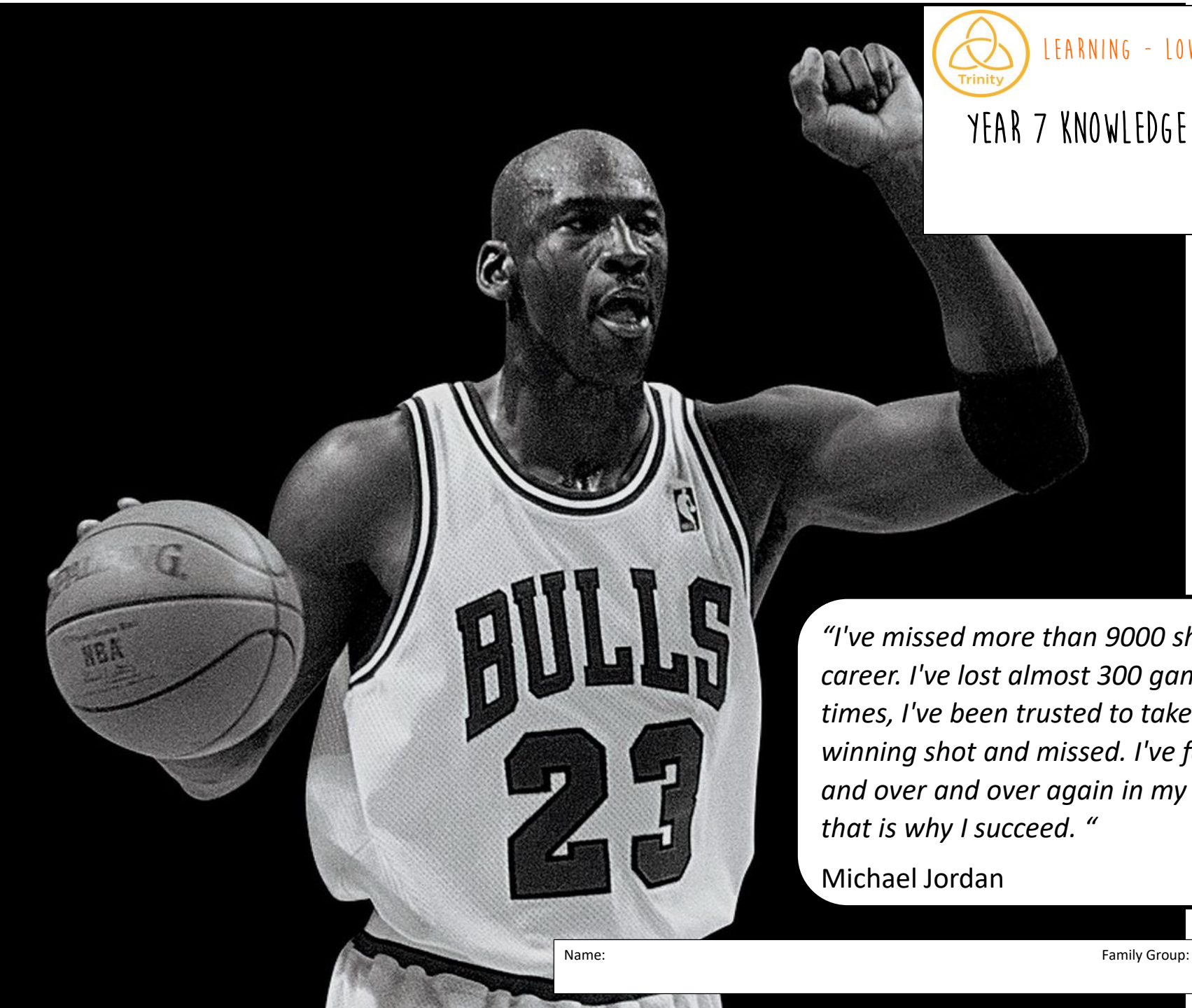


LEARNING - LOVING - LIVING

YEAR 7 KNOWLEDGE ORGANISER

TRINITY 2

"I've missed more than 9000 shots in my career. I've lost almost 300 games. 26 times, I've been trusted to take the game winning shot and missed. I've failed over and over and over again in my life. And that is why I succeed. "

Michael Jordan

Name: Family Group:

How to use my knowledge organiser

The timetable shows the **subjects** you should be studying and the days that you should be studying them. You should **complete your work in your exercise book**.

Each evening you should draw a straight line (using a ruler), under the previous day's work, and write the date, clearly at the top. You need to **bring your KO and exercise book with you to school EVERYDAY**.

The **KO** work that you have completed for the week will be checked in Family Group time **EVERY** Friday. If homework is not of an appropriate standard or amount will result in an after school detention. Knowledge tests will also be used frequently in lessons.

Subject homework

Students will also be **given** additional subject homework to be completed throughout the week and/or can use FREE online revision tools such as www.senecalearning.com

It is also recommended that students regularly **READ** a variety of fiction and non fiction books that they choose for pleasure. This extra reading will help to develop and broaden their general knowledge.

In **ENGLISH** all students will be expected to complete 1-2 reading assignments each week by accessing www.CommonLit.org . Each assignment will take 20-30 minutes and students will be required to answer multiple choice questions to check their understanding of what they have read. Each class has a code based on the set they are in:

English Set	**Class Code for Commonlit**
7.2	DNVQN4
7.1	WB96B3
7G1	77VZ7Z
7G2	5RKQR7

In **MATHS** students are expected to watch short explanation videos and complete activities on the online platform of https://mathswatch.co.uk. Students can log in using the details and password they use to log in to the school computers.

Homework timetable

You should spend *at least* **1 hour** per night on homework = 3 subjects x 20 mins per subject

Year 7	Subject 1	Subject 2	Subject 3
Monday	Maths	History	PE
Tuesday	English	Geography	ICT
Wednesday	Maths	Religious Education	English
Thursday	English	Science	Creative
Friday	Maths	MFL	Performing Arts

RETRIEVAL ACTIVITY IDEAS

Knowledge organisers are for **learning and mastering** the knowledge in each subject. There are many different ways you can do this, however some **PROVEN** methods to try in your work book are:

4 Methods of Retrieval Practice

@ImpactWales

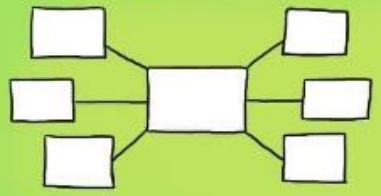
Before you start put away all your books & classroom materials.

Retrieval Practice Examples

- Exit Tickets
- Starter quizzes
- Multiple choice quizzes
- Short answer tests
- Free write
- Think, pair, share
- Ranking & sorting
- Challenge grids

BRAIN DUMP

Write, draw a picture, create a mind-map on everything you know about a topic.



Give yourself a time limit, say 3 minutes, then have a look at your books & add a few things you forgot.

QUIZZING

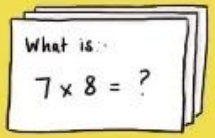
Create practice questions on a topic. Swap your questions with a partner & answer.

Question - What is a metaphor?

- ☐ A comparison using 'like, as, than'.
- ☐ A comparison where one thing is another.
- ☐ A comparison with a human attribute.

FLASHCARDS

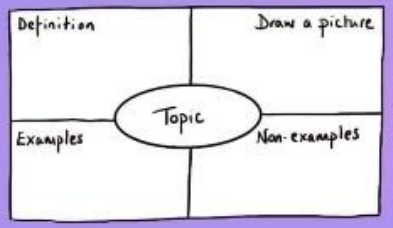
Create your own flashcards, question on one side answer on the other. Can you make links between the cards?



You need to repeat the Q & A process for flashcards you fail on more frequently & less frequently for those you answer correctly

KNOWLEDGE ORGANISERS

Complete a knowledge organiser template for key information about a topic.

