

Knowledge Organiser

Summer Term

Year 7



Contents



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Art Fundamentals | YEAR 7 | ART Term 3

Step by step drawing Process

1	Measure and plan	Compare sizes of objects against each other to ensure accurate proportions. Plot the key measurements before commencing to draw.
2	Simplify	Divide complicated objects into basic shapes and lightly draw these in.
3	Add detail	Accurately observe the actual shapes and adapt the basic shapes by adding detail
4	Add tone and shading	Add shading by layering drawing marks, making sure that you accurately observe the shape and placing of the shadows

Keywords

1	Proportion	The size of one thing compared to the size of another
2	Centre Line	A line of symmetry can help you draw objects that are the same on both sides
3	Line drawing	Drawing made with lines only
4	Shading	Adding different tones to create 3D effect
5	Composition	the arrangement of different parts of an art piece
6	Pattern	A symbol or shape that is repeated
7	Line	A mark which can be used to make a drawing
8	Shape	A 2D area that is enclosed by a line
9	Tone	The lightness or darkness of something
10	Form	Something that has 3 dimensions
11	Texture	How something feels or looks
12	Pattern	A symbol or shape that is repeated
13	Colour	What we see when light reflects off something.

Artists and Inspiration

1	Vincent van Gogh 1853-1890	Dutch painter known for his use of bright colours and expressive brush strokes.
2	Friedensreich Hundertwasser 1928-2000	Austrian painter, printmaker, and architect best known for his paintings characterized by colourful, ornamental, and biomorphic shapes (Onion domes, Lollipop trees, floating eyeballs, hidden faces, contour lines, colourful spirals, bright colours, patterns and shapes)
3	Zentangle Art	Consists of structured patterns and is often used as form of meditation. You create tangles with combinations of dots, lines, simple curves, S-curves and orbs
4	Negative Space Art	Negative space is the space around objects. Studying the shapes around your subject matter can help you with more complicated drawing. Some artists create pieces of the negative space itself.

Parts of Light

1	Highlight	The brightest part of the object
2	Mid-tone/half-tone	The tones between shadows and highlights
3	Core shadow	The darkest part of the shadow often on the boundary between half-tones and the shadow area
4	Reflected light	Light that is reflected of other objects into the shadow areas
5	Cast shadow	Is the dark area behind the object on the opposite side of the light source

Colour Theory

1	Colour Wheel	a diagram used in the visual arts to represent all colours and their relationships to one another. It can be used to help with colour selection when creating artwork
2	Complementary Colours	Colours on the opposite side of the colour wheel. This combination creates the greatest contrast
3	Analogous Colours	Colours close to each other on the colour wheel. These combinations create harmony in artwork.
4	Primary Colours	Colours that cannot be made by mixing other colours but can be used to mix all other colours of the spectrum. YELLOW, RED, BLUE
5	Secondary Colours	Colours made by mixing two primary colours together Y+R= Orange, Y+B= Green, B+R= Purple

Health & Safety - for the workshop and scroll saw

Ensure coats and bags are stored neatly to the back of the workshop so they do not become a trip hazard.

When practical work is happening in the workshop **ALL** need to wear goggles.

Ensure long hair is tied back

Never run in the workshop, sensible behaviour at all times. Think of others as well as yourself.

When using tools NEVER use stools.

NEVER use a piece of equipment or machinery unless you have been shown how to do so.

ALWAYS stand behind the yellow line when a piece of machinery is in use to give the person using it room and to avoid being too close.

ONLY the person using the machinery pressing buttons or holding work.

Green button starts most machines, red button, or kick/stamp stop stops the machine. ALWAYS turn a machine is turned off BEFORE moving away from it.

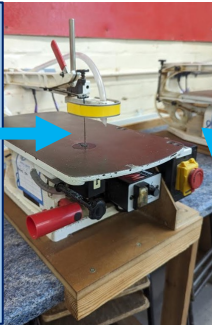
Never distract a person using machinery or pressure/rush them

If a piece of material being used is too small or big use a hand vice or clamp the material when using machinery.

Ensure any equipment used on a workbench is placed in the centre when not in use, to avoid someone knocking it off.

When task has been finished place tools back into tool cupboard and sweep down workbench or machinery before someone else uses.

The saw blade teeth point straight ahead, therefore work needs to be turned about the blade/moved to cut any shape. Press fingertips on top of material to be cut and push blade through



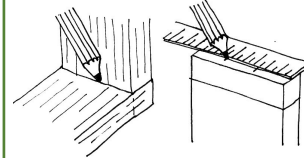
Emergency stop button - Green button underneath this needs to be pressed to make the machine 'live'



Once pressed white button is used to turn the machine on and off

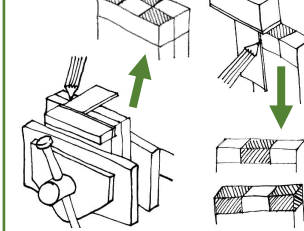
Creating a 3-finger finger joint – Revise the steps or draw the pictures

Step 1



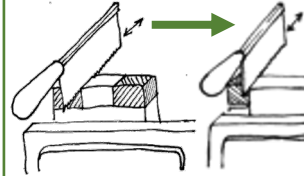
1. Use the depth of the material to mark a line around the end of each piece (this will give you the depth of the finger joint). Measure the width of the material and divide this measurement by 3. Use this to mark points across the material.

Step 2



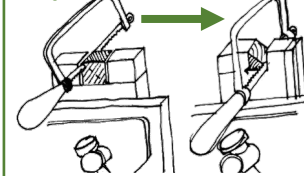
2. Place both pieces of material into a bench vice as aligned to each other as possible. Use a tri square against the side of one piece and draw a line across both at the position of your marks. Once lines are marked mark the waste material in diagonally opposite positions. Then use the tri square against the end of the material to mark the line down to meet the depth line. Continue waste marks where needed on side.

Step 3



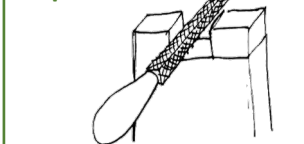
3. Holding the work in a bench vice, use a gentleman saw or tenon saw to saw down each of the vertical cut positions, keeping the saw blade into the waste material, it is better to take away too little than too much. If a waste material meets the edge of the piece, rotate 90 degrees in vice and also remove with the tenon saw or gentleman saw.

