

Name:

Tutor Group:



Year 7 Knowledge Organiser Term 1



Week 1: Simple Sentences

Simple Sentence: A sentence with a subject (a person or thing) and a verb (an action) which makes sense on its own.

It must start with a **capital letter** and end with a **full stop**.

Examples: I ran to the park. I am hungry.

Week 2: Proper Nouns and Capital Letters

Proper nouns: A proper noun is the name of a specific person, place or company.

Proper nouns should always start with a capital letter. If it is more than one word, they should all start with capital letters.

Examples: London, Halifax, English, Instagram, Cirque Du Freak

Lower Case Letters:
a b c d e f g h i j k l m n o p q r s t u v w x y z

Capital Letters:
A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Week 3: Synonyms and Antonyms

Synonyms: Words that mean exactly or nearly the same as another word or phrase.

Examples:

Good: great, excellent, fine

Bad: terrible, awful, horrible

Antonyms: Words that means the opposite of another word or phrase.

Examples:

Good/Bad

Hot/Cold

Week 4: Gothic Vocabulary

The **gothic** is a genre of literature which features darkness, mystery, fear and death.

Gothic stories often have lots of **tension** and **suspense** (feelings of strain or anxiety whilst waiting for something to happen; the sense that something bad is going to occur).

Common **gothic characters** include: ghosts, witches, vampires and supernatural (non-human) beings.

Common **gothic setngs** include: graveyards, dark forests, abandoned buildings and castles.

Common **gothic colours** include: red, black and grey.

Some of the most famous gothic texts are: *Frankenstein*, *Dracula* and *Wuthering Heights*.

Week 5: Character Types

Protagonist: The main character.

Antagonist: The character that actively opposes the main character.

Foil: A character that brings attention to the qualities of the protagonist, usually by contrasting them.

Contrast/Juxtaposition: Putting two or more things next to each other, in order to show the differences between them.

Examples:

Harry PoZer is a protagonist. Lord Voldemort is an antagonist.

Lord Voldemort is Harry’s foil as he contrasts him.

Week 6: Word Types

Noun (n.): A person, place, object, or idea.

Examples: William Shakespeare, Halifax, school, love.

Adjective (adj.): Describes or gives more information about a noun.

Examples: Intelligent, colourful, calm, melancholy.

Verb (v.): An action or state of being.

Examples: WriΘng, run, thought, whispered, am, are.

Adverb (adv.): Describes or gives more information about a verb.

Examples: Neatly, fast, carefully, yesterday.

Revision Strategies:

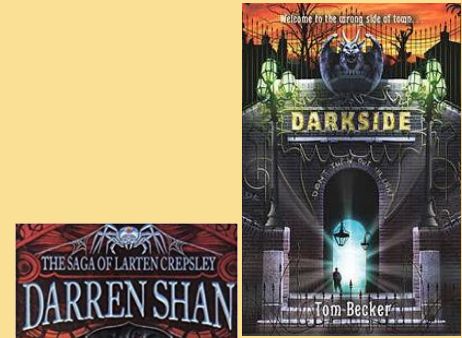
Recommended Reading:

1. Create a set of **flashcards** with key words on one side and definitions or pictures on the other.
2. Create a **quiz** to check whether someone has understood the information.
3. Create a **mind map** by putting a topic in the middle of your page and surrounding it with ideas or examples.
4. Create a **poster** to demonstrate the key ideas.
5. Re-write the definitions from the knowledge organiser in **your own words**.
6. Create an **acronym** (letters which stand for words) to help you remember key information.
7. **Look, cover, write, check** your spelling words.
8. Write a **paragraph** about a topic of your choice to demonstrate the focus of your knowledge organiser.

Enjoying this term’s text? Why not try:

Darkside by Tom Becker

Jonathan Starling discovers a world hidden in London;
a world run by Jack the Ripper's family.



Birth of a Killer by Darren Shan

When terrible events force young Larten Crespley to
flee his home he finds himself alone in the world.



Seven Ghosts by Chris Priestley

As Jake’s tour guide leads him through grand rooms,
hidden nooks and magnificent grounds, he hears the stories
of seven ghosts who haunt the walls.




Context Timeline:

| | | | | | |
|---|--|---|---|--|--------------------------|
| Queen Elizabeth I Shakespeare born Spanish Armada | Daemonologie Romeo and Juliet Othello Macbeth The King James Bible The Duchess of Malfi Paradise Lost | Robinson Crusoe Gulliver’ s Travels Johnson’ s Dictionary | Pride and Prejudice Frankenstein A Christmas Carol Wuthering Heights Little Women War and Peace | The Hound of the Baskervilles Animal Farm An Inspector Calls Nineteen Eighty Four The Colour Purple The Handmaid’ s Tale The Witches, Matilda Stone Cold Cirque du Freak Refugee Boy | |
| 1500s – 16 th | 1600s - 17 th century | 1700s – 18 th century | 1800s – 19 th century | 1900s – 20 th century | 2000s – 21 st |
| | King James I Gunpowder Plot Shakespeare died Newton discovers gravity The Great Plague The Great Fire of London | Georgian period begins Industrial revolution begins American Independence Jenner discovers vaccinations French Revolution First steam train Dickens born Napoleonic Wars The Poor Law Queen Victoria Crimean War Abolition of Slavery Dickens died Invention of cars | | Invention of planes Titanic sinks World War 1 Fleming discovers penicillin World War 2 Decolonisation Queen Elizabeth II Martin Luther King assassinated The moon landing The Cold War Invention of the internet Fthionian-Fritrean War 9/11 Brexit Covid-19 | |



