ST. ANNE'S
R.C. HIGH SCHOOL

Year 7

NAME: _____

Form Group: _____

SUMMER TERM

SUBJECT KNOWLEDGE ORGANISERS

You will definitely enjoy what you've worked hard for—
you'll be happy; and things will go well for you

Proverbs 128:2

YEAR 7 - ART
Pop Art / Wayne Thiebaud

ST. ANNE'S R.C. VOLUNTARY ACADEMY

History / Information

Wayne Thiebaud was an American artist known for his colourful paintings of everyday objects like cakes, ice cream, and toys. His art style mixes realism with a playful, cartoon-like feel. Thiebaud used bright colours, bold shadows, and thick brushstrokes to make his subjects look almost good enough to eat. His work is often linked to Pop Art because he focused on common items from daily life. However, he also showed great skill in capturing light, shape, and texture, making his simple subjects look special and full of life. Thiebaud's style is both fun and thoughtful, appealing to many people.

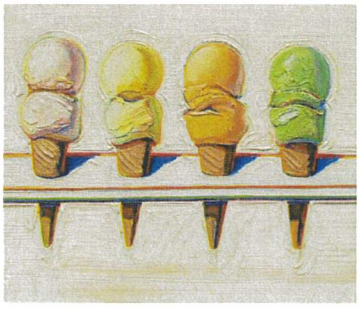
Key Words

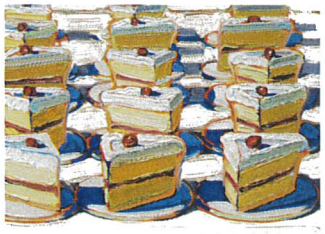
1. **Pop Art** – An art movement that emerged in the 1950s, characterised by themes and techniques drawn from popular mass culture. Thiebaud is often associated with this movement due to his subject matter and bold colours.
2. **Still Life** – A genre of art that depicts inanimate objects. Thiebaud became famous for his still-life paintings of cakes, pies, and sweets.
3. **Impasto** – A painting technique where paint is laid on thickly, creating a textured surface. Thiebaud frequently used this to give his work a sculptural, almost edible quality.
4. **Vibrant Colour** – Thiebaud's use of bright, often exaggerated colours helped bring a playful, eye-catching quality to his work.
5. **Repetition** – The repeated depiction of objects (like rows of gumballs or cakes) is a hallmark of Thiebaud's work, adding rhythm and visual interest.

Wayne Thiebaud Characteristics

1. **Bold Colour Palette** – Thiebaud used strong, vivid colours to make everyday objects like cakes and sweets visually striking and joyful.
2. **Heavy Outlines** – Objects in his paintings are often outlined with dark or coloured lines, giving them a graphic, almost cartoon-like quality.
3. **Exaggerated Shadows** – He painted long, dramatic shadows that add depth and contrast, making simple objects appear more sculptural and stylised.
4. **Textured Surfaces (Impasto)** – Thiebaud applied thick layers of paint, especially in frosting or food items, to create a tactile, almost edible texture.
5. **Repetition of Forms** – He frequently painted multiple versions of the same object (e.g. rows of pies or lipsticks), creating rhythm and pattern.
6. **Simplified Forms** – His work features clean, simple shapes that strip objects down to their essential forms, enhancing clarity and impact.
7. **Playful Perspective** – Thiebaud sometimes used distorted or elevated viewpoints, especially in his later cityscape paintings, to create visual interest.
8. **Focus on Everyday Objects** – He celebrated ordinary, often overlooked items (like pastries, gumball machines, or deli counters), turning them into art with care and charm.

Wayne Thiebaud - Artwork






Year 7 Computing- Unit 3 Scratch

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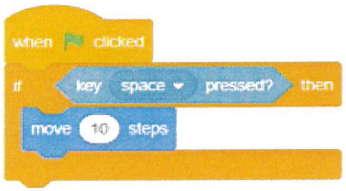
Keyword	Definition
Algorithm	A set of rules followed in order, to complete a task accurately
Variable	A storage location in a computer system
Sequence	The order that the code is completed
Selection	Programming the code to choose the next instruction depending on the data – IF and ELIF
Iteration	Programming the code to repeat lines depending on the data – FOR and WHILE
Operators	Symbols used to represent actions (= > < + - * /)
List	A storage location for more than one piece of data

What do you think?
Why should you test your code?
What if a used types in an answer that the system isn't expecting? E.g age eight instead of age 8
What is the difference between a list and a variable?

Sequences

You program a **sprite** by joining two or more **blocks** together. You must make sure the order of events is correct when building sequences.

What will the sequence below do to the sprite?



ANSWER:

Variables

A variable is used to store data for use in your program.

Variables can be used to store lots of different types of data such as names, numbers and scores.

The data stored in a variable can be changed or "varied" depending on certain conditions within a program.

Operators

Operators are used for changing or comparing data.

They can add, subtract, multiply and divide data

They can also check if values are less than, greater than, or equal to other values.

Loops

Loops are used as a way of repeating instructions.
Also known as iteration.

Repeats a certain number of times.

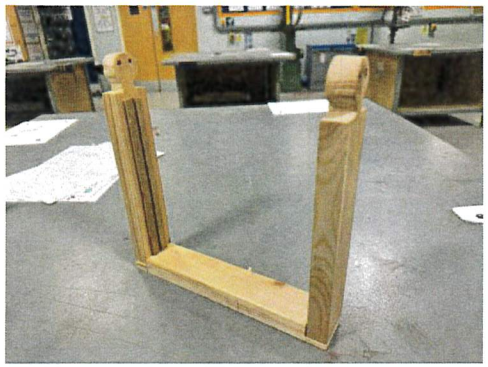
Repeats an instruction forever.

IF Statements

IF statements can be used to select different scripts of a program depending on a condition .

Also known as selection.

Y7 Construction
Knowledge Organiser



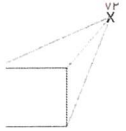
Postcard questions!

- What is the difference between all 3 stop buttons around the room?
- What tool is for cutting curves and which for straight lines?
- What is the brown circle sometimes seen on wood?

Hardwood V Softwood! Scan the QR code to revise some information -

Skills you will learn
Marking and measuring
Cutting Skills (Coping or Tenon Saw)
Drilling with the Pillar/Bench Drill
Using the Chisel and Mallet for your joint
Safety in the workshop
Adding the border to the picture frame
Theory work & drawing in 1 point perspective

When drawing in one- point perspective you should stick with four main line types:

Example types of line:	Name	Example types of line:	Name
	V _ _ _ _ _ _ _		C _ _ _ _ _ _ _ _ _
	P _ _ _ _ _ _ _	_ _ _ _ _ _ _	H _ _ _ _ _ _ _ _ _

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Year 7 – The Terrible Fate of Humpty Dumpty

Keywords	
Crosscutting	Cutting forward or back in time in a plot or to a different scene.
Split stage	One stage that cuts between two different scenes and locations.
Status	Positioning characters in different levels to show the audience their power.
Proxemics	Positioning characters close or far apart to show their alliances or enemies on stage and relationships.
Stage directions	The words given by the playwright in a script you don't act out- to do with how the play should be performed.
Reactions	Using acting skills to show how you feel about the other characters or the scene action.
Thought track	Stepping out of the scene in role to confide in the audience about your inner thoughts while the other cast members freeze.

Plot Overview

The play opens with the fatal tragedy – Terry is forced to climb a pylon by a cruel gang of bullies. He is electrocuted. The gang cover up their part in his death. The play CROSSCUTS back in time to reveal to the audience the weeks before – revealing the systematic bullying and struggles of Terry. The play ends as its starts with Terry's death. Leaving us in the audience to decide whose fault, was it?

Characters

Terry Victim of bullying – new to school – doesn't stand up for himself. Father out of work and we find out he has been in prison. Mum is breadwinner	**Pete** The joker in the gang and makes distasteful jokes even after the accident.	**Kathy and Kay** The 'mean girls' of the group. They tease Terry and bully him cruelly. Kathy talks down to the other gang members.	**Sammy** Terry's only friend and the only character to try and stand up for Terry. Sammy is full of guilt for not doing more to avoid the tragedy. They try to convince Terry to stand up to Stubbs	**Mr Dumpton** He has served time in jail, unemployed and potentially depressed. Is angry at Terry for truancy but does get truth about bullying out of his son.
Stubbs Gang leader, intelligent, has the highest status in the gang and makes cover story for the accident. Uses the gang members to 'do his dirty work'.	**Jimmy** Stubbs uses Jimmy to threaten Sammy and Terry with violence. Jimmy is under Stubbs' power.	**Janet and Tracy** The girls hang around with the gang, but they aren't strong enough to stand up to Stubbs, so they go along with the bullying as bystanders, making them just as at fault	**Mrs Vickers** An eyewitness to the accident who proves to be a vain and self-serving woman- interested more in her moment of fame than the tragedy. Can be played with comic relief.	**Leslie Dumpton** She is an annoying younger sibling of Terry who seems to enjoy teasing him and even torments him about his cruel nickname 'Humpty Dumpty' at home.

What do you think?

The play the play was set in the 1980s initially. This means there was no CCTV – (how does this affect the plot?

There were adverts on television warning the public of the dangers of being near pylons.

The play was loosely based on a true accident.

If set in present day – how may life have been different For Terry? Positive and negatives?

