

A large, light blue watermark of the Wellington School crest is centered in the background of the page. It features the same lion and 'W' design as the official crest, but in a lighter, semi-transparent color.

Knowledge Organisers

Year 7

Spring 2021

Knowledge Organisers

Some subjects like Design Technology organise the curriculum on a carousel, as such all the organisers for that subject are in the Spring Term booklet.

Contents

An introduction to Knowledge Organisers

Art

Computing

Drama

Design Technology (DT)

English

Geography

History

Mathematics

MFL

Music

PSHE

Religion, Ethics and Philosophy (REP)

Science

*Some subjects have Knowledge Organisers which last two terms or a year, therefore it will be the same as the Autumn Term.

An Introduction to Knowledge Organisers

What is a Knowledge Organiser?

A knowledge organiser is a document, usually one side of A4, occasionally two, that contains key facts and information that children need to have a basic knowledge and understanding of a topic, or in some cases a series of topics.

Students are expected to bring their Knowledge Organiser Booklet to school every day. Students will be issued with a new booklet to bring each term. However, it is important they keep the old booklets to help with revision for end of year exams.

What are the benefits of knowledge organisers?

The main benefit of knowledge organisers is that they give students and parents the 'bigger picture' of a topic or subject area. Some topics can be complicated, so having the essential knowledge, clear diagrams, explanations and key terms on one document can be really helpful.

Research shows that our brains remember things more efficiently when we know the 'bigger picture' and can see the way that nuggets of knowledge within that subject area link together. Making links, essentially, helps information move into our long-term memory.

How can the students use them?

As mentioned earlier, students are expected to bring their Knowledge Organiser Booklet to school everyday. In lessons they can be used in a number of ways, for example, to look up the meaning of key words, spell words correctly and do some additional work if they have finished classwork.

At home knowledge organisers can be used to support homework, independent work and revise for tests and exams. Two quick and easy ways to do this are:

1. Look, cover write, check – look at part of the knowledge organiser, cover it, write as much as you can remember and then check it
2. Word up – Pick out any words you don't understand. Use a dictionary or thesaurus to find the meaning. If they don't help ask your teacher.

The more often you do this the better. YouTube has some clips on them; search 'Mr Garner look, cover, write, and check' and 'Mr Garner word up'

How can parents use them?

- Read through the organiser with your son/daughter – if you don't understand the content then ask them to explain it to you – 'teaching' you helps them to reinforce their learning.
- Test them regularly on the spellings of key words until they are perfect. Get them to make a glossary (list) of key words with definitions or a list of formulae.
- Read sections out to them, missing out key words or phrases that they have to fill in. Miss out more and more until they are word perfect.

How the booklet is organised

The knowledge organisers are in alphabetical order by subject.

Y7 ART SKILLS

Term 2

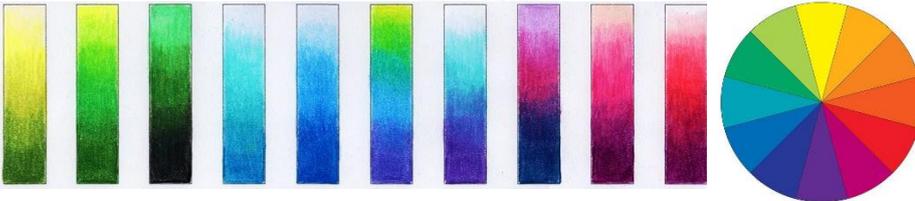
KNOWLEDGE ORGANISER

You will be completing a series of skills-based work during the January half term
These skills will be revisited throughout the year in class and homework – and can transfer across different materials and in different combinations



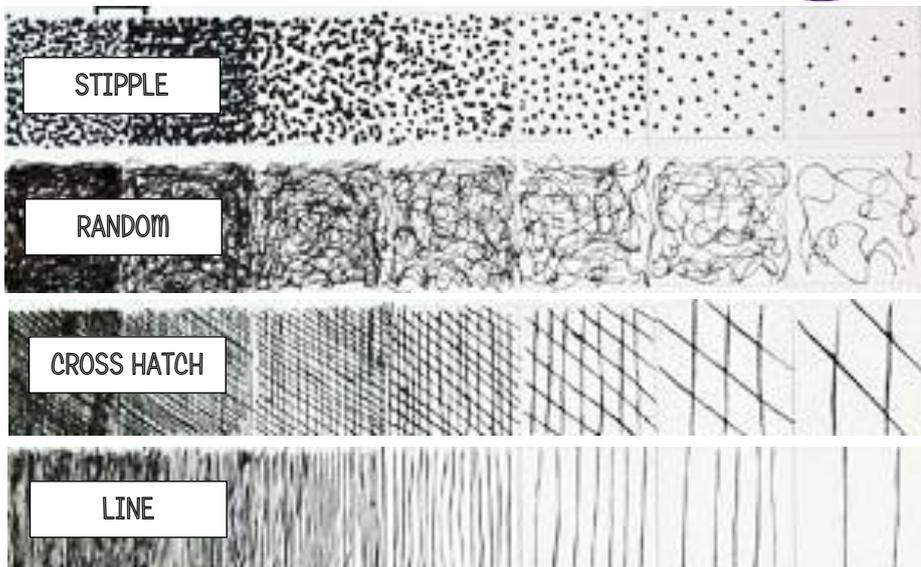
PENCIL TONE

Complete drawings to show a full range of tone
Try a 2B pencil to achieve this
Use your pencil lightly in planning work



COLOUR BLENDING

Layer different colour pencils to mix the correct shade
Build up layers lightly
Use colour wheel to help you mix shades



MARK MAKING

Shows the surface of an object &/or highlights a materials qualities
Look at the different ways the marks have been applied - the more marks – the darker the tone
Surface detail/pattern can also reference an artist's application technique
This is about control of the marks & focus to maintain it



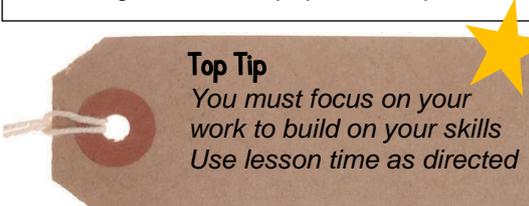
PAINTING

Mix your colours carefully
Follow the structure/steps from staff
Use the brush as directed
Consider paint consistency– wash, flat block, thick, textured
Allow layers to dry
Start with base layers & work towards details & darker colours



COLLAGE

Plan accurate shape of your object/image
Cut & tear paper carefully
Select colours to show tone
Use magazines, free papers, scrap



Check out our Instagram for inspiration and our YouTube channel for some videos of many of these skills

This program draws a square. The **sequence** of instructions is important. If they are in a different order, the outcome of the program will be different.

This program does exactly the same thing. However, it uses a loop to repeat instructions, making it shorter and therefore easier to edit if necessary. This is known as **iteration**.

The program has been improved further here. It uses two **variables**, *sides* and *n*.

This makes the program more flexible, by being able to draw shapes of different number of sides.

The number of degrees to rotate has been calculated by an **arithmetic operation**: $360 \div \text{sides}$. We use '/' as the division operator (instead of ÷) in computing.

Computing: Programming with Scratch

This time the program asks the user how many sides the shape should be. This is known as **user input** and the answer is stored in the variable *sides*.

Once the shape has been drawn, the program **outputs** text to the screen. It joins some text with the value of the variable *sides*. This is known as **concatenation**.

Finally, the user is given a choice of colours. This part of the program uses a **Boolean expression** to compare the user input with 'r'.

If this is *true* (the users types 'r'), the pen colour is red.

If this is *false* (the user doesn't type 'r'), the pen will be blue.

If... else statements are known as **selection**.

Drama Knowledge Organiser: Year 7

DIVERSITY

- Understanding our diverse nation in terms of gender, ethnicity, faith, politics, abilities and disabilities.
- Using key drama skills such as devising (creating your own piece of theatre) tableaux (frozen image) thought tracking (telling the audience how your character feels).
- Creating clear characters which tells the audience how they are feeling using body language and voice.
- Having a 'moral' to your performances that leaves the audience learning a lesson.

PANTOMIME

- Inspired by Commedia Del Arte and clowning.
- Originated in Italy.
- Commedia means "the comedy"
- Very popular in Shakespearian time.
- Actors using no script - Improvisation - making up performance on the spot.
- Started by being performed on the street.
- Comedic in style - characters are very physical and over the top.
- Main Characters - Prince, Princess, Dame, Evil
- Choral elements are vital to this performance style - talking in unison.
- Singing, dancing and acting are involved.

CHARLIE AND THE CHOCOLATE FACTORY

- Students to perform in 'stereotype' linking to the main characters in the book - Charlie Bucket, Mike TV, Augustus Gloop, Violet Beauregarde and Veruca Salt.
- Using strong physicalisation to represent characters.
- Using and understanding scripts to perform in an effective way to fully embody the characters.

SPY SCHOOL

- Introduction to practitioner Konstantin Stanislavski and his 'System.'
- Stanislavski - Father of Modern Theatre born in 1863 from Russia - created Method Acting.
- Teacher in Role - teacher performing in character to create sense of realism.
- Naturalism - performance that is like real life.
- Physical Apparatus - actors voice and body.
- Hot Seating - questioning actors in role.
- Magic If - how the actor would feel IF they were in the characters situation.
- Emotion Memory - Using a past memory to influence your acting.

HARRY POTTER

- Students to use physical theatre (performing using your body with gesture and movement).
- Looking at key characters from the book - Harry Potter, Ron Weasley, Hermione Granger, The Dursleys, Snape.
- Understanding different types of genre within theatre.
- Looking at stereotypical characters.
- Marking the moment - showing a significant moment within performance.
- Using exaggerated movement and gestures to show characters personalities and feelings.

KEY WORDS FOR YEAR 7 DRAMA

Vocal - pitch, pace, pause, volume, tone, accent.

Body - gait, gesture, facial expression, posture, mannerisms.

