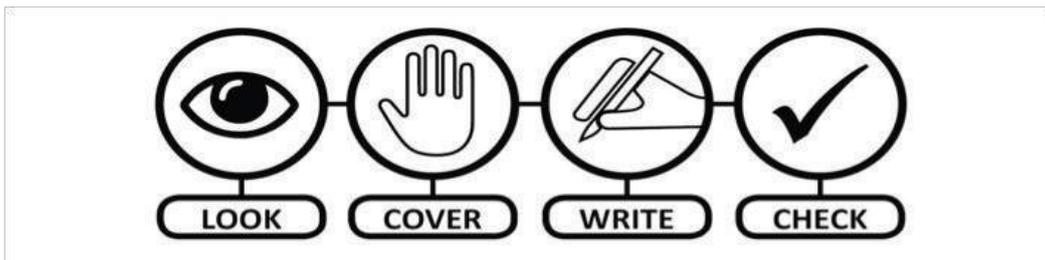




Year 7 Knowledge Organisers: Book 2:

Name:	
Form:	



There is no learning without remembering.

— Socrates

Knowledge Organisers – Guidance for Parents

What are knowledge organisers?

A knowledge organiser is a set of key facts or information that pupils need to know and be able to recall in order to master a unit or topic. Typically an organiser fits onto one page of A4 this helps pupils to visualize the layout of the page which in turn helps them to memorise the information better.

Why are we moving to knowledge organisers?

Typically, most youngsters leave their revision until a few weeks (best case scenario) or days/hours (worst case scenario) before the examinations and tests. This presents a problem. Our short term memory is designed to be just that and has limited capacity. Pupils find themselves unable to retain the information, they become stressed and often give up, convincing themselves they are no good at revising or that they “can’t do subject ‘x’ ”.

The secret to success is to regularly revisit the knowledge to be learned (known as ‘spaced retrieval’). This helps transfer the knowledge from the short-term memory to the long term memory. This not only helps to make ‘learning stick’ but it also frees up our short-term memory for day to day learning and experiences.

How will a knowledge organiser help my child? Suggested activities for parents

Knowledge organisers will be made available at the start of each unit to help them remember what they’re learning and to help them to see the bigger learning journey in their subjects. Instead of forgetting previous learning, pupils continually revisit and retrieve prior learning from their memories.

Most homework set will be linked to all/some aspects of the organiser. This might be to learn keyword spellings or to write an extended response that uses some/all of the knowledge from the organiser. Here are some strategies that might help you to do this.

- Read through the organiser with your son/daughter – if you don’t understand the content then ask them to explain it to you – ‘teaching’ you helps them to reinforce their learning.
- Test them regularly on the spellings of key words until they are perfect. Make a note of the ones they get wrong – is there a pattern to the spelling of those words?
- Get them to make a glossary (list) of keywords with definitions or a list of formulae.
- Read sections out to them, missing out key words or phrases that they have to fill in. Miss out more and more until they are word perfect.

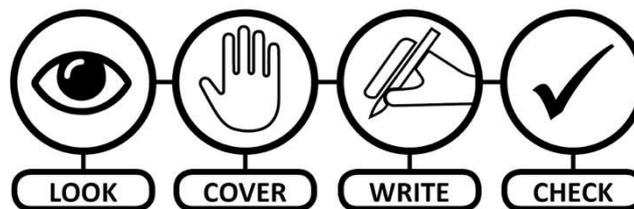
We would recommend that pupils spend thirty minutes per homework learning the knowledge detailed in the organiser. A video on using knowledge organisers can be found at the following link: <https://bit.ly/2MNb2H5>

Knowledge Organisers – Guidance for Pupils

At the start of every 1/2 term, you will be given a knowledge organiser booklet, containing a KO for every subject. These will show you the exact facts, dates, events, characters, concepts and precise definitions that we need you to remember for that topic. Securing this knowledge base will allow you to develop your skills of understanding, analysis and evaluation in lessons more effectively.

You will also be supplied with a knowledge practice book, you will use this book to complete all your home works for all subjects.

How to use a knowledge organiser:



To do this, memorise a section of the organiser then cover up this part of their knowledge organiser, write it out from memory (in a black or blue pen), then self-check and correct any spelling mistakes, missing bits or mistakes (in a purple pen). This way, you will learn the most valuable knowledge in every subject by heart and free up space in their brain to develop your skills

We would recommend that pupils spend thirty minutes per homework learning the knowledge detailed in the organiser.

Your teacher will use low stakes testing to check your learning in your next lesson in the subject.

Year 7 Homework Time table

Day	Homework 1	Homework 2
Monday week 1	English	Art
Tuesday week 1	Maths	Music
Wednesday week 1	Science	Drama
Thursday week 1	RE	Spanish
Friday week 1	History	
Monday week 2	Technology	English
Tuesday week 2	Maths	
Wednesday week 2	PE	Science
Thursday week 2	Computer Science	RE
Friday week 2	Geography	

Homework instructions

Monday 4th November Week 1	English p16-17 <u>Background – context (AO3)</u> Research Robert Louis Stevenson, the Victorian era and key features of gothic genre.	Art p18 Produce a research page on Georgia O’Keefes “Oriental Poppies”. Include written information. Include an image, either a drawing or a print.
Tuesday 5th November Week 1	Maths p8-15 <u>Type your text</u> Using the look, cover, write and check methodology complete the knowledge organiser Page 1 - 7JLG, 7JMLD, 7QCN, 7QDH Page 5 - 7JDH, 7JLMC, 7QMLD, 7QLG	Music Details to be provided by your teacher
Wednesday 6th November Week 1	Science p19-20 7K Forces - columns 1 and 2. Look, cover, write and check. Create flash cards for 5 key words.	Drama p34 Details to be provided by your teacher
Thursday 7th November Week 1	RE p21-22 Key words: look, cover, write and check each key word and meaning.	Spanish p 27-28 Copy out and match the words to the pictures. Learn how to spell the words. Look, cover, write and check.
Friday 8th November Week 1	History p23-24 Use Section A of the Knowledge Organiser: The Norman Conquest. Use the look, cover, write, and check method for all key terms and their definitions (1-11) and the timeline (12-18). This will help you to revise the key knowledge from half-term 1.	
Monday 11th November Week 2	Technology Design and Technology - Polymers p30: Low Stakes Test 1 - Week 2 of Knowledge Organiser (Numbers: 1 – 5) <ul style="list-style-type: none"> • Use KO to recall and explain the importance of five workshop safety rules • Use KO to revise and fully understand the difference between thermoplastics and thermosetting plastics 	English p16-17 <u>Reading, understanding and responding to a text (AO1)</u> Learn the meaning of AO1.

Year 7 Knowledge organiser

	<ul style="list-style-type: none"> • Use KO to name and accurately spell the names of three different thermoplastics • Use the KO to learn and help you to explain what Synthetic plastics and Bio Polymers are made from • Use your KO to enable you to help you to clearly explain the environmental impact of using synthetic plastics and to help you to recognise suitable environmentally friendly alternatives <p>Design and Technology - CAD & CAM p31: Low Stakes Test 1 - Week 2 of Knowledge Organiser (Numbers: 1 – 6)</p> <ul style="list-style-type: none"> • Use KO to understand and explain the abbreviations CAD, CAM and CNC • Use KO to help you to clearly explain two advantages and two disadvantages of using CAD/CAM • Be able to provide one example of CAD software and one example of a CNC machine • Use KO to enable you to accurately identify 2D Design Drawing icons <p>Food p31</p> <ul style="list-style-type: none"> • Use the Knowledge Organiser to learn how to spell the subject specific keywords (1). You will be given a spelling test on any of these words chosen at random. 	
Tuesday 12th November Week 2	Maths p8-15 Complete the written homework task set by your class teacher to be handed in on you next maths lesson for feedback	
Wednesday 13th November Week 2	PE p33 Use the PE Knowledge Organiser on ‘Effects of Exercise’ to complete your homework on Doodle.	Science p19-20 7K Forces - column 3 Look, cover, write and check. Create flash cards for 2 key words.
Thursday 14th November Week 2	Computer Science p29 Create a poster that shows the STAY SAFE ONLINE rules. Add at least one extra rule of your own.	RE- p21-22 Write 5 sentences using as many of the key words as you can.
Friday 15th November Week 2	Geography p25-26 Answer the questions set by your teacher, which are stuck in your Homework book, using the Knowledge Organiser. Use pictures to help you remember the answers. Use the Look, Cover, Write, Check Method to revise for the low stakes test in lesson.	
Monday 17th November	English p16-17 <u>Vocabulary (AO1)</u> Learn the spelling and meaning of the key vocabulary listed as directed by class teacher.	Art p18 Still life drawing: Produce a detailed drawing of 2-3 objects from home. Add detail, add colour.

Tuesday 18th November Week 1	Maths p8-15 Using the look, cover, write and check methodology complete the knowledge organiser Page 2 - 7JLG, 7JMLD, 7QCN, 7QDH Page 6 - 7JDH, 7JLMC, 7QMLD, 7QLG	Music Details to be provided by your teacher
Wednesday 19th November Week 1	Science p19-20 7K Forces - columns 4 and 5. Look, cover, write and check. Create flash cards for 5 key words.	Drama p34 Details to be provided by your teacher
Thursday 20th November Week 1	RE p21-22 Read the parable of the Mustard Seed and make notes.	Spanish p27-28 Copy out and translate the words for the animals. Learn how to spell the words. Look, cover, write and check.
Friday 21st November Week 1	History p23 -24 Use Section B of the Knowledge Organiser: Monarchs in the 12th and 13th centuries. Use the look, cover, write, check method to revise all key terms and definitions (1-12).	
Monday 25th November Week 2	Technology Design and Technology – Polymers p30: Low Stakes Test 2 - Week 4 of Knowledge Organiser (Number: 1 – 8) <ul style="list-style-type: none"> • Use KO to recall, explain and accurately spell the four processes used to form thermoplastics • Use KO to be able to recall and explain the difference between cross filing and draw filing • Use KO to be able to recall and correctly spell the names of workshop tools and equipment Design and Technology - CAD & CAM p31: Low Stakes Test 2 – Week 4 of Knowledge Organiser (Numbers: 7-11) <ul style="list-style-type: none"> • Use KO to be able to explain the correct line colours for cutting and engraving when creating a design using 2D CAD software • Use KO to embed knowledge of Nets, Packaging and Board • Use KO to learn and accurately spell the four scales of production used in manufacturing Food: p32 Learn sections 3, 4 and 5 of the knowledge organiser. Focussing on the function of nutrients in the body.	English p16-17 <u>Character ((AO1 / AO2)</u> Learn the key characters in the novel.
Tuesday 26th November Week 2	Math P8-15 Complete the written homework task set by your class teacher to be handed in on you next maths lesson for feedback	
Wednesday 27th November Week 2	PE p33 Make sure you have completed the PE homework on Doodle on 'Effects of Exercise'.	Science p19-20 7H Atoms, elements and molecules - columns 1 and 2. Look, cover, write and check. Create flash cards for 5 key words.

