Achieving Greatness Together

Great Sankey High School

Knowledge Organiser
Autumn Term
Year 7

GROWTH RESPECT EXCELLENCE ASPIRATION TEAMWORK

A Knowledge Rich Curriculum at Great Sankey High School

Research around memory suggests that if knowledge is studied once and not revisited or revised, it is not stored in the long-term memory. This means that after one lesson, or revising for one test, the knowledge will not be retained unless it is studied again. To ensure that knowledge is embedded in the long term memory it must be revisited frequently. Ensuring knowledge is embedded aids understanding, and in turn makes future learning more successful. To quote Daniel Willingham's learning theory,

"Thinking well requires factual knowledge that is stored in our long-term memory"

As part of home learning, students should be revising what they have been taught recently but also content they were taught previously. Therefore, as part of our strategy to embed learning over time we have developed knowledge organisers across years 7-11. These will provide key content and knowledge allowing students to pre-learn and re-learn, a vital part of processing all the information required to be successful. This knowledge will form the back-bone of assessments in school.

How to use your knowledge organiser

Knowledge organisers will be used in subject lessons, homework activities and form time and therefore you need to bring your knowledge organiser to school every day.
Ensuring that knowledge is retained into your long-term memory and you are ready for tests takes work!

READ → **COVER** → **WRITE** → **CHECK**

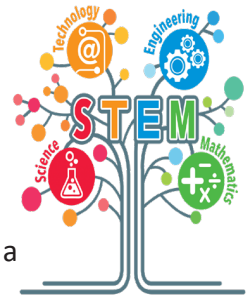
To encourage students to build good study habits, students will be assigned homework quizzes on a week A through the Google Classroom. Students will be expected to use revision strategies such as read, cover, write, check to learn key knowledge and will then complete the quizzes to demonstrate their learning. Completion of these quizzes is an essential homework activity and will be closely monitored by the pastoral team.

Other methods that you may wish to try at home are listed below:

- Create mind maps.
- Create flashcards.
- Get sticky with your learning: write out key points from the KO as you read over it on post-it notes.
- Write your own basic recall quizzing questions around the keywords, definitions and key facts that you need to know. Test yourself with these questions and then leave it overnight to answer them the next day.
- Write your own challenging questions using the following command words – explain, compare, evaluate. Then create a model answer for these questions.
- Put the key words from your KO into new sentences.
- Make mnemonics to remember the order of particular concepts.
- Draw a comic strip, storyboard or a timeline describing any series of events that have a chronological order.
- Write yourself or a partner some quiz questions. Quiz each other or swop your questions to see if you can answer each other's questions.
- Think about the big picture – why is knowing specific information important to you/other people/society/companies/science/technology? The more links that you can make, the more meaningful you make your learning and the more likely it is that you will remember it. Think about the big picture – are there any links in the content on your KO to anything that you have watched on TV, read about or heard in the news?
- Give yourself spelling tests.
- Definition tests.
- Draw diagrams of key processes or theories.
- Draw images and annotate/label them with extra information.
- Create fact files.
- Create flowcharts for descriptions or explanations that have a chronological order.
- Summarise in your own words each section.
- Get your parents/carers to test you.
- Pick out key words and write definitions.
- Pre-learning (read a section of your knowledge organiser prior to the lesson).
- Learn key quotes (if applicable). Consider what you may say about these quotes e.g. what the author is trying to make you think/feel, their choice of language, what can be inferred from it.
- Write a letter/blog/article to someone explaining a key idea or concept.
- Prepare to overcome any hurdles: write down any questions or any areas of the KO that you feel you need to speak to your teacher about.
- Use the guidance that may have been given with a specific KO to help you learn the information and use it.

"Don't practise until you get it right. Practise until you can't get it wrong."

Portable Knowledge in STEM at KS3



STEM stands for Science, Technology, Engineering and Maths, and it is important that you can see connections between each of these subjects. In the real world there are very few challenges that only require one set of skills. For example, you wouldn't be able to design a new app, video game or computer program without an understanding of all of the STEM concepts. This section of the knowledge organiser will show you how different STEM subjects have things in common, including examples of how you might use them, and how some things may actually appear slightly different from one subject to the next. As Geography is a Natural Science we can include that too.

EXAMPLE	SCIENCE	TECHNOLOGY & ENGINEERING	MATHS	GEOGRAPHY
Tally chart	Can be used to record the number of pupils in different height ranges in biology.	Can be used when choosing a final design choice from a selection of draft designs.	Can be used to record the number of pupils with different eye colours or what their favourite colour, favourite animal or favourite subject is.	Can be used to used record the number of pedestrian or cars that pass a certain place.
Pie chart	Can be used to display the number of pupils with different eye colours in biology.	Can be used to display results of a tally chart.	Can be used to display the number of pupils who travel to school in different way.	Can be used to display the use of renewable and non-renewable energy resources.
Bar chart	Can be used to display the number of people with different blood groups in biology.	Can be used to display results of a tally chart.	Can be used to display the number of pupils with a different favourite sweet.	In geography the term histogram and bar chart are interchangeable and are used to display the percentage of forest lost in a range of countries for example.
Histogram	This is similar to a bar chart but the bars touch each other and they represent continuous data that is grouped, for example number of pupils in different height ranges in biology.	x	Can be used to display number of pupils in different height ranges.	
Line graph	Can be used to display the time taken for salt to dissolve at different temperatures in chemistry.	Can be used to represent trend data during research pieces.	In maths these are sometimes called scatter graphs or timeseries graphs. They can be used to display house prices or life expectancy.	Can be used to display temperatures of each month in different countries or rainfall in mm.
Line of best fit	In biology a line of best fit can be point to point, but in chemistry they are most often a straight line. In all 3 sciences they could be a curve depending on distribution of the points. For example the extension of a spring in physics.	x	In maths you might be asked to add a line of best fit to a scatter graph. It is always a straight line drawn with a ruler and can be used on graphs to show correlation between hours of revision and score in test or temperature and number of ice creams sold.	x

Portable Knowledge in STEM at KS3

Hopefully this section of the knowledge organiser will help you spot where things crossover from one STEM subject to another as you move from lesson to lesson. REMEMBER some things are exactly the same, some are very similar but might be called different things, and some things are different altogether! ……..and don't forget STEM stands for **Science, Technology, Engineering and Maths**

EXAMPLE	SCIENCE	TECHNOLOGY & ENGINEERING	MATHS	GEOGRAPHY
Range	Range around a mean can be used with data for heart rate after exercise in Biology, amount of hydrogen gas produced in a chemical reaction in Chemistry and number of times a ball bounces in Physics.	x	Range around a mean can be used with data for heights, goals scored in a football match . In maths this includes looking at a table for ungrouped and grouped data.	Range when looking at rainfall and temperature data for different locations. Used when using development indicators such as literacy rate, life expectancy etc.
Mean, Median and Mode	Mean, median and mode can be used to analyse any sets of data with a range of results.	x	Mean, median and mode can be used to analyse any sets of data with a range of results.	Mean, median and mode can be used to analyse any sets of data with a range of results.
Continuous data	This is where you have any value in your data. In science an example would be length.	x	This is where you have any value in your data. In maths an example would be length.	This is where you have any value in your data. An example would be mm of rainfall.
Discrete data	In science this is sometimes called discontinuous data. An example would be blood group or eye colour in Biology.	x	Sometimes called primary or secondary data. Examples include age, shoe size, result from rolling a dice or the number of pets people have.	x
Using co-ordinates	x	x	4 and 6 figure grid references are used when plotting in 4 quadrants and used in transformations.	Both 4 and 6 figure references are used across all topics in geography to locate places from a map.
Taking measurements that are accurate and precise	Accurate data is close to the true value and precise data gives similar results if you repeat the measurement. In science there are far too many examples to mention!	Used when marking out materials prior to cutting and quality during checking when manufacturing a component.	4 and 6 figure references used across all topics to locate places from a map.	Measurements and accuracy are really important when studying map skills, especially when looking at scale and distance.

Year 7 Term 1		Definition Sentence	Contextual Sentence
1	**analyse**	To examine something in detail	Analyse the results of the experiment and write a conclusion.
2	**approach**	To come nearer to someone or something in distance or time. A way of dealing with a situation or problem.	As the exams approach, you should increase your revision. We approach this question by looking at all of the facts.
3	**area**	A region or part of a place. The extent or measurement of a surface or piece of land.	The houses are spread over a large area. Calculate the area of the square.
4	**assessment**	The action of measuring or testing someone or something.	You will have an end of term assessment.
5	**assume**	To suppose to be the case, without proof. To take or begin to have power or responsibility.	They assumed that they would get beaten in the match. He will assume the role of captain today.
6	**available**	To be able to be used or obtained.	We have new computers available to use.
7	**benefit**	An advantage or profit gained from something.	The benefits of reading for pleasure are well known.
8	**concept**	An idea / plan.	Develop your concept for a healthy menu.
9	**consistent**	Done in the same way over time to be fair or accurate.	Teachers need to make sure that their marking is consistent.
10	**context**	The setting (background) for an event, word, statement, or idea to make it fully understood.	Skilled readers use context to work out meaning from words as they are read.
11	**create**	To build or make something.	We can create a picture using paints and stencils.
12	**data**	Facts and statistics collected together for reference or analysis.	Exam data is collected every year in school.
13	**definition**	The meaning of a word, especially in a dictionary. The degree of distinctness in outline of an object, image, or sound.	It helps to learn the definitions of words. The definition of the pictures can be improved by using computer graphics.
14	**derived**	To get something from a particular source.	The answer was derived from the first two paragraphs.
15	**environment**	The surroundings or conditions in which a person, animal, or plant lives or operates.	Some animals adapt more quickly to their environment.
16	**estimate**	To roughly calculate or judge the value, number, quantity, or extent of.	Estimate how much wood you will need to make your design.
17	**evidence**	Facts or information to determine whether a belief is true.	What evidence can you find to show that Henry was a good king?
18	**factors**	Circumstances, facts, or influences that contribute to a result.	There are a number of factors to think about when answering the question.
19	**formula**	A list of ingredients with which something is made.	A blend of ten spices make up the secret formula for the sauce.
20	**function**	To work or operate in a proper or particular way.	Explain the function of safety goggles when using a drill.

Tier 2 Vocabulary

21	**indicate**	To point out or show.	Indicate the main parts of the plant on the diagram.
22	**interpretation**	An explanation or way of explaining.	We may all have different interpretations of the artwork.
23	**issues**	An important topic or problem for debate or discussion.	There were a number of issues faced by returning soldiers after the war.
24	**major**	Important, serious, or significant.	A lack of water is a major problem in this part of the world.
25	**method**	A way of doing something.	Describe the method for measuring rainfall.
26	**occur**	To happen or take place.	The prize giving will occur at 12.30 pm.
27	**percent**	One part in every hundred. (%)	You need at least 60 percent to pass.
28	**principle**	A basic rule or law.	A basic principle of economics is supply and demand.
29	**procedure**	An official way of doing something.	If you are late for school, you must follow the signing in procedure.
30	**process**	A series of actions taken to achieve a particular outcome.	Reaching agreement to end the war was a difficult process.
31	**research**	To investigate systematically.	You can carry out research by using books or the internet.

32	**response**	A verbal or written answer; a reaction to something.	Write your response in the box below.
33	**role**	The function assumed or part played by a person or thing in a particular situation.	She will have the lead role in the play.
34	**section**	A separate group or part of something.	The box can be built in sections.
35	**significant**	Important.	Martin Luther King Jr. was a significant figure in the Civil Rights era.
36	**similar**	Looking like or having the character of, without being identical.	The players have similar skills.
37	**source**	Where something or someone comes from.	The source of the river is in the nearby hills.
38	**specific**	Clearly defined or identified.	The recipe is very specific.
39	**structure**	The quality of being organized. A building or other object made from several parts.	Structure your essay carefully. The structure took several years to build.
40	**theory**	A system of ideas intended to explain something.	He needs more evidence to prove the theory.
41	**variables**	Something that is likely to vary or change.	The experiment has several variables, including heat and time.

ENGLISH

Eleven by Tom Rogers

Who is Tom Rogers?

As an Emmy-winning screenwriter and author, Tom Rogers has written numerous animated films and TV shows including Elena of Avalor and Sofia the First. Eleven is his first novel for young adults.

When asked about why he wrote Eleven he responded “The events of that day need to be told and passed on. I know it’s hard for people to talk about it. It’s still fresh for many of us and we still get emotional, but we need to make sure that future generations don’t forget.”

What was 9/11?

On September 11, 2001, members of a terrorist group called al-Qaeda hijacked, or took over, four airplanes in the United States.

The terrorists flew two of the planes into the World Trade Center in New York City. The third plane was flown into the Pentagon, near Washington, D.C. The fourth plane crashed in a field in Pennsylvania.

The attacks against New York City and Washington DC caused extensive death and destruction and trigged an enormous US effort to combat terrorism.

Eleven focus on the impact of the events in New York City.

The setting of the novel is in New Jersey told from the perspective of Alex Douglas. When the narrative changes to the man in the white shirt it focus on Manhattan and The World Trade Centre.

The 5 Elements of Freytag's Pyramid

Here are definitions for the five elements of Freytag's Pyramid:

1. Introduction

The introduction contains both the exposition and "inciting incident":

Exposition. This is a scene in which no major changes occur and the point is to introduce the main characters, time period, and tone, and set up the "exciting force."

