YEAR 7 – LINES AND ANGLES

Constructing, measuring and using geometric notation

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What do I need to be able to do?

By the end of this unit you should be able to:

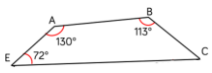
- Use letter and labelling conventions
- Draw and measure line segments and angles
- Identify parallel and perpendicular lines
- Recognise types of triangle
- Recognise types of quadrilateral
- Identify polygons
- Construct triangles (SAS, SSS, ASA)
- Draw Pie charts

Keywords

Polygon: a 2D shape made with straight lines
Scalene triangle: a triangle with all different sides and angles
Isosceles triangle: a triangle with two angles the same size and two angles the same size
Right-angled triangle: a triangle with a right angle
Frequency: the number of times a data value occurs
Sector: part of a circle made by two radii touching the centre
Rotation: turn in a given direction
Protractor: equipment used to measure angles
Compass: equipment used to draw arcs and circles.

Letter and labelling convention

The letter in the middle is the angle
The arc represents the angle

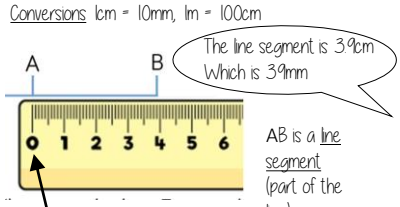


Angle Notation: three letters ABC
This is the angle at B = 113 °

Line Notation: two letters EC
The line that joins E to C

Draw and measure line segments

Conversions 1cm = 10mm, 1m = 100cm



AB is a line segment (part of the line)

Make sure the start of the line is at 0.

Angles as measures of turn


Clockwise


Anti-Clockwise

East to South is a quarter turn clockwise


Quarter Turn
90°
Clockwise


Half Turn
180°


Three-quarter Turn
270°
Anti-Clockwise


Full Turn
360°

Classify angles


Acute Angles
0°< angle <90°


Right Angles
90°

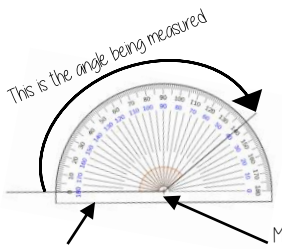

Obtuse
90°< angle <180°

Right angle notation


Reflex
180°< angle <360°

Straight Line
180°

Measure angles to 180°



The base line follows the line segment

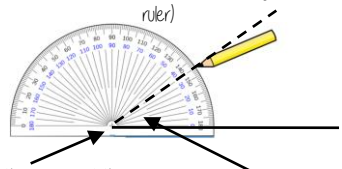
Make sure the cross is at the point the two lines meet

Read from 0° on the base line.
Remember to use estimation.
This is an obtuse angle so between 90 ° and 180 °

Draw angles up to 180°

Draw a 35° angle

Make a mark at 35° with a pencil
And join to the angle point (use a ruler)

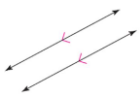


Make sure the cross is at the end of the line (where you want the angle)

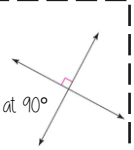
The angle

Parallel and Perpendicular lines

Parallel lines
Straight lines that never meet
(Have the same gradient)



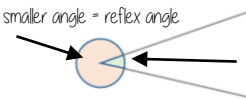
Perpendicular lines
Straight lines that meet at 90°



Angles over 180°

Use your knowledge of straight lines
180 ° and angles around a point
360 °

360 ° - smaller angle = reflex angle



Measure the smaller angle first (less than 180 °

Properties of Quadrilaterals


Square
All sides equal size
All angles 90°
Opposite sides are parallel


Parallelogram
Opposite sides are parallel
Opposite angles are equal
Co-interior angles


Rectangle
All angles 90°
Opposite sides are parallel


Trapezium
One pair of parallel lines

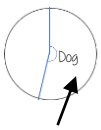

Rhombus
All sides equal size
Opposite angles are equal


Kite
No parallel lines
Equal lengths on top sides
Equal lengths on bottom sides
One pair of equal angles

Draw Pie Charts

Type of pet	Dog	Cat	Hamster
Frequency	32	25	3

32/60 "32 out of 60 people had a dog"



This fraction of the 360 degrees represents dogs

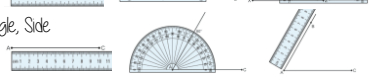
32/60 X 360 = 192°

Use a protractor to draw
This is 192°

SAS, SSS, ASA constructions

Side, Angle, Angle

Side, Angle, Side



Side, Side, Side

Polygons

3	- Triangle	5	- Pentagon	8	- Octagon
4	- Quadrilateral	6	- Hexagon	9	- Nonagon
		7	- Heptagon	10	- Decagon

If all the sides and angles are the same, it is a **regular** polygon

YEAR 7 – LINES AND ANGLES

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Geometric reasoning

What do I need to be able to do?

By the end of this unit you should be able to:

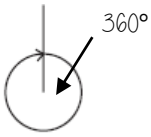
- Understand/use the sum of angles at a point
- Understand/use the sum of angles on a straight line
- Understand/use equality of vertically opposite angles
- Know and apply the sum of angles in a triangle
- Know and apply the sum of angles in a quadrilateral

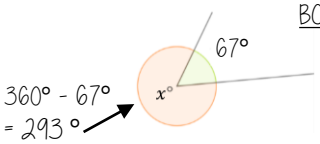
Keywords

Vertically Opposite: angles formed when two or more straight lines cross at a point
Interior Angles: angles inside the shape
Sum: total, add all the interior angles together
Convex Quadrilateral: a four-sided polygon where every interior angle is less than 180°
Concave Quadrilateral: a four-sided polygon where one interior angle exceeds 180°
Polygon: a 2D shape made with straight lines
Scalene triangle: a triangle with all different sides and angles
Isosceles triangle: a triangle with two angles the same size and two angles the same size
Right-angled triangle: a triangle with a right angle

Sum of angles at a point

The sum of angles around a point is 360°



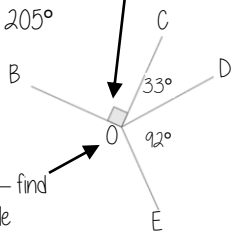


360° - 67°
= 293 °

Find angle BOE

90° + 33° + 92° = 205°
360° - 205°
BOE = **155°**

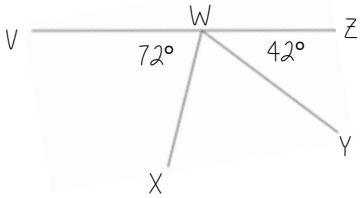
Angle notation – 90°



Angle notation – find this missing angle

Sum of angles on a straight line

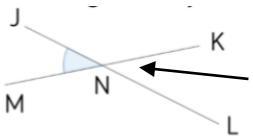
Adjacent angles that share a common point on a line add up to 180°



Find angle XWY

72° + 42° = 114°
180° - 114° = **66°**

Vertically opposite angles

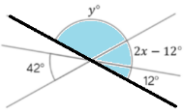


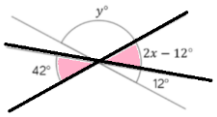
Angle JNM is vertically opposite to angle KNL

JNM = KNL

Vertically opposite angles are the same

Other angle rules still apply.
Look for straight line sums and angles around a point.

