

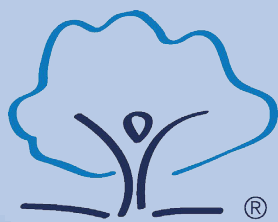
Year 7

Knowledge Organiser

Term 1 and 2



North Oxfordshire Academy
The best in everyone™
Part of United Learning



North Oxfordshire Academy

The best in everyone™

Part of United Learning

North Oxfordshire Academy Values

We believe that, of the United Learning Values, the three that best define North Oxfordshire Academy are **Respect, Ambition and Determination**. Our mission, our vision and our values have been arrived at after consultation with staff and students at North Oxfordshire Academy.

Our Mission:

We exist to provide our students with the best life chances in Oxfordshire.

Our Vision:

To be an academy where students receive a world class education in character and academics leading to happiness and fulfilment in life.

Respect

- Respect for others
- Respect for ourselves
- Respect for our environment

Ambition

- Aiming to achieve the highest possible outcome
- Aspiring to achieve the best possible jobs, college and university places
- Offering leadership opportunities for all

Determination

- Not giving up during adversity
- Embracing the challenges of learning at a higher level
- Support each other to achieve

Student Equipment

Ready to Learn?

- | | |
|-----------------------|--|
| • 2 pens (black/blue) | • Non-permanent whiteboard pen |
| • 1 Green pen | • Knowledge Organiser – Given by school |
| • 1 pencil | • 1 scientific calculator (Must be a Casio FX85) |
| • 1 rubber | • Home Learning book – Given by school |
| • 1 ruler | • A school bag |

Home Learning Book

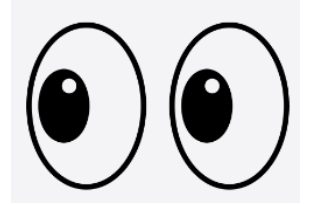
- The Home Learning book should be in the student's bag at all times
- Clearly date and title (including subject title) each piece of home learning in the Home Learning book
- Underline with a ruler after each completed piece.
- Use both sides of the page and don't leave empty spaces.
- The back pages of the Home Learning book are to be used as your reading log

Using Knowledge Organisers to self-quiz

Your child will be issued with a Knowledge Organiser each term with all subjects in one booklet. Subject Knowledge Organisers can also be found on the academy website.

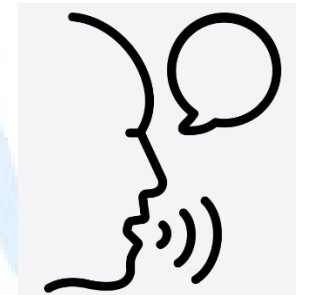
LOOK

- Read the definition of the first key word in your head.



SAY

- Cover it up and say in back to yourself, repeat with all four words.
- Uncover the words and check you said it correctly.



COVER

- Cover up all four words.



WRITE

- Write out the definitions for all four words from memory.



CHECK

- Uncover the definitions and green pen to correct.



Home Learning

Students will receive a homework timetable for core subjects at the start of the year so that they can plan and organise their homework each evening.

This will also be on the academy website. Home Learning will be published on TEAMS and you will be able to see all your home learning in the Assignments tab.

There are Home Learning Clubs every day that all students are welcome to attend should they need access to computers or learning support.



North Oxfordshire Academy
The best in everyone™
Part of United Learning



sparx

 **SENECA**



Arbor


unifrog

Term 5

Term 6

Term 3

Term 4

Term 1

Term 2

Year 7 2024-2025



Key to Chameleon PDE themes

- Keeping safe
- Online life & media
- Emotional & mental health
- Health & fitness
- Relationships
- Sexual health
- Future choices & money
- Values, rights & responsibilities
- Personal skills development
- Other

Sentence Stems: Year 5 to Year 9



Listen and Mark

Pay close attention to others and point out important moments.

- I notice you used the word ____, which made me wonder ____.
- When you said ____, it made me think about ____.
- Did anyone notice what ____ said about ____? This seems important because ____.

Introduce and Invite

Begin your contribution and encourage others to participate.

- I think that ____ because ____.
- ____, what do you think?
- We should discuss ____ because ____.

Challenge and Verify

Disagree and ask others to prove or clarify information.

- You said ____ . How do you know?
- I think you said ____ . Is that right?
- I disagree with what you said about ____ because ____.

Defend and Unpack

Defend your perspective and explain your thought process.

- I understand your perspective, but have you thought about ____?
- I actually think this because, firstly, ____ . (Secondly, Thirdly).
- Actually, [evidence] suggests that ____.

Build and Support

Add to others' ideas and bolster points by giving evidence.

- You said ____, and I want to add that by saying ____.
- ____ supports the idea that ____.
- The points made by ____ and ____ link together because ____.

Summarise and Map

Draw together big themes and track the discussion.

- Our main findings were ____.
- On the whole, we believe that ____.
- Initially, we thought ____, but we eventually decided ____.



Sentence Stems: Year 10 to Year 13



Listen and Mark

Pay close attention to others and point out important moments.

- I notice you used the word / phrase ____, which implies ____.
- When you said ____, it anchored the idea that ____.
- Did anyone notice what ____ said about ____? This seems important because ____.

Introduce and Invite

Begin your contribution and encourage others to participate.

- I suggest that ____ because ____.
- ____, what is your perspective on ____, and why?
- We should discuss ____ because ____.

Challenge and Verify

Disagree and ask others to prove or clarify information.

- You said ____ . How do you know?
- I think you said ____, which implies that you believe ____ . Is that right?
- I disagree with what you said about ____ because ____.

Defend and Unpack

Defend your perspective and explain your thought process.

- I understand your perspective on ____, but have you thought about ____?
- I actually think this because ____ . (Furthermore, finally).
- Actually, [evidence] suggests that ____.

Build and Support

Add to others' ideas and bolster points by giving evidence.

- Your point about ____ implies ____, and I would like to further this by saying ____.
- ____ supports the idea that ____.
- Drawing upon points made by ____ and ____, we can conclude that ____ because ____.

Summarise and Map

Draw together big themes and track the discussion.

- Our main findings were ____.
- On the whole, we believe that ____.
- Initially, we thought ____, but we eventually decided ____.



Year 7

Term 1

Contents

Art

Drama

Food

Geography

History

Maths

Music

PE

RE

Science

Spanish

Year 7 Term 1 & 2:

Key Concepts

The Formal Elements

Line: a line is a path traced by a moving point

Shape: these are two dimensional areas, shapes are always flat

Form: a form has height, width and depth, a form always has three dimensions

Value: how light or dark shading/colours are

Texture: the way a surface looks or feels

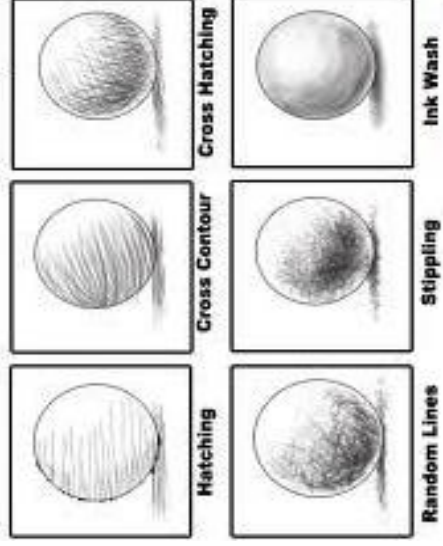
Space: artists use space to create the illusion of depth

Colour: the spectrum of light captured by our eyes

Organic: shapes that are irregular or asymmetrical in appearance and tend to have a curvy flow to them. Nearly all shapes found in nature are **organic** in appearance. Examples are leaves, flowers etc.

Geometric: the use of straight lines and shapes. An example of **geometric** is an art piece made from rectangles, squares and circles.

Shading Techniques



Colour Theory

Primary colours: Red, Yellow and Blue.

Secondary colours: Green, orange and purple
These are the colours formed by mixing the primary colours

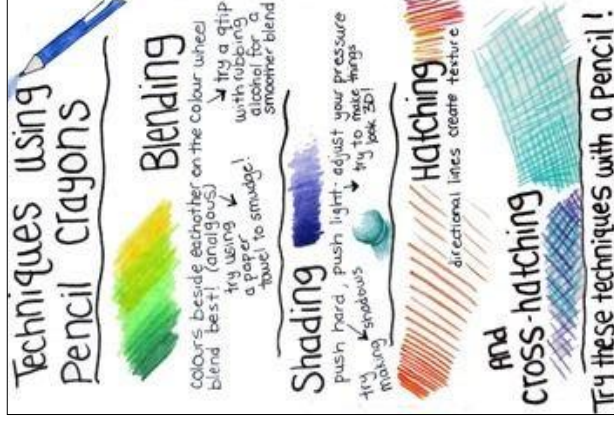
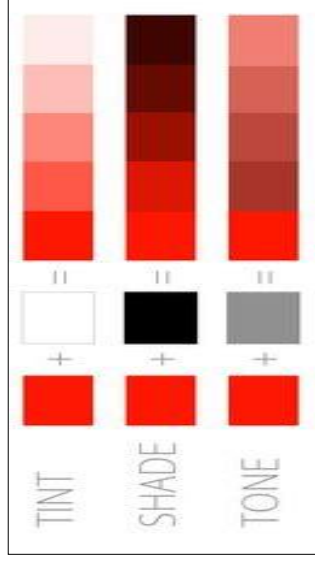
Tertiary colours: These are the colours formed by mixing a primary and a secondary colour

Analogous colours: Any three colours which are side by side

Complementary colours: Any two colours which are directly opposite each other on the colour wheel

Warm colours: Red through to yellow-green

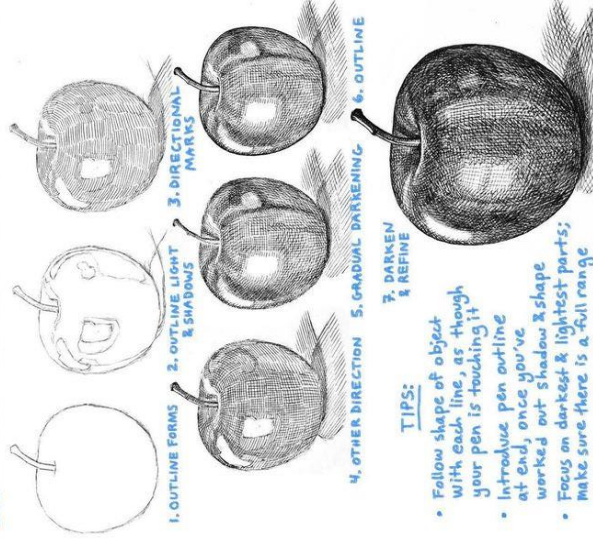
Cool colours: Green through to red-violet



Pencil grades,
from
soft to hard

Year 7 Term 1 & 2: Key Concepts

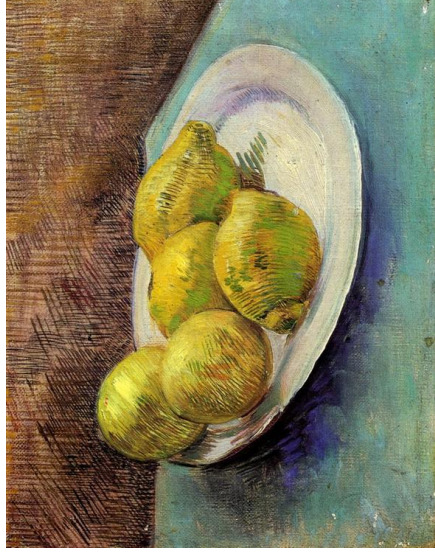
CROSSHATCHING- STEP-BY-STEP



Making drawings appear 3D

- To prevent objects looking flat, a range of tonal shading is essential to make objects look 3D
- Pressing harder and lighter with a pencil 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

Year 7 Term 1 & 2: Artists



Vincent Van Gough (Post Impressionism era – 1888)



Michael Craig Martin (Conceptual Art – 2002 – present)



Joel Penkman (Realism – 2010 – present)

Year 7 Term 1 & 2: Key Words

Line	Shape	Form
Texture	Value/Shade/Tone	Colour
Primary Colour	Secondary Colour	Warm/Cool Colour
Complimentary Colour	Observational Drawing	Shading/Cross- Hatching
Perspective	Pencil	Rubber
Geometric	Organic	Directional Shading
Still Life	Blending	Layering

Physical Skills – skills that involve using your body

Facial Expressions - A form of non-verbal communication that expresses the way you are feeling, using the face.

Gestures - A movement of part of the body, especially a hand or the head, to express an idea or meaning.

Posture/stance - The position an actor holds their body when sitting or standing. For example, an upright posture.

Body Language - How an actor uses their body to communicate meaning.

Gait - The way an actor walks.



Drama Techniques / conventions – strategies we can use to create an effect and communicate a meaning on stage

Still image / freeze frame – a frozen image in a performance. It can be used to highlight a key moment in a performance, show insight into the character.

Thought tracking – when a character steps says their thoughts and feelings out loud, usually during a freeze frame. Sometimes the character's thoughts are different to what they are showing or saying on the outside.

Improvisation – When you act out/create a scene on the spot (spontaneous) or with limited planning, without a script (rehearsed)

Mime – Acting without words. It is silent performance which relies on your use of physical skills to communicate what is happening.

Stage combat – specialist moves that give the impression of a real fight or conflict without anyone getting hurt.

Narration – One or more performers speak directly to the audience to tell a story, give information or comment on the action of a scene. Narration in role is where a character will narrate the story to the audience whilst staying in their role.

Vocal skills – skills that involve using your voice

Projection - Ensuring your voice is loud and clear for the audience to hear.

Tone - The way you say something in order to communicate your emotions. (E.g., Angry, worried, shocked tone of voice)

Volume - How loudly or quietly you say something. (Shouting, whispering)

Pace - The speed of what you say (slow, fast)

Pitch - How high or low your voice is.

Pause - Moments of pause can create tension or show that you are thinking.

Emphasis - Changing the way a word or part of a sentence is said, in order to emphasise it. (Make it stand out.) Try emphasising the words in capital letters and see how it changes the meaning: “How could YOU do that?” “How could you do THAT?”

