

Name: _____



BROADOAK
ACADEMY

Knowledge
Organisers



Term 2
Year 7

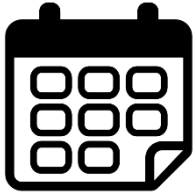
Contents

- How to learn over time
- Revision Strategies
- Knowledge Organisers:
 - English
 - Maths
 - Science
 - Humanities
 - Languages
 - The Arts



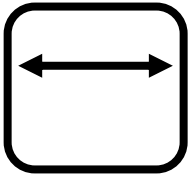
How to learn over time

Successful Learning Takes Place Over Time

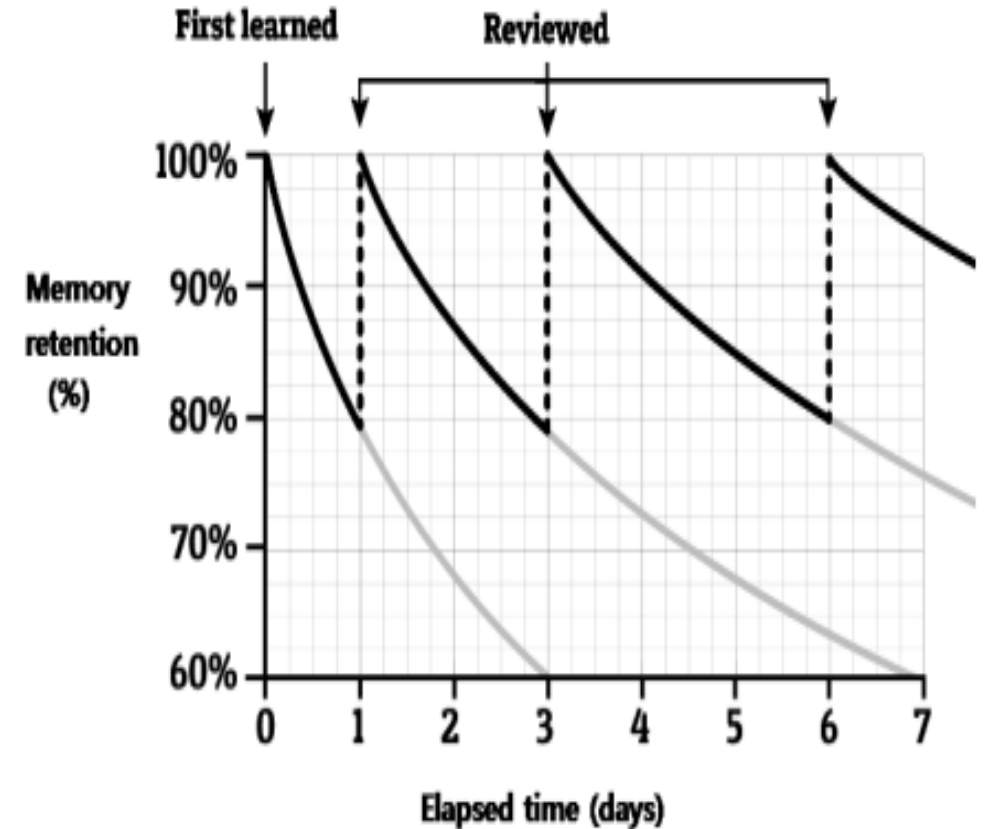


It's rare for anyone to be completely comfortable with something they learn for the first time. This could be a new piece of music, dance move, language or chemistry. We all have to practice. In most instances, the aim is to be at your optimum on the day it matters, e.g. the performance, race or exam. 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...

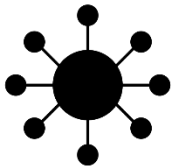
- List as many keywords as you can
- List as many facts as you can
- List as many key events/quotes/individuals as you can
- List as many causes of X as you can
- List as many consequences of Y as you can

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:

- | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Do:</p> <ul style="list-style-type: none"> ✓ ...make flashcards quickly. ✓ ...put a single piece of information of each flashcard. ✓ ...sort your flashcards according to your confidence with them (see below). ✓ ...test yourself on the flashcards from memory. | <p>Don't:</p> <ul style="list-style-type: none"> X ...spend more time making flashcards than actually using them. X ...put lots of information onto each flashcard. X ...revise the flashcards in the same order every time that you use them. 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?

