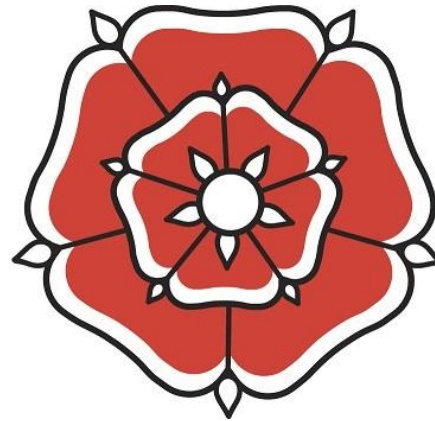


Maidenhill School

Knowledge Organiser

Year 7 – Term 1



Be kind, Aspire, Persevere, Achieve

Name:

Tutor:

Planner



Week 1	Notes
Monday 31 st August	SUMMER HOLIDAYS
Tuesday 1 st September	
Wednesday 2 nd September	
Thursday 3 rd September	
Friday 4 th September	
Week 2	Notes
Monday 7 th September	
Tuesday 8 th September	
Wednesday 9 th September	
Thursday 10 th September	
Friday 11 th September	

Week 1	Notes
Monday 14 th September	
Tuesday 15 th September	
Wednesday 16 th September	
Thursday 17 th September	
Friday 18 th September	
Week 2	Notes
Monday 21 st September	
Tuesday 22 nd September	
Wednesday 23 rd September	
Thursday 24 th September	
Friday 25 th September	INSET

Planner



Week 1	Notes
Monday 28 th September	
Tuesday 29 th September	
Wednesday 30 th September	
Thursday 1 st October	
Friday 2 nd October	
Week 2	Notes
Monday 5 th October	
Tuesday 6 th October	
Wednesday 7 th October	
Thursday 8 th October	
Friday 9 th October	

Week 1	Notes
Monday 12 th October	
Tuesday 13 th October	
Wednesday 14 th October	
Thursday 15 th October	
Friday 16 th October	
Week 2	Notes
Monday 19 th October	
Tuesday 20 th October	
Wednesday 21 st October	
Thursday 22 nd October	
Friday 23 rd October	

Reward shop open



Self-certification

Every student is entitled to self-certify to go to the toilet on 2 occasions each term, when they do not have a medical exemption (this is issued by school only, in conjunction with parents). This will equate to 12 opportunities a year.

Sign below and show to your teacher. If you have a reason that requires this page to be refreshed before the end of term, please speak to your Head of Year.

Date	Time	Student signature

Insert medical exemption here (Head of Year)

Review/end date:



Student out of lesson record

Date and time	Reason	Staff signature

Have a problem?
Worried about someone or something?
Need someone to talk to? Scan the QR code and let us know.

Reporting your concerns

Attendance Matters

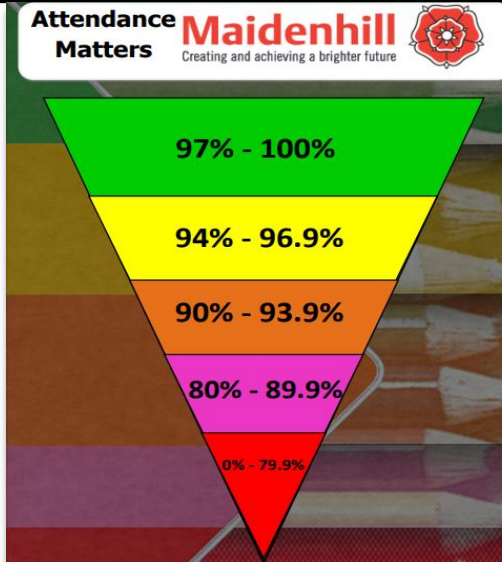


Term 1 Reward Dates:

Friday 23rd October – ‘Freaky Friday’
– Reward for all students with 0
Negatives **AND** 94% (or above
attendance)

Monday 19th to 23rd October reward
shop is open in the main hall

Personal Attendance Record



Week	Monday	Tuesday	Wednesday	Thursday	Friday	%	Which Colour?	↑ → ↓
1								
2								
3								
4								
5								
6								
7								

Home School Agreement and uniform expectations



As a student of the school I will:

- Attend school every day and on time
- Represent the school in a positive way on my way to and from school
- Wear the correct school uniform smartly at all times
- Ensure I have downloaded the ClassCharts app and actively use the platform so that I am up to date with notifications regarding my behaviour, attendance, homework and detentions
- Follow the "Maidenhill Expectations" for all students regarding their Behaviour for Learning and uphold the school's expectations to 'Be kind, Aspire, Persevere and Achieve'
- Not use my mobile phone in school
- Go to reception if I need to contact home
- Be polite and considerate to all members of the school community
- Ensure that my behaviour has a positive impact on other students' learning and progress
- Refuse to take part in bullying or anti-social behaviour, including on social media
- Take responsibility for my own learning and actively participate in lessons
- Actively seek ways to improve my work and respond effectively to feedback
- Complete all my classwork and homework to the best of my ability and on time
- Respect the environment of the school and its neighbourhood, and help to keep it clean and tidy, free from litter and graffiti
- Represent the school in a positive way in the local community and when participating in school activities or visits, and on social media
- Talk with my parent(s)/carer(s) and school staff about any concerns in school
- Pass any written correspondence to my parents'/carers' on the day they are issued
- Interact positively with any school social media platforms.

Student Signature

Maidenhill Uniform

- ❖ Maidenhill school blazer needed at all times (terms 1-5)
- ❖ Maidenhill school tie
- ❖ Long or short sleeved plain white shirt, **tucked in when in the school building**
- ❖ Plain black, smart, tailored trousers
- ❖ Footwear should be a shoe and not a boot, and entirely black
- ❖ White, grey or black socks
- ❖ Black or nude tights. No patterns.
- ❖ Optional
 - Maidenhill skirt
 - Maidenhill shorts
 - Simple black belt
 - Maidenhill jumper



- ❖ Jewellery must be easily removed for practical lessons. Earrings must be studs and not dangle. Necklaces should be underneath the shirt
- ❖ Make-up should be discreet
- ❖ Long hair should be tied back for health and safety reasons in certain subjects



Maidenhill PE Uniform

- ❖ **NO JEWELLERY**
- ❖ Red Maidenhill PE polo shirt
- ❖ Red Maidenhill hooded jumper
- ❖ Optional Rugby shirt
- ❖ Options for the lower half:
 - Plain black shorts with less than 5cm logos
 - Black tracksuit bottoms with less than 5cm logos
 - Maidenhill leggings
 - Maidenhill skort
 - Plain black leggings with no logos
- ❖ Socks
 - White or black
 - Red needed for all fixtures
- ❖ Shoes
 - Suitable trainers
 - Optional studded boots for football/rugby



Equipment and acceptable use of the school ICT facilities



Equipment

You should be fully equipped for every lesson. Make sure you have the correct books for each lesson. It is always a good idea to pack your school bag the night before. Remember to check your timetable first. Here is a useful checklist.

Essential requirements

- ☐ At least 2 black pens
- ☐ Green pen
- ☐ 2 pencils and 2 x 2b or 4b pencils for Art, Design and Nutrition
- ☐ Ruler
- ☐ Rubber
- ☐ Pencil sharpener
- ☐ Scientific calculator
- ☐ Whiteboard and whiteboard pen (provided)
- ☐ Headphones
- ☐ Reading book
- ☐ Plastic wallet and knowledge organiser (provided)

Student property

You are expected to have your clothing marked with your name and, wherever possible, all other items of property which you are expected to bring to school with you such as bags, pencil cases and PE kit named too.

Money, bus passes and other similar items of value should always be carried with you and never left in bags around the school at break and lunchtimes.

You have the opportunity, if you wish, to hand valuables to a teacher before PE and arrangements will be made for safe keeping. The changing rooms are not always locked during lessons. If you do not do this, the school cannot guarantee full security for your property.

Network rules

Never share your password with anyone – not even your best friend – if you suspect that someone knows it, change it or see an ICT technician as soon as possible

Never share your user area with anyone – email files to a friend or home as an attachment, or use Office 365 “One Drive”

Always log off before leaving a computer

Never tamper with ICT equipment, if your PC or laptop is damaged or not working properly, please inform a member of staff immediately. DO NOT disconnect, reconnect or move or swap any cables at any time

Never give a stranger any information about you or your home

Always communicate with strangers politely – ask a teacher to check before sending

Don't suffer bullying – report and give a printout of any email or other material that offends you to a teacher

Avoid the spreading of computer viruses – from the internet or home. Keep your home virus checking software up to date

Do not attempt to download or install software – use only the software provided

Always give credit for information obtained from the internet

Do not eat or drink close to electronic equipment or in any computer room

Use your printing credits with care – extra print credits in any one week can only be obtained through the permission of a teacher whose work you need to print

The use of the internet at school must be in support of learning. The use of all chat systems is strictly forbidden. Inappropriate use will result in access being withdrawn. A log of all internet access and activity is monitored throughout the day by the network staff so misuse of the system can be quickly identified and dealt with.

To access email from home, log on to rmunify.com. School emails should only be used to communicate with staff/students about school related matters. You can also speak with staff via the message function on ClassCharts.

Visit the website ‘thinkyouknow’ for essential and excellent advice on using the internet safely outside of school.





At Maidenhill School we believe that students have the right to learn, and teachers have the right to teach.

When you make good choices and follow the rules, you will be rewarded.

Rewards

You can collect positive reward points in lessons and for completing quality homework. Rewards can be spent in the reward shop at the end of each term on vouchers, chocolate, stationery and much more! We have end of term Friday rewards and end of year rewards in the form of our activities week, all to recognise the positivity and hard work you show each and every day.

If you make poor choices and do not follow the rules, then a clear set of consequences will follow.

Consequences

C2 – This is a verbal warning

C3 – Issued with a BFL detention of 40mins

C3r – This is when you are sent out of a lesson, and you must move to the referral room. You will be issued with a 55mins detention. Those students that are removed from lesson five times in a term, will then receive a 1-day internal isolation in the refocus room for every subsequent C3r. This will be reset at the start of the next term

C4 – Isolation in the refocus room

C4e – Educated off site at an alternative provision

C5 – Fixed term suspension

C5 Exclusions

If a student receives a C5 they will be excluded from school for a fixed period of time.

Incidents for which a students may be excluded include:

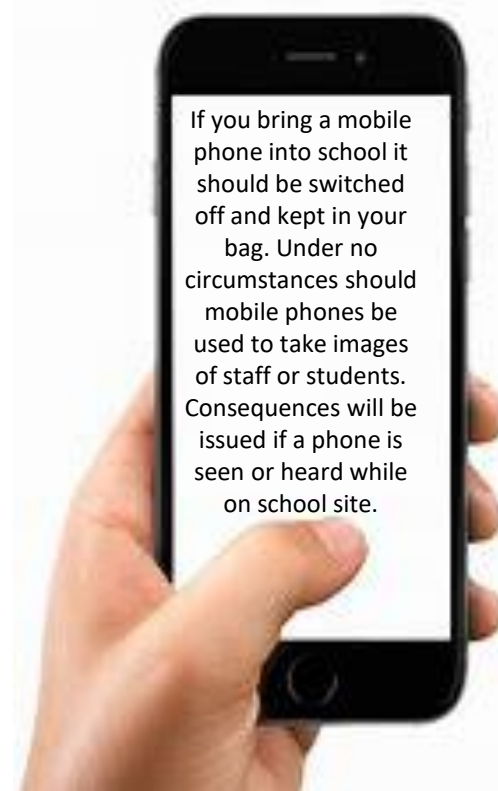
- In possession, under the influence of or dealing in illegal drugs. This also extends to alcohol and other toxic substances
- Serious physical or verbal aggression towards others
- Serious rudeness, defiance, threatening behaviour or inappropriate language towards a member of the school staff
- Anti-social behaviour such as theft or damage to property
- A build-up of incidents which are unacceptable and contravene school standards
- Repeated disruption and defiance which has disturbed the learning of other students
- Persistent poor behaviour

If a student persistently behaves in an unacceptable manner, this could lead to a permanent exclusion.

In exceptional circumstances, it is appropriate for the Headteacher to permanently exclude a student for a first offence. These might include such things as:

- Serious actual or threatened violence against another individual
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an offensive weapon

The school can take no responsibility for valuable items brought into school by students (so students are advised not to bring in expensive items).



The following items are not allowed to be brought into school:

- Alcohol and drugs
- Knives and other weapons
- Fireworks
- Cigarettes/e-cigarettes, vapes, tobacco, matches and lighters
- Tippex or other correcting fluids
- Aerosols
- Illegal substances
- Energy/fizzy drinks

Smoking is not permitted in school or on the way to and from school. Students found to be smoking/vaping or in possession of smoking/vaping equipment will receive a significant sanction.



What is bullying?

