

# Knowledge Organiser

Autumn Term – Year 7



**PARK HOUSE SCHOOL**

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# ART FUNDAMENTALS | YEAR 7 | ART | TERM 1

## STEP BY STEP DRAWING PROCESS

## KEYWORDS

## ARTISTS AND INSPIRATION

**1 Measure and plan**  
Compare sizes of objects against each other to ensure accurate proportions. Plot the key measurements before commencing to draw.

**2 Simplify**  
Divide complicated objects into basic shapes and lightly draw these in.

**3 Add detail**  
Accurately observe the actual shapes and adapt the basic shapes by adding detail

**4 Add tone and shading**  
Add shading by layering drawing marks, making sure that you accurately observe the shape and placing of the shadows

- 1 **Proportion** - The size of one thing compared to the size of another
- 2 **Centre Line** - A line of symmetry can help you draw objects that are the same on both sides
- 3 **Line drawing** - Drawing made with lines only
- 4 **Shading** - Adding different tones to create 3D effect
- 5 **Composition** - the arrangement of different parts of an art piece
- 6 **Pattern** - A symbol or shape that is repeated
- 7 **Line** - A mark which can be used to make a drawing
- 8 **Shape** - A 2D area that is enclosed by a line
- 9 **Tone** - The lightness or darkness of something
- 10 **Form** - Something that has 3 dimensions
- 11 **Texture** - How something feels or looks
- 12 **Pattern** - A symbol or shape that is repeated
- 13 **Colour** - What we see when light reflects off something.

- 1 **Vincent van Gogh** 1853-1890  
Dutch painter known for his use of bright colours and expressive brush strokes.
- 2 **Friedensreich Hundertwasser** 1928-2000  
Austrian painter, printmaker, and architect best known for his paintings characterized by colourful, ornamental, and biomorphic shapes (Onion domes, Lollipop trees, floating eyeballs, hidden faces, contour lines, colourful spirals, bright colours, patterns and shapes)
- 3 **Zentangle Art**  
Consists of structured patterns and is often used as form of meditation. You create tangles with combinations of dots, lines, simple curves, S-curves and orbs
- 4 **Negative Space Art**  
Negative space is the space around objects. Studying the shapes around your subject matter can help you with more complicated drawing. Some artists create pieces of the negative space itself.

## COLOUR THEORY

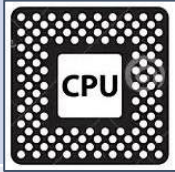
## PARTS OF LIGHT

- 1 **Colour Wheel** - a diagram used in the visual arts to represent all colours and their relationships to one another. It can be used to help with colour selection when creating artwork
- 2 **Complementary Colours** - Colours on the opposite side of the colour wheel. This combination creates the greatest contrast
- 3 **Analogous Colours** - Colours close to each other on the colour wheel. These combinations create harmony in artwork.
- 4 **Primary Colours** - Colours that cannot be made by mixing other colours but can be used to mix all other colours of the spectrum.  
YELLOW, RED, BLUE
- 5 **Secondary Colours** - Colours made by mixing two primary colours together  
Y+R= Orange, Y+B= Green, B+R= Purple

- 1 **Highlight** - The brightest part of the object
- 2 **Mid-tone / half-tone** - The tones between shadows and highlights
- 3 **Core shadow** - The darkest part of the shadow often on the boundary between half-tones and the shadow area
- 4 **Reflected light** - Light that is reflected of other objects into the shadow areas
- 5 **Cast shadow** - Is the dark area behind the object on the opposite side of the light source

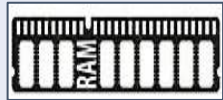
## Hardware Components

### CPU



Processes **data and instructions** in binary. Fetches them one by one from RAM and **controls other components**

### RAM



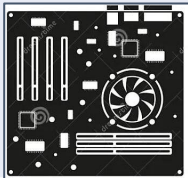
Stores **data and instructions** needed to run any programs **currently open**. Volatile: Wiped when power is off

### Storage



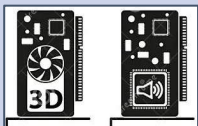
**Long-term storage** of programs and files. Non-volatile: Data is safe when power is off

### Motherboard



**Connects components** together, allowing **power and data** to flow where needed

### Expansion Cards



Additional cards that **process graphics or sound** better than CPU can do by itself

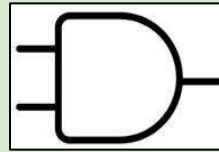
## Binary Logic Gates

### Binary

The language of 0s and 1s used by computers to make logical calculations.

0 = transistor off, 1 = transistor is on

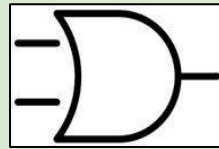
### AND



Has two inputs, one output.

**Both** inputs must be 1 for the output to be 1. Output will be 0 in all other cases

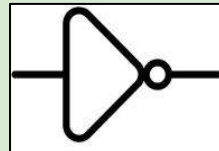
### OR



Has two inputs, one output.

**Either** input must be 1 for the output to be 1. Output will be 0 in all other cases

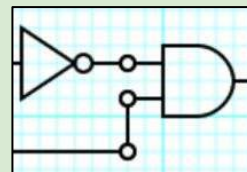
### NOT



Has one input, one output.

**Flips inputs** so a 0 going in will output 1, 1 going in will output 0

### Logic Circuits



Connecting several logic gates together to perform more complicated tasks or calculations

## Input, Process, Output

All computers receive data through an **input**, perform some sort of **process** on that data and then **output** the result

### Input Devices

Mouse, keyboard, microphone, touchscreen, joystick, scanner

### Output Devices

Monitor, printer, speaker, headphones, projector

## Operating Systems

- Software that connects all other apps to the hardware
- Manages resources like memory and access to the CPU
- Provides a graphical user interface (GUI) that allows the user to interact with apps and hardware

## AI and Machine Learning

### AI

When a computer system performs tasks that would need intelligence if a human did it

### Machine Learning

When AI is given training data to learn from and makes its own rules based on patterns/similarities it finds

### Ethics

Problems sometimes occur where machine learning systems do what we might see as morally wrong

**SOFTWOODS**

**Scot's Pine** - Can be resinous and have plenty of knots. Coloured from light yellow to dark brown. Can be shaped and formed reasonably easily by handtools and machines.



Often used for furniture and the construction industry. Used for interior work. One of the most commonly used woods

**Western Cedar** - Has a pleasant aroma, when cut and machined. Its straight grain means that it works well with tools and machines. Starts as reddish brown in colour, after weathering turns to a silver grey.



Used for decking, furniture and general construction. Used for roof shingles, due to its resistance to all weathers.

**California Redwood** The cinnamon-red or bright reddish-brown bark is one way to identify redwood trees. It has recognizable spongy bark and is a dull chocolatey brown color, and the reddish bark pulls away easily.



Used for decorative purposes, such as paneling and cladding. Resistance to weather and insects makes it a natural choice for external joinery, outdoor furniture, windows and greenhouses. Durability makes it useful for vats and tanks.

**Yew** - Straight grained which means it can be shaped and formed quite easily. However, the grain can sometimes be difficult to work. An oily wood that resists natural degradation from the weather and elements



Used to manufacture both interior and exterior furniture e.g. chairs, gate posts and wood turning.

**HARDWOODS**

**European Oak** - Light tan in colour and straight grained. High quality timber. Moderately hard to work with handtools. Tools should be kept sharp. Produces a high-quality finish with wax, furniture oil and varnish. Uses include; quality furniture, cabinet making and boat building.



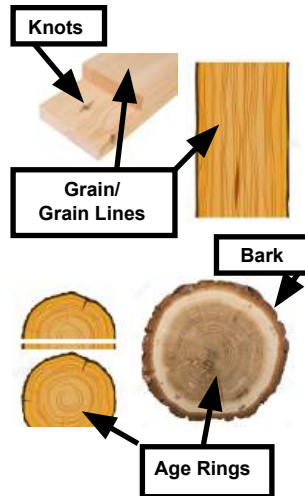
**Beech** - Pale white to pink brown in colour. Very good for steam bending. It can be worked reasonably well with hand tools and machinery. Used for quality furniture, handles, manufacturing chairs and good for wood turning. Often used as a facing for plywood.



**Ash** - Cream to pale tan in colour. Tough, flexible and straight grained, very good steam bending qualities. Can be shaped and formed well with handtools. A smooth finish can be achieved and stains well. Used for cabinet making, boats and handles of tools. Ash veneered plywood is popular.

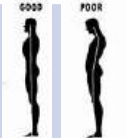










**Elm** - Light brown / pale brown in colour. Can be difficult to work with handtools, due to awkward grain. Can be worked to a fine finish. Looks particularly good with a waxed finish. Used in cabinet making, turns quite well and is used as veneer, to provide a quality finish on cheaper woods.



Tool Name	Function
Tenon Saw	The <b>tenon saw</b> is used for vertical cuts into timber and used for many timber joining methods.
Try Square	A <b>try square</b> is a woodworking tool used for marking a 90 degree angle to the edge of a piece of timber.
Belt Sander	A <b>belt sander</b> is a <b>sander</b> used in shaping and finishing wood and other materials. It consists of an electric motor that turns a top and bottom roller on which a continuous loop/band of sandpaper is driven.
Smoothing Plane	A <b>smoothing plane</b> is a slightly smaller plane that is used to remove thin shavings of timber when used with the grain..

## Physical Skills

1		<b>Posture</b> The way the body is held.
2		<b>Alignment</b> Correct placement of body parts in relation to each other.
3		<b>Balance</b> A steady or held position achieved by an even distribution of weight.
4		<b>Coordination</b> Efficient combination of body parts.
5		<b>Control</b> The ability to start & stop movement, change direction & hold a shape efficiently.
6		<b>Flexibility</b> The range of movement in the joints.
7		<b>Strength</b> Muscular power.
8		<b>Stamina</b> Ability to maintain physical and mental energy over periods of time.
9		<b>Extension</b> Lengthening one or more muscles or limbs.

## Expressive Skills

1	Focus	The use of the eyes to enhance performance & interpretative qualities.
2	Projection	The energy the dancer uses to connect with & draw in the audience.
3	Musicality	The ability to make the unique qualities of the accompaniment evident in the performance.
4	Facial Expression	The use of the face to show mood, meaning or character.
5	Communication of the choreographic intent	The aim of the dance. What the choreographer wants to communicate to the audience.
6	Spatial Awareness	Being conscious of the surrounding space and using the space effectively.

## Relationships

7	Mirroring	Reflecting the movements of another dancer.
8	Contact	The state of physical touching e.g. holding, lifting, weight bearing, etc.
9	Formations	Shapes or patterns created in space by dancers.
10	Accumulation	When a dancer performs a movement phrase and other dancers in the group gradually join in at different times so that all end in unison.