Support

Anti-Bullying Alliance	NSPCC	Kooth

English Year 7 Knowledge Organiser – The Odyssey

Key words
Supernatural
Prophecy
Subvert
Manipulate
Regicide

Unit Overview

The Odyssey is an epic poem and is one of the oldest pieces if writing in literature. The story follows the character of Odysseus on his 10-year journey home after the Trojan war.
In this unit, we look at the idea of what it means to be a hero through the different characters in Greek mythology.

What do you think?
Why are tales of heroes and villains so popular?
What does it mean to be a hero?
How do tales of Greek mythology fit into our modern world?

A summary of The Odyssey	
Greek mythology	
Video summary of Greek mythology	

Key themes

Role of the gods

fate

masculinity

resilience

honour

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KEYWORDS

Hydration – The process of replacing water in the body.

Eatwell guide -A healthy eating model showing the types and proportions of foods needed in the diet.

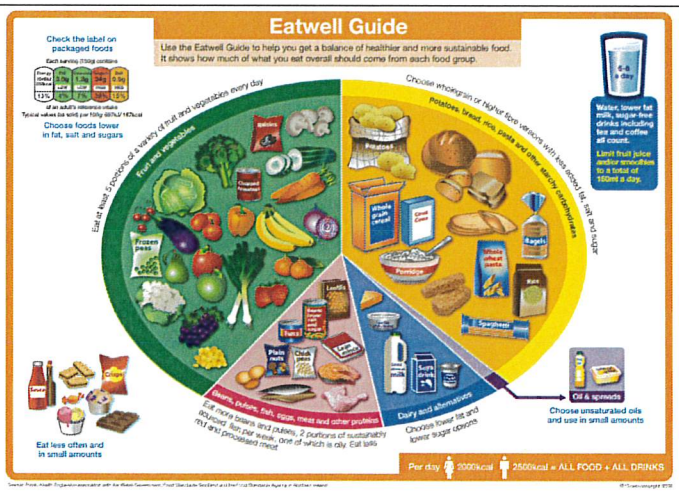
Hazard – A danger or a risk.

Enzymic browning – the reaction that takes place in some foods (apples) when oxygen is present causing the food to turn brown.

Modified – adapted or changed to improve.

Cross Contamination- The transfer of bacteria from one food to another, from humans, animals' other food or equipment.

Heat Transfer – The way heat moves from one area to another through conduction, convection and radiation.



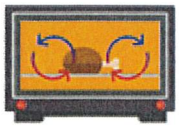
CLEANING	CHILLING
Cleaning kills bacteria • Wash hands before, during and after food preparation • Wash all worktops, utensils, chopping boards and equipment • Rinse unwashed salad, fruit and vegetables	Chilling prevents microbial growth. • Cool food to below 5 degrees Celsius as quickly as possible and defrost food in the fridge • Fridge =- 0 degrees – 5 degrees • Freezer – 15 degrees or below
COOKING	**CROSS CONTAMINATION**
Cooking kills bacteria Food needs to be heated till steaming hot with the core temperature reaching • 60 degrees Celsius for 45 minutes • 65 degrees Celsius for 10 mins • 70 degrees Celsius for 2 minutes • 75 degrees Celsius for 30 seconds • 80 degrees Celsius for 6 seconds	Bacteria are transferred from one object to another • Keep raw and cooked food separate • Never was raw meat • Keep raw meat and shellfish on the bottom shelf of the fridge

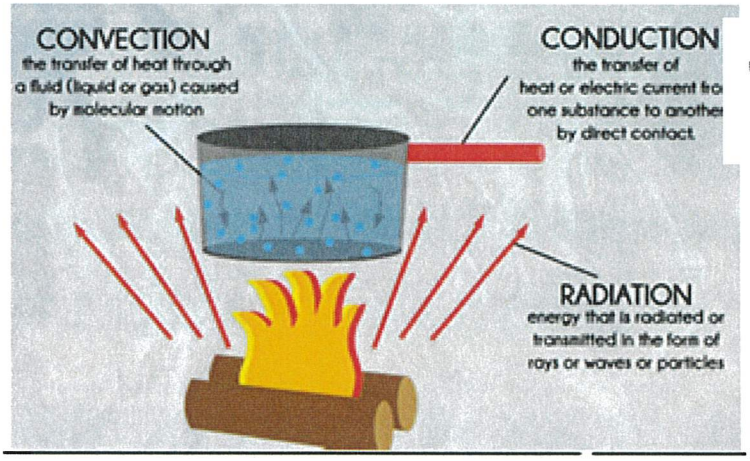
Support

QR CODE – Eatwell Guide

QR CODE - Healthy Eating – modifications video

QR CODE - Health and Safety / cross contamination



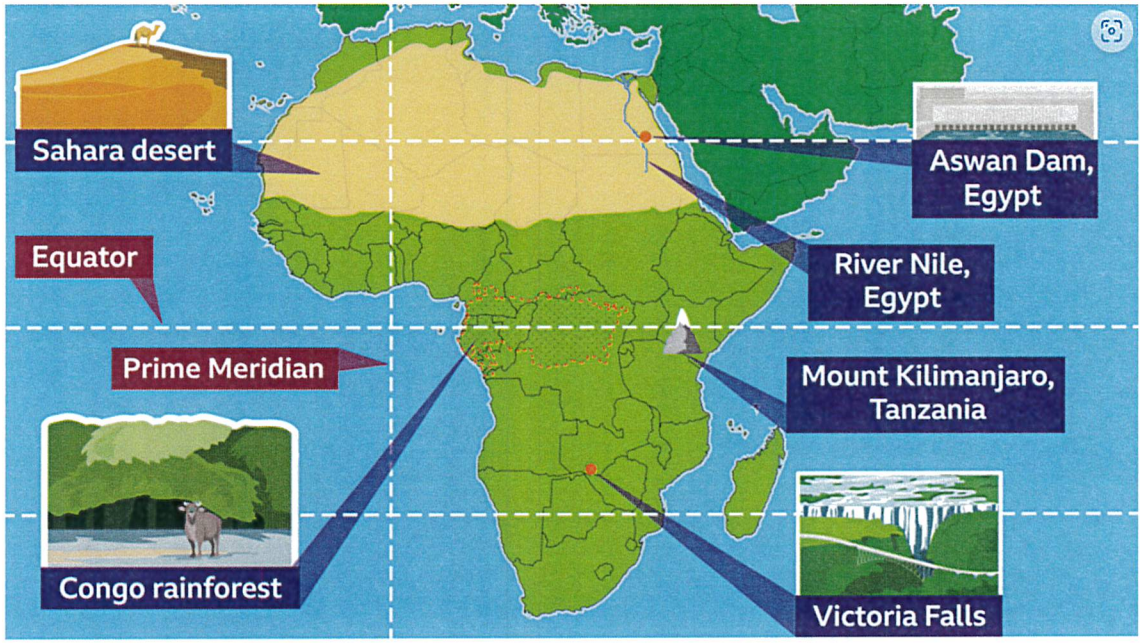


QR CODE: Methods of Heat transfer video/website

WHAT DO YOU THINK?
Why is Food hygiene and safety important in Food Technology? What can poor standards lead to?
What elements make up a healthy diet? Why is this important?
What are the different methods of heat transfer? Can you identify which ones you have used in food technology?

Africa

Africa is not a country. It is one of the worlds continents. It contains 54 countries many have their own language and Culture.



Africa is the second largest continent in both area and population.
Africa has a population of 1.3 billion people.

Africa has a young population, over half are under 20 years old.
60% of African's depend on farming for a living.
There are hundreds of different ethnic groups- many have their own traditions.

Africa is surrounded by the Indian Ocean in the east, the South Atlantic Ocean in the south-west and the North Atlantic Ocean in the north-west.

Algeria is the largest country by area in Africa and Nigeria is the largest country by population.

Africa is in the **Northern and Southern Hemispheres**. It is spread across three of the major lines of latitude: the Tropic of Cancer, the Equator and the Tropic of Capricorn. The north of Africa shares a boundary with Asia.

Facts about Africa for Kids | Learn about the continent of Africa and African countries and animals

Click on the link to watch the video all about Africa.

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History – Year 7

How did Religion cause tension in the Middle Ages?

Timeline

- Henry II becomes King 1154
- Thomas Becket is murdered 29 December 1170
- Date of First Crusade 1096
- Date of Second Crusade 1147-1150
- Date of Third Crusade 1189-1192

Key Terms:

Episcopal - means the governing order of Bishops/clergy in the Church hierarchical structure.
Doom Paintings –
State -
Crusades – A series of religious wars between Christians and Muslims started to secure control of holy sites they both consider sacred
Papal Bulle – an official document signed by the Pope.
Jihad – a holy war waged by Muslims against those who reject the Muslims' teachings – it means a struggle.
State -
Divine Right of Monarchs – Excommunication - Officially exclude someone from the Church.
Outremer - The Crusader states- Four Catholic realms in the Middle East that lasted from 1098-1291.
Pilgrimage – a journey of religious meaning.
Excommunication - Officially exclude someone from

The Story: In Medieval times the Church was very influential. It held the power to enable people to go to Heaven. Peasants had to pay a tithe of 10% to the Church. The Church used Doom Paintings to show the horrors of Hell and keep people in it's control. The Church ran hospitals and provided charity in times of need. It crowned the King as it was believed that Monarchs had 'Divine Right' at this time.

There were tensions however, between Crown and State and this was shown most visably in the case of Thomas Beckett's murder and the relationship between Becket and King Henry II.

