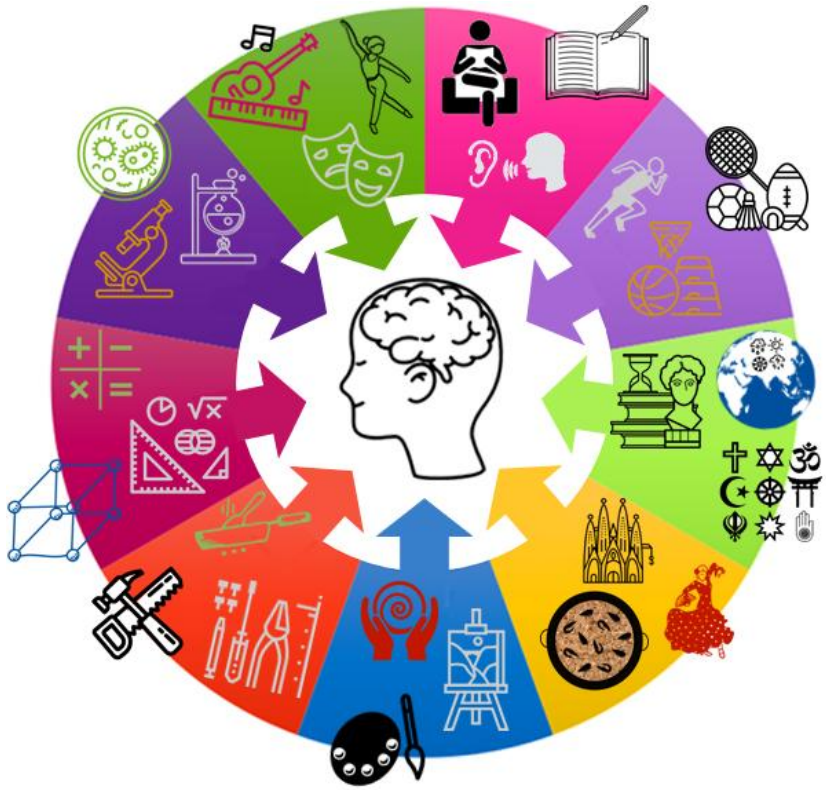
100% book - Year 7 Mainstream

Aim to memorise 100% of the knowledge on these Knowledge Organisers



Term 2

Swindon Academy 2026-27	
Name:	
Tutor Group:	
Tutor & Room:	

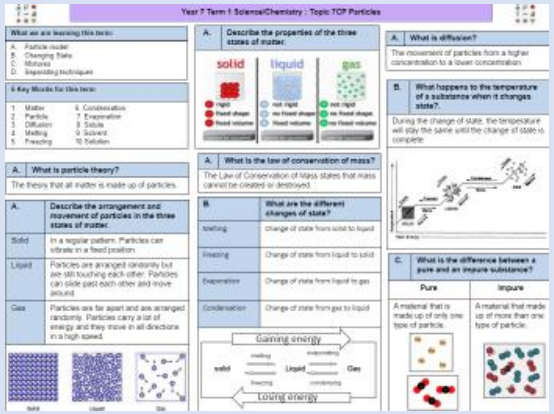
"If you are not willing to learn, no one can help you.
If you are determined to learn, no one can stop you."

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Using your Knowledge Organiser and Quizzable Knowledge Organiser

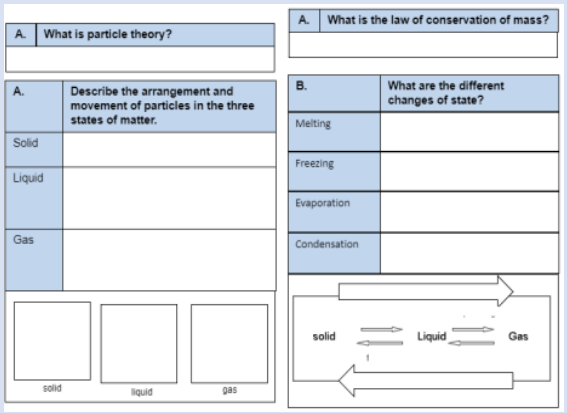
Knowledge Organisers



Knowledge Organisers contain the essential knowledge that you MUST know in order to be successful this year and in all subsequent years.

