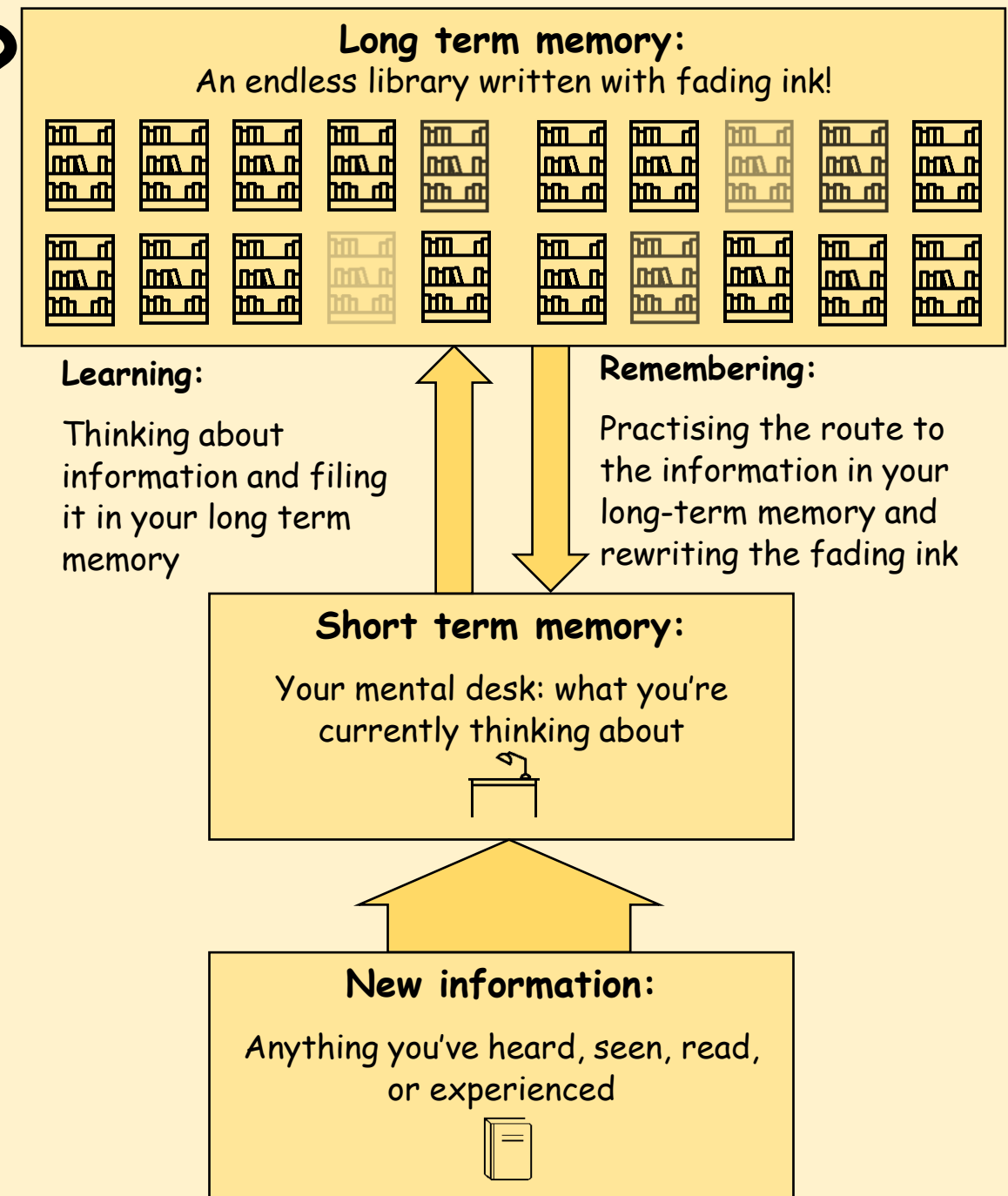


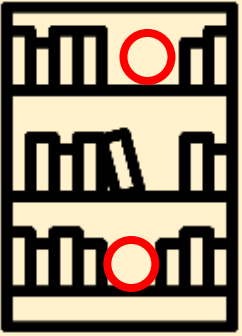
Yr7 - How do I practice?

In exams, you want to be able to remember a lot of knowledge quickly. This knowledge includes facts and methods which you can use to answer exam questions. To remember a lot of knowledge quickly, that knowledge needs to be securely stored in your long term memory.

To make sure knowledge goes into your long term memory, stays there, and to make sure you can find it quickly, you need to spend time thinking hard about that knowledge in your short term memory.



