Knowledge Organiser Booklet Year 7 Term 1



Our working memories can only store a limited amount of information, whereas our long term memories can store limitless information. To learn successfully, we need to store core knowledge into our long term memories, so we can retrieve it when we need it.

For instance if you are at work or in the shops and need to work out a 25% discount, you cant memorise 25% of every number, so you need to be able to quickly recall the method for calculating a percentage. Committing core knowledge to our long-term memories is a life-hack. It makes thinking about difficult things easier.

Using a knowledge organiser with regular retrieval activities is a way for you to store core knowledge & subject specific words, into your long term memory so it is there when you need it.



Contents

Clicking on the subjects below will take you directly to the knowledge organisers for each subject. These are to support learning that has taken place this past term. Use these to help reinforce the key knowledge. Use some of the strategies explained in the introduction to help you retain this important information.

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Blended Learning Expectations

Make sure you have <u>access to a computer at home (</u>If you don't please make pastoral staff aware or email <u>langley.homelearning@taw.org.uk</u>)

Download Microsoft Teams on both your phone and computer. (If you don't know how to do this please ask a member of staff or do this in your next computing lesson)

Spend at least 2 hours a week using teams <u>**EVERY</u></u> <u>WEEK.** (Engagement in teams can be tracked and monitored). You need to be accessing each of your class teams and recapping on the previous learning or completing additional tasks set by your class teacher.</u></u>

If you have any issues with teams (e.g. login problems or missing classes etc then please email <u>lang-</u> <u>ley.homelearning@taw.org.uk</u>)

Teams is a tool to support ongoing learning and should **only be used for educational purposes.**



	LOOK, COVER, WRITE, CHECK	DEFINITIONS TO KEY WORDS	FLASHCARDS	DUAL CODING	
AGE 1	Look at & study an area of your knowledge organiser	Write down the key words & definitions	Write key words, dates/formulae, equations/quotes on one side & answers on the other	Draw pictures/diagrams/ cartoon strips	
STI				<u>AN</u>	set
AGE 2	Cover up your knowledge organiser and write everything you remember	Cover up the definitions. How many can you remember? Repeat.	Include pictures or diagrams if it helps. Read through them.	Label your pictures/diagrams/ cartoon strips	er has
ST			10 AM	1 AN	ache
AGE 3	Check. Correct mistakes in green and add anything you missed. Repeat	Check. Correct mistakes in green pen. Which ones do you find hard to remember?	Test yourself and get someone to test you.	Explain out loud to yourself or family/friend what your images show	your te
ST	9 	×	0Q		ork
	SELF QUIZZING	MINDMAPS	PAIRED	SPEAK, COVER,	mew
			RETRIEVAL	WRITE, CHECK	IOL
AGE 1	Use your knowledge organiser to create quiz questions.	Create a mindmap of everything you can remember from your knowledge organiser	Give a family member/friend the knowledge organiser to hold	Read out loud the information from the knowledge organiser several times.	plete
STI		000	<u>d</u>		com
AGE 2	Write down the answers to your quiz	Check your knowledge organiser & use a green pen to make any	Get them to test you using the knowledge organiser	Cover up your knowledge organiser and write everything you remember	ow to
ST		corrections.			I
		XV			

Retrieval Placemat

Look at your knowledge organiser. Now cover it up and write down Key vocabulary & definitons from memory:

First time: Look. Cover. State 3 facts Second time: Look. Cover. State 3 facts

Third time: Look. Cover. State 3 facts

Check & green pen your answers

Look at the knowledge organiser again. Now cover it up and without looking, explain a concept or idea in your own words

Re-read your answer above. Look at the knowledge organiser again. Now cover it up and improve on your previous explanation in green pen.

Retrieval Relay

Look at your knowledge organiser. Now cover it up.

First time: Write down everything you can remember

Second time: Look. Cover. Write down everything you can remember Third time: Look. Cover. Write down everything you can remember

Write down everything here that you didn't remember:

Vocabulary focus 1

Look at your knowledge organiser. Select a key word and write it here:

Write a definition of the key word in your own words - not the same as the one on the knowledge organiser: Write a sentence with the key word in it:

Create a question where the key word is the answer:

What other words are connected to this key word?

Draw a picture or diagram to help you remember this key word:

Vocabulary focus 2

Definition:

Characteristics:

Key word:

Examples:

Non-examples:

What should my knowledge organiser homework look like?

Homework activity written Topic clear and underlined Date Topic : Eartiguakes 13/07/21 Defrictions to key words Epicentre: Directry above une form, mere the version waves hit kint Stage 1 Service waves : Energy waves from form Fours : The point mere pressure is release Stage 2 Epicentre : Where the vuisnic waves hit List (drecky above the forms) Sevence wares: Energy waves (from the for +311 Forme The point mere it starts - much green pressure is released must remember hus Stages of homework Key words in a different Green pen colour or underlined activity in margin corrections

What should my knowledge organiser homework look like?



Stages of homework activity as subtitles

Art



Year 7: Unit 1: Drawing Skills



Draw edges not outlines!

Of the shoe and drawing the outline first is crucial before adding tone and texture.



Year 7: Unit 2: Cave Art

Prehistoric Art

Threshold Concept (TC3) – Understand the elements of art and how these can be used effectively in art.

Threshold Concept (TC4) - Understand that some artistic techniques have changed over time and others have stayed the same.

helped to reveal the date. (carbon dating is the science of

measuring how much radiocarbon

is left in a bone from which their

age is worked out.)

Bronze

- ... understand what 'prehistoric' means.
- ... understand what a 'collage' is.
- ... understand what a 'stencil' is.
- ... cut out appropriate images and present them on the page.

The first European cave paintings were found in Altamira, Spain in 1868.

The paintings are 36,000 years old.

- ... select basic information and write this on the page.
- ... produce a copy of a simple cave image.

Cave

Painting



Meet Our Ancestors



Paintings showed lots of things about the animals: Aurochs and bison fight Horses and deer are social animals that can live together

The Lascaux cave in France wa

discovered in 1940 and has

paintings that are from 17,000 to 30,000 years old.

- Bison and lions live on open fields. Aurochs, deer and bears live in the forest.
- Ibex live in rocky areas. Horses can live anywhere.



Prehistoric: describing the period before there were written records. (before recorded history)

Collage describes both the technique and the resulting work of art in which pieces of paper, photographs, and fabric etc are arranged and stuck down onto a surface

Key words prehistoric, Auroch, Ibex, charcoal, perspective, iron oxide, line, shape, carbon dioxide, humidity, collage, stencil

> National Geographic Society: Prehistoric Art



Charcoal, which was wood burnt by the campfire, was used to draw with



Colours could be mixed with animal fat.

When mixed with water they were lighter. Colours were dabbed or blown through a hollow animal bone onto the wall.

Iron Oxide was also mixed with sand to make ochre and colours ranged from yellow to deep orange.

Iron oxide rock could be powdered and was either black/grey or red/brown.

Tools



People would have used their fingertips to make the pictures. Alternatively, some cave artists used twigs or brushes made from animal hair.

> Stencil: A stencil is used as a guide to create a painting or drawing



Fire It was dark in the caves and the cave artists would have needed a wooden fire torch to help them to see.

A Cave Artist's Toolbox

Formal Elements of Art

The cave walls were cleaned before being painted.

Colour - what you see when light reflects off something.

Shape – a 2D area which is enclosed by a line.

Form – a shape which has 3 dimensions.

Tone – how light or dark something is.

Line – a mark made which can be long, short, scribbled, straight etc.

Texture – how something looks or feels (visual or actual) rough etc.

Pattern – a symbol or shape that can be random or repeated.

Farly human artists would use the shapes of the cave walls to boost the 3D effect



painting by changing the angles or the size of something) was made by painting shadows and showing some animals bigger which looked closer and others smaller which looked farther away

> Early archaeologists were accused of forgery because of the advanced look

Experts had thought that prehistoric humans did not have the skill to think in an abstract or scientific way, but evidence shows they did

of the paintings.

