



**Year 7**  
**Knowledge Organiser**  
**M2 2019 (Foundation)**

*“Knowledge is a treasure, but practice is the key to it.”*  
– Lao Tzu

Sapere Aude

### What is a Knowledge Organiser?

A Knowledge Organiser (KO) is a set of key facts or information that you need to know and be able to recall to help you master a unit or topic. Each subject has created a list of key facts which covers the basic information that you are expected to learn.

### Do I need to bring my Knowledge Organiser to school every day?

Yes, your KO should be brought in every day like your community card and your planner. Your teachers may well want you to use your KOs in lessons. They are yours forever and you may want to annotate or highlight on them when your teacher talks about things in them. They will certainly be used in lessons when you have a cover teacher and you can use them whenever you find yourself with some spare time.

### What do I do with my Knowledge Organiser at the end of term?

You should store it, along with previous KOs, in your folder. You are building a revision guide; the information in your KOs are things you will need to continue to know and understand.

### What happens if I don't complete my KO homework each night?

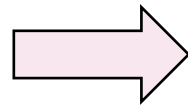
Your mentor will check your KO homework each day using the Homework Timetable and stamp the page for that day to acknowledge successful completion. If you have not completed your KO homework satisfactorily (as set out below) then you will have a compulsory 30 min prep session that same day. If you fail to attend the prep session you will spend the next day in ALC.

### What happens if I lose my Knowledge Organiser?

If you lose your KO you will be required to purchase a new one via finance.

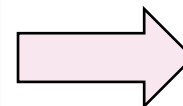
#### Beginning of each half term:

New Knowledge Organisers (KO) are given to you by your mentors. These are to be stored in your KO folder and brought to school every day.



#### Every week:

You are expected to show evidence of your learning in each subject. Teachers will start lessons with a "Do Now" activity based around the KOs. Mentors will give house points each morning for outstanding KO homework.



#### Last week of half term:

You are tested in each subject to show how much knowledge you have learnt.



John 10:10

I came to give life - life in all its fullness  
High Expectations - No Excuses

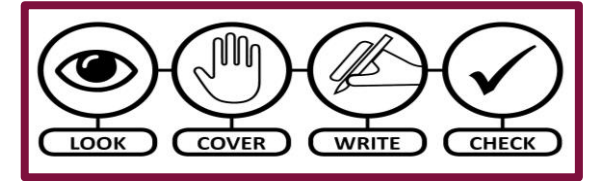


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## How to Self-Quiz

Your Knowledge Organiser is a vital document. It contains all the key things from your lessons that you will need to work on committing to your long-term memory.

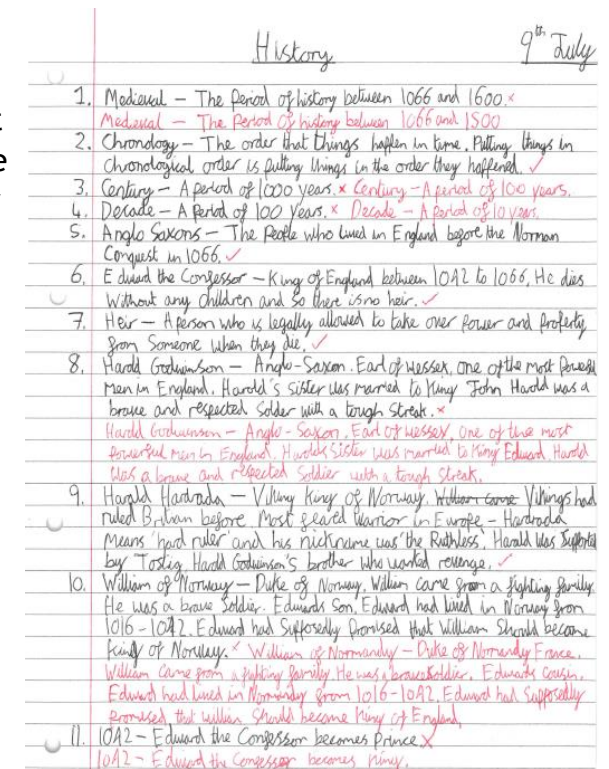
The best method when you are working on memorising things from your Knowledge Organiser is to self-quiz using the look, cover, write, check technique. Use your self-quizzing book for this.



<b>Look</b>	Read the piece of information carefully, two or three times.
<b>Cover</b>	Now cover up what you have just read.
<b>Write</b>	Now try and write down the piece of information you have just read.
<b>Check</b>	Did you write the information down correctly? If not, correct it with a red pen and then repeat!

Each night you should complete one full page (minimum) of self-quizzing in your quiz book. You should write the title (subject) and date at the top of each page. There should be no gaps on the page except for one line underneath the title. You should tick any correct answers and correct any incorrect answers in red pen.

Use the RAG column to self-assess how confident you are on each line once you have completed your self-quizzing.



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John 10:10



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## The Bishop of Winchester Academy Weekly Homework Grid 2019 – 2020