Bullying is when one person or a group of people deliberately hurt, threaten or frighten someone over a period of time. It can be physical; like punching or kicking, or emotional like teasing or calling names.



Bullying includes repeated:

- Hitting
- Insults
- Cruel nicknames
- Making threats
- Isolating someone
- Damaging, taking or hiding property
- Writing or telling lies about someone
- Sending cruel text messages, video messages or emails
- Spreading rumours
- Being unfriendly and turning others against someone
- Posting inappropriate comments on websites and social media

Types

- Physical
- Cyber
- Verbal
- Emotional
- Prejudice based

If you are being bullied, do not suffer in silence:

- Be firm – look the bully in the eye and tell them to stop
- Get away from the situation as quickly as possible
- Tell an adult, peer or friend what has happened, straight away
- If you are scared to tell someone, get a friend to go with you
- Keep on speaking up until someone listens
- Don't blame yourself for what has happened

If you are being bullied, you can expect that:

- You will be listened to and taken seriously
- Action will be taken to help stop the bullying
- You will be involved in the process of deciding what action to take to stop the bullying and any worries that you may have will be listened to and respected
- You will be given the opportunity to talk about the way that the bullying has made you feel and to find strategies to deal with these feelings and to understand and cope with bullying behaviour
- If you are ever in fear of your physical safety, staff will take immediate action to keep you safe

When you are talking about bullying, be clear about:

- When it started
- What has happened to you
- How often it has happened
- Who was involved
- Who saw what was happening
- Where and when it happened
- What you have already done about it



Task 1

Using a **green pen**, make corrections for all the spellings, punctuation and grammar mistakes in the paragraph below. There are 12 mistakes to find and correct.

pirates was fearsome sailers who robed ships and taked treashure from other people. they didnt care about laws or rules they did what they wanted. Some pirates even burried they're treasure on ilands so no one could find it. one famos pirate was blackbeard he was known for his fierceness and wild beard full of smoke and fuses



Task 2

Define the following words:

☐ Noun

☐ Verb

☐ Adjective

Give each word a colour key using the boxes above.

Use this colour key to highlight 4 nouns, 4 adjectives and 4 verbs in the paragraph below.

The fierce pirate sailed across the stormy sea in search of hidden treasure. He carried a rusty sword and wore a tattered coat, ready to fight anyone who got in his way.



Task 3: Handwriting

Read the paragraph below. Rewrite it using your neatest handwriting. Take your time and take pride in your work.

Pirates sailed across the ocean searching for treasure. Their ship was a fierce beast cutting through the waves. The sea sparkled like a blanket of diamonds beneath the bright sun. A salty breeze whistled through the sails as the pirates scanned the horizon. Suddenly, a mysterious island appeared in the distance, hiding secrets and riches waiting to be discovered.



Question 1 Write in figures: thirteen thousand, five hundred and two units	Question 2 Write in figures: seventy-seven thousand, eight tens and three units	Question 3 List the factors of 51	Question 4 List the factors of 36
Question 5 Work out 7×10	Question 6 Work out 10×10	Question 7 Simplify $\frac{8}{16}$	Question 8 Simplify $\frac{12}{42}$
Question 9 Find 50% of £180	Question 10 Find 25% of £120	Question 11 Round 2084 to the nearest 100	Question 12 Round 3372 to the nearest 10
Question 13 Work out 86×8	Question 14 Work out 630×9	Question 15 Simplify $5c + 5c + 6c$	Question 16 Simplify $10a + 2b + 8a + 7b$
Question 17 Work out $39253 + 15736$	Question 18 Work out $30730 + 18364$	Question 19 Work out $8 \times 2 - 5$	Question 20 Work out $6 + 11 \times 3$

SKILLS CHECK

Score



Question 1 Write in figures: six thousand, four tens and six units	Question 2 Write in figures: One hundred and twenty-six thousand, nine tens and three units	Question 3 List the factors of 30	Question 4 List the factors of 20
Question 5 Work out 306×1000	Question 6 Work out 34×1000	Question 7 Simplify $\frac{20}{70}$	Question 8 Simplify $\frac{18}{63}$
Question 9 Find 75% of £720	Question 10 Find 75% of £500	Question 11 Round 6199 to the nearest 100	Question 12 Round 2096 to the nearest 1000
Question 13 Work out 77×9	Question 14 Work out 397×6	Question 15 Simplify $9x + 4x - 3x$	Question 16 Simplify $10a + 3b + 7a + 6b$
Question 17 Work out $37959 + 32050$	Question 18 Work out $24509 + 19451$	Question 19 Work out $8 \times 2 - 5$	Question 20 Work out $5 \times 4 + 3$

SKILLS CHECK

Score



Question 1 Write in figures: fifteen thousand, six hundred and three units	Question 2 Write in figures: six thousand, seven hundred and nine units	Question 3 List the factors of 42	Question 4 List the factors of 38
Question 5 Work out 734×10	Question 6 Work out 49×100	Question 7 Simplify $\frac{24}{36}$	Question 8 Simplify $\frac{5}{25}$
Question 9 Find 50% of £520	Question 10 Find 25% of £580	Question 11 Round 4789 to the nearest 100	Question 12 Round 8671 to the nearest 10
Question 13 Work out 74×9	Question 14 Work out 493×3	Question 15 Simplify $5x - 4x - 6x$	Question 16 Simplify $8a + 4b + 6a + 6b$
Question 17 Work out $22960 + 20143$	Question 18 Work out $16489 + 8932$	Question 19 Work out $8 \times 2 - 5$	Question 20 Work out $2 \times 2 + 5$

SKILLS CHECK

Score



Question 1 Write in figures: sixty-nine thousand, nine tens and three units	Question 2 Write in figures: eleven thousand, three hundred and five units	Question 3 List the factors of 56	Question 4 List the factors of 57
Question 5 Work out 572×1000	Question 6 Work out 411×10	Question 7 Simplify $\frac{48}{50}$	Question 8 Simplify $\frac{12}{60}$
Question 9 Find 75% of £760	Question 10 Find 25% of £400	Question 11 Round 3113 to the nearest 10	Question 12 Round 407 to the nearest 10
Question 13 Work out 52×7	Question 14 Work out 393×2	Question 15 Simplify $6b + 3b + 8b$	Question 16 Simplify $5a + 5b + 4a + 5b$
Question 17 Work out $48625 + 12323$	Question 18 Work out $13416 + 6573$	Question 19 Work out $7 \times 2 - 4$	Question 20 Work out $9 \times 2 - 5$

SKILLS CHECK

Score



Question 1 Write in figures: nineteen thousand, eight hundred and three units	Question 2 Write in figures: six thousand, eight tens and eight units	Question 3 List the factors of 99	Question 4 List the factors of 28
Question 5 Work out 96×10	Question 6 Work out 31×100	Question 7 Simplify $\frac{6}{33}$	Question 8 Simplify $\frac{6}{42}$
Question 9 Find 50% of £880	Question 10 Find 50% of £360	Question 11 Round 3291 to the nearest 10	Question 12 Round 1928 to the nearest 100
Question 13 Work out 86×6	Question 14 Work out 171×2	Question 15 Simplify $7y - 4y - 5y$	Question 16 Simplify $8a + 4b + 5a + 3b$
Question 17 Work out $12389 + 9125$	Question 18 Work out $29494 + 3633$	Question 19 Work out $34 - 3 \times 4$	Question 20 Work out $21 - 5 \times 2$

SKILLS CHECK

Score





Your Knowledge Organiser for each subject can be found in the following order:

1. English
2. Mathematics
3. Science
4. Art, Design, Nutrition and Dance (on rotation)
5. Computing
6. Drama
7. French
8. Geography
9. History
10. Music
11. Physical Education
12. Religious Studies
13. Spanish

Expectations

You are responsible for looking after your Knowledge Organisers. You should:

- ✓ *Memorise and build upon the information in each Knowledge Organiser.*
- ✓ *Keep them neat and tidy.*
- ✓ *Bring them to school each day.*
- ✓ *Refer to them in lessons and when completing homework.*

Rhyme Rhyming words occur very often in poems, sometimes in patterns.	Rhymem The flow of a poem, often effected by the punctuation and shape of a poem.
--	--

ES *multiple times.*

Alliterations
More than one word
beginning with the
same letter (close
together in text).

Trans

- Letters
- Reports
- Articles
- Reviews

COMPLEX SPEED SOUNDS CHART

CONSONANT SOUNDS

f	l	m	n	r	s	v	z	sh	th	ng
ff	ll	mm	nn	rr	ss	ve	zz	ti	the	nk
ph	le	mb	kn	wr	se		s	ci		
			gn	c			se	sci		
				sc			ze	ssi		
				ce						

VOWEL SOUNDS

a	e	i	o	u	ay	ee	igh	ow	
	ea				are	e-e	i-e	o-e	
					ai	y	ie	oa	
					a	ea	i	o	
					eigh	e	y	oe	
					aigh	e-e			

oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure
u-e			oor	are	ur	ow	oi			
ue			ore	er	er					
ew			aw							
			au							



Conjunctions

Addition

Further
Also
Too
Besides
Finally
Last
Additionally
In addition
Then

Summary

In short
In other word
Anyway
In brief
It seems
Clearly
In sum
After all
In general

Place

There
Here
In the back
Adjacent to
Next to
Nearby
Beyond
Opposite to
At that point

Example

Such as
For one thing
For instance
For example
That is
Specifically
Illustrated by
In particular

Comparison

Equally
A smilar ...
Likewise
Similarly
Comparable
As with
Another ... like
In the same way

Time

Meanwhile
Finally
At last
Presently
Currently
In the past
In the meantime
Eventually
Immediately

PUNCTUATION

QUESTION MARK

?

Use at the end of a sentence to express asking a question.

EXCLAMATION MARK

!

Use at the end of a sentence to express a strong feeling.

PERIOD

•

Use at the end of a sentence.

COLON

• •

Use to introduce a list or a definition.

APOSTROPHE

'

Use in contractions and to show when something belongs to someone.

PARENTHESIS

()

Use to add extra information to a sentence without taking away from the idea.

HYPHEN

-

Use to join separate words to make one word.

SEMICOLON

• ;

Use to connect subjects and verbs into a single sentence.

COMMA

,

Use to separate parts in a sentence or in a list.

QUOTATIONS

" "

Use around words that are spoken.

ELLIPSIS

• • •

Use to show suspense or that someone is thinking.

THERE →

(Refers to a place)
He went in the door over there.

THEIR ↑

(Shows ownership)
Their cat is the sweetest.

THEY'RE

(A contraction for "they are")
They're going to the movies.

Verbs to sharpen your analysis

THIS SHOWS	THIS SUGGESTS	THIS HIGHLIGHTS	THIS INTERESTS
Demonstrates Reveals Exposes Discloses Uncovers Encapsulates Proves Validates Exhibits Establishes Denotes Displays Flaunts Showcases Presents	Implies Infers Hints at Signifies Connotes Denotes Insinuates Intimates Advocates Poses Conjures Symbolises Points towards Indicates Alludes to	Emphasises Stresses Reinforces Spotlights Underlines Accentuates Underscores Foreshadows Exaggerates Reiterates Magnifies Zeroes in on Promotes Publicises Pinpoints	Fascinates Amuses Satisfies Terrifies Enthrals Enthuses Stimulates Galvanises Animates Rouses Stirs Placates Provokes Deceives Astonishes





1.1 DAFORRESTI

Direct address
Alliteration
Fact
Opinion
Rhetorical question

Repetition
Emotive language
Statistics
Three (list of)
Imperative

1.2 Themes

Conflict, friendship, adventure, journey, quest, coming of age, growing up, fathers and father figures, savagery vs. civilisation, good vs. evil and death.

1.3 Contextual Knowledge

Piracy

During the 17th Century there was a tradition of seafaring. Britain was a maritime nation, and it was a time of exploration – ships often sailed in the Caribbean and Pacific Oceans.

The golden age of pirates was between 1650-1680. There were many real life pirates e.g. Blackbeard, a notorious pirate probably born in Bristol and died in battle. Colonial powers (Britain, France, Spain) were trying to expand their colonies by sailing around the world and trading valuables. As a result of this, they engaged in several battles with pirates who were after the same.

1.4 Key Characters

Jim Hawkins

The first-person narrator of almost the entire novel. Jim is the son of an innkeeper near Bristol, England, and is probably in his early teens. He is eager and enthusiastic to go to sea and hunt for treasure.

Dr Livesey

The local doctor. Dr. Livesey is wise and practical. He exhibits common sense and rational thought while on the island, and his idea to send Ben to spook the pirates reveals a deep understanding of humanity.

Long John Silver

The cook on the voyage to Treasure Island. Silver is the secret ringleader of the pirate band. His physical and emotional strength is impressive. Silver is deceitful and disloyal.

Billy Bones

The old seaman who resides at Jim's parents' inn. Billy, who used to be a member of Silver's crew, is surly and rude. He hires Jim to be on the lookout for a one-legged man, thus involving the young Jim in the pirate life.