Jerusalem was the centre of the 'Holy Land' it was an important place of Pilgrimage for Christians, Muslims and Jews. In 1071 the Seljuk Turks took over Jerusalem and began treating Christians badly. This led to Pope Urban II imploring European Christians to go on Crusades (Holy Wars) to rescue the Christians in the Holy Land. The Pope promised people that if they went on Crusade their sins would be .d go to Heaven.

The Key Individuals

Henry II (1154-1189) | Thomas Becket (1118-1170) | Pope Urban II (1035-1099) | King Richard I (Lionheart) (1189-1199) | Saladin (died 1193)




Year 7 – lines and angles

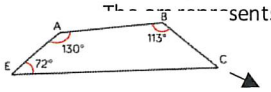
Constructing, measuring and using geometric notation

Letter and labelling convention

Keyword: Polygon: A 2D shape made with straight lines.

The letter in the middle is the angle

The [illegible] represents the



Angle Notation: three letters **ABC**

This is the angle at B = 113°

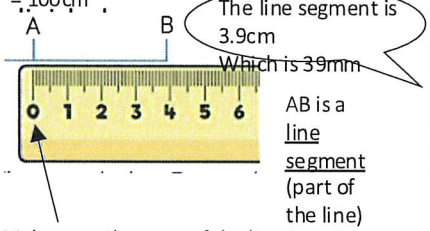
Line Notation: two letters **EC**

The line that joins E to C.

Draw and measure line segments

Keyword: Segment: each of the parts into which something is or may be

Conversions 1cm = 10mm, 1m = 100cm

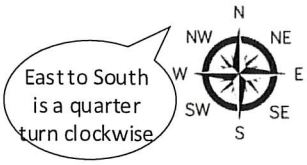


Angles as measures of turn

Keyword: Rotation: turn in a given direction

Clockwise

Anti-Clockwise



Quarter Turn 90° Clockwise

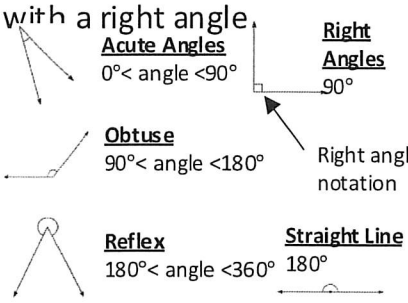
Half Turn 180°

Three-quarter Turn 270° Anti-Clockwise

Full Turn 360°

Classify angles

Keyword: Right-angled triangle: a triangle with a right angle



Acute Angles 0°< angle <90°

Right Angles 90°

Right angle notation

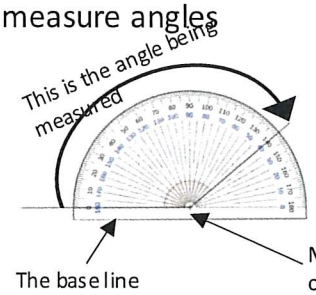
Obtuse 90°< angle <180°

Reflex 180°< angle <360°

Straight Line 180°

Measure angles to 180°

Keyword: Protractor: equipment used to measure angles



Read from 0° on the base line. Remember to use estimation. This is an obtuse angle so between 90 and 180°

The base line follows the line segment

Make sure the cross is at the point the two lines meet

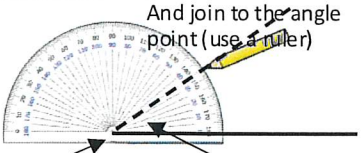
Draw angles up to 180°

Keyword: Acute: Angle measuring between 0° and 90°.

Draw a 35° angle

Make a mark at 35° with a pencil

And join to the angle point (use a ruler)



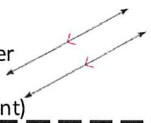
Make sure the cross is at the end of the line (where you want the angle)

The angle

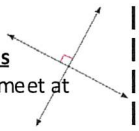
Parallel and Perpendicular lines

Keyword: Perpendicular: Lines that intersect at a right angle (90°.).

Parallel lines
Straight lines that never meet
(Have the same gradient)



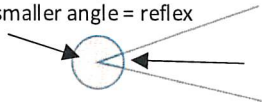
Perpendicular lines
Straight lines that meet at 90°



Angles over 180°

Keyword: Reflex angle: An angle between 180° and 360°

360° - smaller angle = reflex angle



Measure the smaller angle first (less than 180°

Use your knowledge of straight lines 180° and angles around a point 360°

Properties of Quadrilaterals

Keyword: Quadrilateral: A four sided polygon

Square
All sides equal size
All angles 90°
Opposite sides are parallel

Rectangle
All angles 90°
Opposite sides are parallel

Rhombus
All sides equal size
Opposite angles are equal

Parallelogram
Opposite sides are parallel
Opposite angles are equal
Co-interior angles

Trapezium
One pair of parallel lines

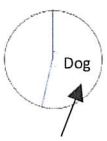
Kite
No parallel lines
Equal lengths on top sides
Equal lengths on bottom sides
One pair of equal

Draw Pie Charts

Keyword: Sector: part of a circle made by two radii touching the

Type of pet	Dog	Cat	Hamster
Frequency	32	25	3

$\frac{32}{60}$ "32 out of 60 people had a dog"



This fraction of the 360 degrees represents dogs

$\frac{32}{60} \times 360 = 192°$

Use a protractor to draw

This is 192°

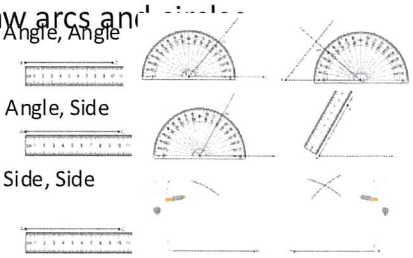
SAS, SSS, ASA constructions

Keyword: Compass: equipment used to draw arcs and [illegible]

Side, Angle, Angle

Side, Angle, Side

Side, Side, Side



Polygons

3	- Triangle	5	- Pentagon	8	- Octagon
4	- Quadrilateral	6	- Hexagon	9	- Nonagon
		7	- Heptagon	10	- Decagon

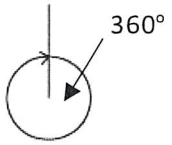
If all the sides and angles are the same, it is a **regular** polygon

Year 7 – lines and angles

Geometric reasoning

Sum of angles at a point

Keyword: Sum: total, add all the interior angles together

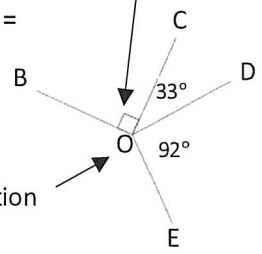


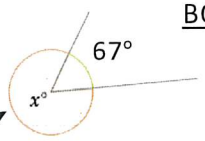
The sum of angles around a point is 360°

Find angle BOE

90° + 33° + 92° =
~~360~~° - 205°
BOE =**155°**

Angle notation – 90°





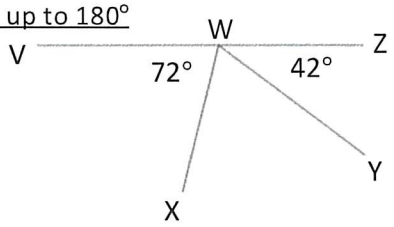
360° - 67°
= 293 °

Angle notation – find this missing angle

Sum of angles on a straight line

Keyword: Adjacent: next to or adjoining something else.

Adjacent angles that share a common point on a line add up to 180°

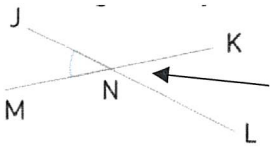


Find angle XWY

72° + 42° = 114°
180° - 114° = **66°**

Vertically opposite angles

Keyword: Vertically Opposite: angles formed when two or more straight lines cross at a point

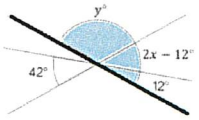


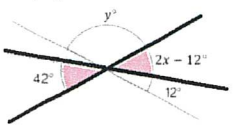
Angle JNM is vertically opposite to angle KNL

JNM = KNL

Vertically opposite angles are the same

Other angle rules still apply. Look for straight line sums and angles around a point





Form equations with information from diagrams:

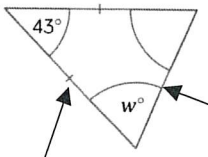
$2x - 12 = 42$

$2x = 54$

$x = 27°$

Sum of angles in triangles – Keyword: Isosceles triangle: a triangle with two angles the same size and two angles the same size

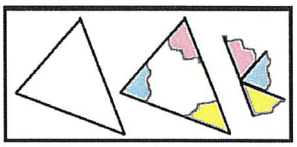
Sum of interior angles in a triangle = 180°



The two base angles will be the same size

Look at triangle notation.
This indicates an isosceles triangle
∴ 180 - 43 = 137
137 ÷ 2 = 68.5°

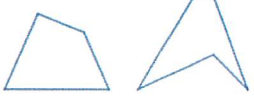
A triangle can only have ONE right angle



Have a go!
Tearing the corners from triangles forms a straight line which is therefore 180°

Sum of angles in quadrilaterals – Keyword: Convex Quadrilateral: a four-sided polygon where every interior angle is less than 180°

