



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



Continuous line drawing

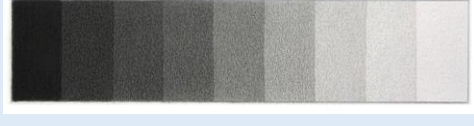
2 – Elements of art

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

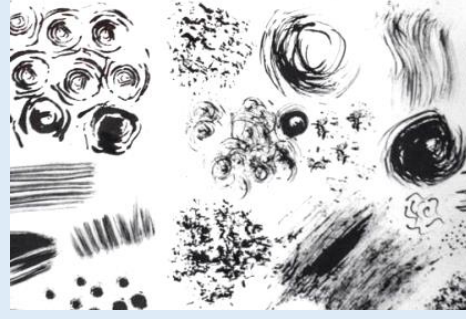
3 – Art techniques

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...)



Mark making examples

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.

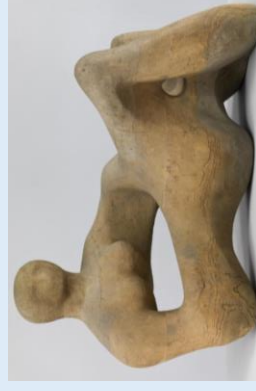
Henry Moore also made a lot of drawings. Moore became so interested by an elephant skull that he made 49 drawings of it.



Elephant skull drawings (1969)



Recumbent Figure 1938



Recumbent Figure 1938

1 – Computing basics

Key Vocabulary

E-Safety: being safe on the internet

Password: a secret word or phrase which allows access to a computer system or service

Computer lab: is a space which provides computer services to a community

Screen time: time spent using a device such as a computer, television or games console

Online Etiquette: The way you behave online

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

3 – Using Email

Key Vocabulary

Email: messages delivered by electronic means through a network

Email recipient: the person who receives an email from someone else

Email subject: the first line of text the email recipients see, after the sender's name, when they receive an email

CC/ Carbon Copy:

BCC/ Blind Carbon Copy:

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

2 – E-Safety

Key Vocabulary

Cyberbullying: the use of electronic communication to bully a person

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. It includes the websites you visit; email you send and information you submit to online services such as websites

4 - Technology

Key Vocabulary

Presentation software: an application that is specifically designed to allow users to create a presentation of ideas such as Microsoft PowerPoint

App/ application: a type of software that can be installed and run on a computer, tablet, smartphone or other electronic devices

Internet: a global computer network consisting of many interconnected networks

Audience: a specific group of people your presentation is aimed at



1 – Non Verbal Communication (NVC)

mime: the use of movements, gestures and facial expressions to communicate an idea without words

body language: the way movements, posture and gestures can show how someone feels without speaking.

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

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

pace: the speed at which something happens or is done

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

3 – Stock Characters

Hero: a brave and heroic character who always saves the day.

Villain: an evil character, who fights against the hero and usually kidnaps the damsel

Damsel: sometimes known as the 'damsel in distress', often a romantic interest of the hero. She is innocent and helpless and often find herself kidnapped by the villain and in need of saving.

Harlequin: the comedic character, designed to lighten the mood and to entertain. Sometimes referred to as the joker or clown.



2 – Melodrama

melodrama: refers to a genre of theatre that features unbelievable plots, extreme emotions and exaggerated acting.

slapstick: an exaggerated style of performance that usually involves someone getting hurt in a comedic way.

passing: to pass an imaginary object from one person to another

repetition: to repeat the same action over and over again

unison: two or more people performing the same action at the same time

slow motion: to perform at a slower than normal pace with more exaggeration

action and reaction: an action that takes place and the actor's response to that action

4 – Evaluation

Evaluate your performance:

- Describe how you have used a range of performance skills and techniques in your performance.

*In my performance I have used the skills of...
I chose to use these skills because...*

- Identify one strength of your performance and give a reason why.
One strength of my performance was... because...

