

Fowey River Academy  
Year 7 Knowledge Organiser

Winter Quadmester



### Unité 3 (pages 40–41) Ta journée scolaire est comment?

Ta journée scolaire est comment?	What is your school day like?
je quitte la maison	I leave the house
j'arrive au collège	I arrive at school
je retrouve mes copains	I meet (up with) my friends
on commence les cours	we start lessons

je mange à la cantine	I eat in the canteen
je chante dans la chorale	I sing in the choir
je joue dehors	I play outside
on recommence les cours	we start lessons again
je rentre à la maison	I go home
a (quatre) heures	at (four) o'clock

### Unité 4 (pages 42–43) C'est comment, un collège français?

Quel est ton jour préféré?	What's your favourite day?
Mon jour préféré, c'est le ...	My favourite day is ...
J'ai deux heures d'anglais.	I have two hours of English.
C'est ma matière préférée.	It's my favourite subject.

Je suis fort(e) en maths.	I am good at maths.
l'emploi du temps	timetable
la rentrée	start of new school year
les vacances	holidays

### Unité 5 (pages 44–45) Un collège super cool

Le collège est ...	The school is ...
grand / petit	big / small.
de taille moyenne.	medium-sized.
Il y a 500 élèves.	There are 500 pupils.
On étudie ...	We study ...
le japonais.	Japanese.
la cuisine.	cookery.
les arts martiaux.	martial arts.
Il y a ...	There is ... / There are ...
un cinéma en 3D.	a 3D cinema.

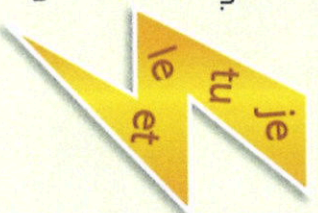
une piscine.	a swimming pool.
des courts de tennis.	tennis courts.
Il n'y a pas de ...	There isn't ... / aren't ...
harcèlement.	bullying.
toilettes sales.	dirty toilets.
profs trop sévères.	too strict teachers.
on porte ...	we wear ...
Tu es d'accord?	Do you agree?
Je (ne) suis (pas) d'accord!	I (dis)agree!

### Les mots essentiels High-frequency words

<b>Pronouns</b>	on ...	we/one/people
<b>Connectives</b>	et ...	and
	mais ...	but
	parce que ...	because
<b>Qualifiers</b>	très ...	very
	vraiment ...	really
	trop ...	too
<b>Question words</b>	qu'est-ce que tu ... ?	what do you ... ?
	à quelle heure ?	at what time?
	combien (de) ?	how many/how much?
<b>Sequencing words</b>	d'abord ...	first of all
	ensuite/puis ...	then
	après ...	afterwards

### Stratégie 2

**High Frequency words**  
High-frequency words are **powerful words** which crop up again and again. They are often only short, but they are really useful: *je, tu, le* and *et* are all in the Top 20 of most used French words. High-frequency words can be used in any situation. Make a point of learning these words and see which ones you can spot and use whenever you start a new topic.





### Haustiere • Pets

Hast du ein Haustier?	<i>Have you got a pet?</i>
Ich habe ...	<i>I have ...</i>
einen Goldfisch	<i>a goldfish</i>
einen Hamster	<i>a hamster</i>
einen Hund	<i>a dog</i>
ein Kaninchen	<i>a rabbit</i>
eine Katze	<i>a cat</i>
eine Maus	<i>a mouse</i>
ein Meerschweinchen	<i>a guinea pig</i>
ein Pferd	<i>a horse</i>
eine Schlange	<i>a snake</i>
einen Wellensittich	<i>a budgie</i>
kein Haustier	<i>no pet</i>

### Eigenschaften • Qualities

Wie ist er/sie/es?	<i>What is he/she/it like?</i>
Er/Sie/Es ist ...	<i>He/She/It is ...</i>
dick/schlank	<i>fat/thin</i>
frech/niedlich	<i>cheeky/cute</i>
gemein/süß	<i>mean/sweet</i>
groß/klein	<i>big/small</i>
kräftig	<i>strong</i>
schlau	<i>cunning</i>
(super)lustig	<i>(really) funny</i>
Er/Sie/Es kann ...	<i>He/She/It can ...</i>
Italienisch sprechen	<i>speak Italian</i>
fliegen	<i>fly</i>
Flöte/Fußball/Wii spielen	<i>play the flute/football/on the Wii</i>
(schnell) laufen	<i>run (fast)</i>
lesen	<i>read</i>
Rad fahren	<i>ride a bike</i>
schwimmen	<i>swim</i>
singen	<i>sing</i>
springen	<i>jump</i>
tanzen	<i>dance</i>

### Die Zahlen 20–100 • Numbers 20–100

zwanzig	<i>twenty</i>
dreißig	<i>thirty</i>
vierzig	<i>forty</i>
fünfzig	<i>fifty</i>
sechzig	<i>sixty</i>
siebzig	<i>seventy</i>
achtzig	<i>eighty</i>
neunzig	<i>ninety</i>
hundert	<i>hundred</i>
einundzwanzig	<i>twenty-one</i>
zweiundzwanzig	<i>twenty-two</i>

### Die Farben • Colours

schwarz	<i>black</i>
weiß	<i>white</i>
grau	<i>grey</i>
braun	<i>brown</i>
rot	<i>red</i>
orange	<i>orange</i>
gelb	<i>yellow</i>
grün	<i>green</i>
blau	<i>blue</i>
indigoblau	<i>indigo</i>
violett	<i>violet</i>
lila	<i>purple</i>
rosa	<i>pink</i>
bunt	<i>brightly coloured</i>
hellblau/dunkelblau	<i>light blue/dark blue</i>

### Meine Familie • My family

Es gibt ... Personen in meiner Familie.	<i>There are ... people in my family.</i>
meine Mutter	<i>my mother</i>
mein Vater	<i>my father</i>
mein Bruder	<i>my brother</i>
mein Stiefbruder/ Halbbruder	<i>my stepbrother/ half-brother</i>
meine Schwester	<i>my sister</i>
meine Stiefschwester/ Halbschwester	<i>my stepsister/half-sister</i>
meine Eltern	<i>my parents</i>
meine Großeltern	<i>my grandparents</i>
Hast du Geschwister?	<i>Have you any brothers and sisters?</i>
Ich habe zwei Brüder.	<i>I have two brothers.</i>
Ich habe drei Schwestern.	<i>I have three sisters.</i>
Ich bin Einzelkind.	<i>I'm an only child.</i>
Ich habe keine Geschwister.	<i>I have no brothers and sisters.</i>

## Year 7 German - Winter Familie & Tiere Essential Question: Wie ist deine Familie?

### Die Monate • The months

Januar	<i>January</i>
Februar	<i>February</i>
März	<i>March</i>
April	<i>April</i>
Mai	<i>May</i>
Juni	<i>June</i>
Juli	<i>July</i>
August	<i>August</i>
September	<i>September</i>
Oktober	<i>October</i>
November	<i>November</i>
Dezember	<i>December</i>

### Das Datum • The date

Wann hast du Geburtstag?	<i>When is your birthday?</i>
am 1. (ersten) Januar	<i>on 1 January</i>
am 3. (dritten) Februar	<i>on 3 February</i>
am 7. (siebten) März	<i>on 7 March</i>
am 8. (achten) April	<i>on 8 April</i>
am 15. (fünfzehnten) Mai	<i>on 15 May</i>
am 29. (neunundzwanzigsten) Juni	<i>on 29 June</i>
Ich habe (heute) Geburtstag.	<i>It's my birthday (today).</i>

### Haare und Augen • Hair and eyes

Er/Sie hat ...	<i>He/She has ...</i>
schwarze/braune/ blonde/rote Haare	<i>black/brown/blond/red hair</i>
kurze/lange/mittellange Haare	<i>short/long/mid length hair</i>
blaue/braune/grüne/ graue Augen	<i>blue/brown/green/grey eyes</i>

### Oft benutzte Wörter

• High-frequency words	
und	<i>and</i>
aber	<i>but</i>
oder	<i>or</i>
ziemlich	<i>fairly, quite</i>
sehr	<i>very</i>

### Strategie 2

#### Cognates

You can use your knowledge of English to help you work out the meanings of German words. Cognates are words that look the same or similar in German and English, and they often mean the same too (but not always!). However, watch out for pronunciation because they usually sound slightly different. Here are some examples of cognates and near-cognates from this chapter: **April, orange, Goldfisch, braun**.

