Harrow Way Community School
Learning for life, success for all

Year 7 Knowledge Organiser

Autumn Term

How do I complete Knowledge Organiser Homework?

Link to self-quiz video: https://youtu.be/cFUuhtPIMPU

Step 1

Check on:
ShowMyHomework for what words / definitions / facts you have been asked to learn.

Step 2

Write today's date and the title from your Knowledge Organiser in your self-quizzing book.

Step 3

Read the section of the Knowledge Organiser that you are studying. Read it slowly, you can read it aloud and with a ruler if this helps.

Step 4

Cover up the section and try to write out the information exactly as it is written on the Knowledge Organiser in your self-quizzing book.

DO NOT PEEK!

Step 5

Uncover the section and compare it to what you have written. If you have made mistakes or missed parts out, add them in using a pencil or a different colour.

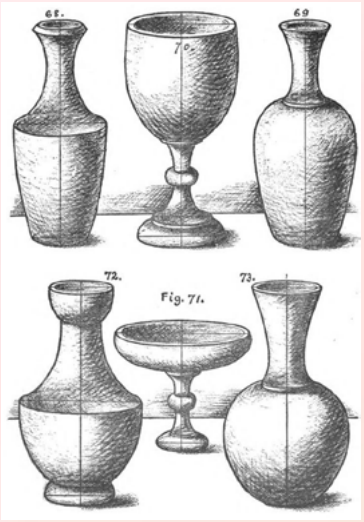
Step 6

Repeat steps 3-5 again until you are confident.
You will need to bring your self-quizzing book in every day and your teacher will check your work.
You will be tested in class.

Knowledge Organiser - YEAR 7 - AUTUMN TERM

Contents

Look in Closer



Useful Website/ Weblinks

- Observational Drawing https://www.studentartguide.com/articles/realistic-observational-drawings
- Using line and Tone/Action Drawing- https://www.youtube.com/watch?v=a5P1jdhx4Rw
- BBC Bitesize: https://www.bbc.co.uk/bitesize/guides/z2g7tcw/revision/1
- YouTube: https://youtu.be/bKKff0TXJR0 and https://youtu.be/-WR-FyUQc6I and https://www.youtube.com/watch?v=jYGU0SFKo7s

The 'Big Question' for this project is:

How can you use different lines, shapes, colours and tones to accurately draw what you can see?

What is the main focus of the project?

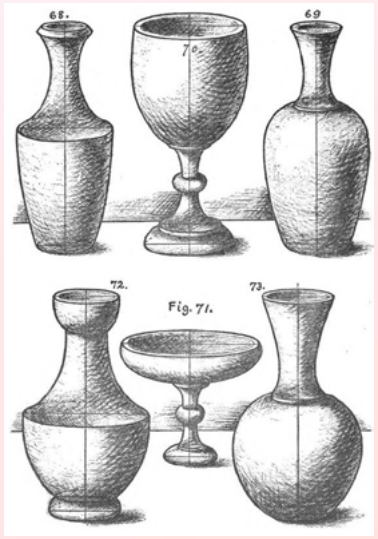
Learn different techniques to recording the formal elements of images and objects.

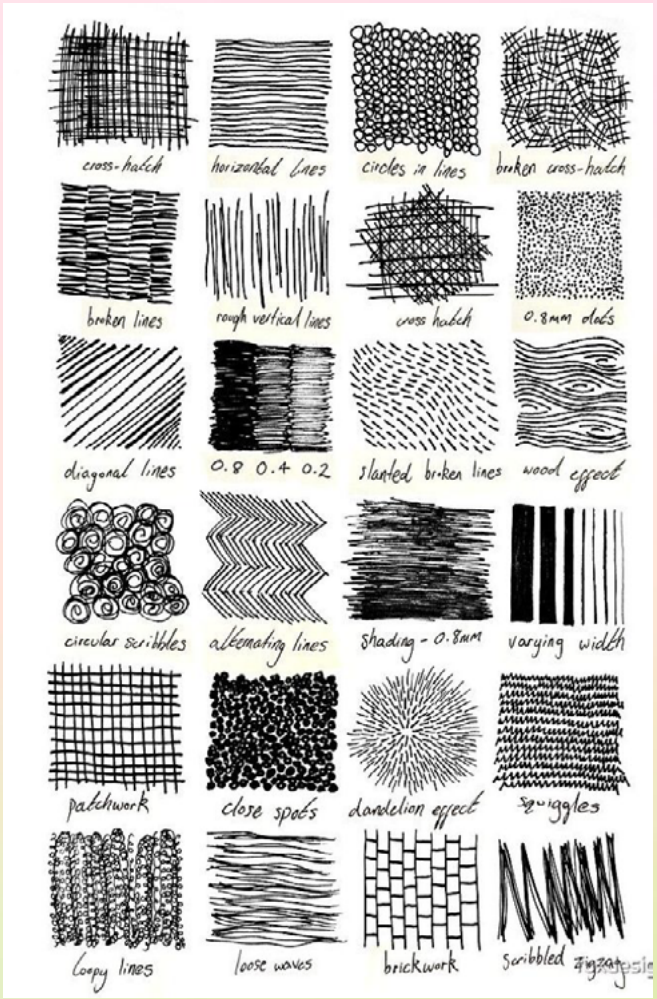
What will I be doing in this project?

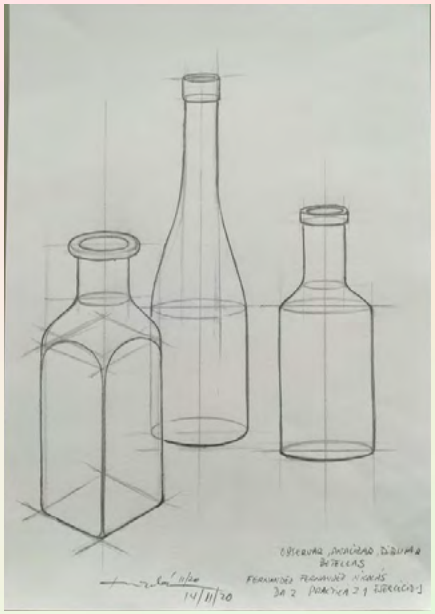
In this project you will be asked to create your own mixed media artwork exploring the theme 'Look in Closer'.

To complete this project you will be asked to:

1. Consider different ways of seeing and drawing things.
2. Explore the formal elements (Line, Tone, Shape, Pattern, Colour) to develop your observational drawing skills.
3. Experiment with composition and still life observational drawing
4. Create a final piece
5. Compare and contrast still life observational drawings



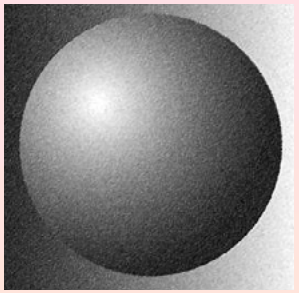
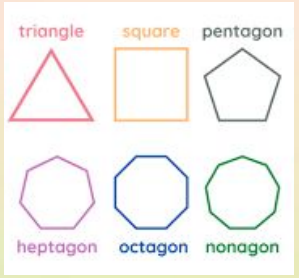




Look in Closer

Keywords : Look in Closer

Keyword	Definition	Visual Clue
Observational Drawing	Drawing what you see! Observing (looking at) an object and responding to it with a visual representation	
Formal Elements	What makes a piece of artwork (line, tone, shape & form, texture, colour and pattern) How they are used effects what the finished piece will look like	
Form	A three dimensional shape such as a cube or cylinder. Something that has 'form' has volume. It does not look flat.	

Keyword	Definition	Visual Clue
Tone	The lightness or darkness of something – this could be a shade, or how dark or light a colour appears	
Shape	An area enclosed by a line such as a square or a triangle. Shapes are flat- they have two dimensions.	
Texture	Texture refers to the surface quality or feel of an object	

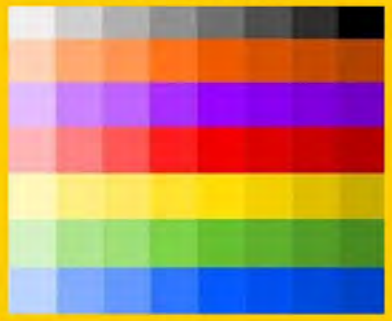
FORMAL ELEMENTS

LINE

A Line is the path left by a moving point, e.g. a pencil or a brush dipped in paint. A line can take many forms. e.g. horizontal, diagonal or curved. A Line can be used to show Contours, Movements , Feelings and Expressions.

TONE

Tone means the lightness or darkness of something. This could be a shade or how dark or light a colour appears



SHAPE & FORM

A shape is an area enclosed by a line. It could be just an outline or it could be shaded in.

Form is a three dimensional shape such as a sphere, cube or a cone.

Sculpture and 3D design are about creating forms

KEY WORDS & TERMS

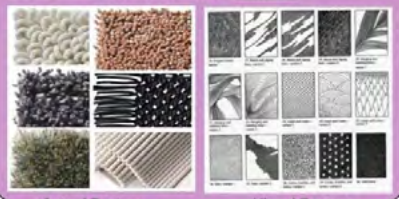
Line
Tone
Shape
Form
Texture
Colour
Pattern
Shade
Light
Dark
Pressure
Natural Pattern
Manmade Pattern
Geometric Shape
Organic Shape
Actual Texture
Visual Texture
Design
3D Design
2D Design
Primary Colours
Secondary Colours
Mix
Blend

TEXTURE

Texture is the surface quality of something, the way something feels or looks like it feels. There are two types of texture: Actual Texture and Visual Texture.

Actual Texture– really exists so you can feel it or touch it

Visual Texture– created using different marks to represent actual texture.



Actual Texture Visual Texture

COLOUR

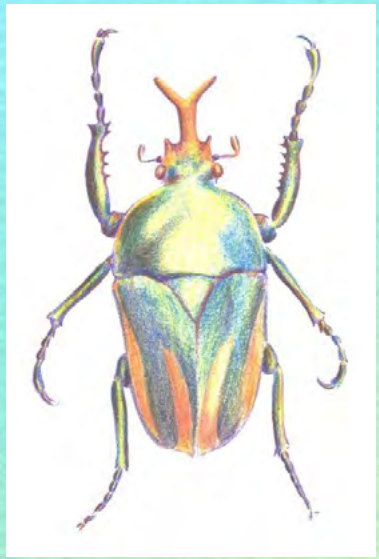
There are 3 Primary Colours:
RED, YELLOW and BLUE.

By mixing any two Primary Colours together we get a Secondary Colour;
ORANGE, GREEN and PURPLE

PATTERN

A pattern is a design that is created by repeating lines, shapes, tones or colours.

Patterns can be manmade, like a design on fabric, or natural, such as the markings on animal fur.



Useful Website/ Weblinks

- A Bug's Life (Movie on Disney+) Watch A Bug's LifeDisney+https://www.disneyplus.com › movies › a-bugs-life
- Insect Identification: https://www.woodlandtrust.org.uk/blog/2023/10/common-uk-insect-identification/ & https://www.nationalgeographic.com/animals/topic/insects
- Insect Art History: https://www.smithsonianmag.com/arts-culture/the-creepy-crawling-history-insect-art-180979288/

The 'Big Question' for this project is:

How can you use colour theory and mixed media to accurately colour drawings?

What is the main focus of the project?

Learn the fundamentals of colour theory and applying a variety of techniques to insect themed art.

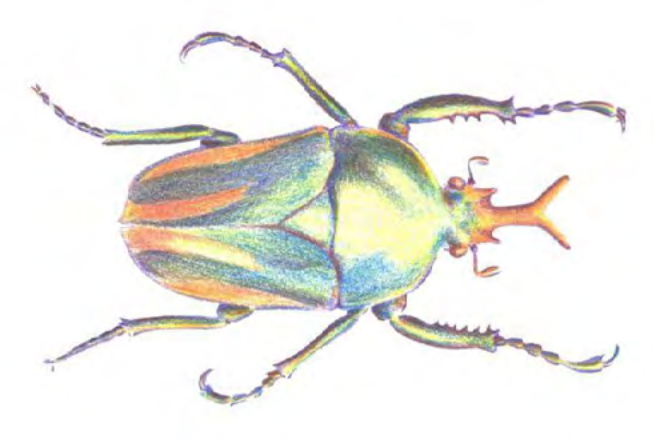
What will I be doing in this project?

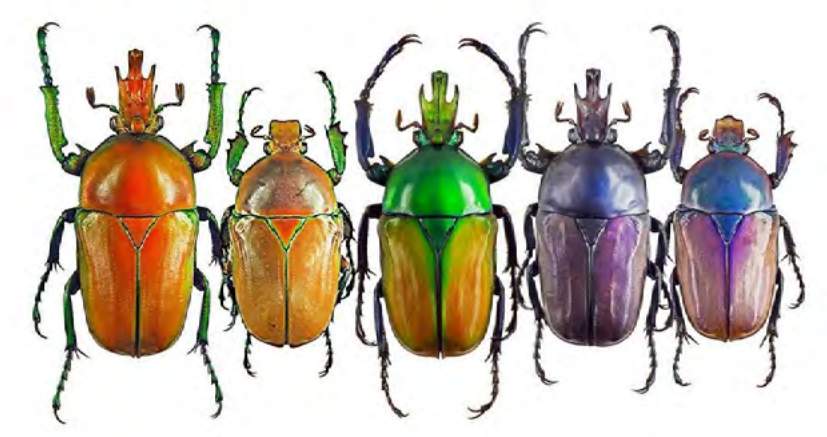
In this project you will be asked to create your own mixed media artwork exploring the theme 'Bug's Life.

To complete this project you will be asked to:

1. Understand the basics of colour theory
2. Explore the formal elements (Line, Pattern, Colour) to develop your observational drawing skills.
3. Experiment with mixed media in multiple artworks
4. Create a study of different insects
5. Create a final piece

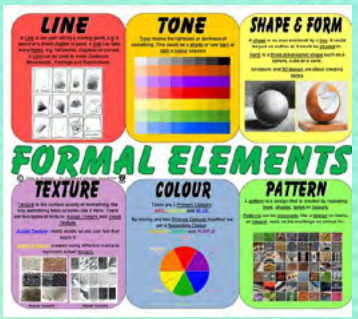
BUGS LIFE





Art - Bug Life - Key Words

KEYWORDS : BUG'S LIFE

Keyword	Definition	Visual Clue
Formal Elements	What makes a piece of artwork (line, tone, shape & form, texture, colour and pattern) How they are used effects what the finished piece will look like	
Colour	Colour can affect how people feel and is symbolic. In art, a colour theory exists. Colour theory includes the colour wheel, colour value, and colour schemes	
Media	Media is the materials and tools used by an artist, composer or designer to create a work of art	

Keyword	Definition	Visual Clue
Colour Theory	Color theory is the study of how colors work together and how they affect our emotions and perceptions.	
Observational Drawing	Drawing what you see! Observing (looking at) an object and responding to it with a visual representation	
Blending	The action of mixing or combining things together.	

Dance



Year 7 - Dance



Performing skills

Term	Definition
Timing	moving to the beat of the music and/or your group.
Energy	performing actions with the full amount of effort required.
Movement memory	remembering all of the movements.
Accuracy	making the correct shapes with your body.
Facial expressions	showing the mood of the dance through your face.
Extensions	Fully extending the legs, toes, arms and fingertips
Focus	being fully committed to the performance by ignoring distractions.
Flexibility	being able to perform a wide range of movements with ease.

Tier 2 vocabulary

Warm up

Leadership

Audience

Impact

Re-cap

Reflection

Choreography skills

Term	Definition
Actions	the dance movements.
Levels	the different heights the dancer reaches whilst performing.
Formations	the positions or shape that the dancers stand in.
Directions	the direction of travel or the way that the dancers are facing.
Transitions	linking one movement to another.
Dynamics	how the actions are performed.
Unison	same movements at the same time.
Canon	same movements performed one after another.

Tier 3 vocabulary

Sequence

Choreography

Rehearsal

Venue

Styles

Street dance often uses energetic and sharp movements whilst maintaining a low centre of gravity.

Contemporary is an expressive style of dance which often uses floor work, lifts, contractions and falls.