Step 4



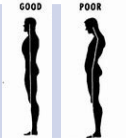

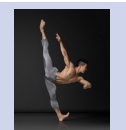


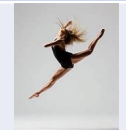


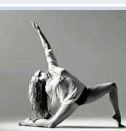
4. To remove the finger in the centre of the material, holding in the vice and using a coping saw, saw diagonally down from one side of the waste material to the other to remove a triangle, then rotate the saw blade to allow the saw to cut along the depth line at the bottom of the marked material.

Step 5



5. Test the fingers to see if they fit, do not force them together. If too tight by a small amount use a square file to file away/remove extra material and continue checking. If no option to put together potentially remove more material with the saw. If too loose, oh well, that's what filler's for!!!

Physical Skills

1		Posture The way the body is held.
2		Alignment Correct placement of body parts in relation to each other.
3		Balance A steady or held position achieved by an even distribution of weight.
4		Coordination Efficient combination of body parts.
5		Control The ability to start & stop movement, change direction & hold a shape efficiently.
6		Flexibility The range of movement in the joints.
7		Strength Muscular power.
8		Stamina Ability to maintain physical and mental energy over periods of time.
9		Extension Lengthening one or more muscles or limbs.

Relationships

1	Mirroring	Reflecting the movements of another.
2	Lead and follow	When one dancer manipulates the actions or pathways of other dancers.
3	Complement	Perform actions/shapes which are similar but not the same as others.
4	Contrast	Movements or shapes that have nothing in common.
5	Action and reaction	When one dancer moves and the other responds as if having a conversation in movement.
6	Accumulation	When a dancer performs a movement phrase and other dancers in the group gradually join in at different times so that all end in unison.
7	Counterpoint	When dancers perform different phrases simultaneously.
8	Contact	The state of physical touching e.g. holding, lifting, weight bearing, etc.
9	Formations	Shapes or patterns created in space by dancers.
10	Unison	When all dancers perform together at the same time.

DANCE ACTIONS

1	TRAVEL	When a dancer moves through the space on a pathway.
2	TURN	When a dancer rotates their body around in space.
3	ELEVATION	The act of rising up, as in a jump.
4	GESTURE	An independent movement of part of the body in the air.
5	STILLNESS ⁶	Remaining still in space in a held position.
6	FLOOR-WORK	Movements which take place sitting, lying or kneeling on the floor.
7	TRANSFERENCE OF WEIGHT	Shifting the weight of the body from one part to another, e.g. from the feet to the hands or hips.



Devising | Drama Year 7 | April-July

Techniques		
1	Improvisation	Trying a performance idea and keeping it going by making it up.
2	Staging	How a performance is presented to an audience.
3	Research	The processes of finding information or ideas to support your performance.
4	Story	The selected and chronological sequence of what happens to characters.
5	Structure	The order in which things happen in a performance.
6	Stimulus	A starting point for a creative act.
7	Style	A set of guidelines and techniques for how to make a coherent performance.
8	Storm	Creative process of generating ideas.
9	Form	Creative process or selecting, framing, and ordering ideas.
10	Norm	Creative process of evaluating and improving a performance.

Context		
1	Devising	Making a performance from scratch
2	Collaboration	The skill of communicating to work creatively together
3	Ensemble	A group of people who share responsibility for creating and delivering a performance
4	Playwright	The person who writes a play
5	Director	The person who organises the actors
6	Producer	The person in charge of the money
7	Designers	Lights, Sound, Costume, Set and Props
8	Stage manager	Organises all off-stage activity
9	Technicians	Operates, lighting sound scenery
10	Actor	Performs on stage

Stage layouts		
1	End on	Audience on one side
2	Thrust	Audience on three sides
3	Traverse	Audience on two sides
4	In the round	Audience in a circle
5	Proscenium Arch	End on but with an arch over the stage
6	Promenade	Audience moved to different locations

Physical and Vocal Skills		
1	Pitch	How high or low your voice
2	Pace	How fast or slow you speak
3	Pause	A moment of silence
4	Tone/Emphasis	The emotion of speech and which words are stressed
5	Volume/Projection	How loud you are/Sending your voice to the audience
6	Body language	Using your body to express feeling or character
7	Facial expression	Using your face to express a feeling or thought
8	Posture	Having a balanced and solid physical position from which to perform
9	Gesture	Using hands and arms to communicate
10	Level/Proximity	Using height and space to communicate
11	Eye contact	Interacting with another character or the audience. (Could include avoiding eye contact)
12	Inflection	Change in pitch or loudness of the voice.
13	Accent	A way of speaking in a local area or country.
14	Gait	A person's manner of walking.
15	Interaction with other performers	Use of eye contact, focus, proxemics and physical contact with other performers.

English- Term 3-Love: in plays and poetry

Grammar	Definition
Conjunctive adverbials	Adverbs that act as conjunctions to link sentences or clauses together – however, furthermore, therefore.
Simple sentences	A simple sentence is made up of one main or independent clause.
Main clause	Must contain a subject and a verb.
Adverbial phrases	A group of words that add to the meaning of a verb, adjective or adverb.
Passive voice	When the subject receives (rather than does) the verb.

Symbolism	Definition
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Simile	The comparison of one thing with another using 'like' or 'as'.
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Metaphor	Describes a person or object by referring to something that is considered to have similar characteristics.
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Personification	Giving human characteristics to something non-human.
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Extended Metaphor	A metaphor that is developed across a series of lines over a whole section of a text.
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Shape/Pattern	Definition
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Sonnet	A 14 line poem that has a tightly structured rhythm, rhyme and structure.
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Rhyme	A word that has the same last sound as another word.
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Rhythm	A regular repeated pattern of sounds or beats.
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Volta	A 'turn' that marks the change of mood in a poem.
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End-stop	Lines of verse that do not run-on.
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Caesura	A pause or breath in mid-line.
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Enjambment	The running-on of a line of verse. The opposite of an end-stop.
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Blank verse	Writing that has a rhythm but doesn't rhyme.
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Iambic Pentameter	A line of verse with 5 pairs of stressed and unstressed beats.
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Soliloquy	A speech where a character speaks his thoughts out loud so that only the audience can hear them
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Core concepts	
The power of love	In this unit we will explore the power that love has on our thoughts, feelings, emotions and actions. We will study how it brings joy to our lives, but also how it can cause conflict.
Loyalty and Duty	We will explore how love can make us loyal, but also test our loyalties; how it can guide us but also how it can blind us from our duty.
Devotion	We will explore how love creates intense feelings between people, and how these feelings change the way that we treat the people around us.
Identity	We will look at how Love shapes and changes who we are, and how we are sometimes better at expressing our feelings when we are hidden from judgement.
Obsession	We will examine how people see other's as the centre of the universe, and how this obsessive love can cloud our judgement.

