

### Year 7 Business Knowledge Organiser Aim of the unit

The aim of this unit is to provide a foundational knowledge of business. You will learn the basic concepts in business, which will help you in making informed decision when choosing business as one of the optional subjects in Year 9



#### Overview

You will be finding out about different concepts such as, entrepreneur, market research and sources of finance for small business. You will also improve your creative skill by designing business adverts, questionnaires, and how to obtain customer feedback. You will learn these concepts for 6 weeks.

### Keyskills

Team working - work in teams, shares ideas and boost interpersonal skill.

Analytical skill - compare ideas from both sides and use personal opinion to provide constructive criticism.

IT skill - using MS word office to report on the findings from research notetaking.

Research skill - making research and provide findings from research





#### Assessments

Assessment is based on class work and homework which is issued once every 2 weeks.



You have other options like borrow from family and friends or develop a proper savings to grow business

ww.successvalues.com



prise successful =

#### Key vocabulary

Entrepreneur – someone who takes risk and sets up a business.

Market research - process of understanding more about customers, market, competitors etc.

Capital - money invested in business. Advertisement - process of creating

awareness of products and services in order to attract and retain customers.

Customer feedback - comments or information fro m customer which helps business to improve.



### Support/challenges

Differentiated tasks and homework







Personal

Savings





abilities 3 venture owner 3 business

action

solutions



Length of Unit: 6

Weeks

#### Year 7 HTML

#### What you are going to learn:

You are going to be learning about how to make a website.

#### Key Words:

HTML: Hypertext Markup Language.

Tag: Code that tells a website how to display information.

Tags must be opened and closed.

Style: Code that controls how text is styled

Stylesheet: A separate, linked, document that contains all

the document styles.

Attribute: Part of a tag that controls how it works.

Span: Tag that can be used to apply styles to text







#### The Lessons:

Week 1: Introduction to HTML

Week 2: HTML Tags

Week 3: Stylesheets

Week 4: Building a Website

Week 5: Peer Assessment

Week 6: Feedback, Improvement and Evaluation





#### Support/Challenge

https://www.w3schools.com/

Find out about some other HTML tags and how they are used

How does the <img>tag work?









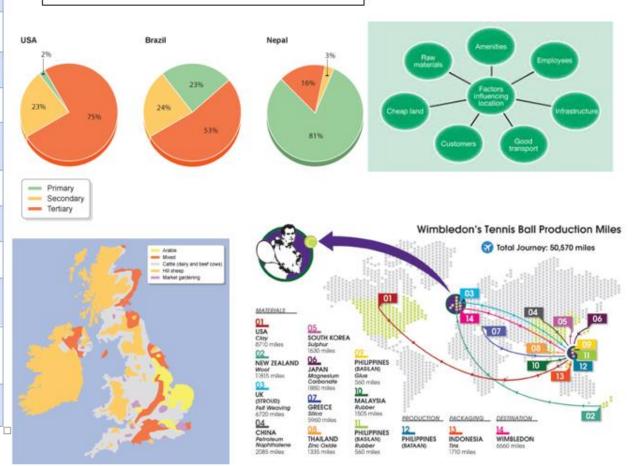


Style rule	Effect on text
font-weight: bold	Bold Text
font-decoration: underline	<u>Underlines text</u>
font-style: italic	Italicises text



Primary Industry	Employ people to collect natural resources from the land or sea, eg farmer.
Secondary Industry	Employ people to make things from raw materials, eg factory worker.
Tertiary Industry	Provide a service for people and don't make anything, eg teachers or nurses.
Employment Structure	The proportion of people working in primary, secondary or tertiary industry.
Quaternary Industry	High tech activities that provide information and advice or are involved in research, eg software developer.
Agriculture	The growing of crops (arable) or rearing of animals (pastoral).
Site	The location where a farm or factory is located.
Leisure	The industry concerned with what people choose to do in their free time.
Tourism	The industry concerned with what people choose to do when they visit away from home for a day or longer.
Footloose	A term describing an industry which is not tied to a site by the need for raw materials, skilled workers or market location.
Manufacturing	The production of products from other raw materials. An activity that takes place in factories.

# Geography- Year 7 Term 2- Industry









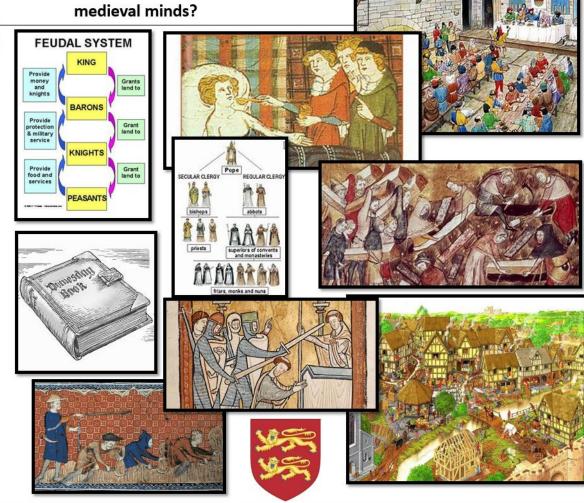






Year 7 history knowledge organiser term 3: What mattered to\_

Keywords and definitions	
Medieval	The period between 1066- 1500
Feudal system	The social structure of Medieval England
Villein	Peasant at the bottom of the Feudal system
Baron	Noble land owner that pledged their loyalty to the King
Clergy	Officials of the Christian Church- their job is to work for the Church.
Motte and Bailey	The first type of castle made by William. It was made out of wood and had a higher Motte part and a lower Bailey part
Tithe	A tax collected and paid to the Church
Doom painting	A painting showing people being sent to Heaven or Hell on the Day of Judgement
Squire	The personal servant to a knight, normally aged between 14 and 21
Monastery	A building housing a religious community













