



Trinity Academy Grammar

Year 7

Knowledge Organiser Terms 1 and 2

Your subjects are in alphabetical order.

Name: _____

Tutor group: _____



MASTERS

OF 

RECALL



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



Observational drawing in pencil

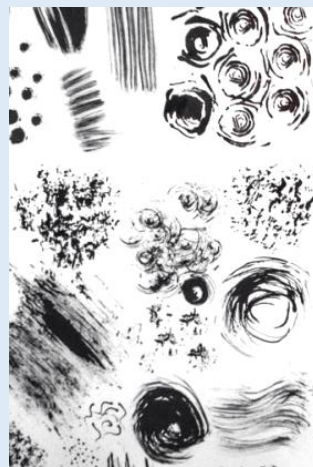
3 – Art techniques

Key vocabulary

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

Stippling : using dots to create tone

collage: cutting and sticking and rearranging pieces together on a page



Mark making examples

2 – Elements of art

Key vocabulary

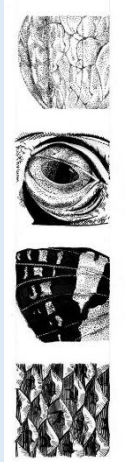
tone: how dark or light something is. Tone is also called shade

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

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



Tone



Texture

4 – Artist focus – Victorian Illustrations

- Victorian artists were very inspired by the **natural world**
- the Victorian era saw a surge in the study of insects
- This led to widespread illustrations of Insects in many publications
- The metamorphosis of insects, from larva to pupa to adult, was often used as a metaphor for transformation and change, reflecting the rapid social and technological advancements of the time.



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

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

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

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

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

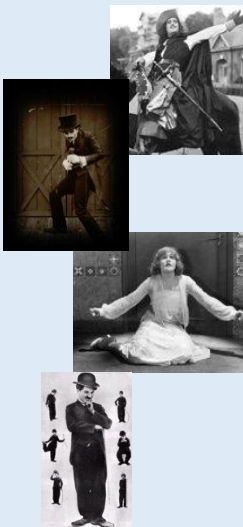
3 – Stock Characters

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.



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: word for a person, place, thing or idea, 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 between two things in a non-literal way to make a point- usually by saying that something is something it is not, 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: giving human qualities to non-human things e.g. *The trees reached out their bony fingers to grab my hair.*

3 – The Gothic Genre

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 or creatures that are not human, such as vampires or ghosts

fear of the unknown: characters being vulnerable and afraid of unknown dangers

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

intense emotions: powerful feelings such as fear, dread, horror or suspense (when you are anxious to find out what happens next).

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 through language

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

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

protagonist (noun): the main character 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 alone as a sentence, e.g. *Tom Becker is the writer of 'Darkside'.*

subordinate clause: a clause that depends on the main clause to make sense, e.g. *Although Jonathan was afraid, he still entered Darkside. (underlined section is the subordinate clause)*

simple sentence: a sentence containing one 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 containing a main clause and at least one subordinate 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)	dan <u>s</u> er
eu (euh)	je <u>u</u> -vidéo	qu (kuh)	qu <u>e</u> stion
au (oh)	cise <u>a</u> ux	gn (nyuh)	montag <u>n</u> e
ou (oo)	pou <u>l</u> e	in (an)	lap <u>i</u> n
i (ee)	m <u>i</u> d <u>i</u>	en (on)	serp <u>e</u> nt
u (oo)	l <u>u</u> nettes	on (on)	p <u>o</u> nt
é (ay)	b <u>e</u> b <u>e</u>	tion (sion)	pollu <u>t</u> ion

2 – Greetings and Introductions

bonjour salut	hello hi	Ça va?	How are you?
à bientôt au revoir bonsoir	see you later goodbye goodnight	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	thank you please	oui non	yes no
et toi?	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
février	February
mars	March
avril	April
mai	May
juin	June
juillet	July
août	August
septembre	September
octobre	October
novembre	November
décembre	December

Quelle est la date de ton anniversaire?

When is your birthday?

Mon anniversaire est le ... (number)... (month)

My birthday is the ... of ...

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.

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.

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

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

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. .

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 **reunified** (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 – f, ff, ph

The letters 'f', 'ff' and 'ph' all make the same sound.

finally: when something is last

effect: the impact of something

paragraph: a section of writing

Week 2 – l, ll, le, al

The letters 'l', 'll', 'le' and 'al' all make the same sound.

learn: when you know something

tall: something high up



middle: between two things

mental: using your brain



Week 3 – n, nn, kn, gn

The letters 'n', 'nn', 'kn' and 'gn' all make the same sound.

next: not now, but soon

winner: the best at something



know: when you remember something

gnaw: to chew something



Week 4 – m, mm, mb

The letters 'm', 'mm' and 'mb' all make the same sound.

make: to create something



Summer: the sunny month



numb: when you can't feel something

Week 5 – r, rr, wr

The letters 'r', 'rr' and 'wr' all make the same sound.

reason: why you do something

horrible: something not nice

write: using a pen on paper or typing on a computer



Week 6 – s, ss, se, ce, c

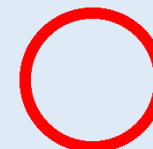
The letters 's', 'ss', 'se', 'ce' and 'c' all make the same sound.

serious: something not funny

class: a group of people

house: a building people live in

circle:



notice: when you see something

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

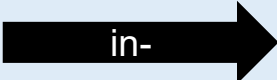
behave  **mis-** **misbehave**

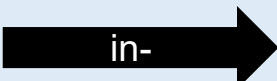
lead  **mis-** **mislead**

spell  **mis-** **misspell**

Week 3 - in

'in' means not/opposite

active  **in-** **inactive**

correct  **in-** **incorrect**

Week 4 - im

'im' also means not/opposite

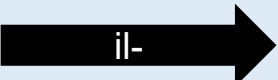
mature  **im-** **immature**

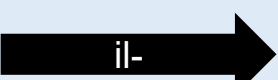
patient  **im-** **impatient**

perfect  **im-** **imperfect**

Week 5 - il

'il' also means not/opposite

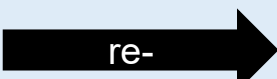
legal  **il-** **illegal**

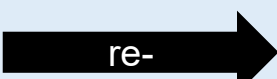
legible  **il-** **illegible**

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

sequence: a list of numbers or objects in a given order, usually following a rule. For example:



ascending: a sequence that increases



descending: a sequence that decreases



difference: the result of subtracting two values



2 – Sequences

14, 21, 28, 35, 42 ...



