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Wonder Learning Partnership

Educate | Empower | Engage | Enrich

Knowledge Book 2024-25

Name:

Form:

YEAR 7

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MUSIC

GCSE EXAMINATIONS

1 Paper

YEAR 11

SUMMER: Revision
SPRING: Performing Solo; Final Composing portfolio
AUTUMN: NEA Composing from a brief; NEA Composing; NEA Performing; Solo; NEA Performing; Ensemble; Free Choice composition; Set Work 'Release'; Mock Examination; Recap and Revision; Set Work, 'Samba Em Preludio'; Fusions

YEAR 10

SUMMER: Composing; Film project
SPRING: Music for stage and screen; Performing; Music for stage and screen; Solo Performance; Set work, 'Defying Gravity'; Ensemble Performance; Set Work, 'Star Wars'; Composing; Vocal music; Composing
AUTUMN: Composing; Set Work, 'Music for a while'; Vocal music; Set Work 'Killer Queen'; Ensemble Performance; Set Work 'Pathetique Sonata'

YEAR 9

SUMMER: Composing a 12 bar blues
SPRING: Song writing & Rap; Theory and listening, Harmony and tonality; Reggae; Solo Performance; Composing with Chords; Periods of Classical Music; Periods of Classical Music; Set Work 'Brandenburg Concerto No. 5'
AUTUMN: Theory and listening, Elements of Music; START OF GCSE; Club Dance Remix; Samba; Editing using virtual studio workstation; Harmony in song composition; Composing in Layers; Composing chord progressions, bass lines and melodies

YEAR 8

SUMMER: Melody Writing
SPRING: Minimalism; Using Music technology to create a multi-layered composition; Culture of Indian Music; Improvising around notes of an Indian Raga; Appraising music that uses Chromaticism; Appraising music from the genre of minimalism; Indian Music; Key timbres and structure of Indian music; Chromaticism; Composing and recording a 4/8 bar melody; Sharps and Flats; Editing Music using music technology

YEAR 7

SUMMER: Playing the Djembe
SPRING: Rhythm Composition; Elements of Music; Understanding Melody; Music notation; World of Rhythm; Recognising Pitch and Rhythm; Rhythm Performance; Notes on a keyboard; C Major Scale; Music of Africa; Polyrhythmic performance; Basic symbols; Bridging Unit; Pitch and duration; Music notation

Musical Futures: Ukeleles/Guitars

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MUSIC KNOWLEDGE ORGANISER

KS3 – YEAR 7 Musical Elements

TEMPO

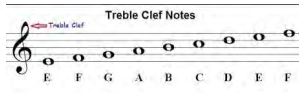
The speed of the music

Italian Terms

Grave-Very Slowly
Adagio-Quite Slowly
Andante-at a walking pace
Moderato-moderately fast
Allegro-fast
Presto-Very Fast
Accelerando- getting faster
Rallentando- getting slower

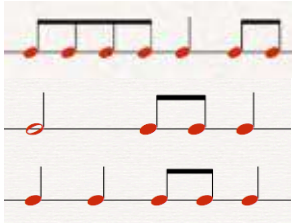
PITCH

How high or low the notes are
Scales -Major scale
Steps-to the next note up or down in the scale
Melody-one pitch after another gives us a tune



DURATION

The length of the notes
Different note lengths one after another gives us a rhythm.



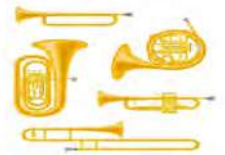
TIMBRE

The instruments and sounds used in the music

String
Violin
Viola
'Cello
Double Bass
Harp

Woodwind
Piccolo
Flute
Oboe
Clarinet
Saxophone
Bassoon

Brass
Trumpet
French Horn
Trombone
Tuba



Percussion
Timpani
Xylophone (wooden)
Glockenspiel (metal)
Drum Kit
Snare Drum
Tambourine
Maracas
Djembe

TEXTURE

How many parts or layers the music has.
A piece may build up in layers for example in an introduction where each sound is introduced gradually.
A Capella-If there is only singers and no instruments
Harmony-more than one part playing together

DYNAMICS

The volume of the music
Italian Terms
pp-pianissimo-very softly
p-piano-softly
mp-mezzo piano-moderately softly
mf-mezzo forte-moderately loudly
f-forte-loudly
ff-fortissimo-Very loudly
Crescendo- getting louder
Diminuendo- getting softer

STRUCTURE

How the music is put together using sections
In songs you have Intros, Verses, chorus, middle 8, outro
Classical Music has sections; Section A, Section B etc.

SILENCE

No Sound Used
Pieces of music will begin and end in silence!
Silence can be used for dramatic effect. E.g. in scary films

Remember **MAD T SHIRT (below)** to add more detail to your response when listening to music!

M	A	D	T	S	H	I	R	T
Melody	**Articulation**	**Dynamics**	**Texture**	**Structure**	**Harmony**	**Instruments**	**Rhythm**	**Tempo**
The tune	*How notes are played. Accents > ^*	*The volume of music*	*Layers of sound*	*How music is organised into sections*	*Chords used, Major/Minor*	*Types of instruments/ sounds used*	*The use of different durations of notes*	*The speed of music*

MUSIC KNOWLEDGE ORGANISER

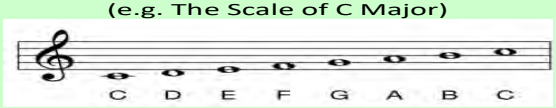
Y7 Melody

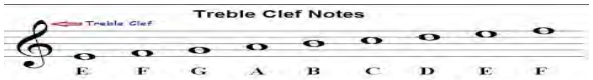
SUCCESSFUL MELODIES:

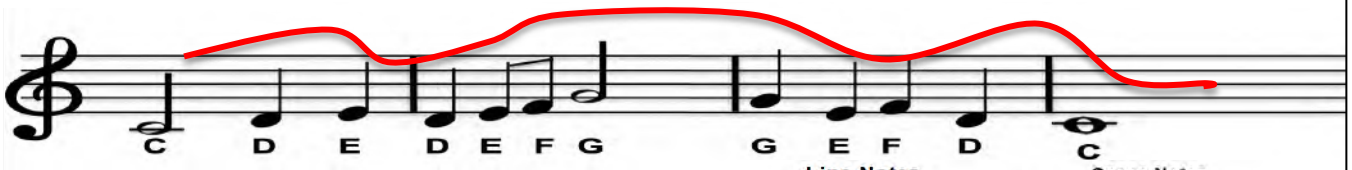
- Have interesting **rhythms** with a variety of note values (e.g. **crotchets, quavers, minims**).
- Need a mixture of long and short durations.
- Have a good sense of shape (**contour**) and are mostly made up of **steps** (we call this **CONJUNCT**)
- Avoid too many big leaps of pitch. (This would make it **DISJUNCT**)
- Use some **repetition** to help make the melody more memorable.

OCTAVE – An octave is the distance of 8 notes. The keyboard diagram to the left shows an octave from C to C.

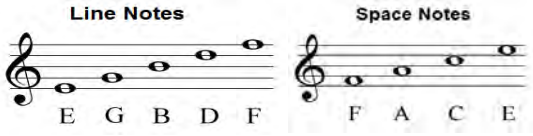
SCALE – When the notes of an octave are played one after the other in order this creates a scale
Scales normally ascend and descend. Just as you would a ladder.
(e.g. The Scale of C Major)







All melodies have a shape to them. The technical term for this is the **contour.** The red line above shows the shape of the melody in exercise 1 from the lessons.



This melody has an ARCH SHAPE because it rises up and then falls again. When composing your melody you need to make sure that the rhythm in each bar adds up to 4 beats and that the pitches are carefully placed in the correct place on the stave. Remember to start and end on the note C-this is the KEYNOTE of C Major.

What's the catch?
A 'catchy' melody is one that you can remember easily. You find yourself hearing it in your head at odd times! This is called an **earworm**. Not a real worm it's just a melody stuck in your head!

Garageband Reminders

Remember when recording in Garageband to use the **METRONOME** (click) to help you keep in time.

Also use the **COUNT IN**, to give you a full bar's count before recording.

You can also change the **TEMPO** by clicking on the blue note and selecting 'Project' and then adjust the 'tempo' to suit your speed.

Why 4 bars long?
This comes from the **Classical Period** and composers like **Mozart, Haydn and Beethoven** who declared that the most beautiful part of music is the melody and that it should have a graceful contour and be perfectly balanced.

M	A	D	T	S	H	I	R	T
Melody	Articulation	Dynamics	Texture	Structure	Harmony	Instruments	Rhythm	Tempo

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GCSE Edexcel B – Beliefs in Action

GCSE EXAMINATIONS

RELIGIOUS STUDIES

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YEAR 11

AUTUMN: 6. Living the Christian life — Pilgrimage; Mid/end point assessment; Prayer; Worship; Sacrements
SPRING: 7. Marriage and the Family — Worship; Worldwide Church; Marriage; Families; Divorce; Gender predudice; Mariage + Family mid/end point assessment; Family planning; Equality
SUMMER: 8. Matters of life and Death — Origins of the universe; Abortion; Life after death mid/end point assessment; Animal rights; Eschatology; Creation; The Trinity; The problem of evil and suffering; Jesus; Mid/end point assessment Christian Beliefs; 5. Christian Beliefs; Mid/end point Peace and conflict assessment; Value of human life; Euthanasia; Life after death; Revision

YEAR 10

START OF GCSE
AUTUMN: 1. Muslim Beliefs — Mid term assessment; The five roots in Shi'a Islam; The Six Beliefs; 2. Living the Muslim life — Akhirah; End point assessment Muslim beliefs; The 10 Obligatory Acts; The Five Pillars; The Five Pillars Assessment; Jihad; End point: Living the muslim life; Festivals
SPRING: 3. Crime and Punishment (Islam) — Crime; Justice; Mid/end point Crime assessment; The death penalty; The aims of punishment; 4. Peace and Conflict (Islam); Forgiveness; Pacifism; Peacemaking; Conflict; Just War
SUMMER: 9.3 Living a Secular Life — Situation ethics; Moral principles; What is ethics?; Non-religious world views; Human & animals; Utilitarianism; Humanists & morals; Humanism & religion

YEAR 9

AUTUMN: 9.1 Building Bridges — Equality; Religion and life; How is religious practice changing?; Religious leaders and racism; Chritians and the community; Bahá'í; Interfaith; Role of women; Bahá'í & equality
SPRING: 9.2 Religion and STEM — What is real?; Genesis; Scientific research; Religion and science; Science and morality; Hindu cosmology; Science and beliefs; Ultimate questions; Hinduism and LAD; Christians and LAD; Sanctity of life; Origins of life
SUMMER: 8.3 What If..? — How to live a good life; Muslims and LAD; Non religious views to LAD; Meaning of life; Diversity; Religion now; Hinduism & society; 8.2 Fairness for all; An introduction to Judaism; Religious response to the Holocuast; Lessons for today

YEAR 8

AUTUMN: 8.1 The Global Dimension — Media & religion; Art, architecture & food; Religion & modern society; Technnology; Hinduism & individuals; Religion & peace; Human rights & religion; Human righs & the Holocaust; Survivors; Genocide; Greta Thunberg; Climate change; Environmental ethics; Environment; Is the world sacred?; Human rights now
SPRING: 7.2 Wise Words (Judaism) — David Attenborough; Religions & the environment; Pollution; Value of the world; Atheism; Christingle; Design argument; God; Causation argument; Spirituality; Torah; Qur'an; 8 fold path Buddhism; Hinduism & Gods; Wisdom; Bible; Guru Granth Sahib; Pilgrimage
SUMMER: 7.3 Sacred Earth

YEAR 7

AUTUMN: 7.1 The God Idea — Polytheism; Early religion; Religion; Worldviews

Year 7 Unit 7.2 : Wise words : Where can we look for wisdom today ?

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KEY WORDS:

Wisdom	The experience of having experience and knowledge.
Gospels	Matthew, Mark, Luke and John. New Testament books.
Qur'an	Holy book of Islam.
Morality	Sense of right and wrong.
Prophet	Someone who declares publicly a message that he/she believes has come from God.
Revelation	When something is made known, God revealing himself.
Parables	A story with a meaning or spiritual lesson or moral.
Torah	The first five books of the Tenakh or Hebrew Bible. It means "law" or "teaching".

How can people keep the Golden Rule today?

1.Donate to a Food Bank (Trussell Trust)

2. Volunteer (e.g for a charity shop/help others)

3.Give to charity (e.g Christian Aid/Muslim Aid)

4.Show kindness and care to others

5. Campaign for Equality.

What is the Buddhist Noble Eightfold Path?

The Threefold Way	The Noble Eightfold Path
1.Ethics	1.Right action (behaving in a skilful way and not harming others)
	2.Right speech (speaking truthfully)
	3. Right livelihood (earning a living in a way that doesn't cause suffering or harm to others)
2. Meditation	4. Right mindfulness (being aware of yourself and the emotions of others)
	5. Right effort (putting effort into meditation and positive emotions)
	6. Right concentration (developing focus so that you are able to meditate)
3.Wisdom	7.Right view/understanding (remembering that actions have consequences)
	8.Right intention (being clear about following the Buddhist path)

Why is the Qur'an important to Muslims?

The word Qur'an means "recitation" and Muslims believe that that Qur'an is the direct word of Allah to Muhammad. It is the most important holy book for Muslims.

1.It shows that Allah is good and powerful (and how to worship Allah)

2. It shows the importance of living a good life (and to be generous to others/)

3. Muslims use the Qur'an in prayer and to help them when they need guidance in their lives, and to follow the Five Pillars of Belief.

Why did Jesus use parables?

They were commonly used so people were used familiar with them. They were stories which could be remembered easily. They challenged people to work out the meaning for themselves. They showed that Jesus understood the problems in people's lives. They were interesting and held the listener's attention.

