

Seaford Head School

Year 7 Revision Guide



Achieving Excellence Together

Seaford Head School

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English Revision

There will be **2 sections** in your exam - a section on Shakespeare's play *Much Ado About Nothing* and a section on language analysis.

Section 1: Much Ado About Nothing

This extract is from the Shakespeare play *Much Ado About Nothing*, Act 1, Scene 1.

Beatrice has been making fun of Benedick before he even arrives and then they immediately fall into old habits of mocking and outdoing each other, using witty puns and put downs.

1. Read the extract below and use the questions to highlight and annotate the extract:

<p>What does this first line tell us about Beatrice? What does she mean by 'nobody marks you'?</p>	<p>When Beatrice says 'A dear happiness to women' what is she saying about Benedick as a lover?</p>	<p>How is Benedick behaving when he says 'Are you yet living'? Is he being cruel? Or is it just a witty comment?</p>
<p>Beatrice I wonder that you will still be talking, Signor Benedick; nobody marks you.</p> <p>Benedick What, my dear Lady Disdain! Are you yet living?</p> <p>Beatrice Is it possible disdain should die while she hath such meet food to feed it as Signor Benedick? Courtesy itself must convert to disdain, if you come in her presence.</p> <p>Benedick Then is courtesy a turncoat. But it is certain I am loved of all ladies, only you excepted; and I would I could find in my heart that I had not a hard heart, for, truly, I love none.</p> <p>Beatrice A dear happiness to women; they would else have been troubled with a pernicious suitor! I thank God and my cold blood, I am of your humour for that; I had rather hear my dog bark at a crow than a man swear he loves me.</p> <p>Benedick God keep your ladyship still in that mind! So some gentleman or other shall 'scape a predestinate scratched face.</p> <p>Beatrice Scratching could not make it worse, an 'twere such a face as yours were.</p> <p>Benedick Well, you are a rare parrot-teacher.</p> <p>Beatrice A bird of my tongue is better than a beast of yours.</p> <p>Benedick I would my horse had the speed of your tongue, and so good a continuer. But keep your way, in God's name, I have done.</p> <p>Beatrice You always end with a jade's trick; I know you of old.</p>		
<p>How does Benedick calling Beatrice a 'rare parrot-teacher' link to gender stereotypes of the time? Should women talk as much as Beatrice does?</p>	<p>What does the use of animal imagery here tell the audience? Think about the ideas linked to birds like crows and parrots? And what about a barking dog?</p>	<p>What is Beatrice saying about Benedick's face here if 'scratching could not make it worse'? Does she think he has a handsome face? Is she teasing him?</p>

2. Try and answer the questions above - thinking about how Beatrice and Benedick are speaking and behaving.
3. Using these points, write a paragraph answering the question: *Look at how the characters speak and behave here. What do we learn about the characters? How would*

an audience respond to this art of the play? Refer to the subject terminology (metaphor, repetition) in your answer.

Optional sentence starters:

This extract is from *Much Ado About Nothing*, Act 1, Scene 1 and shows...

The extract begins with Beatrice saying... This suggests...

Further on...

Section 2: Non Fiction Language Analysis

Read the article below and then answer the questions in full sentences:

Critically endangered spotted tree frogs to be released into the wild.

Two years after they were almost wiped out by bushfires in Australia, 80 critically endangered spotted tree frogs are being set free back into the wild.

After the fires there were thought to be just 10 of the frogs left, but numbers have increased thanks to a successful breeding programme.

The amphibians' new home will be in Kosciuszko national park in New South Wales.

Before the 2019-20 summer bushfires, conservationists estimated that there were 250-300 of the frogs, which live only in Australia's NSW and Victoria regions.

Even before the fires the species were struggling to survive because of the spread of a deadly disease that almost wiped out the spotted tree frogs along with the southern and northern corroboree frogs, in 2001.

Australia's Department of Planning and Environment's senior threatened species officer, David Hunter said this kind of frog is fundamental to the maintaining the health of the ecosystem in the rivers where it lives.

"It occupies many streams where they are the only frog species, and tadpoles of this species consume nutrients and algae in large numbers. They are also food for other species such as snakes, birds, mammals and predatory invertebrates, playing an important role."

1. Why is the title in large, bold letters?
2. Why does the writer include the phrase 'critically endangered' in the title? What does it tell us about the frogs?
3. What does the use of the adjective 'wiped' in the phrase 'almost wiped out'? How does it make us feel about the fate of the frogs?
4. How does the alliteration 'deadly disease' make us feel? How is this also emotive language?
5. Why does the writer include the opinion of an expert, David Hunter?
6. Why does Hunter list the other species of animals affected by the release of the frogs?
7. How does the writer persuade the reader that it is good news about the frogs being released into the wild? Refer to the *WHOLE* article for this question.

Use quotations, use subject terminology (PERSUADERS), link to the question and aim to find 6-8 different points.

Maths Revision

Please find attached the relevant Sparx codes that will aid in your maths revision. These can be accessed from the "Independent Study" tab when you log in.

