



BOURNEMOUTH SCHOOL

Year 7

Knowledge Organiser 1

Autumn Term

Name: _____ Master 7

Registration Form: - _____

✓Hard Work

✓Discipline

✓Smart Appearance

✓Respect

Year 7 - Autumn Term 1

Welcome to Year 7 everyone!

This new way of home learning will probably be very different to homework you may have undertaken at primary school. It will take a bit of getting used to (which is why we start small, and build up!) so please speak to your form tutor or subject teacher if you need any help.

Your Knowledge Organiser is the best way of learning important subject material and you will be given lots of advice and support as the year goes on. Please don't panic if it seems strange at first. Always ask, rather than worry. You will be using a Knowledge Organiser and Learning Journal right up to Year 11, so the quicker you can get into good working habits, the better. But, as I say, don't worry, there are many people in school to help you do this. And the good news is that by developing these independent study skills, you are equipping yourself with the tools needed to achieve success, not just in Year 7, but for your GCSEs, A-Levels and beyond!

I hope you have a fantastic first term and I look forward to seeing all your excellent work in your Learning Journals. Good luck!

Ms Thorne

Director of Learning – Year 7

What is a knowledge organiser (KO)?

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

How to use your knowledge organiser (KO)

1. Ensure you have your KO and Learning Journal with you at all times in school and at home for your home learning.
2. Although you have a KO for all subjects, you will only be expected to work on **Maths, Science and French or Spanish** up until Christmas. Information about other subjects is included for your interest only.
3. 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 revise at home.
4. Initially, follow your home learning timetable to decide what to revise each evening.

The 4 learning strategies

There are 4 strategies that you can use to revise. They are progressively more challenging, so always start with the first in the list:

1. 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.

2. 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 Learning Journal.
- III. If you are working on your own, cover the KO and write a full answer to each question. If you are working with a partner, swap books and copy down their questions and have a go at answering them.
- IV. Now uncover the KO and use a green pen to tick or correct your work.

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

3. 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. You now want to check how well you have learnt the information in your KO.
- II. Definitions – look at words that are used in this section. Can you write a definition in your own words?
- III. Rephrasing – can you rewrite the sentences or explanations in your own words?
- IV. Summary – can you summarise the main points of this section of the KO?
- V. Synonyms – can you write synonyms for key words and ideas?
- VI. 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.

4. Think it, Link it

This is a technique to use towards the end of the half term when you are revising all of the KO.

- I. Think of the links or connections between different sections of your KO.
- II. Write these out in your own words in your Learning Journal.
- III. 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?
- IV. Write this out in your Learning Journal.

AIM: You should be able to link your home learning and your lessons to show a confident understanding of the work covered.

How to present work in your Learning Journal

1. Always write the subject and the date when you start your home learning.
2. Always write the strategy that you are going to use for your home learning.
3. Always use a ruler to underline titles and dates.
4. Use a blue or black pen to write, or a pencil if you need to draw. Drawing should never be done in pen.
5. Use a green pen to complete corrections of your work.
6. You are expected to complete half a side of your Learning Journal each evening as a minimum.
7. You can work every Monday to Thursday in room 53 until 5pm. This is a quiet room where you can complete your home learning rather than doing it at home.

Checking: Your teachers will check your Learning Journal at least once a cycle. If they are concerned that you aren't doing your home learning thoroughly, they will log a home learning referral on Arbor, and offer you support and guidance. If you don't respond to this guidance, you will be issued with an After-school Detention where you will be expected to complete your home learning.

Do Now tasks: At the start of every lesson, you should expect a Do Now task. This is a low stakes retrieval quiz on what you have learnt in lessons so far.

For the first term, only the Do Now tasks in Maths, Science and French or Spanish will relate to your home learning. If you have completed your home learning, this should be easy. The aim is to get 100% in every Do Now task. 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 home learning?

Below is an example of what your home learning timetable may look like. There is no expectation to work at the weekend, and you will see that one evening should be spent doing something other than school work, ideally a physical activity. You may adjust this according to your commitments outside of school. It doesn't have to be on a Wednesday. This timetable is a guide only. If you want to spend longer revising a subject that you find more difficult and less time on one you find easy, that is your choice.

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	MFL	Physical Activity	MFL	MFL
10 mins	Maths	Science		Maths	Science
30 mins	Reading	Reading		Reading	Reading

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

Rewards at Bournemouth School

At Bournemouth School, we want to recognise the many different ways that students contribute and succeed. Rewards are not just about getting the highest marks. They recognise **achievement, effort, progress, excellent behaviour, attendance and contribution to our school community**.

There are two main ways your success is recognised: the **Bournemouth School 100** and **Achievement Points**.

The Bournemouth School 100

Every term, you will receive a **Bournemouth School 100 score**. This gives you a score out of 100 based on five areas of school life.

Each area is worth up to **20 points**:

Area	What counts?	Maximum
Behaviour	Consistently meeting our expectations and avoiding Behaviour Points	20
Achievement	The Achievement Points you earn in lessons and through wider school activities	20
Progress	The progress you are making across your subjects	20
Attendance	Attending school regularly – 97% or above earns the maximum score	20
Community	Leadership, volunteering, peer support and getting involved in school life	20
TOTAL		100

This means there are lots of ways to build a strong score. You don't have to be the highest-attaining student in your year: excellent behaviour, strong progress, good attendance and making a positive contribution all count.

