



# Knowledge Organiser

## Year 7

## Pentecost 1



<b>Name</b>	
<b>Form</b>	



# How to use your Knowledge Organiser -

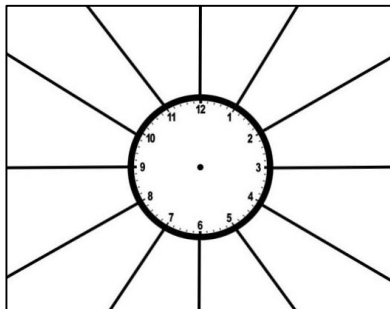
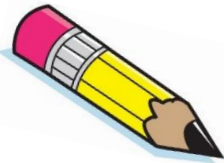


## How to use your knowledge organiser... Look, cover, write, check

- 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 – Pentecost 1

A Formal Processes		
1	<b>Appliqué</b>	- 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	<b>Embroidery</b>	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	<b>Sewing Machine</b>	

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












D Designers		
1	<b>Lucky Jackson</b>	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	<b>Laura McCafferty</b>	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














**Practice your stitching by stitching one of the key terms onto a piece of fabric.**



# Year 7 – Design and Technology – Pentecost 1

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 – Pentecost 1

A	The Tempest - Characters	
1	<b>Prospero</b>	The play's protagonist. He wields power over his enemies through magic and, having been usurped as Duke of Milan, now rules the island.
2	<b>Miranda</b>	Prospero's daughter. Naïve, compassionate and loyal due to her sheltered life on the island
3	<b>Ariel</b>	Prospero's spirit slave. Prospero rescued him from the witch Sycorax (Caliban's mother).
4	<b>Caliban</b>	Prospero's slave who believes the island rightfully belongs to him. His name is anagram of cannibal.
5	<b>King Alonso</b>	King of Naples who aided Antonio in usurping Prospero. He learns to regret his actions.
6	<b>Ferdinand</b>	son and heir of Alonso.
7	<b>Gonzalo</b>	An old, honest Lord. He helps Prospero & Miranda when Antonio sends them off in a leaky boat.
8	<b>Antonio</b>	Prospero's brother. Power-hungry & foolish.
9	<b>Sebastian</b>	Alonso's brother. Aggressive, cowardly and disloyal (like Antonio).
10	<b>Stephano</b>	a drunken butler.
11	<b>Trinculo</b>	a jester

B	The Tempest - Key Words	
1	<b>Usurp</b>	to take & keep (power) in a forceful way
2	<b>Wield</b>	to have & use
3	<b>Betray</b>	to hurt someone who trusts you
4	<b>Conspirator</b>	a person involved in a secret plan to do something harmful or illegal
5	<b>Protagonist</b>	main character
6	<b>Antagonist</b>	villain
7	<b>Colonisation</b>	taking control of an area
8	<b>Empire</b>	a group of countries controlled by one ruler
9	<b>Archetypal</b>	perfect example of
10	<b>Enslave</b>	to make (someone) a slave
11	<b>Microcosm</b>	small version of the world
12	<b>Avenge</b>	to harm or punish someone who has harmed you
13	<b>Hierarchy</b>	a ranking system according to importance/status
14	<b>Ubiquitous</b>	seen everywhere
15	<b>Cannibal</b>	a person who eats their own kind (e.g. man-eating human!)
16	<b>Savage</b>	cruel, violent and wild
17	<b>Oppressive</b>	cruel and unfair



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



# Year 7 – Food and Nutrition – Pentecost 1

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

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

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

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

E Food Safety	
1	<p><b>Food Safety</b>  <b>Health and Safety in the Food Room:</b>            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><b>Cross Contamination</b>            Use correct coloured chopping boards when preparing ingredients            Red = raw meat            Green = fruit and vegetables</p> <p><b>Hazards</b>            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><b>Food Storage temperatures:</b>            Fridge 0 – 5 degrees            Freezer -18 degrees</p> <p>The 4 C's – cooking, cleaning, chilling, cross contamination.</p>

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 – Pentecost 1

A		
1	<b>Say what subjects I like and dislike.</b>	J'aime/Je n'aime pas le français.
2	<b>Use accents and cedillas correctly.</b>	Le théâtre/ le français
3	<b>Ask questions using intonation and Est-ce que.</b>	Tu aimes la technologie?  Est-ce que tu aimes les arts plastiques?

B		
1	<b>Ask someone why he/she likes/dislikes something.</b>	Tu aimes l'anglaise. Pourquoi?
2	<b>Give reasons for liking/disliking subjects.</b>	C'est intéressant.  On a beaucoup de devoirs.
3	<b>Agree and disagree with people.</b>	Moi aussi.  T'es fou/fole!
4	<b>Use intensifiers and adjectives.</b>	C'est très marrant/un peu difficile.
5	<b>Join sentences using parce que.</b>	J'aime la musique parce que c'est facile.

