

KNOWLEDGE ORGANISER YEAR 7 2025/2026

Name: _____

Student Number: _____





Every day all students at DAA are expected to be the best they can be.

All students are expected to achieve their mission as detailed below and strive for this every day by giving 100% at all times.

“At DAA, I developed good moral principles and achieved exceptional outcomes that enabled me to have ambitious life choices”

During their time with us they will achieve this through their industry by showing hard work and resilience in all that they do every day.

Our core values are:

Happiness

The joy of life and learning. In the context of your emotional state, including positive and pleasant emotions ranging from contentment to intense joy. It is important you to have a grasp on your own happiness and well-being and your capacity to influence other people's happiness and well being

Industry

(Hard work & resilience) – This is how hard you work and how you overcome the challenges you face in your learning and life; if you can rise to the challenge when it matters you will be successful.

Responsibility

This is being accountable for the choices that you make and making the right choices to be organised, behave properly and achieve as much as you can. Taking responsibility for your learning will help you to be successful at DAA.

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Homework Timetable:

Week A	Mon	Tues	Wed	Thur	Fri
	English	Reading Log	Spellings	Reading Log	Reading Log
Week B	Mon	Tues	Wed	Thur	Fri
	English	Reading Log	Spellings	Reading Log	Reading Log



Homework Contents

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1: Read it**What is Identity?**

Identity is the complex and **evolving** sense of who we are, shaped by internal beliefs and external **influences**. It **encompasses** personal attributes like personality, values, and memories, as well as social aspects such as culture, ethnicity, gender, and roles within communities. Identity is not fixed—it changes over time as we grow, learn, and interact with different environments and people.

At its core, identity helps us understand our place in the world and guides how we relate to others. It influences our choices, behaviors, and how we **interpret** experiences. While some parts of identity are self-chosen, like career or hobbies, others are inherited or assigned, such as nationality or family background.

Identity can also be collective, shared among groups with common traits or histories. This collective identity fosters belonging and solidarity but can also lead to conflict when different identities clash or are marginalized. Ultimately, identity is a **dynamic** interplay between self-**perception** and societal recognition. It's both deeply personal and socially constructed, making it a powerful force in shaping human experience. question the system, offering a glimmer of hope or change.

2. Define It (the first one has been done for you)	a. Write out the words highlighted in red b. Write the definition for the words highlighted in red c. Attempt to use the word in a sentence
Evolving	b. Changing or developing gradually over time. c. Language is constantly evolving as new words are created.
Influences	b c
Encompasses	b c
Interpret	b c
Dynamic	b c
Perception	b c

3. Summarise it: What is happening in the text you have just read?	4. Question it: Write down 3 questions you have about what you have just read	5. Comprehend it
	1. 2. 3	

New Vocabulary		Definition		Yr 7 Spellings Week 1 Cycle 3	
1.				6.	
Sentence				Sentence	
2.				7.	
Sentence				Sentence	
3.				8.	
Sentence				Sentence	
4.				9.	
Sentence				Sentence	
5.				10.	
Sentence				Sentence	

New Vocabulary		Definition		Yr 7 Spellings Week 2 Cycle 3	
1.				6.	
Sentence				Sentence	
2.				7.	
Sentence				Sentence	
3.				8.	
Sentence				Sentence	
4.				9.	
Sentence				Sentence	
5.				10.	
Sentence				Sentence	

1: Read it

What is the difference between personal and collective identity?

Personal identity is how a person understands themselves as an **individual**. It includes their **unique** thoughts, values, beliefs, personality, and life experiences. This identity is shaped by personal choices, relationships, and how someone sees their role in the world. It can change over time as people grow, learn, and face new **challenges**. For example, someone might see themselves as brave, kind, or **independent** based on what they've been through and how they respond to situations.

Collective identity, on the other hand, is about belonging to a group and sharing a common sense of who you are with others. This could be based on race, culture, religion, nationality, family, or community. It's formed through shared history, traditions, values, and experiences. People with a strong collective identity often feel **connected** to others in their group and may act together to support or protect one another.

Personal identity is about who you are as an individual, while collective identity is about who you are as part of a group. Both types of identity **influence** how people see the world, how they behave, and how they respond to challenges or **injustice**.

2. Define It (the first one has been done for you)	a. Write out the words highlighted in red b. Write the definition for the words highlighted in red c. Attempt to use the word in a sentence
Individual	b. A single person, seen as separate from others. c. Each individual in the group had a different opinion.
Unique	b. c.
Challenges	b. c.
Independent	b. c.
Connected	b. c.
Injustice	b. c.

3. Summarise it: What is happening in the text you have just read?	4. Question it: Write down 3 questions you have about what you have just read	5. Comprehend it
	1. 2. 3	

New Vocabulary		Definition		Yr 7 Spellings Week 3 Cycle 3	
1.				6.	
Sentence				Sentence	
2.				7.	
Sentence				Sentence	
3.				8.	
Sentence				Sentence	
4.				9.	
Sentence				Sentence	
5.				10.	
Sentence				Sentence	

New Vocabulary		Definition		Yr 7 Spellings Week 4 Cycle 3	
1.				6.	
Sentence				Sentence	
2.				7.	
Sentence				Sentence	
3.				8.	
Sentence				Sentence	
4.				9.	
Sentence				Sentence	
5.				10.	
Sentence				Sentence	

1: Read it**What factors influence identity?**

Identity is shaped by a variety of **interconnected** influences that evolve over time. One of the most foundational is family and upbringing, which instills early values, beliefs, and behaviors. **Culture** and ethnicity also play a major role, offering a sense of belonging through shared traditions, language, and heritage. The social environment, including friends, peers, and community, further molds identity by reinforcing or challenging personal views and roles. Education introduces new ideas and **perspectives**, encouraging self-reflection and growth. Meanwhile, media and technology—especially social media—**expose** individuals to global trends and ideals, often **influencing** how people present themselves and **perceive** others. Life experiences, such as personal achievements, struggles, or major transitions, also shape identity by prompting adaptation and self-discovery.

Additionally, gender and sexuality are key components of identity, influenced by both personal exploration and societal expectations. All these factors interact dynamically, meaning identity is not static but constantly developing in response to internal and external forces.

2. Define It (the first one has been done for you)	a. Write out the words highlighted in red b. Write the definition for the words highlighted in red c. Attempt to use the word in a sentence
Interconnected	b. Linked or related to each other in a way that one affects the other. c. All the systems in the body are interconnected and work together to keep us healthy.
Culture	b. c.
Perspectives	b. c.
Expose	b. c.
Influencing	b. c.
Perceive	b. c.

3. Summarise it: What is happening in the text you have just read?	4. Question it: Write down 3 questions you have about what you have just read	5. Comprehend it
	1. 2. 3	

New Vocabulary		Definition		Yr 7 Spellings Week 5 Cycle 3	
1.				6.	
Sentence				Sentence	
2.				7.	
Sentence				Sentence	
3.				8.	
Sentence				Sentence	
4.				9.	
Sentence				Sentence	
5.				10.	
Sentence				Sentence	

New Vocabulary		Definition		Yr 7 Spellings Week 6 Cycle 3	
1.				6.	
Sentence				Sentence	
2.				7.	
Sentence				Sentence	
3.				8.	
Sentence				Sentence	
4.				9.	
Sentence				Sentence	
5.				10.	
Sentence				Sentence	

1: Read it

How can ethnicity affect identity?

Ethnicity plays a significant role in shaping a person's identity. It connects individuals to a shared cultural heritage, including language, traditions, values, and customs. These **elements** influence how people see themselves and how they relate to others. For many, ethnicity provides a sense of belonging and pride, especially when they are part of a close-knit **community** with shared experiences and history.

Language, for example, can be a powerful marker of ethnic identity, shaping how people think and communicate. Cultural practices—like food, music, and celebrations—also help individuals express their identity and stay **connected** to their roots.

However, ethnicity can also affect identity through external experiences. People may face **discrimination**, stereotyping, or **exclusion** based on their ethnic background, which can impact self-esteem and how they navigate society. On the other hand, being part of a dominant ethnic group can come with privileges that also shape one's worldview.

Ethnicity doesn't exist in isolation—it intersects with other aspects of identity such as gender, religion, and nationality. As a result, each person's experience of ethnicity is unique. Whether embraced proudly or questioned critically, ethnicity remains a key part of how many people understand who they are.

2. Define It (the first one has been done for you)	a. Write out the words highlighted in red b. Write the definition for the words highlighted in red c. Attempt to use the word in a sentence
Ethnicity	b. Ethnicity is the state or fact of belonging to a particular ethnic group. c. Last year 9.8 per cent of civil servants reported that they had faced discrimination because of their ethnicity.
Elements	b c
Community	b c
Connected	b c
Discrimination	b c
Exclusion	b c

3. Summarise it: What is happening in the text you have just read?	4. Question it: Write down 3 questions you have about what you have just read	5. Comprehend it
	1. 2. 3	

New Vocabulary		Definition		Yr 7 Spellings Week 7 Cycle 3	
1.				6.	
Sentence				Sentence	
2.				7.	
Sentence				Sentence	
3.				8.	
Sentence				Sentence	
4.				9.	
Sentence				Sentence	
5.				10.	
Sentence				Sentence	

New Vocabulary		Definition		Yr 7 Spellings Week Cycle 3	
1.				6.	
Sentence				Sentence	
2.				7.	
Sentence				Sentence	
3.				8.	
Sentence				Sentence	
4.				9.	
Sentence				Sentence	
5.				10.	
Sentence				Sentence	

1: Read it**How can culture affect identity?**

Culture significantly shapes identity by influencing how individuals think, behave, and relate to the world around them. It **encompasses** shared beliefs, values, customs, language, and traditions passed down through generations. These cultural elements help form a person's worldview and sense of self.

From an early age, people learn cultural norms through family, education, religion, and community. These norms guide how individuals express emotions, **interact** socially, and make decisions. For example, cultures that value collectivism may emphasize family and community over individual achievement, shaping how people define success and self-worth.

Language, a key part of culture, also affects identity. It not only enables **communication** but also shapes thought patterns and emotional expression. Cultural practices—such as rituals, holidays, and cuisine—offer ways for individuals to connect with their heritage and express who they are.

Culture can also influence identity through external **perceptions**. People may be identified or judged based on cultural markers like clothing, accent, or behavior, which can affect self-image and confidence.

In **multicultural** societies, individuals often navigate multiple cultural influences, leading to hybrid or evolving identities. Whether embraced, adapted, or challenged, culture remains a powerful force in shaping how people understand themselves and their place in the world.

2. Define It (the first one has been done for you)	a. Write out the words highlighted in red b. Write the definition for the words highlighted in red c. Attempt to use the word in a sentence
Culture	b. Culture consists of activities such as the arts and philosophy, which are considered to be important for the development of civilization and of people's minds. c. He was aware of the blame culture and has made it a point to deal with it.
Encompasses	b c
Interact	b c
Communication	b c
Perceptions	b c
Multicultural	b c

3. Summarise it: What is happening in the text you have just read?	4. Question it: Write down 3 questions you have about what you have just read	5. Comprehend it
	1. 2. 3	

New Vocabulary		Definition		Yr 7 Spellings Week 9 Cycle 3	
1.				6.	
Sentence				Sentence	
2.				7.	
Sentence				Sentence	
3.				8.	
Sentence				Sentence	
4.				9.	
Sentence				Sentence	
5.				10.	
Sentence				Sentence	

New Vocabulary		Definition		Yr 7 Spellings Week 10 Cycle 3	
1.				6.	
Sentence				Sentence	
2.				7.	
Sentence				Sentence	
3.				8.	
Sentence				Sentence	
4.				9.	
Sentence				Sentence	
5.				10.	
Sentence				Sentence	

1: Read it

How can religion affect identity?

Religion can deeply **influence** a person's identity by shaping their beliefs, values, behaviors, and sense of purpose. It often provides a **moral** framework that guides how individuals make decisions, treat others, and understand right and wrong. For many, religion offers a sense of belonging and community, connecting them with others who share similar faith and traditions.

Religious practices—such as prayer, fasting, attending services, or celebrating festivals—can become key parts of daily life and self-expression. These **rituals** help reinforce a person's connection to their faith and cultural heritage. Religion can also influence identity through symbols, clothing, dietary choices, and language. On a deeper level, religion can shape how people view life, death, suffering, and the meaning of existence. It can offer comfort in difficult times and inspire hope, **resilience**, and **compassion**. However, religion can also affect identity through external experiences. People may face **discrimination** or misunderstanding based on their religious beliefs, which can impact how they see themselves and their place in society.

In diverse societies, individuals may navigate multiple religious influences or experience shifts in belief over time. Whether devout, questioning, or non-religious, a person's relationship with religion often plays a significant role in shaping their identity.