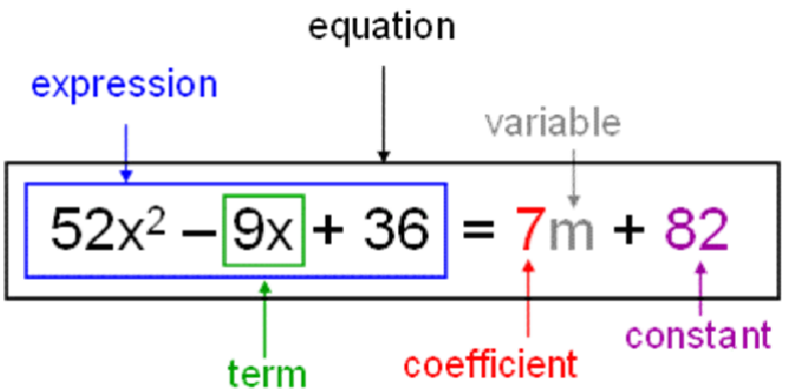
| Sequences | | Algebraic Notation | | Equality and Equivalence | |
|---------------------|--|--------------------|--|--------------------------|---|
| Sequence | A list of terms in a given order, following a rule | Function | A relationship between an input and an output | Equation | A statement showing two things are equal. It contains expressions on both sides of the equal sign. e.g. $5 = 2x + 1$ |
| Term of a sequence | Each number or image in a sequence | Input | The number that goes into a function machine. | Commutative | When an calculation can be done in any or-der to give the same answer. Addition and multiplication are commutative . |
| Difference | The numerical gap between numbers in a sequence | Output | The number that comes out of a function machine. | Solve | Find a value for the letter that makes an equation true. We use inverse operations to solve equations |
| Position | Where each term occurs in a sequence | Inverse | The opposite of a mathematical operation; it revers-es the process | Solution | The value of the letter when you have solved the equation |
| Linear Sequence | A sequence whose terms are increasing or decreasing by a common difference | Variable | A symbol for a number we don't know. This is usually a letter | Like Terms | Contain the same variable and power . e.g. $4a$ and $-2a$ or 8 and 13 or $9m^2$ and $3m^2$ |
| Non-linear Sequence | A sequence whose terms are not increasing or decreasing by a common difference | Simplify | Rewrite in a simpler form, for example rewrite $8 \times h$ as $8h$ | Unlike Terms | Do not contain the same variable and pow-er . e.g. $4y$ and $3x$ or $5x^2$ and $3x^3$ |
| Ascending | Increasing in value | Coefficient | A number that is multiplied by a variable . It is written in front of the variable | Power | How many times you use the number or letter in multiplication |
| Descending | Decreasing in value | Constant | A number or quantity that does not vary. | Collect Like Terms | Simplifying expressions by grouping the same terms together. |
| Consecutive | Numbers that follow in order without any gaps e.g. $15, 16, 17, 18$ | Algebraic Term | A single number or variable , or a number and varia-ble combined by a multiplication or division | | |
| Term-to-term rule | A rule that describes how you get from one term of a sequence to another | Expression | A collection of terms involving mathematical opera-tions | | |
| Arithmetic Sequence | Another name for a linear sequence | Substitute | To replace letters with numerical values | | |
| Geometric Sequence | A sequence is geometric if the next term is found by multiplying or dividing the previous term by the same number | Evaluate | Calculate the value of something. e.g. if $y=7$, evaluate $5y$. | | |
| Fibonacci sequence | The next term in a Fibonacci sequence is found by adding the previous two terms together | | | | |



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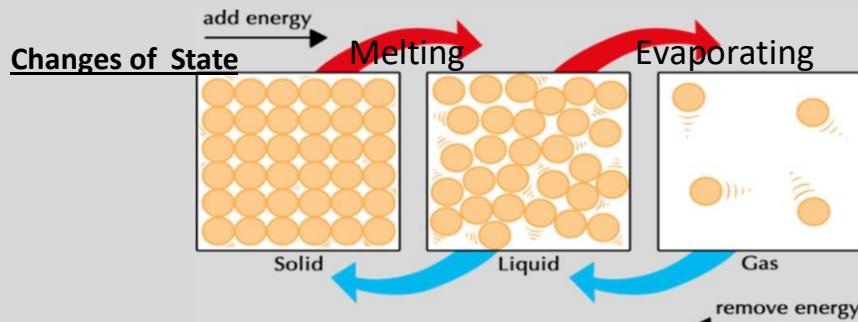
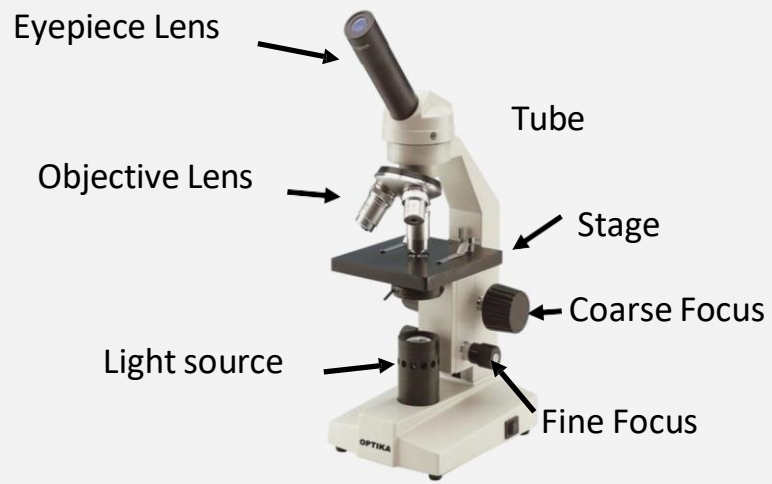
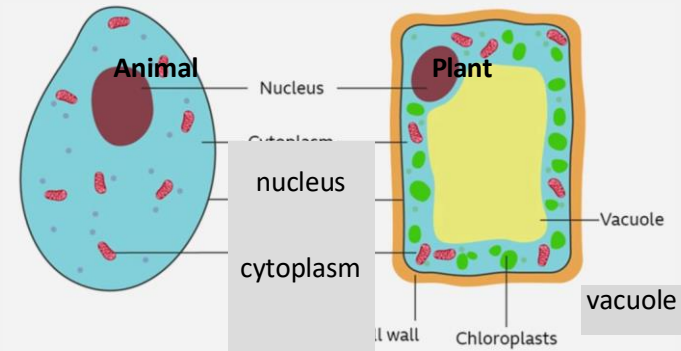

