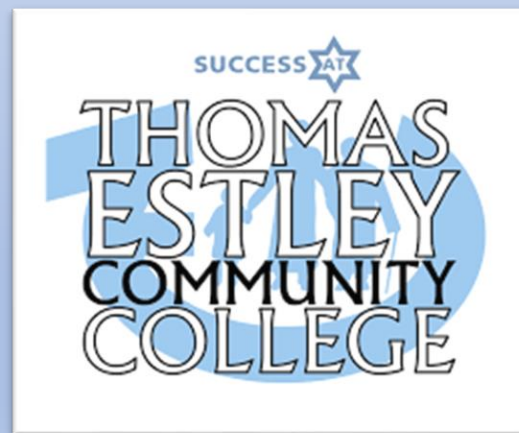


Thomas Estley Community College

Year 7 Autumn Term

Knowledge Organiser



What are Knowledge Organisers?

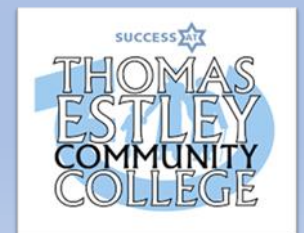
A knowledge organiser is an easy way that each subject can summarise the most important information. Each subject section will include key terms, short explanations, glossary words, diagrams etc making it clear to the student as to what is essential to learn. Each grid has an overall theme and these vary according to the subject being taught.

It will be the students responsibility to keep the knowledge organisers safe and refer to them over the whole academic year.

How will these be used at Thomas Estley?

At Key stage 3, you will be given a knowledge organiser each term. You need to keep these safe in your learning packs that you were provided with at the start of the academic year.

Your subject teachers will use these in a variety of ways, for both class work, remote learning opportunities and homework. They will be used to help with revision for class quizzes and retrieval practice activities. They will also be used for flip learning activities, where subject teachers will ask you to learn some information and then go in to it in more detail in class.



Revision Tips and Tricks!

Record It

Record yourself on your phone or tablet reading out the information. These can be listened to as many times as you want!



Teach it!

Teach someone your key facts and then get them to test you, or even test them!



Flash Cards

Write the key word or date on one side and the explanation on the other. Test your memory by asking someone to quiz you on either side.

Hide and Seek

Read through your knowledge organiser, put it down and try and write out as much as you can remember. Then keep adding to it until its full!



Back to front

Write down the answers and then write out what the questions the teacher may ask to get those answers.



Post its

Using a pack of post-it notes, write out as many of the keywords or dates as you can remember in only 1 minute!



Practice!

Some find they remember by simply writing the facts over and over again.

Read Aloud

Simply speak the facts and dates out loud as you're reading the Knowledge Organiser. Even try to act out some of the facts – it really helps you remember!



Sketch it

Draw pictures to represent each of the facts or dates. It could be a simple drawing or something that reminds you of the answer.

IMPACT OF TECHNOLOGY



Where to get help
 Talk to a trusted adult
<https://www.ceop.police.uk/Safety-Centre/>
<https://www.childline.org.uk/>

Social media settings

- Profiles should always be set to private
- Profile images should not reveal locations.
- Profile images should not be easy to recognise; it is much better to use a picture of a pet or a cartoon character.
- Don't reveal locations — this makes it easy to find out where you are.
- Making your date of birth public makes it easy for hackers to steal your personal information and set up fake accounts in your name.
- You should never reveal your phone number, email address or home address on a public site.
- You should never reveal your current location on social media.
- Putting your full name, including a middle name, makes it easy for someone to steal your personal information. Always use a nickname or shortened version of your name.

Cyberbullying is the similar to bullying that tends to occur online.
Cyberbullying can come in many forms. Some examples are:

- Threatening someone to make them feel scared
- Harassing someone by repeatedly sending them messages
- Ruining somebody's reputation
- Excluding someone from a group
- Stealing someone's identity and pretending to be them
- Publicly displaying private images or messages

Do you really want to send that?
 Think before you click.
 It is easy to send comments from the other side of a screen.
 It is not easy to then remove them.
 Actions need to be considered before mistakes are made.

Using technology appropriately, carefully and positively leads to positive digital citizens.
Digital citizenship refers to the responsible use of technology by anyone who uses computers, the Internet, and **digital** devices to engage with society on any level.

Secure passwords
 No one should be able to guess/work out your password.
 Current guidance: Use three random words, for example, **9FishCloudRoad23**

PASSWORDS are like underpants



Key Words

audience	The people you are communicating, presenting information to.
catfishing	A person pretends to be someone they are not.
collaboration	Working effectively together.
Digital tattoo/ Digital footprint	Online reputation that is permanent.
email	A tool for online communication.
hazards	Areas/items that could cause damage or injury.
network	Where devices are connected together usually by cable or Wi-Fi.
password	A way to ensure no one access your data or information.
respect	Be mindful of how you are responding to others.
secure	Making sure your online information is safe.

Year 7 Using media

Is it real? Is it true?



Different **application software** can be used for different purposes. It is important to think about what the task is and select the most **appropriate** one.

The **application software** chosen allows different formatting techniques to be used.

Formatting can be using tools like **bold**, *italic*, underline, changing colour, font style and size, alignment and many more.

Formatting can be used for many reasons including, to make text easier to read, easier for the audience to use, highlight important information or attract attention.

Images play an important role when using software. It is important that **appropriate** images are used, ones that meet the requirements of the **audience** and the **purpose** of whatever is being created.



A **blog** is simply a regularly updated website or web page, typically one run by an individual or small group, that is written in an informal or conversational style.

When researching and reading stories online you need to check that they are **reliable**, **trustworthy** and **credible**. Anyone can upload content so it is not always accurate.

- Check the source, find out which other sources are reporting it
- Check whether other sites are saying the same thing
- Don't trust all the stories and all pictures
- Check for facts not rumours
- Check any citations or references

When you are researching a topic you will come across a lot of useful information. Once the reliability and accuracy has been checked you may decide to use the information. Check the law

Plagiarism is using someone else's work or ideas and using them as if they were your own. This can be any type of work either printed or electronic.

Citation tells the audience where the information came from. Anything that is used needs to have **citations** or **references** to the original work. A reference gives the audience details about the source so that they can see that the source is relevant and recognised so they can find the source themselves if they want to.

Paraphrase means using someone else's work by changing a few words, often with the intention of shortening the original piece of work.

It is the law

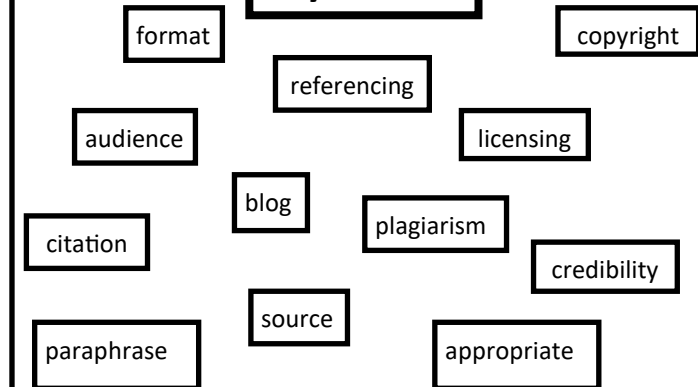


Copyright Law gives the creators of literary, dramatic, musical, artistic works, sound recordings, broadcasts, films and typographical arrangement of published editions, rights to control the ways in which their material may be used.

Creative Commons (CC) license is one type of copyright license. This allows the copyright owner to say exactly what other people can and can't do with or to their work.

They help copyright owners share their work while keeping the copyright. For example, a Creative Commons licence might allow other people to copy and distribute the copyright owner's work, if they give them credit.

Key words



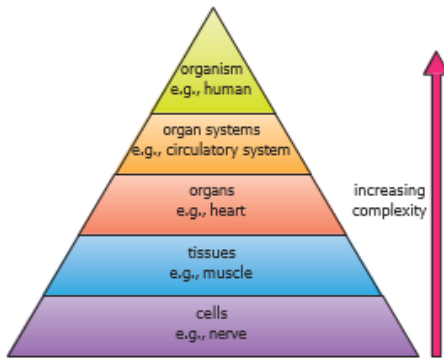
Making sure the item being created is successful and actually does what it was intended to do is important.

Setting **success criteria** should be determined at the start of the project and can be revisited frequently.

The success criteria should be clear and easy to follow.

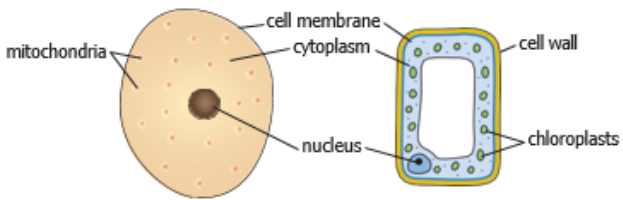


Levels of organisation



Plant and animal cells

- To be able to **observe a cell** we need to use a **microscope**, this magnifies the cell to a point to which we can see it
- Plant and animal cells have small structures inside known as **organelles**, each of these performs a certain role which allows the cell to survive



Specialised cells

- Specialised cells** are designed to carry out a particular function, because of this they have specific features and adaptations to allow them to carry this out
- Both plant and animal cells can be specialised, with these specialised cells working together to help the organism to survive

Key terms

Make sure you can write definitions for these key terms.