1: Read it

How can religion affect identity?

Religion can deeply **influence** a person’s identity by shaping their beliefs, values, behaviors, and sense of purpose. It often provides a **moral** framework that guides how individuals make decisions, treat others, and understand right and wrong. For many, religion offers a sense of belonging and community, connecting them with others who share similar faith and traditions.

Religious practices—such as prayer, fasting, attending services, or celebrating festivals—can become key parts of daily life and self-expression. These **rituals** help reinforce a person’s connection to their faith and cultural heritage. Religion can also influence identity through symbols, clothing, dietary choices, and language. On a deeper level, religion can shape how people view life, death, suffering, and the meaning of existence. It can offer comfort in difficult times and inspire hope, **resilience**, and **compassion**. However, religion can also affect identity through external experiences. People may face **discrimination** or misunderstanding based on their religious beliefs, which can impact how they see themselves and their place in society.

In diverse societies, individuals may navigate multiple religious influences or experience shifts in belief over time. Whether devout, questioning, or non-religious, a person’s relationship with religion often plays a significant role in shaping their identity.

2. Define It (the first one has been done for you)	a. Write out the words highlighted in red b. Write the definition for the words highlighted in red c. Attempt to use the word in a sentence
Influence	b. Influence is the power to make other people agree with your opinions or do what you want. c. The secret payments were allegedly made in an effort to purchase political influence.
Moral	b c
Rituals	b c
Resilience	b c
Compassion	b c
Discrimination	b c

3. Summarise it: What is happening in the text you have just read?	4.Question it: Write down 3 questions you have about what you have just read	5. Comprehend it
	1. 2. 3	

New Vocabulary		Definition		Yr 7 Spellings Week 11 Cycle 3	
1.				6.	
Sentence				Sentence	
2.				7.	
Sentence				Sentence	
3.				8.	
Sentence				Sentence	
4.				9.	
Sentence				Sentence	
5.				10.	
Sentence				Sentence	

New Vocabulary		Definition		Yr 7 Spellings Week 12 Cycle 3	
1.				6.	
Sentence				Sentence	
2.				7.	
Sentence				Sentence	
3.				8.	
Sentence				Sentence	
4.				9.	
Sentence				Sentence	
5.				10.	
Sentence				Sentence	

1: Read it**How can gender affect identity?**

Gender can significantly shape a person's identity by influencing how they see themselves and how they are **perceived** by others. It affects roles, expectations, and behaviors that are often shaped by cultural, social, and historical norms. From a young age, individuals may be taught what is considered "appropriate" for their gender, which can **impact** their interests, career choices, and self-expression.

For many, gender is a core part of their identity. It can influence how they relate to others, how they dress, speak, and behave, and how they understand their place in society. People who identify with the gender they were **assigned** at birth (cisgender) may experience gender differently from those who are transgender, non-binary, or gender non-conforming.

Gender identity can also affect self-esteem and mental health, especially when individuals face discrimination, **stereotypes**, or lack of acceptance. In contrast, being supported and affirmed in one's gender identity can lead to greater **confidence** and well-being.

In today's world, understandings of gender are becoming more fluid and inclusive. Many people are exploring gender beyond traditional binary definitions, which allows for more **diverse** and **authentic** expressions of identity. Overall, gender is a powerful and personal aspect of who we are.

2. Define It (the first one has been done for you)	a. Write out the words highlighted in red b. Write the definition for the words highlighted in red c. Attempt to use the word in a sentence
Perceived	b. something is observed or understood in a particular way, often based on impressions rather than facts. c. There are a lot of perceived problems as opposed to actual problems.
Impact	b c
Assigned	b c
Stereotypes	b c
Diverse	b c
Authentic	b c

3. Summarise it: What is happening in the text you have just read?	4. Question it: Write down 3 questions you have about what you have just read	5. Comprehend it
	1. 2. 3	

New Vocabulary		Definition		Yr 7 Spellings Week 13 Cycle 3	
1.				6.	
Sentence				Sentence	
2.				7.	
Sentence				Sentence	
3.				8.	
Sentence				Sentence	
4.				9.	
Sentence				Sentence	
5.				10.	
Sentence				Sentence	

[illegible]

[illegible]

WEEK 2	
1. tertiary	A job type which involves providing a service .
2. composition	The way elements of artwork are arranged or combined .
3. monotheism	Belief in one God.
4. patriarchal	Ruled or controlled by men .
5. flammable	Sets on fire easily.
6. precipitation	Any form of water falling from the sky.
7. hypothesis	A prediction about what you think will happen in an investigation.
8. exodus	A journey .
9. protagonist	Main character in a narrative.
10. integer	A whole number (not a fraction)

WEEK 3	
1. identity	Characteristics determining who or what something is.
2. pathogens	Bacteria such as food poisoning bacteria.
3. chronology	Historical events in the correct order .
4. misinformation	A deliberate lie to mislead somebody.
5. melody	The main 'tune' of the song that you could sing to
6. segregation	Separating people based on race, class and social factors.
7. progression	Getting better .
8. faith	Having trust in someone.
9. Monarchy	Country where the Head of State is King or Queen .
10. molecule	A group of atoms chemically joined together.

CYCLE 1 SPELLINGS

WEEK 4	
1. empathy	Ability to understand and feel others' emotions.
2. century	Time span of 100 years
3. hoax	A trick in which someone tells people a lie.
4. harmony	Chords that support the melody
5. covenant	A serious promise .
6. regression	Getting worse .
7. accent	The way of pronouncing words associated with an area or place .
8. mixtures	Two or more substances mixed together but not chemically joined .
9. dialogue	The spoken script on stage.
10. source	Evidence made at the time of an historical event.

WEEK 5	
1. activist	Someone who is active in political and social causes.
2. decade	Time span of 10 years.
3. domain	A website name.
4. conductor	Leads the orchestra and any other large ensemble.
5. stewardship	To look after the world and each other.
6. faith	Having trust in someone.
7. prejudice	A preconceived opinion not based on reason or experience.
8. corrosive	Destroys living tissue such as skin and eyes
9. culture	Ideas, customs and social behaviour of a group of people.
10. ensemble	A musical group e.g. orchestra, brass band, choir.

WEEK 6	
1. injustice	Unfair behaviour or treatment
2. Millennium	Time span of 1000 years.
3. bias	Feeling or prejudice for or against one person or group.
4. orchestra	A large ensemble of musicians playing instruments .
5. polytheist	Believing in many Gods.
6. colloquial	Informal language used in conversation.
7. opinion	A view or judgement formed about something.
8. gesture	An expression or movement of the body.
9. interpretation	Evidence showing an opinion on an event.
10. atom	A tiny particle .

WEEK 7	
1. status	The level of society a character is in.
2. democracy	System where people can vote for the government.
3. tension	Where the mood atmosphere in a novel is strained .
4. heritage	Range of inherited traditions / cultures.
5. systemic	Implies problems are rooted in the way systems are set up.
6. development	The process of a county improving over time .
7. migration	People moving around.
8. monologue	One person delivering a speech or their thoughts to the audience.
9. intonation	Variation of spoken pitch.
10. liberty	State of being free from oppression.

CYCLE 1 SPELLINGS

WEEK 8	
1. tertiary	A job type which involves providing a service .
2. composition	The way elements of artwork are arranged or combined .
3. monotheism	Belief in one God.
4. patriarchal	Ruled or controlled by men .
5. flammable	Sets on fire easily.
6. precipitation	Any form of water falling from the sky.
7. hypothesis	Prediction about what you think will happen in an investigation.
8. exodus	A journey .
9. protagonist	Main character in a narrative.
10. integer	A whole number (not a fraction)

WEEK 9	
1. identity	Characteristics determining who or what something is.
2. pathogens	Bacteria such as food poisoning bacteria.
3. chronology	Historical events in the correct order .
4. misinformation	A deliberate lie to mislead somebody.
5. melody	The main 'tune' of the song that you could sing to
6. segregation	Separating people based on race, class and social factors.
7. progression	Getting better .
8. faith	Having trust in someone.
9. Monarchy	Country where the Head of State is King or Queen .
10. molecule	A group of atoms chemically joined together.

WEEK 10	
1. empathy	Ability to understand and feel others' emotions.
2. century	Time span of 100 years
3. hoax	A trick in which someone tells people a lie.
4. harmony	Chords that support the melody
5. covenant	A serious promise .
6. regression	Getting worse.
7. accent	The way of pronouncing words associated with an area or place .
8. mixtures	Two or more substances mixed but not chemically joined .
9. dialogue	The spoken script on stage.
10. source	Evidence made at the time of an historical event.

WEEK 11	
1. activist	Someone who is active in political and social causes.
2. decade	Time span of 10 years.
3. domain	A website name.
4. conductor	Leads the orchestra and any other large ensemble.
5. stewardship	To look after the world and each other.
6. faith	Having trust in someone.
7. prejudice	A preconceived opinion not based on reason or experience.
8. corrosive	Destroys living tissue such as skin and eyes
9. culture	Ideas, customs and social behaviour of a group of people.
10. ensemble	A musical group e.g., orchestra, brass band, choir.

CYCLE 1 SPELLINGS

WEEK 12	
1. injustice	Unfair behaviour or treatment
2. Millennium	Time span of 1000 years.
3. bias	Feeling or prejudice for or against one person or group.
4. orchestra	A large ensemble of musicians playing instruments .
5. polytheist	Believing in many Gods.
6. colloquial	Informal language used in conversation.
7. opinion	A view or judgement formed about something.
8. gesture	An expression or movement of the body.
9. interpretation	Evidence showing an opinion on an event.
10. atom	A tiny particle .

WEEK 13	
1. status	The level of society a character is in.
2. democracy	System where people can vote for the government.
3. tension	Where the mood atmosphere in a novel is strained .
4. heritage	Range of inherited traditions / cultures.
5. systemic	Implies problems are rooted in the way systems are set up.
6. development	The process of a country improving over time .
7. migration	People moving around.
8. monologue	One person delivering a speech or their thoughts to the audience.
9. intonation	Variation of spoken pitch.
10. liberty	State of being free from oppression.

WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
1.	1.	1.	1.	1.
2.	2.	2.	2.	2.
3.	3.	3.	3.	3.
4.	4.	4.	4.	4.
5.	5.	5.	5.	5.
6.	6.	6.	6.	6.
7.	7.	7.	7.	7.
8.	8.	8.	8.	8.
9.	9.	9.	9.	9.
10.	10.	10.	10.	10.
WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
1.	1.	1.	1.	1.
2.	2.	2.	2.	2.
3.	3.	3.	3.	3.
4.	4.	4.	4.	4.
5.	5.	5.	5.	5.
6.	6.	6.	6.	6.
7.	7.	7.	7.	7.
8.	8.	8.	8.	8.
9.	9.	9.	9.	9.
10.	10.	10.	10.	10.
WEEK 12	WEEK 13	NOTES		
1.	1.			
2.	2.			
3.	3.			
4.	4.			
5.	5.			
6.	6.			
7.	7.			
8.	8.			
9.	9.			
10.	10.			

Cycle 1	SUBJECT	ENGLISH	TOPIC(S)	READING AND LANGUAGE DEVICES	YEAR GROUP	7
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Language device and definition.	What is the effect?	Language device and definition.	What is the effect?
Metaphor - a figure of speech containing an implied comparison, in which a word or phrase ordinarily and primarily used of one thing is applied to another (Ex.: the curtain of night, "all the world's a stage")	It is important to link what the metaphor might be saying about the situation. Consider how the atmosphere/mood is emphasised by the use of this device. <i>What does the metaphor express - it is best to think about what the metaphor means simply to show your understanding.</i>	Hyperbole - over exaggeration. Not supposed to be taken seriously. E.g., <i>I'm</i> so hungry I could eat a horse. I am freezing to death. If I don't do it now, I'll die.	Hyperbole can be used in different ways. Newspapers often use hyperbole to 'sensationalise' a situation—making it worse for dramatic effect. Hyperbole might be used for humour as well. Writer's might use this ironically to poke fun at a situation. In creative writing, hyperbole can tell us certain things about a character and what they're like as a person.
Simile - comparing something to something else using 'like' or 'as'	The comparison might be humorous and is there to make you laugh. On the other hand, the imagery that's used might be unpleasant. It's best to link this to purpose and tone.	Emotive language - language to appeals to the emotions. The deliberate choice of words to elicit emotion (usually to influence).	Emotive language creates an emotional response within the reader. This engages us more with the text as we can feel 'empathy' or 'sympathy' towards a certain situation or cause. The text might make us feel something we never felt before and raises our awareness towards situations, events or people.
Tone - the general attitude of a piece of writing.	Tone can be divided into different feeling or emotions. The most common tones to look out for are positive/negative. Look at how the writer uses specific words to create the tone and why you think that tone is used.	Semantic Field —when a group of words relate to the same topic/theme/subject. E.g., Pain, death, loss, hate are a negative semantic field.	Semantic field helps create atmosphere and tone. The use of certain words can create a specific field—it is important that you decided what the 'field' is—don't overuse 'positive' and 'negative' - think specifically, what is the tone of the writing and how does the field add to it? E.g., A semantic field of <i>disgust, decay, happiness, devotion, calmness, hope, loss.</i>
Personification - the attribution of a personal nature or human characteristics to something non-human, or the representation of an abstract quality in human form.	Personification can make something come to life and can be used by writers to add to the atmosphere of the piece. It is important to link the overall theme/mood of the text to your analysis. <i>Consider why personification is used in that moment. Why is the writer trying to make that object or thing appear real?</i>	Connotations —words/thoughts/feelings associated with another word. E.g., The connotations of winter are snow, coldness, happiness, Christmas.	Connotations will help you analyse the writer's word choice/s. It is important to think about the connotations of words as you can link this to the overall tone/attitude of the piece. Doing this will also help you understand the effectiveness of word choice and what that word is supposed to evoke within you. You can also comment on the effectiveness by discussing why a specific word is used instead of another.

