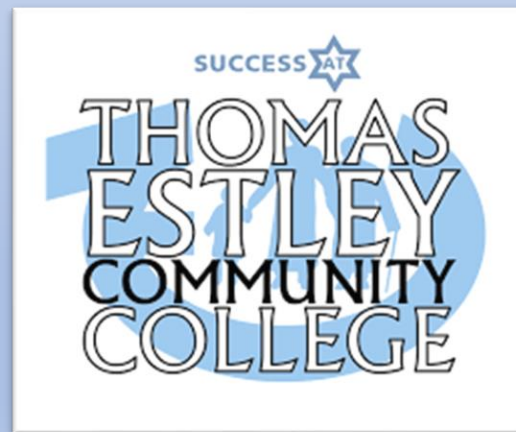


Thomas Estley Community College

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 it's 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.

The Elements of Music – Knowledge Organiser

Describing Music using MAD T-SHIRT (The Elements of Music)

KS3 MUSIC
(Eduqas)



Melody

The main tune



High or Low **Pitch**.
Ascending or Descending.
Wide or Narrow range.
Steps (**Conjunct**) or Leaps (**Disjunct**).
Major, Minor, Blues, Chromatic.

Articulation

How the notes are played or sung



Staccato – Short and detached (.)
Legato – Smoothly and connected (slur)
Accent – Emphasised and Stressed (>)
Strings: Pizzicato (plucked) or *Arco* (bow)

Dynamics

The volume of a piece of music

pp p mp mf f ff

Pianissimo, Piano, Mezzo Piano, Mezzo Forte, Forte, Fortissimo.
Changes in Dynamics –
Crescendo – gradually getting louder;
Diminuendo/Decrescendo – gradually getting softer.

Texture

The layers of sound and how they fit together

Thick/Dense/Layered – lots of instruments or melodies.
Thin/Sparse/Solo – single or a few instruments or melodies.
Drone, Pedal Note, Call and Response, Countermelody.



Structure and Form

How a piece of music is organised and ordered into different sections



Binary (AB), Ternary (ABA), Rondo (ABACADA), Ritornello, Popular Song, Variations (A¹A²A³A⁴), 12 Bar Blues.

Harmony

The chords used in a piece



Major or minor key, Triads, Primary Chords (I, IV and V), Chord Sequence. Harmonic Rhythm – do the chords change quickly or slowly?

Instruments

Each instrument and voice have a unique sound called its

Timbre or Sonority



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

Rhythm

The pattern of notes against the beat



Duration – Long or Short Notes.
Pulse, Beat. Note Values – Semibreve, Minim, Crotchet, Quaver and Rests. **Time Signature, Ostinato, Syncopation, Dotted Rhythms, Cross Rhythms, Polyrhythms.**

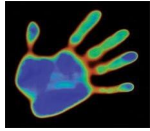
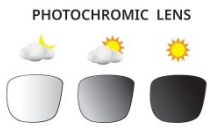
Tempo

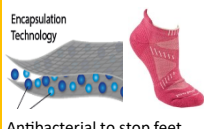
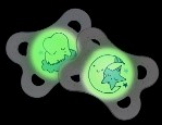
The speed of the music

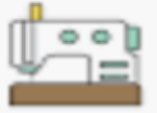


Fast – Allegro, Vivace, Presto
Moderate – Moderato
Slow – Largo, Andante, Adagio
Accelerando -gradually getting faster; **Rallentando** – gradually getting slower; **Rubato**.

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
SMART MATERIALS	Material	Example	Properties
	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
Modern MATERIALS	Material	Example	Properties
	Antibacterial		Antibacterial to stop feet smelling
	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.			Carry with blade together. Always cut on the table away from fingers. Return to scissor rack when finished.
	Pins	Button	
			
Stitch ripper	Pattern	Iron	
Pins and needles are kept in containers. Use carefully pointing away from fingers and body.			
			
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. Dyeing - 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. • 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. • 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. • Cool to wear • Very absorbent • Soft • Sustainable (environmentally friendly)

SYNTHETIC	
Synthetic Fibre	viscose Used for shirts, dresses, linings. • Low warmth • Absorbent • Soft • Good drape • Not durable • Creases easily
Synthetic Fibre	Nylon Used for sportswear, socks, seat belts. • Warm to wear • Absorbent • Breathable • Soft or coarse • Can shrink • Durable
Synthetic Fibre	Polyester Used for raincoats, Fleece jackets, medical textiles. • Low warmth • Non-absorbent • Dries quickly • Soft • Very durable • Crease resistant • Can be recycled

Me llamo I am called / I call myself... Se llama s/he is called	Antonio Carlos Diego Emilia Isabela María José Julián Roberto	y and	tengo I have tiene s/he has	seis años [6 years] siete años [7 years] ocho años [8 years] nueve años [9 years] diez años [10 years] once años [11 years] doce años [12 years] trece años [13 years] catorce años [14 years] quince años [15 years]
Tengo el pelo I have...hair Tiene el pelo s/he has...hair	castaño [brown] moreno [dark brown] negro [black] pelirrojo [red] rubio [blonde]	y	a media melena [medium length] corto [short] en punta [spiky] largo [long] liso [straight] rizado [curly] ondulado [wavy]	
Tengo los ojos I have... eyes Tiene los ojos s/he has... eyes	azules [blue] marrones [brown] verdes [green] negros [black]	y	[no] llevo [I don't] wear [no] lleva [s/he doesn't] wear	gafas [glasses] bigote [a moustache] barba [a beard]
Year 7 Spanish Sub-Unit 2 sentence builder				



Questions

¿Cómo eres? What are you like?

¿Cómo es.....? What is like?

¿Cuántos años tienes? How old are you?

¿Cuándo es tu cumpleaños? When is your birthday?

Grammar

- Infinitive verbs are verbs in their base form
- In Spanish the verb endings change so we know who we are talking about

Tener	To have
Tengo	I have
tienes	You have
Tiene	He/she has

Ser	To be
Soy	I am
Eres	You are
es	He/she is

Llamarse	To be called
Me llamo	I am called
Te llamas	You are called
Se llama	He/she is called

Year 7 Spanish

Sub-Unit 2 knowledge organiser



Phonics

Hard C sounds

Ca

Co

Cu

Cui / Cua

Hard C sounds

Pronounced

Kweee/ kwaaa

CE/ CI

Pronounced

Theh/ and thee or she and seeee

me llamo I call myself	Y And	Soy de Madrid [I am from Madrid]	tengo años [I am years old]	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	de of	Enero [January]
			Mi cumpleaños es el My birthday is the...			febrero [February] marzo [March] Abril [April] Mayo [May] junio [June] julio [July] agosto [August] septiembre [September] octubre [October] noviembre [November] diciembre [December]



Questions

¿Cómo te llamas? What are you called?

¿De dónde eres? Where are you from?

¿Cuántos años tienes? How old are you?

¿Cuándo es tu cumpleaños? When is your birthday?

Grammar

- Infinitive verbs verbs in their base form
- In Spanish the verb endings change so we know who we are talking about

Tener	To have
Tengo	I have
tienes	You have
Tiene	He/she has

Ser	To be
Soy	I am
Eres	You are
es	He/she is

Llamarse	To be called
Me llamo	I am called
Te llamas	You are called
Se llama	He/she is called

Year 7 Spanish

Sub-Unit 1 knowledge organiser

Phonics



SPANISH VOWEL PRONUNCIATION



A

a in *father*



E

e in *pet*



I

ee in *see*



O

o in *go*



U

oo in *boot*



Year 7 Social Studies – Autumn Term

Communities & Me and Safety

Key Words

Belief 
Importance
Value
Influence
Community
Negativity
Safety
First Aid
Perception
Respect

Key Questions



- Who is important to me?
- Why are those people important?
- Do I like change?
- How do I react to change?
- What influences me?
- What type of person would I like to be?
- What is safety?
- How do I make decisions?
- How can I make sure I am safe?
- How can I make sure others are safe?
- What is positive in my life?
- What is negative in my life?
- What do I want people to think of me?

