

# Year 7 Mid-Year Knowledge Organiser



## Unit 1 Origins– Knowledge Organiser

Content		Imagery and Implied Meaning	Key Vocabulary	
<b><u>The Fall of Man</u></b>	Adam and Eve lived in the Garden of Eden. The serpent tempted them into eating the forbidden fruit. God expelled them from the Garden.	<p><b>Noun</b> - Person, place, object or idea; Concrete nouns can be experienced with your senses; Abstract nouns are ideas, feelings or qualities (love, fear etc.)</p> <p><b>Verb</b> - A verb is a word that expresses a physical action (jump, swim, write, climb), a mental action (guess, think, consider), or a state of being (exist, appear).</p> <p><b>Adjective</b> - A word that describes a noun</p> <p><b>Adverb</b> - A word that describes a verb or adjective; there are adverbs of time, place and frequency</p> <p><b>Preposition</b> - Words that show the relationship/position of things</p> <p><b>Allegory</b> - A narrative in which a character, place, or event is used to deliver a broader message about real-world issues and occurrences</p> <p><b>Allusion</b> - An allusion is a reference, usually short, to a person, place, thing, event, or other literary work with which the reader is presumably familiar.</p> <p><b>Metaphor</b> - A figure of speech in which a word/phrase is applied to an object or action which it is not literally applicable</p> <p><b>Personification</b> - Giving human qualities to something that is inhuman</p> <p><b>Simile</b> - A comparison of one thing with another thing of a different kind, used to make a description more emphatic or vivid; uses 'as' or 'like'</p>	<b>Antagonist</b>	Character type who is against someone or something. Typically a bad, evil or villainous character.
<b><u>The story of Prometheus</u></b>	Prometheus felt pity for mankind and stole fire from Zeus so that the humans could survive. Zeus punished him because of it.		<b>Protagonist</b>	The leading character in the story.
<b><u>David and Goliath</u></b>	David accepted the challenge against the champion of the Philistines. David defeated Goliath by using a slingshot and stones.		<b>Myth</b>	A story which explains something in the world or teaches us a lesson.
<b><u>Pandora's Box/Jar</u></b>	Pandora was created and given a jar by Zeus. When she opened the jar, evils flew all over the world before she was able to shut it again.		<b>Moral</b>	To do with right or wrong behaviour.
<b><u>Echo and Narcissus</u></b>	Echo was in love with Narcissus but the love was unrequited. He rejected her and fell in love with his own reflection/himself.		<b>Hubris</b>	Excessive pride or self- confidence.
<b><u>King Midas</u></b>	The king wished that all he touched would turn to gold but he almost starved because food, even his daughter, was also transformed. He was able to get rid of his gift.		<b>Hamartia</b>	A fatal flaw leading to the downfall of a tragic hero or heroine.
<b><u>Theseus and the Minotaur</u></b>	King Minos sacrificed men to the Minotaur each year. Theseus was distressed by this and travelled to Athens where he slayed the beast and escaped the labyrinth.		<b>Narcissism</b>	Excessive admiration in oneself and one's physical appearance.
<b><u>Daedalus and Icarus</u></b>	Daedalus, trapped on Crete, crafted wax-and-feather wings for himself and his son Icarus to escape. Despite his father's warning not to fly too high or too low, Icarus soared too near the sun, melting the wax and falling to his death in the sea.		<b>Temptation</b>	The desire to do something, especially something wrong.
			<b>Origin</b>	The point or place where something begins.
			<b>Form and Structure</b>	
		<b>Subject</b> - The thing that is doing or being the verb		
		<b>Object</b> - Receives the verb		
		<b>Main Clause</b> - Requires a subject and a verb		
		<b>Simple sentence</b> - Main clauses are called simple sentences when they are written on their own.		
		<b>Compound sentence</b> - Formed when two or more main clauses are linked together with a coordinating conjunction		
		<b>Subordinate clause</b> - Is formed by adding a subordinate conjunction to the front of a main clause.		
		<b>Complex sentence</b> - Are formed by adding one or more subordinate clauses to a main clause.		

## Unit 1 Origins– Knowledge Organiser

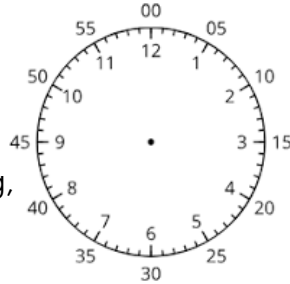
Content		Imagery and Implied Meaning	Key Vocabulary	
<u>The Fall of Man</u>		Noun -	Antagonist	
<u>The story of Prometheus</u>			Protagonist	
<u>David and Goliath</u>		Verb -	Myth	
<u>Pandora's Box/Jar</u>			Moral	
<u>Echo and Narcissus</u>		Adjective -	Hubris	
<u>King Midas</u>			Hamartia	
<u>Theseus and the Minotaur</u>		Adverb -	Narcissism	
<u>Daedalus and Icarus</u>			Temptation	
		Preposition -	Origin	
			Form and Structure	
		Allegory -	Subject -	
			Object - Receives the _____	
		Allusion. -	Main Clause - Requires a _____ and a _____	
			Simple sentence -	
		Metaphor -	Compound sentence -	
			Subordinate clause -	
		Personification -	Complex sentence -	
		Simile -		

## Time

60 seconds in a minute  
60 minutes in an hour

12 hour – am in the morning,  
pm in the afternoon

24 hour – if a time is pm then  
add 12 hours



## Factors & Multiples

**Factors** are the integers that divide a number – they 'go into'

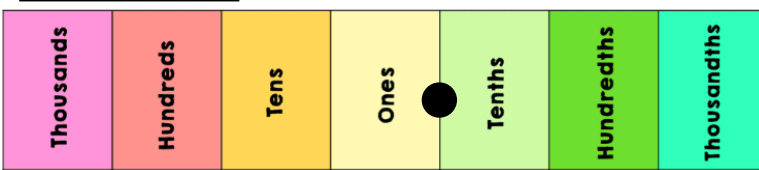
**Multiples** are the result of multiplying a number by integers – they are that numbers times tables

## HCF/LCM

**HCF** (highest common factor) is the largest number that is a factor of both numbers

**LCM** (lowest common multiple) is the smallest number in both numbers list of multiples

## Place Value



## Rounding/estimation

0, 1, 2, 3, 4 round down

5, 6, 7, 8, 9 round up

To estimate, first round all numbers to 1sf

13.679  
↑ 1sf    ↑ 1dp

sf – significant figure  
dp – decimal place

## FDP

Decimal  $\xrightarrow{\times 100}$  Percentage  
 $\xleftarrow{\div 100}$

$$34\% = \frac{34}{100} \xrightarrow{\div 2} \frac{17}{50}$$

$$\frac{3}{4} \xrightarrow{\times 25} \frac{75}{100} = 75\%$$

## Percentages

Means 'out of 100'

$\div 10$	100%	320	$\div 10$
	10%	32	
$\times 2$	20%	64	$\times 2$

You can add percentages together.  
E.g. if 10% = 4 and 5% = 2 then  
15% = 10% + 5% = 4 + 2 = 6

## Ratio

Simplify ratio like fractions

$$\div 2 \quad \left( \begin{array}{l} 4 : 10 \\ 2 : 5 \end{array} \right) \div 2$$

Draw out boxes and split total into the number of boxes given

Share £42 in the ratio 2:5

2	6	6					
5	6	6	6	6	6		

$$342 \div 7 = 6$$

£12 : £30

## Squares and Cubes

X	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144

$$0^3 = 0$$

$$1^3 = 1$$

$$2^3 = 8$$

$$3^3 = 27$$

$$4^3 = 64$$

$$5^3 = 125$$

$$6^3 = 216$$

$$\cdot$$

$$\cdot$$

$$\cdot$$

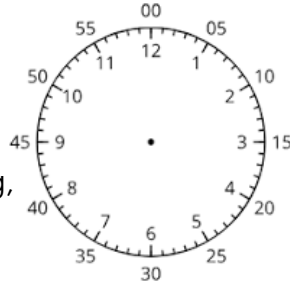
$$10^3 = 1000$$

## Time

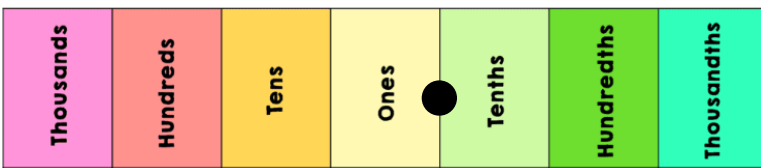
\_\_\_ seconds in a minute  
 \_\_\_ minutes in an hour

12 hour – am in the morning,  
 pm in the afternoon

24 hour – if a time is pm then  
 add 12 hours



## Place Value



## Rounding/estimation

0, 1, 2, 3, 4 round \_\_\_

5, 6, 7, 8, 9 round \_\_\_

To estimate, first round all numbers to \_\_\_

247.81      3<sup>rd</sup> sf =  
                   1<sup>st</sup> dp =

## FDP

Decimal  $\longleftrightarrow$  Percentage

20% =

$\frac{1}{4}$  =

## Factors & Multiples

List the **Factors** of 18

List the first 6 **Multiples** of 4

# Year 7 Number Quiz

## Fractions

$\frac{3}{5}$  - Numerator

$\frac{3}{5}$  - Denominator

Shows how many parts out of the whole

Can be simplified by \_\_\_\_\_ both numerator and denominator by the same number

## Percentages

Means 'out of 100'

100%	160
10%	
5%	

You can add percentages together.  
 E.g. if 10% = 12 and 5% = 6 then  
 15% =

## HCF/LCM

**HCF** (highest common factor) is the

**LCM** (lowest common multiple) is the

## Ratio

Simplify ratio like fractions

4 : 10

Draw out boxes and split total into the number of boxes given

Share £70 in the ratio 2:5



## Squares and Cubes

X	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144

$0^3 = 0$

$1^3 = 1$

$2^3 = 8$

$3^3 = 27$

$4^3 = 64$

$5^3 = 125$

$6^3 = 216$

.

.

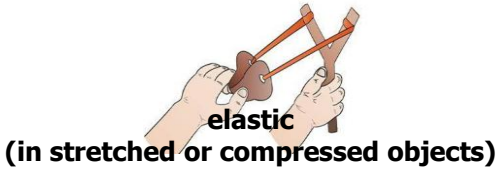
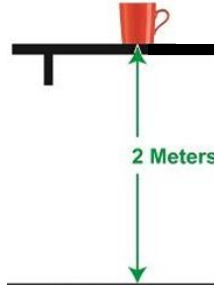
.

$10^3 = 1000$

# Year 7 Science: Energy

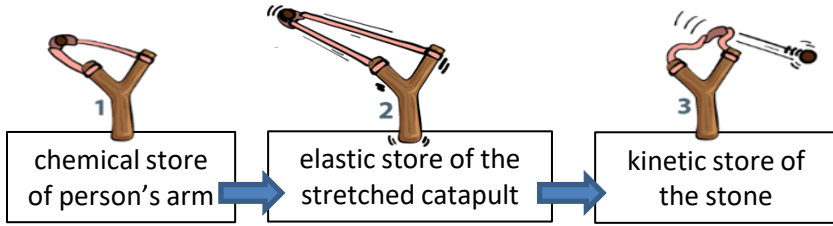
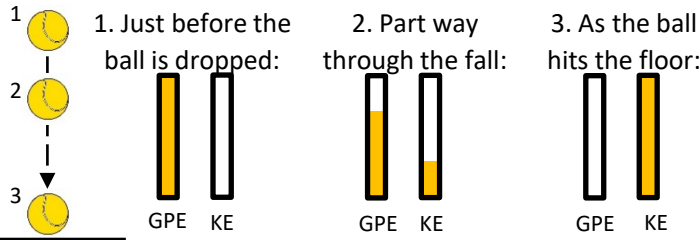
## Energy Stores

There are many different stores of energy, including:



**gravitational potential**  
(in raised up objects)

**Energy Transfers:** When work is done, energy is transferred or shifted between energy stores, eg:



**Power** = the rate of transferring energy.

An object with a high power rating transfers a lot of energy every second.

eg an electric kettle with a power rating of 2400 W (2.4 kW) transfers 2400 J every second!



Equation	Meanings of terms in equation
$P = E/t$	<p><math>P = \text{power (W)}</math>  <math>E = \text{energy (J)}</math>  <math>t = \text{time (s)}</math></p>

Key Terms	Definitions
<b>System</b>	An object or group of objects
<b>Transfer</b>	Move from one energy store to another energy store
<b>Dissipated</b>	Where energy spreads out so it is no longer useful
<b>Work</b>	Shifting energy from one store to another
<b>Renewable</b>	A resource that can be replenished so it will not run out
<b>Non-renewable</b>	A finite resource that will run out one day

## Conservation of energy:

Energy cannot be created or destroyed!

Energy can be stored or it can be transferred.

The total energy in a system before a change occurs equals the total energy in the system after the change.

With each transfer, some energy is dissipated (transferred to the surroundings) through heating or as sound.

**non-renewable**

**nuclear fuel**

## Energy Resources

**renewable**

# Year 7 Science: Energy

## Energy Stores

There are many different stores of energy, including:



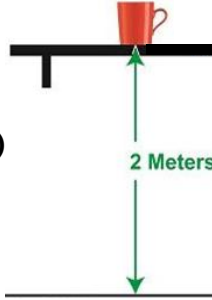
**c**.....  
(in food and fuels)



**t**.....  
(in hot objects)



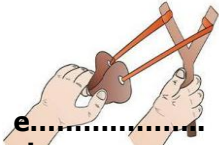
**kinetic**  
(in m.....objects)



2 Meters

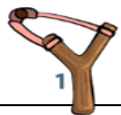
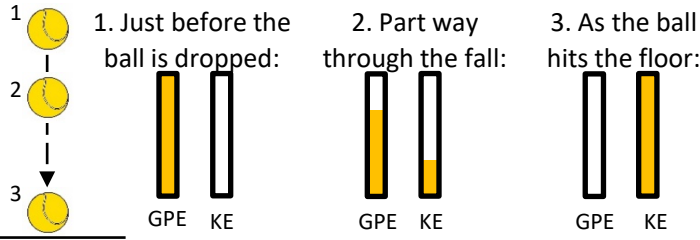


**n**..... **g**.....  
(in nuclear fuels) (in raised up objects)

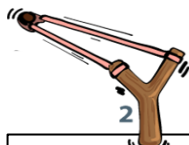


**e**.....  
(in stretched or compressed objects)

**Energy Transfers:** When work is done, energy is transferred or shifted between energy stores, eg:



1  
chemical store of person's arm



2  
elastic store of the stretched catapult



3  
kinetic store of the stone

**Power** = the rate of transferring energy.

An object with a high power rating transfers a lot of energy every second.

eg an electric kettle with a power rating of 2400 W (2.4 kW) transfers 2400 J every second!



Equation

$P =$

Meanings of terms in equation

$P =$  power (W)  
 $E =$  energy (J)  
 $t =$  time (s)

Key Terms

Definitions

S.....

An object or group of objects

T.....

Move from one energy store to another energy store

Dissipated

Where energy spreads out so it is no longer .....

W.....

Shifting energy from one store to another

Renewable

A resource that can be r..... so it will not run out

N.....

A f..... resource that will run out one day

## Conservation of energy:

Energy cannot be created or destroyed!

Energy can be stored or it can be transferred.

The total energy in a system before a change occurs equals the total energy in the system after the change.

With each transfer, some energy is dissipated (transferred to the surroundings) through heat or as sound.

## non-renewable



Coal



OIL



GAS

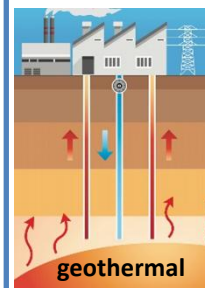


nuclear fuel

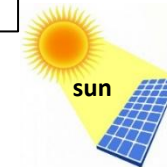
Uranium

## Energy Resources

### renewable



geothermal



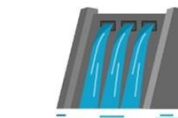
sun



tides



water waves

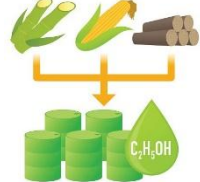


hydroelectricity



wind

biofuel

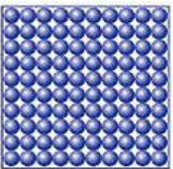
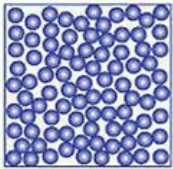
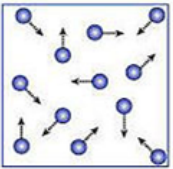


C<sub>2</sub>H<sub>5</sub>OH

## Year 7 Science: Particles

### Particle Theory

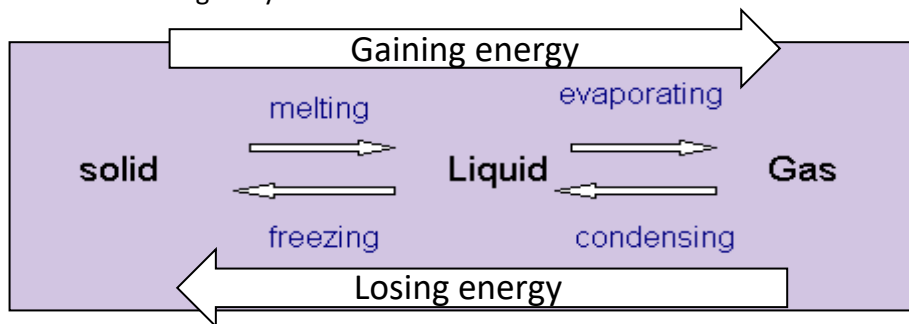
- All matter is made up of particles.

	Solid	Liquid	Gas
Diagram			
Arrangement	regular	Irregular touching	Irregular Random arrangement Far apart
Movement	Vibrate around a fixed position	Particles can slide past each other	Particles move rapidly and randomly in all directions
Properties	Fixed shape Fixed volume (cannot be compressed)	No fixed shape Fixed volume (cannot be compressed)	No fixed shape No fixed volume (can be compressed)

### Changes of State

Changes of state take place when the particles **gain or lose energy**.

- When energy is applied, particles gain energy, move faster and move further apart.
- When energy is lost, particles become closer to each other, move slower and arrange themselves more regularly.

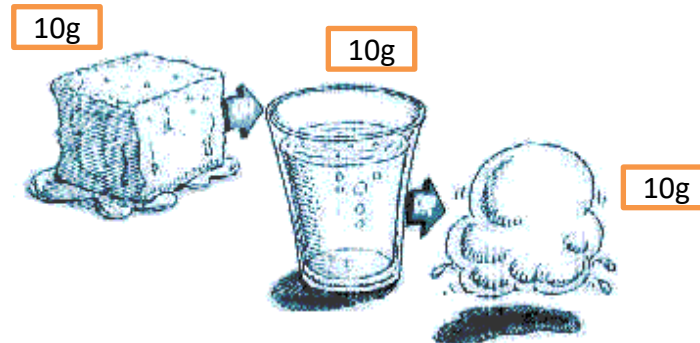


Key Terms	Definitions
Melting	Change of state from solid to liquid
Freezing	Change of state from liquid to solid
Evaporation	Change of state from liquid to gas
Condensation	Change of state from gas to liquid
sublimation	Change of state from solid to gas
deposition	Change of state from gas to solid
Regular arrangement	When particles are arranged in a fixed pattern e.g in solids
Irregular arrangement	When particles are not arranged in a fixed pattern.

### Conservation of Mass

The Law of Conservation of Mass states that **mass cannot be created or destroyed**.

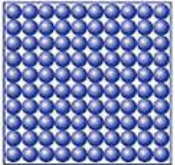
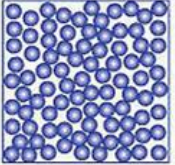
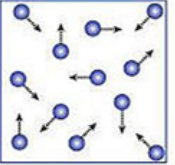
**mass stays the same before and after a change of state.**



# Year 7 Science: Particles

## Particle Theory

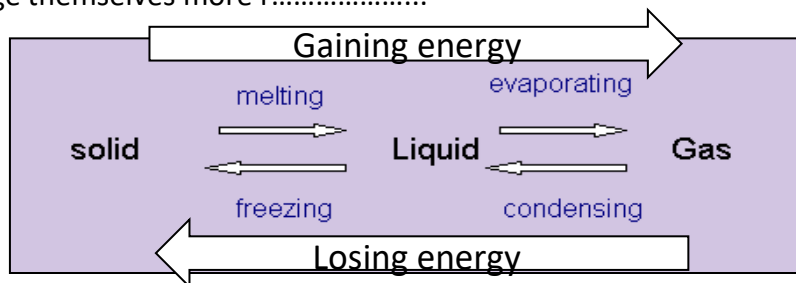
- All matter is made up of p.....

	S.....	L.....	G.....
Diagram			
Arrangement	regular	Irregular touching	Irregular Random arrangement Far apart
Movement	Vibrate around a fixed position	Particles can slide past each other	Particles move rapidly and randomly in all directions
Properties	Fixed shape Fixed volume (cannot be compressed)	No fixed shape Fixed volume (cannot be compressed)	No fixed shape No fixed volume (can be compressed)

## Changes of State

Changes of state take place when the particles ..... or ..... energy.

- When energy is applied, particles gain energy, move ..... and move further apart.
- When energy is lost, particles become ..... to each other, move ..... and arrange themselves more r.....

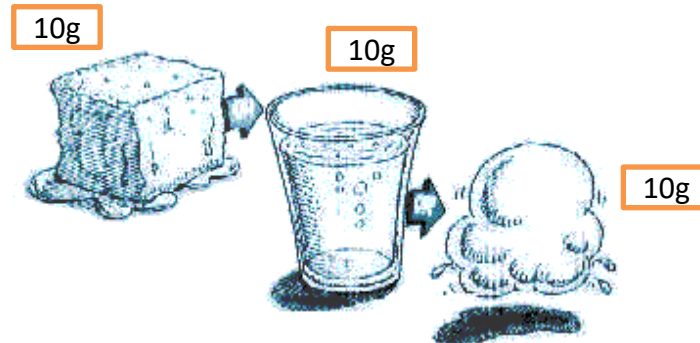


Key Terms	Definitions
M.....	Change of state from solid to liquid
F.....	Change of state from liquid to solid
E.....	Change of state from liquid to gas
C.....	Change of state from gas to liquid
S.....	Change of state from solid to gas
D.....	Change of state from gas to solid
Regular arrangement	When p..... are arranged in a fi..... p..... e.g in solids
Irregular arrangement	When p..... are not arranged in a fixed pattern.

## Conservation of Mass

The Law of Conservation of Mass states that **mass cannot be c..... or d.....**

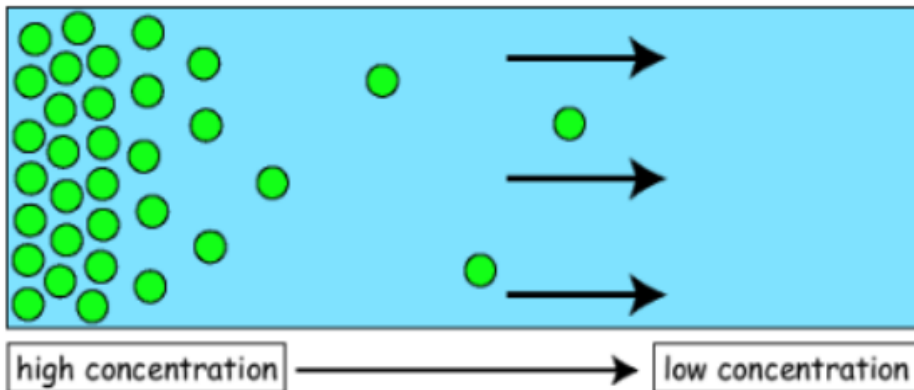
**mass stays the same before and after a change of state.**



## Year 7 Science: Particles

### Diffusion

-Diffusion is the **movement of particles** from a **higher concentration** to a **lower concentration**.



-Diffusion will **stop** when **particles** have **spread** themselves **evenly**.

- Diffusion occurs in **liquids and gases** but not in solids, because **particles** in a solid are not **free to move**.



**Diffusion**

Key Terms	Definitions
Diffusion	Movement of particles from a higher concentration to a lower concentration
Rate	How fast an event is happening
Concentration	The number of particles in a known volume
Particles	All matter is made up of tiny particles
Conservation of mass	A law which states that matter cannot be created or destroyed.

### Solutions & Concentration

- Concentration is the number of particles in a given volume.

