Knowledge Organisers
Autumn Term – Year 7

Name: _____

Please remember:

- It is to be kept inside your knowledge organiser book
- It is to be brought into school every day

Regular retrieval throughout a scheme of learning (daily, weekly and monthly) has been proven to **reduce the rate of forgetting**, supporting you to **retain more** in long term memory- making assessments/ exams way easier! The challenge for you as a student is to make sure you use your knowledge organiser for each subject properly to help you to know more and remember more over time. We've created this walk through to support you in using your knowledge organiser- for more support speak to your subject teachers.

Using your Knowledge Organiser

1	2	3	4	5
Look	**Cover**	**Write**	**Check**	**Repeat**
Start with a **small section of knowledge** that you want to remember *e.g Henry VIII's wives in History.* Read through this section of the knowledge organiser (a couple of times if it helps)	Now **cover up this section** of your knowledge organiser with a post it note or scrap paper.	**Self quiz- what can you remember** and rewrite? Make sure you do this without looking back at your knowledge organiser.	**Remove the post it and check for accuracy**- did you get the key terminology? Was it spelt correctly? Was the order correct? If you drew a diagram, how much of this did you get correct? Most importantly- what did you miss out?	After a short break away from your knowledge organiser repeat the look, cover, write, check **until you can recall all of the facts correctly without prompts.** This process can be used for any new knowledge that you want to acquire. It is good idea to do this on a regular basis, once a week.

Strategy 1- Look, cover, write, check – A really simple but effective way to use your knowledge organiser. Focus on a specific area of your knowledge organiser.

1	2	3	4	5
Focus	**Big ideas**	**Explain it**	**Link it**	**Record it**
Make it manageable by selecting an area of your KO where your learning is not secure. Don't waste time going off something you can already do!	Pick out the main points or the **big ideas** in this section.	**Explain what you know** about the main points (this could be written or shared verbally – a friend, a family member.	Now, see **how it links to other areas** within the subject. *E.g Eating meat – causes global warming. Cows produce methane which is a greenhouse gas.*	**Write down as many 'think it, link it' ideas** as you can in your book. See if you can beat others in you class!

Strategy 2- Think it, link it – Great for connecting the big ideas in your subject. How does 'x' relate to 'y'. What are the key factors which make an equation/ experiment/ process work? Challenge yourself to see how many links you can make!

1	2	3	4	5
Select topic	**Prepare quiz**	**Answer it**	**Self check**	**Repeat**
Decide **which area you want to be quizzed** on (this might build up over time)	Get someone else to **prepare 10 random questions** on that topic to challenge you.	**Set a time limit** (depending on the number of questions) and answer the questions without looking at your KO.	Now look at your KO to **self check**- make a note of your score. Celebrate your successes and make a note of anything you missed or got incorrect.	**Return to this section** in 2/3 weeks- see if you can improve your score! Re-do those questions that you missed or got incorrect.

Strategy 3- Knowledge quiz – You might try this after a few weeks of using your knowledge organiser. Get someone to set you 10 questions using your knowledge orgainser. These could be spellings, key words, processes, equations etc to see how much you can remember! Record your score and see if you can beat your personal best each half term!

Contents Page

Year 7 – English – Oliver Twist

1813

Keyword – naïve (c)

1834

Keyword – malicious (e)

1837 - 1901

Keyword – corrupt (d)

Oliver Twist

1839

Keyword – vulnerable (f)

A Christmas Carol

1843

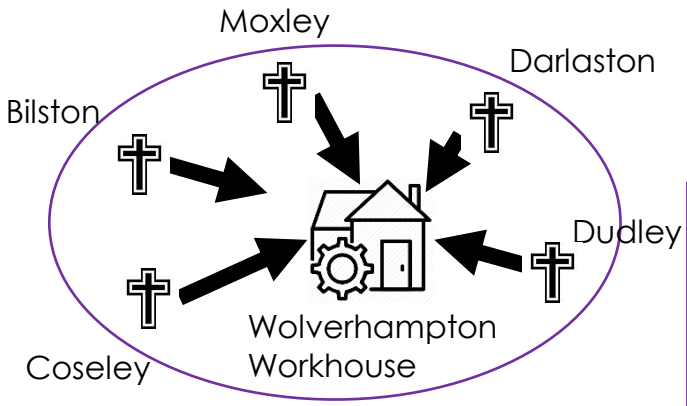
John Dickens

On 20 February 1824, Dickens' father was imprisoned (a) in the Marshalsea Debtors' Prison under the Insolvent Debtors Act of 1813, because he owed a baker, James Kerr, £40 and 10 shillings.

A young Charles was sent to work in a candle factory and felt shame as he had to work in the window, in front of everyone, so the owners did not have to spend money on lighting.

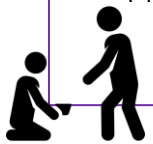
Young Charles was miserable.

Before 1834, if people were poor, they went to their local church for charity and help.



After the 1834 Poor Law was passed, if you were poor you had to go and work in the workhouse (b) for your food and shelter. Some likened it to being in prison.

Oliver is naïve (c): "Please sir, can I have some more?"



Oliver is vulnerable (f): "Get up, or I'll strew (l) your brains upon the grass."

Bill Sikes is malicious (e) : "…fetters (j) to garnish (l)…"

Mr and Mrs Bumble are corrupt (d): "…the parish authorities … resolved, that Oliver should be 'farmed' or, in other words, that he should be despatched to a branch-workhouse (b) some three miles off, where twenty or thirty other juvenile (g) offenders (h) against the poor-laws rolled about the floor all day, without the inconvenience (k)of too much food, or too much clothing, under the parental superintendence (i)of an elderly female who received … sevenpence-halfpenny per small head per week."

	Key terms	Definition
A	Imprisoned	Being held in a cell against your will.
B	Workhouse	A building where poor people were sent to work for their basic needs.
C	Naïve	Showing a lack of knowledge which impacts your decisions.
D	Corrupt	Acting dishonestly in return for personal gain.
E	Malicious	The intention to cause harm.
F	Vulnerable	Being easily harmed physically or emotionally.
G	Juvenile	Young people.
H	Offenders	A person who commits an illegal act.
I	Superintendence	The managing of an event or place.
J	Fetters	Something to imprison (a) or tie down a prisoner.
K	Inconvenience	Difficulty caused to a person's happiness or needs.
I	Strew	Scatter or spread unitedly.
L	Garnish	To decorate to add to.

Y7 – English – Mastery Writing 1

Mastery Writing One Rules

Capital letter rules:

- For certain letters, **the capital letter is a bigger version of the lower case letter.**
- You must be very careful to clearly write the correct size for these letters.
- Use a capital letter **if a word is the name for a specific person or place.**
- Otherwise, do not use a capital letter.
- When I is used by itself in a sentence, it should always be a capital letter.

Tense rules:

- **When you say what happened, you put "ed"** on the end of the action.
- Some verbs (l) can't be changed from what happens to what happened by adding 'e' or 'ed'. You have to learn how these words change.
- In the past, change the verb "to be" to "was". If the subject is singular (o), change it to "were" if the subject is plural (o) or you.

When Ashraf went around the corner, he bumped into his teacher. Mr Smith dropped his papers on the floor and was not happy. "Watch where you're going, Ashraf," he said.

Sentence rules:

- A complete sentence must contain a subject (n)and a verb. If it does not, it is a mistake called an incomplete sentence.
- Start a new sentence when the next subject (n) appears. If you do not, it is a mistake called a fused sentence (g).
- You can correct an incomplete sentence by adding either a subject or a verb to make it a complete sentence.
- Do not start a sentence with 'and'. If you see a sentence starting with 'and', delete it and tidy the sentence.
- Join two sentences that have the same subject (n) by replacing the full stop and second subject with 'and'.

Verb and subject rules:

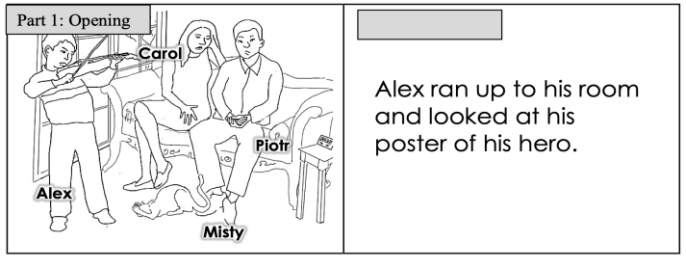
- Words like **was and were are verbs** even if they don't look like verbs (l). They are the verb "to be".

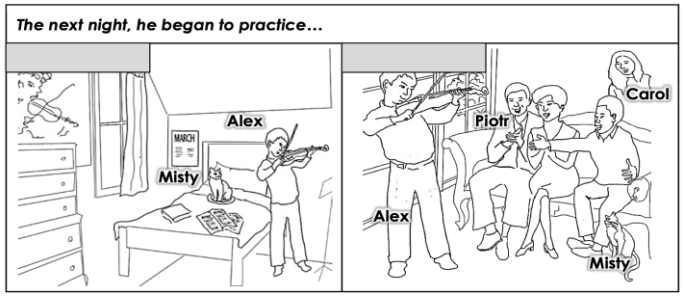
A singular subject (n) should use 'was' as in 'I was going to the shops.' A **plural (o) subject involves more than one person or thing** and should have 'were' as in 'We were going to the shops.'

Y7 – English - Mastery Writing 1 – Story Writing Model Example.

You will receive a set of pictures like these. You will need to **practice your writing working on the rules** you've been doing in **that lesson, and the lessons before**.

You must include all the Mastery Checks.





I have introduced my **main subject** (n).I have told the audience where they are.

I have structured my story in paragraphs. I have **indented** (h) my **paragraphs**.

I have written in **complete sentences (d).**

I have used **simple sentences (j)** throughout my work.

Aa

Alex was playing the violin for his parents, Carol and Piotr and his cat, Misty in their living room. Alex was trying really hard, but his audience thought he sounded terrible.

Devastated, Alex ran up to his room and looked at his poster of his hero. The next night, he began to practice in his bedroom. He practiced to Misty, who seemed to enjoy his violin playing now.

The next day, Alex plucked up the courage to play for his family again. Carol, Piotr, Misty and their friends were delighted at how good the piece of music sounded.

Alex was happy too.

I have written in the **past tense.**

I have a **complication** (m) in my story.

I have used **verbs** (l) to show how my character is feeling.

I have **solved the problem**.

I have used **complex sentences** (d) throughout my work.

	Key terms	Definition
A	**Adjective**	A word which describes a noun: **Example:** sweet, short, bitter, stinky
B	**Adverb**	Describes a verb or adjective. An adverb answers how, where, when how much, how often. **E.g.: quickly, easy and never.**
C	**Complete Sentences**	A sentence which contains a subject and a verb. **Example:** She went to the shop
D	**Complex Sentences**	A sentence containing a subordinate clause
E	**Conjunctions**	A conjunction is a part of speech that connects words, phrases, or clauses. **Example:** for, and, but.
F	**Dialogue**	Speech between two or more people.
G	**Fused Sentences**	A sentence which has not used punctuation between the next subject. **Example:** She went to the shop she bought some milk.
H	**Indent**	Starting the first line of a paragraph further away from the margin than other paragraphs.
I	**Personal Pronoun**	A first person word which replaces a name, like "we, I" etc.
J	**Simple Sentences**	A sentence with one clause, one subject and one verb. **Example:** Jack likes fishing.
K	**Subordinate Clause**	A clause which does not make sense on its own. (e.g. 'when it rang' in 'she answered the phone when it rang').
L	**Verb**	A word which describes an action **Example:** read, write, drive, walk.
M	**Complication**	Something which causes a difficulty for a character.
N	**Subject**	The person or thing doing the verb in the sentence.
O	**Singular/plural**	Singular means one and plural means more than one.

Y7 – English – Mastery Writing 2

Mastery Writing Two Rules

¶ Paragraph rules:

- New paragraphs start **two finger spaces** from the margin. All other lines start at the margin.
- This is called **indenting (h)** a paragraph.

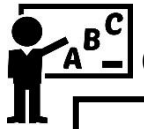
Tense rules:

- When you tell what **happened**, you put "ed" on the end of the action.
- When you put actions in the past simple, you say what happened, not what was happening.
- When you start with when it happened, you put a **comma** right after when it happened.
- You don't use a comma if when it happened is at the end.

¶ *As Benedict left his home, he was filled with joy. His mother had let him finally wear his new football boots. That afternoon, he returned home and his boots were ripped.*

Sentence and subject rules:

- If the next sentence uses the same **subject** (n)**(thing or person that the sentence is talking about)**, you should use a **pronoun (i)** to replace it.
- You can only use the **pronoun** (i) to replace a subject you have used in the sentence before.
- When you list two things a subject did in one sentence, **you only name the subject (n) once**.
- If there are two **objects** in a sentence, you **can't use it** in the next sentence.



Grammar and punctuation rules:

- If a person said more than one sentence, put everything they said inside the **'inverted commas'** (f).
- If the part that starts with 'although', 'unless' or 'if' is at the start of the sentence, it is followed by a comma:

  e.g. Although Cerys did not receive the puppy she wanted for her birthday, she was grateful for all the other gifts she received.

Y7 – English – Mastery Writing 2 – Story Writing Model Example.

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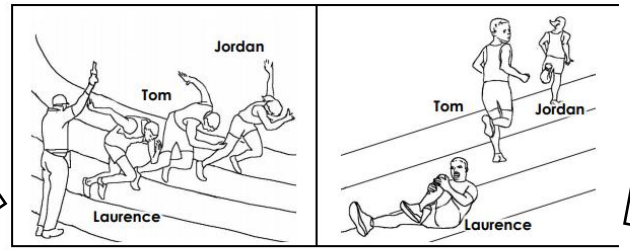

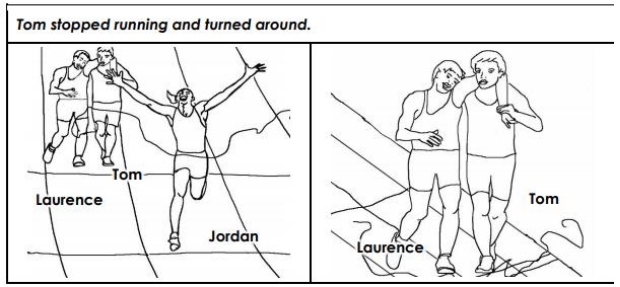

I have **inferred** p) from the four boxes what the most likely set of events are and will write them into a story.

I have introduced my **main subject** (n).I have told the audience where they are.

I have written in the **past tense.**

I have structured my story in paragraphs. I have **indented** (h) my **paragraphs**.

I have a **complication**(m) in my story.

Tom, Jordan and Laurence had started to race each other. Tom and Jordan had begun to take the lead. Laurence tripped over his laces and fell onto the ground.

¶ Devastated, Laurence held his knee in agony. Just when he thought he was all alone, Tom turned around to help him up.

Although Jordan technically won the race, Laurence and Tom finished together and they won each other's friendship.

I have used **verbs**(l) to show how my character is feeling.

I have written in **complete sentences (c).**

I have **solved the problem**.

I have used **complex sentences** (d) throughout my work.

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F	**Inverted commas**	The punctuation which indicates when speech has happened. " and ".
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N	**Subject**	The person or thing doing the verb in the sentence.
O	**Singular/plural**	Singular means one and plural means more than one.
P	**Infer**	When you work out information from the evidence you have.

Y7 Maths – Mastery: Unit 1 – Numbers and Numerals

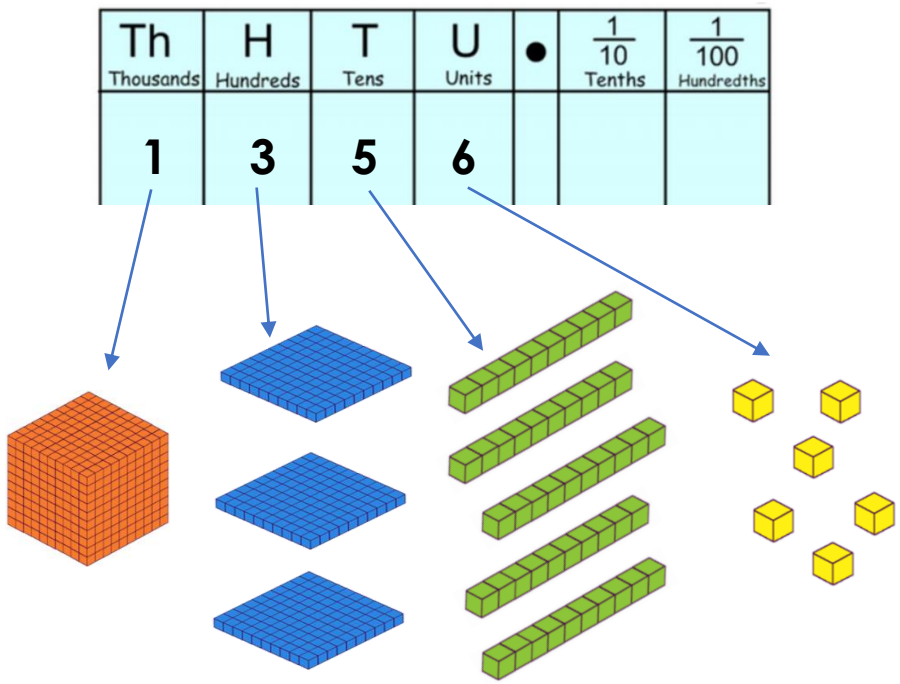
Number Systems

Base 10

This is the number system we use every day.

Base 10 **place value** has a relationship of × 10 between columns, moving from right to left.

We can use a place value chart to help us read and write numbers in base 10.



Reading and Writing Numbers

0 – Zero
1 – One
2 – Two
3 – Three
4 – Four
5 – Five
6 – Six
7 – Seven
8 – Eight
9 – Nine

10 – Ten
11 – Eleven
12 – Twelve
13 – Thirteen
14 – Fourteen
15 – Fifteen
16 – Sixteen
17 – Seventeen
18 – Eighteen
19 – Nineteen

20 – Twenty
30 – Thirty
40 – Fourty
50 – Fifty
60 – Sixty
70 – Seventy
80 – Eighty
90 – Ninety

The standard short scale system	
1	ones
10	tens
100	hundreds
1 000	thousands
10 000	ten thousands
100 000	hundred thousands
1 000 000	millions
10 000 000	ten millions
100 000 000	hundred millions

354 943

This number is written as
three hundred and fifty four thousand, nine hundred and forty three.

Keyword/Skill	Definition/Tips
Base 10	The system we use for counting. Also called the decimal system.
Place value	The value of each digit in a number. We can use a place value grid to help work this out.