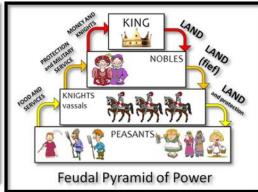


### Year 7 history knowledge organiser term 4: What problems did medieval kings face?

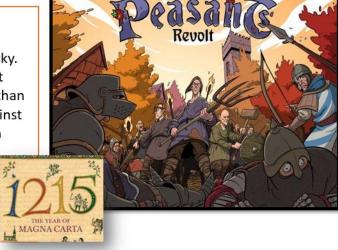
Keywords and definitions	
Magna Carta	A document or "charter" which lays out the rights of the people and states that the law applies to everyone. Even the king. Signed by King John in 1215.
Peasants Revolt	The Peasants' Revolt was a rebellion of peasants in England, in 1381. It was the biggest rebellion of farmers in medieval England.
Serf	A serf is a worker who has to stay in one area. Serfs were the lowest of the feudal society.
Feudal system	The social structure of Medieval England
Excommunication	Expulsion from the Catholic Church by the Pope
Angevin Empire	An empire ruled by Henry II stretching from Scotland to the Pyrenees mountains
Parliament	A collection of people representing all of England , who approve and refuse laws







Some medieval kings had good fortune. They were strong and successful. Others were not so lucky. Some medieval kings found it a lot harder to control their kingdoms than others. Kings fought civil wars against barons and members of their own families. Some kings fought wars against the Irish, Welsh, Scots or 📝 French. Some kings were either murdered, died of illness or were killed in battle themselves.





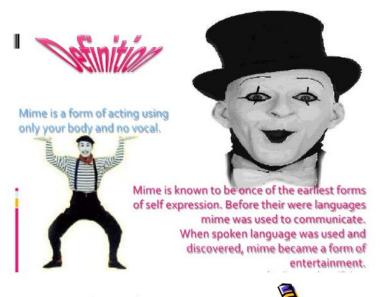














Year 7

**Drama** 



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# What is tableau?

Tableau is a still picture or "snapshot" of a scene created by a group of people.

# Tips for success:

- 1. Listen to each other's ideas
- 2. Work as a team and cooperate with each other.
- 3. Use facial expressions to convey emotions.
- 4. Use your bodies to show movement and shapes while standing still.
- Group members should place themselves at different levels: high, medium, and low to the ground, for visual interest.
- The group needs to be completely quiet as they move into position and stand perfectly still during the presentation of the tableau.
- 7. Try to block out the audience and focus on keeping all of your muscles still.

# Dialogue

- Dialogue is conversation between two or more characters.
- Dialogue is when a character speaks to another character.
- Dialogue is conversation.















#### HEAD

TO EVALUATE PERFORMANCE OF SELF AND OTHERS

TO UNDERSTAND THE RELATIONSHIP BETWEEN HEART RATE RECOVERY AND FITNESS LEVEL.

TO UNDERSTAND COMPONENTS OF FITNESS INVOLVED IN PERFORMANCE

TO UNDERSTAND AND APPRECIATE THE NEED TO MAKE DECISIONS ABOUT REFINEMENT OF TECHNIQUE TO SUSTAIN PERFORMANCE.

#### HEART ( RESILIENCE )

I HAVE WORKED INDIVIDUALLY AND AS PART OF A GROUP THIS TERM.

I HAVE SHOWED GOOD RESILIENCE IN A RANGE OF ATHLETIC ACTIVITIES, INCLUDING BOTH TRACK AND FIELD EVENTS.

I HAVE SHOWN GOOD RESILIENCE WHEN WORKING INDIVIDUALLY AND AS A PART OF A TEAM ACROSS A RANGE OF FIELD AND TRACK EVENTS THIS TERM.

I HAVE PUSHED MY BODY AND CHALLENGED MYSELF TO IMPROVE ACROSS A RANGE OF ATHLETIC EVENTS.

### HANDS

TO ACCURATELY REPLICATE THE BASIC TECHNIQUE AT EACH STATION

TO PERFORM AND RECORD THE DISTANCE ACHIEVED IN VARIOUS FITNESS TESTS

SHOW A GOOD REPLICATION OF SKILLS ACROSS MOST FITNESS DISCIPLINES

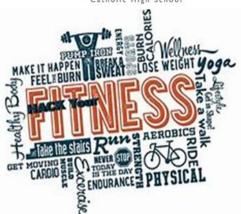
CAN ADAPT AND CHANGE TECHNIQUE AND IDENTIFY WAYS TO IMPROVE REPLICATION.



# **Year 7 Fitness**



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#### HEAD

TO UNDERSTAND AND APPRECIATE THE NEED TO MAKE DECISIONS ABOUT CHOICE OF MOVEMENTS AND REFINING IDEAS WHEN UNSUCCESSFUL.

UNDERSTAND THE PRINCIPLE OF ACCELERATING AND SLOWING DOWN ROTATION.

TO DEVELOP HOW TO RECOGNIZE GOOD PERFORMANCE IN SIMPLE GYMNASTICS ROUTINES

APPRECIATE THE NEED TO MAKE DECISIONS ABOUT CHOICE OF MOVEMENTS AND REFINING IDEAS WHEN UNSUCCESSFUL.

#### HEART ( RESILIENCE )

I HAVE WORKED INDIVIDUALLY AND AS PART OF A GROUP THIS TERM.