Genre

Narrative dance tells a story and has characters.

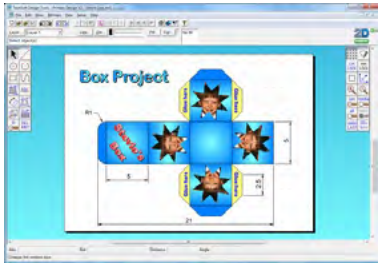
Abstract dance places importance on the movement rather than portraying a storyline.

Year 7 Design and Technology Knowledge Organiser Steady Hand Game

Computer-aided design (CAD)

Computer-aided design (CAD) is about using computers to assist you, the designer, during the design process. It can help in a number of ways, for example you can produce a design in a variety of materials and you can rotate a design through 360 degrees on any axis. The designs can be manipulated and mirrored with a simple click of the mouse. Any area of a design can be viewed at a rangeof magnifications.

Examples of 2D and 3d CAD software



2D CAD soft ware such as Techsoft 2d design can be used to design products such as packaging nets or panels for products. These can then be printed out or laser cut, then made into products.

3D CAD software such as Onshape or Tinkercad can be used to make 3d models of products. These can then be used as engineering drawings or made using 3d printers.

Input, process and output. Circuit components

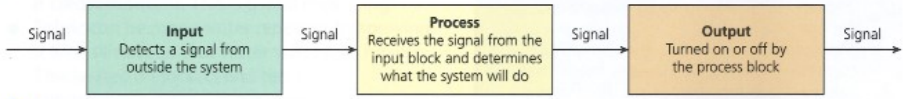
A system is a group of parts that work together to carry out a function. Almost all products that contain electronics and mechanical parts are systems. If you understand the blocks that make up a system and how these interact with each other, you will be able to design complex products quickly and easily.

Parts of a system

The simplest system has three systems blocks:

- The input block detects a signal from outside the system. For example, it could be a switch that detects movement or a sensor that detects light.
- The process block receives the signal from the input block and determines what the system will do. There are many different types of process block.
- The output block is turned on or off by the process block. Common output blocks produce light, movement or sound.

The systems blocks represent physical items – they might be individual components or groups of parts working as a sub-system. For example, the output block for an alarm could be a siren sub-system. The systems diagram for the alarm would include this sub-system as a single output block.



▲ A systems diagram

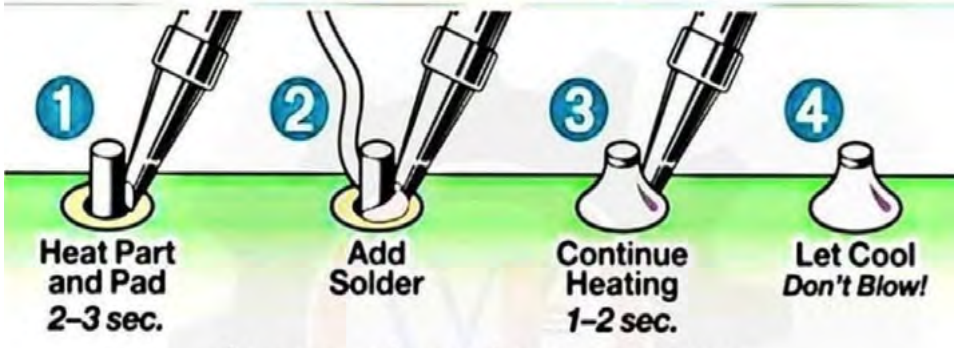
Year 7 Design and Technology Knowledge Organiser Steady Hand Game

Soldering

Soldering a process in which two or more items are joined together by melting and putting a filler metal (solder) into the joint, the filler metal having a lower melting point than the adjoining metal. Unlike welding, soldering does not involve melting the work pieces.

Method of soldering

The diagram below shows the correct steps you need to perform to solder an component into place



Soldering defects

The diagram below show the comment defects that can happen when you are soldering.

Polymers

Approximately 5 million tonnes of polymer are used in the UK each year, according to government figures. This equates to approximately 1.5 kg per person per week. It is estimated that between 50 and 60 per cent of this is used only once before disposal.

Types of polymer

Thermoforming	Thermoforming plastics are a group of plastics that can be heated and formed into a shape. This type of polymer can be heated and formed more than once
Thermosetting	Thermosetting plastics are a group of polymer can be heated, and then set into shape. These polymers can only be heated and set once.

▼ Some common thermoplastic polymers

Type	Properties	Typical uses
PMMA (poly(methyl methacrylate))	Known by the trade names Acrylic and Perspex Can be transparent Hard wearing and tough Softens between 85°C and 165°C	Plastic windows, bath tubs
HDPE (high-density polyethylene)	Strong and stiff Softens at about 130°C	Pipes, buckets, bowls
PET (polyethylene terephthalate)	High strength and good toughness Heat resistant Softens at about 80°C	Drinks bottles, food packaging
HIPS (high-impact polystyrene)	Reasonable strength and good toughness Softens at about 90°C	Packaging
PLA (polylactic acid)	Reasonable strength but can be brittle Softens between 70°C and 80°C	3D printing, children's toys

D&T - Door Stop

Year 7 Design and Technology TEXTILES / DOOR STOP Knowledge Organiser

Fibres —Natural and Synthetic

How textiles are made

Textile fabrics are made from **fibres**. Fibres are very fine, hair-like structures that are spun or twisted into **yarns**. These yarns are then woven or knitted together to create fabrics. Different fibres can be mixed together to create improved fabrics.

There are two main types of fibre:

- **Natural fibres** come from plants and animals.
- **Synthetic fibres** (manufactured fibres) come from oil, coal or petrochemicals.

▲ The cotton boll (green pod) contains the plant seeds. The cotton fibre is found inside the boll, protecting the seeds.

▼ Some common fibres

Type	Source	Properties	Uses
Cotton	Natural – cotton plant	Absorbent; strong; cool to wear; washable; flammable	Clothing; soft furnishings; bed sheets; sewing threads
Linen	Natural – flax plant	Absorbent; hard wearing; cool to wear; washable; flammable	Summer clothing, soft furnishings, table linen
Silk	Natural – silkworm	Absorbent; natural shine; comfortable to wear	Luxury clothing and lingerie; knitwear; soft furnishings
Wool	Natural – animals such as sheep or llamas	Warm; absorbent; strong; low flammability; shrinks easily	Coats; jackets; jumpers; socks; blankets; carpets
Polyester	Synthetic – petroleum, coal	Strong, flame resistant but still melts; poor absorbency	Versatile; has many uses throughout textiles
Polyamide (nylon)	Synthetic – petrochemicals	Strong; melts as it burns; good elasticity (will stretch and recover)	Clothing; carpets; rugs; seat belts; ropes; tents
Acrylic	Synthetic – petroleum	Strong; burns and melts; good insulator	Knitwear; knitted fabrics; fake fur; upholstery

Weaving and Knitting into Fabrics

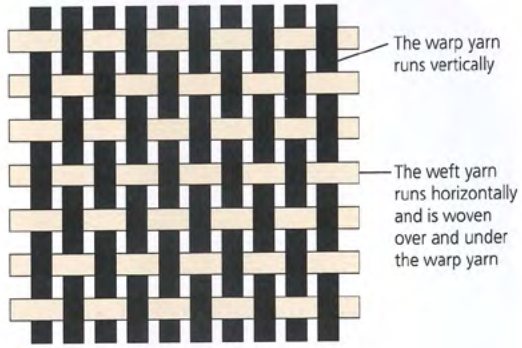
Types of material and their uses

There are two main methods for making textile fabrics: weaving and knitting.

Weaving

Woven fabrics are produced on a loom using **warp yarn** and **weft yarn**. The warp yarn is stronger and runs vertically, while the weft yarn is woven over and under the warp yarn to create the fabric. The most common type of weave is called plain weave and has many uses throughout textiles. Different types of woven fabric are created by changing the way that the yarns are woven or the thicknesses and texture of the yarns, and through the use of colours.

Weaving is the strongest method of fabric construction and is ideal for products that need a firm structure, including school shirts, smart trousers, bedlinen, kites, holdalls and school bags.



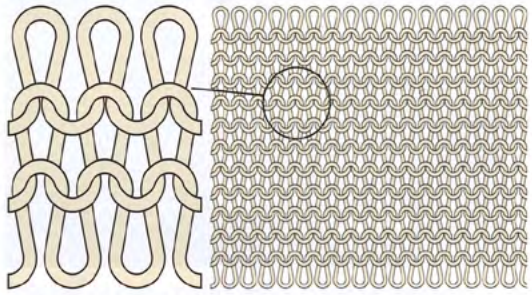
▲ A plain weave structure

Knitting

Knitted fabric is created by interlocking loops of yarn, which can be done either on a machine or by hand. The loops in the fabric trap air, making it warmer to wear, for example a knitted wool jumper will be comfortable and warm. Knitted fabrics can be stretched, but this can make them lose their shape.

There are two types of knitted fabric:

- Warp knitting uses several yarns that interlink vertically. These can be cut into shapes to make textile products.
- Weft knitting uses one yarn that runs horizontally. The fabric is built up row by row, with each loop interlocking with the row below. Hand knitting is done this way. This type of knitting will unravel if it is cut.



▲ Weft knitting

D&T - Door Stop Pt2

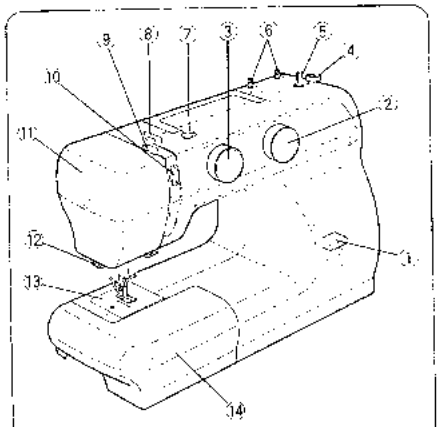
Year 7 Design and Technology TEXTILES / DOOR STOP Knowledge Organiser

Setting up the Sewing Machine Step by Step

Sewing machines

Most sewing machines have a variety of functions and stitches to complete the different processes that are needed to make a textile product. They have attachments, such as a special 'foot' for inserting a zip. Computerised sewing machines can be used to embroider original designs. An overlocker is a specialist machine that trims and sews the edge of the fabric at the same time. This is the neatest and most professional method of joining fabrics and neatening a seam or edge.

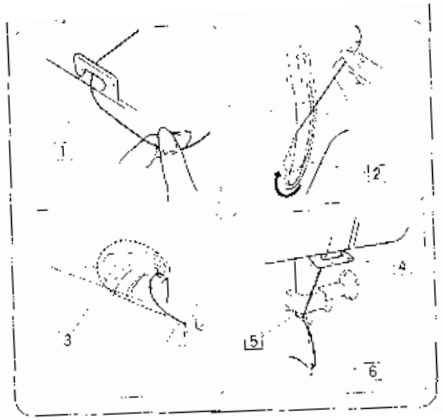
Follow the direction of the red thread on the diagram on how to correctly thread the sewing machine.



SECTION 1. ESSENTIAL PARTS

Name of Parts

1. Reverse stitch button
2. Stitch length dial
3. Pattern selector dial
4. Bobbin winder stopper
5. Bobbin winder spindle
6. Spool pins
7. Bobbin winder thread guide
8. Thread guide
9. Thread take-up lever
10. Thread tension dial
11. Face plate
12. Needle threader
13. Needle plate
14. Extension table

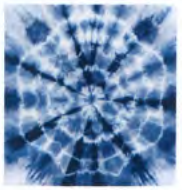


1. Draw the thread into thread guide using both hands.
2. While holding the thread near spool, draw thread down into the tension area and then around the check spring holder.
3. Firmly draw the thread up and through the take–up lever from right to left.
4. Then draw the thread down and slip it into the lower thread guide.
5. Draw the thread down and slip it into needle bar thread guide on the left.
6. Thread the needle eye from front to back.

Note : You may want to cut the end of thread with sharp scissors for easier needle threading.

Embellishments and surface decoration techniques

▼ Decorative techniques

Tie-dye		The colour of fabric can be changed by dyeing. The tie-dye method involves folding, twisting, pleating or crumpling the fabric and tying it with string or rubber bands. The fabric is then placed in a dye bath. The tied areas do not absorb the dye and this forms a pattern.
Appliqué		Appliqué is a method of stitching fabric pieces onto a base fabric to create a design. Different stitches can be used to hold the fabric pieces in place. Complex designs can be created by using several pieces of fabric.

▼ Decorative techniques

Fabric paints		Fabric paints can be applied directly to fabric. Once the paint is dry, it needs to be fixed using a hot iron. Fabric felt pens and pastels can be used in the same way.
Embroidery		Embroidery can be done by hand or machine. Computerised machines can stitch motifs and lettering.
Decorations		Decorations like beads, sequins, diamantes or pearls can be sewn onto fabric.

Year 7 Design and Technology Knowledge Organiser Picture Frame

Health and Safety 15 rules of the workshop

Why do you think workshop Safety Rules are important?
If everyone follows workshop rules, everyone will be safe and learn how to use tools and equipment properly and efficiently.

Always **listen carefully t**o the teacher and follow instructions.

Do not run / rush in the workshop.

Know where the **emergency stop buttons** are positioned in the workshop.

Always wear an apron.

When attempting practical work, all stools should be put away.

Bags should be stored away, during practical sessions in the workshop.

Do not use a machine, if you have not been shown how to operate it safely, by your teacher.

Aways be patient, never rush practical work.

Always use guards, when operating machines.

Keep hands / hair and clothing away from moving/rotating parts of machinery.

Use hand tools carefully, keeping both hands behind the cutting edge.

Report any damage / faults to machines/equipment. Damage or a faulty part, could cause an accident.

Keep your workbench tidy. When you have finished with a tool / piece of equipment, return it to its storage cupboard / rack.

Never distract another pupil, when they are working on a machine or using tools / equipment.

Wear good strong shoes. Training shoes are not suitable.

Tools and Equipment

Tool	Image	Use
Coping Saw		Cut sheet material s to irregular shapes. This saw can cope with cutting curves.
Tenon Saw		Cut timber in a straight line.
Try Square		Use to mark out perpendicular waste lines ready for cutting accurate 90
Workbench Vice		For Holding and securing materials in place whilst cutting, shaping and forming.
Disc Sander		For fine finishing, removing waste material to the waste line.

Year 7 Design and Technology Knowledge Organiser Picture Frame

Timber Classificatioon

Hardwoods

Hardwoods come from Deciduous trees. They loose their leaves each winter and are slower growing than softwoods. This makes for higher quality wood as the grain is closer **(denser)** together than softwood making it harder wearing. It is also harder to machine.

Examples, OAK BEECH ASH

Softwoods

Softwoods come from Coniferous trees. They keep their leaves all year round and take only 30 years to mature so are considered fast growing trees. Their grain is more open and so the wood is softer and less hardwearing than Hardwood. They are cheaper and easier to machine.

Examples, PINE SPRUCE CEDAR

Hardwood

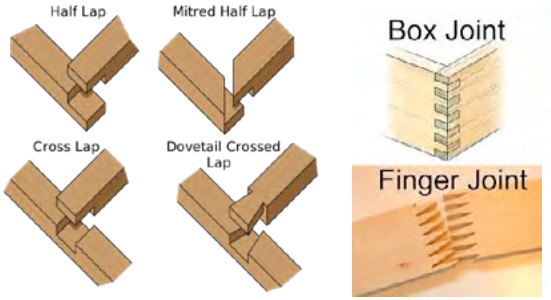
▼ The properties and uses of selected hardwoods

Type	Characteristic properties	Typical uses
Oak	Very strong and hard Light brown colour	High-quality furniture
Mahogany	Fairly strong and durable Pink to reddish-brown colour	High-quality furniture
Beech	Hard and tough, but easy to work with Light brown with darker brown flecks	Wooden toys, household items, furniture
Ash	Tough and flexible Light creamy-brown colour	Tool handles, sports equipment
Balsa	Soft – can be marked using a finger Off-white to tan colour	Modelling

Softwoods

▼ The properties and uses of selected softwoods

Type	Characteristic properties	Typical uses
Pine	Fairly strong, easy to work with Light brown or yellowish colour	Interior structures in buildings, furniture
Spruce	Strong and hard, but low resistance to decay Yellowish-white colour	Wooden aircraft frames



Sources of timber

Timber is made from trees that are chopped down and then cut into planks in a sawmill. The wood may be seasoned after cutting, which means that it is dried before use to remove moisture. Seasoning makes wood less likely to distort or warp.