Exciting Force. when some force of will on the part of the protagonist or an outside complication forces the protagonist into motion.

2. Rising Action

Now that the chief action has been started, the story builds in action toward the climax. Any characters who have not as of yet been introduced should be introduced here.

3. Climax

In Freytag's framework, the climax occurs in the middle of the story.

In this framework, the climax can be thought of as a reflection point. If things have gone well for the protagonist, at the climax they start to fall apart tragically.

As Freytag puts it, "This middle, the climax of the play, is the most important place of the structure; the action rises to this; the action falls away from this."

4. Falling Action

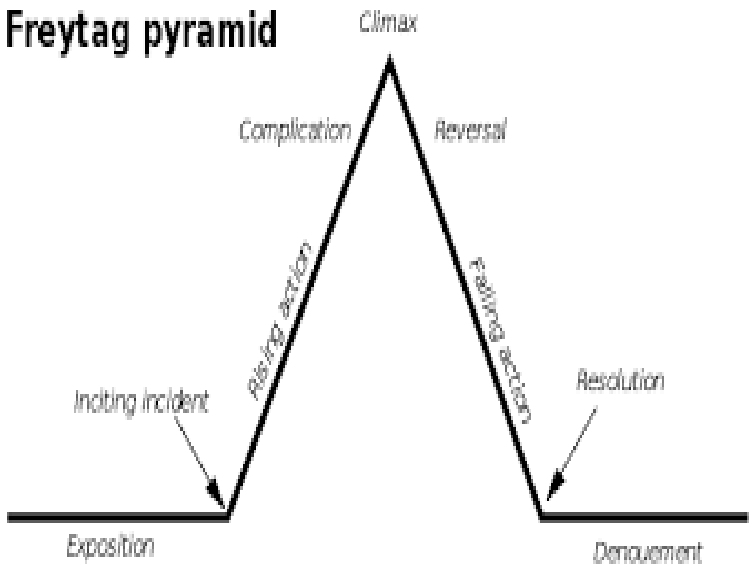
In the falling action, things continue to either devolve for the protagonist or, in the case of a comedy, improve, leading up to the "force of the final suspense," a moment before the catastrophe, when the author projects the final catastrophe and prepares the audience for it.

5. Catastrophe or Denouement

Freytag was chiefly focused on tragedy, not comedy, and he saw the ending phase of a story as the moment of catastrophe, in which the main character is finally undone by their own choices, actions, and energy.

After the catastrophe is a moment of catharsis, where the action of the story is resolved and the tension releases as the audience takes in the story's final outcome.

While Freytag never uses the word "denouement" in his own framework, people interpreting him have used the term to describe endings with a happy result for the protagonist.



Key Word	Definition	Contextual Sentence
Protagonist	In Literature, the leading character or one of the major characters in a drama or narrative.	Alex Douglas is the **protagonist** of Eleven.
Antagonist	In Literature, the principal opponent in a drama or narrative. The word is from the Greek '*antagnistés'* which means opponent or rival.	Jordan McCreavey is the **antagonist** in Eleven.
Hero	A person who is admired for their courage, outstanding achievements or noble qualities.	The emergency response workers during 9/11 are **heroes**.
Collective Consciousness	The collective consciousness is a set of beliefs, values and attitudes shared by most people in society.	9/11 is an event that affect **the collective consciousness** of many people around the world, each with their own story to tell.
Suspense	Suspense is the intense feeling that a reader or audience goes through whilst waiting for the outcome of certain events.	The falling action of the story creates **suspense** for the reader.
Narrative hook	A narrative hook is used by authors to capture the audience attention and keep them engaged in the story. Hooks can include dramatic action, a mysterious setting and engaging characters.	The dramatic action in the novel is the **narrative hook** for readers.
Narrative perspective	Narrative perspective or voice, is the perspective the story is told and what is told.	The story is told from the **narrative perspective** of an omniscient narrator.
Foreshadowing	A warning or indication of a future event.	A cliff hanger is a method used by writers to create suspense.
Characterisation	Characterisation is the way an author describes or shows what a character is like. It refers to the set of qualities that make someone, or something, different from others.	At the beginning of the novel, Alex's **character** is shown to be forgetful and a bit of a daydreamer.
Theme	A theme refers to the central, deeper meaning of a written work.	One of the main **themes** in Eleven is childhood.
Symbolism	A literary device in which a writer uses one thing, such as a physical object, to represent something beyond the literal meaning.	A dove is a **symbol** of peace. A four-leaf clover **symbolizes** good luck and fortune.
Dual Narrative	**A dual narrative is a story told from two different perspectives**. Usually, these perspectives belong to different people but a dual narrative can also be told by the same person at different moments in time.	Eleven is written from the **perspective** of Alex Douglas and The Man in The White Shirt

Crafting Characters

Character vs Narrator

- **The author creates the story.**
- **The character lives the story** with no awareness that there's a reader and certainly with no awareness of what's going to happen.
- **The narrator tells the story.** The narrator can tell us things that the character doesn't know or perceive. The narrator might break from the present-time story to tell us something that will happen in the future or some relevant backstory.

Narrative Perspective:

The narrative perspective, or point of view, is the **vantage point from which events of a story are filtered and then relayed to the audience**. In literature, the narrative point of view is crucial for understanding the perspectives of **who is telling the story**, and **who sees the story.**

For example: The narrative perspective of Eleven is 3rd person perspective.

There are three types of narrative perspective we will look at in Year 7:

1st person – In first-person narration, the narrator is a person in the story, telling the story from their own point of view. The narration usually utilizes the pronoun *I* (or *we*, if the narrator is speaking as part of a group).

2nd person- Second-person narration is a little-used technique of narrative in which the action is driven by a character ascribed to the reader, one known as *you*. The reader is immersed into the narrative as a character involved in the story.

3rd person – In third-person narration, the narrator exists outside the events of the story and relates the actions of the characters by referring to their names or by the third-person pronouns he, she, or they. Third-person narration can be further classified into several types: **omniscient, limited, and objective.**

Character Archetypes

A character archetype is a recurring type of character that represents something universal in our human experience. Archetypes create an immediate sense of familiarity even in an unfamiliar story because they are types of people that we've met time and time again. Even though we've seen them and their stories a hundred times, they still have the power to surprise us.

Character archetypes refer to the individual people that populate the world of your story—such as heroes, villains, and mentors.

Symbol	Archetype	Definition	Example Character
	The Hero	The most common character archetypes there is in stories, and this is because good stories often have a “triumphant” character who prevails over evil and save others. The best defining factor for The Hero is that they save others through their actions against the antagonist.	**Alex (Eleven)**
	The Leader	Always active, meaning they don’t allow things to happen *to* them but rather, they move the plot forward through decisions and their own actions.	**Harry Potter (Harry Potter)**
	The Outsider	This character won’t be “close” to your main character or even other secondary characters. They often come into the story to aid or solve a specific issue but can also be seen as untrustworthy.	**Joana Mason (The Hunger Games)**
	The Caregiver	They often have qualities that are “parentally” and can be the voice of reason when the plot thickens. This character is one other often turn to for help, reassurance, and even encouragement.	**Mary Poppins (Mary Poppins)**
	The Rebel	The characters often go against the grain, resist rules, regulations, and orders, as well as follow their own paths.	**Katniss Everdeen (The Hunger Games)**
	The Mentor	Someone who serves as a source of information, motivation, support, and encouragement usually for the protagonist or that group in a novel.	**Dumbledore (Harry Potter)**
	The Warrior	Those characters are often tough, confident, and skilled in combat. Many army officers, commanders, and persons in charge of armies will occupy this archetype. The Warrior can also be a good or bad character.	**Achilles (the Iliad)**
	The Wise	Their role in their personal life is also in line with being The Wise in the sense that they also serve as aid, advice, and intellect outside of your main character’s needs.	**Gandalf (the Lord of the Rings)**

	The Bully	It’s often used to make your main character’s life a lot harder. They can be a bully physically or even emotionally. As long as they belittle your character to the point of increasing conflict in the story, they’re The Bully.	**Miss Trunchbull (Matilda)**

Key Vocabulary		
Key Word	**Definition**	**Contextual Sentence**
Protagonist	The leading character or one of the major characters in a play, film, novel, etc.	The protagonist in Eleven is Alex.
Antagonist	An antagonist is a character in a story who is presented as the chief foe of the protagonist.	The antagonist in Eleven is Jordan.
Character	a person in a novel, play, or film.	Dumbledore is a character in the novel Harry Potter.
Narrator	The one who tells the story.	In The Hunger Games, Katniss Everdeen is the narrator.
Omniscient Narrator	The all-knowing voice in a story. The narrator has greater insight into the narrative events; context; and the characters' motives, unspoken thoughts, and experiences, than any individual character does.	The novel has an omniscient narrator.
Subjective Narrator	A narrator with access to one or more character's personal feelings and thoughts.	The novel has a subjective narrator.

Character Archetype	A character archetype is a typical character that represents specific actions, nuances, and characteristics.	Harry Potter is an example of the leader, character archetype.
Characterisation	The way in which something is described by stating its main qualities e.g appearance, behaviour, actions etc.	The characterisation of Katniss made her a rebel.
Plot	In a literary work, film, or other narrative, the plot is the sequence of events in which each event affects the next one through the principle of cause-and-effect.	The plot of Eleven follows Alex's eleventh birthday.
Narrative perspective	The point of view or vantage point from which the story is told from.	The narrative perspective of Eleven is 3rd person perspective.

Year 7 Mathematics Knowledge Organiser

Topic
Number

Fun fact ...

*The first known tools used to aid arithmetic calculations were: bones (used to tally items), pebbles, and counting boards, and the abacus, known to have been used by Sumerians and Egyptians before 2000 BC. The first mechanical calculator appeared in 1642, the creation of Blaise **Pascal** as "a device that will eventually perform all four arithmetic operations without relying on human intelligence."*

Rounding

How to round numbers

- Decide which is the last digit to keep
- Leave it the same if the **next digit** is less than 5 (this is called **rounding down**)
- But increase it by 1 if the **next digit** is 5 or more (this is called rounding up)

Examples

Round 78 to the nearest 10

We want to keep the "7"

The next digit is "8" which is 5 or more, so increase the "7" to "8"

Answer 80

(78 gets rounded up)

Round 8.47 to the nearest integer

We want to keep the "8"

The next digit is "4" which is less than 5, so no change is needed to the "8". The other digits are ignored

Answer 8

(8.47 gets rounded down)

How to round to decimal places

Round 22.57 to 1 decimal place i.e. we must have 1 number after the decimal point

22.57

As the 5 is the first number after the decimal point, we round this based upon the second number, the 7.

As 7 is 5 or more, we **round up** so 22.57 becomes 22.6

Round 7.832 to 2 decimal places i.e. we must have 2 numbers after the decimal point

7.832

As 8 and 3 are the first two numbers after the decimal point, we round based upon the third number, the 2.

As 2 is less than 5, we **round down** so 7.832 becomes 7.83

Significant Figures

Significant figures are the number of **digits** in a value, often a measurement, that contribute to the degree of accuracy of the value.

We start counting **significant figures** at the first non-zero **digit**.

Examples

Round 37 to 1 significant figure

We want the answer to have only **1 non-zero** digit.

Look at the 2nd digit 7 rounds the 3 up, and replace everything else with a zero.

Answer = 40

Round 45826 to 2

We want the answer to have only **2 non-zero** digits.

Look at the 3rd digit

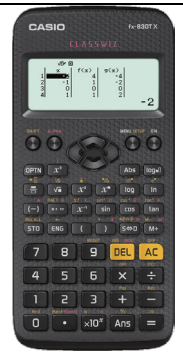
8 rounds the 5 up, and replaces everything else with a zero.

Answer = 46000

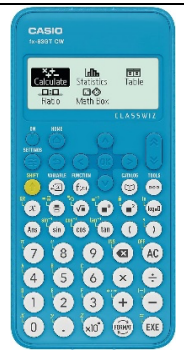
Order of Operations

Using a calculator

The most likely models that you have are



Casio fx-83 GTX
(with an S⇔D button)



Casio fx 83GT CW
(with FORMAT and EXE)

Key Buttons that you need

Function	fx-83GTx	fx-83GT CW
Shift button	SHIFT	SHIFT
Number format: fractions to decimals to surds	S⇔D	FORMAT
Fraction Button	▭/▭	▭/▭
Brackets	( )	( )
Square and cube numbers	x^2 x^3	$\blacksquare^2$ $\log_{\blacksquare}\square$
Square and Cube Root	$\sqrt[3]{\square}$ $\sqrt{\square}$	$\sqrt{\square}$
Power	$x^{\blacksquare}$	$\blacksquare^{\square}$
Negative Number	(−)	−
Last answer saved	Ans	Ans
Standard Form	$\times 10^x$	$\times 10^{\blacksquare}$
π (Greek letter pi)	Shift and $\times 10^x$	Shift and 7

Year 7 Mathematics Knowledge Organiser

Topic

Statistics – Collect, Represent and Analysing Data

Where does the word Median come from?

From the French word médian (15c.) which means "pertaining to or situated in the middle, occupying a middle or intermediate position," and directly from Latin medianus "of the middle," from medius "in the middle"

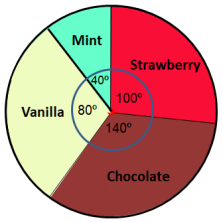
Vertical Line Graphs

Vertical line graphs follow the same rule set as bar charts, but only use a thin straight line rather than chunky bars.

