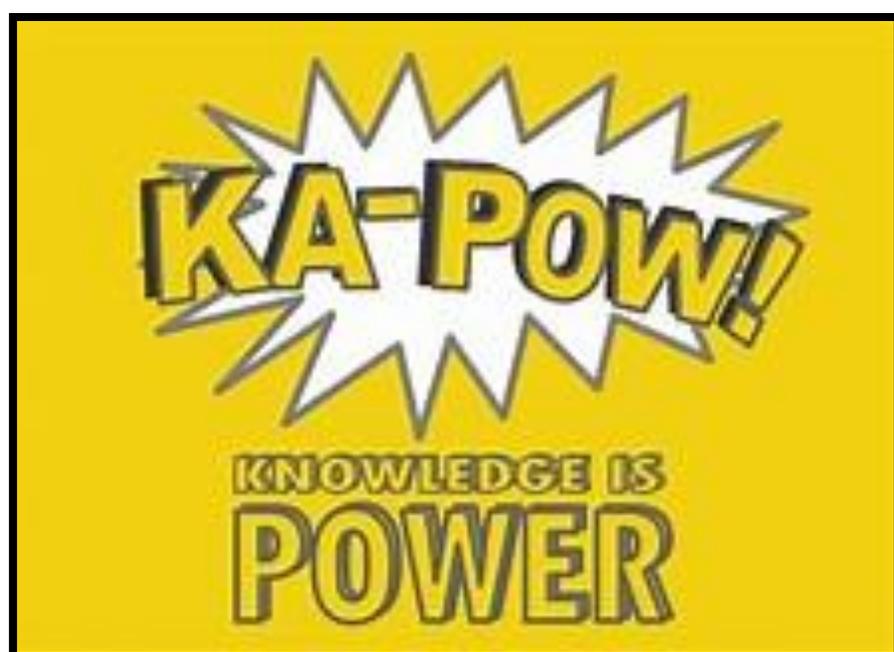




Year 7

Knowledge Organiser Booklet

Half Term 2



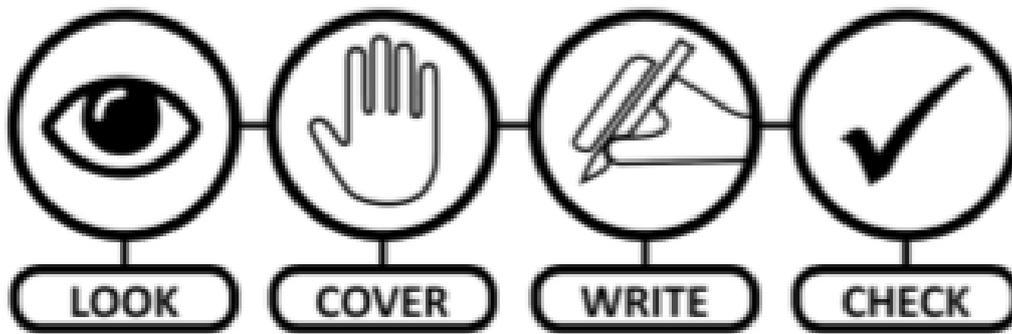
Name

# Self-Quizzing Book

Knowledge organisers contain **critical** knowledge you must know. They will help you **remember more** and learn complex information and concepts. Using knowledge organisers will make you more successful in your subjects.

You need to bring your knowledge organiser booklet and self-quizzing book with you **every day**.

For homework you will be asked to self-quiz using your knowledge organisers. You will do this in this book using look, cover, write, check.



**Look:** Spend a small amount of time reading a section of the knowledge organiser and trying to memorise the content.

**Cover:** Cover up that section of your knowledge organiser.

**Write:** In your self-quizzing book, write out the information you have tried to memorise from the knowledge organiser.

**Check:** Uncover the section of your knowledge organiser and check every word, including spellings. Make any corrections using a **green pen**. If it is all correct, tick what has been written.

Repeat this process until **one whole page** of your self-quizzing book is full, with **no whole lines left empty**.

**Respect**

**Resilience**

**Responsibility**

# Expectations

You should be proud of the work you produce and how hard you have worked.

There should be no wasted space on each page.

No whole lines should be left empty.

Corrections should be made in a **green pen**.

## Example

The image shows a page of handwritten notes on lined paper. The notes are written in black ink, with corrections and additions in green ink. The text is organized into three main sections, each separated by a solid black horizontal line. The first section is titled 'History' and dated 'Tuesday 20th October'. It lists five main problems William faced after the Battle of Hastings. The second section is a repeat of the first section, with some corrections. The third section is another repeat, also with corrections. Annotations in boxes with arrows point to specific features: 'Subject, underlined' points to 'History'; 'Date in full, underlined' points to 'Tuesday 20th October'; 'Corrections made in green pen.' points to green ink corrections; 'Each line checked and ticked if correct.' points to checkmarks at the end of lines; 'Solid black line after each attempt' points to the lines separating the sections; 'No whole lines left empty except between repeats.' points to the lines between the sections; and 'Repeat until the whole page is full' points to the overall structure of the page.

Subject, underlined

Date in full, underlined

Corrections made in green pen.

Each line checked and ticked if correct.

Solid black line after each attempt

No whole lines left empty except between repeats.

Repeat until the whole page is full

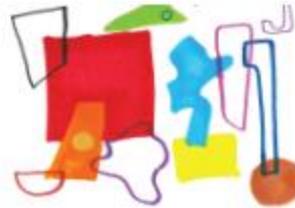
Respect

Resilience

Responsibility

# Elements of Art

These are the basic elements that are used by Artists in creating Art: they are what you use to create an aesthetically pleasing work. When we make Art, we need to understand and apply these seven Elements of Art.

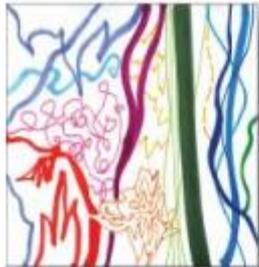


## SHAPE

The outline or form of something. An area enclosed by a line. It could be just an outline or it could be shaded in.

## FORM

Form is a **three dimensional shape**, such as a cube, sphere or cone. Sculpture and 3D design are about creating forms. In 2D artworks, tone and perspective can be used to create an illusion of form.



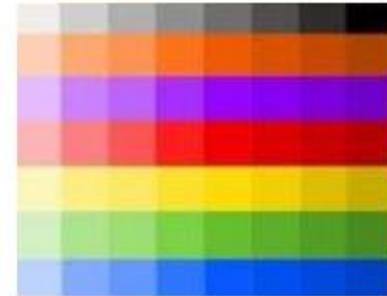
## COLOUR

Is one of the most dominant elements. It is created by light. There are three properties of colour; **Hue** (name), **Value** (shades and tints) and **Intensity** (brightness).



## VALUE

Degrees of lightness or darkness. The difference between values is called value contrast.



## LINE

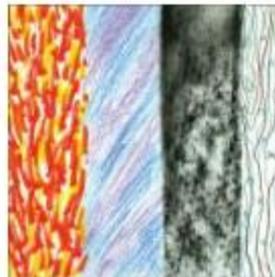
A mark made by an implement. Line is the path left by a moving point.

For example, a pencil or a brush dipped in paint. Line can be used to show many different qualities, such as:

- *Contours - showing the shape and form of something.*
- *Feelings or expressions.*

## TEXTURE:

This is to do with the surface quality of something, the way something feels or looks like it feels. There are two types: actual texture, and visual texture.



## SPACE

The distance around and between things. How it's used to create the illusion of depth. Space can be two-dimensional, three-dimensional, negative and/or positive.



Key words

**Sustainability**- able to be maintained at a certain rate or level.

**Recycled**- convert (waste) into reusable material.

**Upcycling**- reuse (discarded objects or material) in such a way as to create a product of higher quality or value than the original.