## DANCE ACTIONS

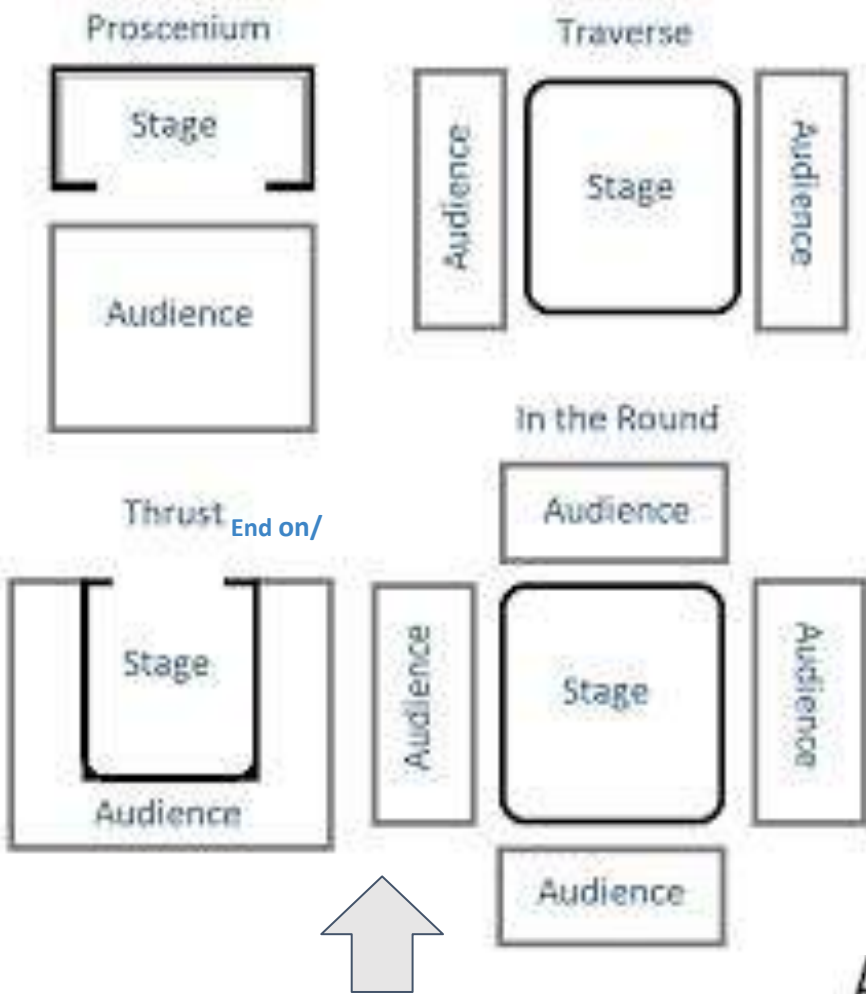
1	TRAVEL	When a dancer moves through the space on a pathway.
2	TURN	When a dancer rotates their body around in space.
3	ELEVATION	The act of rising up, as in a jump.
4	GESTURE	A movement of part of the body in the air.
5	STILLNESS	Remaining still in space in a held position.
6	FLOOR-WORK	Movements which take place sitting, lying or kneeling on the floor.
7	TRANSFERENCE OF WEIGHT	Shifting the weight of the body from one part to another, e.g. from the feet to the hands or hips.





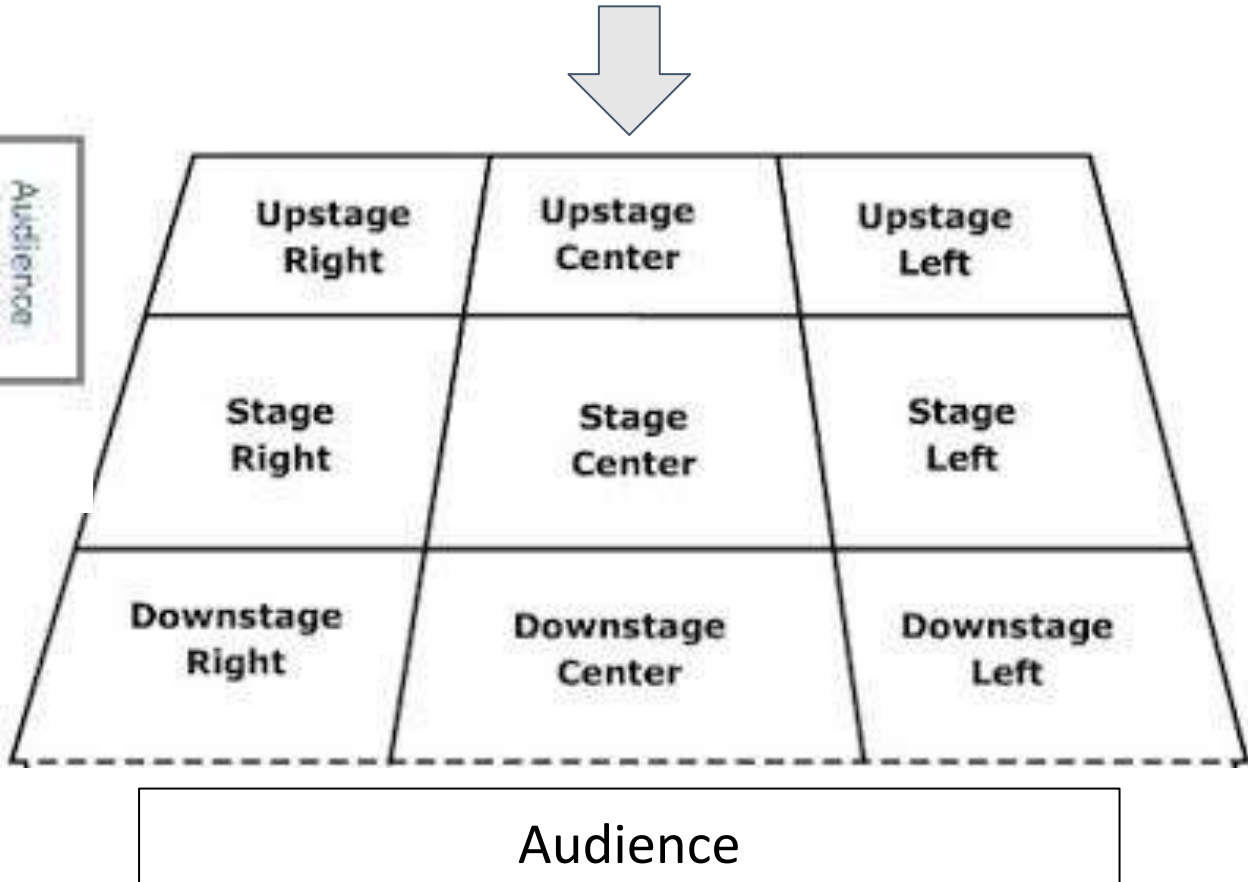
# Drama: Introduction to Drama and Melodrama | Year 7 | September - December

Melodrama			Vocal Skills			Physical Skills		
1	Melodrama	Melodrama is a style of theatre that was prominent in the Victorian era. It uses exaggeration and stereotyped characters to appeal to the audience's emotions.	1	Pitch	The particular level (high or low) of a voice, instrument or tune.	1	Facial Expression	Look on face which shows emotions.
2	The Hero	The hero is a brave character, who has the potential to do anything. He is the character who will typically save the heroine from her misery via the hands of the villain. The hero will fight the villain in order to get his true love back into his heart.	2	Pace	The speed at which someone or something moves, or with which something happens or changes.	2	Body Language	A range of nonverbal signals that you can use to communicate your feelings and intentions.
3	The Heroine	The heroine is a character who is graceful and elegant. Her voice is loud but higher pitched than the males' voices. She is always captured in the plot of the drama by the villain, and by the end is in the arms of the hero who is her true love.	3	Pause	A break in speaking, period of silence.	3	Gesture	A sign that communicates a character's action, state of mind and relationship with other characters to an audience.
4	The Villain	The villain is a mysterious character, a character who is always attempting to steal away that which he desires (often the heroine). He is often already rich and powerful.	4	Tone	This suggests your mood and your intention towards the listener, eg happy or sad.	4	Posture	Physical alignment of a performer's body, or a physical stance taken by a performer which conveys information about the character being played.
5	The sidekicks	VILLAIN'S ACCOMPLICE: male, useless, cowardly helper, sidekick, comic relief. FAITHFUL SERVANT: hero's loyal servant, does dirty work, sometimes provides comic relief though not very funny.	5	Volume	Loudness or quietness of the voice.	5	Levels	They show action in a different place/time and can reflect relationships.
6	Wise olde person	The wise and elderly person is usually a grandparent or an official of some sort. He is intelligent, and can sometimes even be the heroine's mother/father. S/He is always looking out for the other characters, especially the heroine, which makes him/her a form of an anonymous helper to the hero.	6	Emphasis	Where a performer will stress a particular word or phrase within a sentence to indicate importance.	6	Gait	A person's manner of walking.
						<b>Core Skills</b>		
						1	Collaboration	Working together.
						2	Projection	Directing the voice out of the body to be heard clearly at a distance.
						3	Focus	Pay particular attention to.
						4	Control	The ability to start and stop movement, change direction and hold a shape efficiently.
						5	Stagecraft	The process of producing or staging a piece of film or theatre.



Types of staging

Positions of the stage





**Key Vocabulary**

Moral	Being concerned with what is right or wrong in human behaviour.
Epic hero	A brave character admired for great achievements (in an epic poem)
Fate	Acceptance that the gods controlled a person's destiny
Patriarchal	A society organised around male authority
Myth	A story concerning the early history of people
Divine	of or like God or a god.
Antagonist	a person who actively opposes or is hostile to someone or something; an adversary
Protagonist	the leading character, hero, or heroine
Folktales	Stories originating in popular culture, typically passed on by word of mouth.

**Context**

Ancient Greece	Civilisation of 12-9 <sup>th</sup> Century BC
Trojan War	Mythological war waged against the city of Troy, by the Greeks, to avenge the abduction of Helen.
Old English	Language of the Anglo-Saxons (up to 1150). Germanic. Very different to modern English
Medieval England	Middle Ages. 11 <sup>th</sup> – 14 <sup>th</sup> Century England.
Islamic Golden Age	A period of cultural, economic, and scientific flourishing in the history of Islam, traditionally dated from the 8 <sup>th</sup> century to the 14 <sup>th</sup> century

**Key Characters**

Odysseus	Wily Greek warrior, King of Ithaca
Hector	Famed Trojan warrior who kills <a href="#">Patroclus</a> .
Achilles	Greatest Greek warrior with a weak heel
Paris	Prince of Troy, 'abducts' Helen
Helen	Married to King Menelaus, goes to Troy with Paris
Poseidon	God of the sea
Polyphemus	Cyclops, Poseidon's son

**Literary terminology**

Epic	Length narrative poem about heroic adventures
Omniscient narrator	All knowing voice in the story
Symbol	Something used to hint at or stand for something else.
Symbolism	The use of symbols to represent ideas or qualities.
Metaphor	Description in which a word is applied to an object or action but is not literally applicable
Dialogue	Conversation between two or more characters
Personification	Attributing human characteristics to something inanimate
Epithet	A phrase expressing an attribute regarded as characteristic of a person
Simile	A figure of speech involving the comparison of one thing with another thing of a different kind.