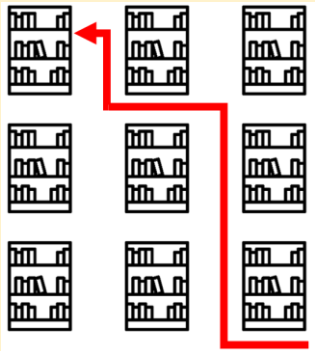
Whenever you revise, you are doing one of three things:



1. Finding and closing gaps in your knowledge.



2. Strengthening fading knowledge in your long term memory.



3. Practising recalling knowledge quickly.

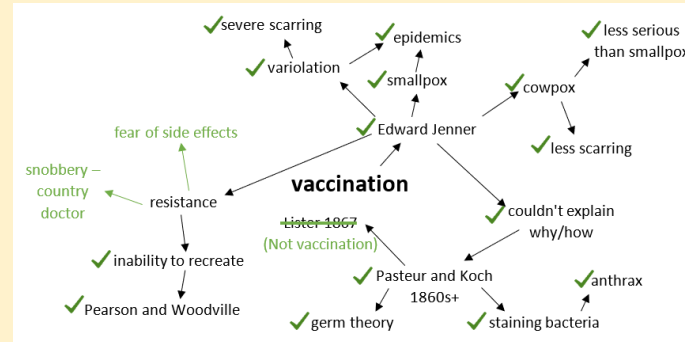
Strategies to try:

Use your exercise book to help create these revision resources.

Self-quizzing:

Topic	
Question 1	Answer 1
Question 2	Answer 2
Question 3	Answer 3
Question 4	Answer 4
Question 5	Answer 5
Question 6	Answer 6

Writing a concept map:



Watch videos:



Flashcards:

osmosis

Net movement of water from
a high concentration to low
concentration across a
partially permeable membrane

Practising exam questions:



Online platforms:



Algebraic notation

In algebra, we use particular notation for different calculations.

We group letters together

$a + a + a$
means
3 lots of a
 $3 \times a$

$b + b$
means
2 lots of b
 $2 \times b$

We use indices/powers

$a \times a$
 $= a^2$
(a squared)

$b \times b \times b$
 $= b^3$
(b cubed)

We do not use multiplication signs

$3 \times a = 3a$

$a \times b = ab$

$5 \times b = 5b$

$a \times b \times c = abc$

We write division using fraction notation

$a \div 2$
is written as
 $\frac{a}{2}$ or $\frac{1}{2}a$

$b \div 3$
is written as
 $\frac{b}{3}$ or $\frac{1}{3}b$

Mathematics Year 7

Some topics to revise (Sparx code)

Order decimals (U435)

Compare fractions (U746)

Algebraic notation (M813)

Calculate the median (M934)

<

≤

>

≥

Less than

Less than
or equal to

Greater
than

Greater
than or
equal to

$5 < 10$

5 is less than 10

$x \leq 10$

x is less than 10
or equal to 10

$10 > 5$

10 is greater
than 5

$x \geq 15$

x is greater than
15 or equal to 15

Median (Middle)

The number which is
in the middle or the
middle value.

11 7 11 18 9 7 6 23 7
6 7 7 9 11 11 18 23

Median: 9

Mode (Most)

The number that
appears the most.

11 7 11 18 9 7 6 23 7
6 7 7 9 11 11 18 23

Mode: 7

Mean (Average)

The total of the
numbers divided by
how many numbers
there are.

11 7 11 18 9 7 6 23 7
 $11+7+11+18+9+7+6+23+7=99$
 $99 \div 9 = 11$

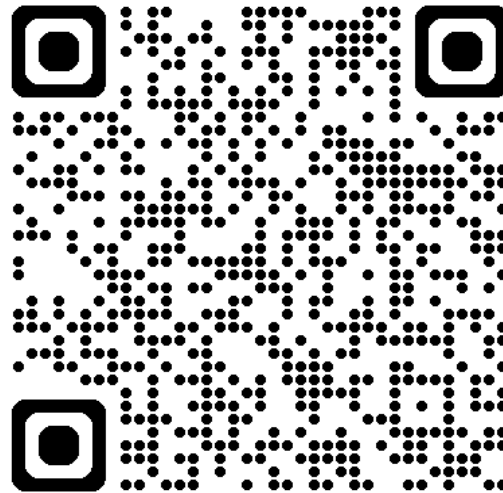
Mean: 11

Range (Difference)

The difference between
the largest and the
smallest number.

11 7 11 18 9 7 6 23 7
Large : 23 Small : 6
 $23 - 6 = 17$

Range: 17



Workings

Show each stage of your working, try
not to do too much calculating in your
head, we can't mark what isn't written!!

Show off what you know!

Presentation

Present your work logically and in
an organized way on the page,
sufficient that the order of the
process of solution is clear and
unambiguous. **Work down the page
and use bullet points or steps.**

Year 7 - Science

Watch the three-video links
These go over the topic of identity

Key topics:

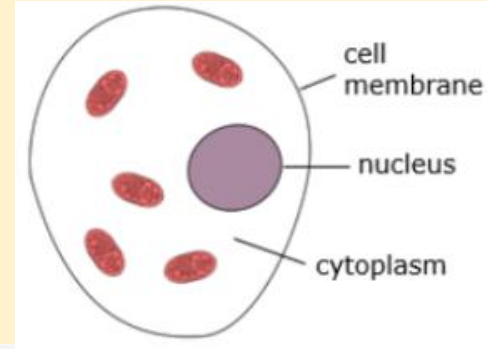
- Different characteristics - inherited/environmental
- Fossils
- Inheritance
- Adaptations
- Graphs

Fossils can be formed by:

- Removing decay conditions (oxygen) e.g. in amber or ice
- Buried in sediment and bones replaced by minerals
- Traces - foot prints in wet mud harden and form an outline of the body part.