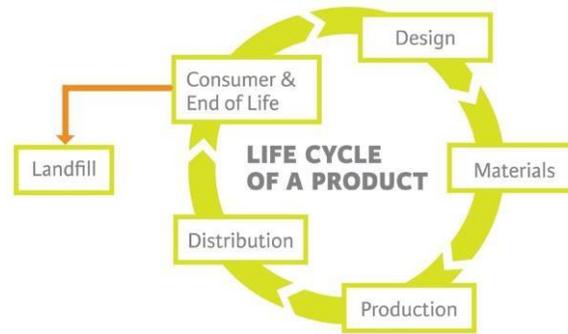
**Research**- investigation into and study of materials and sources in order to establish facts and reach new conclusions

**Prototype**- a first or preliminary version of a device or vehicle from which other forms are developed

**Client**- a person or organization using the services of a professional person or company

**Justify**- show or prove to be right or reasonable.

**Design brief:** Design and make a product that is influenced by sustainable design.



**SUSTAINABLE DESIGN PRINCIPLE**



- Low-impact materials
- Energy efficiency
- Emotionally durable design
- Sustainable design standards
- Design for reuse and recycling
- Bio mimicry
- Service substitution
- Renewability

**Design Process:**

- Task analysis and research plan
- Research and evaluation
- Specification
- Research evaluation
- Initial design ideas
- Design development and prototypes
- Trials of techniques and samples
- Final design concept

**Topical images:**



Plastic is a key pollution problem in the oceans.



plastic does not biodegrade and will not disintegrate, as with a natural material, it is made from oil.



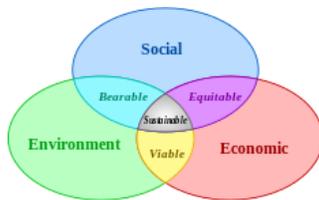
Coral is being destroyed through plastic and pollution, coral is a key provider of oxygen and is a main stage of the marine food chain.



The Sea produces 90% of the world's oxygen, through organisms and plant life.



Only 10% of plastic bottles are recycled



Drama – Year 7

Term 1

## Darkwood Manor



### Suspense

Suspense arises out of your audience's anticipation and worry/fear of what is going to happen next.

### Conventions of horror

#### Setting:

Dark, spooky woods, lonely house, graveyards

#### Characters :

Group of friends, teenagers, masked (unidentifiable), ghosts

#### Sub genre – gothic:

The weather plays a big part, the supernatural, dreams, revenge, sense of mystery, suspense

#### Sub genre – paranormal:

Feels real, spirits, movements, plays on audience's fears, house hold props

### Thought-Tracking

Thought-tracking is when a character steps out of a scene to address the audience about how they're feeling. Sharing thoughts in this way provides deeper insight into the character for an audience.

Sometimes the character might feel something different to the words they're speaking.

#### Do's

Speak loudly and clearly

Be confident

Make eye contact with the character you are talking to

Pause for tension

Keep characteristics natural

Face the audience

Listen to other's ideas in rehearsal

Use facial expressions to show emotion

#### Don't

Turn your back on the audience

Mumble

Fidget

Laugh out of character

Talk over other characters

Look to the floor

Use minimal movement

Argue with your group

### Soundscape

A soundscape is a series of sounds created by students that create a setting or suggest a scene. A soundscape is used to create the atmosphere of a scene through sound only. For example, if you were creating a soundscape of a haunted house, you might create sounds of a creaking door, footsteps, animal noises or a scream.

### Vocal skills

**Tone:** Your tone suggests your mood and your intention towards the listener, e.g aggressive, sarcastic

**Pitch:** Speaking in a high, low or natural voice.

**Pace:** The speed with which you speak, eg fast or slow.

**Volume:** This is how loud or quiet your voice is. Varying volume is important to communicate a range of emotions and situations. Anger or excitement might be communicated with a loud volume while fear could be shown by using a quiet voice.

**Accent:** Shows that your character is from a specific place.

**Pause:** A dramatic pause at a crucial moment is very effective in performance.

**Intonation:** The rise and fall of a voice. There's a clear movement up when we ask questions for example. Intonation also helps us to say what we mean.

# Year 7 - Knowledge Organiser – Gothic Writing

**Definition of ‘Gothic’ writing:** *“Tales of the macabre, fantastic, and supernatural, usually set amid haunted castles, graveyards, ruins, and wild picturesque landscapes.”*

Typical genre features:	Archetypal characters:	Typical settings:
1. Death and darkness	1. Characters with high social status e.g. Princes, counts	1. Wild landscapes
2. Supernatural (magic, ghosts, monsters, curses)	2. Female victims threatened by a powerful male	2. Medieval style castles, churches or abbeys
3. Focus on body parts	3. Threatening women who are monsters or vampires	3. Gloomy, decayed and ruined environments
4. Depiction of madness and hyperbolic emotion, including psychological episodes	4. Powerful, tyrannical male figures	4. Remote, uninhabited places (older gothic) or monsters intermingling in every day life (newer gothic)
5. Mystery, terror and suspense	5. Villains, vampires, ghosts, werewolves	5. Volatile and threatening weather (symbolism)

Social and Historical Context	Values and ideas held by gothic writers
<ul style="list-style-type: none"> <li>The term ‘gothic’ comes from the Germanic tribe ‘the Goths’, who played a part in the fall of the Roman Empire. The Goths are sometimes called barbarians. They destroyed a lot of Roman architecture in around C3 and replaced it with buildings in the gothic style.</li> <li><b>Medieval Europe (C3-14)</b> is sometimes referred to as the ‘<b>Dark Ages</b>’ (although this can be contested for a number of reasons.) Some believe that people lived in fear due to superstition and ignorance and that not much learning took place in this time. Castles with gargoyles were built to ward off evil spirits, this architecture is known as ‘gothic’ e.g. Notre Dame.</li> <li>Figures from <b>The Age of Enlightenment (C18-19)</b> believed that scientific progress was the only way to advance society, and great discoveries were made in this time. They tried to rid Europe of superstition and ignorance through promoting reason and logic.</li> <li>A group of poets, artists and thinkers called the Romantics challenged this because they believed that not everything can be explained by science, and too much reason rids the world of beauty and mystery.</li> <li>The gothic genre first emerged from the <b>Romantic movement</b>. It used art and ideas from the Dark Ages, wild emotion and nature to contrast modern ideas about science and logic.</li> <li>Gothic writing transformed into the format of the extremely popular <b>Victorian ghost story</b>.</li> <li>Today, we use the term ‘gothic’ widely to describe art, style, clothing (e.g. Alexander McQueen couture) music and film (e.g. Tim Burton films). The style and genre is very much still alive.</li> </ul>	<ul style="list-style-type: none"> <li>Gothic writers are preoccupied with the supernatural because they believe that not everything has a scientific explanation.</li> <li>They believed that nature is ‘sublime’: it has the power to simultaneously inspire awe and terror in people.</li> <li>They challenged society’s expectations about propriety and emotion. To show wild emotion was seen as crass and uncouth, but not to the gothic writers, who often depicted passion and rage.</li> <li>They explored the role of the female characters: often in gothic texts, there are powerful female roles, which contrasted the contemporary society.</li> <li>They were very interested in the psychological exploration of characters, particularly in relation to themes of madness.</li> <li>Big question: are humans always attracted to darkness? Is this why the gothic style has been almost constant?</li> </ul>