Thursday 28th November Week 2	Computer Science p29 Use Look, Cover, Write, Check to remember the E-Safety Keywords . You can write the explanation in your own words.	RE p21-22 Read the parable of the Mustard Seed and explain the two most important parts of the parable in your opinion.
Friday 29th November Week 2	Geography p25-26 Answer the questions set by your teacher, which are stuck in your Homework book, using the Knowledge Organiser. Use pictures to help you remember the answers. Use the Look, Cover, Write, Check Method to revise for the low stakes test in lesson.	
Monday 2nd December Week 1	English p16-17 <u>Terminology (AO2)</u> Learn the spelling and meaning of the terminology listed as directed by class teacher.	Art p18 Produce an image of your choice using a range of mark making techniques. IE Pointillism, cross hatching, spirals
Tuesday 3rd December Week 1	Maths p8-15 Using the look, cover, write and check methodology complete the knowledge organiser Page 3 - 7JLG, 7JMLD, 7QCN, 7QDH Page 7 - 7JDH, 7JLMC, 7QMLD, 7QLG	Music Details to be provided by your teacher
Wednesday 4th December Week 1	Science p19-20 7H Atoms, elements and molecules - column 3 Look, cover, write and check. Create flash cards for 6 key words.	Drama p34 Details to be provided by your teacher
Thursday 5th December Week 1	RE p21-22 Read the biography of Saint John Bosco. Look, cover, write and check 5 facts about his life.	Spanish 27-28 Copy out and learn the numbers. Look, cover, write and check. Write the numbers in Spanish.
Friday 6th December Week 1	History p23-24 Use Section B of the Knowledge Organiser: Monarchs in the 12th and 13th centuries. Use the look, cover, write, check method to revise the timeline: dates and events (13-21) and the key people (22-26).	
Monday 9th December Week 2	Technology Design and Technology - Polymers p30: <ul style="list-style-type: none"> Use KO to revise all content in preparation for your formative and summative assessments. Design and Technology - CAD & CAM p31: <ul style="list-style-type: none"> Use KO to revise all content in preparation for your formative and summative assessments. Food: Details to be provided by your teacher	English p16-17 <u>Themes and Plot and Setting (AO1 / AO2)</u> Learn the themes. Give examples where they are being developed throughout the novel. Learn the plot and where key events happen (setting) throughout the novel.
Tuesday 10th December Week 2	Maths p8-15 Complete the written homework task set by your class teacher to be handed in on you next maths lesson for feedback	
Wednesday 11th December	PE- p33 Make sure you have completed the PE homework on Doodle on 'Effects of Exercise'.	Science p19-20 7H Atoms, elements and molecules - column 4. Look, cover, write and check. Create flash cards fo 6 key words.

Thursday 12th December Week 2	<p align="center">Computer Science p29 Who can you report things to?</p> <p>Create your own poster, mind-map or other resource to help children remember who they can report unsafe online content to. Are there any others? Do some research online to find anyone else you can report issues to.</p>	<p align="right">RE p21-22</p> <p>Write your own biography of Saint John Bosco's life.</p>
Friday 13 December Week 2	<p align="center">Geography p25-26</p> <p>Answer the questions set by your teacher, which are stuck in your Homework book, using the Knowledge Organiser. Use pictures to help you remember the answers.</p> <p>Use the Look, Cover, Write, Check Method to revise for the low stakes test in lesson.</p>	
Monday 16th December Week 1	<p align="center">English p16-17 <u>Quotations (AO1)</u></p> <p>Learn key quotations in preparation for formal assessment.</p>	<p align="right">Art p18</p> <p>Research and write an explanation of what pointillism is.</p>
Tuesday 17th December Week 1	<p align="center">Maths p8-15</p> <p>Using the look, cover, write and check methodology complete the knowledge organiser Page 4 - 7JLG, 7JMLD, 7QCN, 7QDH Page 8 - 7JDH, 7JLMC, 7QMLD, 7QLG</p>	<p align="right">Music</p>
Wednesday 18th December Week 1	<p align="center">Science p19-20</p> <p>7H Atoms, elements and molecules - column 5. Look, cover, write and check. Create flash cards for 2 key words.</p>	<p align="right">Drama p34</p> <p>Details to be provided by your teacher</p>
Thursday 19th December Week 1	<p align="center">RE - p21-22</p> <p>Create a mind map of the life of Saint John Bosco and explain how he can inspire young people today to be better people.</p>	<p align="right">Spanish p27-28</p> <p>Revise all the work you have done in your Knowledge Organiser this half term. Look, cover, write, check.</p>
Friday 20th December Week 1	<p align="center">History p23-24</p> <p>Use Section A and Section B of the Knowledge Organisers to use the look, cover, write, and check method for both timelines.</p>	



Probability Line Definitions:

Impossible: Not able to occur, exist or be done.

Unlikely: Not likely to happen, be done, or be true.

Even Chance: Which it is just as likely that something will happen as not happen.

Likely: An event that might well happen or be true.

Certain: Able to firmly relied on to happen or be the case.

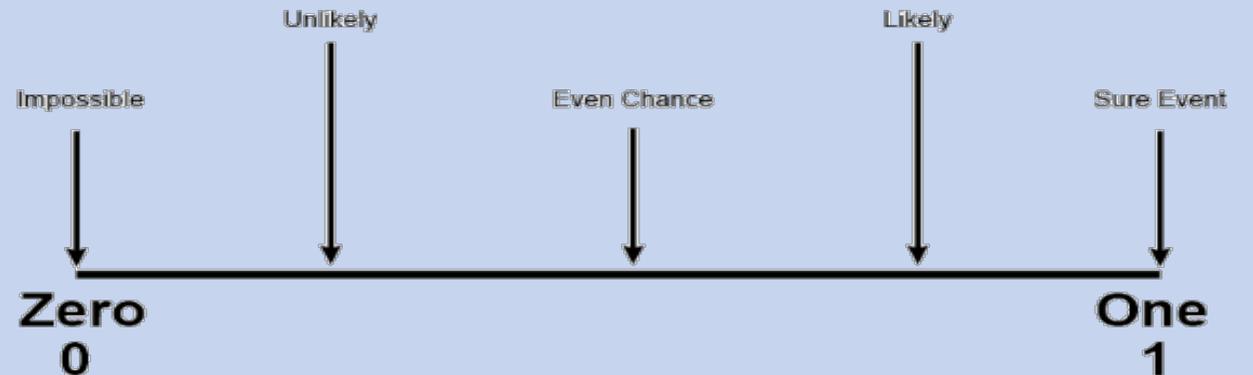
Key Vocabulary

Probability = Is the likelihood or chance of an event occurring.

Division Tables

$2 \div 2 = 1$	$3 \div 3 = 1$	$5 \div 5 = 1$
$4 \div 2 = 2$	$6 \div 3 = 2$	$10 \div 5 = 2$
$6 \div 2 = 3$	$9 \div 3 = 3$	$15 \div 3 = 5$
$8 \div 2 = 4$	$12 \div 3 = 4$	$20 \div 5 = 4$
$10 \div 2 = 5$	$15 \div 3 = 5$	$25 \div 5 = 5$
$12 \div 2 = 6$	$18 \div 3 = 6$	$30 \div 5 = 6$
$14 \div 2 = 7$	$21 \div 3 = 7$	$35 \div 5 = 7$
$16 \div 2 = 8$	$24 \div 3 = 8$	$40 \div 5 = 8$
$18 \div 2 = 9$	$27 \div 3 = 9$	$45 \div 5 = 9$
$20 \div 2 = 10$	$30 \div 3 = 10$	$50 \div 5 = 10$

Probability Line





Probability Facts

In maths, probabilities are usually written as **fractions** or **decimals** between 0 and 1, or **percentages** between 0% and 100%.

Key Vocabulary

Probability: is about estimating or calculating how likely or probable something is to happen. Probabilities can be described in words. For example, the chance of an event happening could be 'certain', 'impossible' or 'likely'.

Division Tables

$4 \div 4 = 1$	$6 \div 6 = 1$	$7 \div 7 = 1$
$8 \div 4 = 2$	$12 \div 6 = 2$	$14 \div 7 = 2$
$12 \div 4 = 3$	$18 \div 6 = 3$	$21 \div 7 = 3$
$16 \div 4 = 4$	$24 \div 6 = 4$	$28 \div 7 = 4$
$20 \div 4 = 5$	$30 \div 6 = 5$	$35 \div 7 = 5$
$24 \div 4 = 6$	$36 \div 6 = 6$	$42 \div 7 = 6$
$28 \div 4 = 7$	$42 \div 6 = 7$	$49 \div 7 = 7$
$32 \div 4 = 8$	$48 \div 6 = 8$	$56 \div 7 = 8$
$36 \div 4 = 9$	$54 \div 6 = 9$	$63 \div 7 = 9$
$40 \div 4 = 10$	$60 \div 6 = 10$	$70 \div 7 = 10$

Finding Probability

The probability of an event = $\frac{\text{the number of ways the event can occur}}{\text{the total number of possible outcomes}}$

If you take an unbiased dice with 6 sides calculate the probability that you will roll an even number?

