BOURNEMOUTH SCHOOL

Year 7

Knowledge Organiser 1

Autumn Term: 2025-26

Name: Master Copy

Registration Form: 7

✓Hard Work ✓Discipline ✓Smart Appearance ✓Respect

Bournemouth School

Knowledge Organiser: Year 7 Autumn Term 1

'Knowledge is power' by Francis Bacon

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

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

How to use your knowledge organiser (KO):

1. Ensure you have your KO and Homework Learning Journal with you at all times in school and when you need to do your homework at home.
2. Although you have a Knowledge Organiser for all subjects, you will only be expected to work on Maths, Science and French or Spanish. In lessons when you have covered information that appears on your KO, your teacher will ask you to put a tick next to that section. This means that is now added to what you must learn for homework.
3. Initially, follow your homework timetable to decide what to revise each evening.
4. There are 4 strategies that you can use to revise. They are progressively more challenging so always start with the first in the list.
    a. **Look Cover Write Check**
        i. Identify the subject and section of your KO that you want to revise. This should be one of the ticked sections.
        ii. LOOK carefully at the subject and section of your KO you want to revise and try to remember as much as you can. Remember this should be a ticked section.
        iii. Now COVER this information so you can't read it.
        iv. WRITE out what you can remember word for word in your Homework Learning Journal.
        v. CHECK what you have written by comparing it to your KO. Tick each correct word in green pen and correct any errors you have made.
        vi. Repeat this process until you are confident you can remember everything you need.

        AIM:

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

        AIM:

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

c. Playing with words and sentences

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

AIM

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

d. Think it, Link it

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

AIM

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

Homework Learning Journal

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

Success Club

You can attend Success Club every Monday to Thursday in room 53 until 5pm. This is a quiet room where you can complete your homework rather than doing it at home. There are also Sixth form helpers and staff who will be there to help you if you need it. You can also choose to work in the Library on a Monday, Tuesday and Thursday until 4:30 and a Friday until 4.

Checking:

Your teachers will check your Homework Learning Journal at least once a cycle. 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 Detention where you will be expected to complete your homework.

Do Now tasks:

At the start of every Maths, Science and French or Spanish 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 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?

	Year 7 Term 1				
	Week 1				
Time	Monday	Tuesday	Wednesday	Thursday	Friday
5 mins	MFL	MFL	Physical Activity	MFL	MFL
10 min	Maths	Science		Maths	Science
30 mins	Reading	Reading		Reading	Reading
	Week 2				
Time	Monday	Tuesday	Wednesday	Thursday	Friday
5 mins	MFL	MLF	Physical Activity	MFL	MFL
10	Maths	Science		Maths	Science
30	Reading	Reading		Reading	Reading

- You should spend about 15 minutes revising each day. This will increase after Christmas.
- You should spend about 30 minutes reading 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.

Year 7 ‘Trash’ Knowledge organiser

Themes
Poverty
Homelessness
Corruption
Waste
Power
Friendship
Morality
Money

Context
Trash is set in a fictional city called *Behala.*
It is inspired by a real-life city named Manila in the Philippines.
Andy Mulligan visited Manila before he wrote *Trash*.
Smoky Mountain is referenced in the novel. It was a huge landfill site in Manila that was shut down for being too dangerous.

Synopsis
Raphael, Gardo and Rat are “dumpsite boys” who spend their lives living and working on Smokey Mountain.
Their job is to sort through the city’s rubbish for anything that can be sold.
They make just enough money to survive.
One day they come across a mysterious bag containing a wallet, a map and a key.
It’s a discovery that will change everything as they go in search of the owner of the bag.

Character	Description
Raphael	The main protagonist who is tall, skinny and lives with his aunt in Behala.
Gardo	Like a big brother to Raphael. Strong, protective and acts like the “mature one” of the trio.
Rat (Jun-Jun)	Lives on his own and is independent. He is small and extremely skinny because of the lack of food. He is very observant and dreams of buying a fishing boat.
Father Juilliard	In charge of the Pascal Aguila Mission School. He is committed to helping the dumpsite children and wants them to attend school - a difficult task.
Sister Olivia	A volunteer at the Pascal Aguila Mission School. She worked there during a gap year but has stayed on to help the children and their families.
Gabriel Olondriz	A frail and elderly prisoner at Colva Prison. He allegedly stole Government money.
Pia Dante	The daughter of José Angelico and adopted granddaughter of Gabriel Olondriz.
Senator Zapanta	A corrupt politician who lives in luxury whilst his people suffer in squalor.

Day of the Dead

This is a more popular name in many countries, particularly in South America, for All Souls' Day, part of the Roman Catholic tradition.

Family and friends gather to remember those who have died.

Typically it takes place on 1st and 2nd November, and people lay flowers and light candles at the graves of loved ones.

Big parades are held, and people often paint their faces to look like skulls. It's a way to celebrate and remember those who have passed into the afterlife.

Narrative Perspective

Part 1	Raphael and Gardo
Part 2	Father Julliard, Raphael and Grace (Senator Zapanta's maid)
Part 3	Sister Olivia, Father Julliard, Gardo, Raphael and Rat
Part 4	Rat, Gardo, Raphael and Frederico Gonz (the undertaker)
Part 5	Raphael, Gardo, Rat and Pia Dante.

Subject terminology

Character - a person in a novel, play or film.

Setting - the surroundings where something is positioned or where an event takes place.

A writer's methods – deliberate choices made by a writer in order to create an effect.

Narrative perspective – the voice through which we learn what is happening.

Figurative Language – language techniques such as metaphor, simile, alliteration etc.

Sensory Language – using the senses to help the reader understand what is happening.

Explicit – when information is clearly stated.

Implicit – when something is suggested and you have to read between the lines.

Inference – a conclusion reached based on the information you are given.

Connotations – words and ideas which link to a particular word.

Protagonist – main character.

Key vocabulary

Stuppa – a slang term for excrement (poo)

Peso – Manila's official currency (£1 = 1 Peso)

Zucchini - courgette

Shanty town – a deprived area on the outskirts of a town or city

Chapel – a small room/building used for worship

Squatters - a person who unlawfully occupies an uninhabited building or unused land

To siphon off – to dishonestly take money from an organisation

Seductive – tempting/attractive/enticing

Vanity – extreme pride in your appearance

British Embassy – government office, which represents the UK's interests abroad

Shopping mall – shopping centre

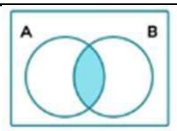
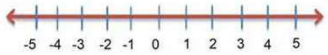
Imminent – about to happen

Notoriety – being famous for a negative reason

Year 7 – Maths – Autumn 1

Keyword		Definition	Example(s)
Debit		The amount paid out of an account	Start with £20. If there is a debit of £12, the total is now £8.
Credit		The amount paid into an account	Start with £20. If there is a credit of £12, the total is now £32.
Balance		The amount remaining in the account	
Ascending order		Smallest to Largest	-2, -7, 5, 3, 12, -15, -1 in ascending order: -15, -7, -2, -1, 3, 5, 12
Descending order		Largest to Smallest	1.4, 1.46, 1.04, 1.405, 1.004 in descending order: 1.46, 1.405, 1.4, 1.04, 1.004
$<$		Less than	$2.6 < 3.7$
$>$		Greater than	$-12 > -61$
BIDMAS		Order of Operations: Brackets Indices Division and Multiplication Addition and Subtraction	$(3+2)^2 + 3 \times 2$ $= 5^2 + 3 \times 2$ $= 25 + 3 \times 2$ $= 25 + 6$ $= 31$
Multiplying without a calculator		You need to be confident in at least one of: • Long multiplication • The grid method • The Lattice method	Long Multiplication: 29 × 125 145 580 2900 3625
Multiplying decimals		• Remove the decimal points • Multiply using a written method • Place the decimal point so that the answer has the same total of decimal places as the question.	$\mathbf{0.02 \times 3.12 = 0.0624}$ $\mathbf{2 \times 312 = 624}$ $\mathbf{0.02 \times 3.12 = 0.0624}$