Calling 999

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.



First Aid

Examples of First Aid procedures you should know:

- How to do a primary survey
- How to put someone in the recovery position.
- How to give CPR.
- How to use a defibrillator.
- How to call 999



Communities

Types of Communities:

Community Type 1 – A group of people living in the same place or having a particular characteristic in common.

Community Type 2 – The condition of sharing or having certain attitudes and interests in common.

"Alone we can do so little; together we can do so much."

Helen Keller

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

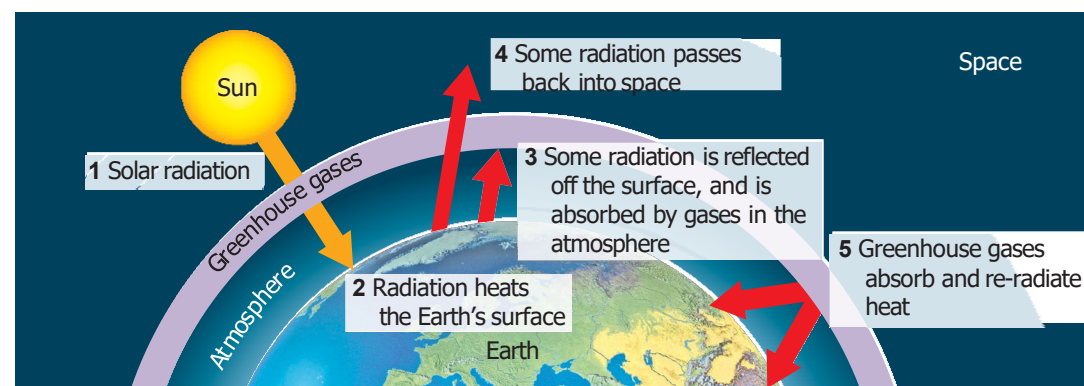
- **Non-renewable** energy cannot be replaced within your lifetime
- Non-renewable **energy resources** include coal, oil, natural gas and nuclear resources
- Coal, oil and natural gas are also known as **fossil fuels**, they release carbon dioxide when burned which contributes to global warming

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

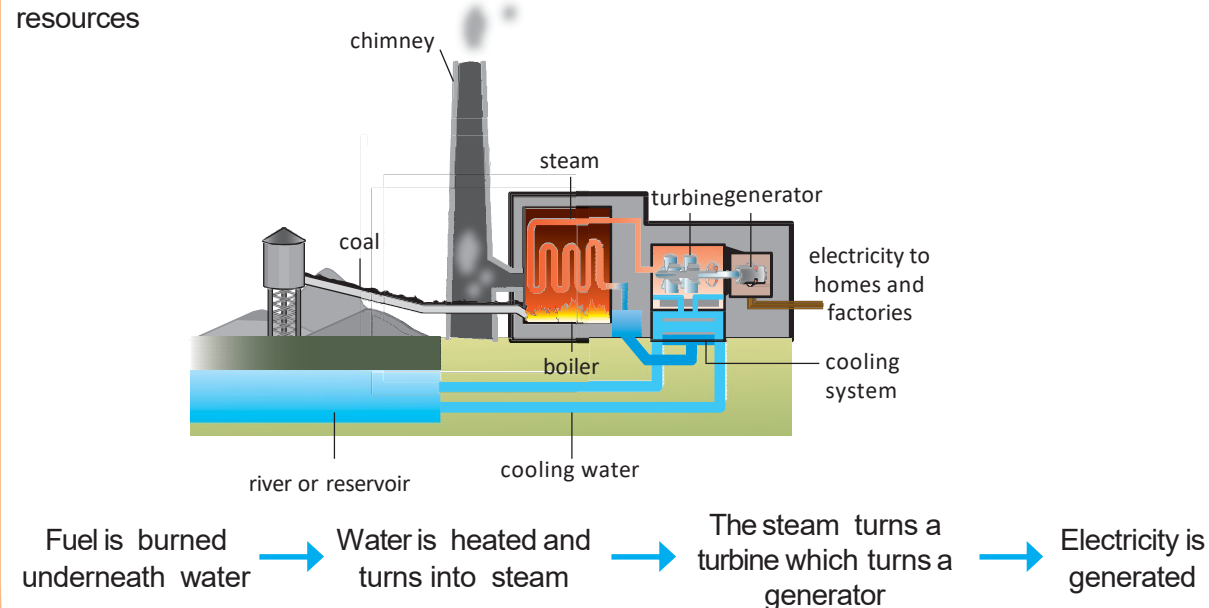
Global warming

- **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



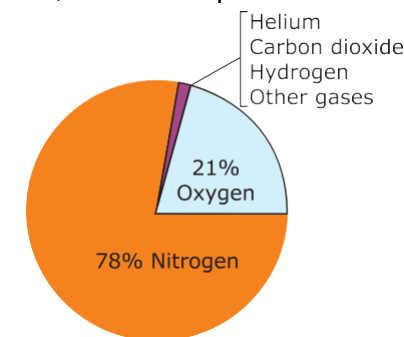
Power stations

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



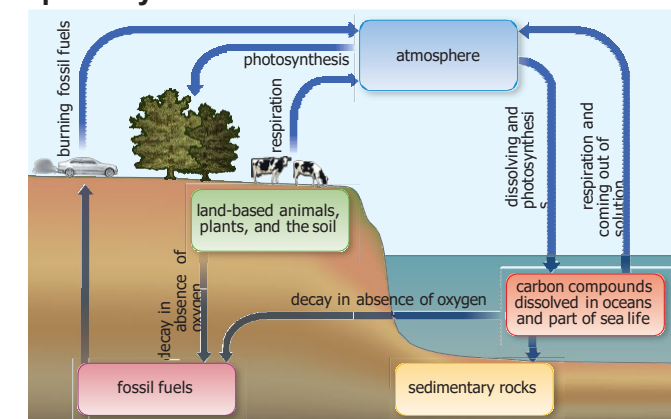
The Earth's Atmosphere

- 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

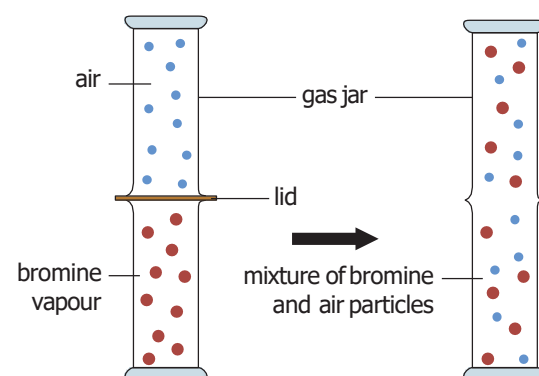
- Long term changes to weather patterns are known as **climate change**
- This can cause the ice caps to melt, leading to sea levels rising and flooding of low level land
- Graphs alone cannot confirm that humans are the cause, but the majority of scientists now believe that human activity is a very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

Changes of state

changes of state			
state of matter	solid	liquid	gas
how do the particles move?	Particles do not move around	Particles touching but can slide over each other	particles are spread out far away from each other
arrangement of particles			
can it be compressed?	No, because there is no space between the particles	No, because the particles are touching their neighbours	Yes, because there is space between the particles
can it flow?	No, because the particles can't move around	No, because the particles can't move around	Yes, because the particles can move around
changes of state			

