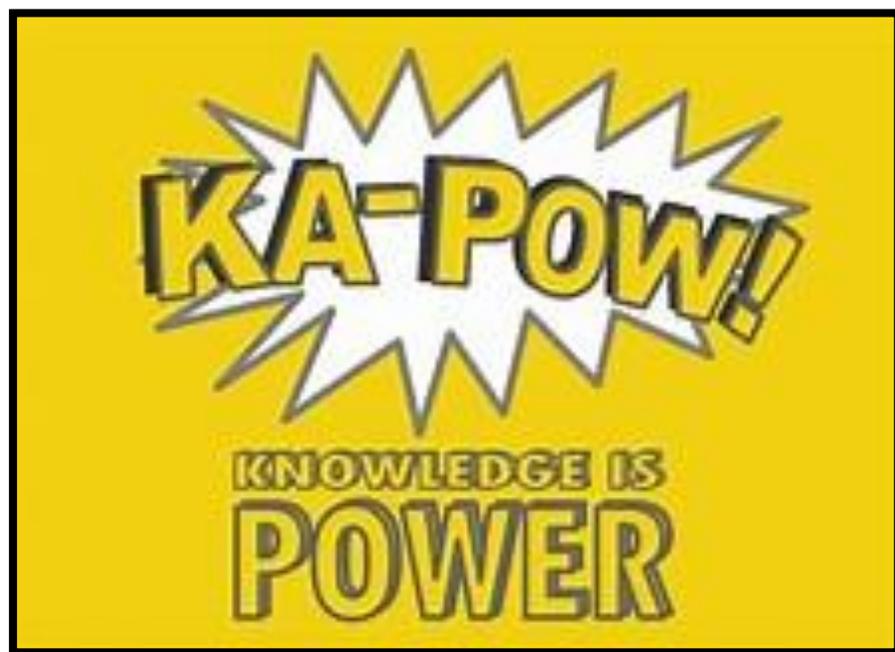




Year 7

Knowledge Organiser

Half Term 1



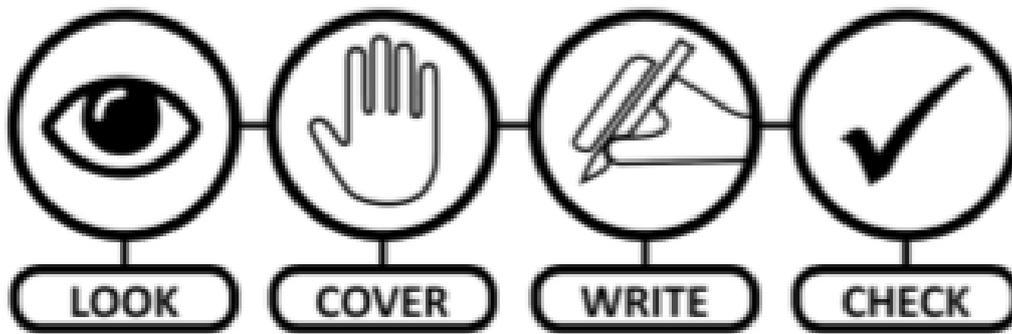
Name

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

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

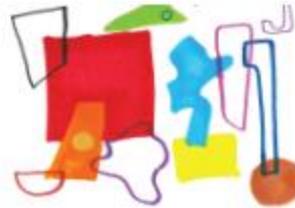
Respect

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.

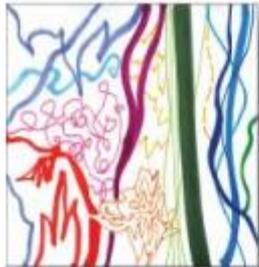


SHAPE

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.



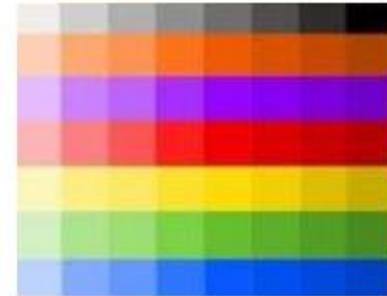
COLOUR

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

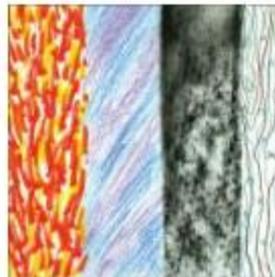
A mark made by an implement. Line is the path left by a moving point.

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.

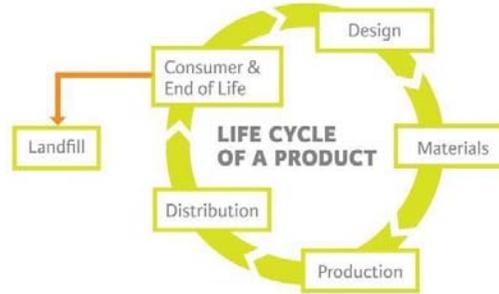
Research- investigation into and study of materials and sources in order to establish facts and reach new conclusions

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.



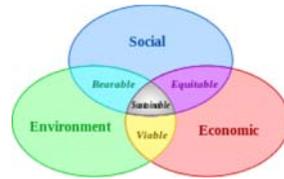
Coral is being destroyed through plastic and pollution, coral is a key provider of oxygen and is a main stage of the marine food chain.