Top Tips for Evaluating

Start by introducing:

- ❖ What the performance was called/about
- ❖ A brief summary of the plot
- ❖ How well you think the performance went

Then use PEEL to evaluate any of the areas below (unless specified otherwise)

- ❖ Physical or vocal skill (choose from your KO or displays)
- ❖ Use of staging/stage space/proxemics
- ❖ Use of technical elements
- ❖ The overall structure of the performance

POINT – what is the area you will be evaluating and what is the point of what you are saying.

Example - give a specific example of what has been used.

Explain – explain the effect of this moment on the audience – why where these used? For what reason?

Evaluate – say what was effective/not effective? Why/why not?

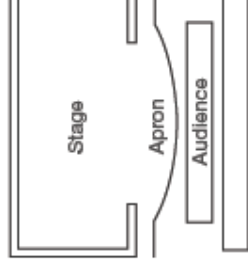
Link – conclude

Top Tips for Performing

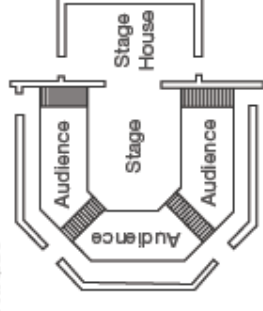
- ✓ Perform with confidence – do not be embarrassed!
- ✓ Stay in role at ALL times, even if something goes a bit wrong.
- ✓ Make eye contact with the audience to engage them.
- ✓ Project your voice loudly and clearly.
- ✓ Use a range of vocal and physical skills to show strong and convincing characterisation.
- ✓ Make sure you are facing the audience (where you can) so they can see your facial expressions.
- ✓ Don't shuffle about – move with purpose

Four types of stage

Proscenium arch



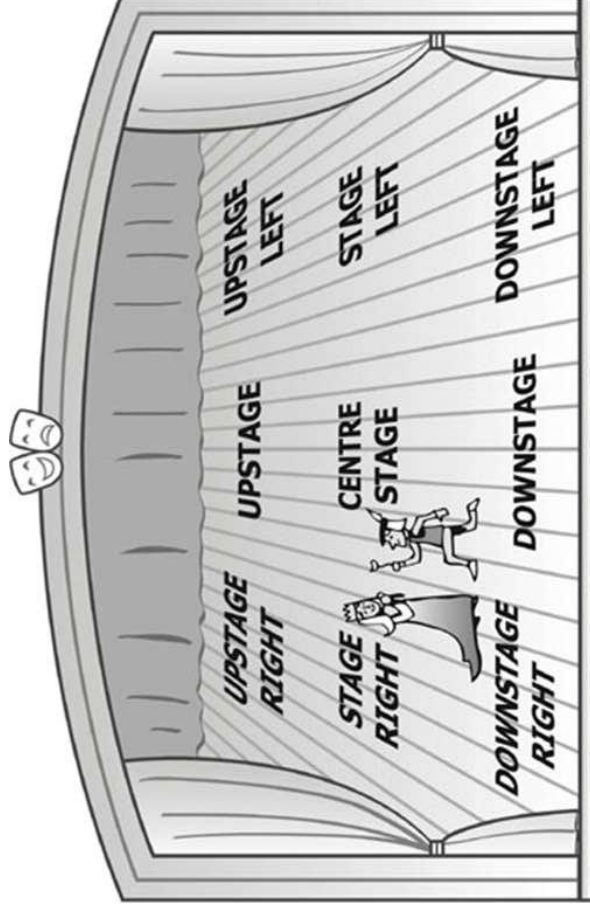
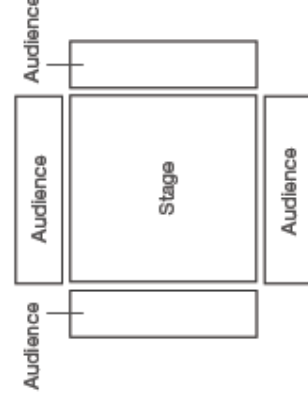
Thrust



Traverse



In the round



Treasure Island

Key Terminology

1	explicit characterisation	Something the author tells us directly about a character e.g. their age, appearance, job, address, likes, dislikes.
2	implicit characterisation	Something we have to infer about a character through their actions, their dialogue, what others say about them.
3	exposition	Refers to part of the story used to introduce background information about events, settings, characters etc. to the reader.
4	hero	A main character in a literary work who, in the face of danger, combats adversity through feats of resourcefulness, bravery or strength.
5	protagonist	The central character or leading figure in a poem, narrative, novel or any other story.
6	antagonist	The character who opposes the protagonist.
7	exposition	Refers to part of the story used to introduce background information about events, settings, characters etc. to the reader.
8	quest narrative	The main character, goes on a journey in search of something. The quest usually involves several hurdles and challenges, which the character must overcome
9	Bildungsroman	A novel that concerns itself primarily with the educational, emotional and moral development of the main character, usually from youth into adulthood.



Treasure Island

Key Terminology

10	verb	Usually has a tense. It can be an action but can also name states or feelings.
11	adjective	Used to modify a noun
12	expanded noun phrase	A group of words made up of a noun and words to describe that noun (such as adjectives and prepositional phrases).
13	first person narrative	A narrative or mode of storytelling in which the narrator appears as the 'I', recollecting his or her own part in the events which occur, either as a witness to the action or as an important participant in it.
14	setting	The time and place of the story, including the physical location, weather and cultural surroundings.

Vocabulary

A	pirate	A person who robs or commits illegal violence at sea or on the shores of the sea.
B	colonialism	A practice by which one country controls people or areas in another country, often by establishing colonies.
C	archetype	Something that a perfect or typical example of a particular kind of person or thing, because it has all their most important characteristics.
D	trait	A trait is a particular characteristic, quality, or tendency that someone or something has.



Food Preparation & Nutrition

Yr7 Food – Term 1/ Autumn

HOB
↓



Cooker Safety

- Use oven gloves when putting food in or taking it out of the oven
- The pan handle should face to the side of the cooker so that it is not accidentally knocked off
- Use a wooden spoon when stirring food on the hob as metal conducts heat
- Match the size of the pan with the hob ring

The 4 C's

The 4 C's cover the main ways to prevent food poisoning	
Cleaning	Cleaning the kitchen is important to keep food safe and to prevent bacteria from spreading
Cooking	Bacteria is destroyed at temperatures above 60°C
Chilling	The reproduction of bacteria is slowed down at lower temperatures
Cross Contamination	Cross contamination occurs when bacteria is transferred from food or surface to another.

Scan to

learn more
about the

4C's



Food safety pillars:

- [Cleaning & Sanitising](#)
- [Personal Hygiene](#)
- [Food Storage](#)
- [Temperature Control](#)
- [Food Handling](#)



Knife Safety

- Carry sharp knives by your side, blade downwards pointing towards the floor
- Use the appropriate size knife for the food to be cut
- Use the bridge and claw method when cutting
- Never place knives in washing up water where they can't be seen
- Wash carefully with the sharp edge of the blade facing away from you



Scan to
know more
about knife
safety

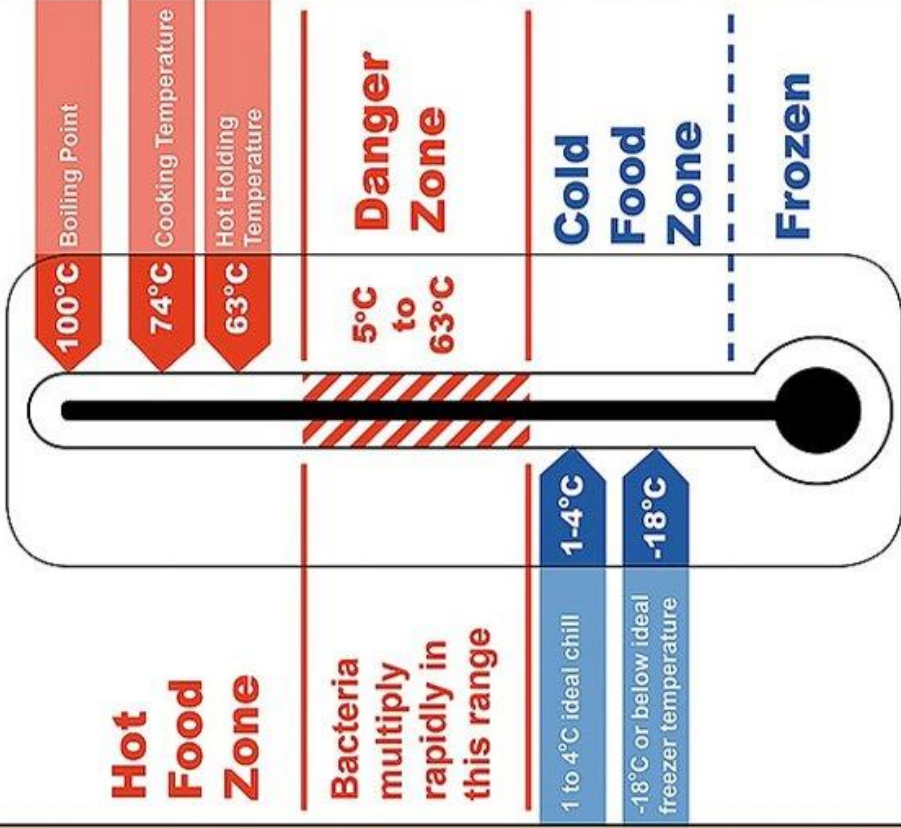
The Washing Up Procedure

 Place all of the dirty items by the sink and the washed items upside down on the draining board	 Squirt a small amount of washing up liquid into the bowl and three quarters fill the bowl with hot water	 Using hot, soapy water, wash the cleaner items first followed by the more soiled items
 Dry up using a clean tea towel	 Have your washing up inspected by the teacher	 Put the dried items of equipment away in the correct cupboard
 Remove the washing up bowl and clean the sink using the special cleaner. Remove any pieces of food from the plughole and put in the bin	 Clean and dry the washing up bowl and place upside down over the taps	 After having your sink checked put the used dish cloths and tea towels into the laundry basket

Food Preparation & Nutrition

Yr7 Food – Term 1/ Autumn

Food Safety Temperatures



Hot Foods - Keep above 60°C

Cold Foods - Keep below 5°C

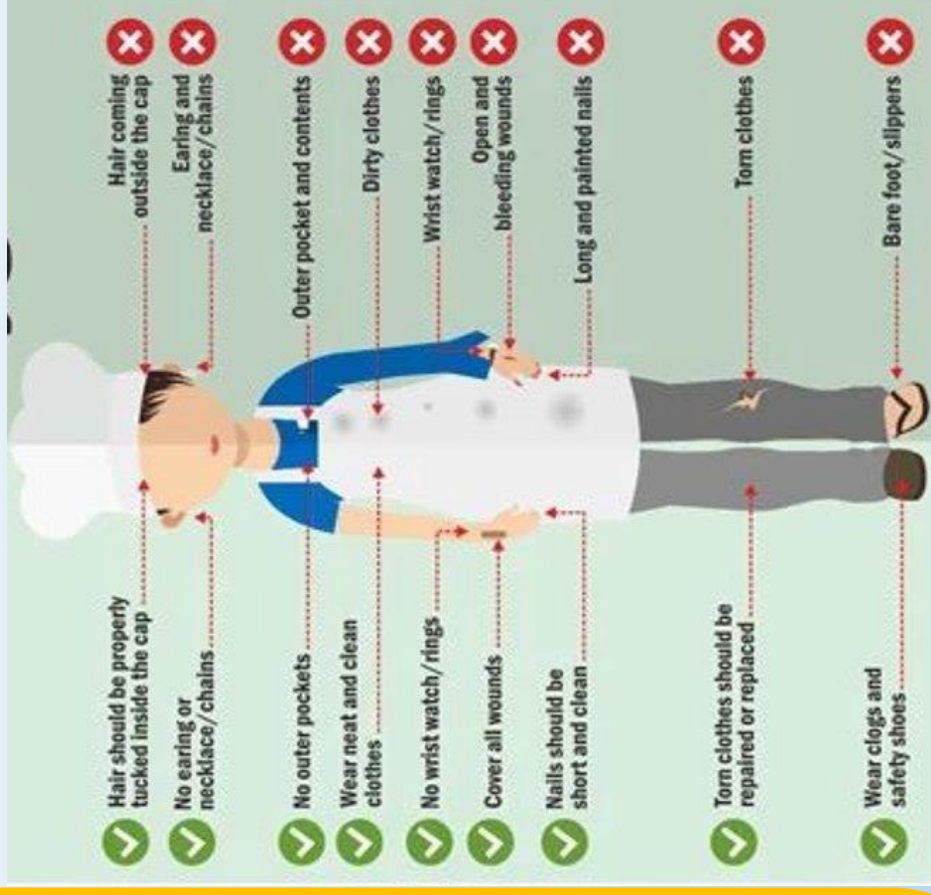
Food storage

- **Use by:** do not eat after this date.
- **Best before:** You can eat food after this date but it might not be at its best.