Timber can be a renewable resource if grown in well-managed forests. Responsible management includes planting new trees as older trees are cut down. Timber grown this way can be identified by the Forest Stewardship Council® (FSC®) 100% claim or label.

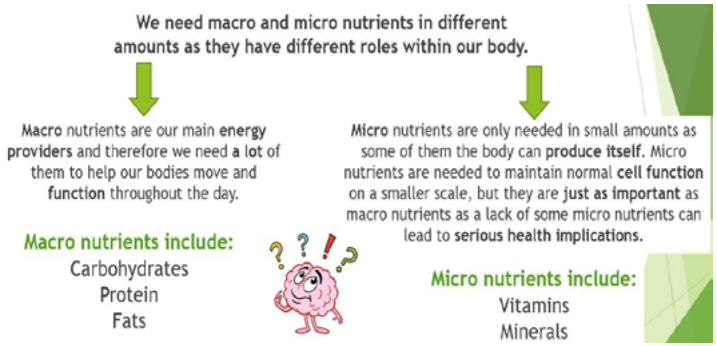
FSC

The Forest Stewardship Council symbol

Knowledge Organiser – Year 7 Food Technology Fruits and Vegetables

Nutrients

Carbohydrates give the body **energy.**
Protein provides **growth and repair of cells.**
Fats are needed for **warmth, energy, hormone production and protection.**
Vitamins and minerals help to **maintain normal cell function and maintain general health.**



Personal Hygiene

- Wash your hands before handling any food
- Put your hair up
- Wear a clean apron
- Use a blue plaster if you have a cut
- Don't cough or sneeze on the food

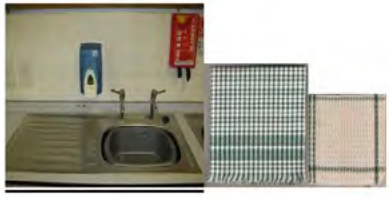
Food Hygiene

- Clean work surfaces
- Keep work area clean and tidy
- Keep raw and cooked foods apart to prevent cross – contamination.
- Use a red chopping board for meat and a green board for fruit and vegetables

- Wash up correctly
  - Hot water, changed frequently
  - Washing up liquid
  - Cloth for washing
  - Clean tea towel for drying

			
Name of Equipment	scales	Measuring jug	Measuring spoons and cups
Used to Measure...	Solids	liquids	Liquids and solids
Unit (e.g. grams, etc.)	g and oz	ml, oz, g, pints	ml + spoons + cups

How should you wash up at the end of each lesson?

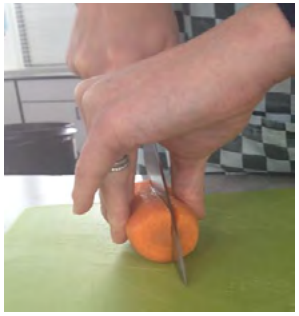


Use a dish cloth and scourer in warm, soapy water to wash up all your equipment. Place it on a clean sink area and then use a tea towel to dry it up.
The sink should be left clean and dry.
No food scraps in the bottom of the sink.
Tea towel and dish cloth are placed in washing basket at the end of the lesson.

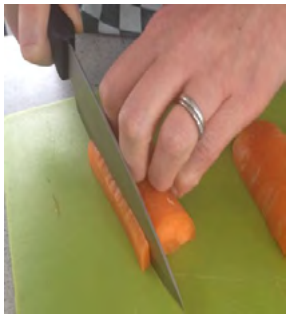
EHO's also cover:

Safe Cutting Techniques

Bridge Hold



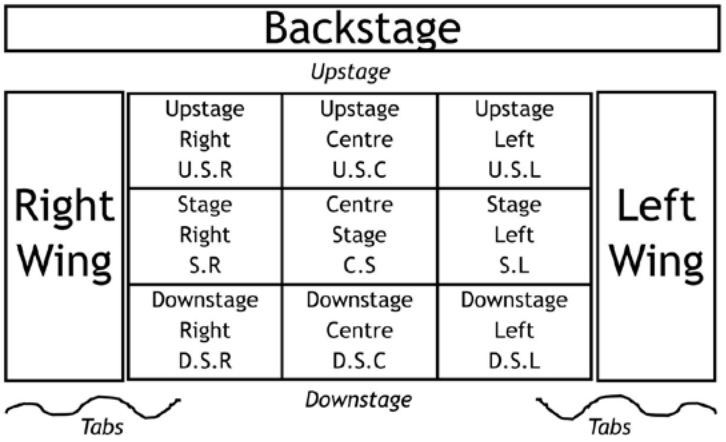
Claw Grip

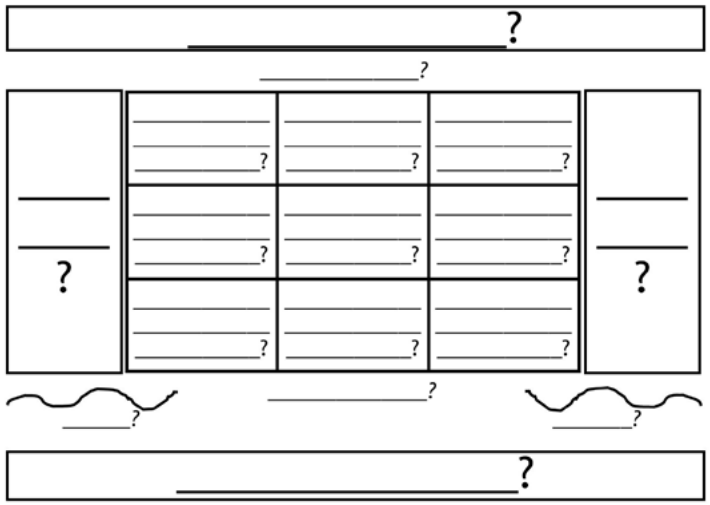


Year 7 - Drama - Term 1

Theatre Terminology

Term	Definition
Stage Left (SL)	The left hand side of the stage from the **actors'** point of view.
Stage Right (SR)	The right hand side of the stage from the **actors'** point of view.
Upstage (US)	The back of the stage / area furthest away from the audience.
Downstage (DS)	The front of the stage / area nearest the audience.
Centre Stage (CS)	The middle of the stage.
Upstage Right (USR)	The back right corner of the stage from the **actors'** point of view.
Upstage Left (USL)	The back left corner of the stage from the **actors'** point of view.
Downstage Right (DSR)	The front right corner of the stage from the **actors'** point of view.
Downstage Left (DSL)	The front left corner of the stage from the **actors'** point of view.
Wings	The areas beside the stage in which actors wait before entering.
Backstage	The area where costumes, props and set are stored. You might find the dressing rooms and tech store here too.
Tabs	Curtains at the front of the stage that can be opened or closed.
Audience	The people watching your performance.
Actors	The people performing on stage.
Characters	The fictional people in the play - they are played by the actors.
Costume	The clothes the actors wear on stage. They should communicate something about the character.
Set	Furniture or other scenery that can make a location on stage.
Props	Items characters use on stage such as books, bags or phones.
Blocking / Staging	The basic movements characters make around the stage e.g. Kelly enters from SR and sits down at a table. Dave walks away from the table.





Year 7 - Drama - Term 1

The 7 Cs of Drama

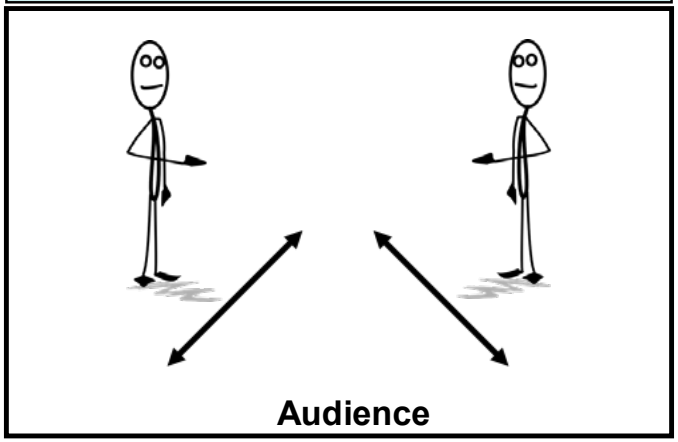
Term	Definition
Communication	This can be **verbal (using words)** or **non-verbal (without words).** **In rehearsals**, your job is to listen to each other and offer your own ideas. **In performance**, the actor's job is to communicate with the audience, telling them, verbally and non-verbally, what their character is thinking and feeling.
Collaboration	How you **work together**. You could have a Director or no Director. You could each take it in turns to be in charge. However you organise yourselves, remember: Teamwork makes the dream work.
Concentration	In rehearsals this means **staying on task** and not wasting time. In performance it means staying in character and staying focussed.
Character	The **personality** of the person you are playing. 'Police Officer' is not a character, it is a job. '**Grumpy** Police Officer' is a character because it tells us something about their **personality**.
Conflict	A **struggle**, a **problem** or a **challenge** that the characters must overcome. You cannot have interesting drama without conflict.
Change	The way character or story **develops** and **changes** as the play goes on. Like Luke Skywalker changing from a farm boy into a mighty Jedi Knight or Elsa learning to accept her powers.
Conclusion	The way your **play ends.** Your ending doesn't have to be happy or sad but it does have to make sense.

Directing Skills

When you are directing other actors, there are 6 key questions you should ask:
Are they all **'open'** to the audience (making the 'V' shape)?
Are they **moving** like their characters?
Are they **speaking like** their characters?
Are they **speaking loudly** enough?
Are they **concentrating** as they perform / rehearse?
Does their performance **make sense** without them having to explain it to you?

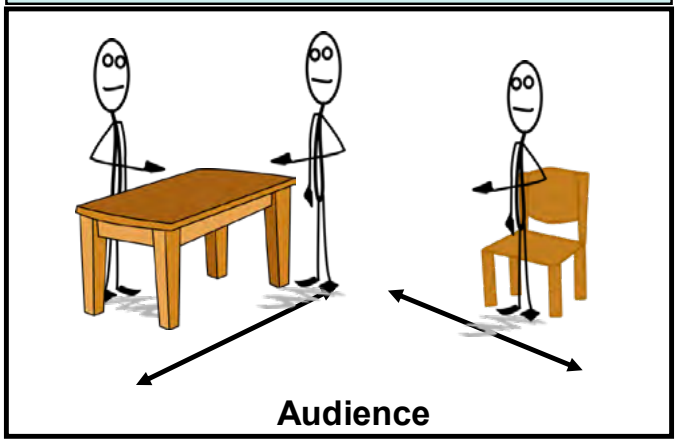
The 'V' Shape: Acting

Keeping your body 'open' to the audience.



The 'V' Shape: Staging

Keeping your scenery 'open' to the audience.



English Department

YEAR 7

Autumn Term – Morphology

IMPORTANT TERMS

MORPHEME – A 'chunk' of a word that carries meaning. Morphemes are the smaller components that words are made of.

MORPHOLOGY – The study of how words are formed from smaller parts.

ETYMOLOGY – The study of where words come from and how they evolve over time.

PREFIX – A morpheme added to the beginning of a root word or morpheme to alter the meaning in some way.

SUFFIX – A morpheme added to the end of a root word or morpheme to alter it meaning in some way.

BOUND MORPHEME – A morpheme that cannot stand as a word on its own: it must be used in combination with another morpheme in order to form a word. Prefixes and suffixes are bound morphemes, as are most of our root morphemes.

FREE MORPHEME – A morpheme that can stand as a word by itself, such as 'book'. While most of our bound morphemes come from Latin or Greek, many of our free morphemes can be traced to other ancient languages.

LATIN – An extinct language, spoken by the Romans, from which we get many of our morphemes.

GREEK – Another extinct language, older than Latin. We tend to see Greek morphemes in technical or scientific words.

ANGLO-SAXON – The language also known as Old English, spoken by the Germanic peoples who settled in England in the 5th century. This language evolved into the language we speak today.

DUAL VARIATION – A pair of synonyms (words with the same meaning) for which each of the two words can be traced back to a different language, e.g. *bring/carry; buy/purchase; weird/strange; weep/cry.*

LEVELS OF MEANING

Communication contains several different levels of meaning, which we can represent as a hierarchy.

PARAGRAPHS are groups of sentences collected around a single focus or topic.

SENTENCES are strings of words placed together to express a complete thought or meaning. Sentences are made out of…

CLAUSES, which must consist of a noun and a verb. In addition to clauses, sentences can also contain…

PHRASES, which are smaller units of meaning usually made up of two or more words, and which do not make sense on their own. Phrases, like clauses, are made out of…

WORDS, which are single elements of language (i.e. sounds we speak) that have clear, distinct meanings. We call the meaning of a word its *definition.* Words are built out of…

MORPHEMES, which are the smallest level of meaning. Morphemes are the 'building blocks' of words. Some words have only one morpheme, but many words are built from several morphemes, each with its own 'flavour' of meaning. These morphemes can combine in many different ways to form different words. Once we know the 'flavour' of meaning that each morpheme contributes the word it sits within, we can get better at understanding new and unfamiliar words.

THE ORIGINS OF ENGLISH

The language we speak today is known as **Modern English.** This language evolved from an ancient language called **Anglo-Saxon**, which originated in northern Europe, in an area that now covers northern Germany and Denmark.

The Anglo-Saxon people migrated to England in the fifth and sixth centuries, bringing their language with them. Before the Anglo-Saxons arrived, people in Britain mostly spoke a Celtic language called Common Brittonic, and some would have spoken Latin, which had been brought to Britain by the Romans when they invaded in the mid-first century.

The Anglo-Saxon language replaced Common Brittonic across most of Britain, eventually becoming the language we speak today; however, Common Brittonic survived in Cornwall and Wales, and the modern Cornish and Welsh languages are directly descended from this language.

The Anglo-Saxon language, also known as Old English, evolved into Middle English, which was in use from around the 11th century until the end of the 15th century. Compared to Old English, Middle English is much easier for us to read and understand; this is because it is closer to the language we speak today.

WORD ORIGINS

Although the systems and rules that underpin our language come from Anglo-Saxon, many of the individual words that we use have their origins in other languages, as shown below.

29% of our words come from Latin;
29% of our words come from French;
26% of our words come from Germanic languages, including Anglo-Saxon;
6% of our words come from Greek;
10% of our words either originate with names or other languages, or have unknown origins.

French y7

Core Language

KnowIT

VERB INFINITIVES

1-ETRE = to be
2- AVOIR = to have
3- FAIRE = to do
4- ALLER = to go
5- JOUER = to play
6- REGARDER = to watch

PRESENT TENSE VERBS WITH "JE"

1- je suis = I am
2- j'ai = I have
3- Je fais = I do
4- je vais = I go
5- je joue = I play
6- je regarde = I watch

CONNECTIVES AND INTENSIFIERS

1- d'abord = firstly
2- puis / ensuite = then
3- enfin = finally
4- et = and / ou = or
5- mais = but
6- cependant = however
7- quand = when

1- très = very
2- assez = quite
3- un peu = a little

TIME MARKERS

1- quelquefois = sometimes
2- tous les jours = everyday
3- une fois par semaine = once a week
4- souvent = often
5- tout le temps = all the time

OPINIONS

1- j'aime = I like
2- je n'aime pas = I don't like
3- j'adore = I love
4- Je déteste = I hate
5- parce-que c'est= because it is

génial = great
Intéressant = interesting
drôle = fun
ennuyeux = boring
nul = rubbish

Basics in French

Greetings

Bonjour / salut = hello / hi
Au revoir = good bye
A bientôt = see you soon
Comment ça va? = how are you
Ca va (bien) = I'm good
Ca va mal = I'm not good
Bof / comme-ci comme ça = so so
Comment tu t'appelles = What's your name?
Je m'appelle… = My name is…

Days and months

Mon anniversaire c'est le… = my birthday is…

Lundi = Monday
Mardi = Tuesday
Mercredi = Wednesday
Jeudi = Thursday
Vendredi = Friday
Samedi = Saturday
Dimanche = Sunday
Janvier = January
Février = February
Mars = March
Avril= April
Mai = May
Juin = June
Jullet = July
Août = august
Septembre = September
Novembre = November
Décembre = December

Family

Mon père s'appelle… = my dad is called…
Ma mère s'appelle .. = my mum is called…
Mon beau-père s'appelle… = my stepdad is called…
Ma belle-mère s'appelle… = My stepmum is called…
Mon frère s'appelle… = my brother is called..
Ma soeur s'appelle… = my sister is called…
Mes frères s'appellent… = my brothers are called…
Mes soeurs s'appellent… = my sisters are called…

Age and numbers

Quel âge as-tu? = How old are you?
J'ai…. ans = I am…. years old.