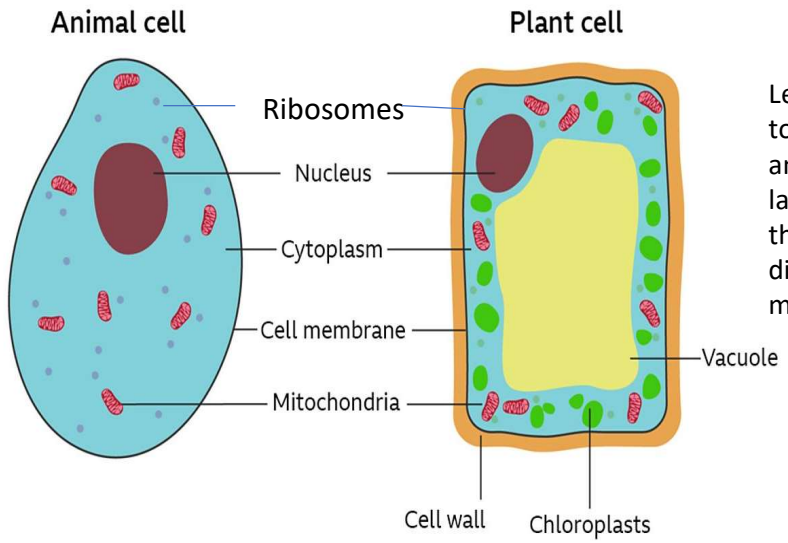
Keyword		Definition	Example(s)
Dividing by decimals		Scale both numbers up by multiples of 10 until the divisor is an integer, then use short division carry out the division.	$\frac{12.3}{0.15} = \frac{1230}{15}$ $1230 \div 15 = 82$
Decimal Places		How many digits follow the decimal point	12.17453 to 3dp = 12.175
Significant Figures		Start counting from the first non zero digit. After this zeros are included.	62823 to 3sf = 62800 0.000264 to 1sf = 0.0003
Estimate		Round each number to 1 significant figure before completing the calculation	12.35×0.537 $\approx 10 \times 0.5 = 2$
Average		This is a useful statistic because it represents data with a single value.	Comparing the average mark in a test
Mode		The most common value.	The mode of 4, 2, 2, 4, 3, 2 $Mode = 2$
Median		The median represents the middle value when data is put in ascending order.	The median of 4, 1, 9, 2, 11, 3, 7 In order: 1, 2, 3, 4, 7, 9, 11 $Median = 4$
Mean		A measure of central tendency **Mean =** $\frac{\textit{sum of the values}}{\textit{number of data values}}$	The mean of 2, 7, 4, 12, 8, 2, 19 $\frac{2+7+4+12+8+2+19}{7} = 7.71$
Range		The range represents the spread of the data. Largest value – smallest value It is NOT an average	Range of 16, 2, 5, 19, 21, 4, 6, 12 $Range = 21 - 2 = 19$
Tally charts		Tally charts can be used as a quick way to record data in an organised format.	Car Colour / Tally Red: 𝍸 I Blue: II Grey/Silver: 𝍸 𝍸 Black: 𝍸 Other: III
Frequency table		A frequency table is a way of organising collected data.	Car Colour / Frequency Red: 6 Blue: 2 Grey/Silver: 10 Black: 5 Other: 3

Keyword		Definition	Example(s)
Venn diagram		Venn diagrams show the relationship between objects and how they relate to different conditions (sets)	
Index/Power		The number of times you multiply a base number by itself	$3^4 = 3 \times 3 \times 3 \times 3 = 81$
Root		The nth root of a number is a value which when multiplied by itself n times gives the original number.	$\sqrt[3]{1000} = 10$
Square Numbers		The product of integers being multiplied by themselves	1, 4, 9, 16, 25, 36, 49, 64, 81… $15^2 = 15 \times 15 = 225$
Cube Numbers		The product of 3 of the same integer.	1, 8, 27, 64, 125… $10^3 = 10 \times 10 \times 10 = 1000$
Prime Number		An integer with exactly 2 factors – itself and one	Prime numbers: 2, 3, 5, 7, 11, 13, 17, 19, 23, 29, 31…
Factor		The integers that divide exactly in to another a number	Factors of 12 = 1, 2, 3, 4, 6, 12
Product		Multiplication	Product of 5 and 8 is 40
Product of Prime Factors		This means to find the prime numbers that multiply together to get the original integer.	$180 = 2^2 \times 3^2 \times 5$
Index Form		Used to group repeating factors.	$7 \times 7 \times 7 = 7^3$
Integer		A positive or negative whole number.	
Highest Common Factor (HCF)		The largest factor that 2 or more numbers share	HCF of 8 and 12 is 4
Lowest Common Multiple (LCM)		The smallest multiple that 2 or more numbers share	LCM of 8 and 12 is 24
Positive number		Numbers greater than zero. Although we do not always write it every positive number has a (+) sign in front of it.	
Negative number		Numbers less than zero which always have a (-) sign in front of them.	

Keyword		Definition	Example(s)
Problem solving with HCF		**Use when:**: • Splitting things into smaller groups or sections • Figuring out how many people can be invited to an event • Trying to arrange something into rows or groups	String A is 72cm long String B is 90cm long Both pieces are cut into equal lengths. What is the longest that the lengths can be? 72 – 4 lengths of **18cm** 90 – 5 lengths of **18cm**
Problem solving with LCM		**Use when:**: • There is an event this is repeating over and over • Multiple items are needed in order to have enough • Trying to figure out when something will happen again at the same time	Bell A rings every 5 mins. Bell B rings every 6 mins. They both ring together at 9:00, when is the next time they ring together? A – 9:00, 9:05, 9:10, 9:15, 9:20, 9:25, **9:30.** B – 9:00, 9:06, 9:12, 9:18, 9:24, **9:30.**
Calculating the mean from a frequency table			Calculate the mean number of siblings 1 2 3 Mean = $\frac{19}{10} = 1.9$

Number of siblings	Frequency	$x \times frequency$
0	2	$0 \times 2 = 0$
1	3	$1 \times 3 = 3$
2	1	$2 \times 1 = 2$
3	2	$3 \times 2 = 6$
4	2	$4 \times 2 = 8$
Totals	10	19

Keyword	Learn	✓
Nucleus	Contains the genetic material (DNA) and controls the cell's activities.	
Cell Membrane	Controls the movement of substances into and out of the cell.	
Mitochondria	The site of respiration.	
Cytoplasm	A jelly-like substance; site of most of the chemical reactions.	
Ribosome	Where proteins are made	
Vacuole	Filled with sap.	
Chloroplasts	The site of photosynthesis and contains chlorophyll.	
Cell Wall	Supports and strengthens the cell and is made of cellulose.	
Diffusion	One way for substances to move into and out of cells.	
Cell	The basic building blocks that make up all living organisms.	
Tissue	A group of similar cells working together to perform a function.	
Organ	A group of similar tissues working together to perform a function	
Organ System	A group of organs working together to perform a function.	

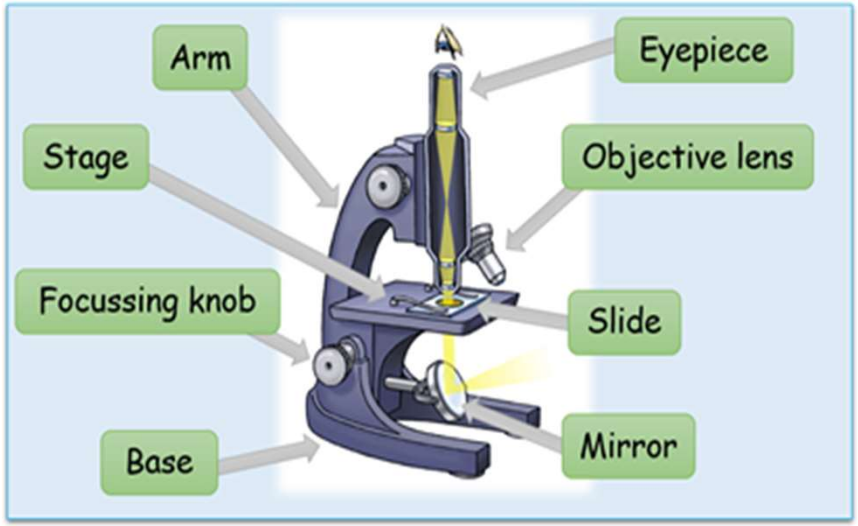


Learn to draw and label these diagrams.

Learn this order

Cell
Tissue
Organ
Organ system
Organism

Learn the names of the parts of the microscope



Not all cells are the same. They can become specialised. This means they have special features to help them carry out their roles.