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



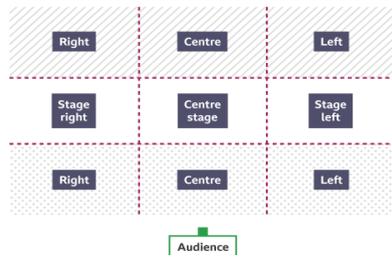
Only 10% of plastic bottles are recycled



Drama

Term 1

Silent Movies



All nine positions on stage are from the perspective of the performer. The positions are shown in the diagram. They are upstage right, upstage centre, upstage left. Stage right, centre stage and stage left. Downstage right, downstage centre and downstage left.

Physical drama skills

Mime: Acting through body movement without the use of speech.

Body language: The non verbal way in which a person communicates their physical and mental state through using facial expressions, gesture and posture.

Facial Expressions: Using the face to convey emotions or feelings eg anger, sadness, frustration

Gesture: A movement of the head, hand or other body part to express meaning eg waving

Posture: The position in which a person holds their body when standing or sitting. Eg, slouched or upright.

Exaggeration: Making acting more dramatic, sometimes used as a comedic affect.

Gait: A persons manner of walking

Slapstick: A type of physical comedy characterized by humour. It is based around mild, comic violence (fighting in a humorous way).

Director

A director is responsible for the overall creative vision of the show. They have to bring the different elements of the production together to produce a cohesive final production, having meetings with the design team at various stages during a production. They will also direct the performers and help them to develop their characters in rehearsals ahead of the final performance

Key words

Devise: Making up your own performance working together in a group.

Rehearsal: A practice or trial performance of a play

Dialogue: A conversation between two or more characters.

Role Play: Act out or perform the part of a person or character

Evaluate: Comment on your own work or that of others considering what well, and

Technique: A skill used to benefit a performance.

Improvisation: A performance which is made up spontaneously (on the spot).

Purpose: Why did you do it like that, what is the effect you want on an audience?

Levels: They can be created through position of the body, set or staging. They show action in a different place/time and can reflect relationships

Script: Written by the Playwright, which tells the actors what to say and do.

Stage Directions: This tells the actors what to do and are often written in Italics.

Performer

A performer might be an actor, singer or dancer whose job it is to perform within a production. They will usually audition in front of the director and a casting director to get their part. They begin their work in the rehearsal room with the director before performing on stage in front of an audience. They must ensure that they maintain a high-quality performance each night during the run of the show.

Charlie Chaplin facts

- Sir Charles Spencer Chaplin (16 April 1889 – 23 December 1977) was an English comic actor, film maker and composer who rose to fame in the era of Silent film.
- He became a worldwide icon through his screen persona and is considered one of the most important figures in the history of the film industry.
- His career spanned more than 75 years from childhood in the Victorian era until a year before his death.
- He started performing as a child. The first time was age 5 in front of a crowd of soldiers.
- In 1915 Charlie took part in a lookalike competition. The judges did not recognize him and he came 3rd place.
- He became rich very quickly and made his first film in 1914.
- He was a great musician and composer. He composed the music to many of his movies despite not having any formal music training.
- He was friends with Albert Einstein and Walt Disney.
- He had 11 children
- He is best remembered for his recurring silent film character 'The Little Tramp' and his cheekiness. He played the same character in most of his films.

Year 7 – Knowledge Organiser – Autobiographical Writing

Context

In this writing unit, the study of autobiographical writing provides you with a stimulus in order to consolidate and build upon previous learning. This will enable you to develop your own appropriate authorial voice, culminating in a piece of creative writing.



What is an autobiography?

The origins of the word – from the Greek "AUTOS" meaning –self and "BIOS" meaning –life. This then means that it is a self-written account of one's life.

Content Covered

Interview a partner and provide oral feedback to the class

- Using Standard English confidently in a range of formal and informal contexts, including classroom discussion

Studying an extract from Roald Dahl Boy

- Making inferences and referring to evidence in the text

Additional Bear Grylls extracts for analysis. Other autobiographical extracts

- Drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing.

Vivid memory from childhood – using your own experiences

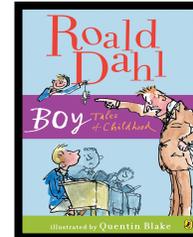
- Considering how their writing reflects the audiences and purposes for which it was intended
- Amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness

Prepare a 3 minute presentation to the class about self: hobby, interest etc.

- Giving short speeches and presentations, expressing their own ideas and keeping to the point

Key Vocabulary

Autobiography	A book that somebody writes about their own life
Biography	A book that somebody writes about another person's life
Chronological	The order that things happened
First person	Written from the character's perspective using the word 'I' or 'me', etc.
Third person	Not written from the character's perspective, using he or she.



Methods writers use to make their autobiographies interesting to read.

Simile – A comparison made using 'as' or 'like'

Metaphor – Describing something as though it is something else

Personification – giving human qualities to something that isn't human

Adjectives – describing words

Adverbs – a word that describe a verb

Exaggeration – Describing something as greater or worse than it is/was

Anecdote – a funny story.