#### Compound words

Long words can be difficult to remember, but they are usually made up of shorter ones, so it helps to break down these compound words into more manageable chunks – for example: **Halb/schwester** (half-/sister), **Groß/eltern** (grand/parents), **Haus/tier** (house/animal = pet).



**¿Cómo tienes el pelo? What's your hair like?**

Tengo el pelo...	I have... hair.	rizado	curly
castaño	brown	largo	long
negro	black	corto	short
rubio	blond	Soy pelirrojo/a.	I am a redhead.
azul	blue	Soy calvo.	I am bald.
liso	straight		

**¿Cómo es? What is he/she like?**

Es...	He/She is...	joven	young
No es muy...	He/She isn't very...	viejo/a	old
alto/a	tall	Tiene pecas.	He/She has freckles.
bajo/a	short	Tiene barba.	He has a beard.
delgado/a	slim	mis amigos	my friends
gordo/a	fat	mi mejor amigo/a	my best friend
guapo/a	good-looking	su mejor amigo/a	his/her best friend
inteligente	intelligent		

**¿Qué te gusta hacer? What do you like to do?**

Me gusta...	I like...	navegar por Internet	to surf the net
Me gusta mucho...	I really like...	salir con mis amigos	to go out with my friends
No me gusta...	I don't like...	ver la televisión	to watch TV
No me gusta nada...	I don't like at all...	porque es...	because it is...
chatear	to chat online	porque no es...	because it is not...
escribir correos	to write emails	interesante	interesting
escuchar música	to listen to music	guay	cool
jugar a los videojuegos	to play videogames	divertido/a	amusing, funny
leer	to read	estúpido/a	stupid
mandar SMS	to send text messages	aburrido/a	boring

**¿Qué haces en tu tiempo libre? What do you do in your spare time?**

ballo	I dance	monto en bici	I ride my bike
canto karaoke	I sing karaoke	saco fotos	I take photos
hablo con mis amigos	I talk with my friends	tooco la guitarra	I play the guitar

**Expresiones de frecuencia Expressions of frequency**

a veces	sometimes	nunca	never
de vez en cuando	from time to time	todos los dias	every day

**¿Qué tiempo hace? What's the weather like?**

hace calor	it's hot	llueve	it's raining
hace frío	it's cold	nieva	it's snowing
hace sol	it's sunny	¿Qué haces cuando llueve?	What do you do when it's raining?
hace buen tiempo	it's nice weather		

**Las estaciones The seasons**

la primavera	spring	el otoño	autumn
el verano	summer	el invierno	winter

**¿Qué deportes haces? What sports do you do?**

Hago artes marciales.	I do martial arts.	Juego al tenis.	I play tennis.
Hago atletismo.	I do athletics.	Juego al voleibol.	I play volleyball.
Hago equitación.	I do/go horseriding.	!Me gusta!	I like it!
Hago gimnasia.	I do gymnastics.	!Me gusta mucho!	I like it a lot!
Hago natación.	I do/go swimming.	!Me gusta muchísimo!	I really, really like it!
Juego al baloncesto.	I play basketball.	!Me encanta!	I love it!
Juego al fútbol.	I play football.		



¿Tienes hermanos? Do you have any brothers or sisters?

Tengo... I have...  
 una hermana a sister  
 un hermano a brother  
 una hermanastra a half-sister/step-sister

un hermanoastro a half-brother/stepbrother  
 No tengo hermanos. I don't have any brothers or sisters.  
 Soy hijo único/hija única. I am an only child. (male/female)

¿Cuántos años tienes? How old are you?

Tengo... años. I am... years old.  
 ¿Cuándo es tu cumpleaños? When is your birthday?

Mi cumpleaños es el... de... My birthday is the... of...  
 enero January  
 febrero February  
 marzo March  
 abril April

mayo May  
 junio June  
 julio July  
 agosto August  
 septiembre September  
 octubre October  
 noviembre November  
 diciembre December

¿Tienes mascotas? Do you have pets?

Tengo... I have...  
 un caballo a horse  
 una cobaya a guinea pig  
 un conejo a rabbit  
 un gato a cat  
 un perro a dog

un pez a fish  
 un ratón a mouse  
 una serpiente a snake  
 No tengo mascotas. I don't have any pets.  
 ¿Cómo es? What is it like?  
 ¿Cómo son? What are they like?

¿Qué tipo de persona eres? What sort of person are you?

Soy... I am...  
 divertido/a amusing  
 estupendo/a brilliant  
 fenomenal fantastic  
 generoso/a generous  
 genial great  
 guay cool

listo/a clever  
 serio/a serious  
 simpático/a nice, kind  
 sincero/a sincere  
 tímido/a shy  
 tonto/a silly  
 tranquilo/a quiet, calm

Los colores Colours

blanco/a white  
 amarillo/a yellow  
 negro/a black  
 rojo/a red  
 verde green

gris grey  
 marrón brown  
 azul blue  
 rosa pink  
 naranja orange

¿Cuántas personas hay en tu familia? How many people are there in your family?

En mi familia hay... In my family, there are...  
 personas. people.  
 mis padres my parents  
 mi madre my mother  
 mi padre my father  
 mi abuelo my grandfather  
 mi abuela my grandmother  
 mi bisabuela my great-grandmother  
 mi tío my uncle  
 mi tía my aunt

mis primos my cousins  
 ¿Cómo se llama tu madre? What is your mother called?  
 Mi madre se llama... My mother is called...  
 ¿Cómo se llaman tus primos? What are your cousins called?  
 Mis primos se llaman... My cousins are called...  
 Y... and...  
 su hermano his/her brother  
 sus hermanos his/her brothers

¿De qué color tienes los ojos? What colour are your eyes?

Tengo los ojos... I have... eyes.  
 azules blue  
 grises grey

marrones brown  
 verdes green  
 Llevo gafas. I wear glasses.



# Y7 History Knowledge Organiser Winter Semester: Medieval Religion

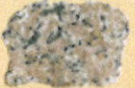


<p>Christianity was central to peoples' lives in the Middle Ages. The Church's teaching about God and life after death influenced every aspect of peoples' lives. It gave people jobs, Holy Days (holidays) influenced their ideas and led to Crusades both in the Holy Land and Europe.</p>		<p><b>Summarise your learning</b></p>		<p><b>Topic 1:</b> Why were Christians believed that there was one God and that Jesus was the son of God. They believed that you would go to Heaven or Hell after death and that you would work off your sins in Purgatory. The Catholic Church was therefore very powerful as it influenced every aspect of peoples' lives.</p>		<p><b>Topic 2:</b> How important was the Church and careers such as priests, monks and nuns. Every village/town had a priest who taught them about God and led church services, including weddings, baptisms and funerals. They also often had great influence over administration, education and medicine.</p>		<p><b>Topic 3:</b> Why were monasteries and pilgrimages so important in medieval England? Monasteries were religious houses where monks lived under religious vows. They owned massive amounts of land and wealth and provided jobs for many. Monasteries also provided the hospitals, libraries and prayers for the dead. Many people went on pilgrimage, a religious journey, to monasteries in order to gain favour with God.</p>		<p><b>Topic 4:</b> Why did people go on crusade and what was the impact of the crusades? Christians went to war with the Muslims over Jerusalem and control of the Holy Lands. This led to a number of crusades across the medieval period. The Crusades had a number of positives and negatives. Negatively it turned Christians and Muslims into long standing rivals and enemies. It further increased the power of the Pope and the Church. Positively it transformed the Holy Land and benefited Europe economically and culturally.</p>	
<p><b>Chronology: what happened on these dates?</b></p>		<p>630 Prophet Muhammad founded the religion of Islam.</p>	<p>1095 Pope Urban calls for a Crusade to recover the Holy Land for Christianity.</p>	<p>1099 Jerusalem falls to the First Crusaders and the Latin Kingdom is created.</p>	<p>1187 Jerusalem falls to the Muslims under the leadership of Saladin</p>	<p>1291 The last Christians are driven out of the Holy Land by the Muslims</p>	<p><b>Church</b> A Christian organization with its own clergy, buildings, and distinctive beliefs</p> <p><b>Heaven</b> The home of God, the angels and the spirits of people without sin after death.</p> <p><b>Pope</b> The Head of the Roman Catholic Church</p> <p><b>Holy Day</b> A Christian festival celebrating the life of Jesus, the disciples, or Saints</p> <p><b>Hell</b> The realm of evil and suffering where the wicked are punished after death</p>		<p><b>Holy Land</b> Land considered sacred by Christians, Jews, and Muslims in Palestine, including Jerusalem</p> <p><b>Purgatory</b> Catholics believe in a place in between heaven and hell where sins are paid for</p> <p><b>Pilgrimage</b> A journey taken for religious reasons</p> <p><b>Monastery</b> The home of monks living in seclusion under religious vows</p> <p><b>Crusade</b> A Holy War to capture and retain the Holy Land for Christianity</p>		
<p><b>Vocabulary: define these words</b></p>		<p><b>Who are these people and events?</b></p>				<p><b>Urban</b> Pope who called upon the kings and people of Europe to go on Crusade to recapture the Holy Land for Christians.</p> <p><b>Saladin</b> Leader of the Muslim Army who retook Jerusalem for the Muslims</p>					



