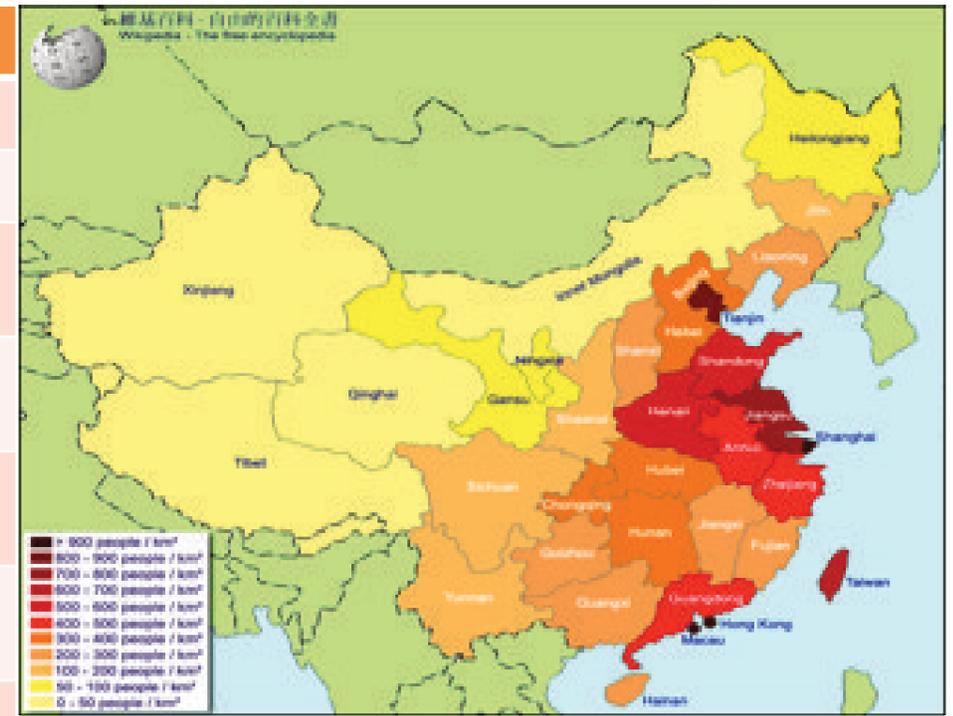


| Key Word | Definition |
|--------------------------|---|
| Rural | A countryside area. |
| Urban | A town or a city. |
| Rural to Urban Migration | The movement of people from the countryside to the city. |
| Push Factor | Reasons people want to leave an area, e.g. the countryside |
| Pull Factor | Reasons people want to move to an area, e.g. the cities. |
| NEE | Newly Emerging Economy – a rapidly growing country that is becoming richer, ie. China |
| HIC | High Income Country – a developed country, i.e. UK |



| Human Features of China | Physical Features of China |
|--|----------------------------|
| Great Wall of China | Gobi Desert |
| Capital City – Beijing | Himalayas Mountains |
| Nanjing Road – shopping street in Shanghai | Yangtze River |
| Casinos of Macau | Yellow River |
| Factories of Shenzhen | South China Sea |
| Rice Terraces | Home of the Giant Panda |

Year 7 - China



Where do people live in China?

Most people in China live along the East Coast of China. The biggest population centres are in Hong Kong in the South, Shanghai in the centre and Beijing in the North. Very few people live in the North of the country as this is the Gobi Desert, very few people live in the West as this is the Taklamakan desert and in the South West is the Himalayas mountains.

The Push and Pull Factors of Migration in China

FOXCONN®

Facts

- Founded in 1974
- Revenue: 128 Billion USD
- Employees: 1,23 million
- Traded on 3 Stock Exchanges
- 13 factories Worldwide

Made by Foxconn

Facilities in many countries:

- CHINA
- BRAZIL
- CZECH REPUBLIC
- HUNGARY
- SLOVAKIA
- INDIA
- JAPAN
- MALAYSIA
- MEXICO
- UNITED STATES

CLIENTS INCLUDE

INFOGRAPHIC BY EXAMINECHINA.COM

Working Conditions at Foxconn Factory in Shenzhen

- Workers live in dorm rooms with other workers, with up to 16 people per room.
- Workers have a curfew—they have to be in bed by a certain times.
- Any breaking of curfews leads to beatings by guards.
- People in the dorms are encouraged to grass on their friends in return for favours.
- Workers work 60 hours per week.
- Workers earn as little as 20p per hour.
- Many workers have to take naps on their breaks.

Suicide nets at Foxconn



Push Factor

Pull Factor

| | |
|--|--|
| There is very little education and/or training available in Liu's village. | Liu would be able to make enough money to send home so that her family can also have a better quality of life. |
| Liu would receive higher wages if she moved to Shanghai and was able to get a job. | Liu's house is a wooden building with no running water, unreliable electricity and no sewerage system meaning there is no proper toilet. |
| Shanghai is a big, wealthy city. There are lots of things to see and do. | There are big schools and hospitals in the city. |
| Liu thinks life in the village is too quiet and boring. | Many of Liu's friends have started to migrate to different cities across China. She is very envious of them. |
| Farming is very hard work and Liu dreams of the bright lights of the city. | Liu has heard that there are excellent shopping centres in Shanghai and would like to be able to buy lots of things she cannot get in her village. |

THREE GORGES DAM

DAM WALL IS 2,309M LONG
equal to 330 BLUE WHALES

COST 39 USD BILLION TO BUILD = 180 BILLION YUAN

64.61 BN YUAN SPENT ON CONSTRUCTION

68.56 BN YUAN SPENT ON RELOCATION OF AFFECTED RESIDENTS

15.20 BN YUAN SPENT ON INTERESTS OF FINANCING

COST RECOVERY IN 10 YEARS WHEN GENERATED 1,000 TWH OF ELECTRICITY

AND 101M HIGH equal to 2 and a bit STATUE OF LIBERTYS



China's **one-child** policy was introduced in **1979** although it was preceded by other similar policies to keep the population down from 1971 onwards

China's population is

1.3bn

Those who back the **one-child policy claim** it would now be **1.7bn** had it not been in place

1.7bn

| Advantages of 3 Gorges Dam | Disadvantages of 3 Gorges Dam |
|---|---|
| It will prevent flooding further downstream. | 1.24 million people have had their homes flooded and have been forced to move into new towns. |
| It will provide Hydro-Electric Power for all of Central China's major cities. | The weight of the water in the reservoir is causing earthquakes which have damaged houses near the reservoir. |
| The Hydro-Electric Power is renewable and creates no carbon dioxide, so it will not contribute to climate change. | If the dam collapses, millions of people will die. |
| The reservoir makes navigation of the river easier, so boats transporting goods won't run aground on the rocks. | Most of the flooding is caused by tributaries further downstream, so the dam will do little to stop flooding. |

world's largest hydroelectric power station 22,500MW total capacity 34 generators installed provides power for 9 provinces and 2 cities, including Shanghai fully operational would provide 3% of China's total electricity consumption 1.24m people relocated most relocated within Hubei Province

Source: en.wikipedia.org

| Advantages of the One Child Policy | Disadvantages of the One Child Policy |
|---|--|
| Rewards are in place for those who follow the policy including higher wages, interest free loans and retirement funds. | Gender Imbalance – many rural families opted to keep boys to look after them in old age, which means there are more boys than girls. |
| It has helped to limit China's population by 400 million people. | Abortions/Abandonment – many second children or baby girls were abandoned or aborted to avoid punishment by the government. |
| This means there is less pressure on resources and infrastructure. There have been no major shortages of food and water. | Bare branches – many Chinese men are struggling to find a wife as there are simply not enough women in the population. |
| Gender equality – Many families who had girls had to put all their family hopes into their only child meaning that girls have become more successful. | Little Emperors – Only children have been spoiled by their parents, meaning that many behave poorly and are unprepared for life. |

PRESSURE FROM THE CHINESE GOVERNMENT

Theoretically, the one-child policy is voluntary, but the system comes with a set of government-imposed rewards and penalties that vary widely according to local officials.

REWARDS FOR HAVING ONE CHILD:

- HIGHER WAGES
- INTEREST-FREE LOANS
- RETIREMENT FUNDS
- PRIORITY HOUSING AND SCHOOL ENROLLMENT

PENALTIES FOR HAVING MORE THAN ONE CHILD:

- FINES FROM \$370 TO \$12,800
- PRESSURES TO ABORT PREGNANCY
- CONFISCATED BELONGINGS
- GETTING FIRED FROM WORK

EXCEPTIONS TO THE LAW

- FAMILIES LIVING IN RURAL AREAS²
- CHILDREN BORN OVERSEAS
- ETHNIC MINORITIES
- DISABLED CHILDREN
- PARENTS WHO WORK IN HIGH-RISK OCCUPATIONS

25 PERCENT of Chinese women of reproductive age have had at least one abortion.

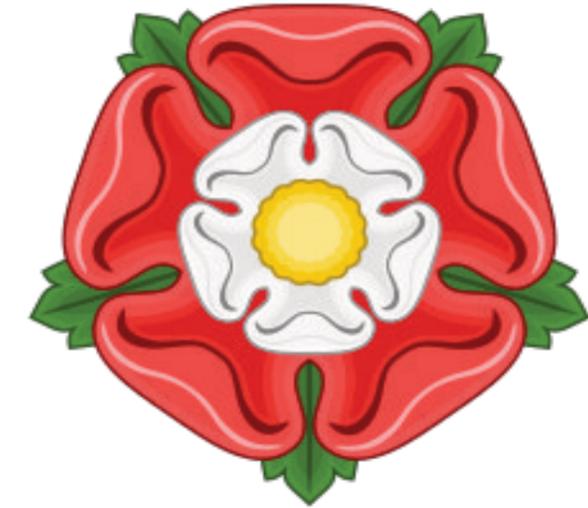
Each day in 2009, more than **35,000** forced abortions¹ were performed in China.

¹Pushed by a promotions-based system, local family planning officials are often encouraged to reach population targets by forcing abortions and tough punishments.

²In rural areas, the birth of a second child is only encouraged if it is spaced 4 to 5 years from the first.

