

YEAR 7

**KNOWLEDGE
ORGANISERS**

Spring Term 2025-2026



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Helping you to Master the Minimum!

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What are Knowledge Organisers?

A Knowledge Organiser specifies the essential knowledge that you need to memorise and retain for a unit of work. It is contained on a single A4 page and organised in a way to aid learning. The knowledge they contain are the building blocks of effective learning; it does not include everything you could and should know about a unit of work but the essential knowledge that you need to memorise.

This booklet contains all of the Knowledge Organisers for the units you will study in your subjects between Christmas and Easter.

Why are Knowledge Organisers important?

At secondary school you will study complex ideas and be asked to think in an analytical way; this is what makes learning an enjoyable process. To be able to think about difficult problems and question new ideas, you need know core factual detail to help you think critically. For example, if you have memorised your times tables your brain can focus on a complex Mathematics problem rather than working out 9×4 . Being confident in your knowledge of the basics frees up your brain to focus on the complex.

Once you have a secure knowledge of a unit of work, future learning is easier. Cognitive Scientists, who study how memory works, have shown us that we learn new information by linking it to knowledge we already have. The more knowledge we have, the easier it is to learn.

Knowledge Organisers are also useful as a reference point if you are struggling to remember information in a lesson or if you have been absent in a lesson. They will help you to be more effective learners.

How to use Knowledge Organisers effectively

Just having a Knowledge Organiser stuck into your exercise book or having this booklet in your bag will not help your learning.

You need to spend time, both in lessons and at home, memorising the content within them. Your teachers will help you do this by using them in lessons and setting homework tasks based upon them. Learning information can be uncomfortable and difficult but that is okay. That is how we improve.

Making sure we remember knowledge in the long term requires some hard work. You are probably confident with your Times Tables because your primary school teachers tested you on them regularly and you played online games to test yourself. The reason this works, is because you have been doing something called **retrieval practice**. Through the act of remembering, our memory is strengthened and forgetting is less likely. Every time you have to remember information it changes the original memory to make it stronger.

Retrieval Practice techniques you can use at home:

Look, Cover, Say, Write, Check

- Exactly as it sounds. Look at a section of the Knowledge Organiser, cover the information you are trying to remember, say it aloud or write it down and then check you are correct. Keep doing this until you consistently get the answers correct. This works particularly well when learning new vocabulary.

Quizzing

- Write your own quiz questions based on the information on your Knowledge Organiser. You could work with your peers or those you live with to quiz you until you have memorised the information.

Flash Cards

- Create your own set of flash cards. Write a question on one side and the answer on the other. You could even create these online using quizlet.com

Mind Dump

- Write down all of the key information you can remember on a topic or unit of work. Compare this to your Knowledge Organiser to see if there is anything you have missed.

Make sure that you carry out these memorising strategies regularly. Can you remember what you did last week, last month, last term? The more often you recall information from your memory, the stronger that memory becomes.

Art & Design Unit 2: Colour

Pure colours are intense and bright. They include the following:



Red, blue and yellow are **primary colours**. They are used to make all other colours.



Purple, orange and green are **secondary colours**. They are a mix of two primary colours.



Tertiary Colours take mixing colours one step further. They are two-name colours e.g. red-orange

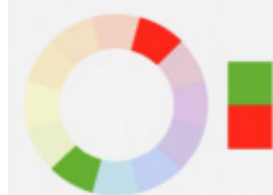
Colour Schemes for beginners



Monochromatic colours are a single colours that use tints, shades, and tones to create form and texture. They work well when paired with a single complementary colour.



Analogous colours sit next to each other and are a kind of family of colours. They create a relaxed harmony. You may need to add a complementary colour to get any particular item to stand out.



Complementary colours stand out and create visual tension because they are opposites/ oppose each other.

Painting skills and techniques

1. Mixing:

- A smooth consistency
- Secondary colour
- Tertiary colour
- Tints, tones and shades

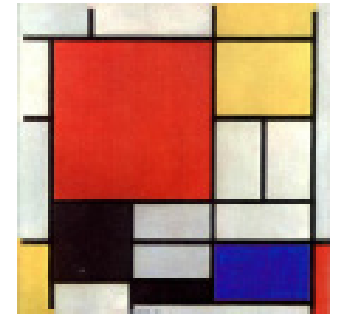
2. Blocking in

3. Neat Edges

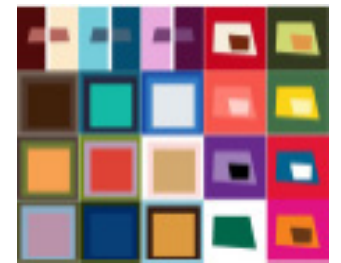
Idea/Context

BAUHAUS

Inspiration for this colour project comes the Bauhaus Art movement.



It can be recognised by it's focus on simple block colours and geometric forms such as the triangle, square, and circle.



Bauhaus Artists:

- Mondrian
- Joseph Albers

Tints, tones and shades help express space, depth, and form.

Starting with pure Colour

Adding **white** to pure colour creates a **tint** (paler/not intense)

TINT

Adding **grey** to pure colour creates **tone** (dull brightness)

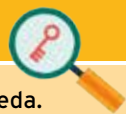
tone

Adding **black** to pure colour create a **shade** (darken)

SHADE

Classics Heroes

Key Vocabulary - The Heroes



1	Perseus	Killed Medusa, saved Andromeda.
2	Herakles (Hercules)	Completed the 12 Labours.
3	Jason	Retrieved the Golden Fleece.
4	Theseus	Killed the Minotaur.
5	Achilles	Best of the Greek warriors in Troy.
6	Odysseus	Cleverest of heroes, blinded the Cyclops.

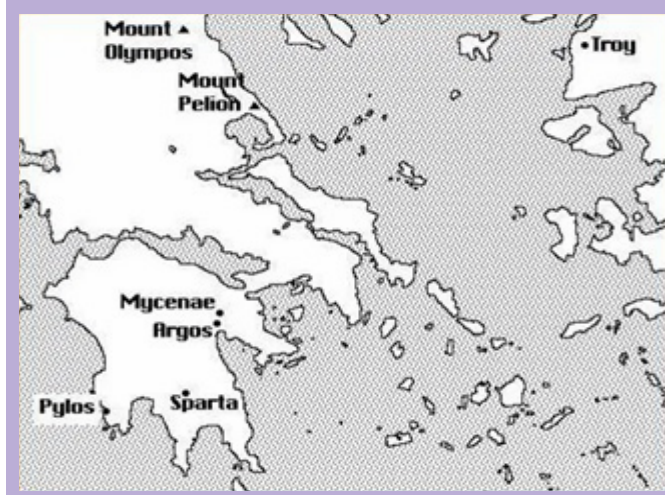
Key Vocabulary



1	Labour	An task impossible to ordinary mortals.
2	Immortal	A god.
3	Demigod	A mortal (human) with an immortal (god) parent.
4	Sacrifice	A gift of an animal to a god.
5	Kleos	Glory or renown.

Descriptive Techniques

1	Sensory description	Describe what a character senses - 'the acrid stench of the Hydra's lair singed my nostrils'.
2	Vivid adjectives and verbs	Use expressive adjectives and verbs - 'the foul coils of the serpentine monster writhed and contorted as I struck off head after head.'
3	Dramatic adverbs	Describe how your character is moving and acting - 'The birds swarmed menacingly above...'
4	Metaphor, simile, personification (See English Knowledge Organiser)	Use language which creates a clear image in the reader's head - 'My raging club pulsated as I smashed the lion. Night fell upon me when I realised its skin could not be broken, I felt like a soul wandering the fields of mourning; all strength seeped from my limbs.'



Analytical Skills P.E.A Paragraphs

1	P - Point	Make a point related directly to the question.
2	E - Evidence	Back it up with specific evidence from the story or source.
3	A - Analysis	Explain what your evidence shows and how it corroborates (backs up) your argument.



Computer Science Hardware

The 8 Main Computer Components

1	Central Processing Unit (CPU)	The brain of the computer.
2	Power Supply (PSU)	Provides power to the computer.
3	Network Interface Card (NIC)	Transmits data across a network.
4	Mother board	Connects all the computer parts together.
5	Graphics Processing Unit (GPU)	Enables better graphics.
6	RAM (Random Access Memory)	Stores programs and files that the user is working on.
7	Secondary Storage / Hard Drive	Stores programs and files long term.
8	Monitor	The screen that shows what's on the computer.