+7 +7 +7 +7

term: each number (or object) in a sequence

term to term rule: allows you to find the next term in a sequence. For example: +7

linear: a linear sequence increases or decreases by the same amount between each term

non-linear: a sequence which does not have a common difference

3 – Types of Number

factor: integer that divides exactly into another integer

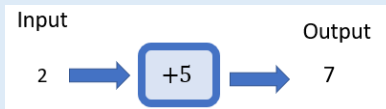
multiple: result of multiplying a number by an integer

prime number: integers which have exactly two factors. The first 10 prime numbers are: 2, 3, 5, 7, 11, 13, 17, 19, 23 and 29

square number: product of a number that has been multiplied by itself

The first 10 square numbers are:
1, 4, 9, 16, 25, 36, 49, 64, 81, 100

4 – 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 $\times$ Division $\div$

inverse: is the exact opposite. For example: addition is the inverse of subtraction and division is the inverse of multiplication.

variable: a letter which can take a range of values

5 – Algebraic Notation 2

commutative: when an operation gives the same result whatever the order of the terms involved

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

substitute: replacing a variable with a known value. For example: if $a = 5$ then $7 + a$ would be $7 + (5) = 12$

evaluate: means to calculate the value of

brackets: used in pairs to group things together ()

equation: states that two expressions are equal. For

example: $5 = 2x + 1$

6 – Key Command Words

integer: a whole number e.g. 1, 2, 3, 7, 8 are whole numbers.

ascending: increasing or going up



descending: decreasing or going down



convert: to change a value or expression from one form to another e.g. I can convert a fraction to a decimal equivalent.

equivalent: having the same value e.g. one half is equivalent to two quarters

percentage: fraction out of 100. E.g. 25% is 25 out of 100

1 – Metric Conversions - Distances

1 kilometre (km) = 1000 metres

1 metre (m) = 100 centimetres
= 1000 millimeters (mm)

1 centimetre (cm) = 10 millimetres

Things you might measure



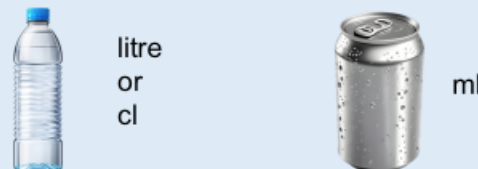
2 – Metric Conversions - Volume

1 litre (l) = 100 centilitres
= 1000 millilitres (ml)

1 centilitre (cl) = 10 millilitres

1 centilitre is also equal to 1 centimetre³

Things you might measure



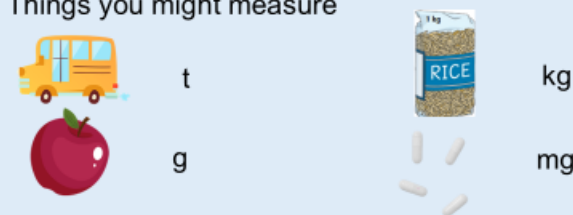
3 – Metric Conversions - Weights

1 ton (t) = 1000 kilograms

1 kilogram (kg) = 1000 grams

1 gram (g) = 1000 milligrams (mg)

Things you might measure



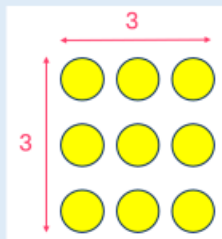
4 – Square Numbers

The product of an integer (whole number) multiplied by itself.

e.g. $3 \times 3 = 9$, so, 9 is a square number.

3×3 makes the area of a square which is why 9 is called a square number.

Area of the square equals
base $\times$ height, $3 \times 3 = 9 \text{ cm}^2$



The first four square numbers are:

$1 \times 1 = 1$ $3 \times 3 = 9$
 $2 \times 2 = 4$ $4 \times 4 = 16$

5 – Prime Numbers

Numbers that only have two different factors

e.g. 2 can be only be made by multiplying 1 and 2 (two different integers).

1 is not a prime number as it can only be made by multiplying 1 and 1 which are not different.

4 is not a prime number as it can be made by multiplying 1 and 4 but also 2 and 2 (more than 2 integers).

The first 10 prime numbers are:
2, 3, 5, 7, 11, 13, 17, 19, 23, 29

6 – Substitution

Where we replace a letter (algebra) with the number it is worth.

e.g. a formula for how much you will earn in a day is $h \times p$ where h is the number of hours you work and p is the amount you are paid per hour.

If you work for 7 hours and get paid £12 per hour then you can substitute these numbers in to the formula:

$h \times p = 7 \times £12$
 $= £84$

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 Kit Expectations

PE kit must be brought to all PE Lesson.

- ✓ T-Shirt or Jumper (with academy logo)
- ✓ Shorts (with academy logo)
- ✓ Academy socks

We also accept

- ✓ Plain blue academy pants
- ✓ Plain blue academy leggings
- ✓ *Sick or Fit we bring our kit.*

2 Changing room expectations

1. Line up outside the changing rooms in silence.
2. Enter calmly and quietly.
3. Go straight to your peg.
4. Begin changing as soon as you reach your allocated peg.
5. Once the teacher begins the register remain in silence .
6. Answer your name, to the register by saying here Sir/Miss.
7. Remain in silence whilst preparing your answer to the PCD questions.

3 What will you study this year?

Baseline Assessment	OAA
Dance	Hockey
Fitness	Gymnastics
Handball	Cricket
Football	Netball
OAA	Athletics

4 What is a pulse raiser?

A **pulse raiser** is a type of **warm-up activity** designed to gradually increase your heart rate and blood flow to prepare your body for more intense physical activity.



5 The importance of a pulse raiser

It's a short activity that:

- Gets your heart pumping ❤️
- Warms up your muscles so they're ready to move
- Prepares your body for running, jumping, or playing games

6 Examples of a pulse raiser

- **Jogging on the spot** for 1 minute
- **Star jumps** (jumping jacks)
- **Skiping** with or without a rope
- **Dancing** to your favourite song
- **High knees** (lifting your knees up while running on the spot)