Chemistry CA: Lab Safety

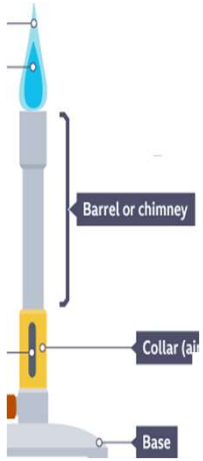
Key term	Definition	
Bunsen Burner	A device used to ignite gas to provide energy.	
Safety Flame	A yellow flame that is visible.	
Blue Flame	A hotter flame that is harder to see.	
Flammable	This means that the substance is easily set on fire.	
Corrosive	This means that substance will damage skin and eyes on contact.	
Irritant	This substance can cause eye damage, skin irritation, or be toxic if consumed.	
Heatproof mat	This is placed under hot objects to protect a surface.	
Test tube/ boiling tube	A glass container that is used to carry out experiments.	
Tripod	This can be used to place objects above a Bunsen burner.	
Beaker	This is a glass container used to hold liquids.	
Conical flask	A type of glass beaker designed to swirl liquids.	
Thermometer	A device used to measure the temperature of a substance.	
Wire Gauze	This is used on top of the tripod to protect the object from the Bunsen burner flame.	

This is the symbol for flammable materials.

This is the symbol for corrosive materials.

This is the symbol for harmful materials.

Directions for using Bunsen burner



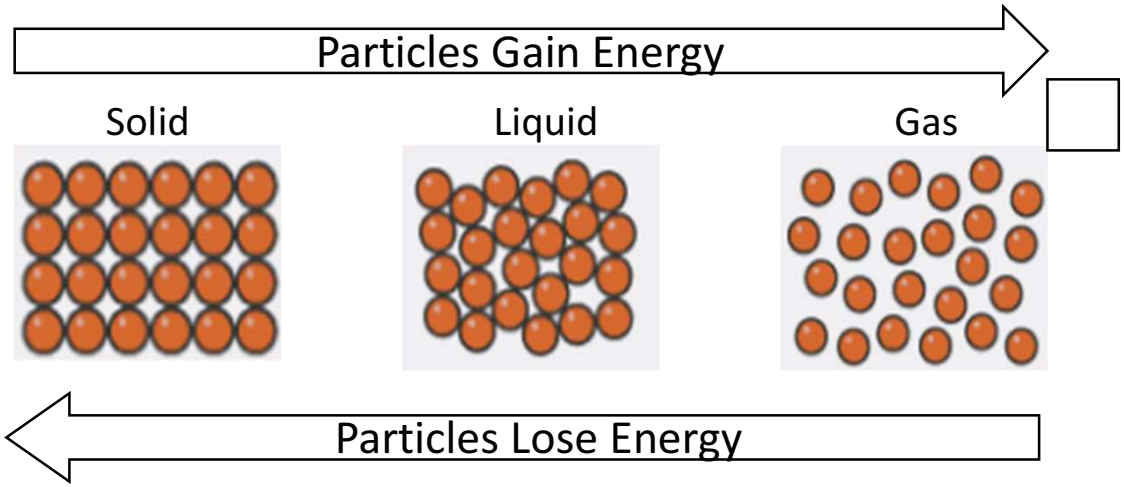
1. Make sure there are no breaks or holes in the gas hose.
2. Put the Bunsen burner on a heatproof mat, making sure it isn't near the edge of the bench.
3. Turn the collar to ensure the air hole of the Bunsen burner is closed.
4. Hold a lit splint 1-2 cm above the top of the barrel of the burner.
5. Turn on the gas at the gas tap, and the Bunsen burner will burn with a yellow flame.
6. Extinguish the splint by placing it on the heatproof mat

Key Lab Rules

- Always wear safety goggles during a practical.
- Do not touch spilt chemicals and tell a teacher.
- Stand up and keep bags under chairs during practical work.
- Do not eat or drink in the lab.
- Maintain a calm presence in the lab.

Chemistry CB: The Particle Model

Key term	Definition	
State of matter	Matter can exist as a solid, liquid or a gas	
Particle Model	Used to show the arrangement of particles in a solid, liquid and gas	
Solid	Particles vibrate in a fixed position and are tightly packed	
Liquid	Particles are in random motion and can move past each other while remaining in contact	
Gas	Particles move rapidly in all directions and are widely spaced	
Melt	A substance changes state from solid to liquid above its melting point	
Boil	A substance changes state from liquid to gas above its boiling point	
Condense	A substance changes state from gas to liquid below its boiling point	
Freeze	A substance changes state from liquid to solid below its melting point	
Diffusion	Particles move from an area of high concentration to low concentration	



Key term	Definition	
Melting point	The temperature above which a solid will melt. A liquid will freeze if cooled below this value	
Boiling point	The temperature above which a liquid will boil. A gas will condense if cooled below this value.	
Independent variable	The variable which is changed in an experiment.	
Dependent variable	The variable which is measured in an experiment	
Control variable	The variables which are kept the same in every repeat of an experiment	

Year 7 Topic PA: Forces

Keyword	Learn	✓
contact forces	objects must be touching to exert force: eg normal contact force, upthrust, friction, air resistance, tension, thrust	
non-contact forces	objects exert force when physically separated: eg weight (force due to gravity), magnetic, electrostatic	
mass	a measure of the amount of matter an object is made from, measured in kg	
weight	a force due to the pull of gravity on an object, measured in N	
Newton (N)	unit of force	
resultant force	single force that can replace multiple forces acting on an object	
extension	difference between the stretched and unstretched lengths of a spring	
pressure	The ratio of force to surface area in N/m^2 Pressure = force ÷ area	
independent variable	the variable which is changed in an experiment	
dependent variable	the variable which is measured in an experiment	
control variables	the variables which are kept the same in every repeat of an experiment	

Balanced Forces

If the forces in opposite directions are stationary or we call them balanced forces. The resultant force is zero.

The object remains stationary or continues moving at a constant speed.

Unbalanced Forces

If the forces in opposite directions are not equal, we call them unbalanced forces. The resultant force is not zero.

The object speeds up, slows down or changes direction.

Drawing Graphs – SPLAT!

S cale – evenly spaced multiples of 2 or 5

P oints – plotted accurately

L ine – single straight or curved line of best fit

A xes – labelled with units

T itle – meaningful title

❑ The **Formal Elements** are the parts used to make a piece of artwork. The art elements are **line, shape, space, form, tone, texture** and **colour.**

❑ A **line** is one of the simplest elements of art. Lines are marks upon paper or canvas. They can be horizontal, vertical, curved, or any other shape.

❑ Connecting lines together to enclose some areas is called **shape**. Shapes are often **organic**, meaning that they follow the kinds of shapes that one might find in nature and are more or less irregular. Some artists also use **geometric** shapes, which are the genre of shapes one might find in a mathematics textbook.

❑ **Space** in a work of art refers to a feeling of **depth** or three dimensions. It can also refer to the artist's use of the area within the picture plane. The area around the primary objects in a work of art is known as **negative** space, while the space occupied by the primary objects is known as **positive** space.

❑ **Form** refers to the three-dimensional aspect of an object, adding depth and volume. Artists use shading, perspective, shadows and other techniques to create the illusion of three-dimensional form on a two-dimensional surface.

❑ **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.

❑ **Texture** refers to the surface quality or feel of an object. Artists create texture through the use of different materials, techniques, or representations, adding tactile and visual interest. Texture can be created with mark-making and collage.

❑ **Colour** includes hues (the pure colours of the spectrum), tone / value (lightness or darkness), and saturation (intensity). Colour can evoke emotions and set the mood of a piece. Artists use colour schemes to make areas or subjects stand out more.

❑ 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 you mark making will create a range of tones, along with layering.

❑ **What are the difference between H and B pencils ?**

The H stands for hard and the B for black. The harder pencil leaves less graphite on the surface resulting in lighter mark-making. The pencils classed as B, on the other hand, are softer and leave much more graphite on the surface. Hence, the marks are blacker.

What does the 'F' stand for on a pencil ?

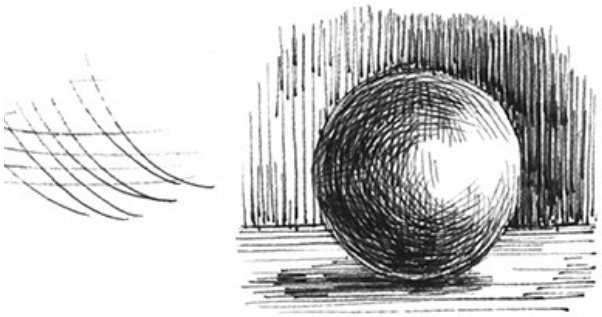
The letter 'F' indicates a pencil that sharpens to a fine point.