**More particles = more concentrated**

**Less particles = less concentrated (dilute)**



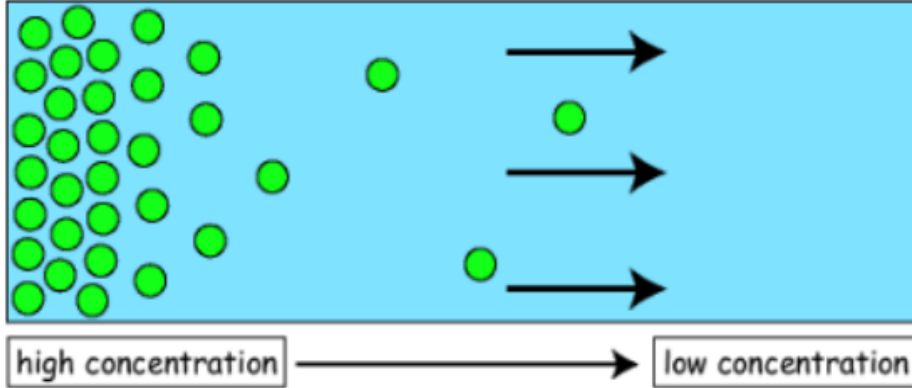
There are **2 factors** which affect the rate of diffusion:

- 1. Temperature:** when temperature increases, particles gain more energy. They can then move and spread out at a faster rate.
- 2. Concentration:** when concentration increases, the rate of diffusion increases because there are more particles.

## Year 7 Science: Particles

### Diffusion

-Diffusion is the **m**..... of particles from a ..... concentration to a .....concentration.



-Diffusion will ..... when **particles** have **spread** themselves **evenly**.

- Diffusion occurs in ..... **and** ..... but not in solids, because **particles** in a solid are not .....



**Diffusion**

There are **2 factors** which affect the rate of diffusion:

1. .... : when temperature increases, particles gain more energy. They can then move and spread out at a faster rate.
2. .... : when concentration increases, the rate of diffusion increases because there are more particles.

Key Terms	Definitions
Diffusion	Movement of particles from a ..... concentration to a ..... concentration
R.....	How fast an event is happening
C.....	The number of particles in a known .....
P.....	All matter is made up of tiny particles
C..... of mass	A law which states that matter cannot be c..... or d.....

### Solutions & Concentration

- Concentration is the number of particles in a given volume.

**More particles = ..... concentrated**

**Less particles = ..... concentrated (d.....)**

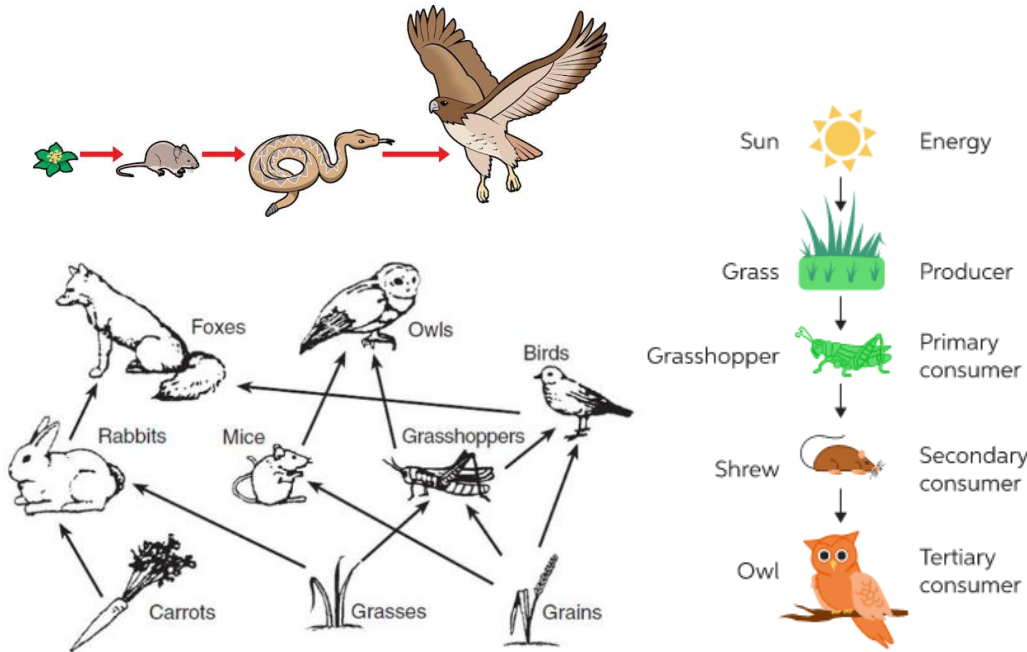


## Year 7 Science: Interdependence

### Feeding Relationships

**Arrows** represent the **transfer of energy** from one organism to another.

Energy for all food chains and webs comes from the **sun**.



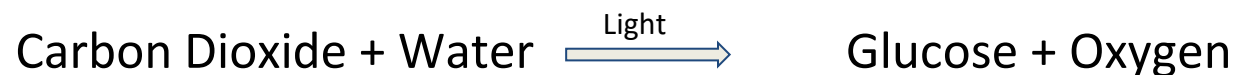
Key Terms	Definitions
Habitat	Area in which organisms live
Environment	The surroundings of an organism that affect its life and development
Community	A group of interdependent organisms all interacting with each other
Predator	Organism that hunts and kills its food
Prey	Organism that is eaten by another organism
Scavenger	Eats food that has been killed by a different organism
Carnivore	Organism that only eats meat
Herbivore	Organism that only eats plants
Omnivore	Organism that eats plants and animals
Producer	Organism that produces its own food, e.g. a plant
Consumer	Organism that eats food to gain energy and biomass, e.g. an animal
Food chain/web	Diagrams to show the flow of energy within an ecosystem, either simply or involving all organisms within the ecosystem
Classification	Grouping organisms of the same species
Species	Organisms that are able to successfully reproduce
Adaptation	Feature or behaviour that increases the chances of survival  Adaptations can be : <ul style="list-style-type: none"> <li>• Structural (feature of an organism's body)</li> <li>• Behaviour (response made by an organism),</li> <li>• Functional (body process)</li> </ul>

### Organisms compete for :

- Food
- Shelter
- Mates
- Water
- space

### Photosynthesis:

Plants convert energy from the sun into their chemical energy store by making glucose in photosynthesis.

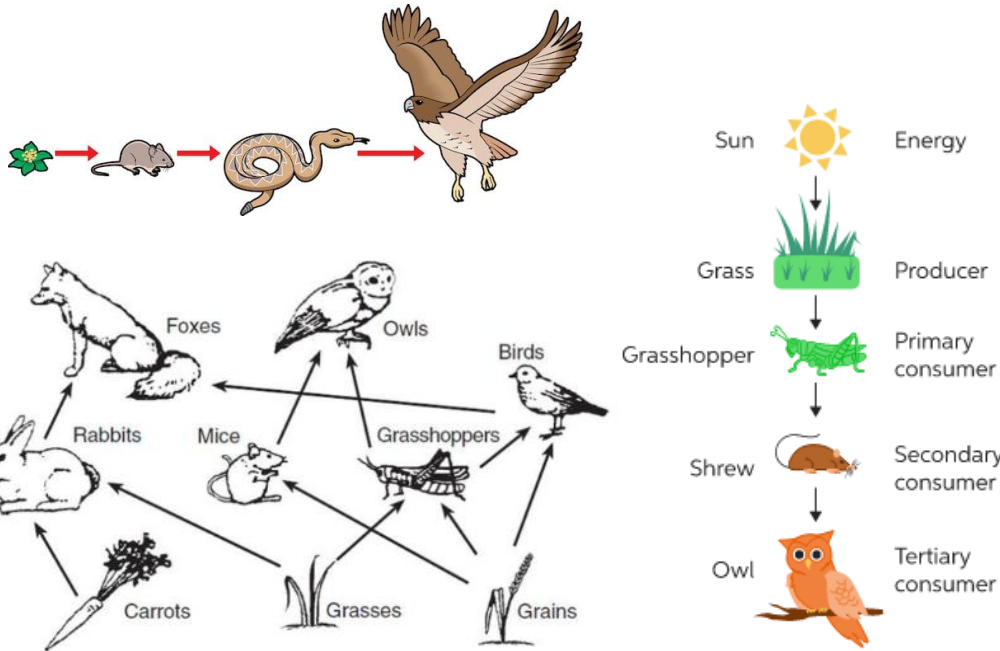


# Year 7 Science: Interdependence

## Feeding Relationships

**Arrows** represent the **transfer of energy** from one organism to another.

Energy for all food chains and webs comes from the **sun**.



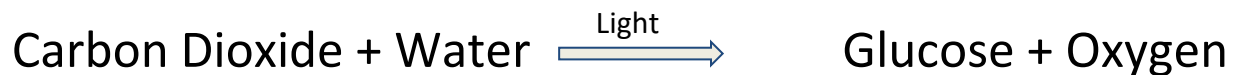
Key Terms	Definitions
H.....	Area in which organisms live
E.....	The surroundings of an organism that affect its life and development
C.....	A group of interdependent organisms all interacting with each other
P.....	Organism that hunts and kills its food
P.....	Organism that is eaten by another organism
S.....	Eats food that has been killed by a different organism
C.....	Organism that only eats meat
Herbivore	Organism that only eats .....
O.....	Organism that eats plants and animals
P.....	Organism that produces its own food, e.g. a plant
C.....	Organism that eats food to gain energy and biomass, e.g. an animal
Food chain/web	Diagrams to show the flow of ..... within an ecosystem, either simply or involving all organisms within the ecosystem
C.....	Grouping organisms of the same species
S.....	Organisms that are able to successfully reproduce
A.....	Feature or behaviour that increases the chances of survival
.	Adaptations can be : <ul style="list-style-type: none"> <li>• Structural (feature of an organism's body)</li> <li>• Behaviour (response made by an organism),</li> <li>• Functional (body process)</li> </ul>

## Organisms compete for:

- F.....
- S.....
- M.....
- W.....
- S.....

## Photosynthesis:

Plants convert **energy** from the sun into their chemical energy store by making **glucose**. In .....



## Year 7 Science: Interdependence

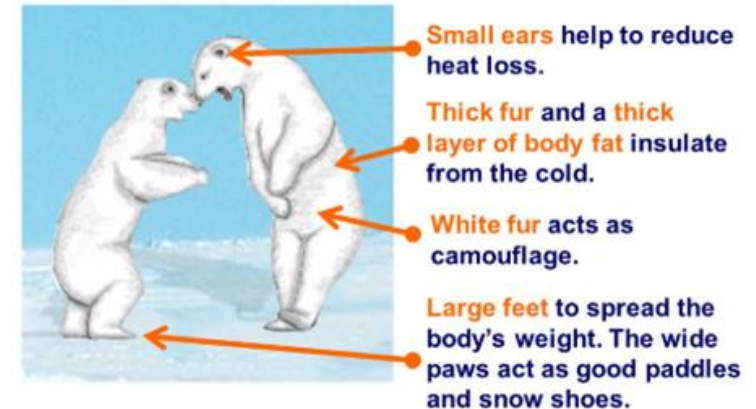
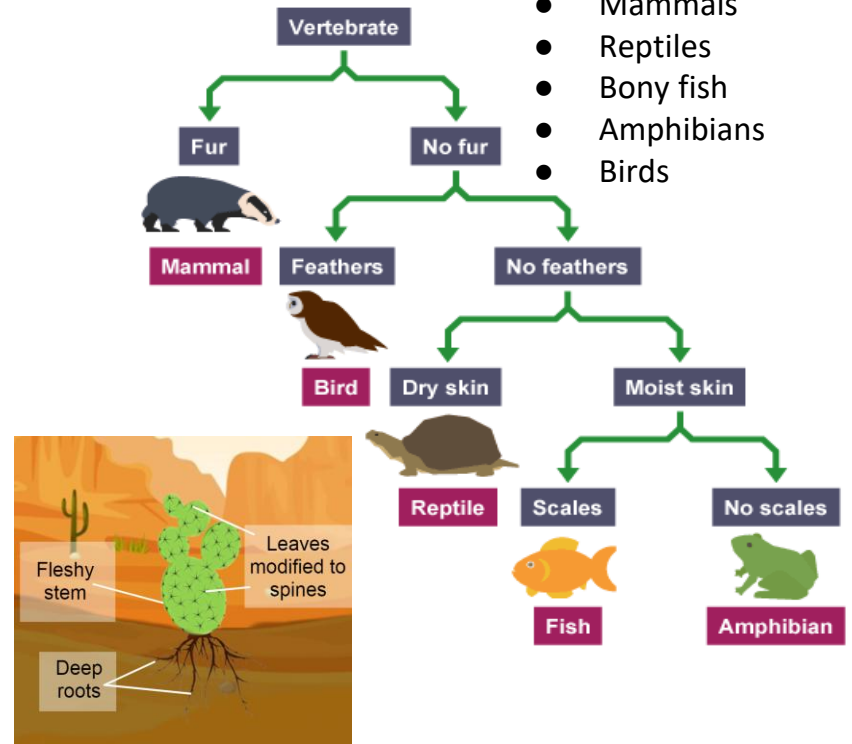
Adaptation	Reason
<b>Plants in dry climates</b>	
Small leaves	Reduce water loss
Deep roots	Reach water
Thick stems	Store water
<b>Plants in tropical climates</b>	
Waxy leaves	So water can run off
Big leaves	To absorb sunlight
Buttress roots	To keep the plant steady
<b>Animals in cold climates</b>	
Thick coat	Keep in heat
Small ears	Keep in heat
Thick fur/fat	Keep in heat
White coat	Camouflage

## Classification:

To group organisms together into species.

The main groups of vertebrates (animal with a backbone) are:

- Mammals
- Reptiles
- Bony fish
- Amphibians
- Birds



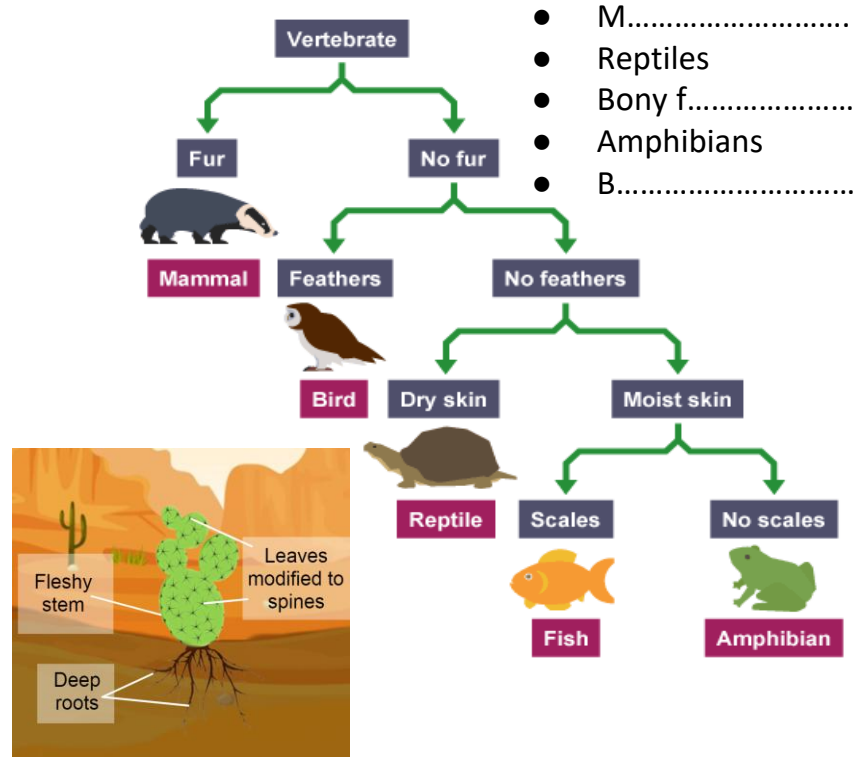
# Year 7 Science: Interdependence

Adaptation	Reason
<b>Plants in dry climates</b>	
..... leaves	Reduce water loss
Deep .....	Reach water
..... stems	Store water
<b>Plants in tropical climates</b>	
..... leaves	So water can run off
Big .....	To absorb sunlight
Buttress .....	To keep the plant steady
<b>Animals in cold climates</b>	
..... coat	Keep in heat
..... ears	Keep in heat
..... fur/fat	Keep in heat
..... coat	Camouflage

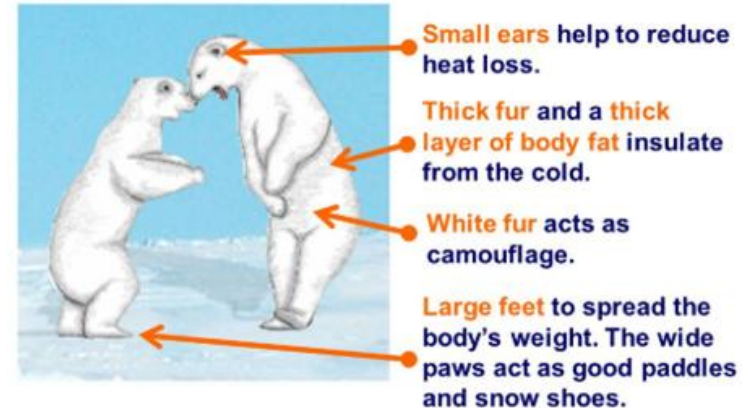
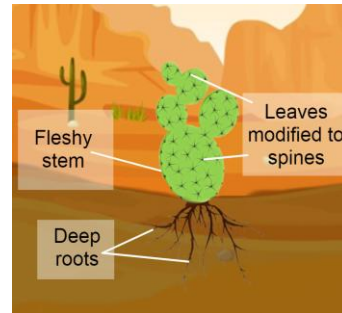
## Classification:

To group organisms together into s..... .

The main groups of vertebrates (animal with a backbone) are:



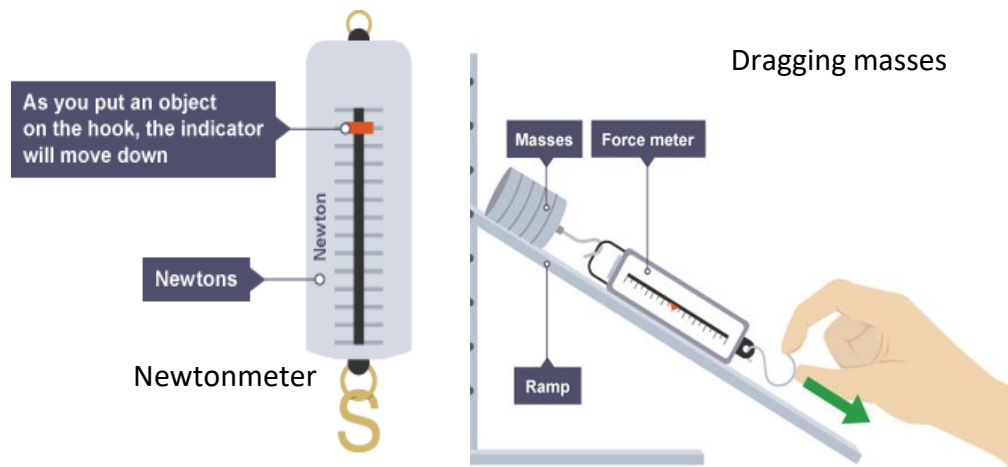
- M.....
- Reptiles
- Bony f.....
- Amphibians
- B.....



## Year 7 Science: Forces

### Forces

- A force can be a **push or a pull**. You can not see forces, you can only see what the changes to objects that they cause.
  - When a force is applied to an object it can lead to:
    - **A change in speed (acceleration)**
    - **A change in the object's direction of movement**
    - **A change in the object's shape (squash or stretch the object).**
  - Forces can also be divided into 2 types, contact forces and non contact forces.
1. **Contact forces** act between objects or particles that are touching. eg: friction, normal contact force, thrust, upthrust, air resistance (drag). Friction acts whenever an object is moving through a fluid (a fluid is a liquid or gas), or when one solid surface is moving along another solid surface.
  2. **Non-contact forces** act between objects even if they are NOT touching. Examples: gravity, weight, magnetic force.
- The unit of force is the **newton (N)**.



Key Terms	Definitions
force	An interaction between objects that causes <b>changes</b> to objects or how objects are moving.
newton	The unit for force
Newton meter	A piece of equipment that can be used to measure the size of the force
contact force	A force acting between objects that are physically touching
non-contact force	A force acting between objects that are NOT physically touching
weight	The force pulling an object towards the centre of the Earth, due to gravity.
gravity	The force between any two objects. We only notice gravity's pull if the objects are very large, like the Earth.
upthrust	The upwards force produced by objects pushing down on fluids (liquids and gases).
normal contact force	The push force produced on objects when they push on something solid. Also called 'reaction'.

### Measuring the size of forces

The laboratory equipment for measuring forces is also named after Sir Isaac Newton: the Newton meter (see diagram).

To measure the size of frictional forces on different surfaces you can drag masses along the different surfaces and record how much force is required. For this experiment :

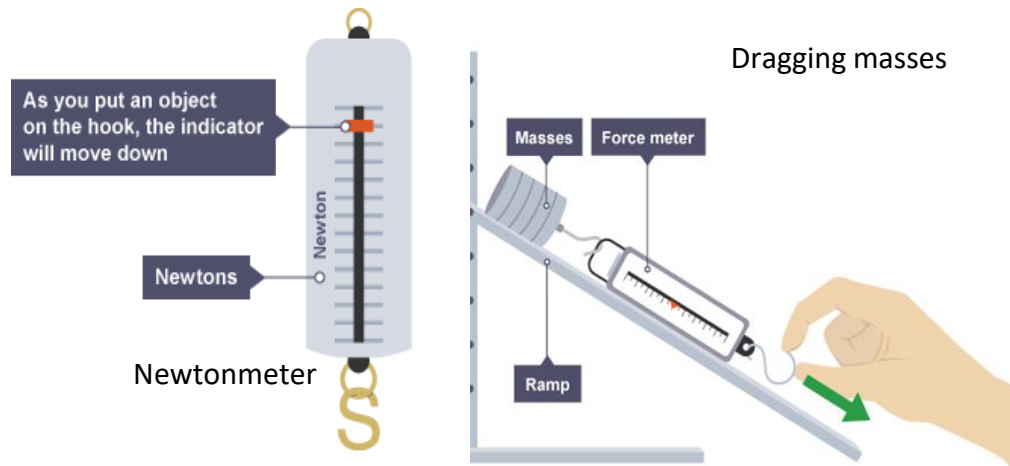
- Independent variable: Type of surface
- Dependent variable: Force
- Control variable: Mass

## Year 7 Science: Forces

### Forces

- A force can be a **p.....** or a **p.....**. You can not see forces, you can only see what the .....to objects that they cause.
  - When a force is applied to an object it can lead to:
    - A change in speed (a.....)**
    - A change in the object's d..... of m.....**
    - A change in the object's s..... (squash or stretch the object).**
  - Forces can also be divided into 2 types, contact forces and non contact forces.
- C..... forces** act between objects or particles that are touching. Examples: friction, normal contact force, thrust, upthrust, air resistance (drag). Friction acts whenever an object is moving through a fluid (a fluid is a liquid or gas), or when one solid surface is moving along another solid surface.
  - N..... forces** act between objects even if they are NOT touching. Examples: gravity, weight, magnetic force.
- The unit of force is the **N..... (N)**.

Key Terms	Definitions
F.....	An interaction between objects that causes <b>changes</b> to objects or how objects are moving.
N.....	The unit for force
N..... meter	A piece of equipment that can be used to measure the size of the force
C..... force	A force acting between objects that are physically touching
N..... force	A force acting between objects that are NOT physically touching
W.....	The force pulling an object towards the centre of the Earth, due to gravity.
G.....	The force between any two objects. We only notice gravity's pull if the objects are very large, like the Earth.
U.....	The upwards force produced by objects pushing down on fluids (liquids and gases).
normal contact force	The push force produced on objects when they push on something solid. Also called 'r.....'.



### Measuring the size of forces

The laboratory equipment for measuring forces is also named after Sir Isaac Newton: the Newton meter (see diagram).

To measure the size of frictional forces on different surfaces you can drag masses along the different surfaces and record how much force is required. For this experiment :

- Independent variable: .....
- Dependent variable: .....
- Control variable: .....

## Year 7 Science: Forces

### Force Arrows

Forces have a **size** and a **direction**. This means we show forces with arrows.

