Seaford Head School

Year 7 Revision Guide

Achieving Excellence Together

Seaford Head School

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Music

Digital Literacy

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English Revision

There are 2 sections in your exam; you will have to write about a poem you have been taught in class and an extract from the novel 'The Bone Sparrow'.

Section 1: Poetry

This poem is about a child living in Somalia during the conflict and explores the horror of children growing up and seeing violence and guns as part of their every day life.

The Weight by Maryam Hussein

I remember the first time I held a gun;
my cousin told me not to touch it.
It was an evil and malicious thing;
dark brown and the sun bounced of it
like oiled skin at the beach,
polished into a blazing sun.
It was heavy.
I dared myself to move. I'd seen its bullets before.

They looked like hand-held coffins;
the gold tips, a silk-lined open casket.

I tried to pick up the Kalashnikov.
It was not something new; I was not afraid
but I wasn't strong enough to carry it.
It was heavy,
weighed down by
all those people's lives taken,
all those futures gone for good.
I hear their whispers and cries haunting me,
feel the air thicken,
feel the world evaporating around me.
Silence screams at me.

Writing about a Poem

1. Read the poem.
2. Read the poem a 2nd time and highlight and annotate anything that links to the question.
3. Try and find **5** different quotations that you can write about.
4. Write an overview to start – saying what the poem is about – refer to context.
5. Track through the poem, trying to write about your 5 quotations.
6. Cover the whole poem – if you're nearly out of time, write about a quotation from the end of the poem.
7. Have a go at writing an answer using the sentence starters!

Sentence Starters:
- The poem 'The Weight' by Maryam Hussein is about…
- Hussein wrote the poem to highlight issues about…
- At the beginning of the poem, Hussein uses…
- Hussein compares the island to busy London life because…
- Later in the poem…
- At the end of the poem…

Context
Maryam Hussein wrote the poem about the Somalian conflicts following her childhood in Somalia.

The Somalian conflict is one of Africa's oldest wars – and has been going on for over 20 years. After years of conflict and the effects of climate change, the number of people who have been displaced from Somalia has reached 3.8 million.

Section 2: The Bone Sparrow

You will be given an extract from The Bone Sparrow and you will need to look for the methods Fraillon has used to make the extract **tense and dramatic**. These methods also called **subject terminology** include; repetition, ellipses, varied sentence lengths (long/short), varied punctuation (exclamation marks, question marks), use of the senses, dialogue and interesting vocabulary (adjectives, verbs)

In this extract from The Bone Sparrow, Subhi is watching his best friend Eli running away from, and then being caught by the bad Jacket, Beaver, who attacks and kills him. Subhi feels powerless to intervene and then struggles with the guilt he feels. This extract reminds us about the horror and violence in the refugee camp – and the poor conditions that the refugees from Rohinyga live with daily.

How does Fraillon create drama and tension in this extract?

Eli is running towards the bushes. And even though he's too big to hide in them now, I can see he's going to try anyway. Eli wasn't running for me, He was running away. Running away from Beaver. Beaver with his one eye, who hates all of us. Beaver who is chasing him. Eli is scrabbling under those bushes now, trying to get away. Beaver has on his black boots and his stick and his helmet and his shield, which he must know he doesn't need because he throws the shield into the dirt so he can grab at Eli better. And he can, and he does, and then Beaver has Eli by the legs and pulls him out of the bushes, out of my corner. Beaver's face is red and glowing with all the hate that is pissing out of him. And I can feel that burning all the way to where I sit, hidden by the shadows of the tent.

And I should be.
And I need to.
And I don't do anything.

I don't move. I don't say anything. I don't do anything.
Beaver pulls Eli out and hits him with his stick. For just a moment, Eli's eyes find mine, and and…

And Beaver keeps hitting him until Eli doesn't move any more. Eli doesn't even scream any more. Eli is very, very still and very, very quiet.

Later I tell myself that I was about to get up. That I was about to push and scream and fight against Beaver with everything in me. That it had all just happened too quickly, is all. Later I tell myself that I was about to help Eli, who I love as fierce as anyone.

Writing about an extract

1. Read the extract all the way through.
2. Read the extract a 2nd time and highlight and annotate anything that makes the extract feel tense and dramatic. Try and find **5** different quotations that you can write about.
3. Write an overview to start – saying what is happening in the extract – refer to context (the refugee camp and the troubles of the Rohingya people)
4. Track through the extract, trying to write about your 5 quotations.
5. Cover the whole extract – if you're nearly out of time, write about a quotation from the end of the extract.

Sentence Starters:
- The extract is from the novel 'The Bone Sparrow' by Zana Fraillon and shows…
- Fraillon wrote the novel to highlight issues about…
- At the beginning of the extract, Fraillon uses…
- It is dramatic when…
-At the end of the extract, the audience is reminded about…

Mathematics Revision

Linear and Non Linear Sequences

Linear Sequences – increase by addition or subtraction and the same amount each time.

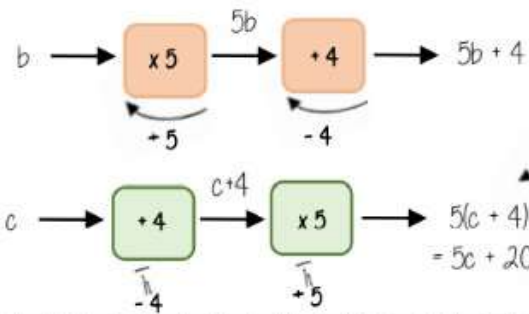**Non-linear Sequences** – do not increase by a constant amount – quadratic, geometric and Fibonacci

- Do not plot as straight lines when modelled graphically
- The differences between terms can be found by addition, subtraction, multiplication or division

Fibonacci Sequence – look out for this type of sequence

$$0 \quad 1 \quad 1 \quad 2 \quad 3 \quad 5 \quad 8 \ldots$$

Each term is the sum of the previous two terms

Two step function machines (algebra)