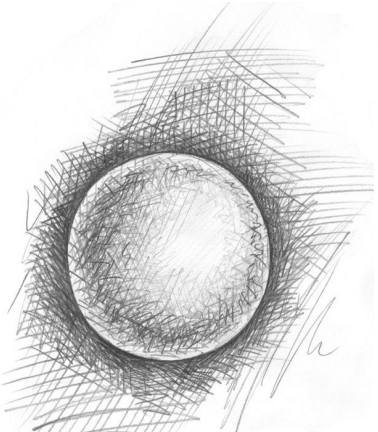
❑ A **pattern** is a repetition of elements (shapes, lines, colours, etc.) often with a consistent spacing and sequence. Patterns are created by repeating elements in a recognisable and systematic arrangement.

❑ **Composition** in art is the way in which different elements of an artwork are combined. In general, this refers to the key subjects of the artwork and how they are arranged in relation to each other.

Hatching
- Line that go in the same direction

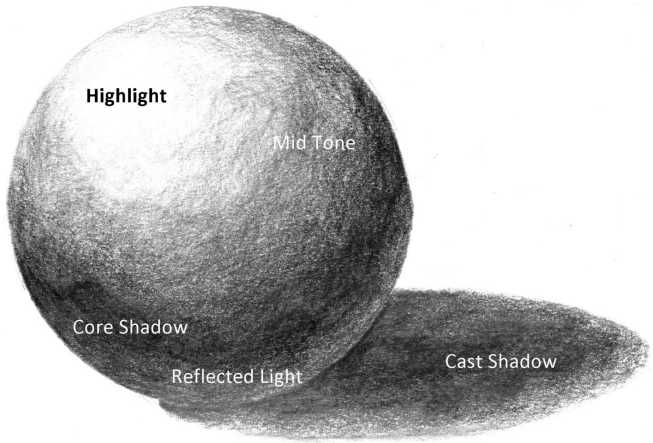
Contouring
- Curve around the object to give roundness





Cross hatching
- Lines that go in different directions layered on top of each other

Light Source

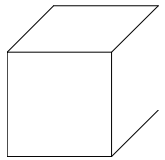
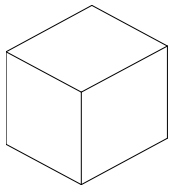


Introduction to Computing

Key word	Definition
Desktop	The main screen you see when you log into a computer.
Student Resources	A folder where students can find the lesson resources.
Software or Applications	Programs you use on a computer like Word or Powerpoint.
Hardware	The physical parts of a computer, like the keyboard or monitor.
Teams	A program that lets you share documents with teachers.
Outlook	A program used to send and receive emails.
Word processor	A program used to write and edit text, like Word.
Presentation software	A program used to make slideshows, like PowerPoint.
Font	The style of the text, like Arial or Comic Sans.
Font size	How big or small the text is.
Formatting	Changing the look of text, such as making it bold or changing the colour.
Alignment	How the text is lined up on the page (left, centre, right)
Animation	Special effects that make text or pictures move in a slideshow.
Slide Transition	The effect that happens when you move from one slide to the next.
Web Browser	A program used to look at websites, like Chrome or Edge.
Screenshot	A picture of what is on your screen.
AI	A computer system that can do tasks that normally need human thinking.

Keyboard Shortcuts

Press these keys	To do this
Ctrl + N	Create new document
Ctrl + S	Save the document
Ctrl + P	Print the document
Ctrl + A	Select all the document content
Ctrl + C	Copy the selected contents/item
Ctrl + V	Paste the selected contents/item
Ctrl + B	Apply bold formatting to the selected text.
Ctrl + Z	Undo an action
Alt + Tab	Switch between open apps.
Alt + F4	Close the active app
PrtScn	Take a screenshot of the whole screen and copy it to the clipboard.
Ctrl + Alt + Delete	Starts Windows security which gives options including changing passwords and signing out of the PC
F5	Start a slide show on PowerPoint
Esc	End a slide show on PowerPoint

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

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.

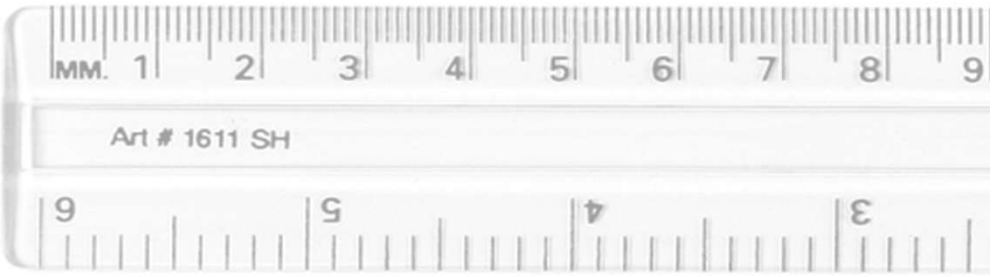
Tick here	Tool name	Function
	Try square	Marks out a right angle.
	Steel rule	Measures small distances.
	Tenon saw	Cuts timber in straight lines.
	Bench hook	Keeps timber in place whilst cutting it.
	Bastard cut file	This is the roughest file, used to roughly smooth sides.
	Smooth cut file	This is the 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**):

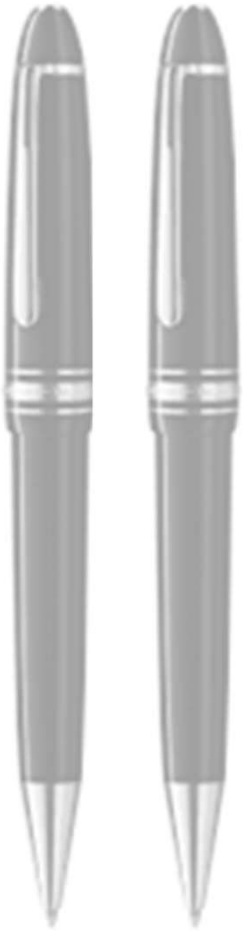
→ Write down the functions of a bobbin sander, belt sander, line bender and pillar drill
→ Research what the letters CAD and CAM stand for
→ Research the advantages of using CAD/CAM when designing and making a product
→ Research what the term anthropometrics mean. How does this link to Design Technology?
→ Practise drawing every day products in both oblique and isometric drawing (see your teacher for an isometric grid)

Equipment

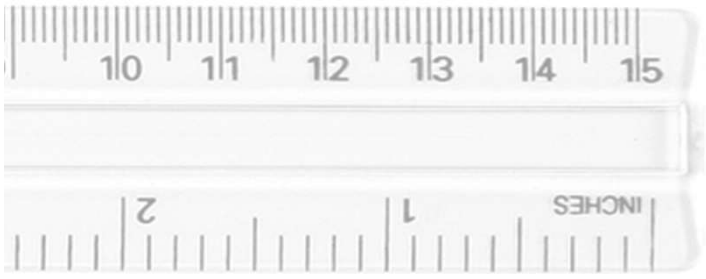
ID Card

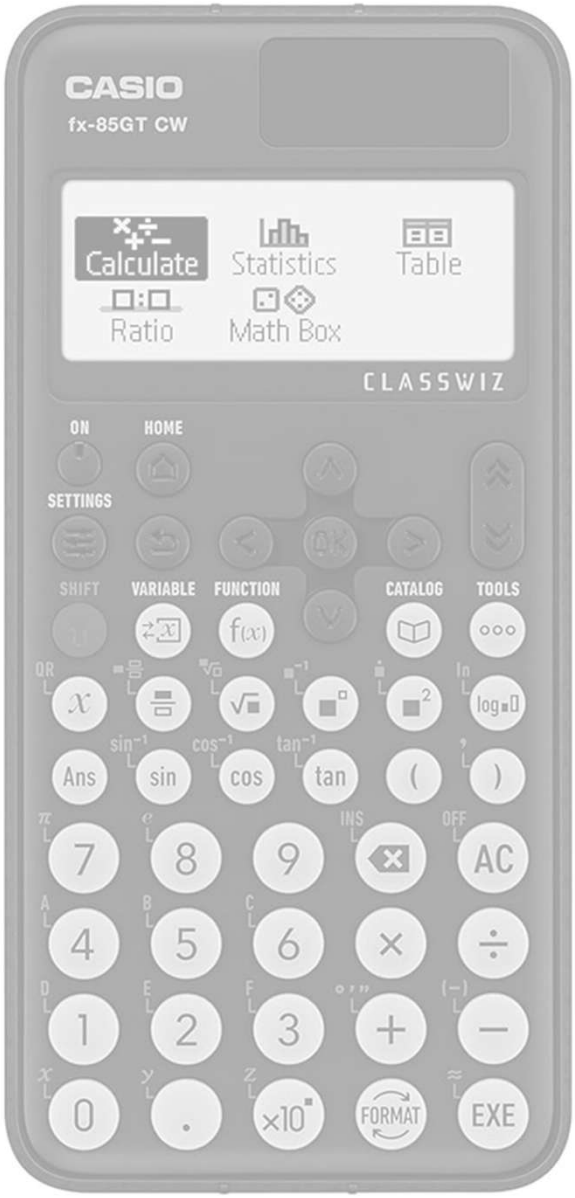


Check



- ID card
- Green and purple pens
- Whiteboard pens
- Black/blue pens
- Glue stick
- Pencil
- Ruler
- Calculator





Name: Date:

Year 7 Knowledge Organiser The Eatwell Guide

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

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.

