



KNOWLEDGE PREP

YEAR 7

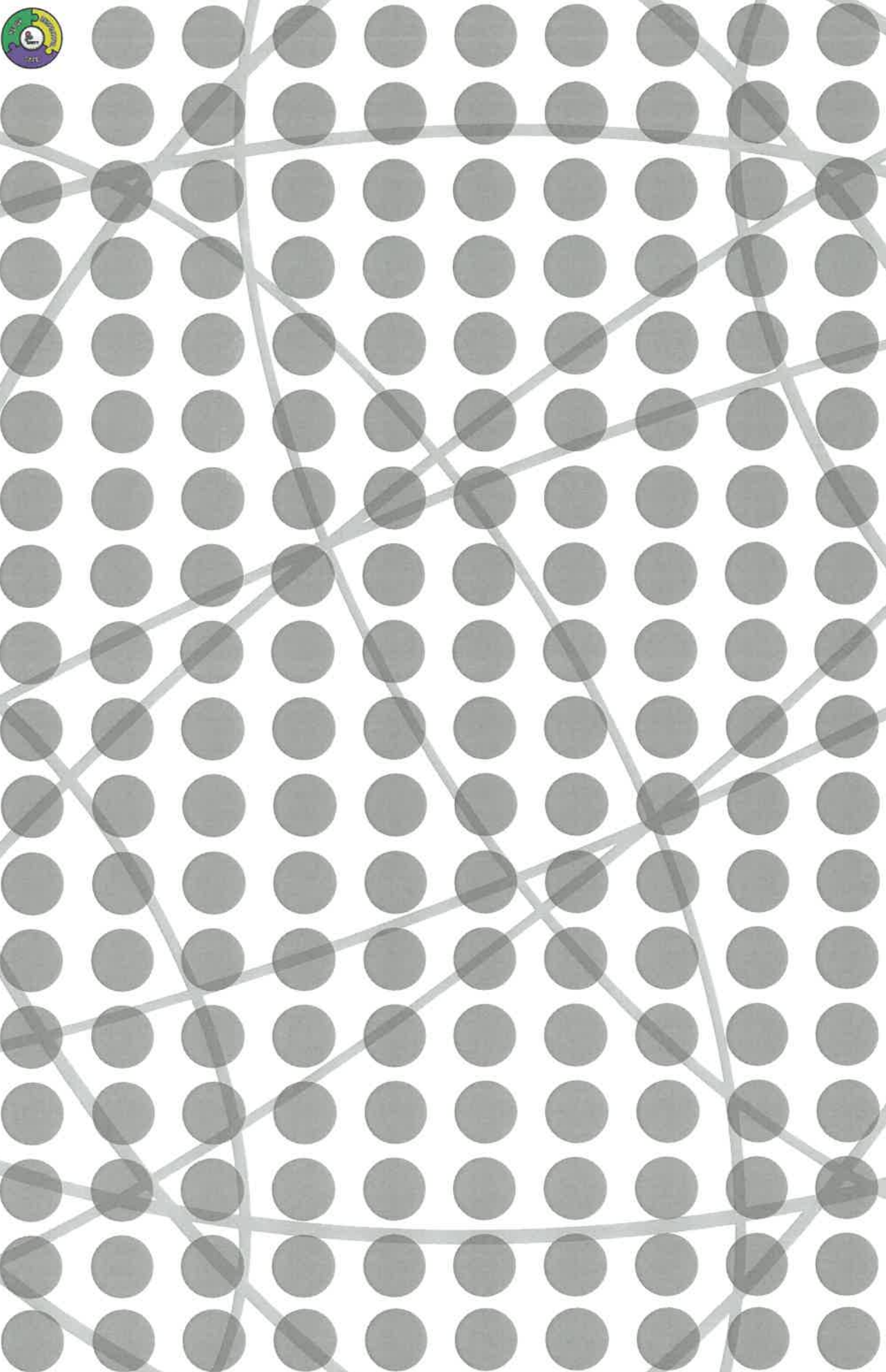
HALF TERM 2

NAME

TUTOR GROUP

ACADEMIC YEAR

RRS STICKERS



Knowledge Organisers and Homestudy

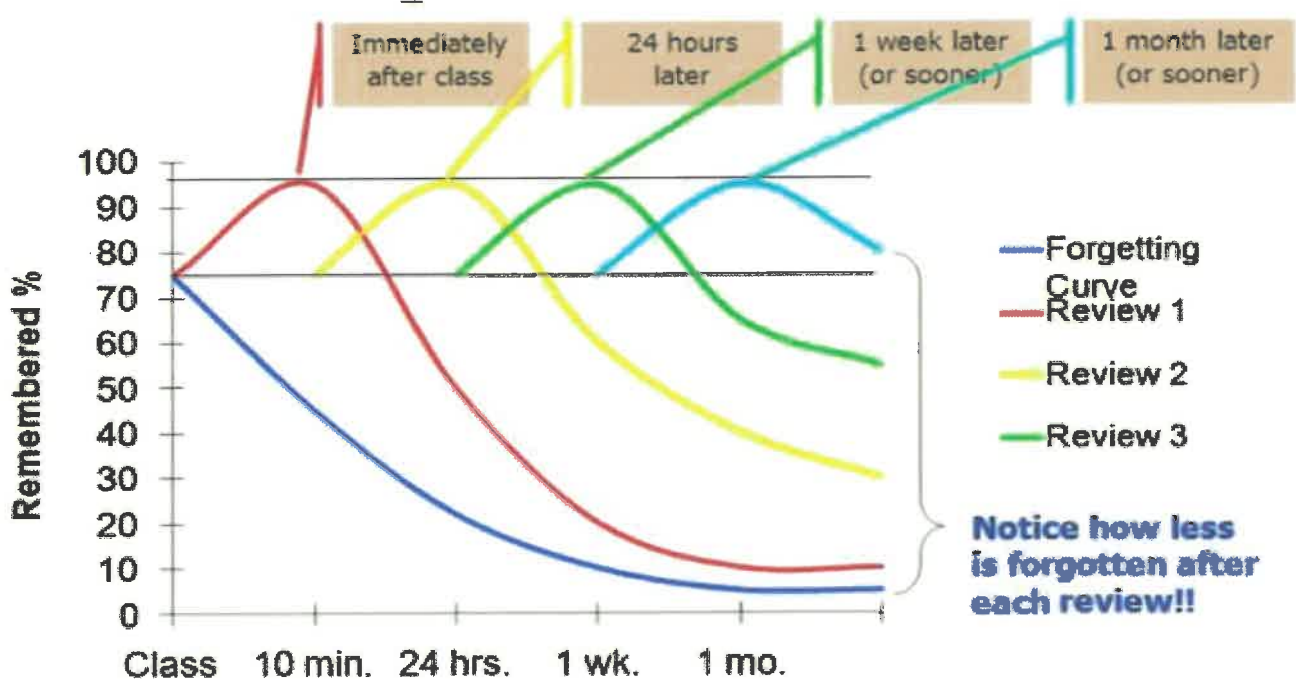
What is a knowledge organiser?

All subjects at Unity Academy produce knowledge organisers for each year group, each half term. A knowledge organiser sets out the Key vocabulary, prior learning links and essential knowledge from a topic on a single page. It is expected that every student will learn and commit this information to memory.

Why do we use knowledge organisers?

The concept of knowledge organisers and retrieval practice is based on vast amounts of scientific research and studies considering how our memory works and how we best learn. They also support in the fact that the curriculum is a knowledge rich curriculum which requires our pupils to gain a wide range of knowledge. When we talk about knowledge, we do not mean knowledge for the purpose of recalling lots of facts but to ensure that learners can retrieve these facts and then apply them to unfamiliar situations or to solve problems.

What does the science say?



The forgetting curve above, is a concept introduced by the German psychologist Hermann Ebbinghaus in the late 19th century. It illustrates the decline of memory retention over time.

If we learn something new, but then make no attempt to relearn that information, we remember less and less of it as the hours, days and weeks go by.

Without regularly reviewing and reinforcing our learning, our ability to retain the information plummets. This decline in memory is not linear, it follows a curve, emphasizing the need for timely reinforcement to counteract the natural fading of memories.

Knowledge Organisers and Prep

How do you ensure that pupils know and remember the essential knowledge?

You will be given a hard copy of the knowledge prep booklet at the start of the half term. You are expected to have this with you as part of your equipment at all times. Staff will likely ask you to use your knowledge organiser within lessons. You will regularly be 'quizzed' on this knowledge in assembly, during lessons through low stakes quizzing, knowledge checks and 'Do Now' tasks.

What does Homework look like for Y7 at Unity Academy?

At Unity Academy, we have an approach to homework (knowledge prep) that is based on knowledge organisers. For knowledge prep, you are expected to learn the information in one or more boxes from the knowledge organiser. You can do this in a variety of ways as shown on the next page. By developing these learning techniques, you are not only learning important information, but developing strategies that will help you with your revision for important examinations. Research shows that the regular completion of quality homework can improve your progress by 5 months ([EEF Research](#)).

Teachers may choose to direct you to complete a particular section of the current knowledge organiser or may even ask you to revise/retrieve information from the previous half terms booklet, so it is important that you keep them safe.

As the purpose of the knowledge prep is for you to develop your own knowledge, teachers may not mark the work you have done. However, teachers will sign to show they have checked that the knowledge prep has been completed. If it has not been completed, parents can be contacted by text. The evidence of learning comes in two forms - low-stakes quizzes in lessons and formal assessments. Students who regularly use the knowledge organisers effectively have a better chance of achieving their target grades.

Students in Y7-9 are expected to complete at least 1 hour of knowledge prep per night across three different subjects (20 minutes each) as outlined below.

Subject teachers will direct you to complete a particular section of the knowledge organiser on the day outlined below. If you do not have that subject on the day outlined, it will be set in the lesson before.

	Monday	Tuesday	Wednesday	Thursday	Friday
Subject 1	PE	English	History	Science	French
Subject 2	Maths	Des Tec	RE	Computer Science	Geography
Subject 3	Art	Science	Music	English	Maths





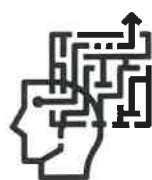





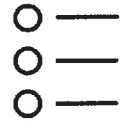

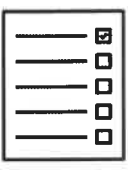





How to use your Knowledge Organiser



The aim of the knowledge organiser is to ensure that **ESSENTIAL KNOWLEDGE** is stored and retrieved over a long period of time.



You need to ensure that you keep your knowledge organiser in your bag, ready for revision, quizzing and to refer to at any time in all of your subjects.

	Look, Cover, Write, Check	Definitions to Key Words	Flash Cards	Self Quizzing	Mind Maps	Paired Retrieval
Step 1	Look at and study a specific area of your knowledge organiser 	Write down the key words and definitions. 	Use your knowledge organiser to condense and write down key facts and/or information on your flash cards. 	Read through a specific area of your knowledge organiser 	Create a mind map with all the information that you can remember from your knowledge organiser. 	Ask a partner or someone at home to have the quiz questions or flash cards in their hands. 
Step 2	Flip the knowledge organiser and write everything you can remember. 	Try not to use the solutions to help you. 	Add diagrams or pictures if appropriate. Write the solutions on the back of the cards. 	Turn over and answer the questions related to that area. 	Check your knowledge organiser to correct or improve your mind map. 	Ask them to test you by asking questions on the section you have chosen from your knowledge organiser. 
Step 3	Check what you have written. Correct mistakes and add extra information. Repeat. 	Check your work. Correct using red pen and add more information if appropriate. 	Self quiz using the cards or ask some to help by quizzing you. 	Turn back over and mark your quiz. Keep quizzing until you get all questions correct. 	Try to make connections that link information together. 	Either say or write down your answers. 

A light gray wireframe sphere is centered on the page. It is composed of numerous thin, intersecting lines that form a spherical shape. A dark gray horizontal bar is superimposed over the middle of the sphere.