I HAVE SHOWED GOOD RESILIENCE IN A RANGE OF ATHLETIC ACTIVITIES, INCLUDING BOTH TRACK AND FIELD EVENTS.

I HAVE SHOWN GOOD RESILIENCE WHEN WORKING INDIVIDUALLY AND AS A PART OF A TEAM ACROSS A RANGE OF FIELD AND TRACK EVENTS THIS TERM

I HAVE PUSHED MY BODY AND CHALLENGED MYSELF TO IMPROVE ACROSS A RANGE OF ATHLETIC EVENTS.

#### HANDS

TO BE ABLE TO PERFORM THE BASIC MOVEMENT SKILLS INCLUDING JUMPS AND BASIC ROLLS.

TO BE ABLE TO TRAVEL AND JUMP EFFECTIVELY USING A VARIETY OF TECHNIQUES

TO PERFORM BASIC BALANCES ON DIFFERENT BODY PARTS, INCLUDING SUPPORT OF HAND AND/OR HEAD STANDS

I CAN REPLICATE BALANCES USING COUNTER BALANCE/TENSION TO MAINTAIN STABILITY



# **Year 7 Gymnastics**





# SINGLE BALANCES





CANDLESTICK

Matching and Mirroring















#### HEAD

TO UNDERSTAND AND APPRECIATE THE NEED TO MAKE DECISIONS ABOUT CHOICE OF MOVEMENTS AND REFINING IDEAS WHEN UNSUCCESSFUL.

UNDERSTAND THE PRINCIPLE OF UNISON AND CANNON DURING GROUP PERFORMANCES.

TO DEVELOP HOW TO RECOGNIZE GOOD PERFORMANCE IN SIMPLE DANCE ROUTINES ROUTINES

NAME THE KEY FEATURES OF BOLLYWOOD DANCE WITH REFERENCE TO THE KEY TERMS E.G. UNISON, CANNON, FORMATION ETC.

#### HEART ( RESILIENCE )

I HAVE WORKED INDIVIDUALLY AND AS PART OF A GROUP THIS TERM.

I HAVE SHOWED GOOD RESILIENCE IN DEVELOPING MY UNDERSTANDING OF DIFFERENT CULTURES WITHIN DANCE.

I HAVE SHOWN GOOD RESILIENCE WHEN WORKING INDIVIDUALLY AND AS A PART OF A GROUP TO DEVISE IDEAS AND ROUTINES FOR DANCE PERFORMANCES.

I HAVE PUSHED MY BODY AND CHALLENGED MYSELF TO IMPROVE ACROSS A RANGE OF DANCE ACTIVITIES.

### HANDS

TO BE ABLE TO PERFORM THE CORRECT MOVEMENTS AND TECHNIQUES IN TIMING WITH THE MUSIC.

TO BE ABLE TO USE LEVELS, UNISON, CANNON AND FORMATIONS IN MY DANCE ROUTINES.

TO COMPOSE A DANCE ROUTINE AS PART OF A BOLLYWOOD PERFORMANCE

I CAN ACCURATELY REPLICATE DEVELOPED MOVEMENTS SHOWING CREATIVITY AND FLUENCY.



# **Year 7 Dance**

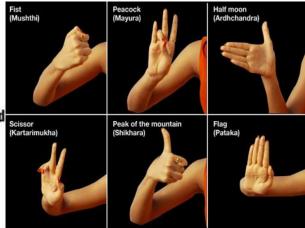




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# **BOLLYWOOD DANCE**















I CAN SCORE A GAME BUT SOMETIMES GET CONFUSED ABOUT COURT MARKINGS

I EXPLAIN HOW MY PERFORMANCES ARE SIMILAR TO AND DIFFERENT FROM OTHERS

I CAN USE FEEDBACK TO IMPROVE MY PERFORMANCE AND HELP MY PARTNER

I UNDERSTAND WHERE I SHOULD SERVE FROM AND TO DURING A GAME

### HEART (COMMITMENT)

TO COME TO LESSON WITH CORRECT EQUIPMENT AND PEKIT

TO BE PREPARED TO TRY MY BEST IN EVERY LESSON THIS TERM

TO BE COMMITTED TO TAKING ON BOARD VERBAL FEEDBACK FROM BOTH STUDENTS AND TEACHER

TO BE COMMITTED TO UPHOLDING THE VALUES OF SPORT IN LESSONS AND PLAY WITH SPORTSMANSHIP

#### HANDS

I CAN HIT THE SHUTTLECOCK OVER THE NET IN A RALLY

THE MAJORITY OF MY SHOTS ARE PLAYED ON MY FOREHAND AND ABOVE MY HEAD.

I CAN PLAY A RALLY BUT RARELY VARY THE ANGLE OR DISTANCE OF MY

I CAN PERFORM HIGH AND LOW SERVES CONSISTENTLY

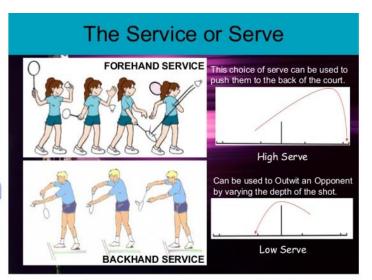


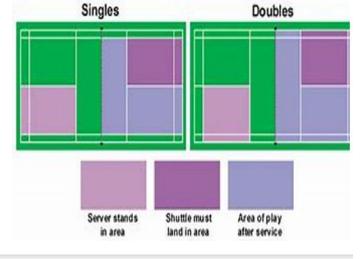
# **Year 7 Badminton**























UNDERSTAND ABOUT BASIC ATTACKING AND DEFENDING AGAINST AN OPPONENT.

