Knowledge Organisers
Year 7
Autumn 2023

Knowledge Organisers

Contents

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

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 import 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 as 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.

Year 7 Art
KNOWLEDGE ORGANISER

SKILLS

Can select from and use specialist tools, techniques, process, equipment to generate outcomes.

To develop knowledge of different ways to manipulate media and tools to create different elements.

To use a variety of materials effectively.

To investigate an artist, take inspiration and develop an outcome.

To take inspiration from artists

-Understand how and why they create their work and apply those ideas to final piece.

Formal Elements

Clare Youngs

Line

Stippling

Mark-making

4 Sgraffito

Artist Hannah Davies

TONE

Colour Theory

Painting 5

Artist Research

Computing: Digital Literacy

Password tips

- Use different passwords for each account.
- Pick a mixture of characters.
- It should be at least 8 characters long.
- Change passwords annually.
- Don't write passwords down.

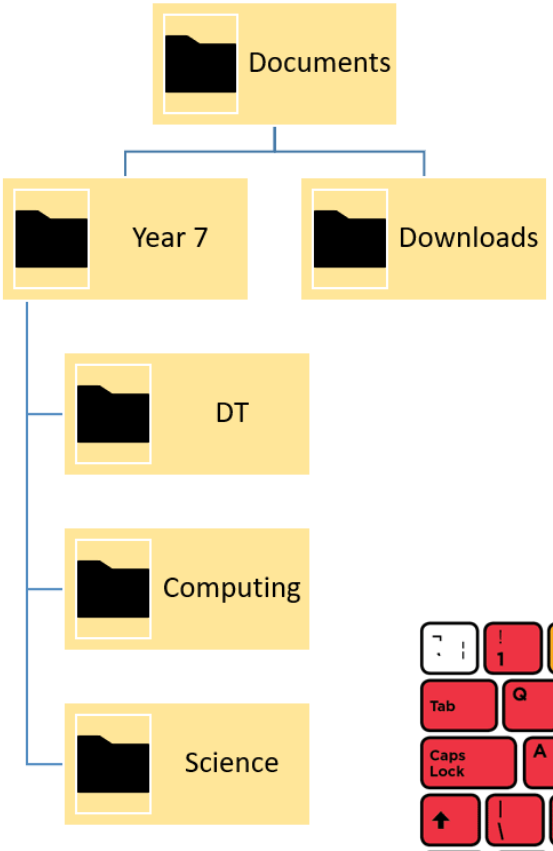
Onedrive / Office365 / Teams login

We have Microsoft apps that run on the internet. You will need to provide login details to use them:

`DDDDLL@wellington.trafford.sch.uk`

`D is a digit (0-9)`

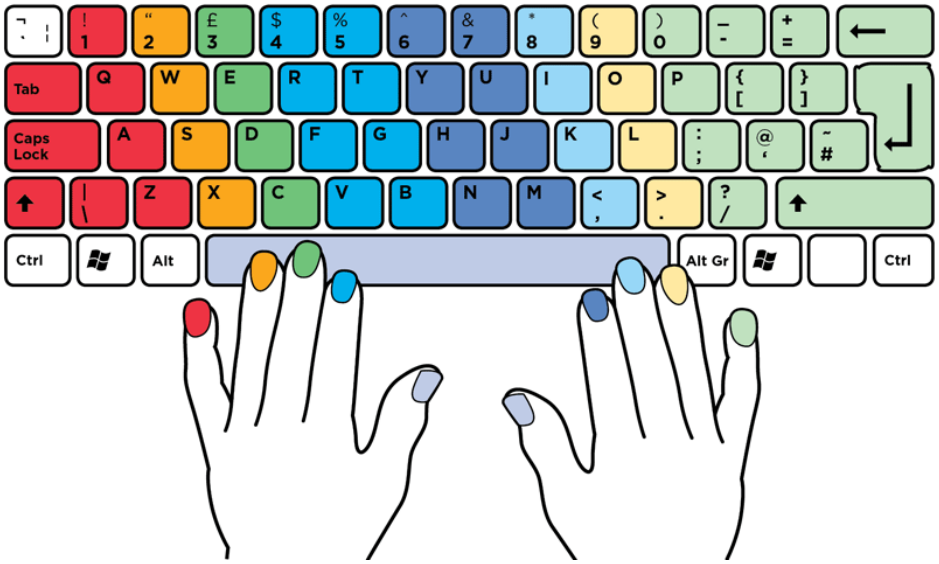
`L is a letter`

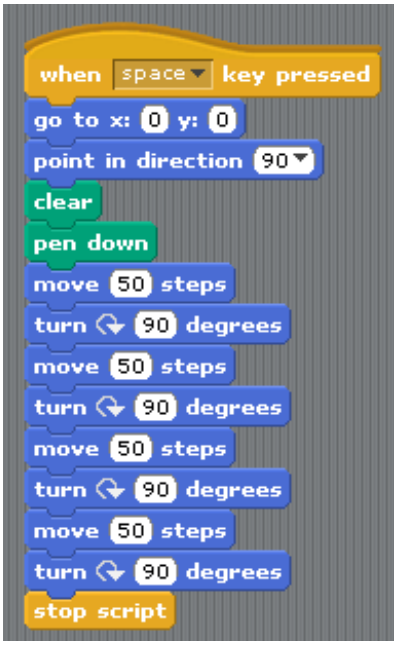


Keyboard shortcuts!

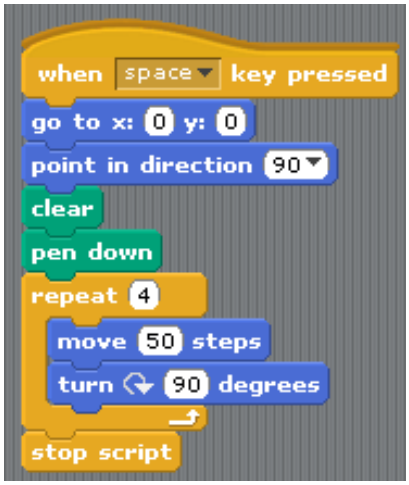
Ctrl +

B	Bold	C	Copy
U	Underline	V	Paste
I	Italic	Z	Undo
F	Find	Y	Redo
S	Save	A	Select all

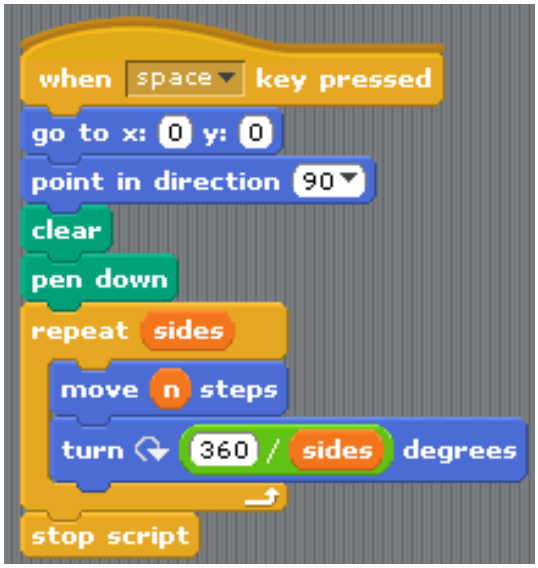




This program draws a square. The **sequence** of instructions is important. If they are in a different order, the outcome of the program will be different.



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**.

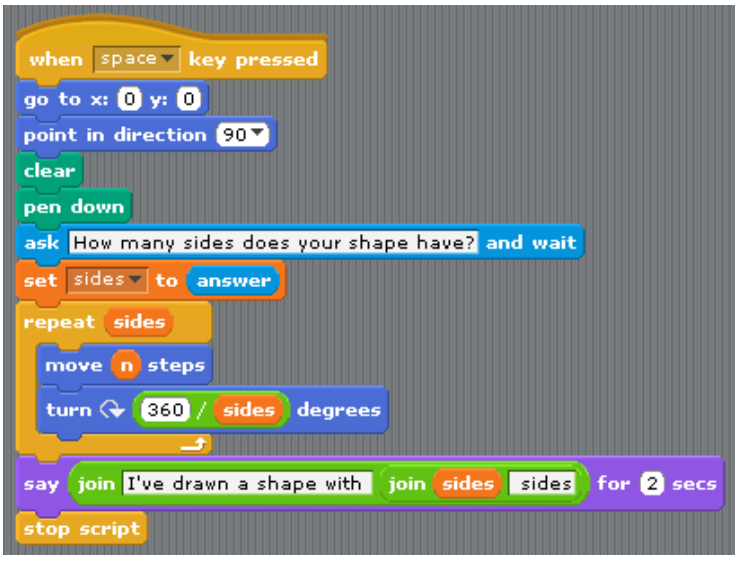


The program has been improved further here. It uses two **variables**, *sides* and *n*.

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

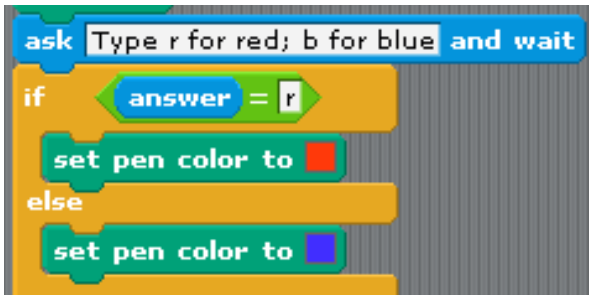
The number of degrees to rotate has been calculated by an **arithmetic operation**: 360 ÷ sides. We use '/' as the division operator (instead of ÷) in computing.

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

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.
- Using role on the wall to fully create and develop a character.
- Developing the skill of Tableaux.

Roald Dahl

- Students will different Roald Dahl stories, The BFG, The Twits, Georges Marvellous Medicines, Matilda and James and the Giant Peach.
- Using the skills of Physical Theatre, Hot Seating, Conscience Alley, Choral Speaking, Tableaux and Script.
- Understanding the themes and messages within the different stories.

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.

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.

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.

Key words

- Tableaux
- Characterisation
- Body Language
- Slap stick
- Marking the moment
- Stereotypes
- Physical Theatre
- Comedy
- Chorus/Ensemble
- Naturalism
- Magic If
- Emotion Memory
- Teacher in role
- Cross-cutting
- Over exaggeration
- Setting
- Script/Plot

Important practitioners:

- Stanislavski
- Commedia Del Arte

Employability:

Team work, Collaboration, Listening skills, Creative thinking, Leadership, Focus, Concentration, Positivity, Confidence, Self-belief, Self-discipline

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 or googly eyes
- Using a sewing machine to complete construction techniques to make 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
Components used as decoration	Machine sewing

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

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.