They will help you learn, revise and retain what you have learnt in lessons in order to move the knowledge from your short-term memory to long-term memory.

Quizzable Knowledge Organisers



These are designed to help you quiz yourself on the essential Knowledge.

Use them to test yourself or get someone else to test you, until you are confident you can recall the information from memory.

Top Tip

Don't write on your Quizzable Knowledge Organisers! Quiz yourself by writing the missing words in your prep book. That way you can quiz yourself again and again!

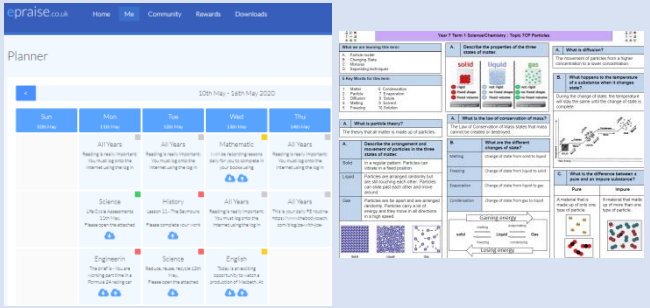
Expectations for Prep and for using your Knowledge Organisers

1. Complete all prep work set in your subject prep book.
2. Bring your prep book to every lesson and ensure that you have completed all work by the deadline.
3. Take pride in your prep book – keep it neat and tidy.
4. Present work in your prep book to the same standard you are expected to do in class.
5. Ensure that your use of SPAG is accurate.
6. Write in blue or black pen and sketch in pencil.
7. Ensure every piece of work has a title and date.
8. Use a ruler for straight lines.
9. If you are unsure about the prep, speak to your teacher.
10. Review your prep work in green pen using the mark scheme.

How do I complete Knowledge Organiser Prep?

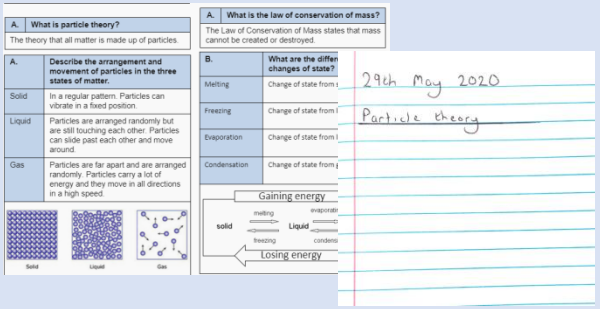
Step 1

Check Epraise and identify what words /definitions/facts you have been asked to learn. Find the Knowledge Organiser you need to use.



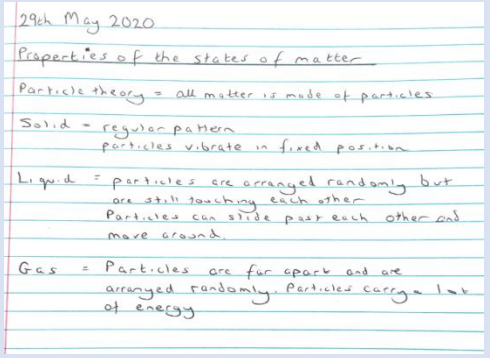
Step 2

Write today's date and the title from your Knowledge Organiser in your Prep Book.



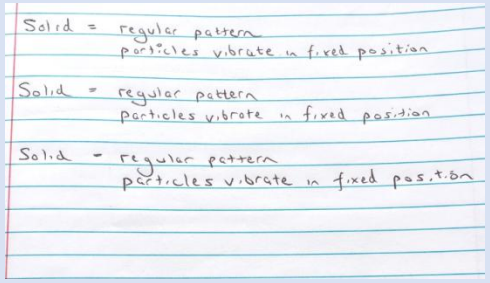
Step 3

Write out the keywords/definitions/facts from your Knowledge Organiser in FULL.



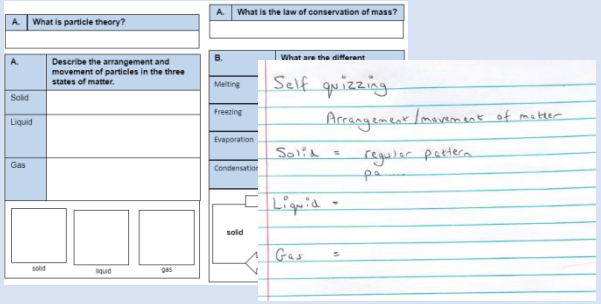
Step 4

Read the keywords/definitions/facts out loud to yourself again and again and write the keywords/definitions/facts at least 3 times.