1 – Creationism	2 – Noah	3 – Abraham
<p><u>creation:</u> the belief that God created the world</p> <p><u>sin:</u> an act which goes against God</p> <p><u>original sin:</u> the first sin which humans committed- Adam and Eve eating the forbidden fruit</p> <p><u>omnipotence:</u> all powerfulness</p> <p>Christians believe the world was created in 6 days with God resting on the 7th day. Christians believe that the creation of the world shows God's omnipotence</p>	<p><u>omnibenevolent:</u> all loving</p> <p><u>covenant:</u> a promise between humanity and God</p> <p><u>Noah:</u> People on earth were disobeying God, however Noah was loyal and devoted to following God.</p> <p>God instructed Noah to build an Ark and fill it with his family and two of every animal.</p> <p>It rained for 40 days and 40 nights causing a huge flood. After the 40 days the ground dried up and Noah, his family and all the animals were able to leave the Ark safely.</p>	<p><u>monotheistic:</u> belief in only one God</p> <p><u>covenant:</u> a promise between humanity and God</p> <p><u>Abrahamic faith:</u> there are three Abrahamic faiths who are all monotheistic (Christianity, Judaism and Islam) who's teachings are based on a covenant between humans and God</p> <p><u>sacrifice:</u> to offer or kill something in a religious sacrifice</p> <p><u>Abraham:</u> A key figure in Christianity, Islam and Judaism. Abraham was dedicated to monotheism and followed all of God's demands.</p>
4 – Moses	5 – The Torah	6 – Jesus
<p><u>monotheistic:</u> belief in only one God</p> <p><u>Ten Commandments:</u> laws handed to Moses on Mount Sinai by God</p> <p><u>Moses:</u> A significant figure in Judaism, Christianity and Islam (known as Musa).</p> <p>Moses was the leader of the Jews as they lived in slavery in Egypt. The Jews were led out of Egypt to the Holy Land by Moses and helped by God who parted the Red Sea to help them escape.</p>	<p><u>covenant:</u> a promise between humanity and God</p> <p><u>Torah:</u> the Jewish holy book</p> <p>The Torah is the Jewish holy book.</p> <p>It contains guidance and rules for Jews to follow to help them with their everyday life.</p> <p>The Torah is used in every day worship and is written in Hebrew.</p> <p>The Torah is also known as the 5 books of Moses</p>	<p><u>messiah:</u> the promised deliverer of the Jewish nation foretold in the Jewish Bible</p> <p><u>incarnate:</u> God in human form</p> <p><u>Jesus:</u> Jesus Christ is the Son of God, he came down to earth, and lived amongst us as a human.</p> <p>Jesus is God incarnate, this means he is both fully God and fully human.</p> <p>Jesus understood human suffering. Christians believe he was the saviour of mankind.</p>

1 – Cells

multicellular - made up of many cells

organelles – small structures that make up a cell

mitochondria – an organelle that is the site of aerobic respiration

ribosomes – an organelle where proteins are made

cell - basic building block of all living organisms

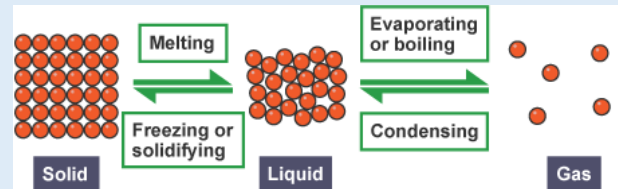
tissue – a group of similar cells that work together to perform a specific function

organ – a group of tissues that work together to perform a specific function

2 – States of Matter

melting point - the temperature at which a substance changes from a solid to a liquid

boiling point - the temperature at which a substance changes from a liquid to a gas



3 – Forces

force – a push or pull that acts on an object causing it to change its motion or shape

Newton meter – a device used to measure force

resultant force – overall force that acts on an object

Newtons - units for force (N)

4 – Microscopes

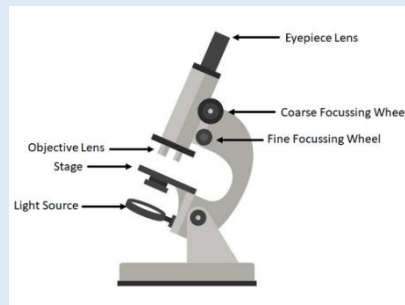
magnification – The increase in the apparent size of an object when viewed through a microscope

resolution – the ability to distinguish between two separate points or objects in an image

magnification calculation –

magnification = eyepiece lens x objective lens

Microscope structure



3- Particle model

solid – fixed volume, in a regular arrangement, particles vibrate around a fixed point and cannot be compressed.

liquid – particles are randomly arranged, particles can move around each other, cannot be compressed.

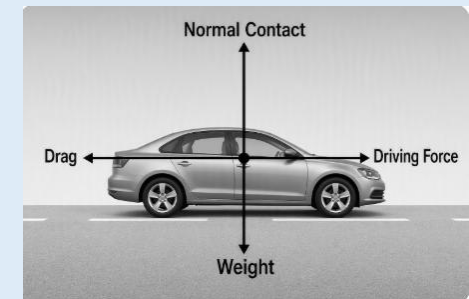
gas – particles are randomly arranged with spaces between them, can be compressed and move quickly in random directions

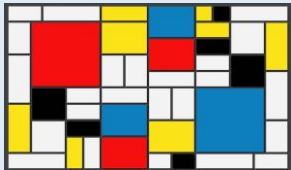
4- Force Diagram

Arrows start from the centre of the object and are straight lines

Arrows point in the direction the force acts

Arrows are labelled with the name of the force



Health and safety	De Stijl	Using machines
<p>apron: worn to prevent uniform getting dirty</p> <p>goggles: used to protect the eyes</p> <p>hair tie / bobbles: used to tie up hair</p> <p>red sign: a sign that says something is prohibited , something you must not do</p> <p>blue sign: a sign that says something is mandatory – Something you must do</p> <div data-bbox="176 568 285 684">  </div> <div data-bbox="399 568 520 684">  </div>	<p>De Stijl : a Dutch design movement from 1917</p> <p>Features of De Stijl -</p> <ul style="list-style-type: none"> - Use of primary colours - Use of geometric shapes (squares and rectangles) - Use of white and black - Uses limited detail <div data-bbox="1031 508 1319 676">  </div>	<p>belt sander: a machine used to remove material to smooth or shape a product</p> <p>pillar drill: a machine used to drill circular holes into material</p> <p>dust extraction: a machine that pulls dust away from a piece of work</p>
Tools	Sustainability	Materials
<p>tenon saw: a hand saw for cutting straight lines in wood</p> <p>coping saw: a hand saw for cutting intricate lines in wood</p> <p>bench hook: a piece of equipment used to hold material against whilst working on it</p> <p>hand file: a handheld file used to smooth and shape material such as wood, plastic and metal</p>	<p>sustainability: not over using materials meaning that they will not run out</p> <p>6R's</p> <p>rethink: consider something again, especially in order to change it.</p> <p>reduce: make smaller or less</p> <p>repair: restore (something damaged, faulty, or worn) to a good condition</p> <p>reuse: use again or more than once</p> <p>refuse: show that you are not willing to use or do something</p> <p>recycle: convert a used product into a reusable material</p>	<p>manufactured board : sheet material formed by gluing together wood particles or layers. Eg. MDF</p> <p>softwood : wood that comes from a coniferous tree (doesn't lose its leaves in winter). Eg. Pine</p> <p>hardwood: wood that comes from a deciduous tree (does lose its leaves in winter). Eg. Oak</p> <p>grain : the texture/appearance of the wood's fibre</p>

1– 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.

2– 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.

3– British Values

The British values are principals that help people in the UK live respectfully and fairly.

Democracy: Everyone has a voice and a chance to share their opinion. People vote to make decisions and choose leaders.

