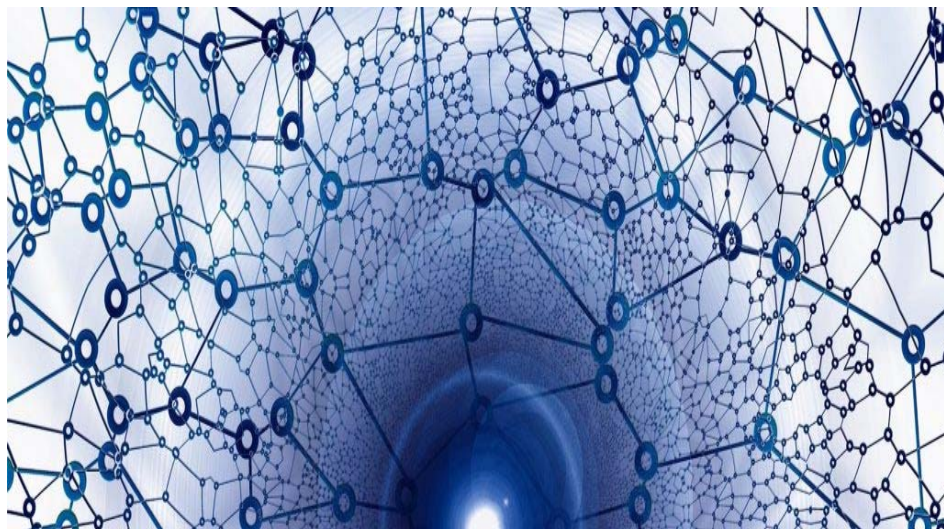


Remember to keep your 100% books from previous cycles

2018-19

Year 7 - Cycle Two

100% Book



Name: _____

Tutor group: _____



Paddington Academy
The best in everyone™
Part of United Learning

Your 100% book and knowledge organisers

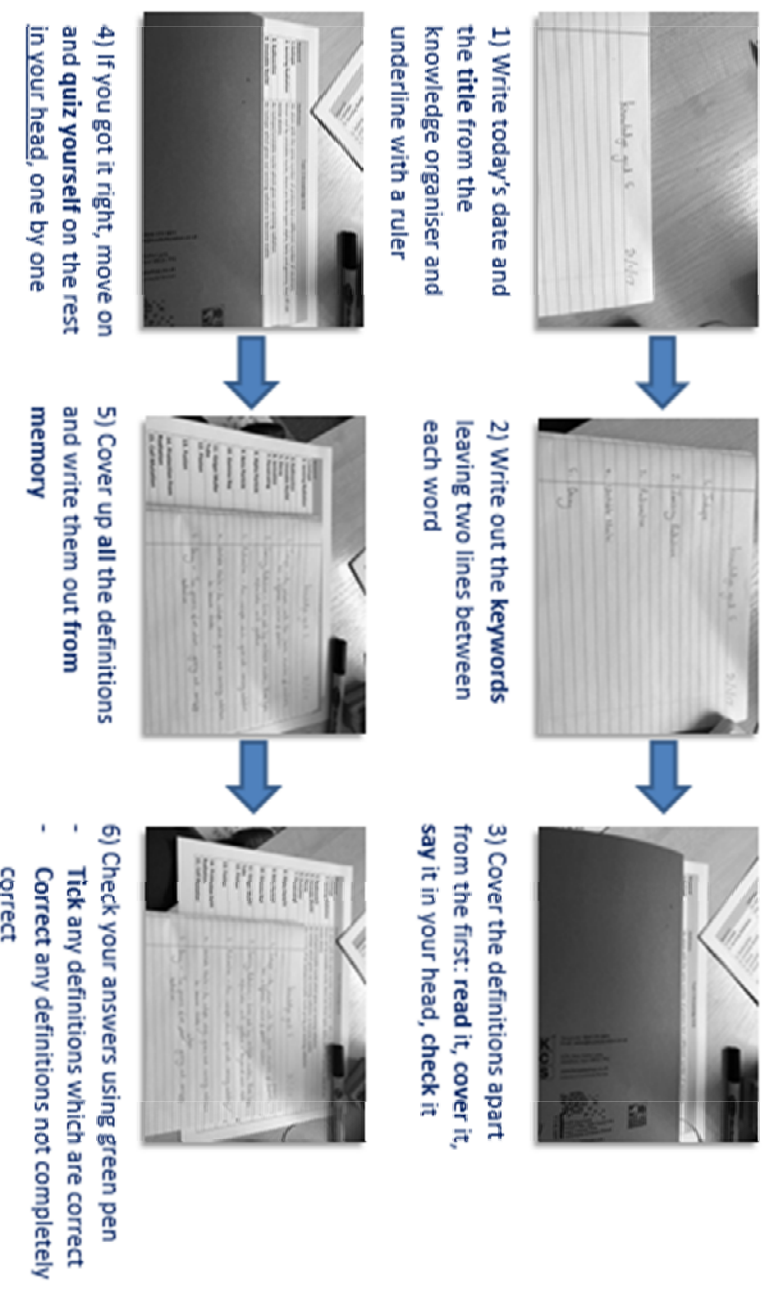
Knowledge organisers contain **critical** knowledge you must know. This will help you recap, revisit and revise what you have learnt in lessons in order to remember this knowledge for the long-term.

Students remember 50% more when they test themselves after learning.

You must have this 100% book for **every lesson** – it is part of your equipment.

You must keep your 100% books (even after you have finished the cycle or the year).

How do I use my 100% book for self-quizzing?



Correcting spelling, punctuation and grammar

Your work will be marked across all subjects to help you improve your literacy. This is the code that will be used.

Correcting your spelling, punctuation and grammar	
Sp + underlined word	The underlined word is spelt incorrectly. Look, cover, write then check. Do this at least three times so you spell it correctly.
A circle around part of a word or a space	Your punctuation is incorrect, or something is missing (including capital letters).
? + wobbly line	You haven't explained your ideas clearly enough.
/	You need to start a new sentence here. Remember: full stop, capital letter.
//	You need to start a new paragraph here. Remember: new paragraphs for time, place, topic, person (TiPToP).
^	A word is missing where the arrow is pointing.

Year 7 Poetry - Cycle One

'The Eagle' by Alfred, Lord Tennyson (1809 – 1892)

He clasps the crag with crooked hands;
Close to the sun in lonely lands,
Ring'd with the azure world, he stands.

The wrinkled sea beneath him crawls;
He watches from his mountain walls,
And like a thunderbolt he falls.

'Composed upon Westminster Bridge, September 3, 1802' by William Wordsworth (1770 – 1850)

Earth has not anything to show more fair:
Dull would he be of soul who could pass by
A sight so touching in its majesty:
This City now doth, like a garment, wear
The beauty of the morning; silent, bare,
Ships, towers, domes, theatres, and temples lie
Open unto the fields, and to the sky;
All bright and glittering in the smokeless air.
Never did sun more beautifully steep
In his first splendour, valley, rock, or hill;
Ne'er saw I, never felt, a calm so deep!
The river glideth at his own sweet will:
Dear God! the very houses seem asleep;
And all that mighty heart is lying still!

Glossary

doth – does
unto - to
splendour – beauty
Ne'er – never
glideth – glides

'The Tyger' by William Blake (1757 – 1827)

Tyger! Tyger! burning bright,
In the forests of the night.
What immortal hand or eye
Could frame thy fearful symmetry?