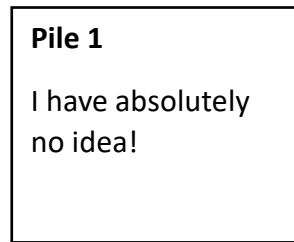
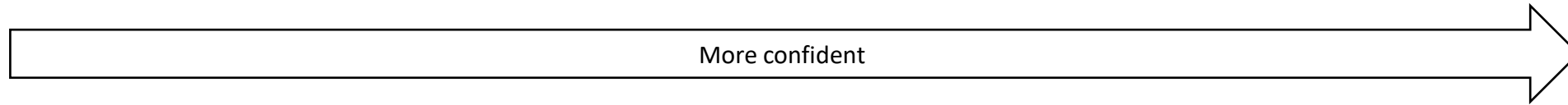
How to make flashcards:

- 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.

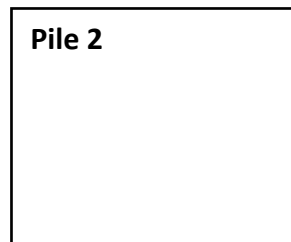
Definition 1	Definition 2	Definition 3	Definition 4	Definition 5
Answer 1	Answer 2	Answer 3	Answer 4	Answer 5

How to use flashcards:

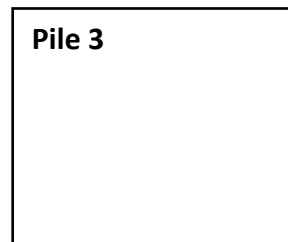
1. Test yourself using the flashcards.
2. As you test yourself, sort the flashcards into up to five piles according to how confident you are with the content.
3. Put the piles into numbered envelopes (1-5).
4. Test yourself on the different piles on different days (see below):



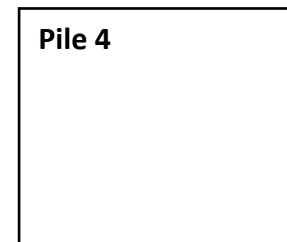
Practise **every** day.



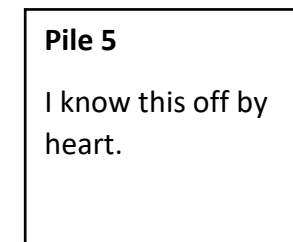
Practise every **other** day.



Practise every **three** days.

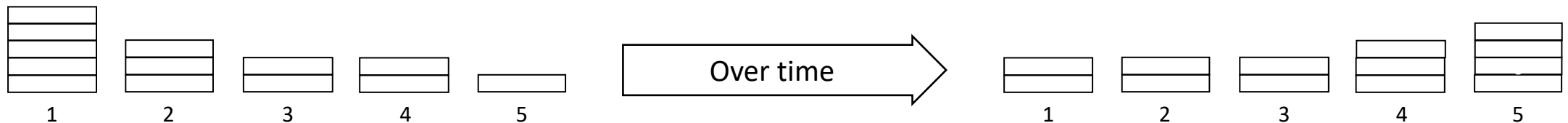


Practise every **four** days.



Practise every **five** days.