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.

1. Base your meals on starchy carbohydrates.
2. Eat lots of fruit and veg.
3. Eat more fish – including a portion of oily fish.
4. Cut down on saturated fat and sugar.
5. Eat less salt (max. 6g a day for adults).
6. Get active and be a healthy weight.
7. Don't get thirsty.
8. 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 bolognaise and sandwiches are all made with ingredients from more than one food group. These are often called 'combination' or 'composite' foods.

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.

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**

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

Introducing yourself – Saying how you are

Bonjour	Hello	
Salut	Hi	
Ça va?	How are you?	
Ça va (très) bien	I am (very) well	
Ça va pas mal	Not bad	
Ça ne va pas	Not good	
Oui	Yes	
Non	No	
Au revoir	Goodbye	
À plus	See you later	
Merci	Thank you	
Comment tu t'appelles?	What's your name?	
Je m'appelle…	My name is…	
Quel âge as-tu?	How old are you?	
J'ai onze ans	I'm 11 years old	
Quelle est la date de ton anniversaire?	When is your birthday?	
Mon anniversaire c'est le 3 mars	My birthday is 3rd of March	
Joyeux anniversaire!	Happy Birthday!	
Ça s'écrit comment?	How do you spell it?	
Ça s'écrit..	It is spelt…	

Intensifiers

très	very	
assez	quite	
un peu	a bit	
beaucoup	a lot	

les numéros	numbers	
un	**1**	
deux	**2**	
trois	**3**	
quatre	**4**	
cinq	**5**	
six	**6**	
sept	**7**	
huit	**8**	
neuf	**9**	
dix	**10**	
onze	**11**	
douze	**12**	
treize	**13**	
quatorze	**14**	
quinze	**15**	
seize	**16**	
dix-sept	**17**	
dix-huit	**18**	
dix-neuf	**19**	
vingt	**20**	
vingt-et-un	**21**	
vingt-deux	**22**	
vingt-trois	**23**	
vingt-quatre	**24**	
vingt-cinq	**25**	
vingt-six	**26**	
vingt-sept	**27**	
vingt-huit	**28**	
vingt-neuf	**29**	
trente	**30**	
trente-et-un	**31**	

Connectives

aussi	also	
mais	but	
et	and	
parce que/car	because	
avec	with	

Opinions

J'aime	I like
J'adore	I love
Je n'aime pas	I don't like
Je déteste	I hate
Je préfère	I prefer
Tu aimes..?	Do you like?

Reasons

C'est	it is	
super	great	
intéressant	interesting	
nul	rubbish	
ennuyeux	boring	
cool	Cool	
amusant	fun	
bien	good	

Dans ma trousse – in my pencil case

J'ai…	**I have**	
un cahier	an exercise book	
un crayon	a pencil	
une règle	a ruler	
un livre	a book	
une gomme	a rubber	
une calculatrice	a calculator	
un stylo	a pen	
un baton de colle	a glue stick	
un portable	a mobile phone	
des ciseaux	some scissors	

Les mois	months	
janvier	January	
février	February	
mars	March	
avril	April	
mai	May	
juin	June	
juillet	July	
août	August	
septembre	September	
octobre	October	
novembre	November	
décembre	December	

Days and months don't have capital letters in French

Les couleurs	Colours	
blanc/blanche	white	
bleu/bleue	blue	
vert/verte	green	
gris/grise	grey	
noir/noire	black	
jaune	yellow	
orange*	orange	
marron*	brown	
rouge	red	
rose*	pink	

How to say letters in French:

A ah	**B** bay	**C** say	**D** day	**E** ugh!
F eff	**G** zhey	**H** ash	**I** ee	**J** zhee
K ka	**L** el	**M** em	**N** en	**O** oh
P pay	**Q** koo	**R** err	**S** ess	**T** tay
U oo	**V** vay	**W** doo bl vay	**X** iks	**Y** ee-grec
Z zed				

Les jours	Days	
lundi	Monday	
mardi	Tuesday	
mercredi	Wednesday	
jeudi	Thursday	
vendredi	Friday	
samedi	Saturday	
dimanche	Sunday	

Silly Pandas Don't Talk

S,P, D, T are silent at the end of a word in French.

* Some adjectives don't change in the feminine or in the plural form.

In French, adjectives come after the noun they describe and they agree in gender and number.
You can see in the next table what they look like in the feminine form.

Les activités et les sports
Activities and Sports

J'adore le judo	I love judo	
le foot	football	
le rugby	rugby	
le sport	sport	
le vélo	cycling	
le skate	skateboarding	
les jeux vidéos	video games	
la danse	dance	
la gymnastique	gymnastics	
la musique	music	

YEAR 7 GEOGRAPHY

Map Skills

Section 1: Latitude and Longitude

- Lines of **latitude** circle the Earth in an east-west direction. They are parallel.
- Special lines of latitude include the equator, and the tropics of Cancer and Capricorn.
- Lines of **longitude** run from the top of the Earth to the bottom. They meet at a point at the north and south poles, and divide the Earth into segments, like an orange.
- Special lines of longitude include the Prime Meridian and the International Date Line.

Section 2: OS Maps

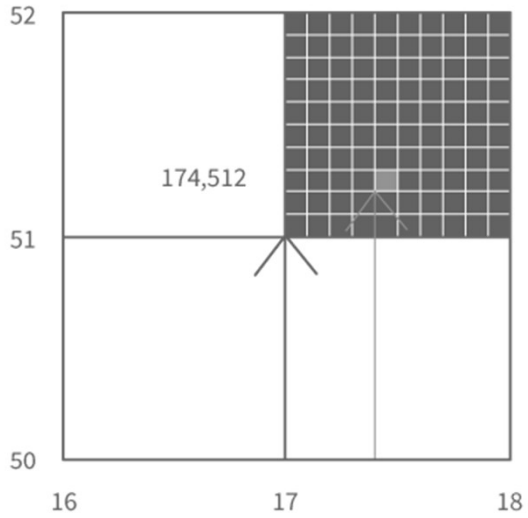
- **Ordnance Survey** (OS) is an organisation that has mapped the UK.
- OS Maps have lots of different symbols, including simple images, letters and abbreviations.
- There will usually be a key next to the map to tell you what the symbols mean.
- Map symbols can include letters, coloured areas, pictures or lines. These symbols can be used to show the location of different features such as roads, viewpoints, bus stations, train stations, schools and post offices.

Section 4: Relief

- **Relief** means the shape of the land.
- Relief is represented in a range of different ways:
  - Spot heights (black dots with numbers)
  - Triangulation pillars (a dot inside a blue triangle)
  - Layer shading (using colours to represent height)
  - Contours (orange lines)

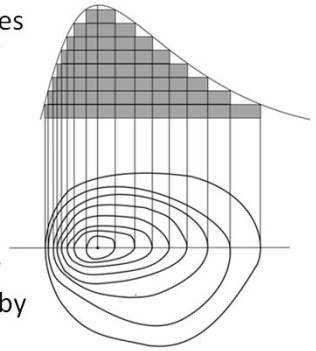
Section 3: Grid references

- When an easting and northing line meet, the two numbers can be put together to form a **four-figure grid reference**. The easting comes first.
- By adding an extra number (between 1 and 10) to the easting and the northing, a **six-figure grid reference** can be created. This pinpoints a specific place on a map.



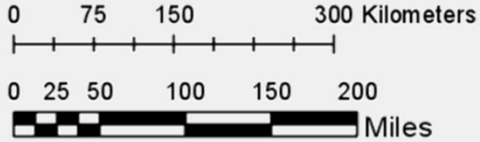
Section 5: Contours

- **Contour lines** are brown lines on a map that join places of the same height.
- On most OS maps, the lines are drawn every 10m.
- The closer the lines, the steeper the relief.
- Contour lines can also show features like hills, and cliffs by their shapes and patterns.