The illusion of perspective (which means showing distance in a

The cave artists scratched or scraped

around the outlines of figures

and animals to make it look like

they were moving



In the 1960's carbon dioxide from visitors breath created heat and humidity. This was damaging the cave walls.



Replica sites have been designed and built to protect the caves from impurities.



Year 7: Unit 2: Cave Art

Prehistoric Art

Threshold Concept (TC3) –Understand the elements of art and how these can be used effectively in art. Threshold Concept (TC4) - Understand that some artistic techniques have changed over time and others have stayed the same.

<u>Bronze</u>

- ... understand what 'prehistoric' means.
- ... understand what a 'collage' is.
- ... understand what a 'stencil' is.
- ... cut out appropriate images and present them on the page.
- ... select basic information and write this on the page.
- ... produce a copy of a simple cave image.



ABEDEFGHIJKLMNDP

QRSTUVWXYZzbelef4

HIR MADPARSTUVWXYZ

AaBbCcDd

Ee Ff GgHh

II JJ Kk LI MmNnOoPp

Qq Rr Ss Tt Uu VvWwXx

Effective background

Stencil What does this word mean? A stencil is used as a guide to create a painting or drawing.





charcoal, perspective,

iron oxide, line, shape, carbon dioxide, humidity, collage, stencil

Draw edges not outlines!

Cut out appropriate images

and present them on the page.

Select basic information

and write this on the page.

Key words

prehistoric, Auroch, Ibex,

Charcoal is a **black material obtained by burning wood without much air**. It can be burned as a fuel, and small sticks of it are used for drawing with.

Use basic shapes to plan your drawing





How to cut neatly using scissors Watch from 1:33 to 2:50



Experts had thought that prehistoric humans did not have the skill to think in an abstract or scientific way, but evidence shows they did

Formal Elements of Art Colour, Line, Shape Form, Tone, Texture Pattern



Copy of a simple cave image.



Computing



Read through your knowledge organiser. Next, cover it up or put it away and try tho write down as many of the key facts that you can remember. Use your knowledge organiser to check the fact you have written down. Correct any you may have got wrong.

Impact of t	Computing Year 7 Unit: echnology—collaborating spectfully	g online re-		 Understand a range Show a basic Understand Know h 	cept— of ways to use technology safely, respectfully, and securely awareness to online identity and protection d how to recognise inappropriate content ow to report concerns on the internet
Keyword	Definition	To create a safe pass	wo	ord you must: have 3	Being respectful online
Password	Passwords are secret words that allows user to access websites.	number and	1	character.	Message
Hazard	A danger or risk				From: Becky Subject: Hi Miss!
Email	Short for Electronic Mail which is a way of ex- changing digital messages to one or more recipi- ents	Where to repor	י†	issues online	Can we not have any homework this week because I didn't like the last one that you sent out and I really wanted to play online instead.
Respectful	Being kind to others		1		Message
Social Media	Website or application that lets a user create and share content or to be social online		10		From: Becky
Cyberbullying	The bullying of another person using the internet, mobile phones and other digital devices.	How to stay safe	e	on social media	Hi, Is it possible to not have a week without homework please?
Personal	Information about an individual				can make it up later. Thanks, Becky
Communication	Exchanging of information by speaking or writing	About Me: I love get	oing	sica Mary Stevens to the park on Sandy Lane in Cambridge (2)	I hate green it's a horrible colour
Safe	Protected from risk	DOB: 02-6-2007 S Phone: 07701 123456 C Email: jessica2_6_2007@jmail.com A Address: 5 Sandy Lane, Cambridge S Statistical Statistics S Statistical Statistics S Statistics Statistics S Statistics S Statisti	tatus ome tatus	s: Me and Saffy are here at the park. meet us its really fun! Date: 1/6/2019 Time: 14:30pm s: 1 will be off to sandy lane park again ternoon. Come and join me there!	I think your dog is ugly
Peer	Somebody the same age or have the same qualifications			Date: 1/6/2019 Time: 12:3Spm	

Mod	Computing Year 7 Unit: delling Data—Spreadshe	ets Collect data for a project. Show understanding of a simple project for a specific goal.
Keyword	Definition	Data Information Deta
Data	Values, typically letters or numbers.	Data Facts or figures Vs Information has been processed e.g. 8, 4, 2, 3, 4, 2 Information that has a meaning e.g. Shoe sizes: 2, 3, 4, 8
Cell	A cell is the intersection between a row and a column on a spreadsheet that starts with	Linformation P, 6 Deta
Cell reference	The set of coordinates that a cell occupies on a worksheet.	Cell Reference Cell Reference Cell Reference Cell Reference
Row	The numbered gray area to the left of each row.	Column Concolate Stock control Numeric Data
Column	The lettered or numbered gray area at the top of each column.	Text Label
Formula	A combination of symbols that indicates the chemical composition of a substance.	Proficioss 10.20
Range	Two or more cells on a sheet. The cells in a range can be adjacent or nonadjacent.	Worksheet
Maximum	The highest number	Formula
Minimum	The lowest number	Golden rule: every formula always starts with an = Operators Cell references begin with a letter, and finish with a A range is a selection of cells. - Subtracts one cell or number from another
Information	Data with a meaning	number. EG: A1 EG: * Multiplies two numbers/cells A B C D E F G A B C D E F G / Divides one number / cell from another one 1 - - - - 2 - - - -
Data	Facts and statistics	3 3 3 > Greater than 4 4 5 - - - 5 - - - - - 6 - - - - - 6 - - - - - 6 - - - - - 6 - - - - - 6 - - - - -

Design and Technology



You can make your own questions. This process takes a lot of time, but if you create a study group you can each create a few questions and trade. However it is important that you write what Key facts or knowledge you expect to see in any answer.

The threshold concept that is truly essential to enable you to access future learning is ...

- To understand that electrical components can be described as input, output, process or passive.
- Understand that different electrical components can be combined to make a system.



LDR Toggle Switch Variable Resistor. "A system is a set of things which are connected and work together to perform a specific function." All systems have Input components are sensors, switches or INPU OUTPUT variable resistors. Inputs CONTROL the system. motor L.E.D Transistor Process components are the **PIC Chip** cleaver part of the system. They are complicated com-Speaker ponents like transistors and Output components are things that put something PIC chips out such as light or sound or movement. LED (output) Resistor LDR (input) (passive) ULL. Transistor Resistor Battery Mains Plug (Process) Variable resistor **PCB** (input) Resistors are Passive components, they are not input, process or output, they simply The components are combined to make a System. In elecreduce the flow of electricity in the circuit. tronics this is called a circuit. The components are mount-Batteries and mains plugs are in a separate ed on a printed circuit board (PCB) using Solder. category called power supplies. CAN M How does it work? Allabout: SOL Electricity is the movement of electrons from one FOR ELECTRONICS Don'ti Do! atom to another. It flows through materials like lead, tin and copper because they have good conductivity.

SCAN ME

Solder melts at around 375° C so the components are heated up to this temperature with a **soldering iron** . You need to take care not to burn yourself when soldering.

Copper is used for the tracks on a **PCB** and lead or tin

is used to solder the components to the board.

Because PCBs are made up of lots of different materials it makes them very difficult to recycle. Throwing electronic products and plastics away is very bad for the environment.



Unit guiding question: How can we share design ideas with other people?

The threshold concept that is truly essential to enable you to access future learning is ... To understand that ideas can be graphically communicated to other people.

To understand that appropriate 3D drawing techniques can enhance design ideas

To understand that Computers can streamline the design process.

You Will:

- Be able to add simple notes and labels on designs.
- To recognise the different styles of 3D drawing commonly used.
- To be able to use basic rendering techniques.
- To know what CAD is.
- To be able to use CAD to produce simple shapes
- To be able to use drawings and CAD to produce a simple design



The only two angles you need in isometric drawing are 30 degrees and 90 degrees. You never draw horizontally.

