Year 7

Knowledge Organiser

Cycle 3 – 2023/24
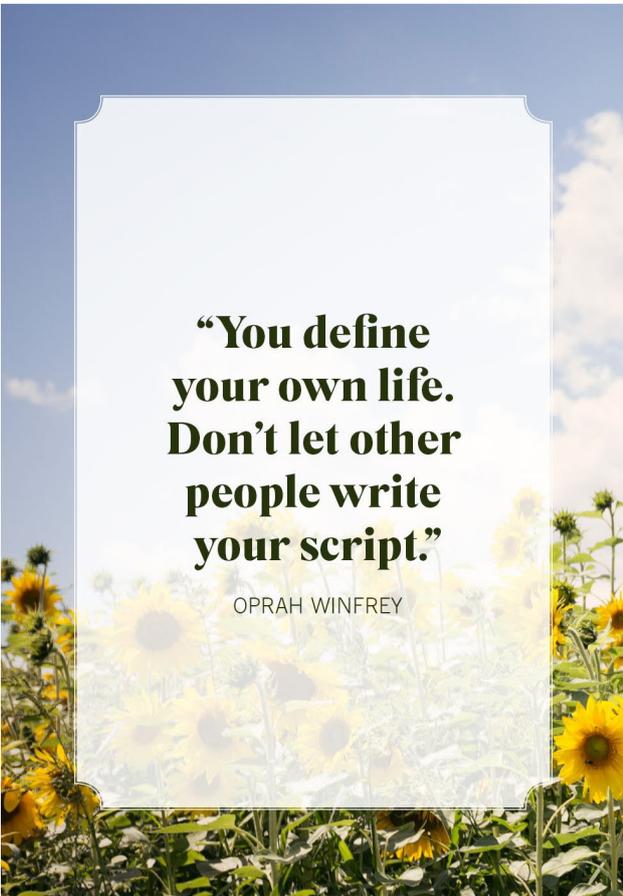
"You define your own life. Don't let other people write your script."

OPRAH WINFREY

"
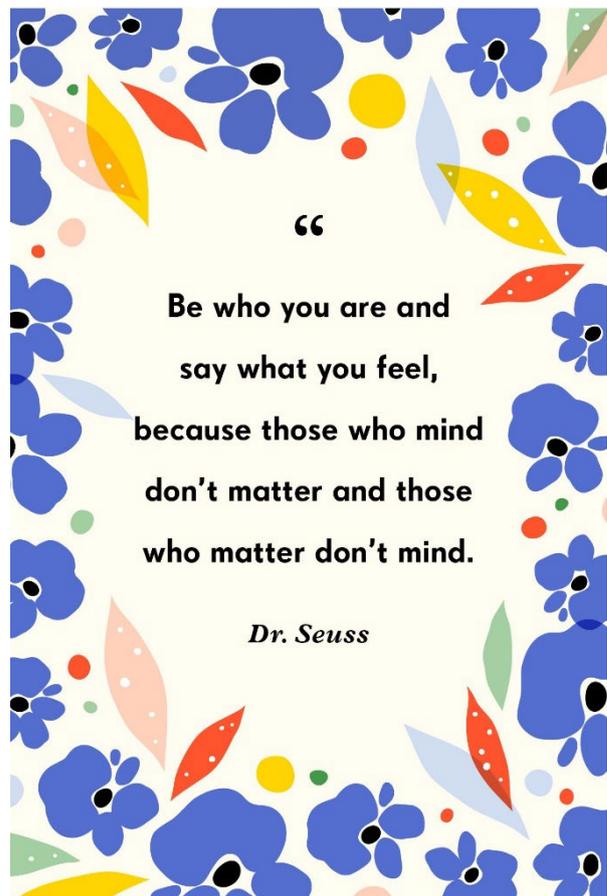
Be who you are and say what you feel, because those who mind don't matter and those who matter don't mind.

Dr. Seuss

CREATIVE

- **Art**
- **Drama**
- **Music**

Cycle 3 in Art will focus on: Mythical Creatures
You will be researching the mythical creatures of **Ancient Greece** and the **Chinese Dragon**, making a **research page** and then **designing and creating** your own **mythical creature model**

Key words and definitions	
Symbolism	The use of symbols to represent ideas or qualities
Culture	The ideas, customs, and social behaviour of a particular people or society
Fantasy	An idea with no basis in reality
Hybrid creature	A creature that is composed of parts of two or more animals or species, they are a common occurrence in the myths and legends of many cultures
Research	To gather and record relevant information about a specific thing
Inspiration	The process of being mentally stimulated to do or feel something, especially to do something creative
Design	A plan or drawing produced to show the look, function or workings of an object before it is made
Fantasy	A traditional story which often involves supernatural creatures or events. These stories play an important role in the culture they are from, sometimes functioning as **symbolic** morality tales
Model	A three-dimensional representation

This cycle we will be developing an understanding of **mythical creatures** from different cultures, and the wider role that myths play in society, linking back to our learning on **Symbolism** in cycle 2.

Further into the project you will begin to **design and create your own mythical creature model**, choosing how you will do this from a few options.

It is really important that you spell the art terms correctly. Take some time to learn the spellings of these words.

Mythical Creatures

The Chinese Dragon is a legendary creature in **Chinese Mythology** and **culture**. Historically, the Chinese dragon was seen as a symbol of **Imperial power** and is now seen as a symbol of **Chinese culture, good luck, prosperity and harmony.**

The Chinese Dragon

Significance of Myths

Early civilisations created myths to make sense of what was happening in the world around them and to **symbolise** things that made their **culture** unique from others.

Myths often feature battles between Gods, humans and **mythical creatures** and were designed to teach about **the importance of courage, intelligence and the distinction between right and wrong**. The use of **symbolism** in myths to **signify right and wrong** can be linked to the idea of a **morality tale.**

Chimera

Medusa

Ancient Greek Mythical Creatures
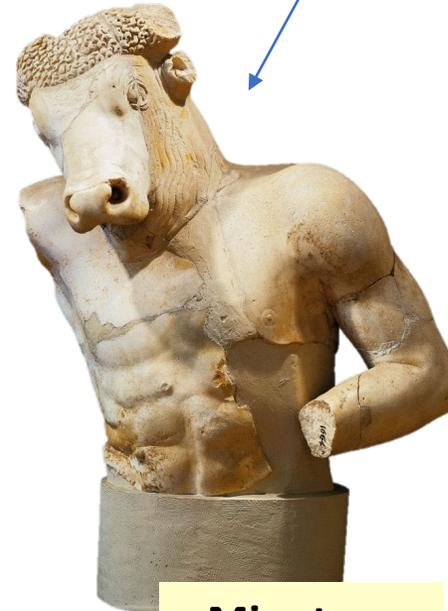
Minotaur
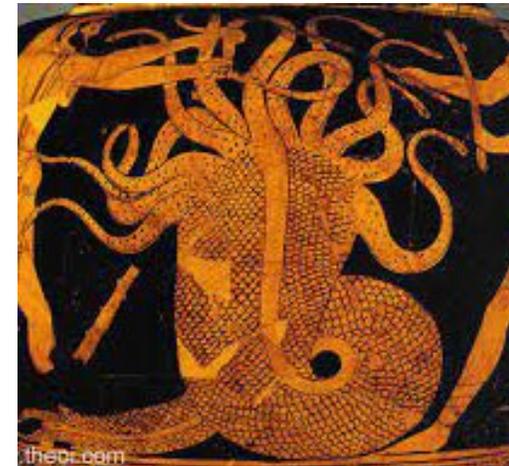
Hydra

Cycle 3 in Drama will focus on: The style of Commedia Dell'Arte. You will look at the historical context of the style and the main (stock) characters, including their physicality and personality.

Key words and definitions Commedia Dell'Arte	
Characterisation	The act of using key drama skills when in role to portray a character consistently and successfully.
Genre	A style of category of performance.
Stock Characters	The main or recurring characters from a drama.
Relationships	The way characters respond to and interact with others.
Melodrama	A genre of performance characterised by exaggerated characters. Facial expression and movement.
Commedia Dell'Arte	Is a genre of theatre that translates as 'Comedy of Arts' and originated in Italy in the early 16th century.
Influence	Modern comedies that are directly related to Commedia.
Lazzi	Lazzi is the plural of Lazzo. A Lazzo is a comedic routine or moment. A Lazzo can also include a character's catchphrase, or action associated with them.
Gromalot	How the characters communicate. It's a nonsense, gibberish language that the audience can understand by the way the actors use their physicality
Status reversal	When the power shifts from master to servant, if only for a short time.
Improvisation	To make something up on the spot. Unrehearsed.

Commedia Dell' Arte

Commedia dell'arte, (Italian: "Comedy of the Arts") is an Italian theatrical form that flourished throughout Europe from the 16th through the 18th century. Outside Italy, the form had its greatest success in France.

The first recorded commedia dell'arte performances came from Rome as early as 1551.Commedia DellAarte were the first paid company recorded. They would perform outdoors in temporary venues, often using the Promenade Theatre style for their audiences.

Commedia Dell'Arte used ensemble acting and the work was heavily improvised. The stock characters usually represented social types and were very exaggerated. The plots were frequently borrowed from the classical literature.

The Masters and Servant wore masks. These masks were used to help with the performance because they help bring the characters to life.

Why do we study this in drama?

Commedia Dell'Arte is arguably one of the most influential genres you will study at PCSA. As you learn more about the topic you'll begin to realise just how important it is to modern day comedy, even in TV. Much loved characters such as 'Del Boy', 'Roy and Moss' 'Mr Bean' and everyone from the Simpsons can be characterised from Commedia Characters.

Pantalone – Master

Bird like head movements. Hands behind his back or pointing at someone. Leads with the nose.

Arlecchino – Servant

He is a bit of a dim-wit, silly, simple minded person and perpetually hungry. He leads with his shoulders and arms.

Zanni – Servant

The lowest servant. Likes to play tricks on his masters. He looks like he is in awe of everything. Leads by his knees.

Commedia Dell'Arte Characters

Capitano – Master

He is a show-off, making out he is clever, brave, and quick-witted but in actual fact he cowardly and foolish. He is also a good singer and musician. He leads from his chest.

Columbina - servent

She is flirtatious, efficient and a carefree servant who is intelligent enough to have achieved a higher status. She is also affectionate and entertaining, with no desire to be rich.

Dottore – Master

Somehow in a position of power. Not very bright. Leads with his stomach.

magnifico
1st actress & actor
witch
pantalone   doctor
columbina
brighella   harlequino
captain
zanni

Performance skills used in Commedia:
Posture: Each character is identified by how they stand.
Gesture: Specific and appropriate to each stock character.
Facial Expression: Very exaggerated and clear to the audience.
Voice: A key drama skill and will involve gromalot
Movement: Characters have specific movements that relate to their posture.
Relationships: Understanding how each character interacts with others.

Cycle 3 in Music will focus on traditional **FOLK** music. We will study the importance of cultural traditions within the British Isles and the main instruments used.

This unit will draw upon skills and knowledge developed in the previous year.

We will develop our ability to understand musical styles and describe the factors that influenced their inception.

These skills will be important for developing your understanding of musical history and will prepare you for further study in KS4.

The cycle will conclude with a knowledge test based on your understanding of folk music and a practical assessment to assess the skills you have developed.

Key words and definitions	
Fiddle	The name for a violin in the folk tradition
Folk	Music performed by custom over time
Jig	A piece of music that accompanies a lively dance
Sea shanty	A sailors work song
Celtic	Folk music originating from Scotland and Ireland.
Gaelic	Traditional language spoken in Scotland and Ireland
A capella	Singing without instrumental accompaniment
A round	A minimum of 3 voices singing the same melody, starting at different times
Ceilidh	A party with folk music, singing and dancing.
Chord	A group of notes played together
Strum	Playing chords rhythmically

It is really important that you spell the music words correctly. Take some time to learn the spellings of these words.

Folk music is...