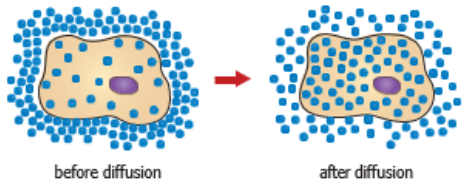
Bioaccumulation Cell Community Competition
Concentration Consumer Diffusion Ecosystem Food
web Habitat Interdependence Microscope Niche
Nucleus Organ Organisms Organ system Predator
Prey Producer Population Specialised cells Tissue

Organs

- An organ is a group of tissues that have the same function
- They can work with other organs in an **organ system**, such as the respiratory system which uses organs like the heart and lungs to transfer oxygen around the body
- Vital organs** are the organs that need to keep functioning for an **organism** to stay alive, e.g. the heart

Movement into and out of cells

- The process in which substances move into and out of cells is known as **diffusion**
- This occurs across the **cell membrane**
- During diffusion particles move from an area of **high concentration**, to an area of **low concentration**



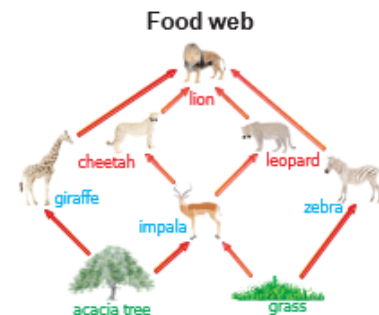
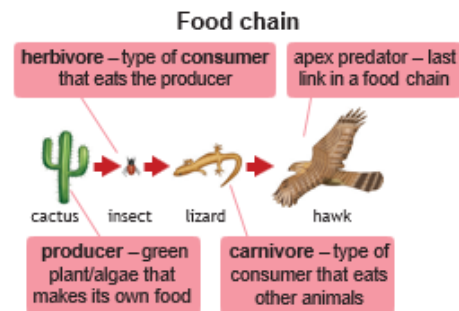
- Oxygen and nutrients enter the cell by diffusion, carbon dioxide and waste products leave

Disruption to food chains

- Interdependence** is the way in which living organisms rely on each other to survive
- A food chain will be disrupted if one of the organisms die out
- If the **producer** dies out the rest of the food chain will also die out unless they have a different food source
- If the **consumer** population die out the number of organisms which they eat will increase unless they are eaten by another organism
- Bioaccumulation** is the process by which chemicals such as pesticides and insecticides build up along a food chain

Food chains and webs

- Food chains** show the direction in which energy flows when one organism eats another
- The direction of the arrows represent the direction in which the energy flows
- Food webs** show how a number of different food chains are connected

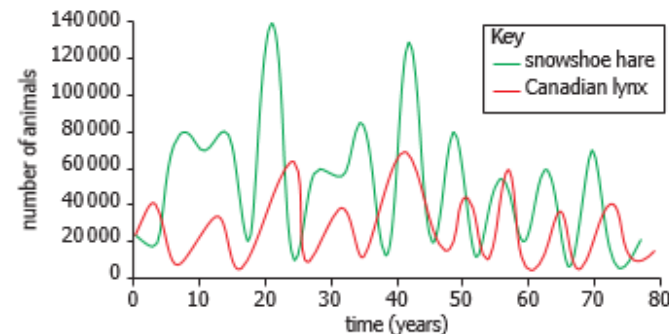


- Producers** are the organisms which start the food chain, they convert energy from the Sun, making their own food, these are often plants
- Prey** are organisms which are eaten by other organisms
- Predators** are the organisms which eat the prey

Competition

- Competition** is the process in which organisms compete with one another for resources
- Animals compete for food, water, space and mates
- Plants compete for light, water, space and minerals
- The best competitors are those who have adapted in order to best gain these resources
- As the number of a predator in a population increases the number of the prey will decrease as more are being eaten

- As the number of the predator decreases the number of the prey will increase as less are being eaten
- The relationship between the predator and the prey is known as a **predator-prey relationship**



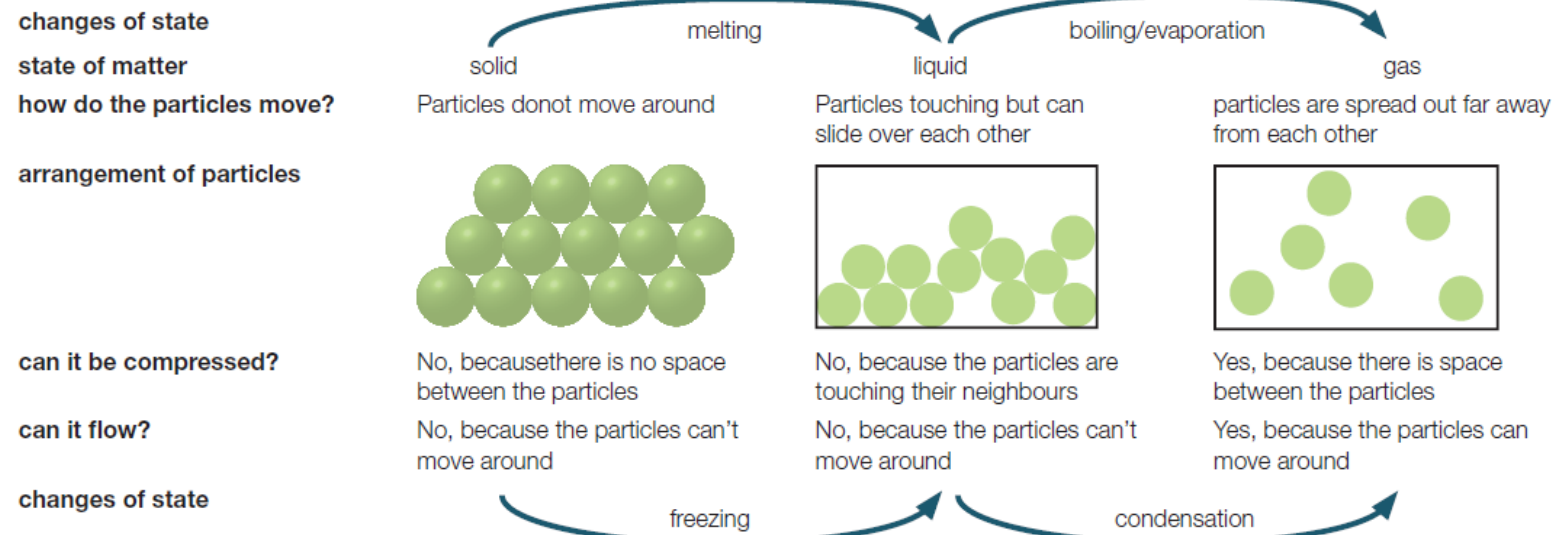
Ecosystems

- All of the organisms which live in one area are known as a **population**
- An **ecosystem** is all of the organisms which are found in a particular location and the area in which they live in, both the living and non-living features
- A **community** are all of the areas in an ecosystem, the area in which the organisms live in is known as the **habitat**
- A **niche** is the specific role in which an organism has within an ecosystem, for example a panda's diet consists of 99 % bamboo

LIFE **Activate** Question Progress Succeed
Knowledge organiser

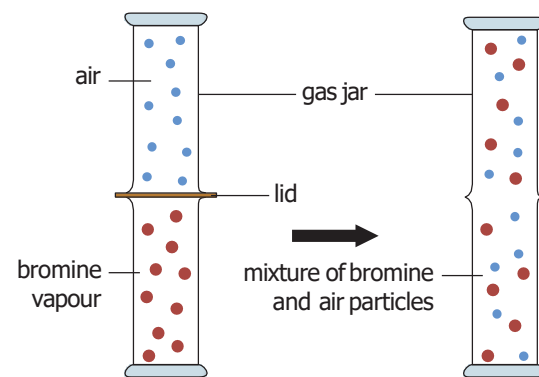
B1

Changes of state



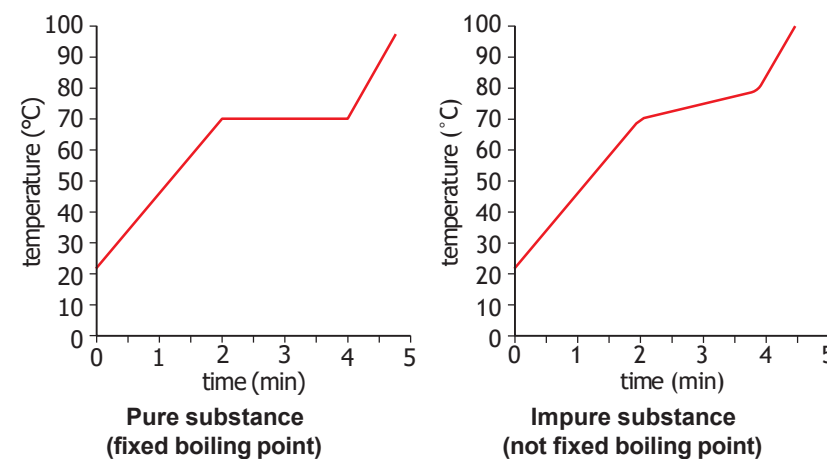
Diffusion

- **Diffusion** is the movement of particles from an area of high concentration (lots of the same particle) to an area of low concentration (not a lot of the same particle)
- It is a random process which does not need energy
- The speed of diffusion can be increased by:
 - A higher temperature
 - Smaller particles diffusing
 - A gas rather than a liquid
- Diffusion does not happen in a solid as the particles can't flow



Melting and boiling points

- The **melting point** of a substance is the temperature at which it turns from a solid to a liquid, or a liquid to a solid
- The **boiling point** of a substance is the temperature at which it turns from a liquid to a gas or a gas to a liquid
- **Pure substances** have a fixed (sharp) boiling or melting point, whereas **impure substances** have a range which appears as a diagonal line on a graph