The Parable of the Good Samaritan

In the parable of the Good Samaritan, Jesus told the story of a Jewish man walking from Jerusalem to Jericho. On the journey he was attacked by robbers and left for dead. Two Jewish religious leaders came along, a Priest and a Levite; both men walked past on the other side of the road. Then, a Samaritan, a traditional enemy of the Jews, came along and saw the man. He stopped, cleaned the man's wounds, put him onto his donkey and took him to an inn where he paid the innkeeper to care for the wounded man.

The Parable of the Lost Son

The parable begins with a man who has two sons. The younger son asks his father for his share of the family estate as an early inheritance. The son immediately sets off on a long journey and begins to waste his money on wild living. His money runs out, a severe famine hits the country, and he finds himself hungry, living in terrible conditions, forced to feed pigs and longing to eat some of the food they had. He realises his father's servants live in better conditions than him so he decides: "I will set out and go back to my father and say to him: Father, I have sinned against heaven and against you. I am no longer ***worthy to be called your son; make me like one of your hired servants."*** (Luke 15:18-19) The father sees him from a distance and runs out to meet him. He welcomes his son back with open arms. The father orders a huge party to celebrate his son's return.

Year 7 Unit 7.3 Sacred Earth: Key Question: What price the Earth ?

KNOWLEDGE ORGANISER

KEY WORDS :

Environment	The natural world; surroundings in which someone lives.
Wonder	Marvelling at the complexity and beauty of the universe.
Awe	A feeling of devout respect, mixed with fear or wonder.
Responsibility	A duty to care for, or having control over, something or someone.
Stewardship	The idea that believers have a duty to look after the environment on behalf of God.
Dominion	Dominance or power over something: having charge of something or ruling over it.
Pollution	Making something dirty and contaminated especially the environment.
Natural resources	Materials found in nature- such as oil and trees-that can be used by people.
Sustainable development	Building and progress that tries to reduce the impact on the natural world for future generations.
Abuse	Misuse of the world and the environment.
Non-renewable resources	Things the earth provides that will eventually run out. For example, oil, coal, gas and other minerals.
Deforestation	The cutting down of large amounts of forest, usually for business needs.
Recycling	Reusing old products to make new ones.
Renewable energy	Energy that comes from a source that does not run out, such as wind or the sun.
Poverty	Lacking the basic essentials of life so that living each day is difficult.
Sacred	Special in a religious way.
Creation	The living world; for most religions, this is considered to have been created by God.

Religious environmental action

Judaism

Judaism states that humans should take environmental responsibility for the world given to them by God. The mitzvot provide many commandments about taking care of the environment e.g never destroy things on earth that are useful.

Hinduism Hindus believe in Ahimsa, which means non-violence. Hinduism believes that all living things are sacred. Hindus should so respect to all living things. Hindus believe in Karma, which means all actions have consequences.

Christianity

Christians show look after the environment. They should not use up the world's natural resources. The world should be persevered and looked after. Christians are stewards of God creation.

Buddhism

Modern day Buddhists take looking after the environment very seriously. Buddhist must consider future generations. The Eightfold Path states that Buddhists should be mindful of the effects of their actions on the world.

Islam The Qur'an says that God created the world and gave humans the responsibility of taking care of it. Muslims believe that they are stewards(khalifahs) who should protect the environment.

Sikhism The Guru Granth Sahib teaches that Sikhs should show respect and responsibility to the environment. They also work towards equality, which means to share the worlds resources.

Key Religious Teachings

Genesis : *"Rule over the fish of the sea, the birds of the air and everything living that moves on earth"*

Genesis: "God took the man and put him in the Garden of Eden to work it and take care of it."

Buddhism : "*Respect life" "Do not hurt others"*

Hinduism : "*The Earth is our mother and we are all her children*"

Religious Environmental Groups

Buddhism	Christianity	Islam	Judiaism	Sikhism	Hinduism	Friends of the Earth
One Earth Sangha	Green Christians	Islamic Foundation for Ecology and Environmental Sciences	Coalition on the environment and Jewish life	EcoSikh	Friends of Vrindavan	Green Peace
	A Rocha					Global Citizen

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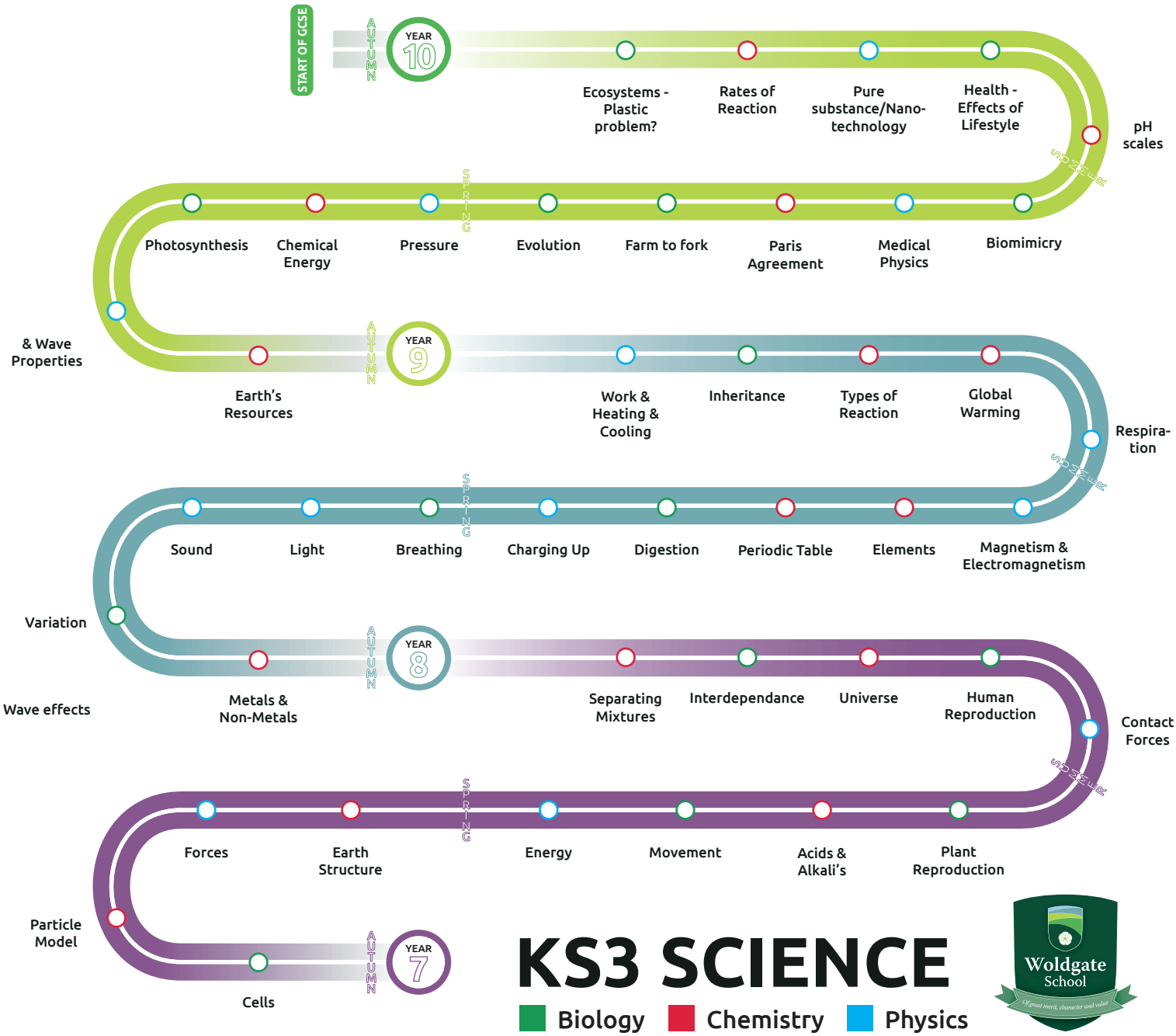

KS3 SCIENCE

Biology Chemistry Physics

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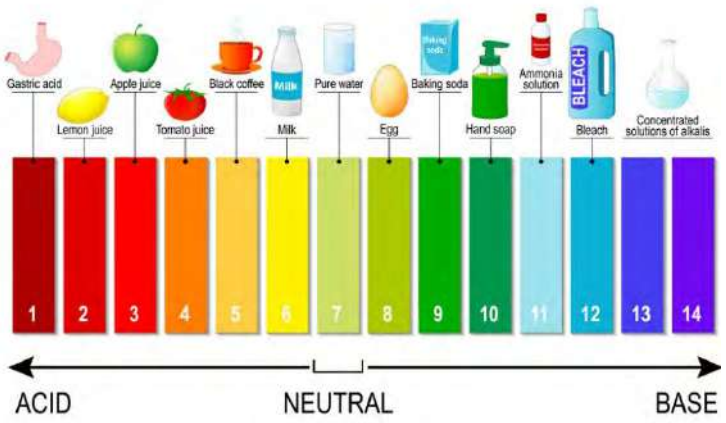
Knowledge organiser – 6.1 Acid and alkali

Signs that a chemical reaction is taking place:

- Flames or sparks
- Smell (sweet or foul)
- Change in temperature (hot / cold)
- Loud pop / bang or gentle fizzing (a gas is being given off)

Chemical reactions are very useful as they make useful substances (medicine, fabrics or building materials). They also transfer energy (burning coal or gas to generate electricity). Sometimes they are not useful (rotting foot, rust on bicycles).

Universal indicator (solution or paper) is a mixture of different indicators. It can show us whether a solution is acid or alkali AND how strongly acidic or alkaline a solution is. This is measured using the pH scale.



neutral solutions = pH 7 exactly
acidic solutions have pH values < 7
alkaline solutions have pH values > 7

Litmus indicator solution turns red in acidic solutions and blue in alkaline solutions. It turns purple in neutral solutions.

NEUTRALISATION

A chemical reaction happens if you mix together an acid and an alkali. The reaction is called neutralisation. A **neutral solution** is made if you add just the right amount of acid and base together. The products formed are **salt and water**.

acid + alkali → salt + water

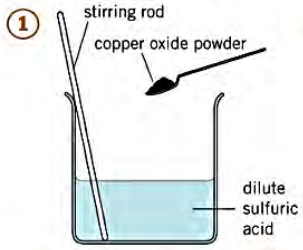
Hydrochloric acid + sodium hydroxide → sodium chloride + water

USES:

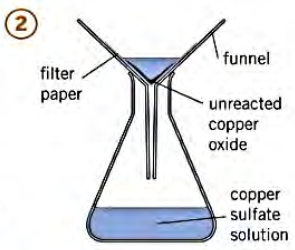
- Soil for crops: Can add base (alkali) to the soil to neutralise some of the soil acid. This makes it suitable to grow crops, like tea.
- Acidic lakes: Acid rain falls in lakes and makes it more acidic. Some animals and plants cannot live there. Base is added to increase the pH.

How can you make crystals of salts?

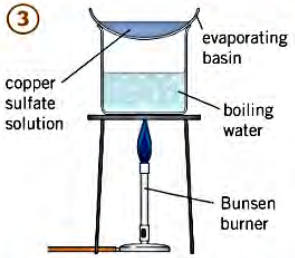
The reactions of acids with metals or bases make salt solutions. Removing water makes salt crystals. The diagrams show how to make copper sulfate crystals.



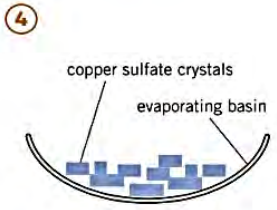
▲ Add copper oxide powder (a base) to dilute sulfuric acid. Keep adding until some copper oxide is left over. All the acid has now reacted.



▲ Filter to remove the copper oxide that has not reacted.

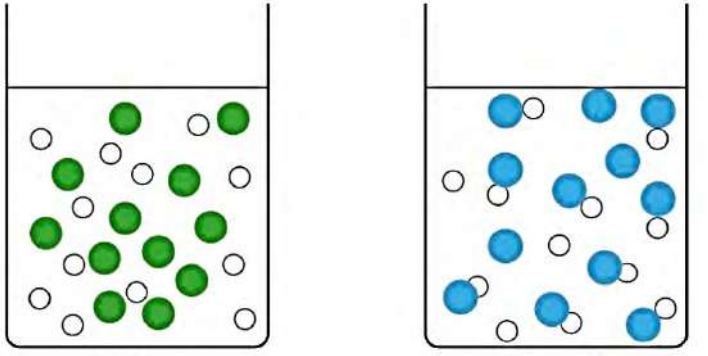


▲ Heat the copper sulfate solution in an evaporating basin until most of the water evaporates.



▲ Leave the evaporating basin in a warm place. The rest of the water evaporates. Copper sulfate crystals remain.

KEYWORD	DEFINITION
Acid	Solution with a pH value less than 7.
Alkali	A soluble base with a pH value more than 7
Chemical reaction	A change in which atoms are rearranged to create new substances.
Concentrated	A solution is concentrated if it has a large number of solute particles per unit volume.
Concentration	A measure of the number of particles in a given volume.
Dilute	A solution is dilute if it has a small number of solute particles per unit volume.
Indicator	Substances used to identify whether unknown solutions are acidic or alkaline.
pH scale	Shows whether a substance is acid, alkali or neutral. It ranges from 0 – 14.
Physical change	A change that is reversible, in which new substances are not made. E.g. ice → water.
Reversible	A change in which it is possible to get back to the original substance.
Salt	A compound in which the hydrogen atoms of an acid are replaced by atoms of a metal element.