Rule of law: Rules and law help keep people same and make sure everyone is treated fairly.

Individual Liberty: People have the freedom to make their own choices and express their beliefs as long as they don't harm others

Mutual respect: Treating other people kindly and valuing their feelings, opinions, and differences

Tolerance: Understanding and respecting that people may have different religions, celebrations and respecting others traditions.

4 – Our local community

Key Vocabulary

Member of Parliament: someone who represents the people of their local area in Parliament

Parliament: the group of people who make laws for the UK

community: a group of people living in the same place or sharing in a common feature

census: an official count and survey of a population

charity: an organisation set up to provide help and raise money for those in need

volunteer: working for something without being paid

donation: something that is given to a charity

fundraising: raising money for a charity



Year 7
Knowledge Organiser
Term 2

Your subjects are in alphabetical order.



1– Vocabulary

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

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

tone: how dark or light something is. Tone can also be called shade

2 - Vocabulary

gradient: a smooth transition from one tone to another or one colour to another

texture: the way something feels to the touch

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

form: objects that are 3-Dimensional, or have length, width, and height

3– Vocabulary

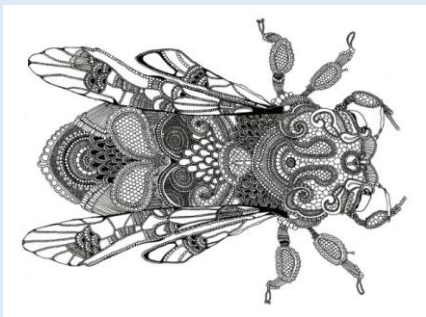
composition: the placement of the elements on your page

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

abstract: art that does not attempt to represent external reality, but rather seeks to achieve its effect using shapes, colours, and textures

4- Art style: Zentangle: Rosalind Monks

- Rosalind Monks uses Zentangle patterns within the shapes of insects
- Zentangle is a form of meditative art that involves creating intricate designs using repetitive patterns
- The Zentangle Method at the core focuses only on the process and not the outcome



5- Artist focus – Victorian Illustrations

- Victorian artists were very inspired by the **natural world**
- the Victorian era saw a surge in the study of insects
- This led to widespread illustrations of Insects in many publications
- The metamorphosis of insects, from larva to pupa to adult, was often used as a metaphor for transformation and change, reflecting the rapid social and technological advancements of the time.



6 – Style: Steam punk

- Retro-futuristic Technology:**
Features advanced technology inspired by 19th-century steam power and clockwork, such as automatons, airships, and elaborate mechanical devices.
- Victorian Setting:**
Stories are typically set in an alternate history or fantasy world with a strong Victorian or Edwardian aesthetic, including fashion, culture, and social structures.
- Wonder and Rebellion:**
Steampunk worlds are often filled with a sense of wonder focusing on individual empowerment, innovation, and sometimes social or political rebellion against a dystopian backdrop.



1 – What is the internet?

Key Vocabulary

web browser: a web browser, or simply 'browser,' is an application used to access and view websites.



search engine: a search engine is a platform on which a user can search the internet content. Google, Yahoo, Bing are popular search engines

web address/URL: the web address contains information about the location of the webpage. For example, <https://www.google.co.uk/>

WWW: the World Wide Web is an interconnected system of public webpages accessible through the Internet

domain: a domain is the name of a website

2 – Email

Key Vocabulary

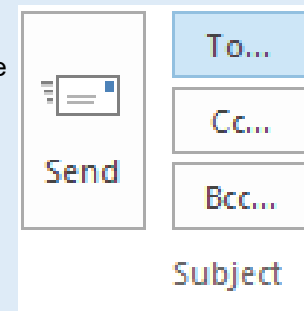
inbox: an inbox is the main folder that your incoming mail gets stored in

outbox: an outbox is where outgoing e-mail messages are temporarily stored

Cc: means carbon copy, you use Cc when you want to copy others publicly

Bcc: means blind carbon copy. Any recipients on the Bcc line of an email are not visible to others on the email

To: select the contacts you are emailing and place them in



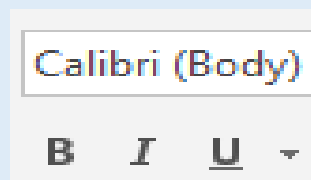
3 – Formatting

Key Vocabulary

Format:

- font:** a set of letters and symbols in a particular design
- size:** increase or decrease the size of text
- colour:** change the appearance of a document/text by editing the colours
- bold:** creates the appearance of darker text with a thicker stroke weight.

- underline:** is a section of text in a document where the words have a line running beneath them



4 – Word Wizard

Key Vocabulary

design: applies a premade template to the entire document

header: is the top margin of each page

footer: is the bottom margin of each page

line spacing: is the space between each line in a paragraph

alignment : determines the appearance and orientation of the edges of the paragraph

bullet points: usually a black circle, but it can be any other symbol used to highlight items in a list

cropping: allows you to trim or eliminate the edges of an image

1 – Accent and Dialect

accent: A distinctive way of pronouncing a language, especially one associated with a particular country, area, or social class

dialect: a form of a language that is spoken in a certain region or by a certain group

Put simply, accent is the way you pronounce words and dialect is the words a particular group or country might use

American Accent Rules

- Make 't' sounds into 'd' sounds
- Make 'o' like a strong 'oo'
- Make the vowel sounds longer – 'haaaaav'

*Do you have
any little bottles
of water?*

2 – NVC and Vocal Skills

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

3 – Conventions of a Script

stage: the space in which the performance takes place

stage Directions: instructions in the script of a play that tell actors how to enter, where to stand, when to move

blocking: the positioning of actors on stage

proxemics: the distance between actors and what this tells the audience about the relationship