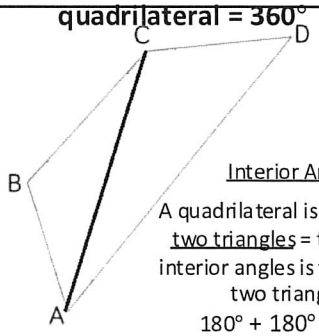
Sum of interior angles in a quadrilateral = 360°



Convex Quadrilateral

Concave Quadrilateral

Interior angles are those that make up the perimeter (outline) of the shape



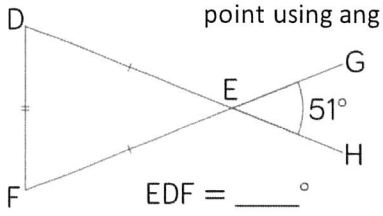
Interior Angles

A quadrilateral is made up of two triangles = the sum of interior angles is the same as two triangles:
180° + 180° = 360°

Angle Problems – Keyword: Interior Angles: angles inside the shape

Split up the problem into chunks and explain your reasoning at each point using angle notation

Keep working out clear and notes together



1. Angle DEF = 51° because it is a vertically opposite angle DEF = GEH
2. Triangle DEF is isosceles (triangle notation) ∴ EDF = EFD and the sum of interior angles is 180°
3. Angle EDF = 64.5° 180° - 51° = 129° 129° ÷ 2 = 64.5°

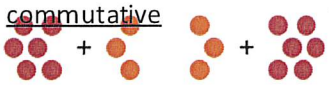
Year 7 – reasoning with number

Developing number sense

Mental methods for addition/ subtraction

Keyword: Commutative: changing the order of the operations does not change the result

Addition is commutative



6 + 3 = 3 + 6

The order of addition does not change the result

Subtraction the order has to stay the same

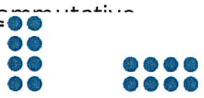
360 – 147 = 360 – 100 – 40 – 7

- Number lines help for addition and subtraction
- Working in 10's first aids mental addition/ subtraction

Mental methods for multiplication/ division

Keyword: Associative: when you add or multiply you can do so regardless of how the numbers are grouped

Multiplication is commutative



2 × 4 = 4 × 2

The order of multiplication does not change the result

Partitioning can help mental calculations

24 x 6 = 20 x 6 + 4 x 6
= 120 + 24
= 144

Division is not associative

Chunking the division can help

4000 ÷ 25

"How many 25's in 100" then how many chunks of that in 4000.

Mental methods for decimals

Keyword: Dividend: the number being divided

Multiplying by a decimal <1 will make the original value smaller

e.g x 0.1 = ÷ 10

Methods for multiplication

1.2 x 0.03

1.2 × 3 = 3.6
1.2 × 0.3 = 0.36
1.2 × 0.03 = 0.036

12 × 3 = 36
÷ 10 ÷ 100 ÷ 1000
1.2 × 0.03 = 0.036

Methods for addition

2 + 2 = 4
0.3 + 0.4 = 0.7
4 + 0.7 = 4.7

Methods for division 1.5 ÷ 0.05

Multiply by powers of 10 until the divisor becomes an integer

1.5 ÷ 0.05
x100 x100
150 ÷ 5 = 30

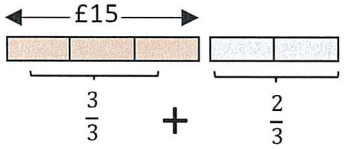
Mental methods for fractions

Keyword: Divisor: the number we divide by.

Use bar models where possible

I've spent $\frac{2}{5}$ of my money. I have £21 left

How much did they have to begin with?



What is $\frac{5}{3}$ of £15?

Using factors to simplify calculations – Keyword: Expression: a maths sentence with a minimum of two numbers and at least one math operation (no equals sign.

30 x 16

10 x 3 x 4 x 4
10 x 3 x 2 x 8
2 x 5 x 3 x 2 x 2 x 2 x 2
16 x 10 x 3

Multiplication is commutative
Factors can be multiplied in any order

Estimation

Keyword: Significant figure – The number of digits that are meaningful.

Estimations are useful – especially when using fractions and decimals to check if your solution is possible.

Most estimations round to 1 significant figure

Estimations are useful – especially when using fractions and decimals to check if your solution is possible.

210 + 899 < 1200

This is true because even if both numbers were rounded up, they would reach
300 + 900.
The correct estimation would be
200 + 900 = 1100

Number facts

Keyword: Quotient: the result of a division

Use 124 x 5 = 620

For multiplication, each value that is multiplied or divided by powers of 10 needs to happen to the result

620÷ 12.4 = 50

For division you must consider the impact of the divisor becoming smaller or bigger.
Smaller – the answer will be bigger
(It is being shared into less parts)

Algebraic facts

Keyword: Equation: a mathematical statement that two things are equal

2a + 2b = 10 — Everything x 2

0.1a + 0.1b = 0.5 — Everything ÷ 10

a + b = 5

a + b + 2 = 7 — Add 2 to the total

The unknown quantity isn't changing but the variables change

Year 7 – reasoning with number

Sets and probability

Identify and represent sets

Keyword: Set: collection of things

The **universal set** has this symbol ξ – this means EVERYTHING in the Venn diagram is in this set

A set is a collection of things – you write sets inside curly brackets { }

ξ = {the numbers between 1 and 50 inclusive}

My sets can include every number between 1 and 50 including those numbers

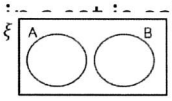
A = {Square numbers}

A = {1, 4, 9, 16 ,25, 36, 49}

All the numbers in set A are square number and between 1 and 50

Interpret and create Venn diagrams

Keyword: Element: each item in a set is called an element



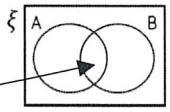
Mutually exclusive sets

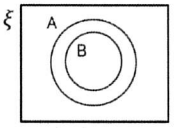
The two sets have nothing in common

No overlap

Union of sets

The two sets have some elements in common – they are placed in the intersection





Subset

All of set B is also in Set A so the ellipse fits inside the set.

The box

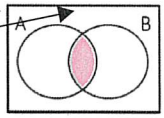
Around the outside of every Venn diagram will be a box. If an element is not part of any set it is placed outside an ellipse but inside the box

Intersection of sets

Keyword: Intersection: the overlapping part of a Venn diagram **(AND ∩)**

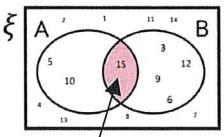
Elements in the intersection are in set A AND set B

The notation for this is $A \cap B$



ξ = {the numbers between 1 and 15 inclusive}

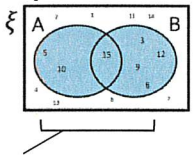
A = {Multiples of 5} B = {Multiples of 3}



The element in $A \cap B$ is 15

In this example there is only one number that is both a multiple of 3 and a multiple of 5 between 1 and 15

Union of sets – Keyword: Union: two ellipses that join (OR ∪)



ξ = {the numbers between 1 and 15 inclusive}

A = {Multiples of 5} B = {Multiples of 3}

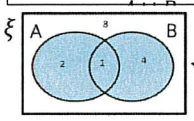
Elements in the union could be in set A OR set B

The elements in $A \cup B$ are

5, 10, 15, 3, 9, 6, 12

There are 7 elements that are either a multiple of 5 OR a multiple of 3 between 1 and 15

The notation for this is



This Venn shows the **number of elements** in each set

Sample space – for single events – Mutually Exclusive: events that do not occur at the same time

Keyword:

A sample space for rolling a six-sided dice is

S = {1, 2, 3, 4, 5, 6}

A sample space for this spinner is

S = {Pink, Blue, Yellow}

- A Sample space represents a possible outcome from an event
- They can be interpreted in a variety of ways because they do not tell you the probability

You only need to write each element once in a sample space diagram

Probability of a single event – Keyword:

Probability: likelihood of an event happening

Probability = $\frac{\text{number of times event happens}}{\text{total number of possible outcomes}}$

P(Blue) = $\frac{4}{10}$ = $\frac{2}{5}$

There are 4 blue sectors

There are 10 sectors overall

Probability notation P(event)

Probability can be a fraction, decimal or percentage value

$\frac{4}{10} = \frac{40}{100} = 0.40 = 40\%$

Probability is always a value between 0 and 1

The probability scale – Keyword:

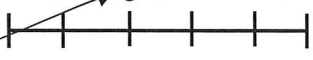
Bias: a built-in error that makes all values wrong (unequal) by a certain amount, e.g. a weighted dice

Impossible	Even chance	Certain
0 or 0%	0.5, $\frac{1}{2}$ or 50%	1 or 100%

The more likely an event the further up the probability it will be in comparison to another event

(It will have a probability closer to 1)

There are 2 pink and 2 yellow balls, so they have the same



There are 5 possible outcomes

So 5 intervals on this scale, each interval value is $\frac{1}{5}$

Sum of probabilities – Keyword:

Fair: there is zero bias, and all outcomes have an equal likelihood

Probability is always a value between 0 and 1

The probability of getting a blue ball is $\frac{1}{5}$

∴The probability of **NOT** getting a blue ball is $\frac{4}{5}$

The sum of the probabilities is 1

The table shows the probability of selecting a type of chocolate

Dark	Milk	White
0.15	0.35	

P(white chocolate) = 1 – 0.15 – 0.35

= 0.5

Year 7 – reasoning with number

Prime numbers and Proof

Multiples

Keyword: Multiples: found by multiplying any number by positive integers

The "times table" of a given number

All the numbers in this lists below are multiples of 3.