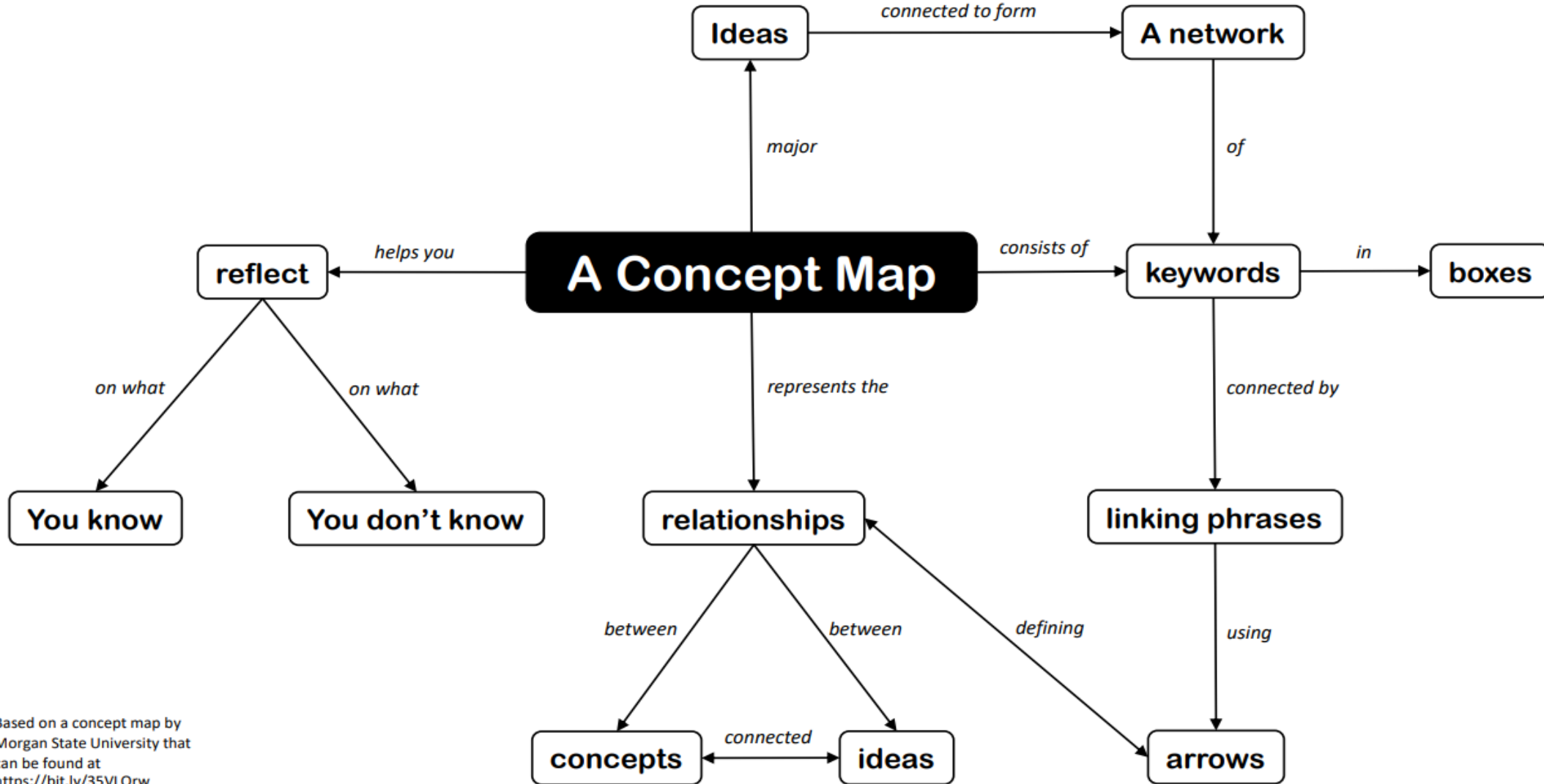
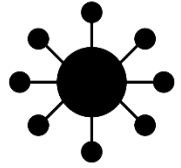
5. As you test yourself on the different piles, move the cards into different piles as you become more confident.



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>

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

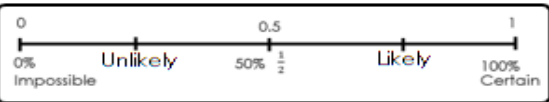
The **probability** P of an event happening is a number between 0 and 1 which tells us how likely the event is.



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




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




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]

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

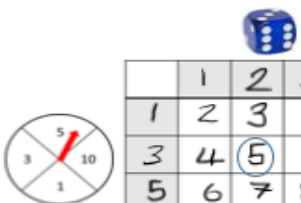


Outcomes = [A, A, B, B, C, C, C, C]
Number of outcomes = 8
Event: spinning a B = [B, B, B, B]
Spinner
 $P(B) = \frac{3}{8}$

Complementary events: The sum of the probability of an event happening and the event not happening is 1.
Example: $P(\text{Rain tomorrow}) = 0.43$
 $P(\text{No rain tomorrow}) = 1 - 0.43 = 0.57$

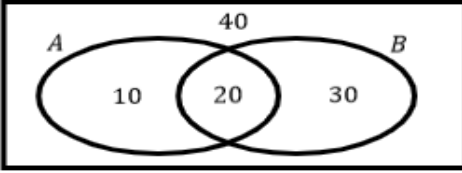
$P = 0$ means the event is impossible.
 $P = 1$ means the event is certain.
 $P = \frac{1}{2} = 0.5 = 50\%$ means that the event is **as likely** to happen **as** it is not to happen.

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.
 $9 \times 5 = 45$
 $45 \div 9 = 5$ $45 \div 5 = 9$

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.

1	28
2	14
3	
4	7
5	
6	

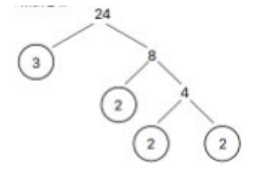
Factors of 28: 1, 2, 4, 7, 14, 28

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.



