



BOURNEMOUTH SCHOOL

Year 7

Knowledge Organiser 4

Spring Term: 2024-25

Name: _____ Master Copy

Registration Form: 7

✓Hard Work

✓Discipline

✓Smart Appearance

✓Respect

Bournemouth School

Knowledge Organiser 4: Year 7 Spring

‘Knowledge is power’ by Francis Bacon

A knowledge organiser provides you with all the most important knowledge you need for each unit of study for that half term. Your aim is to transfer all of this information into your long-term memory so you can use it in your lessons and further expand your understanding of this work.

During the first term of Year 7, as you learn how to use a Knowledge Organiser, you will have less to learn than other year groups.

How to use your knowledge organiser (KO):

1. Ensure you have your KO and Homework Learning Journal with you at all times in school and when you need to do your homework at home.
2. Although you have a Knowledge Organiser for all subjects, you will only be expected to work on Maths, Science and French or Spanish. In lessons when you have covered information that appears on your KO, your teacher will ask you to put a tick next to that section. This means that is now added to what you must learn for homework.
3. Initially, follow your homework timetable to decide what to revise each evening.
4. There are 4 strategies that you can use to revise. They are progressively more challenging so always start with the first in the list.

a. Look Cover Write Check

- i. Identify the subject and section of your KO that you want to revise. This should be one of the ticked sections.
- ii. LOOK carefully at the subject and section of your KO you want to revise and try to remember as much as you can. Remember this should be a ticked section.
- iii. Now COVER this information so you can't read it.
- iv. WRITE out what you can remember word for word in your Homework Learning Journal.
- v. CHECK what you have written by comparing it to your KO. Tick each correct word in green pen and correct any errors you have made.
- vi. Repeat this process until you are confident you can remember everything you need.

AIM:

You should be able to repeat the information by rote

b. Self or peer quizzing

- i. Identify the subject and section of your KO that you want to revise. This should be one of the ticked sections.
- ii. Write out a list of questions you could ask either yourself or a friend about this section of the KO. Write these in your Homework Learning Journal.
- iii. If you are working on your own, cover the KO and write a full answer to each question.
- iv. If you are working with a partner swap books and copy down their questions and have a go at answering them.
- v. Now uncover the KO and with a green pen correct your work.

AIM:

You should be able to repeat the information by rote but with a good understanding

c. Playing with words and sentences

- i. Identify the subject and section of your KO that you want to revise. This should be one of the ticked sections.
- ii. You now want to check how well you have learnt the information in your KO.
- iii. Definitions – look at words that are used in this section. Can you write a definition in your own words?
- iv. Rephrasing – can you rewrite the sentences or explanations in your own words?
- v. Summary – can you summarise the main points of this section of the KO?
- vi. Synonyms – can you write synonyms for key words and ideas?
- vii. New Sentences – can you write a sentence that includes the key vocabulary or definitions that you have learnt?

AIM

You should be able to use the information in your KO in a flexible and confident way in your writing.

d. Think it, Link it

- i. This is a technique to use towards the end of the half term when you are revising all of the KO.
- ii. Think of the links or connections between different sections of your KO.
- iii. Write these out in your own words in your Homework Learning Journal.
- iv. Think about the links between a particular section of your KO and what you have learnt in your lessons. Can you expand on this section by linking it to your wider knowledge?
- v. Write this out in your Homework Learning Journal.

AIM

You should be able to link your homework and your lessons to show a confident understanding of the work covered.

Homework Learning Journal

1. Always write the subject and the date when you start your homework.
2. Always write the strategy that you are going to use for your homework.
3. Use a blue or black pen to complete your homework or a pencil if you need to draw.
4. Always use a ruler to underline titles and dates.
5. Use a green pen to complete corrections of your work.
6. **You are expected to complete half a side of your Homework Learning Journal each evening as a minimum.**

Checking:

Your tutor will check your Homework Learning Journal at least once a week. If they are concerned that you aren't doing your homework properly they will offer support and guidance. If you don't respond to this guidance you will be added to the afterschool 'Success club' where a member of staff will help you complete your homework.

DO NOW tasks:

At the start of every lesson, you should expect a Do Now task. This is a low stakes retrieval quiz on what you have learnt so far. If you have completed your homework this should be easy. The aim is to get 100% in each of these. If you miss this target occasionally, don't worry. If it happens regularly your teacher will ask your tutor to have a chat and offer you support.

Maths:

Your teacher will set you tasks to complete on Dr Frost Maths. This will be set every week on a Monday and will be collected in and checked on a Friday. If this has not been completed you will be issued a Detention on A Wednesday Lunchtime.

How long should I spend on my homework?

Key Stage 3					
Week 1					
Time	Monday	Tuesday	Wednesday	Thursday	Friday
5 mins	MFL	MFL	Physical Activity	MFL	MFL
10	Maths	English		Maths	Art
10	Science	RS		Music	Science
10	Computing	FPAN/Graphics		History	Geography
25	Reading / Revision	Reading / Revision		Reading / Revision	Reading / Revision
Week 2					
Time	Monday	Tuesday	Wednesday	Thursday	Friday
5 mins	MFL	MFL	Physical Activity	MFL	MFL
10	Maths	English		Maths	Art
10	Science	RS		Music	Science
10	Computing	DT		History	Geography
25	Reading / Revision	Reading / Revision		Reading / Revision	Reading / Revision

- You should spend about 35 minutes revising your KO each day.
- You should spend 25 minutes either reading or revising each day.
- This timetable is a guide. If you want to spend longer revising one subject that you find more difficult and less time on one you find easy, that is your choice.
- We would like you to spend one evening involved in a physical activity. This might be a sports club, a run, a game of football with friends or just a nice walk with the dog. Ask your PE teacher if you need guidance with this. It doesn't have to be on a Wednesday.



- ☐ The **Formal Elements** are the parts used to make a piece of artwork. The art elements are **line, shape, space, form, tone, texture** and **colour**.
- ☐ A **line** is one of the simplest elements of art. Lines are marks upon paper or canvas. They can be horizontal, vertical, curved, or any other shape.
- ☐ Connecting lines together to enclose some areas is called **shape**. Shapes are often **organic**, meaning that they follow the kinds of shapes that one might find in nature and are more or less irregular. Some artists also use **geometric** shapes, which are the genre of shapes one might find in a mathematics textbook.
- ☐ **Space** in a work of art refers to a feeling of **depth** or three dimensions. It can also refer to the artist's use of the area within the picture plane. The area around the primary objects in a work of art is known as **negative** space, while the space occupied by the primary objects is known as **positive** space.
- ☐ A **pattern** is a repetition of elements (shapes, lines, colours, etc.) often with a consistent spacing and sequence. Patterns are created by repeating elements in a recognisable and systematic arrangement.
- ☐ **Composition** in art is the way in which different elements of an artwork are combined. In general, this refers to the key subjects of the artwork and how they are arranged in relation to each other.
- ☐ **Colour** includes hues (the pure colours of the spectrum), tone / value (lightness or darkness), and saturation (intensity). Colour can evoke emotions and set the mood of a piece. Artists use colour schemes to make areas or subjects stand out more.



- ☐ **Totem poles** are sculptures carved from large trees, usually cedar, by cultures of the Indigenous peoples of the Pacific Northwest Coast of North America.