UNDERSTAND MY TEAM CAN SWITCH QUICKLY FROM OFFENCE TO DEFENCE. SHOW SOME KNOWLEDGE OF RULES

ABLE TO KNOW WHEN TO SHOOT FROM DIFFERENT ANGLES AND DISTANCES

UNDERSTAND I NEED TO MOVE QUICKLY TO GET RID OF MY MARKER.

### HEART (TEAM WORK)

I HAVE SUCCESSFULLY WORKED HARD IN MY LESSONS WORKING WITH PEOPLE WHO I DON'T USUALLY WORK WITH

I HAVE LED A PART OF A WARM UP AT THE START OF THE LESSON WHICH MY TEAM HAS TAKEN PART IN

I HAVE SUCCESSFULLY SET UP A DRILL WITH MY TEAM WHICH WE HAVE USED WITHIN THE LESSON

I HAVE TAKEN PART IN VARIOUS ROLES WITHIN A GAME SITUATION TO BENEFIT MY TEAM

#### HANDS

CAN CATCH A VARIETY OF PASSES WITH 2 HANDS BUT NOT ALWAYS SUCCESSFULLY

CAN PERFORM CORRECT FOOTWORK BUT WHEN AT SPEED OFTEN OVERSTEP. CAN DRIBBLE WITH SOME SUCCESS

PASS ACCURATELY MOST OF THE TIME TO A STATIONARY PARTNER, USING A VARIETY OF PASSES

CAN MOVE AROUND THE COURT WITH SOME AGILITY



# Year 7 Handball



St John Fisher Catholic High School



### Handball



1) Players are not allowed in the

goal area

2) Players can jump towards the goal area to shoot but the ball must be released before player lands in the area

#### Defending:

1) Contact is allow but only face

2) Players are not allowed to hit

A team consist of 7 players
 Any fouls committed, the opposition is awarded a side line free

Outfield players can touch the ball with any part of their body

If a player holds possession, they can dribble or take three steps for up to three seconds without dribbling.

#### Passing: One hand Passing and Two Hand

- Bounce Pass Side Pass/ Hip Pass



#### Dribbling:

 Players are allowed to dribble with the ball Players cannot hold the ball with two hands then

bounce the ball again. This is call Double Dribble

#### Goal Keeping

- Can save the ball with any body part
- Is allowed to leave the area
- Cannot take the ball into the goal area when playing outfield

















BEGIN TO UNDERSTAND IMPORTANCE OF STRATEGY AND TACTICS

DEMONSTRATE A BASIC KNOWLEDGE OF GAME RULES AND RECOGNISES ERRORS DURING A GAME.

SHOW A DEVELOPING ABILITY TO READ THE GAME AND MOVE INTO THE NECESSARY SPACE TO REPLICATE A CHOSEN SKILL

CAN RESPOND TO CHANGING SITUATIONS BY CHANGING AND REFINING SHOT SELECTION

### HEART ( RESILIENCE )

I HAVE WORKED INDIVIDUALLY AND AS A PAIR IN SINGLES AND DOUBLES MATCHES THIS TERM

I HAVE SHOWED GOOD RESILIENCE WHEN I HAVE BEEN LOSING IN A MATCH

I HAVE SHOWN RESILIENCE WHEN WORKING WITH MY PARTNER IN DOUBLES THIS TERM

I HAVE SHOWN GOOD RESILIENCE WHEN I HAVE PLAYED SINGLES MATCHES THIS TERM

### HANDS

DEMOVEMENTS TO MEET THE BALLMONSTRATE SMALL

I CAN HOLD THE PADDLE USING THE CORRECT GRIP CONSISTENTLY

USE BASIC TECHNIQUES IN A CONTROLLED SITUATION AND WILL USE A PREFERRED SKILL FOR A MAJORITY OF ALL SHOTS

CAN HOLD A BASIC RALLY WITH AN OPPONENT IN A CONTROLLED SITUATION



# **Year 7 Table**

# Tennis



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#### **RULES OF TABLE TENNIS**

- If the ball touches the table top then is deemed as in.
- If the ball touches the side of the table then is deemed as out.
- A player is not allowed to strike the ball in volley, unless the opponent's ball leaves the table and I strike the ball in a volley behind the table, in which case the point would be awarded to me.
- The ball rests freely on the open palm of your hand when serving.
- The hand holding the ball must be above the level of the table in the serve.
- The ball should be projected upwards in the serve
- When serving the ball should struck when it is falling and from behind the table.
- ▶ When serving, the ball must bounce on your side of the court and then again on your opponents side of





1. READY POSITION ·Crouched with left foot slightly forward

• Close to the table

- 2. BACKSWING • 1/4 rotation demo the
- waist to the right Arm rotates back
- 3. FORWARD MOVEMENT
- Arm moves forward and upwards as the body unwinds from and downwards at the waist the elbow
  - Weight transfers from the right to the left foot

#### 4. FOLLOW THROUGH

- •Bat arm continues to move forward and upwards,
- finishing in line with the nose
- •Recover to ready position













BEGIN TO UNDERSTAND IMPORTANCE OF STRATEGY AND TACTICS

DEMONSTRATE A BASIC KNOWLEDGE OF GAME RULES AND RECOGNISES ERRORS DURING A GAME.

SHOW A DEVELOPING ABILITY TO READ THE GAME AND MOVE INTO THE NECESSARY SPACE TO REPLICATE A CHOSEN SKILL

CAN RESPOND TO CHANGING SITUATIONS BY CHANGING AND REFINING SHOT SELECTION

### HEART (COMMITMENT)

I SHOW DEDICATION AND COMMITMENT EVERY LESSON TO IMPROVE MY SKILLS IN VOLLEYBALL.

