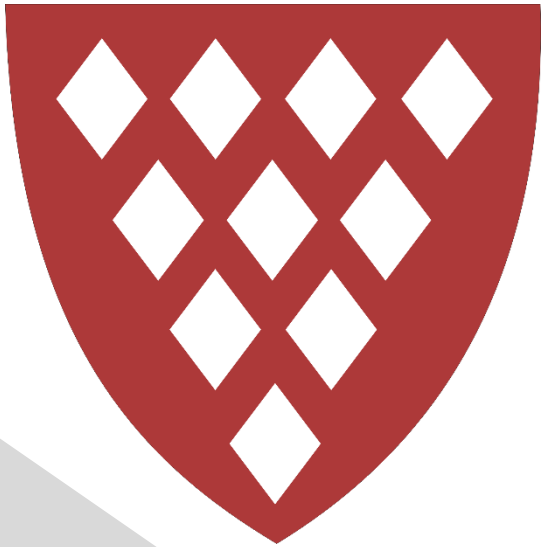
KNOWLEDGE ORGANISER BOOKLET

YEAR 7 – CYCLE 3

2025-2026



Name:

Tutor Group:

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Instructions for Use

For all of your subjects, there are certain **facts** that you **need** to know in order for you to best understand the content you study in lessons.

In this booklet are ***Knowledge Organisers*** for each subject which contain the core concepts that you have to know to be successful in your lessons.

The **first 15 minutes** of Home Learning is the same in all subjects (apart from Maths) and should be completed in your single **Home Learning exercise book**:


Look: read a specific section of the *Knowledge Organiser*.


Cover: cover it over or put it to one side;


Write: from memory, write out as much of the information as you can remember for that section;


Check: check back with the *Knowledge Organiser*. Anything missing or incorrect, add in purple pen.


Review: information you didn't recall the first time you may wish to check in a different format, such as repeating the process or creating revision cards.

The next lesson, your teacher will check that you have completed this process and you will be quizzed in your subject lesson to see what you can recall.

Instructions for Use : Example

Show My Homework **for Geography says: ‘Knowledge Organiser: How to Read Grid References’.**

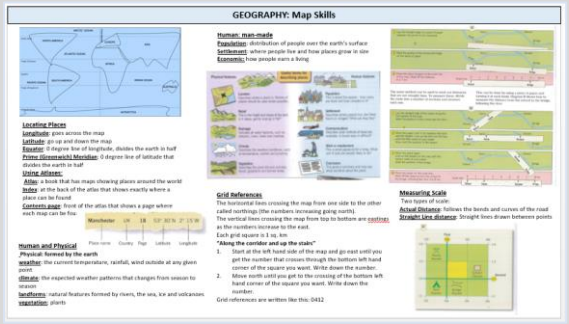
1. L**OOK:** carefully read the section of the *Knowledge Organiser* which you are learning.

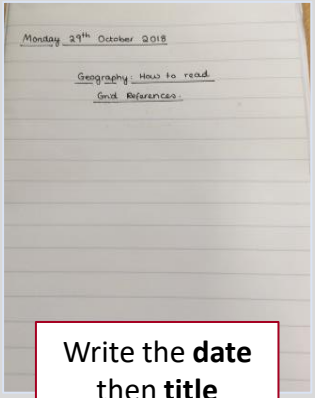
2. **COVER:** cover it over or put it to one side.

3. **WRITE:** write out as many details as you can from memory.

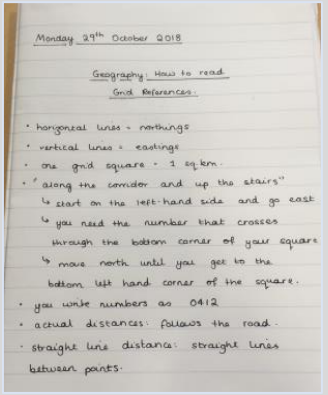
4. **CHECK:** check back over your answer with the *KO*. Anything which is missing or incorrect, add in in **purple pen**.

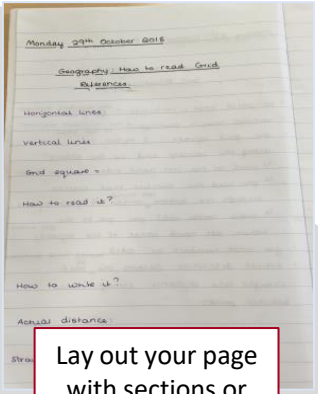
5. **REVIEW:** if you had significant gaps or parts you didn’t understand, repeat the process from Step 1.



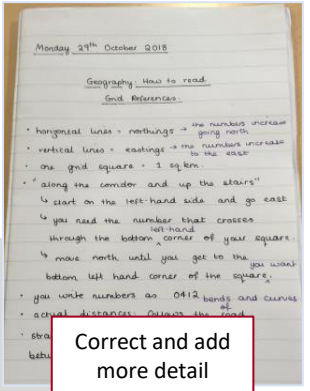


Write the **date** then **title** (**subject: focus**)





Lay out your page with sections or questions to help



Correct and add more detail using your purple pen.

sparx is your Maths homelearning

You do not have a knowledge organiser for maths. This is because the best way to remember and understand mathematics is to do it. Write your Sparx password in the space below so you don't forget it.

Sparx username: ……

Sparx password: ……

How do I log on?

Go to www.sparxmaths.uk. Select ***Kingsbridge Academy*** and enter your username and password.

What do I have to do each week?

Complete all of your Compulsory Section Sparx homework and get it 100% correct. If within your hour of home learning time you should complete the target and optional sections which are designed to help you make better progress in Maths.

How long should it take?

Sparx will adjust your homework so it should take about 1 hour. If you find yourself taking longer than this you should make sure you are coming for help on the difficult bits.

When should I do it?

You should complete your Sparx homelearning in the 4 allocated 15 minute slots in your homelearning timetable

What if I get stuck or can't do it?

You can watch the videos, ask a friend or parent or ask a maths teacher (in person or by email).

Why do I get different questions to my friend?

Sparx creates a custom homework just for you – because you are an individual. We are really pleased that we are able to offer you personalised homework.

Why do I have to do 100%?

We care about you and believe that you deserve to do well in maths. Students who do all questions learn more and get better results.

Year 7 Cycle 3 – Rhetoric

Elements of Rhetoric

	Word	Example:
	**rhetoric -** The art of persuasive or effective speaking or writing.	Her powerful **rhetoric** persuaded him that her idea would work.
	**ethos –** using language that makes the speaker seem knowledgeable and trustworthy so that the audience will listen to them.	The speaker built a sense of **ethos** by sharing his own relevant experiences.
	**logos –** using language that will appeal to people's logic and reasoning.	The council speaker relied on **logos**, using facts to show the benefit of the new development.
	**pathos** – using language that will appeal to the audience's emotions	The **pathos** in her speech about sponsoring a dog made him feel sad.

Stating Importance

Need to say...?	Consider these...
really important	critical / of the utmost importance / imperative
really needed	essential / necessary / vital
quickly	urgently / rapidly/ without delay
certainly	definitely / inarguably / unquestionably
completely gone	destroyed / wiped out / decimated

Positive Emotive Language	Negative Emotive Language
creativity delight development equality	anger catastrophic chaos decay
excitement fairness freedom friendship	despair destruction desperation fear
happiness innovation joy miracle	greed hatred inequality loss ordeal
positivity progress respect trust	positivity poverty punish tragic

Year 7 Cycle 3 – Rhetoric

Key Words: Rhetoric	Definition	Example
rhetorical devices	Little techniques we can use in our persuasive writing to help make it more effective and powerful.	Marc Antony's speech includes **rhetorical devices** to make him sound persuasive.
direct address	Using 2nd person pronouns (you, your, yours) to address (speak to) the audience directly.	**You** can make a difference. **Your** donation will help save lives.
rhetorical question	Questions asked to create a dramatic effect or to make a point rather than to get an answer.	**When** will we find freedom? When will we have our voices heard?
emotive language	Language chosen by a writer or speaker to evoke an emotional reaction from the audience. It has particularly positive or negative associations.	When we look around, we see **pain** and **sadness**. We see **cruelty** and **misery**.
tricolon	A series of three words, phrases or sentences that are parallel in structure, length and/or rhythm.	I came. I saw. I conquered.
epistrophe ***[say e-PIS-tro-fe]***	**Ending** several sentences or paragraphs with the same word or phrase. This is a form of repetition.	What you believe **matters**. How you speak to people **matters**. The way you behave **matters**.
anaphora ***[say an-AFF-or-a]***	**Starting** several sentences with the same word(s) or phrases. This is a form of repetition	'We shall fight on the beaches. We shall fight on the landing grounds. We shall fight in the fields' [Churchill]

Pronouns	
1st person	I, we, me, my, us, our, myself, ourselves
2nd person	you, your, yourself, yourselves
3rd person	they, she, he, them, her, him, their, his, hers, theirself, themselves, herself, himself

Introducing Arguments
I wholeheartedly believe that…
I truly feel that…
It's absolutely vital that…

Year 7 Cycle 3 – Rhetoric

Sentence structure	Effect	Example
If [x],then [y]	Allows you to make a clear statement of cause and effect – the audience can see the consequence of an action.	**If** we build houses on the only field that is left, **then** we will lose a vital habitat for local wildlife.
More… more… more…	Allows you to create a powerful sense of cause and effect. Remember that you can write similar sentences using 'less' and 'fewer' too.	**The more** we revise, the **more** we learn and the **more** confident we feel.
We can all agree…	Creates a sense of implied agreement: you're assuming that your audience will share your opinions.	**We can all agree** that having more free time to relax is better for our mental wellbeing.
Imperative	A command sentence that is used to give people instructions. It can be useful at the end of your speech when telling people what they need to do.	**Go** for a run. **Visit** the beach. **Take up** a new sport. **Do** anything that will keep you active.
Rhetorical question	Questions asked to create a dramatic effect or to make a point rather than to get an answer. Remember that each question needs a question mark.	**When** will we find freedom**?** **When** will we have our voices heard**?**

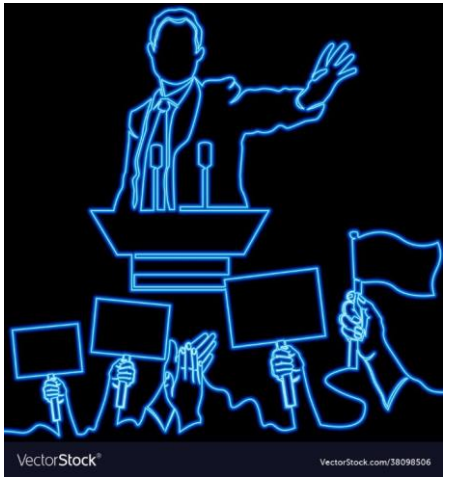
An example opening

Have you ever stopped to think about the environmental impact of the clothes you wear? Each year, the fashion industry produces 92 million tons of waste. Imagine a landfill site filled with discarded clothes, each piece unworn, unloved and left to rot.

Today, I am here to focus on the terrible impact that cheap clothing has on our world. While cheap clothes give us affordable, quick access to the latest fashion styles, it conceals a darker side that we must no longer ignore. We need to buy far fewer cheap clothes.

An example ending

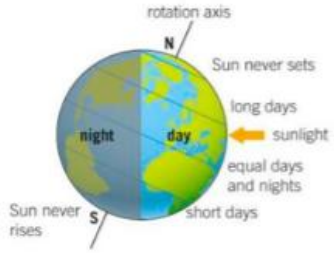
It's clear to see that we must act now to change this. Buy pre-loved and vintage clothes, saving them from being discarded in the dump. Save up and buy sustainable products that will last longer. If we act now, we have the chance to create a brighter future.



Lesson 1
Days and Years

The earth spinds on its **axis**, this causes day and night.

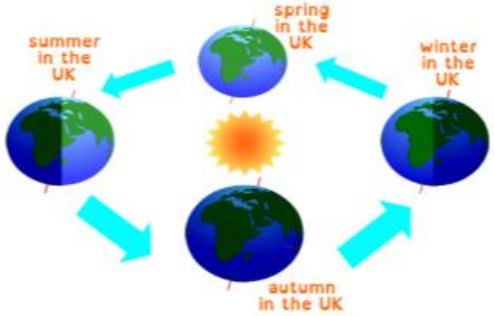
It takes 24 hours for the earth to complete one full spin.
The earth is tilted on its axis by 23.4°.



Sun rises in the east and sets in the west.
The sun is at its highest point in the sky ayt 12 noon.

A year is an average of 365 days, it takes this long for the Earth to orbit the Sun.

Lesson 2
Seasons



We have seasons because the Earth is orbiting the Sun and it is tilted on its axis.

When the northern hemisphere is tilted away from the sun we received less intense sunlight.

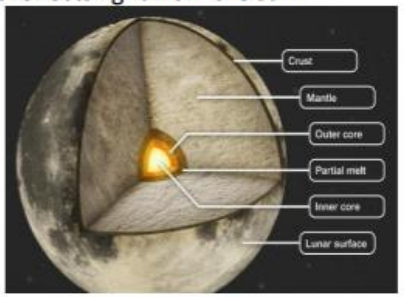
When it is winter in the northern hemisphere, it is summer in the southern hemisphere, this is due to the tilt of the earth on its axis.

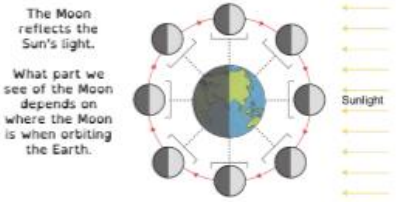
During Autumn and Spring, we receive similar amount of sunlight, so there are similar temperatures during Autumn and Spring.

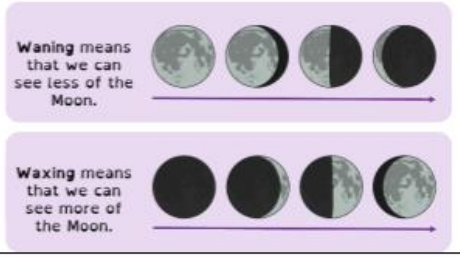
Lesson 3
Phases of the Moon

The Moon is Earth's only natural satellite.

It does not produce its own light, we can only see it because it reflects light from the sun.