Year 7, Michaelmas 2 – Commencing Monday 4<sup>th</sup> November

Week	Activity	Monday	Tuesday	Wednesday	Thursday	Friday
1 4 <sup>th</sup> Nov	Self Quizzing	Creative Arts Lines 1 - 8	Maths (Sets G, 1 & 2) Lines 1-13 Maths (3, 4 & 5) Lines 1-10	Spanish (G&1) Lines 1-107 (from M1 KO) Spanish (2&3) Lines 1-98 (from M1 KO) Literacy Lines 1 - 8 R.S. Lines 1 - 6	English Lines 1 - 9 (Language) Lines 1 - 5 (Literature)	History Lines 1 - 7 Geography Lines 1 - 16
	Reading	30 minute reading task and flipped learning challenge				
	Hegarty Maths	1 – 2 tasks				
2 11 <sup>th</sup> Nov	Self Quizzing	Science Lines 1 - 15	Maths (Sets G, 1 & 2) Lines 14-23 Maths (3, 4 & 5) Lines 11-18	Music Lines 1 - 10 Music Tech Lines 1 - 7 Drama Lines 1 - 6	English Lines 10 - 14 (Language) Lines 6 - 9 (Literature)	PE Lines 1 - 11 Computing Lines 1 - 11
	Reading	30 minute reading task and flipped learning challenge				
	Hegarty Maths	1 – 2 tasks				
3 18 <sup>th</sup> Nov	Self Quizzing	Creative Arts Lines 9 -16	Maths (Sets G, 1 & 2) Lines 24-32 Maths (3, 4 & 5) Lines 19-24	Spanish (G&1) Lines 1-27 & 47-67 Spanish (2&3) Lines 1-49 Literacy Lines 9 - 18 R.S. Lines 7 - 12	English Lines 15 - 18 (Language) Lines 10 - 16 (Literature)	History Lines 8 - 14 Geography Lines 17 - 32
	Reading	30 minute reading task and flipped learning challenge				
	Hegarty Maths	1 – 2 tasks				
4 25 <sup>th</sup> Nov	Self Quizzing	Science Lines 16 - 30	Maths (Sets G, 1 & 2) Lines 33-44 Maths (3, 4 & 5) Lines 25-32	Music Lines 11 - 23 Music Tech Lines 8 - 15 Drama Lines 7 - 13	English Lines 19 - 22 (Language) Lines 17 - 22 (Literature)	PE Lines 12 - 24 Computing Lines 12 - 22
	Reading	30 minute reading task and flipped learning challenge				
	Hegarty Maths	1 – 2 tasks				



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Week	Activity	Monday	Tuesday	Wednesday	Thursday	Friday
5 2 <sup>nd</sup> Dec	Self Quizzing	Creative Arts Lines 17 - 24	Maths (Sets G, 1 & 2) Lines 45-59 Maths (3, 4 & 5) Lines 33-45	Spanish (G&1) Lines 68-106 Spanish (2&3) Lines 50-56 & 57-77 Literacy Lines 17 - 24 R.S. Lines 13 - 18	English Lines 23 - 26 (Language) Lines 23 - 27 (Literature)	History Lines 15 - 21 Geography Lines 33 - 49
	Reading	30 minute reading task and flipped learning challenge				
	Hegarty Maths	1 – 2 tasks				

**\*Music and Music Tech are on a rotation so you only need to do the homework for ONE of them (whichever one you are doing that half term) if you are unsure please speak to your music teacher**

**\*The Literacy KO is only for students who do not take Spanish. If you have Spanish lessons you are expected to complete Spanish homework, if you do not have Spanish lessons you are expected to do Literacy homework**



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GEOGRAPHY - YEAR 7 - M2 Settlement			RAG
1.	<b>Settlement</b>	Where people live.	
2.	<b>Site</b>	An actual place where a town grew up.	
3.	<b>Situation</b>	This describes where the settlement is in relation to other settlements.	
4.	<b>Dispersed Settlement</b>	Buildings that are well spread out.	
5.	<b>Nucleated Settlement</b>	Buildings close together.	
6.	<b>Linear Settlement</b>	Buildings in a line - often following a road.	
7.	<b>Function of a Settlement</b>	The job a settlement does.	
8.	<b>Rural</b>	In the countryside.	
9.	<b>Urban</b>	A built up place.	
10.	<b>Commerce</b>	Shops and offices.	
11.	<b>Residential</b>	Flats and houses.	
12.	<b>Industrial</b>	Factories	
13.	<b>Greenfield Site</b>	This is a zone of land surrounding a city where new building is strictly controlled to try to prevent cities growing too much and too fast.	
14.	<b>Brownfield Site</b>	The investment in the revival of old, urban areas by either improving what is there or clearing it away and rebuilding.	
15.	<b>Central Business District (CBD)</b>	In the centre of town.	
16.	<b>Inner City</b>	Variety of land uses. Often originally an area of nineteenth century terraced housing for factory workers.	
17.	<b>Inner Suburbs</b>	Suburban houses are usually larger than inner city and most have a garden.	
18.	<b>Outer Suburbs</b>	Detached houses. Large gardens and driveways	
19.	<b>Early Settlement Features: Flat Land</b>	To make building easier and safer.	
20.	<b>Early Settlement Features: Local Raw Materials</b>	Wood and stone, to build homes.	
21.	<b>Early Settlement Features: A Local Water Supply</b>	For drinking, washing, cooking and transport.	



GEOGRAPHY - YEAR 7 - M2 Settlement			RAG
22.	Early Settlement Features: Dry Land	So that people could build on areas that don't flood.	
23.	Early Settlement Features: A Defendable Site	Hilltop or river bend, to protect from attackers.	
24.	Early Settlement Features: Good Farm Land	Fertile soils, so people could grow crops.	
25.	Early Settlement Features: Shelter	To protect from bad weather.	
26.	Early Settlement Features: Transport Links	A ford or low crossing point of a river.	
27.	Hamlet	A small group of a few houses.	
28.	Village	Larger than a hamlet containing services such as a primary school and a small shop.	
29.	Town	Can contain tens of thousands of people - a wide variety of services. Shopping centres, railway stations and secondary schools.	
30.	City	A large number of people; many services including large hospitals, universities and sports stadium.	
31.	Urban Sprawl	The growth of cities.	
32.	Megacity	An urban area with over 10 million people living there.	
33.	Sustainable Urban Living	Sustainable living describes a lifestyle that attempts to reduce the use of the Earth's natural resources, and one's personal resources.	
34.	Function of a City: Port	City is on a river where goods are unloaded.	
35.	Function of a City: Bridging Point	A city is near a bridge across a river.	
36.	Function of a City: Defensive Site	Often on a hill.	
37.	Function of a City: Education	A centre of knowledge - Oxford/Cambridge.	
38.	Function of a City: Administration	Where government takes place.	