Other Topics/Units this could appear in:

- Numbers, powers, roots, decimals and rounding
- Perimeter and area
- Multiples in context

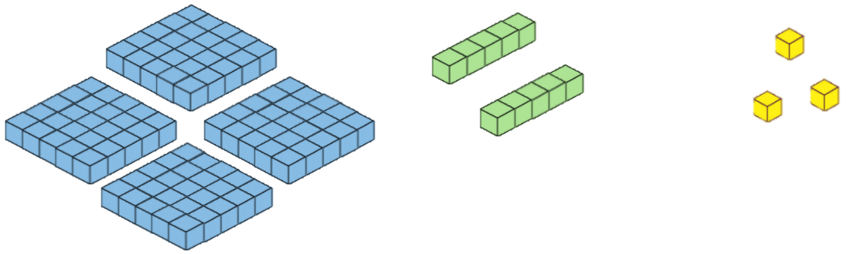
Y7 Maths – Mastery: Unit 1 – Numbers and Numerals

Base 5

Base 5 groups numbers in fives instead of tens.

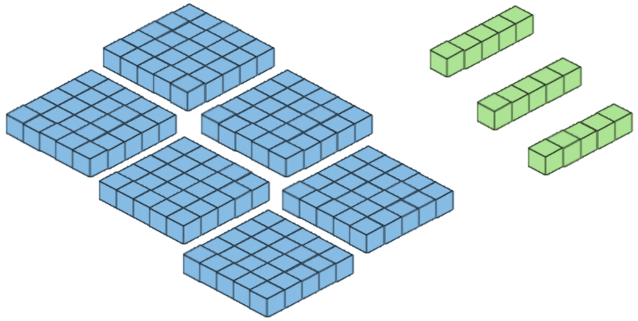
One hundred and thirteen is represented as
4 twenty-fives, 2 fives and 3 ones.

twenty-fives	fives	ones
4	2	3



One hundred and sixty five is represented as
6 twenty-fives, 3 fives and 0 ones.

twenty-fives	fives	ones
6	3	0

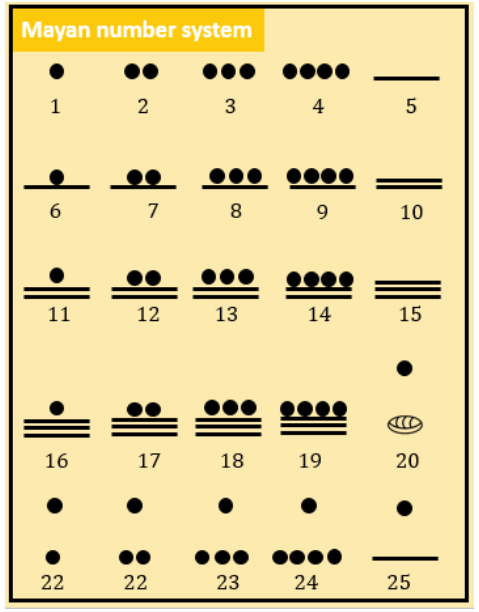


Indian Number System

The Indian number system

1	ones
10	tens
100	hundreds
1 000	thousands
10 000	ten thousands
1 00 000	lakhs
10 00 000	ten lakhs
1 00 00 000	crores
10 00 00 000	ten crores

Mayan Number System



Keyword/Skill	Definition/Tips
Base 5	Numbers are counted in fives, a bit like in a tally chart.

Other Topics/Units this could appear in:

- Numbers, powers, roots, decimals and rounding
- Perimeter and area
- Multiples in context

Y7 Maths – Mastery: Unit 2 – Axioms and Arrays

Fact Families

From a bar model we can see four calculations

The the bar model above has the following fact family:

Six blocks of 3 make 18

$6 \times 3 = 18$

$3 \times 6 = 18$

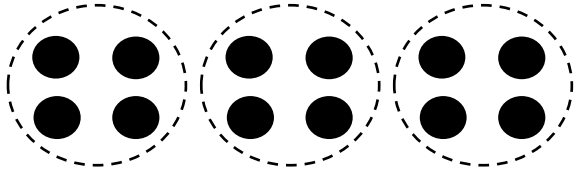
I can fit 6 blocks of 3 into 18

$18 \div 3 = 6$

$18 \div 6 = 3$

Models of multiplication

I can model multiplication using the following models

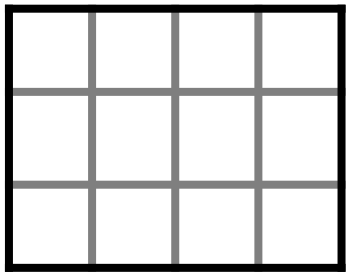


$4 \times 3 = 12$
A group of 4, 3 times is 12

$3 \times 4 = 12$
3 groups of 4 is 12

$12 \div 3 = 4$
12 divided into 3 groups is 4 per group

$12 \div 4 = 3$
12 divided into groups of 4 is 3 groups



$4 \times 3 = 12$
A group of 4, 3 times is 12

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3 groups of 4 is 12

$12 \div 3 = 4$
12 divided into 3 groups is 4 per group

$12 \div 4 = 3$
12 divided into groups of 4 is 3 groups

Keyword/Skill	Definition/Tips
Digital	Time displayed as 24 hours i.e. 2pm would be 14:00
Analogue	Time displayed as either am/pm i.e. 09:00 is 9am, whereas 21:00 is 9pm
AM	Time in the morning from midnight to midday (12am to 11am)
PM	Time in the afternoon from midday to midnight (12pm to 11pm)
Decade	10 years
Century	100 years
Array	*An object, picture or model that is in rows and columns* i.e. **multilink cubes,**
Commutativity	an operation is commutative if it can be applied to two numbers in any order
Associativity	multiplication problems can be split up into different groups
Distributive Property	a way of splitting up a calculation to make it more manageable

Commutativity

An operation is commutative if it can be applied to two numbers in **any order**

Example

3 x 4 = 12 is the same as 4 x 3 = 12

2 + 5 = 7 is the same as 5 + 2 = 7

Addition and multiplication are commutative

Non - Example

15 ÷ 5 is not the same as 5 ÷ 15

10 - 3 is not the same as 3 – 10

Division and subtraction are not commutative

Other Topics/Units this could appear in:

- Numbers, powers, roots, decimals and rounding
- Time series
- Speed, Distance, Time
- Real Life Graphs
- Numbers, powers, root, decimals and rounding
- Perimeter and area
- Multiples in context

Y7 Maths – Mastery: Unit 2 – Axioms and Arrays

Associativity

Multiplication problems can be split up into different groups to make it easier to calculate

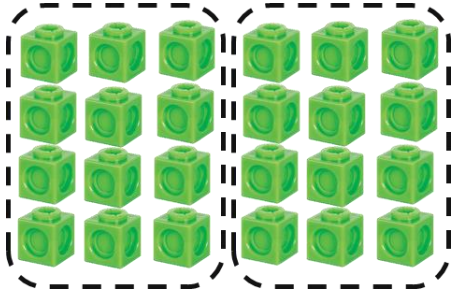
Example

To count the 24 cubes we use the associative property

A more challenging example!

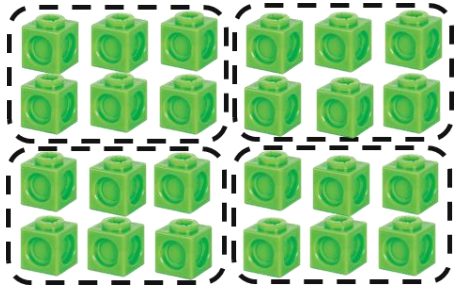
12 x 25 can be split into

(3 x 4) x 25 = 3 x (4 x 25)



I can see two groups of 4 x 3

So 2 x 4 x 3 = 24



I can see four groups of 2 x 3

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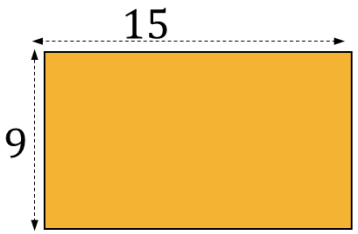
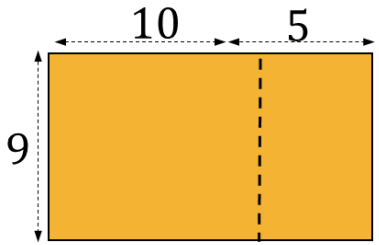
Distributive Property

A way of splitting up a calculation to make it more manageable





9 x 15

9 x (10 + 5) = 9 x 10 + 9 x 5

= 90 + 45

= 135

A more challenging example!

$$12 \times 15 = 12 \times (10 + 5) = 12 \times 10 + 12 \times 5 = 120 + 60 = 180$$

Keyword/Skill	Definition/Tips
Digital	Time displayed as 24 hours i.e. 2pm would be 14:00
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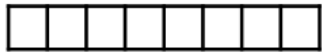
Y7 Maths – Mastery: Unit 3 – Factors and multiples

A **factor** of a number is an integer that divides the number exactly leaving no remainder.

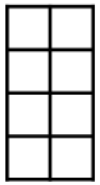
Factors

For example 8 has 4 factors: 1, 2, 4 and 8

Factor pairs multiply to equal the number:



$8 = 8 \times 1$



$8 = 4 \times 2$

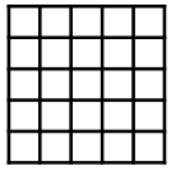
A **square number** always has an odd number of factors.

Square Number

A **square number** is the result of multiplying an integer by itself.

e.g. $5 \times 5 = 5^2 = 25$ ... so 25 is square number.

You can build a square array with 25 tiles:



$\sqrt{1} = 1$ since $1^2 = 1$
$\sqrt{4} = 2$ since $2^2 = 4$
$\sqrt{9} = 3$ since $3^2 = 9$
$\sqrt{16} = 4$ since $4^2 = 16$
$\sqrt{25} = 5$ since $5^2 = 25$

$\sqrt{36} = 6$ since $6^2 = 36$
$\sqrt{49} = 7$ since $7^2 = 49$
$\sqrt{64} = 8$ since $8^2 = 64$
$\sqrt{81} = 9$ since $9^2 = 81$
$\sqrt{100} = 10$ since $10^2 = 100$

Any numbers that are factors of two or more numbers are said to be **common factors** of those numbers.

Common Factors

Factors of 12:

1 x 12
2 x 6
3 x 4

} All the ways of making a product of 12.

So 1, 2, 3, 4, 6, and 12 are all the factors of 12.

Factors of 20:

1 x 20
2 x 10
4 x 5

} All the ways of making a product of 20.

So 1, 2, 4, 5, and 20 are all the factors of 12.

Both lists of factors here have 1, 2 and 4 included. Therefore, 1, 2 and 4 are common factors of 12 and 20.

A **prime number** has **exactly two factors**.

Prime Numbers

2 3 5 7 11 13 17
19 23 29 31 37 41
43 47 53 59 61 67
71 73 79 83 89 97

Other Topics/Units this could appear in:

- Numbers, powers, rots, decimals and rounding
- Product of prime factors
- Multiples in context
- Factorising

Keyword/Skill	**Definition/Tips**
Integer	a number which is not a fraction; a whole number.
Product	Multiply
Prime Number	Has exactly two factors
Square Number	The result of multiplying an integer by itself
Cube number	The result of multiplying an integer by itself three times i.e. 2 x 2 x 2 = 8
Multiples	The result of multiplying a number by an integer (comes up in its timetable)
Common multiples	A number that is a multiple of two numbers
LCM	Smallest whole number that is a multiple of two numbers
Factors	An integer that divides the number exactly leaving no remainder
Factor pairs	A set of numbers that multiply to equal the number
HCF	The highest common factor (**HCF**) of two or more numbers **is** the largest number that **is** a factor of all of the given numbers.

Y7 Maths – Mastery: Unit 3 – Factors and multiples

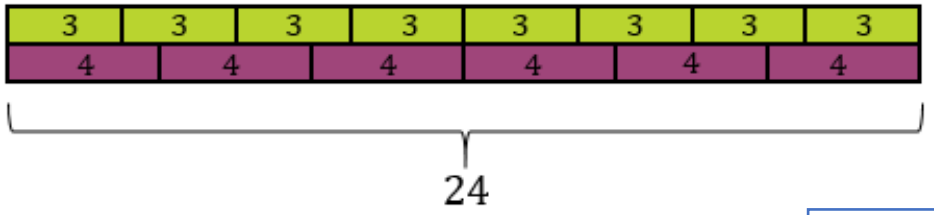
A **multiple** is the result of multiplying a number by an integer (so it comes up in its times table).

Multiples

multiples of 2: 2, 4, 6, 8, 10, 12, ... (+2 +2 +2 +2 +2)

multiples of 3: 3, 6, 9, 12, 15, ... (+3 +3 +3 +3)

24 is a **common multiple** of 3 and 4 as it is a multiple of 3 **and** a multiple of 4.



Common Multiples

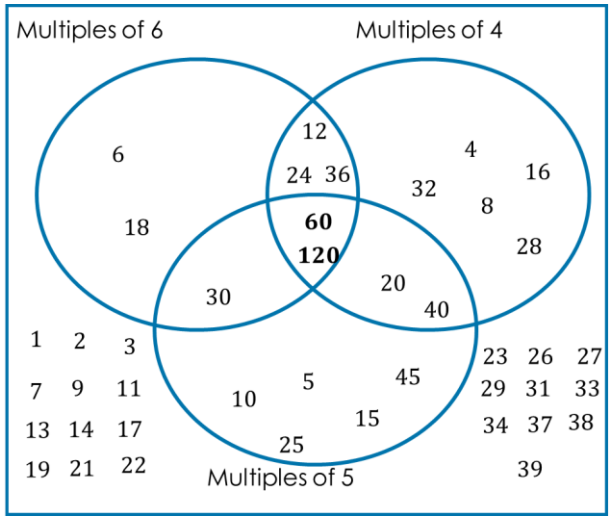
What other common multiples of 3 and 4 can you think of?

We can find common multiples by comparing multiplication tables.

Multiples of 5	Multiples of 3	
5	3	27
10	6	**30**
15	9	33
20	12	36
25	**15**	39
30	18	42
35	21	**45**
40	24	48
45		

We can see from these two lists of multiples that **15**, **30** and **45** are common multiples of both 3 and 5.

Sort the integers from 1 – 40 in to this **Venn diagram**:



Multiples of 20 are common multiples of 4 and 5.

Multiples of 12 are common multiples of 6 and 4.

Primes, except 5, are found outside the three sets.

Other Topics/Units this could appear in:

- Numbers, powers, rots, decimals and rounding
- Product of prime factors
- Multiples in context
- Factorising

Keyword/Skill	**Definition/Tips**
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Y7 Maths – Mastery: Unit 4 – Order of operations

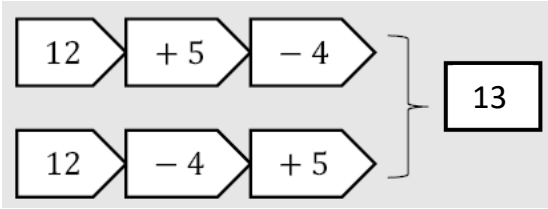
Equal and Non-Equal Priority

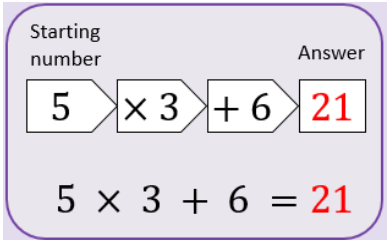
Order of Operations

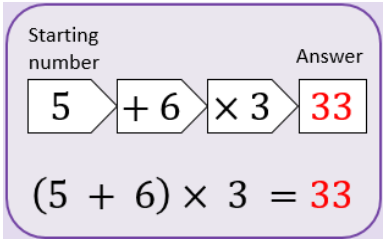
B	Brackets	$10 \times (4 + 2) = 10 \times 6 = 60$
I	Indices	$5 + 2^2 = 5 + 4 = 9$
D	Division	$10 + 6 \div 2 = 10 + 3 = 13$
M	Multiplication	$10 - 4 \times 2 = 10 - 8 = 2$
A	Addition	$10 \times 4 + 7 = 40 + 7 = 47$
S	Subtraction	$10 \div 2 - 3 = 5 - 3 = 2$

In written calculations we do **multiplication (and division)** ahead of **addition (and subtraction)** unless brackets are used to change the order. In this case we needed brackets to '+6' first.

Division and multiplication have **equal priority**.
Addition and subtraction have **equal priority**.
If both appear in a calculation, we work left to right.







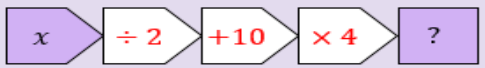
Calculations with variables

When we don't know what the starting number is, we can call it x.

Each of these 'think of a number' statements has a function machine to show the order of operations.

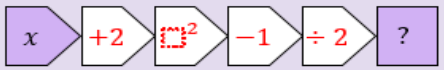
When we write them as calculations, this is what they look like.

Think of a number,
then divide by 2,
next add 10,
and finally multiply by 4.



$$\left(\frac{x}{2} + 10\right) \times 4$$

Think of a number,
then add two,
next square your answer,
subtract 1,
and finally divide by 2



$$\frac{(x+2)^2 - 1}{4}$$

Other Topics/Units this could appear in:

- Numbers, powers, roots, decimals and rounding
- Expressions and substituting into simple formulae
- Use of calculator
- Estimation
- Solving Equations
- Subject of
- Quadratic and cubic graphs

Keyword/Skill	**Definition/Tips**
BIDMAS	Brackets, indices, divide, multiply, add, subtract.
Priority	The order of importance of a list of things. Higher priority means this must be done first.
Operation	A process in which a number, quantity, expression, etc., is altered according to set formal rules, such as those of addition, multiplication, and division.
Distributivity	A way of splitting up a calculation to make it more manageable.
Commutativity	An operation is commutative if it can be applied to two numbers in any order.
Function Machine	A diagram that represents a machine that takes an **input**, applies a rule such as a set of operations and delivers the answer as an **output**.
Equivalent	Equal in value.
Variable	A symbol for a number we do not know yet.