Key Vocabulary

Renewable	A resource that is replaced by natural processes for example air, wind and water.
Non-renewable	A resource like coal or oil that takes millions of years to be replaced naturally.
Natural Resources	Materials found in nature that we need to live. They include: clean drinking water; fuel for energy and rocks for building.
Weathering	Air, water, changing temperatures and animals all attack rocks causing them to break down and rot away.

Types of Rocks

Igneous Rocks		Formed from molten rock often linked to volcanoes. Granite and basalt are types of igneous rocks. They are hard and durable and can be used to construct some buildings.
Sedimentary Rocks		Most of these rocks are formed under the sea. Chalk and limestone are examples of sedimentary rocks. Sand and gravel are used for making concrete and cement. Clay is used for house bricks.
Metamorphic Rocks		These are rocks that form from existing rocks that are transformed from great heat or pressure, Marble and slate are examples of metamorphic rocks. Slate can be used for roof tiles and marble can be used to make sculptures.



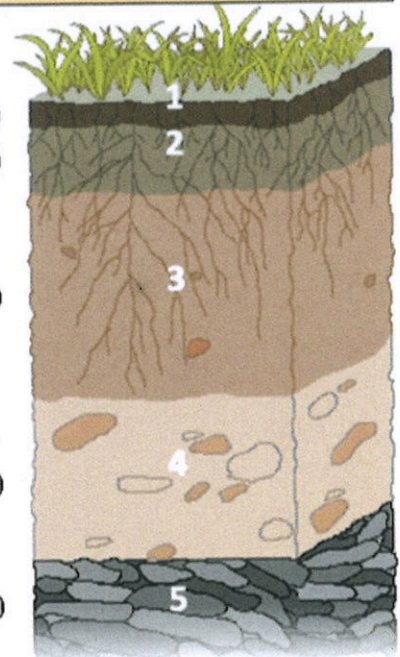
A soil profile

Soil layer descriptions:

1. This layer is made up of organic matter and is about 2-3 cm thick and is made up of dead plant material, such as leaves and twigs.
2. This layer is 5-20cm thick. It consists of organic matter and minerals. Most plants and organisms live here.
3. This layer has minerals as well as organic matter, which have been washed down by rainwater. It has little humus (organic). Tree roots reach down to this layer.
4. This layer contains rocks from the lowest layer, broken into chunks. The upper soil layers have developed from this.
5. This layer is made up of solid mass of underlying rock.

Horizons

- O (Organic)
- A (Surface)
- B (Subsoil)
- C (Substratum)
- R (Bedrock)



Types of Weathering

Freeze-Thaw	This occurs when water gets into a crack in a rock and freezes. As the water turns to ice, it expands and causes the crack to widen. Over time the rock becomes weak and eventually splits.
Chemical	This occurs when rainwater, which is slightly acidic, comes into contact with rock. The acid attacks the rock, causing it to rot and crumble.
Biological	This occurs when plants and animals break down the rock. The roots of plants and trees can get into cracks, causing them to split. Animals and worms also burrow into the rock weakening it.



# Fowey River Academy Geography

## Knowledge Organiser – Semester 2 – Is Earth running out of natural resources? Part 2

### Key Vocabulary

Biome	A large-scale community of organisms that has evolved from the interaction of the Earth's spheres.
Hydrosphere	The water on the surface of the Earth in oceans, lakes, rain and mist.
Biosphere	The living matter on Earth including all plant and animal life.
Atmosphere	The thin, fragile layer of gases that surrounds the Earth.

### How does the hydrosphere provide natural resources?

- Water is our most basic need and it accounts for 71% of the Earth's surface.
- 97% of the Earth's water is salt water and only 2.5% is freshwater of which 79% is frozen in glaciers and polar ice caps. Only 0.01% of freshwater is easily accessible to us in rivers and lakes.







### Why is the world so dependent on oil resources?

- Oil is used to fuel cars, ships and planes, to generate electricity, and to produce plastics and fertilisers, even clothes.
- Just about every country in the world depends on oil but not every country produces it, as the deposits are unevenly spread globally.

### What can just one barrel of oil produce?

- Distillate fuel to keep a large truck going for nearly 40 miles.
- Enough petrol to keep a medium-sized car going for more than 280 miles.
- Wax for 170 birthday candles or 27 crayons.
- Four pounds of charcoal briquettes
- 2 pints of motor oil
- Almost 70 kilowatt-hours of electricity at a power plant that is generated by residual fuel
- Liquefied gases to fill 12 small cylinders which can be used for camping
- Asphalt to make about one gallon of tar for streets or roofs.

### What natural resources can be used to generate electricity?

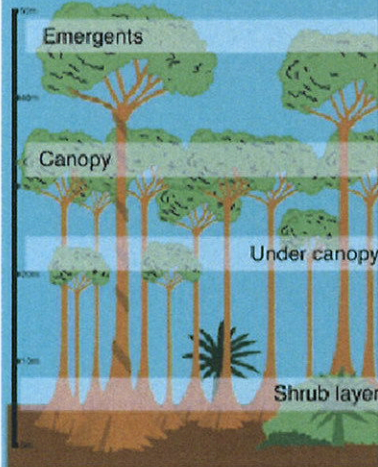
Solar Power		The conversion of the sun's energy into electricity.
Fossil Fuels		Natural gas, coal and oil are all used to produce electricity on large scale.
Biomass		This method burns plants, trees and organic matter to heat steam to drive turbines.
Hydroelectric Power (HEP)		This method uses fast-flowing water to turn generators to produce electricity.

Sustainability is managing the use of resources for future generations.

### How can we use resources sustainably?

- Local – by individuals, schools and communities, for example recycling resources as part of waste disposal or saving energy by using low-energy lightbulbs.
- National – the UK Government has begun to encourage sustainable use of energy by offering incentives to companies and people to use renewable energy sources.
- International – organisations like the United Nations are working with countries to encourage them to work together to tackle global issues.

### The Rainforest Biome



Emergent Layer	Isolated tall trees that rise above the canopy.
Canopy Layer	Consists of fully grown trees, which grow long and straight and branchless to great heights, in competition to capture the sunlight.
Under Canopy Layer	Consists of small trees waiting their chance to shoot upwards into canopy.
Shrub Layer	Consists of ferns, shade loving plants and fungi, due to lack of light.

