



Knowledge Organiser

Year 7

Advent 2



Name	
Form	



How to use your Knowledge Organiser -

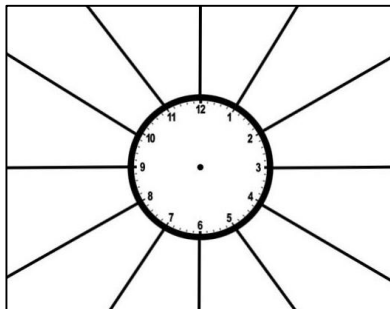


How to use your knowledge organiser... Look, cover, write, check

- Read a line, or a few lines, from a section of your Knowledge Organiser
- Try to memorise what you have read
- Cover the section with your hand
- Try to write what you have memorized
- Remove your hand
- Check to see if what you have written is accurate
- Correct anything you got wrong

How to complete... Diagrams

- Using your Knowledge Organiser for a particular topic in a subject, draw and label diagrams to help you remember content
- This could include copying drawings or diagrams that are on your Knowledge Organiser for example
- This could include creating a diagram to represent an idea or some key knowledge



How to complete... Revision Clocks

- Revision clocks can be used alongside notes to provide summaries
- Allow 5 minutes to write as much as you can about a unit / topic from memory
- You can create headings based on key word / vocabulary lists; this helps retrieval practice

How to complete... A-Z

- Write A, B, C, D etc. through to Z one per line in the margin of your lined paper
- Using your knowledge organiser for a particular topic in a subject and your knowledge of that topic, try to write a key word and a definition for that word beginning with A, B, C, D and so on, through to Z



How to complete... Make a test

- Using your Knowledge Organiser, write some questions to test your knowledge
- Number the questions
- Once you have got to 10 questions, answer the questions on another piece of lined paper
- You can use the following question stems to help you create questions: Who? What? Why? How? When?



Strategy	Tick off the number of times you have used the strategy -
Look, cover, write, check	
A – Z	
Turn it into a diagram	
Make a test	
Complete a revision clock	

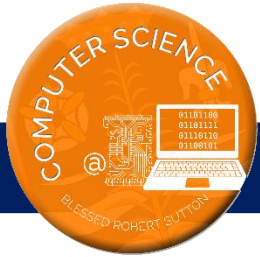
Year 7 – Art Textiles – Advent 2

A Formal Processes		
1	Appliqué	- means sewing a small piece of fabric onto a bigger piece of fabric. You could experiment with cutting out the same shape in different fabrics and arranging these into patterns. You could also experiment with using different coloured threads.
2	Embroidery	uses thread to stitch onto a piece of fabric to create a shape or design. You can do this by hand or by using a sewing machine.

B Equipment		
1	Sewing Machine	

C Materials/Techniques/Equipment		
1	Needles	a very fine piece of metal with a point at one end and a hole or eye for thread at the other, used in hand sewing
2	Running stitch	a hand embroidery stitch with small gaps in between
3	Back stitch	a hand embroidery stitch with no gaps in between
4	Un-picker	a seam ripper is a small tool used for unpicking stitches
5	Pin	consisting of a short straight stiff piece of wire with a pointed end; used to fasten pieces of cloth or paper together
6	Thread	a long, thin strand of cotton, nylon, or other fibres used in sewing or weaving
7	Cotton	a soft white fibrous substance which surrounds the seeds of the cotton plant and is made into textile fibre
8	Embroidery hoop	frames used to keep fabric taut while sewing

D Designers		
1	Lucky Jackson	a self-taught Canadian artist, Lucky embarked herself on a project called “365 Lucky Days” – where she would create one piece of artwork, everyday, for a year
2	Laura McCafferty	uses drawing, textile and performance to set up tensions between the trivial and serious. Obsessively gathering images of incidental peculiarities from the ordinary and popular culture