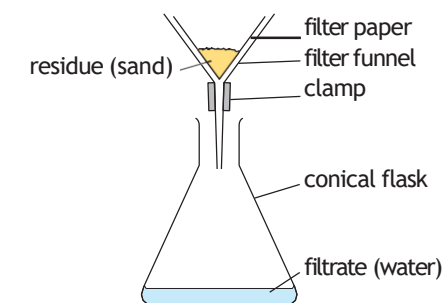


Mixtures

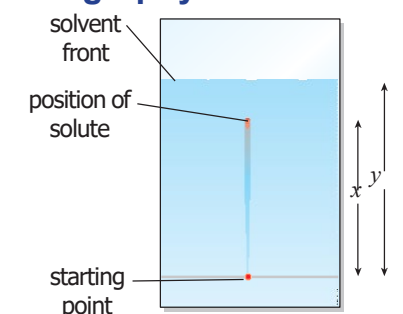
- **Mixtures** are different **substances** which are together, they are not chemically bonded and so are easy to separate
 - The substances which make up a mixture keep their own **properties** unlike those in a compound
 - A mixture is an **impure** substance as it does not have a fixed melting point, instead it has a range
-
- A **solution** is a type of mixture which is made up of two parts
 - A **solute** is the part which has dissolved in the solution
 - A **solvent** is the liquid part which the solute has dissolved into
-
- The **solubility** of a substance is a measure of how much of it will **dissolve**
 - Not all solutes will dissolve in all solvents
 - Solutes which do not dissolve are known as **insoluble**
 - Substances which do dissolve are known as **soluble**
 - The **solubility** of a substance can be increased by increasing the temperature of the solution or by stirring the solution
 - A **saturated solution** is one where the maximum amount of solute has dissolved in it, no more solute will be able to dissolve

Separating Mixtures

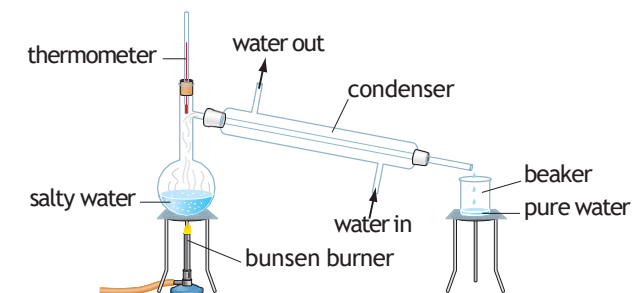
Filtration



Chromatography



Distillation



Evaporation



Key terms

Make sure you can write definitions for these key terms.

boiling point chromatography condensation diffusion dissolve distillation evaporation filtration freezing impure substance melting point mixture
property properties pure substance saturated solution substance soluble solubility solute solution solvent

Dance Year 7 – Dancing Through Time

1920s – Charleston

- First appeared in the United States around 1903 in Black communities in the southern U.S.
- Historians believe that some of the Charleston's movements probably came from Trinidad, Nigeria, and Ghana.
- The Charleston involves the fast-paced swinging of the legs and big arm movements.
- The music for the Charleston is ragtime jazz, in quick 4/4 time with syncopated rhythms.

Charleston Steps:

1. The basic Charleston tap
2. The windmill
3. cross knees
4. kick and dip



1940/50s – Lindy Hop and Rock n Roll

- Lindy Hop is named after Charles Lindbergh aka 'Lucky Lindy.' A famous aviator who 'hopped' across the Atlantic in the 1st non-stop flight from New York to Paris.
- Associated dance styles include Swing, Jazz and the Jitterbug.
- Rock n Roll became popular with the success of the film 'Rock around the Clock' in 1956 – Starring Elvis Presley.
- Becoming popular with the teenagers of 1950 it soon gained a 'bad boy' image that gave rise to Teddy Boys in Britain. This is thought to be both the result and the cause of youthful rebellion at the time.

Lindy Hop/RnR Steps:

1. Applejacks
2. Al & Leon Triple Steps
3. Suzie Q
4. Charleston Squat
5. Throw
6. Leap Frog

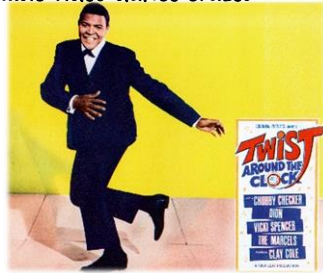


1960s

- The 60s was an era of 'flower power'
- Finally recovering from WW2, Britons embraced this freer way of life
- The most popular dance was 'The Twist', named after the song.
- The 'Swinging Sixties' marks a significant change in British Pop culture (music and fashion)
- The 'V' sign, which was first used by Churchill (meaning V for victory), was adopted by Hippies as an anti-war sign
- The 60s was also the birth of music video dance crazes

1960s Steps:

1. The Mash Potato
2. The pony
3. The Watusi
4. The hitch hike
5. The Swim



1970s - Disco

- Emerged in the 1970s from the United States' urban nightlife scene, e.g., discotheques.
- Rise in popularity in the late 70s due to the film 'Saturday Night Fever' and its soundtrack by bands such as the BeeGees.
- For the first time, people were seen dancing 'en masse' instead of in couples.
- This is also the first time that songs were released in clubs, rather than on the radio – which opened the door to a wider variety of artists.

1970s Steps:

1. The Hustle
2. Disco Down
3. Disco Fingers
4. The Snap



1980s – Hip Hop

- Began during the late 1960's and early 1970's, originally inspired by African dancing, and flourished as a new style of street dance.
- Hip-hop developed from jazz, rock, tap, and American and Latino cultures, but is most often associated with the East Coast, specifically New York City.
- It combines a variety of freestyle movements and has 3 main techniques, popping, locking and breaking, to create a cultural piece of art.
- Due to its freestyle nature, dancers are more able to let loose and worry less about technique.

Hip Hop Steps:

1. The Roger Rabbit
2. The Kid n Play
3. The moonwalk
4. The running man
5. The cabbage patch



Energy

- **Energy** is needed to make things happen
- It is measured in **joules** or **kilojoules**
- The **law of conservation of energy** says that energy cannot be created or destroyed, only transferred
- This means that the total energy before a change is always equal to the total energy after a change

Energy can be in different energy **stores**, including:

- **Chemical** – to do with food, fuels and batteries
- **Thermal** – to do with hot objects
- **Kinetic** – to do with moving objects
- **Gravitational potential** – to do with the position in a gravitational field
- **Elastic potential** – to do with changing shape, squashing and stretching

Food and energy

- Food has energy in a chemical energy store
- Different foods contain different amounts of energy
- Different activities require different amounts of energy
- Different people need different amounts of energy depending on what they do each day

Non-renewable energy

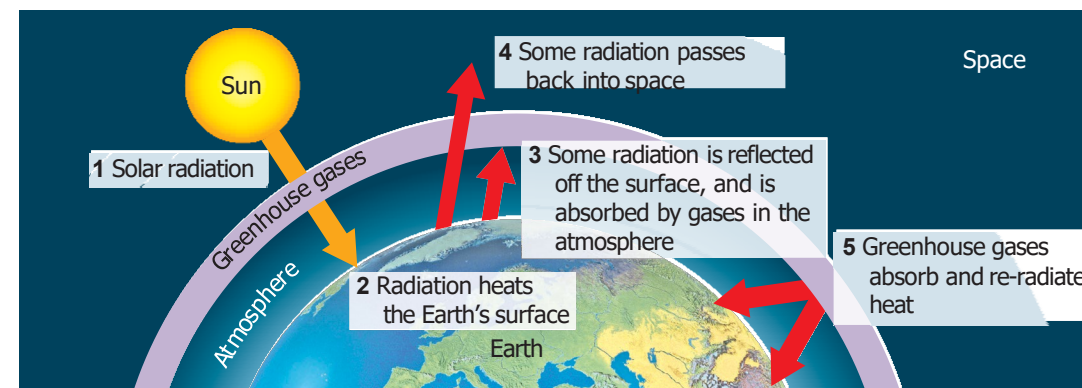
- **Non-renewable** energy cannot be replaced within your lifetime
- Non-renewable **energy resources** include coal, oil, natural gas and nuclear resources
- Coal, oil and natural gas are also known as **fossil fuels**, they release carbon dioxide when burned which contributes to global warming

Renewable energy

- **Renewable** energy can be replaced within your lifetime
- Renewable energy resources include wind, tidal, wave, biomass, solar, hydroelectric and geothermal
- Renewable energy resources do not produce much carbon dioxide, meaning that they have a smaller effect on global warming

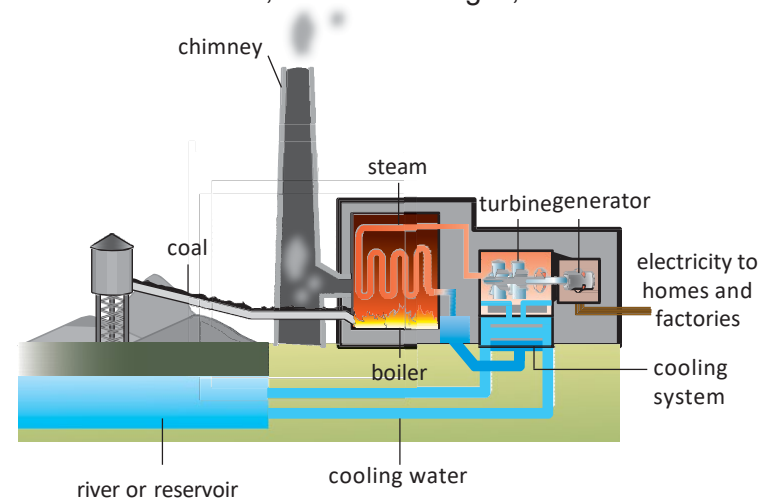
Global warming

- **Global warming** is the gradual increase in temperature of the Earth
- This is closely linked to the rise in carbon dioxide levels in the atmosphere
- When the Sun heats the Earth's surface, some of the radiation is absorbed and some is reflected back into space
- Some of the gases in the atmosphere absorb radiation that is about to be reflected into space, this keeps the Earth at a warmer temperature than it would be without the atmosphere, this is needed as otherwise it would be too cold for life
- The gases in the atmosphere which absorb and trap this radiation are known as **greenhouse gases**, the most commonly known greenhouse gases are carbon dioxide and methane