Fridge storage

Top shelf	Cooked meats/ready to eat foods
Next shelf	Dairy including milk
Next shelf	Raw meats
Drawer	Salads and vegetables
Door	Condiments, jams, juices with natural preservatives, bottled water

Personal hygiene



Key terms	Definition
Personal hygiene	Keeping yourself clean
Pathogenic bacteria	Bacteria that causes food poisoning
Food spoilage bacteria	Food that becomes unsafe to eat with visible warning signs

Key terms	Definition
Perishable foods	Foods that become unsafe to eat or spoil quickly if not kept refrigerated
High risk foods	Foods that are more likely to harbour dangerous bacteria if not kept within a certain temperature



Food Preparation & Nutrition

Yr7 Food – Term 1/ Autumn

HOB
↓



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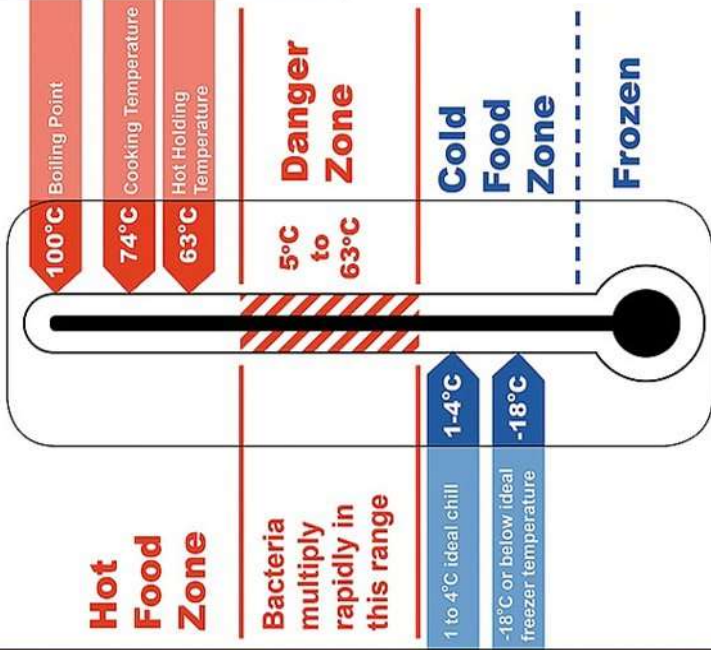
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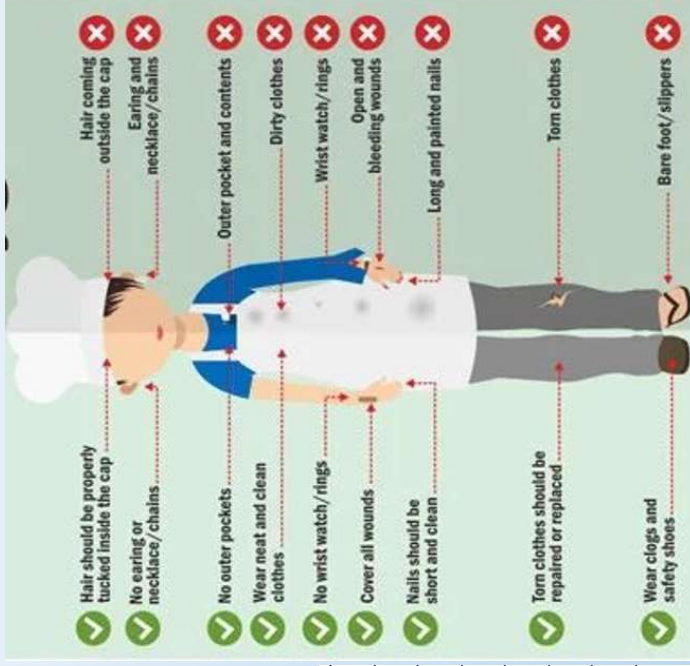
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Top shelf	Prepared salads and vegetables
Next shelf	Dairy
Next shelf	Cooked meat / ready to eat foods
Next shelf	Eggs
Next shelf	Unprepared salads and vegetables
Next shelf	Raw meats / raw fish
Drawer	Salads and vegetables
Door	Condiments, jams, juices with natural preservatives, bottled water

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Development

Background:	
1.	Across the world the standard of living and quality of life can be very different.
2.	Countries therefore have different classifications, based on the quality of life within them. (A)
3.	How developed a country is can be measured in different ways. (B)
4.	Development is not haphazard and there are many reasons why some countries are more developed than others. (C)
5.	World-wide a number of strategies have been put in place to help improve the quality of life in some of the poorer nations; such as aid and Fairtrade. (D, E, F)
6.	Aid strategies can have much success. (G)

A.	Country classification (3)
Developed country	Normally has lots of money, many services and a high standard of living.
Developing country	Often quite poor compared to others, fewer services and a lower standard of living.
The Brandt line	An imaginary line which divides countries into the rich north, poor south.

B.	Measuring development (6)
Gross Domestic Product per capita (GDP per capita)	The total number of goods and services sold by a country, divided by it's population.
Infant mortality	The number of babies that die per 1000 before their first birthday.
Life expectancy	The average age you are expected to live to in a country.
Literacy rate	The % of people that can read and write.
People per doctor	The number of people to one doctor.
Human Development Index	Combines GDP per capita, life expectancy and literacy rate.

C.	Factors influencing development	
Development	How rich or poor a country is compared with other areas.	
Factors which encourage development (4):		
1. A strong and stable government. 2. A large coastline for trade. 3. Availability of natural resources e.g. oil, coal, fertile soil etc. 4. A pleasant climate, ideal for growing crops.		
Factors which hinder development (4):		
1. An unstable or corrupt government, meaning money is not invested properly in the country. 2. The country is landlocked, making trade difficult. 3. Few natural resources to power industry. 4. A harsh climate, so can not grow crops reliably.		

D.	What is aid? (6)
Donor	A country that gives aid to another country.
Recipient	A country which receives aid.
Bilateral	International aid given by one country to another.
Multi-lateral	Aid given by NGOs (Non-Government Organisations) like the Red Cross or Oxfam.
Short term aid	Aid given to support a country following a crisis e.g. after an earthquake.
Long term aid	Aid given over a prolonged period of time to support a country's development e.g. teaching farmers different farming techniques.

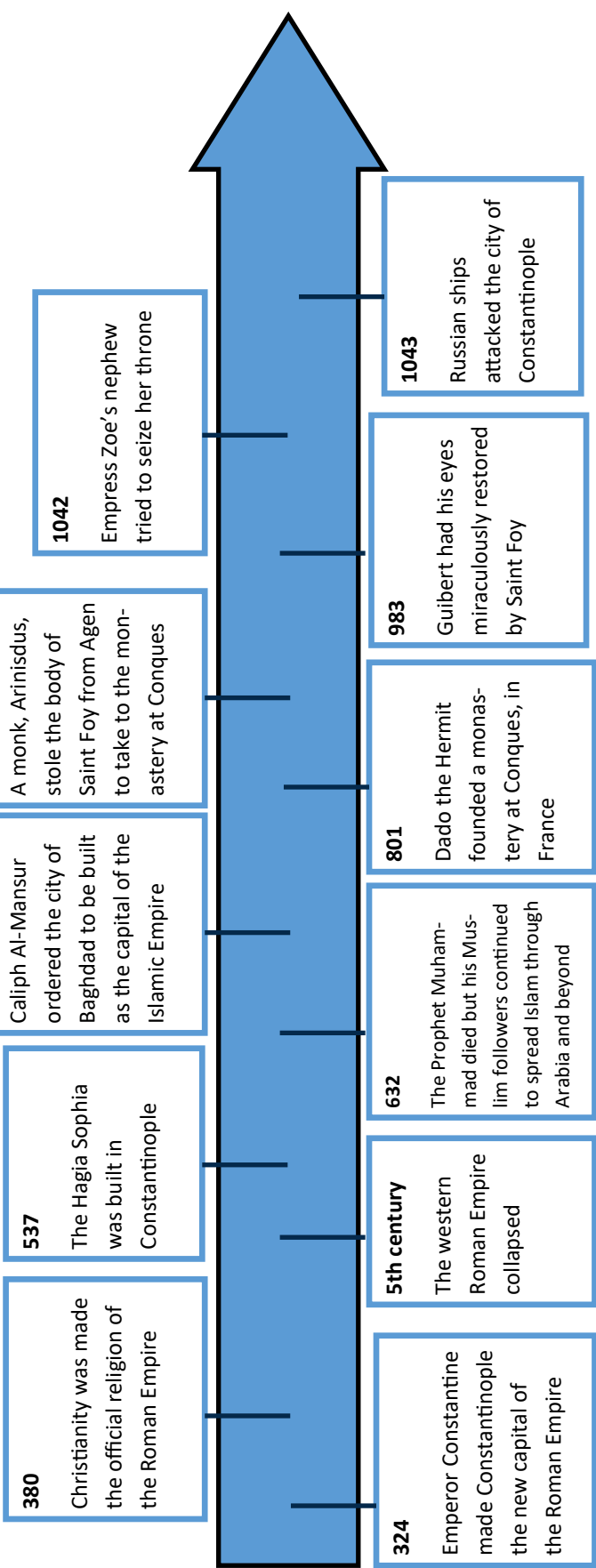
E.	Aid - advantages/ disadvantages	
Advantages (3)	1. People learn new skills e.g. improved farming techniques; so become independent 2. Can save lives after a natural disaster e.g. supplying clean water, food and medicines. 3. Simple technology e.g. water pumps, are easy for the locals to maintain.	
	Disadvantages (3) 1. Countries can become dependent upon aid, causing problems if it is removed. 2. Corrupt governments can sell the aid on, so it does not reach those in need. 3. The recipient can end up in debt if loans or deals are made.	

F.	Fairtrade	
What it is:	Trade which involves giving producers in developing countries a fair price for their goods.	
Advantages (2)		Disadvantages (2)
1. Farmers receive a fair and decent price. 2. Ensures good working conditions for farmers.		1. Non-Fairtrade farmers may lose out. 2. Sales can often be low as the price of Fairtrade goods can be high.
G.	Case study: Tree aid	
Where?	In countries along the Sahel across northern Africa e.g. Mali.	
Features (2)		Success (2)
1. Tree seeds given, so people can develop tree nurseries. 2. Bikes and donkey carts given.		1. Reliable food source e.g. cashew nuts. 2. Money made from the sale of cashew nuts can be used to send children to school.

Intentionally Blank

Unit 1: World Views in c.1000

Knowledge Organiser



Keywords	
Abbasid dynasty	The line of rulers of the Islamic Empire from 750 to 1258
Astrolabe	A metal instrument that uses the stars to find direction and position
Astrology	Studying the movement of stars and planets and interpreting their influence on the world
Astronomy	The study of space, stars and planets
Baghdad	The capital of the Islamic Empire under the Abbasid dynasty
Bishop	The person in charge of the Church in a diocese (a group of parishes)
Byzantine Empire	The Greek-speaking eastern Roman Empire
Caliph	The religious and political leader of an Islamic empire
Christendom	Christian people or countries as a whole
Constantinople	The capital of the eastern Roman Empire
Empire	A group of countries ruled by a single ruler (Emperor / Empress)
Eucharist	A ritual when Christians eat bread and drink wine to remember Christ's death
Geometry	Mathematics that deals with points, lines, angles and shapes
House of Wisdom	A place in Baghdad where scholars met to learn and discuss knowledge
Madrasa	A Muslim school or college
Monastery	A community of monks living together
Monk	A man who commits his whole life to God, living in a monastery
Mosque	A Muslim place of worship
Pope	Head of the Roman Catholic Church
Pilgrim	Someone who travels to a holy place
Priest	The person in charge of the church in each parish
Relic	The remains of a saint's body or belongings
Saint	A person recognised as being holy
Silk Roads	The land route used for trade between China, the Middle East, Europe and North Africa

Key concept: Significance	
Significance	A process of determining whether an event/individual/organisation/place in history is worthy of particular attention and analysis
Revealing	When an event/individual/organisation/place in history tells us something about a bigger picture or a bigger idea
Inference	A conclusion that historians draw from the evidence they find about the past, based on what they can <i>work out</i> from it, in light of what they already know

Key people	
Al-Ma'mun	The Abbasid caliph from 813-833
Al-Mansur	The Abbasid Caliph from 754-775
Al-Masudi	An Arab geographer (896-956)
Al-Razi	A physician in Baghdad who wrote books on medicine (854-925)
Arinisdus	A monk who stole Saint Foy's body in the 9th century to take to the monastery at Conques
Bernard of Angers	A monk who wrote The Miracles of Saint Foy in the 11th century
Emperor Constantine	Roman Empire who converted to Christianity and created a new capital at Constantinople
Empress Zoe	Byzantine Empress, 1028-1050
Euclid	A Greek mathematician from the 3rd century BCE
Foy	A girl from Agen, France, who was killed for refusing to give up her Christian beliefs and became a saint
Galen	A Greek doctor from the 2nd century CE
Guibert	A servant who miraculously had his eyes restored by Saint Foy in 983
Ptolemy	A Greek astronomer from the 2nd century CE

How do I use my knowledge organiser?

Have you learnt the key dates of this unit?

Can you put the dates into chronological order?

Have you mastered the keywords?

Can you spell them?

Can you define them?

Have you understood the key concept?

Can you explain what an event/individual/place in history reveals about a bigger picture or bigger idea?

Knowledge Outcomes						
1	What was the capital of the Byzantine Empire?	Constantinople		21	What did al-Masudi use his knowledge of the stars and the world to make?	Maps
2	Who ruled the Byzantine Empire in the eleventh century?	Empress Zoe		22	Where did the mathematical knowledge that was used in the House of Wisdom come from?	The Greeks, Hindus and Persians
3	Which two continents was Constantinople at the centre of?	Europe and Asia		23	Which religion influenced the caliphs' belief that sick people should be cared for?	Islam
4	Which two religions was Constantinople at the centre of?	Christianity and Islam		24	Who wrote nearly two hundred books on medicine in the tenth century?	al-Razi (Rhazes)
5	What was the name of the land routes that connected Constantinople with India and China?	The Silk Roads		25	Whose ideas did al-Razi (Rhazes) partially challenge?	Galen
6	What was transported along the Silk Roads?	Goods to trade		26	What religion was Hunain ibn Ishaq, who went to Baghdad to study medicine in the ninth century?	Christian
7	When did Caliph al-Mansur start building Baghdad?	762		27	When was Foy probably alive?	Late third or early fourth century
8	Why did the Abbasids move the capital of the Islamic Empire further east from Damascus?	The empire had expanded to the east		28	What religion were Foy's parents?	Pagans who worshiped Roman gods
9	Why did al-Mansur choose Baghdad for the location of his new capital?	It was at the centre of trade routes		29	What religion did Foy convert to?	Christianity
10	What did Al-Mansur believe it was essential to build in Baghdad so that he would be remembered as a great caliph?	Fine palaces and beautiful mosques		30	What happened to many Christians in the fourth century?	They were persecuted
11	Where, in Baghdad, did scholars work?	The House of Wisdom		31	What was Foy's punishment for refusing to give up her Christian beliefs?	She was tortured, dragged to a temple and her head was cut off
12	What did scholars do in the House of Wisdom?	Translated texts into Arabic and created new knowledge		32	What did Christians in south-west France make in the eleventh century to remember Foy?	A statue with her body inside
13	In which subjects did scholars translate texts and create new knowledge?	Maths, science, geography and technology		33	What did the Roman emperor Constantine allow in 313, ten years after Foy's death?	Christians to worship freely
14	Where had some ancient texts survived?	The Byzantine Empire		34	What did Christians build once they could worship freely?	Churches
15	Who was the author of the famous geometry book that the Byzantine Emperor sent to al-Mansur?	Euclid		35	Who led the church in western Europe?	The pope in Rome
16	From where did Baghdad traders bring back knowledge of paper-making?	China		36	Who became saints?	1. Christians, like Foy, who were martyrs 2. Christians who had lived model lives
17	What did caliphs and other rich citizens start building to spread knowledge in the eleventh century?	Madrasas		37	Why did the monks of Conques want a more famous relic?	1. So more pilgrims would stop in Conques 2. To protect the monastery
18	What did madrasas provide inspiration for?	European universities		38	What did Arinisdus steal from Foy's tomb and bring back to Conques?	Foy's body
19	Why was astronomy so important to Arab Muslims?	To know direction of Makkah and when each new moon would appear		39	Who began to visit Conques once Foy's relics were there?	Crowds of pilgrims
20	Which famous Ancient Greek doctor's books were translated into Baghdad?	Galen		40	How far had Foy's cult spread by the eleventh century?	To Italy and England
				41	What happened when Bernard of Angers visited Foy's relics in Conques in 1013?	He witnessed a miracle and apologised to God for mistrusting Foy! He wrote a book called 'The Miracles of Saint Foy'

