

YEAR 7

**KNOWLEDGE
ORGANISERS**

Summer 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 Easter and the summer holidays.

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 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.

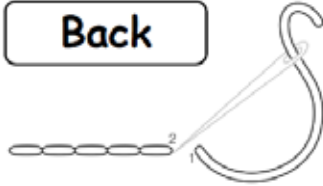
Make sure that you carry out these memorising strategies regularly. Can you remember what you did last week, last month, last term? The more often you recall information from your memory, the stronger that memory becomes.

Layering: Overlapping different media and materials to improve the qualities of line, tone and texture.

Collage: The technique of assembling different forms to create something new. Collage could include paper, fabrics, paint, text, photos and objects, glued to a surface.

Hand Embroidery:

Back



Chain Stitch



Stem Stitch



Skills and Techniques

1. Drawing/ recording shape
2. Compositional skills
3. Surface manipulation techniques (stencilling/ collage)
4. Applique and layering
5. Hand embroidery techniques

The Rule of Thirds:

A focal point of a design/ image can be lined up with intersecting points of a grid.



The intersecting points are made by splitting the page into 3rds both horizontally and vertically.



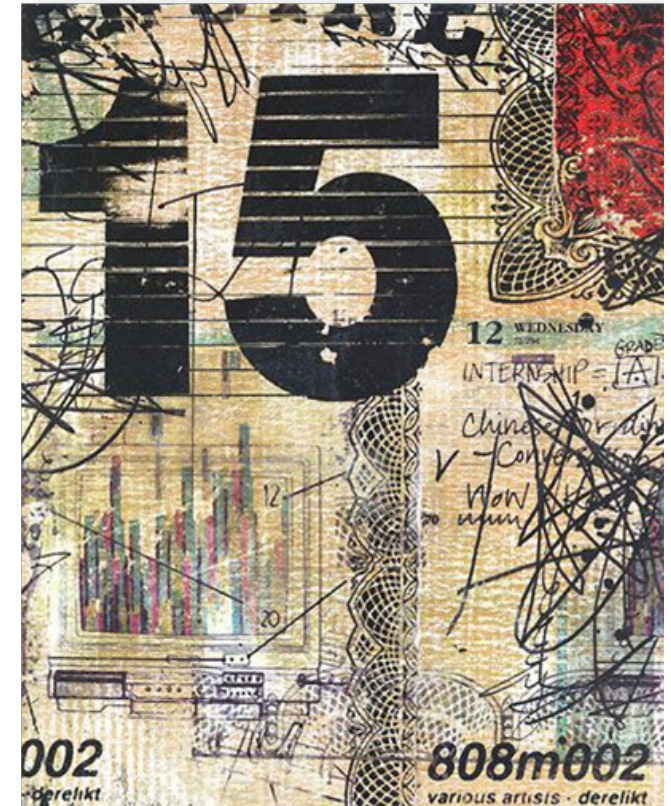
Idea/Context:



Stephanie Devaux is a French artist who creates tactile mixed media work based on text/type. She uses varied textile and collage techniques to explore dialogue and the transformation/ distortion of writing.

TYPOGRAPHY

Typography: An art form and technique of arranging type to make written language readable and appealing when displayed. The term typography is also applied to the style, arrangement and appearance of the letters, numbers, and symbols created by the process.



Example: A typography image created through layering and collage.

Classics Roman History

Key Vocabulary



1	Consul	The head of the Roman Republic.
2	Republic	A system of government where elected politicians share rule.
3	Emperor	The sole head of the Roman Empire.
4	Province	A country or place conquered by Rome.
5	Augury	Telling the future through the flight of birds.

Key Events

1	The Foundation of Rome	The story of Romulus and Remus.
2	The Roman Republic	The start of the Roman Empire.
3	The End of the Republic	The life and death of Julius Caesar.
4	Roman Baths	How the Romans liked to relax.
5	Gladiators	What the Romans liked to watch.
6	The Roman Army	How the Romans gained their empire.

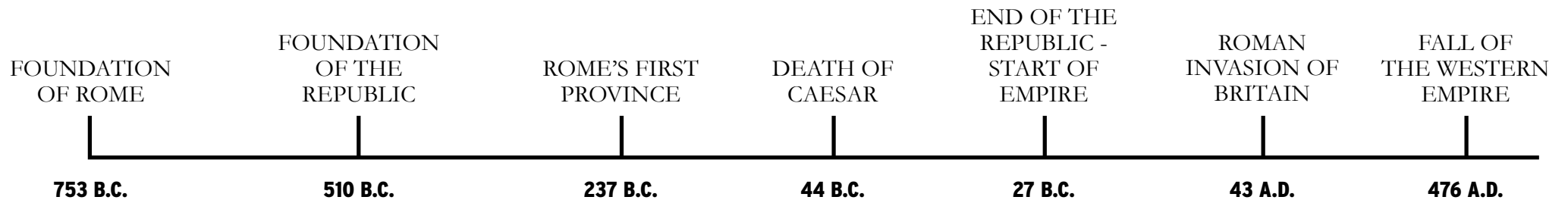
Persuasive Writing Techniques

1	Emotional language	To provoke a reaction in your listener.
2	Rhetorical Questions	To engage your listener.
3	Tricolon	A phrase with three elements for balance.
4	Vivid adjectives and verbs	Use expressive adjectives and verbs.
5	Inclusive Pronouns	Use 'we' and 'us' rather than 'I', 'you' and 'they'.
6	Anaphora	Repeat the first clause of each sentence.



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 Office

Word

1	MS Word	An example of a Word Processor.
2	.doc or .docx	File formats used to save work in Word.
3	Navigation Pane	Used to switch between headings.
4	CTRL-F	Used to access the Navigation Pane.
5	Contents Table	Can be automatically generated using the headings in your document.

Excel

1	Excel	An example of a Spreadsheet Programme.
2	.xls or .xlsx	File formats used to save work in Excel.



Powerpoint

1	Powerpoint	An example of a Presentation Programme, made up of multiple slides linked together with transitions.
2	.ppt or .pptx	File formats used to save work in Powerpoint.
3	Master Slide	A slide that determines the style of all the slides on the PowerPoint.
4	Powerpoint Animation	Allows different objects to move around on a single slide, this is different to a transition.

Computer Science HTML

HTML Tags

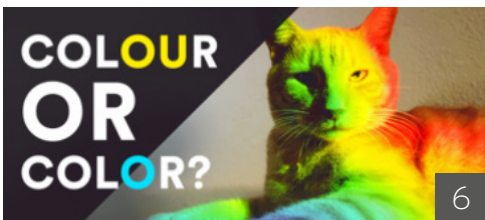
1	<p>	Paragraph.
2	<Font-Family>	Font.
3		Image.
4	<body>	The main part of a website.
5	<head>	The top of the website.
6	<html>	Defines a webpage.
7	<a href>	Hyperlink.

Key Information

1	HTML	Hyper Text Markup Language.
2	Head	The top part of a website.
3	Body	The bottom part of a website.
4	Pages	The different parts of a website.
5	< >	These symbols are used at the start and end of tags.

Web Browsers

1	Chrome
2	Edge
3	Firefox





Key Vocabulary

1	Belt / Rotary sander	Machine used to remove waste material and smooth wood.
2	Bench hook	Used to assist holding wood in place when sawing.
3	Computer-aided design (CAD)	Using computer software to draw, model and simulate the performance of products.
4	Computer-aided manufacturing (CAM)	Using computer software to control machine tools to make products.
5	Coping saw	Cutting curves. Larger blade teeth for wood and smaller teeth for metal/plastic.
6	3D printing	A process that builds up a product layer by layer using a moving printer head that deposits material as it goes.
7	Drill press cramp	Used when drilling to hold larger work securely for safe drilling. Term clamp when used with metal in engineering and cramp when used in woodworking.
8	Evaluation	Where a designer reflects on the design of a product, looks at what went well during testing and identifies ways that a product could be improved.
9	Steel rule	Used to measure when marking out in millimetres (mm).
10	Tenon saw	Cutting wood joints and straight cuts in small thicknesses of wood material. Tenon saw is for cutting wood only.
11	Tinkercad	Computer aided design software to draw and model designs.
12	Try square	Used for marking out to ensure straight lines are 90° from the edge of the wood.
13	Twist drill bit	General purpose drill bit used on wood, metal or plastic.
14	Sandpaper	Used to remove material and smooth wood. You usually start with a rougher sandpaper which is categorised with a lower number (P60).
15	Virtual model	A model of a design produced using CAD software.
16	Wood dye	A finish to give colour to wood. Does not protect wood.



Try square Steel rule Bench hook Tenon saw



Coping saw File (half round) Rotary sander



Belt sander Pillar drill Drill press cramp (or clamp) Twist bit



Nail Ball pein hammer Cordless battery drill Sandpaper



Wood workers vice Engineers vice Tinkercad



Year 7 Drama : Elizabethan Theatre



Elizabethan Theatre

Elizabethan Theatre refers to plays performed in England during the reign of Queen Elizabeth I (1558-1603). Theatre's were open air and plays were performed in the daylight. Theatre was important to the Elizabethans as a communal way to experience art, allowing people from all classes to join together.