I STAY COMMITTED TO SEE THINGS THROUGH TO THE END OF GAMES WITHOUT GIVING UP.

I SHOW GOOD COMMITMENT TO HAVE HIGH STANDARDS IN EVERY PE LESSON.

I HAVE SHOWN GOOD COMMITMENT WHEN PLAYING IN MATCHES WHEN WINNING OR LOSING.

### HANDS

DEMONSTRATE ABILITY TO PLAY THE DIG, SET, VOLLEY AND SERVE IN PRACTICE.

I CAN SERVE CORRECTLY IN A GAME SITUATION.

DEMONSTRATE ACCURACY WHEN PERFORMING A VOLLEY (SET) TO A PARTNER.

I CAN PERFORM THE DIG WITH CONTROL AND ACCURACY TO A PARTNER.

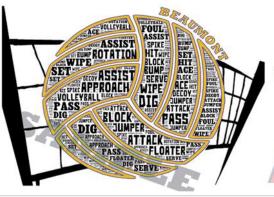


Year 7

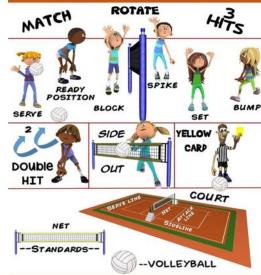








# **VOLLEYBALL TERMS**











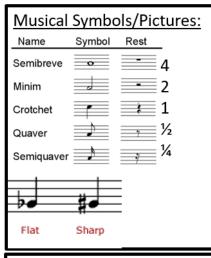






#### Year 7 Music

<u>Keywords:</u> **Dynamics** Tempo Articulation Staccato Legato Structure Rhythm Melody Accompaniment Harmony Ensemble **Timing Texture** 

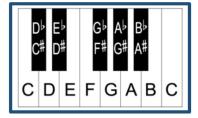


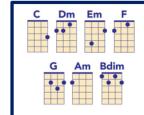
Music Resources you can use at home: Soundtrap Soundation Staff Wars Game Kahoot Quizzes Quizlet Quizzes Practice using YouTube





When you listen to a song or hear music on the radio, try to describe it using the elements of music we learn!





Want to learn an instrument? We do instrumental lessons and clubs at SJF! Ask Mrs Harmson for more information





Don't forget about our choir, band and ukulele clubs on at lunchtimes!

In Year 7, you will learn about the different elements of music and how they are used, learn how to play a famous baroque piece of music called Pachelbel's Canon and learn to play the ukulele!













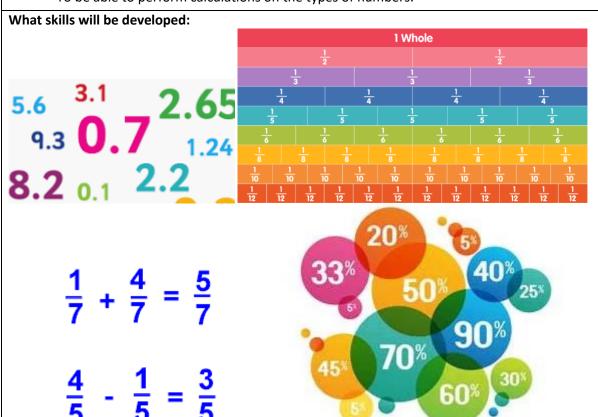
### Maths – Chapter 5: Fractions, Decimals and percentages

#### Aim of study:

To understand the basic foundations of calculations with fractions, decimals and percentages.

#### What will students learn:

- To be able to compare the three types of numbers.
- To be able to convert between the types of numbers.
- To be able to perform calculations on the types of numbers.



#### **Key words:**

Numerator: The top number in a fraction

Denominator: The bottom number in a fraction

Recurring: A decimal that keeps showing the same number

Terminating: a decimal that ends e.g. 0.2

## Support/Challenge:

Textbook - pages 108 – 109 for revision materials.

Doddle – Search the **key words**.

Numeracy ninjas – Free online resource.

Mathsgenie.com – Free videos to help revise.

#### Assessments with dates:













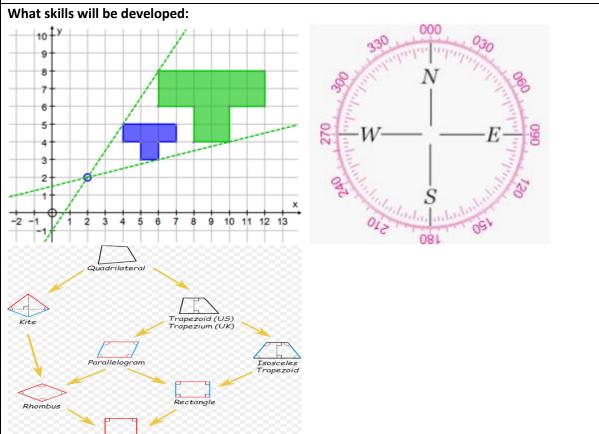
### Maths - Chapter 7: Working in 2D

#### Aim of study:

To be able to work with shapes in a 2D space, by using bearings, angles and standard measurements like Cm.

#### What will students learn:

- To be able to accurately measure angles and lines
- To be able to use and measure bearings
- To be able to identify and describe: Rotations, reflections, enlargements and transformations.



#### **Key words:**

Perimeter: the total distance around the shape.

Transformation: A route from the original shape to its copy.

Invariant: A point that does not change when the shape is transformed.

