

Name: _____



BROADOAK
ACADEMY

Knowledge
Organisers



Term 1-2

Year 7

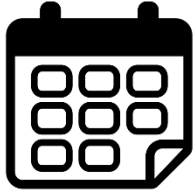
Contents

- How to learn over time
- Revision Strategies
- Knowledge Organisers:
 - English
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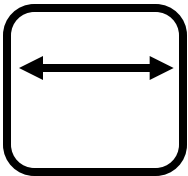
How to learn over time

Successful Learning Takes Place Over Time

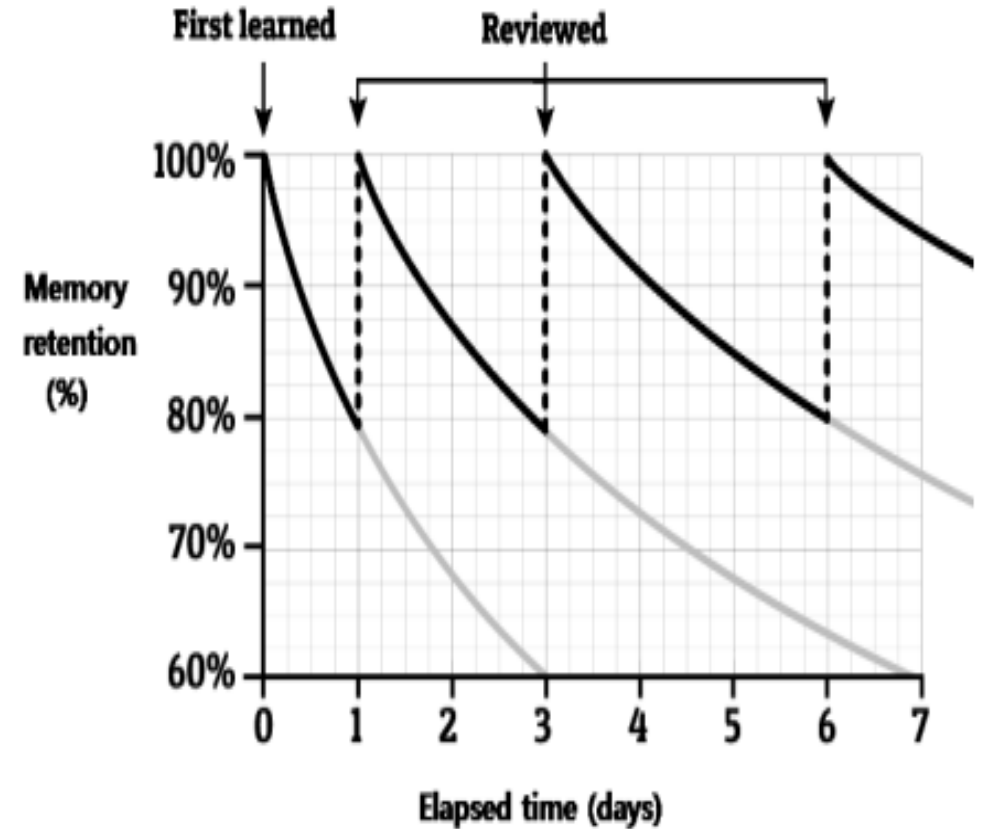


It's rare for anyone to be completely comfortable with something they learn for the first time. This could be a new piece of music, dance move, language or chemistry. We all have to practice. In most instances, the aim is to be at your optimum on the day it matters, e.g. the performance, race or exam. Everything leading up to this point is part of the process of improving. It's about the long-term rather than the short-term, which also means there are no quick fixes. During this period, it's okay to make mistakes; it's okay to feel frustrated. What matters is what you do about it.

Space out your learning on a subject



Spacing out your learning over time is far more effective than last-minute cramming. This is based on research into how we forget and how we remember. The speed at which we forget something will depend on many factors such as the difficulty of the material, how meaningful it was to us, how we learned it and how frequently we relearn or remember it. The last factor tells us that when we learn something for the first time, we need to review it quickly afterwards. The more times we force ourselves to remember something, the longer the gap between reviews, which the diagram below illustrates nicely. The Leitner system and Cornell Notes mentioned earlier provides a wonderful way of achieving this, but the principle applies to all of the learning strategies mentioned in this booklet.



Revision Strategies

List It



This is a simple free recall task that is very versatile. It can feel challenging, but this is a good thing, and it provides clear feedback on what you do and don't know. Choose a topic, set yourself a time limit and...

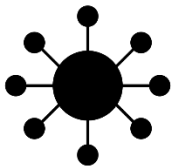
- List as many keywords as you can
- List as many facts as you can
- List as many key events/quotes/individuals as you can
- List as many causes of X as you can
- List as many consequences of Y as you can

Flashcards



Flashcards have the potential to be a powerful learning aid. However, how successful this is will depend on the thought you put into making them in the first place and then how they're used. It's very important to remember that they're for testing, not summarising.

Mapping



Mapping is a brilliant way of organising and learning information, demonstrated on various pages in this booklet. It helps you break down complex information, memorise it, and see the connections between different ideas.

Self-testing



Research has shown that every time you bring a memory to mind, you strengthen it. And the more challenging you make this retrieval, the greater the benefit. Self-testing improves the recall of information, transfer of knowledge and making inferences between information. Equally, there are many indirect effects, such as a greater appreciation of what you do and don't know, which helps you plan your next steps.

Flashcards



Flashcards are small sheets of paper or card with matching pieces of information on either side. They are a useful tool for learning facts and allow you to quickly check whether you have remembered something correctly.

When making and using flashcards:

- | | |
|---|--|
| Do: | Don't: |
| ✓ ...make flashcards quickly. | X ...spend more time making flashcards than actually using them. |
| ✓ ...put a single piece of information of each flashcard. | X ...put lots of information onto each flashcard. |
| ✓ ...sort your flashcards according to your confidence with them (see below). | X ...revise the flashcards in the same order every time that you use them. |
| ✓ ...test yourself on the flashcards from memory. | X ...only read through flashcards. |

1861	groynes	osmosis	Where is the pharmacy?
Pasteur published his paper about germ theory.	A low wall on the coastline which slows longshore drift	Net movement of water from a high concentration to low concentration across a partially permeable membrane	Où est la pharmacie?

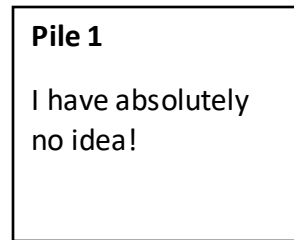
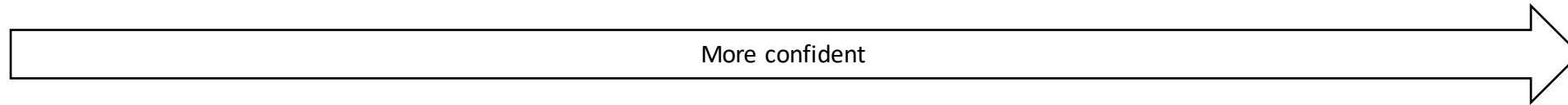
How to make flashcards:

- You can buy a set of flashcards or use a free website such as Quizlet.
- Find the information you want to put onto flashcards using your existing revision resources (e.g. a knowledge organiser).
- Fold a piece of A4 paper into 10.
- Write the questions on the top half of the paper.
- Write the answers on the bottom half of the paper.
- Cut the paper along the dotted lines shown here.
- Fold the strips of paper so that the writing is on either side.

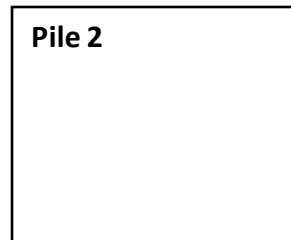
Definition 1	Definition 2	Definition 3	Definition 4	Definition 5
Answer 1	Answer 2	Answer 3	Answer 4	Answer 5

How to use flashcards:

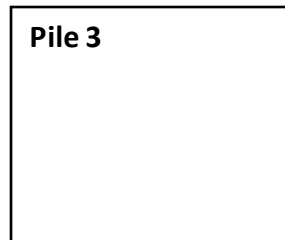
1. Test yourself using the flashcards.
2. As you test yourself, sort the flashcards into up to five piles according to how confident you are with the content.
3. Put the piles into numbered envelopes (1-5).
4. Test yourself on the different piles on different days (see below):



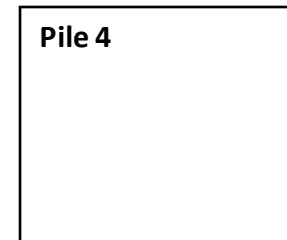
Practise **every** day.



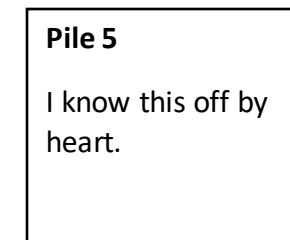
Practise every **other** day.



Practise every **three** days.

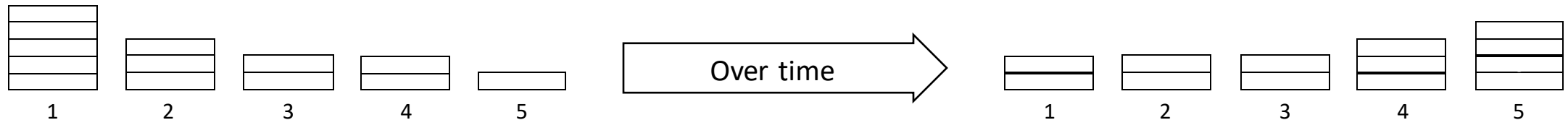


Practise every **four** days.



Practise every **five** days.

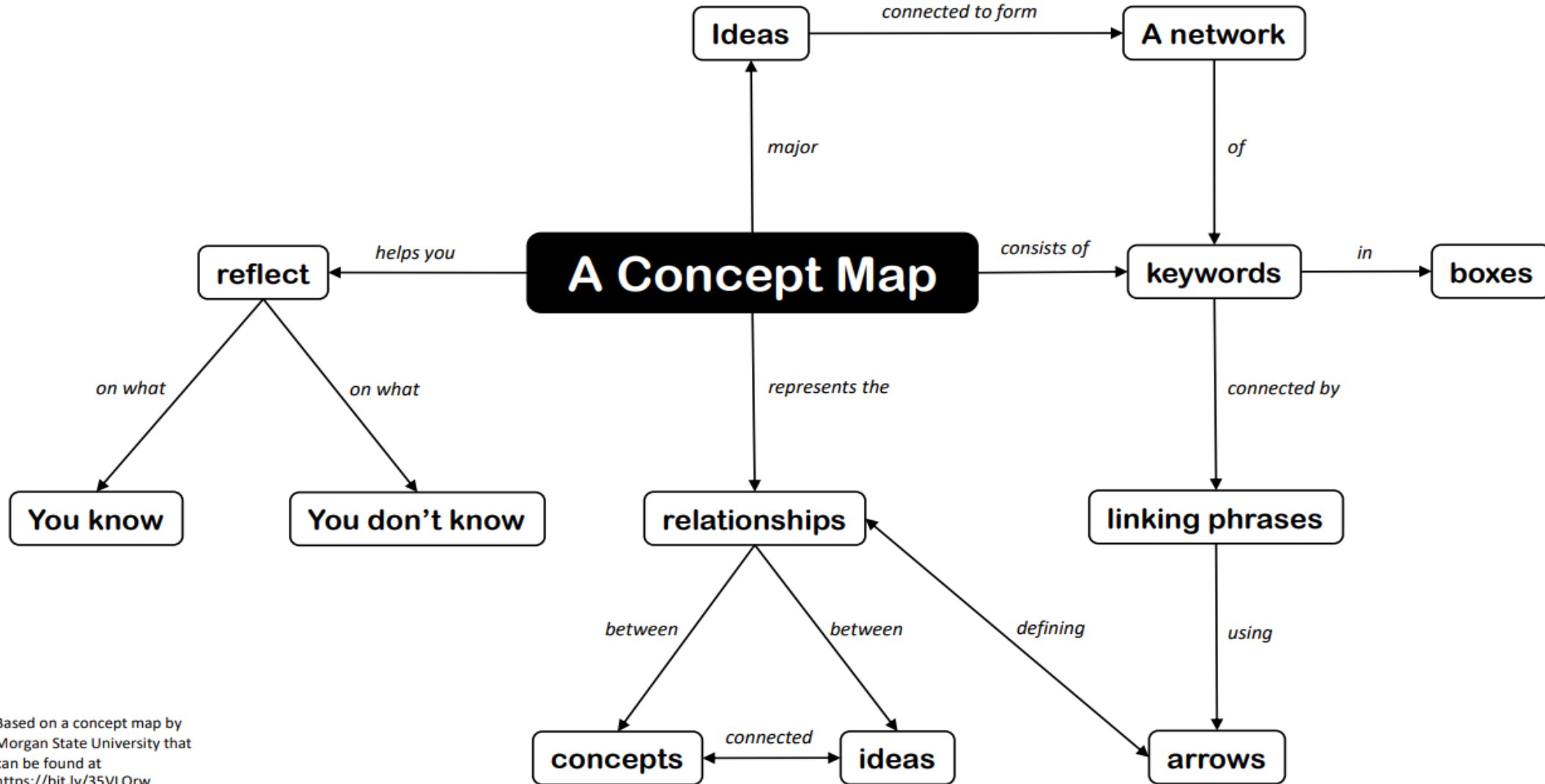
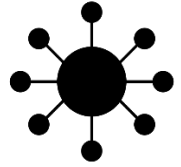
5. As you test yourself on the different piles, move the cards into different piles as you become more confident.



Useful resources:

www.quizlet.com – This free website allows you to quickly create flashcards which you can print, use on a computer, or use on your phone.

Mapping



Based on a concept map by Morgan State University that can be found at <https://bit.ly/35VLQrw>



Year 7 Unit 1: Telling Tales

Key vocabulary:

Identity - the fact of being who or what a person or thing.

Exploitation – The action of treating someone unfairly or taking advantage of them.

Corruption – Dishonest behaviour by those in power.

Justice – Making something fair.