Recommended Reading – Piracy Tales

Treasure Island- Robert Louis Stevenson

Antigua de Fortune of the High Seas - Anna Rainbow and Oli Hyatt

Anne Bonny: The Infamous Female Pirate – Phillip Thomas Tucker

Tales from the Sea Thieves- Paul Davies

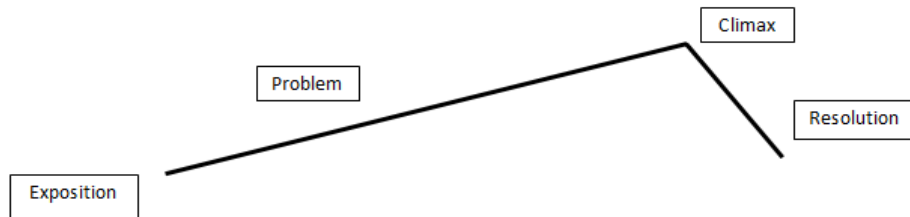
Brevertton's Nautical Curiosities: A Book of the Sea – Terry Brevertton

Witch Child- Ceila Rees

1.5 Narrative Writing Tips

- Keep your plot simple: two speaking characters' maximum.
- Decide on first or third person and your tense. Stick to it!
- Vary your punctuation.
- Vary your sentences (compound, complex, simple. Basically, longer and shorter sentences.)
- Use the 'show not tell' technique.
- Include writing techniques where possible.
- Use the narrative arc to help you plan.

1.6 Story Planning



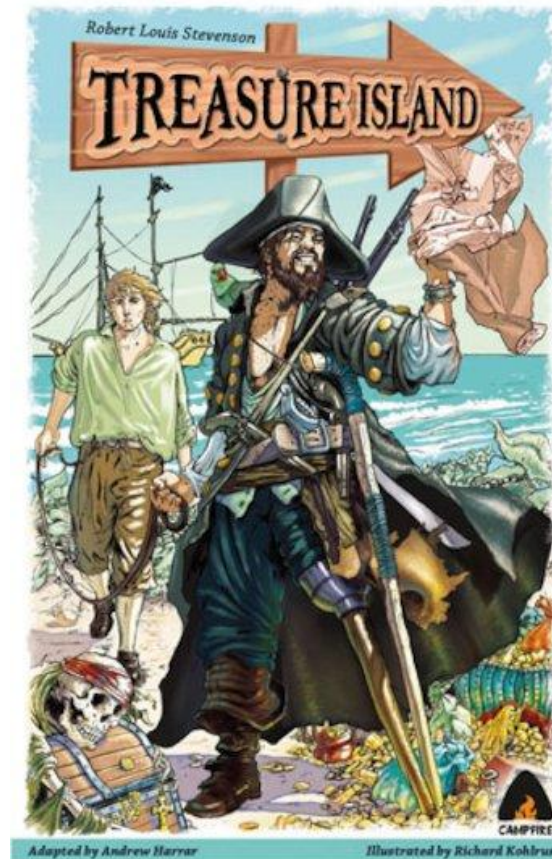
Revision Opportunities

Write a 150 word story based on one of the following prompts:

- A) The Journey
- B) The Pirate's chest
- C) The Sea

1.7 Persuasive Letter Writing

- Address and date in the top right of the page
- Dear Mrs Fletcher = yours sincerely or Dear Sir/Madam = yours faithfully
- Short introductory paragraph that makes use of the **DAFORRESTI** techniques.
- 3-4 middle paragraphs
- Concluding paragraph summarising your argument.





Multiplication Table Grid I-12

X	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144



D1 Averages and Charts

What do I need to be able to do?

- By the end of this unit you should be able to:
- Understand and use mode, median, mean and range
 - Read and draw pictograms, bar charts, bar line charts, and line graphs
 - Read and construct grouped tally charts and frequency tables

Key Words

- Mode:** This is the number OR the item that occurs the most (it does not have to be numerical)
Range: This is the difference between the highest and lowest values in the set of data.
Median: The value in the centre (in the middle) of the data
Mean: A measure of average to find a typical value that represents the data
Discrete Data: numerical data that can only take set values
Continuous Data: numerical data that has an infinite number of values (often seen with height, distance, time)

Mean, Median, Mode and Range (M940, M934, M841, M328)

24, 8, 4, 11, 8,

The Mode (The modal value)

The mode is the item which appears the most in a list. There can be more than one mode.

4, 8, 8, 11, 24

Mode =

If all data values appear the same number of times then there is no mode.

The Range

This can still be easier if the data is ordered first.

4, 8, 8, 11, 24

Subtract the smallest value from the largest value

24 – 4 =

Range =

The Mean

Find the sum of the data (add the values)

24 + 8 + 4 + 11 + 8 = 55

Divide the overall total by how many pieces of data you have

55 ÷ =

Mean =

The Median

Put the data in order

4, 8, 8, 11, 24

Find the value in the middle

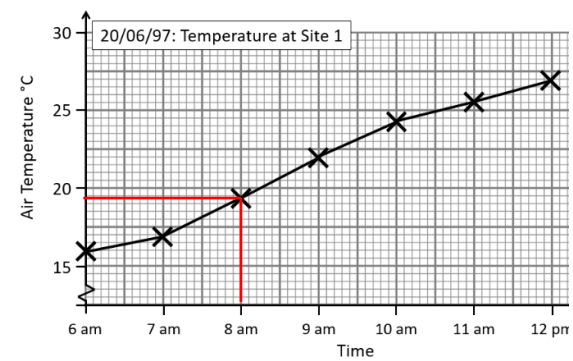
4, 8, 8, 11, 24

Median =

NOTE: If there is no single middle value find the mean of the two numbers left

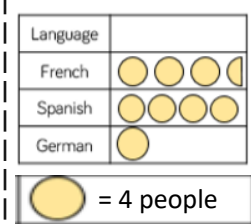
Line graphs.(M183)

What was the temperature at 8am?



Pictograms, bar and line charts (M644, M738, M460)

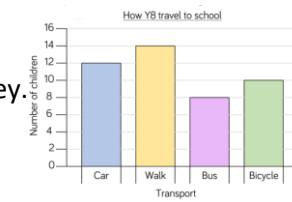
Pictogram



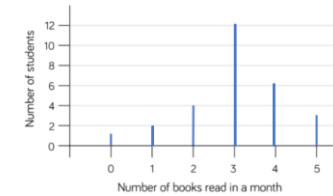
- Need to remember a key
How many people took French?

Bar Chart

- Gaps between the bars
- Clearly labelled axes
- Scale for the axes
- Title for the bar chart
- Discrete Data



Bar Line Chart



- Gaps between the lines
- Clearly labelled axes
- Scale for the axes
- Discrete Data

Enrichment Opportunities

25



Number Skills – N1

What do I need to be able to do?

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

- Know and use BIDMAS
- Round whole numbers
- Use estimation and inverse operations to check answers
- Use written methods to add, subtract, multiply, and divide
- Order, subtract, add, and multiply negative numbers
- Identify common factors and common multiples
- Recognise prime and square numbers

Key Words

Integers: whole numbers

Multiples: found by multiplying any number by positive integers

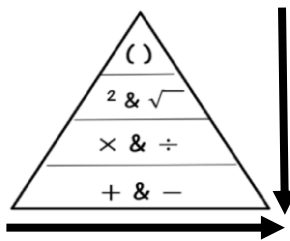
Factors: integers that multiply together to get another number.

HCF: highest common factor (biggest factor two or more numbers share)

LCM: lowest common multiple (the first time the times table of two or more numbers match)

BIDMAS (M521)

BIDMAS tells us which operation to do first.



Brackets

Indices or roots

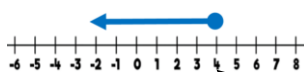
Division or Multiplication

Addition or Subtraction

$$3 + 4 \times 5 = 3 + 20 = 23$$

If you have multiple operations from the same tier, work from left to right

Negative Numbers (M527, M106)



$$4 - 6 = -2$$

$$6 + -3 = 3$$



Zero Pairs

Multiplying with negative numbers (M288)

$$-3 \times 2 = -6$$



• = -1
• = 1

Your turn

$$\begin{aligned} 2 - 5 &= \\ 2 + -5 &= \\ -2 + 5 &= \\ -2 - 5 &= \end{aligned}$$

$$\begin{aligned} -4 \times 5 &= \\ 4 \times -5 &= \end{aligned}$$

Addition and subtraction (M928, M347)

$$\begin{array}{r} 1 \leftarrow 10 \text{ of the units become 1 more in the tens column} \\ 329 \\ + 44 \\ \hline 373 \end{array}$$

$$\begin{array}{r} 21 \leftarrow \text{Take 1 from hundreds column and add it to the 2 tens} \\ 329 \\ - 44 \\ \hline 285 \end{array}$$

Remember the place value of each column

	1	8	7
+	5	4	2

	4	2	7
-	2	4	9

Multiplication Methods (M187)

Grid method 46×37

	4	6	
1	1	2	1
	2	8	8
7	2	8	4
	8	2	2
0			
2			

Written method

$$\begin{array}{r} 96 \\ 32 \times \\ \hline 192 \quad \leftarrow \text{this is } 96 \times 2 \\ 2880 \quad \leftarrow \text{this is } 96 \times 30 \\ \hline 3072 \quad \leftarrow \text{this is } 96 \times 32 \end{array}$$

Factors and multiples (M227, M698)

Factors

8

1, 2, 4, 8 HCF – Highest common factor

20

1, 2, 4, 5, 10, 20

Multiples

4

4, 8, 12, 16, 20

6

6, 12, 18, 24, 30

LCM – Lowest common multiple

Division (M354, M873)

$$362 \div 7 \rightarrow \text{Splitting 362 into 7 equal parts} \rightarrow 51 \text{ r } 5$$

Enrichment Opportunities

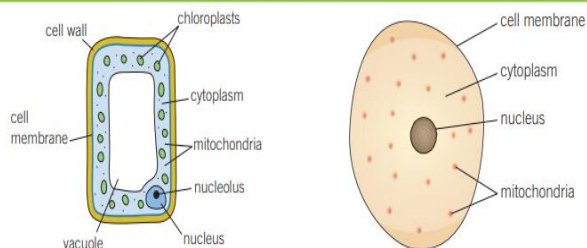
The invention of 'zero' and negative numbers 26



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

Plant and animal cells

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



Specialised cells

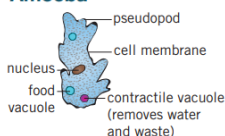
Specialised cells have special features that allow them to do a specific job or function:

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

Unicellular organisms

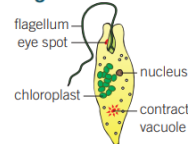
A **unicellular** organism only consists of one cell. They have no fixed shape and are adapted to carry out many different functions.

Amoeba



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

Euglena



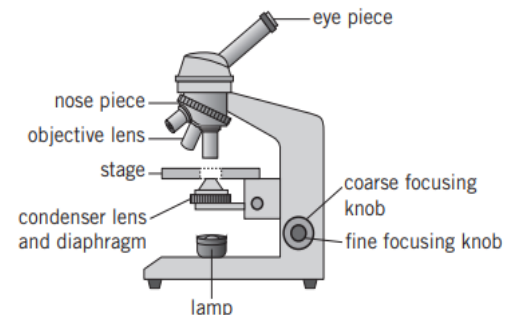
- microscopic organism found in fresh water
- contain chloroplasts and make their own food by photosynthesis
- eye spot that detects light
- flagellum allows the *Euglena* to move towards the light to make more food

Microscopes

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

Remember that:

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



Using a microscope

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

Movement in and out of cells

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

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

Diffusion in water is called **osmosis**.