- Identify one area for improvement in your performance and give a reason why.
*I would like to improve my use of... because...
I will do this in my next performance by...*

1 – Terminology

noun: a word for things – objects, names, places e.g. *writer, Tom Becker, London*

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 that is not literal to make a particular point e.g. *His eyes were deep black holes of doom staring cruelly at me.*

tenor: the thing being described e.g. *Her eyes were wide moons.* tenor = eyes

vehicle: the image being compared to e.g. *Her eyes were wide moons.* vehicle = moons

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: giving human qualities to non-human things e.g. *The trees reached out their bony claws to grab my hair.*

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 in 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).

cliff-hanger: 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

4 – Grammar: Sentence Types

main clause: a clause (a complete thought) that can stand on its own e.g. *Tom Becker is the writer of 'Darkside'.*

subordinate clause: a clause at the start of a sentence that depends on the main clause and cannot stand alone. e.g. Although Jonathan was afraid, he still entered Darkside. (underlined section is the subordinate clause)

simple sentence: a sentence with only a main clause. e.g. *The protagonist of Darkside is called Jonathan.*

compound sentence: a sentence containing two main clauses, joined together by a conjunction. e.g. *'Darkside' 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. *Jonathan was determined to find out the truth even if it was going to upset him.* (underlined section is the subordinate clause)

1 – French Phonics

Some letters, and pairs of letters, sound different in French to what you might expect.

| Phonic | Example | Phonic | Example |
|----------|--------------------|-------------|--------------------|
| oi (wah) | po <u>i</u> sson | ez (ay) | ne <u>z</u> |
| ui (wee) | ou <u>i</u> | er (ay) | danse <u>r</u> |
| eu (euh) | je <u>u</u> -vidéo | qu (kuh) | qu <u>e</u> stion |
| au (oh) | cisea <u>u</u> x | gn (nyuh) | monta <u>g</u> ne |
| ou (oo) | po <u>u</u> le | in (an) | lap <u>i</u> n |
| i (ee) | mi <u>d</u> i | en (on) | serpe <u>n</u> t |
| u (oo) | l <u>u</u> nettes | on (on) | po <u>r</u> t |
| é (ay) | bé <u>b</u> é | tion (sion) | pollu <u>t</u> ion |

2 – Greetings and Introductions

| | Ça va? | How are you? |
|-------------------------------------|---|--|
| bonjour salut | | hello hi |
| à bientôt au revoir bonsoir | ça va bien ça va mal pas mal bof | I am well I am not well not bad so-so |
| merci s'il vous plaît et toi? | oui non | yes no |
| | thank you please and you? | |

Comment t'appelles-tu?
What is your name?
Je m'appelle...
My name is....

Où habites-tu?
Where do you live?
J'habite à...
I live in....

3 – Alphabet

| | | | |
|----------|-----|----------|-------------|
| A | ah | N | en |
| B | bay | O | oh |
| C | say | P | pay |
| D | day | Q | koo |
| E | euh | R | air |
| F | ef | S | es |
| G | jay | T | tay |
| H | ash | U | oo |
| I | ee | V | vay |
| J | gee | W | dooblah-vay |
| K | kah | X | eeks |
| L | el | Y | eegrek |
| M | em | Z | zed |

Comment ça s'écrit?
How is that spelt?
Ça s'écrit...
It's spelt....

4 – Numbers and Age

| | | | |
|----|----------|-----|------------------|
| 1 | un | 17 | dix-sept |
| 2 | deux | 18 | dix-huit |
| 3 | trois | 19 | dix-neuf |
| 4 | quatre | 20 | vingt |
| 5 | cinq | 21 | vingt-et-un |
| 6 | six | 22 | vingt-deux |
| 7 | sept | 23 | vingt-trois |
| 8 | huit | 30 | trente |
| 9 | neuf | 40 | quarante |
| 10 | dix | 50 | cinquante |
| 11 | onze | 60 | soixante |
| 12 | douze | 70 | soixante-dix |
| 13 | treize | 80 | quatre-vingts |
| 14 | quatorze | 90 | quatre-vingt-dix |
| 15 | quinze | 100 | cent |
| 16 | seize | | |

Quel âge as-tu?
How old are you?
J'ai ___ ans
I am ___ years old

5 – Months and Birthday

| | | |
|-----------|-----------|--|
| janvier | January | Quelle est la date de ton anniversaire? |
| février | February | When is your birthday? |
| mars | March | |
| avril | April | |
| mai | May | |
| juin | June | Mon anniversaire est le ... (number)... (month) |
| juillet | July | My birthday is the ... of ... |
| août | August | |
| septembre | September | |
| octobre | October | |
| novembre | November | |
| décembre | December | |

Remember: months and in French **do not** have capital letters.

6 – Avoir (to have)

The verb **avoir** (to have) is an important verb in French. It does not follow a regular pattern, so you need to learn it by heart.

| | avoir | to have |
|------------|--------------------------|---------|
| i'ai | I have | |
| tu as | you have (singular) | |
| il a | he has | |
| elle a | she has | |
| nous avons | we have | |
| vous avez | you have (plural/formal) | |
| ils ont | they have (masculine) | |
| elles ont | they have (feminine) | |

1 – Dubai

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.