All activities have supporting videos.

Topic	Sparx Code
Ordering negative numbers	M527
Calculating the median	M934
Interpreting frequency tables and two-way tables	M899
Interpreting frequency tables and two-way tables	M899
Finding the area of compound shapes containing triangles	M996
Converting between mixed numbers and improper fractions	M601
Converting between mixed numbers and improper fractions	M601
Convert and add fractions & decimals, Add & subtract with negative numbers	M958, M429, M106
Solving equations with one step	M707
Solving equations with one step	M707
Solving equations with two or more steps	M509
Finding the are and perimeter of rectangles and simple shapes	M635, M390
Financial terminology and calculations	M901
Finding percentages of amounts with a calculator, Using a calculator	M905, M757
Calculating the mean	M940
Adding and subtracting with negative numbers	M106
Adding and subtracting fractions	M835
Operations with negative numbers, Function machines with numbers	M106, M288, M175
Operations with negative numbers, Solving equations with two or more steps	M106, M509
Constructing and solving equations	M957
Term-to-term rules for numerical sequences, Multiply & divide negative numbers	M381, M288
Term-to-term rules for numerical sequences	M381
Using the correct order of operations	M521
Finding the area of parallelograms	M291
Calculating the range, Adding and subtracting mixed numbers	M328, M931

Add directed numbers

$2 + -4 = -2$

Representations: $\bullet = -1$, $\bullet = 1$

Zero pair $(-1 + 1 = 0)$

Two -1 's left $= -2$

$8 + -3 = 5$

Partitioning

$8 + -3 = 5$ $5 + 3 + -3 = 5$

Partition the value to create a zero pair calculation

Generalisation: $+ - = -$

Subtract directed numbers

Representations: $\bullet = -1$, $\bullet = 1$

Representation for calculation

$2 - -1 = 3$

"Subtract" - means take away or remove

Take away one -1

Start with the representation of 2

$2 - -3 = 5$

Generalisation: $- - = +$

Multiply/ Divide directed numbers

Representations: $\bullet = -1$, $\bullet = 1$

Two representations of the same calculation: $2 \times -3 = -6$

Negative, Negative calculation

-2×-3

This is the negative of 2×-3

The act of making counters into their negative is turning them over

$-2 \times -3 = 6$

Divisions are the inverse operations

Area problems

Rectangle
Base x Perpendicular height

Parallelogram/ Rhombus
Base x Perpendicular height

Triangle
 $\frac{1}{2} \times$ Base x Perpendicular height

A triangle is half the size of the rectangle it would fit in

Two-step equations

Bar Model

$4x + 2 = 10$

Representing the same question (use fact families)

$10 - 4x = 2$

Function machine

$x \rightarrow \boxed{\times 4} \rightarrow \boxed{+2} \rightarrow 10$

Inverse operations to find x

Solve problems with perimeter

Perimeter is the length around the outside of a polygon

Isosceles Triangle notation

The triangle has a perimeter of 25cm. Find the length of x

$8\text{cm} + 8\text{cm} + x\text{cm} = 25\text{cm}$

$16\text{cm} + x\text{cm} = 25\text{cm}$

$x\text{cm} = 9\text{cm}$

Mixed numbers and fractions

Improper fraction: $\frac{7}{5}$

Mixed number: $1\frac{2}{5}$

In this model 5 parts make up a whole

Fractions can be bigger than a whole

Add/Subtraction fractions (common multiples)

Addition/Subtraction needs a common denominator

$\frac{3}{5} + \frac{7}{10}$

$\frac{6}{10} + \frac{7}{10}$

$\frac{13}{10}$

Solve problems with finance

Profit = Income - Costs

Credit - Money coming into an account

Debit - Money leaving an account



Money uses a two decimal place system

14.2 on a calculator represents £14.20

Check the units of currency - work in the same unit

Science Revision

Use the grid below to help you to plan your revision.

Topic	I can...	All good 	Not quite sure	Need to revise 
Being a scientist	Identify the independent variable in an investigation			
	Identify the dependent variable in an investigation			
	Identify the control variables in an investigation			
	Design a suitable results table for an investigation			
Particles	Describe filtration as a separation technique			
	Name the different changes of state and describe what happens during each state change			
	Explain what happens during distillation			
Cells, organs and organ systems	Describe what an antagonistic pair of muscles is			
	Identify antagonistic pairs of muscles in a diagram			
	Recall the parts of an animal cell and describe their function			
	Describe the role of enzymes in the process of digestion			
Forces	Identify the forces acting upon an object			
	Identify pairs of forces as balanced or unbalanced			
	Identify the resultant force on an object			
	Calculate the turning moment of an object using: moment (Nm) = force (N) x distance (m)			
	Calculate the pressure acting on an object using: pressure (Pa) = force (N)/area (m ²)			

