



BOURNEMOUTH SCHOOL

Year 7

# Knowledge Organiser 5

Summer Term: 2024-25

Name: \_\_\_\_\_ Master Copy \_\_\_\_\_

Registration Form: 7

✓Hard Work

✓Discipline

✓Smart Appearance

✓Respect

## Bournemouth School

### Knowledge Organiser 3: Year 7 Summer

#### *‘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.

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. 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.
- In the summer term you will complete end of year assessments. Your teacher will give you specific revision activities to complete to guide you in what you need to revise for these tests. This will include all of your KOs for the year but may include some additional resources.

Kwakiutl masks, particularly transformation masks, are deeply significant within Kwakwaka'wakw culture, representing ancestral spirits, supernatural beings, and family histories

### ❑ What is an sculpture?

A sculpture is a work of art that is produced by carving or shaping stone, wood, clay, or other materials

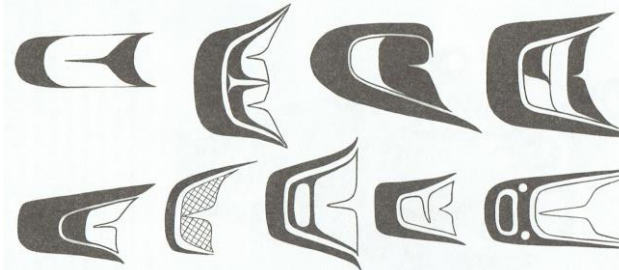
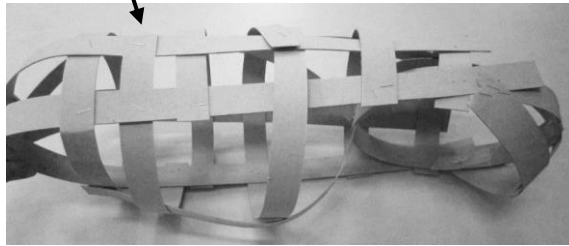
❑ A **maquette** is a scale model or rough draft of a sculpture or architectural project. Artists use maquettes to experiment with shapes and materials, and to visualize how the final work will look.

### ❑ What is an armature?

An armature is an open framework on which a sculpture is moulded with clay or similar material.



❑ Types of Kwakiutl Artwork -  
Masks, Totem poles, Jewellery,  
Wood carving, Dance and Woven  
blankets



❑ Masks are highly valued by the Kwakiutl, serving as potent manifestations of ancestral spirits and supernatural beings and offering these supernatural entities temporary embodiment and communication through dance and other kinds of performance

❑ Masks also allow the wearer to undergo spiritual and social renewal, and serve as an outward manifestation of inward transformations

❑ Masks play a vital role in Kwakwaka'wakw art and culture, used ceremonially in dances and potlatching in order to portray the character conveyed by the dancer.

❑ Masks carved today may be used for potlatching, or specifically to be displayed as works of art.

❑ There are a wide array of masks depicting animals, mythological beings, humans, and transformation figures. Such unique characters include the Bukwus (Wild Man of the Woods), Tsonokwa (Wild Woman of the Woods), Komokwa (Chief of the Undersea World), the Sun, the Moon, Hamatsa Birds (earthly representatives of a cannibal spirit), and complex dual beings (Transformation figured, often from a human to an animal, and back).

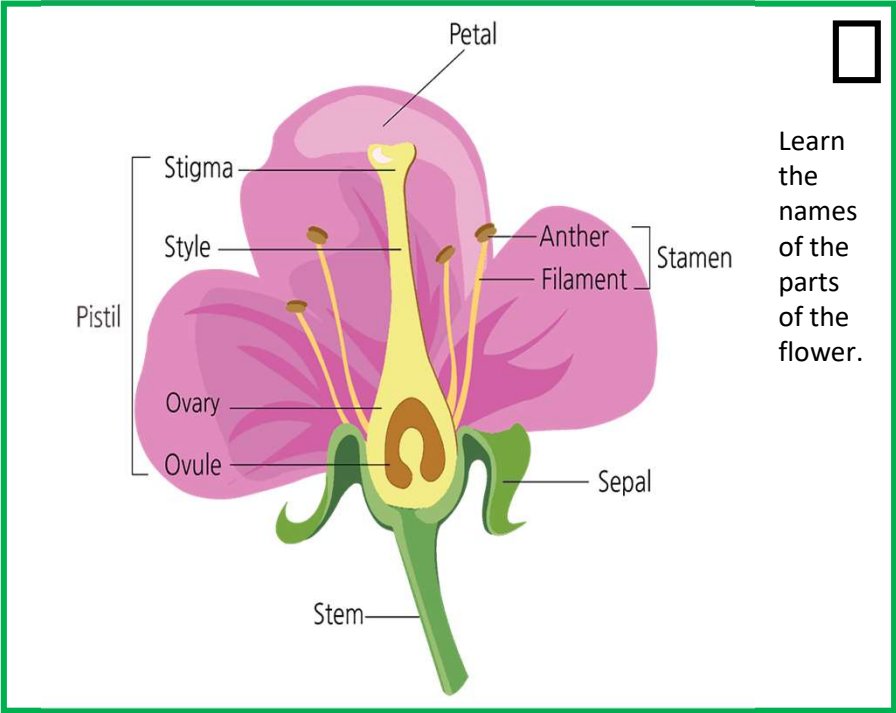
❑ Potlatching (among some Indigenous peoples of the Pacific Northwest coast of North America) a ceremonial feast at which possessions are given away or destroyed to display wealth or enhance prestige.



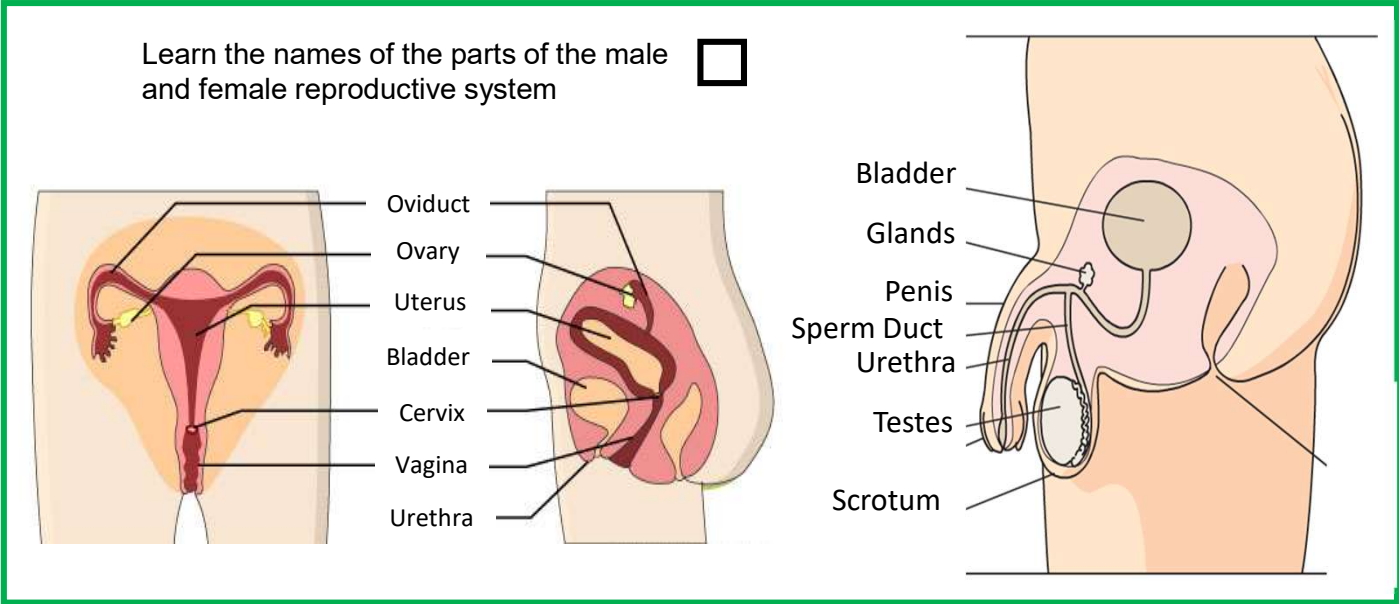
❑ A potlatch was held on the occasion of births, deaths, adoptions, weddings, and other major events.