# English |Year 7 | Antigone

A. Characters		D. Plot	
1. Creon	King of Thebes, Antigone's uncle, the city's defender.	1. Subversion	Antigone says she is going to defy the law and bury her disgraced brother. Ismene advises her not to.
2. Antigone	tragic heroine; daughter of Oedipus and Jocasta.	2. Decree	Creon justifies why he is denying funeral rights to Polynices. A guard announces that someone has defied the decree and buried him.
3. Ismene	sister of Antigone; more subservient to authority.	3. Confession	Antigone is brought to Creon for burying Polynices. Antigone justifies herself. Ismene sides with Antigone. Creon withdraws Haemon as Antigone's fiancé.
4. Haemon	son of Creon, betrothed to Antigone as her fiancé.	4. Advice	Haemon advises Creon to change his mind.
5. Tiresias	wise blind prophet who warns Creon of his hubris.	5. Burial	Antigone is buried alive in a tomb to starve.
6. Chorus	comment on the action in the play.	6. Prophecy	Tiresias and the Chorus advise Creon to change his mind.
7. Oedipus	killed his father, married his mother unaware; blinded.	7. Suicides	Haemon, Eurydice and Antigone commit suicide, cursing Creon.
8. Polynices	fought against Thebes, lost and denied burial rites.	<b>E. Quotations</b>	
9. Eteocles	Polynices' brother, properly buried.	Act 1	Antigone: He is to be left unwept, unburied Antigone: I'll please the ones I'm duty bound to please.
10. Eurydice	Creon's wife who commits suicide on her son's death.	Act 2	Creon: For me, a man who rules the entire state and does not take the best advice there is, but through fear keeps his mouth forever shut, such a man is the very worst of men—and always will be. Creon: For anyone who acts against the state, its enemy, I'd never make my friend.
B. Stagecraft		Act 3	Antigone: I admit I did it. I don't deny a thing. Antigone: Zeus did not announce those laws to me. Antigone: Never share my dying; don't lay claim to what you never touched.
Protagonist	The main character of a story	Act 4	Creon: For there's no greater evil than a lack of leadership. That destroys whole cities, turns households into ruins, and in war makes soldiers break and run away.
Tragedy	A play that deals with sad events and has an unhappy ending, often involving the downfall of its protagonist	Act 5	Antigone: Never, I tell you, would I have done it for children of my own, not as their mother, nor for a dead husband.
Hubris	Excessive pride; extreme arrogance	Act 6	Tiresias: Our state is sick— your policies have done this. Creon: I've changed my mind. Since I'm the one who tied her up, I'll go and set her free myself.
Hamartia	A character's fatal flaw – one key weakness that causes their downfall	Act 7	Creon: The guilt for all of this is mine—it can never be removed from me or passed to any other mortal man: I, and I alone... I murdered you... Now what I am in life is nothing.
Anagnorisis	The moment in a play where a character makes a crucial discovery.		
Perepeteia	A sudden change in a character's circumstances, usually turning from good to bad.		
Catharsis	A positive release of emotion: an audience can feel catharsis at the end of a play if justice has been served		
Integrity	Having strong moral principles and doing the right thing		
Decree	An official order or law		
To transgress	To break a boundary in society; you might refer to a character as <i>transgressive</i>		
To lament	To passionately express grief or sorrow		

# SENTENCE BUILDER 1

Bonjour, monsieur <i>Hello, sir</i> Salut, madame <i>Hi, miss</i> Coucou <i>Hey!</i> Bonjour <i>Good morning</i> Bon après-midi <i>Good afternoon</i> Bonsoir <i>Good evening</i> Bonne nuit <i>Good night</i>	ça va? <i>How are you?</i>  quoi de neuf? <i>what's new?</i> <i>(what's up?)</i>	oui <i>yes</i>	ça va bien, merci <i>I am good/well, thank you</i> bof <i>so so</i> pas mal, merci <i>not bad thanks</i>	au revoir <i>goodbye</i> à bientôt <i>see you soon</i> à demain <i>see you tomorrow</i> à la prochaine <i>see you next time</i> à plus (tard) <i>see you later</i> bonne journée <i>have a good day</i>
		non <i>no</i>		

Je voudrais me présenter *I would like to present myself*

je m'appelle... <i>I call myself... (my name is)</i>		et <i>and</i>	j'ai <i>I have (I am)</i>	un (1) deux (2) trois (3) quatre (4) cinq (5) six (6) sept (7) huit (8) neuf (9) dix (10) onze (11) douze (12) treize (13) quatorze (14) quinze (15) seize (16) dix-sept (17) dix-huit (18) dix-neuf (19)	vingt (20) vingt-et-un (21) vingt-deux (22) vingt-trois (23) vingt-quatre (24) vingt-cinq (25) vingt-six (26) vingt-sept (27) vingt-huit (28) vingt-neuf (29) trente (30) trente-et-un (31)	an (year) ans (years)
J'habite <i>I live</i>  Je suis né(e) <i>I was born</i>  Je viens <i>I come</i>	à ... <i>in ...</i>  de ... <i>from ...</i>	Londres Paris Québec			janvier <i>January</i> Février <i>February</i> mars <i>March</i> avril <i>April</i> mai <i>May</i> juin <i>June</i> juillet <i>July</i> août <i>August</i> septembre <i>September</i> octobre <i>October</i> novembre <i>November</i> décembre <i>December</i>	
Je suis <i>I am</i>	anglais(e) <i>English</i>  français(e) <i>French</i>  québécois(e) <i>Québecian</i>  canadien / canadienne <i>Canadian</i>					
Mon anniversaire c'est le <i>My birthday is the</i>				Premier <i>1st</i>		

SENTENCE BUILDER 2

<p>Dans ma famille <i>In my family</i></p> <p>Dans ma maison <i>In my house</i></p> <p>Chez moi <i>At home</i></p>	<p>il y a <i>there is</i></p>	<p>moi <i>me</i></p> <p>mon père <i>my dad</i></p> <p>mon beau-père <i>my step dad</i></p> <p>mon grand-père <i>my grandad</i></p> <p>mon frère <i>my brother</i></p> <p>mon demi-frère <i>my half brother/ my step brother</i></p> <p>mon oncle <i>my uncle</i></p>	<p>Aussi <i>Also</i></p> <p>j'ai <i>I have</i></p> <p>nous avons <i>we have</i></p> <p>je voudrais avoir <i>I would like to have</i></p>	<p>un chat <i>a cat</i></p> <p>un chien <i>a dog</i></p> <p>un cheval <i>a horse</i></p> <p>un lapin <i>a rabbit</i></p> <p>un poisson <i>a fish</i></p> <p>une souris <i>a mouse</i></p> <p>une tortue <i>a tortoise</i></p>	<p>noir <i>black</i></p> <p>bleu <i>blue</i></p> <p>vert <i>green</i></p> <p>gris <i>grey</i></p> <p>rose <i>pink</i></p> <p>rouge <i>red</i></p> <p>jaune <i>yellow</i></p> <p>blanc <i>white</i></p> <p>marron <i>brown</i></p> <p>orange <i>orange</i></p> <p>noire <i>black</i></p> <p>bleue <i>blue</i></p> <p>verte <i>green</i></p> <p>grise <i>grey</i></p> <p>rose <i>pink</i></p> <p>rouge <i>red</i></p> <p>jaune <i>yellow</i></p> <p>blanche <i>white</i></p> <p>marron <i>brown</i></p> <p>orange <i>orange</i></p>
<p>Je dirais que... <i>I would say that...</i></p> <p>À mon avis... <i>In my opinion...</i></p> <p>j'aime <i>I like</i></p> <p>j'adore <i>I love</i></p> <p>je préfère <i>I prefer</i></p> <p>je n'aime pas <i>I don't like</i></p> <p>je déteste <i>I hate</i></p> <p>je ne supporte pas <i>I can't stand</i></p>	<p>ma mère <i>my mum</i></p> <p>ma belle-mère <i>my step mum</i></p> <p>ma grand-mère <i>my grandmother</i></p> <p>ma sœur <i>my sister</i></p> <p>ma demi-sœur <i>my half sister/ my step sister</i></p> <p>ma tante <i>my aunt</i></p> <p>mes parents <i>my parents</i></p> <p>mes grands-parents <i>my grandparents</i></p> <p>mes deux frères <i>my two brothers</i></p> <p>mes trois sœurs <i>my three sister</i></p>	<p>parce que (qu') <i>because</i></p> <p>car <i>because</i></p> <p>je suis <i>I am</i></p> <p>il est <i>he is</i></p> <p>elle est <i>she is</i></p> <p>nous sommes <i>we are</i></p> <p>ils sont <i>they are</i></p> <p>elles sont <i>they are (all female)</i></p>	<p>très <i>very</i></p> <p>trop <i>too</i></p> <p>assez <i>quite</i></p> <p>un peu <i>a bit</i></p> <p>vraiment <i>really</i></p>	<p>grand(e)(s) <i>tall</i></p> <p>petit(e)(s) <i>short</i></p> <p>gros(se) <i>big</i></p> <p>jeune(s) <i>young</i></p> <p>vieux/vieille(s) <i>old</i></p> <p>beau/belle/beaux/belles <i>beautiful</i></p> <p>amusant(e)(s) <i>funny</i></p> <p>patient(e)(s) <i>patient</i></p> <p>content(e)(s) <i>happy</i></p> <p>fort(e)(s) <i>strong</i></p> <p>pratique(s) <i>practical</i></p> <p>populaire(s) <i>popular</i></p> <p>agréable(s) <i>nice</i></p> <p>responsable(s) <i>responsible</i></p> <p>unique(s) <i>unique</i></p> <p>heureux/euse(s) <i>happy</i></p> <p>sérieux/euse(s) <i>serious</i></p> <p>travailleur/euse(s) <i>hardworking</i></p> <p>sportif/ive(s) <i>sporty</i></p> <p>gentil/gentille(s) <i>kind</i></p> <p>sympa(s) <i>kind</i></p>	

# SENTENCE BUILDER 3

<p>Pendant mon temps-libre <i>During my free time</i></p> <p>Normalement <i>Normally</i></p> <p>Généralement <i>Generally</i></p> <p>En ce moment <i>At the moment</i></p> <p>Quelquefois <i>Sometimes</i></p> <p>De temps en temps <i>From time to time</i></p> <p>Souvent <i>Often</i></p>	<p>je joue <i>I play</i></p>	<p>au foot <i>football</i></p> <p>au basket <i>basketball</i></p> <p>au tennis <i>tennis</i></p> <p>au handball <i>handball</i></p> <p>au hockey sur glace <i>ice hockey</i></p> <p>aux cartes <i>cards</i></p> <p>d'un instrument <i>an instrument</i></p> <p>du piano <i>the piano</i></p> <p>de la guitare <i>the guitar</i></p>	<p>avec mon père <i>with my dad</i></p> <p>avec mon frère <i>with my brother</i></p>
	<p>je fais <i>I do</i></p>	<p>du sport <i>sport</i></p> <p>du vélo <i>cycling</i></p> <p>de la natation <i>swimming</i></p> <p>de la danse <i>dancing</i></p> <p>de l'exercice <i>exercise</i></p>	<p>avec mon équipe <i>with my team</i></p> <p>avec ma soeur <i>with my sister</i></p> <p>avec ma mère <i>with my mum</i></p>
	<p>je vais <i>I go</i></p>	<p>en ville <i>to town</i></p> <p>au centre(-ville) <i>to the (town) centre</i></p> <p>au centre commercial <i>to the shopping centre</i></p> <p>au centre de loisirs <i>to the leisure centre</i></p> <p>au parc <i>to the park</i></p> <p>au cinéma <i>to the cinema</i></p> <p>au théâtre <i>to the theatre</i></p> <p>au stade <i>to the stadium</i></p> <p>au musée <i>to the museum</i></p> <p>à la piscine <i>to the swimming pool</i></p> <p>aux magasins <i>to the shops</i></p> <p>chez mon copain <i>to my friend's house</i></p> <p>à un club de foot <i>to a football club</i></p>	<p>avec mes grands-parents <i>with my grandparents</i></p> <p>avec mes copains <i>with my friends</i></p> <p>avec mes amis <i>with my friends</i></p> <p>avec mes potes <i>with my mates</i></p> <p>seul(e) <i>alone</i></p>