4 – Grid References

Instructions:

- Find the box that you 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

2 – UK Geography

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

- The British Isles: England, Wales, Scotland, Northern Ireland, Republic of Ireland and the Channel Islands.
- The UK: England, Scotland, Wales and Northern Ireland.
- Great Britain: England, Scotland and Wales.

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

- Moorland: Around 70 percent of the world's heather moorland is in the UK.
- Farmland: There are 280,000 farms in UK.
- Deciduous woodland: Trees lose their leaves every autumn and they grow in the spring. They have a very high biodiversity.

3 – OS Maps

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

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

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.
- 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



1 – What is History?

- history**- the study of the past
- century**- a period of 100 years
- decade**- a period of 10 years
- millennium**- a period of 1000 years
- interpretation**- how historians explain the past
- era**- a period of time that historians give a name to, because of events that happened within that time period (e.g. the Victorian era).

4 – How did the Anglo Saxons change Yorkshire?

Anglo- Saxons-tribes from Germany who invaded England

In 410 CE, the Roman **Empire** in Britain was struggling as the Anglo Saxons were invading. They came to steal from the wealthy Romans. They eventually settled (stayed) in England due to the good quality farmland.

These invaders spoke a language called English and they named the country they settled in Angland. Although they started as two tribes; they became known as Anglo-Saxons when they settled in England.

2 – How did the Romans change Yorkshire?

invade- to enter an are using force
Romans- A group of people who came from the Roman Empire and invaded Britain.

The **Romans** first came to Britain in 55BCE. They were building an **Empire** so wanted England to add to their collection of lands. They brought many things with them and did many things for England; for example they built roads, sewers and aqueducts (places for transporting drinking water).

The Romans left England in 410CE because the empire was becoming weak and because the Anglo-Saxons started to **invade** the country.

5 – How did the Vikings change Yorkshire?

Vikings- warriors who came from Norway. They first invaded England in 793 CE.

They came to England initially to steal (**raid**) and to buy and sell things (**trade**). Like the Anglo-Saxons, they realised that England had good farmland so decided to stay.

They set up their own part of England in 886 CE called the **Danelaw**. In 953 CE the Danelaw collapsed and the England was **reunited** (brought back together). The Viking King, Canute, ruled over England from 1016 CE to 1035 CE.

3 – Why was the Ivory Bangle Lady significant?

archeologists- historians who study by discovering artefacts through excavations (digging up items).

The Ivory Bangle Lady's skeleton was found near York. She was from North Africa and was buried with treasures like bracelets and a vase. She had healthy bones and there was evidence that she had eaten a varied and balanced diet. The evidence suggests she was wealthy.



6– What do names tell us about pre-1066 places in Yorkshire?

Romans: Any name with a 'caster', 'cester' or 'chester' in it was once the site of a Roman fort or camp e.g. Tadcaster and Doncaster.

Anglo Saxons: There are many places that can be traced to the Anglo Saxons. For example, places with 'ham', the Anglos Saxon for 'home' e.g. Rotherham; 'ton or tun' meaning 'town' e.g. Skipton and 'ford, meaning 'river crossing' e.g. Bradford.

Vikings: Places with 'by' are the Viking words for settlement e.g. Whitby and Sowerby Bridge. The most important Viking settlement in England was the city of York.

Week 1 - dis

'dis-' means the opposite or negative of something

obey → **dis-** → **disobey**

agree → **dis-** → **disagree**

appoint → **dis-** → **disappoint**

Week 2 - mis

'mis' means not there/missing

behave → **mis-** → **misbehave**

lead → **mis-** → **mislead**

spell → **mis-** → **misspell**

Week 3 - in

'in' means not/opposite

active → **in-** → **inactive**

correct → **in-** → **incorrect**

Week 4 - im

'im' also means not/opposite

mature → **im-** → **immature**

patient → **im-** → **impatient**

perfect → **im-** → **imperfect**

Week 5 - il

'il' also means not/opposite

legal → **il-** → **illegal**

legible → **il-** → **illegible**

Week 6 - re

're' means again or back

do → **re-** → **redo**

turn → **re-** → **return**

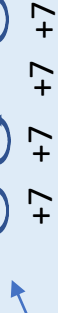
appear → **re-** → **reappear**



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

1 – Sequences

14,21,28,35,42



term: each number (or object) in a sequence

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

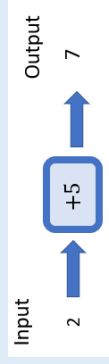
linear: a linear sequence goes up or down by the same amount between each term.