For more help, visit Trinity TV and watch the following videos:

Trinity TV > Year > Subject



Solving 1 Step Equations

| | |
|----------------------------------|--|
| $x + 4 = 12$ -4 $x = 8$ | $12 = x - 4$ $+4$ $16 = x$ |
| $12 = 4x$ $\div 4$ $3 = x$ | $\frac{x}{4} = 12$ $\times 4$ $x = 48$ |

| 1. Biology | | 2. Chemistr | | | | |
|--|--|---|---|---|--|---|
| Variation | Differences between organisms. | y | The structure of an object e.g. solid, liquid or gas. | Element | Compound | Mixture |
| Continuous | Range of numerical values. | | State of Matter | A substance that contains only one type of atom. | A substance that contains different types of atoms that are chemically | A substance that contains different types of particles that are not |
| Discontinuous | Values fall into categories. | | Change of State | When a substance changes from one state to another e.g. melting. | | |
| Organism | A living thing. | | | The temperature at which a solid | | |
| Organ system | A group of organs working together. | | Melting Point | changes state to a liquid. | | |
| Organ | A group of tissues working together. | | Boiling Point | The temperature at which a liquid changes state to a gas. | | |
| Tissue | A group of similar cells working together. | Thermometer | A piece of equipment used to measure temperature. |  | | |
| Cell | The basic unit of a living thing. | | | | | |
| Living things do all of the MRS GREN processes (m ovement, r espiration, s ensitivity, g rowth, r eproduction, e xcretion and n utrition) | | Atom | A single sphere that makes up matter. | | | |
|  | |  | | | | |
| | | | | | | |
| | | Unicellular organism | A simple organism made up of one cell e.g. amoeba. | 3. Physic | | |
| | | | | | | |
| | | Multicellular organism | A complex organism made up of multiple cells e.g. plants and animals. | S Force Balanced Unbalanced | | |
| | | | | | | |
| | |  | | For more help, visit Trinity TV and watch the following videos: Trinity TV > Year 7 > Science | | |
| | | | | Moment Newton meter | | |

forces in the opposite direction. The turning effect caused by a force.

A piece of equipment containing used to measure the size of a force.

History: How did William of Normandy Conquer and Control England?

