ORMISTON SWB ACADEMY

# Knowledge Organiser

## Autumn Term 2026 – Year 7

**Name:** _____

**Form:** _____

**Please remember to bring this into school everyday**

**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

You will use your knowledge organisers during lessons to engage and support with securing essential knowledge.
We expect you to use your knowledge organisers at home to support with independent study. Below you will find a step-by-step guide of 4 different revision strategies you can use at home. QR codes can be found at the back of this booklet which will link you to videos of these strategies in action.

**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 |
|---|---|---|---|---|
| **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?<br><br>Most importantly- what did you miss out?<br><br>Make your corrections in green pen. | 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.**<br><br>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 2-Self-Quizzing –** You might try this after a few weeks of using your knowledge organiser. Get someone (or yourself) to set you 10 questions using your knowledge orgainser. These could be spellings, key words, equations etc to see how much you can remember! Record your score and see if you can beat your personal best each half term

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| **Select topic** | **Prepare the quiz** | **Answer it** | **Self check** | **Repeat** |
| Decide **which area you want to be quizzed** on (this might build up over time) | **Create 9 questions on that topic** or, ask somebody else to prepare 10 random questions for 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. |

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**Strategy 3 – Blurting :** A form of active recall whereby you retrieve knowledge from memory and 'blurt' it onto the paper before checking it

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| **Select topic** | **Write** | **Check** | **Self- Assess** | **Repeat** |
| **Select a topic** and write this in the centre of your page | **Write down (blurt) everything** you can remember onto your page.<br><br>You **do not have to worry about getting information into the right order** at this point. | Use your knowledge organiser to **check that the information you have recorded is correct.** | **Amend** any information which is inaccurate and **add any missing information** | **Repeat this method with the same topic until you can confidently recall the essential knowledge** from memory recall. |

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# Year 7 English Knowledge Organiser – Ancient Origins

## Week 1 – Heroes, Myths, and Rebellion

**Key Terms**

**Myth –** traditional story explaining beliefs, origins, or natural events

**Hero –** brave character admired for courage and important actions

**Epic Hero –** powerful hero completing long journeys and difficult challenges

- Introduction to myths and their cultural importance e.g. Myths allow people to share stories from across their culture, spreading moral messages.
- Explore what makes a hero in stories e.g. A hero in a story is someone who does things for others, regardless of the impact on themselves.
- Study Prometheus myth and its key ideas e.g. Key ideas in Prometheus include: bravery, Prometheus' life story and travels.
- Identify common features of creation myths e.g. Common features of creation myths are that they explain the world, giving meaning to things people may not have previously understood (storms – Gods' anger)
- Discuss interpretations of heroism and bravery e.g. Heroism is showing bravery in the face of danger; bravery is the ability to face your fears or do things that are our of your comfort zone.

## Week 2 – Epic Heroes and Fatal Flaws

**Key Terms**

**Hubris –** excessive pride causing mistakes and eventual downfall

**Epic Hero –** main character facing dangerous journeys and challenges

**Tragic Hero –** hero whose flaw leads to downfall and suffering

- Define epic hero and explore heroic characteristics, e.g. Odysseus is an epic hero because he shows strength, intelligence, and leadership throughout his journey
- Understand hubris and its effects on characters, e.g. Odysseus' pride leads him to reveal his name to the Cyclops, bringing Poseidon's revenge
- Study Theseus and the Minotaur story in detail, e.g. Theseus shows bravery and determination by entering the labyrinth to defeat the Minotaur
- Identify strengths and weaknesses in heroic figures, e.g. Odysseus is clever and resourceful but also reckless and overconfident
- Apply key vocabulary to myth characters, e.g. describing Odysseus as 'cunning' and 'hubristic' when analysing his actions

## Week 3 – Love, Warnings, and Tragedy

**Key Terms**

**Cautionary Tale –** story warning about consequences of poor decisions

**Tragedy –** serious story ending in suffering, failure or death

**Hubris –** extreme pride leading to poor choices and punishment

- Explore myths as warnings about behaviour, e.g. Icarus ignores warnings and flies too close to the sun, leading to his death
- Study Daedalus and Icarus myth closely, e.g. Daedalus shows wisdom by warning his son, but Icarus shows recklessness
- Understand tragedy and consequences of actions, e.g. in *The Odyssey*, Odysseus' men face consequences when they eat Helios' cattle
- Link hubris to character mistakes and outcomes, e.g. Odysseus' crew act impulsively despite warnings, resulting in their deaths
- Consider lessons myths teach audiences, e.g. myths warn against disobedience, pride, and lack of self-control

## Week 4 – Voices and Ideas in Poetry

**Key Terms**

**Epic Poem –** long narrative poem describing heroic deeds and journeys

**Concept –** important idea or theme explored within a text

**Hero –** admired character showing courage and strength in challenges

- Introduce *The Iliad* and its historical context, e.g. the poem tells the story of the Trojan War and the conflict between Achilles and Hector
- Explore key ideas in epic poetry, e.g. honour and glory are central to characters such as Achilles
- Read and analyse important scenes from the text, e.g. Achilles refuses to fight, showing how pride influences events
- Identify themes and character motivations, e.g. revenge motivates Achilles after the death of Patroclus
- Develop understanding of key literary ideas, e.g. epic poetry often includes heroic deeds, divine intervention, and extended similes

## Week 5 – Describing Love and Setting

**Key Terms**

**Description –** writing that creates detailed images in reader's mind

**Adjective –** describing word giving more detail about a noun

**Simile –** comparison using like or as for description

- Begin descriptive writing based on The Odyssey, e.g. describing the island of the Cyclops using vivid imagery
- Identify features of effective descriptive writing, e.g. using sensory detail to describe sights and sounds in a setting
- Use vocabulary to create clear visual descriptions, e.g. describing the sea as "dark and restless" to reflect danger
- Build varied and interesting sentence structures, e.g. starting sentences in different ways to create rhythm and interest
- Plan ideas for extended descriptive writing, e.g. describing Odysseus' journey across dangerous waters

## Week 6 – Bringing Writing to Life

**Key Terms**

**Sensory Detail –** description using sight, sound, touch, taste or smell

**Metaphor –** describing something as something else for emphasis

**Preposition –** word showing position or relationship between parts

- Develop sensory language within descriptive writing, e.g. describing the sounds and smells inside the Cyclops' cave
- Use metaphors to improve imagery in writing, e.g. "the sea was a roaring beast" to show its power
- Learn how to link ideas across writing, e.g. connecting descriptions of setting to a character's experience on the journey
- Draft and improve extended writing paragraphs, e.g. refining a description of a storm scene from *The Odyssey*
- Edit work for clarity and accuracy, e.g. correcting punctuation and improving vocabulary choices

# Year 7 English Knowledge Organiser – Ancient Origins

## Week 7 – Leadership and Reflection

**Key Terms**

**Leadership –** ability to guide others and make strong decisions

**Act –** main section dividing a play or dramatic text

**Redraft –** rewriting work to improve clarity and quality

- Explore Odysseus as a leader in the story, e.g. Odysseus leads his men during the Cyclops encounter by creating a plan to escape
- Study structure of plays using acts, e.g. dividing a story like *The Odyssey* into sections based on key events in Odysseus' journey
- Reflect on and improve written work, e.g. redrafting a paragraph about Odysseus' leadership decisions
- Examine leadership decisions in key moments, e.g. Odysseus decides to stay and taunt the Cyclops, showing both confidence and poor judgement
- Apply feedback through structured redrafting, e.g. improving analysis of how Odysseus leads his crew

## Week 8 – Conflict and Civilisation

**Key Terms**

**Savage –** violent, uncontrolled and lacking civilised behaviour

**Civilised –** behaving politely and following accepted social rules

**Analysis –** explaining meaning by examining language and key details

- Compare civilisation and savagery in character, e.g. the Cyclops represents savagery through violence and lack of rules, unlike Odysseus
- Study Cyclops episode from *The Odyssey*, e.g. Polyphemus traps and eats Odysseus' men, showing brutality
- Explore character actions and moral choices, e.g. Odysseus chooses deception rather than force to escape danger
- Begin analysing language and word choices, e.g. describing the Cyclops using harsh and violent imagery
- Select evidence to support ideas clearly, e.g. choosing quotations that show the contrast between civilisation and savagery

## Week 9 – Reactions and Consequences

**Key Terms**

**Tone –** writer's attitude shown through choice of language

**Annotation –** adding notes to text to explain meaning

**Prophecy –** message predicting future events or outcomes

- Develop annotation skills when reading texts, e.g. highlighting key moments in the Circe episode
- Study Circe and Underworld encounters, e.g. Circe transforms men into animals, testing Odysseus' leadership and control
- Understand importance of prophecy in narrative, e.g. Tiresias warns Odysseus about future dangers
- Analyse tone and writer's language choices, e.g. the Underworld is described with dark and unsettling imagery
- Practice embedding evidence into responses, e.g. using short quotations to support ideas about fear and danger

## Week 10 – Temptation and Sympathy

**Key Terms**

**Temptation –** strong desire to act wrongly or unwisely

**Consequence –** result or effect that follows an action

**Afterlife –** belief in life continuing after physical death

- Explore dangers of temptation in *The Odyssey*, e.g. the Lotus Eaters tempt Odysseus' men to forget their journey home
- Study Sirens and other key encounters, e.g. Odysseus has to be tied to the mast to resist the Sirens' song
- Understand consequences of character decisions, e.g. ignoring warnings leads to danger and loss of life
- Examine ideas about death and afterlife, e.g. the Underworld reveals Greek beliefs about life after death
- Analyse how characters respond to challenges, e.g. Odysseus shows self-control compared to his crew

## Week 11 – Fate, Loyalty, and Betrayal

**Key Terms**

**Loyalty –** strong support or faithfulness towards someone or idea

**Treachery –** betrayal involving breaking trust or loyalty

**Prediction –** using evidence to guess future events accurately.

- Explore loyalty and betrayal in narrative, e.g. Penelope remains loyal to Odysseus despite his long absence
- Study Odysseus returning to Ithaca, e.g. Odysseus disguises himself to test loyalty in his household
- Identify faithful and unfaithful characters, e.g. the suitors betray Odysseus by taking over his home
- Use evidence to support interpretations, e.g. selecting quotations that show loyalty or betrayal
- Make predictions based on story events, e.g. predicting the consequences for the suitors when Odysseus returns

| | |
|---|---|
| **S1** | **Embedded Clause Sentence –** The embedded clause splits the main clause between the subject and the verb adds detail and has a comma either side of it. |
| **S2** | **Present Participle Start –** Sentence begins with a present tense –ing verb starting a subordinate clause which uses a comma to pivot to the main clause. |
| **S3** | **Adjective Attack –** Two adjectives separated by and, and followed by a comma at the beginning of a sentence. |
| **S4** | **Fronted Adverbial –** Sentence starts with a subordinate clause of a single adverb followed by a comma. |
| **S5** | **Prepositional Push-Off –** Sentence begins with a subordinate clause followed by a main clause with a comma as a pivot point. |
| **S6** | **Semi-Colon Split –** Use a semi-colon to connect two main clauses that are closely related in meaning but not joined by a coordinating conjunction. |

# Year 7 English Knowledge Organiser - Grammar

| Grammar Focus | Key Knowledge | Example | My Example |
|---|---|---|---|
| **Sentence** | A complete sentence must contain a subject and a verb. Sentence length does not matter. | **She ran.** | |
| **Fragment** | A fragment is an incomplete sentence. It is missing a subject or a verb. | ~~Running quickly.~~ **He was running quickly.** | |
| **Subject** | The subject is the person, place, thing, or idea doing the action. It can be one word or a phrase. | The **brave soldier** fought. | |
| **Pronouns** | A pronoun is a word that replaces a specific noun (person, place, or thing) to avoid repetition and make sentences clearer. | I, you, he, she, we, they, my, yours, his, hers, ours, theirs | |
| **Verbs** | A verb tells us what the subject is doing or being. | The brave soldier **fought**. | |
| **Nouns** | Common nouns name general things.<br>Proper nouns name specific things and use capital letters. | The **assessment** will be on **Tuesday**. | |
| **Adjectives** | Adjectives describe nouns and add detail. | The **brave** soldier fought. | |
| **Adverbs** | Adjectives describe how, when, where, or how often something happens. They often describe verbs. | He ran **quickly**. | |
| **Prepositions** | Prepositions show position, movement, or time. They usually come before a noun. | **Under** the table.<br>**After** the battle. | |
| **Conjunctions** | Conjunctions join words, phrases, or clauses together. | And, but, because, so | |

# Year 7 Knowledge Organiser - Mathematics

## NP1 – Place value and the number line.

### Key Terms

| Word | Explanation |
|---|---|
| number | a value or a quantity used to count or measure |
| digit | a symbol we use to make numbers, such as "0" or "9" |
| numeral | a number written with digits, such as "213" or "0.5" |
| integer | a "whole" number (with no decimal part), such as 15 or 510, but not 2.5 |
| base 10 | our numeral system, where each column is worth a different power of 10 |
| decimal | means "base 10" but more often used for non-integers written like this: 2.5 or 38.7 |
| less than | numbers further left on the number line |
| greater than | numbers further right on the number line |
| ascending | going up |
| descending | going down |

| Symbol | How to read it |
|---|---|
| < | is less than |
| > | is greater than |
| ≤ | is less than or equal to |
| ≥ | is greater than or equal to |
| = | is equal to |
| ≠ | is not equal to |
| ≈ | is approximately equal to |

modern

| Quantity to measure | Metric units |
|---|---|
| length | millimetre (mm)<br>centimetre (cm)<br>metre (m)<br>kilometre (km) |
| mass | gram (g)<br>kilogram (kg) |
| capacity | millilitre (ml)<br>litre (l) |

| mg | g | Kg |
|---|---|---|
| 1000 | 100 | 1 |

| hrs | day |
|---|---|
| 24 | 1 |

| ml | c l | l |
|---|---|---|
| 1000 | 100 | 1 |

| m | km |
|---|---|
| 1000 | 1 |

| s | min | hrs |
|---|---|---|
| 3600 | 60 | 1 |

| mm | cm | m |
|---|---|---|
| 1000 | 100 | 1 |

- We use a place value grid to help up read and write numbers

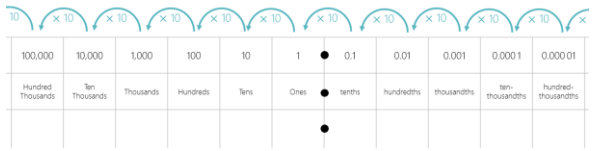



- We have both positive and negative integers, a number that is positive is above zero, where a number less than zero is a negative.



This is the number 4. Its sign is positive.
This is the number -4 ("negative 4"). Its sign is negative.
What is the same about them? What is different about them?

- The midpoint of two numbers is exactly halfway between them. To find it quickly, we add together the endpoints and the halve the answer.
- When we are given a list of numbers, in order, the middle number in the list is called the median. If there are two numbers in the middle, we need to find the midpoint of these two numbers.
- When we multiply by 10, 100 and 1000 this moves a numbers place value, for example a number multiplied by 10 moves one place to the left on the place value grid.




Every column is ten times greater than the one before it.
This means when we × 10, all digits move one place to the left.
If we × 100, they move two places left, × 1000 moves three places left, etc.

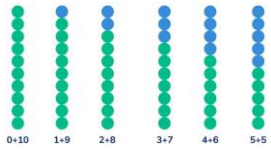
- To round a real number to a specified place value, examine the digit in the next lower place; if it is ≥5, increase the target digit by 1, otherwise leave it unchanged, and set all other digits to zero.
- To round to a significant figure, you target the first nonzero number.

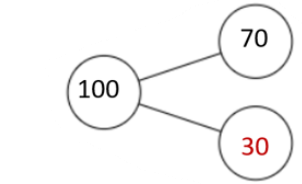
## NP2 – Addition and Subtraction

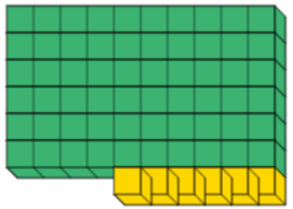
### Key Terms

| Keyword/Skill | Definition/Tips |
|---|---|
| Integer | Whole number including 0 and negative numbers. No fractions or decimals. |
| Place Value | Hundreds, Tens, Ones, Tenths, Hundredths… |
| Negative numbers | Number less than zero.<br>Can be integer, decimal or fraction, e.g. -2, -4.7, $\frac{1}{2}$ |
| Positive numbers | Numbers bigger than zero.<br>Can be integer, decimal or fraction, e.g. 5, 3.6, $\frac{2}{5}$ |
| Summand | The summands are the numbers being added |
| Sum | The answer when summands are added together |
| Zero pair | Two values with equal magnitude (size) but opposite signs, so they give a sum of 0,<br>e.g. 2 + - 2 = 0 |
| Complement | The complement of a decimal is the number you add to get to 1. |
| Difference | Answer after subtraction of two values |
| Column Addition | Standard written method of addition |
| Minuend | When we subtract, the starting/first number is the minuend |
| Subtrahend | When we subtract, the amount to be subtracted is the subtrahend |

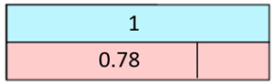
## Number bonds



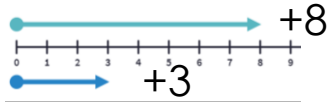



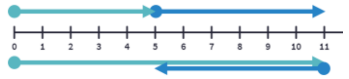
- The numbers in a zero pair are called additive inverses of each other.
- Number bonds are pairs of numbers that can be added together to make another number, like 10, 100, 1000 etc. We can also have pairs of decimal numbers that add to make 1.




- Vectors represent the magnitude (size) of a number on a number line.
- When we add or subtract numbers along a number line, we place then end to end.




- Inverse operations are the opposite of one another, so they undo one another.

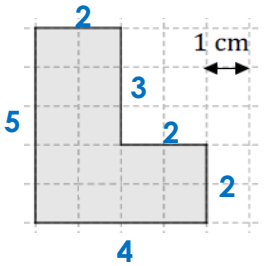


5 + 6 = 11
11 – 6 = 5

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

Examples
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**

- Perimeter is the distance all the way around the edge of a shape




The perimeter of this L shape is
2 + 3 + 2 + 2 + 4 + 5 = 18 cm

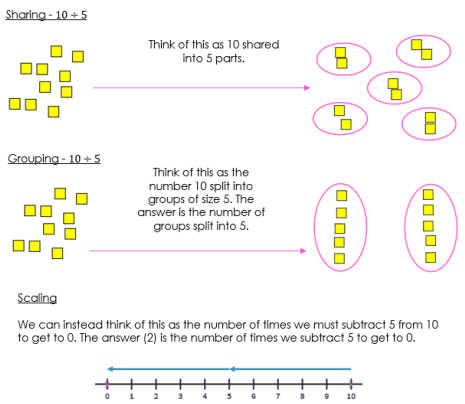
# Year 7 Knowledge Organiser - Mathematics

## NP3 – Multiplication and Division

### Key Terms

| Keyword/Skill | Definition/Tips |
|---|---|
| Integer | Whole number including 0 and negative numbers. No fractions or decimals. |
| Product | Multiply |
| Factor | Numbers we can multiply together to get another number. |
| Distributive Law | Multiplying a number by a group of numbers added together is the same as doing each multiplication. |
| 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. |

Representations of Division




- Multiplication is <u>associative</u>. This means you can 'split up' parts of it and join the numbers in different ways. We call it decomposing and recomposing.




- When we <u>multiply decimals</u>, we can first make an easier, related calculation without decimals, then reverse our changes to get the final answer.

$0.5 \times 0.6$

$\times 10 \quad \times 10$

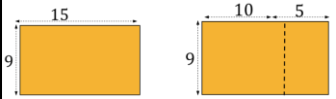
$5 \times 6 = 30$

$\div 100$

$0.5 \times 0.6 = 0.3$

As we have multiplied by 10 twice, we need to divide by 100 (same as dividing by 10 twice).

- <u>Distributive Property</u> is a way of splitting up a calculation to make it more manageable
- Example: 9 x 15

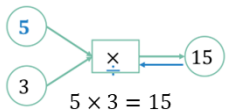






$9 \times (10 + 5) = 9 \times 10 + 9 \times 5$
$= 90 + 45$
$= 135$

- <u>Multiples</u> can be thought of as numbers in a times table.
- Numbers have <u>common multiples</u>; these are multiples they share.
- <u>Factors</u> can be thought of as the integers which multiply to make another.
- Any numbers that are factors of two or more numbers are said to be <u>common factors</u> of those numbers.
- <u>Fact Families</u>




$5 \times 3 = 15$

$3 \times 5 = 15$

$15 \div 3 = 5$

$15 \div 5 = 3$

## NP4 – Powers and Roots

### Key Terms

| Keyword/Skill | Definition/Tips |
|---|---|
| Product | Means multiply |
| Prime number | A number that has exactly two factors |
| Square number | A number multiplied by itself i.e. $3^2 = 9$ |
| Cube number | The result of multiplying an integer by itself three times i.e. $2 \times 2 \times 2 = 2^3 = 8$ |
| Index Form | Writing numbers in terms of powers E.g. $6 \times 6 \times 6 \times 6 = 6^4$ <- This is in index form |
| Prime Factor | A factor of a number that is also a prime number |
| Prime Factor Decomposition /Prime Factorisation | To write a number as a product of prime numbers Every number has a unique prime factorisation |
| Exponent | Another word for power. How many times you multiply a number by itself. |
| Root | The inverse of exponent. |

- When we multiply a number by itself, we call this <u>squaring</u> the number.
  1, 4, 9, 16, 25, 36, 49, 64, …
- When we multiply a number by itself, and then again, we call this <u>cubing</u> the number.
  1, 8, 27, 64, 125, 216, 343, …
- A prime number is any positive integer that has exactly two different factors.
  These factors are always itself and 1.
- Index form is writing numbers in terms of their powers. It shows repeated multiplication.
  Example:
  $2 \times 2 \times 2 \times 2 \times 2 = 2^5$
- The inverse of an exponent is called a <u>root</u>. We show it with this symbol:
  $\sqrt{\phantom{x}}$
- The inverse of squaring is called the <u>square root</u>, $\sqrt[2]{\phantom{x}}$
- The inverse of cubing is called the <u>cube root</u>, $\sqrt[3]{\phantom{x}}$
- Some powers/roots will take too long to calculate so you will need to be confident using a calculator. You will need these buttons below.