▲ All particles split up in a strong acid, such as hydrochloric acid. Only a few particles split up in a weak acid, such as ethanoic acid. The water particles in the solutions are not shown. *Not to scale.*

Knowledge organiser – 1.3 & 1.4 Contact forces and pressure

FRICTION AND DRAG

- Friction grips objects. You need to exert a force to make something move.
- If an object is moving through a fluid, the force slowing it down is called a drag force. When a moving object is in contact with air or liquid particles, it has to push them out of the way.
- Streamlining and lubricating (with oil or grease) will reduce drag and friction.

SQUASHING AND STRETCHING

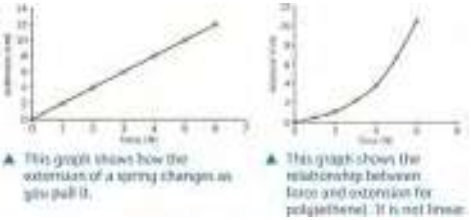
- Forces can cause deformation of objects. They can also cause compression or tension.

How can the floor push you up?

When you stand on the floor, your weight pushes the solid particles closer together. The bonds are slightly compressed and push back and support you. This is called the reaction force.

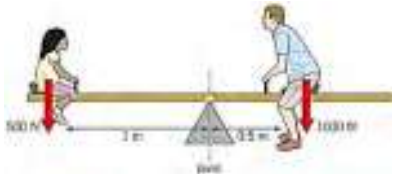
What happens when you stretch a spring?

- If you double the force on the spring, the extension will double (Hooke's Law).
- At some point, when you remove the force it will not go back to its original length (elastic limit).
- Not everything behaves like a spring when you stretch it.



TURNING FORCES

- A turning force acts a certain distance from a pivot.
- The turning effect of a force is called a moment.
- *moment (Nm) = force (N) x perpendicular distance from the pivot (m)*
- *Law of moments: total clockwise moment = total anticlockwise moment*
- You can work out if a see-saw is going to be balanced by calculating the clockwise and anticlockwise moments.



Calculating moments:

Clockwise = 1000N x 0.5 m = 500 Nm

Anticlockwise = 500 N x 1 m = 500 Nm

The moments are equal; see-saw balances.

- All the weight of an object seems to act through a point called the centre of mass (or centre of mass). If the centre of gravity is directly above the pivot, there is no turning force.

FLUID PRESSURE

- Gases and liquids contain atoms or molecules that collide with the surface to produce fluid pressure.
- $fluid\ pressure\ (N/m^2) = \frac{force\ (N)}{area\ (m^2)}$
- You increase gas pressure if you squash or heat a gas. The same amount of gas in a smaller volume results in more collisions between air molecules and container walls, so the pressure is higher.

ATMOSPHERIC PRESSURE

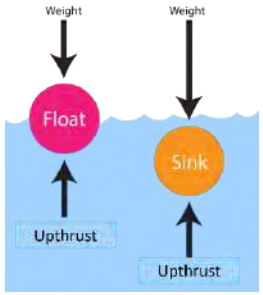
- You do not feel the pressure on your body exerted by air as it is cancelled out by the pressure of gases and liquids in your body pushing out.
- Atmospheric pressure near the ground is higher than pressure higher up. This is why mountaineers often take oxygen tanks when they climb.

LIQUID PRESSURE

- Liquids are incompressible; particles are very close and there is very little space between them.
- The pressure in liquids acts in all directions.
- The pressure increases as you go deeper because the weight of the water above you gets bigger.
- Upthrust acts on any object that is floating or submerged in a liquid.
- Two factors that affect the upthrust on a floating object; area and pressure.
- **Why does a rubber duck float?** There are lots more water molecules hitting the bottom of the rubber duck than there are air molecules hitting the top. The water pressure is higher than the air pressure. This produces upthrust that keeps the duck afloat if the area is big enough. The duck floats when upthrust is the same as the weight of the duck.

STRESS; A measure of how much force is applied over a certain area.

- $stress\ (N/m^2) = \frac{force\ (N)}{area\ (m^2)}$
- If a force is applied over a smaller surface area (high heels/ studs on football boots) you produce a bigger stress.
- Stresses can break the surface of a material, which produces a scratch.



KEYWORD	DEFINITION
Air resistance	The force on an object moving through air that causes it to slow down, also known as drag.
Atmospheric pressure	The pressure caused by the weight of the air above a surface/ on your body.
Centre of gravity	The point in an object where the force of gravity seems to act.
Centre of mass	The point in an object where all the mass of an object seems to act.
Compression	Force squashing or pushing together.
Contact forces	A force that acts when an object is in contact with a surface, air or water.
Deformation	Changing shape due to a force.
Elastic limit	The point beyond which a spring will not return to its original length when the force is removed.
Equilibrium	State of an object when opposing forces are balanced.
Extension	The difference between the original length of an object and the length when you apply force.
Fluid	A substance with no fixed shape (gas/liquid).
Friction	Force opposing motion which is caused by the interaction of surfaces moving over one another.
Gas pressure	The force exerted by air particles when they collide with a surface.
Hooke's Law	If you double the force on an object, the extension will double.
Law of moments	An object is in equilibrium if the clockwise moments equals the anticlockwise moments.
Linear relationship	When two variables are graphed and show a straight line which goes through the origin (proportional).
Liquid pressure	The pressure produced by collisions of particles in a liquid.
Lubrication	A substance that reduced friction between surfaces when they rub together.
Moment	A measure of the ability of a force to rotate an object about a pivot. Measured in newton metres (Nm).
Pivot	The point about which a lever or see-saw balances or rotates.
Pressure	The ratio of force to surface area, in N/m^2, and how it causes stresses in solids.
Reaction	The support force provided by a solid surface like the floor.
Resultant force	Single force which can replace all the forces acting on an object and have the same effect.
Streamlined	Shaped to reduce resistance to motion from air or water.
Stress	The effect of a force applied to a solid.
Tension	Force extending or pulling apart.
Upthrust	The upward force that a liquid or gas exerts on a body floating in it produced by the collisions of particles in the liquid or gas.
Water resistance	The force on an object moving through water that causes it to slow down (also known as drag).

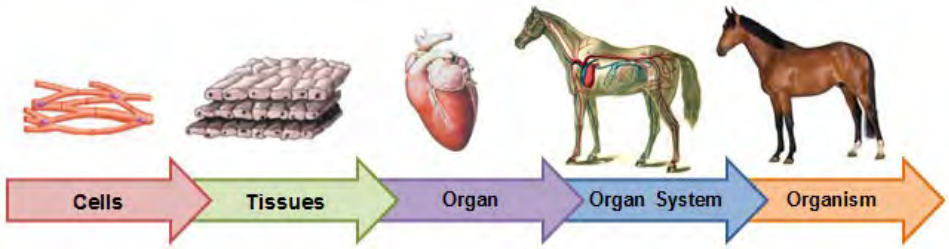
Knowledge organiser – 8.1 Movement

SKELETON AND ITS FUNCTION

1. Support → for the body and holds internal organs in place. Hard and strong bones create a framework for your muscles and organs.
2. Protection → of vital internal organs from being damaged; the skull is protected by the skull.
3. Movement → when a muscle pulls on a bone. The skeleton moves at joints.
4. Making blood cells → bone marrow in some bones produce red blood cells and some white blood cells.

LEVELS OF ORGANISATION

Multicellular organisms have five layers of organisation.



MUSCLES IN THE BODY

Muscles are a type of tissue – lots of muscle cells work together to cause movement. Muscles can only pull – they work by getting shorter (contract). Muscles are attached to bones by tendons. When a muscle contracts, it pulls on a bone. If the bone is part of a joint, the bone will move.

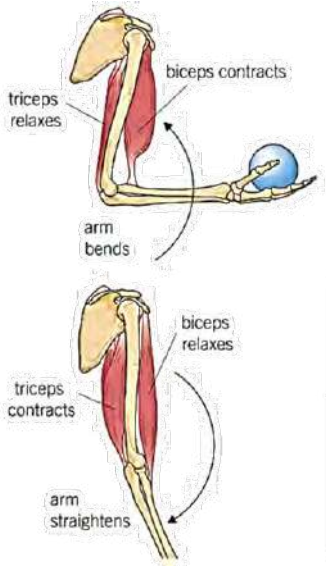
How do muscles work to bend and straighten the arm?

To bend the arm:

- Biceps muscle (front of the arm) contracts
- Triceps muscle relaxes
- Tendons of the biceps is attached to the radius. This allows the biceps to pull the lower arm up.

To straighten the arm:

- Biceps muscle relaxes
- Triceps muscle contracts
- Triceps pulls at the back of the elbow.

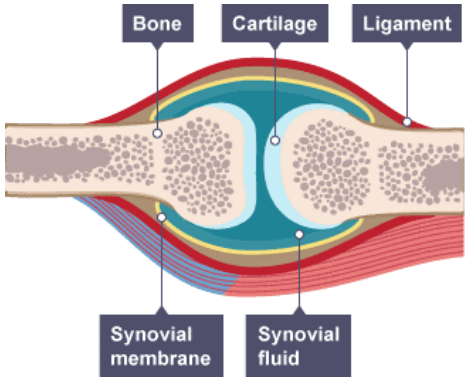


JOINTS

Most joints are flexible, some are joined rigidly and cannot move.

Hinge joint → movement backwards and forwards (knee/elbow)
Ball & socket joint → movement in all directions (hip/ shoulder)
Fixed joint → do not allow any movement (skull)

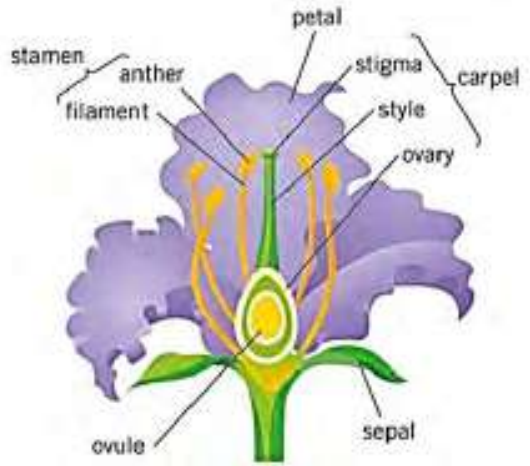
If two bones just moved against each other, they would eventually wear away. This can happen in people who have a condition called arthritis. To stop this happening, the ends of the bones in a joint are covered with cartilage. This is kept slippery (reduces friction) by a liquid called synovial fluid.



KEYWORD	DEFINITION
Antagonistic muscle pairs	A pair of muscles working together to create movement at a joint – as one muscle contracts, the other relaxes.
Bone	A tissue that forms a hard structure, used to protect organs and for movement.
Bone marrow	Tissue found inside some bones where new blood cells are made.
Cartilage	Smooth tissue found at the end of bones. This reduces friction between them preventing rubbing.
Cells	The smallest functional unit of a living organism. It contains parts to carry out life processes.
Circulatory system	Transports substances around the body in the blood.
Digestive system	Breaks down and absorbs food molecules.
Immune system	Protects against infections.
Joints	Parts of the skeleton where bones meet.
Ligaments	Connect bones in joints.
Multi-cellular	Living things made up of many types of cells.
Muscular skeletal system	Supports the body and causes movement.
Organ	Group of different tissues working together to carry out a function.
Organ system	A group of organs working together to carry out a function.
Reproductive system	Produces sperm and egg cells for the production of new organisms.
Respiratory system	Takes in oxygen and removes carbon dioxide from the blood.
Skeleton	All the bones in an organism.
Tendons	Connect muscle to bones.
Tissue	Group of cells of one type, working together to perform a function.

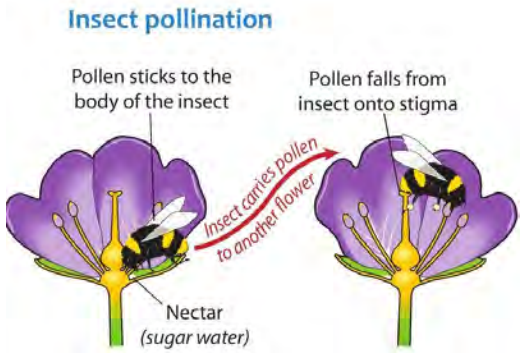
Knowledge organiser – 9.2 Plant reproduction

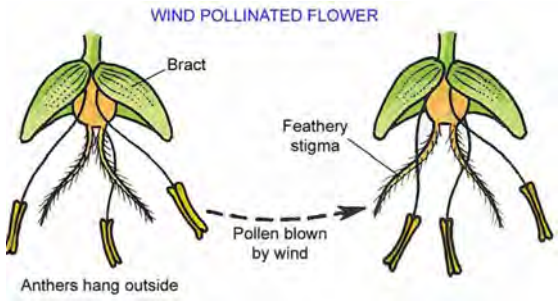
PARTS OF A FLOWER



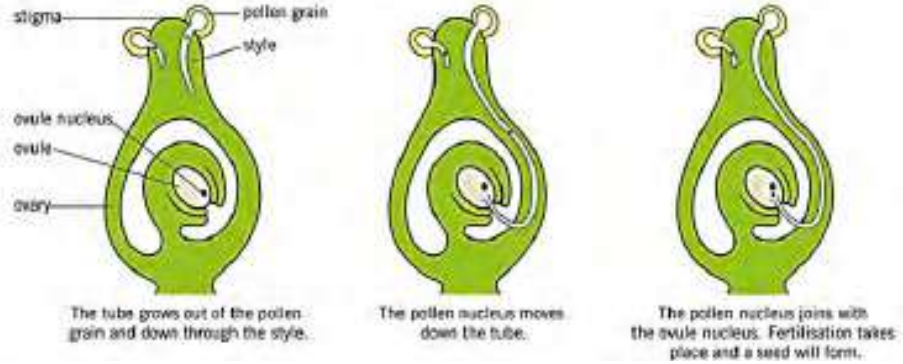
POLLINATION

- Can occur between two different plants (cross-pollination) or between male and female parts of the same plant (self-pollination).
- Pollen can be transferred by wind, insects, or other animals.