Year 7 – Computer Science – Advent 2

A	Key Vocabulary	
1	Computer Network	A network consists of two or more computers that are linked in order to share resources (such as printers and CDs), exchange files, or allow electronic communications
2	Copy Right	"The exclusive and assignable legal right, given to the originator for a fixed number of years, to print, publish, perform, film, or record literary, artistic, or musical material"
3	Password	A string of characters that allows access to a computer system or service
4	Cyberbullying	the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
5	Cyber Security	Protecting networks, computers, programs and data from attack, damage or unauthorised access through the use of technologies, processes and practices
6	Gamertags	A a person's online persona. It is a way for your friends to identify you without revealing any personal details
7	Email	Email is a tool that is often used for online communication
8	Digital footprint	Your digital footprint is a record of everything you do online
9	Inappropriate content	The internet can expose you to things you do not want to see and people you do not want to talk to
10	Contact	Unwanted messages or calls
11	Content	Something you see, read or hear that is offensive
12	CEOP	Is a branch of the police that deals with Child Exploitation and Online protection
13	Internet	global computer network providing a variety of information and communication facilities, consisting of interconnected networks using standardised communication protocols
14	Digital Foot Print	Your digital footprint is a record of everything that you do online: Searches, Likes, Comments, Shares, Orders, Upload. Everything you do online is monitored in some way, In school, Social media, Gaming, Internet service provider and Parent or carers

B	Password Protection Instructions
1	<p>How to create a memorable and secure password for an account on the school network</p> <p>The National Cyber Security Centre advises that your passwords should include three random words. Here is an example of a secure password: 9FishCloudRoad23</p> <p>REMEMEBER TO</p> <ul style="list-style-type: none"> Use a different password for your email account Save passwords in your browser Use two-factor authentication Keep your device(s) up to date












C	Staying Safe Online
1	<p>STOP STOP</p> <p>Several Times On Purpose</p> <p>Start Telling Other People</p> <ul style="list-style-type: none"> •Childline •Speak to a teacher •Speak to an adult •Report on the online community •Find out about your school's anti-bullying policy














Try converting the key terms into binary.



Year 7 – Design and Technology – Advent 2

A Materials and Characteristics					
Hard Woods	Name of Hard Woods	Appearance	Image	Characteristics	Examples
1	Ash	Pale Brown		Flexible, tough, shock resistant	Sports equipment and handles
2	Beech	Dense/close grain		Fine finish, tough and durable	Children's toys & furniture
3	Mahogany	Rich reddish brown		Easily worked and durable. Good finish	High end furniture
4	Oak	Light brown with an interesting grain		Very tough and light weight	Flooring, furniture
Soft Woods	Name of Soft Woods	Appearance	Image	Characteristics	Examples
5	Larch	Pale to reddish brown		Durable & good water resistance	Exterior joinery
6	Pine	Pale yellow with grain that darkens with age		Light weight and easy to work with but can split	Interior construction, economical furniture
7	Spruce	Cream with fine grain		Easy to work with but variable results with finish	Construction and musical instruments
Plastics	Name of Plastics	Appearance	Image	Characteristics	Examples
8	Acrylic	Thick or thin sheets. Huge range of colours		Tough but brittle when thin. Easily scratched.	Car lights, displays, modern baths, clothing
9	High Impact Polystyrene	Flat, clear or coloured. Can be vacuum formed		Flexible, impact resistant, lightweight and food safe	All vacuum products, yoghurt pots, food packaging
10	Polypropylene	Available in sheets or shapes & easily coloured		Flexible, tough, light weight & chemically resistant	Kitchen, medical and stationary products
11	Polyvinylchloride	Many colours and has a high gloss.		Tough and easily extruded and very chemically resistant	Pipes, electrical tape, shoe soles

B Tools			
	Name	Image	Use
1	Steel Rule		Measuring and helping draw straight lines
2	Tri Square		Measures 90 angles
3	Pencil		Marking out on wood
4	Marker Pen		Marking out on plastic and fabric
5	Scriber		Marking out on metal
6	Marking Gauge		Marking out lines on wood parallel to edge
7	Centre Punch		Marks a point where metal is to be drilled
8	Coping Saw		Cutting straight and curved lines in wood & plastic
9	Hack saw		Cutting straight lines in metal & plastic
10	Junior Hacksaw		Cutting straight lines in metal & plastic
11	Tenon Saw		Straight lines in wood



Take photos of the different materials found in your home and complete a collage.



Year 7 – English – Advent 2

A Jessica's Ghost - Characters		
1	Francis	a teenage boy who is interested in fashion and lives alone with his mum.
2	Jessica	the ghost of a teenage girl who doesn't know how she died.
3	Andi	a tough teenage girl who has been asked to leave her old school for fighting.
4	Roland	a teenage boy who has been bullied at his old school because of his weight.
5	Quentin	the boy who is bullying Francis.
6	Grace	Francis's mum who is widowed and works as a potter
7	Lorna	a victim of bullying.

