



BOURNEMOUTH SCHOOL

Year 7

# Knowledge Organiser 2

Autumn Term: 2025-26

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

Registration Form: 7.-

✓Hard Work

✓Discipline

✓Smart Appearance

✓Respect

## Bournemouth School

### Knowledge Organiser: Year 7 Autumn Term 2

#### *‘Knowledge is power’ by Francis Bacon*

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

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

How to use your knowledge organiser (KO):

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

#### **a. Look Cover Write Check**

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

#### **AIM:**

**You should be able to repeat the information by rote**

#### **b. Self or peer quizzing**

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

#### **AIM:**

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

**c. Playing with words and sentences**

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

**AIM**

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

**d. Think it, Link it**

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

**AIM**

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

**Homework Learning Journal**

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

**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.



- ❑ **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.

- ❑ 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**.

- ❑ **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.

- ❑ 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.

- ❑ **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.

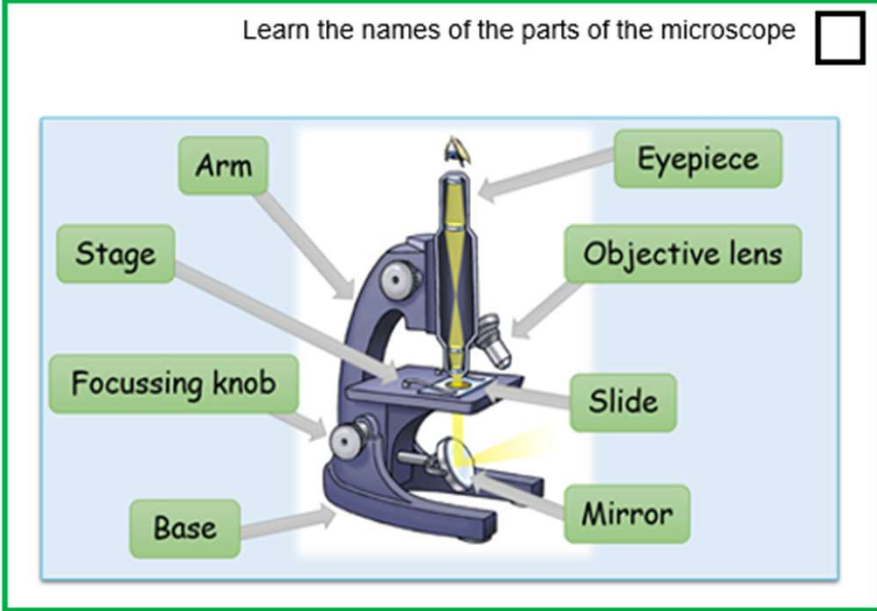
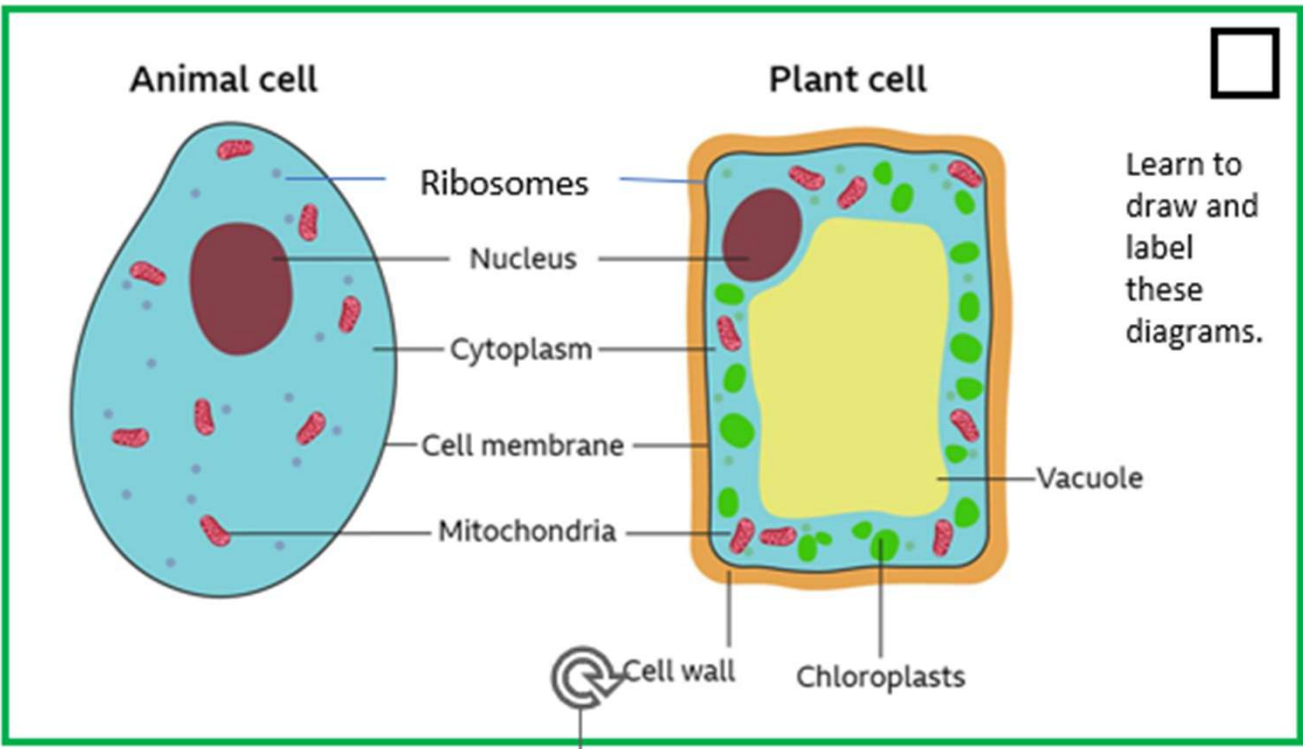
- ❑ A **pattern** is a repetition of elements (shapes, lines, colours, etc.) often with a consistent spacing and sequence. Patterns are created by repeating elements in a recognisable and systematic arrangement.

### Tints, shades and tones

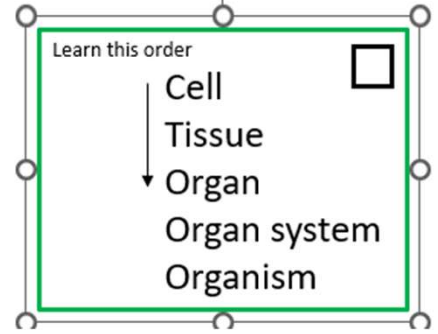
- ❑ A **tint** is where an artist adds a colour to white to create a lighter version of the colour. An example of a tint is pink. Pink is a tint created by adding white to red.
- ❑ A **shade** is where an artist adds black to a colour to darken it down.
- ❑ A **tone** is where an artist adds grey to 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.

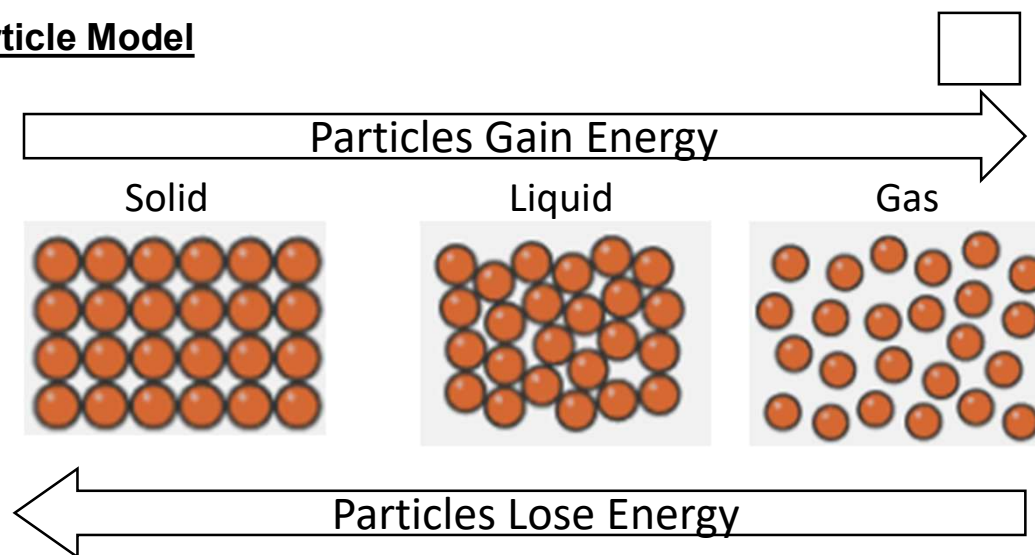
Keyword	Learn	
Nucleus	Contains the genetic material (DNA) and controls the cell's activities.	
Cell Membrane	Controls the movement of substances into and out of the cell.	
Mitochondria	The site of respiration.	
Cytoplasm	A jelly-like substance; site of most of the chemical reactions.	
Ribosome	Where 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.	