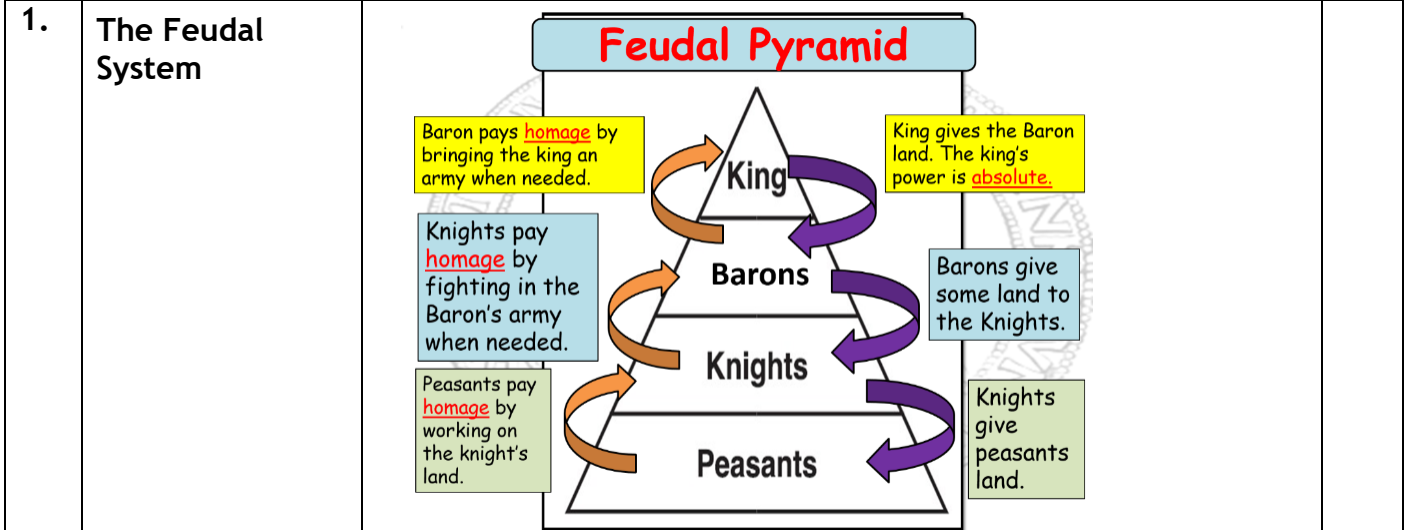


<b>GEOGRAPHY - YEAR 7 - M2 Settlement</b>			<b>RAG</b>
<b>39.</b>	<b>Function of a City: Commercial</b>	Centre where shops are located.	
<b>40.</b>	<b>Function of a City: Manufacturing</b>	Place that provides many jobs.	
<b>41.</b>	<b>Agriculture</b>	Farming	
<b>42.</b>	<b>Permanent Settlement</b>	Stays in one place for ever.	
<b>43.</b>	<b>Temporary Settlement</b>	Can change - e.g. refugee camp.	
<b>44.</b>	<b>Migration</b>	Movement of people from one place to another place.	
<b>45.</b>	<b>Immigration</b>	Movement of people into a country.	
<b>46.</b>	<b>Emigration</b>	Movement of people out of a country.	
<b>47.</b>	<b>Rural - Urban Migration</b>	Movement of people from the countryside to a city.	
<b>48.</b>	<b>Push factor</b>	Reasons to leave a place.	
<b>49.</b>	<b>Pull factor</b>	Reasons to go to a new place.	





**HISTORY - YEAR 7 - M2**  
**The Medieval World and Early Modern Europe**



<b>2.</b>	<b>Baron</b>	The highest rank in society, ruling land on behalf of the king.
<b>3.</b>	<b>Lord</b>	A medieval landowner.
<b>4.</b>	<b>Peasant</b>	The lowest member of medieval society.
<b>5.</b>	<b>Knights</b>	William I's heavily armoured soldiers on horseback and owners of small amounts of land in the feudal system.
<b>6.</b>	<b>Freeman</b>	A form of peasant that was free to move around the country and work for whichever lord or knight he chose.
<b>7.</b>	<b>Villein</b>	The lowest form of peasant. A villein was bound to his lord and could not leave the lord's land unless he was given permission.
<b>8.</b>	<b>Vassal</b>	Anyone who was below you in medieval society, and had to call you 'my lord'. For example, a knight was a vassal to a king.
<b>9.</b>	<b>Homage</b>	An oath of loyalty given by a vassal to their feudal lord (the person above them in the feudal system).
<b>10.</b>	<b>Domesday Book</b>	The book William I created to record what everybody owned.
<b>11.</b>	<b>Motte and Bailey Castle</b>	The castles William I built all over England. The castles were initially built out of wood and earth.
<b>12.</b>	<b>Corfe Castle</b>	Originally built by William I as a motte and bailey castle.
<b>13.</b>	<b>Murder Holes</b>	The holes above the gateway to a castle that would allow defenders to drop rocks onto anybody trying to get in.
<b>14.</b>	<b>Arrow Slits</b>	Very narrow holes in a castle wall that would allow an archer to fire at an enemy, but make it very difficult for the enemy to hit the archer.
<b>15.</b>	<b>Drawbridge</b>	A bridge at the entrance of a castle that could be lowered or lifted.
<b>16.</b>	<b>Sappers</b>	Soldiers that would attack a castle by trying to dig under the wall of a castle to make the castle collapse.
<b>17.</b>	<b>Battering Ram</b>	A piece of equipment used by attackers of a castle to batter down the castle door.
<b>18.</b>	<b>Siege Tactics</b>	This is when an attacking force would surround the castle, preventing food entering the castle. The attacking force would starve out the defenders of the castle.

HISTORY - YEAR 7 - M2			
The Medieval World and Early Modern Europe			
19.	<b>Doom Paintings</b>	Paintings in a church that depicted hell in an attempt to stop people sinning.	
20.	<b>Pope</b>	The leader of the Catholic Church.	
21.	<b>The Role of a Priest</b>	-To look after the sick and the elderly -To educate the people -To take care of the spiritual wellbeing of the people.	