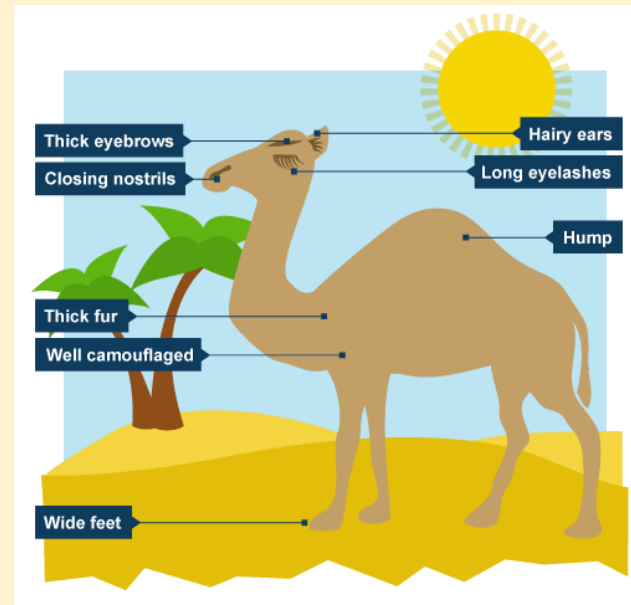
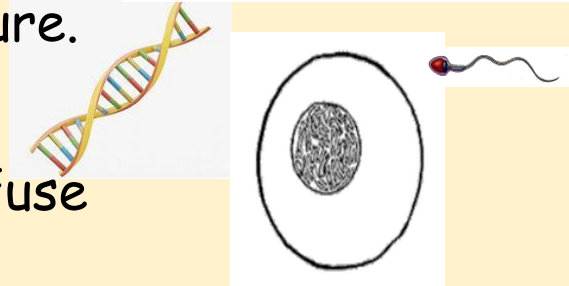


Cells contain 46 chromosomes.
The genome is all the genetic information of a living organism.
DNA has a double helix structure.



Fertilisation:

Nucleus of a sperm and egg cell fuse together



Inherited characteristics - genes from parents eg blood type, eye colour

Environment characteristics - impacted by where you live eg tattoos, playing instruments

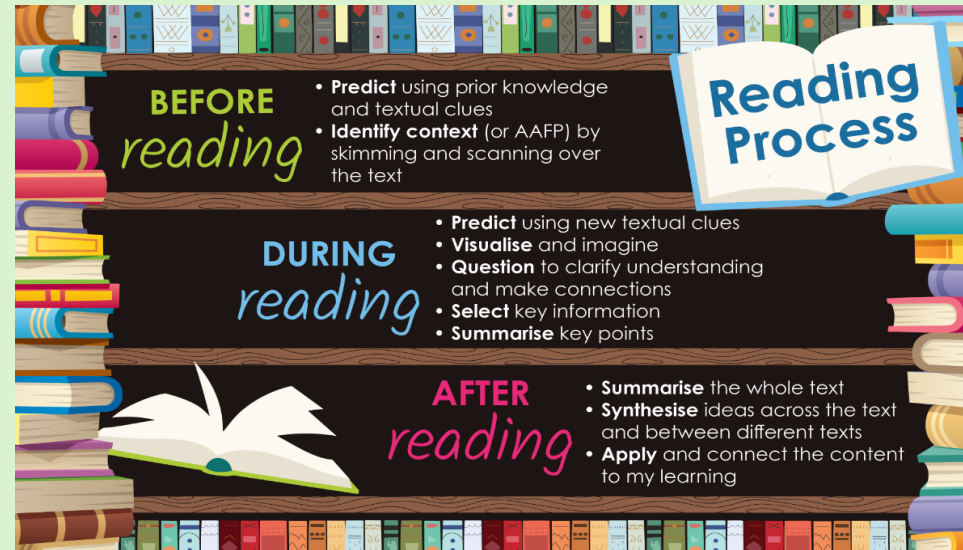
Combination - some characteristics are a combination of both eg height and weight

Year 7- Star Curriculum: English

Topics to revise:

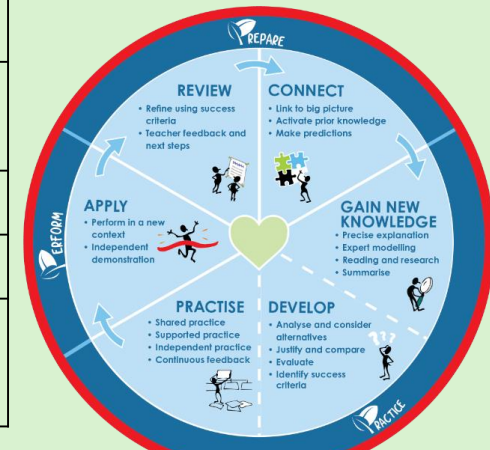
- Word classes
- Language methods
- Writing a PEA Paragraph
- The Reading Process