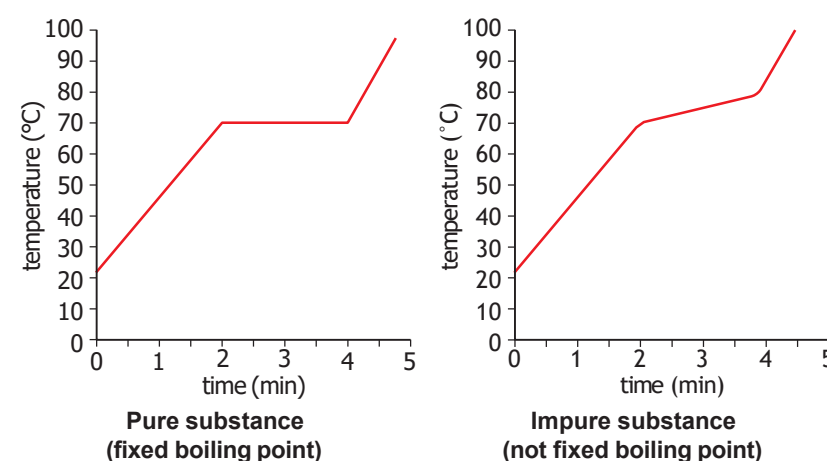
Diffusion

- 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

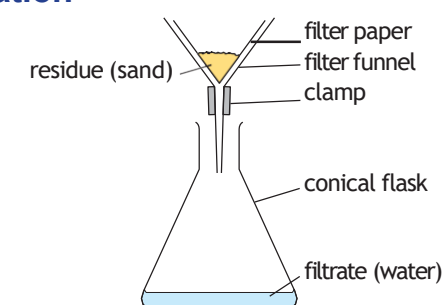


Mixtures

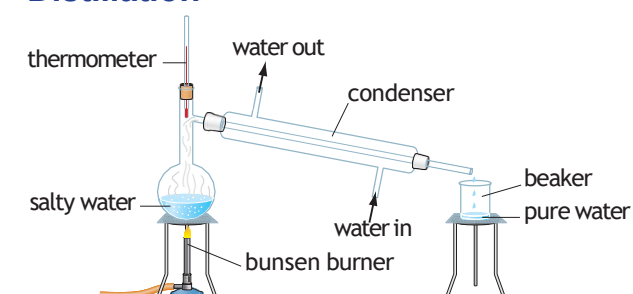
- Mixtures** are different **substances** which are together, they are not chemically bonded and so are easy to separate
- The substances which make up a mixture keep their own **properties** unlike those in a compound
- A mixture is an **impure** substance as it does not have a fixed melting point, 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

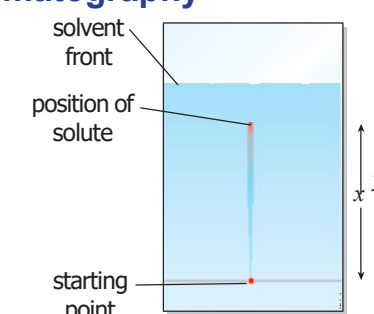
Filtration



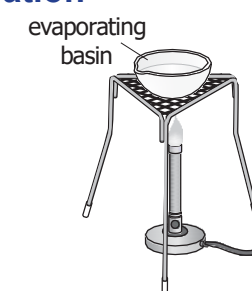
Distillation



Chromatography



Evaporation

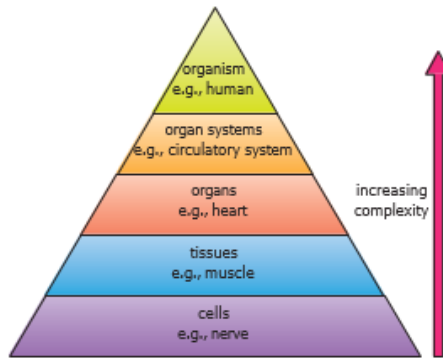


Key terms

Make sure you can write definitions for these key terms.

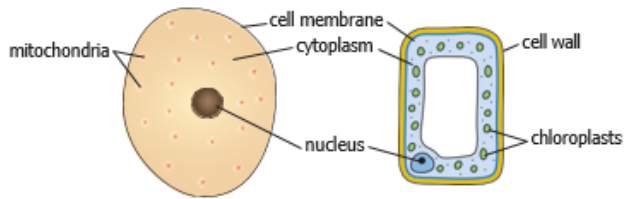
boiling point chromatography condensation diffusion dissolve distillation evaporation filtration freezing impure substance melting point mixture
 property properties pure substance saturated solution substance soluble solubility solute solution solvent

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

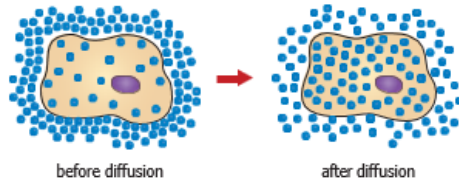
- Specialised cells** are designed to carry out a particular function, because of this they have specific features and adaptations to allow them to carry this out
- Both plant and animal cells can be specialised, with these specialised cells working together to help the organism to survive

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**



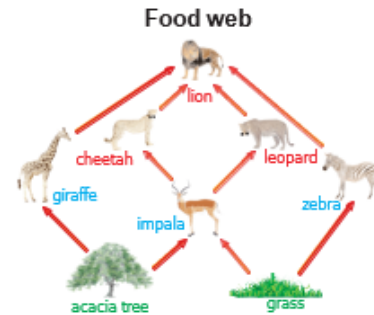
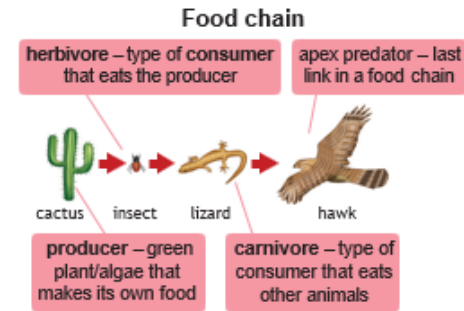
- Oxygen and nutrients enter the cell by diffusion, carbon dioxide and waste products leave

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

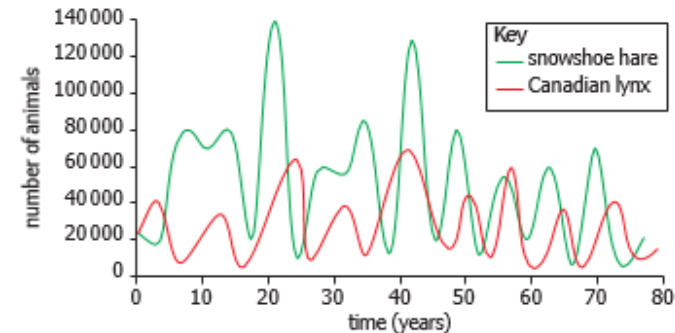
- Food chains** show the direction in which energy flows when one organism eats another
- The direction of the arrows represent the direction in which the energy flows
- Food webs** show how a number of different food chains are connected



- 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

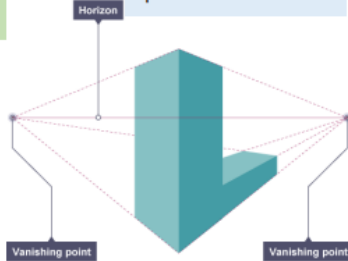
- All of the organisms which live in one area are known as a **population**
- An **ecosystem** is all of the organisms which are found in a particular location and the area in which they live in, both the living and non-living features
- A **community** are all of the areas in an ecosystem, the area 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

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.



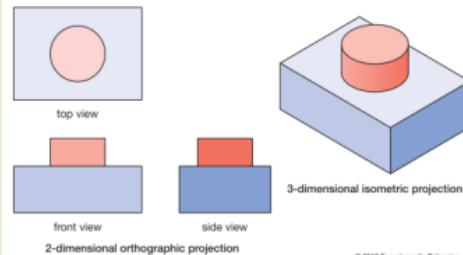
Two-point perspective - This shows an object from the side with two vanishing points.



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.

