



KNOWLEDGE ORGANISER

2021-22

YR7



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A Guide to Using your Knowledge Organisers

What is a knowledge organiser?

In this booklet you will find knowledge organisers for every subject you study at Madani. Your teachers have thought about **the most important key vocabulary, diagrams, information, and ideas that you need to know to understand each topic and have summarised them on one A4 sheet of paper** for you. The information has been organised into clear tables, diagrams or key points to make the knowledge organiser easy to use and to understand.

How will Knowledge organisers help you?

People remember what they have learned by thinking about it often, and by linking key knowledge to other ideas within a topic. Your knowledge organisers include the key information and ideas for the topic you are studying, so that you can think about how these ideas are linked to what you are learning in each lesson. **This means that you are thinking about these key ideas many times as you study the topic.** This will make it easier to remember what you have learned and add new knowledge each lesson

Your knowledge organisers are also useful if you have been absent because the knowledge organiser will include the key ideas from the lesson you missed. This will make it much easier to understand and catch up with the activities you need to complete independently.

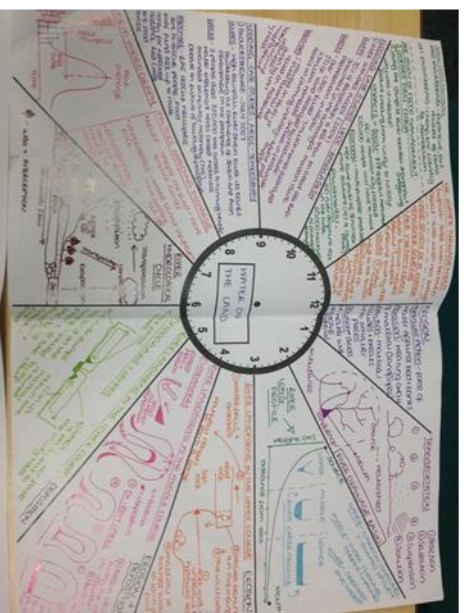
How can you use your knowledge organisers?

There are many activities that you can do using your knowledge organisers. Try some of the ones explained below:

Homework: Your teachers may assign homework linked to your knowledge organisers to help you understand key terms and ideas from the topic. This will help you prepare for your next lesson and understand the new information more clearly

Independent Research: You could do your own research to learn more about the key ideas included in your booklet

Creating more revision and learning tools: You can use the information on your knowledge organiser to create mind-maps or revision clocks. You can do this by taking the key ideas from the knowledge organiser and creating your mind-map or Round the Clock sheet (like the one shown below with 12 sections for information – just like a clock) by starting with the main ideas from your knowledge organiser and adding all the specific detail you remember from your lessons to the different sections of your mind-map or Round the Clock Diagram.



They are great for revision and testing your level of knowledge:

Test yourself: Because knowledge organisers include the key information and ideas for each topic, you can use them to help you revise for tests. You can self-quiz by covering sections of the knowledge organiser and testing yourself to see what you remember. Then uncover the information on your knowledge organiser and see if you were correct.

See how well you know the topic: Turn your knowledge organiser over and create a mind-map or write everything you know about the topic on a blank piece of paper. Then turn over the knowledge organiser and check to see if your information is correct or if there is anything that you missed. Revise it and make sure you will remember more the next time.

Create your own quizzes: Use the knowledge organiser to write your own set of questions based on the information included. Once you have a set of questions, turn the knowledge organiser over and see if you can remember the answers. Make sure you revise anything that you couldn't answer so that you will be able to next time. Try to answer the questions each week and see if you are able to remember more each time.

Create your own flashcards. For example, you could write the key terms from your knowledge organiser on one side of the card and the definition on the other. Then use the cards to quiz yourself.

Many of the key ideas you need to know for exams are on the mind-map. If it is included on the knowledge organiser your teacher thinks it is important for you to know it and you can expect it to be tested on an exam in some way.

It is important to remember that knowledge organisers don't include all the information that you need to know – only the main ideas. You can use them to help you remember the detail from your lessons.

How can your parents/carers use knowledge organisers to help you learn?

Read through the organiser with someone in your family and explain the information included in the knowledge organiser to them. Make sure you use examples and provide as much detail as you can, and then answer any questions your family member might have. Teaching someone else what you know helps you to understand the key ideas more clearly and helps you remember them more easily next time.

Ask your family to test or quiz you on the information included in the knowledge organiser. You should try to do this regularly and keep track of what you remember to see if you improve each time.

Ask your family to read out sections of the knowledge organiser to you, but to miss out key words or pieces of information and see if you can fill in the key terms or knowledge.

Ask your family to test you regularly on the spellings of key words until they are perfect. Make a note of the ones that you spell incorrectly to make sure that you know them next time.



Animal Sexual Reproduction

Offspring	The new organisms produced by reproduction.
Sexual Reproduction	Reproduction that needs two parents to produce offspring.
Gametes	Sex cells
Sperm	Gamete that males make
Egg	Gamete that females make
Fertilisation	Sperm enters an egg cell and nuclei fuse forming a fertilised egg cell.
External Fertilisation	The sperm and egg cell meet outside of the body. e.g. fish
Internal Fertilisation	The sperm and egg cell meet inside the body.
Using External Fertilisation	Large numbers of eggs are produced because many get washed away. The parents don't look after their young.
Using Internal Fertilisation	Fewer egg cells produced because sperm is more likely to reach egg. The parents usually look after their young.

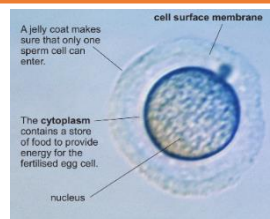
Reproductive Organs

Testes	Where sperm cells are made.
Scrotum	Bag of skin containing the testes.
Sperm Ducts	Sperm travels through here after leaving the testes.
Glands	Fluids are added to the sperm- it is now called semen.
Urethra	The tube the semen leaves the body through.

Female Reproductive System



Egg Cell Adaptations



Puberty	egg cells in female start to mature.
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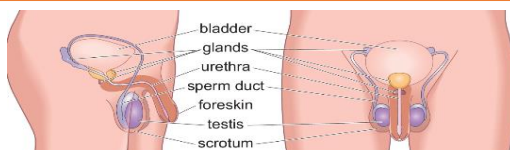
Becoming Pregnant

Sexual Intercourse	The erect penis is inserted into the vagina.
Ejaculation	Semen is pumped out of the urethra.
Route the sperm takes	Vagina → sucked up through cervix → uterus → oviduct → meets egg cell
Implantation	If fertilisation occurs the cell starts to divide forming an embryo which will then sink into the uterus lining. The woman is now pregnant.
Amniotic Fluid	Watery fluid to protect growing embryo / foetus.
Amnion	Bag containing the amniotic fluid.
Placenta	Allows oxygen, food and water to be passed from mother's blood into embryo's blood. Waste materials (like carbon dioxide) pass from embryo's blood into mother's blood.
Umbilical Cord	Carries the embryo's blood to and from the placenta.