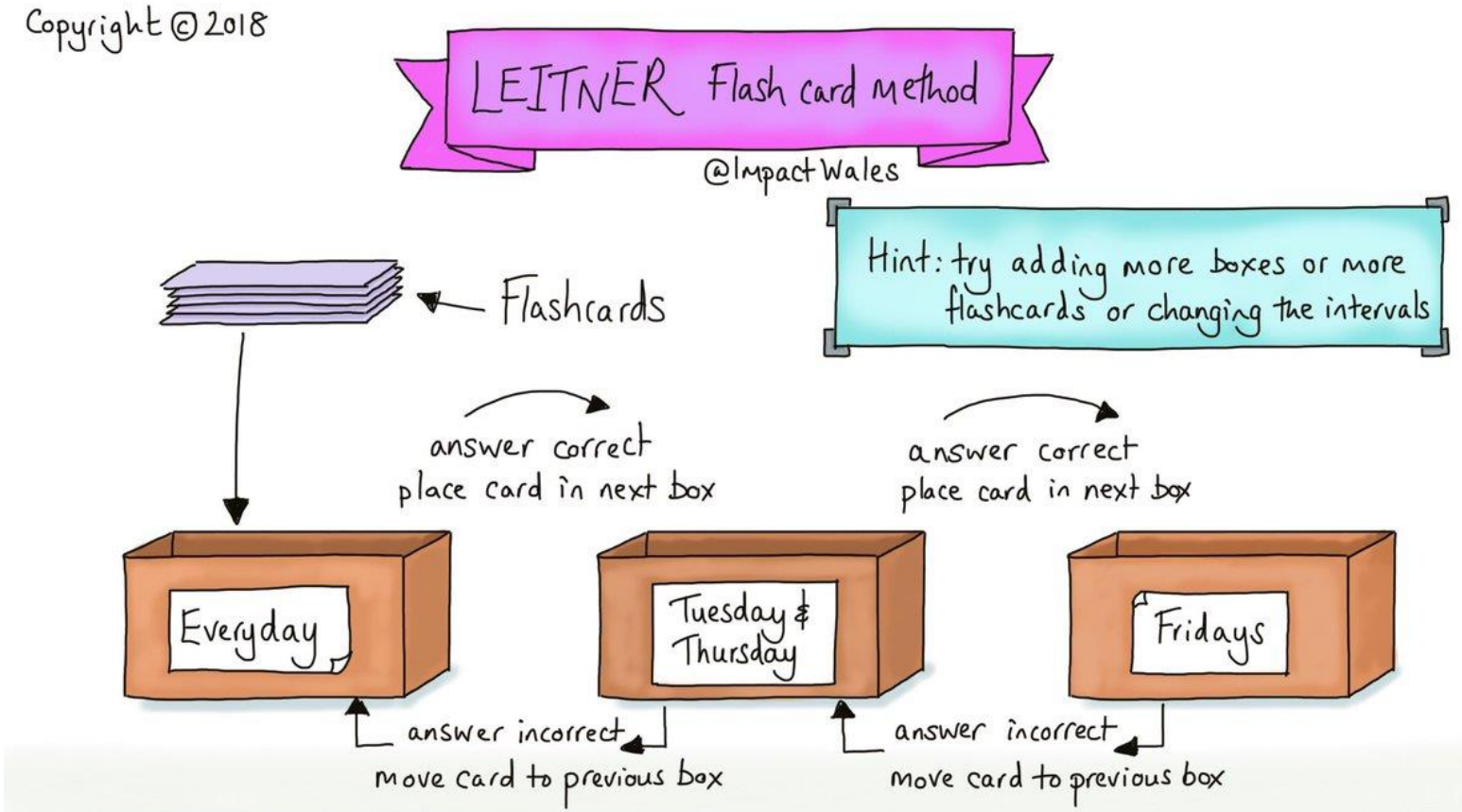


You can use knowledge organisers to learn new vocab & make links in between subjects or ideas.

After you have retrieved as much as you can go back to your books & check what you've missed. Next time focus on that missing information

USING FLASH CARDS SUCCESSFULLY

Once flash cards are created, you will need to use them correctly to have an impact. Follow the method below for the best knowledge retention



An effective use of flashcards to prompt & recall learning using spaced practice proposed by Leitner in the 1970s. It focuses on the proficiency of recall of the learner. Information which is easily recalled has a longer time lapse before the next recall opportunity.

YEAR 7 - T2- ENGLISH - THE CRUCIBLE – ARTHUR MILLER

LEARNING - LOVING - LIVING

CHARACTERS

Abigail Williams	Reverend Parris's niece. Abigail was once the servant for the Proctor household. Abigail is smart, wily, a good liar, and vindictive when crossed.
John Proctor	A local farmer who lives just outside town; Elizabeth Proctor's husband. A stern, harsh-tongued man, John hates hypocrisy. Nevertheless, he has a hidden sin—his affair with Abigail Williams—that proves his downfall.
Elizabeth Proctor	John Proctor's wife. Elizabeth fired Abigail when she found out she was having an affair with her husband. Elizabeth is supremely virtuous but often cold.
Betty Parris	Rev. Parris' 10 year old daughter who was discovered dancing in the forest. Her illness and that of Ruth Putnam fuel the first rumors of witchcraft.
Rev. Parris	The minister of Salem's church. He is a paranoid, power-hungry, yet oddly self-pitying . He is disliked by many of the towns folk.
Reverend Hale	A young minister reputed to be an expert in witchcraft. He is called into Salem to examine Parris' daughter Betty. His arrival sets the hysteria in motion.

PLOT

Act 1	*The Accusations: Parris' home village – shocks the audience. Beginning of accusations of witchcraft.*
Act 2	*The Proctors: Takes place at the Proctor's to provide human tragedy and relationship.*
Act 3	*The Trials – the court in the village – gives an analysis of the role of justice in the village.*
Act 4	*The Executions – jail cell*

Key vocabulary (1)

Crucible (n)	A severe test or trial; a test designed to bring about change or reveal an individual's true character.
	Acting as a vessel for change, the ***Crucible*** challenges the ideologies of the strict and theocratic system of government in the village of Salem Massachusetts in 1692.
Overture (n)	An introduction, opening, prelude, prologue.
	The ***overture*** establishes the simplicity of the setting in Salem and prepares the audience for a puritanical lifestyle.
Autocracy (n) Autocratic (adj)	A government in which one person has absolute power, dictatorship; despotism.
	The Puritans combined to create an ***autocratic*** community that upheld their commonly held ideology.
Paradox (n)	A statement that seem contradictory.
	*A **paradox** of his puritanical beliefs, John Proctor's hypocrisy reared its ugly head when he flirted with Abigail.*
Deviant (n) Deviancy (n) Deviation (n)	Departure from a standard or norms.
	*The girls dancing in the forest was not only an abomination but a **deviation** from the Puritan expectations of 1692.*
Subservient (adj) Subservience (adj)	Serving or acting in a subordinate capacity.
	*Even though they may have appeared **subservient** to their husbands, the women of Salem showed they could still have some level of control.*
Conjure (v)	To raise spirits from the dead.
	Dancing and ***conjuring*** spirits was considered an abomination in the eyes of the Salemites.
Hypocrisy (n) Hypocrite (n) Hypocritical (adj)	A pretence of having a virtuous character, moral or religious beliefs or principles that one does not really possess.
	Hypocritically, the villagers held the Bible in one hand and plunged the knife in the backs of their neighbours with their other hand.
Defamation (n) Defame (v)	The act of saying false things in order to make people have a bad opinion of someone or something.
	Defaming their neighbours with lies and allegations of theft, the villagers showed their greed and distrust of each other.
Accusatory (adj) Accusation (n)	Containing an accusation.
	Accusations of witchcraft spread like wildfire especially when Reverend Hale arrived.

Key vocabulary (2)

Deference (n)	Respectful or courteous regard for people's feelings.
	*Reverend Hale's **deference** to those he questioned, highlighted his skill as a respected witch hunter.*
Fanatical (adj) Fanatic (n)	Motivated or characterised by an extreme.
	The puritans may be considered religious ***fanatics*** now, however in the 17th century they firmly believed that their way was the only true way to God.
Ideology (n) Ideological (adj)	The body of doctrine, myth, belief, that guides an individual..
	*Wearing plain colours, singing hymns and going to church regularly was part of the Puritan **ideology** which they believed brought them closer to God. .*
Predilection (n)	A tendency to think favourably of something particular; partiality; preference.
	*Perhaps many of the people of Salem possessed a **predilection** for being consumed in the affairs of their neighbours.*
Defile (v)	To make foul, dirty or unclean, taint, debase
	*For **defiling** the name and* reputation *of Salem, the people accused of practising witchcraft were put on trial for their* deviancy.
Steadfast (adj)	Firm in purpose, resolution, faith, attachment.
	Steadfast in their beliefs that dancing is an action made by the devil, the girls were accused of dabbling in witchcraft.
Conviction (n)	A fixed or firm belief in something without need for proof ; unshakeable belief
	*Parris held the **conviction** that everyone was out to tarnish his reputation; he knew he was disliked.*
Exaltation (n)	The elevation of a person, as to the status of a God.
	*Hale with rising **exaltation**: You are God's instrument put in our hands to discover the Devil's agents among us demonstrated how powerful he could be.*
Punitive (adj)	Serving for, concerned with or inflicting punishment.
	*The **punitive** consequences of dancing in the forest and being accused of witchcraft was death by hanging.*