- Any number can be written as a product of prime factors. It is also called <u>Prime</u> Factorisation or Prime <u>Factor Decomposition</u>.
- When we are multiplying numbers written in index form, and they have the same base, we can <u>add</u> the exponents.
- Since division is the inverse of multiplication, the law can be inverted too. When we are dividing numbers written in index form, and they have the same base, we can subtract the exponents.

# Year 7 Science Knowledge Organiser - BOM5: Particle Model

## Lesson 1 – The Particle Model

**Key Terms**

**Molecule** : A particle that is made up of two or more atoms that are chemically combined.

**Atom:** Is a small particle that makes up elements and compounds.

**Macroscopic**: Visible to the naked eye / large-scale.

**Density**: the amount of mass (or number of particles in a given volume

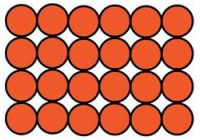
**Model:** A physical and/or mathematical and/or conceptual representation of a system of ideas, events or processes.

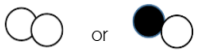
**Draw:** To produce, or add to, a diagram.

**Suggest:** put forward for consideration.

-The closer the particles are packed together – the denser the substance will be.

-Particle diagrams are useful for describing the motion and arrangement of particles that are too small to see.



| atom | molecule |
|---|---|
| *Examples: Mg, C, He* | *Examples: $O_2$, MgO* |
|  |  or |

## Lesson 4 – Physical and Chemical Changes

**Key Terms**

**Physical change:** when a substance changes shape(particle arrangement) or state.

**Chemical change**: when the atoms within a particle are rearranged to form a new product.

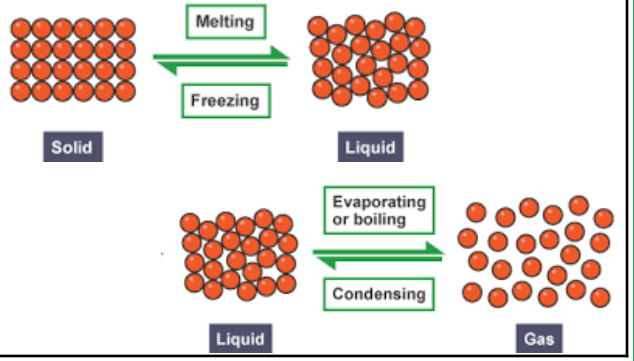
**Melting** : The process of adding heat energy to change a solid to a liquid state.

**Boiling**: The process of adding heat energy to change a liquid to a gas state.

**Freezing** : The process of removing heat energy to change a liquid to a solid state.

**Condensing** : The process of removing heat energy to change a gas to a liquid state.

- The particles after a physical change are the same as the particles before the change.




## Lesson 2 – Solids and Liquids

**Key Terms**

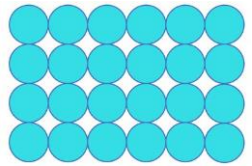
**Anomaly** : Something that deviates from what is standard / normal / expected. Does not fit a pattern.

**Compress** : To press or squeeze together.

**Vibrate** : Move continuously to and from.

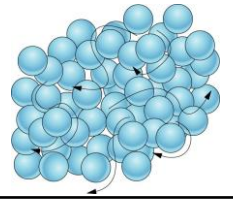
-Particles in a solid are arranged in a regular pattern.

- Particles in a solid vibrate about a fixed position.
- Liquid particles are not arranged in a regular pattern.
- Materials in the liquid state flow, their particles are not tightly bound to each other and can move around freely.



**solid**

**liquid**

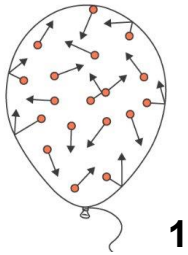


## Lesson 3 – Liquids and Gases

**Key Terms**

**Gas Pressure :** The physical force exerted by the frequency of collisions of gas particles with the container walls.

- Gas particles are spread out, not touching and move around rapidly in all directions.
- The greater the frequency of collisions, the higher the pressure.
- Between gas particles there is nothing.
- The gas state is less dense than solid and liquid states.
- Substances in the gas state do not settle to the bottom of a container, but fill the whole space



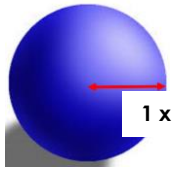
# Year 7 Science Knowledge Organiser – BOM6: The Atom

## Lesson 1. The Atom

**Key Terms**

**Atom -** Is a small particle that makes up elements and compounds. Atoms of each element are represented by a chemical symbol.

**A particle model –** a model widely used to predict the behaviour of solids, liquids and gases




We use models for atoms because atoms are very small.

John Dalton stated that atoms had a definitive size and mass.

All atoms are particles, but not all particles are atoms

Standard Form - A way of writing very large and very small numbers so that they are easier to understand. Any number in standard form is written as: $A \times 10^n$

The approximate radius of an atom is $1 \times 10^{-10}$ m

## Lesson 2 - Elements and compounds

**Key Terms**

**Element** - made of one type of atom only which has the same size and mass.




**Compound** - when two or more elements are chemically combined




**Molecule** - when two or more atoms are chemically combined.



Substances have different properties because of the elements they contain.

A compound has a fixed melting and boiling point (Water - 0oC / 100oC).

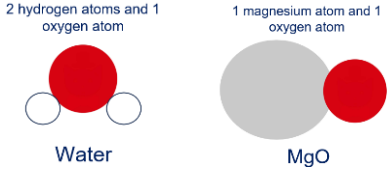
Air is a mixture made up of nitrogen (element) oxygen (molecules), carbon dioxide and water (compounds).

## Lesson 3 – Representing elements and compounds

**Key Terms**

**Chemical symbol** - Is a representation of chemical elements – it must always start with a capital letter.

**Chemical formulae** - Represents the composition of an element or compound. Each element symbol does not solely represent a single atom.




Each element is represented by an assigned name and symbol. (H, O, C, S, Cl, Mg, Na, Fe, Cu)

The names and quantities of atoms in a chemical compound can be derived from its formula. ($H_2O$, $O_2$, $H_2$, $CO_2$, MgO, NaCl)

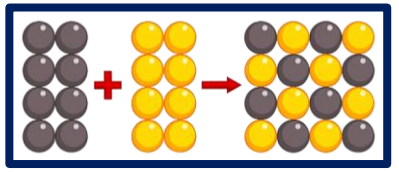
The following chemical symbols of elements can be used to create chemical formula. (H, O, C, Cl, Mg, Na, Fe, S, Cu)

## Lesson 4 - Atoms in chemical reactions

**Key Terms**

**Word equation** - A way of representing a chemical reaction simply.
The reactants are on the left of an arrow, and the products are on the right. The arrow represents a chemical reaction.

**Reactant** - A starting substance in a chemical reaction.
**Product** - A substance that is made in a chemical reaction.
**Observe** - Notice or perceive (something) and register it as being significant.



During a chemical reaction, atoms are rearranged to form new products.
($C + O_2 \rightarrow CO_2$)

Word equations can be used to represent reactants and products in a chemical reaction.

For example: Iron reacts with sulfur to form iron sulfide. The word equation can be written as:
iron + sulphur → iron sulphide

The reactants in this example are iron and sulfur.

The products in this example are iron sulfide.

## Lesson 5 - Conservation of mass

**Key Terms**

**Conservation of mass** - In chemical reactions, the total mass of reactants is equal to the total mass of products. Mass is conserved in physical changes.

**Zero error** - when the balance is not set to zero before it is used.

**Observe** - Notice or perceive (something) and register it as being significant.

Atoms are not created or destroyed during chemical reactions.

| Object | Mass (g) | Subtract Crucible + Lid (g) |
|---|---|---|
| Crucible + Lid | a | |
| Crucible + Lid + Magnesium | b | b – a = d |
| Crucible + Lid + Product | c | c – a = e |
| Difference | | d – e = f |

d, e and f – Will all be calculated after you have finished your experiment

c – Is the third observation you will make. You must measure the mass of the crucible and lid after you have heated it.

# Year 7 Science Knowledge Organiser – OEOO4: Changing Shape

## Lesson 1- Different Forces

**Key Terms**

**Force :** A push or pull that acts on an object due to the interaction with another object
**Tension** : Pulling force exerted by an object on a string, rope or rod
**Upthrust :** An upward force that acts on an object when it is in a fluid (liquid or gas)
**Electrostatic Force** : The force experienced by a charged particle in an electric field.
**Magnetic Force :** The push or pull between a magnet and a magnetic material.
**Gravitational Force :** The force that pulls objects with mass together

- Unit of force is Newtons.
- Forces can either be contact or non-contact
- A non-contact force is when objects do not have to touch to have an effect on each other.
- Example of non-contact forces are gravitational force and magnetic forces.
- A contact force is when objects have to touch to have an effect on each other.
- Examples of contact forces are tension and upthrust.



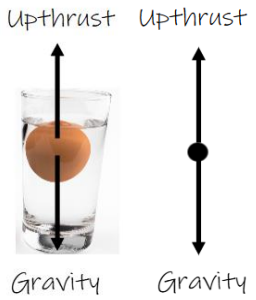


## Lesson 2- Representing Forces

**Key Terms**

**Magnitude**: Size
**Normal reaction force** : When an object pushes on a surface, this is the force that pushes back to create zero resultant force.

- Forces act in pairs
- Forces can be represented using arrows
- The size of the arrow Represents the size of the forces
- The direction of the arrow represents the direction of the force

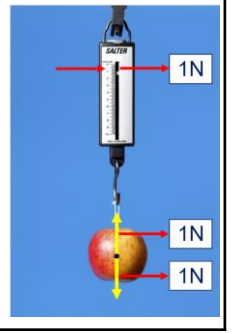



## Lesson 3 – Measuring Forces

**Key Terms**

**Newton** : The standard unit for force
**Calibration** : The process of checking that an instrument is measuring correctly by comparing it against a known standard.

- We can measure the size of a force using a Newton metre.
- When using measuring equipment, we may need to calibrate it first to avoid errors.
- If a piece of equipment is not calibrated, it could result in random error

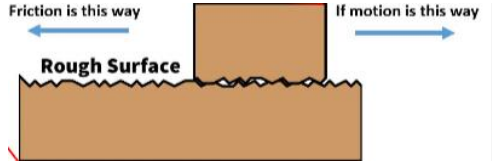



## Lesson 4 - Investigating Friction

**Key Terms**

**Friction :** Friction is a force that opposes the motion of objects or surfaces that are in contact with each other

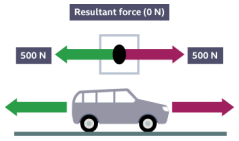
- Friction slows down moving objects
- Friction acts in the opposite direction to the movement.
- Friction can be shown using force arrows.



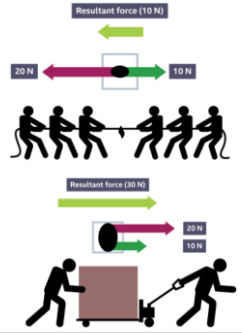

## Lesson 5 – Balanced and Unbalanced Forces

**Key Terms**

**Stationary** : An object that is not moving – is at rest
**Equilibrium** : When opposing forces are balanced
**Resultant force** : the single overall force that represents the sum of all individual forces acting on an object




- If balanced forces are acting on an object, the object will remain stationary if not moving or the object will move at a constant speed
- When the forces are balanced, the resultant forces are zero
- If unbalanced forces are acting on an object, the object will change speed or direction
- When the forces are unbalanced, the resultant forces are non-zero



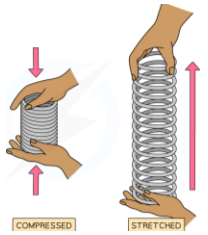

## Lesson 6 – Stretching and Compression

**Key Terms**

**Stretch** - When a material extends beyond its original length
**Compress** - When a material is caused to occupy a smaller volume than it originally did
**Extension** - The length gained by a material that is stretching
**Elastic** - A material that can stretch or compress and then return to its original shape
**Inelastic** - A material that cannot stretch or compress and then return to their original shape

- When a force is placed on a material, that material may stretch or be compressed.
- Elastic materials can return to their original shape when the force is removed.





# Year 7 Science Knowledge Organiser – BBL1: Animal Cells

## Lesson 1 – Animal Cell Structure

**Key Terms**

**Cell –** The fundamental unit of living organisms

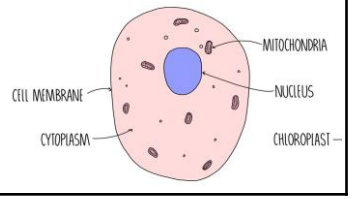
**Cell membrane –** A barrier between the internal cell and it's surroundings that controls the movement of substances into and out of the cell.

**Cytoplasm –** A jelly-like fluid inside the cell that is the site of chemical reactions

**Mitochondria –** A sub-cellular structure that transfers/releases energy for the cell

**Nucleus -** A large sub-cellular structure that contains the DNA/Genetic Material needed to control the cell

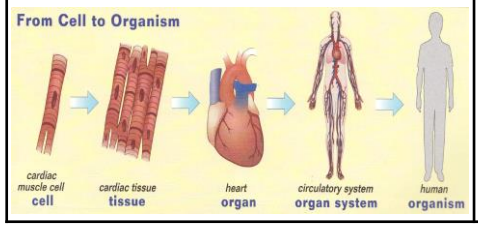
- All living things are made up of cells
- The function of the ell membrane is to control the movement of substances into and out of the cell
- The cytoplasm is the jelly-like substance found in cells where chemical reactions take place
- The nucleus is the part of the cell that stores the genetic material of the cell
- The function of the mitochondria is to transfer energy, using a sugar called glucose




## Lesson 2 – Levels of Organisation

**Key Terms**

**Tissue –** A part of an organ that is formed of many similar cells carrying out a similar function.




- Cells are the smallest structure within an organism
- Followed by tissues which are a group of similar cels working together
- Next is an organ, many tissues working together to make the organ work
- Next is an organ system, where a group of organs work together to bring about a certain function
- Finally, The body is made up of different organ systems working together to carry out all the functions of a living organism.
- The different organs in a system are linked together by tubes or vessels.

## Lesson 3 and 4 – Observing animal cells (Microscopy)

**Key Terms**

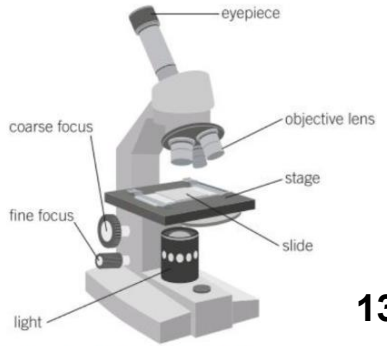
**Microscope -** A piece of equipment (apparatus) that is used to see microscope objects – things that are too small to see with the naked eye

**Objective Lens -** One of three or four lenses of the microscope that are closest to the specimen to help magnify the image by different amounts

**Eyepiece lens -** The part of the microscope that the user puts their eye to that magnifies the image of the specimen you are observing

**Cover slip -** A very small, thin piece of glass that is put on top of a specimen before viewed under a microscope

- A light microscope can be used to view objects that are too small to see with the naked eye
- Using the focusing wheel helps to make the image clearer by increasing the resolution
- Using a higher magnification objective lens can be used to see the cells and cell structures in more detail
- A stain/dye can also be used to make the cell structures more visible



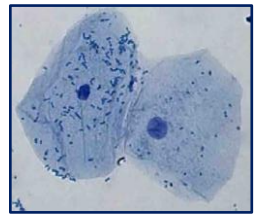

## Lesson 5 and 6 – Preparing cells (animal)

**Key Terms**

**Methylene Blue** - A chemical that is used to stain animal cells so you can see some of the key features better

**Specimen -** The terms used to describe something that we might observe under a microscope

- In this investigation, you are going to follow a practical method to remove some cheek cells off the inside of your cheek using a cotton bud
- Carefully add them to a microscope slide
- Apply a stain called methylene blue
- Then observe them under the microscope
- You show be able to see three cell structures: nucleus, cell membrane and cytoplasm



## Lesson 7 – The Skeleton

**Key Terms**

**Function -** The role or job something has

The skeleton has 4 purposes:

- It gives the body shape and support
- Red blood cells are produced in the bone marrow
- It protects the major organs
- It allows the body to move (joints)

- The place where two bones meet is called a joint.
- Muscles are attached to bones with tendons to help them move

- A muscle will contract to exert a force on a bone and bring about movement around a joint

# Year 7 Science Knowledge Organiser – BBL1: Animal Cells

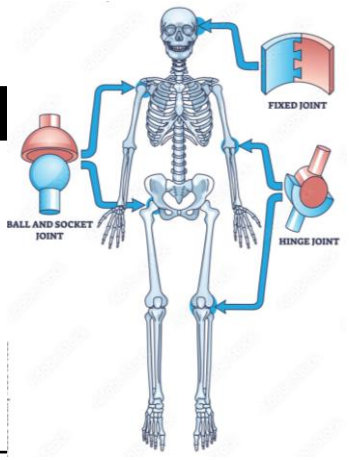
## Lesson 8 – Joints

**Key Terms**

**Tendon -** A strong tissue that connects a muscle to a bone
**Cartilage -** Protects the ends of the bone and makes them easy to slide over each other
**Ligament –** Connects the two bones together

- The skeleton is needed to help bring about movement. This happens at places called joints – where two bones meet and muscles are used to cause movements.
- Synovial fluid is the liquid that is found between bones to cushion any shocks through your skeleton

Examples of joints:
1) Hip/shoulder – ball and socket
2) Knee/elbow – hinge joint
3) Ankle/wrist – gliding joint
4) There are also fixed joints where no movement happens – like the skull.

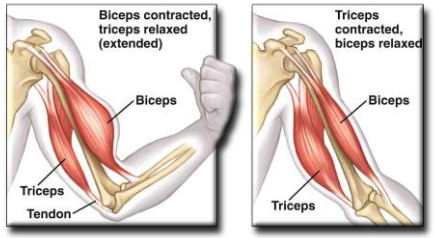


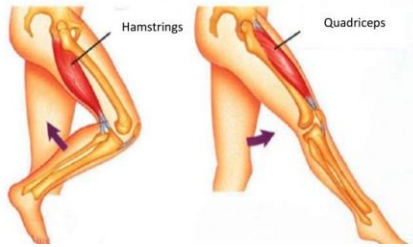

## Lesson 9 – Biomechanics

**Key Terms**

**Biomechanics -** The understanding of how living organisms move, including the structures that help them do so
**Antagonistic muscles -** A pair of muscles that work together to bring about movement at a joint (E.g.: Biceps and Triceps)

- The biceps contracts and shortens to pull the forearm upwards
- The triceps contracts and shortens to pull the forearm downwards.
- When one of the muscles is contracting, the other is relaxing or getting longer.
- This means that one muscle is responsible for the movement in one direction, and the other muscle moves it the other way.
- This is because muscles can only pull, not push bones.
- Another example of an antagonistic pair of muscles are the hamstrings and quadriceps in the upper leg

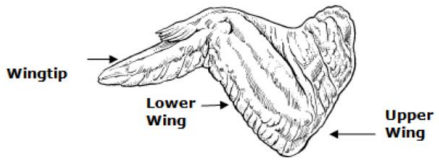



## Lesson 10 – Chicken wing dissection

**Key Terms**

**Identify -** Be able establish or indicate what something is.




- In this investigation, you will follow a practical method to carry out a dissection of a chicken wing to observe the way the muscles in the wing work to bring about movement
- Possible risks when carrying out this dissection are contamination of bacteria by handling raw meat, cross contaminating workspaces and cuts from using sharp tools
- Most movement in the body is controlled by two muscles that work together – these are called antagonistic muscles – in the chicken wing these are the biceps and triceps that move the wing up and down

# Year 7 Science Knowledge Organiser – BE3: Astrophysics

## Lesson 1 – The Planets

**Key Terms**

**Gravity** - the force that attracts a body towards the centre of the earth, or towards any other physical body having mass

**Orbit** – a regular, repeating, curved path that an object in space (a satellite) takes around another, more massive object, such as a planet orbiting a star or a moon orbiting a planet.