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

Maths

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

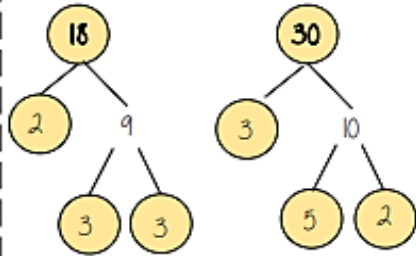
HCF – Highest common factor

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



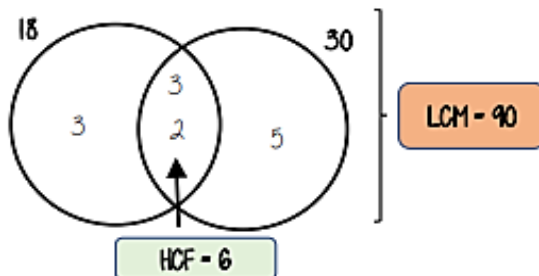
LCM – Lowest common multiple

LCM of 18 and 30

- 18: 18, 36, 54, 72, 90
- 30: 30, 60, 90

The first time their multiples match

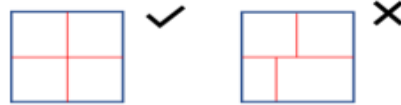
LCM = 90



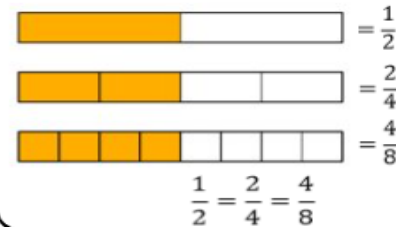
3 Numerator: Counts how many parts we have.

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.

$\frac{1}{5} = \frac{1 \times 3}{5 \times 3} = \frac{3}{15}$

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

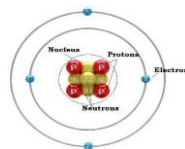
LCM of 4 and 6: 4, 8, 12, 16
6, 12

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

1. Structure of the Atom

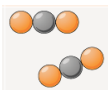
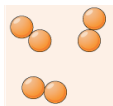
- An atom is made up of three subatomic particles: protons, electrons and neutrons.
- Protons and neutrons are found in the nucleus of the atom (in the centre).
- Electrons are found orbiting the nucleus in shells.
- Protons have a positive charge.
- Electrons have a negative charge.
- Neutrons have a no charge.

In an atom, there are equal numbers of protons and electrons because the positive and negative charges need to balance.



2. Elements and Compounds

Elements are substances made up of one type of atom. All the elements are found listed in the Periodic Table



Compounds contain two or more elements that are chemically joined to each other. **Compounds** are formed by chemical reactions.

Examples of elements	Examples of compounds
Carbon (C)	Carbon dioxide (CO ₂)
Oxygen (O ₂)	Water (H ₂ O)

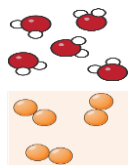
3. Chemical Symbols and Formulae

Each element is coded for by a formulae. Most elements have a formula which is the first letter of it's name (eg. C for Carbon and H for Hydrogen). Other formulae are the first two letters of the element name (eg. Li for Lithium and Ne for Neon). There are a few exceptions to this rule. Can you spot them?

Naming Compounds:

Lithium Hydroxide - (Lithium, Hydrogen + Oxygen) - Li OH
 Lithium Nitrate - (Lithium, Nitrogen + Oxygen) - Li NO₃
 Lithium Carbonate - (Lithium, Carbon + Oxygen) - Li CO₃
 Lithium Sulphate - (Lithium, Sulphur + Oxygen) - Li SO₄

4. Pure vs Impure

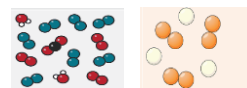


Pure Substances

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

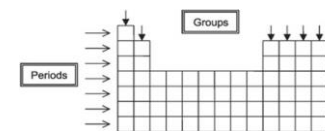
Impure materials are mixtures of different types of particle.



KS3 Science Atoms and Elements

6. Patterns in the Periodic Table

Elements are arranged on the periodic table in groups and periods. Horizontal rows are called periods and vertical columns are called groups.



Groups are labelled 1-7 from left to right, with last group being called either group 8 or 0. Elements in the same group have similar properties; because of this we can make predictions about trends.

7. Metals and Non-Metals

Physical properties of metals:

Shiny
 Strong
 Malleable (can bend)
 High melting and boiling point
 Conduct heat well
 Conduct electricity well

Chemical properties of Group 1 metals

Li	↓ least reactive hard to lose 1 electron
Na	
K	
Rb	
Cs	most reactive loses 1 electron easily

5. The Periodic Table

All the different elements are arranged on the periodic table. The elements are arranged in order of increasing atomic number. On the periodic table, we can see the metal elements on the left and non metal elements on the right.

8. Atomic Number and Mass Number

This is the total of protons + neutrons

Mass Number	→ 23
Na	
Atomic Number	→ 11

This is the number of protons

Therefore sodium has 11 protons, 11 electrons and 12 (23-11) neutrons.

1. Forces

A force is a **push** or a **pull** that changes the **shape, speed** or **direction** of an object. You cannot see forces but you can see the effects of them.