Keyword	Learn	✓
Life Cycle	The series of stages that an organism goes through from the beginning of its life until its death.	
Asexual reproduction	Making identical offspring with no variation.	
Sexual reproduction	Making Varied Offspring.	
Stamen	Male part of a flower	
Pistil	Female part of a flower	
Gamete	A sex cell	
Pollen	The male gamete in plants	
Ovule	The female gamete in plants	
Seed	Formed from fertilisation of an ovule by pollen.	
Fertilisation	Fusion of the nuclei of male and female gametes	

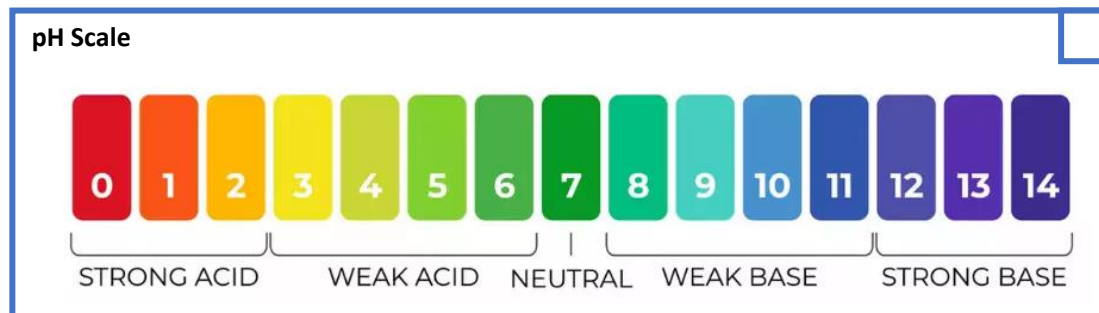
Menstrual Cycle	
Day	Description
Day 1	Blood from the uterus leaves through the Vagina.
Day 14	Egg is released - Ovulation
Day 7-28	Bleeding stops, lining of uterus is built up again.



Asexual	Sexual
Involves one parent	Requires two parents
Offspring are genetically identical	Offspring genetically different
Faster process	Slower process
No gametes (sex cells) involved	Involves gametes (sex cells)



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	Nitric
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  $\rightarrow$  salt + water

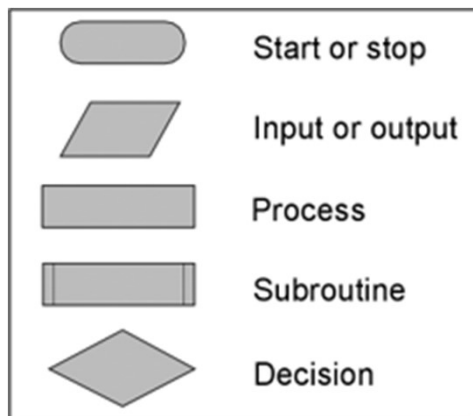
Acid + metal oxide  $\rightarrow$  salt + water

Acid + metal carbonate  $\rightarrow$  salt + water + carbon dioxide



# Flowcharts with Flowol

Phrase	Definition	✓
Algorithm	A set of instructions.	
Flowchart	A diagram that represents a set of instructions.	
Decomposition	Breaking 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.	



# Programming with FMS Logo

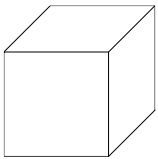
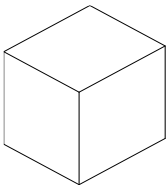
Phrase	Definition	✓
Syntax	The rules of a specific programming language.	
Syntax error	Breaking the rules of a programming language.	
Iteration	A process that repeats many times.	
Procedure	A set sequence of steps, part of larger computer program.	
Parameter	A value passed to the procedure	
forward(fd)	Move the turtle forward.	
back(bk)	Move the turtle backwards.	
right(rt)	Turn the turtle to the right.	
left(lt)	Turn the turtle to the left.	
penup(pu)	Let the turtle move without drawing a line.	
pendown(pd)	Make the turtle draw a line as it moves.	
clearscreen(cs)	Clear the screen and moves the turtle back to the centre of the screen.	
setpencolour(setpc)	Change the colour of the pen.	
setpensize	Change the width of the pen.	



# Year 7

## Knowledge Organiser

## Design Technology

Tick here	Drawing type	Picture	Description
	Oblique		<ul style="list-style-type: none"> <li>• Drawn at 45°</li> <li>• Designs can be distorted from this angle</li> <li>• Very basic</li> <li>• Can't see all of the sides</li> </ul>
	Isometric		<ul style="list-style-type: none"> <li>• Drawn at 30°</li> <li>• Lines are parallel</li> <li>• Used by product designers</li> <li>• Can see all of the sides</li> </ul>

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	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.

### 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)

# Year 7 English: *Shakespeare's Villains*

Shakespearean Context	✓
William Shakespeare was born in 1564 and lived until 1616. He wrote plays and poems in the Renaissance era.	
He was alive during the reign of Queen Elizabeth I and King James I. These were known as the Elizabethan and Jacobean eras.	
In Shakespeare's day there was a strong social hierarchy, but women were always seen as less important than men. Women were seen as property.	
Shakespeare grew up in Stratford Upon Avon, near Birmingham, then moved to London. He was an actor, playwright and theatre owner.	
Before Shakespeare's time, acting was seen as immoral, but Queen Elizabeth I enjoyed plays. Therefore, plays became more popular and more accepted.	
The theatre Shakespeare partly owned was called The Globe. A replica theatre exists in its location in London today.	
Key Terms	✓
Renaissance: A time of social change in Europe from the 14 <sup>th</sup> to 17 <sup>th</sup> century.	
Social: Issues to do with people/groups of people.	
Hierarchy: a system where some people/things are seen as more important than others.	
Gender: male/female characteristics.	
Thee/thou/ye/you: All words meaning you.	
Emphasis/stress: the part of a phrase which stands out.	