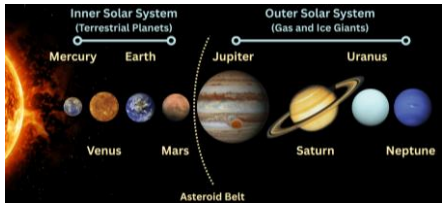
**Astronomical unit** - The average distance between the Earth and the Sun, a unit used as a comparison for distances within the Solar System

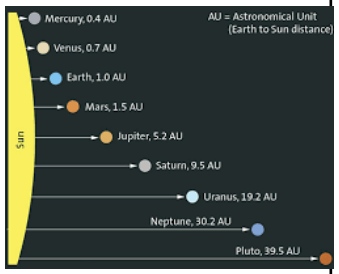
**Measure** - Use an instrument to determine a value

**Calculate** - Work out the value of something

**Observe** - Notice something and register it as being significant

- The planets in order from the sun are Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune
- The first 4 planets are made of rock (terrestrial planets)
- Jupiter and Saturn are made of gas. Uranus and Neptune are made of ice
- 1 AU is equal to the distance between the Earth and the Sun
- A planet is a large stellar body that orbits a star.
- All planets are held in orbit around the sun by gravity




## Lesson 2 – Other celestial bodies

**Key Terms**

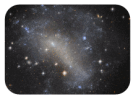
**Asteroid** - A small rocky body with no atmosphere orbiting the Sun.

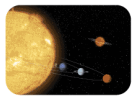
**Comet** - Object consisting of a nucleus of ice and dust and, when near the sun, a 'tail' of gas and dust particles pointing away from the sun.

**Moon** - A rocky object in orbit around a planet. This is classed as a natural satellite as it orbits a planet.

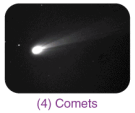
**Celestial bodies** - A celestial body (or celestial object) is defined as any naturally occurring physical entity that exists in outer space. These are the distinct objects that make up the universe, such as stars, planets, and moons.

- A celestial body is an object you might find in the sky, including moons, asteroid and comet
- Asteroids are small rocky bodies orbiting the sun
- Comets are small bodies made of ice and dust orbiting the sun
- Moons are classed as a natural satellite because they orbit a planet
- Some planets may have more than one moon or none like Venus.
- Other moons in our solar system include Titan and Enceladus that orbit Saturn, Io orbits Jupiter and Charon orbits Pluto


(1) Stars


(2) Planets

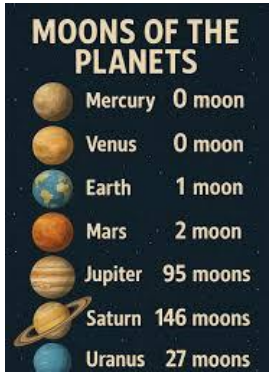

(3) Satellites


(4) Comets


(5) Asteroids


(6) Meteors and meteorites


(7) Galaxies




## Lesson 3 – Stars and galaxies

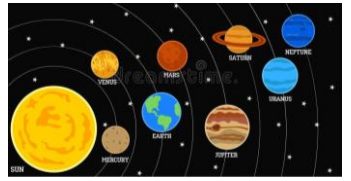
**Key Terms**

**Star** - A large, luminous ball of gas where the gases react together to release light.

**Luminous** - An object that emits its own light for example the sun.

**Galaxy** - A large collection of millions or billions of stars with dust and gas.

- A star is a luminous object – it emits its own light.
- The sun is the star at the centre of our solar system
- A galaxy is a system of millions or billions of stars, together with gas and dust.
- Our galaxy is called the Milky Way.





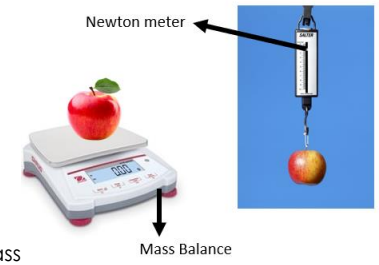

## Lesson 4 – Mass and Weight

**Key Terms**

**Mass** -the measure of the amount of matter in an object, measured in kilograms (kg)

**Weight** - The force caused by the effect of gravitational force on an objects mass

- Mass is measured in kilograms
- Mass is measured using a mass balance
- The downward force caused by mass is weight
- Weight is measured in Newtons
- Weight is measured using a Newton meter




- We can investigate the relationship between mass
  - Measuring the mass of an object using a mass balance
  - Measuring the weight of the same object using a Newton meter
  - For example, an apple has a mass of 85g/0.085kg. When the apple is placed on the Newton meter, it will measure a force of approximately 0.85 N

## Lesson 5 – Calculating Weight

**Key Terms**

**Gravitational field strength** - A measure of the strength of the gravitational field at a certain point – this strength is affected by the mass of an object and its distance from that object.

- The weight of an object is directly proportional to mass and the strength of the gravitational field it is in.
- This means that the mass and weight increase or decrease together at the same rate
- Weight (N) = mass (kg) x gravitational field strength (N/kg)
- Gravitational field strength is measured in N/kg



**Example:**

A child on a swing has a mass of **32 kg.**
The gravitational field strength on Earth is **10 N/kg.**

Calculate the weight of the child on Earth.

Weight = mass x gravitational field strength
**32** x **10**

= 320 N

# Year 7 – Computing – Digital Literacy

**Understanding the use of Digital applications such as office 365**




## Hyperlinks




A **hyperlink**, or simply a link, is a link from a document to another document or part of the document that the user can follow by clicking or tapping on.

## The Internet



The Internet also known as WWW which stands for **World Wide Web** is a network of online content formatted in a code called HTML. These are interlinked HTML pages that can be accessed over the Internet.

It provides space for a wide range of information like documents, content and videos.

## Email

Email is used for many different purposes, including **contacting friends, communicating with professors and supervisors, requesting information, and applying for jobs.** Depending on your purposes, the messages you send will differ in its

- Formality
- intended audience
- desired outcomes

## OneDrive

OneDrive is the Microsoft cloud service that **connects you to all your files**. It lets you store and protect your files, share them with others, and get to them from anywhere on all your devices.

**Benefits** - OneDrive allows you to sync and store your personal files in a single place and share them with your contacts.

| Keywords | Definition |
|---|---|
| Presentation | Useful document for entertaining, informing or persuading people |
| Word processor | software that allows users to create, edit, and print documents. Word processors, allow you to add formatting to text |
| Animation | is a form of animation which uses Microsoft PowerPoint and similar programs to create a game or movie |
| Transitions | are motion effects that when in Slide Show view add movement to your slides as you advance from one slide to another. |
| Alignment | When you move objects in a presentation, alignment guide s to where the text and images are positioned. |
| Formatting slide | Means to change the size, font, and text style in your presentation to add emphasis and to highlight content. |
| Text manipulation | **Text** can be automatically checked for spelling and grammar |

# Year 7 – Computing - Business skills...

## Presentations

**Presentations** - the purpose of a presentation is to entertain, persuade or inform a person/s. It is a great visual aid.



A good presentation is memorable and contains images, , videos and facts in a way easy to remember.

**Microsoft PowerPoint** -

The purpose of **PowerPoint** is to act as a visual aid so a presenter can present their ideas

## Word processing

**Documents** –

The main purpose of **Word** is to create text documents that can be saved electronically, printed on paper or saved as PDF files.

## Spreadsheets

**Spreadsheets** are an essential business and accounting tool. They can vary in complexity and can be used for various reasons, but their main purpose is to organise and categorise data into a logical format.

Once this data is entered into the spreadsheet, you can use it to

- create budgets
- produce graphs and charts
- storing and sorting data

## Advantages

Spreadsheets are an excellent tool that allows us to carry out analysis of data.



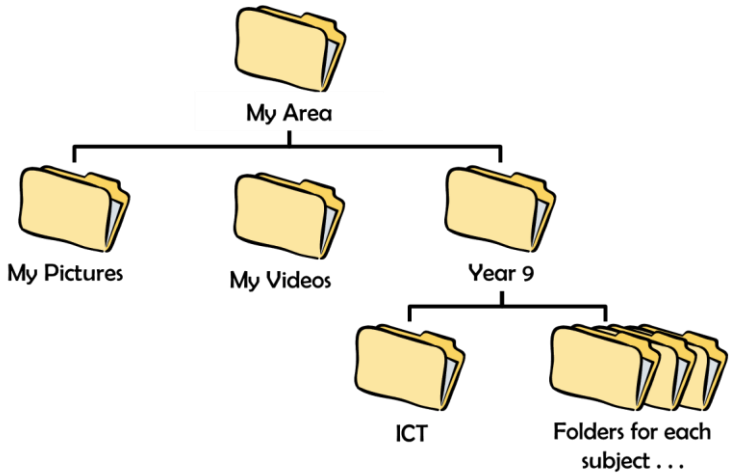


| Keywords | Definition |
|---|---|
| Spreadsheet | an electronic document which data is arranged in a grid of rows and columns |
| Worksheet | is a single page in **spreadsheet** |
| Cell | is a collection of one or more **worksheets** |
| Row | A row is a series of data banks laid out horizontally in a table or **spreadsheet** |
| Column | is a vertical series of **cells** in a spreadsheet |
| Workbook | is a collection of one or more spreadsheets |
| Function | is a predefined **formula** that performs calculations in a particular order |
| Formula | is an expression which calculates the value of a **cell** |
| Conditional formatting | is a feature which allows you to apply a format to a cell or a range of cells based on certain criteria |

# 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

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

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

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

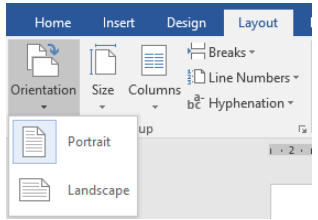
Used to create business documents such as letters, flyers and CVs

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.



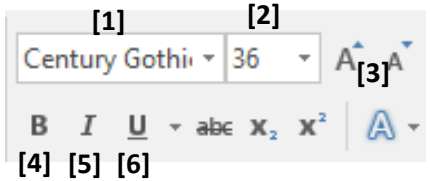

You can select portrait or landscape

| 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]

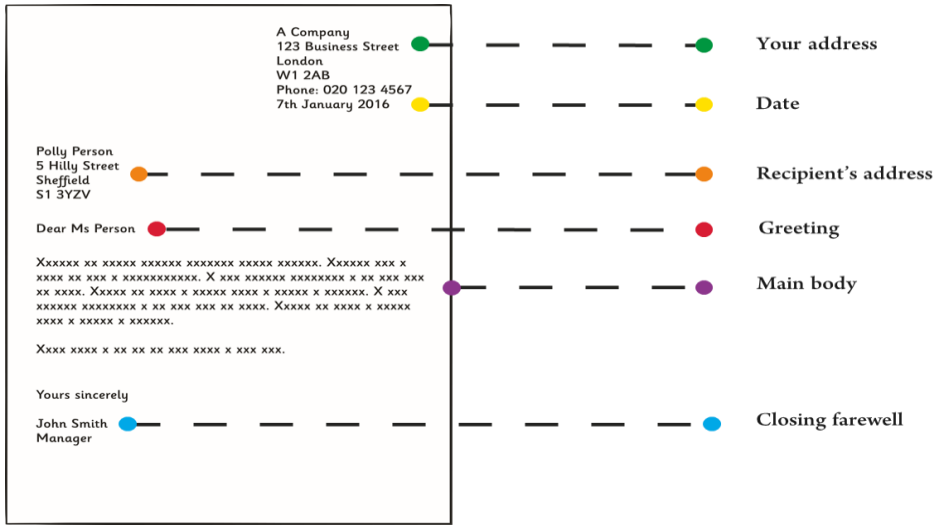



## DESIGN LAYOUT

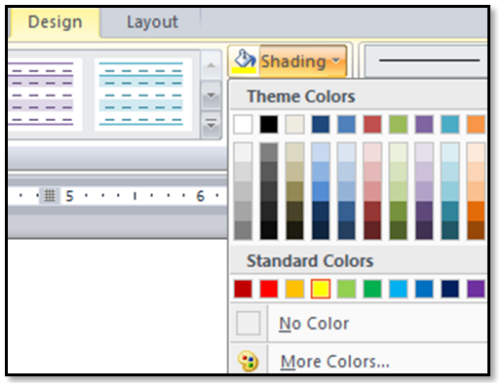
Click on the ribbon and select design. This allows you to change the design of your document using a template.




## 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

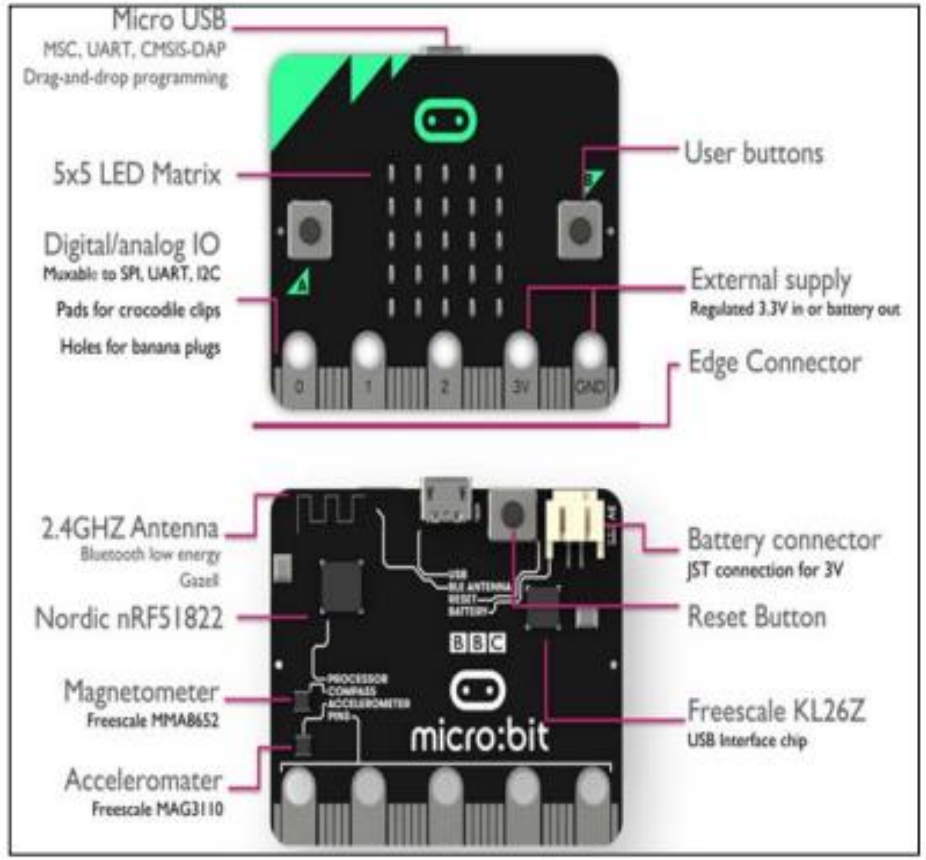
Question 3 - Favourite colour

| | 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 – Micro:Bits

| Key vocab | Definition |
|---|---|
| Micro:bit | A small computer designed by the BBC for use in computer education in the UK. |
| Processor | Receives inputs from the computer and produces outputs. |
| USB | The form of power supply used by the Micro:bit – power is transmitted from the computer via a micro-USB cable. |
| Buttons | Input devices used within the Micro:bit to control or alter programs whilst running. |
| LED (Light emitting diodes) | (LEDs) – used on the Micro:bit as a screen in a 5x5 grid to display information. |
| Accelerometer | An input device within the Micro:bit to control or alter programs by tilting or moving the device. |
| Microsoft Block Editor | The visual programming language used to create |
| Algorithm | A set of instructions to be followed to complete a given task or solve a problem. |
| Program | A sequence of instructions used by a computer. |
| Sequence | The order which the computer will run code in, one line at a time. |
| Selection | A decision made by a computer, choosing what code should be run only when certain conditions are met. |
| Condition | Checking to see whether a statement or sum is true or false. |
| Iteration | When a section of code is repeated several times – also known as looping. |
| Variable | Something which can be changed in a computer. Made up of a name and some data to be saved. |




Website: www.microbit.org – Here you can research, code a nd find out more about what you r microbit can do.

# Year 7 – Computing – Micro:Bits

## Key blocks

**For**




Repeat




While



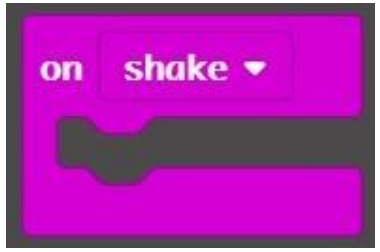

Forever




**On button pressed**




On Shake



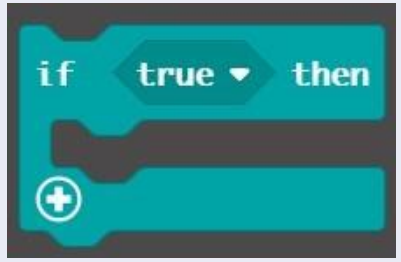

Show string



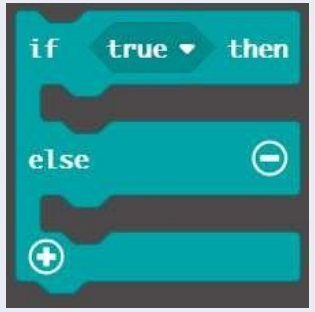

Show LED's




**If**



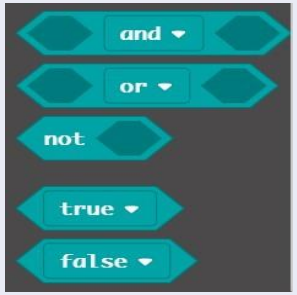

If – Else




Show Number




Boolean



# Year 7 – Computing – Computer Components

## Hardware

Computer **hardware** includes the physical parts of a computer, such as the case, central processing unit, monitor, keyboard, computer data storage, graphics card, sound card, speakers and motherboard.

The hardware components can be catergoried as Input devices and output devices

## Input Devices



An **input device** is a piece of computer hardware equipment used to provide data and control signals to an information processing system such as a computer or information appliance.

## Output Devices



There are lots of **output devices** that can connect to a computer some are connected via wires and other can be connected wirelessly such as bluetooth or WiFi. They help transfer the data out of the computer



## Software




**Software** is the set of instructions or programs that can be stored and run by hardware. The programs instruct the computer to perform certain tasks

## Peripheral device examples



1. Web cam
2. Mouse
3. Keyboard
4. Speakers
5. Headphones/earphones
6. External hard drive

Are just some examples of devices that are connected to a computer to either input data into the computer or transfer data out of the computer

## Keywords and Definition

**Peripheral** a device that is able to be attached to and used with a computer, though not an integral part of it

**CPU** Computer processing Unit also called a **Central Processor i**s the electr onic circuitry within a computer that execut es instructions that make up a computer program

**Hard disk drive**(**HDD**), is data storage device that uses magnetic storage to store and retrieve digital

**GUI** is short for graphical user interface. This type of interface is made up of Windows, Icons, Menus and Pointers

**Hardware** includes the physical parts of a computer, such as the case, CPU, monitor, keyboard, graphics card and motherboard

**Software** is the set of instructions or programs that can be stored and run by hardware. The programs instruct the computer to perform certain tasks

**Input device** Is an input device is a piece of computer hardware equipment used to provide data and control signals to an information processing system

**Output device** is any piece of computer hardware equipment which converts information into human-readable form. It can be text, graphics, tactile, audio, and video

# Year 7 – Computing – Computer Components

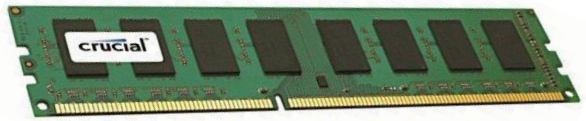
## Memory

### Hard Disk Drive = Long term memory



HDD is where all of your documents, pictures, programs etc. are stored on the computer, similar to all of the long-term memories in your brain.

### Random Access Memory (RAM) = Short term memory




RAM is where the computer stores the current task that is being carried out. This is like when you are thinking about how to work out a sum in maths or what a user is going to say next.

## Computer Health related problems

### Operating Systems

An **Operating System** is a type of Systems Software.

- **Systems software** is a type of software that controls the computers **hardware** and **software**.
- It provides an **interface** between the user of the computer and the **hardware**.



### Compression

- Compressed files use less storage space than those that are not.
- This makes it easier and quicker to transmit files over email or upload and download them.
- Data compression is commonly used for audio and video files.

### Encryption

Encryption is the scrambling of data into a form that can no longer be understood by unauthorised people.