Context

Shakespeare's plays:
Twelfth Night: Said to have been written in 1601 at the end of Queen Elizabeth I's reign. The holiday on January 6th was the last night of the Christmas celebration and celebrated as a festival when everything was turned upside down. The chaotic world of Illyria reflects this. Puritans were a religious group who opposed the theatre and other forms of entertainment. Elizabethan audiences would have been deeply unsympathetic to anyone behaving puritanically.

Antony and Cleopatra: Said to have been written in 1606, immediately after *Macbeth*, this play is one of the last great tragedies that Shakespeare produced. *Antony and Cleopatra's* setting is the entire Roman Empire, and captures the historical battle between Octavius Caesar, Marc Antony, and Cleopatra.

Romeo and Juliet: Said to have been written in 1595, the play is quite similar in plot, theme, and dramatic ending to the story of Pyramus and Thisbe, told by the great Roman poet Ovid in his *Metamorphoses*.

Shakespeare's sonnets:
 William Shakespeare wrote 154 sonnets which were printed in 1609. Their main subject is 'love', but they also reflect upon time, change, aging, lust, absence, infidelity and the problematic gap between ideal and reality when it comes to the person you love.

Other poems about Love:
 We will also explore some modern poems about love from Carol Ann Duffy, Simon Armitage and Roger Robinson, exploring self-love, familial love and stereotypical love.

Vocabulary

Loyalty: not changing in your friendship or love of someone or something.
Duty: something that you have to do as part of a job, or something that you feel is the right thing to do.
Devotion: loyalty and love or care for someone or something.
Tragedy: a play about death and suffering, with a sad ending.
Identity: who a person is, or the qualities of a person that make them different from others.
Melodramatic: exaggerated and emotional or sentimental.
Sentimental: influenced by emotions.
Contemptuous: expressing disapproval or disrespect.
Puritanical: having a strict moral attitude towards self-indulgence or sex.
Pompous: acting grandly, solemnly or in a self-important way.
Solemn: serious, without humour.
Unrequited: love that is not returned.
Exasperate: irritate intensely.
Masquerade: to pretend to be someone one is not.
Woo: to try to gain the love of.
Lament: a passionate expression of grief or sorrow.
Loathe: hate.
Turmoil: a state of disturbance, confusion or uncertainty.
Revelry: noisy partying.
Predicament: a difficult or embarrassing situation.
Mayhem: chaos.
Ignominy: public shame or disgrace.

Sentence Builder 7	Français	English
	Le lundi j'étudie la musique car je pense que c'est drôle	On Mondays I study music because I think that it is funny
	Le vendredi je n'étudie pas la technologie car c'est difficile	On Fridays I don't study technology because it is difficult
	Je suis fort(e) en anglais alors c'est ma matière préférée	I am good at English so it is my favourite subject
	Cependant, je n'aime pas les sciences parce que c'est nul	However, I don't like science because it is rubbish
	À neuf heures j'étudie le théâtre car ça m'intéresse	At nine o'clock I study drama because I am interested in it
	Je ne suis pas fort(e) en sport alors je n'étudie jamais l'EPS	I am not good at sport so I never study PE

Sentence Builder 8	Français	English
	Dans mon collège je porte un pantalon noir et une chemise blanche	In my school I wear black trousers and a white shirt
	Dans mon collège on doit porter une cravate rouge et jaune	In my school also we must wear a red and yellow tie
	Dans mon collège je voudrais porter des baskets	In my school I would like to wear trainers
	Dans mon collège il faut être à l'heure	In my school you must be on time and I find it fair
	Dans mon collège il est interdit d'utiliser un portable en classe	In my school it is forbidden to use a phone in class
	Je trouve ça trop stricte	I find it too strict

Sentence Builder 9	Français	English
	Hier j'ai étudié l'espagnol et la géographie	Yesterday I studied Spanish and geography
	C'était ludique et intéressant	It was fun and interesting
	La semaine dernière j'ai appris les maths et c'était difficile	Last week I learnt maths and it was difficult
	Pendant la récré j'ai joué au foot et c'était génial	During break time I played football and it was great
	Pendant la pause de déjeuner j'ai mangé un sandwich et j'ai bu de l'eau	During lunchtime, I ate a sandwich and drank water
	C'était fatigant et agaçant	It was tiring and annoying

Geography | Term 5 | Population

Key definitions

1	Birth Rate	The number of births per 1000 people per year.
2	Death Rate	The number of deaths per 1000 people per year.
3	Life Expectancy	The average no. years that a person may expect to live.
4	Natural Increase	The difference between the number of live births and the number of deaths during the year.
5	Population Explosion	A sudden large increase in the size of a population.
6	Population Pyramid	A diagram that gives information about the proportion of males and females in each age group.
7	Aging Population	A population with a rising average age.
8	Population Growth	When the number of babies being born is greater than the number of people dying.
9	HDI	Human Development Index
10	Demographic Transition Model	Shows the five different stages of population growth that countries go through.

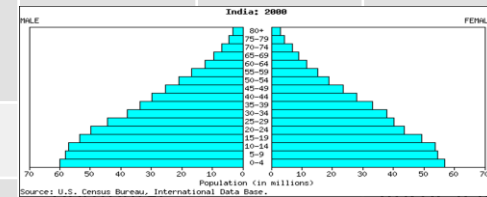
Impacts of ageing

1	Problem	Fewer people of working age - so higher taxes to pay for old people's healthcare and pensions.
2	Problem	An increase in the cost of healthcare, as more elderly people require medical treatment
3	Problem	An increase in the cost of pensions for government and individuals
4	Problem	Rise in the retirement age to pay for pensions.
5	Benefit	More experience of life and situations
6	Benefit	More childcare support from grandparents for people with families.