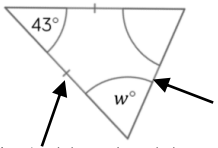




Form equations with information from diagrams:
$2x - 12 = 42$
$2x = 54$
$x = 27°$

Sum of angles in triangles

Sum of interior angles in a triangle = 180°



The two base angles will be the same size

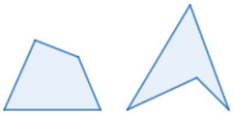
Look at triangle notation. This indicates an isosceles triangle
∴ 180 - 43 = 137
137 ÷ 2 = 68.5°

A triangle can only have ONE right angle

Have a go!
Tearing the corners from triangles forms a straight line which is therefore 180°

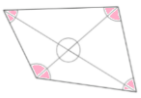
Sum of angles in quadrilaterals

Sum of interior angles in a quadrilateral = 360°

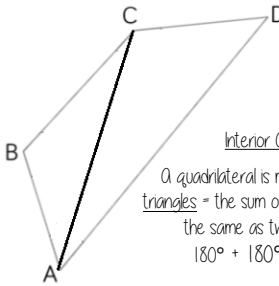


Convex Quadrilateral

Concave Quadrilateral



Interior angles are those that make up the perimeter (outline) of the shape

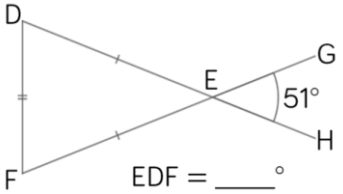


Interior Angles

A quadrilateral is made up of two triangles = the sum of interior angles is the same as two triangles:
180° + 180° = 360°

Angle Problems

Split up the problem into chunks and explain your reasoning at each point using angle notation



Keep working out clear and notes together

1. Angle DEF = 51° because it is a vertically opposite angle DEF = GEH
2. Triangle DEF is isosceles (triangle notation) ∴ EDF = EFD and the sum of interior angles is 180°
   180° - 51° = 129° 129° ÷ 2 = 64.5°
3. Angle EDF = 64.5°

YEAR 7 – REASONING WITH NUMBER

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Developing number sense

What do I need to be able to do?

By the end of this unit you should be able to:

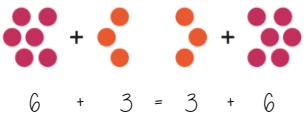
- Know and use mental addition/ subtraction
- Know and use mental multiplication/ division
- Know and use mental arithmetic for decimals
- Know and use mental arithmetic for fractions
- Use factors to simplify calculations
- Use estimation to check mental calculations
- Use number facts
- Use algebraic facts

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

Mental methods for addition/ subtraction

Addition is commutative



6 + 3 = 3 + 6

The order of addition does not change the result

Subtraction the order has to stay the same

360 – 147 = 360 – 100 – 40 – 7

- Number lines help for addition and subtraction
- Working in 10's first aids mental addition/ subtraction

Mental methods for multiplication/ division

Multiplication is commutative

2 × 4 = 4 × 2

The order of multiplication does not change the result

Partitioning can help multiplication

24 x 6 = 20 x 6 + 4 x 6
= 120 + 24
= 144

Division is not associative

Chunking the division can help 4000 ÷ 25
"How many 25's in 100" then how many chunks of that in 4000.

Mental methods for decimals

Multiplying by a decimal < 1 will make the original value smaller e.g x 0.1 = ÷ 10

Methods for multiplication 1.2 x 0.03

12 × 3 = 36
1.2 × 3 = 3.6
1.2 × 0.3 = 0.36
1.2 × 0.03 = 0.036

12 × 3 = 36
÷ 10 ÷ 100 ÷ 1000
1.2 × 0.03 = 0.036

Methods for addition 2.3+2.4

2 + 2 = 4
0.3 + 0.4 = 0.7
4 + 0.7 = 4.7

Methods for division 1.5 ÷ 0.05

Multiply by powers of 10 until the divisor becomes an integer

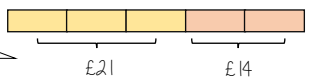
1.5 ÷ 0.05
x100 x100
150 ÷ 5 = 30

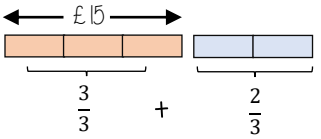
Mental methods for fractions

Use bar models where possible

I've spent $\frac{2}{5}$ of my money. I have £21 left

How much did they have to begin with?





What is $\frac{5}{3}$ of £15?

Using factors to simplify calculations

30 x 16

10 x 3 x 4 x 4
2 x 5 x 3 x 2 x 2 x 2 x 2
10 x 3 x 2 x 8
16 x 10 x 3

Multiplication is commutative
Factors can be multiplied in any order

Estimation

Estimations are useful – especially when using fractions and decimals to check if your solution is possible.

Most estimations round to 1 significant figure

Estimations are useful – especially when using fractions and decimals to check if your solution is possible.

210 + 899 < 1200

This is true because even if both numbers were rounded up, they would reach 300 + 900.

The correct estimation would be 200 + 900 = 1100.

Number facts

Use 124 x 5 = 620

For multiplication, each value that is multiplied or divided by powers of 10 needs to happen to the result

620 ÷ 124 = 50

For division you must consider the impact of the divisor becoming smaller or bigger.
Smaller – the answer will be bigger
(It is being shared into less parts)
Bigger – the answer will be smaller
(It is being shared into more parts)

Algebraic facts

2a + 2b = 10 — Everything x 2

0.1a + 0.1b = 0.5 — Everything ÷ 10

a + b = 5 — Add 2 to the total

a + b + 2 = 7

The unknown quantity isn't changing but the variables change what is done to give the result

Year 7 Science Summer Term Knowledge Organiser – Energy transfers

Key Vocabulary:

1	**Calorie**	A unit of energy used to describe the energy content in food.
2	**Chemical energy**	A store of energy that is found in food, fuels and batteries.
3	**Degrees Celsius**	The unit used for temperature.
4	**Dissipate**	Spread out into the surroundings.
5	**Efficiency**	A measure of how much useful energy is transferred.
6	**Elastic potential energy**	A store of energy that is found in objects that can be stretched or compressed.
7	**Energy**	There are different stores of **energy**, such as potential energy and kinetic energy.
8	**Gravitational potential energy**	A store of energy that is found in objects at a height.
9	**Joule**	The SI unit of energy.
10	**Kilojoule**	1000 Joules.
11	**Kinetic energy**	A store of energy that any object or particle has when moving.
12	**Sankey diagram**	A diagram that shows the energy transfers taking place and their efficiency.
13	**Temperature**	Related to the average kinetic energy of particles
14	**Thermal energy**	A store of energy that any object with a temperature has.
15	**Thermal conductor**	A material that allows heat to move flow it quickly.
16	**Thermal insulator**	A material that does not allow heat to flow through it quickly.