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COMPUTER SCIENCE - YEAR 7 - M2			RAG
1.	<b>Geometrical Shapes</b>	Shapes that are defined by a set of mathematical rules.	
2.	<b>Decomposition</b>	The process of breaking something down into smaller parts.	
3.	<b>Algorithm</b>	A set of step by step instructions which, when followed, solve a problem.	
4.	<b>Computational Thinking</b>	Thinking logically about problems (and the world) in terms of the processes involved, the data available, and the steps that need to be followed in order to achieve the desired goal.	
5.	<b>Information</b>	Information is data that has been processed. For example, 1 5 7 23 46 47 and 49 become information when you know that they are lottery numbers.	
6.	<b>Pattern Identification</b>	Looking for identifiable patterns in raw data using data analysis.	
7.	<b>Hypothesis Testing</b>	A proposed explanation for something. You can test it to see if it is correct, using scientific observation and investigation	
8.	<b>Model</b>	Something created to imitate a real-life situation.	
9.	<b>Graphical Programming</b>	A programming language that allows users to create programs using graphics rather than text.	
10.	<b>Dry Run</b>	To run through a program on paper to see how it works. A dry run records the state of each variable when each line of the program is executed, so it has one line for each line of code in the program.	
11.	<b>Procedure</b>	A procedure is a sequence of program instructions that have been abstracted and can be used over and over again. It can accept input from other parts of the program.	
12.	<b>Function</b>	Like a procedure, a function is a sequence of program instructions that have been abstracted and can be used over and over again. Again, like a procedure, it can accept input from other parts of the program, but it can also return information back to other parts of the program.	
13.	<b>Coordinates</b>	A set of values to show an exact position. In two dimensions we use x and y values, where x is the distance across the page and y the distance up the page.	
14.	<b>Iteration</b>	Using repetition of a process to create a more efficient solution.	
15.	<b>Data</b>	A collection of facts without context, such as values or measurements. For example, the numbers are data: 1 5 7 23 46 47 49.	
16.	<b>Abstraction</b>	Working with ideas or solving a problem identifying common patterns in real situations, concentrating on general ideas and not on the detail of the problem itself.	
17.	<b>Generalisation</b>	Taking concepts used in the solution of a particular problem and using them to solve other problems that have similar features.	



COMPUTER SCIENCE - YEAR 7 - M2			RAG
18.	<b>Text-Based Programming</b>	A programming language that requires the user to write code in the form of a sequence of text-based instructions into the computer to create a program.	
19.	<b>Execute</b>	To carry out something, usually a set of instructions.	
20.	<b>Sequence</b>	A sequence of instructions is a set of instructions that must be followed one after the other in a specific order.	
21.	<b>Procedural Abstraction</b>	Hiding the detail of a process in a named procedure or function.	
22.	<b>Selection</b>	The choice of which route to take through a computer program.	



CREATIVE ARTS - YEAR 7 - M2			RAG
1.	<b>Indigenous</b>	Originating or occurring naturally in a particular place; native.	
2.	<b>Traditional</b>	Existing in or as part of a tradition; long-established.	
3.	<b>Historical</b>	Belonging to the past, concerning history or past events.	
4.	<b>Influential</b>	Having great influence on someone or something. For example: fashion trends in magazines influence the reader.	
5.	<b>'The Dreamtime'</b>	The Dreamtime is the Aboriginal understanding of the world, of its creation, and of its great stories.	
6.	<b>Tribe</b>	A social division in a traditional society consisting of families or communities linked by social, economic, religious or blood ties, with a common culture and dialect.	
7.	<b>Mark Making</b>	A term used for the creation of different patterns, lines, textures and shapes.	
8.	<b>Perspective</b>	Representing three-dimensional objects on a two-dimensional surface so as to give the right impression of their height, width, depth and position in relation to each other.	
9.	<b>Material</b>	The matter from which a thing is, or can be, made. For example: paper is made from pressing together moist fibres of wood.	
10.	<b>Iconography</b>	The visual images and symbols used in a work of art or the study or interpretation of these.	
11.	<b>Sacred</b>	Something sacred is holy, devoted to a religious ceremony, or simply worthy of awe and respect.	
12.	<b>Observation</b>	The action or process of closely observing or monitoring something or someone.	
13.	<b>Proportion</b>	Proportion refers to the relative size of parts of a whole.	
14.	<b>Metaphor</b>	A figure of speech in which a word or phrase is applied to an object or action that it does not literally denote.	
15.	<b>Visual Communication</b>	Visual communication is the conveyance of ideas and information in forms that can be seen. Visual communication in part or whole relies on eyesight.	
16.	<b>Typography</b>	The style, arrangement and appearance of letters, numbers and symbols created by a process.	
17.	<b>Presentation</b>	The manner or style in which something is given, offered or displayed.	
18.	<b>Allergens</b>	A substance that causes an allergic reaction.	
19.	<b>Nutrition</b>	The process of providing or obtaining the food necessary for health and growth.	
20.	<b>Hygiene</b>	Conditions or practices conducive to maintaining health and preventing disease, especially through cleanliness.	
21.	<b>Personalised</b>	To design or produce something to meet someone's individual requirements.	
22.	<b>Space</b>	The dimensions of height, depth and width within which all things exist.	



CREATIVE ARTS - YEAR 7 - M2			RAG
23.	Healthy	Indicating or promoting good health.	
24.	Hazardous	Dangerous and involving risk, especially to someone's health.	



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DRAMA - YEAR 7 - M2			RAG
1.	Stage Areas	<p style="text-align: center;"><b>Stage Areas</b></p>	
2.	Posture	The position in which someone holds their body when standing or sitting.	
3.	Stance	The way in which someone is standing.	
4.	Pitch	How high or low something the speaking voice is.	
5.	Pace	The speed at which someone talks.	
6.	Accent	A distinctive way of pronouncing a language, especially one associated with a particular country, area, or social class.	
7.	Projection	Speaking with a strong voice so the audience can hear you.	
8.	Gait	A person's manner of walking.	
9.	Eye Contact	The state in which two people are aware of looking directly into one another's eyes.	
10.	Diction	How clear your speech is.	
11.	Emphasis	Stress given to a word or words when speaking to indicate particular importance.	
12.	Intonation	The rise and fall of the voice in speaking.	
13.	Freeze Frame	A single frame forming a motionless image.	