# SENTENCE BUILDER 4

<p>Hier <i>Yesterday</i></p> <p>Hier soir <i>Yesterday evening (last night)</i></p> <p>Le week-end dernier <i>Last weekend</i></p> <p>Le mois dernier <i>Last month</i></p> <p>La semaine dernière <i>Last week</i></p> <p>L'année dernière <i>Last year</i></p>	<p>j'ai joué <i>I played</i></p>	<p>au foot <i>football</i> au basket <i>basketball</i> au tennis <i>tennis</i> au handball <i>handball</i> au hockey sur glace <i>ice hockey</i> aux cartes <i>cards</i> d'un instrument <i>an instrument</i> du piano <i>the piano</i> de la guitare <i>the guitar</i></p>	<p>avec mon père <i>with my dad</i></p> <p>avec mon frère <i>with my brother</i></p> <p>avec mon équipe <i>with my team</i></p> <p>avec ma soeur <i>with my sister</i></p> <p>avec ma mère <i>with my mum</i></p> <p>avec mes grands-parents <i>with my grandparents</i></p> <p>avec mes copains <i>with my friends</i></p>
	<p>je vais jouer <i>I'm going to play</i></p> <p>je voudrais jouer <i>I would like to play</i></p>		
<p>Demain <i>Tomorrow</i></p> <p>Le week-end prochain <i>Next weekend</i></p> <p>Le mois prochain <i>Next month</i></p> <p>La semaine prochaine <i>Next week</i></p> <p>L'année prochaine <i>Next year</i></p>	<p>j'ai fait <i>I did</i></p>	<p>du sport <i>sport</i> du vélo <i>cycling</i> de la natation <i>swimming</i> de la danse <i>dancing</i> de l'exercice <i>exercise</i></p>	<p>avec mes amis <i>with my friends</i></p> <p>avec mes potes <i>with my mates</i></p> <p>seul(e) <i>alone</i></p>
	<p>je vais faire <i>I'm going to do</i></p> <p>je voudrais faire <i>I would like to do</i></p>		
<p>Demain <i>Tomorrow</i></p> <p>Le week-end prochain <i>Next weekend</i></p> <p>Le mois prochain <i>Next month</i></p> <p>La semaine prochaine <i>Next week</i></p> <p>L'année prochaine <i>Next year</i></p>	<p>je suis allé(e) <i>I went</i></p>	<p>en ville <i>to town</i> au centre(-ville) <i>to the (town) centre</i> au centre commercial <i>to the shopping centre</i> au centre de loisirs <i>to the leisure centre</i> au parc <i>to the park</i> au cinéma <i>to the cinema</i> au théâtre <i>to the theatre</i> au stade <i>to the stadium</i> au musée <i>to the museum</i> à la piscine <i>to the swimming pool</i> aux magasins <i>to the shops</i> chez mon copain <i>to my friend's house</i> à un club de foot <i>to a football club</i></p>	<p>avec mes amis <i>with my friends</i></p> <p>avec mes potes <i>with my mates</i></p> <p>seul(e) <i>alone</i></p>
	<p>je vais aller <i>I'm going to go</i></p> <p>je voudrais aller <i>I would like to go</i></p>		



### Key Terms

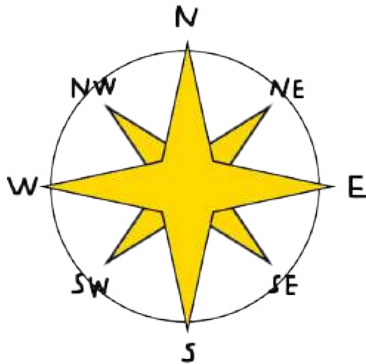
<b>Human Geography</b>	Studying what people do on the Earth.
<b>Physical Geography</b>	Studying what is naturally occurring on Earth
<b>Environmental Geography</b>	Human interaction with Nature

### What is Geography?

“Geography is the study of the Earth’s landscapes, peoples, places and environments. It is, quite simply, the study of the world we live in.”

Geography is part of your everyday life; you use it every day without even realizing!

### Compass Points



### Where is the UK?



The United Kingdom (UK) is an island country located in the continent of Europe, it is made up of four countries: England, Scotland, Northern Ireland and Wales.

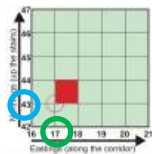
### The UK



UK map with countries and capitals.

### 4-Figure Grid References

Along the edges of each map there are numbers. These numbers help you work out where a location is on a map. Northings are the numbers that go from bottom to top, Eastings go from left to right.



The first two numbers give the eastings

17 43

The second two numbers give the northings

Remember.... Eastings then northings!

Along the corridor and up the stairs

### Map Symbols

Symbols are useful for lots of reasons including, space saving on a map, multi-lingual (all languages can understand them), saves time, clear.



Bus/Coach Station



Coniferous Forest



Train Station



Places of Worship



Information Point



Post Office



Deciduous Forest



Youth Hostel



Museum



School



View Point



Campsite

## Atlas Skills

There are generally three main types of maps shown in an atlas.

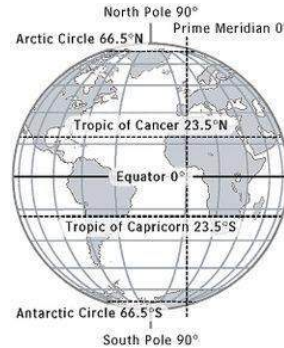


**Physical Maps** these show topography/relief (the shape of the land) and other physical features such as rivers and lakes.

**Political Maps** these show country borders, cities, transport links etc.

**Thematic Maps** these show information such as climate data, agriculture types etc.

## Longitude and Latitude



Unlike grid lines where we go along the corridor and up the stairs, here we go **UP** and **ACROSS**

**LATITUDE**

**LONGITUDE**

Flat lines.

Long lines – up and down

## 6-Figure Grid References

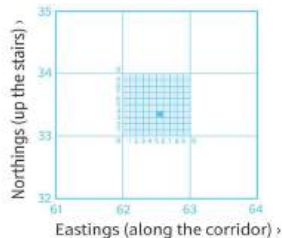
We can use six-figure grid references to find an exact location within a grid square, so they are much more accurate. The grid square is divided into tenths.

Example:

625 333

The first three numbers give the easting which includes the number of tenths.

The last three numbers give the northing which includes the number of tenths.



## Height and Relief

**Relief** the difference between the highest and lowest heights of an area.  
**Topography** the surface features of the earth like hills, mountains, valleys etc.

### Layer Shading

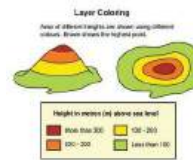
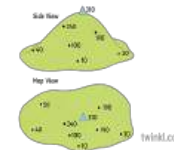


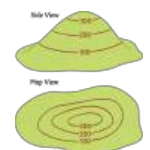
Figure 10.8 Layer colouring  
 Areas of different heights are shown using different colours. A key is used to show how high the land is.

### Spot Heights



The exact height of a place above the ground is measured and written onto a map.

### Contour Lines

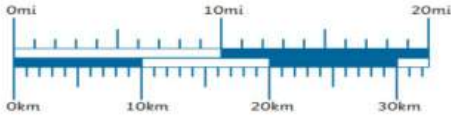


Contour lines are lines on a map which join up places of the same height. Everywhere along a contour line is the same height.

## Scale and Distance

OS maps have a scale. On some smaller maps, 1cm on the map equals 250m in real life. On some larger maps, 1cm on the map equals 500m. Different maps might have different scales, so check on your map to find its scale.

### Line Scale



Using a line scale on a map is as easy as using a ruler. The important thing to remember is that a line scale shows measurements in Km and the measurements on a ruler are in cm.

### Word Scale

**One centimetre on the map represents 3 kilometres on the ground. (1cm = 3 km)**

Using the scale above, if we measure the distance on a map between two places with our ruler, the measurement is 4cm. We then have to multiply that measurement by 3 to calculate that the real distance between the two places is 12Km.

## Key Terms

Continent	A group of countries such as Europe or Africa
Ocean	A body of water. There are 5.
Longitude	A global measurement going from the North to the South Pole.
Latitude	A global measurement going around the world east to west.
Equator	This is the central line around the middle of the Earth.
Atlas	A book which contains a variety of different maps.
Political Map	A map which shows countries and their main cities
Physical Map	A map which shows the shape of the land.
Ordnance Survey	A type of map which is drawn of the UK. Has lots of information.
Co-ordinates	The way of locating the exact spot or area in the world.
Grid Reference	An area or exact spot on a map.

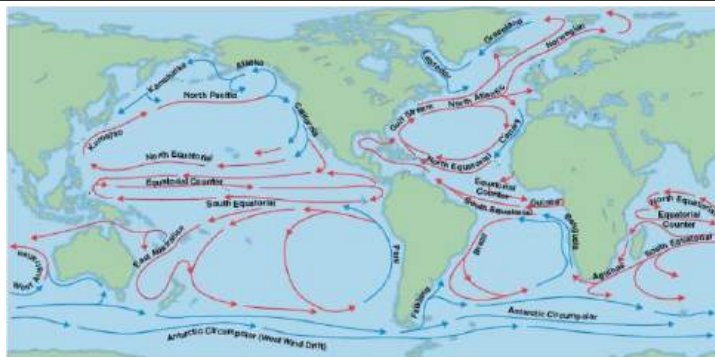
### World map and overview

The surface of the planet is 71% water. It contains 5 oceans: The Arctic, Atlantic, Indian, Pacific and Southern Oceans.



- The different oceans are shown by the different shades of blue on the map.
- All of the oceans are actually connected together.
- Because the oceans are so large, people sometimes break them down into even more categories, e.g. the 'Northern Atlantic' and the 'Southern Atlantic.'
- The word 'ocean' comes from Greek, meaning 'great stream.'

### Ocean Currents



→ Warm-water current      → Cold-water current

### Key Terms

Ocean Trench	A deep chasm in the ocean floor, where one plate dives under another.
Ocean Ridge	A mountain ridge on the ocean floor, formed by rising magma.
Salt water	Sea water contains sodium chloride.
Continental Shelf	Where the ocean floor slopes gently away from the coast, before it plunges to the deep ocean
Coral Reefs	Formed by limestone secreted by animals. Called polyps.
Ocean Floor	The sea bed. It is mostly large flat areas covered in a muddy sediment up to 500 meters deep.
Phytoplankton	Tiny ocean plants.
Photosynthesis	Where plants make their food from carbon dioxide and water in sunlight.
Surface currents	These flow in the top 100 meters of the ocean dragged by the wind.
Underwater currents	These flow deeper in the ocean and more slowly.
Global conveyor	A system of underwater warm and cold currents .
Hydrothermal vents	These spurt out of the sea bed with hot water (over 400°) full of chemicals.. One theory is that life began in them.
Ocean current	A current of warm or cold water flowing within the ocean

## The 5 oceans

### Pacific Ocean



- The Pacific Ocean is the largest ocean in the world. It covers nearly one-third (30%) of the Earth's surface. It separates Australia and Asia from North and South America.
- The name Pacific Ocean means the 'peaceful sea' in Portuguese.
- Some of the main features in the Pacific Ocean include the Mariana Trench and the Hawaiian Islands.