Villainous Vocabulary	✓
1. tyrant (n) - a cruel and oppressive ruler	
2. glare (v) - stare in an angry or fierce way	
3. shriek (v) – a high pitched sound/cry	
4. deceptive (adj) – misleading	
5. unscrupulous (adj) - having no moral principles	
6. malevolent (adj) - having a wish to do evil to others	
7. scheming (adj) - involved in making secret, sly plans	
8. remorseless (adj) - without regret or guilt	
9. nefarious (adj) – wicked	
10. reprehensible (adj) - deserving to be condemned	
11. atrocious (adj) - horrifyingly wicked	
12. heinous (adj) – utterly odious or wicked	

Poetic Meter: Shakespeare often wrote poetry or used poetic verse in his plays.	✓
Meter: A pattern within a line of poetry.	
The part of the pattern which repeats is called the <i>foot</i> . Examples of feet: iambic (de-dum) trochaic (dum-de) dactylic (dum-de-de).	

# Year 7 English: *Punctuation and Grammar*

<b>Prepositions</b>	Used to give information about where or when something happens. <ul style="list-style-type: none"> <li>Tells you <b>where</b> something happens. The witch flew <u>over</u> the moon. The man was <u>on top of</u> the world.</li> <li>Tells you <b>when</b> something is happening. I ate before I left. I don't need it <u>at the moment</u>.</li> </ul>		<b>; &amp; :</b>	<b>When &amp; how to use them?</b>	
<b>Active versus passive voice</b>			Semi-colon (;)	These can be used to separate main clauses. E.g., <i>The guide opened the door; he showed us into the room.</i> Or can break up lists containing more than one word, like a comma: E.g. <i>Before the picnic we packed everything: a box for the plates and cutlery; cartons of sandwiches; two bottles of lemonade; a table cloth and serviettes.</i> Both parts of the sentence should make sense on their own, without the semi-colon.	
Active voice	Used to focus attention on the subject of a clause. The subject comes before the main verb: <i>The girl ate the apple.</i>				
Passive	Used to focus attention on the object of a clause. The object comes before the main verb: <i>The apple was eaten by the girl.</i>				
<b>Sentence Functions</b>			Colon (:)	Introduce a list or a set of details E.g., <i>you will need: scissors, paper and a pencil.</i> Or it tells you to expect more detail E.g., I knew what I had to do: I had to find the map and solve the mystery.	
Declarative	Used to make a statement. The subject will come before the verb: The Prime Minister is in favour of banning cheese.				
Interrogative	Used to ask a question. The verb will come before the subject: Is the Prime Minister in favour of banning cheese? Can also use question stems: who, what, where, when, why, how.				
Imperative	Used to issue a command (popular with teachers!). Has no subject. Put that down! / Leave here at once. / Don't throw paint!				
Exclamatory	Used to show shock, surprise, anger. Usually start with a phrase containing what or how: How sweet it is to be loved by you!				

# 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.

## 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.

## 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.



## Cutting down on Salt-

Reduce 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.

## 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**

## 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.

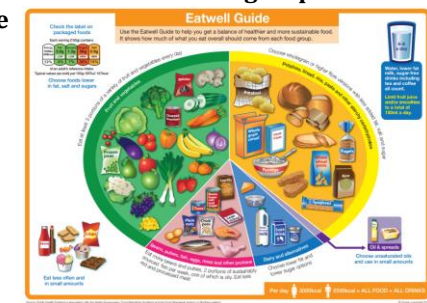
**Composite/combination food:** Food made with ingredients from more than one food group.

**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.







là où j'habite	<i>where I live</i>	
j'habite à	<i>I live in</i>	
qu'est-ce qu'il y a ... ?	<i>what is there ... ?</i>	
dans ma ville	<i>in my town</i>	
dans mon village	<i>in my village</i>	
il y a ...	<i>there is ...</i>	
un café	<i>a café</i>	
un centre commercial	<i>a shopping centre</i>	
un centre de loisirs	<i>a leisure centre</i>	
un château	<i>a castle</i>	
un cinéma	<i>a cinema</i>	
une église	<i>a church</i>	
un marché	<i>a market</i>	
un parc	<i>a park</i>	
un restaurant	<i>a restaurant</i>	
un stade	<i>a stadium</i>	
une patinoire	<i>an ice rink</i>	
une piscine	<i>a swimming pool</i>	
des magasins	<i>shops</i>	
des musées	<i>museums</i>	
il n'y a pas de ...	<i>there isn't a ... /there are no ...</i>	

quand?	<i>when ?</i>	
d'habitude	<i>usually</i>	
normalement	<i>normally</i>	
quelquefois	<i>sometimes</i>	
tous les weekends	<i>every weekend</i>	
le weekend	<i>at the weekend</i>	
le dimanche	<i>on Sunday(s)</i>	
on va	<i>we go</i>	

Tu aimes ta ville/ton village?	<i>Do you like your town/village?</i>	
je pense que ...	<i>I think that ...</i>	
à mon avis, ...	<i>in my view ...</i>	
c'est ...	<i>it's ...</i>	
joli	<i>pretty</i>	
intéressant	<i>interesting</i>	
ennuyeux	<i>boring</i>	
nul	<i>rubbish</i>	
petit/grand	<i>small/big</i>	
j'aime ça.	<i>I like that.</i>	
tu es d'accord?	<i>do you agree?</i>	
oui, je suis d'accord	<i>Yes, I agree</i>	
non, je ne suis pas d'accord	<i>No, I disagree</i>	

Directions		
à gauche	<i>on the left</i>	
à droite	<i>on the right</i>	
tout droit	<i>straight ahead</i>	
au carrefour	<i>at the crossroads</i>	
derrière	<i>behind</i>	
devant	<i>in front</i>	
entre	<i>between</i>	

Time expressions		
plus tard	<i>later</i>	
ce soir	<i>this evening</i>	
cet après-midi	<i>this afternoon</i>	
demain matin	<i>tomorrow morning</i>	
aujourd'hui	<i>today</i>	
ce weekend	<i>this weekend</i>	

High frequency words		
mais	<i>but</i>	
ou	<i>or</i>	
puis	<i>then/next</i>	
très	<i>very</i>	
cependant	<i>however</i>	
aussi	<i>also</i>	
un peu	<i>a bit</i>	
très	<i>very</i>	
vraiment	<i>really</i>	
assez	<i>quite</i>	
trop	<i>too</i>	
parce que	<i>because</i>	
car	<i>because</i>	
souvent	<i>often</i>	