Year 7 French - Autumn One

Week 1

je	I
tu	you
et	and
petit	short (m)
petite	short (f)
grand	tall (m)
grande	tall (f)
anglais	English nationality (m)
anglaise	English nationality (f)
français	French nationality (m)
française	French nationality (f)
être	to be, being
je suis	I am, I am being
tu es	you are, you are being
bonjour	hello
au revoir	goodbye
écouter	to listen to, listening to
écrire	to write, writing
lire	to read, reading
parler	to speak, speaking

Week 2

il	he
elle	she
il est	he is
elle est	she is
triste	sad
amusant	funny (m)
amusante	funny (f)
calme	calm, quiet
content	glad, pleased (m)
contente	glad, pleased (f)
intelligent	intelligent (m)
intelligente	intelligent (f)
malade	ill
mais	but
méchant	mean (m)
méchante	mean (f)
merci	thank you
ou	or

Week 3

avoir	to have, having
j'ai	I have, I am having
il a	he has, he is having
elle a	she has, she is having
un	a, an (m)
une	a, an (f)
une chambre	a bedroom
une chose	a thing
une idée	an idea
une règle	a ruler
un animal	an animal, a pet
un chien	a dog
un portable	a mobile phone
ce/c'	this, that
bon	good (m)
qui ?	who?

Week 4

tu as	you have, you are having
un vélo	a bike, a bicycle
une voiture	a car
un ordinateur	a computer
cher	expensive (m)
chère	expensive (f)
moderne	modern
rapide	fast, quick
voici	here is
un livre	a book
oui	yes
non	no
comment ça s'écrit ?	How do you spell that?

Week 5

il	he, it
elle	she, it
drôle	funny
vrai	true
faux	false
intéressant	interesting (m)
intéressante	interesting (f)
sympa/sympathique	nice
un ami	a friend (m)
une amie	a friend (f)
un chanteur	a singer (m)
une chanteuse	a singer (f)
un professeur	a teacher (m)
une professeure	a teacher (f)
un homme	a man
une femme	a woman

Week 6

le	the (m)
la	the (f)
les	the (pl)
l'acteur (m)	male actor
l'actrice (f)	female actor
le garçon	boy
la fille	girl
la personne	person
la phrase	sentence
le mot	word
le médecin	male doctor
la médecin	female doctor
l'anglais (m)	English language
le français	French language
en	in

Week 7

faire	to do, to make
je fais	I do, make
tu fais	you do, make
il fait	he does, makes
elle fait	she does, makes
les courses (f pl)	food shopping
l'activité (f)	activity
la cuisine	cooking
les devoirs (m pl)	homework
le lit	bed
le ménage	housework
le modèle	model
ça	that
quoi ?	what?

Year 7 Spanish - Autumn 1

Week 1

en	in
estar	to be, being (location/state)
estoy	I am (location/state)
estás	you are (location/state)
está	s/he is, it is (location/state)
hasta luego	see you later
¿Dónde?	Where?
el norte	north
el sur	south
hola	hello
Inglaterra	England
España	Spain

Week 2

no	no
muy	very
sí	yes
¿Cómo?	How? Sorry?
hoy	today
blanco	white (m)
blanca	white (f)
seguro	sure, certain (m)
segura	sure, certain (f)
serio	serious (m)
seria	serious (f)
raro	strange (m)
rara	strange (f)
tranquilo	calm, tranquil (m)
tranquila	calm, tranquil (f)
nervioso	nervous (m)
nerviosa	nervous (f)
listo	ready (m)
lista	ready (f)
tonto	silly (m)
tonta	silly (f)
¿Cómo se dice en español?	How do you say it in Spanish?
¿Cómo se dice en inglés?	How do you say it in English?

Week 3

ser	to be, being (for traits)
soy	I am (for traits)
eres	you are (for traits)
es	s/he is, it is (for traits)
y	and
alto	tall (m)
alta	tall (f)
bajo	short (m)
baja	short (f)
marca	mark
una opción	option
correcto	correct (m)
correcta	correct (f)
alegre	cheerful
simpático	nice, friendly (m)
simpática	nice, friendly (f)
guapo	good-looking (m)
guapa	good-looking (f)

Week 4

un	a, an (m)
una	a, an (f)
tener	to have, having
tengo	I have
tienes	you have (singular)
tiene	s/he has, it has
¿qué?	what?
nuevo	new (m)
nueva	new (f)
una casa	a house
un libro	a book
papel	paper
una cama	a bed
una cámara	a camera
una letra	a letter (of the alphabet)
una frase	a phrase, sentence
un barco	a boat
una moneda	a coin
un gato	a cat
una bicicleta	a bicycle
un bolígrafo	a pen
lee	read (command)

Week 5

una palabra	a word
un amigo	a male friend
una pregunta	a question
una planta	a plant
un teléfono	a telephone
un caballo	a horse
una revista	a magazine
una tarea	a task
un periódico	a newspaper
una botella	a bottle
también	also, too
unos	some (m)
unas	some (f)

Week 6

¿quién?	who?
llegar	to arrive, arriving
con	with
una amiga	a female friend
tarde	late
temprano	early
la música	music
importante	important
bien	well
hablar	to speak, to talk
escuchar	to listen, listening
comprar	to buy, buying
bailar	to dance, dancing
otra vez	again
una pareja	a pair

Week 7

necesitar	to need, needing
usar	to use, using
llevar	to wear, wearing
un zapato	a shoe
un vaso	a glass
un producto	a product
una bolsa	a bag
una camisa	a shirt
una cosa	a thing
una ayuda	a help
un voluntario	a volunteer
luego	then
gracias	thanks
de nada	you're welcome



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

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

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

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	Sautéing
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

Hygiene	Keeping the workplace and food workers clean which ensures food is safe to eat
Hygiene procedure	The steps you would go through to ensure that a product is produced in a safe and hygienic way
Contamination	Presence in food of harmful substances or bacteria. To spoil or dirty something
Physical contamination	The presence of a foreign body in a food product for example a plaster that has fallen off the food workers hand
Chemical contamination	The presence of unwanted or unsafe chemicals in food
Biological contamination	The presence of harmful microorganisms in food
Danger zone	A temperature of between 5°C and 63°C when bacteria will grow most rapidly
Cross contamination	Safe food being contaminated by unsafe food.
Food poisoning	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.
Symptoms	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:

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

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?