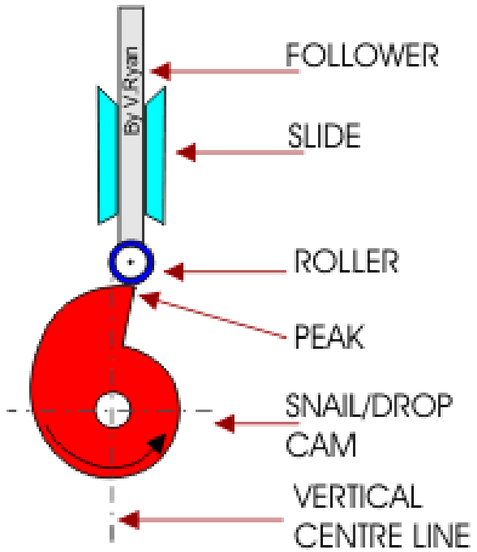
Year 7 Graphic Products Knowledge Organiser

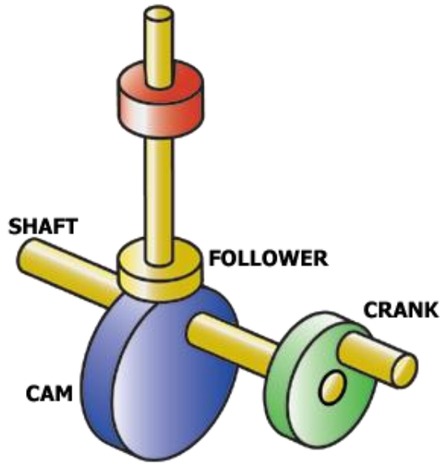
Automata Project

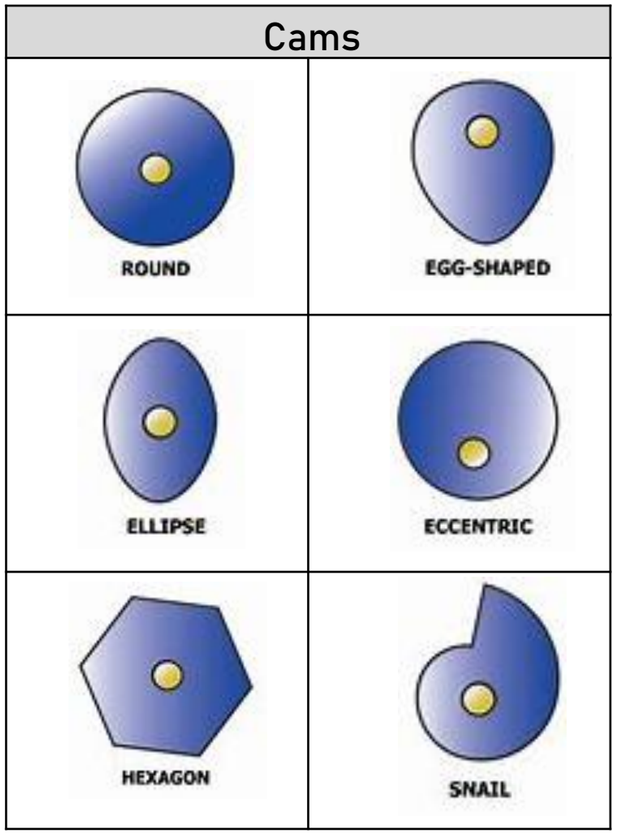
Key Skills

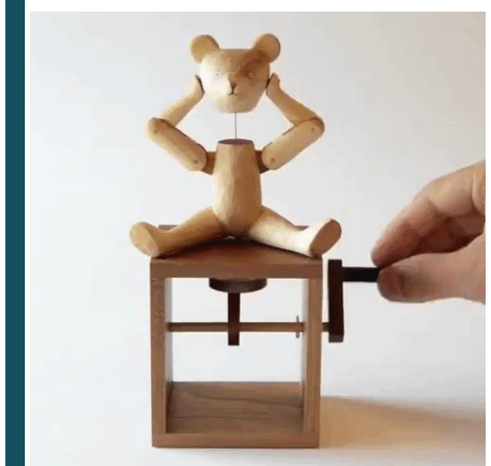
- Responding to a Design Brief
- Analysing & researching information
- Creating a suitable idea for a target audience
- Isometric drawing techniques
- Developing CAD drawing skills using:

  Serif Draw / Techsoft Design
- Rendering techniques
- presentation skills
- Developing & testing
- Manufacturing with modelling materials (card & paper)
- Evaluating the design & making process









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 Product Design Knowledge Organiser

Catamaran Boat Design

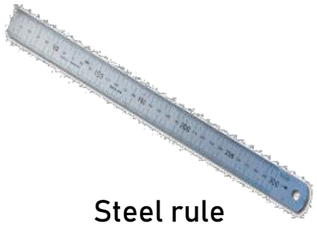
Key Skills

- Responding to a Design Brief
- Identifying a target audience and product function
- Applying Health & Safety procedures and PPE in the workshop environment
- Developing practical skills to create housing & dowel joints to join materials
- Identifying specific workshop tools and equipment
- Manufacturing a prototype model
- Finishing materials
- Presentation skills
- Evaluating the manufacturing process

Tools for working with Timber

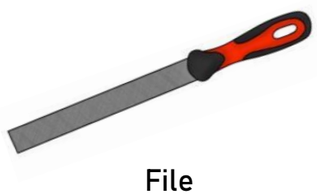

Try square


Bench vice


Steel rule


Marking gauge


Tenon saw


File


Belt & Disc Sander


Coping Saw


Bench hook


Pillar drill

Timber is a natural material with imperfections, knots and grain. Remember always sand with the grain	
Softwood 	From coniferous trees that are evergreen, which are faster to grow and are less expensive than hardwoods. Softwoods are a sustainable material as the resource can be regrown and not depleted. Softwoods are strong and easy to work with.

Health & safety in the workshop

Tie long hair back
Wear an apron
Wear safety goggles must be worn when using machinery
Move slowly around the workshop
Be aware of where the emergency stop buttons
Ensure the ventilation is switch on prior to using a machine
Only one person operating a machine at one time
Report any injuries or breakages to the teacher immediately

Key vocabulary

Design Brief	An written outline which explains the aims and objectives and milestones of a design project.
Function	What a product does, how it works and what it will be used for?
Target Audience	The person or people most likely to be interested in your design or product.
Materials	What something is made from.
Finishing	The process of applying a finish to preserve or protect a material & improve aesthetics.
Wood grain	Wood grain is the pattern made by the wood fibres in trees when it grows.
Modelling	To present ideas in 2D & 3D to the user (target audience) or client.
Prototype	A prototype is a model that is built to test to see if it is successful or whether it needs further modification or improvements.
PPE	Personal protective equipment are items such as goggles and aprons.

Year 7 Cooking & Nutrition Knowledge Organiser

design technology

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 grater, vegetable peeler, paring knife, saucepans and wok.
Using the hob	• boiling and simmering • stir frying
Using the oven	• 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: • 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

Wok

Kitchen Scales

Measuring Jug

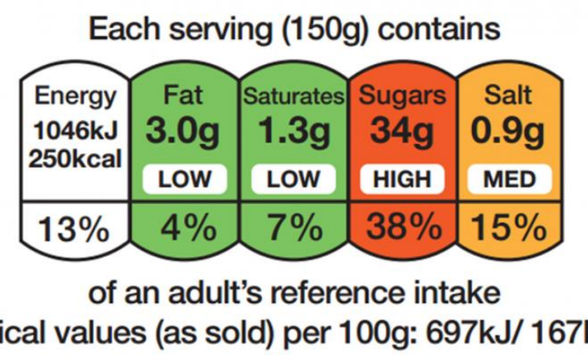
Fish Slice

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



HEROES IN LITERATURE

Year 7: Term One

Big Questions for the Heroes in Literature unit

- What are the key characteristics of a hero in narratives?
- What type of quest occurs in a hero's narrative?
- What are the challenges that a hero has to overcome in a narrative?
- What are the different character types within a heroic narrative?
- What similarities and differences do contemporary heroes have with traditional literary heroes?
- How do modern representations of the hero in different narratives compare and contrast with contemporary literary heroes and more traditional ones?
- What are the components of successful analytical writing?
- What are the structural components of successful narrative writing?
- What are the creative components of narrative writing?
- What are the components of descriptive writing?

Who are significant heroes from literary works?

Odysseus from Greek mythology is one of Western Literatures earliest heroes. He is the protagonist of Homer's epic poem *The Odyssey*. He is a notable hero due to his physical strength and his cunning intelligence.

What are the key characteristics of a hero in literature?

A hero is literature will almost always display forms of bravery. This can be physical bravery, but often will be some form of moral bravery: standing up for that they know is morally right, for example.

A hero will often have to overcome challenges in their life. Again, these can be physical challenges, but often these will be challenges such as overcoming deceit, betrayal or their own self-doubt.

Heroes will often be on some form of quest or 'journey'. By the end of the narrative, they will have achieved their quest.

If a hero fails in their quest, it is often due to circumstances beyond their control – and often as a result of the actions of a villain.

There will often be other different character types with a hero's narrative in literature: these include the villain (or antagonist) and the helper.

How are heroes in modern narratives similar and different to cotemporary and traditional heroes?

Heroes in literature have traditionally been male and characterised by their physical and moral strength and courage. In more modern texts, though, this is starting to change.

In *The Hunger Games* by Suzanne Collins, the hero is Katniss Everdeen, a young female character who displays both physical and moral courage.

From the Marvel Cinematic Universe, Black Panther is seen as the first superhero of African descent.

Heroic characters will often reflect the changing attitudes, views and values that society holds.

Key Vocabulary

Hero: a person who is admired for their courage, outstanding achievements, or noble qualities

Protagonist: the leading character or one of the major characters in a narrative.

Antagonist: the principal opponent or rival of an antagonist.

Characteristic: a feature or a quality belonging to a person.

Narrative: a written or spoken account of connected events; a story.

Trope: a significant or recurring theme or idea within a narrative.

Resolution: the conclusion of a narrative's plot, where most conflicts have been resolved.

Inference: reaching a conclusion about something based on the evidence you have been presented with.

Narrative and descriptive strategies

First or third-person narrative voices.
Consistent use of tense throughout a piece of writing.
Characters facing challenges and adversity.
Characters overcoming and resolving their challenges.
Language techniques for effect: simile, metaphor, thought presentation, speech adjectives, adverbials, dynamic verbs.

Want to know and read more about heroes in literature?

Consider reading classic novels such as *Great Expectations*, *Pride and Prejudice* or *Little Women.* Consider who you think the heroic characters are in those texts.

MY FAVOURITE FICTION

Big Questions!

- What does fiction do? What kinds of things does it do to me, as a reader?
- Can we explain how an author uses language to make an immediate impact?
- What happens on the first page of a novel or story?
- What is evocative fiction? How do I write about it?
- What's happening with our emotions? Why is the author pulling our heart strings?
- What's the secret of a good story?