Power stations

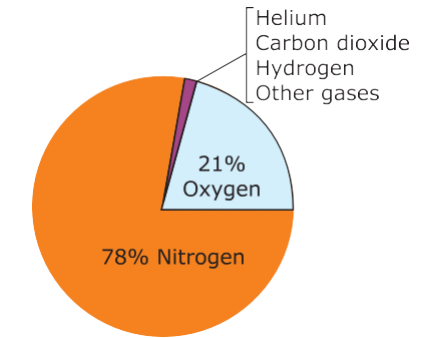
Thermal power stations burn coal, oil and natural gas, which are all non-renewable energy resources



Fuel is burned underneath water → Water is heated and turns into steam → The steam turns a turbine which turns a generator → Electricity is generated

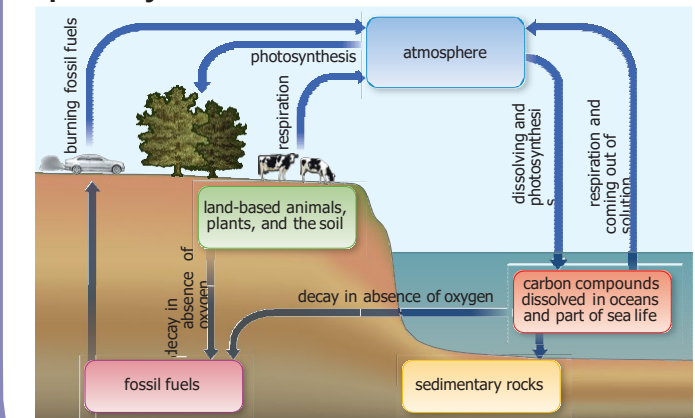
The Earth's Atmosphere

- The air around us all of the time is known as the **atmosphere**, it is made up of a mixture of gases.



The carbon cycle

- The **carbon cycle** is the processes by which carbon is naturally transferred to different stores through a range of natural processes
- Carbon is released into the atmosphere through **combustion** of fossil fuels, and animal **respiration**
- It is then reabsorbed by plants during **photosynthesis**



Climate change

- Long term changes to weather patterns are known as **climate change**
- This can cause the ice caps to melt, leading to sea levels rising and flooding of low level land
- Graphs alone cannot confirm that humans are the cause, but the majority of scientists now believe that human activity is a very likely cause
- We can help to prevent climate change by:
 - Using renewable energy resources
 - Using cars less
 - Buying and wasting less resources

Key terms

Make sure you can write definitions for these key terms.

Atmosphere, carbon cycle, Chemical, climate change, combustion, dissipated, efficiency, elastic potential, energy, energy resources, fossil fuels, global warming, gravitational potential, greenhouse gas, joules, kilojoules, kinetic, law of conservation of energy, non-renewable, photosynthesis, renewable, respiration, thermal, watts

Year 7 Autumn Term Medieval Britain c1066-1347

Lesson Content

Who were the Anglo-Saxons?

Who wanted to be King of England?

The Battle of Stamford Bridge

The Battle of Hastings

After the Battle

Building castles

Attacking and defending castles

The Domesday Book

Controlling the people

Who was Thomas Becket?

Who was King John?

Peasant Life

Peasant Life

Medieval Life+Christmas

Key dates

4 th Jan 1066	King Edward dies
25 th September 1066	The battle of Stamford Bridge
14 th October 1066	The battle of Hastings
Christmas Day 1066	William is crowned King
1069	"Harrying of the North"
29 th December 1170	Becket is murdered in Canterbury
15 th June 1215	King John signs the Magna Carta

Key people

Edward the Confessor	Saxon King of England between 1042 and 1066. A very religious man who always "confessed" his sins, hence his name.
Harold Godwinson	Saxon Earl, a powerful man who became King of England in January 1066
Harald Hardraada	Viking king of Norway, claimed he had a right to the throne because the Vikings ran England between 1013 and 1042
William of Normandy	Duke of Normandy (in Northern France), claimed he had been promised the throne of England by Edward the Confessor and Harold Godwinson
Bishop Odo	Brother of William of Normandy, believed to have ordered the creation of the Bayeux tapestry.
Oderic Vitalis	Chronicler who wrote about the events of 1066
Hereward the wake	Rebel leader who opposed William of Normandy
Thomas Becket	Archbishop of Canterbury, former friend of King Henry II
King Henry II	King of England, 1154-1189
King John I	King of England, 1199 – 1216, famous for signing the Magna Carta (Great Charter)

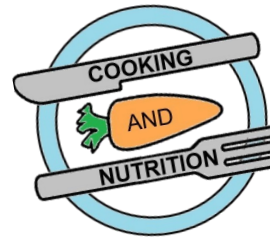
Key Words - Glossary

Heir	The next person in line to become King	Motte	A high mound of rock and earth on which was built a Keep
Throne	The official chair on which the King sits	Bailey	An enclosure on ground level for living accommodation and horses
Successor	The next person to follow either a King, Earl etc	Doom Painting	Giant pictures painted on the inside of churches to warn people about going to hell
Anglo-Saxons	Migrants to England from the 5 th Century onwards, they eventually became the most important tribe in England	Martyr	Someone who suffers or dies for something they believe in
Normans	People from Normandy in Northern France, descended from Vikings	Cathedral	A really large Church, usually in a city
Feudal System	A system where people received land in return for loyalty to the King	Magna Carta	Latin for "Great Charter", a document setting out rights and responsibilities
Domesday Book	A book detailing all the possessions of King William in 1086, "Domesday" means day of judgement	Peasant	A poor rural person, also known by the Latin word "Villein" meaning wretched.

Key resources:
www.techhistoryks3.blogspot.com

Key Assessment: 50 minute assessment based on skills from Paper 1+3 GCSE History Questions 1-4 or 5

Year 7 - Healthy Eating



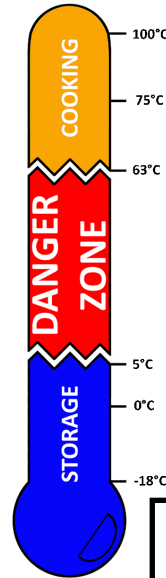
The 8 tips for healthy eating can help you make healthier choices.

1. Base your meals on starchy foods
2. Eat lots of fruit and veg
3. Eat more fish – including a portion of oily fish each week
4. Cut down on saturated fat and sugar
5. Try to eat less salt – no more than 6g a day for adults
6. Get active and try to be a healthy weight
7. Drink plenty of water
8. Don't skip breakfast

<https://www.youtube.com/watch?v=UIQ1Hyq9HG0>

<https://www.nhs.uk/live-well/eat-well/eight-tips-for-healthy-eating/>

Food safety and hygiene is about protecting people and reducing the risk of food poisoning.



https://www.youtube.com/watch?v=kEZvOyp_-8c

Get active.



60 active minutes

do you get yours everyday?



<https://www.nhs.uk/change4life/activities/sports-and-activities>

<https://www.youtube.com/watch?v=k5Y9D37KmJo>

<https://www.youtube.com/watch?v=PByM12M1n3A>

Starchy foods give us the energy we need to keep going each day.



Key vocabulary

clean / cook / chill / separate
 cross-contamination / safety
 bacteria / food poisoning
 temperatures / danger zone
 carbohydrates / protein
 dairy / function / hydration
 seasonality / portion
 calories / energy

Eat at least 5 portions of a variety of fruit and vegetables every day.

<https://www.youtube.com/watch?v=K5pW7rpMTQw>



The Eatwell Guide shows how much of what we eat overall should come from each food group to achieve a healthy, balanced diet.



<https://www.youtube.com/watch?v=7MIE4G8ntss>

<https://www.nhs.uk/live-well/eat-well/the-eatwell-guide/>

Water.



<https://www.youtube.com/watch?v=24lvMvFKFZo>

<https://www.youtube.com/watch?v=b7s2Aqj72Q8>

Foods high in fat, salt and sugars should be eaten less often and in smaller amounts.



<https://www.youtube.com/watch?v=Jfac64PI14Q>

<https://www.youtube.com/watch?v=vADtodHhfKU>

Year 7 - Cooking skills

Equipment

				
Vegetable peeler	Measuring jug	Mixing bowl	Colander	Box grater
				
Digital scales	Saucepan	Frying pan	Flour dredger	Pastry brush

Skills and Processes

Bridge hold and Claw grip



Used in: fruit salad, pasta salad, sausage rolls, Spanish omelette, potato wedges and salsa

Weighing and Measuring



Used in: fruit salad, pasta salad, cheesy pinwheels, goujons, breakfast muffins, sausage rolls, scones, potato wedges

Knife skills: peeling, chopping, slicing, dicing



Used in: fruit salad, pasta salad, sausage rolls, Spanish omelette, potato wedges and salsa

Rubbing in technique



Used in: cheesy pinwheels and scones

Key word	Meaning
Enzymic browning	Discolouration that occurs when some fruit/vegetables (eg. apples, bananas, potatoes) are cut; caused by exposure to oxygen in the air.
Boiling	Water boils at 100°C, vigorous bubbles are visible. Pasta can be cooked this way.
Rubbing in	Combining butter and flour together using your fingertips.
Enrobing	Coating an item of food (eg. fish, chicken) in flour, egg, breadcrumbs.
Glazing	Brushing with a milk or egg wash to give colour and shine to your food product (eg. sausage rolls, scones)

Independent skills I need to learn in Year 7

Use the **bridge hold and claw grip** to cut food safely and accurately.