Demographic Transition Model

1	Stage 1	High stationary = High Birth rate+High Death rate
2	Stage 2	Early expanding = Improving healthcare
3	Stage 3	Late expanding =Contraceptives
4	Stage 4	Low stationary =Large population
5	Stage 5	Declining =Decreasing population

Population pyramids



Horizontal Axis - Percentage / number	Vertical Axis - Age Groups
Wide Base	Means there are lots of young people, and suggests a high birth rate
Narrow Base	Means a smaller proportion of young people, suggesting a low birth rate.
Wide middle/Tall pyramid	Means an ageing population, suggesting that there is a long life expectancy
Migration Definitions:	Migration
	Moving to another place (International = moving to another country)
	Economic Migrant
	Someone who has left their country to seek employment in another country
	Pull Factor
	Positive aspects that attract people to move to a place
	Push Factor
	Negative aspects that push you away from where you are living.

How do we measure the weather?

1	Thermometer	Instrument used to measure temperature . Measured in Degrees Celsius.
2	Anemometer	An anemometer is an instrument that measures wind speed .
3	Barometer	A barometer is an instrument used to measure this pressure . The atmosphere is constantly moving and changing.
4	Rain Gauge	A rain gauge is a meteorological instrument to measure the precipitation rain in a given amount of time . Measured using millilitres.
5	Wind Vane	A wind vane, weather vane, or weathercock is an instrument used for showing the direction of the wind .
6	Cloud Cover	How much of the sky is hidden by cloud; given in eighths (oktas)

Types of Weather

1	Drought	A long period of low rainfall
2	Clouds	Masses of condensed water droplets suspended in the air.
3	Fog	A thick cloud of water vapour in the air near the earth's surface which restricts visibility.
4	Frost	Thin coat of ice covering objects when the dew point temperature is below freezing
5	Precipitation	Any form of water – liquid or solid – falling from the sky, it includes rain, sleet, snow and hail.
6	Wind	Air in action

Types of Rainfall

1	Relief Rainfall	Rain caused when air is forced to rise over a hill or mountain.
2	Convictional Rainfall	Rain caused by the sun heating the ground; the ground then heats the air which rises to form clouds.
3	Frontal Rainfall	Rain caused when a warm front meets a cold one.

Key words and terms

1	Air pressure	The weight of air pushing down on the earth.
2	Anticyclones	High pressure systems in the atmosphere associated with dry, settled periods of weather.
3	Climate	The overall pattern of weather, usually based on an average over 30 years.
4	Cold Front	The boundary of an advancing mass of cold air, in particular the trailing edge of the warm sector of a low-pressure system.
5	Depressions	A depression forms as a result of the warm air mixing and rising above surrounding cold air.
6	Isobars	Lines on a weather map connecting areas of equal atmospheric pressure
7	Meteorology	The scientific study of the atmosphere
8	Occluded Front	Weather pattern in which a cold front overtakes a warm front; associated with the formation of depressions.
9	Warm Sector	The wedge of air between the warm and cold fronts of a depression.
10	Weather	The state of the atmosphere at a particular place and time.

The Tudors Break with Rome | Year 7 History| Summer 1 April - May

Timeline Henry VIII and Cromwell			Important people and events under Elizabeth I			Vocabulary		
1	1536 The Execution of Anne Boleyn	Cromwell was worried that Anne had more influence over Henry than he did. He made up a rumour that Anne was having affairs with five different men. Cromwell convinced Henry to believe the story. Henry ordered Anne to be beheaded .	1	Mary Queen of Scots	She was the cousin of Elizabeth I and was a rival for the throne of England, to many she was seen as the rightful heir to the English throne.	1	Annul	Cancel a marriage The split in Christianity between Catholic and Protestant
2	1536 – 1540 The Dissolution of the Monasteries	Cromwell told Henry he would make him 'the richest prince in Europe'. This appealed to Henry because he needed money to pay for war with France. Cromwell did this by shutting down 800 monasteries and selling the land for £1.3 million.	3	Sir Francis Drake	He was an explorer, adventurer and military leader responsible for the defeat of the Spanish in 1588.	3	Church of England	Henry's Protestant Church that was not part of the Catholic Church
4	Power and Money	Henry believed that Cromwell was making England too Protestant. Henry began to reopen some monasteries and introduced the Act of Six Articles , which brought back some Catholic beliefs. In 1540, Henry ordered Cromwell to be beheaded.	5	Babington Plot	This was the plot led by Anthony Babington to replace Elizabeth with Mary and led to Mary's execution.	5	Monasteries	Wealthy church buildings where monks lived
7	Spanish Armada	This was the fleet of 151 ships and 34,000 soldiers sent to invade England in 1588.	7	Reformation	The split in Christianity between Catholic and Protestant			
						9	Exile	This means to remove somebody from their native country usually for political reasons.

Data Handling

1	Hypothesis	An idea or question you want to test
2	Sampling	The group of things you want to use to check your hypothesis
3	Primary data	Data you collect yourself
4	Secondary data	Data you source from elsewhere
5	Discrete data	Numerical data that can only take set values
6	Continuous data	Numerical data that has an infinite number of values
7	Spread	The distance/how spread out/variation of data
8	Average	A measure of central tendency – or the typical value of the all the data together
9	Proportion	Numerical relationship that compares two things

Representing Data

1	Variable	A quantity that may change within the context of the problem
2	Relationship	The link between two variables
3	Correlation	The mathematical definition for the type of relationship
5	Line of best fit	A straight line on a graph that represents the data on a scatter graph
6	Outlier	A point that lies outside the trend of the graph
7	Quantitative	Numerical data
8	Qualitative	Descriptive information, colours, genders, names etc
9	Frequency	The number of times a particular data value occurs

