



BOURNEMOUTH SCHOOL

Year 7

Knowledge Organiser 6

Summer Term: 2024-25

Name: _____ Master Copy _____

Registration Form: 7

✓Hard Work

✓Discipline

✓Smart Appearance

✓Respect

Bournemouth School

Knowledge Organiser 6: 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.



☐ 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**.

☐ **Tone** (often called Value in America) is the degree of lightness or darkness in a colour. Artists use shading and highlighting to create a range of tones, adding dimension and depth to their work. Tone is often associated with blending and pencil work.

☐ **Primary** colours are **red, yellow** and **blue**.

☐ They cannot be made by mixing other colours together.

☐ **Secondary** colours are made by mixing equal amounts of primary colours together:

☐ **Blue** and **red** mixed together make **purple**

☐ **Yellow** and **red** mixed together make **orange**

☐ **Blue** and **yellow** mixed together make **green**

☐ A **tertiary** colour is made by mixing equal amounts of a primary colour and a secondary colour together.

☐ There are six tertiary colours. On the colour wheel, they sit between the primary and secondary colour they are mixed from.

☐ **Harmonious colours** sit beside each other on the colour wheel. These colours work well together and create an image which is pleasing to the eye.

☐ Harmonious colours may also be referred to as **analogous** colours.

☐ A harmonious colour scheme uses three to five colours that are beside each other on the colour wheel.

☐ **Contrast** - the state of being strikingly different from something else

☐ **Weight** – thick or thin

☐ **Focal** – where your eye is drawn to

☐ **Composition** – placement of elements within an image

☐ **Focal**- the centre of interest

☐ **Flat washes**

Flat washes are exactly what they sound like, an area of colour that is flat in tone, very even in colour throughout without streaks, brush marks, or variations in value.

☐ **Graduated wash**

Graduated wash is a gradual blending of one colour into another.

☐ **Wet on wet watercolour**

This is a watercolour technique that uses wet paint against wet paint or wet paper. It's used to create beautiful bleeds and blooms between areas of colour and allow the watercolour paint to spread and blend.

☐ How tone is applied to create form: **You must vary the pressure you apply to your pencil to create a range of tones, from light to dark.** Mark making can be used to create tones, texture and surfaces. **A rubber can be used to create highlights.** Different types of pencils. The spacing between your mark making will create a range of tones, along with layering.

☐ **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.

Tints, shades and tones

☐ A **tint** is where an artist adds a colour to white to create a lighter version of the colour. An example of a tint is pink. Pink is a tint created by adding white to red.

☐ A **shade** is where an artist adds black to a colour to darken it down.

☐ A **tone** is where an artist adds grey to a colour.

☐ **Warm** colours remind us of things associated with the concept of heat such as summer, beaches, the sun, fire etc. The warm colours are: red-purple, red, red-orange, orange, yellow-orange, yellow

☐ **Cool** colours remind us of things associated with the absence of heat – such as winter, ice, water, etc. The cool colours are: purple, blue-purple, blue, blue-green, green, yellow-green

Using warm and cool colours in a painting can have different effects.

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

☐ 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.

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

☐ **Graded wash**

A graded wash has a gradual smooth change in tone from dark to light.

☐ **Dry brush**

Dry brush technique allows artists to pick up fresh paint with a slightly moist brush to create hatched strokes.

☐ **What is an sculpture?**

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

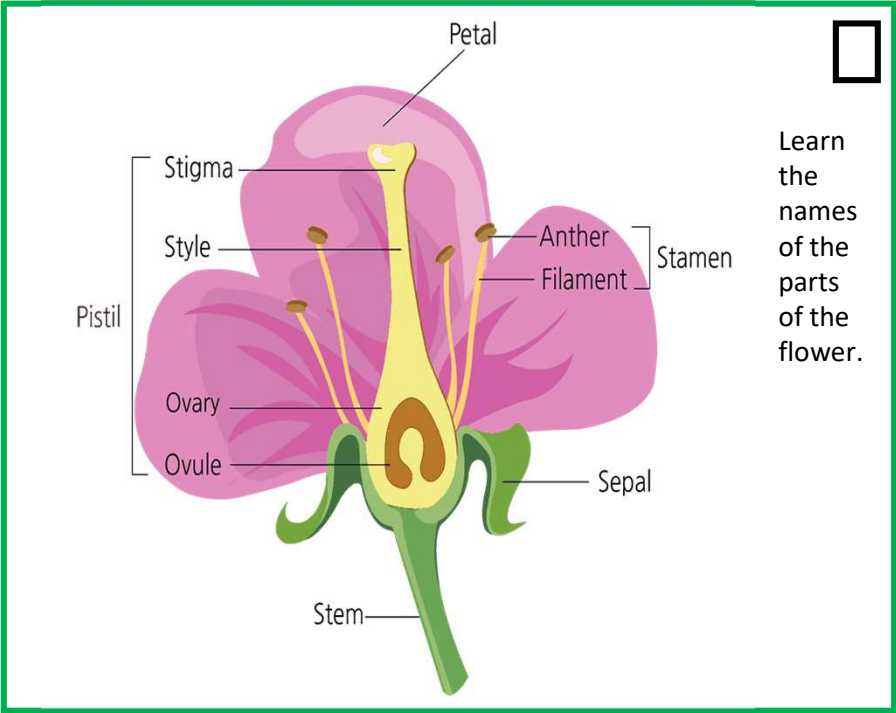
☐ A **maquette** is a scale model or rough draft of a sculpture or architectural project. Artists use maquettes to experiment with shapes and materials, and to visualize how the final work will look.