Prejudice – A preconceived opinion that is not based on reason or actual experience.

Poverty – The state of being extremely poor.

Empathy - the ability to share and understand the feelings of another.

Class text: *Trash* by Andy Mulligan

Key themes:

Identity, bravery, representation, childhood, justice, honesty, relationships

'Trash' context:

Township: Certain areas or divisions of human settlement

Favelas: A Brazilian shack or shanty town: a slum

Form and Genres:

Poetry
short story
Autobiography
Speech
Novel

Literary terminology:

Narrator – is the person telling the story.

Protagonist – The main character in a story.

Antagonist – The opponent of the main character.

First person narrator – the narrator telling the story from their point of view (I/My)

Foreshadowing – hints or clues about future events.

Exposition – The opening of a story where characters and setting are introduced.

Climax - The highest point of tension in a story.

Setting – The time and place of the story.

Atmosphere – The overall mood of a story or poem.

Dialogue – Speech between characters.

Structure – The order of events.

Imagery – Language used to create images.

Context- The background of a story.

Year 7 Unit 1: Telling Tales



The Land Lady by Roald Dahl



Setting-the story takes place on a cold evening in Bath
Characters – Billy Weaver is a young man who stops at a Bed and Breakfast in Bath. He is 17 years old and on his first business trip.
Characters – the Landlady is the woman who runs the Bed and Breakfast. She is about 45-50 years old and has a welcoming smile.
Characters – Gregory Temple (from Bristol) and Christopher Mulholland (from Cardiff) are people who have also stayed at the Bed and Breakfast
Taxidermy- this is the Landlady's hobby
Pathetic fallacy: this is when the weather reflects the mood of the characters e.g. 'the air was deadly cold'

Language Features in The Land Lady



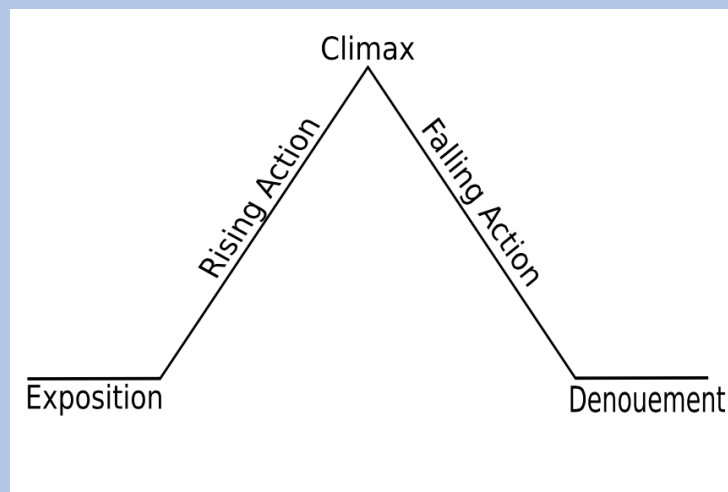
Simile - a comparison between two objects using 'like' or 'as' e.g. the wind was like a flat blade of ice on his cheeks	Metaphor - a comparison between two objects without using 'like' or 'as' e.g. his landlady appeared to be slightly off her rocker
Symbolism – when an image represents an idea e.g. the colour red signifies danger - 'red fingernails'	Compound adjective – two words joined by a hyphen to create an accurate description e.g. 'greyish-black'
Imagery - Language choices help the reader visualise the scene e.g. On the carpet in front of the fire, a pretty little dachshund was curled up asleep with its nose tucked into its belly	Direct speech – the actual words spoken by characters which are placed in inverted commas

Story Structure



Exposition	-the beginning of a story where the characters and setting are introduced
Trigger point	-the event that triggers a problem or introduces tension
Rising action	- a series of events that build tension in a story
Crisis/climax	- the turning point; the most dramatic part of the story
Falling action	- after the tension has been released and an explanation takes place to solve a mystery/ fill in the gaps
Resolution	-the problem is resolved
Denouement	- when the events of the story are finished

Fretag's Pyramid



Ambitious Adjectives - Characteristics		Ambitious Verbs		Ambitious Nouns	
Spelling	Definition	Spelling	Definition	Spelling	Definition
1. belligerent	argumentative	1. abhor	hate	1. animosity	hatred
2. charismatic	charming	2. alleviate	ease	2. antonyms	opposite meanings
3. complacent	lazy	3. augment	increase	3. benevolence	kindness
4. ephemeral	fleeting	4. connive	plot	4. crescendo	climax
5. homogenous	alike	5. coerce	force	5. discrepancy	inconsistency
6. industrious	hardworking	6. collaborate	work together	6. hybrid	mixture
7. liminal	in-between	7. empathise	understand feelings	7. malevolence	wickedness
8. melancholic	sad	8. emulate	imitate	8. melancholy	sadness
9. munificent	generous	9. endeavour	try	9. modicum	little bit
10. narcissistic	self-obsessed	10. exacerbate	worsen	10. nadir	lowest point
11. ostentatious	showy	11. interrogate	question	11. paragon	role model
12. soporific	sleep inducing	12. ostracise	alienate	12. plethora	lots of
13. tenacious	determined	13. reconcile	reunite	13. stoicism	calm self-control
14. vindictive	spiteful	14. retaliate	hit back	14. synonyms	similar meanings
15. zealous	enthusiastic	15. sympathise	pity	15. zenith	highest point

Probability, Multiples, Factors and Primes

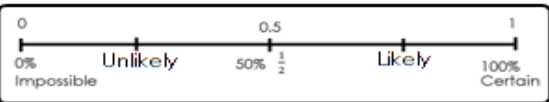
The **probability** P of an event happening is a number between 0 and 1 which tells us how likely the event is.



$P(\text{Black}) = 1$
 $P(\text{White}) = 0$




$P(\text{Black}) = \frac{1}{2}$



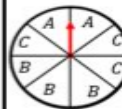
Outcomes are the possible results.

Events are made by one or more outcomes.



Outcomes = [1, 2, 3, 4, 5, 6]
Event: rolling an even number
6-sided dice = [2, 4, 6]

$$P = \frac{\text{number of ways an event can happen}}{\text{total number of outcomes}}$$



Outcomes = [A, A, B, B, C, C, C, C]
Number of outcomes = 8
Event: spinning a B = [B, B, B, B]
Spinner
 $P(B) = \frac{3}{8}$

Complementary events: The sum of the probability of an event happening and the event not happening is 1.
Example: $P(\text{Rain tomorrow}) = 0.43$

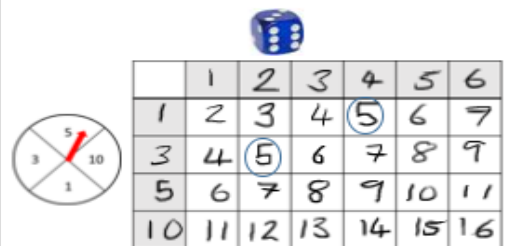
$$P(\text{No rain tomorrow}) = 1 - 0.43 = 0.57$$

$P = 0$ means the event is impossible.

$P = 1$ means the event is certain.

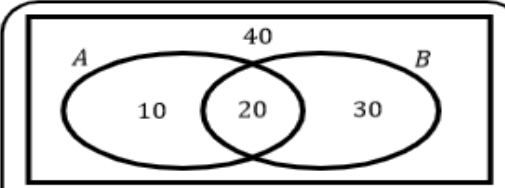
$P = \frac{1}{2} = 0.5 = 50\%$ means that the event is **as likely** to happen **as** it is not to happen.

We roll one die and we spin the spinner below. The scores are **added**.



	1	2	3	4	5	6
1	2	3	4	5	6	7
3	4	5	6	7	8	9
5	6	7	8	9	10	11
10	11	12	13	14	15	16

What is the probability of scoring 5?
 $P(5) = \frac{2}{24}$



Number in each category:
A $\Rightarrow 10 + 20 = 30$ people
Both A and B $\Rightarrow 10 + 20 + 30 = 60$ people
Total $\Rightarrow 10 + 20 + 30 + 40 = 100$ people
 $P(A) = \frac{30}{100}$ $P(\text{Both A and B}) = \frac{60}{100}$

The **terms** of a multiplication are called **factors**.

The result of a multiplication is called the **product**.

The **product** is a multiple of all its **factors**.

Multiplication is **associative** - it can be carried out in any order.

$$2 \times 3 \times 5 = 3 \times 5 \times 2 = 15 \times 2 = 30$$

Division is **not** an associative operation.

Division and multiplication are **inverse** operations.

Each multiplication has two associated divisions.

$$9 \times 5 = 45$$

$$45 \div 9 = 5 \quad 45 \div 5 = 9$$

A **multiple** of a value is a number in its times table.

Eg. Multiples of 3 = 3, 6, 9, 12, 15, 18, ...
3 times table

Lowest Common Multiple (LCM): The smallest value that is a multiple of two or more values.

The LCM is found by listing multiples.

Example
Find the LCM of 6 and 8.

6	12	18	24	30
8	16	24		

$24 = 4 \times 6 = 3 \times 8$

$$2 \times 3 \times 5 = 30$$

Factors **Product**

2, 3 and 5 are **factors** of 30
30 is a **product** of 2, 3 and 5

Example
Find all the factors of 28.

28
1×28
2×14
$3 \times$
4×7
$5 \times$
$6 \times$

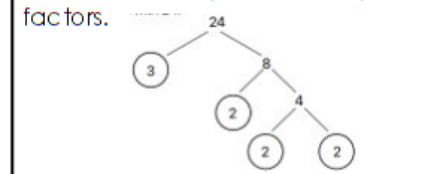
Factors of 28: 1, 2, 4, 7, 14, 28

Highest Common Factor (HCF): The largest number that is a factor of two or more values.

Example
Find the HCF of 28 and 16
Factors of 28: 1, 2, 4, 7, 14, 28
Factors of 16: 1, 2, 4, 8, 16
HCF of 28 and 16 = 4

Prime numbers have exactly two factors, 1 and themselves.
2, 3, 5, 7, 11, 13, 17, 19, 23, 29 ...

Example
Write 45 as a product of prime factors.



$24 = 2 \times 2 \times 2 \times 3 = 2^3 \times 3$

HCF and LCM from Prime Factors, Fractions: Simplifying, Adding and Subtracting

Keywords

- Commutative:** changing the order of the operations does not change the result
- Associative:** when you add or multiply you can do so regardless of how the numbers are grouped
- Dividend:** the number being divided
- Divisor:** the number we divide by
- Expression:** a maths sentence with a minimum of two numbers and at least one math operation (no equals sign)
- Equation:** a mathematical statement that two things are equal
- Quotient:** the result of a division

Finding the HCF and LCM

HCF – Highest common factor

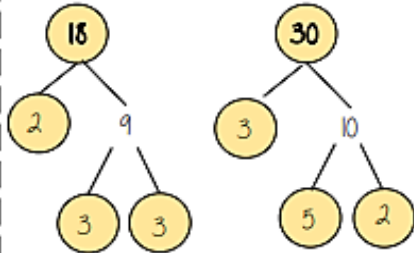
HCF of 18 and 30

18 1, 2, 3, 6, 9, 18

30 1, 2, 3, 5, 6, 10, 15, 30

6 is the biggest factor they share

HCF = 6



LCM – Lowest common multiple

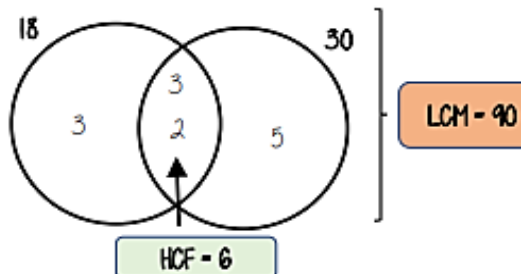
LCM of 18 and 30

18 18, 36, 54, 72, 90

30 30, 60, 90

The first time their multiples match

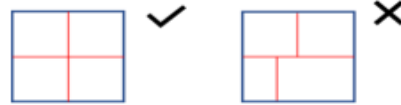
LCM = 90



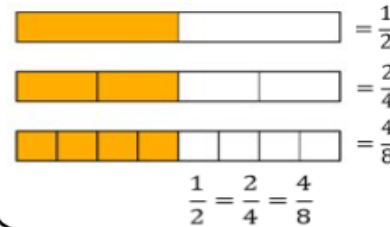
3 Numerator: Counts how many parts we have.

5 Denominator: How many parts each whole is divided into

Fractions: Numbers that express parts of a whole. The whole is partitioned into equal size parts.



Equivalent fractions: The same quantity but with different denominators.



$\frac{1}{5}$ and $\frac{3}{15}$ are equivalent fractions.

Simplifying fractions: A fraction is in its simplest form if the numerator and denominator have no common factors. To simplify, divide by common factors.

$$\frac{10}{15} = \frac{10 \div 5}{15 \div 5} = \frac{2}{3}$$

Adding and subtracting fractions:

Fractions must have a common denominator.