## Notable Gothic texts (in chronological order)

<b>The Castle of Otranto</b> – Horace Walpole, 1765	<b>Vathek</b> – William Beckford, 1786	<b>Frankenstein</b> – Mary Shelley, 1818	<b>The Hunchback of Notre Dame</b> – Victor Hugo, 1831	<b>The Raven</b> – Edgar Allen Poe, 1845	<b>Wuthering Heights</b> – Emily Bronte, 1847	<b>The Strange Case of Dr Jekyll and Mr Hyde</b> – R.L. Stevenson, 1887	<b>The Picture of Dorian Gray</b> , Oscar Wilde, 1890	<b>Dracula</b> – Bram Stoker, 1897	<b>Rebecca</b> – Du Maurier, 1931	<b>The Woman in Black</b> – Susan Hill, 1983	<b>The Twilight Series</b> – Stephanie Meyer, 2006
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### Point de départ (pages 34–35)

ici il y a ...	Here there is ...	en bas	at the bottom
un cercle	a circle	au centre	at the centre
un demi-cercle	a semi-circle	à droite	to the right
un triangle	a triangle	à gauche	to the left
blanc(he)	white	Quelle heure est-il?	What time is it?
bleu(e)	blue	Il est ...	It is ...
gris(e)	grey	cinq heures	five o'clock
jaune	yellow	cinq heures dix/vingt	ten/twenty past five
marron	brown	cinq heures et quart	quarter past five
noir(e)	black	cinq heures et demie	half past five
orange	orange	cinq heures moins dix/vingt	ten/twenty to five
rose	pink	cinq heures moins le quart	quarter to five
rouge	red	midi/minuit	midday/midnight
vert(e)	green		
violet(te)	purple		

### Unité 1 (pages 36–37) Qu'est-ce que tu penses de tes matières?

Qu'est-ce que tu penses de tes matières?	What do you think of your subjects?	Tu aimes ... ?	Do you like ...?
le français	French	j'adore ...	I love ...
le théâtre	drama	j'aime ...	I like ...
la géographie	geography	j'aime assez ...	I quite like ...
la musique	music	je n'aime pas ...	I don't like ...
la technologie	technology	je déteste ...	I hate ...
l'anglais	English	C'est ...	It's ...
l'EPS	P.E.	facile.	easy.
l'histoire	history	difficile.	difficult/hard.
l'informatique	I.C.T.	intéressant.	interesting.
les arts plastiques	art	ennuyeux.	boring.
les maths	maths	amusant.	fun/funny.
les sciences	science	créatif.	creative.
aimer	to like	nul.	rubbish/awful.
détester	to hate	le/la prof est sympa	the teacher is kind
adorer	to love	le/la prof est trop sévère	the teacher is too strict
		j'ai trop de devoirs	I have too much homework

### Unité 2 (pages 38–39) Qu'est-ce que tu portes?

Qu'est-ce que tu portes?	What do you wear?	une cravate	tie
je porte ...	I wear ...	une jupe	skirt
on porte ...	we wear ...	une veste	jacket/blazer
l'uniforme scolaire	school uniform	des chaussettes (f)	socks
un pantalon	trousers	des chaussures (f)	shoes
un polo	polo shirt	des baskets (f)	trainers
un pull	jumper	chic	smart/stylish
un sweat	sweatshirt	confortable	comfy/comfortable
un tee-shirt	tee-shirt	démodé(e)	old-fashioned
une chemise	shirt	pratique	practical

### Unité 3 (pages 40–41) Ta journée scolaire est comment?

Ta journée scolaire est comment?	What is your school day like?	je mange à la cantine	I eat in the canteen
je quitte la maison	I leave the house	je chante dans la chorale	I sing in the choir
j'arrive au collège	I arrive at school	je joue dehors	I play outside
je retrouve mes copains	I meet (up with) my friends	on recommence les cours	we start lessons again
on commence les cours	we start lessons	je rentre à la maison	I go home
		à (quatre) heures	at (four) o'clock

### Unité 4 (pages 42–43) C'est comment, un collège français?

Quel est ton jour préféré?	What's your favourite day?	Je suis fort(e) en maths.	I am good at maths.
Mon jour préféré, c'est le ...	My favourite day is ...	l'emploi du temps	timetable
J'ai deux heures d'anglais.	I have two hours of English.	la rentrée	start of new school year
C'est ma matière préférée.	It's my favourite subject.	les vacances	holidays

### Unité 5 (pages 44–45) Un collège super cool

Le collège est ...	The school is ...	une piscine.	a swimming pool.
grand / petit.	big / small.	des courts de tennis.	tennis courts.
de taille moyenne.	medium-sized.	Il n'y a pas de ...	There isn't ... / aren't ...
Il y a 500 élèves.	There are 500 pupils.	harcèlement.	bullying.
On étudie ...	We study ...	toilettes sales.	dirty toilets.
le japonais.	Japanese.	profs trop sévères.	too strict teachers.
la cuisine.	cookery.	on porte ...	we wear ...
les arts martiaux.	martial arts.	Tu es d'accord?	Do you agree?
Il y a ...	There is ... / There are ...	Je (ne) suis (pas) d'accord!	I (dis)agree!
un cinéma en 3D.	a 3D cinema.		

### Les mots essentiels High-frequency words

<b>Pronouns</b>	
on .....	we/one/people
<b>Connectives</b>	
et .....	and
mais .....	but
parce que .....	because
<b>Qualifiers</b>	
très .....	very
vraiment .....	really
trop .....	too
<b>Question words</b>	
qu'est-ce que tu ... ? .....	what do you ... ?
à quelle heure? .....	at what time?
combien (de)? .....	how many/how much?
<b>Sequencing words</b>	
d'abord .....	first of all
ensuite/puis .....	then
après .....	afterwards

### Stratégie 2

**High Frequency words**  
High-frequency words are **powerful words** which crop up again and again. They are often only short, but they are really useful: *je, tu, le* and *et* are all in the Top 20 of most used French words.  
High-frequency words can be used in any situation.  
Make a point of learning these words and see which ones you can spot and use whenever you start a new topic.



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

Me gusta...	I like...	navegar por Internet	to surf the net
Me gusta mucho...	I really like...	salir con mis amigos	to go out with my friends
No me gusta...	I don't like...	ver la televisión	to watch TV
No me gusta nada...	I don't like at all...	porque es...	because it is...
chatear	to chat online	porque no es...	because it is not...
escribir correos	to write emails	interesante	interesting
escuchar música	to listen to music	guay	cool
jugar a los videojuegos	to play videogames	divertido/a	amusing, funny, fun
leer	to read	estúpido/a	stupid
mandar SMS	to send text messages	aburrido/a	boring

**¿Qué haces en tu tiempo libre? What do you do in your spare time?**

bailo	I dance	monto en bici	I ride my bike
canto karaoke	I sing karaoke	saco fotos	I take photos
hablo con mis amigos	I talk with my friends	toco la guitarra	I play the guitar

**Expresiones de frecuencia Expressions of frequency**

a veces	sometimes	nunca	never
de vez en cuando	from time to time	todos los días	every day

**¿Qué tiempo hace? What's the weather like?**

hace calor	it's hot	llueve	it's raining
hace frío	it's cold	nieva	it's snowing
hace sol	it's sunny	¿Qué haces cuando llueve?	What do you do when it's raining?

**Las estaciones The seasons**

la primavera	spring	el otoño	autumn
el verano	summer	el invierno	winter

**¿Qué deportes haces? What sports do you do?**

Hago artes marciales.	I do martial arts.	Juego al tenis.	I play tennis.
Hago atletismo.	I do athletics.	Juego al voleibol.	I play volleyball.
Hago equitación.	I do/go horseriding.	¡Me gusta!	I like it!
Hago gimnasia.	I do gymnastics.	¡Me gusta mucho!	I like it a lot!
Hago natación.	I do/go swimming.	¡Me gusta muchísimo!	I really, really like it!
Juego al baloncesto.	I play basketball.	¡Me encanta!	I love it!
Juego al fútbol.	I play football.		