Predict

Making predictions about a text includes what themes and feelings you think will arise and using your prior knowledge to consider what may happen to characters or in the plot.

Clarify

Clarifying words based off what you know about the text and the context of the sentence is useful in aiding full comprehension.

Question

Posing different questions about a text allows us to consider why the author chose to reveal or withhold certain information and to test our comprehension skills.

Summarise

Summarising is a skill that texts our full and holistic understanding of a text.

Vocabulary

Identity – characteristics determining who or what a person or thing is

Prejudice – a preconceived opinion that is not based on reason or actual experience. This may result in dislike, hostility, or unjust behaviour from unfounded opinions

Stereotype – a widely held but fixed and oversimplified image or idea of a particular type of person or thing

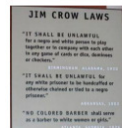
Systemic – relating to a system; when used to refer to social issues, it implies that the problem is rooted not in obvious behaviour but in the way that systems are set up, controlled or managed

Equality – the state of being equal, especially in status, rights or opportunities

Vocabulary	Definitions
1 First Person Narrative	The story is told from one character's viewpoint
2 Protagonist	The main character in a story
3 Empathy	The ability to understand and feel the emotions of others
4 Social Realism	A setting that shows what the writer thinks about society. A realistic viewpoint.
5 Tension	Where the mood/atmosphere in a novel is strained to engage the reader
6 Phonetic	Spelling of words so you sound them out as the would e spoken
7 Colloquial	Informal language that is used in conversation
8 Accent	A way of pronouncing words that usually is associated with a particular country, area, or social class.
9 Activist	Somebody who is active in political and social causes.
10 Injustice	Unfair behaviour or treatment.
11 Ku Klux Klan	Organisation set up during the civil war to promote white supremacy.
12 Racism	Prejudice against people of different ethnic origin.
13 Segregation	Separating people based on race, class and social factors.
14 The American Dream	The idea of equality and opportunity being available for every American.
15 Civil Rights	A class of rights that protect individuals' freedom from violation by governments, social organisations, and anybody else.
16 The Great Depression	The worst economic downturn in the history of the USA, lasting from 1929 to 1939. It began after the stock market crash of October 1929.

Social and Historical Context

- 1 'Roll of Thunder, Hear My Cry' was published in the U.S.A in 1976.
- 2 The author Mildred Taylor came from the deep south and has suffered racism in her life.
- 3 Taylor based a lot of the novel on stories she heard from her father.
- 4 The novel is set in Mississippi that was a slave state up until 1865. The action happens during the Great Depression when racism and segregation was extremely common.
- 5 Black people could own land, businesses and vote but were still treated as second-class citizens.
- 6 The 'Jim Crow Laws', as they were nicknamed, deliberately segregated the blacks from the whites. They tried to stop the black population using their rights as citizens of the United States.
- 7 The novel shows the differences in the attitudes towards racism between blacks and whites. For example, not all the whites are racist and some hate it. Some of the blacks, such as Big Ma, accept the racism as part of life, but others, such as Uncle Hammer, want to fight back.
- 8 The novel hints at the start of the Civil Rights Movement in the USA.



Real 'Jim Crow Laws' examples



Segregation in the USA



The Great Depression

Section 1 – Algebraic Notation

ALGEBRAIC NOTATION	
unknown value	a value which is not known represented by a letter in algebra
variable	a value which can change represented by a letter in algebra
coefficient	a number used to multiply a variable the number that comes in front of a letter , e.g. $3b$ means $3 \times b$ the coefficient is 3, the variable is b
constant	something which doesn't change in a formula
indices	power of a variable or number
term	a number or letter on its own, or numbers and letters multiplied together e.g. -2 , $3x$ or $5a^2$
like terms	terms which are the same apart from their numerical coefficients: they are the same variable and have the same power
expression	a set of terms combined using the operations $+$, $-$, \times or \div , there is no "=" sign e.g. $4x-3$, $5a-3xy+17$
equation	where two expressions are equal in value – there is always an "=" sign e.g. $4b=18$

Section 2 – Key algebraic terminology

INSTRUCTIONS: GENERAL	
evaluate	find the value of
form	to write or produce
substitute	replacing letters with numbers to calculate the numerical value
simplify	to reduce to its simplest form
expand	multiply terms inside a bracket by those outside the bracket
factorise	finding the factors of an expression the reverse of expand , it is when we write an expression using brackets
collect like terms (+/-)	you can add or subtract like terms using the coefficients
multiplying terms	multiply coefficients/numbers , simplify variables with indices
dividing terms	set up using a vinculum , cancel common factors, simplify variables with indices


Section 3 – Sequences vocabulary

SEQUENCES VOCABULARY	
sequence	a pattern of terms/numbers which follow a rule
term	each value in a sequence is called a term
position	the place it is located e.g. in the sequence: 3, 5, 7, 9 the term '5' has a position of 2 (as is the 2 nd term)
term-to-term rule	a rule which allows you to calculate the next term in a sequence if you know the previous term
position-to-term rule	a rule which allows you to calculate any term that is in the nth position of the sequence (nth Term)
generate	to produce or create

Section 4 – Simplifying expressions

ALGEBRAIC SHORTHAND: EXAMPLES	
b	$1 \times b$
$3b$	$3 \times b$
b^3	$b \times b \times b$
$3b^3$	$3 \times b \times b \times b$
$(3b)^3$	$(3 \times b) \times (3 \times b) \times (3 \times b)$
$\frac{a}{b}$	$a \div b$

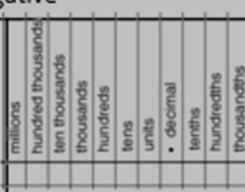
Section 5 – Types of sequences

TYPES OF SEQUENCES	
linear sequences	a sequence where the difference between terms increases or decreases by the same amount each time also known as an arithmetic sequence use DiNO to find the nth term : find the difference , use as the coefficient of 'n' then +/- the 'one before' onto the end
squares and cubes	square numbers: 1, 4, 9, 16, 25, 36... cube numbers: 1, 8, 27, 64, 125...
Fibonacci sequences	a sequence where the next number is found by adding up the previous two terms the Fibonacci sequence: 1, 1, 2, 3, 5, 8, 13 ...
triangular number	a number that can make a triangular dot pattern , found by adding on one more each time 

Section 6 – Equations

INSTRUCTIONS: EQUATIONS	
solve	find the value of an unknown or variable , use inverse operations and the balancing method
inverse	the opposite
balance <i>an equation</i>	use to solve an equation , do the same to both sides of the "=" to eliminate terms from both sides and keep it balanced

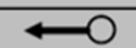



Section 7 – Numbers

NUMBER SENSE	
integer	a whole number can be positive or negative
place value	the value of a digit in a number based on where it lies 
decimal	not a whole number, it has a decimal point in it, can be positive or negative
terminating decimals	decimals which have a finite number of place values
recurring decimals	decimals with repeating digits or repeating patterns of digits
negative	a number that is less than zero , they can be decimals
ascending	numbers ordered from smallest to largest
descending	numbers ordered from largest to smallest

Section 8 – Four operations

OPERATIONS		
addition	symbol: $+$ (<i>plus</i>)	Vocabulary: add, more than, sum, total, all together, more than
subtraction	symbol: $=$ (<i>minus</i>)	Vocabulary: subtract, less, difference, take away, fewer than
multiplication	Symbol: \times (<i>times</i>)	Vocabulary: multiply, lots of, product
division	Symbol: \div (<i>obelus</i>)	Vocabulary: divide, split, share
quotient	the result of a division (dividend \div divisor = quotient)	
remainder	the amount left over when a divisor doesn't fit into a dividend exactly	

Section 9 – Inequalities

INEQUALITIES	
where two expressions are not equal in value	
strict inequalities:	$<$ less than  $>$ greater than 
non-strict inequalities:	\leq less than or equal to  \geq greater than or equal to 

1. Living Organisms

Living Organisms	Living things that are made of cells and carry out the seven life processes.
Seven Life Processes	Movement, Reproduction, Sensitivity, Nutrition, Excretion, Respiration, Growth. (MRS NERG)
Unicellular	Living organisms made from only one cell.
Multicellular	Living organisms made from many cells.

2. Parts of the cell found in both plant and animal cells.

Nucleus	Controls the cell's activities. Contains genetic information (DNA).	
Cell Membrane	Controls what enters and leaves the cell.	
Cytoplasm	Jelly-like fluid where chemical reactions occur.	
Mitochondria	Where respiration occurs which releases energy for the cell.	

3. Parts of the cell found in only plant cells.

Cell Wall	Supports and strengthens the cell.
Chloroplasts	Where photosynthesis occurs which makes food for the plant. Contains a green chemical called chlorophyll which absorbs light.
Vacuole	Contains cell sap.

4. Specialised Cells

Sperm Cell	Fertilise egg cells. Carry male DNA. Tail to help it swim. Many mitochondria. Enzymes in head. Half a set of DNA.
Egg Cell	Contains female DNA. Cytoplasm contains nutrients. Cell membrane only allows one sperm in. Half a set of DNA.
Red Blood Cell	Carry oxygen. No nucleus. Large surface area.
White Blood Cell	Fight infections caused by micro-organisms.
Cilia Cell	Tiny hairs to sweep mucus (containing bacteria) out of the airways.
Nerve Cell	Carry electrical signals. Long and branched at the ends.
Root Hair Cell	Absorbs water and minerals from the soil. Root hair projections provide a large surface area. No chloroplasts.
Palisade Cell	Found in leaves. Contains many chloroplasts for photosynthesis.

5. Body Organisation

Cell	Basic building block of life.
Tissue	Group of similar cells working together.
Organ	Different tissues working together.
Organ System	Different organs working together.
Organism	Different organ systems working together.

6. Respiration

Respiration	Chemical reaction that occurs in all living organisms. Releases energy for movement, growth and warmth.
Aerobic Respiration	Requires oxygen glucose + oxygen → carbon dioxide + water (+ energy)
Anaerobic Respiration	Does not require oxygen – happens in muscle cells during exercise. glucose → lactic acid (+ energy) Lactic acid causes muscle cramps.

7. Photosynthesis

Photosynthesis	Produces food (glucose) for plants. Occurs in chloroplasts. carbon dioxide + water $\xrightarrow{\text{light energy}}$ glucose + oxygen
Chlorophyll	Green chemical which absorbs light energy needed for photosynthesis.

8. Diffusion

Concentration	Number of particles in a given volume.
Diffusion	Movement of particles from an area of higher concentration to an area of lower concentration.
Factors increasing the rate of diffusion into / out of cells.	Large surface area. Short distance e.g. thin cell walls Steep concentration gradient i.e. large difference between the higher and lower concentration.

1. States of Matter

Solids	Particles are close together and regularly arranged. Particles vibrate around fixed positions. Strong forces between particles.
	Fixed shape. Fixed volume. Cannot flow. Cannot be compressed. High density.
Liquids	Particles are close together and randomly arranged. Particles move around each other. Weak forces between particles.
	No fixed shape. Fixed Volume. Can flow. Cannot be compressed. Medium density.
Gases	Particles are far apart and randomly arranged. Particles move quickly in all directions. No forces between particles.
	No fixed shape. No fixed volume. Can flow. Can be compressed. Low density.
Brownian motion	Random movement of gas particles due to random collisions.