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

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

Key terms

Make sure you can write definitions for these key terms.

amoeba cell cell membrane cell wall chloroplast concentration cytoplasm diffusion Euglena flagellum leaf cell microscope mitochondria nerve cell nucleus
red blood cell root hair cell specialised cell sperm cell unicellular vacuole



B1



Sublimation

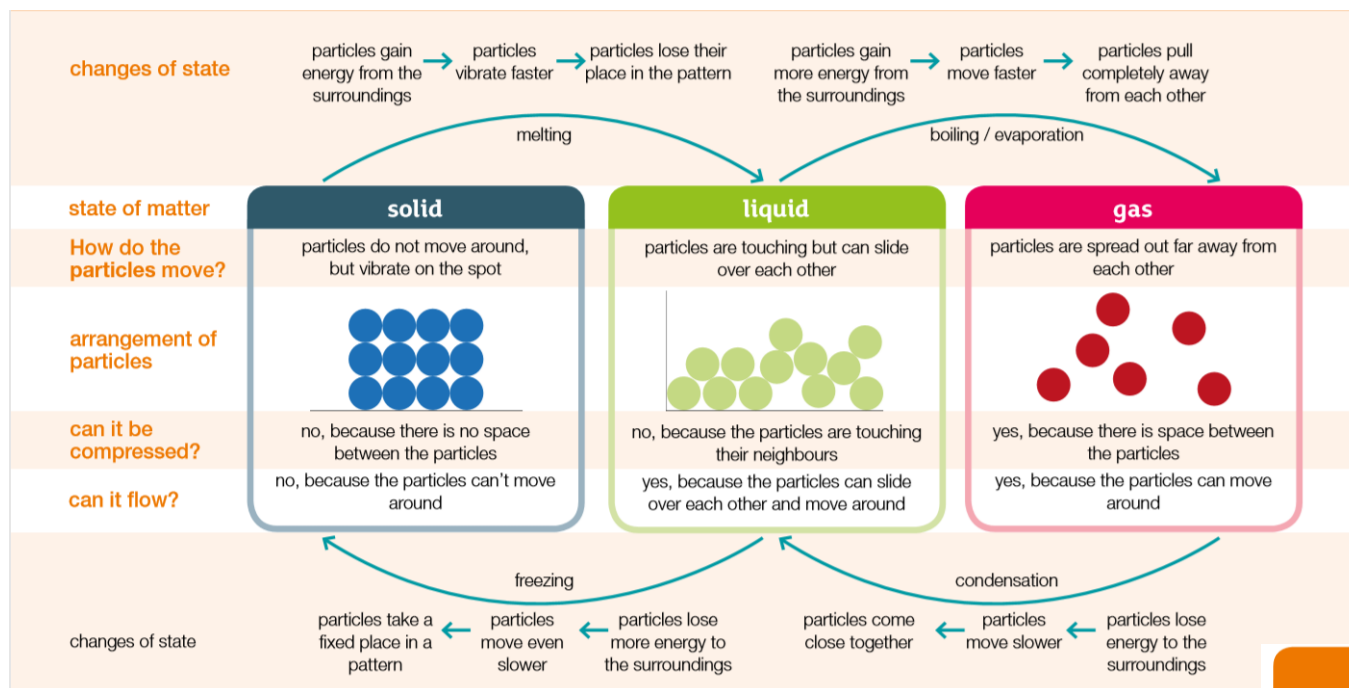
Some solids do not exist as liquids, but instead directly change state from solid to gas in a process called sublimation.

Enrichment Opportunities

BBC bitesize:

<https://www.bbc.co.uk/bitesize/guides/z2wmxnb/revision/1>

Live Science- Plasma : <https://www.livescience.com/54652-plasma.html>



Keywords

Boiling
boiling point
change of state
Condensation
diffusion
evaporation
freezing gas liquid
melting mixture
particle
state of matter
sublimation
substance

Gas pressure

Gas particles move around, colliding with the walls of a container they are in. This causes a force called pressure. It depends on three variables:

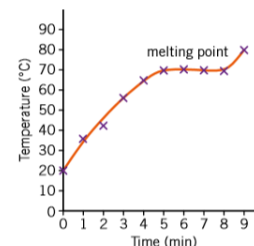
Variable	Effect on gas pressure
temperature	Pressure increases at higher temperatures <i>because</i> particles move faster and therefore collide more frequently with the container.
particle size	Pressure increases with greater numbers of particles <i>because</i> there are more particles colliding with the walls of the container.
state of container	Pressure decreases as the size of container increases <i>because</i> particles have more space to move around, so they don't collide with the walls of the container as often.

Melting and boiling points

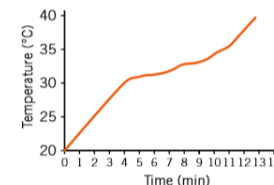
Melting point — the temperature at which a **substance** melts

Boiling point — the temperature at which a substance boils

If you heat a **solid** and plot a graph of temperature against time:



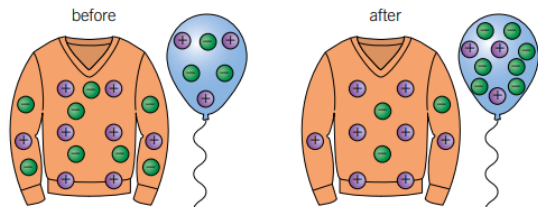
the melting point will appear as a flat line if the substance is **pure** (has only one type of particle).



If you don't see a flat line, the substance is a mixture (has different types of particle).

Charging up

Static electricity: by rubbing **insulators** together **electrons** are transferred, which gives the objects magnetic charges.



Like charges **repel**, and opposite charges **attract**.

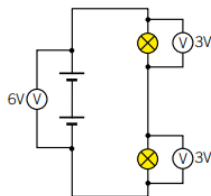
Charged objects have **electric fields** around them. These lines show how a positive charge will act.

Series and parallel circuits

In a series circuit all of the components are connected in one loop. If one component or wire breaks, **current** stops flowing everywhere.

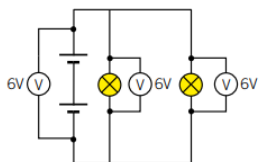
Series circuits

- contain only one loop
- the current is the same everywhere
- the **potential difference** across each component adds up to the potential difference across the battery



Parallel circuits

- contain multiple branches
- currents in all the branches add up to make the total current
- the potential difference across each component is the same as the potential difference across the battery



Resistance

The **resistance** is a measure of how easy it is to pass through a component.

conductors – low resistance

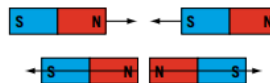
insulators – high resistance

Resistance is calculated by measuring the potential difference and the current.

The unit for resistance is the **ohm (Ω)**.

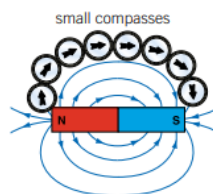
Magnets

- Magnets** have north and south poles.
- Opposite poles attract, and the same poles repel:



Magnetic fields

- A magnet has a field around it.
- You can see the field around a bar magnet with a small compass or iron filings.
- If the lines are close together the field is stronger.



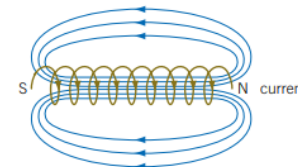
- The Earth has a magnetic field, which acts like a big bar magnet, with the south pole at the top of the planet.

Electromagnets

- Electromagnets** are only magnetic when they have a flow of current, so they can be turned off.
- They are made by running a current through a coil of wire.
- They usually have an iron core in the middle of the coil, which makes them stronger.

You can make an electromagnet stronger by:

- adding more turns of wire on the coil
- using more current.



Uses of electromagnets

- moving cars or other metal objects
- sorting iron and steel from aluminium
- making motors and speakers
- making levitating trains, which travel much faster as there is no friction

How motors work

Applying a current to a coil of wire makes it electromagnetic.

This causes a force between the coil of wire and the permanent magnet nearby, driving a motor.

Circuits and currents

- Current is the amount of charge flowing per second.
- It is measured with an **ammeter** (connected in series).
- The unit for current is the **amp (A)**.

Potential difference

- Potential difference is the amount of energy transferred by the charges in the circuit.
- It is measured with a **voltmeter** (connected in parallel). The unit is the **volt (V)**.

Enrichment Opportunities

Static electricity practicals: <https://www.youtube.com/watch?v=ViZNgU-Yt-Y>

BBC Bitesize: <https://www.bbc.co.uk/bitesize/topics/zgy39j6> and <https://www.bbc.co.uk/bitesize/topics/zrvbkqt>

Seneca learning: <https://senecalearning.com/en-GB/>



Sketchbooks:

Artists use sketchbooks in one of two ways. We document what we see and experience around us, this is observation. Or, we'll record ideas that we have, developing and improving them as we work, this is working imaginatively.

We will work in both ways during our art projects, and we will use your sketchbooks to contain both your classwork and independent study.



Colour Mixing Help Sheet

Primary Colours:

Red, Yellow, Blue

Secondary Colours:

Green = Yellow + Blue

Orange = Yellow + Red

Purple = Red + Blue

Tertiary Colours:

Red-ish, Purple = Red + Purple

Blue-ish, Purple = Blue + Purple

Red-ish, Orange = Orange + Red

Yellow-y Orange = Yellow + Orange

Yellow-y Green = Yellow + Green

Blue-y Green = Blue + Green

Extras:

Brown = Yellow + Red + Blue in this order

Grey = Black + White OR

Grey = Red + Green OR Grey = Blue + Orange

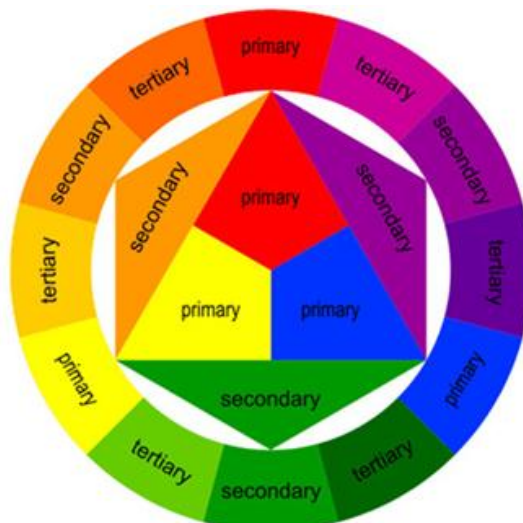
OR Grey = Yellow + Purple

Tints & Shades:

Tint = Primary colour + White

Shade = Primary colour + Black

Remember to add a TINY amount of black or white at a time.



Key words to learn:

1. Drawing:

Observational drawing— Drawing something exactly as one sees it.

Shading— Lines or marks used to fill in outlines to show differences in colour or darkness.

Highlights— The parts of an object on which the light is strongest.

Shadows— The parts of an object which are dark.

Range of tones— All the tones between highlights and shadows.

2. Colour:

Primary colour— The 3 colours, red, yellow and blue, used in combination (along with white and black) to make all other colours.

Secondary colour— Colours, green, purple and orange, made by mixing 2 primary colours.

Tint— A colour made by mixing colour with white.

Shade— A colour made by mixing colour with black.

Complementary colours— Colours that appear on opposite sides of the colour wheel, which when used together, create **contrast**.

3. General terms:

Materials— the different things we use to make art e.g. paint, pencil, pastel, pen etc

Technique— a method for making art

Symmetry— When shapes, lines, forms etc. look similar on opposite sides of a line. Mirror image.

Trace— To copy an image using tracing paper

Design— to draw out an idea/ a drawing of an idea

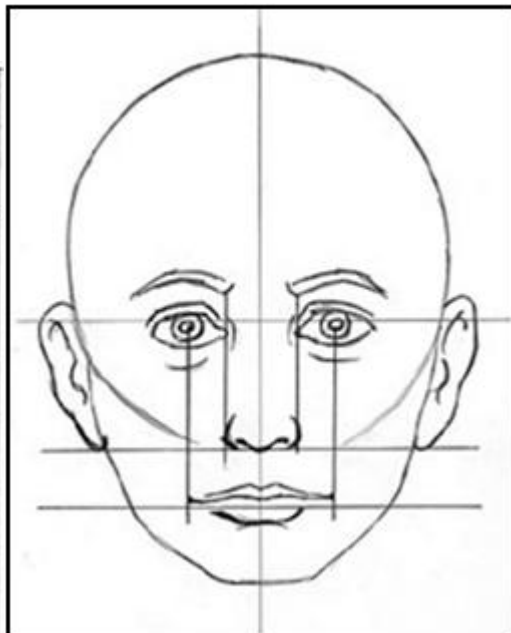
Layout— the arrangement of elements on a surface

Composition— arrangement of objects/ shapes/ forms within an artwork



PORTRAITURE

Artists paint self-portraits and portraits not just to represent the visual appearance of a human being, but to show power, importance, virtue, beauty, wealth, taste, learning or other qualities of the person.



Facial Proportions:

- The face is roughly symmetrical.
- Eyes are half way down the head.
- Nose is half way between the eyes and the chin.
- Mouth is half way between the nose and the chin.
- Top of the ears are level with the eyes and the bottom are level with the nose.
- The corners of the mouth line up with the pupils of the eyes.

Enrichment: explore
www.tate.org.uk

USING TONE TO MAKE OBJECTS LOOK 3D:

- To prevent objects looking flat, add a range of tonal shading to make objects look 3D.
- Pressing harder and softer with a pencil OR using different layers of marks, creates the different tones.
- As a surface goes away from you the tones usually darken.
- Shading straight across a surface will make an item appear flat.
- Use the direction of your pencil to help enhance the 3D surface.
- Including shadows will also help make objects appear 3D and separate objects from each other.