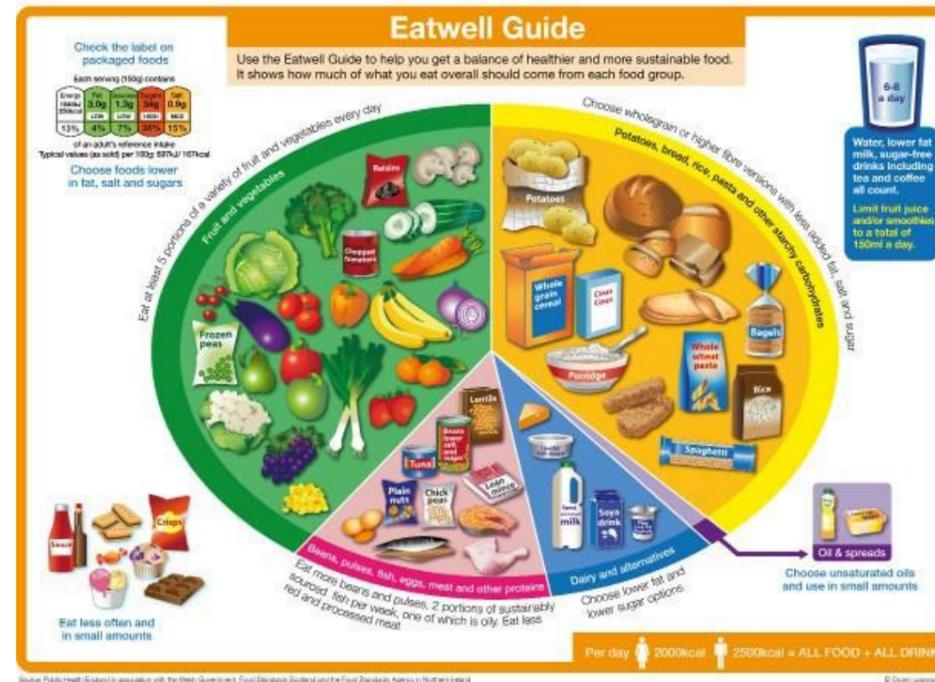
Performance - Tableaux, Non-Naturalism, Naturalism, Thought-Tracking, Emotion Memory, Magic If, Physical Theatre.

Year 7 Cooking & Nutrition Knowledge Organiser – Developing Preparation Skills

Practical Skills

Skill Group	Techniques
Knife skills	Fruit and Vegetables—bridge hold, claw grip, peel, slice, dice and cut into even pieces.
Weigh and measure	Be able to demonstrate accurate measurement of liquids and solids.
Use of equipment	Use a blender, grater, vegetable peeler and potato masher.
Using the hob	<ul style="list-style-type: none"> boiling and simmering stir frying
Using the oven	<ul style="list-style-type: none"> baking
Make sauces	Make a reduction sauce (pasta sauce)
Test for readiness	Use a knife/skewer, finger or poke test, bite or visual colour check to establish whether a recipe or ingredient is ready.
Judge and manipulate sensory properties	Demonstrate: <ul style="list-style-type: none"> how to taste and season during cooking presentation and food styling—use garnishes & decorative techniques.

Nutrition – The Eatwell Guide



Key Messages:

- Eat at least 5 portions of fruit and vegetables per day.
- Base meals on potatoes, bread, rice, pasta or other starchy carbohydrates.
- Have some dairy or dairy alternatives.
- Eat some beans, eggs, fish, meat and other proteins.
- Choose unsaturated oils and spreads and eat in small amounts.
- Drink 6-8 cups/glasses of fluid per day.

Equipment



Masher



Kitchen Scales



Measuring Jug



Fish Slice



Vegetable knife

Hygiene & Safety Rules

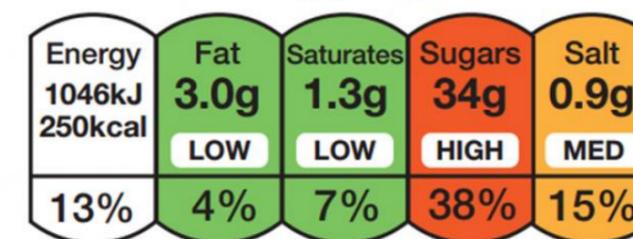
Tie up long hair
Wear an apron
Tuck tie in
Wash hands
No running
Use oven gloves when necessary
Clean practical equipment thoroughly

Key abbreviations: Weights and Measurements

L	Litres	
g	Grams	
ml	millilitres	1000ml = 1 litre
Kg	kilograms	1000g
Tbsp	tablespoons	15ml
Tsp	teaspoon	5ml
1pt	1 pint	568ml

Food Labelling

Each serving (150g) contains



of an adult's reference intake

Typical values (as sold) per 100g: 697kJ/ 167kcal

Year 7 Textiles Knowledge Organiser

Animal Cushion Design

Key Skills

- Responding to a Design Brief
- Analysing existing products
- Identifying a target audience
- Designing & annotating to include a range of decorative and construction techniques
- Demonstrating ability to complete a range of decorative by techniques by hand:
 - Embroidery stitches (running stitch, back stitch & blanket stitch)
 - Appliqué
 - Adding components e.g. buttons
- Complete a range of construction techniques such as seams.



Product features	
Creative design that is personalised	A theme that is identifiable and original
Hand embroidery	Consideration of a specified target market
Hand appliqué	Components used as decoration

Health & safety
Follow teacher instructions
Move slowly around the room do not run
Tie long hair back
Hold scissors or shears correctly when walking around the room.
Report any injuries or breakages to the teacher immediately



HAND SEWING

Used as a decorative stitch or for seams. Stitch is easy but also not very strong. Stitches should be small & even.

RUNNING STITCH

BACK STITCH
Strong hand stitch for holding seams together and inserting zippers by hand. Stitches overlap on the back.

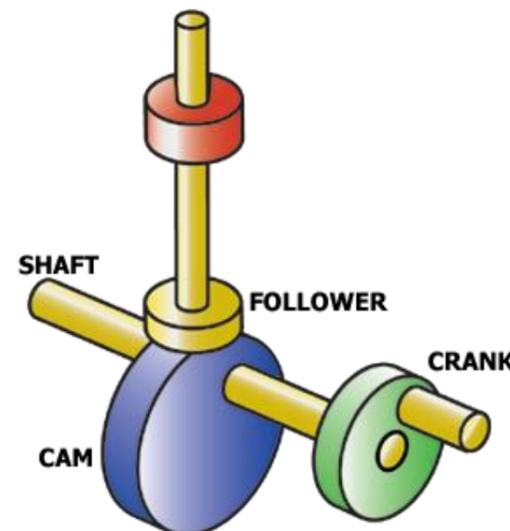
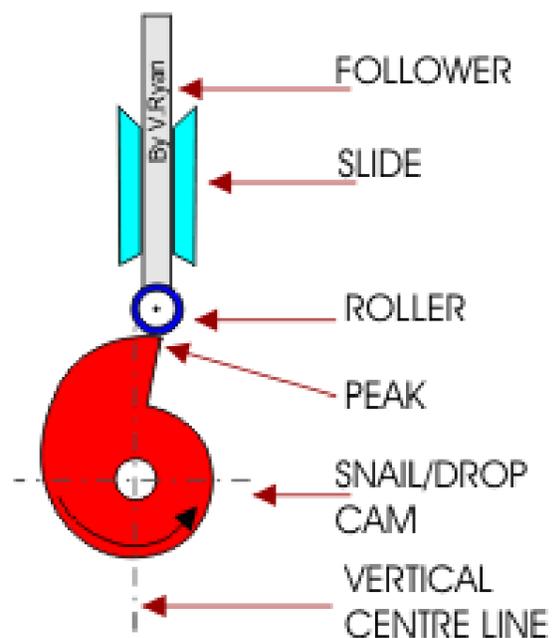
BLANKET STITCH
Good stitch for finishing edges. Stab from bottom up, and wrap thread around half exposed needle in the direction you are sewing.

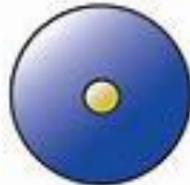
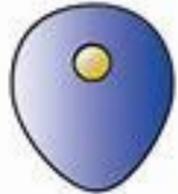
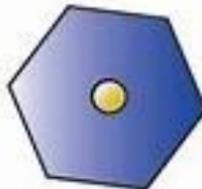
Key vocabulary	
Decorative	Being aesthetically pleasing to the eye.
Materials	What something is made from?
Components	The parts/materials/threads needed to make a product.
Function	What a product does, how it works and what it will be used for?
Aesthetics	How a product or design looks .
Target Audience	The person or people most likely to be interested in your design or product.
Embroidery	Even stitch widths and lengths completed by hand sewn stitches.
Appliqué	A decorative technique whereby one material is sewn on top of another by hand.
Design Brief	An written outline which explains the aims and objectives and milestones of a design project.

Automata Project

Key Skills

- Responding to a Design Brief
- Analysing & researching information
- Creating a suitable idea for a target audience
- Isometric drawing techniques
- Developing CAD drawing skills using:
Serif Draw / Techsoft Design
- Rendering techniques
- presentation skills
- Developing & testing
- Manufacturing with modelling materials (card & paper)
- Evaluating the design & making process



Cams	
 ROUND	 EGG-SHAPED
 ELLIPSE	 ECCENTRIC
 HEXAGON	 SNAIL



Key vocabulary

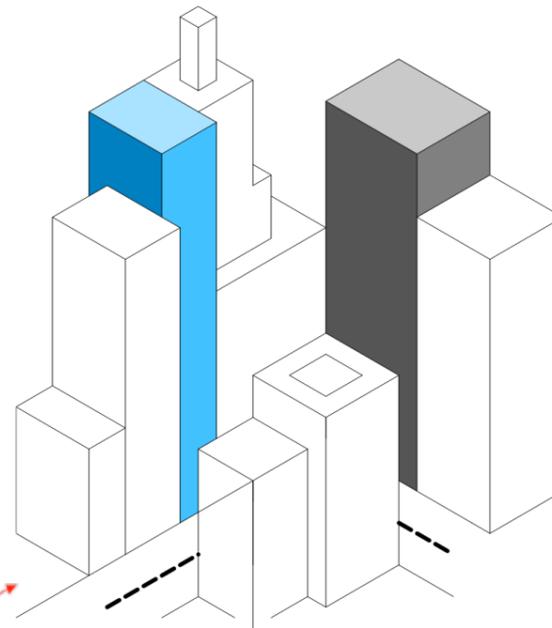
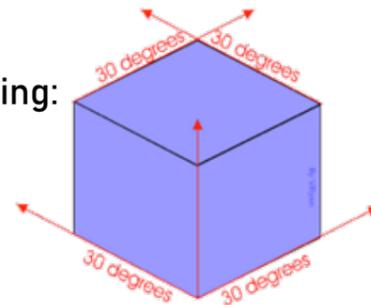
Design Brief	An written outline which explains the aims and objectives and milestones of a design project.
Target Audience	The person or people most likely to be interested in your design or product.
Function	What a product does, how it works and what it will be used for?
Mechanism	A system of parts working together in a machine.
Motion	Something moving or being moved.
Cam	A rotating or sliding piece used to transfer rotary motion into linear motion or vice versa.
Modelling	To present ideas to the user (target audience) or client.
Evaluating	To judge or calculate the quality, importance, amount, or value of something
Linea Motion	Motion moving along a straight line.
Rotary Motion	Motion moving clockwise or anti-clockwise.