2. Changes of State

Melting	Solid to liquid
Boiling	Liquid to gas (All of the liquid, see bubbles)
Evaporating	Liquid to gas (Only the surface of the liquid, no bubbles)
Condensing	Gas to liquid
Freezing	Liquid to solid
Subliming	Solid to gas
Melting Point	Temperature at which a substance melts when heated or when it freezes when cooled. (ice/ water = 0°C)
Boiling Point	Temperature at which a substance boils when heated or when it condenses when cooled. (water/ water vapour = 100 °C)

3. Energy in Matter

Thermal expansion	A body expands in area, volume or shape when heated.
	Occurs in solids, liquids and gases.
Temperature	How "hot" or "cold" an object is.
Heat	The total energy that is transferred from a hotter object to a colder object.
Internal energy	The sum of the kinetic energy of particles and the potential energy of energy.

4. Physical Changes

Physical change	Normally reversible
	No new products are made
	Usually a state change
Chemical change	Usually irreversible
	New products are formed
Density	How heavy an object is for its size
	How tightly packed particles are given their volume
Diffusion	Movement of a substance from an area of high concentration to an area of low concentration

1 - Forces Introduction

What is a force?	A push, pull or a twist.
What can a force do?	Change the speed, direction, or shape of an object.
Units for Force	Newtons (unit symbol = N)
Measuring Force	Use a Newton meter (also called a force meter).

2 - Different Forces

Friction	Acts between two surfaces rubbing together. Acts in the opposite direction to movement.
Air Resistance	Acts on all objects moving through air. Acts in the opposite direction to movement.
Weight or Gravitational Force	Force caused by gravity. Pulls all objects towards the centre of the Earth.
Upthrust	Acts upwards on floating objects.
Driving Force or Thrust	Force produced by an engine, which moves objects.
Support Force	Acts upwards on objects resting on solid surfaces e.g., the ground.
Water Resistance	Acts on all objects moving through water. Acts in the opposite direction to movement.
Tension	Pulling force in ropes and cables.

3 – Effects of Forces

Resultant Force	Overall force acting on an object.
Stationary	Not moving (still).
Balanced Forces	Resultant force is zero. Forces cancel out. Cause no change in motion.
Unbalanced Forces	Resultant force is not zero. Forces do not cancel out. Cause a change in motion.
Interaction Pairs of Forces	Forces come in pairs that: <ul style="list-style-type: none"> - Are the same size. - Act in opposite directions. - Act on two different objects.

4 - The Solar System & Beyond

Solar System	Made up of 8 planets which orbit the Sun.
Planets (Closest to furthest from Sun)	Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune.
Pluto	Reclassified as a dwarf planet.
Sun	The star in the middle of our solar system.
Moon	A natural satellite that orbits a planet.
Galaxy	A collection of billions of stars.
Milky Way	Name of the galaxy that our Sun is in.
Proxima Centauri	Nearest star to our Sun. 4 light years away.
Andromeda	Nearest galaxy to the Milky Way galaxy.
Light Year	The distance light travels in one year.
Universe	Everything in space – made up of billions of galaxies.




5 - The Earth

Day	Length of time a planet takes to spin on its axis.
Length of Earth Day	24 hours
Daytime in the UK	When the UK faces towards the Sun.
Night-time in the UK	When the UK faces away from the Sun.
Year	Length of time a planet takes to orbit the Sun.
Length of Earth Year	365.25 days
Leap Years	Occur every 4 years. February has an extra day.
Summer in UK	When the northern hemisphere is tilted towards the sun. Sun's rays more concentrated. Sun high in sky.
Winter in UK	When the northern hemisphere is tilted away from the sun. Sun's rays less concentrated. Sun low in sky.

DAA CYCLE 1 KNOWLEDGE ORGANISER	SUBJECT	GEOGRAPHY	TOPIC(S)	WHAT IS THE HUMAN GEOGRAPHY OF THE WORLD?	YEAR GROUP	7
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1. Key terms	
Human geography	A branch of geography that deals with people and what they do.
Physical geography	A branch of geography which deals with the natural world.
Development	Change that leads to an area improving. This could be in more money, quality of life, or better surroundings.
Life expectancy	The average age a person lives to in an area.
GNI per capita	The amount of money a country makes divided by its population
Literacy rate	The number of people who can read & write in an area.
HDI (Human Development Index)	Made up of literacy rate, income, and life expectancy. 0 = least developed, 1 = most developed.

2. Development around the world	
Development ↑	HIC: High income country <ul style="list-style-type: none"> HDI above 0.79 Europe and North America have mostly HICs, e.g. UK
	NEE: Newly emerging economy <ul style="list-style-type: none"> HDI between 0.55 and 0.79. Asia and South America have mostly NEEs, e.g. Pakistan, Brazil
	LIC: Low income country <ul style="list-style-type: none"> HDI less than 0.55 Africa has many LICs, e.g. Niger

3. Job types	
Primary jobs 	Extracting raw materials from nature, e.g. farmer, fisher, miner
Secondary jobs 	Making raw materials into a product, e.g. in a factory
Tertiary jobs 	Providing a service, e.g. doctor, shop assistant, taxi driver

4. Rural and urban areas	
Rural area	Urban area
Countryside	City or town
Sparsely populated: not many people in a certain area	Densely populated: lots of people in a certain area
Fields, small villages, few services like shops	Big buildings, large shops, many homes
E.g. Yorkshire Dales	E.g. Bradford

5. Opportunities in Bradford
An opportunity is a good thing <ul style="list-style-type: none"> •Key historic city (textiles) in the Industrial revolution. •Young population – 25% under 15 years old. •Multicultural. •World renowned food and a growing number of tourist, leisure & retail areas

6. Challenges in Bradford
A challenge is a bad or difficult thing <ul style="list-style-type: none"> Unemployment – not having a job. Not enough good education for everyone. Traffic congestion. Crime. Race equality.

4. Key terms

National park	An area of land protected by the government, generally because it is a unique and special environment.
Conflict	A disagreement between groups of people.
Weather	Short-term changes to the atmosphere – either hourly or daily.
Climate	The overall pattern of weather, generally an average over many years.
Water cycle	A closed system where water moves around the world from the sea to the sky, to the land and back to the sea
Weathering	A natural process that slowly breaks apart or changes rock where it is.
Erosion	A natural process that wears away and moves rock to new places, changing the shape of the land.

6. Human uses of the Yorkshire Dales

	Purpose	Conflict
Farmer	Owns fields and uses these to keep sheep and cows to sell for a profit.	Tourists disturbing animals. Quarry owners taking land.

	Purpose	Conflict
Tourist	Visits the area to see amazing landscapes and take part in activities such as walking or caving.	Quarry owners ruining the view. Farmers not allowing them to walk across land.

	Purpose	Conflict
Quarry owner	Runs a business taking limestone from the ground to sell for a profit.	Tourists creating traffic on roads. Farmers taking up land which they could use for limestone.

5. National Parks



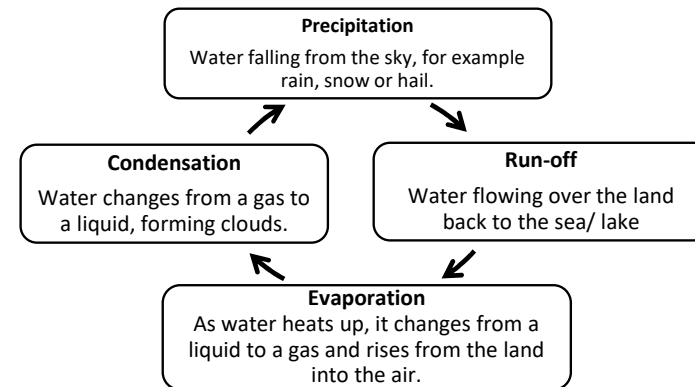
The Yorkshire Dales are an upland area that are part of the Pennines. Located to the North of Bradford, they are the closest National Park to the city of Bradford.

National Parks were created to protect some of the UK's most beautiful landscapes. They aim to:

1. Protect landscape, the wildlife and cultural heritage
2. Promote opportunities for the understanding and enjoyment of the special qualities of national parks by the public.

There are 15 national parks in the UK today. An estimated 110 million people visit the national parks of England and Wales each year making them a tourist hotspot.

7. The water cycle



DAA CYCLE 1 KNOWLEDGE ORGANISER	SUBJECT	HISTORY	TOPIC(S)	INVADERS AND SETTLERS	YEAR GROUP	7
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Section 1: Time		Section 2: Early settlers on British Isles	
BCE	Before the common era – the number of years or centuries before the year in which Christians believed Jesus to have been born <u>eg</u> 100BCE	Hunter-gatherers	People who rely on finding food and hunting wild animals to survive, rather than farming
CE	Common era - The number of years or centuries after the year in which Christians believed Jesus to have been born <u>eg</u> 1066 CE	Romans	People from the Roman Empire who ruled over Britain from 43CE- 401CE
Medieval Period	The time period covering c450CE - c1500CE	Migration	The movement of people from one area to another. This may be temporary or permanent and may be international or within a country.
Centuries	The name of the century is always one higher than the numbers at the start of the year. E.g. 2022 is in the 21 st century and 1066 is in the 11 th century	Doggerland	A land bridge which once connected the British Isles to the rest of Europe
Section 3: Romans		Section 4: Anglo-Saxons and Vikings	
Roman Empire	A large area of Europe, the Middle East and North Africa ruled over by an emperor. It lasted from 753BCE –476CE	Anglo-Saxon England	An area made up of seven separate kingdoms which competed for dominance
Anglo-Saxons	Tribes of Angles, Saxons, Jutes from mainland Europe who settled in England	Alfred the Great	Anglo-Saxon King who united England under one King
Emperor Constantine	The Roman Emperor who made Christianity the official religion of England	Vikings	People from Norway, Denmark and Sweden who raided England – famed for wearing horned helmets (but they didn't!)
		Danelaw	Area in the north of England ruled over by the Vikings 9 th century-11 th century
Section 5 Claimants to the throne		Section 6 Start of the Battle of Hastings	
Claim to the throne	Reason given that a particular person should be the next King	Battle of Stamford Bridge	Battle between Hardrada and Godwinson won but then had to get his army south to Hastings
Edward Confessor	King who died in January 1066 leaving no obvious heir to the throne	Battle of Hastings	Battle between Harold Godwinson and William Duke of Normandy for the English throne
Harold Godwinson	Earl of Wessex who was chosen by the witan to be the king after Edward the Confessor	Senlac Hill	Harold II placed his Anglo-Saxon army at the top of this hill.
William Duke of Normandy	Duke of Normandy (in France) who claimed Edward had promised him the throne	Norman Preparation	William brought 7000 men, set up camp at Hastings, raided villages and built a castle
Harald Hardrada	Viking leader, who had links to the English throne through the Danelaw		

DAA CYCLE 1 KNOWLEDGE ORGANISER		SUBJECT	HISTORY	TOPIC(S)	NORMAN CONQUEST	YEAR GROUP	7
Section 7: Why did William win?				Section 8: How did William Conquer England?			
Conquer	To overcome and take control of a place or people by force.			Anglo Saxon rebellions	Uprisings against William I in York, Ely and Exeter		
Norman Army	7000 soldiers who William brought to conquer England. 1000 cavalry, 2000 archers			Harrying of the North	William's response York rebellion. He massacred people, slaughtered animals, burnt crops, salted earth		
Shield Wall	The Anglo-Saxon army made a shield wall by overlapping their shields in long rows			Stone keep castles	A much larger castle built with a stone tower with very thick walls. Strong defence against attacks.		
Feigned retreat	Tactic of pretending to retreat so the enemy chases you and break their defensive position			Domesday book	Survey of all the property owned in England		
				Norman Lords	Loyal Normans who William gave most of the land to		
Section 9: Kingdom of Mali				Section 10: Mali and Sunjata Keita			
Oral history	Historical evidence which is spoken instead of written down			Sunjata Keita	First Mansa of the Kingdom of Mali from 1235-1255		
Griot	Special caste of people whose job was to tell the stories of the Mali Kingdom, often using music.			Mandinka people	The people who lived in West Africa and united in the Kingdom of Mali		
Islamic Scholars	Highly educated Muslim people from the Middle East whose job was to study and write books			Trade routes	Long roads which people travelled on to exchange goods		
Mansa	The title given to the ruler of the Kingdom of Mali (equivalent to 'emperor' or 'king')			Taxation	A system where a leader takes money from people, they rule over		
Section 11: Mali and Mansa Musa				Section 12: Mongols and Tumujin			
Catalan Atlas	A map of the world made in 1375 in Spain. It shows the land known to Europeans and includes pictures of important people and captions.			The Steppe	A huge area of Asia with an extreme climate where trees don't grow.		
Mansa Musa	Famous ruler of Mali from 1312-1337			Nomadic	Because it was impossible to farm on the Steppe, the Mongols were nomadic (moved from place to place, hunting)		
Hajj	Muslim pilgrimage to Makkah – Mansa Musa went on Hajj in 1324			Temujin	Birth name for Genghi Khan, ruler of the Mongols from 1162 who slaughtered tribes who did not obey him		
Timbuktu	City which became a world-famous centre of wisdom and religion. Location of the famous Djingbuerer Mosque.			Horses	Essential to the Mongols for their nomadic way of life and for war		
Section 13: Mongols and Genghis Khan							
Genghis Khan	Title given to Tumujin in 1206 after he took control of trade along the Silk Road. Genghis Khan means 'universal ruler'						
Yasa	The system of law used by the Mongols which everyone had to follow						
Pax Mongolica	Period of peace across the Mongol Empire						
Black Death	Deadly disease which travelled along the Silk Road						