Year 7 Knowledge Organiser, Section C: The religious rollercoaster of the 1500s.

| Key Terms / Events | |
|-----------------------------------|---|
| 1. Pope | The worldwide leader of the Catholic Church. |
| 2. Monastery | A building (or buildings) where a community of monks under religious vows live. They were very wealthy institutions at the start of the reign of Henry VIII. |
| 3. Reformation | The break-away from the Catholic Church and the setting up of the Protestant Church of England which was separate from the Pope's authority. |
| 4. Heir | A person who will take over the throne after a monarch's death. |
| 5. Dissolution of the monasteries | Henry VIII disbanded monasteries in England between 1536 and 1541. |
| 6. Pilgrimage of Grace | A revolt against Henry VIII that took place in 1536-1537. This was mainly caused by Henry VIII's religious changes (reformation). |
| 7. Heretic | A person who goes against the accepted religious beliefs. |
| 8. Privy Council | The closest group of advisors to the monarch. |
| 9. Religious Settlement, 1559 | An attempt by Elizabeth to unite the country. England became a Protestant country, but Elizabeth included some elements (compromises) to appeal to Catholics. Also known as the 'middle way'. |
| 10. Excommunication | To exclude (expel) somebody from the Church. Queen Elizabeth was excommunicated by the Pope in 1570. |
| 11. Recusants | A person who refused to attend Protestant Church services during the rule of Elizabeth I. |
| 12. Catholic plots | There were four attempts by Catholics to remove Elizabeth as Queen and replace her with her Catholic cousin, Mary, Queen of Scots. |



| Key People | |
|---------------------|--|
| 13. King Henry VIII | King of England between 1509 and his death in 1547. |
| 14. Thomas Cromwell | Chief minister to Henry VIII. Key individual in the reformation. |
| 15. Edward VI | Son of Henry VIII. Protestant. King of England between 1547 and 1553. |
| 16. Lady Jane Grey | Briefly Queen of England for nine days in 1553. |
| 17. Mary I | Daughter of Henry VIII. Catholic. Queen of England between 1553 and 1558. Also known as 'Bloody Mary'. |
| 18. Elizabeth I | Daughter of Henry VIII. Protestant. Queen of England between 1558 and 1603. |

| | | | | | | | | | | |
|---|--|---|---|--|---|--|---|---|---|---|
| 19. 1509 Henry VIII became King of England. | 20. 1533 Henry VIII divorced Catherine of Aragon, and married Anne Boleyn. | 21. 1534 The Act of Supremacy declared Henry VIII to be the 'Supreme Head of the Church of England.' The 'break from Rome'. | 22. 1536-1541 The Dissolution of the Monasteries by Henry VIII. | 23. 1536-1537 The Pilgrimage of Grace. | 24. 1547 Henry VIII died. He was replaced by his 9-year old son, Edward VI. | 25. 1553 Edward died aged 15. He was replaced by Lady Jane Grey, who ruled for only nine days. | 26. 1553-1558 Mary I ruled England. She made the country very Catholic. | 27. 1558 Mary I died and was replaced by Elizabeth I. | 28. 1559 Elizabeth's Religious Settlement. Made England Protestant. Tried to find a 'middle way'. | 29. 1570 The Pope excommunicated Elizabeth. This encouraged Catholics to rebel against the Queen. |
|---|--|---|---|--|---|--|---|---|---|---|



Year 7 Knowledge Organiser, Section D: The reign of Elizabeth I (1558-1603).

| Key Terms / Events | |
|-------------------------------|--|
| 1. Religious Settlement, 1559 | An attempt by Elizabeth to unite the country. England became a Protestant country, but Elizabeth included some elements (compromises) to appeal to Catholics. Also known as the 'middle way'. |
| 2. Portrait | Used by Elizabeth in order to create a very specific image of herself to the people of England. |
| 3. Progresses | When Elizabeth visited areas of England along with her Royal Court. This would allow Elizabeth to present herself in a very powerful way and also to connect with ordinary people. |
| 4. Suitors | The name given to the different men who were potential husbands for Elizabeth. However, Elizabeth decided not to get married. This created a succession crisis. |
| 5. Excommunication | To exclude (expel) somebody from the Church. Queen Elizabeth was excommunicated by the Pope in 1570. This encouraged Catholics to go against the Queen and remove her from power. |
| 6. Catholic plots | There were four attempts by Catholics to remove Elizabeth as Queen and replace her with her Catholic cousin, Mary, Queen of Scots. |
| 7. Privateering | Piracy. This involved English sailors being supported by the government to attack and steal from enemy ships/ports. Francis Drake often stole from Spain. This brought huge wealth to England, but created conflict with Spain at the same time. |
| 8. Circumnavigation | To travel all the way around the world. Sir Francis Drake did this between 1577 and 1580. Drake brought back treasure worth £200 million in today's money. |
| 9. Colonisation | Taking over other territories. Walter Raleigh attempted to set up English colonies in America in the 1580s but ultimately failed to do so. |
| 11. Spanish Armada | Spain's attempt to sail to England and invade in 1588. This was a failure for Spain. |
| 12. Fireships | Tactic used by the English against the Spanish fleet in 1588 which scattered the Spanish ships and made them much easier for the English to attack. |



| Key People | |
|--------------------------|---|
| 13. Elizabeth I | Daughter of Henry VIII. Protestant. Queen of England between 1558 and 1603. |
| 14. Mary, Queen of Scots | Elizabeth's Catholic cousin who had a claim to the English throne. Executed in 1587 after being implicated in a plot to kill Elizabeth and replace her. |
| 15. Robert Dudley | A personal favourite of the Queen and a suitor for a number of years. |
| 16. King Philip of Spain | King of Catholic Spain. Launched the Spanish Armada in 1588 in an attempt to conquer England but failed. |
| 17. Sir Francis Drake | Key English explorer and the first to circumnavigate the globe (1577-1580). Played a key role in defeating the Spanish Armada in 1588. |
| 18. Walter Raleigh | Attempted to set up the first English colonies in America but failed. |

| | | | | | | | | | |
|---|--|---|---|---|--|--|---|--|---|
| 19. 1558 Elizabeth I became Queen after Mary's death. | 20. 1559 Elizabeth's Religious Settlement. Made England Protestant. Tried to find a 'middle way. | 21. 1569 Northern Rebellion. Catholic attempt to overthrow Elizabeth and replace her with Mary QoS. Failed. | 22. 1570 The Pope excommunicated Elizabeth. This encouraged Catholics to rebel against the Queen. | 23. 1571 Ridolfi Plot. A plot to assassinate Queen Elizabeth and replace her with Mary QoS. Failed. | 24. 1577-1580 Francis Drake became the first Englishman to circumnavigate the globe. | 25. 1583 Throckmorton Plot to overthrow Elizabeth I and replace her with Mary QoS. Failed. | 26. 1586 Babington Plot to assassinate Elizabeth I and replace her with Mary QoS. Failed. | 27. 1587 Mary QoS was executed due to her involvement in the Babington Plot (treason). | 28. 1588 Spanish Armada. The failed attempt by Spain to invade & conquer England. |
|---|--|---|---|---|--|--|---|--|---|



Year 7 Knowledge Organiser

- Maths

1

3 ← Numerator

5 ← Denominator

Reciprocal

The reciprocal of a number is a fraction flipped over

The reciprocal of $\frac{2}{3} = \frac{3}{2}$

The reciprocal of 5 = $\frac{1}{5}$ because 5 is the same as $\frac{5}{1}$

Fractions

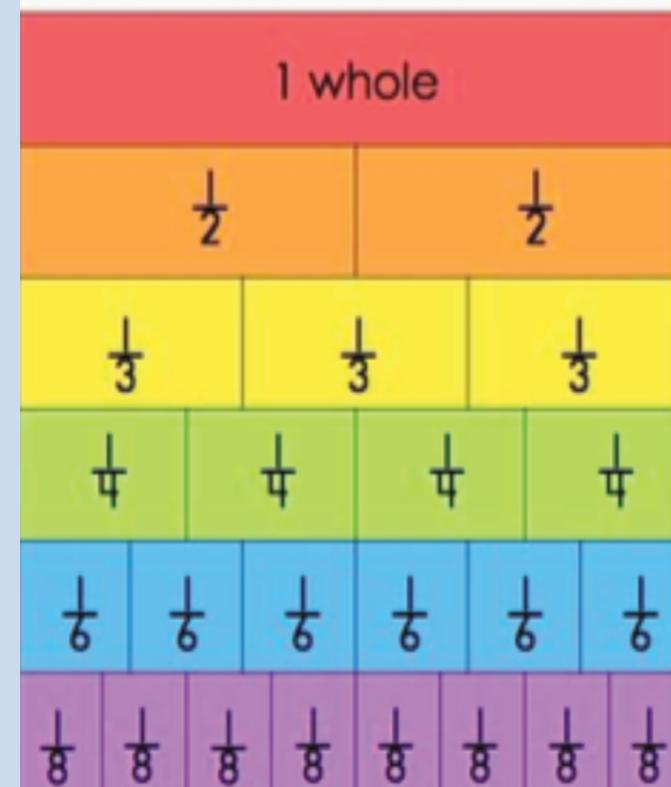
A **Proper Fraction** is when the numerator is smaller than the denominator e.g. $\frac{1}{4}$

A **Improper Fraction** is when the numerator is bigger than the denominator e.g. $\frac{6}{4}$

A **Mixed Fraction** is a whole number together with a fraction e.g. $3\frac{2}{3}$

Equivalent Fractions

$$\frac{1}{3} \xrightarrow{\times 2} \frac{2}{6} \xrightarrow{\times 2} \frac{4}{12} \xrightarrow{\times 2} \frac{8}{24} \xrightarrow{\times 2} \frac{16}{48}$$



Simplifying Fractions

To simplify a fraction you need to divide the denominator and numerator by a common factor

$$\frac{32}{40} \div 2 = \frac{16}{20} \div 2 = \frac{8}{10} \div 2 = \frac{4}{5}$$

You know when the fraction is in its simplest form when you can no longer find a common factor

Only common factor is 1!

Key Vocabulary

Unit Fraction = A fraction where the numerator is 1 and the denominator is a positive integer e.g. $\frac{1}{5}$

Integer = An integer is a whole number that can be positive or negative. Zero is also an integer

Equivalent Fraction = Fractions which represent they same value.



Mixed Numbers/Improper Fractions

$$3\frac{3}{5} = \frac{(3 \times 5) + 3}{5} = \frac{18}{5}$$

- Multiply the whole number by the denominator
 - Add this to the numerator
- The denominator remains the same

Key Vocabulary

Numerator = The amount of parts chosen from the total amount of parts

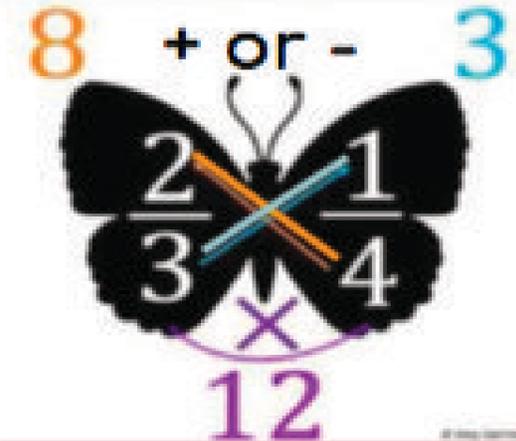
Denominator = The total amount of parts an amount has been split in to.