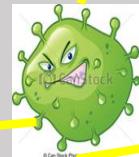
Temperature: bacteria grows when warm



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

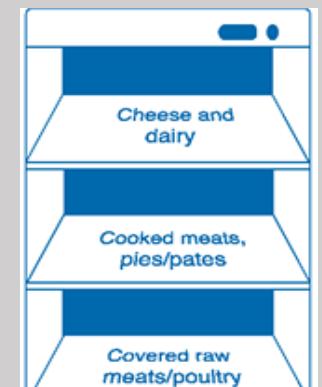
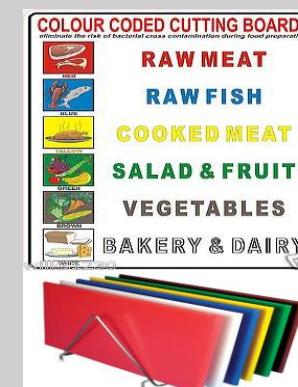
Pathogen	Sources	Symptoms
E coli	Raw meat, untreated milk and water.	Vomiting, blood in diarrhoea, kidney damage or failure
Listeria	Soft cheese, pate, unpasteurised milk, under cooked meat	Mild flu, meningitis and pneumonia
Campylobacter	Meat (chicken) shellfish, untreated water.	Diarrhoea, headache,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



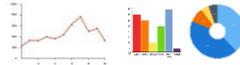
When the concept drawing is finished, the design will be turned into an isometric drawing where the size (**dimensions**) of the parts are finalised. Specific measurements (**metric – CM, MM**) are used so that it can be copied many times (**mass produced**).

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.

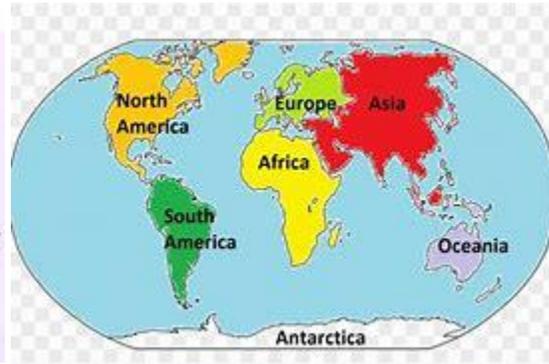
Its important that the product is well received by its target audience so that people buy it and share reviews of it. Companies make a **profit** when they sell items for more than the price of making it. .

Geography

Year 7: Map Skills

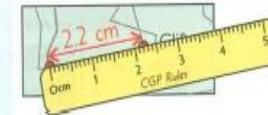
- Continents
- Compass directions
- Grid references
- Scale and distance
- Relief and contours
- OS map symbols

Compass Points

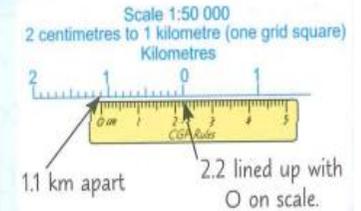


Two Steps to Find a Distance

1 Measure distance on map.



2 Compare distance to scale.

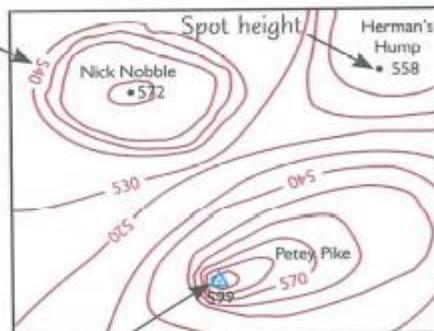


Contours and Spot Heights

Contour lines join points of equal altitude.

Height above sea level / altitude (m)

Lines close together = steeper slope



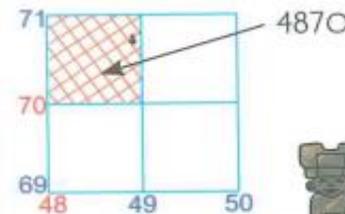
Trigonometrical (trig) point — highest point in area (m).



Grid References

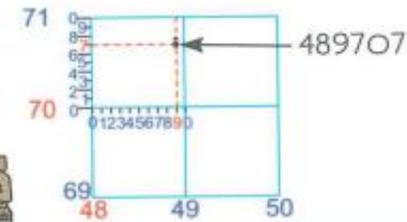
Four Figure:

- First two figures = value for left edge of square.
- Last two figures = value for bottom edge of square.



Six Figure:

- Divide square into tenths across and up.
- First three figures = value for left edge of square and number of tenths across.
- Last three figures = value for bottom edge of square and number of tenths up.