...an important part of traditional life

...not usually written down but passed on through oral tradition

...known to date back to the 1800s with a revival in the 1960s

...everyone joins in clapping, singing and dancing

...energetic and lively, often singing about national culture

...performed at festivals, national holidays, in pubs and social gatherings

...played on traditional acoustic instruments

...widespread and has influenced British pop music over the decades

Bellowhead were an English contemporary folk band. They played traditional dance tunes, folk songs and shanties. Bellowhead's band members played more than 20 instruments between them and all eleven performers provided vocals.

Ukulele Chords

This cycle we will be learning two new chords

Em

D

CAREERS: Music Festival Organiser
- There are hundreds of folk festivals that take place all over the UK.
- Managing an event like this requires good organisation, communication and planning skills.
- Advertising for events requires publicity in local communities and online
- The average salary for an events manager is £40k

DESIGN & TECHNOLOGY

- **Design & Technology**
- **Food & Nutrition**

Natural Woods

During this topic you will learn the types, properties, structures and uses of the main natural and manufactured boards.

Wood is an organic material that is the main substance in the trunk and branches of a tree. Wood prepared for use in building and carpentry is know as timbre.

Hardwoods – most come from broad-leaved, deciduous tree (trees that shed their leaves annually). They are generally low growing and are therefore usually more scarce and expensive than softwoods.

Softwoods – come from coniferous trees that have long needle-like leaves and are generally found in cold climates. They are quick growing and can therefore be replaced quicker than hardwoods.

Oak	Mahogany	Beech	Balsa	Pine	Cedar
Very strong, heavy, durable and hard. Attractive grain.	Hard, strong, easy to work & resistant to rot. Expensive.	Hard, tough, strong and finishes well.	Very light & soft, but has great strength-to-weight ration.	Easy to work with, reasonably strong. Lots of knots.	Natural oils make it durable and resistant to weather.
Flooring Furniture Whisky barrels	Flooring Fine furniture Jewellery boxes	Laminated furniture Children's toys Flooring	Surfboard cores Air craft and model making	Furniture Construction Door frames	Outdoor furniture Sheds Fencing
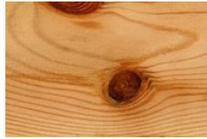
Manufactured boards

Woodchips broken down into pulp (small fibres), mixed with glue and compressed.

Plywood

- Very strong in all directions; often stronger than solid wood.
- Outside layers are finished with a higher-quality veneer.
- Must always include an odd number of layers with the grain running in alternating directions.
- **Used in construction, furniture.**
- **Comes in water-resistant marine grades used in boats.**

Alternate layers of wood (veneers) are glued together at 90 degrees to each other.

Medium density fibreboard (MDF)

- Has a smooth surface, which makes it easier to paint and finish. (often with higher-quality veneer).
- Denser than other manufactured boards.
- Produces hazardous dusk (work in ventilated area).
- **Used in flat-pack furniture, storage units.**

Manufactured boards are made from fibres, chips, blocks or sheets of wood bonded together with adhesives.

Year 7 Cycle 3 – Design and Technology Knowledge Organiser

Key word	Definition
Hardwood	Broad leaf trees, slow growing, generally more expensive than softwoods.
Softwood	Needle shaped leaves, faster growing, generally cheaper than hardwoods. Coniferous.
Evergreen	Keep their leaves all year round.
Deciduous	Trees that lose their leaves in winter.
Coniferous	Conifer trees (softwoods) Have their seeds in cones.
Varnish	Used in wood finishing applications where the natural tones and grains in the wood are intended to be visible.
Butt joint	The most basic and simple wood joint to construct. Made with only two pieces of timber that are butted together at the ends. The weakest wood joint, held together with glue, nails, screws or dowel.
Lap joint	Similar to the butt **joint** however one of the ends of the timber has a groove cut out of it to create much better holding strength.
Grain	A pattern of fibres seen in a cut surface of wood.
Knot	Appear in the trunk where branches died. Knots are imperfections that cause living wood grain to grow around them.
Dowel	Used to reinforce wood joints.
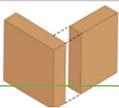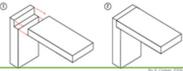
1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

	Tool name	Use		Tool name	Use
1.	**Try square**	Marking 90° angles	6.	**File/s**	Removes fine amount of material from work.
2.	**Tenon saw**	Cutting straight lines in wood.	7.	**Rasp**	Coarse file used for shaping wood or other material.
3.	**Coping saw**	Cutting curves in wood and plastic.	8.	**Sanding disc**	Sanding and finishing wood.
4.	**Bench hook**	Helps hold wood in place whilst cutting.	9.	**G clamp**	Holding work down whilst cutting or gluing.
5.	**Wood vice**	Holding working whilst cutting/filing.	10.	**Steel rule**	Measuring material in cm/mm.

During this cycle you will learn the safe use of equipment; basic practical cookery skills; safety and hygiene.

Key words and definitions:

Hazard	Something dangerous
Control	To make a hazard safer
Safety	Reducing the risk of accidents
Hygiene	Keeping food clean and preventing bacterial growth
Evaluation	Looking back at what you have done and assessing it
Boiling	100˚C, large bubbles
Simmering	95˚C, small bubbles
Bridge hold	Make a bridge with one hand to hold veg/fruit, picture overleaf
Claw grip	Make a claw with one hand to hold fruit/veg, picture overleaf

Theory work: Safety and Hygiene

☑ Roll up long sleeves
☑ Tie up long hair
☑ Stack the stools
☑ Wash hands in warm soapy water
☑ No nail varnish
☑ Short nails
☑ Put on an apron
☑ Make sure your work surface and equipment are clean
☑ Throw away food you drop on the floor
☑ I f you need to sneeze or cough, move away from the food to do it
☑ If you touch your hair, cough or sneeze, wash your hands again
☑ Keep your work area free of rubbish
☑ Wash up properly in hot soapy water
☑ Dry equipment thoroughly
☑ Keep high risk foods in the fridge

Wet your hands under warm running water and apply soap.

1 Rub your palms together
2 Rub your fingers and palms and spaces between them
3 Rub your fingers and thumbs
4 Rub your nails and palms
5 Rub your thumbs in your palms
6 Rub your fingers in your palms
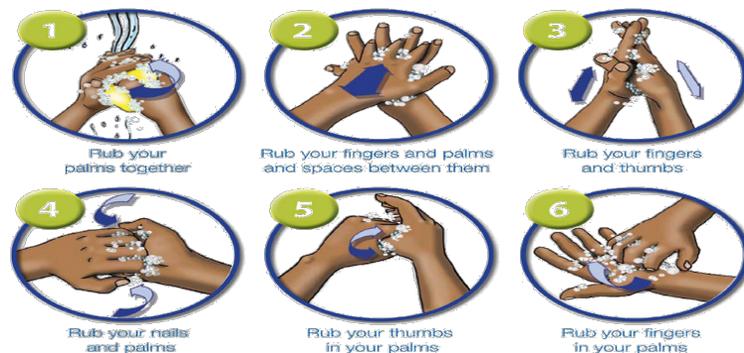
Dry your hands thoroughly with a paper towel or clean towel.

FIGHT BAC!
Keep Food Safe From Bacteria

CLEAN Wash hands and surfaces often.
SEPARATE Don't cross-contaminate.
CHILL Refrigerate promptly.
COOK Cook to proper temperatures.

Conditions for bacteria to grow:
•Food
•Moisture
•Warmth
•Time

High Risk Foods:

poultry
eggs
meat products
milk and milk products
dairy products
fish
cooked rice and pasta
meat
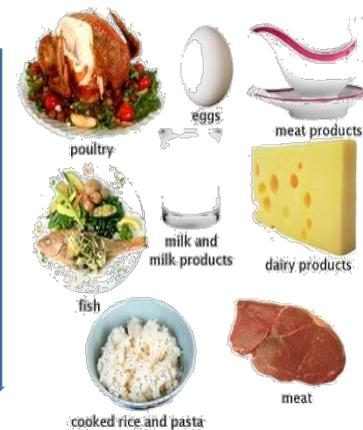
In a Food room you need to be able to identify hazards while you are working and make them safe.
Everyone in the room is responsible for their own safety and the safety of the rest of the class.

Theory work: Equipment

ELECTRIC COOKER

GAS COOKER

- Hob
- Ignition
- Hob controls
- Clock
- Top oven / Grill
- Main oven
- Light
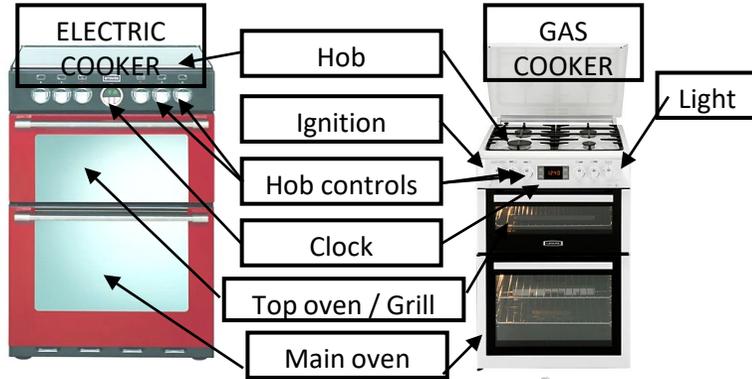
Teaspoon
Dessert spoon
Table spoon

Fish Slice

Spatula

Frying pan

Pastry brush

Colander

Saucepan

Palette knife

Sieve

Baking tray

Practical work:

Peeling and Chopping:
- Focus and concentrate
- Keep your eyes on the knife
- Peel downwards and away from your hands
- Check your knife is the right way up
- Use bridge or claw grip
- Keep peelings OFF the chopping board
- Keep raw meat and fish well away from other foods
- DO NOT leave knives in the washing up bowl

Using the oven:
- Pre-heat before cooking food
- Use oven gloves
- Keep trays level
- Do not put food on the bottom of the oven
- Turn off after use

Using a liquidiser:
- DO NOT plug in until you are ready to use
- Make sure your hands are dry
- Fill max 2/3 way
- Check jug is locked on
- Check lid is properly on
- Keep your hand on the top when turned on
- Pulse for 5 seconds max per time
- Turn off and unplug after use
- Wash up jug and lid only and watch out for spikes

Using the grill:
- Open the door
- Leave the door OPEN
- Pre-heat before cooking food
- Check food frequently
- Turn off after use

Washing up:
- Stack dishes next to the sink
- Use hot soapy water
- Use a dishcloth or a brush
- Check equipment is clean
- Put washed equipment on the draining board
- Dry up with a clean dry tea towel
- Put clean dry equipment away from any remaining dirty equipment
- Return equipment to cupboards

Using the hob:
- Choose a ring the same size as your pan
- Keep the pan handle to the side
- Be careful that pan and lid handles are not hot
- Once food is up to temperature, reduce the heat
- Use a lid whenever you can
- If you are stirring food make sure your spoon is in contact with the bottom of the pan
- Check on the food often
- Adjust the temperature when necessary
- Turn off after use

Boiling 'v' Simmering
- Boiling is a higher temperature than simmering (100˚C compared to 95 ˚C).
- Boiling liquids have big bubbles, whereas simmering liquids have little bubbles.

Where do polymers come from?

Polymers are often referred to as 'plastics', this is because of their property of *plasticity* (mouldable). The majority of polymers used in modern products are *synthetic*, although natural polymers do exist.

Synthetic polymers are often made from crude oil, a non-renewable fossil fuel. Although some polymers are being developed which are made from renewable sources such as vegetable oils, this is still a very small proportion of the polymers used to make products.
The process of manufacturing polymers is called **polymerisation.**

There are two categories of polymers, **thermosetting plastics** and **thermoplastics**. Thermoplastics soften when they are heated so they can be reshaped many times, thermoset plastics cannot.