- ☐ The word "totem" is derived from the Ojibwe word *odoodem*, "his kinship group"



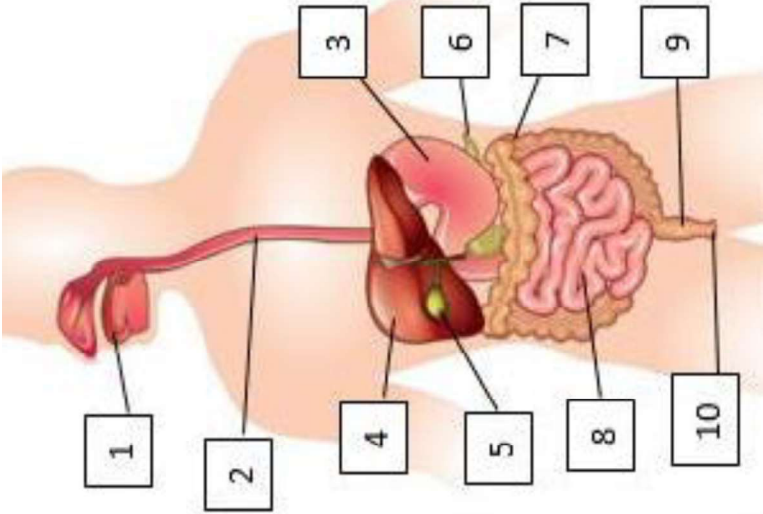
- ☐ **Kwakiutl**, self-name Kwakwaka'wakw, North American Indians who traditionally lived in what is now British Columbia, Canada, along the shores of the waterways between Vancouver Island and the mainland. Their name for themselves means "those who speak Kwakwaka'wakw."
- ☐ Types of Kwakiutl Artwork - Masks, Totem poles, Jewellery, Wood carving, Dance and Woven blankets
- ☐ **Focal Point** – where your eye is drawn to
- ☐ **Location:** The Kwakiutl are a First Nations group of indigenous people who traditionally lived in British Columbia, Canada, on or near Vancouver Island.
- ☐ **Language:** The Kwakiutl's native language is Kwak'waka.
- ☐ **Potlatches:** The Kwakiutl are famous for their ceremonial feasts called potlatches, which were held to celebrate important occasions or to make amends for offenses against the tribe.
- ☐ **Housing:** The Kwakiutl lived in large, rectangular houses made from cedar wood.
- ☐ **Canoes:** The Kwakiutl made dugout canoes from the trunks of cedar trees.
- ☐ **Food:** The Kwakiutl got most of their food by fishing and hunting deer and moose.
- ☐ **Clothing:** In the past, the Kwakiutl wore very little, except in winter when they wore moccasins, long shirts, and cloaks made of bark and deerskin.
- ☐ **Copper:** The Kwakiutl had a system where pieces of copper were given names based on their value, which was defined by the number of wool blankets they were last traded for.
- ☐ **Names:** Highly ranked members of the Kwakiutl communities often had the Kwak'waka word for "copper" as part of their names.
- ☐ **Population:** In the early 21st century, there were more than 4,000 Kwakiutl living in Canada.

Nutrients	Role in the body	Foods they are found in
Carbohydrates	Main source of energy	Bread, pasta, rice.
Lipids	Energy source, provide insulation and protect organs.	Meats, fried foods, crisps
Proteins	Repair body tissues and growth of new cells.	Eggs, cheese, milk.
Vitamins & Minerals	Needed in small amounts to stay healthy	Vegetables and fruit.
Water	Keep your cells healthy.	Water, tea, squash and juice.
Fibre	Helps with normal digestion and keeps the gut healthy	Fruit and vegetables, past and rice.

Parts of the digestive system			✓
1	Mouth	Mechanical digestion by chewing. Some chemical digestion	
2	Oesophagus	Muscular tubing where peristalsis takes place	
3	Stomach	Mechanical digestion by churning.	
4	Liver	Produces bile	
5	Gall bladder	Stores bile	
6	Pancreas	Produces digestive enzymes	
7	Small intestine	Chemical digestion; larger molecules are broken down into small soluble molecules which are absorbed into the blood	
8	Large intestine	Absorbs water from waste back into the bloodstream	
9	Rectum	Stores faeces	
10	Anus	Ring of muscle allowing faeces to exit the body	

Digestion is the breakdown of large insoluble molecules into small soluble molecules

Year 7 Science Biology Topic C Digestion





Year 7 Chemistry Topic 3: Types of reaction

Signs of a chemical reaction	
Colour change	
Temperature change	
Bubbles to show gas forming	
Precipitate forming	

Key term	Definition	✓
Physical change	When the physical properties of a substance change, but no new substance is formed	
Chemical reaction	A change in which a new substance is formed	
Reactants	Substances that react together, shown before the arrow in an equation	
Products	Substances formed in a chemical reaction, shown after the arrow in an equation	
Combustion	A reaction with oxygen in which energy is transferred to the surroundings as heat and light	
Fuel	Stores energy in a chemical store which it can release as heat	
Thermal decomposition	A reaction where a single reactant is broken down into simpler products by heating	
Conserved	When the quantity of something does not change after a process takes place	

Chemical equations:

Reactants go on the left-hand side.

Products go on the right-hand side.

Arrow sign is between reactants and products to show that a reaction happens.

reactants → products



Chemistry CE: Acids and Bases

Key term	Definition	
Acid	Acids can be strong or weak. Strong acids have a lower pH than weak acids.	
Base	A base will react with an acid in a neutralisation reaction.	
Alkali	An alkali is a base which can dissolve in water.	
pH	A scale of acidity and alkalinity from 0-14.	
Indicator	An indicator will change colour due to pH. Used to identify if a solution is acid or alkaline.	
Neutralisation	A reaction between an acid and a base to produce a neutral solution.	
Salt	A neutral compound formed during neutralisation reactions between an acid and a base.	



Type	Name	
Strong acid	Hydrochloric	Sulfuric
Weak acid	Ethanoic	Citric

Indicator	Colour in acid	Colour in alkali
Universal Indicator	Red	Purple
Phenolphthalein	Colourless	Pink
Methyl orange	Red	Yellow
Litmus	Red	Blue

Neutralisation Reactions – general equations

Acid + alkali → salt + water

Acid + metal oxide → salt + water

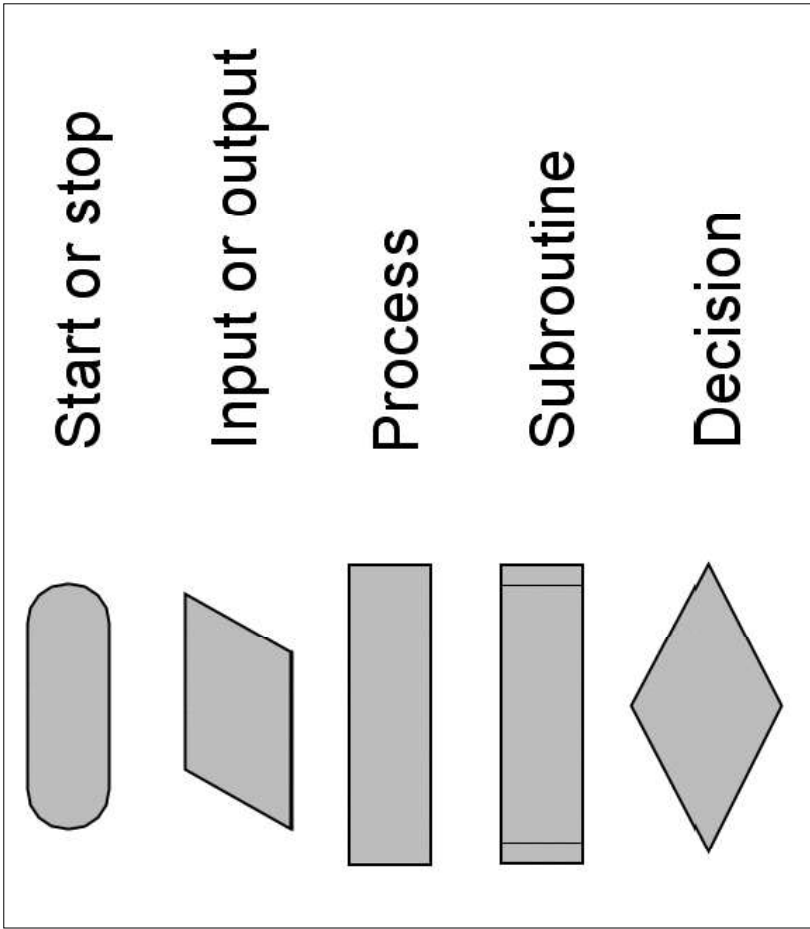
Acid + metal carbonate → salt + water + carbon dioxide