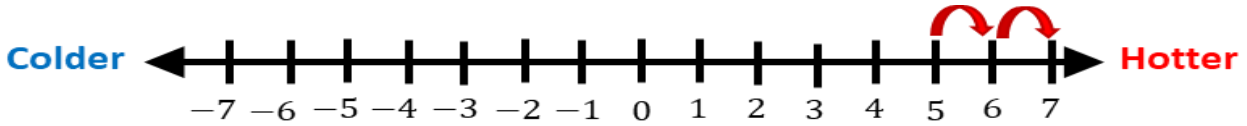
Y7 Maths – Mastery: Unit 5 – Positive and Negative Numbers 1

Adding and subtracting negative and positive numbers

Negative numbers are **COLD** numbers -4 -1 -11 -7 -56

Positive numbers are **HOT** numbers 4 9 17 70 46

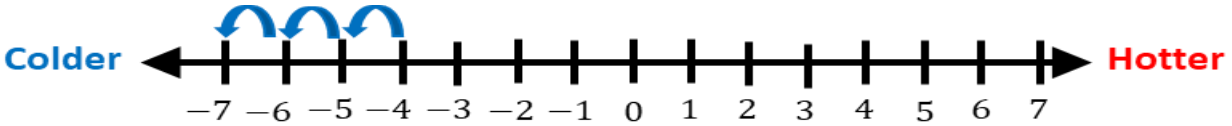
Adding a positive number



5 + **2** = 7

Adding **hot** makes it **hotter**. So, 5 gets **hotter** by 2 degrees to 7

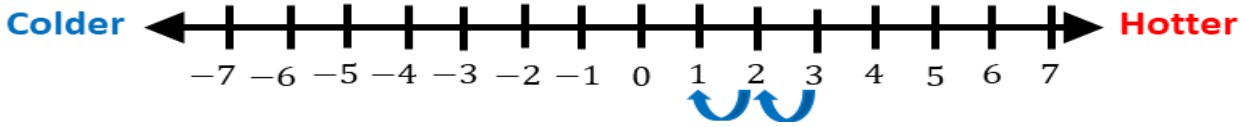
Subtracting a positive number



-4 - **3** = -7

Adding **cold** makes it **colder**. So, 3 gets **colder** by 2 degrees to 1.

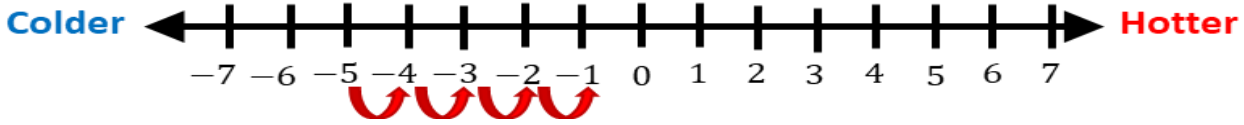
Adding a negative number



3 + **-2** = 1

Taking away **hot** makes it **colder**. So, -4 gets **colder** by 3 degrees to -7

Subtracting a negative number



-5 - **-4** = -1

Taking away the **cold** makes it **hotter**. So, -5 gets **hotter** by 4 degrees to -1.

Keyword/Skill	Definition/Tips
Integer	a number which is not a fraction; a whole number.
Negative numbers	Number less than zero. Can be integer, decimal or fraction, e.g. -2, -4.7, $-\frac{1}{2}$
Positive numbers	Numbers bigger than zero. Cam be integer, decimal or fraction, e.g. 5, 3.6, $\frac{2}{5}$
Multiple	A multiple of a number is all the numbers in that times table
Commutative	An operation that, in any order, gives the same result, e.g. 4x2=8 and 2x4=8, 5+2=7 and 2+5=7
Equal pairs	Two sums that have the same answer, e.g. -5+-2=-7 and -5-2=-7, 5- -2=7 and 5+2=7
Solution	Answer to a problem
Sum	Total of a series of numbers
Product	Multiply
Difference	Answer after subtraction of two value

Other topic/units this could appear in:

Working Towards:

Unit 1 – Numbers, Powers, roots, decimals and rounding

Unit 2 – Expressing and substituting into simple formulae

Crossover:

Unit 19 - Expand and simplify

Unit 20 – factorising

Unit 29 – straight line graphs

Unit 48 – Vectors

Y7 Maths – Mastery: Unit 5 – Positive and Negative Numbers 2

Multiplying and dividing negative and positive numbers

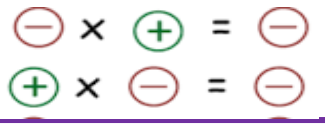
Multiplying + and a -

Multiplying a negative number by a positive number gives a negative answer

5 x -2 = -10
-3 x 4 = -12

negative X positive = negative

positive X negative = negative



Dividing + and -

Dividing a negative number by a positive number gives a negative answer

10 ÷ -2 = -5
-20 ÷ 4 = -5

negative ÷ positive = negative

positive ÷ negative = negative

Multiplying - and -

Multiplying a negative number by a negative number gives a positive answer

-5 x -2 = 10
-3 x -4 = 12

negative X negative = positive

Dividing - and -

Dividing a negative number by a negative number gives a positive answer

-10 ÷ -2 = 5
-20 ÷ -4 = 5

negative ÷ negative = positive

Keyword/Skill	**Definition/Tips**
Integer	a number which is not a fraction; a whole number.
Negative numbers	Number less than zero. Can be integer, decimal or fraction, e.g. -2, -4.7, $-\frac{1}{2}$
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Solution	Answer to a problem
Sum	Total of a series of numbers
Product	Multiply
Difference	Answer after subtraction of two value

Other topic/units this could appear in:

Working Towards:

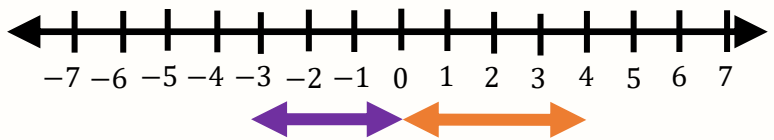
Unit 1 – Numbers, Powers, roots, decimals and rounding
Unit 2 – Expressing and substituting into simple formulae

Crossover:

Unit 19 - Expand and simplify
Unit 20 – factorising
Unit 29 – straight line graphs
Unit 48 – Vectors

Y7 Maths – Mastery: Unit 5 – Positive and Negative Numbers Challenge

Absolute value is the positive distance from zero.



-3 is 3 from zero. So, its absolute value is 3.

4 is 4 from zero. So, its absolute value is 4.

Inequalities

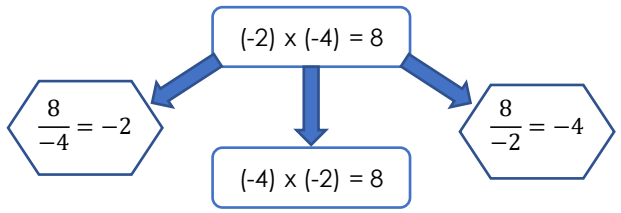
< less than

> greater than

-3 > -12
"negative 3 is greater than negative 12"

-1 < 5
"negative 1 is less than 5"

Negative Numbers Fact families



More advanced use of the inequality symbols:
Examples:
-3 x 5 < 3 x –2 5 - -2 > 5 – 2

-15 is less than –6 7 is greater than 3

$2n > 4$
$2n$ is more than 4. So, $n > 2$.

Keyword/Skill	Definition/Tips
Integer	a number which is not a fraction; a whole number.
Negative numbers	Number less than zero. Can be integer, decimal or fraction, e.g. -2, -4.7, $-\frac{1}{2}$
Positive numbers	Numbers bigger than zero. Cam be integer, decimal or fraction, e.g. 5, 3.6, $\frac{2}{5}$
Equal pairs	Two sums that have the same answer, e.g. -5+-2=-7 and -5-2=-7, 5- -2=7 and 5+2=7
Sum	Total of a series of numbers
Product	Multiply
Difference	Answer after subtraction of two value
Absolute value	Is the number's distance from zero, without regard for signs.
Greater than >	Bigger
Less than <	smaller

Challenge: When multiplying or dividing negative and positive numbers, always work out the answers in pairs if there is more than two numbers in the problem.

Examples: 1. 3 x 4 x -2
12 x -2
= -24

2. -20 ÷ -2 ÷ -2
10 ÷ -2
= -50

3. -4 x -5 x -3 x 2
20 x -3 x 2
-60 x 2 = -120

Other topic/units this could appear in:
Working Towards:
Unit 1 – Numbers, Powers, roots, decimals and rounding
Unit 2 – Expressing and substituting into simple formulae
Crossover:
Unit 19 - Expand and simplify
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Unit 30 – quadratic and cubic graphs
Unit 48 – Vectors

Y7 Maths – Mastery: Unit 6 – Expressions, Equations and Inequalities (Part 1)

Algebraic Notation

Each square represents the value of a
When we have 2 squares, we have **2 lots of a**
We write this as $2a$ and it is called a **term**.

If we add another amount of a, we write this as $2a + 5a$
This is called an **expression**.

When we work out the answer to this addition, the expression becomes an **equation**. $2a + 5a = 7a$

When terms are multiplied, they become squared.
We show this with a power/index of 2:

$$a \times a = a^2$$

Simplifying Expressions

Simplify:

$4r - 5s + 2rs - 8s - 3r$ Highlight the **like terms**.

$4r - 5s + 2rs - 8s - 3r$ Include the operation in front!

$4r - 3r - 5s - 8s + 2rs$ Collect the like terms together and add or subtract them to **simplify**.

$1r - 13s + 2rs$

Final answer is **r – 13s + 2rs**
(we don't write the 1)

Other Topics/Units this could appear in:

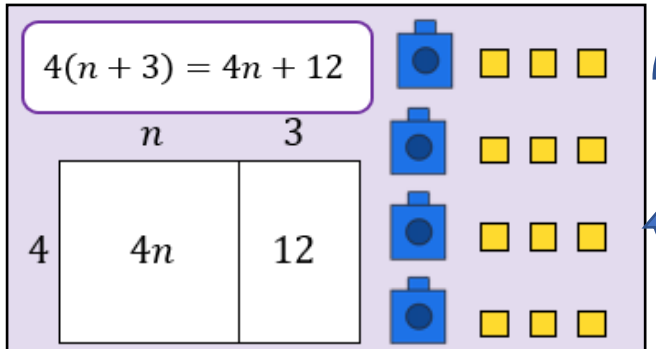
- Expressions & substituting into simple formulae
- Expand and simplify
- Factorising
- Solving Equations
- Subject of Inequalities

Keyword/Skill	**Definition/Tips**
Variable	A symbol for a number we do not know yet, it is usually a letter.
Term	Either a single number or a **variable,** such as 4 or n or 3a or 6y.
Expression	A mathematical statement written using **symbols**, **numbers** or **letters**.
Equation	A statement showing that **two expressions are equal.**
Formula	Shows the **relationship** between **two or more variables.**
Simplifying Expressions	**Collect 'like terms'.** Be careful with negatives. x^2 and x are not like terms.
Substitute	In algebra it means replacing letters with numbers.
Expand	When we **multiply** a **term** across a bracket, e.g. 3(a + 2) = 3a + 6
Factorise	The **inverse** of **expand**. When we divide an **expression** by all **common factors** or **terms**, e.g. 6g + 4 = 2(3g + 2) and $a^2 - 2a = a(a - 2)$

Expanding brackets

We can use the **distributive property** to expand brackets.

$4(n + 3) = 4n + 12$

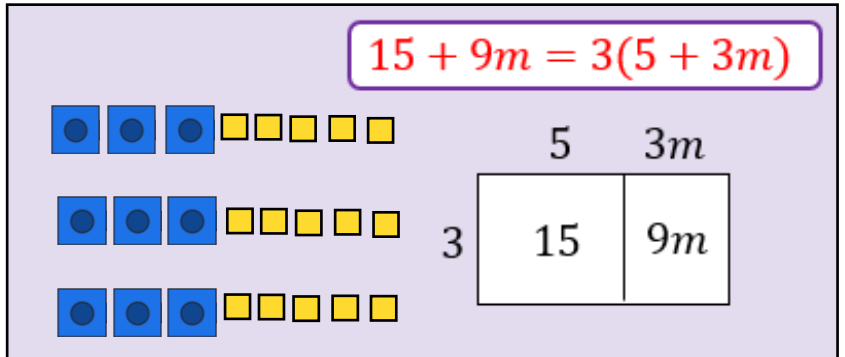


Factorising is the **inverse** of expanding

Factorising

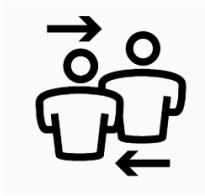
We can **factorise** a number or expression by writing it as a product of two or more **factors**.

$15 + 9m = 3(5 + 3m)$



Y7 Maths – Mastery: Unit 6 – Expressions, Equations and Inequalities (Part 1)

We can **evaluate** an **expression** or **formula** by **substituting** (replacing) a letter or letters in the expression or formula with a number.



Substitution

Examples:

Work out the value of these expressions when **n = 3**.

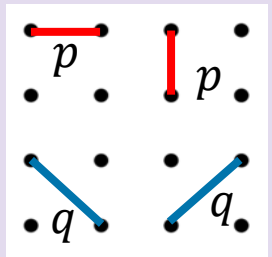
a) 2n b) n – 3 c) 2n – 10 d) $n^2 + 2n$

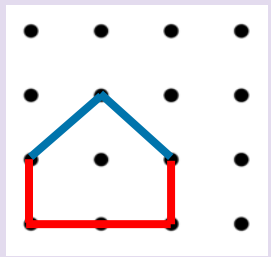
b) 2n means 2 x n so 2 x 3 = 6

b) 3 – 3 = 0

c) 2 x 3 – 10 = 6 – 10 = – 4

d) n^2 means n x n so
3 x 3 + 2 x 3 = 9 + 6 = 15



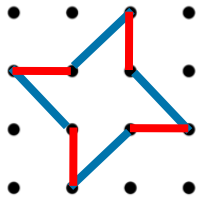


$$4p + 2q = 2(2p + q)$$

We can write an **expression** for the **perimeter** of a shape in **factorised** and **unfactorised** form.

Factorised and Unfactorised

"Two groups of length $2p + q$"



$$4p + 4q = 4(p + q)$$

You can see four groups of length $p + q$…

e.g. Four of

Other Topics/Units this could appear in:

- Expressions & substituting into simple formulae
- Expand and simplify
- Factorising
- Solving Equations
- Subject of Inequalities

Keyword/Skill	**Definition/Tips**
Variable	A symbol for a number we do not know yet, it is usually a letter.
Term	Either a single number or a **variable,** such as 4 or n or 3a or 6y.
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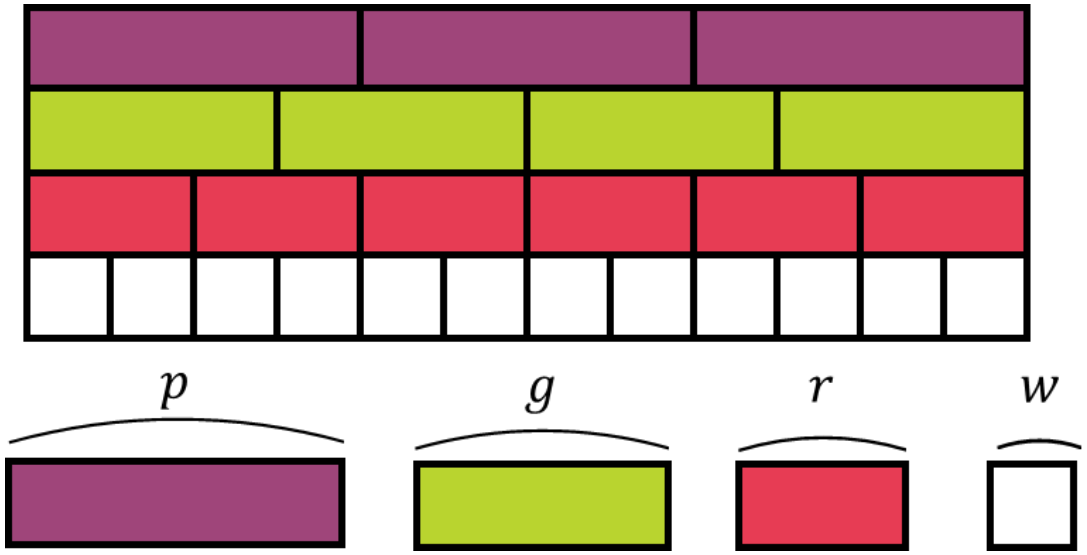
Formula	Shows the **relationship** between **two or more variables.**
Simplifying Expressions	**Collect 'like terms'.** Be careful with negatives. x^2 and x are not like terms.
Substitute	In algebra it means replacing letters with numbers.
Expand	When we **multiply** a **term** across a bracket, e.g. 3(a + 2) = 3a + 6
Factorise	The **inverse** of **expand**. When we divide an **expression** by all **common factors** or **terms**, e.g. 6g + 4 = 2(3g + 2) and a^2 – 2a = a(a – 2)

Y7 Maths – Mastery: Unit 6 – Expressions, Equations and Inequalities (Part 2)

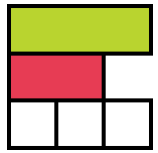
Forming Equations

You can create a range of equations using the model below:



$r = 2w$

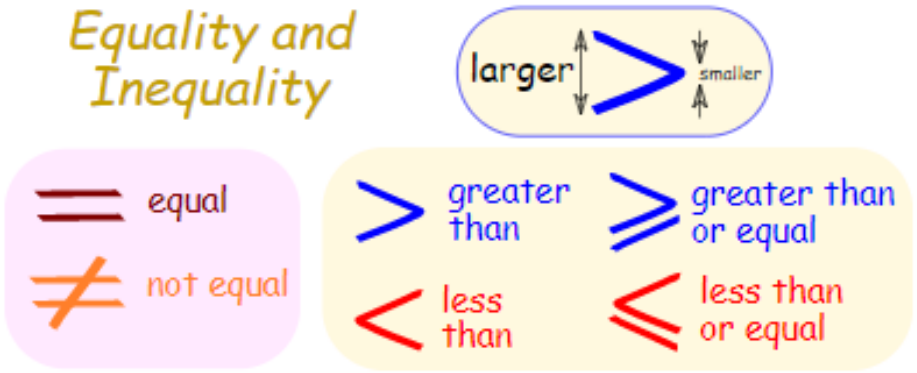
$g - r = w$



You can make a lot more equations from this model!