ADDING / SUBTRACTING COMPARING FRACTIONS

Find the same denominator -
add or subtract the numerators BUT
keep the denominator the same.



Butterfly Method:
cross multiply,
then, multiply the
denominators.
 $\frac{8}{12} + \frac{3}{12} = \frac{11}{12}$
 $\frac{8}{12} > \frac{3}{12}$



Dividing Fractions



- K**- Keep the 1st fraction
- F**- Flip the 2nd fraction
- C**- Change \div to \times

$$\frac{1}{3} \div \frac{2}{5} = \frac{1}{3} \times \left(\frac{5}{2}\right)$$

Multiplying Fractions

Multiply the numerators

$$\frac{2}{5} \times \frac{3}{4} = \frac{6}{20}$$

Multiply the denominators

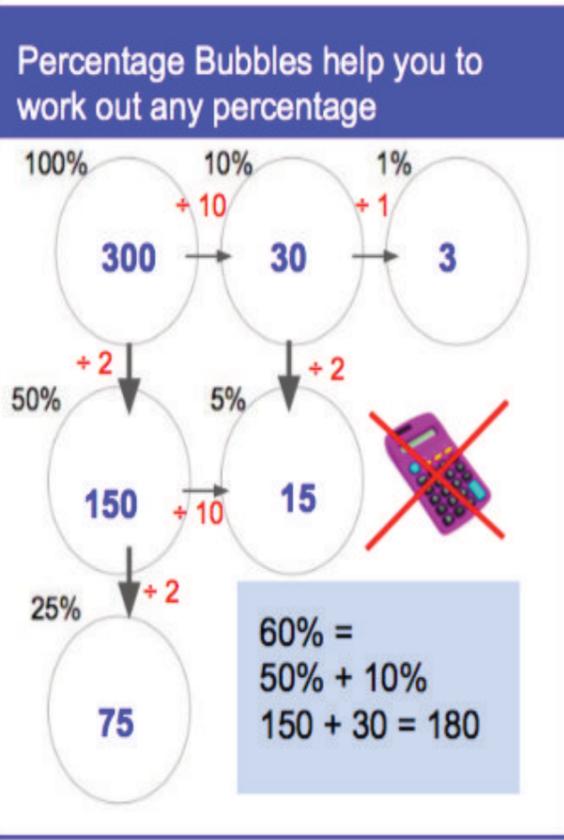
$$\frac{2}{5} \times \frac{3}{4} = \frac{6}{20}$$

simplified = $\frac{3}{10}$



Year 7 Knowledge Organiser - Maths

3

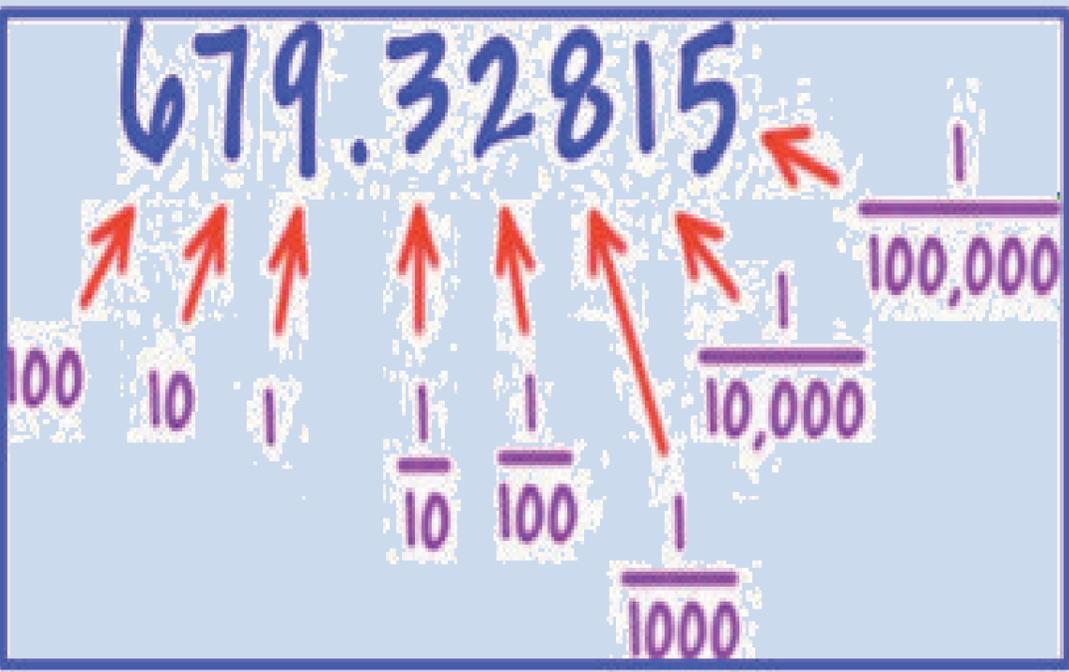


Percent = out of 100!

Learn these Fractions Decimals & %

| | |
|-----------------|----------------|
| $\frac{3}{4} =$ | 0.75 75% |
| $\frac{1}{3} =$ | 0.33 33.3% |
| $\frac{1}{4} =$ | 0.25 25% |
| $\frac{1}{5} =$ | 0.2 20% |
| $\frac{1}{8} =$ | 0.125 12.5% |

Decimal Place Value



Calculating Percentages

Convert your percentage to a decimal to get a multiplier

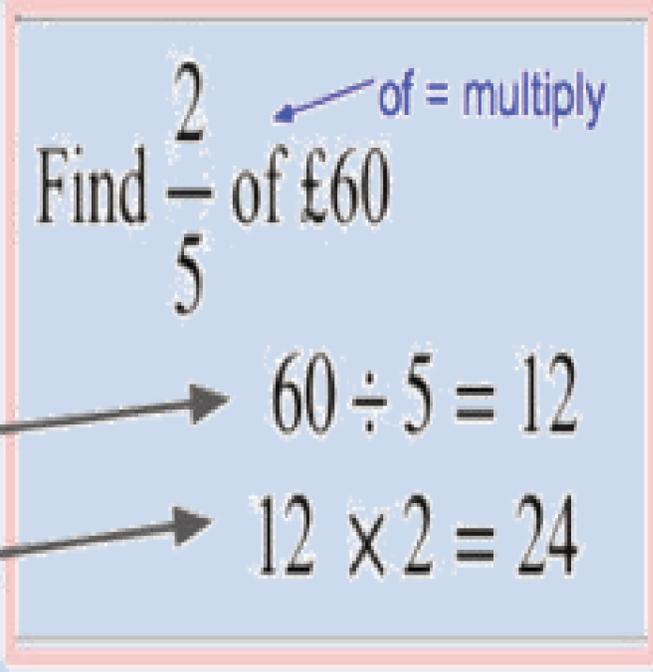
12% of 630
 $12 \div 100 = 0.12$

Multiply by this decimal
 $630 \times 0.12 = 75.6$



Fraction of an Amount

Divide by the denominator
Multiply by the numerator





Percentage Increase / Decrease

Increase
140 by 12%

Find 12% of 140

12% of 140 is 21
is 21

Add it to the
original value

$$140 + 21 = 161$$

Decrease
140 by 12%

Find 12% of 140

12% of 140

Subtract from
original value

$$140 - 21 = 119$$

Express one value as a percentage of another

What is 35 as a percentage of 900?

1.

Divide the first value by the total value

$$35 \div 900$$

2.

Multiply by 100 (per cent)

$$\frac{35}{900}$$

$$\times 100 = 3.9\% \text{ (to 1 decimal place)}$$



What is 12 as a percentage of 120?

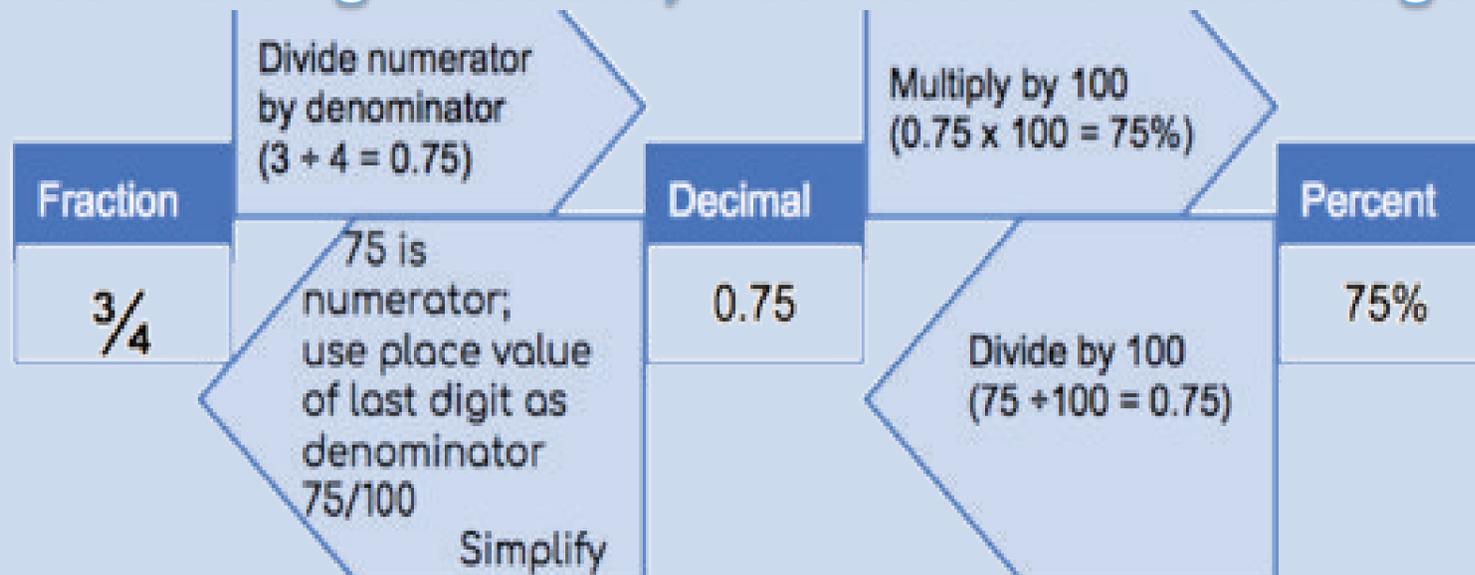
$$\frac{12}{120}$$

$$= \frac{1}{10} \times 100 = 10\%$$

(simplify)



