the 'corridor' number first, then the 'stairs' number

5 – UK Landscapes

Key Vocabulary

landscape: all visible features on an area of land

arable farming: grows crops, e.g. wheat

biodiversity: the total of all species in an area

6 – Is the UK in Europe?

Key Vocabulary:

Brexit: is the withdrawal of the UK from the European Union (EU)

- The vote was on 23 June 2016
- Leave won by 51.9 per cent to 48.1 per cent.
- Moorland: Around 70 percent of the world's heather moorland is in the UK.
- Farmland: There are 280,000 farms in UK.

- Reasons why the UK should leave the EU include:
 - Could start trade deals with other major economies like Japan, India and the UAE.
 - Reasons why we should stay in the EU include:
 - Our trade is currently free meaning trade is easy

3 – OS Maps

Key Vocabulary:

1 – Fall of the Roman Empire

2 – Arrival of the Anglo-Saxons

- AD:** Anno Domini (the year of our Lord; it begins after Jesus' birth)
- BC:** Before Christ (the years decrease until Jesus' birth E.G. 3BC, 2BC, 1BC)
- empire:** when one country invades another

invasion: entering an area with an armed force
defence: to protect something

- In AD400s, Britain was attacked by the Picts and Scots (in the north) and the Anglo-Saxons (from the sea).
 - The Romans had built Hadrian's Wall to defend the north. However, without Roman **defence**, the Anglo-Saxons eventually took control over most of Britain.
 - The main reasons the Anglo-Saxons arrived in Britain include:**
 - Some were warriors who enjoyed fighting; they believed Britons were weak and Britain would be easy to **conquer**.
 - Some wanted farmland
 - Some wanted a new home
- In 27BC, Augustus established the Roman **Empire**, with one Emperor.
- It was at its biggest in AD101, with 100 million people living in the **Empire**.
- In Britain, the number of Romans gradually decreased as they went back to Rome to resist **invasions**.
- The last Romans left Britain in AD410; the **Empire** collapsed in AD476.
- Roman **legacies** include language, roads, science and architecture.

4 – Anglo-Saxon Society

hierarchy: to rank in order of importance
society: people in general, thought of as a large organised group

- Most knowledge about life in Anglo-Saxon Britain comes from the Anglo-Saxon Chronicles.
- The Chronicles are primary sources, written at the time by monks and kept in monasteries.
- Britain had been Christian since the AD500s. Almost every village had a church.
- The spread of Christianity helped to unite the different kingdoms.
- Society** was **hierarchical** with the king at the top and serfs (peasants) at the bottom.

5 – Anglo-Saxon Life

society: people in general, thought of as a large organised group

- Homes were made of wood with a thatched roof. They would normally be a single room, with a hole in the roof to allow smoke to escape.
- Most people lived in a village and were farmers or craftsmen who made brooches or necklaces.
- Children did not go to school. Boys often learnt farming.
- Girls often learnt to spin cloth and how to look after the home.
- Adults enjoyed playing musical instruments and hunting.
- Storytelling was also popular. One of the most famous examples was Beowulf, which came from Scandinavia.
- During the AD700s, Viking raids were common.
 - In the AD800s, Alfred the Great stopped the Vikings from taking the whole of Britain. They settled in eastern England – it was called Danelaw.
 - In the medieval period, the king had to be strong; King Ethelred the Unready (978-1013) was not, but the Viking King Sweyn was.
 - Ethelred tried to stop the Viking king from **invading** by offering him land and gold. It didn't work – Sweyn attacked anyway.
 - Sweyn's son, Cnut, became the King of England in 1016 until 1035.
 - In 1042 Edward the Confessor (son of Ethelred) became the King of England until his death in 1066.