In what distant deeps or skies
Burnt the fire of thine eyes?
On what wings dare he aspire?
What the hand dare seize the fire?

And what shoulder, and what art,
Could twist the sinews of thy heart?
And when thy heart began to beat,
What dread hand? And what dread feet?

What the hammer? What the chain?
In what furnace was thy brain?
What the anvil? What dread grasp
Dare its deadly terrors clasp?

When the stars threw down their spears,
And water'd heaven with their tears,
Did he smile his work to see?
Did he who made the Lamb make thee?

Tyger! Tyger! burning bright,
In the forests of the night,
What immortal hand or eye,
Dare frame thy fearful symmetry?

Glossary

immortal – forever living
thine/thy - your
aspire – rise high
sinews – tissue connecting muscle to bone
dread – regarded with fear or awe
anvil – a heavy iron block used to shape metal

Year 7 Poetry – Cycle Two

Ozymandius by Percy Bysshe Shelley (1792–1822)

I met a traveller from an antique land,
Who said—“Two vast and trunkless legs of stone
Stand in the desert. . . . Near them, on the sand,
Half sunk a shattered visage lies, whose frown,
And wrinkled lip, and sneer of cold command,
Tell that its sculptor well those passions read
Which yet survive, stamped on these lifeless things,
The hand that mocked them, and the heart that fed;
And on the pedestal, these words appear:
My name is Ozymandias, King of Kings;
Look on my Works, ye Mighty, and despair!
Nothing beside remains. Round the decay
Of that colossal Wreck, boundless and bare
The lone and level sands stretch far away.”

Glossary

trunkless – without a body

visage – face

sneer – a mocking smile

pedestal – the base of a statue

colossal – extremely large

boundless – unlimited

Remember by Christina Rossetti (1830–1894)

Remember me when I am gone away,
Gone far away into the silent land;
When you can no more hold me by the hand,
Nor I half turn to go yet turning stay.
Remember me when no more day by day
You tell me of our future that you plann'd:
Only remember me; you understand
It will be late to counsel then or pray.
Yet if you should forget me for a while
And afterwards remember, do not grieve:
For if the darkness and corruption leave
A vestige of the thoughts that once I had,
Better by far you should forget and smile
Than that you should remember and be sad.

Glossary

plann'd– planned

counsel – to give guidance or advice

vestige – trace, small amount



1. Who: O'Keefe

Artist Name	<ul style="list-style-type: none">Georgia O'Keeffe
Born / died	<ul style="list-style-type: none">1887
Died	<ul style="list-style-type: none">1986
Lived / worked	<ul style="list-style-type: none">New MexicoNew YorkWisconsin
Famous for	<ul style="list-style-type: none">Paintings of enlarged flowers and skulls
Married to	<ul style="list-style-type: none">Alfred Stieglitz
Influenced by	<ul style="list-style-type: none">Paul StrandArthur Dove

2. Composition key words

Abstract	<ul style="list-style-type: none">Art that does not attempt to represent realityArt that uses shapes, colours, and textures
Realism	<ul style="list-style-type: none">Art that is painted in a realistic and almost photographic way
Composition	<ul style="list-style-type: none">The arrangement/layout of shapes/objects on the page
Proportion	<ul style="list-style-type: none">The size and shape of one object in comparison to another
Symbolism	<ul style="list-style-type: none">The use of images to represent ideas or meaning
Organic	<ul style="list-style-type: none">Shapes associated with the natural world
Symmetrical	<ul style="list-style-type: none">The art has a mirror line and the two halves are exactly the same
Asymmetrical	<ul style="list-style-type: none">Asymmetry exists when the two halves of something don't match or are unequal

3. Georgia O'Keefe key techniques

Abstract realism	<ul style="list-style-type: none">Artwork of a real object that is painted in an unrecognisable way
Gradient	<ul style="list-style-type: none">A slow or gradual change from one colour or tone to another
Blending	<ul style="list-style-type: none">Gently combining two or more colours to create a gradual transition

4. Colour key words

Vivid	<ul style="list-style-type: none">Bold and bright colour that gives an intense feeling
Monochrome	<ul style="list-style-type: none">A painting or drawing in different shades of a single colour
Contrasting	<ul style="list-style-type: none">Opposite each other on the colour wheel and can show difference when used together
Analogous	<ul style="list-style-type: none">Side by side on the colour wheel and can show harmony when used together
Saturated	<ul style="list-style-type: none">Colour saturation refers to the intensity of colour in an image

4. Georgia O'Keefe techniques

<ul style="list-style-type: none">Zoomed in images of flowers make them look abstract, making a more interesting composition
<ul style="list-style-type: none">The use of gradients created a soft and natural appearance. This creates visual harmony in O'Keeffe work
<ul style="list-style-type: none">Colour blending was used to create the smooth gradients in O'Keeffe's work

Accessing a script | Drama | Year 7 | Cycle Two

A – Theatre roles and responsibilities	
1. Playwright	Writes the script of the play including stage directions and dialogue
2. Actor	Performs the character and makes acting choices connected to physical and vocal skills
3. Director	Makes final decisions about acting positions and supports acting choices
4. Designer	Organises and makes non-acting elements of a performance e.g. lighting and costume

B – Stage directions		
1. Stage Directions	Guidance given by the playwright to support actors, directors and designers about how the play should be staged and performed	
Who the direction is for	Type of stage direction	What it gives guidance on
Actor	2. Voice	How to say a line
	3. Action	What to do with your body/face
	4. Space	Where to stand
Director	5. Prop	Which objects are needed
	6. Stage furniture	Which large furniture is needed
Designer	7. Set	What the large backdrops should look like
	8. Light	What the lighting effects should be
	9. Sound	What the sound effects should be
	10. Costume	What characters' costumes should be

C – Interpretation of stage directions	
1. Dynamics	The way in which a movement is performed or a line of speech is delivered
2. Volume	How loud or quietly you are speaking.
3. Pace	How fast or slowly you are speaking.
4. Tone	The overall quality of your voice e.g. aggressive or joyful
5. Pitch	How high or low a person's voice is
6. Pause	Moments of silence in speech
7. Inflection	Placing emphasis on certain words in a sentence
8. Posture	How you stand or sit e.g. slouched or straight
9. Gesture	Small movements used to communicate e.g. waving
10. Facial expression	The use of the face to show emotions e.g. smiling
11. Gaze	The direction a character is looking
12. Spatial behaviour	Distance between characters
13. Speed	The speed with which a movement is performed
14. Size	How big movements are
15. Flow	How free, restricted or tense a movement is

D – Characterisation	
1. Characterisation	The creation or construction of a fictional character
2. Emotions	A strong feeling the character has, influenced by circumstances, relationships with others, or mood
3. Motivation	What drives a character's actions; this could be internal or external

E – 'Teechers' by John Godber Characters	
1. Salty (Ian Slater)	Rebellious and makes lots of jokes
2. Gail Saunders	Tries her best to do well and do the right thing but goes along easily with others
3. Lillian Hobby	Doesn't mess about but doesn't stand out.