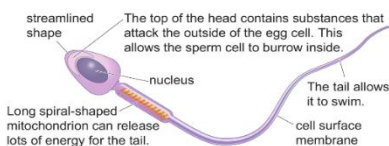
Gestation & Birth

Gestation Period	The time from fertilisation until birth.
Foetus	When an embryo develops a full set of organs we call it a foetus (around 8 weeks).
Ultrasound Scans	Produce images of foetus to check for problems.
Harm to Baby	Alcohol, drugs, cigarette smoke and viruses can pass through placenta and harm foetus.
Premature	Baby born small and early.
Labour	The act of giving birth.
Stages of Giving Birth	<ol style="list-style-type: none"> contractions start and cervix begins to widen. amnion breaks and amniotic fluid leaves vagina. cervix at 10cm, stronger contractions pushes baby through. Umbilical cord cut.
Afterbirth	The placenta is passed out of the vagina- end of labour.
Mammary Glands	Produces milk for babies- contains nutrients and antibodies to protect from disease

Male Reproductive System



Sperm Cell Adaptations



Puberty	When males start to produce sperm cells.
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Growing Up

Sex Hormones	Released by brain, tests & ovaries- start puberty.
Changes to Boys During Puberty	Voice deepens, shoulders widen, hair grows, testes/ penis grow, sperm produced.
Changes to Girls During Puberty	Breasts develop, hair grows, hips widen, ovaries start to release eggs.
Menstrual Cycle	<p>Days 1-5: uterus lining lost from body (menstruation)</p> <p>Days 6-14: egg cell starts to mature and is released around day 14 (ovulation)</p> <p>Days 14+: egg cell swept towards uterus, if not fertilised cycle starts again.</p>

Solids, Liquids & Gases

States of Matter	The three forms that a substance can be in; solid, liquid or gas.
Solid Properties	Do not flow Fixed shape Fixed volume Cannot be compressed
Liquid Properties	Can Flow No fixed shape Fixed volume Cannot be compressed
Gas Properties	Can flow No fixed shape No fixed volume Can be compressed
Flow	To move and change shape smoothly.
Volume	The amount room something takes up. Measured in cubic centimetres (cm ³).
Compressed	Squashed into a smaller volume.
Pressure	The amount of force pushing on a certain area.

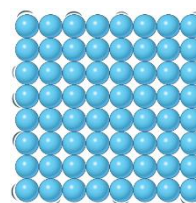
Air Pressure

Air Pressure	The force on a certain area caused by air molecules hitting it.
High Air Pressure	Makes sure tyres are inflated. Can also affect the weather making it dry and settled.
Vacuum	A completely empty space containing no particles (not even air).
Straws	Straws work because when you suck, you reduce the pressure inside the straw so the air pressure outside the straw is greater and the liquid is pushed up.

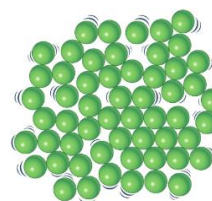
Particles

Particle Theory	A theory used to explain the different properties and observations of solids, liquids and gases.
Particles	Tiny pieces of matter that everything is made out of.
Forces	Tiny forces of attraction hold the particles together.
Solid Particle Properties	Fixed arrangement of particles held closely together that cannot move over each other but vibrate.
Liquid Particle Properties	Held closely together but not in a fixed arrangement and can move over each other.
Gas Particle Properties	Far apart from each other and free to move about in all directions.

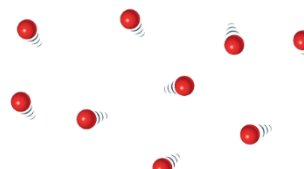
Solid Particle Diagram



Liquid Particle Diagram



Gas Particle Diagram



Vibrate

To move backwards and forwards.

Brownian Motion

Brownian Motion	An erratic movement of small specks of matter caused by being hit by the moving particles that make up liquids or gases.
Trace	Used to plot the movement of a particle and used as evidence for Brownian motion.
Molecule	Two or more atoms joined together in a group.
Nanometre	A unit of measurement. 1 nanometre (nm) is 0.000 000 001 metres (m)

Diffusion

Diffusion	The movement of particles spreading out and mixing with each other without anything moving them.
Particle Theory and Diffusion	Occurs quickly in gases because they are able to move freely in all directions. Diffusion is slower in liquids because the particles are still moving but not as freely as in a gas. Diffusion cannot occur in solids because the particles are in a fixed position.
Small Intestine	Diffusion of particles of essential substances in our food pass through the wall of the small intestine.

2D Shapes



Parallelogram



Trapezium



Right-angled triangle



Isosceles triangle



Equilateral triangle

Key Words

Perimeter: The distance around the outside of the shape.

Unit of measure: This could be any unit of length cm, inch, m, foot, etc.

Dimensions: The lengths which give the size of the shape.

Circumference: The perimeter of a full circle.

Tip

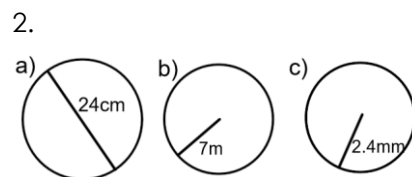
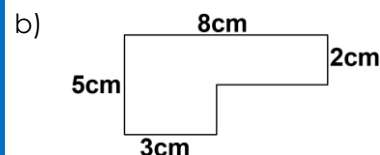
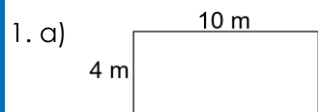
- Always include units with your answer.
- If you don't have a calculator use pi as 3.14.

Formula

$$\text{Circumference} = \pi d$$

Formula

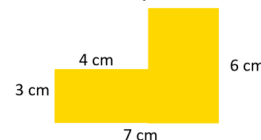
Questions – Find the perimeter of each shape to 1dp



ANSWERS: 1. a) 28 m
b) 26 cm
c) 15.1 mm
2. a) 75.4 cm
b) 44.0 m
c) 7.5 mm

Examples

Find the perimeter



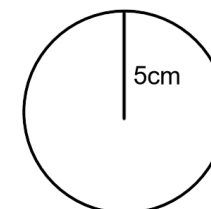
Step 1 – Find the missing lengths.



Step 2 – Add the lengths

$$3 + 4 + 3 + 3 + 6 + 7 = \underline{26 \text{ cm}}$$

Find the circumference to 1dp



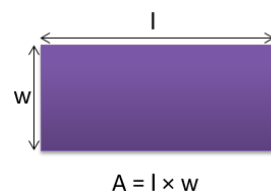
Radius = 5, Diameter = 10

$$\text{Circumference} = \pi \times d$$

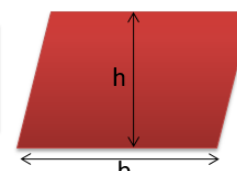
$$\text{Circumference} = \pi \times 10$$

$$\text{Circumference} = 31.4 \text{ cm}$$

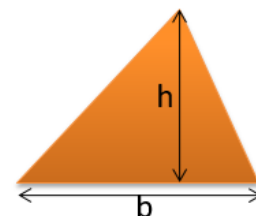
Area



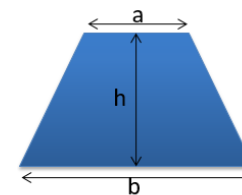
$$A = l \times w$$



$$A = b \times h$$



$$A = \frac{1}{2} (b \times h)$$



$$A = \frac{1}{2} (a + b)h$$

Key Words

Area: The amount of square units that fit inside the shape.