Section 6: Scale

- **Scale** is usually written like this: **1:25 000**. This means that 1 unit of measurement on the map (a centimetre, for example) represents 25 000 of those same units on the actual ground the map covers.
- Scale bars can also be used:



- You can use the scale on the map to measure the distance between two points. There are a few ways to do this:
  - Straight line distance
  - Using string or paper to find the actual distance.
- Straight line distance gives the shortest route, while using string or paper helps measure curved or winding paths.

Section 7: GIS

- **Geographic Information Systems** (GIS) is specialist software which links geographical data with a map.
- GIS is useful for geographers as it enables users to add layers to show different information as well as zoom in and out to different scales.
- GIS often links together digital maps, satellite images or aerial photographs, allowing the user to compare these different layers.

Bournemouth School – Knowledge Organiser – Year 7

GEOGRAPHY

Lesson 1	Affinity
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.
Affinity Designer	is a vector based design program developed to create logos, icons, drawings, typography and complex illustrations
The Element ad Principles of Design	**The elements of design**, are the building blocks used by the designers to create the designs. **The principles of design** combine the elements to create a composition, they are the guidelines used to arrange the elements.

Lesson 2	Shape Builder and Boolean Operations
Shape Builder and Boolean Operations	Shape Builder Tool and Boolean tools are used for manipulating and combining shapes.

Lesson 3	Clipping and Masking
Layout	**Layout** design is a fundamental branch of graphic design that concerns the arrangement of text and visuals.
Emphasis	The importance and attention given to one part of a design. This can be achieved through placement , contrast, colour or size
Contrast	The juxtaposition of different design elements. Rough/ smooth. Light/dark

Lesson 4	Pen Tool
Pen tool	It allows you to create precise paths and shapes by placing anchor points and adjusting bezier curves. Whether you're crafting digital illustrations or making detailed selections, the pen tool provides a high level of control.
Line	Continuous, straight curved, dotted broken, thick thin.

Lesson 5	Typography
Typography	**Typography** is style and appearance of lettering
Gradient	A gradient in design refers to a smooth, gradual transition between two or more colours or shades, creating a visually appealing effect
Layer FX	In Affinity Designer, the FX button allows you to access and apply various layer effects to an object or layer. These effects include things like shadows, glows, outlines, and 3D enhancements

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.

Lesson 6	Logo Design
What makes a successful logo?	Simple, memorable, and represents the brand's identity
Design Specification	A **design specification** 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 colours	Red compliments green Blue compliments orange Yellow compliments purple
Harmonious Colours	Colours are called **analogous/ harmonious colours** 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.
	A **combination mark** logo combines both text and a visual symbol or icon. It typically incorporates a unique visual element alongside the brand name or company name.
	**Emblem logos** 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.

Bournemouth School: History Department: Knowledge Organiser: Year 7: Autumn 1: Medieval England

History skills: Key terms/definitions		
Term	**Definition**	✓
Source	Primary information taken from the time which we are studying	
Interpretation	Secondary information created after the time which we are studying	
Chronology	A list or explanation of events in the order in which they happened	
BC	'Before Christ': i.e. years before the start of the Christian calendar	
AD	'Anno Domini': 'Year of our Lord': i.e. years after the birth of Jesus Christ	
Century	Group of one hundred years: e.g. 1976 is in the 20th century	
Anachronism	A feature which would not fit into the time which we are studying	
Change	Aspects of historical features/people/society becoming different	
Continuity	Aspects of historical features/people/society which stay the same	

1066: Timeline of key events: ✓

5th January: Edward the Confessor died
7th January: Harold Godwin crowned king
Spring: William prepares an army
Spring: Harald Hardrada prepares an army
18th September: Hardrada lands at the Humber Estuary
20th September: Battle of Fulford
25th September: Battle of Stamford Bridge
28th September: Normans land at Pevensey
14th October: Battle of Hastings
25th December: William crowned king of England

The **Bayeux Tapestry** was created after the Battle of Hastings to commemorate their victory. It was woven in England but planned and designed by the Normans. It was probably made for Bishop Odo, William's brother. It is around 75 yards long and 20 inches high. The above scene shows the death of Harold Godwin, but it is uncertain as to whether he was killed by an arrow in the eye: historians differ in their opinion

✓

Key people ✓

	**Edward the Confessor:** King of England 1042-66			**Harald Hardrada:** King of Norway 1046-66	
	**Harold Godwin:** King of England Jan.-Oct. 1066			**William of Normandy:** King of England 1066-1087	

Completing the Conquest: ✓
After winning the Battle of Hastings on 14th October 1066, the Normans took a series of steps to complete their conquest of England. For example…

Feudal System	Dividing up & giving land to barons/knights in return for providing loyalty & military service (barons to provide knights for 40 days)
Domesday Book	In 1086 William ordered a survey of England, so that he had a thorough record of the country to help him collect taxes
Building castles	The Normans built castles to house themselves and protect their soldiers. From 1066-1087 the Normans built around 100 castles.
Hunting Laws	The Normans stopped the Saxons from hunting in the forests, with severe punishments if they didn't follow the law.

Castle design: ✓
Castle design changed during the period after the Norman Conquest:

11th century	Wooden motte and bailey castles
12th century	Growth of stone square keep castles
13th/14th centuries	Edward I designed concentric castles with 'walls within walls'
15th century	More peaceful times: castles were used more as stately homes

Did you know…? ✓
Methods for defending different types of castles included mottes (steep hills), crenelations, drop holes, arrow slits, thick/sloping walls, moats, ditches and postern gates. Methods for attacking castles included scaling ladders, siege towers, battering rams, siege mining, mangonels and trebuchets. The invention of gunpowder changed all of this.

Bournemouth School – Knowledge Organiser – Year 7

HISTORY

Bournemouth School

music department

Folk music orally-transmitted music that comes from a specific region or culture

Sea shanty – a song sung by people at sea

Work song – a song sung by people whilst doing a job of work which was repetitive and rhythmic. The song helped keep the workers in time and raised morale.

A cappella – unaccompanied singing (no instruments playing a backing)

Solo – one voice singing on its own

Shanty man – the name given to the soloist who leads in a sea shanty

Ensemble – when the whole group sings in response to the soloist

Call and response – one person does a solo call which is responded to by the ensemble

Dynamics

Word Used to describe volume in music

pp	*p*	*mp*	*mf*	*f*	*ff*
pianissimo	*piano*	*mezzo piano*	*mezzo forte*	*forte*	*fortissimo*
Very quiet	Quiet	Fairly quiet	Fairly loud	Loud	Very loud

	*crescendo (cresc.)*	Getting louder
	*diminuendo (dim.)* or *decrescendo (decresc.)*	Getting quieter

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

Bournemouth School – Knowledge Organiser – Year 7

MUSIC

Keyword	Learn	
Diversity	Range of differences in people including points of view, culture, background, religion and ethnicity	
Prejudice	Making a judgement not based on reason	
Enterprise	A difficult project that requires problem solving skills	
Stereotypes	A view based on the 'group' a person belongs to. The 'group' can be based on anything, for example a persons accent	
Transition	The process of change – for example moving to a new school	
Respect	Is an attitude you show towards others that accepts and values their views and differences without judgement.	
Tolerance	Accepting other points of view and listening regardless of whether or not you agree.	
Listening	When you are quietly hearing the comments of others and thinking about them.	
Contributing	Openly and honestly offering your point of view.	
Empathy	Identifying with the views of others.	
Trust	Believe in the reliability, truth, ability, or strength of a person.	
Encourage	Give support, confidence and advice to help development	

Never accept bullying, always report it!

Personal Development is

Personal – to do with ourselves
Relationships – how we relate to others and how they relate to us
Sex – how we interact and relate to others in a sexual sense
Health – about looking after our bodies, mentally and physically
Careers – how we plan and develop our careers
Economics – all about managing our money (the E also stands for education too)

Golden rules of friendship

- **The givens**: support, encourage, trust and be honest.
- **Listen** to your friends.
- **Accept** your friends for who they are.
- **Respect** your friends and their boundaries.
- **Forgive** where you can and seek forgiveness when you mess up

Managing Change – transition is how we describe the process of change – top tips

▸ **Ask** for help, advice or guidance from a teacher or a prefect ▸ **Remember** you are not alone
▸ **Talk** about your experience ▸ **Plan** ahead, be prepared for the challenges you are aware of

PD Classroom Rules

Openness: Be open and honest. However, do
not discuss others' personal/private lives - try to use examples.
Keep the conversation in the room: You should feel safe discussing issues and be confident that you contributions will not be shared outside this room. If your teacher
has concerns that someone is at risk of harm they have a duty to refer.
Non-judgmental approach: It is okay for us
To disagree with another person's point of view but do not judge, make fun of, or put anybody down. - 'challenge the opinion, not the person'.