Irregular verb: Aller	
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aller	<i>To go</i>	
je vais	<i>I go</i>	
tu vas	<i>You go (singular)</i>	
il/elle/on va	<i>He/she/we go</i>	
nous allons	<i>We go (plural)</i>	
vous allez	<i>You all go (plural/formal)</i>	
ils/elles vont	<i>They go (m/f)</i>	

Qu'est-ce qu'on peut faire à ... ?	What can you do at/in ... ?	
je peux	I can	
tu peux	you can (singular, informal)	
il/elle/on peut	he/she can/we can	
nous pouvons	we can	

<u>Les activités</u>
<u>On peut/we can</u>

aller au concert	go to a concert	
faire du bowling	go bowling	
faire du roller	go roller-skating	
faire du skate	go skateboarding	
faire du vélo	go cycling	
faire une promenade en bateau	go on a boat trip	
jouer au babyfoot	play table football	
manger au restaurant	eat at a restaurant	
visiter les monuments	visit monuments	
visiter les musées	visit museums	

### Looking for patterns in language:

Try to make links as you're learning French. Look for patterns to help you memorise things. Think about why you're using a particular article. If you're not sure, check the gender in a wordlist or a dictionary.

	singular			plural
	masculine	feminine	before vowel sound	
the	le	la	l'	les
a	un	une	un/une	des
to the	au	à la	à l'	aux

## Grammaire

à (to / at) changes when it is followed by the definite article.

à + le = au  
le cinéma → Je vais au cinéma.  
à + la = à la  
la patinoire → Je vais à la patinoire.  
à + l' = à l'  
l'église → Je vais à l'église.  
à + les = aux  
les magasins → Je vais aux magasins.

au café/ au ciné	at the café at the cinema	
à la piscine/ à la patinoire	at the pool at the ice- rink	
aux musées/ aux magasins	at the museums at the shops	

<u>Vouloir</u>	<u>To want to</u>	
je veux	I want	
tu veux	you want (singular, informal)	
il/elle veut	he/she wants	
on veut	we want	

### Les réponses - responses

Bonne idée!	Good idea!	
D'accord.	OK.	
Oui, c'est super top.	Yes, that's great.	
Oui, je veux bien.	Yes, I want to.	
Non, je n'ai pas envie.	No, I don't want to.	
Si tu veux.	If you want to.	
Non merci.	No, thanks.	



Section 1: What is the weather forecast? ☐

Weather refers to atmospheric conditions at a specific time and place. Forecasts predict temperature, precipitation, wind, and cloud cover using various instruments.

**Weather** – The day-to-day conditions of the atmosphere.

**Meteorology** – The study of weather and forecasting.

**Thermometer** – Measures temperature.



**Barometer** – Measures air pressure.

**Anemometer** – Measures wind speed.

**Wind vane** – Shows wind direction.

**Hygrometer** – Measures humidity.

**Rain gauge** – Measures precipitation.

Section 2: What are the factors that affect Climate? ☐

Climate describes long-term weather patterns over decades. It is shaped by factors including latitude, altitude, proximity to the sea, ocean currents, and prevailing winds.

**Climate** – The long-term average weather pattern in an area.

**Latitude** – Distance from the equator; affects temperature.

**Altitude** – Height above sea level; higher altitude means colder temperatures.

**Prevailing wind** – The most common wind direction in an area.

**Ocean currents** – Large-scale water movements affecting coastal climates.

Section 3: Why does it rain? ☐

Rain forms as warm, moist air ascends, cools, and condenses into droplets. The three main types are relief, convectional, and frontal rainfall.

**Condensation** – When water vapour cools and turns into liquid.

**Precipitation** – Water falling from clouds as rain, snow, sleet, or hail.

**Relief rainfall** – Rain caused by air rising over mountains.

**Convectional rainfall** – Rain caused by warm air rising quickly.

**Frontal rainfall** – Rain caused by warm and cold air meeting.

Section 4: How do air masses affect the UK? ☐

The UK's weather is shaped by air masses from different regions, including tropical, polar, maritime, and continental sources.

**Air mass** – A large body of air with similar temperature and moisture levels.

**Polar maritime** – Cold and wet air from the North Atlantic.

**Tropical maritime** – Warm and wet air from the South Atlantic.

**Polar continental** – Cold and dry air from Eastern Europe.

**Tropical continental** – Warm and dry air from North Africa.

Section 5: How do we use climate graphs? ☐

Climate graphs illustrate yearly temperature and precipitation trends, with temperature shown as a line and rainfall as bars.

**Climate graph** – A graph showing average temperature and rainfall.

**Annual precipitation** – Total rainfall in a year.

**Mean temperature** – Average temperature over a period.

**X-axis** – Represents months of the year.

**Y-axis** – Represents temperature and precipitation.

Section 6: How do high-pressure events affect the UK? ☐

High-pressure systems, or anticyclones, create settled weather. They bring heatwaves in summer and cold, dry conditions in winter.

**Anticyclone** – A high-pressure weather system.

**Settled weather** – Calm conditions with little rain.

**Heatwave** – Prolonged period of very hot weather.

**Frost** – Ice forming on surfaces in cold weather.

**Temperature inversion** – Warm air trapping cold air below.

Section 7: How do low-pressure events affect the UK? ☐

Low-pressure systems, known as depressions, develop along the polar front and bring unsettled weather, including wind, rain, and storms.

**Depression** – A low-pressure weather system.

**Cold front** – The leading edge of a cold air mass.

**Warm front** – The leading edge of a warm air mass.

**Storm surge** – A rise in sea level caused by strong winds.

**Jet stream** – Fast-moving air currents influencing weather patterns.

Section 8: What was the Beast from the East? ☐

In 2018, the Beast from the East—a polar continental air mass—caused extreme cold, heavy snowfall, and strong winds across the UK.

**Beast from the East** – A nickname for the 2018 cold wave.

**Polar vortex** – A mass of cold air around the Arctic.

**Blizzard** – A severe snowstorm with strong winds.

**Wind chill** – The cooling effect of wind on temperature.

**Disruption** – Problems caused by extreme weather.

Section 9: Microclimates ☐

Microclimates are localized climate variations shaped by features such as buildings, vegetation, and different surface materials.

**Microclimate** – A local climate different from the surrounding area.

**Urban heat island** – Cities being warmer than rural areas.

**Sheltered area** – A location protected from wind.

**Albedo effect** – The reflection of sunlight by surfaces.

**Humidity** – The amount of water vapour in the air.

Factors influencing microclimates:

- Shelter
- Surface
- Aspect
- Physical features
- Buildings.





**Colour theory to memorise:**

Red compliments green  
Blue compliments orange  
Yellow compliments purple

**Key questions to answer:**


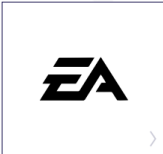




- what makes a successful logo and why?
- What is a limited colour palette?

**Logo File Formats:**

1. Vector: Ideal for scalability, as it can be resized without losing quality (e.g., AI, EPS, SVG).
2. PNG: Supports transparency and is suitable for web and digital platforms.
3. JPEG: Commonly used for print materials but lacks transparency support.