# Year 7 – Computing – Computer Components

**Magnetic (eg Hard Drive) - Uses magnetic patterns to represent information. Has an electronic head that writes to a disk or tape**

- Very Large capacity
- relatively cheap

**Optical (eg DVD / CD Rom) - uses lasers and lights as its method of reading and writing data.**

- Cheap to produce
- Portable
- Universally readable by a most computers

**Solid State (eg Flash Drive) - Solid state – non volatile no moving parts when saving data to the device**

- No Moving parts so not sensitive to being moved around while used
- Quick access (for instant on)

**Secondary Storage:** Normally non-volatile, data and programs that are not running on a CPU are stored in here. Examples are hard disks, DVD, magnetic tape etc

**WHY:**

***Allows you to save and store things that you need/use on a regular basis or need to use at a later date.***

Don't forget about Online storage! **term used to describe services provided over a network by a collection of remote servers.**

Flash







Magnetic







Optical




Online - Cloud




**Possible Careers**

- Computer Technicians
- Computer developer
- Computer hardware engineer
- Teaching

# Year 7 Geography – What skills do I need as a geographer?

## Lesson 1 – What is geography and why does it matter?

**Key Terms**

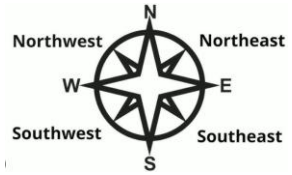
**Geography:** The study of places, people, and the environment, and how they all connect.

**Physical geography:** The part of geography that looks at natural features and processes, such as mountains, rivers, weather, and climate.

**Human geography:** The part of geography that explores people and their activities — where they live, how they use land, and how societies develop.

**Environmental geography:** A blend of physical and human geography that focuses on how people interact with the environment and how we can protect it.

- Geography is a broad subject made up of different branches.
- There are three main areas: physical, human, and environmental geography.
- Geography can be studied at different scales: local, regional, and global.
- Geography helps explain relationships between people and the world around them.




## Lesson 2 – How can we describe where places are on Earth?

**Key Terms**

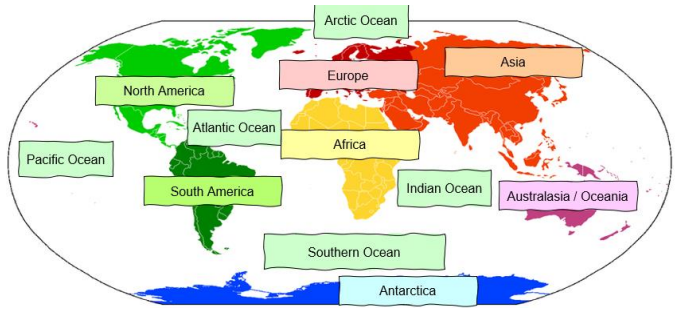
**Continent:** A large landmass on Earth

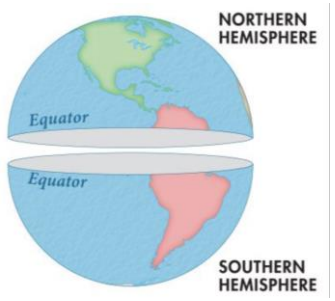
**Ocean:** A huge body of salt water that covers most of the Earth's surface.

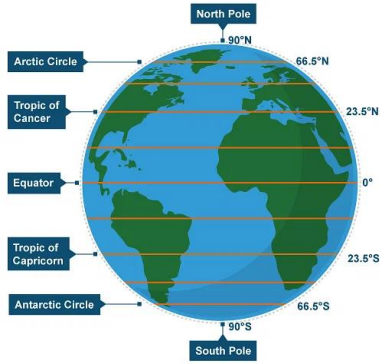
**Hemisphere:** A half of the Earth – divided into Northern/Southern (or Eastern/Western) halves.

**Latitude and longitude:** Imaginary lines on a map or globe used to pinpoint exact locations. Latitude lines run East-West and longitude lines run North-South.

**Location:** Where a place is found on Earth, often described using direction, distance or coordinates.




## Lesson 3 – How do map symbols help us understand places?

**Key Terms**

**Key/legend:**: A small box on a map that explains the symbols and colours used.

**Relief:** The height and shape of the land including hills, valleys and slopes.

- A political map shows countries, borders, and major cities, and is used to understand how places are divided and named.
- A relief map shows the height and shape of the land, helping geographers understand mountains, valleys, and flat areas.
- An OS (Ordnance Survey) map is a detailed map of the UK that shows physical and human features using symbols.
- Map symbols are used to represent real features, so maps are easier to read and understand.

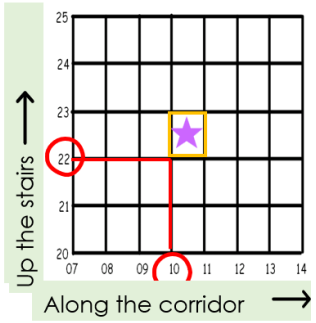
## Lesson 4&5 – How can grid references help us locate places accurately?

**Key Terms**

**Grid lines:** Lines that divide a map into squares to help locate places more easily.

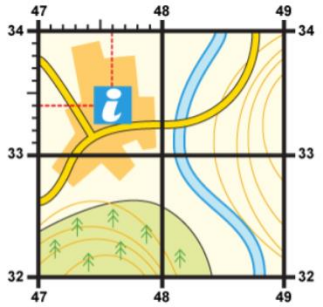
**Four and six figure grid references:** A system using numbers to give a precise location on a map.

- A map grid is made up of eastings (numbers that go *across*) and northings (numbers that go *up*).
- Use the golden rule for grid references: *Along the corridor, then up the stairs*.
- A four-figure grid reference identifies a whole grid square, starting from the bottom-left corner.




- Start at the left-hand side of the map and go east until you get to the bottom-left corner of the square. Write this number down: **10**
- Move north until you get to the bottom-left corner of the square. Look at the number of this grid line: **22**
- This is your four-figure grid reference: **1022**

A six figure-grid reference is more accurate then a four-figure one because it pinpoints on exact spot not just a square.



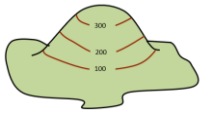

- To create a six-figure grid reference.
- Estimate the tenths across and up within square to give a more precise location.
- First, find the four-figure grid reference but leave a space afte the first two digits: **47_ 33_**
- Estimate how many tenths across the grid square your sumbol lies. Write this number after the first two digits **476**
- Next, estimate how many tenths up the grid square your symbol lies. Write this number after the last two digits. **334**
- This is your six-figure grid reference: **476334**

# Year 7 Geography – What skills do I need as a geographer?

## Lesson 7 – How can maps show the height and shape of the land?

**Key Terms**

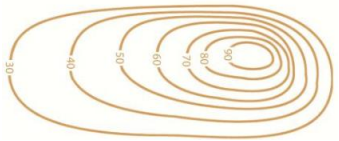
**Contour lines:** Lines on a map that join places of the same height above sea level, showing the shape of the land.




**Spot heights:** A point on a map that gives the exact height of a specific place.



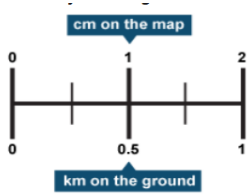

- A contour line shows different heights on an OS map.
- If the lines are close together then the slope is steep.
- If the lines are far apart the slope is gentle.
- If there are no contour lines, the land is completely flat.




## Lesson 8 – Why is scale essential when reading maps?

**Key terms**

**Scale:** Shows how distances on a map relate to real-life distances.




- To calculate the real-life distance, measure the distance on the map and multiply it by a relevant number on the scale.
- For example, 1:25 000 means that 1 centimetre on the map represents 25 000 centimetres on the actual ground the map covers.
- 100cm is equal to 1m, 1000m is equal to 1km.
- This means that 25 000 cm is equal to 250m or 0.25km

## Lesson 9 – How can we represent places ourselves?

**Key Terms**

**Field sketch:** a simple drawing of what we can see with labels of a main features.

- Sketch maps and field sketches are an effective way to map the key features of an area.
- A field sketch isn't about being a perfect artist. It is a geographical tool to capture information quickly.
- A field sketch starts with drawing outlines, then adding details and labels.
- A field sketch helps ups to observe the area and focus on the physical and human features of the landscape at the moment.

## Lesson 10 – Map skills in practice

- Map skills can be combined to understand and describe a place.

For example: The map shows the village of Chadwell St Mary and its surrounding rural areas. A church is located at the six-figure grid reference 645 784 and there is good road access leading to it. The distance between Chadwell St Mary and Linford is approximately 1.5 km, measured using the 1 km grid squares. To the north-east of the village, at 659 805, there is a golf course. The contour lines across the map are widely spaced, which shows that the land is flat with gentle slopes. There is also a woodland area on the north-east side of the map, marked with tree symbols.

Overall, this area would be a good place to visit because it offers easy transport links, open countryside for walking, leisure activities like golf, and a mix of natural and human features to explore.




Map skills checklist:

- I can identify symbols on a map
- I can use a four-figure grid references to locate places
- I can use a six-figure grid references to locate places
- I can interpret contour lines and spot heights to describe how steep or flat the land is
- I can use scale to calculate real-life distances between places
- I can use accurate geographical vocabulary throughout
- I can create a field sketch on the landscape.

# Year 7 Geography – What is weather and climate and how is it different around the world?

## Lesson 1 – What is weather and climate?

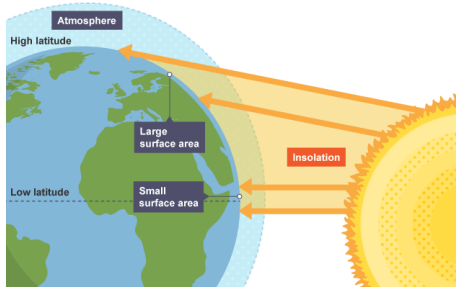
**Key Terms**

**Weather:** The short-term (day-to-day) conditions of the atmosphere, such as rain, sunshine, wind, and temperature.

**Climate:** The long-term pattern of weather in a place, usually measured over thirty years or more.

**Insolation:** The amount of the sun's energy reaching the Earth's surface.

- The sun's rays cover a smaller surface area nearer the equator due to the curvature of the Earth so the temperature is warmer.
- The South of the UK is warmer because it is closer to the Equator and receives more direct sunlight.
- The West of the UK is wetter because moist air masses arrive from the Atlantic Ocean.




## Lesson 2 – How can weather data be recorded and presented?

**Key terms**

**Temperature:** how hot or cold the air is

**Local**: something that relates to a small area nearby, such as a town or community

.

- Weather data can be found in weather forecasts. Weather can change from hour to hour, so data you collect may not match what a website shows.

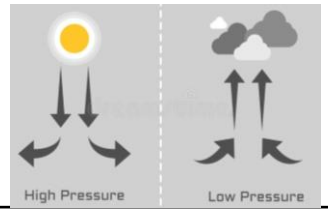
| Weather element | Instrument used | Unit of measurement |
|---|---|---|
| Temperature | Thermometer | °C |
| Rainfall | Rain gauge | mm |
| Wind speed | Anemometer | m/s or mph |
| Wind direction | Wind vane | Compass points |
| Cloud cover | Observation | Oktas |

## Lesson 3 – How does air pressure affect the weather?

**Key Terms**

**Air pressure**: The weight of the air pressing down on the Earth, affecting wind and weather.

- High pressure brings dry weather because cold sinking air prevents clouds from forming.
- Low pressure brings rainy weather because warm rising air cools and condenses to form clouds.



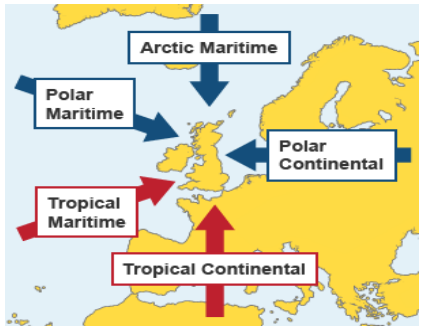

## Lesson 4 & 5 – How do air masses and ocean current impact the UK's current?

**Key terms**

**Air masses:** Large bodies of air with similar temperature and moisture levels that influence a region's weather

**Air circulation:** The movement of air around the Earth, creating global wind patterns that influence climate.

**Global:** Something that relates to the whole world.




The five air masses that reach the UK bring different types of weather because they come from different directions:

- ***Polar Maritime***: Brings cool, moist and cloudy weather because it comes from the cold North Atlantic.
- ***Tropical Maritime***: Brings mild, warm and wet weather as it travels over warm Atlantic waters.
- ***Polar Continental*:** Brings cold, dry weather in winter and hot, dry weather in summer from Eastern Europe and Russia.
- ***Tropical Continental*:** Brings hot, dry weather from North Africa, usually in summer.
- ***Arctic Maritime***: Brings very cold, unstable air with snow showers, especially in winter.

Warm ocean currents, like The North Atlantic Drift, cause the UK to have mild winters, cool summers, and frequent rainfall, especially in the West.

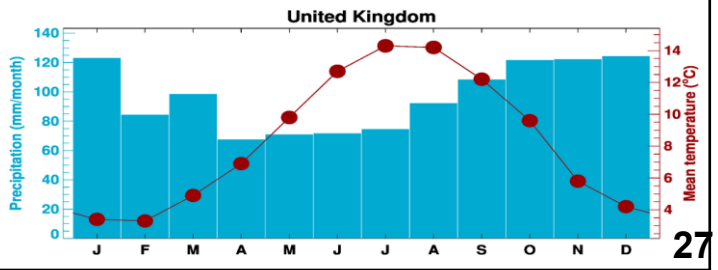
## Lesson 6 – How can we read climate graphs?

**Key terms**

**Precipitation:** Water that falls from clouds to the ground, such as rain, snow, sleet, or hail.

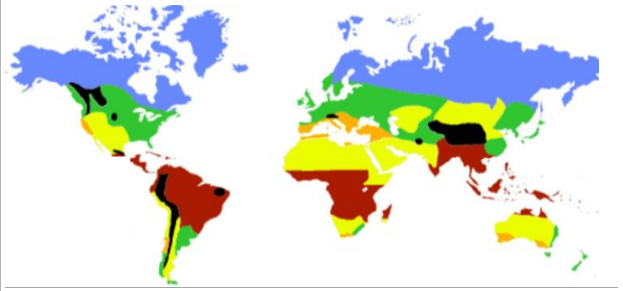
- Climate can be displayed on a graph.
- A climate graph contains two pieces of information: the amount of rainfall and the temperature of an area.
- The temperature is shown as a line and the rainfall is displayed as bars

**UK Climate:**
The UK has mild winters and cool summers, with no extreme heat or extreme cold.
Rainfall is fairly high all year, with slightly wetter months in autumn and winter and slightly drier months in spring and early summer.



# Year 7 Geography – What is weather and climate and how is it different around the world?

## Lesson 7 – Why are the different climate zones around the world?



- Polar – very cold and dry all year
- Temperate – cold winters and mild summers
- Arid – dry, hot all year
- Tropical – hot and wet all year
- Mediterranean – mild winters, dry hot summers
- Mountains – very cold all year

- The world can be divided into different climatic zones that share similar climates.
- Insolation (the amount of sunlight an area receives) controls temperature, so places with more insolation are warmer.
- Air pressure controls precipitation, high pressure brings dry weather, low pressure brings wet weather

## Lesson 8 – What is a water cycle?

**Key Terms**

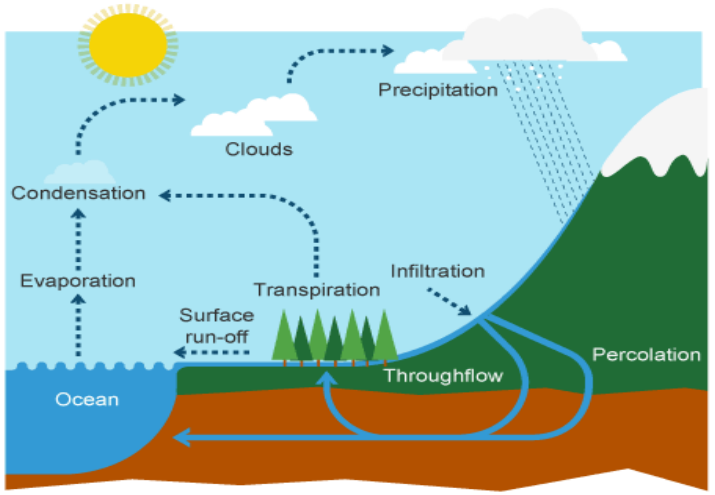
**Water cycle:** The continuous movement of water around the Earth as it changes between liquid, gas, and solid forms.

**Evaporation:** When the sun heats water and turns it into water vapour, which rises into the air.

**Transpiration:** When plants release water vapour from their leaves into the air.

**Condensation:** When water vapour cools down and turns back into tiny liquid droplets, forming clouds.

**Collection:** When water gathers in rivers, lakes, oceans, or the ground after falling as precipitation.




## Lesson 9&10 – Weather and Climate Case Study: Siberia

**Key terms**

**Tourism:** Travel for enjoyment, leisure, or interest, often bringing visitors to a place.

**Permafrost:** Ground that stays frozen all year round, found in very cold regions.

**Infrastructure:** The basic systems a place needs to function, such as roads, electricity, water supply, and communication networks.





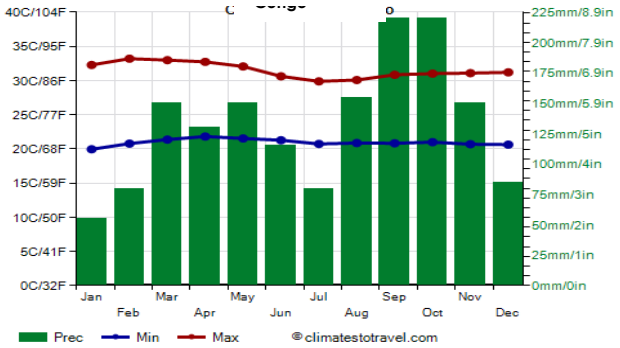

- Siberia is of a place with a cold environment in northern Russia, Asia.
- In winter temperatures can fall below -40 °C and the land is covered in thick layer of snow an ice. In summer, the ground does not fully thaw.
- The Nenets are one of many indigenous people of the Russian Arctic.
- Siberia's climate leads to opportunities for tourism around ice caves.
- The permafrost created by Siberia's climate creates challenges for construction of houses and infrastructure.
- However, construction and infrastructure can be managed to reduce the risk of permafrost melting.

## Lesson 11 – How is the climate of Congo in Africa different to the UK and Siberia?

- Climates around the world are different depending on location. The UK, Siberia and the Congo Rainforest have contrasting climates.

**UK**: Mild climate with warm summers, cool winters, and rainfall throughout the year.
**Siberia**: Very cold climate with long, harsh winters, short summers, and little rainfall.
**Congo Rainforest**: Hot, humid climate with heavy rainfall and warm temperatures all year.

**Climate graph of Congo Rainforest**




Key differences:
- The Congo is much hotter and wetter than both the UK and Siberia.
- Siberia is much colder than the UK and the Congo.
- The UK's climate is less extreme than the climates of Siberia and the Congo Rainforest.
- Climate affects how people live, work and adapt to their environment in each location.

# Year 7 Geography – Geography of the UK




## Lesson 1 – Where in the world is the United Kingdom?

**Key Terms**

**Weather**: The short-term (day-to-day) conditions of the atmosphere, such as rain, sunshine, wind, and temperature.
**Climate:** The long-term pattern of weather in a place, usually measured over thirty years or more.
**Temperate:** A climate type with mild temperatures — not extremely hot or cold — and moderate rainfall.
**Prevailing wind:** The direction the wind usually comes from in a particular place.

- The UK is an island nation in the continent of Europe. It lies in the mid-latitudes, halfway between the equator and the North Pole.
- This location led to a temperate climate, meaning warm (not hot) summers and cool (not freezing) winters.
- The UK is a maritime country because it is surrounded by the sea, so the rain falls throughout the year.
- Prevailing winds from the south-west, bring moist air from the Atlantic Ocean.

## Lesson 2 – What countries make up the UK?

**Key terms**

**Region**: An area that has shared features, such as climate, culture, or landscape.
**Settlement:** A place where people live, such as a village, town, or city.

- The UK is made up of four countries: England, Scotland, Wales and Northern Ireland.
- The capitals are London (England), Edinburgh (Scotland), Cardiff (Wales) and Belfast (Northern Ireland).
- The UK is surrounded by water on all sides: North Sea, Irish Sea, English Channel and Atlantic Ocean.

## Lesson 3 – What are the major physical features of the UK?

**Key terms**

**Dense/sparse:** Words used to describe how crowded or spread out something is. Dense means packed closely together. Sparse means spread out with lots of space between things.

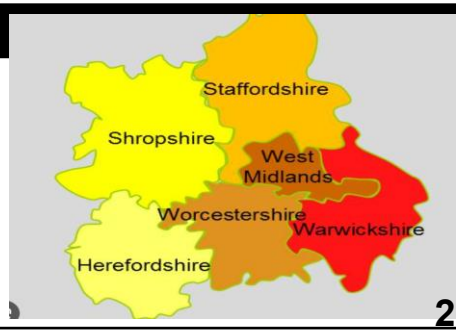
- The UK has upland areas (higher land such as Scotland and the Pennines) and lowland areas (lower, flatter land such as Norfolk and the South Downs).
- Upland areas are usually mountainous and less populated.
- Lowland areas are flatter and more suitable for farming and settlements.
- Some major UK rivers include the Thames, Severn, Trent, Wye, Tay and Mersey.

## Lesson 4 – What are the major human features of the UK?

- The UK has several major cities, including London, Birmingham, Manchester, Glasgow, Leeds and Liverpool.
- London is the largest city and the capital of the UK.
- The UK has many transport networks, including roads, railways and waterways.
- These transport networks help people travel and move goods around the country.