Year

7

Term 1



| Timeline | | Key Terms | | Key Events |
|----------------------|--|-----------------|--|---|
| 5 January 1066 | The King of England, Edward the Confessor, dies | Heir | A person allowed, by law, to take the title or property of somebody after death. | The Battle of Stamford Bridge <ul style="list-style-type: none"> 300 Viking long boats carried Harald Hardrada's army from Norway to England. They attacked and took over York by 24 September. Godwinson's army marched quickly north to meet the Viking threat. They travelled 210 miles in 5 days. Godwinson's army caught Hardrada by surprise. Hardrada had left his armour and his reserve soldiers 25km away. Hardrada was defeated and the Vikings surrendered. Whilst Godwinson was in the north of England, William of Normandy had invaded the south of England. Godwinson had to |
| 6 January 1066 | Harold Godwinson is named King of England. | | | |
| 20 September 1066 | Harald Hardrada invades England with around 10,000 men. | Saxon | A group settled in England in the 5th century. They were in control until the 11th century. | The Battle of Hastings <ul style="list-style-type: none"> William of Normandy's army of 10,000 soldiers arrived at Pevensey on 29 September. He attacked the south of England, and prepared to meet Harold Godwinson's army in battle. Godwinson raced down south to fight William. On the 14th October, the Battle of Hastings began. Godwinson's army formed a shield wall on the top of Senlac Hill. William of Normandy used the feigned retreat, encouraging the Saxons to run down the hill, this broke up the English shield wall. Harold Godwinson was then killed. |
| 25 September 1066 | The Battle of Stamford Bridge is fought. Harold Godwinson defeats Harold Hardrada. | Viking | A group of pirates and traders who were living in Norway, Sweden and Denmark between the 8th and 11th century. | |
| 28 September 1066 | William of Normandy invades England and orders the creation of Hastings Castle (a Motte and Bailey Castle). | Norman | A group that settled in Normandy, France, in the 9th century and became dominant in the 11th century. | Castles <ul style="list-style-type: none"> Motte and Bailey castles were wooden structures built into two parts: a motte (a mound of earth) where a keep was placed on the top to give the defender a height advantage and the bailey (a courtyard surrounded with a wooden fence). Motte and Bailey castles only took seven to fourteen days to build and allowed William to bring parts of England under |
| 14 October 1066 | The Battle of Hastings is fought. William of Normandy defeats Harold Godwinson. | | | |
| 25 December 1066 | William is crowned King of England. | Claimant | Someone who has a claim to become the next king or queen. | The Feudal System <ul style="list-style-type: none"> The feudal system allowed William to control the population of England. The King provided land in return for loyalty and protection. Land was given to 200 Barons (Lords) and 4000 Knights and |
| 1069 | The Harrying of the North takes place. | | | |
| 1086 | The Domesday book is completed. | Feigned Retreat | A Norman tactic. To pretend to run away and then to take the enemy by surprise by turning round and attacking the enemy. | William the Conqueror's Methods of Control <ul style="list-style-type: none"> In 1069, William crushed a rebellion in the north of England by destroying 75% of land and killing up to 100,000 people. This is called the Harrying of the North. The Domesday book was created in 1086 and contains all the property that people living in England own. 13,000 villages are visited. This allows William to tax the land and the possessions of the people of England. |
| Key People | | Shield Wall | A defensive formation, where soldiers stand shoulder to shoulder, holding their shields together. This makes it difficult for the enemy to break through. | |
| Edward the Confessor | Edward the Confessor was the King of England between 1042 and 1066. Edward had no sons or daughters which meant there was no clear heir to the throne. This led to a | Bailey | A large yard surrounded by a wooden fence. This offered increased protection for villagers and armies inside. | |
| Harold Godwinson | Harold Godwinson was a powerful and rich English nobleman. It is believed Edward named Godwinson as his successor on his deathbed. The day after Edward's death, the royal council, known as the Witan, met and declared Godwinson king. | Cavalry | These were very important men in William's army. Around 2,000 of them fought at Hastings. They rode on the back of large horses carrying a sword or spear. | |
| Harald Hardrada | Hardrada was the King of Norway and a Viking warrior. Hardrada believed he should be king based on the fact that his ancestor, King Cnut, had once ruled England. He invaded England to challenge Godwinson's rule | Housecarl | These were the well-trained fighters of Harold's army. Around 3,000 of them fought at Hastings. They fought with a battle axe. | |
| William of Normandy | William of Normandy was already Duke of Normandy which was the most powerful part of France. Edward the Confessor and William of Normandy were very close and it is believed that Edward had promised William the throne in 1042. | | | |



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For more help, visit Trinity TV and watch the following videos:

Trinity TV > Year 7 > History

Geography: How do Geographers read maps?

Year 7

Term 1



What is Geography?

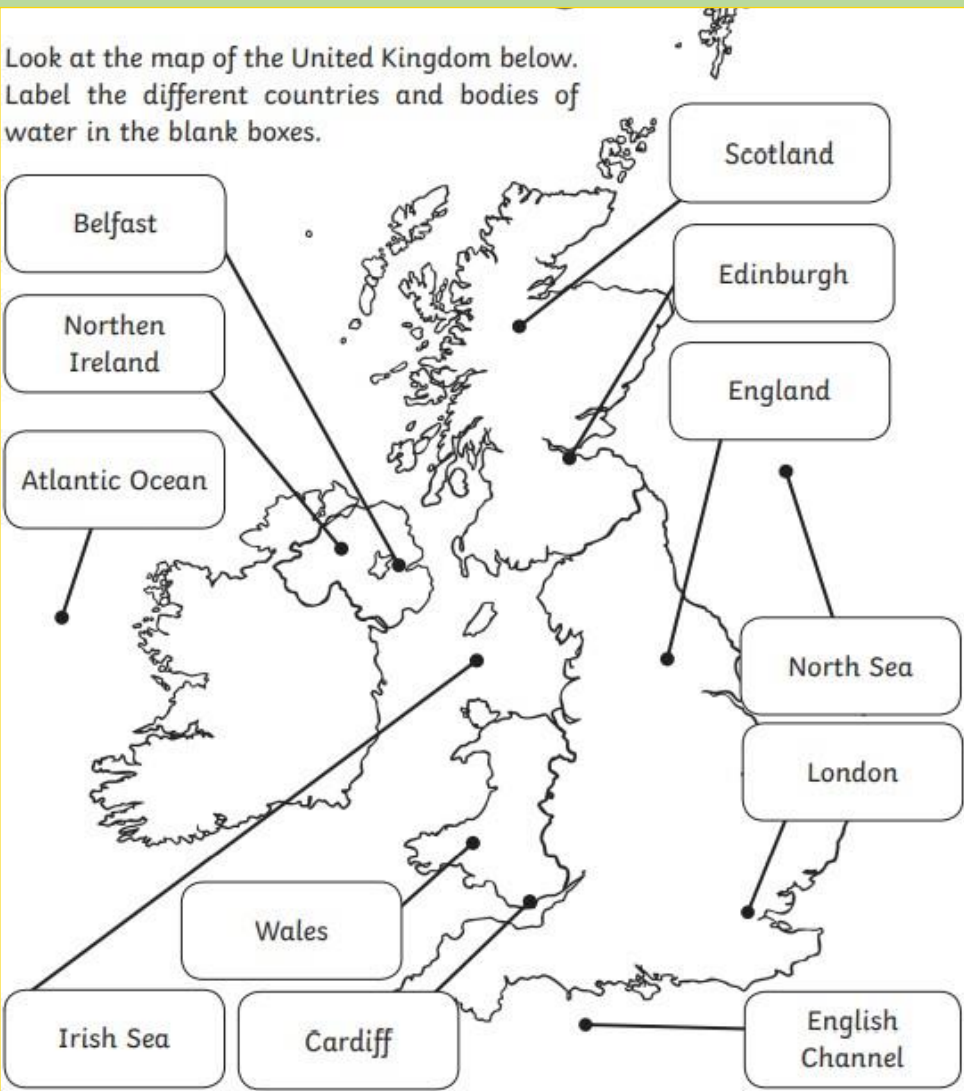
Geography is the study of human, physical and environmental issues. It looks how they interact. We can divide Geography into two areas:

- Human Geography is the study of people and their communities, economies and cultures.
- Physical Geography is the study of the natural features on the Earth's surface.