CORE

English – Year 7 Unit 1 Origins of Drama

<p>Essential Knowledge</p> <ul style="list-style-type: none"> Classical period context Virtues and vices <p>Tragedy:</p> <ul style="list-style-type: none"> Hamartia Tragic Hero Hubris Catharsis Dramatic irony Foreshadowing Monologue/Soliloquy Symbolism 	<p>Key Vocabulary - Context, Theme, Tragedy, Tragic Hero, Catharsis, Hubris, Hamartia, Dramatic Irony, Soliloquy, Monologue, Dialogue, Foreshadowing, Aside, Allegory.</p>								
<p>Prior Learning Links</p> <p>Verbs Nouns Adjectives Speech marks Discourse markers Comparative connectives Drama – performing plays Modern Theatre</p>	<table> <tr> <th colspan="2">Context</th></tr> <tr> <td><i>Greek Theatre</i></td><td>The theatre of Ancient Greece flourished between 550 BC and 220 BC. A festival honouring the god Dionysus was held in Athens, out of which three dramatic genres emerged: tragedy, comedy and the satyr play.</td></tr> <tr> <td><i>Aristotle and the Tragic Structure</i></td><td>Tragedy depicts the downfall of a noble hero or heroine, usually through some combination of hubris (excessive pride or self-confidence), fate, and the will of the gods. In the <i>Poetics</i>, Aristotle's famous study of Greek plays, he writes that the aim of tragedy is to bring about a "catharsis" of the audience— to make them feel emotions of pity and fear, and to help them get rid of these emotions so that they leave the theatre feeling cleansed and uplifted. Aristotle believes there are 6 main components of tragedy; plot, character, diction, thought, spectacle (scenic effect), and song (music). Character and plot are considered most important.</td></tr> <tr> <td><i>Antigone-Context</i></td><td>Sophocles' play "Antigone" is the most political of his Oedipus Trilogy. It was first performed around 441-442 BC and remains captivating because it explores themes like free will, civil disobedience, and the conflict between natural law and family law. The play was written during a time of wars and revolts. Some believe the character Creon is loosely based on Pericles, a famous Athenian leader who helped create the Athenian empire.</td></tr> </table>	Context		<i>Greek Theatre</i>	The theatre of Ancient Greece flourished between 550 BC and 220 BC. A festival honouring the god Dionysus was held in Athens, out of which three dramatic genres emerged: tragedy, comedy and the satyr play.	<i>Aristotle and the Tragic Structure</i>	Tragedy depicts the downfall of a noble hero or heroine, usually through some combination of hubris (excessive pride or self-confidence), fate, and the will of the gods. In the <i>Poetics</i> , Aristotle's famous study of Greek plays, he writes that the aim of tragedy is to bring about a "catharsis" of the audience— to make them feel emotions of pity and fear , and to help them get rid of these emotions so that they leave the theatre feeling cleansed and uplifted. Aristotle believes there are 6 main components of tragedy; plot, character , diction, thought, spectacle (scenic effect), and song (music). Character and plot are considered most important.	<i>Antigone-Context</i>	Sophocles' play "Antigone" is the most political of his Oedipus Trilogy. It was first performed around 441-442 BC and remains captivating because it explores themes like free will, civil disobedience, and the conflict between natural law and family law. The play was written during a time of wars and revolts. Some believe the character Creon is loosely based on Pericles, a famous Athenian leader who helped create the Athenian empire.
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Aristotelian Tragedy Key Definitions	
Hubris	excessive pride or self-confidence
Hamartia	a fatal flaw leading to the downfall of a tragic hero or heroine.
Tragic Hero	A tragic hero is a character in a dramatic tragedy who has virtuous and sympathetic traits but ultimately meets with suffering or defeat.
Catharsis	the process of releasing, and thereby providing relief from, strong or repressed emotions
Dramatic Devices	
Dramatic Irony	A literary technique in which the audience knows more than the characters in a text.
Soliloquy	An act of speaking thoughts aloud when by oneself or regardless of any hearers, especially by a character in a play.
Monologue	An extended speech by one character.
Dialogue	A conversation between two or more people as a feature of a book, play, or film.
Foreshadowing	A hint or indication of a future event in a text.
Aside	A remark or passage in a play that is intended to be heard by the audience but unheard by the other characters.
Allegory	A story that can be interpreted to reveal a hidden meaning, typically a moral or political one.

English – Year 7 Unit 1 Origins of Drama

Context	
<i>Greek Theatre</i>	Watch the following video clips. Produce a page of Cornell notes for each video (these should be watched on separate occasions: https://www.nationaltheatre.org.uk/file/introduction-greek-theatre https://www.nationaltheatre.org.uk/file/modern-interpretations-greek-chorus https://www.youtube.com/watch?v=VeTeK9kvxyo&t=1s
<i>Aristotle and the Tragic Structure</i>	Answer the following questions: What is a tragedy? What 6 components did Aristotle say made up a tragedy? You may want to use the following for support: https://www.youtube.com/watch?v=BOv2wKZKJEc
<i>Antigone- Context</i>	Use the following resources and make a dual coded poster summarising context and plot: https://www.sparknotes.com/drama/antigone/summary/#:~:text=Antigone%20is%20the%20girl%20who,to%20the%20duties%20of%20rule. https://www.youtube.com/watch?v=XkTJq7_aXAU

Aristotelian Tragedy	
Hubris	<ul style="list-style-type: none"> Define the key terms we have learnt Watch the following video and answer this question in your reflection log: Why are tragedies still alluring? https://www.youtube.com/watch?v=eVRU5MVYNiw Watch this clip and create a key terms page in your reflection log: https://www.youtube.com/watch?v=nGIQkaolFI&t=166s Watch the following video: https://www.youtube.com/watch?v=HlvfvgyigE Create a table in your reflection log outlining the features of a Greek Tragedy and a Greek Comedy. Answer the following question: How are comedies and tragedies different? What makes a tragic hero?
Hamartia	
Tragic Hero	
Catharsis	

Dramatic Devices	
Dramatic Irony	Define the key terms we have learnt. Use the new terms to describe events in Antigone. Watch the revision videos and make your own Cornell notes to revise the terms. <ul style="list-style-type: none"> Soliloquy revision video https://www.youtube.com/watch?v=4ogkXqh2HaU Dramatic irony revision video https://www.youtube.com/watch?v=RZFYuX84n1U Foreshadowing revision video https://www.youtube.com/watch?v=L0mBq7IK6YA Allegory revision video https://www.youtube.com/watch?v=5s062mieLDY
Soliloquy	
Monologue	
Dialogue	
Foreshadowing	
Aside	
Allegory	

Aristotle's views on plot and character	
Character	What does Aristotle consider to be most important for characters in tragedy? Consider the characters in Antigone. How do they fit with the character archetypes that Aristotle considers essential in tragedy?
Plot	What does Aristotle consider most important in a tragic plot? How does the story of Antigone fit this criteria? What themes are there in Antigone?

Essential knowledge

Know the place value of numbers up to one billion.
Know the meaning of the inequality symbols.. Know the place value of decimals.
Know how to find range and median from a list.

Key Vocabulary

Integer: a whole number that is positive or negative

Interval: between two points or values

Median: Found by putting all the data values in order and finding the middle value of the list.

Negative: A number less than zero

Place value: The value of a digit depending on its place in a number. In our decimal number system.

Range: The difference between the largest and smallest numbers in a data set.

Prior learning links

Place value
Equal division
Understanding of decimals
Inequality signs

Integer place value

Billions			Millions			Thousands			Ones		
H	T	O	H	T	O	H	T	O	H	T	O
		3	1	4	8	0	3	3	0	2	9

Placeholder

Decimals

ones	tenths	hundredths

Five tenths and two hundredths

$$0 \text{ ones, } 5 \text{ tenth and } 2 \text{ hundredths}$$

$$0 + 0.1 + 0.1 + 0.1 + 0.1 + 0.1 + 0.01 + 0.01 =$$

$$0 + 0.5 + 0.02 =$$

$$0.52$$

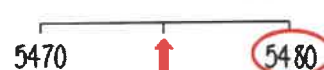
Rounding to the nearest power of 10

If the number is halfway between we "round up"

5495 to the nearest 1000



5475 to the nearest 10



Compare integers using < , > , = , ≠

- < Less than
- > Greater than
- = Equal to
- ≠ Not equal to

Two and a half million



2 500 000

300 000 000



Three billion

Six thousand and eighty



68 000

Finding the median and range

Example 1

Find the median of this set of data

4 3 9 8 12

1- put the in order 3 4 8 9 12

2- find the middle number 3 4 **8** 9 12

Example 2

Find the Range of 3 9 8 12

1- Range: Biggest value – Smallest value

2- 12 – 3 = 9

Range = 9



Year 7 – Place value

IN **UNITY** WE SUCCEED
ACADEMY BLACKPOOL

Prior learning links

Write the value of the digit underlined:

- a) 2344030443
- b) 8923429
- c) 1000000000
- d) 4539

Write a number with the following:

- a) 3 million and 4 tens
- b) Write a number with 6 tenths

Integer place value

From each list of numbers, write down the largest number

- (a) 58, 39, 44, 62
- (b) 294, 208, 198, 277
- (c) 91, 103, 100, 99
- (d) 807, 711, 1021, 888
- (e) 5454, 5000, 899, 5118

Decimals

Arrange in order from smallest to largest

- (a) 3.7, 3.5, 3.9, 3.4, 3.8
- (b) 9.2, 2.9, 5.4, 1.8, 8.7
- (c) 4.6, 4.9, 14.1, 0.9, 1.2
- (d) 8.13, 8.05, 8.24, 8.09, 8.15, 8.02
- (e) 1.53, 1.48, 1.59, 1.44, 2.11, 0.98
- (f) 0.59, 1.24, 0.45, 1.34, 0.88, 2.01

Write a number with

- a) 6 tenths and 4 hundredths
- b) 7 hundredths
- c) 9 thousandths

Key Vocabulary

Define the following key words:

Integer

Interval

Median

Negative

Place value.

Range:

Rounding to the nearest power of 10

Round to the nearest 10

- a) 3994
- b) 20922
- c) 39

Round to the nearest 100

- a) 392930
- b) 2040
- c) 999

Round to the nearest 1000

- a) 1930
- b) 9999

Compare integers using $<$, $>$, $=$, \neq

58 70 1468 25 7 9

-5 0-5 100+567 900-346 -9 -12

Place a number either side to make the symbol correct

$=$

$<$

$>$

Finding the median and range

Work out the median for the each of the following

- (a) 5, 6, 6, 7, 8, 10
- (b) 1, 1, 1, 4, 6, 8, 12
- (c) 5, 5, 7, 7, 7, 8, 8, 9
- (d) 5, 7, 3, 5, 8, 9, 10, 2
- (e) 8, 3, 3, 4, 6, 8, 13, 3, 18

Find the range for each of the following

- (a) 5, 9, 1, 5, 7, 4, 3
- (b) 6, 7, 10, 8, 9, 9
- (c) 21, 15, 19, 24, 30, 26
- (d) 210, 250, 260, 180, 240
- (e) 6.2, 7.3, 8.8, 1.5, 4.1

Place Value, Ordering Integers & Decimals

Prior Learning Links

- Place value
- Understanding of decimals
- Inequality signs

Essential Knowledge

- Know the place value of numbers up to one billion
- Understand the meaning of inequality signs
- Understand the place value of decimals
- Find the range and median from a list of numbers

Keywords

Approximate: To estimate a number, amount or total often using rounding of numbers to make them easier to calculate with

Integer: a whole number that is positive or negative

Interval: between two points or values

Median: A measure of central tendency (middle, average) found by putting all the data values in order and finding the middle value of the list

Negative: Any number less than zero, written with a minus sign

Place holder: We use 0 as a place holder to show that there are none of a particular place in a number

Place value: The value of a digit depending on its place in a number. In our decimal number system, each place is 10 times bigger than the place to its right

