

**2018-19**

# **Year 7 - Cycle One**

# **100% Book**



**Name:** \_\_\_\_\_

**Tutor group:** \_\_\_\_\_



**Paddington Academy**  
The best in everyone™  
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## Your 100% book and knowledge organisers

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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.

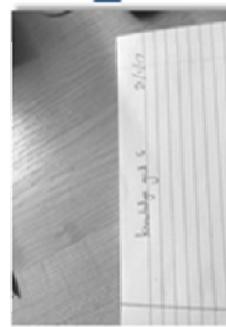
**Students remember 50% more when they test themselves after learning.**

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

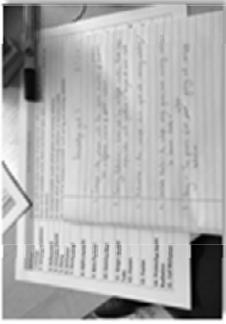
**You must** keep your 100% books (even after you have finished the cycle or the year).

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

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- 1) Write today's date and the title from the knowledge organiser and underline with a ruler
- 2) Write out the keywords leaving two lines between each word
- 3) Cover the definitions apart from the first: read it, cover it, say it in your head, check it



- 4) If you got it right, move on and **quiz yourself** on the rest in your head, one by one
- 5) Cover up all the definitions and write them out from memory
- 6) Check your answers using green pen
  - Tick any definitions which are correct
  - Correct any definitions not completely correct

# Correcting spelling, punctuation and grammar

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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	
<b>Sp + underlined word</b>	The underlined word is spelt incorrectly.  Look, cover, write then check. Do this at least three times so you spell it correctly.
<b>A circle around part of a word or a space</b>	Your punctuation is incorrect, or something is missing (including capital letters).
<b>? + wobbly line</b>	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 | ART AND DESIGN | KNOWLEDGE ORGANISER | MATISSE

1. Formal Elements	Definition	Example
Line	Defines shape; the outer edge of something	
Tone	How dark or light a shape is	
Shape	A 2-Dimensional enclosed space built with line	
Form	Appearing 3-Dimensional	
Colour	The property of light as seen by people	
Texture	The feel or appearance of a surface; how rough or smooth it is	
Pattern	A repeated shape or line	

3. Henri Matisse Life	
Born	31 December 1869
Died	3 November 1954
Known for	His use of colour and his fluid and original draughtsmanship
Health	After 1984, poor health prevented him from painting and he was confined to bed.

5. Matisse famous works	
'Portrait of Madame Matisse', 1905	

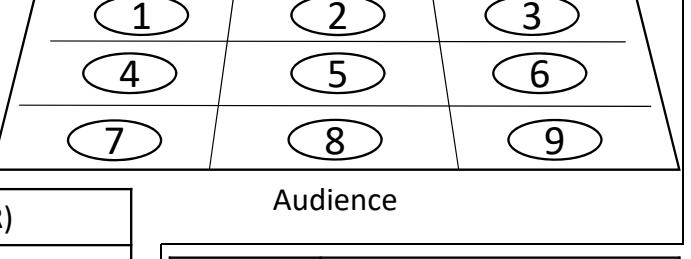
4. Henri Matisse Life	
Fauvism	Fauvism is the name applied to the work produced by a group of artists (which included Henri Matisse) from 1905 to 1910, which is characterised by strong colours and fierce brushwork

'Icarus', 1947	
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Cut-outs	Cutting into painted paper and 'drawing with scissors'
Collage	Collage (from the French 'to glue') is a technique where the artwork is made from a collection of different forms, such as newspaper, thus creating a new whole.

'The Snail', 1953	
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Commedia dell'arte (1500s) | Drama | Year 7 | Cycle One

<b>(A)</b> Context		<i>Plays and performance styles are a product of their time and as such they respond to the social, cultural and historical context.</i>				
Social Context		The audience for Commedia were poor, rather than the rich and powerful. Scenarios often made fun of the rich.				
Cultural Context		Performers travelled across Europe touring their work and sharing expertise.				
Historical Context		The Italian renaissance saw artists, architects and playwrights look to Classical Greece and Rome for inspiration.				
<b>(B)</b> Positions on stage		 <p style="text-align: center;">Audience</p>				
1	Upstage right (USR)	<b>(E)</b> Timeline				
2	Upstage center (USC)					
3	Upstage left (USL)					
4	Stage right (SR)					
5	Center stage (CS)					
6	Stage left (SL)					
7	Downstage right (DSR)					
8	Downstage center (DSC)					
9	Downstage left (DSL)					
<b>(C)</b> Key Words: Skills						
Performance Skills		The skills used by an actor to bring a character to life.				
Physical Skills		The skills that focus on the use of the body.				
Posture		How you stand or sit. E.g. slouched or straight.				
Gesture		Small movements used to communicate. E.g. waving.				
Facial Expression		The use of the face to show emotions. E.g. smiling				
Vocal Skills		The skills that focus on the use of voice.				
Volume		How loud or quiet you are speaking.				
Pace		How fast or slow you are speaking.				
Tone		The overall quality of your voice. E.g. aggressive or joyful.				
<b>(D)</b> Key Words: Commedia						
Scenario		Instead of having a script, the scenario gives a summary of a situation that actors can improvise with in character.				
Master and Servants		Character relationships are based on status, often involving the high status master and low status servants.				
Gromalot		Sounds replace words. This was so international audiences could understand the Italian performers.				

# Year 7 Cycle 1: English Language and Literature

## On Trial: Guilt and Revenge

<b>A. Subject Terminology</b>						<b>B. Grammar and punctuation</b>					
<b>1. Theme</b>	<i>The 'big ideas' or main subjects that lie beneath the surface of a story</i>	<i>Conflict, family, love, power, time, place</i>	<b>1. Noun</b>	A word used to identify people, places or things, or to name a particular one of these		<i>London, table, family, bridge, happiness</i>					
<b>2. Tone</b>	<i>The feeling, mood or atmosphere the writer creates in the text</i>		<b>2. Verb</b>	A word used to describe an action, state or occurrence		<i>To run, to be, to laugh</i>					
<b>3. Inference</b>	Drawing conclusions based on the evidence in a text; looking beyond the obvious		<b>3. Adjective</b>	A word used to describe or modify a noun		<i>Big, fast, red, shiny, unpleasant</i>					
<b>4. Deduction</b>	Drawing conclusions based on the evidence in a text; looking beyond the obvious		<b>4. Adverb</b>	A word that describes or gives more information about a verb and often ends '-ly'		<i>Quickly, gently, ferociously</i>					
<b>5. Denotation</b>	The actual meaning of a word; the dictionary definition		<b>5. Preposition</b>	<i>A word that tells you where or when something is in relation to something else</i>		<i>On, at, under, next to, behind</i>					
<b>6. Connotation</b>	<i>An idea or feelings that a word invokes rather than its literal meaning</i>		<b>6. Pronoun</b>	<i>Pronouns replace nouns in a sentence, examples are 'him', 'her' and 'them'.</i>		<i>He, she, it, them</i>					
<b>7. Evidence</b>	<i>A quotation or piece of information used to support your ideas or prove something is true</i>		<b>7. Definite article</b>	<i>A definite article is a word that tells you a noun is <u>specific</u></i>		<i>The dog was barking</i> <u><i>The eagle soared</i></u>					
<b>8. Personal response</b>	<i>The thoughts and feelings that you have when you read a text; your reaction to it</i>		<b>8. Indefinite article</b>	<i>An indefinite article is a word that tells you a noun is <u>more general</u></i>		<u><i>A dog was barking</i></u> <i>An eagle soared</i>					
<b>9. Effect</b>	A change of impression or new understanding of a text as a result of a specific word/ phrase/ structural feature.		<b>9. Conjunction</b>	<i>A word that connects two or more words, sentences or clauses together</i>		<i>And, but, so, yet, because, or</i>					
<b>10. Context</b>	<i>The circumstance in which a text was written, such as events happening in the world at the time, or how men or women were regarded in society.</i>		<b>10. Full stop</b>	<i>Used to show the end of a sentence</i>		<i>The sky is blue.</i>					
<b>11. Annotation</b>	<i>To add brief notes to a text or diagram giving explanation or comment</i>		<b>11. Ellipsis</b>	<i>Used to create suspense, show words are missing or show a trailing off of thought</i>		<i>They said it was an accident... It wasn't.</i>					
<b>12. Skimming</b>	<i>Reading quickly through the sentences to get an overall understanding of the text</i>		<b>12. Question mark</b>	<i>Used at the end of a question</i>		<i>Are you ready to go?</i>					
<b>13. Scanning</b>	<i>When your eyes dart around the text, searching for a specific detail</i>		<b>13. Exclamation mark</b>	<i>Used to show when something is surprising or forceful</i>		<i>Fantastic! Be careful!</i>					
<b>14. Proof-reading</b>	<i>Find and correct mistakes in a text</i>		<b>14. Quotation marks</b>	<i>Used around a word or phrase to show that someone else has written or said it</i>		<i>Dickens states Oliver is 'wild with hunger'</i>					