B Descriptive Writing Techniques		
1	Senses	sight, sound, smell, taste, touch e.g. "The aroma of freshly baked bread wafted through the air"
2	Adjective	a word to describe a noun e.g. "happy"
3	Metaphor	when you say something is something else e.g. "She is an angel"
4	Onomatopoeia	a word to describe a noise e.g. "bang"
5	Simile	comparing two things using 'like' or 'as' e.g. "as tall as a mountain"
6	Alliteration	when two or more words next to each other start with the same letter (on purpose!) e.g. "The towering teacher terrified the Year 7 students"
7	Personification	giving something that is not a person human qualities e.g. "The trees danced in the wind"
8	Adverb	describing how a verb (action) is done e.g. "He ran <u>quickly</u> "

C Persuasive Writing Techniques		
1	Imperative	a commanding verb e.g. " <u>Give</u> me that pen!"
2	Second person	using "you"
3	Alliteration	e.g. "The towering teacher terrified the pupils"
4	Facts	something that is true e.g. "The grass is green"
5	Opinion	someone's point of view e.g. "Gaming is amazing"
6	Rhetorical question	a question that doesn't need answering e.g. "How could you do that?"
7	Repetition	the same word or phrase more than once e.g. "The list got longer and longer"
8	Emotive language	words used to make the reader feel a certain way e.g. "This poor, helpless puppy needs your help"



Complete a short piece of creative writing. How many of these techniques can you include?



Year 7 – Food and Nutrition – Advent 2

A Cooking Methods		
1	Simmering	A method of cooking in deep water just below boiling point – small bubbles.
2	Frying	Cooking method where food is cooked and browed in hot fat – amounts of fat vary.
3	Baking	Cooking food in an oven with dry heat.
4	Grilling	Method of cooking under intense heat which can be from the top or bottom.
5	Boiling	Cooking in deep liquid at 100 degrees – large rapid bubbles.
6	Sauté	A method of cooking food by tossing it in fat.

B Making Techniques		
1	Rubbing In	A method used for making pastry/cakes/crumble where fat is rubbed into flour using finger tips.
2	Bridge and claw cutting technique	Arch hand to create a bridge when holding food and hold with claw like grip.
3	Folding	Gentle mixing of ingredients usually done with a plastic spatula.
4	Mixing	The combining of ingredients.
5	Forming/shaping	Process of putting combined ingredients into a shape e.g. dough into a ball.
6	Chopping	To cut something into pieces.

C Food Hygiene		
1	Food poisoning	Illness caused from eating contaminated foods.
2	Bacteria	Microscopic living organisms.
3	High risk foods	Foods that provide the best conditions for the growth of bacteria.

D Nutrients		
1	Carbohydrates	Main source of energy for the body.
2	Vitamins/ Minerals	Required in small amount to maintain good body health – each vitamin/mineral does a different job.
3	Fats	Secondary source of energy but required as insulation for the body.
4	Fibre	Vital for the body as it absorbs water and helps you go for a poo.
5	Protein	Needed for growth and the building and repair of body cells.
6	Dairy	Products made from milk e.g. yoghurt, creams and cheese.

E Food Safety	
1	<div style="border: 1px solid red; padding: 5px;"> <p>Food Safety Health and Safety in the Food Room: Personal Hygiene Wash hands in hot soapy water: Tie long hair back Wear apron and tuck tie in Roll back sleeves Remove jewellery</p> <p>Cross Contamination Use correct coloured chopping boards when preparing ingredients Red = raw meat Green = fruit and vegetables</p> <p>Hazards Physical – hair in food, glass found in packaging or nail varnish Chemical – bleach spillage, surface cleaners or washing up liquid Biological – Sneezing in or on food, coughing or not washing hands. Carrying knives with the blade downwards. No running. Teamwork to get the job done together smoothly.</p> <p>Food Storage temperatures: Fridge 0 – 5 degrees Freezer -18 degrees</p> <p>The 4 C's – cooking, cleaning, chilling, cross contamination.</p> </div>

F Key Temperatures	
1	



Create a dinner menu and write down all of the techniques you would use to make it and the nutrients in each dish.