Key Terms

Allegory	Figurative treatment of one subject under the guise of another.
Stage directions	An instruction written into the script of a play, indicating stage actions, movements of performers, or production requirements.
Subtext	The underlying and implicit meaning, as of a literary work.
Symbolism	The practice of representing things by symbols, or investing things with a symbolic meaning.
Dramatic irony	Situations of drama that is understood by the audience and not grasped by the characters in the play.
Motif	A recurring subject, theme, idea.
Denotation	Explicit or direct meaning of a word or expression.
Connotation	Something suggested or implied by a word or thing.
Hysteria	An uncontrollable outburst of emotion or fear, often characterized by irrational behavior.
Theocracy	A form of government in which God or a deity is recognized as the supreme civil ruler, the God's or deity's laws being interpreted by the ecclesiastical authorities.
Puritan	A person who is strict in moral and religious matters, often excessively so.
McCarthyism	The practice of making accusations of subversion or treason, without proper regard for evidence
Parochial	555

YEAR 7 - T2- MATHS- DATA HANDLING

LEARNING - LOVING - LIVING

MW references	
Statistics	S4,5,6,7,8,9,10A,10B

Key Concepts

Mean	A type of average where all the data is added and divided by the amount of data.
Median	An average found when all the data is put in order and the middle value is selected. (Remember to find the midpoint if 2 pieces of data are left)
Mode	An average which is the most popular piece of data. If there are two it is bimodal.
Range	The difference between largest value and the smallest value. (Remember it is not an average, it measures the spread)
Spread	Shows how consistent the data is. The bigger the spread the less consistent it is.

Key Terms

Qualitative Data	Data which is non numeric. Eg: favourite subject, food…
Quantitative Data	Data which is numeric. Eg: heights, times…
Discrete data	Data that can only take certain values. Eg number of students in a class could be 29 or 30, not 29.5
Continuous Data	Data that can take any value to any degree. Eg a height could be 12.3m or 12.35m

Key Facts- Charts and Graphs

Bar Charts	Used to compare discrete data. Ensure you use a clear scale. Bars should be separate and the same width. All parts should be labelled
Dual Bar Charts	The comparing data bars can touch and must be side by side, Eg girls and boys.
Line Graph 	Used to show a trend over time. It is plotted as a series of points, which are then joined with straight lines. The ends of the line graph do not have to join to the axes.
Pie Charts 	Used to represents groups of data. Divide 360 by the total frequency, this shows the degrees per person. Multiply each frequency by this number this gives the size of each sector. Make sure all the angles add to 360.
Scatter Graphs	Are used to look at links between two types of data, Eg height and weight. Plot each point like a coordinate

Key Concepts- Line of Best fit

Line of best fit	This is a straight line drawn on a scatter graph, it should aim to go through as many points or have an equal number of points above and below it.

The more inline the points are the stronger the correlation is.
The line of best fit can be used to estimate.

Key Strategies- Averages from Frequency Tables

Mean	If the data is grouped find the midpoint of each group first! Multiply each piece of data by the frequency. Then add each of these values up to find the total. Then divide this by the total frequency.
Mode/ Modal Class	Find the group with the highest frequency. The data is the mode/ modal class
Median	Find the total frequency, half it to find where the middle value is. The data in the table is in order. Count down through the frequencies until you find the middle persons values.
Range	Difference between the largest and lowest data values.

Key Tips

- Check that any average you calculate sits within the data.
- When finding the mean from a grouped frequency table it is an estimate as you do not know the exact data.
- When estimating from a line of best fit, draw how you estimate on your graph
- Ensure you use clear and scales in all drawings and include labels/ units
- When asked whether a hypothesis (a prediction) is true or false make sure you use an average to back up your answer.
- An outlier is a piece of data that does not sit within the rest of the data. These are easy to spot on a scatter diagram

YEAR 7 - T2- SCIENCE- ACIDS AND ALKALIS

LEARNING - LOVING - LIVING

Section 1: Key Words

Acid	Chemicals that have a pH of less than 7. The stronger the acid, the lower the pH number. They turn universal indicator red
Alkali	When a bases is dissolved in water it a called an alkali. They are chemicals that have a pH of more than 7. The stronger the alkali, the higher the pH number. They turn universal indicator blue
Neutral	Chemicals that have a pH of 7. They turn universal indicator green
pH	A number expressing the acidity or alkalinity of a solution
Indicators	a compound that changes colour in solution over a narrow range of pH values
Universal indicator	a mixture of dyes that changes colour gradually over a range of pH and is used (especially as indicator paper) in testing for acids and alkalis
Bases	Substances that can react with acids and neutralise them to make a salt and water are called bases
Concentration	The number of particles in a given volume of a substance

Section 2: The pH scale

	pH
Strong Acid	1-3
Weak Acid	4-6
Neutral	7
Weak alkali	8-10
Strong alkali	11-14

Section 3: Hazard of Acids and Alkalis

Hazard	Definition	Symbol
Danger	Irritant can cause illness	
Corrosive	Can burn skin or material	
Oxidising	Provides oxygen to make other substances burn faster	
Toxic	Poisonous if ingested	

Section 4: Mixing acids and alkalis

Mixing an acid and an alkali is called a neutralisation reaction

The end product is neutral (pH of 7)

Acid	Type of salt produced
Hydrochloric acid	Chloride
Sulphuric acid	Sulphate
Nitric acid	Nitrate
Phosphoric acid	phosphate

General Equation						
Acid	+	Base (alkali)	→	salt	+	Water

Examples for different acids						
Hydrochloric acid	+	Sodium hydroxide	→	Sodium chloride	+	Water
Sulphuric acid	+	Potassium hydroxide	→	Potassium sulphate	+	Water
Nitric acid	+	Calcium oxide	→	Calcium nitrate	+	Water
Phosphoric acid	+	Iron oxide	→	Iron phosphate	+	water

Section 5: Neutralisation reactions - method

1	Use a measuring cylinder to measure out 20cm³ of acid and pour into the burette.
2	Measure 20cm³ of sodium hydroxide into a flask/beaker
3	Add 2-3 drops of indicator with a pipette.
4	Slowly open tap on burette and let the acid drop out.
5	Stop when solution turns green.
6	Pour solution into a petri dish and leave overnight.
7	Note the amount of acid used to neutralise the alkali.
8	Repeat the experiment

Section 6: Neutralisation reactions - application

Application	description
Antacids	Medicines that contain a base like sodium bicarbonate or magnesium hydroxide are used to neutralise excess stomach acid
Treat wasp stings	Wasp stings are alkali. Vinegar (acid) can be used to treat wasp stings as it neutralises the sting
Treat bee stings	Bee stings are acidic. Baking powder (alkali) can be used to treat bee stings as it neutralises the sing
Prevent tooth decay	Chocolate and decaying food produce acid in our mouth with reacts with the tooth enamel. Using toothpaste helps to neutralise the acid as toothpaste is alkali
Make fertilisers	Ammonia is often reacted with an acid to produce a salt high in nitrogen (good for growing plants).
To treat acidic/alkaline soil	Plants don't grow well in acidic soil. Bases like calcium oxide and calcium carbonate are added to the soil to neutralize its acidity. A compose of rotting vegetables and/or leaves. The plant matter releases carbon dioxide which is acidic and neutralises the alkaline soil
Shampoo	Shampoo is slightly alkaline, so you use conditioner, which is slightly acidic, to neutralise this.

Section 7: Types of Indicator

Indicator	Description	Colour Change	Use
Universal Indicator	Mixture of lots of different indicators	Red – acid Green – neutral Purple - alkaline	Everyday testing of solutions
Litmus	Vegetable based dye	Acid – red Alkali - blue	It is usually used in the form of paper impregnated with the litmus dye. This comes in two varieties, the red paper that is used to test for bases and the blue litmus paper that is used to test for acids.
Phenolphthalein		Pink – acid Colourless - alkali	Titrations
Red cabbage	Made from red cabbage (the vegetable)	Red –acid Yellow – alkali Purple - neutral	Homemade indicator as safe to use – no hazards

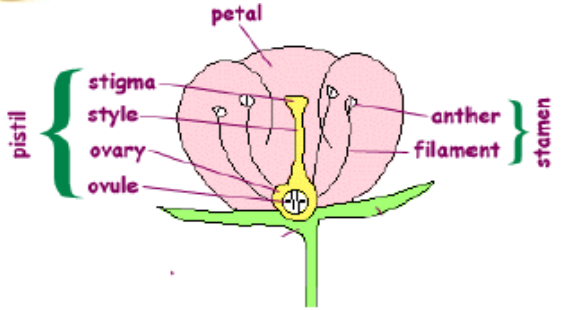
Section 8: Strong and Weak Acids and alkalis