Word Class	Definition
Noun	A person, place or thing
Verb	Action, motion, state of being
Adjective	Describes a noun
Adverb	Describes a verb



Use the QR code to revisit our lessons

Rule of three	The use of three words (often three adjectives to describe).
Metaphor	When someone or something is compared to or described as something else without using 'like' or 'as'.
Simile	When two things are compared using the word 'like' or 'as'.
Alliteration	When words next to or close to each other all start with the same sound.
Personification	When something non-human is given a personality, ability or described as if it is human.

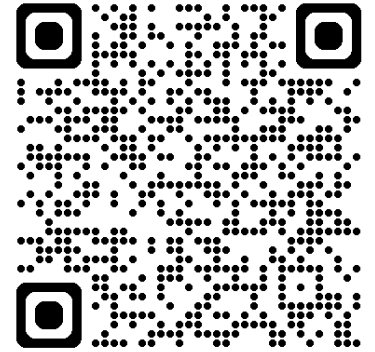


Year 7- Star Curriculum: History

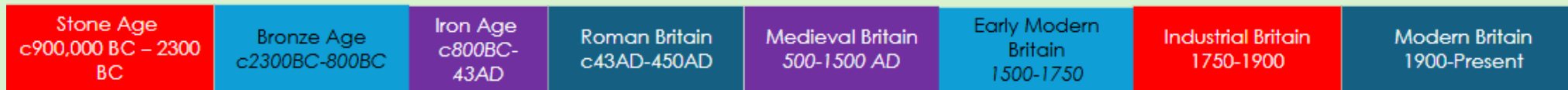


Topics to revise:

- Why 1066 changed England
- The Battle of Hastings
- How William controlled England
- Chronology



Use the QR code to revisit our lessons



How did 1066 change England? You should revise:

Transport

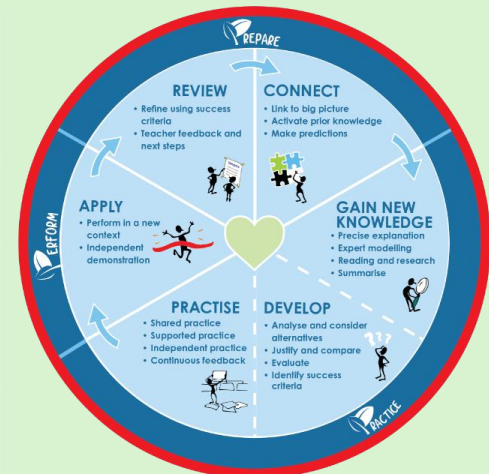
Religion

Laws

Language and culture

Homes

Castles



Year 7- Star Curriculum: Geography



Topics to revise:

- The Havant Reservoir- reasons why it is being built
- Advantages and disadvantages of the Reservoir.
- 4 and 6 figure grid references

"Although the creation of the reservoir will cause the loss of ancient woodland, it will eventually establish a new wetland habitat that will be valuable for many species of plants and animals – particularly birds."



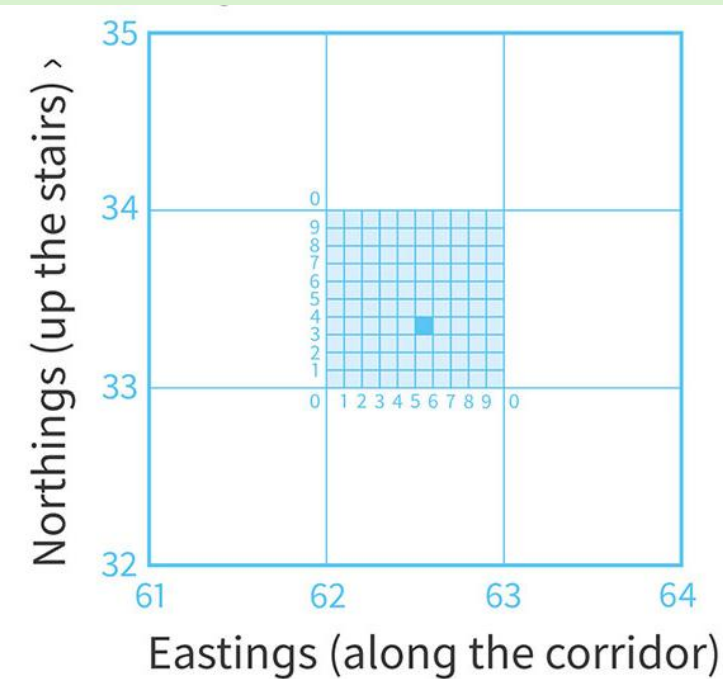
"It will take many years for the reservoir and wetland habitat to be fully established and provide a stable habitat."