A grid is used to help you draw. Staying on the grid lines makes sure you are drawing at the correct angles.



Transitions in tone

Shadow side

Highlight

Ambient / Light

Cast shadow

Reflected

Direction of light source

Enhancing drawings. Tone is used to enhance 3D drawings. Tone is how light or dark something is and by showing shadows and highlights we can make drawings look more realistic and 3 dimensional.



Line Drawing







Rendered using shade and tone

THICK AND THIN LINE TECHNIQUE

Applying thick and thin line technique to a drawing is one of many ways that a designer can enhance the form (shape) of a design drawing.

Look carefully at your drawing and imagine a spider walking over the shape.

If the spider is able to disappear around an edge, then this edge will be drawn with a thick line.

If the spider is still visible once it has crawled over an edge, then this edge will be draw with a thin line.

TASK Go back to the three isometric drawings you did and add thick and thin lines. Try adding a hole to one of them.

> Top Tip! Fellow the spider and make sure the thick lines are correct before you put them in.





Follow this Link to tutorials on the Telford Langley School D&T YouTube channel.



Threshold Concept:

Front-of-pack traffic light labels help us make a healthier

choice.

Threshold Concepts:

We need food and drink to grow, be active maintain health and stay alive. A variety of food and drinks are needed for health, as depicted by the Eatwell Guide. Being active is important for health - to be active and healthy, food is needed to provide energy for the body.

The Eatwell Guide is the UK healthy eating model. It shows the proportions in which different types of foods are needed to have a well-balanced and healthy diet. The proportions shown are representative of your food consumption over the period of a day or even a week, not necessarily each meal time. Healthy eating is all about balance, meaning that there are no good or bad foods and all foods can be included in a healthy diet as long as the overall balance of foods is right.

Kids need to be active for at least 60 minutes a day, with 30 minutes of this outside of school. This should include 3 sessions a week of activity that strengthens muscles and bones. Research shows that physical activity can

Some front-of-pack nutrition labels use red, amber and green colour coding. Colour-coded nutritional information tells you at a glance if the food has high, medium or low amounts of fat, saturated fat, sugars and salt: red means high, amber means medium and green means low. Aim to choose more greens and ambers than reds.

Food obtained from animals is the main source of protein and include fish, milk, meat, poultry, and cheese. Whereas plants provide us with fruits and vegetables, which are an important source of fibres, proteins and carbohydrates. Each serving (150g) contains Energy Fat Saturates Sugars Salt 1046kJ 3.0g 1.3g 34g 0.9g 250kcal Low Low HIGH MED 13% 4% 7% 38% 15%

Threshold Concept:

Understand that all food comes from plants or animals. Improves behaviour, self-confidence and social skills

> Improves attention levels and performance at school

Develops co-ordination

Strengthens muscles and bones

Improves health and fitness

Improves health and fitness

Improves sleep

Maintains healthy weight

Threshold Concept:

It is important to store, prepare and cook food safely and hygienically. Good food safety and personal hygiene practices are essential to reduce the risk of food poisoning. It is important to follow the 4C's: Cleaning, Cooking, Chilling and Cross-contamination.



Year 7 Knowledge Organiser – Design and Technology - Resistant Materials

To understand wood is an important and key material used in everyday life Understand that wood comes in many different types and can be used to manufacture a wide range of products

Subject Area	Required Knowledge - Bronze		Links
TOOD	 Materials knowledge: Know the 3 main groups of wood (Hardwood, Softwood and Manufactured board To be able to name at least one of each group 	ch bar e Softwood Hardwood Mahogany Beech Oak Ash Hardwood Manufactured Board	CAN ME
	 Design process: Understand a design brief is a list of customer requirements Use detailed annotation to describe their ideas 	BRIEF: It must be wood It must be suitable for sale in a shop Clamping pressure is applied here using bench vice National and a star Square corners are a result of accurate measuring and Clamping pressure is applied here using bench vice National and a star PVA Glue applied to b surfaces to make a star	ach end of ienon Saw both irong joint
	 Practical skills: Understand how to use joints to join wood Be able to name several different hand tools Understand how to use hand tools to produce a wood product Understand how a 'finish' effects the final appearance Understand why a Lap Joints are stronger than Butt Joints. Show an understanding of personal and group Health and Safety 	Sharp Pencil Tenon Saw Steel Rule Glass Paper Glass Paper Marking Gauge Bench Hook Bench Hook	PPE Goggles Apron
	 Environmental. understand the source of wood is very sustainable if the supply is managed correctly. Explain how a forest can be managed 	Managing a forest means we plan long term for the future, plant enough trees, allow them time to grow and then cut them down when needed. Careful management will mean every year more and more trees are planted to ensure there is enough for the future. It is common good practice to plant far more trees than is needed.	SCAN ME

Drama

FLASHCARDS

Create your own flashcards, question on one side answer on the other. Can you make links between the cards?



You need to repeat the QdA process for flashcards you fail on more frequently & less frequently for those you answer correctly Create a flash card with all the key facts you want to learn (this can be drawn in your book). On the next page try writing down as many facts or as much of the knowledge as you can. If you find you are getting certain facts wrong then these are where you need to focus and relearn.

Welcome	to Drama	Explorative	e Strategies and Skills in	Drama		
A. Still Image/Freeze Frame	<u>B. Tableaux</u>	G. Physical Skills		H. Vocal Skills		
A frozen picture which communicates meaning. A still image is a way of marking the moment. The three rules of a still image are: 1. stay still. 2. be silent. 3. add a physical skill (facial expression, body language).	A tableaux is a series of still images, one after another.	Body Language Posture	How an actor uses their body to communicate meaning. For example, crossing your arms could mean you are fed up. The position an actor holds their body when sitting or standing. For example, an	Projection Volume Tone	Ensuring your voice is loud and clear for the audience to hear. How loudly or quietly you say something. (Shouting, whispering). The way you say something to communicate your	
	D. Mima	Gait	upright posture.		emotions. (e.g., angry, worried, shocked tone of	
C. Narrator A storyteller informing the audience about	<u>D. Mime</u> Mime is the art of demonstrating an action	Facial	A form of non-verbal		voice).	
the plot. Narration is useful in making a story more understandable for the audience.	with an object that does not exist. It is a very disciplined and precise act. The four things that help to make mime believable are: 1. Size. 2. Shape. 3. Weight. 4. Texture.	Expressions	communication that expresses the way you are feeling, using the face.	Pace Pause	The speed of what you say. Moments of pause can create tension or show what	
I	- AND	Gestures	A movement of part of the body, especially a hand or the head, to express an idea of meaning.	Accent	Use of an accent tells the audience where your character is from.	
E. Thought Track	F. Slow Motion	Stance	The way you position yourself when standing to	Pitch	How high or low your voice is.	
A thought track is when a character steps out of a scene to address the audience about how they are feeling. Performers speak directly to the audience.	Slow motion is a technique that can be used to mark the moment. By slowing the moment down, it makes the audience focus and allows them to see it in detail.		communicate your role. An elderly person would have a different stance to a child!	Emphasis	Changing the way, a word or part of a sentence is said, to emphasise it. (Make it stand out).	
	L Marking	the Moment				
Marking the moment is a dramatic technique	ie used to highlight a key moment in a scene o	r improvisation.	The moment is 'highlighted' or m	arked to the a	udience by using an explorative	
	s s s s s st	rategy.			.,	

English

QUIZZING

Your questions with a partner & answer.

Question - What is a metaphor?

- A comparison using 'Like, as, than '
- A comparison where one thing is another.
- A comparison with a human attribute.

You can make your own questions. This process takes a lot of time, but if you create a study group you can each create a few questions and trade. However it is important that you write what Key facts or knowledge you expect to see in any answer. TC5 - Communicate clearly, effectively, and imaginatively, selecting and adapting tone, style and register for different forms, purposes, and audiences.

TC6 - Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.

TC7 - Use a range of sentence structures for clarity, purpose, and effect, with accurate punctuation and spelling.