**Los días de la semana The days of the week**

lunes	Monday	domingo	Sunday
martes	Tuesday	los lunes	on Mondays, every Monday
miércoles	Wednesday	los martes	on Tuesdays, every Tuesday
jueves	Thursday		
viernes	Friday		
sábado	Saturday		

**Algunas preguntas Some questions**

¿Qué...?	What/Which...?	¿Cómo...?	How/What...?
¿Cuándo...?	When...?	¿Cuántos...?	How many...?
¿Dónde...?	Where...?		

**Palabras muy frecuentes High-frequency words**

con	with	pero	but
cuando	when	porque	because
generalmente	generally	sí	yes
mucho	a lot	también	also, too
no	no	y	and
o	or	¿Y tú?	And you?

**Estrategia 2****Cognates and near-cognates**

A **cognate** is spelt the same in English as in Spanish. Most of the time they mean exactly the same, too, for example:

piano → piano

In Spanish there are also lots of words that look similar to English words but are not identical. These words are called **near-cognates**. They often have exactly the same meaning as the English (but not always!).

How many of these words can you find on these two pages? Here's one to get you started:

música → music

However, there are some words that look identical, or almost identical, to English words but have different meanings. These are often called **false friends**. For example, you have met the Spanish word **once**. This doesn't mean the same as the English word 'once'! Can you remember what it does mean, and how to pronounce it?

So the lesson from this is to use your knowledge of English to help you work out the meanings of Spanish words, but be careful. There are some that can trip you up.



The Eatwell Guide

**What is the Eatwell Guide?**

The Eatwell Guide is a guide that shows you the different types of food and nutrients we need in our diets to stay healthy.

**Why is the Eatwell Guide important?**

The Eatwell Guide shows you how much (proportions) of food you need for a healthy balanced diet.

**What are the consequences of a poor diet?**

A poor diet can lead to diseases and can't stop us from fighting off infections.

**What are the sections on the Eatwell Guide?**

1. Fruit and vegetables
2. Potatoes, bread, rice, pasta and other starchy food
3. Dairy and alternatives
4. Beans, pulses, fish, egg, meat and other proteins
5. Oils and spreads

Eat 5 portions of Fruit and Vegetables a day. One portion is 80g .

**Year 7 Food Knowledge Organiser: Principals of Nutrition**

**Macronutrients**

Needed in large amounts to help the body to function properly



**Fat**

**Function:**  
Energy  
Warmth

Protection of organs

**Sources**

**Saturated Fat (Bad Fats)**      **Unsaturated Fat (Good Fats)**  
Meat                              Avocado  
Processed Foods      Nuts  
Lard                              Olive oil

Saturated Fats - solid at room temperature and are from animal sources. Unsaturated fats are liquid at room temperature and are vegetable sources..

Too much	Too little
<ul style="list-style-type: none"> <li>• Obesity</li> <li>• Type 2 diabetes</li> <li>• Heart Disease</li> </ul>	<ul style="list-style-type: none"> <li>• Fat soluble vitamin deficiencies</li> </ul>

**Protein**



**Function:**

Growth and Repair  
Energy



**Sources:**

**Plant**                              **Animal**  
Nuts                              Eggs  
Quorn                              Fish  
Beans                              Meat  
Lentils

Too much	Too little
<ul style="list-style-type: none"> <li>• Turns to fat if not turned into energy</li> </ul>	<ul style="list-style-type: none"> <li>• Anaemia</li> <li>• Slow growth in children</li> </ul>

**Carbohydrates**



**Function:**  
Energy



**Sugars:**

Cakes  
Sweets  
Fizzy drinks

**Sources:**

Bread  
Pasta  
Rice  
Wheat  
Potatoes  
Cereals

We should consume no more than 30g of sugar per day

Too much	Too Much
<ul style="list-style-type: none"> <li>• Obesity</li> <li>• Type 2 diabetes</li> <li>• Heart Disease</li> </ul>	<ul style="list-style-type: none"> <li>• Tooth decay</li> <li>• Type two diabetes</li> <li>• Obesity</li> </ul>

**Water**

Keeps us hydrated.

**Source**

Drinks, fruit and vegetables, soup.

**Function**

- Controls body temperature.
- Gets rid of waste in the body.

**Too little**

- Dehydration leads to headaches, irritability and loss of concentration.

**Fibre**

**Function:**

It helps with digestion  
It helps to get rid of waste

**Source:**

Wholegrain,  
Whole wheat,  
Wholemeal cereals,  
Peas and beans

**Too Little**

- Constipation
- Bowel Cancer

**Heat Transfer and Cooking methods**

**Heat Transfer**

The way in which heat energy is passed into food

**Conduction** - Transferring heat through a solid object into food

e.g. Frying bacon in a pan, using a pan on the hob, a metal spoon in water

**Convection** - Transferring heat through a liquid or air into food

e.g. Baking a cake, boiling water, cooking in an oven

**Radiation** - Transferring heat by infra-red waves that heat up what they come into contact with

e.g. grilling sausages or bacon, making toast

**Cooking methods**

Dry Heat	Moist Heat	Frying
Baking	Steaming	Deep fat frying
Grilling	Boiling	Shallow frying
Roasting	Poaching	Stir frying
Barbequing	Stewing	Saut�eing
Basting	Simmering	

Useful web links:

<http://www.foodafactoflife.org.uk>



**Micronutrients**

Needed in small amounts to help the body to function properly

Watch the video to learn more

<https://www.youtube.com/watch?v=ISZLTJH5IYg>

Mineral	Sources	Function
Iron	Red meat, spinach, beans and lentils	Helps our red blood cells carry oxygen so that we are not anaemic.
Calcium	Milk, cheese and some cereals	Help us to have strong bones and teeth.
Sodium	Processed foods	Controls the body's water content and helps our nerves

Vitamin	Sources	Function
Vitamin A (fat soluble)	Fish, eggs, oranges	Helps us to see well
Vitamin D (fat soluble)	Eggs, the sun	Helps our bones to grow
Vitamin C (Water soluble)	Oranges, tomatoes, vegetables	Helps to heal cuts, helps the immune system.
B Vitamins (Water soluble)	Cereals, meat, fish	Helps to keep us healthy

**Why Food is cooked**

Different cooking methods change our food in different ways  
Appearance, Texture, Flavour, Smell and Nutritional value

To improve shelf life

To make safe to eat

To develop flavour

To improve texture

To improve appearance

To give variety in diet

## Bacteria

A micro organism that multiply in certain conditions.

### Where can bacteria be found?

Everywhere!

### Are all bacteria bad?

No- some are good and essential for normal bodily function.

### How can you reduce the risk of bacteria?

- Storing food separately
- Storing and cooking foods at the correct temperatures

### The 4 C's

**Cleaning** – wash your hands properly

**Cooking** – make sure you cook food properly or you could make someone very ill

**Chilling** – keep it chilly silly

**Cross contamination** – keep raw meat and cooked food apart

## Year 7 Food Knowledge Organiser: Food and kitchen hygiene

### Key Terms

<b>Hygiene</b>	Keeping the workplace and food workers clean which ensures food is safe to eat
<b>Hygiene procedure</b>	The steps you would go through to ensure that a product is produced in a safe and hygienic way
<b>Contamination</b>	Presence in food of harmful substances or bacteria. To spoil or dirty something
<b>Physical contamination</b>	The presence of a foreign body in a food product for example a plaster that has fallen off the food workers hand
<b>Chemical contamination</b>	The presence of unwanted or unsafe chemicals in food
<b>Biological contamination</b>	The presence of harmful microorganisms in food
<b>Danger zone</b>	A temperature of between 5°C and 63°C when bacteria will grow most rapidly
<b>Cross contamination</b>	Safe food being contaminated by unsafe food.
<b>Food poisoning</b>	Chilled foods should be stored at between 1°C and 5°C to slow the growth of bacteria Illness caused by food being contaminated by microorganisms. Food poisoning occurs if harmful microorganisms contaminate food and are then allowed to grow.
<b>Symptoms</b>	The physical signs that are shown when someone is unwell

## Storing Food

Temperature is really important to keep food safe. The following temperatures should be used:

<b>Refrigeration</b>	Fridges should run at <b>4°C</b> or below.
<b>Freezing</b>	Freezing of food at <b>-18°C</b> or below will stop bacteria multiplying.
<b>Cooking</b>	Temperatures of <b>75 °C</b> or above kills almost all types of bacteria.
<b>Danger Zone</b>	The temperature range where bacteria is most likely to reproduce: <b>5°C-63°C.</b>

**High risk foods** - ready-to-eat food that will support the growth of pathogenic bacteria easily and does not require any further heat treatment or cooking". Such foods are usually high in protein and moisture require strict temperature control and protection from contamination and include: cooked meats , cooked shellfish.