There are 6 sides in total on an unbiased dice and there are 3 even numbers. (2, 4 and 6).

Therefore the probability of rolling an even number on an unbiased dice is $\frac{3}{6}$. This also can be simplified to $\frac{1}{2}$



Dividing by powers of 10

WAGOLL: Work out $5700 \div 100 = 57$

1000	100	10	1	.	$\frac{1}{10}$	$\frac{1}{100}$	$\frac{1}{1000}$
5	7	0	0	.			
		5	7	.	0	0	

X10 Digits move RIGHT 1 space
X100 Digits move RIGHT 2 spaces
X1000 Digits move RIGHT 3 spaces



Key Vocabulary

Percent: One part of a hundred

Converting from Percentages to Decimals

Key note:

Percentages are out of a hundred
You divide a percentage by 100 to convert into a decimal

WAGOLL 1:

Convert 40% into a decimal

$$40\% \div 100 = 0.4$$

WAGOLL 2:

Convert 35% into a decimal

$$35\% \div 100 = 0.35$$

Short Division

You should **ALWAYS** use the bus stop method when you have a division you can **NOT** do mentally.

WAGOLL 1:

Work out $95 \div 5 = 19$

$$\begin{array}{r} 19 \\ 5 \overline{) 95} \end{array}$$

WAGOLL 2:

Work out $954 \div 6 = 159$

$$\begin{array}{r} 159 \\ 6 \overline{) 954} \end{array}$$



Dividing by Powers of 10

WAGOLL: Work out $46 \div 1000 = 0.046$

1000	100	10	1	.	$\frac{1}{10}$	$\frac{1}{100}$	$\frac{1}{1000}$
		4	6	.			
			0	.	0	4	6

X10 Digits move RIGHT 1 space
X100 Digits move RIGHT 2 spaces
X1000 Digits move RIGHT 3 spaces



Key Vocabulary

Percent: One part of a hundred

Converting from Percentages to Decimals

Key note:

Percentages are out of a hundred
You divide a percentage by 100 to convert into a decimal

WAGOLL 1:

Convert 4% into a decimal

$$4\% \div 100 = 0.04$$

WAGOLL 2:

Convert 125% into a decimal

$$125\% \div 100 = 1.25$$

Dividing with 2 digits

WAGOLL:

Work out $748 \div 22$

1) Set out the division $22 \overline{)748}$

2) Write out the first few multiples of the number you are dividing by: 22, 44, 66, 88, 110, 132....

3) Use the multiples to work out the division and carry over any remainders.

$$\begin{array}{r} 034 \\ 22 \overline{)748} \end{array}$$



Metric Conversion (Weight)

Metric units of weight include grams (g), kilograms (kg) and metric tonnes (tn)

The conversion are as follows:

$$1000\text{g} = 1 \text{ kg}$$
$$1000\text{kg} = 1 \text{ tonne}$$

Key Vocabulary

Conversion = The process of changing or causing something to change from one form to another.

Metric = A system or standard of measurement.

Metric Conversion (Distance)

10mm = 1cm	100cm = 1m	1000m = 1km
20mm = 2cm	200cm = 2m	2000m = 2km
30mm = 3cm	300cm = 3m	3000m = 3km
40mm = 4cm	400cm = 4m	4000m = 4km
50mm = 5cm	500cm = 5m	5000m = 5km
60mm = 6cm	600cm = 6m	6000m = 6km
70mm = 7cm	700cm = 7m	7000m = 7km
80mm = 8cm	800cm = 8m	8000m = 8km
250mm = 25cm	1000cm = 10m	20000m = 20km

Metric Conversion (Distance)

Metric units of length include: Millimetres (mm), Centimetres (CM), Metres (M) and kilometres.

10mm is worth 1cm
100cm is worth 1m
1000m is worth 1km



Probability Line Definitions:

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Even Chance: Which it is just as likely that something will happen as not happen.

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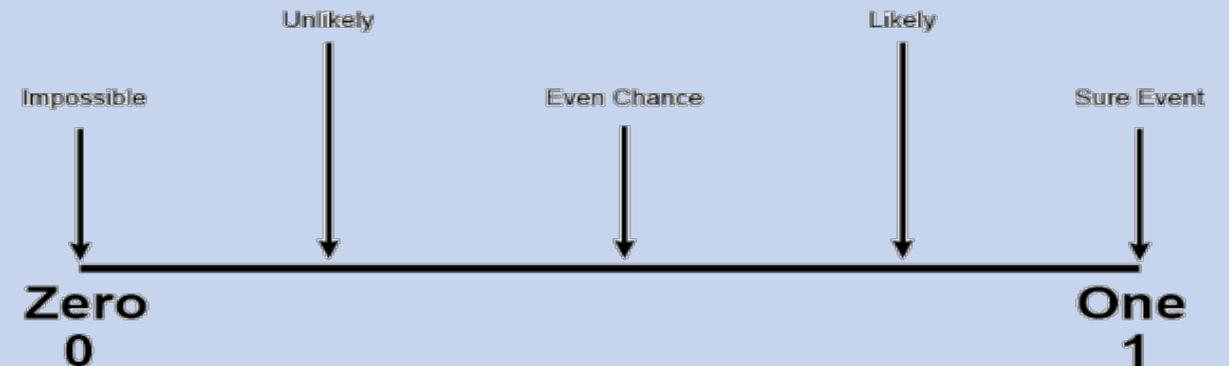
Key Vocabulary

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$8 \div 2 = 4$	$12 \div 3 = 4$	$20 \div 5 = 4$
$10 \div 2 = 5$	$15 \div 3 = 5$	$25 \div 5 = 5$
$12 \div 2 = 6$	$18 \div 3 = 6$	$30 \div 5 = 6$
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$18 \div 2 = 9$	$27 \div 3 = 9$	$45 \div 5 = 9$
$20 \div 2 = 10$	$30 \div 3 = 10$	$50 \div 5 = 10$

Probability Line





Multiplying by Powers of 10

WAGOLL: Work out $34 \times 100 = 3400$

1000	100	10	1	.	1	10	100	1000
				.	4	3		
				.	0	0	4	3

X10 Digits move LEFT 1 space
 X100 Digits move LEFT 2 spaces
 X1000 Digits move LEFT 3 spaces

→

Key Vocabulary

Percent: One part of a hundred

Multiplying with 2 digits

Multiply with the digit 5 first

$5 \times 3 = 15$ (carry the 1 into the tens)

$5 \times 2 = 10$ (carry the 1 into the hundreds)

You **MUST** always put a place holder (a zero) on the second line as we are moving onto the

tens column

Now multiply with the digit 4.

$4 \times 3 = 12$ (carry the 1 into the hundreds)

$4 \times 2 = 8$

Finally, add the two values together

WAGOLL:

Work out 23×45

$$\begin{array}{r} 23 \\ \times 45 \\ \hline 115 \\ 1020 \\ \hline 1135 \end{array}$$

Converting from Decimals to Percentages

key note:

Percentages are out of a hundred

You multiply a decimal by 100 to convert into a percentage

WAGOLL 1:

Convert 0.5 into a percentage

$$0.5 \times 100 = 50\%$$

WAGOLL 2:

Convert 0.25 into a percentage

$$0.25 \times 100 = 25\%$$



Multiplying by Powers of 10

WAGOLL: Work out $0.35 \times 1000 = 350$

1000	100	10	1	.	$\frac{1}{10}$	$\frac{1}{100}$	$\frac{1}{1000}$
			0	.	3	5	
	3	5	0	.			

X10 Digits move LEFT 1 space
 X100 Digits move LEFT 2 spaces
 X1000 Digits move LEFT 3 spaces



Key Vocabulary

Percent: One part of a hundred

Converting from Decimals to Percentages

Key note:

Percentages are out of a hundred
 You multiply a decimal by 100 to convert into a percentage

WAGOLL 1:

Convert 0.25 into a percentage

$$0.25 \times 100 = 25\%$$

WAGOLL 2:

Convert 0.673 into a percentage

$$0.673 \times 100 = 67.3\%$$

Multiplying with 2/3 digits

WAGOLL:

Work out 123×45

$$\begin{array}{r} 123 \\ \times 45 \\ \hline 615 \\ 4920 \\ \hline 5535 \end{array}$$

Multiply 123 with the digit 5 first

You **MUST** always put a place holder (a zero) on the second line as we are moving onto the tens column

Now multiply 123 with the digit 4.

Finally, add the two values together

Knowledge Organiser: The Strange Case of Dr Jekyll and Mr Hyde by Robert Louis Stevenson

(English Literature)