$b \rightarrow \boxed{\times 5} \rightarrow \boxed{+4} \rightarrow 5b + 4$

with $5b$ above, $\div 5$ and -4 below

$c \rightarrow \boxed{+4} \rightarrow \boxed{\times 5} \rightarrow 5(c+4) = 5c + 20$

with $c+4$ above, -4 and $\div 5$ below

IMPORTANT Calculate the value at the end of each operation

NOTE: The whole first output is multiplied by 5

Collecting like terms ≡ symbol

The ≡ symbol means equivalent to
It is used to identify equivalent expressions

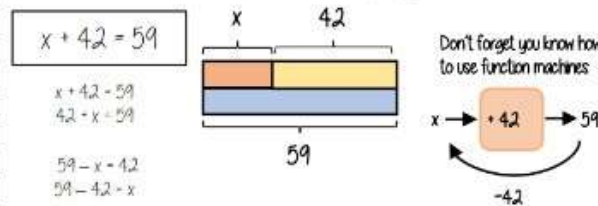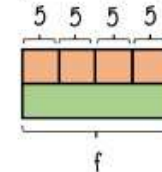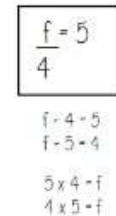**Collecting like terms**
Only like terms can be combined

$$4x \; +5b \; -2x \; +10b$$

$$2x \; + \; 15b$$
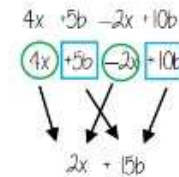
Substitution into an expression

$2(x + 3)$

Add 3 to the input then times 2

Put the expression into a function machine

INPUT $\rightarrow \boxed{+3} \rightarrow \boxed{\times 2} \rightarrow$ OUTPUT

If $x = 10$
$10 + 3 = 13 \ldots 13 \times 2 = 26$
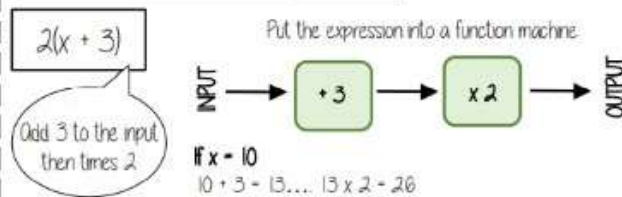
Solve one step equations (+/−)

There is more to this than just spotting the answer

$x + 42 = 59$

$x + 42 = 59$
$42 + x = 59$
$59 - x = 42$
$59 - 42 = x$

Don't forget you know how to use function machines

$x \rightarrow \boxed{+42} \rightarrow 59$ with -42 below

Solve one step equations (×/÷)

$\dfrac{f}{4} = 5$

5 5 5 5

$f \div 4 = 5$
$f \div 5 = 4$
$5 \times 4 = f$
$4 \times 5 = f$

Don't forget you know how to use function machines

$5 \rightarrow \boxed{\times 4} \rightarrow f$ with $\div 4$ below

Compare integers using <, >, =, ≠

< less than
> greater than
= equal to
≠ not equal to

Two and a half million (=) 2 500 000
300 000 000 (=) Three billion
Six thousand and eighty (<) 68 000

Round to 1 significant figure

370 to 1 significant figure is 400
37 to 1 significant figure is 40
37 to 1 significant figure is 4
0.37 to 1 significant figure is 0.4
0.00000037 to 1 significant figure is 0.0000004

Round to the first non zero number

Simple pie charts

Split into 10 parts = 10% = 36°
Split into 2 parts = 50% = 180°
Split into 5 parts = 20% = 72°
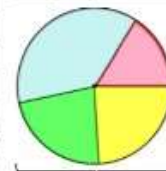
A pie chart has 360° so all FDP calculations are out of 360
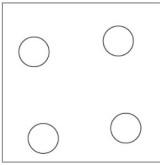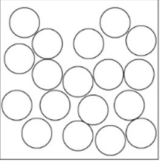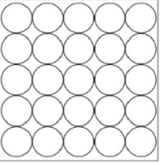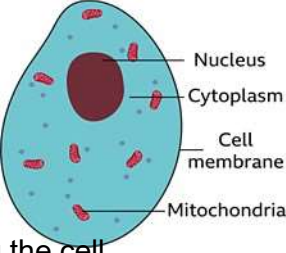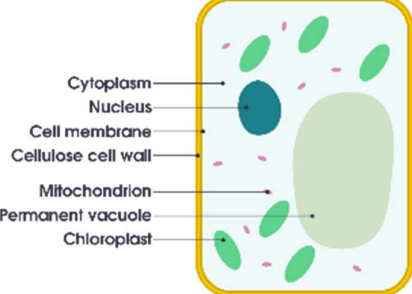
Equivalent fractions

Represent equivalence with fraction walls
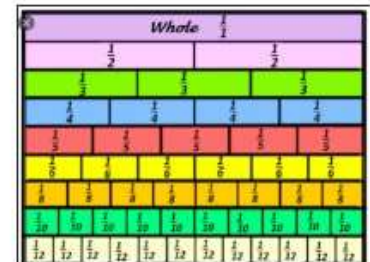
Science Revision

Being a scientist	Particles	Cells, organs and organ systems

□ <u>Equipment:</u>
  □ Names of common equipment
  □ What they measure
  □ Units they measure
  □ How to read them
□ <u>There are 3 types of variables:</u>
  □ Independent variable – the one we change
  □ Dependent variable – the one we measure
  □ Control variable – the ones we keep the same
□ <u>Graph drawing – things to remember:</u>
  □ Use a pencil and ruler.
  □ The independent variable goes on the x-axis.
  □ The dependent variable goes on the y-axis.
  □ Axis need to be labelled with units.
  □ Points need to be carefully drawn witha cross.
  □ The line of best fit needs to be a neat line and go through/ between most of the points. This means it doesn't alwaysstart at zero.
	□ <u>Particle diagrams</u>
	Gases:　　　Liquids:　　　solids:
	