The unit of force is the **Newton (N)** named after Sir Isaac Newton. He came up with many theories including those to do with gravity and the **three laws of motion**. We measure force using a piece of equipment called a Newton metre.



4. Balanced Forces

When we talk about the total force acting on object we call this the **resultant force**. When the forces acting in opposite directions are the same magnitude (size) we say the forces are **balanced**.

This means one of two things:

1. The object is stationary (not moving)
2. The object is moving at a constant speed

For example, the vertical resultant force acting on the duck is 5N-5N=0N

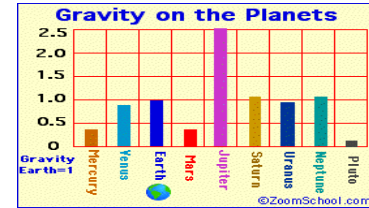


Submarine at constant speed and depth

6. Weight on different Planets

As planets have different masses a person's weight would be different depending which planet they were on.

For example, a person's weight on Earth is 1000N. If that same person was on Jupiter, their weight would be 2500N.



2. Types of Force

Forces can be divided into two types: contact and non-contact.

1. Contact forces for example friction, are caused when two objects are in contact.
2. Other forces for example gravity, are non contact forces. The two objects do not need to be in contact for the force to occur.

Examples of forces include **push, pull, friction, air resistance, water resistance, thrust, upthrust, reaction, weight, magnetism, gravity, lift and tension**.



KS3 Science
Forces

7. Hooke's Law

The **extension** of a material or a spring is its increase in length when pulled.

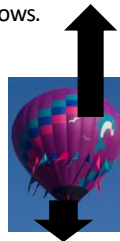
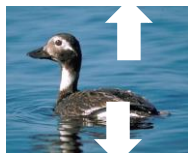
Hooke's Law says that **the extension of an elastic object is directly proportional to the force applied to it**.

In other words:

- if the force applied is doubled, the extension doubles
- if no force is applied, there is no extension

3. Force Diagrams

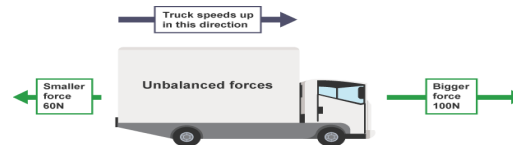
To show the forces acting on a body we use a free body force diagram. A **free body force diagram** shows all of the forces that are acting on the body. It has arrows that show the direction the force acts, the larger the arrow, the larger the force. A free body force diagram should always have labelled arrows.



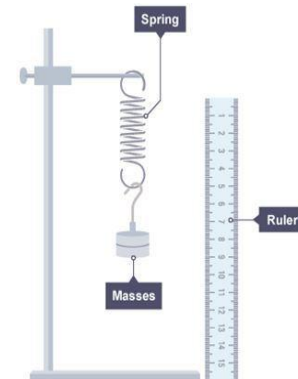
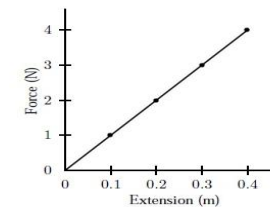
5. Unbalanced Forces

If the forces are unbalanced on an object there are two things that could happen:

1. If the object is stationary then it will move in the direction of the resultant force
2. If the object is moving, then the object will speed up or slow down in the direction of the resultant force



7. Hooke's Law



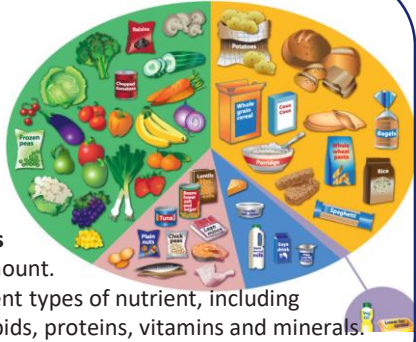
The **extension** of a spring (m) is **directly proportional** to the **force** applied (N).

1. A healthy diet

•To keep healthy, it is vital to eat a **balanced diet**.

This means eating foods that contain **nutrients** in the correct amount.

•There are different types of nutrient, including carbohydrates, lipids, proteins, vitamins and minerals.



2. An unhealthy diet

An imbalanced or poor diet can contain too much or too little of a particular nutrient. If you have too little of a particular nutrient, we say that you have a **deficiency** in that nutrient. For example, fibre is needed to keep food moving through the intestines easily, and people who have a fibre deficiency in their diet may get constipation.