Volume

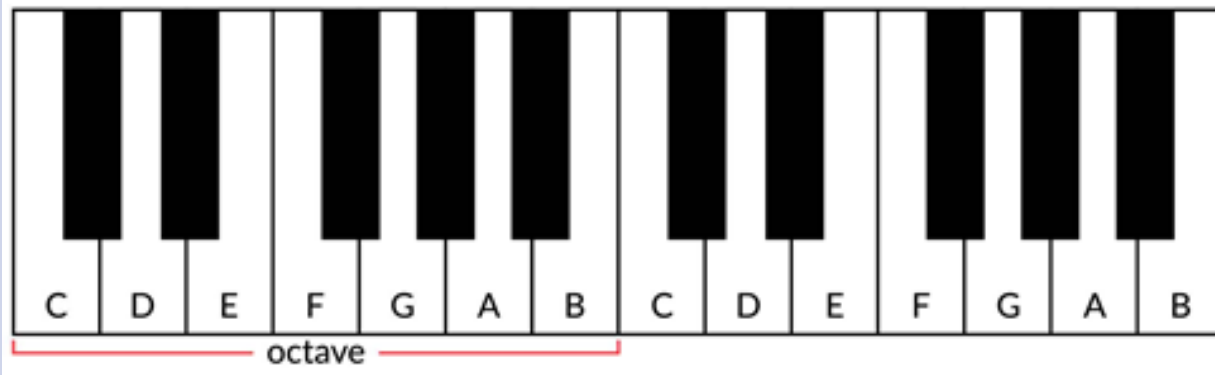
1	Units	m^3, cm^3, mm^3 etc
2	Cube/ cuboid	$length \times width \times height$
3	Prism	$area\ of\ cross\ section \times length$
4	Cylinder	$\pi r^2 h$
5	Cone	$\frac{1}{3} \pi r^2 h$
6	Pyramid	$\frac{1}{3} \times area\ of\ base \times height$

Shape Properties

1	2D	Two dimensions to the shape e.g. length and width
2	3D	Three dimensions to the shape e.g. length, width and height
3	Vertex	A point where two or more line segments meet
4	Edge	A line on a boundary joining two vertex
5	Face	A flat surface on a solid object
6	Cross-section	A view inside a solid shape made by cutting through it
7	Plan	A drawing of something when drawn from above (birds eye view)
8	Perspective	A way to give illustration of a 3D shape when drawn on a flat surface
9	Volume	The amount of size within a 3D shape
10	Surface Area	The total areas of each face of a 3D shape
11	Prism	A 3D shape that has the same cross-section all the way along it

Keyboard Skills

Layout of a Keyboard/Piano



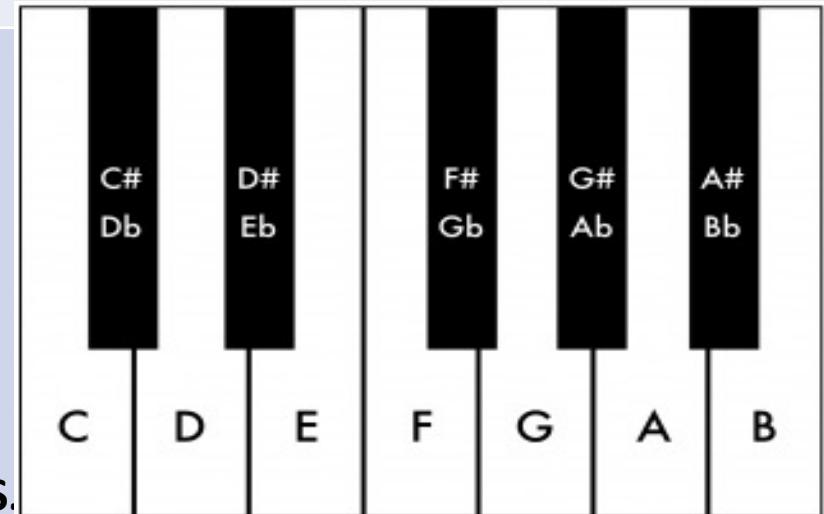
A piano or keyboard is laid out with **WHITE KEYS** and Black Keys. C is to the left of the two Black Keys and the notes continue to G then they go back to A again. Notes with the same letter name/pitch are said to be an **OCTAVE** apart. **MIDDLE C** is normally in the centre of a piano keyboard.

Black notes: one can be a **SHARP** or a **FLAT**.

The **#** symbol means a **SHARP** which raises the pitch by a semitone (*e.g. C# is higher in pitch (to the right) than C*).

The **b** symbol means a **FLAT** which lowers the pitch by a semitone (*e.g. Bb is lower in pitch (to the left) than B*).

Each black key has 2 names – C# is the same as Db – there's just two different ways of looking at it! **Remember, black notes or keys that are to the RIGHT of a white note are called SHARPS and black notes to the LEFT of a white note are called FLATS.**

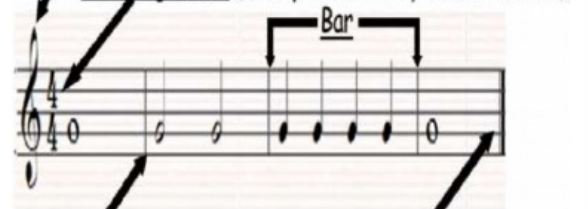


Traditional Notation

Music is written on five lines called staves

Treble Clef (found at the start of the music)

Time Signature (tells you how many beats in a bar)



Bar Line (splits the music up into little bits called bars)

Double Bar Line (found at the end of the music)

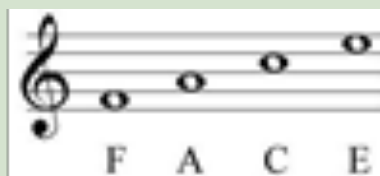
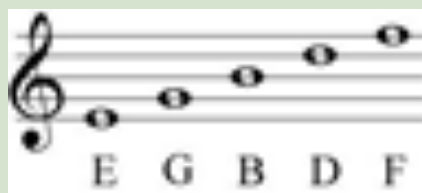
Treble Clef & Treble Clef Notation

A **STAVE** or **STAFF** is the name given to the five lines where musical notes are written.

The position of notes on the stave or staff shows their **PITCH** (how high or low a note is). The **TREBLE CLEF** is a symbol used to show high-pitched notes on the stave and is *usually* used for the right hand on a piano or keyboard to play the **MELODY** and also used by high pitched instruments such as the flute and violin. The stave or staff is made up of 5 **LINES** and 4 **SPACES**.