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



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.	
Diffusion	Particles move from an area of high concentration to an area of low concentration	
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	

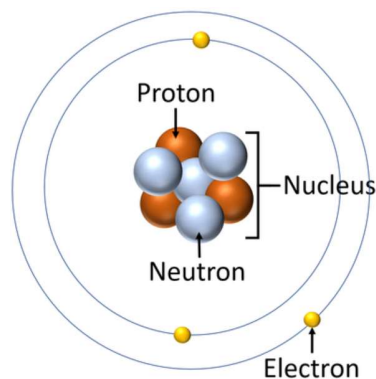
## Y7 Unit C Elements

Keyword	Learn	✓
Atom	The smallest part of an element that can exist	
Element	A substance made up of only one type of atom	
Compound	A substance made up of two or more types of atom, chemically bonded together	
Molecule	Two or more atoms chemically joined together	
Mixture	A substance made up of two or more different elements or compounds, not chemically bonded	
Bond	Attraction between atoms or molecules that holds them together	
Chemical Reaction	Process that rearranges atoms to form new substances	
Pure	A single element or compound, not mixed with anything else	
-ide	Compound containing 2 elements only	
-ate	Compound containing 2 elements + oxygen	

## Properties of Compounds vs Mixtures

Compounds	Mixtures
The different elements are chemically joined together.	The different substances are not chemically joined together.
The substance has different properties to the elements it is made from.	Each substance keeps its own properties.
The elements can only be separated using chemical reactions.	Each substance can be separated easily using separating techniques like filtration, distillation, evaporation and chromatography.
You cannot vary the amount of each element. So, the compound water always has one oxygen atom and two hydrogen atoms per molecule.	You can vary the amount of each substance. So, you can add a teaspoon of salt to water, or a cup of salt to water, and it would still be a mixture of salt water.

## Atomic Structure



## Elements

- Cannot be broken down into other substances
- 118 elements on Periodic Table
- Represented by a chemical symbol
- First letter is a capital letter; second letter is lower case

atomic mass	→ 23
element symbol	→ Na
element name	→ Sodium
atomic number	→ 11

## Compounds

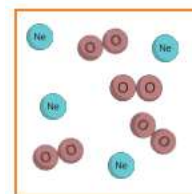
Water	H <sub>2</sub> O	2 hydrogen atoms + 1 oxygen atom
Carbon dioxide	CO <sub>2</sub>	2 oxygen atoms + 1 carbon atom
Methane	CH <sub>4</sub>	4 hydrogen atoms + 1 carbon atom
Ammonia	NH <sub>3</sub>	3 hydrogen atoms + 1 nitrogen atom

Shown in a diagram by atoms drawn touching each other or joined by a stick that represents a chemical bond

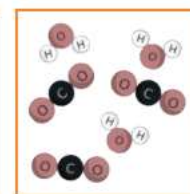
Shown in a chemical formula by using the element symbols with numbers, showing:

- Which elements the compound is made from
- How many atoms of each element it contains

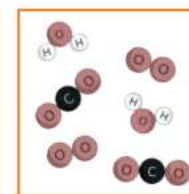
## Mixtures



mixture of elements



mixture of compounds



mixture of elements and compounds



# Cyber Security

Keyword	Definition / Example	✓
<b>Cyber security</b>	Keeping computers, networks and information safe from harm.	
<b>Digital footprint</b>	The record of your online activity, including posts, searches and comments.	
<b>Online reputation</b>	How a person is perceived by others based on their digital footprint and online actions.	
<b>Privacy</b>	The right to control what personal information is shared online and who can see it.	
<b>Data Theft</b>	The act of stealing personal information, such as login details or bank information.	
<b>Phishing</b>	An attempt to trick someone into giving away sensitive information via email.	
<b>Username</b>	A unique name used to identify a person when logging into an account or system.	
<b>Password</b>	A secret string of characters or words used to protect accounts. A strong password is long, unique and hard to guess.	
<b>Authentication</b>	The process of proving your identity before accessing a system.	
<b>2FA</b>	Security that requires two types of proof to log in (e.g. password and a text code)	
<b>Biometrics</b>	Using unique physical features (fingerprint, face, voice) for authentication.	
<b>Physical security</b>	Protecting devices and data by controlling who has physical access (e.g. locks, secure areas).	
<b>Reliable source</b>	Information you can trust because it comes from a place that is accurate, truthful and checked.	
<b>Network</b>	Two or more computers or devices linked together so they can share information (e.g. the internet)	

Keyword	Definition / Example	✓
<b>Virus</b>	A type of malware that attaches to files or programs and spreads when they are shared.	
<b>Worm</b>	A type of malware that spreads across networks without needing to attach to files.	
<b>Trojan</b>	Malware disguised as a legitimate program, tricking users into installing.	
<b>Spyware</b>	Malware that secretly collects information about a user and sends it to others.	
<b>Ransomware</b>	Malware that locks or encrypts data and demands payment to release it.	
<b>Anti-virus/Anti-malware</b>	Software that detects, blocks and removes malicious programmes.	
<b>Hacker</b>	A person who illegally gains access to systems.	
<b>Big Data</b>	Very large sets of data collected from people's online activities, analysed to find patterns and trends.	
<b>Data Analytics</b>	The process of examining data to draw conclusions, often used by businesses and governments.	
<b>Misinformation</b>	False information shared by mistake, without intent to deceive.	
<b>Disinformation</b>	False information shared deliberately to mislead people.	
<b>AI (Artificial Intelligence)</b>	Computer systems that can perform tasks that normally require human intelligence (e.g. recognising images, writing text).	
<b>Content Creator</b>	A person who makes and shares digital material (e.g. vlogs, blogs, social media posts).	
<b>Online Safety Act (UK)</b>	A law aimed at protecting people, especially children, from harmful online content and behaviour.	

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

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

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

### Activities to try out at home (optional – not compulsory):

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

# Year 7 English Poetry

Term	Definition	
Protagonist	The main character in a story.	
Sibilance	A sub-category of alliteration. The repetition of the “s” or “sh” sound.	
Enjambment	The continuation of poetry from one line to the next with no punctuation.	
Imagery	Using language to create specific images.	
Caesura	A punctuation mark in the middle of a line of poetry to create deliberate emphasis.	
Onomatopoeia	When a word sounds like its meaning. E.g., “thud” or “buzz”.	
Cyclical structure	When the story appears to form a circle. E.g., the ending reflects the beginning.	
Tone	The mood created by the language used.	
Theme	An idea that is deliberately repeated throughout a story, poem or play.	

Term	Definition	
Anthology	A collection of short stories or poems published together. Usually with a common theme linking them.	
Stanza	Verse or “paragraph” of a poem.	
Narrative/narrator	The story being told through the poem/the character telling us the story.	
Metaphor	Describing something by saying it is something else.	
Extended metaphor	When a metaphor is used across a number of sentences, or entire poem, as a form of comparison.	
Simile	Describing something by comparing it to something else using “like” or “as”.	
Personification	When something that isn’t a person is given human qualities.	
Alliteration	The repetition of the same letter or sound.	
Explicit meaning	When information is clearly stated and there is no room for interpretation or doubt.	
Implicit meaning	When something is suggested but not directly (or explicitly) stated.	

## Benjamin Zephaniah – *Room for Rent*

He was born in Birmingham in April, 1958, the son of Caribbean immigrants.

He is dyslexic, and left school at 13, as he couldn't read or write.

Zephaniah moved to London when he was 22 to spread his poetry.

Zephaniah is known for his strong and often controversial beliefs and opinions. He has suggested changing the British voting system, and has publicly turned down an OBE medal.

## First World War and Wilfred Owen – *Dulce et Decorum Est*

World War I (1914-18) started as a result of the assassination of the Archduke Franz Ferdinand of Austria.

It was mainly fought in trenches. Combat was on the ground rather than biological or air conflict.

Wilfred Owen was an army officer and had first-hand experience of WWI.

He died one week before the end of the war.

## John Cooper Clarke – *I Wanna Be Yours*

Born in 1949 and known as a "performance poet" – his poems are written to be performed in front of an audience.

*Ford Cortina* – the UK's best-selling car in the 1970s.

*Electric meter* – coins had to be inserted to pay for supply of electricity in a property.

*Setting lotion* – used on hair to stop it from drying out when put in heated rollers or under a dryer.

## Simon Armitage – *Clown Punk*

Our current *Poet Laureate*. A prestigious title decided by the Government. He/she is responsible for writing poems to record important national events.

The poem is set 25 years after the Punk era was popular in Britain in the mid to late 1970s.

Shonky = rundown  
Indelible = permanent  
Daubed = smeared  
Mush = face

## Edgar Allan Poe – *Annabel Lee*

**Annabel Lee** was the last poem Edgar Allan Poe wrote before his death in 1849.

It is thought that he wrote this poem in tribute to his young wife who passed away two years before him.