KPI 7.01 Numerical Skills

1) Place Value	The value of a digit relating to its position in a number. In 1482 the digits represent 1 thousand, 4 hundreds, 8 tens and 2 ones.	2) Integer	Whole numbers including zero. -2, -1, 0, 1, 2, 3, ...																					
3) Decimal	A number with a decimal point in it. It can be positive or negative. 0.3, 1.26, -3.4, etc	4) Positive Number	Any number above zero: 1, 2, 3, 4, ...																					
5) Negative Number	Any number below zero. Always written with a negative sign in front of it: -1, -2, -3, ...	6) Zero Place Holder	A zero that is used as a place holder to denote the absence of a power of 10 E.g. 506 has no tens so there is a 0 in the tens column.																					
7) Even Number	Any integer that can be divided by 2 without leaving a remainder. 2, 4, 6, 8, 10, ...	8) Odd Number	Any integer that cannot be divided by 2 without leaving a remainder. 1, 3, 5, 7, 9, ...																					
9) Square Number	The result of multiplying a number by itself. It will always be positive: 1, 4, 9, 16, 25, 36, 49, 64, 81, 100, 121, 144...	10) Square Root	The opposite of squaring a number to find the original factor e.g. $\sqrt{9} = 3$ or -3																					
11) Inequality	When one number, or quantity, is not equal to another. $a < b$ a is less than b $a > b$ a is greater than b $a = b$ a is equal to b $a \neq b$ a is not equal to b	12) Ascending	Smallest to largest																					
		13) Descending	Largest to smallest																					
14) Decimal place value	The value of each digit after the decimal point. Tenth, hundredth, thousandth etc.	17) Rounding	<table><tr><th>Round to</th><th>Circle, Underline, Decide</th><th>Answer</th></tr><tr><td>Nearest 1000</td><td><u>5</u> 7 8 3 . 1 9 9</td><td>≈ 6000</td></tr><tr><td>Nearest 100</td><td>5 <u>7</u> 8 3 . 1 9 9</td><td>≈ 5800</td></tr><tr><td>Nearest 10</td><td>5 7 <u>8</u> 3 . 1 9 9</td><td>≈ 5780</td></tr><tr><td>Nearest integer</td><td>5 7 8 <u>3</u> . 1 9 9</td><td>≈ 5783</td></tr><tr><td>1 d.p</td><td>5 7 8 3 . <u>1</u> 9 9</td><td>≈ 5783.2</td></tr><tr><td>2 d.p</td><td>5 7 8 3 . 1 <u>9</u> 9</td><td>≈ 5783.20</td></tr></table>	Round to	Circle, Underline, Decide	Answer	Nearest 1000	<u>5</u> 7 8 3 . 1 9 9	≈ 6000	Nearest 100	5 <u>7</u> 8 3 . 1 9 9	≈ 5800	Nearest 10	5 7 <u>8</u> 3 . 1 9 9	≈ 5780	Nearest integer	5 7 8 <u>3</u> . 1 9 9	≈ 5783	1 d.p	5 7 8 3 . <u>1</u> 9 9	≈ 5783.2	2 d.p	5 7 8 3 . 1 <u>9</u> 9	≈ 5783.20
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2 d.p	5 7 8 3 . 1 <u>9</u> 9	≈ 5783.20																						
15) Decimal places	The number of digits after the decimal point e.g. 14.278 has 3 decimal places.																							
16) Estimate	Find a rough or approximate answer by rounding e.g. $2.3 \times 18.4 \approx 2 \times 20 = 40$ $\approx$ "approximately equal to"																							

KPI 7.02 Order of Operations			
1) Operation	A rule for combining numbers + - x ÷	2) Evaluate	To work out the value of.
3) Index notation	The index tells us how many times the base is being multiplied by itself. The plural of index is indices.	Power 2 3 Index Base	
4) Order of operations	B = Brackets I = Indices and Roots DM = Division and Multiplication AS = Addition and Subtraction		
	If we have a calculation with addition or subtraction only then we calculate from left to right. $18 - 10 + 2$ $8 + 2$ 10	If we have a calculation with multiplication or division only then go from left to right. $8 \times 5 \div 4 \times 10$ $8 \times 5 \div 4 \times 10$ $40 \div 4 \times 10$ $10 \times 10 = 100$	

KPI 7.03 Basic Rules of Algebra			
1) $2a$	$2 \times a$	2) ab	$a \times b$
3) a^2	$a \times a$	4) $3a^2$	$3 \times a \times a$
5) a subtracted from b	$b - a$	6) a less than b	$b - a$
7) a subtract b	$a - b$	8) a reduced by b	$a - b$
9) a divided by b	$\frac{a}{b}$	10) b divided by a	$\frac{b}{a}$
11) 4 times smaller than a	$\frac{a}{4}$	12) 4 times larger than a	$4 \times a \rightarrow 4a$
13) 5th power of a	a^5	14) Variable	A letter used to represent any number.
15) Coefficient	The number to the left of the variable. This is the value that we multiply the variable by. $4x \rightarrow$ The coefficient of x is 4.	16) Term	A single number, variable or numbers and variables multiplied together.
17) Expression	A mathematical statement which contains one or more terms combined with addition and/or subtraction signs E.g. $4x + 3y$.	18) Collecting like terms	Combining the like terms in an expression. $7x + 3y - 2x$ is simplified to $5x + 3y$.



Knowledge Organiser



Knowledge Organiser Key Stage 3

Subject : MUSIC

Year: 7

Topic Title: ELEMENTS OF MUSIC

Lesson 1 – Elements of Music

Key Facts from this lesson

The musical elements are a set of keywords we use to describe music.

Tempo – Tempo describes the speed of the music. Music can be fast or slow. It can also speed up and get slower.

Dynamics – Dynamics describe the volume of the music. It can be loud or quiet. It can also get louder or get quieter.

Texture – Texture describes how many **different** parts a piece of music has and how they interact with each other. Texture is thick if there are many different parts, or thin if there are not many different parts.

Timbre – Timbre describes the unique sound that an instrument is making. One instrument can have multiple timbres depending on how it is played. For example, a trombone can have a warm timbre or a harsh timbre depending on how it is played.

Key words and definitions from this lesson:

- ★ **Timbre** – the unique sound of an instrument is creating
- ★ **Texture** – how many different parts are playing and how they interact with each other
- ★ **Dynamics** – the volume of the sound
- ★ **Forte** – A loud dynamic level
- ★ **Piano** – A quiet dynamic level
- ★ **Tempo** – the speed of the music
- ★ **Composition** – creating original music

Diagrams/ Maps/ illustration to help with learning

Use this space to plan your composition

Potential misconceptions to avoid / errors students often make

Texture – Texture is how many different parts are playing, **NOT** how many instruments are playing.

Thick texture = many different parts at the same time

Thin texture = one or two different parts at the same time

Therefore

40 violins playing the **same part** = thin texture

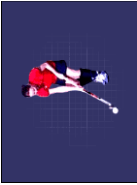
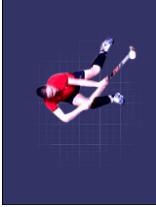
3 violins playing **different parts** = thicker texture

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Year 7 PE - Tasks 1 & 5

Fit to Perform Knowledge Organiser

Rules, Regulations & Skills	
Rule or Laws in Sport	This is a restriction on a game that should be followed throughout the game. Rules are set out by the governing body of each sport to ensure that rules are observed by players, coaches and officials. (Each sport has its own national governing body) Athletics – UK Athletics Unwritten rules – contribute to fair play - Respect to other players - Respect towards coaches and officials - Playing within the rules - Equality for all sports performers
Regulation	This is a restriction on how your game is played, these are normally in place before the game is started, the game cannot start unless these are correct - The following are regulated by the governing body - Number of player – how many in a team - Playing surface – surface types - Equipment – Specific equipment needed for sport or safety - Health and Safety – many regulations to prevent injury - Facilities – court, pool or track size - Time – Duration of the match, intervals or stoppages - Officials – Clear roles and responsibilities to ensure application of the rules. - Scoring Systems – normally the team with the most points is the winner.
Application of the Rules	Officials apply the rules of the game, they need to make decisions when an offense has occurred and decide what to do next. Officials will stop the game explain what is happening and what will happen next.
Roles of Officials	Different sports require different types of officials, each with their own roles and responsibilities. - Umpires - Main decision makers - Cricket - Referee - Ensures that all the rules of the game are followed - Football - Judges - The judge observes the performers against a set criteria - Gymnastics - Time Keepers - Restriction on time played, monitor time - Starters - In charge of monitoring false starts - Swimming
Responsibility of Officials	Officials in each sport have a defined set of responsibilities. - Appearance – Performers and officials wear specific uniform but different to identify whom is who. - Equipment – Officials responsibility to ensure appropriate equipment for sport is available and safe. - Qualifications – Officials have a recognised officiating qualification for their sport - Fitness – Some sports require a high level of fitness to keep up with the field of play. - Interpretation of the rules- Officials responsibility to apply and the rules and if broken then they are to take appropriate action. - Control of Players – Officials ensure that the sport is played in a safe manner, if dangerous officials can sanction players. - Effective communication – Officials ensure that players are aware of decisions and control players. Verbal and non- verbal communication - Health and Safety – Officials are responsible for players, spectators, coaches and officials before during and after sporting events. - Fair Play – Officials should promote fair play at all-time applying the rules fairly and consistently.

Skill	Necessary for effective performance in your sport. For example, in Hockey skills needed include dribbling, passing and hitting the ball
Technique	How to perform the skill. The technique to perform push pass for hockey is shown below STEP ONE  Your hands should be approximately 30cm apart with the left hand near the top of the stick and the right hand further down. Keep your eyes on the ball, with your feet apart and knees bent. STEP TWO  Make sure your back foot is roughly in line with the ball. Keep your stick in contact with the ball as you begin to shift your weight from back to front foot. STEP THREE  Follow through keeping your stick in contact with the ball for as long as possible, increasing the speed of your stick head as you near your front foot.
Tactics	A tactic is a game plan made before the start of the game to play against your opponent's weaknesses and to your own strengths Tactics: appropriate to selected sports e.g. positioning, choice of strokes and shots, variation, conditions, use of space In Football an example of a tactic is Tiki Taka which is defined by short, intricate passing and fluid movement between every player on the field, the key to its success is overloading the midfield area with technically skilful players who can retain possession of the football for large periods of the game; adding intelligent, nimble attackers who are able to create space and drag the opposition out of position.

Knowledge Organiser Origins of Abrahamic Faith					
1	Genesis	The first book of the Jewish and Christian scriptures.	11	Moses	The Hebrew prophet who led the Israelites out of Egypt and delivered the Law during their years of wandering in the wilderness.
2	Adam and Eve	According to Genesis, they were the first human beings created by God.	12	Exodus	Second book of the Jewish and Christian scriptures which tells the story of Moses and the Israelites.
3	Noah	The hero of the biblical flood story in the book of Genesis.	13	Leviticus	Third book of the Jewish and Christian scriptures which contains laws and ceremonial practices.
4	The Flood	God's decision to return the Earth to its pre-creation state of watery chaos and then remake it in a reversal of creation.	14	Day of Atonement	A religious practice described in Leviticus to remove the sins of the community.
5	Abraham (Ibrahim in Islam)	The common founder of Judaism, Christianity and Islam.	15	Jesus	First-century Jewish teacher who Christians believe to be the Son of God.
6	Covenant	Conditional promises made to humanity by God.	16	Pharisees	An ancient Jewish group, distinguished by strict observance of the traditional and written law.
7	Sacrifice	An act of slaughtering an animal or person or surrendering a possession as an offering to a deity.	17	Crucifixion	An ancient form of execution in which a person was nailed or bound to a cross.
8	Isaac	Abraham's son who went on to be ancestor to the Jewish people.	18	Salvation	Saving from sin and its consequences, believed by Christians to be brought about by faith in Jesus.
9	Ishmael	Abraham's son who went on to be ancestor to the Muslim people.	19	Polytheism	The belief in more than one god.
10	Mecca	Holy city for Muslims established by Ibrahim and Ishmael.	20	Monotheism	The belief in one God.