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

ascending: a sequence going up

descending: a sequence going down

2 – Algebraic Notation 1



input: the value which goes into a function machine

output: the value which comes out of a function machine

operation: a mathematical process. Addition,

subtraction, multiplication and division $+ - \times \div$

inverse: is the opposite.

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

variable: a letter which can take a range of values

3 – Algebraic Notation 2

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 $5 \times 5 = 25$

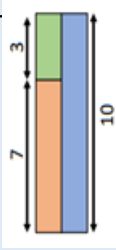
brackets: used in pairs to group things together. ()

equation: states that two things are equal
example: $5 = 2x + 1$

4 – Equality and Equivalence 1

equality: having the same value

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



solution: a number we can put in place of a letter that makes the equation true.

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

5 – Equality and Equivalence 2

term (algebraic): can be number or variables

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: $3x = 15$ contains one multiplication

6 – 7 Times Tables

$1 \times 7 = 7$

$7 \times 7 = 49$

$2 \times 7 = 14$

$8 \times 7 = 56$

$3 \times 7 = 21$

$9 \times 7 = 63$

$4 \times 7 = 28$

$10 \times 7 = 70$

$5 \times 7 = 35$

$11 \times 7 = 77$

$6 \times 7 = 42$

$12 \times 7 = 84$

1 – African Percussion

timbre: the sound quality of an instrument



Djembe



Talking Drum



DunDun



Gourd

2 – Musical Elements

DR P SMITH

dynamics: the term used for the volume

rhythm: a group of different note lengths

pitch: how high or low the notes sound

structure: how music is put together.

melody: the main tune

instrumentation: the instruments used

tempo: the speed / **texture**: the different layers of sound

harmony: two or more voices singing at different pitches

3 – Duration

| NOTE NAME | NOTE SYMBOL | NOTE LENGTH |
|------------|-------------|-------------|
| semibreve | | 4 beats |
| minim | | 2 beats |
| crotchet | | 1 beat |
| quaver | | ½ beat |
| semiquaver | | ¼ beat |

4 – Texture

cyclic rhythm: rhythms which are repeated over and over

texture: different layers of sounds

monophonic: a single line of music

polyrhythm: many rhythms playing at the same time

pulse: the steady beat in music

master drummer: the leader of a drumming circle

unison: when everyone performs the same notes/rhythm at the same time

1 – Set up, grip, stance and rally

Key Vocabulary

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



stance: the position you stand in ready to rally.

- Feet shoulder-width apart
- Low, knees bent
- Balls of feet
- Ready, anticipation



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

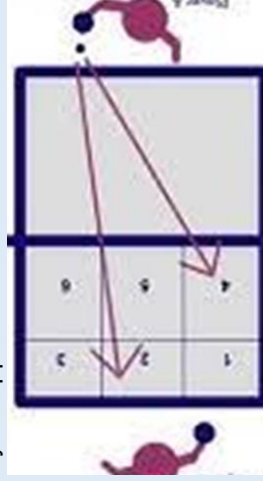


5 – Tactics to overcome an opponent

Key Vocabulary

tactics: an action or strategy carefully planned to achieve a specific outcome.

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



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

1 – Warm up & rhythm

Key Vocabulary

choreography: the sequence of steps and movements in dance.

rhythm: is a sense of timing. Dance music is counted in sets of 8 beats.

3 stages of a dance warm-up include:

isolations: moving one part of the body at a time

aerobic: pulse raiser

flexibility: stretching

2 – Unison/Canon

Key Vocabulary

unison: when dancers use the same movement at the same time.

canon: when dancers perform the same phrase one after the other.

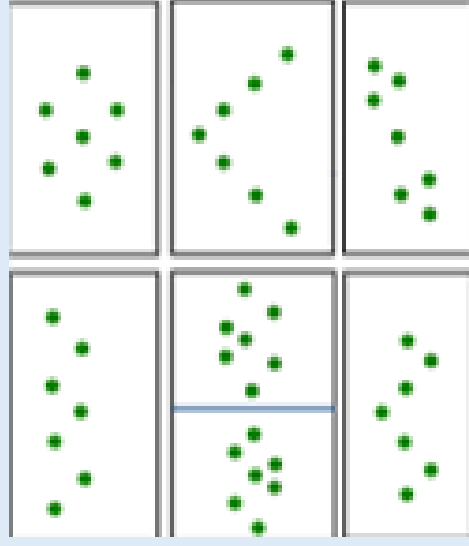


3 – Formation

Key Vocabulary

formation: shape.