	□ <u>Properties:</u>
	  □ Solid – fixed shape and volume, cannot be compressed, cannot be poured
	  □ Liquid – takes shape of container, fixed volume, cannot be compressed, can be poured/will flow
	  □ Gas – takes up all the available space, can be compresses, will flow
	□ <u>State changes:</u>
	  □ Melting = Solid □ liquid.
	  □ Freezing = Liquid □ solid.
	  □ Evaporating = Liquid □ gas.
	  □ Condensing = Gas □ liquid.
		□ <u>Types of cells</u>
		  □ <u>Animal cell</u>
		    □ Nucleus – contains DNA
		    □ Cell membrane –controls substances entering and leaving the cell
		  □ Cytoplasm - where cell reactions take place
		  □ Mitochondria – generates energy
		
		  □ <u>Plant cell</u>
		
		  □ Chloroplast –photosynthesis occurs here
		  □ Vacuole – stores important chemicals
		  □ Cell wall – maintains the shape of the cell

The Battle of Hastings

Battle of Fulford Gate	
20th September 1066 Fought between Vikings and Saxons	Hardrada invaded with 300 ships 9,000 Vikings VS 6,000 Saxons Vikings win as they outnumbered the Saxons and invaded the northern coast earlier than expected
Battle of Stamford Bridge 25th September 1066 Fought between Vikings and Saxons	Saxons march 185 miles in four days and surprise the Vikings Viking warrior holds back Saxons on the bridge but eventually killed Saxons win but are in the North of England whilst William lands
Battle of Hastings 14th October 1066 Fought between Saxons and Normans	William breaks the Saxon shield wall by pretending to retreat Saxon army too tired to fight due to marching from the North and having two battles with the Vikings Normans win

Anglo Saxons	Normans
Anglo-Saxon warriors fought on foot during battles. The most common **Anglo-Saxon weapon** was a spear, the most feared **weapon** was a battle-axe, and the most precious was a sword	William's army of about 10,000 were experienced and well trained. They used **swords**, **bows and arrows**, and knights on horseback

Norman control

King	Chosen by Witan – who were the King's council.
Earls	Owned land, advised the King and ensured law was followed.
Thegns	Warriors who protected the King.
Ceorls	'Freemen' who held land, attended courts and served in army.
Peasants	Worked on land three days a week.
Slaves	Not free, life dictated for them.

Norman Feudal system

Introduced by William as new King of England as he promised those who had supported his invasion that they would be richly rewarded and needed to keep supporters loyal.

King	Owns all land.
Barons	Norman, employ the knights.
Knights	Soldiers, protect the peasants.
Peasants	No freedom, work on the farmland.

		Changes ➡	Continuities 🔄
The Domesday Book		First huge survey of the land in England, meant William could tax more, mostly owned by Norman barons.	Peasants still working on the farmland.
Language		Norman-French became language of the court, government and upper class.	English continued to be used by ordinary people. English words like 'king' still used.
Legal system		New fine paid to the king for committing crimes, public executions and trial by combat.	Use of hue and cry, trial by ordeal and death penalty for serious crimes.
Castles in towns		Motte and Bailey castles built very quickly, eventually changed to stone which meant huge Norman presence in towns.	Towns still had the Church marked as an area of importance, market-places remained.

The murder of Thomas Becket

1162	1164	1170	29th Dec 1170
Henry makes Becket Archbishop as thought he would help in controlling the Church.	Becket gave lighter sentences in courts to clergy (leaders of the Church), Henry very angry and Becket flees to France.	Becket returns but punishes Bishops who supported the King in 1164, Henry becomes angry and says "will no one rid me of this troublesome priest?"	Four loyal knights to Henry murder Becket in Canterbury Cathedral.

Who is responsible for the murder?

King of England 1154-1189: Henry II.
- Ordered the knights to kill Becket.
- Bad temper.
- Tried to force the Church to obey him.

Archbishop of Canterbury 1152-1170: Thomas Becket
- Too stubborn and ambitious, wanting to be as great as the King.
- Lied to the King and broke promises.
- Would not punish priests that murdered and committed thefts.

The four loyal knights to Henry:
- Horribly murdered Becket.
- Henry may not have meant to murder him.
- They had no right to murder an Archbishop on Holy ground (The Cathedral).

History Revision

Geography Revision

Map Skills	The People of the UK	Global Issues	Global Issues	Other notes
Make sure that you revise content from this topic. For example: -Height on a map -Four figure grid references -Six Figure grid references -Map Symbols	Make sure that you revise content from this topic. For example: -Population Pyramids -Methods of environmentally sustainable transport -Advantages and disadvantages of living in an urban area	Natural and human causes of climate change State 2 human and physical causes State 2 environmental impacts of climate change	Explain 2 ways we can manage climate change State 2 facts about climate change	

Key Terms

Source of authority – religious texts or bodies responsible for people on how to live

Dukkha – suffering (Buddhist teaching)

Craving – a powerful desire/want for something

Philosophy – the study of some of the most basic questions about human life

Three Poisons – the ultimate causes of suffering: greed, ignorance and hatred (Buddhist teaching)

Enlightenment – when someone has gained a complete understanding of the meaning of life

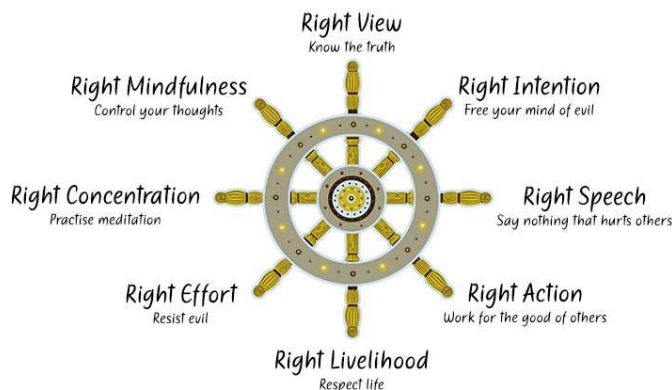**Eternal** – having no beginning or end; always existing

Christianity

- Christians believe in God (**theists**)
- They believe that happiness comes from acting to make the world a better place
- Happiness for Christians is also linked to having a relationship with God
- Christians read the Bible to help them understand how God wants them to live their lives, in order to achieve happiness
- Christians believe that following God will lead them to achieve eternal happiness in heaven with God

Matthew 22:37-39

Jesus answered, "'Love the Lord your God with all your heart, soul and mind.' This is the first and most important command. And the second command is like the first: 'Love your neighbour as you love yourself.'