Converting Fractions, Decimals and Percentages





Algebra

When letters are used in place of unknown numbers. Each different letter used in an equation means it is representing a different value

Value

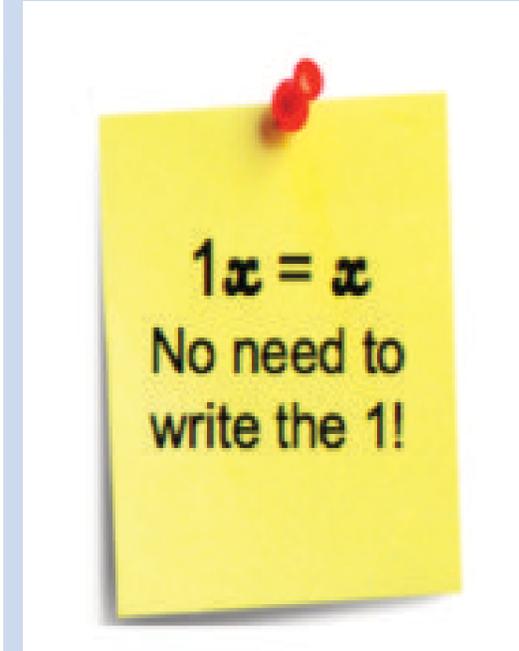
A letter to represent a number

Subject of the Formula

Making one letter equal to an expression

e.g. $y = 2x + 3$

Expression is part of a sum without the = sign
Terms are each part of the sum



Substitution

You can substitute a value into an expression (or formula) to find its value

$$\begin{aligned} \text{If } a &= 3 \\ 4a + a^2 \\ &= 4(3) + (3)^2 \\ &= 12 + 9 \\ &= 21 \end{aligned}$$



Rules of Algebra

Never write a \times sign for multiplying

Write combined letters alphabetically

Never write a $+$ sign, use a fraction

In products*, write numbers before letters.

$5a$ not $5 \times a$

ab not ba

x^2 not $x+2$

$2xy$ not $yx2$

Collecting Like Terms

Simplify

Collect all the terms with the same letter into one group and all the numbers into a group and simplify

Collect like terms

$$\underline{4a} + \underline{5} + \underline{2a} - \underline{3}$$

$$= 6a + 2$$

Like Terms ?

- 1) $4g$ and $4h$ **NO** – letter variables are different.
- 2) $3h$ and $-h$ **YES** – letters the same ($-h = -1h$)
- 3) $5x$ and $4xy$ **NO** – letter variables are different.
- 4) $2x^2y^3$ and $2x^2y^5$ **NO** – y powers are different.
- 5) $5p^2q^3$ and $-4p^2q^3$ **YES** – letters & powers same

$$4ab \times 5b^2$$

Write it out in full:

$$4 \times a \times b \times 5 \times b \times b$$

Multiply numbers & collect same letters & write in standard form

$$20ab^3$$

$2x^2$ & $5x$
are NOT like terms, they have different powers!!

$$2x \times x \times x$$

$$x+x+x+x+x$$

Important Information



Rules of Algebra

| | | |
|---|---|-------------------------------------|
| Never write a x sign for multiplying | → | 5a not 5 x a |
| Write combined letters alphabetically | → | ab not ba |
| Never write a + sign, use a fraction | → | $\frac{1}{2}$ not $\frac{1}{x} + 2$ |
| In products*, write numbers before letters. | → | 2xy not yx2 |

Like Terms ?

- 1) $4g$ and $4h$ **NO** – letter variables are different.
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Collecting Like Terms



Collect all the terms with the same letter into one group and all the numbers into a group and simplify

Collect like terms

$$\underline{4a} + \underline{5} + \underline{2a} - \underline{3}$$

$$= 6a + 2$$

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Write it out in full:

$$4 \times a \times b \times 5 \times b \times b$$

Multiply numbers & collect same letters & write in standard form

$$20ab^3$$

$2x^2$ & $5x$ are NOT like terms, they have different powers!!

$$2x \times x \times x$$

$$x+x+x+x+x$$

Important Information

Theme of War –

Knowledge Organiser- War Poetry

| Out of the Blue | Dulce Et Decorum Est | The Charge of the Light Brigade |
|--|--|--|
| <p>The poem is narrated by a vicīm of the World Trade Centre terrorist attacks in New York on September 11th 2001. The vicīm is describing being in one of the burning buildings waiting desperately for someone to come and save them. The vicīm has a conversation, either in their imagination or perhaps via mobile phone, with a loved one. It is a tragic and heartfelt goodbye.</p> | <p>The poem depicts soldiers trudging through the unsanitary trenches of WWI, weakened by injuries and fatigue. Suddenly, the men come under attack and must quickly put on their gas masks to prevent the green gas from choking them. One man is too late and dies horrifically in front of the speaker. The speaker argues that if the reader had seen this man die, they wouldn't glorify war.</p> | <p>The poem is based on the battle of Balaclava during The Crimean War of 1854. The six-hundred horsemen of the Light Brigade are ordered to charge forward into a valley, with guns on all sides. They do, and they meet heavy fire. When they encounter their Russian enemies, they attack them, kill some of them, and then retreat down the valley. The gunfire on the way back is just as bad, and many of these heroic soldiers die. Soldiers are presented as heroes who do exactly what their superiors tell them to do.</p> |

Vocabulary – Week 6

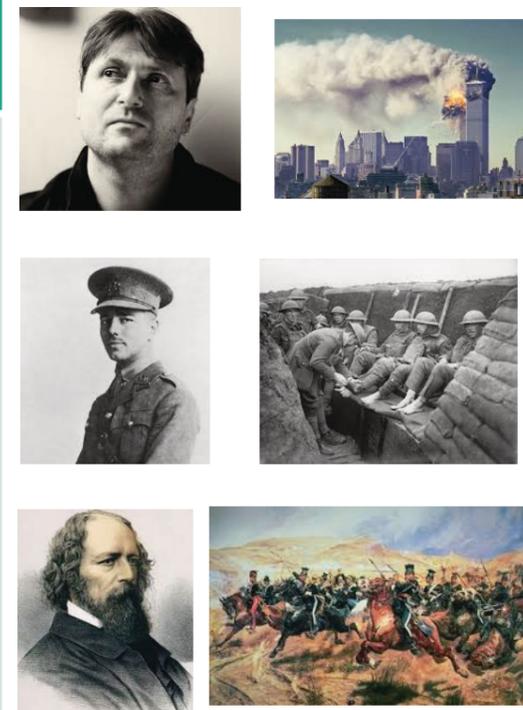
1. Balaclava
2. Raglan
3. Cardigan

PEE Checklist – Week 5

A single point (one sentence, clear, focused on the text)
Evidence (exact words from the text, quotation marks)
Explanation
 Several sentences exploring specific word choices
 Explanation of the atmosphere
 Analysis of imagery (simile, metaphor, personification)
 Personal opinion/interpretation of the reader

Context – week 3

| Out of the Blue | Dulce Et Decorum Est | The Charge of the Light Brigade |
|---|--|---|
| <p>Modern warfare is frightening as it can affect anyone, anywhere and at any time. On 11th September 2001, the act of terrorism now commonly referred to as 9/11, occurred. Simon Armitage wrote the poem to commemorate the anniversary of 9/11 in 2006.</p> | <p>In 1914 'The Great War' between Germany and Great Britain broke out. Many young men volunteered to fight in response to requests from the Authorities to fight for their country's freedom. Wilfred Owen wrote poetry in the trenches to help himself come to terms with the trauma of what was happening to him, and around him. This poem is anti-war because it de-glamourised fighting and presented a frighteningly realistic facet of war to counteract propaganda.</p> | <p>Alfred, Lord Tennyson was the poet Laureate to Queen Victoria. The poem was written after Tennyson read an account of a battle during the Crimean War in The Times newspaper. The poem celebrates the patriotism of the many brave English soldiers who died in the 1854 conflict.</p> |



Key Terminology – Week 1

- Metaphor
- Simile
- Imagery
- Structure
- Form
- Alliteration
- Onomatopoeia
- Repetition
- Hyperbole
- Metaphor
- Oxymoron
- Paradox
- Personification

Out of the Blue – Simon Armitage

You have picked me out.
Through a distant shot of a building burning
you have noticed now
that a white cotton shirt is twirling, turning.

In fact I am waving, waving.
Small in the clouds, but waving, waving.
Does anyone see
a soul worth saving?

So when will you come?
Do you think you are watching, watching
a man shaking crumbs
or pegging out washing?

I am trying and trying.
The heat behind me is bullying, driving,
but the white of surrender is not yet flying.
I am not at the point of leaving, diving.

A bird goes by.
The depth is appalling. Appalling
that others like me
should be wind-milling, wheeling, spiralling, falling.

Are your eyes believing,
believing
that here in the gills
I am still breathing.

But I ring, I ring.
Sirens below are wailing, firing.
My arm is numb and my nerves are sagging.
Do you see me, my love. I am failing, flagging.

Dulce Et Decorum Est – Wilfred Owen

Bent double, like old beggars under sacks,
Knock-kneed, coughing like hags, we cursed through sludge,
Till on the haunting flares we turned our backs,
And towards our distant rest began to trudge.
Men marched asleep. Many had lost their boots,
But limped on, blood-shod. All went lame; all blind;
Drunk with fatigue; deaf even to the hoots
Of gas-shells dropping softly behind.

Gas! GAS! Quick, boys!—An ecstasy of fumbling
Fitting the clumsy helmets just in time,
But someone still was yelling out and stumbling
And flound'ring like a man in fire or lime.—
Dim through the misty panes and thick green light,
As under a green sea, I saw him drowning.

In all my dreams before my helpless sight,
He plunges at me, guttering, choking, drowning.

If in some smothering dreams, you too could pace
Behind the wagon that we flung him in,
And watch the white eyes writhing in his face,
His hanging face, like a devil's sick of sin;
If you could hear, at every jolt, the blood
Come gargling from the froth-corrupted lungs,
Obscene as cancer, bitter as the cud
Of vile, incurable sores on innocent tongues,—
My friend, you would not tell with such high zest
To children ardent for some desperate glory,
The old Lie: *Dulce et decorum est
Pro patria mori.*

The Charge of the Light Brigade

Lord Tennyson

I
Half a league, half a league,
Half a league onward,
All in the valley of Death
Rode the six hundred.
“Forward, the Light Brigade!
Charge for the guns!” he said.
Into the valley of Death
Rode the six hundred.