Thermoset plastics	Thermoplastics
Polyester Resin	Acrylic (Polymethyl methacrylate/PMMA)
Epoxy Resin	ABS (Acrylonitrile butadiene styrene)
Urea Formaldehyde	Low-density polythene (LDPE)
Melamine Formaldehyde	High-density polythene (HDPE)
	Polyvinyl chloride (PVC)
	High density polystyrene (HDPS)
	High impact polystyrene (HIPS)
	Polypropylene (PP)

Polymerisation

Monomers – single molecules

Polymerisation
Combining single molecules (monomers) into chains of molecules (polymers).

Thermoplastic polymers are made from chains of molecules.
When heated, the chains can move between each other meaning the polymer can be remoulded. They can be heated and remoulded many times.

Thermoset polymers are polymers which do not soften when heated, once they are solid they cannot be remoulded or recycled. This is because of the links between the polymer chains.

| Key word	Definition
Plasticity	The ability to be pressed or moulded into shape.
Hard	The resistance to indentation or scratching.
Brittle	Shatters easily under pressure or vibration.
Toughness	The ability to withstand impact..
Flexible	The ability to allow some flex or movement without snapping.
Insulator	A material which does not conduct electricity or heat.
Sustainability	The impact that using the material has on the environment.

CAD
Computer Aided Design
e.g. 2D Design Tools
CAM
Computer Aided Manufacture e.g. Laser Cutter

Laser Cutter

During this topic you will learn the purpose of packaging and relevant symbols.

Recycling Symbol	Definition
Mobius Loop	Indicates an object is **capable** of being recycled.
The Green Dot	Shows the producer has made a financial contribution towards the recovery and recycling of packaging.
PET Plastics	Identifies the type of plastic resin used to make the item using a number between 1 and 7.
100% Paper	Paper or board is made from a minimum of 50%, 75% or 100% genuine waste paper and/or board fibre.
Waste Electricals	Waste electrical items can be recycled.
0-3 Age Warning	Unsuitable for children that are younger than three years old.
Tidy Man	A reminder to be a good citizen, disposing of the item in the most appropriate manner.

Thermoplastics

- Can be heated and reshaped.
- Can be recycled.
- Poly Vinyl Chloride (PVC)
- High impact polystyrene (HIPS)

Vacuum Former

Blister Packaging

Former

Scales of measurement
mm = millimetre
cm = centimetre
m = metre

| Recycling Symbol	Definition
Lion Mark	Product has been made by a company who believes in making good quality, safe toys.
CE Mark	Product meets all the requirements of the European legislation and can be sold within the EU.
British Kite Mark	Product conforms to the relevant British Standards.

Purpose of packaging

- Protecting from impact and all outside interference.
- Ensuring food inside is going to be hygienic.
- Extending the shelf life or the freshness of the content.
- To identify the product.
- Printed Information for customers.
- To keep the product together to contain it.
- Easier for storing and transporting.

During this topic you will learn about electronic components and circuit construction. You will also learn how vacuum forming is used to manufacture a casing for your design.

The Basics

Water analogy
Voltage = Pressure. Current = Flow

Pressure (Voltage) No Current
Pressure (Voltage) And Current
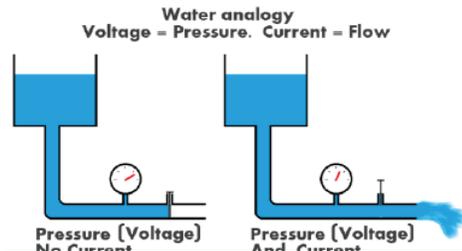
Voltage - Electrical charge. How much 'oomph' is available. Measured in Volts - V

Resistance - Does the circuit restrict the flow of current? Does it resist? Ohms - Ω

'voltage'   'resistance'

'current'

Direction of Current →
Flow of Electrons
Direction of Current
← - Flow of Electrons
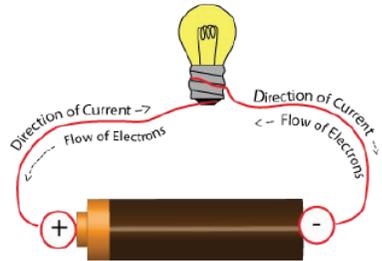
Current - The flow of electrons in a circuit. How fast/much 'oomph' is being used. Measured in Amps - I

Cell symbol

Battery symbol

Light Emitting Diode
LED

Flat Edge

Short Leg
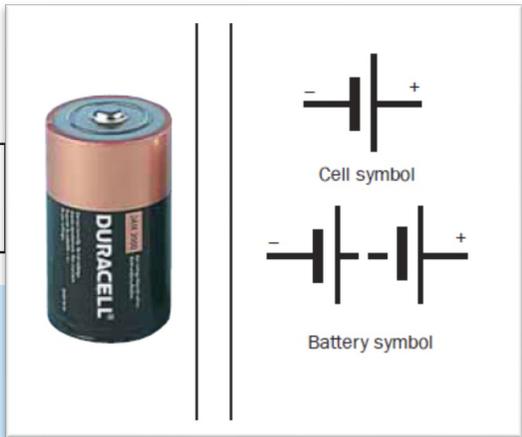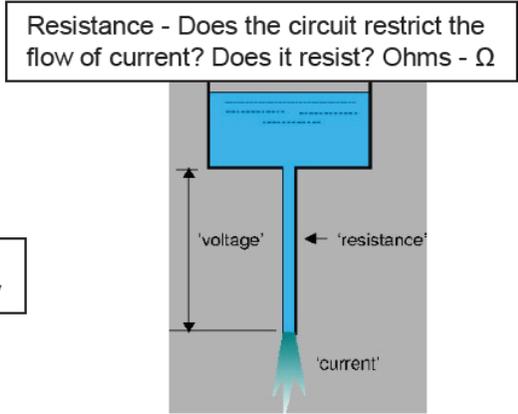
Circuit Symbol	Component Name
M	Motor
	Resistor
	Switch
	Wires Crossing
	Wires (Joined)

Dry Solder Joints

Correctly soldered

Poor soldering (dry joint)

Solder

Copper

PCB
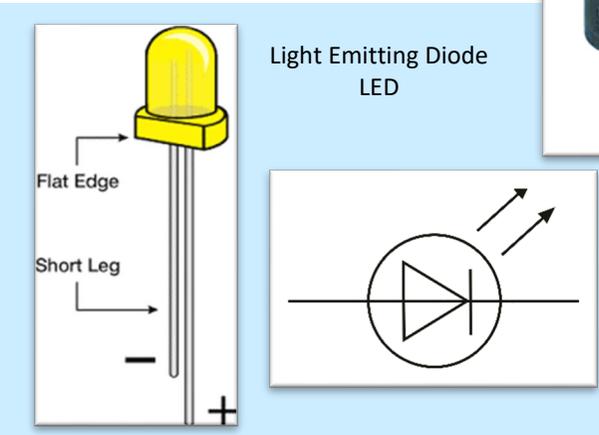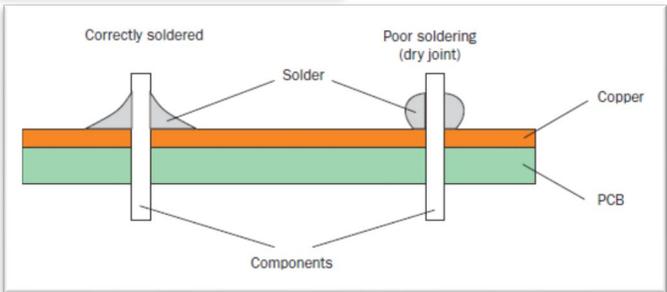
Components

Soldering

Soldering is the method we use to join electronic components together. Solder is a metal alloy of tin (60%) and lead (40%), that becomes molten at around 200C. Solder contains flux that helps the join form correctly.

The Soldering Process

1. Collect soldering equipment.
2. Make sure the sponge in the stand is damp.
3. When the soldering iron has reached its temperature, clean the tip on the sponge.
4. Place a small amount of solder on the tip of the soldering iron. This is called tinning and helps the transfer of heat from the soldering iron to the components.
5. Place the soldering iron against the two parts to be joined and hold it there for a few seconds.
6. Touch the solder against the two components so that just enough solder runs onto both.
7. Remove the solder and then the soldering iron and allow to cool before you attempt to move it.
8. Cut off any excess using the cutters.

Soldering Equipment

1. Side cutters
2. Snipe nose pliers
3. Wire strippers
4. Solder
5. Soldering iron stand
6. Soldering iron
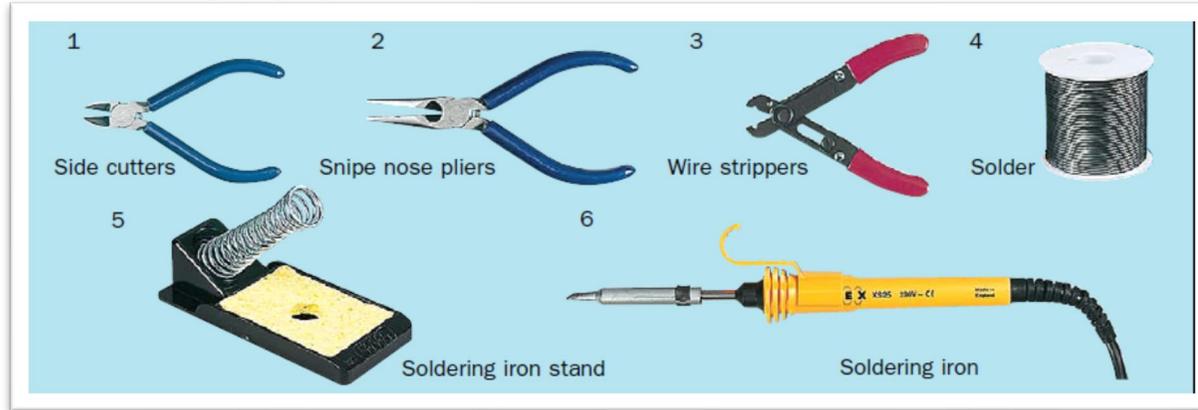
The Vacuum Forming Process – the Basics
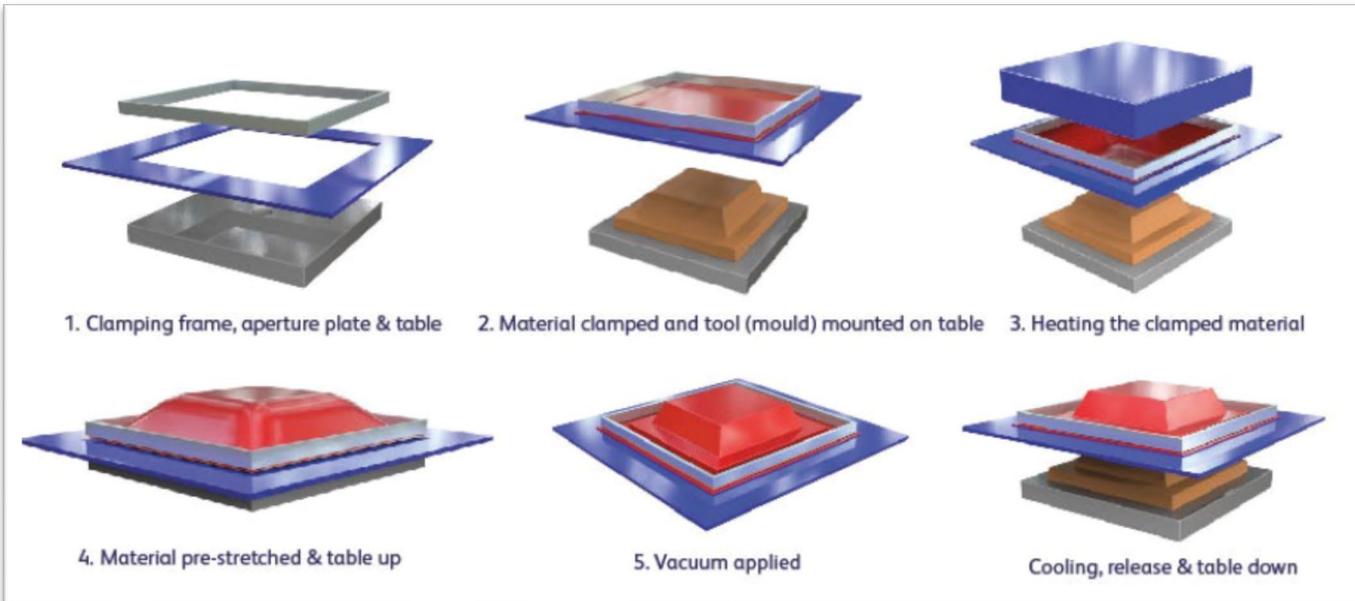
1. Clamping frame, aperture plate & table
2. Material clamped and tool (mould) mounted on table
3. Heating the clamped material
4. Material pre-stretched & table up
5. Vacuum applied
Cooling, release & table down

Thermoplastics

- Can be heated and reshaped.
- Can be recycled.
- Poly Vinyl Chloride (PVC)
- High impact polystyrene (HIPS)

Thermoset Plastics

- Can only be heated and shaped once.
- Cannot be recycled.