Creating Inequalities

You can create a range of inequalities using the model above:



$p > g$

$g + 2w < 3r$

Keyword/Skill	**Definition/Tips**
Equation	A statement showing that **two expressions are equal.**
Preserving an equation	Making sure the value on the left hand side of the equals sign is the same as the value on the right hand side (it **balances**)
Equality	When two things are **equal** i.e. 10 + 3 = 15 - 2
Inequality	Compares two values which are **not equal**, showing which one is **greater than** or **less than**
Perimeter	The distance of the **outside** of the shape (add all the sides together)

Other Topics/Units this could appear in:

- Expressions & substituting into simple formulae
- Solving Equations
- Subject of
- Inequalities

Y7 Maths – Mastery: Unit 6 – Expressions, Equations and Inequalities (Part 2)

Preserving Equations

We can use a **known equation** to form other related equations.

$$3 \times 9 = 10 + 17$$

I added 8 to each expression.

$$3 \times 9 + 8 = 10 + 17 + 8$$

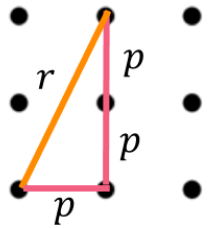
I multiplied each expression by 10.

$$10 \times 3 \times 9 = 10(10 + 17)$$

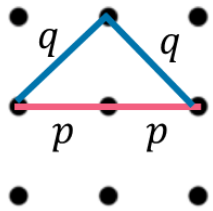
This is called **persevering an equation**, making sure what is on the left of the equals sign has the same value of what is on the right!

Inequalities with Shape

You can compare lengths of a shape using an inequality



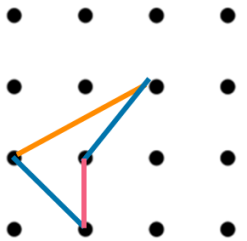
$3p > r$



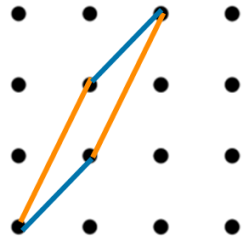
$2p < 2q$

You can compare perimeters of shapes using an inequality

$r + 2q + p$



$2(q + r)$



$r + 2q + p < 2(q + r)$

Keyword/Skill	**Definition/Tips**
Equation	A statement showing that **two expressions are equal.**
Preserving an equation	Making sure the value on the left hand side of the equals sign is the same as the value on the right hand side (it **balances**)
Equality	When two things are **equal** i.e. 10 + 3 = 15 - 2
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Perimeter	The distance of the **outside** of the shape (add all the sides together)

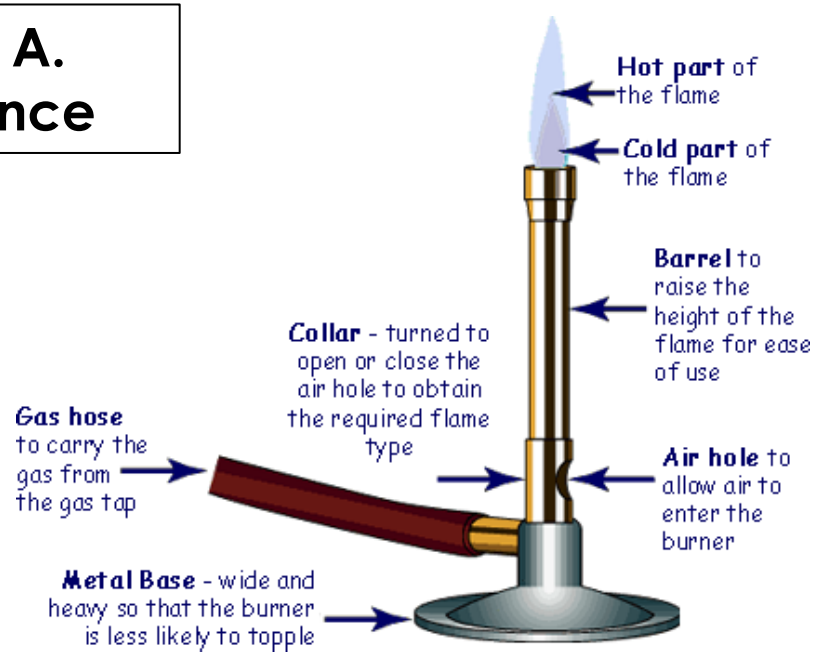
Other Topics/Units this could appear in:

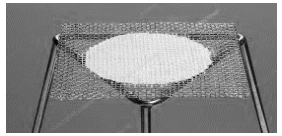
- Expressions & substituting into simple formulae
- Solving Equations
- Subject of
- Inequalities

Year 7 – Science – A. Introduction to Science

Lab Safety Rules

- No entering a lab without a teacher
- No eating or drinking
- No running/inappropriate behaviour in a lab
- During every practical, goggles must be worn and long hair tied back

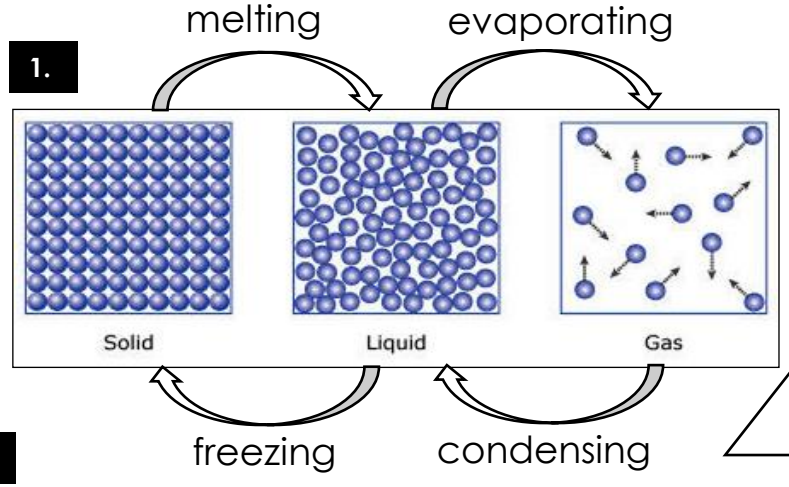


Stopwatch		Top pan balance		Beaker	
Bunsen Burner		Tripod		Conical Flask	
Thermometer		Gauze		Pipette	
Measuring Cylinder		Heatproof Mat		Spatula	

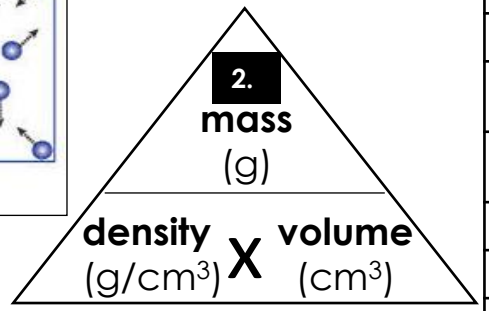
Keyword	Definition
Hazard	Something that can cause damage or harm to people or the environment e.g. a hazardous chemical
Risk assessment	Going through the process of identifying risks and hazards of an activity and deciding how to minimize the risks of the activity to be as safe as possible
Safety	Acting in a way to reduce harm
Sequential Method	A set of instructions that should be followed in order to carry out an investigation
Independent variable	The 1 factor of an investigation that you change
Dependent variable	The thing you measure in an investigation
Control variable	The things you keep the same in an investigation
Equipment	Apparatus that you use in an investigation
Temperature	A measurement of how hot or cold something is, unit of measurement is °C
Volume	A measurement of liquid, unit of measurement in cm^3
Mass	A measurement of how much something is made up of, units of measurement are grams (g) or kilograms (kg)
Time	A measurement of how long something occurs for, units of measurement are seconds (s) or minutes (min)

Year 7 – Science – C1a. States of Matter & Atoms, molecules, elements, compounds

1.



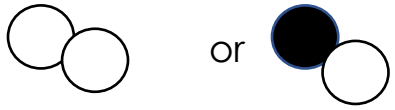
2.



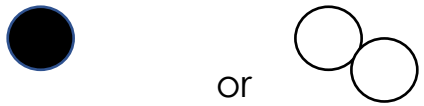
3.

atom
Examples: Mg, C, He

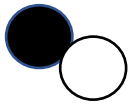
molecule
Examples: O_2, MgO



element
Examples: Mg, O_2



compound
Examples: MgO, CO_2



4. Writing Equations

word: magnesium + oxygen -> magnesium oxide

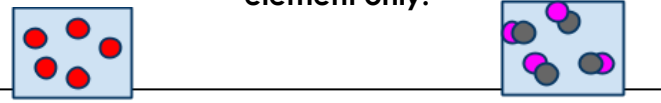
symbol: 2Mg (s) + O_2 (g) -> 2MgO (s)

reactants -> product

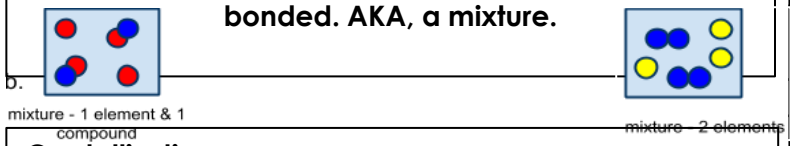
5. Keyword	6. Definition
arrangement	The arrangement of particles describes where they are in relation to each other.
atom	A **neutral** particle, everything is made of atoms.
boiling	An unnatural process where a **liquid** is heated up and turned to **gas** due to **continuous heating**.
compound	A substance made up of two or more **different** elements **chemically joined** together.
condensing	The changing of state from **gas** to **liquid**.
density	The **mass** of a substance in a given **volume**.
diffusion	The **movement** of liquid or gas particles from a place of **high concentration** to a place of **low concentration**.
element	A substance that cannot be broken down into other substances – it only contains **one type of atom**.
energy	Energy is needed to make things happen *eg chemical, kinetic, heat, light, sound.*
evaporating	The changing of state from **liquid** to **gas**.
formula	The shorthand way to represent a **molecule** *eg O_2, MgO.*
freezing	The changing of state from **liquid** to **solid**.
gas	One of the three **states of matter** - particles are randomly arranged, spread out, have lots of energy and move quickly.
liquid	One of the three **states of matter** - particles are randomly arranged, touching and have enough energy to move from their position.
melting	The changing of state from **solid** to **liquid**.
molecule	A group of two or more **atoms chemically joined** together – they could be the same or different.
movement	The process of **changing the position** of particles from one place to another.
particle	The **tiny** things that materials are made of.
pressure	The **force** exerted on a certain **area**.
properties	A **characteristic** that you can use to describe matter *eg melting point, hardness, density.*
solid	One of the three **states of matter** - particles are ordered in rows and columns, touching, only have enough energy to vibrate but cannot move from their position.
state of matter	There are 3 – **solid, liquid and gas**.
sublimation	The change of state from **solid** to **gas**. The reverse of this is called **reverse sublimation**.
symbol	The shorthand way to represent an **element** *eg O, Mg*

Year 7 – Science – C1b. Separating Mixtures

A pure substance contains atoms of one single element only.

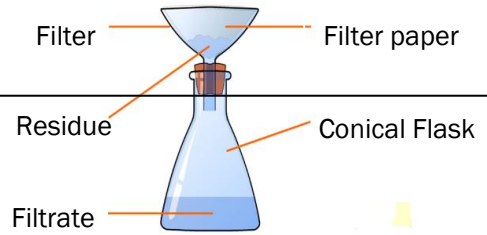


An impure substance is 2 or more different elements and/or compounds together that are not chemically bonded. AKA, a mixture.



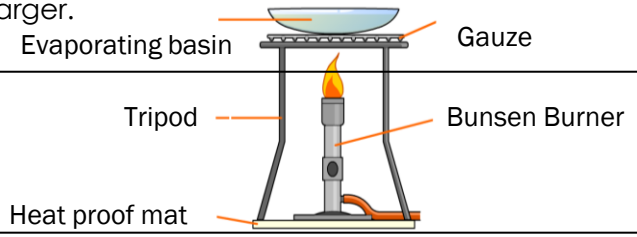
Filtration

- Filtration separates insoluble from soluble.
- Soluble substances and liquid are allowed through the small holes in the filter paper and form filtrate.
- Insoluble particles cannot fit through the small holes and are kept in the filter papers as the residue.



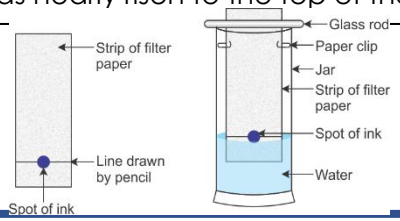
Crystallisation

- Heat the solution.
- Evaporate off the solvent, leaving the solute behind.
- Crystallisation forms crystals of different sizes.
- If the solvent takes longer to evaporate, the crystals have more time to form an order and therefore larger.



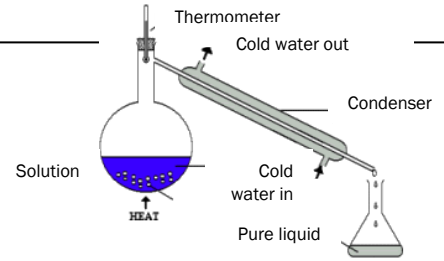
Chromatography

- Draw a horizontal line, using pencil and ruler, 2cm up from the bottom filter paper (pencil is insoluble).
- Add a dot of ink mixture to each 'x' mark evenly spaced on the baseline.
- Measure 1cm depth of water (or other solvent) in a beaker.
- Stand the filter paper up in the water, making sure the waterline is UNDER the baseline (to ensure the solvent moves up the stationary phase).
- Take out the chromatogram when the mobile phase has nearly risen to the top of the paper.



Distillation

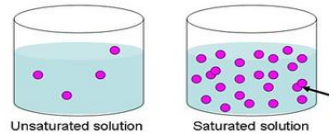
- Heat the mixture until one solution evaporates to become a gas (one with the lowest boiling point).
- The evaporated liquid will rise up as a gas.
- The gas will enter the condenser.
- In the condenser delivery tube, energy will be taken from the solution by the circulating water outside.
- The gas will turn to a liquid- condensation.
- The pure liquid will fall into a separate beaker.
- The other liquid in the mixture will be left in the round-bottom flask.



Chromatogram	***The end product in chromatography (paper with separated components).***
Solute	***The solid that dissolves.***
Solvent	***The liquid that dissolves the solute.***
Solution	***Formed when a solvent dissolves a solute.***
Dissolve	***The act in which a solution is made (forming a solution).***
Saturated	***When no more solute can be dissolved in a solvent.***
Unsaturated	***When more solute can be dissolved in a solvent.***
Atom	***Smallest component of an element.***
Molecule	***A group of atoms chemically bonded together.***
Compound	***Two or more different atoms chemically bonded together.***
Evaporation	***Change of state where a liquid turns to a gas.***
Condensation	***Change of state where a gas turns to a liquid.***
Filtration	***Separation technique where insoluble particles are separated from soluble particles and liquid.***
Crystallisation	***Separation technique where the solvent in a solution is left to evaporate, leaving the solute behind.***
Distillation	***Separation technique where liquid mixtures or soluble solutions can be separated based on their boiling points.***
Soluble	***Can dissolve in water.***
Insoluble	***Cannot dissolve in water.***
Baseline	***The pencil line drawn at the base of the chromatography paper during chromatography.***
Mixture	***Two or more different atoms not chemically bonded together.***
Boiling point	***The temperature that a liquid turns into a gas.***

Solutions

Solvent + Solute → Solution



Making a saturated solution

1. Add solute to a solvent and stir.
2. Continue to add the solute until it no longer dissolves.

Year 7 – Science – C1c. Acids and Alkalis

Hazard	Definition	Symbol
Harmful	Irritant can cause illness	
Corrosive	Can burn skin or material	
Oxidising	Provides oxygen to make other substances burn faster	
Toxic	Poisonous if ingested	
Flammable	Substance liable to set on fire when exposed to water or air.	
Explosive	May explode if comes into contact with heat or a flame	
Environmental hazard	Chemicals toxic to the natural environment like aquatic wildlife	

Indicator	Colour Change
Universal Indicator	Red – acid Green – neutral Purple - alkaline
Litmus	Acid – red Alkali - blue
Phenolphthalein	Pink – acid Colourless - alkali
Methyl Orange	Red – acid Yellow - Alkali
Red cabbage	Red –acid Yellow – alkali Purple - neutral

Acid	Type of salt produced
Hydrochloric acid	Chloride
Sulphuric acid	Sulphate
Nitric acid	Nitrate
Phosphoric acid	phosphate

Keyword	Definition
Acid	***An acid is a solution with a pH value less than 7, containing an excess of hydrogen (H^+) ions.***
Alkali	***An alkali is a solution with a pH value more than 7, containing an excess of hydroxide (OH^- ions).***
Neutral	***A substance that is neither acidic, nor alkaline, with a pH of 7.***
Neutralisation	***A chemical reaction between an acid and an alkali to form a salt and water.***
Salt	***A salt is a compound made in a neutralisation reaction, in which the hydrogen atoms of an acid are replaced by the atoms of a metal element.***
Water	***A neutral substance made in neutralisation reactions.***
Hazards	***A danger or risk.***
Indicator	***A substance that changes colour when it is added to acidic, alkaline or neutral solutions.***
pH scale	***A scale used to measure acidity and alkalinity, ranging from 1 - 14***

Mixing an acid and an alkali is called a neutralisation reaction. The end product is neutral (pH of 7).

General Equation
Acid + Alkali → Salt + Water

Hydrochloric acid + sodium hydroxide → sodium chloride + water

Y7 TAG MY PET KNOWLEDGE ORGANISER

Developing ideas/artist research
Using resources – testing out ideas/media.
Creating a personal response – final outcome.

How do I identify the formal elements in Carolee Clarke's work to create a written analysis?

- Artist's information/nationality.
- The inspiration behind her work.
- Your own opinion of her work.
- Include key words like colour, shape, pattern, texture.
- What message is the artist trying to put across?

A good written analysis should include correct art vocabulary to frame your thoughts and observations.

What needs to be included to create a good copy of part of Carolee Clark's work?

- Accurate lines, shapes and patterns.
- Correct application of warm and cool colour:
- Press hard for bold, flat colours.
- Skilful use of colour blending and layering techniques for realistic looking eyes and nose.

A good artist copy should show a clear understanding of the artist's use of materials and techniques.

How do I create a response to Carolee Clarke's work?

- Use the shapes, patterns and colours in her work to inspire your own ideas.
- Make sure you use cool colours for shadows.
- Apply colours smoothly.
- Use colour blends successfully.

A good artist response should link to the ideas and inspiration behind the artist's work and use her materials and techniques with skill and control.

Wider Thinking:
What art Movement could this type of work link to?

Expert modelling example:

Artist copy/written analysis

Own pet drawing and artist response

Stretch and Challenge:

What **other** materials and techniques could you use to experiment with this style of art?