☐ **What is an armature?**

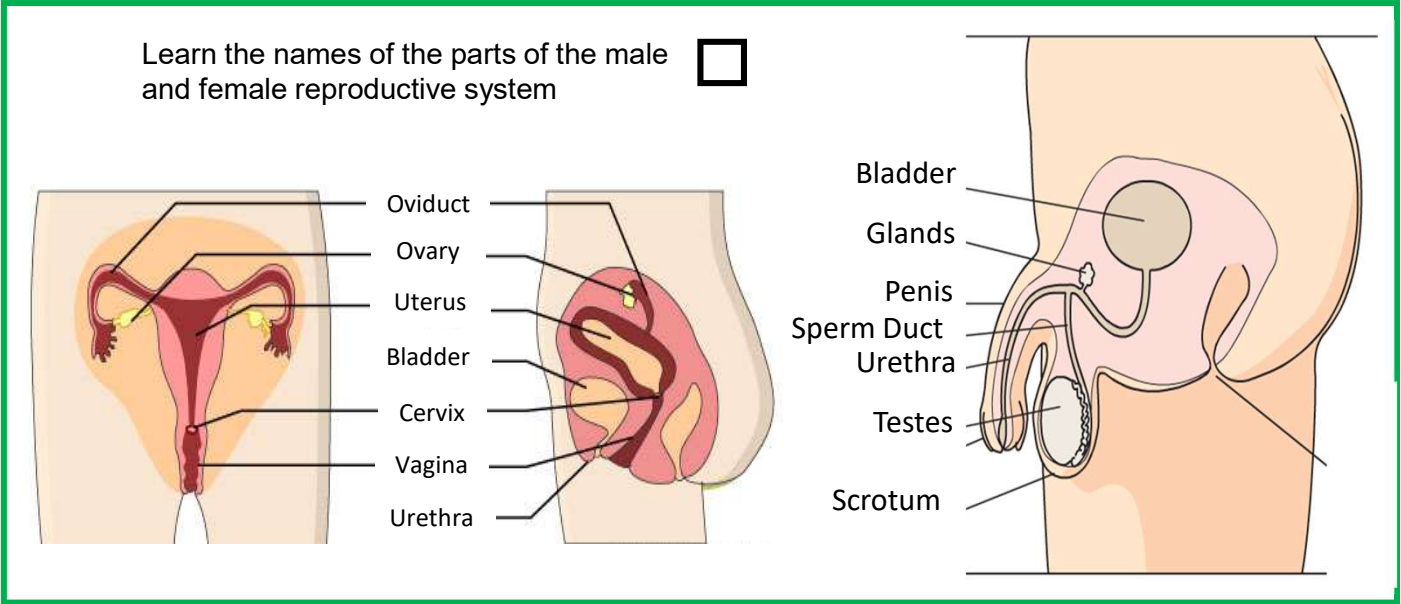
An armature is an open framework on which a sculpture is moulded with clay or similar material.

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)



Y7 Unit 5 Separating Mixtures

Keyword	Learn	✓
Chromatography	A technique used to separate different coloured substances within a mixture	
Dissolving	The process in which a solute mixes completely with a solvent to form a solution	
Distillate	Pure liquid obtained by cooling and condensing vapours during distillation	
Distillation	A technique for separating solutions based on differences in boiling points	
Evaporation	A method to separate a solid dissolved in a liquid by converting the liquid into gas	
Filtrate	Solution that passes through filter paper during filtration	
Filtration	A method for separating insoluble solids from liquids using a filter paper and funnel	
Immiscible	Liquids that will not mix or dissolve in one another	
Insoluble	A property of a substance that indicates it cannot dissolve in a liquid	
Residue	Insoluble solid that is left in filter paper during filtration	
Saturated	A solution that contains the maximum amount of solute dissolved in the solvent	
Solubility	The maximum mass of a solute that can dissolve in a given volume of solvent at a specific temperature	
Soluble	A property of a substance that indicates whether it can dissolve in a liquid	
Solute	A substance that can dissolve in a liquid	
Solution	A mixture formed when a solvent dissolves a solute	
Solvent	A substance (usually a liquid) that dissolves another substance	

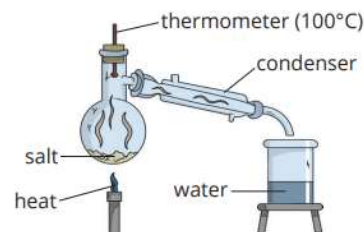
Filtration



This method is used to separate an **insoluble solid** from a **liquid**. The solution is passed through a filter paper and a funnel.