FRIDA KAHLO

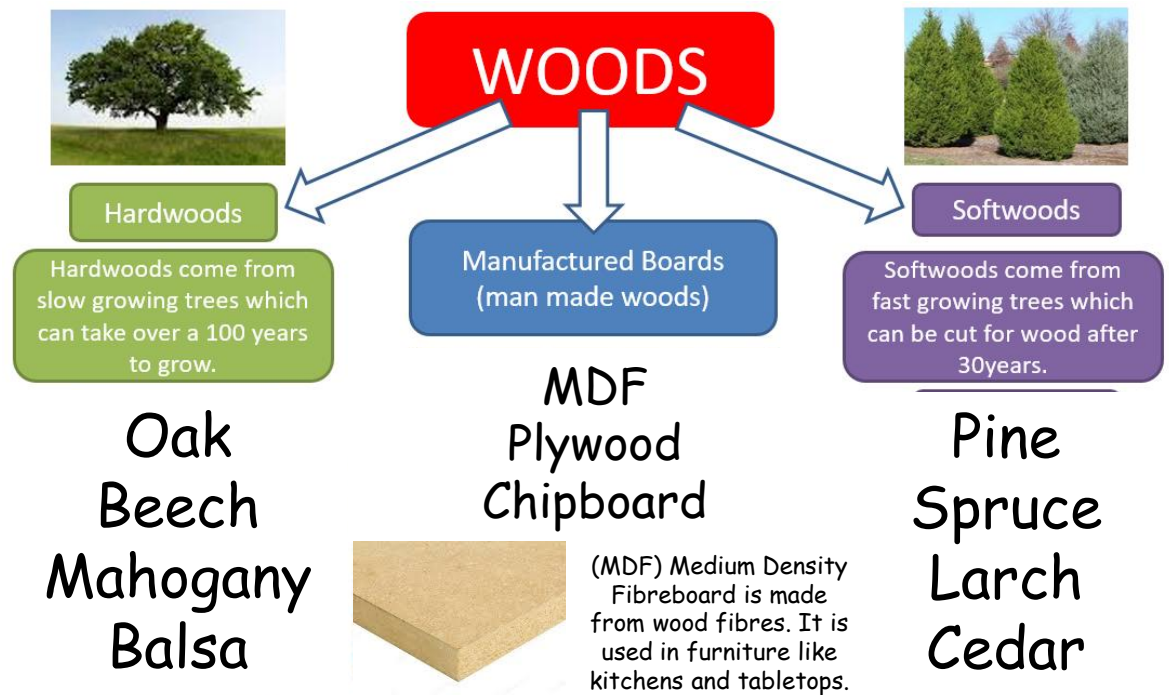


- 1907-1954
- Most famous Mexican artist
- Known for her self-portrait and portrait paintings
- Used her personal life experiences, family, husband and pets in her paintings
- She contracted polio at the age of 6 and was left disabled by the disease
- She suffered with constant pain from a serious bus accident at the age of 18, she broke her spine, pelvis and many other bones
- She taught herself to paint whilst recovering in hospital
- She married Mexican artist Diego Rivera

Materials & Shaping Techniques

Tools & Equipment

Name of tool	Picture	What the tool is used for
Coping Saw		A hand saw used to cut curves and complex shapes in thin wood or plastic
Half round file, Flat and Round file		Used to shape or smooth wood, metal and plastic
Glass Paper		An abrasive paper which is used to smooth edges or surface of wood
Pillar Drill		Drilling is used to make holes in wood, plastic or metal



What is a Design Specification?

A design specification is a list of requirements that the product must meet to make it successful.

Surface treatments



Used to protect the wood and bring out the wood grain.

Production Aids

Drilling Jig: Jigs are used to repeat the same operation

Templates: Used to produce identical shapes



Health & Safety

1. Always listen carefully to the teacher's instructions and ask if you are unsure.
2. Wear an apron and remove ties.
3. Always carry tools pointing downwards.

Try these websites to support you

How MDF is made. <https://www.youtube.com/watch?v=ZRE1L7anoss>

Natural timbers. <https://www.bbc.co.uk/bitesize/guides/zigyb82/revision/3>

Key words;

- Template
- Deciduous
- Coniferous
- Design specification
- Client



Healthy Eating and Balanced Diet

Fruit and Vegetables: 39%

- 5 portions a day.
- 1 portion is a handful or 80g.
- Eat a balance of fruit and vegetables.
- Fruit and vegetables should make up at least 39% of each meal.
- It can be fresh, frozen, tinned, dried or as a juice format.

Starchy Foods: 37%

- Choose wholegrain or high fibre versions.
- Each meal should be based on at least 37% starchy carbohydrates.
- Starchy carbohydrates include pasta, rice, potatoes, bread and breakfast cereals.

Water:

- Don't forget to drink 6-8 glasses of water per day to prevent dehydration.

Sugar: 1%

- Eat sugary foods in small quantities and less often (1%).

Oils and Spreads: 1%

- Although important, we should eat these sparingly and use lower fat versions (1%).

Milk & Dairy Foods: 8%

- Help bones and teeth to grow strong and stay healthy.
- Milk/dairy foods should make 8% of each meal
- Try lower-fat options

Meat, Fish & Alternatives: 12%

- Help the body to grow and stay healthy.
- Eat a range of meat, fish eggs, nuts, seeds, tofu, beans, and pulses.



Eight Guidelines for a Healthy Diet

The Balance of Good Health is based on the Government's Eight Tips for Eating Well:

1. Base your meals on starchy foods (carbohydrates)
2. Eat lots of fruit and vegetables
3. Eat more fish (omega 3 - good for heart)
4. Cut down on saturated fat and sugar
5. Try to eat less salt - no more than 6g a day
6. Get active and try to be a healthy weight
7. Drink plenty of water
8. Don't skip breakfast

Nutrients

There are two different types of nutrients:

- macronutrients;
- micronutrients.

There are three macronutrients that are essential for health:

- carbohydrate;
- protein;
- fat.

There are two types of micronutrients:

- vitamins;
- minerals.



Key Words:

1. Nutrition
2. Nutrient
3. Balanced Diet
4. Seasonality
5. Cross Contamination
6. Senses
7. Eat Well Guide
8. Kitchen Hygiene
9. Personal Hygiene
10. Food Safety



Key Terms

Relationship – with whom or with what the dance will be performed. E.g. a solo or group dance.

Action – the movements you do. For example, turn, gesture travel, leap, stomp and roll.

Dynamic – how you move. How fast or slow you move. Dynamic also means how your dance flows.

Space – how you use the performance space.



Dance Genres:

Street Dance – Evolved in 1970’s America in Hispanic and African American communities. Due to their ethnicity, they were not allowed in dance studios so they took to the streets. Street dancers usually have a low centre of gravity (bent knees) and it has a fast dynamic, with dancers doing actions such as break dance, popping and locking.

Bollywood – Is an Indian classical dance. Combines the words Bombay and Hollywood to create ‘Bollywood’. Traditionally Bollywood dances were performed to thank Hindu Gods for good harvests. Nowadays Bollywood dancing is mainly in films to tell the audience a story which is usually about love.

Jazz – Jazz dance has nothing to do with Jazz music. It is used a lot in West End and Broadway. Evolved from African American culture as a social dance.

Ceremonial Dances (The Haka) – The Haka originated in Maori culture and it was performed before warriors would go to battle. It is a celebration of the triumph of life over death. Nowadays, The Haka is made famous by the New Zealand All Black’s rugby team where they perform The Haka to intimidate their opponents. The Haka must be performed in perfect unison or it is seen as a bad omen.

Musical Theatre – Is a form of dance seen in musicals. Musical Theatre dance is different to normal as it relies on using Drama techniques such as facial expression to show character. It is usually high energy and uses other forms of dance such as Jazz, Tap and Contemporary.

The Hand Jive – The Hand Jive is a form of dance created in the USA. Dance halls were becoming too busy to move freely, The Hand Jive allowed dancers to use up less space. It consists of quick hand movements usually performed with a partner or in a group.

Choreographing

Stretch

- Can work well with anyone in the class
- Can think of new and exciting ideas
- Can use RADs to help with choreography
- Can try new ideas with confidence and resilience

Secure

- Can discuss and contribute to the groups ideas
- Can focus on working in your group without getting distracted
- Can suggest new ideas to the group
- Can rehearse and improve ideas as part of a group

Performing

Stretch

- Can use correct actions that relate to genre
- Can show use of RADs during performances
- Will regularly volunteer to perform
- Dances in time with other people in your group

Secure

- Can regularly perform to the class
- Can dance with confidence
- Dances in time with music
- Can face the audience when performing

Evaluating

Stretch

- Can offer detailed feedback on WWW and EBI
- Can evaluate and improve your work during your rehearsal
- Can say why certain dance techniques are being used

Secure

- Can identify What Went Well’s in your own and others performances
- Can identify Even Better If’s in your own and others performances
- Can recognise key techniques used in dance
- Can give own opinions of professional dance



Logging on

Your user name is the number given to you in the first Computing lesson.

Your password should have at least:

- 8 characters long
- 1 number
- 1 capital letter

Your email address is [Your number]@maidenhil.gloucs.sch.uk]

You must make sure that you have spelt all your credentials correctly in order to log in effectively.

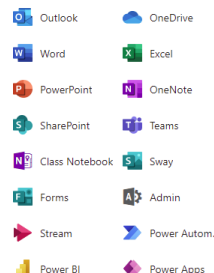
RMUNIFY.COM

This webpage has all of the links that you need to log in to when attending Maidenhill and you log in using the email and password above.

It has links to:

- Outlook (Email)
- OneDrive (Cloud storage)
- Teams
- GCSEPOD
- ThinkUKnow
- Satchel:One (Independent Study)

Amongst other vital website links



Maidenhill is an Office 365 school.

Whenever you see this logo you can log on using your email address and password.

Using Email appropriately

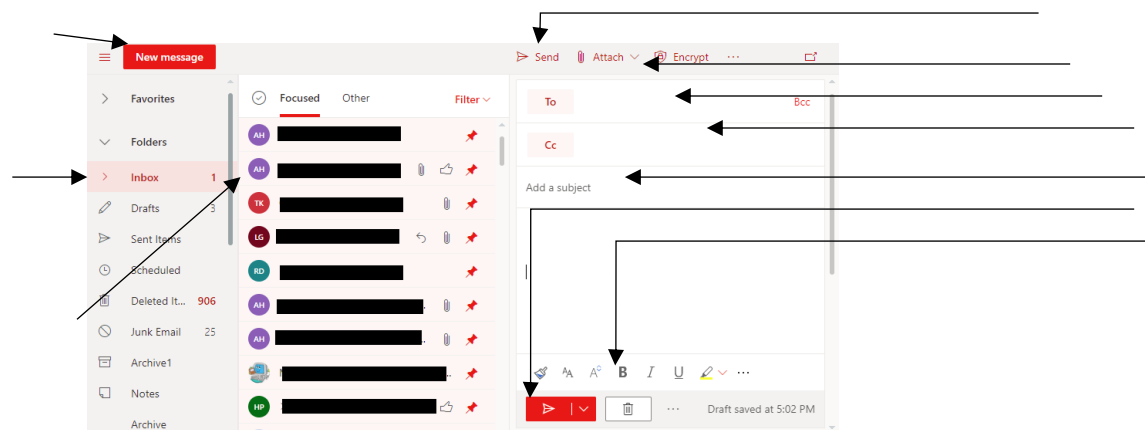
Outlook is your email provider and you can use your email address and password to log in and must only be used for educational purposes.

1. Include a clear subject matter, and don't shout
2. Always use an appropriate greeting
3. Only use shorthand if you know your recipients
4. Be wary of using humour or colloquialism across cultures
5. Consider the purpose of your email
6. Think before using emojis
7. Don't hit reply all or CC everyone
8. Reply in a timely fashion
9. Think about where your email could end up
10. Always spell check

Write your username and password below:

Username:

Password



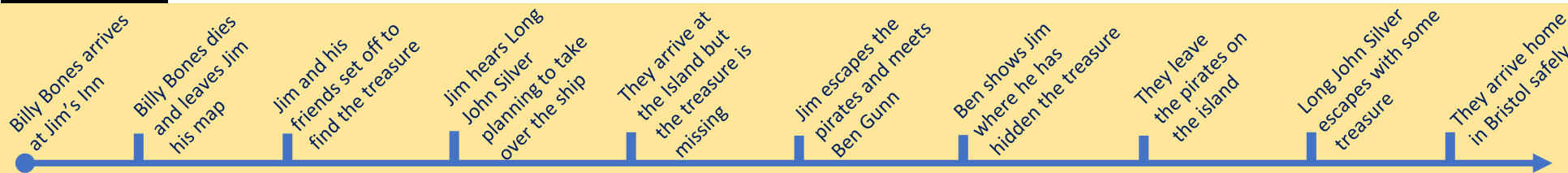


Summary

Treasure Island is an adventure story about pirates and buried treasure. It was written by Robert Louis Stevenson and published bit by bit in a newspaper between 1881 and 1882.

The tale follows young Jim Hawkins who comes into position of a treasure map and sets out to find his fortune with the help of his friends. He has to cross the seas and fight deadly pirates along the way.

Key Events



Key Terms

Freeze Frame - A frozen moment in a story that can tell the audience about the characters and plot.