Year 7 – French – Advent 2

A	Les Salutations	Greetings
1	Bonjour	Hello
2	Salut	Hi
3	Bonsoir	Good evening
4	Bonne nuit	Good night
5	Au revoir	Goodbye
6	à toute à l'heure	See you later
7	à plus (tard)	See you (later)
8	Comment t'appelles-tu ?	What's your name?
9	Je m'appelle...	My name is...
10	Quel âge as-tu ?	How old are you?
11	J'ai onze ans	I am eleven years old
12	Où habites-tu ?	Where do you live?
13	J'habite à...	I live in...
14	(Comment) ça va ?	How are you?
15	ça va bien	I'm good
16	Bof !	Meh!
17	Pas mal	Not bad
18	Comme si, comme ça	So so
19	non, ça ne va pas	Not great
20	ça va mal !	Awful!
21	Comment ça s'écrit ?	How do you spell?
22	ça s'écrit....	It's spelt....

B	Les Dates	Dates
1	Quelle est la date?	What's the date?
2	Quelle est la date de ton anniversaire ?	When is your birthday?
3	mon anniversaire c'est le...	My birthday is the....
4	janvier	January
5	février	February
6	mars	March
7	avril	April
8	mai	May
9	juin	June
10	juillet	July
11	août	August
12	septembre	September
13	octobre	October
14	novembre	November
15	décembre	December
16	lundi	Monday
17	mardi	Tuesday
18	mercredi	Wednesday
19	jeudi	Thursday
20	vendredi	Friday
21	samedi	Saturday
22	dimanche	Sunday

C	Mon Sac à dos	My Rucksack
1	Dans mon sac	In my bag
2	il y a	there is
3	j'ai	I have
4	un agenda	a diary
5	un sac	a bag
6	un stylo	a pen
7	un livre	a textbook
8	un cahier	an exercise book
9	un crayon	a pencil
10	un classeur	a folder
11	un portable	a mobile phone
12	un porte-monnaie	a wallet
13	une trousse	a pencil case
14	une gomme	a rubber
15	une calculatrice	a calculator
16	une règle	a ruler
17	le tableau	the whiteboard
18	l'ordinateur	the computer
19	les élèves	the pupils

D	Les Opinions	Opinions
1	j'adore	I love
2	j'aime	I like
3	je n'aime pas	I don't like
4	je déteste	I hate
5	je préfère	I prefer
6	c'est	It is
7	super	great
8	intéressant	interesting
9	nul	rubbish
10	ennuyeux	boring

E	Les Sports	Sports
1	Qu'est-ce que tu aimes?	What do you like?
2	le foot	football
3	le rugby	rugby
4	le tennis	tennis
5	le vélo	cycling
6	le skate	skateboarding
7	le judo	judo
8	les jeux vidéo	video games
9	la danse	dancing
10	la musique	music
11	la gymnastique	gymnastics

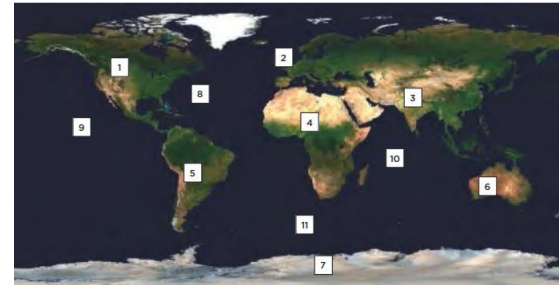
F	Les Couleurs	Colours
1	Quelle couleur est-il ?	What colour is it?
2	blanc	white
3	jaune	yellow
4	orange	orange
5	marron	brown
6	rouge	red
7	rose	pink
8	bleu	blue
9	vert	green
10	gris	grey
11	noir	black



Write a conversation using as many of the key terms as possible.

Year 7 – Geography – Advent 2

A	Key Words	
1	Contours	Line on a map which join up areas of the same height.
2	Environmental	Human interaction with nature.
3	Grid Reference	A map reference indicating a location. The vertical lines are called eastings. They are numbered - the numbers increase to the east. The horizontal lines are called northings as the numbers increase in an northerly direction. When you give a grid reference, always give the easting first: "Along the corridor and up the stairs".
4	Human	The impact of people on the Earth.
5	Latitude	Distance north and south of the equator, circling the Earth in an east-west direction. They are parallel.
6	Layer Colouring	Using colours to represent areas of higher land.
7	Longitude	Lines of longitude run from the top of the Earth to the bottom. They are not parallel as lines of latitude are - they meet at a point at the north and south poles and are called meridians.
8	Ordnance Survey	A national mapping company for Great Britain.
9	Physical	The natural world without people.
10	Relief	The shape of the land.
11	Scale	The ratio of the distance on the map to the corresponding distance on the ground.
12	Spot Heights	A dot or triangle with a number on map. They give the exact height of a point on the map.