<b>15. Re-drafting</b>	<i>To rewrite a piece of text making changes and improvements</i>	<b>15. First person</b>	<i>When you put yourself inside the writing by describing how you felt/your actions using 'I'.</i>	<i>I saw two frightening monsters.</i>
<b>16. Paragraph</b>	<i>Paragraphs are a collection of sentences used in writing to introduce new sections of a story, characters or pieces of information.</i>	<b>16. Second person</b>	<i>When you address the reader directly using 'you' and 'your'. This feels personal to the reader.</i>	<i>When you see a lion, you should run.</i>
<b>17. Topic sentence</b>	<i>This tells the reader what the paragraph is going to be about</i>	<b>17. Third person</b>	<i>When the story is about other people, not yourself. Use the character's name or pronouns such as 'he' or 'she'.</i>	<i>He ran. Alice looked scared.</i>

### C. Forms (text types)

<b>C i. Prose</b>		<b>C ii. Poetry</b>		<b>C iii. Non-fiction</b>	
<b>1. Plot</b>	<i>The main events of a novel; the narrative</i>	<b>1. Rhyme</b>	<i>Two words that sound the same when spoken</i>	<b>1. Form</b>	<i>The type of text (e.g. letter, article, speech)</i>
<b>2. Setting</b>	<i>Where the events take place</i>	<b>2. Rhythm</b>	<i>The pattern of stresses within a line of verse</i>	<b>2. Audience</b>	<i>The target reader for a text (e.g. parents)</i>
<b>3. Protagonist</b>	<i>The main character</i>	<b>3. Stanza</b>	<i>A grouped set of lines within a poem</i>	<b>3. Purpose</b>	<i>Why the text has been written (e.g. to argue)</i>
<b>4. Dialogue</b>	<i>A conversation between two or more people</i>	<b>4. Rhyming couplet</b>	<i>Two separate lines of the same length that rhyme and complete one thought</i>	<b>4. Rhetorical question</b>	<i>A question asked to create a dramatic effect/point rather than to get an answer</i>
<b>5. Narrator</b> <b>6. Foreshadowing</b>	<i>The person who tells the story A clue or warning of what is to come later</i>			<b>5. Viewpoint</b>	<i>Someone's belief or opinion</i>

### D. Alternatives for viewpoint

<i>Attitude, belief, feelings, opinion, outlook, point of view, position, stance, thought(s), view</i>	<i>Accentuates, highlights, maintains, reinforces, reiterates, repeats, strengthens, supports, underlines</i>
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### F. Alternatives for 'shows'

<i>Communicates, conveys, creates, demonstrates, depicts, establishes, explores, illustrates, implies, indicates, introduces, represents, reveals, signifies, suggests, symbolises</i>	<i>Juxtaposes, shifts, conflicts with, contradicts, subverts, goes against, opposes</i>
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### H. Discourse markers

<b>1. To add information</b>	<b>2. To sequence events</b>	<b>3. To show similarities</b>	<b>4. To emphasise</b>
<i>too, also, and, moreover, furthermore, as well as</i>	<i>firstly, secondly, next, after, before, meanwhile</i>	<i>likewise, also, similarly, equally, in the same way</i>	<i>clearly, especially, particularly, essentially, above all, in particular</i>
<b>5. To illustrate</b>	<b>6. To contrast</b>	<b>7. To show cause and effect</b>	<b>8. To conclude</b>
<i>for example, including, such as, according to, for instance</i>	<i>however, whereas, on the other hand, conversely, alternatively, otherwise</i>	<i>because, therefore, hence, as a result, consequently</i>	<i>in summary, overall, finally, to sum up, in conclusion</i>

1) Je me présente	Introducing myself
Bonjour	Hello
Bon soir/ bonne nuit...	Good evening /night
A demain	See you tomorrow
A bientôt	See you later/soon

Comment tu t'appelles?	What's your name?
Je m'appelle...	My name is...
Il s'appelle/ elle s'appelle...	He/she/it is called...

Comment ça va?	How are you?
ça va ... bien/bof/super bien	I'm... very good/ alright/excellent
ça va ... mal	I'm... not so good

2) Les questions et les phrases	Key questions and phrases
Comment dit...?	How do you say...?
Comment ça s'écrit...?	How do you spell...?
Vous pouvez répéter ??	Could you repeat?
Qu'est-ce que ça vaut dire....?	What does ... mean?
Je ne comprends pas	I don't understand
Je ne sais pas	I don't know
Je suis désolé	sorry
S'il vous plaît	please
Merci (beaucoup)	thank you (very much)

3) La verbe Être	The verb TO BE
Je suis	I am
Tu es	You are
Il est	He is
Elle est	She is
Nous sommes	We are
Ils sont	They are

4) La verbe AVOIR	The verb TO HAVE
Tu as quel âge?	How old are you?
J'ai... ans	I have (am) .... years old
Tu as....ans	You have ....years old
Il a ... ans	He (has) is ... years old
Elle a ...ans	She (has) is...years old
Nous avons	We have...

Quel est la date de ton anniversaire?	When is your birthday?
Quelle est la date au jourd'hui?	What's the date today?

5) Où habites-tu?	Where do you live?
J'habite .....	I live in... (country)
au Canada	in Canada
au Maroc	in Morocco
au Liban	in Lebanon
au pays de Galles	in Wales
au Japon	in Japan
aux Etats Unis	in the USA
en France	in France
en Angleterre	in England
en Allemagne	in Germany
en Ecosse	in Scotland
en Espagne	in Spain
Tu es de quelle nationalité?	What nationality are you ?
Je suis français/e	I am French
Anglais/e	English
Américain/e	American
Espagnol/e	Spanish
Gallois/e	Welsh
Ecossais/e	Scottish

6) La famille	Family
Tu as combien de personnes dans ta famille?	How many people are there in your family?
Dans ma famille il y a...	In my family there is/are...
Mon père	My father
Ma mère	My mother
Mes parents	My parents
Ma sœur	My sister
Mon frère	My brother
Mon grand-père	My grand father
Ma grande mère	My grandmother
Ma tante	My aunty
Mon oncle	My uncle
Je suis fils/fille unique	I'm an only child

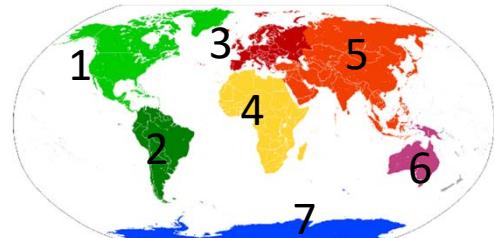
7) Les animaux	Pets
As-tu un animal?	Do you have any pets?
Je n'ai pas d'animal	I don't have any pets
un chien	a dog
un chat	a cat
un oiseau	a bird
un hamster	a hamster

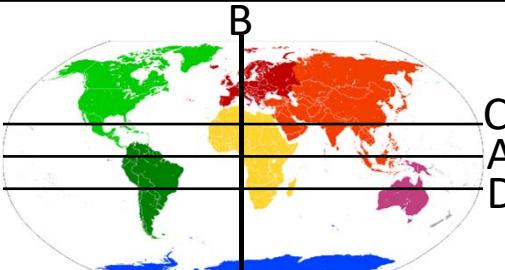
8) Les adjectifs	Describing (adjectives)
Tu es comment?	What are you like?
Ta famille est comment?	What's your family like?
a) petit(e)	small
b) grand(e)	tall
c) les cheveux courts	short hair
d) mince	thin
e) gros(se)	fat
f) belle/beau	good looking
g) moche	ugly
h) jolie	pretty
i) gentil(le)	caring
j) mignon(ne)	cute
k) énervant (e)	annoying
l) stupide	stupid
m) sympa	friendly
n) marrant(e)	funny
o) gentil	kind
p) intelligent(e)	clever
q) égoïste	selfish
r) grand(e)	big
s) ainé(e)/cadett(e)	older/younger
t) marrons	brown (hair/eyes)
u) blonds	blond (hair)
v) roux	red hair

9) Les yeux et les cheveux	Hair and eyes
Les yeux	eyes
une barbe	a beard
une moustache	a moustache
Les cheveux	hair
Les lunettes	glasses

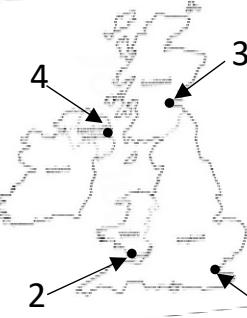
# Y7 Geography – Cycle 1 – Geographical Skills

1. Types of Geography	
Human	Studying what people do to the Earth
Physical	Studying what is naturally occurring on Earth.