The poem tells the story of two young people who are deeply in love. Their love is so great that the angels in heaven are jealous and send a chilling wind, which causes the girl to become ill and die.

## William Blake – *Poison Tree*

William Blake was born in 1757 when George II was on the throne.

Blake was a deeply religious man but he didn't like organised religion or authority figures of any kind.

**Poison Tree** is an example of an extended metaphor.

Blake was a gifted illustrator and painter.

The poem describes the narrator's repressed feelings of anger towards an individual. It explores themes of indignation and revenge.



## 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.

# Diet and Health

Please see [www.gov.uk/government/publications/the-eatwell-guide](http://www.gov.uk/government/publications/the-eatwell-guide) for a larger colour version

**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**

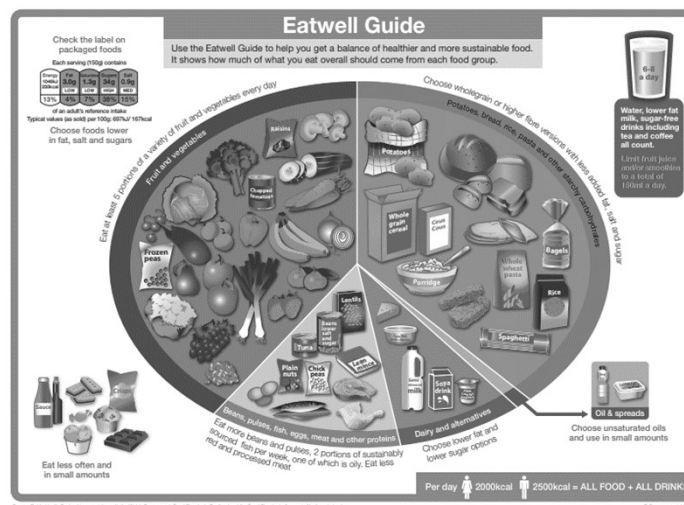
Cheese sauce made with milk and cheese: **Dairy and alternatives**

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.

## 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.



## 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.



Masculine nouns		
le racisme	racism	
le cinéma	cinema	
le théâtre	theatre, drama	

Feminine nouns		
la télé	TV	
la musique	music	
la poésie	poetry	
la pizza	pizza	

French plural nouns		
les animaux (mpl)	animals/pets	
les araignées (f pl)	spiders	
les chats (m pl)	cats	
les chiens (m pl)	dogs	
les consoles de jeux (mpl)	games console	
les gâteaux (m pl)	cakes	
les jeux vidéo (m pl)	video games	
les livres (mpl)	books	
les mangas (m pl)	mangas	
les maths (f pl)	maths	
les spaghettis (m pl)	spaghetti	
les voyages (mpl)	journeys/ travelling	

Mon kit de survie – my survival kit		
J'ai...	I have	
Je n'ai pas (de)..	I don't have	
Un appareil photo	A camera	
Une barre de céréales	A cereal bar	
Des chips (f pl)	Crips	
Des clés (f pl)	Keys	
Une gourde	A water bottle	
Des Kleenex (m pl)	Tissues	
Des lunettes de soleil	Sun glasses	
Un miroir	A mirror	
Un portemonnaie	A purse	

Avoir – to have		
J'ai	I have	
Tu as	You have	
Il/elle a	He/she has	
Mon ami a	My friend has	

Être – to be		
Je suis	I am	
Tu es	You are	
Il/elle est	He/she is	
Mon ami(e) est	My friend is	

Reasons		
c'est	it is	
ce n'est pas	it's not	
génial	great	
bien	good	
essentiel	essential	
important	important	
cool	cool	
amusant	fun	
nul	rubbish	
ennuyeux	boring	

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

Intensifiers		
beaucoup	a lot	
très	very	
assez	quite	
un peu	a bit	
vraiment	really	

Dans ma famille	
je suis fils unique	I am an only child (m)
je suis fille unique	I am an only child (f)
j'ai un frère/deux frères	I have one /two brothers
j'ai une soeur/deux soeurs	I have one/two sisters
J'ai un beau-frère	I have a step-brother
J'ai une belle-soeur	I have a step-sister
qui s'appelle	who is called
qui s'appellent	who are called
mon frère s'appelle	my brother is called
ma soeur s'appelle	my sister is called
ma mère s'appelle	my mother is called
mes parents s'appellent	my parents are called

Opinions	
Tu aimes?	Do you like it?
Oui j'aime ça	Yes, I like it
Non je n'aime pas ça	No, I don't like it
Il aime / elle aime	He likes / she likes
Ce n'est pas bien	It's not good
Je préfère	I prefer
J'adore	I love
Tu es d'accord?	Do you agree?
Je suis d'accord	I agree
Je ne suis pas d'accord	I don't agree

Ma famille	
Tu as des frères ou des soeurs?	Do you have brothers or sisters?
dans ma famille il y a	in my family there is
mon père	my father
ma mère	MY mother
mon grand-père	my grandfather
ma grand-mère	my grandmother
ma tante	my aunt
mon oncle	my uncle
mon frère/mes frères	my brother/brothers
ma soeur/mes soeurs	my sister/sisters
mon cousin	my cousin (male)
ma cousine	my cousin (female)

In French, to say how old someone is, you have to use 'avoir' (to have) whereas in English you say I am 12

I am 12 (I have 12 years)	J'ai 12 ans
He is 12 (He has 12 years)	Il a 12 ans
She is 14 (She has 14 years)	Elle a 14 ans

Hair and eyes – les cheveux et les yeux

J'ai les yeux bleus / verts / gris / marron	I have blue / green / grey / brown eyes
J'ai les cheveux longs / courts / mi-longs	I have long / short / mid-length hair
frisés/raides	curly/straight
blonds/bruns/noirs/roux	blond/brown/black/ginger

Je suis	I am
Je ne suis pas	I am not
Les adjectifs	
beau/belle (m/f)	beautiful
branché(e)	trendy
charmant(e)	charming
curieux/curieuse	curious
de taille moyenne	medium height
drôle	funny
généreux/généreuse	generous
gentil(le)	kind
grand(e)	big
impatient(e)	impatient
intelligent(e)	intelligent
modeste	modest
poli(e)	polite

In French, most adjectives come after the noun they describe and they agree in gender and number.

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



## Lesson 1

## Adjustment Layers

### Adjustment layers

Adjustment layers are non-destructive overlays in Affinity Photo that apply tonal and colour corrections to the image below them.

### Levels

**Levels:** Corrects image **tonality** and **contrast** by adjusting the black point, white point, and mid tones.

### Invert

**Invert:** Completely **reverses** the **colours** and **luminosity** of the image to create a negative effect.

### Posterise

**Posterise:** Reduces the number of **tonal values** in an image to create a flatter, stepped and graphic appearance.

### HSL

**HSL (Hue, Saturation, Luminosity):** adjusts the **colour** (hue), **intensity** (saturation), and **brightness** (luminosity) of specific colours.

## Lesson 2

## Selecting and masking

### Selection tools

Are features that allow you to isolate specific parts of an image, so you can edit or apply effects to only those areas without affecting the rest of the picture.

### Masking

Instead of permanently deleting parts of your image, professionals use masks. A mask is a non-destructive way to hide parts of a layer.

### Hierarchy

The system for arranging and ordering text to visually guide the reader to the most important information first

## Lesson 3

## Creative Effects, Filters and Brushes

### Balance



When elements are arranged symmetrically or asymmetrically to create the impression of balance

### Pattern



A regular arrangement of altered or repeated elements (like shapes, lines) or motifs

## Lesson 4&5

## Top Trump Cards design

### Prototype

Creating a basic, testable version of the design.

### Iterations

Prototyping, testing and experimenting showing alternatives possibilities and choices

### Design Brief

A document that clearly defines a design project's goals and expectations, serving as a guide for designers and a roadmap for the project.

### 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.





## Section 1: Geology

- A **coastline** is where the land meets the sea.
- **Sedimentary rock** is formed from broken remains of other rocks that have become joined together.



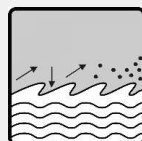
## Section 2: Waves

- Waves are formed by wind blowing across the surface of the ocean. The wind pushes some parts of the water down, which in turn pushes other parts up.
- When waves wash up the beach, it is called **swash**. When they run back down towards the sea, it is called **backwash**.
- **Constructive waves** are gentle waves with a strong swash and weak backwash.
- **Destructive waves** are stronger waves with a strong backwash and weak swash.



## Section 3: Processes

- **Erosion** – The wearing away and removal of material by a moving force, such as a breaking wave. There are four different processes of coastal erosion: abrasion, attrition, solution, hydraulic action
- **Transportation** – The movement of eroded material. There are four different processes of coastal transportation: solution, suspension, saltation, traction
- **Longshore Drift** – the zig-zag movement of sediment as a result of prevailing winds being at an angle to the shoreline.
- **Deposition** – Occurs when material being transported by the sea is dropped due to the sea losing energy.