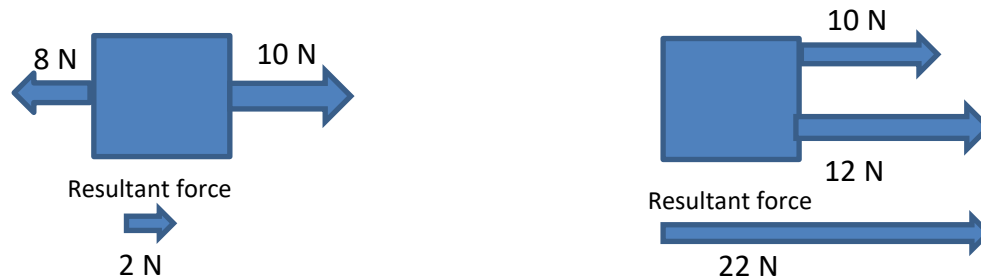
- The length of the arrows shows how large the force is.
- The direction the arrow points shows the direction the force pushes or pulls.

Diagrams that show the forces acting on objects, using arrows, are called **free body force diagrams**.

### Resultant force and Newton's First Law

To find resultant force:

- Add up forces acting in the same direction
- Subtract forces acting in opposite directions.



- If the forces are **balanced** the resultant force will be 0.
- Newton's first law states that if the resultant force on an object is 0 then the object will either be **stationary or moving at a constant speed**

Resultant force of NOT 0 = unbalanced forces

Objects speed will be changing, either

- Speeding up (accelerating)
- Slowing down (decelerating)

Resultant force does not tell you which way - just that the speed will change.

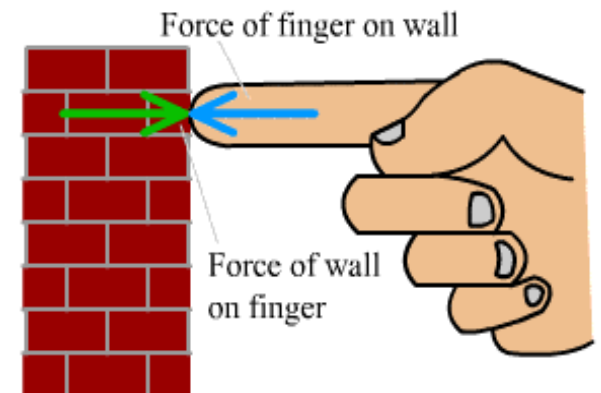
Higher acceleration - larger force needed

Heavier weight - larger force needed

Key Terms	Definitions
Resultant force	The single overall force acting on an object
Newton's first law	If the resultant force on an object is 0 then it will either be stationary or move at a constant speed
Newton's Second law	If there is a resultant on an object they will either accelerate or decelerate
Newton's Third Law	for every action there is an equal and opposite reaction
Balanced force	An object that has a resultant force of 0
Unbalanced force	An object that has a resultant force of more than 0

### Newton's third law

- Newton's third law states that 'for every action there is an equal and opposite reaction'
- In the example below if the person pushes on the wall with a force of 10 N. The wall will push back with a force of 10 N



## Year 7 Science: Forces

### Force Arrows

Forces have a **s**..... and a **d**..... This means we show forces with arrows.

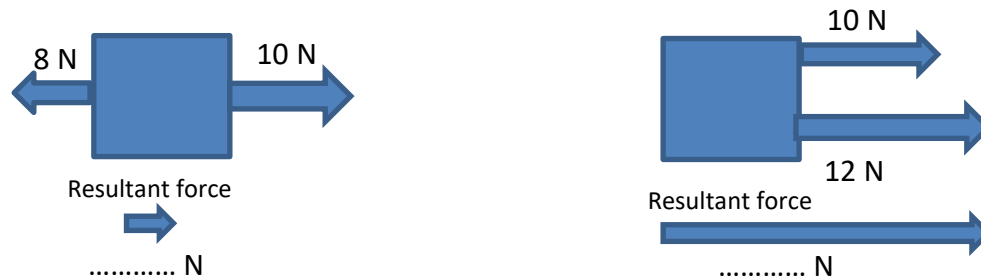
- The length of the arrows shows how ..... the force is.
- The direction the arrow points shows the ..... the force pushes or pulls.

Diagrams that show the forces acting on objects, using arrows, are called **free body force diagrams**.

### Resultant force and Newton's First Law

To find resultant force:

- Add up forces acting in the same direction
- Subtract forces acting in opposite directions.



- If the forces are **balanced** the resultant force will be 0.
- Newton's first law states that if the resultant force on an object is 0 then the object will either be **s**..... or **moving at a constant s**.....

Resultant force of NOT 0 = unbalanced forces

Objects speed will be changing, either

- Speeding up (a.....)
- Slowing down (d.....)

Resultant force does not tell you which way - just that the s..... will change.

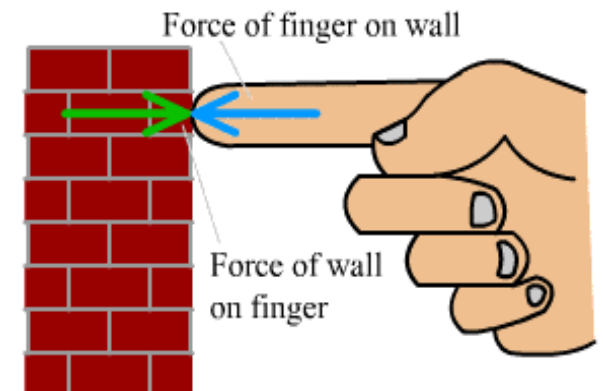
Higher acceleration - ..... force needed

..... weight - larger force needed

Key Terms	Definitions
R..... force	The single overall force acting on an object
Newton's first law	If the r..... force on an object is 0 then it will either be s..... or move at a constant s.....
Newton's Second law	If there is a r..... on an object they will either a..... or d.....
Newton's Third Law	for every action there is an e..... and o..... reaction
Balanced force	An object that has a r..... force of 0
Unbalanced force	An object that has a resultant force of more than .....

### Newton's third law

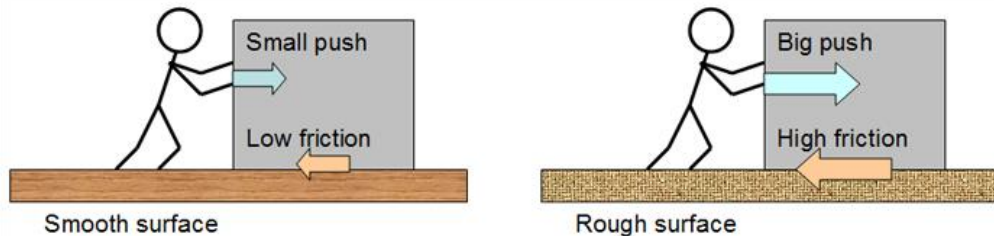
- Newton's third law states that 'for every action there is an e..... and o..... reaction'
- In the example below if the person pushes on the wall with a force of 10 N. The wall will push back with a force of 10 N



## Year 7 Science: Forces

### Forces and Work Done

- When forces are acting on an object, it causes a transfer in the store of energy. In Physics we say that when we transfer energy we are doing **work**.
- For example when an object is moving along a surface it is doing work against frictional forces.



- This causes an energy transfer to the thermal energy store of the surroundings.
- The amount of work done depends on the size of the force and the distance the force has acted.
- For example, if a force of 1000 N makes this car move 200 m to the left:
  - The work done is calculated by:  $W = 1000 \times 200 = 200\,000\text{ J}$
  - This means 200 000 J of energy was transferred.

### Key Terms

### Definitions

Work done

The measure of how much energy is transferred when a force moves an object

$$W = F \times s$$

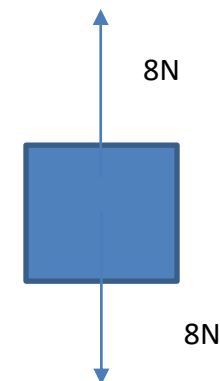
$W =$  work done (joules, J)

$F =$  force (newtons, N)

$s =$  distance (metres, m) – aka displacement

### Free Body Force Diagrams

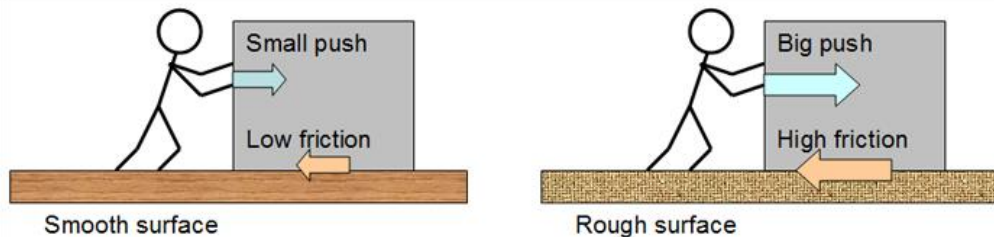
- We can show the forces acting on an object by drawing a free body force diagram.
- As force is a vector quantity the arrows show size and direction
- Arrows should always start from the centre of the object's mass
- We represent all objects as a box



## Year 7 Science: Forces

### Forces and Work Done

- When forces are acting on an object, it causes a transfer in the store of .....  
In Physics we say that when we transfer energy we are doing .....
- For example when an object is moving along a surface it is doing ..... against frictional forces



- This causes an energy transfer to the ..... energy store of the surroundings
- The amount of ..... done depends on the size of the ..... and the distance the force has acted.
- For example, if a force of 1000 N makes this car move 200 m to the left:
  - The work done is calculated by:  $W = 1000 \times 200 = 200\,000\text{ J}$
  - This means 200 000 J of energy was transferred.

### Key Terms

### Definitions

..... done

The measure of how much energy is transferred when a force moves an object

$W =$  .....

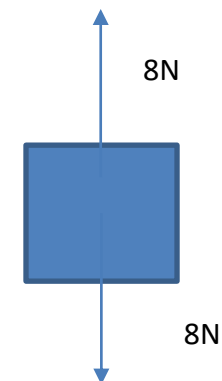
$W =$  work done (joules, J)

$F =$  force (newtons, N)

$s =$  distance (metres, m) – aka displacement

### Free Body Force Diagrams

- We can show the forces acting on an object by drawing a free body force diagram.
- As force is a vector quantity the arrows show size and direction
- Arrows should always start from the centre of the object's mass
- We represent all objects as a box



## Year 7 Geography Knowledge Organiser - Topic 1: Introduction to Geography

### The 7 Continents and 5 Oceans of the World



### Key Geographical Concepts

<b>Social</b>		To do with society, people or a community that come into contact with each other.
<b>Economic</b>		To do with jobs, business and money.
<b>Environmental</b>		To do with aspects of the natural world, such as the land, air, water, plants and animals.
<b>Interactions</b>		Direct involvement with someone or something, e.g. cause and effect.
<b>Management/Sustainability</b>		Controlling problems and looking after the things we have on Earth, so they are there for future generations.

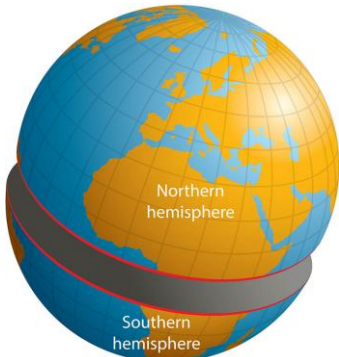
### Capital Letters

Proper nouns like cities, continents, oceans, lines of latitude and countries all need capital letters on their names.

- South America ✓
- south america ✗
- Arctic Ocean ✓
- arctic ocean ✗

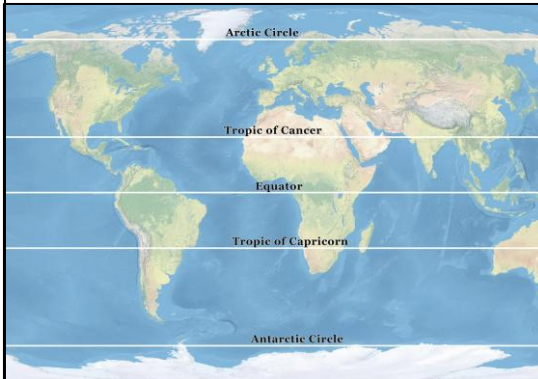
### Northern and Southern Hemispheres

The north and south halves of the world.



### Lines of Latitude

These go horizontally around the world. We find similar climates along lines of latitude.



### Political and Physical Maps

**Physical maps** show landscapes, e.g. uplands, lowlands, forests etc.



**Political maps** show borders of countries, counties etc.



### Words for Map Scales

<i>Biggest area</i>	<b>Global map</b>	Whole world
	<b>International map</b>	Lots of countries
<i>Smallest area</i>	<b>National map</b>	One country
	<b>Regional map</b>	Part of one country

## Year 7 Geography Knowledge Organiser - Topic 1: Introduction to Geography

### The \_\_\_ Continents and \_\_\_ Oceans of the World



### Key Geographical Concepts

<b>Social</b>		To do with...
<b>Economic</b>		To do with...
<b>Environmental</b>		To do with...
_____		Direct involvement with someone or something, e.g. cause and effect.
_____		Controlling problems and looking after the things we have on Earth, so they are there for future generations.

### Capital Letters

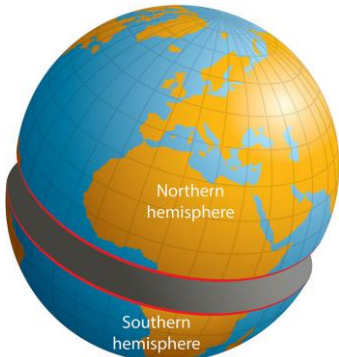
Proper nouns like cities, continents, oceans, lines of latitude and countries all need capital letters on their names.

\_\_\_\_\_ ✓  
south america ✗

\_\_\_\_\_ ✓  
arctic ocean ✗

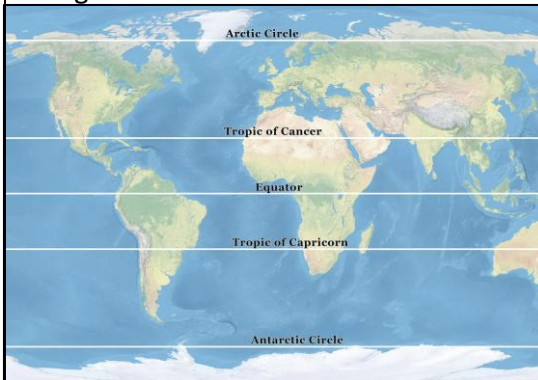
### Northern and Southern Hemispheres

The north and south \_\_\_\_\_ of the world.



### Lines of Latitude

These go \_\_\_\_\_ around the world. We find similar \_\_\_\_\_ along lines of latitude.



### Political and Physical Maps

**Physical maps** show...



**Political maps** show...



### Words for Map Scales

*Biggest area* \_\_\_\_\_ Whole world

**International map** \_\_\_\_\_

\_\_\_\_\_ One country

*Smallest area* **Regional map** \_\_\_\_\_

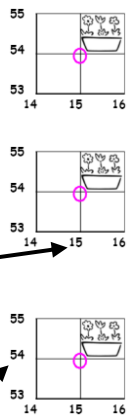
## Year 7 Geography Knowledge Organiser - Topic 1: Introduction to Geography

**Distribution**= spread and pattern where something is located

### 4 Figure Grid References

These identify a **whole grid square**.

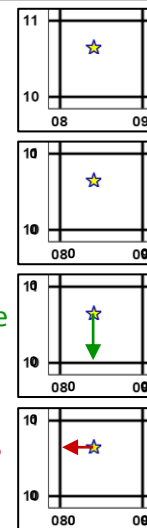
1. Identify [e.g. circle] the bottom left corner of the grid square.
2. Go along the bottom to find the line that goes through your circle.
3. That line gives you the first 2 digits: **15** --
4. Go up the side to find the line that goes through your circle.
5. That line gives you the final 2 digits: **1554**



### 6 Figure Grid References

These identify a **smaller area within a grid square** (e.g. the star), so are more specific.

1. Add [or imagine] a zero onto the end of every line number, so each line number is 3 digits. Now you have 2 number lines.
2. Go along the bottom "number line" to find the first 3 numbers, e.g. **084** -- -- for the star.
3. Go up the side "number line" to find the last 3 numbers, e.g. **084107** for the star.



### OS Map Symbols

	Motorway
	Main road or A-road
	Car park or parking
	Railway + train station
	Information centre
	Place of worship
	Place of worship with spire, dome or minaret
	Place of worship with a tower
	Coniferous forest
	Public footpath
	School
	Picnic site
	Camping and caravan site
	Youth hostel
	Golf course

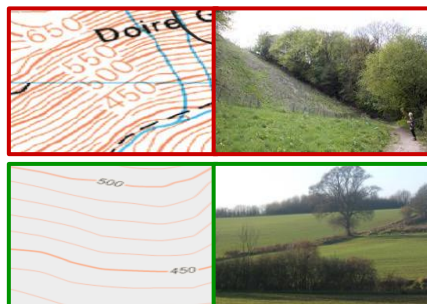
### Height and Relief on OS Maps

**Relief** = the height and shape of the land.

**Contour lines** are orange/brown lines which show the height above or below sea level.

**Close together** contour lines show **steeper relief**.

**Spread out** contour lines show **flatter relief**.



### Measuring Distance on Maps

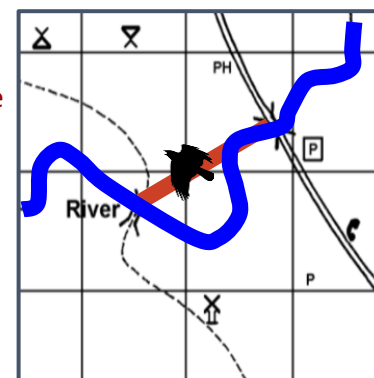
Each grid line is 1km apart.

#### As the Crow Flies

Measure the simple straight line distance from point A to B.

#### Along Transport Links (e.g. roads, footpaths, and rivers)

Measure the actual curved line distance you would need to travel between points A and B.



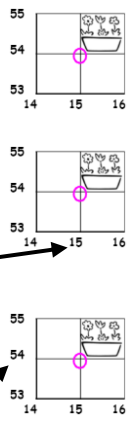
## Year 7 Geography Knowledge Organiser - Topic 1: Introduction to Geography

**Distribution**= spread and pattern where something is located

### 4 Figure Grid References

These identify \_\_\_\_\_.

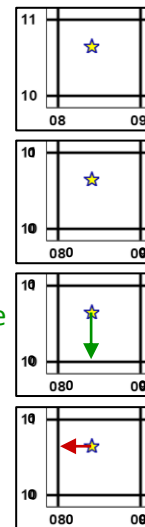
1. Identify [e.g. circle] the bottom left corner of the grid square.
2. Go along \_\_\_\_\_ to find the line that goes through your circle.
3. That line gives you the first 2 digits: \_ \_
4. Go up \_\_\_\_\_ to find the line that goes through your circle.
5. That line gives you the final 2 digits: \_ \_



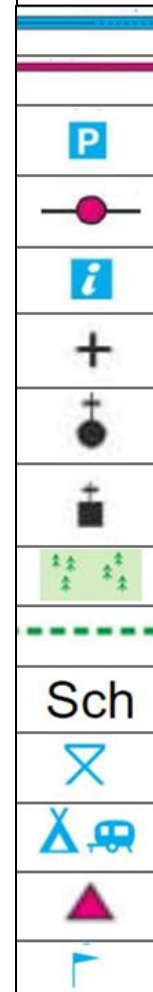
### 6 Figure Grid References

These identify \_\_\_\_\_ (e.g. the star), so are more specific.

1. Add [or imagine] a zero onto the end of every line number, so each line number is 3 digits. Now you have 2 number lines.
2. Go along the bottom "number line" to find the first 3 numbers, e.g: \_ \_ \_ for the star.
4. Go up the side "number line" to find the last 3 numbers, e.g: \_ \_ \_ for the star.



### OS Map Symbols



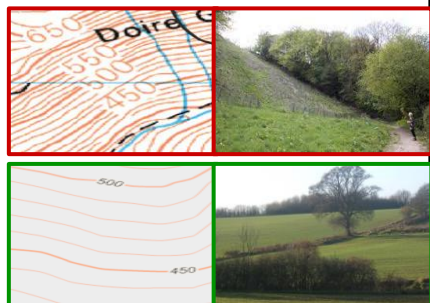
### Height and Relief on OS Maps

**Relief** =

\_\_\_\_\_ are orange/brown lines which show the height above or below sea level.

**Close together** contour lines show...

**Spread out** contour lines show...



### Measuring Distance on Maps

Each grid line is \_\_\_\_\_ apart.

**As the Crow Flies**  
Measure...

**Along Transport Links** (e.g. roads, footpaths, and rivers)  
Measure...



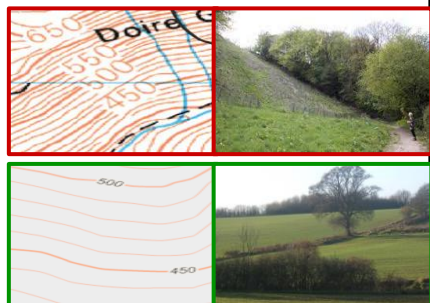
### Height and Relief on OS Maps

**Relief** =

\_\_\_\_\_ are orange/brown lines which show the height above or below sea level.

**Close together** contour lines show...

**Spread out** contour lines show...



### Measuring Distance on Maps


Each grid line is \_\_\_\_\_ apart.


**As the Crow Flies**  
Measure...

**Along Transport Links** (e.g. roads, footpaths, and rivers)  
Measure...



# Year 7 Geography Knowledge Organiser - Topic 2: Development

**Development** = countries and areas becoming healthy and wealthy. 

**Standard of living** = how good life is in an area for people living there. 

- **HIC** = Higher income country (more developed).
- **NEE** = Newly emerging economy (developing quickly).
- **LIC** = Lower income country (less developed).


## Development Indicators

<b>GNI</b>	A country's total income (all the money earned).
<b>GNI per capita</b>	The country's total income divided by the number of people living there.
<b>Life Expectancy</b>	How long the average person lives for.
<b>Birth rate</b>	The number of births per year per 1000 people.
<b>Death rate</b>	The number of deaths per year per 1000 people.
<b>Literacy rate</b>	The percentage (%) of adults in the country that can read and write.
<b>HDI (Human Development Index)</b>	A composite (joint) measure of health ( <i>life expectancy</i> ), wealth ( <i>GNI per capita</i> ), and education ( <i>average years of schooling</i> ).

### Danger of a Single Story

**Fact** = a thing that is known or proved to be true.

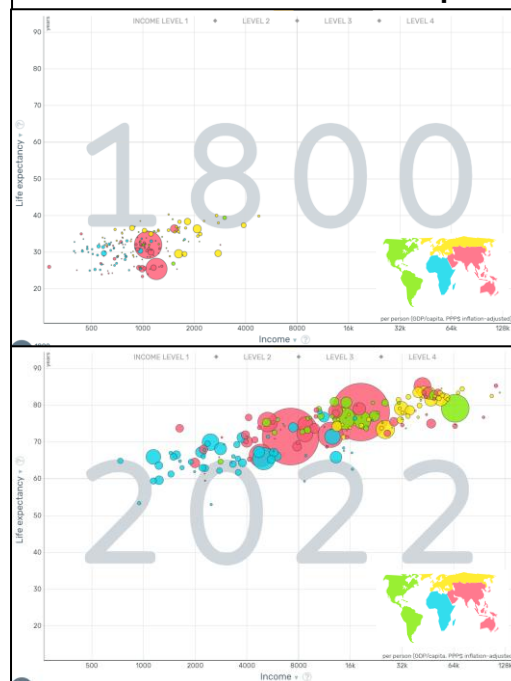
**Opinion** = a view or judgement about something, not necessarily based on fact or knowledge.