dialogue: the words that the actors speak

wings: the parts of the stage that you enter and exit from

director: a person who supervises the actors and other staff in a play

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	2 – Vocabulary	3 – Grammar: Tense Maintenance
<p>narrator: the ‘voice’ of the story</p> <p>setting: the place and time in which the story happens</p> <p>atmosphere: the mood or feeling of a setting or scene</p> <p>chronology: the order in which events happens in a story</p> <p>exposition: the opening part of a story that introduces characters, setting, and background information</p> <p>climax: the most intense, dramatic, or exciting part of a story</p> <p>falling action: the events that happen after the climax that lead towards the ending</p> <p>denouement: the ending of a story where problems are resolved</p>	<p>sombre (adj.): serious, dark, or sad in mood</p> <p>desolate (adj.): a place that is empty, lonely, and lacking life</p> <p>melancholy (adj.): a deep feeling of sadness</p> <p>eerie (adj.): something strange, frightening, and unsettling</p> <p>sinister (adj.): a dark and nasty type of evil</p> <p>ominous (adj.): a feeling that something bad or unpleasant might happen soon</p> <p>bleak (adj.): something that looks or feels cold, empty, or hopeless</p>	<p>There are three tenses we use in writing: past, present and future. You must use the same tense when writing a story.</p> <p>past – something that has already happened. <i>e.g. Ricky <u>was</u> taken by Marianne.</i></p> <p>present – something happening right now. This tense will usually involve ‘ing’ verbs or ‘is’. <i>e.g. Carnegie <u>is</u> a wereman.</i></p> <p>future – something that will happen, usually using ‘will’. <i>e.g. We <u>will</u> read ‘Darkside’ in our English lessons.</i></p>
4 – Gothic Fiction	5 – Gothic Settings	6 – Gothic Methods
<p>Gothic stories include certain conventions (features), such as:</p> <p>the villain (usually supernatural): the evil character who creates problems for the hero/protagonist</p> <p>the hero: the main character who faces challenges and often defeats evil</p> <p>the anti-villain: a villain with some likeable or sympathetic qualities so the reader does not hate them</p> <p>cliff-hanger: an ending that leaves the reader wanting to know what happens next as they are in suspense</p>	<p>In Gothic fiction there are often lots of haunted houses, cobwebbed castles, empty churches, and other eerie buildings.</p> <p>You also see dark, cramped, and small rooms with hidden doors and secret passageways.</p> <p>The outside world in Gothic literature is usually portrayed as being a dark, wild, and treacherous (dangerous) place full of terrible, stormy weather, evil forests, and ghostly graveyards.</p>	<p>foreshadowing: a writer’s hint that something will happen later in the story</p> <p>foreboding: a writer’s hint that something bad is going to happen later in the story</p> <p>pathetic fallacy: using weather or nature to reflect a mood or emotion- this can also include the personification of the weather</p> <p>symbol/ symbolism: the use of symbols such as objects to represent a deeper meaning, e.g. crows symbolise transformation and forebode death</p>

1 – Family Members

mon père	my dad	ma mère	my mum
mon frère	my brother	ma soeur	my sister
mon grand-père	my grandad	ma grand-mère	my grandma
mon oncle	my uncle	ma tante	my auntie
mon cousin	my cousin	ma cousine	my cousin
mon copain	my friend	ma copine	my friend
mes parents	my parents		
mes cousins	my cousins		

Possessive adjectives:

'Mon', 'ma' and 'mes' are all possessive adjectives which mean 'my'. Possessive adjectives must agree in gender and number with the noun they describe:

	masculine	feminine	plural
my	mon	ma	mes

2 – Être

The verb être (to be) is a key verb in French. It does not follow a pattern, so you need to learn all of its forms by heart.

être	to be
je suis	I am
tu es	you are (singular)
il est	he is
elle est	she is
nous sommes	we are
vous êtes	you are (plural/formal)
ils sont	they are (masculine)
elles sont	they are (feminine)

3 – Adjectives

Personality/ appearance

amusant/e	fun
bavard/e	talkative
drôle	funny
égoïste	selfish
ennuyeux/euse	boring
généreux/euse	generous
gentil/le	kind
grand/e	big
intelligent/e	intelligent
joli/e	pretty
marrant/e	funny
paresseux/euse	lazy
sérieux/euse	serious
timide	shy
tranquille	quiet

Adjective endings match whether the noun that they are describing is **masculine** or **feminine**.

masculine	feminine
amusant	amusante
généreux	généreuse
sportif	sportive
gentil	gentille

4 – Describing Appearance

j'ai...	I have...		
il a...	he has...		
elle a...	she has...	une barbe	a beard
chauve	bald		
raide	straight	les yeux	eyes
frisé/e	curly	les cheveux	hair
long/ue	long		
court/e	short		
blond/e	blond		

In French, adjectives come **after** the noun they describe in a sentence.

e.g. J'ai une barbe **courte**
I have a **short** beard.

5 – Colours

blanc/	white	jaune	yellow
bleu/	blue	orange*	orange
brun/	brown	marron*	light brown
gris/	grey	rose	pink
noir/	black	rouge	red
vert/	green	violet/te	purple
		en argent	silver
		en bronze	bronze
		en or	gold

Like other adjectives, colours should also come after the noun they describe in a sentence.

e.g. Il a une barbe **noire**.
He has a **black** beard.

6 – Adjective Agreement

Adjective endings match whether the noun that they are describing is **masculine**, **feminine**, **singular** or **plural**.

When describing a **feminine** noun, we must add an 'e' to the adjective:

e.g. **une** barbe **noire** - a black beard

When describing a plural noun, we must add an 's' to the adjective:

e.g. **les** yeux **bleus** - blue eyes
les cheveux **frisés** - curly hair

1. Geography of the UK	2. Geology of the UK	3. Glaciers
Key Vocabulary: <u>physical:</u> is created by nature <u>human:</u> is created by people <ul style="list-style-type: none"> There are four nations on the United Kingdom. These are England, Northern Ireland, Scotland and Wales. Three of these nations are located on the largest of the British Isles, Great Britain. The second largest island, Ireland, is split between the country of the Republic of Ireland and the nation of Northern Ireland. 	Key Vocabulary: <u>geology:</u> is the science of rocks and the structure of the Earth <u>igneous rocks:</u> are formed by volcanic eruptions and tend to be the oldest type of rock. E.g. Granite. <u>metamorphic:</u> are former igneous and sedimentary rock which have been changed due to high heat or pressure. E.g. Slate <u>sedimentary:</u> is rock formed by the deposition of sediment (sand or clay). Usually results in layers being formed. E.g. Limestone	Key Vocabulary: <u>glacier:</u> are large blocks of ice that movement <ul style="list-style-type: none"> Glaciers are found in places that are cold. These places are at high latitudes or altitudes. The polar ice caps, are the largest glaciers. Also, they are found across mountain ranges. For example there are 56,000 glaciers in the Himalayas. Glaciers move due to the accumulation of snow at the top and the melting of ice at the bottom of the glacier.
4. Glacial erosional landforms	5. Glacial depositional landforms	6. Human uses of landscapes
Key Vocabulary: <u>arête:</u> a sharp ridge which is formed between two corries cutting back <u>pyramidal peak:</u> where several corries cut back to meet at a central point <u>corrie:</u> armchair shaped hollow in the mountain <ul style="list-style-type: none"> Plucking is when rock freezes onto the ice and is dragged along. Abrasion is when plucked rocks rub against the Earth's surface. Plucking and abrasion cause glacial erosion. 	Key Vocabulary: <u>drumlins:</u> egg-shaped hills made out of glacial deposits <ul style="list-style-type: none"> Glacial deposits are called moraine. Deposits at the snout of a glacier are called terminal moraine. Deposits at the side of a glacier are called lateral moraine. Ice moves forward when accumulation is greater than ablation (melting of ice) Bulldozing is when material is pushed downhill. This often occurs after the bottom of a glacier melts. 	Key Vocabulary: <u>landscape:</u> part of the land <ul style="list-style-type: none"> Glacial landscapes are popular tourist destinations. These unique landscapes have been preserved and protected as National Parks. The Yorkshire Dales and the Lake District are two example of protect areas, as a result of the dramatic geography. Additionally, we use glacial landscapes for hydro-electric power and for sheep and beef farming.