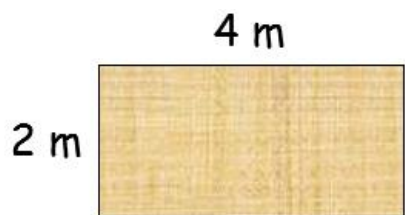
Perimeter: The distance around the outside of the shape.

Dimensions: The lengths which give the size of the shape.

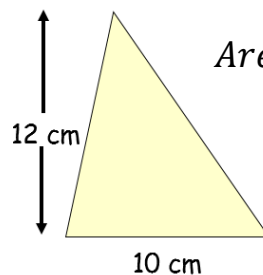
Shapes:

Rectangle, Triangle, Parallelogram, Trapezium, Kite.

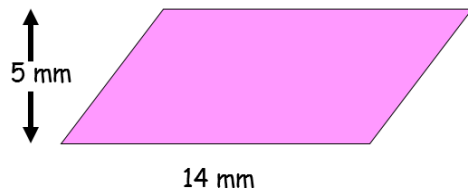
Examples



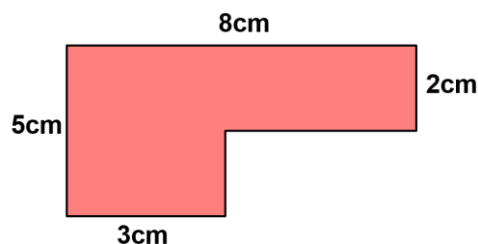
$$\text{Area} = 2 \times 4 = 8\text{m}^2$$



$$\begin{aligned}\text{Area} &= \frac{1}{2}(10 \times 12) \\ &= 60\text{cm}^2\end{aligned}$$

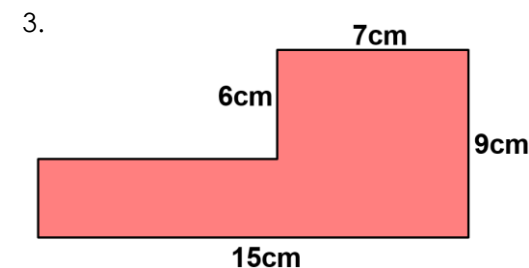
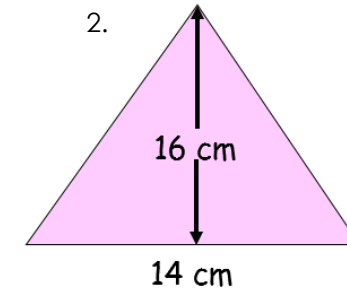
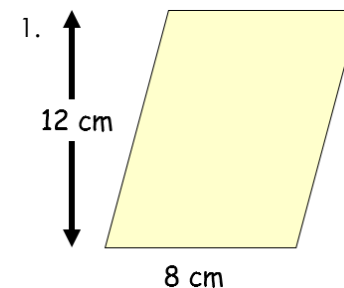


$$\begin{aligned}\text{Area} &= 5 \times 14 \\ &= 70\text{mm}^2\end{aligned}$$



$$\begin{aligned}\text{Area} &= (5 \times 3) + (2 \times 5) \\ &= 25\text{cm}^2\end{aligned}$$

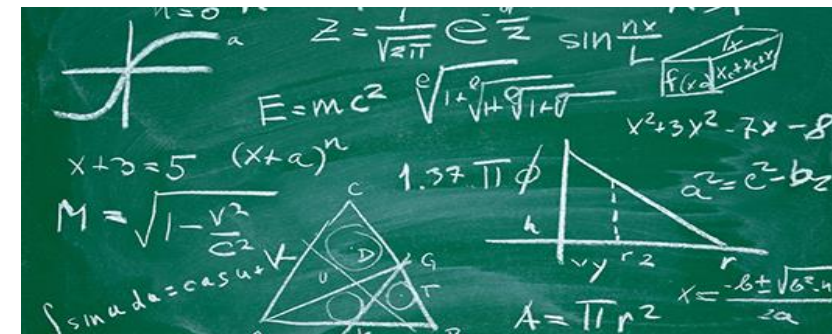
Questions



ANSWERS: 1) 96cm^2 2) 112cm^2 2) 87cm^2

Tips

Always remember units.
These units are squared for area.
 mm^2 , cm^2 , m^2 , etc



Online Safety

The Internet is a great resource that allows us to gain and share valuable information, however, there can be dangers online, that can be avoided by taking precautions which will allow us to stay safe online.

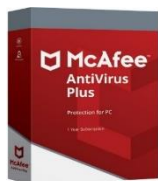
Tips to Stay Safe

Use strong passwords- A good password includes 3 random words, upper and lower case, numbers and special characters. It's also a good practice to have different passwords for different accounts and applications and use two-factor authentication. Always keep a different password for your email your password can be reset through your email!

Antivirus software- Antivirus software scans the computer for known malware. If it finds malware, it safely removes it. To remain effective, antivirus software must be regularly updated so that it can recognise and remove as many forms of malware as possible.

Firewall- A firewall is either a piece of hardware or software that monitors communications coming in from and going out to the internet. Both forms work on a similar basis. The firewall looks for unauthorised communications from malware. Any such communications are blocked by the firewall, preventing the malware from completing its task.

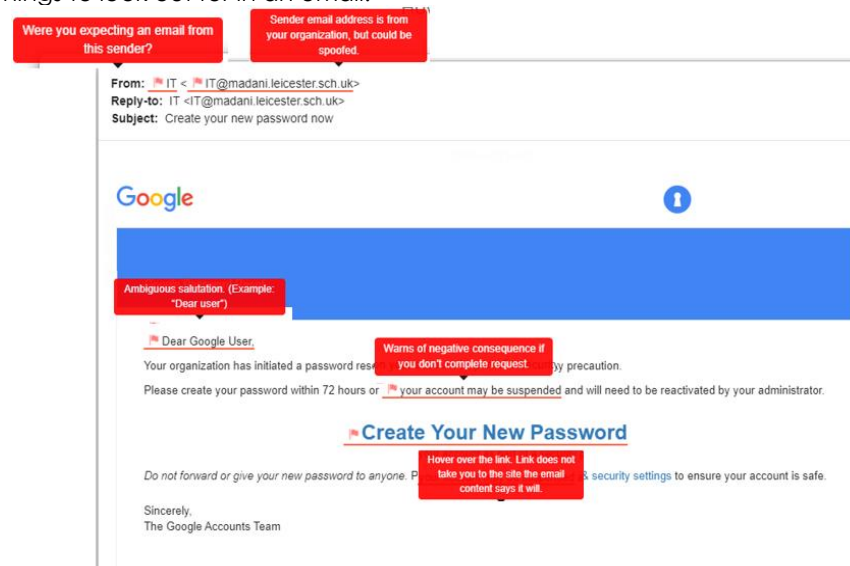
Encryption- converts information or data into a code. This prevents unauthorised users from understanding the information.