Input / Output Devices


INPUT		OUTPUT	
1	Mouse	1	Monitor
2	Keyboard	2	Printer
3	Scanner	3	Speaker
4	Camera		
5	Microphone		

Computer Science AI

Key Terms

1	Prompt	The text entered into an AI model.
2	AI	Artificial Intelligence - the ability of a computer to perform tasks commonly associated with humans.
3	Personal Data	Data that is identifiable to a person. E.g. name, email address etc. NEVER enter this into an AI model.
4	Label	The label is attached to images and videos in an AI database. It says what they are. E.g. a cat in a hat.
5	Pseudonym	A fake name. These can be used instead of personal details in AI.
6	LLM	Large Language Model. E.g. ChatGPT or BingChat.

Deep Fakes

- 1 A deep fake is when AI is used to make fake video / audio of a person.

- 2 Deep fakes can be used for very evil purposes, like fake news and fake evidence.



DT Project 2: Wooden Minecraft Animal (Term 2)



Key Vocabulary

1	Design brief	A summary of the design opportunity (what you must design).
2	Freehand sketching	A quick way to get initial ideas down on paper.
3	Grain	The growth rings visible in wood.
4	Hardwood	Wood from trees that shed their leaves each autumn. Take 100 years plus to grow. Expensive because of this.
5	Isometric drawing	3D drawing method (using lines at a 30 angle). Isometric drawing paper made up of cubes/blocks.
6	Physical model	A model of a design often made from materials like card.
7	Seasoning	Drying wood to remove moisture before its used. Less likely to distort & warp.
8	Softwood	Wood from trees that keep their leaves or needles all year round. Take 25-35 years to grow. Cheaper than hardwoods.
9	Spider diagram	Also known as a mind map. Used to get thoughts down quickly on paper in a visual format.
10	Sustainability	The level to which resources (e.g. wood) can be used without them becoming unavailable in the future.
11	Veneer	A thin layer of wood, often used to provide an attractive surface on a product.

Softwood



(Coniferous)
Scots Pine /
Spruce / Larch

Hardwood



(Deciduous)
Ash / Oak / Elm /
Beech /
Mahogany

Manufactured boards - Materials made by gluing particles or pieces of wood together under pressure. Often used in flatpack furniture like made by Ikea.



Plywood

Chip board

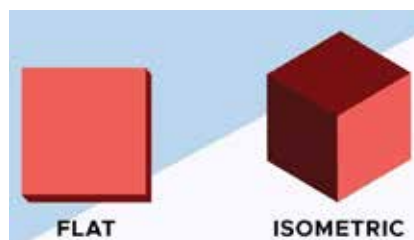


Medium density fibreboard



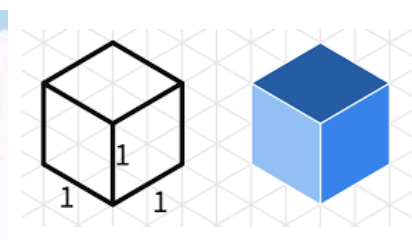
Forest Stewardship Council.

Timber sourced from a sustainably managed forest means new trees are replanted to replenish supply. Logo appears on wood, wood products and paper/packaging.



FLAT

ISOMETRIC





Year 7 Drama : Greek Theatre



Greek Theatre The theatre of Ancient Greece flourished between 550 BC and 220 BC. A festival honouring the god Dionysus was held in Athens, out of which three dramatic genres emerged: **tragedy**, **comedy** and **satyr**.

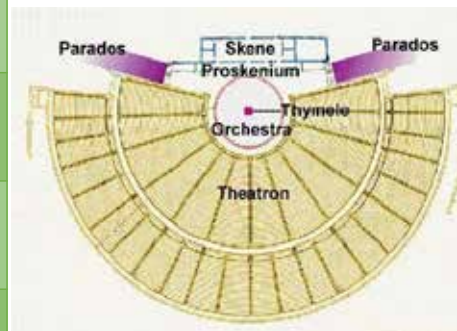
Key Vocabulary

1	Tragedy	A play in which the hero dies at the end due to a combination of the circumstances and personal flaws.
2	Comedy	A play that involves song, dance, rude jokes and makes fun of the politicians and people in power.
3	Satyr	A form of Greek tragedy but with a happy atmosphere and a rural setting. A combination of Tragedy and Comedy.
4	Amphitheatre	The name of a Greek theatre. Which was large and outdoors.
5	The Chorus	A group of actors who describe and comment upon the main action of a play with song and dance.
6	Thespian	A name sometimes given to actors.
7	Orchestra	The part of the Amphitheatre where the Chorus would perform, speak, sing and dance
8	Skene	The part of the Amphitheatre where the actors/characters performed the play.
9	Theatron	The part of the Amphitheatre where the audience would sit to watch the play.

Greek Tragedy Structure:

1	Prologue	Characters speak, directly to the audience.
2	Parados	Chorus, in unison, tells us what has happened before the beginning of the action of the play.
3	Episode 1	Characters, in masks, of course, act out the beginning of the action of the play
4	Choral Ode 1	Chorus speaks about something connected with the theme of the story, but not necessarily about the story itself

An Amphitheatre



Top 3 Greek Playwrights

Aeschylus	Most famous plays: The Oresteia Trilogy
Sophocles	Most famous plays: Oedipus and Antigone
Euripides	Most famous plays: The Trojan Women and Medea






Year 7 Drama : Storytelling



The Story of Ramayana

The **Ramayana** is an ancient Sanskrit epic which follows Prince Rama's quest to rescue his beloved wife Sita from the clutches of Ravana with the help of an army of monkeys. It is traditionally attributed to the authorship of the sage Valmiki and dated to around 500 BCE to 100 BCE.

Dramatic Techniques

1	Improvisation	Performing without a script or rehearsal	
2	Freeze frame	The creation of a still image, there is no sound or movement	
3	Thoughts aloud	saying what a character is thinking	



Key Vocabulary

1	Epic	A story with heroic character over many years
2	Quest	A journey to find someone or something
3	Exile	To be forced to live outside your own country
4	Chastity	Purity. Not having relationships outside of marriage
5	Stimulus	The starting point for the drama that gives a group its ideas
6	Narrator	The person who tells the story, comments on the scene or gives information
7	Climax	The highest point of tension in the piece created by previous events
8	Gesture	Showing meaning through physical movement e.g. hand signal
9	Rehearsal	The repeated acting out of a drama, aimed always at improving the product by considering various ways of presenting it.

Key Characters

Rama	The hero of the Ramayana epic, the human form of the God Vishnu
Sita	Rama's wife and daughter of King Janaka of Mithila
Laksmana	Rama's younger brother
Ravana	the king of Lanka and has 10 heads and 20 arms
Dasaratha	King of Ayodhya, Rama's father
Bharata	The second son of Dasaratha
Kausalya	Rama's mother, Dasaratha's chief wife
Kaikeyi	Dasaratha's wife and Rama's stepmother

Key Vocabulary



1	Omnipotent	Having unlimited power.
2	Naivety	Showing a lack of wisdom or understanding.
3	Atmosphere	The feeling created in a text e.g. 'unsettling', 'hopeful', 'mysterious'. Sometimes called 'mood'.
4	Speaker	The narrator of a poem - the voice speaking.
5	Subject	Who the poem is about or addressed to.

Poetic Structures

1	Juxtaposition	Placing two things close together to show a contrast or difference between them.
2	Stanza	Several lines of verse in a poem.
3	Extended Metaphor	When the writer compares one thing to another thing several times in the text.
4	Motif	A recurring image or symbol (e.g. birds) that helps to develop a theme (e.g. freedom) in a text.
5	Volta	A turning point in a poem.

POEMS	'Kingfisher' by Robert Macfarlane	'The Eagle' by Alfred Lord Tennyson	'Caged Bird' by Maya Angelou	'Death of a Naturalist' by Seamus Heaney	'Wind' by Ted Hughes	'I Wandered Lonely as a Cloud' by William Wordsworth
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Poetic Methods

Figurative language (language that creates imagery):

1	Simile	Comparing something in order to describe it using 'like' or 'as'.
2	Metaphor	Describing something as if it is something else to convey meaning.
3	Personification	Describing something that is not human as if it is a person. Example: 'Winds stampeding the field under the window.'
4	Imagery	Creating images in the readers' mind using words.
5	Pathetic Fallacy	When the weather reflects the mood or atmosphere.
6	Symbolism	When a writer uses something to symbolise (represent) something else - Symbols used for ideas or qualities. E.g. The colour 'red' could symbolise anger, danger, violence or passion. A place could symbolise safety.