Range: The difference between the largest and smallest numbers in a set

Significant figure: A digit that gives meaning to a number. The most significant digit (figure) in an integer is the number on the left. The most significant digit in a decimal fraction is the first non-zero number after the decimal point

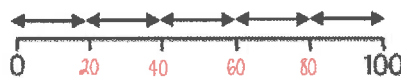
Integer Place Value

Billions			Millions			Thousands			Ones		
H	T	O	H	T	O	H	T	O	H	T	O
		3	1	4	8	0	3	3	0	2	9

Placeholder

Three billion, one hundred and forty eight million, thirty three thousand and twenty nine
 1 billion 1,000,000,000
 1 million 1,000,000

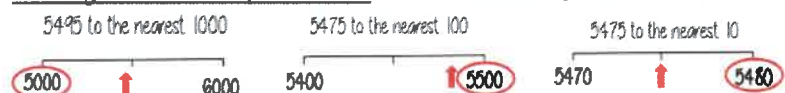
Intervals on a number line



Divide the difference by the number of intervals (gaps).
 E.g. $100 \div 5 = 20$

Rounding to the nearest power of ten

If the number is halfway between we "round up"



Compare integers using $<$, $>$, $=$, \neq

$<$ less than Two and a half million $=$ 2 500 000
 $>$ greater than 300 000 000 $=$ Three billion
 $=$ equal to Six thousand and eighty $=$ 68 000
 \neq not equal to

Range Spread of the values

Difference between the biggest and smallest

3 9 8 12
 Range: Biggest value - Smallest value
 $12 - 3 = 9$
 Range = 9

Median The middle value

Example 1 Median: put the in order 3 4 8 9 12
 find the middle number 3 4 **8** 9 12

Example 2 Median: put the in order 150 154 148 137 140 158
 There are 2 middle numbers Find the midpoint
 150 154 152 158

Decimals

We say "nought point five two"

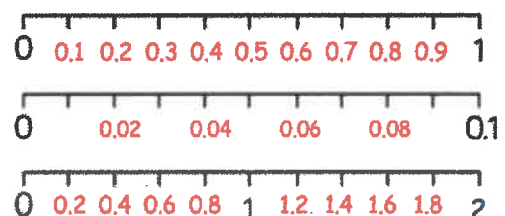
Five tenths and two hundredths



0 ones, 5 tenths and 2 hundredths
 $0 + 0.1 + 0.1 + 0.1 + 0.1 + 0.1 + 0.01 + 0.01$
 $= 0 + 0.5 + 0.02$
 $= 0.52$

Decimal intervals on a number line

One whole split into 10 parts makes tenths = 0.1
 One tenth split into 10 parts makes hundredths = 0.01



Comparing decimals

Which the largest of 0.3 and 0.23?

Ones	Tenths	Hundredths
	0.1 0.1 0.1	
Ones	Tenths	Hundredths
	0.1 0.1	0.01 0.01 0.01

$0.3 > 0.23$

"There are more counters in the furthest column to the left"

0.30
0.23

Comparing the values both with the same number of decimal places is another way to compare the number of tenths and hundredths

Round to 1 significant figure

370 to 1 significant figure is 400
 37 to 1 significant figure is 40
 37 to 1 significant figure is 4
 0.37 to 1 significant figure is 0.4
 0.00000037 to 1 significant figure is 0.0000004

Round to the first non zero number

Place Value, Ordering Integers & Decimals

Prior Learning Links

- Write the value of the digit underlined?
 - 234456 (b) 8924329
 - (c) 5367828 (d) 4539
- Write a number with the following:
 - 3 million and 4 tens
 - 6 tenths
 - 3 hundredths

Key Vocabulary

- Define the following key words:
 - Integer
 - Interval
 - Median
 - Negative
 - Range

Integer Place Value

- Write down the largest number from each list:
 - 58, 39, 44, 62
 - 294, 208, 198, 277
 - 807, 711, 1021, 888
 - 5454, 5000, 899, 5118

Rounding to the nearest power of 10

- Round to the nearest 10
 - 39
 - 3994
 - 20922
- Round to the nearest 100
 - 854
 - 2040
 - 999
- Round to the nearest 1000
 - 1930
 - 2674
 - 9999

Decimals

- Arrange in order from smallest to largest
 - 37, 35, 3.9, 34, 3.8
 - 92, 2.9, 5.4, 1.8, 87
 - 4.6, 4.9, 14.1, 0.9, 12
 - 0.59, 124, 0.45, 134, 0.88, 2.01
- Write a number with:
 - 6 tenths and 4 hundredths
 - 7 hundredths
 - 9 thousandths

Compare integers using $<$, $>$, $=$, \neq

- Fill in the gaps with the correct symbol
 - 5 70 (b) 146 25 (c) 7 9
- Fill in the gaps with the correct symbol
 - 5 0.5 (b) 100 + 567 900 - 346 (c) -9 -12
- Place a number either side to make the symbol correct.
 - $=$ (b) $<$ (c) $>$

Finding the Median and Range

- Work out the median for each of the following:
 - 5, 6, 6, 7, 8, 10 (b) 1, 1, 1, 4, 6, 8, 12
 - (c) 5, 5, 7, 7, 7, 8, 8, 9 (d) 5, 7, 3, 5, 8, 9, 10, 2
- Find the range for each of the following:
 - 5, 9, 1, 5, 7, 4, 3 (b) 6, 7, 10, 8, 9, 9
 - (c) 21, 15, 19, 24, 30, 26 (d) 62, 7.3, 8.8, 15, 4.1

Round to 1 Significant Figure

- Round the following numbers to 1 significant figure
 - 3.28
 - 1719
 - 83
 - 896
 - 984

Year 7- Fractions, decimals and percentages

Prior learning links

Equivalence ,Understanding of a fraction, Understanding of a percentage ,Place value of decimals ,Multiplying by powers of ten
 Timetables .

Essential knowledge

Know common fraction, decimal and percentage conversions (1%, 10%, 25%, 50%, 75%). Know how to convert between tenths, hundredths, fifths and quarters.

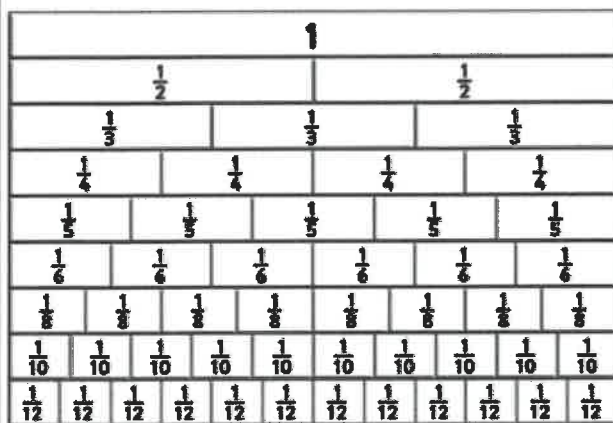
Fractions on a diagram

The denominator is represented by how many EQUALLY sized parts. The numerator tells us how many of the equal parts are shaded.



There are 8 equal parts and 3 are shaded so the diagram shows $\frac{3}{8}$

Equivalent fractions



Equivalent fractions can be represented on a fraction wall by seeing where the vertical lines meet.

Key Vocabulary

Fraction: how many parts of a whole we have

Decimal: a number with a decimal point used to separate ones, tenths, hundredths etc.

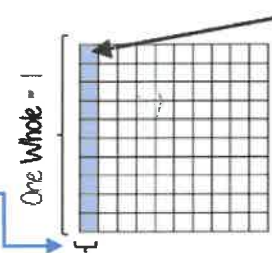
Percentage: a proportion of a whole represented as a number between 0 and 100

Place value: the numerical value that a digit has decided by its position in the number

Interval: a range between two numbers

Tenths and hundredths

One Tenth(one Whole split into 10 equal parts)



One hundredth (one Whole split into 100 equal parts)

$$= \frac{1}{100} = 0.01$$

Fractions on a number line



The denominator is represented by how many EQUALLY sized intervals there are between 0 and 1. The numerator tells us how many of the equal parts are there before the fraction.

Convert FDP

Percentage to fraction- Put percentage as numerator and make denominator 100 and simplify eg 50/100

Fraction to decimal- Divide the numerator by the denominator e.g. $1 \div 2$

50%

$\frac{1}{2}$

0.5

Decimal to percentage- Multiply by 100 e.g. 0.5×100

Year 7- Fractions, decimals and percentages

Prior learning links

What does the denominator tell us in a fraction?

What does the numerator tell us in a fraction?

What is a percentage out of?

Complete the following:

$$8 \times 100 = \quad 4.2 \times 10 = \quad 70 \div 100 =$$

Key Vocabulary

Define the following key words:

Fraction:

Decimal:

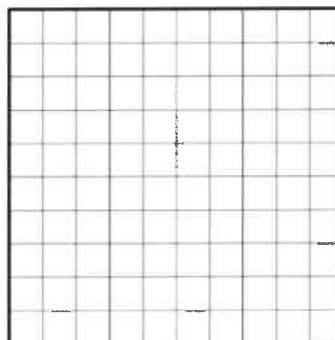
Percentage:

Place value

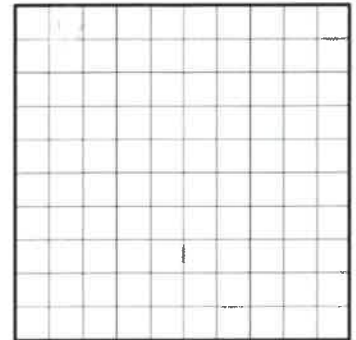
Interval:

Tenths and hundredths

Shade 7 tenths

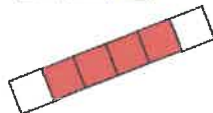
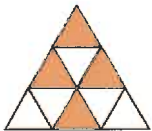
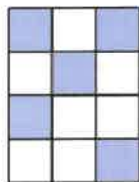


Shade 87 hundredths



Fractions on a diagram

What fraction of the following is shaded?



Fractions on a number line

Fill in the missing fractions

A)



B)



C)



Equivalent fractions

Write the missing numbers

(a) $\frac{2}{3} = \frac{\quad}{6}$ (b) $\frac{1}{5} = \frac{\quad}{20}$ (c) $\frac{3}{4} = \frac{\quad}{12}$ (d) $\frac{5}{7} = \frac{10}{\quad}$

(e) $\frac{\quad}{5} = \frac{15}{25}$ (f) $\frac{4}{\quad} = \frac{12}{21}$ (g) $\frac{3}{10} = \frac{\quad}{50}$ (h) $\frac{7}{8} = \frac{14}{\quad}$

(i) $\frac{3}{4} = \frac{30}{\quad}$ (j) $\frac{\quad}{8} = \frac{55}{88}$ (k) $\frac{2}{9} = \frac{10}{\quad}$ (l) $\frac{2}{3} = \frac{\quad}{18}$

(m) $\frac{1}{20} = \frac{5}{\quad}$ (n) $\frac{5}{6} = \frac{\quad}{18}$ (o) $\frac{3}{8} = \frac{9}{\quad}$ (p) $\frac{7}{12} = \frac{\quad}{36}$

Write 4 fractions equivalent to $\frac{5}{7}$

Converting FDP

Convert the following decimals to percentages

- (a) 0.5
(b) 0.35
(c) 0.7
(d) 0.1

Convert the following percentages to fractions in their simplest form

- (a) 65%
(b) 70%
(c) 6%
(d) 55%

Convert the following fractions to decimals

- (a) $\frac{1}{2}$
(b) $\frac{3}{5}$
(c) $\frac{5}{8}$
(d) $\frac{3}{4}$

Fraction, Decimal & Percentage Equivalence

Prior Learning Links

- Place value of decimals
- Multiplying by powers of 10
- Understanding fraction as division

Essential Knowledge

- Represent tenths, hundredths as diagrams and on number lines
- Interchange between fractional and decimal number lines
- Identify and use simple equivalent fractions
- Convert fluently between fractions, decimals and percentages
- Use and interpret pie charts