## Lesson 5 – Where is Bilston in the UK?

- The UK is divided into counties, which are areas used for local government.
- Bilston is located in the county of the West Midlands.
- Nearby counties include Staffordshire, Worcestershire, Shropshire, Warwickshire and Herefordshire.



# Year 7 Geography – Geography of the UK

## Lesson 6 – How can I locate rural and urban areas of the UK?

**Key Terms**

**Urban/rural**: Terms used to describe types of areas. Urban areas are towns and cities with many buildings and people. Rural areas are countryside places with fewer buildings and people and more open space.

**Land use:** How land is used by people — for housing, farming, industry, transport, or recreation



| Urban | Rural |
|---|---|
| - High population density<br>- Many buildings and roads<br>- Good transport links<br>- Wide range of jobs and services | -Low population density<br>- Open space, natural landscapes<br>- Limited public transport<br>- Fewer services (shops, hospitals)<br>- Limited job opportunities |
| Typical land use:<br>- Residential housing<br>- Shops and offices (commercial)<br>- Industry (factories)<br>- Transport infrastructure (roads, rail)<br>- Leisure (parks, stadiums) | Typical land use:<br>- Farming (arable and livestock)<br>- Forestry<br>- Tourism (walking routes, campsites)<br>- Conservation areas (protected land) |
| Example: London, Bilston, Wolverhampton | Example: Villages in Shropshire countryside, Lake District in Cumbria |

## Lesson 7 – How is the population of the UK distributed?

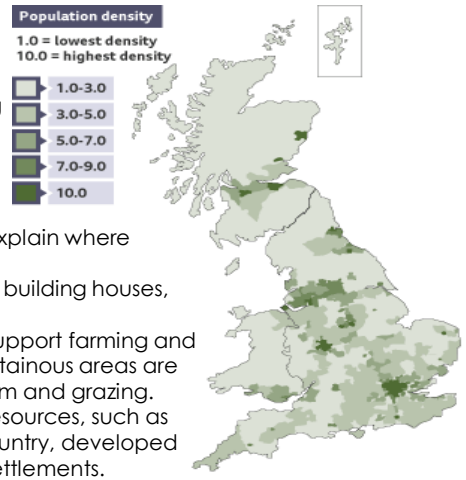
**Key Terms**

**Distribution:** How something is spread out across an area, such as population, rainfall, or resources.

**Population**: The number of people living in a particular place.

**Interaction:** How people, places, and the environment affect one another.

The UK population is unevenly distributed with most people living in the south and east of the UK.




Physical features help explain where people live and work

- Flat land is easier for building houses, roads and railways.
- Flat lowland areas support farming and industry, while mountainous areas are more suited to tourism and grazing.
- Areas with natural resources, such as coal in the Black Country, developed industry and large settlements.

## Lesson 8 – How does the economy differ across the UK?

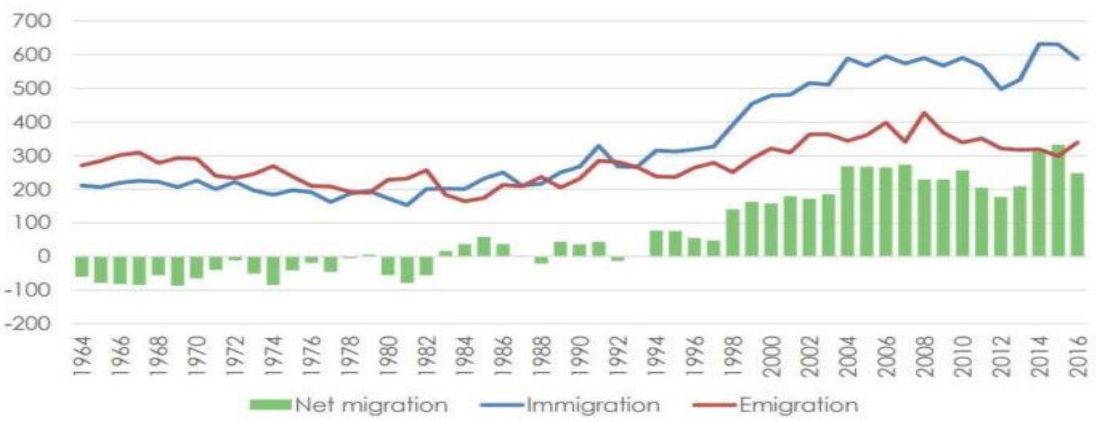



- There is a north–south divide in the UK, where the south generally has higher incomes and a better quality of life than the north.
- Life expectancy is higher in the south, reflecting better overall living conditions.The south has better access to education, healthcare, and transport infrastructure.
- London and the South East benefit from more investment, jobs, and economic growth.
- These differences are partly due to lower levels of government and private investment in the north and due to closure of old industries in the north.

## Lesson 9 - How does migration impact diversity of the UK?

- Migration is the permanent movement of people from one place to another.
- Migration increases diversity by bringing people from different cultures, languages, and backgrounds into an area.
- It changes how space is used, for example by increasing demand for housing, schools, and services in cities.
- Migration supports the economy by providing workers for different jobs and by increasing spending and business activity.

1. **Immigration to and emigration from the UK since 1964, in thousands**



# Year 7 History Knowledge Organiser – Topic 1 - What is the story of migration in Britain?

## Lesson 1 – What is History?

**Key Terms**

- Chronology: Putting events in the order they happened (the "number line" of history).
- Anachronism: Something placed in the wrong time period (e.g., a Viking using a smartphone).
- Century: A period of 100 years.

- History is categorised (grouped) into time periods including Ancient, Medieval, Early Modern and Industrial.
- Time is divided into BC (Before Christ) and AD (Anno Domini), or BCE and CE. Years in BC count backwards while AD counts forwards.
- Chronology helps us to understand the cause or effect of different events and individuals.

## Lesson 2 – What is migration and why did people migrate to Britain?

**Key Terms**

- Push Factors: Reasons why people want to leave a place (e.g., war, poverty, famine).
- Pull Factors: Reasons why people are attracted to a new place (e.g., jobs, safety, family).
- Migration: The movement of people from one place to another to live.
- Immigration: Moving into a new country.
- Emigration: Leaving (exiting) your own country to live elsewhere.
- Asylum Seeker: Someone who has left their home country as a political refugee and is seeking protection in another.
- Economic Migrant: Someone who moves to another country to find work or a better standard of living.

- Britain is a country of migrants ( a mix of different groups) therefore the is no such thing as a 'pure' Briton.
- No population has 'pure' blood due to invasion and migration.
- People have migrated to Britain for a range of reasons including empire, escaping persecution (mistreatment based on beliefs), political conflict, trade and business, and new opportunities.
- Therefore, the experiences of migrants varied; some people moved by choice whereas others migrated due to force.

## Lesson 3 – Who migrated to Britain before 1066?

**Key Terms**

- Romans: People from Rome, Italy. Invaded Britain in AD43 to expand the Roman Empire.
- Anglo-Saxons: Were people who ruled England from AD410-1066. They were tribes from Germany, Denmark and Netherlands.
- Vikings: People who arrived in Britain from Scandinavia in 800AD for raiding and settlement.

- Many groups migrated to Britain before 1066 including the Romans, the Anglo-Saxons and the Vikings.
- The Romans, Anglo-Saxons, and Vikings were often driven by conquest (wanting to take over) and the search for better farmland.

## Lesson 4 – Why did people migrate to Britain between 1066 and 1750?

**Key Terms**

- Persecution: The systematic mistreatment of an individual or group, usually based on religious beliefs or heritage.
- Sanctuary: A place of safety or a holy place. Britain began to develop a reputation as a place of sanctuary during this period.
- Protestant / Catholic: The two main Christian denominations in Europe.

- Between 1066 to 1750, several groups migrated to Britain.
- The Huguenots were French Protestants who migrated to Britain during the 16th to 18th century to escape Catholic persecution.
- Another group that migrated to Britain were the Flemish people from the Flemish region in Belgium. They came to Britain due to economic, political and religious factors.

## Lesson 5 – Why did people migrate to Britain after 1750?

**Key Terms**

- Labour Shortage: A state where there are not enough workers to fill available jobs. This is why the Windrush Generation was invited to Britain.
- Famine: An extreme scarcity of food. The Potato Famine was the primary Push Factor for Irish migration in the 1840s.
- Industrialisation: The development of industries in a country on a wide scale (factories, dockyards, railways).

After 1750, numerous groups migrated to Britain;

1. The Irish due to potato famine in the 1840s and moved to industial cities like London. They were worked in places like dockyards in Whitechapel so earned the nickname 'navvies.'
2. The Jewish population. They came for reasons including persecution and poverty in Europe, where Britain provided sanctuary to refugees. They moved from Germany in the 1860s and during the Holocaust. Plus, from Russia and Poland in the 1880s.
3. Those from the Caribbean. They are called the Windrush Generation. They were invited to Britain after WWII to help rebuild the country and fill labour shortages.

# Year 7 History Knowledge Organiser – Topic 1 - What is the story of migration in Britain?

## Lesson 6 – What is the story of migration in the West Midlands?

**Key Terms**

- Racism: Treating people differently because of the colour of their skin or background.

- The West Midlands, including Wolverhampton, has a rich and diverse history with many migrant groups living in the city.
- One of the largest migrant communities in Wolverhampton is the Punjabi community. As of 2021, approximately 15% of Wolverhampton residents are Punjabi. Indian workers began migrating to Britain in the 1930s.
- The Irish community moved to Birmingham in the 1950s looking for jobs.
- The experiences of migrants vary; many were subjected to racism and challenging living conditions.

## Lesson 7 – How far have reasons for migration continued and changed from 1066 to the present day?

**Key Terms**

- Religious: Belief and rules that help people understand life, the world, and how to be good to others.
- Political: Government, leaders, or the way people make decisions.
- Continuity: Things that stay the same over a long period of time.
- Change: A significant shift or "turning point" in how people live.

- There are a range of reasons why people have migrated to Britain over time.
- These reasons vary depending on the time period and group of people.
- These can be put into several categories, including economic, religious and political reasons.

## Lesson 8 – How have experiences of migrants varied from 1066 to the present day?

**Key Terms**

- Expulsion: Forcing a person to leave
- Settlement / settling: Where people live and form a community
- Hostility: Unfriendliness - can come in the form of racism

- Migrants to Britain have had both positive and negative experiences. For example:
- the Jewish community invited by William the Conqueror were initially successful doctors and lenders but later faced extreme persecution and expulsion in 1290.
- However, many groups have faced hostility (unfriendliness or racism) upon arrival, such as the "No Irish, No Blacks, No Dogs" signs seen in the mid-20th century.
- Migrants also often settled in specific areas, forming "communities of support."

## Lesson 9 – Why do historians view migration differently?

**Key Terms**

- Source: A piece of information from the past. They give us information about the time period you are studying
- Interpretation: created / written later, after the event. It is created by a historian who is portraying their view or understanding of the past. They use sources from the time period to help them create and form their interpretation. Simply, they are views.

- Historians view migration differently due to different sources of information. One example is that the media have previously reported mass migration (a large group of people moving from one place to another) from Poland negatively.
- There are both positive and negative views of migration.

## Lesson 10 – What is the significance and legacy of migration in Britain?

**Key Terms**

- Significance: How important an event or group is. Historians judge this by looking at how many people were affected and how long the change lasted.
- Legacy: Something handed down from the past to the present. This could be a physical building, a tradition, or even a way of speaking.

- Migration to Britain has brought many significant and long term changes. For example, impact on culture, language and the economy.
- Migration has also had a long term impact on Wolverhampton as it now has a rich and diverse population of different histories and cultures.

# Year 7 History Knowledge Organiser – Topic 2 - How did the Normans change England?

## Lesson 1 – What was life like in Anglo-Saxon England?

**Key Terms**

- Anglo-Saxon Period: The name for the period of time after the Romans left Britain.
- Chieftain: The name for the leader of a Anglo-Saxon village.
- Thatched roofs: A type of building technique where straw is tightly packed together to form roofs.

- The Anglo-Saxon period began after the Romans left Britain in 410AD and ended before the Norman conquest in 1066.
- People lived in small villages which were located around rivers. The Anglo-Saxons' homes were made of wood with thatched roofs.
- Most Anglo-Saxons were farmers and lived off the land. Some were skilled craftsmen who made decorative jewellery such as, brooches.
- They were mainly Christian.
- Children learnt skills from their parents. For example, girls would learn housekeeping, weaving cloth, looking after animals. Boys often learnt farming, chopping down trees or craftsmanship.

## Lesson 2 – Who were the contenders to the English throne in 1066?

**Key Terms**

- Monarch: The King or Queen of a country.
- Succession crisis: A situation in which there is disagreement about who should become the monarch.
- Heir: The next in line to the throne, often the oldest male relative.

- Following the death of Edward the Confessor there was a succession crisis because Edward had no heir.
- This led to a fight for the throne between Harold Godwinson, William of Normandy and Harald Hardrada.
- The Witan (Council) chose Harold Godwinson to be the next King.

## Lesson 3 – What consequences did the Battle of Stamford Bridge have?

**Key Terms**

- Conquest: When a place is taken over by force.
- Battle: An organised fight between two or more armies.
- The Battle of Stamford Bridge: A famous battle which was a turning point in the Norman Conquest.

- In September 1066, Harald Hardrada invaded the north of England to fight Harold Godwinson for the throne.
- When Harold Godwinson heard the news, he marched north to Stamford Bridge.
- Hardrada's Vikings were unprepared for Godwinson's attack; they had left their armour on the ship.
- Hardrada was killed and the English won; Godwinson remained King.

## Lesson 4 – Why did William win the Battle of Hastings?

**Key Terms**

- Knight: A trained medieval warrior who owed loyalty and military service to a baron in exchange for land.
- Battle of Hastings: The last and most important battle during the Norman Conquest.
- Tactics: A specific plan during battle and used to gain an advantage.

- The Battle of Hastings was fought between Harold Godwinson and William of Normandy in October 1066.
- Harold's army was tired after the Battle of Stamford Bridge. Harold Godwinson assembled his troops on the top of Senlac Hill, surrounded by a shield wall; this was a good strategic position.
- However, William used clever tactics. Godwinson's wall was broken when William's men tricked them into running down the hill by pretending to retreat.
- William defeated Godwinson and won the Battle. He was then crowned King of England.

## Lesson 5 – What was the Harrying of the North?

**Key Terms**

- Revolt: A violent and organised uprising against the leader of a country. In this case, the King.
- Harrying: A specific and long term attack on one group of people.
- Scorched Earth: A tactic where land is burnt, making it impossible to grow crops on.
- Refugee: Someone who is forced to leave their homes because of war, conflict or violence.

- In the winter of 1069-1070, the Scots and Danes encouraged the local people in Northern England to rebel against William's rule.
- In response, William started destroying large parts of the North. To do this he used the 'Scorched Earth' policy. This led to mass starvation and death as people could no longer grow crops.
- As a result, lots of people became refugees and the population decreased. It also meant that there were no more Northern rebellions after this.

# Year 7 History Knowledge Organiser – Topic 2 - How did the Normans change England?

## Lesson 6 – How did William use the Feudal system to control England?

**Key Terms**

- Feudal System: A medieval way of structuring society.
- Nobles: A high ranking person in society that owned large areas of land.

- William introduced the Feudal system in order to control England.
- The Feudal system gave William control because he was placed at the top of the hierarchy in society. Underneath him was the nobles, barons and knights, then peasants at the very bottom.
- It was a system that gave land to each of the people below the King in return for something.
- This way, William controlled England and people stayed loyal because if they didn't, they would have their land taken away.

## Lesson 7 – How did the Domesday book help William control England?

**Key Terms**

- Taxation: Money paid to the government.
- Government: The people who run the country; in medieval times, the King and his advisors.
- The Doomsday Book: A survey taken of all the land in England.
- Barons: Very powerful and wealthy Nobles.

- The Domesday book was a survey taken of all the land in England.
- William wanted to know how much land everyone had so he could work out how much money to charge people in taxes.
- It was very detailed. It said what each area of land contained, how many people lived there and what natural resources it had.
- The book meant William could control society, especially barons.

## Lesson 8 – How did William use castles to help him control England?

**Key Terms**

- Castle: A fortified building used as protection.
- Motte: A mound of land that holds the keep.
- Bailey: An area of land within a castle where people and animals live.
- Keep: A heavily defended tower within a castle which was the safest place to be.

- William and the Normans were unpopular amongst a lot of English people and faced many threats. As a result, William decided to build castles to help him control the people.
- The first castles built were called Motte and Bailey Castles. They were made from wood.
- Castles changed how the country was controlled. The Normans built castles in towns they conquered and appointed loyal nobles to look after them.

## Lesson 9 – How have castles changed over time?

**Key Terms**

- Stone Keep Castle: one built mainly out of stone. They provided protection and living quarters for kings and nobility.

- Motte and Bailey Castles were the first design, however they had some weaknesses. For example, they were made of wood which could be damaged easily.
- Stone Keep Castles replaced them. They were built from stone and had much better defences.
- Stone castles had a 'keep' or main tower, with an outer gate called a barbican.
- An example of a changing castle is Dudley Castle. The Normans originally built this as a Motte and Bailey castle but it was rebuilt in stone.

## Lesson 10 – How did the Normans change society?

**Key Terms**

- Continuity: Things that stay the same over a long period of time.
- Change: A significant shift or "turning point" in how people live.

- The Normans made significant cultural changes to England and Anglo-Saxon society.
- Alongside the changes were have learn about, other adaptations occurred. For example, the introduced a new language and impacted laws.

# Year 7 History Knowledge Organiser – Topic 3 - Why were there power struggles in Medieval Britain?

## Lesson 1 – Who held the power in Medieval England?

**Key Terms**

- Authority: The power or right to give orders, make decisions, and enforce obedience. In medieval times, this was often believed to come from God (Divine Right).
- Monarch: A sovereign head of state, such as a king or queen.
- Succession: The process of inheriting a title, office, or property. Many wars happened because it wasn't clear who was next in line for the throne.
- Dynasty: A line of hereditary rulers of a country (e.g., the House of Plantagenet or the House of Lancaster).

- There were different reasons for power struggles in Medieval Britain. Between 1100 and 1400, these conflicts included ideas around authority, personal rivalries, gender expectations, religion, economics and land.
- These conflicts include the War of the Roses (1455 - 1487) and England and France's 'Hundred Years War' (1337 - 1453).
- Gender expecations in Medieval England were split. Men were meant to work, fight and be brave. Whereas, women were legally bound to husbands and male family members. Alongisde this, they were assigned domestic duties, and were responsible for the raising of children.

## Lesson 2 – How did The Church rival the king?

**Key Terms**

- Sin: An act that goes against God's laws. People believed that if they died with too many sins, they would go to Hell.
- Purgatory: A "middle ground" between Heaven and Hell where medieval people believed souls were purified of their sins before entering heaven.

- Power struggles were mainly caused by different ideas around authority, personal rivalry, and religion.
- This power struggle took place between the Church (Thomas Becket) and State (King Henry II).
- The Catholic Church had lots of power in Medieval society, because everybody believed in God, heaven, hell and purgatory, and wanted to live a life free from sin.
- The Church controlled education; most people could not read the Latin Bible, and were therefore dependent on the Church's teachings.
- The Church had lots of influence over law and order, thanks to the Church Courts.
- The Pope led the Catholic Church from Rome. The Archbishop of Canterbury led the Catholic Church in England.
- The Church controlled daily routine, education and lifestyles. In Medieval England it functioned as a way of life rather than a symbolic building.

## Lesson 3 – Why was there a murder in Canterbury Cathedral?

**Key Terms**

- Reform: To change something in order to make it better.
- Exile: Being sent away from your home or country and being forbidden to return.
- Excommunication Being officially kicked out of the Catholic Church. This meant you couldn't go to Heaven, and it made a King look weak and unholy to his people.

- King Henry II wanted to increase his authority by limiting the Church's powers over law and order. He did this by appointing Thomas Becket as Archbishop of Canterbury.
- King Henry II and Thomas Becket developed a personal rivalry when Becket refused to follow Henry's wishes; he refused to reform Church law to give the King more authority over Church courts. This resulted in Becket being exiled and Henry being excommunicated.
- After Becket returned from exile, he was killed and Henry was blamed. This damaged Henry's reputation.

## Lesson 4 – How much power did Medieval women have?

**Key Terms**

- Widow: A woman whose husband has died.
- Agriculture: Farming or working the land.
- Subordinate: Having a lower power or status than someone else.

- In Medieval England there were different ideas around authority, personal rivalry, and gender expectations.
- Women could not marry who they wanted, own property, train to be a doctor, a priest or judge. Most women were expected to raise children and look after the home.
- Rich women were told who to marry and were expected to run the household.
- Women were subordinate to men. They could only own property as widows.
- Most worked in agriculture, managing households or brewing, while noble women managed their husbands estates.

## Lesson 5 – Was Matilda nearly England's first Queen?

**Key Terms**

- Barons: High-ranking, powerful noblemen who held land from the King
- Monarch: A King or Queen who rules a kingdom.