Sound features:

1	Alliteration	Repetition of the same sound at the beginning of words near to each other.
2	Assonance	Repetition of vowel sounds at the beginning or in the middle of several words near to each other.
3	Onomatopoeia	Words which sound like the noise they describe. Examples: 'cracking', 'banging', 'crashed'.
4	Plosives	Letter sounds which sound explosive and harsh (P, T, K, B, D, G)

Key Vocabulary



1	Desolate	Bleak, empty
2	Melancholy	Sad, gloomy
3	Petrified	Unable to move due to fear
4	Unnerve	To lose confidence
5	Eerie	Strange or frightening
6	Sinister	Harmful or evil

EXTRACT	Frankenstein Mary Shelley 1823	Dr Jekyll and Mr Hyde RL Stevenson 1886	Dracula Bram Stoker 1897	Rebecca Daphne du Maurier 1938
PERIOD	Romantic	Victorian	Victorian	Modernist

Literary Techniques

1	Connotation	An idea or feeling associated with a particular word.
2	Foreshadowing	Hinting at something that will happen later.
3	Motif	A recurring image; usually a symbol for something else.
4	Sensory language	Language that connects to the five senses.
5	Limited narrator	The narrator gives us the thoughts and feelings of one character (not using I).
6	Omniscient narrator	The narrator sees and knows everything that happens, and knows what characters think.
7	Alternating Narrator	The narrator moves back and forth between viewpoints.
8	Pathetic fallacy	Where human emotions are used to set a mood or tone - often through the weather.
9	Theme	An idea that recurs throughout a text, the ideas that the writer wants the reader to think about.

Gothic Genre Conventions

1	Strange places	Characters find themselves in a place that is mysterious, dark, lost or secret.
2	The Past	The past is not 'over and done with' but comes back to disrupt the present (e.g., ghosts).
3	Power and violence	In Gothic stories, you will find characters who are trapped, threatened, or isolated.
4	Doubt and ambiguity	Gothic stories often involve events and characters that cause other characters and the reader to be confused and uncertain.
5	The uncanny	A kind of fear where something is strangely familiar.
6	Characters in distress	Characters who suffer or are in pain, often women in gothic texts from the 19 th century.
7	Inexplicable events	Events that are difficult to believe and cannot be explained, often supernatural.
8	Supernatural (theme)	Things or events considered to be unnatural, abnormal e.g. ghosts or strange creatures.

The Narrative Arc



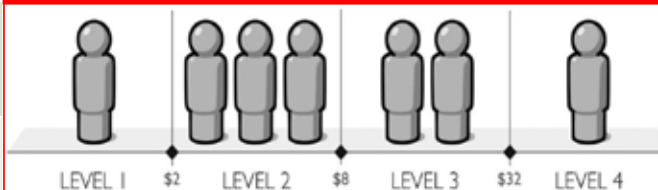
Writing Gothic Stories - Key Elements

1	Protagonists	These are the main characters. They could be scientists or priests, men or women, young or old.
2	Atmosphere	The feeling created in a text e.g. 'unsettling', 'hopeful', 'mysterious'. Sometimes called 'mood'.
3	Conflict	The protagonists have to face some kind of challenge. This is usually another character (Dracula), but it could be the wider world (eg, a zombie apocalypse) or even themselves (Jekyll and Hyde).
4	Plot	The protagonists find themselves trapped in a strange place...
5	Setting	A strange or unusual place, wild, desolate.

KEY VOCABULARY

Infant Mortality Rate	The number of children who die before the age of 1, per 1000 of the population per year
Life Expectancy	How long a person is expected to live from birth
Literacy Rate	The percentage of people that can read and write who are over the age of 15
Birth Rate	The number of live birth per 1000 of the population per year
Calorie Intake	The average number of calories consumed each day
Extreme Poverty	A lack of basic needs e.g. food, water and adequate shelter
Population	The number of people living in a place
Natural Disaster	Extreme natural events that can cause loss of life, extreme damage to property and disrupt human activities
Climate Change	The large-scale, long-term shift in the planet's weather patterns or average temperatures.
Misconception	A false or mistaken view, opinion, or attitude
Stereotype	A stereotype is an idea or belief that many people have about a thing or group.

THE FOUR LEVELS OF DEVELOPMENT



Each figure in the chart represents 1 billion people, and the seven figures show how the current world population is spread out across four income levels, expressed in terms of dollar income per day.

CAUSES OF UNEVEN DEVELOPMENT

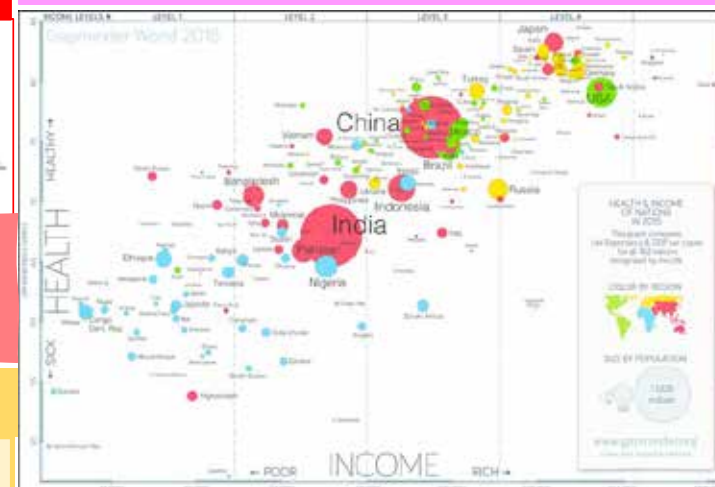
NATURAL:

- Hazards
- Climate
- Location
- Pests and diseases

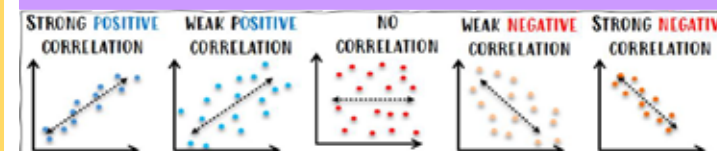
HUMAN:

- Colonialism
- Access to education
- War and conflict
- Corruption

WORLD HEALTH VS WORLD INCOME (BIG QUESTION)



SCATTER GRAPHS



KEY THEMES FROM FACTFUESS

THE GAP INSTINCT

The belief that the world is split into 2 groups – 'rich or poor'. We know this to be wrong as 75% of people live in middle income countries- so are not rich or poor.

THE NEGATIVITY INSTINCT

The belief that the world is worse than it is. Dr Rosling thinks this comes from how our brains work and our cravings for gossip and drama.

History Unit 4: How did women hold power in medieval Europe?

Key Vocabulary



1	Monarch	The ruling king or queen of a country.
2	Queen	In the medieval era, the queen was the wife or mother of a king.
3	Consort	The wife of a reigning king.
4	Regent	The person chosen to run the country on behalf of the monarch, if that monarch is a still a child, ill or absent.
5	Dowager	The widow of a king; often the mother of the next king.
6	Intercession	Using your influence to intervene on someone's behalf (e.g., to make a king forgive someone).
7	Heir	The person who should inherit the throne on the death of the previous monarch.
8	Civil War	A war between people of the same country.
9	Legitimate	Acceptable according to law; if someone is legitimate, their rule is accepted and seen as right.
10	Crusades	A series of religious wars between Christians and Muslims, primarily to secure control of holy sites sacred to both groups.

Empress Matilda

1	Daughter of King Henry I - named as his heir.
2	Married to the Holy Roman Emperor and then Geoffrey of Anjou.
3	Fought Stephen for the throne of England in a civil war - known as the Anarchy.
4	Never ruled as queen; her son, Henry, became king (Henry II).



Eleanor of Aquitaine

1	Duchess of Aquitaine in her own right.
2	Queen Consort to the King of France and then to England's King Henry II.
3	Involved in the Second Crusade.
4	Involved in a rebellion to overthrow Henry II.
5	Mother of King Richard I and King John; had an important role in Richard's reign.