Dramatic Techniques

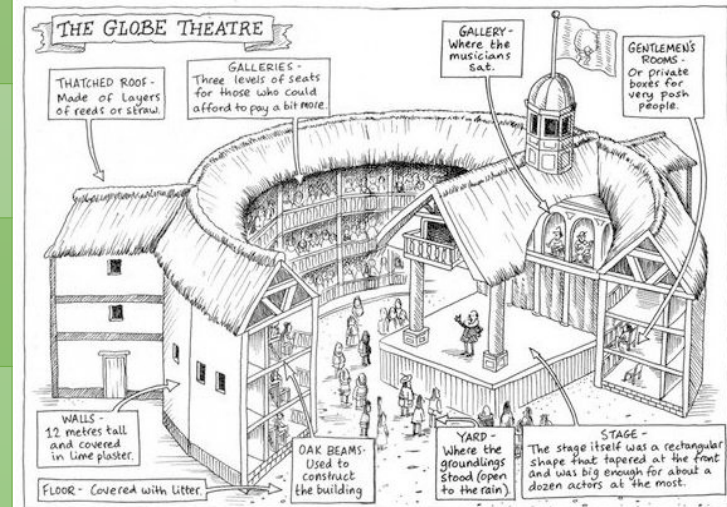
1	Tableaux	A frozen image that helps to capture an expression or viewpoint using multiple people	
2	Soundscape	A series of sounds or words that create a setting or scene	
3	Role play	Perform the part of a person or character to tell a story	
4	Freeze Frame	The creation of a still image, there is no sound or movement	
5	Conscience Alley	A way of exploring character choices within a specific dilemma	

Key Vocabulary

1	Comedy	Elizabethan comedy is light-hearted in tone and involves love, marriage, reconciliation and a happy ending
2	Tragedy	Elizabethan tragedy deals with the downfall of the Tragic Hero
3	Tragic Hero	A virtuous character in a dramatic tragedy who is destined for downfall, defeat and death
4	Prologue	A prologue to Elizabethan plays serves to introduce the characters, themes and events
5	Soliloquy	A soliloquy is a speech in which an actor will speak the thoughts of a character out loud to himself or an audience.
7	Groundling, Gentry, Nobles	The terms given to the different classes of people attending theatre in the Elizabethan era

Famous Elizabethan Playwrights

William Shakespeare	1564-1616
Christopher Marlowe	1564-1593
Ben Jonson	1572-1637








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
Lakshmana	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	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.

GEOGRAPHY TOPIC 3: AFRICA

KEY VOCABULARY

1	Population Density	The number of people per square kilometre. (Densely or sparsely)
2	Population Distribution	How people are spread out over an area. (Even or uneven)
3	Urbanisation	The increase in the proportion of people living in cities, resulting in their growth.
4	Climate Zone	A climate zone is an area that has its own climate. Countries can have different climate zones located within them.
5	Hot desert	Regions of the world with rainfall less than 250mm per year
6	River long profile	A line representing the river from its source (where it starts) to its mouth (where it meets the sea) showing how it changes over its course.
7	Tourism	Tourism is the activities of people traveling to and staying in places outside their usual environment for leisure and is temporary.

MAP OF KENYA



NAIROBI – OPPORTUNITIES AND CHALLENGES

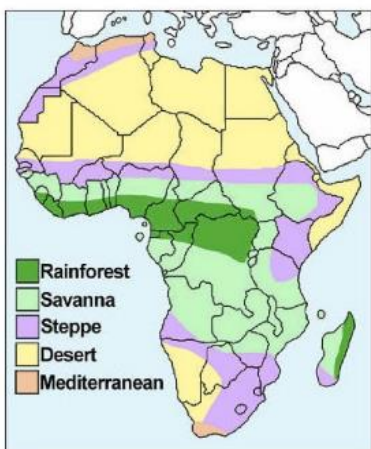
OPPORTUNITIES:

- Nairobi has the regional headquarters of TNCs including General Electric, Google and Coca-Cola.
- 5,000 homes and villas are being constructed in Greenpark, in order to house a growing middle class.

CHALLENGES:

- 86% of the workforce are employed in the informal sector.
- Unemployment is estimated to be at 40%.
- Nairobians spend on average 55 minutes in traffic each day.

CLIMATE ZONES IN AFRICA



Rainforest -- found in regions near the equator, where the climate is hot and wet all year, with temperatures remaining at around 80–82°F.

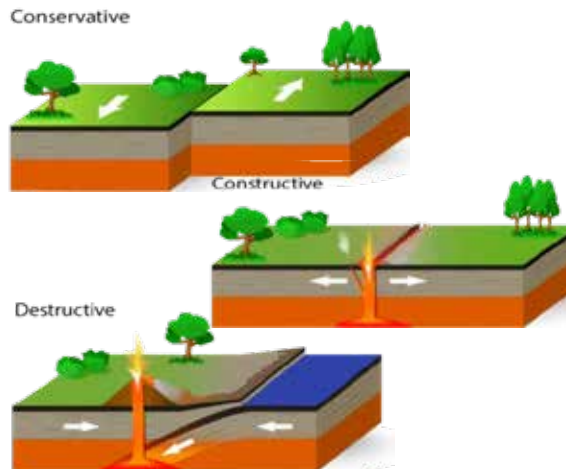
Savanna -- a flat grassland in tropical or subtropical regions.

Steppe -- climate in which precipitation though very slight, is sufficient for growth of short, sparse grass.

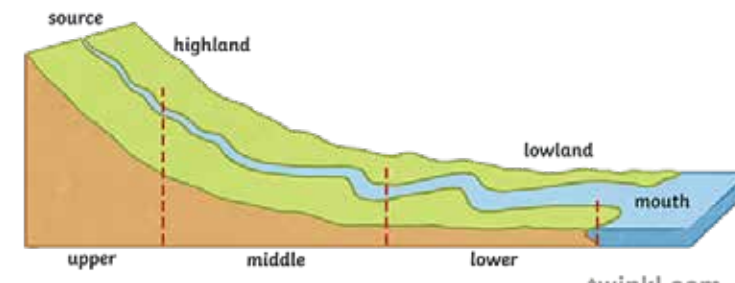
Desert -- an arid region with little or no vegetation.

Mediterranean -- characterized by hot, dry summers and cool, wet winters.

PLATE MARGINS



LONG PROFILE OF A RIVER



GEOGRAPHY TOPIC 4: WILD WEATHER

KEY VOCABULARY

1	Weather	The day to day conditions of the atmosphere at a particular place.
2	Climate	The average weather conditions of a place taken over a period of time.
3	Air pressure	The force exerted onto the Earth's surface by the weight of the air. Measure using a barometer.
4	Precipitation	Water vapour that falls from clouds e.g. rain, hail, sleet or snow. Measured with a rain gauge.
5	Oktas	The unit used to measure cloud cover. Each Okta represents 1/8 th of the sky covered in cloud.
6	Anemometer	An instrument used for measuring wind speed.

WEATHER CONDITIONS

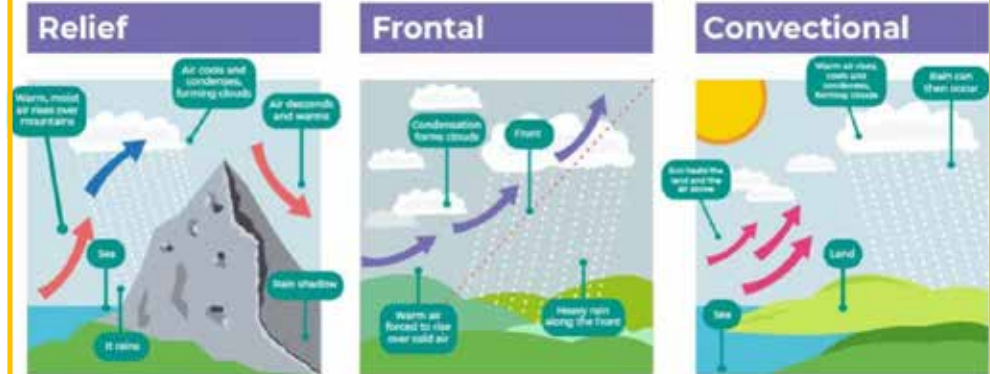


SYNOPTIC CHART SYMBOLS

Symbol	Precipitation	Symbol	Cloud cover	Symbol	Wind speed
•	Drizzle	○	Clea	⊙	Calm
•	Rain	⊙	1 okta	⊙	1-2 knots
•	Heavy Rain	⊙	2 oktas	⊙	5 knots
•	Snow	⊙	3 oktas	⊙	10 knots
≡	Mist	⊙	4 oktas	⊙	15 knots
≡	Fog	⊙	5 oktas	⊙	20 knots
		⊙	6 oktas		
		⊙	7 oktas		
		●	8 oktas		

Altitude
Altitude is the height of land in relation to sea level.
Temperature drops by around 6°C for every 1000m increase in height.

CAUSES OF RAINFALL



FACTORS AFFECTING CLIMATE

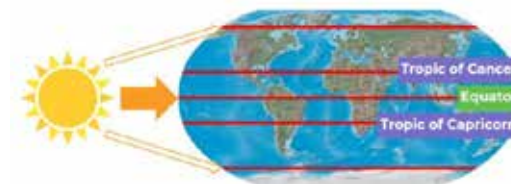
Prevailing Wind Direction

What is the prevailing wind?

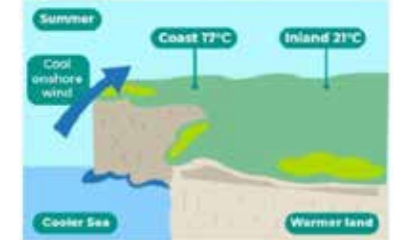
The **prevailing wind** is the **most frequent wind direction** a location experiences.