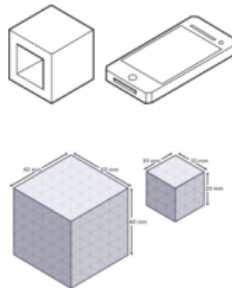


Isometric

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

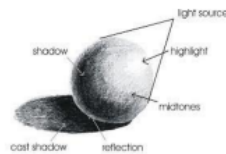


Rendering

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.



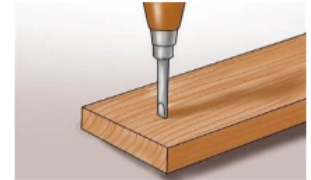
Wasting tools

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.

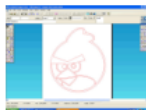
Softwoods - They are faster growing than hardwoods, making them cheaper to buy, and are considered a **sustainable** material. Pine is a softwood

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.



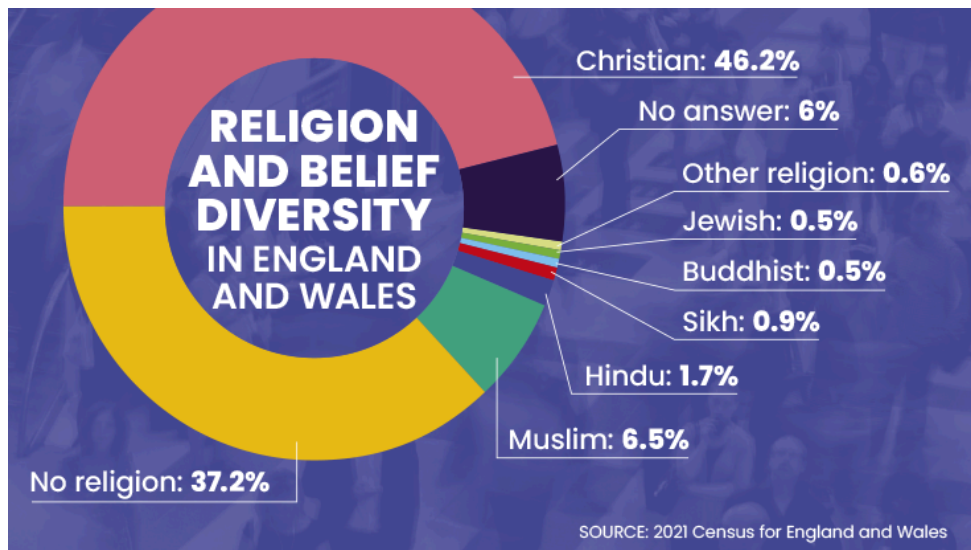


Year 7 Religious Education - Autumn Term

What is Religion?

The Big Six

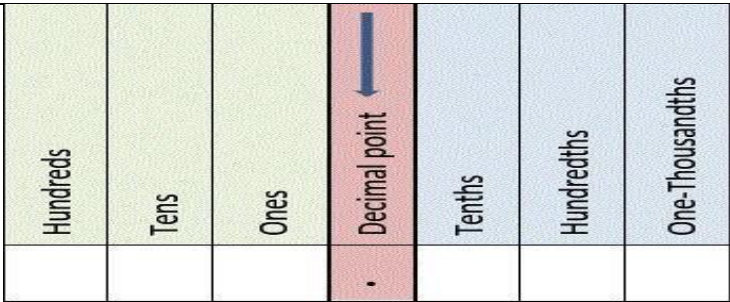
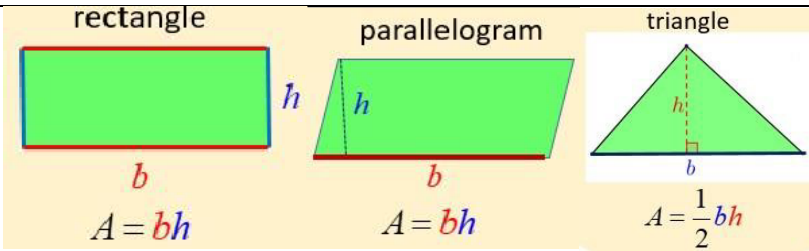
	Hinduism	Buddhism	Sikhism	Judaism	Christianity	Islam
						
ORIGINATED	India	India	India	Israel	Israel	Saudi Arabia
FOUNDER	None	Prince Siddhartha Gautama	Guru Nanak	Abraham	Jesus Christ	Muhammad
GOD	Brahman	No God	Waheguru	God	God	Allah
FOLLOWER	Hindu	Buddhist	Sikh	Jew	Christian	Muslim
HOLY LANGUAGE	Sanskrit	N/A	Punjabi	Hebrew	N/A	Arabic
HOLY BUILDING	Mandir/Temple	Temple	Gurdwara	Synagogue	Church	Mosque
LEADER	Pandit/Priest	Monk/Nun	Granthi	Rabbi	Priest/Vicar/Minister	Imam
BOOK	Vedas/Bhagavad Gita	Tripitaka	Guru Granth Sahib	Tanakh & Talmud	Bible	Qur'an
FESTIVALS	Diwali and Holi	Kathina, Losar, Wesak	Baisakhi, Guruperb	Hanukkah, Pesach, Shavuot, Yom Kippur	Lent, Easter, Advent, Christmas, Pentecost	Eid al Adha, Eid al Fitr

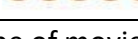
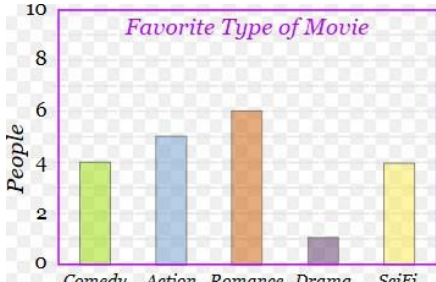


In the UK, Religion is a protected characteristic under the Equality Act (2010). This is the latest census data that shows the religious or non-religious beliefs of those living in England and Wales.

Key Term	Definition
Faith	Trust or confidence in a set of religious beliefs.
Worship	Acts of showing devotion to a deity or higher power.
Sacred	Something holy or special in a religious sense.
Founder	The person who started or shaped a religion.
Belief	An idea or conviction accepted as true.
Afterlife	Belief in life after death.
God/Deity	A divine being worshipped in many religions.
Holy Book	A sacred text believed to contain divine truth.
Symbol	A sign or object that represents a belief or idea.
Ritual	A religious or solemn ceremony.
Prayer	Communication with a deity.
Tolerance	Respect for beliefs different from your own.
Diversity	Variety, especially in culture or religion.
Common Values	Beliefs shared across religions, such as kindness or justice.

Y7 Autumn Maths Knowledge Organiser

Topic	Key fact
Read, write and compare positive integers and decimals	
Multiply and divide by powers of 10	Multiplying: Move the digits to the left Dividing: Move the digits to the right
Calculations with integers	Addition and Subtraction: put in columns Multiplication: Remember place holder Division: Remember bus stop and remember to carry
Rounding	5 or more: round up 4 or less: keep the same Look to the right Significant figures: start counting at first non-zero
Estimation	Round each value to 1 significant figure
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 $3 \times y$ $\underline{\neq}$ X means $7 \div x$
Simplifying ratio	Divide all parts by the highest common factor. Always include the colon (:).
Perimeter	Perimeter is the distance all the way round a shape. All sides added together.
Area	

Pictograms	Use the key to work out the number of cupcakes sold each day. Monday  Tuesday  Wednesday  Thursday  Friday  Saturday  Sunday   = 6 cupcakes $5 \times 6 = 30$ $2.5 \times 6 = 15$ $4 \times 6 = 24$ $3.5 \times 6 = 21$ $7 \times 6 = 42$ $10 \times 6 = 60$ $9.5 \times 6 = 57$												
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 $+ 5 + 6 + 1 + 4 = \mathbf{20}$  <table border="1" style="margin-top: 10px;"> <caption>Favorite Type of Movie Data</caption> <thead> <tr> <th>Movie Type</th> <th>Number of People</th> </tr> </thead> <tbody> <tr> <td>Comedy</td> <td>4</td> </tr> <tr> <td>Action</td> <td>5</td> </tr> <tr> <td>Romance</td> <td>6</td> </tr> <tr> <td>Drama</td> <td>1</td> </tr> <tr> <td>SciFi</td> <td>4</td> </tr> </tbody> </table>	Movie Type	Number of People	Comedy	4	Action	5	Romance	6	Drama	1	SciFi	4
Movie Type	Number of People												
Comedy	4												
Action	5												
Romance	6												
Drama	1												
SciFi	4												

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

UNIT 5

Talking about my family members, saying their age and how well I get along with them. Counting to 100.