Energy

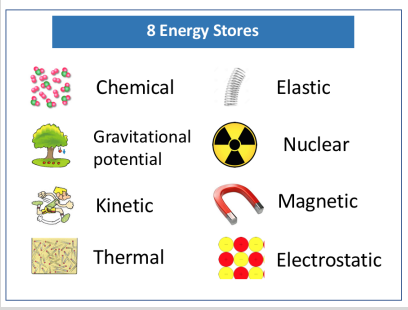
17

1. Energy cannot really tell us how things work.
2. Energy can only tell us if things are possible to do.
3. Energy is measured in joules (symbol J).
4. One joule is quite a small amount of energy.
5. One kilojoule, 1 kJ = 1000 J (one thousand joules)
6. One megajoule, 1MJ = 1000 kJ = 1,000,000J (one million joules)

18 Energy stores

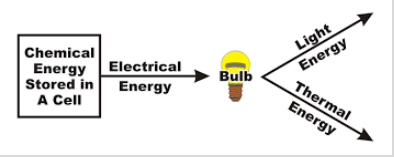
Energy can be stored in different ways, including:

- Moving things have a kinetic energy store
- High up things have a gravitational potential energy store
- Stretched, twisted or bent things have an elastic potential energy store
- Hot things have a thermal energy store
- Certain chemicals, like fuels or batteries, have a chemical store

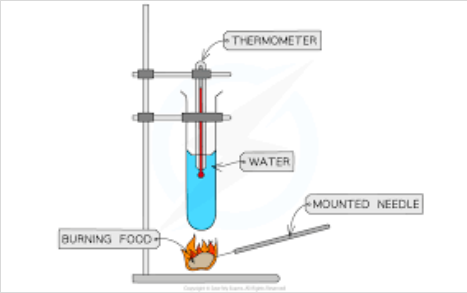


19 Energy Transfers

- Energy can be shifted from one store to another by physical processes (like forces or electric currents).

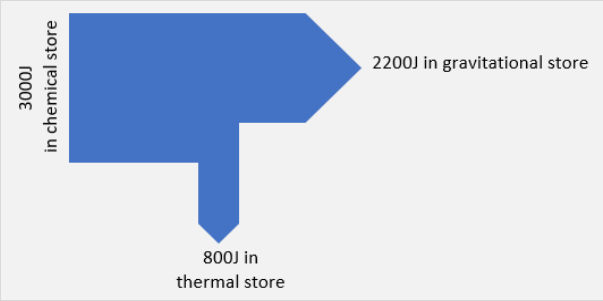


20 Energy in food



- 1 food calorie is approximately 4 200J.
- Different foods contain different amounts of energy – food labels can tell us how much.

Thermal conductors are materials that allow heat to flow through them easily.
Thermal insulators are materials that do not allow heat to flow through them easily
Metals tend to be good conductors.
Non-metals tend to be good insulators.

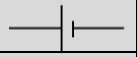
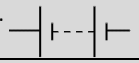


Year 7 Science Knowledge Organiser – Electrical Circuits

Key Vocabulary:

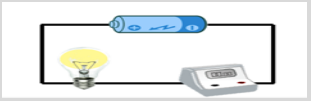
1	**Ammeter**	A component used to measure current in electrical circuits, connected in series.
2	**Ampères (Amps)**	The unit of measurement for current.
3	**Battery**	Two or more cells connected together.
4	**Cell**	A single energy source that can be used to power an electrical circuit, two or more of which can be connected together to make a battery.
5	**Charge**	Particles that transfer energy in an electrical circuit.
6	**Component**	Any device in an electrical circuit.
7	**Current**	The rate of flow of charge.
8	**Electrical Conductor**	A material that allows current to flow through it easily.
9	**Electrical Insulator**	A material that does not allow current to flow through it easily.
10	**Energy**	The ability or capacity to do work (such as move an object through a distance).
11	**Junction**	A point in a parallel circuit where the current can split.
12	**Parallel**	A circuit in which there is more than one branch through which current can flow.
13	**Series**	A circuit in which there is only one branch through which current can flow.
14	**Switch**	A component that can be open or closed to control whether or not current can flow.
15	**Voltage**	The amount of energy shifted from the power source to the moving charges or from the charges to the component.
16	**Voltmeter**	A component used to measure voltage in electrical circuits, connected in parallel.
17	**Volts**	The unit of measurement for voltage.

18 Circuit Components

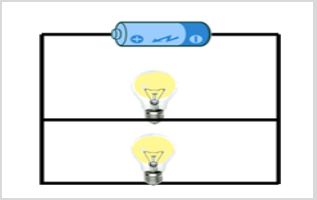
Circuit Symbol	Component Name	Function
1. 	Cell	Push charges around the circuit. Supplies electrical energy
2. 	Battery	
3. 	Bulb/Lamp	Lights up
4. 	Ammeter	Measures current
5. 	Voltmeter	Measures voltage
6. 	Motor	Spins around or moves
7. 	Switch	Completes the circuit
8. 	Buzzer	Makes a sound

19 Series & Parallel Circuits

A complete circuit has no gaps, so the electricity can flow all around in a loop.
If the circuit is incomplete, the electricity cannot flow.
If all of the components are connected into one main loop, it is a series circuit.



If there's more than one loop with junctions, it's a parallel circuit

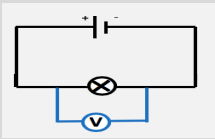


20 Current

1. Current is the rate of flow of charge and is measured in Amperes/Amps (A) by an Ammeter.
2. Ammeters are placed in series.
3. Current transfers energy from one place to another.
4. Current can be calculated using the equation:
   Current=Charge/Time
5. Charge is measured in Coulombs (C) and time is measured in seconds (s).
6. The brightness of a bulb is increased by adding cells/ batteries and decreased by adding more bulbs (components).
7. Current is the same everywhere in a series circuit.
8. Current splits at the junctions in a parallel circuit.

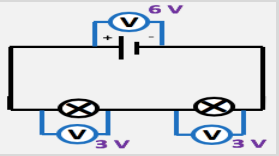
21 Voltage

Voltage is measured in Volts (V) by a Voltmeter.
Voltmeters are connected in parallel.