## What do bacteria need to multiply?



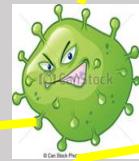
**Temperature:** bacteria grows when warm



**Time:** if food is exposed to these things for a long time they will quickly multiply



**Moisture:** bacteria need moisture to grow



**Ph:** Bacteria prefer conditions that are neutral.



### Aerobic vs Anaerobic Bacteria

Aerobic	Anaerobic
Must have oxygen to survive	Cannot live in the presence of oxygen



**Food:** provides the energy for bacteria to grow, multiply and produce toxins

## Common Food poisoning Pathogens

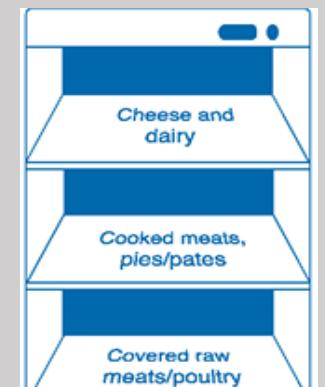
Pathogen	Sources	Symptoms
<b>E coli</b>	Raw meat, untreated milk and water.	Vomiting, blood in diarrhoea, kidney damage or failure
<b>Listeria</b>	Soft cheese, pate, unpasteurised milk, under cooked meat	Mild flu, meningitis and pneumonia
<b>Campylobacter</b>	Meat (chicken) shellfish, untreated water.	Diarrhoea, headache, fever, abdominal pain.
<b>Salmonella</b>	Raw meat , eggs, seafood, dairy products	Diarrhoea, vomiting and fever.
<b>Bacillus cereus</b>	Cooked rice, pasta, and cereal foods	Nausea, vomiting, diarrhoea
<b>Staphylococcus Aureus</b>	Anything touched by hand, Dairy product	Nausea, vomiting, diarrhoea

Watch video to confirm knowledge

<https://www.youtube.com/watch?v=flxB8NKMzE>

## Storage

To prevent cross contamination (the spreading of bacteria), foods must be stored separately. Follow the rules of food storage within a fridge:



Most bacteria grow rapidly at body temperature (37°C), but can grow between 5°C and 63°C. This is known as the danger zone. The more time food spends in the danger zone the greater the risks of harmful bacteria growing. Therefore it is vitally important that we try to keep food out of the danger zone during the production processes.

# The Design Process

## Brief



A brief is a set of **instructions** given to a designer by a company (**client**) about a job or task they wish to be completed.

A **company** (client) will ask a **graphic designer** to create a **product**. A product means an item that can be sold to people (**consumers**).

A brief will set out clearly what it is that should be made (**constructed**) and what requirements (**specifics**) will need to be included in the **design process**.

## Isometric



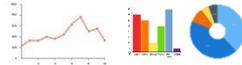
When the concept drawing is finished, the design will be turned into an isometric drawing where the size (**dimensions**) of the parts are finalised. Specific measurements (**metric – CM, MM**) are used so that it can be copied many times (**mass produced**).

The design will be computerised (**digitally formatted**) so that it can be **saved, shared** and **inputted** into the machines that produce it.

## Market Research



Companies will employ people to conduct **surveys**. A survey is a set of **questions** that are asked to many people. Often companies would decide which people they will ask (**target audience**). They wish know peoples **preferences** and **spending habits**.



The answers are important to the **design process** and can influence the way the product is **designed**. To make it easy to see large amounts of **data**, companies use **graphs**.

## Testing Models



When isometric drawings are complete, it will go through a process of being made **3D**. A number of **machines** will be used to create practice models (**prototypes**) to see how the product works. It must be easy for a human to use (**ergonomics**). **3D printers** are often used.

If the product is made out of different **materials** such as glass, metal or wood, these would require different methods of construction (**manufacturing**).

## Design Process



Designers will explore lots of ideas before selecting the right one. Often this involves creating **mind maps**, **sketches** and **mood boards**.

A mind map starts with a single word and then **explores ideas** around it, these are sorted into **categories**.

When drawing sketches, designers will work out how it works (**functions**). Ideas at this stage can be really **creative** and **imaginative**.

A mood board is a collections of pictures, drawings, text (**typography**) and **materials** to do with the **theme**.

## Packaging



When a final product has been made and passed safety standards, it will be labelled and have its own (**custom**) **packaging**.

Packing must –

- Be eye catching (**visually pleasing**) to attract customers to buy it.
- Protect the item inside it to **avoid damage** or **contamination**.
- Provide **accurate information** about the product inside.
- Stack easily for **transportation** from factory to shops.

## Concept Art



Artists/**illustrators** will draw a number of different sketches of the product from different angles.

When designing, **colour** and **style** is important. It is important to think about how it looks (**aesthetics**). Designs will consider the mood board and specifics.

Drawings can be in **traditional** materials (pen, pencil, paint) or using **CAD** (Computer Aided Design) and electric drawing pads (**graphics tablets**).

## Advertising



For companies to make money (**financial income**), they must tell as many people as possible about their product.

This often happens through **social media**, **adverts**, **radio stations**, **magazines** and **displays** in shops.

Its important that the product is well received by its target audience so that people buy it and share reviews of it. Companies make a **profit** when they sell items for more than the price of making it. .

## Geography

Year 7: UK

- Physical Landscape
- Ecosystems
- Food Webs
- Climate
- Coasts

## Physical Landscape of the UK

Countries that make the British Isles, UK and Great Britain

- The British Isles includes England, Scotland, Wales, Northern Ireland and the Republic of Ireland.
  - The UK includes England, Scotland, Wales and Northern Ireland.
  - Great Britain includes England, Scotland and Wales.
- Physical Features = natural parts of the land e.g. rivers, mountains and forests

## Ecosystems and Food Webs

An ecosystem is the interrelationship between living and non-living components of an environment.

### Parts of the food web

Producers = plants/start of a food chain/web

Consumers = animals that eat other animals and plants

Decomposers = bacteria and fungi that break down dead plants and animals

### Epping Forest

An example of a large ecosystem in the UK

## What is the coast?

This is where the land meets the sea.

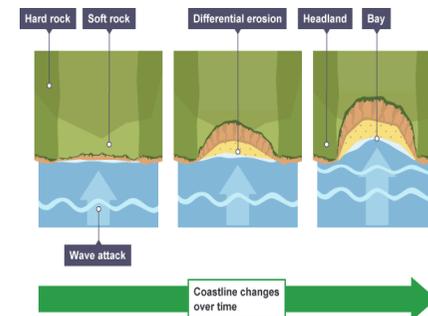
## How does the coast change in shape and size?

- **Erosion**- is the wearing away and breaking up of the rock along the coast
- **Transportation**- The way in which sediment is moved along in the water
- **Deposition**- Where sediment and rock is added to a landform along a coastline.