- Matilda was named as heir to the throne by Henry I, after the death of his oldest son.
- However, the barons switched their support to Stephen (her cousin) after Henry's death, leading to a civil war.
- Matilda went to war with Stephen. Matilda commanded troops herself and came close to winning the war when she took London.
- Many people were against Matilda due to her sex, and the belief that the monarch should be male.
- She eventually lost the war and was forced to flee to France, after placing her son Henry on the throne in an agreement with Stephen.

# Year 7 History Knowledge Organiser – Topic 3 - Why were there power struggles in Medieval Britain?

## Lesson 6 – How powerful were the barons in medieval England?

**Key Terms**

- Feudal System: The social structure of the Middle Ages. The King gave land to Barons in exchange for their loyalty and military help (Knights).

- There was a power struggle between the monarchs (King John and King Henry III) and the barons.
- The power struggle was mainly caused by different ideas around authority and economics, as well as how much power the King was entitled to.
- Barons were incredibly powerful in Medieval England
- They were given power through the Feudal System, providing Knights and power to the King in exchange for titles and the land itself.

## Lesson 7 – What was the Magna Carta?

**Key Terms**

- Authority: The power to make decisions.
- Revolt: To fight against somebody in authority.
- Democracy: A system of government where the people have a say in how the country is run.

- King John was viewed as an unfair monarch for multiple reasons. He took the barons' children as hostages, he raised taxes which the barons viewed as unfair and because he believed that he did not have to obey the law himself.
- The barons revolted against King John and forced him to sign the Magna Carta, which limited his authority by requiring him to follow the law himself and by requiring him to consult the barons before raising taxes.
- In June 1215, the Barons rebelled against John. They felt they had been taken advantage of by the King, and felt it was necessary to restrict his power.
- The Magna Carta was signed by the Barons and the King at Runnymede in Surrey. He was forced to sign it, as the Barons had risen against him, leaving him no choice but to reduce his power.
- The Magna Carta is a significant document; it is considered the first step towards Britain becoming a Democracy.

## Lesson 8 – Why was there conflict between King and Parliament?

**Key Terms**

- Parliament: A group of people who make decisions about how the country is run, e.g. taxes.
- Elect: To vote for somebody.

- King Henry III broke the Magna Carta and raised taxes without permission.
- This led to another war between the monarch and the barons, and resulted in the creation of Parliament.
- The medieval parliament could advise the King on new laws and had to give permission before the King could raise taxes.
- Parliament included members elected by the knights, as well as all of the barons.

## Lesson 9 – Why was there conflict between England, Wales and Scotland?

**Key Terms**

- Succession Crisis: A situation where there is no clear heir to the throne
- Invasion: Using an army to enter another country by force to take control of it

- During the early Middle Ages, England, Wales and Scotland were ruled separately.
- Edward I (the King of England) believed that Wales owed loyalty to England.
- When Prince Llywelyn of Wales refused to swear loyalty to King Edward, England launched two invasions of Wales. Llywelyn was killed and King Edward took direct control over Wales and built castles to establish his authority.
- In Scotland, a succession crisis led to King Edward getting involved and choosing his own candidate for the throne. King Edward wanted to control Scotland to increase his own power.
- The Scots fought back against English control, resulting in a lengthy conflict which lasted until after King Edward's death.

# Year 7 PRE Knowledge Organiser: Blik – How do I interpret the world around me?

## Lesson 1 – How and why do we view the world differently?

**Key Terms**

**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 (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 is uncertain on the existence of God
**Belief:** An acceptance that something is true or exists without proof
**Evidence:** An item or information which makes the existence of a fact more probable

- There are diverse (different) ways of viewing the world
- Our views are often shaped by our surroundings e.g. upbringing
- Everybody has and is entitled to their own worldview
- Evidence for our beliefs can differ and not everyone will agree on what counts as evidence
- For believers' evidence can take the form of answered prayers, holy scriptures, visions of God. For non-believers of God, the lack of evidence or experience of God can justify their response
- Our beliefs can affect our ethics and how we view the world and others
- Knowledge can be gained from experiences **(empirical)** or reason **(rational)** which is working things out through the mind.

## Lesson 2 – How do Ancient Philosophers view the world differently

**Key Terms**

**Socrates:** An Ancient Greek philosopher famous for his style of questioning.
**Plato:** An Ancient Greek philosopher known for his theory of the forms.
**Aristotle:** An Ancient Greek philosopher remembered for his practical approach to knowledge.
**Socratic Questioning:** A teaching style attributed to Socrates that involves asking questions.
**Logic:** A tool used in philosophy which involves thinking clearly and making valid arguments.
**Telos:** A Greek word meaning purpose or goal.
**Ultimate Question:** A deep and important question about life or existence that doesn't have a straightforward answer.
**Critical Thinking:** The ability to think clearly and make good decisions.

- Aristotle believed knowledge about the world is gained by observing the world. E.g. if everything has a cause, and a purpose **(telos)**
- Plato believed knowledge about the world can be gained through reason e.g. we can recognise all humans even though we have different features so we can understand that we have something in common we cannot see (a form which is not physical)
- Socrates is a philosopher who believed knowledge can be gained by asking questions e.g. what evidence is there, why might someone think that? Is there an alternative answer? If not, why not?

## Lesson 3 – How can Socratic questioning challenge the way people view the world?

**Key Terms**

**Socrates:** An Ancient Greek philosopher famous for his style of questioning.
**Socratic Questioning:** A teaching style attributed to Socrates that involves asking questions.



- Socrates asked different types of questions to gain knowledge which we call Socratic questioning. Some question styles are …
- Questions for clarification e.g. what is lying?
- Questions about reasons e.g. why do people lie?
- Questions about consequences e.g. what would happen if everybody lied?
- Questions about the question to reflect on e.g. why should we ask if it is acceptable to lie?

## Lesson 4 – How does Aristotle view the world?

**Key Terms**

**Aristotle:** An Ancient Greek philosopher remembered for his practical approach to knowledge.
**Telos:** A Greek word meaning purpose or goal.
**Argument:** A set of reasons given to support a conclusion.
**Premise**: A statement that supports an argument.
**Virtue:** A good quality that becomes a habit.
**Eudaimonia**: Living well



- Aristotle believed knowledge about the world is gained by observing the world. E.g. if everything has a cause (start), and a purpose **(telos)**
- Aristotle believes that we know things based on our sensory experience e.g. a person is alive because we can see/hear them breathing.
- Aristotle believes the purpose of human is to live well, live a good life and be happy.

## Lesson 5 – How did Plato view the world?

**Key Terms**

**Plato:** An Ancient Greek philosopher known for his theory of the forms.
**Reality:** Something that actually exists and is not imagined.
**Forms:** Ideal concepts that reflect the true nature of things.

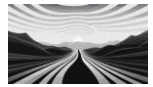


- Plato wanted to find out what was real
- He uses the cave analogy to explain his theory of the forms.
- The cave represents the world we live in, and the prisoners are humans in this world.
- Outside of the cave is the 'real' world – the world of forms.
- The world of forms exists outside of our material world.
- The forms are perfect and unchanging and are how we recognise things in this world e.g. beauty is a form – something which we see differently but must have some type of form for us to all recognise what beauty is. Everything in this world has a form.

## Lesson 6 – What influences our bliks?

**Key Terms**

**R.M.Hare:** A 20th century philosopher best known for his work on ethics and bliks.
**Blik:** Ideal concepts that reflect the true nature of things.
**Influence:** The ability to shape or change someone's beliefs, thoughts or actions.
**Perspective**: A particular way of thinking or viewing something.



- Hare believes that a 'blik' is someone's world view that shapes how they see the world and their life.
- Beliefs are meaningful even when there is evidence against them.
- A 'blik' can be seen as a 'lens' people look through e.g. Someone is a Christian so believes God is guiding them (even though there may be evidence or arguments against God, the person still holds that view – it is their 'blik')

# Year 7 PRE Knowledge Organiser – What is the significance of covenants for Jews, Christians and Muslims?

## Lesson 1 – Who was Abraham and why is he so important?

**Key Terms**

***Abrahamic religions:*** *a group of monotheistic religions (Judaism, Christianity and Islam).*
***Covenant:*** *an agreement between God and people.*
***Monotheism:*** *the belief in and worship of one god.*
***Polytheism:*** *the belief in and worship of multiple gods.*
***Idol:*** *an image or statue used as an object of worship.*
***Deity:*** *a supernatural being that is worshipped, like a god or goddess.*



- *The three Abrahamic religions: Christianity, Islam and Judaism.*
- *Covenant is a promise/agreement that was made between God and people.*
- *Abraham is so important to these faiths because he made the first covenant with God.*
- *The covenant is important for the Abrahamic religions because it gives God the opportunity to offer rewards for faithfulness.*
- *In the Abrahamic covenant, God promises Abraham: the promised land, the promise of descendants and the promise of blessing.*

## Lesson 2 – Why is the covenant important to Abrahamic religions?

**Key Terms**

**Monotheism:** the belief in and worship of one god.
***Covenant:*** *an agreement between God and people.*
***Abrahamic religions:*** *a group of monotheistic religions (Judaism, Christianity and Islam).*
***Omnibenevolent:*** *All loving*
***Commandments****: rules to be followed strictly (10 commandments)*



- A covenant is an agreement between God and are meaningful in Abrahamic religions.
- The covenant gives God the opportunity to offer rewards for faithfulness.
- The qualities of God are reflected in the covenant (Omni benevolent).
- The covenant made between Abraham and God may influence followers of the Abrahamic faiths today by leading them to have faith in God, follow the commandments and pray.

## Lesson 3 – What were the conditions of keeping the covenant?

**Key Terms**

**Brit Milah:** the ceremony of circumcision in Judaism.
**Circumcision:** the removal of part of the skin covering the penis, known as the foreskin.
**Offspring:** a person's child or children.
**Promised land(s):** areas of land promised as part of the Abrahamic covenant.

- In the Abrahamic covenant, God promises Abraham: the promised land, the promise of descendants and the promise of blessing.
- God declared that the sign of the covenant was circumcision, enacted by many Jewish boys today during the Brit Milah ceremony.



## Lesson 4 – Why is the promised land so significant?

**Key Terms**

**Nation:** a large body of people, united by social and territorial commonalities.
**Tribe:** a social group made up of many families sharing the same customs and values.
**Promised land(s):** areas of land promised as part of the Abrahamic covenant.

- Judaism, Islam and Christianity regard the promised lands as significant for different reasons:
- Many Jews view the promised land(s) as a divine gift from God that represents the fulfilment of God's promise to Abraham and his descendants.
- The promised lands were central to many Christian narratives found in the Bible and they are where many key events in Jesus' life took place.
- The promised lands are associated with many prophets who played a vital role in shaping Islam as we know it today.



## Lesson 5 – Why was a new covenant needed?

**Key Terms**

**Davidic:** relating to King David.
**Redemption:** to be saved from sin.
**Resurrection:** coming back to life after death.
**Sacrifice:** to give up something very important to you or to kill something as an offering to God.

- A new covenant was needed because humans had disobeyed previous covenants.
- Many Christians believe that the New covenant fulfils previous covenant promises because Jesus is the descendant of Abraham and David.
- The new covenant is central to Christianity.



# Year 7 Spanish – Topic 1 – My identity

## Unit A – Greetings and introductions

| **Saludos** Greetings |
|---|
| **Hola** Hi |
| **Buenos días** Good morning |
| **Buenas tardes** Good afternoon |
| **Buenas noches** Good evening |
| **Adiós** Goodbye |
| **Hasta mañana** See you tomorrow |
| **Hasta luego** See you later |

| **¿Cómo te llamas?** What is your name? |
|---|
| **Me llamo** … |
| I am called … |

| **Useful phrases** |
|---|
| **Por favor** please |
| **Gracias** thank you |
| **Lo siento** sorry |
| **Sí** yes |
| **No** no |

| **¿Cómo estás?** How are you? **¿Qué tal?** How is it going? | |
|---|---|
| **Estoy** I am feeling | **genial** great |
| | **muy bien** very well |
| | **bien** well |
| | **regular** ok |
| | **ni fu ni fa** meh |
| | **mal** bad |
| | **fatal** awful |

## Unit B – Age and birthdays

**¿Cuántos años tienes?** How old are you?

| | | |
|---|---|---|
| **Tengo*** I have | 1. **un** | **año** year |
| | 2. **dos** | **años** years |
| | 3. **tres** | |
| | 4. **cuatro** | |
| | 5. **cinco** | |
| | 6. **seis** | |
| | 7. **siete** | |
| | 8. **ocho** | |
| | 9. **nueve** | |
| | 10. **diez** | |
| | 11. **once** | |
| | 12. **doce** | |

* In Spanish, you 'have' age. So, we literally say 'I have ten years' for 'I am ten years old'.

**¿Cuándo es tu cumpleaños?** When is your birthday?

| | | | | | |
|---|---|---|---|---|---|
| **Mi cumpleaños es el** My birthday is | 1. **uno** | 10. **diez** | 20. **veinte** | **de** of | **enero** January |
| | 2. **dos** | 11. **once** | 21. **veintiuno** | | **febrero** February |
| | 3. **tres** | 12. **doce** | 22. **veintidós** | | **marzo** March |
| | 4. **cuatro** | 13. **trece** | 23. **veintitrés** | | **abril** April |
| | 5. **cinco** | 14. **catorce** | 24. **veinticuatro** | | **mayo** May |
| | 6. **seis** | 15. **quince** | 25. **veinticinco** | | **junio** June |
| | 7. **siete** | 16. **dieciséis** | 26. **veintiséis** | | **julio** July |
| | 8. **ocho** | 17. **diecisiete** | 27. **veintisiete** | | **agosto** August |
| | 9. **nueve** | 18. **dieciocho** | 28. **veintiocho** | | **septiembre** September |
| | | 19. **diecinueve** | 29. **veintinueve** | | **octubre** October |
| | | | 30. **treinta** | | **noviembre** November |
| | | | 31. **treinta y uno** | | **diciembre** December |

# Year 7 Spanish – Topic 1 – My identity

## Unit C – Where I live

### ¿De dónde eres? Where are you from?

| | | | | |
|---|---|---|---|---|
| **Soy de**<br>I am from<br><br>**Mi familia y yo somos de**<br>My family and I are from | **Barcelona**<br>**Birmingham**<br>**Madrid**<br>**Bogotá**<br>**La Habana**<br>**Buenos Aires** | **en el norte de** in the north of<br>**en el este de** in the east of<br>**en el centro de** in the centre of<br>**en el sur de** in the south of<br>**en el oeste de** in the west of | **Inglaterra** England<br>**Gales** Wales<br>**Escocia** Scotland<br>**Irlanda** Ireland<br>**España** Spain | **México** Mexico<br>**Bolivia** Bolivia<br>**Colombia** Colombia<br>**Argentina** Argentina<br>**Cuba** Cuba<br>**Costa Rica** Costa Rica |

### ¿Dónde vives? Where do you live?

| | | | |
|---|---|---|---|
| **Vivo** I live<br><br>**Mi familia y yo vivimos**<br>My family and I live | **en un piso**<br>in an apartment/ flat<br><br>**en una casa**<br>in a house | **en un pueblo** in a village<br>**en la ciudad** in the city<br>**en la costa** on the coast<br>**en el campo** in the countryside<br>**en la montaña** in the mountains<br>**en las afueras** in the suburbs | **con mi familia** with my family<br>**con mi hermana** with my sister<br>**con mi hermanastra** with my stepsister<br>**con mi madre** with my mum<br>**con mi madrastra** with my stepmum<br>**con mi hermano** with my brother<br>**con mi hermanastro** with my stepbrother<br>**con mi padre** with my dad<br>**con mi padrastro** with my stepdad<br>**con mis hermanos** with my siblings<br>**con mis padres** with my parents<br>**con mis padrastros** with my stepparents<br>**con mis abuelos** with my grandparents |

# Year 7 Spanish – Topic 1 – My identity

## Unit D – Personality

### ¿Cómo es tu personalidad? What is your personality like?

| | | | | | | |
|---|---|---|---|---|---|---|
| **En mi opinión** In my opinion | **soy** I am<br>**no soy** I am not<br>**mi hermano es** my brother is<br>**mi amigo es** my friend (m) is | **bastante** quite | **divertido** fun<br>**generoso** generous<br>**gracioso** funny<br>**independiente** independent<br>**inteligente** intelligent | **responsable** responsible<br>**paciente** patient<br>**simpático** friendly<br>**tolerante** tolerant | **antipático** nasty<br>**arrogante** arrogant<br>**perezoso** lazy<br>**serio** serious | **terco** stubborn<br>**tonto** silly<br>**tímido** shy |
| **Creo que** I believe that | **soy** I am<br>**no soy** I am not<br>**mi hermana es** my sister is<br>**mi amiga es** my friend (f) is | **demasiado** too<br>**muy** very | **divertida** fun<br>**generosa** generous<br>**graciosa** funny<br>**inteligente** intelligent<br>**independiente** independent | **responsable** responsible<br>**paciente** patient<br>**simpática** friendly<br>**tolerante** tolerant | **antipática** nasty<br>**arrogante** arrogant<br>**perezosa** lazy<br>**seria** serious | **terca** stubborn<br>**tonta** silly<br>**tímida** shy |
| **Diría que** I would say that | **mis amigos son** my friends are<br>**mis hermanos son** my brothers/ siblings are | **tan** so | **divertidos** fun<br>**generosos** generous<br>**graciosos** funny<br>**independientes** independent<br>**inteligentes** intelligent | **responsables** responsible<br>**pacientes** patient<br>**simpáticos** friendly<br>**tolerantes** tolerant | **antipáticos** nasty<br>**arrogantes** arrogant<br>**perezosos** lazy<br>**serios** serious | **tercos** stubborn<br>**tontos** silly<br>**tímidos** shy |
| **Pienso que** I think that | **mis amigas son** my friends (f) are<br>**mis hermanas son** my sisters are | **un poco** a bit | **divertidas** fun<br>**generosas** generous<br>**graciosas** funny<br>**independientes** independent<br>**inteligentes** intelligent | **responsables** responsible<br>**pacientes** patient<br>**simpáticas** friendly<br>**tolerantes** tolerant | **antipáticas** nasty<br>**arrogantes** arrogant<br>**perezosas** lazy<br>**serias** serious | **tercas** stubborn<br>**tontas** silly<br>**tímidas** shy |

# Year 7 Spanish – Topic 1 – My identity

## Unit E – Appearance

**¿Cómo eres?** What are you like?

**Tengo** I have

**No tengo** I don't have

**Mi amigo** My friend
**Mi padre** My dad
**Mi padrastro** My stepdad
**Mi hermano** My brother
**Mi hermanastro** My stepbrother
**Mi abuelo** My grandad
**Mi primo** My cousin (m)
**Mi tío** My uncle

**Mi amiga** My friend
**Mi madre** My mum
**Mi madrastra** My stepmum
**Mi hermana** My sister
**Mi hermanastra** My stepsister
**Mi abuela** My grandma
**Mi prima** My cousin (f)
**Mi tía** My aunt

**Mi familia y yo**
My family and I

**Mis hermanos y yo**
My siblings and I

**tiene**
has

**no tiene**
does not have

**tenemos**
we have

**los ojos azules**
blue eyes

**los ojos verdes**
green eyes

**los ojos marrones**
brown eyes

**y**
and

**también**
also

**el pelo blanco** white hair
**el pelo castaño** light brown hair
**el pelo gris** grey hair
**el pelo moreno** dark brown hair
**el pelo negro** black hair
**el pelo pelirrojo** red hair
**el pelo rubio** blonde hair

**y corto**
and short

**y largo**
and long

**y rizado**
and curly

**y liso**
and straight

**barba** a beard
**bigote** a moustache
**gafas** glasses
**pecas** freckles
**tatuajes** tattoos

# Year 7 Spanish – Topic 2 – My free time

## Unit A – Present free time

### ¿Qué te gusta hacer? What do you like to do?

**Cuando hace buen tiempo**
When the weather is good

**Cuando hace mal tiempo**
When the weather is bad

**Cuando hace sol**
When the weather is sunny

**Cuando llueve**
When it rains

**Normalmente**
Normally

**Siempre**
Always

**A veces**
Sometimes

**me encanta**
I love

**me gusta**
I like

**prefiero**
I prefer

**no me gusta**
I don't like

**odio**
I hate

**suelo**
I tend

**puedo**
I can

**jugar al baloncesto** to play basketball
**jugar al fútbol** to play football
**jugar a los videojuegos** to play video games

**hacer ejercicio** to do exercise
**hacer los deberes** to do homework
**hacer natación** to do swimming

**ir al centro comercial** to go to the shopping centre
**ir al cine** to go to the cinema
**ir al gimnasio** to go to the gym
**ir al parque** to go to the park

**bailar** to dance
**cantar** to sing
**charlar con amigos** to chat with friends
**descansar** to relax
**escuchar música** to listen to music
**leer** to read
**montar en bici** to ride my bike
**navegar por internet** to go online
**sacar fotos** to take photos
**usar el móvil** to use my phone
**ver la tele** to watch TV
**ver películas** to watch films
**ver series** to watch series

**porque**
because

**ya que**
because

**es**
it is

**divertido** fun
**emocionante** exciting
**genial** great
**guay** cool
**increíble** incredible
**maravilloso** marvellous
**relajante** relaxing