Year 7 Design & Technology (Graphic Products) Knowledge Organiser

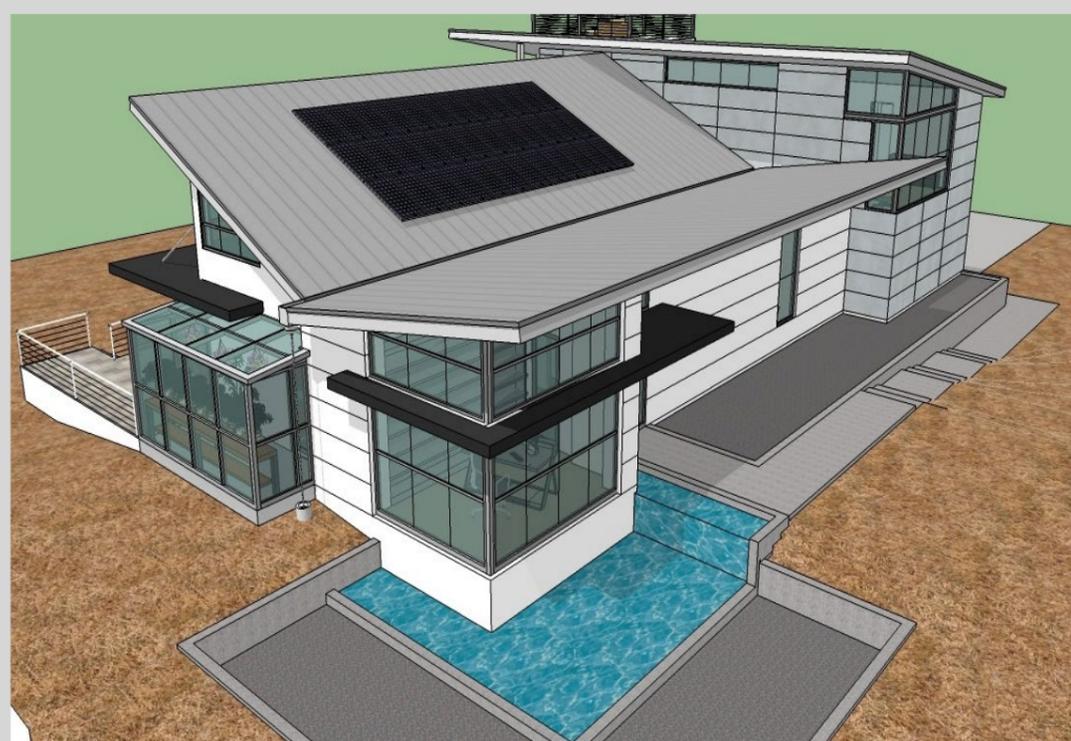
Sustainable House Design

Key Skills

- Responding to a Design Brief
- Analysing & researching information
- Identifying a target audience
- Developing CAD drawing skills using:
 - Techsoft 2D Design
 - Google SketchUp
 - Serif Draw Plus
- Isometric drawing to create shapes & designs in 3D
- Rendering shapes with colour, texture & materials
- CAD modelling & presentation skills
- Evaluating the design process



Sustainable design features & considerations	
Solar panels	Aesthetics of the property
Ground source heat pumps	Efficient use of space
Wind generators	Use of materials
Insulation	Use of light
Energy efficiency	Consideration of how the design works for the audience?
Type of roofing	Location



Key vocabulary	
Sustainability	Not being harmful to the environment or depleting natural resources.
Materials	What something is made from.
Energy	The capacity to do work e.g. physical or chemical resources to provide light or heat.
Environment	The surroundings in which a person or people live.
Function	What a product does, how it works and what it will be used for?
Aesthetics	How a product or design looks.
Target Audience	The person or people most likely to be interested in your design or product.
Cost	The price paid to acquire, produce, accomplish a task.
CAD	Computer aided design
Isometric Drawing	Isometric drawing is way of presenting designs in 3D a 30 degree angle is applied to its sides.
Rendering	The process of adding shading, colour, texture or material to a drawing.
Modelling	To present ideas to the user (target audience) or client.
Design Brief	An written outline which explains the aims and objectives and milestones of a design project.

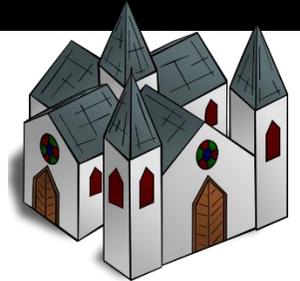
'BEOWULF'

- The oldest existing epic poem - probably written in 650AD. An epic poem is a long poem about adventures, heroes and quests; they can often be tragic
- Over 3,000 lines long
- Anglo-Saxon literature - 'Old English'
- The poet's name is unknown
- Set in 6th century and features characters inspired by Swedish and Danish royalty of that era.
- The world that *Beowulf* depicts and the heroic code of honour is typical of early English culture.



'THE CANTERBURY TALES' BY GEOFFREY CHAUCER

- Written in 1387-1400
- Written in Middle English which means there are many differences in modern spellings
- It is mostly written in the vernacular - this means the way people spoke
- Collection of 24 stories told by different pilgrims heading to Canterbury Cathedral in Kent
- The tales are told in order of the social class and status of the storyteller
- The Miller's Tale is a humorous story and is well-known. It ends with a carpenter kissing the bottom of Absolon instead of the beautiful Alison



'A MIDSUMMER NIGHT'S DREAM' BY WILLIAM SHAKESPEARE

- First performed in 1595
- One of Shakespeare's comedies
- It is typical of Shakespeare's comedies because it involves romance, a happy denouement, confusion, a mix-up and some slapstick/farcical elements such as Bottom gaining an ass' head!
- The play was often performed at courtly marriages because of its light heartedness and three marriages



KEY SPELLINGS FOR THIS SCHEME OF WORK

protagonist	Elizabethan	context	dialogue	climax
antagonist	comedy/comedic	archaic	soliloquy	medieval
dramatic	romance	myth	exposition	vernacular
Shakespeare(an)	humour	dramatic irony	denouement	farce

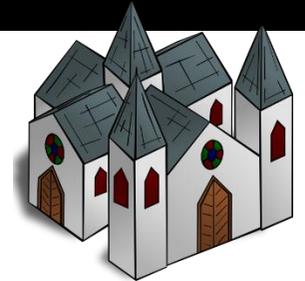
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'THE TEMPEST' BY WILLIAM SHAKESPEARE

- First performed in 1595 - his final play
- One of Shakespeare's comedies
- It is typical of Shakespeare's comedies because it involves romance, a happy denouement, confusion, a mix-up and some slapstick/farcical elements such as Stephano and Trinculo's scenes
- The exploration of power and legacy perhaps reflects Shakespeare's own reflections as he approached the end of his life - Prospero states. 'We are such stuff as dreams are made on'



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IMPRESSIVE PERSUASIVE TECHNIQUES		PUNCTUATION REMINDERS	
Rhetorical questions	Questions that don't require an answer. They prompt thinking about an issue.	*semi-colon	Used to replace 'and' in a compound sentence: <i>Like an angel, the sun shone; there wasn't a cloud to be seen.</i>
alliteration	Repetition of consonant sounds	*colon	Means 'Here's my evidence' and follows a simple statement: <i>Majestically, the princess created a stir: she was beautiful!</i>
Facts	Correct and provable information	*dash	Single: Used to emphasise a description at the end of a sentence: <i>Happily, the sun shone - its rays reached across the whole land.</i> Double: Used to emphasise a description with further emphasis: <i>The sun's rays - its burning, radiant rays - shone across the kingdom.</i>
opinions	A view formed about something that can't necessarily be proved		
rhetoric	Formal word for persuasion	SENTENCE STARTERS	
emotive language	Language that stirs the emotions	connective	Begin with a linking word to add, develop, change or emphasise ideas
superlatives	Word that end in '-est' or use 'most - ' to emphasise that something is stronger comparatively	fronted adverbial	Begin a sentence with an - ly word or other adverb (word that describes a verb)
tripling	Using three words or three phrases to emphasise and idea	2 x adjective starter	Begin with two adjectives; use a conjunction between them like 'and'
*irony	Suggesting the opposite is true	preposition starter	State where the subject is to begin the sentence
*hyperbole	A formal word for exaggeration or being 'over the top'!	*litotes	Begin with the negative: use 'Nothing...' or 'Never...' for example
*anaphora	Using a phrase to begin more than one clause of sentence, such as 'I Have a dream...' in Martin Luther King's famous speech	*simile starter	Begin with 'Like....' to begin with a simile

ORGANISING YOUR WRITING TO PERSUADE

Begin with a catchy introduction, offer some background, state your main ideas in detail and then finish with a powerful conclusion.

KEY SPELLINGS FOR THIS SCHEME OF WORK

rhetoric	alliteration	repetition	personification
persuasion	tripling	hyperbole	exclamation
irony	statistics	metaphor	interrogative (sentences)
anecdote	anaphora	simile	imperatives



Year 7 Geography

Unit 2: Settlement



LOOK

SAY

COVER

WRITE

CHECK

KEYWORDS



Early settlers often looked for certain features in an area to make life easier:

Protection. Good views from a hilltop give you warning if you are about to be attacked.

Building materials. Needed wood or stone. Useful to be near a wood or a rocky hillside.

Supply of wood. Needed for warmth and to cook on.

Plenty of water. Needed for drinking, cooking and washing. Water might come from a river, spring or well.

Not too much water. Sites must not flood or be marshy.

Rivers. Easy to cross either on foot at a ford or by a bridge.

Shelter. A south facing slope will have more sun and will be protected from the cold north wind.

Flat land. Easier to build on, for growing crops and travelling to other towns.

'Is this a good place to build a village?'

'Is this a good place to build a town?'

Settlement size:

Hamlet - a small group of homes

Village - larger than a hamlet. It contains more services, e.g. post office

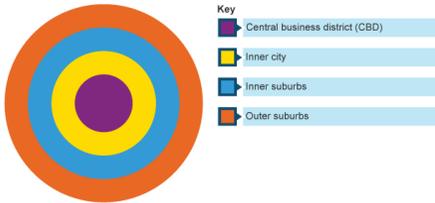
Town - this may contain tens of thousands of people. Usually has a range of functions, such as shopping centres and secondary schools

Cities - these have the widest variety of functions. In the past, cities were identified as having cathedrals.



Land use zones

Towns and cities are often complex but it may be possible to see how some land uses group together in **zones**. The **Burgess model** shows a simple land use pattern that can be identified in some towns and cities, particularly in countries like the UK.



Urban change and regeneration

As towns and cities have grown, some areas have become run down. This is particularly true of some old inner-city areas. Governments have tried to improve conditions in these areas.

Problems of old inner-city areas and the city centre include:

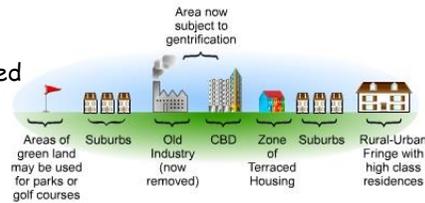
- overcrowding
- poor-quality housing
- traffic congestion

CBD - site of shops, entertainment and offices

Inner city (old industry) - this is where old factories built during the industrial revolution are being developed into new offices or apartment blocks

Suburbs - Over time cities spread out and this is where the suburbs were created. Here houses are often semi-detached.

Outer suburbs/rural-urban fringe - this zone is on the edge of the city and contains large, detached homes.