Types of Power








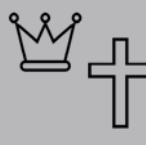

1	Interceding with the king on behalf of someone.	
2	Supporting as a queen consort .	
3	Ruling as the queen regent .	
4	Using military force.	
5	Rebellion against a king.	
6	Supporting as the mother of a king (or as a dowager queen).	
7	Landholding and holding power in their own right.	

History Unit 5: Why was there a religious rollercoaster in Tudor England, 1509-1558?

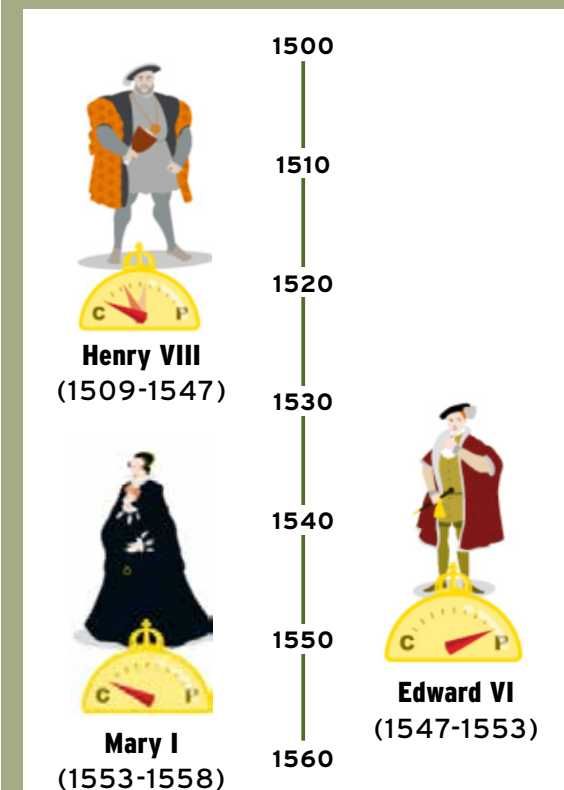
Key Vocabulary



1	Catholic	A Christian who is a member of the Catholic Church.
2	Protestant	A Christian who broke away from the Catholic Church.
3	Reformation	Attempts to reform (change and improve) the Catholic Church, leading to the creation of the Protestant Church.
4	The Pope	Head of the Catholic Church.
5	'Break with Rome'	England's decision to leave the Catholic Church, ending the Pope's power in the country.
6	Act of Supremacy	Law passed in 1534 which made Henry VIII Head of the Church in England.
7	Monasteries	Religious houses where monks and nuns lived
8	Heretic	Someone with a different religion to the one of the country.
9	Treason	The crime of betraying your country or monarch.
10	Excommunicated	Expelled from the Church.

	Monarch	Religion	Key Events	Motive
1	Henry VIII 	Catholic (but introduced some Protestant changes)	<ul style="list-style-type: none"> Broke with Rome to divorce Catherine of Aragon and marry Anne Boleyn. Made himself Head of the Church in England. Dissolved the monasteries. 	 
2	Edward VI 	Protestant	<ul style="list-style-type: none"> Protestant reforms- Church services were in English and churches stripped of decoration. The Bible was in English and there was an English Book of Common Prayer. 	 
3	Mary I 	Catholic	<ul style="list-style-type: none"> Restored Catholic worship in England- reversed her father and brother's laws. Became known as 'Bloody Mary' for burning Protestants at the stake. 	 

Timeline



Reasons for the religious rollercoaster

1 Power



2 Religion



3 Wealth



Mathematics *"Talk like a Mathematician"*

Topic 5 - The Language of Algebra

1	Term	A single number or variable, such as x , $3y$ or $4y^2$.
2	Expression	A collection of terms grouped together. Such as $5x+3-2y$.
3	Collect	Put together (usually adding or subtracting terms).
4	Simplify	To write in the most efficient way, such as $x+x+x$ simplified would be $3x$.

Topic 7 - Percentages

1	Convert	To change a value or expression from one form to another.
2	Equivalent	Of equal value.
3	Multiplier	The number that you are multiplying by, in this case the decimal equivalent of a percentage.
4	Percentage	Parts per 100 (%).

Topic 6 - Area & Perimeter

1	Area	The amount of space inside a shape.
2	Perimeter	The distance around the outside of a shape.
3	Formula	A rule written with mathematical symbols to help you calculate something, such as a rule to find the area of a triangle.
4	Compound shape	A shape that can be split up into smaller shapes for easier calculations.
5	Height	Perpendicular distance to the base, vertical length.
6	Width	A distance, the shorter side of a rectangle.
7	Length	A distance, the longest side of a rectangle.

Key Vocabulary



- | | | |
|---|----------------|---|
| 1 | Melody | The main tune. Most likely the bit you sing. |
| 2 | Harmony | Sound created by chords and melody together. |
| 3 | Chord | A chord is 2 or more notes played at the same time. |



Hey Jude - Melody Only

HEY JUDE - DON'T MAKE IT SAD TAKE A SAD SONG AND MAKE IT BETTER

MEMBER TO LET HER IN TO YOUR HEART THEN YOU CAN START TOMAKEIT BET TER HEY

Hey Jude - Harmony

MELODY

HEY JUDE - DON'T MAKE IT SAD TAKE A SAD SONG AND MAKE IT

CHORDS

CE CE CE CE SD SD SD SD DF DF QF QF

Members of the Beatles

- | | | | |
|---|------------------------|---|--|
| 1 | George Harrison | <ul style="list-style-type: none"> - Lead Guitarist. - The youngest and known as 'The Quiet One'. - Wrote a few songs such as Here comes the Sun. - Died from cancer in 2001. | |
| 2 | Paul McCartney | <ul style="list-style-type: none"> - Bass and backing vocals. - Also played guitar and piano. - Wrote most of the songs along with John. - Was in several other bands after The Beatles split up. | |
| 3 | Ringo Starr | <ul style="list-style-type: none"> - Drummer. - Sang a few songs such as Yellow Submarine and Octopus's Garden. - Became the voice of Thomas the Tank Engine. | |
| 4 | John Lennon | <ul style="list-style-type: none"> - Lead singer. - Also played guitar and piano. - Wrote most of the songs along with Paul. - Shot dead in New York in 1980. | |

5 2 2 4 5 1

HEY JUDE - DON'T MAKE IT SAD

Improve your playing fluency by using all of your fingers



Music Instruments of the Orchestra

Key Vocabulary - Strings



- 1 String instruments provide the backbone of the orchestra.
- 2 The bigger the instrument, the lower the pitch.
- 3 There are more string players in the orchestra than any other family.
- 4 Examples: Violin, Viola, Cello, Double Bass, Harp.

Key Vocabulary - Woodwind



- 1 Some woodwind instruments are very different from others - most use a mouthpiece which is blown to vibrate a reed which produces the sound.
- 2 Woodwind instruments provide colour in the orchestra. This means they add lots of varied sounds which can make music more interesting.
- 3 Examples: Piccolo, Flute, Clarinet, Oboe, Bassoon, Saxophone.

Key Vocabulary - Brass



- 1 Brass instruments can fit in anywhere: orchestras, brass bands, big bands, pop groups.
- 2 The brass family adds a huge amount of power to the orchestral sound.
- 3 Brass instruments all use a mouthpiece.
- 4 Examples: Cornet, Trumpet, French Horn, Trombone, Tuba.

Key Vocabulary - Percussion



- 1 Percussion instruments make their sound by being hit.
- 2 Many percussion instruments use sticks or beaters.
- 3 Percussion instruments are usually made of wood or metal.
- 4 There are 2 types of percussion: Tuned and Untuned.
- 5 Examples: Snare Drum, Bass Drum, Cymbals, Timpani, Xylophone.