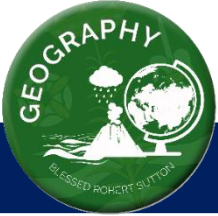
C		
1	<b>Say what time it is.</b>	Il est dix heures vingt.  Il est une heure et demie.
2	<b>Understand a French school timetable.</b>	L'ÉPS/recreation/déjeuner.
3	<b>Describe my timetable.</b>	Le mardi à neuf heures, dix, j'ai informatique.

D		
1	<b>Understand information about French schools.</b>	On commence les cours à huit heures.
2	<b>Describe my school day.</b>	On a quatre cours le matin et trois cours l'après-midi.
3	<b>Use on to say what we do.</b>	À la récré, on bavarde et on rigole.
	<b>Pronounce the sound on correctly.</b>	Mon, onze, bonjour

E		
1	<b>Say what I eat/I'm eating.</b>	Je mange du poulet avec des frites.
2	<b>Use the partitive article with food.</b>	Du fromage, de la pizza, de l'eau, des crudités.
3	<b>Use qu'est-ce que and est-ce que correctly.</b>	Qu'est-ce que tu manges?  Est-ce que tu manges un dessert?
4	<b>Pronounce cognates correctly.</b>	Chocolat, mousse, tarte
5	<b>Add an s to make nouns plural.</b>	Frites, tartes, steakes, glaces



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



# Year 7 – Geography – Pentecost 1

A	Key Words	
1	<b>BRIC</b>	Brazil, Russia, India, China
2	<b>Capitalism</b>	A system whereby people are encouraged to make money.
3	<b>Censorship</b>	The suppression or prohibition of any parts of books, films, news, etc. that are considered obscene, politically unacceptable, or a threat to security.
4	<b>Chairman Mao</b>	The Leader of China's Communist Party from 1949 until 1976.
5	<b>Communism</b>	A system of government whereby all people are seen as equal and the state (the government) have a lot of control over the people.
6	<b>Emancipation</b>	Process of being set free from legal, social, or political restrictions; liberation.
7	<b>Ethnic Minority</b>	A group that has different national or cultural traditions from the main population.
8	<b>HIC</b>	High Income Country
9	<b>Intolerance</b>	Unwillingness to accept views, beliefs, or behaviour that differ from one's own.
10	<b>LIC</b>	Low Income Country
11	<b>MIC</b>	Middle Income Country
12	<b>NIC</b>	Newly Industrialised Country

B	What does a country need to become a superpower?
1	<p><b>What does a country need to become a global superpower?</b> A superpower is a country that has the ability to project dominating power and influence anywhere in the world.</p> <p><b>What gives a country such power?</b></p> <ul style="list-style-type: none"> <li>• Strong and stable economy (lots of money)</li> <li>• Large, well-equipped military</li> <li>• Allies around the world</li> <li>• Large reserves of natural resources</li> <li>• Large landmass</li> <li>• Large, well-educated population</li> <li>• Good healthcare system</li> <li>• High levels of employment</li> <li>• Advanced technologies</li> </ul>



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





# Year 7 – History – Pentecost 1

A	Timeline	
1	1087	William the Conqueror dies. William II inherits the throne.
2	1100	Death of William II in the New Forest. Henry I inherits the throne.
3	1106	Henry I becomes King of England and Normandy.
4	1120	The Sinking of the White Ship.
5	1135	The start of The Anarchy.
6	1154	Henry II is crowned King of England.
7	1170	Henry II accidentally orders the murder of Thomas Becket.
8	1199	King John is crowned King of England after the death of his brother Richard.
9	1215	The Barons force King John to sign Magna Carta.
10	1272	Edward I returns from his crusade to be crowned King of England.
11	1283	Edward I conquers Wales and executes Dafydd ap Gruffyd.
12	1305	Edward I executes the Scottish Leader William Wallace.
13	1308	Isabella of France marries Edward II.
14	1326	Isabella of France deposes Edward II.
15	1348	The Black Death hits England
16	1381	The Peasants Revolt
17	1413	Henry V is crowned King of England.
18	1415	Henry V wins the Battle of Agincourt.