Redesigning urban areas

Urban areas need to be:

- Clean
- Well lit
- Open with some greenery
- Close to shops and services
- Safe

It is also important for urban areas to have furniture and other features which make it attractive, e.g. fountains.



	Definition
Site	This is the place where the settlement is located, eg on a hill or in a sheltered valley.
Situation	this describes where the settlement is in relation to other settlements and the features of the surrounding area, eg is the settlement surrounded by forest or is it next to a large city?
Urban sprawl	The unplanned growth of urban areas into the surrounding countryside.
Urban greening	The process of increasing and preserving open space such as public parks and gardens in urban areas.
Regeneration	The revival of old parts of the built-up area.



Year 7 Geography

Unit 3: Ecosystems

Plants get their energy from the Sun. They are called **producers** because they make their own food.
 Animals are called **consumers** because they eat plants and other animals. They do not make their own food.
 Animals that eat other animals are called **predators**. The animals they eat are called **prey**.



KEYWORDS



Tropical Rainforests

This biome is located on three continents:

- South America
- Africa
- South east Asia



The temperature ranges from 21 to 30 degrees Celsius. Rainfall remains high all year round.

The tropical rainforests are being cut down for the following reasons:

1. To sell the wood
2. To build on the land
3. To find minerals in the ground
4. To use the land for agriculture (cattle farming)

This means that:

1. Indigenous people lose their homes
2. Animals lose their habitat
3. Unique plants are lost forever
4. Less carbon dioxide is removed from the atmosphere. This will make the world a warmer place to live.



Deserts

Deserts are found along the Tropic of Capricorn and the Tropic of Cancer. The **largest** desert is the **Sahara**.

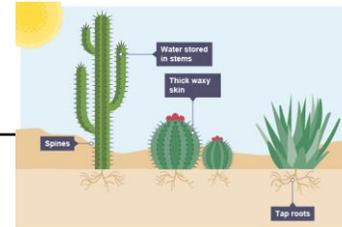
There is very little biodiversity in hot deserts because of the harsh climate.

In the day, temperatures can **exceed 40 degrees Celsius** but **drop below 0 degrees Celsius at night**.

Plant adaptations - Plants have developed special adaptations to survive the harsh climate.

Spines -lose less water than leaves so are very efficient in a hot climate. They also stop animals from eating the plant.

Waxy skin - some leaves have a thick, waxy skin on their surface. This reduces water loss by transpiration.



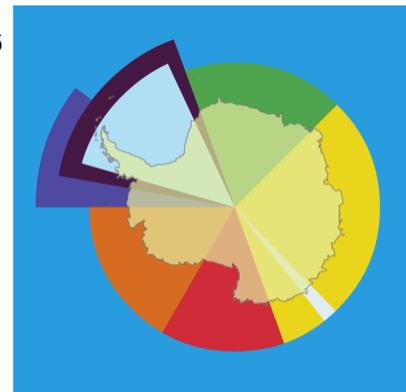
Polar

Polar biomes, such as Antarctica, are cold and dry all year round. **99 per cent** of it is covered by ice.

Antarctica is the **5th largest continent**, 25 per cent larger than Europe. During the winter, much of the water surrounding Antarctica freezes. Countries have claimed ownership of parts of Antarctica.

The **Antarctic Treaty** was agreed in 1961 to help control human activity in the location and also to resolve disagreements over territory.

The biodiversity is low. **Emperor penguins** live in Antarctica. **Polar bears do not!**

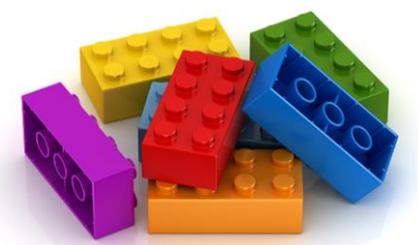


	Definition
Food Chain	A series of organisms each dependent on the next as a source of food.
Biome	A large naturally occurring ecosystem such as tropical rainforest.
Deforestation	The removal of trees.
Adaptation	The process of change by which an organism becomes better suited to its environment.
Sustainable	The process of maintaining a balanced environment. It is where we act in a way to provide for the needs of today without compromising the needs of the future generations.



Did Medieval kings have the power to do whatever they liked in the Middle Ages?

How significant was the Black Death?



- ✓ **What and why?** You will learn about how the powers of Medieval Monarchs changed over time and about the impact of a terrible Medieval pandemic.
- **Stop, think and link:** What was William I like as a King?
- ❖ **Cause and consequence assessment – Why did the barons rebel against King John in 1216?**
- ❖ **Want to explore further?**
 Book: Good Masters! Sweet Ladies! Voices from a Medieval Village by Laura Amy Schlitz
 Book: The Door in the Wall by Marguerite De Angeli
 Book: Horrible Histories – The Measly Middle Ages by Terry Deary
 Website: <https://www.bbc.co.uk/bitesize/topics/zfphvcw>

Key Questions

- What made a good Medieval King?
- Why was Thomas Becket killed and how was Henry II punished?
- Why did the Barons rebel against King John?
- Which other Medieval Monarchs faced rebellions and how did they fair?
- Why did the peasants revolt in 1381?
- Who was the best English King of the Middle Ages?
- Why were Medieval people so powerless against the Black Death?
- Why was the Black Death so significant?

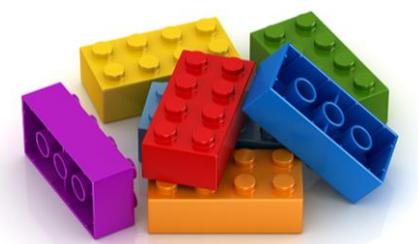
Keywords

- Monarch**
A King or Queen.
- Pope**
Head of the Catholic Church.
- Archbishop of Canterbury**
The head of the Church in England. He was appointed by the Pope.
- King's Courts**
Law courts which were controlled by the King and his justice.
- Church Courts**
These were controlled by the church for religious offences and for any crimes committed by the clergy.
- Magna Carta**
The document that King John was forced to sign by the barons in 1215 that limited some of his power.
- Baron**
A title of honour given to any nobleman who pledged his loyalty and service to a Monarch in return for land.
- Black Death**
A pandemic (global) disease that killed 1/3 of England's population in the 14th Century.
- Freemen**
Peasants that paid rent to the lord to farm their land, but they weren't 'owned' by the Lord, and could come and go as they pleased.
- Villein**
Medieval peasants who were 'tied' to the Lord's land. They had to farm their own land and the land of the Lord.
- Poll Tax**
Introduced by King Richard II to pay for the Hundred Years War. Everyone had to pay 4p every year – later increased.
- Rebel**
To rise in opposition against a leader
- Peasants' Revolt**
A popular revolt in 1381 against the rule of Richard II, his advisors and taxation led by Wat Tyler.



Key events and Key People

- 1170AD – Thomas Becket murdered in Canterbury Cathedral
- 1215AD – The barons rebel against King John and force him to sign the Magna Carta
- 1327AD – The murder of Edward II
- 1337-1453AD - Hundred Years War between England and France.
- 1348AD - The Black Death comes to Britain.
- 1381AD – The Peasants' Revolt.
- 1455-85AD - The Wars of the Roses (the Cousins' War) between the Houses of Lancaster and York.



- ✓ **What and why?** You will learn about the invasions of the Middle East in the Medieval Era.
- **Stop, think and link:** What motivated other invasions that we've studied?

❖ **Want to explore further?**

Book: The Silk Roads Illustrated by Peter Frankopan

Book: The Boy Knight: A Tale of the Crusades by G A Henty

Book: Daily Life in the Islamic Golden Age by Don Nardo

Website:

<https://www.bbc.co.uk/bitesize/guides/zjbj6sg/revision/1>

Key Questions

- What were the Crusades?
- Who fought each other in the Crusades?
- Why was Jerusalem so important?
- Why did people join in fighting in the Crusades?
- What were relationships like between Christians and Muslims?
- What impact did the Crusades have on the world?
- Was Richard the Lionheart a Medieval hero?
- What were the Silk Roads?
- What travelled along the Silk Roads?
- What was Medieval Baghdad like?

Keywords

Atrocity

A terrible crime

Byzantine Empire

Empire in South-East Europe and Asia Minor (Turkey) which was formed from the Eastern Roman Empire. Its capital was Constantinople (Byzantium).

Chivalry

The spirit of medieval knighthood, and the qualities expected of a medieval knight.

Holy Land

The land sacred to Jews, Christians and Muslims in what was ancient Palestine (now Israel, Palestine and Jordan).

Knight

A soldier on horseback who serves a baron.

Massacre

Killing a large number of people in a violent manner.

Pilgrimage

A journey which has religious or spiritual significance, usually to an important religious place.

Pope

The Bishop of Rome and head of the Roman Catholic Church.

Sin

Act of rebellion or disobedience against the known will of God in Judaism, Christianity or Islam.

Tax

Money paid by individuals or businesses to the government.

Crusade

An expedition to reclaim the Holy Land.



Key events and Key People

1096-1099 First Crusade

1147-1149 Second Crusade

1189-1192 Third Crusade

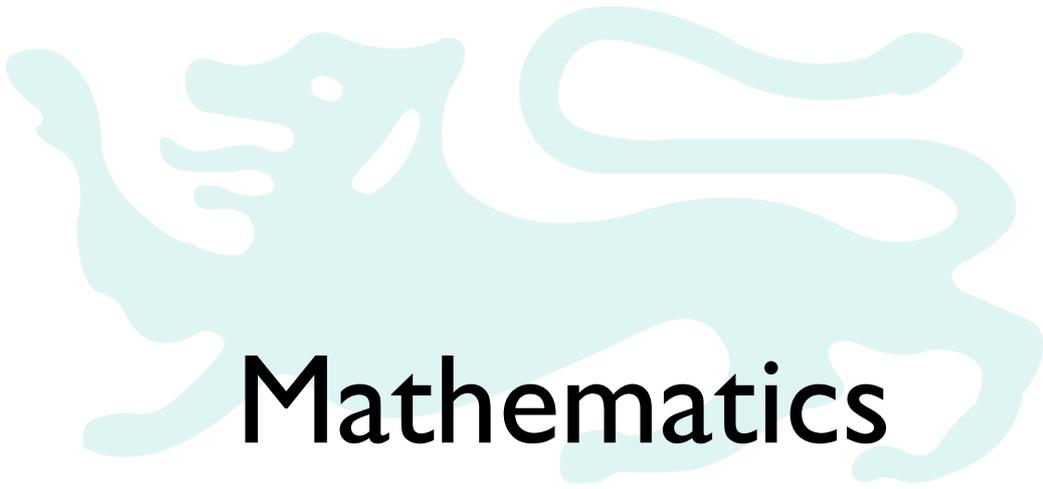
1202-1204 Fourth Crusade

Pope Urban II (1042-1099) - Sent out a call to all Christians to fight in the name of God to win back the Holy Land from Muslim rule, which they did in 1099.

Peter the Hermit (1050-1115)- A French preacher who inspired 1000s of people to go on the First Crusade.