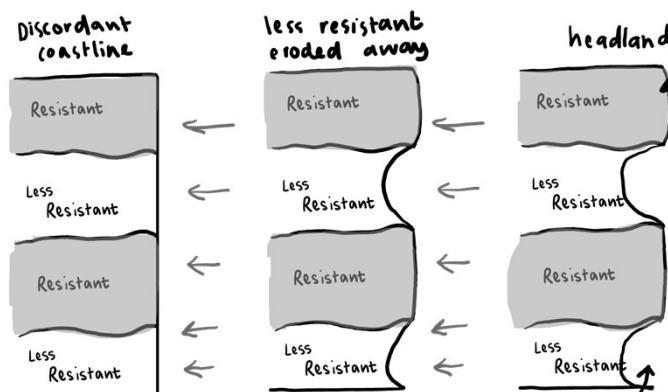


## Section 4: Mass Movement and Weathering

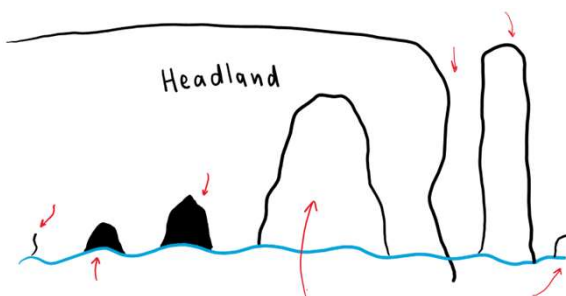
- **Weathering** – The weakening or decay of rocks in their original place on, or close to, the ground surface. There are three types: **chemical, mechanical and biological**.
- **Mass movement** - The downhill movement of weathered material under the force of gravity. The speed can vary considerably. Three examples include: **rockfall, slumping and sliding**.

## Section 5: Coastal Landforms

- **Discordant coastlines** have alternating layers of rock **at right angles** to the coast
- **Concordant coastlines** have alternating layers of rock that are **parallel** to the coast
- **Coves** form on concordant coastlines.
- **Headlands and bays** form on discordant coastlines:



- On a headland, **caves, arches, stacks and stumps** can form.



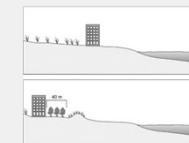
## Section 6: Coastal Landforms

- **Beaches** are made up from eroded material that has been transported from elsewhere and then deposited by the sea.
- Both **spits** and **bars** are formed as a result of longshore drift.
- **Sand dunes** are hills of sand created at the back of a beach. The wind blows deposited sand up the beach.



## Section 7: Coastal Management

- **Hard engineering** – Using artificial structures to control natural processes. Examples include: **groynes, sea walls, rock armour, gabions and revetements**.
- **Soft engineering** – a more sustainable and natural approach to managing the coast, that works with natural processes. Examples include: **managed retreat, beach nourishment and beach reprofiling**.

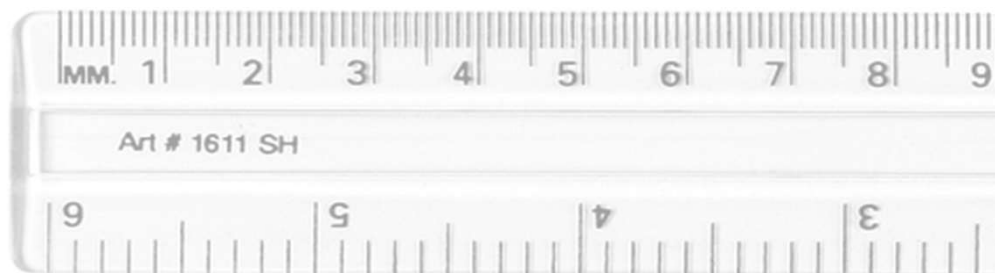


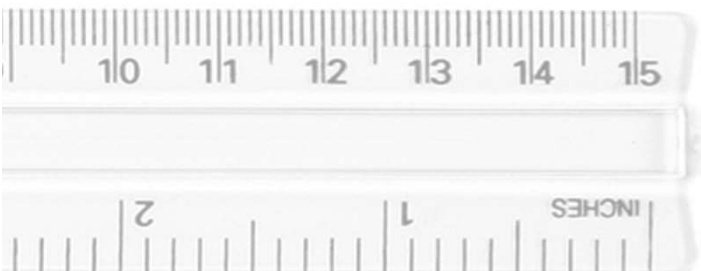
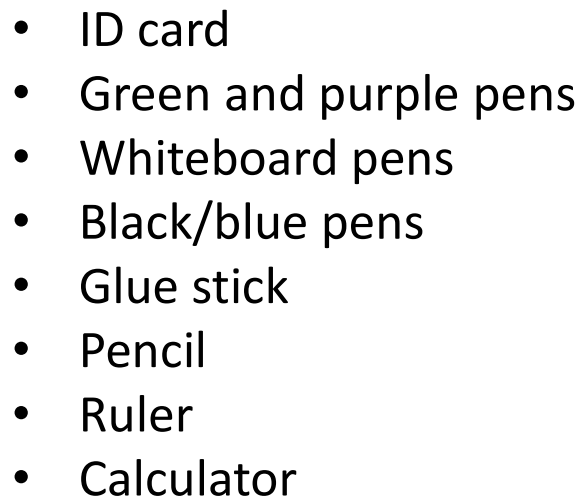
## Section 8: Lyme Regis

- **Lyme Regis** is a small coastal town on the south coast of England.
- The local government developed a plan to manage the coastline at Lyme Regis called the Lyme Regis Environmental Improvement Scheme.
- During the planning process, the local government spoke to different interest groups, including residents, fishermen, and environmentalists, to reduce **conflicts**.
- Several strategies have been used to protect Lyme Regis from coastal erosion.



# Equipment












## Bournemouth School: History Department: Knowledge Organiser: Year 7: Autumn 2: Medieval Life

History skills: Key terms/definitions			Timeline: Black Death and Peasants' Revolt		✓
Term	Definition	✓			
<b>Black Death</b>	The disease called the bubonic plague carried by rats		<u>1345</u> : People in China and India were dying.		
<b>Peasants' Revolt</b>	The march on London in 1381, protesting against the poll tax.		<u>1348</u> : The Black Death arrived in Europe		
<b>Buboes</b>	These blood oozing blisters were a symptom of the Black Death		<u>1349</u> : Between a third to a half of the population had died in Britain		
<b>Pestilence</b>	The name medieval people gave to the disease killing many people in England		<u>1355</u> : The war with France resumed and Edward III won against the French at Poitiers		
<b>Plague</b>	Another word to describe the Black Death		<u>May 1381</u> : Villagers in Essex refused to pay taxes and attacked the tax collectors.		
<b>Poll Tax</b>	A tax all adults would have to pay, regardless of income.		<u>13 June 1381</u> : Rebels entered London		
<b>Barber-surgeon</b>	They learned medicine by watching another surgeon. They could perform simple surgery and take blood from another person.		<u>15 June 1381</u> : The King met the rebel's leader Wat Tyler who was then killed.		
<b>Stocks</b>	Here people would throw rotten food (or worse at you).				
<b>Villeins</b>	They had to work for the lord and could not leave the village without his permission.				
 <p>A 14<sup>th</sup> century plague doctor. Some plague doctors wore special clothes, consisting of ankle-length overcoat and a bird-like beak mask. This could be filled with herbs and spices in an attempt to purify the air around them.</p>		✓	Key people		
				✓	
				<b>Wat Tyler:</b> led the Peasants' Revolt	
					<b>Richard II</b> King of England 1377-1399
			Black Death remedies:		
			<ul style="list-style-type: none"> <li>- Placing live chickens and frogs on the buboes to warm the swellings and reduce them</li> <li>- Praying to God for forgiveness</li> <li>- Applying camomile lotion to buboes</li> <li>- Drink a glass of your own urine everyday</li> <li>- Leeches would be used to draw bad blood out of the patient</li> </ul>		
			Ordinary and Everyday life in the Middle Ages		
			<p>Everyday life in the middle ages varied for people. For <b>fun</b>, football would often be banned by the different kings but the laws didn't work as it was a popular sport. Some kings were often given wild animals as gifts from other rulers. Henry VIII kept leopards, an elephant and a polar bear at the Tower of London. In terms of <b>punishments</b>, the main ones included the stocks, a fine or hanging. There were no paid policemen in the Middle Ages, more village constables. When people got ill, most illnesses would be treated by women and members of the family using herbal remedies. Rich people could see a physician or a barber surgeon.</p>		