History Revision

The Reformation, The causes of the Civil War and the Spanish Armada

Reasons for the 'Reformation'	Evidence 1	Evidence 2	Evidence 3
Henry wanted to marry Anne Boleyn	Henry knew his first wife couldn't have more children and he was desperate for a son	Henry had fallen in love with Anne Boleyn	The Pope refused to grant Henry a divorce because it was against Catholic ideas on marriage
Henry didn't like sharing power with the Pope	The head of the Catholic Church was the Pope. Catholics were supposed to listen to what he said. Protestants believed that the King should be head of the Church.	Almost everyone in England was a Catholic when Henry came to the throne	The Pope refused to give Henry the divorce he wanted
Henry needed money	Henry was an extravagant king who spent a fortune on palaces, jewellery and entertainment	Henry was involved in expensive wars with France and Scotland	The Church was very rich as everyone paid tax to the Church and they owned lots of land and gold.
There was anger in England about the Catholic Church, some people began to follow the teachings of Martin Luther - these people were known as Protestants	Some people said the Catholic Church was too rich. Poor peasants had to give 10% of their harvest to the Church and many Bishops and monks appeared to live in luxury without having to work hard. Protestants believed churches should be simple and money shouldn't be wasted on expensive clothes for priests.	Some people said priests and monks were not behaving in a holy way. They were drinking and getting married and not spending enough time helping people. It also didn't seem right that you could pay to have your sins forgiven by buying 'indulgences'.	Ordinary people couldn't understand the church services as they were in Latin, as was the Bible. Some people said that everything should be in English so that everyone could understand.

The principal causes of the English Civil Wars may be summarised as:

- Charles I's unshakeable belief in the divine right of Kings to rule
- Parliament's desire to curb the powers of the King
- Charles I's need for money to fund his court and wars
- Religious differences between the Monarch, Parliament, Scottish Covenanters, and Irish Catholics
- The personalities of key leaders on both sides, which did not allow for compromise
- A rise in the number and economic power of the new gentry who now sought political change
- A belief that the King was a wicked warmonger and had to be removed

Find out more here:

<https://www.bbc.co.uk/bitesize/topics/zk4cwmn>

What was the Spanish Armada?

The Spanish Armada was the name of the fleet of warships belonging to King Phillip II of Spain. It had 130 ships with 30,000 troops and 2,500 guns. In 1588, during the reign of Elizabeth I, the Spanish Armada attacked Britain. It then went on to suffer a famous defeat at the hands of Sir Francis Drake.

Why was the Spanish Armada formed?

•At this time, Spain was a very powerful nation and was constantly at odds with Britain. This was often because of religious reasons. Spain was a Catholic country, where as England remained firmly Protestant. Also the Spanish King was angry at English sailors for stealing treasure from his ships.

•In addition, King Phillip II of Spain was furious at the beheading of Mary Queen of Scots in 1587 and formed a plan to attack Britain. He would oversee the formation of an Armada which would sail to the Netherlands, collect an army and from there invade Britain.

Why did the Spanish Armada fail?

- The Spanish fleet had already been weakened by Drake's attack in Cádiz in 1587.
- It also had to turn back on its first voyage from Lisbon because of bad weather.
- The Spanish were foiled by Drake's use of the strategy of fire ships, where old boats were set alight and directed into the Spanish ships. The fire boats cut through the Spanish crescent formation which resulted in further heavy losses.
- Although the British had fewer boats, they carried more ammunition and were easier to manoeuvre in the heavy seas.
- Finally, the terrible British weather of storms and high winds meant many of the remaining Spanish ships were sunk in British waters.

Spanish Armada Timeline: Key Events

1587 - Elizabeth executes her Catholic cousin, Mary Queen of Scots. Francis Drake sails to Cádiz and burns 100 Spanish ships.

May 1588 - The Armada sets sail but has to turn back to Lisbon because of bad weather.

The Armada leaves for a second time.

As the Armada sails past the British port of Plymouth through the English Channel, it's spotted.

20th-27th July 1588 - Sir Francis Drake, leading the British naval fleet, attempts to attack the Spanish Armada. He's initially foiled by the crescent formation of the Armada and has to retreat.

6th August 1588 - The Spanish Armada anchors near Calais.

Drake pursues the Spanish fleet to Calais. He uses fire boats to split and destroy the Spanish ships, which flee along the English coastline in a bid to escape.

In the Battle of Gravelines in the North Sea, Drake inflicts further losses on the Spanish.

Drake forces the Spanish fleet to flee along the English coastline, around the Scottish and Irish coasts.

Autumn 1588 - The Spanish Armada suffers further heavy losses because of the terrible storms in Scotland and Ireland.