Flowcharts with Flowol

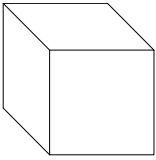
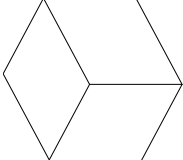
Phrase	Definition	✓
Algorithm	A set of instructions.	
Flowchart	A diagram that represents a set of instructions.	
Decomposition	Break down a big problem into smaller problems.	
Sequence	Putting the instructions in the right order.	
Iteration	A process that repeats many times.	
Subroutine (subprogram)	A set sequence of steps, part of larger computer program.	
Input	Getting the information into the system.	
Output	Getting information out of the system.	
Process	A set of instructions for the system to do something with some input.	

Symbols:





Tick here	Key word	Definition
	Biomimicry	Being inspired by nature – both in form and functionality.
	Ergonomics	Relates to products being comfortable and easy to use.
	Function	How a product is used – its intended purpose.

Tick here	Drawing type	Picture	Description
	Oblique		• Drawn at 45° • Designs can be distorted from this angle • Very basic • Can't see all of the sides
	Isometric		• Drawn at 30° • Lines are parallel • Used by product designers • Can see all of the sides

Activities to try out at home (optional – not compulsory):
→ Write down the functions of a bobbin sander, belt sander, line bender and pillar drill
→ Research what the letters CAD and CAM stand for
→ Research the advantages of using CAD/CAM when designing and making a product
→ Research what the term anthropometrics mean. How does this link to Design Technology?
→ Practise drawing every day products in both oblique and isometric drawing (see your teacher for an isometric grid)

Tick here	Tool name	Function
	Try square	Marks out a right angle.
	Steel rule	Measures small distances.
	Tenon saw	Cuts timber in straight lines.
	Bench hook	Keeps timber in place whilst cutting it.
	Bastard cut file	This is the roughest file, used to roughly smooth sides.
	Smooth cut file	This is the smoothest file, used to smooth sides.
	Coping saw	Cuts timber and plastics into shapes/curves.
	Plane	Finely shaves away timber.
	PVA	Glues wood to wood only.

Year 7 English

The Ruby in the Smoke

The plot	
'The Ruby in the Smoke' is a mystery novel set in Victorian London.	
Sally Lockhart's father has just died. Sally goes to the offices of her father's shipping firm, Selby and Lockhart.	
She has received a letter that warns her about the 'Seven Blessings'. She asks a company employee about this and there are shocking consequences.	
A boy called Jim overhears and decides to help Sally with her mystery.	
Sally returns to Mrs. Rees' house, a distant relative whom she has been living with since her father died.	
Sally begins to investigate and is soon drawn into two dangerous mysteries: one revolving around a much-desired ruby, and the other concerning her father's death.	

Key character	Description	
Sally Lockhart	The female protagonist. An orphan who has recently lost her father.	
Mrs Holland	The novel's wicked antagonist. She runs a lodging house and has the young Adelaide working for her. She is obsessed with getting hold of the Ruby of Agrapur.	
Frederick Garland	A handsome photographer who meets Sally by chance and offers to aid her.	
Jim Taylor	A mischievous but loyal young man who works at the Lockhart and Selby shipping firm. He has a love of mystery and adventure stories and likes to think of himself as a bit of an amateur detective.	
Rosa Garland	Fred's outspoken sister, who works as an actress. Fred and Rosa are always arguing, but care about each other deeply.	
Adelaide	She works for the terrifying Mrs Holland who apparently killed her last maid. She finds friends and safety in Sally and Fred.	
Matthew Bedwell	He worked for Sally's father and was on board the ship that sank which downed Mr Lockhart. He has become an opium addict which sends him into a downwards spiral.	
Nicholas Bedwell	Brother to Matthew. He is a religious man and a talented boxer.	
Mr Berry	A hired thug who works for Mrs Holland. He's a large strong man who has no objection to committing terrible crimes. He is however fiercely opposed to drinking alcohol.	
Trembler	A nervous ex-criminal who now works for Fred in his photography studio. He is a kind-hearted man and feels great sympathy for Adelaide.	



Key contextual points	Key vocabulary	
The story is set in 1872, at the height of the Industrial Revolution, when Britain's Empire spread far across the globe.	Abashed Amiable Anguish Blight Cravat Decrepit Elude Furtive Insinuate Laudanum Loquacious	(adj.) Embarrassed or ashamed (adj.) Having a friendly manner (noun) Pain or suffering A disease in plants (noun) or a thing that spoils something. (noun) A short, wide piece of fabric worn around the neck. (adj.) Worn out or ruined by age or neglect. (verb) To escape from something/someone in a sly way. (adj.) Acting in a way to avoid notice or attention often due to guilt. (verb) To suggest something bad in an unkind way. A drug which comes from opium. (adj.) Talkative
The Empire brought wealth, jewels, spices and drugs to England. In addition, it brought new ideas and new technology.		
Women had fewer rights than men during the Victorian Era, despite Queen Victoria being a woman.		
A woman's place was expected to be 'in the home' and revolved around being a wife and a mother.		
Women who didn't have a male or senior chaperone were vulnerable and were at risk of damaging their reputation.		
The Opium wars were fought in the mid 19 th Century between China and Britain, and were connected to trade and the production and selling of popular drugs such as opium.		
Laudanum (made from opium) was extremely popular and easy to buy. It was used to treat all sorts of everyday illnesses and was highly addictive.		

Key vocabulary	
Magistrate	(noun) Someone who conducts a court that deals with less serious offences.
Maharaja	(noun) A prince in India.
Omnibus	(noun) A vehicle pulled by horse carrying passengers.
Parson	(noun) A vicar.
Portmanteau	(noun) A bag used for travelling.
Pugnacious	(adj.) Ready to start a fight or argument.
Reptilian	(adj.) Reptile/snake-like; cold and evil.
Rheumy	(adj.) Having watery eyes.
Surreptitious	(adverb) Secretively.
Termagant	(noun) A bad-tempered woman.
Thwart	(verb) To get in the way of someone's plans.



Year 7 Knowledge Organiser The Eatwell Guide

- When choosing food and drinks, current healthy eating guidelines should be followed.



The Eatwell Guide

- Comprises 5 main food groups.
- Is suitable for most people over 2 years of age.
- Shows the proportions in which different groups of foods are needed in order to have a well-balanced and healthy diet.
- Shows proportions representative of food eaten over a day or more.

Beans, pulses, fish, eggs, meat and other protein

- Sources of protein, vitamins and minerals.
- Recommendations include to aim for at least two portions of fish a week, one oily, and;
- People who eat more than 90g/day of red or processed meat, should cut down to no more than 70g/day.

Oil and spreads

- Unsaturated fats are healthier fats that are usually from plant sources and in liquid form as oil, e.g. olive oil.
- Generally, people are eating too much saturated fat and need to reduce consumption.