There has never been a more important time to study Geography. Geographers are well-informed global citizens, using their knowledge and skills to make a positive difference in the world.

Map of the UK

The UK has a population of 68.9 million (2023). It's capital city is London. It is made up of four nations; England, Scotland, Wales and Northern Ireland.

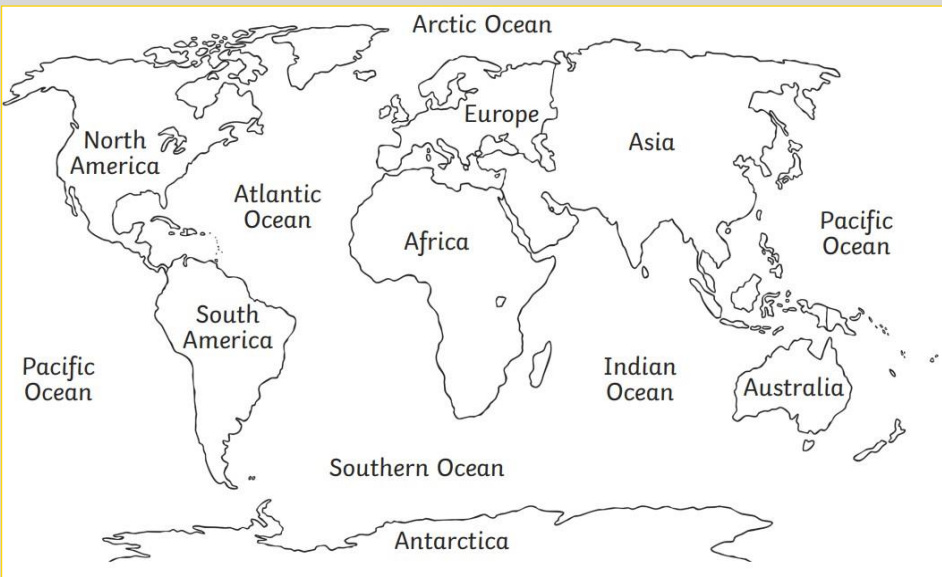


Key Words

| | |
|---------------------|---|
| Map | A drawing of a place showing human and/or physical features. |
| Ordnance Survey map | High quality maps of Great Britain produced at a series of scales. |
| Compass directions | The direction (path of something) which can be north, south, east or west. |
| Latitude | The angular distance of a place north or south of the Equator, measured in degrees. |
| Longitude | The angular distance of a place east or west of the Greenwich meridian, measured in degrees. |
| Grid references | A reference indicating a location (4 or 6 figure) using horizontal and vertical blue lines on a map (the grid). |
| Scale | A feature on a map which shows the difference between the size of an area on a map and the size in real life. |
| Distance | The amount of space between two points on a map, measured using the scale and usually given in miles or kilometres. |
| Contour lines | Orange lines on OS maps which represent the height of the land above sea level in metres. |
| Gradient | A measure of how steep the land is, often measured using contour lines. |

Map of the World

The world is divided into 7 continents and 5 oceans.

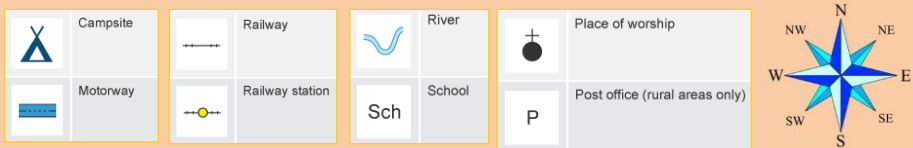


What skills do I need to read maps?

What must all maps have?

All maps should have a title, key with symbols and a compass rose.

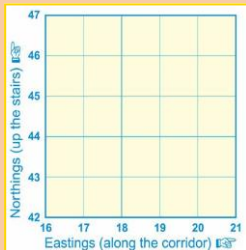
- The title should clearly state what the map shows,
- The key should tell you what each symbol on a map represents,
- The compass rose tells you where north, south, east and west are.



How do we read grid references?

OS maps have grids of blue boxes which allow us to identify specific locations. To read a 4 figure grid reference:

1. Go to the bottom left corner,
2. Move down to find two numbers at the bottom,
3. Go back to the bottom left corner and go along to find the two numbers at the side.



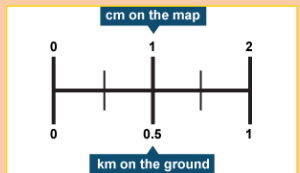
How do we read height on a map?

Height is shown by orange contour lines. The closer they are together the steeper the land. Spot heights also show the height above sea level, they can usually be found at the top of a mountain. Colour shading can also be used to represent height, usually the darker the colour the higher the land is above sea level.



How do we read distance and scale?