Use a range of other **preparation techniques** eg. peeling, chopping, slicing, dicing, grating etc.

Weigh and measure ingredients accurately.

Organise all my ingredients and follow a recipe.

Use the **cooker** (eg. hob and oven) safely.

Food safety

Using **colour coded chopping boards** and equipment prevents **bacteria** spreading and causing **food poisoning**.

PREVENT CROSS CONTAMINATION

USE CORRECT COLOUR CODED CHOPPING BOARDS & KNIVES

RAW MEAT
RAW FISH
COOKED MEATS
SALAD & FRUITS
VEGETABLES
DAIRY PRODUCTS



The Odyssey and the Tragic Hero



The Odyssey is a collection of 24 books written by the Greek poet, **Homer**.

The epic poem is the story of Odysseus, the King of Ithaca, and his attempt to get home after the Trojan War. After a long journey (over a number of arduous years), he is recognised only by his faithful dog and a nurse. He eventually gets help from his son to regain his wife and re-ascend the throne to his kingdom.

Keywords/ideas:

8th century BC (Before Christ)

Epic poem (a lengthy narrative work of often many thousands of lines)

Odysseus

Suitor (a man who pursues a relationship with a particular woman, with a view to marriage)

Telemachus (Odysseus's son)

Swineherd (pig farmer)

Shipwreck

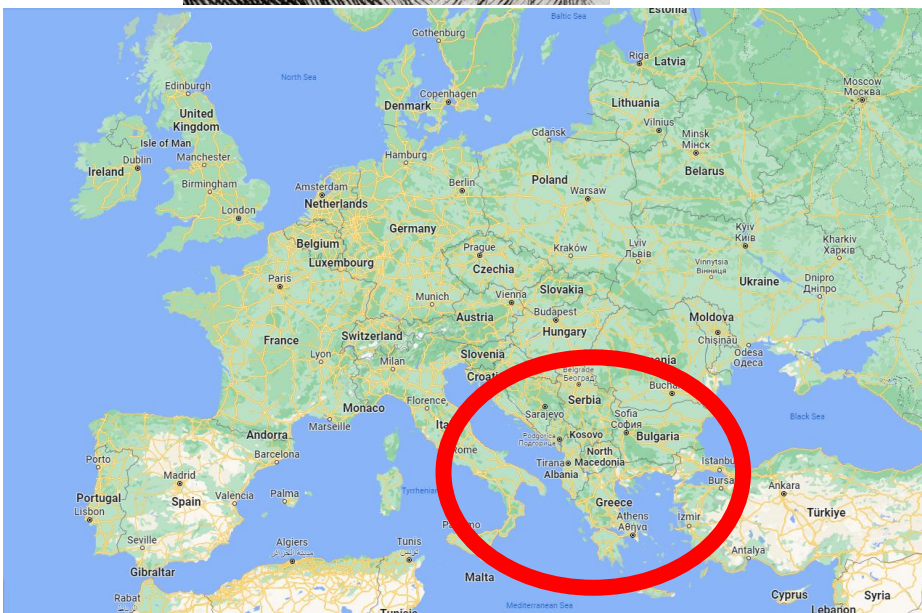
Greek

Homer

Penelope (his wife)

Iliad – a series of miseries and disastrous events

Linear chronology (meaning the events unfold in time order)



Archaic Period - This period ran from the start of Greek civilization in 800 BC to the introduction of Democracy in 508 BC. This period included the start of the Olympic Games and Homer's writing of the *Odyssey* and the *Iliad*.

Classical Period - This is the time that many of us think of when we think of ancient Greece. Athens was governed by a democracy and great philosophers like Socrates and Plato arose. Also, the wars between Sparta and Athens were during this time. This period ended with the rise and then the death of Alexander the Great in 323 BC.

Hellenistic Period - The Hellenistic period lasted from the death of Alexander the Great until 31 BC when Rome defeated Egypt at the Battle of Actium. The name Hellenistic comes from the Greek word "Hellas", which is the original word for Greece. (Source: https://www.ducksters.com/history/ancient_greece.php)

Tragic Heroes

A tragic hero (or tragic heroine, if they are female) is the main character of a tragedy (a play dealing with tragic events and having an unhappy ending, especially one concerning the downfall of the main character).

Many of the most famous instances of tragic heroes appear in Greek Literature, most notably the works of Sophocles and Euripides.

Key terms:

Rex – Latin for “King”

Hubris (over full of pride or self-confidence)

Hamartia (a fatal flaw leading to the downfall of a character)

Aristotle

Downfall

Philosophy

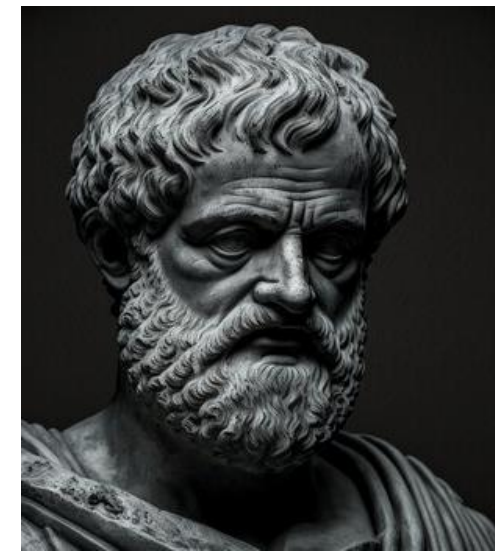
Rhetoric

Athens

Alexander the Great

Sophocles (pronounced soff-oh-klees) – a Greek tragic writer

Muse – one of nine sisters/goddesses who were protectors of arts and literature



Aristotle claimed: “A man does not become a hero until he can see the root of his own downfall.”
Nobility (of a noble birth) or wisdom (by virtue of birth).

The three Greek heroes **Oedipus, Medea and Agamemnon**, who each killed a member of their family, carry most of the qualities that make up a tragic hero: being of noble birth, being surrounded by an extraordinary circumstance, and gaining self-awareness or some kind of knowledge through their downfall (source: www.bartleby.com)





CLASSROOM RULES

1. Hang your coat and blazer on pegs.
2. Put your bag **UNDER** the table.
3. Pencil cases **ON** the table.



Hessian mat stops your work sticking to the table.

4. **ALWAYS** listen carefully to instructions.
5. Wash hands after using paint, clay etc.



PAINT NAMES



- Black
- Vandyke Brown
- Burnt Sienna
- Crimson
- Vermillion
- Prussian Blue
- Ultramarine
- Hookers Green
- Leaf Green
- Yellow Ochre
- Gamboge
- White



Tie your hair up.



No Jewellery

Always wear an apron.

CLAY LESSON

Guide rules help you to roll out the clay evenly.



LINE

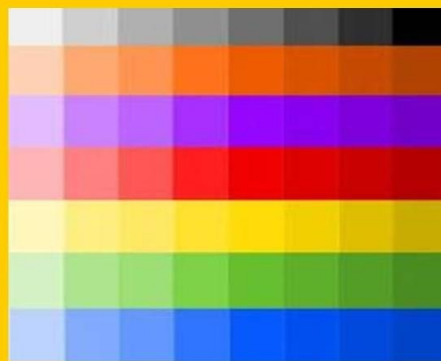
A Line is the path left by a moving point, e.g. a pencil or a brush dipped in paint. A line can take many forms, e.g. horizontal, diagonal or curved.

A Line can be used to show Contours, Movements, Feelings and Expressions.



TONE

Tone means the lightness or darkness of something. This could be a shade or how dark or light a colour appears



SHAPE & FORM

A shape is an area enclosed by a line. It could be just an outline or it could be shaded in.

Form is a three dimensional shape such as a sphere, cube or a cone.

Sculpture and 3D design are about creating forms



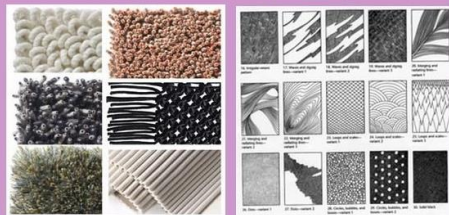
FORMAL ELEMENTS

TEXTURE

Texture is the surface quality of something, the way something feels or looks like it feels. There are two types of texture: Actual Texture and Visual Texture.

Actual Texture— really exists so you can feel it or touch it

Visual Texture—created using different marks to represent actual texture.



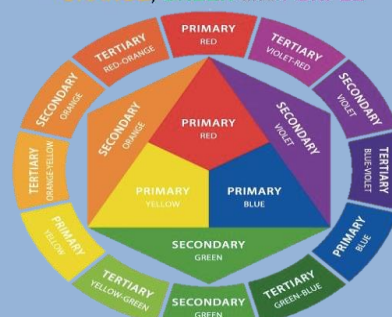
Actual Texture

Visual Texture

COLOUR

There are 3 Primary Colours: **RED, YELLOW** and **BLUE**.

By mixing any two Primary Colours together we get a Secondary Colour; **ORANGE, GREEN** and **PURPLE**



PATTERN

A pattern is a design that is created by repeating lines, shapes, tones or colours.

Patterns can be manmade, like a design on fabric, or natural, such as the markings on animal fur.