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).

2 – How did the Romans change Yorkshire?

invade- to enter an area 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.

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.



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.

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 **reunified** (brought back together). The Viking King, Canute, ruled over England from 1016 CE to 1035 CE.

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 Anglo 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 – v, ve	Week 2 – z, zz, se, s	Week 3 – ti, sh, ci
<p>‘v’ and ‘ve’ both make the same sound</p>  <p>vampire: a made up monster that drinks blood!</p> <p>positive: something good</p> 	<p>‘z’, ‘zz’, ‘se’ and ‘s’ all make the same sound</p> <p>quiz: a set of questions</p> <p>fizz: something with bubbles</p> <p>theirs: belongs to someone else</p> <p>because: a reason for something</p>	<p>‘sh’, ‘ti’ and ‘ci’ all make the same sound</p> <p>share: lending/giving something</p> <p>information: things you learn</p> <p>special: something not normal</p> 
Week 4 – ng,nk	Week 5 – b, bb	Week 6 – c,ck, ch, k
<p>‘ng’ and ‘nk’ are very similar. To make the ‘nk’ sound, you add a ‘k’ onto the ‘ng’ sound</p> <p>wrong: when something is not right</p>  <p>think: when you use your brain</p>	<p>‘b’ and ‘bb’ both make the same sound</p> <p>because: a reason for something</p> <p>rubber: used to get rid of pencil marks</p> 	<p>‘c’, ‘k’, ‘ck’ and ‘ch’ all make the same sound</p> <p>class: a group of people</p> <p>make: creating something</p> <p>check: look at something</p> <p>school: where you learn</p>

ir-

'ir-' means 'opposite of' or 'not'

e.g. **regular**: normal > **irregular**: not normal

irrelevant

irregular

irresponsible

inter-

'inter-' means 'between' or 'among'

e.g. **national**: country based >
international: between countries

international

interact

intertwined

anti-

'anti-' means 'against'

e.g. **clockwise**: the direction a clock turns >
anticlockwise: against the direction of the clock

antisocial

antidote

anticlockwise

auto-

'auto-' means 'self' or 'own'

e.g. **pilot**: flies a plane > **autopilot**: plane flies itself

autobiography

autopilot

autograph

-ation

'-ation' is added to verbs to create nouns

e.g. **prepare** (verb) > **preparation** (noun)

preparation

admiration

information

-ance

'-ance' turns a verb into a noun

e.g. **perform** (verb) > **performance** (noun)

performance

maintenance

assurance

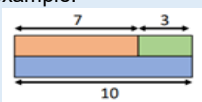
Those topics highlighted in yellow also appear in Science, Geography or Technology

1 – Equality and Equivalence

equality: having the same value

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

example: $7 + 3 = 10$ $10 - 7 = 3$
 $3 + 7 = 10$ $10 - 3 = 7$



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

2 – Equality and Equivalence

term (algebraic): can be number or variables

example: x , y , 7 , 5

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

example: $4a$ and $2a$ are like

unlike terms: terms which do not contain the same variable or powers. 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

3 – Integer Place Value

digit: any numeral from 0 to 9

integer: a whole number

place value: the value each digit of a number holds

place holder: zero holds the place for a particular value, when no other digit goes in that position

approximation: a number that is not exact but close to the actual number for it to be useful

Ten Millions	Millions	Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones	Decimal point	tenths	hundredths	thousandths
								.			

4 – Decimal Place Value

decimal: a number containing part of a whole 0.26

decimal point: separates the integer and non-integer parts of a number

leading digit: the first digit (from the left) holding a value, not 0

When comparing numbers we use the following symbols:

= Equal to > Greater than

≠ Not equal to ≥ Greater than or equal to

< Less than ≤ Less than or equal to

5 – Rounding and Estimation

round: replace a number with an approximate value

significant figure: the first digit in a number which holds the highest value

estimate: number or result that is not exact, but is suitably close to the actual value

overestimate: estimate that is greater than the actual value

underestimate: estimate that is less than the actual value

error interval: range of values a number could be, to a given degree of accuracy. For example, $3.5 < x \leq 4.5$ would be the error interval for rounding 4 to an integer.

6 – Key Command Words

percentage: parts per 100, the symbol is %

operation: a mathematical process e.g. $+$, $-$, $\times$, $\div$

simplify: write it in its most compact form

solve: to find the answer of a given equation. We can solve equations by using inverse operations.

inverse: the inverse of something is its exact opposite e.g. Addition is the inverse of subtraction.

expand: to multiply each term in the bracket by the expression outside the bracket

1 – Place Value – Digit Positions

Millions	Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones
3	9	2	6	4	7	1

The 3 is 3,000,000 which is three million
 The 9 is 900,000 which is nine hundred thousand
 The 2 is 20,000 which is twenty thousand
 The 6 is 6,000 which is six thousand
 The 4 is 400 which is four hundred
 The 7 is 70 which is seventy
 The 1 is 1 which is one

eg. The 5 in the number 23,598,001 is in the hundred thousand's column so is **500,000** which is **five hundred thousand**

2 – Place Value – Decimal Positions

tenths	hundredths	thousandths	10 thousandths	100 thousandths	millionths
4	7	1	8	9	3

The 4 is 0.4 which is four tenths
 The 7 is 0.07 which is seven hundredths
 The 1 is 0.001 which is one thousandth
 The 8 is 0.0008 which is eight ten thousandths
 The 9 is 0.00009 which is nine hundred thousandths
 The 3 is 0.000003 which is three millionths

eg. The 5 in the number 8.794503 is in the ten thousandths column so is **0.0005** which is **five ten thousandths**

3 – Multiply by Powers of 10

If you **multiply** by 10 all the digits in your number move **1 place to the left**.

Keep all the digits together as they all move one column to the left each time you multiply by 10

Th	H	T	O	t	h
			3	•	0 2
			3	0	• 2 × 10
			3	•	0 2
	3	0	2	•	× 100
			3	•	0 2
3	0	2	0	•	× 1000

4 – Divide by Powers of 10

If you **divide** by 10 all the digits in your number move **1 place to the right**.

Keep all the digits together as they all move one column to the right each time you divide by 10.