TC9 – Spelling – SPAG



Literacy



Make sure you are regularly testing your knowledge using the resources provided by the school on platforms such as Sparx, Educake and Linguascope. You will have been issued with user names and passwords to access your accounts.

Coordinating conjunctions	Subordinating conjunctions	Key terminology	Definition		
A conjunction placed between words, phrases, clauses, or	A conjunction that introduces a subordinate clause	Command	Starts with the imperative (bossy) verb. Get in the car.		
sentences of equal rank	entences of equal rank Exclamation		A forceful statement which expresses high levels of emotion or excitement. Usually		
FANBOYS for, and, but, nor, or, yet, so	when, because, before, while, although, until		begins with 'How' or 'What'. What a lovely car you have!		
I like pizza and I like chips.	I don't like pizza <mark>because</mark> of the cheese.	Paragraph	The unity and coherence of ideas among sentences is what constitutes a paragraph . There is no set length.		
Adverbs	Prepositions	Past simple tense	Verb form used describe things that happened		
An adverb adds detail to verbs, adjectives or other adverbs through 4 different ways		Subject + Past participle of verb	in the past.		
		Past perfect tense	Is used to say when an action was completed		
Time: After, next	Time: Before, since Location: At, against	Subject + The past tense of	in the past.		
Reason: Because, therefore Manner: Curiously, mysteriously		'to have' + past participle of verb	I had walked in the monster's cave		
Place: Under, upstairs	Contraction of the second	Question	Sentences that ask something and ends with a question mark.		
Headings	Sub-headings		Is that your car?		
These are written at the beginning of a piece of writing	These divide a piece of writing up into smaller sections. The sub	Speech marks or inverted commas (S.C.A.P.S)	Punctuation used to show what has been spoken or said.		
and explain what it is about. heading guides the reader and tells them what the paragraph will be about. Speech marks, Capital letter, Actual Speech, Punctuation, Speech marks		" I like your car," commented Tony.			
A- We use a when the noun begins with a consonant sound	An- we use an when the words begins with a vowel sound	Statement	A statement sentence asserts or declares a fact, opinion or idea that ends with a full stop.		
a dog, a party, a house	an apple, an orange, an hour		My car is blue.		

Simple tenses	Example		Perfect tense	Example	
 Past - when an action took place at a specific time and is <u>now finished</u>. Present - when an action is taking <u>place now</u>. 	I <u>walked</u> into I <u>walk</u> into t	o the monster's cave. he monster's cave.	Past perfect - is used to say when an action was completed in the past. The past tense of 'to have' + past participle of verb.	I had walked in the monster's cave.	
Future - when an action will take place <u>in the future.</u> Progressive tenses	l <u>will walk</u> ir	to the monster's cave. Example	 Present perfect - is used to say when: 1) An action has recently finished using 'just', 2) An action that has started in the pact 	I have just walked in the monster's cave.	
Past progressive - used for a continuous action in the past. The past tense of 'to be' + present participle of the verb (verb ends in -ing).		I was walking in the monster's cave. He/She was You/We/They were	 and is still going. The time period has not finished. When the time period is not important or known. 	bank for five years. I have not seen her today. I have studied French, Russian and German.	
Present progressive - used for an action the happening at the moment of speaking.	that is	I am walking in the monster's cave.	 The action is repeated in a period between the past and now. 	I have eaten at that restaurant several times.	
The present tense of 'to be' + present participle of the verb (verb ends in –ing).		He/She is You/We/They are	The past tense of 'to have' + past participle of verb.		
Future progressive - used for an action that is will be continuing in the future. The present tense of 'to be' + present participle of the verb (verb ends in –ing).		I will be walking into the monster's cave. He/She will be You/We/They will be	Future perfect –is used to say when an action will have been completed in the future. The future tense of 'to have' + past participle of verb.	I will have walked in the monster's cave.	

Word class: Nouns				Word class:		
Proper noun - name, place, month- always starts with a capital letter		e.g. John, South Woodford, March James went to the supermarket.		Adjective- describer a noun	s e.g. blue, small, gentle The <u>white</u> snow blanketed the floor	
Concrete nouns - things you experience through your five senses		e.g. table, pencil, chocolate, music In my bag I have many things including an <u>apple.</u>		Verb - an action, sta or occurrence	te e.g. run, was, work The sun <u>is</u> hot so I	
Abstract nouns - ideas and conc	epts; you	e.g. truth, justice, anger		Advante martificare	play in the garden.	
Pronoun - replaces a proper not common noun	un or	e.g. he, she, they, it John had a bookmark; <u>he </u> u	used it in his book.	meaning of an adjective, verb or other adverb	 e.g. slowly, regularly, soon I liked the cuddly rabbit best 	
Collective noun - a noun that regroup of individuals	fers to a	e.g. herd, class, pack A gaggle of geese were at t	the pond.	Expresses manner, place, time or degree	ee	
Word class: Determiner	A modifying	word that determines the	Word class:			
	group has	ence a noun or noun	Prepositions - show the between the noun or p	e relationship ronoun and other	e.g. after, in, with He moved here <u>after</u> the	
Article - tells us the definite or indefinite	e.g. a/an, the <u>The tree is be</u>	autiful in autumn.	words in a sentence. They describe, for example, the position of something, the time when something happens, or the		end of the war.	
Quantifier - indicates quantity	e.g. few, many <u>Lots</u> of fun wa	<i>ı,</i> some Is had at the party.	way in which somethin	g is done		
Possessives - indicates who it belongs to	e.g. my, its, hi That is <u>her</u> coa	s at.	Co-ordinating conjunction - a conjunction placed between words, phrases, clauses, or sentences of equal importance (main		e.g. for, and, nor, but, or, yet, so I like chocolate <u>but</u> I don't	
Demonstratives - points to	e.g. this, that,	those ters are for sale	clause)		like sweets.	
Numbers - tells us how many	e.g. one, two, <u>Seven</u> dwarve White.	three s accompanied Snow	Subordinating conjunction - a conjunction that introduces a subordinating clause		e.g. while, since, although I went to the cinema <u>after</u> I had eaten my dinner.	

Geography



Organise your ideas into a concept map, like the one below that summarises 'cells'. In a concept map, you take the main ideas and link them together with phrases that explain the relationship between the concepts. But, always try to make the concept map from memory first! Then check it with the knowledge organiser



Types of Geography

Human geography The impact of people on the earth Physical geography The natural world without people Environmental geography Human interaction with nature



What is Geography?

"Geography is the study of the Earth's landscapes, peoples, places, and environments. It is, quite simply, the study of the world we live in."

Geography is part of your everyday life; you use it every day without even realising!



The United Kingdom (UK) is an Island country located in the continent of Europe, it is made up of four countries: England, Scotland, Northern Ireland and Wales.





Map Symbols



4 figure Grid references

Along the edges of each map there are numbers. These numbers help you work out where a location is on a map. Northings are numbers that go from bottom to top, Eastings go

The first two

numbers give

the eastings.





The second two 26 numbers give the northings.

Remember.... eastings then northings!

22

Along the corridor and up the stairs!

Atlas skills

There are generally three main types of maps shown in an atlas:



Physical maps these show topography/relief (the shape of the land) and other physical features such as rivers and lakes.

Political maps these show country borders, cities, transport links etc.

Thematic maps these show information such as climate data, agriculture types etc.

6 Figure Grid References

We can use six-figure grid references to find an exact location within a grid square, so they are much more accurate 80 The grid square is divided into tenths.

Example:



The last three The first three numbers give the numbers give the northing which easting which includes the includes the number of tenths number of tenths



Latitude		<u>Keywords</u>		North
Longitude	East	Distance	Relief	Contour
Scale	South	Scale	West	Direction



Latitude Flat lines. Flat -itude!