Keep track of your score

You will receive an update at the end of each half term so that you can see how you are doing and where you could improve.

The full scoring charts for each category will be published in your **Knowledge Organiser** at the start of each half term.

Your Bournemouth School 100 score will also be included in your termly report to parents/carers.

Can you make the top 25%?

At the end of the year, we will calculate your average Bournemouth School 100 score across all three terms.

If your score places you in the **top 25% of your year group**, you will receive a **Bournemouth School 100 badge** to wear during the following academic year.

The challenge is to perform consistently across the whole year and across all five areas.

Achievement Points

Staff award **Achievement Points (APs)** throughout the year to recognise excellent work, effort, improvement and positive contributions to school life.

Your points build up across the year, allowing you to work towards three reward stages.



Bronze — 230 Achievement Points

You will receive:

- a **Bronze certificate** from your tutor
- **one entry into the school raffle**



Silver — 280 Achievement Points

You will receive:

- a **Silver certificate** from your Director of Learning
- **another entry into the school raffle**



Gold — 350 Achievement Points

You will receive:

- a **Gold certificate** from SLT
- **a third entry into the school raffle**
- an **early lunch served by SLT**
- entry into the **Achievement Points Leaderboard**

Reached Gold? Keep going.

Gold isn't the end of the challenge.

Once you reach **350 Achievement Points**, you will compete to finish among the highest Achievement Point earners in your year group.

The **top 30** will be displayed and updated each week.

At the end of the year:

1st place



Achievement Cup for your year group + **gift card**

2nd–10th place



Framed certificate + gift card

11th–30th place



Framed certificate

What should you aim for?

There isn't just one way to be successful at Bournemouth School.

Work hard. Make progress. Meet our expectations. Attend regularly. Get involved. Contribute positively.

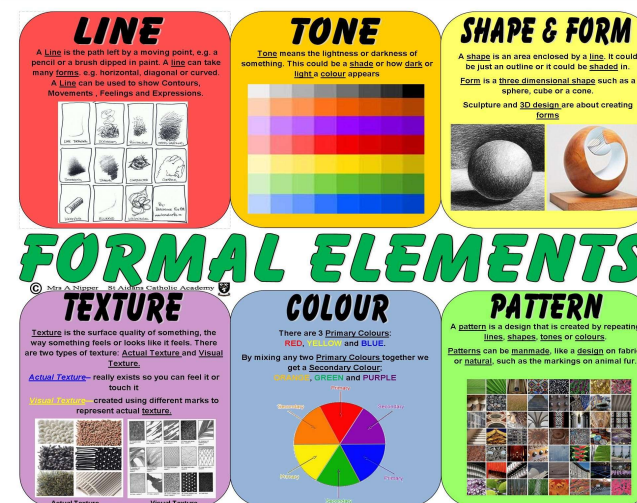
Remember our core values: Hard work, discipline, smart appearance, and respect.

Having these aims at the forefront of your mind everyday in school will help you earn recognition — and gives you something to aim for throughout the year.

❑ 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.

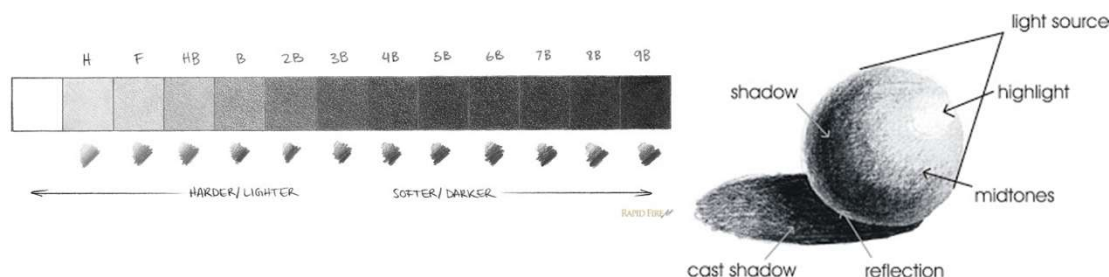
1: Line- Observational Contour Drawing

Observational Drawing	❑ A drawing created by carefully looking at a real object or scene rather than from imagination. It focuses on accuracy, proportion and capturing what you truly see.
Contour Drawing	❑ A technique where you draw the outline and edges of an object, concentrating on its shape without adding shading or tone.
Continuous Line	❑ A method of drawing where your pencil stays on the paper at all times, creating one unbroken line.
Blind Drawing	❑ A drawing exercise where you do not look at your paper while drawing, improving observation skills.
Line	❑ 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.
Shape	❑ A flat, two-dimensional area defined by lines. Shapes can be geometric or organic.