B	Continents and Oceans
1	North America
2	Europe
3	Asia
4	Africa
5	South America
6	Oceania
7	Antarctica
8	Atlantic Ocean
9	Pacific Ocean
10	Indian Ocean
11	South Atlantic Ocean



Complete an A-Z list of countries you can remember from memory – write down the name of the continent they are on.

OS Map Symbols

1:25 000 scale Explorer™



Year 7 – History – Advent 2

A Timeline		
1	1051	Edward the Confessor promises the English throne to William, Duke of Normandy
2	1064	Harold Godwinson allegedly swears an oath of loyalty to William, Duke of Normandy
3	1066	January Edward the Confessor dies and Harold Godwinson is crowned. September The Battle of Stamford Bridge. October The Battle of Hastings. December William I crowned King of England.
4	1069	The Harrying of the North
5	1086	William the Conqueror commissions the Domesday Book
6	1088	William the Conqueror dies. William II (Rufus) inherits the throne.
7	1100	Death of William Rufus in the New Forest. Henry I (Beauclerk) inherits the throne
8	1106	Henry I becomes King of England and Duke of Normandy.
9	1120	The sinking of the White Ship.
10	1135	Death of Henry I and the start of 'the Anarchy.'

B Key Individuals		
1	Edward the Confessor	An Anglo-Saxon King of England whose death triggered the Norman invasion.
2	Harald Hardrada	A fierce Viking warrior, who made a claim for the English throne in 1066.
3	Harold Godwinson	The last Anglo-Saxon King of England, who led the Saxons at the Battle of Hastings.
4	William, Duke of Normandy	A French duke who conquered England in 1066.

C Key Words		
1	Baron	The highest rank of medieval society, ruling land directly on behalf of the king.
2	Bayeux Tapestry	A 70-metre long embroidered cloth depicting William of Normandy's conquest of England.
3	Bishop	A clergyman with authority over a large number of priests and churches.
4	Conquest	Taking control of a place or people through military force.
5	Domesday Book	A book commissioned by William the Conqueror detailing the possessions of every settlement in England.
6	Faith	A pledge of loyalty from a feudal vassal to their lord.
7	Feudal System	The structure of medieval society, where land was exchanged for service and loyalty.
8	Heir	A person set to inherit property or a title, often used to mean next in line to the throne.
9	Hereditary	Passed through a family, from parents to their children.
10	Hierarchy	A form of social organization where people are ranking according to status or power.
11	Illegitimate	Not recognized as lawful, once used to describe someone born of unmarried parents.
12	Knight	Soldiers on horseback who belonged to the nobility.
13	Lord	A general term for a medieval landholder, or a member of the peerage today.
14	Monarch	A royal head of state, can be a king, queen or emperor.
15	Motte-and Bailey Castle	A simple fortification with an artificial hill and a defensive courtyard.
16	Noble	Member of the nobility, with land and titles that passes through the generations.
17	Normans	People from a region in Northern France, who were descended from Viking invaders.
18	Oath	A solemn promise, often said to be witnessed by God.
19	Peasant	The lowest member of medieval society, usually a farm labourer.
20	Subject	A members of a country or territory under the rule of a monarch.
21	Vassal	Anyone who was below you in medieval society, and had to call you 'my lord.'



Complete an illustrated revision timeline in the style of an Illumination using as many key words as possible.



Year 7 – Maths – Advent 2

A Place Value and Proportion: Ordering Integers and Decimals		
1	Approximate	To estimate a number, amount or total often using rounding of numbers to make them easier to calculate with
2	Integer	a whole number that is positive or negative
3	Interval	between two points or values
4	Median	A measure of central tendency (middle, average) found by putting all the data values in order and finding the middle value of the list.
5	Negative	Any number less than zero; written with a minus sign.
6	Place holder	We use 0 as a place holder to show that there are none of a particular place in a number
7	Place value	The value of a digit depending on its place in a number. In our decimal number system, each place is 10 times bigger than the place to its right
8	Range	The difference between the largest and smallest numbers in a set
9	Significant figure	A digit that gives meaning to a number. The most significant digit (figure) in an integer is the number on the left. The most significant digit in a decimal fraction is the first non-zero number after the decimal point.