Pie Charts

Pie charts are used to display data by representing one unit of frequency according to a set angle size.

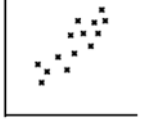
Ice Cream Flavour	No of people	Angle
Chocolate	7	7 × 20 = 140°
Strawberry	5	5 × 20 = 100°
Vanilla	4	4 × 20 = 80°
Mint	2	2 × 20 = 40°
Total	**18**	**360°**



Correlation

Correlation represents a relationship between 2 variables.

Positive Correlation



Negative Correlation

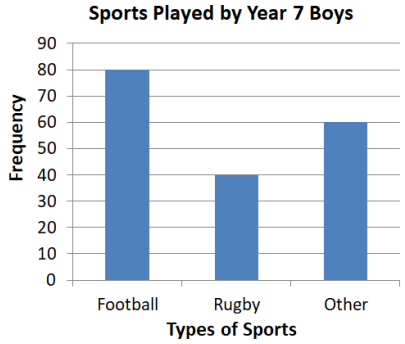
No/Mixed Correlation

Bar Charts

Bar charts can only be used to display discrete data, and must have the following:

Bars
- Equal width
- Equal gaps

Labels
Axis
Scale
Title

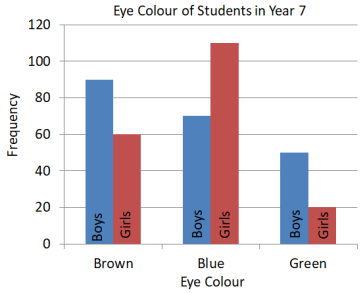


Comparative Bar Charts

Displays more than 1 set of data, and allows for easy comparisons

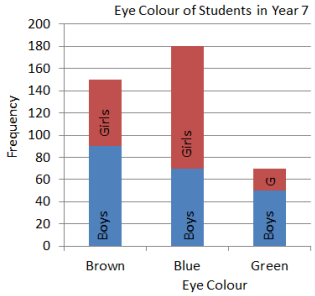
Dual Bar Chart

Groups data next to each other



Composite Bar Chart

Stacks data on top of each other



Averages

Hey diddle diddle, the **median's** the **middle**
You **add then divide** for the **mean**
The **mode** is the one you see the **most**
And the **range** is the **difference** between

Mode

Find the mode of 1, 3, 6, 4, 3, 2, 7, 8, 10

Find the number that appears the most (Putting them in order can help)

3 appears the most

Range

Find the range of 2.6, 3.7, 2.1, 8.4, 2.9, 3.6

Find the Highest and Lowest numbers and calculate **Highest - Lowest**

Highest = 8.4 **Lowest** = 2.1

Median

Find the median of 6, 4, 3, 6, 7, 11, 9, 15

Put the numbers in order, smallest first

3 4 6 6 7 9 11 15

There are two numbers in the middle, 6 and 7 – find halfway between them

(6 + 7) ÷ 2 = **6.5**

Mean

Find the mean of 8, 6, 2, 3, 11, 12, 0

Find the sum of the numbers

Total = 42

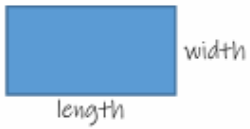
There are 7 items in the data set (the numbers) so we will divide by 7

42 ÷ 7 = **6**

Year 7 Mathematics Knowledge Organiser	Topic	Where does the word metric come from?
	Area and Perimeter	• If something is metric, it is related to a system that uses the metre as a basic measurement. • The word metric traces back to the French word métriquei, from mèter. The word is most often used to describe a widely used system of measurement based on the **metre**, called the **metric system**. • Metric can describe the system as well as things related to the metric system.

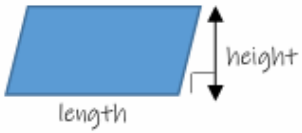
Area formulae

Rectangle/Square



Area = Length x width

Parallelogram



Area = length x perpendicular height

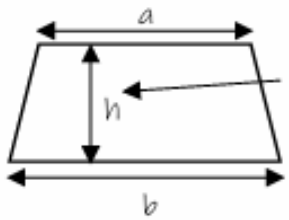
Triangles

Area = Base x perpendicular height ÷ 2

Perpendciular means at right angles to the base (not the sloping side!)

A triangle is half the area of a rectangle

Area of a trapezium



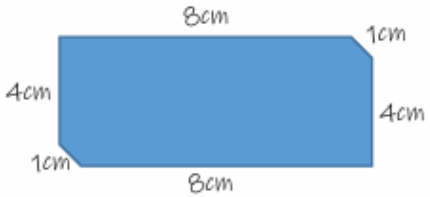
Height must be perpendicular to the parallel sides.

$$\text{Area} = \frac{1}{2}(a + b)h$$

$\frac{1}{2}(a + b)$ finds the average length of the parallel sides. This essentially turns the formula into the same as for the area of a parallelogram!

Perimeter

Add up the length of each side on the outside of the shape.

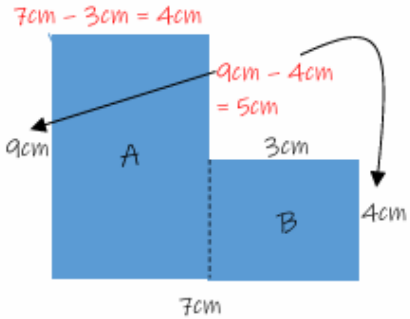


The perimeter is:

= 8cm + 1cm + 4cm + 8cm + 1cm + 4cm

= 26cm

Compound shapes



Area: Split the shape into known shapes (e.g. rectangles) and find the area of each then add them together:

Rectangle A: 9 x 4 = 36cm²

Rectangle B: 4 x 3 = 12cm²

Total area = 48cm²

Perimeter: Find any missing sides by using the known ones, then add all sides together.

Perimeter = 9cm + 7cm + 4cm + 3m + 5cm + 4cm = 32cm

Converting units of area

When converting units of area, you need to do the standard length conversion rule twice, once for each dimension.

$1m^2 = 1m \times 1m = 100cm \times 100cm = 10{,}000cm^2$

$1cm^2 = 1cm \times 1cm = 10mm \times 10mm = 100mm^2$

Therefore $1m^2 = 1{,}000{,}000mm^2$

Mathematics Command Words – Tier 2 Vocabulary

Assess	Calculate	Compare…and/to/with	Convert (Number)	Draw
Make a judgement or decision based on the information you have.	Work out, showing your method where necessary.	Work out or identify the values required and say which is smaller/larger, etc.	Change a value from one numerical form to another.	Give an accurate depiction of a graph, map, diagram, etc.
Example Application	**Example Application**	**Example Application**	**Example Application**	**Example Application**
Assess the statements below and decide whether they are true or false.	**Calculate** the missing angles in this diagram…	**Compare** the following calculations and say which is larger. 23% of 50 or 60% of 20	**Convert** 0.74 into a fraction in its simplest form.	**Draw** the graph of $y = x^2$ using values of x from –2 to 2

Estimate	Convert (Measure)	Units	Approximate	Plot
After rounding given values, give an approximate answer to a calculation or measurement.	To change from one unit of measurement to another.	A standard measure of a physical quantity such as weight or length.	Finding or measuring to an acceptably close value to the exact value.	To place a point on a coordinate plane by using X and Y coordinates.
Example Application	**Example Application**	**Example Application**	**Example Application**	**Example Application**
Estimate the answer to $\frac{8.62 + 22.1}{5.23}$ giving your answer to 1 significant figure.	**Convert** 300m into cm.	Find the area of the shape, make sure you state the **units** in your answer.	Use 3.14 as an **approximate** value for pi in your calculations.	**Plot** the point (3,5) on the grid above.

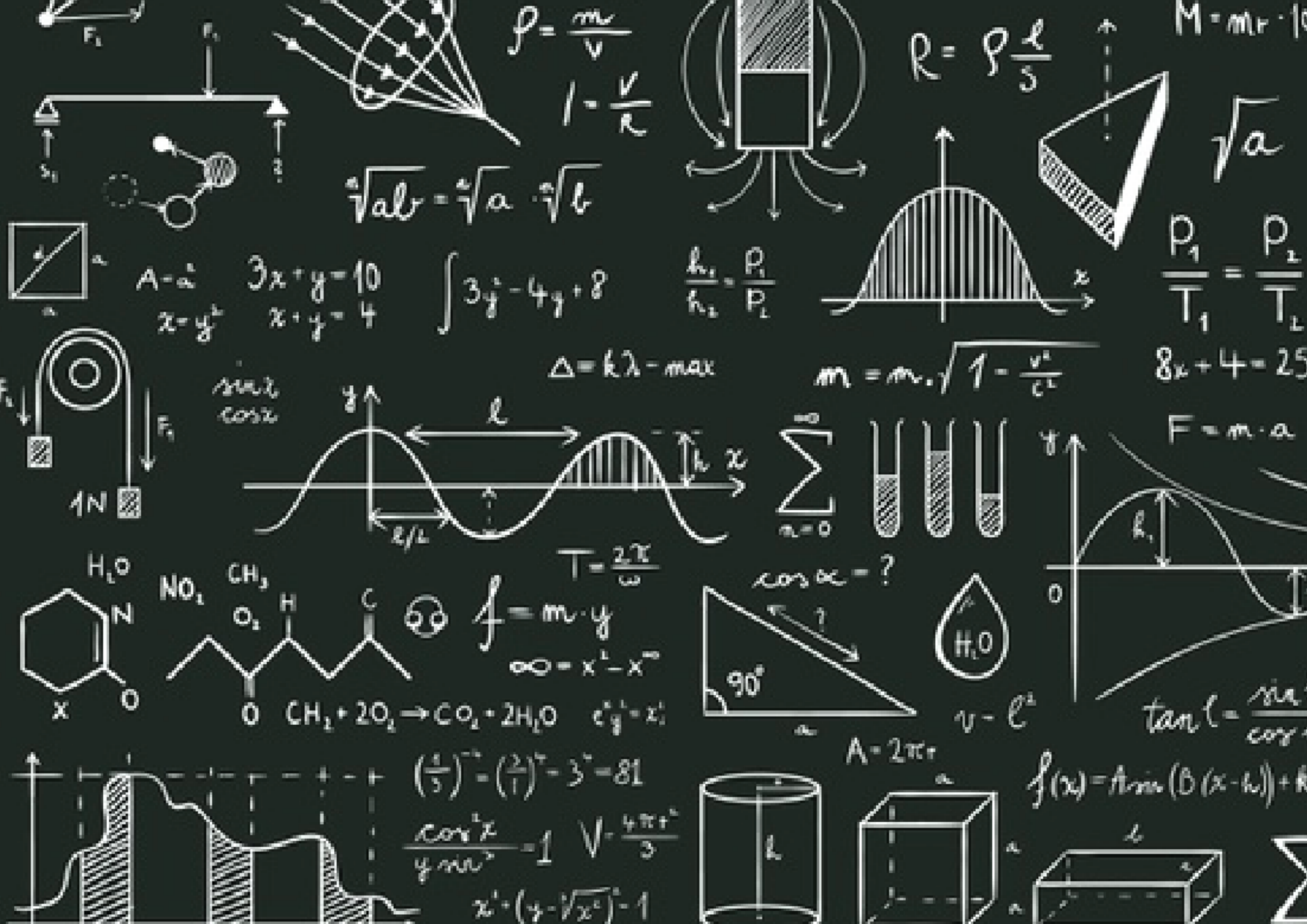
Using an appropriate scale…	Pie chart draw accurately	Using your line of best fit…	Compare (data)	Measure
A scale is a set of numbers that indicate certain intervals on a graph.	The chart has been drawn to scale using the correct angle measurements, you can measure the sectors of the chart using a protractor.	You must use the line on the graph to answer the question. The line of best fit refers to a line that best expresses the relationship between the points.	To compare two or more sets of data using an average (Mean, median or mode) and a spread (range or IQR).	Use a ruler to measure a length or a protractor to measure an angle.
Example Application	**Example Application**	**Example Application**	**Example Application**	**Example Application**
Plot the points on a scatter graph **using an appropriate scale.**	The pie chart shows students favourite subject, the **pie chart is drawn accurately.**	**Using your line of best fit,** find the number of students who scored higher than 75%.	**Compare** the results of the classes 9A and 9B.	**Measure** the angle ABC correct to the nearest degree.

Mathematics Command Words – Tier 3 Vocabulary

Metric	Imperial	Quadrant	Capacity	Coordinate
The set of standard units defined to measure length, weight, area and capacity eg cm,m,km.	A system of weights and measures used historically. In England we still use some of these measurements today for example miles.	One of the four sections of a rectangular coordinate plane.	The amount that something can hold.	A set of numbers that specify the position of a point on a coordinate plane.
Which of the following is a **metric** unit: inches or mm?	Which of the following is an **imperial** unit: miles or km?	Plot a point in the first **quadrant.**	Choose a suitable measurement for **capacity** cm , mm , ml , kg.	On the grid plot the coordinate (6,2).

Frequency diagrams	Outlier	Scatter graph	Axis	Coordinate plane
A way of representing data from a frequency table.	A value that lies outside most of the other values in a set of data.	A representation of data that is used to analyse relationships between two variables.	Lines that form the coordinate plane.	A place formed by the intersection of a horizontal number line and a vertical number line. The number lines intersect at their zero points.
Draw a **frequency diagram** from the frequency table below.	What is the coordinate of the **outlier**?	What correlation is shown in the **scatter graph** above?	Draw the line y=6x make sure you label your **axis.**	On the **coordinate plane** plot the point (6,2).