Add or subtract the numerators, the denominator stays the same.

$$\frac{1}{10} + \frac{2}{10} = \frac{1+2}{10} = \frac{3}{10}$$

$$\frac{2}{10} + \frac{4}{10} = \frac{2+4}{10} = \frac{6}{10} = \frac{6 \div 2}{10 \div 2} = \frac{3}{5}$$

Finding common denominators:

Find the LCM of the denominators, then find equivalent fractions with the LCM as a denominator. (See also Factors, Multiples, Primes topic page)

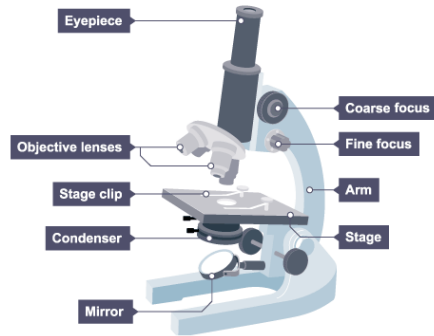
Example

Calculate $\frac{3}{4} + \frac{1}{6}$

LCM of 4 and 6: 4 8 12 16
6 12

$$\frac{3 \times 3}{4 \times 3} + \frac{1 \times 2}{6 \times 2} = \frac{9+2}{12} = \frac{11}{12}$$

1. Parts of a Microscope



2. Using a microscope

To view an object down the microscope we can use the following steps:

1. Plug in the microscope and turn on the power
2. Rotate the objective lenses and select the lowest magnification
3. Place the specimen to be viewed on the stage and clamp in place
4. Adjust the course focus until the specimen comes into view
5. Adjust the fine focus until the specimen becomes clear
6. To view the specimen in more detail repeat the process using a higher power objective

3. Preparing a slide

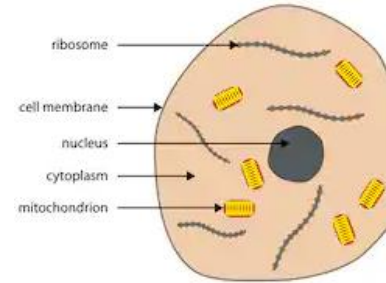
To prepare a slide to view onion cells we can use the following steps:

1. Cut open an onion
2. Use forceps to peel a thin layer from the inside
3. Spread out the layer on a microscope slide
4. Add a drop of iodine solution to the layer
5. Carefully place a cover slip over the layer

To look at cheek cells we use a swab to get cells from the inside of our cheek. Methyl blue stain is used instead of iodine.

4. Animals Cells

Animal cells have the following features:

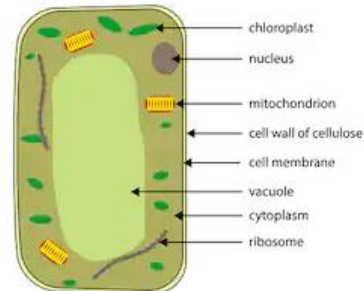


KS3 Science Cells and Organisation



5. Plant Cells

Plant cells have the following features:



6. Organelle Functions

Cell membrane – this surrounds the cell and allows nutrients to enter and waste to leave it.

Nucleus – this controls what happens in the cell. It contains DNA, the genetic information that cells need to grow and reproduce.

Cytoplasm – this is a jelly-like substance in which chemical reactions happen.

Mitochondria – these are the powerhouse of the cell. They are structures where respiration takes place.

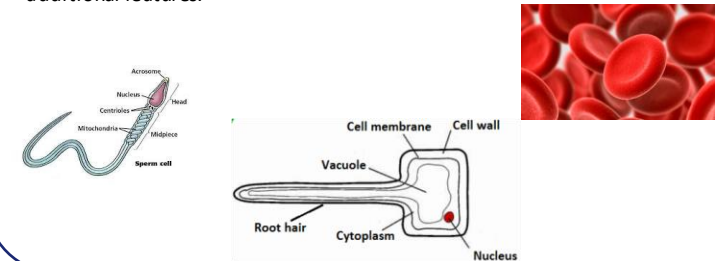
Cell wall - this is an outer structure that surrounds the cell and gives it support.

Vacuole - this is a space within the cytoplasm of plant cells that contains sap.

Chloroplasts - these contain chlorophyll and are the site of photosynthesis.

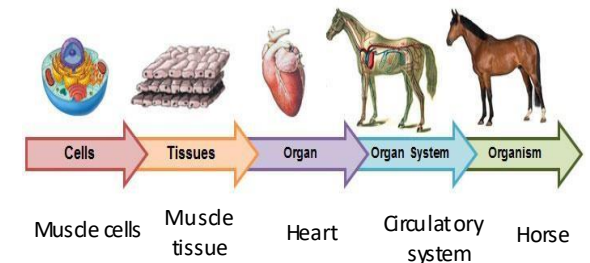
7. Specialised Cells

Specialised cells are designed to carry out a specific function within the body. They have all the usual organelles of a plant or animal cell as well as some additional features.



8. Cell Hierarchy

In the human body, structures are related and form larger structures.



1. Particles

- Everything is made up of **tiny particles**.
- The **properties** of a substance depend on what its particles are like, how they move and how they are arranged.
- The particles in a substance are the same whether it's in the solid, liquid or gas state, but their **arrangement and movement** change.



2. States of matter

Solid

Steel, plastic and wood are solids at room temperature. Ice is solid water.



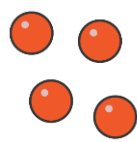
Liquids

Mercury, petrol and water are liquids at room temperature.



Gases

Air, helium and chlorine are gases at room temperature.



3. Arrangement and movement of particles

Solids

In the solid state the **vibrating** particles form a **regular pattern**. This explains the fixed shape of a solid and why it can't be compressed or poured.

Liquids

In a liquid the particles still touch their neighbours but they **move around, sliding over each other**. This is why you can pour, but not compress, a liquid.

Gases

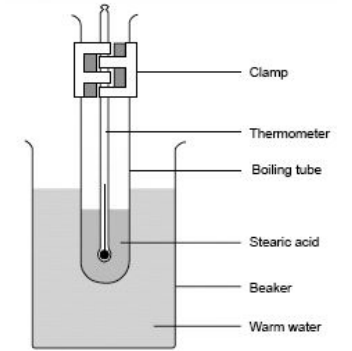
In the gas state, **widely-spaced particles move around randomly**. This explains why you can compress gases and why they flow.

4. Movement of particles (energy)

Another way to understand solids, liquids, and gases is by thinking about the energy they contain. A balloon full of gas has molecules dashing about inside it, smashing repeatedly into the rubber walls and pressing them outward. Balloons stay up because the force of the gas molecules pushing against the inner surface of the rubber exerts a pressure that's equal to the pressure of the air molecules pushing on the rubber from outside. If the gas loses energy the particles move less and less they will then turn into a liquid. The particles are still moving but not as quick as when the particles were a gas. Remove more energy and the particles will stay in a fixed place and become a solid. The particles still contain energy, but just vibrate in their fixed position.

6. Stearic acid experiment

Stearic acid has a melting point of 69.3 °C. In this experiment you will take the temperature of stearic acid at regular intervals as you heat and cool it. You will observe the temperature change as it changes state.



7. Particles and density

Solids

The particles in solids are very close together. They are tightly packed, giving solids high densities.

Liquids

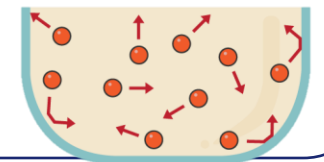
The particles in liquids are close together. Although they are randomly arranged, they are still tightly packed, giving liquids high densities. Water is different from most substances: it is less dense as a solid than as a liquid, because its particles move a part slightly on freezing. This is why ice cubes and icebergs float on liquid water.

Gases

The particles in gases are very far apart, so gases have a very low density.

8. Gas Pressure

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

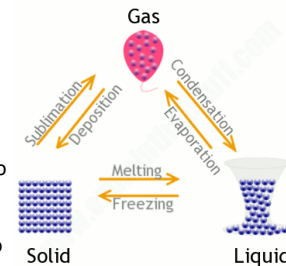


KS3 Science Particles



5. Changing states

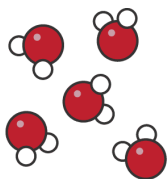
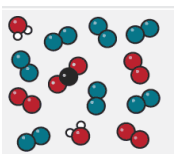
You can change any substance from a solid to a liquid or gas, or back again, just by changing its temperature or pressure. You can change a solid into a liquid by melting it and then change the liquid into a gas by evaporation. Go in the reverse direction and you can change a gas into a liquid by condensation, then turn the liquid into a solid by freezing. The processes shown by each pair of arrows are exact opposites of one another.



1. Pure vs Impure

Pure Substances

A substance is pure if it only has **one type** of particle in it e.g. just hydrogen atoms or just carbon dioxide molecules.



Impure Substances

Impure materials are **mixtures** of different types of particle.

2. Mixtures

A **mixture** contains two or more substances, not chemically joined together which can be **separated**.

For example, a packet of sweets may contain a mixture of different coloured sweets. The sweets are not joined together, so can be picked out and separated. Sulfur can be separated from sand due to its magnetic property.



3. Solutions

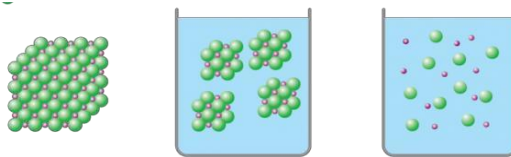
Salt and sugar are **soluble** in water. This means they dissolve in water. Sand is **insoluble** in water. This means it does not dissolve in water. A **solute** is the substance that dissolves into the solvent. A **solvent** is the liquid the solute dissolves in. The resulting mixture of solute and solvent particles is called the **solution**.



If you take sugar in your tea, the sugar is the **solute**, the hot water is the **solvent** and your sweet mug of tea is the **solution**.

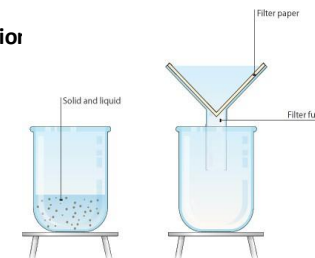
4. Dissolving

During dissolving, the **solvent particles** surround the **solute particles** and move them away so they are spread out in the **solvent**.



Solubility is a measure of how easy it is for a given substance to dissolve.

6. Filtration



If you have a **mixture** of an **insoluble** solid and a liquid then the mixture can be **filtered** (eg. sand in water).

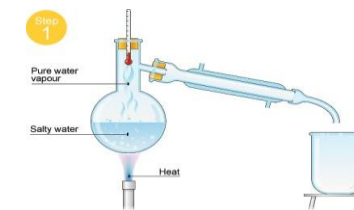
If separating sand from water, the sand (**residue**) stays behind in the filter paper and the water (**filtrate**) passes through the filter paper. Water molecules are small enough to fit through the filter paper.

KS3 Science Separating Techniques



7. Distillation

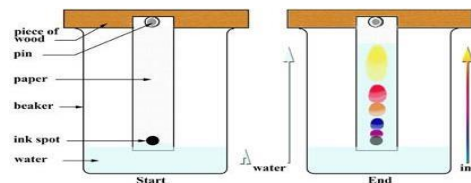
Used to separate a liquid from a solution. For example, water can be separated from salty water by simple distillation.



Water **evaporates** from the **solution**, but is then cooled and **condensed** into a separate container. The salt does not **evaporate** and so it stays behind. **Distillation** can also be used to separate two liquids with different **boiling points** (eg. orange squash or ink). This is because the one with the lower boiling point will **evaporate** and **condense** first.

5. Chromatography

The mixture is placed near the bottom of **chromatography paper** and the paper is then placed in a suitable **solvent**, e.g. water. As the solvent moves up the paper, it carries the mixture with it. Different substances in the mixture will move at different rates due to **solubility** and separate.



8. Crystallisation

Crystallisation is used to produce solid **crystals** from a **solution**. When the **solution** is warmed, some of the **solvent evaporates** leaving behind a more **concentrated solution**.



To obtain **large crystals**, **evaporate** slowly.

To obtain **small crystals**, **evaporate** quickly using a Bunsen burner.

History at Broadoak: Term 1 'How Accurate is Simon Schama's Interpretation of the Battle of Hastings?'

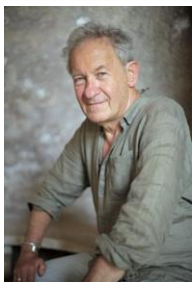
Key Events

- 5th January 1066** – Edward the Confessor dies, leaving no heir to the English throne.
- 6th January 1066** – Harold Godwinson is crowned King of England.
- 20th September 1066** - Harold Hardraada, a Viking claiming the English throne, invades England with more than 10,000 men in 200 longboats.
- 25th September 1066** – **The Battle of Stamford Bridge.** Harold Godwinson, defeats and kills Harald Hardraada, but this tires Harold's army.
- 27th September 1066** – William Duke of Normandy, invades the South of England.
- 14th October 1066** – **The Battle of Hastings** Harold marches south to meet William, where they battle at Hastings.
- 25th December 1066** – William is crowned King of England at Westminster Abbey.

Most historians agree that luck and military skill were the important factors in the events of 1066.

Key People

Edgar Atheling	Last male member of the House of Wessex but he was considered too young to rule.
Edward the Confessor	Edward became king of England in 1042. Edward married but had no children.
Harold Godwinson	English, Earl of Wessex, a powerful leader of England. His sister was married to Edward the Confessor.
Harald Hardrada	A Viking, King of Norway, most feared warrior in Europe, claims he was promised the throne.
William, Duke of Normandy	A Norman and Duke of Normandy in France, cousin of Edward the Confessor. An experienced leader and fighter.



These are Simon Schama's most important interpretations of the Battle of Hastings. Harold Godwinson was a "phenomenal military commander". "It was the initial success of the English that also threatened their downfall". William had built "an awe-inspiring expeditionary force".




**History – Year 7
Knowledge
Organiser
Term 1**



Key Terms

chronology	Putting events in order from earliest to most recent.
reliability	Something that can be trusted.
interpretation	A view or judgement about something, not necessarily based on facts.
source	A piece of evidence that gives us information about the past.
heir	Next in line to the throne.
fyrd	Ordinary, peasant soldiers.
housecarls	Harold's elite and highly trained troops.
cavalry	A soldier mounted on a horse.

History Skills Focus



The Bayeux Tapestry was made c.1070.

Centuries

Century Formula = Add one '1' to the number of hundreds.
 E.G: AD 150 = 1 + 1 = 2nd Century AD
 E.G: 3000 BC = 30 + 1 = 31st Century BC

When your date is 2 digits or less, it MUST be the first century AD/BC. E.G: AD 34 = 1st Century AD.

Content of sources

Sources can be studied to find out more about the past. When we study the content of the source we are trying to find out what the source tells us or shows us.