Levels - Using different heights on stage in your performance to make your performance more interesting. It can be used to show who is the most important character in the scene.

Choreograph - to plan and rehearse a physical performance e.g. a dance or a fight scene.

Mime - using your body to pretend you are using an object or doing an activity.

Dialogue - the lines of speech which are said on stage between two or more people.

Extension and Further Info

Treasure Island: dramaonlinelibrary.com/national-theatre-collection.

Log in details available on Satchel: One

Voice

Volume
Tone
Accent
Pitch
Pace
Emphasis

Body

Facial
Expression
Movement
Posture
Interaction
Gesture

Year 7 Assessment Criteria

Performing	Analysing	Devising	Drama Roles	Drama Techniques
- Can identify and use volume, pitch and tempo - Can identify and use facial expression and body language - Can act in role, beginning to use performance skills to show character - Can perform as part of a group to an audience - Can understand the need to speak loud and clear - Can face the audience when performing	- Can discuss characters and their motivation - Can discuss elements they like and dislike in a performance - Can recognise key techniques of theatre - Can discuss how to improve theatre	- Can work together in groups to create performances - Can create ideas from a stimulus - Can use a three act structure - Can create characters and plot in groups	- Can understand role of actor and director - Can demonstrate the role of an actor - Can identify elements of a good audience - Can identify the role of a reviewer	- Can use basic drama techniques such as: - Freeze frames - Levels - Mime - Cross cutting - Choral Speaking



All about France!

Quick facts

- Capital: Paris
- Population in 2023 (approx.): 65,273,000
- Area: 543,965 sq km
- Language: French
- Religion: Roman Catholic
- Currency: Euro €
- President: Emmanuel Macron
- Anthem: la Marseillaise



Enrichment Opportunities



General information

- France is the largest country in the European Union.
- France is one of the world's most popular tourist destinations.
- France shares borders with 8 countries. These are: Spain, Belgium, Luxembourg, Italy, Switzerland, Andorra, Germany and Monaco.
- French people consume over 30,000 tons of snails each year!
- France is nicknamed the "hexagon"
- France has two mountain ranges, these are the Pyrenees and the Alps.
- Mont Blanc, located in the French Alps, is Europe's tallest peak at 4,807 meters.
- One fifth of the population of France live in and around Paris. It is one of Europe's most popular cities.
- The Eiffel Tower, located in Paris, is one of the most famous buildings in the world.
- The Eiffel Tower is 324 meters tall.
- The river Loire is the longest river in France. It is unusual because it is entirely contained within the French borders.
- Paris is the largest city in France with 2.2 million people living there.

Map



Famous landmarks

Le Tour Eiffel

- The Eiffel Tower, located in Paris, is one of the most famous buildings in the world. It was built in 1889.
- The Eiffel Tower is 324 meters tall.
- It was built to mark the 100th anniversary of the French Revolution.
- When it was built, the Eiffel Tower was the tallest man-made structure in the world.
- The tower is named after Gustave Eiffel, the engineer whose company designed the building.

L'Arc de Triomphe

- It took 30 years to build the Arc.
- Napoleon I commissioned the Arc in 1806 after his great victory at the Battle of Austerlitz (1805).
- It is 164 feet high and 148 feet wide.
- Each of the 4 pillars represent a different meaning and were designed by different artists.
- The flame at the bottom of the Arc has been burning for 100 years. It was lit on 11th November 1923.

Le Louvre

- The Louvre is the biggest museum in the world. It is an art museum.
- It is the home to the Mona Lisa painting.
- It would take about 100 days to see all of the art in the museum.

Key Words:

Bed Rock: The solid rock underlying the soil.

Environmental geography: A study of our impact on the environment.

Geology: The earth's physical structure and substance, its history, and the processes that act on it.

Human geography: A study of where we live and how human activity affects or is influenced by the earth's surface.

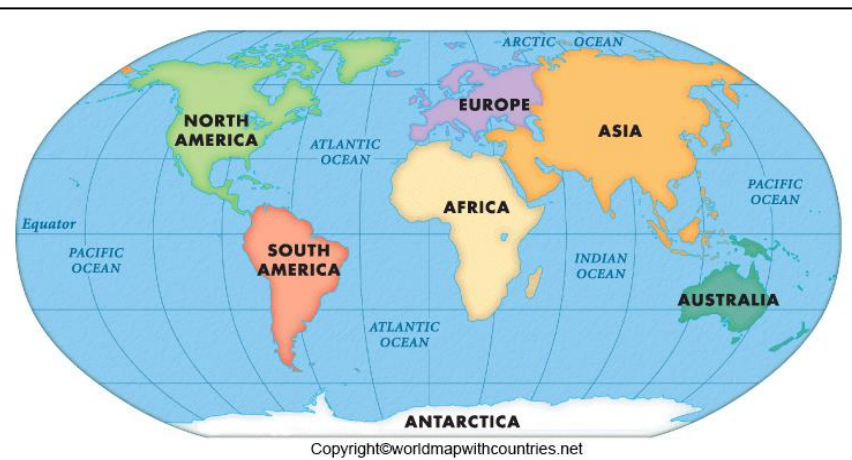
OS Map: Detailed maps of places produced by Ordnance Survey.

Physical geography: Is the study of the processes that shape the Earth's surface, the animals and plants that inhabit it.

Population Density: The average number of people living in a place per square kilometre.

Weathering: The breaking down of rock by action of things in its environment.

Continents and oceans



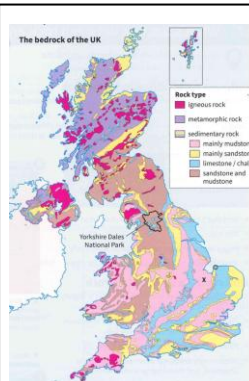
The **British Isles** consist of **two large islands**. These islands are called **Britain** and **Ireland**.



The **UK** consists of the four countries of **England, Wales, Scotland, and Northern Ireland**.

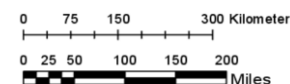


Great Britain, the largest island, consists of three countries – **England, Wales and Scotland**.

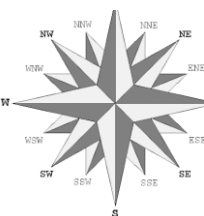


Map skills

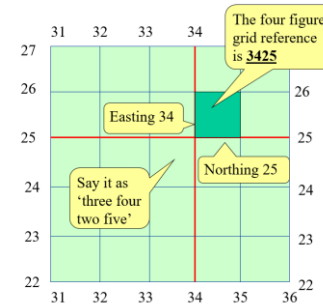
Map scale refers to the relationship between distance on a **map** and the corresponding distance on the ground. For example, on a **1:100000 scale map**, 1cm on the **map** equals 1km on the ground.



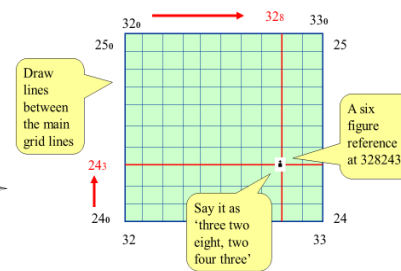
16-point Compass Rose



Four figure grid references



Six figure grid references



Enrichment Opportunities

<https://www.bbc.co.uk/bitesize/guides/z6j6fg8/revision/1>

Use the link above to extend your knowledge of OS maps and improve your skills. Test yourself with the quiz at the end.

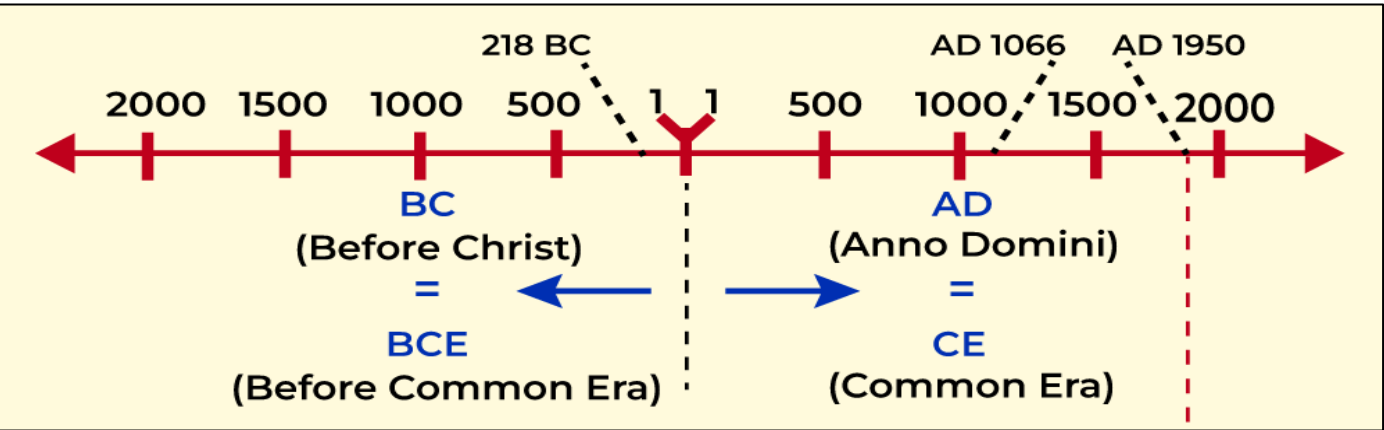
You can keep working on your map skills at <https://www.ordnancesurvey.co.uk/mapzone/>





What is History?

1.1 Chronology



1.2 Key Historical Concepts

Cause	Things that lead directly to another event
Short Term Cause	Causes that occurred only a few hours, days or weeks before the event that is being studied.
Long Term Cause	Causes that existed for years, decades or centuries before the event that is being studied
Consequence	Things that occurred because of the event being studied.
Significance	How important an event is
Source	Documents of any kind that record an event in history. E.g. a diary, a cartoon, a medieval manuscript are all sources
Interpretation	Created by later historians and others, telling the story of an event from a particular viewpoint. E.g. a history book, a documentary, a film, historical fiction are all interpretations

Working out centuries

Sometimes in History you'll need to know what century a year is in, here's how to work it out!

A century = 100 years

Year	Century
001-100	1 st Century
101-200	2 nd Century
201-300	3 rd Century
901-1000	10 th Century
1001-1100	11 th Century
1501-1600	16 th Century
2001-2100	21 st Century

Handy Hint

Century = Number of hundreds + 1.

Except when the year ends in 00!

If you need to work out the Century and the year is a BC year, then it works in the exact same way, we just add BC after the Century.

For example- The year 132BC would be in the 2nd Century BC.

“History is not the past but a map of the past, drawn from a particular point of view, to be useful to the modern traveller.”

Henry Glassie, US historian



MEDIEVAL MIGRATION

Knowledge organiser
Year 7

Invasion
timeline

HOW DID THE ROMANS INVADE BRITAIN?

- AUGUST 55 BC:** Julius Caesar attempted to invade Britain for the first time.
- JULY - AUGUST 54 BC:** Julius Caesar attempted to invade Britain for the second time. The Romans were successful, but they had to leave to deal with problems in France.
- 45BC- 43AD:** Rome kept a tight hold on Britain through strong trading links. This increased the Roman influence in Britain.
- MAY 43AD:** A Roman army led by Plautius invaded Britain.
- 43AD - 50AD:** The Romans continued their conquest and took the South of Britain. London was founded and roads were built.
- 60-61 AD:** Boudicca led her rebellion. She was eventually defeated.
- 75AD - 77AD:** The Romans have now conquered all of Britain.
- 77AD - 410 AD:** Roman life was adopted in Britain. Romans built roads and towns. The last Roman left in Britain 410 AD.

DID THE BRITISH PEOPLE FIGHT BACK?

**Boudicca:
Warrior Queen**

- Boudicca was a Celtic leader who fought the Romans in AD 60 when they came to take her land.
- She was so successful, her armies destroyed towns such as St Albans and London.
- The Romans eventually defeated her, and ended up ruling for the next 350 years.
- Although Boudicca lived centuries ago, we are able to piece together what she looked like from sources surviving from the time.
- Her soldiers painted themselves with blue symbols to make themselves seem more frightening.



WHY DID THE ROMANS WANT TO INVADE BRITAIN?

The Romans were angry at Britain for helping France battle against them. So it was an act of revenge to take over Britain.

Britain had a lot of resources such as copper silver and gold. This would make Rome richer and also help them continue to fight battles around the world.

The Romans needed to have more men to continue their campaigns around the world, everywhere they conquered they took men to fight in their armies.

HOW BIG WAS THE ROMAN EMPIRE?



WHY DID THE ROMANS LEAVE BRITAIN?

The Roman Empire by around 410 AD was being attacked by rival communities, and so they were constantly having to withdraw their soldiers from Britain to fight them off on the mainland. In 410AD, the last of the soldiers left never to return, leaving the Roman nobility to very quickly realise they were not getting any protection from them even though they were paying their taxes. The nobility threw out their tax collectors and fully embraced a new life in the remnants of Roman Britain, until the Saxons arrived.