**aburrido** boring
**decepcionante** disappointing
**fatal** awful
**insoportable** unbearable

### Sentence boosters

**Connectives**
**y** and
**o** or
**pero** but
**sin embargo** however
**también** also
**entonces** so, therefore
**después** after, then

**Opinions**
**considero que** I consider that
**creo que** I believe that
**diría que** I would say that
**pienso que** I think that

**en mi opinión** in my opinion
**para mí** for me

**Quantifiers**
**bastante** quite
**completamente** completely
**demasiado** too
**muy** very
**tan** so
**totalmente** totally
**un poco** a bit

# Year 7 Spanish – Topic 2 – My free time

## Unit B – Future free time

### ¿Qué vas a hacer? What are you going to do?

| | | |
|---|---|---|
| **Esta noche**<br>This evening | **voy a**<br>I am going<br><br>**me gustaría**<br>I would like<br><br>**deseo** I wish<br><br>**espero** I hope | **jugar al baloncesto** to play basketball<br>**jugar al fútbol** to play football<br>**jugar a los videojuegos** to play video games<br><br>**hacer ejercicio** to do exercise<br>**hacer los deberes** to do homework<br>**hacer natación** to do swimming |
| **Mañana**<br>Tomorrow | **mi amigo va a**<br>my friend (m) is going<br><br>**mi amiga va a**<br>my friend (f) is going | **ir al centro comercial** to go to the shopping centre<br>**ir al cine** to go to the cinema<br>**ir al gimnasio** to go to the gym<br>**ir al parque** to go to the park |
| **El fin de semana que viene**<br>Next weekend | | **bailar** to dance<br>**cantar** to sing<br>**charlar con amigos** to chat with friends<br>**descansar** to relax<br>**escuchar música** to listen to music<br>**leer** to read |
| **La semana que viene**<br>Next week | **mis amigos y yo vamos a**<br>my friends and I (we) are going<br><br>**mi familia y yo vamos a**<br>my family and I (we) are going | **montar en bici** to ride my bike<br>**navegar por internet** to go online<br>**sacar fotos** to take photos<br>**usar el móvil** to use my phone<br>**ver la tele** to watch TV<br>**ver películas** to watch films<br>**ver series** to watch series |

| | |
|---|---|
| **Será**<br>It will be | **divertido** fun<br>**emocionante** exciting<br>**genial** great<br>**guay** cool<br>**increíble** incredible<br>**maravilloso** marvellous<br>**relajante** relaxing<br><br>**aburrido** boring<br>**decepcionante** disappointing<br>**fatal** awful<br>**insoportable** unbearable |

### Sentence boosters

**Connectives**
**y** and
**o** or
**pero** but
**sin embargo** however
**también** also
**entonces** so, therefore
**después** after, then

**Opinions**
**considero que** I consider that
**creo que** I believe that
**diría que** I would say that
**pienso que** I think that

**en mi opinión** in my opinion
**para mí** for me

**Quantifiers**
**bastante** quite
**completamente** completely
**demasiado** too
**muy** very
**tan** so
**totalmente** totally
**un poco** a bit

# Year 7 ART Knowledge Organiser – Visual Elements

## Lesson 1 – The Visual Elements - LINE

**Key Terms**

Visual Elements: The building blocks of art (line, shape, form, tone, colour, texture, pattern and space) used to create artwork.
Line: A mark made by a moving point used to outline shapes, show movement or create texture.
Creativity: The ability to generate original ideas and make imaginative choices in artwork.

- Visual elements are the fundamental building blocks artists use to create artwork
- Line is one of the most important visual elements in drawing and mark-making
- Lines can vary in weight, direction, and flow
- Different types of line can be used to create tone and texture
- Creativity involves making imaginative choices using visual elements to produce unique outcomes
- Artists use creativity to express ideas, emotions and observations
- Observation skills include looking carefully at shapes, edges, proportions, and relationships between objects

## Lesson 2 & 3 The Visual Elements - FORM

**Key Terms**

Three-dimensional (3D): Having height, width and depth
Real form: A physical 3D object that can be viewed from different angles
Implied form: A 2D drawing that appears 3D

- Form is one of the key visual elements
- Real form is physical, implied form is drawn
- Artists can create 3D structures using materials (e.g. paper)Techniques such as hatching and cross-hatching build understanding of form
- Line techniques can be applied using different tools and materials

## Lesson 4 & 5 – Artist Research Edward Ruscha & The Visual Elements – SHAPE

**Key Terms**

Two-dimensional (2D): Flat, with height and width but no depth
Observational drawing: Drawing from real life by closely looking
Proportion: The size relationship between parts of an object

- Artists use drawing to observe and communicate ideas
- Edward Ruscha's work can be analysed using art vocabulary
- Shape is a flat visual element used in composition
- Observational drawing improves accuracy and detail
- Scale and proportion are essential for realistic drawing
- Reflection helps improve artwork

## Lesson 6 & 7 – The Visual Elements - TONE

**Key Terms**

Tone: How light or dark something is
Highlight: The lightest area where light hits
Shadow: The darkest area where light is blocked
Gradient: A gradual change from light to dark
Illusion: Making something appear real or 3DKnowledge

- Tone creates depth and realism in artwork
- Tonal control includes pressure, layering and blending
- Tone helps create form and texture
- A full tonal range improves drawing quality
- Observational drawings use tone to create realism

## Lesson 8, 9 & 10 – The Visual Elements - COLOUR

**Key Terms**

Primary colours: Red, blue and yellow (cannot be mixed)
Secondary colours: Colours made by mixing two primaries
Tertiary colours: Colours made by mixing primary and secondary
Analogous colours: Colours next to each other on the colour wheel
Warm colours: Colours linked to heat (reds, oranges, yellows)
Cool colours: Colours linked to calm (blues, greens, purples)
Complementary colours: Colours opposite each other on the colour wheel

- Primary colours create all other colours
- Colour mixing creates secondary and tertiary colours
- Colour choices affect mood and meaning
- Artists use warm/cool and complementary schemes
- Blending and layering improve colour application

## Lesson 11 – The Visual Elements – PATTERN & SPACE

**Key Terms**

Pattern: A repeated arrangement of shapes, lines or colours
Motif: A repeated design used in a pattern
Geometric pattern: Pattern made from regular shapes
Organic pattern: Pattern made from natural, irregular shapes
Regular pattern: Repeats in a predictable way
Irregular pattern: Repeats unpredictably

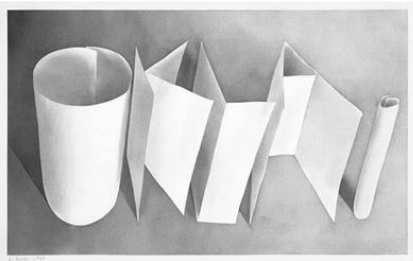
- Patterns are created using repetition
- Motifs build patterns
- Space includes foreground, background and depth
- Positive and negative space affect composition
- Artists use composition to organise visual elements

# Year 7 ART Knowledge Organiser – Visual Elements

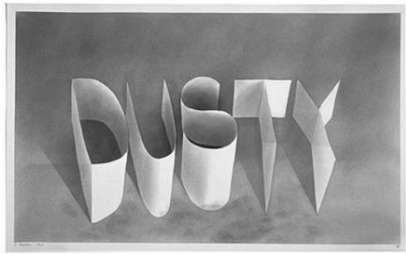
| Lesson 12 & 13 – The Visual Elements – TEXTURE | |
|---|---|
| **Key Terms**<br>Texture: How a surface looks or feels<br>Physical texture: Texture that can be felt<br>Visual texture: Texture that is drawn or implied<br>Relief: Raised surface projecting from a flat background | • Texture can be real or implied<br>• Different materials create different textures<br>• Texture adds interest and realism<br>• Artists use mark-making to show texture<br>• Texture contributes to successful composition |

**Artist Spotlight: Edward Ruscha**

Edward Ruscha is an **American artist** who is linked to the Pop Art movement. He worked with **paint, printmaking, drawing, photography and film.** Ruscha is well-known for his **text pieces**, using **typography** to capture words and quotes.








# Year 7 ART Knowledge Organiser – Art Movements

## Lesson 1,2 & 3 – Art Movements – POST IMPRESSIONISM

**Key Terms**

Art Movement: A style or group of artists sharing ideas, techniques or time period.
Line: A mark made by a moving point used to outline shapes, create texture or show movement.
Texture: How a surface looks or feels.
Physical Texture: The actual surface quality that can be touched.
Primary Colours: Red, blue and yellow (cannot be mixed).
Secondary Colours: Colours made by mixing two primary colours.
Tertiary Colours: Colours made by mixing a primary and secondary colour.
Warm Colours: Colours linked to heat (reds, oranges, yellows).
Cool Colours: Colours linked to calm (blues, greens, purples).
Hue: The name of a colour.

- Artists belong to movements that share styles and ideas
- Line is fundamental to drawing and mark-making
- Texture can be visual (drawn) or physical (felt)Primary colours create all other colours
- Colour mixing creates secondary and tertiary colours
- Colour affects mood and meaning
- Artists use colour to create different effects
- Oil pastels can be used to create tone and form

## Lesson 4 & 5 – Art Movements – CUBISM

**Key Terms**

Tone: How light or dark something is.
Highlight: The lightest area where light hits.
Shadow: The darkest area where light is blocked.
Gradient: A gradual change from light to dark.
Pressure: How hard a tool is pressed when drawing.
Implied Form: A 2D drawing that appears
3D.Balanced: When artwork feels visually stable.
Arrangement: How elements are organised.
Layout: The structure of elements on a page.

- Tone creates depth, form and realism
- Tonal shading uses layering and pressure
- Observational drawing improves accuracy
- Artists use tone to build texture and form
- Form can be created through shading
- Composition affects the success of artwork
- Planning improves final outcomes
- Drawing helps plan and communicate ideas

## Lesson 6 – Art Movements – SURREALISM

**Key Terms**

Placement: Where objects are positioned in an artwork.
Scale: The size relationship between objects.
Busy: Artwork with many elements or details.

- Surrealism explores unusual and dream-like ideas
- Artists use collage, layering and arrangement
- Composition is how elements are organised
- Scale can create unusual or surreal effects
- Space includes areas within and around objects
- Composition choices affect meaning and impact
- Students reflect on work using key vocabulary

## Lesson 7, 8 & 9 – Art Movements – POP ART

**Key Terms**

Shade: A colour made darker by adding black.
Tint: A colour made lighter by adding white.
Regular Pattern: A pattern that repeats in a predictable way.
Imaginative: Creating from ideas rather than observation.
Water-based Paints: Paints mixed with water (e.g. acrylic, watercolour).

- Pop Art uses bold colours and graphic style
- Artists use Ben-Day dots and strong outlines
- Drawing supports planning and design
- Colour and pattern influence the audience
- Mixing paint creates a range of tones
- Paint can be layered and blended
- Pupils create layered 3D relief artwork

## Lesson 10, 11 & 12 – Art Movements – MODERNISM

**Key Terms**

Sculpture: A three-dimensional artwork viewed from all angles.
Form: The three-dimensional shape of an object.
Modelling: Shaping materials by adding or manipulating them.
Refine: To improve artwork with careful changes.
Proportion: The size relationship between parts of an object.

- Sculpture is a 3D art form
- Form can be real or implied
- Modernism influenced new sculptural approaches
- Texture can be visual or physical
- Artists explore materials to create texture
- Sculpture can be freestanding or relief
- Artists use form, balance and proportion
- Final outcome is a 3D sculpture inspired by Zemer Peled

# Year 7 DT Knowledge Organiser – Desk Tidy Project

## DESIGN TECHNOLOGY INTRODUCTION: Lesson 1 – Health & Safety and the Rules

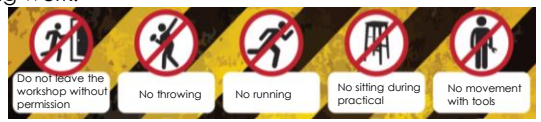
**Key Terms**

**Workshop**: A room where practical work with tools and materials takes place.
**Hazard**: Something that could cause harm, such as tools or machines.
**Risk**: The chance that a hazard will cause harm
**PPE**: Personal protective equipment examples include goggles, aprons and gloves.
**Bench Vice**: A tool used to hold materials securely while working.

**Knowledge**

*Health and safety in a workshop is…*

1. Following all workshop rules and routines.
2. Wearing PPE (Personal Protective equipment) to protect your body from hazards in the workshop.
3. Understanding hazard signs and being able to identify Hazards before starting work.




The STOP routine:
All pupils STOP and down tools immediately when a teacher says the STOP command.

## DESIGN: Lesson 2 – Design Brief

**Key Terms**

**Design Brief**: A description of what you are going to design and make.
**Product Specification**: Is a list of everything your finished product must have or do.
**Client Wants**: What the client would like the product to have.
**Client Needs**: What the product must have to work properly.
**Requirements**: Specific things the product must include.

**Knowledge**

A Design Brief includes….

1. An identification of the purpose of a product and why it is needed.

2. A product specification that is build on a clients wants and needs.

4. A completed ACCESS FM (Aesthetics, Cost, Customer, Environment, Size, Safety, Function, Material) review and a full design specification.

## DESIGN: Lesson 3 – Measurements & Design

**GKey Terms**

**Steel Rule –** A straight measuring tools made from steel, used for accurate measuring and marking in millimetres and centimetres.

**Units of Measurement: Millimetres (mm) and Centimetre (cm) and metres (m) –**There is 10mm in 1cm and there is 100cm in 1m.
**Sharp Pencil -** A pencil with a fine point, used for marking thin, accurate lines when marking out.
**Micrometres** – used to measure very small items accurately.
**vernier callipers** – used to measure lengths, widths and holes accurately,
**Go No GO Gauges** – used to check specific sizes or thicknesses.

**S.M.A.R.T.E.R. Measuring**

**S** – **Steel rule** for accuracy
**M** – Measure in **millimetres(mm)**
**A** – **Accurate** sharp pencil lines
**R** – Read from **zero**
**T** – **Two checks** before marking
**E** – Use correct tools (ruler/tape)
**R** – Results are **neat and consistent**

To convert from centimeters to millimeters we multiple by 10.
To convert from millimeters to centimeters we divide by 10.

In industry, tools such as micrometres, vernier callipers, and go no go gauges are used to measure components precisely and ensure they meet quality standards.

## DESIGN: Lesson 4 – Materials

**Key Terms & Materials**

**Timber:** is wood that has been cut and prepared so it can be used to make products.
**Stock form:** the basic shape a material comes in when you buy it and before you cut/shape it.
**Hard wood:** is timber that comes from deciduous trees (trees that lose their leaves) and is generally strong, dense and durable. E.g. **Oak, beech & Mahogany.**
**Soft wood:** timber that comes from coniferous trees (trees that keep their leaves) and is generally lighter, less dense and easier to work with. E.g **Pine**
**Manufactured Board (MDF):** is a man-made wood made from small wood fibres pressed together into flat boards. E.g **Plyboard and hard board**

**T.I.M.B.E.R**

**T** – Timber is a natural material
**I** – Identify **hardwoods (deciduous)** and **softwoods (coniferous)**
**M** – Materials have different properties
**B** – Be sustainable (FSC)
**E** – Examine defects
**R** – Reduce waste with accurate marking

In industry, stock forms are the standard shapes materials are supplied in (such as sheets, rods and tubes) to allow efficient manufacturing and reduce waste.

FSC FORESTS FOR ALL FOREVER

## MAKE: Lesson 5 – 10: Practical

**Key Tools**

**Coping saw:** hand tool used for cutting intricate shapes and curves in thin materials such as wood and plastic.

**Tenon saw:** hand tool used for making straight, accurate cuts in wood, especially for cutting out joints.

**Rasp:** hand tool used for shaping and smoothing wood quickly by removing material.

**Flat file:** hand tool used for smoothing and finishing flat surfaces, especially on wood, metal or plastic.

**Varnish:** is a liquid applied to wood to protect the surface and improve its appearance.

**Paint:** is a finishing material used to add colour, protect surfaces, and improve the appearance of a product.

**Key Tools Images**



**Key Techniques**

**Cutting:** sawing practice of how you safely and accurately cut wood to match your design.

**Sanding:** smoothing rough edges after cutting and making the surface smooth by rubbing it with files or sandpaper.

**Joining:** process of attaching parts of your product together.

**Finishing:** process of making your product look good and protect it at the end.

**Knowledge**

The *make (practical) lessons are* the part of your D&T Animal Desk Tidy project where you produce your design using appropriate tools, materials (detailed in your design brief), and techniques, showing accuracy, quality control, and safe working practices.

## EVALUATE: Lesson 11: Product Evaluation

**Key Terms**

**Evidence:** proof that shows how well a product works, such as test results, measurements, or user opinions.

**Knowledge**

The *evaluation lessons* is the part of your D&T Animal Desk Tidy project where you will judge the success of your Animal Desk Tidy and it's design by comparing it to your original design brief, supported by testing and evidence, and suggesting improvements.

# Year 7 Food Technology Knowledge Organiser

## Lesson 1 – Health, Safety and Hygiene

### Key Terms

**HASAWA:** Health & Safety at work act.
**Safe working:** is using equipment correctly, washing your hands properly, following health and safety law (HASAWA)
**Hygiene**: Keeping yourself, equipment, and work areas clean to prevent the spread of bacteria.
**Cross-contamination**: When harmful bacteria are transferred from one food, surface, or object to another (e.g. raw meat touching cooked food).
**Bacteria:** Tiny living organisms, some of which can cause food poisoning if food is not handled or cooked properly.
**PPE**: Personal protective equipment examples include, aprons and oven gloves.
**Hazard**: Something that could cause harm, such as

**Health, Safety and Hygiene knowledge is…**
How you can stay safe, keep food hygienic and avoid making people ill when cooking.

**The 4 Cs:**

**Cleaning**: All hands, surfaces and equipment must be clean

**Cooking**: Cook all food thoroughly so harmful bacteria are killed. (especially meat

**Chilling**: Store food in the fridge to slow down bacteria growth.

**Cross Contamination:** stop bacteria spreading from one food to another. E.g. use different chopping boards for raw/cooked foods.

## Lesson 2/3 : Practical –Knife Skills & Fruit Salad

### Key Equipment

**Chopping board** – Provides a clean, safe surface for cutting fruit.

**Knife** – Used to cut, slice, and chop fruit into pieces.
Peeler – Removes the skin from fruits like apples and oranges.

**Bowl** – Holds and mixes all the fruit together.

**Spoon** – Used to mix fruit or serve the fruit salad.

**Measuring spoons** – Ensures accurate amounts of ingredients (e.g. juice or sugar).

**Colander** – Used to wash and drain fruit before preparation.

### Key Tools Images






### Key Techniques

**Washing** – Clean fruit to remove dirt and bacteria

**Peeling** – Remove skin from fruits like apples or oranges

**Cutting** (bridge & claw) – Safely chop fruit into even pieces

**Slicing** – Cut fruit into thin pieces

**Mixing** – Combine all fruit evenly in a bowl

**Measuring** – Use correct amounts for balance and taste

### Method

1. Collect chopping board and knife
2. Wash fruit using a colander
3. Place a small amount of juice in your container
4. Chop fruit, place in container as you go.
5. Use knife techniques (bridge hold and claw grip)
6. Present fruit salad
7. Wash, dry and place
8. equipment away
9. Sit ready for teacher instructions

### Ingredients

You will need 4 of the following:

- Apples
- Bananas
- Oranges
- Grapes
- Strawberries
- Blueberries
- Pineapple
- Mango

You will also need a fruit juice either apple or orange.

## Lesson 4 – Taste and Flavour

### Key Terms

**Sweet**: A taste often found in foods with sugar, like fruit.
**Sour**: A sharp, acidic taste, like lemon or lime.
**Salty**: A taste from salt, often found in crisps or processed foods.
**Bitter**: A strong, sharp taste, sometimes unpleasant, like dark chocolate.
**Umami**: A savoury taste found in foods like meat, cheese, and mushrooms.
**Flavour** : The overall taste of food, made up of taste and smell.
**Texture**: How food feels in your mouth (e.g. crunchy, soft, smooth).
**Aroma**: The smell of food, which helps you experience flavour

### Flavour Knowledge is…

- The five basic tastes are **sweet, sour, salty, bitter, and umami.**
- Taste buds on the tongue send signals to the brain to identify flavours.
- Flavour is influenced by taste, smell, texture, and appearance.
- Sensory vocabulary is used to describe food (e.g. crunchy, spicy, creamy).Different ingredients can be combined to create balanced flavours.
- Flavour knowledge is used to design and improve dishes such as a grilled sub.

## Lesson 5 : Practical – Grilled Sub

### Key Equipment

**Chopping board** – Provides a safe, clean surface for preparing ingredients.

**Knife** – Used to slice bread and cut fillings such as vegetables and meats.

**Spreading knife** – Spreads butter, sauces, or condiments onto the bread.

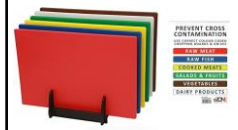
**Grater** – Grates cheese for melting inside the sub.