### Atlantic Ocean



- The Atlantic Ocean is the second largest ocean in the world. It covers about 20% of the earth's surface.
- It separates North and South America from Europe and Africa. It contains the Gulf Stream.

### Indian Ocean



- The Indian Ocean is the third-largest ocean in the world. It is the warmest ocean in the world!
- It lies south of India and separates Australia from Africa. It contains Madagascar and Sri Lanka.

### Southern Ocean



- The Southern Ocean is the second smallest ocean. It is in the southernmost part of the world - around Antarctica.
- As it is so far south, much of the Southern Ocean is normally covered in ice (like the Arctic Ocean).

### Arctic Ocean



- The Arctic Ocean is the smallest and shallowest of the world's oceans. It is in the northernmost part of the world.
- For much of the year, the Arctic Ocean is covered by ice. It has lots of fresh water, from melting ice.

## Why do we need the ocean?



It is where we believe that life began 3.8 billion years ago.



It regulates the atmosphere and controls the amount of carbon dioxide



It is a source of our drinking water, as through the water cycle it ends up in rainwater.



It affects our climate due to the ocean currents. The Gulf Stream keeps the British climate mild.

## The Ocean as a Resource

The oceans are not only important for our climate and water they are also a resource.

Fishing – for many people around the world fish is a main source of protein. Each year 80 million tonnes are caught.

Transport and Trade – the oceans and seas are used to move people and goods around the world.

Oil and gas –can be extracted from the ocean floor. It is done on the continental shelf where the water is shallower

Energy – The waves can create clean energy such as wave and tidal power. Off-shore wind farms make use of the strong ocean winds.

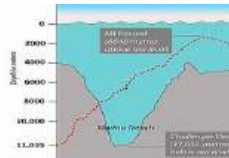
Salt - is produced by evaporating sea water.

Defence – many coastal countries have a navy to defend themselves.

Leisure – We use the oceans for holidays by the sea, sports such as surfing, diving and swimming.

### MARIANA TRENCH

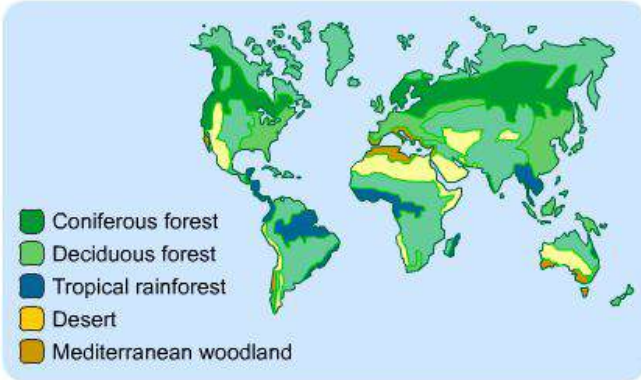
The Mariana Trench or Marianas Trench is the deepest part of the world's oceans. It is located in the western Pacific Ocean, to the east of the Mariana Islands. The trench is about 2,550 kilometres (1,586 miles) long. The pressure of the water is so great at depths below 1,000 metres that it would crush a regular submarine. All of the animals that live in the deep sea must contend with these incredible pressures.



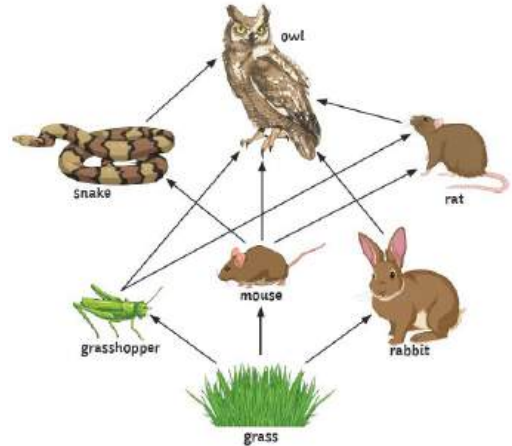
**Key Terms**

Producer	Make their own food through the process of photosynthesis.	Community	All the populations living in a habitat.
Consumer	An organism that eats other plants or animals to obtain food.	Habitat	A place where organisms live.
Population	All the members of a single species living in a habitat.		

**Biome Locations**



**Food Webs**



**Animal and Plant Adaptations**

**Adaptations of Owls**

- large eyes set forward on the head gives great depth perception for hunting plus network of their eyes are packed with low light sensitive rods to see at night.
- totally silent flight from fringed flight feathers that muffle the sound of air passing through their feathers
- their necks have a lot of flexibility for following prey as they move.
- sharp talons for catching prey on the fly

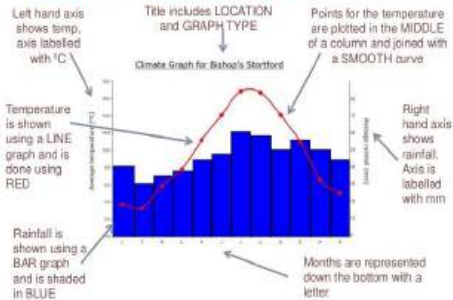
©Shari Asael

- Small surface area minimises evaporation
- Spines instead of leaves
- Stems that can store water
- Widespread root system



## Climate Graphs

### Example of climate graph

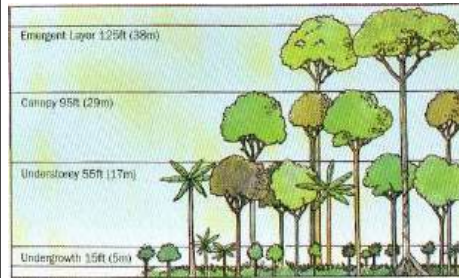


Temperature = line graph.

Rainfall = bar chart

## Rainforests

The rainforests have 4 layers. Each has its own characteristics and animals that live there. The emergent layer gets the most sunlight. Other plants need to fight to get to the light.



## Rainforest adaptations



Plants and animals in the rainforest have special adaptations that help them survive. Roots to help stabilize tall trees, drip tips to help water run off, beaks for cracking open nuts, claws to grip.

**Average rainfall:** 50 – 260 inches/year, often more than 80 inches/year  
**Temperature Ranges:** 68° F (20° C) – 93°F (34° C)  
**Humidity:** 77% - 88%  
**Climate:** Hot and humid  
**Abiotic Factors:** Amount of water/sunlight, climate, weather, rainfall  
**Biotic Factors:** Consumers, producers, decomposers  
**Seasons:** Very little seasonal variation, except for a brief tropical dry season.



## How do people use the Rainforest

Companies – some companies are buying land and building roads/developments  
 Medicines – Lots of the medicines we use today originally came from the forests.  
 Logging – Trees are cut down so that the wood can be used for things like furniture.  
 Cattle ranches – land is cleared to make way for big cattle farms.  
 Rubber tapping – Trees are ‘tapped’ and the rubber comes out & is collected in pots  
 Locals – Hunting, farming, housing, traditions.

# Ecosystems

## Rainforest Sustainability

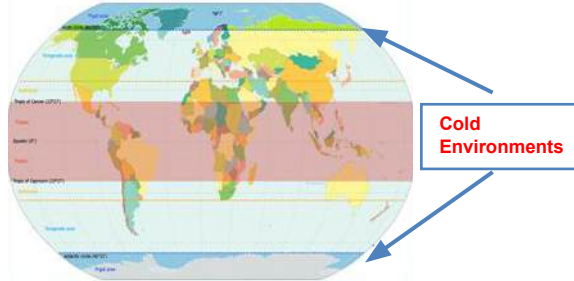
**Logging and replanting** - selective logging of mature trees ensures that the rainforest canopy is preserved.

**Education** - It is important that local people, businesses and politicians understand the true value of the tropical rainforest.

**Ecotourism** - this encourages sustainable tourism that creates jobs for local people whilst ensuring that the money generated is used to protect and conserve the tropical rainforest for future generations to enjoy.

**International agreements** - agreements to protect tropical rainforests have been made between different countries through debt-for-nature swaps.

## Location of Cold Environments



## Cold Environments

Cold environments include the polar and tundra biomes.

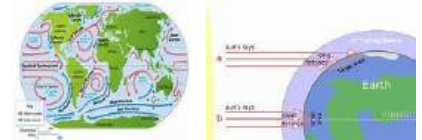
They are the coldest environments on Earth. Polar regions are found at the poles. In the north, it is the sea ice that forms the Arctic, and in the south, it is the ice-capped continent of Antarctica.

## Key Terms

Climate	The main weather conditions in a certain area over a long period of time.	Food Chain	A series of organisms each dependent on the next as a source of food.	Landforms	A natural feature of a land surface
Temperate	A climate that is mild, like the UK	Antarctica	The most southerly continent, surrounded by the Southern Ocean	Mountains	A large natural elevation of the earth's surface rising abruptly from the surrounding level; a large steep hill.
Exploit	Make full use of and get benefits from.	Adaptation	The changes animals and plants make to allow them to live in an environment.	Avalanche	Rapid movement of snow or ice downhill
Environment	The surroundings or conditions in which a person, animal, or plant lives or operates	Glaciers	A slowly moving mass or river of ice formed by the accumulation and compaction of snow on mountains or near the poles.	Survival	Continuing to live and exist even in harsh conditions.

## Three reasons why we get cold environments

- HIGH LATITUDE**- high latitudes are colder because they receive less solar radiation (the sun's energy that hits the earth) The solar radiation hits at more of an angle at the poles, so the sun's warmth is spread out more.
- HIGH ALTITUDE**- high altitudes are colder because the air temperature decreases with increasing altitude- Oxygen particles are further apart so there is less friction and warmth created.
- OCEAN CURRENTS**- places are cold if they have a cold ocean current running past them- this keeps the land much colder than those countries that have a warmer ocean current like the UK.



# History | Year 7 - Norman conquest | September to October

Battle of Hastings		
1	<b>The Battle of Stamford Bridge</b>	In September 1066, <b>Harald Hardrada</b> landed an army of 8,000 Vikings in the North of England. <b>Harold Godwinson</b> and his army marched 180 miles in 4 days to meet them.  <b>Godwinson</b> defeated the Vikings at the <b>Battle of Stamford Bridge</b> . <b>Hardrada</b> was killed. Almost as soon as the battle was over, <b>Harold</b> learnt that <b>William</b> had landed and he raced his exhausted army back to the south coast.
2	<b>Harold's Anglo-Saxon Army</b>	5,500 fyrd, untrained farmers fighting with wooden shields and farm tools 3,000 heavily-armoured <b>housecarls</b> armed with battle axes.
3	<b>William's Norman Army</b>	3,000 well trained <b>infantry</b> with metal armour and swords 2,000 <b>cavalry</b> on large warhorses 800 <b>archers</b> who could fire over 100 metres
1	<b>The Battle of Hastings</b>	Harold took a strong position at the top of <b>Senlac hill</b> . <b>Fyrd</b> and <b>housecarls</b> linked shields to form a <b>shield wall</b> .
2		William placed his army in three rows: <b>archers</b> in front, followed by <b>infantry</b> , and <b>cavalry</b> protected behind
3		William ordered attacks from his <b>archers</b> and <b>cavalry</b> , but they failed because of the hill and <b>shield wall</b> .