In Britain, the prevailing wind is from the **South West**, which brings in **warm, moist air** from the **Atlantic Ocean**.

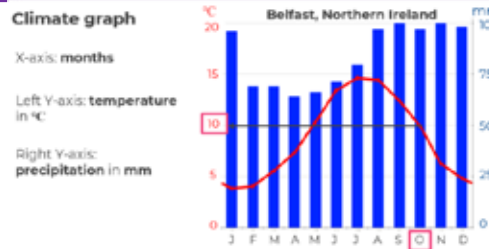
Latitude



Distance from the sea



CLIMATE GRAPHS



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



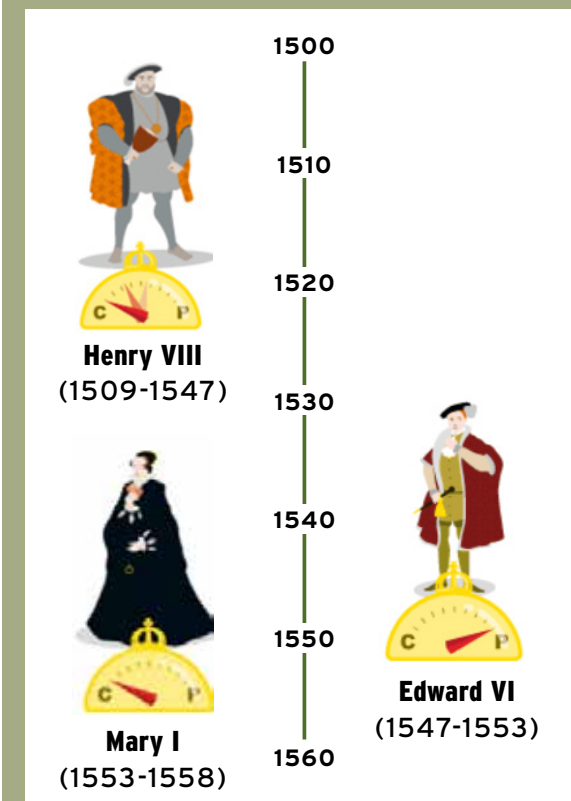
Key Vocabulary



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



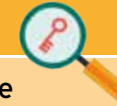
3 Wealth



History Unit 6: How successfully did Elizabeth I deal with the challenges of her reign?



Key Vocabulary



1	Succession	A process in which someone takes an official position after someone else (e.g. the throne).
2	Heir	The person who will inherit the throne to be the next monarch.
3	Protestant	A Christian who broke away from the Catholic Church.
4	Catholic	A Christian who is a member of the Catholic Church.
5	Puritan	An extremely strict Protestant.
6	Middle Way	Elizabeth's religious policy that aimed to please both Catholics and Protestants.
7	Excommunicated	Expelled from the Church; this means you cannot go to Heaven when you die.
8	Martyr	Someone who dies for their beliefs (often for religious beliefs).
9	Rebellion	When people fight against those in charge.
10	Armada	The fleet of Spanish ships sent to attack England in 1588.

Elizabeth I (r. 1558-1603)



1	Female Rule	<ul style="list-style-type: none"> • Marriage. • The need for an heir.
2	Religion	<ul style="list-style-type: none"> • Catholics and Protestants.
3	Threats to security	<ul style="list-style-type: none"> • England. • Personal.

Female Rule

Challenges:

- 1 Women were not 'fit' to rule alone.
- 2 Expected to marry and produce an heir to the throne.

Elizabeth's Response:

- 1 Chose not to marry or name an heir.
- 2 Ruled for 45 years alone.

Religion

Challenges:

- 1 Avoid religious conflict between Catholics and Protestants.
- 2 Secure personal position and power.

Elizabeth's Response:

- 1 The Middle Way settlement.
- 2 'Supreme Governor' of the Church.

Threats to Security

Challenges:

- 1 Strong Catholic countries (e.g. Spain).
- 2 Rebellions.
- 3 Mary, Queen of Scots.

Elizabeth's Response:

- 1 Defeats the Spanish Armada.
- 2 Executed Mary, Queen of Scots.

Mathematics *"Talk like a Mathematician"*

Topic 8 - Equations

1	Coefficient	A number used to multiply a variable.
2	Equation	A statement, using mathematical operations showing two things that are equal.
3	Expression	Numbers, symbols and operators (such as + and x) grouped together that show the value of something.
4	Formula	A rule or fact written with mathematical symbols.
5	Substitution	Putting values where the letters are.
6	Term	A single number or variable, or numbers and variables multiplied together.
7	Variable	A symbol for a value we don't know yet. It is usually a letter like x or y.

Topic 9 - Ratio

1	Ratio	The relationship between two things.
2	Simplify	Find a common factor to divide into each number.
3	Proportion	Relative amount of a quantity.
4	Quantity	Amount of something.
5	Simplest form	Writing a ratio/fraction so there are no common factors.

Topic 10 - Transformations

1	Rotate	Turn a shape by a given amount of degrees and direction around a point or centre.
2	Reflect	Flip a shape in a given mirror line.
3	Translate	Slide a shape up/down, left/right.
4	Enlarge	Resize a shape by a given scale factor.
5	Scale factor	Number which tells you how much bigger to make the shape.
6	Centre of enlargement	The point from which the shape is made bigger.

Music Improvisation

Improvisation - Key facts

- 1 Improvising is playing/singing/creating something on the spot.
- 2 It is generally unrehearsed.
- 3 Musicians have been improvising on instruments dating back to 700AD.
- 4 To improvise over a song, you first need to know the key signature.
- 5 Somebody That I Used To Know is in the key of A minor.

- 6 Improvising became incredibly popular in Jazz music in the 1950s.



- 7 To improvise over this song, we use the A minor pentatonic scale (A, C, D, E, G).

A Minor Pentatonic Scale



- 8 Or we can use the full A minor scale (A, B, C, D, E, F, G, A).

A Minor Scale



Somebody That I Used To Know - Gotye

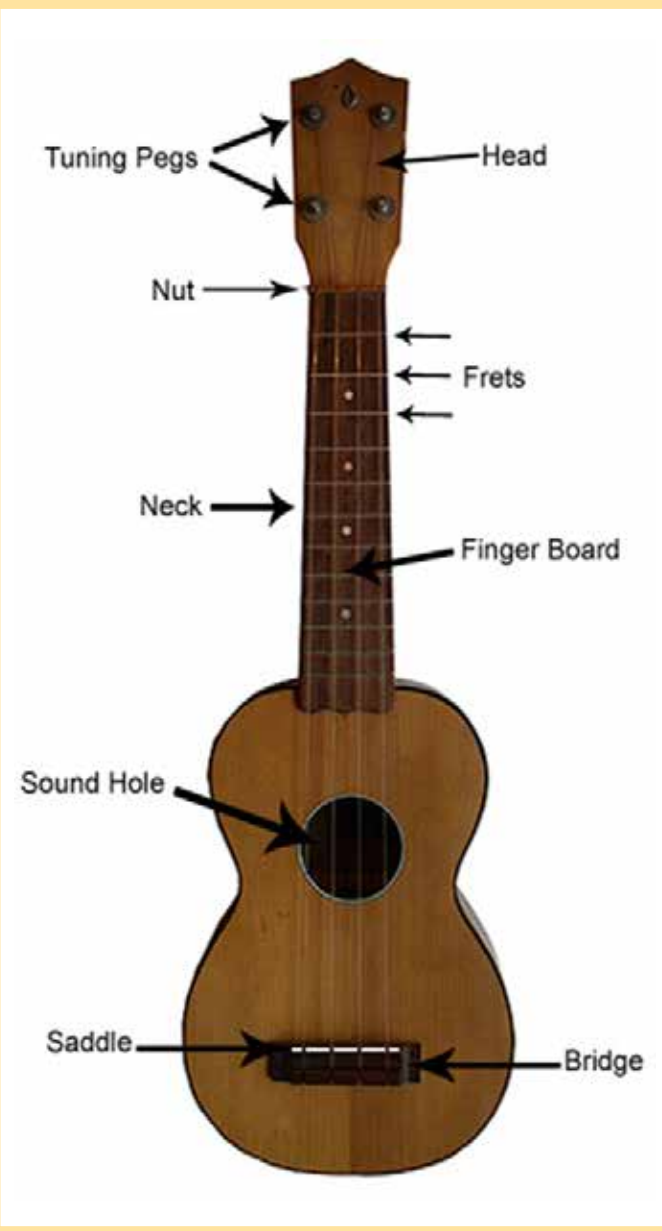
Treble Clef → Melody
Time Signature →
Bass Clef → Chords

Somebody That I Used to Know does not have any sharps or flats in the key signature. A key signature without sharps or flats is either C major or A minor.

A Minor Chord → G Minor Chord



The Ukulele



Top Tips

- 1 Use the tip of your fingers and push firmly.
- 2 Push down just behind the fret.
- 3 Arch your fingers to make 'bridges'.
- 4 Strum smoothly and evenly so the strings don't 'twang'.

Tuning

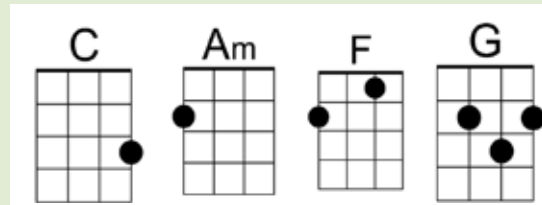
To tune up we need to know which notes each string is tuned to.