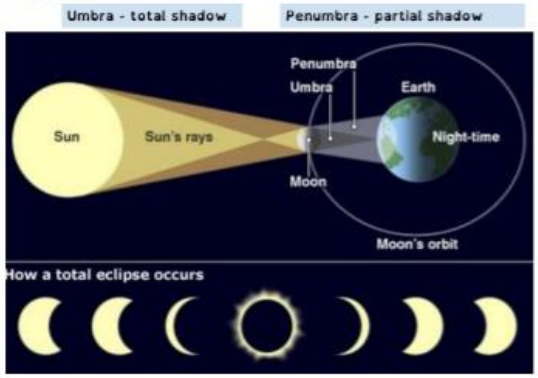




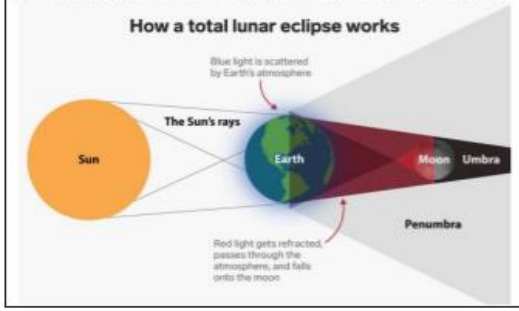


Lesson 4
Eclipses

Solar Eclipse: When the Moon blocks the light from the Sun.
Partial eclipse: when only part of the sun is covered by the moon
Total eclipse: when the entire sun is covered by the moon.



Lunar eclipse: When the Earth comes between the Sun and the Moon and turns the Moon red.



Lesson 5
Solar system

There are approximately 100 billion galaxies.
Milky way: Our solar system is part of the Milky Way galaxy, it is a large barred spiral galaxy.

It is called the Milky way because it appears as a milky band of light in the sky.

When you see stars in the sky at might you are seeing other stars in the Milky Way galaxy.

There are 8 planets in our solar system:
Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune.

Lesson 6
Gravity on other planets

Mass is the amount of matter and is measured in kilograms (kg) and is the same everywhere in the Universe.

Weight is the force due to gravity. It is measured in Newtons (N) and changes throughout the Universe.

$$\text{weight} = \text{mass} \times \text{gravitational field strength}$$

The equation can be re-arranged to calculate gravitational field strength:

$$\text{gravitational field strength} = \text{mass} \div \text{weight}$$

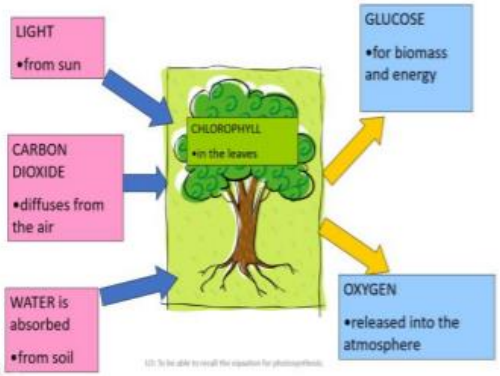
The value of gravitational field strength on Earth is 10 N/kg, but on the Moon it is 1.6 N/kg and on Mars it is 3.7 N/kg.

The gravitational field strength of Mars is less than Earth's because Mars has a lower mass

Lesson 7 Satellites	Lesson 8 Non—planetary bodies	Lesson 9 Beyond the solar system
Satellites: objects that orbit planets in space. Natural satellites are objects that orbit planets and were created as part of the Solar System. Artificial Satellites: Man made objects placed in orbit around planets. There are two types of man- made satellite, it depends on their orbit. Polar satellite-Orbit over the Earth's poles. Geostationary satellite- travels in line with the equator. Artificial satellites are used for: Scientific research Weather forecasting Communications Navigation Observing the Earth Military uses.	Asteroid: made of rock, metals and other elements, some even contain water. Asteroid belt: Found between Jupiter and Mars, contains billions of Asteroids (pieces of rocks that didn't become planets). Kuiper belt: Asteroid belt extends from Neptune. Comet: An object made mostly of ice and dust travelling through space. When they get close to the sun, the ice vaporizes and this produces a streak of gas referred to as a tail. Meteoroid: A fragment of rock or iron travelling through space, smaller than an asteroid. Meteor: When a meteoroid passes through Earth's atmosphere it heats up and produces a bright streak of light. They are sometimes called a shooting star. Meteorite: A fragment of rock or iron that passes through Earth's atmosphere and strikes the Earth's surface.	Light year: the distance light travels in one year. = ten thousand million million km (trillion) Star: A luminous ball of gas, mostly hydrogen and helium held together by its own gravity. -Stars are very hot and give off their own light. -Stars form when enough gas and dust clump together because of gravitational forces. Nuclear reactions release energy which keep the star hot. -Planets form when smaller amounts of dust and gas clump together because of gravitational forces. Galaxy: an immense group of stars, held together by the force of gravity Our galaxy is called the milky way, there are also other galaxies. The lifecycle of a star: stars change during their lifetime. Our sun is a main sequence star. The fate of a star depends on how much matter it contains. Constellations: A group of stars which form a noticeable pattern. There are 88 constellations.

Lesson 1
The Photosynthesis Equation

Light energy is absorbed by a green pigment in the chloroplasts called chlorophyll.



The word equation is:

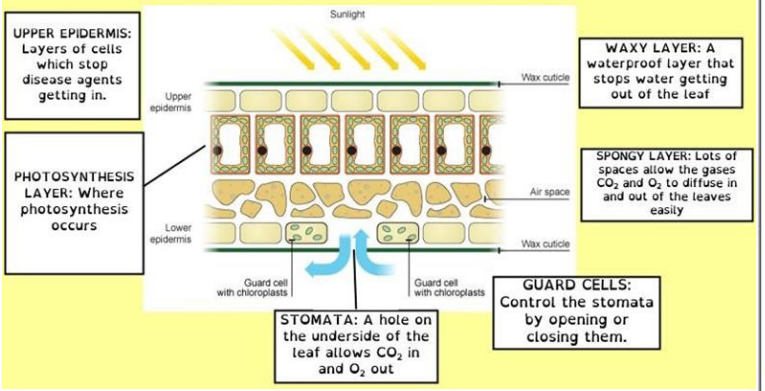
carbon dioxide + water $\xrightarrow[\text{chlorophyll}]{\text{sunlight}}$ glucose + oxygen

The balanced chemical equation is:

$$6CO_2 + 6H_2O \longrightarrow C_6H_{12}O_6 + 6O_2$$

Lessons 2 and 3
Structure of a Leaf and Leaf Adaptations

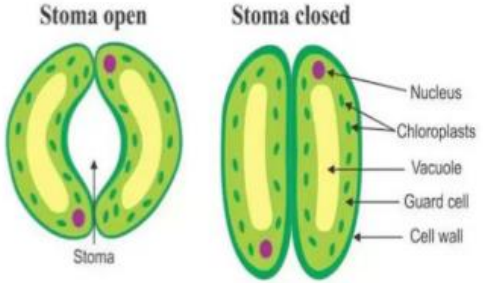
Function of the Leaf Tissues



Feature of leaves	How it helps the plant to photosynthesize
Flat & thin leaves	Large surface area to absorb as much light as possible
Stomata	Allows carbon dioxide to enter leaf
Veins (xylem and phloem)	Transports water and sugar around the plant
Chloroplasts	Contains chlorophyll to absorb light
Waxy cuticle	Stops water being lost from the plant

Stomata are tiny pores found on the lower side of a leaf.

They are surrounded by guard cells which control if the stomata are open or closed.



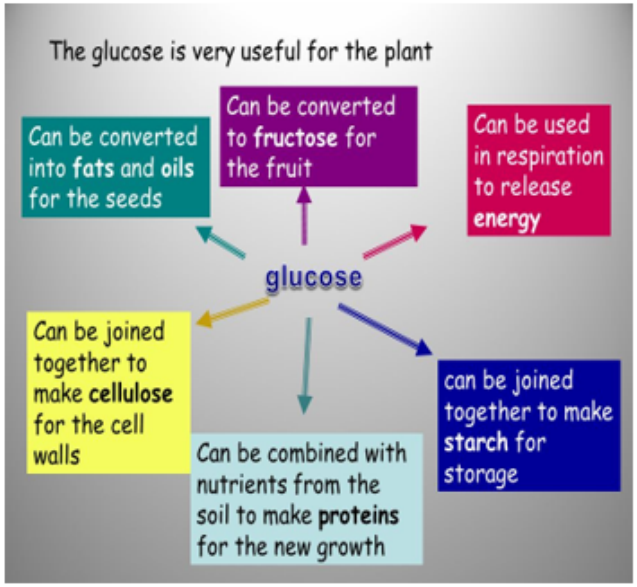
When the stomata are open carbon dioxide can diffuse into the leaf, whilst oxygen and water vapour can diffuse out of the leaf.

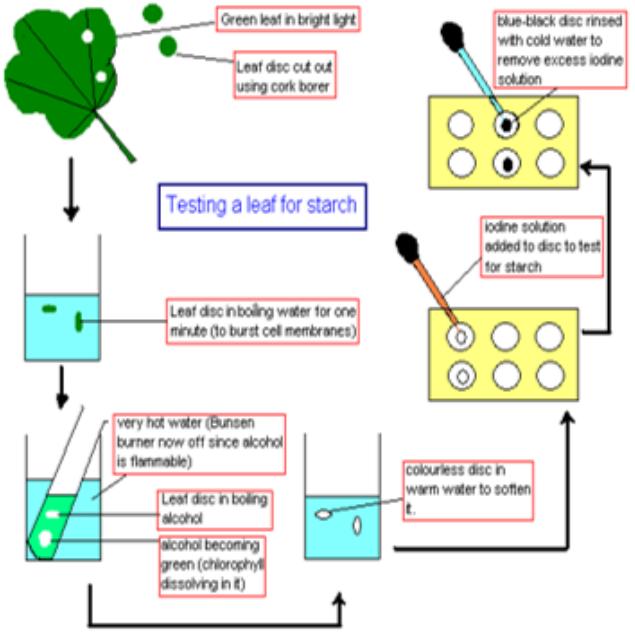
When water evaporates from a leaf it is called **Transpiration.**

Lesson 4
Uses of Glucose

Biomass means the dry mass of living material.

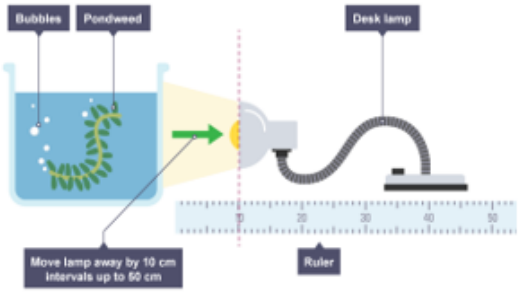
In plants, **glucose is used to build** other compounds in the plant such as **protein, carbohydrates, cellulose, fat and minerals.**



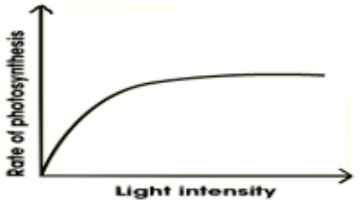


Lesson 5
Investigating Photosynthesis

Does Light Intensity Affect Rate of Photosynthesis?



Control Variables
Type of light bulb to control temperature, Time taken to count Oxygen bubbles.
Independent Variable – Light intensity
Dependent Variable - Number of Oxygen bubbles

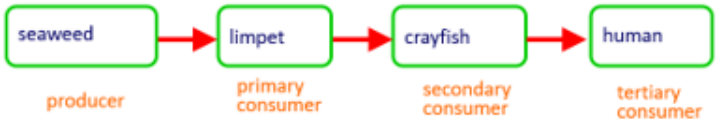


Lesson 6
Food Chains and Webs

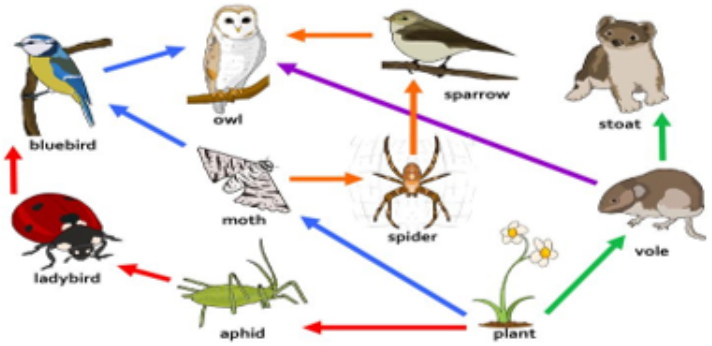
Producers make their own food. Plants produce their own food using light energy from the Sun. Some types of bacteria can also make their own food by using light or chemical reactions.

Consumers cannot make their own food. They must consume other organisms to get the food that they need.

A **food chain** can be used to rank different types of consumers. The arrow shows the direction of the flow of ENERGY from one organism to the next.



Food chains can be put together in a **food web**, which shows how the food chains are connected.



Lesson 7
Disruption to Food Chains and Webs

Pests are animals that harm plants that we want to grow.
Pesticides are chemicals that **kill pests.**

Bioaccumulation occurs when toxins (such as pesticides) build up - or accumulate - in a food chain. The animals at the top of the food chain are affected most severely.

This is what happens:

1. Small amounts of toxic substances - often pesticides or pollution from human activity - are absorbed by plants.
2. These plants are eaten by primary consumers in low concentrations.
3. The toxin cannot be excreted so when the primary consumers are eaten by secondary consumers all the toxin is absorbed by the secondary consumers.
4. This repeats as secondary consumers are eaten by higher level consumers.
5. At each trophic level of the food chain, the toxins remain in the tissues of the animals - so the concentration of toxin becomes most concentrated in the body tissues of the animals at the top of the food chain.

Lesson 8
Predator - Prey Cycles

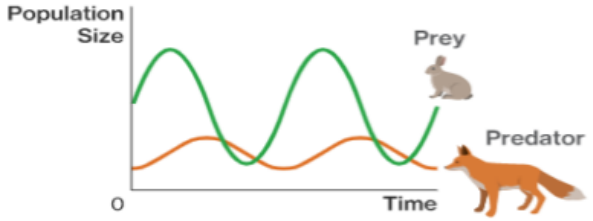
A **predator** is an organism that eats another organism. The **prey** is the organism which the predator eats.

Predators and Prey have **adapted** (changed) to suit their surroundings

Predators have adapted to catch their prey for example they may be fast, camouflaged (to hide while approaching the prey), have a good sense of smell, sight, or hearing (to find their prey) poison (to kill the prey) etc.

Prey have adapted to avoid being eaten, so they may be fast, camouflaged (to hide from the predator), a good sense of smell, sight, or hearing (to detect the predator), thorns, poison (to spray when approached or bitten) etc.

Predator-Prey Relationships



The number of predators increases when there is more prey
The number of prey reduces when there are more predators.
The number of predators reduces when there is less prey.

Lessons 9 & 10
Habitats

Habitat – The place an organism lives eg mountains, wetlands, rainforest, desert, marine or arctic.