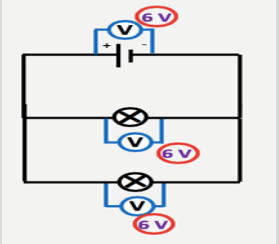


Voltage is the amount of energy shifted from the power source to the moving charges, or from the charges to the circuit component.

- Adding voltage (adding batteries) increases the current and increases the brightness of bulbs.
- The voltage in a series circuit is shared between components.



The voltage across the cell is equal to the voltage on each pathway of a parallel circuit.



Year 7 – Poetry – HT5 Knowledge Organiser

Poetry	Literary work that expresses feelings and ideas using rhythm and style.
Analysis	Detailed examination of the language elements or structure of a piece of writing.
Comprehension	The understanding when reading a piece of text.
Structure	The structure of a poem is the way it is put together. It refers to the structural techniques and how it looks on the page.
Message	The message of a poem is what the writer intended to say – often poetry will have different layers of meaning.
Imagery	The imagery of a poem refers to the mental images that are created through language use.
Language	The language of a poem refers to word choices. Poets often try to use particularly descriptive vocabulary.
Effect	The effect of a poem refers to the way the writer wants readers to feel after reading.
Stanza	A group of lines in poetry, like a paragraph in writing, or a verse in a song.
Free Verse	Free verse is any poem that does not follow a particular rhyme scheme or rhythm.
First Person Narrative	When a story or poem is written from the perspective of the protagonist using first person pronouns.
Cyclical Structure	When a story begins at the end or ends at the beginning.
Consonance	When the same or similar constant sound occurs in words close to each other in a text.
Abstract	Something that usually only exists through a thought or an idea.
Caesura	A pause in a line of poetry marked by a full stop/end of a sentence.
Dashes	Punctuation that creates particular emphasis.
Refrain	A repeated line through a piece of poetry.
Connotations	The associations a particular word or phrase has.
Rhyme	Words with a similar/identical vowel or consonant sound.

Year 7 ART Knowledge Organiser

HT 5 & 6

Keywords

Construction – A process of assembling a work of art.

Experiment – Exploring new, creative ideas.

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Most African masks are made by the tribes 'tribal artist' who's training can last many years and they are a very respected person within the tribe. Most African masks are for use in ritual ceremonies held within the tribe, and they are seen more as spiritual than 'nice looking'.

A lot of African masks are heavily patterned and usually consist of warm or earthy colours, patterns can be taken from things they see around them and also can be found on a lot of African fabrics.

WAGOLL

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2. Draw the design onto a piece of cardboard and cut out carefully.

3. Layer up pieces of cardboard and string to create a three-dimensional texture, enhancing your mask.

4. Using warm and earthy colours such as brown, yellow and red, paint your mask. When dry add detail with fine liner or paint.

Year 7 History Term 3 Knowledge Organiser: Killing the King

MONARCHS 1558-1649

Elizabeth I *1558-1603*

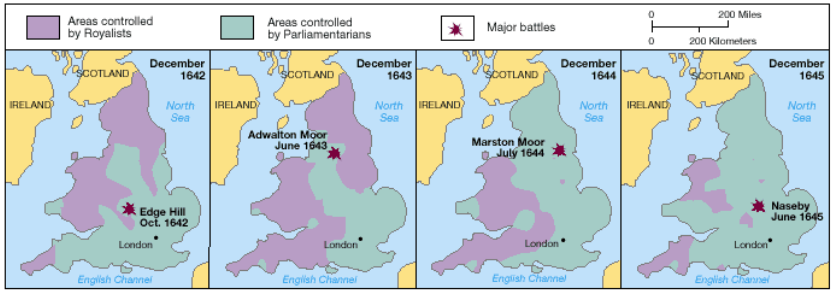
COUSINS

James I *1603 - 1625*

FATHER & SON

Charles I *1625 - 1649*

THE CIVIL WAR 1642 - 1649



ROYALIST CAVALIERS

PARLIAMENTARIAN ROUNDHEADS

MONARCHY	The name given to a country ruled by a King or Queen.
PARLIAMENT	A group of people who make the laws for a country.
DIVINE RIGHT OF KINGS	The idea that a monarch's right to rule comes directly from God, not from the people.
SOVEREIGN	The highest power in a country.
CIVIL WAR	A war between two sides in the same country.
ROYALISTS	Supporters of the King. Royalist soldiers were nicknamed "Cavaliers".
PARLIAMENTARIAN	Supporters of Parliament. Parliamentarian soldiers were nicknamed "Roundheads".
MEMBER OF PARLIAMENT	Someone who speaks and votes in Parliament. (MP)
NEW MODEL ARMY	Parliament's well-trained and disciplined army. Led by Thomas Fairfax and Oliver Cromwell.
TAX	Money that people have to pay to the government.
TRIAL	Hearing a case in court to decide whether someone is guilty or innocent of a crime.
EXECUTION	When the government kills someone who is guilty of a crime.
ECONOMIC	Related to money or trade.
POLITICAL	Related to power and who has it.
CATHOLIC	A type of Christianity, ruled by the Pope. Most Christians in the Medieval periods were Catholics.
PROTESTANT	A type of Christianity. Protestants were Christians who did not agree with the teachings of the Catholic Church and PROTESTed against it.

CHARLES Vs PARLIAMENT TIMELINE

1629 – Charles I dismissed Parliament and tried to rule without them.

1640 – Charles recalled Parliament to ask them for money.

1642 – January. Charles tried to arrest 5 MPs.

1642 – August. Charles declared War on Parliament.

1645 – Parliament won the Battle of Naseby

1649 – Charles was put on trial and executed.

Year Subject Term Knowledge Organiser Yr7 : Scratch 2

Variables are used to store **data** for use in a program. They can store lots of different types of data such as names and scores.

So set variable score to equal 0
If I score a goal then increase variable by 1
A variable can only hold 1 piece of data at a time.

Lists are used to store data for use in a program.

Lists can hold multiple items of data under one name. Just like a shopping list where you can keep adding items.

Sequence, **selection** and **iteration** are all processes.

These are three of the key concepts –the BIG 3
Sequence—the challenge of arranging precise instructions into the correct order
Selection—allowing a program to branch down a different route IF a condition is met
Iteration (repetition) - allowing a repetition of commands by looping back.

Iteration allows for the same code to be repeated.