English Cycle 2 Knowledge Organiser – Animal Farm

A	Key terms (1)	Definition	Linked words
1	fable (n)	a short tale that teaches a moral or message, often using animals to represent human 'types'	
2	novella (n)	a short novel	
3	anthropomorphism (n)	giving human characteristics to an animal (e.g. making them talk)	anthropomorphic (adj)
4	narrative (n)	the story	narrator (n)
5	omniscient narrator (n)	a narrator who does not participate in the action of the story but instead is an 'all-seeing' third-person narrator	
6	allegory (n)	a story with two layers: one layer is the literal meaning, and second layer is when the characters and events in the book all represent something else	allegorical (adj)
7	satire (n)	a text which makes fun of a person or idea in in order to criticise it	satirical (adj) / satirise (v)
8	rhetoric (n)	the art of persuasive writing or speaking	rhetorical (adj)
9	persuasion (n)	a way to get others to believe or do something	persuade (v) / persuasive (adj)
10	tricolon (n)	listing or talking about things in groups of three	
11	alliteration (n)	repeating a similar consonant or sound e.g. "back-breaking work"	alliterative (adj)
12	repetition (n)	repeating a word, phrase or idea	repetitive (adj) / repeat (v)
13	rhetorical question (n)	a question which is asked in order to produce an effect or make a statement instead of gaining an answer for information	
14	inclusive pronouns (n)	pronouns used to make the audience/reader feel included e.g. 'we' and 'our'	
15	emotive language (n)	the use of strong, emotional words to play on people's feelings	
16	direct address (n)	speaking directly to the reader/audience by name or by saying 'you'	

B	Key terms (2)	Definition	Linked words
1	listing (n)	grouping ideas in lists to add emphasis	
2	hyperbole (n)	overstatement or exaggeration to magnify the importance of something	hyperbolic (adj)
3	symbolism (n)	the use of objects to represent an idea	symbolic (adj) / symbol (n)
4	dramatic irony (n)	when readers are aware of something which the characters are not, which often changes the reader's view of the situation/events	
5	allusion (n)	a reference to something	allude (v)
6	motto (n)	a short statement that expresses the beliefs of someone	
7	maxim (n)	a short statement expressing rule of behaviour or a general truth	
8	propaganda (n)	a written or spoken text that aims to convince people to believe what you want them to believe. It is not always bad	propagandist (n)
9	characterisation (n)	the description of the features or qualities of someone in order to create a fictional character	
10	characteristic (n)	a feature or quality of a particular person	
11	direct speech (n)	when something is being repeated exactly as it was said, usually in between a pair of inverted commas	
12	reported speech (n)	when the general points of what someone has said are reported, without writing the speech out in full; sometimes called indirect speech	
13	irony (n)	the use of words that mean the opposite of what is really meant in order to make a point	ironic (adj)
14	foreboding (n)	when you think something bad is going to happen	
15	foreshadowing (n)	hints and clues of events that will occur later in the plot	foreshadow (v)
16	cyclical (adj)	happening in cycles, coming back to the beginning	

English Cycle 2 Knowledge Organiser – Animal Farm

C	Thematic keywords	Definition	Linked words
1	incite (v)	to encourage, to stir up	inciter (n)
2	comrade (n)	friends or confidants in Russian	
3	rebellion (n)	the act of fighting back	rebel (v) / rebel (n)
4	animalism (n)	the name that Orwell gives to the animals' beliefs in equality	
5	labour (n)	work, especially physical work	laborious (adj)
6	empower (v)	to give power to someone	empowerment (n)
7	disempower (v)	to take power away from someone	disempowerment (n)
8	liberation (n)	the act of becoming free	liberty (n)
9	authority (n)	the power to give orders and make decisions	authoritative (adj)
10	oppression (n)	cruel or unjust treatment of someone by those in control	oppressive (adj) / oppressor (n) / oppress (v)
11	mistreatment (n)	when someone is treated badly	mistreat (v)
12	democracy (n)	a system of government that allows everyone to express their views	democratic (adj)
13	corruption (n)	dishonest or illegal behaviour especially by powerful people	corrupt (adj) / corrupt (v)
14	dictatorship (n)	a form of government in which a person or small group rules with unlimited power	dictator (n) / dictatorial (adj)
15	totalitarianism (n)	a state of being ruled by complete and unrestricted power in government	totalitarian (adj)
16	exploit (v)	to take advantage of a person or a situation	exploitation (n)
17	scapegoat (n)	someone who takes the blame for others	
18	deception (n)	tricking someone into saying or doing something	deceit (n) / deceive (v)
19	expulsion (n)	the act of forcing someone to leave	expel (v)
20	regime (n)	a system of government	
21	hierarchy (n)	The ranking of people in a system	hierarchical (adj)

D	Etymology keywords	Definition	Linked words
1	benevolent (adj)	kind, well-meaning, caring	benevolence (n)
2	vivacious (adj)	lively, animated, full of life	vivaciously (adv)
3	cryptic (adj)	puzzling, confusing, ambiguous	cryptically (adv)
4	sentimentality (n)	exaggerated emotion	sentiment (n), sentimental (adj)
5	dispute (n)	challenge, fight over, discuss	disputed (adj) / dispute (v)
6	superintendence (n)	supervising, overseeing	superintendent (n)
7	malignity (n)	evil	malicious (adj) / malignant (adj)
8	infanticide (n)	child-killing	
9	ignorance (n)	lack of awareness/knowledge	ignorant (adj) / ignore (v)
10	retirement (n)	the act of ending your professional career	retire (v) / retiree (n)
11	tyrannical (adj)	describes a harsh and cruel leader who often rules by force	tyrant (n) / tyranny (n)
12	subversive (adj)	undermining, removing power	subvert (v) / subversion (n)

E	Characters	Being	Description
1	Mr Jones	Human	Drunk and ineffective owner of Animal Farm
2	Old Major	Pig	Wise, old animal who Inspires the rebellion with his rhetoric
3	Boxer	Horse	Devoted, very strong, innocent and trusting
4	Clover	Horse	Maternal, caring and loyal
5	Benjamin	Donkey	Oldest animal on the farm, stubborn, bad-tempered, friends with Boxer
6	Mollie	Horse	Shallow and childish, only interested in ribbons and sugar
7	Moses	Raven	Mr Jones' pet, tame
8	Napoleon	Pig	Has a reputation for getting his own way
9	Snowball	Pig	Good at public speaking, devoted to Animalism
10	Squealer	Pig	Brilliant speaker, uses propaganda to control the animals
11	Mr Pilkington & Mr Frederick	Human	Owners of nearby farms. Trade with Napoleon and take advantage of him
12	Mr Whymper	Human	Sly and greedy lawyer who helps Napoleon

1) L'Equipment de l'école <i>Dans ma trousse j'ai....</i>	1) <i>School equipment</i> <i>In my pencil case I have....</i>
Un stylo	A pen
Un cahier	An exercise book
Un livre	A book
Un crayon	A pencil
Un feutre	A felt tip pen
Une gomme	A rubber
Une règle	A ruler
Une trousse	A pencil case
Un sac à dos	A ruck sack
Un tableau	A board
2) Les adjectifs – couleurs C'est....	2) <i>Colour adjectives</i> It's.....
Jaune	Yellow
Rouge	Red
Blanc	White
Vert	Green
Rose	Pink
Bleu	Blue
Noir	Black
Marron	Brown
Violet	Purple
3) le verbe avoir et le négatif	3) <i>The verb "to have"</i> Substitute the "un/une" with "de" for what you don't have
J'ai une trousse blanche	I have a white pencil case
Je n'ai pas de trousse blanche	I don't have a white pencil case
J'ai un stylo vert	I have a green pen
Je n'ai pas de stylo vert	I don't have a green pen
4) Les matières	4) <i>School subjects</i>
J'aime/ je n'aime pas	I like/ I don't like
Les maths	Maths
Les sciences	Science
L'anglais	English
Le français	French
L'espagnol	Spanish
L'histoire	History
L'histoire-géo	Humanities
L'informatique	ICT
L'EPS	PE
La récré	Break time
La pause	Break time
Le déjeuner	Lunch