DAA CYCLE 1 KNOWLEDGE ORGANISER	SUBJECT	RE	TOPIC(S)	JUDAISM AND CHRISTIANITY	YEAR GROUP	7
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1			
Monotheism	Belief in one God	Faith	Having trust in someone
Covenant	A serious promise.	Polytheist	Believing in many gods.
Stewardship	Look after the world & each other	Kosher	Food matching Jewish Law
The Torah	The 1 st part of the Bible also known as the 'Hebrew Bible' or Old Testament.	Omnipotence	All-powerful
		Omnibenevolence	All-loving
		Omniscience	All-knowing
Exodus	A journey. This is a book in the Torah too.	Just	Fair – God is seen as Just
<i>Belief in God influences Jews & Christians believe God is omnipotent, omnibenevolent, omniscient & just. Believers will pray to God & ask Him for help as they know He is omnipotent.</i>			

2 & 3		
Abraham & Monotheism	The Bible teaches...	Importance...
<ul style="list-style-type: none"> God tested Abraham's faith by asking him to kill his son Isaac Abraham followed God's order; as he was about to kill Isaac, God replaced Isaac with a lamb God made a covenant with Abraham to bless him 	<ul style="list-style-type: none"> 'Abraham, the man of faith' 'Blessed are the faithful' 'Obey God not men' 	<ul style="list-style-type: none"> Teaches to keep faith Trust God & be patient Abraham spread his monotheistic beliefs We must keep promises

4 & 5		
Moses & Exodus	The Bible teaches...	Importance...
<ul style="list-style-type: none"> Moses was Jewish but brought up as Prince of Egypt Pharaoh, ruler of Egypt, allowed slavery upon the Jews Moses liberated the Jews with God's 10 plagues: Water to Blood, Frogs, Lice, Flies, Death of Cattle, Boils, Fire hail, Locusts, Darkness & Death of Firstborn. After the 10th plague Pharaoh freed the slaves 	<ul style="list-style-type: none"> 'Let my people go' 'I am the LORD who heals you' 'Love thy neighbour as yourself' 	<ul style="list-style-type: none"> Key part of Jewish history Exodus is remembered through the Jewish festival of 'Pesach' Remembers slavery & freedom of the Jews; families pray & reflect

6 & 7		
The Creation Story (in the Bible, Genesis)	The Bible teaches...	Importance...
<p>This is how the world began. God created:</p> <ul style="list-style-type: none"> Day 1- Light Day 2- 'God made the heavens & earth' Day 3- Land & Sea Day 4- Sun, Moon & Stars Day 5- Fish & birds Day 6- Other animals, man & woman Day 7- God finished & rested 	<ul style="list-style-type: none"> 'Let there be light' 'Serve the garden' 'God created man in His image' 	<ul style="list-style-type: none"> Creation story shows God's omnipotence We are stewards of the earth – we are tasked to take care of God's creation

8 & 9		
Jesus' Baptism	The Bible teaches...	Importance...
<ul style="list-style-type: none"> Believers submerge themselves in water to cleanse sins & follow Jesus' example Jesus was baptized by John the Baptist in the River Jordan Infants get baptized to be welcomed into the faith by their parents 	<ul style="list-style-type: none"> 'Whoever believes & is baptized is saved' 'One Lord, One faith, One baptism' 	<ul style="list-style-type: none"> Baptisms are a sacrament which means it's an action that shows your faith. Some disagree when they should baptize – adult or child?

10 & 11		
The 10 Commandments (in the Bible)	Christian Worship	The Bible teaches...
<p>God gave Moses rules to follow:</p> <ul style="list-style-type: none"> 1. Only worship one God 2. Do not worship idols 3. Do not use God's name in vain 4. Do not work on the Sabbath day 5. Honor your parents 6. Do not murder 7. Do not cheat your partner 8. Do not steal 9. Do not lie 10. Do not be jealous of others 	<p>Christians worship God through:</p> <ul style="list-style-type: none"> Liturgical worship is structured in churches, hymns (songs) are sung to remember God. The Bible is read. Non-Liturgical worship is unstructured worship in a church; sermons without a script or planned speech. 	<ul style="list-style-type: none"> 'God loves a cheerful giver' (Give time) 'Pray to your Father'

El alfabeto

A - AH
 B - BAY
 C - SAY
 D - DAY
 E - AY
 F - EFE
 G - HAY
 H - ATCHAY
 I - EE
 J - HOTA
 K - KAY
 L - ELE
 LL - EYE
 M - EME
 N - ENE
 Ñ - ENYE
 O - OH
 P - PAY
 Q - KOO
 R - ERE
 RR - ERRE
 S - ESSE
 T - TAY
 U - OO
 V - OOVAY
 W - OOVAY DOBLAY
 X - ECKIS
 Y - EEGREEYEGA
 Z - ZETA

Phonics**LL = y**

e.g. LLAMO (yamo)

J = jh

e.g. JUGAR (hoogar)

G = jh (+e/i)

e.g. GIGANTE (higantay)

G = g (+a/o/u)

e.g. GANAR (ganar)

Q = k

e.g. QUE (kay)

H = silent!

e.g. HAY (eye)

Articles

un/una a

unos/unas some

él/la/los/las the

Los números

1 uno

2 dos

3 tres

4 cuatro

5 cinco

6 seis

7 siete

8 ocho

9 nueve

10 diez

11 once

12 doce

13 trece

14 catorce

15 quince

16 dieciséis

17 diecisiete

18 dieciocho

19 diecinueve

20 veinte

21 veintiuno

22 veintidós

23 veintitrés

24 veinticuatro

25 veinticinco

26 veintiséis

27 veintisiete

28 veintiocho

29 veintinueve

30 treinta

Los números

31 treinta y uno

32 treinta y dos

33 treinta y tres

34 treinta y cuatro

35 treinta y cinco

36 treinta y seis

37 treinta y siete

38 treinta y ocho

39 treinta y nueve

40 cuarenta

50 cincuenta

60 sesenta

70 setenta

80 ochenta

90 noventa

100 cien

200 doscientos

1000 mil

1,000,000 millón

1,000,000,000

mil millones

Metalanguage

noun = naming word (table)

pronoun = replaces a noun (e.g. I)

verb = action or state of being (to play)

adjective = describing word

article = a/the

DAA CYCLE 1 KNOWLEDGE ORGANISER	SUBJECT	SPANISH	TOPIC(S)	MY FAMILY AND I	YEAR GROUP	7
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1.1 Star Phrases	
Diría que	I would say that...
Cuando era mas joven	When I was younger...
Antes/despues de hacer eso	Before/after having done that
Aunque sea +adjective	Although it is..
Tengo la intención de...	I have the intention of..
Si tuviera la oportunidad me gustaría + infinitive	If I had the opportunity I would like to....
Si fuera rico/a me gustaría + infinitive	If I were rich I would....
Siempre he pensado que	I have always thought that....
Para que pueda + infinitive	So that I can...
Tengo ganas de + infinitive	I am looking forward to

1.2 Classroom Phrases	
Sentaos	Sit down
Completad	Complete
Copiad	Copy
Escuchad	Listen
Escribid	Write
Cerrad	Close
Levantaos	Stand up
Abrid	Open
Tomad	Take
Limpiad	Tidy
Mirad	Watch
Repetid	Repeat
Contestad	Answer
Trabajad en pareja	Work as a pair
Encontrad	Find
¿Cómo se escribe...?	How do you spell that?
¿Cómo se dice [...] en español ?	How do you say [...] in Spanish?
¿Cómo se dice [...] en inglés ?	How do you say [...] in English?
No entiendo..	I don't understand
Repíte por favor	Can you repeat please
Necesito un boli/una regla por favor	I need a pen/ruler please
Mostradme las mini pizaras	Show me your mini whiteboards

1.3 Greetings, names and ages	
Hola	Hello
Buenos días	Good morning
Buenas tardes	Good evening
Buenas noches	Good night
Hasta luego	See you later
Adiós	Goodbye
¿Cómo te llamas ?	What are you called?
Me llamo	I am called
¿Cuántos años tienes ?	How old are you?
Tengo...años	I am ... years old
¿Qué tal ?	How are you?
¿Cómo estás?	How are you?
Bien, gracias	Good, thank you
Fenomenal	Phenomenal
Genial	Great
Mal	Bad
Fatal	Awful

1.4 Months and Days			
Mi cumpleaños es el ... de ...	My birthday is the ... of ...	El cumpleaños de X es el ...	X's birthday is the ...
enero	January	lunes	Monday
febrero	February	martes	Tuesday
marzo	March	miércoles	Wednesday
abril	April	jueves	Thursday
mayo	May	viernes	Friday
junio	June	sábado	Saturday
julio	July	domingo	Sunday
agosto	August	Nací en...	I was born in...
septiembre	September		
octubre	October		
noviembre	November		
diciembre	December		

DAA CYCLE 1 KNOWLEDGE ORGANISER	SUBJECT	SPANISH	TOPIC(S)	MY FAMILY AND I	YEAR GROUP	7
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1.5 Physical Descriptions (hair and eyes)	
Tengo...	I have
Cuando era más joven tenía...	When I was younger I had
Me gustaría tener	I would like to have
...el pelo	Hair
...los ojos	Eyes
negro/a (s)	Black
blanco/a (s)	White
gris (es)	Grey
rubio	Blonde
castaño	Brown (hair)
azul	Blue
verde	green
marrones	Brown
amarillo/a	Yellow
naranja	Orange
rojo/a	Red
liso	Straight
rizado	Curly
largo	Long
corto	Short

1.6 Physical description	
Soy...	I am...
Cuando era más joven era...	When I was younger I was...
...calvo	...bald
...alto/a	...tall
...bajo/a	...short
...gordo/a	...fat
...delgado/a	...thin
...bonito/a	...pretty
...guapo/a	...good-looking
...feo/a	...ugly

1.7 Describing yourself	
Soy...	I am
Cuando era más joven era...	When I was younger I was...
Sincero/a	Honest
Tímido/a	Shy
Tranquilo/a	Quiet
Divertido/a	Fun
Serio/a	Serious
Simpático/a	Kind
Tonto/a	Silly
Listo/a	Clever
Generoso/a	Generous
Inteligente	Intelligent

1.8 Nationality	
Yo soy	I am
Tu eres	You are
El/ella es	He/she is
inglés/a	English
escocés/a	Scottish
galés/a	Welsh
irlandés/a	Irish
francés/a	French
alemán/a	German
italiano/a	Italian
español/a	Spanish
Paquistaní	Pakistani
Estadounidense	American
portugués/a	Portuguese

DAA CYCLE 1 KNOWLEDGE ORGANISER	SUBJECT	SPANISH	TOPIC(S)	MY FAMILY AND I	YEAR GROUP	7
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1.9 Family	
¿Tienes hermanos?	Do you have siblings?
Tengo...	I have...
¿Cuántas personas hay en tu familia?	How many people are in your family?
En mi familia hay...	In my family there is/ there are...
Una madre	A mum
Un padre	A dad
Un hermano	A brother
Una hermana	A sister
Un hijo	A son
Una hija	A daughter
Un abuelo	A grandad
Una abuela	A grandma
Un hermanastro	A step-brother
Una hermanastra	A step-sister
Soy hijo único	I am an only child (boy)
Soy hija única	I am an only child (girl)

1.10 Pets	
¿Tienes mascotas?	Do you have pets?
Sí, tengo...	Yes, I have...
Un perro	A dog
Un gato	A cat
Un conejo	A rabbit
Un caballo	A horse
Un pez	A fish
Un ratón	A mouse
Una serpiente	A snake
Una cobaya	A guinea pig
No tengo mascotas	I don't have pets
En el futuro me gustaría tener	In the future I would like to have
Grande	Big
Pequeño/a	Small
Bonito/a	Pretty
Feo/a	Ugly
Lindo/a	Cute

1.11 Describing other people / ideal friend	
Se llama	She / he is called
Tiene...años	She / he is...years old
Es	She / he is
Tiene el pelo...	She / he has...hair
Tiene los ojos...	She / he has...eyes
Cuando era más joven, era...	When she / he was younger, she/he was...
Cuando era más joven, tenía...	When she / he was younger, she/he had...
Nació en...	She / he was born in...
Mi amigo/a ideal sería	My ideal friend would be...
Mi amigo/a ideal tendría	My ideal friend would have...