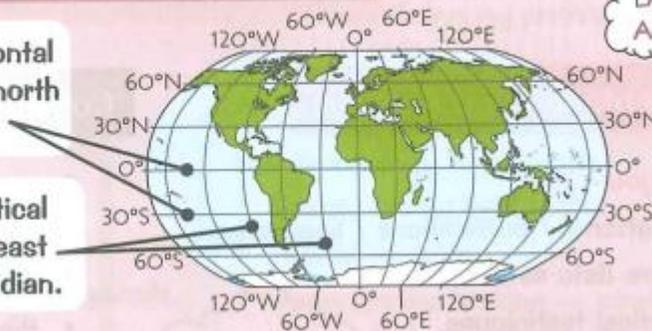


Across value = easting.
Up value = northing.

Latitude and Longitude — Global Coordinates

LATITUDE LINES — Horizontal lines measuring distance north or south of the equator.

LONGITUDE LINES — Vertical lines measuring distance east or west of the Prime Meridian.



Latitude lines go Across the globe.

The Prime Meridian runs through Greenwich, London.

Ordnance Survey (OS®) Symbols

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



Year 7 History Knowledge Organiser Half-term 1: History skills and Anglo-Saxon and Norman England

History skills

Chronology

Chronology is the study of exactly when things happened. When historians put events in **chronological order** they put them in the order that they happened.

Millennium- 1000 years.

Century- a period of 100 years.

Decade- ten years.

BCE (BC)- Before Common Era (before Christ)

CE (AD)- Common Era (Anno Domini)

Finding out which year is in which century can be tricky business. The easiest way to decide is to cover the last two numbers up and add one. For example 1459- 1459 + 1 =15 so the century is the Fifteenth Century.

Using evidence

- Historians use different terms for different types of evidence. These are written evidence for things like newspapers, spoken evidence for things such as interviews and physical evidence for objects.
- Once we know the type of historical evidence we have, we need to decide if it was made at the time of the event and therefore is a primary source; or if it has been made later by people who weren't at the event, making it a secondary source.

When we use sources in history we look at the following:

Content – What is in the source?/ What is it about?

Provenance – this is information about a source that we can learn from the caption that is with a source- its *nature, origins and purpose*.

Nature: type of source and does this affect its utility?

Origin: where and when was it produced, would the person producing it have a one-sided view?

Purpose: reason for it source being created, how reliable is the source?

Context – Linking your own knowledge to details of the source. Does it have any limitations or miss out information? How accurate is the source? (does it match your knowledge. How typical is the source?)

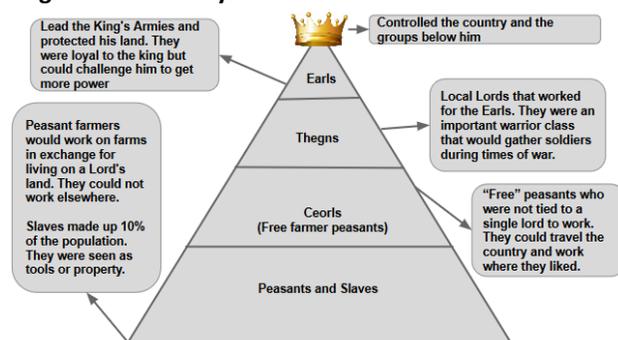
Inference- means 'reading between the lines'- working out things a source suggests without directly saying it.

The Tollund man

A body was found in a peat bog on Tollund Fen in Denmark in May 1950. Two men were digging peat for burning. As they worked they suddenly saw in the peat layer a face so fresh they thought they had come across a recent murder. They called the police. The men carefully removed the peat from the body till more of him could be seen. The man lay on his right side as if he was asleep. He wore no clothes, except for a pointed skin cap and a smooth hide belt. His hair was cut short. Round the neck was a rope noose and an iron neck ring. It was drawn tight around his neck and throat. The body actually dates back to the 4th Century BC.

Anglo-Saxon England

Anglo Saxon society:



Powers of the monarchy- included law-making, control of money, landownership, taxation and military power.

Duties of the people- obey the law and use the king's coins. Land holders paid taxes and did military service.

Government

The Witan- a council that advised the king, made up of earls and archbishops.

England was divided into **earldoms**. A powerful **Earl** was in charge of each one. Earldoms were divided into **shires**, each had a local government official called a shire reeve or sheriff. **Shires** were divided into **hundreds**. These were divided into units called **hides**.

Each group of 5 hides had to provide 1 man for the **Fyrd** (which was the king's army and fleet).

The succession crisis

Why was there a succession crisis?

- The king, Edward the Confessor, had no children with his wife. This meant that when he died on 5th January 1066, there was a succession Crisis.
- There was no direct heir to the throne
- Several men made a claim to the throne. At least 2 of these said that Edward had promised them the throne.
- The king's council of advisors, the Witan, had to make the decision that it thought was best for England BUT they also thought about how their decision could benefit them.

Who made a claim to the throne?

- Harold Godwinson- he was English, a powerful earl and warrior, his whole family controlled earldoms in England. He claimed Edward himself had chosen him to be king on his death bed.
- Edgar Aethling- was only about 14 and lacked power BUT he was a direct relative of Edward
- Harald Hardrada- a Viking warrior with a fleet of ships and soldiers. His claim was based on a secret deal by Vikings in the past
- William duke of Normandy- a great warrior. Claimed that Edward had chosen him as king AND that Harold Godwinson had promised to support him.

1066

5th January- death of Edward the Confessor

6th January- coronation of Harold Godwinson

8 September- Southern Fyrd disbanded

19th September- Harold hears that Harald Hardrada, king of Norway, had invaded England with Tostig

20th September- Northern Earls defeated at Gate Fulford.