How are new plants made? Plants reproduce sexually to produce seeds. These seeds form after pollen grains and ovules join. After fertilisation, the fruit and seed are formed.



	Insect pollinated	Wind pollinated
Petals	Large brightly coloured	Small dull in colour
Smell	Sweet	No scent
Nectar	Yes (attract insects)	No
Pollen quantity	Very little	Large quantity
Pollen type	Sticky or spiky	Light, dry, smooth (
Anther position	Firm and inside	Loose and outside
Stigma position	Inside flower	Outside flower
Stigma type	sticky	Sticky but also feathery

SEEDS have three important structures:

1. Seed coat → tough outer layer
2. Embryo → young root and shoot
3. Food store → store of food (starch) the young plant uses until it can photosynthesise.

To germinate a seeds needs:

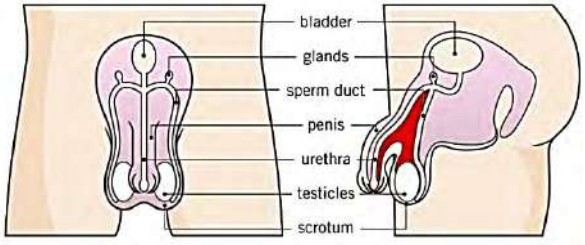
1. Water → seed swells and embryo can grow.
2. Oxygen → respiration (energy)
3. Warmth → speeds up reactions

Method	Detail of seed dispersal	Examples
Wind	Seeds have lightweight parts, wings or parachutes.	Dandelion, sycamore
Animals (inside)	Brightly coloured and tasty fruits contain seeds with indigestible coats, so that the seeds pass through the animal's digestive system undamaged. They reach the ground in animal droppings and may be able to germinate.	Tomato, plum, raspberry, grape
Animals (outside)	Fruits have hooks that attach them to the fur of passing animals. The seeds drop and reach the ground where they may be able to germinate.	Goose grass, burdock
Water	Seeds with a small mass can float on water and may germinate if they reach land. Wood fruits are waterproof and are carried away by the sea.	Willow trees, coconut tree
Explosive	Have a pod that bursts open when ripe, throwing the seeds away from the plant in all directions.	Pea pod

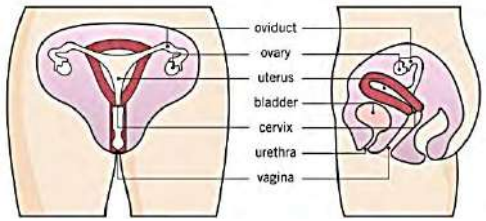
KEYWORD	DEFINITION
Anther	The male part of the flower that produces pollen.
Carpel	The female part of the flower, made up on the stigma where the pollen lands, style and ovary.
Fertilisation	Joining of a nucleus from a male and female sex cell.
Filament	The part of a flower that holds up the anther.
Fruit	Structure that the ovary becomes after fertilisation, which contains seeds.
Germination	The period of time when a seed starts to grow.
Ovary	The part of a flower that contains ovules.
Ovules	Female sex cells in plants found in the ovary.
Petals	A brightly coloured part of a flower that attracts insects.
Pollen	Contains the plant male sex cells found on the stamens.
Pollination	Transfer of pollen from the male part of the flower to the female part of the flower on the same or another plant.
Seed	Structure that contains the embryo of a new plant.
Seed dispersal	The movement of seeds away from the parent plant.
Sepal	The special leaves found under the flower, which protect unopen buds.
Stamen	The male reproductive parts of the flower.
Stigma	The female part of a flower that is sticky to catch grains of pollen.
Style	The female part of a flower that holds up the stigma.

Knowledge organiser – 10.2 Human reproduction

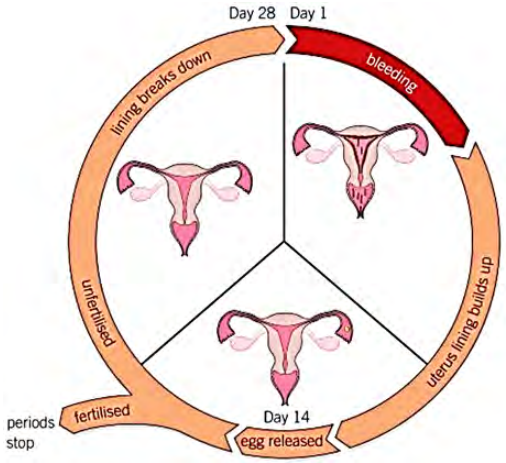
Changes during puberty		
Male	**Both**	**Girls**
Voice deepens	Body odour	Breast develop
Testicles and penis develop	Emotional changes	Ovaries start to release eggs
Sperm production starts	Pubic hair & underarm hair grows	Whole body gets curvier
Shoulders widen	Growth spurt	Periods start
Facial and chest hair grows	Sweat glands develop	Hips widen



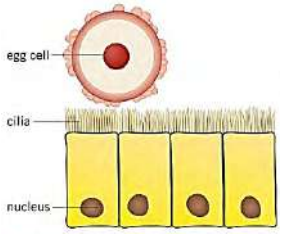
Part	Function
Glands	Produce nutrients for sperm (release semen).
Sperm duct	Tube that carries sperm from the testicles to the penis.
Penis	Carries sperm or urine out of the male's body. It swells with blood and stiffen (erection).
Urethra	Tube that carries urine or sperm out of the body.
Testicles / testes	Where sperm and testosterone are produced.
Scrotum	Skin that contains the testes.



Part	Function
Oviduct	(fallopian tubes) carry an egg to the uterus.
Ovaries	Contains egg cells.
Uterus	(womb) where the baby develops.
Cervix	Ring of muscle at the entrance to the uterus. Keeps the baby in place.
Vagina	Receives sperm during sexual intercourse. Where the male's penis enters the female body.



If the egg does not meet a sperm, the lining breaks down and the cycle starts again from day 1.



▲ Cilia in the oviduct waft the egg towards the uterus.

How do sperm cells reach the egg cell?

Sperm swims from vagina, through the cervix, into the uterus. Many will die. If it meets an egg, fertilisation can occur. The embryo is then implanted into the uterus lining.

Why do some couples have difficulty getting pregnant?

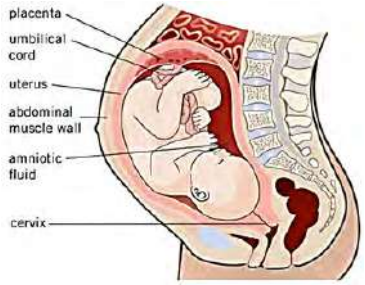
- Low sperm count / sperm cannot swim properly
- Egg cells are not released monthly / blocked oviduct.

MENSTRUAL CYCLE

- Each period lasts between 3-7 days.
- The cycle is 28 days and is controlled by hormones.
- Ovulation occurs on day 14.
- A woman does not have periods during pregnancy.

Where does a baby grow?

The blood of the mother and fetus flow closely inside the placenta. Oxygen and nutrients diffuse from the mother to the fetus. Waste substances (carbon dixoide) diffuse from the fetus to the mother.



What happens during birth?

- At around 40 weeks, the cervix relaxes and uterus wall muscles contract. This pushes the baby out.
- The umbilical cord needs to be cut.
- The placenta is then pushed out.

CONTRACEPTION

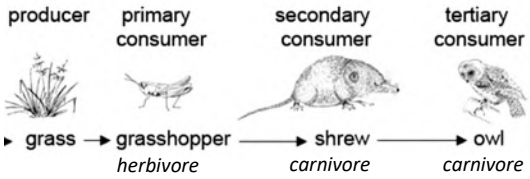
- A condom is a thin layer of latex rubber that fits over an erect penis. It is very effective and protects against STIs.
- The 'pill' is a tablet take a female; it contains hormones. If taken correctly, it is very effective but doesn't protect against STIs.

KEYWORD	DEFINITION
Adolescence	The period of time when a child changes into an adult. It involves emotional and physical changes.
Amniotic fluid	Liquid that surrounds and protects the fetus (shock absorber).
Cilia	Tiny hair on the surface of cells.
Condoms	A barrier method of contraception that prevents semen being released into the vagina.
Contraception	A method of preventing pregnancy.
Contraceptive pill	A chemical method of contraception, which prevents ovulation.
Egg cells	The female sex cell.
Ejaculation	When semen is released from the penis.
Embryo	A ball of cells that forms when the fertilised egg divides.
Fertilisation	Joining of a nucleus from a male and female sex cell.
Fetus	The developing baby during pregnancy (from 8 weeks after fertilisation).
Gametes	(sex cells) The male gamete is a sperm and the female gamete is an egg. Join together to create a new organism.
Gestation	Process where the baby develops during pregnancy.
Menstrual cycle/ period	The monthly cycle during which the uterus lining thickens and breaks down.
Menstruation	Loss of the lining of the uterus during the menstrual cycle.
Ovulation	Release of an egg cell during the menstrual cycle.
Placenta	The organ that allows transfer of nutrients and waste products between mother and fetus. It also acts as a barrier, stopping infections and harmful substances reaching the fetus.
Puberty	The physical changes that take place during adolescence.
Reproductive system	All the male and female organs involved in reproduction. The organ systems that produce sperm and egg, also where the fetus develops.
Sex hormones	Hormones that are involved in the reproductive system (e.g. testosterone and oestrogen)
Sexual intercourse	The process where the penis releases semen into the vagina.
Sperm cells	Male sex cell containing male genetic material.
Umbilical cord	Connects fetus to placenta.

Knowledge organiser – 9.1 Interdependence

FOOD CHAINS

- The arrows show the transfer of energy (stored in food) from one organism to the next.
- Some energy is transferred to the surroundings by heating and as waste; this means that at each level less energy is being transferred to the next organism.
- The top predator is always the last link in the food chain.

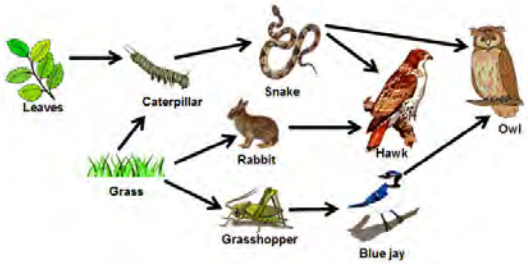


FOOD WEBS AND INTERDEPENDENCE

A food web is a set of linked food chains.
Organisms in a food chain depend on each other for survival (interdependent).

Populations of organisms are constantly changing. The size of a population is affected by:

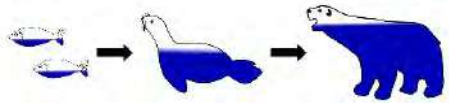
- Number of predators and prey
- Disease
- Pollution
- Competition



Some organisms, like the rabbit, have just one predator (hawk). If the number of rabbits decrease, due to a disease, the number of hawks would also decrease as they would have less to eat.

Decomposers (bacteria and fungi) are also found in food webs.

BIOACCUMULATION



Chemicals (e.g. insecticides) can also be passed along a food chain!

- As these chemicals are washed into rivers and end up in the sea, they are absorbed by fish in small amounts.
- Seals eat the fish and the chemicals pass into their body.
- The levels of the chemical build-up (accumulate) in seals as they eat lots of fish.
- Polar bears eat seals, as one polar bear eats lots of seals, the chemical accumulates to a dangerous level. This makes the polar bear ill and can cause death.

Habitat → ocean
Community → water plants, micro-organisms, insects, fish, fish-eating birds, sea ,mammals crustaceans.
The plants and animals co-exist. They live in the same place at the same time.

Dolphins and crabs live in the ocean but do not compete for food. They have **similar but slightly different niches**.

COMPETITION

Animals compete for:

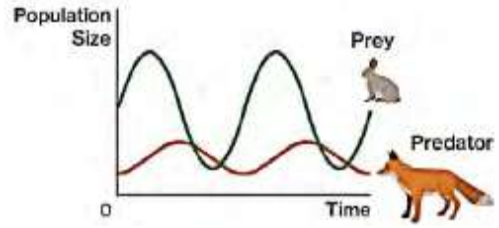
- Food
- Water
- Space (hunt/shelter)
- Mates (to reproduce)

The best competitors will be fast, strong and quick to spot their prey.

Plants compete for:

- Light
- Water
- Space
- Minerals

PREDATOR-PREY RELATIONSHIPS

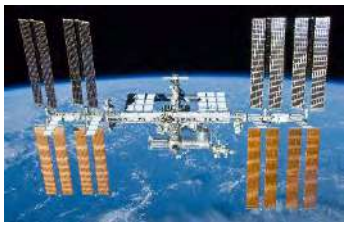


Changes in population of one animal can directly affect the population of another.

- When the prey population increases, the predators have more to eat. The number of predators increases, as they survive longer and reproduce more.
- The growing predator population eats more prey. They number of prey fall.
- There is not enough food for all the predators so their numbers decrease.
- As there are fewer predators feeding on prey, the prey population will increase.
- The cycle starts again.

KEYWORD	DEFINITION
Bioaccumulation	The build-up of toxic chemicals inside organisms in a food chain.
Carnivore	A consumer (animal) that eats other animals.
Community	The collection of the different types of organisms present in an ecosystem.
Competition	Competing with other organisms for resources.
Consumer	Animal that eats other animals or plants.
Decomposer	Organism that breaks down dead plants and animal material so nutrients can be recycled back to the soil or water.
Ecosystem	The living things (plants and animals) in a given area and their non-living environment.
Environment	The surrounding air, water and soil where an organism lives.
Food chain	Part of a food web, starting with producer and ending with top predator. This diagram shows the transfer of energy between organisms.
Food web	A diagram that shows how food chains in an ecosystem are linked.
Habitat	The area in which an organism lives.
Herbivore	A consumer (animal) that eats plants.
Interdependence	The way in which living organisms depend on each other to survive, grow and reproduce.
Niche	A particular place or role that an organism has in an ecosystem.
Omnivore	A consumer (animal) that eats plants and animals.
Population	Group of the same species living in an area.
Predator	An animal that eats other animals.
Prey	An animal that is eaten by another animal.
Producer	Green plant or algae that makes its own food using sunlight by the process of photosynthesis.