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Knowledge Organiser Key Stage 3

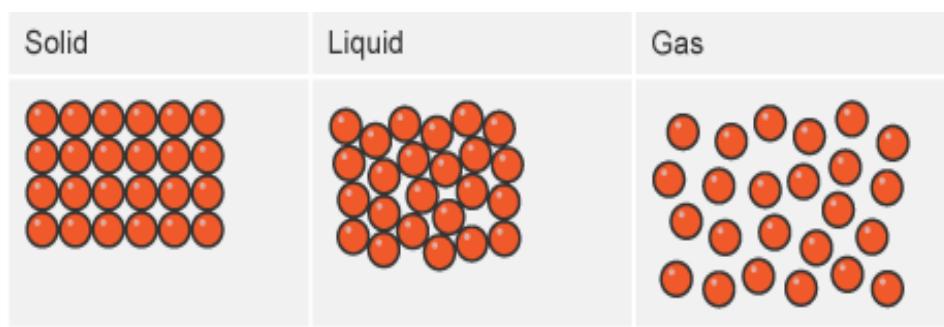
Subject : Science

Year: 7

Topic Title: Particles

Key Facts

1. Everything around us is made up of **particles**
2. All of these particles are in one of three states of matter – **solids, liquids or gases**
3. Solid particles have the least energy. Solid particles **vibrate** on the spot, in a **fixed position**, and form **strong bonds** with other solid particles in a **regular arrangement**. Solids have a fixed shape and **can't be compressed**.
4. Liquid particles have more energy than solids. Liquid particles move **quickly** and **randomly**, and form **weak bonds** with other liquid particles. Liquid particles are arranged **randomly**, sometimes touching, sometimes not, but the particles are close enough together that liquids **cannot be compressed**.
5. Gas particles have more energy than liquid particles. Gas particles move **very quickly** and **randomly**. Gas particles do not form bonds with each other, so spread out **far apart** in a random way. Because gas particles are far apart, gases have **no fixed shape** and **can be compressed**.
6. Conservation of mass – the mass of a particle **stays the same** whether it is part of a solid, a liquid or a gas. 10g of solid ice melts to form 10g of water, which boils to form 10g of steam.

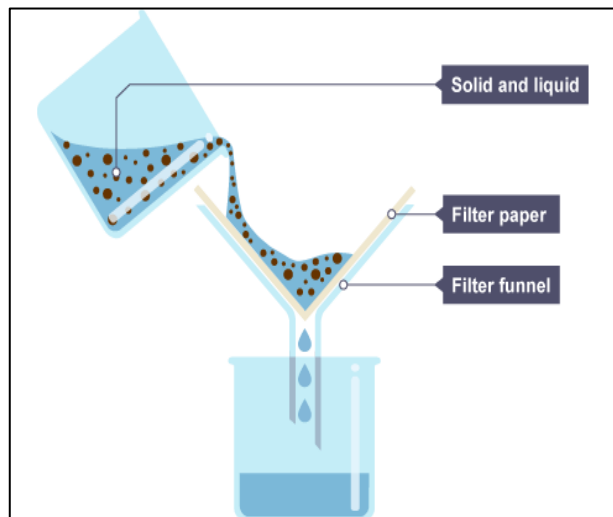


Key words

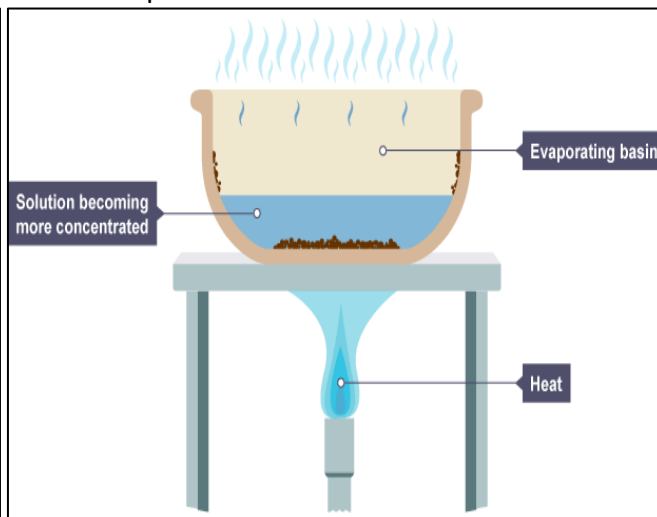
1. **Particle** – a small piece of matter
2. **Matter** – the substances that all physical objects are made from
3. **Pure** – contains only one type of particle
4. **Mixture** – contains more than one type of particle that you can separate physically
5. **Regular** – in a repeating pattern
6. **Random** – with no pattern
7. **Compressed** - squashed
8. **Soluble** – will dissolve in water or another solvent (e.g. alcohol)
9. **Insoluble** – will not dissolve in a particular solvent
10. **Solvent** – the liquid which a substance might dissolve in
11. **Solute** – the substance which you are trying to dissolve
12. **Filtration** – a method for separating an insoluble solid from a solvent (e.g. sand from water)
13. **Evaporation** – a method for separating a soluble solid from a solvent (e.g. salt from water)
14. **Distillation** – a method for separating a solvent from a solution (e.g. water from contaminated water)
15. **Chromatography** – a method for separating dissolved substances from each other (e.g. different parts of blood in forensic science)
16. **Pressure** – a measure of how spread out a force is

Diagrams – Separation Techniques

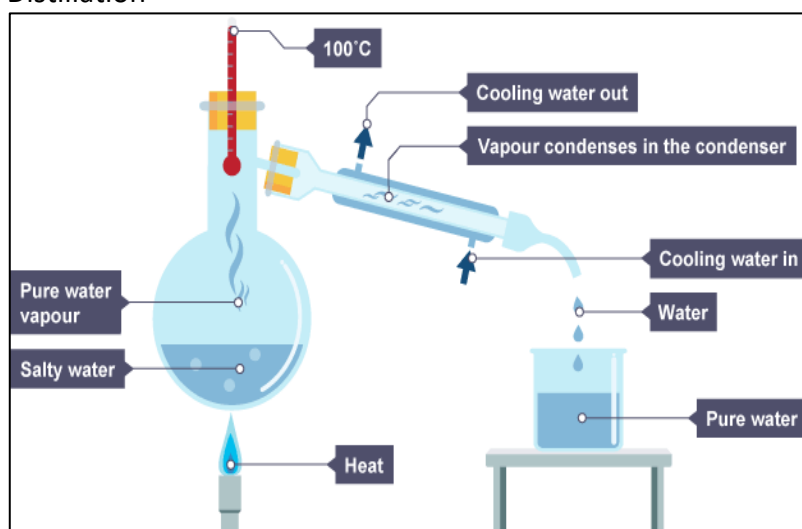
Filtration



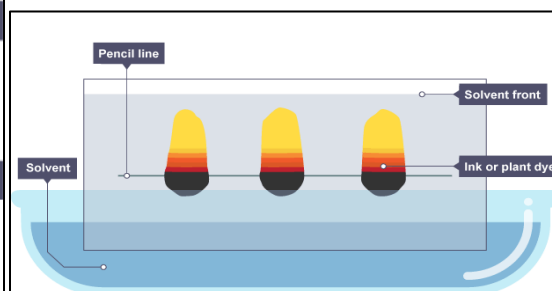
Evaporation



Distillation



Chromatography



Potential misconceptions to avoid / errors students often make

1. "Pure" in science is more specific than "pure" in food etc.

In everyday life, we sometimes call things pure (e.g. honey, orange juice) when they actually have many different types of particles in them. In science, a pure substance contains only one type of particle. Pure iron contains only iron particles. Pure water contains only water particles.

2. All particles move.

Students sometimes aren't clear enough about whether they are talking about the object or the particles that make up the object.

Solids stay in one place. The tiny particles that make up the solid vibrate in a fixed position

Liquids can flow. The tiny particles that make up a liquid move around randomly and quite quickly.

Gases can flow and fill a container. The tiny particles that make up a gas move around randomly and very quickly

3. All particles have energy

Because solids don't vibrate, students sometimes forget that all solid particles have energy and that solid particles move/vibrate on the spot.

As particles get hotter and gain energy, a solid will melt to a liquid and then a liquid will boil to a gas.

As particles get colder and lose energy, a gas will condense to a liquid and then a liquid freeze to a solid.

4. There are two different ways for liquid particles to become gas particles

Evaporation can take place at any temperature between melting and boiling points. It only happens from the surface of the liquid and gets faster as the temperature rises (or if there is a breeze!)

Boiling can only happen at a particular temperature for the substance. It happens throughout the liquid.

YR 7 Spanish: Term 1 Knowledge Organiser

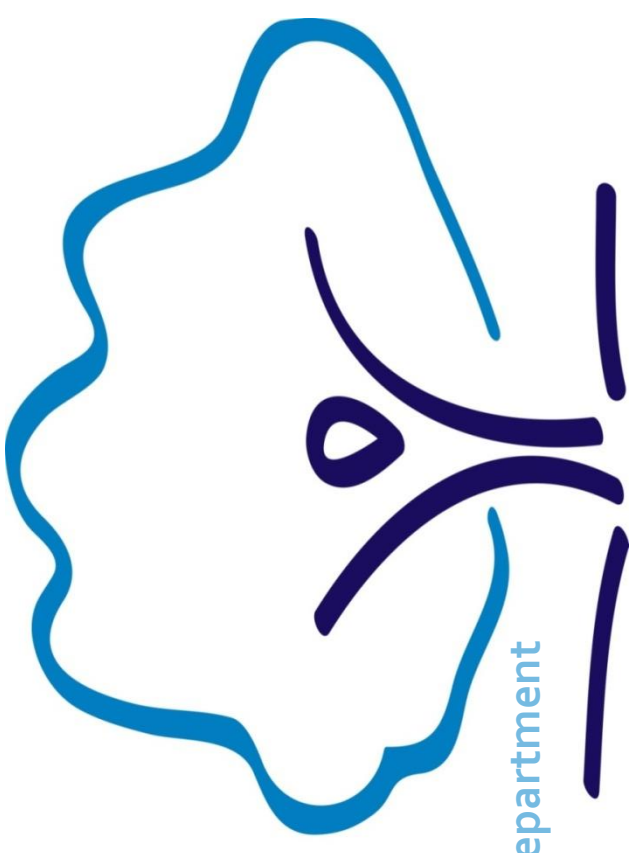
¡Hola! ¿Qué tal? / ¿Cuántos años tienes? – Hi! How are you? How old are you?

¿Cuando es tu cumpleaños? – When is your birthday?

¿Dónde vives? ¿Cuál es tu **nacionalidad**? – Where do you live? What is your nationality?

¿Tienes mascotas? – Do you have any pets?

Háblame de tu familia – Tell me about your family?



NOA MFL Department

¡Hola! ¿Qué tal? (Hello! How are you?) ¡Hola! ¿Cómo estás? (Hello! How are you?)	
Estoy (I am feeling) Está (s/he is feeling)	genial (great) muy bien (very good) bien (good) Regular/así así (so so) fatal (terrible) mal (unwell)
¿Cómo te llamas? (What's your name?)	
Me llamo (my name is) Pablo	Se llama (s/he is called) María/Jorge
¿Cuántos años tienes? (How old are you?)	
Tengo (I am) Tiene (s/he is)	Once or doce años (11 or 12 years old)
Adiós – goodbye	

[illegible]

Vivo (I live)	en (in) Francia (France) España (Spain) Italia (Italy) Alemania (Germany) Inglaterra (England) Gales (Wales) Escocia (Scotland) Polonia (Poland)	pero (but)	me gustaría vivir (I would like to live in)	en (in)	Colombia España (Spain) Italia (Italy) Perú Argentina (Argentina) Cuba (Cuba) Portugal (Portugal) México (Mexico)
Soy (I am)	francés (French) español (Spanish) italiano (Italian) alemán (German) inglés (English) galés (Welsh) escocés (Scottish) polaco (Polish)	y (and)	hablo (I speak) me gustaría hablar (I would like to speak)	francés (French) español (Spanish) italiano (Italian) alemán (German) portugués (Portuguese) árabe (Arabic) polaco (Polish)	

Tengo (I have)	un conejo (a rabbit) un caballo (a horse)	amarillo (yellow) negro (black) rojo (red)	pero (but)	me gustaría (I would like)	tener (to have)	un conejo (a rabbit) un caballo (a horse)	amarillo (yellow) negro (black) rojo (red)
No tengo (I don't have)	un gato (a cat) un hámster (a hamster) un pájaro (a bird) un perro (a dog) un pez (a fish) un ratón (a mouse)	blanco (white) marrón (brown) gris (grey) azul (blue) verde (green) naranja (orange) rosa (pink)		le gustaría (he/she would like)		un gato (a cat) un hámster (a hamster) un pájaro (a bird) un perro (a dog) un pez (a fish) un ratón (a mouse)	blanco (white) marrón (brown) gris (grey) azul (blue) verde (green) naranja (orange) rosa (pink)
Mi amigo/a tiene (My friend has)							
Mi amiga tiene (My friend has)	una cobaya (a guinea pig) una serpiente (a snake) una tortuga (a turtle)	amarilla (yellow) negra (black) roja (red) blanca (white) marrón (brown) gris (grey) azul (blue) verde (green) naranja (orange) rosa (pink)				una cobaya (a guinea pig) una serpiente (a snake) una tortuga (a turtle)	amarilla (yellow) negra (black) roja (red) blanca (white) marrón (brown) gris (grey) azul (blue) verde (green) naranja (orange) rosa (pink)
Mi amigo/a no tiene (My friend doesn't have)							
No tengo mascotas (I don't have any pets)							

En mi familia hay... personas (In my family there are... people) No tengo hermanos (I don't have siblings)	mi madre/madrastra (my mum/stepmum) mi padre/mi padrastro (my dad/stepdad) mi hermano/hermanastro (my brother/stepbrother) mi hermana/hermanastra (my sister/step sister) mi tío (my uncle) mi tía (my aunty) mi primo/a (my cousin) mi abuelo (my granddad) mi abuela (my grandma) mis padres (my parents) mis abuelos (my grandparents)	tiene (he/she has/is) lleva (he/she wears)	treinta años (30 years old) cuarenta años (40 years old) cincuenta años (50 years old) sesenta años (60 years old) setenta años (70 years old) ochenta años (80 years old) noventa años (90 years old) barba (beard) bigote (moustache) pecas (freckles) gafas (glasses) aparatos/frenillos (braces)
--	---	--	--

Year 7

Term 2

Contents

English

Geography

History

Maths

Music

PE

RE

Science

Spanish

The Wolves of Willoughby Chase

Key Terminology

1	Third Person Limited Narrator	The narrator's thoughts, feelings, and knowledge of situations closely follow one character's perspective.
2	Third Person Omniscient Narrator	The story is related by a narrator who knows the thoughts and feelings of all the characters in the story.
3	Theme	An idea that recurs (comes up again and again) or pervades (spreads through) a work of art or a piece of literature.
4	Foreshadowing	When the writer gives advance hints of what is to come later in the story.
5	Tension	A feeling of nervousness or uncertainty leading up to a significant or challenging moment or event.
6	Mood	A literary method used by writers to evoke certain feelings in readers through words and descriptions.
7	Pathetic Fallacy	When a writer gives human emotions and traits to nature, particularly the weather. It's often used to make the environment reflect the feelings of a narrator or other characters.
8	Symbolism	When a writer takes an action, object, place, person, animal or word and gives it a much more metaphorical meaning.
9	Narrative Structure	Exposition, Rising Action, Climax, Falling Action, Dénouement.