## Landforms of erosion

### Headlands and Bays

1. Coastlines are made of alternating bands of soft rock and hard rock (more resistant and less resistant)
2. Less resistant rock such as clay is eroded more quickly, this retreats back forming a bay
3. More resistant rock such as granite is eroded more slowly. This protrudes (sticks out) forming a headland.



## Climate in the UK

Weather is the day to day conditions of a local area e.g. it is raining in Canvey today  
Climate is the long term weather over a large area  
e.g. the south-east of England has dry and warm summers

### Reasons for different climates:

C = Currents of the ocean

L = Latitude

A = Altitude

W = Wind

S = Sea (distance from)

## Landforms of Erosion: Caves, Arches, Stacks and Stumps:

1. A weakness in a headland will be eroded until it becomes wider forming a cave
2. Hydraulic action and abrasion erode the cave further until it breaks through to the other side of the headland forming an arch.
3. The roof of the arch is weakened at the base by erosion and on the top by weathering. Eventually this collapses leaving a stack.
4. The stack will be undercut by hydraulic action and abrasion. Eventually this will collapse resulting in a stump.

## Erosion – the wearing away of the land by the sea

- **Hydraulic action.** Is when the sheer force of the sea dislodges particles from coastline such as cliffs.
- **Abrasion.** Occurs when smaller material carried in the water rubs against the rock as the sea throws them against the coasts. They are worn away like sandpaper.
- **Attrition.** When boulders and other material, which are being transported in the sea collide and break into smaller pieces.
- **Solution.** Acids in the sea dissolve the rocks such as limestone

## Year 7 History Knowledge organiser: The Norman Conquest

### 1066

- **5<sup>th</sup> January**- death of Edward the Confessor
- **6<sup>th</sup> January**- coronation of Harold Godwinson
- **20<sup>th</sup> September- Battle of Gate Fulford**- Tostig and Hardrada had invaded England and taken the city of York. Crushing defeat for Earls Edwin and Morcar.
- **25<sup>th</sup> September- Battle of Stamford Bridge**- A crushing defeat for the Vikings. Tostig and Hardrada were killed. Only 24 ships (out of 300) were needed to take the surviving Vikings home.
- **28<sup>th</sup> September**- William, Duke of Normandy invaded England and intended to claim the throne.
- **14th October- the Battle of Hastings**

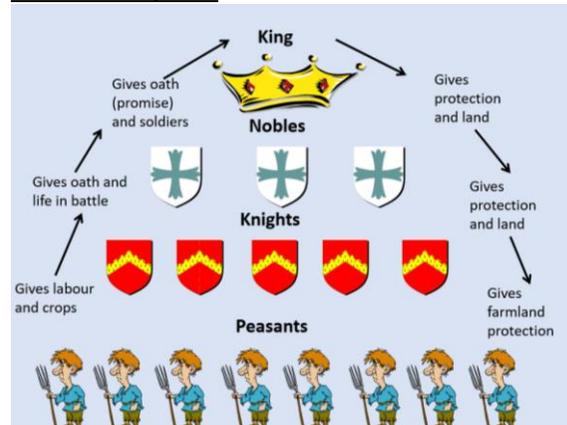
**Motte**- a mound that the keep (castle) was built on.  
**Keep**- the main castle building.  
**Bailey**- the courtyard within the castle walls  
**Excommunicate**- to cut someone off from the Church.  
**Feudal system**- system of rewards (of land) in return for loyalty and duties (such as providing soldiers) to the king  
**Domesday Survey**- A comprehensive record of the extent, value, ownership, and liabilities of land in England, made in 1086 by order of William I.  
**Harrying**- means to lay waste to (destroy) something.

### William's problems

William faced 5 main problems after he won the Battle of Hastings and became king.

1. Threat of invasion by Vikings from Scandinavia and of rebellion in the North of England
2. Needed money but did not know how wealthy England was.
3. Needed to take control of London but there were troops and people who had been loyal to Harold there.
4. There was a castle full of soldiers at Dover.
5. Many English lords do not want William as king. He could not trust them to keep their parts of the country under control.

### The Feudal System



### The Battle of Hastings- what happened?

- Harold did not achieve surprise but did start at the top of the hill (normally an advantage).
- The sides were evenly matched (about 7000 troops)
- Harold's elite troops were the housecarls who made up the shield wall. William had mounted knights.
- The shield stood firm for most of the battle.
- There was a rumour in William's army that he had been killed. William lifted his helmet to show he was still alive
- The Normans used the tactic of the feigned retreat.
- Harold's army was slaughtered when it broke ranks and chased the Normans down the hill.

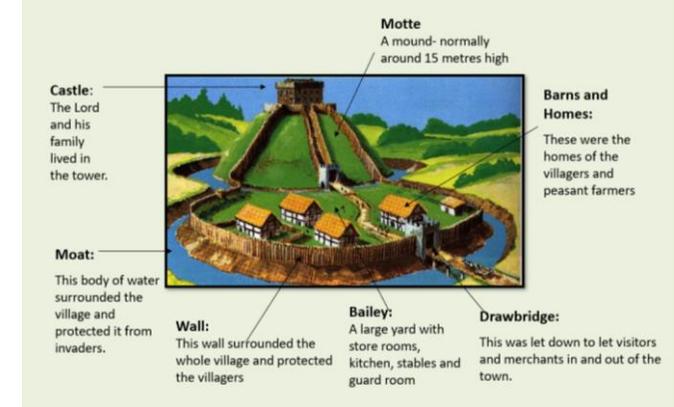
### The Battle of Hastings- why did William win?

**Tactics**- William used a variety of tactics during the course of the battle, including the feigned retreat. Harold's use of the shield wall was only effective until it lost discipline and broke ranks

**Leadership**- William's strong leadership was crucial to victory in the lead up to and during the battle

**Luck**- William was lucky with the timing of his invasion and that his fleet was not destroyed crossing the English channel. It was unlucky for Harold that he had just fought a major battle and had disbanded his army earlier in the year.

### Motte and Bailey Castles- key features



Strengths	Weaknesses
Quick to build Big enough to house soldiers Advantage of height Keep animals inside as a food source Local peasants could see them	Wood is a weak building material Wood can rot and burn Motte can collapse or be tunnelled under

### The Domesday Survey

- 1086 King William ordered his men to survey and record the land he had conquered.
- The king sent his officials out across the country to write down a huge list of every person, household and even livestock (animals) that they found.
- This became a huge book called the Domesday Book

### Rebellions

- 1069 - 1070 William faced several rebellions.
- The biggest rebellion was in the North of England in 1069. It was led by Edgar the Atheling.
- William defeated the rebellion. Then he ordered villages to be destroyed and people to be killed. Herds of animals and crops were burnt. Most people who survived starved to death. Not only was the population reduced by 75% but land was salted (poisoned) to prevent people growing crops in the future. This is called the Harrying of the North.

## Year 7 ICT Knowledge Organiser - Unit 2: Using Media

### Keyboard shortcuts

Keyboard shortcuts are excellent tools in helping us to work efficiently, taking the least amount of time to complete tasks.

Ctrl + S	Save	Saves a document
Ctrl + C	Copy	Copies any selected text/image.
Ctrl + V	Paste	Pastes any copied text/image.
Ctrl + X	Cut	Copies and removes any selected text/image.
Ctrl + Z	Undo	Undoes the last action.
Ctrl + Y	Redo	Redo the most recent undone action.
Ctrl + P	Print	Prints a document.
Ctrl + A	Select all	Selects all text on a document/in a shape.
Ctrl + B	Bold	Makes text bold.
Ctrl + I	Italics	Italicizes text.
Ctrl + U	Underline	Underlines text
Ctrl + Enter	Page break	Makes a new page.