1 = un
2= deux
3= trois
4= quatre
5= cinq
6= six
7= sept
8= huit
9= neuf
10= dix
11= onze
12= douze
13= treize
14= quatorze
15= quinze
16= seize
17= dix-sept
18= dix-huit
19= dix-neuf
20= vingt
21= vingt et un
22= vingt deux
30= trente
31= trente et un

Colours and pets

Ma couleur préférée c'est le..= my favourite colour is…

bleu = blue
vert = green
jaune = yellow
rouge = red
orange = orange
rose= pink
violet = purple
marron / brun = brown
blanc = white
noir = black

J'ai = I have
un chien = a dog
un chat = a cat
un lapin= a rabbit
un poisson = a fish
un oiseau= a bird
un cheval = a horse
un hamster
une souris = a mouse
qui s'appelle = called..

Classroom French / Travel Phrases

Pouvez-vous répéter? = can you repeat?
S'il vous plait = please
De rien = you are welcome
Je ne sais pas = I don't know
Je ne compredns pas = I don't understand
Je voudrais… = I would like…
Où est…. = Where is…?
C'est combien? = How much is it?
Excusez-moi / pardon = Excuse me / sorry
Je suis Anglais = I am English

FRENCH Y7- TOPIC 1 – C'EST PERSO!

Mon autoportrait • My self-portrait

les animaux (m pl)	*animals*
les araignées (f pl)	*spiders*
la capoeira	*a Brazilian dance*
les chats (m pl)	*cats*
les chiens (m pl)	*dogs*
le cinéma	*cinema*
les consoles de jeux (f pl)	*games consoles*
la danse	*dancing*
le foot	*football*
les gâteaux (m pl)	*cakes*
le hard rock	*hard rock*
l'injustice (f)	*injustice*
les insectes (m pl)	*insects*
les jeux vidéo (m pl)	*video games*
les livres (m pl)	*books*
la musique	*music*
les mangas (m pl)	*mangas*
les maths (f pl)	*maths*
les pizzas (f pl)	*pizzas*
la poésie	*poetry*
le racisme	*racism*
le rap	*rap*
le reggae	*reggae*
les reptiles (m pl)	*reptiles*
le roller	*roller-skating*
le rugby	*rugby*
le skate	*skateboarding*
les spaghettis (m pl)	*spaghetti*
le sport	*sport*
la tecktonik	*tecktonik (dance)*
la télé	*TV*
le tennis	*tennis*
le théâtre	*theatre, drama*
les voyages (m pl)	*journeys*
la violence	*violence*

Les opinions • Opinions

j'aime	*I like*
je n'aime pas	*I don't like*
Tu aimes ... ?	*Do you like ... ?*
il/elle aime	*he/she likes*
Oui, j'aime ça.	*Yes, I like that.*
Non, je n'aime pas ça.	*No, I don't like that.*
Tu es d'accord?	*Do you agree?*
Je suis d'accord.	*I agree.*
Je ne suis pas d'accord.	*I don't agree.*
C'est ...	*It's ...*
génial	*great*
cool	*cool*
bien	*good*
ennuyeux	*boring*
nul	*rubbish*
essentiel	*essen*
important	*impor*
Ce n'est pas bien.	*It's no*

Les musiciens • Musicians

Il/Elle joue ...	*He/She plays ...*
de la batterie	*the drums*
de la guitare	*the guitar*
Il/Elle chante.	*He/ she sings*
Il/Elle a beaucoup de talent.	*He/She has a lot of talent.*

ETRE =to be

Je	suis
Tu	es
Il/elle/on	est
Nous	sommes
Vous	êtes
Ils/Elles	sont

Moi et les autres • Me and other people

je suis	*I am*
je ne suis pas	*I am not*
tu es	*you are*
il/elle s'appelle	*he/she is called*
il/elle est	*he/she is*
beau/belle	*good-looking*
branché(e)	*trendy*
charmant(e)	*charming*
cool	*cool*
curieux/curieuse	*curious*
de taille moyenne	*average height*
drôle	*funny*
généreux/généreuse	*generous*
gentil(le)	*nice*
grand(e)	*tall*
impatient(e)	*impatient*
intelligent(e)	*intelligent*
modeste	*modest*
petit(e)	*small*
poli(e)	*polite*

Les mots essentiels • High-frequency words

et	*and*
aussi	*also*
mais	*but*
très	*very*
assez	*quite*
toujours	*always*
Qu'est-ce que ... ?	*What ... ?*
Qui ... ?	*Who ... ?*

Les yeux et les cheveux • Eyes and hair

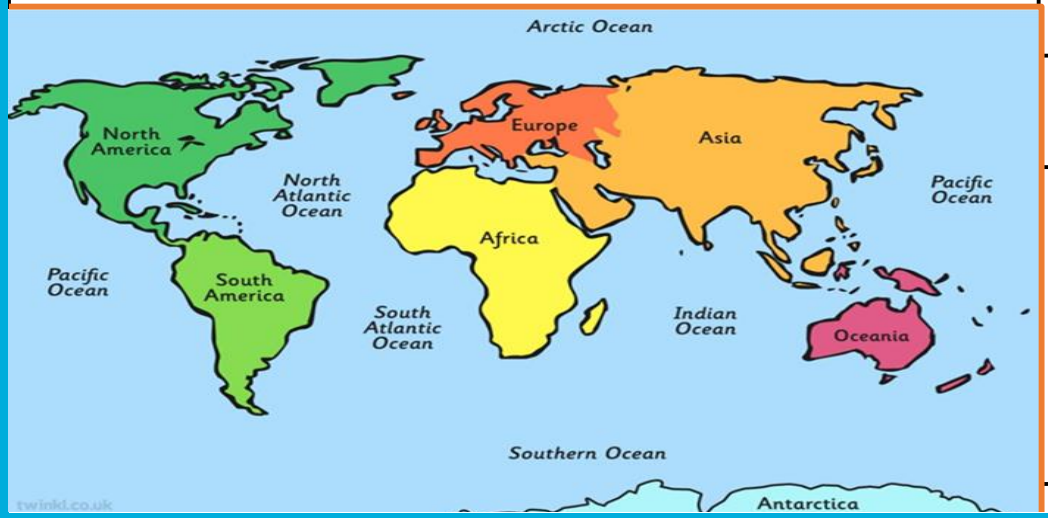
j'ai	*I have*
tu as	*you have*
il/elle a	*he/she has*
mon ami(e) a	*my friend has*
J'ai les yeux bleus/verts/gris/marron.	*I have blue/green/grey/brown eyes.*
J'ai les cheveux ...	*I have ... hair.*
longs/courts/mi-longs	*long/short/medium-length*
frisés/raides	*curly/straight*
blonds/bruns/noirs/roux	*blond/brown/black/red*

AVOIR =to have

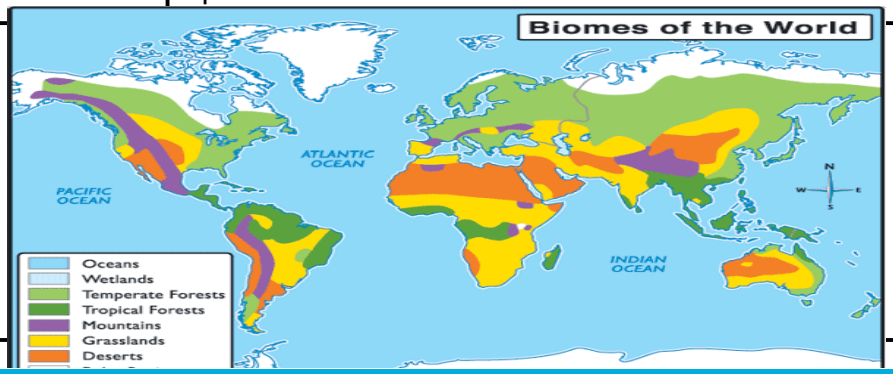
J'	ai
Tu	as
Il / elle / on	a
Nous	avons
Vous	avez
Ils / elles	ont

Geography - Continents & Oceans

	CONTINENTS AND OCEANS KEY TERMS
Continent	large continuous mass of land
Country	an area of land that is controlled by its own government
Ocean	A continuous body of saltwater that is contained on Earth's surface.
Sea	smaller than oceans, typically, partially enclosed by land
Hemisphere	The world is divided into two sections, north and south.
Equator	The central line of latitude.
Latitude	Imaginary lines which show how far north or south a place is.



	BIOME KEY TERMS
Ecosystem	An area in which plants, animals, and other organisms are linked to each other, and to the non-living elements of the environment.
Biome	A very large ecosystem.
<u>Biomes are:</u> Savanna	Tropical grasslands, often found in Africa.
Deciduous	Trees that lose their leaves in winter. England has a lot of deciduous forests.
Coniferous	Evergreen trees, like pine forests, found in the northern latitudes.
Tundra	Land is frozen for most of the year so only grasses grow here.
Mountains	areas of high land, sometimes topped with snow.
Desert	Very hot and dry areas.
Tropical Rainforest	Hot, humid growing conditions with many different species.



Geography - Population of Urbanisation

Population of Urbanisation – Knowledge Organiser: Autumn One				
Three reasons for the increase in the world's population. 1: Improvement in the world's agricultural practices 2: Improvement in medicine 3: Improvement in sanitation	**Three rural-to-urban push factors:** Push 1: Lack of jobs 2: Lack of education 3: Crop failures and famine **Three rural-to-urban pull factors** 1: Industrial jobs 2: Cultural activities 3: Technological innovations	**Urban challenges faced during the industrial revolution** 1: A struggle for housing 2: Boring and repetitive, low skills jobs 3: Poor sanitation 4: Low paid jobs	**HIC: High Income country** Example: Japan & UK Features: Good healthcare, Good education, good infrastructure	**NEE: Newly emerging economy** Examples: Brazil & Nigeria Features: High levels of inequality, rapid urbanisation, improving Quality of Life
LIC: Lower income country Examples: Poor sanitation, a weak rural economy, poor education and healthcare	**Challenges faced in rural china** 1: Harsh living conditions 2: Struggling for money, low paid jobs 3: Lack of education 4: Lack of healthcare	**The disparity in an NEE** 1: Disparity in regard to income 2: Disparity in regard to quality of life 3: Disparity in terms of healthcare.	**Challenges in an LIC/NEE city because of rapid urbanisation** 1: Informal economy 2: Overcrowding 3: Infrastructure deficit 4: High rates of unemployment 5: Housing challenges 6: Health and education disparities 7: Loss of Green Spaces	**Key words** 1: Urbanisation 2: Rural 3: Urban 4: Migration 5: Infrastructure **Tier 2:** 1: Significant 2: Disparity 3: Exacerbated

History Part 1 + 2

Year 7 History: Autumn Term

Key time periods:

Neolithic	9000 BC -3000 BC
Bronze Age	3000 BC -1200 BC
Iron Age	1200 BC -600 AD
Roman Britain	43 AD -410 AD
Anglo Saxons	410 AD -1066 AD
Medieval	1066 AD -1500 AD
Early Modern	1500 AD -1750 AD
Industrial	1750 AD - 1900 AD
20th Century	1900 AD - 2000 AD

Part 1. Stories of the Harrow Way

The Harrow Way is one of the oldest roads in Britain. As a result it has seen a lot of different people travel it over the centuries.

Key Words

Chronological	Events or dates arranged in the order in which they happened	*Timelines have dates arranged in chronological order*
Migrate	To move from one place to another with the intention of settling	*Lots of people choose to migrate to find better places to live.*
Trade	Buying and selling goods and services	*People often trade things they have made for money*
Religion	Belief and worship of a superhuman power	*Britain's official religion is Christianity*
Economy	To do with trade and money	*War changes a country's economy*
Politics	Relating to the government or leadership	*People who want to govern a country will often study politics*

Part 2. 1066 And All That…

Following the death of Edward the Confessor. **Harold Godwinson** is crowned King of England. His claim is challenged **by Harald Hardrada** (Norway) & **William** of Normandy.

Key Words

Monarch	*A supreme leader of a state who rules until death*	*Edward was the last Anglo Saxon monarch of England*
Heir	*The person next in line to inherit*	*Edward had no heir to the throne*
Invasion	*An unwelcome intrusion into someone else's country*	The Normans launched an invasion of England in 1066
Tactics	*A strategy used during battle for a specific purpose*	*William's use of tactics helped him win the Battle of Hastings*
Interpretation	*An opinion of what happened or what something means*	*John of Worcester's interpretation was that Harold was a good King*

Specific Terms

Feigned Retreat	*Pretending to retreat during battle to fool the enemy*
Bayeux Tapestry	*An embroidered history of the events of 1066*
Witan	*The Anglo Saxon council that advised the Kings*

Year 7 History: Autumn Term

Part 3. How did the Normans keep control

Once William became King, he asserted his authority over the Kingdom in different ways. Whilst he made lots of changes, there was also some continuity in how England was ruled

Key words

Change	When things are noticeably different from how they were before	*There was a change to the monarch after 1066*
Continuity	When things stay the same over time	*The religion of England was one continuity after 1066*
Consequence	Something that happens as a result of something else	*One consequence of the Norman invasion was the change in monarch*
Laws	The rules by which a country is governed	*Many Saxon laws such as trial by ordeal were kept but trial by combat was added to allow Norman Knights to settle disputes by fighting.*

Part 3 continued: Norman England

Life in Norman England had some very distinctive features that demonstrate how the Normans had an impact on England

Specific terms

Feudal System	*All land in England now belongs to William. He awards large areas to his Knights in return for military service & taxes. They in turn give land to local lords who have peasants (serfs) work their land and pay taxes.*
Tithings	*All men in a village were grouped in tens. Each group was responsible to each other for their behaviour. If one committed a crime it was up to the rest to ensure he faced justice.*
Castles	*Motte & Bailey castles are built quickly to protect Norman soldiers from attack. These are replaced by stone built castles with battlements and moats, drawbridges and thick walls.*
Forest Laws	*William liked to hunt. Any Saxon found in the forests would be accused of poaching and be blinded.*
Domesday Book	*1085 William orders a survey to see how much England is worth. Andover is on the top 20% of English villages.*
Murdrum Fine	*This was a fine imposed on an entire village if a Norman soldier was found dead.*

Part 4: The power of the Church

Medieval England was predominantly **Christian** (although there were some Jewish people in the bigger cities). The Church taught that by living a good life you would be rewarded with Heaven when you died. Sinners would go to Hell. You could ease your way into Heaven by contributing money to the Church or by going on **Crusade**.

Churches were also used to hold **trial by ordeal**. The church sometimes came into conflict with the monarchy about who had the most power. This was particularly true when **Thomas Becket** was Archbishop of Canterbury.