Keyword	Definition
Formal Elements	Key words that can be applied and used to describe 2D and 3D art.
Colour	Is an element made up of different hues. These can be bold and vibrant or pale and soft.
Shape	A shape is an area enclosed by a line. It could be just an outline or shade in. Shapes can be geometric or organic.
Pattern	An arrangement of repeating shapes. A decorative design.
Texture	The surface quality of a work of art. Can be rough, smooth, shiny etc.
Tone	This refers to the lightness or darkness of something. It could also be a shade or how dark or light a colour appears.
Blend/Layer	Mix together – put on top of each other
Skilful	Apply materials with a high level of understanding, ability and control.
Realistic/Abstract	Looks like the real thing – Abstract art is made up of colours, shapes, patterns.
Investigate	Test the qualities of materials and techniques through practical work.
Response	An artist response shows your own work and ideas inspired by the artist's work.

Y7 ART SWEET TREATS KNOWLEDGE ORGANISER

Developing ideas/artist research
Using resources – testing out ideas/media.
Creating a personal response – final outcome.

How do I identify the formal elements in Nancy Standlee's work to create a written analysis?

- Artist's information/nationality.
- The inspiration behind her work.
- Your own opinion of her work.
- Include key words like colour, shape, pattern, texture.
- What message is the artist trying to put across?

A good written analysis should include correct art vocabulary to frame your thoughts and observtions.

What needs to be included to create a good copy of Nancy Standlee's work?

- Accurate shapes.
- Colour blending using different papers.
- Flat surface texture.
- Skilful use of collage technique.

A good artist copy should show a clear understanding of the artist's use of materials and techniques.

How do I create a response to Nancy Standlee's work?

- Use the style of her work to inspire you – the collage technique to record shapes and patterns.
- Make your work detailed by using smaller bits of paper.
- Use colour blends successfully.

A good artist response should link to the ideas and inspiration behind the artist's work and use her materials and techniques with skill and control.

Wider Thinking:
Which artist's invented the collage art form?

Expert modelling example..

Artist copy/written analysis

Own drawing and artist response

Stretch and Challenge:
Watch this Youtube video
https://www.youtube.com/watch?v=wnkT5051Nkl

Keyword	Definition
Formal Elements	Key words that can be applied and used to describe 2D and 3D art.
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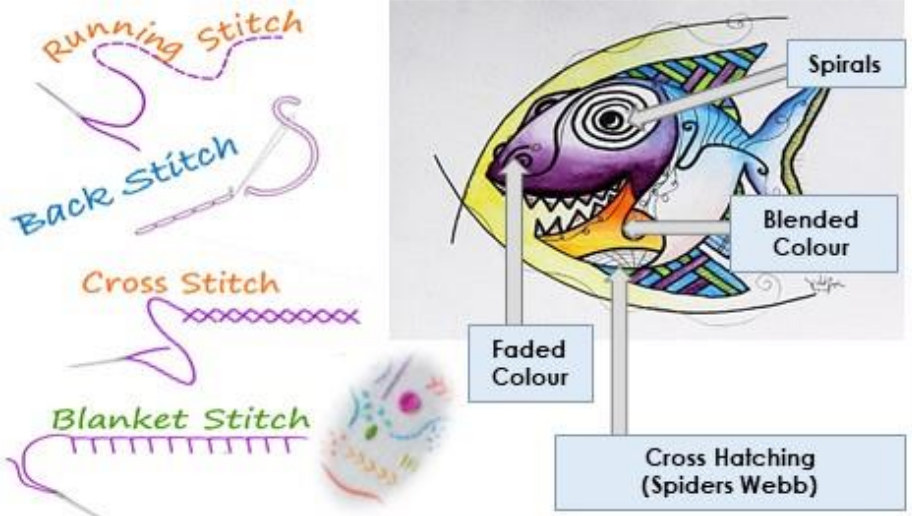
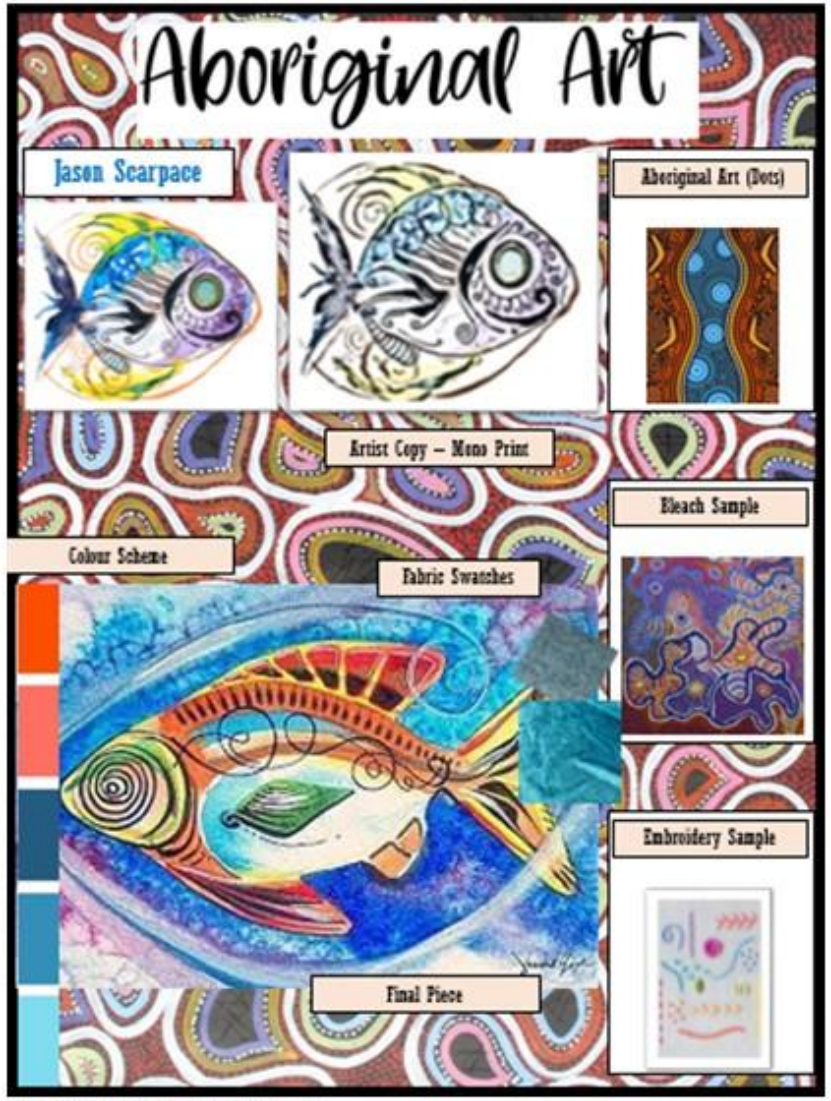
Pattern	An arrangement of repeating shapes. A decorative design.
Texture	The surface quality of a work of art. Can be rough, smooth, shiny etc.
Tone	This refers to the lightness or darkness of something. It could also be a shade or how dark or light a colour appears.
Blend/Layer	Mix together – put on top of each other
Skilful	Apply materials with a high level of understanding, skill and control.
Collage	Paper or other materials glued onto a surface.
Investigate	Test the qualities of materials and techniques through practical work.
Response	An artist response shows your own work and ideas inspired by the artist's work.

Y7 TEXTILES
JASON SCARPACE
ABORIGINAL ART
KNOWLEDGE ORGANISER



Fabric Painting

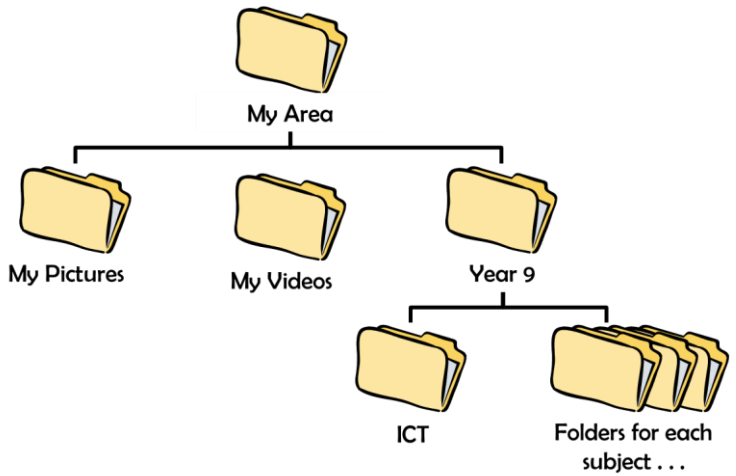


Keyword	Definition
Aboriginal	**Aboriginal mean** belonging to a locality. native implies birth or origin in a place or region and may suggest compatibility with it.
Bleach Dye	**Bleach** is a specific chemical that is used to make clothing, paper, hair, etc. white or lighter in colour. To **bleach** something, means to whiten or lighten its colour.
Soft Sculpture	A form of printmaking that has lines or images that can only be made once, unlike most printmaking, which allows for multiple originals
Influence	Something or someone that influences a person or thing, then, has an influence on that person or thing.
Moodboard	An arrangement of images, materials, pieces of text, etc. intended to evoke or project a particular style or concept.
Embroidery	**Embroidery** is the craft of decorating fabric or other materials using a needle to apply thread or yarn.
Embellishment	Layering pieces of fabric that are sewn or stuck on to a larger piece to form a picture/pattern.

Year 7 – Computing – Digital Literacy

DIGITAL LITERACY PROJECT

SENSIBLE FILE ORGANISATION



SAVE VS SAVE AS

When you click save you are saving a document for the first time. You should name the document and save it in a sensible location.

When you click save as you can change the name of the document, location and keep a back up.

OFFICE PROGRAMS

Word

Used to create business documents such as letters, flyers and CVs

Excel

A spreadsheet program is used for expenditures and income, to plan budgets and represent chart data.

PowerPoint

Used to present data and information by using text, images, diagrams with animations and transitional effects

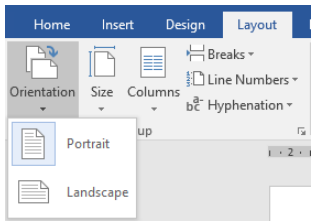
Used to create business documents such as letters, flyers and CVs

Used to create business documents such as letters, flyers and CVs

Keep projects organised, share notes and provide an internal Wiki to store projects.

PAGE LAYOUT

In most Office packages you can change the layout of the page. This is called its orientation.



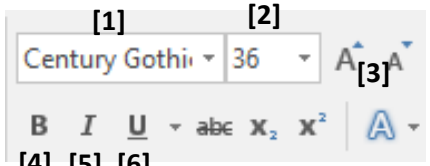
You can select portrait or landscape

Keyword	Definition
File	A file is an object on a computer that stores data, information, settings, or commands.
Filename	A name given to a computer file.
Folder	Used to store and organise individual files.
Table	A table is a grid of rows and columns that cross to form cells.
Attachment	An attachment is a computer file sent along with an email message. One or more files can be attached to any email message
OneNote	It gathers users' notes, drawings, screen clippings, and audio commentaries
Spreadsheet	A document in which data is arranged in the rows and columns of a grid and can be manipulated and used in calculations

Year 7 – Computing – Digital Literacy

FORMATTING

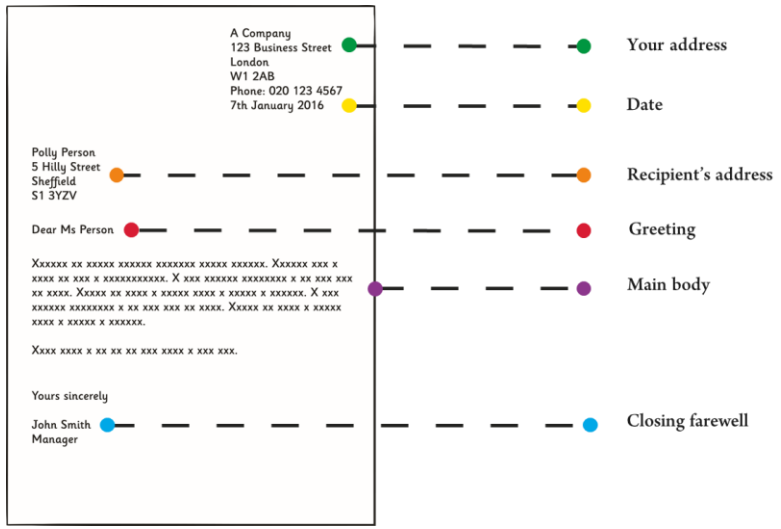
Click on the ribbon and select change the font style [1] font size [2] increase/decrease font size [3] bold [4], italic [5] underline [6]



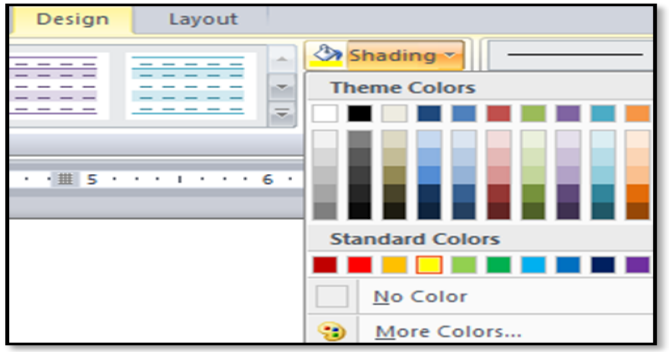
DESIGN LAYOUT

Click on the ribbon and select design. This allows you to change the design of your document using a template.

LETTER LAYOUT



Click design and shading to fill in a shape any colour.



A **Transition Effect** is the way a slide appears onto the screen (like you just saw).

Custom animation is the way you make text and pictures move in a PowerPoint slide like this:

Laying out a table in excel

Question 3 - Favourite colour

	Male	Female	Total
Red	2	1	3
Orange	0	0	0
Yellow	0	0	0
Green	1	0	1
Blue	2	0	2
Purple	0	2	2
Pink	0	2	2
Black	0	0	0
Other	0	0	0

Keyword	Definition
Target audience	A particular group at which a product such as a poster or advertisement is aimed.
Hyperlinks	A link from a hypertext document to another location, activated by clicking on a highlighted word or image
Transition effects	Motion effects that occur in Slide Show view when you move from one slide to the next during a presentation
Animations	A way of making a movie from many still images. The images are put together one after another, and then played at a fast speed to give the illusion of movement.
Formula	An expression which calculates the value of a cell.
Data	data is any set of characters that is gathered and translated for some purpose, usually analysis

Year 7 – Computing – Digital Campaign

Cybercrime
Cybersecurity

Cybercrime

Cybercrime means any criminal activity that can only be carried out using a computer or the internet, for example hacking

Hacking

Usually a person know as a security hacker who is someone who explores methods for breaking into the defences of a computer or network and then exploits any weaknesses in a computer system or network

Personal data

Personal data is any information that relates to an living individual. Different pieces of information, which collected together can lead to the identification of a particular person

Data protection

The **Data Protection** Act (DPA) controls how personal information can be used and your rights to ask for information about yourself.

Plagiarism

Plagiarism is presenting someone else's work or ideas as your own, with or without their consent, by incorporating it into your work without full acknowledgement.
All published and unpublished material, whether in manuscript, printed or electronic form, is covered under this

Copyright

Copyright is the exclusive right given to the creator of a creative work to reproduce the work, usually for a limited time. The creative work may be in a literary, artistic, educational, or musical form.

Keyword	Definition
Hacking	Unauthorised access to a computer or data held in a computer system.
Cyberstalking	The repeated use of computer systems to harass or frighten someone, for example by posting threatening tweets.
Data theft	The illegal copying or taking of information from an individual or organisation.
Denial of service	An attack on a network designed to prevent the network from functioning. The attack involves flooding the network with useless traffic.
Spamming	Sending the same electronic message indiscriminately to a large number of internet users.
Phishing	The illegal practice of sending emails pretending to be from reputable companies to gain personal information, for example passwords or bank details.
Health and Safety law	the **Health and Safety** at Work **Act** 1974 says that employers are responsible for making sure that all their employees are **safe** at work and are protected from possible dangers to their **health**

Year 7 – Computing – Digital Campaign

Cybercrime
Cybersecurity

Malware

Malware, or malicious software, is any program or file that is harmful to a computer user. Types of **malware** can include computer viruses, worms, Trojan horses and spyware.

Email scams

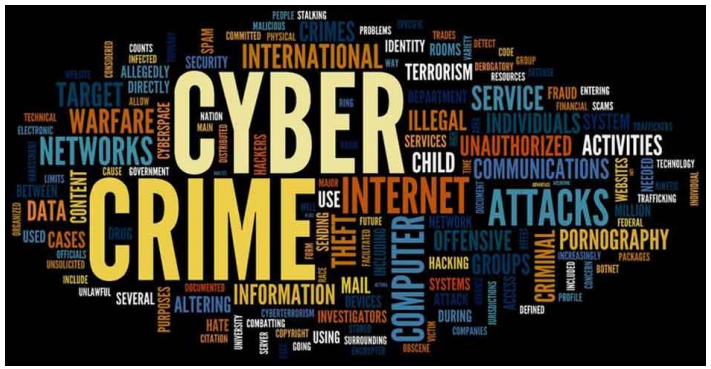
This scam involves a fraudster sending emails at random, often to thousands of people at a time

1. This can be emails pretending to be from a reputable company (known as **phishing**)
2. This includes emails asking for passwords and personal data
3. Trick people into visiting bogus websites

Identity theft

Identity theft is when a person's personal details are stolen, and can happen whether that person is alive or dead. Identity thieves can steal a persons personal information in a number of ways, including going through your post or rubbish to find bank and credit card statements.

They could steal personal information from your wallet or purse by taking a driving licence, or credit or bank cards, or could obtain your credit report by posing as someone who has a lawful right to the information.



Cyber Terrorism

The politically motivated use of computers and information technology to cause severe disruption or widespread fear in society

Examples are:

1. Hacking into computer systems
2. Introducing viruses to vulnerable networks
3. Web site defacing
4. Denial-of-service attacks
5. Terroristic threats made via electronic communication

Year 7 – Computing – Digital Campaign

E-SAFETY

Online dangers

Staying safe online

Do not give out personal information – this includes emails, phone number and passwords.

Do not accept emails, IM messages from people you don't know, this can lead to problems such as viruses and nasty messages.

Fake news – don't believe everything you read online, check more than one site.

Technology

- Technology is great for keeping connected and being creative.
- It can also pose some dangers.
- Keep safe by using privacy settings, not sharing devices and keeping the software up to date.