Foods high fat, salt and sugar

- Includes products such as chocolate, cakes, biscuits, full-sugar soft drinks, butter and ice cream.
- Are high in fat, sugar and energy and are not needed in the diet.
- If included, should be had infrequently and in small amounts.

Fruit and vegetables

- This group should make up just over a third of the food eaten each day.
- Aim to eat at least five portions of a variety each day.
- Choose from fresh, frozen, canned, dried or juiced.
- A portion is around 80g (3 heaped tbs).
- 30g of dried fruit or 150ml glass of fruit juice or smoothie count as a max of 1 portion each day.

Potatoes, bread, rice, pasta or other starchy carbohydrates

- Base meals around starchy carbohydrate food.
- This group should make up just over a third of the diet.
- Choose higher-fibre, wholegrain varieties.

Dairy and alternatives

- Good sources of protein and vitamins.
- An important source of calcium, which helps to keep bones strong.
- Should go for lower fat and lower sugar products where possible.

8 tips for healthier eating

- These eight practical tips cover the basics of healthy eating, and can help you make healthier choices.
- Base your meals on starchy carbohydrates.
 - Eat lots of fruit and veg.
 - Eat more fish – including a portion of oily fish.
 - Cut down on saturated fat and sugar.
 - Eat less salt (max. 6g a day for adults).
 - Get active and be a healthy weight.
 - Don't get thirsty.
 - Don't skip breakfast.

Hydration

- Aim to drink 6-8 glasses of fluid every day.
- Water, lower fat milk and sugar-free drinks including tea and coffee all count.
- Fruit juice and smoothies also count but should be limited to no more than a combined total of 150ml per day.

Fibre

- Dietary fibre is a type of carbohydrate found in plant foods.
- Food examples include wholegrain cereals and cereal products; oats; beans; lentils; fruit; vegetables; nuts; and, seeds.
- Dietary fibre helps to: reduce the risk of heart disease, diabetes and some cancers; help weight control; bulk up stools; prevent constipation; improve gut health.
- The recommended average intake for dietary fibre is 30g per day for adults.

Cutting down on Salt- Reducing the amount of salt we consume can reduce blood pressure, reduce the risk of heart disease, reduce the risk of a stroke. Adults should have no more than 6g of salt a day and children should have less, remember- Salt is added to many of the foods you buy so you need to check labels carefully. It is also used as a preservative in bacon and cheese.

Key terms

The Eatwell Guide: A healthy eating model showing the types and proportions of foods needed in the diet.
Hydration: The process of replacing water in the body.

Dietary fibre: A type of carbohydrate found in plant foods.

Composite/combination food: Food made with ingredients from more than one food group.

Balanced Diet- A diet that provides adequate amounts of nutrients and energy- to have a balanced diet you need to eat a mixture of foods from each of the main food groups and the correct amount of energy to carry out daily activities.

Free Sugars -are sugars added to foods and drinks by the producers, cooks or consumers, they are also found naturally in Honey, Syrups and Fruit Juices.

Not Free Sugars are those found naturally in foods, i.e. Lactose in Milk, Sucrose in Apples.

5 a Day- To encourage us to eat more fruit and vegetables the government introduced the "5 a Day" campaign. This is to ensure that you get a variety of vitamins, minerals, trace elements and fibre in your diet. This will include the antioxidants and plant chemicals you need for good health.

Composite/combination food

Much of the food people eat is in the form of dishes or meals with more than one kind of food component in them. For example, pizzas, casseroles, spaghetti bolognese and sandwiches are all made with ingredients from more than one food group. These are often called 'combination' or 'composite' foods.



Meals and snacks can be sorted into The Eatwell Guide food groups.

Composite/combination food - Lasagne



Pasta (lasagne sheets): **Potatoes, bread, rice, pasta or other starchy carbohydrates**
Onions, garlic and chopped tomatoes: **Fruit and vegetables**
Lean minced meat (or meat substitute): **Beans, pulses, fish, eggs, meat and other protein**

Cheese sauce made with milk and cheese: **Dairy and alternatives**
Olive/vegetable oil used to cook onions and mince: **Oil and spreads**

Les ordinateurs et les portables

Un ordinateur	A computer	
Un portable	A mobile phone	
Je joue à des jeux vidéo	I play video games	
Je surfe sur Internet.	I surf the net.	
Je tchatte sur SnapChat	I chat on SnapChat	
Je regarde des clips vidéo.	I watch video clips.	
Je télécharge de la musique.	I download music.	
J'envoie des SMS/des textos	I text/I send texts	
Je parle avec mes amis	I talk to my friends	
J'envoie des e-mails.	I send e-mails.	

Qu'est ce que tu aimes faire?
What do you like doing?

retrouver mes amis en ville.	meeting my friends in town.
regarder la télévision	watching TV.
jouer sur mon PlayStation.	playing on my PlayStation.
écouter de la musique.	listening to music.
faire les magasins.	going shopping.
faire du sport.	doing sport.
jouer au football.	playing football.
traîner avec mes copains.	hanging out with my friends
téléphoner à mes copains	phoning my friends

La météo	The weather
quand il fait beau	when it's good weather
quand il fait chaud	when it's hot
quand il pleut	when it rains
quand il fait froid	when it's cold
Il neige	It's snowing
Il y a du brouillard	It is foggy
Il y a du vent	It's windy

Les saisons	The seasons
au printemps	In spring
en été	in summer
en automne	In autumn
en hiver	In winter

High frequency words

sur	on
quand	when
d'habitude	usually
d'abord	first of all
ensuite	then/next
puis	then/next

Regular ER verbs (infinitives)	
regarder	to watch
jouer	to play
parler	to speak
manger	to eat
télécharger	to download
tchatter	to chat(online)

Regular –ER Verbs: Regarder

je regarde	I watch
tu regardes	you watch
il/elle/on regarde	he/she/we watch
ils/elles regardent	they watch



Qu'est ce que tu fais? What do you do?

Je fais	I do	
... du judo	I do judo	
... du parkour.	I do parkour.	
... du patin à glace.	I go ice-skating.	
... du roller.	I go roller-skating.	
... du skate.	I go skateboarding.	
... du vélo	I go cycling.	
... de la danse.	I dance.	
... de la gymnastique	I do gymnastics.	
... de la natation.	I go swimming.	
... de l'équitation.	I go horse-riding.	
... de l'athlétisme	I do athletics	
... des promenades.	I go for walks.	

Mes passetemps

Half term 4

Year 7 – French

Le sport	
Le basket	basketball
Le foot	football
Le rugby	rugby
Le tennis de table	table tennis
La natation	Swimming
L'équitation	Horse-riding

être	to be
je suis	I am
tu es	you are
il/elle/on est	he/she/ we are
ils/elles sont	they are
Faire	to do
je fais	I do
tu fais	you do
il/elle/on fait	he/she/we do
ils/elles font	they do

Je joue- I play:	
au basket	basketball
au foot/au rugby	football
au hockey	hockey
au tennis	tennis
au tennis de table	table tennis
au volley	volleyball
à la pétanque	bowls
sur la wii	on the wii

il/elle fait	He/she does
il/elle est	He/she is
il/elle s'entraîne	He/she trains
il/elle regarde	He/she watches
il/elle aime	He/she likes
il/elle adore	He/she loves

Ils sont actifs – They are active

Frequency/Time phrases	
le soir	in the evening
le week-end	at the weekend
le matin	in the morning
l'après-midi	in the afternoon
le samedi soir	on Saturday evening
le vendredi matin	on Friday morning
le mercredi après-midi	on Wednesday afternoon

Tu es sportif?	
Je suis sportif	I'm sporty.
Je suis assez sportif	I'm quite sporty.
Je suis très sportif	I'm very sporty.
Je suis vraiment sportif	I'm really sporty.
Je ne suis pas sportif	I'm not sporty.