**Misconception** = a view or opinion that is incorrect because based on faulty thinking or understanding. 

To avoid misconceptions:

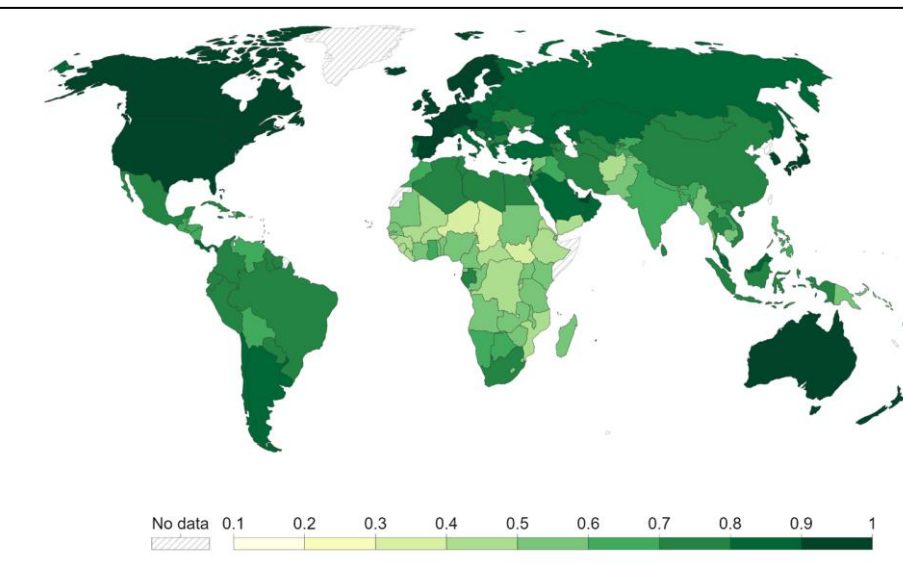
1. Look at a **range of sources**.
2. Look at **up to date sources**.

### All Countries Have Developed



### Human Development Index (HDI) Map in 2021

Development is uneven around the world. Darker shaded areas have a HDI of nearer 1, showing they are more developed.



# Year 7 Geography Knowledge Organiser - Topic 2: Development

**Development =**



\_\_\_\_\_ = how good life is in an area for people living there.

- **HIC =**  
(\_\_\_\_\_ developed).
- **NEE =**  
(\_\_\_\_\_ quickly).
- **LIC =**  
(\_\_\_\_\_ developed).

## Development Indicators

<b>GNI</b>	
<b>GNI per _____</b>	The country's total income divided by the number of people living there.
	How long the average person lives for.
<b>Birth rate</b>	The number of...
<b>Death rate</b>	The number of...
	The percentage (%) of adults in the country that can read and write.
<b>HDI (Human Development Index)</b>	A composite (joint) measure of...

### Danger of a Single Story

\_\_\_\_\_ = a thing that is known or proved to be true.

\_\_\_\_\_ = a view or judgement about something, not necessarily based on fact or knowledge.

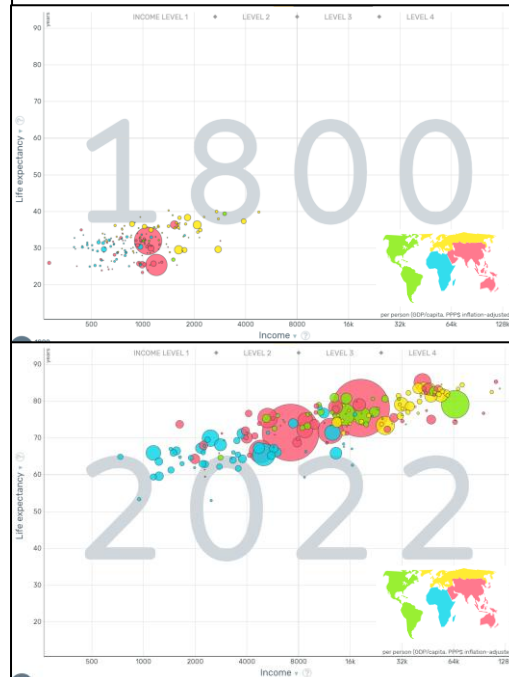
\_\_\_\_\_ = a view or opinion that is incorrect because based on faulty thinking or understanding.



To avoid misconceptions:

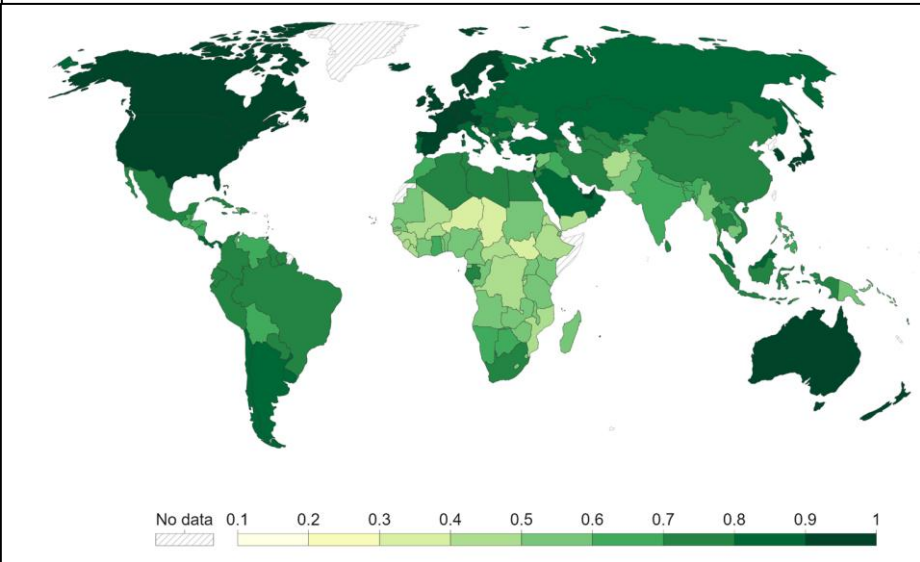
1. Look at...
2. Look at...

### \_\_\_\_\_ Countries Have Developed



### Human Development Index (HDI) Map in 2021

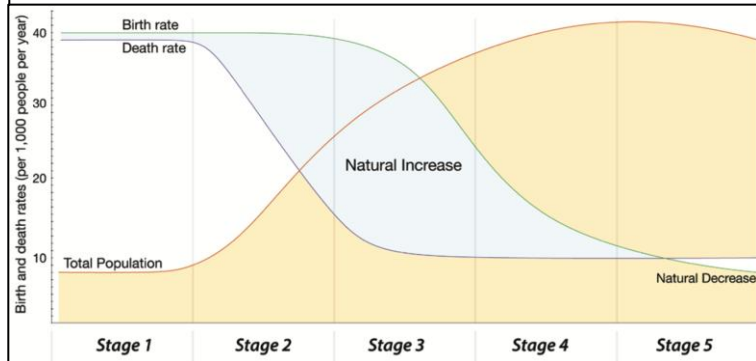
Development is \_\_\_\_\_ around the world. Darker shaded areas have a HDI of nearer \_\_, showing \_\_\_\_\_.





# Year 7 Geography Knowledge Organiser - Topic 2: Development

## The Demographic Transition Model (DTM)

This line graph shows how birth rate, death rate, and total population change as a country develops.



## Causes of Uneven Development

Barriers 	Fuels 
Few natural resources.	Lots of natural resources.
Extreme climates (e.g. very hot or very cold, very rainy or very arid).	Moderate climates (not extreme) good for growing plants.
Higher chance of natural disasters.	Lower change of natural disasters.
War and conflicts	Peace
Landlocked and/or upland location.	Coastal and/or lowland location.

## Examples of Uneven Development

**Within A Continent: North America**  

US (HIC) vs Guatemala (NEE) both in North America.



**Within A Country: The US**

Hawaii (HDI 0.945) vs Louisiana (HDI 0.893) both states in the United States (an HIC).



**Within A City: New Orleans, US**

Life expectancy ranges from 71 years to 82 years depending on which neighborhood people live in.

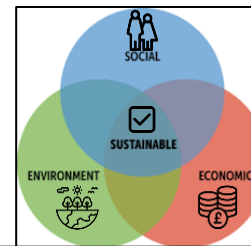
## The Aral Sea, Kazakhstan

Overuse of water to irrigate (water) cotton crops caused the Aral Sea to shrink by over 90%, leaving the area arid.



## Sustainable Development

Sustainable development is improving health & wealth in a way that is **socially, economically, and environmentally** good.



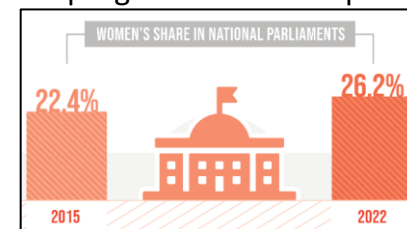
## SUSTAINABLE DEVELOPMENT GOALS



## Gender Inequality as a Barrier to Development

UN Sustainable Development Goal #5 is to achieve gender equality and empower all women and girls.

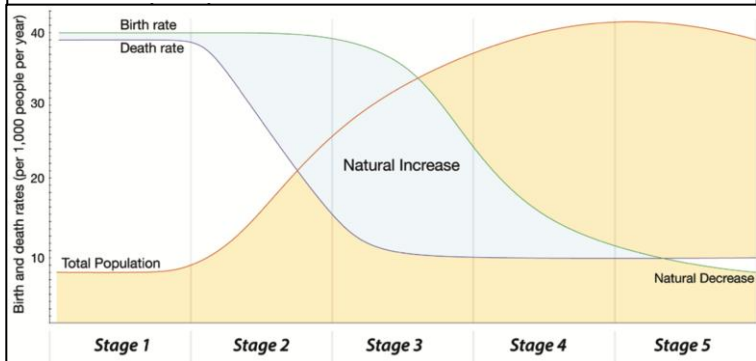
Women and girls represent half of the world's population and therefore also half of its potential; however, today gender inequality persists everywhere as barrier to social progress and development.





# Year 7 Geography Knowledge Organiser - Topic 2: Development


## The \_\_\_\_\_ (DTM)


This line graph shows how \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_ change as a



## Examples of Uneven Development

**Within A Continent: North America**    
\_\_\_\_\_ vs \_\_\_\_\_ both in North America.

**Within A Country: The US**   
\_\_\_\_\_ vs \_\_\_\_\_ both states in the United States (an HIC).



**Within A City:** \_\_\_\_\_, US   
Life expectancy ranges from \_\_\_\_\_ years to \_\_\_\_\_ years depending on which neighborhood people live in.

## The Aral Sea, Kazakhstan

Overuse of \_\_\_\_\_ to irrigate (water) cotton crops caused...

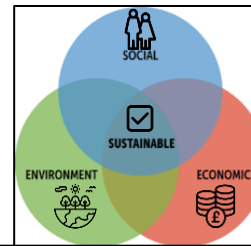


## Causes of Uneven Development

Barriers 	Fuels 
Few natural resources.	
	Moderate climates (not extreme) good for growing plants.
Higher chance of natural disasters.	
	Peace
Landlocked and/or upland location.	

## Sustainable Development

Sustainable development is...



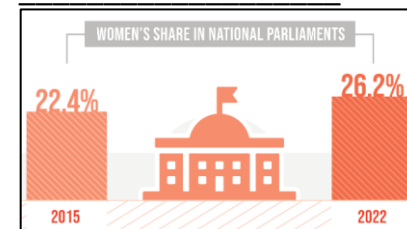
## SUSTAINABLE DEVELOPMENT GOALS



## Gender Inequality as a Barrier to Development

UN Sustainable Development Goal #5 is \_\_\_\_\_

Women and girls represent \_\_\_\_\_ of the world's population and therefore also half of its \_\_\_\_\_; however, today gender inequality persists \_\_\_\_\_ as barrier to \_\_\_\_\_.



# How has Britain changed since the Year 0?

Iron Age	Roman	Medieval	Early Modern	Industrial	Modern
500 BC-43 AD	43-500 AD	500-1500 AD	1500- 1700 AD	1700-1900 AD	1900-

## Reasons for population increases:

- Improvements in technology meant more food could be grown
- New medical knowledge led to increased **life expectancy**
- More hygienic living conditions reduced deadly diseases



## Reasons for population decreases:

- Disease (e.g. the Black Death in 1348 killing 50% of the population)
- Climate - leading to poor crop harvests
- Shortages of food and malnutrition



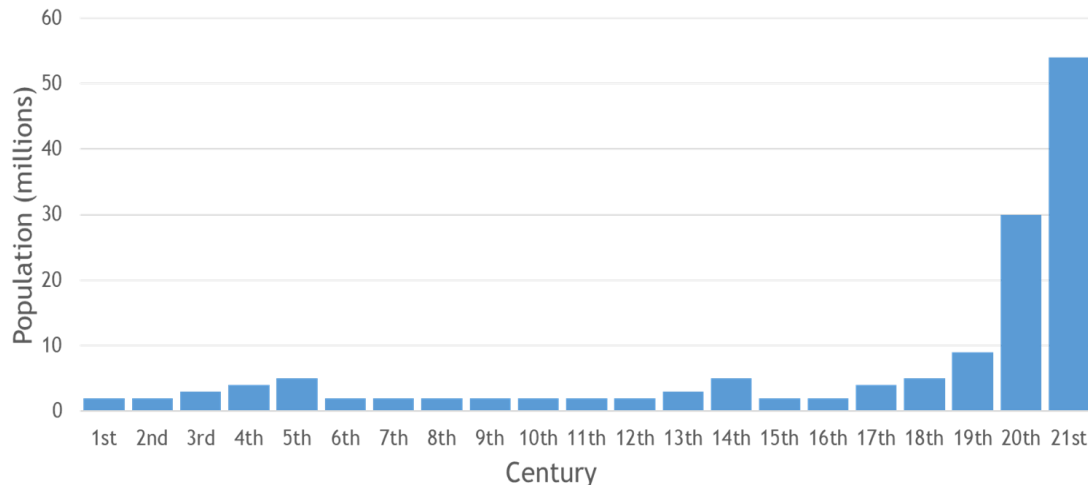
## What is a century?

Years 0-99 = 1st century	Years 1000-1099 = 11th century
Years 100-199 = 2nd century	Years 1100-1199 = 12th century
Years 200-299 = 3rd century	Years 1200-1299 = 13th century
Years 300-399 = 4th century	Years 1300-1399 = 14th century
Years 400-499 = 5th century	Years 1400-1499 = 15th century
Years 500-599 = 6th century	Years 1500-1599 = 15th century
Years 600-699 = 7th century	Years 1500-1599 = 16th century
Years 700-799 = 8th century	Years 1600-1699 = 17th century
Years 800-899 = 9th century	Years 1700-1799 = 18th century
Years 900-999 = 10th century	

E.g. 1523 = 1500 years passed + 23, so you're already living into the next century = 16th

## VOCABULARY

<b>Black Death</b>	A disease carried by fleas on rats that arrived in England in 1348
<b>Century</b>	100 years
<b>Climate</b>	Changes in the weather over long periods of time
<b>Life Expectancy</b>	How long people can expect to live for
<b>Malnutrition</b>	Not having the correct food
<b>Migration</b>	Moving from one place to another, permanently
<b>Natural Resources</b>	Gold, oil, tin, coal, etc
<b>Nutrients</b>	Chemicals in soil that help plants grow
<b>Overcrowding</b>	Too many people
<b>Penicillin</b>	An antibiotic that stops infection
<b>Persecution</b>	Treating people badly
<b>Population</b>	The people who live in a country
<b>Stagnation</b>	When something stays the same for a long time
<b>Technology</b>	Machinery and equipment developed through the use of scientific knowledge



# How has Britain changed since the Year 0?

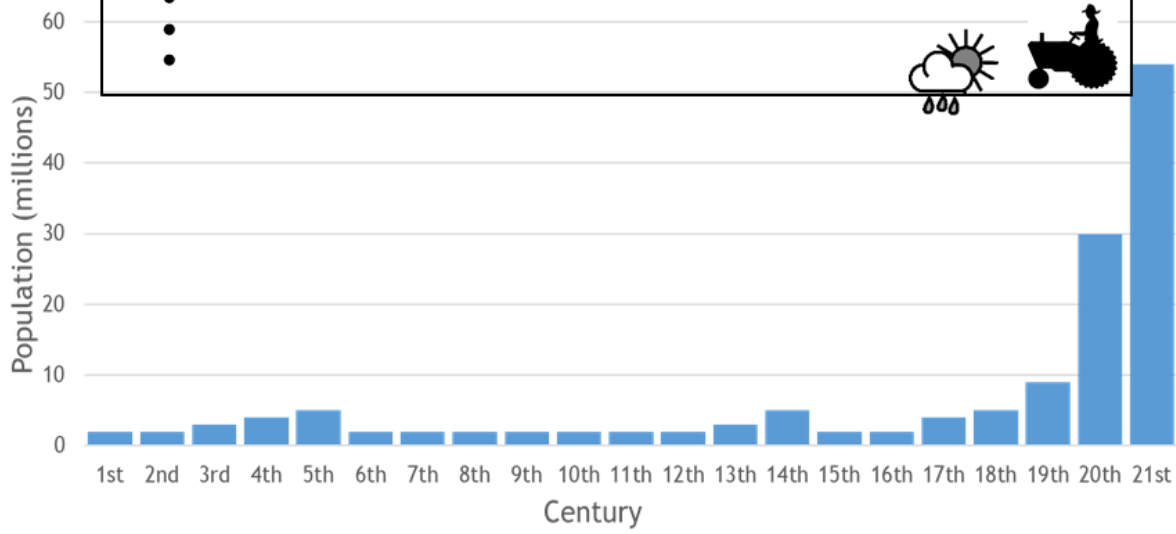
<b>Iron Age</b>		<b>Medieval</b>		<b>Industrial</b>	
	43-500 AD		1500-1700 AD		1900-

What is a century?	
Years 0-99 =	Years 1000-1099 =
Years 100-199 =	Years 1100-1199 =
Years 200-299 =	Years 1200-1299 =
Years 300-399 =	Years 1300-1399 =
Years 400-499 =	Years 1400-1499 =
Years 500-599 =	Years 1500-1599 =
Years 600-699 =	Years 1500-1599 =
Years 700-799 =	Years 1600-1699 =
Years 800-899 =	Years 1700-1799 =
Years 900-999 =	

**Reasons for population increases:**

**Reasons for population decreases:**

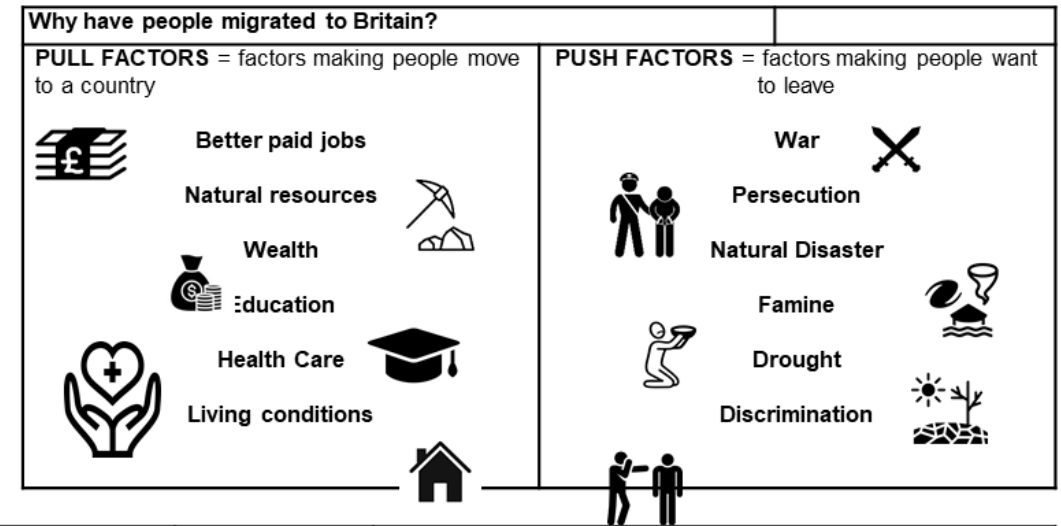
- 
- 
- 



E.g. 1523 = 1500 years passed + 23, so you're already living into the next century = 16th

VOCABULARY	
	A disease carried by fleas on rats that arrived in England in 1348
	100 years
	Changes in the weather over long periods of time
	How long people can expect to live for
	Not having the correct food
	Moving from one place to another, permanently
	Gold, oil, tin, coal, etc
	Chemicals in soil that help plants grow
	Too many people
	An antibiotic that stops infection
	Treating people badly
	The people who live in a country
	When something stays the same for a long time
	Machinery and equipment developed through the use of scientific knowledge

How have technological developments changed life in Britain?		
200	<b>Plough</b>	A plough turns over a layer of soil to bring <b>nutrients</b> to the surface, increasing the amount of crops grown
1100	<b>Stone Castles</b>	A castle built with tall stone walls, usually including narrow windows for archers and a moat for defence
1340	<b>Cannon</b>	A cannon is a heavy gun that uses explosive powder to fire heavy metal objects at the enemy
1439	<b>Printing Press</b>	Carved wooden blocks covered in ink allow the same text to be printed over and over again
1701	<b>Seed Drill</b>	Seed drills place seeds in the soil in exactly the right position for them to grow.
1712	<b>Steam Engine</b>	Steam engines produce power from the pressure of steam, usually heated by a coal fire.
1770	<b>Flushing Toilet</b>	The flushing toilet allowed people to get rid of waste straight to the sewer using flushing water
1796	<b>Vaccination</b>	A vaccination is a weak form of a disease that stops a patient getting the stronger, potentially deadly disease
1847	<b>Anaesthetic</b>	Anaesthetic is a substance that numbs pain during operations. Sometimes the patient is put to sleep.
1850	<b>Rifle</b>	Rifles are handheld guns with a spiralled barrel that spins the bullet, making it far more accurate
1860	<b>Telephone</b>	A telephone uses electronic signals to transport the human voice over huge distances
1880	<b>Electricity</b>	Electricity is a form of power produced from electric charge. It can be easily transported in batteries or wires
1903	<b>Aeroplane</b>	Aeroplanes use wings and thrust from a propeller or jet engine to fly. They can travel long distances quickly.
1942	<b>Antibiotics</b>	Antibiotics, such as <b>Penicillin</b> , are medicines that kill bacteria, stopping infections
1945	<b>Nuclear Weapons</b>	A nuclear missile uses nuclear fission to create enough power to destroy an entire city
1990	<b>Internet</b>	The internet is a worldwide system of connected computers, allowing sharing of huge amounts of information



Period	Migrants	Reason for Migration
<b>Iron Age</b>	<i>Celts</i>	<i>Escape War, new farms</i>
<b>Roman</b>	<i>Romans</i>	<i>Seeking gold and power</i>
<b>Medieval</b>	<i>Anglo Saxons</i>	<i>Pushed out of their invaded homeland</i>
	<i>Vikings</i>	<i>Stealing gold, looking for farmland</i>
	<i>Normans</i>	<i>William wanted to be King of England</i>
	<i>French Jews</i>	<i>Wanted to make money</i>
	<i>Huguenots</i>	<i>Escaping religious persecution</i>
<b>Early Modern</b>		
<b>Industrial</b>	<i>Irish</i>	<i>Escaping famine</i>
	<i>Russian Jews</i>	<i>Escaping religious persecution</i>
<b>Modern</b>	<i>Caribbean</i>	<i>Saw Britain as their home after fighting in WWII</i>
	<i>Polish</i>	<i>Seeking employment</i>
	<i>Indians and Pakistanis</i>	<i>Escaping war and seeking employment</i>

**How have technological developments changed life in Britain?**

200	<b>Plough</b>	
	<b>Stone Castles</b>	A castle built with tall stone walls, usually including narrow windows for archers and a moat for defence
1340		A cannon is a heavy gun that uses explosive powder to fire heavy metal objects at the enemy
1439	<b>Printing Press</b>	
	<b>Seed Drill</b>	Seed drills place seeds in the soil in exactly the right position for them to grow.
1712		Steam engines produce power from the pressure of steam, usually heated by a coal fire.
1770	<b>Flushing Toilet</b>	
	<b>Vaccination</b>	A vaccination is a weak form of a disease that stops a patient getting the stronger, potentially deadly disease
1847		Anaesthetic is a substance that numbs pain during operations. Sometimes the patient is put to sleep.
1850	<b>Rifle</b>	
	<b>Telephone</b>	A telephone uses electronic signals to transport the human voice over huge distances
1880		Electricity is a form of power produced from electric charge. It can be easily transported in batteries or wires
1903	<b>Aeroplane</b>	
	<b>Antibiotics</b>	Antibiotics, such as <b>Penicillin</b> , are medicines that kill bacteria, stopping infections
1945		A nuclear missile uses nuclear fission to create enough power to destroy an entire city
1990	<b>Internet</b>	

**Why have people migrated to Britain?**

<b>PULL FACTORS</b> = factors making people move to a country	<b>PUSH FACTORS</b> = factors making people want to leave

Period	Migrants	Reason for Migration
Iron Age	<i>Celts</i>	
Roman		<i>Seeking gold and power</i>
Medieval	<i>Anglo Saxons</i>	
		<i>Stealing gold, looking for farmland</i>
	<i>Normans</i>	
		<i>Wanted to make money</i>
	<i>Huguenots</i>	<i>religious persecution</i>
Early Modern		
Industrial		<i>Escaping famine</i>
	<i>Russian Jews</i>	
Modern		<i>Saw Britain as their home after fighting in WWII</i>
	<i>Polish</i>	
		<i>Escaping war and seeking employment</i>

# Why is Ancient Rome important to Britain?

## Key Chronology

**753 BC** – the legendary founding of the city of Rome by Romulus and Remus

**55-54 BC** – Julius Caesar's invasion of Britain

**43 AD** – Claudius invades and successfully conquers Britain

**48 AD** – the founding of a Roman fortress at Gloucester

**24-25 August 79 AD** – eruption of Mount Vesuvius covers Pompeii in ash

**61 AD** – Boudicca leads a rebellion against Roman rule in Britain

**97 AD** – Gloucester given the title of *Colonia Nervia Glevensis* by Emperor Nerva

**388 – 400 AD** – Roman rule in Britain collapses

**410 AD** – Roman coins and trade with Britain end



**476 AD** – the end of the Roman Empire

## How was Rome founded?

- Rome was founded by the twins Romulus and Remus
- Abandoned by their family
- looked after by a she-wolf.
- When they were trying to decide on a name for their city, they fought and Remus was killed. Romulus named the city Rome.