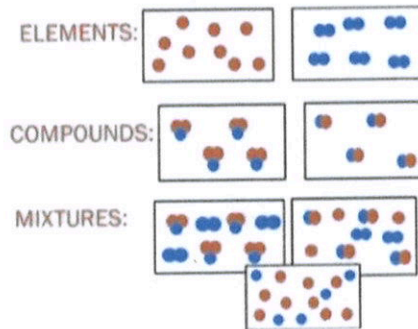


## 2. Elements, Compounds and Mixtures

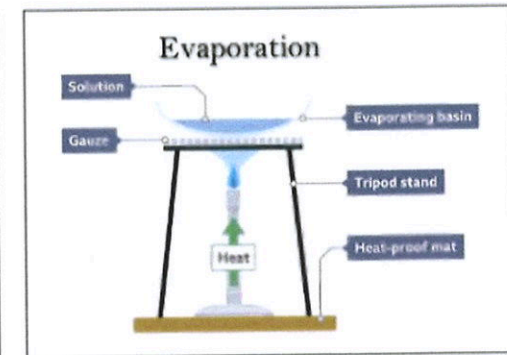
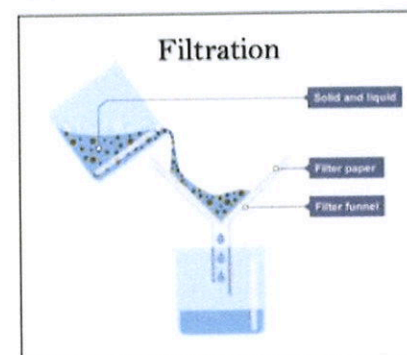
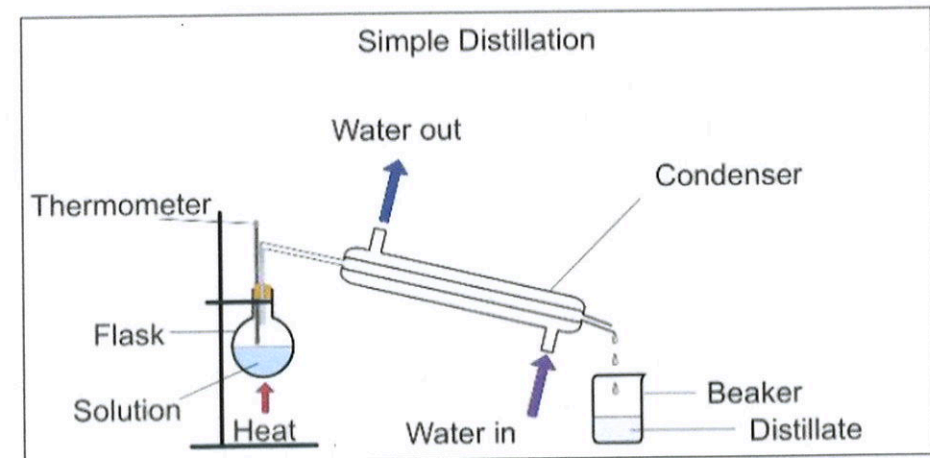
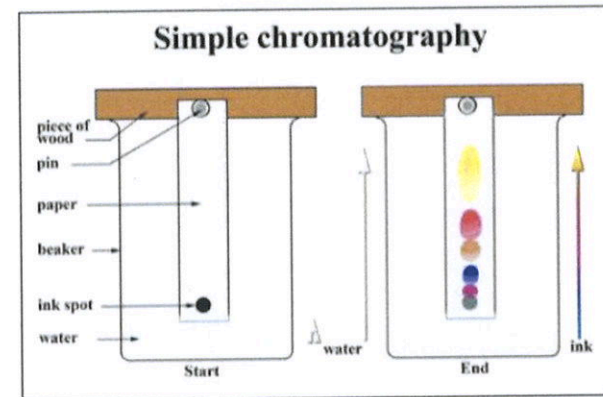
**ELEMENT:** Substance made up of only one type of atom.

**COMPOUND:** Two or more elements that are chemically joined together, such as water ( $H_2O$ ).

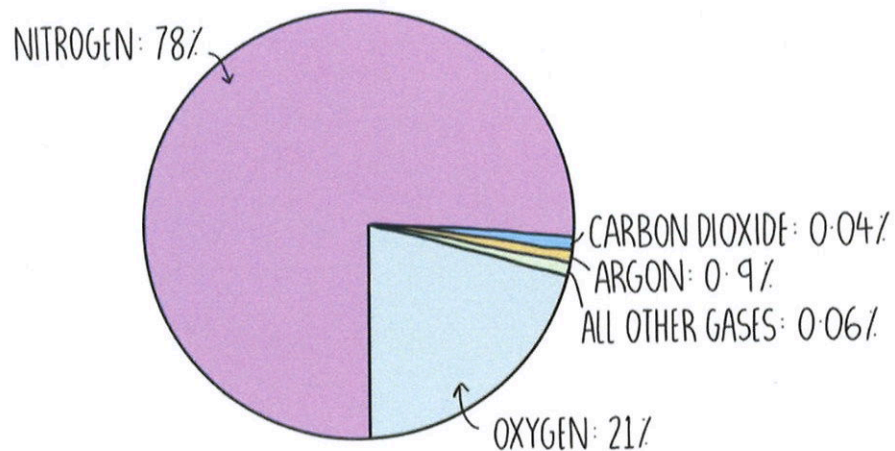
**MATERIAL:** Anything made of matter.



## 1. Separation techniques



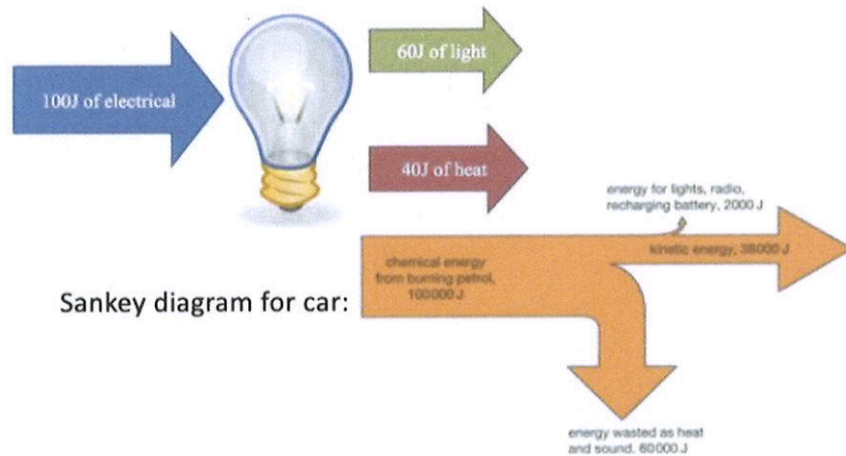
## 3. Composition of air



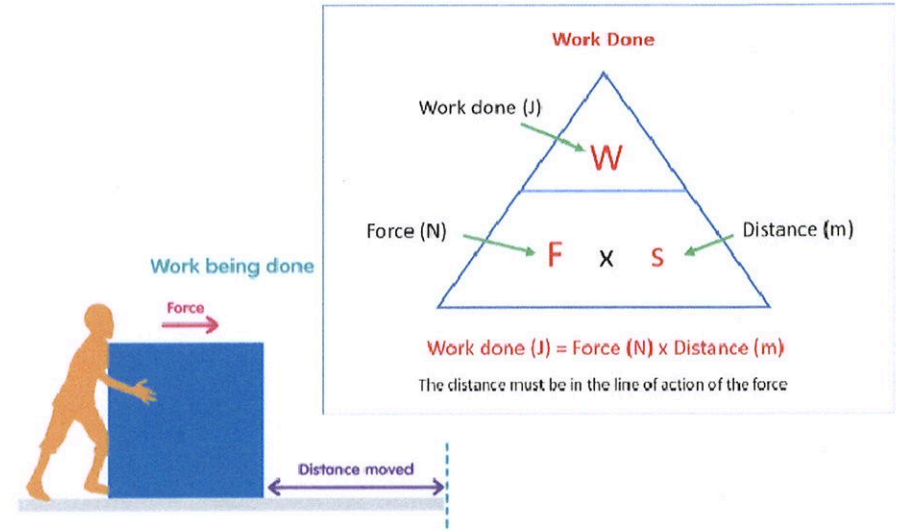


### 1. Energy Transfers

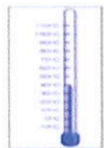
**energy can not be created or destroyed**