Sources are the building blocks for interpretations

Harold's troops tired from Battle of Stamford Bridge & 200-mile march in 3 days

Fyrd

Housecarls

Fyrd

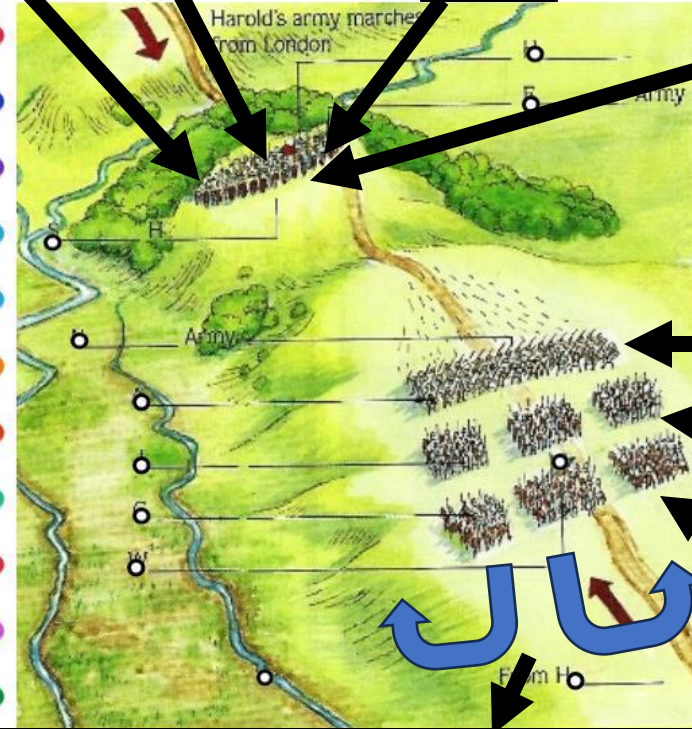
Hilltop gave Harold tactical advantage – easier to defend with a **shield wall**

Also **lost about 5000** men (1/3 of army) at Battle of Stamford Bridge



When **Harold was killed** his scared, untrained **fyrd fled** leaving no hope for victory

- Ditches
- Infantry
- Hastings
- Papal Banner
- Harold Godwinson
- Senlac Hill
- William of Normandy
- Cavalry
- Anglo-Saxon (English) Army
- Archers
- Norman Army



Very effective against untrained fyrd

Archers

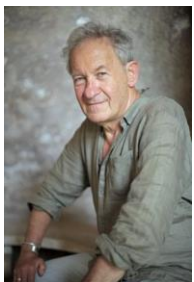
Infantry

Cavalry (soldiers on horses)

Trained and professional

William's tactic of **feigned retreat** fooled the Saxons who then left their defensive position to chase the Normans, allowing the **cavalry to swoop in**

When William's men feared he was dead, **William removed his helmet** and his cavalry's bravery was restored!



These are Simon Schama's most important interpretations of the Battle of Hastings. Harold Godwinson was a "**phenomenal military commander**". "**It was the initial success of the English that also threatened their downfall**". William had built "**an awe-inspiring expeditionary force**".

History at Broadoak: Term 1 & 2
'How Accurate is Simon Schama's Interpretation of the Battle of Hastings?'

Term 2 - What was it like to live in Medieval England, 1066-1450?



Keywords

fact	evidence that is believed to be true.
opinion	what someone thinks.
chronology	arranging events in date order.
psalter	a collection of religious poems.
motte	a mound of earth.
bailey	an area used for storage.
palisade	a wooden fence around the castle.
peasants	workers, poor people.
Feudal System	a hierarchy which ordered society so they all had a role to play.
Doom Paintings	Painting of hell which showed people what would happen if they did not live good lives.
Luttrell Psalter	a manuscript containing images of medieval life in a village.
monk	a man who gives up all his possessions to worship God.



Medieval Towns

- Towns were dirty places.
- The streets ran with sewage.
- People would go to the toilet and wash in the same river.
- Churches set up hospitals to care for the sick.
- People threw waste out of their windows.

History at Broadoak: Term 1 & 2
'Life in Medieval England and the Impact of the Black Death'

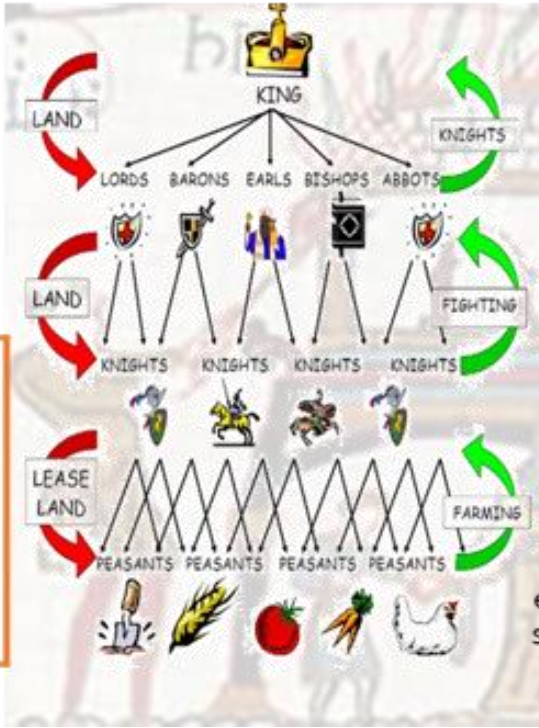
The feudal system was introduced by William and meant that everybody gained something which helped to keep people loyal.



Key People

William the Conqueror

 Won the Battle of Hastings in 1066 and established control of England.



William built many castles to help him to keep control.



The domesday book contained a list of everything people owned so he knew how much tax to pay.

Term 2 - How did people react to the Black Death?

Key Events

June 1348 - The Black Death arrived in England, in Weymouth, probably on trading ships coming from Europe.

September 1348 - The Black Death arrived in Bristol.

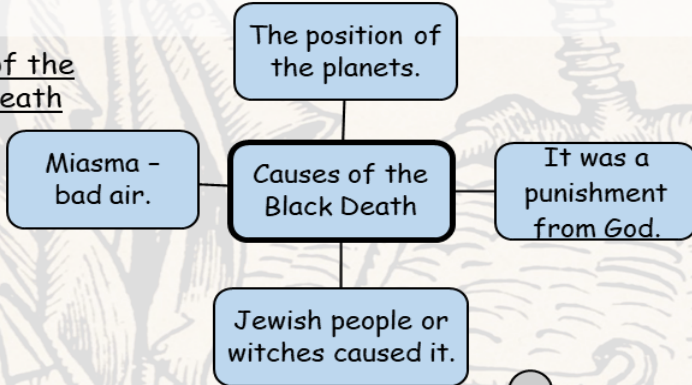
August 1348 - The Black Death arrived in London.

September 1350 - The first outbreak of the plague died out. Around 1/3 of the population had died.

1351 - Edward III introduces the Statute of Labourers. This is a law that stops peasants for asking for higher wages.

1381 - **Peasants Revolt** - Wat Tyler led a group of rebels From Canterbury to London to demand political and social reforms.

Causes of the Black Death



How did people react?

- Flagellants whipped themselves
- People prayed
- Doctors used leeches to bleed people.
- Towns banned visitors
- People carried herbs and spices
- The streets were cleaned

Was the Black Death a significant event?

To be considered **significant**, historians say that an event should have **changed the lives** of people at the time. To do this we study the **consequences** of the event.

Consequences of the Black Death:

- It killed about 1/3 of England's population; two million people.
- Survivors believed God had protected them so they were special.
- Peasants began to move around, going against the Feudal System, to look for work with better wages.
- The government introduced the Statute of Labourers which meant peasants could not be paid more than the wages they were paid in 1346.
- Peasants started to demand more rights due to the shortage of labour.

Key Terms

The Black Death	A plague that devastated Europe in the fourteenth century.
plague	A deadly contagious disease.
Bubonic Plague	The most common type of plague, named after the buboes (onion shaped swellings that were usually the first symptom of the Black Death).
Pneumonic Plague	A more deadly type of plague that attacked the lungs.
flagellants	A religious group that punished themselves for sins by whipping their bodies. They believed the Black Death was sent by God as a punishment.
miasma	Theory that disease was caused by a poisonous cloud of 'bad air'.
revolt	To take violent action against an established government or ruler.
rebellion	An act of armed resistance.
Feudal System	The system introduced by William the Conqueror to ensure loyalty and keep control.
Cause	Something that directly leads to an event.
Consequence	Something that happens as a result of an event.

History Skills Focus - Inferring from sources



As historians we make inferences from sources. Making an inference is working out some information from a source (an educated guess).

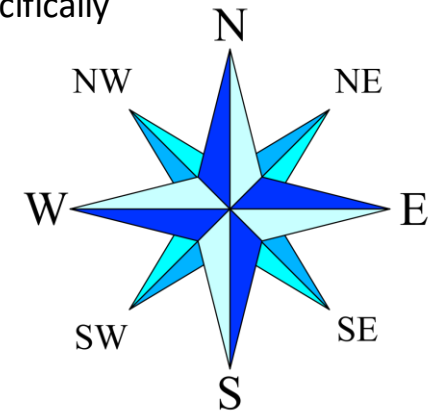
What can we infer from this source about Medieval beliefs about the causes of the Black Death?

We can infer that these people believed that God has sent the Black Death as a punishment as they are carrying a cross.

Year 7 – term 1 - Geography Knowledge Organiser



3. **Compass directions** help us to describe a locations accurately and specifically



1. Human and Physical features

Human features	Physical features
Things geographers are interested in that people have created e.g. cities, schools, hospitals	Things geographers are interested in that have been formed by nature, e.g. rivers, volcanoes, glaciers

Can you think of 2 more human and 2 more physical features?

2. Scale – scale is when geographers look at things from different perspectives



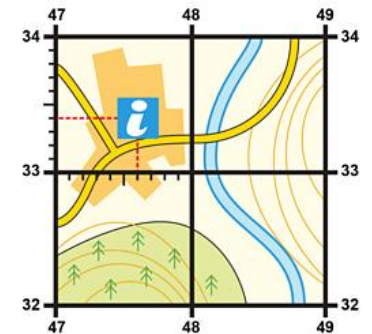
Can you describe Weston's location at a global, national and regional scale? Remember to start at a global scale and zoom in

Global scale	National scale	Regional scale
When we look at the earth as a whole. For example, continents, oceans and lines of latitude and longitude	When we look at a country e.g. The UK	When we look at a local area e.g. Weston Super Mare



6. Regional scale

4 figure grid references



4 figure grid references:

- Start in the bottom left corner
- Find the number along the corridor first
- Then find the number up the stairs
- e.g. the info symbol is in grid square 47, 33

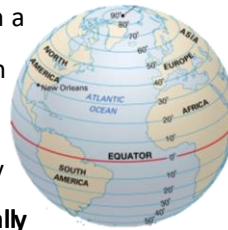
4. Global scale



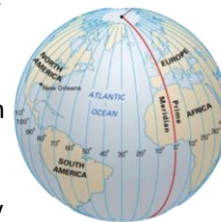
Learn your continents and oceans!

Lines of latitude and longitude

Lines of **latitude** tell us how far north or south a global location is from the **equator**. They run **horizontally** around the world like a belt!



Lines of **longitude** tell us how far east or west a global location is from the **Prime Meridian**. They run **vertically** from the north to south pole



5. National scale



The British Isles

The British Isles includes England, Wales, Scotland, Northern Ireland and the Republic of Ireland



England, Scotland, Wales, & Northern Ireland


The United Kingdom (UK) includes England, Wales, Scotland and Northern Ireland.

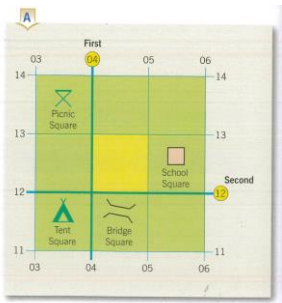


Great Britain

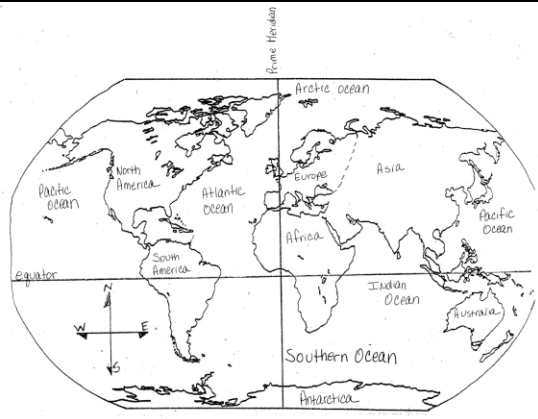
Great Britain includes England, Wales and Scotland.

Year 7 Geography Knowledge Organiser Term 2 - UK

1. Physical feature	Natural feature of the land e.g a river
2. Human feature	Man made feature e.g. a city
3. UK	
4. Great Britain	
5. National	Countrywide e.g England
6. Regional	County e.g south glos
7. Local	Immediate area e.g Hanham
8. 4 Figure grid references	<p>"Along the corridor and up the stairs"</p> <ol style="list-style-type: none"> Start at the left hand side of the map and go east until you get the number that crosses through the bottom left hand corner of the square you want. Write down the number. Move north until you get to the crossing of the bottom left hand corner of the square you want. Write down the number. <p>Grid references are written like this: 33. 42</p>



9. Latitude	Horizontal across the map
10. Longitude	Vertical up and down the map
11. Equator	0 degree line of latitude that divides the earth in half
12. Prime (Greenwich) Meridian	0 degree line of longitude that divides the earth in half



13. Inner city	Inner city areas are found near the centre of cities just outside the central business district [main shops, offices and entertainment]. They often include rows of tightly packed Victorian terrace houses built close to the places people worked in the past.
14. Suburbs	<p>Inner Suburbs - residential area surrounding the inner city, characterised by semi-detached houses and tree-lined streets</p> <p>Outer Suburbs - residential area towards the edge of a city, characterised by larger often detached houses and modern housing estates.</p>
15. Urban/ Rural fringe	<p>Different land uses are found in this area.</p> <p>Some of the land may be covered in farms, whereas other areas are covered in housing estates.</p> <p>Out-of-town shopping centres and airports are also often found in this area.</p>

Year 7 Geography Knowledge Organiser Term 2 - UK

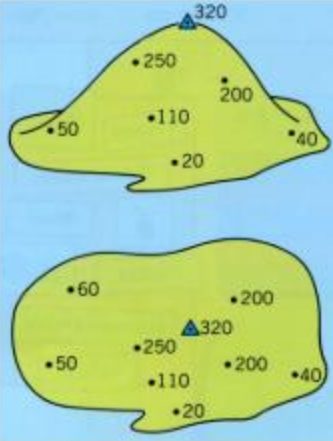
1. National Park	An area of the country protected for the enjoyment of the public or preservation of wildlife.
2. UNESCO World Heritage Ste	This is a landmark or area chosen by the UN for having cultural, historical or scientific importance.
3. Contour lines	These are lines drawn on a map to show points of equal height above sea level.
4. Spot heights	A point on a map showing a particular altitude. Normally shown on the top of a hill or mountain.
6. Tourism	The process of people going on holiday or visiting places of interest.
7. Challenges	A problem or a difficulty.
8. Opportunities	A positive or benefit.