Count controlled iteration will execute the
commands a set number of times
Example: "perform 200 star jumps"

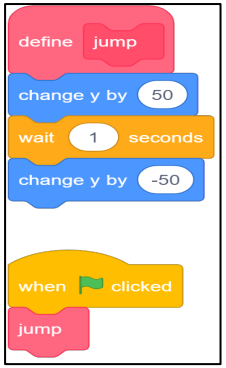
Condition-controlled iteration will execute the commands until the condition you set is no longer being met
Example: "perform star jumps until 3pm"

Key Words

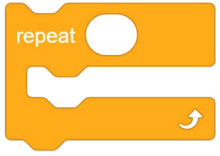
Abstraction	Identify the important aspects to start with
Algorithm	Precise sequence of instructions
Debugging	Looking at where a program might have errors or can be improved
Decomposition	Breaking down a problem into smaller parts
Iteration	Doing the same thing more than once
Lists	Allows multiple items of data to be held
Selection	Making choices
Sequence	Running instructions in order
Subroutine	A group of instructions that can run when called
Variable	Data being stored by the computer.

This subroutine had been named 'jump'. The y axis has been changed by 50 (so jump up), wait 1 second then jump down (-50).

Then the jump subroutine can be called in the program.



Will loop the code forever



Will repeat a set number of times

Will repeat until a condition is met

Ecosystems

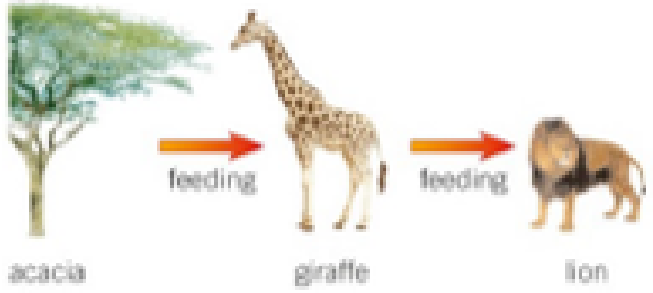
Knowledge Organiser

Keyword	Definition
Food Chain/web	A diagram used to show the relationships between different organisms in an ecosystem
Interdependence	The way in which different organisms depend on each other to survive
Competition	Different organisms compete for resources.
Organism	A living creature

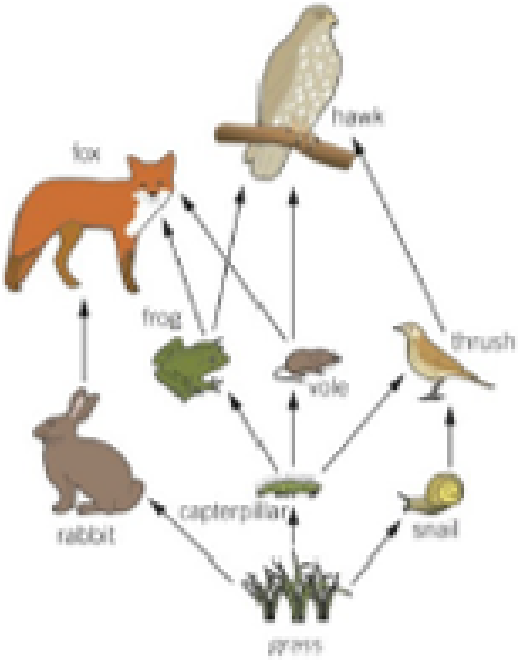
Food chains are used to show relationships between organisms. **Food chains** have the following features.

- **Producers**, always a green plant or algae which produces food by **photosynthesis**
- **Consumers**, primary consumers eat the plants, secondary consumers usually eat the primary consumer.

In this Food chain, the acacia tree is the producer, the giraffe is the primary consumer and the lion is the secondary consumer. The lion is also a **predator** (hunter) and the giraffe is an example of prey (hunted).



The arrows in a food chain show the direction that energy moves in an ecosystem. Plants take in light energy using **photosynthesis**, they turn it into **glucose**. That glucose is passed onto other organisms when they eat.



To the left is a **food web**. Food webs show several food chains at once.

Different animals rely on each other to survive this is called **interdependence**. For example, if the vole suddenly died out there would be increased competition by the hawk and the fox for the frog.

The organisms in an ecosystem are known as a **community**. The area they live in is called a **habitat**.

RE 7.6 Does religion make people good?

Key terms

1. **Siddhartha Gautama –** The Buddha.
2. **Buddha –** The title given to the founder of Buddhism.
3. **Noble Truths –** The teachings of Buddha.
4. **Karma –** Our past actions affect us, positively or negatively, and what we do now will affect us in the future.
5. **Dharma –** Buddha's teachings known as the Truth.
6. **Tripitaka** – Buddhist sacred text.

Crucial Commands:

Describe: Say in detail what something or someone is like, and the impact it has. E.g. Describe rites of passage in Judaism.

Explain: Say why something or someone is important, and the impact it has. E.g. Explain why Moses is important.

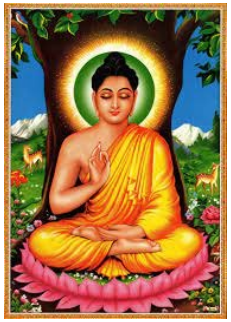
Discuss: Write about at least two points of view and explain why these points of view are valuable or not. E.g. ""Yom Kippur is the most valuable Jewish festival" Discuss.

Beliefs:

It began in North-Eastern India and is based on the teachings of Siddhartha Gautama. It is a religion about suffering and the need to get rid of it, when you are enlightened you are in a state without suffering.

Four Noble Truths

1. All life involves suffering.
2. The origin of suffering is craving.
3. Stop craving, then suffering will also stop.
4. To stop suffering you must follow the Eightfold path.



Eightfold Path

Prayer Flags

The prayer flags are meant to encourage compassion, peace, strength, and wisdom. The prayers and mantras inscribed on them are carried away by the wind to deliver kindness and goodwill everywhere to benefit people..

Lantern floating ceremony

Every year, during the twelfth full moon, locals place candles on baskets fashioned out of banana leaves and wood and float them downriver. The light of these makeshift lanterns are significant in Buddhist culture, signifying the transition from darkness to a brighter future.

The Buddha

At 29 Siddhartha Gautama realised that wealth and luxury did not guarantee happiness. After he was enlightened he spent the rest of his life teaching the principles of Buddhism (the Dharma).

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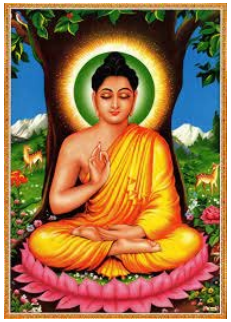

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Year 7 Knowledge Organiser – Mi Pueblo

El objetivo – To describe where I live in Spanish.