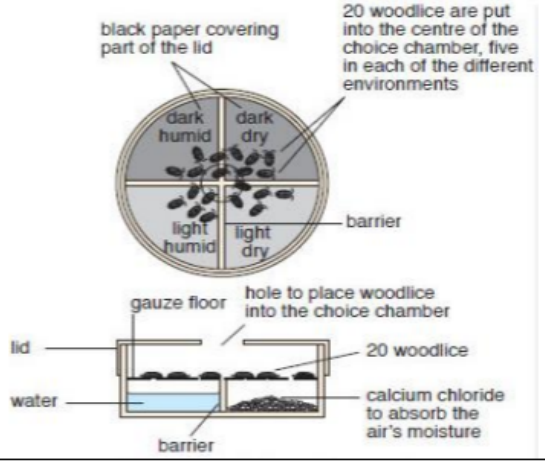
Interdependence - When living things rely on each other to survive

Adaptation –The features of plants and animals have to help them live in a particular place.

Community - All the plants and animals that live in a habitat.

Environment - the conditions in a habitat. Most conditions are caused by environmental factors eg amount of light, temperature, moisture.

Extremophiles are microorganisms with the ability to thrive in extreme environments such as hydrothermal vents.

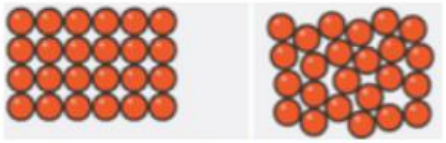


Lesson 1 Chemical & Physical Changes

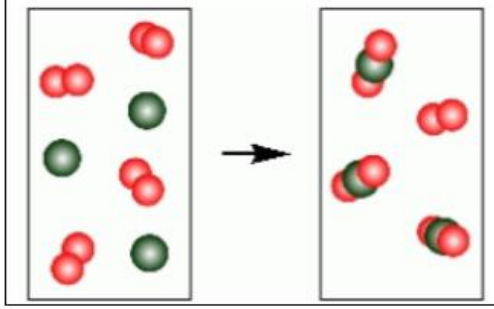
Evidence for a **chemical reaction** can include any of the following:

- Bubbles
- A colour change
- A large energy change

Physical changes, such as melting, boiling and dissolving, do not make new chemicals. They are usually easy to reverse.



In a **chemical reaction**, chemical bonds between atoms are broken and made, so the atoms get rearranged into new substances.
The simplest kind of chemical reactions involve two elements reacting together to make a compound.



Lesson 2 Conservation of Mass

Whenever a physical change or chemical reaction happens, the mass of the chemicals before is the same as the mass of the chemicals after. This is called the Law of Conservation of Mass.

The mass of a gas
It isn't easy to measure the mass of a gas, and it may seem as though gases don't weigh anything, but they do.

If 100 grams of water is put into a pan and boiled. Eventually, all the water will boil away as steam. If you collected all the steam and measured its mass, it would be exactly 100 grams.

Mass loss
If it looks like a physical change or a chemical reaction has lost mass, that is probably because gas has been produced and has escaped into the surrounding air.

Mass Gain
If it looks like a physical change or a chemical reaction has gained mass, that is probably because a gas from the surroundings has reacted and has become part of the product.

Lesson 3 Conservation of Mass (Thermal Decomposition)

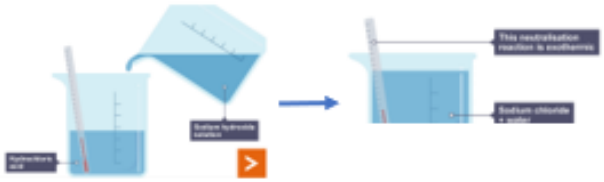
Lessons 4
Exothermic and Endothermic Reactions

When a chemical reaction happens, energy is transferred to or from the surroundings.

When energy is transferred **to the surroundings**, this is called an **exothermic** reaction and usually **feels hot**.

When energy is taken in **from the surroundings**, this is called an **endothermic** reaction and usually **feel cold**.

An example of an exothermic reaction. (Notice the reading on the thermometer has increased)



Exothermic and endothermic reactions that occur at room temperature in the science lab can be investigated using a thermometer.

Lesson 5
Acids & Alkalis

Acid:
Corrosive substance which has a pH lower than 7.
Acidity is caused by a high concentration of hydrogen ions.
Base:
A substance that reacts with an acid to neutralise it and produce a salt.
Alkali:
A base which is soluble in water.
Base:
Able to damage metal, stonework, clothes and skin.
Strong acids and alkalis are corrosive.
Neutralise:
To be made neutral by removing any acidic or alkaline nature.

Image	Source	Acid
	Vinegar	Ethanoic acid
	Fizzy drinks	Carbonic acid
	Tea	Tannic acid
	Vitamin C	Ascorbic acid
	Lemons	Citric acid

Lesson 6
Indicators

An indicator is a substance which will change colour depending on the pH of the solution it is mixed with.

The pH scale is a number scale from 0 to 14. It tells us how acidic or alkaline a solution is.

- Neutral solutions are exactly pH 7.
- Acidic solutions have pH values less than 7. The closer to pH 0, the more acidic a solution is.
- Alkaline solutions have pH values more than 7. The closer to pH 14, the more alkaline a solution is.

Litmus is an example of an indicator. It turns **red** in solutions that are **acidic** and it is **blue** in **alkaline** solutions.

Universal Indicator
Unlike litmus, universal indicator can show us how strongly acidic or alkaline a solution is, not just that the solution is acidic or alkaline. This is measured using the pH scale, which runs from pH 0 to pH 14.

Lesson 7 Neutralisation	Lesson 8 Naming Salts	Lesson 9 Making Salts
A chemical reaction happens if you mix together an acid and a base. The reaction is called **neutralisation**. When an acid and alkali neutralise each other they produce salt and water. A neutral solution can be made if you add just the right amount of acid and base together. Neutralisation is an example of an exothermic reaction.	Salts have scientific names. For example, the scientific name of table salt is sodium chloride. There are two parts to a salt name: 1. The first word is a **metal**, taken from the **alkali**. 2. The second word ends in **~ide** or **~ate**, taken from the **acid**. These three acids use different words for the name of salts produced by them: • A salt made from **hydrochloric acid** will end in **chloride** • A salt made from **nitric acid** will end in **nitrate** • A salt made from **sulfuric acid** will end in **sulfate** hydro*chloric* acid + **sodium** hydroxide → **sodium** *chloride* When an acid and alkali neutralise each other they produce **salt and <u>water</u>**. hydro*chloric* acid + **sodium** hydroxide → **sodium** *chloride* + <u>water</u> The general equation when an acid and alkali react together: Acid + alkali → salt + water Example: *nitric* acid + **sodium** hydroxide → **sodium** *nitrate* + water Your turn: hydrochloric acid + potassium hydroxide → lithium hydroxide + nitric acid → sulfuric acid → sodium hydroxide →	

Lesson 10
Reactivity Series

- Metals react differently. Some are very reactive and others are unreactive.
- Observations of reactions can be used to put metals into an order of reactivity.

Unreactive metals

- Some metals are very unreactive, meaning they don't easily take part in chemical reactions.
- For example, copper is unreactive so it can be used to make water pipes. This means that the water pipes will never react with the water passing through them.

Reactive metals

- Other metals are very reactive, meaning they easily take part in chemical reactions.
- Example - lithium is a very reactive metal. It is so reactive it has to be kept under oil to prevent it coming in contact with oxygen and moisture in the air. If it did come into contact with the air, it would react very quickly.

A reactivity series of metals can be created using the observations of their reactions with oxygen, water and acid.

The metals which show the fastest and most violent reactions are the most reactive.

Those which show no visible change are the least reactive.

In the reactivity series, the metals are in order of reactivity, with the most reactive metals at the top.

Lesson 11
Displacement Reactions

Displace:
When an element is displaced, it is pushed out of a compound by a more reactive element.

- In **displacement** reactions a more reactive metal will **displace** a less reactive metal from its compound.
- The reactivity series is a list of metals from the most reactive at the top to the least reactive at the bottom. It can be used to predict displacement reactions.
- Carefully planned **displacement** experiments can be used to put metals into a reactivity series.

- There is no reaction between a metal and a salt of the same metal.
- For example, iron cannot displace iron from iron chloride (a salt).

iron oxide + aluminium → iron + aluminium oxide

- Aluminium is more reactive than iron.
- This means the aluminium takes the oxygen from the iron oxide to produce aluminium oxide.
- The iron has been displaced from its compound so it is not bonded to anything after the reaction.

During this displacement reaction:

- the more reactive metal becomes less visible as it dissolves into the solution
- the less reactive metal from the salt coats the surface of the more reactive metal as it is displaced from its compound

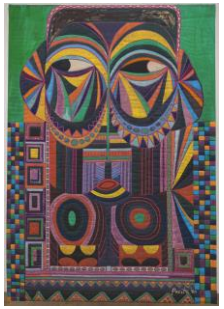
Yr7 Art & Culture -Artist References

Threshold Concept: Art & Culture go hand in hand. Art is the creative expression of culture, reflecting its customs, beliefs & values.

1. Mexican Day of The Dead Mask

2. African Festima Mask

3. 'Head of A Woman' by Pablo Picasso, 1907



4. 'European Mask' by Pacita Abad, 1990

5. 'Guerrilla Girls Talk Back' by Guerilla Girls, 2005

Key Vocabulary:

- Context = When, where, by whom, and why an artwork was made.
- Customs = A belief or way of doing something that has been established for a long time.
- Culture = the ideas & behaviour shared by a society, or group of people. Many things make up a society's culture. These things include the food, language, clothes, music, arts, customs and religion.

Art History – Key facts:

1. Mexican Day of the Dead masks represent skulls. The celebration originated as a way to honor the deceased and acknowledge death as a natural part of the life cycle. The celebrations take part in November throughout Mexico and Latin America.
2. Mask making is an ancient custom in Africa and 'Festima' is celebrated to protect the tradition. Festima masks are made of wood, straw, leaves and textiles and represent animals and ancestral spirits. African people believe that mask wearers embody the subject of the mask.
3. The Spanish artist Pablo Picasso was greatly inspired by African sculpture. His interest was sparked by another artist called Matisse who showed him an African mask. Picasso collected African masks. He liked their bold and angular shapes. He saw in them a strong and different beauty which he tried to capture in his own art.
4. This is a large quilted canvas by the Filipino artist Pacita Abad. It was inspired by the cultures that she saw during her travels in Asia, Africa and Latin America. It is made using sewing techniques – a traditional part of family education in the Philippines.
5. The Guerilla Girls are an anonymous group of feminist, female artists devoted to fighting sexism and racism within the art world. The group formed in New York in 1985 with the mission of bringing gender and racial inequality into focus within the arts community. They create posters, billboards, and public appearances to expose discrimination and corruption. To remain anonymous, members wear gorilla masks.

Yr7 C.3 Art & Culture

Knowledge & Inspiration:
A mask is a covering for all or part of the face that protects, hides or decorates the person wearing it. Masks can represent deities, spirits animals & ancestors.
African tribal artists create masks that celebrate qualities like nobility, beauty, courage and humour. Features are simplified, exaggerated and symmetrical, with angular or curved features. **Picasso**'s African Period, which lasted from 1906 to 1909, was the time when Picasso painted in a style which was strongly influenced by African sculpture and masks.

Ceramic Techniques:
Ceramics is the art of making objects using clay & firing them in an oven called a **kiln** at temperatures around 1200 c.
Modelling in sculpture is working by hand to build up form. In ceramics the artist's hands and metal and wooden tools are used.

Keywords:
Slab= clay rolled into flat sheets
Score & Slip = the method used to join 2 pieces of clay together
Wedging= kneading the clay to remove the air bubbles
Terracotta, Crank, Buff = types of clay
Low Relief = A sculpture where the image is only slightly raised or built out from a flat surface.

Venetian Carnival Masks

Mexican Day of the Dead Masks

Chinese New Year Masks

African Festima Masks

Drawing Techniques:
Mark Making: is used to describe the different lines, patterns, and textures we create in art. Keywords: Cross hatching, Stippling
Recording from observation = Looking at & drawing what you see
Primary sources = drawing from something real in front of you.
Secondary sources = drawing something from a picture
Drawing mediums
Pencil, Biro, Fine Liner Pen, Chalk & Charcoal & Oil pastel.
Each drawing media will give you a different effect.
For example, charcoal Is good for soft expressive marks , whereas pen will create crisp thin lines.

Drawing made using Cross hatching

Ceramic mask

The Guerilla Girls are an anonymous group female Art activists, to remain anonymous, members wear gorilla masks.

Elements of Art:
Line : A line is a path made by a point moving across a surface. It can go in any direction & be straight, curved, dotted, thick or thin. A continuous line drawing is produced without ever lifting the drawing instrument from the page.

Tone: The lightness or darkness of a surface (you can create different tones by using different grades of pencil /or by creating marks closer together)

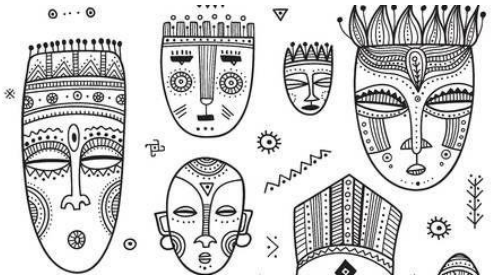
Texture: The feel or appearance of a surface. Texture can be created in ceramics by using clay tools to make marks & patterns in the surface of the clay or by rolling impressed textures in the surface of the clay.

Colour: Colour can be used in art to create mood and expression. Masks are often decorated with contrasting colours to create impact.

Pattern: A pattern is a design in which lines, shapes, or colours are repeated. You will use pattern to add surface decoration to your work.

Shape:. In this project you will be working with geometric, curved or angular shapes.

Form: Forms are 3 dimensional. In this project you will be creating a low relief mask with exaggerated curved, angular or elongated forms.



Computer Science

Year 7 - HTML Knowledge Organiser

What is the World Wide Web?

The internet is a global network of computers. The World Wide Web is the part of the internet that can be accessed through websites. Websites consist of webpages which allow you to see information.

A Search Engine

These are commonly mixed up with a browser by students. A search engine is actually a webpage that is used to search using keywords the Internet. These powerful webpages makes finding and accessing information on the internet quick and easy.

A Browser

Websites are accessed using a web browser. A browser is a program designed to display the information held on a website. Every website has an address at which it can be found, a bit like a house address.

Internet Explorer
Internet Explorer was once the most widely used web browser, but it is not used any more.

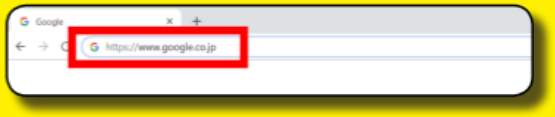
Safari
Safari is the default browser on Apple devices.