Right to pass: Taking part is important. However, you have the right to pass on answering a question and you will not put anyone 'on the spot'.
Make no assumptions: Do not make assumptions about people's values, attitudes, behaviours, identity, life experiences or feelings. Listen to other people's views respectfully and expect to be listened to.
Use appropriate language: Use the correct terms rather than slang terms - they can be offensive.
Ask questions: You are encouraged to ask questions. However, do not ask personal questions or say anything to embarrass someone.

Bournemouth School – Knowledge Organiser – Year 7

PERSONAL DEVELOPMENT

Key Words

- ❑ **Creation- Designed or created**
- ❑ **Myth-traditional story/folklore**
- ❑ **Literalist- True, accurate, word for word**
- ❑ **Non- Literalist- Symbolic story**
- ❑ **Ex- Nihilo-Nothing**

Islam

- ❑ Islam is very clear about the belief that **Allah** was responsible for the creation of the universe. There is no single story of creation, but there are references to it in many places in the **Qur'an**. From these it is possible to build a picture:
- ❑ Allah then made all living creatures, the **angels**, the planets and the rain to allow vegetation to grow.
- ❑ Allah sent angels to Earth to collect seven handfuls of soil, all different colours, and that with soil Allah made the first man, **Adam**, breathing life and power into him.
- ❑ **Eve**, the first woman, was created from the side of Adam and lived with him in **Paradise**.
- ❑ The Earth had been created to allow Adam and Eve and their descendants (the human race) to live and thrive.
- ❑ Creation took Allah six days to complete.

Christian Story:

The Christian creation story is in Genesis, the first book of the Bible.
It shows Christians that God created the world from nothing (**ex nihilo**) and in 6 days, resting on the 7th day.

- ❑ **in the beginning** - God started creation
- ❑ **the first day** - light was created
- ❑ **the second day** - the sky was created
- ❑ **the third day** - dry land, seas, plants and trees were created
- ❑ **the fourth day** - the Sun, Moon and stars were created
- ❑ **the fifth day** - creatures that live in the sea and creatures that fly were created
- ❑ **the sixth day** - animals that live on the land and finally humans, made in the image of God were created
- ❑ **by day seven**, God finished his work of creation and rested, making the seventh day a special holy day.

Christians have different beliefs about this as a creation story. Some consider it to be a Literal account of creation (**Literalists**), whilst others believe that the story is a myth that has symbolic meaning (**Non-Literalists).**

Hinduism: (There are other stories)

- ❑ Before time began there was no heaven, no earth and no space between. A vast dark ocean washed upon the shores of nothingness and licked the edges of night.
- ❑ A giant **cobra** floated on the waters. Asleep within its endless coils lay the Lord **Vishnu**. He was watched over by the mighty serpent.
- ❑ Everything was so peaceful and silent that Vishnu slept undisturbed. From the depths a humming sound began to tremble, **Om**. It grew and spread, filling the emptiness and throbbing with energy.
- ❑ Vishnu awoke and from Vishnu's navel grew a magnificent **lotus flower**.
- ❑ In the middle of the blossom sat Vishnu's servant, **Brahma**. Vishnu spoke 'It is time to begin, 'create the world.' Vishnu and the serpent vanished.
- ❑ Brahma remained in the lotus flower, floating on the sea. Brahma split the lotus flower into three. He stretched one part into the heavens. He made the second part into the earth. With the third part of the flower, he created the skies.
- ❑ The earth was bare. Brahma set to work. He created grass, flowers, trees and plants of all kinds. Next, he created the animals and the insects to live on the land. He made birds to fly in the air and many fish to swim in the sea. To all these creatures, he gave the senses of touch and smell. He gave them power to see, hear and move.
- ❑ The world was soon bristling with life and the air was filled with the sounds of Brahma's creation

Introducing yourself

¡Hola!	*Hello*	
¿Qué tal?	*How are you? (Informal)*	
bien	*well*	
fenomenal	*amazing*	
regular	*not bad*	
fatal	*awful*	
Adiós	*Goodbye*	

¿Cómo te llamas?

¿Cómo te llamas?	*What's your name?*	
Me llamo…	*My name is…*	
Se escribe…	*It is written…*	
Mi hermano se llama	*My brother is called*	
Mi amigo se llama	*My friend is called*	
¿Dónde vives?	*Where do you live?*	
Vivo en…	*I live in..*	

¿Cuántos años tienes?

¿Cuántos años tienes?	*How old are you?*	
Tengo…años	*I am…years old*	
¿Cuándo es tu cumpleaños?	*When is your birthday?*	
Mi cumpleaños es el… de…	*My birthday is on the… of…*	
¡Hasta luego!	*See you later!*	

Useful phrases

Presente	*Present*	
Por favor	*Please*	
Gracias	*Thank you*	
¿Qué significa……?	*What does… mean?*	
¿Cómo se dice ... en español?	*How do you say?*	
Se escribe...	*It is written…*	
He terminado	*I have finished*	

Los números

uno	1	
dos	*2*	
tres	*3*	
cuatro	*4*	
cinco	*5*	
seis	*6*	
siete	*7*	
ocho	*8*	
nueve	*9*	
diez	*10*	
once	*11*	
doce	*12*	
trece	*13*	
catorce	*14*	
quince	*15*	

dieciséis	*16*	
diecisiete	*17*	
dieciocho	*18*	
diecinueve	*19*	
veinte	*20*	
veintiuno	*21*	
veintidós	*22*	
veintitrés	*23*	
veinticuatro	*24*	
veinticinco	*25*	
veintiséis	*26*	
veintisiete	*27*	
veintiocho	*28*	
treinta	*30*	
treinta y uno	*31*	

High Frequency words

bastante	*quite*	
muy	*very*	
un poco	*a bit*	
no	*no/not*	
pero	*but*	
y	*and*	
también	*also*	
mi/mis	*my*	

Essential verbs

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

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

Los meses	The months
enero	*January*
febrero	*February*
marzo	*March*
abril	*April*
mayo	*May*
junio	*June*
julio	*July*
agosto	*August*
septiembre	*September*
octubre	*October*
noviembre	*November*
diciembre	*December*

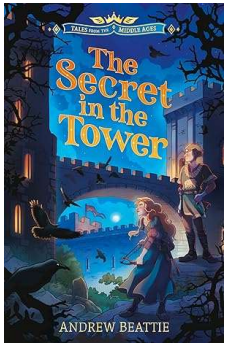
Los días	The days
lunes	*Monday*
martes	*Tuesday*
miércoles	*Wednesday*
jueves	*Thursday*
viernes	*Friday*
sábado	*Saturday*
domingo	*Sunday*

Los colores	Colours
amarillo/a	*yellow*
blanco/a	*white*
rojo/a	*red*
negro/a	*black*
verde	*green*
gris	*grey*
azul	*blue*
marrón	*brown*
naranja	*orange*
rosa	*pink*
violeta	*purple*

Los animales	Animals
¿Tienes animales?	*Do you have animals?*
Tengo…	*I have..*
un caballo	*a horse*
un conejo	*a rabbit*
un gato	*a cat*
un perro	*a dog*
un pez	*a fish*
un ratón	*a mouse*
una cobaya	*a guinea pig*
una serpiente	*a snake*
una rata	*a rat*

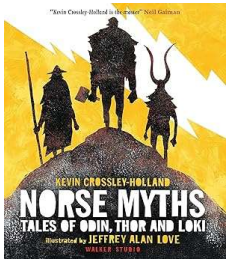
Los adjetivos	Adjectives
Soy…	*I am…*
Es…	*He / she is…*
divertido/a	*amusing*
estupendo/a	*brilliant*
generoso/a	*generous*
genial	*great*
guay	*cool*
listo/a	*clever*
serio/a	*serious*
simpático/a	*nice/kind*
tímido/a	*shy*
tonto/a	*silly*
tranquilo/a	*quiet/calm*

Mi familia	My family
mi padre	*my father*
mi madre	*my mother*
mis padres	*my parents*
un / mi hermano	*a / my brother*
una / mi hermana	*a / my sister*
un / mi hermanastro	*a / my stepbrother*
una / mi hermanastra	*a / my stepsister*
soy hijo único	*I am an only child*
soy hija única	*I am an only child (f)*
tengo un hermano	*I have a brother*
no tengo hermanos	*I don't have siblings*
Se llama/se llaman	*Is/are called*



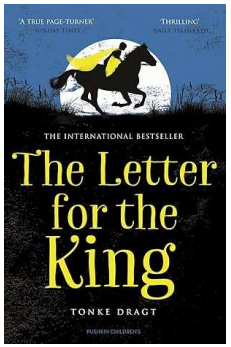
Secret in the Tower by Andrew Beattie

Jack Broom thinks that war and politics have nothing to do with him. He is a simple apothecary's boy dreaming of becoming a surgeon – until soldiers mistake him for a boy of noble birth. Narrowly avoiding being dragged to the Tower of London, Jack sets out on a perilous mission to find out who he truly is.