Buddhism
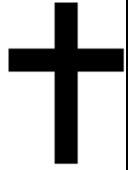
The Four Noble Truths (teachings of the Buddha)
1. All life involves suffering
2. Suffering is caused by craving
3. Suffering will stop if craving stops
4. To stop suffering, follow the Eightfold Path.

The Eightfold Path is the fourth of the Four Noble Truths
– the means through which Dukkha can be ended. It is divided into three aspects of Buddhist practice:

Humanism

- Humanists do not believe in a god (**atheists**)
- They believe it is possible to live a good and fulfilling life without following a traditional religion
- Humanists do not follow a holy book
- Instead, Humanists value traits like reason and rely on science to explain the way things are
- Humanists believe that people have one life to live - there is no afterlife
- As a result, they focus on being happy and making the most of their life
- They also believe they have a duty to support others

Humanists believe that happiness comes from: being with other people; when we can trust people and be trusted; not comparing our status with others all the time.

Humanists also believe that our inner life is as important as our outer circumstances, so we should accept ourselves better and feel more for others.

The Buddha   Revision Notes

The Buddha
- Buddha was born a **prince.**
- Tradition claims the Buddha could **walk** and **talk** at birth.
- He was called a **Siddhartha**.
- Asita predicted if he saw suffering, he would become a **holy man**.
- The King **kept him away** from signs of **suffering**.
- Siddhartha led a **life of luxury** and had everything he wanted.
- One day when he was an adult, he asked Chandra to take him **outside** the palace grounds.
- He **saw** an **old man, sick man and a dead man.** He was shocked. He also saw **a sadhu** (holy man) who was content.
- He **felt compassion** and **wanted to help those that suffer.**
- Siddhartha left and **joined 5 ascetics** who led a life of hardship.
- Siddhartha **gave up this life** when it did not work.
- He discovered **the Middle Way** between luxury and hardship.
- Siddhartha **meditated** under the **Bodhi tree**. He overcame challenges from **Mara**.
- He meditated **passing through 4 watches of the night**. Eventually he reached **enlightenment**.
- He spent the **rest of his life teaching others** what he had discovered. He **started by teaching the 5 ascetics.**
- He **died aged 80** with his followers gathered around him.

Buddha's teachings

Three Universal Truths
- **Anicca** – everything changes, nothing is permanent
- **Dukkha** – suffering, pain, misery
- **Anatta** – everyone changes, people have no self (no soul)

- **Things that change**: times, seasons, the weather, coastline, fashion **Suffering** includes: illness, death, war, crime, pollution
  People change: babies grow into children people's, adults become elderly, views and attitudes change

Four Noble Truths (see overleaf)
- These show that life involves **suffering**, what **causes** it, how it can be **cured** and the **path to follow**.

Noble Eightfold Path (see overleaf)
- The path is the **Middle Way** and is the way to overcome suffering.
- It involves, developing **wisdom**, living a **good life** and **meditating**.

Nirvana
- Following the Middle Way, can eventually **lead to enlightenment, nirvana.** But it can take many lifetimes.

Spanish Revision

MODULE 1 MI VIDA – MY LIFE

Saludos	Greetings
¡Hola!	Hello!
¿Qué tal?	How are you?
Bien, gracias.	Fine, thanks.
fenomenal	great
regular	not bad
fatal	awful
¿Cómo te llamas?	What are you called?
Me llamo…	I am called…
¿Dónde vives?	Where do you live?
Vivo en…	I live in…
¡Hasta luego!	See you later!
¡Adiós!	Goodbye!

¿Qué tipo de persona eres?	What sort of person are you?
Soy…	I am...
divertido/a	amusing
estupendo/a	brilliant
fenomenal	fantastic
generoso/a	generous
genial	great
guay	cool
listo/a	clever
serio/a	serious
simpático/a	nice, kind
sincero/a	sincere
tímido/a	shy
tonto/a	silly
tranquilo/a	quiet, calm

¿Tienes hermanos?	Do you have any brothers or sisters?
Tengo…	I have…
una hermana	a sister
un hermano	a brother
una hermanastra	a half-sister/stepsister
un hermanastro	a half-brother/stepbrother
No tengo hermanos.	I don't have any brothers or sisters.
Soy hijo único./Soy hija única.	I am an only child. (male/female)

Los números 1–31 / Numbers 1–31

uno	1	diecisiete	17
dos	2	dieciocho	18
tres	3	diecinueve	19
cuatro	4	veinte	20
cinco	5	veintiuno	21
seis	6	veintidós	22
siete	7	veintitrés	23
ocho	8	veinticuatro	24
nueve	9	veinticinco	25
diez	10	veintiséis	26
once	11	veintisiete	27
doce	12	veintiocho	28
trece	13	veintinueve	29
catorce	14	treinta	30
quince	15	treinta y uno	31
dieciséis	16		

¿Cuántos años tienes?	How old are you?
Tengo… años.	I am… years old.
¿Cuándo es tu cumpleaños?	When is your birthday?
Mi cumpleaños es el… de…	My birthday is the… of…
enero	January
febrero	February
marzo	March
abril	April
mayo	May
junio	June
julio	July
agosto	August
septiembre	September
octubre	October
noviembre	November
diciembre	December

Palabras muy frecuentes	High-frequency words
CONNECTIVES	
además	furthermore
con	with
cuando	when
no	no/not
o	or
pero	but
también	also, too
porque	because
sí	yes
también	also, too
sin embargo	however
y	and

¿Tienes mascotas?	Do you have pets?
Tengo…	I have…
un caballo	a horse
una cobaya	a guinea pig
un conejo	a rabbit
un gato	a cat
un perro	a dog
un pez	a fish
un ratón	a mouse
una serpiente	a snake
No tengo mascotas.	I don't have any pets.
¿Cómo es?	What is it like?
¿Cómo son?	What are they like?