6 – Viking Raids

Literacy – R Band

KS3

Term 1

Prefixes and Suffixes	
Week 1 - dis	Week 2 - mis
'dis-' means the opposite or negative of something	'mis' means not there/missing
obey	behave
dis-	mis-
disobey	misbehave
agree	lead
dis-	mis-
disagree	mislead
appoint	spell
dis-	mis-
disappoint	misspell
Week 3 - in	Week 4 - im
'im' also means not/opposite	'il' also means not/opposite
mature	immature
im-	il-
patient	impatient
im-	il-
perfect	imperfect
Week 5 - il	Week 6 - re
'il' also means not/opposite	're' means again or back
legal	illegal
il-	re-
legal	illegal
turn	do
re-	re-
turn	do
appear	redo
re-	re-
appear	redo
Week 6 - re	Week 7 - im
're' means again or back	'im' also means not/opposite
return	impatient
re-	il-
return	impatient
reappear	illegal
re-	il-
reappear	illegal

Mathematics

Algebraic thinking

Year 7

Term 1

Those topics highlighted in yellow also appear in Science, Geography or Technology

Science, Geography or Technology

1 – Sequences

2 – Algebraic Notation 1

3 – Algebraic Notation 2

14,21,28,35,42

+7 +7 +7 +7

Input



Output

input: the value which goes into a function machine

output: the value which comes out of a function machine

term: each number (or object) in a sequence

term to term rule: allows you to find the next term in a sequence Example: +7

linear: a linear sequence goes up or down by the same amount between each term.

example: 14,21,28,35,42 goes up by 7 each time

ascending: a sequence going up

descending: a sequence going down

operation: a mathematical process. Addition, subtraction, multiplication and division

+ - × ÷

inverse: is the opposite.

example: addition (+) is the inverse of subtraction (-)

variable: a letter which can take a range of values

example: 5 = 2x + 1

commutative: doesn't matter which way round , it will give the same answer

example: $2 + 3 = 5$ and $3 + 2 = 5$

substitution: replacing a variable with a known value

example $7 + a$ $a=5$ $7 + (5) = 12$

evaluate: means to calculate the value of.

Example: Evaluate 5^2

The answer is 25 because $5 \times 5 = 25$

brackets: used in pairs to group things together. ()

equation: states that two things are equal

example: $5 = 2x + 1$

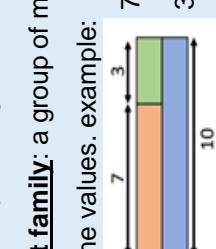
4 – Equality and Equivalence 1

5 – Equality and Equivalence 2

6 – 7 Times Tables

equality: having the same value

fact family: a group of mathematical facts using the same values. example:



example: x, y, 7, 5

like term: terms which have the same variable (letter)

example: 4a and 2a are like

unlike terms: terms which do not contain the same variable. example: 4y and 3x are unlike terms.

equivalent: of equal value. We use the symbol \equiv

example: $2y + 3y \equiv 5y$ is true for all values of y

one step equation: equations which have only one operation

example: $x + 2 = 5$, the solution is 3 because $3 + 2 = 5$

solve: to find the answer of a given equation.

product: the result of a multiplication of two or more values. example: The product of 3 and 4 is 12

example: $3x = 15$ contains one multiplication

commutative: doesn't matter which way round , it will give the same answer

example: $2 + 3 = 5$ and $3 + 2 = 5$

substitution: replacing a variable with a known value

example $7 + a$ $a=5$ $7 + (5) = 12$

evaluate: means to calculate the value of.

Example: Evaluate 5^2

The answer is 25 because $5 \times 5 = 25$

brackets: used in pairs to group things together. ()

equation: states that two things are equal

example: $5 = 2x + 1$

equivalent: of equal value. We use the symbol \equiv

example: $4 \times 7 = 28$

one step equation: equations which have only one operation

example: $5 \times 7 = 35$

solve: to find the answer of a given equation.

product: the result of a multiplication of two or more values. example: The product of 3 and 4 is 12

1 – Set up, grip, stance and rally

Key Vocabulary


pistol grip: the correct positioning of the hands on the bat.

2 – Backhand

Key Vocabulary
backhand push:

- Start with bat around waist height, in front of your body.
- Bat face is neutral
- As the ball approaches, move your bat forwards, leading with elbow



3 – Serve

Key Vocabulary
serve: an act of hitting the ball to start play.

forehand serve:

- Stand with knees slightly bent
- Face sideways with shoulder pointing towards target
- Hold ball in front of body with an open palm
- Toss the ball up 16cm
- As the ball drops strike the ball with the bat angled towards the table.
- Ball must bounce servers side of the table first.