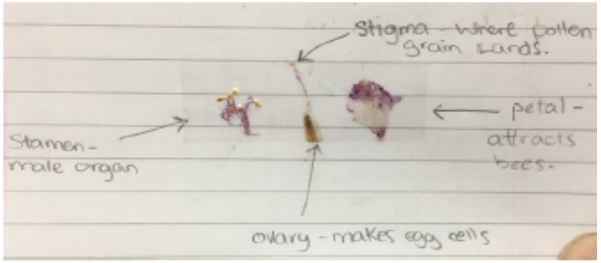
Strength of acid	pH	Colour of UI	Reaction with Metal
Strong acid	0-3	Pink – red	Lots of bubbling
Weak acid	4-6	Yellow – orange	Some bubbles
Neutral	7	Green	nothing
Weak alkali	8-9	Turquoise – blue	Nothing
Strong alkali	10-12	Lilac - purple	nothing

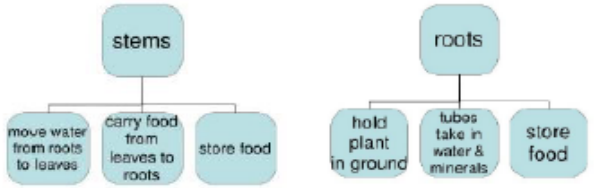
YEAR 7 - T2- SCIENCE- PLANTS

LEARNING - LOVING - LIVING

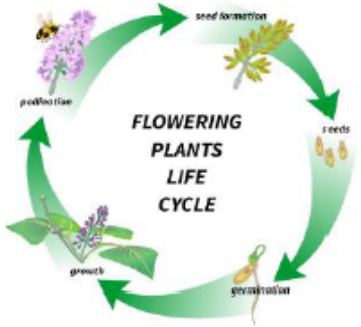
	Term	Definition
1	*Roots*	Anchor the plant in the ground and absorb water and nutrients from the soil.
2	*Stem*	Transports water and nutrients to different parts of the plant.
3	*Leaves*	The place where photosynthesis takes place.
4	*Petal*	The separate leaves that form the outside part of a flower head and usually attract insects.
5	*Flower*	The part of a plant which allows it to reproduce.
6	*Seed*	Produced the fertilisation ovule, seeds allow a plant to reproduce.
7	*Pollen*	The product of a male part of a plant which allows it to produce seeds.
8	*Ovule*	The egg cell which joins with pollen to produce seeds and allows plants to reproduce.
9	*Stamen*	The male part of a plant. Consists of the **anther** (produces pollen) and the **filament** (which holds the anther up).
10	*Pistil*	The female part of a plant. Made up of the **stigma**, **style** and **ovary** (which contains the egg cells called **ovules**).
11	*Nutrient*	A substance that provides nourishment for growth. All living things need nutrition.
12	*Pollination*	The process by which pollen is transferred to the female parts of the plant which means the plants can make seeds and reproduce.
13	*Fertilisation*	When pollen joins with the ovule (egg), a new seed is created
14	*Seed dispersal*	The movement or transport of seeds away from the parent plant.
15	*Photosynthesis*	The process by which green plants use the sun's energy from sunlight along with water and carbon dioxide to produce their own food in the form of glucose (sugar).



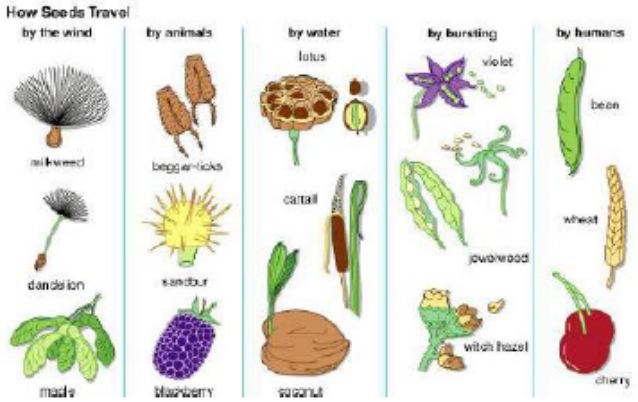




Characteristics of Living Things – MRS NERG/MRS GREN		
M	Movement	Animals move around, plants grow toward light and their roots grow into the soil.
R	Respiration	The process of using oxygen to turn food into energy.
S	Sensitivity	Living things react to their environment.
N	Nutrition	Food provides energy for plants and animals to live.
E	Excretion	Removing waste products from the body.
R	Reproduction	Animals have babies & plants grow from seeds.
G	Growth	Animals and plants both develop over time.



Germination is the growth of a seed into a young plant.



The requirements for photosynthesis:

Chlorophyll is a green substance found inside leaves which is responsible for absorbing light.

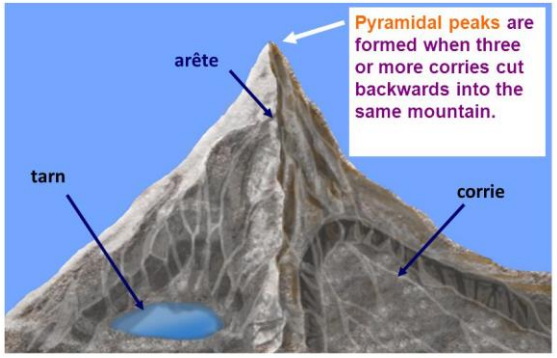
Types of trees			
Deciduous	A tree that has leaves which drop off ever year	Evergreen	Tree, bush or plant which does not lose its leaves and stays green year round

YEAR 7 - T2- GEOGRAPHY – ICE AGE IN THE UK

LEARNING - LOVING - LIVING

No.	Key Term	Definition
1	**Ice Age**	A time when Earth's average temperature was lower than usual and glaciers spread.
2	**Tundra**	A cold region where the ground is deeply frozen; only the surface thaws in the summer
3	**Pleistocene**	he **Pleistocene** Epoch is typically **defined** as the time period that began about 2.6 million years ago and lasted until about 11,700 years ago. The most recent Ice Age occurred then, as glaciers covered huge parts of the planet Earth
4	**Holocene**	From about the last 12 000 years till now- end of the last major ice age until now.
5	**Glacier**	A river of ice
6	**Glacial**	To do with glaciers
7	**Glaciated**	Covered by glaciers, now or in the past
8	Geology	Types of rocks
9	**Erode**	The breaking down of material
10	**Transport**	The movement of material
11	**Deposit**	The dropping of material
12	**Ice Shelf**	A sheet of ice that is attached to land, but floats on the ocean
13	**Icebergs**	Chunk of ice that has broken off an ice shelf.

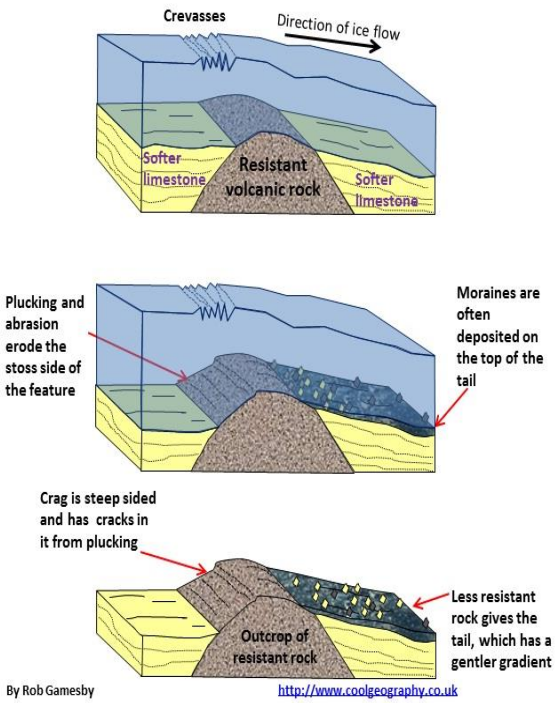
Formation of a pyramidal peak



	Glacial erosion and transportation processes	
14	**Abrasion**	The plucked rocks scrape bits off the glacial bed.
15	**Plucks**	The ice freezes around the stones and pulls it out.
16	**Freeze-Thaw weathering**	Water under the glacier freezes in cracks in the rocks. As it freezes it expands and so the crack gets bigger/ It thaws, fills with more water and freezes again and so on.
17	**Crevasses**	Deep scares in the landscape created by glaciers
18	**Striations**	Deep scratches in the rock as a result of abrasion caused by glaciers
19	**Glacial Till**	Rocks, stones, clay and sands deposited by glaciers
20	**Meltwater**	Water from melting glacial ice
21	**Snout**	The end of the glacier.
22	**Glacial landform**	Landforms created by glaciers

	Glacial Landforms	
23	**U Shaped Valley**	Abrasion and pucking widens the valley creating a U shape.
24	**Misfit river**	A river that doesn't fit the size of the valley
25	**Ribbon Lake**	Long thin lakes caused by a glacier scraping the valley floor.
26	**Hanging Valley**	A small valley that hangs above a larger one.
27	**Moraines**	Where a glacier melts it deposits its load of rocks, sands, clays and stones= everything falls as till. This deposited till is called a moraine.