Los colores	Colours
blanco/a	white
amarillo/a	yellow
negro/a	black
rojo/a	red
verde	green
gris	grey
marrón	brown
azul	blue
rosa	pink
naranja	orange

¿Cuál es tu pasión? Mi pasión	What is your passion? My passion
Mi pasión es…	My passion is…
Mi héroe es…	My hero is…
el deporte	sport
el fútbol	football
la música	music
el tenis	tennis

MODULE 2 MI TIEMPO LIBRE – MY FREE TIME

Saludos	Greetings
¡Hola!	Hello!
¿Qué tal?	How are you?
Bien, gracias.	Fine, thanks.
fenomenal	great
regular	not bad
fatal	awful
¿Cómo te llamas?	What are you called?
Me llamo…	I am called…
¿Dónde vives?	Where do you live?
Vivo en…	I live in…
¡Hasta luego!	See you later!
¡Adiós!	Goodbye!

¿Qué tipo de persona eres?	What sort of person are you?
Soy…	I am...
divertido/a	amusing
estupendo/a	brilliant
fenomenal	fantastic
generoso/a	generous
genial	great
guay	cool
listo/a	clever
serio/a	serious
simpático/a	nice, kind
sincero/a	sincere
tímido/a	shy
tonto/a	silly
tranquilo/a	quiet, calm

¿Qué haces en tu tiempo libre?	What do you do in your spare time?
bailo	I dance
canto karaoke	I sing karaoke
hablo con mis amigos	I talk with my friends
monto en bici	I ride my bike
saco fotos	I take photos
toco la guitarra	I play the guitar

Expresiones de frecuencia	Expressions of frequency
a veces	sometimes
de vez en cuando	from time to time
generalmente	generally
normalmente	generally
nunca	never
todos los días	every day
todas las semanas	every week
todos los meses	every month
todas las veces	every time

Las estaciones	The seasons
la primavera	spring
el verano	summer
el otoño	autumn
el invierno	winter

¿Qué tiempo hace?	What's the weather like?
hace calor	it's hot
hace frío	it's cold
hace sol	it's sunny
hace buen tiempo	it's nice weather
llueve	it's raining
nieva	it's snowing
¿Qué haces cuando llueve?	What do you do when it's raining?

¿Qué deportes haces?	What sports do you do?
Hago artes marciales.	I do martial arts.
Hago atletismo.	I do athletics.
Hago equitación.	I do/go horseriding.
Hago gimnasia.	I do gymnastics.
Hago natación.	I do/go swimming.
Juego al baloncesto.	I play basketball.
Juego al fútbol.	I play football.
Juego al tenis.	I play tennis.
Juego al voleibol.	I play volleyball.
¡Me gusta!	I like it!
¡Me gusta mucho!	I like it a lot!
¡Me gusta muchísimo!	I really, really like it!
¡Me encanta!	I love it!

French Revision

Key vocabulary and meanings@
Module 1:
Bonjour. *Hello.*
Salut! *Hi!*
Comment t'appelles-tu? *What's your name?*
Je m'appelle … *My name is …*
Comment ça va? (Ça va?) *How are you? (Are you OK?)*
Ça va (très) bien. *I'm (very) well.*
Pas mal, merci. *Not bad, thanks.*
Ça ne va pas! *Not good!*
Et toi? *How about you?*
Au revoir. *Goodbye.*
À plus! *See you later!*
lundi, mardi, mercredi, *Monday, Tuesday, Wednesday,*
jeudi, vendredi, *Thursday, Friday,*
samedi, dimanche *Saturday, Sunday*
un, deux, trois, quatre, cinq *1, 2, 3, 4, 5*
six, sept, huit, neuf, dix *6, 7, 8, 9,10*
onze, douze, treize *11, 12, 13*
quatorze, quinze *14, 15*
seize, dix-sept, dix-huit *16, 17, 18*
dix-neuf, vingt *19, 20*
vingt-et-un, vingt-deux, (etc.) *21, 22, (etc.)*
trente, trente-et-un *30, 31*

As-tu des frères et soeurs? *Do you have any brothers or sisters?*
Oui. J'ai … *Yes, I have …*
    un frère. *one brother.*
    une sœur. *one sister.*
    un demi-frère. *one half-/step-brother.*
    (deux) frères. *(two) brothers.*
    (trois) demi-sœurs. *(three) half-/step-sisters.*
Je n'ai pas de frères et soeursI *don't have any brothers or sisters.*
Je suis fils/fille unique. *I am an only child.*
Quel âge as-tu? *How old are you?*

J'ai (onze) ans. *I am (11) years old.*

Qu'est-ce qu'il y a sur la photo? *What is on the picture?*
Sur la photo, *On the picture, there*
    il y a … *is/are …*
    un tableau (noir/blanc) *a (black/white) board*
    un poster *a poster*
    un/une prof (professeur) *a teacher*
    un écran *a screen*
    un ordinateur *a computer*
    une porte *a door*
    une fenêtre *a window*
    une tablette *a tablet*
    des tables *some tables*
    des chaises *some chairs*
    des élèves *some pupils*
au fond/au centre *at the back/in the middle*
à gauche/à droite *on the left/on the right*
C'est … *It's …*
    sympa. *nice.*
    génial. *great.*
    moderne. *modern.*
    triste. *sad.*
    nul. *rubbish.*
    démodé. *old-fashioned.*