The **residue** remains in the filter paper, and the part which passes through the filter is called the **filtrate**. A mixture of sand and water can be separated by filtration.

Distillation



This method is used to separate a solvent from a solution. It can separate the same type of solution as in evaporation, e.g. salt water, but retrieving the other component of the mixture.

As the water is **heated** and evaporates from the flask, it flows upwards and into the **condenser**. The condenser is surrounded by cool water which causes the water vapour to **condense** back into a liquid, this flows down the tube and into the beaker. The water collected in the beaker is **distilled water**.

Dissolving

Dissolving is the process of mixing a **soluble solute** into a solvent until it is fully incorporated to create a **solution**.



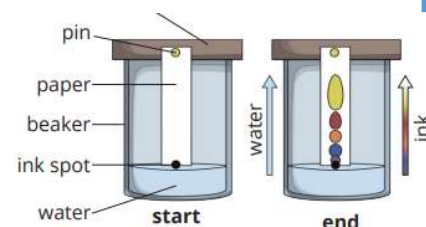
Solutes dissolve faster with increased **temperature**, greater **surface area** and **stirring**.

Evaporation



This method is used to separate a **soluble solid** from a **solvent**. The solution is heated, the liquid evaporates and the solid crystallises.

Chromatography



Chromatography can be used to separate, for example, different dyes in ink. The colours are separated because they have varying **solubilities**.

The separate inks are carried different distances up the **stationary phase** (filter paper) by the **mobile phase** (solvent).

Programming with FMS Logo

Vocabulary:

Phrase	Definition	✓
Algorithm	A set of instructions.	
Sequence	The order of instructions in a program.	
Syntax	The rules of a specific programming language.	
Syntax error	Breaking the rules of a programming language.	
Iteration	A process that repeats many times.	
Decomposition	Breaking down a complex problem into smaller sub-problems	
Procedure	A set sequence of steps, part of larger computer program.	
Parameter	A value passed to the procedure	

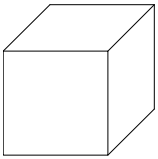
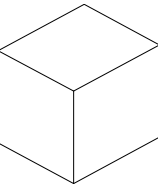
Commands:

Phrase	Definition	✓
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(s etpc)	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"> • Drawn at 45° • Designs can be distorted from this angle • Very basic • Can't see all of the sides
	Isometric		<ul style="list-style-type: none"> • Drawn at 30° • Lines are parallel • Used by product designers • Can see all of the sides

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:

Earth Matters – Writing to Persuade

Creative writing must include:	✓
<ul style="list-style-type: none"> • Accuracy in spelling, punctuation and grammar. • Punctuation variety: move beyond full stops and commas. • Sentence variety: simple, compound, complex. • Ambitious vocabulary: thesaurus use is encouraged. • Sophisticated writing techniques: metaphor, personification, rhetorical techniques. 	

Writing a speech	✓
<p>Engage your audience – think about who they are, and what you are trying to achieve by speaking to them.</p> <p>Structure the speech:</p> <p><u>Opening</u> – “Good afternoon ladies and gentlemen.”</p> <p>Hook the audience’s attention. E.g. a powerful image, anecdote, humour (if appropriate), a shocking fact</p> <p><u>Main body</u> – keep the listeners engaged.</p> <p>E.g. repetition of key points, alliteration, statistics</p> <p><u>Ending</u> – “Thank you for listening.”</p> <p>Round it off and leave the audience thinking. E.g. ‘You hold our fragile future in your hands - don’t break it.’ ‘Do we really have any other choice?’ ‘When it’s all said and done, will you have said more than you have done?’</p>	

Key Terms	✓
<p>Genre = the form of writing you are using.</p> <p>Audience = who you are writing for.</p> <p>Purpose = why you are writing and what you are trying to achieve.</p> <p>Explicit = Information that is clearly stated.</p> <p>Implicit = Information that is suggested.</p> <p>Interpret = Explain the meaning of something in your own words, showing your understanding.</p> <p>Anecdote – a short story to illustrate the point being made in a speech or piece of persuasive writing.</p> <p>Register – the style of language used that is appropriate to the scenario.</p>	

Persuasive Techniques	✓
<p>D = Direct Address</p> <p>A = Alliteration</p> <p>F = Facts</p> <p>O = Opinions</p> <p>R = Repetition/Rhetorical Questions</p> <p>E = Emotive Language</p> <p>S = Statistics</p> <p>T = Triplet/Triple/Rule of Three</p>	

Year 7 English:

Earth Matters – Writing to Persuade

Writing the content of a leaflet

There is less space for writing in a leaflet so you have to explain your message in fewer words. Using too many words will make people stop reading.