Dans ma famille, j'ai [in my family, I have...] Il y a quatre personnes dans ma famille [there are <u>four</u> people in my family...]	mon grand-père, Léon [my grandfather Léon] mon père, Jean [my father Jean] mon oncle, Yvan [my uncle Yvan] mon petit/grand frère, David [my little/big brother David] mon cousin, Tanguy [my cousin, Tanguy]	Il a	un [1]	an
	ma grand-mère, Adeline [my grandmother Adeline] ma mère, Anne [my mother Anne] ma tante, Gisèle [my aunt Gisèle] ma petite/grande sœur, Léa [my little/big sister Léa] ma cousine, Claire [my (girl) cousin Claire]		deux trois quatre cinq six sept huit neuf dix onze [11] douze [12] treize [13] quatorze [14] quinze [15] seize [16] dix-sept [17] dix-huit [18] dix-neuf [19] vingt [20] vingt-et-un [21] vingt-deux [22] trente [30] trente-et-un [31] trente deux [32] quarante [40] cinquante [50] soixante [60] soixante-dix [70] quatre-vingts [80] quatre-vingt-dix [90] cent [100]	ans



UNIT 3

Describing hair and eyes

Je m'appelle... <i>I am called</i> Il/elle s'appelle <i>He/she is called</i>	Anthony Charles Pierre Émilie Isabelle Marie Jules Julien Robert	 et <i>and</i>	j'ai <i>I have</i> il/elle a <i>he/she has</i>	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>
J'ai les cheveux <i>I have...hair</i> Il/elle a les cheveux <i>he/she has...hair</i>	blonds <i>blond</i> bruns <i>brown</i> châtains <i>light brown</i> noirs <i>black</i> roux <i>red</i>	 et	courts <i>short</i> en épis <i>spiky</i> frisés <i>curly</i> longs <i>long</i> mi-longs <i>mid-length</i> ondulés <i>wavy</i> raides <i>straight</i> rasés <i>shaved</i>	
J'ai les yeux <i>I have... eyes</i> Il/elle a les yeux <i>he/she has... eyes</i>	bleus <i>blue</i> marron <i>brown</i> noirs <i>black</i> verts <i>green</i>	 et	je porte <i>I wear</i> il/elle porte <i>he/she wears</i>	des lunettes <i>glasses</i>
			j'ai <i>I have</i> il a <i>he has</i>	une moustache <i>a moustache</i> une barbe <i>a beard</i>
Author's note: in the negative form in French the "des" or "une" turns into "de" Examples: -Je ne porte pas de lunettes. <i>I don't wear glasses.</i> - Je n'ai pas de moustache/barbe. <i>I don't have a moustache/beard.</i> - Elle ne porte pas de lunettes. <i>She doesn't wear glasses.</i> - Il n'a pas de moustache/barbe. <i>He doesn't have a moustache/beard.</i>				



1.1 Comment t'appelles-tu ? C'est quand ton anniversaire?									
Je (I)	suis (am)	Alexandre	J'ai (I have)	un (one)	ans (years)	et (and)	mon anniversaire, c'est le (my birthday is the)	premier (first)	janvier (January)
		Anthony		deux (two)				deux (two)	
	m'appelle (am called)	Béatrice	trois (three)	trois (three)				quatre (four)	quatre (four)
		Charles	quatre (four)	quatre (four)				cinq (five)	cinq (five)
		Thomas	cinq (five)	cinq (five)				six (six)	six (six)
Il (He)	s'appelle (is called)	Emilie	Il a (He has)	sept (seven)	ans (years)	et (and)	son anniversaire c'est le (his/her birthday is the)	onze (eleven)	mai (May)
		Frédéric		huit (eight)				douze (twelve)	juin (June)
	est (is)	Isabelle	neuf (nine)	vingt (twenty)				septembre (September)	
		Julien	dix (ten)	vingt-et-un (twenty-one)				octobre (October)	
		Marie	onze (eleven)	vingt-deux (twenty-two)				novembre (November)	
Mon ami/e (My friend)		Tristan	Elle a (She has)	douze (twelve)				vingt-trois (twenty-three)	décembre (December)
				treize (thirteen)				vingt-quatre (twenty-four)	
				quatorze (fourteen)				vingt-cinq (twenty-five)	
				quinze (fifteen)				vingt-six (twenty-six)	
				seize (sixteen)				vingt-sept (twenty-seven)	
								vingt-huit (twenty-eight)	
								vingt-neuf (twenty-nine)	
								trente (thirty)	
								trente-et-un (thirty one)	

UNIT 5

Talking about my family members, saying their age and how well I get along with them. Counting to 100.

Dans ma famille, j'ai <i>[in my family, I have...]</i> Il y a quatre personnes dans ma famille <i>[there are <u>four</u> people in my family...]</i>	mon grand-père, Léon <i>[my grandfather Léon]</i> mon père, Jean <i>[my father Jean]</i> mon oncle, Yvan <i>[my uncle Yvan]</i> mon petit/grand frère, David <i>[my little/big brother David]</i> mon cousin, Tanguy <i>[my cousin, Tanguy]</i>	Il a	un [1]	an
	ma grand-mère, Adeline <i>[my grandmother Adeline]</i> ma mère, Anne <i>[my mother Anne]</i> ma tante, Gisèle <i>[my aunt Gisèle]</i> ma petite/grande sœur, Léa <i>[my little/big sister Léa]</i> ma cousine, Claire <i>[my (girl) cousin Claire]</i>		deux trois quatre cinq six sept huit neuf dix onze [11] douze [12] treize [13] quatorze [14] quinze [15] seize [16] dix-sept [17] dix-huit [18] dix-neuf [19] vingt [20] vingt-et-un [21] vingt-deux [22] trente [30] trente-et-un [31] trente deux [32] quarante [40] cinquante [50] soixante [60] soixante-dix [70] quatre-vingts [80] quatre-vingt-dix [90] cent [100]	ans
Je m'entends bien avec... <i>[I get on well with...]</i> Je ne m'entends pas bien... <i>[I don't get on well with...]</i>		Elle a		



UNIT 3

Describing hair and eyes

Je m'appelle... <i>I am called</i> Il/elle s'appelle <i>He/she is called</i>	Anthony Charles Pierre Émilie Isabelle Marie Jules Julien Robert	 et <i>and</i>	j'ai <i>I have</i> il/elle a <i>he/she has</i>	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>
J'ai les cheveux <i>I have...hair</i> Il/elle a les cheveux <i>he/she has...hair</i>	blonds <i>blond</i> bruns <i>brown</i> châtains <i>light brown</i> noirs <i>black</i> roux <i>red</i>	 et	courts <i>short</i> en épis <i>spiky</i> frisés <i>curly</i> longs <i>long</i> mi-longs <i>mid-length</i> ondulés <i>wavy</i> raides <i>straight</i> rasés <i>shaved</i>	
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1.1 Comment t'appelles-tu ? C'est quand ton anniversaire?									