Find out more here

<https://www.rmg.co.uk/stories/topics/spanish-armada-history-causes-timeline>

Geography Revision

Map Skills	The People of the UK	Global Issues	Cold Environments in the UK	UK Challenges and Opportunities
<p>Make sure that you revise content from this topic. For example:</p> <ul style="list-style-type: none">-Relief-Latitude and Longitude	<p>Make sure that you revise content from this topic. For example:</p> <ul style="list-style-type: none">-Ageing population-Primary, Secondary, Tertiary and Quaternary Industry	<p>Make sure that you revise content from this topic. For example:</p> <ul style="list-style-type: none">-Causes of Climate Change-Impacts of Climate Change	<p>Make sure that you revise content from this topic. For example:</p> <ul style="list-style-type: none">-Mountain ranges in the UK-Landforms	<p>Make sure that you revise content from this topic. For example:</p> <ul style="list-style-type: none">-Poverty

Ethics Revision

Sikhism

- In **Sikhism**, a **guru** is a special **religious teacher**
- **Guru Nanak** was the founder of Sikhism

Guru Nanak's teachings

- There is **one God**
- Sikhs have **three Duties**:
 - 1. Keeping **God in mind** at all times
 - 2. '**sharing one's earnings with others**' - giving to charity and caring for others
 - 3. You should **earn by an honest living**

Sewa is selfless service

- **Sewa** is serving God and others
- Reading the **Guru Grant Sahib** (holy book) in the **Gurdwara** (Temple)
- **Langar** is a community kitchen which serves free meals
- Sikh services are **always followed by a meal**.
- It's an **important part of Sikh worship** that goes back to the days of Guru Nanak.
- The meal at the langar is eaten by everyone **sitting on the floor as equals**
- Sikhs participate in **service for others**, cooking and serving the food. Even children help in serving food to the people.

- **Khalsa** is the community of Sikhs who are baptised
- **Amritdhari** are those who have been '**baptised**' by taking the **amrit ceremony**
- Today, **Sikhs choose** to make a special commitment to their faith by participating in a ceremony often known as '**taking amrit**', a sugary water
- Not all Sikhs take this ceremony as it **involves following a disciplined life**
- Taking amrit **shows** that you **serve God fully**
- Wearing the **5 Ks** and the **turban** show that you are **committed to God** and you are prepared to **defend the faith**
- Khalsa Sikhs **serve** God and others and treat all others as **equals**
- The **first members** of the khalsa were the **five loved ones** who were baptised by the tenth guru, **Guru Gobind Singh**

Islam

- * **Islam** is the name of the religion, and its followers are known as Muslims.
- * Muslims believe there is one true God, called **Allah**.
- * In Arabic the word Islam means '**submission to the will of God**'.
- * Arabic is the language that the holy book the **Qur'an** is written in.
- * **Muhammad** was the **prophet** of Islam.
- * Muslims show their respect for the prophet by saying '**Peace be upon him**' immediately after whenever they say his name.
- * When Muslims pray, they face towards **Makkah**. The city is the most holy place for Muslims.
- * The Ka'bah is in Makkah. Many go to Makkah on the **Hajj** (the main pilgrimage).
- * The **Qur'an** is the holy book of Islam. It contains God's word which was given to Muhammad.
- * Muslims **pray five times a day**. They can do this anywhere that is clean and not disrespectful to God.
- * Muslims worship at a **Mosque** and the main day to attend is a **Friday**.
- * The **Star and the Crescent** is the symbol of Islam. It is a reminder that Allah or God created the Heavens and the earth.
- * It can be found on the **flags** of many Islamic countries, including Turkey, Tunisia, Pakistan and Algeria.

Muhammad

- * **Muhammad** was born in **Makkah**.
- * He helped his uncle who was a **merchant**.
- * Muhammad had a **reputation** for **being honest**.
- * He married **Khadijah**.
- * Muhammad became very concerned about the way the **poor were cheated, about gambling, drinking, fighting and idol worship**.
- * Muhammad would spend time **meditating** in the mountains.
- * He received visions from the **angel Jibril** at Mt. Hira on the **Night of Power**.
- * Muhammad became very unpopular when he started **to preach**, so he moved to **Madinah**; this departure is known as the **Hijrah**.
- * He set up a new Muslim community there.
- * There were many battles between Makkah and Madinah. In the end the people of Makkah were defeated and Muhammad returned to Makkah in triumph.
- * Muhammad lived in Madinah and spent his time teaching the people there.
- * He died in 632 C.E. His tomb marked by the Green Dome is visited by millions every year.

Ramadan

- * **Fasting** is a sign of having submitted to Allah.
- * Muslims fast during the **daylight** hours for the month.
- * During Ramadan, Muslims **read the Qur'an more and pray** more.
- * Ramadan reminds people that religion is the most important thing in their lives.
- * Fasting together teaches Muslims that **everyone is equal**.
- * It makes people stronger and **able to face things in life**.
- * It gives Muslims a sense of unity, togetherness and **community- ummah**.
- * It makes people more aware of **what it is like to be poor**.
- * It teaches people **to be more patient**.
- * During Ramadan the day begins with a **pre-dawn breakfast** and when the sun goes down there is an **evening meal**.
- * Fasting is a **matter of conscience**

Practices and Life

- * Foods that can be eaten are called **halal** (they cannot eat anything which comes from a pig, e.g. bacon).
- * One of the 5 pillars is **Zakat**. So, often Muslims may do voluntary work or give money to **charity** such as Muslim Aid.
- * Some Muslim women will wear a Hijab which covers the hair. Some Muslim women will wear a **niqab** where only the eyes are visible. Men may wear a **topi**.
- * Muslims are expected **to declare their faith** in Allah. (Shahadah) 'There is no God but Allah and Muhammad is his messenger.'
- * Muslims can face **Islamophobia** and prejudice.