Keyword	Definition	Example(s)
<b>Variable</b>	A symbol, often a letter, to represent an unknown value	$x, y, a, \theta$
<b>Constant</b>	A number on its own	$1, -5, \frac{2}{7}, \pi$
<b>Coefficient</b>	A number used to multiply a variable	$3x \rightarrow 3$ is the coefficient of $x$ $2ab^2 \rightarrow 2$ is the coefficient of $ab^2$
<b>Term</b>	Either a single number, a variable, or numbers and variables multiplied together	$x, 3a, \frac{1}{2}xy$
<b>Expression</b>	A group of terms added to or subtracted from each other. It can also be a single term	$12y, 2a + 3b, 7x - 3xy^2$
<b>Simplifying (algebra)</b>	Rewriting an expression as simply as possible. Multiplying and dividing symbols should not be included	$3x + 5x = 8x$ $2 \times x \div y = \frac{2x}{y}$
<b>Like terms</b>	Terms with the same variable and the same powers. These terms can be added and subtracted when simplifying	$3x$ and $5x$ $a^2b$ and $-3a^2b$
<b>Base number</b>	The number that is being multiplied by itself	In $6^3$ , 6 is the base number
<b>Index</b>	The power that the base number is being raised to. It tells us how many times to multiply the base number by itself	In $6^3$ , 3 is the index
<b>Formulae</b>	A mathematical relationship expressed using algebraic expressions.	$s = \frac{d}{t}$ $y = mx + c$
<b>Substitution</b>	Replacing a variable with a given value in an expression, equation or formula	$3x - 5$ when $x = 2$ : $3(2) - 5 = 6 - 5 = 1$
<b>Integer</b>	A whole number value	$3, -5, 105$

Keyword	Definition	Example(s)
<b>Equivalent Fractions</b>	Fractions that represent the same value but look different. These can be found by multiplying or dividing the numerator and denominator by the same value.	$\frac{16}{40} = \frac{8}{20}$
<b>Simplifying (fractions)</b>	Rewriting a fraction by giving an equivalent fraction where the numerator and denominator have a HCF of 1	$\frac{4}{8} = \frac{1}{2}$
<b>Ascending</b>	Increasing in size (smallest to largest)	2, 6, 13, 19, 24
<b>Descending</b>	Decreasing in size (largest to smallest)	62, 51, 38, 19, 4
<b>Less than (or equal to)</b>	We can use the symbol $<$ to show that the first number is less than the second. $\leq$ if they can also be the same value.	$3 < 5$ $x \leq 8$
<b>Greater than (or equal to)</b>	We can use the symbol $>$ to show that the first number is less than the second. $\geq$ if they can also be the same value.	$15 > 12$ $x \geq y$
<b>Common Denominator</b>	Fractions are said to have common denominators if they denominators are equal	$\frac{2}{15}$ and $\frac{9}{15}$ have common denominators
<b>Adding or Subtracting Fractions</b>	To be able to add or subtract fractions, they need to be written in an equivalent fraction form with common denominators.	$\frac{2}{6} + \frac{3}{6} = \frac{5}{6}$
<b>Mixed Number</b>	Combines a whole number and a fraction to represent a fractional value greater than 1	$1\frac{2}{3}$ $-3\frac{1}{6}$
<b>Improper Fraction</b>	A fraction where the numerator is larger than the denominator to represent a fractional value greater than 1	$\frac{5}{2}$ $\frac{15}{4}$ $-\frac{122}{5}$
<b>Multiplying Fractions</b>	To multiply fractions, multiply numerators and then denominators	$\frac{2}{3} \times \frac{1}{5} = \frac{2 \times 1}{3 \times 5} = \frac{2}{15}$
<b>Cross Cancelling</b>	Cancel any factors found in both any numerator and denominator, when the calculation is multiplication	$\frac{3}{20} \times \frac{25}{12} = \frac{1}{4} \times \frac{5}{4}$
<b>Reciprocal</b>	The reciprocal of a number is 1 divided by that number.	Reciprocal of 2 is $\frac{1}{2}$ Reciprocal of $\frac{5}{4}$ is $\frac{4}{5}$
<b>Dividing Fractions</b>	To divide by a fraction, multiply by its reciprocal	$\frac{2}{3} \div \frac{6}{7} = \frac{2}{3} \times \frac{7}{6}$



## Rhythms of the world

**Bass** The sound made when a djembe is struck in the centre of the drum skin.

**Beat** One unit of the pulse. Note lengths are measured in beats.

**Call and response** Two musical phrases, where the second is a direct response to the first. Sometimes the 'call' phrase will be played or sung by a soloist.

**Djembe** A goblet-shaped drum played with the hands. The Djembe comes from the area of the historical Mali Empire in West Africa — modern Guinea, Mali, Burkina Faso, Ivory Coast, Gambia, and Senegal

**Polyrhythm** Using more than one unrelated rhythm at the same time.

**Pulse** The regular beats of a piece of music that act as a scaffolding for the rhythm. You might not be able to hear the pulse itself in a piece of music, but you will hear rhythms that fit around it.

**Rhythm** Patterns of longer and shorter sounds.

**Slap** The sound made when a djembe is struck at the edge of the skin with the fingers separated.

**Solo** One person performing on their own, or a section of music which highlights a single performer.

**Structure** The order in which the different sections of a piece of music happen.

**Tempo** The speed of the pulse, and how it changes.

**Tone** The sound made when a djembe is struck at the edge of the skin with the fingers together.









### TUBS (Time Unit Box System)

A simple way of writing out rhythms. Each box represents a unit of time (a beat or part of one), and a letter or symbol in the box indicates that a sound is made.

1	+	2	+	3	+	4	+
B B		T T	T T	B B	- B	S	S S

In this example, each box is half a beat long (the count is written in the top row) and the letters in each box show how the djembe is played (**B**ass, **T**one or **S**lap).

## Rhythm notation

Note	Rest (silence)	Beats	English name	American name
		4	Semibreve	Whole note
		2	Minim	Half note
		1	Crotchet	Quarter note
		$\frac{1}{2}$	Quaver	Eighth note



This QR code will take you to a Spotify playlist with audio examples of many of the concepts covered on this sheet and in lessons. You will find it helpful to listen to these as you learn.



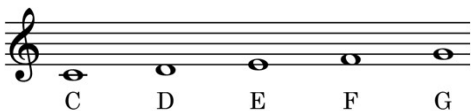
## The keyboard

### Treble clef

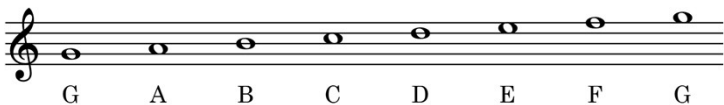
The **treble clef** sets the note G as the second line up on a musical **stave**. Any note with the note head (the round bit) covering that line is a G:



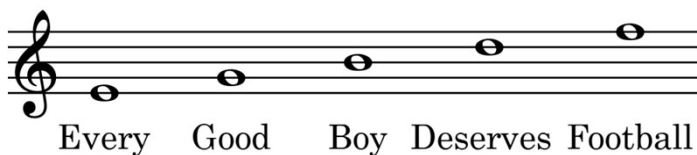
Notes are arranged in alphabetical order, using lines and spaces. It's always the note head that tells you which note it is. The first C (middle C) needs to be on a line, but there isn't one, so it gets its own (a **ledger line**).



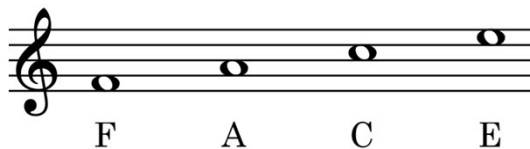
Because we only use the letters A-G, the note above G is A, and we start again.



### Notes on lines—an easy way to remember



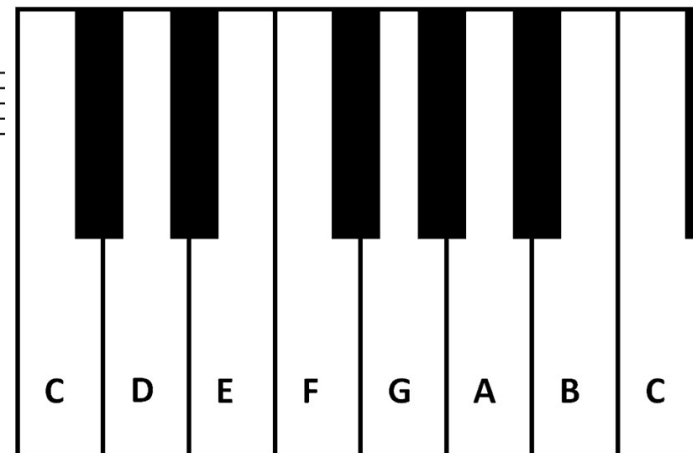
### Spaces spell 'FACE'



### Notes on the keyboard

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

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



Keyword	Learn	
Online friendship	A friendship which is based mostly on a relationship within social media, chat rooms or apps. You may not have met the friend face to face.	
Healthy Friendship	A friendship based on trust, respect and honest.	
Frenemy	Someone who claims to be your friend but is controlling, selfish and untrustworthy.	
Cyberbullying	Bullying that takes place over digital devices like cell phones, computers, and tablets. Cyberbullying can occur through Text, via apps, through social media, forums, or gaming.	
Diet	The range of food and drink we consume.	
Balanced diet	A diet that contains the correct amount and range of nutrients, vitamins and minerals for you.	
Healthy diet	A healthy diet is a balanced diet.	
Tenacity	The ability to keep doing something even when you find it difficult.	
Comfort zone	A place where your are familiar with the behaviours and routines giving low stress (and little challenge).	
Procrastination	The act of unnecessarily delaying something despite knowing that there will be a negative consequence.	