Chapter - summary		Character	Themes
1 The Story of the Door	Passing a strange-looking door whilst out for a walk, Enfield tells Utterson about incident involving a misshapen man (Mr Hyde) trampling on a young girl. The man paid the girl compensation with a cheque from a respectable man. Enfield says the odd man had a key to the door.	Dr Henry Jekyll Mr Edward Hyde	<p>Duality: Many contrasts in terms of setting, character and themes including: reality vs appearance, Jekyll and Hyde, light and dark, the good and evil side of someone, upper class London and working class, the idea that humanity is dual in nature. (ambiguous/blurred lines - not black & white)</p> <p>Science and the unexplained: The laboratory is the main setting of the mysterious events in the story. It is not regarded as a place of science, but as somewhere strange. Some men of science are frightened and disgusted, such as Lanyon. The unnatural appearance and behaviour of Hyde makes Utterson both curious and suspicious. Fear lurks in all of the characters – the threat of madness and of a new world, of new science, new disorders that traditional science cannot reason with or explain.</p> <p>Religion: Reference to Satan, God religion and charity work. The men discuss various religious works. Mr Hyde's evilness is shown as he defaces Dr Jekyll's favourite religious work. Mr. Hyde is often likened to Satan. Christianity and strong religious beliefs were held in Britain when RL Stevenson wrote this novel.</p> <p>Good vs Evil: The encounters that Hyde has with other characters, particularly with the murder Danvers Carew, show evil and wickedness. It can also be seen with the differences between Hyde and Jekyll. Utterson is a consistently good man who wants to help those who do wrong rather than judge them.</p> <p>Gothic: The key features of the gothic genre are shown through the: setting e.g. the alleyway, character (Hyde), the plot, the vicious murder of Carew, the weather.</p> <p>Hypocrisy: this is shown through the reactions to Hyde's appearance. No-one can pinpoint what it is that is actually repugnant or disgusting but he seems to create this reaction in all who encounter him. Stevenson shows that Hyde may represent the dark side which is present in all people, but the characters in the novel do not recognise this.</p> <p>Reputation and silence: Each man seems to be isolated from every other, and there is a sense that this masculine world has been hushed by the need to maintain social reputation. They keep their secrets, letters and documents, addressed, sealed and enclosed in safes. The dependence on these sheets of paper for the unravelling of the mystery creates a sense of silence and isolation about each character. The men in the novel avoid gossip. Through Mr. Hyde, Jekyll believes he can maintain his reputation while enjoying his darker urges.</p>
2 In Search for Hyde	Utterson looks at Dr Jekyll's will and discovers that he has left his possessions to Mr Hyde in the event of his disappearance. He visits Dr Lanyon, who no longer speaks with Jekyll due to Jekyll's latest line of research. Intrigued, Utterson watches the door and sees Hyde unlock it, and is shocked by his appearance. Utterson then goes to warn Jekyll. Jekyll isn't in, but Poole tells him that the servants have been told to obey Hyde.	Gabriel Utterson Dr Hastie Lanyon	
3 Dr Jekyll was quite at Ease	Two weeks later, Utterson goes to a dinner party at Jekyll's house and tells him about his concerns. Jekyll laughs off his worries, but he makes Utterson promise that he will carry out his will, should it come to it.	Richard Enfield	
4 The Carew Murder Case	Nearly a year later, an elderly gentleman is murdered in the street by Hyde. A letter to Utterson is found on the body. The murder weapon was a broken walking cane of Jekyll's. He takes the police to Jekyll's house to find Hyde, but are told he has not been there for two months. They find the other half of the cane and signs of a quick exit.	Poole Sir Danvers Carew	
5 The Incident of the Letter	Utterson goes to Jekyll's house and finds him 'looking deadly sick'. He asks about Hyde but Jekyll shows him a letter that says he won't be back. Utterson believes the letter has been forged by Jekyll to cover for Hyde. That night, he asks his clerk Mr Guest (a handwriting expert) to look over the letter. He compares the it with some of Jekyll's stating they were written with the same hand.	Mr Guest	
9 Dr Lanyon's Narrative	The contents of Lanyon's letter tells of how he received a letter from Jekyll asking him to collect chemicals, a vial and notebook from Jekyll's laboratory and give it to a man who would call at midnight. A grotesque man arrives and drinks the potion which transforms him into Jekyll, causing Lanyon to fall ill.		
10 Henry Jekyll's Full Statement of the Case	Jekyll tells the story of how he turned into Hyde. It began as a scientific investigation into the duality of human nature and an attempt to destroy his 'darker self'. Eventually he became addicted to being Hyde, who increasingly took over and destroyed him.		

Quotations

"He is not easy to describe... something down-right detestable"

"damned Juggernaut...like Satan"

"Such unscientific balderdash"

"labyrinth"

"If he be Mr Hyde then I shall be Mr Seek"

"pale and dwarfish"

"the moment I choose, I can be rid of Mr Hyde"

"fog rolled over"

"clubbed him to the earth...with ape-like fury"

"dingy windowless structure"

"deep-seated terror of the mind"

"Lanyon declared himself a doomed man"

"If I am the chief of sinners, I am the chief of sufferers"

"abject terror and despair...froze the blood"

"there's been some foul play"

"God grant there be nothing wrong"

"a monkey jumped from among the chemicals"

"pious work annotated with startling blasphemies"

"something seizing, surprising and revolting"

"man is not truly one, but truly two"

Vocabulary

mysterious

supernatural

grotesque

setting

melancholy

villain

overwrought
emotions

solitude

morals

death

hypocrisy

duality

darkness

identity

eerie

deformity

Satan

evil

Terminology

pathetic fallacy

structure

symbol

gothic

character

protagonist

antagonist

tension

Drama

narrative

multiple
narrators/perspectives

personification

simile

metaphor

irony

imagery

atmosphere

plot

Context

The term 'gothic' comes from the Germanic tribe 'the Goths'. In Medieval times people often lived in fear due to superstition and ignorance. Castles with gargoyles were built to ward off evil spirits. This architecture is known as 'gothic' e.g. Notre Dame. Gothic writing became popular through the Victorian ghost story.

Robert Louis Stevenson - born in Edinburgh, yet had the dual identity of being both Scottish and British. Edinburgh was a city of two sides - he was raised in the wealthy New Town area, but spent his youth exploring the darker, more sinister side of town. Although set in Victorian London, the Old Town - full of poverty and desperation - is where much of the events in the novel take place during the night.

The Industrial Revolution - population moves from country to towns. Scientific exploration, new machinery and inventions. Darwin's *The Origins of Man* was published and suggested a theory that unsettled Victorians that man was, in fact, descended from apes. Stevenson would have been aware of this theory and may have influenced his ideas of 'the beast in man'. Religion vs. science. Religious people believed that you should not go against God and what he created but then scientists such as Dr Jekyll manipulated DNA.

Assessment Objectives

AO1: Read, understand and respond to texts. students should be able to:

- maintain a critical style and develop an informed personal response
- use textual references, including quotations, to support and illustrate interpretations

AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.

AO3: (NB: not tested I Year 7)

Show understanding of the relationships between texts and the contexts in which they were written.



Year 7 Art & Design - Knowledge Organiser Term 1

A: Key Skills:

- 1: Observation skills
- 2: Composition and layout
- 3: Typography skills
- 4: Colour blending techniques

1: Term 1 OBSERVATION SKILLS:

'the action or process of closely observing or monitoring something or someone'

Georgia O'Keeffe in detail:

Georgia O'Keeffe is one of the most significant and intriguing artists of the twentieth century, known internationally for her boldly innovative art. Her distinct flowers, dramatic cityscapes, glowing landscapes, and images of bones against the stark desert sky are iconic and original contributions to American Modernism. Her work mainly consists of images which are magnified (close up)



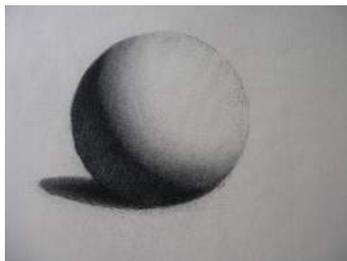
'Oriental Poppies' 1927



'Pink Tulip' 1926

Developing techniques:

Tonal Shading



Colour Blending



Mixing tints



B: Expressing an opinion: Sentence starters

I feel/believe that

In my opinion

It seems to that

Based on my experience

Literacy: Key Vocabulary

Composition

The arrangement and layout of artwork/objects

Media

Refers to the materials that are used to create a work of art.

Shading

Shading is used in drawing for depicting levels of darkness by applying media more densely or less densely for lighter areas.

Technique

The skills and process in which artists use tools to create a piece of art work.

Refine

Something that's refined has gone through a process to improve it.

Magnify

The process of enlarging the size of something.

Tone

Refers to the light and dark values used to produce a realistic object /drawing.



'Red Canna' 1925



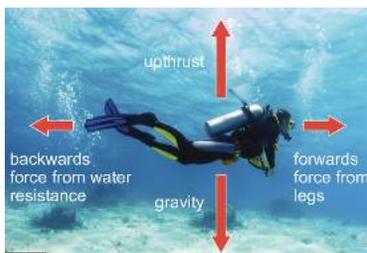
'Music, Pink and Blue No2' 1918

1 DIFFERENT FORCES

A **force** can be a **push** or a **pull**. For example, when you push open a door you have to apply a force to the door. You also have to apply a force to pull open a drawer.

You cannot see a force but often you can see what it does. When a force is exerted on an object, it can change the object's:

- speed
- direction of movement
- shape (for example, an elastic band gets longer if you pull it)



Forces can be contact forces, where objects must touch each other to exert a force. Other forces are non-contact forces, where objects do not have to touch each other. These include:

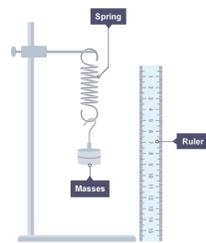
- gravity
- magnetism
- forces due to static electricity

Measuring forces

Forces can be measured using a force meter, also called a Newton meter. Force meters contain a spring connected to a metal hook. The spring stretches when a force is applied to the hook. The bigger the force applied, the longer the spring stretches and the bigger the reading (N).

The unit of force is called the **Newton**, and it has the symbol N. The greater the force, the bigger the number, so 100 N is a greater force than 5 N.

2 SPRINGS



An experiment to investigate Hooke's Law

Variables

- The **independent** variable is the mass.
- The **dependent** variable is the extension.
- **Controlled** variables include using the spring and masses used.

Expected results

Mass used	Force	Spring length	Extension
0 g	0 N	20 mm	0 mm
10 g	0.1 N	25 mm	5 mm (25 - 20 = 5)
20 g	0.2 N	30 mm	5 mm
30 g	0.3 N	35 mm	5 mm
40 g	0.4 N	40 mm	5 mm
50 g	0.5 N	45 mm	5 mm

What the results mean

The spring extended 5 mm each time a 10 g mass is added (which increased the force due to gravity by 0.1 N). This follows Hooke's Law which states that the extension of an elastic object (like a spring) is directly proportional to the force added.

Evaluation

Your measurements are **accurate** if they are close to their true value.

Your measurements are **precise** if they are similar when completed again.

Your experiment is **repeatable** if you get precise measurements when it is repeated.

Your experiment is **reproducible** if others get precise measurements when they repeat it.

Glossary:

Deformation - Changing shape and/or size as a result of forces being applied.

Elastic - Elastic materials return to their original shape and size after being stretched or squashed.