Tu aimes …? *Do you like …?*
J'aime … *I like …*
Je n'aime pas … *I don't like …*
    le sport *sport*
    le foot *football*
    le vélo *cycling*
    le collège *school*
    le cinéma *cinema*
    le poisson *fish*
    la danse *dance*
    la musique *music*
    les pizzas *pizzas*
    les serpents *snakes*
    les glaces *ice creams*
    les jeux vidéo *video games*
    les vacances *holidays*
    les BD *comics*
    les mangas *manga*
    les araignées *spiders*

Je suis … *I am …*
Je ne suis pas … *I am not …*
Il est/Elle est … *He is/She is …*
    amusant(e) *funny*
    arrogant(e) *arrogant*
    bavard(e) *talkative/chatty*
    fort(e) *strong*
    grand(e) *big/tall*
    intelligent(e) *intelligent*
    méchant(e) *nasty/bad*
    patient(e) *patient*
    petit(e) *small/short*

    timide *shy*

Module 2 PDD Unit 1

Ici il y a - Here there is
un cercle - a circle
un demi-cercle - a semi circle
un triangle - a triangle
blanc(he) – white
bleu(e) – blue
gris(e) – grey
jaune – yellow
marron – brown
noir(e) – black
orange – orange
rose – pink
rouge – red
vert(e) – green
violet(te) – purple
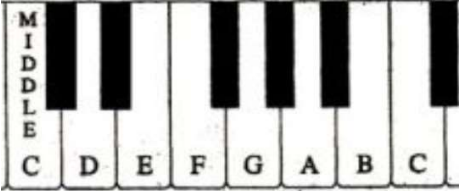
Music Revision

The music exam is a practical listening test. This is very different to the exams in most other subjects. You only need to revise the facts on this sheet but it will be useful to listen to pieces of music and test yourself on the following things:

Changing Places	Major/Minor
What is an improvisation? *An improvisation is where a musician makes up a melody on the spot.*	**What is major and minor?** *Major sounds happy Minor sounds sad All music uses both major and minor chords but the overall feel of a piece will depend on whether the main chord (the key) is major or minor*
What is a drone? *A drone is a continuous sound normally using the first and fifth notes of the main chord of the music being played. Some instruments such as bagpipes play a drone constantly under the melody. In the changing places we used A & E as drone notes.*	**Can I recognise whether a piece of music is major or minor?** *Listen to different styles of music and try to guess whether it is major or minor*
How do you find the notes on the keyboard? *Look at the pattern of black notes (groups of 2 or 3). This helps you remember where C and F are located.*	**Can you identify the difference between the D major and D minor scales?**
What are the elements of music and can I use them to talk about a piece of recorded music? *Read below and practise talking about the elements of music when listening to different styles of music:*	**Reading rhythms in musical notation** semibreve = 4 x crotchet minim = 2 x crotchet crotchet = 1 count quaver = 0.5 x crotchet

The Elements of Music Explained…

Structure	The order of sections in a piece of music Ternary Form = ABA section 1 (A) section 2 (B) then a repeat of section 1 (A)
Melody	This is another word for the tune
Accompaniment	This is the chords and tonality of the parts under the tune. Accompaniments can be major or minor
Rhythm/Pulse	Rhythm is the lengths of notes in the music and the way the notes move. The Pulse is the constant beat under the music.
Texture	This is what we use to describe the amount of layers or parts in the music. Some parts of music have lots of layers – thick texture Some parts of music have only one or two – thin texture
Timbre	This is easy – it means the instruments and types of instruments being used. Instrumental Families are: Brass, Woodwind, Strings, Percussion, Electronic

Digital Literacy Revision

Knowledge Organiser Digital Literacy

Unit: Term 1 – Networking & Collaborative Working **Year:** 7	

Purpose of Unit:
- **Be able to** access and confidently use the school network, Office 365 software / Email to support learning and Teams (to support independent study access)
- **Understand how to** communicate effectively online and collaborate with peers.
- **Explain** the effects of cyberbullying.

Key Learning/Knowledge:

How to make a secure password:
- Length (longer the better)
- Mix of upper and lower case
- Numbers
- Symbols
-

- Understand what cloud storage is

- Understand the benefits of using cloud storage / computing

<u>benefits</u> to this?

- Access from anywhere with internet
- Back-ups
- More space (memory)
- Security
- Support
- Less physical space

- Be able to use emails effectively (attachments)
- Be considerate of netiquette rules

- To understand the importance of e-safety
- To recognise threats online and know how to deal with them

- To able identify fake news
- To explain why people create fake news
- To understand where we may see fake news

- To identify the positive and negative effects of social media
- To understand how to stay safe online

Key Vocabulary and meanings:

Cloud – Files saved on a server (remotely) and can be accessed by an internet connection.

Server – Large storage computer (holds user files and apps) can be accessed remotely by internet connection.

Network – Computer devices connected together to share data

LAN – Local Area Network

WAN – Wide Area Network
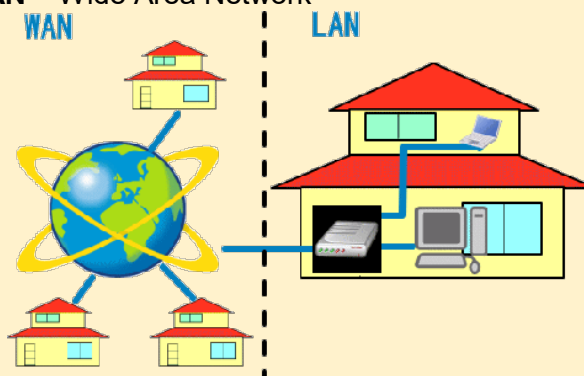
Router – Sends and receives packets of data

Cloud Computing – Being able to use online software (accessed from a server normally hosted by 3rd party company)

E-mail– Electronic mail using for online communication

Attachment – (paper clip icon) used to attach files, pictures etc to an email.