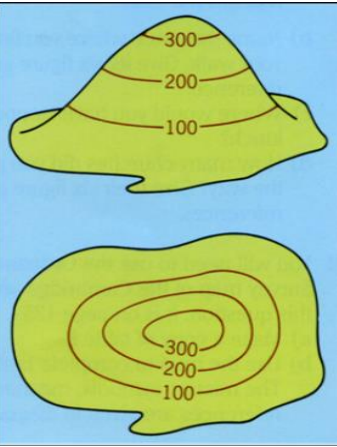
In the UK there are 15 National Parks. All of these have been protected due to their beautiful countryside, wildlife and cultural heritage.	
The first National Park was designated in 1951, and today there are 10 in England, two in Scotland and three in Wales.	
9. The Lake District	A National Park in the north-west of England, famous for its lakes and mountains, including Scafell Pike
12. Scafell Pike	The highest mountain in England (978m)

13. Glacier	A slowly moving mass of ice.
14. Freeze-thaw weathering	Where rainwater collects in a crack, freezes over night and expands. This then makes the crack bigger and breaks away rock.
15. Scree	Small loose stones created by weathering

Spot heights



Contour lines





Y7 Spanish Fundamentals

1. Key Sentences

Me llamo *I am called*
 Estoy (place/feelings) *I am*
 Soy (description) *I am*
 Tengo *I have*
 Voy *I am going/I go*
 Es *It is/it's*
 No es *It is not/It's not*
 ¿Cómo es? *What's it like?*

2. Opinions

¿Te gusta? *Do you like?*
 Me encanta (n) *I love*
 Me gusta (n) mucho *I really like*
 Me gusta (n) *I like*
 No me gusta(n) *I don't like*
 Odio *I hate*
 Porque *because*

Fancy Opinions

Pienso que *I think that*
 Creo que *I believe that*
 En mi opinión *In my opinion*

4. Describing things

¿Hay...? *Is/are there...?*
 ¿Qué hay...? *What is/are there...?*
 En mi... *In my...*
 Hay *There is/are*
 No hay *There aren't any*
 es *it's*
 No es *it's not*
 (Ellos/ellas) son *they are*
 (Ellos/ellas) no son *they aren't*

3. Adjectives

An **adjective** describes a noun e.g. a **red** bag.
 In Spanish, adjectives normally go **after the word** it's describing e.g. una bolsa **roja** (a bag **red**) and they also need to **agree** with the noun that is being described.
 For example, if the noun is **feminine** the adjective has to agree (e.g una botella roja)
 If the noun is **plural** we also add an 's' to make it agree (e.g. unas botellas rojas)

Adjective examples	Masc Singular	Fem singular	Masc plural	Fem plural
red	rojo	roja	rojos	rojas
white	blanco	blanca	blancos	blancas

5. Pronouns

Yo	<i>I</i>	Nosotros	<i>we</i>
Tu	<i>you (inf/pl)</i>	Vosotros	<i>you (f/pl)</i>
Él	<i>he</i>	Ellos/ellas	<i>they</i>
Ella	<i>she</i>		

6. The Present Tense

Normalmente *normally*
 A menudo *often*
 A veces *sometimes*

Step 1: Take the infinitive of the verb (AR/ER/IR)

Step 2: Chop off the ending (AR/ER/IR)

Step 3: Add the correct ending:

Pronouns	AR verbs	ER verbs	IR verbs
Yo	o	o	o
Tu	as	es	es
El/Ella	a	e	e
Nosotros	amos	emos	imos
Vosotros	áis	éis	ís
Ellos/Ellas	an	en	en

Super Five Irregular Verbs:

There are verbs that don't follow this pattern.
 The 4 most important irregular verbs are on this sheet (SER, TENER, IR, and HACER).

7. SER – TO BE

yo **soy** *I am*
 tú **eres** *You are (s)*
 él/ella **es** *He/she is*
 nosotros **somos** *we are*
 vosotros **sois** *you are (pl)*
 ellos/ellas **son** *they are*

8. TENER – TO HAVE

yo **tengo** *I have*
 tú **tienes** *You have (s)*
 él/ella **tiene** *He/she has*
 nosotros **tenemos** *we have*
 vosotros **tenéis** *you have (pl)*
 ellos/ellas **tienen** *they have*

9. IR – TO GO

yo **voy** *I am/going*
 tú **vas** *You go/are going (s)*
 él/ella **va** *He/she goes/are going*
 nosotros **vamos** *we go/are going*
 vosotros **vais** *you go/are going (pl)*
 ellos/ellas **van** *they go/are going*

10. HACER– TO DO/MAKE

yo **hago** *I do*
 tú **haces** *You do (s)*
 él/ella **hace** *He/she does*
 nosotros **hacemos** *we do*
 vosotros **hacéis** *you do (pl)*
 ellos/ellas **hacen** *they do (m)*

11. Negatives

No *not*
 Nunca *never*
Put these in front of the verb:
 Como = I eat
 No como = I don't eat
 Nunca como = I never eat

¿Qué tal?	How are you?
-----------	--------------

Hola	Hello
¿Cómo te llamas?	What's your name?
Me llamo...	My name is...
¿Cómo se escribe?	How is it spelt?
Se escribe...	It's spelt...
😊 Bien gracias	It's going well thanks.
😐 Regular	Not bad.
😄 Fenomenal	Amazing
😞 Fatal	Awful.
Adiós	Goodbye.
Hasta luego	See you later.
Hasta la próxima	See you next time.
¿Cuántos años tienes?	How old are you?
Tengo... años	I'm.....years old.
🎂 ¿Cuándo es tu cumpleaños?	When is your birthday?
🎂 Mi cumpleaños es el ...	My birthday is the....

¿Quién hay en tu familia?	Who is in your family?
---------------------------	------------------------

Mi madre	My mum
Mi padre	My dad
Mi madrastra	My step-mum
Mi padrastro	My step-dad
Mis padres	My parents
Mi hermano	My brother
Mi hermana	My sister
Mi hermanastro	My half or step-brother
Mi hermanastra	My half or step-sister
Soy hijo/a único/a	I am an only child
Mi tío	My uncle
Mi tía	My auntie
Mi primo	My cousin (male)
Mi prima	My cousin (female)
Mi abuelo	My grandfather
Mi abuela	My grandmother
Mis abuelos	My grandparents

7.1 Languages and me!

SPANISH

¿Qué hay en tu mochila/tu estuche?	What's in your bag/your pencil case?
------------------------------------	--------------------------------------

¿Qué es?	What is it?
Es..	It is...
Hay...	There is...
No hay...	There isn't...
Tengo...	I have...
No tengo...	I don't have....
Un cuaderno	An exercise book
Un libro	A book
Un boli	A pen /A biro
Un lápiz	A pencil
Un móvil	A mobile phone
Un estuche	A pencil case
Un sacapuntas	A sharpener
Un pegamento	A glue stick
Una mochila	A bag
Una agenda	A planner
Una goma	A rubber
Una tableta	A tablet
Una regla	A ruler
Una calculadora	A calculator
Unos rotuladores	Some felt tips
Unas tijeras	Some scissors

¿De qué color es?	What colour is it?
Azul	Blue
Blanco/a	White
Rojo/a	Red
Verde	Green
Naranja	Orange
Amarillo/a	Yellow
Marrón	Brown
Negro/a	Black
Rosa	Pink
Morado/a	Purple
Gris	Grey
Claro/a	Light
Oscuro/a	Dark
De rayas	Striped
Multicolor	Multi-coloured

¿Tienes mascotas en casa?	Do you have a pet?
---------------------------	--------------------

🐕 Un perro	A dog
🐈 Un gato	A cat
🐭 Una cobaya	A guinea-pig
🐹 Un hámster	A hamster
🐰 Un conejo	A rabbit
🐦 Un pájaro	A bird
🐎 Un caballo	A horse
🦎 Un lagarto	A lizard
🐟 Un pez	A fish
🐭 Un ratón	A mouse
🐢 Una tortuga	A tortoise
🕷️ Una araña	A spider
🐍 Una serpiente	A snake
❌ No tengo mascota	I don't have a pet

7.2 People Around Me

Spanish Key Vocabulary

(1) Pronouns

yo	I
tú	you (sing, inf)
él	he
ella	she
nosotros	we
vosotros	you (pl, formal)
ellos	they (boys/mix)
ellas	they (all girls)

(2) tener – to have

¿Tienes ...?	Do you have...?
Tengo	I have
Tienes	you have (s)
Tiene	he/she has
Tenemos	we have
Tenéis	you have (pl)
Tienen	they have

(3) Ser – to be

¿Eres ...?	Are you...?
Soy	I am
Eres	you are (s)
Es	he/she is
Somos	we are
Sois	you are (pl)
Son	they are

(4) My

mi (mi padre = my dad)
mis (mis hermanos = my siblings)

	sing	plural
my	mi	mis
your	tu	tus
his/her	su	sus

(5) Opinions

¿Qué te parece...?	What do you think of...?
¿Qué piensas de...?	What do you think of...?
Me encanta(n)	I love
Me gusta(n) mucho	I really like
Me gusta(n)	I like
Prefiero	I prefer
Preferiría	I would prefer
No me gusta(n)	I don't like
Odio	I hate
En mi opinión	In my opinion
Pienso que	I think that
Creo que	I believe that
Encuentro que	I find that
Me parece que	It seems to me that
Personalmente	Personally

(6) Nationality

Soy...	I am...
inglés/esa	English
galés/esa	Welsh
escocés/esa	Scottish
irlandés/esa	Irish
francés/esa	French
belga	Belgian
suizo/a	Swiss
alemán/ana	German
español(a)	Spanish
somalí	Somalian
polaco/a	Polish
húngaro/a	Hungarian
rumano/a	Hungarian
estadounidense	American
bangladesí	Bangladeshi
paquistaní	Pakistani

(7) Adjective agreement

Remember adjectives have to agree with the noun they are describing. Normally you would change the final 'o' to an 'a' to make the adjective feminine:

él es lindo – ella es linda

él es viejo – ella es vieja

él es simpático – ella es simpática

However, there are some irregular patterns. Check out the following changes...

él es grande – ella es grande

él es feliz – ella es feliz

él es trabajador – ella es trabajadora

él es hablador – ella es habladora

(8) Hair and Eyes

Tengo...	I have...
Tenía...	I used to have...
Tiene...	He/She has...
Tenía...	He/She used to have...
el pelo castaño	brown hair
el pelo negro	black hair
el pelo castaño	light brown hair
el pelo rubio	blonde hair
el pelo corto	short hair
el pelo largo	long hair
el pelo medio largo	mid-length hair
el pelo ondulado	wavy hair
el pelo rizado	curly hair
el pelo liso	straight hair
el pelo afro	afro hair
los ojos azules	blue eyes
los ojos marrones	brown eyes
los ojos verdes	green eyes
los ojos grises	grey eyes
los ojos castaños	hazel eyes
los ojos negros	black eyes
Soy...	I am...
Es...	He/She is...
pelirrojo/a	redheaded
alto/a	tall
bajito/a	short
gordo/a	fat
delgado/a	thin
de complexión media	medium size
calvo/a	bald

(9) Personality Adjectives

Soy...	I am...
Eres...	You are...
Es...	He/She is...
simpático/a	kind
agradable	pleasant
feliz	happy
triste	sad
hablador(a)	chatty
tímido/a	shy
ruidoso/a	noisy
adorable	cute
guapo/a	good-looking
hermoso/a	beautiful
feo/a	ugly
divertido/a	fun
aburrido/a	boring
fuerte	strong
joven	young
viejo/a	old
limpio/a	clean
rápido/a	fast
rico/a	rich
sabio/a	wise
trabajador(a)	hardworking
perezoso/a	lazy
molesto/a	annoying
serio/a	serious
estricto/a	strict
maleducado/a	rude
glotón/ona	greedy
deportista	sporty

(10) Extra details

Llevo	I wear
Lleva	He /She wears
Tengo	I have
gafas	glasses
lentillas	contact lenses
piercings	piercings
un tatuaje	a tattoo
un hiyab	a hijab
una cicatriz	a scar
una barba	a beard
un bigote	a moustache
pecas	freckles
Me llamo	I am called
Se llama	He/She is called
Se llaman	They are called

(11) Connectives

y	and
pero	but
porque	because
excepto	except
sin embargo	however

(12) Intensifiers

muy	very
bastante	quite
un poco	a bit
demasiado	too
extremadamente	extremely

(13) Comparisons

más - more	Juan es más interesante que Pablo
menos - less	Pablo es menos interesante que Juan

(14) Superlative

el / la más - the most	Juan es el más inteligente
el / la menos - the least	María es la menos simpática

Y7 French Fundamentals

1. Key Sentences

Je m'appelle	<i>I am called</i>
Je suis	<i>I am</i>
J'ai	<i>I have</i>
Je vais	<i>I am going/I go</i>
C'est	<i>It is/it's</i>
ce n'est pas	<i>It is not/It's not</i>
C'est comment?	<i>What's it like?</i>

2. Opinions

Est-ce que tu aimes...?	<i>Do you like?</i>
J'adore	<i>I love</i>
J'aime beaucoup	<i>I really like</i>
J'aime	<i>I like</i>
Je n'aime pas	<i>I don't like</i>
Je déteste	<i>I hate</i>
Parce que	<i>because</i>
Car	<i>because/as</i>

Fancy Opinions

Je pense que	<i>I think that</i>
Je crois que	<i>I believe that</i>
A mon avis	<i>In my opinion</i>

3. Adjectives

An **adjective** describes a noun e.g. a **green** bag.