25th September at the Battle of Stamford Bridge Harold Godwinson defeated Hardrada and Tostig

28th September- **William Duke of Normandy** invaded England. A few days later Harold marched south.

14th October- Harold faced William in battle at Hastings on 14th October and was killed.

Email Vocabulary

Email	Electronic mail - a method of exchanging messages between people using electronics and email addresses.
Email address	The address of an electronic post-box that can receive (and send) email messages on a network.
Domain	The group to which an email address belongs.
Attachment	A document which is sent with an email.
Forward	To send an email that you have received to another person.
Carbon Copy	(CC) used to add more than one recipient to an email.
Blind Carbon Copy	(BCC) used to hide recipients from one another.
Subject	A brief description of what will follow in an email.
Flags	Used to remind the user of an email that has been sent or received by notifying them after a certain amount of time.
Importance	How urgent an email is – an email can be set to high or low importance.
Email signature	A method of putting the same information at the bottom of each sent email – usually name, organisation.
Check names	Checks the names and email addresses that have been typed in to make sure it is possible to send emails to them.

E-safety Vocabulary

File	An object on a computer that stores data, information, settings, or commands used with a computer program.
Folder	A way to organize computer files. A folder is a storage space that many files can be placed into to group them together and organize the computer.
Internet	A global computer network made up of interconnected networks via dedicated routers and servers.
E-safety	Maximizing personal safety and security risks to private information and property associated with using the internet
Username	Identification used by a person with access to a computer, network, or online service. (eg. 17B1...)
Password	A secret word, phrase, or string of characters that allows access to a computer, interface, or system.
Private information	Information that can be used to identify, contact or locate a person.
Public information	Information that has been made available for anyone to access.
Inappropriate content	Content that is not suitable for its setting – this could include offensive, illegal or irrelevant images or text.
Social media	Websites and applications that enable users to create and share content or to participate in social networking.
Privacy settings	Controls available on many social networking and other websites that allow users to limit who can access your profile and what information visitors can see.

How to stay safe on the internet

1. Create complex passwords
2. Boost your network security
3. Use a firewall
4. Stay SMART
5. Keep up to date

Parts of an email address



Protection from online bullying and harassment

Cyberbullying is an extremely unpleasant and upsetting experience. There are several authorised websites that offer advice on how to stay safe online and what to do if Cyberbullying occurs:

BBC Webwise (www.bbc.co.uk/webwise)
 Childline (<http://www.childline.org.uk>)
 ThinkUKnow run by the Child Exploitation and Online Protection centre (CEOP) (www.thinkuknow.co.uk)

The Bullying UK helpline is available on 0808 800 2222, and Childline can be contacted on 0800 1111



ZIP IT
Keep your personal stuff private and think about what you say and do online.



BLOCK IT
Block people who send nasty messages and don't open unknown links and attachments.



FLAG IT
Flag up with someone you trust if anything upsets you or if someone asks to meet you offline.

Types of E-safety Vocabulary

Cyberbullying	The bullying of another person using the internet, mobile phones and other digital devices, with the intent to deliberately upset them.
Netiquette	Correct or acceptable way of communication on the internet.
Cyberstalking	Repeated use of electronic communication to harass or frighten someone.
Online Grooming	Deliberate act taken to befriend and create an emotional connection with a child, resulting in not good intentions.
Cyberpal	A friend who you only communicate with through the internet or cyberspace.
Password	A secret word or phrases that must be used to gain access to something.
Emoji	Small digital image or icon used to express an idea, emotion, etc.
Hacking	Gaining access to a computer, with the intention of stealing data or causing damage.
Download	Copying data from one computer system to another, typically over the internet.
Chat room	A website, or part of a website which allows people to communicate via a computer network in real time.
Spam	An email that is sent to a large number of people and mostly consists of advertising.
SNS	An online platform that allows users to create a public profile and interact with others.

Features of a strong password

1. A mix of letters, capitals, symbols, numbers
2. 8 or more characters
3. No dictionary words
4. No personal information
5. Consider replacing letters with numbers e.g. the letter E and 3

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

	SEMIBREVE 4 beats		CROTCHET 1 beat
	MINIM 2 beats		QUAVER 1/2 beat

F is for "Fumm"

Dis one, **D**at one

Be gone!

Girls and **G**rooms ring finger

Ear picker / **C**up of **tE**a

Notes on the Keyboard

7E Mixtures and Separation

1. Mixtures

Mixture	Two or more substances jumbled together but not joined together.
Suspension	A mixture of a solid and liquid, where the solid bits are heavy enough to settle out if the mixture is left to stand.
Colloid	A mixture of a solid, liquid or gas in a solid, liquid or gas where the substances do not settle out if left to stand.
Dispersed	Spread out without settling out, such as the bits in a colloid.
Opaque	Cannot be seen through- colloids are opaque / cloudy.
Solution	When a substance has dissolved in a liquid.
Transparent	Light can pass through and it can be seen through- solutions are transparent.
Filter	Something through which a liquid is passed to remove suspended pieces of solid.

2. Solutions

Solvent	The liquid in which a substance dissolves to make a solution.
Solute	The substance that has dissolved in a liquid to make a solution.
Dissolve	When a substance breaks up into such tiny pieces in a liquid that it can no longer be seen and forms a solution.