Integer	Product	Sum	Negative	Number line
A number that has no fractional part and no digits after the decimal point. A whole number.	The result of a multiplication.	The result of an addition.	A real quantity having a value less than zero.	A straight line with numbers placed at equal intervals along its length.
What **integers** satisfy the inequality 5<x<9	Find two numbers with a **product** of 20.	Find two numbers with a **sum** of 20.	Multiply **negative** 7 by 6	On the **number line** below represent 5<x<9



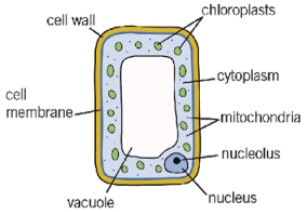
ρ = m/V
I = V/R
R = ρ l/S
M = mr · 10
√a
∛ab = ∛a · ∛b
A = a²
3x + y = 10
x = y²
x + y = 4
∫ 3y² − 4y + 8
h₁/h₂ = P₁/P₂
P₁/T₁ = P₂/T₂
8x + 4 = 25
Δ = kλ − max
m = m₀ √(1 − v²/c²)
sin x
cos x
F = m · a
1N
T = 2π/ω
cos α = ?
f = m · y
∞ = x² − x∞
H₂O
NO₂
CH₃
O₂
CH₂ + 2O₂ → CO₂ + 2H₂O
90°
v = l²
A = 2πr
f(x) = A sin(B(x − h)) + k
V = 4πr²/3

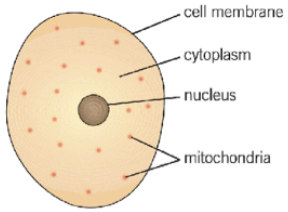
Chapter 1: Cells
Knowledge organiser

All living things (organisms), are made of **cells**. Some are only made of a single cell, for example, bacteria. A person is made up of millions of cells joined together.

Plant and animal cells

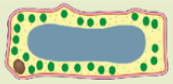
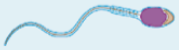
Cells have smaller structures inside them, called components, that each have an important function.





Specialised cells

Specialised cells have special features that allow them to do a specific job or function:

	Cell type	Function	Special features	Diagram
plant cells	root hair cell	absorb water and nutrients from soil	• root hair creates a large surface area • no chloroplasts as no light underground	
	leaf cell (palisade cell)	carry out photosynthesis	• found at the top surface of leaves • packed with chloroplasts • thin with a large surface area to absorb more light	
animal cells	red blood cell	transport oxygen around the body	• contain haemoglobin which joins to oxygen • no nucleus • disc shaped to increase surface area	
	nerve cell (neurone)	carry electrical impulses around the body	• long and thin with connections at each end	
	sperm cell	carry male genetic material	• streamlined head and a long tail • lots of mitochondria to transfer energy	

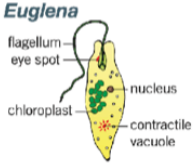
Unicellular organisms

A **unicellular** organism only consists of one cell. They have no fixed shape and are adapted to carry out many different functions.

Amoeba

- nucleus controls growth and reproduction
- move by moving part of their body and the rest follows slowly in the same direction
- eat bacteria, algae, and plant cells by engulfing them
- reproduce by splitting in half (binary fission)

Euglena



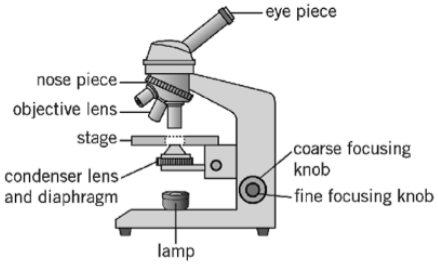
- microscopic organism found in fresh water
- contain chloroplasts and make their own food by photosynthesis
- eye spot that detects light
- flagellum allows the *Euglena* to move towards the light to make more food

Microscopes

Cells can only be seen under a microscope. A microscope magnifies an object using lenses.

Remember that:

- the specimen needs to be thin so light can pass through
- a dye can be added to make the object easier to see.



Using a microscope

1. Move the stage to its lowest position.
2. Place the slide/object on the stage.
3. Choose the objective lens with the lowest magnification.
4. Look through the eyepiece and turn the coarse-focus knob slowly until you see the object.
5. Turn the fine focus knob until it comes into focus.
6. Repeat steps 1–5 using a higher magnification lens.

Movement in and out of cells

Particles move in and out of cells by **diffusion**.

During diffusion, particles spread out from where they are in *high* **concentration** to where they are in *low* concentration.

Diffusion in water is called **osmosis**.

Glucose and oxygen move from the blood **into** cells by diffusion.

Carbon dioxide moves **out of** cells to the blood by diffusion.

Year 7 Unit - Cells		
Key word	**Definition**	**Contextual sentence / Example**
amoeba	A unicellular organism.	An **amoeba** is made of only 1 cell.
cell wall	The plant cell component that surrounds the cell, providing support.	Only plant cells have a **cell wall.**
cells	The smallest functional units in an organism – the building blocks of life.	**Cells** need a microscope to be observed.
chloroplasts	The plant cell component where photosynthesis takes place.	Leaf cells contain lots of **chloroplasts.**
concentration	A measure of the number of particles of a substance in a given volume.	Particles of a high **concentration** always move to an area of low concentration.
diffusion	The movement of liquid or gas particles from a place of high concentration to a place of low concentration.	Oxygen **diffuses** into red blood cells in the lungs.
euglena	Unicellular organism that performs photosynthesis.	**Euglena** are found in freshwater.
leaf cell	The plant cells that contain chloroplasts, where photosynthesis takes place.	**Leaf cells** are found near the top of a leaf and have a large surface area.
nerve cell	An animal cell that transmits electrical impulses around the body.	A **nerve cell** in a giraffe's neck can reach up to 6 feet long.
nucleus	The cell component that controls the cell and contains genetic material.	Nearly all cells contain a **nucleus.**
red blood cell	An animal cell that transports oxygen around the body.	**A red blood cell** does not contain a nucleus.
root hair cell	A plant cell that takes in water and minerals from the soil.	A root hair cell has a large surface area.
specialised cell	A cell whose shape and structure enable it to perform a particular function.	A nerve cell (long and thin) is a **specialised cell.**
sperm cell	A cell containing male genetic material.	A **sperm cell** has a tail to help it swim.
unicellular	Consisting of just one cell.	An amoeba is a **unicellular** organism.
vacuole	The plant cell component that contains cell sap and helps to keep the cell firm.	**Vacuoles** are much bigger than chloroplasts.

C2 Chapter 1: The Periodic Table

Knowledge organiser

The **Periodic Table** displays the names and symbols of all the **elements** we have discovered which are organised by their **chemical properties** and their **physical properties**

Physical properties

The **physical properties** of an element describe how a substance behaves generally.
(*E.g.*, ***conductor*** *of electricity, dense, conductor of heat, shiny,* ***malleable****, sonorous, high melting and boiling points*)

Chemical properties

The **chemical properties** of an element describe how a substance behaves in terms of its chemical reactions.
For example, how reactive it is, what other substances it reacts with, and the products it forms in reactions.

metals are to the left of the red line

non-metals are on the right

	H hydrogen																He helium
Li lithium	Be beryllium											B boron	C carbon	N nitrogen	O oxygen	F fluorine	Ne neon
Na sodium	Mg magnesium											Al aluminum	Si silicon	P phosphorus	S sulfur	Cl chlorine	Ar argon
K potassium	Ca calcium	Sc scandium	Ti titanium	V vanadium	Cr chromium	Mn manganese	Fe iron	Co cobalt	Ni nickel	Cu copper	Zn zinc	Ga gallium	Ge germanium	As arsenic	Se selenium	Br bromine	Kr krypton
Rb rubidium	Sr strontium	Y yttrium	Zr zirconium	Nb niobium	Mo molybdenum	Tc technetium	Ru ruthenium	Rh rhodium	Pd palladium	Ag silver	Cd cadmium	In indium	Sn tin	Sb antimony	Te tellurium	I iodine	Xe xenon
Cs caesium	Ba barium	La lanthanum	Hf hafnium	Ta tantalum	W tungsten	Re rhenium	Os osmium	Ir iridium	Pt platinum	Au gold	Hg mercury	Tl thallium	Pb lead	Bi bismuth	Po polonium	At astatine	Rn radon
Fr francium	Ra radium																

metals **non-metals**

solids liquids gases at room temprature

This version of the Periodic Table does not include every discovered element.

- columns are called **groups**
- rows are called **periods**

Elements in a group normally have similar properties, meaning chemists can predict properties of elements based on their group.

Metals

- normally good conductors of heat and electricity
- shiny when cut
- malleable
- **dense** and **sonorous**
- most have high melting points

Non-metals

- often have properties the opposite of metals
- low boiling points, so are gases at room temperature
- poor conductors of electricity and heat
- dull in appearance
- low density
- **brittle** and not sonorous

Group 1

- called the **alkali metals**
- like all other metals but are very **reactive**
- react vigorously (strongly) with water
- get more reactive as you go down the group
- lower melting points than most other metals
- melting points decrease down the group
- always produce a metal hydroxide and hydrogen gas when reacted with water

Group 7

- called the **halogens**
- generally very reactive
- generally the opposite of Group 1
- melting point increases down the group while reactivity decreases.
- take part in **displacement reactions**, where an element from higher up the group takes the place of one from lower down the group in a compound.

For example: *potassium iodide + chlorine → potassium chloride + iodine*

Group 0

- called the **noble gases**
- very unreactive
- low boiling points, so are gases at room temperature
- like the halogens, their boiling points increase down the group

Year 7 Unit- Particles		
Key word	**Definition**	**Contextual sentence/ example**
boiling	The change of state from liquid to gas that occurs when bubbles of the substance in its gas state form throughout the liquid.	The pan was **boiling** as bubbles were observed throughout it.
boiling point	The temperature at which a substance boils.	The **boiling point** of water is 100C.
change of state	The process by which a substance changes from one state to another.	An ice cream undergoes a **change of state** when left in the sun.
condense	The change of state from gas to liquid.	Steam from a boiling kettle will **condense** on a cold window.
diffusion	The movement of liquid or gas particles from a place of high concentration to a place of low concentration.	The smell of burnt toast could be detected from another room by **diffusion.**
evaporate	The change of state from liquid to gas that occurs when particles leave the surface of the liquid only. It can happen at any temperature.	A puddle of water will **evaporate** quickly on a hot sunny day.
freezing	The change of state from liquid to solid.	**Freezing** water turns it from a liquid to a solid (ice).
gas	In the gas state, a substance can low and can also be compressed.	Oxygen is an invisible **gas.**
liquid	In the liquid state, a substance can flow but cannot be compressed.	Chocolate can be turned into a **liquid** by heating it.
melting	The change of state from solid to liquid.	Ice cubes can be observed **melting** when removed from the freezer.
melting point	The temperature at which a substance melts.	Ice has a **melting point** of 0c.
mixture	A material whose properties are not the same all the way through.	Sea water is a **mixture.**
particle	The tiny things that materials are made from.	In science we represent **particles** with solid spheres or circles.
solid	In the solid state, a substance cannot be compressed and it cannot flow.	At room temperature Mercury is the only metal that is not **solid.**
states of matter	The three forms in which a substance can exist – solid, liquid, and gas.	We can represent a **state of matter** with a small letter e.g. solid (s)

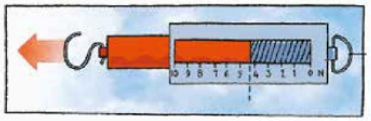
P1 Chapter 1: Forces
Knowledge organiser

Activate
Question • Progress • Succeed

What are forces?

A **force** can be a *push* or a *pull*.

Forces can be measured using a **newtonmeter**.
Forces are measured in **newtons** (N).



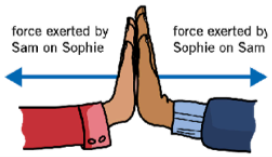
Contact forces occur when objects are touching, for example:

- **friction**
- **drag forces** (**air resistance** and **water resistance**)
- support forces (e.g., **reaction forces**)

Non-contact forces work at a distance, for example:

- **gravity** • **magnetic force** • **electrostatic force**

Forces always occur in pairs.
The pairs are called **interaction pairs**.



Balanced and unbalanced forces

When the forces acting on an object are the same size, but act in opposite directions, we say that they are **balanced**.
The balanced forces cancel out, and the object is in **equilibrium**.

If the forces are not the same size, and do not cancel each other out, we say they are **unbalanced**.
The larger the difference between unbalanced forces, the quicker the object will change speed.

Drag forces and friction

Friction is a contact force that occurs when two objects move against each other. It happens because all surfaces have some roughness – even ones that look smooth.
Friction can be reduced by adding **lubrication** (e.g., oil or grease).
Friction is often useful, for example:

- you need friction to walk across surfaces
- the brakes on a bike need friction to work.

A solid moving through a liquid or a gas has to push the liquid or gas particles out of the way. This produces a drag force on the solid object.

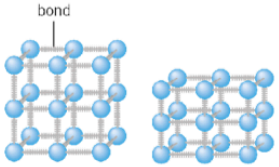
Water resistance and air resistance are drag forces.
Drag forces can be useful if we need to slow something down, for example, by using parachutes.
Making an object more **streamlined** will reduce the drag forces on it.