ils/elles font	They do
ils/elles écoutent	The listen
ils/elles jouent	They play
ils/elles regardent	They watch
ils/elles sont	They are
ils/ elles aiment	They like

Irregular verbs



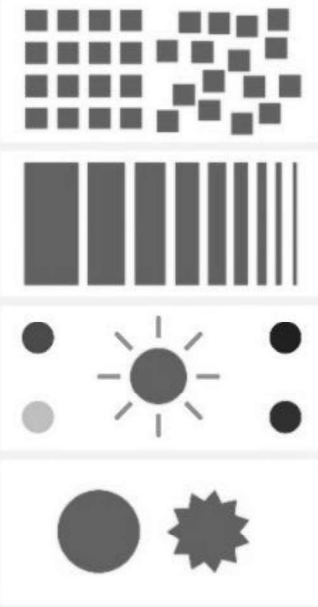
Lesson 1: Energy consumption Energy powers daily life, but global demand is rising due to population growth, economic development, and changing lifestyles. Energy use varies: • Developed countries – High consumption (industry, transport, technology), leading to higher carbon footprints. • Emerging economies – Growing energy demand as industrialisation and urbanisation increase. • Developing countries – Struggle with energy poverty, limiting access to electricity and modern fuels.	Lesson 3: Challenges of fossil fuels Fossil fuels provide essential energy but cause significant environmental and social issues: • Climate Change – CO₂ and other gases trap heat, leading to global warming and extreme weather events. • Pollution – Fossil fuel use creates air pollution (e.g., acid rain), water contamination (oil spills), and habitat destruction. • Finite Supply – Fossil fuels are non-renewable, and as reserves dwindle, prices become volatile and access more difficult. Shifting to renewable energy sources is key to reducing reliance on fossil fuels.	Lesson 5: Energy futures Reducing fossil fuel use involves: • Energy Efficiency – Using less energy with better technology (e.g., LED lights, energy-efficient appliances, electric vehicles). • Renewables – Investing in solar, wind, and hydro power cuts emissions and reduces reliance on finite resources. • Government Action – Policies like carbon taxes, green energy incentives, and banning petrol cars can drive change. • Individual Choices – Reducing energy use at home and using public transport can make a big difference.	Lesson 7: Freiburg Freiburg is a city in south west Germany. In 1970, Freiburg set a goal of urban sustainability. Social sustainability means the residents as well as politicians have a voice in changes in the local area. They all have equal input into the decisions made. Economic planning involves providing people with employment. Environmental planning ensures that resources are not wasted and protect the environment for the future.
Lesson 2: Energy sources Energy is produced from various sources: • Fossil Fuels – Reliable but polluting (coal, oil, gas), contributing to climate change and environmental degradation. • Renewable Energy – Sustainable (solar, wind, hydro), but dependent on location and weather, requiring infrastructure investment. • Recyclable Energy – Reduces waste (biogas, nuclear), though nuclear waste and safety concerns remain a challenge.	Lesson 4: Energy inequality Access to energy depends on: • Wealth – Richer nations use more energy for industry, transport, and goods, leading to high per capita consumption. • Natural Resources – Some countries, like Saudi Arabia, have abundant fossil fuels, while others rely on imports. • Infrastructure & Technology – Poorer countries lack infrastructure for reliable energy, often relying on inefficient or polluting sources. • Politics – Conflicts, corruption, and instability can prevent energy access and affect distribution.	Lesson 6: What makes a sustainable city? Goal 11 of the UN's sustainable development goals looks at sustainable cities and communities. Cities can still undergo growth whilst improving resource use, and reducing pollution and poverty. Sustainability means meeting our own needs without compromising the ability of future generations to meet their own needs. Some strategies include: - Providing green spaces - Recycling water - Reducing reliance on fossil fuels - Involving communities - Minimising use of greenfield sites - Conserving culture.	Lesson 8: Sustainable urban living. Pollution and climate change have meant that the production of a sustainable energy supply is becoming increasingly important. In Freiburg, there are strict energy policies based on: • Energy saving • Efficient technology • Use of renewable energy sources The city plans to be 100% powered by renewable energy by 2050. This will require halving energy consumption by increasing energy efficiency. Homes in Freiburg are planned to promote sustainable energy use.





Photoshop is a **photo editing and design software** programme used by photographers, graphic designers, and web designers. It can be used for a variety of tasks such as image editing, photo manipulation, illustrations, basic animations

Contrast



Contrast in shape

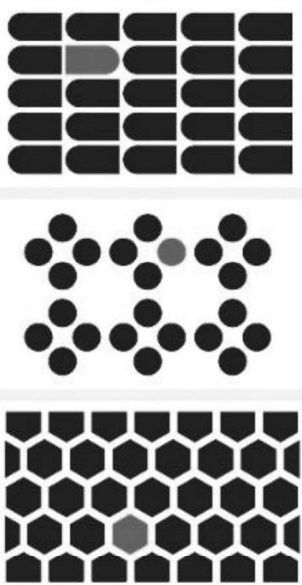
Contrast in colour

Contrast in scale

Contrast in layout

Keyword	Definition	tick
Contrast	Contrast refers to the arrangement of opposite elements and effects. For example, light and dark colours, smooth and rough textures, large and small shapes. Contrast can be used to create variety, visual interest, and drama.	
Emphasis	Emphasis can be created by size, weight, position, color, shape, and style. Sometimes referred to as dominance, emphasis might seem similar to contrast, but it's not quite the same. Contrast deals with the difference between two objects, and emphasis deals with the impact of an object.	
Proportion	Adjusting size. Larger items appear more important. Spacing of text is important to make text legible. Simply put, it's the size of elements in relation to one another. Proportion signals what's important in a design and what isn't. Larger elements are more important, smaller elements less.	
Negative space	Negative space is also called white space in graphic design, and refers to the empty spaces on your artboard. Negative space in graphic design does not mean emptiness or colourlessness, in fact, negative space leaves room for your design to breathe on its own. The right amount of negative space in your design will separate objects, cushion text to make it more readable and encourage your audience to look at certain elements of your design, helping you to direct their visual flow	

Emphasis

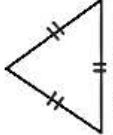
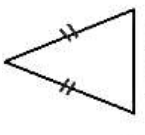
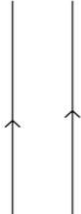
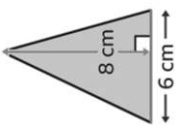


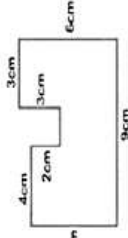
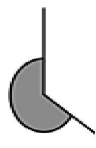
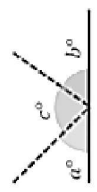
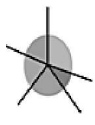
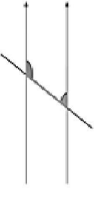
Creating a focal point

Keyword	Definition – read, cover, write, review	tick
Adjustment Tools	Tools used in Photoshop to adjust, colour, lighting, contrast, exposure etc. to edit images.	
Selection Tools	Tools used to select an area of an image you want to edit. For example, Quick selection tool, Marquee tool (has pre-set shapes), Lasso tool or Magic Wand tool.	
Hue and Saturation	Hue is the colour in your image. Saturation is the intensity, richness, of that colour.	
Resolution in Photoshop	The resolution of an image is measured in DPI or PPI (dots per inch or pixels per inch). The more dots (or pixels) you have per inch, the higher the resolution of your image.	
Surreal	Elements of the image or photograph are combined in a strange way that you would not normally expect, like in a dream / nightmare. A juxtaposition of objects/things in a composition.	
Digital Collage	Digital Collage is a form of graphic art, which is created by mixing together different kinds of images, textures, and concepts and composing an entirely new composition.	