Firefox
Mozilla Firefox, or simply Firefox, is a free and open-source web browser

Chrome
Google Chrome browser is an open source program for accessing the World Wide Web and running Web-based applications.

Web Address

Each website has its own unique address that is used to host all its information, and that you can type into the address bar to find the page.
Every browser has a location (usually at the top) that shows you the address of pages, in Chrome it looks like this:



http – Each address contains the prefix 'http:' which tells the computer to use the hyper text transfer protocol for communicating with the website. The browser then connects to the internet, finds the website at its address and downloads the information stored there onto our computer for us to view.
www – **World Wide Web** – This means the page is located on a server and is available globally on the Internet.

Common HTML Tags

Html uses tags to tell the browser how to format text and images. A tag uses this syntax **<open a tag>** then it must be closed with a / later **</close a tag>**.

<html> … </html>	The root element. …
<head> … </head>	The document head. …
<title> … </title>	The page title. …
<body> … </body>	The page's content. …
** … **	A section heading. …
** … **	A paragraph. …
**<a> … **	A link. …
<img>	An image.

Transferring information via the internet

The internet is a global network of computers, some of which are called web servers. A web server is a computer which holds websites for other computers linked to the internet to access.
Holding a website is known as 'hosting'. A web server may host one or many websites and webpages. Sending information to a web server is known as **uploading**. Receiving information from a web server is known as **downloading**.

Hyper Text Markup Language - HTML

Webpages are created in a simple language called **HTML**. This is downloaded from the Internet and arrives at your computer and is interpreted by your Browser.

More Info…

If you are interested in doing more Web Design visit: https://www.w3schools.com/

Computer Science

Year 7 – Cycle 3 - Mime

MOVEMENT AND MIME

As an actor you will need to be able to explore methods of communication other than verbal. The use of movement and mime will enable you to appreciate the importance of body language and the unspoken word.

Key Knowledge

A mime artist is someone who acts out a story through body motions, without use of speech.

The origins of mime can be traced back to the theatre of ancient Greece. The Romans carried on the tradition, most notably during the reign of Emperor Augustus. The Christian Church, declaring the art form indecent, closed down many theatres and excommunicated the actors involved.

Mimes continued to work in traveling theatre groups throughout Europe, also appearing in the comic and religious plays of the Middle Ages.

Key Language

Choreography - the sequence of steps and movements in dance or figure skating, especially in a ballet or other staged dance.

Communication - the imparting or exchanging of information by speaking, writing, or using some other medium

Emotion - a strong feeling deriving from one's circumstances, mood, or relationships with others.

Mime - the theatrical technique of suggesting action, character, or emotion without words, using only gesture, expression, and movement.

Movement - an act of moving in a non naturalistic way

Non-Verbal - not involving or using words or speech

Perform - present (a form of entertainment) to an audience

Rehearse - practise (a play, piece of music, or other work) for later public performance.

Verbal - relating to or in the form of words

Key Skills

Body Language

Communication

Mime

Movement

Physical Theatre

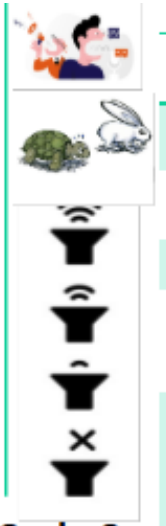
Teamwork

Year 7 – Cycle 3 Theatre in Education

Key Information

Theatre in Education (T.I.E) is a style of theatre that entertains AND educates its audience. It is usually targeted at a specific audience and aims to address **KEY** elements of a topic and perhaps give advice or guidance on how the audience might deal with issues or topics in the play.

Props and costumes on stage: often T.I.E performances have simple props and costumes that are on stage throughout the performance. The actors simply pick up what they need as the performance takes place



Vocal Skills

Tone	Tone suggests your mood and your intention towards the listener, e.g. happy or sad.
Pace	the speed at which someone speaks, e.g. the speed of response in an argument.
Pause	a dramatic pause used to create tension or a certain mood during a performance
Volume	How loud or quiet an actor delivers their lines
Accent	The choice of accent (usually regional or geographic) to convince the audience of a setting or characters background
Emphasis	the pressure on individual words that makes them stand out. Emphasis or stress for a particular effect is significant and can change the meaning of a sentence as well as the feeling behind it.
Projection	is the strength of speaking or singing whereby the voice is used powerfully and clearly to ensure an audience can hear all dialogue.

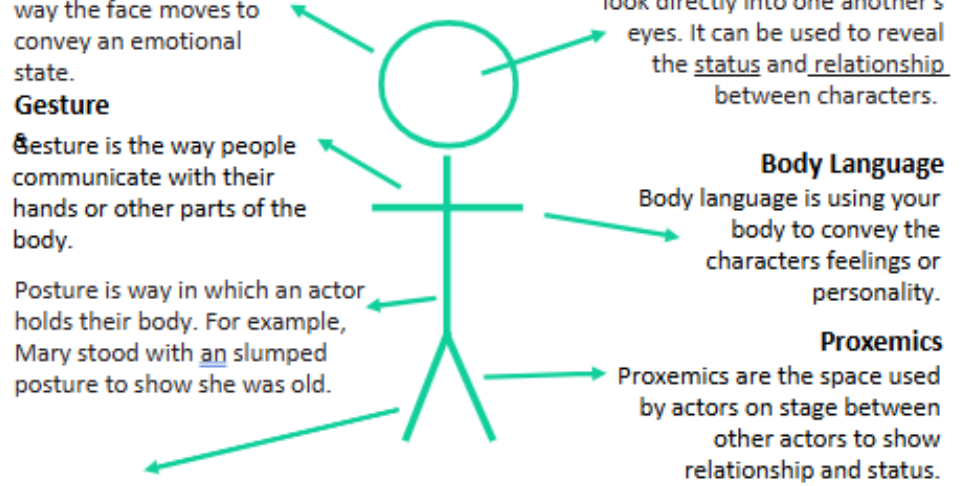
Dramatic Conventions

Direct address: Often T.I.E uses direct address when the characters – or a narrator might speak straight to the audience – this breaks the Fourth Wall.

Split role: is a technique used in T.I.E when different actors take on the same role or character. This might be at different times in the character's life. Often this character is shown with a piece of costume or a prop that is swapped between the actors.

Multi Role: A T.I.E technique that allows actors to take on different roles in the drama. Often the different roles are shown with a piece of costume or a prop to signify the change of character.

Physical Skills – 'Acting Stick Man'



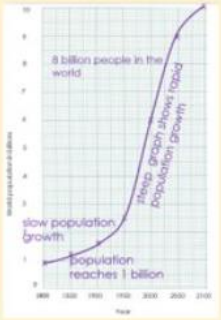
Lesson 1 Global population growth

Population is defined as all the inhabitants (people that live there) in a particular place

In 1800 there were less than 1 billion people on the planet. The population was only 900 million.

Between 1900 and 2022 is increased **exponentially** to 8 billion.

It is predicted to rise to **9 billion** by 2050 and then slow.



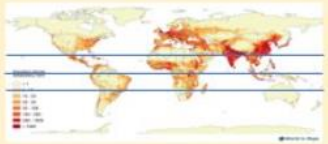
This growth may cause problems such as:

1. Ageing populations
2. Shortages of food and water
3. Climate change
4. Migration

1. What is the current global population to the nearest million?
2. What year/ decade did it start to grow rapidly?
3. What is the key term used to describe this rapid growth?
4. When is global population predicted to slow down?
5. State one environmental issue

Lesson 2 Where is everyone?

Population distribution: How the people in a country are spread out
Population density: The average number of people living in place per km²
Densely Populated: Lots of people per km²
Sparsely Populated: Very few people per km²



Physical reasons are to do with factors like **climate:** if the climate is more extreme (i.e. **too hot, cold, wet or dry)** there are usually fewer people there as living and **growing crops** is more **difficult.**

If a place is more **remote/ mountainous** then there are usually fewer people there as it is harder to access and **trade** with.

Traditionally, river **valleys** and **coastal** areas have proved popular places for humans to settle.

1. What is the key term used to describe the way a population is spread?
2. What is the key term used to describe number of people living per km² ?
3. What is the key term used to describe a high number of people living in an place?
4. What is the key term used to describe a low number of people living in an place?
5. State one physical reason why people might choose not to live in a place?

Lesson 3 Natural increase

Birth rate: The number of babies being born per 1000, per year
Death rate: The number of people dying per 1000, per year
Natural increase: Birth rates are higher than death rates to the population grows
Natural decrease: Death rates are higher than birth rates so population decreases
Infant mortality: The number children dying under 1 year old, per 1000

1. If birth rate is higher than death rate, this will lead to…
2. If death rate is higher than birth rate, this will lead to …
3. The movement of people to live permanently or semi permanently is known as …
4. What types of countries have the highest birth rates?
5. What types of countries have the lowest birth rates?

Lesson 4 Natural increase in HIC and LIC

HICs tend to have **lower growth rates (lower birth rates)** because:

- In HICs the women often have an education and a career. They marry later and have few children
- Families have access to contraception and its free on the NHS
- Some families chose to have fewer children as it is better for the environment and… children are expensive to raise.

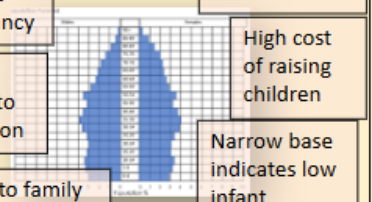
LICs tend to have **higher growth rates (higher birth rates)** because:

- Children fulfil an important role such as to collect water, food, firewood and look after the elderly
- Girls often stop going to school when they reach adolescence. They may start a family earlier.
- Infant mortality is high so parents have high number of children
- The cost or availability of contraception mean that people do not have access to it

1. In which types of countries is the population growing fastest?
2. In which type of country do girls stop going to school earlier?
3. In which types of country is to expensive to raise children?
4. Which types of countries have infant mortality?
5. Which types of countries have better access to contraception

Lesson 5 Population pyramids

These can tell us about the structure of a population. This includes how many old people, babies and young people there are, which is important for governments who are planning for the future.



High life Expectancy

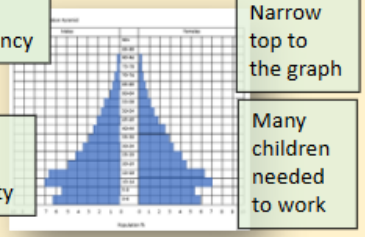
Good access to health care

Good access to education

High cost of raising children

Access to family planning

Narrow base indicates low infant mortality



Low life expectancy

Narrow top to the graph

High infant mortality

Many children needed to work

Limited access to contraception

1. What will the base of the population pyramid be like for a HIC?
2. What will the base of the population pyramid be like for a LIC?
3. How do we describe the shape of a population pyramid for a LIC?
4. How do we describe the shape of a population pyramid for a HIC?
5. Which pyramid is likely to be taller?

Lesson 6 China: One Child Policy

In the late 1950s there was rapid pop growth due to 'The Great Leap Forward'. But this also led to famine in 1959. So, In 1979, the government passed the **One Child Policy.**

The rules of the policy

Women must be sterilised after the first child
Parents would get 5-10% salary rise
Parents would have family benefits, including free education

Sanctions and Problems

The fine imposed was so large it would bankrupt many households (£22, 000)
All benefits were removed if they had another child
Female infanticide, Little Emperors and an Ageing population

Updates

2013 You could have two children in rural areas . You could have a second child if both parents were "One Childs" and the first was a girl. **Two child** policy introduced in 2016
Three child policy introduced 2021
China's population (2021) is approximately 1.41 billion

1. What is the population of China?
2. How many people died in the famine of 1959-1961?
3. When was the One Child Policy introduced?
4. How much was the fine if you had a second child?
5. How much did it reduce the population by?

Lesson 7 Ageing Population

Most HICs now having ageing populations
Where the number of **elderly people is increasing** because life expectancy increases and birth rates fall

Disadvantages

increase in elderly dependents will strain key services like health care
We'll need to pay for more retirement homes
There will be less people of working age paying tax which means there is less money going to the government
High level of pensions being paid out
Trying to find people to work in care homes can be difficult as it is emotionally hard and low pay

Advantages

Retired people provide free child support for their grand children
Many still work as CEOs or consultants as they have a wealth of experience and knowledge
Many retirees still work or even volunteer in their communities such as in charity shops or run community groups

1. Why is the population ageing?
2. What is the term for retirees and children?
3. What is the name for the people who are working?
4. What do they pay to the government?
5. State an important role the retirees play in society

Lesson 8 Migration

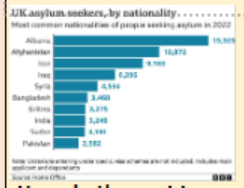
Migrant A person who moves from one place
Immigrant This is the key term used for someone entering a country
Emigrant This is the key term used for someone who has left a country
Economic migrant People who move for a new job or a better paid job. Some illegal migrants are moving for economic reasons
Internal migrant When people move **within** countries
Refugee "A person unable or unwilling to return to his or her homeland for fear of persecution based on reasons of race, religion, ethnicity, membership of a particular social group or political opinion!" **Asylum seeker** People who request asylum/ refugee status in another country.
Illegal migrant People who enter a country without authority (visa or asylum status) and hope to remain
Push factors are the **negative factors** about a place they are living
Pull factors are the **positive factors** about place they are moving to

1. The key term for a person leaving a country is…
2. The key term for a person entering a country is…
3. The key term for someone moving within a country is…
4. The key term for someone moving due to persecution or threat to life is ….
5. The negative factors about a place which make people leave are called…

Lesson 10 Migration to Europe

People are being forced to migrated dues to war, poverty and seeking new opportunities.

- Civil War in Syria 2015 –ongoing
- Afghanistan civil war 2001-2022
- Iraq 203 -2016 but there have been long lasting effects
- Political and economic instability in West Africa, Sudan, Eritrea has meant people are forces to leave



Where are they coming from?
This changes year on year. 2023 saw a sharp rise in the numbers coming from Ukraine

How do they get to Europe?
it can be hard to keep track of where people go. Countries like Greece and Italy receive the most migrants and struggle to cope with the numbers arriving by boat across the Mediterranean.

1. Which sea do migrants have to cross?
2. Name one country which has conflict which is forcing people to move
3. Which African country are most people coming from?
4. Which European country is accepting the most migrants?
5. Should the UK help?

Lesson 11 Who is coming to Europe?

People are arriving from different countries. In Afghanistan the Taliban have taken control again. They are an extremist regimes and limit the opportunities for girls in particular. Many Afghanistan people helped the UK and US military when they were in the country.

There is a lack of economic opportunities in Middle East and west and north Africa, there is also conflict and persecution of some groups. People often leave for a better life.

Most have to make the journey over land which is dangerous and can take weeks. They then have to pay people smugglers thousands of pounds to get across the Mediterranean in dangerous and unstable boats. Many don't make it.