LITERACY - YEAR 7 - M2			RAG
1.	<b>Conjunctions</b>	A word used to connect clauses or sentences e.g. when, before, after, while, so, because.	
2.	<b>Subordinate Clause</b>	A clause that is dependent on a main clause in order to make sense. Often started with a conjunction e.g. <u>When the phone rang</u> , she answered it. She answered it <u>when the phone rang</u> .	
3.	<b>Complex Sentence</b>	A sentence that contains a main clause and a subordinate clause e.g. After I left the house, it started to rain.	
4.	<b>Prefix</b>	A prefix is added at the beginning of a word in order to turn it into another word e.g. <u>dis</u> appear.	
5.	<b>Paragraphs</b>	TiP ToP paragraphs: change paragraphs when you change time, person, topic or place.	
6.	<b>Adverbial</b>	Linking ideas across paragraphs using adverbials of time (e.g. the day before), place (e.g. up the road), manner (e.g. slowly) and number (e.g. secondly).	
7.	<b>Fronted Adverbial</b>	Words or phrases at the beginning of a sentence, used to describe the action that follows e.g. <u>Later that day</u> , I heard the bad news.	
8.	<b>Determiner</b>	A modifying word that determines the kind of reference a noun or noun group has e.g. a, the, every.	
9.	<b>Speech Marks</b>	Punctuation used around the part being spoken e.g. The conductor shouted, "Sit down!"	
10.	<b>Direct Speech</b>	Writing down the part being spoken e.g. Rachel shouted loudly, "Watch out!"	
11.	<b>Indirect/Reported Speech</b>	Summarising what has been said e.g. He said they'd already eaten when he'd arrived.	
12.	<b>Suffix</b>	A suffix is an 'ending', used at the end of one word to turn it into another word e.g. teacher <u>er</u> .	
13.	<b>Relative Clauses</b>	Clauses that begin with who, which, where, when, whose, that, or an omitted relative pronoun.	
14.	<b>Synonyms</b>	Words with similar meanings e.g. beautiful/pretty.	
15.	<b>Parenthesis: Brackets, Dashes or Commas</b>	A word or phrase inserted as an explanation or extra information e.g. Skip (the guard dog) had done a fantastic job.	
16.	<b>Preposition</b>	A word which shows the relationship between two nouns in a sentence e.g. The book was <b>under</b> the table.	
17.	<b>Semi-Colon</b>	For lists and to link main clauses e.g. It was raining; she was fed up.	
18.	<b>Cohesion</b>	Term used to describe the <b>grammatical</b> means by which sentences and paragraphs are linked and relationships between them established.	
19.	<b>Antonyms</b>	Words meaning the opposite e.g. awful/wonderful.	
20.	<b>Active / Passive Voice</b>	Affects the presentation of information in a sentence e.g. <b>ACTIVE:</b> I broke the window. <b>PASSIVE:</b> The window was broken.	





LITERACY - YEAR 7 - M2			RAG
21.	<b>Ellipsis</b>	Indicates an intentional omission of a word, sentence or whole section from a text to create suspense e.g. The door opened ...	
22.	<b>Hyphens</b>	Hyphens can be used to avoid ambiguity [for example, man eating versus man-eating shark, or recover versus re-cover].	
23.	<b>Colon</b>	Used to introduce a list, a quotation, or an expansion or explanation e.g. The role of the colon is simple: to introduce.	
24.	<b>Apostrophes for Possessions or Contraction/Omission</b>	To show ownership (e.g. the boy's cat) or to indicate the omission of a letter to contract a word e.g. does not = doesn't.	



MUSIC - YEAR 7 - M1 African Drumming C107			RAG
1.	<b>Rhythm</b>	Notes of different durations organised into patterns.	
2.	<b>Semibreve</b>	Worth 4 whole beats.	
3.	<b>Minim</b>	Worth 2 whole beats.	
4.	<b>Crotchet</b>	Worth 1 whole beat.	
5.	<b>Quaver</b>	Worth 1/2 of a whole beat.	
6.	<b>Semiquaver</b>	Worth 1/4 of a whole beat.	
7.	<b>Dotted Rhythms</b>	Increase the note value by half of its original value.	
8.	<b>Timbre</b>	The character or quality of a musical sound or voice as distinct from its pitch and intensity.	
9.	<b>Djembe</b>	A djembe is a rope-tuned skin-covered goblet drum played with bare hands, originally from West Africa.	
10.	<b>Bass</b>	The bass is the lowest-pitched djembe sound. To make a bass sound on a djembe, drop your hand down in the middle of the drum, with the base of the palm of the hand just inside the rim of the drum.	
11.	<b>Tone</b>	The tone is a medium-pitched djembe sound. To make a tone sound on a djembe, drop your hand down on the side of the drum using your fingers.	
12.	<b>Slap</b>	The slap is a high-pitched djembe sound. To make a slap sound on a djembe, drop your hand down on the edge of the drum using your fingertips.	
13.	<b>Master Drummer</b>	A person who leads other drummers in playing drum rhythms.	
14.	<b>Dynamics</b>	Changes in volume, also the symbols used to indicate the volume.	
15.	<b>Pianissimo (pp)</b>	Very softly	
16.	<b>Piano (p)</b>	Softly	
17.	<b>Mezzo Piano (mp)</b>	Moderately soft	
18.	<b>Mezzo Forte (mf)</b>	Moderately loud	
19.	<b>Forte (f)</b>	Loud	
20.	<b>Fortissimo (ff)</b>	Very loud	

MUSIC - YEAR 7 - M1 African Drumming C107			RAG
21.	<b><i>Sforzando</i></b> <b>(Sfz)</b>	Suddenly loud	
22.	<b><i>Crescendo</i></b> <b>(&lt;)</b>	Gradually getting louder	
23.	<b><i>Decrescendo</i></b> <b>(&gt;)</b>	Gradually getting softer	




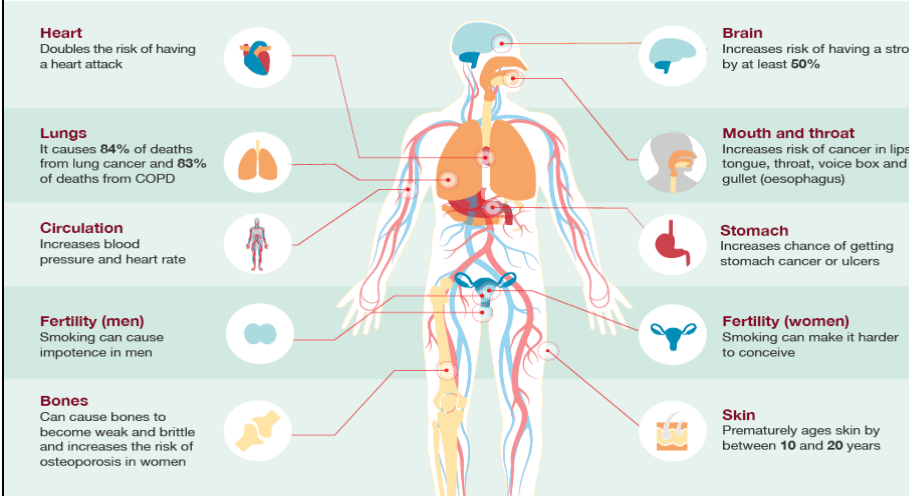

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High Expectations - No Excuses