Doom paintings	*Showing visions of Hell were shown in many Churches. These were meant to remind the congregation that they needed to behave*
Divine Right of Kings	*A monarch's belief that his or her power comes directly from God*
Benefit of Clergy	*Priests were allowed to be tried in the more lenient church courts*
Pilgrimage	*A journey undertaken for a religious reason*
Sanctuary	*A refuge. People could claim sanctuary in churches if they had committed a crime*
Ex-Communicate	*To be thrown out of the church. You could not be baptised or take communion*

Year 7 Computing Knowledge Organiser – Careers and Data Representation

Some Careers in Computing

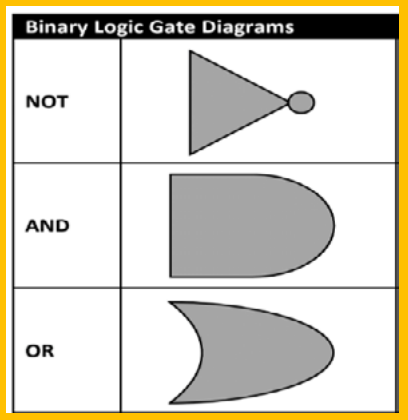
Software engineer - design and write programs for all types of computers,
Hardware Engineer - design, develop, test and produce computer systems and various physical components related to all computer systems.
Networking Engineer - plan, implement and oversee the computer networks
Cyber Security - responsible for discovering vulnerabilities and risks in networks,
Software designer / developer - designs and builds computer programs
Software tester - They test the systems works as they are intended.
Wed Designer/Developer - responsible for the design and construction of websites
Robotics engineers - Designs and develops robotic prototypes. Constructs, configures, tests, and debugs robots and robotic systems. Installs, operates, calibrates, and maintains robots
Data Analysis - collect, organise and interpret statistical information to help colleagues and clients use it make decisions.

128	64	32	16	8	4	2	1

Key words	
Resolution	how big the pixels are in the image
Meta Data	Data which helps computers process images including image size, Colour depth and Resolution.

Key words	
Binary	1 or 0 the only language that computers understand.
Denary	Counting using base 10 (0-9)
Bit	The smallest amount of data (0 or 1)
Nibble	4 bits – ½ a Byte
Byte	8 bits – representing a character on the keyboard
Kilobyte	1024 bytes
Megabyte	1024 Kilobytes
Gigabyte	1024 Megabytes
Terabyte	1024 Gigabytes

Logic Gates



Truth Tables

A	Out
0	1
1	0

A	B	Out
0	0	0
0	1	0
1	0	0
1	1	1

A	B	Out
0	0	0
0	1	1
1	0	1
1	1	1

Mathematics

Autumn Term 1

Year 7

Topic: Number

Rules for negatives:

$+ + = +$
$- - = +$
$+ - = -$
$- + = -$

An **integer** is a whole number (with no decimal places).

Rounding means making a number simpler but keeping its value close to what it was.

To **estimate** a sum, we first round the numbers to 1 **significant figure**, then do the calculation.

Video Links: Multiplying Dividing Estimating

Topic: Basic Algebra

Algebra is using **variables** (letters) to represent numbers.

Each part of an algebraic **expression** is called a **term.**

Like terms can be collected together.

Simplify: to multiply, divide or collecting like **terms** by adding or subtracting to make an expression as 'simple' as possible.

Expand: to multiply out a bracket.

Video Links: Basic Algebra Simplify Expand

Topic: Shapes and Angles

An **angle** is a measure of turn between two lines. Angles are measured in **degrees**. There are $360°$ in a full turn.

There some important phrases you need to remember:

Angles on a **straight line** add up to $180°$

Angles in a **triangle** add up to $180°$

Angles **around a point** add up to $360°$

Angles in a **quadrilateral** add up to $360°$

Video Links: Measuring On a Straight Line Triangles Around a point Quadrilaterals

Topic: Ratio and Proportion

A **ratio** compares values. It shows us the **proportion** of one amount compared to another.

The quantities in a ratio are separated by a colon. For example: $3 : 4$

Simplify: means to reduce to the ratio to its smallest possible integer values.

Equivalent ratios have the same proportions, but different values.

Video Links: Simplify Find Missing Part Sharing in a Ratio

Mathematics

Autumn Term 2

Year 7

Topic: Percentages

Percentages are part of a whole. They are out of 100.

To calculate a **percentage** (without a calculator) there are a few key methods to remember:

10% - Divide the amount by 10
5% - Half of 10%
1% - Divide the amount by 100

We use a **multiplier** to calculate percentages with a calculator. A **multiplier** is the percentage written as a **decimal**. To convert a percentage to a **decimal**, divide by 100.

Video Links: Without a Calculator Using a multiplier

Topic: Averages and Range

We use three different averages, **mean**, **median** and **mode**.

Mean: the mean is the sum of the values divided by the number of values.

Median: the median is the middle value when the data is put in size order.

Mode: the mode is the value (or values) that occur the most.

The **range** is measure of **spread**. It is the difference between the largest and the smallest values in the data.

Video Links: Mean Median Mode Range

Topic: Solving equations

An **equation** shows that two things are equal. It will have an equals sign.

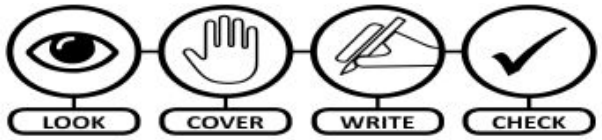
We use the 'balance method' to solve equations. To keep the equation balanced, whatever happens to one side of the calculation must also happen to the other.

Each letter in an **equation** is called a **variable**.

Solve: When a question asks you to **solve**, you must calculate the value of the **variable** in the equation.

Video Links (solving equations): Solving Basic Equations
Equations with the letter on both sides

KNOWLEDGE ORGANISER – Year 7 – Basic Theory and Keywords



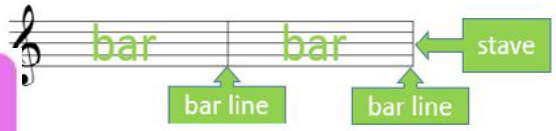
The rhythm grid below shows basic rhythm values in 4/4 time. You should know the note values and be able to play them. Try using the "Remember it" name and clapping it. This actually helps you understand the beat value.

Basic Rhythm Values in 4/4 time

	Beat 1	Beat 2	Beat 3	Beat 4
Technical name SEMI BREVE (4 beats)				
Remember it... Hold for 4 beats	𝅝			
Technical name Minim (2 beats)	𝅗𝅥		𝅗𝅥	
Remember it... L - ong				
Technical name Crotchet (1 beat)	♩	♩	♩	♩
Remember it... tea				
Technical name Quavers (1/2 beat)	♫	♫	♫	♫
Remember it... Cof - fee				
Technical name Semi quaver (1/4 beat)	𝅘𝅥𝅯𝅘𝅥𝅯𝅘𝅥𝅯𝅘𝅥𝅯	𝅘𝅥𝅯𝅘𝅥𝅯𝅘𝅥𝅯𝅘𝅥𝅯	𝅘𝅥𝅯𝅘𝅥𝅯𝅘𝅥𝅯𝅘𝅥𝅯	𝅘𝅥𝅯𝅘𝅥𝅯𝅘𝅥𝅯𝅘𝅥𝅯
Remember it... Ca – pu –cci - no				

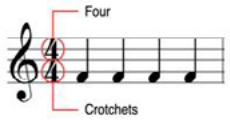
Bars and time signatures

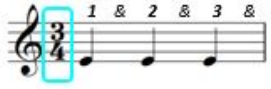
1. Notes on the **stave** are divided up into **bars** by **bar lines.**



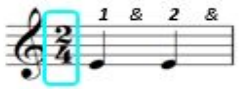
The **time signature** – two numbers at the start of the music. It tells us **how many beats are in a bar: how we count the piece.**

The top number tells us how many **beats** are in a bar. The bottom number tells us what sort of beats they are.





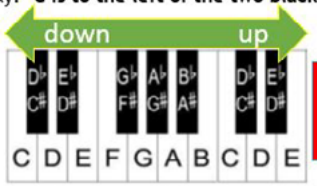
3 crotchet beats per bar



2 crotchet beats per bar

Notes on a keyboard

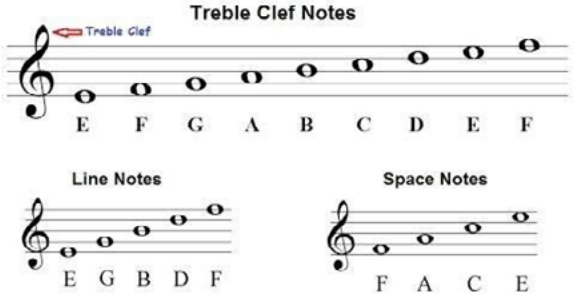
1. Notes are in **alphabetical order, going up to G**
2. Say: **'C is to the left of the two black keys: C D E F G A B'**

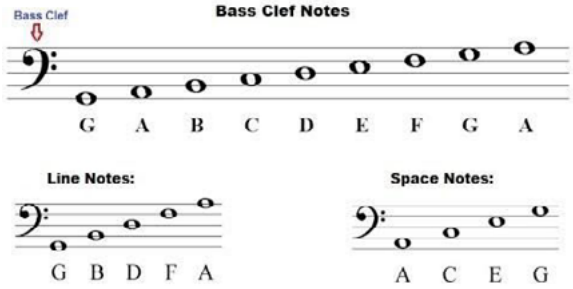


A note by itself CANNOT be major or minor!

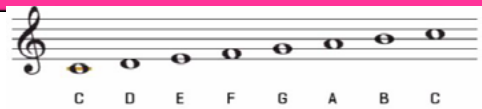
3. Every **black note** has two names: **sharp #** and **flat** ♭
4. Flat = lower than white note
5. Sharp = higher than white note

How to read music notation

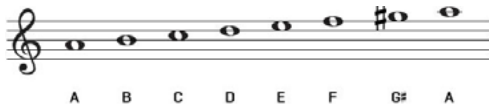




Major Scale - Happy Sounding



Minor Scale - Sad/Serious Sounding



M	A	D	T	S	H	I	R	T
melody	**articulation**	**dynamics**	**texture**	**structure**	**harmony**	**instruments**	**rhythm**	**tempo**
the tune	how notes are played	loud / soft and any other volume changes	layers of sound and how they fit together	sections of music and how they are organised	chords used	types of instruments heard	the pattern of notes	the speed

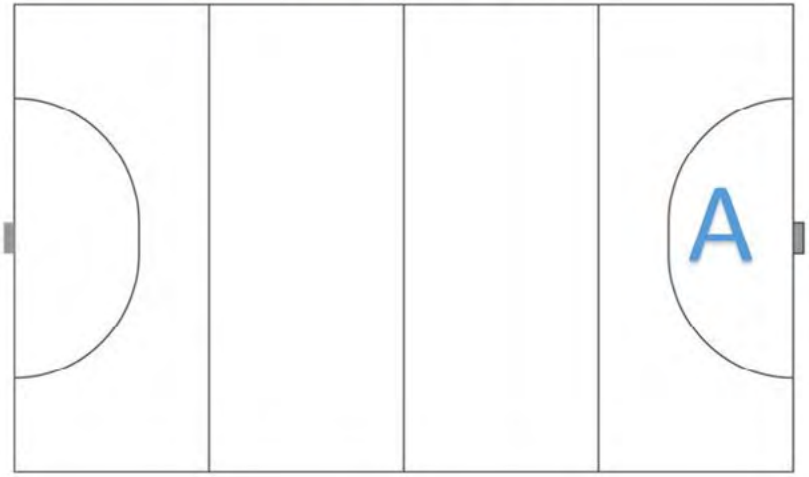
HOCKEY

IMPORTANT TECHNIQUES

Overview of the rules

The rules of hockey are very similar to the rules of football except that players must use sticks instead of their feet to play the ball. There are 11 players on a team made up of a goalkeeper, defenders, midfielders and attackers.

1. Use the "front" (flat) side of the stick.
2. Cannot use feet.
3. At re-starts or free hits, the defending team must stand 5m from the ball.
4. Can only score from inside the "D" (A).



BASKETBALL

Rules for Offence

When a player has the basketball (offence) there are certain rules they must follow:

1. The player must bounce the ball with one hand while moving both feet. If both hands touch the ball or the player stops dribbling, the player must only move one foot.

2. Once a player has stopped dribbling they cannot start another dribble. A player who starts dribbling again is called for double-dribble.

3. A player can only start another dribble after another player from either team touches or gains control of the basketball.

Defensive Rules

The team on defence is the team without the basketball.

1. The main rule for the defensive player is not to foul. This means the defensive player may not touch the offensive player in a way that causes the offensive player to lose the ball or miss a shot.

Rules for everyone

1. Although the foul rule is described as a defensive rule, it applies exactly the same to all players on the court.

2. Basketball players cannot kick the ball or hit it with their fist.

3. The positions in basketball are just for basketball strategy and there are no positions in the rules.

IMPORTANT TECHNIQUES

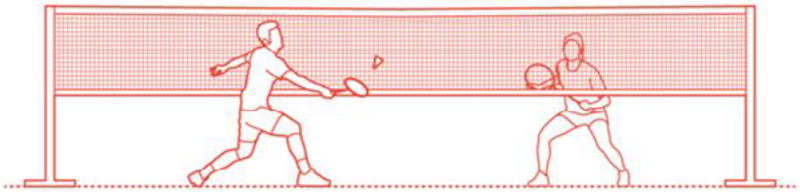
BADMINTON

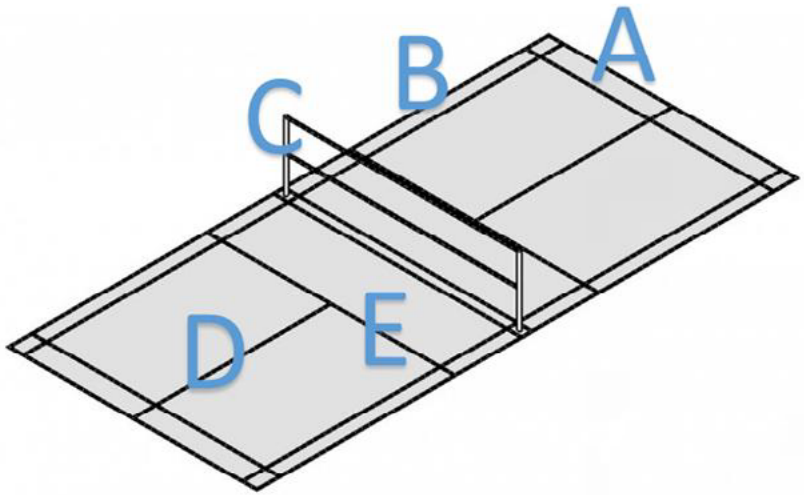
Overview of the rules

Badminton is a net game and played as singles (two opposing players) or doubles (two opposing pairs). The aim of the game is to win points by hitting a shuttlecock across the net and into your opponent's court forcing your opponent to make an error and be unable to return the shuttlecock back.

The basic rules

1. You must serve underarm
2. A serve must reach the front service line
3. If the shuttle lands **on** the edge line of the court, this is IN
4. If you win a rally, **you** get a point added to your score and **you** serve next
5. You can only hit the shuttle once in a row
6. In a full game, the game is the first player to 21 points





A: Baseline: the end of the court
B: Side line: the side edge of the court
C: The net
D: Centre line: the middle of the court
E: Service line: where a rally is started

NETBALL

Rules and skills of Netball

1. 3 seconds on the ball – Players are only allowed to have the ball in possession for 3 seconds.

2. Start of a game – a game starts with a pass that must be received in the centre third. This is also how a game re-starts.