2: Tone, Shape & Form

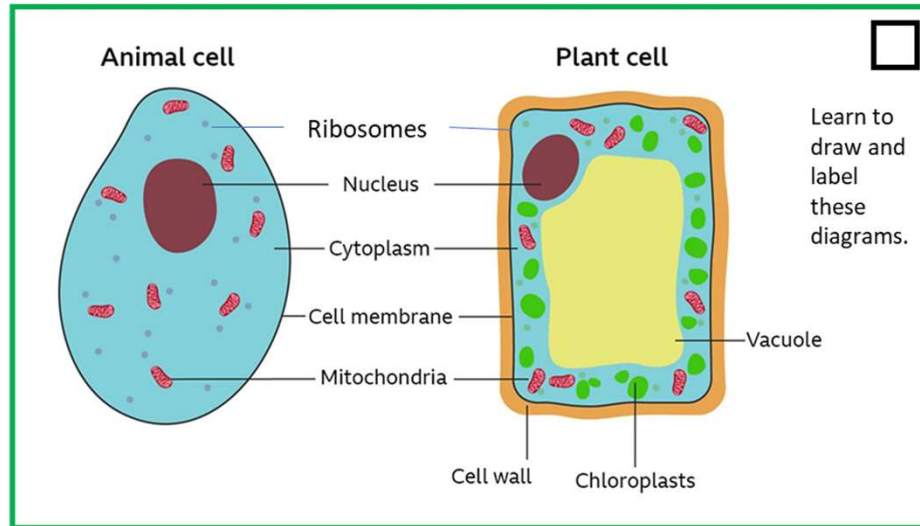
Tone	❑ The degree of lightness or darkness in a drawing, used to create depth.
Shading	❑ The process of adding tone to show light and shadow, making drawings look realistic.
Form	❑ The illusion of three dimensions (3D), making objects appear solid rather than flat.
Highlight	❑ The lightest area where light hits an object.
Shadow	❑ The darkest area where light is blocked.
Crating Method	❑ Simplifying objects into basic shapes to help with accurate drawing.
Composition	❑ 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.



3: Colour (Coloured Pencil Drawing)

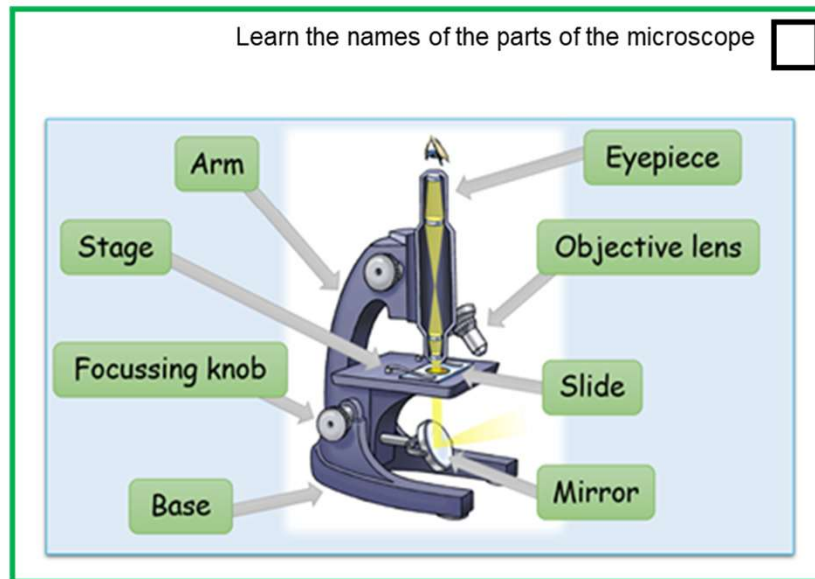
Primary Colours	❑ Red, yellow and blue; cannot be made by mixing other colours.
Secondary Colours	❑ Colours made by mixing two primary colours.
Complementary Colours	❑ Colours opposite each other on the colour wheel that create strong contrast.
Harmonious/ analogous	❑ Harmonious colours may also be referred to as analogous colours. ❑ A harmonious colour scheme uses three to five colours that are beside each other on the colour wheel.
Tints and shades	❑ 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.
Tertiary	❑ A tertiary colour is made by mixing equal amounts of a primary colour and a secondary colour together.
Hot & Cold	❑ Hot 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 ❑ Cold 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.	



Learn this order

Cell
↓
Tissue
↓
Organ
↓
Organ system
↓
Organism



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	Burns gas to produce a single flame.	
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 the substance will damage skin and eyes on contact.	
Irritant	This substance can irritate eyes, skin and lungs.	
Heatproof mat	This is placed under hot objects to protect a surface from reflected heat.	
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 spread the heat from the flame.	



This is the symbol for flammable materials.

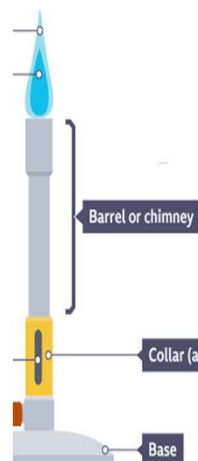


This is the symbol for corrosive materials.



This is the symbol for harmful materials.