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Keyword	Definition	Example(s)
Polygon	A 2D closed shape with straight sides.	Triangles and Hexagons are polygons
Triangle	A polygon with three sides. The interior angles sum to 180° .	 Equilateral  Isosceles
Quadrilateral	A polygon with four sides. The interior angles sum to 360° .	 Square  Rectangle  Trapezium  Parallelogram  Rhombus  Kite
Notation	Symbols and annotations that can represent shape properties	
Perimeter	The distance around the edge of a 2D shape	Perimeter of a square with side length 3cm is $3 + 3 + 3 + 3 = 12\text{cm}$.
Area	The amount of space inside a 2D shape.	Area of a square with side length 3cm is $3 \times 3 = 9\text{cm}^2$.
Area of a triangle	Area of a triangle = $\frac{1}{2} \times \text{base} \times \text{height}$ where the base and height are perpendicular to each other	$A = \frac{1}{2} \times 8 \times 6$ $A = 24\text{cm}^2$ 
Area of rectangle /square /parallelogram	$\text{Area} = \text{base} \times \text{height}$ where the base and height are perpendicular to each other	
Area of trapezium	$\text{Area} = \frac{1}{2}(a + b)h$ where a and b are the parallel sides and h is the perpendicular height	

Keyword	Definition	Example(s)
Compound Shape	A shape that is made up of two or more basic shapes.	
Acute angle	An angle less than 90°	
Obtuse angle	An angle between 90° and 180°	
Reflex angle	An angle between 180° and 360°	
Angles on a straight line	Angles at one point along a straight line add to 180° .	
Angles around a point	Angles around a point sum to 360° .	
Vertically opposite angles	Vertically opposite angles are opposite each other at a vertex. They are equal.	
Parallel Lines	Lines that are equidistant from each other. Shown by using arrowhead notation.	
Corresponding angles	Corresponding angles are equal. The lines made a F shape.	
Alternate angles	Alternate angles are equal. The lines make a Z shape.	
Co-interior angles	Co-interior angles add up to 180° . The lines made a C shape.	



Keyword	Definition	Example(s)															
Qualitative data	Non-numerical data	Colours, Names, Flavours															
Quantitative data	Numerical data	Distance, Height, Time															
Discrete data	Data that can only take specific values	Shoe size, Number of children															
Continuous data	Data that can take any value within the range	Height of a plant, Time of a journey															
Frequency tables	A way of organising large sets of data in a more manageable way	<table><tr><th>Marks</th><th>Tally</th><th>Frequency</th></tr><tr><td>1 to 5</td><td> </td><td>2</td></tr><tr><td>6 to 10</td><td> </td><td>8</td></tr><tr><td>11 to 15</td><td> </td><td>7</td></tr><tr><td>16 to 20</td><td> </td><td>3</td></tr></table>	Marks	Tally	Frequency	1 to 5		2	6 to 10		8	11 to 15		7	16 to 20		3
Marks	Tally	Frequency															
1 to 5		2															
6 to 10		8															
11 to 15		7															
16 to 20		3															
Bar chart	A chart with rectangular bars whose heights show the values they represent.																
Pie chart	A circular chart that has sectors (or slices) to show the proportion of the data in each group.																
Sector angle (in pie chart)	The angle of each sector is used to show the proportion represented. To calculate the angle, $\frac{360}{frequency} \times group\ size$	Angle (blue): $\frac{360}{40} \times 25 = 225^\circ$ <table><tr><th>Colour</th><th>Freq</th></tr><tr><td>Blue</td><td>25</td></tr><tr><td>Red</td><td>15</td></tr></table>	Colour	Freq	Blue	25	Red	15									
Colour	Freq																
Blue	25																
Red	15																

Keyword	Definition	Example(s)
Ratio	Ratios are used to compare two or more quantities and are usually written in the form a:b	2:5 represents 2 parts to 5 parts.
Simplifying ratio	A ratio can be simplified by dividing each part by the same number.	10:15 can be simplified 2:3 by dividing both sides by 5.
Equivalent ratio	Both sides of the ratio can be multiplied by the same number to give an equivalent ratio	If squash is mixed with water in the ratio 1:4, this can be scaled up to 100ml:400ml
Sharing ratio	Ratios can be used to divide a quantity into parts.	£20 shared in the ratio 3:2 $20 \div (3 + 2) = 4$ $4 \times 3 = 12$ $4 \times 2 = 8$ £12 and £8



Orchestra A large group of string, woodwind, brass and percussion instruments directed by a conductor

Conductor Directs the orchestra, using their hands or a baton

Key The set of notes that a piece uses, and the note that it uses as 'home'

Major key music which uses the major scale is in a major key. The major scale has a fixed pattern of where the semitones come:

The key of C major only uses white notes on the keyboard.



Bar regular groupings of beats in a piece of music, in which some are stronger than others. The most common groupings are 2, 3 or 4 beats.

String instruments (instruments where a vibrating string makes the sound):

Violin A high pitched string instrument played with a bow

Viola A larger (and lower) version of the violin

Cello The largest instrument in the same family as the violin and viola

Double bass A low pitched string instrument played with a bow

Harp A plucked string instrument with one string for each note

Woodwind instruments (instruments where the sound is made by a vibrating column of air):

Piccolo A smaller (and higher) version of the flute

Flute A woodwind instrument played by blowing over a hole in the mouthpiece

Oboe A high pitched woodwind instrument with a double reed

Cor Anglais A larger (and lower) version of the oboe

Clarinet A high pitched woodwind instrument with a single reed

Bassoon A low pitched woodwind instrument with a double reed

Brass instruments (instruments where the player uses their lips to make the air vibrate):

Trumpet A high pitched brass instrument which has valves

French horn A brass instrument with keys. Horns are often associated with hunting

Trombone A low pitched brass instrument with a slide

Tuba A low pitched brass instrument with valves

Percussion instruments (Instruments which are hit— or scraped or shaken — to make sound)

Pitched percussion instruments can play a definite note

- **Glockenspiel**
- **Timpani**
- **Xylophone**

Unpitched percussion instruments make a sound which isn't a definite note

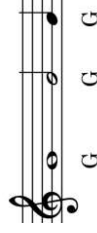
- **Bass drum**
- **Castanets**
- **Cymbals**
- **Snare drum**
- **Tambourine**
- **Tam-tam**
- **Triangle**
- **Whip**
- **Woodblock**

This QR code will take you to a Spotify playlist with audio examples for instruments of the orchestra. You will find it helpful to listen to these as you learn.

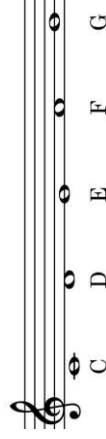


Treble clef

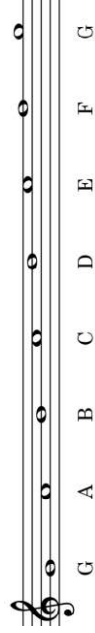
The **treble clef** sets the note G as the second line up on a musical **stave**. Any note with the note head (the round bit) covering that line is a G:



Notes are arranged in alphabetical order, using lines and spaces. It's always the note head that tells you which note it is. The first C (middle C) needs to be on a line, but there isn't one, so it gets its own (a **ledger line**).



Because we only use the letters A-G, the note above G is A, and we start again.