Reaction forces

When you stand on the floor:

- your weight pushes the particles in the floor together
- the bonds between the particles are **compressed**
- the compressed particles push back and support you.

A support force that balances the weight of an object is called the reaction force.
Upthrust is another example of a support force.



Fields and non-contact forces

In physics, a **field** is a special region where certain objects experience a non-contact force. For example, when

- a mass experiences a force in a gravitational field
- a magnetic material (like iron) experiences a force in a magnetic field
- a charged object experiences a force in an electrostatic field.

As you get further away from a mass, a magnet, or a charged object, the field gets weaker.

Weight and mass

Mass is the amount of 'stuff' something is made of – it is measured in kilograms (kg).
Weight is a force so it is measured in newtons.

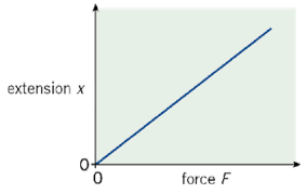
$$\text{weight (N)} = \text{mass (kg)} \times \text{gravitational field strength (N/kg)}$$

The **gravitational field strength** on Earth is about 10 N/kg.
Your weight depends on the gravitational field strength but your mass is the same everywhere.

Hooke's law

Some objects – like springs – can be **stretched** when pulled.
The amount they stretch by is called the **extension**.
A force called **tension** makes a spring return to its original length (unless it has gone beyond its **elastic limit**).

Hooke's law states that the extension of a spring doubles when you double the force.
This means there is a **linear** relationship between force and extension.



Year 7 Unit -Forces		
Key word	**Definition**	**Contextual sentence / example**
air resistance	The force on an object moving through the air that causes it to slow down (also known as drag).	**Air resistance** can be reduced by making an object more streamlined.
balanced	Forces acting on an object that are the same size but act in opposite directions.	An object won't change speed when the forces are **balanced.**
contact force	A force that acts when an object is in contact with a surface, air, or water.	Friction is a **contact force.**
deform	To change shape.	A bungee rope **deforms** when stretched.
drag force	The force acting on an object moving through air or water that causes it to slow down.	A parachute creates a **drag force.**
electrostatic force	The force acting between two charged objects.	A balloon that has been rubbed can pick up paper by using an **electrostatic force.**
extension	The amount by which an object gets longer when a force is applied.	The **extension** of a spring is related to the mass added.
field	A region where something feels a force.	The stronger a magnet the bigger it's magnetic **field.**
friction	The force that resists movement because of contact between surfaces.	Not enough **friction** caused the car to slide off the wet road.
gravity	A non-contact force that acts between two masses.	**Gravity** on Earth is about 6 times greater than gravity on the moon.
Hooke's Law	The law stating if you double the force on an object the extension will double.	Springs are used to demonstrate **Hooke's Law.**
kilogram (kg)	A unit of mass, symbol kg.	There are 1000 grams in a **kilogram.**
magnetic force	The force between two magnets, or a magnet and a magnetic material.	The **magnet force** caused the iron nail to move towards the magnet.
mass	The amount of matter (stuff) a thing is made up of.	**Mass** is measured in kilograms.
newton (N)	The unit of force, symbol N.	Weight is measured in **Newtons.**
Newton meter	A piece of equipment used to measure weight in newtons.	A newton meter is also called a spring balance.
non-contact force	A magnetic, electrostatic, or gravitational force that acts between objects not in contact.	Gravity is a **non-contact force.**
weight	The force of the Earth on an object due to its mass.	An object's **weight** decreases when measured on the Moon compared with Earth

Half Term One What is a community?
1. What is a community?
2. What unites and divides communities?
3. What rights and responsibilities do I have in my community?
4. What would a perfect community be like?
5. Who is my neighbour?
6. What can we learn from religious communities?
7. Review and assessment

1.What is a community?

A community refers to people who live in a particular area. It can also mean a group of people who share common interests. You are part of the Warrington community. You may also be part of a community with common interests such as a swimming team, football team, Scouts or Brownies.

You are part of the Great Sankey High School community- we share a particular area together but also a common interest to be the best we can be!

There are many religious communities in the world, some estimates say there are over 4200 different religious communities in the world! Six of the largest religious communities in the world today are: Christianity, Islam, Judaism, Hinduism, Buddhism and Sikhism.

2. What unites and divides communities?

Communities can be divided for many reasons. In Northern Ireland, communities are divided because of politics and religion. The UK was and is divided between Brexiteers and Remainers. Families and friends can be divided because money, arguments, divorce etc. So, it is important to understand what strengthens communities and relationships, which can give us the important feeling that we belong. Different religions teach that we can unite communities by:

- Christianity teaches to 'treat others the way you want to be treated' in your community. This is referred to as the golden rule.
- Sikhism teaches that people should 'serve and help others' in the community.
- In Islam, the Prophet Muhammad taught 'He is not a Muslim whose stomach is full while his neighbour goes hungry.' This teaches that Muslims must help others in the community.
- In Buddhism, the Buddha taught 'Silence the miser with generosity.' This teaches the importance of giving to others.
- In Judaism the Torah teaches to 'Love the stranger, treat him as a citizen.' This teaches to help everyone in your community, not just those who are family or friends.
- In Hinduism it is taught that 'worship to God is useless if you do not help the poor.' This teaches that you how you act towards others in need in your community is a duty for all.

3. What rights and responsibilities do I have in my community?

A right is a moral entitlement to have or do something. A human right is a right that belongs to everyone e.g. the right to free speech or the right to an education. In many countries such as the UK these rights are part of the law. However, rights also come with responsibilities. The responsibility to ensure others have their rights and you treat others with respect and compassion. Different religious examples of your responsibilities are:

1. The Torah in Judaism says to honour and obey your parents.
2. The Christian Bible says to obey governments and to pay your taxes.
3. Islam teaches that the innocent should not be killed/ murdered/ harmed.
4. Hinduism, teaches duties such as honesty, not injuring living beings (ahimsa), mercy, patience, generosity etc.

4. What would a perfect community be like?

A perfect community is one where all people have a common goal, share common values and all feel a sense of belonging regardless of their race, gender, religion, or sexuality. This is called community cohesion. The perfect community is one that promotes fairness, everyone is treated equally and has the same opportunities. The government does many things to promote community cohesion in this country, for example they pass laws that means they can punish people who treat others differently such as the Equality Act of 2010.

5. Who is my neighbour?

Christianity teaches that a good community is based upon equality. Jesus told a story (parable) which demonstrates what equality means. This is called The Parable of the Good Samaritan. In the story a Jewish traveller is beaten up and robbed and left for dead on the road. A Jewish priest comes by, but deliberately avoids the man. A Jewish lawyer also comes by, but he too avoids the injured man. Finally, a Samaritan, a person from Samaria comes by. The Samaritans were hated by the Jewish people. However, he takes pity on the man. He cleans his wounds and takes him to an innkeeper, whom he asks to look after him. This parable ends with Jesus giving a commandment to go out and do the same as the Samaritan had done. Jesus is teaching people to love and help their enemies.

'You have heard that it was said, 'Love your friends hate your enemies.' But now I tell you: love your enemies and pray for those who persecute you.'
Jesus

6. What can we learn from religious communities?

Warrington is made up of different religious communities. In the 2011 census it recorded the religious make up of Warrington as 71.4% Christian, 20% no religion, 1% Muslim, 0.6% Hindu, 0.2% Buddhist, 0.2% Sikh and 0.1% Jewish.
Religious groups do many things to help their community such as running food banks and collecting money for charity. Religious buildings are also often used as a place for community meetings, youth clubs, coffee mornings and adult education classes. In Warrington examples of how different religions help the community are:

- The Salvation Army charity shop, Buttermarket Street, Warrington provides quality goods at very affordable prices to those in need.
- The Warrington Gurdwara (Sikh holy building) delivers projects to help children who are not engaging socially or older people to connect to with the wider community through activities and education.
- The Warrington Islamic Association use Bewsey Gym for many charity events.
- The Buddhist Meditation Centre on Fairfield Street Warrington help people Buddhist and non-Buddhist to gain personal experience of inner peace and happiness to encourage them to make a positive contribution to their community.

Key Terms	Definition	Contextual Sentence
Community	People living in the same place, or people who share the same interests or attitudes, or share the same lifestyle or beliefs etc.	We are part of the Great Sankey High School community.
Belonging	To feel happy or comfortable in a situation or group, a sense of fitting in or feeling like you are an important member of a group.	A shared sense of belonging is important for a peaceful community.
Citizen	An inhabitant of a particular town, city country; someone entitled to live in the country, city, town, area.	I am a citizen of Warrington.
Division	Difference or disagreement between two or more people, often leading to difficult situations.	Different political views can cause division in a community.
Unity	Being together or in agreement or at one with someone or something.	Living in unity is the key for a peaceful community.
Right	Something that we are entitled to and is often protected by law.	In the UK you have the right to an education.
Responsibility	Is a duty we have or something we ought to do.	We have a responsibility to treat others with respect.
Community Cohesion	A common vision and shared sense of belonging for a community.	The goal for all countries is to have community cohesion.
Equality	Ensuring individuals or groups of individuals are not treated differently.	At Great Sankey High School, we believe in equality.

Half Term Two What are the key beliefs in Judaism?
1. How did Judaism begin?
2. Who was Moses?
3. How do Jewish people worship?
4. What is Shabbat?
5. What are kosher foods?
6. What are important festivals in Judaism?

1. How did Judaism begin?

Judaism began nearly 4,000 years ago in a place called the Middle East. This is a large area on the border of Asia, Africa and Europe. Abraham is referred to as the 'father' of Judaism. Abraham is the first person to teach the idea of one God. Before that people believed in many Gods. Prophet Abraham received a vision from God and is the first person to make a covenant with God. In this covenant God made a promised to look after the Jewish people as long as Abraham and his descendants remained faithful to God.
Abraham was a Hebrew. Jews believe God named Abraham's grandson Israel. After this, the Hebrews became known as the Israelites.

2. Who was Moses?

Over a thousand years after Abraham, the Jews were living as slaves in Egypt. Their leader was a prophet called Moses. Moses led the Jewish people out of slavery in Egypt and led them to the Holy Land that God had promised them. This is remembered each year during Passover. The Jewish people were helped on their journey by God; the same God who'd promised Abraham that he would look after the Jews. God parted the Red Sea to help them escape and helped them in many other ways. When they reached Mount Sinai, in present day Egypt, God spoke to Moses high on the mountain slopes and made a covenant with the Jewish people that renewed the one he had made with Abraham. At the same time, God gave the Jewish people the Ten Commandments and Torah to live by.

3. How do Jewish people worship?

Jewish people worship in a synagogue. The synagogue is also where Jewish children go to learn Hebrew. The most important part of the synagogue is the Ark. This is a special cupboard always at the front of the main room where the scrolls are kept. In front of the Ark is a lamp called the Ner Tamid, otherwise known as the 'Eternal Light'. It hangs above the ark in every synagogue and is a Symbol of God's eternal and imminent presence.
For Jews, worship means praying to God and thanking him for the things he has done and asking for his help in their lives. As they enter a synagogue, Jews waswh their hands as a symbol to make them fit for prayer and a sign of respect. Both men and women will usually cover their heads as a sign of respect. Men wear a skull cap which is called a kippah. Men will also wear a prayer robe called a tallit. It has tassels at the end to represent the 613 commandments given to Moses by God. In Orthodox synagogues, men wear two small black leather boxes with straps called tefillin. They contain small pieces of parchment which has short quotations from the scriptures written on it.

4. What is Shabbat?

Shabbat is the Hebrew word for Sabbath. It is the Jewish day of rest. It begins on sunset Friday evening and lasts until dusk on Saturday. On Shabbat Jewish people remember how God made the world in six days and rests on the seventh day. Jewish people now too rest on the seventh day which they believe is a Saturday. God commanded the Jewish people to observe the Sabbath and keep it holy as the fourth of the Ten Commandments.

The Sabbath is part of the deal between God and the Jewish People, so celebrating it is a reminder of the covenant and an occasion to rejoice in God's kept promises. Shabbat is a time with no television, social media or a busy work schedule. Shabbat is very much a time when families come together in the presence of God in their own home.

Sabbath candles are lit at sunset on a Friday. The woman of the house usually performs this ritual. This marks the beginning of the Sabbath. After the candles are lit, Jewish families will drink wine. Sabbath wine is sweet and is usually drunk from a special goblet known as the Kiddush Cup. The drinking of wine on the Sabbath symbolises joy and celebration. It is also traditional to eat challah, a soft rich eggy bread in the shape of a braid. The end of Shabbat is marked by a ceremony called Havdalah.

5. What is kosher food?

Jewish people have laws about which foods may be eaten and how these foods should be prepared. Food which Jewish people are allowed to eat is called kosher. All plants are kosher, but not all fish and animals are. Food which Jewish people are not allowed to eat is called treyfah. The kosher food laws state that meat must not be eaten with dairy. Jewish people will have separate utensils for meat and dairy foods, and must wait a number of hours after eating one type of food before eating the other type. Animals whose meat may be eaten must be killed in a special, careful way by a religiously trained slaughterer. Jewish people can eat land animals that chew their cud and have a split hoof may be eaten. This includes livestock like cattle and sheep, but not pigs or camels. Fish must have fins and scales. Fish without scales like lobster and shrimp, and shellfish are forbidden.