A leaflet needs to be striking to look at so that people will read it when it falls out of the newspaper, for example, rather than throwing it away. It needs a strong heading, and the layout has to be clear and direct to attract the reader.

The message of a leaflet must stand out. Using large print, colour and a slogan or catchphrase will make people read on.

Writing an article

Headline – tells the reader what they will read about. It’s a good opportunity to include a persuasive technique such as alliteration or a rhetorical question.

Strapline - tells the reader a bit more about the article. It should try and ‘hook’ the reader in.

Introductory paragraph - introduces the reader to what will be discussed in the article. Use a persuasive technique to “hook” the reader such as an anecdote or a shocking statistic.

Topic sentences – a clear statement at the beginning of each idea to make it clear what point you are making.

Subheadings - can be a useful way of dividing up your article. Each new idea has a short heading.

Cohesive argument – ensure your ideas join up to form a strong argument that flows.

Discourse markers – words that link your paragraphs and ideas together. E.g., furthermore; on the other hand; in addition; however.

Conclusion – a summing up is important and could relate back to your introduction in order to form a cyclical structure.

Ambitious vocabulary

Disillusioned (adj.) Having lost one’s ideals about something.

Pernicious (adj.) Causing harm or ruin.

Prodigious (adj.) Marvelous or wonderful.

Besotted (adj.) Strongly obsessed with something.

Unequivocally (adv.) In a clear and straightforward manner – there can be no confusion.

Plethora (noun) An abundance of something. E.g., People have a plethora of ideas about what should be done.

Ubiquitous (adj.) present, appearing, or found everywhere.

Despicable (adj.) Deserving hatred or contempt.

Benevolent (adj.) Showing goodwill and kindness.

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.

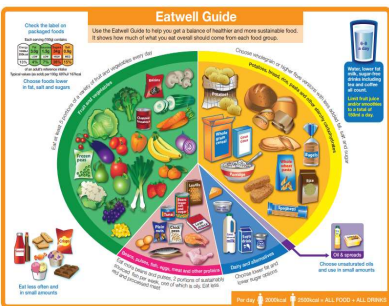
Composite/combination food: Food made with ingredients from more than one food group.

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.



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.

Les vacances

les vacances en famille	<i>Family holidays</i>	
tous les ans ...	<i>Every year ...</i>	
normalement ...	<i>Normally ...</i>	
nous allons ...	<i>we go ...</i>	
en France	<i>In/to France</i>	
en Espagne	<i>In/to Spain</i>	
en Grèce	<i>In/to Greece</i>	
en Italie	<i>In/to Italy</i>	
aux États-Unis	<i>In/to the USA</i>	
au Portugal	<i>In/to Portugal</i>	
à la mer	<i>To the seaside</i>	
à la montagne	<i>In/to the mountains</i>	
à la campagne	<i>In/to the countryside</i>	

Je me prépare - Reflexive verbs

Je me prépare	<i>I get myself ready</i>	
Je me douche.	<i>I have a shower.</i>	
Je me fais une crête.	<i>I make my hair spiky.</i>	
Je me parfume.	<i>I put on perfume/ aftershave</i>	
Je m'habille.	<i>I get dressed.</i>	
Je me brosse les cheveux.	<i>I brush my hair.</i>	
Je me lave les dents.	<i>I clean my teeth.</i>	
Je me regarde dans la glace.	<i>I look in the mirror.</i>	
Je me rase.	<i>I shave.</i>	
Je me maquille.	<i>I put on make-up.</i>	

Les activités en vacances

Nous allons au restaurant.	<i>We go to a restaurant.</i>	
Nous visitons des monuments.	<i>We visit monuments.</i>	
Nous faisons du camping.	<i>We go camping.</i>	
Nous faisons de la rando.	<i>We go hiking.</i>	
Nous faisons de la natation.	<i>We go swimming.</i>	
Nous faisons des activités sportives.	<i>We do sports activities.</i>	
Nous restons en France.	<i>We stay in France.</i>	

ensuite	next
le soir	in the evening
un jour	one day

Mes rêves	My dreams	
Je voudrais aller	<i>I would like to go</i>	
en Australie	<i>to Australia</i>	
au Canada	<i>to Canada</i>	
en France	<i>to France</i>	
aux États-Unis	<i>to the USA</i>	
à Paris	<i>to Paris</i>	
être footballeur professionnel	<i>to be a professional football player</i>	
habiter dans une grande maison	<i>to live in a big house</i>	
avoir une voiture très cool	<i>to have a really cool car</i>	
faire le tour du monde	<i>to travel around the world</i>	
rencontrer	<i>to meet</i>	
mon sportif préféré/ ma sportive préférée	<i>my favourite sports person (m/f)</i>	
mon acteur préféré/ mon actrice préférée	<i>my favourite actor/actress</i>	

Qu'est-ce qu'on peut faire à ... ?