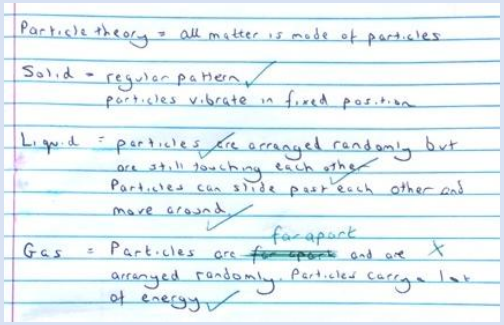
Step 5

Open your quizzable Knowledge Organiser. Write the missing words from your quizzable Knowledge organiser in your prep book.



Step 6

Check your answers using your Knowledge Organiser. Repeat Steps 3 to 5 with any questions you got wrong until you are confident.



Make sure you bring in your completed Prep notes to demonstrate that you have completed your prep.

ENGLISH Knowledge organiser Year 7 'Oliver Twist': Knowledge Organiser

What we are learning this term:

- An introduction to life in Victorian London
- An introduction to the life of Charles Dickens
- An introduction to the workhouse and the Poor Law
- The story and moral of Oliver Twist
- Key characters and quotations
- How to write a simple analytical paragraph

Vocabulary: Key Words

morality – a code of right and wrong. People who try to be good can be called **moral** and people who do bad things can be called **immoral.**

moral - a lesson that can be derived from a story or experience

vulnerable – in a situation in which you could be easily harmed. People living on the streets are **vulnerable.**

brutal – very violent or cruel.

barbaric – cruel and wild

exploit - Taking advantage of someone to benefit from them.

corrupt – a word used to describe a person who uses their power in a dishonest or illegal way in order to make life better for themselves.

villain – a bad person in a story who harms other people or breaks the law to get what they want.

malicious – meant to hurt or upset someone.

victim – someone who has been harmed, often by other people.

naïve – If someone is naïve if they don't have experience of how complicated life can be and therefore trust people too much.

society – the people who live in a certain area. This could be a country, town or small group.

workhouse – a place where people who couldn't support themselves were sent to live and work.

poverty - being extremely poor

Plot Breakdown of Oliver Twist

Oliver is born in the workhouse. When he is a bit older he is nominated to ask for more food because the boys are starving.

He is kicked out of the workhouse and sold to the Sowerberry family to be an undertaker's apprentice. He's bullied by Noah, they fight and he is locked up.

Oliver runs away to London, meets Dodger and is introduced to Fagin's gang.

Oliver is taken out with the gang and is horrified to see Dodger steal a gentleman's handkerchief. Oliver is wrongly arrested for the theft.

The gentleman, Mr. Brownlow, takes pity on Oliver and takes him in. The gang plot to get him back in case he reveals information about them.

Oliver is abducted by the gang whilst running an errand for Mr. Brownlow.

Oliver is used by Sikes in a burglary. They fail and Sikes runs away. Oliver is left behind but the people who live there feel sorry for him and look after him. They are called Fred and Rose Maylie.

When Bill and Fagin realise what has happened, they plot to catch Oliver again. Nancy overhears and visits Mr. Brownlow to warn him.

Fagin tells Bill about Nancy's betrayal and Bill murders her. Fagin is discovered and sent to prison and Bill dies trying to run away.

Oliver discovers who his parents were and joins Mr. Brownlow and the Maylies to live happily ever after.

The Big Ideas in Dicken's Oliver Twist

Corruption - Dickens presents corruption from the outset and throughout.
- Powerful people are corrupt e.g., Bumbles
- Powerless people corrupt others e.g., Dodger, Fagin & Bill

Villains' vs victims - Dickens juxtaposes the purest, most vulnerable and innocent of children against the most violent, brutal and selfish criminal. However, he presents the characters of a scale of villainy. Is it just a matter of time before Oliver, if left unchecked, would deteriorate into a man like Bill?