## What are the Historical interpretation of Ancient Rome?

Name	Interpretation:
<b>Mary Beard</b>	<p><b>On why Rome is important to us:</b></p> <ul style="list-style-type: none"> <li>• Defined how we understand the world and how we think.</li> <li>• Underpins Western <b>culture and politics</b>, including the borders used today in Europe.</li> <li>• Given the United Kingdom its capital of London.</li> <li>• Given us key vocabulary for politics.</li> <li>• Helped define entertainment for centuries.</li> </ul>
<b>Historian – Roman expert</b>	
	
	<p><b>On Pompeii:</b></p> <ul style="list-style-type: none"> <li>• A series of shakes and earthquakes happened in the months before the eruption, warning the people of Pompeii.</li> <li>• Only 1,100 of the around 30,000 people who lived in Pompeii have been found.</li> <li>• A third of Pompeii still underground.</li> <li>• Coins dated after 779 AD have been found in the ruins of Pompeii, suggesting people went back.</li> </ul>
<b>Anita Ganeri</b>	<p><b>On Pompeii:</b></p> <ul style="list-style-type: none"> <li>• Mount Vesuvius erupted unexpectedly on 24<sup>th</sup> August 79 AD.</li> <li>• Thousands of people were killed.</li> <li>• Pompeii was only rediscovered 1,500 years later by workers building a water tunnel.</li> <li>• Excavations began in 1748.</li> <li>• Almost all of the town has been unearthed.</li> </ul>
	


## VOCABULARY



<b>Ancient Rome</b>	The history of Rome between 8 <sup>th</sup> century BC and 5 <sup>th</sup> century AD.
<b>Aqueducts</b>	A bridge or other channel to carry water.
<b>Bath-house</b>	A public, shared bathing area.
<b>Britannia</b>	The Latin name for Britain.
<b>Britons</b>	Someone who lived in Britain.
<b>Bureaucracy</b>	Very complicated administrative processes.
<b>Conquer</b>	To take over an area.
<b>Empire</b>	Group of countries ruled by a single country.
<b>Heir</b>	Someone who inherits
<b>Interpretation</b>	An opinion based on evidence
<b>Invasion</b>	To take over a new place with your army
<b>Republic</b>	Where governments are run by elected people
<b>Resources</b>	Materials that can be used to make things.
<b>Settlement</b>	Community made by people from other areas
<b>Taxes</b>	Money or goods paid to the government.
<b>Villa</b>	A large country house.



# Why is Ancient Rome important to Britain?

<b>Key Chronology</b>
753 BC –
– Julius Caesar’s invasion of Britain
43 AD –
– the founding of a Roman fortress at Gloucester
24-25 August 79 AD –
– Boudicca leads a rebellion against Roman rule in Britain
97 AD –
– Roman rule in Britain collapses
410 AD –
– the end of the Roman Empire




<b>How was Rome founded?</b>	
<ul style="list-style-type: none"> <li>• was founded by the twins</li> <li>• Abandoned by their</li> <li>• looked after by a she-</li> </ul>	
<ul style="list-style-type: none"> <li>• When they were trying to decide on a name for their city, they fought and was killed. named the city Rome.</li> </ul>	



<b>What are the Historical interpretation of Ancient Rome?</b>	
<b>Name</b>	<b>Interpretation:</b>
<b>Mary Beard</b>	<p><b>On why Rome is important to us:</b></p> <ul style="list-style-type: none"> <li>• Defined how we understand the world and how we</li> <li>• Underpins Western and , including the used today in Europe.</li> <li>• Given the United Kingdom its capital of</li> <li>• Given us key vocabulary for</li> <li>• Helped define for centuries.</li> </ul>
	
<b>Historian – Roman expert</b>	<p><b>On Pompeii:</b></p> <ul style="list-style-type: none"> <li>• A series of shakes and happened in the months before the eruption, warning the people of</li> <li>• Only 1,100 of the around people who lived in Pompeii have been found.</li> <li>• A of Pompeii still underground.</li> <li>• Coins dated after 779 AD have been found in the ruins of Pompeii, suggesting people</li> </ul>
	
<b>Anita Ganeri</b>	<p><b>On Pompeii:</b></p> <ul style="list-style-type: none"> <li>• Mount Vesuvius erupted unexpectedly on</li> <li>• of people were killed.</li> <li>• Pompeii was only rediscovered workers building a water tunnel. by</li> <li>• Excavations began in</li> <li>• Almost all of the town has been</li> </ul>











<b>VOCABULARY</b>	<ul style="list-style-type: none"> <li>•The history of Rome between 8<sup>th</sup> century BC and 5<sup>th</sup> century AD.</li> <li>•A bridge or other channel to carry water.</li> <li>•A public, shared bathing area.</li> <li>•The Latin name for Britain.</li> <li>•Someone who lived in Britain.</li> <li>•Very complicated administrative processes.</li> <li>•To take over an area.</li> <li>•Group of countries ruled by a single country.</li> <li>•Someone who inherits</li> <li>•An opinion based on evidence</li> <li>•To take over a new place with your army</li> <li>•Where governments are run by elected people</li> <li>•Materials that can be used to make things.</li> <li>•Community made by people from other areas</li> <li>•Money or goods paid to the government.</li> <li>•A large country house.</li> </ul>
-------------------	--







# Why is Ancient Rome important to Britain?




<b>How sophisticated was Roman society?</b>	
Pompeii was a Roman city on the western Italian coast.	
On 24-25 August, 79 AD, Mount Vesuvius erupted and covered the city in ash and pumice, destroying and preserving the city as it was lived in, making it a good case study for Roman society.	
	<p><b>Houses</b></p> <ul style="list-style-type: none"> <li>Lots of people lived in blocks of flats.</li> <li>Some very poor people might have lived in the tombs of rich people</li> <li>Some flats were built above public bath-houses.</li> <li>Lots of different types of households – extended households, lodgers, and small households.</li> <li>Toilets were usually found next to the kitchen is there was a toilet in the house.</li> </ul>
	<p><b>Streets</b></p> <ul style="list-style-type: none"> <li>There were no street lights</li> <li>Paintings could be found along the streets</li> <li>Graffiti could be found on walls.</li> <li>Animals roamed the streets.</li> <li>Horses or mules were used as transport</li> </ul>
	<p><b>Baths</b></p> <ul style="list-style-type: none"> <li>There were no plug holes in the baths, so the water was likely very dirty.</li> <li>There were four types of rooms</li> <li>Bath-houses were a place of exercise and swimming.</li> <li>Coloured glass beads and dice found at the bath-houses</li> </ul>



<b>Why and how did the Romans conquer Britain?</b>	
<b>Why did the Romans want to conquer Britain?</b>	<b>How did the Romans conquer Britain?</b> 
<ul style="list-style-type: none"> <li>To protect their Empire from Gaul by attacking Britain</li> <li>Britain had many <b>resources</b> that the Romans wanted:             <ul style="list-style-type: none"> <li>useful <b>metals</b> such as bronze, gold, and tin</li> <li><b>timber</b>(wood)</li> <li><b>pearls</b> and <b>fish</b> from the oceans around Britain</li> <li>good <b>crops</b></li> <li><b>cattle</b> and <b>sheep</b></li> </ul> </li> </ul> 	<ol style="list-style-type: none"> <li><b>Julius Caesar</b> led an army to Britain in <b>55 BC</b>. He learnt lots about the Britons. In <b>54 BC</b>, he went back with a bigger army, fought a number of battles, but ultimately left with a few hostages and little control of Britain.</li> <li>In <b>43 AD</b>, the <b>Emperor Claudius</b> captured the capital of Colchester, then invaded the South and North.</li> </ol>











<b>What consequences did the Romans have on Britain?</b>	
Fast Food - to feed soldiers 	Advertising and trademarks increases trade 
Plumbing and sanitation - keep houses clean 	Towns were administrative centres and planned out streets and public spaces. 
Architecture, such as forts, walls, baths and aqueducts, to Britain. 	Wide, straight and paved roads led to reliable transport routes 
Calendar - Julian was 365 days plus a leap year every 4 years to keep us organised 	Coins as currency to buy goods and services. These coins could be used around the empire. 
Latin used for religion, law and administration. Many modern words come from Latin. 	Bureaucracy brought writing to Britain and kept a record of information from the time. 




<b>What consequences did the Romans have on Gloucester?</b>
Gloucester was <b>founded</b> as a military fortress in the late 40s or early 50s AD.
Became one of Roman Britain's <b>chief settlements</b> called <b>Colonia Nervia Glovensis</b> by Emperor Nerva in the late 90s AD.
<b>Great Witcombe Roman Villa</b>
Great Witcombe Roman Villa built between <b>mid-2<sup>nd</sup> and mid-3<sup>rd</sup> centuries AD</b> .
<ol style="list-style-type: none"> <li>The <b>building</b> is built in the Roman style: symmetrical u-shaped building and includes a dining room, two bath-houses, and upstairs sleeping and living areas for the family. </li> <li>The owners were likely involved in <b>politics</b> or <b>administration</b> in Gloucester. <b>Slaves</b> would <b>work the fields, look after animals and keep furnaces burning</b>. There was probably some <b>metalworking</b> taking place on the site. <b>Tiles</b> for were also made at the site. </li> <li>Covered with <b>art</b>. The walls of some rooms are elaborately decorated, least three <b>mosaics</b>, </li> <li>A mysterious room could have been used to practice <b>religion</b>. The decorated walls and niches probably held statues and offerings to the god. </li> </ol>

# Why is Ancient Rome important to Britain?

<b>How sophisticated was Roman society?</b>	
Pompeii was a Roman city on the western _____	
On 24-25 August, 79 AD, _____ erupted and covered the city in ash and _____, destroying and preserving the city as it was lived in, making it a good case study for Roman society.	
	<p><b>Houses</b></p> <ul style="list-style-type: none"> <li>• Lots of people lived in blocks _____</li> <li>• Some very _____ people might have lived in the tombs of rich people</li> <li>• Some flats were built above public _____</li> <li>• Lots of different types of households – extended households, _____, and small households.</li> <li>• _____ were usually found next to the kitchen</li> </ul>
	<p><b>Streets</b></p> <ul style="list-style-type: none"> <li>• There were no _____</li> <li>• _____ could be found along the streets</li> <li>• Graffiti could be found on walls.</li> <li>• _____ roamed the streets.</li> <li>• Horses or mules were used as _____</li> </ul>
	<p><b>Baths</b></p> <ul style="list-style-type: none"> <li>• There were no plug holes in the baths, so the water was likely _____</li> <li>• There were _____ types of rooms</li> <li>• Bath-houses were a place of _____</li> <li>• Coloured glass beads and _____ found</li> </ul>

<b>Why and how did the Romans conquer Britain?</b>	
<b>Why did the Romans want to conquer Britain?</b>	<b>How did the Romans conquer Britain?</b> 
<ul style="list-style-type: none"> <li>• To protect their Empire from Gaul by attacking Britain</li> <li>• Britain had many <b>resources</b> that the Romans wanted:             <ul style="list-style-type: none"> <li>○</li> <li>○</li> <li>○</li> <li>○</li> <li>○</li> </ul> </li> </ul> 	<ol style="list-style-type: none"> <li>1. _____ led an army to Britain in <b>55 BC</b>. He learnt lots about the Britons, In <b>54 BC</b>, he went back with a bigger army, fought a number of battles, but ultimately left with a few hostages and little control</li> <li>1. In <b>43 AD</b>, the _____ captured the capital of Colchester, then invaded the South and North.</li> </ol>

<b>What consequences did the Romans have on Britain?</b>	
_____ - to feed soldiers 	<b>Advertising and trademarks</b> 
<b>Plumbing and sanitation</b> - 	<b>Towns</b> were administrative centres and planned out streets and _____ 
_____ such as forts, walls, baths and aqueducts, to Britain. 	Wide, straight and paved <b>roads</b> led to _____ 
<b>Calendar</b> - Julian was 365 days plus a leap year every 4 years to _____ 	<b>Coins</b> as _____ to buy goods and services. These coins could be used around the empire. 
_____ used for religion, law and administration. Many modern words come from Latin. 	<b>Bureaucracy</b> brought _____ to Britain and kept a record of information from the time. 

<b>What consequences did the Romans have on Gloucester?</b>
Gloucester was <b>founded</b> as a military fortress in the late 40s or early 50s AD.
Became one of Roman Britain's <b>chief settlements</b> called _____ by Emperor Nerva in the late 90s AD.
<b>Great Witcombe Roman Villa</b>
Great Witcombe Roman Villa built between <b>mid-2<sup>nd</sup> and mid-3<sup>rd</sup> centuries AD</b> .
<ol style="list-style-type: none"> <li>1. The _____ is built in the Roman style: symmetrical u-shaped building and includes a dining room, two bath-houses, and upstairs sleeping and living areas for the _____</li> <li>1. The owners were likely involved in _____ or <b>administration</b> in Gloucester. _____ would <b>work the fields, look after animals and keep furnaces burning</b>. There was probably some _____ taking place on the site. <b>Tiles</b> for _____ were also made at the site.</li> </ol>



<p>Covered with _____. The walls of some rooms are elaborately decorated, least three <b>mosaics</b>,</p> <ol style="list-style-type: none"> <li>1. A mysterious room could have been used to practice _____. The decorated walls and niches probably held statues and offerings to the god.</li> </ol>

# Y7 History Knowledge Organiser: The Norman Conquest



Contenders for the throne		
In 1066, King Edward the Confessor, died. He had no <b>heir</b> and three main <b>contenders</b>		
Name	Strengths	Weaknesses
<b>Harold Godwinson</b> (Anglo Saxon)	<ul style="list-style-type: none"> <li>A nobleman with the support of English <b>earls</b></li> <li>Harold's wife – <b>Edith of Wessex</b> – was Edward's sister</li> <li>Edward had apparently promised him the throne as he lay dying</li> <li>Had been crowned king already after Edward had died</li> </ul>	<ul style="list-style-type: none"> <li>Harold had <b>rebelled</b> against Edward</li> <li>No proof that he had promised the throne</li> </ul>
<b>Harald Hardrada</b> (Viking)	<ul style="list-style-type: none"> <li>King of <b>Norway</b> for 20 years</li> <li>A feared warrior who had won battles across Europe</li> <li>Claimed that <b>Emma's</b> son <b>Harthacnut</b> had promised his family the English throne</li> </ul>	<ul style="list-style-type: none"> <li>Very weak claim to the throne.</li> <li>Didn't speak English.</li> </ul>
<b>William, Duke of Normandy</b> (Norman)	<ul style="list-style-type: none"> <li>Related to Edward through <b>Emma</b></li> <li>His wife, <b>Matilda of Flanders</b>, was related to Edward</li> <li>Edward had apparently promised him the throne in 1051 and Harold had agreed</li> <li>Successful leader in battle and had been Duke of <b>Normandy</b> for 30 years</li> </ul>	<ul style="list-style-type: none"> <li>No proof that he was promised the throne</li> <li>Didn't speak English</li> </ul>

The Battle of Fulford	The Battle of Stamford Bridge
20th September 1066	25 September 1066
Haradrada and 300 ships sail to England	Harold Godwinson arrives North with a huge army
They fought Earls Morcar and Edwin (English) at Fulford Gate outside York	He fights Haradrada (Vikings) and wins because:
Morcar and Edwin lose due to :	<ul style="list-style-type: none"> <li>Catches the Vikings by surprise</li> <li>Vikings have no armour</li> <li>Vikings are outnumbered</li> </ul>
<ul style="list-style-type: none"> <li>Being outnumbered</li> <li>Flanked (Haradrada's better soldiers)</li> <li>Morcar's army had nowhere to retreat</li> </ul>	

The Build up to Hastings	
Harold's Anglo-Saxon Army	William's Norman Army
5,500 <b>fyrd</b> , untrained farmers fighting with wooden shields and farm tools 3,000 heavily-armoured <b>housecarls</b> armed with battle axes.	3,000 well trained <b>infantry</b> with metal armour and swords 2,000 <b>cavalry</b> on large warhorses 800 <b>archers</b> who could fire over 100 metres

The Battle of Hastings
<ol style="list-style-type: none"> <li>Harold took a strong position at the top of <b>Senlac hill</b>. <b>Fyrd</b> and <b>housecarls</b> linked shields to form a <b>shield wall</b>.</li> <li>William placed his army in three rows: <b>archers</b> in front, followed by <b>infantry</b>, and <b>cavalry</b> protected behind</li> <li>William ordered attacks from his <b>archers</b> and <b>cavalry</b> but they failed because of the hill and <b>shield wall</b>.</li> </ol> <p>After a break for lunch, William tried a new <b>strategy</b>. He attacked with <b>cavalry</b> who then <b>feigned</b> to retreat. Some English soldiers followed the <b>cavalry</b>, breaking the shield wall.</p> <p>With shield wall broken, Norman <b>cavalry</b> charged at the <b>fyrd</b>.</p> <p><b>Harold</b> was shot in the eye and died. Without their leader, the English army was easily defeated.</p> <p><b>William</b> marched to London, crowned king on Christmas Day 1066.</p>




Reasons William won at Hastings
<ul style="list-style-type: none"> <li>Harold's men were exhausted from their 184 mile march to Stamford Bridge and back.</li> <li>William's <b>strategy</b> to <b>feign</b> a retreat broke the shield wall and allowed the <b>cavalry</b> to charge at the <b>fyrd</b></li> <li>The Norman soldiers were better equipped than the Anglo-Saxon <b>fyrd</b>. Norman <b>archers</b> could also attack over a long distance</li> <li>William was lucky he didn't die, and lucky his army could sail over the English Channel in Winter</li> </ul>



# Y7 History Knowledge Organiser: The Norman Conquest

## Contenders for the throne

In 1066, King \_\_\_\_\_ died. He had no **heir** and three main **contenders**

Name	Strengths	Weaknesses
		
		
		

The Battle of Fulford	The Battle of Stamford Bridge
_____ 1066	_____ 1066
Hardrada and _____ ships sail to England	_____ arrives North with a huge army
They fought Earls Morcar and Edwin (English) at Fulford Gate outside _____	He fights Hardrada (Vikings) and _____ because:
_____ lose due to :	
•	•

## Reasons William won at Hastings

- Harold's men were \_\_\_\_\_ from their 184 mile march to Stamford Bridge and back.
- William's **strategy to feign** a retreat broke the \_\_\_\_\_ and allowed the **cavalry** to charge at the **fyrd**
- The Norman soldiers were better \_\_\_\_\_ than the Anglo-Saxon **fyrd**. Norman \_\_\_\_\_ could also attack over a long distance
- William was \_\_\_\_\_ he didn't die, and lucky his army could sail over the \_\_\_\_\_ in Winter



## The Battle of Hastings

1. Harold took a strong position at the top of \_\_\_\_\_. **Fyrd** and **housecarls** linked shields to form a \_\_\_\_\_
2. William placed his army in three rows: \_\_\_\_\_ in front, followed by **infantry**, and \_\_\_\_\_ protected behind
3. William ordered attacks from his **archers** and **cavalry** but they failed because of the hill and **shield wall**.  
After a break for lunch, William tried a new \_\_\_\_\_. He attacked with his **cavalry** who then \_\_\_\_\_ to retreat. Some English soldiers followed the **cavalry**, breaking the \_\_\_\_\_
4. With shield wall broken, Norman **cavalry** charged at the \_\_\_\_\_
5. \_\_\_\_\_ was shot in the eye and died. Without their leader, the English army was easily defeated.
6. \_\_\_\_\_
7. \_\_\_\_\_ marched to London, crowned king on Christmas Day 1066.

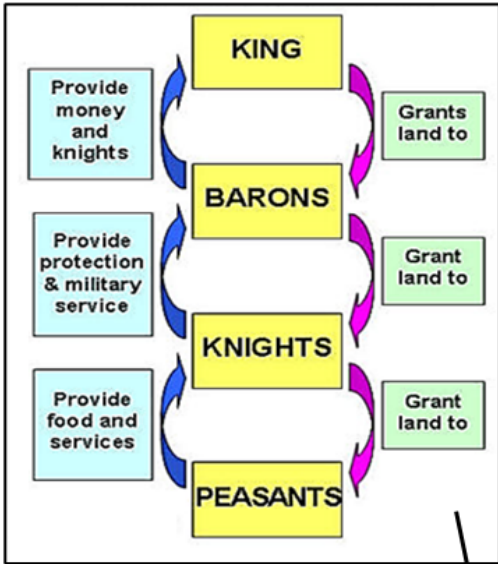


## The Build up to Hastings

Harold's Anglo-Saxon Army	William's Norman Army
<p>_____, untrained farmers fighting with wooden shields and farm tools</p> <p>3,000 heavily-armoured _____ armed with battle axes.</p>	<p>_____ well trained _____ with metal armour and swords</p> <p>_____ <b>cavalry</b> on large warhorses _____ who could fire over 100 metres</p>



**Y7 History Knowledge Organiser: The Norman Conquest**



**The Harrying of the North**

The Anglo-Saxons did not want to be controlled by the Normans. There were several **rebellions** against William's rule.

**Edwin and Morcar's Rebellion 1068**

William allowed **Edwin** and **Morcar**, two Anglo-Saxon **earls**, to keep their lands in **Mercia** and **Northumbria** if they agreed to support him as king. However they rebelled.

**Edgar Aetheling's Rebellion of the North**

William tried to put a **Norman baron** in charge of **Northumbria**. The **baron** was killed and the rebellion spread. William was forced to march north. He built **Motte and Bailey** castles to control the rebellion.

**The Harrying of the North**

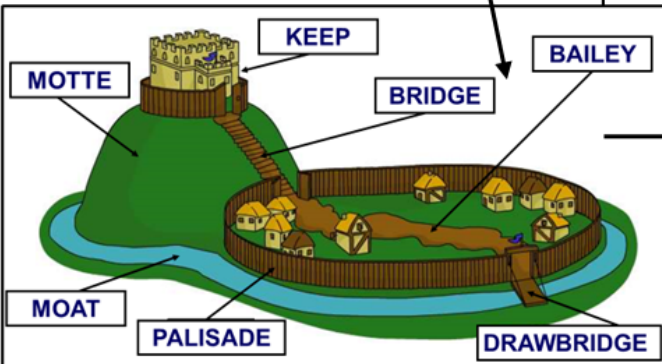
In 1069, William punished the North harshly to **deter** future **rebellions**. He:

- Destroyed farms and villages, forcing Anglo-Saxons to flee
- Burned food stores and killed animals, leading to **starvation** and **cannibalism**
- Ploughed salt into the fields, meaning that crops could not be grown



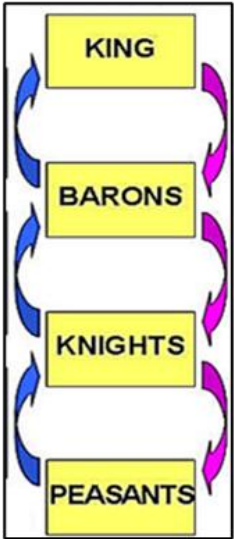
**VOCABULARY**

<b>Archers</b>	Soldiers who fire arrows at the enemy from range
<b>Anglo-Saxons</b>	A people from Germany who settled in England
<b>Barons</b>	Wealthy landowners who control an army
<b>Cannibalism</b>	Eating humans
<b>Cavalry</b>	Soldiers who ride on horseback
<b>Contenders</b>	Challengers
<b>Deter</b>	Using harsh penalties to stop others doing it
<b>Earls</b>	Anglo-Saxon noblemen
<b>Edwin</b>	Anglo-Saxon earl of Mercia
<b>Feudal System</b>	William's system of giving out land
<b>Feigned</b>	Pretended
<b>Harrying</b>	Destroying
<b>Heir</b>	Someone who inherits the throne
<b>Hierarchy</b>	A system with the most important people at the top
<b>Infantry</b>	Soldiers who fight on foot
<b>Knights</b>	Loyal soldiers who fight for barons and the king
<b>Mercia</b>	Part of central England
<b>Morcar</b>	Anglo-Saxon earl of Northumbria
<b>Motte and Bailey</b>	A wooden castle used by the Normans
<b>Nobleman</b>	A rich landowner
<b>Normans</b>	A people from northern France
<b>Normandy</b>	Part of northern France
<b>Northumbria</b>	Part of northern England
<b>Peasants</b>	Poor farmers who worked the fields
<b>People</b>	An ethnic group or tribe
<b>Rebel / revolt</b>	Person or action of fighting against the King
<b>Vikings</b>	A people from Scandinavia
<b>Scandinavia</b>	Northern Europe including Sweden and Norway
<b>Shield Wall</b>	Battle tactic involving linking shields together
<b>Strategy</b>	Plan



Advantages	Disadvantages
<ul style="list-style-type: none"> <li>• Could be built quickly – in less than 6 days!</li> <li>• Castles were visible for miles</li> <li>• Symbolic - reminded the Anglo-Saxons who was in charge</li> </ul>	<ul style="list-style-type: none"> <li>• Easily burned</li> <li>• Can rot</li> <li>• Stone keeps were more expensive and took a long time to build</li> </ul>

**Y7 History Knowledge Organiser: The Norman Conquest**



**The Harrying of the North**  
 The Anglo-Saxons did not want to be controlled by the Normans. There were several \_\_\_\_\_ against William's rule.