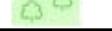
2. Continents	
	
1. North America	5. Asia
2. South America	6. Oceania
3. Europe	7. Antarctica
4. Africa	
3. Lines of a global map	

	
A. Equator	C. Tropic of Cancer
B. Prime Meridian	D. Tropic of Capricorn

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

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

6. Parts of a map	
Longitude	How far north or south a place is from the equator
Latitude	How far east or west a place is from the Prime Meridian
Scale	A length on the map, in real life
Altitude	Height above sea level
Compass	Symbol which shows where North is
Distance	How far two places are from one another

7. OS Symbols	
	Bus station
	Railway (train) station
	Place or worship
	Information point (for help)
	Deciduous Trees
	Coniferous Trees
	Youth Hostel
	Museum
	School
	Post Office
	View point (good view from here)
	Campsite

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



# Year 7 History | Cycle 1 – Norman England

Key people	Known for:	Key Battles	Norman Conquest: Gaining Control
1. Edward the Confessor	*Anglo-Saxon King 1042-1066 *No heir to the throne *Promised throne to Harold Godwinson & William of Normandy *Died 5 <sup>th</sup> January 1066	10. Battle of Stamford Bridge	12. Harrying of the North  *Result of Anglo-Saxon rebellion against Norman rule led by Edgar Atheling in the north of England *William's army burnt every village between York and Durham *Farm animals died, crops destroyed, fields covered with salt so more food could not grow *100,000 starved to death as a result *Showed William to be a ruthless leader
2. Harold Godwinson	*England's most powerful earl *Edward the Confessor's brother in law *Witan decided he was the next King after death of Edward *Did not have a blood-claim to the throne	Date  * 25 <sup>th</sup> September 1066	13. Feudal system  *System of hierarchy to organise Northern England *Anyone above you was your 'lord' and you had to pay homage (respect) to them *King would receive knights from the barons for war in return for land *Barons would receive fighting support from the knights in return for land *Knights would receive food from the peasants and would protect them/give them small amount of land in return
3. William of Normandy	*Was a Duke in Normandy, France *Distant cousin of Edward the Confessor *Claimed Harold Godwinson had sworn an oath of loyalty to him in 1064	Armies  *Harald Hardrada and Tostig invaded north-east coast of England *Took control of the city of York *Harold marched his army north 180 miles in 4 days *Success of battle due to English soldier floating under bridge and ambushing Viking soldier	14. Domesday Book  *William ordered a survey of every single rich person in the land *He could then tax them based on how much they had *It took 2 years for the survey to complete – visited 13000 villages *Was officially known as the King's roll but became nicknamed the "Domesday book" by Anglo-Saxons (they disliked that he was passing judgement on them)
4. Harald Hardrada	*Name meant 'Hard ruler' *Powerful Viking King of Norway *Claimed England should be returned to the Vikings after days of King Canute *Allied with Tostig Godwinson	Outcome  *Harold Godwinson defeated Harald Hardrada and Tostig *Harold's army were worn out from marching and fighting	15. Castles  *William quickly built Motte and Bailey castles from wood *Problem as wood would soon rot or burn down *Were later replaced by stone castles *Features included: curtain walls, moats, gatehouses, drawbridges and arrow slits
5. Tostig Godwinson	*Fell out with his brother Harold in 1065 as he took his earldom away from him *Tostig betrayed his brother *Persuaded Hardrada to invade England	11. Battle of Hastings	16. Trials  *No police force *Trial by ordeal was common *Included a painful test where God would be the judge *Trial by water included being thrown in a pond - floating = guilty, sinking = innocent (but died anyway)
6. Edgar Aethling	*Edward the Confessor's nephew *Rebelled against William of Normandy in 1069 in York *Claimed he was rightful King of England *His protest led to the Harrying of the North	Date  * 14 <sup>th</sup> October 1066	
7. Hereward the Wake	*Anglo-Saxon noble planned to kill Norman knights *Managed to escape from William's forces	Armies  *William's Norman army numbered 10,000 men with 3000 knights on horseback + archers *Harold's army made up of 3,000 huscarls (king's professional soldiers) + 5,000 fyrd (part-time untrained soldiers, mostly farmers)	
8. Anglo-Saxons	*Name given to the people living in England at the time of the Norman Conquest	Main events  *Harold's army took high ground on Senlac Hill *Defended using shield wall – arrows and knights could not break it *William played a trick on Harold's army by pretending to retreat – Saxon soldiers chased after them *Shield wall was broken	
9. William II	*Nicknamed Rufus *Known as angry and hateful of religion *Was shot with an arrow by Walter Tirel in 1100 *His death has remained a mystery to historians	Outcome  *Harold Godwinson was killed with an arrow to the eye by William's soldiers *William conquered England	

## Maths Cycle 1 Year 7

### 1. Place Value

Hundred thousands	Ten thousands	Thousands	Hundreds	Tens	Ones	.	Tenths	Hundredths	Thousands	Ten-thousandths	Hundred-thousandths
100,000	10,000	1,000	100	10	1	.	$\frac{1}{10}$	$\frac{1}{100}$	$\frac{1}{1000}$	$\frac{1}{10,000}$	$\frac{1}{100,000}$

### 2. Multiplying and Dividing by Powers of 10

#### Instruction

HM: 13-16

Multiply by 10	Digits move 1 place to left
Multiply by 100	Digits move 2 places to left
Multiply by 1000	Digits move 3 places to left
Divide by 10	Digits move 1 place to right
Divide by 100	Digits move 2 places to right
Divide by 1000	Digits move 3 places to right

<u>3. Law</u>	<u>Definition</u>	<u>Example</u>
Commutative HM: 7	Numbers can be added or multiplied in any order	$3 + 2 = 2 + 3$ $5 \times 4 = 4 \times 5$
Associative HM: 8	No matter how the numbers are grouped when adding or multiplying, the answer will be the same	$(1 + 2) + 3 = 1 + (2 + 3)$ $(1 \times 2) \times 3 = 1 \times (2 \times 3)$

<u>4. Word</u>	<u>Definition</u>
Integer	A whole number
Decimal	A number containing a decimal point
Ascending	Smallest to largest
Descending	Largest to smallest

### 5. 7 x Table

$1 \times 7 =$	7
$2 \times 7 =$	14
$3 \times 7 =$	21
$4 \times 7 =$	28
$5 \times 7 =$	35
$6 \times 7 =$	42
$7 \times 7 =$	49
$8 \times 7 =$	56
$9 \times 7 =$	72
$10 \times 7 =$	70
$11 \times 7 =$	77
$12 \times 7 =$	84

### 6. 8 x Table

$1 \times 8 =$	8
$2 \times 8 =$	16
$3 \times 8 =$	24
$4 \times 8 =$	32
$5 \times 8 =$	40
$6 \times 8 =$	48
$7 \times 8 =$	56
$8 \times 8 =$	64
$9 \times 8 =$	72
$10 \times 8 =$	80
$11 \times 8 =$	88
$12 \times 8 =$	96

### 7. 12 x Table

$1 \times 12 =$	12
$2 \times 12 =$	24
$3 \times 12 =$	36
$4 \times 12 =$	48
$5 \times 12 =$	60
$6 \times 12 =$	72
$7 \times 12 =$	84
$8 \times 12 =$	96
$9 \times 12 =$	108
$10 \times 12 =$	120
$11 \times 12 =$	132
$12 \times 12 =$	144

### 9. Word

#### Definition

Remainder	A number that is left over after dividing
Multiple	A number in another numbers times table
Factor	A number that divides exactly into another number
Prime number	A number with exactly two factors
LCM	Lowest common multiple
HCF	Highest common factor
Perimeter	The distance around the outside of a 2D object
>	Greater than
<	Less than
=	Equal to
Estimate	An approximate calculation
Evaluate	Work out the value of

### 8. Word

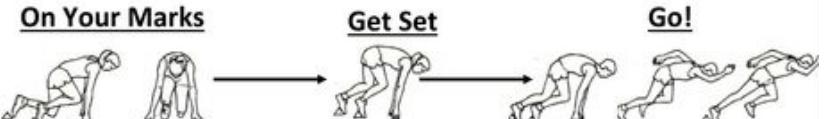
<u>8. Word</u>	<u>Definition</u>
Sum	To add up
Total	To add up
Difference	To subtract
Product	To multiply
Quotient	To divide