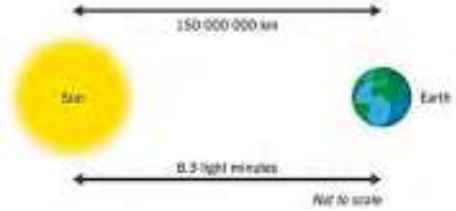
Knowledge organiser – 7.2 Universe



The nearest objects you can see without a telescope are artificial satellites (e.g. ISS). The moon is a natural satellite.

LIGHTS AND SPACE

- Most of the dots of light we see are starts in our galaxy.
- Some of the dots are other galaxies.
- Our nearest large galaxy (Andromeda) can be seen with a naked eye.
- Speed of light = 300 000km/s
- Light-time is used to measure distance (not time) in space because distances are so big.

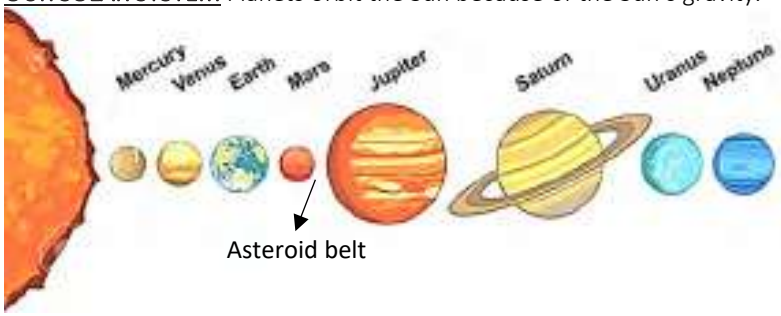


- We have day and night because Earth **spins on its axis**. It takes 24hrs to complete one full spin. The axis is **tilted by 23.4°.**
- The earth takes **365 ¼ days** to **orbit the Sun** (one year).
- It is hotter in summer due to the tilt of the axis; the Sun's rays spread over a smaller area and the days are longer.

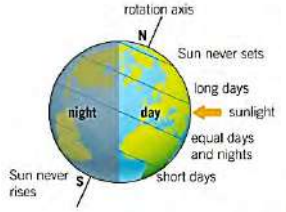
MODELS OF THE UNIVERSE	
Geocentric	**Heliocentric**
Earth did not move.	Planets orbit the Sun
ARGUMENTS FOR: ☺ The ground did not seem to move ☺ The Sun and Moon did appear to move ☺ The stars appeared to move	EVIDENCE FOR ☺ Galileo used the telescope and observed moons in orbit around Jupiter, not the Earth. ☺ Venus had phases, just like the Moon.
EVIDENCE AGAINST; Sometimes the planets seemed to go backwards	These observations could be explained if both planets were orbiting the Sun. We use this model.

OUR SOLAR SYSTEM

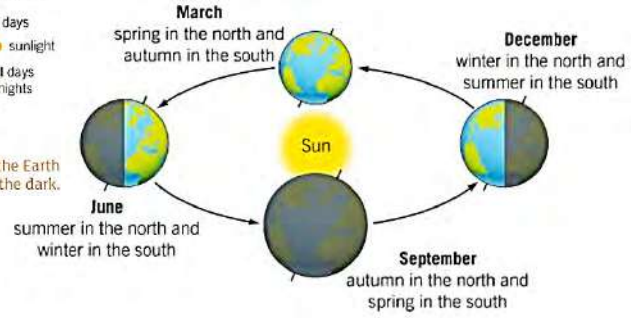
Planets orbit the Sun because of the Sun's gravity.



- Mercury, Venus, Mars, Jupiter and Saturn can be seen with the naked eye.
- The first four planets are called inner planets; they are made of rock. The conditions on these planets are very different.
- The four outer planets are called gas giants; made mainly of hydrogen and helium. They are very cold and much bigger than the inner planets.



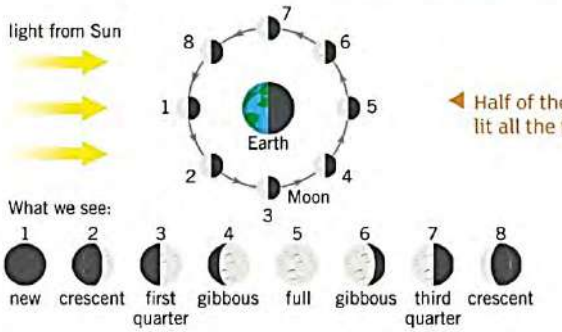
▲ When the Earth spins, half the Earth is in the light and half is in the dark.



▲ The Sun's light is spread out over a bigger area in the winter.

Why does the Moon look different?

The Moon takes 27 days and 7 hours to orbit the Earth once.

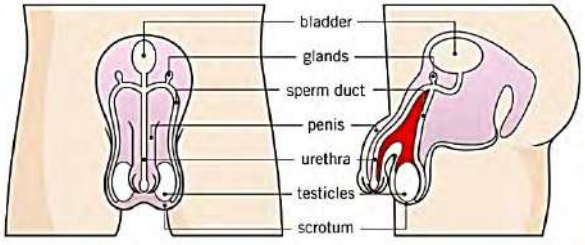


◀ Half of the Moon is lit all the time.

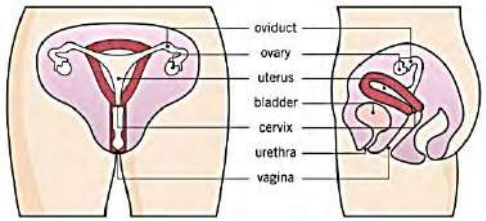
KEYWORD	DEFINITION
Artificial satellite	A manmade spacecraft.
Asteroid	Lumps of rock orbiting the Sun left over from when the Solar System formed.
Constellations	A collection of stars that make a pattern in the sky.
Exoplanet	Planet that orbits a star outside our Solar System.
Galaxy	Collection of stars held together by gravity. Our galaxy is called the Milky Way.
Geocentric model	A model of the Solar System with the Earth at the centre.
Heliocentric model	A model of the Solar System with the Sun at the centre.
Light year	The distance light travels in a year (over 9 million, million kilometres).
Milky Way	The galaxy containing our Sun, Solar System and billions of other stars and planets.
Moon	A rocky body orbiting Earth, it its Earth's only natural satellite.
Natural satellite	A moon in orbit around a planet.
Orbit	Path taken by one object moving around another larger object, such as a satellite around the Earth. Earth completes one orbit of the Sun every year.
Phases of the Moon	Shape of the Moon as we see it from Earth because it reflects light from the Sun.
Planet	Any large body that orbits a star in the Solar System.
Season	Changes in the temperature during the year as the Earth moves around its orbit.
Solar system	The Sun and the planets and other bodies in orbit around it.
Star	Bodies that give out light and that may have a Solar System of planets.
Sun	The star at the centre of our Solar System.
Universe	Everything that exists.

Knowledge organiser – 10.2 Human reproduction

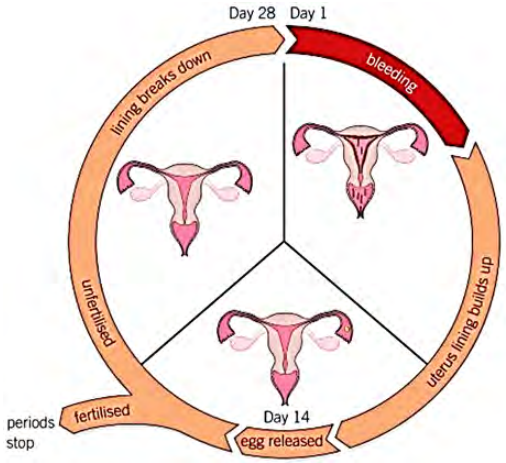
Changes during puberty		
Male	**Both**	**Girls**
Voice deepens	Body odour	Breast develop
Testicles and penis develop	Emotional changes	Ovaries start to release eggs
Sperm production starts	Pubic hair & underarm hair grows	Whole body gets curvier
Shoulders widen	Growth spurt	Periods start
Facial and chest hair grows	Sweat glands develop	Hips widen



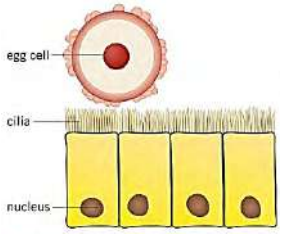
Part	Function
Glands	Produce nutrients for sperm (release semen).
Sperm duct	Tube that carries sperm from the testicles to the penis.
Penis	Carries sperm or urine out of the male's body. It swells with blood and stiffen (erection).
Urethra	Tube that carries urine or sperm out of the body.
Testicles / testes	Where sperm and testosterone are produced.
Scrotum	Skin that contains the testes.



Part	Function
Oviduct	(fallopian tubes) carry an egg to the uterus.
Ovaries	Contains egg cells.
Uterus	(womb) where the baby develops.
Cervix	Ring of muscle at the entrance to the uterus. Keeps the baby in place.
Vagina	Receives sperm during sexual intercourse. Where the male's penis enters the female body.



If the egg does not meet a sperm, the lining breaks down and the cycle starts again from day 1.



▲ Cilia in the oviduct waft the egg towards the uterus.

How do sperm cells reach the egg cell?

Sperm swims from vagina, through the cervix, into the uterus. Many will die. If it meets an egg, fertilisation can occur. The embryo is then implanted into the uterus lining.

Why do some couples have difficulty getting pregnant?

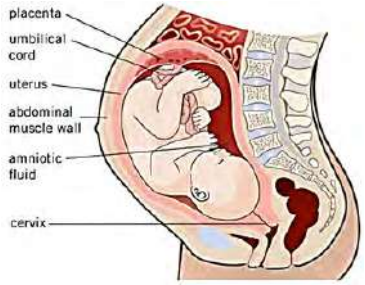
- Low sperm count / sperm cannot swim properly
- Egg cells are not released monthly / blocked oviduct.

MENSTRUAL CYCLE

- Each period lasts between 3-7 days.
- The cycle is 28 days and is controlled by hormones.
- Ovulation occurs on day 14.
- A woman does not have periods during pregnancy.

Where does a baby grow?

The blood of the mother and fetus flow closely inside the placenta. Oxygen and nutrients diffuse from the mother to the fetus. Waste substances (carbon dixoide) diffuse from the fetus to the mother.



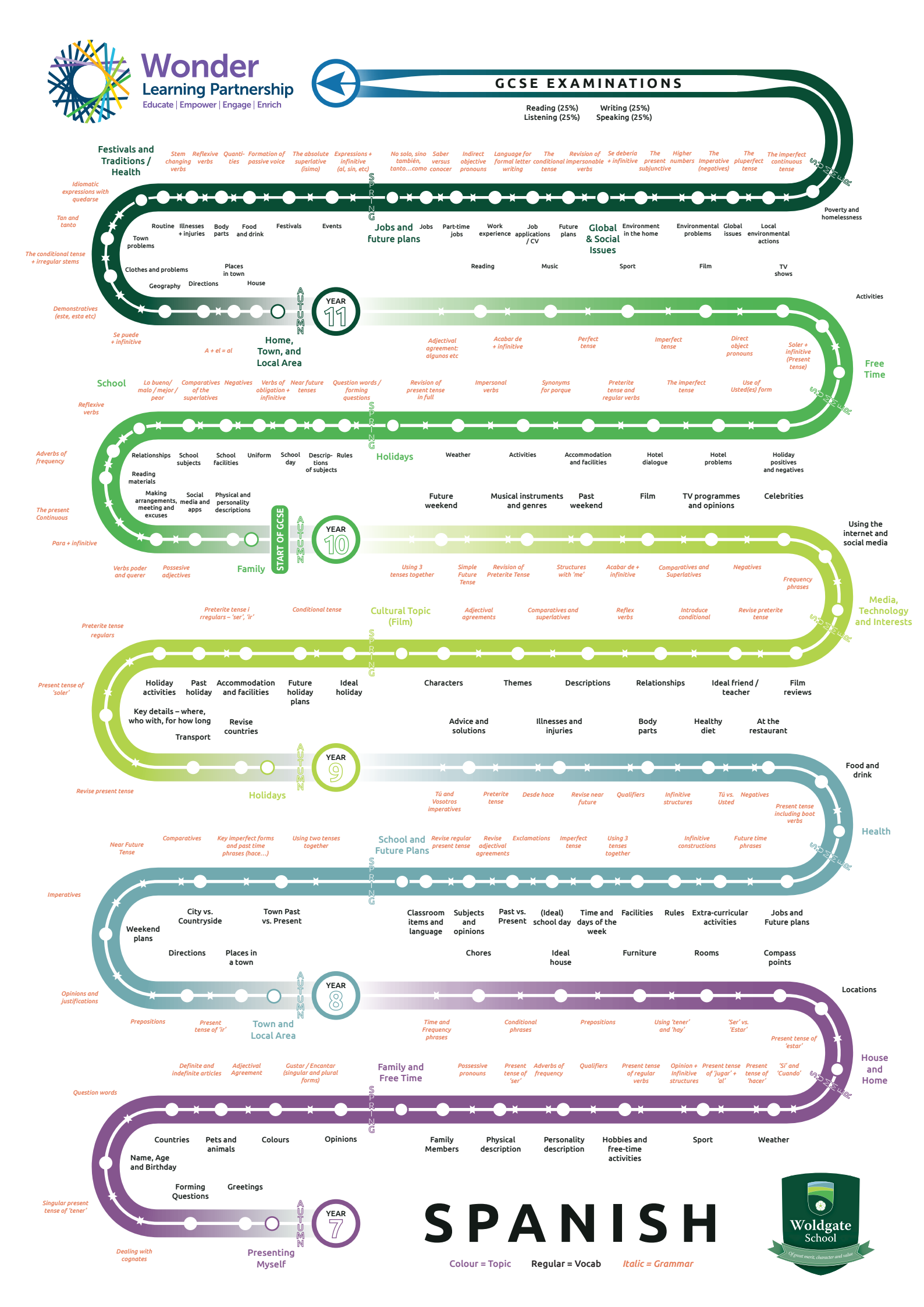
What happens during birth?