DAA CYCLE 1 KNOWLEDGE ORGANISER	SUBJECT	SPANISH	TOPIC(S)	MY FAMILY AND I	YEAR GROUP	7
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1.12 Opinions on food and drink	
Me encanta comer / beber	I love to eat / drink
Me gusta mucho comer / beber	I really like to eat / drink
Me gusta comer / beber	I like to eat / drink
No me gusta comer / beber	I don't like to eat / drink
Odio comer / beber	I hate to eat / drink
Prefiero comer / beber	I prefer to eat / drink
Porque es....	Because it is...
Ya que es...	
Puesto que es...	
Dado que es...	
Porque son...	Because they are...
Ya que son...	
Puesto que son...	
Dado que son...	
emocionante(s)	exciting
aburrido(s)	boring
delicioso(s)	Delicious
rico(s)	tasty
sabroso(s)	tasty
repugnante(s)	awful
tradicional(es)	traditional

1.13 What I ate yesterday	
Ayer comí...	Yesterday I ate...
Ayer bebí...	Yesterday I drank...
...un bocadillo	...a sandwich
...unos caramelos	...some sweets
...una chocolatina	...a chocolate bar
...fruta	...fruit
...unas patatas fritas	...some crisps
...una ensalada	...a salad
...un curry de pollo	...a chicken curry
...agua	...water
...refrescos	...fizzy drinks
...un zumo de naranja	...an orange juice
...un zumo de manzana	...an apple juice
...un zumo de piña	...a pineapple juice

7.1 Greetings		
Urdu	Roman Urdu (pronunciation)	English
السلام علیکم	Ass slaam mu a lay kum	Hello (peace be upon you)
و علیکم السلام	Wa a lay ku muss slaam	(reply – peace be upon you too)
نام	naam	name
عمر	umar	age
آپ	aap	you
آپ کا کیا حال ہے؟	aap kaa kyaa haal hai?	How are you?
ٹھیک	Teek	good/well
ٹھیک نہیں	Teek nehi	not good/well
خدا حافظ	khudaa hafiz	Bye! (May God protect you)
خوش آمدید	khush aamdeed	Welcome!
صبح بخیر	subah bakhair	Good Morning!
شب بخیر	shab bakhair	Good night!
شکریہ	shukriya	Thank you

7.2 Numbers - ghintee			
ایک	۱	ayk	one/1
دو	۲	doe	two/2
تین	۳	teen	three/3
چار	۴	chaar	four/4
پانچ	۵	paanch	five/5
چھ	۶	chhay	six/6
سات	۷	saat	seven/7
آٹھ	۸	aaTh	eight/8
نو	۹	nau	nine/9
دس	۱۰	dass	ten/10

continued above 7

Year 7 Urdu: Cycle 1

7.2 Numbers (continued)			
گیارہ	۱۱	gyaarah	eleven/11
بارہ	۱۲	baarah	twelve/12
تیرہ	۱۳	tayrah	thirteen/13
چودہ	۱۴	chaudah	fourteen/14
پندرہ	۱۵	pandrah	fifteen/15
سولہ	۱۶	solah	sixteen/16
سترہ	۱۷	satrah	seventeen/17
اٹھارہ	۱۸	aThaarah	eighteen/18
انیس	۱۹	unneess	nineteen/19
بیس	۲۰	beess	twenty/20
آپ کی عمر کیا ہے؟	aap kee umar kyaa hai?	What is your age?	
میری عمر _____	mayree umar _____	my age is _____	(years).
_____ سال ہے۔	_____ saal hai.		

7.3 Classroom Instructions		
کمرہ جماعت	kamrah jamaat	classroom
ہدایات	hidaayaat	instructions
خاموش!	khaamosh!	Silence!
سنو!	suno	Listen!
لکھو!	likho	Write!
پڑھو!	paRho	Read!
بولو!	bolo	Speak!
کتاب کھولو	kitaab kholo	open the book
کتاب بند کرو	kitaab band karo	close the book
بیٹھ جاؤ	baiT jao	sit down
کھڑے ہو جاؤ	khaRay ho jao	stand up
سامان رکھو	saamaan rakho	pack away

7.4 Where I live		
آپ کہاں رہتے ہیں؟	aap kahaan rehtay hain?	Where do you live?
میں	mai	I
رہتا ہوں	rehtaa hoon	live (male)
رہتی ہوں	rehtee hoon	live (female)
میں	may	in
انگلستان	inglasstaan	England
سکاٹ لینڈ	skaaT lainD	Scotland
پاکستان	paakistan	Pakistan
برڈ فورڈ	braiDforD	Bradford
یونان	yoonaan	Greece
بھارت / ہندوستان	bhaarat/ hindusstaan	India
سعودی عرب	saudi arab	Saudi Arabia

7.5 Birthdays, Months and Numbers 21-31		
آپ کی سالگرہ کب ہے؟	aap kee saal-ghira kab hai?	When is your birthday?
میری سالگرہ	mayree saal-ghira	My birthday
_____ میں ہے۔	_____ may hai	is in _____
_____ کو ہے۔	_____ ko hai	is on _____
_____ کی ہے۔	yakam _____	first of (month)

ایس	۲۱	ikkeess	twenty-one/21
بیس	۲۲	baaeess	twenty-two/22
تیس	۲۳	taeess	twenty-three/23
چوبیس	۲۴	chaubeess	twenty-four/24
پچیس	۲۵	pacheess	twenty-five/25
چھبیس	۲۶	chhabbeess	twenty-six/26

continued above 7

ستائیس	۲۷	staaeeess	twenty-seven/27
اٹھائیس	۲۸	aThaaeeess	twenty-eight/28
انیس	۲۹	unteess	twenty-nine/29
تیس	۳۰	teess	thirty/30
اکیس	۳۱	ikatteess	thirty-one/31

7.6 Colours - rang		
یہ ایک _____ ہے۔	yay ayk _____ hai.	This is a _____.
کالا	kaalaa	black
سفید	sufaid	white
لال / سرخ	laal / surrkha	red
پیلا	peela	yellow
نیلا	neela	blue
سبز / ہرا	sabz / hra	green
نارنجی	naaranjee	orange
جامنی	jaamnee	purple
گلابی	ghulaabee	pink
بھورا	bhoora	brown
سلیٹی	slayTee	grey

7.7 School bag items		
یہ	yay	this
وہ	wo	that
قلم	qalam	pen
ریز	rabaR	eraser
بستہ	bassta	bag
پیمانہ	paymaana	ruler
پنسل	pencil	pencil
کتاب	kitaab	book
کاپی	kaapee	exercise book
کرسی	kurrsee	chair
کاغذ	kaagaz	paper

7.8 Brothers and Sisters		
بھائی	bhaaee	brother
بھین	behan	sister
میرا ایک بھائی ہے۔	mayraa ayk bhaaee hai	I have one brother
میری ایک بھین ہے۔	mayree ayk behan hai	I have one sister
میرے دو بھائی ہیں۔	mayray doe bhaaee hai	I have two brothers
میری دو بھینیں ہیں۔	mayree doe behnay hai	I have two sisters
میرا کوئی بھائی نہیں ہے۔	mayraa koe bhaaee nehi hai	I don't have a brother
میری کوئی بھین نہیں ہے۔	mayree koe behan nehi hai	I don't have a sister
بڑا بھائی	baRaa bhaaee	big/older brother
چھوٹی بھین	chhoTee behan	small/younger sister
سوتیلی بھائی	sotayla bhaaee	step brother
سوتیلی بھین	sotaylee behan	step sister

Masculine and Feminine

In many languages, including Urdu, most nouns are considered to be either masculine or feminine. e.g. The Urdu word for chair (*kurrsee*) is considered to be a feminine word whereas the Urdu word for door (*darrwaaza*) is considered to be masculine. Adjectives used to describe nouns will agree with them e.g. peelee *kurrsee* (yellow chair) and peela *darrwaaza* (yellow door).

7.9 Pets & Animals		
جانور	jaanwar	animal
پالتو جانور	paalto jaanwar	pet
کتا	kuttaa	dog
بلی	billiee	cat
خرگوش	kharrgowsh	rabbit
سناپ	saamp	snake
بندر	bandar	monkey
بر شیر	babar shayr	lion
چوہا	choohaa	mouse
ہاتھی	haathee	elephant
مچھلی	macchlee	fish
گھوڑا	ghoRaa	horse
طوطا	totaa	parrot

7.10 Extended family

امی / والدہ	ammi/waalda	mum/mother
ابو / والد	abbu/waalid	dad/father
دادا / دادی	daada & daadi	dad's dad & mum
نانا / نانی	naana & naani	mum's dad & mum
خالہ	khaala	mum's sister
ماموں	maamu	mum's brother
پھوپھی	phoophi	dad's sister
چچا	chacha	dad's younger brother
تایا	taaya	dad's older brother
بیٹا	bayTaa	son
بٹی	bayTee	daughter
گھر والے	gharr waalay	family
رشتہ دار	rishtaydaar	relatives

7.11 Describing what I look like		
قد	qad	height
لمبا / لمبی	lambaa/ee	long/tall
چھوٹا / چھوٹی	chhoTaa/ee	short/small
درمیانہ / درمیانی	darmyaanaa/ee	average
موٹا / موٹی	moTa/ee	chubby
پتلا / پتلی	patlaa/ee	slim
بال	baal	hair
سیدھے	seedhay	straight
گھنگھڑالے	ghunghar waalay	curly
آنکھیں	aankhay	eyes

7.12 Describing characteristics

شرارتی	shraartee	naughty
اچھا / اچھی	achaa/achee	good
برا / بری	buraa/buree	bad
مہربان	mehrbaan	kind
بہادر	bahaadur	brave
ملنسار	milansaar	friendly
بے کار	baykaar	useless
دلچسپ	dill chassp	interesting
غصے والا / والی	gussay waala/waali	angry

Pronouns

Urdu does not have different pronouns (he, she, they etc.) for masculine/feminine or singular/plural. All you need to look at is if someone/thing is **here** or **there**. If it is here, we use *yay*. If it is there, we use *wo*. So, the word *wo* is used for **that** and also, **he**, **she**, **they** and **it**. Similarly, *yay* is used for **this** and also for **he**, **she**, **they** and **it**.

Question words		
کیا؟	kyaa?	What?
کتنے؟	kitnay?	How (many)?
کون؟	kaun?	Who?
کہاں؟	kahaan?	Where?
کب؟	kab?	When?
کس؟	kiss?	Which?
کس کا/کی؟	kiss kaa/kee?	Whose?

Important Verbs

میں ہوں۔	mai hoon	I am ____
وہ ہے	wo hai	He/she/it is
رہتا	rehnaa	to live
ہوتا	honaa	to be
جاتا	jaana	to go

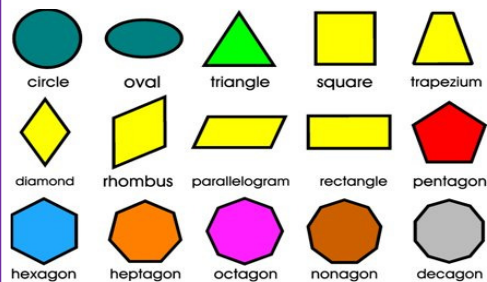
Opinions

مجھے پسند ہے۔	mujhay ____ pasand hai.	I like ____.
مجھے ناپسند ہے۔	mujhay ____ naapasand hai.	I dislike ____.
مجھے سے محبت ہے۔	mujhay ____ say mahabbat hai.	I love ____.
مجھے سے نفرت ہے۔	mujhay ____ say nafrat hai.	I hate ____.

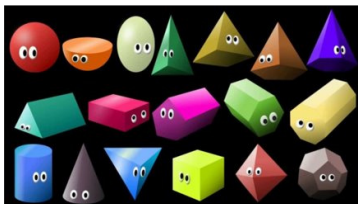
Notes

n – an underlined n is pronounced with a very soft *n* sound from the nose. It sounds like the letter *n* in the word *uncle* or *long*.
CaPiTaL LeTtErS – any Roman Urdu words with capital letters will be pronounced with a hard sound. e.g. *D* will be pronounced like a normal *D* in English. However, a *d* will be pronounced very softly with your tongue touching your front teeth. This is the same with *T* and *t*.