Directions for using Bunsen burner



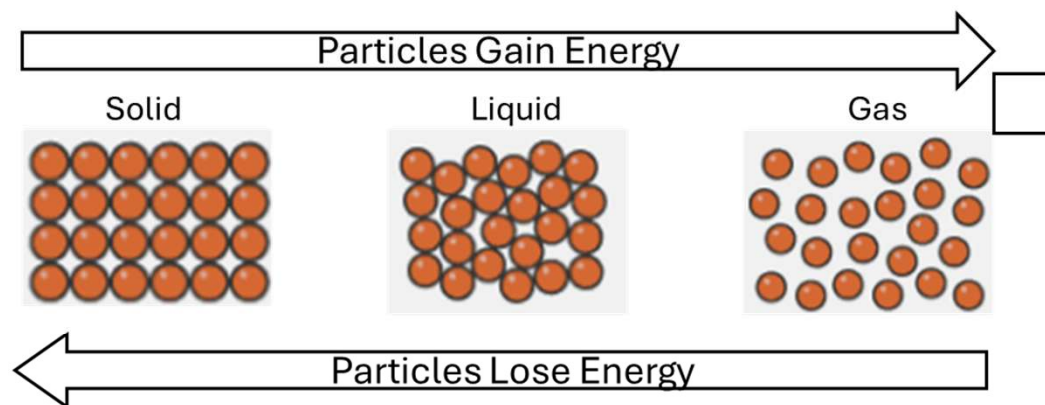
1. Make sure there are no breaks or holes in the gas hose.
2. Put the Bunsen burner on a heatproof mat, making sure it isn't near the edge of the bench.
3. Turn the collar to ensure the air hole of the Bunsen burner is closed.
4. Hold a lit splint 1-2 cm above the top of the barrel of the burner.
5.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

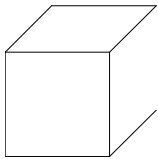
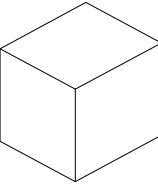
Introduction to Computing

Key word	Definition
Desktop	The main screen you see when you log into a computer.
Shortcuts	A link on the desktop that opens a program or file without having to find it on the 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	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 Print Screen	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 be distorted from this angle • Very basic • Can't see all of the sides
	Isometric		• Drawn at 30° • Lines are parallel • Used by product designers • Can see all of the sides

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 Autumn 1 KO English

Context for ‘Trash’

<i>Trash</i> is set in a fictional city called <i>Behala</i> .	
It is inspired by a real-life city named Manila in the Philippines, where the author, Andy Mulligan, lived and worked.	
Smoky Mountain is referenced in the novel. It was a huge landfill site in Manila that was shut down for being too dangerous.	
The Philippines is a primarily Christian country, in which catholic celebrations like the ‘The Day of the Dead’ (also known as ‘All Souls’ Day’) are widely practiced.	
On ‘The Day of the Dead’ which typically takes place on the 1 st and 2 nd of November, family and friends gather to remember those who have died. They 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.	
The Day of the Dead is also widely celebrated in other Catholic countries, particularly in South America.	

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 and whatever the map leads to, especially as it becomes clear that corrupt Police are hot on the same trail.	

Characters

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.	
José Angelico	The owner of the bag the boys discover and adopted son to Gabriel Olondriz. He worked as housekeeper to the corrupt Sentaor Zapanta, all the time plotting how he could bring him to justice.	
Gabriel Olondriz	A frail and elderly prisoner at Colva Prison. Once a lawyer fighting against corruption, he was imprisoned on false charges claiming he 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.	

Useful Vocabulary

Stuppa	A slang term for excrement (poo)	
Peso	Manila’s official currency (£1 = about 82 Pesos)	
Zucchini	A courgette.	
Shanty town	A poor/deprived area where people live, on the outskirts of a town or city.	

Useful Vocabulary- continued

Chapel	A small room/building used for worship	
Squatter	A person who unlawfully occupies an uninhabited building or unused land	
To siphon off	Literally: to gradually drain away liquid. When talking about finances, this means to dishonestly take money from somewhere.	
Seductive	Tempting/attractive/enticing	
Vanity	Vanity – extreme pride in your appearance	
British Embassy	A government office, which represents the UK's interests abroad, where British citizens can go for help and advice.	
Shopping mall	A shopping centre	
Imminent	About to happen	
Notoriety	Famous for a negative reason	

Key Terms

Character	A person in a novel, play or film.	
Setting	The location/surroundings in which events take place.	
Writer's methods	Deliberate choices made by a writer/ the techniques they use to create effects.	
Narrative Perspective	The point of view from which a story is told (e.g. a first-person or third person narrative).	
Figurative Language	Words and phrases which communicate in a non-literal way (e.g. symbolism, similes and metaphors like: Your room is a rubbish dump).	
Sensory Language	Language that uses the five senses: sight, sound, smell, taste and touch.	