- At around 40 weeks, the cervix relaxes and uterus wall muscles contract. This pushes the baby out.
- The umbilical cord needs to be cut.
- The placenta is then pushed out.

CONTRACEPTION

- A condom is a thin layer of latex rubber that fits over an erect penis. It is very effective and protects against STIs.
- The 'pill' is a tablet take a female; it contains hormones. If taken correctly, it is very effective but doesn't protect against STIs.

KEYWORD	DEFINITION
Adolescence	The period of time when a child changes into an adult. It involves emotional and physical changes.
Amniotic fluid	Liquid that surrounds and protects the fetus (shock absorber).
Cilia	Tiny hair on the surface of cells.
Condoms	A barrier method of contraception that prevents semen being released into the vagina.
Contraception	A method of preventing pregnancy.
Contraceptive pill	A chemical method of contraception, which prevents ovulation.
Egg cells	The female sex cell.
Ejaculation	When semen is released from the penis.
Embryo	A ball of cells that forms when the fertilised egg divides.
Fertilisation	Joining of a nucleus from a male and female sex cell.
Fetus	The developing baby during pregnancy (from 8 weeks after fertilisation).
Gametes	(sex cells) The male gamete is a sperm and the female gamete is an egg. Join together to create a new organism.
Gestation	Process where the baby develops during pregnancy.
Menstrual cycle/ period	The monthly cycle during which the uterus lining thickens and breaks down.
Menstruation	Loss of the lining of the uterus during the menstrual cycle.
Ovulation	Release of an egg cell during the menstrual cycle.
Placenta	The organ that allows transfer of nutrients and waste products between mother and fetus. It also acts as a barrier, stopping infections and harmful substances reaching the fetus.
Puberty	The physical changes that take place during adolescence.
Reproductive system	All the male and female organs involved in reproduction. The organ systems that produce sperm and egg, also where the fetus develops.
Sex hormones	Hormones that are involved in the reproductive system (e.g. testosterone and oestrogen)
Sexual intercourse	The process where the penis releases semen into the vagina.
Sperm cells	Male sex cell containing male genetic material.
Umbilical cord	Connects fetus to placenta.


Wonder
Learning Partnership
Educate | Empower | Engage | Enrich
GCSE EXAMINATIONS
Reading (25%)
Listening (25%)
Writing (25%)
Speaking (25%)
YEAR 11
SUMMER
SPRING
AUTUMN
Festivals and Traditions / Health
Stem changing verbs
Reflexive verbs
Quanti-ties
Formation of passive voice
The absolute superlative (isimo)
Expressions + infinitive (al, sin, etc)
No solo, sino también, tanto…como
Saber versus conocer
Indirect objective pronouns
Language for formal letter writing
The conditional tense
Revision of impersonable verbs
Se debería + infinitive
The present subjunctive
Higher numbers
The Imperative (negatives)
The pluperfect tense
The imperfect continuous tense
Idiomatic expressions with quedarse
Tan and tanto
The conditional tense + irregular stems
Routine
Illnesses + injuries
Body parts
Food and drink
Festivals
Events
Town problems
Clothes and problems
Places in town
Geography
Directions
House
Jobs and future plans
Jobs
Part-time jobs
Work experience
Job applications / CV
Future plans
Global & Social Issues
Environment in the home
Environmental problems
Global issues
Local environmental actions
Poverty and homelessness
Reading
Music
Sport
Film
TV shows
Activities
Demonstratives (este, esta etc)
Se puede + infinitive
A + el = al
Home, Town, and Local Area
Adjectival agreement: algunos etc
Acabar de + infinitive
Perfect tense
Imperfect tense
Direct object pronouns
Soler + infinitive (Present tense)
Free Time
YEAR 10
School
Lo bueno/ malo / mejor / peor
Comparatives of the superlatives
Negatives
Verbs of obligation + infinitive
Near future tenses
Question words / forming questions
Revision of present tense in full
Impersonal verbs
Synonyms for porque
Preterite tense and regular verbs
The imperfect tense
Use of Usted(es) form
Reflexive verbs
Adverbs of frequency
Relationships
School subjects
School facilities
Uniform
School day
Descrip-tions of subjects
Rules
Reading materials
Making arrangements, meeting and excuses
Social media and apps
Physical and personality descriptions
Holidays
Weather
Activities
Accommodation and facilities
Hotel dialogue
Hotel problems
Holiday positives and negatives
Future weekend
Musical instruments and genres
Past weekend
Film
TV programmes and opinions
Celebrities
The present Continuous
Para + infinitive
Verbs poder and querer
Possessive adjectives
Family
START OF GCSE
Using the internet and social media
YEAR 9
Using 3 tenses together
Simple Future Tense
Revision of Preterite Tense
Structures with 'me'
Acabar de + infinitive
Comparatives and Superlatives
Negatives
Frequency phrases
Media, Technology and Interests
Preterite tense i rregulars – 'ser', 'ir'
Conditional tense
Cultural Topic (Film)
Adjectival agreements
Comparatives and superlatives
Reflex verbs
Introduce conditional
Revise preterite tense
Preterite tense regulars
Present tense of 'soler'
Holiday activities
Past holiday
Accommodation and facilities
Future holiday plans
Ideal holiday
Characters
Themes
Descriptions
Relationships
Ideal friend / teacher
Film reviews
Key details – where, who with, for how long
Transport
Revise countries
Advice and solutions
Illnesses and injuries
Body parts
Healthy diet
At the restaurant
Food and drink
YEAR 8
Revise present tense
Holidays
Tú and Vosotros imperatives
Preterite tense
Desde hace
Revise near future
Qualifiers
Infinitive structures
Tú vs. Usted
Negatives
Present tense including boot verbs
Health
Near Future Tense
Comparatives
Key imperfect forms and past time phrases (hace…)
Using two tenses together
School and Future Plans
Revise regular present tense
Revise adjectival agreements
Exclamations
Imperfect tense
Using 3 tenses together
Infinitive constructions
Future time phrases
Imperatives
Weekend plans
City vs. Countryside
Town Past vs. Present
Directions
Places in a town
Classroom items and language
Subjects and opinions
Past vs. Present
(Ideal) school day
Time and days of the week
Facilities
Rules
Extra-curricular activities
Jobs and Future plans
Chores
Ideal house
Furniture
Rooms
Compass points
Locations
YEAR 7
Opinions and justifications
Prepositions
Present tense of 'ir'
Town and Local Area
Time and Frequency phrases
Conditional phrases
Prepositions
Using 'tener' and 'hay'
'Ser' vs. 'Estar'
Present tense of 'estar'
House and Home
Definite and indefinite articles
Adjectival Agreement
Gustar / Encantar (singular and plural forms)
Family and Free Time
Possessive pronouns
Present tense of 'ser'
Adverbs of frequency
Qualifiers
Present tense of regular verbs
Opinion + Infinitive structures
Present tense of 'jugar' + 'al'
Present tense of 'hacer'
'Si' and 'Cuando'
Question words
Countries
Pets and animals
Colours
Opinions
Name, Age and Birthday
Forming Questions
Greetings
Family Members
Physical description
Personality description
Hobbies and free-time activities
Sport
Weather
Singular present tense of 'tener'
Dealing with cognates
Presenting Myself
SPANISH
Colour = Topic
Regular = Vocab
Italic = Grammar
Woldgate School
Of great merit, character and value

Y7 Spanish Knowledge Organiser: Unit 2 Mi burbuja y mis pasatiempos

Mi familia – *My family*

En mi familia hay... personas: mi... *In my family there are... people: my...*

padre	*father*	**bisabuelo**	*great-grandfather*
madre	*mother*	**bisabuela**	*great-grandmother*
tío/a	*uncle/aunt*	**hermanastro**	*step/half-brother*
abuelo	*grandfather*	**hermanastra**	*step/half-sister*
abuela	*grandmother*	**madrastra**	*step-mother*
hermano/a	*brother/sister*	**padrastro**	*step-father*
primo/a	*(male/female) cousin*	**sobrino/a**	*nephew/niece*
esposo/a	*husband/wife*	**nieto**	*grandson*
hijo/a	*son/daughter*	**nieta**	*granddaughter*
cuñado/a	*brother-/sister-in-law*	**gemelo/a**	*twin*

Possessive adjectives

In Spanish, the words for 'my', 'your' and 'his/her' differ according to whether the noun that follows is singular or plural.

	singular	plural
my	*mi*	*mis*
your	*tu*	*tus*
his/her	*su*	*sus*

my brother *mi hermano*
my brothers ***mis*** *hermanos*

Verb	Noun	Name	Connective	Verb	Age	
Tengo *I have*	**un hermano** *a brother* **una hermana** *a sister* **un hermanastro** *a step/half-brother* **una hermanastra** *a step/half-sister* **dos hermanos** *two brothers* **dos hermanas** *two sisters*	**que se llama(n)...** *who is/are called*	**y** *and*	**tiene(n)** *He/she is (/they are)...*	dos tres cuatro once quince veinte	**años.** *years old.*
No tengo *I don't have*	**hermanos.** *brothers/siblings.* **hermanas.** *Sisters.*	**Soy hijo/a único/a.** *I am an only child.*				

¡Arriba, arriba!

If you have a younger or older brother or sister, use *menor* and *mayor*.

hermano ***menor*** younger brother
hermana ***mayor*** older sister

Los números 31 – 100

Learning Spanish numbers

The easiest way to learn numbers 1–100 in Spanish is to focus firstly on numbers 1–20, then 21–29, which have a slightly different spelling rule. Finally, learn 30, 40, 50, 60, 70, 80, 90, 100, remembering that all the numbers in between follow the same pattern, with *y* as a link word. So to know 1–100 in Spanish, you only really need to learn 37 numbers!

¿Cómo eres? – *What are you like?*

Yo tengo (I have) Tú tienes (You have) Él tiene (He has) Ella tiene (She has) Mi amigo tiene (My friend (m) has) Mi amiga tiene (My friend (f) has)	el pelo (the hair)	castaño (brown) moreno (dark brown) negro (black) pelirrojo (red) rubio (blond)	y (and)	a media melena (medium length) corto (short) en punta (spiky) largo (long)	liso (straight) rapado (very short) rizado (curly) ondulado (wavy)
	los ojos (the eyes)	azules (blue) marrones (brown) negros (black) verdes (green)	y (and)	llevo (I wear) llevas (you wear) lleva (s/he wears) no llevo (I don't wear) no llevas (you don't wear) no lleva (s/he doesn't wear)	gafas (glasses) barba (a beard) bigote (a moustache)

Soy (I am)

Él (He) Mi hermano (My brother) Mi hijo (My son) Mi novio (My boyfriend) Mi padre (My father) Mi tío (My uncle)	es (is)	alto (tall (m)) amable (kind) cariñoso (affectionate (m)) débil (weak) delgado (slim (m)) deportista (sporty)	fuerte (strong) guapo (good looking (m)) hablador (talkative (m)) joven (young) perezoso (lazy (m)) ruidoso (noisy (m))	serio (serious (m)) simpático (nice (m)) trabajador (hard working (m)) tranquilo (relaxed (m)) tonto (stupid (m)) viejo (old (m))
Ella (She) Mi hermana (My sister) Mi hija (My daughter) Mi madre (My mother) Mi novia (My girlfriend) Mi tía (My aunt)		alta (tall (f)) amable (kind) cariñosa (affectionate (f)) débil (weak) delgada (slim (f)) deportista (sporty)	fuerte (strong) guapa (good looking (f)) habladora (talkative (f)) joven (young) perezosa (lazy (f)) ruidosa (noisy (f))	seria (serious (f)) simpática (nice (f)) trabajadora (hard working (f)) tranquila (relaxed (f)) tonta (stupid (f)) vieja (old (f))
Mis abuelos (My grandparents) Mis amigas (My friends (f)) Mis hermanas (My sisters) Mis padres (My parents)	son (are)	altos/as (tall (pl)) amables (kind (pl)) débiles (weak (pl)) deportistas (sporty (pl)) habladores/as (talkative (pl))		

p.45; WB p.23

Aa Gramática

Ser

It is vital that you know the verb *ser* in full. Like *tener* it is irregular.

soy	I am
eres	you are
es	he/she/it is
somos	we are
sois	you are (pl)
son	they are

Use it for physical descriptions:

*Mi primo **es** delgado* *¿Cómo **eres**?*

*Yo **soy** alta* *Mis hermanos **son** bajos*

súper – really	**bastante** - quite
muy – very	**un poco** – a bit

Mi tiempo libre – *My free time*

a. To browse the Internet

b. To relax at home

g. To dance salsa

h. To chat on my phone

c. To listen to music

d. To play on the games console

i. To watch TV

j. To read books

e. To practise sports

f. To go out with my friends

a navegar por Internet

b descansar en casa

g bailar salsa

h chatear en el móvil

c escuchar música

d jugar a la videoconsola

i ver la tele

j leer libros

e practicar deportes

f salir con mis amigos

The present tense of regular verbs

In Spanish, there are three types of infinitive: **–ar** (e.g. ***hablar*** – to talk), **–er** (e.g. ***comer*** – to eat) and **–ir** (e.g. ***vivir*** – to live). To form the present tense, take off the –ar, –er or –ir and add:

	–ar	–er	–ir
I	*o*	*o*	*o*
you (singular)	*as*	*es*	*es*
he/she/it	*a*	*e*	*e*
we	*amos*	*emos*	*imos*
you (plural)	*áis*	*éis*	*ís*
they	*an*	*en*	*en*

El deporte - *Sport*

jugar	to play
juego	I play
juegas	you (sing) play
juega	he/she plays
jugamos	we play
jugáis	you (pl) play
juegan	they play

hacer	to do
hago	I do
haces	you (sing) do
hace	he/she does
hacemos	we do
hacéis	you (pl) do
hacen	they do

Jugar al...	To play...	Hacer...	To do/go...
1 tenis	**Tennis**	6 atletismo	**Athletics**
2 fútbol	**Football**	7 natación	**Swimming**
3 baloncesto	**Basketball**	8 equitación	**Horse-riding**
4 bádminton	**Badminton**	9 gimnasia	**Gymnastics**
5 balonmano	**handball**	10 ballet	**ballet**

Adverbs of Frequency

siempre	Always
a menudo	Often
de vez en cuando	From time to time
a veces	Sometimes
raramente	Rarely
nunca	Never

Mis gustos deportivos – *My sporting preferences*

Noun (Sport/Hobby)	Verb	Adverb of intensity	Adjective
el fútbol/rugby/golf/hockey/... *football/rugby/golf/hockey/...*	es *is*	muy *very*	fácil *easy*
el ballet *Ballet*		bastante *quite*	difícil *difficult*
el ciclismo *Cycling*		un poco *a bit*	emocionante *exciting*
la natación *Swimming*		extremadamente *extremely*	divertido/a *fun*
la equitación *Horse-riding*		totalmente *totally*	aburrido/a *boring*
		realmente *really*	lento/a *slow*
			rápido/a *fast*

3.3 Mis gustos deportivos

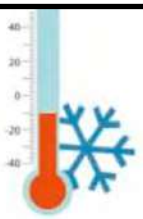
aburrido/a	*boring*
apasionante	*exciting*
difícil	*difficult*
divertido/a	*fun*
emocionante	*exciting*
fácil	*easy*
lento/a	*slow*
rápido/a	*fast*
me chifla	*I love*
me fascina…	*… fascinates me*
me interesa…	*… interests me*
me mola	*I love*
en mi opinión	*in my opinion*
para mí	*for me*
porque	*because*

¿Qué tiempo hace? – *What is the weather like?*

a. It's sunny

a Hace sol

b. It's cold

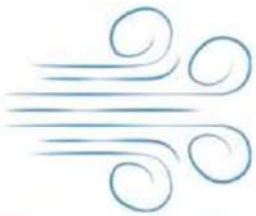


b Hace frío

c. It's raining/rainy./It rains

c Llueve

d. It's windy



d Hace viento

e Nieva

e. It's snowing/snowy./It snows

f Hace calor

f. It's hot

g Hay tormenta

g. It's stormy

h Hay niebla

h. It's foggy

Si = if

Cuando = when

E.g.
Si hace frío... (If it's cold...)
Cuando llueve... (When it's raining...)

¡Atención!

Note that *sí* (with an accent) means 'yes' and *si* (without an accent) means 'if'. They sound exactly the same!

Y7 Spanish Knowledge Organiser: Unit 3 Mi casa

Donde vivo yo - *Where I live*

Basic use of *ser* and *estar*

ser	to be
soy	I am
eres	you (sing) are
es	he/she/it is
somos	we are
sois	you (pl) are
son	they are

estar	to be
estoy	I am
estás	you (sing) are
está	he/she/it is
estamos	we are
estáis	you (pl) are
están	they are

Ser and *estar* both mean 'to be' in English, but they are used in very different ways.

Ser is used for general descriptions:

- *Madrid* ***es*** *una ciudad grande.*
- *Mis hermanos* ***son*** *altos y simpáticos.*

Estar is used for location and position:

- *Marbella y Málaga* ***están*** *en el sur de España.*
- *La lámpara* ***está*** *encima de la mesa.*

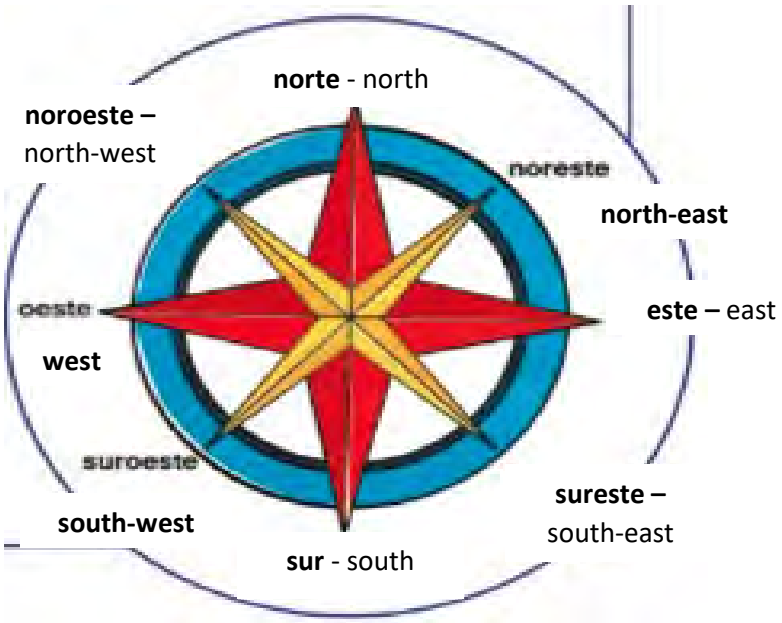
Yo vivo (I live)
Tú vives (You live)
Él vive (He lives)
Ella vive (She lives)

en (in)

en un edificio antiguo (in an old building)
en un edificio moderno (in a modern building)

en el centro (in the centre)
en las afueras (on the outskirts)
en la costa (on the coast)
en el campo (in the country)
en la montaña (in the mountains)

Escocia (Scotland)
España (Spain)
Gales (Wales)
Inglaterra (England)
Irlanda (Ireland)
los Estados Unidos (the USA)



Mi casa – *My house*

Yo vivo (I live)
Tú vives (You live)
Él vive (He lives)
Ella vive (She lives)

en (in)

un piso (a flat)
bonito (pretty)
feo (ugly)
grande (big)
pequeño (small)

una casa (a house)
bonita (pretty)
fea (ugly)
grande (big)
pequeña (small)

You can make descriptions of homes more impressive by adding adjectives:

viejo/a	old
nuevo/a	new
espacioso/a	spacious
cómodo/a	comfortable
lujoso/a	luxurious

Remember to make sure the adjectives agree with what they describe:

Me gusta (I like)
No me gusta (I don't like)

mi piso (my flat)
mi casa (my house)

porque (because)

es (it is)
está (it is)

acogedor(a) (cosy)
antiguo/a (old)
bonito/a (beautiful)
grande (big)
luminoso/a (well lit)
pequeño/a (small)

bien amueblado/a (well furnished)
bien ubicado/a (well situated)
limpio/a (clean)
sucio/a (dirty)

¿Qué hay en tu casa? – *What is there in your house?*

Vivo en (I live in)	una casa (a house) un piso (a flat)	bonito/a (pretty) cómodo/a (comfortable) feo/a (ugly) grande (big) pequeño/a (small)	en el centro (in the centre) en las afueras (on the outskirts) en la costa (on the coast) en el campo (in the country) en la montaña (in the mountains)
En mi casa (In my house) En mi piso (In my flat) Arriba (Upstairs) Abajo (Downstairs)	hay (there are)	dos (2) cuatro (4) tres (3) cinco (5)	habitaciones en total (rooms in total) dormitorios (bedrooms) cuartos de baño (bathrooms)

Abajo hay… Downstairs there is

A living room

A dining room

A kitchen

A hallway

Arriba hay… Upstairs there is

A toilet

A bedroom

A bathroom

A storage room

Fuera hay… - *Outside there is*

un balcón — A balcony

un jardín — A garden

un garaje — A garage

Las escaleras – *Stairs*

El ático – *Attic*

El dormitorio **de** mis padres - *My parent's bedroom*

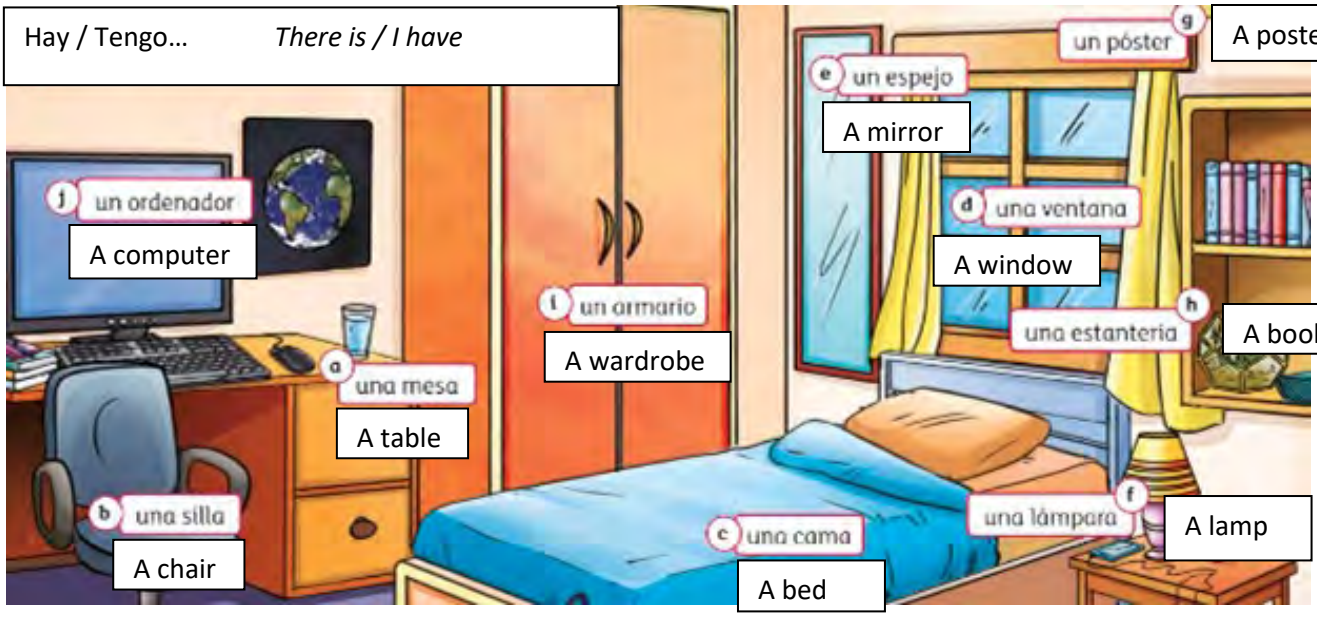
El dormitorio **de** mi hermano - *My brother's bedroom*

El dormitorio **de** mi hermana - *My sister's bedroom*

Mi dormitorio – *My bedroom*

En mi dormitorio hay (In my bedroom there is) En mi habitación hay (In my room there is)	un armario (a wardrobe) una cajonera (a chest of drawers)	una cama (a bed) un espejo (a mirror)	y (and)	un escritorio (a desk) una estantería (a bookshelf)	un ordenador (a computer) unas cortinas (some curtains)

Hay / Tengo… *There is / I have*



Prepositions of place with *estar*

The following expressions are used with the verb *estar* to state where something is:

encima de	on top of
debajo de	under
al lado de	next to
delante de	in front of
detrás de	behind
entre	between

Whenever you have *de* and *el* together in a sentence, you must combine them to make *del*.

- *El póster está encima* ***de el*** *armario.*

  ↓

  El póster está encima ***del*** *armario.*

Note that *entre* is **not** followed by *de* and so this rule is not needed.