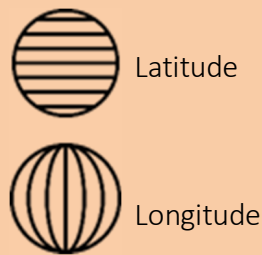
The scale will show what 1 cm on the map is in real life. E.g. if the scale is 1:50,000 then 1 cm on a map is 50,000 cm in real life, or 500 m or 0.5 km.



What is latitude and longitude?




Latitude and longitude are imaginary lines that run around the world and allow us to 'pin point' exact locations.

The Equator is 0° latitude and runs horizontally. The Prime Meridian is 0° longitude and runs vertically, crossing through London.





| Beliefs about God | | Key Terms | | Key Facts | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---------------|-----------|---|---------------|---|-----------------|----------------------------------|------------|-------------------------------------|---------------|---|---------------------|---|----------|--|-----------------|---|----------------------|---|------------|------------------------------------|--------------|---|--------------------|---|-----------------------------|--------|--------|---|--|--|
| The Natures of God | | <table><tr><td>Atheist</td><td>A non-religious person, who does not believe in spiritual</td></tr><tr><td>Agnostic</td><td>A person who questions the existence of God</td></tr><tr><td>Theist</td><td>A person who does believe in God</td></tr><tr><td>Monotheism</td><td>A religion that believes in one God</td></tr><tr><td>Polytheism</td><td>A religion that believes in more than one God</td></tr><tr><td>Abrahamic Religions</td><td>These are Judaism, Christianity & Islam. They are all monotheistic religions.</td></tr><tr><td>Creation</td><td>The argument that looks at how the world was created</td></tr><tr><td>Big Bang Theory</td><td>The scientific theory that states the earth was created from an infinitely hot point that exploded.</td></tr><tr><td>Miracles</td><td>An extraordinary event that cannot be explained</td></tr><tr><td>Moral Evil</td><td>Evil caused by humans, e.g. Murder</td></tr><tr><td>Natural Evil</td><td>Evil caused by natural events, e.g. Earthquakes</td></tr><tr><td>Inconsistent Triad</td><td>The argument that God cannot exist because of the existence of Evil</td></tr></table> | | Atheist | A non-religious person, who does not believe in spiritual | Agnostic | A person who questions the existence of God | Theist | A person who does believe in God | Monotheism | A religion that believes in one God | Polytheism | A religion that believes in more than one God | Abrahamic Religions | These are Judaism, Christianity & Islam. They are all monotheistic religions. | Creation | The argument that looks at how the world was created | Big Bang Theory | The scientific theory that states the earth was created from an infinitely hot point that exploded. | Miracles | An extraordinary event that cannot be explained | Moral Evil | Evil caused by humans, e.g. Murder | Natural Evil | Evil caused by natural events, e.g. Earthquakes | Inconsistent Triad | The argument that God cannot exist because of the existence of Evil | Religious Statistics | | | | | |
| Atheist | A non-religious person, who does not believe in spiritual | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Agnostic | A person who questions the existence of God | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Theist | A person who does believe in God | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Polytheism | A religion that believes in more than one God | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Abrahamic Religions | These are Judaism, Christianity & Islam. They are all monotheistic religions. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Creation | The argument that looks at how the world was created | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Big Bang Theory | The scientific theory that states the earth was created from an infinitely hot point that exploded. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Miracles | An extraordinary event that cannot be explained | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Moral Evil | Evil caused by humans, e.g. Murder | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Natural Evil | Evil caused by natural events, e.g. Earthquakes | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Inconsistent Triad | The argument that God cannot exist because of the existence of Evil | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>The Abrahamic religions believe in the same God & describe God in very similar ways.</p> <p>Omnipotent: All Powerful</p> <p>Omniscient: All knowing</p> <p>Omnibenevolent: All loving</p> <p>Omnipresent: All present / Always there</p> <p>One: There is only one God (Monotheism)</p> | | <p>Theists are people who believe in God. Theists may believe in different religions to each other, such as Judaism, Christianity, Islam, Hinduism, Sikhism and Buddhism. Around 84% of people around the world are religious.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | <p>Christianity is the largest religion in the world with around 2.4 billion followers. There are around 33 million Christians in the UK.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | <p>Islam is the second largest religion in the world, with around 1.8 billion. There are around 3 million Muslims in the UK.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Creation | | <p>There are more people who are religious in England, than those who are not.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>The majority of theists believe that God created the world. Each religion have their own story of how the world was created.</p> <p>This term we focus on the Christian creation story. Some Christians believe that God created the world in 7 days, as it is written in the first part of the Bible (Genesis 1). They believe God created a new part of the world each day.</p> <p>Day 1—Light & Dark</p> <p>Day 2—Water & Sky</p> <p>Day 3—Land & Plants</p> <p>Day 4—Sun & Moon</p> <p>Day 5—Birds in the sky and animals in the sea</p> <p>Day 6—Animals on land and people</p> <p>Day 7—God rested</p> | | Religious Literacy | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | <p>This year we will focus on three main religions, Judaism, Christianity & Islam. We mainly focus on Christianity & Islam, but Judaism will be mentioned. For this you need to ensure you know the correct terminology (words) to use when writing about religions.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | <table><tr><th>Religion & Year</th><th>Followers</th><th>Founder</th><th>Holy Texts</th><th>Holy Building</th><th>Symbol</th></tr><tr><td>Judaism 1400 BCE</td><td>Jewish People</td><td>Abraham</td><td>Tanakh</td><td>Synagogue</td><td></td></tr><tr><td>Christianity 4BCE</td><td>Christian</td><td>Jesus</td><td>Bible</td><td>Church</td><td></td></tr><tr><td>Islam 610 AD</td><td>Muslim</td><td>Prophet Muhammad</td><td>Qur'an</td><td>Mosque</td><td></td></tr></table> | | | | | | Religion & Year | Followers | Founder | Holy Texts | Holy Building | Symbol | Judaism 1400 BCE | Jewish People | Abraham | Tanakh | Synagogue |  | Christianity 4BCE | Christian | Jesus | Bible | Church |  | Islam 610 AD | Muslim | Prophet Muhammad | Qur'an | Mosque |  | | |
| | | Religion & Year | Followers | Founder | Holy Texts | Holy Building | Symbol | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | Judaism 1400 BCE | Jewish People | Abraham | Tanakh | Synagogue |  | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Christianity 4BCE | Christian | Jesus | Bible | Church |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Islam 610 AD | Muslim | Prophet Muhammad | Qur'an | Mosque |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Christianity is the largest religion in the world with around 2.4 billion followers. There are around 33 million Christians in the UK.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Islam is the second largest religion in the world, with around 1.8 billion. There are around 3 million Muslims in the UK.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| What are the Hazards | | Key Terms | | What are Online Activities | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--|--|---------|----------------------------|--|---------------|--|-------------|---|-------|--|-----------------|---|---------------|--|------------------|---|------------------------|--|-----------|--|--|---|----------------|--|-------------------|---|-----------------------|---|----------|---|--|--|