Key Terms- Continued

Explicit	When information is stated clearly.	
Implicit	When something is suggested or implied but not said directly.	
Inference	A conclusion reached through interpretation (rather than from what is stated directly/explicitly).	
Connotations	The ideas or feelings associated with a word, in addition to its literal meaning	
Protagonist	The main character in a story.	
An imperative	A sentence that gives a command or instruction e.g. Put that down.	
A declarative	A sentence that states or declares something: a fact, opinion etc.	
An interrogative	A sentence that asks a question.	
An exclamative	A sentence that ends with an exclamation mark, used to convey a strong emotion: shock, anger, fear etc.	
Metaphor	A figure of speech that compares two different things by saying one thing is another.	
Simile	When you compare two things using 'as' or 'like'.	
Juxtaposition	Putting two very different things close together to highlight the difference/contrast between them.	
Pathetic Fallacy	Using the weather or setting to suggest human emotions and set the mood of the scene.	
Personification	When something non-human is given human qualities (e.g. the trees whispered in the breeze).	
Foreshadowing	Giving a hint or clue of what might happen later in the text.	
Imagery	Language designed to create a clear visual image for the reader.	

Kitchen Hazards & Safety Rules ☐

Hazard: Any danger or risk in the kitchen environment that could cause accidents, injuries or contamination.

Handwashing: Always scrub hands thoroughly with hot, soapy water before touching any ingredients or utensils.

Tie hair back: Long hair must be tied back securely to prevent physical contamination of food.

Blue plasters: Any cuts or wounds must be covered with a blue plaster because blue is highly visible if it drops into food.

Calling in sick: Food handlers must report illness and not enter the kitchen if they are suffering from vomiting and/or diarrhoea.

Preventing Foodborne Illness ☐

The 4C's

Cleaning: Keep all work surfaces clear of clutter. Wash hands frequently and scrub equipment meticulously in hot, soapy water.

Cooking: High temperatures kill most pathogenic bacteria. Food (and reheated items) must reach its target safety core temperature. Reheat food ****only once****.

Chilling: Storing food at cold temperatures to slow down or completely halt the multiplication of dangerous microorganisms.

Cross-contamination: The unintended transfer of bacteria from a contaminated source (raw foods, unwashed hands, dirty knives) to ready-to-eat items.

Important Temperatures ☐

Temp range	Safety Context & Bacterial Activity
5°C to 63°C	The Danger Zone: Bacteria multiply rapidly. Growth is exceptionally aggressive between 20°C and 50°C .
37°C	Optimum Temp: Normal body temperature; provides the ideal condition for bacteria to reproduce.
0°C to 5°C	Fridge Operating Temp: Cold environment slows down bacterial reproduction rates.
-18°C	Freezer Temp: Shuts down bacterial growth; bacteria become dormant but are not killed.
75°C	Cooking & Reheating: The target core temperature for the thickest part of food to kill most dangerous bacteria.

Chopping Boards ☐

Different coloured boards should be used to reduce risk of cross-contamination.

Color	Designated Food Group Profile
 RED	Raw Meat, Raw Poultry, and Associated Trimmings
 BLUE	Raw Fish and Seafood Products
 GREEN	Fresh Salad Leaves and Ready-to-Eat Whole Fruits
 BROWN	Unwashed Vegetables and Root Ingredients
 YELLOW	Cooked Meats, Deli Slices, and Prepared Pies
 WHITE	Dairy, Bakery Items, Pastries, and Block Cheeses

Bacterial growth and multiplication ☐

Most bacteria, including those that are harmful, have four requirements to survive and grow:

- food;
- moisture;
- warmth;
- oxygen

Cross-contamination

- The transfer of bacteria from one source to another.
- Usually raw food to ready-to-eat food
- Can also be the transfer of bacteria from unclean hands, equipment, cloths or pests.
- Can also relate to allergens.

Where should food be stored in the fridge? ☐

Top: Cheese, dairy and egg-based products
These foods are safe to eat without cooking. They are stored at the top to keep them safely away from raw foods and prevent cross-contamination from drips.

Middle: Cooked meats
Cooked meats should always be stored above raw meats to prevent contamination from raw meat.

Bottom: Raw meats and fish
Raw meats and fish should be below cooked meats and sealed in containers to prevent contamination of salad and vegetables.

Drawer: Salad and vegetables
These should be stored in the drawer(s) at the bottom of the fridge. The lidded drawers hold more moisture, preventing the leaves from drying out.