### Presentation

When presenting information, we would usually use Microsoft PowerPoint. There are many advantages to using PowerPoint; we are able to present information clearly and in a way that engages the audience using a variety of techniques such as animation and video.

### Vocabulary

<b>Presentation</b>	The presentation is a collection of individual slides that contain information on a topic.
<b>PowerPoint</b>	Software within the Microsoft Office package used to create presentations.
<b>Image</b>	A picture that has been created or copied and stored in electronic form.
<b>Slide</b>	A single screen of a presentation.
<b>Content</b>	The images, text, videos and animations, which are contained in a presentation.
<b>Transition</b>	The effects used when changing from one presentation slide to another.
<b>Animation</b>	Moving or changing content within a presentation using effects.
<b>Master slide</b>	Controls the look of features that will appear on every slide of a certain type (for example, putting the date onto a title slide).
<b>Text box</b>	Creates a box of text which can be typed into.
<b>Layout</b>	The structure of the content on a slide – where all of the images and text boxes will be located.
<b>Slide design</b>	Setting a style that is pre-selected to design each slide in a presentation.

### Word Processing

The word processor we would usually use is Microsoft Word. It allows us to present written documents such as reports and letters.

### Vocabulary

<b>Word processing</b>	Creating or editing typed documents electronically.
<b>Microsoft Word</b>	Software within the Microsoft Office package used for word processing.
<b>Text</b>	The words in a written piece of work.
<b>Font</b>	The style and presentation of text (e.g., size, colour.)
<b>Formatting</b>	Arranging content into a format, such as the spacing and punctuation of information on a page.
<b>Header</b>	A section of a document which is repeated at the top of every page.
<b>Footer</b>	A section of a document which is repeated at the bottom of every page.
<b>Page number</b>	Numbers the pages of a document.
<b>Headings</b>	Used to make certain highlighted text into titles. Multiple heading styles can be used for main titles and sub-headings.
<b>Table</b>	Creates a structured area where text can be separated into rows and columns.
<b>Page break</b>	Used to start a new page from any point on a page.
<b>Margin</b>	The name given to the space between the edges of the page. Can be made wider or narrower.

### Picture Tools

	<b>Arrange</b>	Laying out content <b>above</b> or <b>below</b> other items on a presentation.
	<b>Shape fill</b>	Fill in the entire of a shape with a selected colour.
	<b>Shape outline</b>	Create an <b>outline</b> around a shape or image with a selected colour.
	<b>Shape effects</b>	Apply <b>effects</b> to a shape or image, such as shadow, glow and others.
	<b>Group</b>	Used to <b>join multiple items</b> so that they can be edited as if they were one object.
	<b>Crop</b>	Used to <b>remove</b> any unwanted areas of an image.
	<b>Remove background</b>	Used to <b>remove</b> any unwanted portions/colours within an image. Areas can be marked to be kept or removed.
	<b>Corrections</b>	Used to adjust the <b>brightness, contrast</b> or <b>sharpness</b> of an image.
	<b>Colour</b>	Altering the <b>colour</b> of an entire image.

### Text Tools

Across Microsoft packages, the following tools allow you to format, emphasise and present text.

	<b>Increase font size</b>	Makes font size one stage <b>larger</b> .
	<b>Decrease font size</b>	Makes font size one stage <b>smaller</b> .
	<b>Change case</b>	Used to change text from <b>upper-case</b> to <b>lower-case</b> , or the other way round.
	<b>Align Text</b>	Alignment refers to the position of text. Text is moved to the <b>left, centre</b> or <b>right</b> of a page. Can also be done for the <b>top, middle</b> or <b>bottom</b> of a shape.
	<b>Bold</b>	Makes text <b>bold</b> – text is thicker and more obvious.
	<b>Italic</b>	Makes text <b>italic</b> – text is slanted.
	<b>Underline</b>	Underlines text.
	<b>Bullets</b>	Used to put <b>bullet points</b> in front of text. After one is created, they will be automatically added to each new line.
	<b>Numbering</b>	Used to put <b>numbers</b> in front of text. After one is created, the next line will start from the next number.
	<b>Font colour</b>	Changes the colour of <b>text</b> .
	<b>Change font</b>	Change the style of <b>font</b> used on text.
	<b>Font size (number)</b>	Change the size of a <b>font</b> by typing in the number wanted.

### Microsoft Office Suite Logos

It is important you can recognise Microsoft Software.



# ORCHESTRA

STRINGS  
WOODWIND  
BRASS  
PERCUSSION  
CHOIR

VIOLIN I, VIOLIN II, VIOLA, CELLO, DOUBLE BASS, HARP

PICCOLO, FLUTE, OBOE, CLARINET, COR ANGLAIS, BASSOON

TRUMPET, TROMBONE, TUBA, FRENCH HORN

CYMBAL, SNARE DRUM, TIMPANI, BASS DRUM,  
TAMBOURINE, TRIANGLE, XYLOPHONE, CASTANET

SOPRANO, ALTO, TENOR, BASS

MUSIC CAN BE DIVIDED INTO SECTIONS. BELOW ARE THE NAMES OF THE SECTIONS OF A STANDARD SONG.

INTRO VERSE CHORUS BRIDGE OUTRO

## MUSIC SYMBOLS

Rest	Name
	thirty-second rest
	sixteenth rest
	eighth rest
	quarter rest
	half rest
	whole rest

MUSIC HISTORY IS DIVIDED INTO PERIODS. DIFFERENT STYLES, COMPOSERS AND INSTRUMENTS DEFINE THE YEARS THEY COVER.

1450 - 1600: RENAISSANCE  
1600 - 1750: BAROQUE  
1750 - 1827: CLASSICAL  
1827 - 1900: ROMANTIC  
1900 - 1999: 20TH CENTURY

Allegro  
Allegretto  
Adagio  
Andante  
Moderato  
Allargando  
Presto  
Vivace  
Lento  
Grave

Tempo - the Speed

Brisk  
Quite Brisk  
Slowly  
Walking Pace  
Moderate  
Broadly  
Very Fast  
Lively  
Very Slow  
Dead Slow

We use the following languages a lot in music:  
FRENCH - ITALIAN  
GERMAN.

In religious music it is common to use LATIN. This is a language that was used across the world back in the day! Many composers still compose using latin. Examples include Requiem, Magnificat and Nunc Dimittis

	<b>SEMIBREVE</b> 4 beats		<b>CROTCHET</b> 1 beat
	<b>MINIM</b> 2 beats		<b>QUAVER</b> 1/2 beat

**F** **E** **C** **A** **F** **D** **B** **G** **E**

**F** is for "Fumm"

**D**is one, **D**at one

**B**e gone!

**G**irls and **G**rooms ring finger

**E**ar picker / **C**up of **tE**a

## Notes on the Keyboard

**C#** **D#** **F#** **G#** **A#** **C#** **D#** **F#** **G#** **A#**  
**Db** **Eb** **Gb** **Ab** **Bb** **Db** **Eb** **Gb** **Ab** **Bb**