A. Tenses

Vivo	I live
Vivimos	We live
Hay	there is(n't)
Me gustaría	I would like
Vivir	To live
Vivía	I used to live

B. Opinions

Me gusta(n)	I like (them)
Me encanta(n)	I love (them)
No me gusta(n)	I don't like (them)
Odio	I hate
Porque es/son…	Because it is/they are…

C. Pronouns

(Yo) Vivo	I live
(Tú) vives	You live
(El/ella) vive	He/she lives
(Nosotros) Vivimos	We live
(Vosotros) Vivís	You (plural) live
(Ellos/ellas) Viven	They live

Connectives:

Y	and
También	also
Además	in addition
Sin embargo	however
Pero	but
O	or

Frases útiles

Muy	very
Un poco	a bit
Bastante	quite
Nada	nothing
Con	with
Sin	without

D. Complexity

Mi casa se sueños	My dream house
Sería	(It) would be
Viviría	I would live
Tendría	I/it would have
Pienso que	I think that
Creo que	I believe that

E. Adjectives

(no)Es….	It is(n't)
Enorme	Huge
Grande	Big
(in)Cómodo	(un)Comfortable
Moderno	Modern
Nuevo	New
Antiguo	Old
Pequeño	Small

F. Translate / Check your answer

Remember that the adjectives must agree with the noun they are describing. E.g. *Mi casa es pequeña.*

¿Dónde vives? Where do you live?

Vivo en	I live in
Una casa	a house
Un piso	a flat
Una granja	a farm
Un apartamiento	an apartment
Un rascacielo	sky scraper
Un barrio	a neighbourhood
Una ciudad	a city
Un pueblo	a town
Una aldea	a village
Está…	it is… (location)
Lejos de Manchester	far from Manchester
Cerca del mar	near the sea
En la costa	on the coast
En el centro	in the centre
En el campo	in the countryside

¿Cómo es tu pueblo/ciudad?
What is your town/city like?

Es….	It is…(description)
Aburrido	boring
Animado	lively
Antiguo	old
Ecológico	eco-friendly
Enorme	huge
Grande	big
In(Cómodo)	(un)comfortable
Limpio	clean
Moderno	modern
Nuevo	new
Pequeño	small
Sucio	dirty
Túristico	touristy
Tranquilo	quiet/peaceful
Más…que	more..than
Menos…que	less…than

¿Qué hay en tu pueblo/ciudad?
What is there is your town/city?

(no) hay….	There is (no)…
Un centro commercial	a shopping centre
Un centro de reciclaje	a recycling centre
Un cine	a cinema
Una escuela/un colegio	a school
Una estación de autobus	a bus station
Una estación de tren	a train station
Un estadio	a stadium
Una iglesia	a church
Una mezquita	a mosque
Un monumento	a monument
Un parque	a park
Una piscina	a swimming pool
Un polideportivo	a sports centre
Un restaurant	a restaurant
Un supermercado	a supermarket
Un teatro	a theatre
Una tienda	a shop

Year 7 Drama HT6 Knowledge Organiser

Summary of topic

Students are introduced to Shakespeare's comedy Midsummer Nights Dream. They understand the complex plot and characters through script exploration.

Aims of the topic

To be introduced to and explore a Shakespearian text including the challenging language using iambic pentameter.

Midsummer Nights DreamY7

Knowledge Organiser

DRAMA

Skills & Definitions

Duologue – Drama involving two actors.
Monologue – Speech from one actor.
Narrative/plot – the story of the play.
Mime – Movement and no sound.
Comedy – Drama which seeks to make the audience laugh.
Scripted performance – Drama from a play-text.
Shakespeare – Playwright of Midsummer Night's Dream.

Key Words

• Shakespeare	• Hermia and Helena
• Athenian	• Lysander and Demetrius
• Cross-cutting	• Oberon and Titania
• Mechanicals	•
• Exploration	•

A Midsummer Night's Dream Summary

Four Athenians run away to the forest only to have Puck the fairy make both of the boys fall in love with the same girl. The four run through the forest pursuing each other while Puck helps his master play a trick on the fairy queen. In the end, Puck reverses the magic, and the two couples reconcile and marry.

Main characters	
Hermia	In love with Lysander
Helena	In love with Demetrius but he loves Hermia
Lysander	In love with Hermia
Demetrius	Caught in a love triangle with Lysander, Hermia.
Egeus	Hermia's father.
Bottom	Falls in love with Titania. Turns into a donkey.
Oberon	King of Fairies
Titania	Queen of the Fairies.

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HT 5 & 6

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Year 7 Food

The Oven

This turns the oven on.

This light goes out when the oven has reached the correct temperature.

This is the temperature control (top is the temperature we are setting)

The Hob

Each hob ring has its own control dial.

The image shows them all turned off.

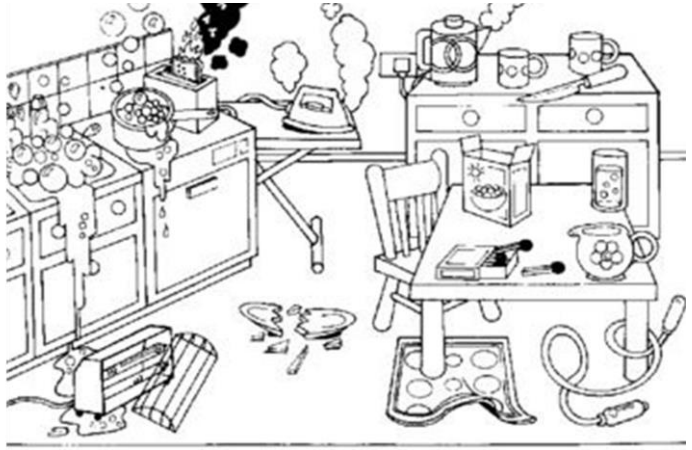
This is known as 9 O'clock.

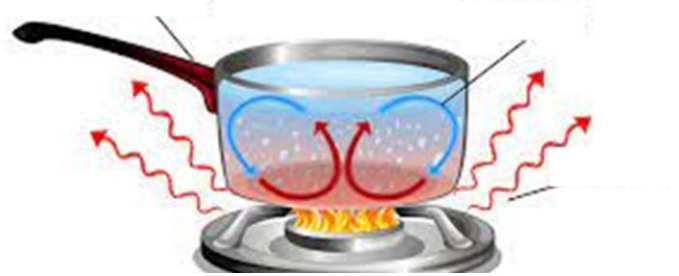
When cool, the light for each ring is turned off.

6 O'clock is the full heat

3 O'clock is the medium heat

12 O'clock is the low heat





Bacteria/Pathogens are living things and need certain conditions to grow.