# Year 7 Music – Knowledge Organiser Cycle 1

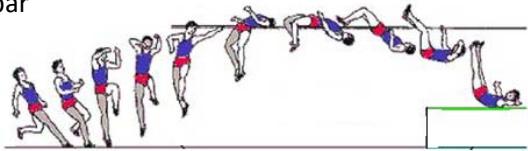
1. Elements of music			3. Cycle One keywords		
2. Notation keywords			4. Areas of musical study		
1	Pitch	how high or low sounds are	1	Performing	playing music on an instrument or by singing
2	Melody	the tune in a piece of music	2	Composing	creating your own, original music
3	Rhythm	the arrangement of sound as it moves through time	3	Listening and analysing	explaining and interpreting music
4	Pulse	the constant beat running through a piece of music (aka beat or click)			
5	Metre	- how pulses are grouped together e.g. in 3s or 4s. - noted on sheet music as a time signature			
6	Dynamics	the volume of music			
7	Timbre / sonority	used to describe the instrument or sound of the instrument			
8	Tempo	the speed of a piece of music			
9	Texture	the word used to describe the way layers of music relate to each other			
1	Notation	written music			
2	Treble clef	a symbol used in music to represent mid and high pitched notes			
3	Time signature	a symbol that states how musical beats are grouped			
4	Crotchet	a note lasting 1 beat			
5	Crotchet rest	a rest lasting 1 beat			
6	Quaver	a note lasting for $\frac{1}{2}$ a beat			
7	Semi-quaver	a note lasting for $\frac{1}{4}$ of a beat			
8	Bar line	a vertical line that divides groups of beats			
9	Double bar line	two vertical and parallel lines, written at the end of a piece of music			

# Year 7 Athletics Knowledge Organiser

Track events		
1	Sprinting	100m, 110 metre hurdles, 200m, 400m, 400m hurdles
2	Middle distance	800m, 1500m
3	Long distance	3,000m steeple chase, 5000m, 10,0000m
4	Relay	4 x 100 metres 4 x 400 metres

Running technique		
1	Sprinting	<ul style="list-style-type: none"> <li>- Driving your arms, with your fingers pointed</li> <li>- Driving your knees high</li> <li>- Head up, looking down the track</li> </ul>
2	Middle distance	<ul style="list-style-type: none"> <li>- Judging the pace of the race</li> <li>- Saving enough energy for a sprint finish at the end</li> </ul>
3	Sprint start	<p><b>'On your marks'</b></p> <ul style="list-style-type: none"> <li>- Rear knee should be in line with your front foot</li> <li>- Form a 'V' behind the line with your hands</li> <li>- Arms shoulder width apart, slightly ahead of hands</li> </ul> <p><b>'Get set'</b></p> <ul style="list-style-type: none"> <li>- Raise hips higher than shoulders</li> <li>- Lift legs at the knees</li> <li>- Body weight on hands and feet equally</li> </ul> 

4	Relay	<ul style="list-style-type: none"> <li>- Facing forward, with your hand out ready</li> <li>- Use a command word so that the next runner starts to move</li> <li>- 'upsweep' / 'down sweep' motion to receive the baton</li> <li>- 'left to right' or 'right to left' exchanging of baton</li> </ul>
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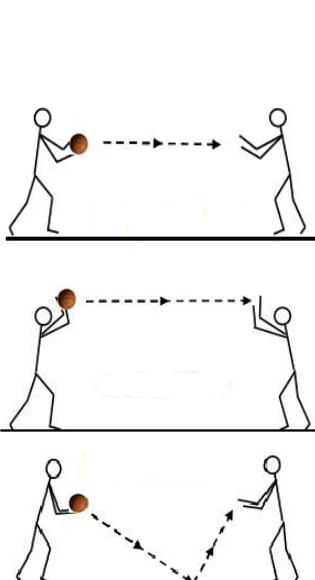
Field events			
	Event	Teaching points	Visual Guidance
1	Shot Putt	<ul style="list-style-type: none"> <li>- Stand side on</li> <li>- Make sure you have a 'Dirty neck/fingers, clean palm'</li> <li>- Chin, Knee, Toe are all in line</li> <li>- Aiming at a 45 degree angle</li> <li>- Moving from low to high when releasing the shot</li> <li>- Keep your elbow high</li> </ul>	
2	Javelin	<ul style="list-style-type: none"> <li>- Stand side on</li> <li>- Arm is extended full behind you</li> <li>- The tip of the javelin in your line of vision</li> <li>- Back leg bent, with your weight on this leg</li> <li>- Elbow comes through first</li> <li>- Forearm is extended</li> <li>- Release just above head height</li> </ul>	
3	High jump (Fosbury Flop)	<ul style="list-style-type: none"> <li>- Drive knee upwards on leg closest to the bar</li> <li>- Rotate hips so your back is towards the bar</li> <li>- Reach arm closest to the bar upwards</li> <li>- Arch back and bring legs together</li> <li>- Bend knees and lift feet over the bar</li> <li>- Tuck chin in to chest and land on back</li> </ul>	
4	Long jump	<ul style="list-style-type: none"> <li>- One footed take-off</li> <li>- Keep looking ahead, not at the take-off board</li> <li>- Rotate your body, while in the air, to a 'banana' shape (known as the hang technique)</li> <li>- Arms should be above your head</li> <li>- Legs hanging down</li> <li>- Bend knees when landing to soften the impact</li> </ul>	

Track disqualifications		
1	False start	Moving before the starter has started the race
2	Lanes	You must not run outside of your lane at any time
3	Dropping the baton	During a relay race, you must not drop the baton
4	Pushing	During middle distance races, you must not make contact with any of the other runners on purpose

# Year 7 Basketball Knowledge Organiser

Rules		
1	Double Dribble	When you bounce the ball, stop and hold the ball with both hands, and then bounce the ball again
2	Travelling	Walking or running with the ball without bouncing it
3	3 second rule	Inside the opposition's key for more than 3 seconds without the ball
4	Backcourt violation	Once the offence has brought the ball across the halfway line, they cannot go back across the line during possession.
5	Free throw	Awarded when fouled in the key

Passing		
1	Chest Pass	<ul style="list-style-type: none"> <li>- Start with the ball at your chest</li> <li>- Hands in a 'W' shape behind the ball</li> <li>- Push out from your chest</li> <li>- Player receives the ball at their chest</li> </ul>
2	Overhead Pass	<ul style="list-style-type: none"> <li>- Can be performed using one or two hands</li> <li>- Performed above the head</li> <li>- The further behind your head you start, the more power generated</li> <li>- Used to pass the ball a long distance or over players</li> </ul>
3	Bounce Pass	<ul style="list-style-type: none"> <li>- Start with the ball at your chest</li> <li>- Push the ball down towards the floor</li> <li>- One bounce, where the player receives it in their chest</li> <li>- Performed to get under or around players</li> </ul>

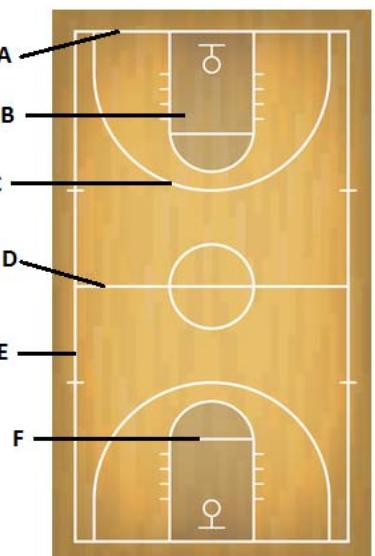


Key Vocabulary		
1	Dribbling	Bouncing the ball continuously with one hand while walking or running down the court.
2	Defence	When your team does not have the ball and you have to defend
3	Offence	The team that is attacking and trying to score a basket
4	Player positions	Point Guard, Defensive Guard, Center, Offensive forward and Defensive Forward

Regulations		
1	Players	Each team has 5 players on court
2	Time periods	4 quarters of 12 minutes
3	Points	<ul style="list-style-type: none"> <li>1 point awarded from the free throw line</li> <li>2 points if you shoot from inside the 3 point line</li> <li>3 points if you shoot from outside the 3 point line</li> </ul>

Shooting		
1	Set Shot	<ul style="list-style-type: none"> <li>B – Balance – your feet are shoulder width apart</li> <li>E – Eyes on where you are shooting</li> <li>E – Elbow at 90 degree</li> <li>F – Follow through with your hand</li> </ul>
2	Jump shot	- A set shot that is performed while jumping
3	Lay-up	<ul style="list-style-type: none"> <li>- Performed with a 2 step run up</li> <li>- Approach the basket from 45 degrees</li> <li>- Use one hand</li> <li>- Aim for the top corner of the small black square on the back board</li> </ul>

Court lines		
A	Baseline	
B	Key	
C	3 point line	
D	Half way line	
E	Side line	
F	Free throw line	



# Year 7 Health & Fitness Knowledge Organiser

## Three Phases of a Warm Up

What		Why
1	Pulse Raiser	<ul style="list-style-type: none"> <li>• Safely raise heart rate up to appropriate beats per minute (BPM)</li> <li>• To deliver oxygen to working muscles</li> <li>• To help prevent injury</li> </ul>
2	Dynamic & Static Stretching	<ul style="list-style-type: none"> <li>• To help increase the range of movement at a joint</li> <li>• Increase muscle elasticity</li> <li>• Increase muscle temperature</li> </ul>
3	Sport Specific Skill	<ul style="list-style-type: none"> <li>• To spark movement memory for the specific sport you are about to play</li> </ul>