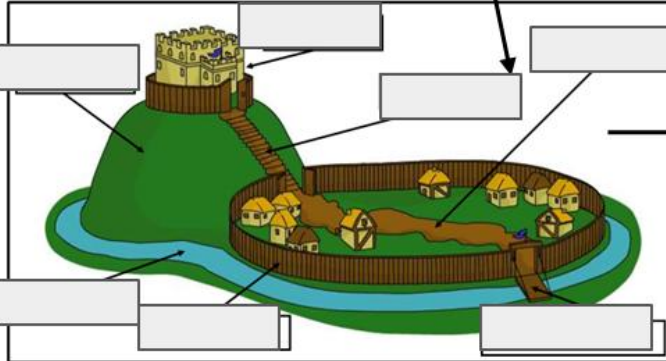
**1068**

William allowed **Edwin** and **Morcar**, two Anglo-Saxon **earls**, to keep their lands in \_\_\_\_\_ and \_\_\_\_\_ if they agreed to support him as king. However they rebelled.

**Edgar Aetheling's Rebellion of the North**  
 William tried to put a **Norman baron** in charge of \_\_\_\_\_. The **baron** was killed and the rebellion spread. William was forced to march north. He built \_\_\_\_\_ castles to control the rebellion.

**The Harrying of the North**  
 In 1069, William punished the North harshly to \_\_\_\_\_ future **rebellions**. He:

- 




Advantages	Disadvantages
<ul style="list-style-type: none"> <li>• !</li> </ul>	

**VOCABULARY**


- Soldiers who fire arrows at the enemy from range
- A people from Germany who settled in England
- Wealthy landowners who control an army
- Eating humans
- Soldiers who ride on horseback
- Challengers
- Using harsh penalties to stop others doing it
- Anglo-Saxon noblemen
- Anglo-Saxon earl of Mercia
- William's system of giving out land
- Pretended
- Destroying
- Someone who inherits the throne
- A system with the most important people at the top
- Soldiers who fight on foot
- Loyal soldiers who fight for barons and the king
- Part of central England
- Anglo-Saxon earl of Northumbria
- A wooden castle used by the Normans
- A rich landowner
- A people from northern France
- Part of northern France
- Part of northern England
- Poor farmers who worked the fields
- An ethnic group or tribe
- Person or action of fighting against the King
- A people from Scandinavia
- Northern Europe including Sweden and Norway
- Battle tactic involving linking shields together
- Plan



# Y7 History Knowledge Organiser: Medieval Monarchs

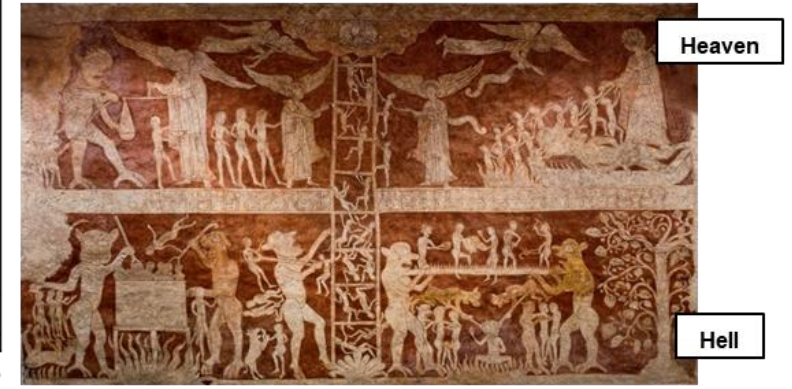
Timeline	
1066	William I becomes king
1120	White Ship Disaster
1153	Treaty of Winchester
1183	Murder of Thomas Becket
1202	French invasion of
1215	Normandy
1348	King John signs Magna Carta
1381	The Black Death The Peasants Revolt

Royal Touch		
<p><b>Appointed by God</b> Medieval <b>monarchs</b> believed that they had been appointed by God.</p> <p>People in the Middle Ages obeyed the <b>monarch</b> because they believed the king or queen was chosen by God to rule over them.</p>		<p><b>The Royal Touch</b></p> <ul style="list-style-type: none"> <li>• Symbolised that the King had divine / Godly power</li> <li>• A monarch's touch could cure a common skin disease called <b>scrofula</b>.</li> <li>• <b>Touch pieces</b> were used so the monarch could cure more people.</li> </ul>

The Anarchy	
<p><b>The White Ship Disaster</b> In 1120, Henry I's only <b>legitimate</b> son – William – died when his ship sunk in the White Ship disaster.</p> <p>Henry had no other <b>legitimate</b> male heirs so he named his daughter – Matilda – as his <b>heir</b>.</p> <p>However, when Henry died, his nephew – Stephen – <b>seized</b> the throne. This began <b>the Anarchy</b> – a period of chaos in which Matilda and Stephen competed for the throne.</p>	
<p>1135 Stephen <b>seized</b> the throne</p> <p>1139 Matilda invaded England</p> <p>1141 Stephen defeated at the Battle of Lincoln Matilda rejected by the people of London</p> <p>1148 Matilda returned to Normandy</p> <p>1153 <b>Treaty</b> of Winchester: Stephen named</p> <p>1154 Henry, Matilda's son, as his <b>heir</b> Stephen died. Henry II king</p>	

Where a Monarch's Power came from:	
<ul style="list-style-type: none"> <li>• Monarchs gained <b>legitimacy</b> because they <b>inherited</b> their power from a previous monarch</li> <li>• Female monarchs were seen as weak because they could not lead an army into battle</li> <li>• Monarchs could gain power and <b>legitimacy</b> by showing their military strength by winning battles</li> <li>• Monarchs needed the support of powerful people, such as the <b>barons</b> or the <b>Pope</b></li> <li>• Monarchs needed to be popular. Unpopular monarchs could be rejected or face <b>rebellion</b></li> </ul>	

The Church	
<p><b>Medieval people are heavily Christian.</b></p> <p>Heaven - With Jesus Purgatory - Waiting for judgement Hell - Devil, fire, pain, suffering</p> <p><b>Getting into Heaven</b></p> <ul style="list-style-type: none"> <li>• Becoming a <b>nun</b> or a <b>monk</b></li> <li>• Paying <b>indulgences</b>.</li> <li>• Charity</li> <li>• Going on <b>crusade</b></li> <li>• Pilgrimages</li> <li>• Relics</li> <li>• Fasting</li> </ul>	<p><b>Church Hierarchy</b></p> <p><b>The Pope</b> God's representative on earth. Lived in Rome. Could <b>excommunicate</b> kings</p> <p><b>Archbishop of Canterbury</b> The Pope's representative in England</p> <p><b>Bishop</b> Based at a Cathedral, oversaw local religion</p> <p><b>Priest</b> Each town and villages had a priest to run church services.</p>
	




# Y7 History Knowledge Organiser: Medieval Monarchs

Timeline
1066
1120
1153
1183
1202
1215
1348
1381

### Royal Touch

**Appointed by God**  
 Medieval \_\_\_\_\_ believed that they had been appointed by \_\_\_\_\_.



People in the Middle Ages obeyed the \_\_\_\_\_ because they believed the king or queen was chosen by God to rule over them.

**The \_\_\_\_\_**

- Symbolised that the King had \_\_\_\_\_
- A monarch's touch could cure a common skin disease called \_\_\_\_\_
- \_\_\_\_\_ were used so the monarch could cure more people.

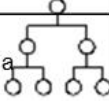




### The Anarchy

**The \_\_\_\_\_**

In 1120, \_\_\_\_\_ only \_\_\_\_\_ son – William – died when his ship sunk in the White Ship disaster. Henry had no other **legitimate** male heirs so he named his daughter – \_\_\_\_\_ – as his **heir**. However, when Henry died, his nephew – \_\_\_\_\_ – **seized** the throne. This began **the \_\_\_\_\_** – a period of chaos in which Matilda and Stephen competed for the throne.

Stephen **seized** the throne  
 Matilda invaded England  
 Stephen defeated at the Battle of Lincoln  
 Matilda rejected by the people of London  
 Matilda returned to Normandy  
**Treaty** of Winchester: Stephen named Henry, Matilda's son, as his **heir**  
 Stephen died. Henry II king

### Where a Monarch's Power came from:

- Monarchs gained **legitimacy** because they \_\_\_\_\_ their power from a \_\_\_\_\_ previous monarch 
- Female monarchs were seen as \_\_\_\_\_ because they could not lead an army into battle 
- Monarchs could gain power and **legitimacy** by showing their \_\_\_\_\_ by winning battles 
- Monarchs needed the support of powerful people, such as the \_\_\_\_\_ or the \_\_\_\_\_ 
- Monarchs needed to be \_\_\_\_\_  
 Unpopular monarchs could be rejected or face \_\_\_\_\_ 

### The Church







**Medieval people are heavily Christian.**

\_\_\_\_\_ - With Jesus

Purgatory - \_\_\_\_\_


\_\_\_\_\_ - Devil, fire, pain, suffering

**Getting into Heaven**


- Becoming a \_\_\_\_\_ or a **monk** 
- Paying \_\_\_\_\_ 
- Charity 
- Going on \_\_\_\_\_ 
- \_\_\_\_\_
- Relics 
- \_\_\_\_\_ 



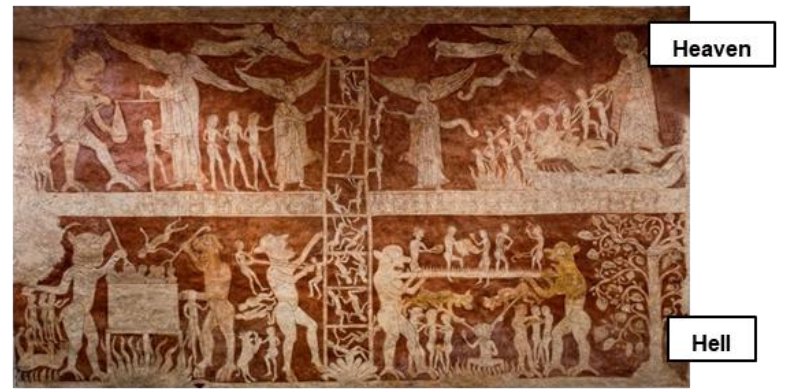
### Church Hierarchy

\_\_\_\_\_ God's representative on earth. Lived in Rome. Could \_\_\_\_\_ kings.

\_\_\_\_\_ The Pope's representative in England 

\_\_\_\_\_ Based at a Cathedral, oversaw local \_\_\_\_\_

\_\_\_\_\_ Each town and villages had a priest to run \_\_\_\_\_ 

# Y7 History Knowledge Organiser: Medieval Monarchs

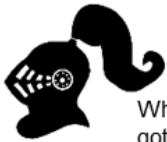
## The Murder of Thomas Becket

### Church vs the Monarchy

In 1162, Henry II named his friend Thomas Becket as **Archbishop** of Canterbury.



- Henry wants Becket to force priests to use the **King's Courts**, instead of lighter **church courts**.
- He also wanted Becket to **help him control the bishops**.



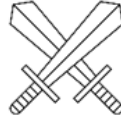
When Becket refused, King Henry II got angry and shouted "**Will no one rid me of this troublesome priest?**". A group of knights overheard him and murdered Becket.

Henry was horrified when he heard of Becket's death and ordered **monks** to whip him to show he was sorry (penance).



## Why was John unpopular?

John was forced to introduce a new land **tax** to repay money that his brother, Richard I, had borrowed to pay for the **Crusades**.



The French invaded English **territory** in Normandy. John tried to win it back but lost the Battle of Bouvines in 1214. He was nicknamed 'Softsword'



John tried to force the Church to accept his choice for **Archbishop**. In response, the Pope **excommunicated** John and stopped church services in England.

## Baron's Revolt 1215

In May 1215, 40 English **barons** rebelled against King John.

With support from the French and Scottish, they formed an army and captured London.

John met the rebels at Runnymede, near London and agreed to **Magna Carta**.

## Magna Carta

**Magna Carta** – or 'Great Charter' – was a document signed by King John limiting the power of kings. It was the first time that a set of rules had been written for the king.

The most important parts:

- Gave all free men the right to **trial by jury**
- Limited the amount of **tax** the barons had to pay
- Limited the power of the King over the Church



<b>Archbishop</b>	Leader of the Church in England
<b>Barons</b>	Powerful landowners
<b>Black Death</b>	A deadly disease killing 50% in 1348
<b>Bishop</b>	Leader of the Church in a local area
<b>Cathedral</b>	A large church
<b>Charter</b>	A contract
<b>Church courts</b>	Places where church men were punished
<b>Crusade</b>	Christian war against Islamic forces
<b>Eternity</b>	Forever
<b>Equal</b>	The same
<b>Excommunicate</b>	Expel from the Church
<b>Executed</b>	Killed
<b>Heir</b>	Someone to become king next
<b>Indulgence</b>	A certificate forgiving sin
<b>Inequality</b>	The gap between rich and poor
<b>Inherited</b>	Passed down from a family member
<b>King's Courts</b>	Places where everyone was punished
<b>Legitimate</b>	Proper and right, accepted by everyone
<b>Legitimacy</b>	Being legitimate
<b>Monarch</b>	A king or queen
<b>Monk</b>	A man who gives up his life to God
<b>Nun</b>	A woman who gives up her life to God
<b>Peasants</b>	Landless poor farmers
<b>Pope</b>	The leader of the Church (lives in Rome)
<b>Rebellion</b>	When ordinary people rise up against govt
<b>Rebels</b>	People who are rebelling
<b>Tax</b>	Money paid to the government
<b>Trial by jury</b>	When ordinary people decide what happens
<b>Scrofula</b>	A skin disease
<b>Seized</b>	Taken control of
<b>The Anarchy</b>	Period of chaos
<b>Touch Pieces</b>	Coins that had been touched by the King
<b>Treaty</b>	An agreement to stop fighting

# Y7 History Knowledge Organiser: Medieval Monarchs

## The Murder of Thomas Becket

Church vs \_\_\_\_\_

In 1162, Henry II named his friend Thomas Becket as \_\_\_\_\_



- Henry wants Becket to force priests to use the \_\_\_\_\_ instead of lighter \_\_\_\_\_

- He also wanted Becket to help him control the \_\_\_\_\_

When Becket refused, King Henry II got angry and shouted \_\_\_\_\_

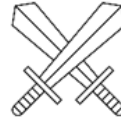
\_\_\_\_\_ A group of knights overheard him and murdered Becket



Henry was horrified when he heard of Becket's death and ordered \_\_\_\_\_ to whip him to show he was sorry (\_\_\_\_\_)

## Why was John unpopular?

John was forced to introduce a new land tax \_\_\_\_\_ to repay money that his brother, \_\_\_\_\_, had borrowed to pay for the \_\_\_\_\_



The French invaded English territory in Normandy. John tried to win it back but lost the Battle of \_\_\_\_\_ . He was nicknamed \_\_\_\_\_ .



John tried to force the Church to accept his choice for **Archbishop**. In response, the Pope \_\_\_\_\_ John and stopped church services in England.

## Baron's Revolt 1215

In May 1215, 40 English \_\_\_\_\_ rebelled against King John.

With support from the French and \_\_\_\_\_, they formed an army and captured London.

John met the rebels at Runnymede, near London and agreed to **Magna Carta**.

## Magna Carta

**Magna Carta** – or '\_\_\_\_\_ ' – was a document signed by King John \_\_\_\_\_ the power of kings. It was the first time that a set of rules had been written for the king. It:

Gave all free men the right to \_\_\_\_\_

Limited the amount of \_\_\_\_\_ the barons had to pay

Limited the power of the King over the \_\_\_\_\_



- Leader of the Church in England
- Powerful landowners
- A deadly disease killing 50% in 1348
- Leader of the Church in a local area
- A large church
- A contract
- Places where church men were punished
- Christian war against Islamic forces
- Forever
- The same
- Expel from the Church
- Killed
- Someone to become king next
- A certificate forgiving sin
- The gap between rich and poor
- Passed down from a family member
- Places where everyone was punished
- Proper and right, accepted by everyone
- Being legitimate
- A king or queen
- A man who gives up his life to God
- A woman who gives up her life to God
- Landless poor farmers
- The leader of the Church (lives in Rome)
- When ordinary people rise up against govt
- People who are rebelling
- Money paid to the government
- When ordinary people decide what happens
- A skin disease
- Taken control of
- Period of chaos
- Coins that had been touched by the King
- An agreement to stop fighting

# Year 7 Religious Studies Knowledge Organiser - Introduction to RS and Christianity

**Belief:** Something you think is true, but can't necessarily prove

**Fact:** Something that can be proven to be true

**Opinion:** Someone's view or feelings about something

**Faith:** Trust in something or someone

**Theist:** A person who believes in a God/Goddess

**Atheist:** A person who believes there is no God

**Agnostic:** A person who is unsure about the existence in a God

**Transcendent:** God is beyond the universe and our understanding

**Immanent:** God is within everything in the universe

**Omnipotent:** God is all powerful

**Omniscient:** God is all knowing and seeing

**Omnipresent:** God is present everywhere at the same time

**Omnibenevolent:** God is all loving

**Monotheists:** Belief in only one God

## The Nature of God

-Christians are **monotheists**. This means that they believe there is only one God. It is very difficult to describe God, because everyday language is always about ordinary things but God is not ordinary.

-God is 'holy', meaning special, separate and different.

Christians believe that:

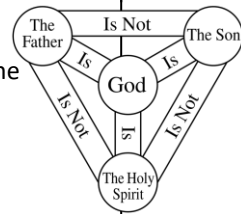
- God is eternal, beyond time and space
- God does not have a physical body, and is everywhere at all times (**omnipresent**)
- God is the creator of the world and everything in it
- God has a purpose for the world
- God is completely good and completely loving
- God is interested in how people behave, and wants them to treat each other properly
- God is all-powerful (**omnipotent**) and all-knowing (**omniscient**)
- God judges each individual

## Key Beliefs of Christianity

-Christianity (as well as Islam and Judaism) are Abrahamic Religions, based on the idea that Abraham signed a covenant (an agreement) with God. Jews believe they are direct descendents of God whereas Christians and Muslims do not believe this. However, Christians and Muslims do see Abraham as a prophet

-Christianity is derived from Judaism with the Old Testament (first part of the Bible) being shared between these two religions. Christianity then follow the scriptures in the New Testament which details Jesus' life. Jews do not follow this scripture, nor do they accept Jesus as the Messiah.

-Christians believe that Moses was given the 10 commandments by God and they believe that evil and suffering entered the world through Original Sin (Adam and Eve disobeying God and eating the forbidden fruit).



**The Trinity:** How Christians see God in 3 persons.

God The Father: All powerful, the creator, often depicted as a wise old man with white hair/beard

God The Son: Jesus, God in human form, the saviour, often depicted as a man with brown hair/beard

God the Holy Spirit: Showing God's omnipresence and omnibenevolence. Often depicted as a dove or light shining down from the Heaven's

**The Church:** Whilst also a physical building where Christians attend for worship and services, the church also refers to the institution/congregation. The Church is also involved with education, charity, reconciliation, mission, street pastors and food banks

**Worship: Appreciation to God.** Formal worship tends to be more structured which includes set prayers, hymns and readings. Informal worship is often less structured with singing, clapping.

## Sacraments: Rituals/ceremonies done by the Church.

**Baptism** (infant and believers). When somebody is officially welcomed into the Christian faith by submitting into water.

**Marriage:** Christians believe that God is personally present at the ceremony to see the couple establish a lifelong partnership

## Jesus (God the Son)

- Worshipped by Christians  
 - Admired by Muslims and Hindus  
 - Often depicted as a white caucasian male with brown hair and beard but different artists and people from different countries/continents will depict Jesus in a different way, so that they feel a greater connection to him

- Jesus often taught in Parables which were short stories with a moral meaning. He made them relatable so they were easy for people to understand

- Parable of the Sheep and Goats taught people that sinning would result in Hell, being good would result in Heaven

- Jesus performed miracles to show omnipotence and to help spread the word of God. Eg feeding the 5000, walking on water, healing the woman

- Jesus was sentenced to death for claiming to be the Son of God by the Romans. He was beaten and nailed to a cross and left to die but forgave those who had wronged him. Jesus sacrificed himself to save humans from sin. This is known as salvation

- Jesus was brought back to life which is called the resurrection and occurred on Easter Sunday. This shows Christians that good will always overcome evil and the promise of eternal life

# Year 7 Religious Studies Knowledge Organiser - Introduction to RS and Christianity

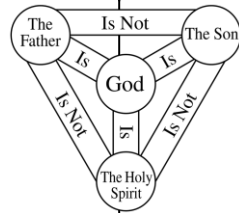
- Belief:**
- Fact:**
- Opinion:**
- Faith:**
- Theist:**
- Atheist:**
- Agnostic:**
- Transcendent:**
- Immanent:**
- Omnipotent:**
- Omniscient:**
- Omnipresent:**
- Omnibenevolent:**
- Monotheists:**

## Key Beliefs of Christianity

-Christianity (as well as Islam and Judaism) are \_\_\_\_\_ Religions, based on the idea that Abraham signed a \_\_\_\_\_ (an agreement) with God. Jews believe they are direct \_\_\_\_\_ of God whereas Christians and Muslims do not believe this. However, Christians and Muslims do see Abraham as a \_\_\_\_\_

-Christianity is derived from \_\_\_\_\_ with the Old Testament (\_\_\_ part of the Bible) being shared between these two religions. Christianity then follow the \_\_\_\_\_ in the \_\_\_ Testament which details Jesus' life. Jews do not follow this scripture, nor do they accept \_\_\_\_\_ as the Messiah.

-Christians believe that \_\_\_\_\_ was given the 10 \_\_\_\_\_ by God and they believe that evil and suffering entered the world through Original Sin (\_\_\_\_ and \_\_\_ disobeying God and eating the forbidden fruit.