KEY TERMS

KEY TERM	DEFINITION
INVASION	Taking over a country using violence and an armed force, such as soldiers.
EMPIRE	A group of countries all ruled over by one more powerful country or person.
CELT	The name of the people who lived in Britain before the Romans invaded.
SETTLEMENT	A place where people decide to stay, they develop a community in this location.

WHAT DID BRITAIN GET FROM THE ROMANS?



SANITATION
Aqueducts, water fountains, public baths, medical knowledge, sewers and central heating systems



ARCHITECTURE
Stone roads, flats, villas and towns.

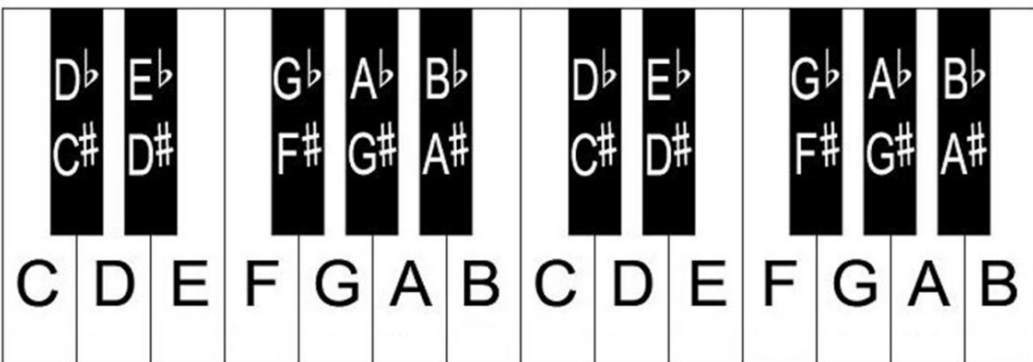


SOCIETY
Law and order and a good education system: the Latin language, roman numerals and writing.



FOOD
Carrots, grapes, apples, leeks, radishes, peas, celery and turnips.

Piano Keys and Notes



E G B D F

Every Green Bus Drives Fast



F A C E

FACE in the SPACE



G B D F A

Great Big Dogs Fight Angrily



A C E G

All Cows Eat Grass



Keyboard Chords



Play one – Miss one – play one – miss one – play one

MAD T-SHIRT

Melody – the tune, combination of different pitches of notes

Articulation – the way it is played

Dynamics – how loud the music is

Texture – layers of sound Thick / Thin

Structure – the order in which the music happens

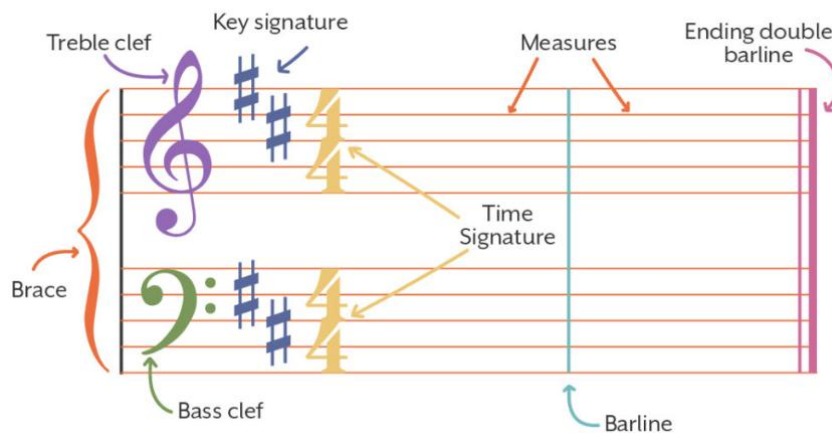
Harmony – How the notes sound together. **Chords**, notes played at the same time

Instrumentation – Ukulele, Vocals

Rhythm and Tempo – combination of long and short notes, fast or slow, bpm – Beats Per Minute

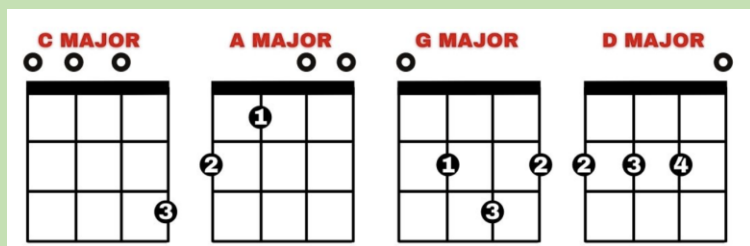
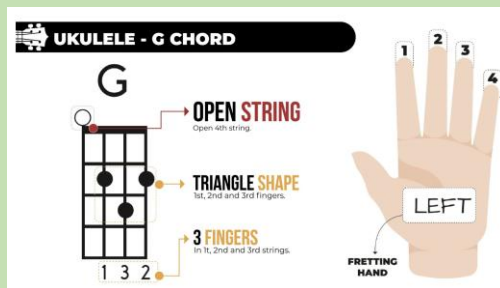
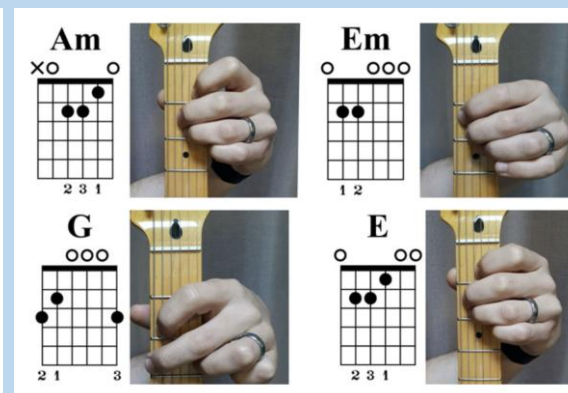
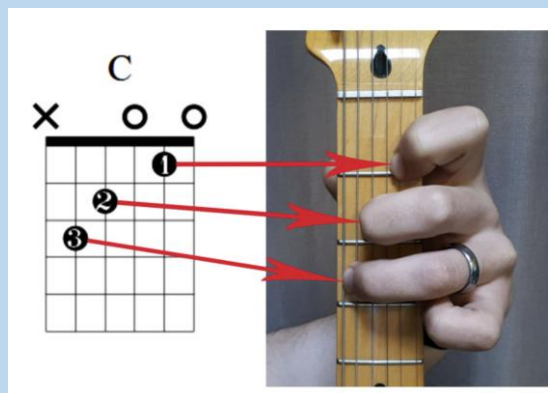
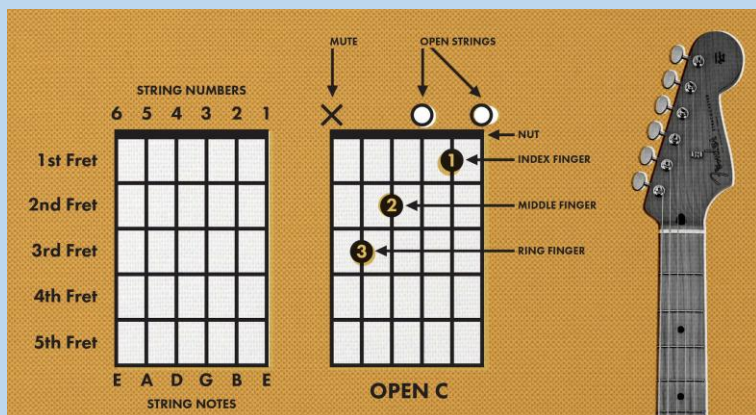
Timbre – the quality of the sound

Grand Staff

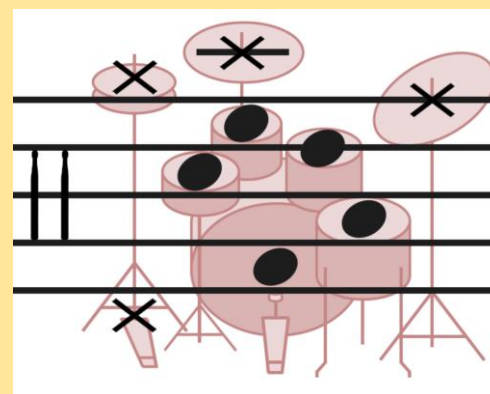




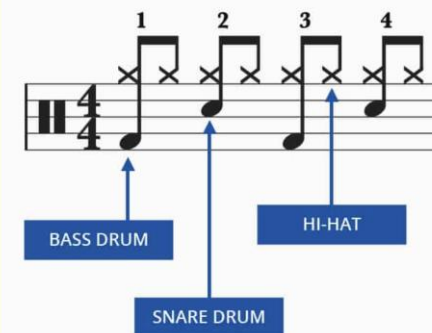
How to read Guitar Chords



How to read Drum Tab

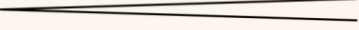
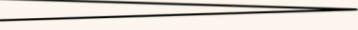


Standard 8th Note Groove





Time values			
NOTE	NAME	LENGTH (duration)	REST
	Semibreve	4 beats	
	Minim	2 beats	
	Crotchet	1 beats	
	Quaver	½ beats	
	Semiquaver	¼ beats	
A dot after the note increases its length by half:			
	Dotted minim		
	Dotted crotchet		
Groups of quavers/semiquavers are usually beamed together:			
			

Dynamics					
<i>pp</i>	<i>p</i>	<i>mp</i>	<i>mf</i>	<i>f</i>	<i>ff</i>
PIANISSIMO	PIANO	MEZZO PIANO	MEZZO FORTE	FORTE	FORTISSIMO
very soft (v.quiet)	soft (quiet)	moderately soft	moderately loud	loud	very loud
					
crescendo (cresc.)			diminuendo (dim.)		
gradually getting louder			gradually getting quieter		

Form and structure	
BINARY	A B
Two sections: A usually ends in a related key (e.g. dominant or relative minor), but B returns to the tonic. B will contain with some change/contrast.	
TERNARY	A B A
Three sections: section B provides a contrast (e.g. new tune key change). A may return exactly or with some slight changes.	
RONDO	A B A C A
A longer form: A returns throughout the piece, with contrasting sections called 'episodes', containing new ideas and using different keys.	

Texture	
MONOPHONIC	A single melodic line. 
HOMOPHONIC	A chordal style or melody and accompaniment: moving together. 
POLYPHONIC	A more complex (contrapuntal) texture with a number of different lines. 

The structure of a pop/rock song may include:	
INTRO:	short opening section, usually instrumental.
VERSE:	same music but different lyrics each time.
CHORUS:	repeated with the same lyrics each time (refrain).
MIDDLE EIGHT:	a link section, often eight bars, with different musical ideas.
BRIDGE:	a link/transition between two sections.
OUTRO:	an ending to finish the song (coda).
*You may also hear a pre-chorus, instrumental interlude or instrumental solo.	

Tempo					
LARGO	LENTO/ ADAGIO	ANDANTE/ MODERATO	ALLGRETTO	ALLEGRO/ VIVACE	PRESTO
v.slow	slow	walking pace/ moderate	quite fast	quick/lively	very quick



Organisation and key laws of rugby:

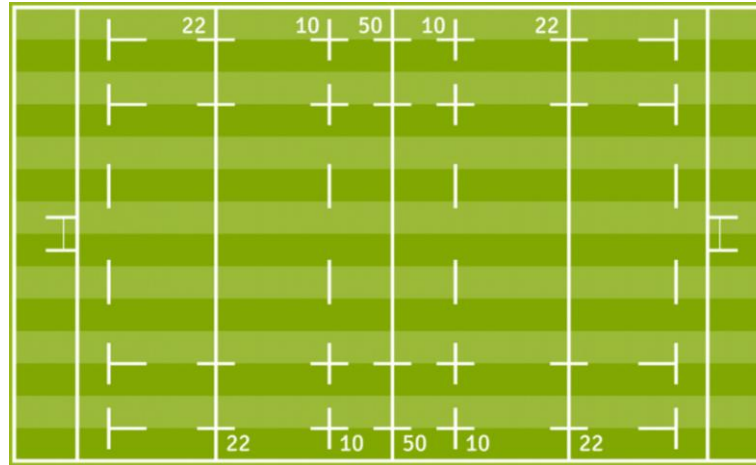
- Two 40-minute halves with a 10-minute rest break in between (half time).
- There is no stoppage time, and the game will end exactly on 80 minutes as soon as the ball goes out of play.
- Teams consist of 15 players and up to 7 substitutes.
- The field must be roughly 100 metres long and 70 metres wide with a minimum of a 10-metre dead ball area.
- Teams aim to carry the ball over the opponents' goal line and force it to the ground to score.
- Players may only pass sideways or backwards.
- Players can carry the ball and run with it in any direction.
- Players can kick the ball from hand in any direction at anytime.
- If the ball goes out of play, there will be a 'lineout' where the ball is played from the sideline.