### 2. Doing Work



### 3. Heat and Temperature

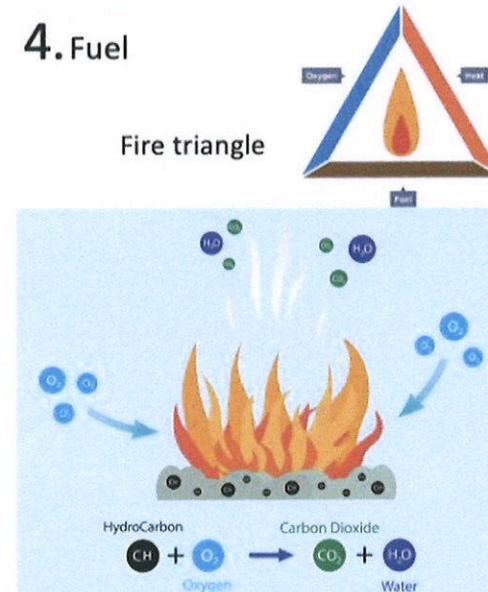


**Temperature** is a measure of how **hot** or **cold** something is. It is measured in degrees **Celsius** ( $^{\circ}\text{C}$ ). For example: the temperature of **boiling** water is  $100^{\circ}\text{C}$  and the temperature that water **freezes** at is  $0^{\circ}\text{C}$ .

**Heat** is the amount of **thermal** energy something has. It is measured in **joules** (J). The amount of thermal energy depends on the **kinetic** energy of its particles. The faster the **particles** move the more thermal energy it has.

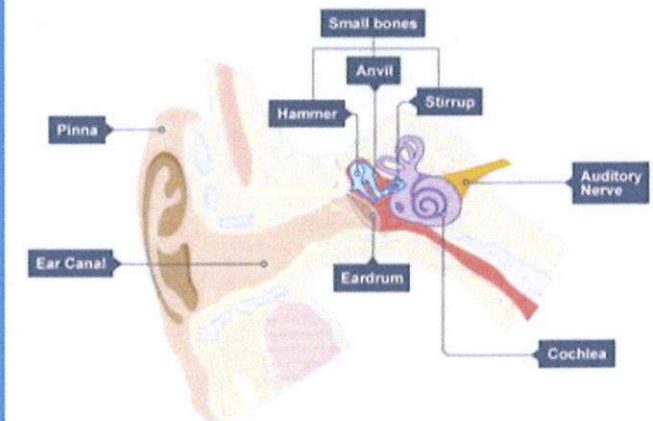


### 4. Fuel



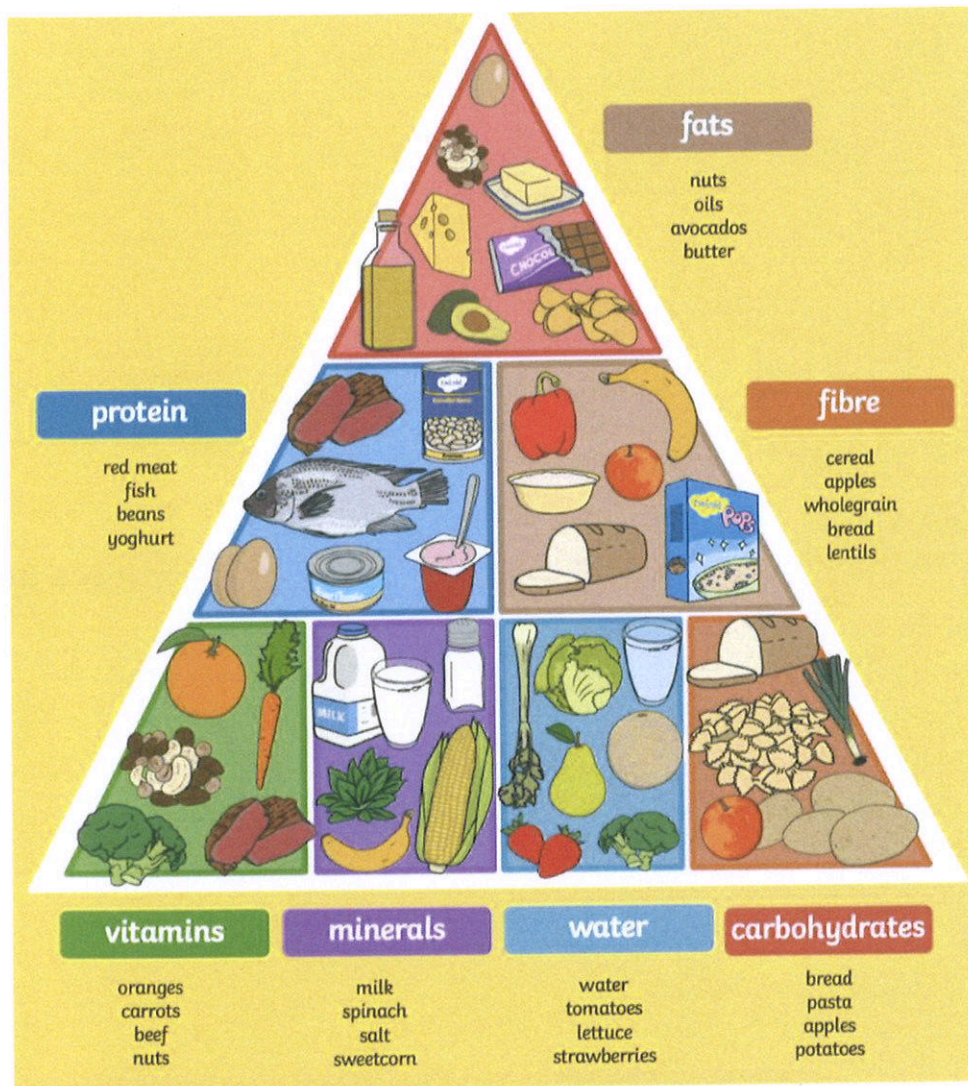
### 5. Sound

Labelled ear diagram:



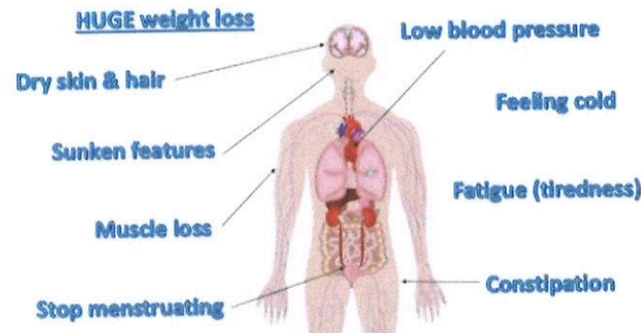


### 1. Healthy Balanced Diet

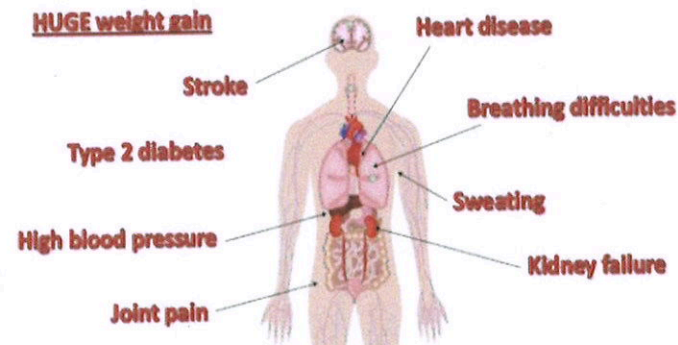


### 2. Obesity and Starvation

#### How does STARVATION affect the body?



#### How does OBESITY affect the body?



### 3. Deficiency diseases

- Deficiency in IRON causes ANEMIA
- Deficiency in CALCIUM causes OSTEOPOROSIS
- Deficiency in VITAMIN D causes RICKETS
- Deficiency in VITAMIN C causes SCURVY
- Deficiency in VITAMIN A causes NIGHT BLINDNESS
- Deficiency in PROTEIN causes KWASHIORKOR

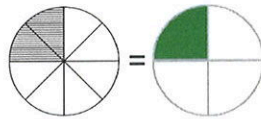


# Year 7 Knowledge Organiser

## RATIO

### Key Concept

$$\begin{array}{ccc}
 & 2:6 & \\
 \swarrow & & \searrow \\
 2 \text{ parts} & & 6 \text{ parts} \\
 & = & \\
 & 1:3 & 
 \end{array}$$



$$= \frac{1}{4}$$

### Key Words

**Ratio:** Relationship between two numbers.

**Part:** This is the numeric value '1' of, would be equivalent to.

**Simplify:** Divide both parts of a ratio by the same number.

**Equivalent:** Equal in value.

**Convert:** Change from one form to another.

### Tip

Knowing your tables is very helpful when working with ratios!