Security Risks

- **Spam:** Unwanted emails that are sent to large number of recipients, usually advertising a product or service. Spam emails can also be used to spread malware or for phishing.
- **Malware:** describes the various programs that try to do something unwanted to your computer. Examples are listed below:
- **Phishing:** Try to gain information through deception over email or text. Sender may pretend to be a reputable company or your bank.
- **Virus:** Harms your computer by deleting or altering files and stopping programs from running.
- **Trojan:** Begins by pretending to be a trusted file, however, gives unauthorised access (using a computer without permission) to your computer when you run it.
- **Spyware:** Collects information from your computer and passes it on to a third party.
- **Worm:** A virus that replicates itself. Worms may multiply many times and take up all the memory on your computer.

Things to look out for in an email:



References

Online dangers - Online safety - KS3 Computer Science Revision - BBC Bitesize
 AVG-ResellerLogo.jpg (2500×1377) (electrorincon.com)
 norton-security-box-image-from-nortondotcom.png (406×591) (exactdn.com)
 McAfee Total Protection 2021 | Beyond Antivirus

General Etiquettes and Considerations

- Be careful when sharing personal information and only use websites you trust.
 - Always be respectful and polite
 - Be polite- as you would do in person
 - Remember that nothing is private online
 - Respect others' opinion
 - Use correct grammar and punctuation
 - Be accurate and factual
 - Respect people privacy
 - Treat people the way you would like to be treated
- Digital footprint is important to consider. Everything you do online is monitored in some way, this could be in school, on social media or when gaming. The things you upload will remain forever, even if you delete them later on, you don't know who has saved your uploads.

Cyber Bullying

Cyber bullying is when technology is used to bully someone. It can involve:
 Sending offensive texts or emails
 Posting lies or insults on social networking sites
 Sharing embarrassing videos or photos online
 If you are being bullied online, follow these steps:

No one deserves to be bullied

Don't retaliate- the bully usually wants a reaction

Save the evidence for proof of what has happened

Talk to an adult you trust, like a parent or teacher

Report, block and mute the bully



Macbeth—William Shakespeare Terminology

Ambitious: A strong determination to achieve something

Manipulative: Being able to influence or control a situation

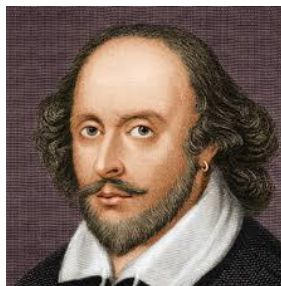
Prophecy: A prediction of what will happen in the future

Supernatural: Something beyond the understanding of science or nature i.e. magic

Noble: Belonging to the aristocracy

Soliloquy: Speaking your thoughts out loud regardless of the listener

Regicide: The action of killing a King



Themes

- Ambition
- Good Vs Evil
- Appearance Vs Reality
- Order Vs Chaos
- The Supernatural
- Loyalty and Betrayal



Context

About William Shakespeare :

Shakespeare (1564—1616) is considered by many to be the greatest and influential writers of the English language having written famous plays such as *Romeo and Juliet* and *Macbeth*. He is credited with introducing nearly 3,000 words to the English language. In addition, his works are said to be the second most often quoted after the Bible.

Historical context about the play:

Written in 1606, *Macbeth* contains a strong political theme throughout, with the idea that excessive ambition has terrible consequences. Shakespeare enjoyed a close relationship with King James I and it is thought that in focusing on Macbeth as a figure from Scottish history, he was paying homage to the King's lineage.

Key Quotations

MACBETH

- “Fair is foul and foul is fair” Act 1 Scene 1
- “Look like the innocent flower, but be the serpent under ‘t.” Act 1, Scene 5
- “Yet do I fear thy nature, It is too full o’ th’ milk of human kindness” Act 1, Sc.5
- “Is this a dagger which I see before me?” Act 2, Scene 1
- “Double, double toil and trouble; Fire burn, and cauldron bubble.” Act 4, Sc.1
- “Here’s the smell of the blood still. All the perfumes of Arabia will not sweeten this little hand.”
- “Out, damned spot! Out, I say!” Act 5, Scene 1

Learning Objectives

1. To introduce yourself
2. To describe yourself and your family (Physical appearance and personality)
3. To describe how I get on with my family

Key Grammar

- **Present tense of “etre” and “avoir”**
- **Possessive adjectives**
- **Using imperfect tense in key verbs**
- **Making comparison**

Key Questions

1. Tu peux te présenter ?

Introduce yourself

2. Décris-toi ? (Physical/personality)

Describe yourself

3. Comment étais-tu quand tu étais plus jeune ?

How were you when you were younger?

4. Décris ta famille ? (Physical/personality)

Describe your family

5. Tu t'entends bien avec ta famille ? / Tu aimes-ta famille ?

Do you get on with your family /Do you like your family?

Model Text

Bonjour je m'appelle Jon Smith et j'habite á Paris

Je dirais que je suis assez intelligent mais très timide.

Maintenant j'ai les *yeux verts* et le *cheveux noirs, courts*

Dans ma famille il y a mes parents, mes trois sœurs et mon frère

Ma mère est très sympa mais elle peut-être stricte.

J'adore ma grande soeur car elle est amusante et on joue au foot ensemble.

66 words

1. Introduce yourself
2. Describe yourself (physical and personality)
3. Introduce you family
4. *Describe 2 members of your family (Physical and personalities)

Vocabulary

Verb (AVOIR)	Noun/adjective (eyes)	Noun/adjective (hair)	
j'ai I have		les cheveux blonds blonde hair	les cheveux raides straight hair
tu as you have	les yeux bleus blue eyes	les cheveux bruns brown hair	les cheveux frisés/bouclés curly hair
il a he has		les cheveux noirs black hair	les cheveux ondulés wavy hair
elle a she has	les yeux verts green eyes	les cheveux roux red hair	
on a we have	les yeux marron brown eyes	les cheveux courts short hair	
nous avons we have		les cheveux longs long hair	
vous avez you have	les yeux noirs black eyes	les cheveux mi-longs mid-length hair	
ils ont they have	et and		
elles ont they have			