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

Au café	<i>At the café</i>	
J'ai faim	<i>I'm hungry</i>	
j'ai soif	<i>I'm thirsty</i>	
Vous désirez?	<i>What would you like?</i>	
Je voudrais ...	<i>I would like ...</i>	
un café	<i>a black coffee</i>	
un café au lait	<i>a white coffee</i>	
un thé (au lait/au citron)	<i>a tea (with milk/lemon)</i>	
un chocolat chaud	<i>a hot chocolate</i>	
un coca	<i>a cola</i>	
un jus d'orange	<i>an orange juice</i>	
un Orangina	<i>an Orangina</i>	
Une crêpe	<i>A pancake</i>	
Un croque-monsieur	<i>A toasted cheese and ham sandwich</i>	
S'il-vous plaît	<i>please</i>	

Future activities

Qu'est-ce que tu vas faire?	<i>What are you going to do?</i>	
Pendant les vacances ...	<i>During the holidays ...</i>	
je vais ...	<i>I'm going:</i>	
aller à la pêche	<i>to go fishing</i>	
danser	<i>to dance</i>	
faire du sport	<i>to do sport</i>	
faire du karaoké	<i>to do karaoke</i>	
faire de la voile	<i>to go sailing</i>	
faire de la planche à voile	<i>to go wind-surfing</i>	
nager dans la mer	<i>to swim in the sea</i>	
rester au lit	<i>to stay in bed</i>	
retrouver mes copains	<i>to get together with my friends</i>	

normalement	normally	
mais cette année	but this year	

Connectives

assez	<i>quite</i>	
mais	<i>but</i>	
ou	<i>or</i>	
puis	<i>then/next</i>	
très	<i>very</i>	
cependant	<i>however</i>	
aussi	<i>as well</i>	

Aller	To go	
je vais	<i>I go</i>	
tu vas	<i>You go (sing/informal)</i>	
il/elle/on va	<i>He/she/we go</i>	
nous allons	<i>We go (plura)</i>	
vous allez	<i>You all go (plu/formal)</i>	
ils/elles vont	<i>They go</i>	



1: What is an ecosystem?

Ecosystems: communities of plants and animals that live in a particular environment.

Biomes: global ecosystems.

The location of biomes is influenced by climate.



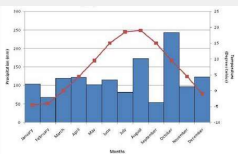
2: Biotic and abiotic

Biotic: Living parts of an environment, like plants, animals, and microorganisms.

Abiotic: Non-living parts of an environment, like sunlight, water, air, and soil.

Goods: Things that we get from nature, like food, wood, and fresh water.

Services: Natural processes that help us, like trees giving us oxygen, bees pollinating flowers, and wetlands cleaning water



Climate graphs show average temperature and rainfall

3: Global Biomes.

Biome	Vegetation	Climate
Tundra	Grasses, lichens and dwarf shrubs; no trees	Below freezing most of the year, light snow
Taiga	Coniferous trees, e.g. pine	Long, cold winters and short, mild summers. Limited rain
Temperate deciduous forest	Deciduous trees, e.g. oak	Cool summers and mild winters, rain throughout the year
Temperate grassland	Short or tall grasses and few trees	Warm summer and very cold winter, low rainfall
Hot desert	Cacti and succulents, but few of them	Very hot and dry
Rainforest	Evergreen trees growing all year round	Hot and wet all year
Savanna grassland	Grass with some trees, e.g. acacia	Hot with a wet and dry season

4: Threats to the taiga

The taiga is **under threat** from logging, mining, drilling for oil and gas, acid rain, pests and diseases, wildfires.

Increasing demand for energy is leading to more exploration of the taiga for oil and gas. Many taiga species migrate and so do not stay within protected areas.

Suggestions for managing the Alaskan taiga include.

Sustainable forestry

Working in partnership

Wildlife reserves and protected space

Wilderness areas

5: Rainforests

Humans use the rainforest for homes, timber, agriculture and mining.

Within the Amazon Rainforest there are a large number of tribes, some of which have no contact with the outside world.

The trees in the Amazon Rainforest are also used for wood, however this has led to controversy with the sheer amount of rainforest that is deforested every day.

Deforestation (the clearing of trees) has an impact on the water cycle, nutrient cycle, river pollution and air pollution.

6: Hot Deserts

Hot deserts are mostly found near the **Tropics of Cancer and Capricorn** — around **23.5° north and south of the equator**. These areas get lots of sunshine and very little rain.

There are three types of animal adaptations:

Structural: special body parts, such as shapes, skin, and colour.

Behavioural: If an animal changes their behaviour to survive in the environment, it is called a behavioural adaptation.

Physiological: metabolic changes in an animal that help them to survive for example poisonous venom.