In French, adjectives normally go **after the word** it's describing e.g. un sac **vert** (a bag green) and they also need to **agree** with the noun that is being described.

For example, if the noun is **feminine** the adjective has to agree (e.g. une gomme verte)

If the noun is **plural** we also add an 's' to make it agree (e.g. deux gommes vertes)

4. Describing things

Est-ce qu'il y a...?	<i>Is/are there...?</i>
Qu'est-ce qu'il y a...?	<i>What is/are there...?</i>
Dans mon/ma	<i>In my...</i>
Il y a	<i>There is/are</i>
Il n'y a pas de	<i>There aren't any</i>
C'est	<i>It's</i>
Ce n'est pas	<i>it's not</i>
Il/elles sont	<i>they are</i>
Il/elles sont	<i>they are</i>

Adjective examples	Masc Singular	Fem singular	Masc plural	Fem plural
green	vert	verte	verts	vertes
white	blanc	blanche	blancs	blanches

5. Pronouns

Je	<i>I</i>	On	<i>one/we</i>
Tu	<i>you (inf/pl)</i>	Nous	<i>we</i>
Il	<i>he</i>	Vous	<i>you (f/pl)</i>
Elle	<i>she</i>	Ils/elles	<i>they</i>

6. The Present Tense

Normalement	<i>normally</i>
D'habitude	<i>usually</i>
Quelquefois	<i>sometimes</i>

Step 1: Take the infinitive of the verb (ER/IR/RE)

Step 2: Chop off the ending (ER/IR/RE)

Step 3: Add the correct ending:

Pronouns	ER verbs	IR verbs	RE verbs
Je	e	is	s
Tu	es	is	s
Il/Elle/On	e	it	-
Nous	ons	issons	ons
Vous	ez	issez	ez
Ils/Elles	ent	issent	ent

Super Five Irregular Verbs:

There are verbs that don't follow this pattern. The 4 most important irregular verbs are on this sheet (ÊTRE, AVOIR, ALLER, and FAIRE).

7. Être – to be

je suis	<i>I am</i>
tu es	<i>You are (s)</i>
il/elle/on est	<i>He/she/one is</i>
nous sommes	<i>we are</i>
vous êtes	<i>you are (pl)</i>
ils/elles sont	<i>they are</i>

8. Avoir – to have

j'ai	<i>I have</i>
tu as	<i>You have (s)</i>
il/elle/on a	<i>He/she/one has</i>
nous avons	<i>we have</i>
vous avez	<i>you have (pl)</i>
ils/elles ont	<i>they have</i>

9. Aller – to go

je vais	<i>I am/going</i>
tu vas	<i>You go/are going (s)</i>
il/elle/on va	<i>He/she/one goes/are going</i>
nous allons	<i>we go/are going</i>
vous allez	<i>you go/are going (pl)</i>
ils/elles vont	<i>they go/are going</i>

10. FAIRE – TO DO/MAKE

je fais	<i>I do</i>
tu fais	<i>You do (s)</i>
il/elle/on fait	<i>He/she/one does</i>
nous faisons	<i>we do</i>
vous faites	<i>you do (pl)</i>
ils/elles font	<i>they do (m)</i>

11. Negatives

Ne... pas	<i>not</i>
Ne... jamais	<i>never</i>
Put these around the verb:	
Je mange = I eat	
Je ne mange pas = I don't eat	

7.1 Languages and me!



FRENCH

Ça va?	How are you?
Bonjour	Hello
Salut	Hi
Comment t'appelles-tu?	What's your name?
Je m'appelle...	My name is...
Comment ça s'écrit ?	How is it spelt?
Ça s'écrit...	It's spelt...
 Oui, ça va bien, merci	It's going well thanks.
 Pas mal	Not bad.
 Non, ça ne va pas	No, it's not going well.
Au revoir	Goodbye.
À bientôt	See you soon.
À plus tard	See you later.
Quel âge as-tu?	How old are you?
J'ai... ans	I'm.....years old.
Quelle est la date de ton anniversaire?	When is your birthday?
 Mon anniversaire est le ...	My birthday is the....

Qui est dans ta famille?	Who is in your family?
Ma mère	My mum
Mon père	My dad
Ma belle-mère	My step-mum
Mon beau-père	My step-dad
Mes parents	My parents
Mon frère	My brother
Ma sœur	My sister
Mon demi-frère	My half or step-brother
Ma demi-sœur	My half or step-sister
Je suis fils/fille unique	I am an only child
Mon oncle	My uncle
Ma tante	My auntie
Mon cousin	My cousin (male)
Ma cousine	My cousin (female)
Mon grand-père	My grandfather
Ma grand-mère	My grandmother
Mes grands-parents	My grandparents

Qu'est-ce qu'il y a dans ton sac / ta trousse?	What's in your bag/your pencil case?
Qu'est-ce que c'est?	What is it?
C'est..	It is...
Il y a...	There is...
Il n'y a pas de...	There isn't...
J'ai...	I have...
Je n'ai pas de...	I don't have....
 Un cahier	An exercise book
 Un livre	A book
 Un stylo/ un bic	A pen /A biro
 Un crayon	A pencil
 Un portable	A mobile phone
 Une trousse	A pencil case
 Un taille-crayon	A sharpener
 Un bâton de colle	A glue stick
 Un sac	A bag
 Un carnet de texte	A planner
 Une gomme	A rubber
 Une tablette	A tablet
 Une règle	A ruler
 Une calculatrice	A calculator
 Des feutres	Some felt tips
 Des ciseaux	Some scissors

Ç'est de quelle couleur ?	What colour is it?
Bleu	Blue
Blanc	White
Rouge	Red
Vert	Green
Orange	Orange
Jaune	Yellow
Marron	Brown
Noir	Black
Rose	Pink
Violet	Purple
Gris	Grey
Clair	Light
Foncé	Dark
Rayé	Striped
Multicolore	Multi-coloured

As-tu un animal à la maison ?	Do you have a pet?
 Un chien	A dog
 Un chat	A cat
 Una cochon d'Inde	A guinea-pig
 Un hamster	A hamster
 Un lapin	A rabbit
 Un oiseau	A bird
 Un cheval	A horse
 Un lézard	A lizard
 Un poisson	A fish
 Une souris	A mouse
 Une tortue	A tortoise
 Une araignée	A spider
 Un serpent	A snake
 Je n'ai pas d'animal de compagnie	I don't have a pet

7.2 People Around Me

French Key Vocabulary

(1) Pronouns

je	I
tu	you (sing, inf)
il	he
elle	she
nous	we
vous	you (pl or formal)
ils	they (all boys/mix)
elles	they (all girls)

(2) Avoir – to have

Tu as ...?	Do you have...?
J'ai	I have
Tu as	you have (s)
Il/Elle a	he/she has
Nous avons	we have
Vous avez	you have (pl)
Ils/Elles ont	they have

(3) Etre – to be

Tu es ...?	Are you...?
Je suis	I am
Tu es	you are (s)
Il/Elle est	he/she is
Nous sommes	we are
Vous êtes	you are (pl)
Ils/Elles sont	they are

(4) My

mon	(mon père = my dad)
ma	(ma mère = my mum)
mes	(mes parents = my parents)

	masc	fem	plural
my	mon	ma	mes
your	ton	ta	tes
his/her	son	sa	ses

(5) Opinions

Que penses-tu de...? What do you think of...?

J'adore	I love
J'aime bien	I really like
J'aime	I like
Je préfère	I prefer
Je préférerais	I would prefer
Je n'aime pas	I don't like
Je déteste	I hate
À mon avis	In my opinion
Je pense que	I think that
Je crois que	I believe that
Je trouve que	I find that
Selon moi	According to me
Personnellement	Personally

(6) Nationality

Je suis...	I am...
anglais(e)	English
gallois(e)	Welsh
écossais(e)	Scottish
irlandais(e)	Irish
français(e)	French
belge	Belgian
suisse	Swiss
allemand(e)	German
espagnol(e)	Spanish
somalien(ne)	Somalian
polonais(e)	Polish
américain(e)	American
bangladais(e)	Bangladeshi
pakistanaï(e)	Pakistani
hongrois(e)	Hungarian

(7) Adjective agreement

Remember adjectives have to agree with the noun.
 Normally you would add an 'e' to make the adjective feminine but check out the following changes...

Il est paresseux – elle est paresseuse
Il est sportif – elle est sportive
Il est travailleur – elle est travailleuse
Il est gentil – elle est gentille
Il est mignon – elle est mignonne
Il est beau – elle est belle
Il est vieux – elle est vieille
Il est sympa – elle est sympa

(8) Hair and Eyes

J'ai...	I have...
J'avais...	I used to have...
Il/Elle a...	He/She has...
Il/Elle avait...	He/She used to have...
les cheveux bruns	brown hair
les cheveux noirs	black hair
les cheveux roux	ginger/red hair
les cheveux châtâins	light brown hair
les cheveux blonds	blonde hair
les cheveux courts	short hair
les cheveux longs	long hair
les cheveux mi-longs	mid-length hair
les cheveux ondulés	wavy hair
les cheveux bouclés	curly hair
les cheveux raides	straight hair
les cheveux Afro	afro hair
les yeux bleus	blue eyes
les yeux marron	brown eyes
les yeux verts	green eyes
les yeux gris	grey eyes
les yeux noisette	hazel eyes
les yeux noirs	black eyes
Je suis...	I am...
Il/Elle est...	He/She is...
grand(e)	tall
petit(e)	short
gros(se)	fat
mince	thin
de taille moyenne	medium size
chauve	bald

(9) Personality Adjectives

Je suis...	I am...
Tu es...	You are...
Il/Elle est...	He/She is...
gentil(le)	kind
agréable	pleasant
joyeux (euse)	happy
triste	sad
bavard(e)	chatty
timide	shy
bruyant	noisy
mignon(ne)	cute
joli(e)	pretty
beau/belle	beautiful
moche	ugly
amusant(e)	fun
ennuyeux (euse)	boring
fort(e)	strong
jeune	young
vieux / vieille	old
propre	clean
rapide	fast
riche	rich
sage	wise
travailleur (euse)	hardworking
paresseux(se)	lazy
casse-pieds	annoying
sérieux (euse)	serious
sévère	strict
impoli(e)	rude
gourmand(e)	greedy
sportif (ive)	sporty

(10) Extra details

Je porte	I wear
Il/Elle porte	He /She wears
J'ai	I have
des lunettes	glasses
des lentilles	contact lenses
des piercings	piercings
un tatouage	a tattoo
un hijab/ un voile	a hijab
une cicatrice	a scar
une barbe	a beard
une moustache	a moustache
des taches de rousseur	freckles
Je m'appelle	I am called
Il/Elle s'appelle	He/She is called
Ils/Elles s'appellent	They are called

(11) Connectives

et	and
mais	but
parce que	because
sauf	except
cependant	however

(12) Intensifiers

très	very
assez	quite
un peu	a bit
trop	too
extrêmement	extremely

(13) Comparisons

plus - more	Jean est plus intéressant que Paul
moins - less	Paul est moins intéressant que Jean

(14) Superlative

le /la plus - the most	Jean est le plus intelligent
le /la moins - the least	Marie est la moins sympa

Y7 Art Natural World Knowledge Organiser

Content:
 In this project you will be Exploring and understanding the Natural World. Looking at how our natural world is changing. Researching artists that produce art based on the natural world. Experimenting with patterns and textures found in our natural environment. Recording our findings in the Natural world.

Outcome- Term 1: Drawing, Artist Research, Oil Pastels, Ceramics 1
Term 2: Charcoal Drawing, Artist Research, Painting, Ceramics 2



ARTISTS



Van Gogh

is one of the most popular of the Post-Impressionist painters today, although he was not widely appreciated during his lifetime.

He is known for his artwork “Starry Night” which depicts the view of his asylum room.

Leigh-Anne Eagerton

Was born in Florida in the 50’s. She moved to New York metropolitan area in 1980, where she studied in life drawing and pursued oil painting, attending SUNY Purchase College and the Art Students League. Eagerton’s paintings have a foundation in stylized realism and show control of tone and colour.

- Drawing-** A picture, sketch, or outline
- Mark-making-** Drawing
- Shading-** Darkening areas
- Stippling-** Using lots of fine dots to create shading.
- Scumbling-** Using the side of your pencil to create shading.
- Cross-hatching-** Parallel lines crossing each other.
- Blending-** Combining shading
- Line-** Drawing lines to form shapes
- Observation-** Drawing what you can see.
- Shape-**Form
- 3 Dimensional-** An object that is not flat.
- Experiment-** Test out materials, scale, shape, colour.
- Symbolism-** Represents
- Analyse-** examine (something) in detail to explain and interpret it.
- Evaluate-** Assess
- Style-** Surrealism, Pop Art, Cubism, Art deco, Minimalism, Futurism
- Technique-** Skills/ Methods
- Perspective-** Angle/ viewpoint

Assessment Points

- Pencil drawing of natural forms AO3.
- Experimentation with ink and wax resist, pattern, and collage AO2.

Movement: Consider from the options, what Art movement they belong to.