Y7 Autumn Maths Knowledge Organiser

Topic	Key fact	Hegarty maths clip number																					
Read, write and compare positive integers and decimals		13, 14 45 & 46																					
Multiply and divide by powers of 10	Multiplying: Move the digits to the left Dividing: Move the digits to the right	15 & 16																					
Calculations with integers	Addition and Subtraction: put in columns Multiplication: Remember place holder Division: Remember bus stop and remember to carry	1 to 12 & 18 to 23																					
Rounding	5 or more: round up 4 or less: keep the same Look to the right Significant figures: start counting at first non-zero	17, 56 & 130																					
Estimation	Round each value to 1 significant figure	131																					
Simplify expressions	Collect all the 'like' terms (numbers, x , x^2 , x^3 are all separate terms) e.g. $12 + 3x + 6x^2 - 2x^3 - 5 - 3x + 5x^2 + 7x^3 = 7 + 11x^2 + 5x^3$ $3y$ means $3 \times y$ $\frac{7}{x}$ means $7 \div x$	156 and 157																					
Simplifying ratio	Divide all parts by the highest common factor. Always include the colon (:).	329																					
Perimeter	Perimeter is the distance all the way round a shape. All sides added together.	548-552																					
Area	<div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;"> <p>rectangle</p> <p>$A = bh$</p> </div> <div style="text-align: center;"> <p>parallelogram</p> <p>$A = bh$</p> </div> <div style="text-align: center;"> <p>triangle</p> <p>$A = \frac{1}{2}bh$</p> </div> </div>	553-559																					
Pictograms	Use the key to work out the number of cupcakes sold each day. <div style="display: flex; justify-content: space-between; align-items: flex-start; margin-top: 10px;"> <div style="width: 45%;"> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">Monday</td> <td style="text-align: center;"></td> <td style="padding: 5px;">$5 \times 6 = 30$</td> </tr> <tr> <td style="padding: 5px;">Tuesday</td> <td style="text-align: center;"></td> <td style="padding: 5px;">$2.5 \times 6 = 15$</td> </tr> <tr> <td style="padding: 5px;">Wednesday</td> <td style="text-align: center;"></td> <td style="padding: 5px;">$4 \times 6 = 24$</td> </tr> <tr> <td style="padding: 5px;">Thursday</td> <td style="text-align: center;"></td> <td style="padding: 5px;">$3.5 \times 6 = 21$</td> </tr> <tr> <td style="padding: 5px;">Friday</td> <td style="text-align: center;"></td> <td style="padding: 5px;">$7 \times 6 = 42$</td> </tr> <tr> <td style="padding: 5px;">Saturday</td> <td style="text-align: center;"></td> <td style="padding: 5px;">$10 \times 6 = 60$</td> </tr> <tr> <td style="padding: 5px;">Sunday</td> <td style="text-align: center;"></td> <td style="padding: 5px;">$9.5 \times 6 = 57$</td> </tr> </table> </div> <div style="width: 45%; text-align: center;"> <p>= 6 cupcakes</p> </div> </div>	Monday		$5 \times 6 = 30$	Tuesday		$2.5 \times 6 = 15$	Wednesday		$4 \times 6 = 24$	Thursday		$3.5 \times 6 = 21$	Friday		$7 \times 6 = 42$	Saturday		$10 \times 6 = 60$	Sunday		$9.5 \times 6 = 57$	426
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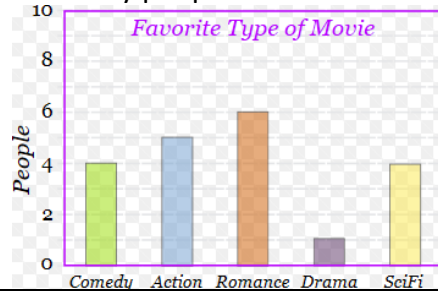
Bar charts

Which type of movie was most popular? **Romance**

How many people said comedy was this favourite? **4**

How many people were asked in total? $4 + 5 + 6 + 1 + 4 = 20$

425

**Key Vocabulary**

- Integer – a whole number
- Product – the result of a multiplication.
- Divisor – the number that you are dividing by. Eg. 16 divided by 2. 2 is the divisor.
- Quotient - the answer after you divide one number by another.
- Power/Indices - The index of a number says how many times to use the number in a multiplication. It is written as a small number to the right and above the base number.
- Root – The inverse operation of a power.
- Significant figures - Leading zeros are not significant. For example, 0.00052 has two significant figures: 5 and 2. Trailing zeros in a number containing a decimal point are significant.
- Remainder - A remainder in mathematics is what's left over in a division problem.
- Round - Rounding means making a number simpler but keeping its value close to what it was.
- Truncate – A method of approximating a decimal number by dropping all decimal places past a certain point without rounding.
- Estimate - To estimate means to find something close to the correct answer.
- Approximate – an alternative word for estimate.
- Area: The space inside a 2D shape
- Perimeter: Distance all around a shape
- Term- each part of an expression. A single number or variable within an expression.
- Expression- a mathematical sentence containing numbers and variables.
- Simplify: Write in shorter form.

Year 7 CRE – Communities and Me and Safety

Key Words

Belief
Importance
Value
Influence
Community
Negativity
Safety
First Aid
Perception
Respect

Things to think about:

1. Who is important to me?
2. Why are those people important?
3. Do I like change?
4. How do I react to change?
5. What influences me?
6. What type of person would I like to be?
7. What is safety?
8. How do I make decisions?
9. How can I make sure I am safe?
10. How can I make sure others are safe?
11. What is positive in my life?
12. What is negative in my life?
13. What do I want people to think of me?

Examples of first aid procedures you should know:

- How to use a defibrillator.
- How to put someone in the recovery position.
- How to give CPR.

What to do if you need to call 999:

- Know your address or where you are.
- Clearly describe what happened.
- Keep calm and listen.
- Follow the instructions of the call handler.
- Stay connected on the call until told to hang up.

Year 7 PE Knowledge Organiser

Tommo PE Kit

Navy or Black bottoms (shorts/leggings/
joggers)

Navy Tommo T Shirt

Navy Warm Top

Change of shoes (must not be plain black)