Cc – Carbon Copy (allows you to copy another person into the email to be able to view it)

Netiquette – Manners online (when using email, social media etc)

Malware = Malicious Software
"Bad software that can cause harm to you or your computer"
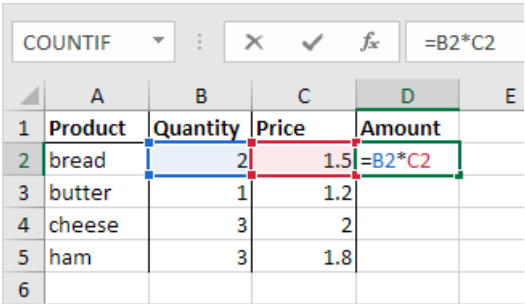**Virus** = a form of Malicious Software
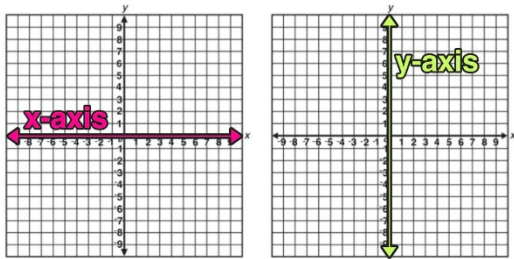*Damage / destroy files on your computer*
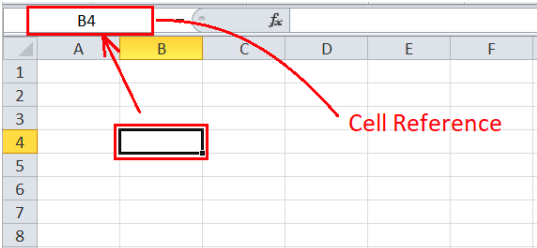
Key Skills:
- to be able to select an appropriate password to meet criteria & strength
- Be able to access Teams (assignments)
- to be able to send /receive emails using attachments and 'contacts' address book to identify teachers / support staff
- Consider audience & purpose when designing presentation (content, images, design)
- Know how to report cyberbullying (DOL, Trusted adult, CEOP,
- To be able to spot a Phishing email
- To know how to prevent getting a virus (malware)
- To know how to report problems online
- To know tips for staying safe online
- To be able to give sensible advice when faced with a problem on social media

Slow your computer down

Spyware = a form of Malicious Software
Records activity on your computer
Records keys pressed (like usernames & passwords)
Could activate your webcam without you knowing
Could listen to your microphone

Ransomware = a form of Malicious Software
Locks computer or files
Activates a time limit to put you under pressure
Asks you to pay (sometimes bitcoin)

Phishing = Email Scam
Email pretending to a real company tricking you into handing over personal information
Often by clicking a link
How to spot:
Check their email address
Check for spelling and grammar errors
Do they try and put you under pressure?

Clickbait = News headlines designed to attract attention (to get more clicks)

Protect yourself from Fake News:
Check the source (Is it an official news site?)
Check the author (is there a name?)
Verify the story? (other websites)
Check for facts (quotes, data, statistics etc.)
Don't be bias

Tips for staying safe online:
Never share private contact information
Check Privacy settings
Location services (Geo-Location)
Could remain online permanently
Always Question Friend Requests
Consider privacy of others (before tagging / posting)

Links to prior knowledge/learning:
Password security (setting and remembering suitable passwords)
No prior knowledge or learning needed for this unit

Cross Curricular link/ World Issues
Numeracy for password complexity (brute force hacking)
PSHE –social education on safe use of social media

Digital Literacy Revision

Knowledge Organiser Digital Literacy

Unit: Term 2 – Spreadsheets
Year: 7

Purpose of Unit:
- **To be able to** use spreadsheet models to enter and manipulate data (formatting)
- **Understand how to** interpret data in different formats (data sheets and charts)
- **Explain** how spreadsheets can be used in a variety of different industries.

Key Learning/Knowledge:
Understand what a spreadsheet is.
Be able to open and save a speadsheet.
Be able to identify key parts of a spreadsheet

Be able to format a spreadsheet:
- Change font
- Colour (font and fill)
- Add and remove Borders
- Underline
- Bold

Be able to use formulas in a spreadsheet
Understand why we use formals

Be able to use 'functions' in a spreadsheet.
Know the difference between a 'formula' and 'function'.

Understand what charts are used for
Be able to create a chart and interpret the data

Key Skills:
Cell Reference:

Formulas and functions always start with = sign.

Chart axis (X = Horizontal, Y = Vertical)

Key Vocabulary and meanings:
Spreadsheet – data sheet laid out in rows and columns that can be used to analyse data.

Understand what industries use spreadsheets:
- Accounting – Finance
- Teaching -Track grades
- Car Mechanics – track costs / car parts
- Medical – Health Data
- Hair Dressing – Tracking hair products
- Movie Industry – Budget film / TV shows

Row– horizontal line of data in a worksheet

Column – Vertical line of data in a worksheet

Cell – boxes you see in a grid on a spreadsheet

Cell reference – is a code (letter and number) to identify a cell on a worksheet. Like a grid reference. Example: C5

Border - is a line around a cell or a block of cells in Excel.

Formatting - is when we change the appearance of the data represented in the worksheet. To improve the way it looks and make the data easier to read. (colour, font, bold, borders etc)

Formula – is used to preform a mathematical calculation in a spreadsheet. (using cell references)
NOTE: A formula always starts with equals.