Je suis <i>I am</i>	très <i>very</i>	bavard(e) <i>chatty/talkative</i> gourmand(e) <i>greedy</i> amusant(e) <i>funny</i>	timide <i>shy</i> sympa <i>kind</i> paresseux/paresseuse <i>lazy</i>
	assez <i>quite</i>	arrogant(e) <i>arrogant</i> intelligent(e) <i>clever</i> méchant(e) <i>nasty/mean</i>	ennuyeux/ennuyeuse <i>boring</i> actif/active <i>active</i> sportif/sportive <i>sporty</i>
	un peu <i>a bit</i>	fort(e) <i>strong</i> patient(e) <i>patient</i> grand(e) <i>big</i>	beau/belle <i>beautiful</i> de taille moyenne <i>of medium height</i>
	vraiment <i>really</i>	petit(e) <i>small</i> génial(e) <i>great</i>	

moi
me

ma sœur *my sister*
ma soeur jumelle *my twin sister*
ma demi-sœur *my half/step sister*
ma belle-sœur *my sister-in-law*
ma mère *my mum*
ma belle-mère *my step mum*
ma grand-mère *my grandmother*
ma cousine *my cousin*
ma tante *my aunt*

moi
me

mon frère *my brother*
mon frère jumeau *my twin brother*
mon demi-frère *my half/step*
brother
mon beau-frère *my brother-in-law*
mon père *my dad*
mon beau-père *my step dad*
mon grand-père *my grandad*
mon cousin *my cousin*
mon oncle *my uncle*

mes parents
my parents
mes grands-parents
my grandparents

il y a
there is

mes deux frères
my two brothers
mes trois sœurs
my three sisters



Football

Hands:

- Passing – short passing, push pass, instep pass
- Running with the ball – dribbling, close control
- Turning with the ball – using different parts of the foot/Cruyff turn.
- Shooting



Tag Rugby

Hands:

- Passing – Lateral/side pass
- Catching from a pass
- Running with the ball – Evasion, sidestep or swerv
- Offloading - before and after contact

Tag Rugby

Head:

- Contribution to open play: e.g. moving up the pitch, moving into space, creating space, interceptions.
- Decision making; making correct decision to use techniques as appropriate contribution to strategy and tactics

Tag Rugby

Heart:

- Demonstrating communication and influence on team performance
- Adhering to rules, health, and safety guidelines

Volleyball

Hands:

- Key skills – Dig, set, smash
- Serving – underarm serve
- Block

Volleyball

Head:

- Appropriate technique selection with accuracy, height and accurate trajectory
- Contribution to the application of tactics
- Taking into account a range of factors that impact on success such as strengths and weaknesses of opponent

Volleyball

Heart:

- demonstrating communication and influence on team performance
- adhering to rules, health, and safety guidelines



Gymnastics

Hands:

- Perform a mixture of balances and rolls
- Sequencing

Gymnastics

Head:

- To plan 3 balances.
- To plan a sequence of balances and rolls (complex and simple sequences)

Gymnastics

Heart:

- Demonstrate communication when working in a pair/group.



Invasion Games: Football | Rugby | Basketball | Handball

1-2	3-4	5-6	7-8-9
<p>I can identify some reasons for needing to complete a warm up.</p> <p>Use some simple tactics</p> <p>I am beginning to understand why we have rules in sport.</p>	<p>I can carry out a warm up by myself, with some support</p> <p>Make suggestions on how to improve my performance</p> <p>I can describe and explain some skills and rules in some activities</p>	<p>I can take responsibility for leading a small group warm up.</p> <p>I can apply my knowledge of skills and techniques and this improves my own and others practical performance.</p>	<p>I can describe some ways the body adapts and benefits from regular exercise.</p> <p>I can examine problems with technique and can give teaching points to correct these mistakes.</p>
<p>Works cooperatively with others in lessons</p> <p>Can warm up with others in a small group</p> <p>I know how to respect equipment and others.</p>	<p>Communicates and works well together with others</p> <p>Confidently leads a small group warm up and can demonstrate leadership of a small group of peers with some confidence.</p> <p>I can demonstrate communication skills within discussions and activities.</p>	<p>I have developed respectful relationships with my peers.</p> <p>Leads others with little support</p> <p>Can officiate with confidence</p> <p>Provides constructive feedback to others</p> <p>I am hard working, resilient and eagerly accept challenges.</p>	<p>Consistently works independently with others</p> <p>Takes the initiative to lead when officiating, or leading activities</p> <p>I am confident and competent when leading large groups of performers.</p> <p>I often inspire others to participate and progress in sporting activity.</p>
<p>I can demonstrate with some accuracy and success basic skills across a variety of activities in practice.</p> <p>There are times I make the correct decision about whether to pass/shoot/dribble</p> <p>Can exercise for short periods of time</p>	<p>I can demonstrate with some accuracy and success basic skills and tactics across a variety of activities in moderately pressured practice situations.</p> <p>I sometimes make the correct decision about whether to pass/shoot/dribble</p> <p>Can exercise for longer periods of time</p>	<p>I can demonstrate with some accuracy and success more complex skills and tactics across a variety of sports in competitive situations.</p> <p>I often make the correct decision about whether to pass/shoot/dribble</p> <p>Can exercise for longer periods of time and still use the correct techniques</p>	<p>I can demonstrate, with consistent accuracy and success, a range of complex skills and tactics in challenging situations.</p> <p>I nearly always make the correct decision, about whether to pass/shoot/dribble, even when under pressure</p> <p>Can exercise for sustained periods of time, whilst performing at a high level</p>

Topic

My home بيتي

Vocabulary

Kitchen	مطبخ
Bathroom	حمام
Living room	غرفة الجلوس
Bedroom	غرفة النوم
Dining room	غرفة الطعام
Garden	حديقة

Revision Attached Pronouns

my	ي
your (masc.)	كَ
your (fem.)	كَ
his, its	هـ
her, its	هـَا

Revision Detached Pronouns

He, it (masc.) (is)	هُوَ
She, It (fem.) (is)	هِيَ
I (am)	أَنَا
You (masc.) (are)	أَنْتَ
You (fem.) (are)	أَنْتِ

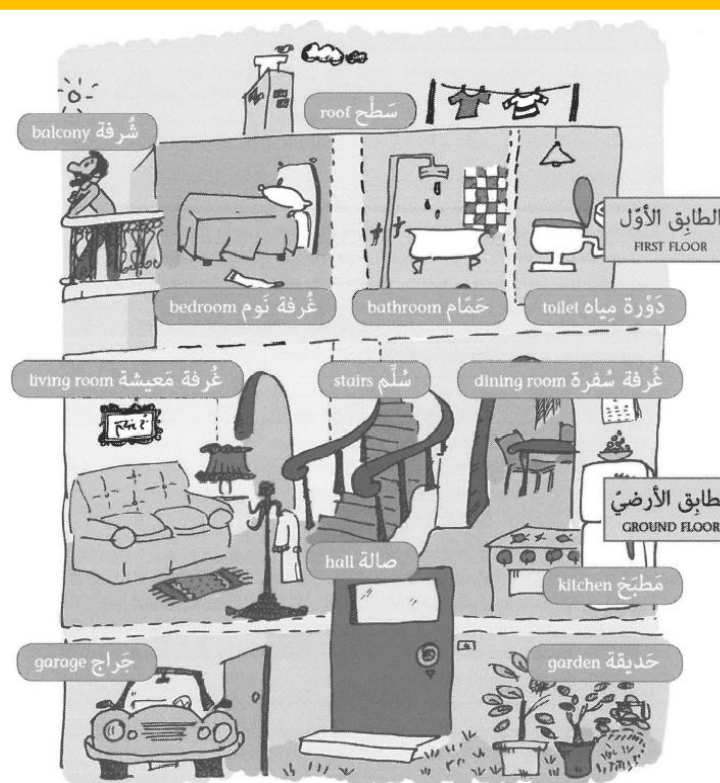
Objectives

- Talk about my house
- Identify and describe the various rooms of the house including objects/furniture/items found in these; read, write and hold conversations in relation to these
- Use dual forms of noun
- Understand and use more interrogatives in reading and speaking
- Understand the basic rules of the adverbial phrase and be able to use it in your writing