C Place Value and Proportion: FDP Equivalence		
1	Fraction	how many parts of a whole we have
2	Decimal	a number with a decimal point used to separate ones, tenths, hundredths etc.
3	Percentage	a proportion of a whole represented as a number between 0 and 100
4	Place value	the numerical value that a digit has decided by its position in the number
5	Placeholder	a number that occupies a position to give value Interval: a range between two numbers
6	Tenth	one whole split into 10 equal parts
7	Hundredth	one whole split into 100 equal parts
8	Sector	a part of a circle between two radius (often referred to as looking like a piece of pie)
9	Recurring	a decimal that repeats in a given pattern



Calculate which key term would score the most in Scrabble.



Year 7 – PE – Advent 2

A	Key Words	
1	Balance	Stability through an even distribution of weight.
2	Competence	To do something successfully or efficiently.
3	Concentration	Exclusive attention for a period of time.
4	Confidence	A belief in your ability to complete a physical skill or task given.
5	Control	To exercise restraint or direction over; dominate; command.
6	Coordination	Smoothly and successfully performing more than one motor task at the same time e.g. ball, hand and eye coordination.
7	Core stability	The major muscles of the core are those in your stomach and back. 'Core stability' is the ability to support the spine and keep the body stable and balanced. It is essential for 'quality' performance and also for completing manual tasks safely and effectively in everyday life.
8	Cue recognition	Recognising and responding to relevant information whilst filtering out unwanted information.
9	Decision making	Observations inform judgements that lead to the selection of a course of action among alternatives; every decision-making process produces a final choice, even if the choice involves no action.
10	Dodging	To make a sudden movement in a new direction.
11	Eye-foot coordination	eyes and feet working together to perform a task
12	Eye-hand coordination	eyes and hands working together to perform a task
13	Feinting	A movement that is made in order to deceive an opponent.
14	Fine Motor Skills	small physical actions e.g. manipulating the hands or the fingers.
15	Flexibility	The range of movement through which a joint or sequence of joints can move.
16	Fluency	Movement that is smooth, graceful and effortless.
17	Focus	To direct one's attentions or efforts.
18	Force	Strength or energy used in a physical movement. Impulsive responses To act without considering the consequences.

19	Gross Motor Skills	Large physical actions.
20	Kinaesthetic Awareness	A sensation by which bodily position, weight, muscle tension and movement are perceived by an individual.
21	Leadership	Guiding a team/group or individual
22	Manipulate object	Handling/controlling a piece of equipment or apparatus.
23	Moderate physical activity	physical activity (exercise) that generally requires sustained rhythmical movements. A person should feel some exertion but should be able to carry on a conversation comfortably during the activity.
24	Performance	An expression of something, including the everyday performance executed in class, or where appropriate, elite performance. To execute a movement or movement sequence.
25	Prioritising	Dealing with the components of a task according to their importance.
26	Propel an object	Pushing an object away from the body e.g. throw a ball, kick a ball, strike a badminton shuttle with a racquet.
27	Resilience	A capacity to deal constructively with change or challenge, allowing a person to maintain or re-establish their social and emotional well-being in the face of difficult elements. It involves thoughts, feelings and actions.
28	Strength	The ability of a muscle or muscle group to overcome a resistance.
29	Vigorous physical activity	physical activity (exercise) that is intense enough to result in a significant increase in heart and respiration rate.



**Reflect on your last PE lesson.
Write down how you used any
of the skills listed.**



Year 7 – Performing Arts: Drama – Advent 2

A		Characterisation	
All the elements that make up a character: <ul style="list-style-type: none">• Accent• Movement• Hair• Make up• Age• Personality• Costume		Actors learn about their character through the script and then use activities like thought tracking and hot seating to learn more about them.	
B		Telling a story	
Beginning – Establish characters.	Middle – Main story line.	End – Make it clear to the audience you have finished. How can you do this?	