**Grill/Oven** – Toasts and heats the sandwich, melting the fillings.

**Oven Gloves** – Safely place and remove the sub from the grill.

**Baking tray** – Holds the sub if using an oven instead of a grill.

### Key Tools Images







### Key Techniques

**Washing** – Clean fruit to remove dirt and bacteria

**Peeling** – Remove skin from fruits like apples or oranges

**Cutting** (bridge & claw) – Safely chop fruit into even pieces

**Slicing** – Cut fruit into thin pieces

**Mixing** – Combine all fruit evenly in a bowl

**Measuring** – Use correct amounts for balance and taste

### Method:

1.Collect chopping board and knife
2.Wash vegetables
3.Place bread slice in grill
4.Chop vegetables and grate cheese
5.Use oven gloves to remove bread
6.Turn bread over, spread puree
7.Add toppings
8.Grill
9.Wash and dry

### Ingredients

- 1 slice of bread
- Tomato puree
- Cheese
- 3 to 4 vegetables of your choice
- (sweetcorn, peppers, mushrooms
- etc)
- Optional = Ham, chicken,
- pepperoni or Quorn vegan slice
- Optional = Mixed herbs

# Year 7 Food Technology Knowledge Organiser

## Lesson 6 – Eatwell Guide

### Key Terms

**Balanced Diet**: Eating the right amounts of different foods to stay healthy and get all the nutrients the body needs.
**Carbohydrates**: A nutrient that provides energy (e.g. bread, rice, pasta).
**Protein:** A nutrient used for growth and repair of the body (e.g. meat, eggs, beans).
**Fat:** A nutrient that provides energy and insulation but should be eaten in small amounts.
**Hydration**: Drinking enough water to keep the body working properly.
**Nutrients:** Substances in food that the body needs to function, grow, and stay healthy.
**Food Groups:** Categories of food that provide different nutrients (e.g. fruit and vegetables, carbohydrates, protein, dairy, fats).

**Eatwell Guide Knowledge is…**

- The Eatwell Guide is made up of five food groups:
  - Fruit and vegetables should make up one-third of your diet.
  - Carbohydrates (e.g. bread, rice, pasta)
  - Protein (e.g. meat, fish, eggs, beans)
  - Fats (e.g. butter, oils)
- A balanced diet includes a variety of foods from all food groups.
- Poor diet can lead to health problems such as obesity or lack of nutrients.

## Lesson 7/8 : Practical – Weighing, measuring and muffin Practical

**Key Equipment**

**Measuring jug** – Measures liquids such as milk or oil.

**Mixing bowl** – Holds ingredients while mixing the mixture.

**Wooden spoon** – Strong spoon for mixing thicker mixtures like muffin batter.

**Whisk** – Helps mix ingredients and add air to make muffins lighter.

**Sieve** – Removes lumps and adds air to flour for a smoother mixture.

**Baking tray** – Holds muffin cases and supports them in the oven.

**Muffin cases** – Hold the mixture and shape the muffins while baking.

**Spatula** – Scrapes mixture from the bowl so nothing is wasted.

**Key Tools Images**



**Key Techniques**

Weighing – Accurately measuring dry ingredients using scales.

Measuring liquids – Using a measuring jug for correct amounts.

Mixing – Combining ingredients evenly to form a smooth batter.

Folding – Gently combining ingredients to keep air in the mixture.

Portioning – Evenly dividing mixture into cases for consistent size.

Baking – Cooking muffins at the correct temperature and time.

Cooling – Allowing muffins to cool properly to improve texture.

**Method**

1. Collect your equipment and ingredients and preheat the oven to 180◦C.
2. Cream the butter and sugar together. Once creamed, combine in the egg.
3. Sift in the flour and fold in. Then gently mix in the fruit or chocolate chips.
4. Line your muffin tin with the cases and take spoonsful of the mixture and scrape in with another spoon to fill the cases. About ¾ full.
5. Bake for 15-20 minutes or until golden on top and no wet mixture is left on a toothpick or knife if put in the middle.
6. Take out of the oven and leave to cool for a minute before transferring onto a cooling rack.

**Ingredients**

- 110g Self Raising flour
- 110g Butter
- 110g Granulated or
- caster sugar
- 2 eggs
- 100g blueberries, raspberries or chocolate chips or other optional fruits.

( You can also make plain them plain if you prefer.)

- Muffin cases x6

## Lesson 9 - Macronutrients

### Key Terms

**Macronutrients:** Nutrients the body needs in large amounts for energy and growth (carbohydrates, protein, fats).
**Fibre:** Helps with digestion and keeps the digestive system healthy (e.g. whole grains, fruit, vegetables).
**Digestion:** The process of breaking down food so the body can absorb nutrients.
**Energy**: Fuel the body needs for movement, growth, and daily activities.

**Macronutrients Knowledge is…**

1.The three main macronutrients are
**Carbohydrates**
**Protein**
**Fat**
Carbohydrates can be **simple (quick energy)** or **complex (slow-release energy)**.
**Protein** is needed for **growth and repair** of body tissues.
**Fats** provide **energy and insulation but** should be eaten in moderation.
**Fibre** supports healthy **digestion** and keeps the digestive system working properly.
Diet and health are linked, and a balanced intake of nutrients supports a **healthy body**

## Lesson 10 - Fats and Oils

**Key Terms**

**Lipids**: Fats and oils that provide energy, insulation, and support cell function.
**Saturated Fat**: A type of fat that is usually solid at room temperature and can increase cholesterol levels (e.g. butter, fatty meat).
**Unsaturated Fat**: A healthier type of fat that is usually liquid at room temperature and can help improve heart health (e.g. olive oil, nuts).
**Omega-3**: A type of essential fatty acid that supports brain function and heart health (found in fish and some seeds).
**Cholesterol**: A fatty substance in the blood; too much can increase the risk of heart disease.
**Heart Health**: Keeping the heart and blood vessels healthy through a balanced diet, exercise, and healthy fats.

**Lipids Knowledge is…**

1.Lipids include **fats and oils** that are important nutrients.
2.There are two main types of fat:
**Saturated** and **Unsaturated**.
**1.Saturated fats** can increase cholesterol and should be eaten in moderation.
**2.Unsaturated fats** are healthier and can support heart health.
3.Fats provide **energy, insulation, and protection** for the body.
Nutritional knowledge helps people make **healthier food choices**.

## Lesson 11 – Cookie Practical

**Ingredients**

60g butter
50g light brown soft sugar
60g caster sugar
1 egg
½ tsp vanilla extract
110g self-raising flour
½ tsp salt
100g chocolate Chips

**Method**

1. Collect your equipment and ingredients and preheat the oven to 180◦C.
2. Cream the butter and sugar together. Once creamed, combine in the egg and vanilla.
3. 3. Sift in the flour and salt, then combine the chocolate chips.
4. Take spoonsful of the mixture and roll into walnut size balls, for a more homemade look, or roll into a long thick sausage shape and slice to make neater looking cookies
5. Place on a baking tray lined with baking paper. For a soft and chewy cookie, bake for 7 mins, till the cookies are just setting. Otherwise cook for 10 minutes until just golden around the edges.
6. Take out of the oven and leave to harden for a minute before transferring onto a cooling rack.

# Year 7 Music Knowledge Organiser – Time Keeping 1 – Autumn Term 1

## Lesson 1 – Develop your listening skills – is this music?

**Key Terms**

**Beat/Pulse – a steady / regular unit of time**
**Rhythm – a pattern of note lengths in time**
**Tempo – how fast or slow the music is**

**knowledge**




## Lesson 2 – Know the difference between beat and rhythm.

**Key Terms**

**Beat/Pulse – a steady / regular unit of time**
**Rhythm – a pattern of note lengths in time**
**Tempo – how fast or slow the music is**
**Crotchet beat – a beat sound**
**Crotchet rest – a one beat rest**

**Skill**

- Listen and identify crotchet sounds and crotchet rests






Crotchet rest

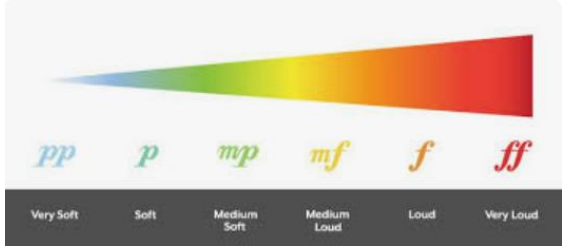
## Lesson 3 – Identify loud and soft notes.

**Key Terms**

**Beat/Pulse – a steady / regular unit of time**
**Rhythm – a pattern of note lengths in time**
**Tempo – how fast or slow the music is**
**Crotchet beat – a beat sound**
**Crotchet rest – a one beat rest**
**Duration – length of a note or piece of music**
**Dynamics - how loud or quiet the music is**

**Skill**

- Listen and identify loud and soft crotchet sounds.



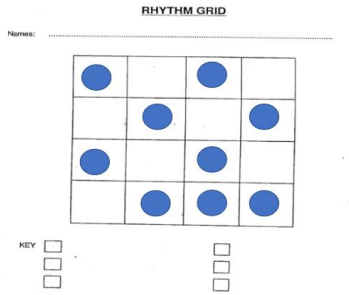

## Lesson 4 – Perform a whole class rhythm grid using dynamics

**Key Terms**

**Beat/Pulse – a steady / regular unit of time**
**Rhythm – a pattern of note lengths in time**
**Tempo – how fast or slow the music is**
**Crotchet beat – a beat sound**
**Crotchet rest – a one beat rest**
**Duration – length of a note or piece of music**
**Dynamics - how loud or quiet the music is**
**Structure – how the sections of music fits together (start / middle/ end)**

**Skill**

- Use dynamics (forte, piano, fortissimo, pianissimo) in a piece of music.



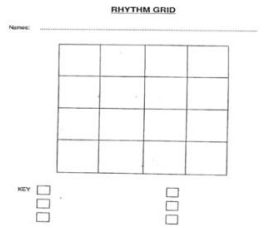

## Lesson 5 – Compose a rhythm grid.

**Key Terms**

**Beat/Pulse – a steady / regular unit of time**
**Rhythm – a pattern of note lengths in time**
**Tempo – how fast or slow the music is**
**Crotchet beat – a beat sound**
**Crotchet rest – a one beat rest**
**Duration – length of a note or piece of music**
**Dynamics - how loud or quiet the music is**
**Structure – how the sections of music fits together (start / middle/ end)**

**Skill**

- To compose a rhythm grid.



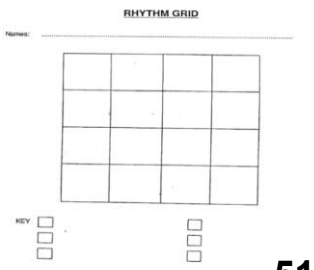

## Lesson 6 – Practice performing the rhythm grid.

**Key Terms**

**Beat/Pulse – a steady / regular unit of time**
**Rhythm – a pattern of note lengths in time**
**Tempo – how fast or slow the music is**
**Crotchet beat – a beat sound**
**Crotchet rest – a one beat rest**
**Duration – length of a note or piece of music**
**Dynamics - how loud or quiet the music is**
**Structure – how the sections of music fits together (start / middle/ end)**

**Skill**

- To perform a rhythm grid as part of a group.



# Year 7 Music Knowledge Organiser – Just Play 1 – Autumn Term 2

## Lesson 1 – To perform as part of a group whilst keeping in time.

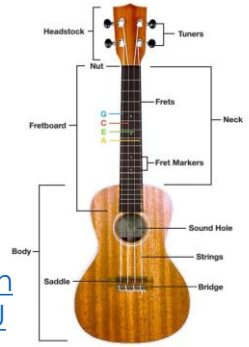
**Key Terms**

**Forte – loud**
**Mezzo forte – moderately loud**
**Piano - soft**
**Mezzo piano - moderately soft**
**Pianissimo - very soft**
**Fortissimo - very loud**
**Chord - A chord is 2 or more notes played together at the same time. You can play these on keyboard, guitar, ukulele, piano, for example.**

**Knowledge**

- Different parts of the Ukulele

**Keyboard Skills:**
Chords played with left hand




Dua Lipa: New Rules
https://youtu.be/Qs0VniZIs_o?si=BkOLWyAZZZjUUlfb

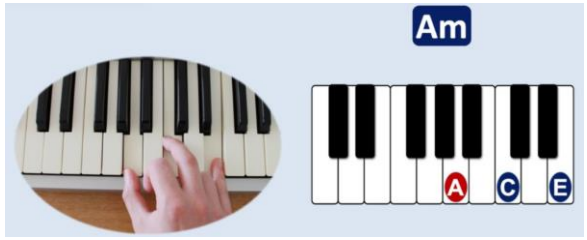
## Lesson 2 – To play two chords as part of a group whilst keeping in time.

**Key Terms**

**Major - happy sounding**
**Minor - sad sounding**
**Chord - A chord is 2 or more notes played together at the same time. You can play these on keyboard, guitar, ukulele, piano, for example.**

**Skill**

- To practice Am on the keyboard or ukulele.



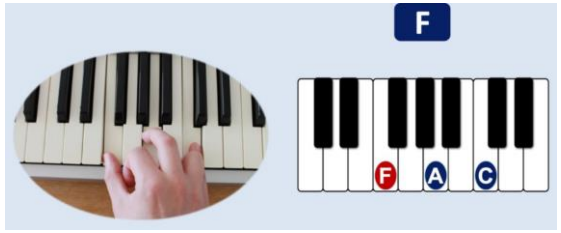

## Lesson 3 – To use your knowledge of A minor and F major chords to perform a whole class song.

**Key Terms**

**Major - happy sounding**
**Minor - sad sounding**
**Chord - A chord is 2 or more notes played together at the same time. You can play these on keyboard, guitar, ukulele, piano, for example.**
**F major – FAC**
**Am – ACE**
**Pulse –The pulse is the regular beat that continues throughout.**
**Rhythm – Made up of lots of different types of beats.**

**Skill**

- To practice F and Am on the keyboard or ukulele.




## Lesson 4 – To learn how to play a C chord.

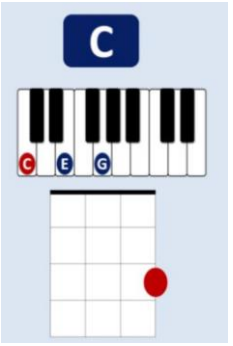
**Key Terms**

**Major - happy sounding**
**Minor - sad sounding**
**Chord - A chord is 2 or more notes played together at the same time. You can play these on keyboard, guitar, ukulele, piano, for example.**
**F major – FAC**
**Am – ACE**
**C major - CEG**
**Pulse –The pulse is the regular beat that continues throughout.**
**Rhythm – Made up of lots of different types of beats.**

**Skill**

To practice Next to Me by Emeli Sande

https://youtu.be/MG2xlgjvZoE?si=-vyvKHVLRwt2lxib



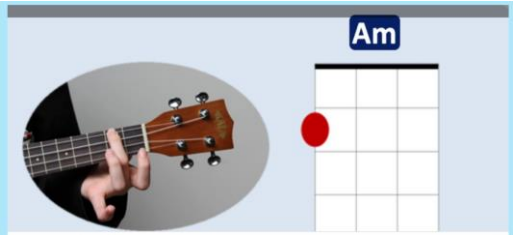

## Lesson 5 – To use your knowledge of F major, C major and A minor chords to perform a song.

**Key Terms**

**Major - happy sounding**
**Minor - sad sounding**
**Chord - A chord is 2 or more notes played together at the same time. You can play these on keyboard, guitar, ukulele, piano, for example.**
**F major – FAC**
**Am – ACE**
**C major - CEG**
**Pulse –The pulse is the regular beat that continues throughout.**
**Rhythm – Made up of lots of different types of beats.**

**Skill**

- Practice Am, F and C as a class on either keyboard or ukulele.



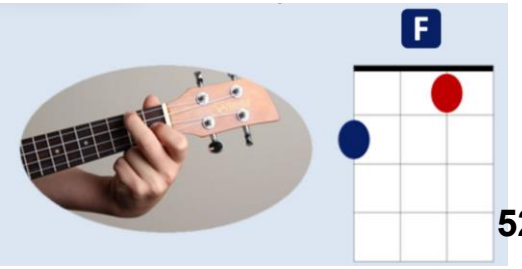

## Lesson 6 – Assessment

**Key Terms**

**Major - happy sounding**
**Minor - sad sounding**
**Chord - A chord is 2 or more notes played together at the same time. You can play these on keyboard, guitar, ukulele, piano, for example.**
**F major – FAC**
**Am – ACE**
**C major - CEG**
**Pulse –The pulse is the regular beat that continues throughout.**
**Rhythm – Made up of lots of different types of beats.**

**Skill**

To perform Am, F and C chords as a class performance.



# Year 7 Music Knowledge Organiser – Instruments of the Orchestra – Spring Term 1

## Lesson 1 – To learn about the four sections and the layout of the orchestra.

**Key Terms**

**Major - happy sounding**
**Minor - sad sounding**
**Chord - A chord is 2 or more notes played together at the same time. You can play these on keyboard, guitar, ukulele, piano, for example.**
**F major – FAC**
**Am – ACE**
**C major – CEG**
**Forte - Loud**
**Piano – Soft**
**Pulse –The pulse is the regular beat that continues throughout.**
**Rhythm – Made up of lots of different types of beats.**

**Knowledge**

- Orchestra - a large group of musicians playing various instruments together.
- There are FOUR sections of the orchestra..
- Strings, Woodwind, Brass and Percussion.
- Violin, Viola, Cello, Double Bass, Harp.
- Piccolo, Flutes, Oboe, Clarinet, Bassoon, Cor Anglais.
- Trumpet, French Horn, Trumpet, Trombone.
- Cymbals, Triangle, Tambourine, Maracas, Drum.
- The loudest instruments sit at the back of the orchestra.




## Lesson 2 – Identify instruments in the string family. Learn Viva La Vida.

**Key Terms**

**Orchestra – A large group of instruments divided into four sections.**
**Four sections of the orchestra - Strings, Woodwind, Brass, Percussion**
**Conductor – The leader or musical director of the orchestra.**
**Strings - Violin, Viola, Cello, Double Bass, Harp.**
**Bow - Made from wood and horsehair and used to play a stringed instrument.**

Homework No. 1

**Knowledge**

- Listen to and identify string instruments – Violin, Viola,




## Lesson 3 – Class rehearsal of Viva La Vida

**Key Terms**

**Orchestra – A large group of instruments divided into four sections.**
**Four sections of the orchestra - Strings, Woodwind, Brass, Percussion**
**Conductor – The leader or musical director of the orchestra.**
**Strings - Violin, Viola, Cello, Double Bass, Harp.**
**Bow - Made from wood and horsehair and used to play a stringed instrument**

Homework No. 2

**Knowledge**

- **What are the roles and responsibilities of a conductor?**



To lead the orchestra in rehearsals and the final performance
Choose suitable pieces of music
Hold auditions to choose suitable musicians
Ensure they know the music really well.

- **What is the conductors stick called?**

A Baton

- **What directions would they give to the orchestra?**

Tempo, dynamics, give cues to instrumental sections, count them in at the beginning.

## Lesson 4 – Performance of Viva La Vida

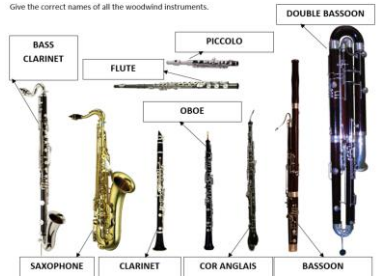
**Key Terms**

**Orchestra – A large group of instruments divided into four sections.**
**Four sections of the orchestra - Strings, Woodwind, Brass, Percussion**
**Conductor – The leader or musical director of the orchestra.**
**Strings - Violin, Viola, Cello, Double Bass, Harp.**
**Bow - Made from wood and horsehair and used to play a stringed instrument.**
**Mouthpiece - The section of an instrument that is blown into. Some are metal, wooden or have a reed.**

Homework No. 3

**Knowledge**

- Listen to and identify woodwind instruments – Piccolo, Flute, Clarinet, Oboe, Bassoon, Double Bassoon, Cor Anglais.




## Lesson 5 – Develop listening skills by listening to The Young Person's Guide to the Orchestra

**Key Terms**

**Orchestra – A large group of instruments divided into four sections.**
**Four sections of the orchestra - Strings, Woodwind, Brass, Percussion.**
**Conductor – The leader or musical director of the orchestra.**
**Woodwind - Piccolo, Flute, Clarinet, Oboe, Bassoon.**
**Bow - Made from wood and horsehair and used to play a stringed instrument.**
**Mouthpiece - The section of an instrument that is blown into. Some are metal, wooden or have a reed.**

Homework No. 4

**Knowledge**

Listen to and identify instruments by sound. Here's the link https://www.youtube.com/watch?v=rbUbx9cJPX0




## Lesson 6 – Identify instruments in the Brass and Percussion families.

**Key Terms**

**Orchestra – A large group of instruments divided into four sections.**
**Four sections of the orchestra - Strings, Woodwind, Brass, Percussion**
**Conductor – The leader or musical director of the orchestra.**
**Brass – Trumpet, French Horn, Trombone, Tuba**
**Percussion - tuned (plays multiple notes), untuned (plays only one sound).**
**Mouthpiece - The section of an instrument that is blown into. Some are metal, wooden or have a reed.**

Homework No. 5

**Knowledge**

- Listen to and identify brass and percussion instruments.
- Here's the link https://www.youtube.com/watch?v=yE0aSxziNdY&feature=youtu.be