Different chart types:
- Bar Chart – Horizontal
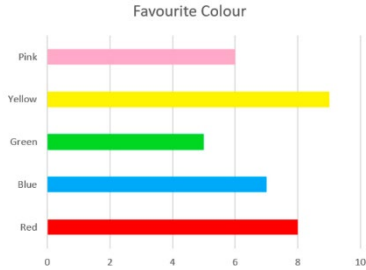
- Column Chart – Vertical
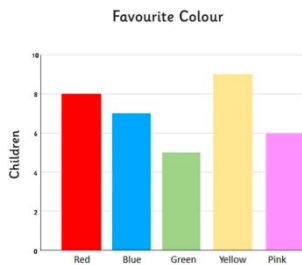
- Pie Chart – Circular shape
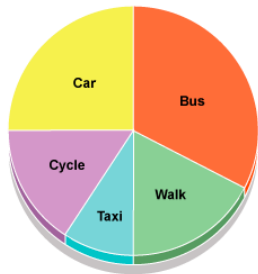
- Line Chart – line used in tracking

Function – is an automatic calculation built into the software already 'a built in function'.
Example: =MIN(D1:D5) will find the smallest number in a cell range. Functions always have a word in them: Examples:

- =SUM (adds up total_
- =MIN   (find the smallest number)
- =MAX. (find the largest number)
- =AVERAGE (finds the average from a list of numbers)

Alignment – how your data is positioned in the cell (left, right, centre etc)

Data Type – what type of data is written in the cells (text, number, percentage, date, time etc)

Chart -a graphical representation of data in a visual format. (bar chart, column chart, line chart, pie chart)

Axis – horizontal and vertical lines on the chart used to help measure data (horizontal = X Axis and the Vertical = Y Axis)

Data Labels – used to give the exact measurement of data on a chart (making it clearer to read.

Links to prior knowledge/learning:
Basic calculations (some areas of algebra but this will help support)
Some basic formatting knowledge or changing font, colour etc would help.

Cross Curricular link/ World Issues
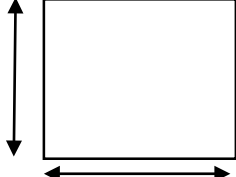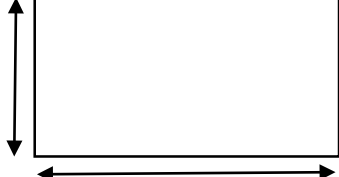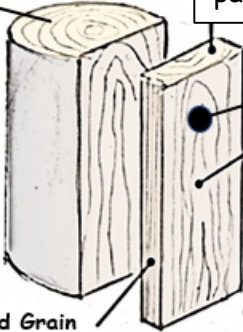PSHE – Use of data in other careers
Geography world data used
Numeracy with calculations
Numeracy for using basic mathematical operators

Design and Technology Revision

Key Vocabulary

Term		Definition
Design Brief		A brief explanation of what you need to do for a project.
Product		Something that a Designer makes and is used by people.
Client		The person / company that employs the designer to create a product.
User		The person that uses the product.
CAD		Computer Aided Design. Using a computer to help create a design.
Softwood		Wood that comes from trees that do not lose their leaves.
Pine Wood		The softwood that you are using for the body of the Pull Along Toy.
Dowel		Cylindrical rod made of wood, plastic, or metal. Cut into short lengths it is called dowel pegs.
Acrylic Plastic		The plastic you are using for the axles.
Scroll Saw		Machine saw best used to cut shapes and curves. Mainly used for wood.
Pillar Drill		A drill that is standing upright on a Pillar. Can be used to drill through wood, plastic, metal.
Sandpaper		Grains of a rough material that is glued onto paper and used to shape and smooth wood.
Sanding Block		A block to wrap sand paper around to help with sanding shapes.

Numeracy in DT

Calculating Area

To work out the area of a square or rectangle, multiply its height by its width.

If the height and width are in mm, the area is shown in mm². If the height and width are in cm, the area is shown in cm². Example. A square with sides of 50 mm has an area of 250 m², because 50 × 50 = 250.

Percentages %

To find a percentage of an amount using a calculator, work out 1% of the amount, then find the percentage of the amount.

1. Divide the amount by 100
2. Multiply by the percentage amount

Understanding Natural Timber

Annular Rings, the trees growth rings.

End Grain, you can see part of the annular rings.

Wood Knot, where a branch grew out.

Face Wood Grain, lines that took water up the tree.

Edge Wood Grain

Design and Technology Revision

The rules of 3D Isometric drawing are that
your drawn lines must follow the lines on the paper.

Lines go at diagonals and verticals.
But NEVER horizontal.

To Revise - Practice drawing cubes, cuboids and shapes on the isometric paper.
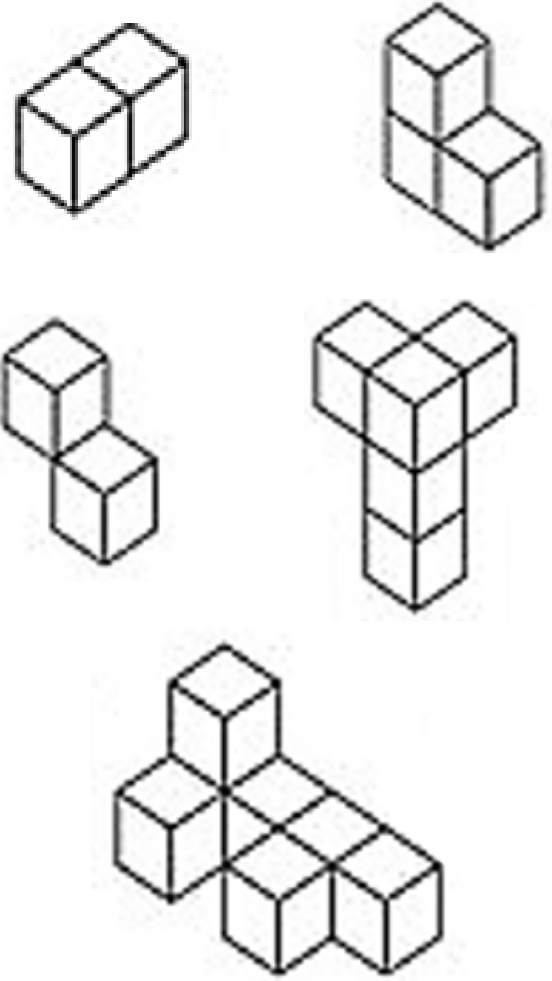
Isometric Drawing

The first shape has been drawn for you.