ENGLISH

The Tempest by William Shakespeare

Context – The play was written by William Shakespeare at some point between 1610 and 1611.	
Shakespeare's Time – Shakespeare wrote his plays at the time of two monarchs: <u>Queen Elizabeth I</u> and <u>King James I</u>. The Tempest is likely to have been the last play wrote entirely by Shakespeare, and was known to have been performed in the winter of 1612-1613 in celebration of the daughter of James I – Elizabeth. Shortly afterwards, in 1613, Shakespeare retired from London theatre and returned to Stratford.	Elizabethan England and Italy –Shakespeare frequently engaged with Italy in his plays, leading many to believe that he travelled there between the late 1580s and early 1590s. Italy was a place that Shakespeare's contemporaries would have had a keen interest in; it was already an <u>advanced</u> and <u>beautiful</u> place for travel. Shakespeare's depictions of many areas of Italian life at the time are deemed largely accurate.
Magic/ the Supernatural – At the time of Shakespeare, before science and technology were able to answer many of our questions about the world, belief in magic and the supernatural was extremely strong. There is no doubt, therefore, that some of the ideas in the play would have been taken very seriously, such as the Prospero's ability to develop magical understanding, and the black magic used by the evil witch Sycorax. James I was a believer in witches, leading to many old women being burnt on stakes.	Patriarchal Society –Society throughout the Middle Age and at Shakespeare's time was <u>patriarchal</u> – women were considered inferior to men. This was also the case in much of Europe, including Italy. Women belonged to their fathers (or brothers if their fathers had died) and then their husbands, and so Miranda, for example would have been expected to obey the commands of her father. This is most evident as does not strictly choose her husband, as her father brings them together.
The Colonial Era – At the time that the play was written, Shakespearean audiences would have been interested in the efforts of English (and other European) settlers to colonise distant lands around the world. These ideas are prevalent in the play, as almost every man who sets foot on the island dreams of ruling it. Prospero's belittling of Caliban is similar to the behaviour of settlers to natives.	Sources – Unlike many of Shakespeare's plays, the basic plot outline of The Tempest is considered to be predominantly original. It is influenced by travel literature of the time, however, particularly the account a tempest in Bermuda that almost destroyed a fleet sailing from the UK to the US. At the time, it was far more common for ships to become destroyed or damaged by severe weather.

Main Characters – Consider what Shakespeare intended through his characterisation of each of the below…	
Prospero – Prospero is the lead protagonist in the play, the father of Miranda, and the brother of Antonio. Prospero was the Duke of Milan, however at the beginning of the play he is marooned on an island with his daughter, having been usurped by his brother and Alonso, King of Naples. Prospero has spent twelve years on the island honing his magical powers in order to punish and forgive his enemies. Prospero is often read as representing Shakespeare.	**Miranda –** Miranda is the daughter of Prospero, and is just under 15 years old at the outset of the play. She was brought to the island at an early age, and so the only other people that she knows are her father and Caliban. This isolation has led to her becoming a trusting and non-judgmental person. She is a kind, compassionate character, who is loyal to her father. However, she is also extremely passive, as is evident through the arrangement of her marriage.
Quote: My library was dukedom large enough. (I.ii)	Quote: ""O, I have suffered / With those that I saw suffer!" (I.ii)
Caliban – Caliban is the son of the deceased witch Sycorax. He is a servant of Prospero on the island, yet he believes that the island rightfully belongs to him, and has been stolen by Prospero. Caliban is often referred to as a 'monster' as the other characters, and contrasts Prospero's other, more airy servant, Ariel. At times he appears eloquent and sensitive, yet he can also be uncouth and brutal. He is frequently associated with the earth ('springs…bogs, fens, flats')	**Ariel –** Ariel is Prospero's spirit helper. Whilst he is almost always referred to as 'he' in analysis of the play, his gender is actually left ambiguous by Shakespeare. Ariel was rescued from the witch Sycorax by Prospero, and as a result, is Prospero's willing helper, carrying out almost any task that Prospero desires. He is omnipresent and a shape-shifter, rendering him useful for wreaking mischief everywhere at the wish of Prospero.
Quote: "This island's mine, by Sycorax my mother, Which thou tak'st from me. When thou cam'st first," (I.ii)	Quote: "Will be here with mop and mow. Do you love me, master? No?" (IV.i)
Alonso and Ferdinand – Alonso is the King of Naples, who aided Antonio in usurping Prospero's position as Duke of Milan twelve years prior to the play. It seems that he was swayed by Antonio's flattery. He is emotional and flippant, however he does become aware of the consequences of his actions. Ferdinand is his son and heir, who falls in love with Miranda at first sight. He is as pure and naïve as her, bowing to servitude to win her father's approval.	**Antonio and Sebastian –** Antonio is Prospero's brother. He is both power-hungry and foolish. Twelve years prior to the play, he convinced Alonso to aid him in usurping Prospero as the Duke of Milan. Similarly, Sebastian is Alonso's younger brother, and harbours desire to conquer Alonso's throne. They will each other on towards despicable acts, for example when Alonso convinces Sebastian to murder his brother. Neither demonstrates any remorse.
Quote: "O, it is monstrous, monstrous! Methought the billows spoke and told me of it;" (III.iii)	Quote: "My strong imagination sees a crown Dropping upon thy head. ." (II.i)

The Tempest by William Shakespeare

Themes – A theme is an idea or message that runs throughout a text	Dramatic Devices in The Tempest		Features of Tragicomedy
Justice, Forgiveness, and Repentance – On the surface, The Tempest tells a relatively simple story involving an act that is unjust (Prospero being usurped from his throne) and his attempts to seek justice by regaining power. Some may argue, however, that his view of justice is somewhat subjective, as he sees no issue with enslaving Ariel in Caliban in order to achieve his goals. Regardless, he speaks of the need for and power of forgiveness - "The rarer action is / In virtue than in vengeance" (V.i) Prospero's capacity to forgive others demonstrates the strength of the human spirit, and is a trait glorified by Shakespeare.	**Repetition**	The chant-like repetition in Ariel's songs makes the island seem magical. ('Hark, hark!') Act 1 Scene 2.	**Playful Language** – Puns, quips and vibrant figurative language are written into the text to demonstrate wit.
	Soliloquy	Prospero reveals that he is giving up his marriage in Act 5 Scene 1.	**Misunderstandings/ Confusion/ Deception –** Humour is derived from characters' shrouded perceptions of reality.
The Quest for Knowledge – Shakespeare was writing at the height of the Renaissance movement, and Prospero's ceaseless quest for knowledge in The Tempest personifies the ideals of the quintessential 'Renaissance Man.' Prospero's preoccupation with learning is what allows him to be removed from power, showing how he is prepared to lose everything for the sake of learning.	**Aside**	Prospero: [Aside] Poor worm, thou art infected (demonstrates that he has planned the event). Act 3 Scene 1.	**Underlying Critique** – Shakespeare ridicules some of the issues in society, e.g. the obsession with power, underlying evil.
Men and Monsters – The distinction between man and monster is greyed throughout The Tempest, particularly through the ambiguous nature of the character of Caliban; in different places in the novel he is referred to as a monster, and then as a man. Prospero and Miranda seem to aim to improve Caliban with education and language, yet they see him as inherently diabolical.	**Personification**	Prospero frequently personifies abstract ideas e.g. 'Destiny' and 'Time.' Capitalisation makes them appear human.	**Happy Ending** – Normally involving love or a marriage.

The Tempest by William Shakespeare

	Scene-by-Scene Summary – Take note of the key quotations from each scene.	
Act 1 Scene 1	A violent storm rages around a ship containing Alonso, Ferdinand, Antonio and Sebastian (amongst others). The Boatswain tells the men to hide beneath deck. They are prepared for death.	When the sea is. Hence! What cares these roarers for the name of king? To cabin! Silence!
Act 1 Scene 2	Prospero and Miranda stand on the shore of an island, having just witnessed the shipwreck. Prospero assures Miranda that no one was hurt. Prospero tells her how he was once the Duke of Milan, but his attention to his studies, gave his brother, Antonio, the opportunity to usurp him, in concert with Alonso. A loyal aide Gonzalo, helped Prospero and the infant Miranda to escape to the island, with food, shelter, and books. As Miranda falls asleep, it becomes clear that Prospero called his spirit friend Ariel to create the storm in the prior act. After Miranda awakes, Prospero calls their servant Caliban. Prospero torments Caliban for his monstrous nature, whilst Caliban laments that the island was once his and how he has been enslaved by Prospero. Ariel brings in Ferdinand who Miranda immediately falls in love with (he reciprocates). Ferdinand is led to imprisonment.	PROSPERO: The direful spectacle of the wreck, which touched The very virtue of compassion in thee, I have with such provision in mine art So safely ordered that there is no soul— No, not so much perdition as an hair, Betid to any creature in the vessel … CALIBAN This island's mine, by Sycorax my mother, Which thou tak'st from me. When thou cam'st first, Thou strok'st me and mad'st much of me, wouldst give me…Water with berries in 't, and teach me how
Act 2 Scene 1	On the other side of the island, Alonso, Sebastian, Antonio and Gonzalo search for Ferdinand. Alonso blames himself for arranging the trip to Africa to marry off his daughter. Ariel enters and sends all but Antonio and Sebastian to sleep. Antonio convinces Sebastian to try murder Alonso – as his sister is now far away, Sebastian would be heir to the throne. Gonzalo awakes and alerts the king to the conspiracy, but Antonio and Sebastian concoct a story about hearing a noise that made them draw their swords. Gonzalo is suspicious, but does not challenge the lords directly.	Nor I. My spirits are nimble. They fell together all, as by consent. They dropped as by a thunderstroke. What might, Worthy Sebastian? O, what might—? No more. And yet me thinks I see it in thy face What thou shouldst be. Th' occasion speaks thee, and My strong imagination sees a crown Dropping upon thy head.
Act 2 Scene 2	Other members of the shipwreck, Trinculo and Stephano meet Caliban, and compare him to the freak shows that they have seen in England. They drink together and Caliban begs to worship Stephano – they mock him as a 'most ridiculous monster.'	I'll show thee every fertile inch o' th' island, And I will kiss thy foot. I prithee, be my god.