Keywords/terms	Definition – read, cover, write, check, redo	tick
Graphic Design	Graphic design is the art of visual communication that combines images, words, and ideas to convey information to an audience, especially to produce a specific effect.	
Layout	<b>Layout</b> design is a fundamental branch of graphic design that concerns the arrangement of text and visuals.	
Typography	<b>Typography</b> is the art and design of text	
Design brief	A <b>design brief</b> is a document that outlines the core details and expectations of a design project for a client.	
Design specification	A <b>design specification</b> is a list of criteria a product needs to address. Using the brief as a starting point for research, a specification can be written when more facts are known.	
Complementary	<b>Complementary</b> colours appear opposite each other on the colour wheel.	
Analogous/ Harmonious colours	Colours are called <b>analogous/ harmonious colours</b> when they are very similar to each other, especially when they are next to each other on a colour wheel. For example, red, red-orange, and orange are analogous colours.	

Types of Brand logos	Tick
A <b>logomark</b> , also known as a logo symbol or brandmark, consists of a graphic element or symbol representing a brand or company. A logomark focuses solely on the visual representation without incorporating any accompanying typography.	
<b>Lettermark</b> logos, also known as monogram logos or letter logos, consist of initials, abbreviations, or acronyms of a brand or company name. Instead of using the full name of the organisation, these logos focus on creating a visual representation using one or more letters.	
A <b>wordmark</b> logo consists of a stylised or custom-designed typography-based representation of a brand or company name. It focuses on the visual arrangement and design of the text itself, rather than incorporating additional graphic elements or symbols.	
A <b>wordmark or script logo</b> consists of the company or brand name represented in a unique, stylised, and often artistic manner. Instead of relying on symbols, icons, or graphic elements, it focuses solely on typography and the visual presentation of the text.	
A <b>combination mark</b> logo combines both text and a visual symbol or icon. It typically incorporates a unique visual element alongside the brand name or company name.	
<b>Emblem logos</b> combine text and imagery into a single integrated unit. They are characterised by their compact, symmetrical shapes and often have a traditional or vintage aesthetic. They typically feature a detailed, illustrated graphic or symbol enclosed within a border or frame, with the company or brand name placed below or around the graphic.	









LOGOMARK 	LOGOTYPE: LETTERMARK 	LOGOTYPE: WORDMARK 
LOGOTYPE: WORDMARK / SCRIPT 	COMBINATION MARK 	EMBLEM 

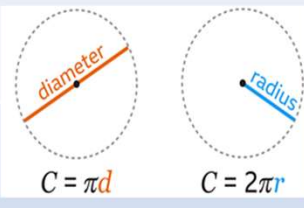
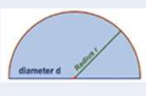

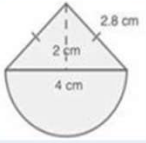
**Remember:** A well-designed logo is timeless, memorable, and represents the essence of the brand.

Using a limited palette means that you're only using a few select colours in your piece. It's not an entire gamut of the rainbow, but just two or three colours that you stick to for the entire illustration

**Adobe Illustrator** is a vector based design program developed to create logos, icons, drawings, typography and complex illustrations.

# Bournemouth School: History Department: Knowledge Organiser: Year 7 Summer Term 1: James I and Charles I

Tudors: Key terms/definitions					
Term	Definition	✓			
The Divine Right of Kings	The belief that the monarch's power is given by God & hence the monarch is subject to no earthly authority		<b>Pikemen:</b> Pikes were steel tipped and 5.5m long. 	<b>Musketeers:</b> Fired musket balls used gunpowder; took about 1 minute to load. 	
Parliament	An assembly of the representatives of people who govern the country				
House of Commons	The part of Parliament whose members have been voted into power				
Civil War	A war fought between one or more groups in the same country				
Taxes	Money paid to the King by his subjects		<b>Battle of Edgehill 1642:</b> Indecisive <b>Marston Moor 1644:</b> victory for Parliament and Scots <b>Naseby 1645:</b> victory for Parliament <b>Second Civil War 1646-48</b> After escaping from prison on the Isle of Wight Charles I allied with the Scots to fight Parliament; <b>Preston 1648:</b> Parliament smashes Royalists abd Scots		
Custom Duties	Money paid to the King, levied on goods entering England (imports)				
Court of the Star Chamber	Used by Charles I to fine people who opposed him				
Ship Money	A tax to pay for the navy. People who lived in land, and had never seen the sea particularly objected to paying this tax.				
Presbyterians	followers of the very strict Protestant Church in Scotland		<b>Cannon:</b> Most cannons fired a ball between 3 and 9 kg (7 to 20 lbs) in weight. 	<b>Cavalry</b> Light cavalry usually wearing thick leather coats called 'buff coats'; riding up to the enemy to discharge their pistols and then retreating to reload. 	
The Grand Remonstrance	A list of complaints about the king, published by Parliament in 1641				
Royal Standard	The King's flag; raised in 22 August to declare the start of the Civil War				
Cavaliers	Nick name given to supporters of Charles I during the Civil War				
Roundheads	Nick name given to supporters of Parliament during the Civil War				
New Model Army	A standing army set up by Cromwell and Parliament in 1645				
The Second Civil War	Battles that took place between King and Parliament Feb - Aug 1648				
The Rump Parliament	The name given to the remains of the Long Parliament after 1648				
<b>Key Events in the reign of the Stuarts</b> <b>1603 – James VI of Scotland becomes James I of England</b> 1605 – Gunpowder Plot; attempt to assassinate James I & blow up Parliament <b>1611 – New King James version of the Bible is published</b> <b>1620 – Mayflower sails to New World to establish a colony for pilgrims</b> 1625 – James I died; succeeded by his son Charles I 1625 – Charles I quarrelled with parliament over taxes & relations with Spain 1629- 40 – The Eleven Years Tyranny; Charles rules without Parliament 1637 – Charles introduces the New Prayer book in Scotland, causing rebellion 1639 – Charles I attacked and went to war with the Scots; he is defeated 1640 (April- May)- Charles recalled Parliament after 11 years, to raise taxes to pay for an army; this was known as the 'Short Parliament' 1640 (November) – Charles recalled Parliament; known as the 'Long Parliament' 1640- Earl of Strafford executed 1642-49 : English Civil War; fought between supporters of King & Parliament		✓	<b>Key people</b>		
			✓		
			<b>James I (1603-25).</b> King of Scotland, then succeeded the English throne on Elizabeth's death		<b>Charles I (1625-49)</b> Eldest son of James I; remembered as being the king who fought the Civil War and the only monarch to be executed
			<b>Oliver Cromwell</b> M.P.& opponent of Charles I; formed New Model Army with Thomas Fairfax		<b>Prince Rupert</b> Charles I's nephew; general on Royalist side; brave & romantic but not always in control of his troops; took his dog 'Boy' into the battle of Marston Moor