Form and Structure

Question and answer phrases a pair of two musical phrases which balance each other, one acting as a question and the other as an answer

Drone a continuously sounding note

Ostinato a repeating pattern

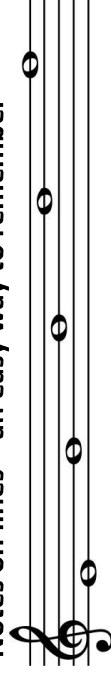
Binary form a structure in music with an A section followed by a contrasting B section AB

Ternary form a structure in music with an A section, a contrasting B section and then a return to the A Section. ABA

Rondo form a structure in music with a recurring A section separated by contrasting episodes e.g. ABACABA

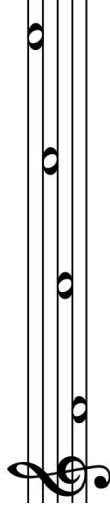
Pentatonic a five note scale

Notes on lines—an easy way to remember



Every Good Boy Deserves Football

Spaces spell 'FACE'

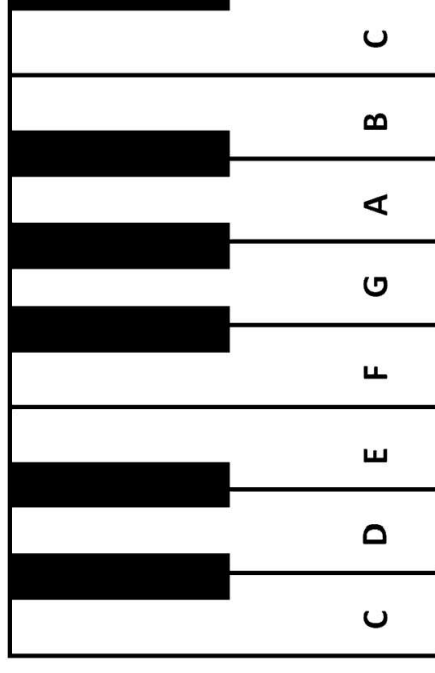


F A C E

Notes on the keyboard

The notes are arranged in alphabetical order, from low to high.

Look for the pattern of black notes. C is always the white note to the left of the group of two black keys.



This QR code will take you to a Spotify playlist with audio examples for instruments of the orchestra. You will find it helpful to listen to these as you learn.



Keyword	Learn	✓
Drug	A substance which has a physiological effect when ingested or otherwise introduced into the body	
Addiction	Is a very strong urge to do something that is hard to control or stop	
Peer Pressure	Feeling like you have to do something because of the people around you	
Risk	Exposure to danger, harm or loss	
Consequence	The result or effect, typically one that is unwelcome or unpleasant	
Physical changes	(during puberty) include changes in height, weight, body shape, sexual organs, body hair, skin, voice, and sweatiness.	
Emotional changes	(during puberty) make affect you desires, your mood, or your tolerance.	
Relationship	the way in which two or more people or things are connected, or the state of being connected.	
Independence	not having to depend on anyone or anything else.	
Controlling	Maintain or assert influence or authority over someone.	
Consent	is an agreement by choice made by someone with the freedom and capacity to consent.	

Drugs – signs of concern

It can be hard to recognise when someone has a problem with drugs. Below are some common signs to be aware of:

- The drug use is no longer under control, they feel they cannot cope without it – they “need” to do it.
- There is a tolerance to the drug, they might start to need more and more of it in order to feel the effects.
- They get withdrawal symptoms when they don’t take it. For example, feeling sick, or anxious.
- They often have unexplained injuries, blackouts, confusion and difficulty remembering things.
- They feel secretive and ashamed about what they are doing.

Where to get help:

Talk to your parents, your tutor or your head of year. Use the websites listed below

Puberty & Adolescence

Puberty is the stage in someone’s life when they develop from a child into an adult because of changes in their body that make them able to have children. These physical changes are accompanied by changes that can affect emotions as hormones change and people’s identities develop

For more information go to these websites:

[Puberty – information and support](#) — [Teen Health 11 - 19 Service](#)

Please remember that you are not alone.

Everyone has either gone, is going or is about to go through puberty!

Qualities of healthy relationships

Respect: Freedom, individuality, respecting boundaries, equality

Communication: Listening, forgiveness, empathy, affection, gratitude, kind disagreement, clarity, understanding

Safety: Support, responsibility, commitment, trust, honesty, consistency

‘**Consent** is agreement by choice made by someone with the **freedom** and **capacity** to consent.’

- the choice must be made without pressure
- the person must be able to make the choice

Helpful websites:

<https://www.childline.org.uk>

[Sexual Health & Wellbeing - Brook – Fighting for healthy lives](#)

[Honest information about drugs | FRANK \(talktofrank.com\)](#)

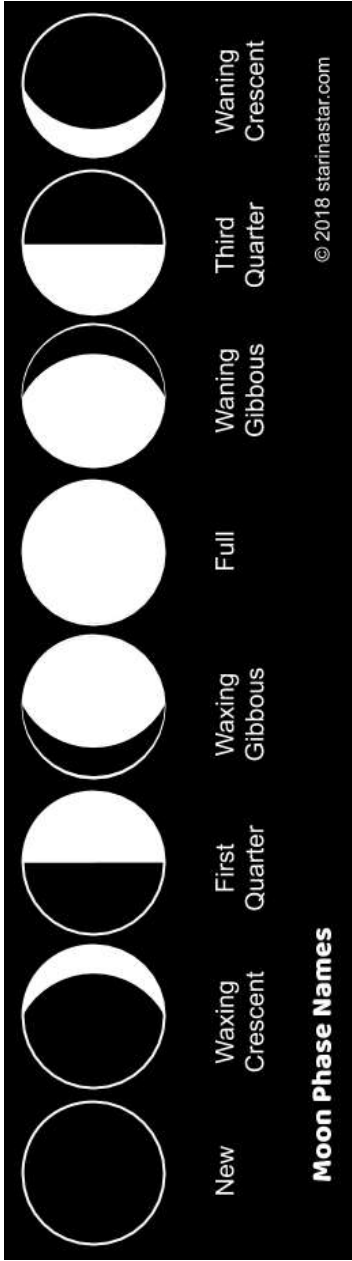
[Home - With You \(wearwithyou.org.uk\)](#)

Never starting is easier than giving up an addiction!



Year 7 – Space – Knowledge Organiser

Keyword	Definition
Day	Planet rotating on its axis once. 1 Earth day = 24 hours
Lunar month	The moon orbiting the Earth once
Year	The planet orbiting the Sun once. 1 Earth year = 365.25 days
Seasons	4 season in one year. Changes in the temperature and daylight hours due to the tilt of the Earth
Moon	The natural satellite of Earth
Planet	An object which orbits the Sun
Sun	The star at the centre of our solar system
Asteroid	Metallic rock (usually) orbiting the Sun
Comet	Ball of ice (and dust) orbiting the Sun
Satellite	Object orbiting another object, usually a planet
Solar eclipse	When The moon blocks the sunlight from Earth
Lunar eclipse	When the Earth blocks the sunlight from the Moon
Galaxy	Large group of stars
Big Bang	Beginning of the universe



Useful links
Features of our solar system guide for KS3 physics students - BBC Bitesize Days, months, years and seasons guide for KS3 physics students - BBC Bitesize Phases of the Moon - BBC Bitesize Will a human ever be born on Mars guide for KS3 physics students - BBC Bitesize

Key Words:

- ❑ **Humanism:** a non-religious belief system that focuses on the importance of reason, empathy, and compassion for others
- ❑ **Worship:** An act performed to communicate and express gratitude and reverence towards a deity(ies); God
- ❑ **Denomination:** Meaning type within for example within religions it is a branch or sect within a main religion such as Catholic and Protestant within the Christian Church
- ❑ **Meditation:** The act of giving your attention to only one thing, either as a religious activity or as a way of becoming calm and relaxed
- ❑ **Enlightenment:** The state of understanding something; in Hinduism and Buddhism, the highest spiritual state that can be achieved

Scientific theories for the origins of the universe:

- ❑ **Big Bang theory:** The theory states that around 14 billion years ago all matter and energy in the universe was at a point of infinite density and temperature known as a singularity, which then expanded rapidly. Eventually stars, galaxies and planets formed. This expansion was the beginning of time and continues to this day.
- ❑ **Evolution:** In 1859 Charles Darwin published 'On the Origin of Species', which set out his theory of evolution by natural selection. Darwin explained that living creatures evolved through a process of gradual change over millions of years and that the naturally best suited creatures survived ('Survival of the fittest')
- ❑ **Natural Selection:** The process by which evolution is believed to work. Animals are continuously adapting and develop changes in the genes (genetic traits such as eye and skin colour) that, if give better chances of survival are more likely to be passed on to offspring.