### Tip

Its often useful to write the letters above the ratio. This helps you keep the order the correct way round.

### Examples

Simplify 60 : 40 : 100

$$\begin{array}{l}
 \div 10 \\
 60 : 40 : 100 \\
 \div 2 \\
 30 : 20 : 50 \\
 \div 10 \\
 3 : 2 : 5
 \end{array}$$

Share £45 in the ratio 2 : 7

$$\begin{array}{r}
 2 : 7 \\
 \begin{array}{|c|c|} \hline 5 & 5 \\ \hline 5 & 5 \\ \hline \end{array} \\
 =10 \quad 5 \\
 \begin{array}{|c|} \hline 5 \\ \hline 5 \\ \hline 5 \\ \hline \end{array} \\
 =35
 \end{array}$$

£10 : £35

Write 2 : 5 in the form 1 : n

$$\begin{array}{c}
 2 : 5 \\
 \div 2 \quad \left( \quad \right) \quad \div 2 \\
 1 : 2.5
 \end{array}$$

Joy and Martin share money in the ratio 2 : 5. Martin gets £18 more than Joy. How much do they each get?

$$\begin{array}{r}
 2 : 5 \\
 \begin{array}{|c|c|} \hline 6 & 6 \\ \hline 6 & 6 \\ \hline \end{array} \\
 18 \div 3 = 6 \\
 \begin{array}{|c|} \hline 6 \\ \hline 6 \\ \hline 6 \\ \hline \end{array} \\
 =12 \quad =30
 \end{array}$$

£12 : £30

### Questions

- Simplify a) 45 : 63 b) 66 : 44 c) 320 : 440
- Write in the form 1 : n a) 5 : 10 b) 4 : 6 c)  $x : x^2 + x$
- Share 64 in the ratio 3 : 5 4) Write the ratio 1 : 4 as a fraction.

ANSWERS: 1) a) 5 : 7 b) 3 : 2 c) 8 : 11 2) a) 1 : 2 b) 1 : 1.5 c) 1 : x + 1  
3) 24 : 40 4)  $\frac{1}{5}$



# UNDERSTANDING PERCENTAGES, DECIMALS and FRACTIONS

Key Words

**Key Concept**  
FDP equivalence

F	D	P
0.01		1%
0.1		10%
0.2		20%
0.25		25%
0.5		50%
0.75		75%

**Fraction:** A fraction is made up of a numerator (top) and a denominator (bottom).  
**Integer:** Whole number.  
**Ascending Order:** Place in order, smallest to largest.  
**Descending Order:** Place in order, largest to smallest.  
**Inequality:** Statement that contains  $<$ ,  $>$ ,  $\leq$ ,  $\geq$ , to show which quantity is greatest/smallest.

**Tip**  
 - Convert all numbers to the same form, either fractions, decimals or percentages.  
 - If using a calculator convert them all to decimals.

**Tip**  
 - A larger denominator does not mean a larger fraction.  
 - To find equivalent fractions multiply/divide the numerator and denominator by the same number.

**Examples**

Simplify  $\frac{3}{24}$

$$\frac{3}{24} \xrightarrow{+3} \frac{1}{8}$$

Write 0.34 as a fraction

1	•	$\frac{1}{10}$	$\frac{1}{100}$	$\frac{1}{1000}$
0	•	3	4	

$= \frac{34}{100} = \frac{17}{50}$

Write  $\frac{6}{7}$  as a decimal

$$\frac{6}{7} \rightarrow 7 \overline{) 6.00000}$$

6 4 5 1 3

**Examples – put these in order:**

Convert them all to decimals.	56%	$\frac{3}{4}$	0.871	23%	$\frac{6}{7}$
	0.56	0.75	0.871	0.23	0.857...
	<small>2</small>	<small>3</small>	<small>5</small>	<small>1</small>	<small>4</small>
	23%	56%	$\frac{3}{4}$	$\frac{6}{7}$	0.871

**Questions:** Place these lists in ascending order.

a)  $\frac{2}{3}, \frac{3}{4}, \frac{5}{6}, \frac{7}{12}$     b)  $\frac{3}{7}, \frac{1}{2}, 0.49, 0.2$     c)  $\frac{7}{32}, 25\%, 0.05, \frac{29}{100}$

**ANSWERS:** 1)  $\frac{7}{12}, \frac{2}{3}, \frac{3}{4}, \frac{5}{6}$     2)  $0.2, \frac{3}{7}, 0.49, \frac{1}{2}$     3)  $0.05, \frac{7}{32}, 25\%, \frac{29}{100}$



# Year 7 FOUR OPERATIONS WITH FRACTIONS

## Key Concept

Adding/Subtracting Fractions – we must first find a common denominator, as we can only add fractions with the same 'bottom number'

## Mixed numbers





These are made up of a whole number and a fraction.

$$4\frac{3}{5}$$

$$= \frac{4 \times 5 + 3}{5}$$

$$= \frac{23}{5}$$

**Key Words**  
**Fraction:** A fraction is made up of a numerator (top) and a denominator (bottom).

 Add Sum Total All together Plus In all	 Multiply Product Times Twice Total Multiplied by
 Subtract Remain Difference Less than Fewer How many more Minus	 Divide Quotient Goes into Split Equally Each

## Examples

$$+$$

$$\frac{3}{5} + \frac{2}{7}$$

Make the denominators the same

$$\frac{3}{5} + \frac{2}{7}$$

$\swarrow \times 7$      $\searrow \times 5$   
 $\frac{21}{35} + \frac{10}{35} = \frac{31}{35}$

$$-$$

$$\frac{3}{5} - \frac{2}{7}$$

$$\frac{3}{5} - \frac{2}{7}$$

$\swarrow \times 7$      $\searrow \times 5$   
 $\frac{21}{35} - \frac{10}{35} = \frac{11}{35}$

4 Rules  
Fractions

$$\times$$

$$\frac{3}{5} \times \frac{2}{7}$$

Just multiply the tops and bottoms

$$= \frac{3 \times 2}{5 \times 7} = \frac{6}{35}$$

$$\div$$

$$\frac{3}{5} \div \frac{2}{7}$$

Flip the second fraction and change to a times

$$\frac{3}{5} \times \frac{7}{2} = \frac{21}{10}$$

## Tip

- A larger denominator **does not** mean a larger fraction.
- To find equivalent fractions multiply/divide the numerator and denominator by the same number.