Composition Structure

- 1 String instruments.
Bars 1-4



- 2 Brass instruments.
Bars 5-8



- 3 Woodwind instruments.
Bars 9-12



- 4 Percussion instruments.
Bars 13-16



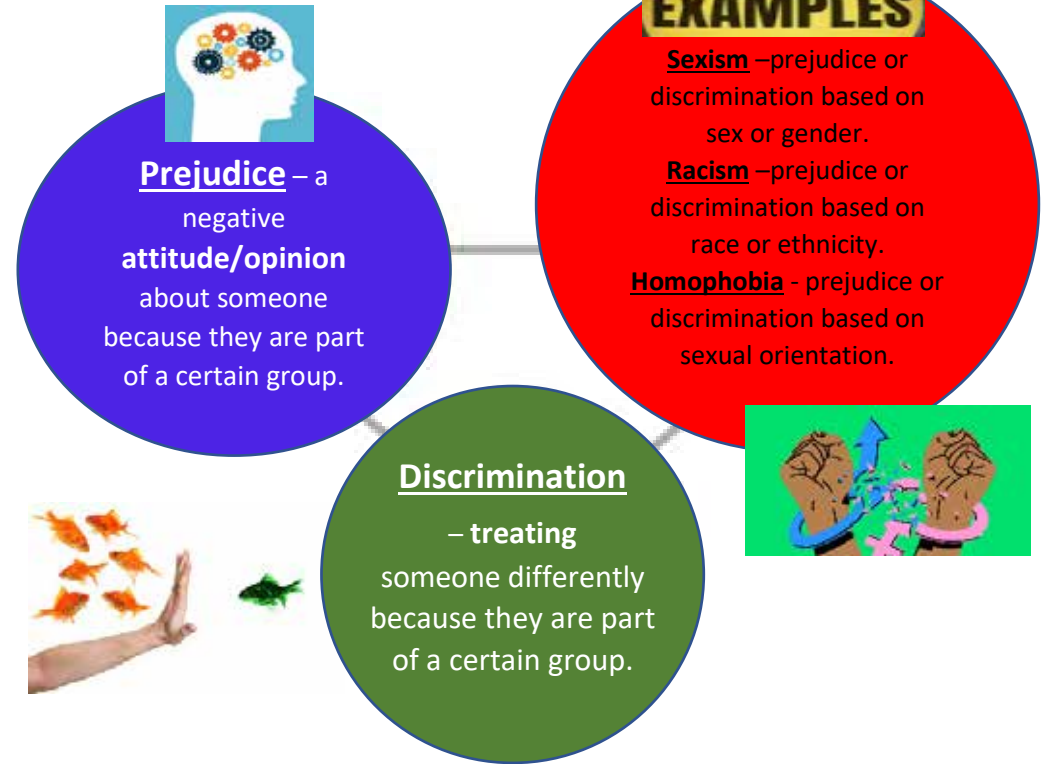
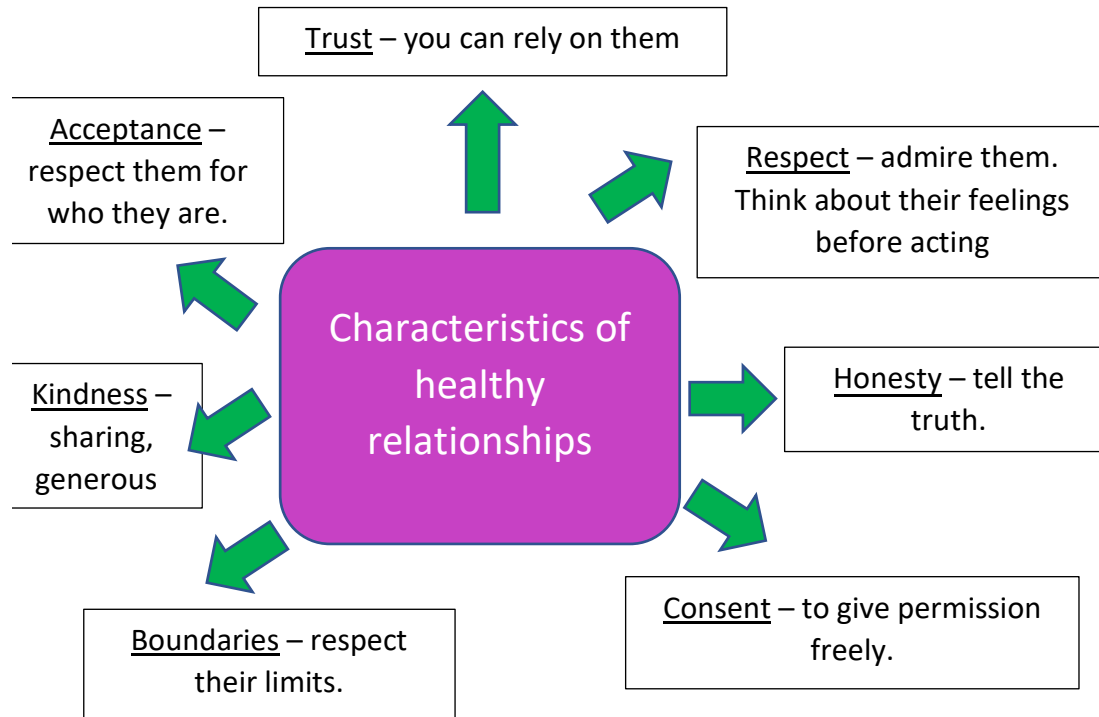
- 5 All instrument families.
Bars 17-24





Personal Development - Year 7

Spring Term 2026 – Relationships and Safety



What is bullying?	Repeated, on purpose, intended to cause harm, usually related to a power imbalance.
Physical bullying	Using <u>actions</u> to hurt someone (e.g., hitting, kicking, punching etc)
Verbal bullying	Using <u>words</u> to cause upset/hurt to someone.
Emotional bullying	Damaging a person's <u>feelings</u> , self-esteem, confidence.
Cyberbullying	Bullying that happens <u>online</u> .
Social bullying	Deliberately <u>excluding</u> someone from a group and/or spreading rumours about them

Protected Characteristics under the Equality Act (2010)



Physical Education Orienteering

Key Vocabulary



1	Orienting the Map	Positioning the map so you know where you are on the map and can look in a certain direction for landmarks.
2	Control points	Plaques to be found containing crucial information to be accurately recorded.
3	Star course	Method of completing an orienteering course in a relay style, visiting one control at a time and returning to starting position after each one.
4	Track course	Method of completing an orienteering course visiting consecutive controls until all controls on the course have been visited before heading to finishing position.
5	Symbols	Pictures which visually represent features on the map.
6	Route planning	Planning a way to get from your starting position to the designated controls and to your finishing position.
7	Map to ground	Orientate the map so it corresponds directly with the ground.
8	Control cards	A card which is marked with the information from each control point to show that the course has been completed correctly.
9	Boundaries	Lines on the map which indicate the limits of an area.
10	Location	Understanding the position of something in relation to your surroundings.

Orienteering is a sport in which participants use a map to navigate their way to a series of different points in order to complete a course. It can be completed as an individual or team activity and can be both competitive and non-competitive.



Cross Curricular Vocabulary

These are words which you are/will become familiar with when studying different sports:

1	Resilience	The ability to recover quickly from difficulties.
2	Feedback	Information received to help you improve in future.
3	Diligence	Careful and persistent work.
4	Communication	Sharing information with others
5	Teamwork	Working cooperatively with others.
6	Tactics	A plan to gain advantage or success.
7	Cardiovascular fitness	The ability to exercise without tiring too quickly.

Key Knowledge

1 Key information for success

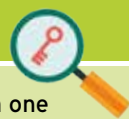
- Use landmarks such as school buildings to help you orientate your map.
- Consider the topography of the course before route planning to avoid areas which may slow you down e.g. muddy.
- Pace yourself so you can be fast around the whole course without tiring.
- Use the symbols to help you identify the exact location of a control.
- Work closely as a team in order to solve the problems more quickly.

2 Rules

- Star course – you must return to your starting position and check your answer before continuing.
- Teams – you must not stray from your partner/team mates during completion of a team challenge.
- You must visit every control in the fastest possible time but ensure all answers are correct to win!
- All answers must be recorded on the control card.

Physical Education Invasion Games

Key Vocabulary



1	Passing	An intentional transfer of the ball from one player to another. Can be over different distances.
2	Receiving	Obtaining the ball from another player or from an interception and controlling it.
3	Dribbling	(not used in netball or rugby) The method a player uses to progress up the court/pitch as well as a way to maintain possession of the ball.
4	Tackling	(not used in netball) An attempt to take the ball off an opposing player. In rugby this involves stopping the player with the ball by bringing them to the ground.
5	Marking	Organised system which the defending players use to prevent the opposing team advancing with the ball.
6	Track back	This is when an opposing player will follow an opponent back and tries to tackle them or intercept the ball.
7	Close down	As soon as an opposing player has the ball, a player moves towards them in an attempt to stall or win the ball via a tackle or interception.
8	Possession	This is the amount of time a team has the ball. The more possession a team has, the more likely they are to control the game.
9	Interception	An opposing player gets to the ball when it's being passed and prevents the completion of the pass.
10	Positions	Each invasion sport is made up of defensive and attacking players and creates a tactical formation.