3 FRICTION 4 PRESSURE

Frictional forces

Whenever an object moves against another object, it feels **frictional forces**. These forces act in the opposite direction to the movement. Friction makes it more difficult for things to move.

Helpful frictional forces

Friction can be useful. For example:

- friction between our shoes and the floor stop us from slipping
- friction between tyres and the road stop cars from skidding
- friction between the brakes and wheel help bikes and cars to slow down

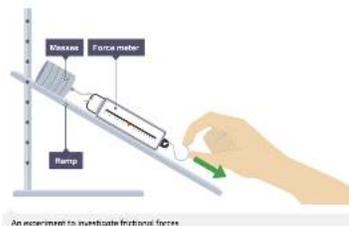


Streamlining reduces air resistance

Air resistance

Bikes, cars and other moving objects experience **air resistance** as they move. Air resistance is caused by the frictional forces of the air against the vehicle.

The faster the vehicle moves, the bigger the air resistance becomes. The top speed of a vehicle is reached when the force from the cyclist or engine is balanced by air resistance.



An experiment to investigate frictional forces

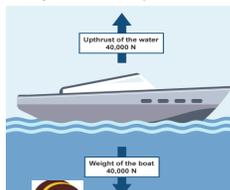
Variables

- The **independent** variable is the height of the ramp (its gradient).
- The **dependent** variable is the force needed to pull the mass down the ramp.
- **Controlled** variables include using the same mass and ramp

Upthrust - a force that pushes things up in liquids and gases.

Weight: the amount of force with which gravity pulls things. It is measured in **Newtons (N)**. Your **weight** would change if you went into space or to another planet.

Objects **float** in water when their **weight** is **balanced** by the **upthrust** from the water. The object will **sink** until the **weight of the water** it pushes out of the way is the same as the weight of the object.



The weight of the boat is balanced by the **upthrust** from the water.



- When you are standing on the ground, **gravity** is **pulling** you down.
- An **upwards** force from the ground stops you sinking into the Earth.



- There is always **upthrust** on an object in a **fluid** (even if the upthrust is not large enough to make the object float).
- We can **measure upthrust** using a **force metre**.

- You can work out if something will float in a fluid if you know its density and the density of the fluid.
- The density of water is **1 g/cm³**.
- If something has a **density less than 1 g/cm³**, it will **float** in water. If it is **greater** it will **sink**.
- For objects that float, the greater their density the more of the object is submerged in water.



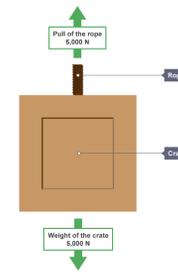
- When a gas is **heated** it will **expand** making it **less dense**.
- Hot air balloons fly because the overall **density** is **less than** the air around it.

Balanced forces

When two forces act on an object are equal in size but act in opposite directions, we say that they are **balanced forces**.

If the forces on an object are balanced (or if there are no forces acting on it), this is what happens:

a stationary object stays still
a moving object continues to move at the same speed and in the same direction.



Standing on the ground

When an object rests on a surface such as the ground, the **reaction force** from the ground balances its weight. The ground pushes up against the object. The reaction force is what you feel in your feet as you stand still. Without this balancing force you would sink into the ground.

Forces Knowledge Organiser



RE Year 7 Knowledge organiser 2

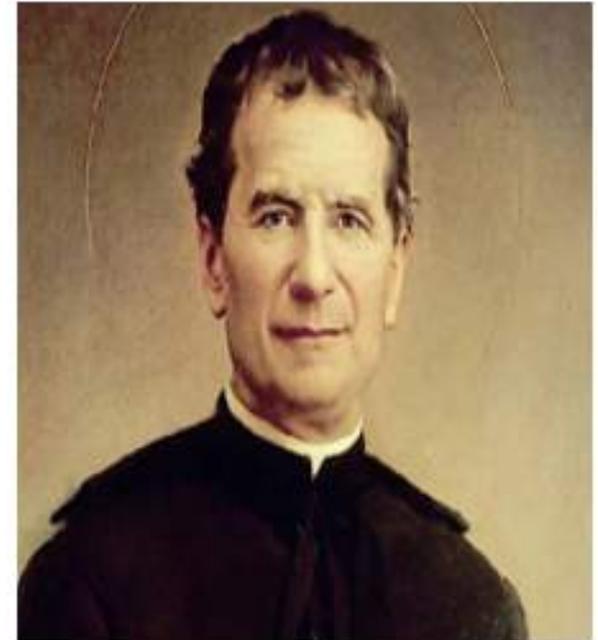
Key words	Parable of the Mustard Seed
<p><u>Authority</u> The right or power to give orders, make decisions, or control people.</p> <p><u>Belonging</u> Being part of a group or owning something.</p> <p><u>Community</u> A group of people who live close to each other or have shared interests.</p> <p><u>Culture</u> The language, customs, ideas, and art of a particular group of people.</p> <p><u>Ethos</u> The basic underlying attitudes and beliefs of a group, movement, or culture, which <u>give</u> it its character.</p> <p><u>Faith</u> belief or trust in something that has never been proved.</p> <p><u>Formal</u> following accepted rules for doing something.</p> <p><u>Informal</u> Everyday casual language, actions conversation or casual writing used with friends and family.</p> <p><u>Mission</u> A duty or important task that one is sent out to do, or a goal that a person or community sets out to achieve.</p> <p><u>Service</u> Helping or look after/improve a person or a community.</p>	<p>Jesus often told special stories called parables. The parables helped people to understand what Jesus was teaching. One of his most famous parables is the parable of the Mustard Seed. Read the parable and then think about:</p> <ul style="list-style-type: none">• What do you think Jesus was trying to teach people through this parable?• What do you think we can do with our gifts and talents if we nurture them?• Are you good at listening to and following wise advice? <p>Matthew 13:31-32</p> <p>31. He put before them another parable:</p> <p>"The kingdom of heaven is like a mustard seed that someone took and sowed in his field;</p> <p>32. it is the smallest of all the seeds, but when it has grown it is the greatest of shrubs and becomes a tree, so that the birds of the air come and make nests in its branches."</p>

Saint John Bosco.

Saint John Bosco was a man who devoted his life to young people. He became a Catholic priest and spent his life in homes and schools he built for boys. He started a religious family, called the Salesians, to continue his work. He is honoured all over the world as a saint. His feast day is January 31.

St John Bosco - Did you know?

- Born in Becchi, Italy, in 1815
- As a boy had dreams which led him to believe that he would become a leader for the young.
- Was ordained a priest in 1841.
- Created a home, school, playground, and church for poor boys in Turin, Italy.
- St John Bosco is often referred to as Don Bosco; Don being a title given to priests as a mark of respect.
- Died in 1888 at age 73.
- Canonized a saint in 1934.



Salesians of Don Bosco.

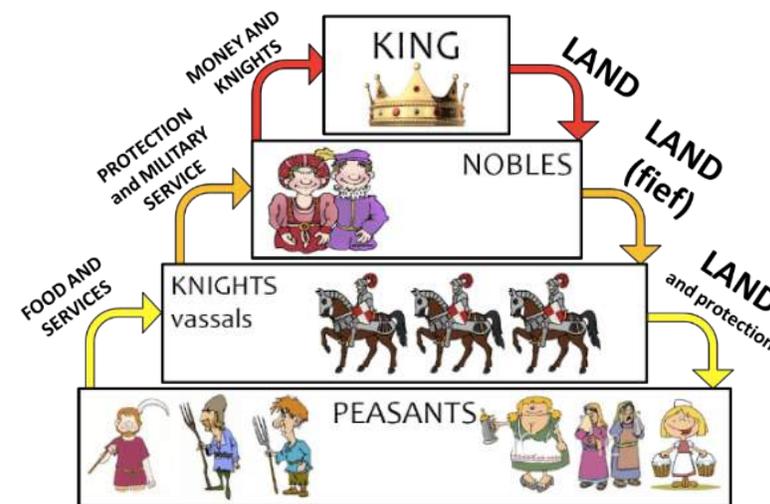
The Salesians of Don Bosco are a religious congregation of Brothers and Priests. They were founded in 1859 by St John Bosco. Don Bosco's mission was clear and simple: to be a friend to young people who were poor, abandoned or at risk, and in so doing to be a friend to Christ.

Wherever the Salesians work, their mission is the same. You will find Salesians in schools of all kinds, youth clubs, in homes for homeless or abandoned children; working with street children; missionaries; chaplains in schools, colleges and universities and in parish work.

There are currently almost 16,000 members (priests and brothers) in the congregation, working in 131 countries around the world. Currently, in the British Province, there are 63 Salesians of Don Bosco based in 6 Communities with the community in Bootle being the nearest to Kirkby.

Year 7 Knowledge Organiser 1 Section A: The Norman Conquest

Key Terms / Events	
1. Claimant	A person who believes they have a right to the throne. For example: Harald Hardrada (King of Norway), Harold Godwinson (King of England), Edgar the Atheling (Hungary) and William (Duke of Normandy) all wanted the English crown in 1066.
2. Conquest	To invade and take control of another territory, e.g. the Norman Conquest of England (1066).
3. Rebellion	To go against and try to overthrow the King. William faced many rebellions in the early years of his reign.
4. Harrying of the North	William and the Normans attacked the North of England between 1069 and 1070. Houses and crops were burned and many people died of starvation.
5. Feudal System	The way in which society was organised into different groups. The King was at the top, and peasants were at the bottom. Land was given in exchange for services. See Image 1.
6. Fief	Land that was granted to people as part of the Feudal System.
7. Homage	A promise to be loyal to your 'lord'.
8. Absolute monarchy	A monarch who has total authority (total power to make whatever decisions they want).
9. Motte and bailey	The types of castles that the Normans first built when they invaded England in 1066. See Image 2.
10. Domesday Survey	A survey of England carried out by William in 1085-1086 to find out which resources England had and how much he could tax different areas.
11. Succession	Taking over from another monarch (King or Queen).



Feudal Pyramid of Power

Image 1. The Feudal System.