**Never accept cyberbullying, always report it!**

#### Railway safety facts

- Live rails and overhead powerlines are **never switched off**
- A train travelling at **80mph takes 2km to come to a stop**
- If someone dies on the railways it is **not just the victim that is affected**
- It could happen here and to you!

#### Safe travel

- Ultimately you are responsible for your own safety - **hurt is not based on fault.**

#### Advice about Cyberbullying

- **Report** any incidents you witness (even if you are not the target)
- **Block or unfriend** the perpetrator
- **Remove** yourself from the group, the app, the chat or forum
- **Ask the perpetrator to stop** as assertively and confidently as possible
- **Talk**, in person, to a real friend

#### Tips for a 'can do' attitude

- Talk about the good stuff
- Frame challenges in terms of the positive outcomes - eg 'it will be great when I achieve....'
- Put effort into seeing the positive - thank others for their effort, respond to 'grumpiness' with a smile and a positive comment, think about the benefits first.

#### Food groups

##### Carbohydrates

Our bodies' preferred source of energy  
**Found in** bread, pasta, rice, potatoes and lots of other foods.

##### Protein

Mainly used in our body to build and repair muscle and tissue.  
**Found in** meat, fish, eggs, dairy products, beans, pulses and nuts.

##### Water

Is used by our bodies in many important processes.

##### Fats

Are not all bad, they are an important part of our diet. Used by the body as energy, for storing vitamins, producing hormones and protecting organs.

**Found in** dairy products, all oils, meat fat, most cakes and biscuits. Can be saturated or unsaturated.

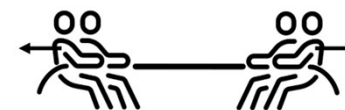
##### Sugar

The generic name for sweet-tasting, soluble carbohydrates. Found in chocolate, fruit, cakes, drinks and many other foods

## Physics topic A: Forces

Keyword	Definition to 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 $\text{N/m}^2$ Pressure = force $\div$ 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	

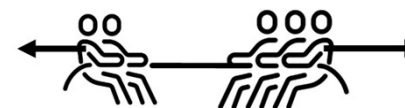
### Balanced Forces



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

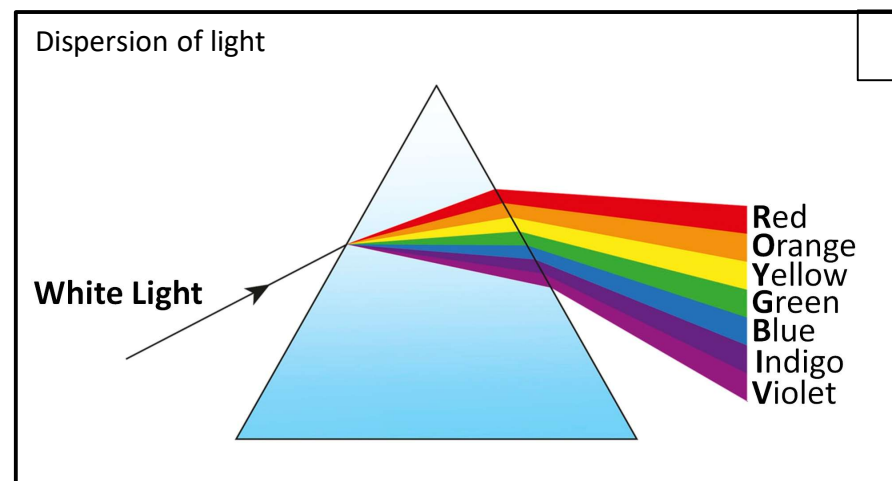
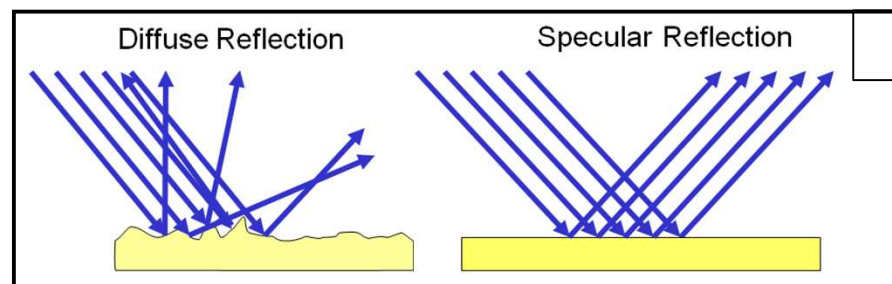
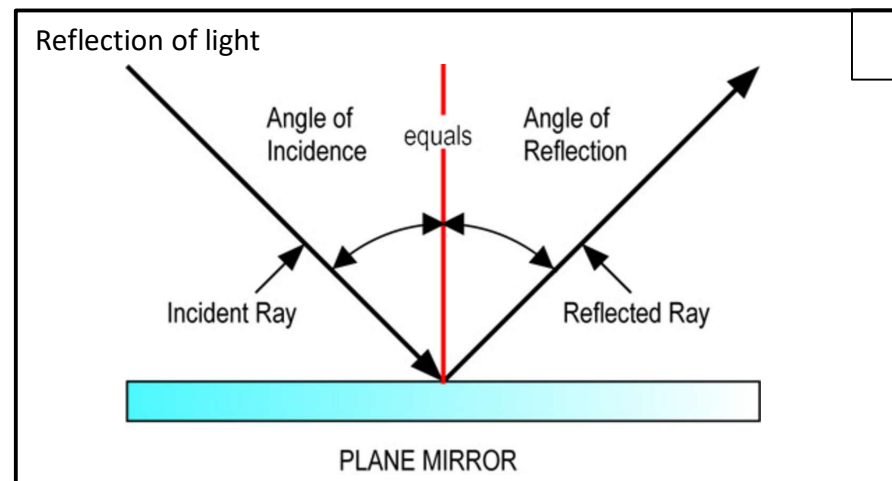
**L**ine – single straight or curved line of best fit