Palabras

(Pages 74–75)

¿Qué estudias?

Estudio...

ciencias

dibujo

educación física

español

francés

geografía

historia

informática

inglés

matemáticas

música

religion

teatro

tecnología

What do you study?

*I study...**science**art**PE**Spanish**French**geography**history**ICT**English**maths**music**RE**drama**technology*

¿Cuál es tu día favorito?

Mi día favorito es el lunes/
el martes.

Los lunes/martes estudio...

¿Por qué?

Porque...

por la mañana

por la tarde

estudiamos

no estudio

What is your favourite day?

*My favourite day is Monday/
Tuesday.**On Mondays/Tuesdays I study...**Why?**Because...**in the morning**in the afternoon**we study**I don't study*

Opiniones

¿Te gusta el dibujo?

Sí, me gusta (mucho) el dibujo.

No, no me gusta (nada) el dibujo.

¿Te gustan las ciencias?

Sí, me encantan las ciencias.

aburrido/a

difícil

divertido/a

fácil

importante

interesante

práctico/a

útil

Opinions

*Do you like art?**Yes, I like art (a lot).**No, I don't like art (at all).**Do you like science?**Yes, I love science.**boring**difficult**funny**easy**important**interesting**practical**useful*

Los profesores

El profesor/La profesora es...
paciente
raro/a
severo/a

Teachers

The teacher is...
patient
odd
strict

¿Qué hay en tu insti?

En mi insti hay...
un campo de fútbol
un comedor
un gimnasio
un patio
una biblioteca
una clase de informática
una piscina
unos laboratorios
unas clases
No hay piscina.

What is there in your school?

In my school, there is...
a football field
a dining hall
a gymnasium
a playground
a library
an ICT room
a swimming pool
some laboratories
some classrooms
There isn't a swimming pool.

¿Cómo es tu insti?

Es...
antiguo/a
bonito/a
bueno/a
feo/a
grande
horrible
moderno/a
pequeño/a

What's your school like?

It's...
old
nice
good
ugly
big
horrible
modern
small

¿Qué haces durante el recreo?

Como...
un bocadillo
unos caramelos
chicle
una chocolatina
fruta
unas patatas fritas
Bebo...
agua
un refresco
un zumo
Leo mis SMS.
Escribo SMS.

What do you do during breaks?

I eat...
a sandwich
some sweets
chewing gum
a chocolate bar
fruit
some crisps
I drink...
water
a fizzy drink
a juice
I read my text messages.
I write text messages.

Nunca hago los deberes.

I never do homework.

Expresiones de tiempo

a veces

Time expressions

sometimes

normalmente

normally

primero

first

luego

then

Palabras muy frecuentes

algo

High-frequency words

something

donde

where

hay

there is/there are

o

or

pero

but

¿Por qué?

Why?

porque

because

también

also, too

tampoco

nor/neither

y

and

French Revision

Key vocabulary and meanings:

Module 4:

PDD:

15. As-tu un animal? Have you got a pet?
16. J'ai ... I have ...
17. un chat a cat
18. un chien a dog
19. un cochon d'Inde a Guinea pig
20. un hamster a hamster
21. un lapin a rabbit
22. un lézard a lizard
23. un oiseau a bird
24. un poisson a fish
25. un serpent a snake
26. Je n'ai pas d'animal. I don't have a pet.
27. vingt 20
28. trente 30
29. quarante 40
30. cinquante 50
31. soixante 60
32. soixante-dix 70
33. quatre-vingts 80
34. quatre-vingt-dix 90
35. cent 100

Unit 1:

36. la famille family
37. la famille d'accueil foster family
38. le (beau-)père (step-)father
39. le grand-père grandfather
40. le (demi-)frère (half/step-)brother
41. le fils / la fille son / daughter
42. la (belle-)mère step-mother
43. la grand-mère grandmother
44. la (demi-)sœur (half/step-)sister
45. les parents parents
46. il/elle est ... he/she is ...
47. petit(e) small
48. grand(e) tall
49. de taille moyenne medium-sized
50. il/elle a les yeux ... he/she has ... eyes
51. bleus / verts / marron blue / green / brown
52. il/elle a les cheveux ... he/she has ... hair

53. noirs / blonds black / blond
54. roux / gris / bruns red / grey / brown
55. courts / longs / mi-longs short / long / medium length
56. bouclés / raides curly / straight
57. une barbe a beard
58. des taches de rousseur freckles
59. des tatouages tattoos
60. il/elle porte des lunettes he/she wears glasses