MUSIC TECH - YEAR 7 - M2 Logic Pro X			RAG
1.	<b>DAW</b>	Digital Audio Workstation. Software that allows you to record, mix and produce your own music.	
2.	<b>Track</b>	In software, tracks generally contain audio and MIDI layers. Tracks are nothing more than an organising tool commonly, most sequencers allow an unlimited number of tracks within each song.	
3.	<b>Tempo</b>	How fast or slow a piece of music is. 60bpm (beats per minute) is a tempo of 1 beat per second.	
4.	<b>Loop</b>	A repeated passage. Often used to refer to samples that are imported into a sequence and repeated.	
5.	<b>Metronome/ Click</b>	A regular pulse that helps keep your music in time.	
6.	<b>Mixing</b>	The process of combining sounds. A master mix is the final result of the combination of all the component signals after they have been processed and combined.	
7.	<b>Structure</b>	The way a piece of music is put together in sections. For example in a song, this would be verse, chorus. Binary is AB, Ternary is ABA, Rondo is ABACAD etc...	
8.	<b>Timbre</b>	The quality of a sound that distinguishes it from other sounds of the same pitch and volume. It is the distinctive tone colour of an instrument or a singing voice.	
9.	<b>Waveform</b>	A sound signal which has a particular shape when displayed on an oscilloscope.	
10.	<b>WAV file</b>	A commonly used file for storing digital audio information. More common on PC-based computers.	
11.	<b>Plugin</b>	A computer program designed to extend your sequencer package with extra effects, audio processing or instrumentation.	
12.	<b>Mono</b>	Mono or Monophonic is a signal carried on a single channel. On a stereo system the signal would be duplicated.	
13.	<b>Reverb</b>	Reverb or reverberation is the natural reflection of sounds from surfaces giving the impression of space.	
14.	<b>Layering</b>	The process of combining sounds.	
15.	<b>Automation</b>	The process of creating changes over time like volume, pan, and other settings.	



PE - YEAR 7 - M2 Healthy Lifestyles			RAG
1.	<b>Health</b>	A state of complete physical, mental and social well-being and not merely the absence of disease.	
2.	<b>Fitness</b>	To be able to carry out life's activities without getting tired. The ability to meet the demands of your environment.	
3.	<b>Well-Being</b>	<p>A state of being comfortable, healthy and happy. These can be divided into the 3 areas of physical well-being, emotional/mental well-being and social well-being.</p> 	
4.	<b>Physical Well-Being/ Health</b>	<ul style="list-style-type: none"> <li>• Linked to fitness</li> <li>• Enjoy being physically active</li> <li>• Having good balance, coordination, agility in everyday tasks and sport</li> <li>• Having strength, aerobic/cardiovascular endurance and flexibility for daily tasks and play</li> <li>• Having fewer illnesses, diseases and injuries</li> </ul>	
5.	<b>Social Well-Being</b>	<p>Feeling positive about making friends and mixing with other people and the wider world. This includes</p> <ul style="list-style-type: none"> <li>• Being able to interact with a range of people and having a sense of belonging</li> <li>• Having respect, empathy and tolerance of others</li> <li>• Being able to manage emotions to suit the situation</li> <li>• Recognising and managing the effects of actions on others</li> <li>• Being aware of rights and responsibilities</li> </ul>	
6.	<b>Emotional/ Mental Well-being.</b>	<p>This is linked to personal well-being, feeling positive about yourself. This includes</p> <ul style="list-style-type: none"> <li>• Having self esteem and self respect</li> <li>• Being able to recognise and express feelings</li> <li>• Being able to manage emotions to suit the situation</li> <li>• Recognising and managing the factors that affect emotions</li> <li>• Feeling positive about life</li> </ul>	

PE - YEAR 7 - M2 Healthy Lifestyles			RAG
7.	<b>Sedentary Lifestyle</b>	A lifestyle that is inactive and involves sitting down.	
8.	<b>Balanced Diet</b>	Ensuring you have a balance of all the nutrients needed to maintain good health. This should include carbohydrates, proteins, vitamins & minerals, good fats, fibre and water.	
9.	<b>Regular Exercise</b>	The UK government recommends children aged 5-18 should participate in moderate to vigorous exercise for 60 minutes every day. They should also include 3 sessions that are designed to strengthen bones, joints and muscles. Minimal time should be spent sitting still (being sedentary).	
10.	<b>Smoking</b>	<p><b>How smoking harms the body</b></p>  <ul style="list-style-type: none"> <li><b>Heart</b>: Doubles the risk of having a heart attack</li> <li><b>Brain</b>: Increases risk of having a stroke by at least 50%</li> <li><b>Lungs</b>: It causes 84% of deaths from lung cancer and 83% of deaths from COPD</li> <li><b>Mouth and throat</b>: Increases risk of cancer in lips, tongue, throat, voice box and gullet (oesophagus)</li> <li><b>Circulation</b>: Increases blood pressure and heart rate</li> <li><b>Stomach</b>: Increases chance of getting stomach cancer or ulcers</li> <li><b>Fertility (men)</b>: Smoking can cause impotence in men</li> <li><b>Fertility (women)</b>: Smoking can make it harder to conceive</li> <li><b>Bones</b>: Can cause bones to become weak and brittle and increases the risk of osteoporosis in women</li> <li><b>Skin</b>: Prematurely ages skin by between 10 and 20 years</li> </ul>	
11.	<b>Alcohol</b>	<p><b>Effects of Alcohol on the Body</b></p>  <ul style="list-style-type: none"> <li><b>liver damage</b></li> <li><b>vomiting</b></li> <li><b>increased blood flow</b></li> <li><b>rapid heat loss</b></li> <li><b>blurred vision</b></li> <li><b>slurred speech</b></li> <li><b>loss of coordination</b></li> <li><b>reduced perception</b></li> <li><b>increased heart rate</b></li> <li><b>increased blood pressure</b></li> <li><b>increased stress on kidneys</b></li> </ul>	
12.	<b>Stress Management</b>	Being able to cope with the daily demands of stress. Recognising the signs and symptoms of stress and how physical activity can help you cope with them.	
13.	<b>Components of Fitness</b>	The categories that make up how fit you are. These include strength, muscular and cardiovascular endurance, flexibility, balance, speed, power, agility, coordination & body composition.	
14.	<b>Strength</b>	Being able to move something against a resistance.	
15.	<b>Muscular Endurance</b>	The ability of your muscles to keep working over time.	