Crime - Dickens presents his reader with the realities of the criminal underworld of Victorian London. He shows the reader what the future often holds for destitute orphan children that are abandoned by society. All children may end up like Dodger or Nancy, then like Fagin or even Bill.

Poverty - Dickens wants to illustrate what life was really like for poor people in the Victorian era
He believed that just because people were poor, that didn't mean they deserved to be treated like criminals. This directly links to Dickens' criticism of The Poor Law of 1834.

Historical Context – The Victorian Era and Charles Dickens

'Oliver Twist' was written in 1837-39. This is in the Victorian era by Charles Dickens.

In was published chapter by chapter in a periodical (magazine).

Charles Dickens had to work in harsh conditions as a child when his father was sent to prison. This mirrors the childhood of Oliver and the other boys in the workhouse.

Dickens wanted to criticise a new change to The Poor Law which happened in 1834 and created more workhouses and show how hard life was for poor people.

Oliver Twist was written in the Victorian era. This means that Queen Victoria was the reigning monarch at the time. Dickens lived and worked through this time period. The novel is a social commentary on the perceptions of society at the time.

Characters in Oliver Twist

Oliver
He is an orphan who is treated badly by almost everyone he meets. He tries his best to be a good person and experiences 'horror and alarm' whenever he sees crimes being committed.

Mr. Bumble
The corrupt man who runs the workhouse and gives Oliver his name. He is 'a fat man' who enjoys power and doesn't care about the people beneath him.

Noah Claypole
A 'malicious and ill-conditioned' boy who bullies Oliver at the undertakers.

Fagin
An old man who runs the gang of pickpockets. He seems kind buthe gets young boys to do his dirty work for him.

Jack Dawkins (The Artful Dodger)
A young boy who introduces Oliver to Fagin's gang who has 'all the airs and manners of a man

Bill Sikes
A 'rough man' who has been a criminal for many years. He beats his dog viciously and brutally kills his girlfriend, Nancy.

Nancy
Bill's girlfriend who risks her life to help Oliver escape from the gang. She loves Bill even though he treats her abusively and she feels guilty about the life of crime she has led.

Mr. Brownlow
A wealthy older gentleman who takes Oliver in and looks after him. He believes in Oliver's goodness even when it looks like Oliver has stolen from him and eventually finds out the truth about Oliver's parents.

Writing Analytically

What three things must a topic sentence do? – be accurate, focus on one thing, answer the question

What is a quotation? - a sentence or phrase copied exactly from what someone has said or written. To quote means to copy exactly what someone has said or written.

What do you do once you have written a topic sentence and matching quote? - explore how the quote proves the point in as much detail as you can.

Vocabulary: Subject Specific Terminology

characterisation - the way a writer shows what a character is like

irony - figure of speech in which the intended meaning is the opposite of the literal meaning

novel – a novel is a long book that tells the story of imaginary people and events

topic sentence – the first sentence of your analytical paragraph.

ENGLISH Knowledge organiser Year 7 'Oliver Twist': Knowledge Organiser

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moral -

vulnerable –

brutal –.

barbaric –

exploit -

corrupt –

villain –

malicious –

victim –

naïve –

society –

workhouse –

poverty -

Plot Breakdown of Oliver Twist

Oliver is born in the workhouse. _____
_____

He is kicked out of the workhouse and sold to the Sowerberry family to be an undertaker's apprentice. _____

Oliver runs away to London, meets Dodger and is introduced to _____ _____.

Oliver is taken out with the gang and is horrified to see Dodger steal a gentleman's handkerchief._____.

The gentleman, Mr. Brownlow, _____. The gang plot to get him back in case he reveals information about them.

Oliver is abducted by the gang whilst running an errand for __ _____.