- Are you in a line, circle, square?
- Are there any changes to the formation throughout the dance?



4 – Choreography & Performance

CHOREOGRAPHIC DEVICES

unison
canon
formation
levels

PERFORMANCE SKILL

confidence
focus
audience

1 – Basic Shapes

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.



2 – Leaps & Jumps

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.

3 – Rolls

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. Push with the legs, back of head should make contact with the mat. Weight should be still on hands.



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 – Warm up & rhythm

Key Vocabulary

choreography: the sequence of steps and movements in dance.

rhythm: is a sense of timing. Dance music is counted in sets of 8 beats.

3 stages of a dance warm-up include:

isolations: moving one part of the body at a time

aerobic: pulse raiser

flexibility: stretching

2 – Unison/Canon

Key Vocabulary

unison: when dancers use the same movement at the same time.

canon: when dancers perform the same phrase one after the other

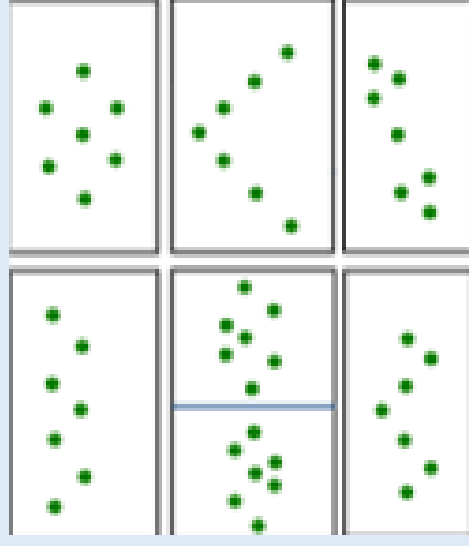


3 – Formation

Key Vocabulary

formation: shape.

- Are you in a line, circle, square?
- Are there any changes to the formation throughout the dance?



4 – Choreography & Performance

CHOREOGRAPHIC DEVICES

unison
canon
formation
levels

PERFORMANCE SKILL

confidence
focus
audience

1 – What is religion?

religion: belief in a God or Gods

belief: acceptance that something exists or is true, especially without proof

worldview: the way they see and understand the world, especially regarding issues such as politics and religion

Religion goes back thousands of years and can be found all over the world. With Hinduism being the first religion over 5000 years ago in India.

Some religions are monotheistic (belief in one God) whereas others are polytheistic (belief in multiple Gods)

2 – Why is there diversity in beliefs

institutional: belonging to an established organisation e.g. the Roman Catholic Church

personal: belonging to yourself

diversity: being made up of different

elements/factors such as: race, religion, ethnicity

lens: a channel through which something can be seen or understood

There is diversity in beliefs because everyone has a different experience of the world, we also have different things which will influence our beliefs.

Such as if you grew up in a religious household compared to a non religious household, you may have different views on topics such as clothing, media, what you eat etc.

3 – How do views change?

census: a collection of data taken every 10 years

demographic: statistics (numbers/facts) which describe the population and their characteristics

Views both religious and non religious views can change over time. This can be for a number of reasons: geographical location, moving countries, meeting new people, studying.

We can look at the census data of a country to see how views have changed over time:

In 2011 59% of the UK was Christian

In 2021 46% of the UK was Christian

4 – Why do some views change less?

institutional: belonging to an established organisation e.g. the Roman Catholic Church

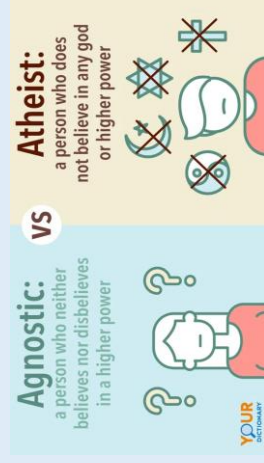
Some views change less for similar reasons to why they can change, for example geographical location, demographic of the country.

Some views will change less because they are an **institutional** view which means they are held by an organisation/group rather than an individual. For example the Roman Catholic Church's view on divorce. Or the Islamic view what is considered to be Haram.

5 – Non religious world views

atheism: a lack of belief or a strong disbelief in the existence of a god or any gods

agnosticism: the view or belief that the existence of God, the divine, or the supernatural is either unknowable in principle or currently unknown in fact.