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

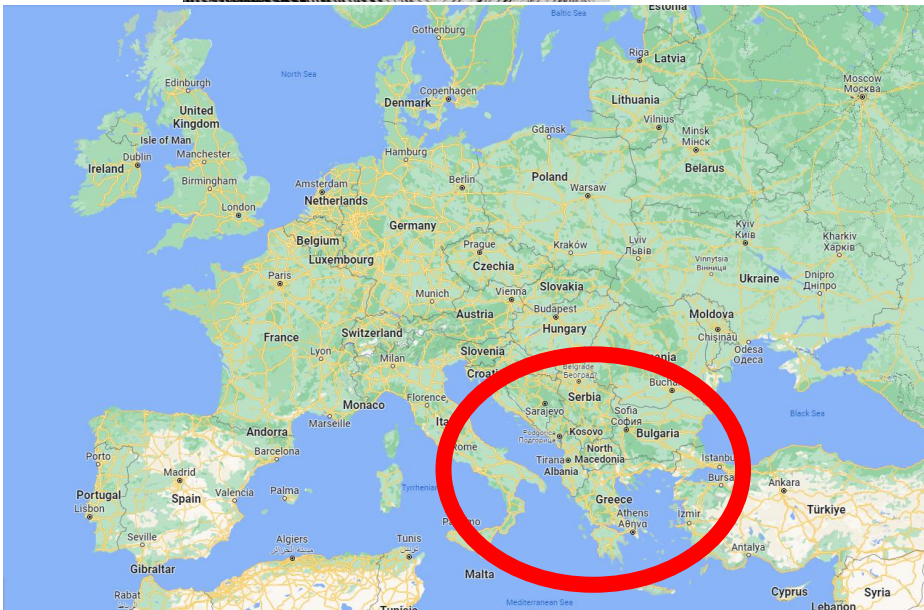
Greek

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

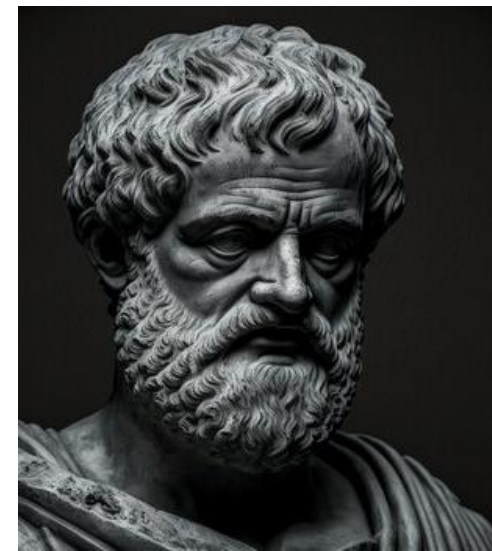
Rhetoric

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

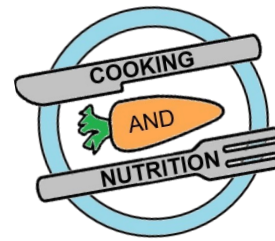


Aristotle claimed: “A man does not become a hero until he can see the root of his own downfall.”
Nobility (of a noble birth) or wisdom (by virtue of birth).



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)

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, potato wedges and salsa

Knife skills: peeling, chopping, slicing, dicing



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

Weighing and Measuring



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

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



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

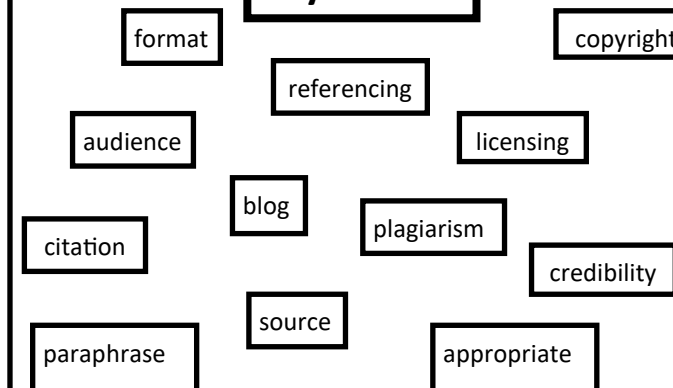


Copyright Law gives the creators of literary, dramatic, musical, artistic works, sound recordings, broadcasts, films and typographical arrangement of published editions, rights to control the ways in which their material may be used.

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.

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



Never share them Change them often Keep them Private

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.

CLASSROOM RULES

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

**CLAY LESSON**

Guide rules help you to roll out the clay evenly.



Tie your hair up.

Always wear an apron.



Hessian mat stops your work sticking to the table.

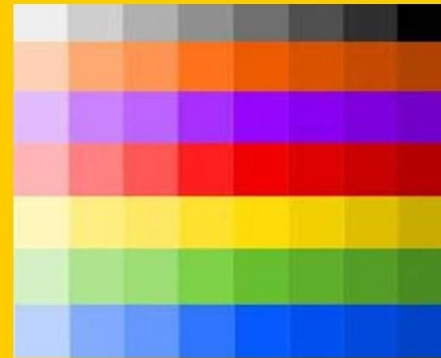
LINE

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.

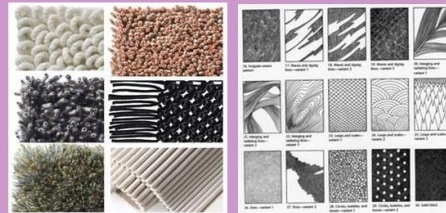
Sculpture and 3D design are about creating forms

**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.



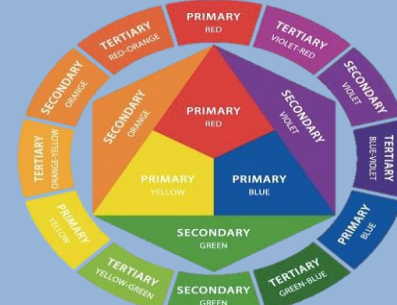
Actual Texture

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.

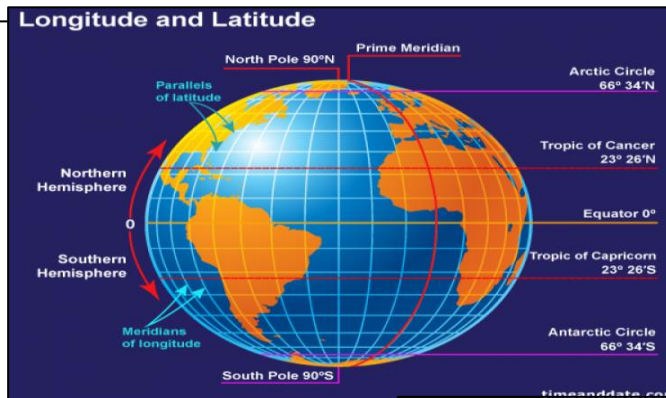
Patterns can be manmade, like a design on fabric, or natural, such as the markings on animal fur.



Year 7 Knowledge Organiser – Geography Key Skills

Latitude and longitude are used for global coordinates

1. The position of anywhere on Earth can be given using coordinates if you use latitude and longitude
2. Lines of latitude run horizontally around the Earth. They measure how far north or south from the Equator something is.
3. Lines of longitude run vertically around the Earth. They measure how far east or west from the Prime Meridian (a line of longitude running through Greenwich in London) something is.
4. Latitude and longitude are measured in degrees

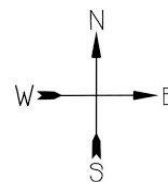
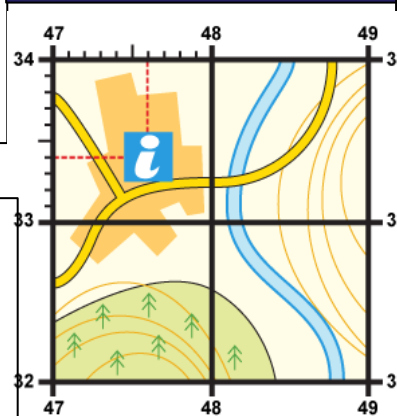


what should I already know?