3, 6, 9, 12, 15...

This list continues and doesn't end

$3x, 6x, 9x$ ...

x could take any value and as the variable is a multiple of 3 the answer will also be a multiple of 3

Non example of a multiple

4.5 is not a multiple of 3 because it is 3 x 1.5

Not an integer

Factors

Keyword: Factor: integers that multiply together to get another number

Arrays can help represent factors

5 x 2 or 2 x 5

10 x 1 or 1 x 10

Factors of 10

1, 2, 5, 10

The number itself is always a factor

Factors and expressions

$6x \times 1$ OR $6 \times x$

Factors of $6x$

6, x, 1, $6x$, $2x$, 3, $3x$, 2

$2x \times 3$

$3x \times 2$

Prime numbers

Keyword: Prime: an integer with only 2 factors.

- Integer
- Only has 2 factors
- and itself

2

The first prime number

The only even prime number

Learn or how-to quick recall

2, 3, 5, 7 , 11, 13, 17, 19, 23, 29...

Square and triangular numbers

Keyword: Sequence: A list of numbers or objects in a special order

Square numbers

odd even odd

Representations are useful to understand a square number n^2

1, 4, 9, 16, 25, 36, 49, 64 ...

Triangular numbers

Representations are useful – an extra counter is added to each new row

Add two consecutive triangular numbers and get a square number

1, 3, 6, 10, 15, 21, 28, 36, 45...

Common factors and HCF

Keyword: HCF: highest common factor (biggest factor two or more numb

1 is a common factor of all numbers

Common factors are factors two or more numbers share

HCF – Highest common factor

HCF of18 and 30

18 1, 2, 3, 6, 9, 18

30 1, 2, 3, 5, 6, 10, 15, 30

Common factors (factors of both numbers)

1, 2, 3, 6

HCF = 6

6 is the biggest factor they share

Common multiples and LCM

Keywords: LCM: lowest common multiple (the first time the times table of two or more numbers match)

Common multiples are multiples two or more numbers share

LCM – Lowest common multiple

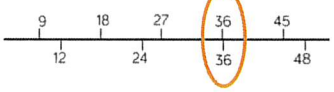
LCM = 36

The first time their multiples match

LCM of 9 and 12

9 9, 18, 27, 36, 45, 54

12 12, 24, 36, 48, 60



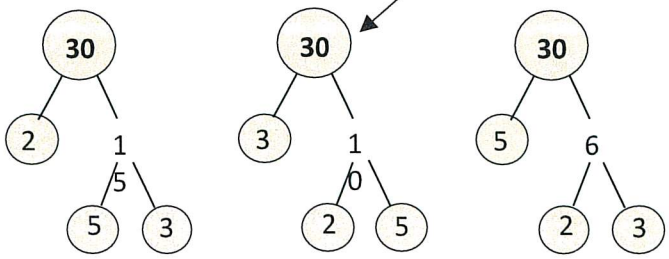
Comparing fractions

$\frac{3}{5}$ and $\frac{7}{10}$ ← Compare fractions using a LCM denominator → $\frac{6}{10}$ and $\frac{7}{10}$

Product of prime factors

Keyword:: Product – The result of one or more multiplications

Multiplication part-whole models



All three prime factor trees represent the same decomposition

30 = 2 x 3 x 5 ← Multiplication of prime factors

Using prime factors for predictions

e.g. **60** 30 x 2 2 x 3 x 5 **x 2**

150 30 x 5 2 x 3 x 5 **x 5**

Multiplication is commutati

Conjectures and counterexamples – Keyword:

Conjecture: a statement that might be true (based on reasoning) but is not proven.

Conjecture

1, 2, 4,... The numbers in the sequence are doubling each time.

A pattern that is noticed for many cases

Counterexamples

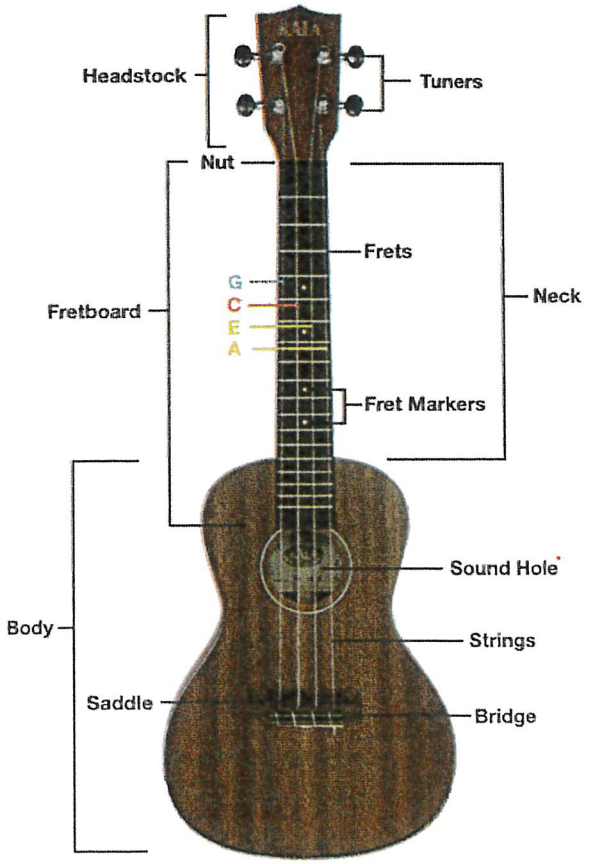
This sequence isn't doubling it is adding 2 each time

Only **one** counterexample is needed to disprove a conjecture

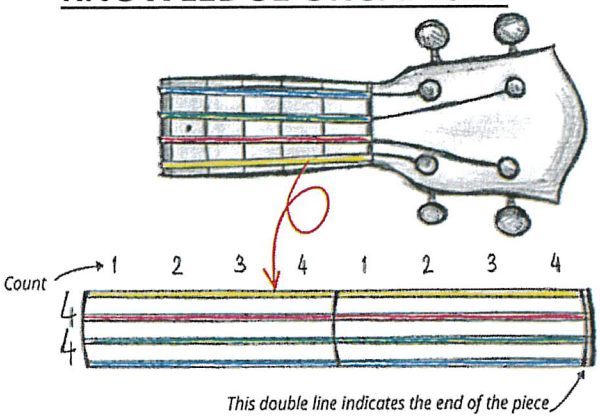
Music

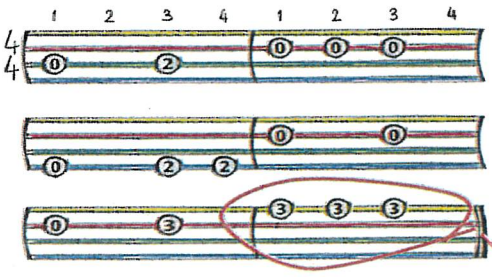
Key Words

- **Chord** - more than one note played at the same time
- **Primary chords –** chords from a given key that are major (I, IV and V)
- **Secondary chords –** chords from a given key that are minor (ii, iii, vi)
- **Major –** chords or keys that sound happy
- **Minor** – chords or keys that sound sad
- **Chord sequence** - multiple chords played in a sequence/pattern
- **Harmony –** the combination of notes being played simultaneously
- **Strum patterns –** the pattern used to strum strings
- **Four Chord Trick** - the most common chord sequence in popular music made up of chords I – IV – vi - V

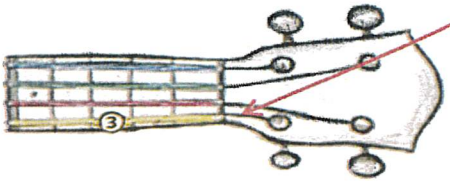


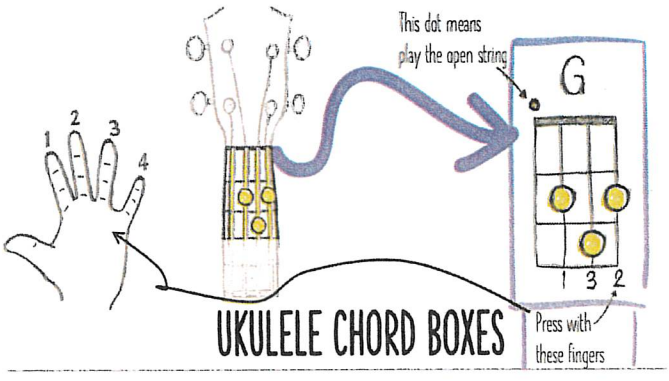
4 CHORD TRICK KNOWLEDGE ORGANISER





The number on the line tells you where you need to press down on that string. Remember to press down between the two meal bars (frets) not on them. So if the number says 2 you would press down firmly on that string between the 1st and 2nd metal bars (frets).





ST.ANNE'S
R.C. VOLUNTARY ACADEMY

PE Knowledge Organiser- Athletics

Sprints

When sprinting drive knees high, keep eyes close to the body and move them hip lip. Look forwards with chest up and shoulders relaxed. When finishing dip forwards slightly as you cross the line.

SCAN ME

Long Distance

Remember to breathe in through your nose and out through your mouth. Run in a fashion, with shoulders relaxed, taking nice long strides to cover more
Build up distances to try and run continuously.

SCAN ME

Long Jump

Measure run up-start with dominant foot on the board, run 7, 9 or 11 steps at a sprint. Take off- plant foot on (but not over the board), eyes up, hips up and focus on driving up into the air. Flight-stretch both legs forwards and reach towards your feet with hands. Landing- aim to land feet together, and body forwards/sideways (not backwards).