II
“Forward, the Light Brigade!”
Was there a man dismayed?
Not though the soldier knew
Someone had blundered.
Theirs not to make reply,
Theirs not to reason why,
Theirs but to do and die.
Into the valley of Death
Rode the six hundred.

III
Cannon to right of them,
Cannon to left of them,
Cannon in front of them
Volleyed and thundered;
Stormed at with shot and shell,
Boldly they rode and well,
Into the jaws of Death,
Into the mouth of hell
Rode the six hundred.

IV

Flashed all their sabres bare,
Flashed as they turned in air
Sabring the gunners there,
Charging an army, while
All the world wondered.
Plunged in the battery-smoke
Right through the line they broke;
Cossack and Russian
Reeled from the sabre stroke
Shattered and sundered.
Then they rode back, but not
Not the six hundred.

V

Cannon to right of them,
Cannon to left of them,
Cannon behind them
Volleyed and thundered;
Stormed at with shot and shell,
While horse and hero fell.
They that had fought so well
Came through the jaws of Death,
Back from the mouth of hell,
All that was left of them,
Left of six hundred.

VI

When can their glory fade?
O the wild charge they made!
All the world wondered.
Honour the charge they made!
Honour the Light Brigade,
Noble six hundred!

1 | VARIATION

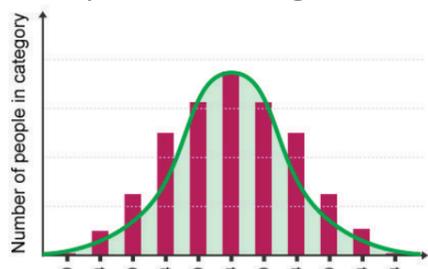
What is variation?

- All people are human. They belong to the same **species**.
- The presence of differences between living things of the same species is called **variation**.
- Variation between different species is usually greater than the variation within a species.

Continuous and discontinuous

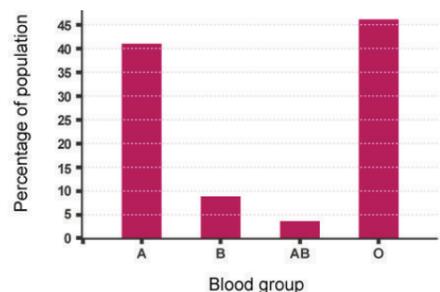
Continuous variation

- For any species a characteristic that changes gradually over a range of values shows continuous variation.
- Examples of such characteristics are: height, weight
- If you record the heights of a group of people and draw a graph of your results, it usually looks something like this:



Discontinuous variation

- A characteristic of any species with only a limited number of possible values shows **discontinuous variation**.
- Examples: blood group, gender (male or female), eye colour



2 | ADAPTATIONS

- A **habitat** is the area where an organism lives.
- The conditions in a habitat are called the **environment**.
- An environment is affected by non-living factors (e.g. light, dampness, temperature), called **physical environmental factors**.
- Organisms have **adaptations** that allow them to survive in a habitat.
- For example, fish are adapted to living underwater. They have gills to take oxygen out of the water, fins to swim with and streamlined bodies to help them move easily through the water.
- Organisms that are better adapted to survive in an area will have a better chance of survival
- All the organisms in a habitat form a **community**.
- Within a community, the total number of one species is called a **population**.



- Inherited variation** is caused by features being passed from **parents** to their **offspring** during reproduction.
- In humans, natural eye colour and natural hair colour are both examples of inherited variation.
- Sexual reproduction involving a sperm and egg results in slightly different mix of features

3 | EFFECTS OF THE ENVIRONMENT

- Environmental variation** is variation caused by the environment. In humans, sunburn and having a scar are examples of environmental variation.
- Plants are affected by environmental factors such as the amount of light, water, warmth or mineral salts in the soil.
- Inherited and environmental causes**
- Some features vary because of a mixture of inherited causes and environmental causes.
- For example, identical twins inherit exactly the same features from their parents. However, if you take a pair of twins, and twin 'A' is given more to eat than twin 'B', twin 'A' is likely to end up heavier. Weight and height are common examples of characteristics that are influenced by both genetic and environmental factors.
- Changes during a day are known as **daily changes** using the year are **seasonal changes**.
- Nocturnal** animals are only active at night and have adaptations for this.
- Seashore organisms are adapted to tides

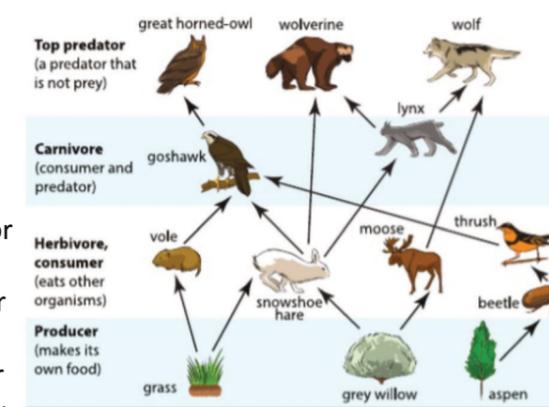
Seasonal changes

- As trees lose their leaves because there is not much light for **photosynthesis**
- in autumn some birds migrate to warmer countries to feed during the winter.
- Some plants die completely in the winter but are survived by their seeds that grow into new plants in the spring.

4 | EFFECTS ON THE ENVIRONMENT

The size of a **population** is affected by several factors.

- Organisms **compete** with each other for resources. competition for resources may cause populations of some organisms to decrease.
- Disease can kill organisms.
- Changes in one population affect other populations. When there are a lot of **prey** organisms, the number of **predators** increases because they have plenty of food. This decreases the number of prey, which then leads to a decrease in the number of predators.
- We can see what eats what in a habitat by looking at a **food chain** like this
grass → hare → lynx
- Food chains can be added together to form a **food web** which shows how some animals compete with each other for the same food.



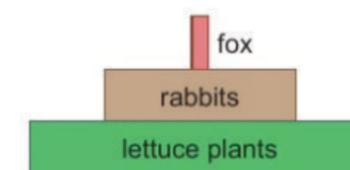
- The organisms in an ecosystem all depend on one another, we say they are **interdependent**

5 | TRANSFERS IN FOOD CHAINS

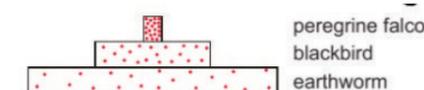
- Organisms contain **energy** stored in substances that make up their body.
- The arrows in the food chains and webs show how this energy passes from organism to organism

Pyramids of numbers

- The populations of the organisms at each level in a food chain can be shown as a **pyramid of numbers**.
- The size of each bar represents the number of organisms. Usually there are fewer organisms as you go along a food chain because energy is lost at each level (e.g. through movement, keeping warm in waste materials)



- Poisons** may kill organisms, or kill the organisms that they depend on. Some **pesticides** are **persistent** and can build up in the animals as you go along a food chain, harming the top predators.
- This build up can be shown in a pyramid

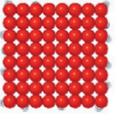


Ecosystems Knowledge Organiser



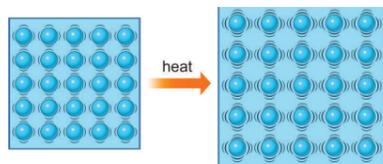
1 | THE PARTICLE MODEL

Materials can exist as either solids liquids or gases

| State | Forces | Spacing | Movement |
|--|---------------|-----------|-----------------------------------|
| solid  | strong | close | vibrate in fixed positions |
| liquid  | fairly strong | close | move around within the liquid |
| gas  | weak | far apart | move about fast in all directions |

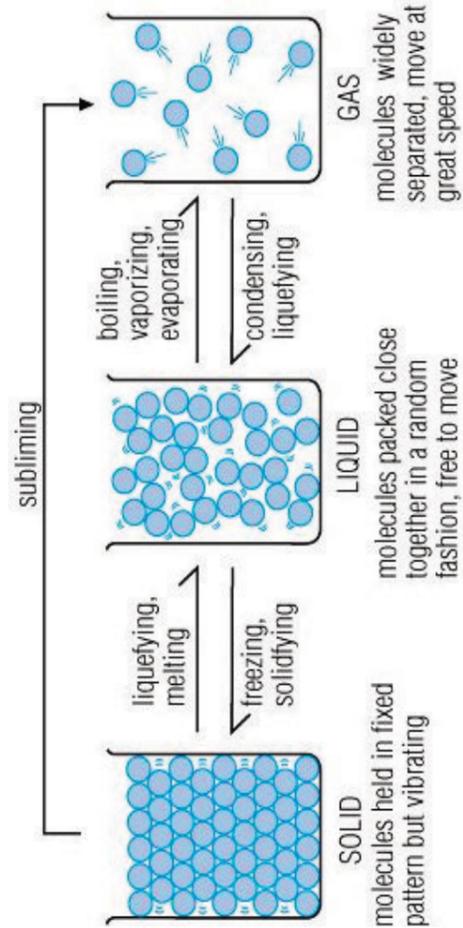
Scientists think the particle model is correct because it explains many observations.

- **Diffusion:** gases or liquids mix without anything moving them because the particles are moving around all the time.
- **Brownian motion:** tiny specks of dust in air or water can be seen jiggling around as they are hit by the moving air or water particles.
- **Expanding and contracting:** materials expand when heated and contract (get smaller) when cooled. This is because the particles in hotter materials move faster and so take up more space.
- **Density changes:** density is the **mass** of a certain **volume** of a material. When a material contracts, its density increases, because the same mass of particles takes up a smaller volume. A material's density decreases when it expands.



C | When a solid is heated the particles vibrate further about their fixed positions. The particles themselves do *not* change size.

2 | CHANGING STATE



- **Pure** substances change state at an exact temperature as the substance is made up of the same atoms/ molecules
- **Mixtures** melt over a range of temperatures as the substance is made up of a mixture of atoms/ molecules.

3 | PRESSURE IN FLUIDS

Gas **pressure** is caused when gas particles hit the walls of their container.

- The force of particles hitting things causes pressure.

How to increase pressure

- Decrease the **volume** of the container. Smaller volume means particles have a greater chance of colliding with the walls of the container meaning greater pressure.
- The higher the **temperature**, the more energy gas particles have the faster the gas particles move, the greater the chance particles have colliding with the walls of the container meaning greater pressure.
- Increase in the number of gas **molecules** in the same volume container, increases the the chance particles have colliding with the walls of the
- **Pressure is measures in pascals (Pa)**

container increasing pressure Pressure in a **fluid** increases as:

- weight of fluid increases and as depth increases.
- This diagram shows there is a greater pressure at the boOom.
- There is a greater force coming from the weight of the particles above it.