**C** **D** **E** **F** **G** **A** **B** **C** **D** **E** **F** **G** **A** **B**

## 7G The Particle Model

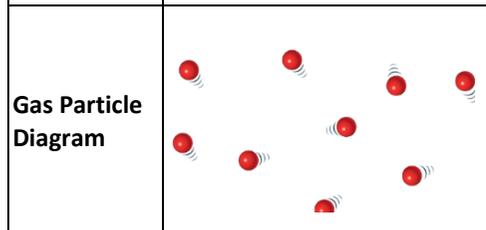
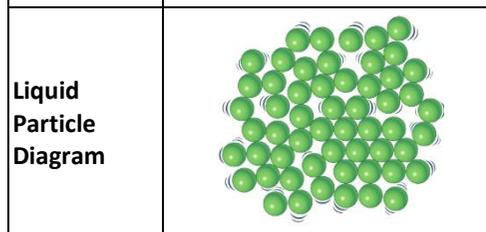
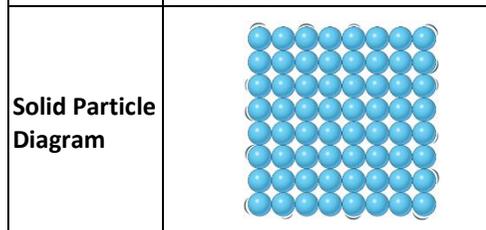
### 1. Solids, Liquids and Gases

<b>States of Matter</b>	The three forms that a substance can be in; solid, liquid or gas.
<b>Solid Properties</b>	Do not flow Fixed shape Fixed volume Cannot be compressed
<b>Liquid Properties</b>	Can Flow No fixed shape Fixed volume Cannot be compressed
<b>Gas Properties</b>	Can flow No fixed shape No fixed volume Can be compressed
<b>Flow</b>	To move and change shape smoothly.
<b>Volume</b>	The amount room something takes up. Measured in cubic centimetres (cm <sup>3</sup> ).
<b>Compressed</b>	Squashed into a smaller volume.
<b>Pressure</b>	The amount of force pushing on a certain area.

### 2. Particles

<b>Particle Theory</b>	A theory used to explain the different properties and observations of solids, liquids and gases.
<b>Particles</b>	Tiny pieces of matter that everything is made out of.
<b>Forces</b>	Tiny forces of attraction hold the particles together.

<b>Solid Particle Properties</b>	Fixed arrangement of particles held closely together that cannot move over each other but vibrate.
<b>Liquid Particle Properties</b>	Held closely together but not in a fixed arrangement and can move over each other.
<b>Gas Particle Properties</b>	Far apart from each other and free to move about in all directions.



<b>Vibrate</b>	To move backwards and forwards.
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### 3. Brownian Motion

<b>Brownian Motion</b>	An erratic movement of small specks of matter caused by being hit by the moving particles that make up liquids or gases.
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<b>Trace</b>	Used to plot the movement of a particle and used as evidence for Brownian motion.
<b>Molecule</b>	Two or more atoms joined together in a group.
<b>Nanometre</b>	A unit of measurement. 1 nanometre (nm) is 0.000 000 001 metres (m)

### 4. Diffusion

<b>Diffusion</b>	The movement of particles spreading out and mixing with each other without anything moving them.
<b>Particle Theory and Diffusion</b>	Occurs quickly in gases because they are able to move freely in all directions. Diffusion is slower in liquids because the particles are still moving but not as freely as in a gas. Diffusion cannot occur in solids because the particles are in a fixed position.
<b>Small Intestine</b>	Diffusion of particles of essential substances in our food pass through the wall of the small intestine.

### 5. Air Pressure

<b>Air Pressure</b>	The force on a certain area caused by air molecules hitting it.
<b>High Air Pressure</b>	Makes sure tyres are inflated. Can also affect the weather making it dry and settled.
<b>Vacuum</b>	A completely empty space containing no particles (not even air).

<b>Straws</b>	Straws work because when you suck, you reduce the pressure inside the straw so the air pressure outside the straw is greater and the liquid is pushed up.
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Lesson	Memorised?
1. Solids, Liquids and Gases	
2. Particles	
3. Brownian Motion	
4. Diffusion	
5. Air Pressure	

# 71 Energy

## 1. Energy from Food

<b>Energy</b>	Needed to live, helps us to grow and repair our bodies, move and keep warm. Food is a source of energy.
<b>Joule</b>	A unit for measuring energy.
<b>Kilojoule</b>	1000J = 1kJ
<b>Diet</b>	The food that a person eats.
<b>Weight</b>	The amount of force with which gravity pulls things- measured in Newtons (N).
<b>Balanced Diet</b>	Eating a variety of foods to provide all the things that the body needs.
<b>Nutrients</b>	Substances needed from food.

## 2. Energy Stores and Transfers

<b>Transferred</b>	When energy is moved from one store into another.
<b>Forces</b>	A push, pull or twist and a type of energy transfer.
<b>Electricity</b>	A way of transferring energy through wires.
<b>Stored</b>	When energy is captured within an object and can be moved to another store by energy transfers.
<b>Chemical Energy</b>	Energy stored in chemicals (such as food, fuel and batteries).
<b>Kinetic Energy</b>	Energy stored in moving things.
<b>Thermal Energy</b>	Energy stored in hot objects.
<b>Strain Energy</b>	Energy stored in stretched or squashed objects. Also called elastic potential energy.

<b>Gravitational Potential Energy</b>	Energy stored in objects in high places that can fall down.
<b>Nuclear Energy</b>	Energy stored inside materials (also called atomic energy).
<b>Law of Conservation of Energy</b>	The idea that energy can never be created or destroyed, only transferred from one store to another.

## 3. Fuels

<b>Fuel</b>	A substance that contains a store of chemical or nuclear energy that can easily be transferred.
<b>Nuclear Fuels</b>	Used in nuclear power stations to generate electricity.
<b>Uranium</b>	A radioactive metal that can be used as a nuclear fuel.
<b>Generate</b>	To produce electricity.
<b>Fossil Fuels</b>	A fuel formed from the dead remains of organisms over millions of years.
<b>Coal</b>	A fossil fuel made from the remains of plants.
<b>Oil</b>	A fossil fuel made from the remains of microscopic dead plants and animals that lived in the sea.
<b>Natural Gas</b>	A fossil fuel made from the remains of microscopic dead plants and animals that lived in the sea.
<b>Non-Renewable</b>	An energy resource that will run out because we cannot renew our supplies of it.
<b>Renewable</b>	An energy resource that will never run out (such as solar power)
<b>Biofuels</b>	A fuel made from plants or animal droppings.

<b>Hydrogen</b>	Can be used as a fuel by combining with oxygen from the air to produce electricity.
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## 4. Other Energy Resources

<b>Solar Power</b>	Generating electricity using energy from the Sun.
<b>Solar Panel</b>	Flat plats that use energy from the Sun to heat water.
<b>Solar Cell</b>	Flat panels that use energy transferred by light from the Sun to produce electricity.
<b>Solar Power Station</b>	A large power station using the Sun to heat water to make steam which then generates electricity.
<b>Wind Turbine</b>	Generates electricity using energy transferred from the wind.
<b>Hydroelectric Power</b>	Electricity generated by moving water turning turbines and generators.
<b>Geothermal Power</b>	Electricity generated using heat from rocks underground.
<b>Photosynthesis</b>	Carbon dioxide + water → glucose + oxygen

## 5. Using Resources

<b>Fossil Fuel Advantages</b>	Cheap compared to the others and convenient to use in cars/vehicles.
<b>Fossil Fuel Disadvantages</b>	Non-renewable Releases polluting gases when burnt.
<b>Nuclear Advantages</b>	No polluting gases generated.
<b>Nuclear Disadvantages</b>	Non-renewable Very expensive Dangerous waste materials

<b>Renewable Advantages</b>	No polluting gases Renewable
<b>Renewable Disadvantages</b>	Most not available all the time and only available in specific locations.
<b>Climate Change</b>	Fossil fuels are making the earth warmer due to the carbon dioxide given off when they are burnt.
<b>Efficiency</b>	How much of the energy transferred by a machine is useful.
<b>Using Less Fossil Fuels</b>	Using efficient appliances, insulating homes, public transport/walking/cycling

Lesson	Memorised?
1. Energy from Food	
2. Energy Stores and Transfers	
3. Fuels	
4. Other Energy Resources	
5. Using Resources	