Keywords

Fraction: how many parts of a whole we have

Decimal: a number with a decimal point used to separate ones, tenths, hundredths etc

Percentage: a proportion of a whole represented as a number between 0 and 100

Place value: the numerical value that a digit has decided by its position in the number

Placeholder: a number that occupies a position to give value

Interval: a range between two numbers

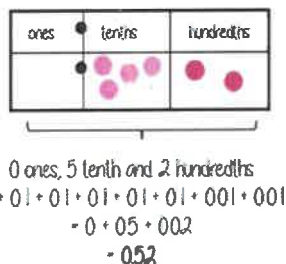
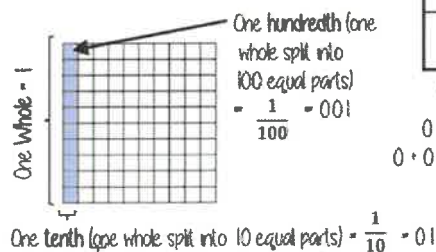
Tenth: one whole split into 10 equal parts

Hundredth: one whole split into 100 equal parts

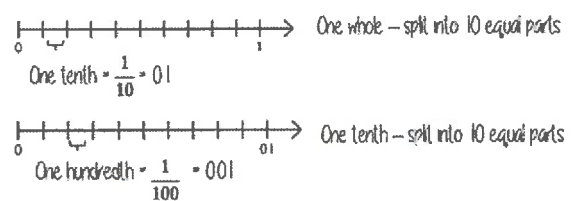
Sector: a part of a circle between two radius (often referred to as looking like a piece of pie)

Recurring: a decimal that repeats in a given pattern

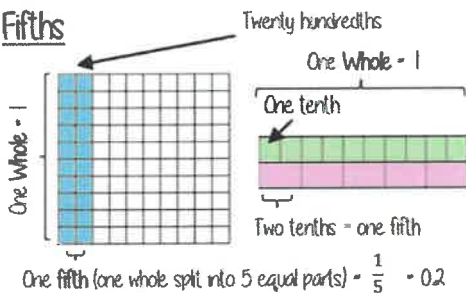
Tenths and hundredths



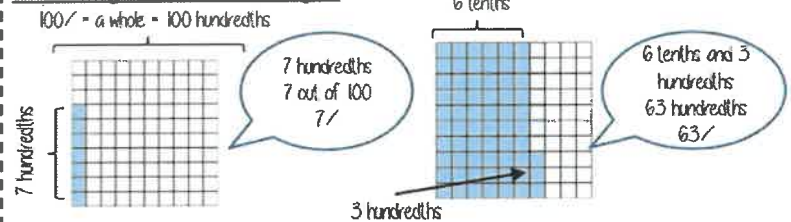
On a number line



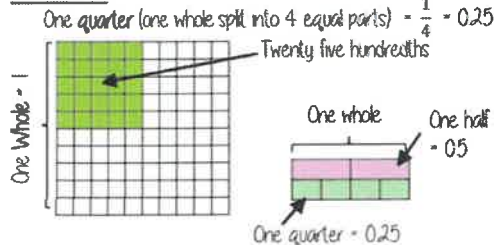
Fifths



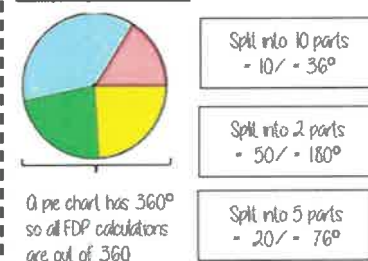
Percentages on a hundred grid



Quarters

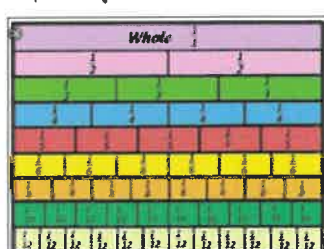


Simple pie charts

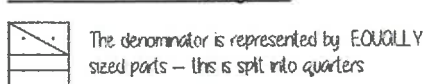


Equivalent fractions

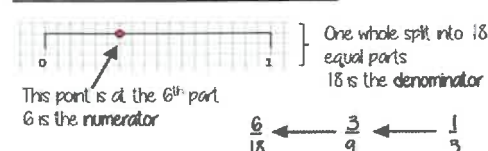
Represent equivalence with fraction walls



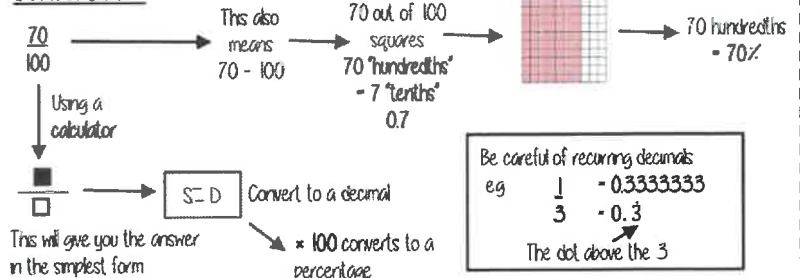
Fractions – on a diagram



Fractions – on a number line



Convert FDP



Fraction, Decimal & Percentage Equivalence

Prior Learning Links

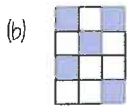
- What does the denominator tell us in a fraction?
- What does the numerator tell us in a fraction?
- What is percentage out of?
- Complete the following:
 - $8 \times 100 =$
 - $4.2 \times 10 =$
 - $70 \div 100 =$

Key Vocabulary

- Define the following key words:
 - Fraction
 - Decimal
 - Percentage
 - Place Value
 - Interval

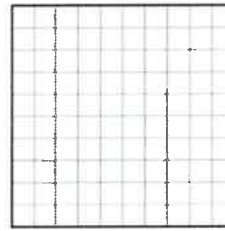
Fractions as a Diagram

- What fraction of each shape is shaded?

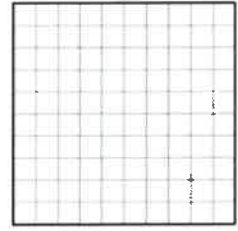


Tenths and Hundredths

- Shade 7 tenths



- Shade 87 hundredths



Equivalent Fractions

- Fill in the missing numbers

- | | | | |
|---------------------------------------|---------------------------------------|---------------------------------------|---|
| (a) $\frac{2}{3} = \frac{\quad}{6}$ | (b) $\frac{1}{5} = \frac{\quad}{20}$ | (c) $\frac{3}{4} = \frac{\quad}{12}$ | (d) $\frac{5}{7} = \frac{\quad}{\quad}$ |
| (e) $\frac{\quad}{5} = \frac{15}{25}$ | (f) $\frac{4}{\quad} = \frac{12}{21}$ | (g) $\frac{3}{10} = \frac{\quad}{50}$ | (h) $\frac{7}{8} = \frac{14}{\quad}$ |
| (i) $\frac{3}{4} = \frac{30}{\quad}$ | (j) $\frac{\quad}{8} = \frac{55}{88}$ | (k) $\frac{2}{9} = \frac{10}{\quad}$ | (l) $\frac{2}{3} = \frac{\quad}{18}$ |
| (m) $\frac{1}{20} = \frac{5}{\quad}$ | (n) $\frac{5}{6} = \frac{\quad}{18}$ | (o) $\frac{3}{8} = \frac{9}{\quad}$ | (p) $\frac{7}{12} = \frac{\quad}{36}$ |

- Write four fractions equivalent to $\frac{5}{7}$

Converting Fractions, Decimals and Percentages

- Convert the following decimals to percentages?

- | | |
|---------|----------|
| (a) 0.5 | (b) 0.35 |
| (c) 0.7 | (d) 0.1 |

- Convert the following percentages to fractions in their simplest form

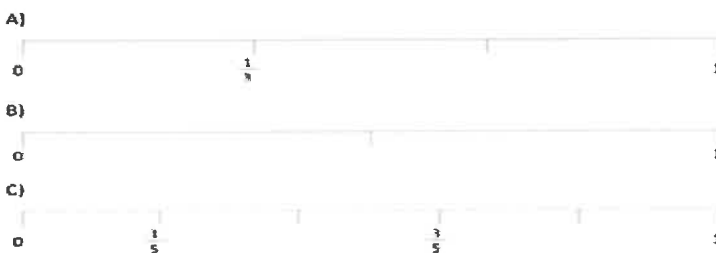
- | | |
|---------|---------|
| (a) 65% | (b) 70% |
| (c) 6% | (d) 55% |

- Convert the following fractions to decimals.

- | | |
|-------------------|-------------------|
| (a) $\frac{1}{2}$ | (b) $\frac{3}{5}$ |
| (c) $\frac{5}{8}$ | (d) $\frac{3}{4}$ |

Fractions on a Number Line

- Fill in the missing fractions

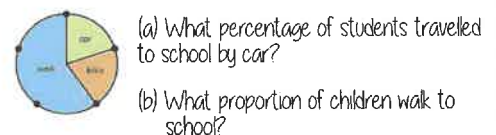


Pie Charts

- What fraction of the pie chart is shaded?



- The pie chart shows how students travel to school



Essential knowledge

- Atoms make up all matter and can be organised into three states of matter – solids, liquids and gases.
- Matter can move between these three states
- Atoms are made up of three subatomic particles – proton neutrons and electrons
- Elements are made of one type of atom and compounds are made from different atoms bonded together
- Elements are organised on the Periodic table

Key Vocabulary

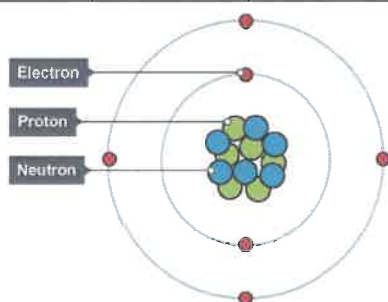
- Atom
- Element
- Compound
- Mendeleev
- Proton
- Neutron
- Electron
- Condensation

Prior learning links

- Materials can be grouped into three categories: solids, liquids and gases
- Solids hold their shape
- Gases can escape from containers
- Water can be a solid, liquid or gas
- When water is solid and we heat it, it melts to form a liquid
- When the liquid water is heated further, it evaporates to turn into a gas
- The higher the temperature, the faster the rate of evaporation
- When water vapour is cooled and turns back to a liquid, this is called condensation

Atomic Structure

Subatomic particle	Location	Mass	Charge
Proton	Nucleus	1	+1
Neutron	Nucleus	1	No charge
Electron	Shells	0 (negligible)	-1



States of Matter

- Solids have particles in a regular arrangement that vibrate on the spot.
- Solids have a fixed shape, cannot be compressed and the particles have less kinetic energy than liquids and gases.
- Liquids have particles in an irregular arrangement that can move over each other.
- Liquids cannot be compressed but they take the shape of their containers.
- Gas particles are spaced out and move randomly in all directions.
- Gas particles have more kinetic energy than solids or liquids, and can be compressed.

Period Table

- The early periodic table was developed by Mendeleev
- He arranged elements with similar chemical properties together and in order of atomic weight
- When an element did not fit his pattern, he left a gap
- The modern periodic table is in order of atomic number
- The columns represent the groups and the rows represent the periods
- The group number tells you how many electrons are in the outer shell of an atom

Alkali Metals

- Alkali metals are found in group 1 of the periodic table
- They include metals such as lithium, sodium and potassium
- Alkali metals are very reactive with water
- Alkali metals form alkaline solutions with water and turn universal indicator purple
- Potassium is more reactive than sodium and lithium
- Alkali metals have low densities so most of them float on water
- Alkali metals are soft and can be cut with a knife
- Alkali metals increase in reactivity as you go down the group

Essential knowledge

- Atoms make up all matter and can be organised into three states of matter – solids, liquids and gases.
- Matter can move between these three states
- Atoms are made up of three subatomic particles – proton neutrons and electrons
- Elements are made of one type of atom and compounds are made from different atoms bonded together
- Elements are organised on the Periodic table

Key Vocabulary

Which key word:

1. Has a positive charge?
2. Is found on the shells in an atom?
3. Is the scientist who developed the early periodic table?
4. Is the process when a gas is cooled and turns back into a liquid?