3. Consequences of an unhealthy diet

- iron deficiency can cause anaemia, where there are too few red blood cells
- iodine deficiency can cause a swelling in the neck called goitre
- vitamin A deficiency can cause blindness
- vitamin C deficiency causes scurvy, which makes the gums bleed
- vitamin D deficiency causes rickets, which makes the legs bow outwards in growing children

4. Nutrients

Nutrients are essential substances that the body needs. There are different types of nutrient, each with its own purpose:

- **Carbohydrates**: provide energy.
- **Lipids** (fats and oils): provide energy.
- **Proteins**: provide materials to make new cells and to repair damaged tissues, such as muscles.
- **Vitamins**: Vital in many processes.
- **Iron**: used to transport oxygen in the blood
- **Calcium**: used in making bones and teeth.
- **Fibre** and **water** are also needed but are not nutrients as they are not digested.



KS3 Science

Nutrition and digestion

5. Digestive system

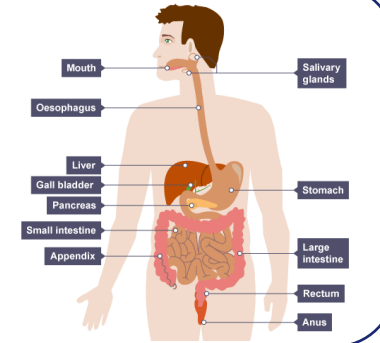
•During digestion larger molecules are broken down into smaller ones. These molecules are transported around our body to be used for energy, growth and repair.

Enzymes are not living things. They are just special proteins that can break large molecules into small molecules. Different types of enzymes can break down different nutrients:

- amylase** and other **carbohydrase** enzymes break down **starch** into **sugar**
- protease** enzymes break down **proteins** into **amino acids**
- lipase** enzymes break down **lipids** (fats and oils) into **fatty acids** and **glycerol**

6. Digestive system

•The digestive system is made up of a group of organs that work together to break down food.



7. Digestive system function

The mouth: Brakes down food mechanically and chemically by enzymes.

The stomach: Food mixes with the stomach acid and enzymes. The stomach is a muscular bag which churns the food, breaking it down into small pieces.

The intestines: Food passes through into the small intestine, where more enzymes are released, breaking down food into small nutrients. These are then absorbed into the blood stream.

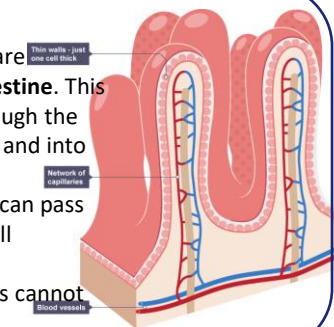
The rectum: Remaining nutrients move through into the large intestine, where the water is absorbed back into the body. The undigested food molecules that remain form our faeces.

The faeces is passed into the rectum and is excreted from the body through the **anus**.


8. Diffusion of nutrients

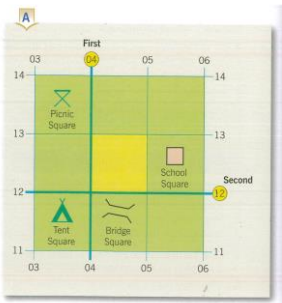
Digested food molecules are absorbed in the **small intestine**. This means that they pass through the wall of the small intestine and into our bloodstream. Only small, **soluble** substances can pass across the wall of the small intestine.

Large **insoluble** substances cannot pass through.

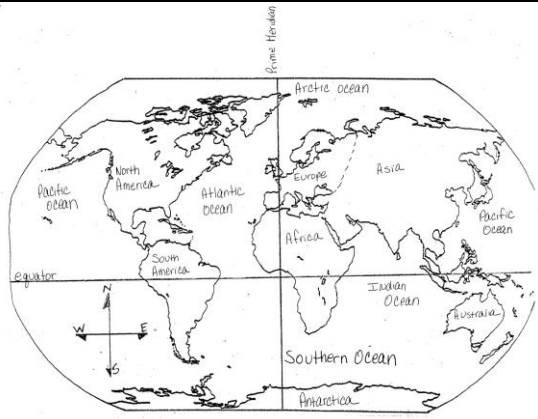


Year 7 Geography Knowledge Organiser Term 2 - UK

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

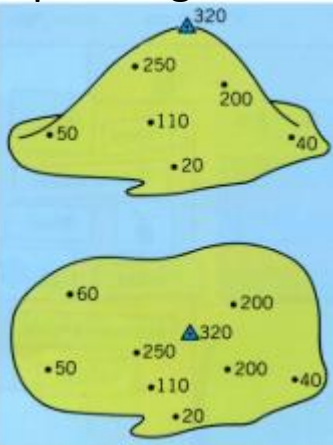
1. National Park	An area of the country protected for the enjoyment of the public or preservation of wildlife.
2. UNESCO World Heritage Ste	This is a landmark or area chosen by the UN for having cultural, historical or scientific importance.
3. Contour lines	These are lines drawn on a map to show points 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.