4 – Forehand

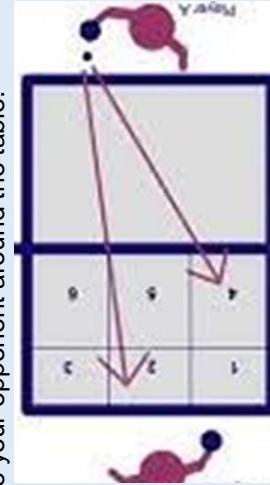
Key Vocabulary
forehand push:

- Start with bat around waist height
- Elbow action: moving elbow and shoulder together back
- Contact the ball just in front of your body
- Your bat should follow through and finish in front of your body

6 – Rules and regulations

Key Vocabulary
volley rule: The ball cannot be hit before it has bounced, would result in a point lost.

- **singles:** Every two serves, the serve switches to the opponent
- A point is lost if you:
 - Hit the net with the ball and it doesn't go over to your opponent's side
 - Does not hit the table
 - Bounces twice on your side
 - Volleying, hitting the ball before it has bounced



5 – Tactics to overcome an opponent

Key Vocabulary
tactics: an action or strategy carefully planned to achieve an specific outcome

- **shot placement:** playing the ball in different directions to move your opponent around the table.



1 – Basic Shapes

2 – Leaps & Jumps

tuck- Straight back, knees into chest, toes pointed, arms above head.

straddle- back straight, arms to toes, toes pointed, legs straight out to the side.

pike- back straight, legs in front of body, legs together, toes pointed and legs straight.



split leap- take 1-3 steps forward, swing opposite leg up and forwards as if you are taking a large step. Push hard of the floor into a split position. Land on toes.

straight jump- facing forwards, one foot in front of the other, push through the toes and jump straight into the air keeping body in a straight line.

tuck jump- facing forwards, one foot in front of the other, push through toes and bend knees and lift to chest to tuck position.



forward roll- hands above head squeezing ears, squat with knees and place both hands flat on the floor, tuck head into chest, chin should be on chest.

backwards roll- tuck chin into chest, squat on keeping shoulder close to knees. Roll backwards and reach with hands. Push off the floor while kicking feet over to land on feet and finish standing straight.

4 – Handstand

handstand-

- arms above head squeezing ears, lunge forward with dominant leg, keep weight evenly distributed between the feet.
- shift the weight forward onto the front foot whilst lifting the back foot.
- reach forward and down to the floor, keep body straight and tight.
- keep the shoulders over the hands
- handstand should be as tall as possible.

5 – Cartwheel

cartwheel-

- start in lunge, reach forward and turn shoulders just before touching the floor.
- kick back foot as first hand contacts floor, then push off second foot as second hand contacts floor.
- as 1st hand pushes off floor, 2nd foot contacts floor, then 2nd hand pushes off floor as 1st foot lands,
- arms reach up, finishing in lunge facing opposite direction. It should have a 1-2-3-4 rhythm.

6 – Floor routines

floor routines- to create an aesthetically pleasing floor routine you must include elements of all the different skills. Keep your body tight and make sure all moves are fluent from one to the next. Ensure arms and legs are straight and toes are always pointed.

- aesthetically pleasing** – beautiful to watch
- body tension** – keeping muscles tight and controlled
- start and finish position** – show you are ready to start and have completed the routine by holding a shape.

1 – The Trinity

Key Vocabulary

trinity: the Christian belief that there is one God in three forms
monotheism: belief in one God

- Christians believe that the one God they believe in comes in 3 forms: the **Father**, the **Son** and the **Holy Spirit**.
- The role of the Father is to be the **creator** of the world, and they **judge** of all our actions on Earth.
- The role of the Son is to be the **teacher**, **role model** and the **saviour** who fixed humanities broken relationship with God.
- The role of the Holy Spirit is to be the **guide** for all who want it and the **comforter**.

2 – The life of Jesus

Key Vocabulary

incarnate: God in human form. Both fully God and fully human at the same time.

- Jesus was born to a mother called **Mary**, and Christians believe that Jesus was conceived **immaculately**. This means that Mary and her fiancé Joseph had not had sexual intercourse, and God had ensured Mary became pregnant **miraculously**.
- Jesus was raised as **Jew**. Christianity didn't exist at this time – this only started when Jesus died. He was baptised in the Jewish faith by his cousin John (known as **John the Baptist**).
- The Bible tells us that Jesus was approximately 30 years of age when he started **preaching** and performing **miracles**.