Th	H	T	O	t	h
3	0	2	0	•	
	3	0	2	•	÷ 10
3	0	2	0	•	
		3	0	• 2	÷ 100
3	0	2	0	•	
			3	• 0 2	÷ 1000

5 – Ordering Decimals

To order decimals place them underneath each other with the decimal point in the same place. Add zeros so they all have the same number of decimal places.

You can then see which order they should be placed in
 e.g. order these numbers from smallest to largest

0.401 0.4 0.44 0.044

Write them underneath each other

0	•	4	0	1
0	•	4	0	0
0	•	4	4	0
0	•	0	4	4

So, the correct order is

6 – Estimating

Estimate means an approximate answer.

To estimate calculations **round all the numbers to 1 significant figure**

e.g. round 53,879 to 1 significant figure.

5|3879 to 1 significant figure is 50,000

e.g. round 0.4765 to 1 significant figure.

0.4|765 to 1 significant figure is 0.5

To estimate 54×27 , round both numbers to 1 significant figure

1 – The Elements

Key Vocabulary

Dynamics: the term used for the volume

Rhythm: different note lengths played in a chain

Texture: the different layers of sound

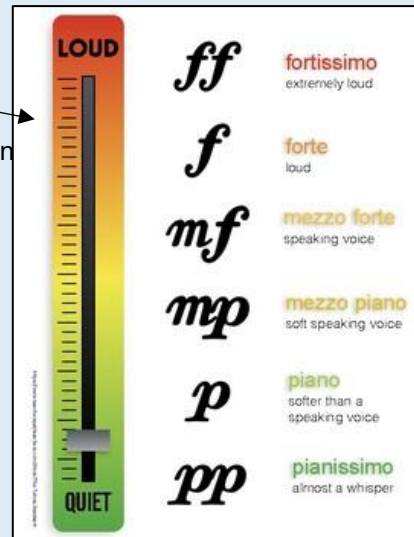
Structure: how music is put together

Melody: the main tune

Instrumentation: the instruments used

Tempo: the speed

Harmony: sounds played together at the same time



2 – Notation

Key Vocabulary

Tone: an interval of a step.

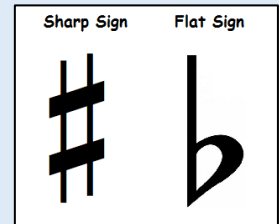
Semitone: an interval of half a step. Usually a white note to a black note.

Sharp: when a note is raised by a semitone

Flat: when a note is lowered by a semitone

Dotted note: the dot makes the note half as long again

	2 beats		3 beats
	1 beat		1½ beats



3 – Pitch

Stave: The five lines we write music notes on

Treble Clef: Used for high pitched notes



4 – Tonality

Major: when a piece of music has a bright, happy sound

Minor: when a piece of music has a dark, sad sound

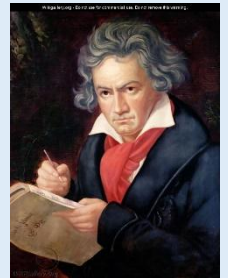
Chords: two or more notes performed at the same time

Triad: three notes performed as a chord

Key Composer

Ludwig van Beethoven:

- A deaf German composer and pianist from the Classical period
- Composed 'Ode to Joy' and 'Für Elise'.



1— Circuit Training

circuit training: a training method involving a series of exercise stations completed one after another

- Develops cardiovascular endurance and muscular endurance.
- Exercises can target different muscle groups.
- Work periods are followed by rest periods.
- Intensity can be increased by reducing rest or increasing work time.
- Examples include press-ups, squats, planks and shuttle runs.

2 – Cooper Test

cooper Test: a 12-minute fitness test used to measure cardiovascular endurance

- Aim to cover the greatest distance possible in 12 minutes.
- Measures aerobic fitness.
- Requires good pacing throughout the test.
- Results can be compared against national standards.
- Used to monitor fitness improvements over time.

3 – Fartlek

Fartlek training: a training method that varies between different speeds and intensities

- Combines jogging, running and sprinting.
- Improves cardiovascular endurance and speed.
- Mimics the demands of many team sports.
- Can be adapted to suit all abilities.
- Helps improve recovery between high-intensity efforts.

4 –Safe Exercise

Golden Rules

- Warm up before exercise.
- Cool down after exercise.
- Check equipment before use.
- Use correct technique at all times.
- Report pain or faulty equipment immediately.



5 - Components of Fitness

components of fitness: the different aspects of fitness needed to perform effectively in sport and physical activity

cardiovascular endurance – the ability of the heart and lungs to supply oxygen to working muscles over a prolonged period

muscular endurance – the ability of a muscle or muscle group to repeatedly contract without tiring

muscular strength – the maximum force a muscle can produce

flexibility – the range of movement possible at a joint

speed – the ability to move quickly from one place to another



1 – Crucifixion

crucifixion: an ancient method of execution in which a person is nailed to a cross

treason: a crime betraying your country especially by trying to overthrow the government

blasphemy: saying or doing something that is disrespectful to God

saviour: someone who helps or saves people in trouble

When on Earth Jesus told everyone that he was the saviour, and he showed people how to lead a good Christian life. He was sentenced to death by crucifixion for treason and blasphemy.

2 – Resurrection

resurrection: coming back to life from the dead
Easter Sunday: the day Christians celebrate Jesus' resurrection

disciple: follower of Jesus

crucifixion: an ancient method of execution in which a person is nailed to a cross

Three days after Jesus' crucifixion, Jesus resurrected. Christians celebrate this event on Easter Sunday. They do this by going to church and listening to services.

Jesus' disciples went to the tomb and found that the tomb was empty. An angel appeared to them and said 'why do you look for the living amongst the dead, he is not here he has risen.'

3 – The Prophet Muhammad

prophet: a messenger of God

Makkah (mecca): a city in Saudi Arabia

The Prophet Muhammad PBUH is the last and final prophet in Islam. This means there are no other prophets that come after him.

Muslims believe he was chosen to be the final prophet because of his good character. He was described as Al-Amin which means trustworthy. Muslims view Prophet Muhammad PBUH as a role model because of his character.

4 – The Life of Prophet Muhammad

prophet: a messenger of God

Makkah (mecca): a city in Saudi Arabia

monotheism: belief in one God

Prophet Muhammad PBUH was born in 570 BCE in Makkah in Saudi Arabia. He was an orphan from a young age. Prophet Muhammad PBUH was known for being honest and trustworthy.

Prophet Muhammad PBUH received messages from Allah through Angel Jibril. He taught people to worship one God and be kind. Prophet Muhammad PBUH died in 632 BCE.

5 – The Qur'an

revelation: when something was hidden/unknown is shown or made clear

Angel Jibril: an angel who brings messages to prophets from God

Qur'an: the Islamic holy book

Prophet: a messenger of God

The Qur'an was revealed to the Prophet Muhammad PBUH over the course of 23 years by the Angel Jibril.