Battle of Hastings		
4		After a break for lunch, William tried a new <b>strategy</b> . He attacked with his <b>cavalry</b> who then <b>feigned</b> to retreat. Some English soldiers followed the <b>cavalry</b> , breaking the shield wall.
5		With the shield wall broken, the Norman <b>cavalry</b> could charge at the <b>fyrd</b> .
6		<b>Harold</b> was shot in the eye and died. Without their leader, the English army was easily defeated.
7		<b>William</b> marched to London and was crowned king on Christmas Day 1066.
Contenders for the throne		
Name	Strengths	Weaknesses
<b>Harold Godwinson</b>	<ul style="list-style-type: none"> <li>A nobleman with the support of English <b>earls</b></li> <li>Edward had apparently promised him the throne as he lay dying</li> <li>Had been crowned king already after Edward had died</li> </ul>	<ul style="list-style-type: none"> <li>Harold had <b>rebelled</b> against Edward</li> <li>No proof that he had promised the throne</li> </ul>
<b>Harald Hardrada</b>	<ul style="list-style-type: none"> <li>Had been <b>King of Norway</b> for 20 years</li> <li>A feared warrior who had won battles across Europe</li> <li>Claimed that <b>Emma's</b> son <b>Harthacnut</b> had promised his family the English throne</li> </ul>	<ul style="list-style-type: none"> <li>Very weak <b>claim to the throne</b></li> <li>Didn't speak English</li> </ul>
<b>William, Duke of Normandy</b>	<ul style="list-style-type: none"> <li>Related to <b>Edward</b> through <b>Emma</b>, his great-aunt</li> <li><b>Edward</b> had apparently promised him the throne in 1051 and Harold had agreed</li> <li>Successful leader in battle and had been <b>Duke of Normandy</b> for 30 years</li> </ul>	<ul style="list-style-type: none"> <li>No proof that he was promised the throne</li> <li>Didn't speak English</li> </ul>

Vocabulary		
1	<b>Archers</b>	Soldiers who fire arrows at the enemy from range.
2	<b>Anglo-Saxons</b>	A people from Germany who settled in England.
3	<b>Barons</b>	Wealthy landowners who control an army.
4	<b>Cannibalism</b>	Eating humans.
5	<b>Cavalry</b>	Soldiers who ride on horseback.
6	<b>Claim to the throne</b>	A reason why someone should be King.
7	<b>Contenders</b>	Challengers.
8	<b>Deter</b>	Use a harsh penalty to stop someone doing something.
9	<b>Earls</b>	Anglo-Saxon noblemen.
10	<b>Edwin</b>	Anglo-Saxon earl of Mercia.
11	<b>Feudal System</b>	William's system of giving out land.
12	<b>Feigned</b>	Pretended.
13	<b>Harrying</b>	Destroying.
14	<b>Heir</b>	Someone to become king or queen after you, usually a son.
15	<b>Hierarchy</b>	A system with the most important people at the top.
16	<b>Infantry</b>	Soldiers who fight on foot.
17	<b>Knights</b>	Loyal soldiers who fight for barons and the king.
18	<b>Matilda of Flanders</b>	William's wife.

## The Church

1	<b>Heaven and Hell</b>	<i>Medieval Christians tried to live good lives to make sure they went to heaven.</i>
2	<b>Doom paintings</b>	churches showed Medieval Christians what was going to happen to them after they died. People who had committed spent <b>eternity</b> suffering in <b>hell</b> . Good Christians rose to <b>heaven</b> to be with God.
3	<b>Deserved to go to heaven by:</b>	doing <b>good works</b> such as helping the poor and sick buying an <b>indulgence</b> , a certificate that forgave your sins going on <b>pilgrimage</b> , a long journey to a religious shrine.
4	<b>The Church hierarchy</b>	<b>The Pope</b> the head of the Christian Church lived in <b>Rome</b> in Italy claimed power over all Christians and could <b>excommunicate</b> kings. <b>The Archbishop of Canterbury</b> was the most important <b>priest</b> in England was responsible for churches across the whole country. <b>Bishops</b> were the leaders of the Church in a region of England. <b>Priests</b> ran church services in a local area, called a <b>parish</b> .
5	<b>Saints</b>	One of the most popular <b>saints</b> was <b>Saint Cuthbert</b> who performed <b>miracles</b> such as calming a storm Medieval Christians worshipped <b>saints</b> by making a <b>pilgrimage</b> to a <b>shrine</b> (a statue of a saint or their remains).

## Monasteries

1	<b>What happened in the monastery?</b>	Prayer and worship took place in the <b>church</b> . The poor and sick were cared for in the <b>infirmary</b> . People came on <b>pilgrimages</b> to worship at the <b>shrine</b> of <b>Saint Mary</b> .
2	<b>Who was involved in the life of the monastery?</b>	The <b>abbot</b> was the monk in charge of the <b>monastery</b> . <b>Monks</b> lived and worked in the <b>monastery</b> , praying 5 times a day, growing food and helping the poor Local <b>masons</b> (builders) were employed to build new buildings <b>Nobles</b> donated money to the <b>monastery</b> so <b>monks</b> would pray for them to go to heaven The poor received <b>charity</b> from the monks

## Gender

1	<b>men were superior to women</b>	God expelled humans from the Garden of Eden because Eve was tempted to eat the forbidden fruit – this is known as the <b>original sin</b> Medieval Christians believed that this proved women were weaker than men and should take the blame for all of society's problems
2	<b>Men</b>	Peasant men were responsible for growing and <b>harvesting</b> food to feed the family. If the king needed men to fight, men had to be ready to serve in his army Men filled all of the roles in the Church.
3	<b>Women</b>	Royal women such as <b>Emma of Normandy</b> or <b>Matilda</b> were very powerful . Married women helped their husbands by managing the household or helping in the fields at <b>harvest</b> time. <b>Childbirth</b> was incredibly dangerous: <b>two percent</b> of pregnancies led to the death of the mother.

## Vocabulary

1	<b>agriculture</b>	farming
2	<b>the Church</b>	The international organisation that ran the Christian religion
3	<b>gender</b>	the characteristics of men and women
4	<b>harvest</b>	the period of gathering in the crops from the field
5	<b>hierarchy</b>	a system in which people are ranked by their power or status
6	<b>monastery</b>	a large religious building where monks lived and prayed
7	<b>noble</b>	a wealthy landowner who inherited wealth and power from his family
8	<b>original sin</b>	Eve eating the forbidden fruit in the Garden of Eden
9	<b>patriarchal</b>	ruled and dominated by men
10	<b>peasant</b>	a poor farmer who rented land from others
11	<b>the Pope</b>	the head of the Church
12	<b>saint</b>	an especially holy person who could perform miracles
13	<b>to excommunicate</b>	to kick someone out of the Church (only the Pope had the power to do this)
14	<b>monarchy</b>	a system of government in which kings and queens inherited their power
15	<b>rebellion</b>	when ordinary people rise up against the government
16	<b>legitimate</b>	proper, correct – i.e. descended from the previous king
17	<b>heir</b>	the person next in line to be king or queen.
18	<b>interpretation</b>	a historians' answer to a question about the past
19	<b>taxes</b>	money paid to the government



# Year 7 Mathematics | Term 1 | Knowledge Organiser

Billion (1,000,000,000)	Hundred Million (100,000,000)	Ten Million (10,000,000)	Million (1,000,000)	Hundred Thousand (100,000)	Ten Thousand (10,000)	Thousand (1,000)	Hundred (100)	Ten (10)	Units (1)	Tenths (0.1)	Hundredths (0.01)	Thousandths (0.001)
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Place Value		
First comma	Thousands	1, 206, 000
Second comma	Millions	1, 206, 000 <i>↑ million, two hundred and six thousand</i>
Ascending	Smallest to biggest	Write in descending order 4.403, 4.3, 4.33, 4.03
Descending	Biggest to smallest	U T H TH 4 . 4 0 3 4 . 3 3 0 ← <i>add place holders</i>
The decimal point	Never moves	4 . 3 0 0 4 . 0 3 0 ← <i>line up the decimal point</i>
Crocodile	Eats the bigger number	-2 > -7

Rounding and Estimation		
Rounding	Find the decider	Round 58,624 to the nearest 100
5 or above	Give it a shove	58,624 <i>↓ decider</i>
4 or below	Let it go	

Squares	Square Roots		
1 <sup>2</sup>	1	√1	1
2 <sup>2</sup>	4	√4	2
3 <sup>2</sup>	9	√9	3
4 <sup>2</sup>	16	√16	4
5 <sup>2</sup>	25	√25	5
6 <sup>2</sup>	36	√36	6
7 <sup>2</sup>	49	√49	7
8 <sup>2</sup>	64	√64	8
9 <sup>2</sup>	81	√81	9
10 <sup>2</sup>	100	√100	10
11 <sup>2</sup>	121	√121	11
12 <sup>2</sup>	144	√144	12
13 <sup>2</sup>	169	√169	13
14 <sup>2</sup>	196	√196	14
15 <sup>2</sup>	225	√225	15

Addition and Subtraction		
Product	Times	8 × 3
Sum	Add	8 + 3
Difference	Subtract	8 - 3
Integer	Whole number	Circle the integers below: -5, 2, 1/4, -3, 1.7, 56
Odd ends in	1, 3, 5, 7, 9	Write the largest even number using: 2, 3 and 7 <i>largest</i>
Even ends in	2, 4, 6, 8, or 0	732 <i>must end with even</i>

Multiplication and Division		
Multiplying decimals	Gelasia	2.6 × 176 = 2 . 6  <i>add decimal point at end of integer.</i>
Dividing numbers	Bus stop	Work out 3 ÷ 8 = 8   3.000 = 0.375
First number	Goes in the bus stop	
Dividing by a decimal	Equivalent fractions, Turn the denominator into an integer	Calculate 0.0642 ÷ 0.03  = $\frac{0.0642}{0.03} = \frac{6.42}{3}$ <i>new use bus stop</i>

Cube	Cube Root		
1 <sup>3</sup>	1	∛1	1
2 <sup>3</sup>	8	∛8	2
3 <sup>3</sup>	27	∛27	3
4 <sup>3</sup>	64	∛64	4
5 <sup>3</sup>	125	∛125	5
6 <sup>3</sup>	216	∛216	6
7 <sup>3</sup>	343	∛343	7
8 <sup>3</sup>	512	∛512	8
9 <sup>3</sup>	729	∛729	9
10 <sup>3</sup>	1000	∛1000	10

Order of Operations		
B I DM AS	Brackets Indices Division, Multiplication Addition, Subtraction	10 - (5 - 2) + √81 <i>↓ 0</i> 10 - 3 + √81 <i>↓ 0</i> 10 - 3 + 9 <i>↓ 0</i> 7 + 9 =
One step at a time	Copy it down	<i>same order of importance, read from left to right</i>

## Basic Rule of Algebra

Collecting like terms

The sign before

$$2a + 3b - 4c$$

positive                      negative

The term includes

## Notation

<b>Expression</b>	No equals sign
<b>Equation</b>	Has an equals sign
<b>Identity</b>	True with any value for x
<b>Formula</b>	Equals with more than one unknown

$$2x - 12 + 3x$$

$$2x - 12 + 3x = 20$$

$$5(x - 3) = 5x - 15$$

$$\text{Area of a Trapezium} = \frac{(a+b)h}{2}$$

## Expressions and Substitution

Substitution

Replace with brackets

a = 5 and b = -2. Calculate 6a - 3b

$$= 6(5) - 3(-2)$$

$$= 30 + 6$$

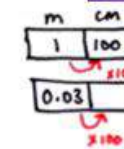
$$= 36$$

## Units of Measurement

Converting units

Box method  
Bigger unit equals '1'

Convert 0.03m into cm



Connection? Put it in a box!