The Tempest by William Shakespeare

|	Scene-by-Scene Summary – Take note of the key quotations from each scene.	
Act 3 Scene 1	Ferdinand takes over Caliban's roles, such as carrying wood, but does so without cursing as it is for the woman that he loves. Miranda enters (as does Prospero, unseen) and Ferdinand stops work. The two flatter one another (even though Miranda tries to heed her father's advice not to speak to him) and after Ferdinand enthusiastically declares his love, Miranda proposes. Ferdinand accepts and they depart. Prospero steps forward, subdued, as he knew this would happen. He then prepares for his remaining magical business.	O heaven, O earth, bear witness to this sound, And crown what I profess with kind event If I speak true; if hollowly, invert What best is boded me to mischief. I, Beyond all limit of what else i' th' world, Do love, prize, honor you.
Act 3 Scene 2	Caliban, Trinculo and Stephano continue to wander around the island and drink. Stephano refers to Caliban as 'servant monster' and frequently commands him to drink. Caliban tells Trinculo of his poor treatment at the hands of Prospero, however Ariel (unseen) frequently interrupts him. Stephano believes that this is Trinculo, and eventually strikes him. While Ariel looks on, Prospero plots to steal Prospero's magic books, so that they can kill him, Stephano can be king of the island, and take Miranda as his queen.	Be not afeard. The isle is full of noises, Sounds and sweet airs, that give delight and hurt not. Sometimes a thousand twangling instruments Will hum about mine ears, and sometime voices That, if I then had waked after long sleep, Will make me sleep again;
Act 3 Scene 3	Alonso begins to give up hope of finding Ferdinand. Antonio suggests that this exasperation should provide the perfect opportunity to kill Alonso later in the evening. At this point 'solemn and strange music' enters. 'Strange shapes' bring a banquet of food along. Prospero enters, too, invisible. Just as the men are about to eat, Ariel appears with a clasp of thunder, and laments Alonso, Sebastian and Antonio for driving Prospero from Milan, and announces that Ferdinand has been taking in revenge. Alonso feels desperately guilty.	O, it is monstrous, monstrous! Methought the billows spoke and told me of it; The winds did sing it to me, and the thunder, That deep and dreadful organ pipe, pronounced The name of Prosper. It did bass my trespass.
Act 4 Scene 1	Prospero gives his blessing to Ferdinand and Miranda, warning that he take care not to break her 'virgin knot' before they are married. Prospero then calls in Ariel, who summons spirits to perform a masque for Ferdinand and Miranda. Prospero then suddenly remembers that Caliban is coming to attempt to kill him. He and Ariel set a trap which drives the conspirators away.	Spirits, which by mine art I have from their confines called to enact My present fancies.
Act 5 Scene 1	Prospero speaks to the charmed prisoners. He forgives each of them, and commends Gonzalo for his loyalty. As Antonio grieves the loss of his son, Prospero reveals Ferdinand and Miranda. Prospero decides to end his magic, as they prepare to set sail for Naples and Milan.	The pine and cedar; graves at my command Have waked their sleepers, oped, and let 'em forth By my so potent art.

HUMANITIES

- **Geography**
- **History**
- **RE**

Cycle 3 in Year 7 Geography will focus on: natural environments. You will start with an overview of world biomes and then focus on the polar (Antarctic) and desert environments. Each lesson will explore the enquiry question – is it possible to survive in hostile environments.

Key words and definitions	
Ecosystem	Community of organisms and their physical environment
Biome	A large ecosystem
Habitat	Natural home of a living organism
Climate	Average weather recorded over a period of time
Landscape	Visible features of an area of land
Adaptation	When an organism changes to better suit its environment
Food web	Web of organisms that depend on each other for food
Climate change	Change in climate patterns over time due to natural & human factors
Arid	Hot dry climate
Terrain	The ground

Biomes of the World

ATLANTIC OCEAN

PACIFIC OCEAN

INDIAN OCEAN

Legend:
- Oceans
- Wetlands
- Temperate Forests
- Tropical Forests
- Mountains
- Grasslands
- Deserts
- Polar Region

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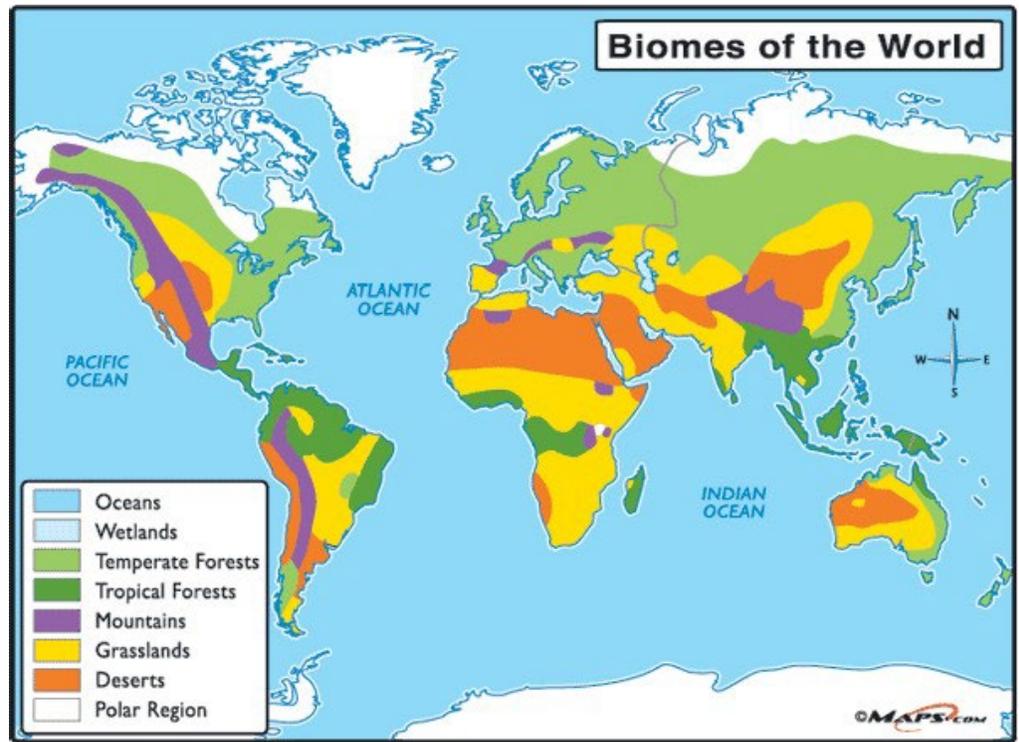
DESERTS

Overview:

Hot deserts are located along the **tropics**. They are hot because the sun shines intensely.

Plants and animals have adapted to the **arid** conditions.

Cactus
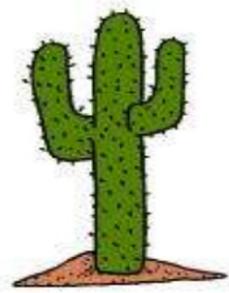
1. No leaves – reduce water loss.

2. Small surface area – reduce water loss.

3. Very thick stem – store water.

4. Spines – stop animals eating it.

5. Shallow but extensive roots – absorb water quickly when it rains.

Stretchy Nostrils - keep out the sand

Long Eyelashes - help to keep sand out of eyes

Hair on back to protect again sun!

Leathery Mouth - help camel eat spiky plants!

Hump for storing food!

Long legs - keep camel off the hot sand - help to keep cool.

Padded Feed - stop sinking into the sand and to protect from heat of the ground
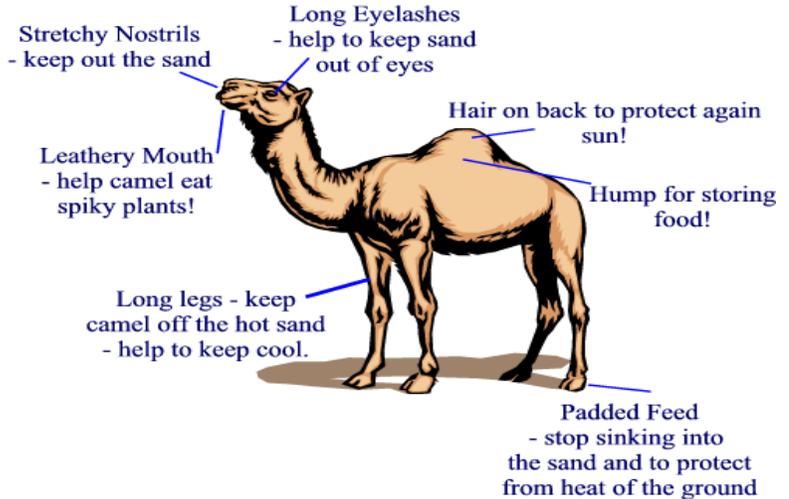
Human use of the desert:

Deserts are areas with fragile and limited resources. Despite the harsh conditions people live in desert areas, but their need for food and water presents many challenges. **Las Vegas** is an example of a city which is built in a desert area. Las Vegas is a fast-growing city - the population is expected to double in 40 years. It is located in the Mojave Desert - one of America's smallest and driest deserts, which has 15-25 cm of rain per year. 650,000 people live in the desert. In addition, the Mojave Desert is used by:

• tourists - visiting areas such as Death Valley
• military, as they test out airplanes and train troops
• hikers and rock climbers
• off-road vehicles - including quad bikes and motorcycles making use of the varied terrain
• solar and wind energy generation
• film makers, attracted by the scenery

Polar Region – Antarctic		
Terrain		• The Antarctic is based on a large land continent (Antarctica) covered in ice and snow. Antarctica has several mountains, as well as huge glaciers. Large icebergs can be found at sea.
Climate and Weather Patterns		• Antarctica is the coldest place on Earth. The temperature can reach as low as -89°C! • Worse still, freezing blizzards can take place for days at a time.
Animals		• Emperor penguins are one of Antarctica's most famous residents. A number of seals and birds also live in Antarctica.

Main threats to the ecosystem:

1. Climate change – the warming of the sea and melting of the ice sheets.
2. Pollution – oil and chemicals split at sea. Plastic waste that is thrown away.
3. Tourism – people arriving by boats to visit the area, which damages the landscape and scares the wildlife.
4. Overfishing – overfishing of krill in the oceans significantly reduces the numbers of fish for the penguin population to survive on.

Year 7 Cycle 3 – History Knowledge Organiser
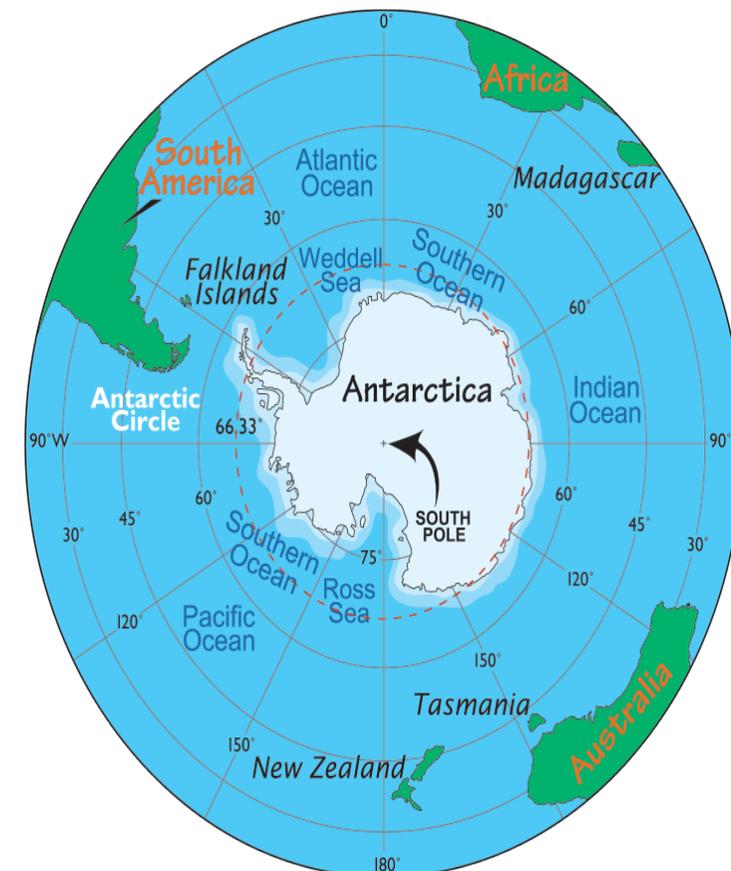
Key words and definitions	
Reformation	A time of change – Henry VIII changed the English Church from Catholic to Protestant
Protestant	A Christian who protested against the Catholic Church
Catholic	A Christian who believes in the authority of the Pope
The Pope	Bishop of Rome, Head of the Catholic Church
Puritan	Strict Protestants
Glastonbury Abbey	Religious building which provided work and housing for monks and nuns
Dissolution	Henry VIII's closing down of the monasteries and abbeys
Noble	Someone of high rank with a title like a Duke or an Earl
Indulgences	Buying forgiveness from the Church
Annulment	Ending a marriage by the Church
Poor Law	Help for the poor
Mary, Queen of Scots	Queen Elizabeth I's cousin who was executed in 1587

Tudor England lasted from the Battle of Bosworth in 1485 to the death of Queen Elizabeth I in 1603. It was a time of huge change in England especially in terms of religion. Make sure you know the chronology.