C		Key Words	
1	Freeze frame	A frozen image to show the audience part of a story	
2	Body Language	Showing emotions with your body language	
3	Facial expressions	Showing emotions with our face	
4	Monologue	A character speak in the first person, by themselves	
5	Levels	In drama we can use levels to show who has the power in the relationship	
6	Thought Tracking	Where a character tells the audience how they feel	
7	Script	The lines said by a character	
8	Hot seating	To answer questions in character to get a better understanding of who your character is	
9	Stimulus	Using a stimulus as a way of beginning to develop a story	
10	Physical Theatre	using movement to tell a story	

Complete a gingerbread character profile for a character/create a storyboard/script for a play.





Year 7 – Performing Arts: Music – Advent 2

A Families in an orchestra		
1	Strings	Violin, Viola, Cello, Double Bass, Harp
2	Woodwind	Flute, Clarinet, Bass Clarinet, Bassoon, Saxophone
3	Brass	Trumpet, Cornet, Trombone, Tuba, Euphonium, French Horn
4	Percussion	Tuned – Kettle drums, steel drums, xylophone Untuned – Triangle, tambourine, Drum kit
5	Keyboard	Piano, harpsichord, electric piano, keyboard

B Programme Music		
1	Narrative Music	Music that tells a story - Danse Macabre by Saint-Saens - Peter and the Wolf by Sergei Prokofiev
2	Descriptive music	Music that paints a picture - Carnival of the Animals by Saint-Saens - The Planets by Gustav Holst
3	Idee fixe	A repeating piece of music that is used to represent a character, feeling or object

C Key Words		
1	Tempo:	How fast or slow the music is
2	Dynamics:	How loud or quiet the music is
3	Texture:	How many instruments are playing (Lots=thick, a few=thin)
4	Pitch:	How high or low the music/sound is
5	Timbre:	The sound the instrument makes
6	Melody:	The main tune
7	Harmony:	A secondary tune that is not the melody
8	Duration:	How long or short the notes are or the music is
9	Major:	Happy sounding music
10	Minor:	Creepy sounding music
11	Conductor:	Leads the orchestra
12	Composer:	Someone who writes a piece of music



Complete a review for your favourite piece of music using as many of the key words.



Year 7 – RE – Advent 2



Complete a storyboard of a Parable.

A Key Sources of Authority		
1	The Gospels	Matthew, Mark, Luke and John
2	Miracles	Healing of Jairus' daughter, Calming of the storm
3	Parables	The Prodigal Son, The Good Samaritan

B Key Vocabulary		
1	Holy Spirit	Found in the Apostles Creed (virgin birth) and in the Catechism and is the third part of the trinity.
2	Inspiration	“God breathed” The belief that the Spirit of God guides an individual to act or write what is good and true.
3	Messiah	A saviour or rescuer, sent by God.
4	Miracle	An event happens which breaks the laws of science.
5	Parables	A simple story used to illustrate a moral message.
6	Pentecost	The day that the disciples were filled with the Holy Spirit.
7	Sacrifice	An animal or other farming product dedicated to God as a way of thanking him, saying sorry or asking for protection.

C Additional Vocabulary		
1	Baptism	A ritual in which people are immersed in water to symbolise turning away from sin and following God.
2	Initiation	Welcomes into God's family.
3	Covenant	An agreement or promise between God and people.
4	Liberal	The view that the Bible's authors were guided by God, but being human, they may have made mistakes, meaning that the Bible is not necessarily accurate.
5	Literal	A belief or understanding of the origins of the cosmos and human beings, as described in Genesis 1-2.
6	Fundamental	A belief that the Bible is a factual, historical record.
7	Missionaries	People who spread the Christian message.
8	Redaction Criticism	The theory that New Testament writers altered existing material about Jesus to suit their own agenda.

Year 7 – Science – Advent 2

A Electromagnets: Voltage, Resistance and Currents		
1	Current	The amount of charge flowing per second.
2	Electrons	The charges that flow in a circuit, they are negatively charged. Electrons leave the negative end of the cell and travel to the positive.
3	Ammeter	Used to measure current in Amps (A).
4	Static Electricity	Caused by the rubbing together of two insulators. This causes electrons to transfer, leaving one object with a positive charge and another with a negative charge.
5	Resistance	A measure of how easy or hard it is for charges to pass through components on a circuit.
6	Insulators	Materials with a high resistance.
7	Conductors	Materials with a low resistance.
8	Potential Difference	The amount of energy transferred by the cell or battery to the charges. Measured with a Voltmeter in Volts (V).