Conditions

Pathogens need the following conditions to grow:

Warmth

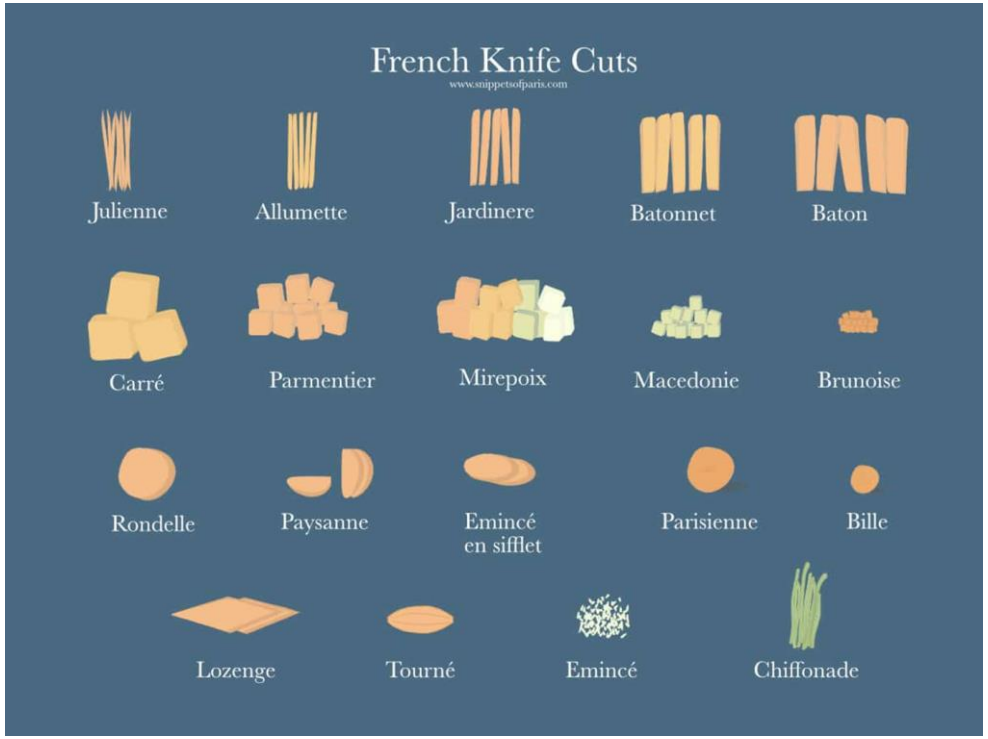
Moisture

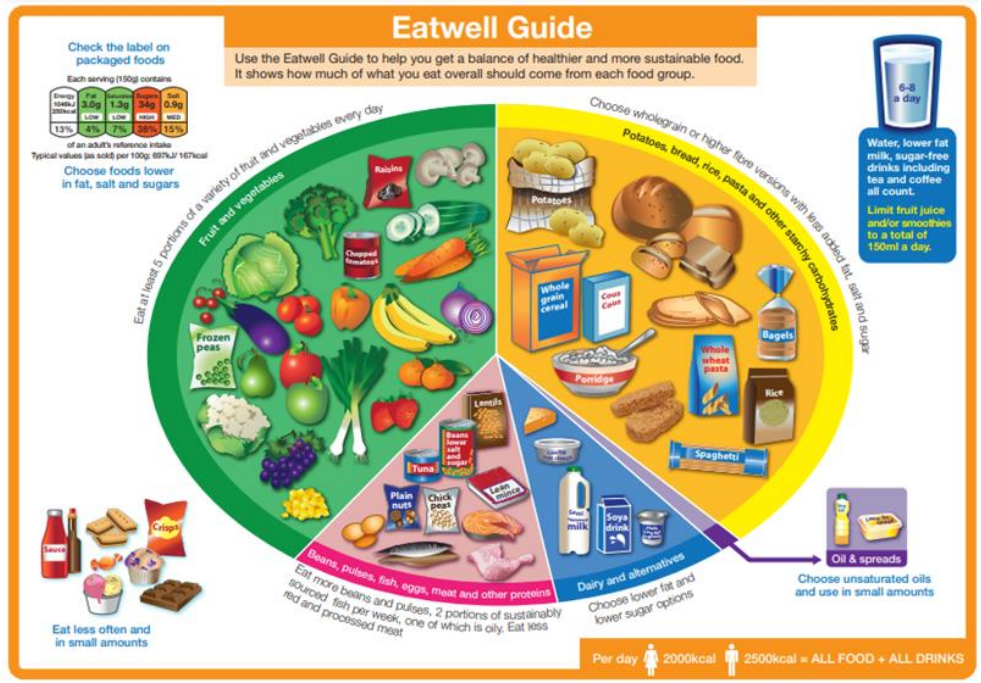
Food

Time

Remove one or more of these and pathogen can not grow meaning food will last longer and will be safe to eat.

pathogenic bacterial growth





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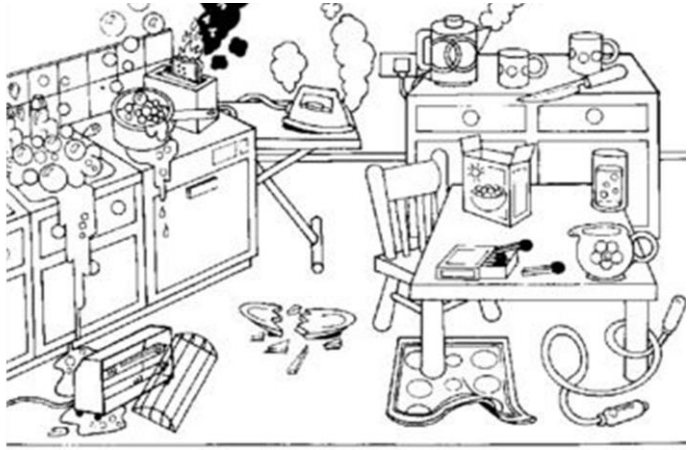