Understanding what the Tudors can reveal to us about the past.

When we learn about the Tudor time period we often focus on key areas such as; Power, Military, Religion, Marriage and Society. In this topic we will focus on all of the above alongside a more in-depth study of diversity in Tudor England. This will be really useful information in understanding what life was truly like in Tudor England.

Key dates	
1485	Henry Tudor became Henry VII after Battle of Bosworth
1509	Henry VIII became king and married Catherine of Aragon
1533	Henry VIII married Anne Boleyn
1534	Act of Supremacy - Henry is now head of the Church of England; also called the Break with Rome
1536	Dissolution of the monasteries began; execution of Anne Boleyn; Henry married Jane Seymour
1539	Richard Whiting was executed in Glastonbury
1547	Death of Henry VIII; succession of Edward VI
1553	Death of Edward VI; succession of Lady Jane Grey and then Mary
1558	Death of Queen Mary; succession of Queen Elizabeth I
1587	Execution of Mary, Queen of Scots
1588	The Spanish Armada
1603	Death of Queen Elizabeth I; succession of James Stuart

There were problems with the Catholic Church in England. Many Protestants complained about:

1. The Bible was in Latin – if it were in English then people could read it themselves.

2. The Church was too rich. The leader of the country needs the wealth more than the Church.

3. The Church sold indulgences. It was wrong to have to buy forgiveness.

Henry VIII wanted a divorce, money and power:

1. Henry VIII broke with the Catholic Church because the Pope refused to annul his marriage.

2. Henry needed money to fight wars. Having Church wealth would give him more money.

3. Henry wanted more power. He did not like that people listened to the Pope's orders.

Richard Whiting was a good man but did not approve of the king's annulment/divorce:

1. Thomas Cromwell found evidence against Richard Whiting.

2. Thomas Cromwell was an ambitious adviser to King Henry. He wanted to be seen as powerful and popular with the king.

3. King Henry VIII ordered the dissolution of the monasteries. Richard Whiting's Glastonbury Abbey was one of the last to be dissolved.

What problems did I face? How did I solve them?

Key words and definitions	
Spain	Elizabeth helped Dutch rebels raid Spanish treasure ships. This made the Spanish King, Philip send an Armada to attack England in 1588. This was defeated but war with Spain continued until 1603. There was no successful Spanish invasion of England but the war cost huge amounts of money.
Religion	She kept Catholics and Puritans (extreme Protestants) under control but neither really liked her Church of England. She sometimes ordered the execution of Catholics who plotted against her. By 1603 the Church of England was strong and stable.
Mary, Queen of Scots	For 19 years, Elizabeth dithered about what to do. This just encouraged more Catholic plots which grew around Mary. She kept Mary imprisoned for 19 years before finally ordering her execution which then ended a major threat to herself.
The Poor	The number of beggars and poor people grew during Elizabeth's reign. She introduced a Poor Law in 1601 which lasted 250 years! This provided a little help, but Elizabeth didn't really understand why so many people were becoming poorer.

Cycle 3 in RE will focus on: Islam

Islam is an Abrahamic religion. Islam was developed in the 7th century with the founder being the Prophet Muhammad (PBUH)

Key words and definitions	
Islam	The name of the religion
Muslims	The name of the followers of Islam
Qur'an	The Holy Book. It is written in Arabic and is infallible (it has never been changed)
Allah	The Arabic word for God
Muhammad (PBUH)	The final prophet
PBUH	Peace be upon him – a saying which shows you are respecting the prophets
Mosque	A holy place of worship
The Five Pillars	Five practices Muslims follow which shows dedication to their faith
Shahadah	A declaration of faith which is recited by Muslims. "There is no God but Allah, Muhammad is His messenger"
Salah	Praying – Muslims pray 5 times a day
Sawm	Fasting (not eating or drinking during daylight hours) during the month of Ramadan
Zakah	Giving 2.5% of wages to charity
Hajj	A pilgrimage (religious journey) to Mecca
Arabic	A language in which the Qur'an is written
Prophet	A messenger chosen by God to deliver God's message

In RE you will notice that there are many very important people.
In Islam, Muhammad (PBUH) is central to Islam.

The Story of Islam

- Muslims believe that Abraham is the founder of Islam. Abraham is also the founder of Judaism and Christianity.

- Muslims believe that the Torah (the Jewish Holy book) was changed over time so God sent his message again to a new prophet.

- Muslims believe God sent his message to other prophets, such as Jesus, who's Holy Book was the Gospels.

- Muslims believe that the Gospels were changed over time so God had to resend his message.

- Muslims believe Muhammad was the final prophet God chose to deliver his message to.

- The final message was written down and is known today as the Qur'an. Muslims believe that the words in the Qur'an have never been changed. There is no need for God to choose another prophet to deliver his message to, as God's message is on earth in the form of the Qur'an.

How do Muslims Worship?

- Praying 5 times a day
- Saying prayers in private
- By living good lives
- Worshipping at the Mosque on a Friday
- Celebrating the festivals such as Eid-ul-Fitr

The Five Pillars

The Shahadah is the declaration of faith. "There is no God but Allah, Muhammad is His messenger" summarises the core beliefs for Muslims, that they believe in one God and Muhammad was the final prophet. To become a Muslim, the Shahadah is said 3 times in front of 2 other Muslims.

Salah is the pillar of prayer. Muslims pray 5 times a day. Before Muslims pray they wash themselves in a ritual called Wudu. This washing process is completed because Muslims want to be clean in front of God before they pray to Him. All Muslims face the Ka'aba, a black building in Mecca, Saudi Arabia. In a Mosque, a Mihrab (an indentation in the wall) indicates which way Mecca is located.

Sawm is fasting during the month of Ramadan. Muslims do not eat or drink during daylight hours. Muslims do this to remember those who are less fortunate than themselves who often go hungry and to be thankful for what God has provided them with.

Zakah is performed by all adult Muslims. Muslims give 2.5% of their money to charity (after bills have been paid.) Muslims are able to give more than 2.5% if they wish.

Hajj is a pilgrimage (religious journey) to Mecca, Saudi Arabia. Only Muslims can enter the city as it is a Holy place where Muhammad (PBUH) was born and the Qur'an was revealed on the Night of Power. Muslims take part in many rituals which strengthen their faith, such as circling the Ka'aba 7 times anti clock wise and throwing rocks at the Jamarat Pillars to signify warning off the devil.

Features of a Mosque

Mosque Diagram

1. Minaret
2. Dome
3. Entrance
4. Ablution Area
5. Masjid/Sajadah
6. Mihrab
7. Mimbar

MINBAR
MINARET
MIHRAB
SAJADAH
ABLUTION AREA
CLASSROOMS
IMAMS QUARTERS
SAHN
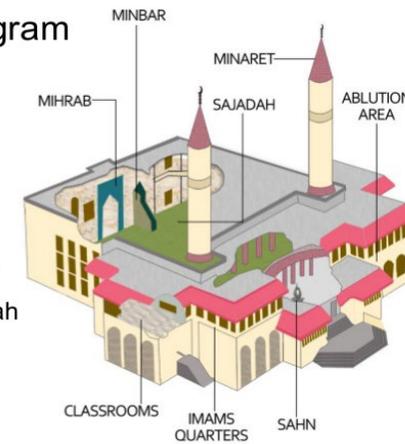
Islamic Festivals – Eid-ul-Fitr & Eid-ul-Adha

Eid-ul-Fitr

Eid-ul-Fitr, commonly referred to as 'Eid', is a festival which celebrated the end of Ramadan. Ramadan is a month of fasting during daylight hours.

During Eid, Muslims celebrate with their families, they have a feast, they pray, share presents, have parties.

Eid-ul-Adha

Eid-ul-Adha remembers the sacrifice Abraham was willing to make. God asked Abraham to sacrifice his son as a test of his faith. Abraham was willing, but God stopped the sacrifice and replaced Abraham's son with an animal. To remember Abraham's dedication to God, Muslims sacrifice an animal during this festival. A third of the meat is eaten by the Muslims who own the animal, a third of the meat is given to family & friends, and a third is given to the poor.

ICT

Cycle 3 in Computing will focus on **Kodu Programming Skills.** Kodu is a 3D game development environment, that is designed to teach you the principles of programming. It allows you to build you own world, its terrain, populate it with characters and props, and then program their behaviours and game rules in a visual programming language.

Kodu Game Development Tools

	Home button: will bring up the home menu. Here you can save and load your work.		**Up and down tool:** you can create hills and valleys.
	Play game: this brings your game to life so that you can test it.		**Roughen tool:** this can be used to create a spikey or hilly ground, which will help make your world more interesting.
	Move camera button: will let you change the camera angles in the game to make editing easier.		**Flatten tool:** will let you make the ground level for your objects to move across.
	Object tool: this lets you add objects such as characters, props and features to your		**Water tool:** this lets you add, remove and tint water.
	Path tool: used to create a line for an object to follow.		**Delete tool:** used to remove objects from your world.
	Ground brush tool: used to create your world		**Change world settings tool:** used to modify your world.

Kodu Game Development Keywords

Algorithm	Solution used to solve a problem
Object	Graphic that can be interacted with in the game
Control	Objects can be controlled in your game with a controller or a keyboard.
Condition	Used within actions. For example, IF I touch an apple, add 1 point to my score.
Do	If the "When" condition is met, then the "Do" carries out an instruction
Terrain	Stretch of land in your game.
VPL	Visual Programming Language. Let's you create programs through the use of graphics.
Event	Something that happens as a result of an action.
Action	Can be added to objects so that the objects become interactive.
Tiles	Small graphical squares that can be combined to create larger graphical images.
Collision	Where one object hits another object in your game.

Useful links:

Download Kodu for free

http://www.kodugamelab.com/downloads/

Video tutorials

https://www.kodugamelab.com/

Coding with Kodu

When | bump | apple | Do | grab — When bump with an apple, grab it

When | keyboard | space | Do | jump — When press space key, jump
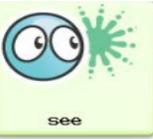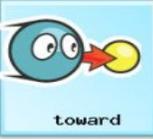
When | see | cycle | Do | move | toward — When sees a cycle, moves towards it

LANGUAGES

- **French**
- **Spanish**

Learning Cycle 3 is a module that will enable you to talk about your hobbies in French. You will be able to conjugate verbs correctly in the present tense and be introduced to terms such as infinitives.