Está – it is	encima de – above detrás de – behind delante de – in front of	la cama – the bed la mesa – the table la ventana – of the window
Están – they are	entre – in between debajo de - under al lado de(l) – next to	la estantería – the shelf la silla – the chair *de + el = **del** armario

Mi casa de ensueño – *My dream home*

Gramática

The conditional
Using the conditional can make your speaking and writing sound much more impressive. It is like saying 'would' in English.

tendría	I would have / it would have
habría	there would be
estaría	it would be (position)
sería	I would be / it would be (definition)
me gustaría	I would like
me encantaría	I would love

Accent on **í**a

Mi casa ideal	*My ideal house*	estaría **en**	*would be in/on (situation)*	la costa/el campo/la montaña/la playa/el centro *the coast/country/mountains/beach/centre*
Mi casa de ensueño	*My dream house*	sería	*would be (description)*	enorme/bonita/lujosa/moderna/espaciosa/nueva *massive/pretty/luxurious/modern/spacious/new*
La casa de mis sueños	*The house of my dreams*	tendría	*would have*	un cine/una piscina/un bar/un campo de golf/jardines *a cinema/a pool/a bar/a golf course/gardens*
EN mi casa ideal	***IN** my ideal house*	habría	***there** would be*	un cine/una piscina/un bar/un campo de golf/jardines *a cinema/a pool/a bar/a golf course/gardens*

Ayudo en casa – *I help around the house*

You have already used many adverbs of frequency, such as *siempre* (always), *a veces* (sometimes) and *nunca* (never). To say exactly how many times you do something, you must use:

una vez al día	once a day
dos veces a la semana	twice a week
tres veces al mes	three times a month
todos los días	every day

Una vez a la semana (Once a week)
Dos veces a la semana (Twice a week)
Entre semana (During the week)
Todos los días (Every day)

tengo que (I have to)
suelo (I tend to (usually))

mi hermano (my brother)
mi hermana (my sister)

tiene que (has to)
suele (tends to (usually))

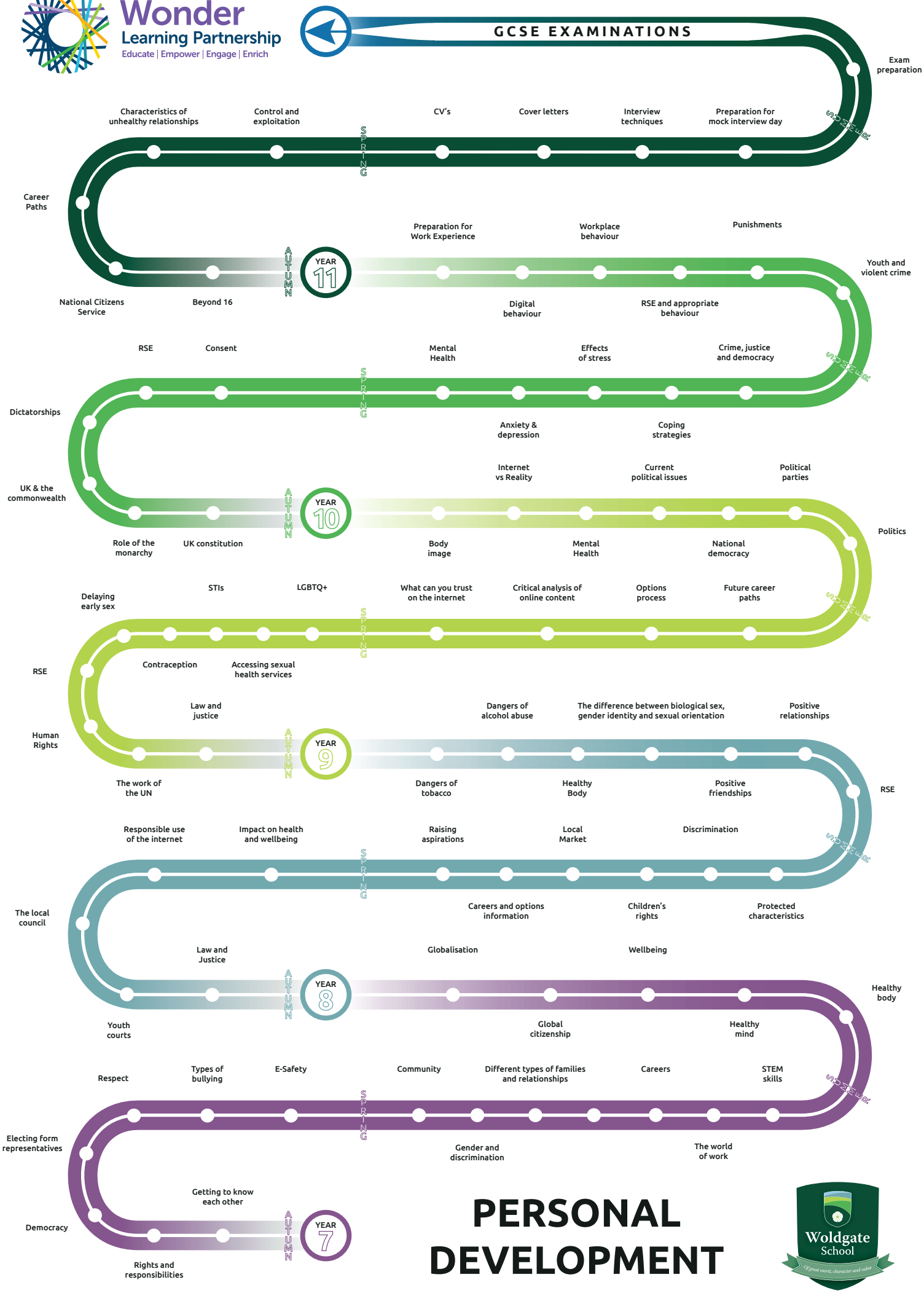
arreglar mi habitación (tidy my room)	fregar el suelo (mop the floor)	pasear al perro (walk the dog)
arreglar su habitación (tidy his/her room)	hacer la cama (make the bed)	poner la mesa (lay the table)
ayudar a mis padres (help my parents)	hacer la compra (do the shopping)	quitar la mesa (clear the table)
cocinar (cook)	lavar los platos (wash the dishes)	regar las plantas (water the plants)
cuidar a mi hermano menor (take care of my younger brother)	pasar la aspiradora (vacuum)	trabajar (work)

¡Atención!
If you want to say that you like or dislike certain household tasks, you will need to use the infinitive form of the verb after the opinion.

- *Me gusta **ordenar** mi dormitorio.*
- *Detesto **lavar** los platos.*

Wonder Learning Partnership
Educate | Empower | Engage | Enrich

PERSONAL DEVELOPMENT



Woldgate School
Of great merit, character and value

Importance of relationships

Understanding relationships

Term	Meaning
Relationship	The way in which two or more people are connected to each other.
Friendship	A relationship between friends, who get on well with each other or who might share a close bond.
Kin	A relative, either through blood relation, adoption or marriage.
Family	A group of two or more people connected by being kin, or who share a close emotional bond and provide support for each other.

Keywords

Marriage
The legal union of two people through a wedding ceremony

Civil Partnership
A legal relationship that has been registered between two people

Spouse
A married person; another way of referring to a husband or a wife

Cohabiting
Living together in a relationship without being married or in a civil partnership

Role
The position that someone has within the family; what their 'job' is (e.g. a parent or carer)

Responsibilities
The tasks that someone might do to carry out their role (e.g. providing a home and food for their child)

Personal Development theme link:

Relationship and Sex Education

British Values link:

Tolerance and respect

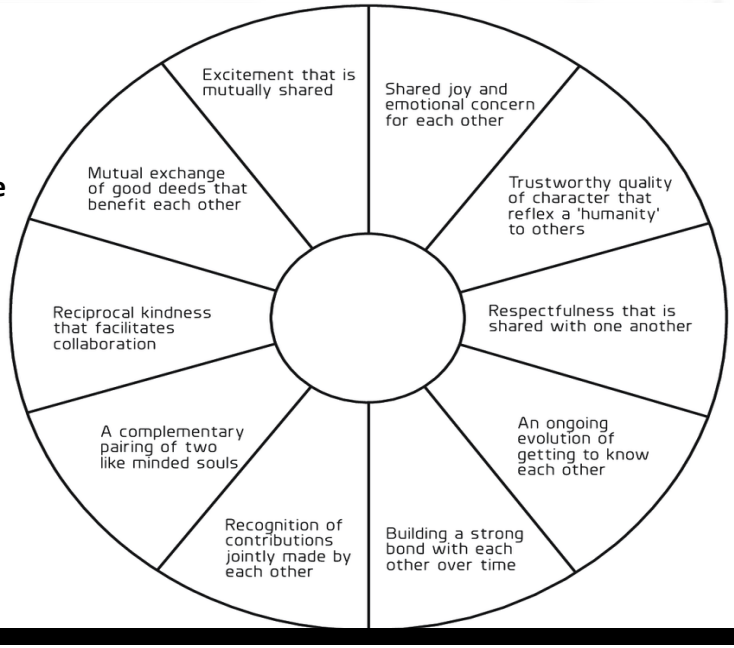
Types of relationships

- Parent, carer, or guardian
- Friends
- Colleagues
- Classmates
- Boyfriend, girlfriend, or partner
- Grandparents, aunties or uncles
- Husband, wife, or spouse
- Siblings or cousins
- Children
- Teacher, coach, mentor

Benefits of relationships

- Having someone to spend time with
- Being able to do activities together
- Being able to learn from someone's example
- Having fun with another person
- Having someone to trust and confide in
- Helping someone feel positive about themselves
- Sharing important experiences with someone
- Having someone to love and care for, and being loved and cared for in return

Qualities of positive friendships



Why do people work?

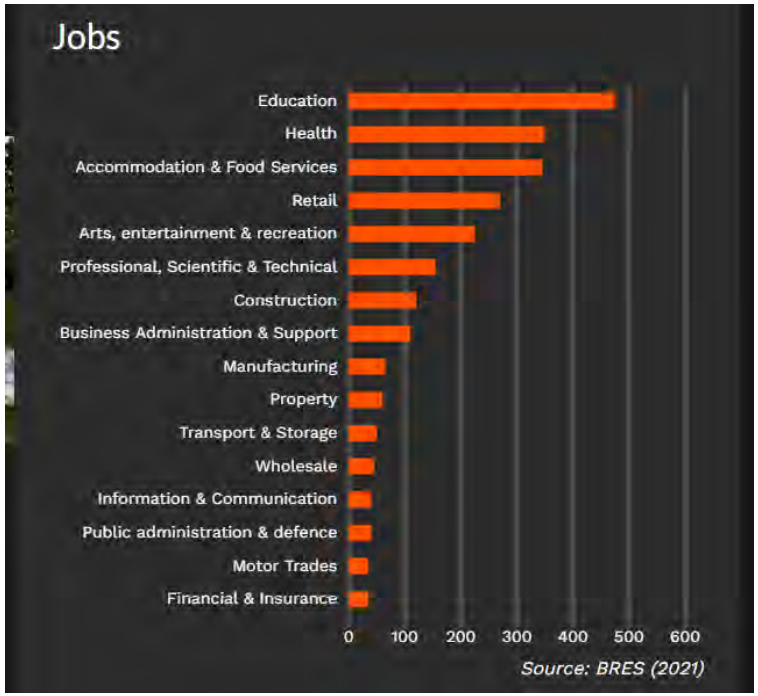
Key vocab

Term	Meaning
Job	Something you do for money
Career	Something that is a long-term endeavour or role.
Salary	How much a job pays.
Tax	Money deducted from the salary which goes to the government.
Employer	A person or company hire that hires workers
Employee	A worker in a job role or company
Contract	A legal document which includes things like how much a person will get paid, how many hours a week they work etc
Gig-economy	Less or no commitment – usually short term or freelance work

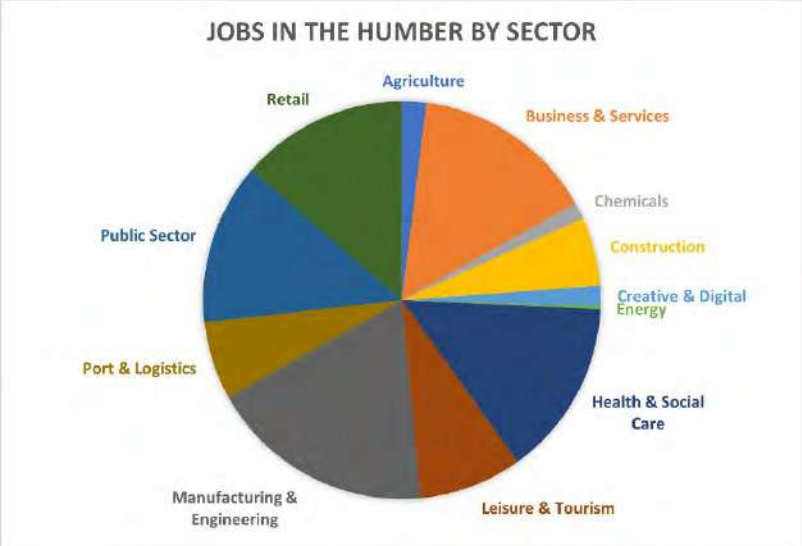
What are the Skills for Life?

1. Communication
2. Teamwork
3. Creativity
4. Resilience
5. Time management and organisation
6. Problem solving

Employment sectors in Pocklington



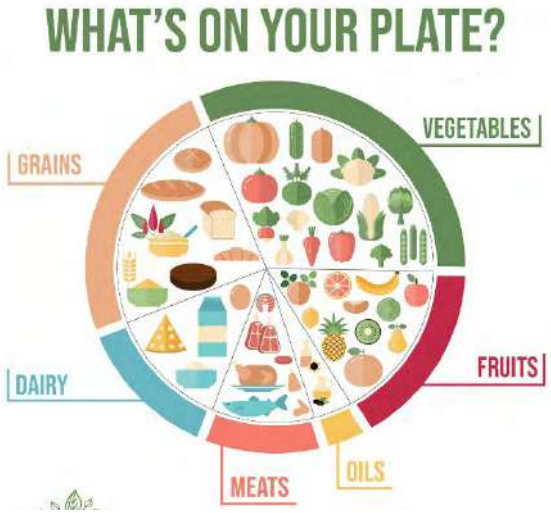
Local Market Information for the Humber

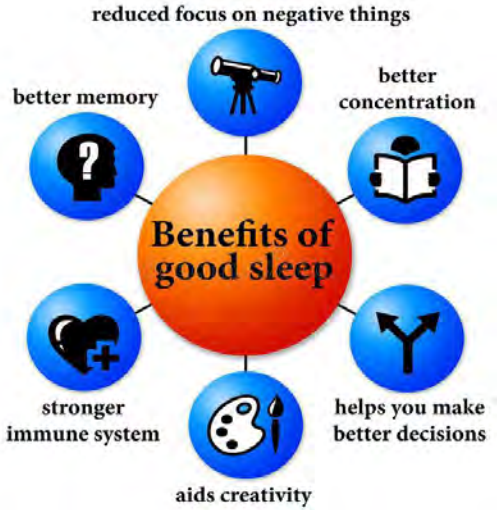


How can you look after our physical wellbeing?

Key vocab

Term	Meaning
Food groups	There are 5 main food groups: Carbohydrates, Protein, Dairy, Fruit and vegetables, Fats and sugars.
Processed food	Food that has been altered during preparation
Marketing	Messages company use to try and persuade you to buy their product
Government guidelines	Suggestions that the government publish to advise on healthy eating
Celebrity endorsements	The use of celebrities by companies to help influence people to buy their products
Aerobic exercise	Aerobic exercise is any cardiovascular conditioning or "cardio."
An aerobic exercise	Shorter or more high intensity eercise





Personal Development link:

- **Health and wellbeing**