Oliver is used by Sikes in a burglary. _____. Oliver is left behind but the people who live there feel sorry for him and look after him.
_____

When Bill and Fagin realise what has happened, they plot to catch Oliver again.
_____

Fagin tells Bill about Nancy's
_____

Oliver discovers who his _____

The Big Ideas in Dicken's Oliver Twist

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- Powerful people are _____
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_____
He believed that just because people_____
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Historical Context – The Victorian Era and Charles Dickens

Characters in Oliver Twist

Oliver

Mr. Bumble

Noah Claypole

Fagin

Jack Dawkins (The Artful Dodger)

Bill Sikes

Nancy

Mr. Brownlow

Writing Analytically

What three things must a topic sentence do? –

What is a quotation? -

What do you do once you have written a topic sentence and matching quote? -

Vocabulary: Subject Specific Terminology

characterisation -

irony -

novel –

topic sentence –

Biology – 7.03 - Cells and Organisation

What we are learning in this module:

A. Cells
B. Tissues
C. Organs
D. Organ systems

9 Key Words for this module:

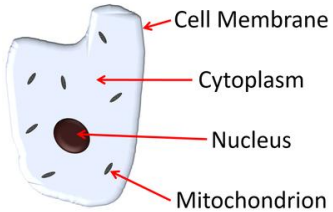
1. Multicellular
2. Organism
3. Nucleus
4. Magnification
5. Cell
6. Tissue
7. Organ
8. Membrane
9. Unicellular

A. What are cells?

Cells are the building blocks of all living organisms

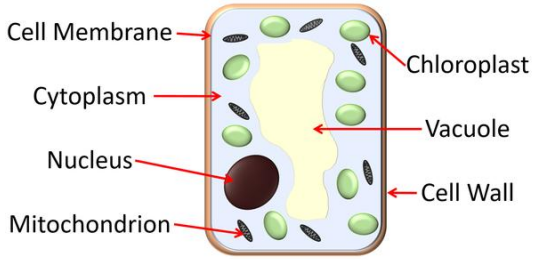
A. What are the main parts of an animal cell?

Nucleus	Contains the genetic material and controls what happens inside the cell.
Cell membrane	Controls movement of substances into and out of the cell
Cytoplasm	Jelly-like substance, where chemical reactions happen
Mitochondrion	Where most respiration reactions happen



A. What are the main parts of a plant cell?

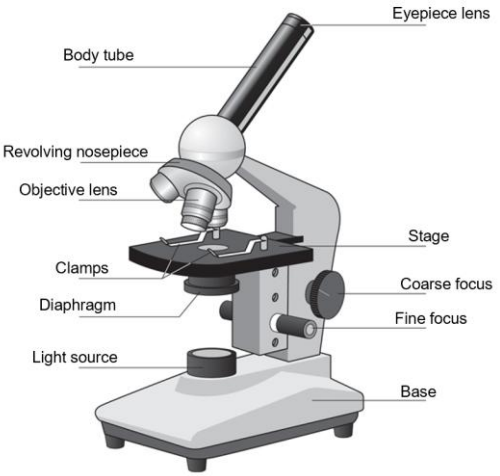
Nucleus	Contains the genetic material and controls what happens inside the cell.
Cell membrane	Controls movement of substances into and out of the cell
Cytoplasm	Jelly-like substance, where chemical reactions happen
Mitochondrion	Where most respiration reactions happen
Cell wall	Made of cellulose, which supports the cell
Vacuole	Contains a liquid called cell sap, which keeps the cell firm
Chloroplasts	Where photosynthesis happens



A. How do we use to look at cells?

Microscopes

Parts of a microscope



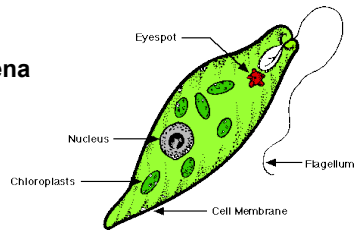
A. How do you calculate magnification?

$$magnification = \frac{image\ size}{actual\ size}$$

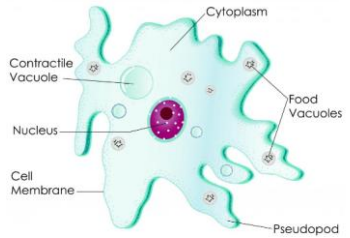
A What are unicellular organisms?

Unicellular organisms are made up of just one cell. Unicellular organisms often have structural adaptations to help them survive.

Euglena



Amoeba



Biology – 7.03 - Cells and Organisation

What we are learning in this module:

A. Cells
B. Tissues
C. Organs
D. Organ systems

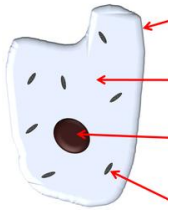
9 Key Words for this module:

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

A. What are cells?

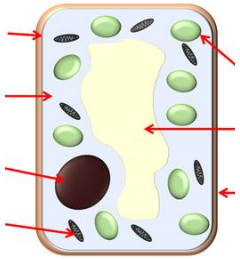
A. What are the main parts of an animal cell?