## Two phases of a Cool Down

1	Light exercises	<ul style="list-style-type: none"> <li>• Slow jogging at a very low pace</li> <li>• Helps bring the heart rate and breathing rate slowly back down to resting rate</li> </ul>
2	Static stretching	<ul style="list-style-type: none"> <li>• Aids removal of lactic acid and waste products</li> <li>• Improves flexibility</li> </ul>

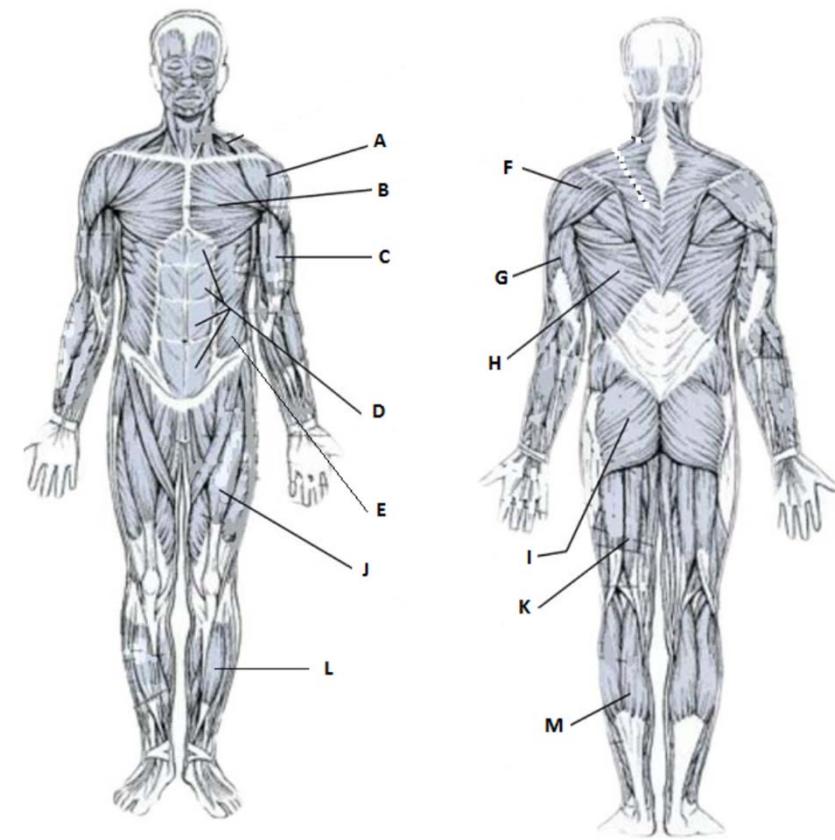
## Components of Fitness

1	Cardiovascular Fitness	The ability to exercise the body for long periods of time, without getting tired
2	Muscular Strength	The amount of force a muscle can generate when it contracts to overcome resistance.
3	Agility	A measure of how quickly you can change the position of your body, while keeping your body under control.

## Physical Activity & Sport

1	Health	A person's physical, social and mental well-being. Health is not simply being free of illness or injury
2	Performance	How well a task is completed
3	Fitness	The ability to meet the demands of the environment

## Muscles in the Body



### Upper Body Major Muscles

A/F	Deltoid
B	Pectorals Major
C	Bicep
D	Abdominals
E	External Obliques
G	Triceps
H	Latissimus Dorsi

### Lower Body Major Muscles

I	Gluteus Maximus
J	Quadriceps
K	Hamstring
L	Tibialis Anterior
M	Gastrocnemius

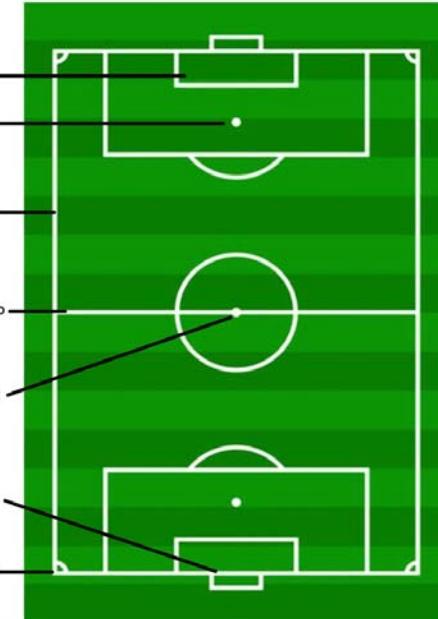
# Year 7 Football Knowledge Organiser

Techniques, Skills & Tactics		
1	Short Pass	<ul style="list-style-type: none"> <li>- Use the inside of your foot</li> <li>- Place your standing leg next to the ball for balance</li> <li>- Follow through with your kicking leg in the direction you are passing</li> </ul>
2	Long Pass	<ul style="list-style-type: none"> <li>- Use your laces or the upper (toes) inside of your foot</li> <li>- Use a longer back swing of your kicking leg to generate power</li> <li>- Place your standing leg next to the ball for balance</li> <li>- Follow through with your kicking leg in the direction you are passing</li> </ul>
3	Heading	<ul style="list-style-type: none"> <li>- Used to defend, pass or shoot with the ball</li> <li>- Can be done by standing, jumping or diving</li> <li>- Use your head to guide the ball where you want it to go</li> </ul>
4	Shooting	<ul style="list-style-type: none"> <li>- Use the inside of the foot to guide the ball</li> <li>- Use your laces to generate power</li> <li>- Use your head to direct the ball in the air towards goal</li> </ul>
5	Dribbling	<ul style="list-style-type: none"> <li>- Keep the ball close to your feet</li> <li>- Use the inside and/or outside of your foot</li> <li>- Look up when you are dribbling so you see where you are going</li> <li>- Allows the player in possession to get round an opponent</li> </ul>
6	Crossing	<ul style="list-style-type: none"> <li>- A medium to long range pass from a wide area</li> <li>- Use the inside of your foot to direct the ball</li> </ul>

Regulations		
1	Numbers of players	<ul style="list-style-type: none"> <li>- Each team must have 11 players</li> <li>- 7 substitutes can be named on the bench</li> </ul>
2	Timings	<ul style="list-style-type: none"> <li>- 90 minutes in total</li> <li>- 45 minutes each half</li> </ul>
3	Equipment	<ul style="list-style-type: none"> <li>- Football and two goals</li> <li>- Football strip, Shin pads and football boots for players</li> </ul>
4	Officials	<ul style="list-style-type: none"> <li>- One referee on the pitch</li> <li>- Two linesman on either side</li> <li>- 4<sup>th</sup> official assists from the bench next to the managers</li> </ul>
5	Technology used	<ul style="list-style-type: none"> <li>- Goal line technology to see if the ball has crossed the line</li> <li>- Electronic board is used to indicate substitutes numbers and time added on at the end of each half</li> </ul>

Football Pitch	
A	6 yard area

A	6 yard area
B	Penalty Spot
C	Side of pitch
D	Half way line
E	Centre Spot
F	Goal Line
G	Corner