1. Why do most people migrate?
2. How much do they pay roughly?
3. Why don't they just get a cheap flight with easy jet?
4. What are the conditions of the boats?
5. Are they immigrants or emigrants

Lesson 12 Impacts of migration

Many people in the international community **perceive** the UK to be a fair and safe place where people are respected… This may be because of our British Values

Benefits
Migrants help rebalance the UK ageing population
More cultural diversity and cultural mix
Migrants often fill a gap in the job market doing low paid difficult and dangerous jobs
Migrants pay tax which helps the economy
Migrants have helped to shape British Culture
The UK has positive international reputation due to its acceptance, tolerance and diversity and equality

Problems
Perception that migrants take jobs
Migrants can increase demand for services such as schools, hospitals, dentist
More people will increase demand for housing

1. What sort of jobs to migrants often take?
2. What is happening to the UK population? Younger or Ageing
3. Migrants have high levels of employment and pay ….
4. State one negative of migration
5. Is having a cultural mix a positive or negative thing

Lesson 13 Strategies to solve the crisis

International intervention: Some argue that a solution needs to be found in the countries were migrants are coming from, by resolving the conflicts and economic issues.

Deportation to Rwanda The U.K. announced a controversial multimillion-pound deal with Rwanda last year, **promising to deport** any migrants it deems have made "dangerous, unnecessary and **illegal journeys" to Britain.**

Increase Navy Patrols The Royal Navy is part of a fleet of EU warships that target people smugglers in the Mediterranean, and patrol the area. For example, HMS Richmond has been tasked to board and seize vessels off the coast of Libya, this is called Operation Sophia. Any migrants rescued will be process in Europe and may be deported.

Distribute Migrants fairly across EU nations

1. Which country did the UK want to deport illegal migrants to?
2. What was the Operation called which increase patrols in the Mediterranean?
3. Why is it difficult for HIC governments to intervene in the countries where the migrants come from?
4. What happens to the migrants that are picked up at sea?
5. Should all countries take the same amount of migrants?

Lesson 14 The Middle East

The **Middle East** is a geopolitical region encompassing the Arabian Peninsula, the Levant, Turkey, Egypt, Iran, and Iraq. It is located between Africa, Asia and Europe.

Turkey is sometimes called the *"gateway to Europe"* as many migrants take this route in to Greece and then Europe. Most of Turkey is in the Middle East

UAE is the United Arab Emirates. It comprises of 7 City States. Dubai and Abu Dhabi are the most famous

1. What is the main peninsular called?
2. Which continents is located between?
3. What the name of the largest and second largest country?
4. Which country is mostly in the Middle East but has a small part in Europe?
5. Spot the odd one out: Black, Red, Mediterranean and Yellow

Lesson 15 Why is it so important?

History, culture and religion
The Middle East has 3 main religions Islam (Muslims), Christianity (Christians) and Judaism (Jewish). There are a range of sites which are extremely important. There are hundreds of ethnic groups. Including Arabs, Turks, Persians, Kurds, Jews, Azeris, Baluch.

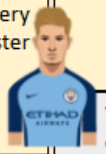
Energy
Energy1938 oil was discovered. It now produced 31% of all global oil and gas.

Water Resources

90% of Egypt's population live along the River Nile. It allows farming to take place and it is used to create energy from the Aswan Dam

Euphrates River is also vital for Turkey, Syria and Iraq as a key freshwater source. But there conflict over who should get the water

Economic power-houses
Some countries are extremely wealthy such as Qatar, Saudi Arabia and the UAE. This wealth is concentrated into the hands of very few people. Sheik Mansour own Manchester City and Saudi Arabia owns Newcastle United. Qatar owns the Shard in London



1. How much of the worlds oil supplies are in the Middle East
2. Name 3 Ethnic groups that live there
3. What is the name of the longest river?
4. Which UK Premiership football teams are have Middle Eastern owners
5. What is the name of the building in London which is owned by Qatar?

Lesson 16 Challenges in the Middle East

Water stress: The underground aquifer. It is being depleted.
Water conflict: Turkey has dammed the river Tigris and Euphrates which flow into Syria and Iraq. They now receive less water which has caused tensions.
Climate Change: The peninsular is getting hotter and the rainfall is becoming unreliable,
Fall in demand for oil and gas: Middle Eastern countries will receive less income from them
Food insecurity: Less than 2% of the land is naturally good for farming. Most has to be brought in from other countries
Civil war and conflict: There are a great many conflicts as a result of different ethnic groups being forced to live as one country. Most of the time they get on peacefully but we have seen increasing conflict. These wars are very complicated.
Terrorism: Al Qaeda, ISIS and other groups have risen from the area

1. What is the underground store of water called?
2. Which country dammed the Tigris and Euphrates?
3. How many people were displaced in Syria?
4. Which countries invaded Iraq in 2003?
5. What is the key terms used to describe taking the salt from sea water so it is drinkable?

Lesson 16 Continued

Turkey: Ongoing conflict between the government and Kurdish Rebels.
Syria: 2011-0n going civil war. 400 000 people have been killed and 5 million refugees.
Iraq: 2003- 2011. The USA and UK invaded to overthrow Saddam Hussein as they believed he was a danger to the region and world.
Israel and Palestine: Jewish people were offered Israel (a new country) after WW2. However, this displaced the Arab population of Palestine
Iran: Is suspected of developing nuclear weapons although it claims it is nuclear energy. The UN has stopped it trading with other countries so it and the .

Strategies
Water agreements: The countries should agree how much can be released through the dams
UN Peace Talks: The United Nations should try to intervene and hold peace talks
Desalination: Take water from the sea and remove the salt **Military aid:** Other countries could give them money to help defeat and terrorists
Drought resistant crops and hydroponics: Hydroponics uses only a little bit of water and the nutrients are in the water. No soil is needed and very little is wasted
Invest in other industries: Many of the Middle Eastern countries are trying to increase tourism as a source of income. They are holing global sports events such as FIFA World Cup, PGA Golf Tours, Grand Prix

Year 7 History Cycle 3A: The Reformation

1	This enquiry will focus on the Reformation which was a significant historical event based on changes to the church, with far-reaching consequences. We will look at what it was, the reasons for it and consider how far the people of England and Wales supported the ideas of the Reformation.

Timeline

2	21st April 1509 – Henry VII died and was succeeded (followed on the throne) by Henry VIII.
3	1517 – Martin Luther began his protests against the Catholic Church in Germany. A protestant.
4	1534 – Henry VIII began to separate from Rome (the Catholic Church) with the Act of Supremacy.
5	1536 – Dissolution of the monasteries starts. Carries on till 1541.
6	1549 – Edward VI made **Catholic** worship in England illegal (against the law).
7	1555 – Mary I burned **Protestants** at the stake.
8	1559 – Elizabeth's religious settlement. Made England and Wales **protestant** again, but with some compromises

Key Questions

9. What was the difference between Catholic and Protestant beliefs and practices?	**Catholic** • The Bible should be written and read in Latin. • Elaborate ceremonies. • Churches should be beautiful and contain ornate decorations and statues. • Church – strict hierarchy with the Pope, the voice of God, at the top. • Being a good Christian is about performing sacraments, following the Pope's rules and following the Bible.	**Protestant** • The Bible should be written in the language of the people reading it. • Church services should be simple and focused on the Bible. • Churches should be plain so that worship focuses on the bible. • There shouldn't be a strict hierarchy, because everyone is capable of communicating with God. • The most important part of being a Christian is studying and following the Bible.
10. Why did Henry VIII Break with Rome?	• In 1529 Henry wanted to divorce **Catherine of Aragon** but the **Pope** would not let him. • Anne Boleyn liked **Protestant** ideas and wanted changes in the church. • People thought the **Catholic** Church was corrupt and making money from them. • If Henry could stop money going to Rome he could raise extra money for **Wars.**	
11. How far did the people of England and Wales support the ideas of the Reformation?	**Examples of support for the Reformation** Anne Boleyn, Edward VI and Elizabeth I agreed with the Protestant faith. Henry VIII's archbishop of Canterbury, Thomas Cranmer, was a protestant. In Exeter, Thomas Benet and Agnes Prest were burnt at the stake for promoting the Protestant faith. During the reign of Mary I many Protestants fled abroad for safety, many others were burnt at the stake. It is likely that there was more support for the Protestant faith in the south-east of England and support grew over time, particularly after the harshness of Mary's Catholic reign. **Examples of opposition to the Reformation** When Henry VIII first heard about Martin Luther's protestant ideas, he wrote a book defending the Catholic Church. Thomas More and Bishop Fisher refused to accept Henry VIII as head of the church and were executed in 1535. There was much opposition to the closure (dissolution) of the monasteries ordered by Thomas Cromwell, during the reign of Henry III. In 1536-37, the Pilgrimage of Grace was a significant uprising focused on the closure of the monasteries, the abbot of Glastonbury was executed in 1539 for refusing to accept the abbey's closure. The Western/Prayer Book rebellion of 1549 opposed Edward's Protestant reforms. **Examples of acceptance** – it is likely that many people went along with the religious doctrines of the monarch in power, probably keeping their personal opinions private. The villagers or Morebath illustrate this.	

Key Words

12	**Dynasty**	A dynasty is a series of leaders in the same family. E.g. The Tudor dynasty (1485 - 1603).
13	**Heir**	A person who will inherit the crown after the current King or Queen dies.
14	**Reformation**	The growth of the Protestant religion after 1517, and the changes made by the Protestants in the churches.
15	**Protestant**	A group of people who protested against the Catholic church. They believed in plain, simple churches and worship to focus on the Bible.
16	**(Roman) Catholic**	Led by the Pope. They believed in beautiful decorated churches and wanted church services to be in Latin.
17	**Church of England**	The Protestant church set up in England after the Break with Rome. Also known as the Anglican Church
18	**Puritan**	Extreme Protestants, who wanted a very 'pure' religion, free from all the practices of the Roman Catholic faith.
19	**Pope**	The leader of the Catholic Church.
20	**Priest**	A person who was in charge of the village church.
21	**Monk**	Men who devote their lives to God.
22	**Martyr**	Someone who dies for their faith.
23	**Monastery**	Religious house led by an abbot
24	**Faith**	When you have faith, you trust or believe in something very strongly.
25	**Doctrine**	A doctrine is a set of beliefs.
26	**Vestments**	Special robes to wear during church services.
27	**Opposition Oppose**	To go against, disagree with or to challenge. Can be peaceful opposition or can be violent.
28	**Act of Supremacy**	The Act of Parliament in 1534, which declared that Henry VIII was the supreme ruler of the Church in England.
29	**Dissolution**	To close something or bring something to an end.
30	**Clergy**	People who work for the church e.g. priest, bishop,

Year 7 - Migration– Who are the British? Why did people migrate to Britain?

1	This enquiry provides, with broad brushes, a millennium of history which you will spend the next three years examining. This includes key shifts such as the Norman Conquest, the Reformation, the extension of British imperial projects and settler colonialism. It provides you with an introduction to some of the key history concepts.	
2	**1066 - 1500 Late Medieval migration**	During the late Middle Ages, Britain's trade with Europe increased. Many European migrants came to Britain to work.
3	**1500 - 1750 Early Modern migration**	In the sixteenth century, Europe became divided over religion. Many Protestants came to England to escape violence. Exploration overseas led to an increase in migrants from the wider world.
4	**1750 - 1900 Industrial and Imperial migration**	In the eighteenth century, Britain became the world's first industrial nation. People came to Britain seeking work and to build better lives. The expansion of the British Empire brought more migrants from the wider world.
5	**1900 - now Modern migration**	After the Second World War, the British Empire came to an end. Migrants from the Caribbean, India and Pakistan came to work in Britain. After 1973, Britain's membership of the European Union meant that people from different European countries came to Britain to work.

Key Words

6	**Commonwealth**	A commonwealth is a traditional English term for a political community founded for the common good.
7	**Empire**	A group of territories or peoples under one ruler
8	**European Union**	The European Union (EU) was formed to bring together the countries of Europe.
9	**Huguenots**	French Protestants who were treated very unfairly in the 16th and 17th centuries. Many Huguenots suffered cruel treatment because of their religion.
10	**Imperial**	Something magnificent, domineering or related to an empire. A royal government with control over an empire is an example of an imperial government.
11	**Industrial Revolution**	The Industrial Revolution was a time when the manufacturing of goods moved from small shops and homes to large factories. This shift brought about changes in culture as people moved from rural areas to big cities in order to work.
12	**Migration**	To move from one place to another
13	**Reformation**	The Reformation began in 1517 when a German monk called Martin Luther protested about the Catholic Church. His followers became known as Protestants. Many people and governments adopted the new Protestant ideas, while others remained faithful to the Catholic Church. This led to a split in the Church.
14	**Trade**	The buying and selling of goods and services.

Key Themes

15	**Reasons for migration**	People **migrated** to Britain for many reasons. Many were **refugees** fleeing persecution and seeking **asylum** and safety. Some were forced to come here against their will, kidnapped or enslaved. Most, however, were economic migrants looking for work and a better life.
16	**The experiences of migrants**	Britain was sometimes welcoming, and sometimes unwelcoming, to **immigrants**. Some integrated into British society quickly and easily, while for others it was a constant struggle. Several times throughout our history members of minorities had to organise and take action for recognition of their right to stay and belong.
17	**Responses to migration**	The responses of different sections of British society varied. **Governments** often welcomed immigrants because they brought great economic benefit. On the other hand, many laws were passed to control and restrict immigration, especially in recent years. Working people sometimes feared that immigrants threatened their jobs and wages. There were times of anti-immigrant violence and even expulsion. However, most settled and were eventually accepted in cities, towns and villages.
18	**The impact of migration**	There has been a deep and profound cultural and social impact, affecting language, fashion, food, music, literature and religious life. Economically, immigrants played a key role in the rise of manufacturing, the development of banking and **capitalism**, the industrial and technological revolutions and the modern service economy. The impact was not always easy, however. The changes brought by immigration often resulted in upheaval, conflict and communal tensions, as well as pressure on jobs and services.

Y7Fr LC3 Sentence Builder 1 – School description: Tu aimes ton école? Pourquoi?