B	Key Individuals	
1	Edward I	English king known as the 'Hammer of the Scots.'
2	Eleanor of Aquitaine	Wife of Henry II and one of the most powerful women in medieval Europe.
3	Empress Matilda	The daughter of Henry I, who fought for the English throne during 'The Anarchy'
4	Henry I	The youngest son of William the Conqueror, who became king after the death of his brother William II.
5	Henry II	English King who accidentally ordered the murder of his own Archbishop of Canterbury.
6	Henry V	English king who won the battle of Agincourt.
7	Isabella of France	English queen who deposed her own husband, Edward II.
8	John of Gaunt	The powerful Uncle of Richard II who ruled on his behalf
9	King John	English king seen as a tyrant who was forced to sign Magna Carta.
10	Richard II	The youngest brother of Edward IV, who seized the English thrones from his nephews.
11	Thomas Becket	A medieval Archbishop of Canterbury who was killed for his opposition to Henry II.
12	William II	The Middle son of William the Conqueror, who was nicknamed Rufus due to his red hair.
13	William Wallace	A rebel knight who led the resistance to Edward I's conquest of Scotland.

C	Key Words	
1	Anarchy	A state of disorder caused by a lack of law or authority.
2	Angevin Empire	An Empire ruled by Henry II, stretching from Scotland to the Pyrenees.
3	Aquitaine	Large medieval Duchy covering south-west France, ruled by Queen Eleanor
4	Black Death	A plague that devastated medieval Europe in the 14 <sup>th</sup> century.
5	Civil War	A war between two sides from the same country.
6	Depose	To suddenly or forcefully remove a monarch from power.
7	Excommunication	Expulsion from the Catholic Church by the Pope.
8	Habeas Corpus	The principle that no person should be imprisoned without first having a fair trial.
9	Hanged, drawn and quartered	A gruesome execution, often used against those who committed treason.
10	Hereditary	Passed through a family, from parents to their children.
11	Hundred Years War	A long conflict between England and France beginning in the 14 <sup>th</sup> century.
12	Illegitimate	Not recognised as lawful; once used to describe someone born of unmarried parents.
13	Interdict	A law ruled by the Pope which temporarily shuts down the Church in a country or area.
14	Magna Carta	A series of promises that King John made to limit to limit his power; meaning 'Great Charter.'
15	Martyr	A person who is killed for their beliefs, often religious
16	Parliament	A collection of people representing all of England, who approve or refuse laws
17	Prince of Wales	A title granted since the reign of Edward I to the heir to the English throne.
18	Regent	Someone who is appointed to rule on behalf of a monarch, when the monarch is too young, infirm or absent to rule.
19	Stone of Destiny	A large block of sandstone historically used for the coronation of Scottish monarchs.
20	Treason	A crime against your own people, nation or monarch
21	Tyrant	A ruler who refuses to share their power, and governs in a cruel and oppressive way.



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



# Year 7 – Maths – Pentecost 1

A Lines and angles: Constructing, measuring and using geometric notation		
1	<b>Polygon</b>	A 2D shape made with straight lines
2	<b>Scalene triangle</b>	a triangle with all different sides and angles
3	<b>Isosceles triangle</b>	a triangle with two angles the same size and two angles the same size
4	<b>Right-angled triangle</b>	a triangle with a right angle
5	<b>Frequency</b>	the number of times a data value occurs
6	<b>Sector</b>	part of a circle made by two radii touching the centre
7	<b>Rotation</b>	turn in a given direction
8	<b>Protractor</b>	equipment used to measure angles
9	<b>Compass</b>	equipment used to draw arcs and circles.

B Lines and Angles: Geometric Reasoning		
1	<b>Vertically Opposite</b>	angles formed when two or more straight lines cross at a point.
2	<b>Interior Angles</b>	angles inside the shape
3	<b>Sum</b>	total, add all the interior angles together
4	<b>Convex Quadrilateral</b>	a four-sided polygon where every interior angle is less than $180^\circ$
5	<b>Concave Quadrilateral</b>	a four-sided polygon where one interior angle exceeds $180^\circ$



**Calculate which key term would score the most in Scrabble.**



# Year 7 – PE – Pentecost 1

A	Key Words	
1	<b>Balance</b>	Stability through an even distribution of weight.
2	<b>Competence</b>	To do something successfully or efficiently.
3	<b>Concentration</b>	Exclusive attention for a period of time.
4	<b>Confidence</b>	A belief in your ability to complete a physical skill or task given.
5	<b>Control</b>	To exercise restraint or direction over; dominate; command.
6	<b>Coordination</b>	Smoothly and successfully performing more than one motor task at the same time e.g. ball, hand and eye coordination.
7	<b>Core stability</b>	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	<b>Cue recognition</b>	Recognising and responding to relevant information whilst filtering out unwanted information.
9	<b>Decision making</b>	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	<b>Dodging</b>	To make a sudden movement in a new direction.
11	<b>Eye-foot coordination</b>	eyes and feet working together to perform a task
12	<b>Eye-hand coordination</b>	eyes and hands working together to perform a task
13	<b>Feinting</b>	A movement that is made in order to deceive an opponent.
14	<b>Fine Motor Skills</b>	small physical actions e.g. manipulating the hands or the fingers.
15	<b>Flexibility</b>	The range of movement through which a joint or sequence of joints can move.
16	<b>Fluency</b>	Movement that is smooth, graceful and effortless.
17	<b>Focus</b>	To direct one's attentions or efforts.
18	<b>Force</b>	Strength or energy used in a physical movement. Impulsive responses To act without considering the consequences.