The further down into the ocean you go the greater the pressure as there are more water particles above you.

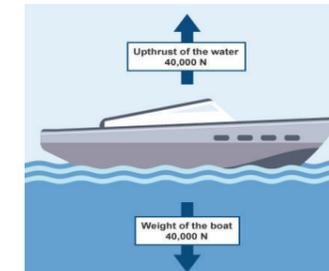
The higher up the mountain we go the less air/gas particles above us and so the less the pressure gets.

4 | FLOATING AND SINKING

Up-thrust- 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 up-thrust 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 **up-thrust** from the water.



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



- 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.

5 | DRAG

Drag- another name for air resistance or water resistance.

- Any object moving through water or air will have resistance force on it that will slow it down.
- Drag is caused by particles in the Fluid hitting the moving object, and by the forced needed for the object to push the fluid out of the way.
- The particles transfer energy to the object, which is why objects moving through air can get hot.

Reduce drag:

- Make the surface smoother,
- Give the object a smooth shape.
- Reduce the area of the object that faces the oncoming fluid.

Reducing air resistance

We can design the shape of an object, for example a car, so that it will pass through the air with little air resistance. This is called **streamlining**.



Fluids Knowledge Organiser

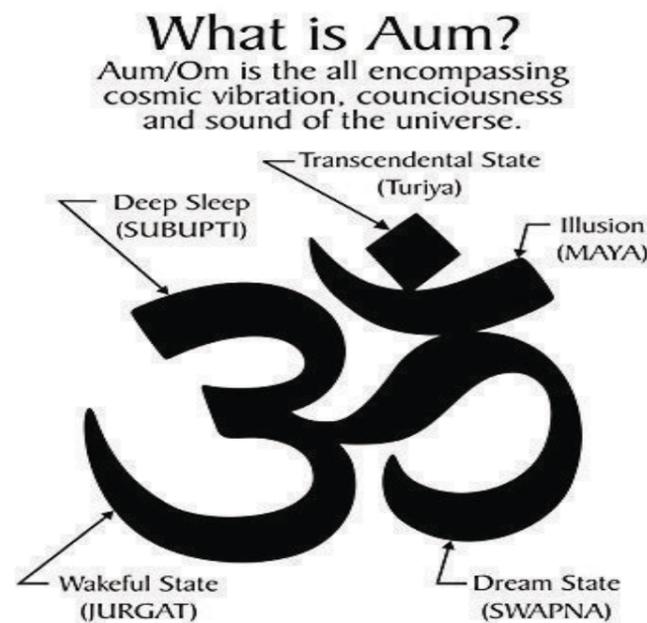


World Religions.

| Name of Religion | <u>Christianity</u> | <u>Islam</u> | <u>Hinduism</u> | <u>Buddhism</u> | <u>Sikhism</u> | <u>Judaism</u> |
|---|--|--|--|--|---|--|
| Holy Book | Bible | Qu'ran | Vedas | Tripitaka | Guru Granth Sahib | Torah |
| Place of worship | Church | Mosque | Mandir / Temple | Temple | Gurdwara | Synagogue |
| Symbol | Cross  | Star and Crescent  | Aum  | Wheel of Dharma  | Khanda  | Star of David  |
| Important Person / Founder | Jesus | Mohammed | None | Buddha | Guru Nanak | Abraham |
| Important festivals,, rituals and people. | Christmas Easter | Eid Ramadam | Diwali | Dalia Lama Wesak Dharma Day | Diwali | Hannukah Passover |

Hinduism: Basic Beliefs.

- Hindus believe in one God.
- They believe God is everywhere and in everything.
- Hindus believe that God created the world and everything in it.
- The Supreme Soul is called Brahman.
- Hindus believe that Brahman has many forms.
- They believe that these forms represent the different aspects of Brahman's power.
- These forms are the thousands of gods and goddesses of Hinduism.
- Many Hindus choose more than one of these deities to worship.



Hinduism: Place of Worship: Mandir

- The temple is a special place for Hindus.
- It is known as the Mandir and is regarded as God's home on Earth.
- A murti is a deity or image of a Hindu god or goddess and are to be found in the Mandir.
- The Murti is made according to the instructions of the *shilpa shastra*. The priest then installs them through the *establishing of life ceremony* - known as the *prana pratistha*.
- They are treated as living beings and are washed, dressed and fed during the day.
- Hindus visit the mandir for Darshana, or a 'sight' of the deity.

| Sign/Symbol | Meaning |
|---------------|---|
| Water | Used to wash away 'original sin' from a person. |
| Oil of Chrism | Used to make the Sign of the Cross. It is a sign of the strength of the Holy Spirit. |
| White garment | Symbolises putting on Christ and is a sign of purity |
| Candle | Symbolises that Jesus is the 'light of the world' guiding the person in their lives. |
| Name | Symbolises that the person is guided or inspired by the example of a person with the same name (usually a saint). |

Computer Science - Micro:bit Programming

| Key vocab | |
|-------------------------------|--|
| Micro:bit | A small computer designed by the BBC for use in computer education in the UK. |
| Processor | Receives inputs from the computer and produces outputs. |
| USB | The form of power supply used by the Micro:bit – power is transmitted from the computer via a micro-USB cable. |
| Buttons | Input devices used within the Micro:bit to control or alter programs whilst running. |
| LED | Light emitting diodes (LEDs) – used on the Micro:bit as a screen in a 5x5 grid to display information. |
| Accelerometer | An input device within the Micro:bit to control or alter programs by tilting or moving the device. |
| Microsoft Block Editor | The visual programming language used to create programs that can be run on the Micro:bit. |

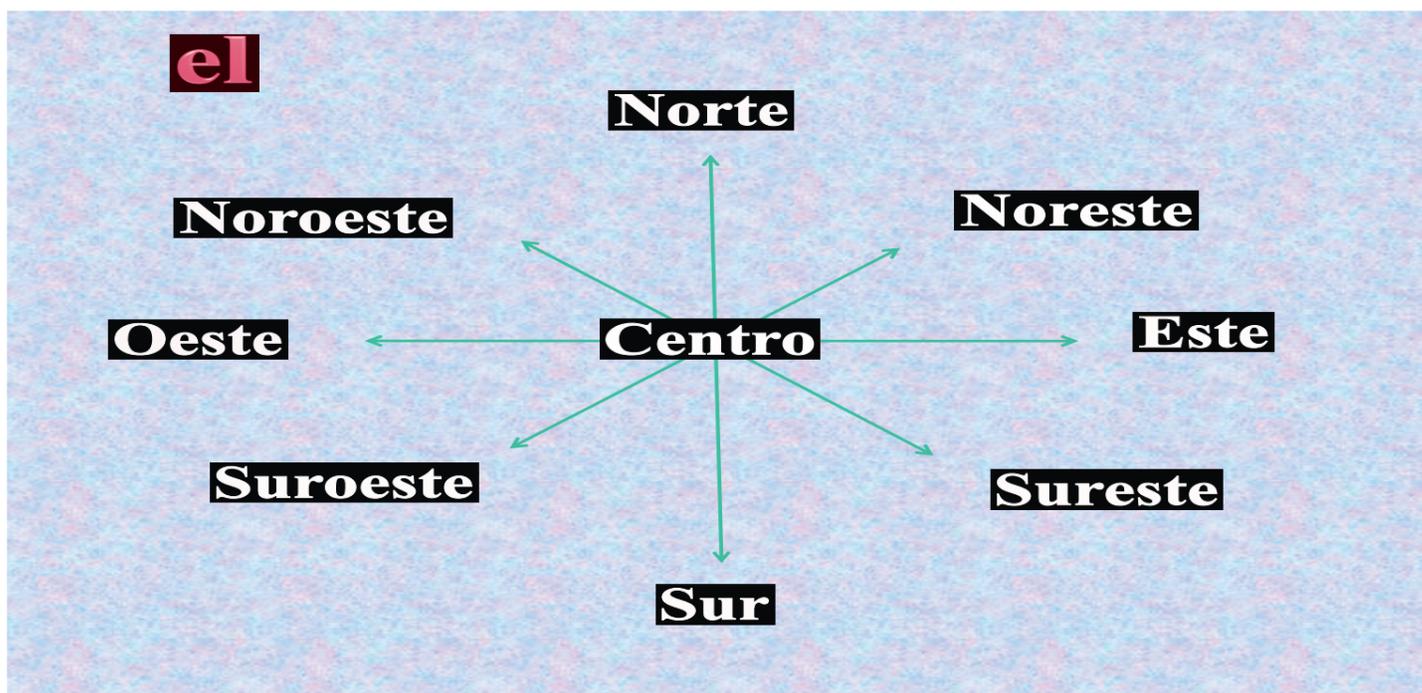
| Recapping algorithms | |
|----------------------|---|
| Algorithm | A set of instructions to be followed to complete a given task or solve a problem. |
| Program | A sequence of instructions used by a computer. |
| Sequence | The order which the computer will run code in, one line at a time. |
| Selection | A decision made by a computer, choosing what code should be run only when certain conditions are met. |
| Condition | Checking to see whether a statement or sum is true or false. |
| Iteration | When a section of code is repeated several times – also known as looping. |
| Variable | Something which can be changed in a computer. Made up of a name and some data to be saved. |



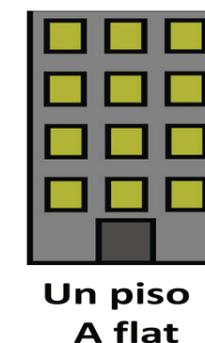
| Key blocks | |
|------------|---|
| | Used to display a string (a combination of letters, numbers or symbols) onto the screen. |
| | Used to display information onto the screen, controlling the LEDs that are shown based on the tick-boxes that have been selected. |
| | Used to loop through any code contained within the block. |
| | Used to run certain code contained within the block when the A button is pressed. |
| | Used to create a variable which can be altered to control parts of the program. |



Practice and learn the words for the compass points and places to live.



Practice and learn the words for the places to live and the adjectives to describe them.



Un pueblo
A town



Una ciudad
A city



El campo
The countryside



La costa
The coast



Las montañas
The mountains



Las afueras
The outskirts



El centro
The centre



Un barrio
A district/
neighbourhood

¿Qué significan las palabras?

| ¿Cómo es tu piso? | | ¿Cómo es tu casa? | | |
|-------------------|-----------------|-------------------|-----------------|-------------|
| (No) Es | antigu o | (No) Es | antigu a | Old |
| | modern o | | modern a | Modern |
| | bonit o | | bonit a | Pretty |
| | nuev o | | nuev a | New |
| | fe o | | fe a | Ugly |
| | cómod o | | cómod a | Comfortable |
| | pequeñ o | | pequeñ a | Small |
| | viej o | | viej a | Old |
| | grand e | | grand e | Big |

Learn the names of the rooms in a house.