## Questions

1)  $\frac{3}{5} + \frac{4}{15}$     2)  $\frac{2}{7} + \frac{5}{8}$     3)  $\frac{7}{9} - \frac{2}{5}$     4)  $\frac{3}{7} \times \frac{4}{9}$     5)  $\frac{3}{11} \div \frac{14}{22}$

ANSWERS: 1)  $\frac{13}{15}$     2)  $\frac{51}{56}$     3)  $\frac{17}{45}$     4)  $\frac{4}{21}$     5)  $\frac{3}{7}$



# Year 7 Knowledge Organiser

## UNDERSTANDING FRACTIONS

### Key Concept

$$\frac{1}{4} = \frac{2}{8} = \frac{3}{12} = \frac{4}{16}$$

= 0.25

### Key Words

**Fraction:** A fraction is made up of a numerator (top) and a denominator (bottom).

**Equivalence:** Two fractions are equivalent if one is a multiple of the other.

**Simplify:** Cancel a fraction down to give the smallest numbers possible.

### Tip

- A larger denominator does not mean a larger fraction.  
 - To find equivalent fractions multiply/divide the numerator and denominator by the same number.

$$\frac{3}{4} \text{ of } 32 = 32 \div 4 \times 3 = 24$$

### Examples

Simplify  $\frac{3}{24}$  fraction

$$\frac{3}{24} \xrightarrow{+3} \frac{1}{8}$$

Write  $\frac{6}{7}$  as a decimal

$$\frac{6}{7} \rightarrow 7 \overline{) 6.00000} \begin{matrix} 0.85714 \\ 6 \phantom{0} \phantom{0} \phantom{0} \phantom{0} \phantom{0} \\ \underline{6} \phantom{0} \phantom{0} \phantom{0} \phantom{0} \phantom{0} \\ \phantom{0} \phantom{0} \phantom{0} \phantom{0} \phantom{0} \phantom{0} \\ \phantom{0} \phantom{0} \phantom{0} \phantom{0} \phantom{0} \phantom{0} \\ \phantom{0} \phantom{0} \phantom{0} \phantom{0} \phantom{0} \phantom{0} \\ \phantom{0} \phantom{0} \phantom{0} \phantom{0} \phantom{0} \phantom{0} \end{matrix}$$

Write 0.34 as a

1	•	$\frac{1}{10}$	$\frac{1}{100}$	$\frac{1}{1000}$
0	•	3	4	

$$= \frac{34}{100} = \frac{17}{50}$$

What is  $\frac{3}{5}$  of 45

$$45 \div 5 \times 3 = 27$$

### Questions

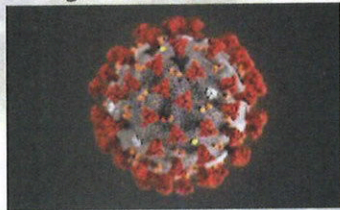
- 1) Simplify a)  $\frac{42}{96}$  b)  $\frac{64}{120}$  2) Write as a decimal a)  $\frac{2}{7}$  b)  $\frac{3}{8}$
- 3) Write as a fraction a) 0.48 b) 0.166 c) 0.308
- 4) a)  $\frac{3}{5}$  of 35 b)  $\frac{2}{9}$  of 45 c)  $\frac{5}{11}$  of 121

ANSWERS : 1) a)  $\frac{7}{16}$  b)  $\frac{8}{15}$  2) a) 0.2857... b) 0.375  
 3) a)  $\frac{12}{25}$  b)  $\frac{83}{500}$  c)  $\frac{77}{250}$  4) a) 21 b) 10 c) 55



# Memory Mat Yr 7 Invisible Worlds

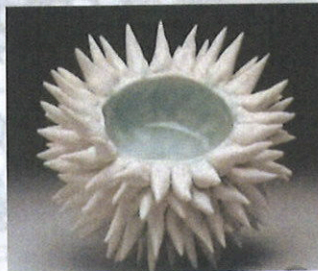
Microscopic - Invisible  
to the naked eye.



## CERAMICS

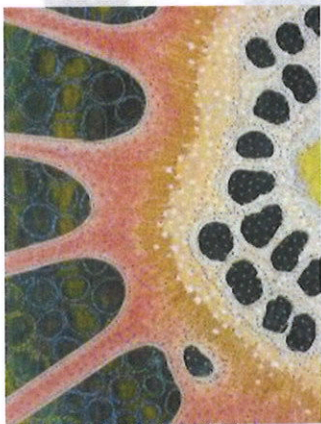
**APPLIED** - Clay is added to the surface of the pot

**INCISED** - Clay is removed from the surface of the pot.



## Klari Reis

Artist who create resin inspired discs which look like microscopic designs of petri dishes.



Betty Busby

Busby is a textile designer who creates beautiful cell designs by dying and layering fabrics including tiny details with her stitches.

**Resin** - a type of plastic that can be made as a liquid or a solid.

**Textiles** - working with fabric.

**Ceramic** - use of clay to make a product.



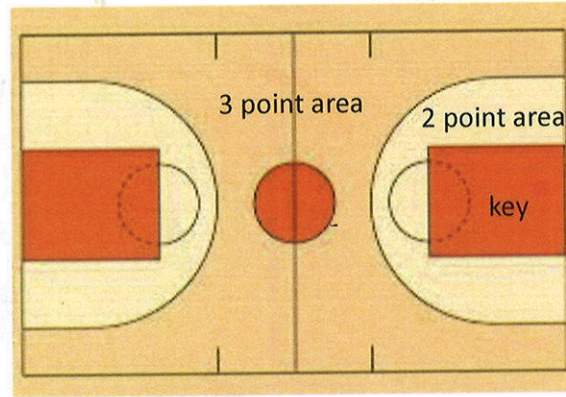


# Year 7 Knowledge Organiser- BASKETBALL

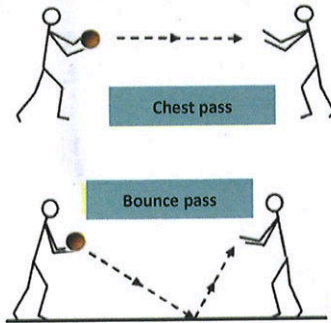
## Rules and regulations

- 2 teams of 5 players
- Scoring** : 2 points if you score (ball goes through the net) inside the arc  
3 points if you score outside the arc/three-point line
- Tip-off**: The game starts by two players jumping to compete a ball that is thrown straight up by the referee
- Contact**: you must not interfere with play by touching, or pushing an opponent.
- Travelling**: You must not move your landing foot or take 3 steps whilst in possession of the ball
- Double Dribble**: Once you stop dribbling the ball you cannot restart.  
You cannot bounce the ball with two hands at the same time

## The Court



## Types of passing



## Key Coaching Points

- W with fingers behind ball
- Elbows bent
- Step into the pass
- Flick your wrists forward

Bounce -  $\frac{3}{4}$  of the way between you and receiver

## BEEF

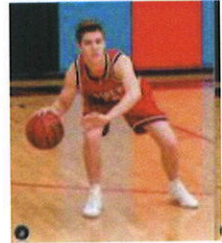
- B** → BALANCE: FEET SHOULDER WIDTH APART & BEND KNEES
- E** → ELBOW: 90° (RIGHT ANGLE) AND UNDERNEATH BALL
- E** → EYES: ALWAYS LOOKING AT THE BASKET (TARGET)
- F** → FOLLOW THROUGH: ARM STRAIGHTENS AND WRIST POINTS DOWNWARDS



## Techniques:

- Dribbling
- Jump Stop
- Set Shot
- Lay-up
- Pivot
- Man-to-man Defence

- Finger-tips
- Waist high
- Guard Arm

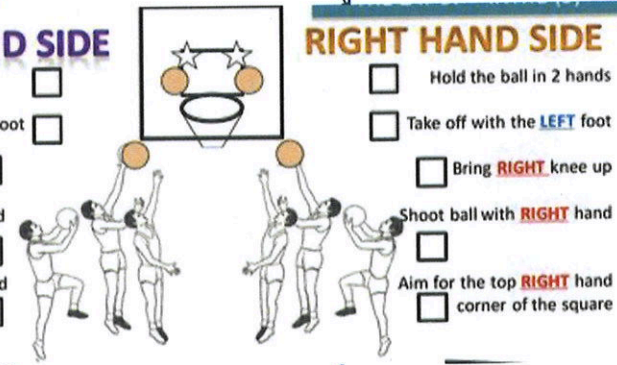


## LEFT HAND SIDE

- Hold the ball in 2 hands
- Take off with the **RIGHT** foot
- Bring **LEFT** knee up
- Shoot ball with **LEFT** hand
- Aim for the top **LEFT** hand corner of the square

## RIGHT HAND SIDE

- Hold the ball in 2 hands
- Take off with the **LEFT** foot
- Bring **RIGHT** knee up
- Shoot ball with **RIGHT** hand
- Aim for the top **RIGHT** hand corner of the square







## A good monologue should:

Be written in the vocal style of the character

Give the audience some idea about the character – their age, personality etc

Include interesting hooks and twists to keep the audience in suspense.