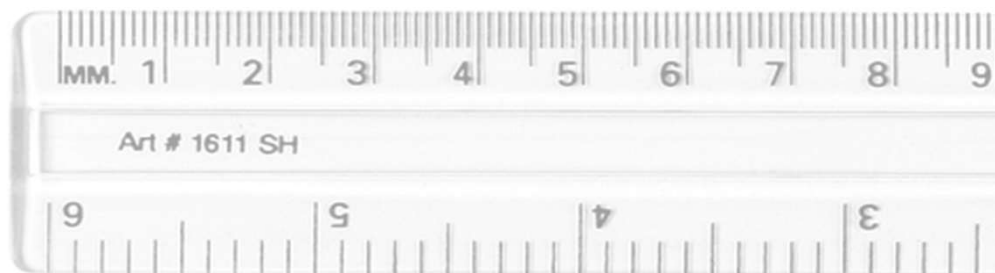
Equipment



ID Card



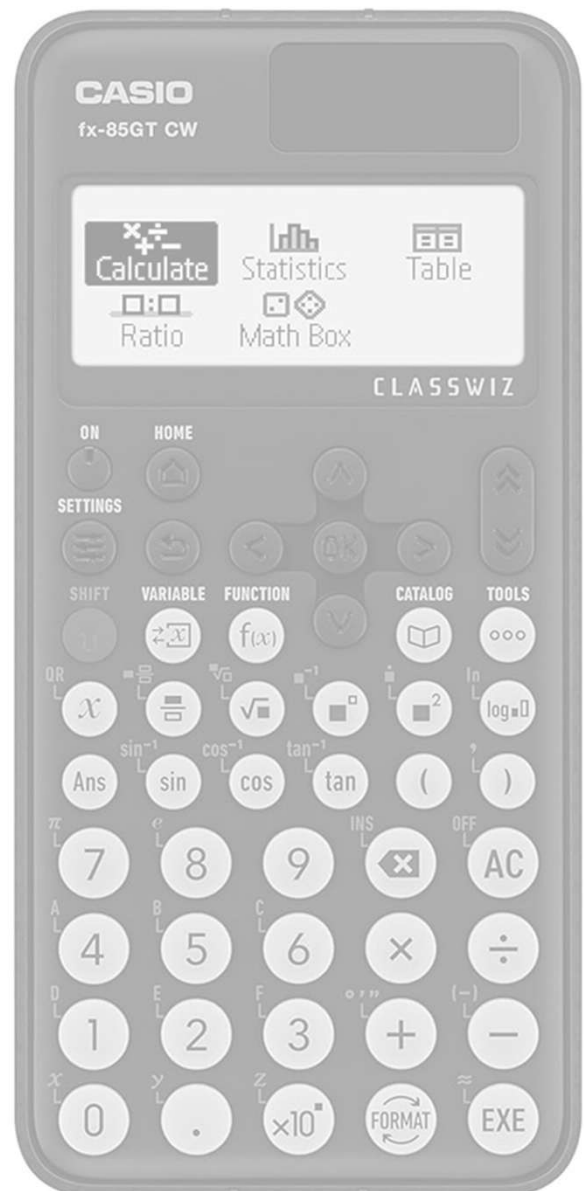
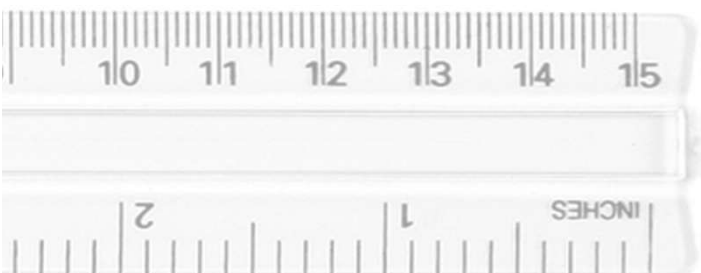
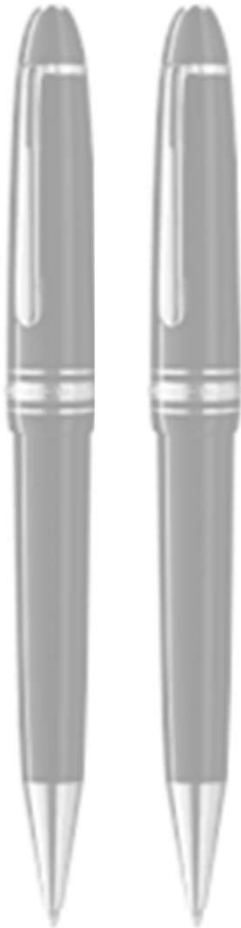
Whiteboard
Rubber



Check



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



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 3 rd 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	

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

The best way to learn French vocabulary is to use look, cover, write, check.

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

Opinion verbs	
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 for opinions		
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 the letters of the alphabet 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				

Silly
Pandas
Don't
Talk

S, P, D, T are silent at the end of a word in French. Use the nemonic to help you.

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

* 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: What is Geography?



- **Geography** – Geography is the study of places and the relationships between people and their environments.
- **Physical Geography** - The features of the world around us (oceans, mountains, earthquakes, etc.).
- **Human Geography** - What people do, such as where they live, how they make money and the effects of human interactions with each other and the planet.

Section 2: Geography of Bournemouth

- Bournemouth joined with Christchurch and Poole to create the BCP conurbation in 2019.
- Physical Geography of Bournemouth:
 - Two rivers run through, the Stour and the Bourne
 - Temperate, oceanic climate
 - Previously a heathland
 - Coastal
- Human Geography of Bournemouth:
 - Population 196,455 in 2021
 - Bournemouth Airport has 23 destinations
 - Started developing as a town in the 19th century, after introduction of railways
 - Lots of jobs in the tertiary sector
 - Some pre-historic settlements across BCP.