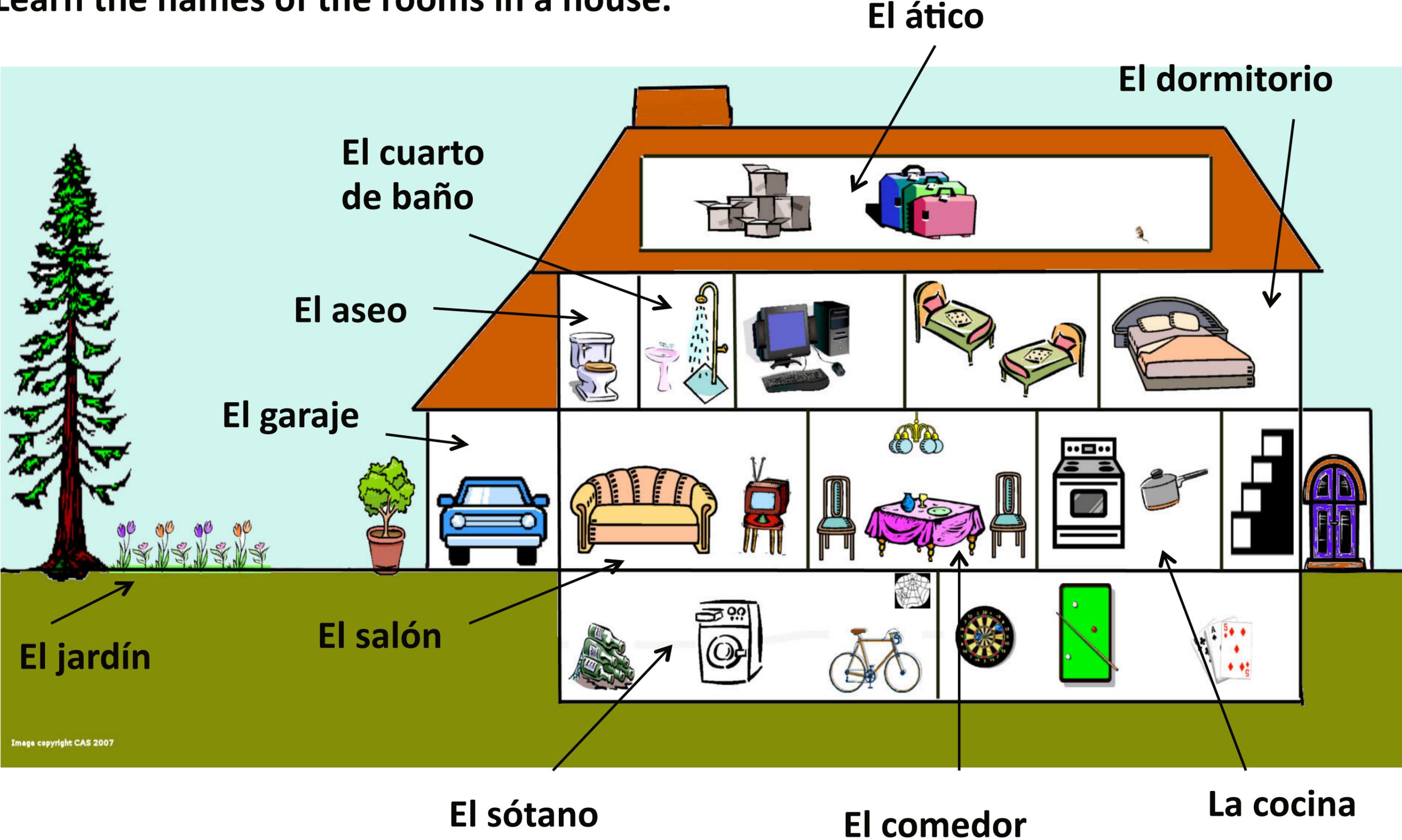


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Year 7 – Design and Technology Knowledge Organiser



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.



- 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



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.

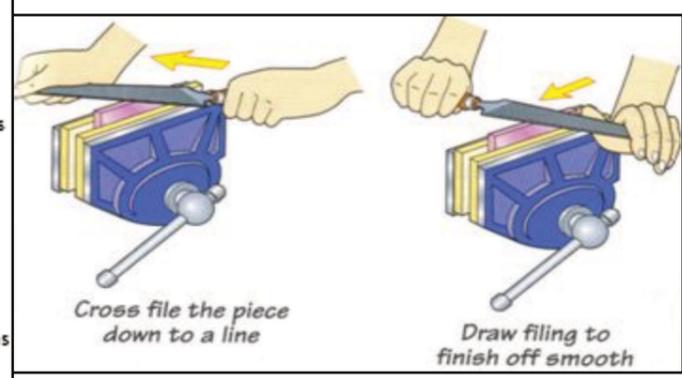
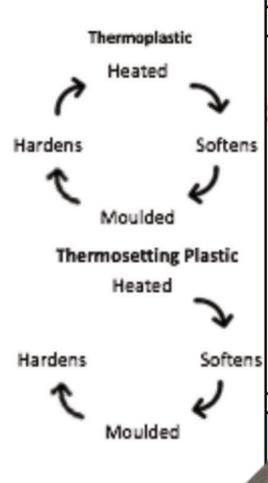
Thermoplastic and Thermosetting Plastics

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.

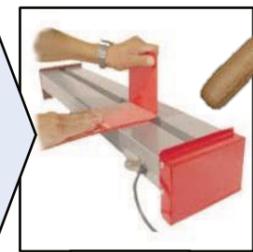


Cross filing – Is used to shape and remove material.
Draw Filing – Is used to remove the cross filing marks/smooth.

Forming Thermo Plastics

Understand and be able to explain the processes of:

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

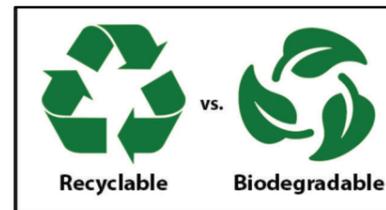
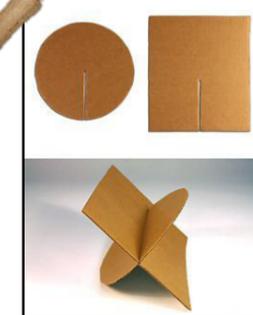


Line Bending

- 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 environment without causing harm.

Year 7 – Design and Technology - CAD

Knowledge Organiser



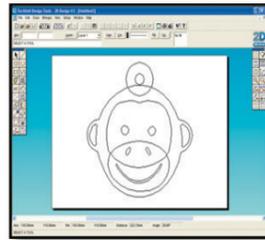
Forest Stewardship Council
Sustainable Timber

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

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



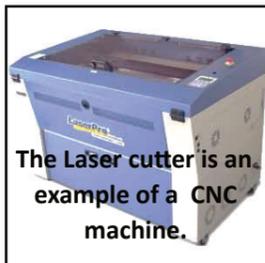
Be able to identify 2D Design Drawing icons. Line, arc, circle, rectangle, text and freeform curve.



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

Red lines or fill areas engrave.

Black lines or fill areas cut.



The Laser cutter is an example of a CNC machine.

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

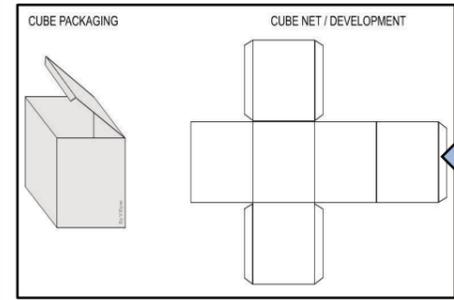
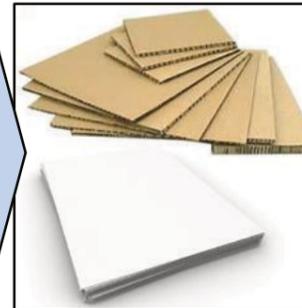
CAD Advantages. Can be more accurate than hand-drawn designs – it reduces human error. You can save and edit ideas, which makes it easier and cheaper to modify your design as you go along. You can modify existing ideas, which saves £me.

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

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.

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).

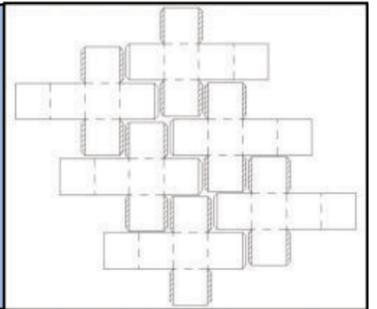


softwood come from coniferous trees which are evergreen, needle-leaved, cone-bearing trees. Examples include pine and spruce.

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



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

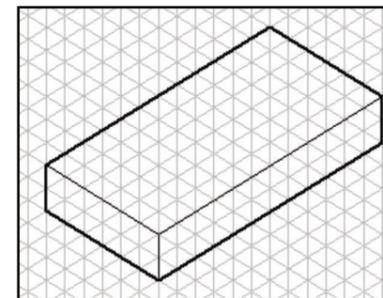


Try Square
Used for marking and measuring.

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

Pillar Drill:
Used for drilling holes in various materials.

Band Facer:
Used for sanding wood.



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

Remember the Safety Rules:

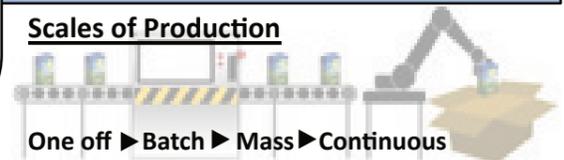
Tie back long hair to prevent entanglement.
Wear an apron to protect your clothing.
Roll up long sleeves to prevent entanglement.
Stack chairs to prevent tripping.
Wear Goggles on machines to protect your eyes.
One at a time on machines.

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.

Scales of Production

One off ► Batch ► Mass ► Continuous



Year 7 – Design and Technology - Food Knowledge Organiser



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

Basic Nutrition

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

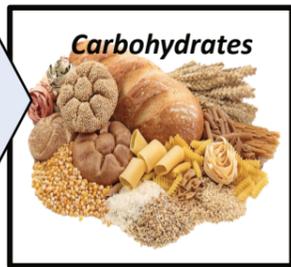
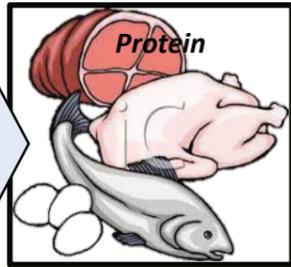
Protein: The nutrient that helps build and repair the body and we get from Meat and Fish

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.