KEY VOCABULARY TO USE WHEN DISCUSSING FICTION

worried
miserable
previous
concern
precious
strain
confirm
restrict
stumble
passage
signal
impact
continuous
question
discover
create
enormous
unexpected
recognize
classify
major
complex
usually
analysis
purpose
obvious
reluctant
cooperation
arrange
wince
plan
subsequent

helpful
attitudes
emerged
fair
categories
careless
invitation
parched
prank
flexible
develop
potential
description
survey
climate
ordinary
affect
responsible
amaze
approach
calm
revise
Insert
unfamiliar
wonder
identified
energy
stormy
injury

policy
patient
elements
features
increasing
aspect
insist
conclusion
avoid
primary
proud
expansion
cause
frown
research
massive
attract
eliminate
focus
famous
perceive
authority
similar
contrast
revolts
vehicle
stomped

KEY KNOWLEDGE TO APPLY WHEN DISCUSSING FICTION

- author
- reader
- subject
- emotion
- expectations
- images
- convey
- tone
- evocative
- emotive
- to sow
- hook
- manipulate
- significant
- identify
- metaphor
- simile
- connotations
- concrete
- abstract

Conventions of Fiction

- Stories and novels contain **characters** – the people who we follow and hear about during the narrative. The way characters are written about is called **characterisation**
- Novels often use **mysteries** or **enigmas** to maintain the readers' interest, sometimes (but not always) offering solutions and revelations at the end of the novel or further through the story. Awaiting those solutions and revelations generates **suspense** – this is thrilling for the reader.
- Writers use language purposefully to create an **atmosphere** – this is the tone or mood of the writing.
- Writers establish the **setting** of their stories by defining the time period, placement and possibilities of their storyworld.
- Novels usually have a **protagonist** or hero, who readers follow through the story – their enemy can be defined as an antagonist.
- Protagonists often face **dilemmas** or problems which must be solved to create a denouement.

KEY WRITING SKILLS

Pre-modification
Writers place information before nouns that modify how we view that noun. Nouns can be pre-modified using adjectives, but also verbs, articles, pronouns and determiners.

Post-modification
Writers place information after nouns to add to, or limit how we understand the noun. Nouns are often post-modified with preposition phrases, past or present participle phrases.

What is a quotation?

A quotation is a group of words taken from a text or speech and repeated by us – as students – in our own writing. We demarcate the words we have taken from another text using a pair of speech marks that look like this "……."

How do I embed a quotation?

Here are two effective strategies you can use to embed quotations: you can set-off quotations or introduce quotations with a colon.

Set-off quotations are set off from the sentence with a comma.

Capitalize the first word of the quote. Notice the signal phrases (in bold print) used in the following examples.

1. As Jane Austen **writes**, "There is no enjoyment like reading!."
2. "No one is useless in this world who lightens the burdens of another." **according to** Doctor Marigold, Dickens' protagonist.

Introduce Quotations with a Colon

For this strategy, the signal is a complete sentence that goes before the colon. This sentence provides some information about the quotation to introduce it. The quotation follows the colon, and the first word in the quotation is capitalised. Look at these two examples.

1. In his novel about greed, Charles Dickens has Scrooge ask: 'Are there no workhouses?'
2. In Animal Farm language is a manipulative tool, especially when used by the character of Squealer: 'The others said of Squaler that he could turn black into white.'

CATEGORIES OF LITERATURE: GENRES

FANTASY
Stories set in magical worlds, where special powers are used my heroes with important fates; they're often tasked with a quest!

DYSTOPIAN
Stories set in dark, future worlds, where heroes fight against a controlling government.

GOTHIC
Stories set in dark, future worlds, where heroes fight against a controlling government.

BILDUNGSROMAN
A story that follows a character as they grow up, experiencing obstacles and issues relatable to the contemporary reader.

SCI-FI
Stories set in the future, sometimes 'off-world', where heroes use improved technology and face alien threats.

TRAGEDY
Heroes experience a tragic downfall, usually due to their own fatal flaw. The text ends in death and destruction, but also realisation and learning. The audience cries!

HISTORICAL
Stories set in the past, usually in an identifiable and lively period of history. Heroes' fictional lives and their dilemmas intertwine with events that really occurred.

My favourite fiction

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signal
impact
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question
discover
create
enormous
unexpected
recognize
classify
major
complex
usually
analysis
purpose
obvious
reluctant
cooperation
arrange
wince
plan
subsequent

helpful
attitudes
emerged
fair
categories
careless
invitation
parched
prank
flexible
develop
potential
description
survey
climate
ordinary
affect
responsible
amaze
approach
calm
revise
Insert
unfamiliar
wonder
identified
energy
stormy
injury

policy
patient
elements
features
increasing
aspect
insist
conclusion
avoid
primary
proud
expansion
cause
frown
research
massive
attract
eliminate
focus
famous
perceive
authority
similar
contrast
revolts
vehicle
stomped

Key knowledge to apply when discussing fiction

- author
- reader
- subject
- emotion
- expectations
- images
- convey
- tone
- evocative
- emotive
- to sow
- hook
- manipulate
- significant
- identify
- metaphor
- simile
- connotations
- concrete
- abstract

Conventions of Fiction

- Stories and novels contain **characters** – the people who we follow and hear about during the narrative. The way characters are written about is called **characterisation**
- Novels often use **mysteries** or **enigmas** to maintain the readers' interest, sometimes (but not always) offering solutions and revelations at the end of the novel or further through the story. Awaiting those solutions and revelations generates **suspense** – this is thrilling for the reader.
- Writers use language purposefully to create an **atmosphere** – this is the tone or mood of the writing.
- Writers establish the **setting** of their stories by defining the time period, placement and possibilities of their storyworld.
- Novels usually have a **protagonist** or hero, who readers follow through the story – their enemy can be defined as an antagonist.
- Protagonists often face **dilemmas** or problems which must be solved to create a denouement.

Key writing skills

Pre-modification
Writers place information before nouns that modify how we view that noun. Nouns can be pre-modified using adjectives, but also verbs, articles, pronouns and determiners.

Post-modification
Writers place information after nouns to add to, or limit how we understand the noun. Nouns are often post-modified with preposition phrases, past or present participle phrases.

What is a quotation?

A quotation is a group of words taken from a text or speech and repeated by us – as students – in our own writing. We demarcate the words we have taken from another text using a pair of speech marks that look like this "……."

How do I embed a quotation?

Here are two effective strategies you can use to embed quotations: you can set-off quotations or introduce quotations with a colon.

Set-off quotations are set off from the sentence with a comma.

Capitalize the first word of the quote. Notice the signal phrases (in bold print) used in the following examples.

1. As Jane Austen **writes**, "There is no enjoyment like reading!."
2. "No one is useless in this world who lightens the burdens of another." **according to** Doctor Marigold, Dickens' protagonist.

Introduce Quotations with a Colon

For this strategy, the signal is a complete sentence that goes before the colon. This sentence provides some information about the quotation to introduce it. The quotation follows the colon, and the first word in the quotation is capitalised. Look at these two examples.

1. In his novel about greed, Charles Dickens has Scrooge ask: 'Are there no workhouses?'
2. In Animal Farm language is a manipulative tool, especially when used by the character of Squealer: 'The others said of Squaler that he could turn black into white.'

Categories of literature: genres

FANTASY
Stories set in magical worlds, where special powers are used my heroes with important fates; they're often tasked with a quest!

DYSTOPIAN
Stories set in dark, future worlds, where heroes fight against a controlling government.

GOTHIC
Stories set in dark, future worlds, where heroes fight against a controlling government.

BILDUNGSROMAN
A story that follows a character as they grow up, experiencing obstacles and issues relatable to the contemporary reader.

SCI-FI
Stories set in the future, sometimes 'off-world', where heroes use improved technology and face alien threats.

TRAGEDY
Heroes experience a tragic downfall, usually due to their own fatal flaw. The text ends in death and destruction, but also realisation and learning. The audience cries!

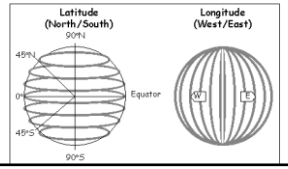
HISTORICAL
Stories set in the past, usually in an identifiable and lively period of history. Heroes' fictional lives and their dilemmas intertwine with events that really occurred.

Year 7 Geography
Unit 1: A Sense of Place

Lesson 1-3
A **continent** is a continuous area of land. The **7 continents** of the world are North America, South America, Africa, Asia, Antarctica, Europe and Oceania (Australasia). An ocean is a very large expanse of water.

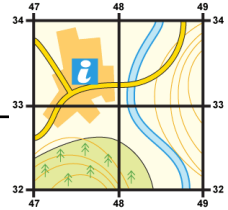
There are 5 main **oceans** around the world including the Indian, Pacific, Atlantic, Southern and the Arctic.

Lesson 4
Latitude varies from 0-90° north and south at the poles. They are **horizontal**.
Longitude varies from 0-180° East and West from Grenwich. They are **vertical**.

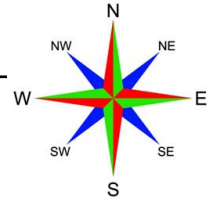


Lesson 5
Europe is a **continent** located in the **Northern Hemisphere** and mostly in the **Eastern Hemisphere**.

It is bordered by the **Arctic Ocean** to the north, the **Atlantic Ocean** to the west and the **Mediterranean Sea** to the south.



Lesson 8
The **main mountain ranges** in Great Britain are the Cambrian mountains, the Pennines and the Scottish Highlands (Grampian, Southern Uplands and North West Highlands).
The main **cities** in Great Britain are London, Birmingham, Manchester, Glasgow, Leeds, Liverpool and Newcastle (in population size order).



Lesson 9
Greater Manchester is a county.
It is made up of 10 boroughs.
You live in the borough of Trafford.

Lesson 10-11

To write a six figure grid reference you need to:
1. **Read along the corridor** until you get to the easting crossing through the **bottom-left-hand corner** of the square you want. **Write this number down.**
2. **Estimate** or measure how many **tenths** across your symbol lies. **Write this number after the first two digits.**
3. Read up the stairs until you get to the **northing** crossing through the **bottom-left-hand corner** of the square you want. **Write this number down.**
4. **Estimate** how many **tenths** your symbol is from the northing. **Write this number down.**

Lesson 12 - 14
Spot heights - Numbers that show the exact height of a place
Layer colouring - Using bands of different colours to show areas of different heights
Contours - Lines on a map which join up places which have the same height

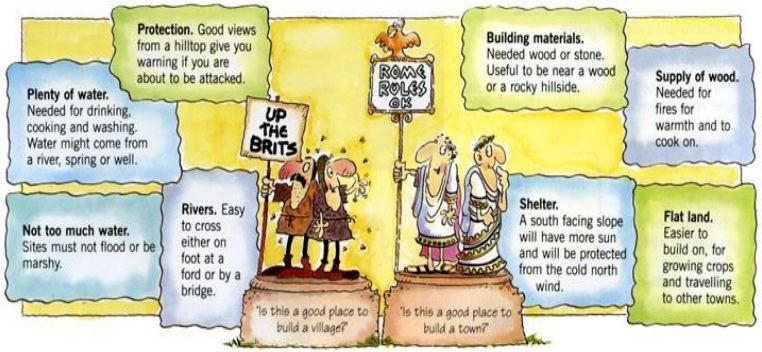
Lesson 15 -16
To measure distance you can use either string or a ruler depending on whether the route is straight or not. Compare the number of centimetres travelled to the scale.