The First Cause argument

- ❑ Everything I've seen in the universe has a cause
- ❑ What is true of everything *in* the universe must be true of the universe too.
- ❑ Therefore the universe needs a cause too
- ❑ This would be the First Cause and it would need to be outside of the universe.
- ❑ Therefore God probably exists to have caused the universe.

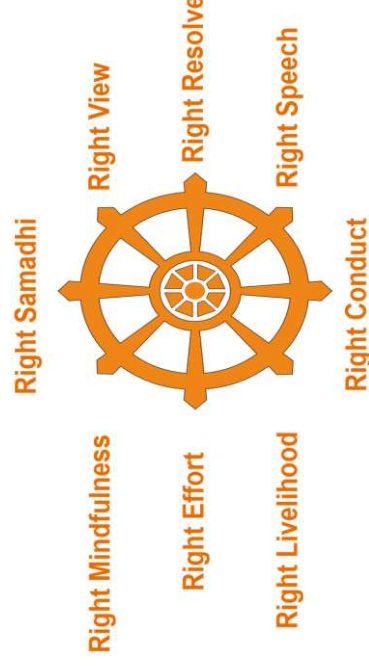
The Design argument – The archer and the arrow

- ❑ St Thomas Aquinas:, Noted that everything in existence undergoes constant changes
- ❑ For Aquinas, non-intelligent things can only be moved by intelligent things to achieve their 'end's'
- ❑ Aquinas compared this to an archer who aims the arrow towards a target.
- ❑ The arrow has the ability to hit the bullseye, but it is the archer who directs the arrow to the target.
- ❑ For Aquinas, God is the archer and he has given everything including humans telos (purpose) that he directs us towards.

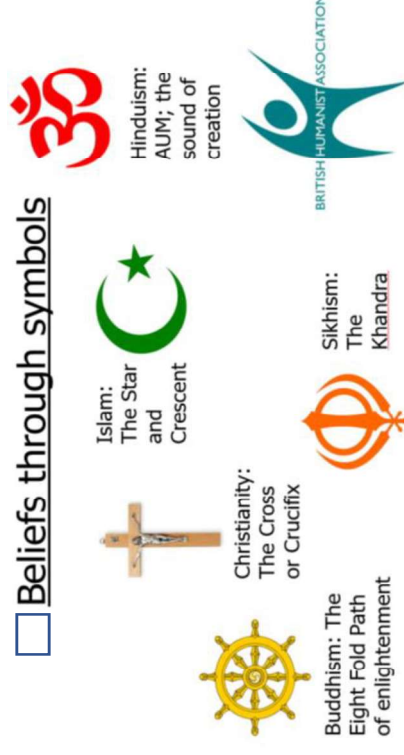
Five Pillars of Islam:

- ❑ **Shahadah:** the Muslim declaration of faith.
- ❑ **Salah:** The five daily prayers, which can be done anywhere.
- ❑ **Sawm:** The obligation on Muslims to fast between sunrise and sunset during the month of Ramadan.
- ❑ **Zakah:** The practice where a Muslim gives 2.5 per cent of their earnings to charity
- ❑ **Hajj:** The Muslim pilgrimage, which it is compulsory for Muslims to undertake at least once in their lifetime as long as they are healthy and can afford it.

❑ Eight fold path - the route to enlightenment



❑ Beliefs through symbols



Present tense verb endings			
	-AR	-ER	-IR
I (yo)	o	o	o
You (tu)	as	es	es
He/she/it (el/ella)	a	e	e
We (nosotros)	amos	emos	imos
You all (vosotros)	áis	éis	ís
They (ellos/ellas)	an	en	en

Possessive adjectives		
Possessive adjectives are the words for ‘my’, ‘your’, ‘his’, ‘her’, etc.		
My	mi hermano	mis hermanos
Your	tu hermano	tus hermanos
His / her	su hermano	sus hermanos

Adjectives and agreement

Adjectives and agreement			
		Singular	Plural
		Masculine	Feminine
Ending in o/-a	-	pequeño	pequeña
Ending in - e		inteligente	inteligente
Ending in a consonant		azul	azul

Adjectives describe nouns. Their endings change to agree with the noun they describe. Adjectives fall into 3 main groups. The endings for each group work as seen above.

High-frequency words	
además	in addition
porque	because
sin embargo	however
pero	but
o	or
bastante	quite
muy	very
un poco	a bit

Question words	
¿Cómo?	How?
¿Dónde?	Where?
¿Por qué?	Why?
¿Cuándo?	When?
¿Qué?	What?
¿Cuál?	Which?

Irregular verbs	
Tener	To have
tengo	I have
tienes	you have
tiene	he/she has
tenemos	we have
tenéis	you all have
tienen	they have

To be (Description)	
Ser	
soy	I am
eres	you are
es	he / she is
somos	we are
sois	you all are
son	they are

To be (Location)	
Estar	
estoy	I am
estás	you are
está	he / she / it is
estamos	we are
estáis	you all are
están	they are



¿Cuántas personas hay en tu familia?	
En mi familia hay...	In my family there is
mis padres	my parents
mi madre	my mum
mi padre	my dad
mi abuelo	my grandfather
mi abuela	my grandmother
mi bisabuela	my great-grandmother
mi tío	my uncle
mi tía	my aunt
mis primos	my cousins
su hermano	his/her brother
sus hermanos	his/her brothers

Los números 20-100

veinte	20
treinta	30
cuarenta	40
cincuenta	50
sesenta	60
setenta	70
ochenta	80
noventa	90
cien	100
treinta y uno	31

¿Cómo es?	
es...	he / she is
no es muy ...	he / she isn't very
alto/a	tall
bajo/a	short
delgado/a	slim
gordo/a	fat
guapo/a	good-looking
inteligente	intelligent
joven	young
viejo/a	old
tiene pecas	he has freckles
tiene barba	he has a beard
mi mejor amigo	my best friend
su mejor amigo	his / her best friend

¿Cómo es tu casa o tu piso?	
Vivo en ...	I live in ...
una casa	a house
un piso	a flat
antiguo/a	old
bonito/a	nice
cómodo/a	comfortable
moderno/a	modern
pequeño/a	small

¿Cómo tienes el pelo ?	
Tengo el pelo ...	I have ... hair
castaño	brown
negro	black
rubio	blond
liso	straight
rizado	curly
largo	long
corto	short
soy pelirrojo/a	I'm a redhead
soy calvo	I am bald
Tengos los ojos azules / marrones	I have blue / brown eyes

¿Dónde está?	
Está en ...	It is in ...
el campo	the countryside
la costa	the coast
una ciudad	a city
el desierto	the desert
la montaña	the mountains
un pueblo	a town / village
el norte	the north
el sur	the south
el este	the east
el oeste	the west

Timetable

[illegible]