5) <i>Les jours de la semaine</i> <i>J'ai les maths le ...</i>	5) <i>Days of the week</i> <i>I have maths on...</i>
lundi	Monday
mardi	Tuesday
mercredi	Wednesday
jeudi	Thursday
vendredi	Friday
samedi	Saturday
dimanche	Sunday
6) les mots de quantité – C'est	6) <i>Quantifiers – It's</i>
Un peu	A little
Trop	too
Tres	Very
Assez	Quite
7) Les adjectifs d'opinion C'est	7) <i>Opinion adjectives</i> Its'...
Intéressant	Interesting
Difficile	Difficult
Facile	Easy
Amusant	Fun
Creatif	Creative
Complicqué	Complicated
Entraînant	Entertaining
Ennuyeux	Boring
8) L'heure	8) <i>The time</i> The French say that it is ____ hours and ____ minutes
Il est	It is
Il est cinq heures et quart	It is a quarter past five
Il est cinq heures et demie	It is half past five
Il est cinq heures moins quart	It is a quarter to five
Il est cinq heures moins dix	It is ten to five
9) les descriptions Le verbe Etre pour les descriptions	9) <i>descriptions</i> Use the verb to be to describe yourself and others
Je suis	I am
Tu es	You are
Il/Elle est	He/she is
Nous sommes	We are
Vous êtes	You lot are
Ils sont	They are
Ensure your adjectives agree!	
Elle est méchante	She is naughty
Il est méchant	He is naughty

10) Mon prof Il est/ elle est	10) <i>My teacher</i> <i>He is / she is</i> <i>Add the feminine ending in bold if you are describing a girl</i>
Méchant(e)	horrible
Severe	Strict
Sympa	Nice
Marrant(e)	Funny
Gentil(le)	Nice/kind
11) Les descriptions et le verbe avoir	11) <i>Describing hair and eyes</i> <i>Use have and French word order</i> He/she has the hair____ and the eyes____ - plural adjectives
Il/elle a les cheveux____ et les yeux____	
Blonds	Blond
Blancs	White
Gris	Grey
Noirs	Black
Bleus	Blue
Châtains	Chestnut
Roux	Red (plural)
Noirs	Black
Marrons	Brown
12) Les activités à l'école Le deuxième verbe est toujours L'infinitif	12) <i>School activities</i> The second verb in a sentence is always an infinitive verb
J'aime	I like
Je n'aime pas	I don't like
Manger a la cantine	To eat in the canteen
Jouer aux jeux	To play games
Parler avec mes amis	To speak/chat with friends
Porter l'uniforme	To wear uniform
Lire un roman	To read a novel
Faire mes devoirs	To do my homework
13) La conjugation – les verbes Take off the last two letters and...	<i>IR – take off IR add S</i> <i>RE – take off RE add S</i> <i>ER – Take off ER and add E</i>
Finir – je finis	To finish – I finish
Faire – je fais	To do – I do
Parler - Je parle	To speak – I speak
14) le verb aller	<i>The verb to go</i>
Je vais	I go – I'm going
Tu vas	You go – you're going
Il va	He goes- he is going
Elle va	She goes – she is going
Nous allons	We go – we are going
Ils vont	They go – they are going

Development

A	Development
Development	Development refers to the standard of living for those living in a country.
Quality of Life	The general well-being of individuals in a country including their security, employment, wealth, health and freedom.

B	L1: Development Indicators
Gross Domestic Product (GDP)	The total value of goods and services produced by a country.
Literacy Rate	The amount of people over the age of 15 who can read and write.
Birth Rate	The amount of babies being born per 1000 of the population.
Life Expectancy	The average years a person is expected to live for.
Infant Mortality	The number of deaths under the age of 1 per 1000 of the population.
Composite development indicator	This is the combination of many development indicators into one such as HDI.

C	L2: Development Trends
Human Development Index (HDI)	This is a development indicator which combines GNI, schooling years and life expectancy.
Brandt Line	An imaginary line which divides the world into the rich North and poor South.
Developing countries	Countries with low standards of living and low HDI scores.
Developed Countries	Countries with high standards of living and high HDI scores.

Y7 Geography

D	L3: Causes of Uneven Development
Social	Levels of education and healthcare.
Economic	The amount of natural resources or the ability for a country to trade.
Political	Governments can be corrupt meaning leaders use their power at the expense of development.
Environmental	The climate (weather) of a country can cause many problems such as natural disasters, droughts and disease.

E	L4: Impacts of Uneven Development
Debt	When a country owes money to another country.
Poverty	A state of being poor with low standards of living.
Shanty Town	Temporary and illegal housing communities.
Migration	The movement of people from one area or country to another.

F	L5-7: Solutions to Development
Fair Trade	When producers such as farmers get a fair price for their products.
Aid	When help, such as money, is given to a country.
Non-Government Organisation	A non-profit organisation such as Water Aid.
Sustainable Development Goals	A set of goals set by the United Nations to help countries to develop.

World of Work and Tourism

G	L1-4: Job Sectors
Primary Sector	Jobs which extract raw materials such as farming and mining.
Secondary Sector	Jobs which involve manufacturing (making) such as factory work.
Tertiary Sector	Jobs which provide services such as teaching or cleaning.
Footloose	These are jobs which can be placed and located without factors such as transport and resources.

H	L5-7: Tourism
Tourist	A person who is visiting a place for pleasure (fun).
Disposable Income	Money left over after someone has paid for all their necessities.
Multiplier Effect	This describes how one factor can lead to a chain of factors which can be positive or negative.
Leakage	This is when the profit of tourism is lost to other countries.
Butler Model	Shows how tourist resorts go through six stages from discovery, growth, success, stagnation to rejuvenation or decline.

I	L7: Effects of Tourism
Positive	+ Creates jobs for local people. + Government has more tax money to spend on education and healthcare.
Negative	- Can cause environmental problems such as litter and pollution. - The culture of an area can be affected negatively.