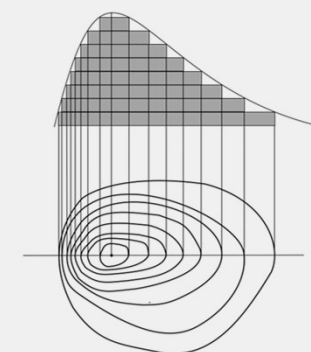
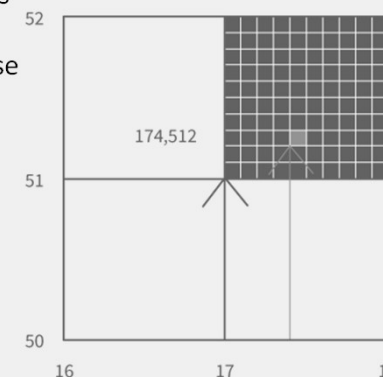
Section 4: Data on Maps

- **Geographic Information Systems (GIS)** is specialist software which links geographical data with a map.
- GIS creates maps with data, and these can be on different scales.
- One type of map is a choropleth map. To do this, group data into classes and shade areas using different colours or tones to represent different values, adding a key.

Section 3: 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.
- Grid references can pinpoint specific places on maps.
- **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.
- 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 5: Map Projections



- Despite it's widespread use the Mercator projection is considered by many to be unsuitable for general world maps. There is evidence to suggest that the Mercator projection has influenced people's view of the world. By showing countries near the Equator as too small when compared to those of Europe and North America, it has been argued that it leads the viewer to consider those countries as less important, leading to misconceptions such as Africa as a country.
- There are many different map projections that could be used:
- Pierce quincuncial –prioritises shape of features
 - Equal earth – shows regions that are the same size on the Earth the same size on the map but may distort the shape, angle, or scale.
 - Azimuthal equidistant - preserves both distance and direction from the central point



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 Vector	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 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 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 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 – Year 7 – Autumn 1 – Medieval England

Key Terms

Source
☐

Contemporary information (in any form) from the time which is being studied.

Interpretation
☐

Secondary information created after the time that is being studied, often by other historians.

Chronology
☐

A list or explanation of events in the order that they happened in.

BC
☐

'Before Christ'. Years before the birth of Jesus.

AD
☐

'Anno Domini' – 'Year of our Lord'. Years after the birth of Jesus.

Century
☐

100 years. If 0-99AD is the 1st century, then 1066 is in the 11th.

Anachronism
☐

A feature which wouldn't fit into the time which is being studied.

Change
☐

Aspects of historical features/people/society becoming different

Continuity
☐

Aspects of historical features/people/society staying the same

Provenance
☐

Refers to the origin, ownership history, and authenticity of a historical object or source, providing essential context for understanding its significance.

Significance
☐

The evaluative process of determining which events, people, or ideas are important and why, all within their specific context.

What happened in 1066? ☐

Edward the Confessor dies
Harold Godwinson crowned king
William and Harald H prepare an army
Harald H lands at the Humber Estuary
Battle of Fulford
Battle of Stamford Bridge
Normans land at Pevensey
Battle of Hastings
William crowned king of England

5th Jan
7th Jan
March-May
18th Sep
20th Sep
25th Sep
28th Sep
14th Oct
25th Dec

Who was...? ☐

Edward the Confessor
 King of England 1042-66

Harold Godwinson
 King of England Jan-Oct 1066

Harald Hardrada
 King of Norway 1046-66

William of Normandy
 King of England 1066-87

What did Normans change? ☐

Feudal System
Dividing up and giving land to barons and knights in return for loyalty and military service.

The 'Doomsday Book'
In 1086 William ordered a survey of England, so he had a record of the country to help collect taxes (Its nothing to do with the world ending).

Castles
The Normans built lots of castles to protect their soldiers. From 1066-87 approximately 100 were built.

The 'Forest Laws'
The Normans implemented new laws to prevent hunting in forests. Punishments were very severe, including having two fingers removed and being blinded. This was to help establish order over 2 million angry Saxons, where there were only 7,000 Normans!

Did you know...? ☐

The Bayeux Tapestry was created after the Battle of Hastings (1066) by the Normans to commemorate their victory. Its basically a woven art peice in the form of a long banner. Its about 68 metres long and half a metre high. The scene depicts the death of Harold Godwinson, being shot in the eye with an arrow.



Castle Design Over Time (1066-1400)

11th Century	Wooden motte and bailey castles ☐
12th Century	Stone square keep castles
13th/14th Century	Concentric castles with 'walls within walls' designed by Edward I himself
15th Century	More peaceful times converted castles from fortresses to stately homes

Provenance - NOP ☐

Nature - Refers to its form or type. Could be a newspaper article, diary entry, letter, photograph, or document.
Origin - Identifies who created it, when, and where. This includes the author's background, position, and context.
Purpose - Explains why it was produced. It could aim to inform, persuade, entertain, or record events.

Unit 1: Using Numbers

Keyword	Definition
BIDMAS	The order in which operations take place: • Brackets • Indices • Division and Multiplication • Addition and Subtraction.
<	Less than.
>	Greater than.
Ascending order	Smallest to largest.
Descending order	Largest to smallest.
Debit	The amount paid out of an account.
Credit	The amount paid in to an account.
Balance	The amount of money in an account.
Decimal places	The number of digits following the decimal point
Significant figures	Start counting from the first non-zero digit. After this zeros are included.