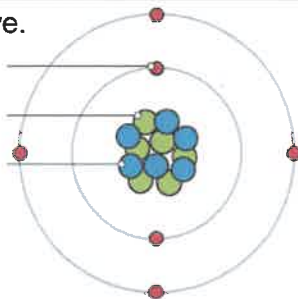
Prior learning links

1. Name the three categories materials can be groups into.
2. Describe the shape of a solid.
3. What can happen to gases in containers?
4. Give an example of a substance that can be a solid, liquid and gas.
5. What happens to solid water when heated?
6. What happens to liquid water when heated?
7. When the temperature is increased, what happens to the rate of evaporation?
8. Describe what happens when water vapour is cooled.

Atomic Structure

Subatomic particle	Location	Mass	Charge
Proton			
Neutron			
Electron			

1. Complete the table above.
2. Label the parts of the atom on the diagram.



States of Matter

1. Describe the particle arrangement in a solid.
2. Can solids be compressed?
3. Describe the energy in a solid.
4. Describe the particle arrangement in a liquid.
5. Can liquids be compressed?
6. What happens to a liquid in a container?
7. Describe the particle arrangement in a gas.
8. Describe the energy in a gas.

Period Table

1. Name the scientist who developed the early periodic table.
2. Describe how he arranged the periodic table.
3. Why did he leave gaps in the periodic table?
4. How is the modern periodic table ordered?
5. What is the name given to the columns?
6. What is the name given to the rows?
7. What does the group number tell you about an atom?

Alkali Metals

1. State the group number of the alkali metals.
2. State three examples of alkali metals.
3. Are alkali metals reactive with water?
4. What do alkali metals form in water and what colour would universal indicator turn?
5. Name an alkali metal more reactive than lithium and sodium.
6. Why do alkali metals float on water?
7. Alkali metals can be cut with a knife – why?
8. Describe the trend in reactivity as you move down group 1.

The logo consists of a wireframe globe made of thin, intersecting grey lines. A solid dark grey horizontal bar is positioned across the middle of the globe, containing the text "EBACC" in white.

EBACC

KS3 Computer Science – Year 7

Unit 7.1 Introduction to Computer Systems

Essential Knowledge

- Define a computer system
- Define hardware
- Describe software
- List the main hardware components
- Describe the function of the CPU
- Describe the function of memory
- Describe secondary storage
- Define peripherals

Prior Links

- Year 3 – Computer Systems and networks

The Central Processing Unit

The CPU processes all the data and instructions required to make a computer work. It is like the brain of the computer. It makes sense of instructions, carries them out and sends data to the other hardware components via the motherboard.



CPU

Memory

Memory is a physical device capable of storing data temporarily or permanently. The two main types of memory in a computer system are RAM and ROM.

Random Access Memory

RAM is memory. Ram stores data that is open and in use. When a program is opened it is transferred to RAM from secondary storage.



RAM

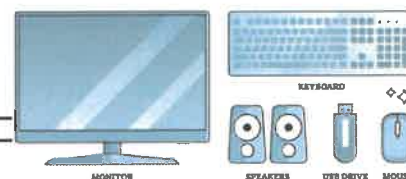
RAM is volatile which means without power, data stored in RAM is lost. Data must be saved to secondary storage to be kept safe when the power is turned off.

Key vocabulary

- computer - an electronic device that can follow instructions stored in its memory
- data – raw facts and figures with no context
- component – a part
- temporarily – for a limited period of time
- permanently – forever
- input – data that is sent to the CPU to be processed
- output – the results of data processed by a computer
- physical – touchable
- device – a physical 'thing' made for a particular purpose
- external – outside (of the computer)

Computer Systems

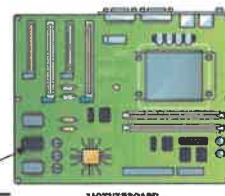
A computer system is a combination of hardware and software which work together to process data. Hardware is the physical components that make up the computer, such as the CPU, RAM and secondary storage devices (HDD/SSD). Software is the programs which run on a computer. Computer systems often require peripherals which assist with the input/output or storage of data. Peripherals are external hardware components connected to the computer system such as a mouse, monitor and keyboard.



Read Only Memory

ROM is memory. ROM stores the data needed to start up the computer (the boot up instructions). ROM is much smaller in capacity than RAM and is attached to the motherboard.

ROM is non volatile which means without power, data stored in ROM is retained. This means that the vital instructions needed to start up the computer are still there next time the computer is turned on.



MOTHERBOARD

Secondary Storage

Secondary storage is non-volatile hardware where data is stored when not in use. This is where all of our saved data is kept for when we need it next. All of your files, photos, apps etc are stored on your secondary storage. The two main types of secondary storage are HDDs and SSDs.

Laptops and computers either have a Hard Disk Drive or a Solid State Drive. Portable devices such as laptops and mobile phones use solid state drives.



HDD



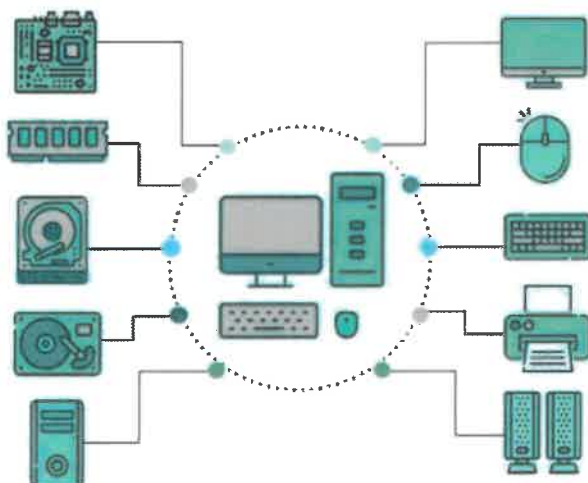
SSD

Unit 7.1 Introduction to Computer Systems

Knowledge Check Questions and Activities

Essential Knowledge Activity

1. Label the diagram with the hardware name and function.
2. Which set of hardware components are internal and which are external?
3. The image in the middle is a computer system. Define computer system.



Key vocabulary

1. computer
2. data
3. component
4. temporarily
5. permanently
6. input
7. output
8. physical
9. device
10. external



The Central Processing Unit

1. What does CPU stand for?
2. What does the CPU'S function?
3. What body part is the CPU like?
4. Describe what the CPU does.
5. What piece of hardware does the CPU send data via?

Computer Systems

1. What is a computer system?
2. What is hardware?
3. List 3 pieces of hardware.
4. What is software?
5. What tasks do peripherals assist with?
6. What are peripherals?
7. List 3 examples of peripheral devices.

Memory

1. What is memory?
2. What are the two main types of memory in a computer system?

Read Only Memory

1. What does ROM stand for?
2. What does ROM store?
3. What is the data called that starts up the computer?
4. ROM is larger in capacity than RAM. True or false?
5. Where can ROM be found?
6. ROM is non-volatile, what does that mean?
7. Why is it important that ROM is non-volatile?

Random Access Memory

1. What does RAM stand for?
2. What data does RAM store?
3. What happens to a program when it is opened?
4. Ram is volatile. True or False?
5. What does volatile mean?
6. Where should data be saved to if we want it to be safe when the computer loses power?

Secondary Storage

1. What is secondary storage?
2. What does secondary storage store?
3. What are the two main types of secondary storage devices?
4. What does HDD stand for?
5. What does SSD stand for?
6. What secondary storage device is found in portable devices?

Year 7 - Christianity

Essential knowledge

- Jesus was Jewish
- Jesus lived in the Roman Empire
- The Gospels are part of the Bible that detail Jesus' life.
- Jesus was famous during his life for his miracles and parables
- The significance of the resurrection in Christianity
- The effect the Bible has on modern day society (E.g. Days of the week, Laws, Idioms and language)
- Jesus' appearance is only an interpretation
- The concept of the Trinity
- The Altar is the most holy part of a place of worship
- Prayer is a type of ritual

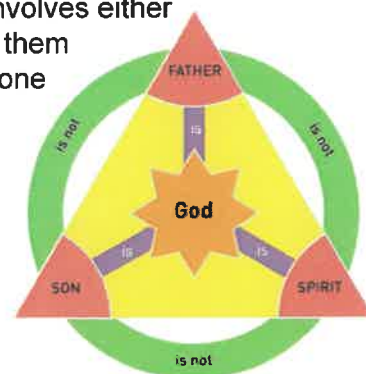
Key vocabulary

Priest, Trinity, Baptism, Church, Cathedral, Chapel, Resurrection, Crucifixion,, Testament, Old Testament, New Testament Disciple, Pope, Vatican City, Gospel, Pilgrimage,

Key beliefs

They two main denominations of Christianity in the UK is Catholicism and Protestantism. One belief that is shared between the two is Baptism. When a baptism takes place it signals a person's adoption of Christianity. This involves either pouring water on a person's head or submerging them underwater three times. The reason why this is done three times is because it represents the Trinity. The Trinity is used to show the God as three different people sharing one essence.

They are The Father, The Son (Jesus) and The Holy Spirit. In this context, the three persons define who God is, while the one essence defines what God is.



Prior learning links

Students will have learnt the basics surrounding Christianity at primary level. This will include some key beliefs and religious festivals. Following on from Judaism is significant as Jesus was Jewish and therefore it is important to understand Jewish belief when studying Christianity.

Key figures

Christianity is a monotheistic religion. This means Christians believe in only one God. The most important figure in Christianity, however, is Jesus. Christians believe that Jesus is the son of God and his voice on earth. The life of Jesus is of great significance to Christians as many will use him as an example on how they should live their lives.

Another key figure we still see today is the Pope. The current pope is Pope Francis and has had his position since 2013. The Pope is the head of the Catholic church and as seen as a successor to Saint Peter, who was one of Jesus' disciples and the first Pope. Local religious leaders are known as Priests in Catholicism and Vicars in Protestantism.

Holy Scripture

The holy book in Christianity is the Bible. The bible is split into the old testament and the new testament. The Old testament contains stories about a number of things, for example the creation story and the story of Noah's Ark and helps explain our origins.

The New Testament is a collection of Gospels written by important people around Jesus, most notably his disciples. Each person has a gospel, which contains all of the writings this person has made regarding Jesus. These stories are important for Christians as they not only give information on what Jesus was like, but also gives important lessons and messages to Christians.

Places of worship

There are multiple Christian places of worship. These are difference due to the size of the building and its characteristics. The most common place of worship is a Church. Here the traditional services are lead by either a priest or a vicar. Other places of worship include a Cathedral, Chapel and Abbeys. The Cathedral is usually the largest place of worship a Christian would visit, whereas a Chapel is usually smaller than a Church.

There are other important places in the world that Christians will try to visit. This includes The Vatican, more specifically St Peter's Basilica, and also Jerusalem. These are places of great symbolic and religious importance.

The Vatican is important because it is where the Pope lives. The Pope is the leader of the Catholic Church and a hugely important figure. Jerusalem was the city in which Jesus was arrested and crucified by the Romans.



Year 7 - Christianity

Prior learning links

1. The Old Testament contains many of the same stories as which Jewish scripture?
2. What religion did Jesus follow throughout his life?
3. Which city is important to both Christians and Jews?
4. Which prophet is the founder of Judaism?

Key vocabulary

Write the definitions of the following vocabulary:

1. Monotheistic
2. Baptism
3. Pope
4. Vatican
5. Jerusalem
6. Church
7. Cathedral

Holy Scripture

1. What are the two parts of the Bible called?
2. Give an example of a story that features in the Old Testament
3. What part of the Bible do the Gospels feature in?
4. Who wrote the Gospels?
5. Why are the Gospels important to Christians today?