Unit 2:

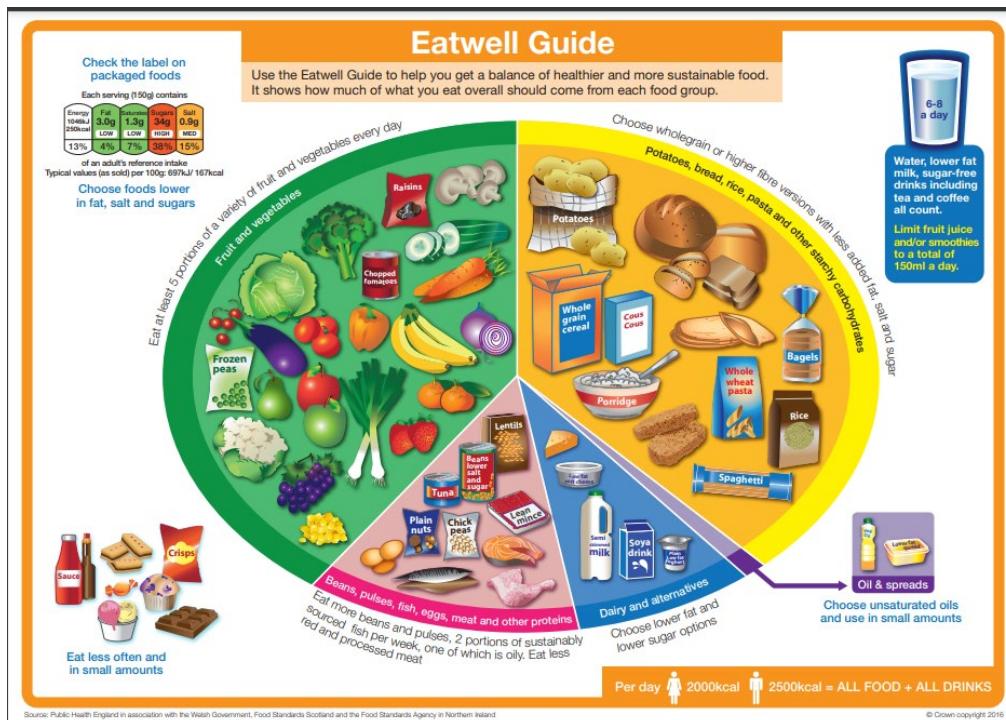
61. Où habites-tu? Where do you live?
62. J'habite ... I live ...
63. en Angleterre in England
64. au pays de Galles in Wales
65. dans un appartement in a flat
66. dans une maison in a house
67. J'aime habiter ici. I like living here.
68. Je n'aime pas habiter ici. I don't like living here.
69. C'est ... It's ...
70. tranquille peaceful
71. grand big
72. confortable comfortable
73. trop petit too small
74. Il n'y a pas de place. There's no space / room.
75. le salon the living room
76. la cuisine the kitchen
77. la chambre the bedroom
78. la salle de bains the bathroom
79. la salle à manger the dining room
80. le jardin the garden

Unit 3:

81. Qu'est-ce que tu manges au What do you have
82. petit déjeuner? for breakfast?
83. Je mange ... I eat ...
84. un croissant a croissant
85. un fruit a piece of fruit
86. du pain (grillé) (toasted) bread
87. du beurre butter
88. du bacon bacon
89. du yaourt yoghurt
90. une tartine a slice of bread with jam
91. de la confiture jam
92. des céréales cereal
93. des œufs eggs
94. Je bois ... I drink ...
95. du jus de fruits fruit juice
96. du chocolat chaud hot chocolate
97. du lait milk
98. de l'eau water
99. Je ne mange rien. I don't eat anything.

Food and Nutrition Revision

Make sure you know and understand all about the guidelines of The Eatwell Guide



Make sure you know about the following topics

- 1) **Knife grips** Bridge (for holding larger, unstable things) and Claw grip (for chopping finely and holding larger things)
- 2) **Personal Hygiene rules in kitchen** – Always wear a clean apron / wash hands before you start/ tie up long hair/ cover cuts with blue plaster/ don't sneeze or cough on food/ wash hands after touching raw meat.
- 3) **Uses of an egg** – Omelette/ scrambled eggs / quiches / cakes/ some biscuits etc.
- 4) **Oven safety** – use oven gloves / turn off after use / put pan handles to the side/ adjust racks before you start cooking/ stand to the side when opening the door

Healthy Meals

- Use foods from at least 4 groups on the Eatwell Guide in the correct proportions.
- Food should be low in fat salt and sugar
- Should include a drink that is low in sugar
- Food should be appealing and colourful
- Not too many processed snack foods

Digital Literacy Revision

Phishing – A fake email set up with a link that is trying to collect your personal details by getting you to click on a link.



Phishing – What to look out for...

- Spelling Mistakes
- Senders address
- Don't know your name
- Strange links

Passwords– Make them long and include....