Furniture and items found in the house

a key	مِفْتَاح	a door	بَاب
a sofa	أَرِيكَة	a house	بَيْت
a fridge	ثَلَاجَة	a cupboard	خَزَانَة
a bed	سَرِير	a washing machine	غَسَّالَة
a pillow	وِسَادَة	a lock	قُفْل
a clock, watch	سَاعَة	a radio	مِذْيَاع
a window	نَافِذَة or شَبَاك	a candle	شَمْعَة
an iron	مِكْرَاة	a telephone	هَاتِف

More Vocabulary



- فاخر (fākhir) luxurious
 بسيط (basīt) simple/basic
 مريح (murīḥ) comfortable
 مناسب (munāsib) suitable
 خاص (khāṣṣ) private
 حديث (ḥadīth) modern
 تقليدي (taqlīdīy) traditional
 هادي (hādī') quiet
 مزدحم (muzdahim) crowded
 واسع (wāsiع) spacious

- ستائر (satā'ir) curtains
 سجّاد (sajjād) carpets
 مرآة (mir'āt) mirror
 مصعد (miṣ'ad) lift/elevator
 غسّالة (ghassāla) washing machine
 حوض (ḥawḍ) sink
 درج (durj) drawer
 عشب (ushb) grass/plants
 ورد (ward) roses
 كنبه/أريكة (kanaba/arīka) sofa
 حائط (ḥā'it) wall (interior)
 غلاية (ghallāya) kettle

Asking Questions

هَلْ and أَ , which are written at the beginning of a sentence, are two ways of asking questions such

as 'Is this...?' in Arabic. e.g. Is this a pen? هَلْ هَذَا قَلَمٌ؟ or أَهَذَا قَلَمٌ؟

Note how أَ becomes part of the following word, but هَلْ is written separately.

In order to answer this type of question, we need to learn the words for 'yes' and 'no' in Arabic:

Yes = نَعَمْ and no = لَا.

Note also the shape of the question mark in Arabic: ؟

Number: the dual form

There are three categories of number in Arabic. So far, all the nouns we have learned have been in their **singular** form. The **plural** form starts from three in Arabic. For now, we are going to learn the **dual** form, which is used when talking about two of something.

The basic dual form is made by adding the endings **يْنِ** or **اِنِ** to a singular noun.

You will learn later in the series when to use each of these two dual endings.

For example, **كِتَابٌ** 'a book', can be made into 'two books' by adding **اِنِ** or **يْنِ**

i.e. **كُتَيْبَانِ** or **كِتَابَيْنِ**. Feminine nouns follow the same rules: **كُرْتَيْنِ** **كُرْتَانِ** **كُرَّةٌ**

Note how the final **ة** in feminine words changes into an open **ت** or **ا** as in

شَفَتَيْنِ **شَفَتَانِ** **شَفَةٌ** before the dual endings are added.

My House- Short reading extract

في منزلي يوجدُ غُرْفٌ وَأَثَاتٌ. في المطبخ يوجدُ فُرْنٌ وَفِي غُرْفَةِ الْجُلُوسِ يوجدُ تَلْفَازٌ وَ أَرِيكَةٌ. الحَمَّامُ في الطَّابَقِ الأول. في غُرْفَةِ أُمِّي يوجدُ سَرِيرٌ كَبِيرٌ وَفِيهِ يوجدُ مِرْآةٌ جَمِيلٌ

Conversation | Sentence building

ماذا يوجدُ في منزلِك؟

What is there in your house?

في منزلي يوجدُ...

In my house, there is...

ماذا يوجدُ في غُرْفَتِك؟

What is there in your bedroom?

في غُرْفَتِي يوجدُ...

In my bedroom there is...

بَلْ لَا يوجدُ...

But there is no...

My Room

فِي غُرْفَتِي: مَكْتَبٌ خَشَبِيٌّ مَرَبَّعٌ، وَحَاسُوبٌ جَدِيدٌ، وَمِرْآةٌ مُسْتَطِيلَةٌ مُعَلَّقَةٌ عَلَى الْجِدَارِ، وَسَرِيرٌ مُنْخَفِضٌ. عَلَى سَرِيرِي بَطَّانِيَّةٌ حَمْرَاءُ، وَمِفْرَشٌ أَخْضَرٌ، وَوِسَادَةٌ نَاعِمَةٌ زُرْقَاءُ. عَلَى مَكْتَبِي مِصْبَاحٌ قَرْنَفَلِيٌّ، وَتَحْتَ سَرِيرِي دُمِيَّةٌ.

Adjectives

In Arabic, adjectives (describing words) come after the nouns they describe. When the noun is masculine, the adjective will also be masculine. Likewise, when the noun is feminine, the adjective will also be feminine. Adjectives are written after the nouns they describe.



	Feminine	Masculine
small	صَغِيرَةٌ	صَغِيرٌ
large, big	كَبِيرَةٌ	كَبِيرٌ
short	قَصِيرَةٌ	قَصِيرٌ
tall, long	طَوِيلَةٌ	طَوِيلٌ
light	خَفِيفَةٌ	خَفِيفٌ
heavy	ثَقِيلَةٌ	ثَقِيلٌ
new	جَدِيدَةٌ	جَدِيدٌ
old	قَدِيمَةٌ	قَدِيمٌ
open	مَفْتُوحَةٌ	مَفْتُوحٌ
closed	مُغْلَقَةٌ	مُغْلَقٌ

Adjectives

مرحباً ، إسمي ماري وأنا أَسْكُنُ في بَرَادْفُورْد. أنا أَسْكُنُ في شَقَّةٍ كَبِيرَةٍ وَجَمِيلَةٍ في المَدِينَةِ. في شَقَّتِي هُنَاكَ خَمْسُ غُرَفٍ. هُنَاكَ غُرْفَةُ جُلُوسٍ كَبِيرَةٍ وَمَطْبَخٌ حَدِيثٌ وَحَمَامٌ لَطِيفٌ وَغُرْفَةُ طَعَامٍ وَغُرْفَتِي. غُرْفَتِي زُرْقَاءُ وَحَمْرَاءُ وَمَرِيحَةٌ كَثِيرًا

Settlement

“A settlement is a place where people live.” The settlement hierarchy is a way of ordering settlements from their largest to smallest.