Soluble	Describes a substance that can dissolve in a liquid.
Conservation of Mass	The total mass of a solution is the same as the mass of the dissolved substance plus the mass of the liquid at the start.
Saturated	A solution that contains so much dissolved solute that no more solute can dissolve in it.
Solubility	The amount of a substance that dissolves in a particular solvent at a particular temperature to make a saturated solution.

3. Evaporation

Evaporation	When a liquid changes into a gas. Can be used to separate a liquid from the solid dissolved in it.
Sodium Chloride	The scientific name for table salt that we use on our food.
Rock Salt	When sodium chloride is found in thick layers of rock underground.
Extracting Rock Salt	Can be dug up or mined. Water can be pumped into layers of salt underground, dissolving the sodium chloride which is then pumped to the surface and heated to evaporate the water, leaving behind sodium chloride.
Boiling	When there is liquid turning into a gas in all parts of a liquid- creates bubbles of gas in the liquid.
Boiling Point	The temperature at which a liquid boils.

4. Chromatography

Chromatography	Used to separate substances dissolved in a mixture.
Paper Chromatography	A concentrated dot of a mixture is placed at the bottom of special chromatography paper. The bottom of the paper is dipped into a solvent (such as water). As the solvent moves up the paper it carries the dissolved substances.
Concentrated	A solution that contains a large amount of solute dissolved in a small amount of solvent.
Chromatogram	The results of chromatography such as a dried piece of paper for paper chromatography showing when the dissolved solids have been separated.
How chromatography works	Different substances in a mixture are carried at different speeds, depending on how soluble they are, which separates them out from each other.

5. Distillation

Desalination	Separating water from the salts in salty/sea water to produce fresh drinking water.
Distillation	The process of separating a liquid from a mixture by evaporating the liquid and then condensing it to be collected.
Steam	Water as a gas.

Condenses	When a substance changes from its gas state into its liquid state.
Pure	A single substance that does not have anything else in it. (Pure water only contains water and no dissolved solutes)
Distillation Apparatus	
Solar Still	Energy from the Sun is used to evaporate salty/dirty water which is then condensed, forming pure/clean water.

Lesson	Memorised?
1. Mixtures	
2. Solutions	
3. Evaporation	
4. Chromatography	
5. Distillation	

71 Energy

1. Energy from Food

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

2. Energy Stores and Transfers

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

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

3. Fuels

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

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

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

5. Using Resources

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

Renewable Advantages	No polluting gases Renewable
Renewable Disadvantages	Most not available all the time and only available in specific locations.
Climate Change	Fossil fuels are making the earth warmer due to the carbon dioxide given off when they are burnt.
Efficiency	How much of the energy transferred by a machine is useful.
Using Less Fossil Fuels	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	

Function of the Skeleton

- **Support:** the bones are solid and rigid. They keep us upright and hold the rest of the body – the muscles and organs – in place.
- **Movement:** the skeleton helps the body move by providing anchor points for the muscles to pull against.
- **Structural shape and points for attachment:** the skeleton gives us our general shape such as height and build.
- **Protection:** certain parts of the skeleton enclose and protect the body's organs from external forces e.g. the brain is inside the cranium.
- **Production of Blood Cells:** the bone marrow in long bones and ribs produce red and white blood cells.
- **Mineral Storage:** bones store several minerals e.g. calcium, which can be released into the blood when needed.

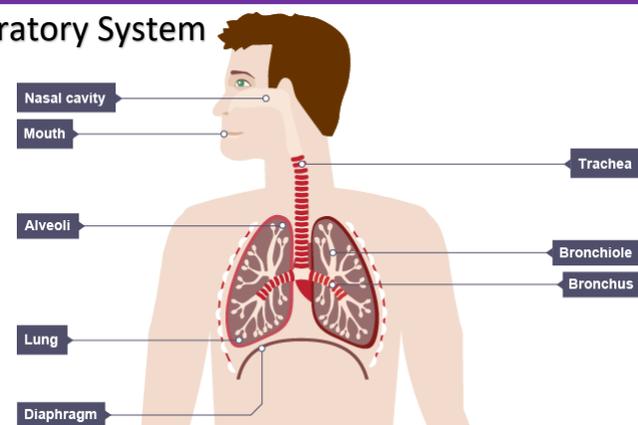
KS3 PE THEORY

Components of Fitness

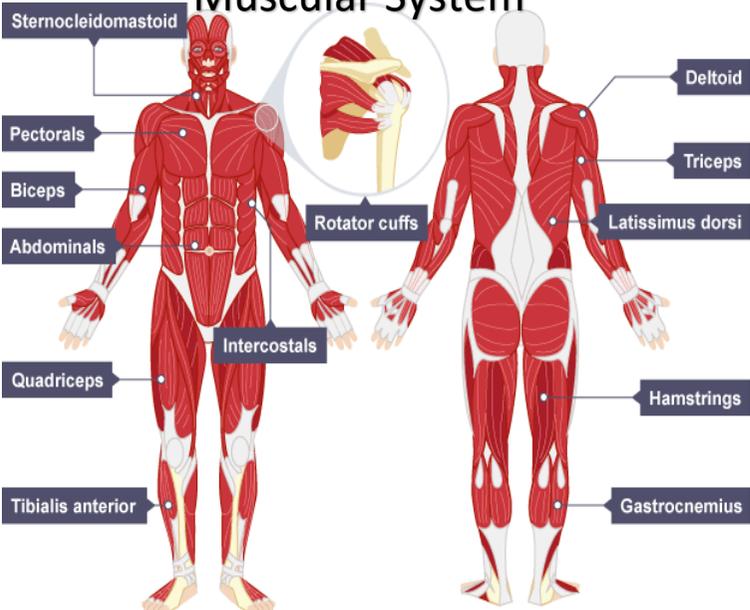
- | | |
|---------------------------|----------------------|
| Cardio-Vascular | Agility |
| Endurance | Balance |
| Flexibility | Co-ordination |
| Muscular Endurance | Power |
| Strength | Reaction Time |
| Body Composition | Speed |