Every **Green Bus Drives Fast**. Notes in the **SPACES** spell “**FACE**”



Notes from **MIDDLE C** going up in pitch (all of the white notes) are called a **SCALE**



Rhythm note Values

1		4 beats	Semibreve
2		3 beats	Dotted Minim
3		2 beats	Minim
4		1 beat	Crotchet
5		½ beat	Quaver
6		1 beat	2 Quavers
7		¼ beat	Semiquaver
8		1 beat	4 Semiquavers
9		1 beat	1 beat crotchet rest
10		2 beats	2 beat minim rest

PHSE – Year 7 – Your Changing Body

<p>KPI1 - Key words:</p> <ul style="list-style-type: none"> • Puberty: The process of physical maturity in a person that takes place in adolescence • Menstruation: Also known as a period. The process in a woman of discharging blood and other material from the lining of the uterus at intervals of about one lunar month from puberty until the menopause, except during pregnancy. • Hormones: A chemical substance produced in the body that controls and regulates the activity of certain cells or organs. • Wet dream: An involuntary ejaculation that occurs whilst a person is asleep. • Body Image: The perception that a person has of their physical self and the thoughts and feelings that result from that perception. • Body Confidence: Body confidence is feeling comfortable with your appearance and accepting your body for how it looks and what it can do. • Appearance Ideals: The way our society tells us is the ideal or 'best' way to look at a certain point in time. • Female Genital Mutilation (FGM): Female Genital Mutilation (FGM) comprises all procedures that involve partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reasons. • Cellulite: A skin condition that causes dimpling on an area of body. 	<p>KPI2: Puberty</p> <p>What is puberty?</p> <p>Puberty is when a child begins to change into an adult. In biological females this is about 8-14 years of age (average 11) and lasts about 4 years. In biological males puberty starts around 9-14 years but takes around 6 years to reach sexual maturity.</p> <p>During this time many changes happen to your body...<u>physically</u> and <u>mentally</u>. Puberty starts when extra amounts of chemicals called hormones start to be produced in the body. The body produces the sex hormones OESTROGEN, PROGESTOGEN and TESTOSTORONE which are responsible for many different changes in the body.</p> <p>What changes do our bodies go through during puberty?</p> <ul style="list-style-type: none"> • Biological Males: Growing Facial Hair. Voice Breaking. Erections. Wet Dreams. Widening of chest and Shoulders. • Biological Females: Starts between 9 and 11 years of age. Menstruation / Periods begin. Breast growth. Stretch Marks. Cellulite. Hips widen • Both: Grow taller. Sweat more. Changes to hair and skin. Spots and Pimples. 	<p>KPI3: Body Image</p> <p>Body image is the idea that someone has of their physical self (i.e. body) and the thoughts and feelings that they develop about their body.</p> <p>Factors affecting body image:</p> <ul style="list-style-type: none"> • Puberty and the changing body. • The Media • Peers and Family <p>Ways to promote positive body image:</p> <ul style="list-style-type: none"> • Accept Your Body. • Remember Nobody's perfect. • Don't body-shame yourself. • Build a better habit. • Like Your Body - Find things to like about your looks. • Take Care of Your Body • Eat healthy foods. • Get a good night's sleep. • Be active every day. • Keep to a healthy weight <p>Pressure to look a certain way comes from the world around us.</p> <p>It is important to remember images of people that we see in all types of media aren't always real.</p> <p>It is unfair for people to compare themselves to this media.</p>	<p>KPI 4: FGM</p> <p>Female Genital Mutilation (FGM): Female Genital Mutilation (FGM) comprises all procedures that involve partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reasons.</p> <p>What are the effects of FGM?</p> <p>Physical Effects</p> <ul style="list-style-type: none"> • Bleeding • Urinary tract infections • Shock and pain • Pregnancy complications • Difficulty during childbirth • Menstruation problems • Painful sex • Infertility • Tetanus infections • Loss of bladder control <p>Emotional Effects</p> <ul style="list-style-type: none"> • PTSD • Anxiety • Trust Issues • Anger Issues <p>FGM and the Law</p> <ul style="list-style-type: none"> • Over 24,000 girls under the age of 15 living in the UK are at risk of undergoing the most severe form of FGM at any one time. • Female Genital Mutilation Act 2003 makes it illegal for FGM to be performed in the UK or anywhere in the world on UK citizens or permanent residents of any age. • If you carry out or help in carrying out FGM or if you arrange for someone to undergo FGM you face up to 14 years in prison. • It is also illegal to take a British national or permanent resident abroad for FGM or to help anyone trying to do this. 	<p>Who can you turn to for help and support:</p> <ul style="list-style-type: none"> • Tutor • Trusted family member or friend • NSPCC: Helpline: 0808 800 5000 (24 hours, every day) • nspcc.org.uk • ChildLine: Helpline: 0800 1111(24 hours, every day) https://www.childline.org.uk • NHS Live Well Website: www.NHS.UK/Livewell • CEOPS - https://www.ceop.police.uk/safety-centre/ • Youth Access - www.youthaccess.org.uk • The Mix - www.themix.org.uk Freephone: 0808 808 4994 (13:00-23:00 daily) • B-eat - www.b-eat.co.uk Helpline: 0808 801 0711 (Daily 3pm-10pm) • Men Get Eating Disorders Too - mengetedstoo.co.uk • Anorexia & Bulimia Care - exiambulimiacare.org.uk Helpline 03000 11 12 13 (option 1: support line, option 2: family and friends)
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YEAR 7 | Science | Sound and Light