Lesson 17-18
GIS - geographic information system. This is a system on a computer which allows you to present data in different ways.
Digimap for schools log in:
Username: WA157RH
Password: loaths36
http://digimapforschools.edina.ac.uk/

	Definition
Human geography	The study of the natural processes of the Earth, such as climate and plate tectonics.
Physical geography	The study of the impact and behaviour of people and how they relate to the physical world.
Environmental geography	The study of the interaction between humans and the natural environment.
Northing	A figure or line representing northward distance on a map. These are the horizontal lines on an OS map.
Easting	**A** figure or line representing eastward distance on a map. Theses are the vertical lines on an OS map.

Year 7 Geography
Unit 2: Settlement

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



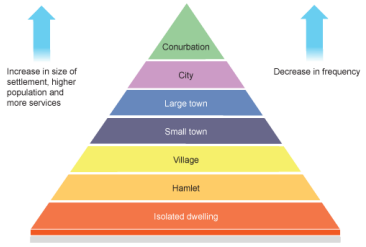
Settlement size:

Hamlet – a small group of homes

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

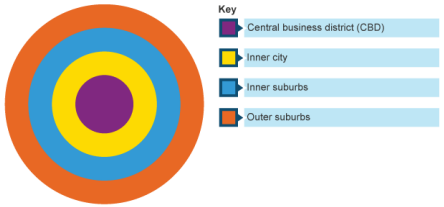
Town – this may contain tens of thousands of people. Usually has a range of functions, such as shopping centres and secondary schools

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.



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.

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

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.

KEYWORDS

	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.

Wellington History
Year 7 HT 1 Knowledge Organiser

What can we learn about History from the Ancient World?

Did Roman invasion improve life in Britain?

What and why?

- ✓ You will learn how to become an excellent Historians through studying the Ancient World and the Celts.
- ✓ You will learn about why the Romans invaded Britain and how Roman rule changed life in Britain.

❖ **Want to explore further?**

Book: Truth or Busted: Fact or Fiction Behind the Romans
Book: Horrible Histories – The Rotten Romans
Website: https://www.bbc.com/education/topics/zwmpfg8

Key Questions

- What is History?
- What is chronology?
- How do you use source to learn about the past?
- What are causes and consequences?
- Why did the Romans want an Empire and how did it grow?
- What was Britain like before the Romans invaded?
- Why was the Roman Army so important?
- What was life like for ordinary Romans?
- How did the Romans change Britain?
- Why did the Roman Empire collapse?

Key events and Key People

753BC Rome is founded by Romulus
55BC Julius Caesar attempts an invasion of Britain
27BC Augustus becomes the first Roman Emperor
43AD Romans invade Britain
60AD Boudicca leads rebellion against the Romans
80AD Coliseum is built in Rome
122AD Hadrian's Wall is built
312AD Christianity becomes the official religion of the Roman Empire
410AD The last Romans leave Britain

Keywords

Chronology
The study or order of time
Century
100 years
Source
Information left over from the past
Interpretation
How Historians explain the past
Purpose
The reason a source or interpretation is created
Cause
Reasons for something happening
Consequence
The results of an event happening
Empire
When a country control land outside of it's own borders
Citizen
Free adult male who could vote
Invasion
Sending an army to conquer another land
Legacy
What you leave behind for future generations
Conquest
Taking over a place or people often by using force
Slave
A person with no rights or freedom
Trade
The exchange of goods or services
Rebellion
Where people fight against a Government or leader to create change

Wellington History
Year 7 HT 2 Knowledge Organiser

Farmers, warriors and the Church? Is this a fair view of Anglo-Saxon England?

How was Baghdad connected to the wider world?

Did the Normans bring a truckload of trouble to England?

What and why?

- ✓ You will learn about who the Anglo-Saxons were and why the moved to Britain.
- ✓ You will learn about how trade connected the Medieval world.
- ✓ You will learn about how the year 1066 changed Britain dramatically.

- **Want to explore further?**

Book: G.A Henty, Wulf the Saxon: A Story of the Norman Conquest
Book: Jim Eldridge, 1066 (I Was There)
Book: The Silk Roads Illustrated by Peter Frankopan
Website:
https://www.bbc.co.uk/bitesize/guides/zsjnb9q/revision/1

Key Questions

- Who were the Anglo-Saxons?
- How did the Anglo-Saxons come to inhabit England?
- What was life like in Anglo-Saxon England?
- Why was there a struggle for power in 1066?
- What threats did Harold Godwinson face?
- Why did the Normans win the Battle of Hastings and the Anglo-Saxons lose?
- What problems did William the Conqueror face in establishing Norman control of England?
- How did William establish Feudal control over England?
- How did Norman England differ from Anglo-Saxon England?
- What were the Silk Roads?
- What travelled along the Silk Roads?
- What was Medieval Baghdad like?

Key events and Key People

350AD Anglo-Saxons raid English shores and are beaten back by the Romans
410AD The last Romans leave Britain
556AD Seven Kingdoms are created across Britain
865AD Great Viking Army from Denmark invades England
980AD New Vikings raids on England
1014AD King Canute of Denmark captures the English crown
1042AD Edward the Confessor becomes King
1066AD Edward the Confessor dies causing a power struggle in England. Harold Godwinson becomes King.
1066AD The Normans invade England

Keywords

Battle:
A fight between armed forces

Anglo–Saxon:
Germanic inhabitants of England from the 5th century to the Norman conquest

Cavalry:
Soldiers who fought on horseback

Feudal system:
The social system used in medieval Europe

Domesday book:
A survey of the land of England to determine peoples ownership and value of property

Christianity:
Following the teachings of Jesus Christ

Tax:
Money paid to the government or monarch

Monarch:
King or queen of the country

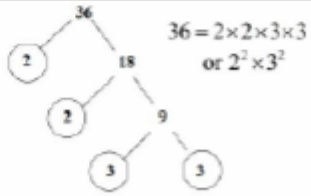
Harry:
To carry out attacks on an enemy or their territory

Witan:
The council that advised the king on matters of government

Heir:
Next in line to the throne

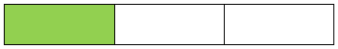
Knight:
A soldier on horseback who serves a baron

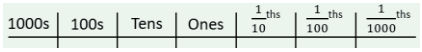
Topic 1: The Number System

Topic/Skill	Definition/Tips	Example	Non-example
1. Factors	An integer is a whole number.	2, -6 and 387 are integers.	$\frac{1}{3}$, -0.5 and 5.879 are not integers.
	A factor is a positive integer which divides perfectly into another number – leaves no remainder. It is often easiest to try finding factors in pairs.	The factors of 28 are: 1, 2, 4, 7, 14, 28	12, -2, and $\frac{1}{5}$ are not factors of 28.
2. Prime Numbers	A prime number is defined as having two distinct factors, *1* and itself.	2, 5, 17 and 73 are examples of prime numbers.	4, 24, 27, 0 and 1 are not prime numbers.
3. Prime Factors	A prime factor is a factor which is prime. Use a prime factor tree.	2 and 7 are prime factors of 56.	8 and 3 are not prime factors of 56.
	The product of prime factors shows which prime numbers multiply together to make the original number. Also known as 'prime factorisation'.	 $36 = 2\times2\times3\times3$ or $2^2\times3^2$	$48 = 2^3 \times 6$ is not a complete product of prime factors.

4. Highest Common Factor	When two numbers share a factor, we call this a common factor.	4 is a common factor of 16 and 24.	3 is not a common factor of 16 and 24.
	The largest of these common factors is called the Highest Common Factor (HCF).	8 is the Highest Common Factor (HCF) of 16 and 24.	4 is not the Highest Common Factor (HCF) of 16 and 24.
5. Lowest Common Multiple	A multiple of a number is a number in that number's times table.	The first five multiples of 7 are: 7, 14, 21, 28, 35	1 and 41 are not multiples of 7.
	The Lowest Common Multiple (LCM) of two or more numbers is the smallest number that is a multiple of both numbers.	12 is the Lowest Common Multiple of 4 and 6.	24 is not the Lowest Common Multiple of 4 and 6.

Key Stage 3 Topic 2: Equivalence

Topic/Skill	Definition/Tips	Example	Non-example
1. Equivalent Fractions	A fraction is an equal part of a whole.	The following diagram represents one third: 	The following diagram does not represent one third: 
	Equivalent fractions are two fractions with the same value but with different numerators and denominators. You find equivalent fractions by multiplying/dividing the numerator and denominator by the same number.	$\frac{4}{12}=\frac{1}{3}$ $\frac{1}{5}=\frac{2}{10}$ $\frac{9}{15}=\frac{3}{5}$ $\frac{30}{12}=\frac{10\times\cancel{3}}{\cancel{3}\times 4}=\frac{10}{4}=\frac{\cancel{2}\times 5}{\cancel{2}\times 2}=\frac{5}{2}$	$\frac{5}{12}\neq\frac{7}{14}$ $\frac{4}{7}\neq\frac{8}{21}$
	A fraction is in its simplest form if there is no equivalent fraction with a lower numerator and denominator.	$\frac{1}{7},\frac{5}{9},\frac{24}{37}$ are all in their simplest form.	$\frac{5}{10},\frac{12}{16},\frac{3}{51}$ are not in their simplest form.
	An improper fraction is defined as a fraction where the numerator is greater than the denominator.	$\frac{10}{7},\frac{50}{9},\frac{240}{37}$ are all improper fractions.	$\frac{3}{4},\frac{9}{9},6\frac{1}{2}$ are not improper fractions.
	A mixed number is defined as an integer and a proper fraction.	$5\frac{1}{3},1\frac{3}{7},2\frac{10}{19}$ are all mixed numbers.	$\frac{3}{4},\frac{10}{9},6\frac{3}{2}$ are not mixed numbers.