G
C
E
A



Chords

- 1 Push down on the strings in the frets with a blob.
- 2 A small 'm' after a chord tells you it is Minor, no letters after a chord mean it is Major.



Using a Plectrum

- 1 Hold the plectrum between your thumb and forefinger.
- 2 Hold it tight enough that you don't drop it but loose enough so it can move up and down.
- 3 Fan the rest of your fingers out, don't make a fist.

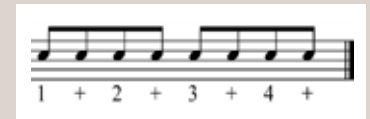


Strumming rhythms

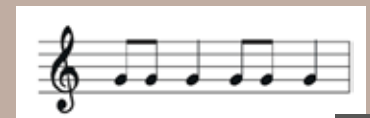
- 1 Usually there are 4 crotchet beats in a bar:



- 2 Try played 8 quavers that fit within the 4 beats:



- 3 Now use a combination of crotchets and quavers:





Personal Development - Year 7



Summer Term 2026 – British Citizenship



British Values



Mutual respect



Respect other people’s opinions (even though we don’t always agree) and respect/accept people for who they are.

Democracy



Everyone should have the opportunity to have their voice/opinion heard.

Tolerance



Accepting and respectful of difference (religion, sex, gender, ethnicity, sexuality, age etc) – everyone should be treated with fairness and equity.

The rule of law

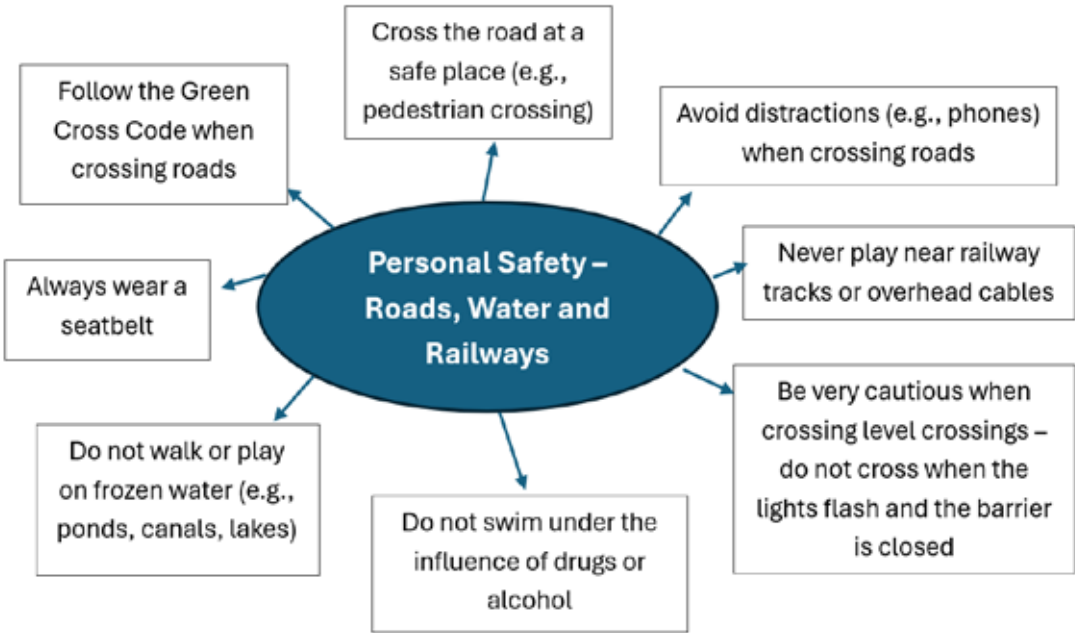


We should respect the law and will be held accountable if we don’t. The law should be fairly and consistently applied.

Individual liberty



Freedom to make own decisions/have own opinions as long as we don’t break the law or cause harm to others.



We are all **unique** and this creates **diversity** within our school and wider community.

Culture	<i>The way of life of a particular group of people or society (e.g., music, food, language, literature, dress etc)</i>
Multi-cultural society	<i>When people of different races, ethnicities and nationalities live together in one community. Britain is a multi-cultural society.</i>

Physical Education Athletics

Key Vocabulary - Running



1	Sprinting	Running which involves maximal effort and speed.
2	Sprint start	Position a sprinter will get in to in order to give them momentum at the beginning of a sprint race.
3	Pacing	This is the strategy to manage how fast you are going over a set distance to ensure you can be competitive.
4	Hurdles	A sprinting event which involves running over a set of small gates called hurdles.
5	Relay	A team running event (4 people) where one runner will pass the baton to the next.
6	Baton	Hollow cylinder tube which is carried in a relay race and is passed from one runner to the next.



Athletic events can be categorised in three ways; running, throwing and jumping events and are mostly completed individually. One of the biggest opportunities to see these in events in action is at the Olympics which is the largest sporting event in the world!



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	Power	The ability to use muscular strength quickly resulting in distance
6	Tactics	A plan to gain advantage or success.
7	Cardiovascular fitness	The ability to exercise without tiring too quickly.

Key Vocabulary - Jumping



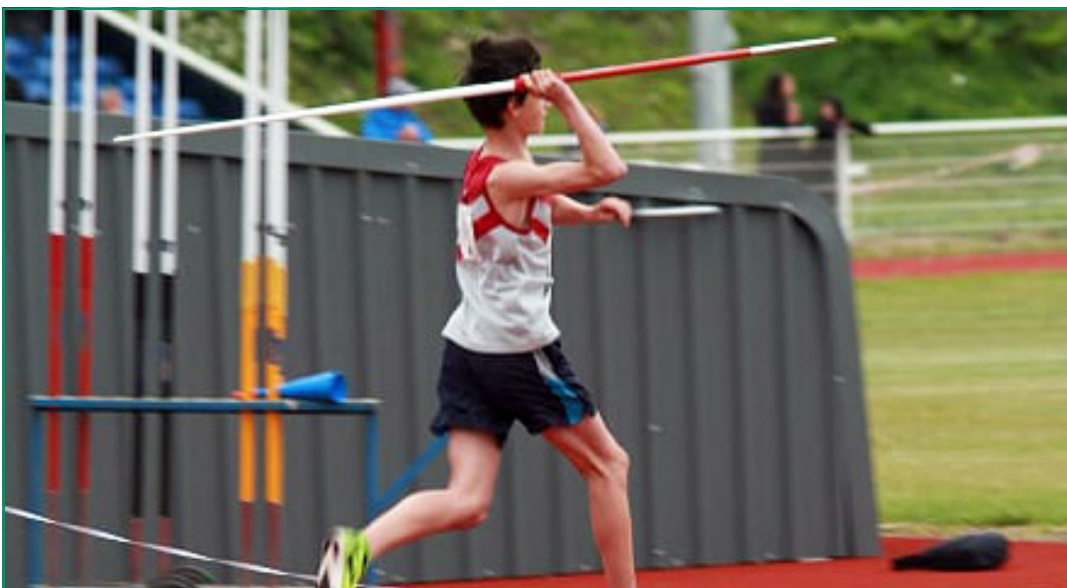
1	Long jump	A jump which is measured on distance jumped involving a take off and landing.
2	Triple jump	A jump which is measured for distance jumped involving a set step sequence.
3	Take off board	The board from which you take off for your long/triple jump. An athlete can not have a measured jump if they step over this.
4	Sand pit	The area which you jump in to for long triple jump.
5	Run up	Before you jump (long, triple and high) you gain speed during a run up to gain momentum for your jump.
6	Step sequence	Sequence which must be used in triple jump involving a hop, step, jump.
7	High jump	A jump which is measured on how high an athlete can jump.
8	Bar	The implement an athlete has to clear (not knock off) when performing a successful high jump.

Physical Education Athletics

Key Vocabulary - Throwing



1	Stance	How you position yourself when preparing to throw.
2	Toe, knee, chin	These three body parts should be in alignment when preparing to throw.
3	Grip	How you hold the implement you are going to throw.
4	Rotation	Rotating the body when you throw creates speed and power.
5	Release	This is the point at which you let go of the implement you are throwing.
6	Push/pull	The type of movement you will make depending on the implement you are throwing.
7	Javelin	Throwing implement which looks like a spear.
8	Discus	Throwing implement which is round and flat.
9	Shot	Throwing implement which is a heavy metal sphere.



Key Knowledge

1 Running Events

- These can be split in to three categories of distance; sprinting, middle distance and long distance.
- Sprinting events include 100m, 200m, 400m and hurdles (100m, 110m and 400m).
- Middle distance events include 800m and 1500m.
- Long distance events are anything 3000m and further and include those such as 5000m, 10,000m and the marathon (26 miles!).
- Pacing is crucial for success in each of these events but is most important during middle and long distance races as sprinting involves mostly maximal levels of speed. If you set off too quickly you will tire and lose speed later in the race but if you start too slowly you will have to work much harder towards the end of the race to try and win.
- Relay is a team running event involving 4 athletes who each run an equal distance each carrying a baton to pass to the next runner.
- Relay races are either 4 x 100m or 4 x 400m.

2 Throwing Events

- Throwing events include four types of throw; shot putt, discus, javelin.
- Throws require powerful, explosive actions as the aim is to throw the object as far as possible.
- Muscular strength, speed and power will help you to throw further.
- Good technique is also crucial to gain distance and you must also ensure you stay within the throwing area so it is not classed as a 'no-throw' meaning your throw is not measured.