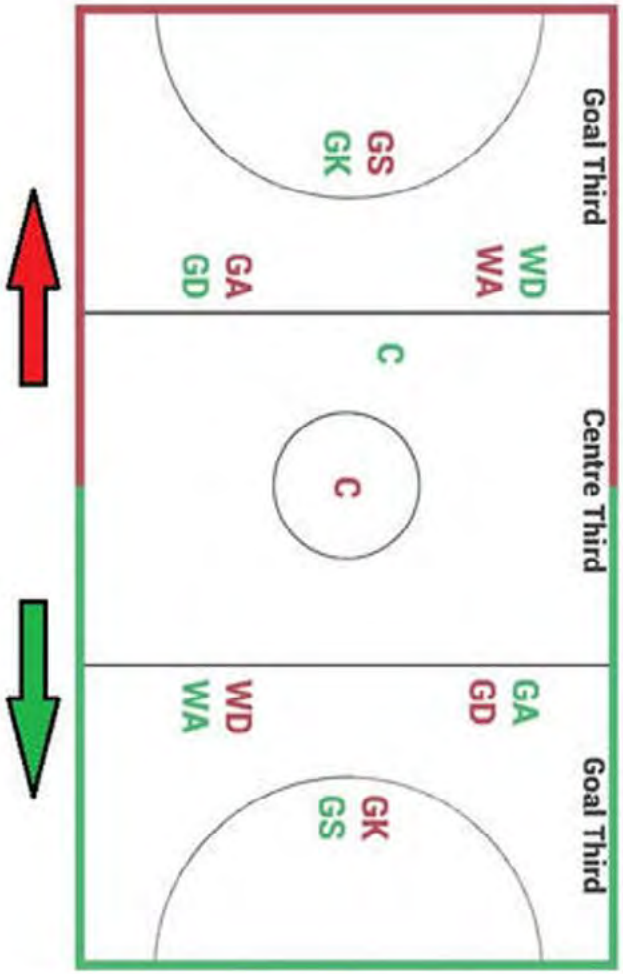
3. Shooting –Players can only shoot form inside the "D".

4. Footwork – Players cannot more their landing foot (first foot to hit the floor) when they have the ball.

5. Contact – contact is not allowed in netball

6. Penalty pass – Awarded for major fouls: Contact and obstruction.

7. Distance – Defending players must be 0.9m away from the ball before putting up their arms to defend. 2.



The starting positions of the players in netball.

GS = Goal Shooter
GA = Goal Attack
WA = Wing Attack
C = Centre
WD = Wing Defence
GD = Goal Defence
GK = Goal Keeper

RUGBY

Overview of the general rules

Rugby has may variations but the aim of the game is very simple - use the ball to score more points than the other team.

1. Scoring a "try". A try is scored when the ball is placed down on the playing surface with pressure in the in goal area by the attacking team.

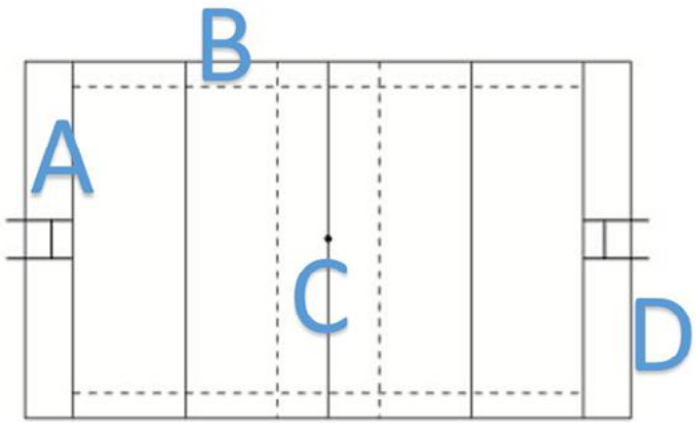
2. Moving the ball. To move the ball toward the line you can run with it, kick it and pass it. However, passing or knocking the ball *forwards* (unless kicked) is not allowed.

3. Kicking . Kicking is allowed but must kicked from the hands and not while the ball is on the floor.

4. Offside. Players are not allowed to receive the ball if they were in front of the ball when it was passed or kicked.

5. Penalties. A penalty can be awarded by the referee if any player breaks the laws of the game, this will lead to a turnover of possession. The opposition can choose to tap and run, tap and pass or kick to resume the game.

6. Starts and re-starts. If the ball goes out of play the ball is passed back in by the opposition. The ball is kicked from the half way line forward at the start of the match and after each try.

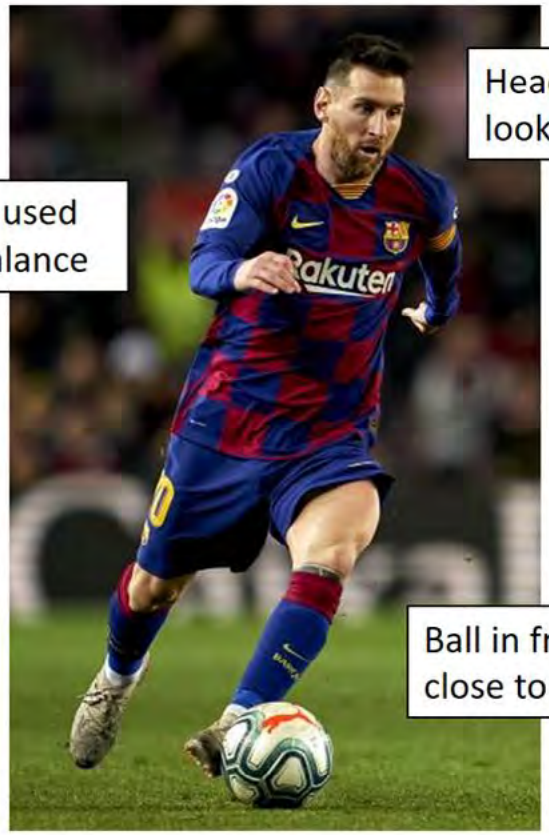


A – Try line and in-goal area.
B – Side line
C – Half way line
D – Dead ball line, the end of the pitch.

1. Tackling rules:
2. The tackler must grasp/ wrap the ball carrier below the armpits, on the shirt, shorts or around the legs. The grasp must be simultaneous with, or prior to, shoulder contact.
3. The tackler must not shoulder barge their opponent.
4. When a tackle is called the player can pass the ball to team mate or present the ball on the ground for a team mate.
5. The ball is not allowed to be contested by the opposition.
6. TOUCH VERSION – use two hands to touch the player at the waist. They then have 2-3 seconds to pass or present the ball.

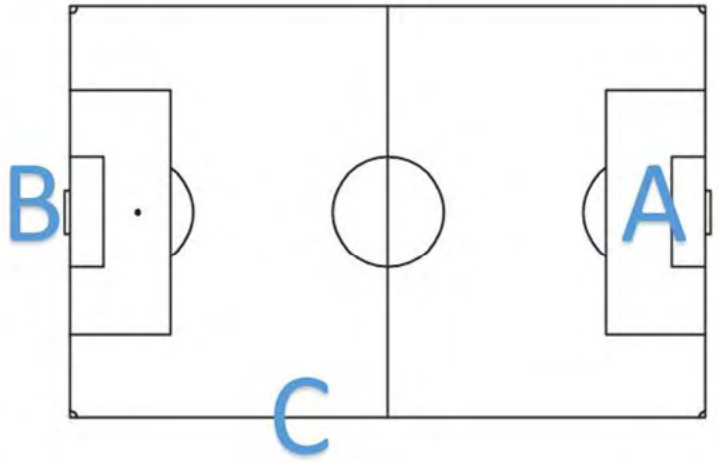
FOOTBALL

IMPORTANT TECHNIQUES



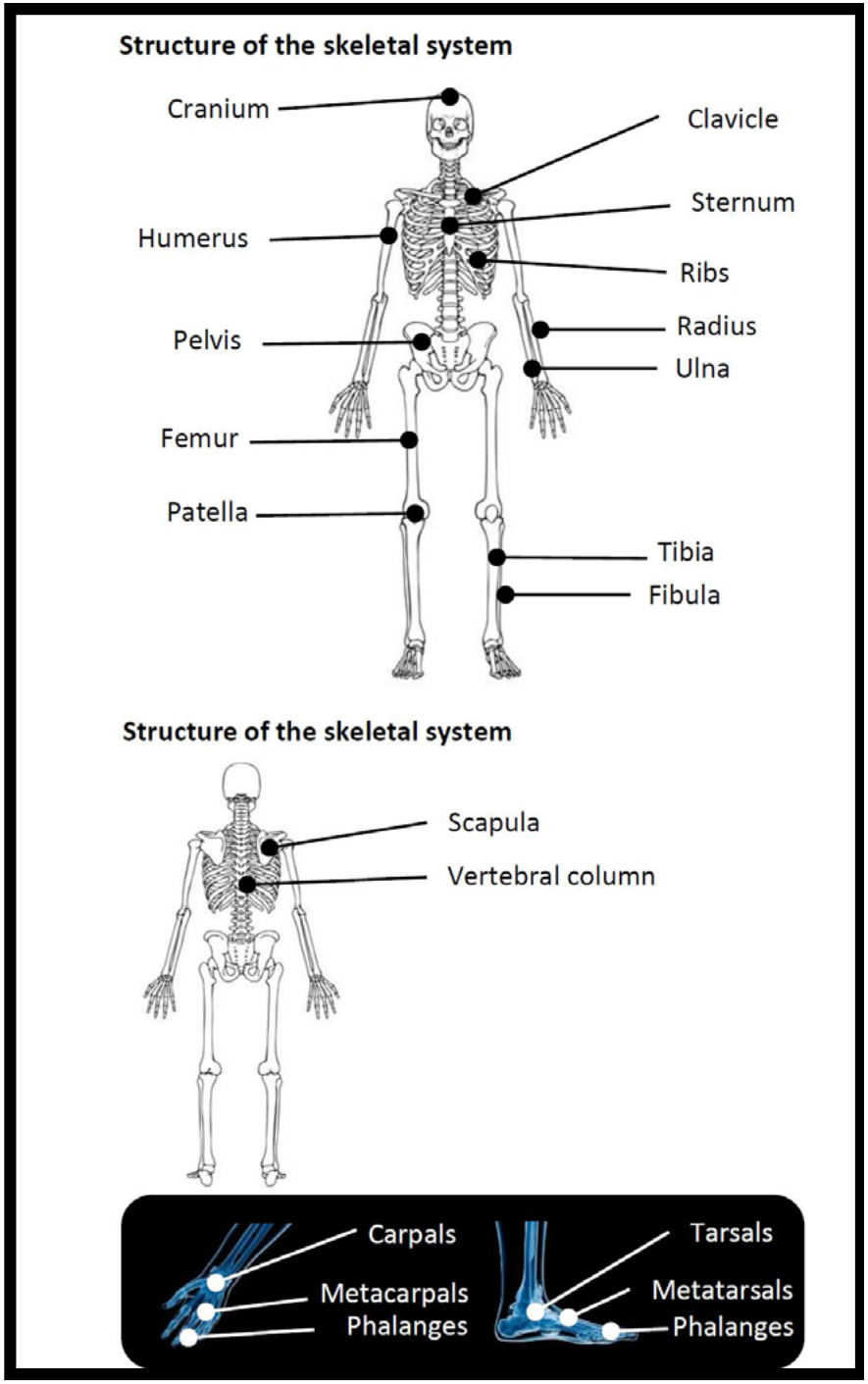
Overview of the rules

1. A football match is played by two teams, with each allowed no more than 11 players on the field (9-a-side at under 12).
2. All players must use their feet head or chest to play the ball. Only the goalkeeper is allowed to use their hands, and only within their *designated goal area (box A)*.
3. The aim of the game is to outscore the opposition. A goal (score) is achieved by kicking or heading the ball into the *opposition team's goal (B)*.
4. If the ball touches or crosses the *side line (C)*, it is thrown back in by the team that was not the last to touch the ball.
5. The game is controlled by a central referee. They award free kicks and penalties when rules are broken.



PE - Theory - Part 1

Health-related components	Cardiovascular endurance	The ability of heart and lungs to deliver oxygen to the working muscles.	Multi-stage Fitness Test
	Muscular Strength	The ability to overcome resistance.	Grip strength dynamometer Test
	Muscular Endurance	The ability of a single muscle or group to undergo contractions avoiding fatigue.	Sit up Test
	Flexibility	The range of movement possible at a joint.	Sit and Reach Test
	Body Composition	A comparison of the percentage of bone, fat, water and muscle within the body.	BMI
Skill-related components	Speed	The maximum rate at which an individual can perform a movment or cover distance.	30m Sprint Test
	Power	Explosive strength is the product of speed and strength. Speed x strength.	Vertical Jump Test
	Agility	The ability to move and change direction at speed while maintaining control.	Illinois agility test
	Coordination	The ability to use two or more body parts smoothly and efficiently.	Wall throw test
	Balance	The maintenance of the centre of mass over the base of support.	Stork Stand Test
	Reaction Time	The time taken to initiate a response to a stimulus.	Ruler Drop Test



PE - Theory - Part 2

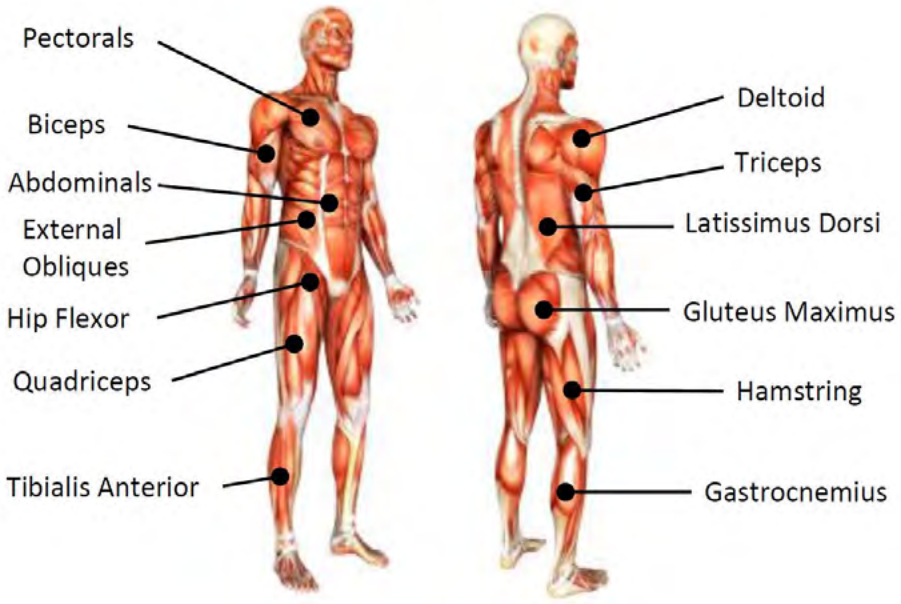
Phases of a Warm Up (1)			
	Term	**Phase**	**Description**
1	**Pulse Raiser**	**First**	**Light continuous** activity such as slow jogging, is used to **increase heart rate** and **blood flow**. Muscles, ligaments and synovial fluid in the joints are warmed, increasing flexibility
2	**Stretching**	**Second**	**Stretching** the **main muscle groups** and **joints** increases their elasticity and **mobility** so that they are **less likely** to be strained.
3	**Skills Specific**	**Third**	**Sport specific** drill performed to focus on muscle groups that come under particular stress in the planned activity.

Principles of a Warm Up (2)		
	Principle	**Description**
1	**Prepare the Body**	To **gradually prepare** the **body** and **mind** for physical activity.
2	**Increases Body Temperature**	**Makes muscles, tendons and ligaments more elastic** increasing range of movement and **reducing the risk of injury at a joint or in a muscle.**
3	**Increase Blood Flow**	By increasing the heart rate, blood flow increases resulting in an **increase in the oxygen being supplied to muscles.**
4	**Injury Prevention**	To ensure that muscles are **stretched and prepared for physical activity** to avoid injuries such as strains.

Principles of a Cool Down (3)		
	Principle	**Description**
1	**Prevent Muscle Soreness**	To **gradually** allow the body and mind for **recover** from **physical activity**.
2	**Reduce Body Temperature**	Allows **muscles** to **cool down slowly** reducing the chance of tightness and muscle ache to set in after activity.
3	**Reduce Heart Rate**	Allows the body to slowly return to its **resting state**.

Immediate Effects of Exercise on the Body (1)		
	Immediate Effects of Training	**Body System**
1	**Increase** temperature of **synovial fluid**	**The Skeletal System**
2	**Increased** flexibility	
3	**Rise** in muscle **temperature**	**The Muscular System**
4	**Increased** blood flow to muscles	
5	**Increased** flexibility	
6	Muscle **soreness (DOMS)**	
7	**Increased** heart rate, cardiac output	**The Cardiovascular System**
8	**Blood diverted to muscles** from digestion and other systems (**vascular shunting**)	
9	**Increase** in **blood pressure**	
10	**Increased** rate of breathing	**The Respiratory System**
11	**Increased** rate of **gaseous exchange**	
12	**Increased** depth of breathing	

Structure of the muscular system



Define:
Platonic Relationship
A friendship or relationship where there is no romantic, intimate or sexual feelings.
Friends and Colleagues.