7: The Russian Taiga

Life on the Russian tundra is hard. The **Nenets** are Indigenous people who live in the far north of Russia, in a place called the **Yamal Peninsula**. It's part of the Arctic and is very cold and snowy. For thousands of years, the Nenets have lived by herding **reindeer**, which give them **food, clothing, shelter, and transport**. They travel long distances each year, following the seasons to find food for their animals.

There way of life is under threat from:

1. **Fossil fuel drilling (oil and gas)**
2. **Climate change**

Both of these are **changing the land and environment** the Nenets depend on.



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	

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 too (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.	

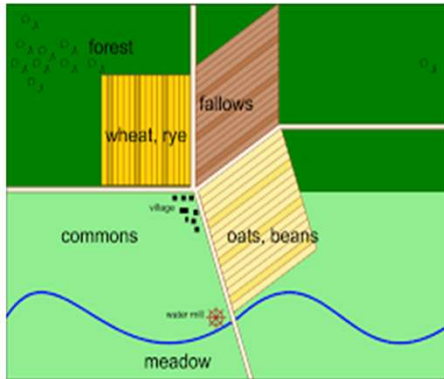






Emphasis

Creating a focal point

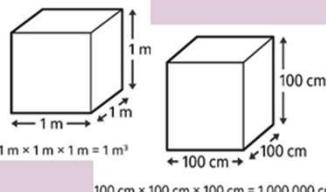
Creating a Focal Point



Bournemouth School: History Department: Knowledge Organiser: Year 7: Summer 2: Industrial Revolution

Industrial Revolution: Key terms/definitions				The impact of Enclosure			
Term	Definition						
Industrial Revolution	c.1750 – 1900: the process of significant technological change in the way of working from a farming and handicraft way of life to one dominated by industry and machine manufacturing, transforming the way people lived and worked.			<div></div> <div></div> <div><p>The Open Field System had been the prevalent farming system used since the Middle Ages. Each Manor had 3 large fields that were divided into strips for peasants to use. There was also woodland and common land for all to use. The problem was this system was not producing enough food to meet population demands. One fallow field.</p></div> <div><p>From approx. 1750, the common land was 'enclosed' by being taken into private ownership, creating fields. These Enclosure Acts enabled selective breeding of animals and increased yields from the land but impoverished peasant farmers, forcing many to become landless labourers.</p></div>			
Domestic System	A small-scale system of production by making things such as cloth based upon work carried out in the home. The materials such as cotton and wool were supplied by merchants.						
Enclosure	During the 18 th and 19 th centuries: the process of turning the common land used for grazing animals and growing food and make it into privately owned land with hedges, fences or walls around it. This process was controversial and many lost out.						
Factory System	The production of manufactured goods such as textiles, on a large scale using machines in factories; this system becoming the dominant form of how work was organised during the Industrial Revolution. Coal was readily available used for fuel.						
Cholera	Due to the rapid growth of the newly industrialising towns, there was little planning given to public health. Cholera was a disease that reached epidemic proportions in 1854, killing thousands. The cause was eventually discovered by Dr John Snow who was convinced it was spread by water contaminated by sewage.						
Changes to Transport: 1750 - 1900				Key people			
Roads: Turnpike Trusts	Roads were kept in better condition by Trusts charging tolls to pay for repairs	Canal Mania! 1790-1820's	A period of intense canal building, using waterways to carry heavy goods				
Railway Mania! 1840's					Richard Arkwright (1732 – 1792) invented a new spinning machine that harnessed the power of water instead of human hands. This made the spinning of cotton yarn much quicker and in greater quantities.		Anne Lister (1791 – 1840) was a wealthy independent landowner who wrote diaries giving a great insight into her life as a landowner, business woman, intrepid traveller, mountaineer and lesbian. Anne not only did not wish to marry, but she also did not want to conform.
 <p>Inventions in technology now meant there was now a greater reliance on steam power. Pioneering individuals such as Richard Trevithick and George Stevenson invented steam locomotives. By the 1840's railway tracks covered the country. By 1900, steam dominated transport, making it much quicker to for people and goods to travel around Britain.</p>					Queen Victoria was Queen from 1837 – 1901 and this period of change is known as the Victorian Era. In 1876 she was given her the title 'Empress of India'		Edward Carpenter (1844 – 1929) was an English utopian socialist, poet, philosopher, anthologist, an early activist for gay rights and prison reform.