The formation of a Crag and Tail



YEAR 7 - T2 - HISTORY- THE ENGLISH CIVIL WAR

LEARNING - LOVING - LIVING

Key Words		
1	**Civil War**	A war between different groups within the same country
2	**Divine Right of Kings**	A belief that the Monarch was chosen by God, that their power and authority was derived from God and they had to answer to no one except God
3	**Puritans**	Strict Puritans who thought the Church of England had not gone far enough in removing popish elements; they wanted a purified Church
4	**Laudian reforms**	Changes made by William Laud, Archbishop of Canterbury, introducing more ceremony, decorations and music; to Puritans it looked popish (Roman Catholic)
5	**Ship money**	A tax traditionally only be imposed on coastal towns in times of war, to pay for the navy; Charles imposed the tax during peace and across the country
6	**Court of Star Chamber**	A special, medieval, law court which sat in secret and needed no evidence or witnesses; Charles used it to prosecute opponents
7	**Impeach**	To put a member of the government on trial for crimes; the trial is heard by Parliament
8	**Cavaliers**	The insulting nickname given to the Royalists, who fought for the King; it literally meant "horsemen" but also suggested arrogance and conceit
9	**Roundheads**	The insulting nickname given to those who fought for Parliament had the nickname; many Puritans wore their hair very short / closely cropped
10	**New Model Army**	Fulltime, highly disciplined, professional army set up by Thomas Fairfax and Oliver Cromwell; Puritan in makeup; vital in defeating Charles
11	**Regicide**	Literally "kingkillers";

The Gunpowder Plot 1605	
12	***Who***: *A group of Catholics led including Guy Fawkes, Robert Catesby, Thomas Winter, Thomas Percy, and John Wright.*
13	***What:*** *Plotted to kill the King of England (James I) by blowing Parliament up*
14	***Where:*** *A cellar under the House of Lords, Parliament, Westminster, London*
15	***When:*** *5th November 1605. This was State Opening day, when the King, Lords and Commons would all be present in the Lords Chamber to open parliament.*
16	***Why:*** *Guy Fawkes was one of a small group of Catholics who felt that the government was treating Roman Catholics unfairly. They hoped that King James would change the laws, but he didn't. Catholics had to practise their religion in secret. There were even fines for people who didn't attend the Protestant church on Sunday or on holy days. James passed more laws against the Catholics when he became king. These Catholics wanted to get rid*

17	Charles' Problems	
Money	**Religion**	**Power**
-Charles had a lavish lifestyle and was running out of money, he was bankrupt. *-Raising taxes without consulting Parliament* *-Ship Tax collect*	*-Charles married a Catholic in 1625, Henrietta Maria of France.* *Charles forced the Scottish Church to look more Catholic.* *-He introduced a new prayer book in 1637.* *Charles allied Protestant England with Catholic Spain.*	*-Charles believed in Divine Right, he did not want Parliament telling him what to do.* *-In 1640 Charles lost a war against the Scottish which made him look weak.* *-In 1642 Charles took control of the army without Parliament's permission to*

Key People		
18	James I	King of England and Scotland from 1603-1625
19	**Charles 1**	Ruled from 1625-1649
20	Henrietta Maria	Daughter of Henri IV of France; Catholic
21	William Laud	Archbishop of Canterbury; Protestant; initiated reforms in the Church which were hated by Puritans
22	Thomas Fairfax	Parliamentarian General and creator of the New Model Army
23	Oliver Cromwell	Ruled England as Lord Protector from 1653-1658
24	Richard Cromwell	Ruled England as Lord Protector from 1658-1659
25	Charles II	Charles I's son. Ruled from 1660-1685

Key events	
1642	22nd August: Charles raise the royal standard at Nottingham Castle, starting the civil war. 23rd October: Battle of Edgehill – a draw between Charles and Parliament
1644	2nd July: Battle of Marston Moor – Charles defeated by Parliament
1645	February: New Model Army crated by Thomas Fairfax and Oliver Cromwell 14th June: Battle of Naseby. Charles devastatingly defeated by Parliament
1646	End of the First Civil War, when Charles surrendered to the Scots who handed him over to Parliament, in return for money
1648	Second Civil War, when Charles persuaded the Scots to invade England on his behalf; rebellions in support of Charles in Wales and Kent 19th August: Battle of Preston- Decisive victory for Parliament
1649	Trial of Charles on charges of being a "tyrant, traitor, murderer and public enemy"; execution of Charles I "I go from a corruptible to an incorruptible Crown"
1649	Charles I executed in London. Commonwealth of England (England becomes a Republic) under Oliver Cromwell and Parliament.
1650	Cromwell appointment as Lord General, effectively commander in chief, of the parliamentary armed forces
1653	Cromwell became Lord Protector – ruling over England like a King.
1658	3rd September – Oliver Cromwell dies. He is succeeded by his son Richard Cromwell as Lord Protector

YEAR 7 - T2- RELIGIOUS EDUCATION - HINDUISM (MAHATMA GANDHI)

LEARNING - LOVING - LIVING

Birth and Origins

Gandhi was born in Porbandar, in the state of Gujarat, India in 1869. He was called Mohandas Karamchand Gandhi and was raised by middle class Hindu parents. Gandhi remained a Hindu throughout his life, but had many Christian and Muslim friends as a child, as well as being influenced by other religious groups.

Early years

was married to At the age of thirteen Mohandas Kasturba. The marriage had been arranged for him by his family. They had four sons.

When he was 18 Gandhi came to London to train as a barrister. He even tried behaving like an Englishman and took up ballroom dancing.

When speaking in court he experienced 'stage fright', and so drafted legal documents instead.

Move to South Africa

At the age of 24 in 1894, He accepted a job at an Indian law firm in South Africa. His experience of racism in South Africa proved to be a turning point in his life.

He was refused admission to hotels, beaten up when he refused white man on a stage coach.He was also to give up his seat to a thrown off a train when he refused to move to a third class compartment, after he had paid for a first class ticket.

The death of Ghandi

On January 30th 1948 Gandhi was shot by a fanatic on his way to a prayer meeting in Delhi.

3 million people took part in Gandhi's funeral. He continues to inspire people today to take action against injustice.

Key Terms

- **Apartheid** – political system in South Africa where non-whites had no rights.
- **Ahimsa** – Hindu principal of non-violence and love.
- **Satyagraha –** taking ahimsa further, suffering for the truth.
- **Caste system -** a division of society based on wealth, rank, or occupation.

Back in India

In 1915, back in India, Gandhi set up an 'ashram' - a self-sufficient community, where he ate a simple diet, and lived like the poorest villagers. He spun his own yarn and made his own cloth. He encouraged others to do the same and boycott British imported material. At this time Indian villagers were poorly paid, and many were dying of famine.

In 1918 Gandhi began a campaign to get them to stand up for themselves against the British who were ruling India. The British became worried about keeping control. Soldiers were ordered to prevent people from gathering together for meetings. .

First Fast

In 1933 Gandhi went on a fast for 21 days to draw attention to the treatment of the very poorest people in India, the lowest 'caste' who he called 'The Children of God'. At this time mixed caste's were not allowed to worship in the same temples because the poor were thought unclean. Ghandi led the poor into the Temples that had once excluded them.

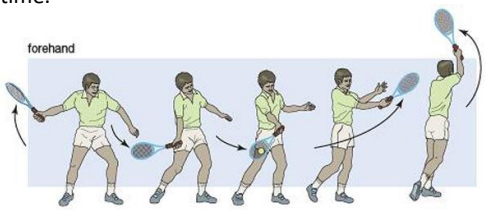
YEAR 7 - T2- PHYSICAL EDUCATION- STRIKING AND FIELDING

LEARNING - LOVING - LIVING

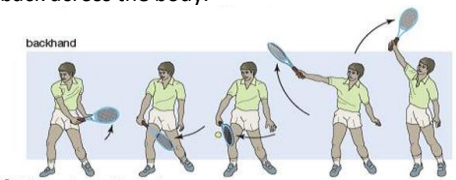
- Striking and fielding includes; **tennis, cricket, rounders, softball** (games where you are hitting (striking) the ball).
- Fielding is the role of the team out in the field trying to stop the striker / runner scoring points by getting them out.
- This varies among different sports but essentially they are 'stumped out'.

Tennis 1:
- A game played on a rectangular court either singles or doubles.
- Players stand on opposite sides of a net and use a racket to hit a ball back and forth to each other.
- Maximum of one bounce after it has been hit by their opponent to return the ball over the net and within the boundaries of the court – if a player fails to do any of these three things, the opponent wins a point.
- Game – set – match.