6. What are important festivals in Judaism?

1) The Jewish festival of Rosh Hashanah occurs in September or October, depending on the lunar calendar that is followed by Jews. It is a time for Jews to reflect on their year, including their good deeds and their bad deeds.

2) Yom Kippur is the holiest day of the Jewish calendar. It is also called the Day of Atonement. Jews focus on asking God for forgiveness as it is believed that he will make his final judgement on the day of Yom Kippur sometime in the future.

3) Pesach is a festival held in March or April that celebrates the Jews' escape from slavery in Egypt. It lasts for seven to eight days and begins with the Seder, which consists of a service and a meal.

7. Key term	Definition	Contextual Sentence
Adonai	Name for God which means Lord.	Jewish people use the name Adonai for God.
Challah bread	Special bread for the Sabbath.	Challah bread is used during the Shabbat meal.
Covenant	Solemn agreement with God.	Abraham makes a covenant with God.
Eternal	Lasting forever.	Jewish people believe God is eternal.
Havdalah	Blessing which ends the Sabbath.	The father says the blessing called the Havdalah.
Hebrew	Jewish language.	The Torah is written in Hebrew.
Kiddush	Blessing which begins the Sabbath.	The father recites a blessing called a kiddush over a cup of wine.
Kippah	Skull cap.	Jewish men wear a kippah.
Kosher	'Fit'- food which Jews can eat.	Jewish people must eat kosher food.
Treyfah	Treyfah is food that is not it to eat.	Meat from a pig is an example of food that is treyfah.
Leaven	Yeast, baking powder etc.	Jewish people observe the commandment to remove all leaven from their food.
Matzvot	Unleavened bread.	Matzot are a reminder of the bread that did not rise.
Menorah	Seven branched candle stick.	The menorah candlestick has seven branches.
Pharaoh	King of Egypt.	After the plagues the Pharaoh agreed to release the Jewish people.
Prophet	Someone who tells people what God wants.	Abraham is an example of a prophet in Judaism.
Scrolls	Roll of parchment on which the Torah is written.	A Torah scroll is handwritten.
Seder	Special Passover meal.	The Seder meal follows a special order.
Shabbat	Jewish holy day.	The Shabbat begins on a Friday sunset.
Synagogue	Jewish place of worship.	The most important thing in a synagogue is the Ark.
Talmud	Collected teachings of the rabbis.	The Talmud is an important source of authority in Judaism.
Torah	The holy book of Judaism.	The Torah is the first five books of the Bible.

HISTORY

Topic: The Norman Conquest

Enquiry: How did the Normans conquer England?

Key events	
500BC	Celts arrive in Britain from central Europe.
43AD	The Romans invade Britain and have a massive impact on culture, landscape and language.
410AD	Once the Roman Empire fell, Anglo Saxons and Jutes from northern Germany and Denmark invaded and settled in Britain.
865AD	After years of raiding the coasts of the British Isles, Vikings started to settle in England and end up conquering large parts of the country.
1042	Anglo Saxon England becomes united under one monarch, Edward the Confessor.
January 1066	Harold Godwinson is crowned King by the Witan.
25th September 1066	Battle of Stamford Bridge
14th October 1066	Battle of Hastings

Key concepts	
Immigrants	People who come to live permanently in another country. People have settled in the British Isles from other countries for thousands of years, like the Beaker people, Celts and Saxons.
Invasion	Taking over a country or region with an armed force. This happened to Britain many times.
Monarchy	A type of government, where a king or queen rules the country.

Key words / terms	
Chronicle	These were records of events kept by monks. They wrote about a range of topics including religion, politics, history, towns, kings, gossip, and even the weather.
Earl	This was an important Saxon nobleman who ruled an area of England on behalf of the King. They were rich and powerful, and earldoms were passed on through families.
Ceorls	(pronounced 'churl'). This was the name given to ordinary villagers in Saxon England. The vast amount of the population in England would have been ceorls.
Witan	A group of advisers who helped the King run the country. Many members would have been earls from rich, powerful, landowning families.
Knights	Soldiers who were well trained and highly professional. They fought mounted on horseback. The weapon they were most likely to fight with was a sword.
Archers	Soldiers who used a bow and arrow to attack an army from a distance. William of Normandy used his archers well at the Battle of Hastings.
Housecarls	The best soldiers in the Saxon army. They were well paid, trained and armed with good weapons. They often fought with battleaxes.
Fyrd	Saxon foot soldiers. They were not as well trained or equipped as the housecarls, and many were armed with farming tools. However, there were a huge number of them.

Year 7- Half Term 2

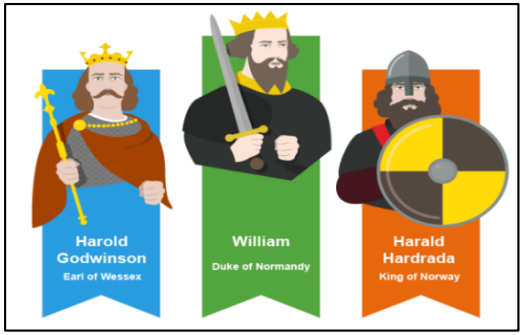
Events of 1066

Harold Godwinson, Earl of Wessex

Harold was a powerful and rich English nobleman. According to the Anglo-Saxon Chronicle, Edward named Godwinson as his successor on his deathbed. The next day, the royal council, known as the Witan, met and declared Godwinson king. An English king was proclaimed by the Witan - this gave Harold Godwinson the only claim to the throne by right.

Battle of Hastings

- Harold II marched quickly south, immediately after the Battle of Stamford Bridge. He left many of his foot soldiers behind and exhausted the others. Harold II arrived in Sussex after two weeks of constant marching.
- The two sides met at Senlac Hill, near Hastings. Harold II had gathered his men at the top of the hill and they protected their position using a wall of shields.
- The battle began in the morning with the Norman knights on foot firing arrows followed by those on horseback charging up the hill.
- The battle continued for two hours before a rumour suggested William had been killed. On hearing this news, one of the Norman soldiers began to flee because they thought William had been killed. William took off his helmet to show them he was still alive. Shouting Look at me! I am alive! And with God's help we will win!.
- Swordman fighting axeman in a re-enactment of the Battle of Hastings. Re-enactment of the Battle of Hastings
- The next part of the battle was in the afternoon. A turning point in the battle was to occur. The Normans pretended to run away, then turned and cut down the Saxons when the inexperienced fyrd chased them. The Saxons had lost their main advantage: their control of the top of the hill.



William, Duke of Normandy

The Norman chroniclers reported that Edward had promised his distant relative, William, the throne in 1051. William was the only blood relative of Edward, but the English throne was not hereditary anyway. Claims that Edward promised the throne were probably made up by the rival sides after the event. The Bayeux Tapestry, which was made after the Conquest, shows Godwinson swearing an oath of support to William in a visit to Normandy in 1064. William was supported by the Pope.

- William had a well-equipped army. He could now use them to his advantage. He had knights on horseback and archers with crossbows. Harold II had a traditional Saxon army – his housecarls fought on foot with axes and the fyrd were just farmers who fought with any weapons they could get. William's soldiers were fresh and full-time fighters. The Saxons stood no chance!
- William used archers to break up the Saxon shield wall. Arrows fell like rain on the Saxons, killing many of them in the process.
- In desperation, the housecarls formed a ring around their king. They failed to protect him however and Harold was killed - although exactly how he died, no-one can be sure of.
- Harold was killed. It is impossible to know how Harold II died. Most people believe that he was killed by an arrow in the eye. This theory is based on a scene in the Bayeux Tapestry. The tapestry has the words 'Harold is killed' next to a man with an arrow in his eye, but it is impossible to know which soldier is Harold II because all the Saxon soldiers are dressed identically.

Harald Hardrada, King of Norway, Viking warrior

Hardrada based his claim on the fact that his ancestor, King Cnut, had once ruled England (1016–1035). He was helped by Godwinson's half-brother, Tostig.

6.4- Battle of Stamford Bridge

After Harold Godwinson was crowned King Harold II, William and Harald Hardrada both made plans to invade England.
Harold II assembled his bodyguards, known as the housecarls, and gathered an army of ordinary men, called the fyrd. He split the fyrd in two, sending some men to the south and some to the north. He sent a fleet of ships to the English Channel. Then they all waited. In September supplies had run out and Harold II had to send the fyrd back home to bring in the harvest.
Hardrada invaded. He landed in Yorkshire and defeated the northern Saxon army at the Battle of Fulford.
Harold II marched north quickly, gathering an army on his way. He took Hardrada by surprise and defeated him at the Battle of Stamford Bridge (25 September).
Hardrada and Tostig, Goodwinson's half-brother, were both killed.
So many Vikings were killed that they only needed 24 longships to go home.

Topic: Medieval Religion

Enquiry: How religious were people in the Middle Ages?

Key events	
1096 – 1099 1st Crusade	The First Crusade. Jerusalem stays in Christian hands for 88 years afterwards.
1145 – 1149 2nd Crusade	In 1144, the Muslim armies began to unite and started to take some of the Holy Lands back from the Christians.
1189 – 1192 3rd Crusade	The Third Crusade. Saladin's forces recapture land held by the Christians.
1202 – 1204 4th Crusade	The Fourth Crusade. Pope Innocent III asks Christians to capture Jerusalem again. They fail.
1217 – 1250 5th, 6th and 7th Crusades	There were a series of other Crusades throughout the 1200s, which failed to recapture Jerusalem.
1396 Crusade of Nicopolis	Sometimes called 'the Last Crusade', this is a key turning point in the Crusades.

Key concepts	
Religion	A belief in a supernatural power, usually a god. Religion is a system of faith and worship.
Pilgrimage	A journey taken for religious reasons or a journey to a holy place.
Crusade	A series of wars in the Middle Ages fought by the Christians who wanted to take control of the Holy Land from the Muslim rulers.
Holy Land	A region in the Middle East that was, and still is, very important to major religions such as Islam, Judaism and Christianity.

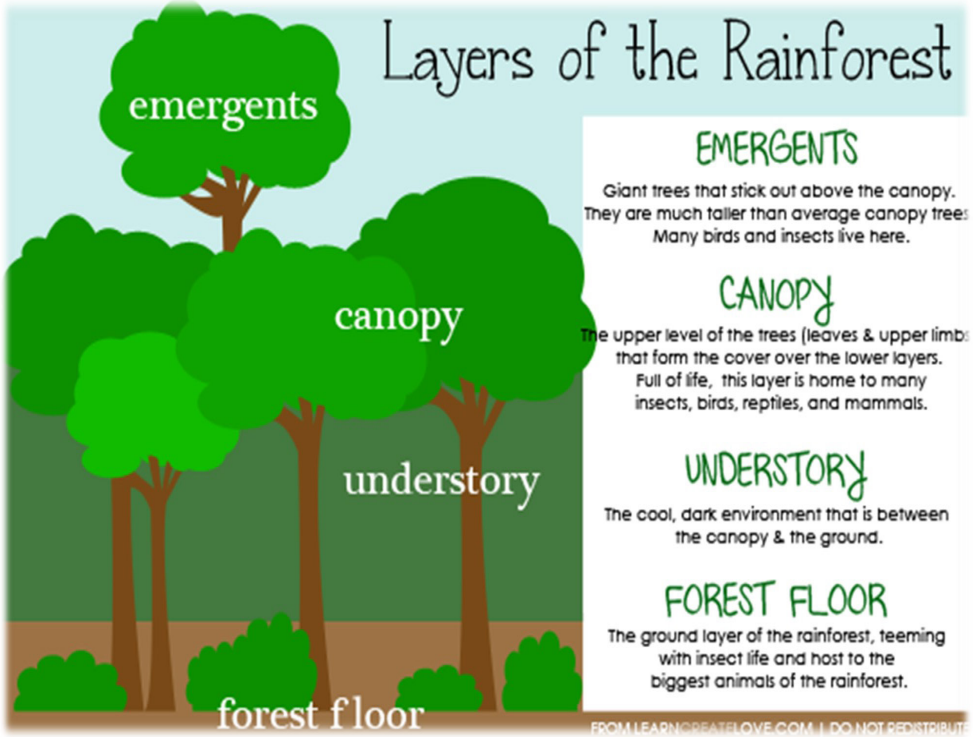
Key words / terms	
Doom paintings	These were huge paintings on church walls depicting heaven and hell. They were designed to encourage people to want to go to heaven and to lead good lives to avoid going to hell.
Tithe	This was a tax placed on ordinary people by the Church. They had to give the Church 10% of everything they grew on their land.
Pope	This is the leader of the Roman Catholic Church. Therefore, in the Middle Ages when most Europeans were Catholic, the Pope was hugely powerful. The Pope is based in Rome.
Monk	A man who dedicated his life to religion and prayer, giving up all possessions and taking a vow to never marry.
Nun	A woman who dedicated her life to religion and prayer, giving up all possessions and taking a vow to never marry.
Religious community	Monks and nuns went to live in a religious community. Men would live in a monastery, and women would go to a nunnery. Other religious houses were abbeys or priories. Here, the nuns and monks would live, pray and work together and lead holy lives.
Novice	A monk or nun in training.
Roman Catholic	A Christian who follows the beliefs of the Catholic Church, based in Rome. The spiritual leader of the Roman Catholic Church is the Pope. Most people in Medieval Europe were Catholic.