Think it, Link it:

Negative numbers and the number line.
Rounding.
Year 6 - using the mean average
Square numbers and cube numbers.
Division and Multiplication

Unit 2: Averages

Keyword	Definition
Mode	The most common value.
Median	Represents the middle value when data is put in ascending order.
Mean	A measure of central tendency.
Range	Represents the spread of the data. Largest value – smallest value
Tally charts	A quick way to record data in an organised format.
Frequency table	A way of organising collected data.

Unit 3: Primes, Factors, and Multiples

Keyword	Definition
Integer	A whole number.
Index / Power	The number of times you multiply a base number by itself.
Product	A multiplication.
Index Form	A product written using powers.
n^{th} Root	The value which, when multiplied by itself n times, gives the original number.
Factor	An integer which exactly divides another integer.
Prime number	An integer with exactly two factors, itself and 1.
Multiple	An integer in the times table of another integer.
Product of Prime Factors	An integer written as a multiplication of its prime factors in index form.
Highest Common Factor (HCF)	The largest integer which is a factor of all numbers in question.
Lowest Common Multiple (LCM)	The smallest integer which is a multiple of all numbers in question.
Venn Diagram	A diagram which compares similarities and differences between objects or groups of objects.

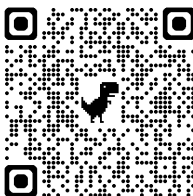




Self & Peer Assessment Revision Links:



Financial maths



BIDMAS



Rounding:
decimal places



Rounding:
significant figures



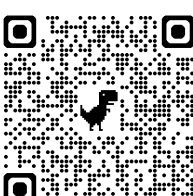
Multiplying decimals



Dividing decimals



Averages and range



Mean from a frequency table



Mean



Products
of primes



HCF and LCM



Indices



Square root



Cube root



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 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

Step when a tune moves to the note next to it

Leap when a tune moves to a note further than a step away

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

Conductor Directs the orchestra, using their hands or a baton

Timbre the sound or tone colour of an instrument

Percussion Instruments which are hit, scraped or shaken to make sound

Pitched percussion instruments which play a definite note

- **Timpani** (Kettle drum)
- **Glockenspiel** (Metal)
- **Xylophone** (Wood)

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

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

Dynamics

Word used to describe volume in music

<i>pp</i>	<i>p</i>	<i>mp</i>	<i>mf</i>	<i>f</i>	<i>ff</i>
<i>pianissimo</i>	<i>piano</i>	<i>mezzo piano</i>	<i>mezzo forte</i>	<i>forte</i>	<i>fortissimo</i>
Very quiet	Quiet	Fairly quiet	Fairly loud	Loud	Very loud
		<i>crescendo</i> (<i>resc.</i>)		Getting louder	
		<i>diminuendo</i> (<i>dim.</i>) or <i>decreasing</i> (<i>decresc.</i>)		Getting quieter	

A list of recordings which will help you with your learning can be found in student resources in the folder for this unit.

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 person's 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	

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)



Health - a person's mental (psychological) or physical condition. Or can be good or poor.

Wellbeing – the state of being comfortable, healthy, or happy. You can have a good or poor state of wellbeing.



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 your 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.



Autumn Term 1

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 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 equal 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!

Scale – evenly spaced multiples of 2 or 5

Points – plotted accurately

Line – single straight or curved line of best fit

Axes – labelled with units

Title – meaningful title

Key Words

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

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!	<i>Hello</i>	
¿Qué tal?	<i>How are you? (Informal)</i>	
bien	<i>well</i>	
fenomenal	<i>amazing</i>	
regular	<i>not bad</i>	
fatal	<i>awful</i>	
Adiós	<i>Goodbye</i>	

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

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

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

Los números					
uno	1		dieciséis	16	
dos	2		diecisiete	17	
tres	3		dieciocho	18	
cuatro	4		diecinueve	19	
cinco	5		veinte	20	
seis	6		veintiuno	21	
siete	7		veintidós	22	
ocho	8		veintitrés	23	
nueve	9		veinticuatro	24	
diez	10		veinticinco	25	
once	11		veintiséis	26	
doce	12		veintisiete	27	
trece	13		veintiocho	28	
catorce	14		treinta	30	
quince	15		treinta y uno	31	

High Frequency words		
bastante	<i>quite</i>	
muy	<i>very</i>	
un poco	<i>a bit</i>	
no	<i>no/not</i>	
pero	<i>but</i>	
y	<i>and</i>	
también	<i>also</i>	
mi/mis	<i>my</i>	

Essential verbs		
<u>Ser</u>	<u>To be</u>	
soy	<i>I am</i>	
eres	<i>you are</i>	
es	<i>he/she/it is</i>	
somos	<i>we are</i>	
sois	<i>you all are</i>	
son	<i>they are</i>	

<u>Tener</u>	<u>To have</u>	
tengo	<i>I have</i>	
tienes	<i>you have</i>	
tiene	<i>he/she/it has</i>	
tenemos	<i>we have</i>	
tenéis	<i>you all have</i>	
tienen	<i>they have</i>	

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	

Timetable

[illegible]