SCAN ME

High Jump

Run up- a curved run up which brings you sideways to the mat. This should be a sprint. Take off- drive knee closest to the mat up high. Lift hips, lean back, and flick heels into the air as you go over the bar. Landing- land on your back, lifting feet into the air to avoid hitting the bar.

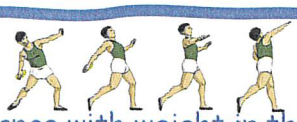
SCAN ME

Shot Putt

Sideways stance with weight on back leg- toe, knee and chin all in alignment.
Shot held in fingers, not touching palm, and pushed into neck with elbow raised.
Transfer weight from back leg to front, twisting torso. Push shot up and out at a 45-degree angle.

SCAN ME

Discus



Sideways stance with weight in the back leg, discuss held with very ends of fingertips. Non discus hand outstretched at 45-degree angle. Swing discus (palm towards the ground) up to reach non discus hand several times. As discus reaches 45-degree angle straight back leg. After 3-4 wind up swings release the discus forwards off your index finger.

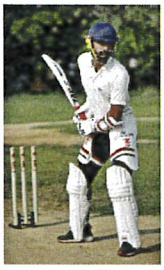
SCAN ME

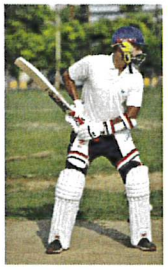
ST. ANNE'S R.C. VOLUNTARY ACADEMY

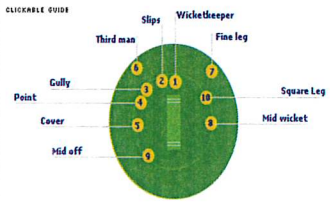
PE Knowledge Organiser- Cricket

KEYWORDS

Bat- a flat, wooden piece of equipment used by the batter to strike the ball and attempt the score runs.
Wicket- consists of three stumps and two bails. It is a target for the bowler to hit and the batter must protect. Knocking this off means the batter is out.
Bowler- the player delivering the ball with the aim of trying to get the batter out.
Run- the main way of scoring in cricket. Runs are made by two batters running between the wickets after hitting the ball.
Over- a set of six legal deliveries bowled by one bowler. After one over, a different bowler takes over from the opposite end of the pitch.







Rules of Play

- Cricket is played between two teams each made up of eleven players.
- Games comprise of at least one innings wh ere each team will take turns in batting and fielding.
- The fielding team will try to get the batsmen out by trying to hit the wicket with the ball when bowling, catching a shot from the batter, hitting the batsman's leg in front of the wicket or hitting the wicket before the batter gets to the wicket.
- The batmen try to score as many runs as p ossible before getting out by
- Each time you run one full length of the pi tch it equals 1 run. Hitting the ball to the boundary along the ground is 4 runs. Hitti ng the ball over the boundary on the full equals 6 runs. The fielding tea m must get 10 batsmen out before they ca n change over and start batting.
- The aim of the game is to score as many r uns as possible before the fielding team t akes 10 wickets. The team with the most r uns wins.

Bowling

- **Place your thumb and index finger on the seam of the ball, on opposite sides of the ball. Place your middle finger on the other edge of the seam near your index finger.**
- **Carry the call close to your chin. Coil your body then lean back, drop your elbow as you plant your leading leg. Straighten your elbow and your arm then shift your weight to the lead leg.**
- **Thrust your bowling arm forward and rotate your arm past your ear, snapping your wrist to release the ball.**

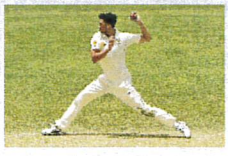
Batting

1. Stand side on the bowler, feet should width apart with knees slightly bent. Hold the bat with both hands close together on the handle, maintaining a firm but relaxed grip.
2. As the bowler approaches, the bat should be close to the body. Move the front foot towards the ball, keeping the back leg straight and foot planted.
3. Make sure your head and eyes are aligned with the ball throughout the swing. The bat should be angled so the face is towards the ground. When swinging, keep the elbows bent and locked. Follow through and strike the ball by swinging in a straight line.

Wicket keeping

To be an effective wicket keeper, the sportsperson needs to master catching and stumping techniques (presenting their hands in a way which maximises catching, quick reaction time to the batsman's movement), develop proper footwork and body positioning (crouched position, ready to move quickly whilst maintaining stability behind the stumps), and practice clear and effective communication with the bowler (allows for coordinating strategies and making necessary adjustments).

Overarm throw



Step One

Stand shoulder width apart, sideways to the target with the throwing arm taken back behind the head at a 90-degree angle. Point the non-throwing arm at the target.

Step Two

Transfer weight from back foot to the front foot by rotating hips and torso towards target. Pull throwing arm towards the target, leading with the elbow. Release the ball in front of head. Follow through with your throwing arm pointing toward the target.

Breakdown of Cricket Rules

SCAN ME

Where would be best to hit the ball to outwit my opponents?

Why would I want to use different bowls when bowling?

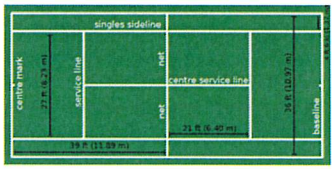
Why is spacing so important to consider when fielding?

ST.ANNE'S R.C. VOLUNTARY ACADEMY

PE Knowledge Organiser- Tennis

KEYWORDS

Backhand- a stroke in which the ball is struck on the opposite side of the body to the racquet hand.
Drop shot- a gentle shot that just lands over the net.
Forehand- a shot hit from the racket arm side of the body.
Serve- the shot that begins each point, in which the server hits the ball after tossing it into the air. The serve must go diagonally across the court and bounce in the serving box.
Rally- a long series of shots.
Grip- how to hold the racket in tennis that is hit in a high arc, usually over the opponent's head.



Scoring

A player or team has to win four points to win a game. Any game starts at 0-0 and the zero point in tennis is called **love**. The progression of points occurs as follows:

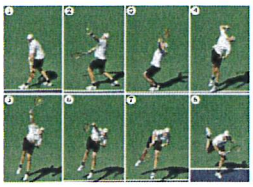
First point - 15
Second point - 30
Third point - 40
Fourth point - Game

However, if both players win three points each in a game (i.e score is 40-40), then it's called a **deuce**.

After deuce, the player who wins the next point has **advantage**. If the player/team who has advantage wins the next point, then they win the game.

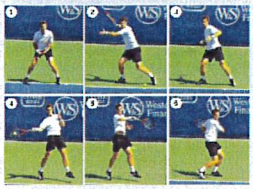
However, if the opposing player wins the next point after advantage, then the score moves back to deuce. A player/team needs to win two consecutive points after deuce to win a game.

Serving



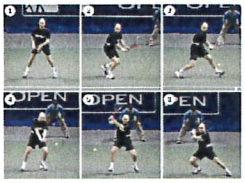
1.Face sideways at an angle to the baseline. Fully extend the elbow down so the racket is pointing to the floor and fully extend the other elbow downwards and hold the ball in the palm of your hand facing up.
2. Separate the arms, extending the right elbow backwards and left elbow upwards whilst transferring body weight from front to back foot.
3.The left arm throws up the ball and arm stay straight with the ball slightly in front of you.
4.When the ball reaches the highest point, accelerate the racket head at the ball in a throwing action, strike the ball as the elbow is fully extended and aim the racket downwards.

Forehand



Step One- stand on the balls of feet with the knees slightly bent whilst facing sideways with shoulder and arm pointing towards opponent. The racket arm should be at a 45-degree angle with the face of the racket at head height.
Step two- transfer body weight from back to front foot and rotate the body quickly to face forwards. The racket head lowers and the forward swing travels from low to high, aiming to hit the ball at its highest point.
Step three- contact ball around waist height, beginning to rotate the racket at impact then follow through with the racket.

Backhand



The weaker hand should be on the top of the racket handle whilst racket is at waist height. Hands and trunk should turn to the side, so the shoulder of right arm is pointing to the ball. The right elbow should be fully extended whilst you transfer body weight from front to back foot.
The body should rotate quickly facing forward, transferring weight from back to front foot and the racket head should lower as accelerating forward. The swing should be low to high aiming to hit the ball at its highest point.
Make contact with the ball at around waist height and begin rotating the racket at impact. The racket should follow through to finish at the right shoulder.

Ready Position

Both hands start on the racket. Feet should be shoulder width apart with head forwards into the court. The knees should be slightly bent so centre of gravity is lowered. When the opponent hits the ball, go onto toes for extra spring in legs. Always return to the centre of the court when striking the ball.

Breakdown of Tennis Rules

SCAN ME

Where would be best to hit the ball to outwit my opponents?

Why is it important to go back to the middle of the court when hitting the ball?

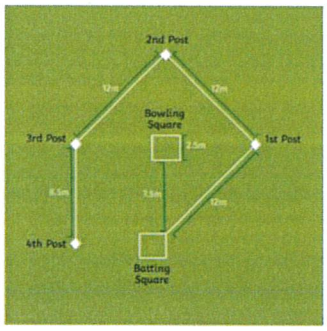
What happens during a serve if the ball hits the net but goes over, landing in the service e box?