Saladin (1137-1193) - Muslim General. He recaptured Jerusalem in 1187.

King Richard I "the Lionheart" (1157-1199) - English King won many battles against the Muslim armies but did not recapture Jerusalem.



Mathematics



Topic 4: Multiplying

Topic/Skill	Definition/Tips	Example	Non-example
1. Integers	Multiplication can be thought of as repeated addition or scaling the size of something.	$7 \times 4 = 7 + 7 + 7 + 7$ 7 made 4 times greater	
	Multiplier x multiplicand = product	$56 = 8 \times 7$ 56 is the product 8 is the multiplicand 7 is the multiplier	
	Multiplication is commutative and associative.	$8 \times 6 = 6 \times 8$ $2 \times 3 \times 4 = 6 \times 4$ $2 \times 3 \times 4 = 2 \times 12$	
	We can <u>disassociate</u> numbers into separate components to simplify calculations.	$49 \times 6 = (50 - 1) \times 6$	
	The <u>Distributive law</u> allows us to perform an operation over another. The distributive law works commonly with addition/subtraction and multiplication.	$(10 + 3) \times 6 = 10 \times 6 + 3 \times 6$ $8 \times (20 - 1) = 8 \times 20 - 8 \times 1$	
	The Chinese grid method can be used for multiplication.		
	The grid method can be used for multiplication.		

2. Equivalent calculations	To find an equivalent calculation, multiply/divide the multiplicand and then do the <u>inverse</u> to the multiplier.	$8 \times 15 = 4 \times 30$	$7 \times 6 \neq 5 \times 8$ $8 \times 6 \neq 4 \times 3$
	To find an adjusted calculation, multiply/divide the multiplicand/multiplier and then do the <u>same</u> to the product.	If $40 \times 6 = 240$, then $20 \times 6 = 120$ $40 \times 60 = 2400$	If $40 \times 6 = 240$, then $40 \times 3 \neq 480$
3. Negatives	A negative multiplied by a positive produces a negative product.	$8 \times -3 = -24$ $-6 \times 7 = -42$	$5 \times -2 \neq 3$
	A negative multiplied by a negative produces a positive product.	$-7 \times -2 = 14$ $-6 \times -7 = 42$	$-6 \times -3 \neq -9$
4. Algebra	We can simplify terms by writing as single powers using index laws.	$a \times a \times a = a^3$ $b^4 \times b^6 = b^{10}$	$a \times a \neq 2a$ $b^2 \times b^5 \neq b^{10}$
	When multiplying, we multiply the numbers and then use index laws.	$4x \times 8y = 32xy$ $6x^2y \times 8x^3y^2 = 48x^5y^3$	$7x^3y \times 6x^4y^5 \neq 13x^{12}y^5$
	We can expand brackets using the grid method.	$ \begin{array}{ c c } \hline & 2x & -3 \\ \hline 4 & 8x & -12 \\ \hline \end{array} $ $4(2x - 3) = 8x - 12$ $ \begin{array}{ c c } \hline & 7x & -2y \\ \hline 2x & 14x^2 & -4xy \\ \hline \end{array} $ $2x(7x - 2y) = 14x^2 - 4xy$	

5. Decimals	To multiply decimals, we do the integer division and then adjust the calculation.	$7 \times 6 = 42$ $70 \times 6 = 420$ $70 \times 0.6 = 42$ $70 \times 0.06 = 4.2$ $70 \times 0.006 = 0.42$	
6. Fractions	Multiplying an integer and a fraction can be thought of as repeated addition.	$4 \times \frac{2}{3} = \frac{2}{3} + \frac{2}{3} + \frac{2}{3} + \frac{2}{3} = \frac{8}{3}$	$5 \times \frac{3}{4} \neq \frac{15}{20}$
	To multiply two fractions, multiply the numerators and multiply the denominators.	$\frac{3}{4} \times \frac{8}{9} = \frac{24}{36} = \frac{2}{3}$	
	Difficult calculations can be simplified by cross-cancelling before multiplying.	$\frac{\overset{3}{\cancel{15}}}{\underset{4}{\cancel{44}}} \times \frac{\overset{3}{\cancel{33}}}{\underset{1}{\cancel{5}}}$ $\frac{15}{44} \times \frac{33}{5} = \frac{3}{4} \times \frac{3}{1} = \frac{9}{4}$	
	To multiply mixed numbers, convert to improper fractions.	$3\frac{1}{2} \times 1\frac{2}{3} = \frac{7}{2} \times \frac{5}{3} = \frac{35}{6}$	

Topic 5: Dividing

Topic/Skill	Definition/Tips	Example	Non-example
1. Integers	Division can be thought of as a) sharing b) grouping c) the inverse of multiplication.	$24 \div 6$ a) 24 sweets shared with 6 people b) 24 people put into groups of 6 c) What do we multiply by 6 to get 24?	
	Dividend \div divisor = quotient	$8 = 56 \div 7$ 56 is the dividend 7 is the divisor 8 is the quotient	
	Division is not commutative or associative.		$8 \div 2 \neq 2 \div 8$ $(36 \div 3) \div 4 \neq 36 \div (3 \div 4)$
	The distributive law can be used with division and addition/subtraction.	$(16 + 8) \div 4 = 16 \div 4 + 8 \div 4$	$12 \div (4 + 2) \neq 12 \div 4 + 12 \div 2$
2. Equivalent calculations	To find an equivalent calculation, multiply/divide the dividend and then do the <u>same</u> to the divisor.	$24 \div 6 = 4$ $48 \div 12 = 4$	$36 \div 3 = 12$ $18 \div 6 \neq 12$
	To find an adjusted calculation, multiply/divide the dividend and then do the <u>same</u> to the quotient.	$56 \div 7 = 8$ $28 \div 7 = 4$	$48 \div 6 = 8$ $24 \div 6 \neq 16$
	To find an adjusted calculation, multiply/divide the divisor and then do the <u>inverse</u> to the quotient.	$56 \div 7 = 8$ $56 \div 14 = 4$	$45 \div 15 = 3$ $45 \div 5 \neq 1$

3. Negatives	A positive divided by a negative produces a negative quotient.	$27 \div -3 = -9$	$27 \div -3 \neq 24$
	A negative divided by a positive produces a negative quotient.	$-10 \div 2 = -5$	$-10 \div 2 \neq -8$
	A negative divided by a negative produces a positive quotient.	$-48 \div -16 = 3$	$-9 \div -3 \neq -12$
4. Algebra	We can simplify terms by writing as single powers using index laws.	$a^3 \div a = a^2$ $b^7 \div b^4 = b^3$	$a^{10} \div a^2 \neq a^5$
	When dividing, we divide the numbers and then use index laws.	$36x^5y^4 \div 9x^2y = 4x^3y^3$	$28x^6y^8 \div 7x^2y \neq 21x^3y^8$
	We can factorise an expression by taking a common factor from each term.	$16x - 8 = 2(8x - 4)$ $16x - 8 = 4(4x - 2)$ $16x - 8 = 8(2x - 1)$ The final answer is factorised fully. $15x^3 - 27x^2y = 3x^2(5x - 9y)$	
5. Decimals	To divide decimals, we do the integer division and then adjust the calculation.	$63 \div 9 = 7$ $6.3 \div 9 = 0.7$ $0.63 \div 9 = 0.07$ $0.63 \div 0.9 = 0.7$	

6. Fractions	Two numbers are reciprocals if they multiply to make 1.	2 and $\frac{1}{2}$ $\frac{1}{7}$ and 7 $\frac{4}{7}$ and $\frac{7}{4}$ 0.3 and $\frac{10}{3}$	3 and -2
	To divide fractions, we can find a common denominator and then divide numerators.	$\frac{24}{25} \div \frac{8}{25} = 24 \div 8 = 3$ $\frac{7}{4} \div \frac{9}{2} = \frac{7}{4} \div \frac{18}{4} = 7 \div 18 = \frac{7}{18}$	$\frac{3}{7} \div \frac{6}{7} \neq 2$
	To divide fractions, we can also multiply by the reciprocal of the divisor.	$\frac{5}{12} \div \frac{3}{4} = \frac{5}{12} \times \frac{4}{3} = \frac{5}{9}$ $2\frac{3}{5} \div \frac{1}{2} = \frac{13}{5} \div \frac{1}{2} = \frac{13}{5} \times \frac{2}{1} = \frac{26}{5}$	$\frac{7}{12} \div \frac{2}{5} \neq \frac{12}{7} \times \frac{2}{5}$





**Modern Foreign
Languages**

School subjects

le français	French
le théâtre	drama
la géographie/la géo	geography
la musique	music
la technologie	technology
l'anglais (m)	English
l'EPS (f)	PE
l'histoire (f)	history
l'informatique (f)	ICT
les arts plastiques (m)	art
le dessin	art
les mathématiques/maths (f)	maths
les sciences (f)	science
éducation religieuse/la religion	RE

High Frequency words

à	at
et	and
aussi	also
mais	but
très	very
trop	too
assez	quite
un peu	a (little) bit
pourquoi ?	why ?
parce que	because
car	because
tous les jours	everyday
toujours	always
aujourd'hui	today
pardon	excuse me
merci	thank you
avec	with
Est-ce que (tu)... ?	Do (you)... ?

The timetable

le lundi	on Mondays
le mardi	on Tuesdays
le mercredi	on Wednesdays
le jeudi	on Thursdays
le vendredi	on Fridays
le samedi	on Saturdays
le dimanche	on Sundays
À(neuf heures)	A (nine o'clock)
J'ai (sciences)	I've got (science)
le matin	(in) the morning
l'après-midi	(in) the afternoon
le mercredi après-midi on	Wednesday afternoon
la récréation/la récré	breaktime
le déjeuner	lunch

The school day

On a cours (le lundi)	We have lessons (on Mondays)
On n'a pas cours...	We don't have lessons...
On commence les cours à ...	We start lessons at...
On a quatre cours le matin	We have four lessons in the morning

Opinions

Tu aimes/Est-ce que tu aimes...?	Do you like... ?
Je préfère...	I prefer...
J'adore...	I love...
J'aime beaucoup...	I like...a lot.
J'aime...	I like...
J'aime assez...	I quite like...
Je n'aime pas...	I don't like...
Je déteste...	I hate...
C'est ma matière préférée.	It's my favourite subject.
Ma matière préférée c'est...	My favourite subject is...
Il aime	He likes
Elle aime	She likes
Oui, j'aime ça	Yes, I like that
Non, je n'aime pas ça	No, I don't like that
Je suis d'accord	I agree
Je ne suis pas d'accord	I don't agree
Moi aussi.	Me too
T'es fou/folle.	You're crazy.

Reasons

- Le/La prof est sympa.
- The teacher is nice.
- Le/La prof est (trop) sévère.
- The teacher is (too) strict.
- On a beaucoup de devoirs.
- We have a lot of homework.

Reasons

C'est ...	it is
intéressant	interesting
ennuyeux	boring
barbant	boring
facile	easy
difficile	difficult
génial	great
nul	rubbish
marrant	funny
amusant	fun/funny
assez bien	quite good
passionnant	exciting
chouette	great
pratique	practical
stupide	stupid

What time is it?