**A**xes – labelled with units

**T**itle – meaningful title

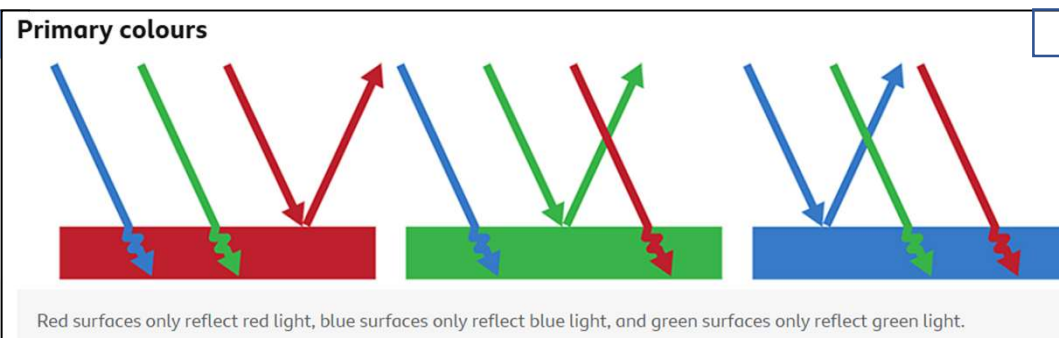
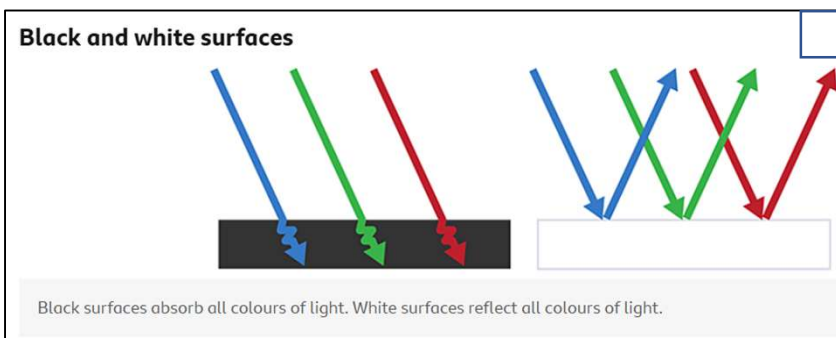
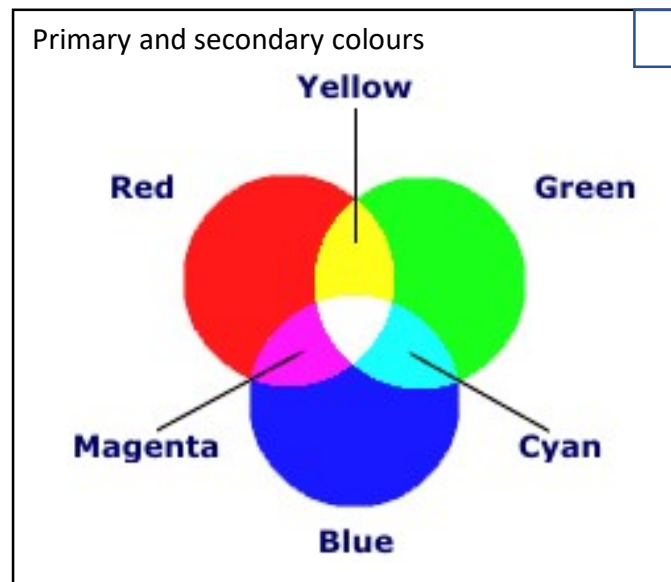
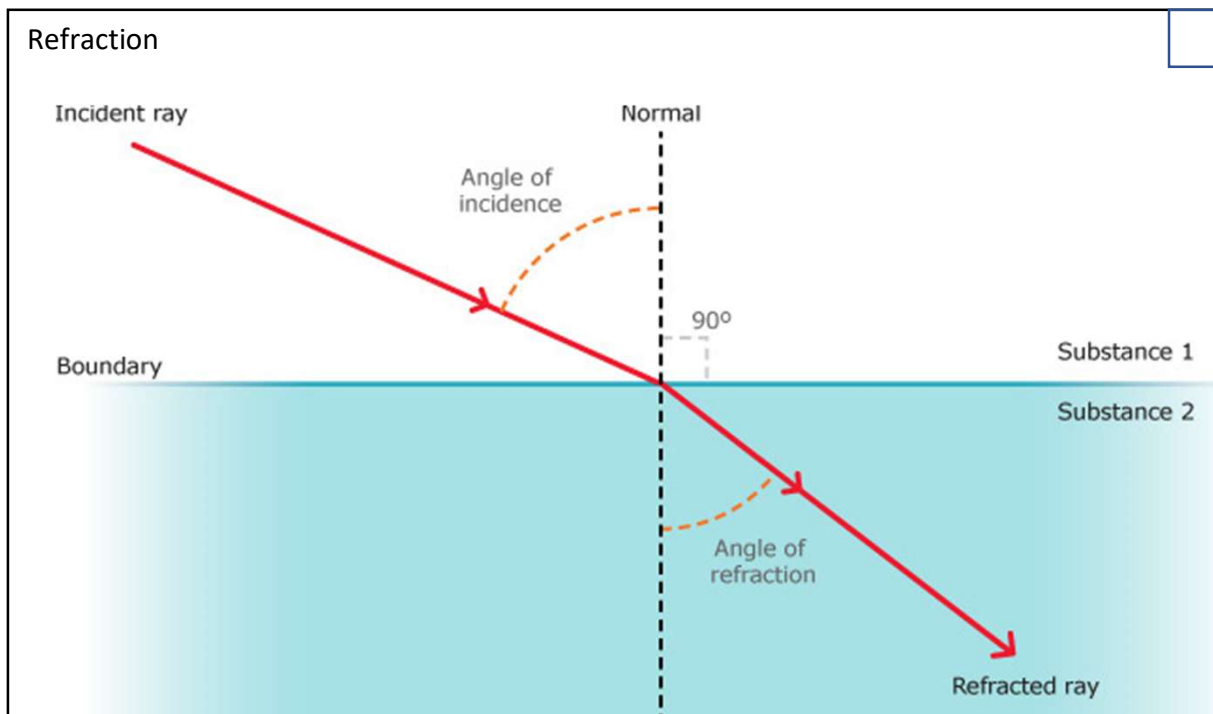
## Physics topic B: Light

Keyword	Learn	✓
Luminous	An object that emits or gives out light	
Non-Luminous	An object that does not emit light	
Transparent	A material that allows all light to pass through it	
Translucent	A material that allows some light to pass through it	
Opaque	A material that allows no light to pass through it	
Absorb	Light is absorbed when the energy is taken into the object	
Transmit	Light is transmitted when it passes through an object	
Reflect	Light is reflected when it bounces off an object	
Diffuse reflection	Reflections that don't give an image	
Specular reflection	Reflections where an image can be seen	
Refraction	Change in the direction of light going from one material to another	
Coloured filter	A coloured filter only allows light of the same colour to pass through.	





# Physics topic B: Light



## 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**).

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## ¿Qué deportes haces?

<b>hago artes marciales</b>	I do martial arts	
<b>hago atletismo</b>	I do athletics	
<b>hago equitación</b>	I do horse riding	
<b>hago gimnasia</b>	I do gymnastics	
<b>hago natación</b>	I do/go swimming	
<b>juego al baloncesto</b>	I play basketball	
<b>juego al fútbol</b>	I play football	
<b>juego al tenis</b>	I play tennis	
<b>juego al voleibol</b>	I play volleyball	

¿Qué tiempo hace?	What is the weather like?	
<b>hace calor</b>	it is hot	
<b>hace frío</b>	it is cold	
<b>hace sol</b>	it is sunny	
<b>hace buen tiempo</b>	it is nice weather	
<b>llueve</b>	it is raining	
<b>nieva</b>	it is snowing	

## Useful words

<b>con</b>	with	
<b>cuando</b>	when	
<b>mucho</b>	a lot	
<b>pero</b>	but	
<b>también</b>	also	
<b>y</b>	and	

Regular –ar verb endings		
<b>yo (I)</b>	-o	
<b>tú (you)</b>	-as	
<b>él/ella (he/she)</b>	-a	
<b>nosotros (we)</b>	-amos	
<b>vosotros (you pl)</b>	-áis	
<b>ellos/ellas (they)</b>	-an	

<u>Jugar</u>	<u>To play</u>	
<b>juego</b>	I play	
<b>juegas</b>	You play	
<b>juega</b>	He/she plays	
<b>jugamos</b>	We play	
<b>jugáis</b>	You (pl) play	
<b>juegan</b>	They play	

<u>Hacer</u>	<u>To do</u>	
<b>hago</b>	I do	
<b>haces</b>	You do	
<b>hace</b>	He/she does	
<b>hacemos</b>	We do	
<b>hacéis</b>	You (pl) do	
<b>hacen</b>	They do	

### ¿Qué te gusta hacer en tu tiempo libre?

<b>chatear</b>	to chat online	
<b>escribir correos</b>	to write emails	
<b>escuchar música</b>	to listen to music	
<b>jugar a videojuegos</b>	to play video games	
<b>leer</b>	to read	
<b>mandar mensajes</b>	to send messages	
<b>navegar por Internet</b>	to surf the Internet	
<b>salir con amigos</b>	to go out with friends	
<b>ver la televisión</b>	to watch TV	

### Present tense (yo) – Mi tiempo libre

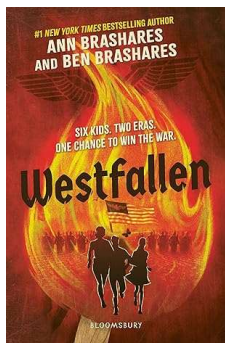
<b>bailo</b>	I dance	
<b>canto karaoke</b>	I sing karaoke	
<b>hablo con mis amigos</b>	I talk with my friends	
<b>monto en bici</b>	I ride my bike	
<b>saco fotos</b>	I take photos	
<b>toco la guitarra</b>	I play the guitar	
<b>juego a los videojuegos</b>	I play videogames	
<b>mando mensajes</b>	I send messages	
<b>veo la televisión</b>	I watch TV	
<b>leo mi libro</b>	I read my book	

### Las opiniones - opinions

<b>me gusta...</b>	I like	
<b>me gusta mucho...</b>	I like a lot	
<b>no me gusta...</b>	I don't like	
<b>no me gusta nada...</b>	I don't like at all	
<b>porque es...</b>	because it is	
<b>porque no es...</b>	because it isn't	
<b>aburrido/a</b>	boring	
<b>divertido/a</b>	fun	
<b>estúpido/a</b>	stupid	
<b>guay</b>	cool	
<b>interesante</b>	interesting	

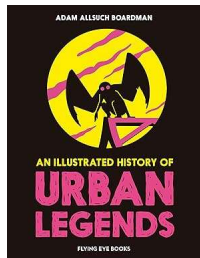
### Expressions of frequency

<b>a veces</b>	sometimes	
<b>de vez en cuando</b>	from time to time	
<b>nunca</b>	never	
<b>todos los días</b>	everyday	



## Westfallen by Ann Brashares and Ben Brashares

Three ex-friends make a mind-blowing discovery: a radio, buried in Henry's garden, that allows them to talk to another group of three kids in the same town in New Jersey, USA ... in the same backyard ... eighty years in the past. "We didn't mean to change the past. Now we have to win the war." A stunning 'what if?' story about two groups of 12-year-olds - one in World War Two, one in the present day.