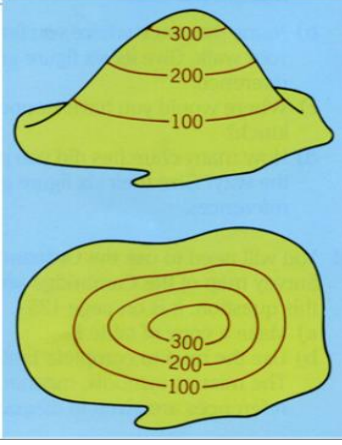
In the UK there are 15 National Parks. All of these have been protected due to their beautiful countryside, wildlife and cultural heritage.	
The first National Park was designated in 1951, and today there are 10 in England, two in Scotland and three in Wales.	
9. The Lake District	A National Park in 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



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.

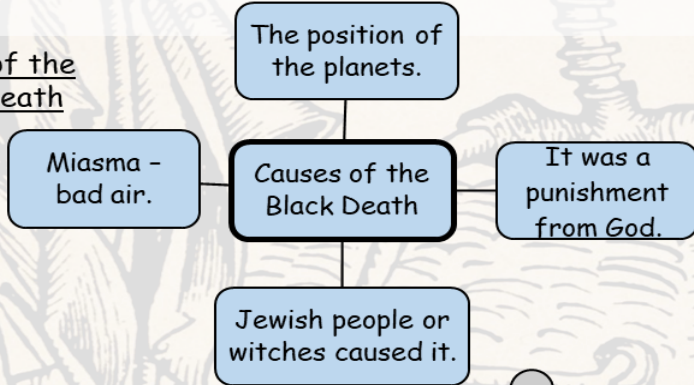
August 1348 - The Black Death arrived in London.

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.



Key Terms	
Abraham	Founder (father) of Judaism - the 1 st official Jewish prophet
Torah	Jewish holy book
Monotheism	Belief in one God
Prophet	A person who communicates with God and passes the message on to the people
Covenant	A promise / agreement made between God and people
Hebrew	A name for the people & language of some who lived in the Middle East relating to Jewish people
Messiah	Means 'Chosen One' who will lead the Jewish people
Circumcision	A cut to the foreskin

Covenants

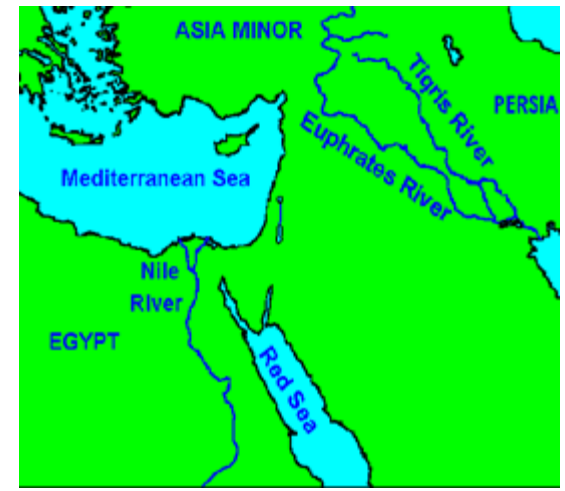
Noah - God **judged** humanity and decided only Noah was a 'righteous man' and chosen to restart humanity. Ark represents one of God's miracles. **1st Covenant:** God promised to never destroy humanity again.

Abraham - descendent of Noah.
2nd Covenant: God promised Abraham's people (people of God/Jews/Hebrews) would be enslaved then be freed and inherit the Promised Land. All boys would be circumcised as a symbol of their agreement (Brit Milah). This is the basis for the Hebrew's relationship with God.

Moses - saved the people of God from slavery in Egypt. Celebrated during Passover (Pesach) by eating unleavened bread 'matzah'. **3rd Covenant:** Spoke directly with God at **Mount Sinai** and received the **10 Commandments** - the rules all Jewish people must live by. God will judge how well they have lived their lives when they die.

**48 Male Prophets in Judaism
7 female**

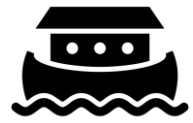
From Judaism springs forth Christianity in 1st C BC & Islam in 6th C BC



Area of land that God gave to Abraham and his descendants.

Called Canaan in the Torah - now known as Israel.

Israel was established after the Second World War as a country the Jewish people could call home.