Longitude

Long lines – up and down

Height and relief

Relief the difference between the highest and lowest heights of an area. Topography the surface features of the earth like hills, mountains, valleys etc



SCALE AND DISTANCE

OS maps have a scale. On some smaller maps, 1cm on the map equals 250m in real life. On some larger maps, 1cm on the map equals 500m. Different maps might have different scales, so check on your map to find its scale.

Line Scale Using a line scale on a map is as easy as using a ruler. The important thing to remember is that a line scale shows measurements in km and the measurements on a ruler are in cm.

Word Scale

One centimeter on the map represents 3 kilometers on the ground. (1cm = 3 km)

Using the scale above, if we measure the distance on a map between two places with our ruler. The measurement is 4cm. We then have to multiply that measurement by 3 to calculate that the real distance between the two places is 12km.

History



You can make your own questions. This process takes a lot of time, but if you create a study group you can each create a few questions and trade. However it is important that you write what Key facts or knowledge you expect to see in any answer.

	Year 7 - History Knowledge Organiser - Unit 3 - Who had power in Medieval England?							
	Key Terms	How did the Crown have power in Medieval England?						
Crown / Monarchy	The royal family of a country. The monarch is the king or queen.	Feudal System Castles 2 Tax						
Church / Clergy	The name given to the main religion in a country. In England the Church was the Catholic Church. The clergy were people who worked for the Church.	Nobles The system used to give land to people by the monarch but get them to give resources back in Image: Castles were used to control the people because they were large buildings which could be filled with The monarch relied on taxes paid by the people to run the country. This could be filled with						
Роре	The head of the Catholic Church.	/ return. soldiers. they had to pay or Very intimidating! risk being arrested.						
Roman Catholic Church	The only type of Christianity until the 1500s.	How did the Church have power in Medieval England?						
Feudal System	The system used in the Middle Ages to control the English by making each person responsible for those above and below them in the class system.	Promise if Heaven The Church taught people about Heaven. This helped them control peoples Promise if Heaven The Church taught people about Heaven. This helped them control peoples Promise if Heaven The Church taught the church was the the church was the the church was the place The was the place The church was						
Crusades	A series of wars carried out by the Catholic Church to gain control of Jerusalem.	behaviour. If they misbehaved they could be threatened with Hell.						

 Threshold Concepts linked to this unit:
 Key fact

 TC4
 It is important to use historical perspective when analysing the significance of different groups and events.
 People in the Middle Ages would have been more likely to listen to the Church than to the Crown because the Church taught people how to go to Heaven. This was very important to people in the Middle Ages!

Year 7 - History Knowledge Organiser - Unit 1 - Historical Skills								
<u>Key Te</u>	rms - Skills		Units of Time used in History	7	<u>Centuries - A.D.</u>			
Chronology / Chronological	Dates and events placed in the order in which they happened – Oldest first, most recent last.		Day – 24 hours = One day. Some individual dates are very important but it will be rare that you will have to know specific dates for events.		1 - 100 = 1 st Century 101 - 200 = 2 nd Century 201 - 300 = 3 rd Century			
Source	A piece of information which has been taken from the same time period as an event happened e.g. a Roman Helmet taken from the Roman time period.		 Months - 28-31 days, 12 months in a year. It is more likely that you will need to know which month something happened in e.g. World War 2 started in September 1939. Years - 365 days. It is very likely that you will need to know which year events occurred in. 1066 will be a very important year for you to know about this year. Decade - 10 years. This is more likely to be used in modern history (after 1900) to show how quickly things change in a 10 year period. 		301 - 400 = 4 th Century 401 - 500 = 5 th Century 501 - 600 = 6 th Century 601 - 700 = 7 th Century 701 - 800 = 8 th Century 801-900 = 9 th Century			
Interpretation	What a historian says about an event using a range of sources to make their own decision about what happened during a time period.				901 - 1000 = 10^{th} Century 1001 - 1100 = 11^{th} Century 1101 - 1200 = 12^{th} Century 1201 - 1300 = 13^{th} Century			
Fact	Something which is 100% true and cannot be argued with.			+	1401 - 1500 = 15 th Century 1501 - 1600 = 16 th Century			
Opinion	Something that you believe about an event/person which may not be based on facts and can be argued with.		Century – 100 years. This will be a very important skill for you to develop. Each century is usually linked to a different era e.g. the 1800s is the 19 th century and is linked to the Victorian era.		1601- 1700 = 17 th Century 1701 - 1800 = 18 th Century 1801 - 1900 = 19 th Century 1901 - 2000 = 20 th Century 2001 - 2100 = 21 st Century			
	What is the difference between A.D. a	nd	B.C.					
A.D Annon Domini (You may have bee	A.D. – Annon Domini (You may have been taught this a After Death at primary school). These years occur after the Birth of Jesus and go upwards towards our current year e.g. 2022 A.D.							
B.C. – Before Christ. These are the yea n		1066 - 1500 = Middle Ages 1500 - 1600 = Tudors 1600 - 1700 = Stuarts						
Threshold Concepts linked to the	nis unit:				1700 - 1800 = Georgian 1800 1900 - Victorian			
TC1 Studying History will help you dev	' 1 Studying History will help you develop a range of skills which will help throughout school and in your future life.							

,,	Key Terms	1		Year 7 - History Knowledge Organiser - Unit 2 - Why should we remember the Battle of Hastings?							
· · · · · · · · · · · · · · · · · · ·				<u>Key events in order</u>							
Monarchy	The royal family of a country. The monarch is the King or Queen.	Edward the Confessor dies. He has no heir. 3 Claimants	The Witan proclaim Harold Godwinson as	The Battle Of Fulford.	The Battle Of Stamford	The Battle Of Hastings. William the Conqueror					
Heir	The person that is the next in line to become the monarch. Usually the oldest son of the current monarch.	come forward to take the English Throne.	the new King. The other 2 claimants attack.	Hardia Hardrada Victory.	Godwinson Victory.	Victory. England changes forever!					
Claimant	Somebody who claims that they are the next person that should be the monarch. There were 3 claimants in 1066 which caused problems after Edward's death.					Ľ					
Witan	The leading lords (rich land owners) and members of the clergy (people who work for the church) which gave advise to the monarch.	Harold Gody English clai He was relation	winson mant. Vi ted to	<u>he 3 claimants in 1066</u> <u>Harald Hardrada</u> king, King of Norway. The Vikings ruled	William, Duk French Willia cousin. He cl	<u>e of Normandy</u> m was Edward's aimed Edward					
Pope / Papal Support	The Pope is the head of the Catholic church. Papal support means that the pope supports you. This was very important in 1066.	Edward and been helping rule England he was al	I had Edward I while ive.	land before Edward so believed the Vikings buld take over England again.	named him a Pope suppor claim to th	s his heir. The •ted William's the English rone.					

 Threshold Concepts linked to this unit:

 Tc2
 The significance of individuals and events will change over time.

 Tc3
 The events of 1066 were the foundation for the current British Monarchy.

Maths

QUIZZING

Create practice questions on a topic Swap your questions with a partner & answer.

Question - What is a metaphor?

- A comparison using 'Like, as, than '
- A comparison where one thing is another.
- A comparison with a human attribute.

You can make your own questions. This process takes a lot of time, but if you create a study group you can each create a few questions and trade. However it is important that you write what Key facts or knowledge you expect to see in any answer.

YEAR 7 — ALGEBRAIC THINKING.