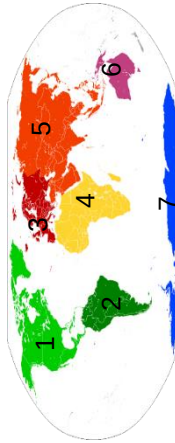
The Wolves of Willoughby Chase

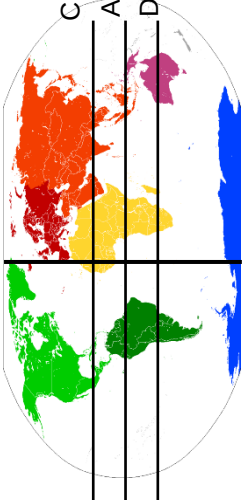
Key Vocabulary

A	High-spirited	Describes someone who is lively and easily excited.
B	Impetuous	Acting or doing something quickly without thought or care.
C	Menacing	Threatening or intimidating.
D	Cautious	Describes when someone acts carefully to avoid possible danger or harm.
E	Considerate	Describes someone who pays attention to the needs, wishes or feelings of other people.
F	Resourceful	Describes someone who is good at finding ways of solving problems.
G	Self-reliant	Describes someone who can do things and make decisions by themselves, without needing help.
H	Deception	To trick someone by concealing (hiding) or misrepresenting the truth (lying).
I	Indomitable	Describes someone who never gives up or admits defeat.
J	Tyrant	A figure of authority who rules in a cruel and oppressive way.
K	Dehumanisation	To deprive someone of their human rights such as kindness, individuality, creativity.
L	Triumph	To gain success or victory after a difficult struggle.
M	Class	A system of ordering society whereby people are divided into sets based on perceived (interpreted) social status or economic status.
N	Corruption	Dishonest and illegal behaviour by people in positions of authority or power.
O	Transcend	to go beyond normal limits or boundaries.

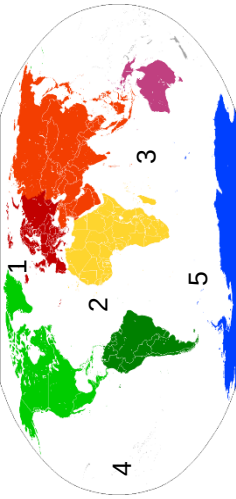


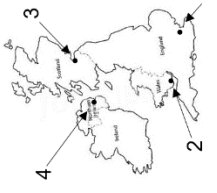
Background	
1.	Geography is the study of the Earth's natural features. It is also about people and places and how they affect one another. (C)
2.	In geography maps are important. World maps show the location of the continents and oceans. (A, B, D)
3.	The UK is made up of 4 countries. (E)
4.	Maps are made up of different parts, OS maps are the most widely used in the UK, and can show the height of the land. (F, G, H)

A.	Continents (7)			
				
1	North America.	5	Asia.	
2	South America.	6	Oceania.	
3	Europe.	7	Antarctica.	
4	Africa.			

B.	Lines of a global maps (4)
	

C.	Types of Geography (2)	
Human	Studying what people do to the Earth.	
Physical	Studying what is naturally occurring on Earth.	

D.	Oceans (5)		
			
1	Arctic Ocean.	4	Pacific Ocean.
2	Atlantic Ocean.	5	Southern Ocean.
3	Indian Ocean.		

Geography of the UK (4)		
	1	London, England.
	2	Cardiff, Wales.
	3	Edinburgh, Scotland.
	4	Belfast, Northern Ireland.

F.	Parts of a map (6)	
Latitude	How far north or south a place is from the Equator.	
Longitude	How far east or west a place is from the Prime Meridian.	
Scale	A length on the map, in real life.	
Altitude	Height above sea level.	
Compass	Used to show direction on maps.	
Distance	How far two places are from one another.	

G.	OS maps (13)	
Ordnance survey	The organisation that produces the maps that are most widely used in the UK.	
	Bus station.	
	Railway (train) station.	
	Place of worship.	
	Information point (for help).	
	Deciduous Trees.	
	Coniferous Trees.	
	Youth Hostel.	
	Museum.	
	School.	
	Post Office.	
	View point (good view from here).	
	Campsite.	

H.	Contour Lines (3)	
a. What are they?	Lines that show the height and shape of land.	
b. How do they show steep hills?	Lots of contour lines close together.	
c. How do they show sloping hills?	Contour lines far apart.	



Rivers

Background:	
1.	Rivers affect the landscape and the lives of people who live near them.
2.	Rivers are found within their own drainage basin and have their own distinct features. (A)
3.	As a river moves from it's source in the upper course, to it's mouth in the lower course, it's profile changes. (B)
4.	There are many different river processes which can impact the landscape. (C, D)
5.	Processes of erosion and deposition can lead to the formation of different river landforms. (E, F, G)
6.	Flooding is a key feature of rivers, and drainage basin processes play a significant role in this. By altering the drainage basin of a river, we can interfere with these processes. (H)
7.	There are many famous examples of floods. Today many strategies have been put in place in an attempt to manage the flood risk. (I)

A.	Drainage basin features (6)
Drainage basin	An area of land drained by a river and its tributaries.
Source	The start of a river.
Mouth	Where the river enters the sea or lake.
Tributary	A small river than joins a larger river.
Confluence	The point at which two or more rivers meet.
Watershed	The dividing line between two drainage basins.

B.	River profile (3)
Upper course	The narrow, steep, upper part of a river, contains waterfalls.
Middle course	The wider, deeper channel, contains meanders and ox-bow lakes.
Lower course	The widest, flattest part of the river, near the mouth, contains the floodplain.

C.	Types of erosion (4)
Hydraulic action	The sheer force of the river causing the bed and banks to erode.
Abrasion	Material carried by the river erodes by scraping along the bed and banks.
Attrition	Eroded material carried by the river, hits into each other breaking down into smaller pieces.
Solution	The acids in the water causing erosion.

E.	Waterfall – upper course (2)
Plunge pool	A pool which forms at the bottom of a waterfall, undercutting the hard rock above.
Gorge	A steep sided valley left behind when a waterfall retreats up stream.

F.	Meander – middle course (2)
Slip off slope	The sloping bed of a meander, from the inside (shallow) to the outside (deep).
River cliff	The undercut bank on the outside bend of a meander.

G.	Floodplain – lower course (2)
Silt	The fertile, eroded material transported by a river.
Levees	Banks found at the side of a river in the lower course.

I.	Case study example: York 2015 floods		
Where/ when?	York in the north east of the UK, happened in December 2015.		
Cause (3)		Effect (4)	Response (3)
1. Very heavy rainfall from Storm Desmond and Storm Eva 2. Steep slopes of Yorkshire Dales caused surface run-off. 3. Removal of forest in North York Moors meant precipitation could not infiltrate.		1. People lost phone and internet connections, with some people unable to make or receive calls. 2. Roads flooded 3. 500 homes were flooded, costing millions to repair	1. Immediate – 250 people evacuated & 600 military personnel sent in 2. Long term – emergency payment of £24 million given to families & businesses 3. Long term - £10 million pledged for new flood defences

D.	Other river processes (5)	
River load	The material which the river is transporting.	
Transportation	The movement of material by the river.	
Deposition	When a river loses energy so drops it's load.	
Lateral erosion	When erosion moves across the land, causing the bends of meanders to widen.	
Vertical erosion	Erosion which takes place downwards into the land.	

H.	Drainage basin processes (6)	
Precipitation	Liquid that falls from the sky e.g. rain, snow, hail.	
Interception	When the leaves of trees stop precipitation reaching the ground.	
Surface run-off	The movement of water overland back into a river.	
Surface storage	Water stored on the surface in lakes or puddles.	
Infiltration	The movement of water from the surface into the soil.	
Through flow	The movement of water through the soil back into the river.	

Unit 1: The Norman Conquest Knowledge Outcomes		
1	Which Anglo-Saxon king died in 1066 leaving no clear heir?	Edward the Confessor
2	Which Anglo-Saxon earl was crowned by the Witan following the death of the king?	Harold Godwinson
3	Of which part of northern France was William the Duke?	Normandy
4	What did William claim happened in 1051?	Edward promised him the English throne
5	What was Harold supposed to have done in 1064?	Swore an oath to support William
6	Which important Christian figure supported William's claim?	The Pope
7	Which Viking warrior king also claimed the English throne?	Harald Hardrada
8	Who invaded England in September 1066?	Harald Hardrada and Tostig Godwinson
9	What battle did Harold's army fight in the north?	Battle of Stamford Bridge
10	What suddenly changed in September and allowed William to sail the Channel and invade?	The wind
11	In what month and year did the Battle of Hastings take place	October 1066
12	Why did Harold hurry into fighting the Normans?	He wanted to catch them by surprise
13	What was Harold's force of 3,000 professional soldiers called	Huscarls
14	What were William's heavily armoured soldiers on horseback called?	Knights
15	Who had the stronger army at the start of the Battle of Hastings?	William
16	What is the 70m long embroidered cloth depicting William's victory?	Bayeux Tapestry
17	What did Harold's army form that William's army could not break through?	Shield wall
18	What tactic did William use to get the Saxons off from the top of the hill?	A false retreat
19	What did William and his troops do on their way to London after the Battle of Hastings?	Burnt crops and villages
20	When was William crowned king of England?	Christmas day 1066
21	What did William and his nobles build across England?	Motte and bailey castles
	What did William do with the land belonging to Anglo-Saxon nobles?	Gave it to the Norman knights
22	How did Harold Godwinson's family respond to William being crowned?	Raised a revolt from Exeter in 1068
23	What happened in 1069, following a revolt in Durham?	The harrying of the north
24	Who was at the top of the Feudal System	The king
25	Were barons or knights higher in the Feudal System?	Barons
26	What important book did William commission in 1086?	Domesday Book
27	What was the primary reason William commissioned this book?	Taxation
28	In what order do historians put historic dates into?	Chronological
29	What does BC mean?	Before Christ
30	What do we call a period of 100 years?	A century
31	What is it called when historians form their own views on what happened in the past	An interpretation
32	What do historians use to understand what happened in the past?	Evidence
33	What are the three main elements of a source we must analyse?	Content, origin, purpose
34	In which part of the source can we find who wrote or made it?	The origin
35	What do we call it when historians are trying to understand the reasons why an event in history happened?	Causation



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KPI 7.04 Factors and Multiples		
1) Factor	Any whole number that divides exactly into another number leaving no remainder is a factor. Factors of 20 are: 1, 2, 4, 5, 10, 20	2) Multiple The result of multiplying a number with a whole number (all times tables!) The multiples of 7: 7, 14, 21, 28, 35, 42, 49, 56, 63, 70 ...
3) Highest Common Factor (HCF)	The HCF of 2 or more numbers is the largest number that is a factor of each of those numbers E.g. HCF of 18 and 45 = 9 18: 1, 2, 3, 6, <u>9</u> , 18 45: 1, 3, 5, <u>9</u> , 15, 45	4) Lowest Common Multiple (LCM) The LCM of 2 or more numbers is the smallest number that is a multiple of each of those numbers E.g. LCM of 6 and 8 = 24 6: 6, 12, 18, <u>24</u> , 30, 36, 42, 48, 54, 60 8: 8, 16, <u>24</u> , 32, 40, 48, 56, 64, 72, 80
5) Prime numbers	A prime number only has two distinct factors: 1 and itself. 2 is the only even prime number. 1 is not a prime number. Prime numbers between 1 and 100 are: 2, 3, 5, 7, 11, 13, 17, 19, 23, 29, 31, 37, 41, 43, 47, 53, 59, 61, 67, 71, 73, 79, 83, 89, 97	

KPI 7.05 Expand and Factorise		
1) Expand	Multiply out the bracket(s) in the expression. E.g. $3(5x + 7) = 15x + 21$	2) Factorise Identify the HCF and rewrite the expression with brackets. E.g. $6x^2 + 9x = 3x(2x + 3)$

KPI 7.06 Addition and Subtraction		
1) Addition Plus, add, sum, more than.	$\begin{array}{r} 1.38 \\ 4.90 + \\ \hline 6.28 \end{array}$	2) Subtraction Subtract, minus, take away, less than.
3) Commutative	Addition is commutative – the order of addition does not change the result. Subtraction is not commutative.	To find the difference between two numbers. The inverse operation is addition. $\begin{array}{r} 8.1 \\ 4.90 \\ 1.38 - \\ \hline 3.52 \end{array}$
		When you add you can do so regardless of how the numbers are grouped. Subtraction is not associative.

KPI 7.07 Perimeter		
1) Perimeter	The total distance around the outside of a closed shape. 8 cm 5 cm  Perimeter = 5 + 8 + 5 + 8 = 26 cm	2) Polygon A 2D shape which has 3 or more straight sides.
		3) Regular Polygon A polygon where all sides are equal length, and all angles are of equal size.
		4) Irregular Polygon A polygon where all sides are not equal and/or all angles are not equal.

KPI 7.08 Multiplication and Division		
1) Multiplication <i>lots of, times, product, of</i>	Multiplication is the operation of scaling one number by another. Multiplication is the inverse operation of division. Multiplication is commutative – the order of multiplication does not change the result. E.g. $2 \times 3 = 3 \times 2$. Multiplication is associative – when you multiply you can do so regardless of how the numbers are grouped. E.g. $1 \times (2 \times 3) = (1 \times 2) \times 3$	
2) Multiplying integers	$\begin{array}{r} 29 \times 3 \\ 2 \end{array}$	Remove the decimal points Multiply Insert the same number of decimal points in the answer as in the question 0.5×0.3 $5 \times 3 = 15$ $0.5 \times 0.3 = 0.15$
3) Multiplying decimals		
4) Division	Division can be thought of as sharing. The number being divided is shared equally into the stated number of parts. Division is the inverse operation of multiplication.	$D \div \blacksquare = \blacksquare \quad \overline{D} = \frac{D}{\blacksquare}$ $4524 \div 3 = 1508$ $3 \overline{) 4524} \begin{array}{r} 1508 \\ 364 \\ \hline 3000 \end{array}$ $8 \overline{) 8} = \frac{8}{9}$
5) Dividend	The number being divided. $15 \div 3 \rightarrow 15$ is the dividend.	6) Divisor The number by which another is divided. $15 \div 3 \rightarrow 3$ is the divisor.