Analysis

- All artist research pages should be annotated **Artwork-**
- **Artist name**
 - Describe the work-what does it look like? Use the formal elements i.e. colour, line etc.
 - What techniques/materials were used?
 - What is your opinion of the work? How is it relevant to your own idea?
- **Sentence starters**
 I like/dislike the way the artist has used...because

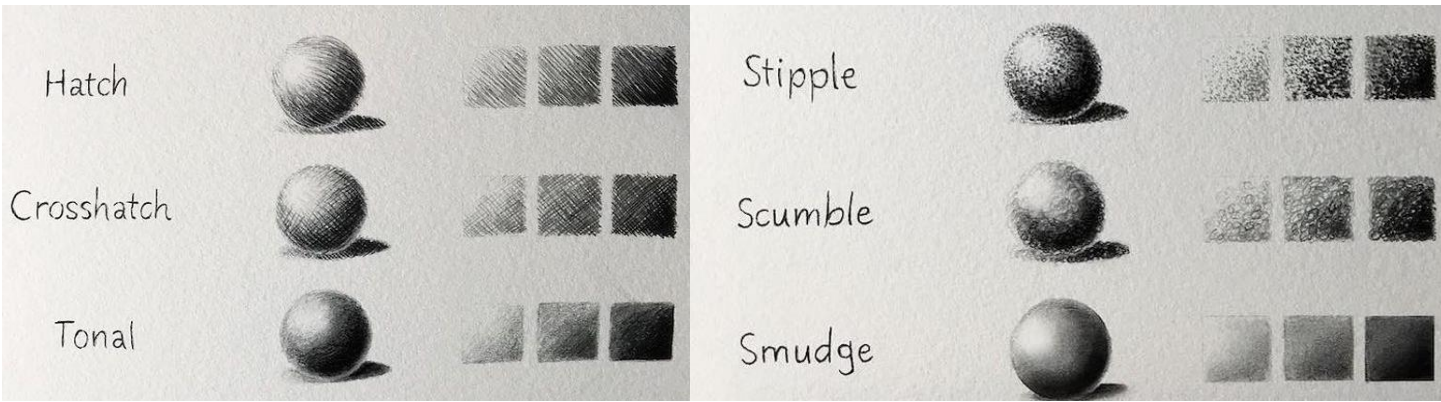
 I think the colour scheme used is effective because...

 I think the artist has been inspired by...because
- **Evaluation of Your Artwork-**
 What inspired you to create the piece?

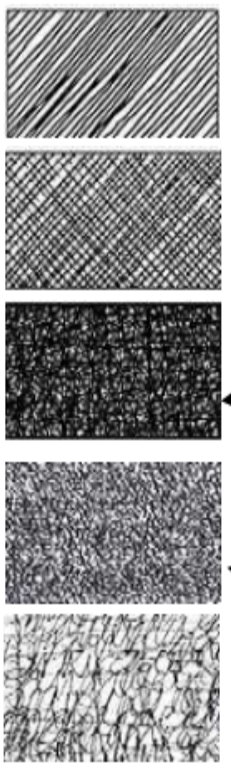
 What techniques did you use and why?

 What does it mean to you?

 How is it relevant to your idea?
- **Sentence starters**
 The technique I have used is...
 The skill/technique I found most difficult was...because...
 I think my work is successful because...



Mark Making- Different marks can be made with a pen or pencil to create different textures. e.g. short, sharp lines could be used for spikes, little circles could be used for a rough surface, flecks or short curved lines could be used for fur.



Concentrated Mark Making

Concentrated markmaking means how close together or far apart you place your pen marks; this creates tone.

Highly concentrated marks can be used to indicate a dark area.

Less concentrated marks show a lighter area

You can use different types of marks as shown here

How to Look

4. LOOK FOR THE DETAIL!

Once your basic shape is complete, you can start looking for interesting features. *For example, is there an interesting texture you can record, does it stick out here, or dip down over there?*

1. LOOK BEFORE YOU START!

Spend some time looking at your object – familiarise yourself with its general shape, texture and appearance.

2. GET THE SHAPE RIGHT!

Draw the outline of your object first. Use small, light pencil marks to get a sketchy but accurate outline. If the basic outline is not right, then nothing else you add will be right.

3. KEEP LOOKING!

For every second you spend looking at your piece of paper or drawing you should be spending at least 3 looking at your object. Keep looking back at your object to check your outline is the right shape and size.

Art Movement: a period of time when popular art shares similar styles.

Clay

Clay Process

Clay is a material that is modelled when wet, then fired to make a ceramic object

Wet slabs of clay can be shaped and moulded into bowls, vases, cups, statues etc.

The modelled clay is then baked at a high temperature. This hardens the soft clay by removing any moisture to make a ceramic object.

Ensure you crosshatch both pots as this gives the slip something to grip too!

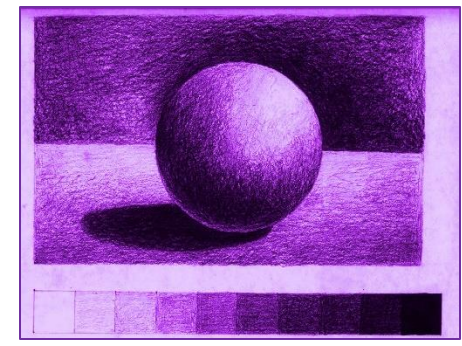
Keywords & Definitions:

Wedging – Wedging is used to **prepare** the clay. It is a process of dropping a square of wet clay down onto a table to **remove any air bubbles**. Air bubbles can cause clay to **explode!**

Kiln – A kiln is a **big oven for ceramics**. Clay goes into the kiln to be **baked**.

Firing – Firing is the name given to the **process of baking the clay**. 'to fire the clay'.

Slip – Slip is a simple **mix of clay and water**, it is used to join two sections of wet clay together by acting like **glue!**



Light Dark

TONE!

Portraiture

Content: In this project you will

Develop knowledge- of some different styles of portraiture
 Understand-what inspired artists to create their work and how to write about the work
 Develop skills- drawing, shading, painting, and showing the influence of other artists in your own work and presentation

Outcome- Term 1: An abstract wire sculpture inspired by Alexander Calder

Term 2: A realistic self-portrait



Alexander Calder

was an American sculptor from Pennsylvania.

He is known for inventing wire sculptures and the mobile, a type of kinetic art which relied on careful weighting to achieve balance and suspension in the air.

A
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Pablo Picasso

was a Spanish painter, sculptor, printmaker, ceramicist and theatre designer who spent most of his adult life in France.

He was one of the most influential artists of the 20th century and is known for co-founding the Cubist movement

Keywords:

(Self) Portrait An artistic representation of a person, in which the face and its expression is the focus

Continuous Line Drawing made from one line where you don't lift your pen or pencil

Contour Drawing An outline

Blind contour Look at the subject and not at your paper whilst drawing

Tone from dark to light

Form a three-dimensional shape

Sculpture a 3D piece of art made from any material

Proportion the relation of size between objects

Symbolism- using an object to represent a meaning

Art Movement: a period of time when popular art shares similar styles

Movement: Consider from the options, what Art movement they belong to.



Assessment:

(D) Demonstrate a deepening-knowledge, understanding and skills

(O+)On Track- Demonstrate some-knowledge, understanding and skills

(O-)On Track- Demonstrate some-knowledge, understanding and skills

(Y)Yet to be on Track- developing some-knowledge, understanding and skills

(A)Earlier Stage- minimal

knowledge, understanding and skills

Analysis

All artist research pages should be annotated **Artwork-**

Artist name

- Describe the work-what does it look like? Use the formal elements i.e. colour, line etc.
- What techniques/materials were used?
- What is your opinion of the work? How is it relevant to your own idea?

Sentence starters

I like/dislike the way the artist has used...because

I think the colour scheme used is effective because...

I think the artist has been inspired by...because

Evaluation of Your Artwork-

What inspired you to create the piece?

What techniques did you use and why?

What does it mean to you?

How is it relevant to your idea?

Sentence starters

The technique I have used is...

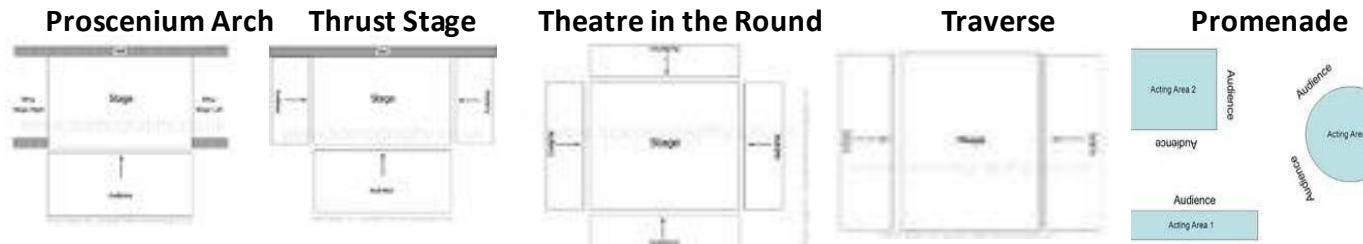
The skill/technique I found most difficult was...because...

I think my work is successful because...

Year 7 Drama – Techniques toolkit

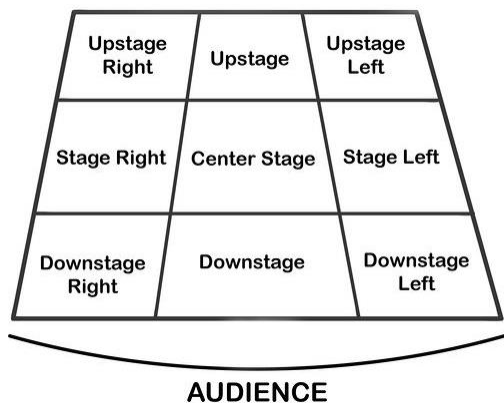
You will gain knowledge and understanding of the basic performance techniques and skills that will be required throughout the Drama curriculum.

Stage Configurations



Key Vocab (Techniques)

Freeze-frame	A scene frozen in time. Can also be called a tableaux or still image.
Step-out	A character steps out of the freeze-frame and tells the audience their thoughts whilst the other character remain frozen.
Narration	A narrator telling the audience what is happening in the scene or performance.
Mime	A performance without words. Using body language, facial expressions and gestures to reveal what is happening.
Stock characters	A stereotypical character expected in performance.
Split-stage	Two scenes happening on stage in different locations or times.
Stage configurations	Different staging layouts used for a performance.
Stage positioning	The different areas of the stage from the actor's point of view.



Key Vocab (Skills)

Body Language	How a person used their body to communicate how they are feeling.
Gait	How narrow or wide a person's stance (legs and shoulders) is to show their level of confidence i.e. the more confident a person is the wider gait they tend to have).
Gesture	Hand or head movement to back up dialogue or to be used instead of dialogue e.g. thumbs up to say that something is good.
Mannerism	Idiosyncrasies and habits that are particular to us. We might fiddle with our hair or shift our weight from one foot to the other. It's important that you're able to remove any habits of your own that might interfere with characterisation.
Energy	The term 'energy' in drama is used to describe how an actor uses movement, gestures, gait and posture to show the type energy their character has.
Body tension	How relaxed or tensed an actor's muscles are.
Posture	How tall a person stands or sits e.g. hunching or standing tall with their head held high.
Eye contact & focus	The state in which two people are aware of looking into one another's eyes. Or where the eyes are focused.
Use of space	The way the actor moves around the performance space
Status	The importance of a character compared to the other characters on stage
Facial Expression	How a person uses the muscles in their face to show how they are feeling e.g. frowning to show that they are sad.
Volume	This is how loud or quiet a performer speaks. This can range from a Stage whisper to shouting really loud. The way in which an actor uses volumes helps show the audience what mood the character is in as well as what the situation is.
Pitch	How high or low
Pause	A moment of silence or stillness used for effect
Pace	Speed of delivering lines/dialogue
Diction	Diction is how clearly you speak.
Tone	This is how an actor speaks to show what mood their character is in e.g. Happy, sad, angry etc.

Posture
How an actor stands or sits



Proxemics
The space and awareness of space between actors and sometimes objects. Where an actor is on stage

Interaction
The physical communication between characters and sometimes objects



How does an actor use **vocal** and **physical** skills to communicate their character?

Gesture
Body movements, usually using hands, arms or shoulders

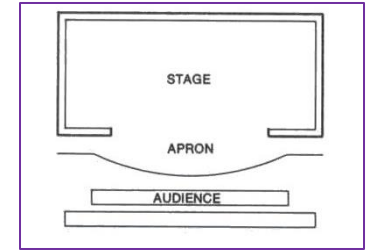
Movement
The way an actor moves and where they move to on stage

Facial Expression
Facial movements to show mood or emotion

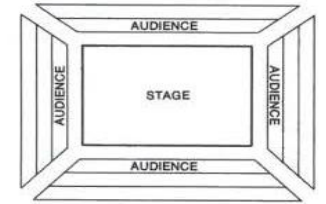
Speech
Pitch (high/low), Volume and Projection, Pace, Diction, Emphasis, Accent

Drama Techniques Toolkit	Definition
Freeze Frame	When everyone on stage at one moment freezes or stands still
Narration	Where there is someone or a voice telling parts of the story not shared by the acting that the audience need to know
Mime	Performing/acting with no speaking
Role-Play	Performing/acting as if you are a specific character or in a specific situation
Split-Stage	Where there are two different things taking place on stage at the same time often to show different places or periods of time
Stage Configuration	The type, layout or design of a stage
Stage Positioning	Specific areas on a stage where actors or set are positioned
Step Out	When an actor steps away or looks up from a freeze frame to address/speak to the audience
Stock Characters	Stereo-typical characters found in a play

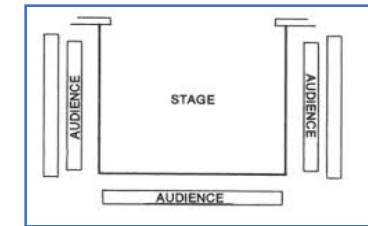
Proscenium Arch



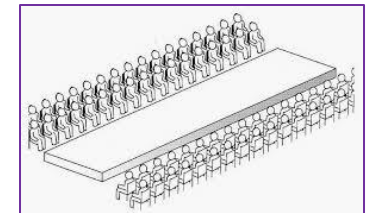
In The Round



Thrust



Traverse



VOCAL SKILLS

PITCH
How HIGH or LOW a voice sounds

ACCENT
A way of talking associated with a geographical location or social class

PACE
The speed in which someone speaks or responds

TONE
The emotional sound of the voice e.g. Angry, Sad, Excited

DICTION
How clear an actor pronounces their words

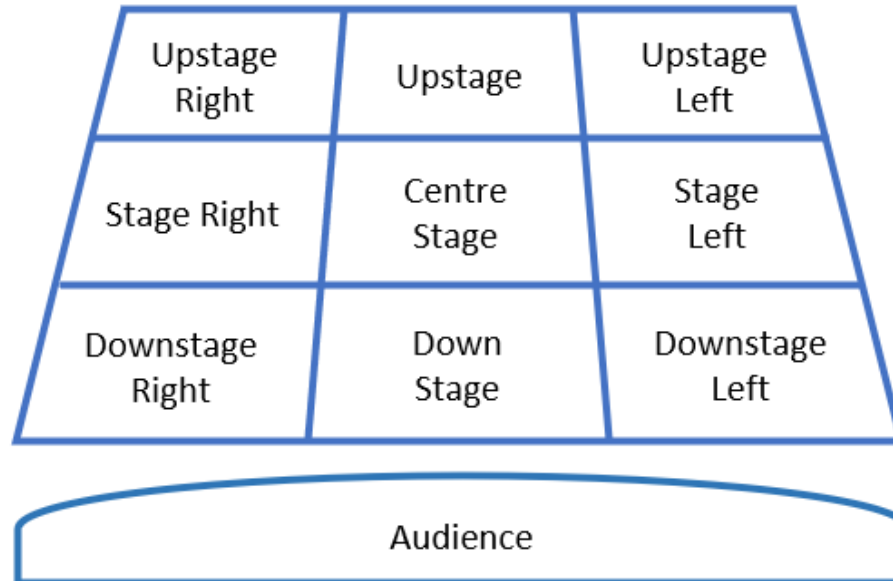
PROJECTION
The direction and distance an actor sends their voice

Volume
How LOUD or QUIET an actor speaks to express their emotion

EMPHASIS
Where an actor stresses a word to indicate its importance

PAUSE
Stopping for a moment for dramatic impact

Stage Positioning



Year 7 Drama Techniques Toolkit

Design Technology Year

7 Banksy project



TARGET MARKET

The Target market is the group of people you will aim your product at.