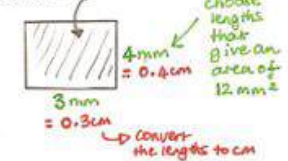
Answer: 3cm

- 1cm = 10mm
- 1m = 100cm
- 1km = 1000m
- 1kg = 1000g
- 1l = 1000ml
- 1 min = 60 seconds
- 1 hour = 60 mins

Converting units of area

Draw a rectangle  
Convert the lengths

Convert 12mm<sup>2</sup> to cm<sup>2</sup>



$$0.3 \times 0.4 = \text{--- cm}^2$$

## Solving Linear Equations

Successful elimination      With an inverse operation

Solve

$$\frac{10x}{10} = \frac{5}{10}$$

If you do it on 1 side      Do it to the other to keep the balance



x on both sides      Get rid of the smallest 'x'

Solve

$$11 - 3x = 2x + 1$$

$$+3x \quad +3x$$

x on both sides and brackets      Expand the bracket first

Solve

$$3(x + 4) = 5(2x - 1)$$


$$3x + 12 = 10x - 5$$













### Elements of Music

1	Pitch	Music is high or low in sound
2	Dynamics	Where the music is loud and Quiet
3	Duration	How long or short the values of the note
4	Tempo	How fast or slow the music is being played.
5	Timbre	The different sounds of the instruments: Wood, metal, string & skin.
6	Texture	How many instruments are playing at one time, lots or not many: Thick or Thin
7	Silence	Allow sounds to die away and give effect to the music
8	Structure	The order of the music Verse, chorus, Bridge and Instrumental

### Theory

1	Time signature 4 or 3 4 4	This tells us how many beats in a bar, that you need to count. The top number tells how many beats; Eg. 4 or 3
2		This is a repeat mark. It means you go bar to the beginning and play the music again.
3	Rhythm	Is a <b>pattern of sound which can be repeated to a regular beat.</b>
4	Rests	A rest is a musical sign that indicates a beat of silence. It still counts in the value of the bar .
5	Pulse	A pulse is a <b>steady, regular beat that continues throughout a song.</b>

### Rhythm note Values

1		4 beats	Semibreve
2		3 beats	Dotted Minim
3		2 beats	Minim
4		1 beat	Crotchet
5		1/2 beat	Quaver
6		1 beat	2 Quavers
7		1/4 beat	Semiquaver
8		1 beat	4 Semiquavers
9		1 beat	1 beat crotchet rest
10		2 beats	2 beat minim rest

### Traditional Notation

Music is written on five lines called staves

Treble Clef (found at the start of the music)

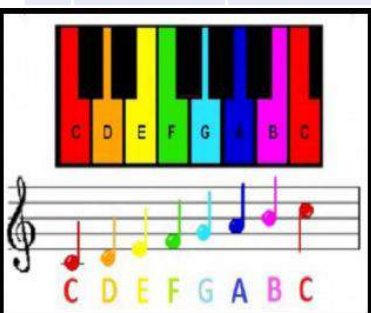
Time Signature (tells you how many beats in a bar)



Bar Line (splits the music up into little bits called bars)

Double Bar Line (found at the end of the music)

Keyboard layout



## Chords

1	Chord/Triad	3 notes played at the same time
2	C Chord	CEG notes
3	F Chord	FAC notes
4	G Chord	GBD notes
5	Middle C	This is the middle of the Piano

A musical staff in treble clef showing the C major scale from C4 to C5. Below the staff, the notes are labeled C, D, E, F, G, A, B, C, D, E, F, G, A. Below the staff is a piano keyboard with the corresponding keys labeled C through A.

A musical staff in treble clef showing the C chord (C4, E4, G4) as a triad. Below the staff, the notes are labeled C, E, G. To the right is a piano keyboard with the C, E, and G keys highlighted with red circles.

A musical staff in treble clef showing the F chord (F4, A4, C5, E5) as a triad. The notes F, A, C, and E are labeled in red above the staff. Below the staff, the notes E, G, B, D, and F are labeled in blue. To the right is a piano keyboard with the F, A, and C keys highlighted in brown.

A piano keyboard with the F, A, and C keys highlighted in brown.

A piano keyboard with the G, B, and D keys highlighted in brown.

A musical staff in treble clef showing the G chord (G4, B4, D5) as a triad. Below the staff, the notes are labeled G, B, D. To the right is a piano keyboard with the G, B, and D keys highlighted in brown.

A musical staff in treble clef showing the F chord (F4, A4, C5) as a triad. Below the staff, the notes are labeled F, A, C. To the right is a piano keyboard with the F, A, and C keys highlighted in brown.

# Science | Year 7 | Working Scientifically

What is an independent variable?	Variable that causes another variable to change
What is a dependent variable?	Variable that changes because of a change to another variable (effect)
What is a control variable?	Variable that we must keep the same during our experiment
What goes in the left hand column of a results table?	Independent variable
What goes in the right hand column of a results table?	Dependent variable
What is a hazard?	An object/substance that could cause harm to someone.
What is a risk?	The harm that could be caused to someone by a hazard.
What is a control measure?	Actions we can take to reduce the risk of harm.
Where do we write the units in a results table?	Column headings
What is an anomalous result?	A result that does not fit the pattern / trend.
What is the definition of categorical data?	Data that can only have certain values.
What is the definition of continuous data?	Data that can have any value on a scale.
What type of graph should we draw for continuous data?	Scatter / line
What type of graph should we draw for categorical data?	Bar / pie
Which variable usually goes on the horizontal axis of a scatter graph?	Independent
Which variable usually goes on the vertical axis of a scatter graph?	Dependent

What is the definition of accurate?	How close the measurement is to the actual value.
What is the definition of random error?	Difference between measurement and actual value that can't be predicted
What do we call a result that does not fit the pattern or trend?	Anomalous result / outlier
What is the definition of resolution?	The smallest measurement that can be made with a measuring device.
What is the definition of range?	Difference between the largest value and the smallest value.
What is the resolution of an ordinary 15 or 30 cm ruler?	1mm
What is the definition of a systematic error?	Difference between measurement and actual value that is same each time.
What is a zero error?	An error caused by the reading not being zero when no measurement is being made.
How we can we avoid including zero errors in our measurements?	Set the measuring instrument to zero before measuring, or subtract the initial reading from the final reading to calculate an accurate reading.
What is the definition of precise?	Repeated measurements are close together (small random errors)
Why does doing repeats and taking a mean improve the accuracy of a measurement?	Reduces the effect of random error
What is the definition of reliable?	Anyone could get the same experimental result again
What is the definition of repeatable?	If same person did same experiment again, they would get the same results
Which of the following gives the best definition of reproducible?	If someone else did the same experiment, they would get same results

# Science |Year 7 | Working Scientifically

Why might a scientist's conclusion not be valid?	Hasn't kept control variables constant; confused correlation with causation; other factors involved.	How would we measure the volume of a cube?	Measure length, width and height using a ruler. Multiply these together to calculate volume.
What is the definition of resolution?	The smallest measurement that can be made with a measuring device.	How would we measure the volume of an irregular solid like a stone?	Displacement method: place stone into water and measure the change in volume.
Which piece of equipment is used to hold small volumes of liquid?	Test tube	Which piece of equipment is used to measure mass?	Balance
Which piece of equipment is shaped like a test tube but can be used to hold larger volumes of liquid?	Boiling tube	What units do we use to measure mass?	kilograms, grams
Which piece of equipment is used for storing and pouring liquids?	Beaker	How would we measure the mass of a liquid?	Measure the mass of the container. Add the liquid and measure the mass of both. Subtract to calculate the mass of the liquid.
Which piece of equipment is used for storing and swirling liquids?	Conical flask	What button should we press before taking any mass reading using a balance?	Zero / tare button.
Which piece of equipment is used for accurately measuring volumes of liquid?	Measuring cylinder	Which piece of equipment is used to measure temperature?	Thermometer
Which piece of equipment is used for pouring liquids without spilling them?	Funnel	How should we position our body when measuring temperature?	Make sure we are at eye level with the thermometer.
Which piece of equipment is used for measuring small volumes of liquids?	Pipette	Which piece of equipment is used to heat substances strongly in the lab?	Bunsen burner
Which piece of equipment is used for picking up small masses of solids?	Spatula	Which part of a Bunsen burner is used to control the strength of the flame?	Air hole
Which piece of equipment is used for holding things in place above a desk?	Clamp + clamp stand	True or false: a blue flame is hotter than an orange flame.	True: a blue flame is hotter.
Which piece of equipment is used for measuring length?	Ruler [or tape measure]		
What units do we use to measure length?	Metres, centimetres, millimetres		
What units do we use to measure volume?	centimetres cubed, millilitres, litres		
What do we call the curved section of liquid within a measuring cylinder?	Meniscus		

# Science |Year 7 | Particles

What word describes the stuff that makes up everything in the world?	Matter
What is the principle of conservation of energy?	Total energy before an event = total energy after an event [OR energy is never created or destroyed, it is only stored, transferred usefully or dissipated.]
What are the three states of matter?	Solid, liquid, gas
In which state do particles have the most kinetic energy?	Gas
In which two states are particles close together?	Solid, liquid
How do we describe the arrangement of particles in a solid?	Fixed lattice
How do we describe the motion of particles in liquids and gases?	Random
How do we describe the motion of particles in a solid?	They do not move; they only vibrate
True or false: particles in a liquid / gas all have the same kinetic energy.	False: particles in a liquid / gas move at a range of speeds.
What word do we use to describe liquids and gases?	Fluids
In which state are the bonds / forces between particles the strongest?	Solid
What is the change of state from solid to liquid called?	Melting
What is the change of state from liquid to gas called?	Evaporating / boiling
What is the change of state from liquid to solid called?	Freezing
What is the change of state from gas to liquid called?	Condensing
What is the definition of melting point in terms of temperature?	Melting point is the temperature at which all of the particles in a substance change from solid to liquid.