Define:
Intimate Relationship
A relationship which can include a sexual attraction and sexual activity.
Boyfriend. Girlfriend, Married

Define:
Familial Relationship
A relationships with someone who has a blood, kinship or legal tie to you.
Parents, Siblings etc.

Define:
Toxic Relationship
A relationship that has a negative impact on your mental health and self-esteem.

Friendships

Good friends make you feel good	Good friends say and do things that make you feel good, giving compliments and congratulations and being happy for you.
Good friends listen	A good friend allows you to talk and doesn't interrupt you. They're interested in what you have to say.
Good friends support each other	If you're feeling down, a good friend will support you. If you need help, a good friend will try to help you out.
Good friends are trustworthy	If you tell a good friend something private, they won't share it. You can trust a good friend not to be judgmental.
Good friends handle conflict respectfully and respect boundaries	A good friend will tell you if you've done something to hurt them. If you tell a good friend they've hurt you, they'll be sorry and won't do it again.
Friends not followers	In the digital world you can feel under pressure to have a lot of friends and followers. Remember that you only need a small circle of friends to be happy,

Toxic Friendships

Sometimes people who claim to be your friends can show bullying behaviour. This is sometimes called a 'frenemy' but is a type of toxic relationship. You can spot them by:
•They might say "brutally honest" things to you which are unkind or hurtful
•Put pressure on you to do things you don't want to do
•Be manipulative (e.g. 'If you were my friend you would…')
•Put you down
•Laugh at you, or encourage others to laugh at you
•Talk about you behind your back
•Deliberately exclude you from group chat and activities
•Take the "banter" too far
•Share things about you online
•Make you feel bad about yourself

What to do if you are in a toxic friendship

•**Remember: the problem isn't you:** Hold on to that thought. Their behaviour might make you feel bad, but they need to change, not you.
•**Talk to them about how their behaviour makes you feel:** Explain calmly and without accusation. Be specific, Tell them what you'd like to happen moving forward. Their response will tell you a lot, sometimes our behaviour hurts others without us realising.
•**If they apologise, give them another chance:** If they mean it, they'll change their behaviour and stop making you feel bad. However, sometimes frenemies might apologise insincerely, and their behaviour afterwards won't change. If they're still making you feel bad despite what you've told them, it's time to move on.
•**Make new friends:** Moving on can be scary, but you deserve people in your life who support you and make you feel good about yourself. See our guide to making new friends for help.
•**Don't retaliate:** It can be tempting to encourage others to exclude your former frenemy, or to put them down behind their back. Don't do this: you're only showing the same behaviour you found difficult in them.

PSHE - Puberty

Define:
Puberty
The process of development from child to adult. Usually consisting on both physical and emotional changes.

Define:
Adolescence
A life stage which is between the ages of 9-18 and is typically where puberty occurs.

Define:
Menstruation
Also known as a period. The process in a woman of discharging blood and other material from the lining of the uterus every 28 days. This happens up until menopause and pauses during pregnancy.

Define:
Wet Dream
An involuntary ejaculation that occurs when a person is asleep.

Physical Changes

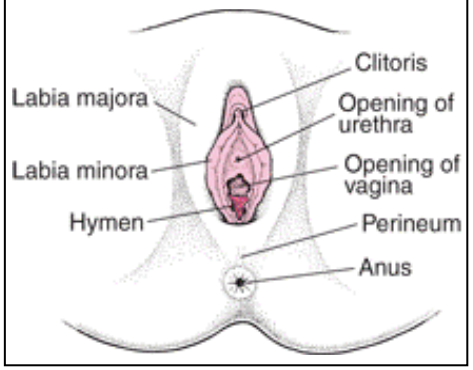
Boys Only	• Facial Hair • Voice Breaks • Erections • Wet Dreams • Widening of the chest and shoulders
Girls Only	• Menstruation/Periods begin • Breast growth • Stretch marks • Hips Widen
Both	• Growth of pubic hair • Spots and pimples • Greasy skin and hair • Grow taller • Body Odour

Who Can you turn to for help and Support

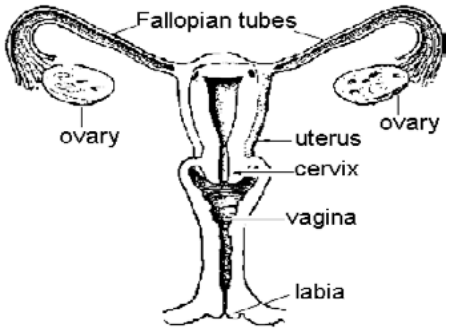
Parents or trusted family members
Teachers or school Staff
Your Doctor or Practice Nurse
School Nurse

NSPCC	Helpline: 0808 800 5000 (24 hours, every day) nspcc.org.uk
Childline	Helpline: 0800 1111(24 hours, every day) https://www.childline.org.uk
NHS Live Well Website	www.NHS.UK/Livewell

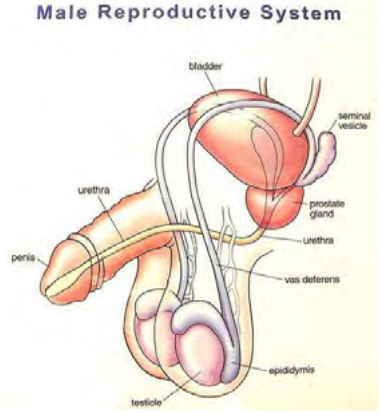
Female Genitalia - External



Female Genitalia - Internal



Male Reproductive System



Things to Remember

•Puberty begins at different times for different people.

•Changes will happen at different rates and in a different order for different people,

•Everyone goes through puberty, you are not alone.

•Good diet and exercise can help deal with some of the physical changes.

•Puberty is normal despite feeling very abnormal.

Year 7 Knowledge Organizer
Autumn Term

Why are the 5 Pillars important to a Muslim?

Carrying out these obligations provides the framework of a Muslim's life, and weaves their everyday activities and their beliefs into a single cloth of religious devotion.

No matter how sincerely a person may believe, Islam regards it as pointless to live life without putting that faith into action and practice.
Carrying out the Five Pillars demonstrates that the Muslim is putting their faith first, and not just trying to fit it in around their secular lives.

Key Words	
Shahadah (faith)	sincerely reciting the Muslim profession of faith
Salah (prayer)	performing ritual prayers in the proper way five times each day
Zakah (charity)	paying an alms (or charity) tax to benefit the poor and the needy
Sawm (fasting)	fasting during the month of Ramadan
Hajj (pilgrimage)	pilgrimage to Mecca

Speciesism; placing one species above another. e.g. eating meat.

Sentient; having emotions and being aware of oneself.

Do we treat animals well? Do we take medication tested on them? Do we eat meat and wear leather?

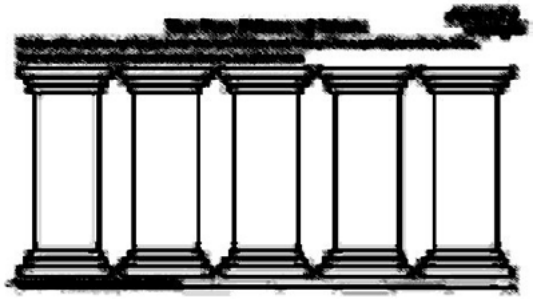
A Muslim follows Islam
A Christian follows Christianity
A Jew follows Judaism

What is authority? Who has authority over us?
Think of all the reasons why this is a good thing. *How can the 5 Pillars be an authority for Muslims?;* give guidance and help during difficult times.

The Five Pillars consist of:
Shahadah **Salat** **Zakat** **Sawm** **Hajj**

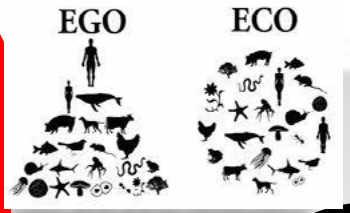
The 5 Pillars have been around for roughly 1500 years. They pre-date many laws.

Shahadah is the most important pillar because…'



Year 7 Knowledge Organizer
Autumn

What causes suffering to humans?
Different types of suffering; emotional, physical, psychological etc. someone can be starved, called names or treated less well than their peers which all contribute towards suffering.
Peter Singer's quote is not about if they can talk or reason but if they can suffer which is the most basic emotion in terms of how we treat people.



Speciesism; placing one species above another. e.g. eating meat.

Sentient; having emotions and being aware of oneself.

Do we treat animals well? Do we take medication tested on them? Do we eat meat and wear leather?

Speciesism;
Why do we treat animals differently to humans?
Prejudice, history and how society regards animals. Most of us never think about the meat on our plate and where it has come from or whether it was treated well.
If we say we want to treat animals the same as humans we would technically have to give up meat, fur and medicines tested on animals.

Science - Scientific Skills

Year 7 – Scientific skills

Section 1: Investigations

- Stage 1 - ask a question
- Stage 2 - make a prediction
- Stage 3 – identify variables
- Stage 4 – plan a method picking the right equipment
- Stage 5 - identify any risks and put in place precautions
- Stage 6 – record your observations or results
- Stage 7 – evaluate and improve your method
- Stage 8 – analyse your results, what is the answer to your question?

Always use a pencil and ruler!

Section 2: Variables

Independent	The thing you are changing in the investigation
Dependent	The thing your are measuring in the investigation
Control	Things which you need to keep the same to make sure it is a fair test.

chIn meD

- chIn → Change the independent
- meD → Measure the dependent

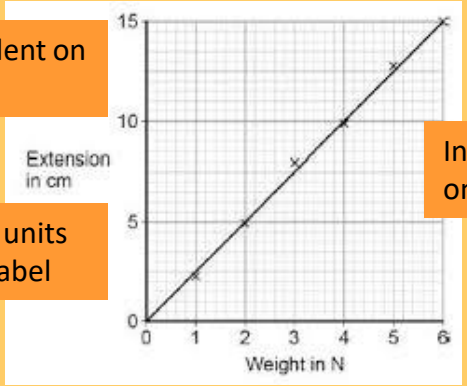
Section 3: Key terms

Accuracy	Using the appropriate equipment so your results are valid
Precision	This is how many decimal places you make your measurements e.g. 3.24cm is more precise than 3.2cm
Repeatability	How likely it is you would get the same results if you repeated the experiment
Reproducibility	How likely it is someone else would get the same results as you if they did the experiment

Section 4: Drawing graphs

Dependent on y-axis

Include units in axis label



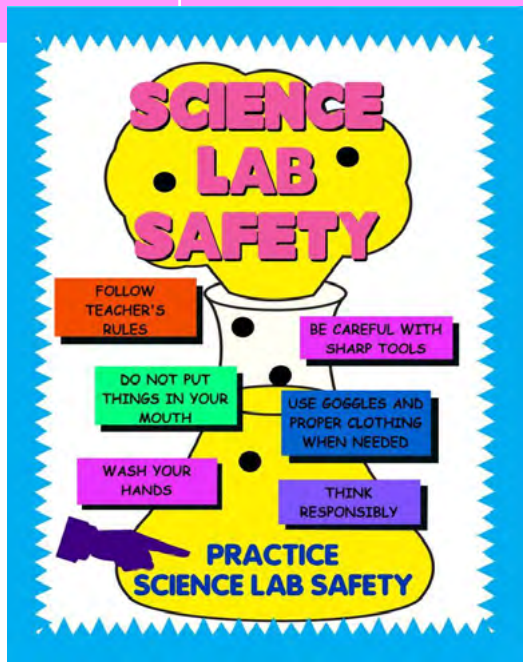
Straight line of best fit

Independent on x-axis

Axis scale even spaces between each number

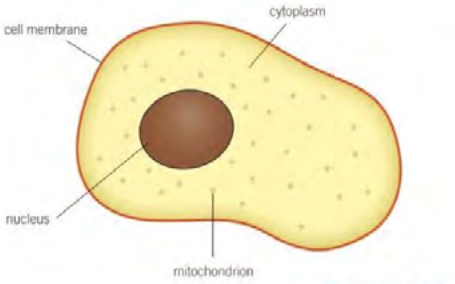
Section 5: Data analysis

Mean	Add up all the values and divide by how many you have
Range	Take the smallest value away from the largest.
Uncertainty	Divide the range by two

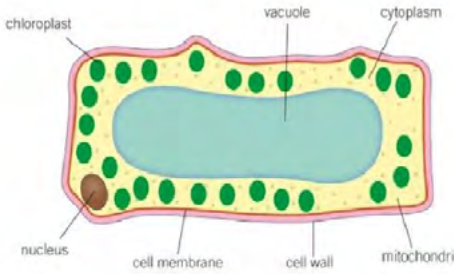


Y7 Cells

Section 1: Cell Structure		Eukaryotic	
Cell Structure	**Function**	**Animal Cells**	**Plant Cells**
1 Nucleus	Contains **genetic information** that **controls** the functions of the cell.	Y	Y
2 Cell membrane	Controls what **enters** and **leaves** the cell.	Y	Y
3 Cytoplasm	Where many **cell activities** and **chemical reactions** within the cell occur.	Y	Y
4 Mitochondria	Provides **energy** from **aerobic respiration**.	Y	Y
5 Chloroplast	Where **photosynthesis** occurs.		Y
6 Vacuole	Used to **store** water and other chemicals as **cell sap**.		Y
7 Cell wall	**Strengthens** and **supports** the cell. (Made of **cellulose** in plants.)		Y

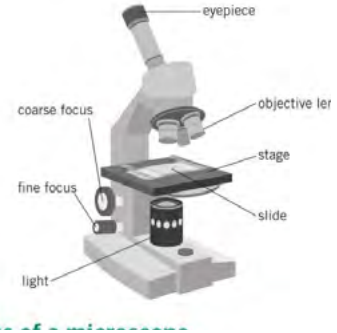


▲ An animal cell.

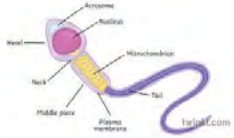


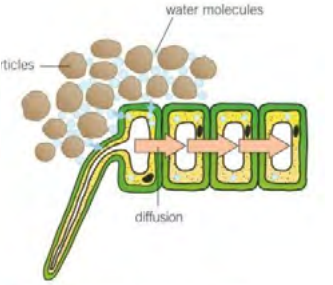
▲ A plant cell.

Section 3: Microscopy	
13 Magnification	The degree by which an object is **enlarged**. **Magnification** = $\frac{\text{size of image}}{\text{size of real object}}$
14 Microscope	An instrument used to magnify objects.

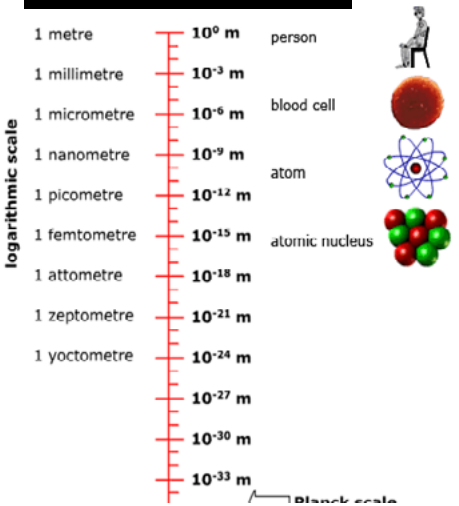


Section 2: Specialised Cells	
Specialised Cell	**How structure relates to function**
8 Sperm cell	**Streamlined** head and long tail. Contains lots of **mitochondria** to transfer energy.
9 Nerve cell	**Long** and thin. **Transmits electrical impulses** over a distance.
10 Red blood cell	Contains **haemoglobin** to transport oxygen. Disc-like shape to **increase surface area**.
11 Root hair cell	Long extension to **increase surface area** for water uptake by osmosis; **thin cell wall**.
12 Leaf cell	Found at the top of the leaf and are packed with **chloroplasts** to maximise **photosynthesis**.