J'adore **(I love)** **J'aime** **(I like)** **J'aime bien** **(I really like)** **Je n'aime pas** **(I don't like)** **Je n'aime pas du tout** **(I really don't like at all)** **Je déteste** **(I hate)**	**mon** école (**my** school) **mon** collège (**my** school)	**parce que/qu'** **car** **(because)**	**c'est** **(it is)**	grand (big) petit (small) moderne vieux (old) mixte (mixed)
			il y a **(there is/are)** **il n'y a pas de** **(there isn't/aren't)**	**une** cour (**a** playground) **une** piscine (**a** pool) **des** laboratoires (**some** science labs) **une** cantine (**a** canteen) **beaucoup d'**espaces verts (**lots of** green spaces) **un** gymnase moderne (**a** modern gym)
Dans mon école **Dans mon** collège (**at my** school)  	**la** meilleure chose (**the** best thing) **la** mauvaise chose (**the** bad thing) **la** pire chose (**the** worst thing) **ce que j'aime le** moins (**the bit I like the** least) **ce que j'aime le** plus (**the bit I like the** most)	**c'est que/qu'** **(is that)**	**je** dois (**I** have to) **on** doit (**we** have to)	étudier (study) **faire mes** devoirs (**do my** homework) écouter **les** professeurs (listen **to the** teachers) **faire du** sport/**de la** musique/**du** théâtre (**do** sport/music/drama)
			je peux **(I can)** **on peut** **(one can)**	jouer pendant **la** récré (play during **the** break) parler **avec mes** amis (speak **with my** friends) **faire des** clubs **de** sport (**do** sports clubs) **faire des** activités (**do** activities) apprendre **beaucoup de** choses (learn **lots of** things)

Y7Fr LC3 Sentence Builder 2 – Lessons : Quelle est ta matière préférée?

Opinion phrase	Noun	connective	verb	intensifier	adjective
Ma matière préférée **est** (**my** favourite subject **is**) **En** particulier **j'aime** (**In** particular **I like**) **La** matière **qui m'**intéresse **le** plus **c'est** (**the** subject **that** interests **me the** most **is**) ce que j'aime **le** moins **est** (**the** bit I liked **the** least is) ce que j'aime **le** plus **est** (**the** bit I like **the** most is) 	**les** maths (maths) **les** sciences (Sciences) **l'**anglais (English) **l'**informatique (ICT) **l'**allemand (German) **l'**EPS (PE) **l'**histoire (history) **l'**étude des médias (media studies) **l'**espagnol (Spanish) **la** physique(physics) **la** chimie (chemistry) **la** biologie (biology) **la** technologie (technology) **la** musique (music) **la** photographie (photography) **la** géographie (geography) **la** religion (RE/BVC) **le** dessin (art) **le** théâtre (drama) **le** français (French)	car parce que	c'**est**	trop (too) vraiment (really) très (very) assez (quite) **un** peu (**a** bit) hyper (super)	passionnant (exciting) fascinant (fascinating) amusant (funny) facile (easy) barbant (dull) difficile (difficult)
			le/la prof **est** (**the** teacher is)		sympa (nice) stricte (strict) gentil(le) (kind) drôle (funny) ennuyeux/se (boring)

Y7Fr LC3 Sentence builder 3 – Your school day : Comment est ta journée scolaire?

Verb	Noun	time	sequencer	verb	Noun	
J'ai (**I have**)	maths (maths) sciences (Sciences) anglais (English) informatique (ICT) allemand (German) EPS (PE) histoire (history) étude des médias (media studies) espagnol (Spanish) physique(physics) chimie (chemistry) biologie (biology) technologie (technology) musique (music) photographie (photography) géographie (geography) religion (RE/BVC) dessin (art) théâtre (drama) français (French) récré/déjeuner (break/lunch)	**à** neuf heures (**at** nine o'clock) **à** neuf heures **et** quart (**at** quarter past nine) **à** neuf heures **et** demie (**at** half past nine) **à** neuf heures moins **le** quart (**at** quarter **to** nine) **à** neuf heures dix (**at** ten past nine) 	**puis (then)** **ensuite (next)** **après (after)**	**j'ai**	maths (maths) sciences (Sciences) anglais (English) informatique (ICT) allemand (German) EPS (PE) histoire (history) étude des médias (media studies) espagnol (Spanish) physique(physics) chimie (chemistry) biologie (biology) technologie (technology) musique (music) photographie (photography) géographie (geography) religion (RE/BVC) dessin (art) théâtre (drama) français (French) récré/déjeuner (break/lunch)	**à** dix heures (**at** ten o'clock) **à** onze heures **et** quart (**at** quarter past eleven) **à** douze heures et demie (**at** half past twelve) **à une** heure moins **le** quart (**at** quarter **to** one) **à** deux heures dix (**at** ten past two)

Time phrase	verb + noun
Pendant **le** déjeuner/**la** récré (During lunch/break) Après **le** collège (After school)	**je** mange **à la** cantine/**sur le** champs (I eat **in the** canteen/**on the** field) **j'ai une** retenue (**I have a** detention) **je** joue **au** foot/rugby/tennis (**I** play football/rugby/tennis) **j'ai un** club **de** théâtre/musique/dessin (**I have a** drama/music/art club) **je** bavarde **avec mes** amis (**I** chat **with my** friends)

Y7Fr LC3 Sentence builder 4: Future Studies: Qu'est-ce que tu vas étudier à l'avenir?

Time phrase	auxiliary verb	infinitive	noun	connective	future tense	adjective
A l'avenir (In **the** future) **Dans le** futur (**In the** future) 	**je vais** **(I am going)**	étudier (**to** study)	**les** maths (maths) **les** sciences (Sciences) **l'**anglais (English) **l'**informatique (ICT) **l'**allemand (German) **l'**EPS (PE) **l'**histoire (history) **l'**étude des médias (media studies) **l'**espagnol (Spanish) **la** physique(physics) **la** chimie (chemistry) **la** biologie (biology) **la** technologie (technology) **la** musique (music) **la** photographie (photography) **la** géographie (geography) **la** religion (RE/BVC) **le** dessin (art) **le** théâtre (drama) **le** français (French)	**parce que** **car** **(because)**	**ce sera** **(it will be)** **ce ne sera pas** **(it will not be)**	impressionnant (awesome) facile (easy) sensass (fab) marrant (fun) fascinant (fascinating) barbant (dull) difficile (difficult)

Y7Fr LC3 Sentence builder 5 - Petit Nicolas - Ils étudient bien au collège?

Sentence starter	Noun	verb	adjective	connective	reason
 Selon **moi** (According **to me**) **Je trouve que/qu'** **(I find that)**	Nicolas (main character) Alceste (likes to eat) Geoffrey (rich) Clotaire (not very smart) Eudes (strong) Agnan (smart/wears glasses) Rufus (whistle) Joachim (has little brother)	**est** (**is**)	sage (sensible) méchant (mean) sympa (nice) studieux (studious) énervant (annoying) marrant (funny) idiot (silly)	**car** **(because)**	**il** étudie bien **au** collège (**he** studies well **at** school) **il fait des** blagues (**he makes** jokes) **il fait des** bêtises (**he makes** mischief) **il n'**écoute **jamais le** prof (**he never** listens **to the** teacher) **il est un** bon ami (**he is a** good friend) **il est** gentil (**he is** kind) **il est** méchant (**he is** mean) **il n'est pas un** bon ami (**he is not a** good friend)

Je pense qu'il est important **de/d'** (**I think that it's** important) **Je pense que ce n'est pas** important **de/d'** (**I don't think it's** important)	bien étudier **au** college (**to** study well **at** school) s'amuser **au** college (**to** have fun **at** school) écouter **le** professeur (**to** listen **to the** teacher) **faire ses** devoirs (**to do their** homework)

Year 7 Learning Cycle 3 Sentence Builder 1:

¿Dónde está tu casa? – Where is your house?

Verb	Noun	Noun	Preposition	Noun
Vivo **en** = I live **in** Vives **en** = You (s) live **in** Vive **en** = He/she it lives **in** Vivimos **en** = We live **in** Vivís **en** = You (pl) live **in** Viven **en** = They live **in**	**una** casa = **a** house **una** granja = **a** farm **un** piso = **a** flat	**en** Inglaterra = **in** England **en** Escocia = **in** Scotland **en** Gales = **in** Wales **en** Irlanda = **in** Ireland **en** España = **in** Spain **en** México = **in** Mexico **en** Argentina = **in** Argentina **en** Costa Rica **en** Cuba **en** Perú **en** Colombia **en** Chile **en** Ecuador **en los** Estados Unidos =**in the** US	cerca **de** = near **to** lejos **de** = far **from** **en = on/in**	**la** playa = **the** beach **la** costa = **the** coast **la** montaña = **the** mountain **el** campo = **the** countryside **una** ciudad = **a** city **un** pueblo = **a** town **un** pueblito = **a** village
Voy a vivir **en** = **I am going** to live **in**				

Year 7 Learning Cycle 3 Sentence Builder 2:

¿Qué haces cuando hace buen/mal tiempo? – What do you do when its good/bad weather

Preposition	Weather idiom	Verb	Detail
cuando = when 	hace buen tiempo = it's nice weather hace mal tiempo = it's bad weather hace sol = it's sunny hace calor = it's hot hace frío = it's cold llueve = it's raining nieva = it's snowy	bailo = I dance bailamos = we dance **voy a** bailar = I am going to dance escucho música = I listen to music escuchamos música = we listen to music **voy a** escuchar música = I am going to listen to music leo = I read leemos = we read **voy a** leer = I am going to read juego **al** fútbol = I play football jugamos **al** fútbol = we play football **voy a** jugar al fútbol = I am going to play football juego **a los** videojuegos = I play **at** the videogames jugamos **a los** videojuegos = we play **at** the videogames **voy a** jugar **a los** videojuegos = I am going to play **at** the videogames **hago mis** deberes = **I do my** homework **hacemos nuestros** deberes = **we do our** homework **voy** a **hacer mis** deberes = I am going to do **my** homework monto **en** bici = I ride **on** bike montamos **en** bici = we ride **on** bike **voy** a montar **en** bici = I am going to ride **on** bike tomo **el** sol = I take **the** sun tomamos **el** sol = we take **the** sun **voy** a tomar **el** sol = I am going to take **the** sun	**con mis** amigos = **with my** friends **con mi** familia = **with my** family **con mi** novio = **with my** boyfriend **con mi** novia = **with my** girlfriend

Year 7 Learning Cycle 3 Sentence Builder 3:

¿Qué haces los fines de semana – What do you do at the weekend?

<table>
<tr><th>Time phrase</th><th colspan="2">Verb</th><th>Connective</th><th>Verb</th><th>Adjective</th></tr>
<tr><td>los fines de semana = at the weekend
los sábados = the Saturdays
los domingos = the Sundays</td><td colspan="2">(yo) bailo = I dance
(tú) bailas = you (singular) dance
(él/ella) baila = he/she/it dances
(nosotros) bailamos = we dance
(vosotros) bailáis = you (plural) dance
(ellos/ellas) bailan = they dance

(yo) escucho música = I listen to music
(tú) escuchas música = you (sing) listen to music
(él/ella) escucha música = he/she/it listens to music
(nosotros) escuchamos música = we listen to music
(vosotros) escucháis música = you (pl) listen to music
(ellos/ellas) escuchan música = they listen to music

(yo) leo = I read
(tú) lees = you (sing) read
(él/ella) lee = he/she/it reads
(nosotros) leemos = we read
(vosotros) leéis = you (pl) read
(ellos/ellas) leen = they read</td><td rowspan="2">porque = because</td><td rowspan="2">es = it is</td><td rowspan="2">divertid@ = fun
interesante = interesting
aburrid@ = boring
tedios@ = tedious
repetitiv@ = repetitive
difícil = difficult
fácil = easy
útil = useful
importante = important
guay = cool

  </td></tr>
<tr><td>el fin de semana próximo = next weekend
el fin de semana que viene = next weekend</td><td>(yo) voy = I am going
(tú) vas = you (sing) are going
(él/ella) va = he/she/it is going to
(nosotros) vamos = we are going
(vosotros) vais = you (pl) are going
(ellos/ellas) van = they are going</td><td>a bailar = to dance
a escuchar = to listen
a leer = to read</td></tr>
</table>

Year 7 Learning Cycle 3 Sentence Builder 4:

¿Qué hay en tu zona? – What is there in your area?

Detail	Verb	Article	Noun	Connective	Verb	Infinitive
En mi región = **in my** región **En mi** pueblo = **In my** town	**hay = there is/are**	**un = a** **el = the** **una = a** **la =the**	parque = park centro comercial = mall polideportivo = sports centre museo = museum ayuntamiento = town hall teatro = theatre cine = cinema piscina = swimming pool playa = beach biblioteca = library plaza = town square bolera = bowling alley	**donde = where**	**puedo = I can** **puedes = You (s) can** **(mi madre) puede = (my mum) can** **podemos = we can** **podéis = you (pl) can** **pueden = they can**	jugar = to play descansar = to rest

Year 7 Learning Cycle 3 Sentence Builder 5:

¿Como es tu zona? – What is your area like?

Opinion	Noun	Connective	Verb		Connective
me encanta = I love **me gusta = I like** **no me gusta = I don't like** odio = I hate Vivo **en** = I live **in** Vives **en** = You (s) live **in** Vive **en** = He/she it lives **in** Vivimos **en** = We live **in** Vivís **en** = You (pl) live **in** Viven **en** = They live **in** **Voy a** vivir **en** = **I am going to** live **in** **Vas a** vivir **en** = **You are going to** live **in** **Va a** vivir **en** = **He/she/it is going to** live **in** **Vamos a** vivir **en** = **We are going to** live **in** **Vais a** vivir **en** = **You are going to** live **in** **Van a** vivir **en** = **They are going to** live **in**	**mi** país = **my** country **mi** región = **my** región **mi** pueblo = **my** town **donde** vivo= **where** I live	**porque =** **because**	**es = it is**	animad@ = lively tranquil@ = peaceful histór ic@ = historical industrial =industrial **bonit@ =pretty** **fe@ = ugly**	**y =** **and** **pero =** **but** sin embargo = however **también =** **also**
			está = it is **(located)**	**en la** playa = **on the** beach **en el** campo = **in the** countryside **en la** costa = **on the** coast **en la** montaña = **in the** mountains	
			hay = **there is**	**mucho que hacer = lots that to do** **una** playa = **a** beach **una** piscina = **a** swimming pool **un** cine = **a** cinema **un** parque = **a** park **un centro** comercial = **a** shopping **centre**	
			no hay = **there isn't**	**nada que hacer = nothing that to do**	
			hace = it **makes**	**buen** tiempo = **good** weather **mal** tiempo = **bad** weather	

Composition & Music Technology

1. Key Vocabulary

Term	Definition
Composition	The process of creating and arranging music.
DAW (Digital Audio Workstation)	A software used to record, edit, and produce music.
Logic Pro	A professional DAW used for music production.
Apple Loops	Pre-recorded musical patterns that can be used to create compositions.
MIDI	A way of recording and editing musical notes digitally.
Tempo	The speed of a piece of music, measured in BPM (Beats Per Minute).
Pitch	How high or low a note sounds.
Dynamics	The volume of a sound (e.g., loud or soft).
Quantisation	Adjusting the timing of MIDI notes to fit a grid, making them more accurate.
Arrangement	How different sections of a composition are structured (e.g., intro, verse, chorus).