(Hockey, Football, Rugby, Basketball, Handball, Netball, Lacrosse, Ultimate Frisbee).
An invasion game is where the objective is to attack the opposition's territory and score a goal or points. Fundamental skills and tactics across invasion games are often the same.



Cross Curricular Vocabulary

These are words which you are/will become familiar with when studying different sports:

1	Resilience	The ability to recover quickly from difficulties.
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6	Tactics	A plan to gain advantage or success.
7	Cardiovascular fitness	The ability to exercise without tiring too quickly.

Key Knowledge

1 Key information for success

- Invasion games are played on a pitch or court and teams need to establish attacking and defending positions in order to ensure they effectively cover the space. Certain players will suit certain positions and should play to their strengths. In order to win the game you need to be able to score a goal or points and so being able to move the ball in to the attacking part of the pitch/court is important. Maintaining possession of the ball is a good way to control the game and means you will be more likely to score. You can maintain possession by dribbling or making accurate passes to team mates.

- When the opposition has the ball it is important that you close down the player to limit their options to pass and to put pressure on them. If you lose the ball you should track back to try and win the ball back through tackling or an interception.

- Invasion games all require you to mark players and this can be done using player-to-player marking or using a system of zonal defence which involves players defending a danger area e.g. the semi circle in netball and hockey, the key in basketball or the 18 yard box in football.



Key Vocabulary



1	Judaism	10th largest religion. Around 4,000 years old.
2	Jew	Jews are people that follow Judaism.
3	Synagogue	The Jewish place of worship.
4	Torah	The main holy book of Judaism.
5	Shabbat	The Jewish day of rest, from sunset on Friday to sunset on Saturday.
6	Yad	Pointer used when reading the Torah.
7	Bimah	The raised platform in the synagogue from which the Torah is read and services led.

Jewish Festivals

1	Passover	<ul style="list-style-type: none"> The Exodus of the Israelites from Egypt, after the 10 plagues. Festival takes place in March /April. Modern Jews remember this with the symbolic Passover meal.
2	Rosh Hashanah	<ul style="list-style-type: none"> Jews reflect on their year, looking at both their good and bad actions. Festival takes place in September /October.
3	Yom Kippur	<ul style="list-style-type: none"> The holiest day of the year. Asking for G_d's forgiveness Festival takes place in September /October.

Abraham 2000 BCE

- Abraham is known as the founder of Judaism which means that Jewish people strive to follow his example.
- He is vital to Jewish history as the first point of contact between G_d and the Jews.
- It was through Abraham that the idea of the Promised Land or a homeland for Jewish people was created.
- Abraham was the recipient of the first covenant, promises with G_d. Abraham was born in the city of Ur (located in the country now called Iraq).
- G_d promises Abraham a homeland Cana and a son. Abraham would become the father of many nations; as many as the stars in the sky.



Moses 1391-1271 BCE

- Moses was born in Egypt during the enslavement of the Jews, Pharaoh wished to kill all baby boys under the age of two.
- The daughter of Pharaoh saves the baby from the river Nile and names him Moshe, meaning ('he was drawn') since the baby came from the water.
- Moses grew up in the house of Pharaoh. Once, he observe an Egyptian taskmaster violently striking an innocent Jewish slave.
- Moses killed the taskmaster. Moses left Egypt and went on to have many amazing adventures helped by G_d.
- First encounters G_d through the burning bush.
- He freed the Jews after the Ten plagues: Passover.
- Moses crossed the Red Sea and saved the Israelites.
- Moses was given the Ten Commandments in 1270 BCE.
- The Israelites wonder in the desert for 40 years before reaching Cana, the promised land.

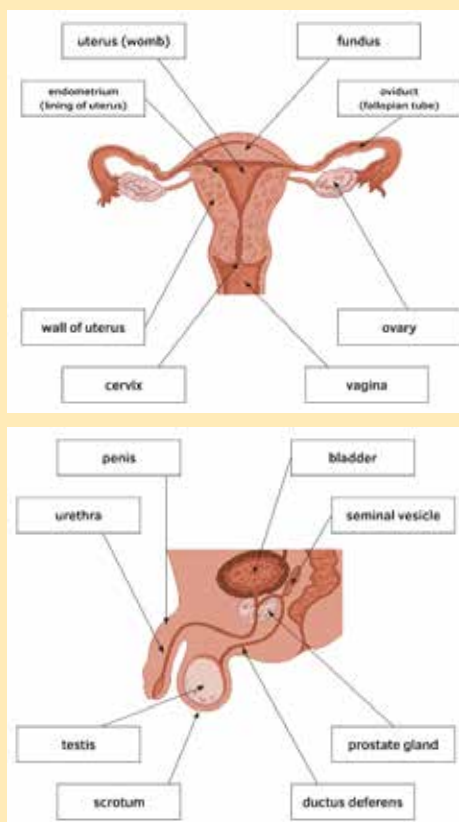


Science Genes 1: Human Reproduction

Key Vocabulary

1	Gamete	The sex cells. In animals the male sex cell is sperm and the female sex cell is the egg.
2	Ovary	Organ which contains eggs.
3	Testes	Organ where sperm are produced.
4	Oviduct	(Fallopian tube) Carries an egg from the ovary to the uterus and is where fertilisation occurs
5	Uterus	Where a baby develops in a pregnant woman.
6	Ovulation	Release of an egg cell during the menstrual cycle which may be met by a sperm (day 14).
7	Menstruation	Loss of the lining of the uterus during the menstrual cycle.
8	Reproductive System	All the male and female organs involved in reproduction.
9	Penis	Organ which carries sperm out of the male's body.
10	Vagina	Where the penis enters the female's body and sperm is received.
11	Foetus	The developing baby during pregnancy.
12	Gestation	Process where the baby develops during pregnancy.
13	Placenta	Organ that provides the foetus with oxygen and nutrients and removes waste substances.
14	Amniotic fluid	Liquid that surrounds and protects the foetus.
15	Umbilical Cord	Connects the foetus to the placenta.
16	Contraception	Methods of preventing pregnancy
17	Embryo	A ball of cells that forms after the egg is fertilised
18	Cervix	A ring of muscle at the bottom of the uterus
19	Puberty	Changes that occur due to hormones that cause children to develop into adults.

Animal reproduction

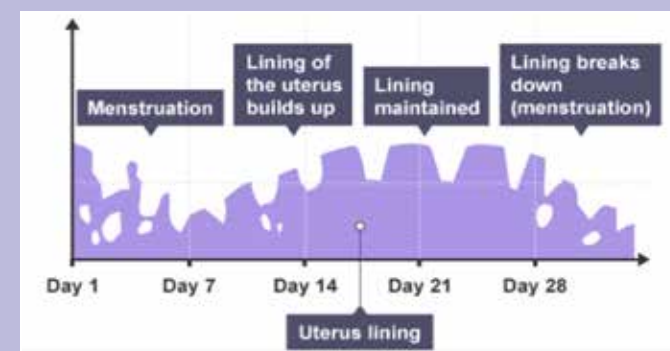


Contraception

Contraceptives are designed to prevent pregnancy. Examples include:

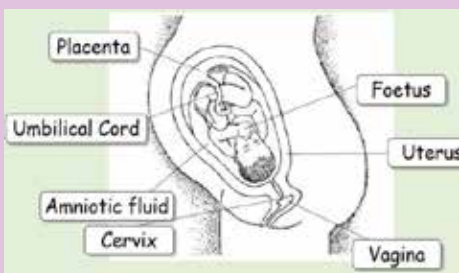
- Condoms - stop the sperm from reaching the egg.
- Contraceptive pill - stops the woman from ovulating (releasing an egg).

Menstrual Cycle



- **Day 1:** Menstruation (the period). Bleeding from the vagina occurs due to the lining of the uterus breaking down.
- **Day 5:** The period ends. The lining of the uterus begins to regrow.
- **Day 14:** Ovulation - an egg is released from the ovary and travels down the oviduct.
- **Day 28:** If the egg is not fertilised, the uterus lining starts to break down again. The cycle repeats.