- Letters
- Numbers
- Symbols
- Capitals

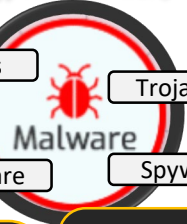
Types of Malware

Virus

Trojan Horse

Ransomware

Spyware



ISP– Internet Service Providers
Company you pay to provide you access to the internet



Malware – Short for Malicious Software that is design to cause damage to you or your computer / files.

Email:

- Short for Electronic Mail.
- Can attach files using the paper-clip tab.
- You can copy another person in to view the email by clicking the 'Cc' button which stands for Carbon Copy.



To...

Cc...

E-Safety:

Electronic safety which includes staying safe when using any electronic device, such as a computer on the internet.

LAN – Local Area Network (small building)
WAN – Wide Area Network (worldwide)



Netiquette:

Manners when online. Especially when using communication like emails and social media.

Consider:

- Clear Subject heading
- Write in full English (not txt spk)
- Be clear and to the point

Router– Sends and receives data wirelessly.



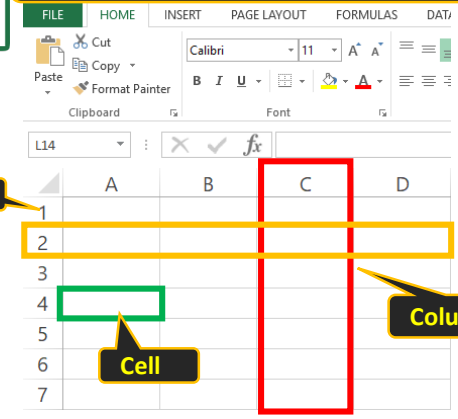
Server– Large storage computer that other computer devices can connect to on a network.



Cloud Storage – Files saved online on a server.



Excel – Spreadsheet software that allows you to create, edit, store and analyse data.



	A	B	C	D	E
1	Towns	Population			
2	Seaford	24,000			
3	Eastbourne	140,000			
4	Brighton	612,159			
5					
6	Total:	776,159			
7	Average:	258,720			

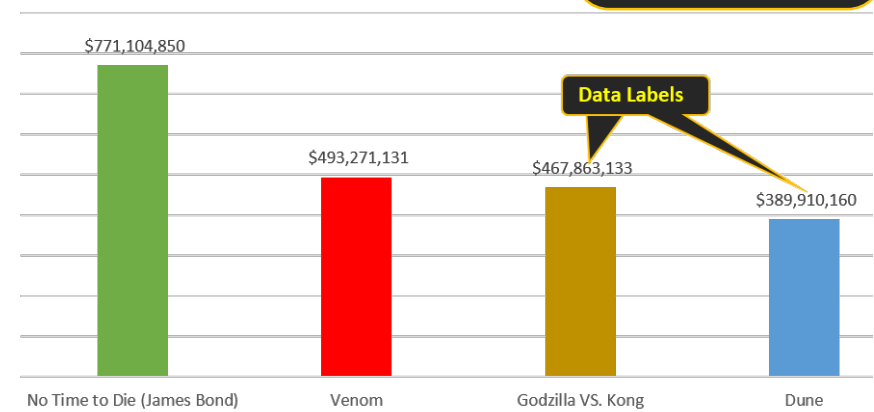
Borders– Allow you to add border boxes around cells to make the data stand out.

Function Example:
=SUM(B2:B4)
=AVERAGE(B2:B4)

Function =SUM(B2:B4)
Formula =B2+B3
+ = Addition
* = Multiply
- = Subtract
/ = Divide

Chart Title Money the Film Made in 2021:

Y Axis
Amount in dollars \$



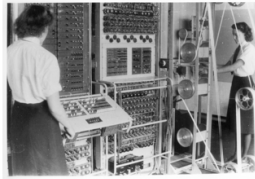
X Axis Film Name

Y7 – Digital Literacy Revision

Enigma Machine:
(Germans used to write code)



Colossus:
(One of the world's 1st Computers)



Alan Turing: (helped designed the Colossus)
After all the hard work cracking the enigma code
He was thrown in prison for being gay
It was illegal back then to be gay
Died from cyanide poisoning (in an Apple)



Royal Pardon – granted innocence by the Royal Family

Algorithm – step by step instructions to solve a problem

Cryptography - The art of writing or solving codes.

Cipher - A secret or disguised way of writing a code.

Encrypt – converting information into code

Decipher - To convert a written text in code into normal language.

Binary Code Conversion:

128	64	32	16	8	4	2	1
0	0	1	0	1	1	0	1

Switches...

1 = ON
0 = OFF

Add up the switches that are on...