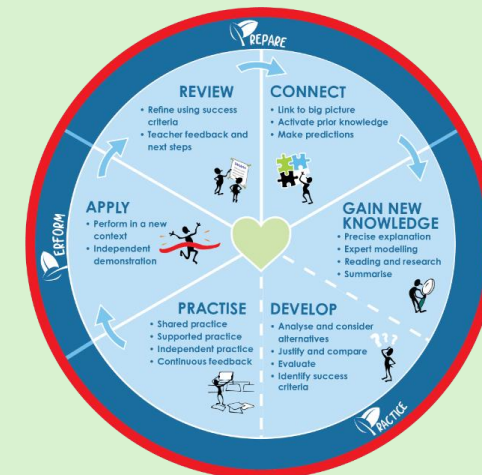
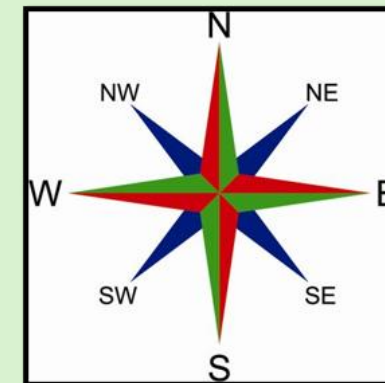
"With our growing population, the demand for water is increasing and our water companies are needing to source water in new ways."



"It must be remembered that the reservoir will make an awful lot of money for Portsmouth Water too."



Use the QR code to revisit our lessons



Year 7- Star Curriculum: RE



Topics to revise:

- The Island
- Laws and Christian values



Key terms	Definition
Survival	To continue existing; to have enough to physically keep going.
Community	A group of people living in the same place or having something in common with each other.
Rite of passage	An event or ceremony to mark an important stage in life where individual's lives are somehow different after the event.
Sacred	This is often, but not always, something of religious significance. To be sacred an item needs to have value beyond its normal everyday worth and this is commonly items or symbols with a religious link.
Laws	A system of rules to regulate a community
Values	An individual's judgement about what is important to them

Use the QR code
to revisit our
lessons



You will have 2
Star tests which
will include all
the subjects we
have studied

YEAR 7 - HALF TERM 1 – Learning Log

What you need to know to do well in Key Assessment 1:

STEP 3 STEP 4 STEP 5 STEP 6

GREETINGS – Use a variety of Spanish greetings.

FEELINGS - Say how you feel and ask the question to someone else.

NAME & ALPHABET - Say what your name is and ask someone else what they are called and how it is spelt. Say how other people are called using the third person forms of the verb (he/she/they)

NUMBERS & AGE - Say how old you are and ask someone else for their age. Understand a range of numbers (1-31) or (1-100)

FAMILY / FRIENDS & TENER – Describe families using TENER in the first persons (I – we) and in the third persons (he – she – they).

PETS & TENER – Talk about a variety of pets using TENER in the first persons (I – we) and in the third persons (he – she – they).

OPINIONS – Give a range of opinions about family and pets and explain why. Use the conditional tense to describe your ideal family and pets you would like. Use the past tense to talk about pets you used to have.

Apply accurate spellings and punctuation in Spanish.

Apply knowledge of key Spanish phonics: LL / J / H / C

SPANISH PRONUNCIATION

A	B	C	D	E	F
ah	bay	say	day	ay	effay
G	H	I	J	K	L
hay	ash-ray	ee	huh	kay	ah-lay
M	N	Ñ	O	P	Q
ah-may	ah-nay	em-nyay	o	pay	kay
R	S	T	U	V	W
er-ray	es-ray	tay	ooh	vay	do-bloy-ray
X	Y	Z			
ay-hass	ee-gree-ray-gay	say-th			

TENER

TO HAVE

tengo

I have

tiene

he/she has

tenemos

we have

tienen

they have

voy a

tener

I am going

to have

me

gustaría

tener

I would like

to have

será

It will be

sería

It would be

tenía

I used to have

era

It was

PRESENT

FUTURE

PAST

How to be successful in Spanish?

- ☐ Take neat notes in your exercise book – treat your book with pride!
- ☐ Complete all the work to the best of your ability in lessons.
- ☐ Bring your equipment for every lesson.
- ☐ Complete the independent practice tasks – MCQ and homework booklets – on time.
- ☐ Use MEMRISE to learn / revise vocabulary (password: Park2025).
- ☐ Use the student website and Google Classroom to revise / catch up on work missed.
- ☐ Ensure you read the feedback and act upon it.
- ☐ Create flashcards / mind maps / revision resources to use to revise.
- ☐ Write a paragraph and ask your teacher to mark it and give you feedback.

STEP 1

Use a variety (3) of greetings to open and close the paragraph.
Say how you feel and ask your reading how they are feeling.

STEP 2

Give your name and ask your reader what their name is.
Give your age and ask your reader how old they are.

STEP 3

Use the verb TENER to say who you have in your family including pets and friends.
Add their names and age using the third person of the verb.

STEP 4

Give a minimum of one positive and one negative opinion with a reason for each.