2. Comparing Fractions	An <u>inequality</u> compares the size of two quantities that aren't equal.	$<$ and $>$ are inequalities. We always read from left to right. $3 < 12$ means 3 is less than 12. $19.5 > 10$ means 19.5 is greater than 10.	$5 = 5,\ 40 < 30,$ $7 > 21$ are all incorrect.
	To compare fractions, we must either have a common numerator or a common denominator.	$\frac{5}{9} > \frac{2}{9}$ $\quad \frac{4}{13} < \frac{7}{13}$ $\frac{1}{5} > \frac{1}{6}$ $\quad \frac{5}{12} < \frac{5}{8}$	$\frac{8}{13} \not> \frac{7}{8}$
3. Place Value	Values in different positions within a number indicate their <u>place value</u>.		
	Fraction to decimal conversions should either be known or calculated.	$0.24 = \frac{24}{100} = \frac{6}{25}$	$0.5 \neq \frac{1}{5}$
4. Converting simple units	Metric units are what we commonly use to measure things. The follow the decimal system.	1 metre = 100 centimetres 1 kilometre = 1000 metres 1 cm = 10 millimetres	1m = 1000 km 1000m = 1mm
	To convert from a smaller unit to a larger unit, we divide. To convert from a larger unit to a smaller unit, we multiply.	4500 cm in metres: 4500 ÷ 100 = 45 m 2.75 cm in millimetres: 2.75 x 10 = 27.5	7 m to km: 7 x 1000 = 7000 12m to cm: 12 ÷ 100 = 0.12

Topic 3: Addition and Subtraction

Topic/Skill	Definition/Tips	Example	Non-example
1. Integers and Laws of Arithmetic	The Associative law is when we add together a pair of numbers within a larger calculation. The associative law works for addition but not subtraction.	$4+8+2+6=4+10+6$	
	The Commutative law allows us to change the order of numbers to simplify a calculation. The commutative law works for addition but not subtraction.	$4+8+2+6=4+6+8+2$	
	We can disassociate numbers into separate components to simplify calculations. Disassociation can help with difficult subtractions.	$97+88=97+3+85$ $64-48=64-4-44$	
2. Negatives	Minus – name of the symbol Subtract – name of the operation Negative – name of the number below zero		
	Adding a negative number is equivalent to subtracting.	$10+-7=10-7$	$9+-1\neq 9+1$
	Subtracting a negative is equivalent to adding.	$12--8=12+8$	$4--9\neq 4-9$

3. Algebra	× means multiply x is how we write the letter of the alphabet $3y$ means the value of the letter multiplied by 3.	3×5 $7x$	$10\,x\,5$ $x13$
	When simplifying expressions, we collect like terms. We can write a subtraction as addition of a negative. This allows us to commute.	$4x+2+6x-3=10x-1$ $p^2-5p+3p^2-p=4p^2-6p$	$3x+5y\neq 8xy$ $q^2+3q\neq 5q$
4. Decimals	When adding/subtracting decimals, it is important to consider the place value.	$3.17+4.1=7.27$	$2.52+1.4\neq 3.56$
5. Fractions	When we add fractions, we must have a common denominator.	$\frac{4}{7}+\frac{2}{7}=\frac{6}{7}$	$\frac{6}{13}+\frac{2}{13}\neq\frac{8}{26}$
	If the fractions do not have a common denominator, we must adjust them.	$\frac{8}{5}+\frac{3}{4}=\frac{32}{20}+\frac{15}{20}=\frac{47}{20}$	$\frac{1}{5}+\frac{7}{8}\neq\frac{8}{13}$
	When adding/subtracting mixed numbers, we must use disassociation.	$1\frac{3}{5}+2\frac{1}{5}=3\frac{4}{5}$ $3\frac{1}{6}-1\frac{5}{6}=2-\frac{4}{6}=1\frac{2}{6}=1\frac{1}{3}$	$3\frac{2}{9}+1\frac{4}{9}\neq 4\frac{4}{9}$ $4\frac{1}{8}-2\frac{5}{8}\neq -2\frac{4}{8}$

Year 7 Knowledge Organiser: HT1 All about me

Le café

Excusez-moi!	Excuse me
Où est le café?	Where is the café?
Tournez à gauche	Turn left
Tournez à droite	Turn right
Continuez tout droit	Go straight ahead
Je peux vous aider?	Can I help you?
Avez-vous une table, s'il vous plait?	Do you have a table, please?
Pour combien de personnes?	For how many people?
Vous désirez ?	What would you like ?
Je voudrais …	I would like …
Un café	A coffee
L'eau	Water
Des frites	Some chips
Un sandwich au jambon	A ham sandwich

Opinions

J'aime	I like	ennuyeux	boring
Je n'aime pas	I don't like	nul	rubbish
Tu aimes…?	Do you like	essential	essential
Il aime	He likes	important	important
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		
Ce n'est pas bien	It is not good		
C'est	It is		
génial	great		
cool	cool		
bien	good		

High Frequency words

et	and
aussi	also
mais	but
très	very
assez	quite
toujours	always
Qu'est-ce que..?	What?
Qui..?	Who?

Key verb

Avoir = to have

J'ai	I have
Tu as	you have
Il a	he has
Elle a	she has
Nous avons	we have
Vous avez	you have
Ils/ elles ont	they have

Key verb

Être = to be

Je suis	I am
Tu es	you are
Il est	he is
Elle est	she is
Nous sommes	we are
Vous êtes	you are
Ils/ elles sont	they are

Physical Descriptions

Je m'appelle	I am called
J'ai onze/ douze ans	I am 11/ 12 years old
Il/ elle s'appelle	He/ she is called
beau/belle	good-looking
branché (e)	trendy
charmant (e)	charming
curieux/ curieuse	curious
de taille moyenne	average height
drôle	funny
généreux/ généreuse	generous
gentil (le)	nice
grand (e)	tall
impatient (e)	impatient
intelligent (e)	intelligent
modeste	modest
petit (e)	small
poli (e)	polite
mon ami (e) **a**	my friend **has**

J'ai les yeux blues/ verts/ gris/ marron

I have blue/ green/ grey/ brown eyes

J'ai les cheveux longs/ mi-longs/ frisés/ raides/ blonds/ bruns/ noirs/ roux

I have long/ medium/curly/straight/blond/brown/black/red hair

Classroom Communication Phrases

Avez-vous ...?	Do you have ? (formal)
As-tu… ?	Do you have ? (informal)
Je peux quitter/enlever ma veste ?	Can I take off my blazer ?
Je peux boire ?	Can I have a drink ?
Je peux emprunter un stylo ?	Can I borrow a pen ?
J'ai oublié…	I have forgotten…
Je n'ai pas de …	I do not have…
Ça s'écrit comment ?	How do you spell that?
Je ne sais pas	I don't know
Je ne comprends pas	I don't understand
Répétez, s'il vous plaît	Repeat, please
Comment dire…en anglais/ français ?	How do you say.. in English/French ?
Désolé d'être en retard je regrette d'arriver en retard	I am sorry I am late

Opinions

J'aime	I like	ennuyeux	boring
Je n'aime pas	I don't like	nul	rubbish
Tu aimes…?	Do you like	essential	essential
Il aime	He likes	important	important
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		
Ce n'est pas bien	It is not good		
C'est	It is		
génial	great		
cool	cool		
bien	good		

High Frequency words

et	and
aussi	also
mais	but
très	very
assez	quite
toujours	always
Qu'est-ce que..?	What?
Qui..?	Who?

Key verb

Avoir = to have

J'ai	I have
Tu as	you have
Il a	he has
Elle a	she has
Nous avons	we have
Vous avez	you have
Ils/ elles ont	they have

Key verb

Être = to be

Je suis	I am
Tu es	you are
Il est	he is
Elle est	she is
Nous sommes	we are
Vous êtes	you are
Ils/ elles sont	they are

Descriptions

Je m'appelle	I am called
J'ai onze/ douze ans	I am 11/ 12 years old
Il/ elle s'appelle	He/ she is called
beau/belle	good-looking
branché (e)	trendy
charmant (e)	charming
curieux/ curieuse	curious
de taille moyenne	average height
drôle	funny
généreux/ généreuse	generous
gentil (le)	nice
grand (e)	tall
impatient (e)	impatient
intelligent (e)	intelligent
modeste	modest
petit (e)	small
poli (e)	polite
mon ami (e) a	my friend has

J'ai les yeux blues/ verts/ gris/ marron

I have blue/ green/ grey/ brown eyes

J'ai les cheveux longs/ mi-longs/ frisés/ raides/ blonds/ bruns/ noirs/ roux

I have long/ medium/curly/straight/blond/brown/black/red hair

Year 7 German Knowledge Organiser: HT1 All about me

Classroom Communication Phrases

Haben Sie ...?/ Hast du… ?	Do you have ?
Darf ich meine Jacke ausziehen ?	Can I take off my blazer ?
Darf ich Wasser trinken ?	Can I have a drink ?
Darf ich einen Kuli ausleihen ?	Can I borrow a pen ?
Ich habe mein (e) (en) …….vergessen	I have forgotten…
Ich habe kein (e) (en) …	I do not have…
Wie schreibt man das ?	How do you spell that?
Ich weiß es nicht	I don't know
Ich verstehe nicht	I don't understand
Wie bitte?	Repeat, please ?
Wie heißt ….. auf Englisch/Deutsch?	How do you say... in English/German ?
Es tut mir leid ! Ich bin spät !	I am sorry! I am late

Key verb

HABEN = to have

Ich habe	I have
Du hast	you have
Er hat	he has
Sie hat	she has

Key verb

SEIN = to be

Ich bin	I am
Du bist	you are
Er ist	he is
Sie ist	she is

Key verb

WOHNEN = to live

Ich wohne	I live
Du wohnst	you live
Er wohnt	he lives
Sie wohnt	she lives
Wo wohnst du ?	
Where do you live ?	

Pronunciation Tips

Letters	Sound
ei	'eye'
ie	'ee'
v	'f'
w	'v'

Numbers 1-31

1 eins	14 vierzehn	27 siebenundzwanzig
2 zwei	15 f**ü**nfzehn	28 achtundzwanzig
3 drei	16 sec**hz**ehn	29 neunundzwanzig
4 vier	17 sie**bz**ehn	30 drei**ß**ig
5 fünf	18 achtzehn	31 einunddrei**ß**ig
6 sechs	19 neunzehn	
7 sieben	20 zwanzig	
8 acht	21 einundzwanzig	
9 neun	22 zweiundzwanzig	
10 zehn	23 dreiundzwanzig	
11 elf	24 vierundzwanzig	
12 zwölf	25 f**ü**nfundzwanzig	
13 dreizehn	26 sechsundzwanzig	

Meeting and greeting

Wie heißt du?	*What's your name?*
Ich heiße …. Und du?	*My name's …. What about you?*
Hallo!	*Hello !*
Guten Tag!	*Good day !*
Tschüss!	*Bye!*
Auf Wiedersehen!	*Goodbye!*
Wie geht's?	*How are you?*
Gut, danke. Und dir?	*Fine, thanks. And you?*
Nicht schlecht, danke.	*Not bad, thanks.*
Nicht so gut.	*Not so good.*

Länder	***Countries***
Wo wohnst du?	*Where do you live?*
Ich wohne in …	*I live in …*
Ich komme aus...	*I come from…*
England.	*England.*
Schottland.	*Scotland.*
Wales.	*Wales.*
Irland.	*Ireland.*
Nordirland.	*Northern Ireland.*
Deutschland.	*Germany.*
Frankreich.	*France.*
Österreich.	*Austria.*
der Schweiz.	*Switzerland.*

Talking about yourself

Wie alt bist du?	*How old are you?*
Ich bin … Jahre alt.	*I'm … (years old).*
Ich habe am … Juni Geburtstag.	*My birthday's on the … of June.*

Hast du Geschwister?