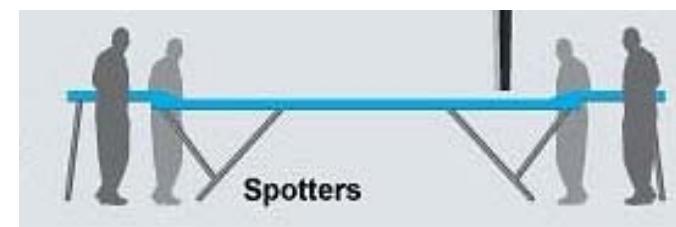
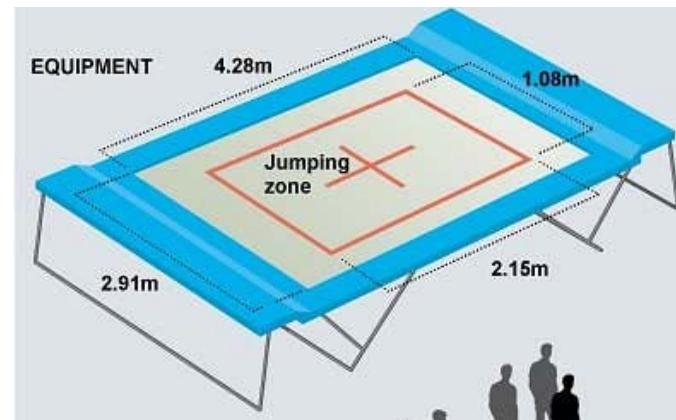
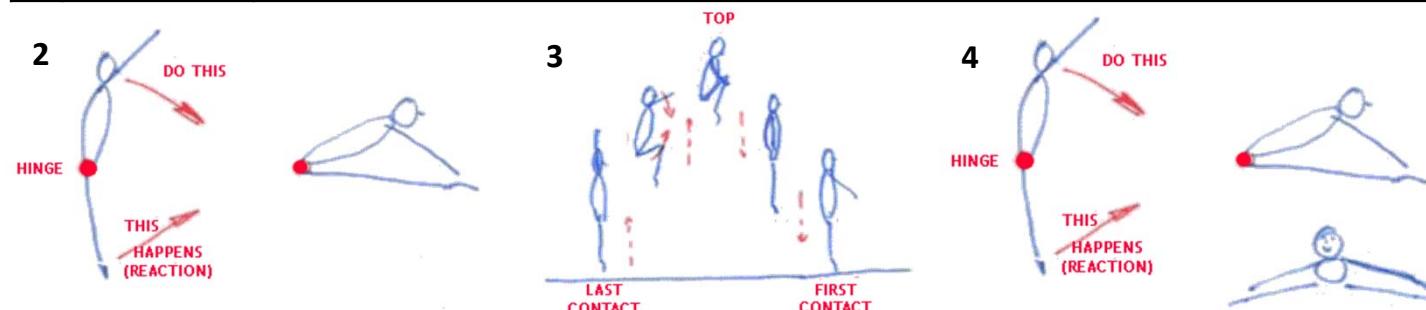
Rules		
1	Handball	<ul style="list-style-type: none"> <li>- Only the keeper is allowed to use their hands</li> <li>- Free kick awarded if the ball is handled by an outfield player</li> </ul>
2	Offside	<ul style="list-style-type: none"> <li>- When there is only 1 player between the goal line and the ball</li> </ul>
3	Free Kick	<ul style="list-style-type: none"> <li>- Awarded when a player is fouled on the pitch, outside of the penalty area</li> </ul>
4	Penalty	<ul style="list-style-type: none"> <li>- When fouled in the oppositions box</li> <li>- Taken from the penalty spot</li> </ul>
5	Goal Kick	<ul style="list-style-type: none"> <li>- Taken from the 6 yard line</li> <li>- When attacking team kicks ball behind the goal</li> </ul>
6	Throw on	<ul style="list-style-type: none"> <li>- Ball goes off the side of the pitch,</li> <li>- Throw on to the opposite team</li> </ul>
7	Corner	<ul style="list-style-type: none"> <li>- Ball goes off the end of the pitch off of a defender</li> <li>- Taken from the corner of the pitch</li> </ul>
8	Centre	<ul style="list-style-type: none"> <li>- Games kick off in the centre of the pitch</li> <li>- The opposite team also have a centre kick after a goal is scored</li> </ul>

# Trampolining Knowledge Organiser

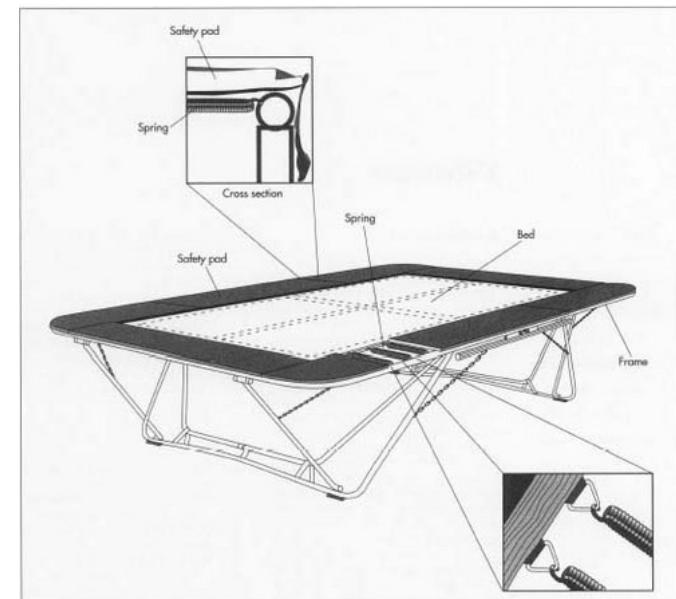
## Simple jumps

A trampoline sequence may include simple jumps in the following positions:

1	Straight	A vertical jump with arms held straight, together and above the head on take-off.
2	Pike	Begin from a straight jump start, the legs are lifted up and in front, keeping them together and straight. This is done whilst reaching for the toes.
3	Tuck	Begin from a straight jump start, the knees are tucked up to the chest and the hands must grasp the legs between the knees and ankle.
4	Straddle	It is similar to the pike jump except that the legs are spread sideways approximately 90° apart and the arms reach forward towards the toes.



Facts & rules in competition	
1	Trampolining is both a recreational and a competitive sport
2	Gymnasts bounce on the spring bed performing various acrobatic skills and routines
3	A trampoline consists of a metal frame that supports the spring bed
4	The trampoline bed is constructed of nylon or string material
5	The material and construction creates a tension that stabilises within one second of contact
6	Each trampoline competition requires the competitor to complete a set compositional routine that must contain acknowledged skills.
7	At the end of the routine the participant must remain upright for at least three seconds with both feet in contact with the surface.



# Year 7 Dance 100% Knowledge Organiser

Six Basic Body Actions		
Action	Definition	Examples
Travel	a high energy action that moves you from one place to another	gallop, slide, step ball change, grand jeté and triplet
Balance	a whole body action that is held for at least 5 counts showing stability and extension	arabesque, freeze, tree pose, shoulder stand, tilt and attitude
Turn	a controlled 360° rotation around an axis	pirouette, pencil, barrel, cartwheel, spiral and forward roll
Elevation	a jumping action that takes you into the air and lands you back again safely	star, tuck, leap, hop, barrel, stag and straddle
Gesture	an isolated action of one body part	wave, port de bras, tutting, mudra, stamp, kick and jazz hands
Transference of Weight	to transfer the whole body weight from the feet to another body part with control	slide, roll, cartwheel, bridge and shoulder stand

RADS	
<b>Relationships</b>	Who the body is moving with and how they interact
<b>Actions</b>	What a dancer does e.g. turning, elevation, transference of weight, balancing, gesturing and travelling
<b>Dynamics</b>	The qualities of movement in the body, such as speed, strength and flow
<b>Space</b>	The “where” of movements such as levels, directions, pathways and formations

Choreography	
<b>Unison</b>	Two or more dancers performing the same movements at the same time
<b>Canon</b>	When the same movements overlap in time
<b>Contact</b>	When dancers support, touch and lift one another
<b>Stimulus</b>	Inspiration or starting point of a dance
<b>Narrative</b>	Dance that tells a story

Key Words	
<b>Perform</b>	The presentation of dance to an audience
<b>Choreograph</b>	The art of creating dance
<b>Critical Appreciation</b>	Recognising and understanding the qualities of dance such as; lighting, costume, set, accompaniment, choreography and stimulus
<b>Motif</b>	A movement sequence that sum ups an idea
<b>Rehearse</b>	The act of refining performance and choreography, using systematic repetition, commitment, team work and planning

Technical, Expressive and Mental Skills	
<b>Stability</b>	The ability to control and maintain appropriate balance in a movement
<b>Extension</b>	Lengthening and stretching of muscles or limbs
<b>Control</b>	The ability to start and stop movements efficiently
<b>Safe landing</b>	Carry out an elevation going through the balls of the feet, bending the knees and posture up right
<b>Energy</b>	The ability to use the correct force, tension and weight in a movement
<b>Timing</b>	The use of counts when matching movements to sound and other dancers
<b>Spatial awareness</b>	Being aware of the surrounding space and using it effectively
<b>Movement memory</b>	The ability to accurately remember choreography
<b>Concentration</b>	The act of focusing your attention with power
<b>Commitment</b>	The quality applied to movements