Keyword	Definition	Example
<b>Pi</b>	Pi is a constant and an irrational number.	$\pi = 3.141592654.....$
<b>Circumference</b>	The perimeter of a circle The formula for the circumference of a circle: $C = 2\pi r$ or $C = \pi d$	
<b>Radius</b>	The distance from the circumference to the centre of the circle.	$C = \pi d$ $C = 2\pi r$
<b>Diameter</b>	The whole distance across the circle through its centre.	A circle with radius 5cm has a diameter of 10cm
<b>Area of a circle</b>	The formula for the area of a circle: $A = \pi r^2$	A circle with diameter 10cm has an area of: $A = \pi \times 5^2 = 25\pi = 78.5\text{cm}^2$
<b>Area of semi-circle and quarter circle</b>	Area Semi-circle = $\frac{\pi \times r^2}{2}$ Area quarter circle = $\frac{\pi r^2}{4}$	 
<b>Perimeter of semi-circle and quarter circle</b>	<b>Semi-circle</b> = $\frac{2\pi r}{2} + d$ <b>Quarter circle</b> = $\frac{2\pi r}{4} + 2r$	The length around the outside of the shape
<b>Compound shapes with circles</b>	A compound shape is made up of two or more basic shapes joined together.  One of these shapes will be a circle or part of a circle.	 Area of triangle + area of semi-circle.

Keyword	Definition	Example
<b>Coordinates</b>	Coordinates are written as two numbers, separated by a comma and contained within round brackets. The first number is the x-coordinate, the second is the y-coordinate.	x coordinate is 2, y coordinate is 3 written (2, 3)  (0, 0) is also known as the origin.
<b>Quadrant</b>	There are <b>four</b> quadrants. Coordinates in these quadrants are still described in terms of x and y, but the values of both x and y can be <b>positive</b> or <b>negative</b> .	
<b>Midpoint</b>	The set of coordinates that are exactly in the middle of a line segment. They can be decimals.	$\text{midpoint} = \left( \frac{x_1 + x_2}{2}, \frac{y_1 + y_2}{2} \right)$
<b>Graphs of fixed values</b>	Graphs of the form $x = a$ are vertical lines. Graphs of the form $y = b$ are horizontal lines. Graphs of the form $y = x$ and $y = -x$ are diagonal lines.	$x = 2$  All x coordinates are always 2 on this line.
<b>Linear graph</b>	A straight line graph.	
<b>Gradient of a line</b>	The <i>gradient</i> is a measure of slope. The greater the gradient, the steeper the slope.	The increase in <b>y</b> as <b>x</b> increases by one.
<b>Calculating the gradient</b>	$m = \frac{y_2 - y_1}{x_2 - x_1}$	The gradient between (-2,4) and (4,1): $m = \frac{1 - 4}{4 - (-2)} = -\frac{3}{6} = -\frac{1}{2}$
<b>The y intercept</b>	The value at which the line crosses the <b>y</b> axis	
<b>Graphs of the form <math>y = mx + c</math></b>	When written in the form $y = mx + c$ : <b>m</b> is the gradient and <b>c</b> is the y intercept.  It must be 1 y	$y = 2x - 3$ where the gradient is 2 and the y intercept is -3.
<b>Graphs of the form <math>ax + by = c</math></b>	A form of the equation of a straight line. It can be rearranged to the form $y = mx + c$ .	When $x = 0$ , $by = c$ When $y = 0$ , $ax = c$





## 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. ABACADA

**Pentatonic** a 5 note scale

## 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:



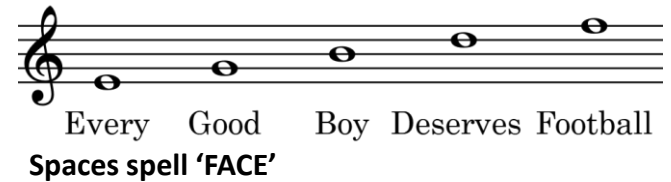
Notes are arranged in alphabetical order, using lines and spaces. It's always the note head that tells you which note it is. The first C (middle C) needs to be on a line, but there isn't one, so it gets its own (a **ledger line**).



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



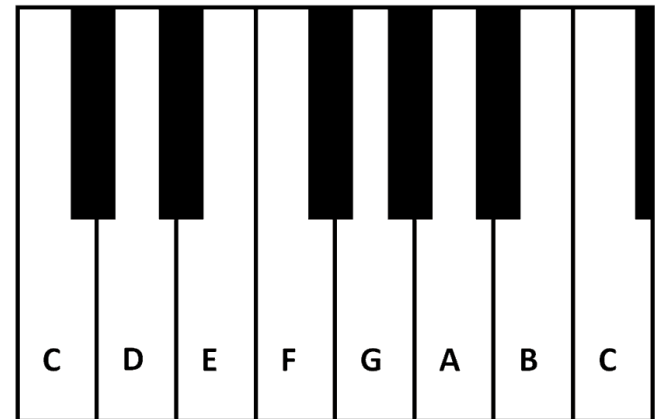
## Notes on lines—an easy way to remember



## 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 **form and structure**. You will find it helpful to listen to these as you learn.



## Rock Songs

**Riff** A short, memorable pattern which is part of the accompaniment of the song

**Hook** A short memorable idea which is part of the vocal line, designed to hook you into the song.

**Verse** Section of the song in which the music stays the same/ similar each time, but the lyrics change. Often alternates with a chorus

**Chorus** Section of the song which is the same every time it is heard. Alternates with the verse and provides the climax point of the music

**Bridge** a short section of music used to link two other sections

**Instrumental** a section of a song with no vocals, where one of the instruments takes the main melody instead. Provides contrast.

**Intro** The opening section of a song or piece

**Outro** the ending section of a song or piece

**Britpop** Style of guitar based British rock music which was common in the 1990s. Includes bands such as Oasis and Blur

**Electric guitar** guitar which is played with electronic amplification. May strum chords, known as **rhythm guitar** or play melodic ideas, known as **lead guitar**

**Bass guitar** amplified instrument with strings tuned in the same way as a double bass, but which looks like a guitar. Used to play bass lines in rock and pop music.

**Drum kit** collection of drums and cymbals which can be played by one person via the use of foot pedals and sticks

**Chord** two or more notes sounding together

**Triad** chord which contains three notes which are alternate letter names apart

**Root** name note of a chord

**Major chords** triads which have a slightly higher middle note, using notes 1, 3 and 5 of the major scale. Major chords are written as just the root note e.g. C major chord is written as C

**Minor chords** triads which have a slightly lower middle note, using notes 1, 3 and 5 of the minor scale. Minor chords are written as just the root note followed by an 'm' e.g. C minor chord is written as Cm



This QR code will take you to a Spotify playlist with audio examples **for rock songs**. You will find it helpful to listen to these as you learn.