@whisto_maths		Se	equences
What do I need to be able to do? By the end of this unit you should be able to: • Describe and continue both linear and non-linear sequences • Explain term to term rules for linear sequence • Find missing terms in a linear sequence	Sequence: items or numbers pull Sequence: items or numbers pull Position: the place something is Rule: instructions that relate two Linear: the difference between Non-linear: the difference between Difference: the gap between tw Orithmetic: a sequence where the Geometric: a sequence where e	t in a pre-decided order le located o variables terms increases or decreases by the same va een terms increases or decreases in different io terms he difference between the terms is constant ach term is found by multiplying the previous c	lue each time amounts ne by a fixed non zero number
Describe and continue a seque Count the number of circles or lines in each image $\frac{3}{+2}$ Sequence in a table and grap Position: the place in the sequence $\frac{1}{2}$ $\frac{2}{3}$ Term: the number or variable (the number of squares in each image) $\frac{1}{2}$ $\frac{3}{5}$ Term: the number of squares in each image) $\frac{1}{2}$ $\frac{3}{5}$ $\frac{7}{7}$ $\frac{7}{7}$ $\frac{7}{2}$ Because the terms increase by the same addition each is linear – as seen in the graph	ence diagrammatically What will the next number be? Can you draw this? *2 *2 *2 *2 *2 *2 *2 *2 *2 *2	Predict and check terms	Predictions: Look at your pattern and consider how it will increase. e.g. How many lines in pattern 6? Prediction - 13 If it is increasing by 2 each time - in 3 more patterns there will be 6 more lines UPENCES raction and the same amount each time onstant amount - quadratic, geometric graphically nd by addition, subtraction, multiplication or sequence
Continue Linear Sequences 7, 11, 15, 19 How do I know this is a linear sequence? It increases by adding 4 to each term How many terms do I need to make this conclusion? Ot least 4 terms - two terms only shows one differ constant (a common difference). How do I continue the sequence? You continue to repeat the same difference through sequence Explain term-to-term rule How y Try to explain this in full sentences not just with ma Use key maths language - doubles, halves, multiply	ence not if this difference is the next positions in the ence from term to term thematical notation by two, add four to the previous term et	ontinue non-linear Sequences 1, 2, 4, 8, 16. w do I know this is a non-linear sequence? increases by multiplying the previous term by 2 - this instant is multiply by 2 w many terms do I need to make this conclusion? : least 4 terms - two terms only shows one difference mmon difference). w do I continue the sequence? to continue to repeat the same difference through the found by triping the previous term The sequence	is a geometric sequence because the e not if this difference is constant (a e next positions in the sequence. 4, 12, 36, 10,8
To explain a whole sequence, you need to include a	term to beain at	begins al 4.	First term

YEAR 7 — ALGEBRAIC THINKING

@whisto maths



YEAR 7 — ALGEBRAIC THINKING Equality and Equivalence

@whisto maths



YEAR 7 — PLACE VALUE AND PROPORTION Ordering integers and decimals @whisto maths

What do I need to be able to do?

Bu the end of this unit you should be able to:

- Understand place value and the number sustem including decimals
- Understand and use place value for decimals, integers and measures of any size
- Order number and use a number line for positive and negative integers, fractions and decimals
- use the symbols $=, \neq, \leq, \geq$

Integer Place Value

Placeholder

I billion 1, 000, 000, 000 I million 1 000, 000

< less than

= equal to

> greater than

Decimals

thirty three thousand and twenty nine

Т 0 Millions

T 0

> 8 0 3 3 0

Two and a half million

We say

"nought point five two"

hundredths

hundredths

0.01

0.01

300 000 000

≠ not equal to Six thousand and eighty

Five tenths and two

hundredths

Tenths

0.1 0.1

0.1

Tenths

Comparing decimals

Ones

Ones

- Work with terminating decimals and their corresponding fractions
- Round numbers to an appropriate accuracy
- Describe, interpret and compare data distributions using the median and range

Thousands

Т 0

н



Opproximate: To estimate a number, amount or total often using rounding of numbers to make them easier to calculate with Integer: a whole number that is positive or negative Interval: between two points or values Median: O measure of central tendency (middle, average) found by putting all the data values in order and finding the middle value of the list. Negative: Ony number less than zero; written with a minus sign. Place holder: We use 0 as a place holder to show that there are none of a particular place in a number Place value: The value of a diajt depending on its place in a number. In our decimal number system, each place is 10 times bigger than the place to its right Range: The difference between the largest and smallest numbers in a set Significant figure: O digit that gives meaning to a number. The most significant digit (figure) in an integer is the number on the left. The most significant digit in a decimal fraction is the first non-zero number after the decimal point ______ Intervals on a number line Divide the difference by the number of intervals (gaps) ... $E_{q} = 100 \div 5 = 20$ T н 0 2 Rounding to the nearest power of ten If the number is halfway between we "round up" 5495 to the nearest 1000 5475 to the nearest 100 5475 to the nearest 10 Three billion, one hundred and forty eight million, 5500 5470 (5480 5400 (5000) 6000 Median Range The middle value Spread of the values Compare integers using <, >, =, ≠ Difference between the biggest and smallest Example 1 Median: put the in order 3 4 8 9 12 3 9 12 find the middle number 3 4 (8) 9 12 4 8 2 500 000 9812 11 Range: Biggest value – Smallest value Three billion 11 Example 2 Median: put the in order 12 - 3 = 968 000 150 154 148 137 148 (150 154)58 160 Range = 9 137 160 158 There are 2 middle numbers Find the midpoint ones tenths hundredths _____ Decimal intervals on a number line One whole spit into 10 parts makes tenths = 0.1 0 ones, 5 tenth and 2 hundredths One tenth split into 10 parts makes hundredths = 0.01 $(\underline{0}, \underline{1} + \underline{0}, \underline{0} + \underline{0}, \underline{0} + \underline{0}, \underline{0})$ = 0 + 0.5 + 0.02 0 0.1 0.2 0.3 0.4 0.5 0.6 0.7 0.8 0.9 = 0.52 Which the largest of 0.3 and 0.23? 0 0.02 0.06 0.08 0.1 0.04



0.23

Comparing the values both with the same number of decimal places is another way to compare the number of tenths and hundredths

0.37 to 1 significant figure is 0.4 0.00000037 to 1 significant figure is 0.0000004

1.2 1.4 1.6 1.8

Round to the first non

zero number

2

0 0.2 0.4 0.6 0.8 1

Round to I significant figure

370 to 1 significant figure is 400

37 to 1 significant figure is 40

3.7 to 1 significant figure is 4

0.1 0.0

0.1

YEAR 7 — PLACE VALUE AND PROPORTION... @whisto_maths FDP equivalence [What do I need to be able to]] Keywords

Fraction: how many parts of a whole we have

do?



Numeracy



Make sure you are regularly testing your knowledge using the resources provided by the school on platforms such as Sparx, Educake and Linguascope. You will have been issued with user names and passwords to access your accounts.



Numeracy – number facts Know number facts. Number bor times tables, doubles and halves

Know number facts. Number bonds,

What do I need to be able to do?

- Know number bonds up to 10 •
- Using the inverse of adding, know number . families
- Square numbers .
- Multiplication tables •
- Use strategies to calculate the double of a . number, or its half.



Number bond: A relationship between 2 numbers that give a known value

Fact families: Extending a number bond to include other facts that use the inverse operation

Inverse operation: The opposite calculation

Square numbers: The answer calculated when a value has been multiplied by itself

Multiplication tables: The answers to each value below and including 10, multiplied by each value below and including 10. Usually set into a grid Calculation strategies: Use prior knowledge to further calculate an answer

Number bonds **Inverse Operation** These all add to 10 subtract add 9 + 11 + 9+ 2 + 88 + 2 subtract add х 7 + 33 + 7multiply divide 6 + 4Х multiply divide 5 + 5opposite

Fact Families By using the inverse of addition, number bonds using subtraction can extend knowledge to include more facts

1 + 9 = 10	2 + 8 = 10	3 + 7 = 10	4 + 6 = 10	
9 + 1 = 10	8 + <mark>2</mark> = 10	7 + 3 = 10	6 + 4 = 10	
10 - 1 = 9	10 - 2 = 9	10 - 3 = 7	10 - 4 = 6	
10 - 9 = 1	10 - 8 = 2	10 - 7 = 3	10 - 6 = 4	
5 + 5	= 10	10 - 5 = 5		
6 + 4 = 10	7 + 3 = 10	8 + 2 = 10	9 + 1 = 10	
4 + 6 = 10	3 + 7 = 10	2 + 8 = 10	1 + 9 = 10	
10 - 6 = 4	10 - 7 = 3	10 - 8 = 2	10 - 9 = 1	
10 - 4 = 6	10 - 3 = 7	10 - 2 = 8	10 - 1 = 9	