Scale of magnitude



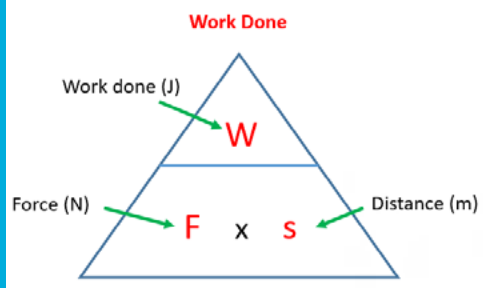
Section 4: Diffusion	
15 Diffusion	The movement of particles from an area of **high concentration** to an area of **low concentration**.
16 Concentration	A measure of the **number of particles** of a substance in a **fixed volume**.

Science - Physics - Forces

Forces

Section 1: Introduction to Forces		
1	**Forces**	A **push** or **pull** upon an object
2	**Newtons**	Forces are measured in **Newtons** (N) using a Newton meter
3	**Interaction pair**	This is formed when a force exist between objects.
4	**Forces** can...	**Deform** objects, **change their speed** or **change their direction** of motion
5	Examples of **forces**	**Gravity, friction** and **air resistance.**
6	**Contact force:**	A force that acts when an object is touching somethings such as **friction**
7	**Non-contact force:**	*Magnetic, electrostatic or gravitational* force that acts when objects are not in contact

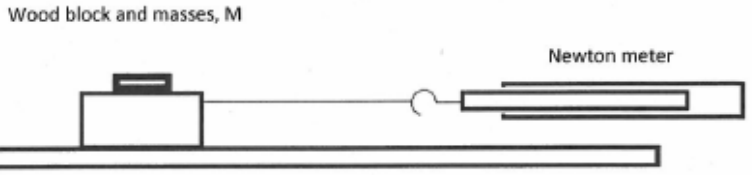
Name of Force	What causes it?
Friction	When two objects rub together
Air resistance	When an object rubs against air particles
Reaction	A force that acts in the opposite direction
Weight	The force an object exerts on the ground due to gravity
Thrust	The force that drives on objects with an engine

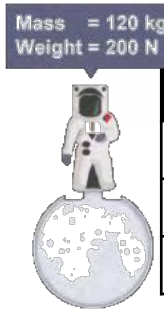


Section 2	Balanced and unbalanced forces
Resultant force	The total force acting on an object:
Balanced force	When the forces acting in opposite directions are the same, the resultant force is zero. The object will remain stationary or carry on moving at the same speed.
Unbalanced force	When the forces acting on an object are different in size, the resultant force must be more than zero. The object might change speed or direction.

For example, the resultant force acting on this object is 5N-5N=0N

Section 3	Investigating friction
In this investigation you pulled different wooden blocks along the desk and measured the force required.	
Independent	The type of surface
Dependent	The force required to move the block (N)





Section 4	Weight, mass and gravity
Weight (N)	The force of the Earth acting on an object due to its mass
Mass (kg)	The amount of matter an object is made up of
Equation	Weight (N) = mass (kg) x gravitational field strength (N/kg)

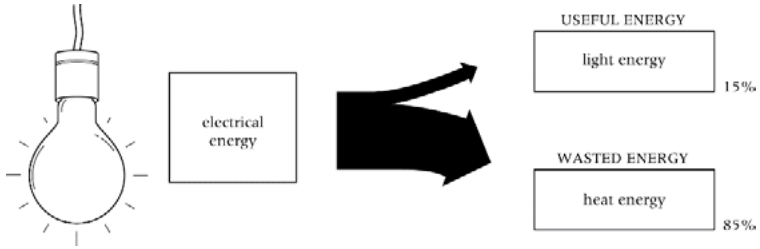
Science - Physics - Energy

Energy

Section 1	Energy basics
Energy	Measured in Joules (J). Often written in kiloJoules (kJ) energy is the ability to do work
Food	Energy store which we need to take into our bodies. We need different amounts of energy to do different activities.
Fuel	Energy store which we need to heat houses or make transport work.

Section 2	Energy stores
Energy to do with…	Type of store
Food, fuels, batteries	Chemical
Hot objects	Thermal
Moving objects	Kinetic
Position in a gravitational field	Gravitational potential
Changing shape, stretching or squashing	Elastic
Giving out light	Light
Giving out sound	Sound
Atoms and nuclear power	Nuclear

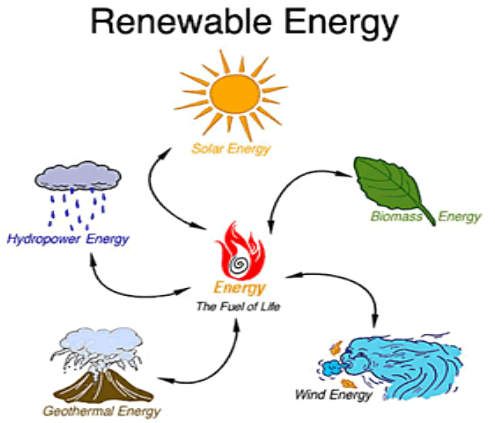
Term	Definition
Conduction	Conduction allows energy and heat to pass through an item quickly. This is usually a solid
Convection	Convection is described as the movement of particles of gases and liquids away from a heat source to form currents.
Insulation	Materials which do not transfer energy easily from a hotter area to a cooler area are called insulators . Air and plastics are good insulators.
Radiation	All objects emit radiation. Radiation works via waves and not particles

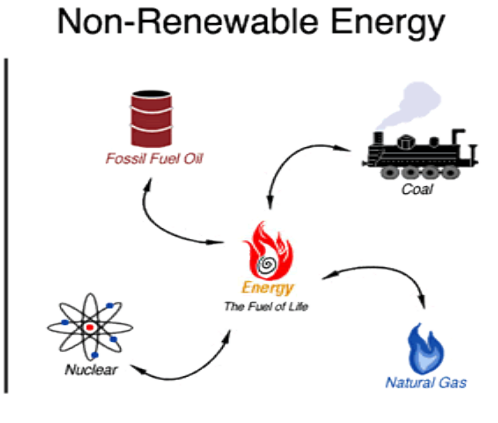


Section 3	Transferring energy
Law of conservation of energy	Energy cannot be created or destroyed, it can only be stored or transferred.
Method of transferring energy	Electric current, light & sound
Wasted energy	Energy which is transferred into a store you do not want

Section 4	Work done
Work done	The energy required to exert a force over a distance.

Section 6	Generating energy
Fossil fuels	Non-renewable fuels coal, gas and oil. Made from the remains of sea creatures and plants.
Renewable energy	Energy sources which will not run out, such as wind, solar, tidal, geothermal, wave, biomass and hydrothermal.





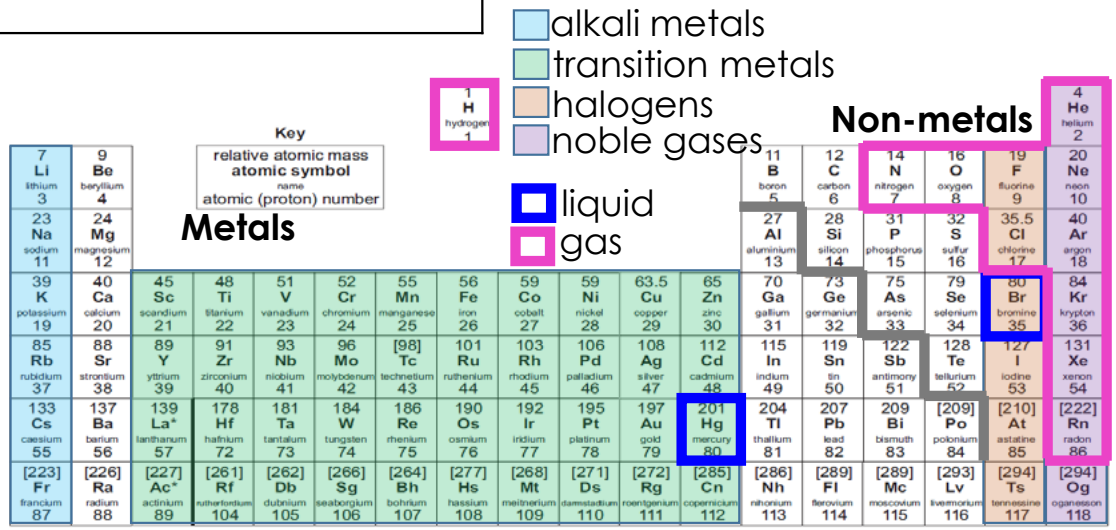
Word	Definition
1. Element	a substance made of only one type of atom
2. Compound	2 or more different atoms joined together
3. Mixture	2 or more atoms and/or molecules that are not joined together
4. Molecule	2 or more atoms chemically bonded together
5. Atom	smallest type of particle
6. Particle	A word that can be used to mean an atom or a molecule

Elements and the Periodic Table

- Property: The characteristics of something.
- Chemical properties include the reactions a substance can take part in.
- Physical properties include colour and boiling point.

The periodic table:

- The Periodic Table is a way of organising all the known elements.
- It was put together by Dmitri Mendeleev
- He left gaps for undiscovered elements and predicted their properties correctly



Spanish Y7- Mi Vida (1)

Los números 1-31		Numbers 1-31	
Uno	1	Diecisiete	17
Dos	2	Dieciocho	18
Tres	3	Diecinueve	19
Cuatro	4	Veinte	20
Cinco	5	Veinte y uno	21
Seis	6	Veintidós	22
Siete	7	Veintitrés	23
Ocho	8	Veinticuatro	24
Nueve	9	Veinticinco	25
Diez	10	Veintiséis	26
Once	11	Veintisiete	27
Doce	12	Veintiocho	28
Trece	13	Veintinueve	29
Catorce	14	Treinta	30
quince	15	Treinta y uno	31
dieciséis	16		

Los días	Days
Lunes	Monday
Martes	Tuesday
Miércoles	Wednesday
Jueves	Thursday
Viernes	Friday
Sábado	Saturday
Domingo	Sunday

¿Tienes mascotas?	Do you have pets?
Tengo…	I have…
Un perro	A dog
Un gato	A cat
Un conejo	A rabbit
Un caballo	A horse
Un pez	A fish
Una serpiente	A snake
Un ratón	A mouse
No tengo mascotas	I don't have pets

Los meses	Months
Enero	January
Febrero	Febraury
Marzo	March
Abril	April
Mayo	May
Junio	June
Julio	July
Agosto	August
Septiembre	September
Octubre	October
Noviembre	November
Diciembre	December

Saludos	Greeting
Hola	Hello
Buenas días	Good day
Buenas tardes	Good afternoon
Buenas noches	Good evening
¿Qué tal?	How are you?
Bien, gracias	Good, thanks
¿Cómo te llamas?	What is your name?
Me llamo	My name is
¿Dónde vives?	Where do you live?
Vivo en…	I live in…

Los colores		Colours	
Blanco/a	White	Azul	Blue
Amarillo/a	Yellow	Azul claro	Light blue
Negro/a	Black	Azul oscuro	Dark blue
Rojo/a	Red	Rosa	Pink
verde	Green	Naranja	Orange
Gris	Grey	Morado	Purple
marrón	Brown	Violeta	Violet

Spanish Y7- Mi Vida (2)

¿Qué tipo de persona eres?	What type of person are you?
Soy…	I am…
Divetido/a	Fun/funny
Estupendo/a	Brilliant
Fenomenal	Fantastic
Generoso/a	Generous
Genial	Great
Guay	Cool
Listo/a	Clever
Serio/a	Serious
Simpático/a	Kind
Sincero/a	Sincere
Tímido/a	Shy
Tonto/a	Silly
Tranquilo/a	Calm
Interesante	Interesting
Aburrido/a	Boring

Palabras muy frecuentes	High Frequency Words
Bastante	Quite
No	No
Mi/mis	My
Muy	Very
Pero	But
También	Also
Tu/tus	Your
Un poco	A little
Y	And

Mi pasión	My passion
Mi pasión es…	My passion is
Mi héroe es…	My hero is
El deporte	Sport
El fútbol	Football
La música	Music
El tenis	Tennis
El rugby	Rugby
La escalada	Rock climbing

¿Tienes hermanos?	Do you have siblings?
Tengo…	I have
Una hermana	A sister
Un hermano	A brother
Una hermanastra	A step/half sister
Un hermanastro	A step/half brother
No tengo hermanos	I don't have siblings
Soy hijo único	I'm an only child (boy)
Soy hija única	I'm an only child (girl

Estrategia 1

Look, say, cover, write, check

Use the five steps below to learn how to spell any word.

1 *LOOK* Look carefully at the word for at least 10 seconds.
2 *SAY* Say the word to yourself or out loud to practise pronunciation.
3 *COVER* Cover up the word when you feel you have learned it.
4 *WRITE* Write the word from memory.
5 *CHECK* Check your word against the original. Did you get it right? If not, what did you get wrong?

Spend time learning that bit of the word. Go through the steps again until you get it right.

Spanish - Mi Teimpo Libre

Spanish Y7- Mi Tiempo Libre

¿Qué te gusta hacer?	What do you like to do?
Me gusta	I like
Me gusta mucho	I really like
No me gusta	I don't like
No me gusta nada	I really don't like
Chatear	To chat
Escuchar música	To listen to music
Jugar a los videojuegos	To play videogames
Leer	To read
Mandar SMS	To send texts
Navegar por internet	To surf the net
Salir con mis amigos	To go out with my friends
Ver la televisión	To watch TV
Porque es	Because it is
Interesante	Interesting
Guay	Cool
Divertido/a	Fun

Las estaciones	The seasons
La primavera	Spring
El verano	Summer
El otoño	Autumn
El invierno	Winter

¿Qué deportes haces?	What sports do you do?
Hago artes marciales	I do martial arts
Hago atletismo	I do athletics
Hago equitación	I do horseriding
Hago gimnasia	I do gymnastics
Hago natación	I do swimming
Hago el ciclismo	I do cycling
Juego al baloncesto	I play basketball
Juego al fútbol	I play football
Juego al tenis	I play tennis
Juego al voleibol	I play volleyball
Juego al rugby	I play rugby
Juego al cricket	I play cricket

¿Qué tiempo hace?	What's the weather?
Hace calor	It is hot
Hace frío	It is cold
Hace sol	It is sunny
Hace buen tiempo	It is good weather
Hace mal tiempo	It is bad weather
Llueve	It rains
Nieva	It snows
Hay tormentas	There are storms

¿Qué haces en tu tiempo libre?	Greeting
Bailo	I dance
Canto	I sing
Hablo con mis amigos	I talk with my friends
Monto en bici	I ride my bike
Saco fotos	I take photos
Toco la guitarra	I play the guitar
Hago deportes	I do sports
Toco el piano	I play the piano

Palabras muy frecuentes		High frequency words	
Con	With	Porque	Because
Cuando	When	También	Also
Mucho	Lots/a lot	Y	And
O	Or	A veces	Sometimes
Nunca	Never	De vez en cuando	From time to time
Pero	But	Todos los días	Everyday

Spanish - Los Verbos

Spanish Y7- Los verbos

Verbos Claves	Key Verbs
Me llamo	My name is
Soy	I am
Es	He/she is
Somos	We are
Son	They are
Tengo	I have
Tiene	He/she has
Tienen	They have
Hago	I do
Juego	I play
Está	It is (location)
Voy	I go
Me gusta	I like
Me encanta	I love
Odio	I hate
Vivo	I live

Los verbos -AR		AR Verbs
Yo	I	O
Tú	You	As
Él/ella	He/she	A
Nosotros	We	Amos
Vosotros	You (pl)	Áis
Ellos/ellas	They	an

Los verbos -ER		ER Verbs
Yo	I	O
Tú	You	Es
Él/ella	He/she	Es
Nosotros	We	Emos
Vosotros	You (pl)	Éis
Ellos/ellas	They	En

Los verbos -IR		IR Verbs
Yo	I	O
Tú	You	Es
Él/ella	He/she	E
Nosotros	We	Imos
Vosotros	You (pl)	Ís
Ellos/ellas	They	En

Harrow Way Community School

Learning for life, success for all

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