Pregnancy



Key Idea - Sexual & Asexual

Sexual Reproduction	Asexual Reproduction
Two parents	One parent
Fusion of gametes (sperm and egg or pollen and ovule)	No fusion of gametes
Mixing of genetic information	No mixing of genetic information
Variation - non-identical	Identical - clones

Science Reactions 1: Types of Reaction

Key Vocabulary



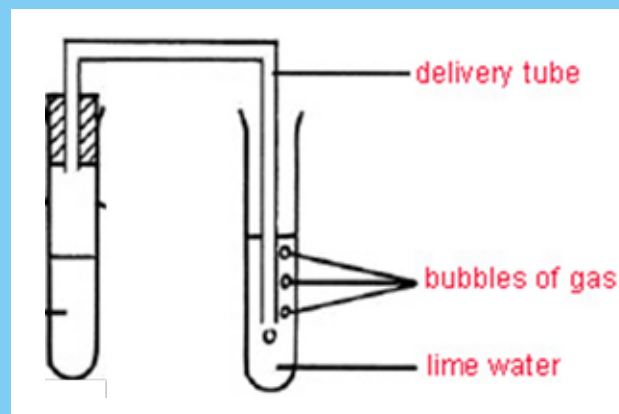
1	Acid	A substance that turns litmus red. Has a pH less than 7.
2	Physical change	A reversible process which involves a change of state or a substance dissolving. No new product is made.
3	Chemical reaction	A reaction where atoms are rearranged to form a new product.
4	Carbon dioxide	One of the gases released in combustion reactions.
5	Oxygen	The gas used in combustion reactions and respiration.
6	Reactant	A substance that takes part in and undergoes change during a reaction.
7	Product	A product is a substance that is formed as the result of a chemical reaction.
8	Fuel	Material such as coal, gas, or oil that is burned to produce heat or power.
9	Catalyst	A substance which speeds up a chemical reaction.
10	Exothermic	A reaction that gives out energy.
11	Endothermic	A reaction that takes in energy.
12	Combustion	Another name for burning
13	Hydrocarbon	A substance (compound) made of hydrogen and carbon only.

Signs of a chemical reaction

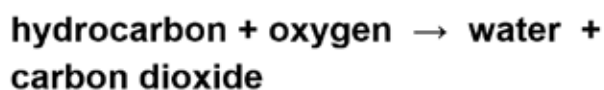
- 1 Gas released (bubbles)
- 2 Colour change
- 3 Temperature change (increase or decrease)

Key idea - Testing for gases

GAS	GAS TEST
Oxygen	Will relight a glowing splint
Carbon dioxide	Will turn limewater cloudy
Hydrogen	Will produce a 'squeaky pop' sound with a lit splint



Key idea - Products of combustion of a hydrocarbon



Oxidation

- When a metal burns, it reacts with oxygen in the air.
- The equation for this reaction is:
Metal + oxygen \rightarrow metal oxide



Thermal decomposition

- Thermal means heat.
- Decomposing is the process of breaking down.
- Thermal decomposition is a chemical reaction that happens when a compound breaks down when heated.

Conservation of mass

- 1 In a reaction, atoms are not made or destroyed. The total mass of reactants before a reaction is the same of the mass of products.
- 2 Mass of reactants = mass of products.

Endothermic and exothermic reactions

- 1 In an exothermic reaction, energy is transferred to the surroundings. The temperature of the surroundings increase.
- 2 In an endothermic reaction, energy is taken in from the surroundings. The temperature of the surroundings decrease.

Science Energy 1: Energy Stores & Transfers

Key Vocabulary



1	Absorb	To take in radiation.
2	Conduction	Transfer of energy to nearby particles.
3	Conductor	A material that allows heat to pass through easily.
4	Conservation of energy	Energy cannot be made or destroyed. It can only be transferred from one store to another.
5	Convection	Transfer of energy when the particles in a fluid(liquid or gas) rise.
6	Efficiency	A measure of how much energy is transferred to a useful store.
7	Emit	To give out radiation.
8	Energy transfer	Energy passing from one energy store to another.
9	Insulator	An object that doesn't allow heat to pass through easily.
10	Joule	The unit of energy (J).
11	System	An object or group of objects.
12	Radiation	Transfer of energy as a wave.
13	Temperature	A measure of how hot or cold an object is, measured in degrees Celsius (°C).
14	Useful energy	Energy that is transferred to where it is wanted (to the correct energy store).
15	Wasted energy	Energy that is not usefully transferred. Wasted energy is usually given out to the surroundings.
16	Vacuum	An area with no particles.

Key idea - Stores of energy

1	Electrostatic	Energy stored by electrically charged objects attracting or repelling.
2	Internal (thermal)	Energy stored in moving particles in an object.
3	Kinetic	Energy stored in moving parts.
4	Magnetic	Energy stored in magnets attracting or repelling.
5	Nuclear	Energy stored in atoms.
6	Chemical potential	Energy stored food, fuel and batteries.
7	Elastic potential	Energy stored in stretched or compressed objects.
8	Gravitational potential	Energy stored in objects raised above the ground.

Key idea - Conservation of energy

Energy cannot be created or destroyed; it can only be transferred from one store to another.

The total energy we have at the start we have at the end.

Appliance	Energy input	Useful output	Wasted output
Kettle	1000 J of electrical	990 J of heat	10 J of sound
Radio	20 J of electrical	15 J of sound	5 J of heat

Key idea - Energy pathways

Energy can be transferred from one store to another through the following pathways:

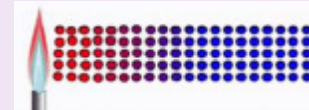
1	Heating	Energy is transferred from hotter regions to colder regions.
2	Mechanically	When a force makes an object move.
3	Electrically	When electrical current flows around a circuit.
4	Radiation	Energy is transferred as light or sound waves.

Conduction

How does conduction work?

As an object is heated, the particles vibrate more and gain energy, transferring energy to nearby particles.

Conduction takes place easily in solids because the particles are close together.

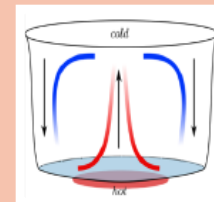


Convection

Convection occurs when particles with a lot of heat energy in a fluid (liquid or gas) move and take the place of particles with less heat energy.

How does convection work?

When fluids are heated, the particles gain energy and spread out. The particles become less dense and rise. As particles cool, they lose energy, become more dense, move closer together and sink. This forms a convection current.



Radiation

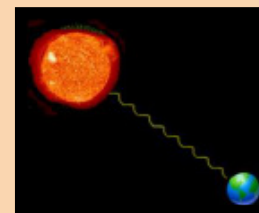
Radiation is described as the transfer of heat energy by electromagnetic waves without involving particles.

How does radiation work?

When infrared radiation e.g. from the sun is absorbed.

Black material is the best at absorbing radiation. White material is the best at reflecting.

Special infrared cameras can be used to show the amount of radiation given off by a substance. Yellow regions are the warmest and purple regions are the coolest.



Spanish Super 7s

The little words you use a lot



THE SUPER 7

TIME PHRASES

Specify **when** something is **happening** - in the **present, past** or **future** or whether we would like something to happen in an ideal world (**conditional**).

VERBS

Describe an **action**, state or occurrence - i.e. a doing, being or happening word.

OPINIONS

Explain **what we think** about the action or state of being - **positive** or **negative**.

JUSTIFIERS

Allow us to answer the question 'why?' to **give a reason** for our opinions... usually using 'because'.

QUALIFIERS

Words that make our describing words even **more interesting**.

ADJECTIVES

Words that **describe** nouns (people, places or things).

CONNECTIVES

Words which **join together** two different, but related, parts of a sentence. They allow us to **extend** and develop our sentences.

1. Time Phrases

1	normalmente	normally
2	siempre	always
3	a veces	sometimes
4	a menudo	often
5	todos los días	every day

4. Justifiers

1	porque (es/son)	because (it is/they are)
2	ya que	because

5. Qualifiers

1	muy	very
2	bastante	fairly
3	un poco	a bit
4	demasiado	too (much / many)
5	más...que	more...than
6	menos...que	less...than

2. Verbs

1	tener	to have
2	tengo	I have
3	tiene	s/he is
4	ser	to be
5	soy	I am
6	es	s/he is
7	hay	there is/are
8	estar	to be (location)
9	está	it is (located)

6. Adjectives

1	interesante	interesting
2	aburrido	boring
3	divertido	fun
4	bueno / malo	good / bad
5	guay	cool

3. Opinions

1	me gusta(n)	I like
2	no me gusta(n)	I don't like
3	me encanta(n)	I love
4	odio	I hate
5	en mi opinión	in my opinion
6	me gustaría	I would like to

7. Connectives

1	y	and
2	e	and (before h, i, hi)
3	pero	but
4	también	also
5	con	with
6	sin embargo	however

Spanish Infinitives

Can I understand what an infinitive is and use it in different tenses?