Double and Half

5 x 5 =

25

Double of a number is to multiply by 2 or add Double 3, 2×3 , 3 + 3 = 6



 $10 \times 10 =$

100

Aultiplication Tables				0							
	Х	1	2	3	4	5	6	7	8	9	10
	1	1	2	3	4	5	6	7	8	9	10
$3 \times 6 = 18$	2	2	4	6	8	10	12	14	16	18	20
5 × 6 10	3	3	6	9	12	15	18	21	24	27	30
	4	4	8	12	16	20	24	28	32	36	40
	5	5	10	15	20	25	30	35	40	45	50
	6	6	12	18	24	30	36	42	48	54	60
	7	7	14	21	28	35	42	49	56	63	70
rable	8	8	16	24	32	40	48	56	64	72	80
2 times table $1 \times 3 = 3$ $1 \times 2 = 2$ $3 \times 3 = 6$	9	9	18	27	36	45	54	63	72	81	90
$\begin{array}{c c} \hline 2 \times 2 = 4 & \hline 3 \times 3 = 9 \\ \hline 3 \times 2 = 6 & \hline 4 \times 3 \times 12 \\ \hline 4 \times 2 = 8 & \hline 5 \times 3 = 15 \\ \hline \end{array}$	10	10	20	30	40	50	60	70	80	90	100
$\begin{array}{c ccccccccccccccccccccccccccccccccccc$) 7 time 1×1 2×1 3×1 4×1	es table 7 = 7 7 = 14 7 = 21 7 = 28		8 times 1×8 2×8 3×4	tal 1 1 2 2	10 10 10 10 10 1 1 10 10 1 1 10 10 1 10 10 1 10 10 1 10 1 10 1 10 10 10 10 10 10 10 10 10 10 10 10 10 1	inter the state	able	* 0	20003
1/2 1/2 <td>our t</td> <td>hev ceacl</td> <td>w!! her f</td> <td>for c</td> <td>opie</td> <td>s to</td> <td>leari</td> <td>n 12/2/2/2/2/2/2/2/2/2/2/2/2/2/2/2/2/2/2/</td> <td></td> <td>2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2</td> <td></td>	our t	hev ceacl	w!! her f	for c	opie	s to	leari	n 12/2/2/2/2/2/2/2/2/2/2/2/2/2/2/2/2/2/2/		2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	

Numeracy - mental calculations

Use what you know





MFL - French

FLASHCARDS

Create your own flashcards, question on one side answer on the other. Can you make links between the cards?



You need to repeat the Q&A process for flashcards you fail on more frequently & less frequently for those you answer correctly Create a flash card with all the key facts you want to learn (this can be drawn in your book). On the next page try writing down as many facts or as much of the knowledge as you can. If you find you are getting certain facts wrong then these are where you need to focus and relearn. <mark>French Year 7 Autu</mark>mn Term – Me, My <mark>Family and Friends</mark>

Objective: To introduce myself and others

Threshold Concepts:

French has many words which are similar or the same as English - these are cognates or semi-cognates French phonemes are different to English. Learning these will help with pronunciation French nouns are either masculine or feminine (le/un or la/une)

When expressing likes and dislikes the noun is used with the article (le, la, l' or les)

Essential Vocabulary- Giv	ing Basic Information	Essential Vocabulary-	Essential Vocabulary- Opinions	Essential Vocabulary-
		Animals and colours	J'aime-Ilike	Descriptions
Je m'appelle - My name is	<u> </u>	J'ai-I have	J'dore-Ilove	Je suis-I am
.T'ai ans-Tam years old	7 2 3	un serpent – a snake	Je n'aime pas-I don't like	Je ne suis pas-I am not
		un poisson - a fish	Je déteste- I hate	il est/elle est-he is/she is
un / deux/ trois/ quatre / cinq/ s	six/sept/huit/neuf/dix/	un cochon d'inde	Le vélo- cycling	branché(e) - trendy
onze/ douze/ treize/ quatorze/ d	quinze/ seize/ dix-sept/	un oiseau - a bird	Le skate- skateboardina	poli (e)- polite
dix-huit/ dix- neuf/ vingt/ vingt.	-et-un/vingt-deux	un chien - a dog	Le judo- judo	intelligent(e)- clever
Mon anniversaire c'est le	= My birthday is on	un chat - a cat	Les jeux vidéo	charmant (e)- charming
the		une souris - a mouse	La danse- dance	modeste- modest
		une tortue-a tortoise	La musique- music	drôle- funny
janvier/tévrier/mars/avril/ma	/ juin/ juillet/ aout/ décembre		La avmnastique- avmnastics	curieux/euse- curious
septendie/ octoble/ novemble/	decembre	blanc - white	car / parce que - because	généreux/euse- generous
Essential Vocabulary-	Tntensifiers	jaune - yellow	à mon avis - in my opinion	beau/belle- beautiful
Family Members	très - very	marron-brown	c'est - it's	gentil(le)- nice
mon père - my dad	assez- quite	rouge- red		orand(e)- tall
ma mère- my mum	un peu - a bit	rose- pink	intéraccent interacting	petit(e)- small
mon frère- my brother	un peu la bri	bleu-blue	amusant fun	de taille movenne- average height
ma sœur-my sister		vert - areen	anusani-jun	
mon oncle- my uncle	<u>Conjunctions</u>	aris - arex	nur - rubbish	Adjectives in French
ma tante- my aunt 🏾 🎩	et - and	noir - black	ennuyeux - boring	Adjectives have a magauline
mon grand-père- my grandad	aussi-also		difficile - difficult	 most adjectives have a masculine and feminine form:
ma grand-mère- my grandma	mais - but	Essential Vo	cabulary- Hair and Eves	Il est intelligent
mon cousin-my cousin (m)	car / parce que - because	J'ai les cheveux - I have	hair	Elle est intelligente
ma cousine- my cousin (f)		blonds/bruns/noirs/roux=	blonde/brown/black/red	Most of the time, we add an
		lonas/courts/mi-lonas- lor	ng/short/mid-length	"e" in the feminine form
		frisés/raides- curly/stro	aight	Most adjectives come after the
<u>Avoir - to have</u>	<u>Etre-tobe</u>	J'ai les veux- I have	eves	noun they are describing:
J'ai - I have	Je suis - I am	bleus/verts/aris/marron-		Le chat brun - the brown cat
Tu as - you have	Tu es - you are	blue/green/grev/blue		La souris brune -
Ila-hehas	Ilest-heis	Thelle a - He/she has		the brown mouse
Ellea-she has 🛛 🔂 🚱	Elle est - she is	Mon ani a- My friend has		
On a - we have	On est - we are	Mon unit a- My Thend has	s s	







Music



Make sure you are regularly testing your knowledge using the resources provided by the school on platforms such as Sparx, Educake and Linguascope. You will have been issued with user names and passwords to access your accounts.



GRAPHIC NOTATION/SCORE – music written down using shapes and symbols to represent sounds.

PE



Year 7 PE Autumn Knowledge Organiser

Head



Importance of a warm up

A warm up is important to ensure you are ready to participate in physical activity and to reduce the risk of injury.

A warm up consists of;

Pulse Raiser – gradually 1. increasing the heart rate to increase blood flow.



Stretching and Mobility – 2. stretching the muscles and moving the joints.



Sport specific drills – practising 3. the skills needed for the activity.



Key Rules

Use the QR codes to look at the rules for the activities you are taking part in this term.

Football

Netball

Basketball

Badminton



Rugby



Gymnastics





Respect

It is important to be respectful to others at all times but can be even more important when working with others in PE. To be respectful to others you must;

- Treat others as you wish to be treated
- Follow instructions
- Use equipment properly
- Play fairly
- Accept that everyone is different

Communication

You will need to communicate to other people in PE. To communicate effectively you need to;

- Talk clearly to other people •
- Use kind words ٠
- Use eve contact and hand signals





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PSHE

BRAIN DUMP

Write, draw a picture, create a mind-map on everything you know about a topic.