Topic: Medieval Religion

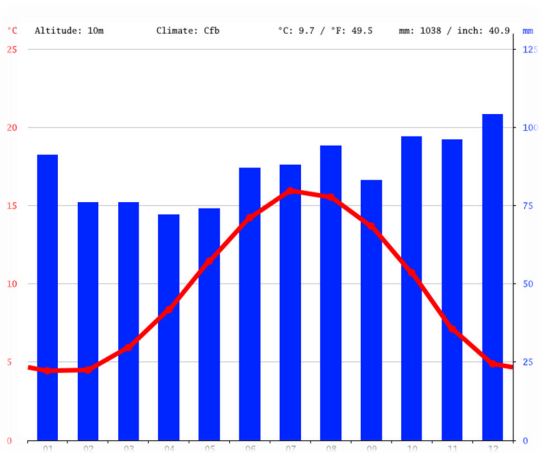
Enquiry: How religious were people in the Middle Ages?

First Crusade 1096-1099	Second Crusade 1145-1149	Third Crusade 1189-1192	Fourth Crusade 1202-1204	Children's Crusade 1212	5th/ 6th/ 7th Crusades 1217-1250	Crusade of Nicopolis 1396
An army of peasants, led by a man called Peter the Hermit, was the first group to set off for the Holy Land. They were nearly all killed. An army of knights followed led by Robert of Normandy, the eldest son of William the Conqueror. After many fierce, bloody, brutal battles they captured Jerusalem in 1099. It remained Christian for the next 88 years.	The knights of the First Crusade then swept through the Holy Land creating Christian Kingdoms and building castles. But in 1144, the Muslims began to take back land. King Louis VII of France set off to regain the land but was defeated in Damascus.	In 1174, the Muslims began to unite under- Salah ad-Din (known as Saladin). In 1187, his army recaptured Jerusalem and took other land controlled by Christians. The Crusaders (who included King Richard I of England) captured the town of Acre, but quarrelled amongst themselves and failed to capture Jerusalem. On 2nd September 1192, King Richard met with Saladin and made a deal- Jerusalem could remain in Muslim hands, but Christians could visit without coming to any harm.	The Pope (Innocent III) asked all Christians to capture Jerusalem once again. But the Crusaders never reached the Holy Land because different groups fell out with each other on the way. In the end Christians fought other Christians.	Some historical accounts say this Crusade was led by a 12 year old French shepherd boy named Stephen. Up to 30,000 children are said to have left for the Holy Land determined to succeed where the adults had failed. Tragically, many died from hunger and exhaustion on the way. Others returned home, but thousands were kidnapped and sold as slaves. However, no one knows what really happened, or which parts of the story are true.	All of these Crusades failed to retake Jerusalem and were unable to repeat the success of the First Crusade.	At the Battle of Nicopolis (in modern day Bulgaria) an army of French, Hungarian and German knights were defeated. This is sometimes called the Last Crusade.

GEOGRAPHY



Layers of the Rainforest



Climate Graph of Brazil

Animals in the TRF

Map of Yellowstone National Park

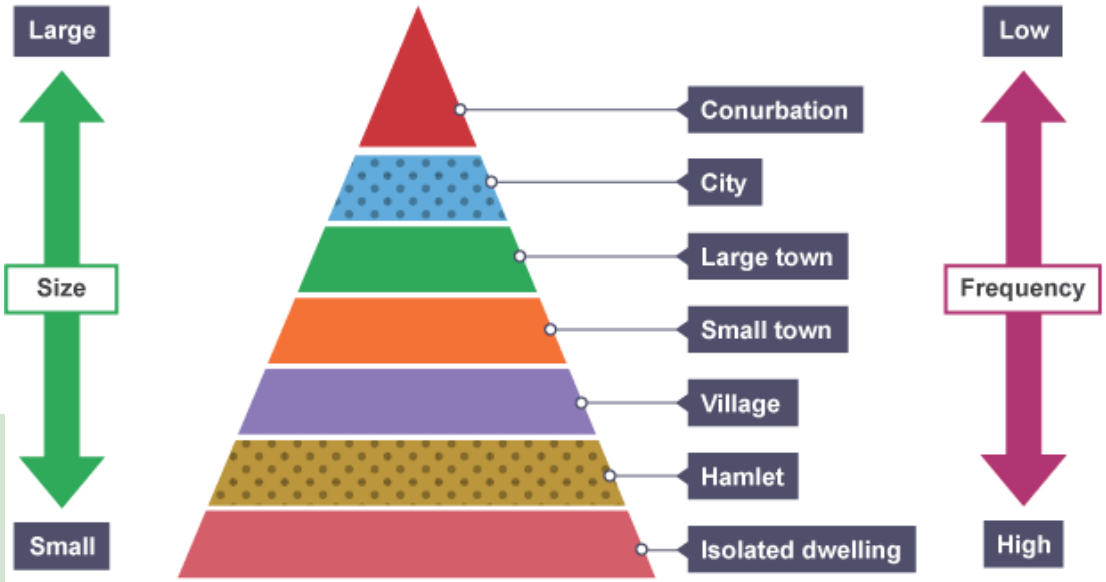
Map of the Mojave Desert

Map of South America

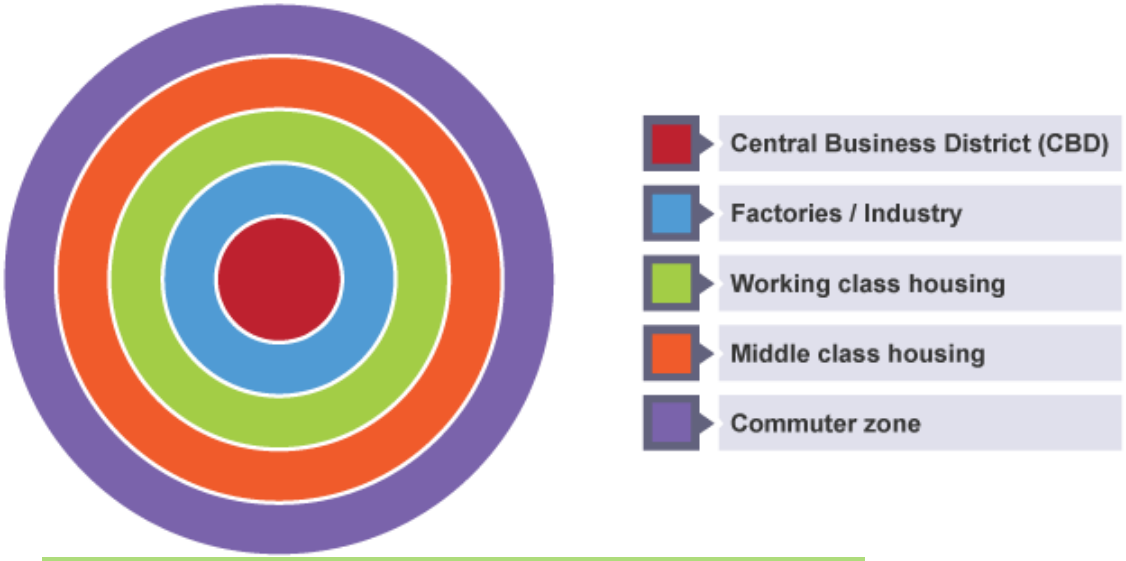
Settlements

A settlement is a place where people live. Settlements can be as small as a single house in a remote area or as a large as a mega city (a city with over 10 million residents).

A settlement may be permanent or temporary. An example of a temporary settlement is a refugee camp. However, a temporary settlement may become permanent over time. This has happened to many refugee camps that have been built in conflict zones.



Settlement Hierarchy



Land Use Model

Limitations of the Land Use Model

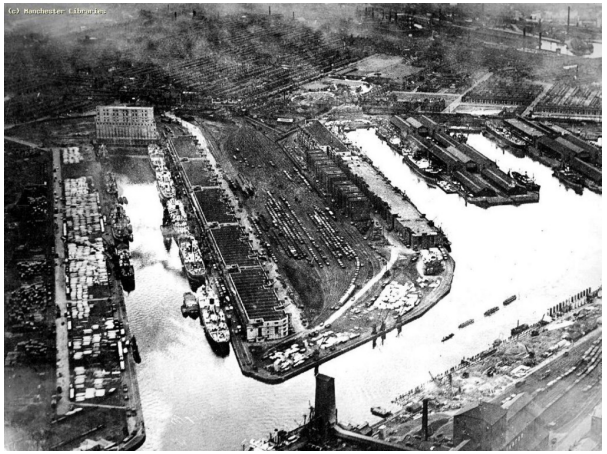
The model is now quite old and was developed before the advent of mass car ownership.

New working and housing trends have emerged since the model was developed. Many people now choose to live and work outside the city on the urban fringe - a phenomenon that is not reflected in the Burgess model.

Every city is different - there is no such thing as a typical city.

Largest UK cities—Population

Salford Quay—Regeneration



1. Queen Victoria opens Manchester Docks in 1894; the development expands until it covers a huge area of 120 acres, including over nine docks in Manchester, Salford and Stretford
2. The once mighty Manchester Docks close in 1982, resulting in 3,000 jobs losses.
3. Salford City Council purchases the land in 1984 using a Derelict Land Grant; one year later, the ambitious Salford Quays Development Plan is launched.
4. Between 1986 and 1990, the infrastructure of the docks is changed beyond recognition, featuring an internal waterway network with promenades, housing, offices and more built at Docks 6 and 7.
5. In 1987, after years of industrial pollution, water quality in the canals improves thanks to a new compressed air mixing system; 12,000 coarse fish are introduced to the area and thrive in their new home.
6. The idea for The Lowry – originally known as Salford Quays Centre For Performing Arts – is first conceived in 1988; twelve years later, it opens to the public.
7. Salford Quays is chosen as the site for the BBC's relocation in 2006, leading to the huge development of MediaCityUK by Peel.

Fantastic Places and Settlement Tier 3 Vocabulary		
Key Vocabulary	**Definition**	**Contextual Sentence**
Human Geography	How humans interact with places and spaces: migration, population, employment, conflict and economic activity.	Human geography is my favourite!
Physical Geography	How natural processes shape the environment to make the features that we see around us: tectonic hazards, climatic hazards (floods, droughts), coasts, rivers, polar environments, glaciation, erosion and weathering.	I prefer physical geography because it explores the natural wonders of the world.
Environmental Geography	How humans have impacted upon the environment, usually in a negative way: climate change, air pollution, marine pollution and deforestation (chopping down of trees).	Environmental geography is really important to talk about.
Indigenous People	People who originate from a particular region or country who choose to remain living in their ancestral home.	Indigenous groups such as the Yanomamo and Kayapo have been living in the Amazon for thousands of years.
Favela	A Brazilian shack or shanty town; a slum.	Rapidly growing populations in the favelas leads to great socio-economic challenges.
Rural to Urban Migration	The movement of people from the countryside to a city.	Rural to urban migration is the main reason population is growing in cities.
National Park	An area of countryside protected by the state for the enjoyment of the general public or the preservation of wildlife.	Commercial exploitation of natural resources in a national park is illegal.
Settlement	A community in which people live.	Settlements can range from a small number of dwellings grouped together to the largest cities.
Megacity	A city with more than 10 million people.	Tokyo is the largest megacity in the world with 37.4 million inhabitants.
Central Business District	The main business and commercial area of a town or city.	The CBD is the main part of a city where most of its offices and stores are.
Terrace house	A house built as part of a continuous row in a uniform style.	My grandma lives in a terrace house.
Congestion	Overcrowding on roads causing traffic jams.	I get a congestion charge when I drive through cities.

Spanish: Knowledge Organiser Year 7 Term 1

Unit Of Work 1

1.1 El español global	***Global Spanish***	**1.2 ¿Qué tal?**	***How are you?***
Argentina	*Argentina*	¿Cómo estás?	*How are you?*
Chile	*Chile*	bien	*well*
Colombia	*Colombia*	fantástico/a	*fantastic*
Cuba	*Cuba*	fatal	*awful*
España	*Spain*	fenomenal	*great, excellent*
Estados Unidos	*United States*	mal	*bad/badly*
Guinea Ecuatorial	*Equatorial Guinea*	regular	*so-so*
la Isla de Pascua	*Easter Island*	¿Y tú?	*And you?*
las Islas Baleares	*Balearic Islands*	¡hola!	*Hello!*
las Islas Canarias	*Canary Islands*	Buenos días	*Good morning/ day*
las Islas Filipinas	*Philippines*	Buenas tardes	*Good afternoon*
Perú	*Peru*	¡Adiós!	*Goodbye!*
República Dominicana	*Dominican Republic*	¡Hasta luego! /¡Hasta la vista!	*See you later!*
¿De dónde eres?	*Where are you from?*	¿Cómo te llamas?	*What are you called?*
¿De dónde es?	*Where is he/she from?*	Me llamo	*I am called*
la capital	*capital*	Te llamas	*You are called*
hispanohablante	*Spanish-speaking*	Se llama	*He/ she / it is called*
el mundo	*world*		
el país	*country*		

1.3 Mi carnet de identidad ***My ID card***

0	cero	**11**	once	**22**	veintidós
1	uno	**12**	doce	**23**	veintitrés
2	dos	**13**	trece	**24**	veinticuatro
3	tres	**14**	catorce	**25**	veinticinco
4	cuatro	**15**	quince	**26**	veintiséis
5	cinco	**16**	dieciséis	**27**	veintisiete
6	seis	**17**	diecisiete	**28**	veintiocho
7	siete	**18**	dieciocho	**29**	veintinueve
8	ocho	**19**	diecinueve	**30**	treinta
9	nueve	**20**	veinte	**31**	treinta y uno
10	diez	**21**	veintiuno		

¿Cuántos años tienes? How old are you?