Tennis 2: A **forehand** in tennis is a simple way to return the ball. It is played on your **strong side,** standing side on to the ball and the racket swings back to front **transferring your weight** at the same time.



Tennis 3: A **backhand** in tennis is more technical than a forehand and is played on your weaker side. You should swing the racket to your weak side, make connection with the ball and the racket comes back across the body.

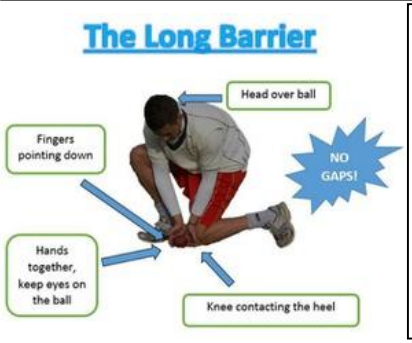


Cricket:
- The aim of cricket is simple - score more than the opposition.
- Two teams, both with 11 players, take it in turns to bat and bowl.
- When one team is batting, they try and score as many runs as they can by hitting the ball around an oval field.
- The other team must get them out by bowling the ball overarm at the stumps, which are at either end of a 22-yard area called a wicket.
- The bowling team can get the batsmen out by hitting the stumps or catching the ball.
- Once the batting team is all out, the teams swap over and they then become the bowling side.

Rounders:
- Two teams with a maximum of 15 players and a minimum of 6 with no more than 9 on the field at one time.
- The ball must be bowled below the shoulder but above the knee.
- A rounder is scored if 4th post is reached and half a rounder is scored if 2nd base is reached.
- You can get the batter out by catching them out or stumping the post they're running to.
- Softball consists of a **pitcher**, **catcher**, four **infielders**, and three **outfielders**.
- A strike is called when the batter swings at a pitch whether it is deemed to be in the strike zone or not.

Catching skills:
- Hands should be ready at chest height in a *bucket*.
- Eye on the ball.
- Step back as you receive and keep the body balanced.

Fielding is an important part of all striking and **fielding** games. Effective fielding is going to prevent the batting / striking team from scoring points by getting players *out*.
Good fielders need to be able to throw and catch well and also stop the ball not always with their hands (long and short barrier).



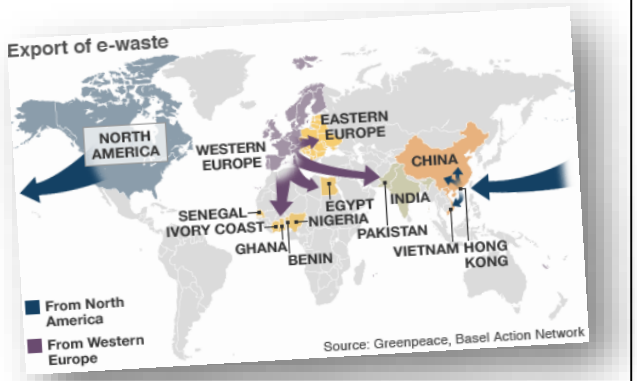
The **long barrier** is used in all fielding games if the ball is coming to you along the ground i.e rolling. You kneel down, making a barrier from your leg and foot, cup your hands together, keeping your eye on the ball.

Throwing technique:
- Stand side on, weight on back foot, pull strong arm back, above shoulder height, other arm pointing to target.
- Transfer weight from back foot, push arm forward, pivot hips to face direction of throw, rotate shoulder / arm towards target.
- Flick wrist at point of release (at ear) and follow through.

Questions:
1. Name four sports that are striking and fielding?
2. Explain the long barrier technique in your own words.
3. Explain the throwing technique above in your own words.
4. How do you *get people out* in striking and fielding games?
5. How do you score points in rounders and cricket?
6. Name 2 movements in tennis.

Environmental Issues

- Negative Impacts
  - Energy Consumption
  - E-Waste and health →
- Recycling and Sustainability
- Positive Impacts
  - Climate monitoring
  - Teleworking
  - Reduced printing



Types of Software

- Proprietary
  - e.g. Windows, iOS and MacOS
  - Microsoft Office, Adobe Photoshop
- Open Source
  - e.g. Linux and Android
  - LibreOffice, The GIMP
- Cost versus support model

Privacy and Security

- Location monitoring
- Mobile Phone providers
- Surveillance Cameras
- Encrypted messaging
- Data Protection Act
- Cybersecurity
  - Threats and Defences

Ethical Impact

- Inclusion / Accessibility
- The Digital Divide
- Professionalism
- Codes of Conduct

Challenge:

Use Quizlet study sets 06

Legislation

- Copyrights, Designs & Patents Act 1988
  - Intellectual Property
  - Hardware patents
- Computer Misuse Act
  - Hacking / viruses
- Data Protection Act 1998
  - Protects Personal data
  - 8 principles
  - Privacy, accuracy, security
- Software Licensing
  - Volume Licensing
  - Personal use licensing

Emerging Technologies

- Robotics, AI
- Internet of Things. Quantum Computing.

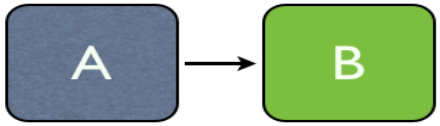
YEAR 7 - T2 - DRAMA - ELEMENTS OF BRECHTIAN THEATRE

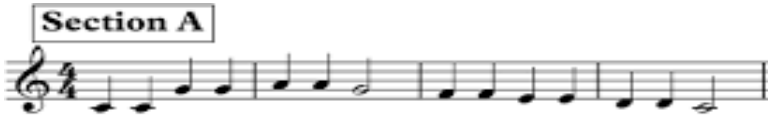
1	**Multi-roling**	Performers play more than one character which can be differentiated by changes in movement, posture, gesture, body language, facial expression and voice.	8	**Placards**	Often used to give the audience additional information to deepen their understanding and offer them extra information about what they are seeing.
2	**Split roles:**	Where more than one performer plays the same character eg four different playing Macbeth to show different sides to his characters.	9	**Singing and dancing**	Used to make it clear to the audience that what they are watching is not real life- the style of the singing and dancing should not be polished as in the West End.
3	**Set, costume, props and lighting**	Simple in Brechtian theatre-obvious and functional.	10	**Spas**	Meaning 'FUN'- Brecht wanted audiences to think about what they were watching and he realised that comedy and satire was an effective way to do this.
4	**Narration**	To tell the audience what is going to happen or give scenes a title. Stops the audience feeling emotional about the action if they know what is going to happen.	11	**Montage**	Using images and sounds to distort or challenge conventional views of events, issues or situations.
5	**Direct Address**	This breaks the fourth wall and has the actors speaking directly to the audience so it stops the illusion of reality.	12	**Satire**	Uses humour and sarcasm to expose and mock somebody else's failings.
6	**Coming out of character**	Where a performer comes out of a character or role in the middle of a scene to explain what is happening or how they are feeling.	13	**Gestus**	Clearly defined gesture or movement performed by the character to demonstrate the essence of the character.
7	**Speaking the stage directions**	Used in rehearsals.	14	**Epic theatre**	About an event-tries to get the audience to change their mind about something and/or take action about a social injustice they see.

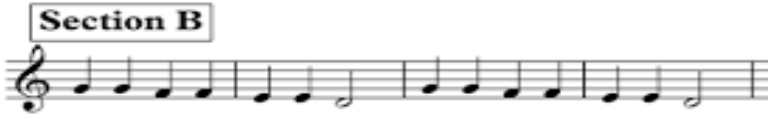
KEYWORDS
1- Structure: the organisation of music into sections.
2- Question and Answer: 2 phrases that occur one after another, the second in direct response, and complimentary to the first.
2- Call and Response: 2 phrases that occur in <u>different parts</u> one after another. Often a solo part then repeated by a chorus (African music).
3- Binary Form: AB form – a structure consisting of 2 contrasting sections.
12- Ternary Form: ABA form – a structure consisting of 2 contrasting sections where the first repeats at the end.
4- Rondo Form: ABACADA – a recurring structure alternating with contrasting sections.
5- Drone: an accompaniment where a note is continuously heard/played throughout a piece
6- Ostinato: a persistent phrase or motif repeated over several bars or more.
7- Phrase: a short musical passage; a musical sentence.
8- Tonality: The scale or key a piece is played in.
9- Major: a scale that has a 'happy' sound to it. Made up from the intervals: T-T-s-T-T-T-s.
10- Minor: a scale that has a 'sad' sound to it. Made up from the intervals: T-s-T-T-s-T1/2-s.
11- Texture: how different parts interact with each other.