Year 7 History | Cycle 2 – Medieval England

Key people:	Known for:
1. The Pope	<ul style="list-style-type: none"> * Head of the Roman Catholic Church * God's representative on earth * Lives in Rome, Italy * Pope Urban II ordered first crusade in 1095
2. Galen	<ul style="list-style-type: none"> * An ancient physician (doctor) * His ideas were still used 1000 later in the medieval period * Used to dissect animals and write books based on them * His ideas were supported by the medieval church
3. Henry II	<ul style="list-style-type: none"> * King of England 1154 –1189 * Wanted more control over the Church * Ordered the murder of Thomas Becket
4. King John	<ul style="list-style-type: none"> * King of England until 1216 * The barons rebelled against him * King John signed the Magna Carta
5. Richard II	<ul style="list-style-type: none"> * King of England in 1381 during the Peasant's Revolt * Successfully stopped the Peasant's Revolt
6. Wat Tyler	<ul style="list-style-type: none"> * Led the Peasant's Revolt 1381 * He marched with a group of rebels to oppose the poll tax

Medieval Religion	
6. Medieval England	<ul style="list-style-type: none"> * Period of time from 5th – 15th century * Known as the 'Dark Ages' due to lack of scientific understanding * Also known as the Middle Ages
7. Catholic church	<ul style="list-style-type: none"> * Known as Roman Catholic Church * Led by the Pope in Rome * Largest sector of Christianity * Holy Land is Jerusalem
8. Monasticism	<ul style="list-style-type: none"> * A holy way of life where a person gives up their possessions and devotes their lives to God * Can be done as a monk (male) or a nun (female). * The holy building they lived in was called a monastery.

9. Purgatory	<ul style="list-style-type: none"> * Catholics believed that this was a place where the soul goes after death for judgment * Purgatory was feared as people did not know how long they might be there * The fear of hell and purgatory was shown in doom paintings
10. Crusades	<ul style="list-style-type: none"> * Holy Wars fighting over Jerusalem * Catholic Church fought against Islamic armies between 1096 - 1396 * Economic reasons – promise of gold in other lands * Religious reasons – fighting for the Holy Land * Social reasons –personal prestige (status)

Medieval Disease	
11. God	<ul style="list-style-type: none"> * Believed cause of illness * Illness was punishment for sins
12. Four Humours	<ul style="list-style-type: none"> * Believed cause of illness * Body made up of four humours – blood, yellow bile, black bile & phlegm * Imbalance of four humours caused disease
13. Zodiac	<ul style="list-style-type: none"> * Believed cause of illness * Planets in wrong place could cause illness
14. Bloodletting	<ul style="list-style-type: none"> * Treatment for illness * Involved using leeches to suck blood or a cut to drain blood from the body * Believed this would remove any bad blood * Believed this would re-balance the four humours
15. Barber surgeon	<ul style="list-style-type: none"> * Trained to cut hair and perform minor surgery * Would pull out teeth or mending broken bones * Treatments would be very painful
16. Herbal remedies	<ul style="list-style-type: none"> * A popular way to attempt to heal the sick * Creating medicines from herbs using herbal recipe books
17. Black Death	<ul style="list-style-type: none"> * The Black Death was a medieval disease * It was an epidemic, as it affected people across Europe * In 1348, the Black Death arrived in England * Over a quarter of England's population were killed by the Black Death




Thomas Becket and the Church	
18. The event	<ul style="list-style-type: none"> * He was the Archbishop of Canterbury * He fell out with Henry II over the role of the church and the state * Henry II said that people found guilty in a church court would be punished by a royal court
19. The outcomes	<ul style="list-style-type: none"> * Thomas Becket was exiled from England * On his return to England he was murdered by four of the King's knights
20. The significance	<ul style="list-style-type: none"> * The Pope made Thomas Becket a saint * The site of his murder is a place of pilgrimage * Pilgrimage = a journey to an important religious place

Magna Carta	
20. The event	<ul style="list-style-type: none"> * 1215 * The Barons led a revolt against King John * They were angry at taxes they had to pay
21. The outcomes	<ul style="list-style-type: none"> * Barons forced King John to sign the Magna Carta (an agreement) * It was designed to end fighting between King John and the Barons * Took place in Runnymede, England
22. The significance	<ul style="list-style-type: none"> * Magna Carta promised protection of church rights * The King had to follow all the laws in the country * It promised everyone should have a fair trial * It agreed that the King could not make unfair taxes

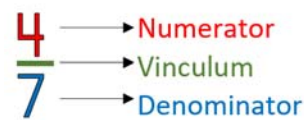
The Peasants' Revolt	
20. The event	<ul style="list-style-type: none"> * 1381, Essex, England * Peasants believed everyone should be equal * Peasants angry at poll tax to pay for war with France * 60,000 peasants marched to London led by Wat Tyler
21. The outcomes	<ul style="list-style-type: none"> * Archbishop of Canterbury was murdered by the peasants * Wat Tyler was murdered by the king's men
22. The significance	<ul style="list-style-type: none"> * Poll tax was ended * Changes were not made to the feudal system * Parliament stopped trying to control wages of peasants

Maths Cycle 2 Year 7

1. Area

	Rectangle	$l \times w$
	Parallelogram	$b \times h$
	Triangle	$\frac{b \times h}{2}$

2. Fraction

Fraction	
Denominator	<ul style="list-style-type: none"> Number on the bottom of a fraction Number of parts in a whole
Vinculum	<ul style="list-style-type: none"> Dividing line Represent division
Numerator	<ul style="list-style-type: none"> Number on top of a fraction Number of parts you have
Proper fraction	<ul style="list-style-type: none"> A fraction less than one The numerator is smaller than the denominator
Improper fraction	<ul style="list-style-type: none"> A fraction more than one The numerator is bigger than the denominator
Mixed Number	<ul style="list-style-type: none"> A number containing a whole number and a proper fraction

3. Converting FDP

Fraction	Decimal	Percentage
$\frac{1}{2}$	0.5	50%
$\frac{1}{4}$	0.25	25%
$\frac{3}{4}$	0.75	75%
$\frac{1}{8}$	0.125	12.5%
$\frac{1}{10}$	0.1	10%
$\frac{1}{5}$	0.2	20%
$\frac{2}{5}$	0.4	40%
$\frac{3}{5}$	0.6	60%
$\frac{4}{5}$	0.8	80%

4. Percentages

Percentage	Out of 100
Change a percentage to a fraction	Put over 100 and simplify
Change a percentages to a decimal	Divide by 100

5. Fraction Facts

Equivalent fractions	<ul style="list-style-type: none"> A fraction of the same value Multiply or divide the numerator and denominator by the same number.
Simplifying fractions	<ul style="list-style-type: none"> A fraction of the same value Divide by a common factor of the numerator and denominator until there are no more common factors
Multiplying fractions	<ul style="list-style-type: none"> Simplify first if possible Multiply the numerators Multiply the denominators Simplify
Dividing fractions	<ul style="list-style-type: none"> <u>Keep</u> the first fraction the same <u>Change</u> the division to a multiplication <u>Flip</u> the second fraction Solve the multiplication
Converting mixed numbers to improper fractions	<ul style="list-style-type: none"> Multiply whole number by denominator Add the answer to the numerator Put over the original denominator
Converting improper fractions to mixed numbers	<ul style="list-style-type: none"> Divide the numerator by the denominator The answer is the whole number The remainder is the new numerator The denominator stays the same

6. Definitions

Mean	An average calculated by finding the total of the numbers and then dividing by the amount of numbers there are.
Perimeter	The distance around the outside of a shape.
Area	The amount of space inside a two dimensional shape.

1. Instruments of the Orchestra:

A

Orchestra	A large ensemble of musicians playing instruments from four families, led by a conductor
Ensemble	A musical group
Conductor	The leader of any large musical ensemble, including an orchestra
Classical music	The most common musical style that is played by an orchestra

B

The String family	Violin / Viola / Cello / Double Bass
String instrument description	String instruments are played by plucking, striking or by drawing a bow across tight strings

C

The Woodwind family	Flute / Oboe / Cor Anglais / Clarinet / Bassoon
Woodwind instrument description	Woodwind instruments are played by blowing into a mouthpiece that contains a piece of wooden cane called a reed. The flute is also a woodwind instrument but does not have a reed in its mouthpiece.