STEP 5

Talk about a pet you are going to / would like to have and why.

STEP 6

Talk about a pet you had in the past and give one detail about what they were like.

Hola. Buenos días.

Estoy bien, gracias. ¿Y tú? ¿Cómo estás?

Me llamo Maria. ¿Cómo te llamas?

También, tengo doce años. ¿Cuántos años tienes?

En mi familia, tengo mi padre, mi madre y mis dos hermanos. Mi padre se llama Pablo y tiene Treinta y cinco años. Mis hermanos se llaman Alex y Leo y tienen diez años. Son gemelos. Tengo un gato negro que se llama Pete.

Me encanta mi padre porque es alegre. No me gustan mis hermanos ya que son estúpidos. Me chifla mi gato dado que es gracioso.

En el futuro, me gustaría tener un perro ya que sería fantástico.

En el pasado, tenía un caballo y era inteligente.

Greetings in Spanish



se llama = he/she is called

tiene...años = he/she is.... years old

se llaman = they are called

tienen...años = they are... years old.

¿Y tú? (and you?)
¿Qué tal? (What's up?)
Estoy regular... (I am so-so)
Estoy genial (I am great)
Estoy muy bien (I am very well/good)
Estoy muy mal (I am very/really bad)
Estoy fatal (I am awful)
Estoy bien (I am well/good)

el perro (dog), el pájaro (bird), la tortuga (turtle), el gato (cat), el caballo (horse), el ratón (mouse), el pez (fish), el hámster (hamster), el conejo (rabbit), la cobaya (guinea pig)

1	2	3	4	5	6	7	8	9	10	11
uno	dos	tres	cuatro	cinco	seis	siete	ocho	nueve	diez	once
12	13	14	15	16	17	18	19			
doce	trece	catorce	quince	dieciséis	diecisiete	dieciocho	diecinueve			

	masculino		feminino
grandad	abuelo	grandma	abuela
father	padre	mother	madre
son	hijo	daughter	hija
nephew	sobrino	niece	sobrina
brother	hermano	sister	hermana
cousin	primo	cousin	prima
uncle	tío	aunt	tía

me encanta (I love), me gusta (I like), no me gusta (I don't like), odio (I hate), detesto (I detest), prefiero (I prefer)

20 SPANISH ADJECTIVES FOR BEGINNERS
1. Agradable (Nice), 2. Alto (Tall), 3. Amable (Friendly), 4. Bajo (Short), 5. Alegre (Happy), 6. Bonita (Pretty), 7. Delgado (Thin), 8. Divertido (Funny), 9. Enojón (Angry), 10. Flojo (Lazy), 11. Fuerte (Strong), 12. Gracioso (Funny), 13. Guapo (Handsome), 14. Inteligente (Intelligent), 15. Miedoso (Scared), 16. Moreno (Dark-skinned), 17. Pequeño (Small), 18. Rubio (Blonde), 19. Tímido (Shy), 20. Trabajador (Hardworking)

Year 7 - Computer Science

Collaborating online respectfully

In this unit we spent time familiarising ourselves with the school network. We also investigated the appropriate use of the school network, and discussed important online safety issues. We also learnt how to use presentation software effectively. In terms of online safety, this unit focused on respecting others online, spotting strangers, and the effects of cyberbullying. All of these aspects will be tested in the assessment.

Staysafe online:

1. Don't post personal information online.
2. Think carefully about posting any images or videos of yourself.
3. Keep privacy setting as high as possible.
4. Keep your password safe.
5. Don't befriend people you don't know.
6. Don't meet up with people you have met online.
7. Think before you say.
8. Treat others with respect, don't be rude!
9. If you see something which makes you feel unsafe, scared or uncomfortable, **Report It!**
10. Block any users that you don't want to see content from.
11. Don't put photos of you in your school uniform onto social media – it can make it clear to strangers where you go to school.



E-safety Vocabulary

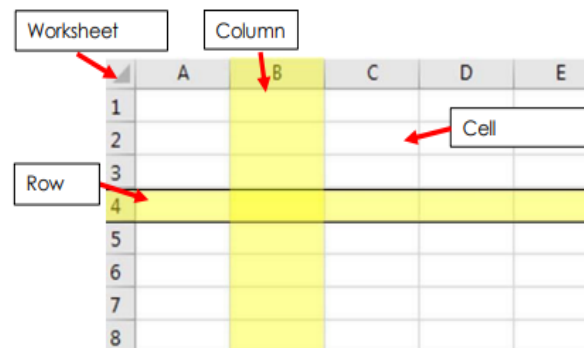
File	An object on a computer that stores data, information, settings or commands used with a computer program.
Folder	A way to organise computer files. A folder is a storage space that many files can be placed into to group them together and organise the computer.
Internet	A global computer network made up of interconnected networks via dedicated routers and servers.
E-Safety	Maximising personal safety and minimising security risks to private information and property associated with using the internet and web technologies.
Username	Identification used by a person with access to a computer, network or online service. (e.g. 19b.frost)
Password	A secret word, phrase or string of characters that allows access to a computer, interface or program.
Private information	Information that can be used to identify, contact or locate a person.
Public information	Information that has been made available for anyone to access.
Inappropriate content	Content that is not suitable for its setting, audience or purpose. This could include offensive, illegal or irrelevant images or text.
Social media	Websites and applications that enable users to communicate or share content to participate in social networking.
Privacy settings	Controls available on many social networks and other websites that allow users to limit who can access your profile and information visitors can see.