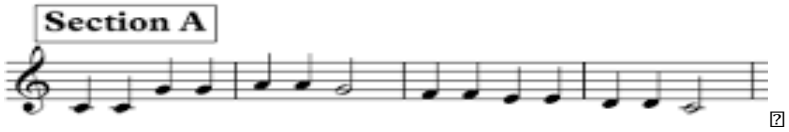
Match up the diagrams with their respective structures.

Annotate the pieces with the musical terms and structural devices



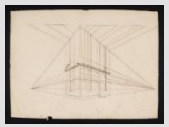
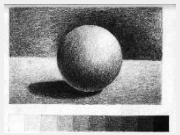
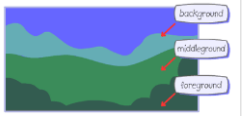
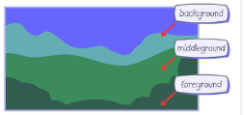
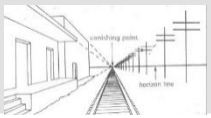






YEAR 7 - T2- ART - LANDSCAPE

LEARNING - LOVING - LIVING

Keyword	Description
1. perspective 	The term perspective refers to the representation of objects in three-dimensional space (i.e. for representing the visible world) on the two-dimensional surface of a picture
2. Tonal Range 	**Tone** in an **artistic** context refers to the light and dark values used to render a realistic object, or to create an abstract composition. When using pastel, an **artist** may often use a colored paper support, using areas of pigment to **define** lights and darks, while leaving the bare support to show through as the mid-**tone**.
3. Foreground 	In a picture, objects low or directly in front of us are perceived as closest to us and are in the **foreground**
4. Background 	the part of a picture, scene, or design that forms a setting for the main figures or objects, or appears furthest from the viewer.
5. Landscape painting 	A painting depicting natural scenes or a cityscape.
6. Vanishing point 	The point at which receding parallel lines viewed in perspective appear to converge
7. Horizon Line 	The **horizon** line **art** theory is a horizontal line that runs across the paper or canvas to represent the viewer's eye level, or delineate where the sky meets the ground.

B. Claude Monet

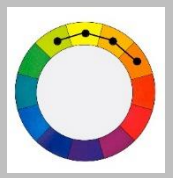
B1. Name of the artwork: The Houses of Parliament
B2. Media: Oil Paint
B3. Date: 1903
Artist Information:
B4: born 14 November 1840
B5. From France
B6. Famous for working in an impressionist style.

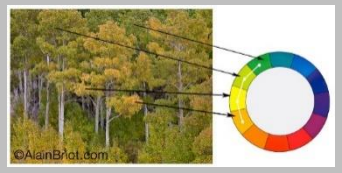
C. David Hockney

C1. Name of the artwork: Felled trees on woodgate
C2. Media: Acrylic Paint
C3. Date: 2003
Artist Information:
C4: born 9 July 1937
C5. From England
C6. Famous for use of bright bold colours and paintings of landscapes.

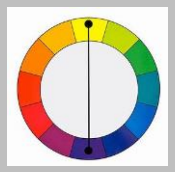
D. Colour Harmony

Last term you learned how to mix primary and

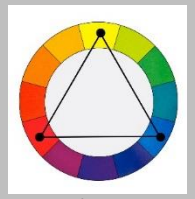




D1. Analogous colour scheme
A colour scheme where the colours are next to each other on the colour wheel. This will give calm mood to your work.



D3.Complementary colour scheme
Colours that are opposite each other on the colour wheel. These colours will look bright and bold next to each other.



D2. Triadic
A colour scheme where three colours are equidistant to each other on the colour wheel.

D4

Primary	Secondary
red + yellow	=orange
red + blue	=purple
blue + yellow	=green

YEAR 7 - T2- FOOD TECHNOLOGY- COOKING AND NUTRITION

LEARNING - LOVING - LIVING

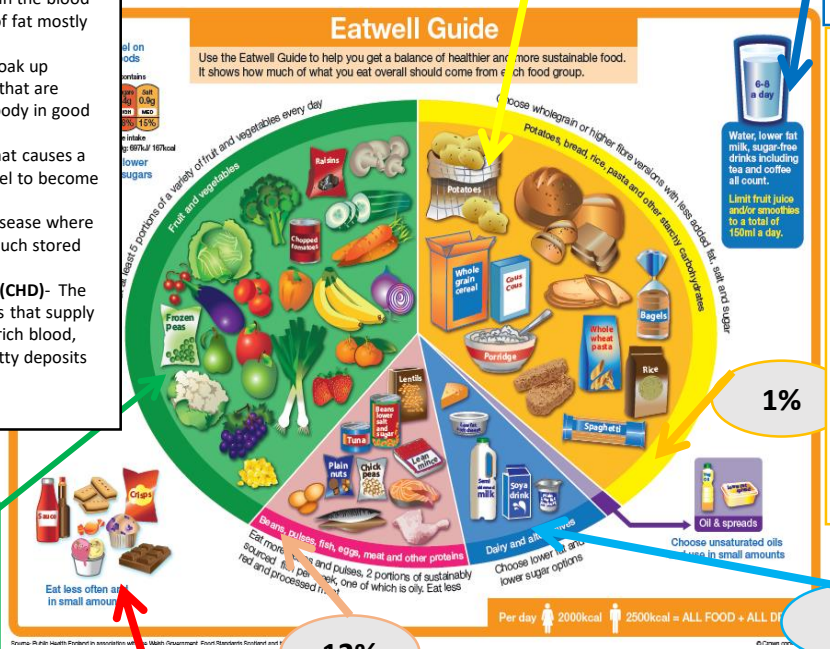
Key words: Nutrients and Eatwell Guide

1. **Wholegrain** - All parts of the cereal grain **is used**.
2. **Nutrient** – Chemical in food that give nourishment.
3. **Energy** – the strength needed for physical effort
4. **Immune system** – the body's defence against infectious diseases
5. **Clotting** – the process that blood undergoes to prevent bleeding
6. **Antioxidant** – a molecule that is able to stop the oxidation process in other molecule
7. **Haemoglobin** – a protein responsible for transporting oxygen in the blood
8. **Saturated fats** – Type of fat mostly from animal sources
9. **Absorb** – to take in or soak up
10. **Maintenance**– routines that are necessary for keep the body in good health.
11. **Diabetes**– a condition that causes a person's blood sugar level to become too high.
12. **Obesity**– diet related disease where the body contains too much stored fat.
13. **Cardiovascular disease (CHD)**- The narrowing of the arteries that supply your heart with oxygen rich blood, due to the build up of fatty deposits within the artery walls

The Eatwell Guide is the UK Healthy Eating Model. It shows what we should eat as a balanced diet. The size of the sections represents the proportion of our diet that particular food group should make up.

37%

1. **Starchy Foods**
2. Provide slow release carbohydrate used by the body for energy
3. Choose wholegrains for increased fibre (good digestion, reduced risk of heart disease)



Water Intake
A balanced diet must include water, it is required for nearly all brain and other bodily functions

Fats, Oils & Spreads

1. Provide fat soluble vitamins A,D,E & K
2. Are high in calories & energy so keep use to a minimum
3. choose unsaturated oils like olive oil

1%

39%

Fruits & Vegetables

1. Eat 5 portions s a day!
2. Choose a variety
3. Provides fibre for healthy digestion
4. Provides vitamins and minerals

12%

8%

3%

Food high in sugar and saturated fats are part of a healthy diet and should be eaten in moderation

1. increased risk of weight gain/obesity
2. diabetes
3. tooth decay cardiovascular disease (CHD)

Beans, Pulses, Eggs, Meat, Fish

1. Provide protein for growth, repair and maintenance of body cells
2. Choose a combination of plant proteins
3. Avoid eating too much processed meat like bacon and sausages

Dairy Foods

1. Provide calcium for healthy bones, teeth and nails
2. The body needs Vitamin D to absorb calcium effectively

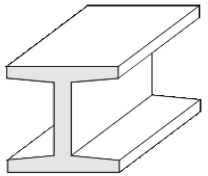
Nutrient	Function in the body
1. Macronutrient: Carbohydrates (Starch, sugar, fibre)	Needed by the body because they are the **main source of energy** in the body for movement. Needed by the body for **digestion**. (fibre)
2. Macronutrient: Protein	Needed by the body for **growth** **Repairs** the body when it is injured Gives the body energy (only if the body doesn't have enough carbohydrates
3. Macronutrient: Fat	**Insulates** the body from the cold and provides a 'cushion' to protect bones and organs such as the kidneys. The body breaks down fat stores to release **energy** Vitamins A, D, E and K are **fat soluble** vitamins so are stored in our body fat and released when needed.
1. Micronutrient: Vitamin A	**Maintains** normal vision Good maintenance of skin and the mucus membranes Helps with a healthy immune function **Fat soluble**
2. Micronutrient: Vitamin D	**Absorption** and use of calcium Maintenance and strength of bones and teeth **Fat soluble**
3. Micronutrient: Vitamin E	**Antioxidant** that helps protect cell membranes **Maintains** healthy skin and eyes **Fat soluble**
4. Vitamin K	Normal **clotting** of the blood **Fat soluble**
1. Micronutrient: Vitamin B complex	**Healthy** nervous system Energy release from foods **Water soluble**
2. Micronutrient: Vitamin C	**Absorption** of iron **Production** of collagen that binds connective tissues An **antioxidant** **Water soluble**
1. Mineral Calcium	**Strengthens** bones and teeth Bones are able to reach **peak bone mass** Clots blood after injury Helps nerves and muscles to work properly
2. Mineral Iron	Supports the production of **haemoglobin** in red blood helps transport oxygen around the body Vitamin C is required for absorption of iron