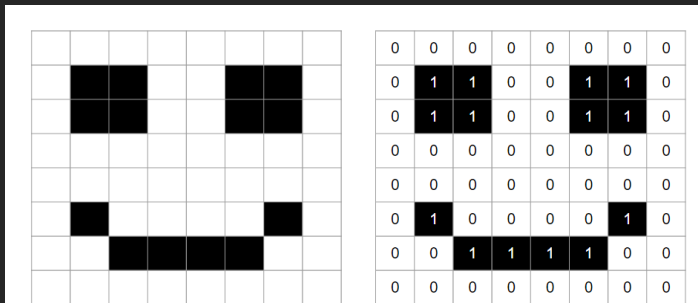
$$32 + 8 + 4 + 1 = 45$$

Binary to Text – Once you can convert the binary number you can link it to a letter in the alphabet using the table below.

16	8	4	2	1	
0	1	1	1	0	=14

A	B	C	D	E	F	G	H	I	J	K	L	M
1	2	3	4	5	6	7	8	9	10	11	12	13
N	O	P	Q	R	S	T	U	V	W	X	Y	Z
14	15	16	17	18	19	20	21	22	23	24	25	26

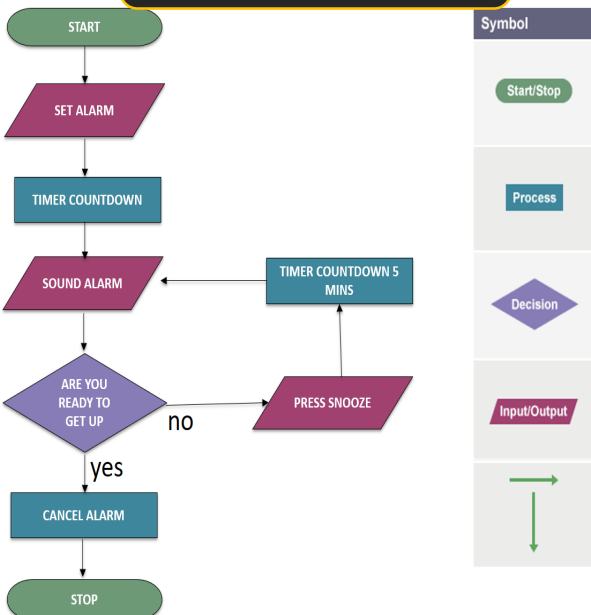
Binary Images – Each pixel can be represented by a binary number. The image below shows 1 = black and 0 = white. If you want more colours you must use more binary digits



Resolution – how many pixels in an image (measured by Width X Height)

PPI – Pixels Per Inch



Shows how many pixels in an image (within an inch of the screen / image)




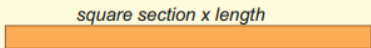
Design and Technology Revision

Key Terms	
Primary Source Material	The source of the material you are using. The Primary Source of the timber are trees.
Stock Form	The shapes and forms that materials are made into.
Softwood	Wood that comes from evergreen trees that do not lose their leaves and take around 25 years to grow. It is cheaper than hardwood.
Pine Wood	The softwood that you are using for the body of the Pull Along Toy.
Manufactured Board	Wood that is made from the leftover parts of timber from the Saw Mill process. You are using MDF a manufactured board for the pull along toy wheels.
Sustainability	From the word sustain meaning making something last. With Timber it is the idea of making the forest last by replanting trees that are felled.


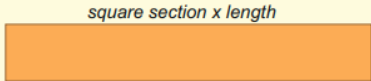
The process of changing trees (Primary Source) into Timber (Stock Form)

<p>1. Trees are cut down 'felled' Normally in winter, when trees have less moisture content. Only older trees are chosen, allowing the younger trees to grow to maturity.</p> 	<p>2. Felled trees are replaced with saplings making the forest sustainable.</p> 
<p>3. Tree logs are stored / stacked in the forest. This allows some of water content in the trees to evaporate, reducing the weight of the logs.</p> 	<p>4. The logs are then transported to the sawmill.</p> 
<p>5. At the sawmill, the logs are first debarked which means taking the bark off the logs.</p> 	<p>6. Next the logs are 'Converted' meaning sawn into Stock Forms. First, they are sawn into lengths.</p> <p>THE ENDS OF EACH LOG ARE TRIMMED SO THAT THEY ARE STRAIGHT</p> 
<p>7. Next they are sawn into boards / planks and square sections.</p> <p>EACH TRIMMED LOG IS CUT INTO BOARDS.</p> 	<p>8. To remove any moisture / water the Stock Forms go into a Kiln which is an oven for timber.</p> 
<p>9. The Stock Forms are 'Planned' on a machine to make them smooth and ready for the shops.</p> 	<p>10. Finally the Stock Form Timber is ready to go to the shops for people to buy and use.</p> 


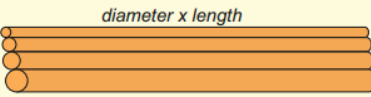
BOARDS / PLANKS

SECTION:  LENGTH: 

SQUARE SECTION

SECTION:  LENGTH: 

DOWEL

SECTION:  LENGTH: 

SHEETS - FULL BOARD OR HALF BOARDS

2440mm x 1220mm

610mm x 1220mm

MOULDS