Section 1 2D & 3D Shapes



Shape - 2D
outline



Form –
3D Object

Section 3 Key Vocabulary:

Composition (Noun) the way that people or things are arranged in a painting or photograph.

Line (noun) Type of mark that contains both a direction and a length. curved, bent, thick, wide, broken, vertical, horizontal, blurred or freehand.

Shape A 2D area that is enclosed by a line. E.g. square, circle, rectangle

Form (Noun) objects that have three dimensions. 3-D shape E.g. cube, sphere.

Colour The property possessed by an object of producing different sensations on the eye as a result of the way it reflects or emits light.

Pattern a repeated decorative design.

Scale (noun) SIZE. The size or level of something, especially when this is large.

Proportion (plural) the size, shape, or level of something.

Ellipse (noun) a regular oval shape.

Tone (verb) The lightness or darkness of something – how dark or light a colour appears.

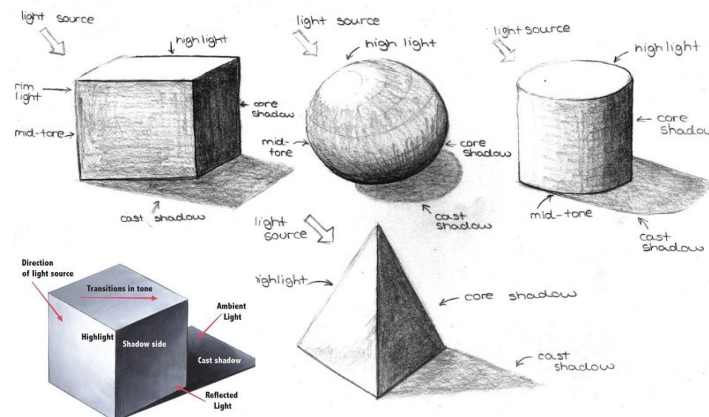
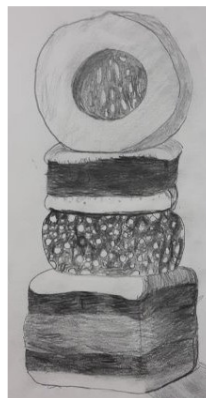
Section 2 Tone and Shadow



Tone Blended



Tone Scale



Section 5**Primary Colour**

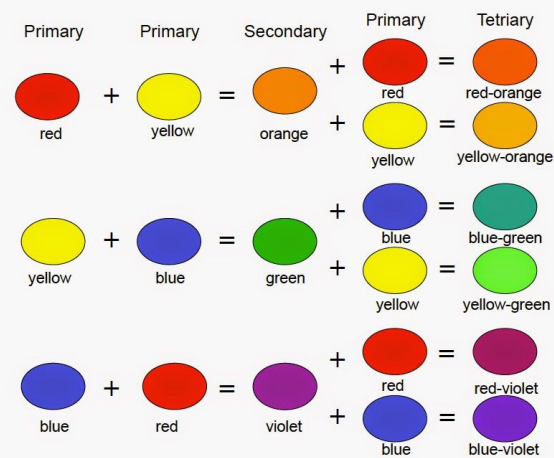
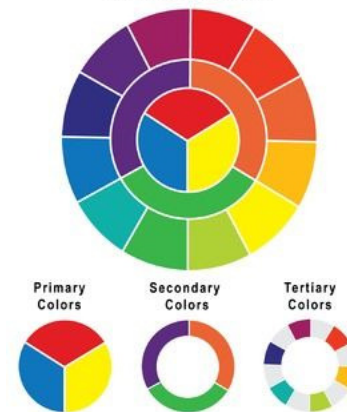
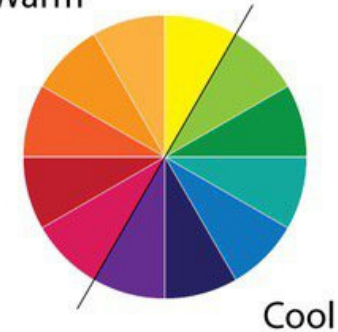
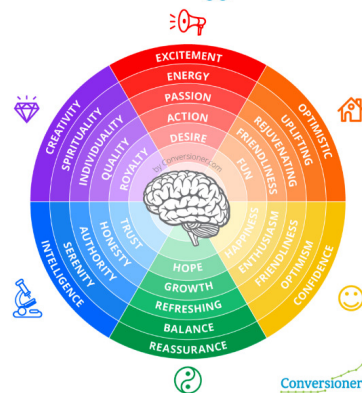
These are the first colours found in nature. They cannot be mixed.

Secondary colour

These are made by mixing 2 primary colours together.

Tertiary colour

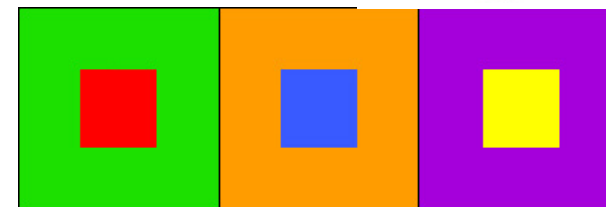
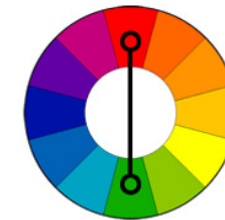
Lighter or darker versions of the secondary colour by adding slightly more of each primary.

**The Color Wheel****Section 6 Warm & Cold Colours****Warm****Cool****Section 7 Colour Meanings and Emotions****The Emotional Triggers of Colors**

blue	red	black	green
TRUST SMART CALM FAITH NATURAL STABLE POWER	LOVE IMMEDIACY ENERGY SALE PASSION ANGER HUNGER	BOLD RICH POWER MYSTERY ELEGANCE EVIL STRENGTH	SOOTHING ECO-FRIENDLY NATURAL ENVY JEALOUSY BALANCE RESTFUL
yellow	orange	pink	purple
CHEER ATTENTION CHILDISH FRESH WARMTH ENERGY OPTIMISM	HEALTH ATTRACTION STAND OUT THIRST WEALTH YOUTHFUL HAPPINESS	TENDERNESS SENSITIVE CARING EMOTIONAL SYMPATHETIC LOVE SEXUALITY	ROYAL MYSTERIOUS ARROGANT LUXURY CHILDISH CREATIVE SADNESS

Section 8**Complimentary Colour**

These are opposite each other on the colour wheel. They make each other stand out.



Section 1 Material Properties

Softwoods

Softwoods grow in colder climates and are fast growing – this makes them readily accessible and fairly cheap. The trees have leaves like needles, are usually evergreen and have cones.

Some examples of softwoods are:

Pine is yellow with brown streaks. It's quite strong and cheap but knotty which makes it hard to work with. It is used for telegraph poles, fences and cheap furniture.

Larch has an attractive yellow to reddish brown colour. It's harder, tougher and more durable than most softwoods. Its resistant to rot which makes it good for garden decking, cladding and fence posts.

Spruce is a reddish brown colour. It's hard and has a good strength-to-weight-ratio but it's also knotty and not very durable. It's used for structural purposes both inside and outside. Some examples are aircrafts, crates and ship masts.

Hardwoods

Hardwoods usually grow in warm climates and are slow growing. They're generally more expensive than softwoods. The trees have broad, flat leaves and are usually deciduous meaning that they lose their leaves in autumn. The wood tends to be denser and harder than softwoods although there are exceptions like Balsa.

Some examples of hardwoods are:

Oak is light brown. Its tough, durable and very strong. Its used for flooring and furniture.

Mahogany is a red-brown colour. It is also durable and very expensive. Its used for high quality furniture.

Oak Leaf



Mahogany



Beech is a pinkish brown colour and is used to manufacture chairs and toys.

Balsa is a white or tan colour. For a hardwood it has a low density and it is quite soft. It is great for model making.

Ash has a pale cream colour. Its tough and absorbs shock well so it is used for tool handles and wooden sports equipment like baseball bats.

Manufactured Boards

Processed pieces of wood can be combined with glue and compressed into panels – this forms new materials called 'manufactured boards'.

Some examples of manufactured boards are:

Medium Density Fibreboard (MDF) – MDF is made up of tiny fibres of softwood timber held together by glue. Its cheap and dense but can be damaged by moisture as its porous. Its often used for shelves and flat-pack furniture.

Plywood – Plywood is made up of several layers of softwood or hardwood, glued together with their grain alternating. This makes it very strong for its weight and thickness in comparison to solid wood. It's a very popular choice of manufactured board and is used for furniture and cabinet making.

Plywood layers



Section 2: Key Vocabulary:

Identity (noun) Who a person is, or the qualities of a person or group that make them different from others.

Marking out (verb) is the process of transferring a design or pattern to a workpiece.

Metal Rule (noun) is a basic measuring tool used to create accurate measurements.

Try-square (noun) is a tool used to check and mark right angles in construction work.

Coping saw (noun) is a saw with a very narrow blade stretched across a D-shaped frame, used for cutting curves in wood.

Tenon saw (noun) is a small saw with a strong brass or steel back for precise work.

Dovetail saw (noun) is a smaller tenon saw with a small blade and fine teeth, used mainly for making joints.

Imperfection (noun) a fault, blemish, or undesirable feature.

File (noun) is a tool to remove fine amounts of material from a workpiece.

Sand paper (noun) with sand or another abrasive stuck to it, used for smoothing or polishing woodwork or other surfaces.

Design (noun) a plan or drawing produced to show the look and function or workings of a building, garment, or other object before it is made.

Surface (noun) the outside part or uppermost layer of something.

Decoration (noun) the process or art of decorating something.

Varnish (noun) is a resin dissolved in a liquid for applying on wood, metal, or other materials to form a hard, clear, shiny surface when dry.

Evaluation (noun) the making of a judgement about the amount, number, or value of something; assessment.

During year 7 you will use a wide range of foods to design and make products.

In the projects you will work out your ideas with some precision, taking into account how food products will be made, stored and eaten and

who will use them. You will develop understanding of healthy food balance by using the eat well guide. designing and making and improving your practical skills.

You will use a range of equipment safely with a moderate to high degree of accuracy.



Temperatures that bacteria grow in

Section 1

Equipment

Section 2

Key Vocabulary:

Section 3

Identity (noun) Who a person is, or the qualities of a person or group that make them different from others.

Vitamins (noun) Are found in food and only needed in small amounts.

Pathogenic bacteria (noun) Are bad bacteria that can cause food poisoning.

Function of ingredients (noun) The job that the ingredient does in cooking.

Milliliters (noun) A small amount of liquid: one thousandth of a litre

Grammes (noun) a unit of measurement which is one thousandth of a kilogram.

Protein (noun) Part of all living organisms skin, muscle and hair.

Carbohydrate (noun) including sugars, starch, and cellulose. They can be broken down to release energy in the animal body.

Fibre (noun) found in all fruit, vegetables and cereals, very important for digestion of food.

Modifications (noun) changes to make something better.

Evaluation (noun) making a judgement about something.

Hygiene routine



Tie hair back



Wash hands



Wear an apron



Clean surfaces

Safe

Cutting techniques Section 5



Bridge hold



Claw grip

Practical skills

Section 4

Shallow frying



Grilling



Boiling



Rubbing in Method



Mixing bowl



Electronic weighing scales



Chefs knife



Chopping Board



Measuring Jug



Baking tray



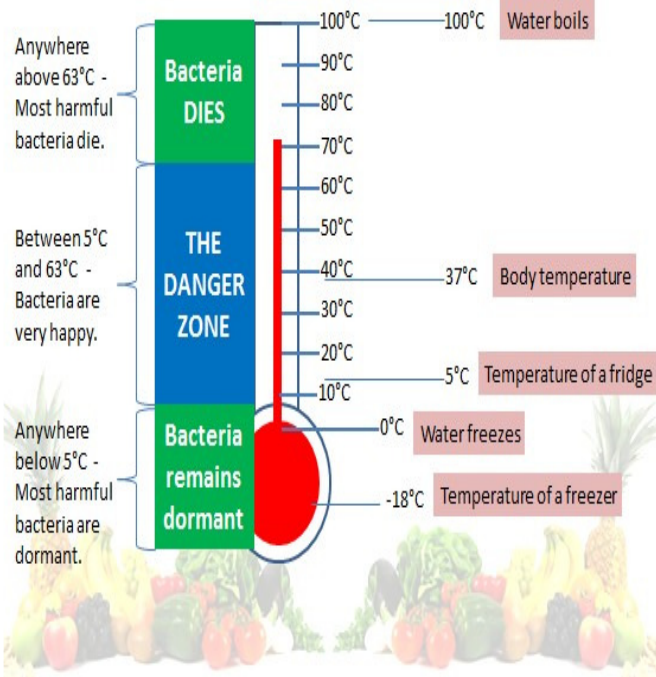
Saucepan



Wooden spoon



Grater





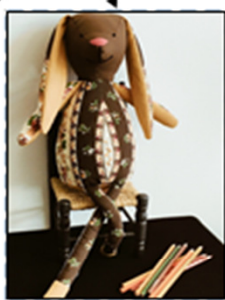
TEXTILES: This cycle we are going to be making a 3D stuffed giraffe inspired by the artwork of Yayoi Kusama

Section 1

Key Artist Facts: Below are the 2 artists that we will be looking at.