Keyword	Definition	Example
Metric units	The metric system is used to measure length, area, volume and mass using base 10. The three main units are metres, grams and litres.	$1\text{m} = 100\text{cm}$ $1\text{kg} = 1000\text{g}$ $1000\text{cm}^3 = 1\text{litre}$
Imperial units	Miles, feet and inches are units of length. These are known as imperial units of length .	There are 12 inches in a foot. An inch is roughly equal to 2.5 centimetres. A foot is roughly equal to 30 centimetres. A mile is roughly equal to 1.5 kilometres.
Converting metric units	'Kilo' comes from the Ancient Greek word for 'thousand' 'Centi' means one hundredth and 'milli' means 'one thousandth'.	See below
Converting units of time	Units of time can be converted to find equivalent time intervals.	See below
Area and volume	Area and volume are often measured in metric units. An area can be measured in centimetres squared (cm^2) or metres squared (m^2). Volume is often measured in centimetres cubed (cm^3) or metres cubed (m^3).	 <p> $1\text{m} \times 1\text{m} \times 1\text{m} = 1\text{m}^3$ $100\text{cm} \times 100\text{cm} \times 100\text{cm} = 1,000,000\text{cm}^3$ </p>

Length is measured in millimetres (mm), centimetres (cm), metres (m) or kilometres (km)	Weight is measured in grams (g) and kilograms (kg). Volume is measured in mm^3 , cm^3 and m^3 • $1\text{m}^3 = 1000000\text{cm}^3$ • $1\text{cm}^3 = 1000\text{mm}^3$ Capacity in millilitres (ml) and litres (l).	Units of time <ul style="list-style-type: none"> 60 seconds = 1 minute 60 minutes = 1 hour 24 hours = 1 day 7 days = 1 week 365 days = 1 year 52 weeks = 1 year Every four years we have a leap year which has 366 days.
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Keyword	Definition	Example
Powers of 10	The power indicates how many times the base has been multiplied by itself.	$10^2 = 100$ $10^4 = 10,000$
Standard form	Standard form is a system for writing very large or very small numbers, usually used in science	Has the general form $a \times 10^n$ where $1 \leq a < 10$ and n can be any positive or negative integer.
Converting from ordinary numbers to standard form	To convert a number into standard form, split the number into two parts - a number between 1 and 10 multiplied by a power of 10.	$8560 = 8.56 \times 10^3$ $34 \times 10^7 = 3.4 \times 10^8$ $0.00054 = 5.4 \times 10^{-4}$
Adding and subtracting standard form	Ensure that the powers of 10 are the same before adding or subtracting in standard form.	$5.2 \times 10^5 + 4.2 \times 10^4$ $5.2 \times 10^5 + 0.42 \times 10^5$ 5.62×10^5
Multiplying standard form	Multiply the numbers, and then multiply the powers of 10 by adding the powers together.	$2 \times 10^4 \times 3 \times 10^5$ $= 6 \times 10^9$
Dividing standard form	Divide the numbers, and then divide the powers of 10 by subtracting the powers.	$9 \times 10^{-4} \div 2 \times 10^3$ $= 4.5 \times 10^{-7}$

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 guitar-based British rock music common in the 1990s. Includes bands such as Oasis and Blur

Electric guitar guitar which needs electric amplification. May strum chords (**rhythm guitar**) or play melodic ideas (**lead guitar**)

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

Drum kit collection of drums and cymbals played by one person using foot pedals and sticks

Chord two or more notes sounding together

Triad chord with three notes, alternate letter names apart

Root name note of a chord

Major chords triads with 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.

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.

Moving into Year 8



- 1) You know the school building, the systems, the teachers and the timetable.
- 2) Remember how far you've come since the start of Year 7!
- 3) How can you support the new Year 7s? Remember how you felt!
- 4) What didn't go well in Year 7 and how could you improve?
- 5) What went brilliantly in Year 7 and how could you build on that?
- 6) You are only a few months away from making your GCSE options – speak to your teachers in order to make the best decisions for you.
- 7) Speak to older students to draw on their experience of different subjects.
- 8) Use UniFrog to start thinking about the different options available to you beyond GCSEs.
- 9) Consider trying a new club or hobby.
- 10) September is a fresh start – enjoy it!

Keyword	Learn	
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	
Consumerism	The purchase of goods and services	
Boycott	To refuse to buy a product or service to promote an ethical change	
Savings	The money you save, usually in a Bank or Building Society account	
Interest rate	The proportion of your savings that is paid as interest to the saver, typically expressed as an annual percentage of your savings	
Credit	Money loaned to you for which you will be charged interest	

Financial decisions can have a positive impact!

Financial ethics

Being an ethical consumerism is the idea that consumers can, and should, use ethical values and principles to seek a range of ethical objectives through how they spend their money.