Modelling Data

This spreadsheet unit takes you from having very little knowledge of spreadsheets to being able to confidently model data with a spreadsheet. In the Key Assessment you will need to know about cell references and the different symbols we use when writing formulae.

Spreadsheets



Cell references begin with a letter and end with a number e.g. B3

A small spreadsheet grid with columns A, B, C and rows 1, 2, 3, 4, 5, 6, 7. The cell at the intersection of column B and row 3 is highlighted in yellow.

A range is a collection of cells e.g. B2:C6
All cells from B2 to C6 are grouped together.

A small spreadsheet grid with columns A, B, C and rows 1, 2, 3, 4, 5, 6, 7. The range of cells from B2 to C6 is highlighted in pink.

Spreadsheet Vocabulary

Spreadsheet	An electronic document which is used to store and arrange data in rows and columns.
Excel	Software which is part of Office 365.
Cell	A cell is a single unit of storage in a spreadsheet program.
Active cell	The currently selected cell.
Row	A horizontal line of cells indicated by numbers in Excel.
Column	A vertical line of cells indicated by letters in Excel.
Range	A cell reference which links to a group of connected cells.
Formula	An expression used in a spreadsheet to perform a calculation.
Data	Facts or values collected which have no meaning on its own.
Information	Data which has had meaning applied to it e.g. a list of people's ages.
Sort	Organising data into a specific order.
Ascending	Sorting data either A-Z or 1,2,3,4,5,6
Descending	Sorting data Z to A or 9,8,7,6,5,4,3
Search	Interrogate data to find a specific value
Filter	Setting conditions so that specific data is ignored
Conditional formatting	Changing the formatting of a cell based on whether a statement is true or false.
Worksheet	An individual page in a workbook
Workbook	A collection of pages in a file that make up a spreadsheet.

Revision Topics Year 7

Catering

1. Health and Hygiene in the kitchen
2. Fridge and freezer temperatures
3. Bacteria Growth
4. 4C's
5. Eatwell Guide

Graphics

1. Measuring
2. Design Movements
3. Visual Elements
4. Drawing equipment
5. Photoshop Skills

3D Product Design

1. Tool identification
2. Materials Identification
3. ACCESS FM
4. Environmental Design
5. Design Process

Top Tips

1. Always read the question twice
2. Always with your first gut reaction
3. Use the images to help you make your choices
4. Don't forget look back through your book before the test
5. Some questions will be linked to your homework

Please refer to your book for more in-depth topic information including Assessment Criteria and Big Pictures

Scan here for extra resources on student portal.



Year 7 Drama

Always Remember



In **neutral position** you have your legs shoulder width apart and your arms by your sides.



You must have **focus** in your drama so you know exactly what you are doing and you don't laugh.



Direct address is looking and talking directly to your audience.



You need **facial expressions** in your still images to show the audience how you are feeling.

Levels are included in your still images to make them look more interesting.



Blocking is when you stop your improvisation from working with limited responses.

You need **physical expressions or actions** in your still images to show the audience what you are doing.



Corpsing is the term used when you come out of character by laughing.



Spontaneous Improvisation is when you create a piece of drama on the spot, without preparation.



Devised Improvisation is when you plan, prepare and rehearse your drama before performing.



Key Vocabulary

Term	Definition
Still Image	When you freeze on the spot using actions and facial expressions to tell a story
Spoken Thought	When a character speaks directly to the audience telling them their most inner thoughts
Spontaneous	To create something on the spot
Devised	To prepare something through discussion and rehearsal
Improvisation	A piece of drama based on a theme, topic or issue
Vocal Expression	To change aspects of your voice to show emotion
Facial Expression	To change aspects of your face to show your emotion

Motif: A short phrase of movement that can be developed or repeated.

Formation: where a dancer is standing/ dancing in relation to other dancers.

Pathway: the direction of travel

Dynamics: (How) Quality of how you perform the movement.

Unison: all together at the same time.

Choreographic device:

Choreographic devices are **the tools we use to manipulate movement in order to enhance, exaggerate and embody actions.**

For example: Mirroring, canon, action and reaction

Year 7 Dance

The 5 basic dance actions

- ✓ Jump
- ✓ roll/spin
- ✓ Traveling
- ✓ Stillness
- ✓ Gesture

Performance skills

- ✓ Facial expressions
- ✓ Projection
- ✓ Clear timing
- ✓ Control



The Nutcracker follows Clara's bittersweet journey from a darkly comic Christmas Eve at Dr. Dross' Orphanage, through a shimmering, ice-skating winter wonderland to the scrumptious candy kingdom of Sweetieland,

Choreographer: Matthew Bourne
Premiered: 1992
Music/composer: Tchaikovsky
Dance Company: new adventures
Dance style: classical and contemporary dance styles

Year 7 Music

MUSIC Knowledge Organiser

CORE KNOWLEDGE

The elements of music are building blocks that make music interesting.