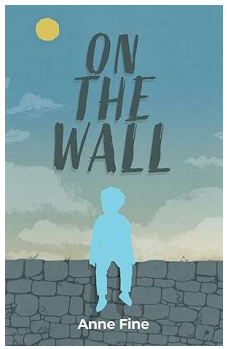
Norse Myths – Tales of Odin, Thor & Loki by Kevin Crossley-Holland

These dramatic, enthralling and atmospheric tales are based on the Scandinavian myth cycle - one of the greatest and most culturally significant stories in the world - and tell of Odin with his one eye, Thor with his mighty hammer and Loki, the red-haired, shape-shifting trickster.



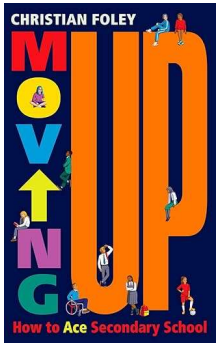
The Letter for the King by Tonke Dragt

A quest and mission is entrusted to a young man on the eve of becoming a knight, which requires him to turn his back on knighthood for a perilous journey and a greater good.



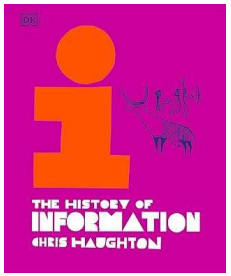
On the Wall by Anne Fine

Can you find happiness anywhere? Anywhere at all? In the chaos of breaktime, one boy sits perfectly still, alone on top of the wall. Those who don't know him are baffled. But by the end of his first year at Winfield School, everyone has learned to prize Finley's gift for quiet contentedness.



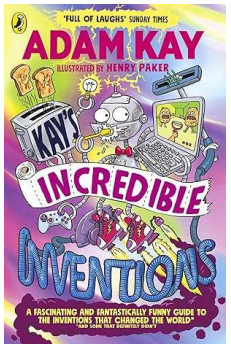
Moving Up by Christian Foley

Going from being the bosses of the benches, to the youngest in a massive playground is hard. The classrooms are bigger, older students look like adults and don't even start on the piles of homework, stressful exams and complicated friendships. Moving Up is here to help you on your journey.



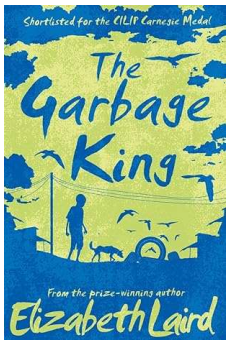
The History of Information by Chris Haughton

Today, we are told, we are in the midst of a technological revolution: Artificial Intelligence. To understand what this might mean for our future, we have to look to the past. In some ways, this technology is nothing new. From writing and print, to radio, computers, and the Internet, each new information tool created a revolution when it was introduced. This book tells their stories.



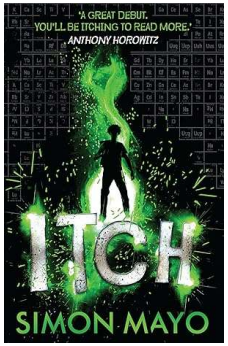
Incredible Inventions by Adam Kay

Learn all about the coolest, grossest and most ridiculous inventions in the world. You'll meet the queen who used the first ever toilet, learn why margarine used to be full of maggots and find out why Ancient Greeks wiped their bums on dinner plates. An A to Z of the random, ridiculous and revolutionary inventions that changed our lives.



The Garbage King by Elizabeth Laird

Inspired by the true story of an Ethiopian childhood lived on the edge of destitution, it takes you on an unforgettable emotional journey. Dani and Mamo, and the gang of street boys that they join, have nothing and share everything. Their courage, loyalty and determination enable them to survive in the harshest of worlds.



Itch by Simon Mayo

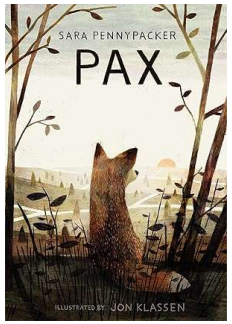
Itchingham Lofte - known as Itch - is 14, and loves science - especially chemistry. He's also an element-hunter: he's decided to collect all the elements in the periodic table. Which has some interesting and rather destructive results in his bedroom. Then, Itch makes a discovery. A new element, never seen before.

Fablehouse by E.L. Norry

Heather and her friend live at Fablehouse, a children's home for those that society won't accept due to the colour of their skin. But soon that is not the only danger that threatens them. When mysterious spirits infiltrate the house, stealing away some of the children. Heather and her friends must follow them to the heart of the underworld, and win a battle against the Fae champion.

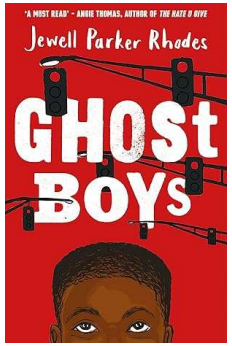
Worrybot by Simon Packham

Josh is a worrier. He used to have his own Worrybot that helped a bit ... but now Josh is terrified that his anxiety will return when he starts at his new school. On his first day he's surprised to discover that there's a robot in his new class – one that allows classmate Charlie to join lessons remotely. Soon Charlie becomes Josh's best - perhaps his only - friend. Will this friendship help Josh overcome his fears?



Pax by Sara Pennypacker

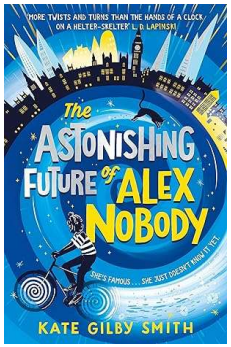
The country is at war and Peter has no choice but to move in with his grandfather. Far worse than leaving home is the fact that he has to leave Pax, his fox, behind. But before Peter spends even one night under his grandfather's roof he sneaks out, determined to find his beloved friend. This is the story of Peter, Pax, and their journeys back to each other as war rages.



Ghost Boys by Jewell Parker Rhodes

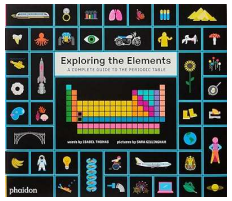
Twelve-year-old Jerome is shot by a police officer who mistakes his toy gun for a real threat. As a ghost, watching his family trying to cope with his death, Jerome begins to notice other ghost boys. Each boy has a story and they all have something in common. Bit by bit, Jerome begins to understand what really happened - not just to him, but to all of the ghost boys.

Make sure you enter the Year 7 Ghost Boys House Competition



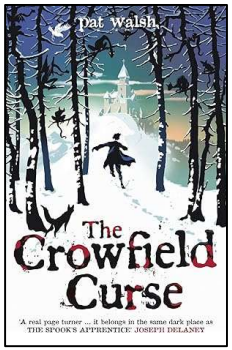
The Astonishing Future of Alex Nobody by Kate Gilby Smith

Alex has always been a nobody, so why were there crowds surrounding the hospital on the day she was born, and who are all of these people spying on her? When a mysterious boy named Jasper starts at school, he alone seems to know the answer. But before he can tell Alex, he disappears ... into the future. Now she needs to time travel into the future to unravel the mystery.



Exploring the Elements by Isabel Thomas

A comprehensive introduction explaining what elements are, and the design and purpose of the periodic table. Each of the 118 elements is presented, showing where each element is found in the universe (from food on our plates to the centre of a star), its unique properties, atomic diagram, secret chemistry, and working examples of how it's used or changing the world



The Crowfield Curse by Pat Walsh

15 year-old orphan Will lives at Crowfield Abbey. Sent into the forest to gather wood, he rescues instead a creature from a trap - a hob, who shares with Will a terrible secret. Somewhere in the forest behind the abbey where he lives is a grave, and buried deep in the snow is an angel. But how can an angel die? Will is s[illegible] dangerous Old Magic.

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Timetable

	1Mon	1Tue	1Wed	1Thu	1Fri	2Mon	2Tue	2Wed	2Thu	2Fri
Reg										
1										
2										
Break										
3										
4										
Reg										
Lunch										
5										
6										