The Qur'an was revealed in Arabic and Muslims believe the Arabic version to be the truest form. Muslims may use translations in other languages to help the to understand the Qur'an better.

6 – The Qur'an

Qur'an: the Islamic holy book

Surah: a chapter in the Qur'an

The Qur'an is made up of 114 chapters. It is the Islamic holy book. It is used in everyday life to help Muslims know how to live a good Islamic life.

It covers matters of a variety of subjects and experiences Muslims will come across in their lives such as; birth, death, marriage, etc.

The Qur'an is sacred- this means it is holy and should be treated with respect. It must never be put on the floor and kept on a high shelf when not being read.

B1 – Gas Exchange	C1 – The Periodic Table	P1 – Forces
<p>Key Vocabulary</p> <p>alveoli: tiny air sacs in the lungs where gas exchange occurs</p> <p>diaphragm: a sheet of muscle found under the ribs</p> <p>intercostal muscles: muscles in between the ribs that help move the ribcage</p> <p>inhale: the process of breathing air into the lungs</p> <p>exhale: the process of breathing air out of the lungs</p>	<p>Key Vocabulary</p> <p>the periodic table: a chart showing all the known chemical elements</p> <p>property: a feature of a chemical substance or material</p> <p>group: a column of elements in the periodic table</p> <p>period: a row of elements in the periodic table</p> <p>prediction: a statement about what you think will happen</p> <p>variable: any factor that can be controlled, changed, or measured in an experiment</p>	<p>Key Vocabulary</p> <p>force: a push or pull effect that can cause a change in shape, direction or speed of an object</p> <p>magnitude: the size of something</p> <p>speed: the rate at which something moves</p> <p>acceleration: the rate of change of speed</p> <p>resistance: the measure of how much something is opposed</p> <p>contact force: a type of force that happens between two objects that are touching</p>
B2 – Effects of Exercise, Smoking and Asthma	C2 – Atoms, Elements and Compounds	P2 – Speed
<p>Key Vocabulary</p> <p>Effects of exercise on the respiratory system:</p> <ul style="list-style-type: none"> - Increased Breathing Rate - Increased Breathing Depth <p>Effects of smoking on the respiratory system:</p> <ul style="list-style-type: none"> - Damages cilia in the airways - Tar clogs and damages the alveoli and airways <p>Effects of asthma on the respiratory system:</p> <ul style="list-style-type: none"> - Causes airways to become inflamed - Narrows airways making it hard to breath 	<p>Key Vocabulary</p> <p>atom: the smallest unit of matter</p> <p>molecule: a particle made of two or more atoms bonded together</p> <p>particle: a single unit of a substance such as an atom or a molecule</p> <p>pure: a substance made from one type of particle</p> <p>element: a substance made of one type of particle and one type of atom</p> <p>compound: a substance made of one type of particle but more than one type of atom chemically bonded</p>	<p>Key Vocabulary</p> <p>constant speed: when the speed of an object remains the same</p> <p>stationary: to remain still, not moving</p> <p>distance-time graph: a way of representing the motion of an object</p> <p>mean: the average of the numbers found by adding up all the numbers and dividing by how many there are</p> <p>conclusion: a summary of an experiment that discusses the results and whether they support the prediction</p>

Cams	Woodworking tools	Saw skills
<p>cam – a rotating part in a mechanism that moves another part.</p> <p>follower – the part that touches the cam and moves when the cam turns.</p> <p>rotary Motion – movement in a circle.</p> <p>reciprocating Motion – movement that goes back and forth.</p>	<p>vice – a tool that holds an object tightly so you can work on it safely</p> <p>tenon saw – a small saw used for cutting precise joints in wood.</p> <p>file – a tool used to smooth or shape wood edges.</p> <p>clamp – a tool that holds wood pieces firmly in place while working.</p>	<p>sawing – cutting wood or material using a saw.</p> <p>filing – smoothing or shaping material with a file.</p> <p>sanding – rubbing a surface with sandpaper to make it smooth.</p> <p>wasting – removing extra material to shape or size a piece.</p>
Product assembly	CAD/CAM	
<p>assembly – putting different parts together to make a finished product.</p> <p>component – an individual part used to make a product.</p> <p>fixing – a method used to join parts together (like screws or glue).</p> <p>quality check – making sure the product works and is made correctly.</p>	<p>CAD – computer aided design – using a computer to create design of an object that can be used to make a product using a 3D printer or laser cutter.</p> <p>CAM – computer aided manufacture – using a computer to guide or control a machine. E.g. laser cutter.</p> <p>3D printer – a machine that use plastic filament to print physical objects.</p> <p>laser cutter – a machine which uses a high powered beam of light to cut through or engrave plastic or thin pieces of wood.</p>	

1– Healthy Friendships

relationship: the way in which two or more people or things are connected

domestic: within the home or close family unit

- As humans, we enjoy relationships with other people.
- Relationships can be family relationships, like the ones you have with parents or siblings.
- Relationships can be friendships, or they can be romantic relationships.
- It is important to remember that a relationship should be healthy. This means that it is a good thing for both people involved.
- Signs of a healthy relationship include:
 - Honesty, trust, respect

2– Maintaining Friendships

friendship: the emotions or conduct of friends; the state of being friends

- Building friendships and maintaining them is important throughout secondary school.
- Your friends will be your support network throughout school.
- Hints and tips for maintaining a healthy friendship include:: be honest with each other, show them you care, provide support to them.

What is Personal Development at TAG?

- Personal Development is everything outside of the classroom which offers opportunities for you to develop as a young person. It aims to give you the ability to manage your lives effectively and thrive as individuals, family members, and members of society. Examples include: Involve, Weekly Wellbeing, Trips, Careers, Future First and Student Leadership.

3– Bullying

bullying: persistent behaviour that hurts someone else

- It is usually repeated over a long period of time and can hurt a child both physically and emotionally.
- Child on child abuse refers to harmful behaviors by one child towards another, encompassing physical, emotional, and sexual abuse, and can occur in various settings, both online and offline.
- Cyberbullying is bullying that takes place online.
- Bullying can affect people in many ways. Children who are bullied may develop mental health problems, have fewer friendships, have problems adjusting to school

4 – Seeking Support

- Trinity Academy Grammar has a **ZERO TOLERANCE** approach to bullying.
- This means that it is not tolerated in any way.
- We conduct our bullying surveys once a term, which gives all students an opportunity to say if they are experiencing bullying. BUT you should not wait for this – speak to your year leader or any trusted adult if you experience any form of bullying.
- We also have an online Call It Out system, and concerns can be dropped off in paper form at the admin window by the canteen.
- Childline is confidential service for children and young people under 19, offering support for issues such as bullying, mental health, family problems, abuse, and more: You can contact Childline in the UK for free, 24/7 support at 0800 1111.