Key beliefs

1. What are the two main Christian denominations in the UK today?
2. What is a Baptism?
3. Name two ways in which a Baptism can take place?
4. What is the Holy Trinity?
5. What are the three parts of the Holy Trinity?
6. Draw and label the symbol for the Holy Trinity.
7. Which part of the Trinity is Jesus otherwise known as?
8. Which part of the Trinity was left on earth after Jesus' rose to heaven?

Key figures

1. Who is the most important figure in Christianity?
2. What title is given to the leader of the Catholic Church?
3. Name two examples of Christian religious leaders that work in local communities.
4. Who was the first Pope?
5. Who is the current Pope?
6. How long has the current Pope been in office?

Places of worship

1. What is the most common place of worship for Christians?
2. Write out three different places of worship.
3. What are the differences between some of the Christian places of worship?
4. The image on the right is St. Peter's Basilica. Where is it located?
5. Which important figure lives at the same location as St Peter's Basilica?
6. Name an important city in Christianity where some Christians may visit in order to worship.
7. Why is this city important to Christians?



Year 7 Geography Term term 1b

Our Planets Past

Essential knowledge

The theory of the big bang.

Fossils show how life on earth developed.

Rocks and fossils have been studied by scientists to divide time into blocks

Key vocabulary

mya Millions of years ago

Eon A huge block of time

Era Large blocks of time which eons are divided into

Periods Smaller blocks of time which eras are divided into

Mass extinction Loss of a large number of species over a short period of geological time

Prior learning links

7.1 How to be a geographer - Using skills of reading maps.

Students will also use their knowledge of the planet from KS2 in science when looking at the earth and space as well as in geography when looking at physical features of the earth.

The Big Bang

Before the Big Bang there was nothing - no universe, no stars, no planets.

- 13.8 billion years ago there was a violent explosion of energy: **the Big Bang**.
- This formed tiny particles from which atoms were made: **the universe was born**.
- 2 million years after the Big Bang: **first star appeared**.
- 4.6 billion years ago: **our star was formed** in our galaxy - the Milky Way.
- Over a period of 100 million years: the Sun's gravity spun clouds of dust and gases together to **form the planets**.
- Over millions of years **Earth's surface cooled and hardened**. The atmosphere also cooled so the water vapour in it condensed to form clouds and rain. **Water on the surface formed rivers, lakes and oceans**.
- 3.5 billion years ago meteorites landed in the oceans bringing the **first tiny living cells** which all life evolved from.

mya	Event
550	Soft bodied sea creatures
475	First plants on land
440	Mass extinction
395	Fish begin to move on land
360	Mass extinction
248	Biggest mass extinction
230	Dinosaurs appeared
200	First mammals
66	Asteroid kills 75% of living things including dinosaurs
2	First species of human
0.2	First Homo Sapiens (us)

Era	Period	Started
Cenozoic	Quaternary	2.6 mya
	Neogene	23 mya
	Paleogene	66 mya
Mesozoic	Cretaceous	145 mya
	Jurassic	200 mya
	Triassic	250 mya
Paleozoic	Permian	290 mya
	Carboniferous	300 mya
	Devonian	420 mya
	Silurian	445 mya
	Ordovician	485 mya
	Cambrian	540 mya

Year 7 Geography Term term 1b

Our Planets Past

Prior learning links

1. What is the difference between human and physical geography?
2. What are soils made of?
3. What is the name of the star in our solar system?
4. How old is the earth?

Key vocabulary

1. What does mya stand for?
2. What is an eon?
3. What is an era?
4. What is a period?
5. What is a mass extinction?
6. What is longer an era or an eon?

The Big Bang

1. What was there before the Big Bang?
2. What was the Big Bang?
3. When did the Big Bang happen?
4. What did the Big Bang create?
5. When did the first star appear?
6. When was our sun formed?
7. What is our galaxy called?
8. How long did it take for the planets to form?
9. How were the planets formed?
10. How long did it take for Earth's surface to cool?
11. What happened when the atmosphere cooled?
12. What needed to happen for rivers, lakes and oceans to form?
13. How did the first life arrive on Earth?
14. When did the first life arrive on Earth?

Life on Earth

1. What did scientists use to work out how life on Earth developed?
2. Where did the first plants and animals on Earth live?
3. When did plants appear on land?
4. When did animals first live on land?
5. Which animals were the first to live on land?
6. When did dinosaurs appear?
7. When did the first small mammals appear?
8. When was the first species of human appear?
9. When did Homo Sapiens appear?
10. Who are Homo Sapiens?
11. How many mass extinctions have there been?
12. What event led to the extinction of dinosaurs?

Earth's timescales

1. What have scientists studied to divide time into blocks?
2. What is the name of the timescale which was produced?
3. Which eon are we living in now?
4. Which eon came before the Phanerozoic eon?
5. How many eons are there in the Phanerozoic eon?
6. What are the eras of the Phanerozoic eon called?
7. When did each of the eras begin?
8. Which era has lasted the longest?
9. How many periods is each of the eras divided into?

Essential knowledge

- Subject pronouns.
- Simple opinions
- Conjunctions.
- Negatives.
- The verb **avoir** (to have)
- Questions using 'Qu'est-ce que'.
- Adjectival agreement.
- The verb **être**
- Physical descriptions
- Personality descriptions

Prior learning links

- Opinion: *J'adore* (Y6)
- Greetings: *Bonjour*
Je m'appelle... (Primary)
- pronoun: *Je* (Y5+6)
- Animals: (Y4)
- Colours (Y3)
- Classroom objects (Y6)

Conjugating 'er' verbs

In the infinitive (how you would find it in a dictionary), these verbs end with 'er' e.g. **aimer** (to like). When using them in the present tense the end of the verb will change depending on who is doing the action. These endings apply to ALL 'er' verbs.

e.g. *J'**aim**e* I like
*Tu aim**es*** You like
*Il aim**e*** He likes
*Elle aim**e*** She likes

Other examples of 'er' verbs are;
adorer, danser, écouter, visiter

Key vocabulary

Avoir

J'ai
Tu as
Il a
Elle a
On a
Nous avons
Vous avez
Ils ont
Elles ont

Être

Je suis
Tu es
Il est
Elle est
On est
Nous sommes
Vous êtes
Ils sont
Elles sont

C'est
J'adore
J'aime
Je n'aime pas
Je déteste
Je préfère

parce que
car
c'est
Les yeux
Les cheveux
grand/grande
petit/petite
de taille moyenne

intelligent/intelligente
branché/branchée
drôle
timide
généreux/généreuse
curieux/curieuse

To have

I have
You have
He has
She has
We have
We have
You have
They have
They have

to be

I am
You are
He is
She is
We are
We are
You have
They are
They are

It is
I love
I like
I don't like
I hate
I prefer

because
because
it is
eyes
hair
tall
small
average

trendy
funny
shy
generous
curious

Verbs are **action** words. They tell us what is happening. We use **pronouns** in front of verbs to tell us **who** is doing the action.

Using pronouns with the verb 'to have' (**avoir**)

J'ai un chien = **I** have a dog.

Il a une pizza. = **He** has a pizza.

Tu as des stylos. =

You have some pens.

Using pronouns with the verb 'to be' (**être**) and adjectives.

Je suis intelligente.

I am intelligent.

Elle est timide.

She is shy.

Nous sommes amusants.

We are amusing.

C'est difficile.

It's difficult.

Adjectives tell us descriptions. In French, adjectives have to 'agree' with the noun. This means we need to add an extra 'e' for feminine nouns and add 's' for plurals.

John est grand.

Sally est grande.

Les yeux sont bleus.

Les cheveux sont longs.

*Remember adjectives usually come **AFTER** the noun in French.

Stylo rouge - red pen

Fill in the gaps in these sentences with the correct form of the verb *avoir* (to have), then translate them into English

1. J' _____ un portable.
2. Tu _____ un animal?
3. Il _____ un frère
4. Elle _____ un soeur.
5. Ils _____ beaucoup de talent.
6. Nous _____ une guitare.

Write the correct translation for the following subject pronouns and the correct part of *avoir* (to have).

- | | |
|--------------------|--------------------------------|
| 1 We have _____ | 6. You have (plural) _____ |
| 2. They have _____ | 7. You have _____ |
| 3. You have _____ | 8. They have (masculine) _____ |
| 4. He has _____ | 9. They have (feminine) _____ |
| 5. I have _____ | 10. She has _____ |

Translate these sentences into French.

You will need to select the pronoun + the correct bit of *être* (the verb 'to be') + the adjective.

Select the adjective from the box here.

1. I am big.
2. He is small.
3. She is intelligent.
4. He is funny.
5. We are curious.
6. You are modest
7. They are trendy.

modeste	drôle	branchés
	curieux	petit
grand		intelligente

Write out the sentences using the correct form of the present tense.

1. Je (jouer) de la guitare.
2. Je (chanter) dans une groupe.
3. Tu (aimer) les jeux vidéos?
4. Il (habiter) en France.
5. Elle (adorer) les animaux.

Write an answer to the questions below in French. Practise your questions and answers with a friend or family member.

1. Comment t'appelles-tu? (What is your name?)
2. Qu'est-ce que tu as dans ton sac? (What is in your bag?)
3. Qu'est-ce que tu aimes? (What do you like?)
4. Qu'est-ce que tu n'aimes pas? (What do you not like?)
5. Tu es comment? (What is your personality?)

History Year 7 Term 1b

Migration

Essential knowledge

Substantive concept MIGRATION.
What the term migration means.
What a migrant is and why is it relevant to us.
Who the different groups are who have migrated to Britain and what their reasons were.
The impact of migration on Britain.

Key vocabulary

Archaeologist, Anglo - Saxon, Catholic, Christian, Christianity, Commonwealth, Empire, European Union, Gods, Huguenots, Imperial, Industrial, Jews, Jewish, Medieval, Middle Ages, Migration, Migrant, Protestant, Reformation, Roman, Trade, Viking.

Prior learning links

Students have studied the history of Blackpool and covered second order skills including; chronology, change and continuity, similarity and difference, cause and consequence, evidence and interpretation. Students have studied why people moved to Blackpool.

Pre 400	<ul style="list-style-type: none"> By the time Romans began to settle in Britain in the first century AD, the population had already been shaped by thousands of years of migration. After the Roman invasion of AD 43 soldiers and settlers came to Britain from all over the Roman Empire.
400 - 1066	<ul style="list-style-type: none"> After the collapse of the Roman Empire, Anglo - Saxon migrant moved to Britain. Over 5 centuries they turned a group of small kingdoms into a single country
1066 - 1500	<ul style="list-style-type: none"> During the late Middle Ages, Britain's trade with Europe increased. Many European migrants came to Britain to work.
1500 - 1750	<ul style="list-style-type: none"> In the sixteenth century, Europe became divided over religion. Many Protestants came to England to escape violence. Exploration overseas led to an increase in migrants from the wider world.
1750 - 1900	<ul style="list-style-type: none"> In the eighteenth century, Britain became the world's first industrial nation. People came to Britain seeking work and to build better lives. The expansion of the British Empire brought more migrants from the wider world.
1900 - now	<ul style="list-style-type: none"> After the Second World War, the British Empire came to an end. Migrants from the Caribbean, India and Pakistan came to work. After 1973, Britain's membership of the European Union meant that people from different European countries came to Britain.

The impact of immigration

There has been a deep and profound cultural and social impact, affecting language, fashion, food, music, literature and religious life. Economically, immigrants played a key role in the rise of manufacturing, the development of banking and capitalism, the industrial and technological revolutions and the modern service economy. The impact was not always easy, however. The changes brought by immigration often resulted in upheaval, conflict and communal tensions, as well as pressure on jobs and services.

Responses to migration

The responses of different sections of British society varied. Governments often welcomed immigrants because they brought great economic benefit. On the other hand, many laws were passed to control and restrict immigration, especially in recent years. Working people sometimes feared that immigrants threatened their jobs and wages. There were times of anti-immigrant violence and even expulsion. However, most settled and were eventually accepted in cities, towns and villages.

History Year 7 Term 1b

Migration

Prior Learning Links

What is chronology?

What is a timeline?