Il est...	It's...
huit heures	eight o'clock
huit heures cinq	five past eight
huit heures dix	ten past eight
huit heures et quart	quarter past eight
huit heures vingt	twenty past eight
huit heures vingt cinq	twenty five past eight
huit heures et demie	half past eight
neuf heures moins vingt-cinq	twenty five to nine
neuf heures et vingt	twenty to nine
neuf heures moins le quart	quarter to nine
neuf heures moins dix	ten to nine
neuf heures moins cinq	five to nine
midi	midday
minuit	midnight

Computers and mobile phones

Qu'est-ce que tu fais... ?	What do you do/are you doing?
...avec ton ordinateur ?	...on your computer ?
...avec ton portable ?	...on your mobile phone ?
Je joue....	I play.../ I am playing...
Je surfe sur internet.	I surf/I'm surfing the net.
Je tchatte sur MSN.	I chat/I'm chatting on MSN.
Je regarde des clips vidéo.	I watch/I am watching video clips.
Je télécharge de la musique.	I download/I'm downloading music.
J'envoie des SMS.	I text/I'm texting.
Je parle avec mes ami(e)s.	I talk/I'm talking to my friends.
J'envoie des emails.	I send/I'm sending emails.

What do you play ?

Je joue...	I play...
au basket	basketball
au billard	billiards/snooker
au foot(ball)	football
au hockey	hockey
au rugby	rugby
au tennis	tennis
au tennis de table	table tennis
au ping-pong	ping pong
au volleyball	volleyball
à la pétanque/aux boules	boules
sur la Wii	on the Wii

Examples of

Opinions + infinitives

Je préfère jouer
J'adore aller
J'aime faire
Je n'aime pas regarder
Je déteste parler

Connectives

et	and
mais	but
aussi	also
cependant	however

Tu es sportif/sportive ?	Are you sporty?
Je suis (assez) sportif/sportive	I am quite sporty
Je ne suis pas (très) sportif/sportive	I am not (very) sporty)
Mon sportif/Ma sportive préféré(e) est...	My favourite sports Person is...

Conjugation of regular -er verbs

-e
-es
-e
-ons
-ez
-ent

→

The verb jouer=

To play

Je joue
Tu joues
Il/Elle/On joue
Nous jouons
Vous jouez
Ils/Elles jouent

Frequency words (How often)

quelquefois	sometimes
souvent	often
tous les jours	every day
tous les soirs	every evening
tout le temps	all the time
de temps en temps	from time to time
une fois par semaine	once a week
deux fois par semaine	twice a week

Quand? When?

en été	in summer
en hiver	in winter
quand il y a du soleil	when it's sunny
quand il fait beau	when it's good weather
quand il fait chaud	when it's hot
quand il pleut	when it rains/is raining
quand il fait froid	when it's cold
le soir	in the evening
le weekend	on the weekend(s)
le samedi matin	on Saturday morning(s)

Qu'est-ce que tu aimes ?

What do you like ?

Qu'est-ce que tu aimes faire/jouer... ?

What do you like to do/play... ?

Qu'est-ce que tu fais ? What do you do ?

Je fais du judo	I do judo
Je fais du parkour	I do parkour
Je fais du patin à glace	I do/go ice skating
Je fais du roller	I do/go roller-skating
Je fais du skate	I do/go skateboarding
Je fais du vélo	I do/go cycling
Je fais de la danse	I do dance
Je fais de la gymnastique	I do gymnastics
Je fais de la natation	I do/go swimming
Je fais de l'équitation	I do/go horseriding
Je fais des promenades	I go for walks

High frequency words

sur	on
en (été)	in summer
quand	when
tout/toute/tous/toutes	all
par (deux fois par semaine)	per (twice a week)
d'habitude	usually
d'abord	first of all/firstly
ensuite	then/next
puis	then/next

What do you like doing?

J'aime...	I like...
...retrouver mes amis	...meeting my friends
...regarder la télé	...watching TV
...jouer sur ma PlayStation	...playing on my Playstation
...écouter de la musique	...listening to music
...faire les magasins	...going shopping
...faire du sport	...doing sport
...jouer au football	...playing football
...traîner avec mes copains	...hanging out with my mates
...téléphoner à mes copines...	...phoning my mates.

Me llamo	I am called
Tengo once/doce años	I am 11/ 12 years old
Se llama	He/ she is called
bonito/a	good-looking
de moda	trendy
encantador(a)	charming
curioso/a	curious
mediano/a	average height
cómico/a	funny
generoso/a	generous
simpático/a	nice
grande	tall
impaciente	impatient
inteligente	intelligent
modesto/a	modest
pequeño/a	small
educado/a	polite
calvo	bald
un bigote	a moustache
una barba	a beard
gafas	glasses
Tengo los ojos azules/verdes/grises/marrones	
<i>I have blue/ green/ grey/ brown eyes</i>	
Tengo el pelo largo /medio/ondulado/liso/rubio/marrón/negro/rojo	
<i>I have long/ medium/curly/straight/blond/brown/black/red hair</i>	

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Key verb

Tener – to have

Tengo	I have
Tienes	you have
Tiene	he/she has
Tenemos	we have
Tenéis	you have (pl)
Tienen	they have

Key verb

Ser – to be

Soy	I am
eres	you are
es	he/she is
somos	we are
sóis	you are (pl)
son	they are

Family and animals

Tengo un hermano	I have a brother
Tengo una hermana	I have a sister
Tengo dos hermanos	I have two brothers
Tengo dos hermanas	I have two sisters
Mi madre	my mum
Mi padre	my dad
Mi abuelo	my grandad
Mi abuela	my grandma
Mi tío	my uncle
Mi tía	my aunty
Un gato	a cat
Un pájaro	a bird
Un perro	a dog
Una cobaya	a guinea pig
Un caballo	a horse
Un conejo	a rabbit
Un pez	a fish
Un ratón	a mouse
Un hámster	a hamster
Una tortuga	a tortoise

High Frequency words

y	and
también	also
pero	but
muy	very
bastante	quite
siempre	always
Sin embargo	however
Por eso	therefore

Key phrases

Tengo	I have
No tengo	I don't have
Hay	There is/are
No hay	there isn't/aren't
Mi(s)	my
Su(s)	his/her

Countries and Nationalities

Inglaterra	England
Esocia	Scotland
Gales	Wales
Irlanda	Ireland
Francia	France
España	Spain
Portugal	Portugal
Alemania	Germany
Italia	Italy
Los Estados Unidos	USA
Turquía	Turkey
Suiza	Switzerland
ingles/a	English
escoces/a	Scottish
gales/a	Welsh
irlandes/a	Irish
frances/a	French
español/a	Spanish
portugues/a	Portuguese
aleman/a	German
italiano/a	Italian
americano/a	American
turco/a	Turkish
suizo/a	Swiss

Key verb: ER

Comer	TO EAT
Como	I eat
Comes	you (s) eat
Come	he/she eats
Comemos	We eat
Coméis	You (pl) eat
Comen	They eat

Key verb: IR

Vivir	TO LIVE
Vivo	I live
vives	you (s) live
vive	he/she lives
Vivimos	We live
Vivís	You (pl) live
Viven	They live

Key verb: AR

Hablar	TO SPEAK
Hablo	I speak
Hablas	you (s) speak
Habla	he/she speaks
Hablamos	We speak
Habláis	You (pl) speak
Hablan	They speak

Adjectives

Guapo/a	beautiful
Aburrido/a	boring
Turístico/a	touristic
Importante	important
Sucio/a	dirty
Peligroso/a	dangerous
Grande	big
Moderno/a	modern
Limpio/a	clean
Seguro/a	safe
Divertido/a	fun
Tranquilo/a	calm
Feo/a	ugly
Pequeño/a	small

Describing my town/house

Un pueblo	a town
Una ciudad	a city
Una casa	a house
Un piso	an apartment
Una granja	a farm
Un estadio	a stadium
Un museo	a museum
Un castillo	a castle
Un parque	a park
Una plaza de toros	a bullring
Una estación de trenes	a train station
Una playa	a beach
Una piscina	a swimming pool
Un cine	a cinema
Un polideportivo	a sports centre
Un dormitorio	a bedroom
Una cocina	a kitchen
Un salón	a living room
Un jardín	a garden
Un cuarto de baño	a bathroom
Un comedor	a dining room

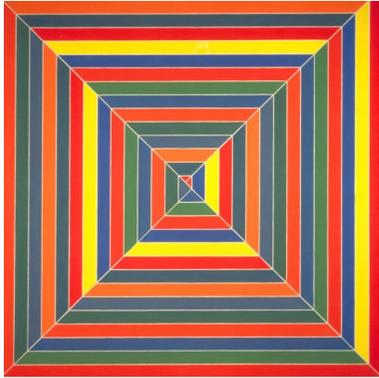
High Frequency words

y	and
también	also
pero	but
muy	very
bastante	quite
siempre	always
Sin embargo	however
Por eso	therefore

Key phrases

Soy	I am
Soy deI\	am from
Hay	There is/are
No hay	there isn't/aren't
Es	it is
Tiene	it has

Music Year 7 Knowledge Organiser: Minimalism (Spring Term)

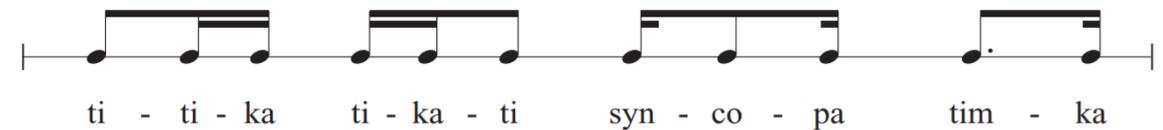


Composers:

- Terry Riley
- La Monte Young
- Philip Glass
- Steve Reich

Minimalist features	
Transformation	When a melody or rhythm pattern gradually changes shape
Metamorphosis	Changing a motif (musical idea) one note at a time
Additive melody	Change a motif by adding or taking away one note at a time
Phase shifting	2 parts which begin together, then move out of time
Polyphonic	More than one part at the same time
Phasing	Where the same part is played on 2 or more instruments at a steady, but not identical tempo

PULSE	Regular beat
NOTATION	Written music
RHYTHM	Pattern of sounds i.e. short or long notes
OSTINATO	Repeated pattern (classical)
RIFF	Repeated pattern (popular)
PITCH	High or low sounds
DURATION	Length of sounds
TEMPO	Speed
DYNAMICS	Volume
TIMBRE	Different instrumental sounds
TEXTURE	Layers of sound
STRUCTURE	How sounds / ideas are organised
SILENCE	No sound



Unit 4: Citizenship

Year 7

Skills

- Is reflective about the knowledge and skills needed for setting realistic targets and personal goals.
- Engage with and reflect on different ideas, opinions and beliefs to help develop personal opinion.
- Can express and explain opinions through discussion and written assessments.