Basic compass

4 and 6 grid references - Things to remember:

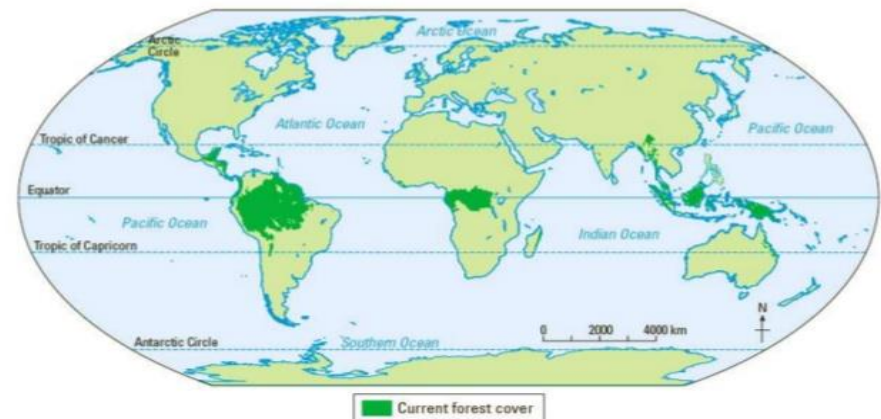
1. First, find the four-figure grid reference but leave a space after the first two digits.
2. Estimate or measure how many tenths across the grid square your symbol lies. ...
3. Next, estimate how many tenths up the grid square your symbol lies. ...
4. You now have a six-figure grid reference.



Describing distributions on maps – describe the pattern

1. 'use the map to describe the distribution of tropical rainforest's
2. Describe the general patterns and any anomalies (things that don't fit the general pattern).
3. Make at least as many points as there are marks and use names of places and figures if they're given.
4. If you're asked to give a reason or explain, you need to describe the distribution first.

2. Where are tropical rainforests found?



World distribution of tropical rainforests

Learn These Common Symbols

Ordnance Survey (OS®) maps use lots of symbols. It's a good idea to learn some of the most common ones — like these:

	Motorway		County boundary		Footpaths
	Main (A) road		National Park boundaries		Viewpoint
	Secondary (B) road		Building		Tourist information centre
	Bridge		Bus station		Parking
	Railway		Places of worship		

Year 7 KO - UK Geology and Landscape

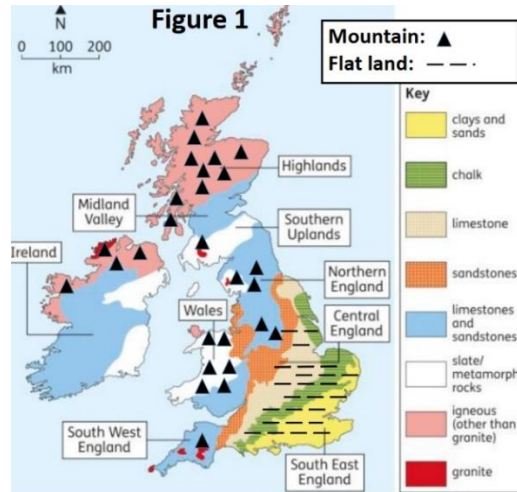
Revision for your Assessment: Landscapes

Task: To prepare for your assessment, you are going to make a revision poster that you will take home to revise from.

1. Definitions and examples of human, biological and physical landscape features, and definitions of foreground and background.
2. Definitions of different types of rock – limestone, igneous, metamorphic and sedimentary
3. The process of chemical weathering (using diagrams and step by step descriptions)
4. Features of a limestone pavement
5. The tallest mountains in England Wales and Scotland
6. The process of freeze-thaw weathering (using diagrams and descriptions)
7. The benefits of forests to the economy, environment or people
8. The features of a mountain landscape (annotate your picture)

Challenge:

Also make a set of flash cards with questions and answers on, for the topics listed above.



Uplands: Land that is hilly or mountainous

Foreground: The part of a landscape that is nearest to us

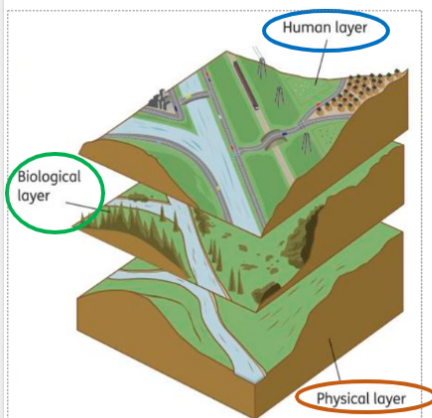
Background: The part of a landscape that is the furthest away from us

Land use: What the land is used for e.g. farming, roads, buildings.



What should I already know?

- Compass directions
- Countries in the UK



When describing a landscape, it's best to describe it in three parts:

1. **The physical layer:** This is the _____ of the land and includes _____ features like rivers, _____, _____, beaches and hills.
2. **The biological layer:** This is the layer of the landscape made up of _____. For example, _____, grassy fields, _____ and hedges.
3. **The human layer:** The human layer of the landscape is anything that has been _____ by man. E.g. _____, roads, _____ and railways.

Task: Use these words to fill the gaps:

- valleys
- plants
- made
- shape
- bridges
- trees
- non-living
- building
- forests
- mountains

Key Vocabulary and definitions

1 Geology	The study of rocks beneath our feet
2 Lowlands	Flat land not much higher than sea level
3 Rock cycle	When one type of rock changes into another rock
4 Igneous	A type of rock that is very hard. It formed on the Earth's surface during volcanic eruptions or deep underground by the cooling of magma. (e.g. granite)
5 Sedimentary	A weaker type of rock that has formed by the deposition (build up) of sediment (a fancy word for sand) (e.g. sandstone).
6 Metamorphic	A type of rock that has undergone change due to intense heat and pressure (e.g. slate). It is often a strong rock
7 Weathering	A weaker type of rock that has formed by the deposition (build up) of sediment (a fancy word for sand) (e.g. sandstone).

Year 7 Medieval England knowledge organiser

Key terms

King's Courts	Law courts which were controlled by the King and his justice.
Church Courts	These were controlled by the church for religious offences and for any crimes committed by the clergy.
Archbishop of Canterbury	The head of the Church in England. He was appointed by the Pope.
Magna Carta	The document that King John was forced to sign by the barons in 1215 that limited some of his power.
Black Death	The disease that affected England from 1348 onwards. It is estimated that it killed 40% of the population.
Bubonic Plague	The more common Plague that was carried in the bloodstream of rats. Fleas bit the rats and become infected. They then hopped onto humans, bit them and passed on the disease.
Pneumonic Plague	This was more deadly. It was caught by breathing in the germs when an infected person coughed or sneezed. They would cough up blood and their lungs rotted inside them.
Freeman	These people paid rent to the lord to farm their land, but they weren't 'owned' by the Lord, and could come and go as they pleased.
Villein	They were Medieval peasants who were 'tied' to the Lord's land. They had to farm their own land and the land of the Lord, and they had to get the Lord's permission to do things like get married or leave the village.
Statute of Labourers	This Statute (law), passed after the Black Death, said labourers could not earn more than 2 pence per day. It was bitterly resented by the peasants.
Poll tax	Introduced by King Richard II to pay for the Hundred Years War. Everyone had to pay 4p every year – later increased.
Peasant's Revolt	A popular revolt in 1381 against the rule of Richard II, his advisors and taxation led by Wat Tyler.



The conflict between King and Church: Henry II vs. Thomas Becket.