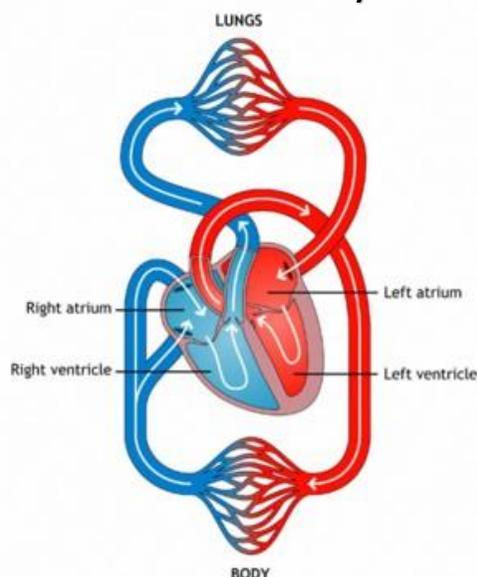
Respiratory System



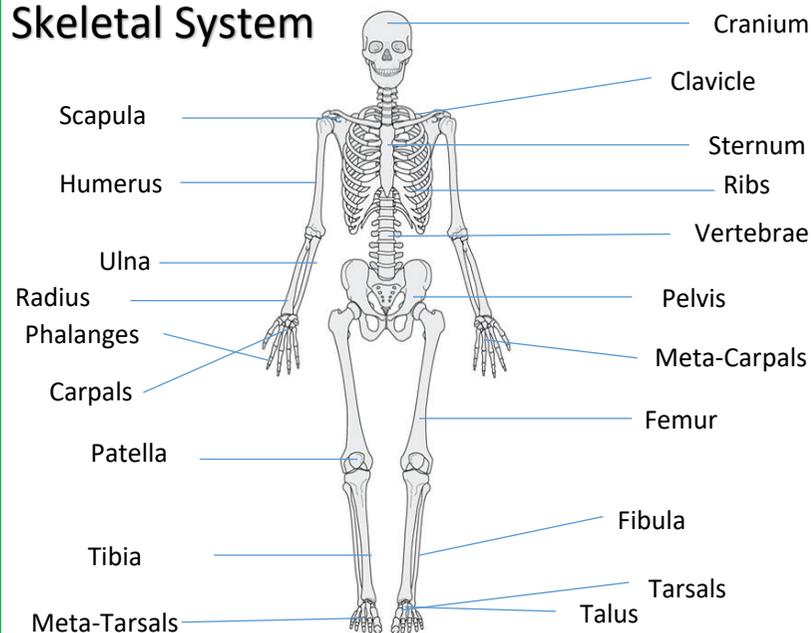
Muscular System



Cardiovascular System

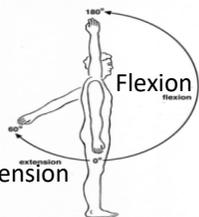


Skeletal System



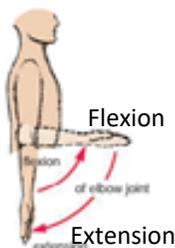
Flexion and extension at the shoulder

- The **Deltoid** causes flexion at the shoulder
- The **Latissimus dorsi** causes extension at the shoulder



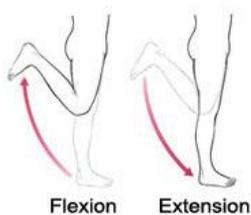
Flexion and extension at the elbow

- The **Biceps** cause flexion at the elbow
- The **Triceps** cause extension at the elbow



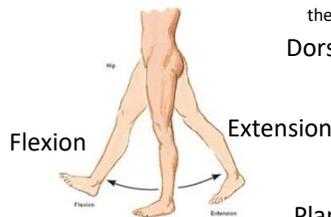
Flexion and extension at the knee

- The **Hamstrings** cause flexion at the knee
- The **Quadriceps** cause extension at the knee



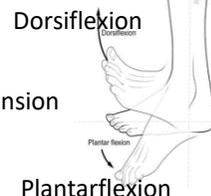
Flexion and extension at the hip

- The **Hip Flexors** cause flexion at the hip
- The **Gluteals** cause extension at the hip



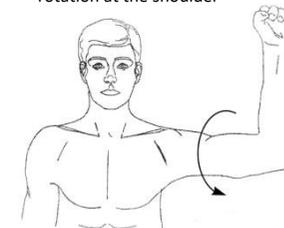
Flexion and extension at the ankle

- The **Tibialis Anterior** causes dorsiflexion at the ankle
- The **Gastrocnemius** cause plantar flexion at the ankle



Movement at a Joint

- Rotation of the Shoulder**
- The **Rotator Cuff** causes rotation at the shoulder



Abduction and Adduction at the shoulder

- The **deltoid** causes abduction at the shoulder
- The **Pectorals / Latissimus Dorsi** cause adduction at the shoulder