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
Tuu	as	es	es
EI/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

7.1 Languages and me!

SPANISH

¿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

¿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

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>

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>

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)

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

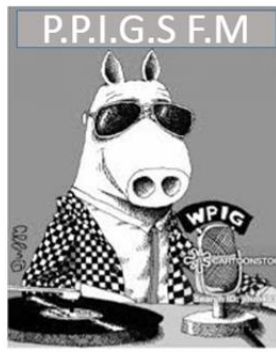
As-tu un animal à la maison ?	Do you have a pet?
 Un chien	A dog
 Un chat	A cat
 Una cochon d'Inde	A guinea-pig
 Un hamster	A hamster
 Un lapin	A rabbit
 Un oiseau	A bird
 Un cheval	A horse
 Un lézard	A lizard
 Un poisson	A fish
 Une souris	A mouse
 Une tortue	A tortoise
 Une araignée	A spider
 Un serpent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

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

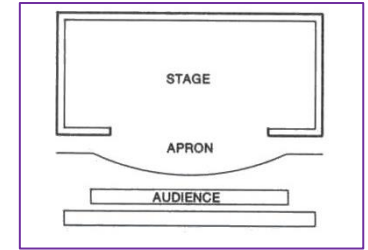
Movement
The way an actor moves and where they move to on stage

Facial Expression
Facial movements to show mood or emotion

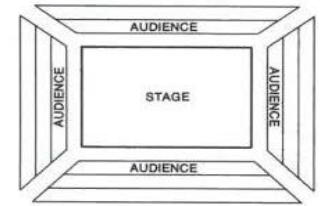
Speech
Pitch (high/low), Volume and Projection, Pace, Diction, Emphasis, Accent

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

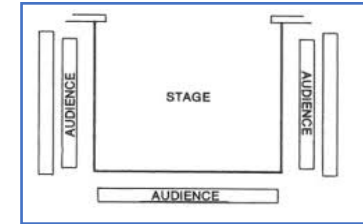
Proscenium Arch



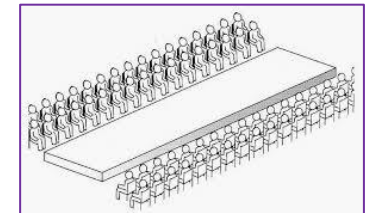
In The Round



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

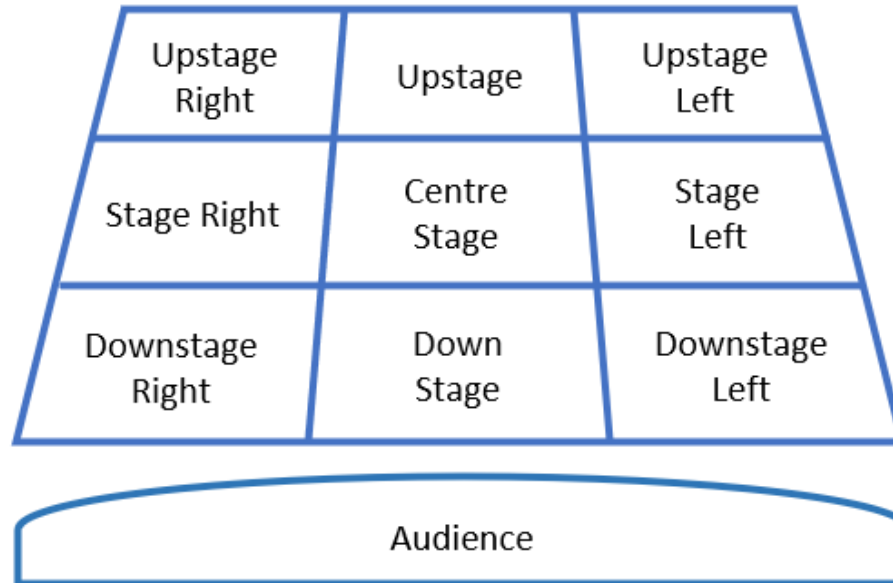
PROJECTION
The direction and distance an actor sends their voice

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

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

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.

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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...

Broadoak Above and Beyond Challenges

Curriculum Area	How to develop your curiosity
English	Read a book of your choosing and write a book review.
Maths	Write a colourful set of instructions/flow diagram for solving questions/equations you have been working on this term.
Science	Research a scientist of the past create a fact-file of their background and achievements and impacts.
Humanities	Create a film reporting on a historical event you have looked at, as if it happened today.
MFL	Make a booklet for the year below you about how to be a successful linguist.
The Arts	Research and make a fact-file on an artist, chef or inventor of your choosing.
Performing (Music and Drama)	Watch live or online a performance of your choosing and write a review for a magazine, rating and evaluating it.
PE	Take an autumnal walk, assessing how you felt before and after.

Due: First week after December break, by 13th January 2023

Where: Give to your subject class teacher first lesson back.



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