PE - YEAR 7 - M2 Healthy Lifestyles			RAG
16.	<b>Aerobic/ Cardio-vascular Endurance</b>	The ability of your heart, blood and blood vessels to work over a prolonged period of time.	
17.	<b>Flexibility</b>	The range of movement around a joint.	
18.	<b>Power</b>	The ability to exert (use) maximum force in a short time.	
19.	<b>Speed</b>	The ability to move quickly across the ground.	
20.	<b>Body Composition</b>	The percentage of bone, muscle and fat in your body. How your body is made up.	
21.	<b>Agility</b>	The ability to move and change direction quickly.	
22.	<b>Co-ordination</b>	The ability to move 2 or more parts of the body at the same time.	
23.	<b>Balance</b>	The ability of the body to hold a position, whether static or dynamic.	
24.	<b>Reaction Time</b>	The body's ability to respond to a stimulus quickly.	



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SPANISH - YEAR 7 - M2 Mi familia y mis amigos (Grammar and Set 1)			RAG
1.	<b>Los miembros de la familia</b>	<b>Family members</b>	
2.	En mi familia hay...personas.	In my family there are ..... people.	
3.	Mis padres	My parents	
4.	Mi padre	My father	
5.	Mi madre	My mother	
6.	Mis abuelos	My grandparents	
7.	Mi abuelo	My grandfather	
8.	Mi abuela	My grandmother	
9.	Mis bisabuelos	My great-grandparents	
10.	Mi bisabuelo	My great-grandfather	
11.	Mi bisabuela	My great-grandmother	
12.	Mis tíos	My aunts and uncles	
13.	Mi tío	My uncle	
14.	Mi tía	My aunt	
15.	Mis primos	My cousins	
16.	Mi primo	My cousin (male)	
17.	Mi prima	My cousin (female)	
18.	Hijo/a mayor	Oldest child	
19.	Hijo/a menor	Youngest child	
20.	Hijo/a único/a	Only child	
21.	Hijo del medio	Middle child	
22.	¿Cómo se llama tu madre?	What is your mother's name?	
23.	Mi madre se llama...	My mother's name is...	
24.	¿Cómo se llaman tus primos?	What are your cousins names?	
25.	Mis primos se llaman...	My cousins are named...	
26.	Su hermano	His brother	
27.	Sus hermanos	His brothers	
28.	<b>Los números 20 - 100</b>	<b>Numbers 20 -101</b>	





SPANISH - YEAR 7 - M2			RAG
Mi familia y mis amigos (Grammar and Set 1)			
29.	Veinte	20	
30.	Veintiuno	21	
31.	Treinta	30	
32.	Treinta y uno	31	
33.	Cuarenta	40	
34.	Cuarenta y uno	41	
35.	Cincuenta	50	
36.	Cincuenta y uno	51	
37.	Sesenta	60	
38.	Sesenta y uno	61	
39.	Setenta	70	
40.	Setenta y uno	71	
41.	Ochenta	80	
42.	Ochenta y uno	81	
43.	Noventa	90	
44.	Noventa y uno	91	
45.	Cien	100	
46.	Ciento uno	101	
47.	<b>Descripción de tu familia</b>	<b>Family descriptions</b>	
48.	Tengo el pelo...	I have.... hair	
49.	Tiene el pelo...	He/she/it has ....hair	
50.	Castaño	Brown (for hair)	
51.	Negro	Black	
52.	Rubio	Blonde	
53.	Caña	Grey	
54.	Liso	Straight	
55.	Rizado	Curly	
56.	Largo	Long	
57.	Corto	Short	



SPANISH - YEAR 7 - M2			RAG
Mi familia y mis amigos (Grammar and Set 1)			
58.	Soy pelirrojo/a.	I am red-headed.	
59.	Soy calvo.	I am bald.	
60.	Tengo los ojos...	I have ... eyes	
61.	Tiene los ojos...	He/she/it has....eyes	
62.	Azules	Blue	
63.	Verdes	Green	
64.	Marrones	Brown (for eyes)	
65.	Verdes	Green	
66.	Grises	Grey	
67.	Llevo gafas.	I wear glasses.	
68.	Soy...	I am...	
69.	Es...	He/she is...	
70.	No es...	He/she/it is not....	
71.	Alto/a	Tall	
72.	Bajo/a	Short	
73.	Delgado/a	Thin	
74.	Feo/a	Ugly	
75.	Gordo/a	Fat	
76.	Guapo/a	Handsome/ pretty	
77.	Inteligente	Intelligent	
78.	Joven	Young	
79.	Viejo/a	Old	
80.	Tiene pecas.	He/she/it has freckles	
81.	Tiene barba.	He has a beard.	
82.	Tiene bigote.	He has a moustache.	
83.	Mis amigos	My friends	
84.	Mi mejor amigo/a	My best friend	
85.	Su mejor amigo/a	His/her best friend	
86.	Novio/a	Boyfriend/ girlfriend	



SPANISH - YEAR 7 - M2			RAG
Mi familia y mis amigos (Grammar and Set 1)			
87.	<b>Nacionalidad</b>	<b>Nationality</b>	
88.	Ingles/a	English	
89.	Americano/a	American	
90.	Escoces/a	Scottish	
91.	Español/a	Spanish	
92.	Francés/a	French	
93.	Galeses/as	Welsh	
94.	Griegos/as	Greek	
95.	Irlandés/a	Irish	
96.	Italiano/a	Italian	
97.	<b>Trabajo</b>	<b>Work</b>	
98.	Un mecánico	A mechanic	
99.	Un/a profesor/a	A teacher	
100.	Un/a abogado/a	A lawyer	
101.	Un/a doctor/a	A doctor	
102.	Un medico	A doctor	
103.	Una enfermera	A nurse	
104.	Un hombre de negocio	A business man	
105.	Una mujer de negocio	A business women	
106.	Un albañil	A builder	
107.	<b>Asuntos en familia</b>	<b>Issues within the family</b>	
108.	Hay...	There is/are...	
109.	Va a hacer...	There is going to be...	
110.	Una boda	A wedding	
111.	Un aniversario	An anniversary	
112.	Una fiesta de cumpleaños	A birthday party	
113.	El matrimonio	Marriage	
114.	Mis padres se casaron en	My parents got married on...	
115.	El divorcio	Divorce	