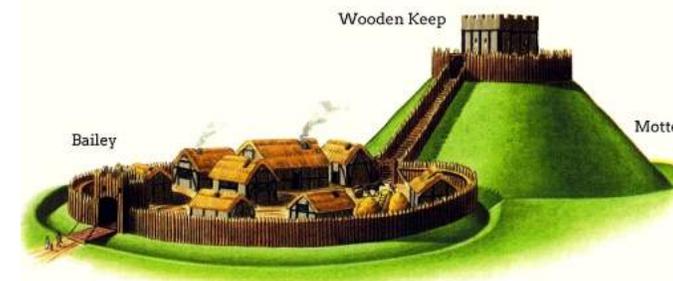


Image 2. Diagram of a Motte and Bailey Castle.

12. 5th January 1066
Edward the Confessor's death.

13. 25th September 1066
The Anglo-Saxons won the Battle of Stamford Bridge. Hardrada died.

14. 14th October 1066
The Normans won the Battle of Hastings; Harold Godwinson was killed.

15. December 1066
William was crowned King of England.

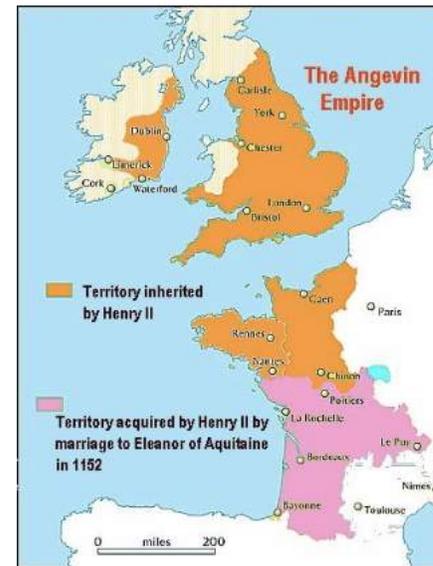
16. Winter 1069-1070
The Harrying of the North.

17. 1085-1086
Domesday Survey carried out.

18. 1087
Death of William the Conqueror.

Year 7 Knowledge Organiser Section B: Monarchs in the 12th and 13th centuries

Image 1. The Angevin Empire.



Key Terms / Events	
1. Angevin Empire	The land ruled over by King Henry II, King Richard I and King John I. It contained territory in England, Wales, Ireland, and France. See Image 1.
2. Archbishop of Canterbury	Very important religious position in England. Henry II made Thomas Becket the Archbishop of Canterbury in 1162.
3. Constitutions of Clarendon, 1164	An attempt by Henry II to reduce the power of the Church and limit the influence of the Pope in England.
4. Crusades	A series of religious wars between Christians and Muslims (1095-1291) that were fought mainly to secure control of holy sites.
5. Treaty of Goulet, 1200	Ended conflict between England and France over Normandy. King John had to accept that King Philip of France ruled over the territory in France.
6. Scutage	A tax that King John made barons pay if they did not offer him military service.
7. Baron	A member of the nobility. King John made this group very angry by taxing them highly.
8. Chateau Gaillard	John's key defensive castle in Normandy. King Phillip of France took this in 1204 and this led to King John losing Normandy. John is often called 'John Lackland' due to him losing land.
9. Excommunicate	To exclude (expel) somebody from the Church. King John was excommunicated by the Pope between 1209 and 1213.
10. Battle of the Bouvines, 1214	King John was badly defeated at this battle. He was attempting to take back Normandy from France. This was a failure.
11. Magna Carta, 1215	A charter of rights agreed to by King John. This limited the power of the King.
12. Divine right of Kings	The belief that a monarch cannot be subject to any authority on Earth as they have been given the right to rule directly by God.

Key People	
22. King Henry II	Ruled England between 1154 and 1189.
23. Thomas Becket	Archbishop of Canterbury between 1162 and his murder in 1170.
24. King Phillip II of France	Ruled France between 1180 and 1223.
25. King Richard I (Lionheart)	Ruled England between 1189 and 1199.
26. King John I	Ruled England between 1199 and 1216.

13. 1154
King Henry II was crowned King of England.

14. 1170
Thomas Becket was murdered (see Image 2).

15. 1189
Henry's sons (Richard and John) rebelled against their father. Henry died shortly after. He was succeeded by Richard.

16. 1189-1192
Richard fought in the Third Crusade. He was captured in 1192 on his way back from the Holy Land.

17. 1199
Richard was killed. He was succeeded by King John.

18. 1204
John lost Normandy to King Philip of France.

19. 1214
John failed to re-take Normandy. His forces were badly defeated at the Battle of the Bouvines.

20. 1215
King John signed the Magna Carta.

21. 1216
King John's death.



United Kingdom
Capital: London

<p>GDP (US\$) 2,624.53 billion (2017) World ranking: 31/192</p>	<p>GDP Per Capita (US\$) 39,735 (2017)* World ranking: 24/192</p>	<p>Economic Structure (In terms of GDP composition, 2017) Agriculture (1.00%) Industry (19.00%) Services (70.10%)</p>
<p>External Trade (% of GDP) 58.6% (2016)</p>	<p>Currency (Period Average) British Pound 0.78 per US\$ (2017)</p>	<p>Political System Constitutional monarchy</p>
<p>Religion Protestants (48.2%) Unaffiliated (27.8%) Catholics (14.3%)</p>	<p>Population 66.05 million (2017)* World ranking: 21/191</p>	<p>Median Age 40.5 (2017) World ranking: 49/229</p>

Longest Rivers

Rank	River	Length (miles)
1	River Severn ^[2]	220
2	River Thames ^[2]	215
3	River Trent ^[2]	185
4	River Great Ouse ^[2]	143
5	River Wye ^[2]	134
6	River Ure/River Ouse, Yorkshire	129
7	River Tay ^[2]	117
8	River Clyde	109
9	River Spey	107
10	River Nene ^[2]	100

Year 7 – Geographical Knowledge

Largest Lakes

Name	Location	Area (mi ²)
Lough Neagh	Northern Ireland	147.87
Lower Lough Erne	Northern Ireland	42.28
Loch Lomond	Scotland	27.45
Loch Ness	Scotland	21.78

Highest Mountains

- Ben Nevis / Beinn Nibheis (1,345 m or 4,413 ft), the highest mountain in Scotland
- Scafell Pike (978 m or 3,209 ft), the highest mountain in England
- Snowdon / Yr Wyddfa (1,085 m or 3,560 ft), the highest mountain in Wales

Most Populated Cities

Rank	In region	City/Town	Ceremonial county	Region	Population	
1	1	London	London	+	London	8,907,918
2	1	Birmingham	West Midlands	+	West Midlands	1,153,717
3	1	Glasgow	Glasgow	✕	Scotland	612,040
4	1	Liverpool	Merseyside	+	North West	579,256
5	1	Bristol	Bristol	+	South West	571,922
6	2	Manchester	Greater Manchester	+	North West	554,400
7	1	Sheffield	South Yorkshire	+	Yorkshire Humber	544,402
8	2	Leeds	West Yorkshire	+	Yorkshire Humber	503,388
9	2	Edinburgh	Edinburgh	✕	Scotland	470,050
10	1	Leicester	Leicestershire	+	East Midlands	470,965



Continents and Oceans

Brazil (Brasil)

Continent: South America
 Population: 209 million
 Area: 8.5m sq km
 Capital: Brasília
 Most populous cities: São Paulo, Rio de Janeiro, Brasília
 Major language(s): Portuguese
 Most common surnames: Silva, Santos, Sousa
 Currency: Real
 Best World Cup performance: Winners (1958, 1962, 1970, 1994, 2002)
 Key Players: Philippe Coutinho, Neymar, Thiago Silva

Most Populated Countries

Rank	Country	2019 Population ▼
1	China	1,433,783,686
2	India	1,366,417,754
3	United States	329,064,917
4	Indonesia	270,625,568
5	Pakistan	216,565,318
6	Brazil	211,049,527
7	Nigeria	200,963,599
8	Bangladesh	163,046,161
9	Russia	145,872,256
10	Mexico	127,575,529

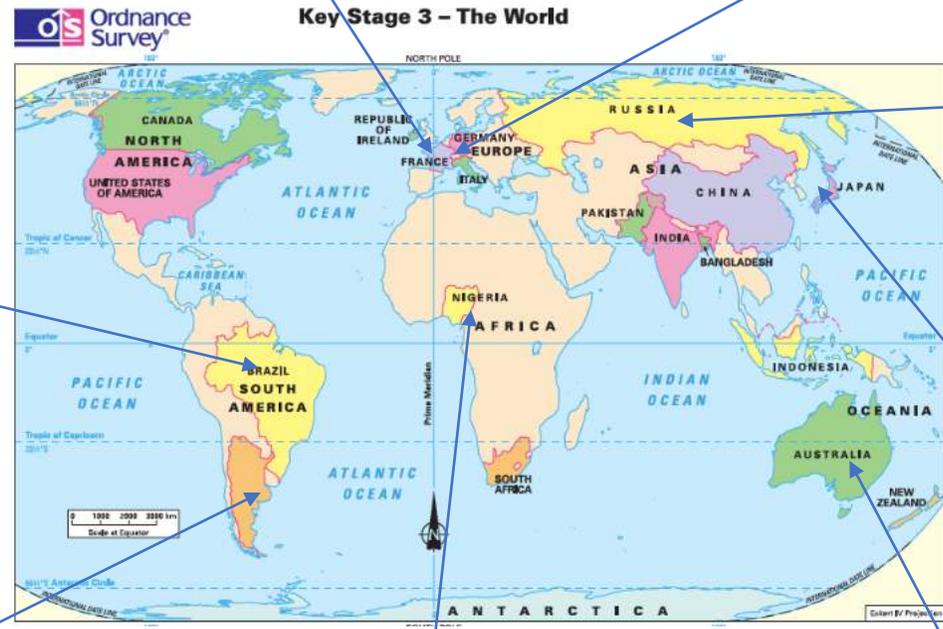
France (France)