ST.ANNE'S R.C. VOLUNTARY ACADEMY

PE Knowledge Organiser- Rounders

KEYWORDS

Underarm- technique of throw when you are bowling to the batter.
Batting-the player trying to score rounders for their team. They do this by hitting a bowled ball and running around the bases without stopping.
Overarm Short- A throw that is used between the bases. This is when the fielding team are trying to get a player out by stumping the base.
Overarm Long- A throw that is from the field to someone at a post or the bowler. It is travelling a further distance than overarm short.
Long Barrier- a technique to control a rounders ball that is travelling along the ground.
No Ball- the ball has been bowled above the batter's head, below the knee, wrong side of the body, too wide or too close to the body.



Rules of Play

1. You must start in the batting box and not step out of it.
2. You only get 1 ball bowled at you, after which you must run whether you hit it or not.
3. You must keep in contact with a post once you have decided to stop running.
4. A no ball means you get another attempt at hitting the ball.
5. You must run around the outside of the post to the last post where you must hit the stump to get all the way round.
6. If you get to the second post you score half, if you get all the way past the fourth post, you get a full rounder.

Batting

- Stand sideways on to the bowlder with the bat up and behind you. The arm will be on a 90-degree angle.
- Step in with the opposite leg.
- Swing through with the hips and follow through with the bat to contact the ball.
- Move body and arm position to hit the ball in a different direction but always in front of you.
- DO NOT DROP THE BAT, unless the umpire shouts no ball you must run.

Underarm Throw

Hand ball in dominant hand, step forward with the opposite leg, swing arm and release the ball before shoulder height. The ball must reach the batter between their knee and head. Aim for the backstop's hands.
Types of bowls- straight bowl, donkey drop, spin bowl

Long Barrier

STEP ONE:
Approach the ball at speed and as you get into line with the ball, twist your upper body, leading with the shoulder furthest from the ball.
STEP TWO:
Bend both knees, so that the knee of the leg nearest to the ball touches the group, but it is also next to the back of the heel of the other leg.
STEP THREE:
With fingers down and head forward, pick up the ball and then stand back up ready to deliver an overarm throw.

Catching

- You can get someone out by catching their hit or by stumping them at a post after catching the ball.
- Get into position under the ball, hands in a cup shape. Bring the ball closer to the body to ensure it is not dropped.

Breakdown of Rounders Rules

SCAN ME

Where would be best to hit the ball to outwit my opponents?

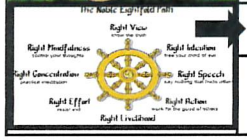
Why would I want to use different bowls when bowling?

Do I have to run on the inside of outside of the posts when batting?

Year 7: Buddhism

Knowledge Organiser

Keywords:

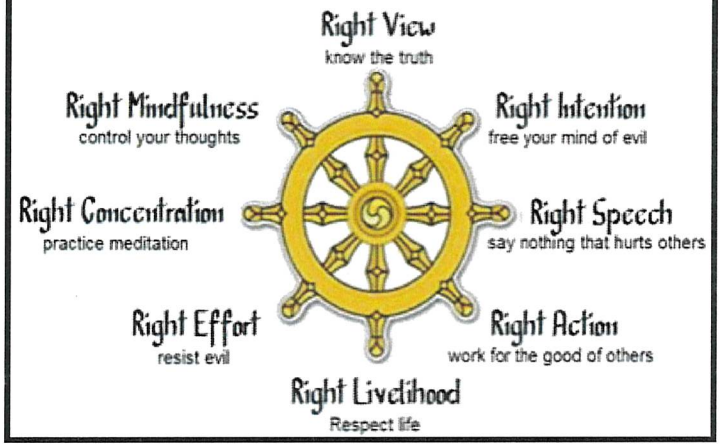
	Keyword	Definition
	Siddhartha Gautama	Prince who became the Buddha
	Meditation	Focusing your mind for a period of time
	Suffering	Going through pain
	Dissatisfac-tion	Not being happy with life
	Self-Denial	Going without some-thing you crave
	Temple	Place of worship
	Nirvana	State reached after enlightenment
	Prince	Person of royal blood
	Renunciation	Rejecting something
	The Middle Way	Teaching of the Buddha
	Contentment	A state of happiness
	The Buddha	Founder of Buddhism
	Symbol	Image that represents something
	Truth	Facts or beliefs be-lieved to be true
	Reincarnation	Being born again
	Enlightenment	Finding the answers to life
	Lotus	Type of flower
	Attachment	Being attached to something in particular
	Eightfold Path	Buddhist teaching
	Mindfulness	State of being con-scious or aware of something

Key Concepts:

The life of the Buddha:

- Siddhartha Gautama was an Indian prince. He was born about 560 years before the time of Jesus.
- When he was born a wise man prophesied that if he ever saw suffering he would be-come a religious leader instead of a king. His father decided that he must never see suf-fering so he said that Siddhartha must never go outside the royal palace and its grounds.
- Eventually Siddhartha became bored and wanted to know more of the world. One day, he sneaked out of the palace while his father was not looking. While he was outside he saw four things that surprised and worried him. He thought about those things for a long time.

The Noble Eightfold Path



The four things that Siddhartha saw

- He saw an old man. He had never seen an old person before.
- He saw a sick man. He had never seen anyone unwell before.
- He saw a dead body and relatives weeping around it. He had never heard of anyone dying.
- He saw a holy man. He had never seen a holy man before.
- He spoke to the man who told him that he had left his home, his friends and his family and was wandering from place to place trying to find the meaning of life.

The four noble truths:

- Dukkha: Suffering exists:
- Samudaya: There is a cause for suffering.
- Nirodha: There is an end to suffering.
- Magga: In order to end suffering, you must follow the Eight-fold Path.
- The fourth truth is that the Noble 8-fold Path is the path which leads to the end of suffering.

Enlightenment and Meditation

- Buddhism is a tradition that focuses on per-sonal spiritual development. Buddhists strive for a deep insight into the true nature of life and do not worship gods or deities.
- Buddhism is different from many other faiths because it is not centred on the rela-tionship between humanity and God.
- Buddhists do not believe in a personal crea-tor God.

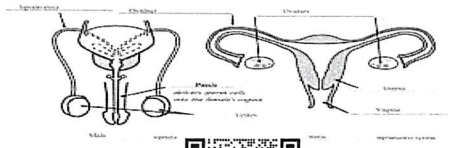
Enlightenment and Nirvana:

- Buddhist believe that there is a cycle of birth, life and death and rebirth. This goes on and on.
- They believe that unless someone gains En-lightenment, when they die they will be re-born. If a person can gain Enlightenment, they can break out of this cycle.
- Breaking out of the cycle is called Nirvana (sometimes called Nibbana). It is the end of everything that is not perfect. It is perfect peace, free of suffering.

EYWORDS	
DOLESCENCE – The period of time when a child hanges into an adult	**OVULATION** – The release of an egg from the ovary
ERTILISATION – When the nucleus of a sperm oins with a nucleus of an egg	**PLACENTA** – Organ where substances pass from mothers' blood to foetus blood. Acts as a barrier and can stop some harmful substances passing
AMETES – Reproductive (sex) cells. Male is oerm. Female is egg.	**PUBERTY** – The physical changes that take place during adolescence
IENSTRUAL CYCLE – Monthly cycle where the terus builds up and then breaks down if egg is not ertilised	**SEED DISPERSAL** – movement of seeds away from the parent plant

ST.ANNE'S R.C. VOLUNTARY ACADEMY

Male & Female Reproductive Organs



UNIT OVERVIEW

Science Year 7 – Reproduction

Knowledge Understanding Equipped

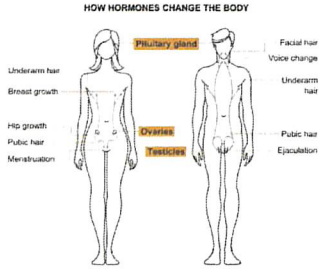
In this unit you will learn:

- physical and emotional changes of reproductive organs.
- Fertilises
- Development of a baby.
- Plant reproduction
- Pollination & germination.
- different methods of plants seed dispersal

Link to Kerboodl

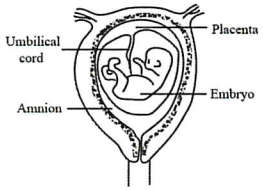
SUPPORT

hanges During Puberty



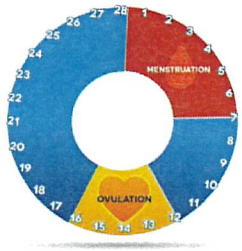
Must know changes in boys and girls during puberty

Development of Foetus



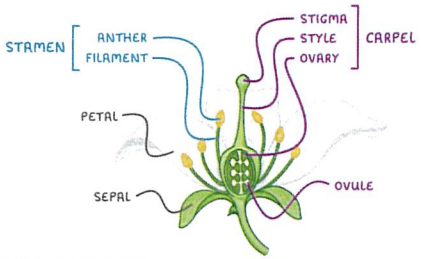
Must know umbilical cord, placenta and fluid sac

Menstrual Cycle



Must know Day 1 period, day 14 ovulation

Germination and Seed Dispersal



Know difference between cross pollination and self pollination and the importance of germination

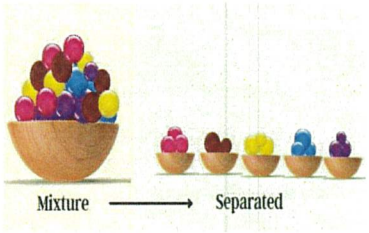
WHAT DO YOU THINK?