- CBD (Central Business District) located at the centre of the city where rail and roads meet. Contains many commercial activities, shops, entertainment and business activities.
- Inner City mixed land-use containing small industries as well as high-density residential land-use – often characterised by terraced housing.
- Inner Suburbs residential areas which developed during the 1920s/30s – often semi-detached houses with bay windows and front/back gardens.
- Outer Suburbs residential areas which grew up later as greater public transport and private car ownership allowed people to commute. These houses are often semi-detached/detached with larger gardens.
- Rural-urban fringe this is right on the edge of towns and cities and is mainly low density, private housing (often larger detached properties); new industrial estates/business parks and facilities requiring larger open spaces such as golf courses.
- Shanty town/slum- A heavily populated urban area. Conditions are usual poor; housing is substandard, and the facilities are limited. They are built in unwanted areas of the city.
- Greenfield site- An area that has never been built on. The government heavily protects these areas.
- Brownfield site- An area of land that has already been built on and has become derelict or unused e.g.
- Dispersed settlement- is the scattered pattern of households in a particular area
- Linear settlement - is a (normally small to medium-sized) settlement or group of buildings that is formed in a long line.
- Nucleated settlement - is a type of settlement pattern that features a close grouping of buildings.
- Function- a places main activities e.g. a port.
- Settlement hierarchy- is a way of arranging settlements into a hierarchy based upon their population

Key Words

Term	Description	Population Figure
Megacity	Where conurbations have joined to become one large urban area.	10 million +
Conurbation	A group of large cities and their suburbs that have strong links connecting them to each other.	3-10 million
Metropolis	A city and surrounding towns that are in close proximity and have started to merge into each other.	1-3 million
Large city	A city with a large population and many services.	300,000 - 1 million
City	A city would have a wide range of services but not as many as a large city.	100,000-300,000
Large town	Large towns now see a much more varied range of shops available when compared to villages.	20,000-100,000
Town	Towns see an increase in services, for example, they would have senior schools and police stations.	1,000-20,000
Village	Villages start to have some basic services like a petrol station or a village shop.	100 - 1,000
Hamlet	Hamlets have very tiny populations and few services, if any.	< 100
Isolated dwelling	Isolated dwelling often in rural areas, these tend to be farmhouses or holiday homes.	a few buildings at most



Topic

Timbuktu 1100 – 1600: How Could There be So Much Knowledge at the End of the Earth?

Key Figures

Ibn Battuta	A Muslim Berber-Moroccan scholar and explorer who travelled more widely than any other explorer in history, totaling around 117,000 km. He visited Timbuktu in his travels
Kanka Musa	Ruler of the Mali Empire who spent time in Timbuktu during his pilgrimage to Mecca in 1324 who contributed to the wealth and scholarship of the city
Ahmed Baba	A Muslim scholar who was educated in Timbuktu and established one of the largest libraries in Timbuktu in his home. He was taken prisoner and forced to leave Timbuktu and there is now a library there in his honour

Key Terms

Manuscript	A document which is written by hand. They could contain writing, mathematical calculations, music or illustrations
Conserve/Conservation	Protect something from harm or destruction
Timbuktu	A city in Mali located 20 km north of the Niger River. It first became a permanent settlement in the 1100s and is a city of around 50 000 people today
Trade route	A network of pathways people travel to buy and sell goods
Nomad	A member of a community that does not live in one place all the time, but instead moves from place to place
Oral tradition	Using stories and song to pass on history and ideas through spoken word and not writing
Hygiene	Maintaining health and preventing disease through cleanliness
Astronomy	The science of studying the stars and planets
Astrolabe	An instrument used to measure the distance between stars and to calculate longitude and latitude
Civilisation	A society with urban development (towns and cities), roles in society, a form of government, and systems of communication
Epistocracy	System of government in which decisions are made by people considered wise - philosophers
Autocracy	System of government in which all decisions are made by one ruler – for example, a king or queen
Tolerance	Allowing ideas one does not agree with – accepting that people will have different beliefs
Empire	A large area made up of several different groups or countries ruled over by a single strong country or ruler

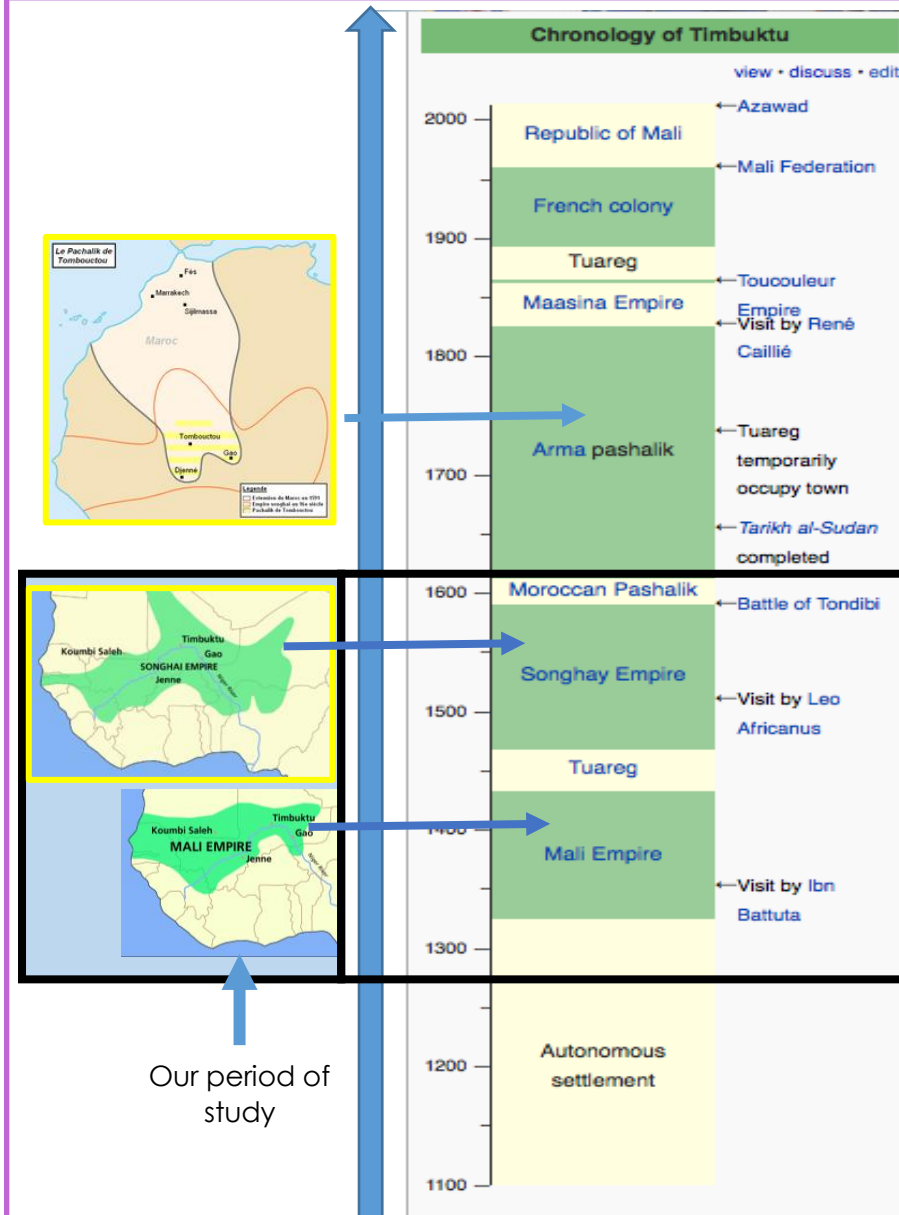
Key themes and questions

Big Question: How was there so much learning in a place known as the “End of the Earth”?