Continent: Europe
 Population: 65 million
 Area: 675k sq km
 Capital: Paris
 Most populous cities: Paris, Marseille, Lyon
 Major language(s): French
 Most common surnames: Martin, Bernard, Dubois
 Currency: Euro
 Best World Cup performance: Winners (1998)
 Key Players: Antoine Griezmann, Kylian Mbappé, Paul Pogba

Germany (Deutschland)

Continent: Europe
 Population: 82 million
 Area: 357k sq km
 Capital: Berlin
 Most populous cities: Berlin, Hamburg, Munich
 Major language(s): German
 Most common surnames: Müller, Schmidt, Schneider
 Currency: Euro
 Best World Cup performance: Winners (1954, 1974, 1990, 2014)
 Key Players: Toni Kroos, Thomas Müller, Manuel Neuer

World Map and Country Fact Files



Russia (Rossiya)

Continent: Europe
 Population: 144 million
 Area: 17m sq km
 Capital: Moscow
 Most populous cities: Moscow, St Petersburg, Novosibirsk
 Major language(s): Russian
 Most common surnames: Ivanov, Smirnov, Kuznetsov
 Currency: Ruble
 Best World Cup performance: 4th (1966)
 Key Players: Igor Akinfeev, Alan Dzagoev, Fyodor Smolov

Japan (Nihon/Nippon)

Continent: Asia
 Population: 127 million
 Area: 313k sq km
 Capital: Tokyo
 Most populous cities: Tokyo, Yokohama, Osaka-shi
 Major language(s): Japanese
 Most common surnames: Satō, Suzuki, Takahashi
 Currency: Yen
 Best World Cup performance: 2nd round (2002, 2010)
 Key Players: Keisuke Honda, Shinji Kagawa, Maya Yoshida

Argentina (Argentina)

Continent: South America
 Population: 44 million
 Area: 2.8m sq km
 Capital: Buenos Aires
 Most populous cities: Buenos Aires, Córdoba, Rosario
 Major language(s): Spanish
 Most common surnames: Fernández, Rodríguez, González
 Currency: Argentine peso
 Best World Cup performance: Winners (1978, 1986)
 Key Players: Sergio Agüero, Paulo Dybala, Lionel Messi

Nigeria (Nigeria)

Continent: Africa
 Population: 190 million
 Area: 924k sq km
 Capital: Abuja
 Most populous cities: Lagos, Kano, Ibadan
 Major language(s): English, Hausa, Igbo, Yoruba, Ibibio, Efik
 Currency: Naira
 Best World Cup performance: 2nd round (1994, 1998, 2014)
 Key Players: Alex Iwobi, Victor Moses, Ahmed Musa

Australia (Australia)

Continent: Australia
 Population: 24 million
 Area: 7.7m sq km
 Capital: Canberra
 Most populous cities: Sydney, Melbourne, Brisbane
 Major language(s): English
 Most common surnames: Smith, Jones, Williams
 Currency: Australian dollar
 Best World Cup performance: 2nd round (2006)
 Key Players: Mile Jedinak, Mathew Leckie, Aaron Mooy

Homework 1

Copy out the words and match them to the pictures.

Learn how to spell the words.

¿Quiénes son?



1. 	3. 	5. 	7. 	9. 
2. 	4. 	6. 	8. 	10. 

- a. Mi padre
- b. Mi hermano
- c. Mi tío
- d. Mi primo
- e. Mi abuelo
- f. Mi madre
- g. Mi hermana
- h. Mi abuela
- i. Mi prima
- k. Mi tía

Homework 2. Copy and translate the words. Learn how to spell them.



Un perro



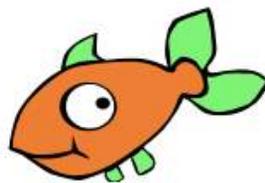
Un gato



Un conejo



Un ratón



Un pez



Un hámster



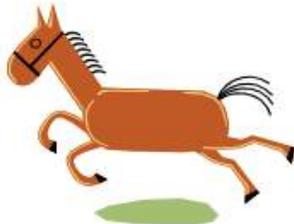
Un loro



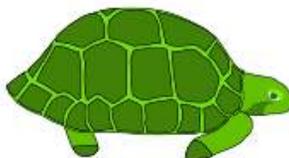
Una serpiente



Un periquito



Un caballo



Una tortuga



Una cobaya

30

Treinta

40

Cuarenta

50

Cincuenta

60

Sesenta

70

Setenta

80

Ochenta

90

Noventa

100

Cien

Homework 3.
Copy out and
learn the
numbers.

31

55

74

98

42

67

86

109

Homework 3.
Write the
numbers in
Spanish.

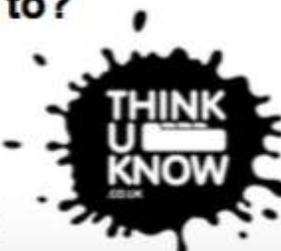
Stay safe online:

1. Don't post personal information online.
2. Think carefully about posting any images or videos of yourself.
3. Keep privacy settings as high as possible.
4. Keep your password safe.
5. Don't befriend people you don't know.
6. Don't meet up with people you have met online.
7. Think before you say.
8. Treat others with respect, don't be rude!
9. If you see something which makes you feel unsafe, scared or uncomfortable. Report it.
10. Block any users that you don't want to see content from.
11. Don't put photos of you in your school uniform onto social media – it can make it clear to strangers where you go to school.

E-Safety Keywords

File	An object on a computer that stores data, information, Settings ,or commands used with a computer program
Folder	A way to organise computer files. A folder is a storage space that many files can be placed into to group them together and organise the computer.
Internet	A global computer network made up of interconnected networks via dedicated routers and servers.
E-Safety	Maximising 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 (e.g. Bob16B10)
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.

Who can you report inappropriate content or contact to?



Parents

Any Teachers in school

School Police Officer

A trusted adult

Year 7 – Design and Technology Knowledge Organiser



4. Synthetic plastics are made from oil, coal or gas. **Natural plastics** are made from materials such as amber and rubber. **Biopolymers** can be made from Starchy vegetables such as corn.



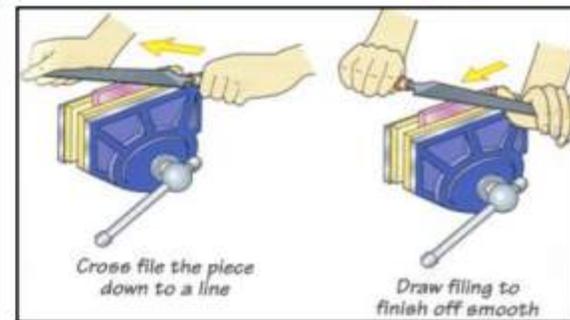
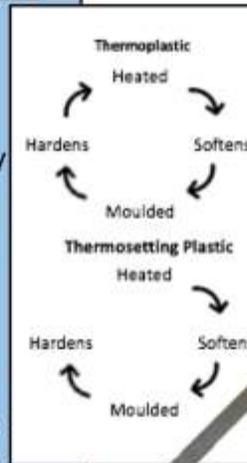
3. Thermoplastic and Thermosetting Plastics

Plastics can be split into two groups, these are **Thermoplastic and Thermosetting**.

Thermoplastics can be heated and shaped many times. They will soften when heated and can be shaped when hot. The plastic will harden when cooled.

Some common thermoplastics are ABS, Nylon, Acrylic, Polystyrene, Polypropylene.

Thermosetting plastics can only be heated and shaped once. If re-heated they cannot soften as the polymer chains are interlinked.



7. Cross filing – Is used to shape and remove material.
Draw Filing – Is used to remove the cross filing marks/smooth.

1. Key Words

Understand and be able to spell the words below.

- Polymer
- Acrylic
- High Impact Polystyrene (HIPS)
- Finite
- Sustainable
- Biodegradable
- Vacuum Forming
- Laser Cutting
- Safety
- Thermoplastic
- Thermosetting Plastics
- Biopolymers
- Computer Numerically Controlled (CNC)
- Computer Aided Design (CAD)
- Computer Aided Manufacture (CAM)
- Engrave
- Moulding
- Sketch
- Modelling
- Isometric
- Engineer's Steel Square
- Steel Rule
- Line Bender/Strip heater
- Wet and Dry Paper File

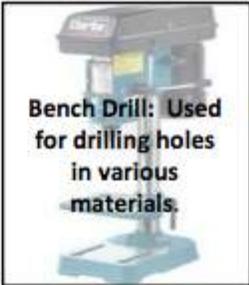


2. Remember the Safety Rules: Tie back long hair to prevent entanglement. Wear an apron to protect your clothing.
Roll up long sleeves to prevent entanglement.
Stack Chairs to prevent tripping. Wear Goggles on Machines to protect your eyes. One at a time on machines.

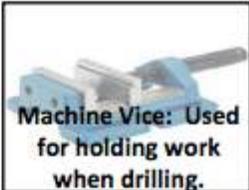
Steel Rule: Used for measuring.



Engineers Square: Marking right angles to a straight edge.



Bench Drill: Used for drilling holes in various materials.



Machine Vice: Used for holding work when drilling.

Wet and Dry: Used for achieving a smooth surface finish.

Hand File: Used for removing material.

6. Forming Thermo Plastics

Understand and be able to explain the processes of:

- Thermo Forming (Oven)
- Strip Heater/Line Bender
- Vacuum Forming
- Injection Moulding

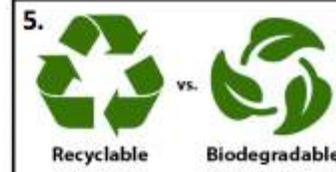


Line Bending

- Mark out
- Heat Plastic until soft.
- Bend to desired angle
- Hold until cool



Prototype - A model of a design used for testing development and evaluation.



Sustainable - Products that provide environmental, social and economic benefits while protecting public health and environment over their **whole** life cycle, from the extraction of raw materials until the final disposal. The material will not run out

Biodegradable - It means a product or material that can break down/rot into natural materials in the **30** environment without causing harm.