Do you have any siblings?

Ich bin Einzelkind.	I'm an only child.
Es gibt…	There is…
Ich habe	I have
einen Bruder	a brother
eine Schwester	a sister
Ich habe …	I have…
keine Geschwister.	**no** brothers or sisters.
einen Bruder	a brother
eine Schwester	a sister
Eltern (pl)	parents
eine Familie	a family
Geschwister (pl)	siblings
Großeltern (pl)	a grandparents
eine Großmutter	a grandmother
einen Großvater	a grandfather
einen Halbbruder	a half-brother
eine Halbschwester	a half-sister
eine Mutter	a mother
eine Oma	a grandmother
einen Opa	a grandfather
einen Stiefbruder	a stepbrother
eine Stiefmutter	a stepmother
eine Stiefschwester	a stepsister
einen Stiefvater	a stepfather
einen Vater	a father
Zwillinge (pl)	twins
einen Zwillingsbruder	a twin brother
eine Zwillingsschwester	a twin sister
ein Familienmodell	a family model
eine Patchworkfamilie	a blended family
eine Regenbogenfamilie	a rainbow family
typisch	typical
zusammen leben	to live together

Year 7 German Knowledge Organiser: HT2 More about me

Alphabet

a ah	**h** ha	**o** oh	**v** fow
b bay	**i** eee	**p** pay	**w** vey
c tsay	**j** yacht	**q** coo	**x** ix
d day	**k** car	**r** air	**y** oopsilon
e ay	**l** ell	**s** ess	**z** tsett
f eff	**m** em	**t** tay	
g geh	**n** en	**u** ooh	

Wie ist dein bester Freund/ deine beste Freundin?

What's your best friend like?

Er/Sie ist…	***He/She is...***
dynamisch	*energetic*
egoistisch	*selfish*
faul	*lazy*
frech	*cheeky*
freundlich	*friendly*
intelligent	*intelligent*
kreativ	*creative*
langweilig	*boring*
launisch	*moody*
lustig	*funny*
optimistisch	*optimistic*
respektvoll	*respectful*
schüchtern	*shy*
treu	*loyal*
negativ	*negative*
positiv	*positive*
sehr	*very*
ziemlich	*quite, fairly*
gar nicht	*not at all*
auch	*also*

Opinions

Ich mag …	I like…
Magst du…. + noun ?	Do you like.. ?

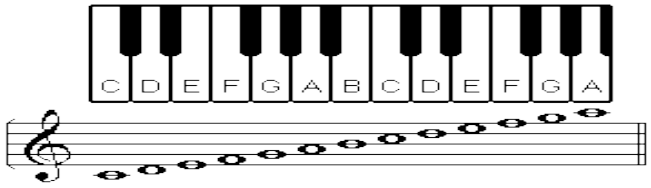
Das Alphabet	***The alphabet***
Wie schreibt man „Apfel"?	*How do you spell 'apple'?*
„Apfel" schreibt man A-P-F-E-L.	*You spell 'apple' A-P-P-L-E.*

Die Monate	***The months***
Januar	*January*
Februar	*February*
März	*March*
April	*April*
Mai	*May*
Juni	*June*
Juli	*July*
August	*August*
September	*September*
Oktober	*October*
November	*November*
Dezember	*December*

How do I learn my German words ?

- **'Look Cover Write Check'**
- **Recording myself on my phone**
- **Have someone test me**
- **Making flashcards**
- **Practising 'little and often'**

Music Year 7 Knowledge Organiser: I Got Rhythm (Spring Term)



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

Note Name	Note Symbol	Note Value
Semibreve		4 beats
Minim	too	2 beats
Crotchet	ta	1 beat
Quaver	ti	½ of a beat
Pair of Quavers	ti-ti	2 x ½ beats = 1

Time signatures

Type Of Beat	Duple Time	Triple Time	Quadruple Time
Crotchet Beat	2/4	3/4	4/4

CYCLIC RHYTHM	A rhythm that's repeated over and over again
POLYRHYTHM	Different rhythms performed at the same time

Year 7 Unit 1: Health and Wellbeing

KNOWLEDGE

H1. how we are all unique; that recognising and demonstrating personal strengths build self-confidence, self-esteem and good health and wellbeing
H2. to understand what can affect wellbeing and resilience (e.g. life changes, relationships, achievements and employment)
H3. the impact that media and social media can have on how people think about themselves and express themselves, including regarding body image, physical and mental health
H4. simple strategies to help build resilience to negative opinions, judgements and comments.
H5. to recognise and manage internal and external influences on decisions which affect health and wellbeing
H6. how to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary
H7. the characteristics of mental and emotional health and strategies for managing these
H8. the link between language and mental health stigma and develop strategies to challenge stigma, myths and misconceptions associated with help-seeking and mental health concerns
H9. strategies to understand and build resilience, as well as how to respond to disappointments and setbacks
H10. a range of healthy coping strategies and ways to promote wellbeing and boost mood, including physical activity, participation and the value of positive relationships in providing support.
H11. the causes and triggers for unhealthy coping strategies, such as self-harm and eating disorders, and the need to seek help for themselves or others as soon as possible
H12. how to recognise when they or others need help with their mental health and wellbeing; sources of help and support and strategies for accessing what they need.
H13. the importance of, and strategies for, maintaining a balance between school, work, leisure, exercise, and online activities
H14. the benefits of physical activity and exercise for physical and mental health and wellbeing
H15. the importance of sleep and strategies to maintain good quality sleep
H16. to recognise and manage what influences their choices about physical activity
H20. strategies for maintaining personal hygiene
H21. how to access health services when appropriate
H22. the risks and myths associated with female genital mutilation (FGM), its status as a criminal act and strategies to safely access support for themselves or others who may be at risk, or who have already been subject to FGM.
H34. strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and menstrual wellbeing.

SKILLS

1. Engage with and reflect on different ideas, opinions and beliefs to help develop personal opinion.
2. Can express and explain opinions through discussion and written work.
3. Develop empathy with others and an understanding of how to safely and respectfully interact.
4. Is reflective about the knowledge and skills needed for setting realistic targets and personal goals.
5. Work individually and with others to negotiate, plan and take action.
6. Can recognise and reduce risk, minimising harm and getting help.
7. Develop skills of enquiry and advocacy via research and group work

Y7: REP Term 1

68% of the worlds 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 why religion is still important and the role it continues to play in the world today in shaping our views.

Knowledge Organiser

Basics of REP	The World
Big Questions	Morality

Lesson 1-2

Why do we study REP?

What is the role of religion and belief in the world today? What kind of beliefs do students at Wellington have? What are my own beliefs?

Lesson 7-8

Life after Death – what is it?

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

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

Lesson 3-4

Are holy books still relevant?

What are the origins of the different holy books? Does this make them an authority? Are there any problems with the teachings of them? Do we have to always stick to what they say?

Lesson 9-10

Does God exist?

Can you define the terms atheist, agnostic & theist?

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

Lesson 5-6

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 11 Assessed piece of work

You will be using your knowledge and ideas from the past 10 lessons to plan and answer your first assessed piece of work in lesson.

You will receive feedback on your work and make improvements to your answer.

Lesson 12 – Developing our debating skills (P4C)

You will consider two philosophical arguments that show God may exist and debate these points of view in a respectful way.

**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.*

Year 7 Knowledge Organiser : Bridging the Gap

Laboratory Rules

Explosive

Flammable

Corrosive

Hazardous to the environment

1. No pupil may enter a Science room without permission.
2. NOTHING must be taken out of the laboratory without permission.
3. No equipment, apparatus or science materials may be touched except on the instruction of a teacher. Follow instructions precisely; check bottle labels carefully and keep tops on bottles except when pouring liquids from them.
4. When using naked flames (e.g. bunsen burners, spirit burners or candles), make sure that ties, hair, loose clothing etc. is tied back or tucked away. Care must be taken with hot items such at test tubes and tripods.
5. NEVER run in the laboratory.
6. DO NOT eat or drink in the laboratory.
7. DO NOT play with taps or switches.
8. Make sure you are fully aware of the health and safety issues for the experiment you are carrying out.
9. Wear eye protection when told to do so. Keep it on from the very start until all practical work is finished and cleared away. Only remove eye protection when told to do so.
10. Always stand up when working with hazardous substances or when heating things so you can quickly move out of the way if you need to.
11. Accidents, breakages or spills MUST be reported to the teacher at once. The teacher will then deal with them.
12. Keep your bench and floor area clear, with bags and coats well out of the way. Stools must be kept under benches.
13. If you are burnt or a chemical splashes on your skin, wash the affected part at once with lots of water. Tell your teacher.
14. Hands must be washed after working with chemicals or biological materials.
15. After an experiment, apparatus must be cleaned, put away and the bench left clean and dry. Waste materials should be disposed of as the teacher instructs.