#### Support/Challenge:

Textbook - pages 157 - 158 for revision materials.

Doddle – Search the key words.

Numeracy ninjas – Free online resource.













### Maths – Chapter 6: Formulae and functions

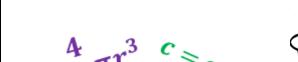
#### Aim of study:

To understand the basic foundations algebra and how we can use it in everyday situations, like shopping.

#### What will students learn:

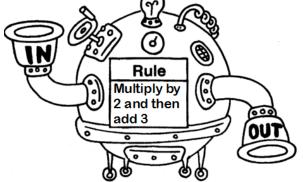
What skills will be developed:

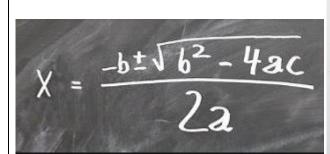
- To be able to substitute numbers in to formulae.
- To be able to rearrange algebra equations mathematically.
- Factorise quadratic equations.

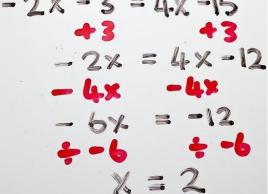


$$V = 3^{\pi r}$$

$$S = ut + \frac{1}{2}at^2$$







#### Key words:

Operation: Add, multiply, divide and subtract

Subject: what an equation is equal to

Equation: A maths sentence formed using algebra

#### Assessments with dates:

#### Support/Challenge:

Textbook - pages 132 - 133 for revision materials.

Doddle – Search the **key words**.

Numeracy ninjas – Free online resource.











# VOCABULAIRE ANNÉE 7 T2A: Tu es commen

L'apparence physique	Physical appearance
J'ai les yeux	I haveeyes.
bleus	blue
gris	grey
verts	green
noirs	black
marron	brown
noisette	hazel
bleu foncé	dark blue
bleu clair	light blue
J'ai les cheveux	I have hair.
blonds	blonde
bruns	brown
noirs	black
roux	red
courts	short
longs	long
mi-longs	medium-length
bouclés	curly
nattés	braided
raides	straight
frisés	frizzy

<u>La famille</u>	<u>Family</u>
la mère	the mother
la belle-mère	the step-mother
le père	the father
le beau-père	the step-father
les parents	the parents
la sœur	the sister
la demi-sœur	the half-sister / step-sister
le frère	the brother
le demi-frère	the half-brother / step-brother
la grand-mère	the grand-mother
le grand-père	the grand-father
les grands-parents	the grandparents
J'habite avec	I live with
J'ai qui s'appelle	I have who is called
Je suis fille unique.	I'm an only child. (girl)
Je suis fils unique.	I'm an only child. (boy)













Avoir	To have
j'ai	I have
tu as	You (1 pers) have
il a	He has
elle a	She has
nous avons	We have
vous avez	You (group) have
ils ont	They (boys) have
elles ont	They (girls) have
Ne pas avoir	To NOT have
je n'ai pas	I don't have
tu n'as pas	You (1 pers) don't have
il n'a pas	He doesn't have
elle n'a pas	She doesn't have
nous n'avons pas	We don't have
vous n'avez pas	You (group) don't have
ils n'ont pas	They (boys) don't have
elles n'ont pas	They (girls) don't have

<u>Etre</u>	<u>To be</u>
je suis	I am
tu es	You (1 pers) are
il est	He is
elle est	She is
nous sommes	We are
vous êtes	You (group) are
ils sont	They (boys) are
elles sont	They (girls) are
<u>Ne pas être</u>	To NOT be
je ne suis pas	I am not
tu n'es pas	You (1 pers) aren't
il n'est pas	He isn't
elle n'est pas	She isn't
nous ne sommes pas	We aren't
vous n'êtes pas	You (group) aren't
ils ne sont pas	They (boys) aren't
elles ne sont pas	They (girls) aren't













Les matières scolaires	School subjects
le dessin / les arts plastiques	Art
le français	French
le sport / l'EPS	PE
la musique	Music
la technologie	Technology / D.T
la géo	Geography
la religion	RE
l'anglais	English
l'espagnol	Spanish
l'allemand	German
l'informatique	ICT
l'histoire	History
les maths	Maths
les sciences / SVT	Science

Les opinions	Opinion phrases
ma matière préférée, c'est	my favourite subject is
adorer	to love
j'adore	I love
aimer	to like
j'aime	I like
je n'aime pas	I don't like
détester	to hate
je déteste	I hate
préférer	to prefer
je préfère	I prefer

Les justifications	<u>Justifications</u>
c'est	it is
ce n'est pas	it is not
créatif	creative
ennuyeux	boring
inutile	useless
passionnant	exciting
nul	rubbish
relaxant	relaxing
utile	useful
intéressant	interesting













Améliorer les opinions	Improving opinions
à mon avis	in my opinion
je pense que	I think that
selon moi	according to me
parce que	because (1)
car	because (2)
et	and
mais	but
par contre	on the other hand
très	very
assez	quite
carrément	completely
vachement	really

Adorer	To love	<u>Aimer</u>	<u>To like</u>
j'adore	I love	j'aime	I like
tu adores	you (1 pers) love	tu aimes	you (1 pers) like
il / elle adore	he/she loves	il / elle aime	he / she likes
nous adorons	we love	nous aimons	we like
vous adorez	you (all) love	vous aimez	you (all) like
ils / elles adorent	they love	ils / elles aiment	they like

<u>Détester</u>	To hate	<u>Préférer</u>	To prefer
je déteste	I hate	je préfère	I prefer
tu détestes	you (1 pers) hate	tu préfères	you (1 pers) prefer
il / elle déteste	he / she hates	il / elle préfère	he / she prefers
nous détestons	we hate	nous préférons	we prefer
vous détestez	you (all) hate	vous préférez	you (all) prefer
ils / elles détestent	they hate	ils /elles préfère	nt they prefer

J'aime <u>le français</u> parce que à mon	I like <u>French</u> because in my opinion,	
avis, c'est intéressant.	it's <u>interesting</u> .	
J'adore <u>les arts plastiques</u> comme	I love <u>Art</u> since it is very <u>creative</u> .	
c'est très <u>créatif</u> .		
Par contre, je n'aime pas trop <u>les</u>	However, I don't really like science	
sciences parce que c'est parfois	because it is sometimes difficult.	
difficile.		