D

The Brass Family	Trumpet / Trombone / French Horn / Tuba
Brass instrument description	Brass instruments are made entirely of brass and played by blowing into a mouthpiece.

E

The Percussion family	Timpani / Snare Drum / Bass Drum / Cymbals / Triangle / Xylophone / Glockenspiel
Percussion instrument description	Percussion instruments are played by hitting, shaking or scraping. You can get tuned percussion instruments that have a definite pitch to them e.g. xylophone, and untuned percussion instruments that make a sound with no definite pitch e.g. snare drum.

2. Notation keywords for Cycle 2:

Notation	Written music
Treble clef	A symbol used in music to represent mid and high pitched notes
Bass clef	a symbol used in music to represent low pitched notes
Sharp	A black note played to the right of the naming note represented by a # symbol
Flat	A black note played to the left of the naming note represented by a \flat symbol

3. Notes of the treble clef:

Treble Clef Notes

The diagram shows a treble clef on a five-line staff. A red arrow points to the clef with the label 'Treble Clef'. Below the staff, the notes are labeled: E (first line), F (first space), G (second line), A (second space), B (third line), C (third space), D (fourth line), E (fourth space), and F (fifth line).

Line Notes

E G B D F

Space Notes

F A C E

4. Other keywords:

Technique	the way you play an instrument or sing
Arco	stringed instrument played with a bow
Pizzicato	stringed instrument played by plucking the strings
Legato	notes played for their full length
Staccato	notes played for a very short amount of time

Year 7 Handball Knowledge Organiser

(A) Rules

1	Dribble Fault	When you bounce the ball, then catch with both hands, and then bounce again.
2	Walking	If a handball player takes more than three steps without dribbling or holds the ball for more than 3 seconds without bouncing, shooting or passing.
3	Six metre line	No handball player (other than the goalkeeper) is allowed in the goal area.
4	Kicking	Handball players (other than the goalkeeper) must not kick the ball.
5	Free throw	Awarded when a foul occurs. All defenders must stay 3 metres away.
6	Handball fouls	No tripping, pushing, hitting, charging or holding is allowed.
7	Goal-throw	This occurs when the ball comes off a goalkeeper and crosses the goal line.
8	Corner	Is taken by the attacking side when a defender has knocked the ball over the goal line (other than in the goal).
9	Centre	When a team scores, the other team starts from the centre line.

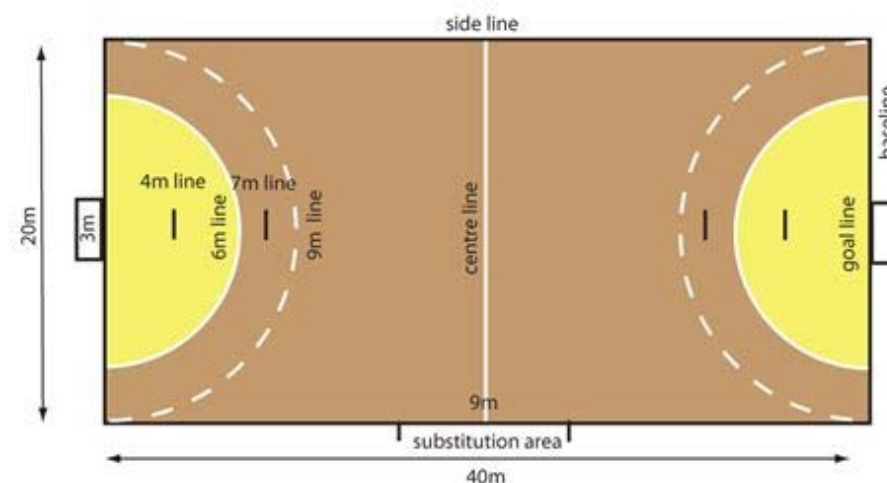
(B) Skills

1	Dribbling	<ol style="list-style-type: none"> 1. You may take 3 consecutive steps. 2. Then you must bounce the ball. 3. Look up so you are able to see where everyone is.
2	Chest Pass	<ol style="list-style-type: none"> 1. Start with the ball at your chest. 2. Push out from your chest. 3. Player receives the ball at their chest.
3	Overhead Pass	<ol style="list-style-type: none"> 1. Can be performed using one or two hands. 2. Performed above the head. 3. The further behind your head you start, the more power generated. 4. Used to pass the ball a long distance or over players.
4	Bounce Pass	<ol style="list-style-type: none"> 1. Start with the ball at your chest. 2. Push the ball down towards the floor. 3. One bounce, where the player receives it in their chest. 4. Performed to get under or around players.
5	Running Jump shot	<ol style="list-style-type: none"> 1. Take off with one or two feet. 2. Hold the ball with one hand. 3. Lean forward when releasing the ball to generate power. 4. Try to aim for a corner or area that is not covered by the goalkeeper.

(C) Regulations

1	Players	Teams consist of six court players and one goalkeeper, with seven substitutes.
2	Time periods	Two 30 minute halves with a ten minute break in between.
3	Referees	Two referees lead the match.
4	Time outs	Two 2 minute time-outs are allowed in the game.

Court lines



(D) Player positions

Goalkeeper	Is allowed in the area and can also act as a court player.
Centre back	Occupies the middle of the court. Spearheads the attacks and shots.
Left and right back	Stands to the right or left of the centre back to form a defensive wall.
Left and right wing	Stands on the far side of the court covering the wing.
Pivot	Referred to as the 'line player' and plays most of the game along the 6 metre line.