Infinitives

1	escuchar	to listen
2	jugar	to play
3	visitar	to visit
4	hablar	to speak
5	comer	to eat
6	beber	to drink
7	correr	to run
8	escribir	to write
9	vivir	to live
10	ir	to go
11	subir	to upload

Opinions with infinitive

1	Me gusta	I like
2	No me gusta	I don't like
3	Me encanta	I love
4	Odio	I hate
e.g. Me gusta ver la tele No me gusta correr		

Near future tense

To say what you are going to do

1	voy	I am going	+ a + infinitive e.g. Voy a jugar al fútbol Va a beber Coca Cola
2	va	he/she is going	
3	vamos	we are going	
4	van	they are going	

Saying what you can do

1	Se puede + infinitive	You can ...
2	Se puede ir al museo	You can go to the museum
3	Se puede comer en un restaurante	You can eat in a restaurant

The conditional - used to say what you 'would' do

Take the infinitive and add the following endings:

1	Visitar<u>ía</u>	I would visit
2	Visitar<u>ía</u>	He / she would visit
3	Visitar<u>íamos</u>	We would visit
4	Visitar<u>ían</u>	They would visit

The Weather

1	Hace calor	It is hot
2	Hace frio	It is cold
3	Hace sol	It is sunny
4	Hace buen tiempo	It is good weather
5	Hace mal tiempo	It is bad weather
6	Si hace sol, voy a ir al parque	If it's sunny, I'm going to go to the park

Connectives

1	Y	and
2	Pero	but
3	También	also
4	Porque	because

Photo descriptions

1	En la foto hay	in the photo there is
2	En el centro hay	in the centre there is
3	Una chica	a girl
4	Un chico	a boy
5	A la izquierda	on the left
6	A la derecha	on the right

Spanish Topic 1: Who Am I?

UNIT 1: INTRODUCING MYSELF

Key Vocabulary



1	Hola!	Hi!
2	Me llamo...	I call myself...
3	Se llama...	S/he calls her / himself...
4	Muy bien	Very good
5	Fenomenal	Great
6	Fatal	It's going badly
7	Tengo once / doce años	I have 11/12 years
8	Tiene once / doce años	S/he has 11/12 years
9	Vivo en Macclesfield	I live in Macclesfield
10	Vive en Bollington	S/he lives in Bollington

Core intent:

To be confident and competent in:

- To use the verb tener
- Pronunciation skills
- Introducing myself

Key Questions

1	¿Cómo te llamas?	What do you call yourself?
2	¿Cómo estás?	How are you?
3	¿Cuántos años tienes?	What age have you?
4	¿Dónde vives?	Where do you live?
5	¿Cuándo es tu cumpleaños?	When is your birthday?

Numbers 1-20

1	uno	one
2	dos	two
3	tres	three
4	cuatro	four
5	cinco	five
6	seis	six
7	siete	seven
8	ocho	eight
9	nueve	nine
10	diez	ten
11	once	eleven
12	doce	twelve
13	trece	thirteen
14	catorce	fourteen
15	quince	fifteen
16	dieciséis	sixteen
17	diecisiete	seventeen
18	dieciocho	eighteen
19	diecinueve	nineteen
20	veinte	twenty

Numbers above 20

21	veintiuno	twenty one
22	veintidós	twenty two
23	veintitrés	twenty three
24	veinticuatro	twenty four
25	veinticinco	twenty five
26	veintiséis	twenty six
27	veintisiete	twenty seven
28	veintiocho	twenty eight
29	veintinueve	twenty nine
30	treinta	thirty
40	cuarenta	forty
50	cincuenta	fifty
60	sesenta	sixty
70	setenta	seventy
80	ochenta	eighty
90	noventa	ninety
100	cien	one hundred
0	cero	zero
1/2	y medio	half
+/-	más / menos	more / less

Common phrases

1	Hola ! Me llamo Pia. Tengo once años. Vivo en Macclesfield	Hello ! I call myself Pia. I'm 11. I live in Macclesfield
2	Hola ! Me llamo Pia pero (ella) se llama Helena.	Hi! I call myself Pia but she calls herself Helena.
3	Tenemos once años y vivimos en Macclesfield.	We have (are) 11 years (old) and we live in Macclesfield.

Present Tense

Subject	Present - Tener (to have)
yo = I	tengo
Él/Ella = he/she	tiene
Nosotros = we	tenemos
Ellos/Ellas = they	tienen

Key Vocabulary



1	la familia	the family
2	un padre	a father
3	una madre	a mother
4	un hermano	a brother
5	una hermana	a sister
6	un hermanastro	a half-brother
7	una hermanastra	a half-sister
8	soy hijo único	I'm an only son
9	soy hija única	I'm an only daughter
10	un abuelo	a grandfather
11	una abuela	a grandmother
12	hay	there is / there are

Core intent:

To be confident and competent in talking about my family.

Present Tense

Subject	Present - gustar (to like)	Subject	Present - in negative ser (to be)
Me gusta(n)	I like	No soy	I am not
Le gusta(n)	S/he likes	No es	S/he is not
Nos gusta(n)	We like	No somos	We're not
Les gusta(n)	They like	No son	They are not
Add an 'n' if the object is plural		Negatives: To make a verb negative in Spanish, you just have to put a 'no' in front of it.	

Key Questions

1	¿Cuántas personas hay en tu familia?	There are how many people in your family?
2	¿Te gusta tu hermana/tu hermano?	Do you like your sister/brother?
3	¿Qué tipo de persona eres?	What type of person are you?

Adjectives

1	divertido(a)	funny
2	hablador(a)	chatty
3	tímido(a)	shy
4	simpático(a)	nice
5	antipático(a)	mean/nasty
6	deportivo(a)	sporty
7	aburrido(a)	boring
8	perezoso(a)	lazy
9	estúpido(a)	stupid
10	inteligente	clever

Note: you usually have to change the ending to 'a' if you're talking about a female.

Common phrases

1	Hay cinco personas en mi familia	There are 5 people in my family.
2	Tengo dos hermanos y tres hermanas	I have 2 brothers and 3 sisters.
3	Me gusta mucho mi hermano /mi hermana	I like my brother / sister a lot.
4	Soy divertido(a) y deportivo(a)	I'm funny and sporty.
5	Soy muy tímido(a) pero no soy estúpido(a)	I'm very shy but I'm <u>not</u> stupid.
6	No me gusta nada mi hermana porque creo que es siempre antipática	I <u>don't</u> like my sister at all because I think that she's always mean.

Key Vocabulary



1	los ojos	eyes
2	el pelo	hair
3	una barba	a beard
4	un bigote	a moustache
5	las gafas	glasses
6	soy mediana	I'm average height
7	llevar	to wear

Key Question

1	¿Cómo eres?	How are you? (What do you look like?)
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Common phrases

1	Tengo los ojos azules y también el pelo muy corto y negro.	I have blue eyes and also very short and black hair.
2	Tengo una barba bastante larga pero no llevo gafas.	I have quite a long beard but I don't wear glasses.
3	Tengo el pelo demasiado largo y realmente ondulado. Además creo que soy alto(a), sin embargo soy mediana.	I have too long and really wavy hair. Also, I think that I am tall, however I'm average size.

Core intent:

To be confident and competent in describing what I look like and using the verbs **ser** and **tener**.

Present Tense

Subject	Present tener (to have)	Present ser (to be)
Yo = I	tengo	soy
Él/Ella = he/she	tiene	es
Nosotros = we	tenemos	somos
Ellos/Ellas = they	tienen	son

Adjectives

1	azules	blue
2	marrones	brown (for eyes)
3	grises	grey
4	verdes	green
5	castaño	brown (for hair)
6	rubio	blond
7	pelirrojo	red (for hair)
8	negro	black
9	blanco	white
10	corto/largo	short/long
11	alto/a	tall
12	bajo/a	short (height)
13	pequeño/a	small
14	gordo/a	fat
15	delgado/a	thin
16	feo/a	ugly
17	precioso/a	beautiful
18	bonito/a	pretty
19	calvo/a	bald

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



Year 7 Knowledge Organisers

Spring Term 2025-2026