Allow for interesting movement and action – not just running from line to line.

### SOUNDSCAPES

Creating atmosphere and context (where)

Consider:

Range of sounds

Composition – the best order

Multiple sounds and solo sounds

Atmosphere

Structure (Beginning, middle and end).

**Beginning:** Some sense of role though not fully off text or supported with movement and voice.

**Developing:** Strong sense of character with movement and voice.

**Secure:** Polished, sustained confident work - fully off text.

**Excellence:** Use design elements to support your role. Engaging and impactful.

### HOT SEATING

A rehearsal technique where a character sits on a chair and answers questions in role



# Y7: SAMBA

## Key Terminology:

- Rhythm – pattern of long and short notes
- Pulse - underlying beat of the music (heartbeat)
- Structure - order of the music
- Call and Response - question and answer phrase in music
- Polyrhythms - more than one rhythm going on at once
- Ensemble - performing in groups
- Leader - person who takes control of the music
- Percussion - instruments played by striking with a hand or beater
- Samba - Brazilian percussion music
- Note Values – length of the note
- Crotchets – 1 beat note
- Minims – 2 beat note
- Quavers – 1/2 beat note
- Semibreves – 4 beat note
- Apito – whistle with different pitches
- Surdo – large, deep sounding drum
- Agogo Bells – 2 bells with different pitches
- Caixa – snare drum
- Tamborin – small, high-pitched drum
- Repenique – leaders' drum
- Ganzas - shakers



**TEMPO - Speed**  
**ALLEGRO – Fast**

## The Different Samba Instruments ... ... and their rhythms!



Surdos

Sur - do - Sur - do -

Agogo Bells

Sweets - are no good for you

Tamborin

tam bor in tam bor in tam bor in sam ba

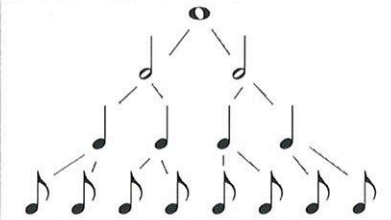
Caixa

bang ing on the drum is a new sen su tion

Ganza

shake the gan za quick ly shake the gan za slow

**Musical Skills Learnt:**  
**Ensemble, Performing, Theory (Elements of Music), World Music, Culture of Music, Leadership, Confidence, Creativity, Appraising, Composing,**









### Unité 4 (pages 16–17) Tu es comment?

Je suis ...	I am ...
Je ne suis pas ...	I am not ...
Il est/Elle est ...	He is/She is ...
amusant(e)	funny
arrogant(e)	arrogant
bavard(e)	talkative/chaty
fort(e)	strong

grand(e)  
intelligent(e)  
méchant(e)  
patient(e)  
petit(e)  
timide

big/tall  
intelligent  
nasty/bad  
patient  
small/short  
shy

### Unité 5 (pages 18–19) Qu'est-ce que tu fais?

Ma vie, c'est ...	My life is ...
Pour moi, la rentrée, c'est ...	For me, going back to school is ...
chanter	to sing/singing
danser	to dance/dancing
retrouver mes amis	to meet up/meeting up with my friends
bloguer	to blog/blogging

surfer  
tchatter  
rigoler  
étudier  
nager  
jouer  
gagner

to surf/surfing  
to chat/chatting (online)  
to have/having a laugh  
to study/studying  
to swim/swimming  
to play/playing  
to win/winning

### Unité 6 (pages 20–21) Mon interview par vidéo!

C'est quand, ton anniversaire?	When is your birthday?
Mon anniversaire, c'est ...	My birthday is on ...
le (15 mars/24 juin).	the (15th March/ 24th June).
le premier	the first

janvier, février, mars  
avril, mai, juin  
juillet, août, septembre  
octobre, novembre,  
décembre

January, February, March  
April, May, June  
July, August, September  
October, November,  
December

### Les mots essentiels High-frequency words

mon/ma/mes ..... my

#### Pronouns

je ..... I  
tu ..... you  
il ..... he  
elle ..... she

#### Articles

un/une/des ..... a(n)/some  
le/la/l'/les ..... the

#### Connectives

et ..... and  
mais ..... but  
aussi ..... also

#### Qualifiers

assez ..... quite  
très ..... very  
trop ..... too  
un peu ..... a bit

### Stratégie 1

#### Look, Say, Cover, Write, Check

Use these five steps to learn any new word:

- 1 Look** carefully at the word for at least 10 seconds. Think about what it means and look at how it's spelled.
- 2 Say** the word out loud to practise pronunciation.
- 3 Cover** the word – say it and 'see' it in your mind.
- 4 Write** the word from memory and try using it in a sentence.
- 5 Check** your word against the original.

Did you get it right? If not, what did you get wrong? Spend time learning that bit of the word. Go through the steps again until you get it right.



**Point de départ (pages 34–35)**

<p> <i> Ici il y a ...</i>  un cercle  un demi-cercle  un triangle  blanche  bleu(e)  gris(e)  jaune  marron  noir(e)  orange  rose  rouge  vert(e)  violet(te) </p>	<p> <i> Here there is ...</i>  a circle  a semi-circle  a triangle  white  blue  grey  yellow  brown  black  orange  pink  red  green  purple </p>	<p> en bas  au centre  à droite  à gauche  Quelle heure est-il?  Il est ...  cinq heures  cinq heures dix/vingt  cinq heures et quart  cinq heures et demie  cinq heures moins dix/vingt  cinq heures moins le quart  midi/minuit </p>	<p> <i> at the bottom</i>  <i> at the centre</i>  <i> to the right</i>  <i> to the left</i>  <i> What time is it?</i>  <i> It is ...</i>  <i> five o'clock</i>  <i> ten/twenty past five</i>  <i> quarter past five</i>  <i> half past five</i>  <i> ten/twenty to five</i>  <i> quarter to five</i>  <i> midday/midnight</i> </p>
--	--	--	--

**Unité 1 (pages 36–37) Qu'est-ce que tu penses de tes matières?**

<p> <i> Qu'est-ce que tu penses de tes matières?</i>  le français  le théâtre  la géographie  la musique  la technologie  l'anglais  l'EPS  l'histoire  l'informatique  les arts plastiques  les maths  les sciences  aimer  détester  adorer </p>	<p> <i> What do you think of your subjects?</i>  French  drama  geography  music  technology  English  PE.  history  I.C.T.  art  maths  science  to like  to hate  to love </p>	<p> <i> Tu aimes ... ?</i>  j'adore ...  j'aime ...  j'aime assez ...  je n'aime pas ...  je déteste ...  C'est ...  facile.  difficile.  intéressant.  ennuyeux.  amusant.  créatif.  nul.  le/la prof est sympa  le/la prof est trop sévère  j'ai trop de devoirs </p>	<p> <i> Do you like ... ?</i>  I love ...  I like ...  I quite like ...  I don't like ...  I hate ...  It's ...  easy.  difficult/hard.  interesting.  boring.  fun/funny.  creative.  rubbish/awful.  the teacher is kind  the teacher is too strict  I have too much homework </p>
--	--	--	--

**Unité 2 (pages 38–39) Qu'est-ce que tu portes?**

<p> <i> Qu'est-ce que tu portes?</i>  je porte ...  on porte ...  l'uniforme scolaire  un pantalon  un polo  un pull  un sweat  un tee-shirt  une chemise </p>	<p> <i> What do you wear?</i>  I wear ...  we wear ...  school uniform  trousers  polo shirt  jumper  sweatshirt  tee-shirt  shirt </p>	<p> une cravate  une jupe  une veste  des chaussettes (f)  des chaussures (f)  des baskets (f)  chic  confortable  démodé(e)  pratique </p>	<p> <i> tie</i>  <i> skirt</i>  <i> jacket/blazer</i>  <i> socks</i>  <i> shoes</i>  <i> trainers</i>  <i> smart/stylish</i>  <i> comfy/comfortable</i>  <i> old-fashioned</i>  <i> practical</i> </p>
--	---	---	--