Cycle 2 Knowledge Organiser: Religious Studies: Hermeneutics & Theology

Section 1: Key words.			Section 2: Key quotes		
1	Torah	In Judaism; the law of God revealed to Moses and recorded in the first five books of the Hebrew scripture. This also forms the first five books of the Christian Bible.	1	Genesis 1	1) "In the beginning God created the heavens and the earth." 2) "And God said 'Let there be light' and there was light."
2	Bible	A collection of scriptures that Jews and Christians consider to be a product of divine inspiration. There are 66 different books by a range of different authors.	2	Genesis 2	1) Then the Lord God made a woman from the rib he had taken out of the man, and he brought her to the man. The man said 'This is now bone of my bones and flesh of my flesh; she shall be called 'woman' for she was taken out of man.'
3	Qur'an	The Islamic sacred book, believed to be the word of God as dictated to Muhammad by the archangel Gabriel and written down in Arabic.	3	The Fall	1) "When the woman saw that the fruit of the tree was good for food and pleasing to the eye, and also desirable for gaining wisdom, she took some and ate it." 2) "To Adam he said... Cursed is the ground because of you; through painful toil you will eat of it all the days of your life."
4	Hermeneutics	The study of how to interpret the Bible.	4	Epicurus: The Problem of Evil	1) "Is God willing to prevent evil, but not able? Then he is not omnipotent. Is he able, but not willing? Then he is malevolent."
5	Literalist	Believing to the exact letter or the literal sense. People who read scripture will believe it word for word.	5	1 Timothy 2: 11-15	1) "A woman should learn in quietness and full submission. I do not permit a woman to teach or to assume authority over a man; she must be quiet."
6	Non-literalist	People will read scripture and understand that the messages in the text could be metaphorical or symbolic.	6	Surah 4	1) "And if you fear that you will not deal justly with the orphan girls, then marry those that please you of [other] women, two or three or four."
7	Inspiration	The idea that God inspired writers to write, but did not tell them exactly what to write.	7	Creator	1) "In the beginning God created the heavens and the earth." 2) Then God said, 'Let us make mankind in our image, in our likeness.'"
8	Fundamentalism	A form of a religion, especially Islam or Protestant Christianity, that upholds belief in the strict, literal interpretation of scripture.	8	Omnipotent	1) The Lord drove the sea back with a strong east wind and turned it into dry land. And the water divided..."
9	Anthropomorphism	Giving human characteristics or behaviour to a god.	9	Omnibenevolent	1) But you, Lord, are a compassionate and gracious God, slow to anger, abounding in love and faithfulness." 2) "For God so loved the world that he gave his one and only Son, that whoever believes in him shall not perish but have eternal life." 3) "Nothing will be able to separate us from the love of God that is in Christ Jesus our Lord."
10	Revelation	The divine or supernatural disclosure to humans of something relating to human existence.			
11	Creationism	The belief that the universe and living organisms originate from divine creation.			
12	Inconsistent Triad	A set of three propositions, only two of which can be true at one time.			
13	Problem of Evil	Because evil exists, either God does not exist or does not exist as an omnipotent, omnibenevolent and omniscient being.			
14	Omnipotent	The belief that God is all-powerful			
15	Omnibenevolent	The belief that God is all-loving			
16	Omniscient	The belief that God is all-knowing			

Science: Reproduction and variation (7BR)

Male Reproductive system

1	Testes	<input type="checkbox"/> Where sperm is made after puberty
2	Sperm duct	<input type="checkbox"/> A tube which sperm travels through from the testes
3	Scrotum	<input type="checkbox"/> A pouch of skin containing the testes
4	Urethra	<input type="checkbox"/> The tube inside the penis that can carry urine or semen
5	Semen	<input type="checkbox"/> Sperm that is mixed with fluids produced by the glands.
6	Glands	<input type="checkbox"/> Produce a fluid that mixes with the sperm to form semen

Female Reproductive system

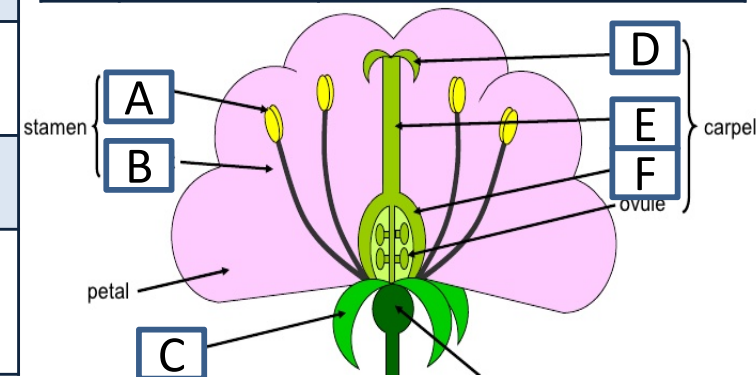
7	Ovaries	<input type="checkbox"/> Contain egg cells
8	Oviduct	<input type="checkbox"/> The tube that connects the ovaries to the uterus (sometimes called the Fallopian tube). This is where fertilisation occurs
9	Uterus	<input type="checkbox"/> A muscular bag with a soft lining. This is where the baby develops
10	Vagina	<input type="checkbox"/> A muscular organ that leads from the cervix to the outside of a woman's body.
11	Cervix	<input type="checkbox"/> A narrow passage between the uterus and the vagina
12	Urethra	<input type="checkbox"/> Carries urine from the bladder to the outside of the body

Reproduction

13	Ovulation	<input type="checkbox"/> When an egg is released from an ovary (at day 14)
14	Sexual intercourse	<input type="checkbox"/> When the penis is inserted into the vagina
15	Ejaculation	<input type="checkbox"/> When millions of sperm are released from the penis
16	Fertilisation	<input type="checkbox"/> The egg is fertilised when the nuclei of the egg and sperm fuse (join together)
17	Gestation	<input type="checkbox"/> Another word for pregnancy
18	Zygote	<input type="checkbox"/> A fertilised egg
20	Embryo	<input type="checkbox"/> The stage between the zygote and the foetus
21	Implantation	<input type="checkbox"/> When the embryo implants in the wall of the uterus (about one week after fertilisation)
21	Foetus	<input type="checkbox"/> The stage after 9 weeks (between the embryo stage and when the baby is born)
22	Placenta	<input type="checkbox"/> An organ that connects the foetus to the wall of the uterus
23	Umbilical cord	<input type="checkbox"/> A cord between the foetus and the placenta. It carries oxygen, nutrients and waste products

Plant reproduction

24	Female part of flower	<input type="checkbox"/> Stigma style and ovary (collectively called a carpel)
25	Male part of a flower	<input type="checkbox"/> Anther and filament (collectively called a stamen)
26	Ovule	<input type="checkbox"/> Contains the female sex cells (eggs)
27	Pollen	<input type="checkbox"/> Pollen grains produce the male sex cells
28	Pollination	<input type="checkbox"/> When pollen is transferred from a stamen to a stigma
29	Fertilisation	<input type="checkbox"/> When the nucleus of a male sex cell joins with the nucleus of a female sex cell
30	Seed	<input type="checkbox"/> After fertilisation the ovule develops into a seed. The seed contains an embryo and a food store