What are the changes to girls during puberty?	What are the changes to boys during puberty?	What is the role of the Umbilical cord?	Describe the stages of the menstrual cycle.	What are the advantages of plant cross pollinating?

EYWORDS	
HROMATOGRAPHY – Technique to separate ixtures of liquids that are soluble in the same olvent	**MIXTURE –** A substance where the components are not all chemically bonded
OMPOUND – A molecule of different types of toms chemically bonded together	**PURE SUBSTANCE -** A substance is pure if it has no other substance mixed with it (e.g O_2 or CO_2)
VAPORATION – Process of a liquid turning to a as	**SOLVENT –** The liquid in which a solid or gas dissolves
ILTRATION – Separating an insoluble solid from a quid	**SOLUTE -** The solid or gas that dissolves in a liquid

ST. ANNE'S R.C. VOLUNTARY ACADEMY

Separation techniques



UNIT OVERVIEW

Science Year 7 – Separation techniques

Knowledge Understanding Equipped

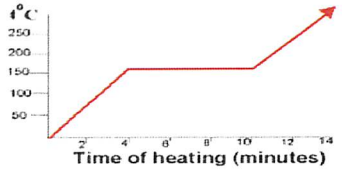
In this unit you will learn:

- Pure and impure
- Mixtures Vs Compounds
- Solute Vs Solvent
- Separation techniques
- Chromatography

Link to Kerboodl

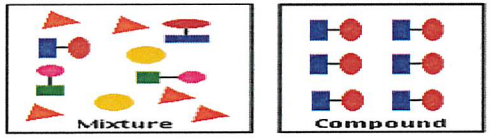
SUPPORT

ure & Impure substances



Must know how melting point is affected by purity

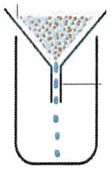
Mixtures and compounds



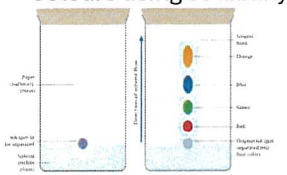
Must know the difference between mixtures and compounds

Separation techniques

Filtration - Know how to separate soluble and insoluble substances

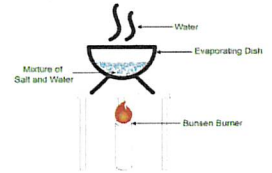


Chromatography - Know how to separate colours using solubility

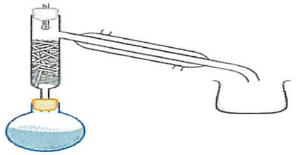


Separation techniques

Evaporation - Know how we evaporate safely



Distillation - Know when distillation is appropriate



WHAT DO YOU THINK?

low can you easily identify a pure substance?	What is the difference between a solvent and a solute?	How would you separate a mixture of salt and sand?	Why in chromatography must the base line be drawn in pencil?	How would you separate salt fron water?

KEYWORDS	
ASTEROID– Lumps of rock orbiting the Sun left over from when the Solar System formed	**HEMISPHERE** – Half of the Earth either from the North Pole to equator or South Pole to equator
AXIS – Imaginary line the Earth spins on	**SATELLITE** – An object that circles a planet, can be natural (moon) or artificial (ISS)
ELLIPSE – A squashed circle or an oval shape	**SOLAR SYSTEM** – The Sun and the planets and other bodies that orbit around it
GALAXY – A number of stars in a galaxy and the solar systems that surround them	**TOTAL SOLAR EXCLIPSE**– An eclipse where the Sun is covered by the Moon

ST.ANNE'S R.C.VOLUNTARY ACADEMY

The Night Sky

There are lots of thing that we can see in the sky. There are satellites (both natural, the moon or artificial, the ISS). We can see our sun which is one of the many stars in our own galaxy, the Milky Way. We can also see the planets of our own Solar System, comets and meteors.

UNIT OVERVIEW

Science Year 7 - Space

Knowledge Understanding Equipped

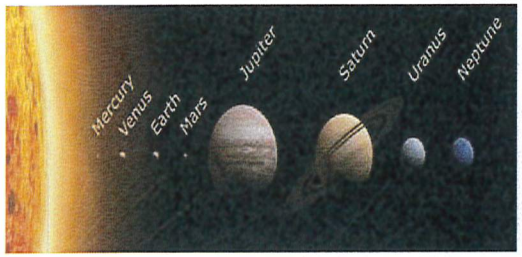
In this unit you will learn:

The Night Sky
Solar System
The Earth
The Moon

Link to Kerboodle

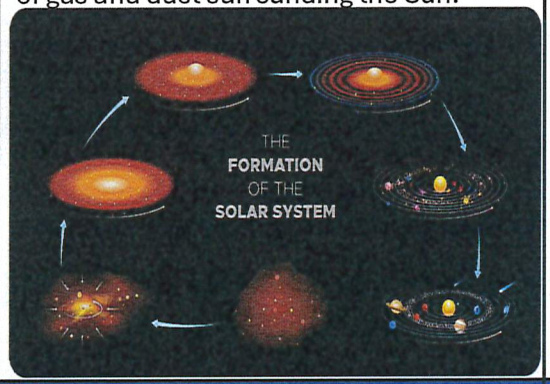
SUPPORT

Solar System. Our Solar System consists of 8 planets, four inner terrestrial planets made of rock, and four outer gas giants.



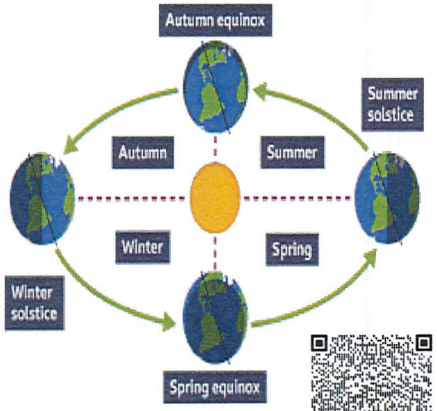
There is an asteroid belt between Mars and Jupiter.
Pluto is now dwarf planet and beyond Pluto is the Kuiper Belt (like asteroid belt but contains icy objects).

How the Solar System formed.
Scientists think that gravity pulled dust, rock and gas together to form our Sun and the planets formed from a disc of gas and dust surrounding the Sun.



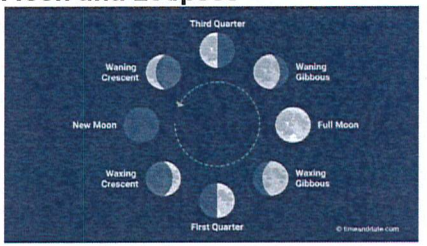
Seasons

Seasons on earth are caused by the tilt of the Earth as it orbits the Sun.

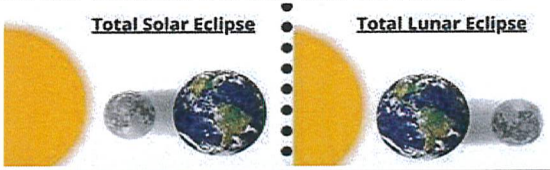


Phases of the Moon and Eclipses

The moon has phases throughout its orbit around Earth.



Solar eclipse happen when the moon comes between the Sun and the Earth.
Lunar eclipses happen when the Earth comes between the Sun and the Moon



WHAT DO YOU THINK?

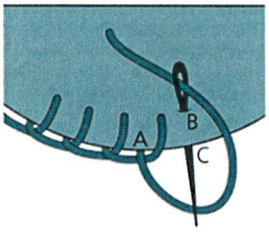
Can you explain why the seasons in the southern hemisphere occur in different months to the northern hemisphere?	Can you describe how rocky and gaseous planets formed in the Solar System?	Do you know what a light year is?	Can you modal, with a beachball, tennis ball and torch, showing the differences in a lunar eclipse and a full moon?	Can you recite all the phases of the moon starting with a full moon?	Can you state which objects in the sky can be seen with the naked eye and which need a telescope to be seen?

ST.ANNE'S
R.C. VOLUNTARY ACADEMY

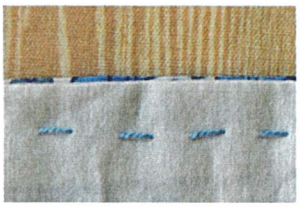
Year 7 Knowledge Organiser-Textiles.

KEYWORDS
Threading a needle-Preparing your needle for sewing.
Eye of the needle-The hole which you thread your thread through.
Sewing-The process of stitching 2 pieces of fabric together by hand.
Running stitch/ Blanket stitch-2 different stitches used for hand sewing
Sewing on the spot-The techniques used to stop your work from unravelling.
Client brief-A list if instructions from the client to the designer.
Target audience-The group of people you want to buy your product.

Blanket stitch



Running stitch



Unit Overview

Design and create a hand puppet using felt, adding additional features such as hair, clothes etc.

You will use the running stitch or blanket stitch to hand sew your work.

The puppet must be aimed at a particular target audience.

WHAT DO YOU THINK?
Why is it important to interpret a client brief properly?
Why would a designer NOT target a product to "anyone/everyone."
Why might you use a blanket stitch over a blanket stitch?
What are the steps to stop our work from unravelling?

SUPPORT	
Our Textile World-Find out why we study Textiles and what careers it could lead to.	SCAN ME
How to do the blanket stitch	SCAN ME
How to do the running stitch	SCAN ME