2. Understanding Logic Pro X

Basic Tools in Logic Pro

- **Track Header**: Where different instruments and sounds are organised.
- **Transport Bar**: Controls playback, recording, and tempo.
- **MIDI Editor**: Where notes can be placed and adjusted.
- **Apple Loops Browser**: Used to find pre-made sounds and beats.

3. Using Apple Loops

Steps to Add Apple Loops:

1. Open **Loop Browser** in Logic Pro.
2. Search for loops by **genre, instrument, or mood**.
3. Drag and drop loops into the **arrange window**.
4. Layer different loops to build a full composition.

Tip: Use loops creatively by adjusting their pitch, tempo, or cutting them to fit your composition.

4. MIDI Recording & Editing

Steps to Record MIDI:

1. Create a **new software instrument track**.
2. Select a **virtual instrument** (e.g., piano, synth, drums).
3. Press **record** and play notes on a MIDI keyboard.
4. **Edit MIDI notes** in the piano roll by adjusting pitch and length.

🎵 **Tip:** Use **quantisation** to fix timing errors and keep everything in sync!

5. How to Compose a Piece of Music

Key Tips for Composing:

1. **Start with a strong idea** – this could be a melody, rhythm, or chord progression.
2. **Use repetition and variation** – repeat themes but change small details to keep it interesting.
3. **Structure your piece** – a typical structure could be **Intro → Verse → Chorus → Verse → Chorus → Outro**.
4. **Layer different sounds** – add bass, chords, and melody to create a full arrangement.
5. **Experiment with dynamics** – changing volume and intensity keeps the listener engaged.
6. **Listen and refine** – play back your work and make small changes to improve it.

🎵 **Tip:** Keep it simple! A great melody with a few strong supporting parts is better than something overly complicated.

6. Building a Composition

Basic Structure of a Song:

- **Intro** – Sets the mood of the piece.
- **Verse** – Main storytelling section.
- **Chorus** – The most memorable, repeated section.
- **Bridge** – A contrasting section that adds variety.
- **Outro** – Brings the song to a close.

🎵 **Tip:** Keep it simple! Start with a **drum beat**, then add **chords**, and finally layer a **melody**.

KS3 Physical Education Head, Heart, Hands Assessment

Mastery	• I can **explain** a number of rules. I can **make links** between the strategies and tactics in different activities. • I am able to **apply** how key words on the knowledge organiser **relate** to different activities. • I am able to **analyse** performance to prioritise strengths and areas for development. I can communicate feedback and explain key coaching points.	• I am **hard working** and consistently give **100% effort.** I eagerly accept challenges and am a **role model** to others. • I am able to bring out the best in others to increase success when working as a team. • I demonstrate confidence and authority when officiating, leading and participating.	• I can **make links** between skills and techniques which will enable me to be successful across a range of sports and activities. • I can explain a problem to a team and communicate strategies to solve that problem. • Demonstrates **excellent fitness** across **all** activities.
Secure	• I can **explain** a number of rules. I can **apply** strategies and tactics in different activities. • I am able to **explain** all key words on the knowledge organiser • I am able to **analyse** performance and communicate strengths and areas for development.	• I am consistently on task and putting in my best effort • I am effective when working as a team and show respect to staff and equipment • I can demonstrate confidence to lead a group successfully	• I can apply appropriate skills and techniques to be successful within a competitive scenario • I can **identify a problem** and suggest solutions for pre-determined and spontaneous situations. • Demonstrates **very good fitness** across **a range** of activities.
Developing	• I can describe a limited number of rules, strategies and tactics • I am able to describe some key words on the knowledge organiser • I am able to **identify** strengths and areas for development and communicate **basic** feedback	• I am able to follow most instructions and am consistently on task • I am respectful when working as a team, to staff and equipment • I am developing my confidence and can demonstrate leadership qualities	• I am Developing the ability to apply skills and techniques within a competitive scenario • I can **identify a problem** and suggest solutions for pre-determined situations. • I can Demonstrate **good fitness** across **most** activities.
Emerging	• I can **identify** a limited number of rules, strategies and tactics. • I am able to **name** some key words on the knowledge organiser • I am able to **identify** strengths and areas for development.	• I am able to follow **simple instructions** and am developing the ability to stay on task • I am **developing** the ability to be respectful when working in a team • I am **developing** my confidence and understand the qualities that make a good leader	• The quality of **technique** is maintained for **few skills** and often deteriorates in challenging practises. • **Developing** problem solving skills but this may be ineffective for both pre-determined and spontaneous situations. • Fitness is a key area for development to become more effective within activities.
KS3 **Head | Heart | Hands** **Assessment**	**Head** **Knowledge | Understanding | Feedback Analysis | Rules | Strategies and Tactics**	**Heart** **Effort | Teamwork | Respect Leadership Resilience | Confidence**	**Hands** **Fitness | Physical Ability Technique Competition | Problem solving**

Year 7 Cycle 3 Sport and PE Knowledge Organiser

Week 1 and 2	Week 3 and 4	Week 5 and 6	Week 7 and 8	Week 9 and 10	Week 11 & 12
Macro Nutrients	**Balanced Diet**	**Balanced Diet**	**Hydration**	**Applying to sport**	**Sedentary Lifestyle**
A balanced diet should include: • 55-60% carbohydrates • 25-30% fat • 15-20% protein **Carbohydrates** Main energy source. Includes bread, pasta and potatoes. **Fat** Energy source and helps carry vitamins around the body. Avocado, nuts, butters **Protein** Used for growth and repair of body: Milk, Eggs, Fish, Meat, Nuts, Seeds	A balanced diet is eating the right number of **calories** to deal with the energy that will be needed to complete everyday tasks and exercise. It also means eating different food types to provide suitable nutrients, vitamins and minerals. A truly **balanced diet** contains lots of different food types and a mixture of carbohydrates, protein and fat from a variety of sources.  You should aim to eat 5 portions of fruit and vegetables each day.	The average adult male requires **2500 kcal/day** and the average adult female requires **2000 kcal/day**. The figures are dependent on; age, gender, height, energy expenditure and basil metabolic rate (BMR). **Foods that benefit the body** **High fibre** cereals and whole grains provide fibre – prevents constipation and reduces cholesterol. Milk, cheese and dairy products provide **calcium** – good for nerve and muscle function, teeth and bone growth. **Iron rich foods** such as spinach and liver – help the immune system and production of red blood cells. Oily fish, eggs and butter – provide **vitamin D** to help bones. Citrus fruits and broccoli – provide **vitamin C** and aid the immune system, skin elasticity and blood vessel function.	Water makes up more than half of the human body. We must maintain **hydration** levels to assist bodily functions. How much you drink depends on: • The environment • The temperature • Exercise levels  **Dehydration** has some harmful effects: • Blood thickens • Heart rate increases • Reaction time gets slower	Our **Diet and Hydration** levels will vary depending on how active we are.  This can be referred to as **Energy balance**. The aim for most people to maintain a healthy body is to consume the same number of calories as you use. How would you **vary** your intake of Carbohydrates, Fats, Protein and Water in you did the following activities? • A rugby match • A netball match • A marathon • Horse riding	A **sedentary** lifestyle is when there is very limited or no physical activity in a person's lifestyle. More people are leading sedentary lifestyles due to advances in **technology**. Instead of walking or cycling to places people are driven or take public transport. Individuals spend more time sitting & using computers. It is reports in the UK people spend 9hours a day sat down. Standing instead of sitting is a way to combat this. **What could the impact of a sedentary lifestyle be?**

My PE Targets

Cycle 1	Knowledge Organiser score:	Emerging	Developing	Secure	Mastery
My Target:					
Cycle 2	**Knowledge Organiser score:**	**Emerging**	**Developing**	**Secure**	**Mastery**
My Target:					
Cycle 3	**Knowledge Organiser score:**	**Emerging**	**Developing**	**Secure**	**Mastery**
My Target					

How to make a SMART target in PE

- Read the assessment band that you have been awarded
- Self-assess the most important area for you to develop out of Head, Heart and Hands
- Choose one bullet point from the band above that you are going to try and focus on in the next cycle

Examples of Targets

- This cycle I am going to try and work with different students in my group
- To demonstrate respect to others I am going to focus on listening when they are talking
- To show resilience even when practices get more challenging
- To improve my cardiovascular fitness by attending fitness suite club
- To improve my skill level by attending Badminton club

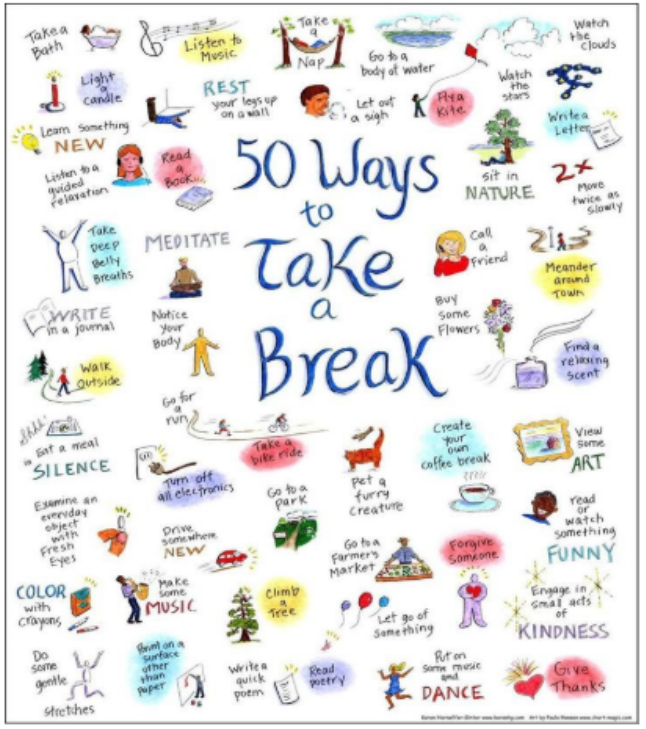
PSHE: How can I look after my well- being?

Key terms:

Mental health		**This refers to how we feel, how well we're coping with daily life or what feels possible at the moment.**
Good mental health		Having good **emotional** and **mental** health is when we are in control of our thoughts, feelings, and behaviour. We are able to cope with life's challenges, and we mostly feel good about ourselves and have good relationships with others.
Mental health		Relating to the mind
Physical		Relating to the body as opposed to the mind.
Emotions		These are also called **feelings.** They can be affected by situations and our relationships with others
Healthy coping strategy		Good things we can do to help us to manage our most intense, thoughts and emotions.

Take a break: do something you enjoy

Try to plan some activities that you enjoy and which will take your mind off things, whether that's texting or face-timing a friend, watching a film, reading a book or going for a walk.



PSHE: How we can we look after our well-being?

Support at school

- Your tutor
- Your Raising Standards Lead
- Your Inclusion Lead
- Your PSHE teacher / PSHE team including Mrs Joyce
- Ms Ray and Miss Lee (in charge of safeguarding)
- Any teacher

Peer led student support:
•Your 6th from Mental Health Ambassador
•Your 6th form student leaders – email Mrs Joyce

Wellbeing support at lunchtime:
•Monday break 2 in RE3– see the well-being mentors drop in for a chat, advice, or just come and spend some time in a relaxed, safe environment
•Thursday break 2 Equality and Diversity group
•Just Dance in the hall Friday Break 2

There are lots of places to get advice and support online.

ChildLine:
www.childline.org.uk Phone: 0800 1111

Young Minds:
www.youngminds.org.uk

Samaritans:
www.samaritans.org Phone: 116 123

In a crisis, text 'Shout' to 85258

5 minute mental wellbeing actions

These are simple, free actions you can do daily.
Many take very little time or energy, and most can be done in less than five minutes.

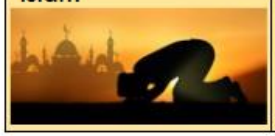
- **Breathe – take a few deep breaths**
- **Have a glass of water**
- **Have a healthy snack**
- **Do a 5 minute burst of exercise**
- **Connect with someone you care about – give them a hug, send them a message**
- **Take a moment to be still and present**

EH4MH EARLY HELP 4 MENTAL HEALTH

'10 a day' choices towards balancing our mental health

BVC: What Is Meant By An Abrahamic Faith?

1. Key Terms

Abrahamic 	A group of religions centred around worship of the God of Abraham: Judaism, Christianity and Islam.
Monotheism 	The belief that there is only one God.
Judaism 	The world's oldest monotheistic religion.
Christianity 	The religion based on the person and teachings of Jesus
Islam 	A religion based on a belief in one God and the teaching of Muhammad

2. More Key Terms

Omnipotent 	The idea that God is all powerful
Omniscient 	The idea that God is all knowing/all seeing
Omnibenevolent 	The idea that God is all loving
Covenant 	An agreement between God and people.
Sacrifice 	Offering something precious to God

3. A Few More Key Terms!

Test of faith 	Trusting God and relying on Him rather than yourself
Exodus 	The departure of the Israelites from Egypt.
Moral Code 	A set of rules about how people should behave.
Ten Commandments 	The ten laws that God gave to Moses and the Israelites on Mount Sinai.
Adultery 	Having sex with someone other than your husband/wife; cheating.

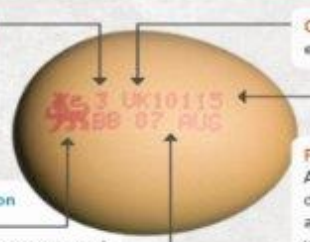
Knowledge Organiser

5 reasons for eating 5 a day

1. Fruit and vegetables are a good source of vitamins and minerals, including folate, vitamin C and potassium.
2. They're an excellent source of dietary fibre, which can help to maintain a healthy gut and prevent constipation and other digestion problems. A diet high in fibre can also reduce your risk of bowel cancer.
3. They can help to reduce your risk of heart disease, stroke and some types of cancer.
4. Fruit and vegetables contribute to a healthy, balanced diet.
5. Fruit and vegetables taste delicious and there's so much variety to choose from.

Fruit and vegetables are also usually low in fat and calories (provided you don't fry them or roast them in lots of oil). That's why eating them can help you maintain a healthy weight and keep your heart healthy.