Knowledge

- Understand what it means to be a citizen
- Understand what actions you can take to become an active citizen
- Distinguish between rights and responsibilities
- Gain an understanding of human rights
- Understand actions that individuals, groups and organisations can take to influence decisions affecting communities and the environment
- Explain what is a democracy
- Understand how the government and parliament is structured
- Describe the role of an MP
- Understand that I can make a change to local issues by taking action



Unit 3: First Aid

Year 7

Skills

- Has a basic knowledge of First aid and can recognise and reduce risk, minimising harm and getting help in emergency and risky situations
- Work individually and with others to negotiate, plan and take action.
- Analyse and reflect upon action taken and progress made.

Knowledge

Develop an understanding of emergency procedures: DRABC, emergency phone calls

Develop an understanding of emergency procedures: the recovery position

Develop knowledge and understanding of emergency procedures to aid choking and asthma attacks

Know how to treat a casualty with severe bleeding; Recognise the signs/symptoms of shock

Recognise and be able to treat a burn/scald/fracture

Develop our knowledge and understanding about heart attacks; the signs and symptoms and how to prevent them

Develop knowledge and understanding of how to perform mouth to mouth breathing and CPR





Y7: REP

68% of the world's population have stated that they have some belief in God or would claim to have some element of religious faith. Religion remains an important feature of our world and has been part of our lives for thousands of years. However, are we now at a crossroads where religions are often misunderstood, are misused and some would argue in decline? You are going to consider a variety of different religious, ethical and philosophical ideas to consider whether religion is still important and the role it continues to play in the world today.

Knowledge Organiser

Religions

Lesson 1

What has religion ever done for us?

Can you give 2 examples why religion might be seen to be a positive thing & explain why?

Can you give 2 examples why religion might be seen to be a negative thing & explain why?

Lesson 4

The six main world religions: how much do you know?

What are the 6 main world religions? Can you remember how to spell each one accurately?

Can you give 3 facts about each of them?

Lesson 7

Project: which religion will you study?

Can you give me facts & information about your religion's beliefs about life after death, God(s), rules & laws?

Ethics

Lesson 2

The Ten Commandments: Do we need laws and rules?

Can you explain why 2 of the commandments might still be important today?

Can you explain why 2 of the commandments might not be important today?

Lesson 5

Stereotyping and Prejudice: Are there enough good Samaritans?

Can you describe and define the terms prejudice & discrimination?

Can you link this to and describe the story of the Good Samaritan?

Lesson 8

Should we care about the world?

Can you give 3 examples of how we are harming our planet?

Can you define and describe why stewardship is important to Christians?

Philosophy

Lesson 3

Does God exist?

Can you define the terms atheist, agnostic & theistic?

Can you give me 2 arguments to suggest God does exist and 2 arguments to suggest that God does not exist? Evidence is key here.

Lesson 6

How was the world made?

Can you give 2 arguments to suggest that God is responsible for creating the world?

Can you give 2 arguments to suggest that creation has NOTHING to do with God?

Lesson 9

Life after Death – unrealistic?

Can you give the views of 2 different religions on what might happen when we die?

Do you think there is any real proof of life after death?

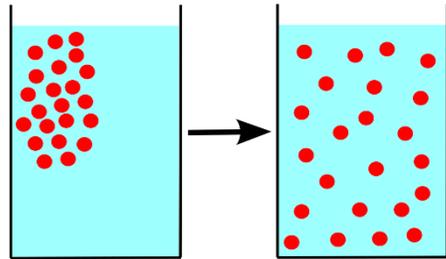
*Pupils will be assessed in lessons and complete an extended project on a religion of their choice. They will complete a formal examination at the end of the year.



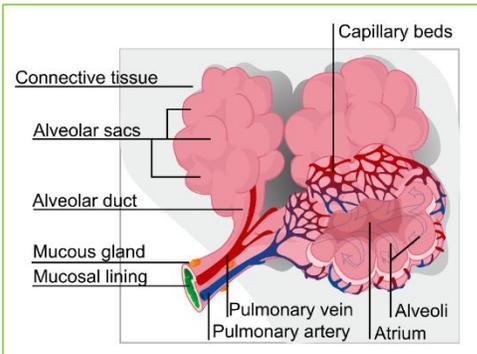
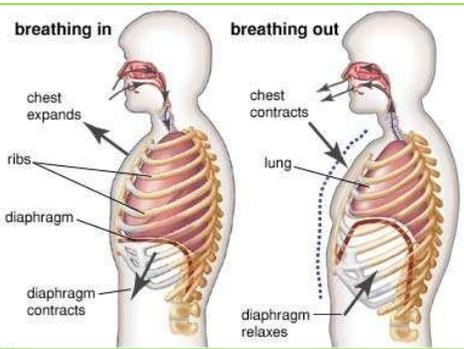
Science



Year 7 Knowledge Organiser : Exchange and Transport in Animals



Diffusion is the movement of particles **from a high concentration to a low concentration**.

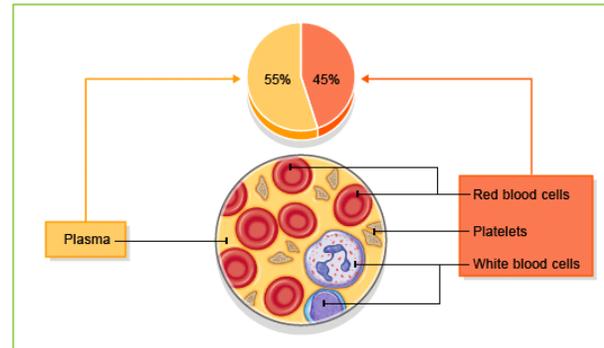
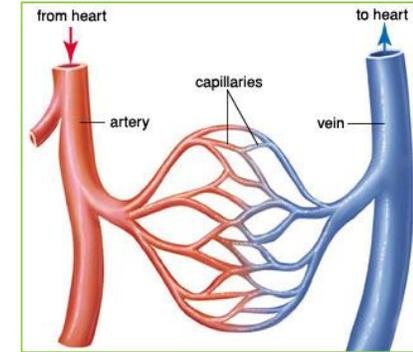


Respiration is a reaction that happens in our cells that **releases energy** so that normal activities can happen.

There are **two** types of respiration that occur in humans:

- Aerobic** respiration happens when there's lots of oxygen.
GLUCOSE + OXYGEN → CARBON DIOXIDE + WATER
- Anaerobic** respiration happens when our muscles don't get enough oxygen during exercise.
GLUCOSE → LACTIC ACID

Name of blood vessel	Job	How is it specialised?
Artery	Transport blood away from the heart at high pressure	Thick walls to prevent it from bursting
Vein	Transport blood back to the heart at low pressure	They have valves to stop the blood flowing backwards
Capillary	Exchange of materials between the blood and body cells	Walls are thin and one cell thick so diffusion is easier



Red blood cells carry **oxygen** around the body

White blood cells destroy disease-causing microbes, like bacteria.

Plasma carries **dissolved substance**, such as **glucose**, around the body.

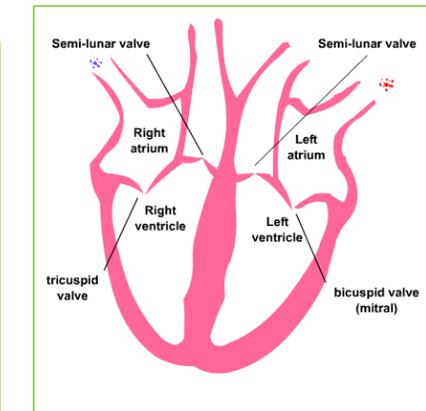
Platelets help to **clot the blood** and stop us from **bleeding** when our skin is cut.

The **heart** pumps blood around the body.

The muscles in the wall of the heart **contract** to put **pressure** on the blood, which forces it out of the different **chambers** – the **atria** and the **ventricles**.

The right side of the heart **pumps deoxygenated blood** to the **lungs**.

The left side of the heart **pumps oxygenated blood** to **all parts of the body**.



Alveoli are specialised for gas exchange in the following ways:

- they have a **large surface area**
- their walls are **very thin**
- they have **many capillaries carrying blood** covering them

Waves transfer energy from one place to another.
 Waves are made by forcing something to vibrate or oscillate.
 There are two types of waves; transverse and longitudinal.
 Sound waves are longitudinal waves.
 Light and waves on water are transverse waves.

Knowledge organiser-P2- Waves

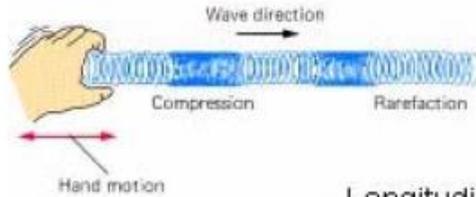
Comparing Light and Sound waves

Similarities	Differences
<ul style="list-style-type: none"> Both transfer energy Both have a range of frequencies and wavelengths 	<ul style="list-style-type: none"> Travel as different type of wave Sound waves need particles to carry energy but light waves do not Different speeds – light travels up to a million times faster than sound

The law of reflection states that for a plane (flat) mirror the angle of reflection will be the same as the angle of incidence. You need to make sure your diagrams show this.

When an object or substance vibrates, it produces sound. These sound waves can only travel through a solid, liquid or gas. They cannot travel through empty space. Sound waves are longitudinal waves - the vibrations are in the same direction as the direction of travel. The diagram below shows this.

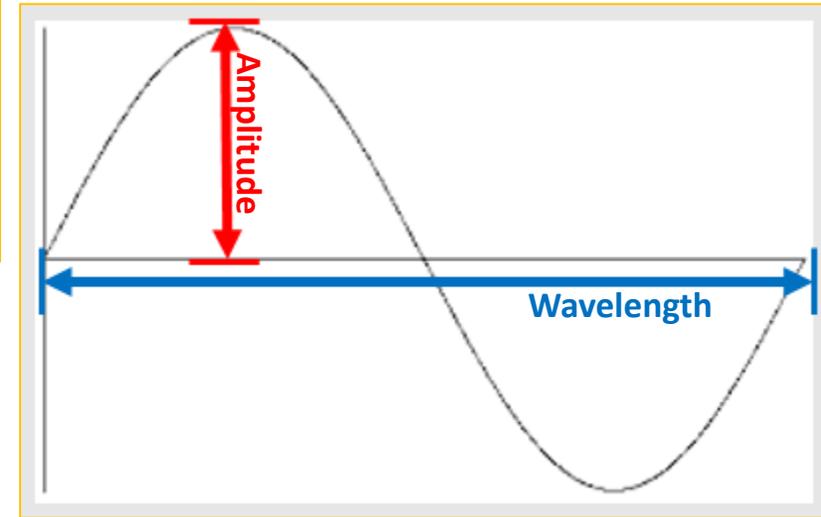
$$v = \frac{x}{t}$$



Longitudinal Waves

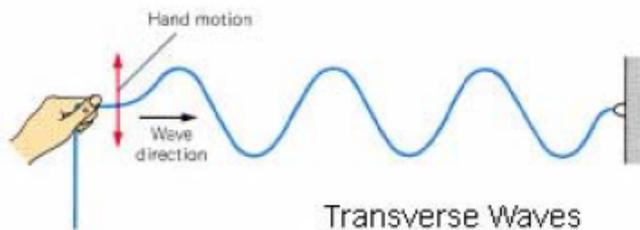
Time period - time needed for one complete cycle of vibration to pass a point.