## Ways to help manage anxiety



- 1) **Talk to someone you trust.**  
Talking to someone you trust about what's making you anxious could be a relief. It may be that just having someone listen to you and show they care can help in itself.
- 2) **Try to manage your worries.**  
Set aside a specific time to focus on your worries. Or you could write them down and keep them in a particular place.
- 3) **Look after your physical health.**  
Make sure you are eating and sleeping properly. Allow enough time to continue with your hobbies, especially if they are good for your physical health.
- 4) **Try breathing exercises.**  
Breathing exercises can help you to feel more in control.
- 5) **Try peer support.**  
As well as talking to a parent, teacher or other trusted adult, you could talk to a good friend. Remember that sometimes just talking can help you to feel better.

## Self-esteem



- 1) Self-esteem is how we value and perceive ourselves. It's based on our opinions and beliefs about ourselves, which can feel difficult to change. We might also think of this as self-confidence.
- 2) The things that affect our self-esteem are different for everyone. Your self-esteem might change suddenly. Or you might have had low self-esteem for a while.
- 3) Lots of things can contribute to low self-esteem. These include: Being bullied; experiencing prejudice or discrimination; physical health problems; mental health problems; worries about your appearance and body image; feeling pressure to meet unrealistic expectations, for example through social media.

## Ways to improve self-esteem



- 1) **Be kind to yourself.**  
Avoid comparing yourself to others and do things that make you happy.
- 2) **Try to recognise positives.**  
Celebrate your successes and accept compliments.
- 3) **Build a support network.**  
Focus on positive relationships and talk to someone you can trust.
- 4) **Try talking therapy.**  
Talking to someone who is trained to listen, and who isn't a family member or friend can give you the opportunity to be completely honest.
- 5) **Set yourself a challenge.**  
Set small, manageable goals, which will give you a sense of achievement.
- 6) **Look after yourself.**  
Get enough sleep, eat well, make sure you are doing some form of physical activity.

Source: Mind.org.uk

Keyword	Learn	✓
UNCRC	United Nations Convention on the Rights of the Child	
FGM	Female Genital Mutilation	
Female	Girl or women	
Genitals	The private parts or the external parts of the reproductive system	
Mutilation	The infliction of serious damage or hurt	
Ethics	Moral principles that govern a person's behaviour or their conduct	
Fair trade	Trade between companies in developed countries and producers in developing countries in which fair prices are paid to the producers	
Living wage	The minimum income necessary for a worker to meet their basic needs	
Environmental resources	Materials or substances occurring in nature which can be exploited for economic gain	

**Financial decisions can have a positive impact!**

### United Nations Convention on the Rights of the Child

The Convention has 54 articles that cover all aspects of a child's life and set out the civil, political, economic, social and cultural rights that all children everywhere are entitled to.

#### Some key rights. The right to:

- Clean water
- A place to live
- Food
- Be cared for
- Be listen to and heard
- Protection from harm
- An education

### FGM - Female Genital Mutilation

Is where some parts of a girl's private area are removed or injured.

FGM harms girls and women in many ways - it has no health benefits.

#### The law:

- It is illegal to perform FGM in the UK
- It is illegal to take a girl abroad to have FGM perform on them
- It is illegal to help organise or encourage an FGM procedure in anyway

**Never stay silent!**

There are many support services see below. Any teacher, or trusted adults in the school can help, or even another trusted adult outside of school could help too.

### Ethical Financial Decisions

Ethical financial decisions should be based on your morals or beliefs about what is 'right'.

You could consider:

- The impact your decision has on our environmental resources (consider both the production of the goods and their transportation)
- The impact your decision has on the working conditions of people producing the goods
- The political beliefs of the country or company producing the goods

#### Helpful websites:

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

[Female genital mutilation: help and advice - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

Contact the NSPCC helpline on 0800 028 3550 or email [fgmhelp@nspcc.org.uk](mailto:fgmhelp@nspcc.org.uk)



# Year 7 Topic: Temperature

Keyword	Definition	
Thermometer	A piece of equipment used to measure temperature	
Celsius	A temperature scale based on the freezing and boiling point of pure water.	
Thermal Equilibrium	When two objects are at the same temperature.	
Conduction	How heat energy moves through solids	
Fluid	The name for a liquid or gas.	
Convection	How heat energy moves through fluids	
Density	A measure of how closely packed particles are.	
Radiation	The transfer of heat energy using infra-red waves.	
Reflect	Shiny silver surfaces do this to infra-red waves.	
Absorb	Matt black surfaces do this to infra-red waves.	
Insulator	A material that heat energy finds it difficult to pass through.	

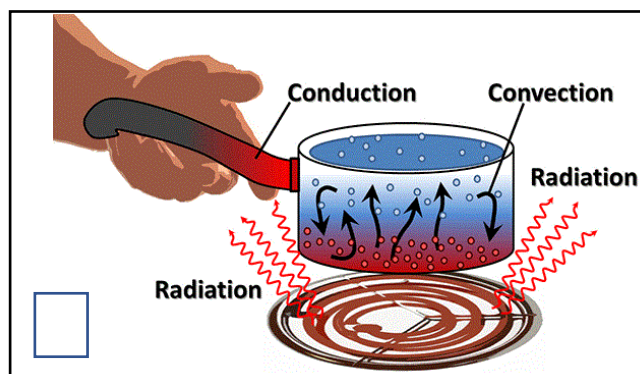
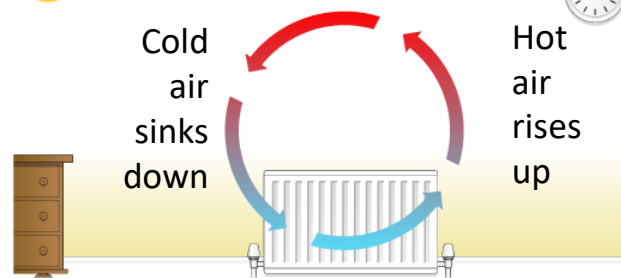
## Conduction

molecules in solid objects don't "move" - they vibrate or "jiggle"



## Convection

Step 1



## Radiation

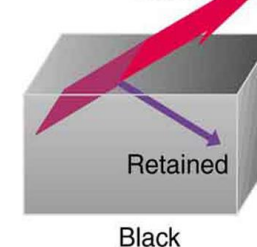
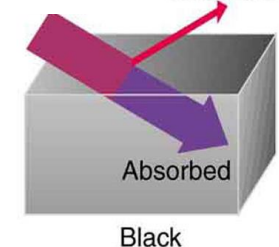
Absorb

Radiate

Infra-red waves

Reflected

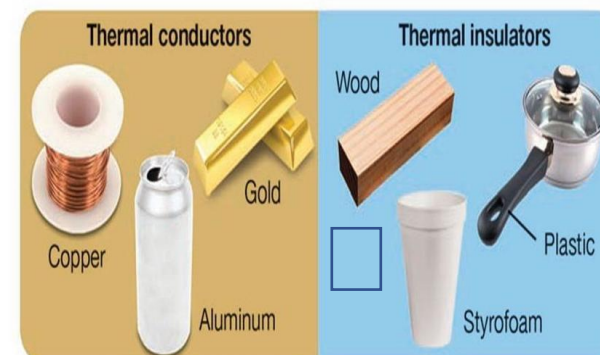
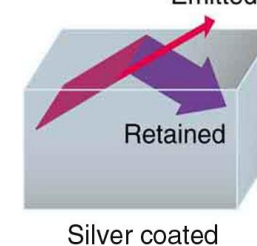
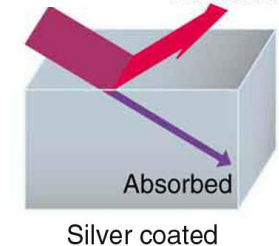
Emitted