Fitness test Scores

Sit Ups

Cooper Run

30m Sprint

Illinois Agility Run

Sit & Reach

Vertical Jump

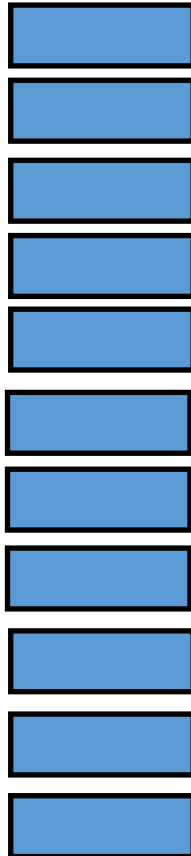
Standing Long Jump

Grip Test Dynamometer

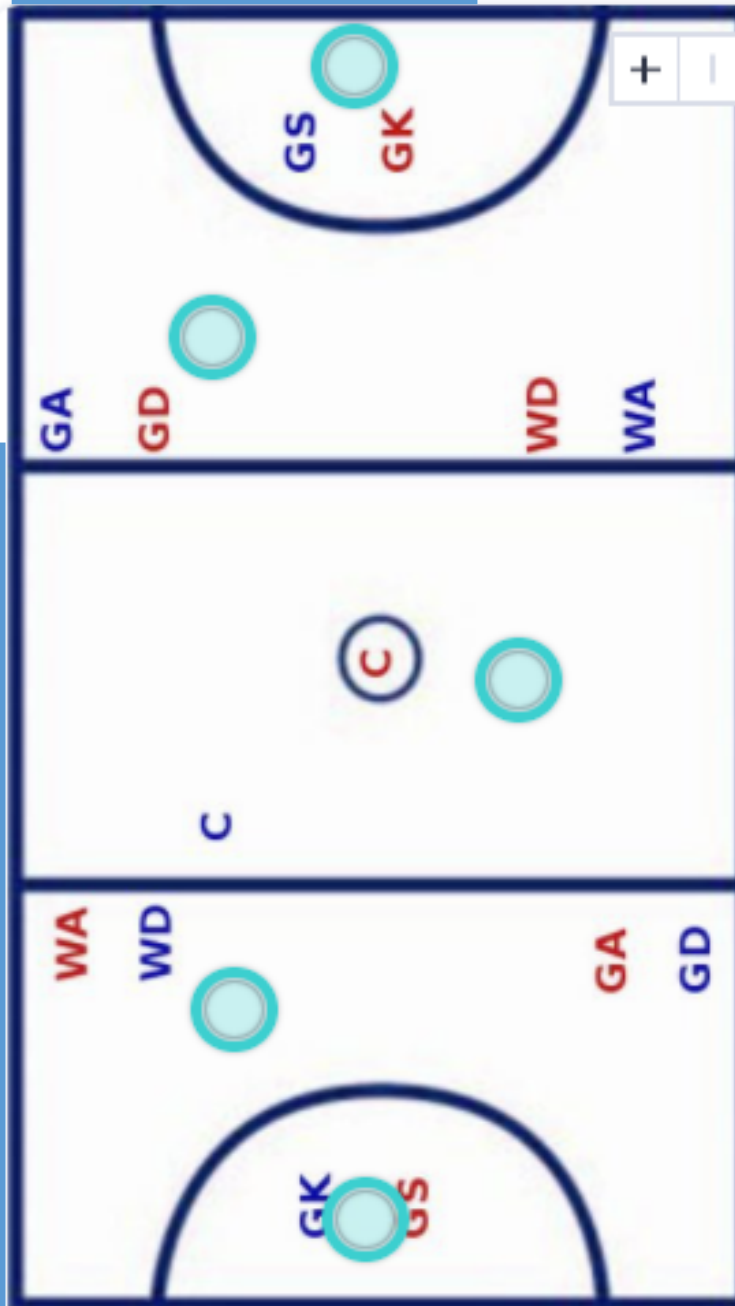
Coordination Test

Stork Stand

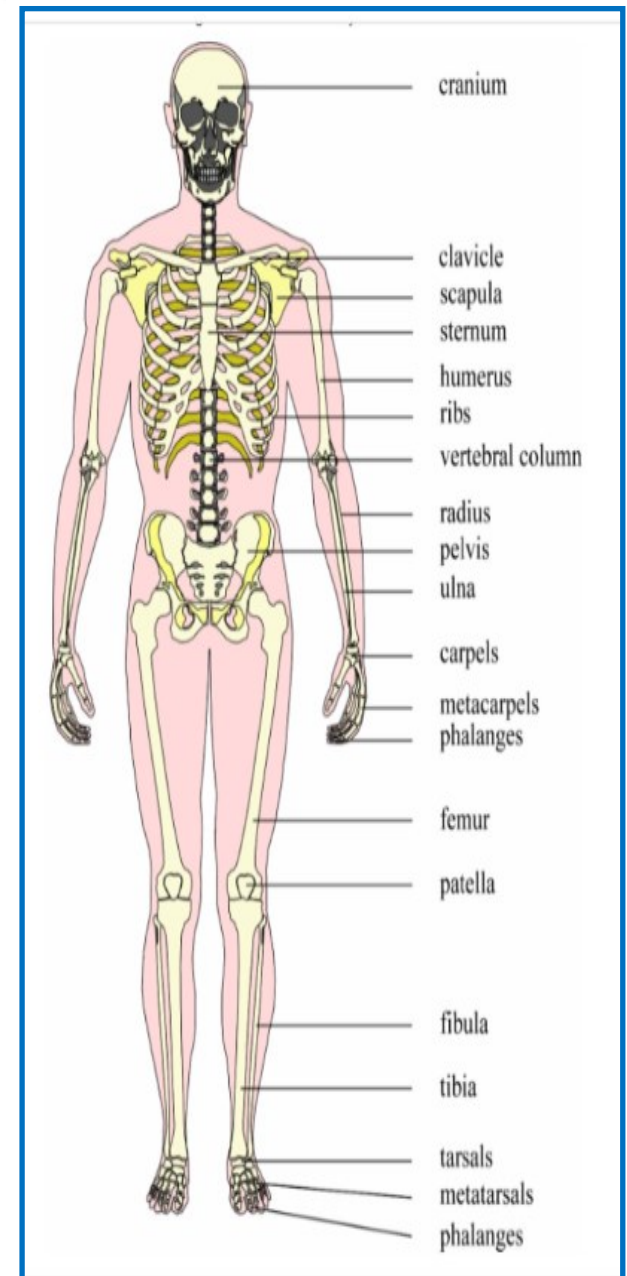
Ruler Drop



Know your Netball positions



Know the bones

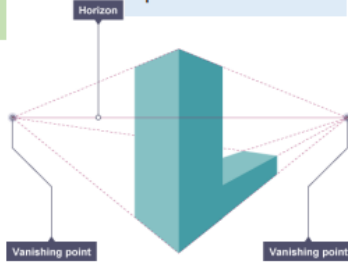


Year 7 Resistant Materials Knowledge Organiser

Single-point perspective - This shows an object from the front in a realistic way as it gets smaller going into the distance. The front view goes back towards a **vanishing point**, which is a point on the horizon line that all lines meet at.



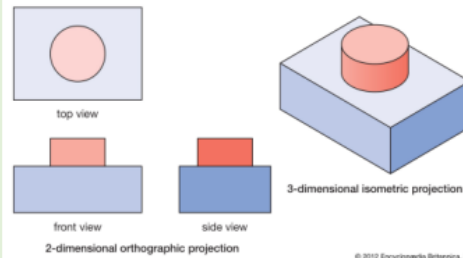
Two-point perspective - This shows an object from the side with two vanishing points.



Orthographic Projection

They are used to show an object from every angle to help manufacturers plan production. Starting with a front view of a product, **construction lines** show where areas join and are used to draw a side and plan (top) view, ensuring that the drawing is accurate from all angles. These drawings are **to scale** and must show **dimensions**.

Orthographic and isometric projections of an object



Freehand sketching is the quickest way of getting your initial designs on paper before an idea is forgotten. Freehand sketches are often done without a ruler or template and instead are produced quickly and freely.

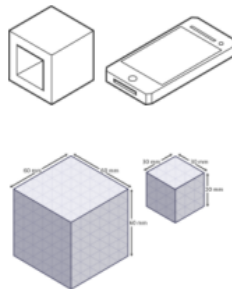


Isometric

Isometric drawings, sometimes called isometric projections, are a good way of showing measurements and how components fit together. Unlike perspective drawings, they don't get smaller as the lines go into the distance.

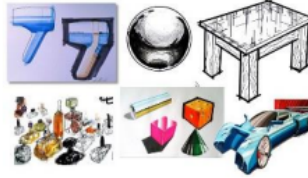
There are three main rules to isometric drawing:

- **horizontal** edges are drawn at 30 degrees
- **vertical** edges are drawn as vertical lines
- **parallel** edges appear as parallel lines

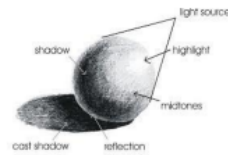


Rendering

Creating the illusion of light, tone and texture using graphic materials. Creating the illusion that an object is made from a particular material.



3 Tone shading



Personal protective equipment (PPE)

- Apron
- Leather gloves
- Goggles
- Sturdy shoes

Surface treatments and finishes

Used to improve the appearance and protect the material. Polish, varnish, paint, wax and stain are examples.

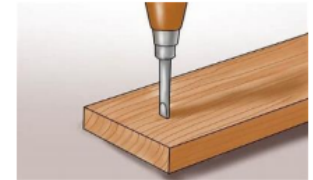


Wasting tools

Coping saw – used to cut curved lines
 Junior hacksaw – used for sawing plastic and metal
 Hand file – used to shape materials
 Rasp – used to shape wood
 Pillar drill – used to drill holes
 Needle file – used to shape materials, remove material in small spaces
 Disc sander : used to waste material

Marking and measuring tools

Steel rule
 Bradawl
 Centre punch
 Marking knife
 Try square



Metals and alloys

Metals are found naturally and are mined from the earth. Metals used in products are **extracted** from the natural **ore** using large heat furnaces.

Ferrous metals

Ferrous metals contain iron and are **magnetic**. They are prone to **rust**.



Non-ferrous metals do not contain iron and are not magnetic. They do not rust.

Alloys are mixtures of metal with an element to improve its properties or **aesthetic**. For example brass is a mixture of copper and zinc. Alloys can also be classified as ferrous or non-ferrous.

Timbers

Wood comes from trees that are felled. There are three main groups of wood:

Hardwoods - take longer to grow, are not easily sourced and are expensive to buy. Oak, beech and mahogany are hardwoods.

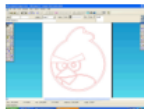
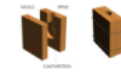
Softwoods - They are faster growing than hardwoods, making them cheaper to buy, and are considered a **sustainable** material. Pine is a softwood

Manufactured board - Manufactured boards are usually made from timber waste and **adhesive**. To make them more aesthetically pleasing they are often **veneered**. They are cheap to buy.

Moulds and casting – used to make complex shapes

Computer aided design (CAD) now has the capability to design new products in 3D, visualise them in a variety of materials and send images around the world for collaboration and consultation.

By using **computer aided manufacture (CAM)**, designs can be sent to CAM machines such as laser cutters, 3D printers and milling machines.



UNIT 1

Beginner: Talking about my age & birthday



me llamo <i>I call myself</i>	soy de Madrid <i>[I am from Madrid]</i>	y <i>[and]</i>	tengo ... año / años <i>[I am ... year / years old]</i>	1 - uno / primero 2 - dos 3 - tres 4 - cuatro 5 - cinco 6 - seis 7 - siete 8 - ocho 9 - nueve 10 - diez 11 - once 12 - doce 13 - trece 14 - catorce 15 - quince 16 - dieciséis 17 - diecisiete 18 - dieciocho 19 - diecinueve 20 - veinte 21 - veintiuno 22 - veintidós 23 - veintitrés 24 - veinticuatro 25 - veinticinco 26 - veintiséis 27 - veintisiete 28 - veintiocho 29 - veintinueve 30 - treinta 31 - treinta y uno		enero <i>[January]</i> febrero <i>[February]</i> marzo <i>[March]</i> Abril <i>[April]</i> Mayo <i>[May]</i> junio <i>[June]</i> julio <i>[July]</i> agosto <i>[August]</i> septiembre <i>[September]</i> octubre <i>[October]</i> noviembre <i>[November]</i> diciembre <i>[December]</i>
Alejandro Antonio Arantxa Belén Carlos Diego Emilia Felipe Isabel			mi cumpleaños es el <i>[my birthday is the]</i>	de		



UNIT 1

Talking about my age

Je <i>[I]</i>	m'appelle <i>[am called]</i>	Alexandre Anthony Annabelle Béatrice Charles Denis Emilie Frédéric	et <i>[and]</i>	j'ai <i>[I have*]</i>	un [1] deux [2] trois [3] quatre [4] cinq [5] six [6] sept [7] huit [8]	an <i>[year]</i> ans <i>[years]</i>
Mon frère <i>[my brother]</i>	s'appelle <i>[is called]</i>	Isabelle Joséphine Julien		il/elle a <i>[he has*]</i>	neuf [9] dix [10] onze [11] douze [12] treize [13] quatorze [14] quinze [15]	
Ma sœur <i>[my sister]</i>		Marie Paul Tristan				