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 the people producing the goods
- The political beliefs of the country or company producing the goods
- The impact of child welfare and the use of child labour
- The impact on animal welfare

Things you can do to be a more ethical consumer:

- Look to buy fair trade products
- Look at the place of manufacture or production eg eat food grown or produced in the UK
- Buy from reputable supplies; many supermarkets, for example, will not buy products produced where workers are not well treated

Tips for budgeting:

- Plan, save, then buy
- Save to buy outright - it's cheaper
- Use a regular saver savings account at a bank or building society - they pay the highest interest

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"

wire or other thermoconductor

heat conducts from warm to cold

Convection

Step 1

Cold air sinks down

Hot air rises up

Conduction

Convection

Radiation

Radiation

Absorb

Infra-red waves

Reflected

Absorbed

Black

Radiate

Emitted

Retained

Black

Absorb

Infra-red waves

Reflected

Absorbed

Silver coated

Radiate

Emitted

Retained

Silver coated

Thermal conductors

Copper

Gold

Aluminum

Thermal insulators

Wood

Plastic

Styrofoam

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

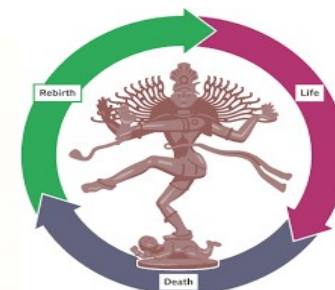
- ❑ Reincarnation: Soul continues to live after death and is reborn into a new body or form.
- ❑ Atman: Soul in Hinduism.
- ❑ Samsara: Cycle of birth, life and rebirth in Hinduism.
- ❑ Dharma: Duty or virtue in Hinduism.
- ❑ Ahimsa: Non-violence and encompasses avoiding harm to all living beings, extending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



Comparatives		
más ... que	more ... than	
menos ... que	less ... than	
interesante	interesting	
emocionante	exciting	
divertido/a	fun	
aburrido/a	boring	
fantástico/a	fantastic	
emotivo/a	emotional	
Prefiero <u>las comedias</u> porque <u>son</u> más <u>divertidas</u> que los concursos	I prefer comedies because they are more fun than game shows	


End of year assessment

Your end of year assessment will be in the week commencing 16th June

You will have

- 1 x computer test (Reading comprehension, vocabulary and grammar test)
- 1 x classroom test (9 x sentences to translate from English into Spanish)
- Please use your KO's from HT1 to HT5 to revise for the tests.

This is a link to the online versions of the KO's from HT1 to HT5



Prefiero las comedias		
un programa de deportes	a sports programme	
un reality	a reality tv show	
un concurso	a game show	
un documental	a documentary	
una comedia	a comedy	
una serie policíaca	a crime series	
una telenovela	a soap opera	
el telediario	the news	
me gustan los concursos	I like game shows	
me encantan los documentales	I love documentaries	

High-frequency words		
así que	So (that)	
mi/mis	My	
su/sus	His/her	
normalmente	Normally	
no	No/not	
o	Or	
porque	Because	
también	Also	
y	And	
sin embargo	however	

Irregular verbs		
These irregular verbs don't follow the normal verb rules in the present tense. Please try to learn them by memory		
Ir	To go	
voy	I go	
vas	you go	
va	he/she goes	
vamos	we go	
vais	you all go	
van	they go	
Ser	To be	
soy	I am	
eres	you are	
es	he / she / it is	
somos	we are	
sois	you (plural) are	
son	they are	
Tener	To have	
tengo	I have	
tienes	you have	
tiene	he / she has	
tenemos	we have	
tenéis	you (plural) have	
tienen	they have	

Mi vida, mi móvil

saco fotos	I take photos	
hablo por skype	I talk on Skype	
mando mensajes	I read messages	
juego	I play	
descargo melodías o aplicaciones	I download ringtones or apps	
chateo con mis amigos	I chat with my friends	
comparto mis vídeos favoritos	I download my favourite videos	
veo vídeos o películas	I watch videos or films	

Opinion phrases

me gusta(n)	I like	
me encanta(n)	I love	
me mola(n)	It's cool to me	
me flipa(n)	I go crazy about	
no me gusta(n)	I don't like	
no me gusta(n) nada	I don't like at all	
odio	I hate	
prefiero	I prefer	

La música

la letra	the lyrics	
la melodía	the tune	
la canción	the song	
el/la cantante	the singer	
el grupo	the group	
la banda	the band	
el ritmo	the rhythm	
mi cantante favorito/a es...	my favourite singer is...	
mi canción favorita es....	my favourite song is...	

Qué tipo de música te gusta?

el rap	rap music	
el rock	rock music	
el r'n'b	r'n'b music	
la música electronica	electronic music	
la música clásica	classical music	
la música de Adele	Adele's music	
la música de juan luis guerra	juan luis guerra's music	
el reggaetón	reggaetón music	

Mi vida, mi móvil – Present tense

estudiar	to study	
bailar	to dance	
comer	to eat	
leer	to read	
salir	to go out	
vivir	to live	

-AR	-ER	-IR
-o	-o	-o
-as	-es	-es
-a	-e	-e
-amos	-emos	-imos
-áis	-éis	-ís
-an	-en	-en

Time phrases

todos los días	everyday	
dos o tres veces a la semana	2 or 3 times a week	
a veces	sometimes	
de vez en cuando	from time to time	
nunca	never	

Timetable

[illegible]