What did Newton think light was made up of?	Tiny particles (corpuscles)	What word do we use to describe the number of oscillations every second: frequency, amplitude, wavelength?	Frequency	What do we mean when we say an object emits light?	The object gives out light
What did Huygens think light was made up of?	Waves	If the frequency of a sound wave increases, how does the sound change?	Higher pitched sound	What do we mean when we say an object absorbs light?	The object takes in light
What word do we use to describe a movement that causes energy to be transferred by a wave: medium, disturbance, oscillation?	Disturbance	If the amplitude of a sound wave decreases, how does the sound change?	Quieter sound	What do we mean when we say an object transmits light?	The object allows light to pass through it
What word do we use to describe the material a wave travels through: medium, disturbance, oscillation?	Medium	If the amplitude of a sound wave increases, how does the sound change?	Louder sound	What do we mean if we say an object is luminous?	The object gives out its own light
What does it mean if we say an object oscillates?	Moves up and down / left and right / back and forth repeatedly.	If the frequency of a sound wave decreases, how does the sound change?	Lower pitched sound	True or false: we can see because light is given out by our eyes.	False: we can see because light enters our eyes.
A person plucks a guitar string and a sound is heard. What is the disturbance in this example?	The plucked guitar string	Which letter above represents the time period of the wave?	B	How do we represent rays of light in ray diagrams?	Straight lines, drawn with a ruler
A person plucks a guitar string and a sound is heard. What is the medium in this example?	The air between the guitar and the ear	Which letter above represents the amplitude of the wave?	A	In the image above, which letter represents the normal?	C
True or false: no one can hear you scream in space because there is no medium through which sound waves could travel.	True: no one can hear you scream in space because there is no medium.	Which letter above could be used to calculate the frequency of the wave?	B	In the image above, which letter represents the reflected ray?	E
Which medium do sound waves travel through faster: water or air?	Water	If the amplitude of a sound wave increases, how does the appearance of the sound wave trace change?	Sound wave trace gets taller	In the image above, which letter represents the angle of incidence?	B
What name is given to a wave in which the oscillations are parallel to the direction of energy transfer: longitudinal or transverse?	Longitudinal	If the frequency of a sound wave increases, how does the appearance of the sound wave trace change?	Sound wave trace gets narrower (more squashed)	In the image above, which letter represents the incident ray?	A
What name is given to a wave in which the oscillations are at right angles to the direction of energy transfer: longitudinal or transverse?	Transverse	If the amplitude of a sound wave decreases, how does the appearance of the sound wave trace change?	Sound wave trace gets shorter	In the image above, which letter represents the angle of reflection?	D
A speaker plays music loudly. Is this a longitudinal or transverse wave?	Longitudinal	If the frequency of a sound wave decreases, how does the appearance of the sound wave trace change?	Sound wave trace gets wider (more spread out)	If you were to measure angles B and D in the image above, what would you expect to observe?	The angles should be the same
A slinky spring is moved vertically up and down, transferring energy to a person in another part of the room. Is this a longitudinal or transverse wave?	Transverse	Which of the following describes waves bouncing off a surface: diffraction, reflection, refraction?	Reflection	What is the law of reflection?	Angle of incidence = angle of reflection.
True or false: a larger disturbance causes a higher pitched sound.	False: a larger disturbance causes a louder sound.	Which of the following describes waves changing direction when they move from one medium to another: diffraction, reflection, refraction?	Refraction	In the image above, which letter represents the normal?	B
True or false: faster oscillations cause a higher pitched sound.	True: faster oscillations cause a higher pitched sound.	Which of the following describes waves spreading out after they go through a gap: diffraction, reflection, refraction?	Diffraction	In the image above, which letter represents the incident ray?	C
What word do we use to describe the size of the disturbance that causes a wave: frequency, amplitude, wavelength?	Amplitude	What name do we give to reflected sound waves?	Echoes	In the image above, which letter represents the angle of refraction?	θ_2
		Write down at least one thing echoes are used for in everyday life.	Ultrasound scans (for babies); detecting the bottom of the ocean from a ship; radar systems on ships. Energy is dissipated to the surroundings.	In the image above, which letter represents the refracted ray?	D
		Why are echoes never as loud as the original sound?		In the image above, which letter represents the angle of incidence?	θ_1

YEAR 7 | Science | Sound and Light

True or false: when light travels from air into glass, the angle of incidence is always smaller than the angle of refraction.	False: when light travels from air into glass, the angle of incidence is always greater than the angle of refraction.	Are young people or old people more likely to be short sighted?	Young people are more likely to be short sighted	Which colours of light are absorbed by a red filter?	All except red.
True or false: when light travels from glass into air, the angle of incidence is always smaller than the angle of refraction.	True: when light travels from glass into air, the angle of incidence is always smaller than the angle of refraction.	Are young people or old people more likely to be long sighted?	Old people are more likely to be long sighted	Which colours of light are transmitted by a green filter?	Green only.
What name is given to a lens that brings all incoming rays of light together into one point?	Converging / convex	Which type of lens is used to correct short sightedness: converging or diverging?	Diverging	A white object is viewed through a blue filter. What colour does it appear?	Blue.
Is a convex lens fatter in the middle or at the edges?	Fatter in the middle	Which type of lens is used to correct long sightedness: converging or diverging?	Converging	A red object is viewed through a green filter. What colour does it appear?	Black.
For a converging lens, what name is given to the point at which all the incoming light rays are brought together?	Focal point	A person is short sighted. Would you expect their glasses to have convex or concave lenses?	Short sighted people wear glasses with concave lenses.	Write down the seven types of electromagnetic radiation.	Radio waves, microwaves, infrared light, visible light, ultraviolet light, X rays, gamma rays.
How would we measure the focal length of a converging lens?	Measure the distance between the centre of the lens and the focal point.	A person is long sighted. Would you expect their glasses to have convex or concave lenses?	Long sighted people wear glasses with convex lenses.		
If one lens has a shorter focal length than another, is it a more or less powerful lens?	More powerful	If you were to take a cross-section of a prism, what shape would it be?	Triangle	Which of the following has the highest energy: microwaves, gamma rays, ultraviolet?	Gamma rays.
What units do we use to measure the power of a lens?	Dioptres	What is observed when white light is shone at a prism?	White light splits into the seven colours of the spectrum (or rainbow).	Which of the following has the highest frequency: radio waves, X rays, infrared.	X rays.
True or false: the eye contains a converging lens.	True: the eye contains a converging lens.	Which wave effect is responsible for rainbows: reflection, refraction or diffraction?	Refraction	Which of the following has the longest wavelength: radio waves, gamma rays, visible light?	Radio waves.
What name is given to the protective layer that shields the eye's lens?	Cornea	True or false: red objects emit red light.	False: red objects reflect red light and absorb all other colours of light.	What is the approximate range of wavelengths of visible light?	400-700nm
What name is given to the screen at the back of the eye that detects light rays?	Retina	White light is shone at a green object. Which colours of light are absorbed?	All except green.	What is the approximate wavelength of X rays?	0.1nm
How does our eye change depending on whether we are looking at near or distant objects?	The lens changes shape.	White light is shone at a blue object. Which colours of light are reflected?	Blue only.	State one or more uses of radio waves.	TV, radio signals.
In order to see clearly, where must light rays be focused within our eyes?	On the retina	White light is shone at a white object. Which colours of light are reflected?	All colours are reflected.	State one or more uses of microwaves.	Heating food, mobile phone signals.
If a person is short sighted, does this mean they can only see distant objects clearly or nearby objects clearly?	A short sighted person can only see nearby objects clearly.	White light is shone at a black object. Which colours of light are reflected?	None.	State one or more uses of infrared light.	Remote control, thermal imaging.
If a person is long sighted, does this mean they can only see distant objects clearly or nearby objects clearly?	A long sighted person can only see distant objects clearly.	Are young people or old people more likely to be short sighted?	Young people are more likely to be short sighted	State one or more uses of visible light.	Seeing, cameras, film.
If a person is short sighted, are their lenses too powerful or too weak?	A short sighted person's lenses are too powerful.	Are young people or old people more likely to be long sighted?	Old people are more likely to be long sighted	State one or more uses of ultraviolet light.	Sun tan, invisible ink.
		Which type of lens is used to correct short sightedness: converging or diverging?	Diverging	State one or more uses of X rays.	Medical imaging, airport security.
		Which type of lens is used to correct long sightedness: converging or diverging?	Converging	State one or more uses of gamma rays.	Medical imaging, treating cancers.
				Which colours of light are absorbed by a red filter?	All except red.
				Which colours of light are transmitted by a green filter?	Green only.