3 Jumping Events

- To be successful at a jumping event you need to be able to jump the furthest or highest.
- Jumping events include long jump, triple jump, high jump and pole vault.
- Jumps involve short run ups which require speed and result in an explosive action on take off using muscular strength and power.
- For long jump and triple jump you must not step over the board for it to be deemed a no-jump and therefore not measured.
- In high jump and pole vault, an athlete must not knock the bar off for the jump to count.
- Triple jumpers must also ensure they use the correct step sequence.

Physical Education Net/Wall Games

Key Vocabulary



1	Racquet	Implement to hold and strike the object with. (Not volleyball).
2	Grip and stance	How to hold the racquet and to how stand when preparing to strike the object. (Not volleyball).
3	Follow through	Keeping the racquet/arms moving in the direction you are striking the object.
4	Ready position	A starting position to ensure you have the best chance of returning the object.
5	Forehand	If right-handed, this is when the ball comes to your right. If left-handed this is when the ball comes to your left. This is your racquet side. (Not volleyball).
6	Backhand	If right-handed, this is when the ball comes to your left. If left-handed this is when the ball comes to your right. This is your non-racquet side. (Not volleyball).
7	Serve	The shot you play to start a point.
8	Volley	When you play the ball in the air without the ball hitting the ground first. (Not badminton).
9	Bounce	When you play the ball after it has hit the ground (called a groundstroke in tennis). (Not badminton or volleyball).
10	Return	When you have received the object and are sending it back to your opponent.
11	Rally	A sequence of shots played back and forth during one point.

(Badminton, Tennis, Squash, Volleyball) Net/wall games are activities where players send an object towards a court or target area that an opponent is defending. The aim is to cause the object to land in the area, while making it difficult for your opponent to return it.



Key Knowledge

Key information for success	
1	Net/wall games are played on courts and can be played in teams (volleyball) as singles (badminton, tennis and squash) or in pairs called doubles (badminton, tennis and squash).
2	Tennis, badminton and squash are all played with racquets whereas volleyball does not require use of a racquet. In these sports your grip, stance and follow through will all impact on the quality of shots you are able to play. Depending on whether the object (ball in all but badminton which uses a shuttlecock) comes to your forehand or backhand side, your grip, stance and follow through will need to change. By maintaining a ready position you will be in a better position to return the object.
3	To start a point in net/wall activities you start with a serve which the opponent will attempt to return. In tennis and squash the ball may bounce before you return it but in volleyball and badminton the ball shuttlecock hitting the ground on the court would result in the loss of a point.
4	If the object is hit back and forth for a period of time during a point it is called a rally however the aim of net/wall activities is to strike the object where it is difficult for your opponent to return it so a rally should be competitive.
5	If the object lands out of the court area or is played in to the net, the point is lost.

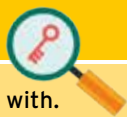
Cross Curricular Vocabulary

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.

Physical Education Striking/Fielding Games

Key Vocabulary



1	Bat	Implement to hold and strike the ball with.
2	Grip and stance	How to hold the bat and to how stand when preparing to strike the ball.
3	Follow through	Keeping the bat moving in the direction you are striking.
4	Fielding by the batter	To catch or stop and return the ball when struck.
5	Underarm throw	Sending the ball using an underarm technique. Used for throwing short distances and for bowling in rounders.
6	Overarm throw	Sending the ball using an overarm technique. Used for throwing long distances
7	Bowling	A way of sending the ball to the batter. There are different bowling rules for different sports.
8	Ready position	A starting position when fielding to ensure you have the best chance of catching or stopping the ball.
9	In-line	To position yourself so you are moving in to the path of the ball.
10	Releasing the ball	The point of the throwing action at which the ball leaves your hand
11	Striking in to space	The batter should attempt to play the ball in to space, away from the fielders.
12	Fielding positions	Fielders should consider where to position themselves to cover as much of the pitch as possible.

(Cricket, Rounders, Softball) Striking and fielding games are activities where the batting team strike an object and run to a designated playing area and the fielding team try to prevent them from scoring by retrieving the object to stop play.



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

Key information for success

- 1 Striking and fielding games are played on pitches with a batting team and a fielding team who swap over during the game.
- 2 **Batting team** – the aim of the batting team is to score as many points as possible. They can use a variety of different batting techniques to strike the ball considering their grip, stance and follow through. Their tactical aim is to strike to ball in to space to make it harder for the fielding team to retrieve it. They will then use speed and judgement to run as far as they can to score as many points as possible for their team.

- 3 **Fielding team** – the fielding team is to prevent the batting team from scoring which they do by retrieving the ball and returning it as quickly as possible and through good bowling making it harder for the batter to strike in to space. Fielders must position themselves to cover the full area of the pitch and must be in a ready position to give them the best chance of catching or stopping the ball. Fielders should be accurate when throwing and should use underarm and overarm throwing techniques where appropriate. By ensuring they are in-line with the ball they are moving into the path of the ball and will be able to retrieve and return the ball more quickly, reducing scoring opportunities for the batting team.



Key Vocabulary



1	Mosque	Place of worship
2	Qur'an	Holy Book
3	Muslim	A person who follows Islam.
4	Muhammad [pbuh]	A man and final true prophet of Islam.
5	Sunni	Means following the way of the prophet largest group of Muslims, about 85-90%.
6	Shi'a	Means followers of Ali, Second largest group of Muslims.
7	Sufi	A group and yet not, dedicate themselves to religious learning, wisdom, and purity to get closer to Allah.

Answers to Important Questions

1	Muslims believe that Allah: is the one true God - all worship and praise is directed towards him should be treated with respect as he is the supreme being, the creator, designer, and sustainer of the world.
2	The word Tawhid is used to describe the oneness of Allah, which is the fundamental belief of Islam. It means believing in Allah, believing that Allah is the one and only God. It helps Muslims to think of Allah as the centre point of life.

Muslim Festivals

1	Muharram	Islamic New Year
2	Mawlid al-Nabi	The birthday of the Prophet Muhammad [pbuh]
3	Ramadan	The ninth month of Islamic calendar, the month whereby Muslims fast from sunrise to sunset.
4	Laylat al-Qada	Night of power, the revelation of the Holy Qur'an to Prophet Muhammad. In the last ten days of Ramadan.
5	Eid al-Fitr	Breaking of the fast, religious holiday celebrated by Muslims worldwide.
6	Eid al-Adha	Festival of sacrifice, one of two Eid holidays.

Muslim beliefs about Allah

1	Transcendent	Allah is above and beyond anything that exists in the world.
2	Fair and just	Allah judges everyone equally.
3	Immanent	Allah is close to every human and within all things on Earth.
4	Omnipotent	Allah is all-powerful.
5	Beneficent	Allah is all-loving.
6	Merciful	Allah shows compassion and mercy, and the Almighty forgives people.

Meaning of the five Pillars

1	Shahadah	Declaration of faith - 'there is no god but Allah, and Muhammad [pbuh] is the messenger of Allah'.
2	Salah	Prayer Muslims pray five times a day.
3	Zakah	Charitable giving encourages generosity and compassion.
4	Sawm	Fasting during the month of Ramadan.
5	Hajj	Pilgrimage to Makkah in Saudi Arabia.

Science Matter 3: Separating mixtures

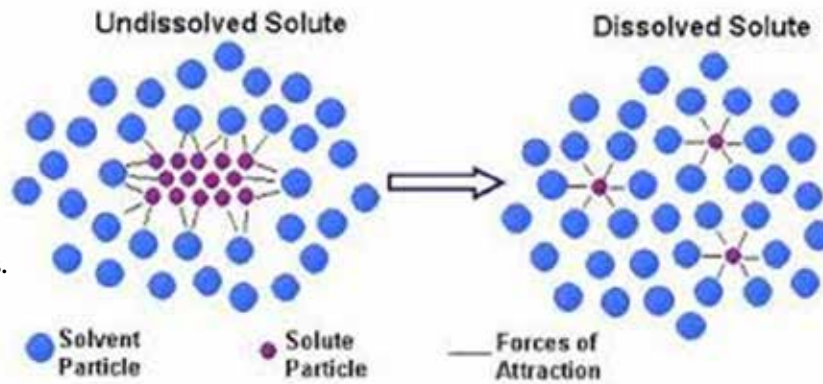
Key Vocabulary



1	Boiling point	The temperature at which an object changes state from a liquid to a gas.
2	Chromatography	A method used to separate a mixture of soluble substances.
3	Condensation	Changing state from a gas to a liquid
4	Dissolving	When a substance breaks down into smaller particles that spread out through the solvent.
5	Distillation	Separating a mixture of liquids by boiling then condensing
6	Filtrate	The liquid that passes through the filter paper
7	Insoluble	A substance that can not dissolve
8	Mixture	Two or more different elements and /or compounds not chemically bonded.
9	Saturated	No more solute will dissolve in a solution.
10	Soluble	A substance that can dissolve
11	Solute	The substance that dissolves
12	Solvent	The liquid a substance dissolves into.
13	Solution	A solid (solute) dissolved in a liquid (solvent).
14	Residue	The insoluble matter left behind on the filter paper.

Key Idea - Dissolving

When a solute dissolves in a solvent to make a solution it does not disappear but is instead surrounded by solvent particles.



Maths skills - Conservation of mass

50g of solute is dissolved in 100g of solvent.