This enables the design to make better design decisions by focusing on who would buy it and what their needs are: Examples

Children (3-5yrs) – Bright colours, small to fit into their hands, safe smooth edges.....

Teenagers

The Elderly

Disabled



Specification:

A Specification is a list of requirements, standards or things a product must include.

It should consider the:

Function – What it does

Aesthetics – What it looks like

Materials – Suitability for task

Safety – Not hurt the user

Customer – 'target market' needs



Every Specification begins : My product MUST...

Example: Form

My product MUST have a stencil **because** my market will like the unique design

Example: Materials

My product MUST be made of Pine **because** I found in my research that pine is a softwood that is easy to cut and work with

EXAMPLES OF Materials

Man Made Boards:

- **MDF (Medium Density Fibreboard)** – made from pulping wood into tiny fibres, mixing them with glues and rolling the mix into sheets.
- **Plywood** – Made up of thin sheets of wood. The grain in each layer always runs at right angles to the previous layer for strength. There is always an odd number of layers.

Hardwoods:

- **Oak** - Slow growing tree. Has flat shapely leaves. Attractive grain. Oak is a very strong wood.
- **Beech** - Is tough and strong. It has small and straight grain. It is pale pink in colour. It is used often as chopping boards and table tops due to it's strength.

Softwoods:

- **Pine** - Fast growing tree. Has spiky leaves. Attractive grain. It produces pine cones.
- **Spruce** – Is a fast growing tree that produces a pale wood. Spruce is often used in furniture making.

Plastics:

Plastic are oil based and therefore not as sustainable as woods. However plastics are very versatile and can last a lot longer than woods.

- **High Impact Polystyrene (HIPS)** - Light material and yet strong. Softens at 90°C Available in a range of colours.
- Comes in a range of thicknesses.
- **Acrylic** - PMMA (Polymethylmethacrylate)- Hard wearing, Softens at 85-165°C (dependent on thickness)
- Is brittle, can snap easily. Available a range of colours that can also be transparent to clear like glass. Some colours can be florescent.

What is a Analysis?

Analysis means studying how well a product or material, does its job:
 "Finding what a product does and how well it does."

TOOL TYPES



Tenon Saw



Wooden Mallet



Bench Vice



Disc Sander



Drill Bits



Screwdriver



PVA Glue

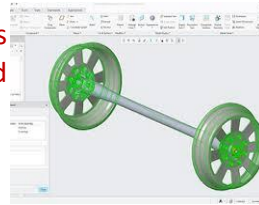
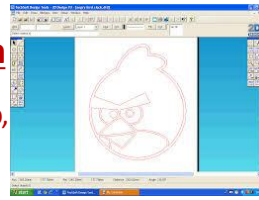


Wood screws

What is CAD:

Computer Aided Design

Is using a computer to develop, show or create a design. This can be 3D which means you can turn and get a realistic view from all sides. This means that the design can be changed and developed easily. These images can also be emailed and sent to manufactures, machines or clients.



SURFACE FINISHING:

Finishing is usually one of the last stages of making a project. It will usually involve sanding and applying a surface coating to protect your material and make it look better.

Some examples:

Paint, Varnish, Oil, Wax, Polish & Dip Coating.
 Electroplating = coating one metal with another.



Butt Joint



Mortise + Tennon Joint



Rebate/Lap Joint

Manufactured Boards

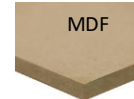
Engineered boards are manmade materials usually made by mixing wood chips and glues to make wooden sheets.

Examples:

Medium Density Fibreboard (MDF)
 Chipboard, Plywood and Hardboard



Chipboard



MDF



Plywood (made of layers)

Timbers / Woods:

<i>Hardwoods:</i>	<i>Softwoods:</i>
Beech	Scots Pine
Oak	Cedar
Ash	Spruce



Beech
Grows slowly—loses it's leaves.



Pine
Grows quickly

Joining Materials Together:

Glues, welding, rivets
 Screws, bolts, nails

Wood joints can be either permanent or temporary depending on the type and if glue is used. Wood joint are stronger if the interlock with larger glue areas. Screws and nails can make them stronger.



Food Technology

Year 7

Eatwell Guide

Check the label on packaged foods. Use the Eatwell Guide to help you get a balance of healthier and more sustainable food. It shows how much of what you eat overall should come from each food group.

Each serving (100g) contains:
Energy 1046kJ / 250kcal
Fat 3.0g / LOW
Saturated 1.3g / LOW
Sugars 34g / HIGH
Salt 0.9g / MED

Typical values (as sold) per 100g: 697kJ / 167kcal

of an adult's reference intake

Typical values (as sold) per 100g: 697kJ / 167kcal

Choose wholegrain or higher fibre versions with fibre added (at, salt and sugar)

Water, lower fat milk, sugar-free drinks including tea and coffee all count. Limit fruit juice and/or smoothies to a total of 150ml a day.

Choose unsaturated oils and use in small amounts.

Oil & spreads

Choose lower fat, and lower sugar options.

Dairy and alternatives

Choose unsaturated oils and use in small amounts.

Meat, fish, eggs, nuts, pulses, veg, fruit, potatoes, bread, rice, pasta and other starchy carbohydrates

Choose wholegrain or higher fibre versions with fibre added (at, salt and sugar)

Vegetables and fruit

Choose lower fat, salt, fat and sugars

5-6 a day

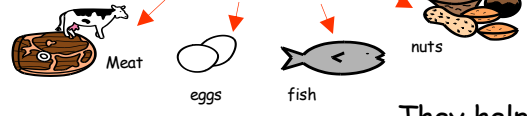
5 A DAY

Per day: 2000kcal | 2500kcal = ALL FOOD + ALL DRINKS

Food Groups

Carbohydrates are in starchy and sugary foods.

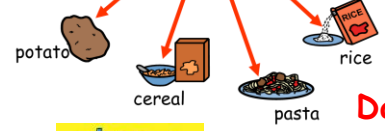
Proteins help your body grow and repair itself.



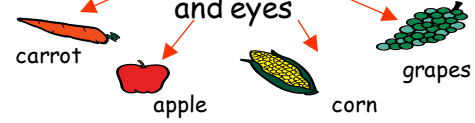
Vitamins & Minerals are found in fruit & vegetables



Carbohydrates give you energy.



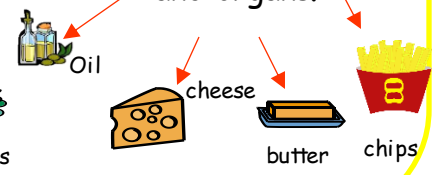
They help your bodies to work properly and external features e.g. skin, hair, nails and eyes



Each serving (150g) contains				
Energy	Fat	Saturated	Sugars	Salt
1046kJ	3.0g	1.3g	34g	0.9g
250kcal	LOW	LOW	HIGH	MED
13%	4%	7%	38%	15%

of an adult's reference intake
Typical values (as sold) per 100g: 697kJ / 167kcal

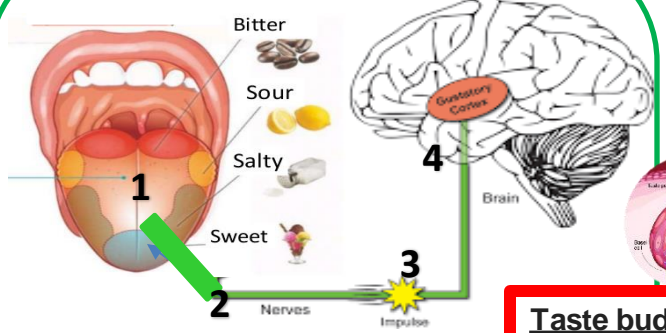
Foods containing **Dairy and alternatives**, **Oils and Spreads** Used to store energy and insulate our bodies and organs.



EQUIPMENT



Sensory



1. Taste buds are stimulated by food
2. This then sends a signal to the nerves
3. The nerves then send an impulse to the brain
4. The brain (gustatory cortex) then detects the taste and identifies it.

Sensory Analysis – Means that we don't only consider how food tastes, but also its;
APPEARANCE, TEXTURE, AROMA

Taste buds are the clusters of bulbous nerve endings on the tongue and in the lining of the mouth which provide the sense of taste.

Sugar

Sugar swaps

Try sugar substitutes

Beat cravings with fat and protein

Look out for hidden sugars

Swap sugary drinks for fizzy water

Food Technology Year 7

What is a the 'Control Point'?

Control Point - A **step** in the process where **hazards** or risks are **likely to occur**.

COOKING METHODS

Cooking Method	What is it?
<h3>Grilling</h3> <p>Often the top oven. The same as Barbequing.</p>	
<h3>Baking</h3> <p>In the oven mainly for cakes and doughs</p>	
<h3>Roasting</h3> <p>In the oven meats or veg with fat/oil added</p>	
<h3>Frying</h3> <p>On the hob in a pan with oil/fat</p>	

Weighing and measuring:

tsp- Teaspoon
tbsp.- Tablespoon
ml- Millilitres
g- Grams
kg- Kilograms
oz- Ounce
lb-pounds



Measuring jug

**Tablespoon
Teaspoon**



Measuring scales

Measuring is important because:

When making food products we use a recipe, it is really important to weigh and measure ingredients accurately. This means that the product we make can be made again and again achieving the same taste, smell, look or feel right.

Hygiene: The 4 C's:

Cleaning – surfaces, equipment and personal; to make sure bacteria is cleaned away
Cooking – To cook and make food more edible also killing bacteria.
Chilling – to keep food fresh stop it from perishing, stop bacteria from multiplying/growing.
Cross contamination – to stop foreign objects and different bacteria's crossing between ingredients/foods

HACCP

Hazard - Anything that is likely to cause **harm** to the consumer

Analysis - Is when you look in **detail** at something

Critical - This means its very **serious**

Control Point - A **step** in the process where **hazards** or risks are **likely to occur**.

Cutting skills:

HANDLE GRIP

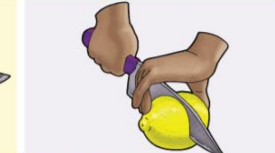


With all fingers and thumb opposite, grip handle firmly.

CARRYING A KNIFE



Carry a knife with the blade pointing downward, close by your side.



'BRIDGE': Place your hand over top of knife holding food securely, use knife to saw food item.



'CLAW': Fingers tucked under with knife blade resting up against knuckles.

PPE – Class standards – Personal hygiene

Practical lessons:

Blazers off and aprons on.

Hair tied bag.

Hands washed. (don't touch your face or hair after washing)

Ingredients and equipment ready.

You must work in your allocated positions.

At the end of a practical lesson

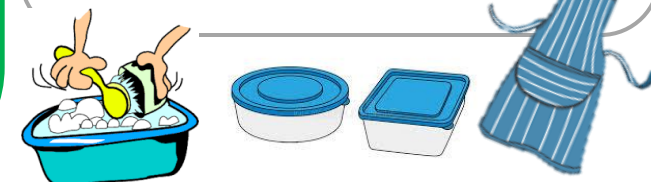
All equipment must be washed in warm soapy water and dried.

Food must be in a container and on the side.

All knives must be returned and in the rack.

Sinks must be clean and plugholes clear.

You must wait for inspection of your working area before leaving the class room.



Carnival Key Terms



Pulse – A constant steady beat

Rhythm – The combination of long and short notes

Tempo – The Speed of the music: Slow, Moderate, Fast

Duration – Length of the notes/sound

Bar line – The vertical line that separates the groups of notes/bars

Bar – A measure of a group of notes totalling the number of beats specified in the time signature

Time Signature – How many beats there are in a bar

Staff – A set of 5 lines which notes are placed on to read music notation

Silence – no sound

Ostinato – a continuously repeated musical phrase or rhythm

Polyrhythm – Two or more rhythms play simultaneously

Call and Response – Where one person plays a musical phrase and others respond with a different musical phrase

Y7 Music Capture the Spirit of Carnival

Tea



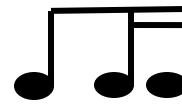
Coffee



Lemonade



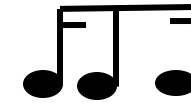
Ribena



Coca-cola



Hot Choc'late



Dynamics – The Volume

Pitch – How high or low the sound is

Structure – The way a piece of music is put together

Note Pyramid

Name	Symbol	Rest Symbol	Value of each
Semibreve			4
Minim			2
Crotchet			1
Quaver			1/2
Semiquaver			1/4