Key words and definitions

Subject pronouns	Je (I), tu (you), il / elle (he / she), nous (we), vous (you plural), ils/ells (they M / they F)
Nouns	Used to identify a class of people, places or things (French nouns have a different gender. They are either masculine or feminine)
Adjectives	Used to describe a noun
Verbs	A word used to describe an action, state or occurrence, and forming the main part of the predicate of a sentence (such as hear, become, happen)
Adverbs of frequency	Used to say how often someone does something
Infinitive	A verb in its unchanged form / a verb which can be found in a dictionary / a verb which has an ER/IR/RE ending in French (jouer) / a verb which has 'to' in front of it in English (to play)
Present tense	Used to say what someone is currently doing (I do / I play)

lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche	*Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday*
un, deux, trois, quatre, cinq	*1, 2, 3, 4, 5*
six, sept, huit, neuf, dix	*6, 7, 8, 9,10*
onze, douze, treize	*11, 12, 13*
quatorze, quinze	*14, 15*
seize, dix-sept, dix-huit	*16, 17, 18*
dix-neuf, vingt	*19, 20*
vingt-et-un, vingt-deux, (etc.)	*21, 22, (etc.)*
trente, trente-et-un	*30, 31*

janvier, février, mars	*January, February, March*
avril, mai, juin	*April, May, June*
juillet, août, septembre	*July, August, September*
octobre, novembre, décembre	*October, November, December*

GIVING YOUR OPINION IN FRENCH:

Les mots essentiels • *High-frequency words*

sur	*on*
en (été)	*in (summer)*
quand	*when*
tout/toute/tous/toutes	*all*
par (deux fois par semaine)	*per (twice a week)*
d'habitude	*usually*
d'abord	*first of all*
ensuite	*then/next*
puis	*then/next*

mais	but
cependant	however
et	and
aussi	also
quelquefois	sometimes
parce que = car	because
c'est	it is
génial	great

Studio Grammaire ≫ Page 65

Notice the difference between saying you **do** something and you **like** doing something.

Je joue	I play
J'aime jouer	I like playing
Je regarde	I watch
J'aime regarder	I like watching

J'aime *J'aime beaucoup* *J'aime assez* *J'adore*	*jouer …* *regarder …* *écouter …* *retrouver …* *téléphoner …*
Je n'aime pas *Je déteste*	*faire …*

Using verbs with nouns and infinitives

There are three ways you can talk about the activities you do.

present tense verb:	*Je joue au football.* – I play football.
j'aime + noun:	*J'aime le football.* – I like football.
j'aime + infinitive:	*J'aime jouer au football.* – I like playing football.

adorer (to love) and *détester* (to hate) work in the same way as *aimer*.

You can also use *aimer* with **ne … pas**, to say what you don't like doing.

J'adore regarder la télé, mais **je n'aime pas** le sport et je **déteste faire** les magasins.

TALKING ABOUT WHAT YOU DO IN FRENCH: *(USING VERBS)*

Quand? • When?

en été	*in summer*
en hiver	*in winter*
quand il fait beau	*when it's good weather*
quand il fait chaud	*when it's hot*
quand il pleut	*when it rains*
quand il fait froid	*when it's cold*

jouer à

You use **jouer à** to talk about playing a sport or a game. **à** has a different form with masculine, feminine and plural nouns. (Most sports are masculine singular.)

Verbs – the present tense

You use the present tense in French to say what you do or what you are doing.

Most verbs in French are regular **–er** verbs (e.g. *surfer* – to surf, *jouer* – to play, *regarder* – to watch). The endings of regular **–er** verbs all follow the same pattern.

The verb **faire** means to do or make. You use **faire de** to talk about some sports and other activities. **de** changes to **du**, **de la**, **de l'** or **des**, according to the noun that follows it.

	singular			plural
	masculine	**feminine**	**before a vowel**	
	le judo	**la** natation	**l'**équitation	**les** promenades
Je fais	**du** roller	**de** la natation	**de l'**équitation	**des** promenades

faire is irregular:

je **fais** I do   tu **fais** you do   il/elle/on **fait** he/she does/we do

singular		plural
masculine	feminine	
le rugby	**la** pétanque	**les** boules
Je joue **au** rugby.	Tu joues **à la** pétanque?	Il/Elle/On joue **aux** boules.

regarder (to watch)

*je regard**e***	I watch (also, I'm watching)
*tu regard**es***	you watch (singular, informal)
*il/elle/on regard**e***	he/she watches/we watch
*nous regard**ons***	we watch
*vous regard**ez***	you watch (plural and formal)
*ils/elles regard**ent***	they watch

Note: *envoyer* (to send) has a slight irregularity: *j'envo**ie**, tu envo**ie**s, il/elle/on envo**ie***

Saying 'they' in French

There are two words for 'they' in French: **ils** for male, **elles** for female. (For a mixture of male and female, use **ils**.) The *ils/elles* form of regular –er verbs ends in –ent. (The –ent ending is silent.)

*Ils télécharg**ent** de la musique.* – They download music.
*Elles jou**ent** sur la PlayStation.* – They play on the PlayStation.

The verbs **être** (to be) and **faire** (to do) are irregular:

ils/elles **sont** – they are   ils/elles **font** – they do

Learning Cycle 3 is all about free time and leisure. You will learn to talk about activities you like and dislike, what you do and when. You will learn the difference between an infinitive and a conjugated verb.

Key words and definitions

Subject pronouns (although you won't use them much in Spanish)	yo (I) / tu (you) / el / ella (he/she), nosotros (we) / vosotros (you (pl)) / ellas / ellos (they (m)/they (f))
Nouns	Used to identify any of a class of people, places, or things. Spanish nouns have a different gender. They are either masculine or feminine.
Adjectives	Used to describe a noun. Comes after the noun it describes and agrees in gender and number.
Verbs	A word used to describe an action, state, or occurrence, and forming the main part of the predicate of a sentence, such as *hear*, *become*, *happen*.
Adverbs of frequency	Used to say how often someone does something.

Me encanta	I love
Me gusta	I like
Me gusta mucho	I like a lot
Me gusta muchísimo	I really like
Prefiero	I prefer
Favorito / favorita	Favourite
No me gusta	I don't like
No me gusta nada	I don't like at all
Odio	I hate

chat**ear**	**to** chat online
escrib**ir** correos	**to** write emails
escuch**ar** música	**to** listen to music
jug**ar** a los videojuegos	**to** play videogames
le**er**	**to** read
mand**ar** SMS	**to** send text messages
naveg**ar** por Internet	**to** surf the net
sal**ir** con mis amigos	**to** go out with friends
ver la television	**to** watch TV

Es interesante	It's interesting
Es divertido	It's fun
Es guay	It's cool
Es aburrido	It's boring
Es estúpido	It's stupid

Frequency adverbs:

a veces
sometimes

de vez en cuando
from time to time

nunca
never

todos los días
every day

Use CUANDO (when) or SI (if) with the weather to add detail about what you do depending on the weather:

E.g. Cuando llueve, veo la televisión.

When it rains, I watch TV

¿Qué tiempo hace hoy?

Hace sol. Está nublado. Hace calor.

Hace frío. Hace mal tiempo. Hace viento.

Hace buen tiempo.

Llueve. Está lloviendo.

Nieva. Está nevando.

porque

= because

When you talk about what you like, you use the infinitive verb:

Me gusta **jugar** al fútbol = I like **to play** football / playing football

No me gusta **ver** la televisión = I don't like **to watch** TV / watching TV

Year 7 Cycle 3 – Spanish Knowledge Organiser

SKILLS

Using question words

To take part in a longer conversation you need to know your question words.

These are the question words you know already:

¿Qué…?	What/Which?
¿Cuándo…?	When?
¿Dónde…?	Where?
¿Cómo…?	How/What?
¿Cuántos…?	How many?

Questions in Spanish always begin with an upside-down question mark ¿.

¿Qué deportes haces?	*What sports do you do?*
¿Qué haces cuando llueve?	*What do you do when it's raining?*
¿Qué haces en tu tiempo libre?	*What do you do in your spare time?*
¿Qué te gusta hacer?	*What do you like to do?*

On Monday –
El lunes

On Mondays –
Los lunes

Jugar (to play) is a stem-changing verb. Some people call these 'boot' verbs.

juego	I play	jugamos	we play
juegas	you play	jugáis	you (plural) play
juega	he/she plays	juegan	they play

There are three types of verbs: **-ar, -er** and **-ir.** The biggest group is **-ar** verbs. Once you know the pattern, you can apply the rules to new **-ar.**

hablar to speak

(yo)	**habl**o	I speak
(tú)	**habl**as	you speak
(él/ella)	**habl**a	he/she speaks
(nosotros)	**habl**amos	we speak
(vosotros)	**habl**áis	you (plural) speak
(ellos)	**habl**an	they speak

In brackets you can see the pronouns I, you, he/she, we, you, they. Often these are not used in Spanish because the verb endings make it clear who is speaking.

There are two ways of saying 'you' in Spanish. Use the **tú** form when you are talking to one person, and the **vosotros** form when you are talking to more than one person.

Hacer (to do) is an important irregular verb. The c changes to g in the 'I' form. Learn it by heart.

hago	I do
haces	you do
hace	he/she does
hacemos	we do
hacéis	you (plural) do
hacen	they do

All these verbs **are conjugated in the present tense: Look out for patterns.**

Each ending is different depending on who you are talking about.

In Spanish when you talk about what you do, the verb ends with the letter o

Juego = I play	**canto** = I sing
Hago = I do	**bailo** = I dance
Hablo = I speak	**saco** = I take
Escucho = I listen	**monto** = I ride

MATHS

Cycle 3 in **Maths** will focus primarily on your understanding and application of fractions, decimals and percentages. At the beginning of the cycle, we will be focusing on the core skills of converting and comparing the three forms alongside using the four operations with them in problem solving situations. Once you have honed these skills, we will look at a variety of ways of representing data and then begin to look at how we can use our FDP skills to calculate probability in from these representations.

Key words and definitions

Word	Definition
Numerator	number above the line of a fraction, showing the number of parts of the whole
Denominator	the bottom number in a fraction showing the number of parts the whole is divided into
Equivalent	fractions with the same value
Simplify	to simplify a fraction to its simplest form: to reduce the numerator and denominator in a fraction to the smallest numbers possible
Improper Fraction	the numerator is larger than or equal to the denominator
Mixed Number Fraction	a number written as a whole number with a fraction
Fraction	any part of a group, number or whole
Decimal	An amount expressed as a number with digits beyond the decimal point.
Percentage	A proportion shown as an amount out of 100.
Pie Chart	A chart made up of a circle broken down into sectors that represent portions of data.

Sparx Maths

Watch the videos, try the questions.

| Unit	Key Sparx clips:
1: Working with fractions	M835, M931, M157, M110
2: FDP problems	M264, M437, M905, M476
3: Representing Data	M829, M834, M945
4. Probability from Diagrams	M419, M941, M718

DATA/PROBABILITY – Key words and definitions

Word	Definition
Venn Diagram	Data sorted into overlapping circles, representing qualities or sets.
Set	A group of data.
Denominator	The bottom number of a fraction.
Percentage	A proportion shown as an amount out of 100.

Cycle 3 Key Concepts

Fractions, Decimals and Percentages

Equivalent Fractions are different fractions that name the same number

The fractions $\frac{2}{3}$ and $\frac{4}{6}$ are equivalent.