What is the mass of the new solution?

$$50g + 100g = 150g$$

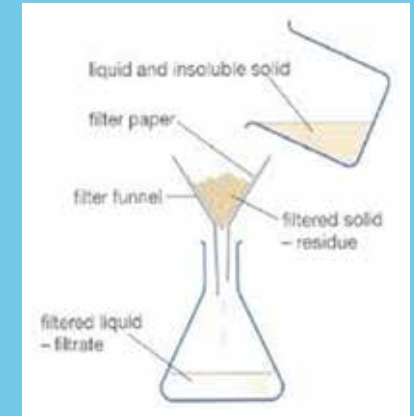
The solute has dissolved, not disappeared.

Making a salt from rock salt

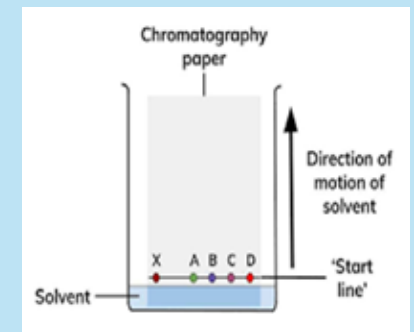
- 1 Grind up rock salt and dissolve in water.
- 2 Filter to remove sand and other impurities.
- 3 Heat the water or leave on a windowsill to evaporate the water, leaving salt.

Practical skills

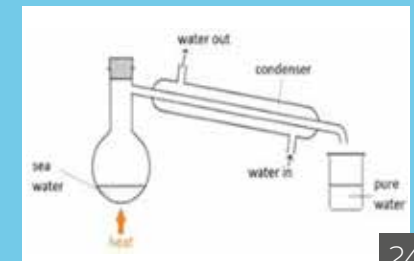
1 Filtration



2 Chromatography

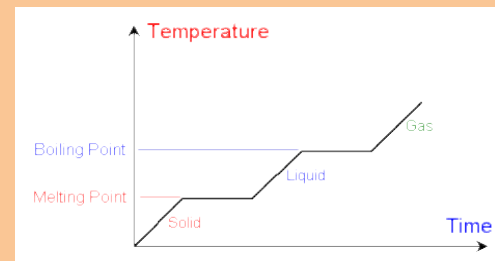


3 Simple distillation

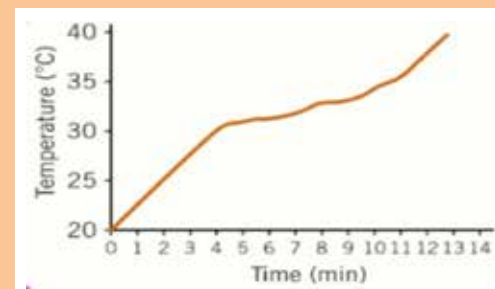


Boiling point graphs

A pure material has a fixed melting point and boiling point which means it will always melt and boil at a specific temperature.

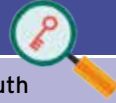


An impure substance does not have a fixed boiling point.



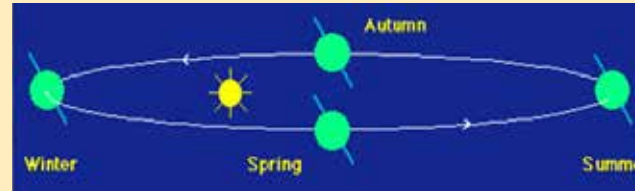
Key Vocabulary

1	Axis	An imaginary line from the North Pole to South Pole that the Earth rotates around.
2	Asteroid	A object made of rock that orbits the Sun.
3	Comet	An object made of ice that orbits the Sun.
4	Elliptical	Oval shaped.
5	Galaxy	A collection of stars.
6	Gravity	The force of attraction between all objects.
7	Hemisphere	Half of the Earth - divided by the equator.
8	Light year	A measure of the distance that light travels in a year.
9	Lunar phases	The shape of the moon at different stages of its orbit around the Earth.
10	Meteor	Debris from a comet or asteroid that enters the Earth's atmosphere.
11	Orbit	The path of a celestial object around another object.
12	Satellite	An object that orbits a planet or the Sun. Satellites can be natural or artificial.
13	Universe	All existing matter.



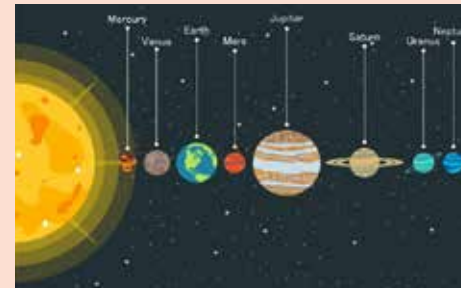
Why do we get seasons?

We get seasons because the Earth is tilted on its axis. In Summer, the Northern Hemisphere is tilted towards the Sun. In Winter, the Northern Hemisphere is tilted away from the Sun. The seasons follow the opposite pattern in the Southern Hemisphere.



Our Solar System

Our solar system consists of the Sun (our nearest star), 8 planets and other objects that orbit the Sun.



What is the difference between weight & mass?

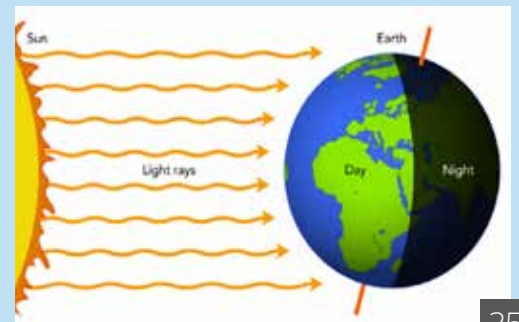
Remember, **Mass** is the amount of 'stuff' making up an object (e.g. the number of protons, neutrons and electrons) - this does not change when you go into space!

Weight is the force due to gravity that acts on an object. If an object is heavier, or the gravity is stronger (e.g. on Earth vs the Moon), this force is greater.

Weight is measured in Newtons (N) because it is a force. Your weight will change when you go into space, because the force due to gravity changes!

Why do we get day and night?

We get day and night because the Earth rotates on its axis once every 24 hours. The side of the Earth facing the Sun will experience day time and the side facing away will experience night time.



Phases of the Moon

The moon appears to change shape because as the moon orbits the Earth, different parts of it are illuminated.



Calculating weight

To calculate weight, we use the following equation:

$$W = m \times g$$

Weight (N) Mass (kg) Gravitational field strength (Nkg⁻¹)

Science Ecosystems 1: Interdependence

Key Vocabulary

1	Anther	The male part of the plant that produces pollen.
2	Carpel	Female part of a flower - made up of the stigma, style and ovary.
3	Consumer	An organism which feeds on plants or other animals.
4	Egg (Oval)	Female sex cell (gamete) in plants.
5	Fertilisation	The joining of male and female gametes.
6	Filament	Male part of the flower - holds up the anther.
7	Food chain	A list of organisms in a food chain showing feeding relationships.
8	Food web	A series of food chains that are linked together.
9	Gametes	Sex cells.
10	Interdependence	How organisms rely on each other for survival.
11	Seed dispersal	Process of seeds being spread out from the parent plant.
12	Stigma	The female part of a flower that receives pollen.
13	Stamen	The male part of the plant made up of the anther and filament.
14	Pollen	Male sex cell (gamete) in plants.
15	Pollinator	An organism that transfers pollen from one flower to another.
16	Pollination	When pollen is transferred from the anther of one flower to the stigma of another.
17	Producer	An organisms that makes its own food by photosynthesis.

Seed dispersal

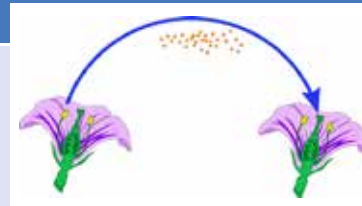
Seeds need to be dispersed (spread) away from the parent plant to increase their chance of getting all of the resources they need to survive.

Seeds can be dispersed by animals when they are eaten, stuck to the outside of animals, by wind, by water and by explosion.

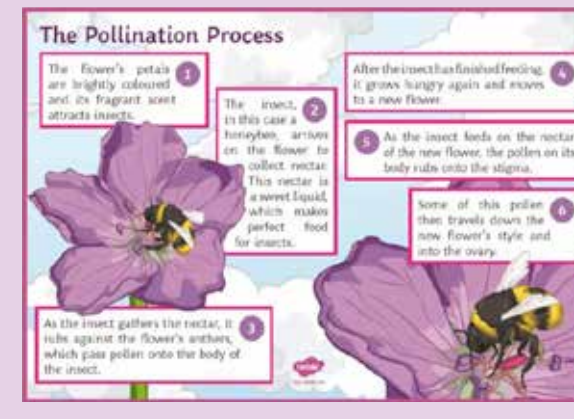


Pollination

For plants to reproduce, pollen (male gamete) needs to be transferred from the anther of one plant to the stigma of another.



The pollination process

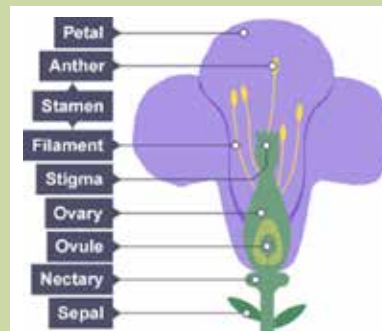


Flower structure

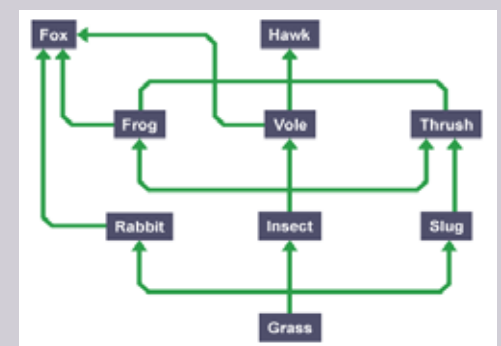
A flower contains both male and female reproductive parts.