## Cycle 1 Knowledge Organiser: Origins of Abrahamic Faith

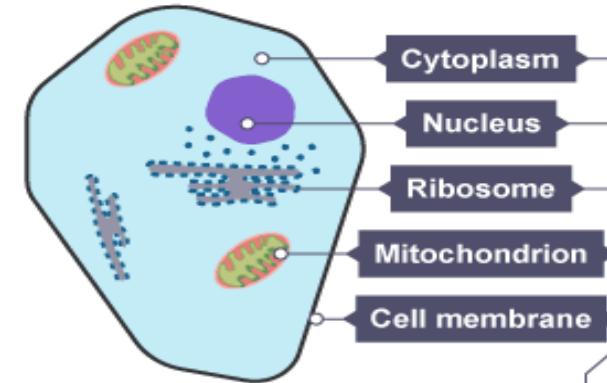
Section 1: Key words.		Section 2: Key dates. (B.C = Before Christ. A.D. = Anno Domini; In the year of our Lord.)	Section 3: The Big Picture
Deity	A God or Goddess.		
Paganism/Polytheism	The belief in more than one God.		
Sacrifice	An act of slaughtering an animal or person or giving up a possession as an offering to a deity.		
Monotheism	The belief in one God.		
Abraham	The common founder of Judaism, Christianity and Islam.		
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.		
Covenant	In religion, a covenant is a formal alliance or agreement made by God with a religious community or with humanity in general.		
Exodus	The departure of the Israelites from Egypt.		
Moses	Leader of the Israelites, the law giver and author of the Torah.		
Leviticus	The third book of the Torah: focuses on ritual, legal and moral practices.		
Jesus	First century Jewish preacher and leader. Christians believe him to be an incarnation of God.		
Rebel	A person who rises in opposition or armed resistance against an established government or leader.		
Crucifixion	An ancient form of execution where a person was nailed to a cross. This is how Jesus was killed.		
Apostles/Disciples	The first followers of Jesus; 12 in total.		
Tawhid	Arabic for the oneness of God.		
Quraysh Tribe	An Arab merchant tribe that controlled Mecca and its Ka'aba. Prophet Muhammad (PBUH) was born into the Quraysh tribe.		
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.		
Revelation	The divine or supernatural disclosure to humans of something relating to human existence.		
		10,000 BC Beginning of early pagan and polytheistic religions. Worship of many different deities depending on places and cultures.	
		2,100 BC Abraham is to sacrifice Isaac but is then told to sacrifice a sheep instead.	
		1,450 BC Moses leads the Israelites out of slavery (Exodus) and into the Sinai desert where the law is revealed to him from God.	
		0 BC Jesus is born to the virgin Mary in the city Bethlehem in present day Palestine, 10km south of Jerusalem.	
		29 AD Jesus was arrested and tried by the Sanhedrin (a group of Jewish leaders) for blasphemy (speaking against the word of God). He was sentenced by Pontius Pilate (a Roman leader) and crucified by the Romans.	
		570-632 AD The Prophet Muhammad (PBUH) spread the message of Tawhid during this time during Arabia. He wanted to bring unity to the tribes of Arabia through his message.	
		609 - 632 AD The Qur'an was gradually revealed by the angel Jibril to the Prophet Muhammad (PBUH). Several of Muhammad's followers were responsible for writing down the revelations.	
<pre> graph TD     Abraham[Abraham] --&gt; Ishmael[One of Abraham's sons]     Abraham --&gt; Isaac[Another of Abraham's sons]     Abraham --&gt; Ishmaelites[The Israelites then known as Israel]     Isaac --&gt; Judaism[Judaism]     Isaac --&gt; Christianity[Christianity]     Isaac --&gt; Islam[Islam]     Islam --&gt; Shi'a[Shia]     Islam --&gt; Sunni[Sunni]     Christianity --&gt; EasternOrthodox[Eastern Orthodoxy]     Christianity --&gt; RomanCatholic[Roman Catholic]     Christianity --&gt; Protestant[Protestant]     Protestant --&gt; Anglican[Anglican]     Protestant --&gt; Presbyterian[Presbyterian]     Protestant --&gt; Methodist[Methodist]     Protestant --&gt; Baptist[Baptist]     Protestant --&gt; Lutheran[Lutheran]     </pre> <p>Abraham's sons: Ishmael (One of Abraham's sons), Isaac (Another of Abraham's sons), Ishmaelites (The Israelites then known as Israel)</p> <p>These religions make up around one half of the world's religions:</p>			

# Science: Cells

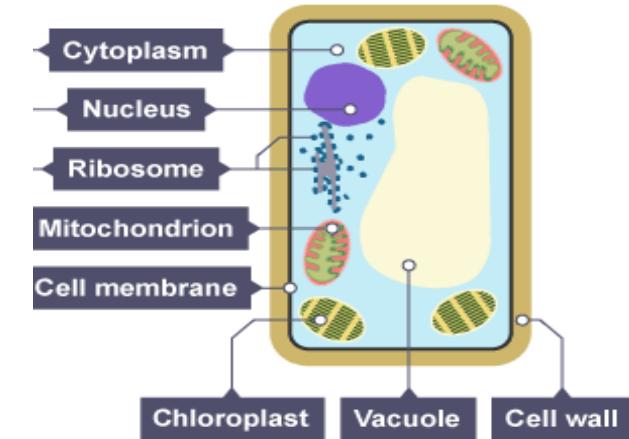
1	<b>Cell</b>	The building block of all living organisms.
2	<b>Organelle</b>	A part within a living cell that serves a function e.g. nucleus
3	<b>Nucleus</b>	Contains DNA which controls the cell's activities
4	<b>Cell Membrane</b>	Controls the movement of substances in and out of the cell
5	<b>Cytoplasm</b>	Where most of the chemical reactions happen
6	<b>Mitochondria</b>	Where most energy is released in respiration
7	<b>Ribosome</b>	Where protein synthesis happens
8	<b>Cell Wall</b>	Strengthens the cell and supports the plant
9	<b>Chloroplast</b>	Absorb light energy for photosynthesis (contains chlorophyll)
10	<b>Vacuole</b>	Filled with cell sap to help keep the cell turgid to provide support.
11	<b>Root hair cell</b>	A specialised plant cell that has a large surface area to absorb water.
12	<b>Palisade cell</b>	A specialised plant cell that has many chloroplasts to absorb sunlight.
13	<b>Sperm cell</b>	A specialised animal cell that has many mitochondria for energy and a tail for swimming.
14	<b>Red blood cell</b>	A specialised animal cell that has no nucleus to maximise the space for carrying oxygen.
15	<b>Unicellular organisms</b>	Made of one cell (e.g. bacteria)
16	<b>Multicellular organisms</b>	Made of many cells (e.g. human)

17	<b>Tissue</b>	Made from a group of cells with a similar structure and function, which all work together to do a particular job
18	<b>Organ</b>	Made from a group of different tissues, which all work together to do a particular job
19	<b>Organ System</b>	Made from a group of different organs, which all work together to do a particular job
20	<b>Organisational hierarchy</b>	[Smallest] cells → tissues → organs → organ systems [largest]
21	<b>Chromosome</b>	Long strand of DNA found in the nucleus. Every cell in a human has 46 identical chromosomes.
22	<b>Gene</b>	A section of DNA, which codes for a protein and controls a characteristic
23	<b>Protein</b>	Substances that control reactions and characteristics in living things – e.g. they form enzymes, muscles and pigments (like the ones that make eyes blue/brown).
24	<b>Stage</b>	Area on a microscope where the specimen is placed
25	<b>Objective lens</b>	Magnifies the image of the specimen. We always start with the lowest power objective lens when looking at a specimen.
26	<b>Eyepiece lens</b>	Magnifies the image of the specimen
27	<b>Course/fine focus wheels</b>	Used to focus the specimen so it can be seen clearly

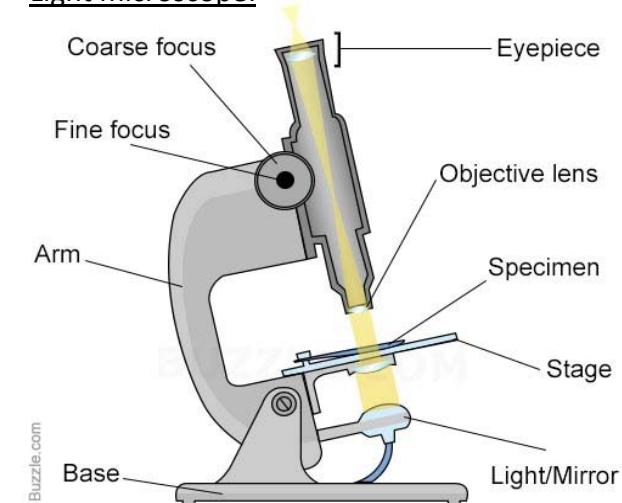
Animal cell:



Plant cell:



Light microscope:



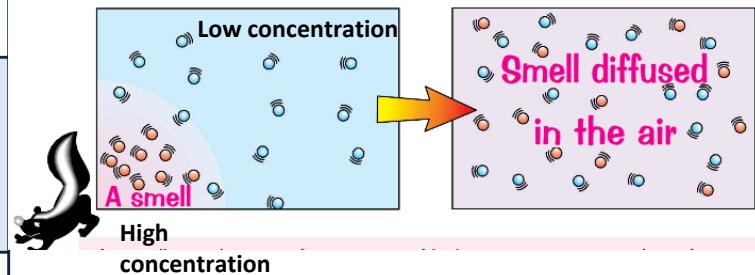
# Science: Particles

<b>1</b>	<b>Particle</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> All matter is made up of tiny particles.</li> <li><input type="checkbox"/> There are three states of matter: solid, liquid, and gas.</li> </ul>
<b>2</b>	<b>Solid</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Particles are arranged in rows and are touching. The particles have strong bonds between them. They vibrate around a fixed position.</li> </ul> 
<b>3</b>	<b>Liquid</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Particles are randomly arranged and most are touching. The particles have some bonds between them and can move.</li> </ul> 
<b>4</b>	<b>Gas</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Particles are randomly arranged and don't touch. The particles have no bonds between them and move quickly in all directions.</li> </ul> 
<b>5</b>	<b>Properties of solids</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Fixed shape &amp; cannot flow</li> <li><input type="checkbox"/> Cannot be compressed (squashed)</li> </ul>
<b>6</b>	<b>Properties of liquids</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> They flow and take the shape of their container</li> <li><input type="checkbox"/> They cannot be compressed (squashed)</li> </ul>
<b>7</b>	<b>Properties of gases</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> They flow and completely fill their container</li> <li><input type="checkbox"/> They can be compressed (squashed)</li> </ul>
<b>8</b>	<b>Melting</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Change of state from solid to liquid.</li> </ul>
<b>9</b>	<b>Changes to particles when substances melt</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Gain energy</li> <li><input type="checkbox"/> Stay close together</li> <li><input type="checkbox"/> Arrangement becomes random</li> <li><input type="checkbox"/> Start to move around each other</li> </ul>
<b>10</b>	<b>Evaporation</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Change of state from liquid to gas.</li> </ul>
<b>11</b>	<b>Changes to particles when substances evaporate</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Gain energy</li> <li><input type="checkbox"/> Become much further apart</li> <li><input type="checkbox"/> Stay randomly arranged</li> <li><input type="checkbox"/> Start to move quickly in all directions</li> </ul>
<b>12</b>	<b>Condensation</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Change of state from gas to liquid.</li> </ul>