Year 7 – Design and Technology - CAD

Knowledge Organiser

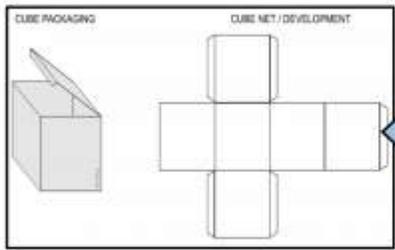


Forest Stewardship Council
Sustainable Timber

8. A net is a flat two dimensional shape that can be folded and glued to form a three dimensional object.



10. Papers and boards are made from natural fibres (cellulose), usually sourced from wood. Wood fibres are mostly sourced from faster growing softwoods rather than hardwoods. Paper is characterised by weight. The weight is measured in grams per square metre (GSM).



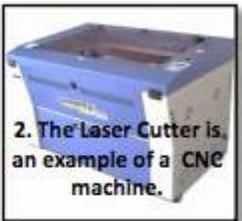
Key Words

Understand and be able to spell the words below:

Polymer
Acrylic
Coniferous
Sustainable
Recyclable
Laser Cutting
Safety
Thermoplastic
Computer Numerically Controlled (CNC)
Computer Aided Design (CAD)
Computer Aided Manufacture (CAM)
Engrave
Sketch
Modelling
Isometric
Modify
Vector
Bitmap
Dimensions
Scale
Render
Grid
Accuracy
Packaging
Cardboard
Surface Development (Net)
Tessellation



1. Computer Aided Design (CAD) is the process of using specialist software to create designs for new products or components.



2. Computer Aided Manufacture (CAM) uses saved CAD files to make new products or components as prototypes through the use of Computer Numerically Control (CNC) machinery.

3. Be able to identify 2D Design Drawing icons. Line, arc, circle, rectangle, text and freeform curve.

7. Red lines or fill areas engrave. Black lines or fill areas cut.

Understand and be able to explain the advantages of disadvantages of using CAD/CAM.

4. CAD Advantages. Can be more accurate than hand-drawn designs - it reduces human error. You can save and edit ideas, which makes it easier and cheaper to modify your design as you go along. You can modify existing ideas, which saves time.

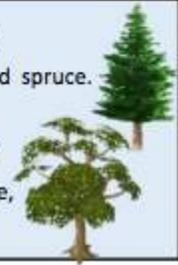
5. CAM Advantages. Is faster because machining speeds are higher, greater accuracy, greater consistency: every finished product is the same.

6. Disadvantages of CAD/CAM The software/equipment itself is expensive so initial costs are high. Need to be trained how to use the software and machinery.

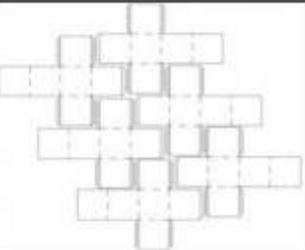


Softwoods come from coniferous trees which are evergreen, needle-leaved, cone-bearing trees. Examples include pine and spruce.

Hardwoods come from broad-leaved, deciduous trees which tend to lose their leaves in autumn/winter. Examples include, oak and beech.



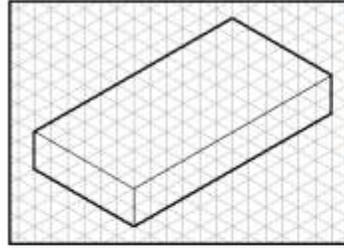
9. Tessellation An arrangement of shapes closely fitted together, in a repeated pattern without gaps or overlapping.



Try Square Used for marking and measuring.



Glass Paper: An abrasive paper used for smoothing rough surfaces on wood.



12. Isometric projection is a method for visually representing three-dimensional objects in two dimensions.

A Blind Hole does not go through the material.

PPE – Personal Protective Equipment. Safety Glasses/Goggles. Used to protect the eyes when preparing materials and when operating machinery.

Remember the Safety Rules:

Tie back long hair to prevent entanglement.
Wear an apron to protect your clothing.
Roll up long sleeves to prevent entanglement.
Stack chairs to prevent tripping.
Wear Goggles on machines to protect your eyes.
One at a time on machines.

11. Scales of Production

One off ▶ Batch ▶ Mass ▶ Continuous

Year 7 – Food Technology Knowledge Organiser

1.) Key Words

Understand and be able to spell the words below:

Nutrition
 Heathy Eating
 Eatwell Guide
 Balanced Diet
 Cooking
 Baking
 Chopping
 Slicing,
 Health and Safety
 Food Hygiene
 Oven
 Hob
 Designing
 Sensory Analysis
 Seasonality
 Ingredients
 Vegetables
 Savory
 Food Provenance
 Portion Size
 Method
 Nutrition
 Protein
 Carbohydrates
 Vitamins
 Minerals
 Evaluation

3.) Basic Nutrition

Food is essential—it provides vital **nutrients** for survival, and helps the body function and stay healthy.

Protein: The nutrient that helps build and repair the body and we get from Meat and Fish

Carbohydrates: The Nutrient that's give use energy and we get from grains (pasta, rice, bread potatoes)

Fats: The Nutrient that gives energy, soluble vitamins and helps us keep warm.

Vitamins: These help keep the bodies systems in working order.

Minerals: These help the body process different nutrients and keep us healthy.

2.) Glossary of Terms -Understand and be able to explain the following:

- **Ingredients** - Parts that make up a food product
- **Savoury Food Product** -The opposite to a sweet product
- **Health** - The state of being ill from injury or sickness
- **Seasonality** -Refers to the times of year when a given type food is at its peak.



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

3.) The Eatwell Guide
 The Eatwell Guide is based on the main food groups that together provide a healthy diet.



Eat some beans, pulses, fish, eggs, meat and other protein

Have some dairy or dairy alternatives (such as soya drinks and yoghurts)

Base meals on potatoes, bread, rice, pasta or other starchy carbohydrates

Choose unsaturated oils and spreads, and eat in small amounts

4.) 8 Steps to Healthy Eating

1. Base your meals on starchy foods.
2. Eat lots of fruit and veg.
3. Eat more fish.
4. Cut down on saturated fat and sugar.
5. Try to eat less salt –not more than 6g a day.
6. Get active and try to be a healthy weight.
7. Drink plenty of water.
8. Don't skip breakfast.

5) Health and Safety

- Wear a clean apron
- Wash your hands
- Tie back long hair
- Keep food preparation surfaces clean
- Remove nail varnish
- Do not run
- Wipe up food spills immediately.
- Handle knives and other sharp equipment with care.
- Turn handles of saucepans away from the front of the stove when cooking.
- Wash kitchen and eating utensils after use in hot soapy water.
- Put away equipment
- Use oven gloves when removing items from the oven

6.) Knife Handling skills/ Grip Techniques



Claw Grip



Bridge Grip

7.) Seasonal Foods

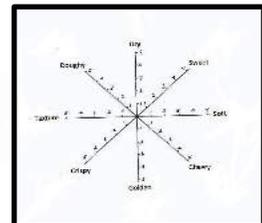


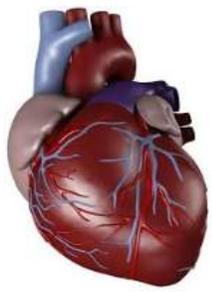
8.)



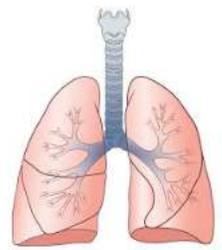
9.) Sensory Analysis

The scientific way of analysing and measuring human responses to food and drink.





PE Knowledge Organiser Effects of Exercise



When you **start to exercise** there are many different effects on your body that start straight away e.g. you start to sweat, your temperature, breathing rate, stroke volume, and heart rate increases.

In order to cool down when your body temperature increases, your blood vessels near the skin open to try to lose heat.

When you exercise lactic acid builds up in the muscles and can make them sore. This is a product of **anaerobic exercise** (without the presence of oxygen).

This painful and tired feeling is called muscle fatigue.

Your muscles will feel sore in the short-term but exercise helps them build **strength** and **endurance** over time.

Your **maximum heart rate** is the highest amount of beats the heart makes in a minute. An easy way to calculate this is 220 - your age.

The fitter a person is the lower their heart rate stays when exercising. This is because their heart is **stronger** and doesn't have to work as hard as an unfit person's.

The amount of blood pumped by your heart in one beat is known as **stroke volume**.

The amount of blood pumped by your heart in one minute is known as **cardiac output**.

During exercise both of these increase.

When you exercise, your body needs **oxygen** in order to break down glucose and produce **energy**. This type of exercise is known as **aerobic exercise**. An athlete's breathing rate and depth increases during exercise to make sure enough oxygen is getting to the working muscles.

Anaerobic exercise produces energy without oxygen and lactic acid is produced. This creates an **oxygen debt**.

During the recovery period, the athlete will breathe deeply to repay the oxygen debt and restore the body's system to normal.

As well as exercising, rest is also a very important part of any training programme. **Rest** allows the body to recover and adapt from exercise.

The cardiovascular and respiratory systems work together during exercise to help you work hard. We breathe oxygen into the lungs which is then absorbed into the bloodstream. The blood is then carried to your muscles which helps them move. When you move, carbon dioxide is produced and enters the bloodstream. The blood then goes to the heart and then the lungs. Carbon dioxide is then breathed out by the performer.

The effects of exercise can be split into 3 categories - **Physical, Mental & Social**.

A physical benefit is changing your body shape; a mental benefit is reducing your stress levels; a social benefit is developing your leadership /teamwork skills.

Long-term effects of exercise

A long-term effect of exercise is being able to train for long periods of time and at a high intensity.

Long-term effects of exercise include: improved stamina, suppleness and suppleness. **Bradycardia** is a lowered resting heart rate. **Hypertrophy** is an increase in the size of your muscles, including the heart.

A long-term effect of exercise on the muscular-skeletal system is stronger tendons and ligaments.

A long-term effect of exercise on the respiratory system is an increase in lung volume and capacity.



Chorus
Forum Theatre
Flashback
Narration



genre
style
genre
rehearsal

KS3 Keywords
Spellings

naturalistic
character
Improvisation
techniques
tableau



Promenade stage
Monologue
Proscenium Arch
Realism