6 – Humanism

Humanism: A non-religious philosophy, based on making decisions based on reason, empathy, and a concern for humanity

philosophy: a theory or attitude that acts as a guide for behaviour.

Humanists are people who trust in scientific methods, evidence and reason to help them discover the truth about the universe and have placed human wellbeing and happiness at the centre of their decision making.

There are millions of people in the UK who share this outlook on life.

B1 – Variation

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 e.g., an animal or plant
species: a group of closely related organisms that have similar characteristics

C1 – States of Matter

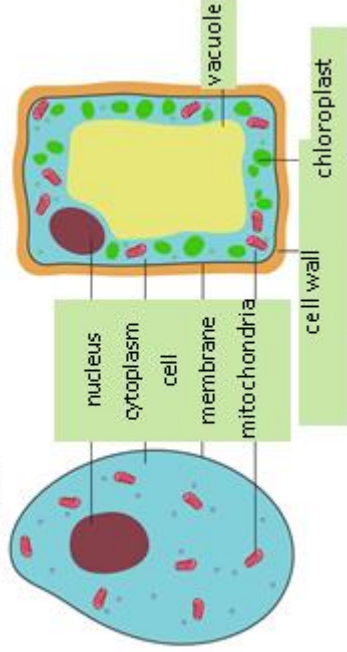
solid: a state of matter where the particles are regularly arranged and all touching
liquid: a state of matter where the particles irregularly arranged and all touching
gas: a state of matter where the particles are randomly arranged and are not touching
melting point: the **temperature** at which a solid turns to a liquid
boiling point: the **temperature** at which a liquid turns to a gas
thermometer: equipment used to measure temperature

P1 – Forces

Key Vocabulary
force: a push or pull effect that can cause a change in shape, direction or speed of an object
magnitude: the size of a quantity
speed: the rate at which something moves
acceleration: the rate of change of increasing speed
Newton meter: a piece of equipment used to measure force
Newton: the unit in which force is measured

B2 – Cell Structure

Animal



Plant

Living things do all the **MRS GREN** life processes. (Movement, Respiration, Sensitivity, Growth, Reproduction, Excretion and Nutrition.)

C2 – Elements, Compounds and Mixtures

atom: a small particle that makes up all matter
particle: the single unit of a substance such as an atom or a molecule e.g. H_2O is a particle of water.
pure: a substance made of only 1 type of particle
element: a pure substance that contains only 1 type of atom e.g. H_2 or N_2
compound: a pure substance that contains 2 or more different type of atoms chemically joined e.g., CO_2
mixture: a substance that contains different types of particles that are not chemically joined
 e.g. Sand and water is a mixture as they are not chemically joined.

P2 – Moments

Key Vocabulary

pivot: a point around which an object turns
moment: the turning effect around a pivot caused by a force
anticlockwise: a motion that is in the opposite direction to the hands of a clock
clockwise: a motion that is in the same direction as the hands on a clock
 unbalanced: when forces acting on an object are not equal in magnitude or direction
stationary: not moving
accurate: close to the true value

| 1: How to Wash Up | 2: Food Safety | 3: Definitions |
|---|--|--|
| <p>To wash up properly you will need</p> <ol style="list-style-type: none"> 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. <p>How to wash up:</p> <ol style="list-style-type: none"> 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. | <p>cleaning: clean up work areas as you work. Make sure you use separate utensils for raw and cooked food.</p> <p>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)</p> <p>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.</p> <p>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.</p> <p>physical contaminant: when a physical item falls into food e.g. a finger nail, hair or piece of jewellery.</p> <p>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!</p> | <p>healthy: being physically and mentally fit and well.</p> <p>balanced: making sure there is a variety in our diets and the quantities are correct.</p> <p>saturated fat: animal fats that clog up our arteries.</p> <p>unsaturated fat: 'good fats' that come from plants</p> <p>simple carbohydrates: sugary foods that contain fast releasing energy that burns off quickly.</p> <p>complex carbohydrates: starchy foods containing slow releasing energy that keeps us going.</p> <p>amino acids: essential protein which our body needs for growth and repair</p> <p>HBV: (high biological value)proteins which contain all the essential amino acids.</p> <p>LBV: (low biological value) proteins with do not contain all the essential amino acids.</p> <p>Eat Well Guide: guidance from the government showing proportionally what a person should eat from each food group</p> |

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.

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.

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.

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.