Triangulation

Examples of triangulation are seen all around us especially in the construction industry (building and civil engineering). Folding a simple art straw into a triangular shape and then attempting to break it gives us some idea of the strength of triangulation. This is why it is popular for building structures from large to small, permanent to temporary. A triangular form is one of the strongest shapes known to man. It is not surprising then that 'triangulation' is used in the construction of buildings and structures.

Beams

Beams are used to 'span' distances, such as the distance between two walls. How well the beam works depends the material it is made from and its shape. In some buildings you can easily see the steel girders that hold the roof up. An I section beam is the most common.



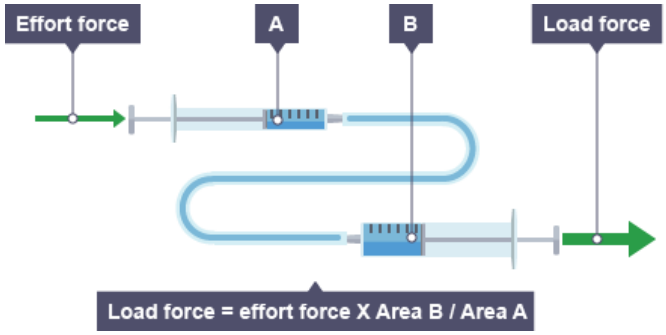
I-SECTION

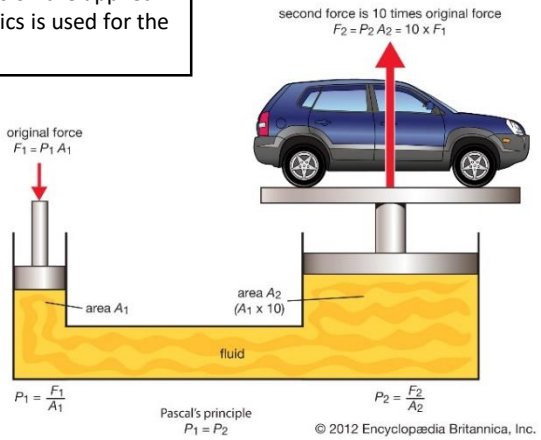
Health and Safety — Hot Glue Gun

- Always see the teacher for supervision and training using a hot glue gun.
- Always keep the hot glue gun pointed in a safe direction.
- When not in use, the hot glue gun should be stood on its stand (not laid on its side).
- The glue gun may take up to 5 minutes to heat up to melt the glue stick. Light pressure should be applied to release droplets of hot glue.
- Do not use excessive force on the trigger.
- Do not touch the nozzle.
- Avoid contact with the skin.
- If an accident occurs, seek first aid treatment and treat as a burn.
- Make sure the hot glue gun is switched off and left to cool when finished.

Hydraulics is a technology and applied science using engineering, chemistry, and other sciences involving the mechanical properties and use of liquids. At a very basic level, hydraulics is the liquid counterpart of pneumatics, which concerns gases.

Fluid mechanics provides the theoretical foundation for hydraulics, which focuses on the applied engineering using the properties of fluids. In its fluid power applications, hydraulics is used for the generation, control, and transmission of power by the use of pressurized liquids.





Pascal's principle, also called **Pascal's law**, in fluid (gas or liquid) mechanics, statement that, in a fluid at rest in a closed container, a pressure change in one part is transmitted without loss to every portion of the fluid and to the walls of the container. The principle was first enunciated by the French scientist Blaise Pascal.

Endings of Regular ER, IR and RE verbs in the Present Tense.
Take off the last 2 letters of the verb and add the endings below.

	ER	IR	RE
Je /J' (j' with vowels)	e	is	s
Tu	es	is	s
IL/Elle/on	e	it	-
Nous	ons	issons	ons
Vous	ez	issez	ez
Ils/elles	ent	issent	ent

30 Regular ER Verbs

1 To love	adorer
2 To help	aider (à)
3 To like	aimer
4 To chat	bavarder
5 To look for	chercher
6 To decide	décider de
7 To draw	dessiner
8 To guess	deviner
9 To hate	détester
10 To give	donner
11 To listen	écouter
12 To win	gagner
13 To close	fermer
14 To live	habiter
15 To play	jouer
16 To leave, let	laisser
17 To eat	manger
18 To show	montrer
19 To swim	nager
20 To forget	oublier
21 To spend(time)	passer
22 To talk, speak	parler
23 To think	penser
24 To wear, carry	porter
25 To leave	quitter
26 To watch	regarder
27 To come back	rentrer
28 To stay	rester
29 To jump	sauter
30 To find	trouver

5 Regular IR Verbs

To choose	choisir
To finish	finir
To fill	remplir
To succeed	réussir
To blush	rougir

7 Regular RE Verbs

To wait	attendre
To descend	descendre
To hear	entendre
To lose	perdre
To give back	rendre
To reply	répondre
To sell	vendre

Sentence building

Je peux……I can
Je veux…… I want
Je dois……I must
Je sais……I know (how)
Je vais……I am going
Je pense que……I think that

Asking Questions

Why?	Pourquoi?
Who?	Qui?
When?	Quand?
What?	Qu'est-ce que
How?	Comment?
What..like?	Comment?
Where?	Où ?
How many ?	Combien?
Which?	Quel, Quelle

Negatives- go round the 1st verb

Not n'/ ne……..pas,
Never n'/ ne ……..jamais
no more, longer n'/ne …..plus
Only n'/ne …….que

Making links

And…… et because……..parce que /qu' /car
But…… mais with……avec without……sans
Also……. aussi or …ou however…cependant in addition….de plus if….si which/ that…que

Yes oui/ no non

Pronouns
yo – I
tú – you
él/ella – he/she
Usted – you **(polite, sing.)**
nosotros – we
vosotros – you **(fam.pl.)**
ellos/ellas – they
Ustedes – you **(polite, pl.)**

Time words
ahora – now
antes – before
después – after
hoy – today
ayer – yesterday
mañana – tomorrow
otra vez - again
siempre – always
a menudo – often
a veces – sometimes
nunca – never
la semana pasada – last week
la semana que viene – next week

Referring to things
una cosa – a thing
esto – this
eso – that
algo (más) – something (else)
otro – (an)other
mucho – a lot
(un) poco – (a) little
muy – very
todo – all/everything

tener – to have

tengo	I have
tienes	you have
tiene	he/she/you have **(pol.sing)**
tenemos	we have
tenéis	you have **(fam.pl.)**
tienen	they/you have **(pol.pl.)**

ser – to be

soy	I am
eres	you are
es	he/she is/you are **(pol.sing)**
somos	we are
sois	you are **(fam.pl.)**
son	they/you are **(pol.pl.)**

estar – to be

estoy	I am
estás	you are
está	he/she is/you are **(pol.sing)**
estamos	we are
estáis	you are **(fam.pl.)**
están	they/you are **(pol.pl.)**

Asking questions

¿Por qué? – why?
¿Qué? – what?
¿Cuándo? – when?
¿Dónde? – where?
¿Quién? – who?
¿Cuánto(s)? – how much/many?
¿Cómo? – how?

Referring to places
aquí – here
allí - there

Making links
y – and
o – or
también – also
pero – but
porque – because
con – with
sin - without

Opinions
Pienso que – I think that
Creo que – I believe that
Me parece que – it seems that..

Saying what you did

fui – I went
hice – I did
ví – I saw
jugué – I played
comí – I ate
bebí – I drank

Sentence building

puedo/puede		I can/he,she can
quiero/quiere		I want to/he,she wants to…
tengo que/tiene que		I have to/he has to…
voy a/va a	+ verb	I'm going to/he is going to…
(no) me (le) gusta		I (don't) like to/he doesn't like to
me (le) encanta		I love to/he loves to…
me (le) gustaría		I/he/she would like to…