SMUKSAKS

This is a brand set up by a new mother creating something sustainable. She creates bunnies using old fabrics which are recycled to create something new. This is stopping these fabrics from going into landfill and creates a new product from potential



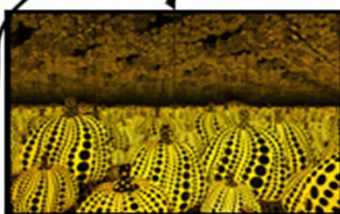
Section 4

Section 2

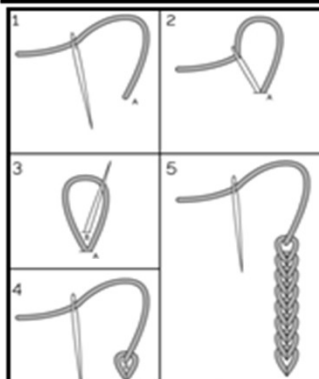
Key Artist Facts:

YAYOI KUSAMA

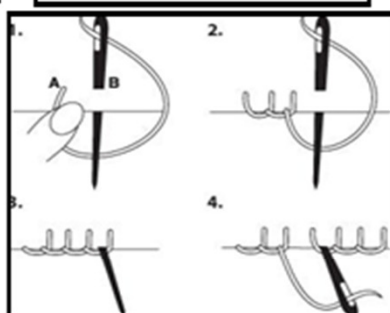
Yayoi Kusama is a Japanese contemporary artist who works primarily in sculpture and installation, but is also active in painting, performance, video art, fashion, poetry, fiction, and other arts. She creates very vibrant and colourful patterns which will be used as inspiration to add decoration onto the giraffe.



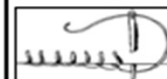
CHAIN STITCH INSTRUCTIONS



BLANKET STITCH INSTRUCTIONS



Running Stitch: a simple needle stitch consisting of a line of small even stitches which run back and forth through the cloth without overlapping.



Blanket Stitch: a buttonhole stitch used on the edges of a blanket or other material.

Section 3

Key Equipment and it's use:

Needle: This is used to stitch by hand using thread.

Cotton Thread: This is used with a needle to stitch.

Felt: This is a material that is very versatile and can be used to make textile products.

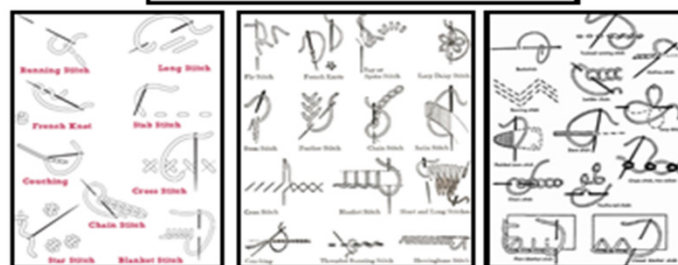
Pins: These are used to hold fabric in place.

Stitch Ripper: This is used to remove incorrect stitches.

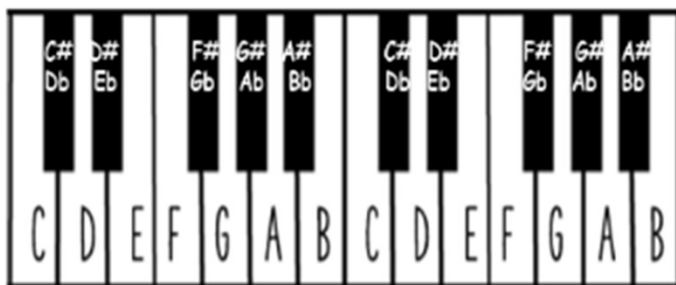
Velcro: This is used to hold 2 edges of fabric together.

Tianging Tool: This is used to hold wax and draw with during the batik process.

Decorative stitch examples—hand stitching



1

NOTES ON THE
KEYBOARD

1. There are 7 notes in the musical alphabet A – G
2. C is to the left of the two black keys: C D E F G A B
3. Black keys are known as Sharp (#) or Flat (b)

3

Football	E
Deserves	C
Boy	A
Good	F
Every	

2

Egg
Soup
Tea
Coffee x2
Coca Cola x4

Beats	Note	Rest	Name
4			Semibreve
2			Minim
1			Crotchet
1/2			Quaver
1/4			Semiquaver

Definitions

1. Pulse = the underlying count in the music. Like a heartbeat. You clap/dance to this. You *feel* it rather than *hear* it.



2. Rhythm = long and short notes, and the gaps between them:



DAA CYCLE 1 Knowledge Organiser	SUBJECT	ICT & COMPUTING	TOPIC(S)	Information Technology and Online Safety	YEAR GROUP	7
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Information Technology and Online Safety Keywords:

E-Safety	Peer on peer abuse	Risks	Searching the internet	Validity
Password and Username	Virus	Spam	Reliability	Bias
Cyberbullying	Impact	Society	Bias	Misinformation
Online Grooming	Consequences	Malware	Search engine	Disinformation

Online Safety:



Section 1:	
Social Media	A social network site is a social media site that allows users to connect and share with people who have similar interests and backgrounds i.e., Facebook, Instagram, Pinterest.
Negative effects of social media	Lack of face-to-face communication, obesity, low self-esteem, anxiety, depression and suicidal thoughts.
Cyber bullying	When someone is bullied through use of technology e.g., mobile phone or online. Peer on peer abuse has increased over recent years.
Peer on peer abuse	Peer on peer abuse occurs when a young person is exploited, bullied and/or harmed by their peers who are the same or similar age
Online Grooming	Grooming is when someone builds an online relationship with a young person and tricks them or pressures them into doing something sexual.
Sexting	Sexting is when someone sends or receives a sexually explicit text, image or video on their mobile phone, usually in a text message.
YPSI	Youth Produced Sexual Imagery. This is new terminology used for sexting. Any nude or semi-nude picture or live stream that is produced whose subject is a person younger than 18. It is illegal to possess, share or download or store any such image: Below 18: broken the law and over 18: criminal activity.
Impact	How online safety can effect someone's life e.g., lack of face-to face communication, obesity, anxiety, depression, suicidal thoughts, self-harm, lack of self-esteem etc.

Keeping your Computer Safe:

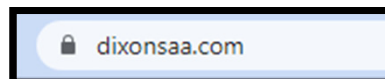
Section 2:	
Malware	Malware, or malicious software, is any program or file that is harmful to a computer user e.g. a virus.
Virus	A piece of code which can copy itself and typically has a detrimental effect, such as corrupting the system or destroying data. Examples: Worm, Bot and Trojan.
Smishing	Sending text messages pretending to be from reputable companies to get individuals to reveal personal information.
Phishing	Is an attempt by someone to get you to send them personal information via email. Information such as usernames, passwords, email addresses and bank account details.
Spam	Electronic junk mail, unwanted emails with attachments that may contain a virus.
Spyware	Spyware is a type of malware that aims to gather information about a person or organisation, without their knowledge or consent.
Password Security	Protecting your device so people can't gain access through use of facial recognition, passwords. Passwords should contain a range of characters.

DAA CYCLE 1 Knowledge Organiser	SUBJECT	ICT & COMPUTING	TOPIC(S)	Information Technology and Online Safety	YEAR GROUP	7
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Password and Username	Virus	Spam	Reliability	Bias
Cyberbullying	Impact	Society	Bias	Misinformation
Online Grooming	Consequences	Malware	Search engine	Disinformation

Searching the Internet:



Section 3:	
URL	URL is an acronym for uniform resource locator and is a reference (an address).
WWW	Stands for World Wide Web.
Search Engine	Used to search for information e.g., Google, Yahoo, Ask, Bing etc.
Reliability	Trusting the information, you read online e.g., check the author, domain name etc.
Validity	Is information you read online up to date? Check when website was last updated.
Bias	Feeling or prejudice for or against one person or group, especially in a way considered to be unfair.
Domain	A domain name is your website name. A domain name is the address where Internet users can access your website.
Fact	A thing that is known or proved to be true.
Opinion	A view or judgement formed about something, not necessarily based on fact or knowledge.

Section 4:	
Misinformation	A deliberate lie to mislead people.
Disinformation	An honest mistake. fake or misleading stories, but in this case the stories may not have been deliberately created or shared with the intention to mislead e.g., false rumours.
Hoax	A hoax is a trick in which someone tells people a lie, for example that there is a bomb.
Fake News	False information distributed deliberately, usually for political or commercial purposes.
WI-FI	Wi-Fi is a short name for Wireless Fidelity. Wi-Fi works off the same principal as other wireless devices, it uses radio frequencies to send signals between devices.

Stay safe, tell someone...

All the staff are here to help and support you



Safeguarding Team:

Mr Bibby (Designated Safeguarding Lead)

Mr Douro (Vice Principal)

Safety and well-being...

If you are worried about your welfare or safety, or that of a friend you could access the NSPCC services. www.childline.org.uk

Free anonymous NHS online counselling for young people can be accessed via a platform called Kooth. www.Kooth.com

For support with mental health and staying happy and healthy visit the Mental Health Foundation. www.mentalhealth.org.uk

For non-emergency advice you can email scholarsupport@dixonsaa.com. Give your full name and Year group.



Physical activity...

It is recommended that young people should be physically active for at least 1 hour a day. This can be anything from organised sport to going on a bike ride with your friends. For more ideas visit; www.nhs.uk/change4life/activities



Online safety...

Thinkuknow is the education programme from NCA-CEOP, a UK organisation which protects children both online and offline.

Explore one of the six Thinkuknow websites for advice about staying safe when you are using a phone, tablet or computer.



www.thinkuknow.co.uk

Happiness

Industry

Responsibility

Eatwell Guide

Check the label on packaged foods

Each serving (150g) contains

Energy	Fat	Saturated	Sugars	Salt
1046kJ 250kcal	3.0g	1.3g	34g	0.9g
	LOW	LOW	HIGH	MED
13%	4%	7%	38%	15%

of an adult's reference intake

Typical values (as sold) per 100g: 697kJ/ 167kcal

Choose foods lower in fat, salt and sugars

Use the Eatwell Guide to help you get a balance of healthier and more sustainable food. It shows how much of what you eat overall should come from each food group.



Per day 2000kcal 2500kcal = ALL FOOD + ALL DRINKS



BRITISH
Nutrition
FOUNDATION

HEALTHY HYDRATION

for adults and teenagers

**We should drink about 6-8 glasses of fluid each day.
This can be from a variety of drinks**

Water

Water is a good choice throughout the day because it hydrates you without providing extra calories or harming teeth.

Drink plenty

Tea, coffee and other hot drinks

Provide some nutrients (if milk or fortified plant-based alternatives are added) and some contain caffeine*. To limit calories, drink without sugar or sugary syrups and with lower fat milks.

Drink to suit (can contain caffeine; limit if pregnant*)

Milk

Is a useful source of nutrients including calcium, iodine, B vitamins and protein. Adults and older children should choose lower-fat varieties.

Have regularly, but choose lower fat

Sugar-free drinks

Provide fluid without extra calories. Drinks like squashes and fizzy drinks are acidic, which can harm teeth.

Drink in moderation

Fruit and vegetable juices and smoothies

Provide some vitamins and minerals. One small glass (150ml) counts as a maximum of one portion of your 5 A DAY. However, they also contain sugars and can be acidic, which can harm teeth so it's best to drink them with a meal.

Can have once a day

Sugary drinks

Provide fluid but contain calories from sugars, usually without other nutrients, and can be acidic. Sugars and acidity can both be harmful to teeth. Some of these drinks also contain caffeine*.

Limit

*If pregnant, limit caffeine to no more than 200mg per day. Visit NHS Choices page on caffeine in pregnancy for more information.

Sports drinks

Are generally only needed if training at high intensity for over an hour. Can be high in sugars.

Only if needed

Energy drinks

Can be high in sugars and may contain high levels of caffeine* and other stimulants. These drinks are not good choices for those under 18 years.

Limit

Note: alcoholic drinks don't count towards your fluid intake.

November 2018. Next review due November 2021. For more information on the sources used in this text, please contact postbox@nutrition.org.uk @British Nutrition Foundation www.nutrition.org.uk

The Information Standard

Certified
Member



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