What is the definition of boiling point in terms of temperature?	Boiling point is the temperature at which all of the particles in a substance change from liquid to gas.
True or false: melting point occurs at the same temperature as freezing point.	True: melting point occurs at the same temperature as freezing point.
What is the most commonly used temperature scale in Europe?	Celsius
What is the most commonly used temperature scale in America?	Fahrenheit
If two objects have the same volume but different masses, which is more dense: the one with the larger mass or the one with the smaller mass?	The one with the larger mass.
If two objects have the same mass but different volumes, which is more dense: the one with the greater volume or the one with the smaller volume?	The one with the smaller volume.
What causes gases to exert a pressure on the walls of the gas's container?	Collisions between the particles and the walls of the container.
If more particles are added to a container of gas, does pressure increase or decrease?	Pressure increases
If the gas in a container is heated, does pressure increase or decrease?	Pressure increases
If the container is allowed to expand (become larger), does pressure increase or decrease?	Pressure decreases
True or false: particles low down in the earth's atmosphere are less densely packed than particles high up.	False: particles low down are more densely packed.
Is air pressure greater low down or high up in the earth's atmosphere?	Air pressure is greater low down.
What does concentration mean in terms of particles?	How many particles are contained within a certain volume / space.
What do we call the movement of particles from a high to a low concentration?	Diffusion

# SENTENCE BUILDER 1

Hola, señor <i>Hello, sir</i> Hola, señora <i>Hello, madame</i> ¡Buenos días! <i>Good morning</i> ¡Buenas tardes! <i>Good afternoon</i> ¡Buenas noches! <i>Good night</i>	¿Qué tal? <i>how are you?</i>	sí, <i>yes,</i>	muy bien, gracias <i>very well, thank you</i> más o menos <i>okay / so-so</i> todo va bien, gracias <i>all is going well, thanks</i>	adiós <i>goodbye</i> hasta pronto <i>see you soon</i> hasta mañana <i>see you tomorrow</i> hasta luego <i>see you later</i> que tengas un buen día <i>have a good day</i>
	¿Cómo estás? <i>how are you?</i>	no, <i>no,</i>	no tan bien <i>not so well</i> estoy muy cansado / cansada <i>I'm very tired</i> no mucho <i>nothing much</i>	

Quiero presentarme *I would like to present myself*

me llamo... <i>I call myself... (I'm called)</i> mi nombre es... <i>my name is...</i>	y <i>and</i>	tengo <i>I have (I am)</i>	primero (1st) un(o) (1) dos (2) tres (3) cuatro (4) cinco (5) seis (6) siete (7) ocho (8) nueve (9) diez (10) once (11) doce (12) trece (13) catorce (14) quince (15) dieciséis (16) diecisiete (17) dieciocho (18) diecinueve (19)	veinte (20) veintiuno (21) veintidós (22) veintitrés (23) veinticuatro (24) veinticinco (25) veintiséis (26) veintisiete (27) veintiocho (28) veintinueve (29) treinta (30) treinta y uno (31)	año (year) años (years)
mi cumpleaños es el... <i>my birthday is the</i>					de ... of ...
(yo) vivo <i>I live</i> (yo) nací <i>I was born</i> (yo) soy <i>I am</i>	en... <i>in ...</i> de... <i>from ...</i>	Londres Madrid Barcelona Buenos Aires Santiago Medellín Lima			enero <i>January</i> febrero <i>February</i> marzo <i>March</i> abril <i>April</i> mayo <i>May</i> junio <i>June</i> julio <i>July</i> agosto <i>August</i> septiembre <i>September</i> octubre <i>October</i> noviembre <i>November</i> diciembre <i>December</i>
(yo) soy <i>I am</i>	inglés(a) <i>English</i> español(a) <i>Spanish</i> castellano/a <i>Castilian Spanish</i> argentino/a <i>Argentinian</i> chileno/a <i>Chilean</i> colombiano/a <i>Colombian</i> peruano/a <i>Peruvian</i> latino/a <i>Latin</i>				



## SENTENCE BUILDER 2

<p>En mi familia <i>In my family</i></p> <p>En mi casa <i>In my house</i></p> <p>En casa <i>At home</i></p>	<p>hay <i>there is</i></p>	<p>yo <i>me</i></p> <p>mi padre <i>my father</i> mi papá <i>my dad</i> mi padrastro <i>my step dad</i> mi hermano <i>my brother</i> mi abuelo <i>my grandad</i> mi primo <i>my cousin (m)</i> mi tío <i>my uncle</i> mi hijo <i>my son</i> mi marido <i>my husband</i></p> <p>mi madre <i>my mother</i> mi mamá <i>my mum</i> mi madrastra <i>my step mum</i> mi hermana <i>my sister</i> mi abuela <i>my grandmother</i> mi prima <i>my cousin (f)</i> mi tía <i>my aunt</i> mi hija <i>my daughter</i> mi mujer <i>my wife</i></p> <p>mis padres <i>my parents</i> mis abuelos <i>my grandparents</i></p> <p>mis dos hermanos <i>my two brothers</i> mis tres hermanas <i>my three sisters</i></p>	<p>También <i>Also</i></p> <p>tengo <i>I have</i></p> <p>(nosotros) tenemos <i>we have</i></p> <p>me gustaría tener <i>I would like to have</i></p>	<p>un animal <i>an animal</i> un gato <i>a cat</i> un perro <i>a dog</i> un caballo <i>a horse</i> un conejo <i>a rabbit</i> un pez <i>a fish</i> un pájaro <i>a bird</i></p> <p>una tortuga <i>a tortoise</i> una araña <i>a spider</i> una serpiente <i>a snake</i></p>	<p>negro <i>black</i> rojo <i>red</i> amarillo <i>yellow</i> blanco <i>white</i> rosa <i>pink</i> naranja <i>orange</i> azul <i>blue</i> verde <i>green</i> gris <i>grey</i> marrón <i>brown</i></p> <p>negra <i>black</i> roja <i>red</i> amarilla <i>yellow</i> blanca <i>white</i> rosa <i>pink</i> naranja <i>orange</i> azul <i>blue</i> verde <i>green</i> gris <i>grey</i> marrón <i>brown</i></p>
<p>(yo) diría que <i>I would say that</i></p> <p>En mi opinión <i>In my opinion</i></p> <p>me gusta <i>I like</i></p> <p>me encanta <i>I love</i></p> <p>(yo) prefiero a <i>I prefer</i></p> <p>no me gusta <i>I don't like</i></p> <p>(yo) odio a <i>I hate</i></p> <p>no soporto a <i>I can't bear</i></p> <p>no aguanto a <i>I can't stand</i></p>	<p>mis padres <i>my parents</i> mis abuelos <i>my grandparents</i></p> <p>mis dos hermanos <i>my two brothers</i> mis tres hermanas <i>my three sisters</i></p>	<p>porque <i>because</i></p> <p>dado que <i>because</i></p> <p>soy <i>I am</i></p> <p>(él) es <i>he is</i></p> <p>(ella) es <i>she is</i></p> <p>(nosotros) somos <i>we are</i></p> <p>(ellos) son <i>they are</i></p> <p>(ellas) son <i>they are (all female)</i></p>	<p>muy <i>very</i></p> <p>bastante <i>quite</i></p> <p>un poco <i>a bit</i></p> <p>realmente <i>really</i></p> <p>verdaderamente <i>truly</i></p>	<p>contento/a(s) <i>happy</i> divertido/a(s) <i>fun</i> simpático/a(s) <i>kind</i> bonito/a(s) <i>beautiful</i> activo/a(s) <i>active</i> único/a(s) <i>unique</i> monótono/a(s) <i>boring</i> enfadado/a(s) <i>angry</i></p> <p>alegre(s) <i>happy</i> fuerte(s) <i>strong</i> triste(s) <i>sad</i> responsable(s) <i>responsible</i> sociable(s) <i>social</i></p> <p>feliz/felices <i>happy</i></p> <p>individual(es) <i>individual</i> trabajador(a)(es/as) <i>hardworking</i></p>	

# SENTENCE BUILDER 3

<p>Durante mi tiempo libre <i>During my free time</i></p>	<p>juego <i>I play</i></p>	<p>al fútbol <i>football</i>                  al baloncesto <i>basketball</i>                  al vóleibol <i>volleyball</i>                  al tenis <i>tennis</i>                  al tenis de mesa <i>table tennis</i>                  al hockey sobre hielo <i>ice hockey</i>                  a las cartas <i>cards</i></p>	
<p>En mis ratos libres <i>In my free time</i></p> <p>Normalmente <i>Normally</i></p> <p>Generalmente <i>Usually</i></p>	<p>hago <i>I do</i></p>	<p>deporte <i>sport</i>                  ciclismo <i>cycling</i>                  natación <i>swimming</i>                  baile <i>dancing</i>                  ejercicio <i>exercise</i></p>	<p>con mi padre <i>with my dad</i></p> <p>con mi hermano <i>with my brother</i></p> <p>con mi hermana <i>with my sister</i></p>
<p>A veces <i>Sometimes</i></p> <p>De vez en cuando <i>From time to time</i></p> <p>A menudo <i>Often</i></p>	<p>voy <i>I go</i></p>	<p>al centro (de la ciudad) <i>to the (city) centre</i>                  al centro comercial <i>to the shopping centre</i>                  al parque <i>to the park</i>                  a la costa <i>to the coast</i>                  al campo <i>to the countryside</i>                  a la montaña <i>to the mountains</i>                  a la piscina <i>to the swimming pool</i>                  a la casa de mi amigo <i>to my friend's house</i>                  a un club de fútbol <i>to a football club</i></p>	<p>con mi madre <i>with my mum</i></p> <p>con mis amigos <i>with my friends</i></p> <p>solo / sola <i>alone</i></p>

# TEXTILES TEA PARTY | YEAR 7 | TEXTILES | AUTUMN TERM

## KEY TERMS

<b>Pattern</b>	A pattern is a design in which lines, shapes, forms or colours are repeated. The part that is repeated is called a motif. Patterns can be regular or irregular.
<b>Shape</b>	Shapes are two-dimensional. Positive shapes represent solid objects and negative shapes show the surrounding space. Geometric shapes are perfect and regular. Organic shapes are irregular and natural.
<b>Texture</b>	Texture means how something feels. There are two types of texture: actual texture and visual texture.
<b>Colour</b>	A reaction to light bouncing and reflecting differently off an object into the eye.
<b>Form</b>	Form refers to three dimensional objects. While shapes have two dimensions (height and width), forms have three dimensions (height, width and depth).
<b>Hand Embroidery</b>	The art of decorative stitching on fabric with needle and thread by hand.
<b>Line</b>	A mark made on a surface that joins different points. Lines can vary in length, width, direction and shape.
<b>Tone</b>	Tone means how light or dark something is. The tones artists and designers use and the contrast between them can create very different moods and visual effects.
<b>Space</b>	Space refers to objects and to the area around them. Space relates to volume, so a space has width, depth and height.

## TEXTILES EQUIPMENT

<b>Sewing Needle</b>	A long slender tool with a pointed tip at one end and a hole (or eye) to hold the sewing thread.
<b>Pins</b>	A device, with a head, shaft and point, used for fastening objects or fabrics together.
<b>Fabric Scissors</b>	Scissors (blue and black handle in textiles) used to cut thread, fabric and other types of cloth.
<b>Paper Scissors</b>	Scissors (red, green/yellow handle in textiles) used to cut card, paper, plastic and anything that <b>ISN'T</b> fabric.
<b>Iron</b>	A handheld electrical tool with a heated flat steel base, used to smooth out creases and remove wrinkles from fabric.
<b>Marker Pens</b>	A pen which has its own ink source and a tip made of porous, pressed fibres such as felt.
<b>Colouring Pencils</b>	An art tool constructed of a narrow, pigmented core encased in a wooden cylindrical case.
<b>Ironing Board</b>	A stable and solid fabric covered and heat-resistant surface to iron fabric on.
<b>Greaseproof Paper</b>	A non-stick paper that is used in textiles to reduce damage, staining and destruction to work when ironing.
<b>Sewing Machine</b>	A machine used to sew fabric and materials together with thread.
<b>Machine Thread</b>	Thread that is thin and fine and designed to be used to be used on a sewing machine.
<b>Embroidery Thread</b>	A yarn that is manufactured or hand-spun specifically for embroidery and other forms of needlework. Thicker than machine thread and able to be split.
<b>Fabric Paint</b>	Paint that is designed to be used on fabric. Can be applied by brush, sponge or thinned to a spray.
<b>Fabric Crayons</b>	A wax like crayon that is designed to be used on fabric. Gives a smooth, matte finish with no lumps on fabric – unlike traditional wax crayons. Can be heat fixed with an iron.
<b>Fabric</b>	Any thin, flexible material made from yarn, directly from fibres, plastic film or foam.
<b>Cloth</b>	A kind of fabric that consists of a fine, flexible network of yarns.

### Equipment