19	<b>Gross Motor Skills</b>	Large physical actions.
20	<b>Kinaesthetic Awareness</b>	A sensation by which bodily position, weight, muscle tension and movement are perceived by an individual.
21	<b>Leadership</b>	Guiding a team/group or individual
22	<b>Manipulate object</b>	Handling/controlling a piece of equipment or apparatus.
23	<b>Moderate physical activity</b>	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	<b>Performance</b>	An expression of something, including the everyday performance executed in class, or where appropriate, elite performance. To execute a movement or movement sequence.
25	<b>Prioritising</b>	Dealing with the components of a task according to their importance.
26	<b>Propel an object</b>	Pushing an object away from the body e.g. throw a ball, kick a ball, strike a badminton shuttle with a racquet.
27	<b>Resilience</b>	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	<b>Strength</b>	The ability of a muscle or muscle group to overcome a resistance.
29	<b>Vigorous physical activity</b>	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 – Pentecost 1

A	Characterisation	
All the elements that make up a character: <ul style="list-style-type: none"> <li>• Accent</li> <li>• Movement</li> <li>• Hair</li> <li>• Make up</li> <li>• Age</li> <li>• Personality</li> <li>• Costume</li> </ul>	Actors learn about their character through the script and then use activities like thought tracking and hot seating to learn more about them.	
B		Scripts being used
Blood Brothers		Boy in the Striped Pyjamas

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



# Year 7 – RE – Pentecost 1

A	Key Words	
1	<b>Social Justice</b>	Ensuring equal rights and opportunities in all aspects of society.
2	<b>Human Rights</b>	a right which is believed to belong to every person.
3	<b>Equality</b>	being equal, especially in status, rights, or opportunities.
4	<b>Discrimination</b>	the unjust or prejudicial treatment of different categories of people, especially on the grounds of race, age, or sex.
5	<b>Racism</b>	prejudice or discrimination directed against someone of a different race based on the belief that one's own race is superior.
6	<b>Persecution</b>	Discrimination against a group of people
7	<b>Exclusivism</b>	because Jesus dies to atone for the sins of the world- only people who accept this can reach God
8	<b>Evangelism</b>	the duty to spread the "good news" that Jesus gives a path to salvation...
9	<b>Inclusivism</b>	the belief that one religion is uniquely true but salvation is accessible to people outside that faith...
10	<b>Pluralism</b>	the belief that there are many paths to God

B	Key Catholic Scriptures on Justice	
1	<b>Luke 4:18</b>	"The Spirit of the Lord is on me, because he has anointed me to preach good news to the poor. He has sent me to proclaim freedom for the prisoners and recovery of sight for the blind, to release the oppressed."
2	<b>Corinthians 13:13</b>	"And now these three things remain: faith, hope and love. And the greatest of these is love."
3	<b>Acts 2: 44-45</b>	"All the believers were together and had everything in common. Selling their possessions and goods, they gave to anyone as he had need."
4	<b>Luke 10:27</b>	"Love your neighbour as yourself."
5	<b>1 Timothy 6:10</b>	"For the love of money is a root of all kinds of evil. Some people, eager for money, have wandered from the faith and pierced themselves with many griefs."



Complete a poster explaining the importance of Justice in Christianity.



## Year 7 – Science – Pentecost 1

A	Waves	
1	Wave	An oscillation or vibration which transfers energy from one place to another.
2	Amplitude	The distance from the middle to the top or bottom of the wave.
3	Wavelength	The distance between a point on the wave to the same point on the next wave.
	Trough	The bottom of the wave.
	Peak	The top of the wave.
	Frequency	How many waves pass a fixed point per second, measured in Hertz (Hz).
	Transverse Waves	Travel at 90° direction of energy transfer and do not need a medium to travel through.
	Longitudinal Waves	Travel in the direction of energy transfer and need a medium to travel through.



Complete a food chain of a specific ecosystem.



# Year 7 – Spanish – Pentecost 1

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

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

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

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

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

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



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