Male: Stamen: made up of the anther and the filament

Female: Carpel: made up of the stigma, style and ovary

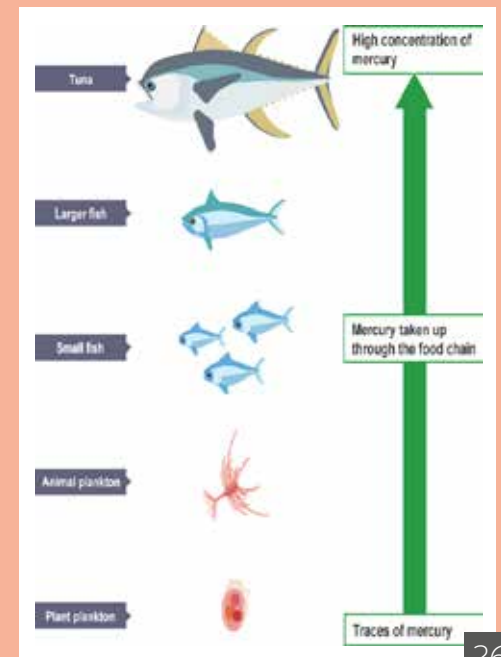


Food webs



Food chains

The arrows in food chain show the direction of energy transfer.



Science Reactions 2: Acids and Alkalis

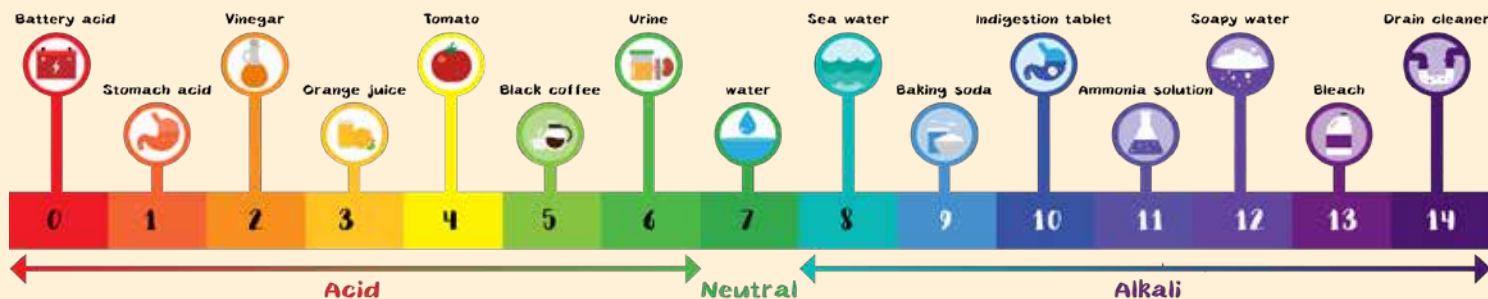
Key Vocabulary



1	Acid	A chemical with a pH less than 7.
2	Alkali	A chemical with a pH greater than 7. A base that is dissolved in water.
3	Base	A substance that can react with acids to neutralise them.
4	Concentration	The number of particles in a given volume of a substance.
5	Concentrated	Substances that are mixed with a small amount of water.
6	Corrosive	A substance that can damage metals and destroy skin if spilled.
7	Dilute	Substances that are mixed with a large amount of water.
8	Indicator	A substance that changes colour depending on the pH.
9	Neutral	A chemical with a pH of 7.

10	Neutralisation	A reaction where an acid is added to a base to produce salt and water.
11	pH	A number that tells us how acidic or alkaline a solution is.

Key Idea - The pH Scale

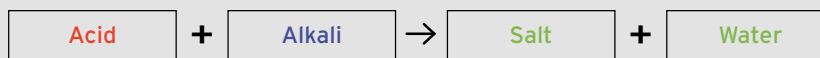


Litmus Paper

The main use is to test whether the solution is acidic or alkaline.

	Test with acid	Test with alkali
Red litmus paper	No changes	Red → blue
Blue litmus paper	Blue → red	No changes

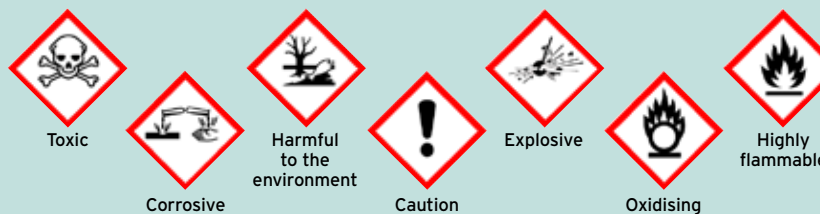
Neutralisation Reaction



The reactants are **Acid** and **Alkali**

The products are **Salt** and **Water**

Practical Skills/Key Ideas - Hazard Symbols



Examples of neutralisation reactions

1	Indigestion tablets (antacids)	Indigestion tablets contain an alkali to neutralise excess stomach acid that causes heart burn.
2	Treating wasp stings	Wasp stings are alkaline. Vinegar (acid) can be used to neutralise the wasp sting.
3	Treating bee Stings	Bee stings are acidic. Baking powder (alkali) can be used to neutralise the sting.
4	Preventing Tooth Decay	Food can leave acid on our teeth which can damage tooth enamel. Toothpaste (alkali) can neutralise the acid.
5	Treating soil	Some plants cannot grow well if the soil is the wrong pH. If soil is too acidic, bases can be added to neutralise the soil. If soil is too alkaline, acids can be added to neutralise the soil.

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

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 Weather

1	Hace calor	It is hot
2	Hace frío	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

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		

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

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

Key Vocabulary



1	en un pueblo	in a village/town
2	en una ciudad	in a city
3	en el campo	in the countryside
4	en las montañas	in the mountains
5	en la costa	on the coast
6	mi pueblo/ciudad es...	my town/city is...
7	mi pueblo/ciudad no es...	my town/city is not...

Core intent:

To be confident and competent in using the verbs 'to live' and 'to be' with adjectives in the present tense.

Key Question

1	¿Cómo es tu pueblo/ciudad?	How is your town/village/city? (What is it like?)
---	-----------------------------------	---

Challenge - Superlatives

1	Lo mejor es que es...	The best is that it's...
2	Lo peor es que es...	The worst is that it's...

Common phrases

1	Vivo en un pueblo. Mi pueblo es muy bonito.	I live in a village/town. My town is very pretty.
2	Me gusta mi pueblo porque es muy bonito y tranquilo.	I like my village/town because it is very pretty and quiet.
3	En mi opinión, Madrid es bastante grande pero menos importante que Londres.	In my opinion, Madrid is quite big but less important than London.

Comparatives

1	más + adjective + que	more + adjective + than
2	menos + adjective + que	less + adjective + than
3	tan + adjective + como	as + adjective + as
4	Macclesfield es más histórico que Manchester	Macclesfield is more historic than Manchester
5	Manchester es menos bonito que Madrid	Manchester is less pretty than Madrid
6	Madrid es tan importante como Londres	Madrid is as important as London

Present Tense

Subject	Present - vivir (to live)	Present - Ser (to be)
Yo = I	vivo	soy
Tú = you	vives	eres
Él/Ella = he/she	vive	es
Nosotros = we	vivimos	somos
Vosotros = you all	vivís	sois
Ellos/Ellas = they	viven	son

Adjectives

1	histórico/a	historic
2	moderno/a	modern
3	pequeño/a	small
4	tranquilo/a	quiet
5	turístico/a	touristy
6	bonito/a + lindo/a	pretty
7	feo/a	ugly
8	industrial	industrial
9	importante	important
10	grande	big

Key Vocabulary



1	Hay	there is/there are...
2	No hay	there is not/are not any...
3	un castillo	a castle
4	un centro comercial	a shopping centre/ mall
5	un cine	a cinema
6	un estadio	a stadium
7	un hospital	a hospital
8	un mercado	a market
9	un museo	a museum
10	un parque	a park
11	un polideportivo	a sports centre
12	una estación de trenes/autobuses	a train/bus station
13	una piscina	a swimming pool
14	una playa	a beach
15	una plaza	a town square
16	una plaza de toros	a bull ring
17	una tienda	a shop
18	unos/muchos museos	some/lots of museums
19	unas/muchas tiendas	some/lots of shops

Core intent:

To be confident and competent in using the verbs 'there is/are' and 'to be' with nouns and adjectives in the present tense.

Common phrases

1	Vivo en el pueblo de Macclesfield. En Macclesfield hay un parque.	I live in the town of Macclesfield. In Macclesfield there is a park.
2	Me gusta Macclesfield porque hay muchas tiendas.	I like Macclesfield because there are lots of shops.
3	En mi opinión, Macclesfield es bastante grande y muy divertido porque hay muchas tiendas.	In my opinión, Macclesfield is quite big and very fun because there are lots of shops.

Key Question

1	¿Qué hay en el pueblo/la ciudad?	What is there/are there in the town/city?
---	---	---

Adjectives

1	histórico/a	historic
2	moderno/a	modern
3	pequeño/a	small
4	tranquilo/a	quiet
5	turístico/a	touristy
6	bonito/a + lindo/a	pretty
7	feo/a	ugly
8	industrial	industrial
9	importante	important
10	grande	big

Present Tense

Subject	Present - vivir (to live)
Yo = I	vivo
Tú = you	vives
Él/Ella = he/she	vive
Nosotros = we	vivimos
Vosotros = you all	vivís
Ellos/Ellas = they	viven

Challenge

1	habría	there would be
2	sería	it would be
3	En mi pueblo ideal habría una playa, y sería muy grande.	In my ideal town there would be a beach and it would be very big.