3 – The miracles of Jesus

Key Vocabulary

miracle: an event which goes against the laws of science

- It is recorded in the Bible that Jesus performed many miracles in his time as a **preacher**. The miracles of Jesus are used by Christians to distinguish him from other humans, and to demonstrate his **incarnate** nature (being fully God as well as fully human).
- Christians think that Jesus' miracles show his **love** for people; he didn't want them to suffer. They also think it demonstrates his **close relationship** with God the Father.

4 – The death of Jesus

Key Vocabulary

- crucifixion:** being put to death by being nailed to a cross
- Jesus became a famous teacher and he gathered followers, known as **disciples**.
 - Some people thought Jesus was **blasphemous**, and the authorities wanted to arrest him because they were threatened by his teachings.
 - Jesus was betrayed by one of his disciples, who told the authorities where to find him.
 - Jesus was sentenced to death by **crucifixion**. He died as a human, showing pain throughout. The day of his death is known as **Good Friday**. Christians believe Jesus was **resurrected** two days later, on a day now called **Easter Sunday**.
 - Christians believe that Jesus is a **Saviour** because his death put right everything that had broken between God and humans.

C1 – States of Matter

variation: the difference between organisms

cell: the basic unit of all living organisms

tissue: a collection of similar cells working together to perform a specific function

organ: a collection of different tissues working together to perform a specific function

organ system: a group of organs that work together e.g. The digestive system.

organism: any living thing

species: a group of closely related organisms that are similar to each other

P1 – Forces

solid: a substance where the particles are regularly arranged and all touching

liquid: a substance where most particles are touching and in an irregular arrangement

gas: a substance where no particles are touching and in a random arrangement

melting point: the temperature at which a solid turns to a liquid

boiling point: the equipment used to measure temperature

Newton: the unit in which force is measured

Newton meter: a piece of equipment used to measure force

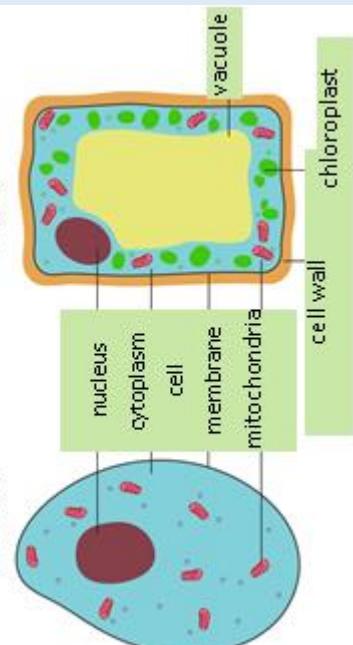
Newton: the unit in which force is measured

B2 – Cell Structure

C2 – Elements, Compounds and Mixtures

A1

Plant



constant speed: when the speed of an object remains the same

stationary: to remain still

mean: the average of the numbers found by adding up all the numbers and dividing by how many there are

conclusion: a summary of an experiment that discusses the results and whether they support the prediction

accurate: close to the true value

Living things do all of the **MRS GREN** processes.
(**M**ovement, **R**espiration, **S**ensitivity, **G**rowth,
Reproduction, **E**xcretion and **N**

Mrs GREN: Movement, Respiration, Sensitivity, Growth, Reproduction, Excretion and Nutrition.

1: How to Wash Up

To wash up properly you will need

1. A **washing up bowl** with **hot** water and **one squirt** of **washing up liquid** to kill the bacteria and dissolve grease.

2. A **dish cloth** to wipe the pots in the soapy water

3. A **sponge with a scourer** to scrub stubborn stains

4. A **tea towel** to dry the dishes.

How to wash up:

1. Stack the dirty dishes at the side of the sink
NOT ON THE DRAINING BOARD

2. Fill any saucepans or mixing bowls with soapy water and leave to soak.

3. Wash the cleanest equipment first so you do not make the water too dirty.

4. Do not put sharp knives and peelers in the bowl as you can't see them.

5. Drain the dishes upside down on the draining board.

6. Dry dishes and put away in units.

7. Wipe all surfaces with a cloth.

8. Place wet cloths and tea towels in the washing basket at the front of the class.

2: Food Safety

cleaning: clean up work areas as you work.
Make sure you use separate utensils for raw and cooked food.