Give yourself a time limit, say 3 minutes, then have a look at your books \$ add a few things you forgot.

Year 7 - PSHE - Health and Wellbeing

	<u>Key Terms</u>		Key Skills
Transition	A period of change in a person's life	PSHE covers a variety of topics that focu on developing understanding in four key	 Active listening and
Self Esteem	An individuals overall view of their worth	areas: personal, social, health and economi	c. communication Teamwork
Resilience	The ability to recover from difficulties	Personal Development People experience change throughout	 Negotiation and self advocacy Leadership
Cyber Bullying	Bullying that primarily takes place through online platforms	able to develop the skills to manage the	re se
E-safety	Understanding the risks associated with the internet and knowing how to reduce them.	changes. The skill of resilience is essential to mange change	Knife Crime and Safety
There are bo and appro cautious wl	<u>Online Safe</u> oth positives and negatives to the in opriate gaming can develop importan hen engaging with people online and over the	 reason to carry a knife in public. Carrying a knife in public can result in a prison sentence. Carrying a knife could result 	
Threshold Co	oncepts:	in serious injury or death.	
TC1 Know that there	e are different types of committed, stable relationships.		
TC2 Know practical s	steps they can take in a range of different contexts to imp	It you suspect someone needs	
Know about diff	erent types of bullying (including cyberbullying), the imp	support or advice please speak	

to your student support

officer, a trusted adult or

call/visit Childline.org.uk

Know about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and TC3 where to get help.

TC4 That there are indicators of positive, healthy relationships and unhealthy relationships, including online

RS

FLASHCARDS

Create your own flashcards, question on one side answer on the other. Can you make links between the cards?



You need to repeat the QdA process for flashcards you fail on more frequently & less frequently for those you answer correctly Create a flash card with all the key facts you want to learn (this can be drawn in your book). On the next page try writing down as many facts or as much of the knowledge as you can. If you find you are getting certain facts wrong then these are where you need to focus and relearn.

Year 7 - Religious Studies Knowledge Organiser - Christianity

World Religions	<u>Key Terms</u> <u>Be</u> l	- Belief and Non- ief in God		<u>Christianity</u>	Prayer			
 Christianity Islam Judaism Hinduism 	Agnostic	A person who is unsure whether God exists		 Largest of the main world religions Founder = Jesus 	Prayer is a way of comm with God	nunicating		
BuddhismSikhism	Atheist	A person who doesn't believe in God		 Symbol = cross or crucifix Place of worship = 	Set Prayer = The same in the same way every t	words said Time		
 Ten Commandments Do not kill 	Theist	A person who does believe in God		ChurchHoly writing = Bible	Informal Prayer = Own	words		
 Do not lie Do not commit adultery 	<u>Parables</u> These are short, easily remembered stories used by Jesus to teach his message.							
	Example, Tl	ne Parable of the	Los	t Sheep		\wedge		
Threshold Concepts:						FATHER		
TC1 To understand that religious beliefs	s are interpreted di	ferently, even with in th	ne sa	me religion or denomination.		NZV		
TC2 To understand that misconceptions exist surrounding religious beliefs and practices that need addressing								
TC4 To understand that religious values can be accepted and adopted by non-religious believers.								
TC5 To understand the varying impact of modern, often secular based, challenges to religious beliefs								
To understand the influence key be TC6 (individuals, society and community)	liefs, teachings and	practices have on religio	us be	elievers, and at times non-religious believers,	today	is not		
TC7 To understand the variety of source	es of authority with	in religion and the differ	ent c	approaches to them.				
TC8 To understand the symbolisms foun	d within religion.				The F	loly Trinity		

Year 7 - Religious Studies Knowledge Organiser - Life and Death

Christian Beliefs about	<u>Key</u>	Terms	Rites of Passage	Stewardship			
the Soul	Heaven (Christianity)	God's home; paradise	Ceremonies that mark	 Stewardship = a belief 			
 Eternal Invisible Non-Physical Link to God Goes somewhere after 	Hell (Christianity)	A place of eternal torment	important transitional periods in a person's life, such as birth, puberty, marriage, having children,	that God has created the World and			
	Purgatory (Christianity)	A waiting room		everything in it and it is			
death	Samsara (Sikhism)	The cycle of birth, death and rebirth	 and death Bar Mitzvah = Son of the 	that			
<u>Sikh Beliefs about the</u> <u>Atma</u>	Numinous Experience	The feeling of the presence of something greater than yourself	 Commandment Bat Mitzvah = Daughter of the Commandment 	 Pollution = Christians and other religions believe we will be judged on how 			
 Everlasting A spark Non-Physical 	Miracle	Something seems to break a law of science, to which the only answer is God	 Tallit = Prayer Shawl Torah = Holy writing of Judaism. A scroll written 	we look after the planet			
 Moves on to another body 			in Hebrew	Eating Meat			
Threshold Concepts:				Many Buddhists and			

- TC1 To understand that religious beliefs are interpreted differently, even with in the same religion or denomination.
- TC2 To understand that religious practices have varying levels of adoption.
- TC3 To understand that misconceptions exist surrounding religious beliefs and practices that need addressing.
- TC4 To understand that religious values can be accepted and adopted by non-religious believers.
- TC5 To understand the varying impact of modern, often secular based, challenges to religious beliefs

To understand the influence key beliefs, teachings and practices have on religious believers, and at times non-religious believers, today TC6 (individuals, society and community).

TC7 To understand the variety of sources of authority within religion and the different approaches to them.

TC8 To understand the symbolisms found within religion.

- Many Buddhists and Hindus are vegetarian (they don't eat meat)
- Some religions have food rules. Kosher in Judaism and Halal in Islam

RSE



Read through your knowledge organiser. Next, cover it up or put it away and try tho write down as many of the key facts that you can remember. Use your knowledge organiser to check the fact you have written down. Correct any you may have got wrong.

Year 7 - RSE - Respectful Relationships

	<u>Key Terms</u>	RSF covers a variety of topics and focuses	<u>Key Skills</u>
Relationship	The way in which two things are connected	on developing understanding of different aspects of relationships. This includes with	 Active listening and communication
Respect	Due regard for the feelings, wishes, or rights of others	relationships	 Teamwork Presentation and debate
Consent	Consent is an agreement which is given willingly and freely without	<u>What Makes a Good Friend</u> A friendship is a non-romantic bond with another parcon. A friend chould be comeans you truct. If	Bullying or Banter
	exploitation, threat or fear, and by a person who has the capacity to give their agreement	someone makes you feel bad or you don't enjoy spending time with them then maybe they're not really your friend.	Banter – A type of teasing which although usually friendly, easily turns into something people can take offensively.
Friendships c to remember information y	<u>Friendships an</u> an be in real-life, online only, or a n to keep yourself safe like you woul you reveal.	Bullying: To harm or intimidate someone e.g., name calling or physically hurting them. This can also be online (cyber bullying).	
Threshold Co	ncepts:	Remember bullying is not just someone acting unkindly a single time - bullying	
TC1 Know that there	are different types of committed, stable relationships.	is something which happens	
TC2 Know practical st	teps they can take in a range of different contexts to imp	repeatedly.	
Know about diffe	erent types of bullying (including cyberbullying), the impa	ct of bullying, responsibilities of bystanders to report bullying and how and	
TC4 That there are in	events of positive, healthy relationships and unhealthy	If someone says that something you	
	, , p		are doing or saying is upsetting them - stop!

Science



Organise your ideas into a concept map, like the one below that summarises 'cells'. In a concept map, you take the main ideas and link them together with phrases that explain the relationship between the concepts. But, always try to make the concept map from memory first! Then check it with the knowledge organiser

Year 7 - Cells





Foundations of chemistry