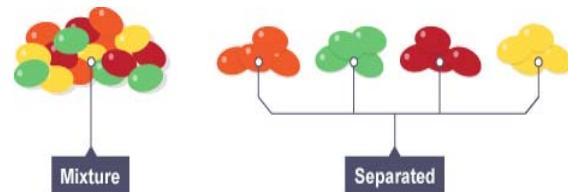
<b>13</b>	<b>Changes to particles when substances condense</b>	<input type="checkbox"/> Lose energy <input type="checkbox"/> Become much closer together <input type="checkbox"/> Stay randomly arranged <input type="checkbox"/> Stop moving quickly in all directions, and can only move around each other
<b>14</b>	<b>Freezing</b>	<input type="checkbox"/> Change of state from liquid to solid
<b>15</b>	<b>Changes to particles when substances freeze</b>	<input type="checkbox"/> Lose energy <input type="checkbox"/> Stay close together <input type="checkbox"/> Become regularly arranged in rows <input type="checkbox"/> Stop moving around each other, and only vibrate on the spot
<b>16</b>	<b>Conservation of mass</b>	<input type="checkbox"/> The particles stay the same when a substance changes state - only their closeness, arrangement or movement changes. This means the mass of the substance stays the same.
<b>17</b>	<b>Diffusion</b>	<input type="checkbox"/> Particles spread from a region of higher concentration to a region of lower concentration.
<b>18</b>	<b>Factors affecting the speed of diffusion</b>	<input type="checkbox"/> Concentration <input type="checkbox"/> Temperature
<b>19</b>	<b>Pure substance</b>	<input type="checkbox"/> Contain only one type of particle. For example pure iron contains only iron particles (called iron atoms)
<b>20</b>	<b>Mixture</b>	<input type="checkbox"/> Contains more than one type of particle that are not chemically joined together.
<b>21</b>	<b>Dissolving</b>	<input type="checkbox"/> When a solid is mixed with a liquid to form a solution, e.g. when salt dissolves in the water to make salt solution.
<b>22</b>	<b>Solute</b>	The solid that dissolves, e.g. the salt.
<b>23</b>	<b>Solvent</b>	The substance that the solute dissolves in – e.g. the water.

24	<b>Filtration</b>	A method for separating an insoluble solid from a liquid – e.g. separating sand and water.
25	<b>Evaporation</b>	Used to separate a soluble solid from a liquid.
26	<b>Distillation</b>	A method for separating the solvent from a solution. For example, water can be separated from salt solution.
27	<b>Chromatography</b>	A method for separating dissolved substances from one another – e.g. for separating a mixture of inks.

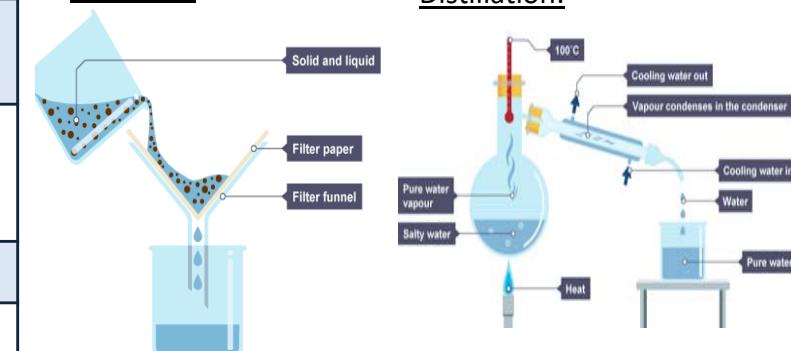
## Diffusion:



## Separating particles in a mixture:



### Filtration:



1) Me presento		Introducing myself	6) ¿Dónde vives?	Where do you live?	9) Describiendo (adjetivos)	Describing (adjectives)
Hola	Hello		Vivo en... (país)	I live in... (country)	¿Cómo eres?	What are you like?
Buenos días	Good morning		¿Cuál es tu nacionalidad?	What nationality are you?	¿Cómo es tu familia?	What's your family like?
Buenas tardes / noches	Good afternoon/night		Soy de... (país)	I am from (country)	pequeño(a)	small
Hasta mañana	See you tomorrow		Soy... (nacionalidad)	I am... (nationality)	alto(a)	tall
Hasta luego/hasta pronto	See you later/soon		Inglaterra/inglés(a)	England/English	bajo(a)	short
¿Cómo te llamas?	What's your name?		Gales/galés(a)	Wales/Welsh	delgado(a)	thin
Me llamo...	My name is...		Escocia/escocés(a)	Scotland/Scottish	gordo(a)	fat
Se llama...	He/she/it is called...		España/español (a)	Spain/Spanish	guapo(a)	good looking
¿Qué tal? ¿Cómo estás?	How are you?		Francia/francés(a)	France/French	feo(a)	ugly
Estoy... muy bien/bien/regular	I'm... very good/good/alright		Italia/italiano(a)	Italy/Italian	bonito (a)	pretty
Estoy... mal/fatal	I'm... not so good/awful		Alemania/alemán(a)	Germany/German	los ojos	eyes
2) Preguntas y frases	Key questions and phrases		Argentina/argentine(a)	Argentina/Argentinian	una barba	a beard
¿Cómo se dice...?	How do you say...?		México/mexicano(a)	Mexico/Mexican	un bigote	a moustache
¿Cómo se escribe...?	How do you spell...?		Perú/peruano(a)	Peru/Peruvian	el pelo	hair
¿Cómo se escribe...?	How do you spell...?		Colombia/colombiano(a)	Colombia/Colombian	10) Personalidad (adjetivos)	9) Personality (adjetivos)
¿Puedes repetir?	Could you repeat?		Chile/chileno(a)	Chile/Chilean	cariñoso(a)	caring
¿Qué significa....?	What does ... mean?		Ecuador/ecuatoriano	Ecuador/Ecuadorian	mono(a)	cute
no entiendo	I don't understand		los Estados Unidos/estadounidense	the United States/American	molesto (a)	annoying
no sé	I don't know		7) La familia	Family	tonto (a)	stupid
lo siento	sorry		¿Cuántas personas hay en tu familia?	How many people are there in your family?	simpático(a)	friendly
por favour	please		En mi familia hay...	In my family there is/are...	gracioso(a)	funny
(muchas) gracias	thank you (very much)		Mi padre	My father	amable	kind
3) Fechas y edades	Dates and ages		Mi madre	My mother	inteligente	clever
¿Cuántos años tienes?	How old are you?		Mis padres	My parents	egoísta	selfish
Tengo... años	I am .... years old		Mi hermano(a)	My brother/sister	grande	big
Tiene... años	He/she is ... years old		Mi abuelo(a)	My grandfather/mother	mayor/pequeño(a)	older/younger
4) Verbos importantes	Important verbs		Mi tío(a)	My uncle/aunt	6) Mascotas	Pets
Soy	I am		Mi primo(a)	My cousin	¿Tienes mascotas?	Do you have any pets?
Es	He is / she is / it is		Soy hijo/a único/a	I'm an only child	No tengo mascotas	I don't have any pets
Tengo	I have		8) Cuantificadores	Quantifiers	un perro	a dog
Tiene	He has / she has / it has		muy	very	un gato	a cat
5) ¿Cuándo es tu cumpleaños?	When is your birthday?		bastante	quite	un pájaro	a bird
¿Cuál es la fecha hoy?	What's the date today?		un poco	A little	un ratón	a mouse
el día	the day				un cobayo	a guinea pig
la semana	the week				una tortuga	a tortoise
el mes	the month				un pez	a fish
el año	the year				un caballo	a horse