When did people move to Blackpool?

How did Blackpool change over time?

How did our school site change over time?

Key vocabulary

Use the information to write out what the following words mean:

Christianity

Commonwealth

European Union

Migrants

Trade

Migration

Key groups - for each of the groups below write a sentence about their migration to Britain:

Romans

Anglo - Saxons

Asian migrants

Commonwealth migrants

EU migrants

Pre 400	<ul style="list-style-type: none"> Who invaded in 43 AD? Where did the migrants come from?
400 - 1066	<ul style="list-style-type: none"> Who came to Britain after 400? List an impact they had on Britain.
1066 - 1500	<ul style="list-style-type: none"> Why did people migrate to Britain between 1066-1500? Where did migrants come from?
1500 - 1750	<ul style="list-style-type: none"> Why was Europe divided during this period? What did exploration lead to?
1750 - 1900	<ul style="list-style-type: none"> What was Britain the first to do? Why did people come to Britain during this period?
1900 - now	<ul style="list-style-type: none"> Where did migrants come from after WW2? What did Britain join in 1973 that led to increased migration?

The impact of immigration

What has migration affected?

How has immigration changed Britain economically?

What problems did the impact of immigration have in Britain?

Responses to migration

How did governments react to Immigration?

How did working people react to immigration?

What could occur in some towns and cities?

Essential knowledge

How and why is our knowledge of the Anglo Saxons changing?
Who the different groups are who have migrated to Britain and
what their reasons were.
What a migrant is and why is it relevant to us.

Key vocabulary

migration, migrant, archaeologist, gods,
Viking, Roman, Medieval, Middle Ages,
Anglo-Saxon, Industrial, trade, Protestant,
Catholic, Christian, Christianity,
Jewish/Jews, Empire, Imperial,
Reformation, Huquenots, Commonwealth.

Prior learning links

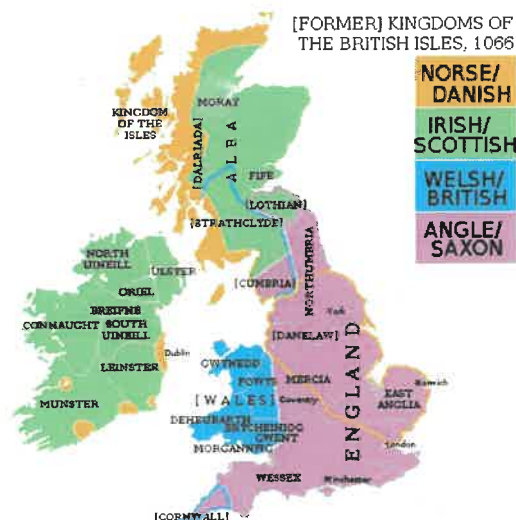
Students have learnt about key historical skills such as chronology and timelines. They have been introduced to migration and the reasons why different people migrated to Britain at different points in time. They may have done a study of Anglo-Saxons in primary.

Timeline

400 – 1066 Anglo Saxon England Around 400 AD, the Romans left Britain. Germanic groups such as the Angles, Saxons and Jutes begin attacking southern Britain. The Britons couldn't defend themselves easily.

By 600 AD the Anglo Saxons had created the Heptarchy, a series of 7 Anglo Saxon mini-kingdoms. The Britons had lost control – the last surviving area controlled by Britons was Wales (and briefly Cornwall). Christianity was introduced. Slowly the small Anglo Saxon kingdoms joined each other – in 973 Edgar was crowned King of the English. England was born.

Vikings attacks England between the 8th and 11th centuries – and even briefly rule under King Cnut from 1016-1035.



What does Anglo-Saxon England mean?

Following the collapse of the Roman Empire, new groups of people began to invade and settle in England. These came from central Europe, around modern-day Germany. The three groups were the Angles, the Saxons and the Jutes. When they settled they established their own areas where they ruled. At times there was conflict between the different groups. Over time, more invaders, this time from Scandinavia, began to settle in England (from the late 700s onwards). Some areas were controlled by the Vikings, which were known as the **Danelaw** and included Jorvik

What did people in Anglo-Saxon England believe?

Although the tribes that invaded England were pagan, by the 11th century, most people in England had converted to Christianity. This was in part thanks to the Irish monks like Aidan who came to England and converted the people. Even the Vikings who had their own Norse religion had mostly converted. England was a Catholic country with a church structure similar to other Catholic countries.

Religion was very important in the lives of the people of Anglo Saxon England. People believed that they needed to live good lives in order to go to heaven and to avoid hell. There was little understanding of disease and illness and so people believed that God caused illness. Holy Days were very important as it meant that people had a day off work.

Where did people live?

Around 10% of people lived in towns, known as fortified burh. We owe some of our place names to the Anglo Saxons, e.g. Bamburgh and Dunstanburgh. There were about 100 burhs in England by 1066. They were built 20 miles apart with strong walls and ditches for protection. They usually had a market where people from the villages would come to sell their goods. The rest of the population lived in villages, which were more like clusters of homes and farms scattered over the countryside.

Year 7 - Anglo-Saxons

Prior Learning Links

What is chronology?
Explain the term migration?
What do you know about who migrated to Britain?
Why did people migrate to Britain?
Where did people migrate from?

Key vocabulary

migration, migrant, archaeologist, gods, Viking, Roman, Medieval, Middle Ages, Anglo-Saxon, Industrial, trade, Protestant, Catholic, Christian, Christianity, Jewish/Jews, Empire, Imperial, Reformation, Huguenots, Commonwealth.

Timeline

What happened on each of the following dates?

400-1066?
600?
973?
1016-1035?

Write a summary for each date.



What does Anglo-Saxon England mean?

1. Which three groups came to Britain from central Europe?
2. Were the groups always peaceful?
3. What were Viking areas known as?
4. Where did Vikings arrive from?
5. Make a mind map about who lived in Anglo Saxon England.

What did people in Anglo-Saxon England believe?

1. Write a definition for pagan?
2. Explain how England was converted to Christianity.
3. Did Vikings convert?
4. Was England the same as Europe? Explain your answer.
5. Why did people think they needed to live good lives?
6. How did disease link to religion?
7. What did people get on Holy Days?

Where did people live?

Create a set of bullet point facts about where people lived. You could include:
Percentages, locations, years, numbers, how they were protected, what markets were.



CREATIVE

Essential Knowledge:

- Different methods of mark making
- How to use shading and tone to create shadow and depth
- Colour theory, what are primary and secondary colours
- How to draw shapes in one point perspective
- What is surrealism

Links to Prior Learning:

- Use of pressure to create shading and tone in work.
- Use of texture in work.
- Use of monochrome colours
- Use of colour theory
- How to create shadows and highlights when shading

One point perspective:

- **Horizon Line**
 - The place where the land and the sky meet.
- **Vanishing Point**
 - The single point on the horizon where all the lines on the ground level seem to come together
- **Orthogonal Line**
 - Lines that connect to the vanishing point



Surrealism

- Surrealism is a cultural movement that developed in Europe in the aftermath of WW1. Artists depicted unnerving, illogical scenes and developed techniques to allow the unconscious mind to express itself.

Key Vocabulary:

- **Media/Medium** - The materials and tools used by an artist to create a piece of art.
- **Technique** - The skill in which an artist uses tools and materials to create a piece of art.
- **Surreal** - strange; not seeming real; like a dream
- **Abstract** - A piece of art which is not realistic. It used shapes colours and textures.
- **Style** - The technique an artist uses to express their individual character in their work.
- **Composition** - The arrangement and layout of artwork/objects.
- **Highlight** - The bright or reflective area within a drawing/painting where direct light meets the surface of the object or person.
- **Shadow, shade, shading** - The tonal and darker areas within a drawing/painting where there is less light on the object or person.
- **Texture** - The feel, appearance or the tactile quality of the work and is often 3D.
- **Mark Making** - Mark making is used to create texture within a piece of art by drawing lines and patterns.
- **Perspective** - Perspective allows artists to trick the eye into seeing depth on a flat surface. This causes the illusion of 3D drawing.



Questions on Prior Learning:

Please write the questions out and answer the questions or complete the tasks accordingly.

1	Why is shading important on a picture?
2	Why is it important to not press down hard when you begin a sketch?
3	List as many different art mediums that you can think of?
5	What is a sketch?

Please write the questions out and answer the questions or complete the tasks accordingly.

1	What happens when you mix complementary colours?
2	What does the work mono mean?
3	What is the Vanishing Point?
4	How would you describe surreal art to someone who has never heard of it before?
5	What is the difference between secondary colours?
6	What is the definition of the word <i>abstract</i> ?
7	Can you correct and re-write this sentence... <i>The shadow is the bright or reflective area within a drawing/painting where direct light meets the surface of the object or person.</i>
8	What is the definition of the word <i>perspective</i> ?

Use 'Cover-Look-Write-Check' to check the following Definitions:

- Media/Medium

- Technique

- Surreal

- Abstract

- Style

- Composition

- Highlight

- Shadow, shade, shading

- Texture

- Mark Making

- Perspective

- | | |
|---|---|
| 9 | How can you correct your shading if you have pressed on too hard? |
|---|---|

- | | |
|----|--|
| 10 | How do you create darker tones when shading? |
|----|--|

- | | |
|----|---|
| 11 | Give 3 examples of cold images and explain what colours might be in those images. |
|----|---|

Year 7 Graphics - Cubee Project

Essential Knowledge

To know a range of drawing and rendering techniques.

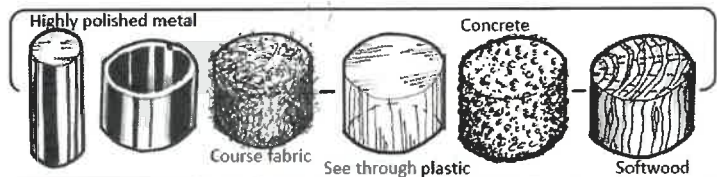
Prior learning links

Students have researched font styles and created a range of typography from their own experiments.

Students are now looking at designs for the cubee and the shape it will take.

Key Vocabulary

Component
 Prototype
 Isometric
 Typography
 Perspective
 Oblique
 Tabs
 Net
 Cuboid
 Vanishing Point

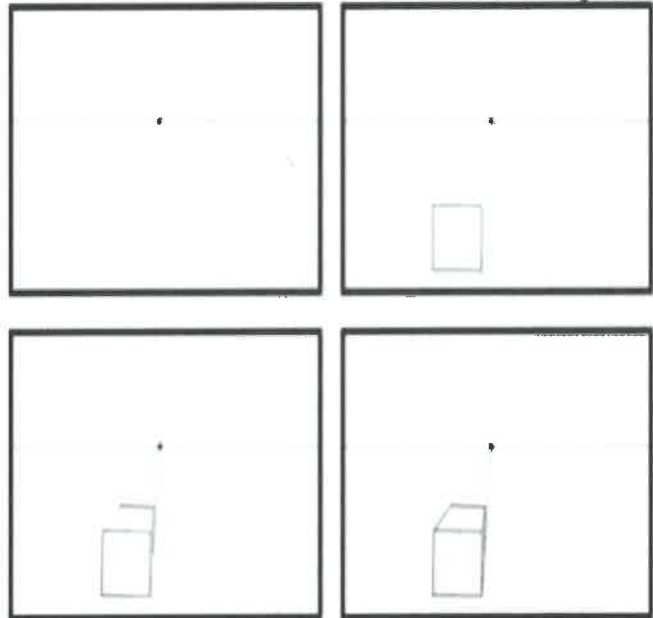


One Point Perspective

In one point perspective all lines go towards one point on the horizon. This image demonstrates how to draw a cube in one point perspective and takes you through the process.