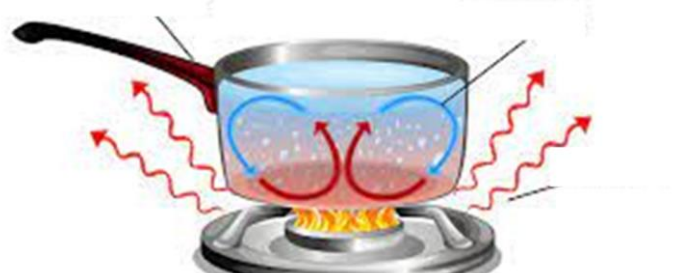

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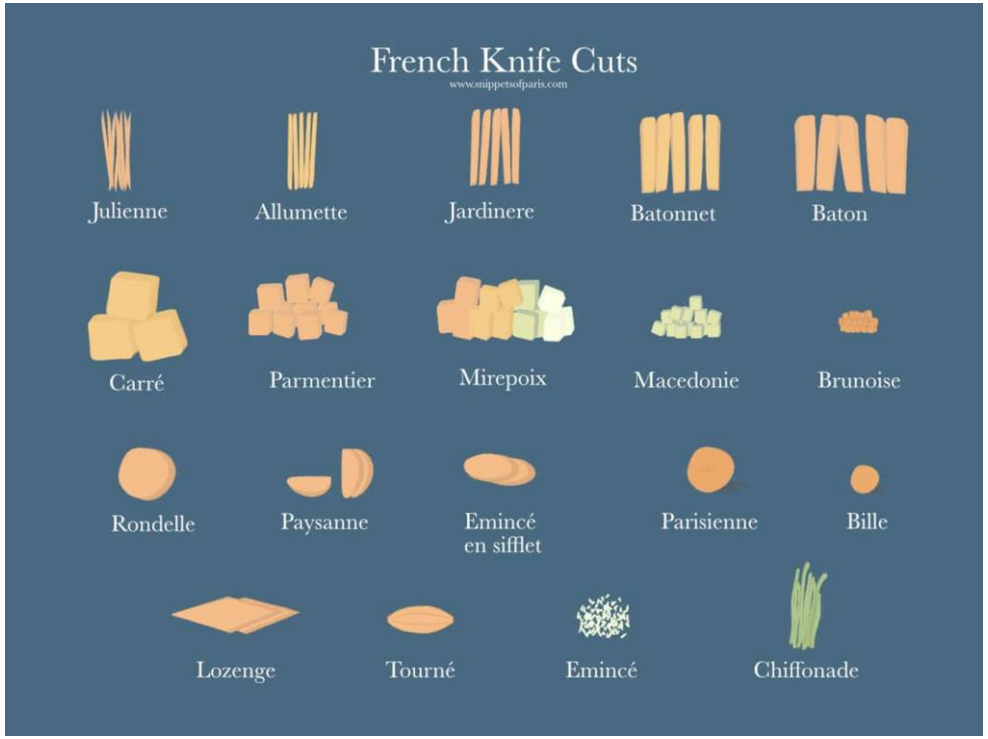
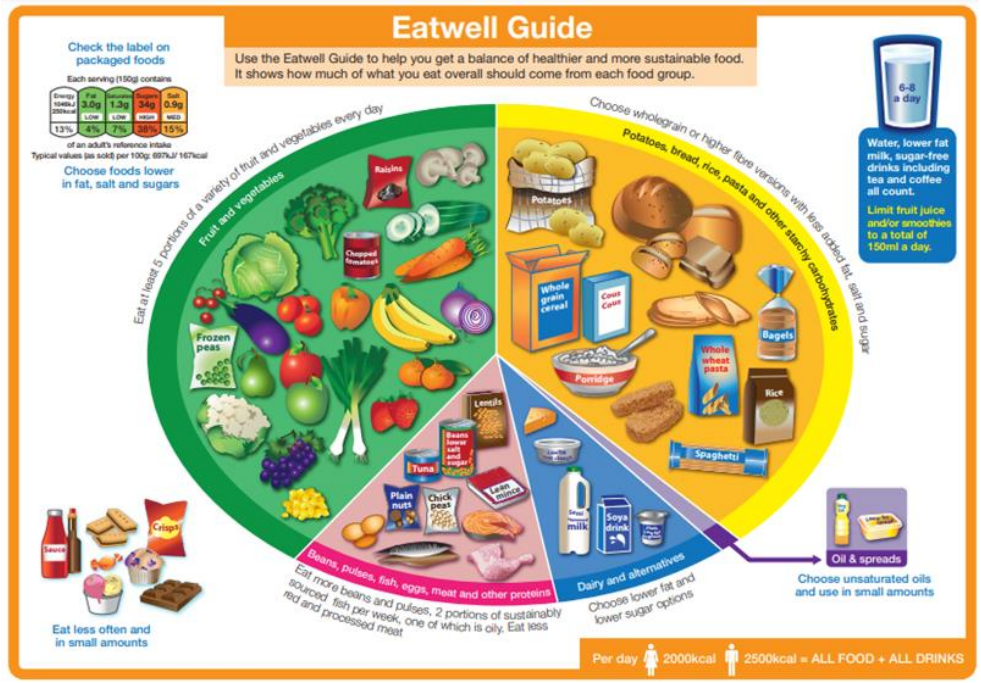
Remove one or more of these and pathogen can not grow meaning food will last longer and will be safe to eat.

pathogenic bacterial growth





KS3

Longdendale HIGH SCHOOL

Year 7 Music Topic Overview

Topic – Listening to Legends	HT6
In this topic students will learn about the three legendary artists in pop music. Pupils will learn the significance of these artists, their stylistic traits and their impact on popular music. They will listen to and appraise key recordings by these artists. They will also play major works by these performers on the keyboard, individually and then in pairs.	

Students know	1. Why these artists are important in modern pop music
	2. The stylistic traits of these artists
	3. How chords and melodies can be combined
	4. Vocabulary to describe the music.

Students can spell and define	1. Genre	2. Influence
	3. Legendary	4. Traits
	5. Artist	6. Impact
	7. Manager	8. Keyboard

Students can	• Recall facts about performers and answer questions about their style and impact.
	• Identify key listening features aurally, based on given extracts by the performers studied (GCSE-style questions).
	• Use correct terminology to describe the music.

Year 7 Subject Term Knowledge Organiser

Athletics

Knowledge

Be able to demonstrate my performance.
Show a range of skills in a competitive situation in track events 100m, 200m, 300, 400, 800m, 1500m and field events – throwing = Discus, Javelin, Shot Put – jumping = Long Jump, High Jump, Triple Jump.

Skills

Confident when performing in all track and field situations.
Accurately replicate the technique for an effective throw or jump in field athletics, perform and record the distance achieved.
Perform the track event and record the time achieved.
Understand and appreciate the need to make decisions about refinement of technique after each throw.
Understand the rules regarding the throw and landing.

- **Sprinting** – hip to lip; drive knees; head facing forward.
- **Shotput** – stand side on to the target; hold in base of fingers; hold shot into neck; bend back knee for power; push the shot away from neck.
- **Long Jump** – approach the pit gradually increasing speed; place your take off foot before the line, jumping into the pit.

Key Words

Speed – The time taken to cover a distance quickly
Power – Strength x Speed
Fluency – When performing a skill or test the performer creates a movement which flows from section to section to make it look effortless e.g. cricket shot

Stretch and Challenge Task:

Research the past Olympic games, they have an incredible history!
https://www.olympic.org/

Key Content and Terms to learn:

ATHLETE: a trained person in sports who takes part in track and field competitions
BATON: a short tube passed from runner to runner in a race* BELL LAP: the final
lap in a race* DECATHLON: an athletic event in which competitors take part in ten
sports events* FALSE START: an invalid start of a race in which one of the
competitors starts too early – before the official signal has been given

Each individual discipline has its own specific set of rules and competitors are expected to abide by these to ensure that the competition is fair.
Some athletics events you are likely to cover include the following;
• 100 metres, 200 metres, 400 metres, 4 × 100 metres relay, High jump, Long jump, Triple jump, Shot put, Discus throw, Javelin throw

Strategy – A plan of action designed to achieve a long term or overall aim.
Opponent – Someone who competes with or opposes another in a contest, game or argument.