Passwords

- Don't choose a single word
- Adding numbers or symbols
- use a different password on each website

Privacy online

- What you post can last a lifetime
- Be aware of what you are sharing
- Post only about others as you would like to have them post about you
- Secure your devices, use strong passwords
- Get savvy about WiFi hotspots
- Change your passwords regularly
- Don't pass off work as your own.

Reporting concerns

- Almost all sites have a report button that you can click if you are being bullied or have to report someone.
- You can also let people you trust know if you are concerned about something you have seen online.
- Contact the Academy safeguarding team

Keyword	Definition
Password	A word or series of letters, numbers and punctuation that only you know, which you use to log on to computers, networks or online services.
Cyber Bullying	When the Internet, is used to send or post text or images to hurt or embarrass or harm another person.
Virus	Any computer program designed to replicate and damage other computer systems and software.
Phishing	Trying to get sensitive information such as usernames, passwords and credit card details by pretending to be a trustworthy company.
Identity Theft	The practice of stealing personal details
Netiquette	Good behaviour while connected to the Internet.
WIFI	A connection that does not need wires and transmits data through radio signals.

Year 7 – Computing – Digital Campaign

E-SAFETY

Recognising content

It is important that you can identify online content that is healthy or not. Below is a list of some online content that is not appropriate;

- Sexting
- Eating disorders
- Violence
- Racism
- Gambling
- Undesirable comments

Managing screen time

- Makes children less isolated
- improve children's learning
- Online games and activities enhance teamwork and creativity

- Auto-play can make children spend longer online.
- Screens can make people anxious
- Blue light ruins your sleep patterns

Online gaming

There are some great benefits to online gaming for young people, it's important to be aware of some of the risks that might impact your wellbeing.

Benefits

- It's fun
- A sense of escape from the reality of the world
- Help children feel part of a community.

Risks

- In-game bullying
- Online grooming
- Gaming addiction
- Inactivity.

Social media

Benefits

- Stay connected to friends
- Learn new skills
- Campaigning for social good

Risks

- Posting embarrassing images
- Talking to strangers
- Location sharing apps
- Cyberbullying

Keyword	Definition
Cookie	A small piece of data sent from a website and stored in a user's web browser while a user is browsing a website.
Hacking	Gaining unauthorised access to a computer.
Malware	Malicious software that is designed damage a computer system
Sexting	The sending of explicit pictures (often self portraits) by multimedia text message.
Encrypt	Files that are encrypted have been altered using a secret code and are unreadable to unauthorised people.
Antivirus software	A program that is used to detect, prevent, and remove viruses on your computer
Firewall	A firewall is a software program or piece of hardware that helps screen out hackers, viruses, and worms

Year 7 – Computing – Digital Campaign

TECH CAREERS

- DATA ANALYST
- FASHION
- ROBOTICS
- CYBER SECURITY
- GAMING
- VIRTUAL REALITY /AI
- FILM /FX
- SPORTS ANALYST
- BLOGGER/ VLOGGER
- CODER
- WEB DESIGN
- MOBILE APPS

SKILLS FOR THE JOB

- ✓ Time keeping
- ✓ Creativity
- ✓ Problem solving
- ✓ Team working
- ✓ Leadership
- ✓ Active listener
- ✓ Meet deadlines
- ✓ Ability to code/use web technologies
- ✓ Ability to learn concepts quickly

FUTURE CAREERS

IT technology is constantly evolving, you will need to keep updating your skills and knowledge throughout a career in IT.

Routes into careers in IT could include; GCSE, A levels, Degree or vocational qualifications, apprenticeships, internship or straight to work for a firm.

Keyword	Definition
CAREERS	An occupation undertaken for a significant period of a person's life and with opportunities for progress.
ANALYST	Data analysts translate numbers into plain English.
SECURITY	The state of being free from danger or threat.
SKILLS	The ability to do something well; expertise.
APPRENTICESHIP	A system of training a new generation of practitioners of a trade or profession with on-the-job training.
EVOLVING	Develop gradually.
Internship	A student or trainee who works, sometimes without pay, in order to gain work experience or satisfy requirements for a qualification.

Y7 – Drama – Basic Drama Skills

What needs to be included in a good **freeze frame**? :

- Facial expressions
- Body Language
- Gestures
- Stillness
- Silence

A good Freeze frame should freeze at a key moment of the story.

What needs to be included in a good **thought track**? :

- Projection
- Vocal tone
- Focus

A good thought track should be detailed.
"I feel……because……."

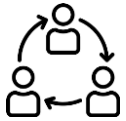
What needs to be included in a good **narration**? :

- Projection
- Vocal tone
- Focus
- Introduction of characters
- Introduction of setting

A good narration should be detailed and tell the audience what has happened prior to the scene.

Steps to a good performance.

Collaborate as a group and discuss initial ideas



Create a **freeze frame** to show the audience your key idea.

Add one **thought track** per character so the audience can learn more about your character.

As a group, decide on a **narrator** and add a **narration** to the start of your scene to introduce characters and setting.

Keyword	Definition
Body Language	Using posture or movement to communicate how your character is feeling.
Collaboration	Working together as a group to create something new
Communication	Exchanging information through speaking, writing, or non-verbal communication.
Concentration	Focussing on the set task.
Facial Expressions	Showing your emotion through your face.
Focus	Not laughing while you are on stage and staying in character.
Freeze Frame	A frozen snapshot in time showing a key moment in a story.
Gestures	Using your hands to show the audience where to look through pointing, waving etc.
Narration	Telling the audience key moments of the story. Example: settings and characters.
Projection	Using a loud volume to make sure you are heard.
Thought Track	Stepping out of a freeze frame and telling the audience your character's inner thoughts.
Vocal Tone	Showing emotion through your voice.

Y7 – Drama – Theatre History

When was Greek Theatre created and what are the key theatre devices used? :

- It was created in 550 BC
- Greek Chorus
- Canon
- Choral Speech
- Choral Movement
- Amphitheatre
- Performing outside

When was Commedia created and what are the key theatre devices used? :

- It was created in 1600 in Italy
- Street theatre
- Zanni, Pantalone, Il Dottore, Il Capitano
- Lazzi- Comedic moment in a piece
- Over exaggerated movement
- No speech, just sounds
- Comedic

When was Music Hall created and what are the key theatre devices used? :

- It was created in 1840 in England
- Stage show
- MC who introduced the acts
- Would include a variety of acts
- Sound effects used for the first time

Keyword	Definition
Amphitheatre	An outside theatre which ancient Greek actors would have performed in. Some still exist today.
Canon	Doing the same speech or movement at different times to your group
Chorus	Doing the same speech and movement at the same time as your group
Commedia	An Italian style of comedy. Would have been street performances to entertain the masses.
Facial Expressions	Showing your emotion through your face.
Focus	Not laughing while you are on stage and staying in character.
Greek Theatre	A style of often tragic theatre performed in 550BC+ in Greece
Gestures	Using your hands to show the audience where to look through pointing, waving etc.
Lazzi	A comic pause in Commedia to give the audience some light relief
Projection	Using a loud volume to make sure you are heard.
Zanni, Pantalone, Il Dottore, Il Capitano	Type of characters in Greek Theatre

Year 7 Music – What Makes a Good Song?

SONG STRUCTURE – How a song is made up of or divided into different sections (see below) and the order in which these sections occur. To work out the structure of a song, it's helpful to analyse the LYRICS and listen to a recording for the song (for instrumental sections).

INTRO – often shortened to 'intro', the first section of a song which sets the mood of the song and is sometimes, but not always, an instrumental section using the song's chord pattern.

VERSES – songs normally have several verses. Verses introduce the song's theme and have the same melody but different lyrics for each verse which helps develop the song's narrative and story. Songs made up entirely of verses are called STROPHIC.

CHORUS – occurs several times within a song and contains the most memorable HOOK/RIFF. The chorus relays the message of the song and is repeated with the same melody and lyrics each time it is heard. In popular songs, the chorus is often repeated several times towards the end of the song.

MIDDLE 8/BRIDGE – a section (often 8 bars in length) that provides contrasting musical material often featuring an instrumental or vocal solo using new musical material allowing the performer to display their technical skill on their instrument or voice.

Key Words

LYRICS – The words of a song, usually consisting of VERSES and a CHORUS.

HOOK – A 'musical hook' is usually the 'catchy bit' of the song that you will remember. It is often short and used and repeated in different places throughout the piece. Hooks can be either MELODIC, RHYTHMIC or VERBAL/LYRICAL.

RIFF – A repeated musical pattern often used in the introduction and instrumental breaks in a song or piece of music. Riffs can be rhythmic, melodic or lyrical, short and repeated.

MELODY – The main tune of the song often sung by the LEAD SINGER.

COUNTER-MELODY – An 'extra' melody often performed 'on top of' the main melody that 'fits' with it

TEXTURE – The layers that make up a song e.g., Melody, Counter-Melody, Hooks/Riffs, Chords, Accompaniment, Bass Line.

ORMISTON SWB ACADEMY

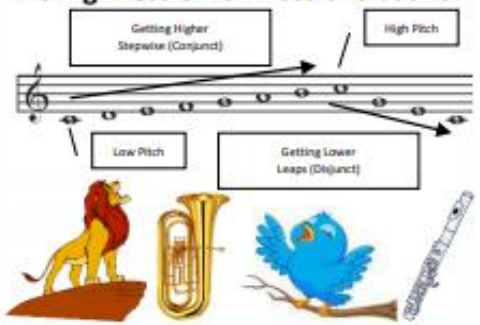
Year 7 Music – Building Bricks

BUILDING BRICKS

Exploring the Elements of Music

A. Pitch

The **highness** or **lowness** of a sound.



B. Tempo

The **speed** of a sound or piece of music.

FAST: *Allegro, Vivace, Presto*
SLOW: *Andante, Adagio, Lento*
GETTING FASTER – *Accelerando (accel.)*
GETTING SLOWER – *Ritardando (rit.) or Rallentando (rall.)*

C. Dynamics

The **volume** of a sound or piece of music.

VERY LOUD: *Fortissimo (ff)*
LOUD: *Forte (f)*
QUITE LOUD: *Mezzo Forte (mf)*
QUITE SOFT: *Mezzo Piano (mp)*
SOFT: *Piano (p)*
VERY SOFT: *Pianissimo (pp)*
GETTING LOUDER: *Crescendo (cresc.)*
GETTING SOFTER: *Diminuendo (dim.)*

D. Duration

The **length** of a sound.

SHORT → **LONG**

E. Texture

How much sound we hear.

THIN TEXTURE: *(sparse/solo)* – small amount of instruments or melodies.

THICK TEXTURE: *(dense/layered)* – lots of instruments or melodies.

F. Timbre or Sonority

Describes the **unique sound or tone quality** of different instruments voices or sounds.

Velvety, Screechy, Throaty, Rattling, Mellow, Chirpy, Brassy, Sharp, Heavy, Buzzing, Crisp, Metallic, Wooden etc.

G. Articulation

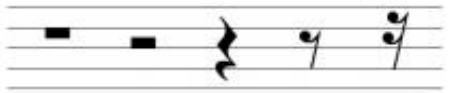
How individual notes or sounds are **played/techniques**.

LEGATO – playing notes in a long, smooth way shown by a **SLUR**.

STACCATO – playing notes in a short, detached, spiky way shown by a **DOT**.

H. Silence

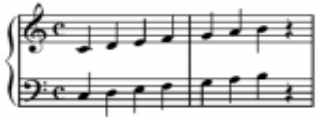
The opposite or absence of sound, **no sound**. In music these are **RESTS**.

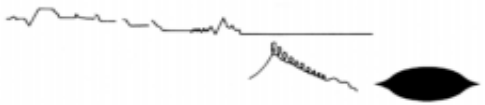


I. Notation

How music is **written** down.

STAFF NOTATION – music written on a **STAVE** (5 lines and spaces)





GRAPHIC NOTATION/SCORE – music written down using shapes and symbols to represent sounds.

Year 7 What is Design Technology?

Design and technology gives young people the skills and abilities to engage positively with the designed and made world and to harness the benefits of technology.

Tools and Equipment

	**Marking knife** Used to mark out on woods		**Sand paper** Used to remove cut lines from wood
	**Tenon Hacksaw** Used to cut straight lines into wood		**Disk sander** Used to create a nice finish on wood
	**Coping Saw** Used to cut curved lines into wood		**File** Used to shape and flatten materials

Processes

Drilling A process of cutting away material to create a hole	**Sanding** Removing saw lines to improve the surface texture	**Gluing and clamping** Securely joining materials together using adhesives	**Marking out** Using different tools to mark out measurements onto materials
			

Health and safety

Machine guard Protects from flying debris	**Floor marking** Creates a safe zone around the machine	**Safety signs** Warning and advisory signs	**Table Vice** Hold your work steady
			

Materials

Pine wood A common wood used in construction	**High impact polystyrene** Cheap plastic used for most plastic products	**Oak wood** An expensive wood used for furniture	**Neoprene** A thermal plastic that helps insulate
			

Keywords	***Tools and Machines***	***Materials***
Analysing Investigating Collate Develop Improve Manufacture Evaluate Explain Technical Dimension Tolerance Quality check	Metal files Pillar drill Wet & dry paper Vacuum former Wire wool Laser Cutter 2D Design Bench Vice Junior Hacksaw Safety ruler Pliers Engraver	Acrylic Aluminium Ferrous Non-ferrous Metal Alloy Polyvinyl chloride (PVC) High-density polyethylene ABS Copper Mild steel Polypropylene

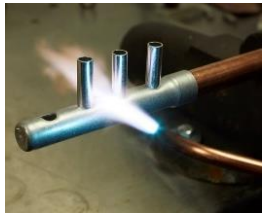
Year 7 What is Engineering?

Engineering is the application of science and math to solve problems. Engineers figure out how things work and find practical uses for scientific discoveries.

Tools and Equipment

	**Scribe** Used to mark out on metals		**Emery cloth** Used to remove burrs and sharp edges
	**Junior Hacksaw** Used to cut into metals		**Pillar Drill** Used to cut circular holes into materials.
	**Engraver** Used to scratch designs into metal		**File** Used to shape and flatten materials

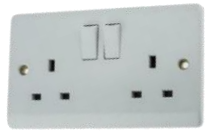
Processes

Sawing Using a sharp serrated edge to part materials	**Filing** Removing material to create a better surface finish or a different shape	**Engraving** To create a pattern or marking in a material, using small scratches	**Brazing** Using heat to permanently joining pieces of material together
			

Health and safety

Goggle Protect your eyes	**Apron** Protect your clothing	**Hair tie** Protect your hair from entanglement	**Vice** Hold your work steady
			

Materials

Mild steel A common material used in construction	**Acrylic** A recyclable type of plastic	**Aluminium** A light-weight metal used in drinks cans	**Urea Formaldehyde** A plastic used for tougher products
			

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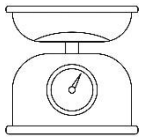
Year 7 – Food Technology

Equipment:

Weighing Scale



Each line represents 20g.

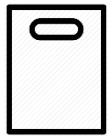
Oven Gloves

Personal safety, to protect our hands from heat.

Cooker

Hob
Grill
Oven

Chopping Board



Used for different foods to prevent spread of bacteria.

Chef's Knife

Used to prepare a range of ingredients

Knife Techniques:

Bridge Hold

An arch of a thumb and fingers.

Claw Grip

Tuck in fingers, use knuckles as a guide.

These knife techniques are used to keep us safe and to prevent cuts.

Knife Safety Rules:

1. Store knives in a knife block
2. Keep knives sharp, not blunt
3. Slice away from your hand and keep for your fingers clear of the blade
4. Carry a knife with the blade pointing downwards
5. Put knives on the draining board, not in the sink
6. Handle knives carefully when washing up
7. Use the bridge hold and claw grip when preparing ingredients

Personal Hygiene and Safety:

1. Wear an apron
2. Tie hair back
3. Remove jewellery
4. Cover cuts with a blue waterproof plaster
5. Wash hands with soap and warm water

Kitchen Hygiene and Safety:

1. Stack stools and remove hazards
2. Turn saucepan handles facing outwards
3. Use a damp dish cloth and anti-bacterial spray to wipe surface
4. Wear oven gloves

Food Hygiene and Safety:

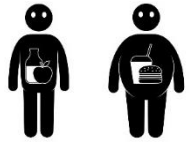
1. Wash fruit and vegetables with cold water
2. Check best before and use by dates
3. In a fridge, store raw meat on bottom shelf, cooked meats and ready-to-eat foods.

Keyword	Definition
Personal hygiene and Safety	Maintenance of ourselves to prevent cross-contamination
Kitchen hygiene and Safety	Maintenance of high standards of cleanliness and sanitation to prevent food contamination
Food hygiene and safety	Handling, preparation, and storage of food in ways that prevent food-borne illnesses
Hazard	A danger or risk
Control Measure	An action to prevent a hazard
Utensils	Tools we use commonly in a kitchen like a knife and fork
Bacteria	Organisms that are microscopic which can be harmful
Creaming	Combination of fat and sugar
Enzymic browning	Oxidation reactions that causes food to turn brown
Dextrinizarion	Starch is broken down into sugars, causing a brown colour when heated

Year 7 – Food Technology

Why do we need to eat a **balanced diet**?

1. To achieve and maintain a healthy body weight.

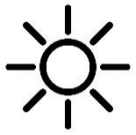


2. For growth and repair

3. To build a strong immune system, prevent disease and infection.

4. To provide energy.

5. To keep us warm.



How do we achieve a balanced diet?
Eight Healthy Tips:

1. Base your meals on starchy foods.

2. Eat lots of fruit and vegetables.

3. Eat more fish – including a portion of oily fish each week.

4. Cut down on saturated fat and sugar.

5. Eat less salt – no more than 4g a day for children.

6. Get active and try to be a healthy weight.

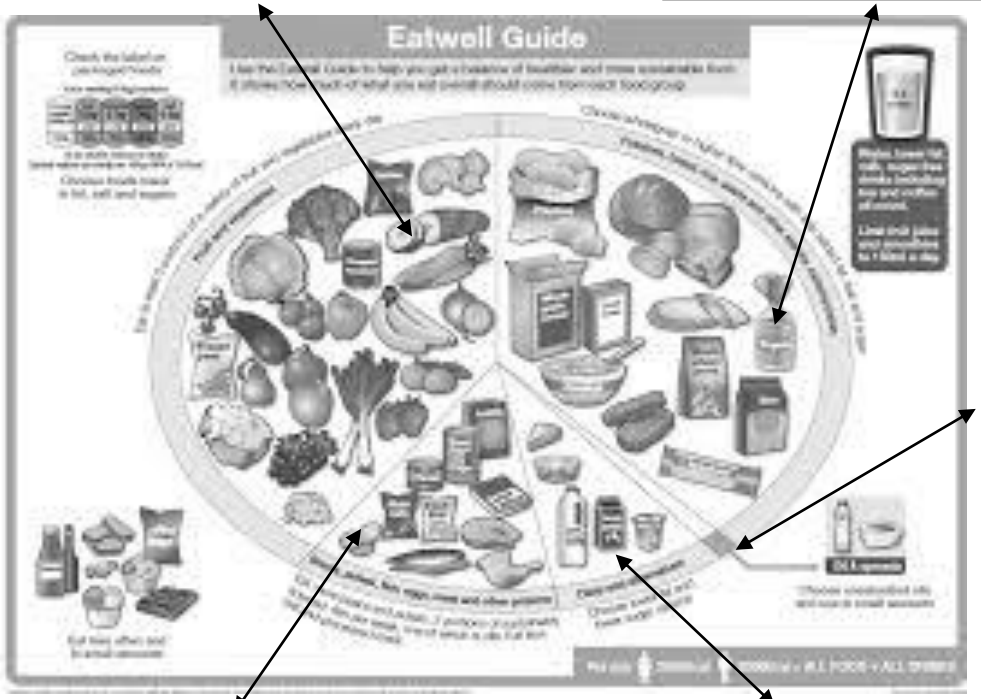
7. Drink plenty of water.