|  | | <table><tr><td>Password</td><td>A secret word or phrase which allows access to a computer system or service.</td></tr><tr><td>Computing Lab</td><td>A computer lab is a space which provides computer services to a defined community.</td></tr><tr><td>Screen Time</td><td>Time spent using a device such as a computer, television, or games console.</td></tr><tr><td>Email</td><td>Messages distributed by electronic means from one computer user to one or more recipients via a network.</td></tr><tr><td>Email Recipient</td><td>An email recipient is an individual who has opted-in to receive email from either an individual or a business</td></tr><tr><td>Email Subject</td><td>An email subject line is the first text recipients see after your sender name when an email reaches their inbox. It is important to keep an email subject line informative, catchy, and brief.</td></tr><tr><td>CC / Carbon Copy</td><td>(Carbon Copy) - Put the email address(es) here if you are sending a copy for their information (and you want everyone to explicitly see</td></tr><tr><td>BCC/ Blind Carbon copy</td><td>(Blind Carbon Copy) - Put the email address here if you are sending them a Copy and you do not want the other recipients to see that you sent it to this contact</td></tr><tr><td>Etiquette</td><td>The way you behave online</td></tr><tr><td>Sexting</td><td>TO send (someone) sexually explicit photographs or messages via mobile phone.</td></tr><tr><td>Cyber bullying</td><td>The use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature.</td></tr><tr><td>Digital Footprint</td><td>A digital footprint is a trail of data you create while using the Internet. It includes the websites you visit, emails you send, and information you submit to online services.</td></tr><tr><td>Presentation Software</td><td>A software application that is specifically designed to allow users to create a presentation of ideas</td></tr><tr><td>Audience</td><td>A group of people who your presentation would be aimed at</td></tr></table> | | Password | A secret word or phrase which allows access to a computer system or service. | Computing Lab | A computer lab is a space which provides computer services to a defined community. | Screen Time | Time spent using a device such as a computer, television, or games console. | Email | Messages distributed by electronic means from one computer user to one or more recipients via a network. | Email Recipient | An email recipient is an individual who has opted-in to receive email from either an individual or a business | Email Subject | An email subject line is the first text recipients see after your sender name when an email reaches their inbox. It is important to keep an email subject line informative, catchy, and brief. | CC / Carbon Copy | (Carbon Copy) - Put the email address(es) here if you are sending a copy for their information (and you want everyone to explicitly see | BCC/ Blind Carbon copy | (Blind Carbon Copy) - Put the email address here if you are sending them a Copy and you do not want the other recipients to see that you sent it to this contact | Etiquette | The way you behave online | Sexting | TO send (someone) sexually explicit photographs or messages via mobile phone. | Cyber bullying | The use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature. | Digital Footprint | A digital footprint is a trail of data you create while using the Internet. It includes the websites you visit, emails you send, and information you submit to online services. | Presentation Software | A software application that is specifically designed to allow users to create a presentation of ideas | Audience | A group of people who your presentation would be aimed at | <ul style="list-style-type: none">• Socialising online on a range of social apps• Watching TV online through YouTube• Building their digital footprint by sharing details about their day to day life with friends and family or people they’ve met online• Gaming online with friends online regularly• Doing homework through video chats with friends• Taking part in online challenges with friends | |
| Password | A secret word or phrase which allows access to a computer system or service. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Etiquette | The way you behave online | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| <h3>Rules of a Computing Lab</h3> <table><tr><td>1</td><td>No Food</td></tr><tr><td>2</td><td>Drinks are allowed, as long as they are in no-spill containers</td></tr><tr><td>3</td><td>Keep your password safe</td></tr><tr><td>4</td><td>Computers and peripherals are not to be moved around</td></tr><tr><td>5</td><td>Do not install software on the computers</td></tr><tr><td>6</td><td>Do not display or print sexually explicit graphics</td></tr><tr><td>7</td><td>No Mobile Phones</td></tr><tr><td>8</td><td>Behaviour and activities that disrupt other users or disrupt the learning in the computer labs is not allowed</td></tr><tr><td>9</td><td>Remember to log out whenever you are done using your computer.</td></tr><tr><td>10</td><td>Each person may use one computer at a time, unless otherwise instructed.</td></tr></table> | | 1 | No Food | 2 | Drinks are allowed, as long as they are in no-spill containers | 3 | Keep your password safe | 4 | Computers and peripherals are not to be moved around | 5 | Do not install software on the computers | 6 | Do not display or print sexually explicit graphics | 7 | No Mobile Phones | 8 | Behaviour and activities that disrupt other users or disrupt the learning in the computer labs is not allowed | 9 | Remember to log out whenever you are done using your computer. | 10 | Each person may use one computer at a time, unless otherwise instructed. | <h3>Reporting Online Abuse</h3> <ul style="list-style-type: none">• Report abuse on the CEOP site• Child line• Talk to a trusted adult• Tell a teacher• Report behavior to the social media site  | | | | | | | | | | | |
| 1 | No Food | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | Drinks are allowed, as long as they are in no-spill containers | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| <div><h3>Trinity TV</h3><p>For more help, visit Trinity TV and watch the following videos:</p><p>Trinity TV > Year 7 > Computer Science</p></div> | | <h3>Effective Presentations</h3> <ul style="list-style-type: none">• Only Text Prompts are used (Keywords)• Text is kept to a minimum• All images used are relevant and appropriate to the subject• All content used is relevant to the subject• Appropriate font style, size and colour is used <p>How should you communicate with Peers - use the ‘Sandwich Technique ‘</p> <ul style="list-style-type: none">• You write one positive, one critical, and another positive comment on somebody’s work | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | <h3>Characteristics of a strong Password</h3> <ul style="list-style-type: none">• At least 8 characters - the more characters, the better.• A mixture of both uppercase and lowercase letters.• A mixture of letters and numbers.• Inclusion of at least one special character, e.g., ! @ # ?] | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |



Weeks 1 and 2 - VocabularyWeeks 3 and 4 - VocabularyWeeks 5 and 6 - Vocabulary

| Week 1: | | Week 2: | | | | Week 3: | | Week 4: | | Week 5: Key phonics | | Week 6: | |
|------------------|-------------------|---------|--------|----|------------|---------------|--------------|---------------|--------------|---------------------|---------------|-----------------|---------------|
| adiós | goodbye | 1 | uno | 11 | once | un animal | an animal | padres | parents | Looks like: | Sounds like: | también | also |
| de nada | you're welcome | 2 | dos | 12 | doce | un caballo | a horse | un abuelo | a grandad | | | y | and |
| gracias | thank you | 3 | tres | 13 | trece | un conejo | a rabbit | un amigo | a friend (m) | | | pero | but |
| hasta luego | see you later | 4 | cuatro | 14 | catorce | un gato | a cat | un hermano | a brother | ll | y | o | or |
| hola | hello | 5 | cinco | 15 | quince | un hámster | a hámster | un padre | a father | ñ | ny | sin embargo | however |
| me llamo | I am called | 6 | seis | 16 | dieciséis | un pájaro | a bird | un padrastro | a step dad | ca / co / cu | ka / ko / koo | un hermanastro | a stepbrother |
| por favor | please | 7 | siete | 17 | diecisiete | un perro | a dog | un primo | a cousin (m) | ce / ci | theh / thee | un padrastro | a stepfather |
| se llama | he/she is called | | | | | un pez | a fish | un tío | an uncle | | | una hermanastra | a stepsister |
| tengo ... años | I have ... years | 8 | ocho | 18 | dieciocho | unos peces | some fish | una abuela | a grandma | | | una madrastra | a stepmother |
| ¿Qué tal? | How are you? | 9 | nueve | 19 | diecinueve | un ratón | a mouse | una amiga | a friend (f) | | | | |
| ¿Cómo te llamas? | What's your name? | 10 | diez | 20 | veinte | una cobaya | a guinea-pig | una familia | a family | | | | |
| | | | | | | una mascota | a pet | una hermana | a sister | | | | |
| | | | | | | una rata | a rat | una madre | a mother | | | | |
| | | | | | | una serpiente | a snake | una madrastra | a step mum | | | | |
| | | | | | | una tortuga | a tortoise | una prima | a cousin (f) | | | | |
| | | | | | | | | una tía | an aunt | | | | |

Weeks 1 and 2 - GrammarWeeks 3 and 4 - GrammarWeeks 5 and 6 - Grammar

Phonics: Key sounds in the Spanish language

Some letters, and pairs of letters, in Spanish sound different to what you'd expect in English.

Lots of the important phonics for this term are in Week 5 vocabulary but you can find all of them in the back of your planner.

Trinity TV

For more help, visit Trinity TV and watch the following videos:

Trinity TV > Year 7 > Spanish

The verb tener (to have)

The verb tener (to have) is a key verb in Spanish. It does not follow a set pattern, so you need to learn it by heart.

| tener—to have | |
|---------------|---------------|
| tengo | I have |
| tienes | you have |
| tiene | he/she has |
| tenemos | we have |
| tenéis | you have (pl) |
| tienen | they have |

Gender: Masculine, feminine and plural nouns

All nouns in Spanish are either **masculine** or **feminine**. When there is more than one of them, they are plural.

We use a different indefinite article (the word for 'a'), and definite article (the word for 'the') depending on this gender:

| | mascu- line | femi- nine | mascu- line plural | feminine plural |
|------------|----------------|---------------|-----------------------|--------------------|
| a/ some | un | una | unos | unas |
| the | el | la | los | las |
| my | mi | mi | mis | mis |