chilling: make sure you store food correctly.
Raw foods at the bottom of the fridge and cooked or ready to eat foods at the top. Keep fridge door shut as much as possible to retain temperature (0-5 degrees C)

cooking: cook food properly. Make sure internal temperature of food has reached at least 75 degrees C for at least 2 minutes. Use a food probe on high risk foods.

cross contamination: when bacteria from one food transfer onto another. To avoid this keep hands, utensils and work areas clean and separate for raw and ready to eat foods.

physical contaminant: when a physical item falls into food e.g. a finger nail, hair or piece of jewellery.

chemical contaminant: when chemicals find their way into food. This can be during production but often by carelessness when storing foods and using cleaning products. Too much washing up liquid left on the pots can cause chemical contamination!

3: Definitions

healthy: being physically and mentally fit and well.

balanced: making sure there is a variety in our diets and the quantities are correct.

saturated fat: animal fats that clog up our arteries.

unsaturated fat: 'good fats' that come from plants

simple carbohydrates: sugary foods that contain fast releasing energy that burns off quickly.

complex carbohydrates: starchy foods containing slow releasing energy that keeps us going.

amino acids: essential protein which our body needs for growth and repair

HBV: (high biological value) proteins which contain all the essential amino acids.

LBV: (low biological value) proteins with do not contain all the essential amino acids.

Eat Well Guide: guidance from the government showing proportionally what a person should each from each food group

Weekly Wellbeing

Healthy Minds

Year 7

Term 1

1 – Settling into Secondary School

Key Vocabulary

secondary school: the school you attend between the ages of 11 and 16

- We want all of our new year 7 students to feel welcome at Trinity Academy Grammar. If you feel nervous or anxious at any point, please talk to your year leader or your form tutor.
- You will need to be organised in secondary school. Make sure your timetable is in your planner, and you bring all the necessary equipment to school every day.
- Your school bag should always contain: your planner, your knowledge organiser, a black pen, a pencil and a ruler.
- Talk to new people at break and lunchtime; try and learn something about them. This will help you if you are in groups with people that you don't know.

2 – Healthy Friendships

Key Vocabulary

friendship: a state of enduring affection, esteem, intimacy, and trust between two people

- As you get to know new people in year 7, you will make new friends.
- A healthy friendship is one where you trust each other.
- In order to be a good friend, you should listen to the other person and respect their views and opinions.
- A good friend wants to spend time with the other person, but also understands that they cannot be with them all the time.
- If you feel that you have an unhealthy friendship with someone, talk to your year leader or your form tutor and we can help.

3 – Positive Mindset

Key Vocabulary

mindset: the established set of attitudes held by someone

- A positive mindset is when you have a positive attitude towards your life, and the challenges you face.
- It is important to have a positive mindset throughout school so that you can overcome the challenges that you might face, and be open to learning new things and making new friends.
- Staying organised can help you maintain a positive mindset, as things will seem less overwhelming.
- It is also important to accept the negatives – there may be times when things do not go to plan. Talking things through when this happens helps to process.

4 – Organisation

Key Vocabulary

organisation: the act of being organised; knowing where things are and where you should be

- Becoming and staying organised is an important part of succeeding in secondary school.
- You must remember your school bag and full uniform every day.
- Your school bag must include: a blue or black pen, pencil, rubber, ruler, scientific calculator, planner, knowledge organiser.
- Your full uniform must include: suitable trousers or skirt, white shirt, tie, blazer, school shoes.
- Check your bag every evening to make sure it is set up ready for the next day.
- Lay out your school clothes before you go to bed each night to make sure you have everything.

Look

Look at the information carefully.

Read it three times.

It may help to say it as you read it.



Cover

Cover it with your hand or a piece of paper.



Write

Write it out, from memory.



Check

Check what you have written matches the information exactly.
Have you got it correct?
If so, tick your work to show it is correct.



Correct



If you choose to make flashcards to help you revise, don't forget our top tips.

1. On one side of the card, write the question clearly
2. On the other side of the card, write the answer you want to remember
3. Only put one question on each flashcard
4. Test yourself regularly, until you can't get the answers wrong



Scan the QR code to access a short video on how to use your flashcards more effectively.

If it doesn't match exactly, use your purple pen to correct it.

Repeat the steps above.

If you get 100% correct, move on to the next piece of information.