EGG PRINTING EXPLAINED



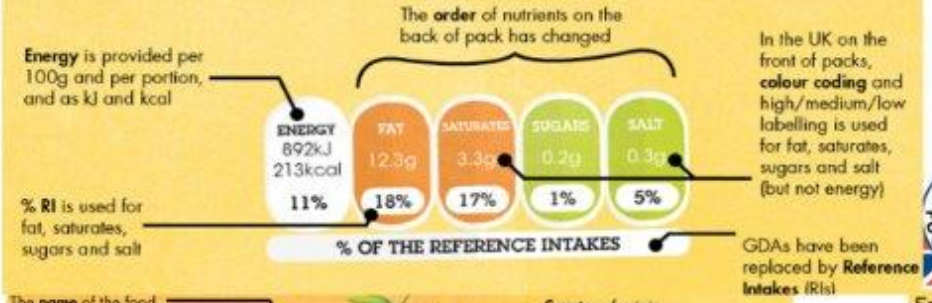
Vegetables are available in many varieties and can be classified into biological groups or 'families', including:

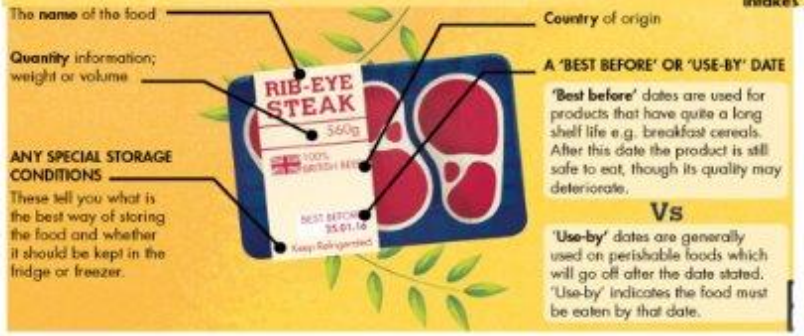
- Leafy green - lettuce, spinach and kale
- Cruciferous - cabbage, cauliflower, Brussels sprouts and broccoli
- Marrow - pumpkin, cucumber and courgette
- Root - potato, sweet potato and carrot
- Edible plant stem - celery and asparagus
- Allium - onion, garlic and shallot.

NUTRITION LABELLING

Nutritional information on the label can help you make healthier eating choices. Since 2014 there have been new European regulations on food labeling, controlling all the information on food labels from nutrition labelling and the ingredients list, to the size of the writing used.

What do nutrition labels on food include now?





Farm assured means that the farms have met robust standards of food safety and hygiene animal health and welfare.
The tractor logo is a sign of farm assurance and products can be tracked back to the farms they came from.

Fruit is the sweet, fleshy, edible part of a plant. It generally contains seeds. Common types of fruits include:

- Apples and pears
- Citrus - oranges, grapefruits, mandarins and limes
- Stone fruit - nectarines, apricots, peaches and plums
- Tropical and exotic - bananas and mangoes
- Berries - strawberries, raspberries, blueberries, kiwifruit and passionfruit
- Melons - watermelons, rockmelons and honeydew melons

Fairtrade

Fairtrade changes the way trade works through better prices, decent working conditions and a fairer deal for farmers and workers in developing and **lower economically developed countries (LEDC)**. This enables them to have more control over their lives and decide how to invest in their future, and maintain their livelihood.

There is a wide range of food products that are certified as being Fairtrade such as coffee, cocoa, bananas, rice and sugar. By choosing Fairtrade products the purchaser makes a decision to try and support not only farmers and their families, but also the communities that they live in. The premium attached to Fairtrade products means that the additional money raised from products can be invested, by the farmers themselves, into community development such as schools, health care, transport and sanitation.

Fairtrade bananas

Seasonal food

When we visit the supermarket we often take for granted the range of products available to us. However, we don't often stop to think about where the foods come from and whether or not they are in season. Seasonal food means the foods that are available at different times of the year in the UK, according to their growing season. When considering seasonal foods we most often think of fruits and vegetables, although meat and fish also have seasons.

There are a number of benefits to eating more local, seasonal food:

- To reduce the energy needed to grow and transport the food we eat, which also reduces carbon emissions.
- To avoid paying more for food that has had to travel further.
- To support the local economy.
- Seasonal food is fresher and so tends to be tastier and more nutritious.

Sensory descriptors

When analysing food products we use a range of vocabulary to describe each of the sensory qualities. Often these descriptors can be used to describe more than one of the food's attributes. This is because the senses are closely linked.

Appearance and colour

Taste and texture

Smell or aroma

Sound

Below are some examples of sensory descriptors.

Taste	Texture	Aroma	Appearance	Sound
Spicy	Moist	Sweet	Colourful	Crunchy
Bland	Soft	Yeasty	Dull	Sizzling
Sour	Juicy	Spicy	Shiny	Bubbling
Sweet	Crunchy	Citrus	Smooth	Popping
Salty	Chewy	Savoury	Rough	Fizzy
Fruity	Crisp	Buttery	Uniform	
Bitter	Smooth	Cheesy	Size	

Knowledge Organiser for Yr7 Sweet Dispenser Project – **KEY TERMS & DEFINITIONS**

Natural Timbers – Hardwoods:

Hardwoods come from deciduous (broad leaf) trees and are usually slow growing which tends to make them more expensive. Hardwoods usually have a broad leaf shape. They can be harder to work with but are typically more durable.

- Hardwoods are deciduous which means they lose their leaves.
- You can distinguish hardwoods by the structure of the wood grain as it is much closer together than softwoods.
- Hardwood is much more expensive than softwood because they take longer to grow.
- Examples include oak, teak, mahogany and beech.

Natural Timbers – Softwoods:

Softwoods come from coniferous trees which have needles instead of leaves. Softwoods grow faster than hardwoods so are cheaper and easier to work with because they are often softer than hardwoods, but this isn't always the case.

- Evergreen coniferous trees do not lose their leaves.
- Softwoods are often used in the construction industry.
- Softwood trees grow long and straight so giving long planks of wood.
- Examples include pine, spruce, larch and fir.

Manmade boards:

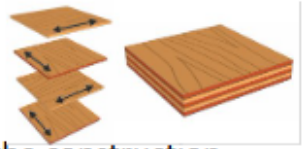
Manmade boards are commonly used in the construction industry, for interior fittings and furniture. They are more stable than natural woods and are less likely to warp and twist out of shape. They are nearly always 2.4m x 1.2m in size. Manmade boards such as plywood.

Three main types of manmade boards are:

- Plywood
- Particle boards e.g. chipboard
- Fibre boards e.g. MDF

These are all manmade in factories and are usually composed of natural woods and resin which binds them together. They can also be constructed so that they are extremely wide, making plywood a popular material in the construction industry.

We are mostly using plywood to make your sweet dispensers from, but there are many different types available:



- Soft wood ply tends to be used in the construction industry for walls, roofs and floors
- Hardwood ply often used for quality laminate flooring, kitchen units and some furniture
- Marine plywood is used in boat hull construction as it is specially treated so that it is water resistant

Knowledge Organiser for Yr7 Sweet Dispenser Project – **TOOLS, EQUIPMENT & MATERIALS**

Power fretsaw

Plywood

Tenon saw

Glass paper & sanding block

Steel rule

Cordless drill

Bench vice

Clamp

Try square

Pillar drill

Belt sander

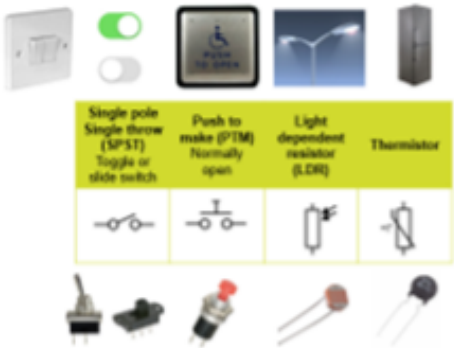
Tung oil

PVA glue

MOOD LIGHT

INPUTS

Below are circuit symbols for some input components used in electronic circuits.



OUTPUTS

Output components are then used to change the electrical energy into light, sound, heat and movement.

EQUIPMENT

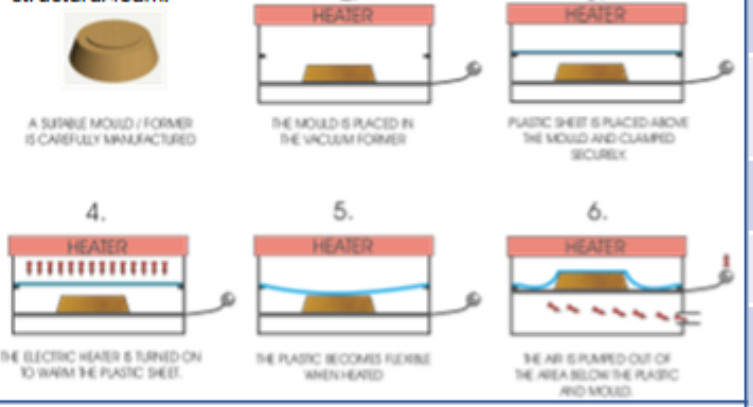
STOCK FORMS

VACUUM FORMING

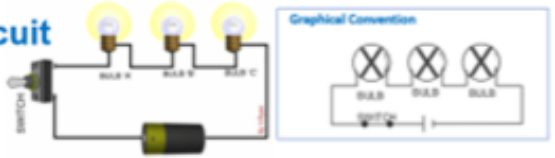
A manufacturing method used to shape plastic materials. During the vacuum forming process, a sheet of plastic is heated and then pulled around a single mold using suction.

Used for car parts, packaging, dental aligners, household products, storage containers, toys etc.

Moulds can be made using 3D printing, clay, wood, aluminium and structural foam.



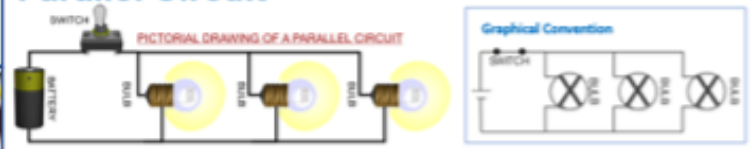
Series Circuit



The circuit above shows three bulbs placed in series. This is a called a series circuit. The Current flows through each of the bulbs in sequence. The more bulbs that are added, the less bright they shine. This is due to the resistance in each bulb.

Disadvantage:
If any of the bulbs fail, current cannot flow through the circuit and the other components will not work.

Parallel Circuit



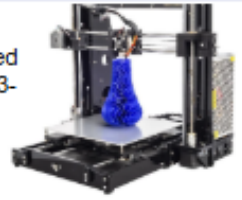
The circuit above shows three bulbs placed in parallel. This is a parallel circuit. Then current can flow through each of the bulbs, without first having to flow through any others

Advantage:
If any of the bulbs fail, the others will still work as current can still flow through the rest of the circuit.

KEYWORD	DEFINITION
Components	Term for any part of an electric circuit.
Schematic Symbols	Diagrams used by to show how a circuits components are connected together
Circuit	Path for transmitting electric current
Input	Initiates an electrical current to activate a circuit.
Output	An action produced as a result of an electrical current.
Soldering	a process in which two or more items are joined by melting and putting a filler metal (solder) into the joint
Tinning	a process of using a soldering iron to melt solder around a stranded electrical wire
Thermoforming Plastic	A polymer than becomes pliable when heated, then solidifies upon cooling
Thermosetting Plastic	a permanent setting polymer which hardens and sets during moulding process and cannot be softened again through heating.
C.A.M	Computer Aided Manufacturing
Polylactic acid (PLA)	a thermoplastic made from renewable resources such as corn starch, tapioca roots or sugar cane, used in 3D printing.
High Impact Polystyrene (HIPs)	Available in sheets for vacuum forming, yogurt containers, plastic cutlery, medical industry trays etc.

3D PRINTING

A process, whereby a 3D computer aided design (CAD) is used to manufacture a 3-dimension form.



How does it work?

A filament is heated and extruded, laid down, layer by layer, to form a three-dimensional object

When is it used?

Tools, textiles, toys, jewellery and component. For example, it is often used in the medical world to produce custom prosthetic limbs and hearing aids.

The future?

Research has been taking place for several years on 'bioprinters'. These are complex 3D printers, capable of printing bio-structures, used in surgery.

FIBRES

Natural fibres

Plant based

•cotton - harvested from cotton plants from China, USA and Pakistan, the fibres are cleaned, carded between wire brushes to lie in the same direction and spun into yarn

•bamboo - grown in China and Japan and is pulped and crushed, softened and carded before being spun into yarn

•linen - made from the flax plant grown in Canada, France and Russia, and processed in the same way as bamboo

Animal based

•wool - fleeces are sheared from animals such as sheep, alpaca and goats in UK, Australia and New Zealand; the short, staple fibres are cleaned, carded and spun into a yarn

•silk - silk moth cocoons are harvested in China and India, heated to undo the filament bonds and then spun into a filament fibre

Synthetic fibres

Oil based

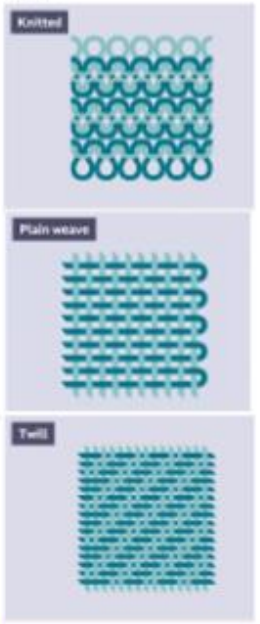
•polyester - polymer chains are extracted from oil and are then forced through a small hole into a filament fibre

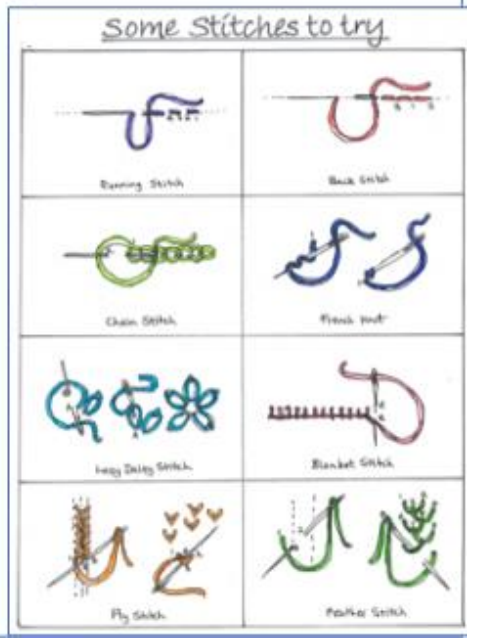
TEXTILES

KEYWORD	DEFINITION
Textiles	A type of cloth or woven fabric.
Fibres	Natural or synthetic structures that can be spun into yarn and woven, knitted, or bonded into fabric
Natural Fibre	Fibres product from bio-material such as plants or animals.
Synthetic Fibre	man-made textile fibre produced entirely from chemical substances
Yarn	A Spun thread used for knitting, weaving, or sewing.

FABRIC STRUCTURES

Different fabric structures are produced by weaving or knitting yarns which interlock together. The structure of the fabric will alter the fabrics strength, ability to stretch, appearance and comfort.





Technology