**The \_\_\_\_\_:** How Christians see God in 3 persons.

**God The \_\_\_\_\_:** All powerful, the creator, often depicted as a wise old man with white hair/beard

**God The \_\_\_\_\_:** Jesus, God in human form, the saviour, often depicted as a man with brown hair/beard

**God the Holy \_\_\_\_\_:** Showing God's omnipresence and omnibenevolence. Often depicted as a dove or light shining down from the Heaven's

## The Nature of God

- Christians are \_\_\_\_\_. This means that they believe there is only one \_\_\_\_\_. It is very difficult to describe God, because everyday language is always about ordinary things but God is not \_\_\_\_\_.  
 -God is '\_\_\_\_', meaning special, separate and different.  
 Christians believe that:
- God is \_\_\_\_\_, beyond \_\_\_\_\_ and \_\_\_\_\_
  - God does not have a physical \_\_\_\_\_, and is everywhere at all times (\_\_\_\_\_)
  - God is the \_\_\_\_\_ of the world and everything in it
  - God has a \_\_\_\_\_ for the world
  - God is completely \_\_\_\_\_ and completely loving
  - God is interested in how people \_\_\_\_\_, and wants them to \_\_\_\_\_ each other properly
  - God is all-powerful (\_\_\_\_\_ ) and all-knowing (\_\_\_\_\_ )
  - God \_\_\_\_\_ each individual

## The Church:

### Worship: Appreciation to God.

### Sacraments: Rituals/ceremonies done by the Church.

## Jesus (God the Son)

- \_\_\_\_\_ by Christians
- \_\_\_\_\_ by Muslims and Hindus
- Often depicted as a \_\_\_\_\_ caucasian male with \_\_\_\_\_ hair and beard but different artists and people from different countries/continents will depict Jesus in a different way, so that they feel a greater connection to him
- Jesus often taught in \_\_\_\_\_ which were short stories with a moral meaning. He made them \_\_\_\_\_ so they were easy for people to \_\_\_\_\_
- Parable of the \_\_\_\_\_ and Goats taught people that sinning would result in \_\_\_\_\_, being good would result in \_\_\_\_\_
- Jesus performed \_\_\_\_\_ to show omnipotence and to help spread the \_\_\_\_\_ of God. Eg feeding the \_\_\_\_\_, walking on \_\_\_\_\_, healing the \_\_\_\_\_
- Jesus was sentenced to \_\_\_\_\_ for claiming to be the \_\_\_\_\_ of God by the Romans. He was beaten and nailed to a \_\_\_\_\_ and left to die but forgave those who had wronged him. Jesus \_\_\_\_\_ himself to save humans from \_\_\_\_\_. This is known as \_\_\_\_\_
- Jesus was brought back to life which is called the \_\_\_\_\_ and occurred on \_\_\_\_\_ Sunday. This shows Christians that \_\_\_\_\_ will always overcome \_\_\_\_\_ and the promise of \_\_\_\_\_ life

# YEAR 7 FRENCH KNOWLEDGE ORGANISER

## Term 1 – Sentence Builder 1

Hello	Bonjour
I would like to present myself	je voudrais me présenter
My name is...	Je m'appelle...

and	et
I am eleven years old	j'ai onze ans
I am twelve years old	j'ai douze ans
I am thirteen years old	j'ai treize ans

My birthday is the	Mon anniversaire c'est le
1 <sup>st</sup>	premier
16 <sup>th</sup>	seize
19 <sup>th</sup>	dix-neuf
20 <sup>th</sup>	vingt
21 <sup>st</sup>	vingt-et-un
24 <sup>th</sup>	vingt-quatre

January	janvier
February	février
March	mars
April	avril
May	mai
June	juin

July	juillet
August	août
September	septembre
October	octobre
November	novembre
December	décembre

I live in...	j'habite à...
I come from	je viens de...

London	Londres
Bristol, Gloucester, Paris, Québec	

I am	je suis
English	anglaise(e)
Québecian	québécois(e)

French	français(e)
Canadian	canadien/canadienne

### Practice Translations

Hello I would like to present myself.	
My name is Léo and I am eleven years old.	
My birthday is the twenty-second of August.	
I live in London and I come from Paris.	
My name is Madeleine and I am French.	

# YEAR 7 FRENCH KNOWLEDGE ORGANISER

## Term 1 – Sentence Builder 2

In my house/at home	Dans ma maison/chez moi	me	moi
In my family	Dans ma famille	my sister	ma soeur
there is...	il y a...	my dad	mon père

Aussi	also
I have	j'ai
we have	nous avons
I would like to have	je voudrais avoir

a dog	un chien
a cat	un chat
a horse	un cheval
a fish	un poisson
a rabbit	un lapin
a mouse	une souris

black	noir/noire
blue	bleu/bleue
white	blanc/blanche
red	rouge
green	vert/verte
brown	marron

I would say that	Je dirais que
In my opinion	À mon avis
I am	Je suis
My brother is	Mon frère est
My parents are	Mes parents sont

very	très
quite	assez
a bit	un peu
really	vraiment

serious	sérieux/sérieuse(s)
kind	gentil/gentile(s)
funny	amusant(e)(s)
kind	sympa(s)
sporty	sportif/sportive(s)

I like	j'aime
I love	J'adore
I don't like	je n'aime pas
I can't stand	je ne supporte pas
my grandparents	mes grands-parents

because	parce que (qu') / car
he/she is	il/elle est
they are	ils/elles sont
I prefer	je préfère
I hate	je déteste
with	avec

### Practice Translations

In my family there is me and my brother.	
We have a white rabbit.	
I would say that my two brothers are really funny.	
I love my parents because they are kind.	
I don't get on well with my dad because he is serious.	

# YEAR 7 FRENCH KNOWLEDGE ORGANISER

## Term 1 – Sentence Builder 3

During my free time	Pendant mon temps libre
During my leisure time	Pendant mon temps de loisirs
Normally	Normalement
Often	Souvent

Generally	Généralement
At the moment	En ce moment
Sometimes	Quelquefois
From time to time	de temps en temps

I play...	je joue...
cards	aux cartes
football	au foot
ice-hockey	au hockey sur glace
an instrument	d'un instrument

I do...	je fais...
sport	du sport
cycling	du vélo
swimming	de la natation
dancing	de la danse
exercise	de l'exercice

I go...	je vais...
to town	en ville
to the shopping centre	au centre commercial
to the pool	à la piscine
to the stadium	au stade
to the shops	aux magasins

with my team	avec mon équipe
alone	seul(e)
with my mum	avec ma mère
with my step-dad	avec mon beau-père

### Practice Translations

During my free time I play football.	
Normally I go the shopping centre alone	
Often I do dancing with my mum	
During my leisure time I do swimming	
From time to time I play ice-hockey	

# YEAR 7 FRENCH KNOWLEDGE ORGANISER

## Term 1 – Sentence Builder 4

Last night	Hier soir
Last weekend	Le week-end dernier
Last week	La semaine dernière

Yesterday	Hier
last month	le mois dernier
last year	l'année dernière

I played	j'ai joué
I did	j'ai fait
I went	je suis allé(e)

Tomorrow	Demain
Next year	L'année prochaine
Next month	Le mois prochain

Next weekend	le week-end prochain
next week	la semaine prochaine

I'm going to play	Je vais jouer
I would like to play	Je voudrais jouer
I'm going to do	Je vais faire

I would like to do	Je voudrais faire
I'm going to to go	Je vais aller
I would like to go	Je voudrais aller

### Practice Translations

Yesterday I played basketball.	
Last night I went to the seaside with my friends.	
Tomorrow I am going to play ice-hockey with my dad.	
Next year I would like to go to the museum with my brother.	
Next month I would like to do cycling and swimming with my sister.	

# YEAR 7 SPANISH KNOWLEDGE ORGANISER

## Term 1 – Sentence Builder 1

Hello	Hola
I would like to present myself	quiero presentarme
My name is...	me llamo...

and	y
I am eleven years old	tengo once años
I am twelve years old	tengo doce años
I am fifteen years old	tengo quince años

My birthday is the	Mi cumpleaños es el
1 <sup>st</sup>	primero
16 <sup>th</sup>	dieciséis
22 <sup>nd</sup>	veintidós
5 <sup>th</sup>	cinco
8 <sup>th</sup>	ocho
30 <sup>th</sup>	treinta

January	enero
February	febrero
March	marzo
April	abril
May	mayo
June	junio

July	julio
August	agosto
September	septiembre
October	octubre
November	noviembre
December	diciembre

I live in...	vivo en...
I come from	soy de...

London	Londres
Gloucester, Barcelona, Madrid, Buenos Aires, Santiago, Medellín, Lima	

I am	soy	I was born in	nací en....
English	inglés/inglesa	Welsh	gales/galesa
Spanish	español/española	Scottish	escosés/escosesa
Colombian	colombiano/colombiana	Polish	polaco/polaca

### Practice Translations

Hello I would like to present myself.	
My name is Léo and I am eleven years old.	
My birthday is the twenty-second of August.	
I live in London and I come from Barcelona.	
My name is Madeleine and I am Spanish.	

# YEAR 7 SPANISH KNOWLEDGE ORGANISER

## Term 1 – Sentence Builder 2

In my house	En mi casa	me	yo
At home	En casa	my sister	mi hermana
In my family there is	En mi familia hay	my step-dad	mi padrasto
my mum	Mi madre	my brother	mi hermano
my dad	Mi padre	my step-mum	mi madrastra
my grandparents	mis abuelos	my friends	mis amigos

I would say that	Diría que	very	muuy	Also	también
In my opinion	En mi opinión	quite	bastante	I have	tengo
I am	Soy	a bit	un poco	we have	temenos
He/she is	es	truly	verdaderamente	I would like to have	me gustaría tener
they are	son	really	realmente	because	porque
I like	me gusta(n)	fun	divertido/a(s)	a black dog	un perro negro
I prefer	preferiro a	hard-working	trabajador/a(es/as)	a white cat	un gato blanco
I don't like	no me gusta(n)	beautiful	bonito/a(s)	a red fish	un pez rojo
I hate	odio	boring	aburrido/a(s)		
I can't stand	no aguanto	happy	alegre(s)		
I can't bear	no soporto				
boring	monótono/a(s)				
strong	fuerte(s)				

### Practice Translations

In my family there is me and my sister.	
At home, we have a white cat.	
I would say that my two brothers are very strong.	
In my opinion my step-dad is kind.	
I prefer my grandparents because they are fun.	

# YEAR 7 SPANISH KNOWLEDGE ORGANISER

## Term 1 – Sentence Builder 3

During my free time	Durante mi tiempo libre	Generally	Generalmente
In my free time	en mis ratos libres	From time to time	de vez en cuando
Normally	normalmente	Sometimes	a veces

I play	juego...	I do	hago...	I go	voy...
cards	a las cartas	sport	deporte	to the city centre	al centro de la ciudad
football	al fútbol	cycling	ciclismo	to the shopping centre	al centro comercial
basketball	al baloncesto	swimming	natación	to the mountains	a las montañas
ice-hockey	al hockey sobre hielo	dancing	baile	to my friend's house	a la casa de mi amigo
		exercise	ejercicio	to the countryside	al campo
				to the park	al parque
				to the pool	a la piscina
				to the coast	a la costa

with my friends	con mis amigos	to the park	al parque
alone	solo/sola	to the pool	a la piscina
with my mum	con mi madre	to the coast	a la costa
with my dad	con mi padre		
with my brother	con mi hermano		
with my sister	con mi hermana		

### Practice Translations

During my free time I play football with my friends	
Sometimes I do swimming alone	
Generally I go to the countryside with my sister	
From time to time I go to the shopping centre	
In my free time I go to my friend's house	

# YEAR 7 SPANISH KNOWLEDGE ORGANISER

## Term 1 – Sentence Builder 4

Last night	Anoche
Last weekend	El fin de semana pasado
Last week	La semana pasada

yesterday	ayer
Last month	El mes pasado
last year	el año pasado

I played	jugué...
I did	hice...
I went	fui...

football	al fútbol
sports	deporte
to a football club	a un club de fútbol

Tomorrow	Mañana
Next year	El año próximo
Next month	El mes próximo

next week	la semana próxima
Next weekend	El fin de semana próximo

I'm going to play	voy a jugar
I would like to play	me gustaría jugar
ice hockey	al hockey sobre hielo

I'm going to do	voy a hacer
I would like to do	me gustaría hacer
exercise	ejercicio

I'm going to go go	voy a ir
I would like to go	me gustaría ir
to the mountains	a las montañas

### Practice Translations

Yesterday I played basketball with my friends.	
Last night I went to the coast with my step-dad.	
Tomorrow I am going to play ice-hockey with my dad.	
Next year I would like to go to the mountains with my sister.	
Next month I would like to do swimming with my two brothers.	

## Year 7 Space Knowledge

### Keywords associated with space

Area
Capacity
Place
Room

**Space definition** - space refers to the 'unoccupied areas on the field or court where a player can move, receive the ball or execute a play without immediate pressure from opponents'.

### Why do we need space?

Create scoring opportunities	Create gaps using movement such as runs and positioning
Width	Players spread out, creates more space in the centre
Height	Players position themselves to act as a focal point
Depth	Make a run in behind the oppositions defense
Spatial awareness	Knowing where everyone is and how space is being used

### How to keep or use space

Hold	Stand your ground to keep another player away from the space
Moving	Keep moving so space isn't taken - also spread out.
Draw	Attract opposition players to follow, opening up space
Utilise width, height & depth	Look at the playing area
Decision making	Make a quick decision when spotted
Exploit channels	Pass in multiple channels or move into a variety of spaces

### How to find or create space on your own or with equipment

Find an area where no-one else is
Move quickly to lose opponents
Change direction or dodge
Pass the equipment into space
Force players to move
Use equipment or other players to block off space

An example of a question might be:

Identify the space that Tom (T) could run into to receive a pass (A). Mark this with an arrow and a T.



Answer



## Year 7 Space Knowledge

### Keywords associated with space


### Space definition -

### Why do we need space?

Create scoring opportunities	Create gaps using movement such as runs and positioning
Width	
Height	
Depth	
Spatial awareness	

### How to keep or use space

Hold	
Moving	
Draw	
Utilise width, height & depth	
Decision making	
Exploit channels	

### How to find or create space on your own or with equipment


An example of a question might be:

Identify the space that Tom (T) could run into to receive a pass (A). Mark this with an arrow and a T.



Answer



## Year 7 Organisation Knowledge

### Keywords associated with organisation

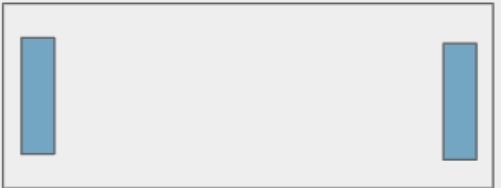
Structure
Team
management
Order

**Organisation definition** - Organisation in sport allows you to consider how best to place individuals in specific games, set out tactics and strategies and the overall plan you want your team to follow.

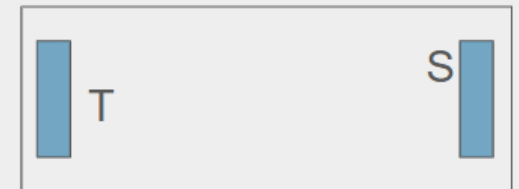
### Why do we need organisation?

Create scoring opportunities	All sports have specific tactics to be implemented
Person dependant	Based on the individuals height and speed
Pressured situations	How to deal with overloads attack or defence
Set pieces	Normally an attacking tactic
Reactive/Adoptive	How to change the organisation dependant an opposition

An example of a question might be in relation to Bench ball, where would you place your tallest and shorted team member?  
You are aiming to the left and defending the right.  
Mark them with a T & S



The answer would be:



### What is organisation?

Positioning	Where people need to be or play
Positions	Set by the sport or game
Opposition	Who you playing against
Strategy	The overall plan
Tactics	Steps taken to achieve a plan
Communication	Verbal or non verbal

### How to use position in organisation

Sport dependant	All sports have different places for individuals to play in
Shape and structure	Set by attack and defense
Opposition dependant	Types of players (height/speed) or the numbers in structure

## Year 7 Organisation Knowledge

### Organisation definition -

#### Keywords associated with organisation


#### Why do we need organisation?

Create scoring opportunities	
Person dependant	
Pressured situations	
Set pieces	
Reactive/Adoptive	

An example of a question might be in relation to Bench ball, where would you place your tallest and shorted team member?  
You are aiming to the left and defending the right.  
Mark them with a T & S



#### What is organisation?

Positioning	
Positions	
Opposition	
Strategy	
Tactics	
Communication	

#### How to use position in organisation

Sport dependant	
Shape and structure	
Opposition dependant	

The answer would be:



T



S

## Year 7 Possession Knowledge

### Keywords associated with possession

Retention
Shape
Regain
Dictate

**Possession definition** - Possession refers to the control of the ball or implement of play by a team or individual.

### Why do we need to gain possession?

Options	Both forward and backwards
Square option	The sideways option
Consider the space	Where are the least number of defenders

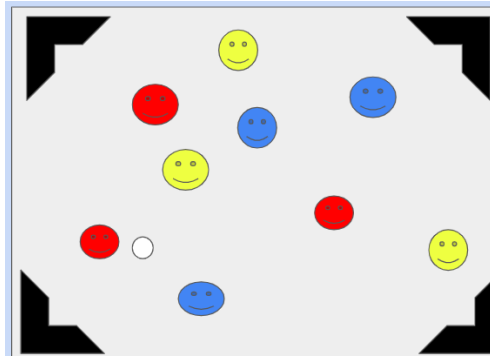
### How to maintain possession?

Options	Both forward and backwards
Square option	The sideways option
Consider the space	Where are the least number of defenders
Close the gap	Reducing space for the opposition
Tracking	Follow one particular player of doubling up on defence
Dodging	How to get free
Agility	Changing direction
Use of team	Change of possession

### How to gain/regain possession

Timing	Knowing when to move
Vision	Being aware of the positioning of others.
Interceptions	Stopping the pass being made
Track players	Follow everywhere
Attackers	close down space
Defence	Stay on players

Example of a question



How would you gain possession of the ball to unlock each corner? Create a strategy for your team.

**Year 7 Possession Knowledge**

**Keywords associated with possession**


**Possession definition -**

**Why do we need to gain possession?**

Options	
Square option	
Consider the space	

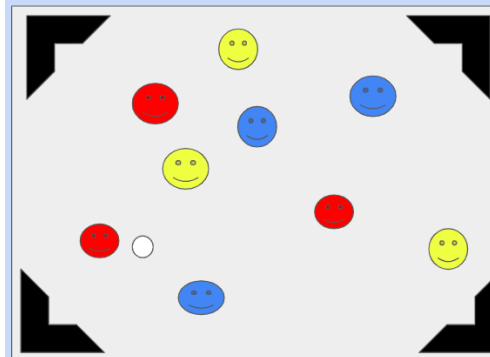
**How to maintain possession?**

Options	
Square option	
Consider the space	
Close the gap	
Tracking	
Dodging	
Agility	
Use of team	

**How to gain/regain possession**

Timing	
Vision	
Interceptions	
Track players	
Attackers	
Defence	

Example of a question



How would you gain possession of the ball to unlock each corner? Create a strategy for your team.

# Food & Nutrition Knowledge Organiser – Working Safely in the Kitchen KS3

## Personal Hygiene

- Wash hands with hot, soapy water for 30 seconds before cooking.
- Tie back long hair; remove jewellery.
- Wear a clean apron.
- Cover cuts with a blue waterproof plaster.
- Avoid touching your face or hair during food preparation.

## Food Safety

### Preventing Food Poisoning

- **Keep raw and cooked foods separate** to avoid cross-contamination.
- Use **separate chopping boards**:
  - **Red** – raw meat
  - **Green** – fruit & vegetables
  - **Yellow** – cooked meat
  - **Brown** – bakery/bread
- Cook food thoroughly; check it is piping hot.

## Common Kitchen Hazards

- **Slips and trips** – clean spills immediately.
- **Burns and scalds** – use oven gloves; take care with hot water.
- **Cuts** – handle knives properly; store safely.
- **Fire risks** – keep flammable items away from heat sources.

## Safe Cooking Practices

- Read the recipe before starting.
- Set up a **clean, organised workstation**.
- Use the correct tool for the job.
- Clean as you go to keep your area safe.
- Wash equipment in hot, soapy water after use.

## Equipment Safety

### Using Knives

- Use the **claw grip** for holding food.
- Use the **bridge hold** for cutting larger items.
- Always carry knives with the blade pointing down.
- Never leave knives in a sink of water.

### Using Heat Sources

- Keep pan handles turned inwards.
- Use oven gloves, not tea towels.
- Open oven doors slowly to avoid steam burns.

# Food & Nutrition Knowledge Organiser – Working Safely in the Kitchen KS3

## Personal Hygiene

- Wash .....with hot, soapy water for 30 seconds before cooking.
- Tie back long hair; remove .....
- Wear a clean.....
- Cover cuts with a ..... plaster.
- Avoid touching your ..... during food preparation.

## Food Safety

### Preventing Food Poisoning

- **Keep raw and cooked foods separate** to avoid cross-contamination.
- Use **separate chopping boards**:
  - – raw meat
  - – fruit & vegetables
  - – cooked meat
  - – bakery/bread
- Cook food thoroughly; check it is piping hot.

## Common Kitchen Hazards

- .....– clean spills immediately.
- ..... – use oven gloves; take care with hot water.
- ..... – handle knives properly; store safely.
- .....– keep flammable items away from heat sources.

## Safe Cooking Practices

- Read the recipe before starting.
- Set up a .....
- Use the correct tool for the job.
- Clean..... to keep your area safe.
- Wash equipment in ..... after use.

## Equipment Safety

### Using Knives

- Use the ..... for holding food.
- Use the ..... for cutting larger items.
- Always carry knives with the blade pointing down.
- Never leave knives in.....

### Using Heat Sources

- Keep pan handles turned.....
- Use ....., not tea towels.
- Open oven doors slowly to avoid .....

# Food & Nutrition Knowledge Organiser – Working Safely in the Kitchen KS3

## What Are Organoleptic Properties?

Organoleptic properties are the characteristics of food that we experience using our **senses**:

- **Sight** (appearance)
- **Smell** (aroma)
- **Taste** (flavour)
- **Touch** (texture and mouthfeel)
- **Sound** (e.g., crunch)

### Key Vocabulary

Organoleptic – using the senses to evaluate food

Aroma – smell of food

Texture – feel or mouthfeel of food

Flavour – taste + aroma

Mouthfeel – texture sensed in the mouth

These properties help us judge the quality, freshness, and appeal of

### Appearance

Colour, shape, size, glossiness, evenness, visible ingredients

Helps us decide if food looks appealing or fresh

### Aroma (Smell)

First sense used before eating

Can indicate freshness or spoilage

Examples: sweet, spicy, burnt, sour, fragrant

### Flavour (Taste)

The five main tastes:

- **Sweet**
- **Salty**
- **Sour**
- **Bitter**
- **Umami (savoury)**

Flavour is also influenced by smell.

### Texture (Mouthfeel)

What food feels like when touched or eaten:

Crunchy, crispy, chewy, smooth, creamy, soft, firm, sticky, crumbly

### Sound

The noise food makes when eaten or handled

Examples: crunch of crisps, snap of chocolate, fizz of drinks

# Food & Nutrition Knowledge Organiser – Working Safely in the Kitchen KS3

## What Are Organoleptic Properties?

Organoleptic properties are the characteristics of food that we experience using our **senses**:

- ..... (appearance)
- ..... (aroma)
- .....(flavour)
- ..... (texture and mouthfeel)
- .....(e.g., crunch)

### Key Vocabulary

Organoleptic – using the ..... to evaluate food

Aroma – .....

Texture – .....

Flavour – .....

Mouthfeel – .....

These properties help us judge the quality, freshness, and appeal of

### Appearance

.....  
.....  
.....  
.....  
.....

Helps us decide if food looks appealing or fresh

### Aroma (Smell)

First sense used before eating

Can indicate

.....  
.....

Examples: sweet, spicy, burnt, sour, fragran

### Flavour (Taste)

The five main tastes:

- **Sweet**
- .....
- **Sour**
- .....
- **Umami (savoury)**

Flavour is also influenced by smell.

### Texture (Mouthfeel)

What food feels like when touched or eaten:

.....  
.....  
.....  
.....  
.....

### Sound




The noise food makes when eaten or handled

Examples:









.....  
.....  
.....  
.....  
.....