## An Illustrated History of Urban legends

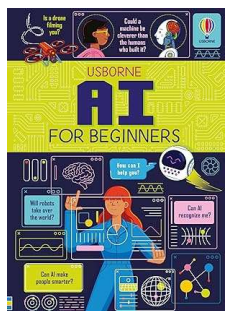
by Adam Allsuch Broadchurch

A sceptical enquiry into urban legends, from Atlantis to the hollow Earth conspiracy, and everything in between.



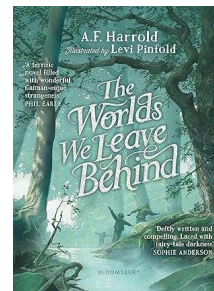
## The First Year by Matt Goodfellow

Nate's off to Secondary School with his two best mates. But while he's making new friends and avoiding his old nemesis, and struggling to come to terms with a strict new teacher, a sudden surprise appearance in Nate's life threatens to throw him completely off course. And The Beast - the anger he tries so hard to control - reappears. Will Nate find a way to keep himself and his family together?



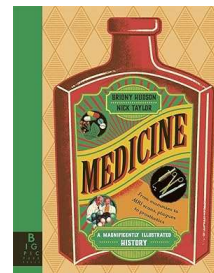
## AI For Beginners by Rose Hall and Rachel Firth

How do you actually define the term, Artificial Intelligence? What exactly can machines with AI already do, and what might they be able to do in the future? *AI For Beginners* answers all the questions - where answers exist - and raises debating points at every turn about what it all means.



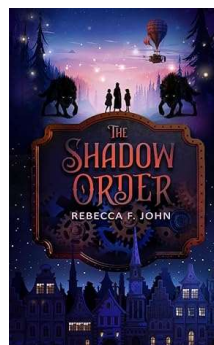
## The Worlds We Leave Behind by A. F. Harrold

An accident leads Hex to a clearing in the woods where an old lady in a cottage offers him a deal. She'll rid the world of those who wronged him and Hex can carry on his life with them all forgotten and as if nothing ever happened. But what Hex doesn't know is someone else has been offered the same deal...



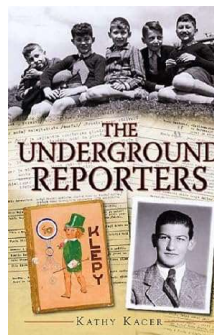
## Medicine by Briony Hudson and Nick Taylor

This book presents the history of medicine as it has never been seen before. From potions and ointments to modern day bionics, the journey through medicine has been one full of experiments, trials and breakthroughs. Humankind's battle to stay alive has been horrifying, bizarre and exhilarating, and there is still a long way to go.



## The Shadow Order by Rebecca F. John

One year on from the day the shadows shifted - showing people their truest selves rather than just their shapes - best friends Teddy, Betsy and Effie plan to risk all and watch the winter sun rise over Copperwell, in defiance of the Shadow Order. But then the three shocked friends witness an event that sends them on a perilous voyage of discovery.

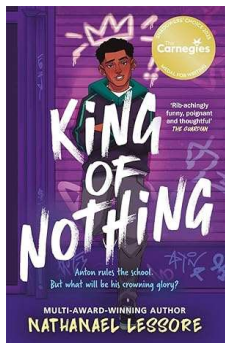


## Underground Reporters by Kathy Kacer

In Budejovice, a quiet village in the Czech Republic, during the Second World War, a plot of land by the river was allocated to the Jewish youth of the village. There, some brave young people decided to create a newspaper. This book chronicles the lives of the young people who were the newspaper's creators and contributors.

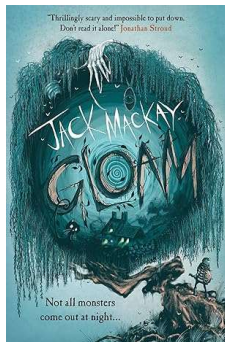






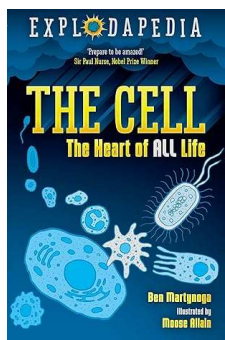
### King of Nothing by Nathanael Lessore

When Anton gets into serious trouble his mum decides it's time for Anton to make some new friends and join the Happy Campers, a local activity group. Anton would quite literally rather do anything else, especially when he finds out Matthew, the biggest loser in school, is also a member. But after Matthew unexpectedly saves Anton's life, Anton figures maybe this kid is worth a shot.



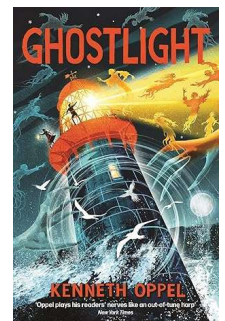
### Gloom by Jack Mackay

Gwen isn't fooled by the beautiful babysitter with the hungry eyes and sharp teeth. But everyone else is. So if Gwen wants Esme Laverne gone, she'll have to handle it herself. As Esme's power grows, Gwen must embrace her deepest fears before she can defeat the monster in her home for good. Because as everyone knows, it's impossible to be brave unless you're already afraid.



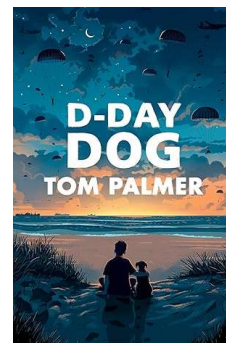
### The Cell by Ben Martynoga

Cells are alive, and they're what life is made of. Four billion years ago a single cell kickstarted all life on Earth. Today, your body is made up of over 30 trillion cells - every one of which is teeming with activity. Packed with up-to-the-minute science, The Cell confronts the biggest mysteries of the microscopic marvels that sustain the living world.



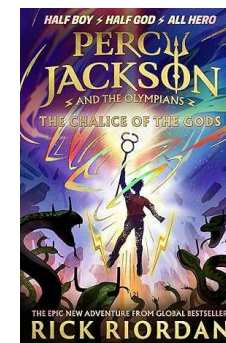
### Ghostlight by Kenneth Oppel

Gabe tells the story of the mysterious death of Rebecca Strand and her father every day when he gives the ghost tour on Toronto Island. He tries to make it scary enough to satisfy the tourists, but he doesn't actually believe in ghosts until he finds himself face to face with Rebecca Strand. The true story of her death is far more terrifying than any ghost tale Gabe has told.



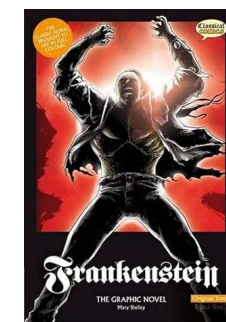
### D-Day Dog by Tom Palmer

The last thing Jack wants right now is to go to France for a school trip to the D-Day landing beaches. But an unexpected encounter introduces Jack to the true story of English paratrooper Emile Corteil and his dog, Glen. Before Jack knows it, he's been gripped by Corteil and Glen's moving tale, and he will not rest until he discovers their fate on D-Day.



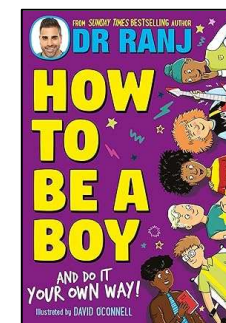
### The Chalice of the Gods by Rick Riordan

Percy Jackson has saved the world multiple times - battling monsters, Titans, even giants - but these days the modern-day son of Poseidon is hoping for a regular final year at school. Too bad the Greek gods have other plans, and three new quests for Percy to complete.



### Frankenstein by Mary Shelley and Declan Shalvey

True to the original novel, this is a graphic adaptation of Mary Shelley's 'Frankenstein'. The story of Victor Frankenstein, who plunders graveyards to create a new being from the bodies of the dead - but whose botched creature causes nothing but murder and destruction.



### How to Be a Boy by Dr. Ranj Singh

Do you ever pretend to like something you don't, just to fit in? Is it sometimes hard to tell others how you're feeling? Do you wish there was less pressure on you to 'man up'? Explore these questions and many more in this empowering and inclusive guide to masculinity.









# Timetable

[illegible]