8. Do not skip breakfast.

Eatwell Guide: The Eatwell Guide outlines the recommendations for eating a healthy balanced diet. The guide shows the different types of foods and drinks you should consume – and in what proportions – every day or over a week. The Eatwell Guide shows how much of what you eat overall should come from each food group

Green Section:
Fruit and vegetables are a good source of vitamins, minerals and fibre, needed to build a strong immune system.

Yellow Section:
Starchy foods are a good source of energy. Choose wholegrains for increased fibre, needed to prevent constipation



Purple Section:
Fats, oils and spreads should be eaten sparingly. These do provide energy.

Pink Section:
Beans, pulses, eggs, meat and fish are a good source of protein needed for growth, repair.

Blue Section:
Dairy foods provide a good source of calcium and vitamin D needed for strong bones and teeth.

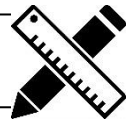
Year 7 – French – Topic 1 – Mon collège (My school)

Salutations (Greetings)

- Bonjour! (Good morning/afternoon !)
- Salut! (Hi!)
- Ça va? / Comment ça va ? (How are you?)
- Ça va très bien. (I am very good.)
- Ça va bien. (I am good.)
- Ça va mal. (I am bad.)
- Ça va très mal. (I am very bad.)
- Bof/ Comme ci comme ça. (So so.)
- Et toi? (And you?)
- Merci. (Thank you.)
- Je m'appelle… (My name is…)
- Au revoir! (Bye!)

Target Language in the Classroom

Je n'ai pas de stylo/ cahier/ règle.
(I do not have a pen/book/ruler.)



Désolé, je suis en retard.
(Sorry I am late.)

Je ne sais pas.
(I do not know.)

Je ne comprends pas.
(I do not understand.)

J'ai fini.
(I am done.)

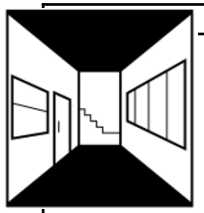
Est-ce que je peux aller aux toilettes?
(Can I go to the toilets?)

Répétez, s'il vous plait.
(Repeat please.)

C'est quoi "…" en anglais/en français?
(What is « … » in English/in French?)

J'ai gagné !
(I won!)

A. Décris ton collège. (Describe your school.)			
Mon collège, (My secondary school,) Mon école, (My school,)	c'est (it is) ce n'est pas (it is not)	Ø un peu (a bit) très (very) trop (too)	moderne (modern/new) vieux (old) grand (big) petit (small) utile (useful) inutile (useless) génial (great) calme (quiet) bruyant (noisy)



B. Qu'est-ce qu'il y a dans ton collège? (What is there in your school?)		
Dans mon collège, (In my school, there is)	il y a (there is)	une cour (a playground) une piscine (a swimming pool) une cantine (a canteen) une bibliothèque (a library) une salle de classe (a classroom) un terrain de foot (a football pitch) un studio de danse (a dancing studio) un amphithéâtre (a lecture theatre) un bureau (an office)
	il n'y a pas de (there isn't any)	cour (playground) piscine (swimming pool) cantine (canteen) bibliothèque (library) salle de classe (classroom) terrain de foot (football pitch) studio de danse (dancing studio) amphithéâtre (lecture theatre) bureau (office)

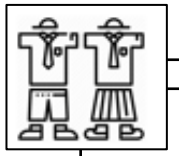
Year 7 – French – Topic 1 – Mon collège (My school)

C. Qu'est-ce que tu étudies? (What do you study?)

Lundi (Monday) Mardi (Tuesday) Mercredi (Wednesday) Jeudi (Thursday) Vendredi (Friday) Samedi (Saturday) Dimanche (Sunday)	j'étudie (I study) nous étudions (we study)	le français (French) le dessin (art) la géographie (geography) l'histoire (history) l'anglais (English) l'EPS (PE) l'éducation religieuse (RE) les sciences (science) les maths (maths)	et (and)	le français (French) le dessin (art) la géographie (geography) l'histoire (history) l'anglais (English) l'EPS (PE) l'éducation religieuse (RE) les sciences (science) les maths (maths)

D. Qui est ton prof préféré (Who is your favorite teacher?)

J'adore (I love) J'aime (I like) Je déteste (I hate) Je préfère (I prefer)	Monsieur … (Mister …)	parce qu'il est (because he is)	Ø un peu (a bit) très (very) trop (too)	amusant (fun) intéressant (interesting) effrayant (scary) bavard (chatty) strict (strict) cool (cool)
	Madame … (Miss…)	parce qu'elle est (because she is)		amusante (fun) intéressante (interesting) effrayante (scary) bavarde (chatty) stricte (strict) cool (cool)



E. Décris ton uniforme scolaire. (Describe your school uniform.)

Dans mon collège, (In my school)	je porte (I wear) nous portons (we wear)	un blazer (a blazer) un short (a pair of shorts) un pantalon (a pair of trousers)	noir (black) bleu (blue) gris (grey) vert (green) blanc (white) rouge (red) jaune (yellow) orange (orang) rose (pink)
		une chemise (a shirt) une cravate (a tie) une jupe (a skirt)	noire (black) bleue (blue) grise (grey) verte (green) blanche (white) rouge (red) jaune (yellow) orange (orange) rose (pink)
		des chaussures (shoes) des baskets (trainers) des chaussettes (socks)	noires (black) bleues (blue) grises (grey) vertes (green) blanches (white) rouges (red) jaunes (yellow) orange (orange) rose (pink)

My extra vocabulary

Year 7 – Geography – The Geography of the UK

What is geography?

Geography comes from two greek words. 'Geo' means earth and 'graph' means to write. Putting these two together, geography is the study of the earth.

Where is the UK?

- In the Northern Hemisphere
- In Europe
- Surrounded by the Atlantic Ocean, English Channel, North Sea and Irish Sea
- Made up of 4 countries: England, Scotland, Wales and Northern Ireland

What makes us British?

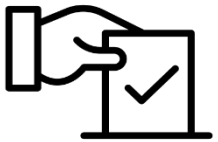
- There is no single thing that makes us British
- Britain is a diverse place full of different cultures and religions
- There are some stereotypes that people link to being British (e.g. drinking tea, fish and chips)

Around the World

- There are 7 continents: Africa; Antarctica; Asia; Australasia; Europe; North America and South America
- There are 5 oceans: Arctic Ocean; Atlantic Ocean; Indian Ocean; Pacific Ocean and Southern Ocean

What are the British Values?

- Rule of Law
- Democracy
- Individual Liberty
- Mutual Respect
- Tolerance of different faiths and beliefs



The European Union and Europe

- Europe is a continent
- The Eurotunnel connects the UK with mainland Europe
- The UK has benefitted from this connection with mainland Europe socially, economically and environmentally.
- The European Union is a political (to do with the government) and economic (to do with money) union between countries
- In June 2016, the UK voted to leave the EU and on the 31st January 2020, Brexit occurred.

What geographical features can be found in the UK?

- Rivers
- Mountains
- Coastlines and beaches
- Parks
- Urban areas (cities)
- Rural areas (countryside)

Keyword	Definition
British Values	There are five British Values that reflect life in modern Britain.
Continent	A large land mass (piece of land) that is broken down into individual countries.
Contrast	Means differences.
Country	A nation with its own government.
Culture	The ideas and beliefs of a group of people or a country.
Direction	The way something travels – north, south, east, west
Diversity	A range of different things
European Union	A group of countries that work together politically and economically
Feature	A distinctive attribute of something (what something looks like or feels like for example)
Grid References	A set of either 4 or 6 numbers that show the location of something on a map.
Human	Something that has been built by or would not exist without humans.
Landform	A natural feature of the earth's surface.
Landscape	All the visible features of an area of land – can be urban or rural.
Ordnance Survey	The company that creates maps in the UK.
Physical	Something that has been created by nature and can exist without human interaction.
Scale	Used on a map to show map distance's ratio to actual ground difference.
Way Point	A point on land that can be used to identify location.

Year 7 – Geography – The Geography of the UK

Ordnance Survey Map Skills

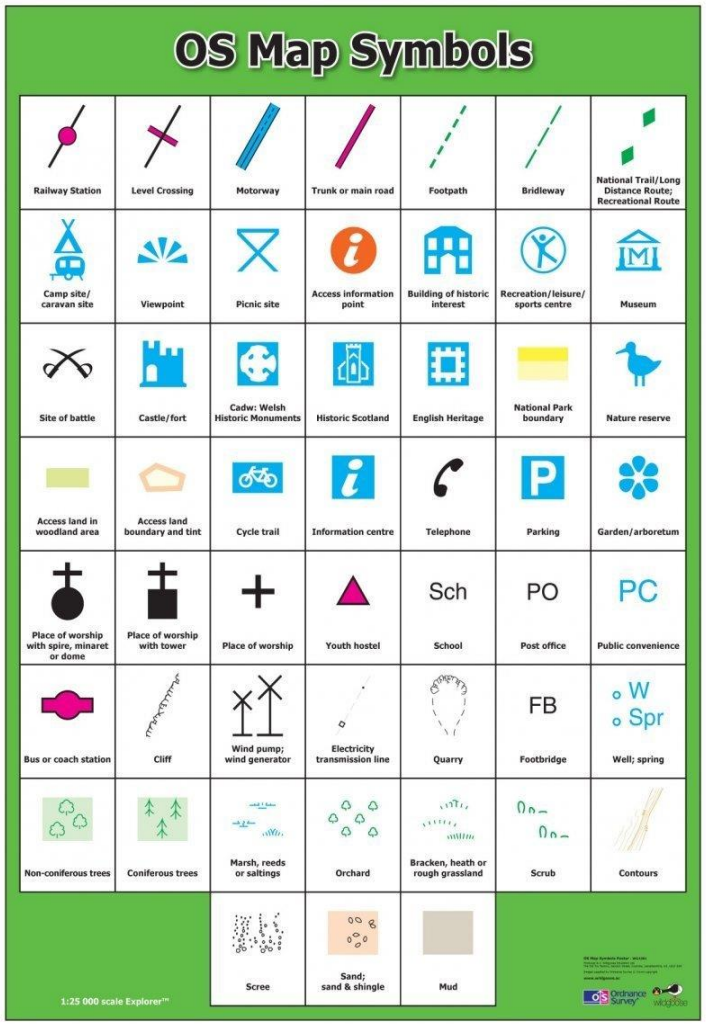
There are different map skills that are essential when needing to read a map.

These are:

- **Map symbols**
- **4 and 6 figure grid references**
- **Scale and distance**

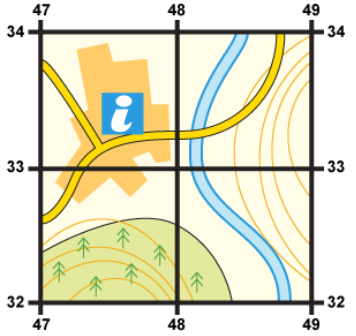
Compass Directions

- **The four main points of a compass are north, east, south and west.**
- **Half way between each of these are four other points: north-east, south-east, south-west and north-west.**
- **Ordnance Survey maps are always printed so that north is at the top of the map.**



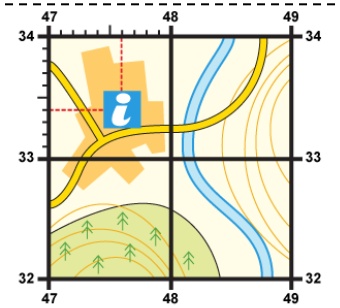
Grid References

Four-figure grid references can be used to pinpoint a location to within a square. To find the number of the square:



1. Start at the left-hand side of the map and go east until you get to the bottom-left-hand corner of the square you want. Write this number down.
2. Move north until you get to the bottom-left corner of the square you want. Look at the number of this grid line and add it to the two-digit number you already have. This is your four-figure grid reference.

In this case, the tourist information office is in grid square 4733.



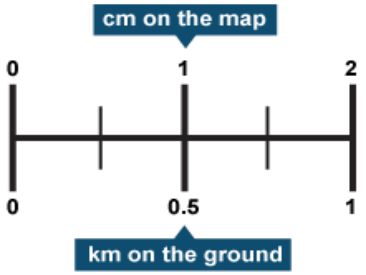
Sometimes it is necessary to be even more accurate. In this case you can imagine that each grid is divided into 100 tiny squares. The distance between one grid line and the next is divided into tenths.

1. First, find the four-figure grid reference but leave a space after the first two digits.
2. Estimate or measure how many tenths across the grid square your symbol lies. Write this number after the first two digits.
3. Next, estimate how many tenths up the grid square your symbol lies. Write this number after the last two digits.
4. You now have a six figure grid reference. In this instance, the tourist information office is located at 476334.

Scale and distance

Most maps have a scale. These help us to work out distances on maps. This is given by the scale statement (eg 1:25,000) and/or by showing a scale bar.

The scale shows how much bigger the real world is than the map. If the scale is 1:50,000 it means that the map is 50,000 times smaller than the real world. For example, every 1 cm on the map represents 50,000 cm in the real world.



Fieldwork Investigations

Fieldwork is collecting information. There are two types:

- Primary fieldwork = you collect your own information.
- Secondary fieldwork = you are using information someone else has collected.

There are different ways of collecting information:

1. **Fieldwork sketch –** is a drawing of the main features of an environment or area so that information can be shown to somebody else.

2. **Environmental survey –** is a rating of an area. It normally looks at 'litter' or 'graffiti' and gives it a score of 1 – 5.

Year 7 – Geography – Physical Landscapes of the UK

Rural areas

- A rural area is the countryside.
- Characteristics of a rural area include: large green open spaces, low population density, ageing population and poor transport networks.

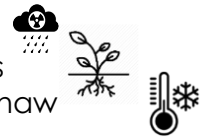
The Rock Cycle

- Our rocks do not always stay the same – they can change between the three different rock types.
- Sedimentary = formed in layers.
- Igneous = formed from cooled down volcanic lava.
- Metamorphic = other rocks change to this under lots of heat and pressure.

What can affect our rocks?

Weathering

This is where wind, rain and other natural processes can wear away rock. The three types are:



- Chemical e.g. acid rain
- Biological e.g. plant roots
- Mechanical e.g. freeze-thaw

Erosion

This is where rivers and waves cause rock to be worn away and carried. The four types are;

- Hydraulic action – the action of the waves
- Abrasion – the action of the rocks
- Attrition – rocks hitting together and breaking down further
- Solution – chemicals dissolving sediment

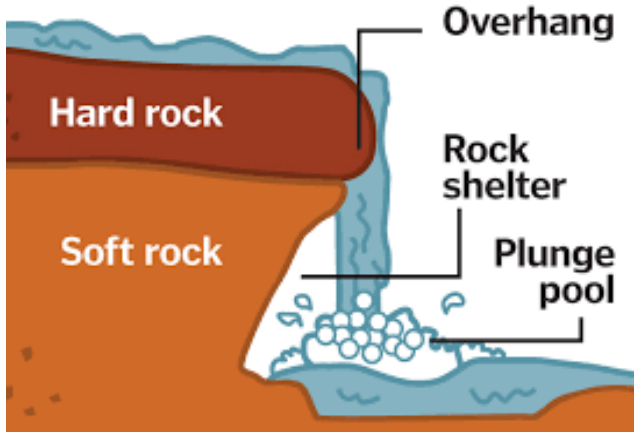
Rivers

- A drainage basin is any area of land where precipitation collects and drains into a common river.
- A river gets faster, wider and deeper as you go downstream.
- A meander is a bend in a river.
- The outside of a bend has the fastest flow and it is where erosion occurs.
- The inside of a bend has the slowest flow and it is where deposition occurs.

How is a waterfall formed?

Waterfalls are formed through the process of erosion.

1. Hard, more resistant rock is on top of softer, less resistant rock.
2. The river erodes the soft rock leaving an overhang of hard rock.
3. The hard rock overhang collapses due to gravity.
4. The debris falls into a plunge pool and this speeds up erosion of the soft rock.
5. Over time, the waterfall retreats leaving a steep-sided gorge.

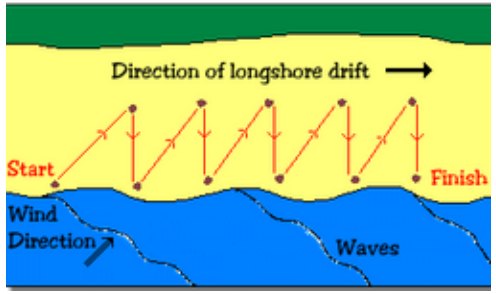


Keyword	Definition
Biological Weathering	Rock being worn away by living organisms e.g. plant roots, animals burrowing.
Chemical Weathering	Rock being worn away through chemical processes e.g. acid rain.
Constructive Wave	Waves that build up beaches by carrying sediment.
Deposition	The process where material carried by rivers or waves is dropped/deposited.
Destructive Wave	Big, strong waves that erode the coastline and remove sediment from beaches.
Erosion	The process where rock is broken down by rivers or waves.
Geology	Different rock types.
Igneous	Rock type that is formed when volcanic lava cools down.
Metamorphic	Rock type that has been changed from another due to intense heat and pressure.
Physical landscapes	Landscapes which have been created or changed naturally.
Physical Weathering	Rock being worn away through physical processes e.g. freeze thaw.
Relief	How the landscape changes in height.
Rural	An area relating to or having characteristics of the countryside.
Sedimentary	Rock type that is formed in layers as particles are compressed together.