Spanish | Year 7 | Term 3

Sentence Builder 7	Español	English
	Los lunes estudio música porque creo que es entretenido.	On Mondays I study music because I think that it is entertaining.
	Los viernes no estudio tecnología ya que pienso que es difícil.	On Fridays I don't study technology because I think that it is difficult.
	Mi asignatura favorita es el inglés porque se me da bien.	My favourite subject is English because I am good at it.
	Sin embargo, no me gusta el francés dado que es horrible.	However, I don't like French because it is horrible.
Sentence Builder 8	Español	English
	En mi instituto llevo unos pantalones negros y una camisa blanca.	In my school I wear black trousers and a white shirt.
	En mi colegio también se debe llevar una corbata roja y amarilla.	In my school also we must wear a red and yellow tie.
	En mi instituto me gustaría llevar zapatillas de deporte.	In my school I would like to wear trainers.
	En mi insti se debe ser puntual y lo encuentro justo.	In my school you must be on time and I find it fair.
	En mi colegio está prohibido usar tu móvil en clase y lo encuentro demasiado estricto.	In my school it is forbidden to use your phone in class and I find it too strict.
Sentence Builder 9	Español	English
	Ayer estudié español y geografía y fue entretenido e interesante.	Yesterday I studied Spanish and geography and it was entertaining and interesting.
	La semana pasada aprendí matemáticas y fue difícil.	Last week I learnt maths and it was difficult.
	Durante el recreo jugué al fútbol y fue genial.	During breaktime I played football and it was great.
	Durante la comida, comí un bocadillo y bebí agua y fue delicioso.	During lunchtime, I ate a sandwich and drank water and it was delicious.

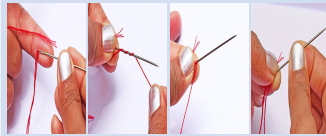
Textiles Tea Party | Year 7 | Textiles | Summer Term

KEY TERMS

Fabrics	Cloth or another material used in Textiles and made by weaving, bonding or knitting fibres.
Yarn	Spun thread used for knitting, weaving or sewing.
Embroidery Thread	A fine yarn that is made specifically for embroidery or other forms of needlework.
Applique	When one shape cut from fabric is stitched onto the top of another piece of fabric, it can be attached using hand sewing or machine stitching.
Dyeing	Adding colour to or changing the colour of a fabric or yarn by soaking it in a liquid pigment filled with dye.
Embellishments	A decorative feature or detail added onto a piece of textiles work to make it look more interesting or creative.
Stencilling	A cut-out surface that is used in printing to produce an image or pattern by sponging paint or pigment through the gaps to reveal the cut-out image.
Hand Embroidery	The art of creating decorative stitching on fabric or paper, by hand with a needle and thread.
Machine Embroidery	The art of creative decorative stitching on fabric or paper, with machine sewing.

HAND SEWING PROCESS STEPS

Tying a Knot



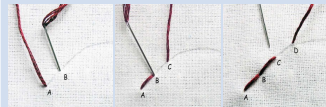
1. Place the needle and longer end of the thread together.
2. Pinch them between your thumb and index finger.
3. Take the thread (NOT the one closer to the needle), and wind it twice or thrice around it.
4. Clump it down to the bottom by pulling the thread downwards.
5. Now, gently pinching the needle, the end of the thread, and the clumped thread between the fingers, slowly pull out the needle.
6. The wound and clumped thread form a knot at the end of the thread as you finish pulling out the needle completely.

Running Stitch



1. Begin the running stitch by poking your threaded needle up through the fabric (A).
2. Poke the needle back down through the fabric next (B) to where you just came up and pull the thread down into your first stitch.
3. Now poke your needle back up through the fabric, leaving a space from the previous stitch. Then poke the needle back down through the fabric again making your second stitch.

Back Stitch



1. Bring the thread through (A) from the back to the front and take it through (B) to the back. This creates one stitch.
2. Bring the thread through (C) and take it in through (B). This way we are creating a stitch by taking the thread backwards.
3. Bring the thread through (D) and take it in through (C). Continue this pattern to finish the design.

Couching



1. You will need two threads – one sits on the top (B) and the other hurdles over it (R).
2. Place your top thread on the fabric. Bring the needle up from the back of the fabric with your hurdle thread.
3. Jump over the placed thread with the needle and thread into the fabric on the other side of the top thread (next to) to fasten the top thread down.
4. Bring the needle out a short distance from the previous stitch. Make sure your top thread is near this.

HOW TO SEW ON A BUTTON

STEP 1	Double thread the needle and tie a secure knot on the end of your thread. The key is to keep your thread quite loose – It makes steps 5 and 6 easier to complete.
STEP 2	Start by threading your needle from the back of the button and bring it down through the fabric.
STEP 3	Thread your needle through the next hole on your button (second hole on 2-hole button / opposite hole on 4-hole button).
STEP 4	Go through the next hole (4-hole button) or first hole (2-hole button), repeat this process and make sure to catch the fabric on each turn between the different buttonholes.
STEP 5	Wind the thread around the base (and your stitching lines) a few times – roughly 5-6 times.
STEP 6	Stitch through the stem that you have created at least three times and cut the thread off as close to the stem as you can, without snipping the stem.