Caution – harmful or irritant

Toxic

Radioactive material

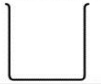
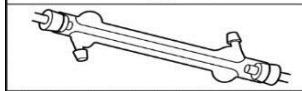
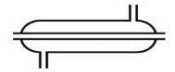
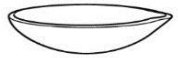
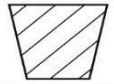
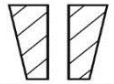
Health Hazard

Gas under Pressure

Oxidising

Risk of Electric shock

Science Equipment

Apparatus	Name	Diagram	What it is used for
	test tube		storing or mixing solids and liquids
	boiling tube		heating solids and liquids
	beaker		holding liquids or solids
	conical flask		holding and mixing liquids
	round-bottom flask		heating liquids
	measuring cylinder		measuring volumes of liquids
	Liebig condenser		cooling a vapour and condensing it into a liquid
	tripod		heating a beaker, flask or crucible over a Bunsen burner
	gauze		supporting a beaker or flask and spreading the heat from the flame
	Bunsen burner		heating things
	evaporating basin		evaporating the water from a solution
	filter funnel (with paper)		separating an insoluble solid from a liquid
	rubber bung		keeping things in a tube or flask
	rubber bung with a hole		the hole is so that a tube or thermometer can be put into the liquid without any gases escaping

7P1 Energy Knowledge Organiser

Energy Stores:
Chemical
Kinetic
Gravitational
Elastic
Thermal
Magnetic
Electrostatic
Nuclear

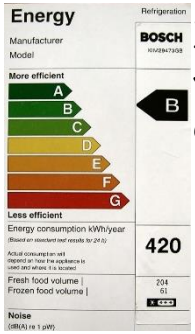
Energy Transfers:
Energy stores can be transferred in the following ways:
- Mechanical (sound)
- Electrical
- Heating
- Radiation (light)

electrically → radio → by radiation (sound) / by heating → THERMAL (environment)

Candle

CHEMICAL (wax + oxygen) → by heating / by radiation (light) → THERMAL (environment)

Energy efficiency:
The more efficient an appliance is the more is transfer input energy into useful energy



Appliances will have these labels stuck to them so you can see their efficiency.
You can calculate efficiency using the equation

$$\text{efficiency} = \frac{\text{useful energy out}}{\text{total energy in}} \times 100$$

Law of conservation of energy – Energy cannot be created or destroyed. It is only transferred

Gravitational energy depends on mass of the object (in kg), its height above the ground (m) and gravitational field strength, "g", which is 10N/kg

Gravitational Energy = mass x g x height

Gravitational energy practical: Investigate which ball is the most efficient at bouncing

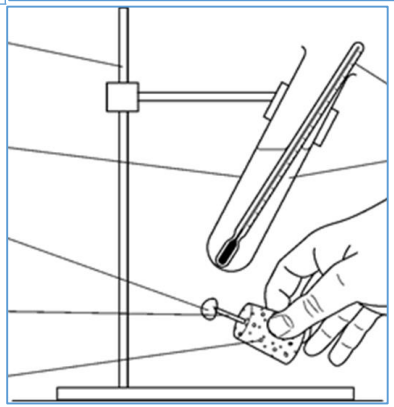
Independent variable – different types of balls
Dependent variable – the rebound height
Control variables:
- Drop the ball from the same height
- Measure the ball's position from the same point

Energy Resources (non- renewable):
Coal, Oil, Gas
Nuclear
(Fossil fuels contribute to global warming and are running out)

Energy Resources (renewable):
Solar
Wind
Hydroelectric
Wave
Tidal
Geothermal
Biomass

Energy in food practical

Method:
- Measure out a volume of water using a measuring cylinder and measure its temperature.
- Set fire to the food
- Use the flame from the food to heat the water.
- Measure the temperature of the water after the food has stopped burning



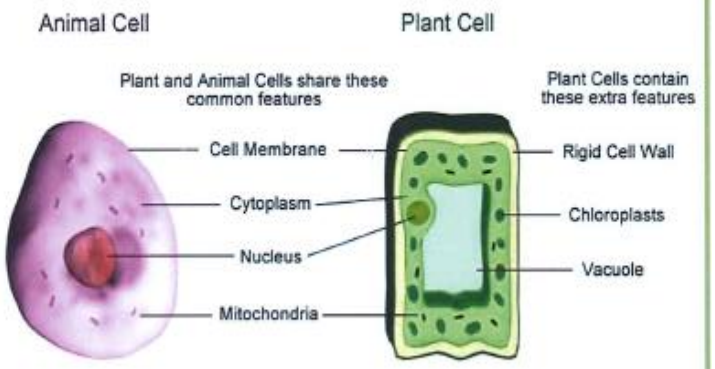
Energy changes:
- Chemical energy store in food transfers to the thermal store in the water

Conclusion:
The experiment where the water heats up the most is where the biggest chemical energy store has transferred to the thermal energy store in water

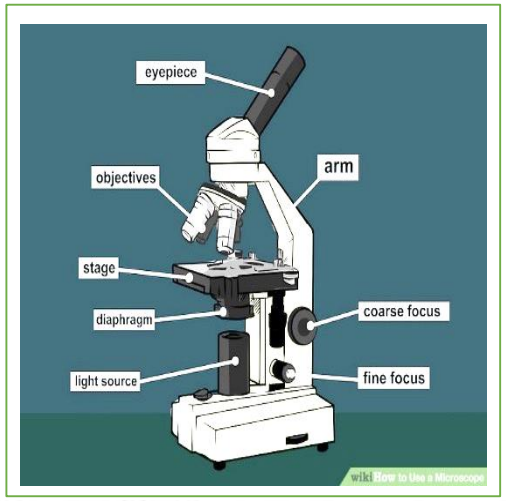
Year 7 Knowledge Organiser : It's all about You : From Cells to Organisms

Cells

Cells are the building blocks of all living organisms



Part of the Cell	What Does it Do
Nucleus	Controls the activities of the cell/ Stores DNA
Cell Membrane	Controls movement into and out of the cell
Mitochondria	Where respiration takes place
Cytoplasm	jelly like substance where chemical reactions happen
Ribosome	makes proteins for the cell
Chloroplast	absorbs light energy for photosynthesis
Vacuole	filled with a solution called cell sap



Key Terms	Function
Stage	Area where specimen is placed
Clamps	Hold the specimen still whilst it is being viewed
Light source	Illuminates the specimen
Objective lens	Magnifies the image of the specimen
Eyepiece lens	Magnifies the image of the specimen
Course/fine focus	Used to focus the specimen so it can be seen clearly
Revolving nosepiece	Holds 2 or more objective lenses

Magnification

We can use the following equation to calculate the magnification of an object viewed through a microscope:

$$magnification = \frac{image\ size}{actual\ size}$$

Using a microscope

To view an object down the microscope we can use the following steps:

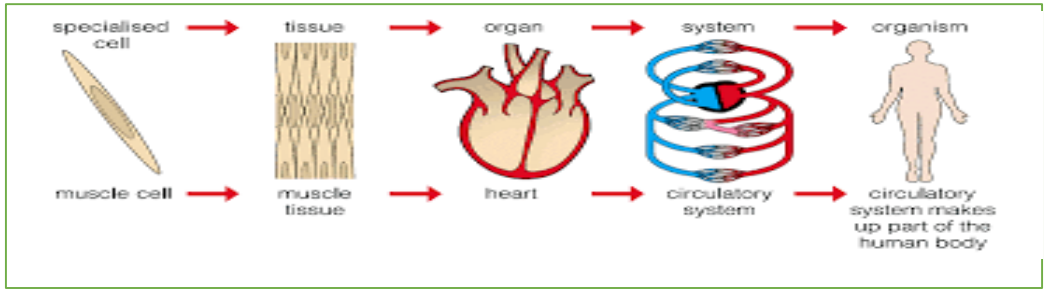
1. Plug in the microscope and turn on the power
2. Rotate the objectives and select the lowest power (shortest) one
3. Place the specimen to be viewed on the stage and clamp in place
4. Adjust the course focus until the specimen comes into view
5. Adjust the fine focus until the specimen becomes clear
6. To view the specimen in more detail repeat the process using a higher power objective

Specialised cells

Specialised cells are found in multicellular organisms. Each specialised cell has a particular function within the organism.

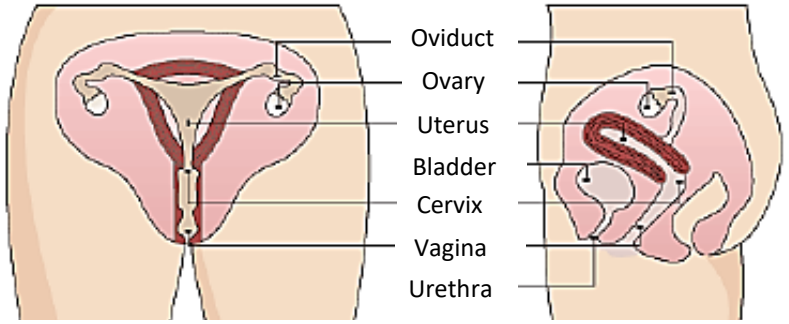
	Type of cell	Function	Special features
Animal cells	Red blood cells	To carry oxygen	• Large surface area, for oxygen to pass through • Contains haemoglobin, which joins with oxygen • Contains no nucleus
Animal cells	Nerve cells	To carry nerve impulses to different parts of the body	• Long • Connections at each end • Can carry electrical signals
Animal cells	Male reproductive cell (sperm cell)	To reach female cell, and join with it	• Long tail for swimming • Head for getting into the female cell
Plant cells	Root hair cell	To absorb water and minerals	• Large surface area
Plant cells	Leaf cell	To absorb sunlight for photosynthesis	• Large surface area • Lots of chloroplasts

organelles → cells → tissues → organs → organ systems → organisms

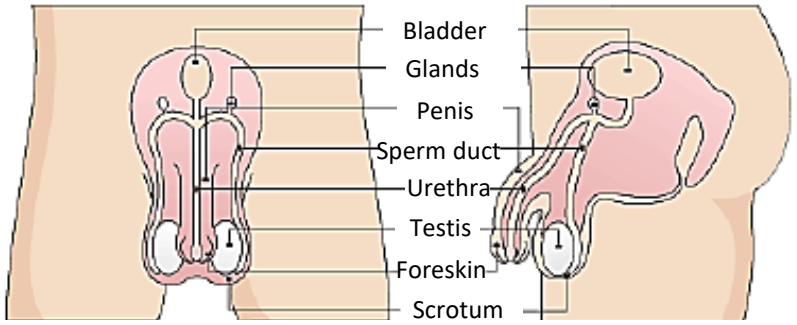


Year 7 Knowledge Organiser : It's All About You : From Cells to Organisms Part 2

Female reproductive system



Male reproductive system



Functions of female reproductive organs

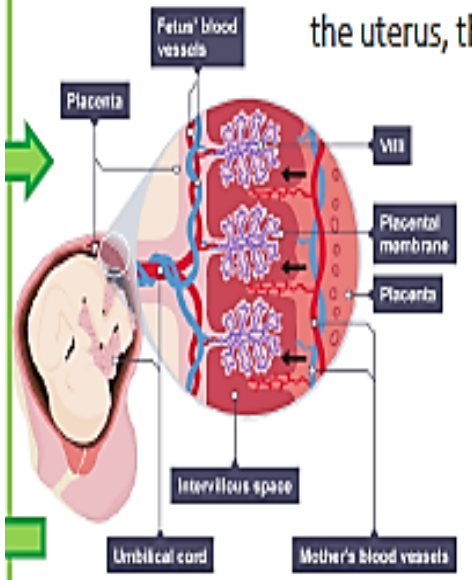
Structure	Function
Ovary	Contain undeveloped gametes (sex cells) called ova (or eggs). Every month, an egg matures and is released from the ovary.
Oviduct	Connects the ovaries to the uterus. Their cells are lined with cilia, tiny hairs that help waft the egg along to the uterus.
Uterus	A muscular bag with a soft lining, this is where an unborn baby develops.
Cervix	A ring of muscle which keeps the baby in place while the woman is pregnant.
Vagina	Muscular tube leading from the cervix to the outside of the woman's body. The vagina is where a man's penis enters during sexual intercourse.