*Author's note: in French we use the verb "avoir" [to have] to talk about age
although "J'ai quatre ans" literally means "I have four years", in English, it's translated by "I am four years old"



UNIT 3

Describing hair and eyes



<p>Me llamo... <i>[I am called / I call myself...]</i></p> <p>Se llama <i>[s/he is called]</i></p>	<p>Antonio Carlos Diego Emilia Isabela María José Julián Roberto</p>	<p style="text-align: center;">y <i>[and]</i></p>	<p>tengo <i>[I have]</i></p> <p>tiene <i>[s/he has]</i></p>	<p>seis años <i>[6 years]</i> siete años <i>[7 years]</i> ocho años <i>[8 years]</i> nueve años <i>[9 years]</i> diez años <i>[10 years]</i> once años <i>[11 years]</i> doce años <i>[12 years]</i> trece años <i>[13 years]</i> catorce años <i>[14 years]</i> quince años <i>[15 years]</i></p>
<p>Tengo el pelo <i>[I have...hair]</i></p> <p>Tiene el pelo <i>[s/he has...hair]</i></p>	<p>castaño <i>[brown]</i> moreno <i>[dark brown]</i> negro <i>[black]</i> pelirrojo <i>[red]</i> rubio <i>[blonde]</i></p>	<p style="text-align: center;">y</p>	<p>a media melena <i>[medium length]</i> corto <i>[short]</i> en punta <i>[spiky]</i> largo <i>[long]</i> liso <i>[straight]</i> rapado <i>[very short / crew-cut]</i> rizado <i>[curly]</i> ondulado <i>[wavy]</i></p>	
<p>Tengo los ojos <i>[I have... eyes]</i></p> <p>Tiene los ojos <i>[s/he has... eyes]</i></p>	<p>azules <i>[blue]</i> marrones <i>[brown]</i> verdes <i>[green]</i> negros <i>[black]</i></p>	<p style="text-align: center;">y</p>	<p>[no] llevo <i>[I don't] wear</i></p> <p>[no] lleva <i>[s/he doesn't] wear]</i></p>	<p>gafas <i>[glasses]</i> bigote <i>[a moustache]</i> barba <i>[a beard]</i></p>



UNIT 2

Saying when my birthday is

<p>Je m'appelle Julien [I am called Julien]</p>	<p>je suis de Paris [I am from Paris]</p> <p>*j'ai X ans [I am X years old]</p>	<p>et [and]</p> <p>mon anniversaire est le [my birthday is the]</p>	<p>1 - premier 2 - deux 3 - trois 4 - quatre 5 - cinq 6 - six 7 - sept 8 - huit 9 - neuf 10 - dix 11 - onze 12 - douze 13 - treize 14 - quatorze 15 - quinze 16 - seize 17 - dix-sept 18 - dix-huit 19 - dix-neuf 20 - vingt 21 - vingt-et-un 22 - vingt-deux 23 - vingt-trois 24 - vingt-quatre 25 - vingt-cinq 26 - vingt-six 27 - vingt-sept 28 - vingt-huit 29 - vingt-neuf 30 - trente 31 - trente-et-un</p>	<p>janvier [January]</p> <p>février</p> <p>mars</p> <p>avril</p> <p>mai</p> <p>juin</p> <p>juillet</p> <p>août</p> <p>septembre</p> <p>octobre</p> <p>novembre</p> <p>décembre</p>
<p>Mon amie s'appelle Catherine [my friend is called Catherine]</p>	<p>il/elle est de Biarritz [he/she is from Biarritz]</p>	<p>et [and]</p> <p>son anniversaire est le [his/her birthday is the]</p>		
<p>Mon ami s'appelle Francis [my friend is called Francis]</p>	<p>*il/elle a X ans [he/she is X years old]</p>			
<p>AUTHOR'S NOTE: *J'ai or il/elle a actually means "I have" and "he/she has" in French. You use this verb for telling age. You will see it many times throughout this booklet! ☺</p>				

UNIT 3

Describing hair and eyes

<p>Je m'appelle... <i>[I am called / I call myself...]</i></p> <p>Il/elle s'appelle <i>[He/she is called]</i></p>	<p>Anthony Charles Pierre Emilie Isabelle Marie Jules Julien Robert</p>	<p>et <i>[and]</i></p>	<p>j'ai <i>[I have]</i></p> <p>il/elle a <i>[he/she has]</i></p>	<p>six ans <i>[6 years]</i> sept ans <i>[7 years]</i> huit ans <i>[8 years]</i> neuf ans <i>[9 years]</i> dix ans <i>[10 years]</i> onze ans <i>[11 years]</i> douze ans <i>[12 years]</i> treize ans <i>[13 years]</i> quatorze ans <i>[14 years]</i> quinze ans <i>[15 years]</i></p>
<p>J'ai les cheveux <i>[I have...hair]</i></p> <p>Il/elle a les cheveux <i>[he/she has...hair]</i></p>	<p>châtains <i>[light brown]</i> bruns <i>[dark brown]</i> noirs <i>[black]</i> roux <i>[red]</i> blonds <i>[blond]</i></p>	<p>et</p>	<p>courts <i>[short]</i> en épis <i>[spiky]</i> longs <i>[long]</i> mi-longs <i>[mid-length]</i> raides <i>[straight]</i> en brosse <i>[very short / crew-cut]</i> frisés <i>[curly]</i> ondulés <i>[wavy]</i></p>	
<p>J'ai les yeux <i>[I have... eyes]</i></p> <p>Il/elle a les yeux <i>[he/she has... eyes]</i></p>	<p>bleus <i>[blue]</i> marron <i>[brown]</i> verts <i>[green]</i> noirs <i>[black]</i></p>	<p>et</p>	<p>je porte <i>[I wear]</i> il/elle porte <i>[he/she wears]</i></p> <p>j'ai <i>[I have]</i> il/elle a <i>[he/she has]</i></p>	<p>des lunettes <i>[glasses]</i></p> <p>une moustache <i>[a moustache]</i></p> <p>une barbe <i>[beard]</i></p>
<p>Author's note: in the negative form in French the "des" or "une" turns into "de" Examples: -Je <u>ne</u> porte <u>pas</u> de lunettes <i>[I don't wear glasses]</i> -Je <u>n'</u>ai <u>pas</u> de moustache/barbe <i>[I don't have a moustache/beard]</i> -Elle <u>ne</u> porte <u>pas</u> de lunettes <i>[She doesn't wear glasses]</i> -Il <u>n'</u>a <u>pas</u> de moustache/barbe <i>[He doesn't have a moustache/beard]</i></p>				

Year 7 Textiles - Design and Technology

SMART MATERIALS	Material	Example	Properties
	Thermo chromic		Changes colour with heat
	Photo chromic	PHOTOCHROMIC LENS 	Changes colour with light
	Memory shape alloy		Metal that returns to original shape
	Hydro-chromic		Changes colour in water

Modern MATERIALS	Material	Example	Properties
	Kevlar		Very strong and resists cuts, tears.
	Nomex		Heat and fire resistant
	Micro-encapsulation	Encapsulation Technology 	Tiny beads encapsulated with liquid e.g. antibacterial
	Phosphorescent		Glow in the dark

Equipment

 Sewing machine	 Thread	 Needle	 Scissors
One person at a time. Keep fingers away from moving parts. Use slowly and steadily.	 Pins	 Button	Carry with blade together. Always cut on the table away from fingers. Return to scissor rack when finished.
 Stitch ripper	Pins and needles are kept in containers. Use carefully pointing away from fingers and body.	 Pattern	 Iron
 Tape measure	 Zipper	Pattern pieces are used to make paper templates before cutting fabric out.	Extremely hot. Always ask before using. Turn off after use. Store hot plate down on rack.

Hand Sewing

 Running Stitch	 Back Stitch	 Whip Stitch
Running stitch is quick and easy	Back Stitches are strong and look neat	Whip stitches are used to finish and neaten edges.

More Key words:

- Seam** - joining two separate pieces of fabric together.
- Hem** - fold on the edge of fabric which is sewn down making the edge look neat.
- Fray** - the yarn coming away at the edge of curt fabric.
- Dying** - when the fabric colour is changed by soaking in water and fabric dye.

NATURAL

Natural fibre from a plant	Cotton	Used for making jeans, T-shirts and towels. <ul style="list-style-type: none"> Cool to wear Very absorbent Dries slowly Soft Creases easily
Natural fibre from a plant	Linen	Used for summer clothing, tea towels and table cloths. <ul style="list-style-type: none"> Very cool to wear Very absorbent Dries quickly Stiffer than cotton Creases badly
Natural fibre from a plant	Bamboo	Used for clothing and mixed with other fibres like spandex. <ul style="list-style-type: none"> Cool to wear Very absorbent Soft Sustainable (environmentally friendly)

SYNTHETIC

Synthetic Fibre	Viscose	Used for shirts, dresses, linings. <ul style="list-style-type: none"> Low warmth Absorbent Soft Good drape Not durable Creases easily
Synthetic Fibre	Nylon	Used for sportswear, socks, seat belts. <ul style="list-style-type: none"> Warm to wear Absorbent Breathable Soft or coarse Can shrink Durable
Synthetic Fibre	Polyester	Used for raincoats, Fleece jackets, medical textiles. <ul style="list-style-type: none"> Low warmth Non-absorbent Dries quickly Soft Very durable Crease resistant Can be recycled