Keywords:

Dynamics – how loud or soft to play the music

Rhythm – music's way of telling time, the organisation of different length beats

Tempo – the heartbeat or pace of music – how fast or slow

Timbre – the different sounds instruments make

Texture – combines melody, harmony, rhythm and timbre to create an overall sound of a piece of music

Structure – the shape of a piece of music

Melody – series of notes connected together

Harmony – two or more notes played together to form a chord

Unit Name: ELEMENTS

Dynamics



Pitch



Tempo



Rhythm



Timbre



Woodwind



Instruments



Brass

Percussion

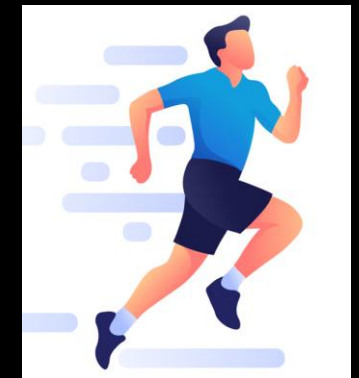
Texture



Y7 PE Test 1 - Revision

Components of skill related fitness

P-**Crab**



Aerobic Endurance



Muscular Strength



Flexibility

Power	Coordination	Reaction Time	Agility	Balance
"The product of speed and strength to allow for explosive movements"	"The ability to move two or more body parts at the same time smoothly and effectively to allow effective application of technique"	"The time taken to respond to a stimulus"	"The ability to change direction quickly to allow performers to out manoeuvre an opponent"	"The ability to maintain centre of mass over a base of support"
Fitness Test	Fitness Test	Fitness Test	Fitness Test	Fitness Test
<ul style="list-style-type: none"> Vertical standing jump test Standing long jump Margaria-Kalamen power test 	<ul style="list-style-type: none"> Alternate-Hand wall-Toss test Stick flip coordination test 	<ul style="list-style-type: none"> Ruler drop test Online reaction test (reaction timer test) 	<ul style="list-style-type: none"> Illinois agility run test T Test 	<ul style="list-style-type: none"> Stork stand test Y balance test

Components of Physical related fitness

Mary **M**ust **c**ARE **F**or **B**ill **S**mith

Muscular Strength	Muscular Endurance	Aerobic Endurance	Flexibility	Body composition	Speed
"the maximum force that can be generated by a muscle or muscle group to improve forceful movements within an activity"	"The ability of a muscle group to undergo repeated contractions avoiding fatigue"	"The ability of the heart and lungs to supply oxygen to the working muscles for long periods of time"	"The range of motion possible at a joint to allow improvements in technique"	"The relative ratio of fat mass to fat-free mass in the body"	"Distance divided by time to reduce time taken to move the body or body part in a game or event"
Fitness Test	Fitness Test	Fitness Test	Fitness Test	Fitness test	Fitness Test
<ul style="list-style-type: none"> Grip dynamometer 1 Rep Max 	<ul style="list-style-type: none"> One-minute press up test One-minute sit-up test Timed plank test 	<ul style="list-style-type: none"> Multi-stage fitness test (bleep test) Harvard step test 12-minute Cooper run Yo-Yo test 	<ul style="list-style-type: none"> Sit and reach test Calf muscle flexibility test Shoulder flexibility test 	<ul style="list-style-type: none"> Body Mass Index (BMI) Bioelectrical Impedance Analysis (BIA) Waist to hip ratio 	<ul style="list-style-type: none"> 30 metre sprint test 30 metre flying sprint

Training Methods

Continuous Training	Fartlek Training	Circuit Training	Interval Training	Plyometric Training	Weight Training	Static Stretching
Is submaximal aerobic exercise that has no breaks or rest. It lasts for a minimum of 20 minutes and can improve aerobic endurance and muscular endurance	Form of continuous training that varies in pace and terrain. It is both aerobic and anaerobic and can improve aerobic and muscular endurance	Contains stations organised in a circuit. They can be skill or fitness based, aerobic or anaerobic. Intensity is measured by circuits, time or repetitions. Can be adapted to improve all types of fitness.	High intense exercise if followed by periods of rest to recover. Usually, anaerobic can be used in a variety of locations. Improves speed but can improve strength and aerobic endurance.	Maximal intensity involving jumping/bounding. It works on an eccentric contraction (muscle lengthens) immediately followed by a concentric contraction (muscle shortens). Improves power (speed & strength)	Form of interval training which involves reps and sets. The weight provides the resistance. Can be done using free or fixed weights. It improves strength, power and muscular endurance.	Stretch as far as you can. The stretch is held (isometric) for up to 30 seconds. It can be done on your own, with apparatus or with a partner. Improves flexibility.