Key Points:

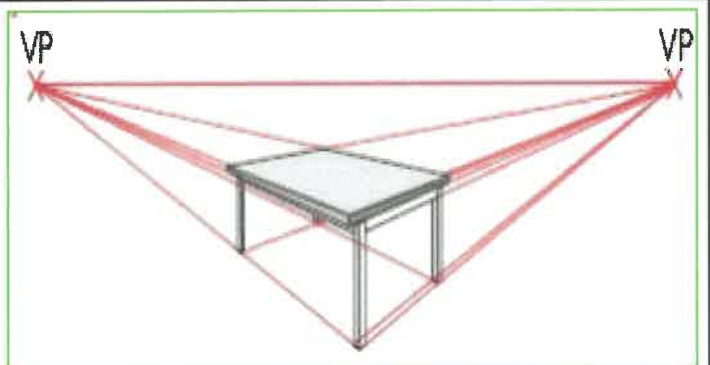
- Objects above the horizon line are drawn as if you are looking up at them (you see the bottom of the object).
- Objects below the horizon line are drawn as if you are looking down on them (you see the top of the object).
- Objects that are in line with the horizon line are drawn as if they are at eye level (you see neither the top or bottom of the object).



Two Point Perspective

This technique involves starting with the central line of the drawing and then extending it outwards towards the two Vanishing Points.

It is best used when looking at something from the position of a corner.



Year 7 Graphics - Cubee Project

Prior Learning

How can you render your drawing to show different textures such as wood, plastic, metal?

Key Vocabulary

Look up the definitions of the following:

Component
Prototype
Isometric
Typography
Perspective
Oblique
Tabs
Net
Cuboid
Vanishing Point

One Point Perspective

1. What is one-point perspective?
2. If an object is above the horizon line, which part of the object can you see?
3. If an object is below the horizon line, which part of the object can you see?
4. What do you see when an object is directly in line with the horizon line?
5. What is the purpose of the horizon line in perspective drawing?
6. How does the position of the object in relation to the horizon line affect its appearance?
7. Why do objects appear smaller as they move closer to the vanishing point?
8. Can you draw the cube so that it appears as if you are looking up at it? Which part of the cube will be visible?
9. Can you draw a cube that appears at eye level? What parts of the cube will you not be able to see?

Two Point Perspective

1. What is the first step when using this technique to draw in perspective?
2. How many vanishing points are used in this technique?
3. Where do the lines of the drawing extend towards in this method?
4. When is this technique best used?

Extension Task: Practice drawing one point and two point perspective shapes.

Year 7 Textiles- Kawaii Mascot Project.

Essential Knowledge

How to generate and communicate design ideas in textiles.

Understand the importance of textiles in everyday life.

To be able to create ideas based on a theme.

Prior Learning

Students have experienced joining fabric pieces together to make shapes. They have also tried out different stitches when joining fabrics. Students have used basic stitches and been introduced to appliqué.

Key Vocabulary

Mascot - A mascot is an animal, toy, or symbol which is associated with a particular organisation or event and which is thought to bring good luck.

Time consuming - If something is time-consuming, it takes a lot of time.

Appliqué - pieces or patches of fabric in different shapes and patterns are sewn or stuck onto a larger piece to form a picture or pattern. It is commonly used as decoration.

Decorative - the act or process of decorating. 2. : something that adorns, enriches, or beautifies.

Kawaii - means "cute" in Japanese

Design Context - a starting point to inform possible outcomes and situations in relation to a design brief/task

Specification - a list of requirements that your product should have.

Design Context.

A supermarket chain would like to create a character that they can use in advertising campaigns to encourage children to eat healthy snacks.

Design a mascot based on Kawaii food. Use fruit and vegetables for inspiration.

Specification:

Your mascot needs to:

- Use the theme of Kawaii.
- Represent fruit or vegetables.
- Be suitable for all ages.
- Not offend anyone.
- Have no sharp edges or loose thread.

Producing Good Stitches

Good Practise	Bad Practise
evenly spaced	large stitches
small stitches	in a crooked line
evenly sized	different sized gaps between stitches
in a straight line	different sizes of stitch
Neat	untidy

Year 7 Textiles- Kawaii Mascot Project.

Prior Learning

How will you use stitches in your projects?

Which stitch could you use to join two fabrics together?

What will help you cut out an accurate shape from your fabric?



Key Vocabulary

Cover, look , write, check the definitions of the following:

Mascot -

Time consuming -

Appliqué -

Decorative -

Outline -

Kawaii -

Design Context.

What have you been asked to design?
 What is the purpose of the character?
 What do you need to research to base your designs on?
 Which country are you taking inspiration from?
 What does Kawaii mean?

Specification:

What does your mascot need to do?

-
-
-
-
-

Producing Good Stitches

Good Practise	Bad Practise
neat	

Place these descriptions in the relevant box to say whether they are good practise or bad practise when stitching. The first one has been done for you as an example.

different sizes of stitch
 large stitches
 evenly sized
 untidy
 evenly spaced
 different sized gaps between stitches
 in a straight line
 small stitches
 in a crooked line

Year 7 Knife Skills

Term 1.2 Knowledge Organiser

Essential knowledge

To know how to use kitchen equipment safely e.g. grater and knife.
To understand the practical skills needed to safely prepare food including grips e.g. bridge hold and claw grip.

Key Vocabulary

Dicing- a culinary knife cut in which the food item is cut into small blocks or dice.

Slicing – is a general term that means to cut across the grain into thin, uniform pieces

Grating –to cut (food) into very small pieces by rubbing it against a special tool

Chopping -This is a general method for cutting food into bite-sized piece-

Prior learning links

The students have previously learnt about health and safety in the kitchen.



The bridge hold

Method: Create a bridge over the food with your hand. The fingers should be on one side and the thumb should be on the other. Hold the food to be cut between the fingers and thumb creating a bridge. The knife should go through the bridge to cut the food.

Safety: This method ensures that fingers are out of the way as the knife cuts through the food.

Tips: To help you to remember this method, they might like to think of the knife as a train which goes under the bridge and through the tunnel.

Use: This method is useful in lots of situations. It is especially useful for cutting circular items into halves and quarters, e.g. tomatoes, apples.



The claw grip

Method: Create a claw by partly curling your fingers together into a claw shape. Press the tips of your fingers (nails) against the food to be gripped and then lean your fingers slightly forward of your nails so that you can't see your nails when you look down on your hand.

Safety: This method ensures that finger tips are tucked out of the way and will not get caught by the knife.

Tips: To help children remember this method emphasises creating a claw, gripping food and tipping the hand – claw, grip, tip, cut.

Use: This method is used to secure items so they can be cut safely. It is the best method to use when food needs to be cut into slices or diced.



Grating

Grating – remember, you do not have to grate every bit of the food. It is best to leave a small chunk at the end to hang This means that fingers are not pressed against the grater



Year 7 Knife Skills

Term 1.2 Knowledge Organiser

Prior learning links

What are the 4 C's?

Explain how each of the 4 C's keep you safe when preparing and cooking food.

Why is it important to follow the 4 C's at all times when in the kitchen?

Key Vocabulary

Dicing-

Slicing –

Grating –

Chopping-



Bridge method

Explain how to perform the bridge method when chopping? You can use drawings to help you.

Why is the bridge method a safe method of cutting?

When is the bridge method best used?

What are the tips for remembering the bridge method?

Claw Grip

Explain how to perform the claw grip? You can use drawings to help you.

Why is the claw grip a safe method of cutting?

When is the claw grip best used?

What are the tips for remembering the claw grip?

Grating

When would you use grating in cooking?

What do you need to remember in order to be safe when using a grater?

Which meal have you cooked that involved the use of a grater?

Year 7 Basketball Knowledge Organiser | Rules and tactics

Essential knowledge

- I can demonstrate an understanding of the basic rules in basketball.

Key Vocabulary

- Double dribble - If a player stops dribbling, they may not resume; instead, they must pass the ball or shoot it.
- Travelling - Players may only advance the ball by dribbling it. If they run while holding the ball, they are traveling.
- In and outs of the court - the player with possession of the ball must stay within the designated inbounds lines marked on the court. If a player steps out of bounds or touches this line with their foot while holding the ball, the referee will award possession to the opposing team.

Prior learning links

- Basic passing skills such as chest pass and bounce pass.

Basic Rules

- No double dribble.
- No travelling with the ball.
- Remain inside the court.
- Non contact sport.
- Five players on the court at once.

Skills

- Dribbling is a repetitive action in which a player uses one hand to bounce the basketball continuously
- Rebounds are divided into two main categories: "offensive rebounds", in which the ball is recovered by the offensive side and does not change possession, and "defensive rebounds", in which the defending team gains possession.

Skill progression

- Dribble the ball to cone 1 and back peddle to cone 2. Dribble the ball to cone 3 and back peddle to cone 2. Dribble the ball to the next group.
- Make the game more challenging for pupils.
- Introduce different conditions. 3v2, 4v2.
- Using both hands to dribble the ball.

Linking skills

- Passing and receive the ball from defense to attack.
- Control of catching the ball and moving into a dribble.
- Transitioning from defense into attack and thinking about the zones of the court.
- Tactical position of players when attacking and defending such as zonal or man to man marking.

Year 7 Basketball Knowledge Organiser | Rules and tactics

Key Vocabulary

- Can you explain what double dribbling is and what happens if this offense happens during a game?
- What happens when the ball goes out of the court?
- Give an example of when a player is travelling with the ball?

Prior learning links

- What basic passing skills were focused on during Year 6?

Skill progression

- How can a basketball player advanced the ball up the court?
- Can you name the different types of passes?
- What can a player do when he stops dribbling the ball?
- What will the referee call if a player dribbles twice?

Basic Rules

- How many players are on a basketball team?
- Explain the how a player must remain in the court.
- Explain the double dribble rule.
- How many seconds does the player have inbound the ball?

Linking skills

- Draw and label a basketball court?
- What tactics can you use to attack?
- What tactics can you use when to defend?
- Can you name the different tactics of marking?
- What skills can you use in a passing and dribbling drill?

Skills

- What can a player do when he stops dribbling the ball?
- What happens when a team scores a basket?
- Draw and label a basketball court.

Year 7 Handball Knowledge Organiser | Rules and Skills

Essential knowledge

- Objective of Handball
- Passing technique
- Linking skills
- Dribbling
- Grip

Key Vocabulary

Grip- Taken at the start of the match, and to begin the second half (teams either throw-off the match, or the second half, and then the other team does the opposite). Is also taken after each goal score.

Dribble - Moving with the ball to gain more distance on the court and maintain possession.

Prior learning links

Handball year 6
Passing and receiving technique
Dribble

Basic Rules

Handball is a game that is a mixture of basketball, hockey and football. Rules are similar to these games. You can use two hands to catch the ball but only use one hand on the ball when throwing the handball. There are 7 players in a handball team, 2 teams of 7 will play against each other in the game. The aim of the game is to move the ball down court and score in the goal at the end.

Skills

Three steps while holding the ball
7 players on the team
Only GK is allowed to enter and remain in the goal area.
Cross curricular - basketball/football



Skill progression

Dribble in Handball

Push the ball downwards using fingertips.

- Extend the shoulder and elbow.
- Flex the wrist.
- Keep the head up and the ball slightly out in front (max 1 m).
- Keep the ball at waist level with your hand on top of the ball.
- Absorb the impact with fingertips and let the wrist flex and move the ball.

Linking skills

GRIP



You can use two hands to catch the ball but only use one hand on the ball when throwing the handball. Similar to Basketball.

As the ball is smaller than a netball or basketball you can wrap one hand around it to throw.

Year 7 Handball Knowledge Organiser | Rules and Skills

Key Vocabulary

What is the key vocabulary?

Can you define the key vocabulary?

Prior learning links

What is the passing and receiving technique?

Skill progression

What is meant by Dribble in Handball?

Basic Rules

1. What is handball?
2. How do you grip the handball?
3. How many players on Handball team?
4. What is the aim of the game in handball?
5. How to you effectively pass the ball in handball?

Linking skills

What drills can help you with linking skills?

Describe the Grip in Handball.

Explain how the grip helps gain possession in handball.

Draw a drill to help with linking these skills.

Skills

How many player are on a Handball team?

What is GK responsibility in Handball?