Key Vocabulary - Time Phrases



1	mañana	tomorrow
2	normalmente	normally
3	por la mañana	in the morning
4	por la tarde	in the afternoon
5	por la noche	at night
6	a veces	sometimes
7	a menudo	often

Core intent:

To be confident and competent in using the verb 'to go' in the present tense.

Grammar

Ir a = to go to. With a noun: Voy... (I go)

A + el = al

A + la = a la

A + los = a los

A + las = a las

} to the

With an infinitive (verb)

Voy a + infinitive (verb) = near FUTURE tense: I'm going to....

E.g. Mañana voy a ir al estadio

Tomorrow I'm going to go to the stadium.

Mañana no voy a ir a la piscina

Tomorrow I'm not going to go to the pool.

Challenge:

Será

it will be

Va a ser

it's going to be

Key Question

1	¿Adónde vas normalmente?	Where do you go normally?
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Present Tense

Subject	ir (to go)
Yo = I	voy
Tú = you	vas
Él/Ella = he/she	va
Nosotros = we	vamos
Vosotros = you all	vais
Ellos/Ellas = they	van

Common phrases

1	Voy al estadio, el estadio es muy grande.	I'm going to the stadium. The stadium is very big.
2	Normalmente voy al estadio porque es muy grande, pero es bastante ruidoso.	Normally I go to the stadium because it is very big but it is quite noisy.
3	Mañana voy a ir al estadio con mis amigos porque será muy divertido.	Tomorrow I'm going to go to the stadium with my friends because it will be very fun.

Key Vocabulary -

1	está	it is
2	no está	it is not
3	encima de	on
4	a la derecha de	to the right of
5	a la izquierda de	to the left of
6	debajo de	under
7	delante de	in front of
8	al lado de	next to/ beside
9	detrás de	behind
10	entre	between
11	cerca de	close to/near
12	lejos de	far (away) from

Key Question

1	¿Dónde está (n) _____?	Where is (are) _____?
---	------------------------	-----------------------

Core intent:

To be confident and competent in using the verb 'estar' - 'to be' with prepositions of place.

Common phrases

1	El parque está al lado del estadio.	The park is next to the stadium.
2	Las tiendas están al lado del estadio.	The shops are next to the stadium.
3	Me gusta Macclesfield porque hay muchas tiendas, y están cerca de la piscina.	I like Macclesfield because there are lots of shops and they are close/near to the swimming pool.

Present Tense

Subject	estar (to be)
Yo = I	estoy
Tú = you	estás
Él/Ella = he/she	está
Nosotros = we	estamos
Vosotros = you all	estáis
Ellos/Ellas = they	están

Grammar

Estar = to be + a place/location.

If we want to describe where something or some one is (situated) in Spanish we use the verb 'estar' (to be).

Using the word 'de', at the end of a preposition, e.g. 'al lado de' (next to).

Prepositions of place in Spanish are usually followed by the word 'de'. They are usually followed by a noun, e.g. 'el estadio' (the stadium).

de + el = del

de + la = de la

de + los = de los

de + las = de las

of the/to the

E.g. El parque está al lado del estadio.

the park is next to the stadium.

Key Vocabulary



1	Hay	there is / are
2	No hay	there is not / are not any
3	Tengo	I have
4	un boli / un bolígrafo	a pen
5	un cuaderno	an exercise book
6	un libro	a book / textbook
7	un monedero	a purse
8	un diccionario	a dictionary
9	un lápiz	a pencil
10	un estuche	a pencil case
11	un móvil	a mobile phone
12	un sacapuntas	a pencil sharpener
13	una agenda	a diary
14	una calculadora	a calculator
15	una goma	a rubber
16	una mochila	a schoolbag
17	una regla	a ruler
18	unos rotuladores	some felt-tip pens

Core intent:

To be confident and competent in identifying what's in my school bag and describing those items.

Key Questions

1	¿Qué hay en tu mochila?	What is it that there is in your bag?
2	¿Qué hay en tu estuche?	What is it that there is in your pencil case?

Present Tense

Subject	Present - tener (to have)
Yo = I	tengo
Tú = you	tienes
Él / Ella = he / she	tiene
Nosotros = we	tenemos
Vosotros = you all	tenéis
Ellos / Ellas = they	tienen

Common phrases

1	En mi mochila hay un bolígrafo y un lápiz.	In my bag there's a pen and a pencil.
2	En mi estuche, hay una regla blanca pero también tengo dos cuadernos verdes.	In my pencil case, there's a white ruler but I also have two green exercise books.
3	No tengo unos rotuladores rojos, sin embargo tengo muchos lapices naranjas.	I don't have any red felttips however I do have a lot of orange pencils.

Adjectives - Los colores

	masculine	feminine	m.plural	f.plural
red	roja	roja	rojos	rojas
black	negro	negra	negros	negras
yellow	amarillo	amarilla	amarillos	amarillas
white	blanco	blanca	blancos	blancas
purple	morado	morada	morados	moradas
green		verde		verdes
blue		azul		azules
brown		marrón		marrones
grey		gris		grises
orange		naranja		naranjas
pink		rosa		rosas

Key Vocabulary



1	el francés	French
2	el dibujo	art
3	el inglés	English
4	el español	Spanish
5	el teatro	drama
6	la tecnología	technology
7	la geografía	geography
8	la música	music
9	la historia	history (f)
10	la educación física	PE (f)
11	la informática	ICT
12	la religión	RE
13	las matemáticas	maths (fpl)
14	las ciencias	science (fpl)

Core intent:

To be confident and competent in giving opinions about what I study at school.

Present Tense

Subject	Present - estudiar (to study)
yo = I	estudio
Tú= you	estudias
Él / ella = he / she	estudia
Nosotros = we	estudiamos
Vosotros = you (all)	estudiáis
Ellos/ellas = they	estudian

Key Questions

1	¿Qué estudias?	What do you study?
2	¿Qué asignaturas prefieres?	What subjects do you prefer?

Comparatives & Superlatives

1	El inglés es difícil	English is difficult
2	La historia es fácil	History is easy
3	El francés es más interesante que el español	French is more interesting than Spanish
4	El dibujo es menos aburrido que la música	Art is less boring than music
5	El dibujo es tan emocionante como la tecnología	Art is as exciting as technology.
6	El dibujo es el mejor / el peor	Art is the best / the worst

Common phrases

1	Estudio el francés y la geografía.	I study French and geography.
2	Me gusta la historia porque es más emocionante que la música.	I like history because it's more exciting than music.
3	En mi opinión, el inglés es tan difícil como el dibujo, pero la música es la mejor.	In my opinion, English is as difficult as art, but history is the best.

Key Questions

1	¿Qué hora es ?	What hour (time) is it?
2	¿A qué hora empieza / termina....?	(At) What time starts / finishes...?

Key Vocabulary



1	Me despierto	I wake myself
2	Me levanto	I get myself up
3	Me ducho	I take a shower
4	Me visto	I dress myself
5	Desayuno	I take breakfast
6	Voy al instituto	I go to school
7	Tengo clases	I have lessons
8	Como	I eat
9	Bebo	I drink
10	hago mis deberes	I do my homework
11	Ceno	I eat dinner
12	me lavo los dientes	I brush my teeth
13	me acuesto	I go to bed
14	El recreo empieza	Break starts
15	La hora de comer termina	Lunchtime finishes
16	Las clases empiezan	lessons begin
17	Las clases terminan	lessons finish

Core intent:

To be confident and competent in talking about what you do (and when) before, during and after school.

Common phrases

1	Me despierto a las siete	I wake up at seven o'clock.
2	Normalmente me levanto a las siete y media por la mañana, y me ducho	Normally I get up at 7 o'clock in the morning and I shower.
3	Por lo general voy al instituto a las ocho y cuarto porque las clases empiezan a las nueve menos cinco.	Usually I get to school around 8.15 because lessons begin at 8.55.

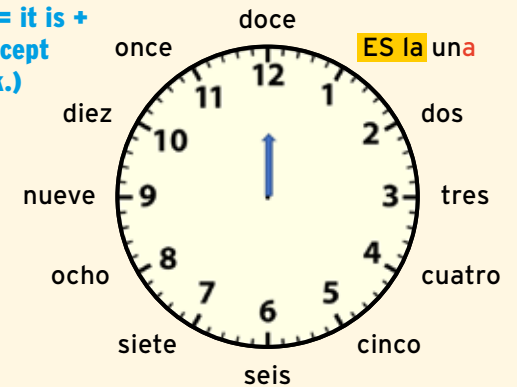
Time Phrases

1	Por lo general	usually
2	Por la mañana	in the morning
3	Por la tarde	in the afternoon
4	Por la noche	in the evening

Present Tense

Subject	Present empezar (to start)	Present terminar (to finish)
yo = I	empiezo	termino
tú = you	empiezas	terminas
Él / ella = he / she	empieza	termina
Nosotros = we	empiezamos	terminamos
Vosotros = you (all)	empiezáis	termináis
Ellos/ellas = they	empiezan	terminan

Son las = it is + hour (except 1 o'clock.)



menos = minus / TO the hour)



y = and / past the hour



Year 7 Knowledge Organisers

Summer Term 2025-2026