Year 7 – Geography – Physical Landscapes of the UK

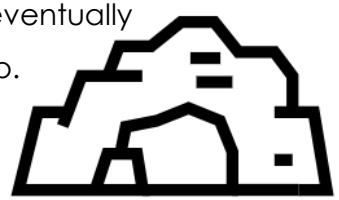
What is longshore drift?

Longshore drift is the movement of beach material along a coast by waves which approach at an angle to the shore but recede directly away from it.



The formation of caves, arches, stacks and stumps

1. A crack is eroded by hydraulic action and abrasion and it expands.
2. The crack erodes further to form a cave.
3. The cave erodes all the way through to form an arch.
4. The arch will eventually collapse as the top will have nothing supporting it.
5. A stack will be left which will eventually break down and form a stump.



Where are all the glaciers?

- Glaciers are made up of fallen snow that, over many years, compresses into large thickened ice masses.
- Glaciers have or can be found on nearly every continent.
- Glaciers once covered much of the landscape in the UK, wearing away the rocks to form glacial landscapes in the Scottish Highlands, Lake District and North Wales.

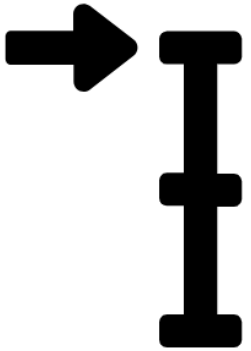
Mountainous regions

Mountains are higher and usually steepe than a hill and are generally over 600 metres high.

Some well known mountain ranges in the UK are:

- the Cairngorms in Scotland
- the Pennines in England
- the Mourne Mountains in Northern Ireland
- Snowdonia in Wales

The tallest mountain in the UK is Ben Nevis this is located in Scotland.



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Y7 – History – The Romans

Who were the Romans?

The Romans lived in Rome, a city in Italy. The city was founded in 8th Century BC. By 128 AD they had built a large empire across most of Europe and northern Africa.

The Romans invaded Britain nearly 2000 years ago and changed the way Britain's lived. There is still evidence of Romans all over Britain.

The Roman Empire

In 27BC, Augustus established the Roman Empire, which was from then on ruled by an absolute Emperor. The Roman Empire conquered many different people and land all over southern Europe and North Africa. RoLman citizens were free to go anywhere they wanted.

How do we know about the Romans?

We can learn about the Romans through different types of sources. Primary sources are pieces of evidence left Lby someone who lived at the time. The Romans left behind artefacts such as coins, buildings and weapons. All of which we can now look at to discover what life was like as La Roman.

Why was the Roman army successful?

Requirements

In order to fight in the army you had to meet certain requirements.
-Aged 18-25 years old
-Be physically fit
-Be at least 1.75m tall.

Punishment and reward

Soldiers were disciplined harshly. They were fined or beaten with a stick.

Those who followed orders were rewarded with medals arm bands or even gold crowns

Fighting techniques

When in battle the Romans had many successful tactics.

- Repel Cavalry
- The Wedge
- The Tortoise
- The Orb

How the Romans built their empire

The Romans built up their empire through wars and battles. They invaded different countries and took control of the people.

Key Words

BC	Before Christ. The time before the birth of Christ
AD	Anno Domini. Latin for after the birth of Christ
Empire	A group of countries ruled by a single person or country
Conquer	To take control of a place by fighting.
Chronology	Putting events in the order that they happened
Century	100 years
Chariot	A vehicle with two wheels pulled by horses or ponies.
Gladiator	A person who fought people or animals for entertainment.
Public Bath	A building, like a Spa today, where people went to wash, exercise and meet other people.
Archaeologist	A person who studies history by digging up objects to tell us about its past.
Hypocaust	An Ancient Roman heating system
Aqueduct	A structure, like a bridge, which is used to carry water.
Legionary	The Roman name for a soldier
Rebellion	An act of armed resistance to an established government or leader.
Taxes	The government demand money from the people.
Emperor	A ruler of an empire.
Primary source	An authentic document that was produced at the time of the event.
Secondary source	A document produced after the studied event.
Artefact	An object made that is of historical interest.

Why did the Romans invade Britain?

In 43 AD Emperor Claudius sent 40 000 men to invade Britain. They defeated the British tribes after numerous battles. After 16 days Claudius had added another country to his empire. But why?

Economic factors: Britain had lots of goods the Romans wanted.

Social factors: They planned to use Britians as slaves.

Political factors: By conquering Britain they increased their empire and power.

How brutal was life as a gladiator?

A big part of Roman culture was the use of gladiators for entertainment. Often people were captured as a slave and made to fight as a gladiator.
They would go through training before being made to fight in front of a crowd in the colosseum.
The fight would often lead to one person's death meaning gladiators did not have a long life expectancy.

What was life like in the Empire?

Transport

There was 4 main forms of transport – by road, by sea, by river, by canal

Houses

Rich Romans lived in large luxury Villas in the countryside.

The majority of poor Romans lived in flats called insulae. The flats were badly built and had no heating or running water.

Public health

The Romans invented many of the public health features we still have today.

- The Aqueduct provided clean water free from diseases.
- The toilet prevented sewage from being thrown out on to the street.
- Sewers are a way of controlling waste and dealing with it efficiently.

Entertainment

The Romans had many ways of entertaining themselves. This included, board games, Plays and the Baths.

Work

Many Romans were merchants – people who traded by buying and selling goods within the Empire.

Some were craftsmen who made the goods to be sold.

Public health

The Roman village was based around hygiene. As only the rich could afford private public health the community shared toilets and baths.

Y7 – History – The Norman Conquest

Potential heirs to the English throne in 1066: Who should become king?

Harald Hardrada
Viking King of Norway
Vikings had ruled Britain before. Most feared warrior in Europe – Hardrada means 'hard ruler'.

Harold Godwinson
Anglo-Saxon. One of the most powerful men in England.
Harold was a brave and respected solder with a tough streak.

VS

William of Normandy
Duke of Normandy, France.
Edward had supposedly promised that William should become King of England

Why did William win the battle of Hastings?

Strategy
William had well trained and professional soldiers.
Harold's army was tierd and reduced in size following the Battle of Stanford Bridge.
William showed his face on the battlefield.
The Saxons broke their shield wall.

Luck
The weather changed allowing William to travel.
Harold had to fight the Vikings first this gave William an advantage.

Armies at the Battle of Hastings

The Battle of Stamford Bridge

King Harold Godwinson fought King Harald Hardrada and Godwinson's brother Tostig for the throne.

The Bayeux Tapestry shows Godwinson's death with an arrow through his eye.

Harold's army
Harold's army was made up of professional soldiers and conscripts, peasant farmers who were forced to join the army and fight.

William's army
His soldiers were well trained and well equipped.

Key Words

Conquest	Taking an area by using force
Medieval	The period between 1066-1500
Cavalry	William's soldiers that fought on horses
Harrying	To completely destroy
Chronology	Putting events in the order that they happened
Century	100 years
Anglo-Saxons	People that lived in England before the Norman Conquest
Normans	People from the Normandy region of France, led by King William
Bayeux Tapestry	An embroidery telling the story of the Norman Conquest
Hierarchy	Where people are ranked by their wealth and power
Noble	A person in the nobility who has a title and owns land
Peasant	The poorest person in society
Heir	A person next in the line for the throne through bloodline
Rebellion	An act of armed resistance to an established government or leader.
Taxes	The government demand money from the people.
Harrying	Persistently carry out attacks on (an enemy or an enemy's territory).
Monarch	A royal head of state such as a King or Queen.
Oath	To swear a promise, often said to be witnessed by God
Feudal system	The structure of Medieval society

What changes did William make to England?

The Feudal System

William also set up the **Feudal System** as a form of controlling the population through land and money.

William is at the top of the system, as he holds all the land and money, which he gives to the Barons.
This forced the Barons to give William their taxes, soldiers and promises of loyalty. They promise William their money, soldiers and loyalty.
They give the land to the Knights in return for loyalty and military service.

Finally the knights give the land to the peasants. The peasants farm the land and give food, money and services back to the knights.

The harrying of the north

William crushed rebellions against his rule by destroying villages, towns and farms in the North of England.

Castles

William also kept control by building castles.

Motte and Bailey – The first castles were built to help fight against rebellions. They were built quickly and made out of wood, meaning that they were not very strong, and could be easily destroyed.

The Domesday Book

In 1086, it recorded information about each person who lived in England. They wanted to know:

- How many people there was
- How much land they owned
- How many animals they had

From this information William could charge people taxes.

Castles

Stone Keep – This castle was now made out of stone and had towers as a form of defence. The main part of the castle was the Keep, a large square tower, used as the main defence.

Parts of a castle

Keep	Drawbridge
Motte	Palisade
Bailey	Moat

Year 7 PRE – Term 1a – Is there more to this life than we know?

Key Words:

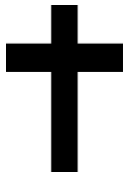
Philosophy: A way of thinking about & questioning the world such as human existence
Religion: The belief in and worship of a superhuman controlling power.
Ethics: The study of right & wrong concerning human behaviour.
Theist: A person who believes in the existence of a God or gods.
Atheist: A person who disbelieves in the existence of God or gods.
Agnostic: A person who neither believes or disbelieves in God.
Logic: Using reason to describe something.
Faith: A complete trust or confidence in someone or something.
Proof: Evidence or argument establishing a fact or the truth of a statement.
Spirituality: The quality of being concerned with the human spirit or soul.
Miracles: An extraordinary event that cannot be explained by natural or scientific laws and therefore often assumed to be linked to God.
Soul: The spiritual or immaterial part of a human being or animal.
Heaven: A state of being eternally in the presence of God after death.
Hell: A situation, experience, or place of great suffering (usually after death).
Reincarnation: The rebirth of a soul in another body after death.
Enlightenment: The action or state of gaining spiritual knowledge.
Angels: A spiritual being believed to be a messenger of God.
Supernatural: Otherworldly forces which cannot be explained by nature or science.

Religious beliefs about God & the afterlife

Buddhism

- Buddhists do not believe in God
- Siddhartha Gautama is their founder & is now known as the Buddha - he is not a God
- A Buddha is someone who has reached enlightenment
- Buddhists believe that when we die we are reborn into something else based on our karma
- Karma is a sum of a persons actions e.g. if they have committed several bad actions, bad things will come to them
- We can escape the wheel of life, death & rebirth if we reach enlightenment
- Enlightenment can be achieved through meditation

Christianity



- Christians believe in one God who has three parts (The Father, the Son & the Holy Spirit)
- They believe Jesus was the messenger of God
- Christians believe that all humans have a soul which was given by God
- Christians believe that after death a person's soul will live in either heaven or hell based on their actions
- Christians also believe that God is everywhere & his spirit is within us and around us at the same time

Islam

- Muslims believe in one God (Allah)
- Muslims believe that Muhammad was the messenger of Allah
- Muhammad was believed to have been visited by an Angel
- It is forbidden in Islam to draw Allah & Muhammad
- Muslims believe that Allah is everywhere & have 5 set prayer times a day to show their dedication to him
- Muslims believe in heaven (Janna) & hell (Jahannam)
- Allah has given humans free will to choose how they act in this life which will affect their afterlife

Sikhism

- Sikhs believe in one God whom they call Waheguru
- The founder of Sikhism is Guru Nanak
- Guru Nanak had an experience with Waheguru & taught others that there is only one God (Ik Onkar)
- Sikhs believe in karma & that good actions bring about rewards
- Sikhs believe that our actions in this life affect the next
- Sikhs believe in reincarnation after death

Other worldly views on this life

Atheism	• God does not exist • There is no reliable proof for the existence of God • The meaning of life is self-produced
Spirituality	• Spiritualists are concerned with the essence of a human; their spirit • A sense of connection to something bigger than ourselves • A solitary (individual) experience • Spirits of the dead exist & have the ability to communicate with the living • The afterlife is an opportunity to evolve & not to face reward or punishment like many religions believe
Supernatural	• A belief in things which aren't visible to the naked eye • Ghosts, vampires, fairies, witches & UFOs are all examples of supernatural beings • People believe that some humans have supernatural powers for example; mind-reading, predicting the future & moving out of their body to a different moment in time.
Humanism	• Reject beliefs in God, an afterlife & the supernatural • Humanists focus on seeking happiness in this life because there is no afterlife • We gain our knowledge on this life from rational thinking, not messages from a divine (Godly) source • Humans should have the right to give meaning to their own lives

Arguments FOR & AGAINST the existence of God

People's prayers may have been answered which leads them to a belief in God/greater being.	There is too much evil in the world; if God existed he would stop it.
If God did not exist, who created the first human? It is fair to suggest that we have a creator.	The theory of evolution suggests that humans have evolved over time & were not created by God.
There has to be an afterlife & only someone as powerful as God could have created it.	We cannot prove that God exists, we have no 'reliable' evidence for his existence.

Year 7 PRE – Term 1b: Do the teachings of Jesus stand the test of time?

Who was Jesus?

- Jesus is the **founder** of Christianity.
- He was born into the **Jewish faith** to the **Virgin Mary**.
- His birth was considered to be a miracle, as he was thought to be the person who was going to be the **saviour of the world**.
- Throughout his life, Jesus performed many **miracles**.
- For example, he fed 5000 people with 5 loaves and 2 fish.
- One of the most significant teachings about Jesus is that Christians believe he was the **Son of God**.
- Christians believe that there is one God, but that God has 3 parts: the Father, the Son and the Holy Spirit. The Son refers to Jesus.

Key questions to consider:

- Do you think Jesus is a trustworthy teacher?
- Is it possible to still respect the teachings of Jesus, even if someone doesn't believe he was the Son of God?

What is the most important rule to follow?

- In Jesus' time, there were some experts in the law who did not always agree with Jesus' teachings, and they did not like how people were turning to Jesus instead of them for guidance.
- One day, an expert in the law decided to test Jesus by asking him 'Teacher, what must I do to inherit eternal life?'
- Jesus confirmed that people must follow with what has become one of the most famous teachings from Christianity:
- ***'Love the Lord your God with all your heart and with all your soul and with all your mind. And Love your neighbour as yourself.'***
- Jesus was then asked to confirm who our 'neighbour' was, and he answered with the ***Parable of the Good Samaritan***. Parables are stories with a meaning. In this story, a man was badly beaten up, yet a Priest and a Levite (a highly religious person) walked past and ignored him. A Samaritan (someone who would have been hated at the time) came past and helped the man.
- The teaching to ***'Love your neighbour as yourself'*** has become known as the ***Golden Rule***. For many Christians, this is the most important rule that they should follow when it comes to how they should treat others. It means that they must treat other people how they wish to be treated.

Key questions to consider:

- Do you agree with the idea that you should 'love your neighbour as you love yourself'? How easy/ difficult would it be to follow?
- If people were to follow this rule all of the time, would we still need any other rules?

Should we love our enemies?

- One day, Jesus had gathered a large crowd on a mountain. He delivered a number of key teachings, which became known as the ***Sermon on the Mount.***
- Amongst these teachings, Jesus taught the following:
- ***If anyone slaps you on the right cheek, turn to them the other cheek also.*** By this, Jesus was teaching people not to retaliate.
- 'You have heard that it was said, 'Love your neighbour and hate your enemy.' But I tell you, ***love your enemies*** and pray for those who persecute you, that you may be children of your Father in heaven'. By this, Jesus was teaching people to be kind, even to people you do not like, or do not like you.

Key questions to consider:

- Do you agree that we should 'turn the other cheek'? What might be the advantages and disadvantages?
- Do you agree that we should show love to our enemies? What might be the advantages and disadvantages?
- How could you apply these teachings into your own life today?

Do people always deserve a second chance?

- As we know, some people did not agree with Jesus' teachings. One of the things they didn't like was that Jesus spent time with sinners – people who did things against God's commands.
- Jesus told the ***Parable of the Lost Son*** to show why he still showed kindness to sinners.
- In the parable, a man has two sons. One son stays loyal to this father and works with him for many years. The younger son wanted his inheritance (money) from his father so he took the money and went away, wasting it on a wild lifestyle.
- When the son ran out of money, he realised his mistake and went back to his father and begged for his forgiveness.
- The older brother was angry, but the father
- was filled with love for his son and welcomed himmback with open arms.
- Jesus taught, through this parable, that God will forgive any sinner who comes back to him, and so we should do the same.

Key questions to consider:

- Would you have forgiven the son for his mistake if you were the father?
- Would if make a difference to whether you gave a second chance if the son wasn't truly sorry?
- How could you apply this teaching into your own life today?

Is it important to not judge others?

- Whilst still delivering the Sermon on the Mount, Jesus also taught about the importance of not judging others.
- Judging someone means that you make a decision about a person, and perhaps form an opinion on them, without knowing all of the information. It usually involves thinking negatively about someone.
- Jesus taught: ***'Do not judge, or you too will be judged. For in the same way you judge others, you will be judged, and with the measure you use, it will be measured to you. Why do you look at the speck of sawdust in your brother's eye and pay no attention to the plank in your own eye? How can you say to your brother, 'Let me take the speck out of your eye,' when all the time there is a plank in your own eye? You hypocrite, first take the plank out of your own eye, and then you will see clearly to remove the speck from your brother's eye'.***
- Jesus uses the metaphor of a speck of sawdust and a plank of wood to demonstrate the idea that before we judge others, there are always things we can do to improve ourselves first.

Key questions to consider:

- Do you agree that it's more important to focus on developing ourselves rather than judging other people?
- How could you apply this teaching into your own life today?

Is it always right to forgive?

- One of Jesus' most important teachings was about forgiveness.
- Jesus was once asked how many times we should forgive. One of his disciples, Peter, suggested 7 times. Jesus responded: ***'I tell you, not seven times, but seventy-seven times'.***
- By this, Jesus meant that we should keep on forgiving. Jesus also used the ***Parable of the Unmerciful Servant*** to demonstrate this point.
- Jesus' most important lesson on forgiveness actually came at the time of his death. Christians believe that the reason why Jesus came to earth was to be a ***sacrifice*** for the sins of the world. Through his ***crucifixion*** (death on the cross), Christians people that all people are able to be forgiven for their sins.
- Jesus, as he died, said: ***'Father, forgive them, for they do not know what they are doing'.***
- Christians understand that they have been forgiven for their sins, but they must also then forgive other people too.

Key questions to consider:

- Do you think that people should always be forgiven, or are there some things that are unforgivable?
- How could you apply this teaching into your own life today?