SPANISH - YEAR 7 - M2			RAG
Mi familia y mis amigos (Grammar and Set 1)			
116.	Mis padres se divorciaron hace un año.	My parents got divorced one year ago.	
117.	La separación	Separation	
118.	Mis padres se separaron hace dos años.	My parents separated two years ago.	
119.	Me llevo bien con...	I get along well with...	
120.	No me llevo bien con...	I do not get along well with...	
121.	Me llevo mal con....	I get along poorly with...	
122.	Mi hermano me molesta.	My brother bothers me.	
123.	Discutimos mucho	We argue a lot.	
124.	Nos reímos mucho	We laugh a lot.	
125.	<b>Palabras muy frecuentes</b>	<b>High frequency words</b>	
126.	Además	Also, in addition	
127.	Bastante	Quite	
128.	Porque	Because	
129.	Muy	Very	
130.	¿Quién...?	Who?	
131.	Un poco	A bit/ a little	
132.	Mi/mis	My	
133.	Tu/tus	Your	
134.	Su/sus	His/her	



SPANISH - YEAR 7 - M2 ¿Qué estudias? (Sets 2 & 3)			RAG
50.	<b>¿Qué estudias?</b>	<b>What do you study?</b>	
51.	Estudio...	I study...	
52.	Estudia...	He/she studies...	
53.	No estudio....	I don't study....	
54.	No estudia...	He/she doesn't study....	
55.	<b>Las asignaturas</b>	<b>School subjects</b>	
56.	el dibujo	art	
57.	la educación física	P.E.	
58.	el español	Spanish	
59.	el francés	French	
60.	el inglés	English	
61.	el teatro	Drama	
62.	la historia	History	
63.	la informática	I.T.	
64.	la música	Music	
65.	la religión	R.S.	
66.	la geografía	Geography	
67.	la tecnología	Technology	
68.	las ciencias	Sciences	
69.	las matemáticas	Maths	
70.	<b>Los días de la semana</b>	<b>The days of the week</b>	
71.	el lunes	Monday	
72.	el martes	Tuesday	
73.	el miércoles	Wednesday	
74.	el jueves	Thursday	
75.	el viernes	Friday	
76.	el sábado	Saturday	
77.	el domingo	Sunday	
78.	el fin de semana	the weekend	
79.	los lunes	every Monday	
80.	los fines de semana	every weekend/ the weekends	
32.	<b>¿qué haces en clase de inglés?</b>	<b>What do you do in English class?</b>	
33.	escucho	I listen	
34.	hablo	I speak	
35.	leo	I read	
36.	escribo	I write	
37.	como	I eat	
38.	En inglés, escucho a la profesora.	In English, I listen to the teacher (a female).	
39.	Hablo con mis amigos.	I speak with my friends.	
40.	No hablo por teléfono.	I don't speak on the phone.	
41.	Leo mucho.	I read a lot.	



SPANISH - YEAR 7 - M2 ¿Qué estudias? (Sets 2 & 3)			RAG
42.	No como.	I don't eat.	
43.	No como chicle.	I don't chew gum.	
44.	escuchar	to listen	
45.	hablar	to speak	
46.	comer	to eat	
47.	leer	to read	
48.	escribir	to write	
49.	vivir	to live	
50.	<b>¿Cómo es tu professor?</b>	<b>What is your teacher like?</b>	
51.	El profesor/a de dibujo es...	The art teacher is...	
52.	aburrido/a	boring	
53.	antipático/a	not nice/ mean/ unkind	
54.	divertido/a	fun	
55.	severo/a	strict	
56.	simpático/a	nice/ kind	
57.	<b>Opiniones</b>	<b>Opinions</b>	
58.	¿Te gusta el español?	Do you like Spanish?	
59.	Me gusta el español.	I like Spanish.	
60.	Me gusta la geografía.	I like Geography.	
61.	Me gusta mucho la historia.	I like History a lot.	
62.	No me gusta el inglés.	I do not like English.	
63.	No me gusta nada la educación física.	I do not like P.E. at all.	
64.	¿Te gustan las ciencias?	Do you like Science?	
65.	Sí, me encantan las ciencias.	Yes, I love Sciences.	
66.	No me gusta el español.	I do not like Spanish.	
67.	bueno/a	good	
68.	difícil	difficult	
69.	fácil	easy	
70.	importante	important	
71.	interesante	interesting	
72.	útil	useful	
73.	inútil	useless	
74.	¿Qué te gusta estudiar?	What do you like to study?	
75.	¿Por qué?	because...	
76.	Me gustan las ciencias porque son interesantes.	I like Science because it is interesting.	
77.	No me gusta el teatro es inútil.	I do not like Drama because it is useless.	
78.	<b>¿Qué comes en el recreo?</b>	<b>What do you eat at break?</b>	
79.	el almuerzo	lunch	
80.	Como...	I eat...	
81.	Come...	he/she/it eats...	
82.	un bocadillo	a sandwich	
83.	un plátano	a banana	
84.	una hamburguesa	a hamburger	
85.	una manzana	an apple	
86.	una pizza	a pizza	
87.	unas patatas fritas	some french fries	



SPANISH - YEAR 7 - M2 ¿Qué estudias? (Sets 2 & 3)			RAG
88.	¿Qué bebes?	What do you drink?	
89.	Bebo...	I drink....	
90.	Bebe...	I eat....	
91.	un agua mineral	a mineral water	
92.	un zumo de naranja	an orange juice	
93.	una limonada	a lemonade	
94.	una Coca-Cola	a coke	
95.	<b>Palabras muy útiles</b>	<b>Very useful words</b>	
96.	un poco	a little	
97.	bastante	quite	
98.	muy	very	
99.	Me gusta...	I like...	
100.	No me gusta...	I don't like...	