1154	King Henry II appointed Thomas Beckett as his Chancellor. His job was to look after the church and the King's law courts. During this time Henry and Thomas became good friends.
1161	Henry asked Thomas to become the new Archbishop of Canterbury. Beckett was asked to make the church courts fairer, as they favoured the churchmen. Beckett refused and made Henry very angry.
1164	Henry announced that he would be in charge of the church court, and Beckett agreed but then changed his mind. Sensing danger, Beckett fled to France.
June 1170	Henry ordered the Archbishop of York to crown the next king. This was usually the job of the Archbishop of Canterbury. Beckett was furious!!
November 1170	Despite making up, Beckett removed Henry's supporters from the church.
December 1170	Henry found out that Beckett had removed his supporters from the church. Henry was furious and shouted: "Will no one rid me of this troublesome priest?!"
29 th December 1170	Four knights heard Henry's shout and went to Canterbury Cathedral. They found Beckett and tried to force him to change his mind. Beckett refused and the four knights stabbed him to death in the church.

Year 7 Medieval England knowledge organiser

The Black Death (1348-9)

Causes

God deserting mankind/ unusual position of the planets/ impure air from a volcano or earthquake/ the Jews

Treatments

Ask for God's forgiveness/ bleeding/ purging/ strong smelling herbs/ theriaca/ lancing buboes

Prevention

Pray/ Pilgrimage/self-flagellation/ escape!/ carry a posy of flowers/ do joyful things!/ quarantine laws



Consequences of the Black Death

Short term

Half the people in Britain died from the Black death. More died in later outbreaks of the disease.

Food prices went up by 4 times as animals and crops died with no one to look after them.

An estimated 35 million people, two thirds of the world's population, died from the disease.

Landlords made less money as they had less people to charge rent.

Praying to God hadn't saved people from the Black death so some people began to criticise the bishops. This had little impact. Most people remained deeply religious.

As there were less people alive after the Black Death, survivors could charge more for their services. Wages increased.

Long term

The Black death led to some freemen earning higher wages.

The Black Death lasted from 1348-1350. Later outbreaks did occur, but they were less severe.

After the Black Death people demanded freedom but lords refused. This led to the Peasants Revolt in 1381.

The government tried to stop peasants getting higher wages in 1351 with a law called the Statute of Labourers.

It took 300 years for the population to recover to the same level as before the Black Death.

By the mid-1400s everyone was free.

The King vs. The Barons



King John (1199-1216)

Brother of the popular King Richard I, who died shortly after his return from the 3rd Crusade.

John was suspicious and had rebelled against both his father and brother. John inherited the cost of his brother's costly wars, but was a cruel and incompetent king.

Causes of the barons' revolt

John spent ten years raising taxes for a war in Normandy with France. The barons did not support this.

John lost the war and ran up huge debts.

In 1205 the Pope chose Stephen Langton to be the new archbishop of Canterbury. John refused to accept this and so was excommunicated by the Pope.

The Pope supported the French against John. Eventually John was forced to admit Langton as archbishop.

John increased taxes and did not consult the barons on important issues.

John sold justice at court by rewarding nobles who paid him the most.



MAGNA CARTA

The barons were angry with John and no compromise could be agreed. In April/May the barons took up arms against the King, led by Robert FitzWalter. They marched on London, Lincoln and Exeter, which all fell to the barons and the rebellion grew in size.

The barons issued a royal charter of demands which John was forced to accept on the field of Runnymede on 15th June 1215. This became known as the MAGNA CARTA.

Some of the key terms of this were:

- It promised the protection of church rights
- The King could not sell justice.
- Protection from illegal imprisonments
- All people were to be tried by jury.
- new taxation only with the consent of the barons
- The King could not sell justice
- A council of 25 barons would be set up to ensure that the King was respecting the rights and the laws of the charter.

The charter defined that a formal relationship should exist between the monarch and barons. The king was now subject to the law. These were radical ideas.



Consequences

John over-turned the MAGNA CARTA in the Autumn and the battle raged again. John died in 1216 (he died of dysentery, possibly by eating too many mouldy peaches, on his way to fight the barons) and was succeeded by his 9 year old son, King Henry III.

In 1225 Henry III re-issued the MAGNA CARTA to show that he accepted that the King was subject to the law.

It was re-issued in 1265 and 1297 to define the relationship between the monarchs and their subjects.

The MAGNA CARTA showed that the King could not ignore his barons and had to consult. It also made it clear that monarchs could not be a law unto themselves.

Year 7 – Norman Conquest

Knowledge Organiser

Background Info

- In January 1066 king Edward the Confessor died without an heir.
- Harold Godwinson quickly became the monarch but his crown was contested by King Harald Hardrada from Norway and Duke William of Normandy.
- Harold Godwinson beat Hardrada at the Battle of Stamford Bridge near York in September 1066.
- Harold Godwinson was then defeated by William of Normandy on 14th October 1066 at the Battle of Hastings.
- William become known as the Conqueror and ruled England between 1066-1087.

Chronology

1043	Edward the Confessor crowned King of England
January 1066	Death of Edward the Confessor
25 th September 1066	Battle of Stamford Bridge
14 th October 1066	Battle of Hastings
1069-70	Northern Revolt and Harrying of the North
1085	Surveying for the Domesday Book begin

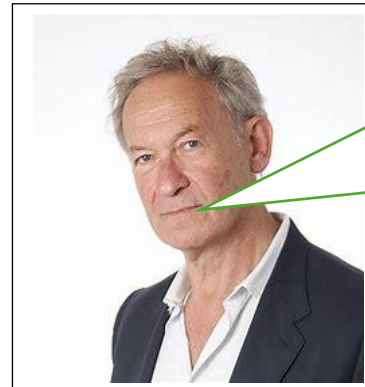
Key Words

Anglo-Saxon	The people in control of England before the Normans invaded.
Heir	Next in line to become king or queen.
Monarch	The king or queen in charge.
Oath	A promise of loyalty.
Cavalry	A soldier on horseback.
Baron / Earl	An important Norman Lord.
Peasant	A poor farm worker. 99% of people were peasants.
Feudal System	A hierarchy of society with the King at the top.
Domesday Book	A book showing what everyone owned in England.

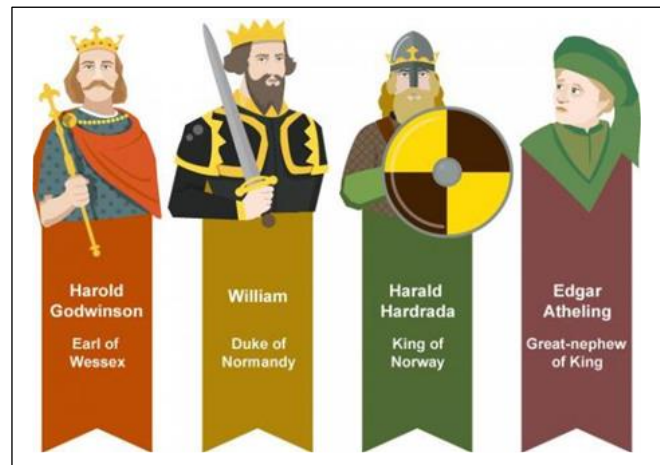
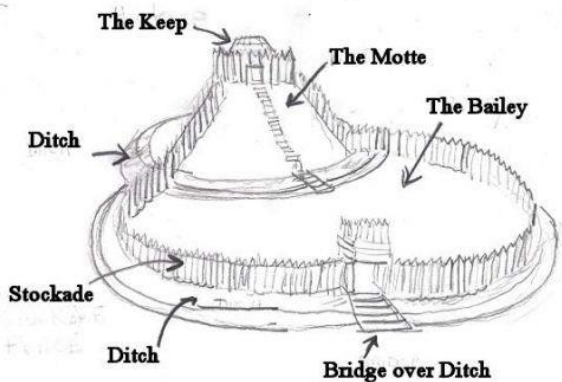
Historical Interpretation

‘There are moments in history ...when change arrives in a violent rush, decisive, bloody, traumatic; as a **truckload of trouble**... 1066 was one of those moments’

Historian - Professor Simon Schama



Motte and Bailey Castle



Feudal Pyramid