# OI

#### Year 7 RE TERM 2 KNOWLEDGE ORGANISER: LIFE IN THE CHURCH-FOUNDATIONS OF CATHOLIC FAITH

#### **Key words**

**Monotheism**: Christians in ONE God who is able to do anything. They would describe God as Trinity(God the Father, God the Son, God the Holy Spirit)

**OMNIPOTENT**: This means that God is seen as **ALL-POWERFUL OMNISCIENT**: This means that God is all knowing **OMNIBENEVOLENT**:
This means that God is all-Loving **IMMANENT**: This means that God is active in the world- in the form of Jesus

**TRANSCEDENT:** This means that God is separate from time and space **INCARNATION:** This means "in flesh" – God coming to earth in the form of lesus

The Creed: Statement of Christian beliefs.

Magisterium: The Pope and Bishops who are guided by the Holy Spirit. Their main role is guide the church and interpret the Bible and the teachings of the church.

**Church:** A community of believers

**Eucharist:** Thanksgiving or last supper, also Mass. Catholics celebrate Eucharist daily or weekly. During mass, bread and wine are transformed into body and blood of Christ. This is called Transubstantiation.

**Parish:** A community of the faithful within a particular church, whose pastoral care has been entrusted to a parish priest

#### **BIBLE SKILLS**

What is the Bible: Bible is a source of guidance and teaching. Catholics read the Bible in a prayerful way. The Church guide the Catholics in how to interpret the Bible. Bible is the Word of God. God speak to Christians through this holy Book. It is a Christian satnay that guides Christians to live a good life loving God and their neighbour.

'All Scripture is inspired by God' 2Tim 3:16

How to use the Bible and find out how many Books

Why is the Bible important for Christians today?

**PRAYER:** Prayer is communication to God usually through words. There are different types of prayer. Intercession, Asking, Praise and Thanksgiving, Confession, Meditation

Jesus spoke about prayer on a number of occasions. Some Christians follow set prayer (such as **the Lord's prayer** (which Jesus taught his disciples), whereas others make them more personal.

#### There different types of prayer:

- Thanksgiving
- Adoration
- Confession
- Petition
- Intercession















A **sacrament** = an outward sign of inward grace

**Protestant** Churches = only **2** sacraments: Baptism and Eucharist.

Roman Catholic & Orthodox Churches = 7 sacraments: Baptism, Eucharist, Confirmation, Reconciliation, Marriage, Holy Orders, Anointing of the Sick.

#### **Baptism**

Baptism welcomes a person into a church. A person becomes a son or daughter of God, taking on a new identity in Christ. Water washes sins away. Jesus told his disciples to: "Go and make disciples of all nations, baptising them in the name of the Father, Son and Holy Spirit".

Baptism was a rite of initiation into the community right from the start.

#### **Eucharist**

The Eucharist is celebrated by nearly all Christian denominations and has many names, such as Holy Communion, mass and last supper.

The central features are the same: the connection with Jesus' Last Supper, the giving of thanks for the bread and wine (consecration) and using Jesus' words at the last supper.

RC Christians believe in **transubstantiation** – the bread & wine literally turns into the body & blood of Christ. Whereas Protestants do not believe this.

#### Reconciliation

Christians say sorry for their sins. The sacrament removes spiritual illness of sin. Restores relationship with God and community. Offers mercy, forgiveness.

#### **Anointing of the sick**

Healing and forgiveness of sins in preparation for the journey into next life. Anointing with oil-Viaticum (food for the journey). Give strength in sickness and suffering. Prepares an individual for death.

#### **Holy Orders**

Priest and bishops are given a distinct mission within the church. Priesthood establishes Christ's presence throughout the ages in sacraments especially Eucharist.

#### Matrimony/Marriage

Joining together of two people as one in marriage. Two people give themselves permanently and exclusively. The Bible says: 'so they are no longer one (Mat 19:6)

#### **Confirmation**

Candidates receive the seven gifts of the Holy Spirit. They renew their baptismal vows and are anointed with oil of chrism. They may take a new Name. It strengthens faith ready to become mature, active Catholic.



























#### Year 7 MicroBit

What you are going to learn:

You are going to be learning about coding techniques using MicroBit.

#### **Key Words:**

Variable: a named value that changes while the code is running

Constant: a value that is set at the start of the code and doesn't change while the code is running

Loop: when code is repeated.

If Statement: a statement that has different

outcomes depending on conditions

What is an algorithm? How would you define pseudocode?