Tengo *I have* *** Use this for age: Tengo 11 años (I am 11)**
Tienes *You have*
Tiene *He / she/ it has*
Nombre *Name*
Apellido *Surname*
Edad *Age*

1.4 ¡..y que cumplas muchos más!	***And many happy returns!***	el mes	*the month*
el día	*the day*	enero	*January*
lunes	*Monday*	febrero	*February*
martes	*Tuesday*	marzo	*March*
miércoles	*Wednesday*	abril	*April*
jueves	*Thrsday*	mayo	*May*
viernes	*Friday*	junio	*June*
sábado	*Saturday*	julio	*July*
domingo	*Sunday*	agosto	*August*
		septiembre	*September*
		octubre	*October*
		noviembre	*November*
		diciembre	*December*

¿Cuándo es tu cumpleaños?*When is your birthday?*
Mi cumpleaños es el *(number)* de *(month)* *My birthday is …*

el año	*year*
el cumpleaños	birthday
la fecha	date
el primero	the first
el uno	the first
la semana	week

Spanish: Knowledge Organiser Year 7 Term 1

1.6 ¡Tod@s a clase! tengo… no tengo .. un bolígrafo un cuaderno un estuche una goma una hoja de papel un lápiz un libro una regla un sacapuntas unas tijeras	***In the classroom*** *I have…* *I don't have…* *pen* *exercise book* *pencil case* *eraser* *sheet of paper* *pencil* *book/textbook* *ruler* *pencil sharpener* *scissors*	**Gramática** In Spanish all nouns are catogorised into masculine and feminine. To say **a**…. in Spanish there are 2 words: **Un** (masculine) **Una** (feminine) un libro (a book) una goma (a rubber/eraser)	**Unit of work 1: key language in context**

Greeting someone:	Hola. Buenos días.
Asking someone's name and saying your name:	¿Cómo te llamas? Me llamo …….
Asking how you spell a word:	¿Cómo se escribe…….? Se escribe ..P…A..B..L..O
Asking someone's age and saying your age:	¿Cuántos años tienes? Tengo 11/12 años.
Asking when is someone's birthday and saying when your birthday is:	¿Cuándo es tu cumpleaños? Mi cumpleaños es el 22 de agosto.
Say which classroom objects you have/ don't have:	Tengo un cuaderno. No tengo (un) estuche.

Spanish: Knowledge Organiser Year 7 Term 1

Unit of work 2

2.1 ¡Contamos hasta cien!	*Count to a hundred*
el centímetro	*centimetre*
el kilómetro	*kilometre*
el largo	*length*
medir	*to measure*
(mido)	*(I measure)*
el metro	*metre*
el número de teléfono	*telephone number*
treinta y dos	32
treinta y tres	33
treinta y cuatro	34
treinta y cinco	35
treinta y seis	36
treinta y siete	37
treinta y ocho	38
treinta y nueve	39
cuarenta	40
cuarenta y uno	41
cincuenta	50
cincuenta y uno	51
cincuenta y dos	52
sesenta	60
sesenta y uno	61
setenta	70
setenta y uno	71
ochenta	80
ochenta y uno	81
noventa	90
noventa y uno	91
cien	100

Gramática: ser = to be

soy = I am	somos = we are
eres = you are	sois = you all are
es = he/she/it is	son = they are

2.2 Te presento a mi familia	*Intoducing my family toyou*
la abuela	*grandmother*
la familia	*family*
el abuelo	*grandfather*
los gemelos	*twins*
los abuelos	*grandparents*
divorciado/a	*divorced*
la madre	*mother*
la edad	*age*
la madrastra	*stepmother*
mayor	*older*
el padre	*father*
menor	*younger*
el padrastro	*stepfather*
los padres	*parents*
Soy	*I am*
la hermana	*sister*
la hermanastra	*stepsister*
el hermano	*brother*
el hermanastro	*stepbrother*
los hermanos	*siblings*
la hija única	*only child (daughter) only*
el hijo único	*child (son)*
la prima	*cousin (female)*
el primo	*cousin (male)*
la tía	*aunt*
el tío	*uncle*
se llama	he/she is called
se llaman	they are called
que se llama	who is called
que se llaman	who are called

2.3 Los animales y las mascotas	*Animals and pets*
un caballo	*horse*
una cobaya	*guinea pig*
un conejo	*rabbit*
un gato	*cat*
un pájaro	*bird*
un perro	*dog*
un pez	*fish*
un ratón	*mouse*
una serpiente	*snake*
de colores	*colourful*
enorme	*enormous*
feroz	*ferocious*
grande	*big*
pequeño/a	*small*
me gustaría tener	*I would like to have*
no tengo animales	*I don't have any pets*
tenía	*I used to have*
similar a	*similar to*

Gramática: tener = to have

tengo = I have	tenemos = we have
tienes = you have	tenéis = you all have
tiene = he/she/it has	tienen = they have

Spanish: Knowledge Organiser Year 7 Term 1

1.5 Mis preferencias	*My preferences*
amarillo/a	*yellow*
azul	*blue*
blanco/a	*white*
claro/a	*light*
gris	*grey*
marrón	*brown*
morado/a	*purple*
naranja	*orange*
negro/a	*black*
oscuro/a	*dark*
rojo/a	*red*
rosa	*pink*
verde	*green*
detesto	*I detest*
me encanta	*I love*
me gusta (mucho)	*I like (a lot)*
mi color favorito es…	*My favourite colour is...*
no me gusta (nada)	*I don't like (at all)*
odio	*I hate*
prefiero	*I prefer*

Unit 2: key language in context		
Say your phone number:	Mi número de teléfono es: Cero, ochenta y dos, cuarenta y cinco Sesenta y siete, veintitrés, cero cuatro	*My phone number is:* *0,82,45 …..67,23,0 4*
Say who's in your family:	En mi familia hay mi madre, mi padrastro y mis dos hermanos.	*In my family, there is my mum, stepdad and 2 siblings.*
Say their names:	Mi hermano se llama Harry. Mis hermanastras se llaman Paula y Lola. Tengo una hermana que se llama Paige. Soy hijo/a único/ única.	*My brother is called Harry.* *My step-sisters are called Paula and Lola.* *I have a sister who is called Paige.* *I am an only child.*
Say which colours you like or don't like:	Me gusta el rojo pero odio el verde.	*I like red but I hate green.*
Say which animals you have or don't have:	Tengo dos perros y un gato. No tengo un caballo. No tengo animales pero ¡me gustaría tener una serpiente!	*I have 2 dogs and a cat.* *I haven't got a horse.* *I haven't got any animals but I would like to have a snake!*
Describe your pets:	Mi perro es marrón y negro. Mi cobaya es blanca. Tengo un ratón gris y es muy feroz.	*My dog is brown and black.* *My guinea-pig is white.* *I have a grey mouse and it is very fierce.*
Connectives	además o pero sin embargo también y	*furthermore* *or* *but* *however* *also* *and*

French: Knowledge Organiser Year 7 Term 1

Unit 1 : Tout sur moi

1.1 Le monde et moi

Bonjour! Hello/good morning!
Salut! Hi!
Comment t'appelles-tu? What's your name?
Je m'appelle … My name is..
Où habites-tu? Where do you live?
J'habite … en I live in …

Connectives

Et and
Aussi also
Mais but
Cependant however

1.2 Quelle est la date ..?

0 zéro
1 un
2 deux
3 trois
4 quatre
5 cinq
6 six
7 sept
8 huit
9 neuf
10 dix
11 onze
12 douze
13 treize
14 quatorze
15 quinze
16 seize
17 dix-sept
18 dix-huit
19 dix-neuf
20 vingt
21 vingt et un
22 vingt-deux
23 vingt-trois
24 vingt-quatre
25 vingt-cinq
26 vingt-six
27 vingt-sept
28 vingt-huit
29 vingt-neuf
30 trente
31 trente et un

Quel âge as-tu? How old are you?
J'ai… ans I am … years old
Et toi? And you?
Quelle est la date de ton anniversaire? What date is your birthday?
Mon anniversaire c'est le … My birthday is the ..

The months of the year :
janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre

Days of the week (Monday- Sunday)

lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche

1.3 Mon autoportrait

J'ai I have
Tu as You have
Il a He has
Elle a She has
On a … We have
Ils ont They have (boys and mixed gender)
Elles ont They have (girls)

C'est It is

les yeux (colour)…eyes
bleus/verts/ Blue/green
gris/marron/ grey/ Brown
noisette hazel
bleu foncé Dark blue
bleu clair Light blue
…les cheveux (colour/style)…hair
noirs/bruns/ Black/ brown
blonds/roux blonde/ red
longs/courts/ Long/ short
mi-longs/raides/ mid-length/ Straight
nattés/bouclés braided/ wavy
Je n'ai pas de cheveux. I have no hair
Il/Elle n'a pas de cheveux. He/she/ has no hair
On n'a pas de cheveux. We have no hair

UNIT OF WORK 1 KEY LANGUAGE IN CONTEXT

Asking someone's name and saying your name	**Comment t'appelles-tu?** **Je m'appelle…**
Asking someone's age and saying your age	**Quel âge as-tu?** **J'ai 11/12 ans**
Asking what date it is and saying the date	**Quelle est la date?** **C'est le 2 octobre**
Asking someone's birthday and saying when your birthday is	**Quelle est la date de ton anniversaire ?** **Mon anniversaire c'est le 2 octobre**
Describing your eye colour.	**J'ai les yeux…** ***Example : J'ai les yeux bleus.***
Describing your hair.	**J'ai les cheveux…** ***Example : J'ai les cheveux blondes.***

French: Knowledge Organiser Year 7 Term 1

Unit 2: Mon monde perso

2.1 Je suis quelqu'un de bien

Tu es comment? What are you like?
Je suis I am
Tu es quelqu'un de/d'… Are you a ….person?
Je suis/Je ne suis pas I am/ I am not ..

actif (-ive) active
adorable adorable
amusant(e) funny
bavard(e) chatty
courageux (-euse) brave
créatif (-ive) creative
généreux(euse) generous
gentil(le) nice, kind
intelligent(e) intelligent
paresseux (-euse) lazy
sociable sociable
sportif (-ive) sporty
timide shy
travailleur (-euse) hard-working
très very
un peu a little, a bit
assez quite
Merci (bien/beaucoup). Thank you (very much)
Je t'en prie. You are welcome
Pas de quoi. Don't mention it
De rien You are welcome

2.2 C'est quoi une famille

mes grands-parents: my grandparents
mon grand-père my grandfather
ma grand-mère my grandmother
mes parents: my parents:
mon père my father
mon beau-père my step-father
ma mère my mother
ma belle-mère my step-mother
mon papa et ma maman my dad and my mum
mon frère my brother
mon demi-frère my half brother
ma sœur my sister
ma demi-sœur my half sister
J'habite avec … I live with
Ma mère s'appelle My mum is called
J'ai un frère/deux sœurs I have one brother/ two sisters
qui s'appelle(nt) … who are called
Je n'ai pas de frères ou de sœurs. I have no brothers or sisters

Je suis fils/fille unique. I'm an only child

Je n'ai plus de père/mère. I no longer have a dad/ mum

Mes parents sont séparés/divorcés. My parents are separated/ divorced

GRAMMAR :

What are verbs?

Verbs are words that express doing, being or happening. In a dictionary you find verbs in the infinitive form. In English an infinitive verb starts with "**to**" e.g. to sing, to eat

The present tense - irregular verbs:

Some verbs don't follow the regular pattern and are called **irregular** verbs. **Être** (to be) and **avoir** (to have) are irregular verbs that you will use a lot, so learn them by heart.

Avoir	to have	être	to be
J'ai	*I have*	**Je suis**	*I am*
Tu as	*You have*	**Tu es**	*You are*
Il/elle a	*He/she has*	**Il/elle est**	*He/she is*
On a	*We/they have*	**On est**	*We/ they are*

The present tense - regular verbs:

The present tense is used to talk about; What is happening now/What is usually done/ How things are. Many verbs are **regular**, this means, they follow the same pattern:

habiter	**to live**
j'habite	I live
tu habites	you live he/she
il/elle habite	lives

UNIT OF WORK 2 KEY LANGUAGE IN CONTEXT

Describing your personality	Je suis quelqu'un de généreux Je suis quelqu'un d'amusant Je suis gentil/le.	*I am a generous person.* *I am a funny person.* *I am kind.*
Saying who is in your family	J'ai deux sœurs et un demi-frère. Je n'ai pas de frères et sœurs. Je suis fille unique.	*I have two sisters and a step-brother.* *I don't have any brothers and sisters.* *I am an only child (girl)*
Saying who you live with	J'habite avec mes parents. J'habite avec ma grand-mère. J'habite avec ma belle-mère.	*I live with my parents.* *I live with my grandmother.* *I live with my step-mum.*
Saying what people are called	Il s'appelle Harry. Elle s'appelle Louise. Ils s'appellent Fred et Ben. Elles s'appellent Amy et Yasmina.	*He's called Harry.* *She is called Louise.* *They are called Fred and Ben.* *They (girls) are called Amy and Yasmina.*