B Key Diagrams	
1	<div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid green; padding: 5px; width: 45%;"> <p style="text-align: center; background-color: #90EE90; margin: 0;">Series circuits</p> <ul style="list-style-type: none"> • Series circuits only have one loop • If one component breaks, the whole circuit stops working • Current is the same everywhere in a series circuit • The total potential difference from the battery is shared between the components in a series circuit • Adding more bulbs decreases the brightness of the bulbs </div> <div style="border: 1px solid green; padding: 5px; width: 45%;"> <p style="text-align: center; background-color: #90EE90; margin: 0;">Parallel circuits</p> <ul style="list-style-type: none"> • Parallel circuits have more than one loop • If one component breaks, the rest of the circuit will still work • Current is shared between the different loops in the circuit • The potential difference is the same everywhere in the circuit • Adding more bulbs does not affect the brightness of the bulbs </div> </div>
2	<div style="border: 1px solid blue; padding: 5px;"> <p style="text-align: center; background-color: #0056b3; color: white; margin: 0;">The skeleton</p> <ul style="list-style-type: none"> • The skeleton is made up of 206 bones which are a type of tissue • Bones have a blood supply and are a living tissue • The skeleton is part of the muscular-skeletal system • The four main functions of the skeleton are: <ul style="list-style-type: none"> • To support the body – to keep you upright and hold organs in place • Protect organs – such as the skull protecting the brain • Movement – by working with muscles to allow you to move • Making blood cells – the bone marrow produces red and white blood cells </div>

C Organisms: Movement and Cells		
1	Hinge	For back and forward movement e.g. knees
2	Ball and socket	For movement in all directions e.g. hips
3	Fixed	Do not allow movement e.g. skull.
4	Ligaments	Connect bone to bone
5	Cartilage	Coats the end of bones as protection
6	Tendons	Connects bone to muscle
7	Muscles	A type of tissue that allows movement. They pull on tendons which in turn pull on bones to allow movement.
8	Antagonistic Muscle Pairs	Work together, as one contracts, the other will relax e.g. triceps and biceps.
9	Organ	A group of tissues that have the same function. They work together with other organs in an organ system e.g. respiratory system – heart and lungs.



Year 7 – Spanish – Advent 2

A		
1	Say what I like and don't like doing.	Me gusta jugar a los videojuegos. No me gusta chatear.
2	Ask someone what they like doing.	¿Qué te gusta hacer?
3	Give opinions.	Es aburrido. Es interesante.
4	Use me gusta (etc.) + infinitive	Me gusta mucho navegar por internet.
5	Use no to make sentences negative.	No es interesante.
6	Use porque to give a reason.	Me gusta mandar SMS porque es divertido.

B		
1	Say what I do in my spare time.	Canto karaoke y escucho música.
2	Ask someone what they do in their spare time.	¿Qué haces en tu tiempo libre?
3	Use expressions of frequency.	Todos los días, a veces, nunca, de vez en cuando
4	Use -ar verbs in the present tense.	Hablo, hablas, habla, hablamos, habláis, hablan

C		
1	Say what the weather is like.	Hace buen tiempo, hace frío, llueve
2	Say what I do in different weather.	Cuando hace calor, monto en bici
3	Use the connective cuando.	Cuando llueve, escucho música, pero cuando hace sol, monto en bici.

D		
1	Say what sports I do.	Hago atletismo y juego al voleibol.
2	Ask someone what sports they do.	¿Qué deportes haces?
3	Say what I think of different sports.	¡Me encanta! ¡Me gusta mucho!
4	Say what I do on different days of the week.	Los lunes juego al baloncesto.
5	Use the irregular verb hacer (to do).	Hago, haces, hace, hacemos, hacéis, hacen
6	Use the stem-changing verb jugar (to play).	Juego, juegas, juega, jugamos, jugáis, juegan

E		
1	Read longer texts by: <ul style="list-style-type: none"> • Recognising cognates and near-cognates • Working out words from context 	La capital, optimista, tigre

F		
1	Take part in an extended conversation using: <ul style="list-style-type: none"> • Different question words • Longer, more interesting sentences 	¿Qué? ¿Cuándo? ¿Cómo?



Write a conversation using as many of the key terms as possible.