KPI 7.09 Area			
1) Area	A measure of the space inside a 2D shape. Area is measured in square units E.g. square centimetres (cm ²), square metres (m ²).		
2) Area of a rectangle	Area = length x width	3) Area of parallelogram	Area = base x height
4) Area of triangle	Area = $\frac{\text{base} \times \text{height}}{2}$	5) Compound area	Split into regular shapes Find the area of each Sum the areas Area = 36 + 15 = 51 units²



Knowledge Organiser Key Stage 3

Subject : Music Year: 7 Topic Title: Ukulele



Lesson 1

Key Facts from this lesson

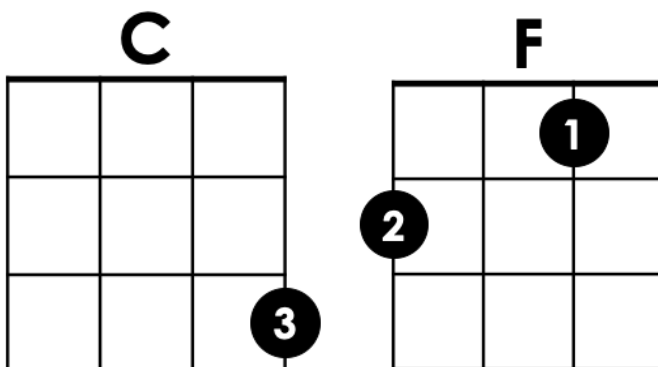
- The ukulele was created in Hawaii in the 19th Century by Portuguese immigrants, and is based on similar Portuguese stringed instruments. In the 20th Century it became popular in the United States of America and then spread internationally.
- A chord is a combination of three or more pitches. They can be major (sounds happy) or minor (sounds sad)

Key words and definitions from this lesson:

- ★ **Fret** – The metal bars on the neck of a ukulele
- ★ **Lead sheet** – A type of notation that involves a set of lyrics annotated with chord, as shown below.
- ★ **Chord** – A combination of more than one pitch played at the same time

Diagrams to support learning:

Oh, mmm, I know a place
F C
Ain't nobody cryin'
F C
Ain't nobody worried
F C
Ain't no smilin' faces, mmm, no no
F C
Lyn' to the races
F C F
Help me, come on, come on
C F
Somebody, help me now (I'll take you there)





Lesson 2

Key words and definitions from this lesson:

- ★ **Strumming pattern** – The right hand rhythm for ukulele
- ★ **Chorus** – The repeated, catchy part of a song. It is generally the most memorable part
- ★ **Verse** – A section of a song that uses different lyrics but the same chor each time it is played. It normally "tells the story" in a song.

Diagrams to support learning:

C

She came from Greece she had a thirst for knowledge

She studies sculpture at St. Martins College

G

That's where I caught her eye

C

She told me that her dad was loaded

I said "In that case, I'll have a rum and coca-cola"

G

She said "fine" and in a thirty seconds time she said

F

"I want to live like common people

C

I want to do whatever common people do

I want to sleep with common people

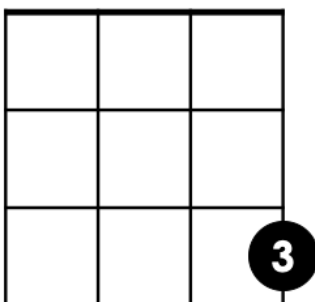
G

I want to sleep with common people like you"

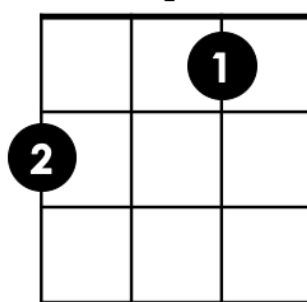
C

Well, what else could I do? I said "I'll see what I can do"

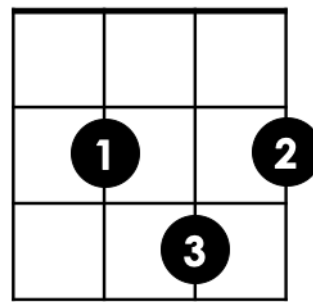
C



F



G





Lesson 3

Key words and definitions from this lesson:

- ★ **Minor chord** – A type of chord that, when played on its own, tends to sound sad.
- ★ **Key centre** – The chord that sounds like “home” in a song. This chord provides a resolution to end the song on.

Diagrams to support learning:

C F C F
I've got sunshine on a cloudy day

C F C F
And when it's cold outside, I've got the month of May

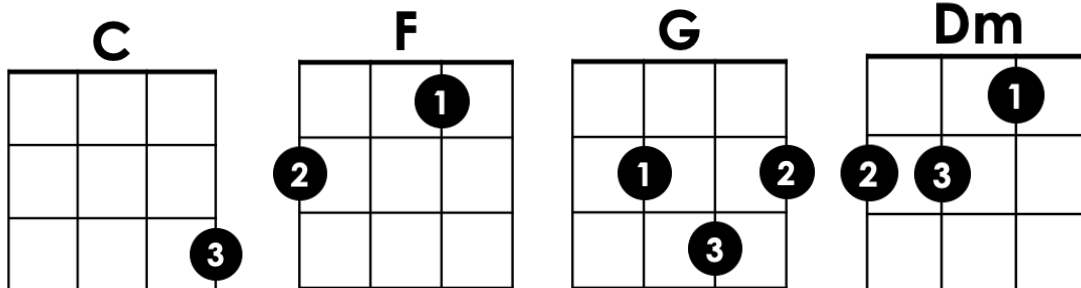
C Dm F G

I guess you say,

C Dm F G
What can make me feel this way?

C
My girl ...

Dm G
Talkin' 'bout my girl (my girl)





Knowledge Organiser Key Stage 3
Subject : Music Year: 7 Topic Title: Ukulele



Lesson 4

Key words and definitions from this lesson:

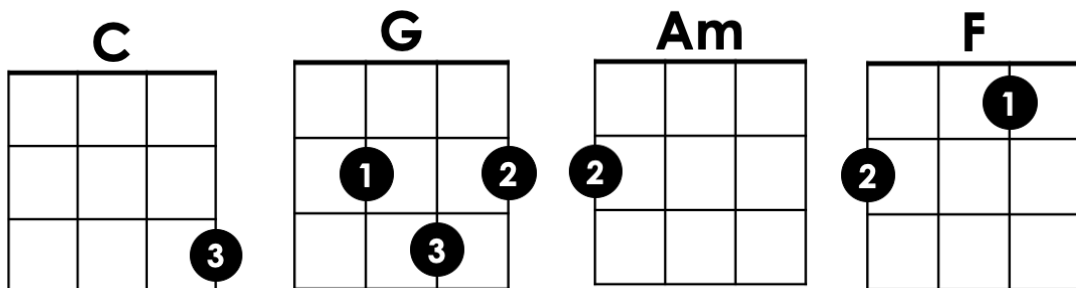
- ★ **Pulse** – The underlying beat in a song.
- ★ **Tempo** – The speed of the pulse in a song
- ★ **Relation to pulse** – The duration that a chord is played for, in beats

Diagrams to support learning:

C G Am F
When I find myself in times of trouble, Mother Mary comes to me
C G F C
Speaking words of wisdom, let it be
C G Am F
And in my hour of darkness, She is standing right in front of me
C G F C
Speaking words of wisdom, let it be

[Chorus]

Am G F C
Let it be, let it be, let it be, let it be
C G F C
Whisper words of wisdom, let it be





Lesson 5

Key words and definitions from this lesson:

- ★ **Barring** – Using one finger to hold more than one string on the same fret
- ★ **Seventh chord** – A type of chord that features four distinct pitches

Diagrams to support learning:

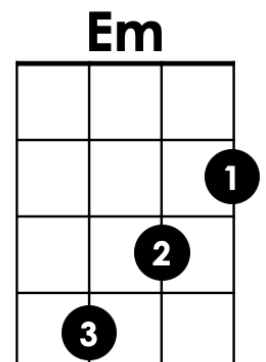
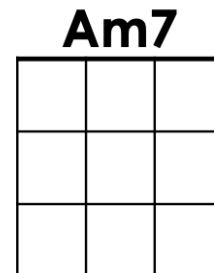
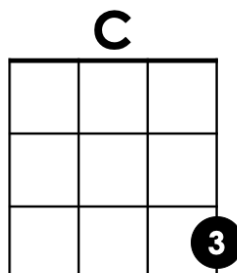
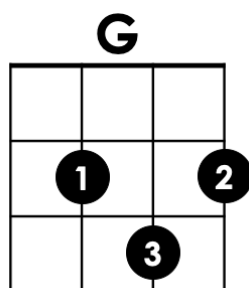
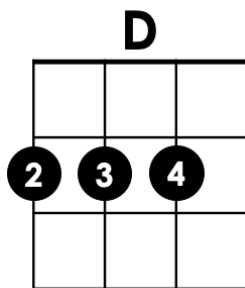
D **G**
I, I will be king

D **G**
And you, you will be queen

C **D**
Though nothing will drive them away

Am7 **Em** **D**
We can beat them just for one day

C **G** **D**
We can be Heroes just for one day



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Year 7 PE

Fit 4 Life Knowledge Organiser

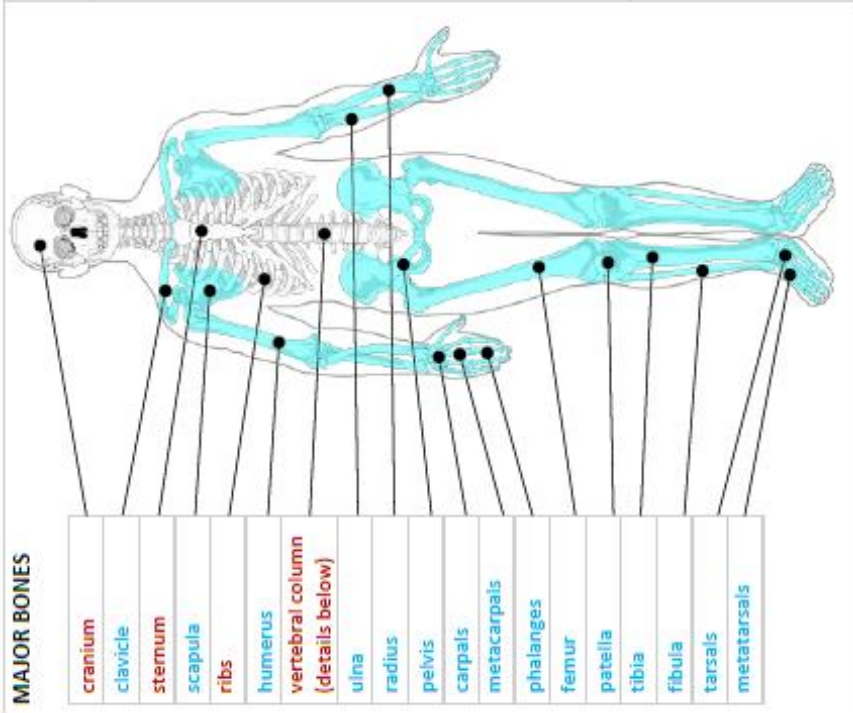
Components of Fitness

Health related		Skill related	
Aerobic Endurance	the ability of the cardiorespiratory system to work efficiently, supplying nutrients and oxygen to working muscles during sustained physical activity.	Balance	the ability to maintain centre of mass over a base of support.
Muscular Endurance	the ability of the muscular system to work efficiently, where a muscle can continue contracting over a period of time against a light to moderate fixed resistance load.	Agility	the ability of a sports performer to quickly and precisely move or change direction without losing balance or time.
Flexibility	having an adequate range of motion in all joints of the body; the ability to move a joint fluidly through its complete range of movement.	Coordination	the smooth flow of movement needed to perform a motor task efficiently and accurately.
Speed	distance divided by the time taken. Speed is measured in metres per second (m/s). The faster an athlete runs over a given distance, the greater their speed.	Power	the product of strength and speed.
Muscular Strength	the maximum force (in kg or N) that can be generated by a muscle or muscle group.	Reaction time	the time taken for a sports performer to respond to a stimulus and the initiation of their response.
Body composition	the relative ratio of fat mass to fat-free mass (vital organs, muscle, bone) in the body.		