$\frac{2}{3}$

$\frac{4}{6}$

$\frac{41}{100}$

0.41
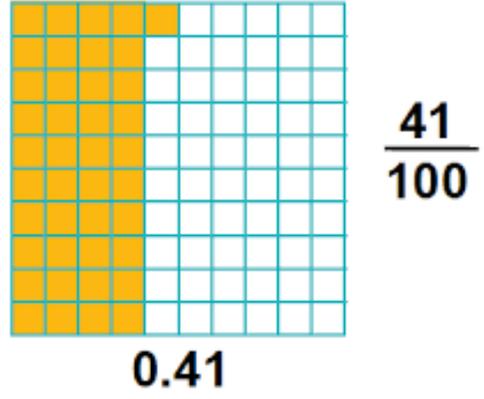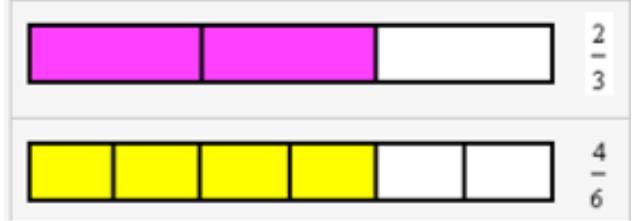
Convert Fractions, Decimals and Percents

| Fractions $\frac{3}{4}$ | Divide numerator by denominator | Decimals 0.75 | Multiply by 100 | Percents 75% |

| Fractions $\frac{2}{5}$ | Write as fraction and simplify | Decimals 0.4 | Divide by 100 | Percents 40% |

Numerator – number of parts

Denominator – number of parts it is split into

When **dividing** fractions turn the second fraction upside and multiply them

E.g. $\frac{3}{4} \div \frac{1}{3} = \frac{3}{4} \times \frac{3}{1} = \frac{3 \times 3}{4 \times 1} = \frac{9}{4}$

When **adding** and **subtracting** fractions you need a **common denominator** before you can carry out the calculation

When **multiplying** fractions, you need to multiply the **numerators** and multiply the **denominators**

$\frac{1}{2} + \frac{1}{3} = ?$

E.g. $\frac{3}{5} \times \frac{4}{7} = \frac{3 \times 4}{5 \times 7} = \frac{12}{35}$

$\frac{1}{2} \frac{\times 3}{\times 3} = \frac{3}{6}$ $\frac{1}{3} \frac{\times 2}{\times 2} = \frac{2}{6}$

$2\frac{3}{4} = \frac{11}{4}$

$\frac{3}{6} + \frac{2}{6} = \frac{5}{6}$

When converting between **mixed number** fraction and **improper fractions** you need to calculate how many of the denominator you have in total

Probabilities are always between 0 and 1, therefore can be represented as fractions, decimals or percentages

Data and Probability

The Probability Scale

Impossible	Unlikely	Evens	Likely	Certain
0	0.25	0.5	0.75	1.0
0	¼	½	¾	1

PE

Physical Education

Physical Education
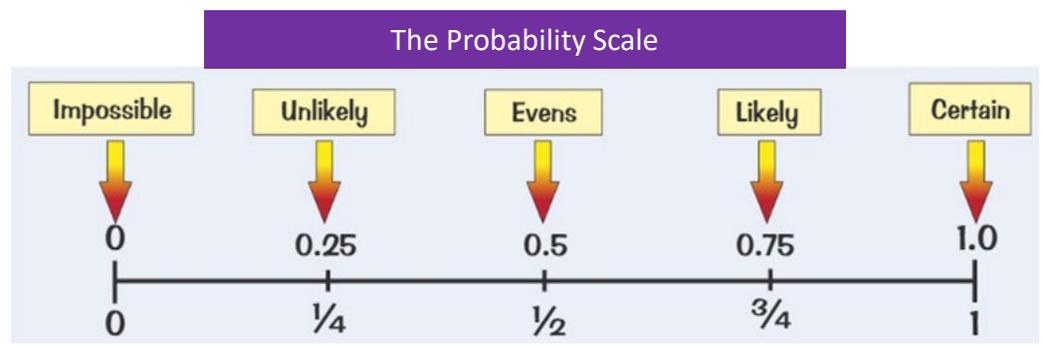
QR code for basic football rules video

Basic Rules

Players: Only 7 players per side, who all have different positions

Contact rule: You can't touch or push any player during the game as it is a non-contact sport. This will result in a penalty pass or if they contact you whilst you are in the shooting circle, you will get a penalty shot.

Footwork rule: You are not allowed to move with the ball. When catching the ball the foot that lands first must stay in contact with the floor until ball is passed. If footwork happens a free pass is awarded.

Obstruction rule: you must be 1 metre away from the player you are marking before your arms go up and over the ball. If your defender is obstructing you before you shoot, you get a penalty shot.

3 seconds rule: You can only hold the ball for 3 seconds before you pass or shoot. . If a player holds a ball to long a free pass is awarded.

Centre pass rule: To start a game and after a goal is scored you go back to the centre pass and players must receive in the centre third.

Repossession: If a player drops the ball or bounces the ball and picks it back up again the other team gets a free pass.

Offside rule: If you go into a third that you are not allowed in or if any other player than GS GA GK GD go into the shooting circle the other team gets a free pass. If offside happens a free pass is awarded.

How to score: A goal is scored when a GA or GS gets the ball into the hoop from within the D.

Out of court: If the ball gets knocked out of the court by team A, then team B will gain the throw in.
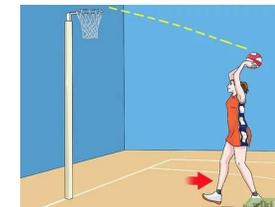
Leadership Skills

Communication
Using language and terminology that others understand E.g. Explaining how to shoot in football with key points

Organisation
Making sure that people are in the right place for the task set,
E.g Sorting players into even teams so that it is fair

Adaptability
Making sure that the task set is appropriate for ability of those taking part.
E.g Making something easier to help or more difficult to challenge.

Creativity
Ensuring practices or games aren't the same each time E.g. Creating different rules in the game to focus on certain skills

SCIENCE

Heredity and Genetic Information Key words and definitions	
Genome	The genome is the entire set of DNA instructions found in a cell.
Heredity	The passing on of traits from one generation to the next. These traits can be physical, such as eye colour, blood type or a disease, or behavioural.
Reproduction	The biological process by which new individual organisms – "offspring" – are produced from the "parent" or parents.
Variation	Small changes in living organisms.

What's the big idea?

Each generation of organisms inherits characteristics from the one before, which arise from genetic information stored in the genome and are affected by the environment.

Genetic and environmental variation

Characteristics in an individual organism are caused by both genetic and environmental variation.

For example, the weight of a dog is caused partly by its genes - inherited - and partly by what it eats - environmental. The height of a sunflower is caused partly by its genes and partly by how much light and water it gets.

| Genetic only	Environmental only	Genetic and environmental
Eye colour	Tattoos	Height
Blood group	Scars	Weight
Attached ear lobes	Language spoken	Human's hair colour - can lighten in summer or can be dyed
Animal's fur colour	Colour of hydrangea flower - blue in acid soil, pink in alkaline	Size of plant

The Structure and Function of the Genome
Key words and definitions

Heredity	The passing on of traits from one generation to the next. These traits can be physical, such as eye colour, blood type or a disease, or behavioural.
Chromosome	A coiled structure of DNA found in the nucleus of cells made from many genes.
DNA	The store of genetic information for all living things, passed from parents to offspring.
Gene	A small section of DNA that gives a characteristic
Genome	The genome is the entire set of DNA instructions found in a cell.
Nucleus	A cell component found in most cells which contains the genetic material (DNA) of the organism and controls the cell's activities.

What's the big idea?

Each generation of organisms inherits characteristics from the one before, which arise from genetic information stored in the DNA of the genome and are affected by the environment.

INSIDE THE CELL

Cell   Nucleus   Chromosome   DNA   Gene (Segment of DNA)
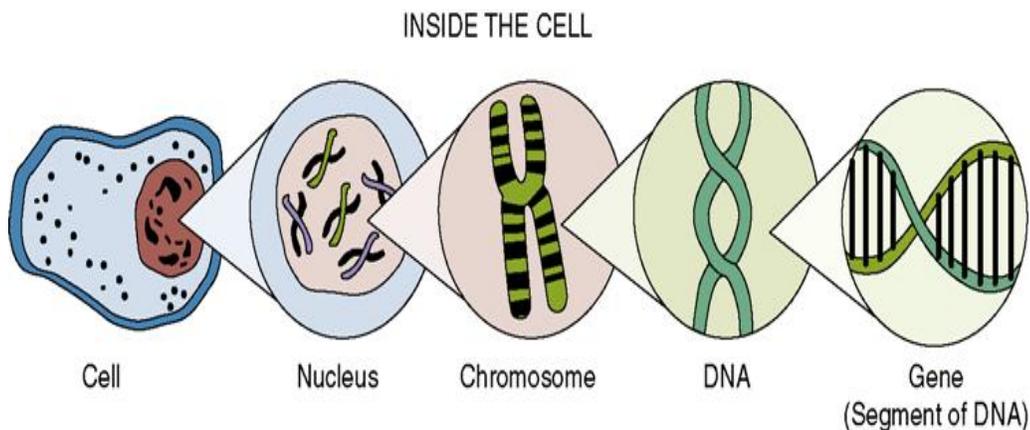
All of the chromosomes of an organism add up to make its genome. This is one copy of all its DNA. Every human on Earth has a unique genome unless they are identical twins who were made from the same fertilised ovum (egg cell). Non-identical twins were made from two separate sperm fertilising two different ova (egg cells) and so have different genomes.

DNA makes up genes which make up chromosomes which make up the genome. A good model for this is thinking about money. Pennies make up £1 coins which make up £5 notes which make up £20 notes.

Elements and Compounds

atom	The smallest part of an element that can exist.
bond	An attraction between atoms or molecules that enables the formation of chemical compounds.
chemical formula	A series of chemical symbols showing the number of atoms of each element in a compound.
chemical reaction	A process that involves rearrangement of atoms to produce new substances.
chemical symbol	A letter or series of letters used to represent an element, e.g. C for carbon, Na for sodium.
compound	A substance made up of two or more different elements chemically bonded together.
element	A substance made of only one type of atom.
metal	An element or substance which is typically shiny, malleable and ductile. It typically conducts heat and electricity well.
mixture	A substance consisting of two or more substances not chemically combined together.

Elements

An element is a substance that cannot be broken down into other substances. The smallest part of an element that can exist is an atom.

Each element is represented by a symbol. The first letter of the symbol is always capitalised, any following letters are lower case.

The symbols for the elements are arranged on the periodic table.

atomic mass ⟶ 23
element symbol ⟶ **Na**
element name ⟶ Sodium
atomic number ⟶ 11
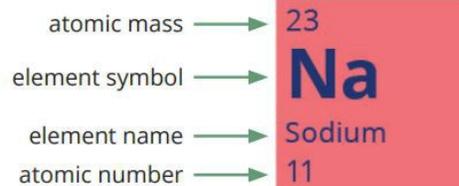
Compounds

A compound is a substance made when two or more elements are chemically bonded together.

A compound can be represented by a diagram. The atoms are shown touching each other or joined by a stick that represents a bond.
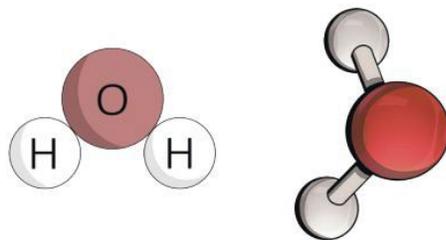
Water is a compound made from one oxygen atom and two hydrogen atoms. Its formula is H_2O.

Mixtures

A mixture is a substance consisting of two or more substances not chemically combined together. You can have mixtures of elements, mixtures of compounds or mixtures containing both.

In a particle diagram of a mixture, not all of the molecules shown will be touching each other or be joined by sticks representing the bonds.
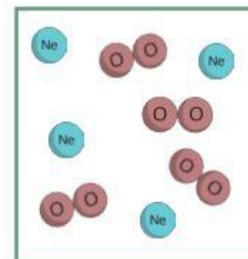
mixture of elements
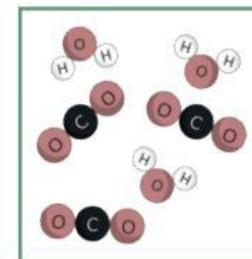
mixture of compounds
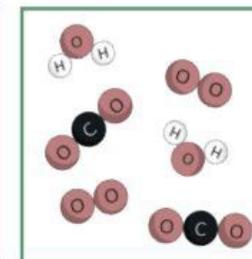
mixture of elements and compounds

Solubility Key words and definitions	
Solvent	The liquid in which the solute dissolves to form a solution
Solute	A solid substance which can dissolve in a liquid
Solution	A liquid in which a solid substance has been dissolved
Soluble	Able to dissolve in a solvent
Saturated Solution	A solution in which no more a the solute will dissolve

Solubility curves

Every solute has a fixed solubility at room temperature. However, the solubility of a solute changes as the temperature of the water changes. The solubility of a substance in water at different temperatures can be displayed using a solubility curve. Solubility curves can be used to determine the mass of crystals formed when a solution is cooled.

Each solute has a different solubility at different temperatures and the change in solubility with temperature depends on the solute.