Infra-red waves

Reflected

Emitted



## Key Words:

- ❑ Imperfection: Contains flaws, not perfect or contains aspects that are not flawless.
- ❑ Environment: Surroundings including animals, plants and nature.
- ❑ Environmental Sustainability: Using the natural resources but ensuring there are enough left for future generations. Making sure the balance is right.
- ❑ Stewardship: Having the role of steward. Responsibility for looking after the environment.
- ❑ Dominion: Power or control. The ability to rule over.
- ❑ Responsibility: Duties. Actions expected to be undertaken.

## Islam

- ❑ Khalifah: Means Steward. A caretaker of the earth for Allah.
- ❑ Qur'an: Central religious text of Islam.
- ❑ Halal: Foods that are permissible for consumption according to Islamic dietary laws.

## Environmental Charities:

- ❑ Eco Sikh: Is a response from the Sikh community to the threats of climate change and the deterioration of the natural environment. (Air is the Guru, Water the Father, and the Earth is the Great Mother). Eco Sikh connects Sikh values, beliefs, and institutions to the most important environmental issues facing our world.
- ❑ Tear Fund: is a Christian charity which partners with churches in more than 50 of the world's poorest countries. We tackle poverty and injustice through sustainable development, by responding to disasters and challenging injustice. We believe an end to extreme poverty is possible.
- ❑ WWF: Mission is to protect and restore nature and thanks to our supporters we are able to tackle the issues that pose the biggest threats to wildlife, like climate change and habitat loss.
- ❑ Bhumi Global: Mission is to engage, educate, and empower people and communities to address the triple crisis of climate change, biodiversity loss, and pollution. Our work is based on Hindu principles of environmental care.

## Hinduism

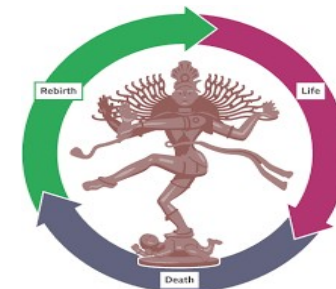
- ❑ Reincarnation: Soul continues to live after death and is reborn into a new body or form.
- ❑ Atman: Soul in Hinduism.
- ❑ Samsara: Cycle of birth, life and rebirth in Hinduism.
- ❑ Dharma: Duty or virtue in Hinduism.
- ❑ Ahimsa: Non-violence and encompasses avoiding harm to all living beings, extending beyond physical actions to include thoughts and speech

## Buddhism:

- ❑ Ahimsa: Importance of avoiding harm to all living beings, both through actions, words, and thoughts.
- ❑ Karuna: Means compassion.
- ❑ Sila: Ethical conduct.
- ❑ Rebirth: Buddhists believe when someone dies they will be reborn.



अहिंसा  
AHIMSA



## ¿Qué hora es?

es la una	It's one o'clock	
son las dos	It's two o'clock	
es la una y cinco	It's five past one	
son las dos y diez	It's ten past two	
son las tres y cuarto	It's quarter past three	
son las cuatro y veinte	It's twenty past four	
son las cinco y veinticinco	It's twenty-five past five	
son las seis y media	It's half past six	
son las siete menos veinticinco	It's twenty-five to seven	
¿A qué hora?	At what time?	
a las tres	At three o'clock	

## High-frequency words

además	in addition	
porque	because	
sin embargo	however	
pero	but	
o	or	
bastante	quite	
muy	very	
un poco	a bit	
aquí	here	
a ver	let's see	
con	with	
hasta	until	
más	more	

## Irregular verbs

Ir	To go	
voy	I go	
vas	you go	
va	he/she goes	
vamos	we go	
vais	you all go	
van	they go	

Querer	To want	
quiero	I want	
quieres	you want	
quiere	he/she wants	
queremos	we want	
queréis	you all want	
quieren	they want	

## Infinitives

bailar	to dance	
jugar	to play	
chatear	to chat	
mandar	to send	
salir	to go out	
ir	to go	
comer	to eat	
beber	to drink	
ver	to watch	
montar	to ride	

## Near future tense

You use the near future to say what you are going to do. To form the near future tense, use the present tense of **ir** (to go) plus **a**, followed by the **infinitive**

voy  
vas  
va  
vamos  
vais  
van

+ a

+ infinitive

Jugar	To play	
juego	I play	
juegas	you play	
juega	he/she plays	
jugamos	we play	
jugáis	you all play	
juegan	they play	

### ¿Qué hay en tu ciudad?

Hay...	There is....	
un castillo	a castle	
un centro comercial	a shopping centre	
un estadio	a stadium	
un mercado	a market	
un parque	a park	
una piscina	a swimming pool	
una plaza	a square	
un polideportivo	a sports centre	
un restaurante	a restaurant	
una tienda	a shop	
una universidad	a university	

### ¿Qué vas a hacer?

voy a salir	I am going to go out	
voy a ver	I am going to watch	
voy a ir	I am going to go	
voy a jugar	I am going to play	
voy a hacer	I am going to do	
voy a bailar	I am going to dance	
voy a chatear	I am going to chat	
voy a mandar	I am going to send	
voy a comer	I am going to eat	

### En la cafetería

quiero...	I want...	
bebidas	drinks	
un batido de fresa	a strawberry milkshake	
un café	a coffee	
una Coca-Cola	a Coca-Cola	
una Fanta limón	a Fanta lemon	
un té	a tea	
un granizado de limón	an iced lemon drink	
calamares	squid	
croquetas	croquettes	
un bocadillo	a sandwich	
gambas	prawns	
jamón	ham	
pan con tomate	tomato bread	

### ¿Qué haces en la ciudad?

salgo con mis amigos	I go out with my friends	
voy....	I go	
al cine	to the cinema	
al parque	to the park	
a la bolera	to the bowling alley	
a la cafetería	to the cafeteria	
a la playa	to the beach	
a la biblioteca	to the library	
al colegio	to the school	
al mercado	to the market	
de compras	shopping	
de paseo	for a walk	
no hago nada	I do nothing	

### ¿Cuándo?

este fin de semana	this weekend	
el sábado por la mañana	Saturday morning	
el domingo por la tarde	on Sunday afternoon /evening	
primero	firstly	
luego	then	
finalmente	finally	
a las tres de la tarde	at three o'clock in the afternoon	
(un poco) más tarde	(a little) later	

# Timetable

[illegible]