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.

The Eatwell Guide

The Eatwell plate highlights the different types of food that make up our diet.

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

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

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

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

Choose unsaturated oils and spreads, and eat in small amounts

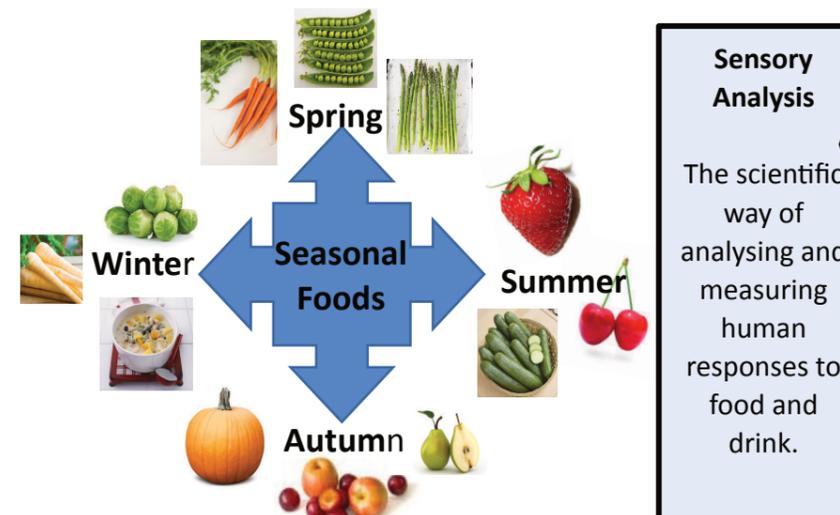
6-8 a day

Health and Safety

- Wear a clean apron
- Wash your hands
- Tie back long hair
- Keep food preparation surfaces clean
- Remove nail varnish
- Store food appropriately.
- 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.
- Dry equipment properly
- Put away equipment
- Use oven gloves when removing items from the oven

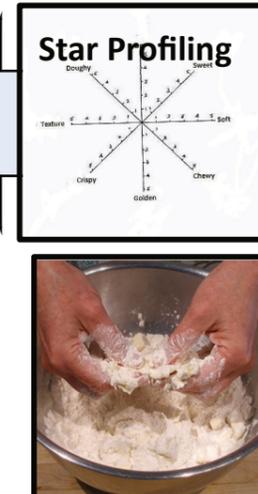
Glossary of Terms –Understand and be able to explain the following:

- **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.



Sensory Analysis

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





Year 7 Art & Design - Knowledge Organiser

A: Key Skills:

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

B: Expressing an opinion: Sentence starters

- I feel/believe that
- In my opinion
- It seems to that
- Based on my experience

1: OBSERVATION:

'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 artist 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.

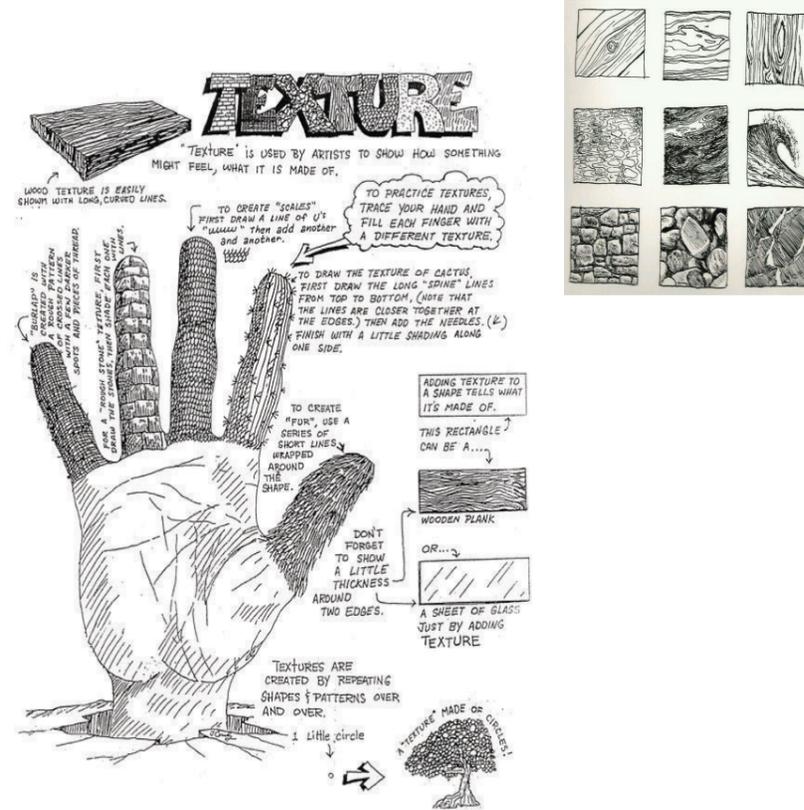


Key Words

- Composition
- Refine
- View
- Perspective
- Detail
- Colour

2: TEXTURE: Visual texture

'the feel, appearance, or consistency of a surface'



3: IMAGINATION:

'the faculty or action of forming new ideas, or images or concepts of external objects not present to the senses'

Jan Pieńkowski

Jan Michal Pieńkowski is a Polish-British author of children's books—as illustrator, as writer, and as designer of movable books. He has also designed for the theatre

A **Silhouette** is the image of a person, animal, object or scene represented as a solid shape of a single colour, usually black, with its edges matching the outline of the subject.

Key Words

- Imagination
- Mysterious
- Character
- Monochrome
- Genre
- Atmosphere
- Heroine
- Silhouette
- Gothic





PE Knowledge Organiser

Principles Of Training



SPORT is one way to remember the principles of training:
S stands for **SPECIFICITY** –you must select activities and exercises that will improve your fitness targets.
P stands for **PROGRESSION** –the difficulty of your training should increase gradually to prevent injury and allow your body to adapt.
O stands for **OVERLOAD** –you should increase the demands on your body so that your fitness improves.
R stands for **REVERSIBILITY** –if you stop training then your fitness levels will go back to the way they were and any fitness gains will be lost.
T stands for **TEDIUM** –you should do different types of training so that you don't get bored or demotivated.



One way of measuring the intensity of a person's workout is to look at the percentage of their **maximum heart rate** they have reached.

If a person wants to train **aerobically** they should aim to work at 60-80% of their maximum heart rate.

If a person wants to train **anaerobically** they should aim to work at 80-90% of their maximum heart rate.

At first, an unfit person should aim to reach 60% of their maximum heart rate if they want to improve their **aerobic fitness**

An example of **OVERLOAD** is that in order for you to become stronger, you must exercise your muscles beyond their usual intensity.



SMART targets are another way for athletes to set themselves goals.

SPECIFIC –they should be clear-cut, not easy to get confused.

MEASURABLE –you can monitor and record how close you get to meeting your target.

ACHIEVABLE –the goal can be completed by the athlete and is not too difficult for them.

REALISTIC –they are possible for the athlete to achieve.

TIMED –there is a definite end point by when the goal needs to be met.

The four main principles of overload are:

1. **Frequency** –how often you train
2. **Intensity** –how hard you train
3. **Time** –how long you train for
4. **Type** –the kind of training you do

KS3 MUSIC KNOWLEDGE ORGANISER

Treble Clef

E F G A B C D E F

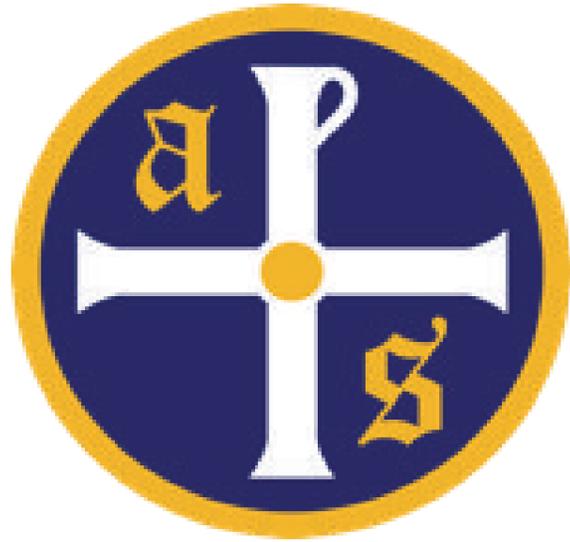
E G B D F

F A C E

Musical Elements

| | | |
|-----------|--------------------|--|
| Timbre | Sound quality | |
| Pitch | High or low sounds | |
| Texture | How many sounds? | |
| Tempo | Fast or slow? | |
| Duration | Long or short? | |
| Structure | The musical plan | |
| Dynamics | Loud or quiet? | |

| | | | | | | | | | | | |
|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|---|---|
| D \flat | E \flat | G \flat | A \flat | B \flat | D \flat | E \flat | G \flat | E \flat | G \flat | | |
| C \sharp | D \sharp | F \sharp | G \sharp | A \sharp | C \sharp | D \sharp | F \sharp | G \sharp | F \sharp | | |
| C | D | E | F | G | A | B | C | D | E | F | G |



Forum

Chorus Theatre

Flashback Narration



genre genre

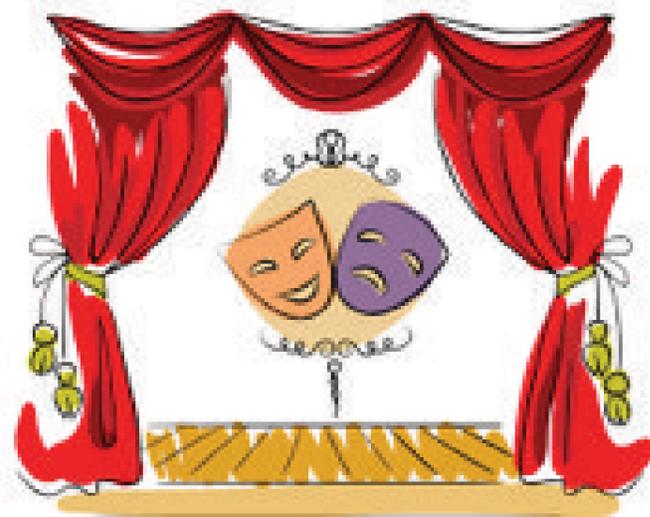
style rehearsal

KS3 Keywords
Spellings

naturalistic character

Improvisation

tableau techniques



Promenade stage

Monologue Realism

Proscenium Arch