Skills: Passing

Lateral pass – Also known as 'the sideways pass', the lateral pass is the most basic pass in rugby, used for sideways and backwards throws. It is crucial to make the pass at chest height to prevent the receiver from having to take their eyes off the defence. Players will spin the ball to make it more aerodynamic and move quicker.

Pop pass – The pop pass is used for short distance passes, requiring the player to throw the ball with only a slight flick of the wrist, 'popping' the ball rather than a swing across the body as is required for longer passes.

Rugby pitch



Aims and scoring:

The aim of rugby is to beat the opposing team by scoring more points. Points are awarded as follows:

- 5 points – Scoring a **try** by touching the ball in the opponent's goal zone at the end of the pitch.
- 3 points – Awarded for kicking the ball between the posts during a **penalty kick** or during open play.
- 2 points – For kicking the ball between the posts during a **conversion** (awarded after every try scored).

Positions:

In rugby, there are 15 player positions divided into two main categories: forwards and backs. Each position has a different role:

Forwards (1-8)

Prop (1 & 3): Provides stability in scrums and support the hooker.

Hooker (2): Responsible for winning the ball in scrums and lineouts.

Lock (4 & 5): Provide power in scrums and jump in lineouts.

Flanker (6 & 7): Support the scrum and tackle opponents, key in winning turnovers.

Number Eight (8): Controls the ball at the back of the scrum and links forwards and backs.

Backs (9-15)

Scrum-half (9): Links forwards and backs, makes tactical decisions.

Fly-half (10): Key playmaker, responsible for directing the attack.

Centre (11 & 12): Breaks through defences and supports the backline.

Wing (13 & 14): Fast players who finish scoring opportunities.

Full-back (15): Last line of defence, often involved in counter-attacks.

RUGBY POSITIONS



Forwards

1. Loosehead Prop
2. Hooker
3. Tighthead Prop
4. Lock (Second Row)
5. Lock (Second Row)
6. Blindside Flanker
7. Openside Flanker
8. Number 8

Backs

9. Scrum-Half
10. Fly-Half
11. Left Wing
12. Inside Centre
13. Outside Centre
14. Right Wing
15. Full-Back

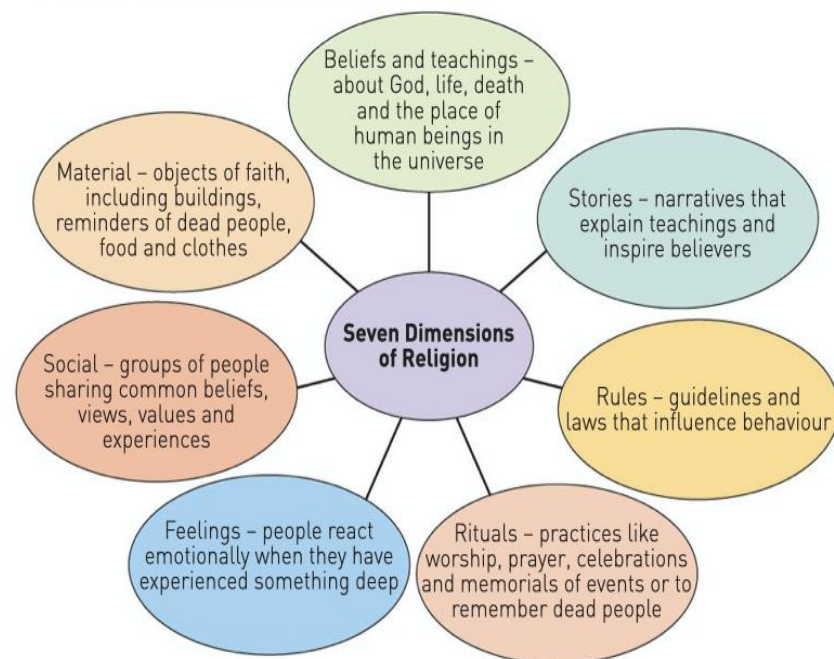


1.1 Key Vocabulary

Theism/Theist	The belief in God/Someone who believes in God
Monotheism/Monotheist	The belief in one creator God/ Someone who believes in one creator God
Polytheism/Polytheist	The belief in more than one God/ Someone who believes in more than one God
Atheism/Atheist	The belief that there is no God/ Someone who does not believe in God
Agnosticism/Agnostic	Being unsure of your belief in God/ Someone who is unsure of their belief in God
Animism	The belief that objects, place and creatures all possess a spiritual essence
Pluralism	People of different beliefs, backgrounds, and lifestyles coexisting in the same society
Worldview	The way in which we experience and think about the world.

1.2 The Seven Dimensions of Religion

Smart decided that there are seven parts to a worldview. He called them the **Seven Dimensions of Religion**.



1.3 Religion in the world

Religion	People	World numbers	UK numbers	Started in	Main countries where practised today
Buddhism	Buddhists	500 million	63,000	India	Eastern Asia (Japan, Thailand, Sri Lanka, Nepal)
Christianity	Christians	2,300 million (2.3 billion)	33,000,000	Palestine/Israel	Worldwide (especially English-speaking countries)
Hinduism	Hindus	1,100 million (1.1 billion)	832,000	India	India
Islam	Muslims	1,800 million (1.8 billion)	4,130,000	Arabia	Middle East, Africa, Pakistan, Bangladesh
Judaism	Jews	14.5 million	290,000	Palestine/Israel	Worldwide (especially USA, Israel)
Sikhism	Sikhs	27 million	430,000	India	India, UK

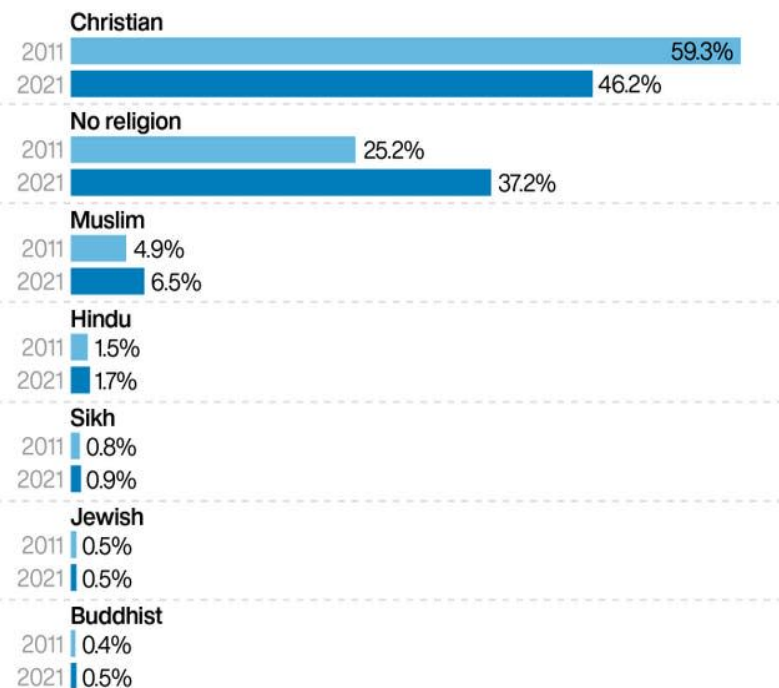
Revision Suggestions:

- 1). Create a flash card for each of the major world religions. On the back write down key information about that religion and use the flash card to help remember the facts.
- 2). Use the cover up technique, where you cover up certain statistics/facts and try to remember what was there.
- 3). Create a mind map to show how Christianity has influenced the UK using 1.5.



1.4 Religion in the UK

Religious belief among population of England & Wales



PA graphic. Source: ONS analysis of 2011 and 2021 census

1.5 Disciplinary Lenses (ways of studying religion)

Theology/Theologian

The study of the nature of God and religious belief. This approach is about studying what religious people believe and how that forms their worldview.

Philosophy/Philosopher

The study of the ideas about knowledge, right and wrong, reasoning, and the value of things. Philosophers seek to understand fundamental truths about themselves, the world in which they live, and their relationships to the world and to each other.

Social Sciences/Sociologist

The study of different religious group and the impact religion has on society. Using this approach Sociologists will use data to research the influence of religion.

Anthropology/Anthropologist

The study of human societies and cultures and their development. An Anthropologist is likely to study groups of people and their evolutionary history.

Psychology/Psychologist

The scientific study of the human mind and its functions. Psychologists may study the impact of religion on the mind and how its influences human behaviour.

1.6 The impact of Christianity in the UK

Christianity has helped shape UK traditions and culture, For example:

- School terms have been arranged around Christian festivals
- The Christian calendar influences British traditions such as Valentine's day (a Saint's Day), Pancake Day (or Shrove Tuesday) and Hallowe'en (the day before All Saint's Day).
- There are restrictions on the hour's shops can open on Sunday, the Christian day of rest. Large stores are not allowed to open on Christian festivals such as Christmas and Easter Day.
- Many people in the UK have names that come from the Bible, such as Daniel, Sarah and Hannah.
- The UK parliament consists of two 'houses', The House of Commons and The House of Lords. The House of Lords are split into two types. Lords Temporal are appointed by the monarch, but the Lords spiritual are 26 of the most senior Church of England Bishops. Laws needed to be passed by both houses.
- Most of the UK laws come from the 10 Commandments e.g. 'Do not kill'.



All about Spain!

General Information

- **OFFICIAL NAME:** Kingdom of Spain
- **FORM OF GOVERNMENT:** Parliamentary monarchy
- **CAPITAL:** Madrid
- **POPULATION:** 49,331,076
- **OFFICIAL LANGUAGES:** Castilian Spanish, Basque, Catalan, and Galician
- **MONEY:** Euro
- **AREA:** 195,363 square miles (505,988 square kilometers)
- **MAJOR MOUNTAIN RANGES:** Pyrenees, Sierra de Guadarrama, Sierra de Gredos, Sierra Nevada
- **MAJOR RIVERS:** Guadalquivir, Ebro, Duero, Miño, Tajo, and Guadiana

Fun Facts

- In Spain, which is a parliamentary monarchy, the king and the elected president share the power.
- Spain is one of the world's leading producers of olive oil, contributing nearly 45% of global production. It is responsible for more than double the quantity that Italy produces, and in Andalucía alone more than 300 million olives are harvested annually.
- In Spain, it is a common tradition for individuals to have two surnames. The first surname is passed down from the father, and the second surname comes from the mother. Both surnames are used in legal documentation.
- In Spanish culture, the tradition of warm afternoon siestas is deeply cherished. These are short naps that can range from 20 minutes to 2 hours in duration. To honour this cultural practice, many establishments temporarily close their doors in the early afternoon and reopen later in the day.
- One distinctive aspect of Spanish culture is its deep love for lottery games. The big El Gordo (fat one) lottery, in particular, captures international interest and is particularly popular at Christmas.
- In Madrid, there is a renowned restaurant called Sobrino de Botín, which has been in operation since 1725 and is believed to be the world's oldest continuously operating restaurant.
- Detached family houses are not commonly found in Spain, as most people live in apartments or flats.
- Spain has one of the highest life expectancies in the world, with an average lifespan of roughly 83 years. This can be attributed to the amount of fresh fruit and vegetables in the typical diet, as well as good healthcare.
- La Tomatina is a special event in Spain's festival culture. It began as an impromptu tomato fight during a parade in Buñol in 1945 and has since become a beloved annual tradition that draws enthusiastic participants from around the world to pelt each other with tomatoes.



Enrichment Opportunities



Famous landmarks

La Sagrada Familia (Barcelona):

- Designed by Antoni Gaudí
- Has been under construction for 138 years and is still far from finished!

Alhambra (Granada):

- A UNESCO World Heritage Site
- Known as the Red Fortress or Red Castle
- The only surviving palatine city (a royal territorial centre) of the Islamic Golden Age and a remnant of the Nasrid Dynasty, the last Islamic kingdom in Western Europe.

Map



Spanish – All about Spain!

Date	KO*	WB*	TT*	Date	KO*	WB*	TT*
Summer holidays				28/9			
1/9	IN	S	ET	29/9			
2/9				30/9			
3/9				1/10			
4/9				2/10			
7/9				5/10			
8/9				6/10			
9/9				7/10			
10/9				8/10			
11/9				9/10			
14/9				12/10			
15/9				13/10			
16/9				14/10			
17/9				15/10			
18/9				16/10			
21/9				19/10			
22/9				20/10			
23/9				21/10			
24/9				22/10			
25/9	IN	S	ET	23/10			

*Knowledge Organiser * Whiteboard * Timetable

RUBBER

You should also have:

- Pencil case
- Reading book
- Calculator
- Headphones
- Plastic wallet
- Protractor
- Sharpener
- Compass
- (no scissors)



PENCIL

WHITEBOARD PEN

GREEN PEN

BLACK PEN

You should also have when needed:

- Ingredients

- PE kit

- Completed homework

RULER

You can borrow core items without penalty between 8.30-8.45am before passing your Head of Year