**Design and Technology Year 7 - Knowledge organiser**




**The 3 Wood Groups**









<p><b>Hardwoods</b></p> 	<p>Hardwoods usually grow in warm climates and are <b>slow growing</b> so they're generally more expensive than softwoods. The trees have broad, flat leaves and are <b>deciduous</b> (they lose their leaves in autumn). The wood tends to have a tighter grain and be denser and harder than softwoods, although there are exceptions to this, e.g. balsa.</p>	<p><b>Examples are:</b> oak, mahogany, ash, balsa and beech</p>
<p><b>Softwoods</b></p> 	<p>Softwoods grow in colder climates and are <b>fast-growing</b>. This makes them fairly cheap and readily accessible. The trees have leaves like needles, have cones (e.g. pine) and are <b>coniferous</b>, meaning they keep their leaves all year round.</p>	<p><b>Examples are:</b> pine, spruce and larch</p>
<p><b>Manufactured Boards</b></p> 	<p><b>Processed pieces</b> of wood can be combined with glue and pressed into panels. This forms new materials called manufactured boards or manufactured timbers.</p>	<p><b>Examples are:</b> MDF (medium density fibreboard), plywood, chipboard</p>

**Workshop Tools in y7**

	<p><b>Tenon Saw</b> Use for cutting straight lines</p>
	<p><b>Coping Saw</b> Used for cutting curved lines and correcting mistakes</p>
	<p><b>Hand File</b> Used for smoothing the edges of material and finishing</p>
	<p><b>Needle File</b> Same as a hand file but for much smaller areas</p>
	<p><b>Belt/disk Sander</b> Machine that smooths the edges of wooden projects</p>
	<p><b>Hazard Tape</b> There is something in the area that you need to be aware of</p>
	<p><b>Steel Rule</b> A metal ruler, where measurements start at the very edge of the ruler.</p>
	<p><b>Try Square</b> A try square or try-square is a woodworking tool used for marking straight lines and checking 90° angles on pieces of wood.</p>

## Design and Technology Year 7 - Knowledge organiser

The 3 Wood Groups		
<p><b>Hardwoods</b></p> 	<p>Hardwoods usually grow in warm climates and are ..... so they're generally more expensive than softwoods. The trees have broad, flat leaves and are ..... (they lose their leaves in autumn). The wood tends to have a tighter grain and be denser and harder than softwoods, although there are exceptions to this, e.g. balsa.</p>	<p><b>Examples are:</b> .</p>
<p><b>Softwoods</b></p> 	<p>Softwoods grow in colder climates and are ..... This makes them fairly cheap and readily accessible. The trees have leaves like needles, have cones (e.g. pine) and are ....., meaning they keep their leaves all year round.</p>	<p><b>Examples are:</b></p>
<p><b>Manufactured Boards</b></p> 	<p><b>Processed pieces</b> of wood can be combined with glue and pressed into panels. This forms new materials called ..... or manufactured timbers.</p>	<p><b>Examples are:</b></p>

Workshop Tools in y7	
	<p>..... Use for cutting straight lines</p>
	<p>..... Used for cutting curved lines and correcting mistakes</p>
	<p>..... Used for smoothing the edges of material and finishing</p>
	<p>..... Same as a hand file but for much smaller areas</p>
	<p><b>Belt/disk Sander</b> Machine that s.....</p>
	<p><b>Hazard Tape</b> There is something .....</p>
	<p><b>Steel Rule</b> A ....., where measurements start at the very edge of the ruler.</p>
	<p>..... A try square or try-square is a woodworking tool used for marking straight lines and checking 90° angles on pieces of wood.</p>

**Design and Technology Year 7 - Knowledge organiser**

**DT Key Words in y7**

**Health and Safety in the workshop**

- 1. Never enter the workshop without a teacher present
- 2. Never use or turn on a machine or piece of equipment without the teacher being present
- 3. Always wear an apron when doing practical work
- 4. Remove blazers, tie long hair up and roll up long sleeves
- 5. When using machinery, wear safety goggles
- 6. Never distract anyone when they are using tools or machinery
- 7. Always leave bags in the classroom
- 8. When carrying tools, carry them down by your side and return them safely to the tool cupboard when you have finished
- 9. At the end of the lesson, it is everyone's responsibility to ensure the room is properly cleared and tidied safely and ready for the next class

<b>Wood grain</b>	The patterns and textures created by the arrangement of a tree's wood fibres. The grain is determined by the tree's growth. It affects the wood's strength, appearance, and texture.
<b>Wood knots</b>	A natural circular or oval feature in a plank of timber that marks where a branch once grew on the tree.
<b>Design Brief</b>	A design brief is a client's instructions. It outlines a design problem, who the product is for, and what the product needs to do
<b>Wood finishes</b>	A process to protect and enhance a wooden surface by applying a protective or decorative coating, for example painting or varnishing, or by using treatments like oiling or waxing.

**Areas of DT**

- Resistant materials** - the study of the design and make process with a particular interest in using woods, metals and plastics and product manufacturing.
- Product design** - the process of imagining, creating and iterating products that solve users' problems or address specific needs in a given market.
- CAD/CAM** - computer aided design and computer aided manufacture. The process of designing and making using computers and machinery.
- Electronics** - the designing and making of electronic products. Engineering - the application of science and maths to design.
- Textiles** - the process of designing and making products using cloth and different fabrics.

**Design and Technology Year 7 - Knowledge organiser**

**DT Key Words in y7**

**Health and Safety in the workshop**

- 1. Never enter the workshop without a ..... present
- 2. Never use or turn on a machine or piece of equipment without the teacher being present
- 3. Always wear ..... when doing practical work
- 4. Remove ....., tie long hair up and roll up long sleeves
- 5. When using machinery, wear .....
- 6. Never ..... anyone when they are using tools or machinery
- 7. Always leave ..... in the classroom
- 8. When carrying tools, carry them down by your ..... and return them safely to the tool cupboard when you have finished
- 9. At the end of the lesson, it is everyone's responsibility to ensure the room is properly ..... and tidied safely and ready for the next class

<b>Wood grain</b>	The ..... and textures created by the arrangement of a tree's ..... The grain is determined by the tree's ..... It affects the wood's ....., ..... and .....
<b>Wood knots</b>	A natural ..... or oval feature in a plank of timber that marks where a ..... once grew on the tree.
<b>Design Brief</b>	A design brief is a ..... instructions. It outlines a design ....., who the ..... is for, and what the product .....
<b>Wood finishes</b>	A process to ..... and ..... a wooden surface by applying a protective or decorative ....., for example ..... or ....., or by using treatments like ..... or .....

**Areas of DT**

- ..... - the study of the design and make process with a particular interest in using woods, metals and plastics and product manufacturing.
- ..... - the process of imagining, creating and iterating products that solve users' problems or address specific needs in a given market.
- CAD/CAM** - ..... and ..... The process of designing and making using computers and machinery.
- ..... - the designing and making of electronic products. Engineering - the application of science and maths to design.
- Textiles** - the process of designing and making products using ..... and .....

## Comedy

### Comedy basics

- **Comedy:** A genre of theatre aiming to make people laugh
- Comedy can be traced back to Ancient Greece
- The word 'Comedy' comes from the Greek word 'Komos'
- Comedy evolved in Medieval times when it moved onto the streets (after the church banned it in theatres).
- In Italy, the style developed further by inspiring Commedia Dell'Arte (A very physical comedy with falls, accidents and stock characters)
- In other areas of Europe, the style developed into Clowning.
- **Slapstick:** Physical comedy with lots of accidents
- **Satire:** Comedy which pokes fun and takes the mick out of current events and people
- **Buster Keaton:** The first stunt performer
- **Lazzo:** The Italian word for a joke or skit
- **Lazzi:** A routine which actors would put into their performances. Follows the order of: Set up, Accident, Reaction
- Comedic timing relies on an actors pace and pause

### Vocal Skills

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

**Pace:** The speed in which someone speaks

**Pause:** A break in speaking, a period of silence

**Tone:** How the voice conveys emotions

**Volume:** The loudness or quietness of the voice

**Emphasis:** The exaggeration of individual words



### Physical Skills

**Facial expressions:** Showing emotion with the face

**Posture:** The way someone stands or sits

**Body Language:** Open or closed to show emotion

**Gesture:** A movement with the arms/hands (wave, pointing)

**Levels:** Height -crouching, laying, stood



### Clowning

**White Faced clown:** Most intelligent, causes trouble, leader -highest status, most stereotypical -has a white painted face

**Auguste clown:** Least intelligent, loves attention, chaotic, silly, always gets a trick played on them, created the famous red nose

**Character clown:** Usually silent (but not always), works alongside someone, tends to be tatty, Charlie Chaplin and Mr Bean are a character clown

## Comedy

### Comedy basics

- **Comedy:** A genre of theatre aiming to make people \_\_\_\_\_
- Comedy can be traced back to \_\_\_\_\_
- The word 'Comedy' comes from the Greek word \_\_\_\_\_
- Comedy evolved in \_\_\_\_\_ times when it moved onto the streets (after the \_\_\_\_\_ banned it in theatres).
- In Italy, the style developed further by inspiring \_\_\_\_\_ (A very physical comedy with falls, accidents and stock characters)
- In other areas of Europe, the style developed into \_\_\_\_\_.
- \_\_\_\_\_: Physical comedy with lots of accidents
- \_\_\_\_\_: Comedy which pokes fun and takes the mick out of current events and people
- **Buster Keaton:** \_\_\_\_\_
- \_\_\_\_\_: The Italian word for a joke or skit
- \_\_\_\_\_: A routine which actors would put into their performances. Follows the order of: Set up, Accident, Reaction
- Comedic timing relies on an actors \_\_\_\_\_ and \_\_\_\_\_

### Vocal Skills

**Pitch:** \_\_\_\_\_

\_\_\_\_\_: The speed in which someone speaks

\_\_\_\_\_: A break in speaking, a period of silence

**Tone:** \_\_\_\_\_

\_\_\_\_\_: The loudness or quietness of the voice

\_\_\_\_\_: The exaggeration of individual words



### Physical Skills

\_\_\_\_\_: Showing emotion with the face

**Posture:** \_\_\_\_\_

\_\_\_\_\_: Open or closed to show emotion

**Gesture:** \_\_\_\_\_

\_\_\_\_\_: Height - crouching, laying, stood



### Clowning

\_\_\_\_\_: Most intelligent, causes trouble, leader -highest status, most stereotypical -has a white painted face

\_\_\_\_\_: Least intelligent, loves attention, chaotic, silly, always gets a trick played on them, created the famous red nose

\_\_\_\_\_: Usually silent (but not always), works alongside someone, tends to be tatty, Charlie Chaplin and Mr Bean are a character clown

**Remember:** We never read aloud the stage directions when performing.

### Key Vocabulary

**Naturalism:** a style of theatre which aims to make everything as real and believable as possible. It is the opposite of Melodrama

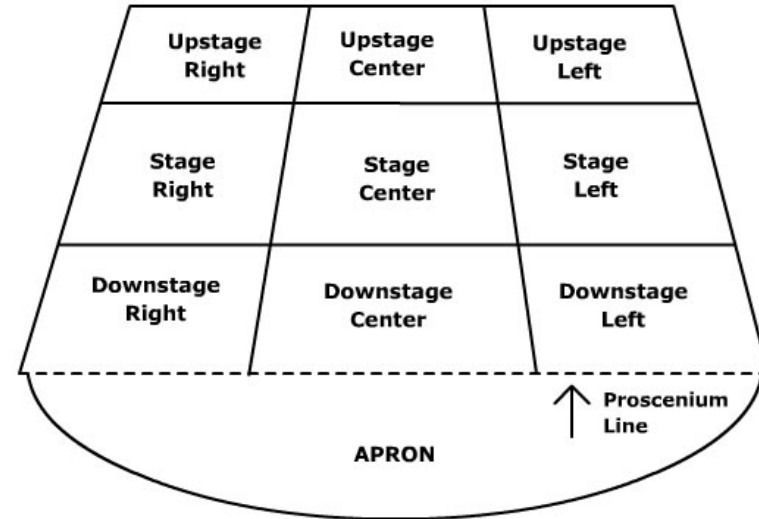
### Stanislavski

- Stanislavski created Naturalism
- He was a Russian theatre practitioner -meaning he created theatre

### Blood Brothers

- Blood Brothers is the play we have been looking at in class
- It follows the story of Mickey and Edward (Eddie) -they are brothers but do not know.
- The play is set in Liverpool
- The actors who play Mickey and Eddie have to pretend to be 7 years old at the start of the play -this is when the boys first meet.

### Scripts and Naturalism



### Scripts

- **Table work:** Studying the script and analysing it
- **Script analysis:** Going through the script and deciding how your character is going to act -you may make notes on your script but they must always be in pencil
- **Staged reading/table read:** Reading the script without physically acting it -focusing on your vocal skills and how you say the lines
- **Blocking:** A rough draft of the performance. When actors first act in the space and block out their staging and positions.
- **Stage directions:** Instructions for the actors written in the script. They are usually in *italics* or (brackets). They tell an actor what to do and how to speak.
- **Subtext:** To read inbetween the lines
- **Hot seating:** A rehearsal technique where one character gets asked questions. This allows and actor to deepen their understanding of their role.

**Remember:** We never \_\_\_\_\_ the stage directions when performing.

### Key Vocabulary

\_\_\_\_\_ : a style of theatre which aims to make everything as real and believable as possible. It is the opposite of Melodrama

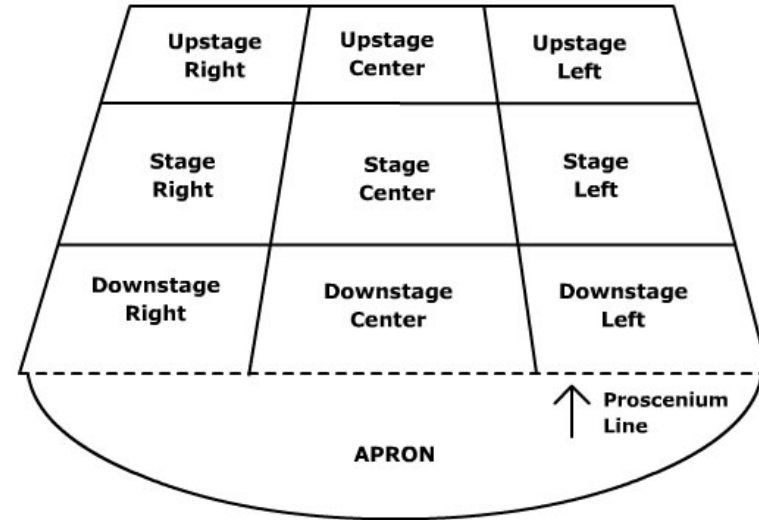
### Stanislavski

- \_\_\_\_\_ created Naturalism
- He was a Russian theatre practitioner -meaning \_\_\_\_\_

### Blood Brothers

- Blood Brothers is the play we have been looking at in class
- It follows the story of \_\_\_\_\_ and \_\_\_\_\_ (Eddie) -they are brothers but do not know.
- The play is set in \_\_\_\_\_
- The actors who play Mickey and Eddie have to pretend to be \_\_\_\_\_ years old at the start of the play - this is when the boys first meet.

### Scripts and Naturalism



### Scripts

- \_\_\_\_\_ : Studying the script and analysing it
- **Script analysis:** Going through the script and deciding how your character is going to act -you may make notes on your script but they must always be in \_\_\_\_\_
- \_\_\_\_\_ : Reading the script without physically acting it -focusing on your vocal skills and how you say the lines
- \_\_\_\_\_ : A rough draft of the performance. When actors first act in the space and block out their staging and positions.
- **Stage directions:** Instructions for the actors written in the script. They are usually in \_\_\_\_\_ or \_\_\_\_\_. They tell an actor what to do and how to speak.
- \_\_\_\_\_ : To read inbetween the lines
- \_\_\_\_\_ : A rehearsal technique where one character gets asked questions. This allows an actor to deepen their understanding of their role.

### Devices of a computer

**PC = Personal Computer**

**Peripherals** – devices you plug into a computer.

#### Input devices

Send data *into* the computer

Keyboard, mouse, **microphone**, scanner

#### Output devices

Computer sends data *out*

Monitor/screen, **printer**, speakers, headphones

### Storage & Data Units

**Bit** – smallest data unit: **0 or 1**

**Byte** – **8 bits**

#### Converting between units

**KB** = 1,000 Bytes

**MB** = 1,000,000 Bytes

**GB** = 1,000,000,000 Bytes

**TB** ≈ 1,000,000,000,000 Bytes

Remember: as you go from:

bits → bytes → KB → MB → GB → TB, the amount of data gets **1000× bigger** each step.

### Cyberbullying

#### Definition

- **Cyberbullying** is bullying that takes place **online**.

#### Reasons people can be targeted

- Their **race** or **religion**.
- They are **shy** or have **low self-esteem**.
- **All of these** are possible reasons.

#### If you're being cyberbullied

- **Report it** to a trusted adult or teacher.
- Don't just argue back or keep it a secret.

### PC & Computer Devices

#### PC

- PC stands for **Personal Computer**.

#### Peripherals

- Devices attached to the computer.
- Examples: keyboard, mouse, printer, speakers, webcam.

“Peripheral” just means a device connected to the main computer system.



### Programming Constructs

#### 1. Sequence

Instructions run in order from top to bottom.

#### 2. Selection

Makes decisions, chooses different paths.

Python: if, elif, else.

#### 3. Iteration (Loops)

**Count-controlled** – repeats a set number of times, e.g. for i in range(10):

**Condition-controlled** – repeats while a condition is True, e.g. while score < 1000:

while score < 1000: is a **condition-controlled** loop.

### Devices of a computer

\_\_\_\_\_ = Personal Computer

\_\_\_\_\_ – devices you plug into a computer.

\_\_\_\_\_

Send data *into* the computer

Keyboard, mouse, \_\_\_\_\_, scanner

\_\_\_\_\_

Computer sends data *out*

Monitor/screen, \_\_\_\_\_, \_\_\_\_\_, headphones

### Storage & Data Units

**Bit** – smallest data unit: **0 or 1**

**Byte** – **8 bits**

**Converting between units**

**KB** = 1,000 Bytes

**MB** = 1,000,000 Bytes

**GB** = 1,000,000,000 Bytes

**TB** ≈ 1,000,000,000,000 Bytes

Remember: as you go from:

bits → bytes → KB → MB → GB → TB, the amount of data gets **1000× bigger** each step.

### Cyberbullying

**Definition**

- \_\_\_\_\_ is bullying that takes place \_\_\_\_\_.

**Reasons people can be \_\_\_\_\_**

- Their \_\_\_\_\_ or \_\_\_\_\_.
- They are \_\_\_\_\_ or have \_\_\_\_\_.
- \_\_\_\_\_ are possible reasons.

**If you're being \_\_\_\_\_**

- \_\_\_\_\_ **it** to a trusted adult or teacher.
- Don't just argue back or keep it a secret.

### PC & Computer Devices

**PC**

- **PC** stands for \_\_\_\_\_.

**Peripherals**

- Devices attached to the computer.
- Examples: keyboard, mouse, printer, speakers, webcam.

“Peripheral” just means a device connected to the main computer system.



### Programming Constructs

1. \_\_\_\_\_

Instructions run in order from top to bottom.

2. \_\_\_\_\_

Makes decisions, chooses different paths.

Python: if, elif, else.

3. \_\_\_\_\_ (Loops)

\_\_\_\_\_ -**controlled** – repeats a set number of times, e.g. for i in range(10):

**Condition-**\_\_\_\_\_ – repeats while a condition is True, e.g. while score < 1000:

while score < 1000: is a **condition-controlled** loop.

<p><b>Key Hardware Components</b></p> <p><b>CPU – Central Processing Unit</b>  “Brain” of the computer  Carries out instructions &amp; calculations  Uses <b>RAM</b> as short-term memory while running programs</p> <p><b>Motherboard</b>  Main circuit board connecting all components</p> <p><b>Network Interface Card (NIC)</b>  Allows connection to a network / the internet</p>	<p><b>Respectful Behaviour &amp; Feedback</b></p> <p><b>Respectful online behaviour</b></p> <ul style="list-style-type: none"> <li>• <b>Think before you comment.</b></li> <li>• Don't post jokes about others or always argue your opinion.</li> </ul> <p><b>Giving feedback – good advice</b></p> <ul style="list-style-type: none"> <li>• Be <b>specific and factual</b> so you are clear.</li> <li>• You can use the “sandwich technique” (positive – critical – positive).</li> <li>• You can write feedback as a question to start a discussion.</li> <li>• <b>Not good:</b> “Try to be funny so they are not offended.”</li> </ul>	<p><b>Staying Safe Online</b></p> <p><b>Messages from strangers</b></p> <ul style="list-style-type: none"> <li>• If you receive a message from someone you <b>don't know</b>:</li> <li>• <b>Ignore or block</b> the user.</li> <li>• Do <b>not</b> share personal information or arrange to meet.</li> </ul> <p><b>General safety</b></p> <ul style="list-style-type: none"> <li>• Think carefully before you share anything.</li> <li>• Talk to a trusted adult if something worries or confuses you online.</li> </ul>
<p><b>Memory &amp; Storage</b></p> <p><b>RAM (Main Memory)</b></p> <ul style="list-style-type: none"> <li>• <b>Volatile</b> – data lost when power is off</li> <li>• Used by the <b>CPU</b> as short-term working space</li> <li>• Stores running programs &amp; data currently in use</li> </ul> <p><b>Secondary Storage (Non-volatile)</b></p> <ul style="list-style-type: none"> <li>• Keeps data when computer is turned off</li> </ul> <p><b>Hard Disk Drive (HDD)</b></p> <p><b>Solid State Drive (SSD)</b></p> <ul style="list-style-type: none"> <li>• USB stick, DVD, memory card, etc.</li> </ul>	<p><b>Passwords &amp; Personal Data</b></p> <p><b>Strong password</b></p> <ul style="list-style-type: none"> <li>• Use a mix of <b>letters, numbers &amp; symbols.</b></li> <li>• Avoid using whole dictionary words on their own (e.g. "Bicycle").</li> <li>• Example of a strong password: <b>23Bicycle!</b></li> </ul> <p><b>Keeping data safe</b></p> <ul style="list-style-type: none"> <li>• Make your social media accounts <b>private.</b></li> <li>• Don't share: <ul style="list-style-type: none"> <li>○ Your full name everywhere</li> <li>○ Your school name publicly</li> <li>○ The same password on every site</li> </ul> </li> </ul>	<p><b>Computer Systems</b></p> <p><b>Hardware</b></p> <ul style="list-style-type: none"> <li>• Physical parts of a computer (you can touch)</li> <li>• Keyboard, monitor, CPU, memory (RAM), hard disk, SSD, graphics card, network card</li> </ul> <p><b>Software</b></p> <ul style="list-style-type: none"> <li>• Programs running on hardware</li> <li>• Apps, games, browsers, operating systems</li> </ul> <p><b>Operating System (OS)</b></p> <ul style="list-style-type: none"> <li>• Main software that manages hardware &amp; other software</li> <li>• Examples: <b>Windows, Linux, Android, iOS</b></li> <li>• <b>USB is not an OS</b> – it is a connection / storage device</li> </ul>

**Key Hardware Components**  
**CPU** – \_\_\_\_\_  
 “Brain” of the computer  
 Carries out instructions & calculations  
 Uses \_\_\_\_\_ as short-term memory while running programs  
 \_\_\_\_\_  
 Main circuit board connecting all components  
 \_\_\_\_\_ **(NIC)**  
 Allows connection to a network / the internet

**Respectful Behaviour & Feedback**  
**Respectful online behaviour**

- **Think before you** \_\_\_\_\_.
- Don't post jokes about others or always argue your opinion.

**Giving feedback – good advice**

- Be \_\_\_\_\_ **and factual** so you are clear.
- You can use the “sandwich technique” (positive – critical – positive).
- You can write feedback as a question to start a discussion.
- **Not good:** “Try to be funny so they are not offended.”

**Staying Safe Online**  
**Messages from strangers**

- If you receive a message from someone you **don't know**:
- **Ignore or block** the user.
- Do **not** share personal information or arrange to meet.

**General safety**

- Think carefully before you share anything.
- Talk to a trusted adult if something worries or confuses you online.

**Memory & Storage**  
**RAM (Main Memory)**  
 \_\_\_\_\_ – data lost when power is off  
 Used by the \_\_\_\_\_ as short-term working space  
 Stores running programs & data currently in use

**Secondary Storage (Non-volatile)**  
 Keeps data when computer is turned off  
 \_\_\_\_\_ **(HDD)**  
 \_\_\_\_\_ **(SSD)**  
 USB stick, DVD, memory card, etc.

**Passwords & Personal Data**  
**Strong password**

- Use a mix of \_\_\_\_\_, \_\_\_\_\_ & \_\_\_\_\_.
- Avoid using whole dictionary words on their own (e.g. "Bicycle").
- Example of a strong password: **23Bicycle!**

**Keeping data safe**

- Make your social media accounts **private**.
- Don't share:
  - Your full name everywhere
  - Your school name publicly
  - The same password on every site

**Computer Systems**  
 \_\_\_\_\_  
 Physical parts of a computer (you can touch)  
 Keyboard, \_\_\_\_\_, CPU, memory (RAM), hard disk, SSD, graphics card, network card

**Software**  
 Programs running on hardware  
 Apps, games, browsers, operating systems

**Operating System (OS)**  
 Main software that manages hardware & other software  
 Examples: **Windows, Linux, Android, iOS**  
**USB is not an OS** – it is a connection / storage device