Variable

Length of Unit:

6 Weeks

#### The Lessons:

Week 1: Introduction to spreadsheets

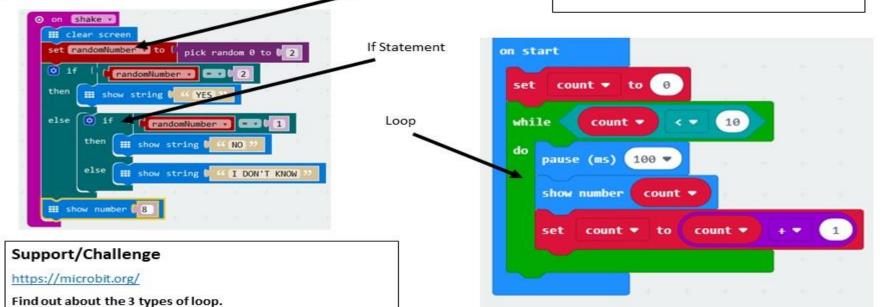
Week 2: Magic8 Ball

Week 3: Rock, Paper, Scissors

Week 4: Digi YoYo

Week 5: Rotating Image

Week 6: Assessment







What is the difference between them?









#### Year 7 Spreadsheets

#### What you are going to learn:

You are going to be learning about how to make a spreadsheet and graphs.

#### **Key Words:**

Autofill: Fills in repeated formula automatically.

Chart: Graphical representation of data.

Cell Reference: An alphanumeric value used to

identify cells.

Formula: Simple calculations that normally start

with =.

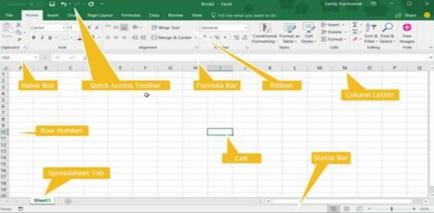
Function: More complex calculations that have a

word built in.

Autosum: A feature that writes a SUM for you.

Formula		
Add	=A1+A2	
Subtract	=A1-A2	
Multiply	=A1*A2	
Divide	=A1/A2	

	Subtract	=A1-A
	Multiply	=A1*A
	Divide	=A1/A
Ц		
1000	Sandy Starbowisk (E) —	D X
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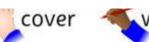


#### Support/Challenge

https://www.bbc.com/bitesize/guides/zdydmp3/revision/1

Find out what absolute and relative cell referencing are.

Find out where spreadsheets are used.







Length of Unit:

Week 1: Introduction to spreadsheets

Week 2: Formula

Week 3: Functions

Week 4: Graphs and Charts

Weeks 5 and 6: Showing skills in the Harry

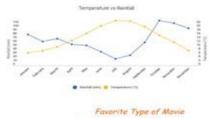
Plotter tasks.

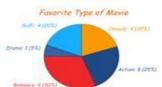
Functions		
=SUM()	=SUM(A1:A10)	
=AVERAGE()	=AVERAGE(A1:A10)	
=MIN()	=MIN(A1:A10)	
=MAX()	=MAX(A1:A10)	

#### Graphs you need to know

Nicest Fruit

Apple Orange Banana Kiwihuit Blue Grapes













# Much Ado About Nothing and Gender Stereotypes

This term we will explore our first play by England's most famous playwright William Shakespeare.

While studying the play "Much Ado About Nothing" we will explore the themes of love, power, hatred, honour, friendship, deceit, family, betrayal and above all gender expectations.

**Key question for this unit:** What were the expectations of women at the end of the Elizabethan era and what was their position in society?



You will be assessed this term on your ability to evaluate how characters are presented, and if this changes over the course of the play. This may include their personality, actions and if they are behaving like we would expect men or women to in the Elizabethan Era. This is what we call context. Factors to consider would be:

- It was a patriarchal society: Women were ruled by their fathers, husbands or brothers and were supposed to be do as they were told without question.
   Women would never challenge a man and were expected to marry who they were told to.
- Men were supposed to be strong, brave and masculine (reputation was important for both men and women).
- Children born outside of marriage were illegitimate and were looked down upon by society (Don John was born outside of marriage) and were unable to inherit

Some ambitious vocabulary to get you started: Pernicious, Envious, Malicious, Adoration, Resentful, Virtuous, Devotion, Treacherous, Allegiance, Duplicitous, Corrupt. Your assessments:

Reading

exam: Compare how Beatrice and Hero are presented in this extract and across the play.



Writing assessment: Transactional writing based on the play - Diary entry as Don John detailing how and why he plans to ruin his brother's happiness.



You will also be assessed on your ability to write a diary entry from the perspective of one of the characters in the play. How are they feeling and why?

Key elements you will be assessed on are:

- A logical structure which is easy to follow (a clear beginning, middle and end). You will need to organize your ideas placing related points together.
- The use of ambitious and interesting vocabulary that reflect the personality of the character. Convincing and compelling language will engage the reader and bring your character's words to life.
- Include varied sentence starters, topic sentences and different connectives to link sentences and ideas. A range of sentence types are important.
- Include language devices (similes, metaphors, alliteration, personification) to interest the reader.
- You will need a secure knowledge of the play and have to consider the context in which it was written in

#### Dramatis Personae (our main characters) Much Ado About Nothing.

Benedick: a soldier and Don Pedro's friend. Known for his quick-wit. He is in love with Beatrice but does not realise it.

Beatrice: Leonato's niece. Quick-witted and intelligent. She is in love with Benedick but does not realise it.

Claudio: a lord, a soldier and Don Pedro's friend. Young and naïve. Falls in love with Hero.

Hero: Leonato's daughter. Young and naïve. Falls in love with Claudio, but is accused of being unfaithful.

Leonato: Governor of Messina. Old and wise but easily swayed by the opinions of others.

Don Pedro: Prince of Aragon. A wise and benevolent man who has just been victorious in a war with his half-brother.

Don John: half-brother of Don Pedro. Resentful and angry over his status, he plots to destroy the happiness of others.