Frequency - number of waves produced by a source each second

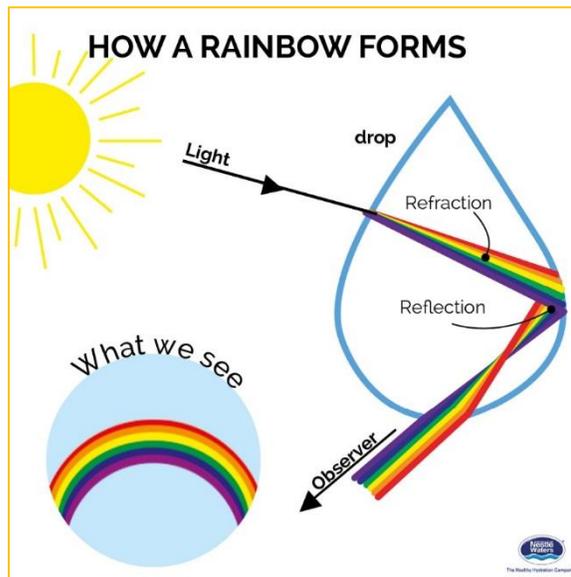


$$v = f \times \lambda$$

If you throw a pebble into a pond, ripples spread out from where it went in. These ripples are waves travelling through the water. The waves move with a transverse motion. The undulations (up and down movement) are at 90° to the direction of travel. For example, if you stand still in the sea, the water rises and falls as the waves move past you. The diagram below shows a transverse wave.



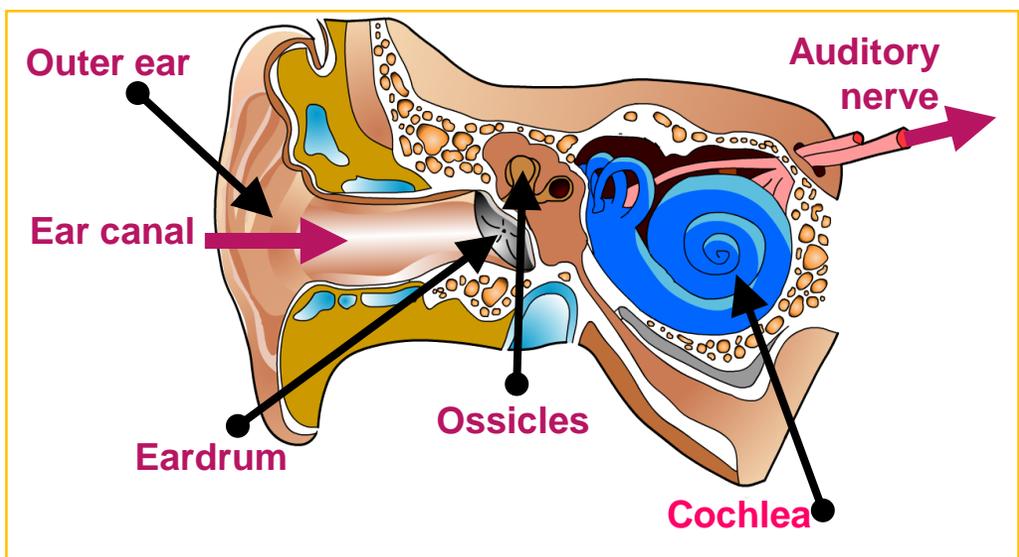
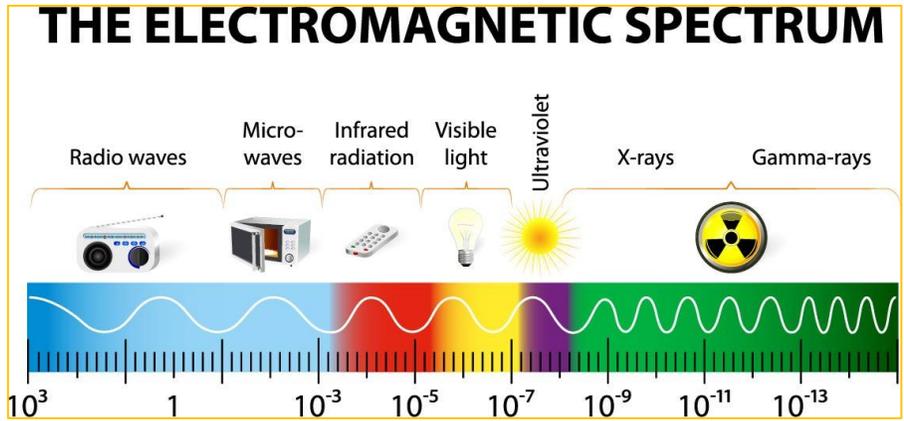
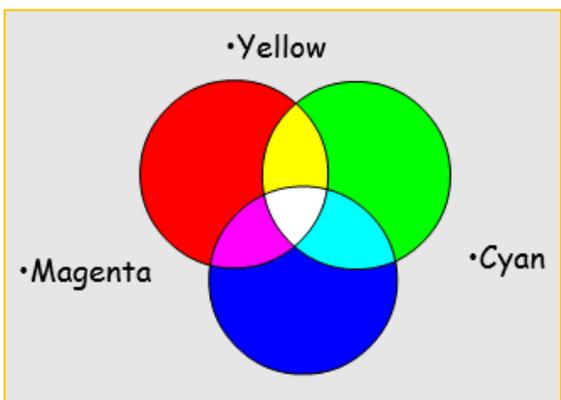
Transverse Waves



- Red
- Orange
- Yellow
- Green
- Blue
- Indigo
- Violet

Mechanical waves- needs a substance for the wave to transfer energy e.g. Sound waves

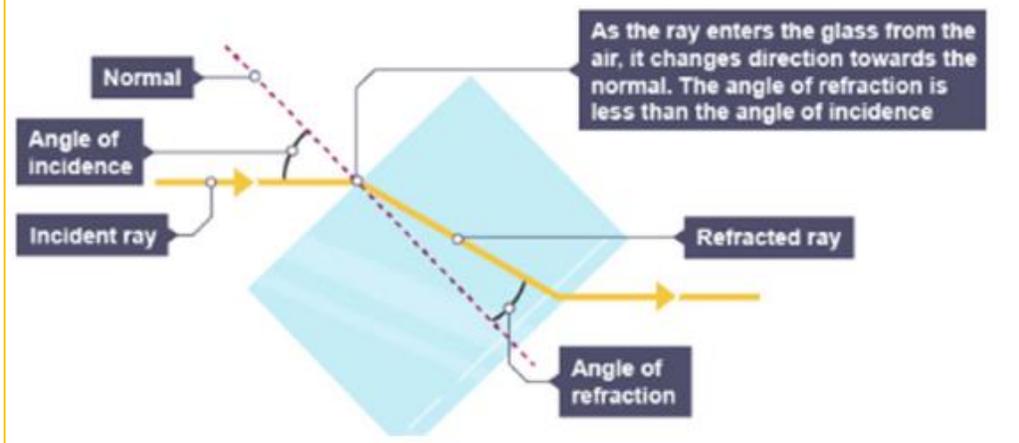
Non-mechanical waves- does not need a substance for the wave to transfer energy e.g. Light waves



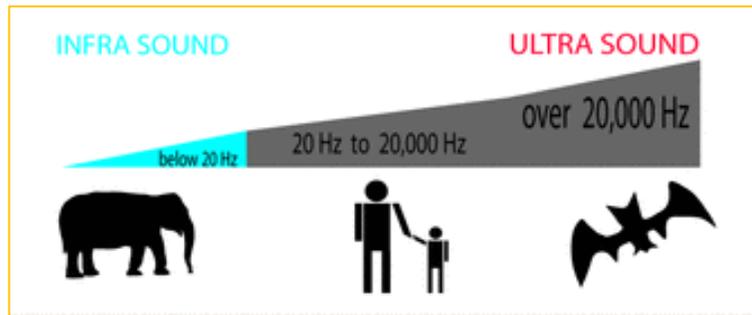
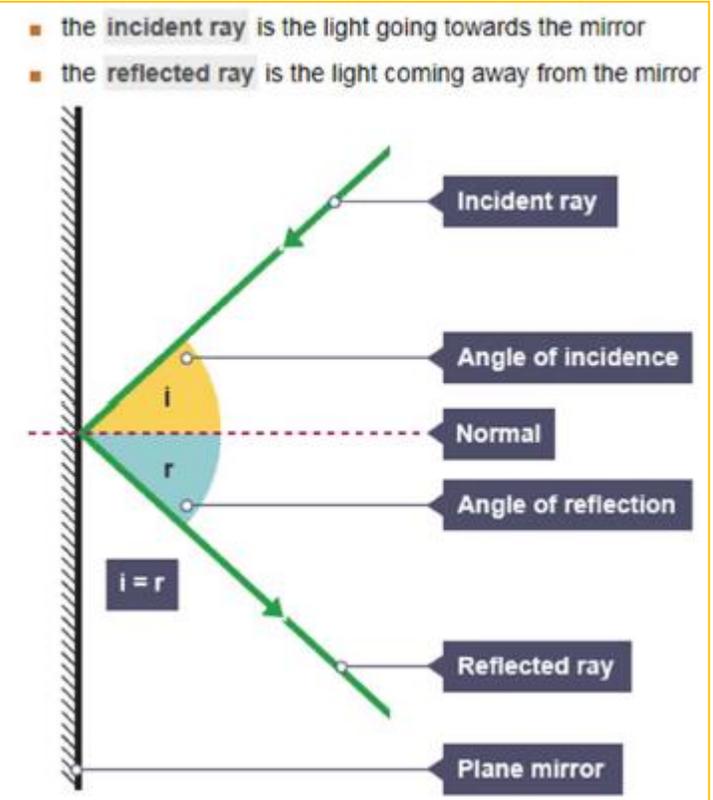
Refraction

Light waves change speed when they pass across the boundary between two substances with a different density, such as air and glass. This causes them to change direction, an effect called **refraction**.

- At the boundary between two transparent substances:
- the light slows down going into a denser substance, and the ray bends towards the normal
 - the light speeds up going into a less dense substance, and the ray bends away from the normal
- The diagram shows how this works for light passing into, and then out of, a glass block. The same would happen for a Perspex block:



Frequency = Pitch
Amplitude = Loudness



- TIP**
When drawing light ray diagrams make sure you always:
- Use a pencil and a ruler
 - Draw the initial lines faintly so you can erase them
 - Always add an arrow to show the direction of the light ray
 - Real light rays are a solid line and virtual light rays are dashed lines