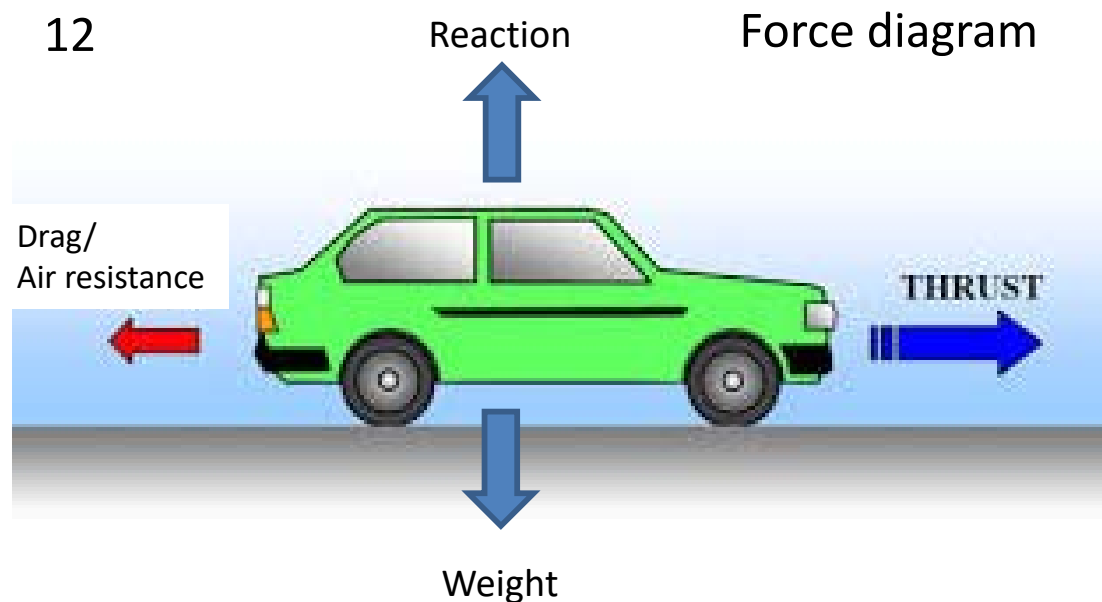
A = Anther
B = Filament
C = Sepal

D = Stigma
E = Style
F = Ovary

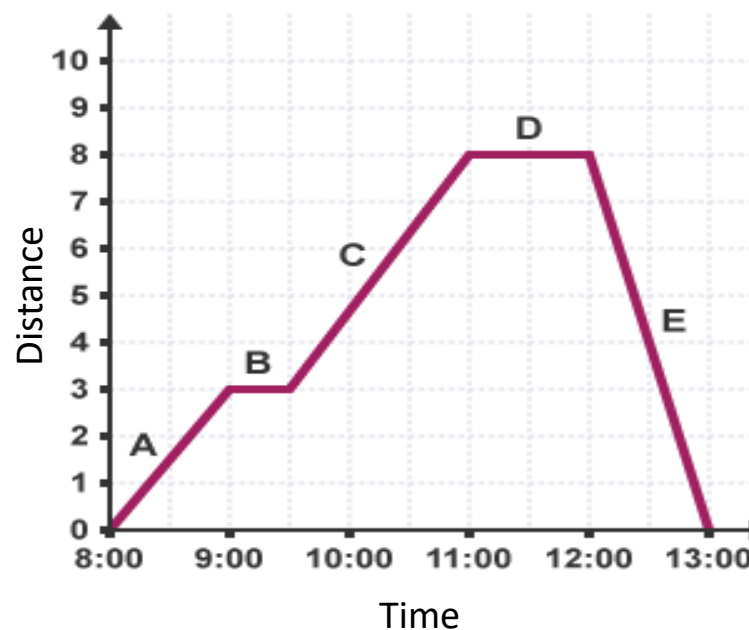
Science: Forces and motion (7PF)

1	Force	<input type="checkbox"/> A push or a pull
2	Newton	<input type="checkbox"/> The unit forces are measured in <input type="checkbox"/> Symbol for Newton is N
3	Mass	<input type="checkbox"/> The amount of matter (stuff) in a substance <input type="checkbox"/> Unit for mass is kilogram Kg
4	Weight	<input type="checkbox"/> A force on an object due to gravity <input type="checkbox"/> Units for weight are Newtons (because weight is a force)
5	The equation for pressure	<input type="checkbox"/> Pressure = $\frac{\text{force}}{\text{Area}}$ Units for pressure N/m ²
6	Friction	<input type="checkbox"/> A force that acts in the opposite direction to movement <input type="checkbox"/> Units for friction are Newtons (because friction is a force)
7	The equation for speed	<input type="checkbox"/> Speed = $\frac{\text{distance}}{\text{time}}$
8	The gradient on a distance –time graph tells you:	<input type="checkbox"/> The speed that the object is moving
9	The equation to calculate weight	<input type="checkbox"/> Weight = mass x gravitational field strength
10	Resultant force	<input type="checkbox"/> A single force that has the same effect on the object as all the individual forces acting together
11	Force diagram	<input type="checkbox"/> A diagram showing the forces acting on an object <input type="checkbox"/> The forces are represented as arrows

12



13 Distance – Time Graph



A: Moving away from home at a constant speed
 B: Stationary (3 miles away from home)
 C: Moving again at a constant speed
 D: Stationary (8 miles away from home)
 E: Returning back home at a constant speed 18

Y7 Spanish – Cycle 2 – School

1) En mi mochila	<i>In my rucksack</i>
En mi mochila tengo	In my rucksack I have
En mi mochila necesito	In my rucksack I need
un bolígrafo	A pen
un lápiz	A pencil
un sacapuntas	A sharpener
un estuche	A pencil case
un cuaderno	An exercise book
un libro	A reading book
un móvil	A mobile phone
un monedero	A wallet
una goma	A rubber
una regla	A ruler
una agenda	A diary
2) Los días de la semana	<i>Days of the week</i>
(los) lunes	On Mondays
(los) martes	On Tuesdays
(los) miércoles	On Wednesdays
(los) jueves	On Thursdays
(los) viernes	On Fridays
(los) sábados	On Saturdays
(los) domingos	On Sundays
3) A la / A las	<i>At...</i>
Estudio música a las diez	I study Music at ten
y media	Half past
y cuarto	Quarter past
menos cuarto	Quarter to

4) ¿Qué estudias?	<i>What do you study?</i>
Estudio	I study
Estudias	You study
Estudia	He/she studies
Estudiamos	We study
Estudiáis	You all study
Estudian	They study
5) ¿Qué estudias?	<i>What do you study?</i>
(el) español	Spanish
(el) inglés	English
(el) francés	French
(el) alemán	German
(el) teatro	Drama
(el) dibujo	Art
(la) historia	History
(la) geografía	Geography
(la) informática	ICT
(la) tecnología	Technology
(la) educación física	P.E
(la) religión	R.E
(las) matemáticas	Maths
(las) ciencias	Science
6) Me llevo bien con	<i>I get on well with</i>
Me llevo bien con mi profesor porque es...	I get on well with my teacher because he / she is...

7) Opiniones	<i>Opinions</i>
Adoro	I adore
Me encanta(n)	I love
Me gusta(n) mucho	I really like
Me gusta(n)	I like
No me gusta(n)	I don't like
No me gusta(n) nada	I don't like at all
Odio	I hate
8) ¿Por qué te gusta?	<i>Why do you like them?</i>
Interesante(s)	Interesting
Importante(s)	Important
Emocionante(s)	Exciting
Útil(es)	Useful
Fácil(es)	Easy
Difícil(es)	Difficult
Malo(s)	Bad
Bueno(s)	Good
Divertido(s)	Fun
Aburrido(s)	boring
9) En mi instituto hay...	<i>In my secondary school there is...</i>
Un campo de fútbol	A football pitch
Un gimnasio	A gym
Un patio	A playground
Una piscina	A swimming pool
Una biblioteca	A library
Unos laboratorios	Some labs
Unas aulas	Some classrooms

10) Present tense	Escuchar	Comer	Vivir
I	escucho	como	vivo
You	escuchas	comes	vives
He / she / it	escucha	come	vive
We	escuchamos	comemos	vivimos
You all	escucháis	coméis	vivís
They	escuchan	comen	viven
11) Present tense	AR verbs	ER verbs	IR verbs
I	- o	- o	- o
You	- As	- es	- es
He / she / it	- A	- e	- e
We	- amos	- emos	- imos
You all	- áis	- éis	- ís
They	- an	- en	- en
12) Verbos importantes	<i>Important verbs</i>		
Comer	To eat		
Hablar	To speak		
Escribir	To write		
Escuchar	To listen		
Jugar	To play		
13) Frases de tiempo	<i>Time phrases</i>		
Normalmente	Normally		
A veces	Sometimes		
Siempre	Always		
De vez en cuando	From time to time		