Key Questions /Themes

- How did civilisation begin in the region of Timbuktu?
- What is the connection between learning and the religion of Islam in the manuscripts of Timbuktu?
- How was Timbuktu ruled in the Middle Ages?
- How was Timbuktu connected to the Mali Empire?
- Why did Timbuktu go into decline and lose its power?

Key Terms



Our period of study

National Careers Week (NCW) 7th March – 12th March 2022

- Empowering positive change through careers education
- Students will make connections with resources from NCW
- Links between world book day and National Careers Week.

Content

- Identify own strengths and areas for development – set goals / evaluate progress/ development from beginning of the year
- Link above to positive experience and success at school
- Different types of jobs (foundation for future labour market information)
- Volunteer verses paid work (purpose, responsibilities, expectations, rewards)– examples and links to volunteer passport

Skills Which Boost Employability



What Skills will I Develop in Heart for Life?

Each lesson will have opportunities to develop your skills through a variety of learning activities, ranging from:

- Thinking skills
- Enquiry and evaluation skills
- Research skills
- Debate and communication skills
- Active learning.
- Reflective learning skills.
- Personalised learning skills.
- Revision and recall.



Overview

- Students will be aware of their own skills and link to goals and different types of jobs
- Students can express their strengths and interests and how these are linked to skills building
- Students can identify different types of employment including paid work, volunteer work and work at home

Key Concepts

Careers focus, exploring different careers. Using Unifrog to explore career links

Essential Attributes Developed Through Heart for Life

- Self -Improvement
- Resilience
- Self-organisation
- Clarifying own values
- Developing and maintaining a healthy self concept
- Empathy and compassion
- Respect for others
- Skills for employability
- enterprise skills

Carol Nelson - Learning Objectives

- To understand key elements of ABSTRACT ART paintings
- To understand and explore drawing techniques taking inspiration from the artist Carol Nelson
- To explore and use studied techniques in colour, paint and colour layering
- To understand layout and relationship of colour
- To understand what influences this artist
- To explore pattern and tactile shapes through materials and colour
- To demonstrate techniques of using mixed media and colour layering
- To explore appropriate areas of dark and metallic shine

Content

- Students will be taught and recap about health and safety, the colour wheel, primary, secondary and tertiary colours, drawing techniques.
- Students will be taught about pencil drawn techniques, colours, colour layering, abstract shapes and their connections to each other
- Students will be taught how to analyse images and paintings, using their skills with oracy, class discussion and written work.
- Students will complete a final piece at the end of this unit.
- Students will be taught how to add texture and recycled materials to their own work

Key Words

CAROL NELSON, abstract, painting, silver, gold, bonze, yellow, bumpy, textured, different, Colorado USA, artist, studio, workshops, creative, mixed media, tactile, thick paint, canvases, vibrant, colourful, bold, atmosphere, unique, popular, curved shapes, inspiring, expressive, acrylic paints, layered paint, swirls, rock faces, cliffs, tactile, layers.

Images



Bags For Life

TASK – A shop has asked you to design and make a bag for life, to sell in their shop, that would help cut down on plastic waste.
The design must incorporate an initial and spots and stripes in contrasting colours and textures.

Images



Key Words

Contrasting, design, make, plastic waste, pressing, initial, Fabric, crayons, pattern, tracing, aesthetics, heat sealing, detail, creative

Step by Step Instructions

1. Use circles and stripes to create a range of small patterns, in the squares provided.

- Colour them in
- Combine images
- Create your own patterns



2. Create your design which must have an initial as part of it. Draw the initial on A4 paper and then put either circles or stripes in it and the opposite outside.



3. Test out the fabric pens and crayons so that you can see the effects they both create. **YOUR FINAL PIECE MUST HAVE 50% PEN AND 50% CRAYON USED TO COMPLETE IT.**



4. Colour in your design. Use contrasting colours inside the initial and outside the initial, so that the initial stands out. Remember what colours are available in the pens and crayons.



5. Trace your design onto your bag. Use a ruler and a pencil. Draw lightly and be accurate.

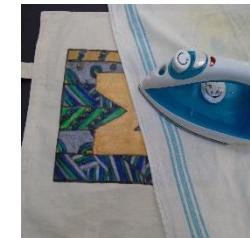


6. Put a piece of A3 paper inside your bag to stop the ink transferring to the back.

- Colour your design on your bag
- Work slowly
- Be accurate



7. Remove the paper and iron your bag. Put a t towel underneath and on top of the bag and iron all over for at least 3 minutes. The wax will be removed and feel soft.



Topic

Christianity:

- Beliefs
- Worship
- Practice



Key Words

- Jesus
- Church
- Messiah
- Bible
- Trinity
- Saviour



Jesus As The Messiah

Messiah is a Hebrew word meaning 'anointed one'. Christians believe that Jesus is the Messiah because through his crucifixion and resurrection he brought salvation to humankind.

God gave his only son, Jesus, so that all humans could be saved

Jesus was a perfect human - he had no sin

God placed all of humanity's sins on Jesus when he was crucified

Jesus' actions meant that there was a reconciliation between God and humanity

Jesus' death atoned for human sin

As a result of Jesus' sacrifice, humans now have the possibility of going to Heaven

Christianity

Beliefs

While there are many different types of Christians, the majority of Christians share the same basic beliefs. All Christians believe in one God, and most also believe that Jesus was God's son sent to Earth in human form. Jesus was put to death but was resurrected and ascended to heaven. Christians believe that the events of Jesus's life are important and that people should follow his teachings.

Holy Book

The Christian holy book is the Bible, which means 'books' as it is a collection of many different books gathered together into a single volume. The Christian Bible is divided into the Old and New Testaments.

The Old Testament was written before the birth of Jesus and is based on ancient Jewish scriptures called the Tanakh. In Protestant Christianity, there are 39 Old Testament books, with 46 in Catholicism.

Worship

Many Christians worship in special buildings such as churches or chapels, and Christian worship can be different depending on the denomination.

Symbol

The cross is the symbol of Christianity. Jesus Christ was executed by the Romans and died by being crucified on a wooden cross. Christians remember his death and resurrection by wearing crosses. Sometimes crosses will have a figure of Jesus on them. These are called crucifixes.

Denominations

Christians share many beliefs, but they don't all agree on everything. This has resulted in the development of different groups within the religion called denominations. Examples of these include Anglican, Methodist, Baptist and Catholic. Different Christian denominations worship in different ways. Anglicans, Catholics and Orthodox Christians have a set form of worship. It is a formal ritual based around the sacraments, particularly Holy Communion.

Jesus As The Son Of God

Most Christians believe that Jesus, as well as being fully human, is also fully God. Most Christians believe that Jesus is the second person of the Holy Trinity and is the Son of God.



MADANI SCHOOLS FEDERATION