Functions of male reproductive organs

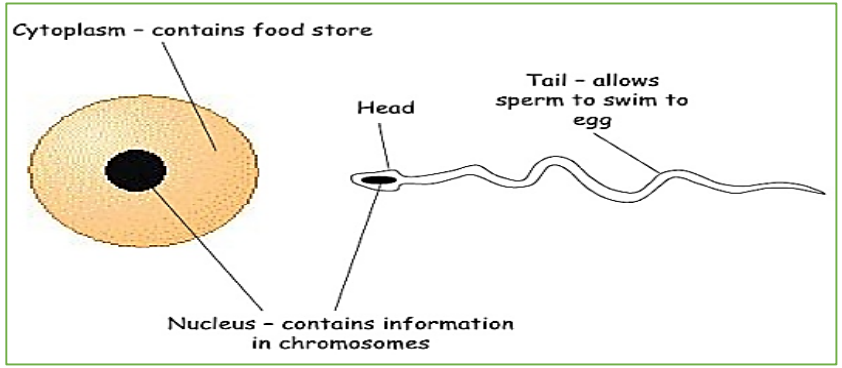
Structure	Function
Testes	To produce gametes (sex cells) called sperm. Also makes male sex hormones.
Penis	Passes urine and semen out of the man's body.
Urethra	Tube inside the penis which carries urine and semen.
Sperm Duct	Sperm passes through these and mix with fluids produced by the glands, creating semen.
Glands	Produce fluids to provide the sperm cells with nutrients.

Gestation

It takes approximately 40 weeks for a baby (foetus) to develop in the uterus, this time is known as gestation.



The placenta is an organ which provides oxygen and nutrients from the mother to the developing foetus. It also helps to remove waste such as carbon dioxide.
The foetus is connected to the placenta by the umbilical cord.



The menstrual cycle

Takes place in the female reproductive system. It involves a cycle of events which last approximately 28 days, stopping if a woman becomes pregnant.

Day 1-5: The uterus lining breaks down. This is called menstruation.

Day 5-14: A female **gamete (egg cell)** matures in one of the ovaries. The uterus lining thickens.

Day 14: The mature egg is released from the ovary. This is known as **ovulation.**

Day 14-21: The egg travels down the oviduct and towards the uterus. The cilia in the oviduct help to waft the egg to the uterus.

Day 21-28: If the egg cell does not meet with a sperm cell in the oviduct, the uterus lining will break down and the cycle will repeat.

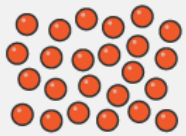
Fertilisation

Fertilisation will occur if the egg cell meets and joins with a sperm cell in the oviduct. The fertilised egg attaches to the uterus lining and the woman becomes pregnant. This stops the menstrual cycle, preventing the uterus lining from breaking down.

7C1 Part 1
States of Matter

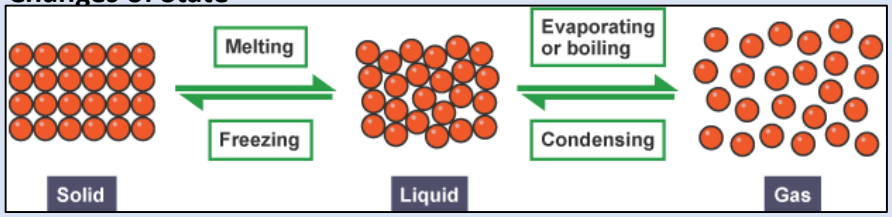
Factors affecting the rate of dissolving:
1. Stirring
2. Surface area of solute
3. Temperature of solvent

States of Matter – SOLID LIQUID GAS

State	Solid	Liquid	Gas
Diagram			
Arrangement of particles	Regular arrangement	Randomly arranged	Randomly arranged
Movement of particles	Vibrate about a fixed position	Move around each other	Move quickly in all directions
Closeness of particles	Very close	Close	Far apart

The particles should be the same in all 3 diagrams.

Changes of State



As a substance is heated it gains **energy**.
When the particles gain enough energy they overcome the **forces** between them.
Solids have the strongest forces of attraction, gases have the weakest.
Whilst a **change of state** is happening the **temperature** of the substance does not change.

Sublimation
When a solid changes into a gas without becoming a liquid first for example iodine is a grey solid which produces a purple vapour when heated.

Deposition
When a gas changes into a solid without becoming a liquid first.

Pure substance – made of one type of particle.

Mixture – two or more different substances not chemically combined and easily separated.

Melting point – the temperature at which a substance melts.

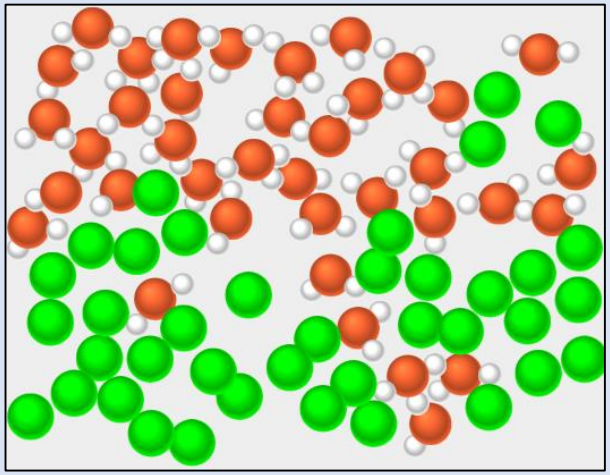
Boiling point – the temperature at which a substance boils.

Dissolving

When the particles in a solid spread out in a liquid.

We call the liquid the **SOLVENT** 

We call the solid the **SOLUTE** 



We call the mixture of the solid and the liquid a **SOLUTION**.

A solid that will dissolve in a liquid is called **SOLUBLE**.

A solid that will not dissolve in a liquid is called **INSOLUBLE**.

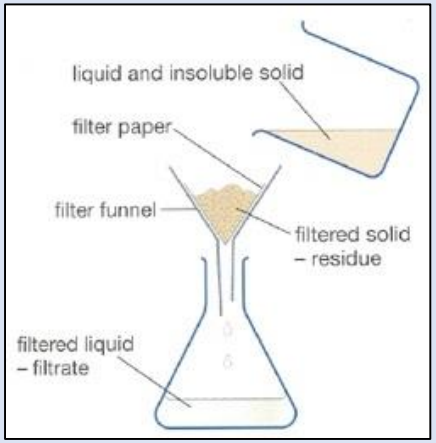
7C1 Part 2
Separation Techniques

All separation methods are dependent on the solubility of a substance.

Filtration

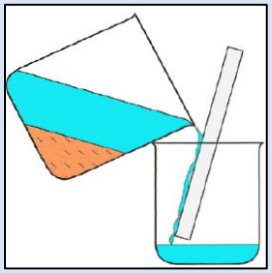
Separates an insoluble solid from a liquid.

The solid pieces are too big too fit through the holes in the filter Paper.



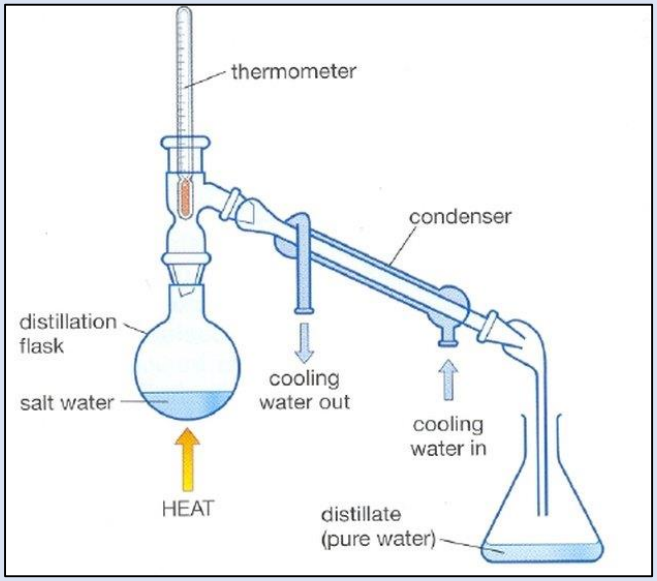
Decanting

Pour a liquid from the top of a settled solid or a more dense liquid.



Distillation

Separating substances with different boiling points.



Salt water mixture is heated.
At 100 °C water boils and the particles gain enough energy to become a gas (water vapour).

Boiling point of salt is 1413 °C so it does not boil and stays in the flask.

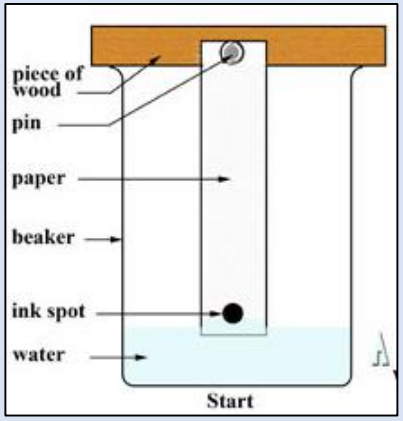
Water vapour rises and travels past the thermometer into the condenser.

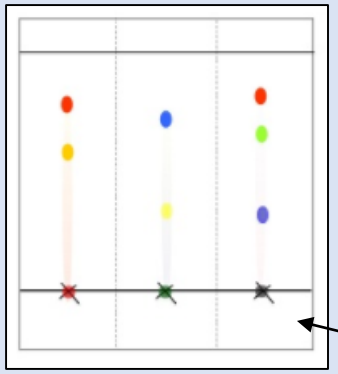
Thermometer checks the temperature to identify the gas.

Condenser cools the water vapour so that it condenses back to liquid water.

Chromatography

Method
Draw pencil line.
Put dot of colour on line.
Hang bottom edge (below dot) in the water.
Leave until water soak up to almost the top of the paper..
Compare with known substances.



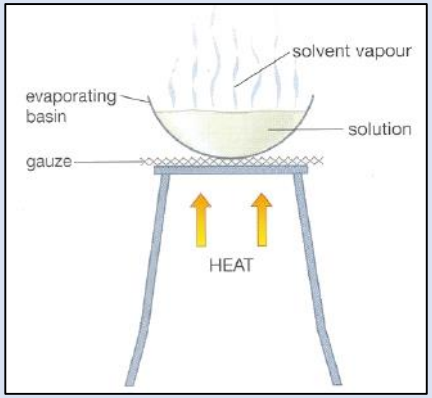


Chromatogram

Different colours contain different mixtures of inks.
The different inks move at different speeds up the paper.
This is because of different solubility.

Evaporation

Separating a soluble solid from a liquid.



Crystallisation

Heat until almost all the water has evaporated.
Leave for the remaining water to evaporate slowly to form crystals.