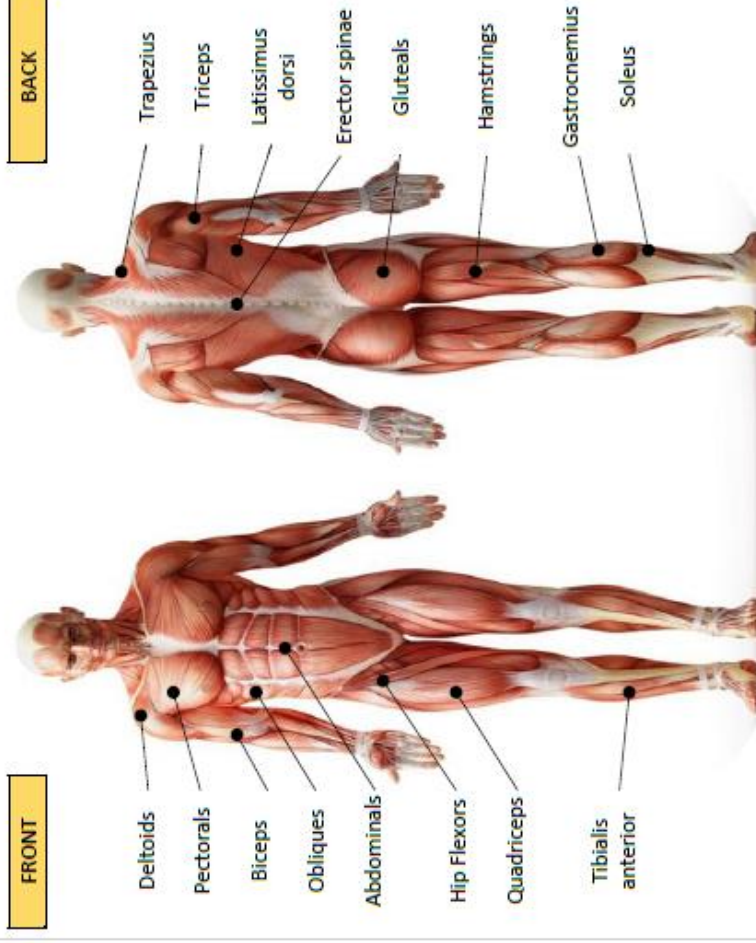
Fitness Tests

Flexibility	sit and reach test	Muscular	one-minute press-up
Strength	grip dynamometer	Endurance	one-minute sit-up
Aerobic Endurance	multi-stage fitness test, known as the bleep test	Body Composition	Body Mass Index (BMI)
	forestry step test		Bioelectrical Impedance Analysis (BIA)
Speed	35m sprint		skinfold test
Agility	Illinois agility run test		
Power	vertical jump test		

MAJOR BONES



MAJOR SKELETAL MUSCLES



Knowledge Organiser Origins of Abrahamic Faith					
1	Genesis	The first book of the Jewish and Christian scriptures.	11	Moses	The Hebrew prophet who led the Israelites out of Egypt and delivered the Law during their years of wandering in the wilderness.
2	Adam and Eve	According to Genesis, they were the first human beings created by God.	12	Exodus	Second book of the Jewish and Christian scriptures which tells the story of Moses and the Israelites.
3	Noah	The hero of the biblical flood story in the book of Genesis.	13	Leviticus	Third book of the Jewish and Christian scriptures which contains laws and ceremonial practices.
4	The Flood	God's decision to return the Earth to its pre-creation state of watery chaos and then remake it in a reversal of creation.	14	Day of Atonement	A religious practice described in Leviticus to remove the sins of the community.
5	Abraham (Ibrahim in Islam)	The common founder of Judaism, Christianity and Islam.	15	Jesus	First-century Jewish teacher who Christians believe to be the Son of God.
6	Covenant	Conditional promises made to humanity by God.	16	Pharisees	An ancient Jewish group, distinguished by strict observance of the traditional and written law.
7	Sacrifice	An act of slaughtering an animal or person or surrendering a possession as an offering to a deity.	17	Crucifixion	An ancient form of execution in which a person was nailed or bound to a cross.
8	Isaac	Abraham's son who went on to be ancestor to the Jewish people.	18	Salvation	Saving from sin and its consequences, believed by Christians to be brought about by faith in Jesus.
9	Ishmael	Abraham's son who went on to be ancestor to the Muslim people.	19	Polytheism	The belief in more than one god.
10	Mecca	Holy city for Muslims established by Ibrahim and Ishmael.	20	Monotheism	The belief in one God.

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Knowledge Organiser Key Stage 3

Subject : Science

Year: 7

Topic Title: Cells

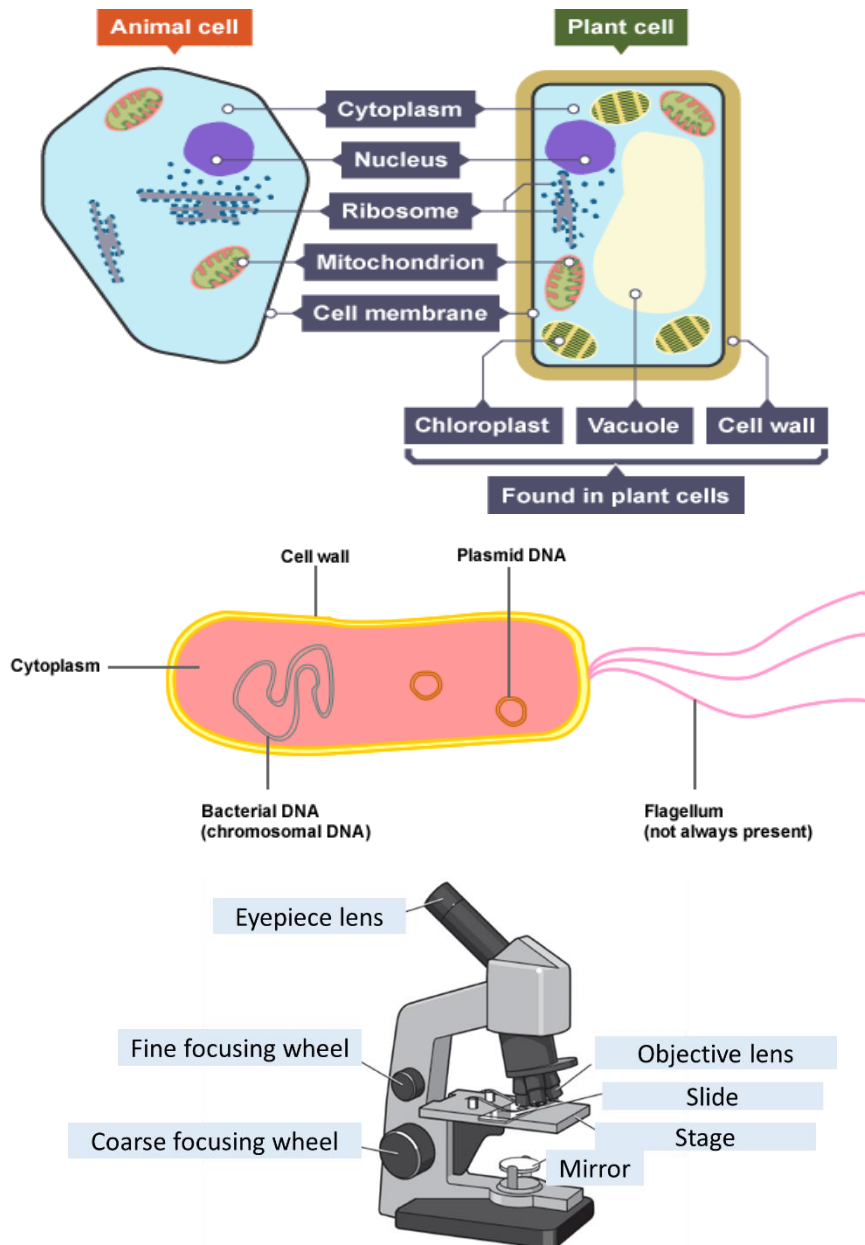
Key Facts

- Living organisms perform MRS GREN (**m**ovement, **r**espiration, **b**e **s**ensitive, **g**row, **r**eproduce, **e**xcrete and get **n**utrition).
- Both plants, animals and bacteria are organisms.
- All living organisms are made of cells.
- The main types of cells are plant cells, animal cells and bacterial cells.
- Plants and animals are multicellular organisms (made of many cells).
- Bacteria are unicellular organisms (made of just one cell).
- Bacteria cells have a cell wall around the outside and a flagellum (tail) that enables it to move.
- All cells are made of organelles, each of which has a different function.
- Organelles that are found in plant cells and animal cells are the nucleus, cytoplasm, cell membrane, ribosomes and mitochondria.
- Organelles that are found in plant cells (but not animal cells) are the permanent vacuole, cell wall and chloroplasts.
- The function of the nucleus is to control the cell (and store the genetic information/ DNA).
- The cytoplasm is where the chemical reactions take place in a cell.
- The cell membrane controls what can enter and exit the cell.
- Ribosomes perform protein synthesis (make proteins).
- Mitochondria are the site of respiration (and release energy).
- The permanent vacuole is filled with sugary sap and water to keep the cell turgid.
- The cell wall is around the cell membrane. Maintains the rectangular shape of the plant cell and keeps the plant upright.
- The chloroplasts are the site of photosynthesis.
- Organisms are very organised. Cells → Tissue → Organ → Organ system → Organism
- A collection of cells with the same function is called a tissue.
- A collection of tissues that all work together to do the same job is called an organ.
- A group of organs that all work together to do a particular job is called an organ system.
- There are several organ systems in an organism.

Key words

1. **Organism** – anything living that performs MRS GREN.
2. **Cell** - the structural, function and biological unit of all organisms.
3. **Organelle** – a part of a cell that performs a specific function.
4. **Tissue** - made from a group of cells with a similar structure and function, which all work together to do a particular job.
5. **Organ** - made from a group of different tissues, which all work together to do a particular job.
6. **Organ system** - made from a group of different organs, which all work together to do a particular job.
7. **Unicellular organisms** – organisms made of just one cell.
8. **Multicellular organisms** – organisms made of many cells.
9. **Microscope** – a piece of equipment used to magnify microscopic objects.

Diagrams



Potential misconceptions to avoid / errors students often make

1. Organisms

Organisms aren't just animals – plants can be organisms too. Organisms are anything living!

2. Cell membrane/ cell wall

Both plant and animal cells have a cell membrane. This controls what enters and exits the cell.

- Only plant cells have a cell wall (an additional layer outside the cell membrane) that maintains the rectangular shape of the plant cell and keeps the plant upright.

3. What job does a microscope do?

A microscope magnifies objects by enlarging them. They do NOT zoom in! You will not get a mark for saying that microscopes "zoom in" in an exam.

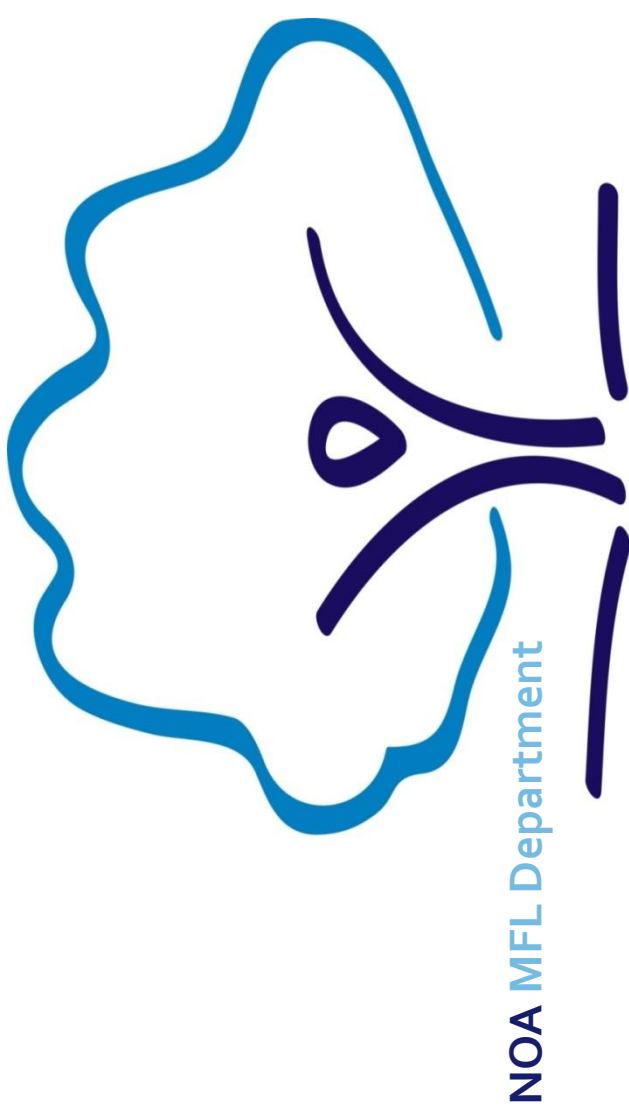
4. Identifying bacteria

Some students mistake bacteria cells for plant cells because they both contain a cell wall. Bacteria cells are different to plant cells, even though they both have a cell wall. Look for the flagellum of a bacteria if you are unsure.

YR 7 Spanish: Term 2 Knowledge Organiser

¿Cómo eres? – What are you like?

¿Cómo son tu familia? – What are your family like?



Tengo – I have Tiene – she/he has Tienen – they have	los ojos - eyes 	verdes - green azules - blue negros - black marrones – brown	pero - but	me gustaría – I would like Le gustaría – he/she would like Les gustaría – they would like	tener – to have	los ojos - eyes 	verdes - green azules - blue negros - black marrones – brown
Tengo – I have Tiene – she/he has Tienen – they have	el pelo - hair 	rubio - blonde pelirrojo - red castaño - brown negro - black gris - grey blanco – white y - and corto - short largo - long rizado - curly ondulado - wavy liso – straight	pero - but	me gustaría – I would like Le gustaría – he/she would like Les gustaría – they would like	tener – to have	el pelo - hair 	rubio - blonde pelirrojo - red castaño - brown negro - black gris - grey blanco – white y - and corto - short largo - long rizado - curly ondulado - wavy liso – straight
Soy calvo/a – I am bald Es calvo/a – he/she is bald							

Mi madre tiene (My mother has) Mi padre tiene (My father has)	el pelo (hair)	Blanco (white) / castaño (brown) / gris (grey) / negro (black) / rubio (blonde) / moreno (dark brown) / largo (long) / corto (short) / liso (straight) / rizado (curly) / ondulado (wavy)
	los ojos (eyes)	azules (blue) / marrones (brown) / grises (grey) / verdes (green)
Mi madre/madrastra es (my mum/stepmum is) Mi hermana/hermanastra es (my sister/step sister is) Mi tía es (my aunty is) Mi prima es (my cousin is) Mi abuela es (my grandma is) Soy (I am)	muy (very) un poco (a little) bastante (quite) demasiado (too)	alta (tall) / baja (short) / delgada (thin) / gorda (fat) / guapa (beautiful) / fea (ugly) / joven (young) / anciana (old) / pelirroja (a redhead/ginger)
		amable (friendly) / paciente (patient) / inteligente (Intelligent) / simpática (nice) / generosa (generous) / divertida (funny) / habladora (chatty) / trabajadora (hardworking) / tímida (shy)
		alto (tall) / bajo (short) / delgado (thin) / gordo (fat) / guapo (beautiful) / feo (ugly) / joven (young) / anciano (old) / pelirrojo (a redhead/ginger)
		amable (friendly) / paciente (patient) / inteligente (clever) / simpático (nice) / generoso (generous) / divertido (funny) / hablador (chatty) / trabajador (hardworking) / tímido (shy)

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