Nucleus	
Cell membrane	
Cytoplasm	
Mitochondrion	



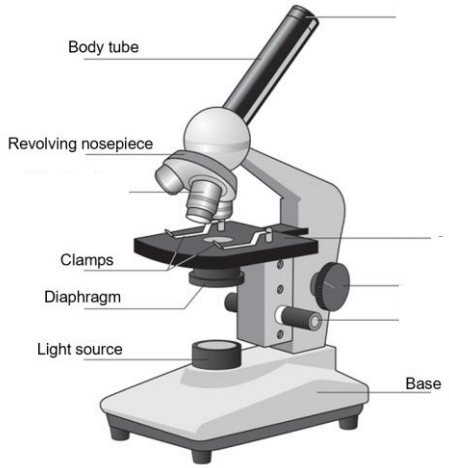
A. What are the main parts of a plant cell?

Nucleus	
Cell membrane	
Cytoplasm	
Mitochondrion	
Cell wall	
Vacuole	
Chloroplasts	



A. How do we use to look at cells?

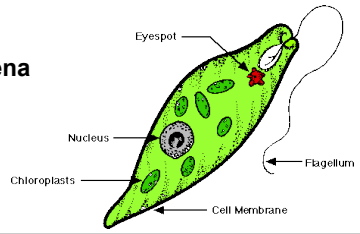
Parts of a microscope



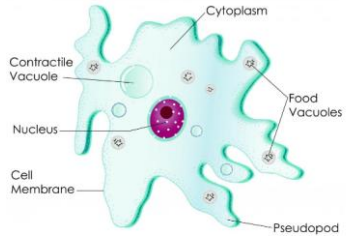
A. How do you calculate magnification?

A What are unicellular organisms?

Euglena



Amoeba



Biology – 7.03 - Cells and Organisation

B. What are specialised cells?

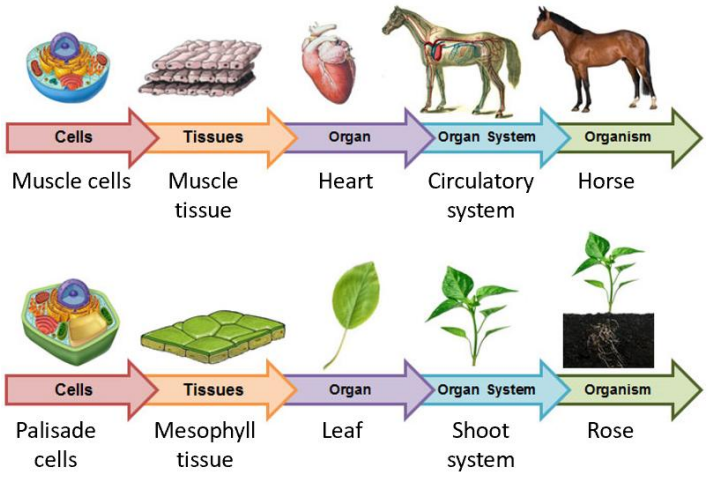
Specialised cells are found in multicellular organisms.

Each specialised cell has a particular function within the organism

	Type of cell	Function	Special features
Animal cells	 Red blood cells	To carry oxygen	• Large surface area, for oxygen to pass through • Contains haemoglobin, which joins with oxygen • Contains no nucleus
	 Nerve cells	To carry nerve impulses to different parts of the body	• Long • Connections at each end • Can carry electrical signals
	 Male reproductive cell (sperm cell)	To reach female cell, and join with it	• Long tail for swimming • Head for getting into the female cell
Plant cells	 Root hair cell	To absorb water and minerals	• Large surface area
	 Leaf cell	To absorb sunlight for photosynthesis	• Large surface area • Lots of chloroplasts

B. What are the 2 main types of organism?

Unicellular	Consisting of just one cell
Multicellular	Consisting of many cells



B. What is a tissue?

A group of cells working together to perform a particular function

C. What is an organ?

A group of tissues working together to perform a particular function

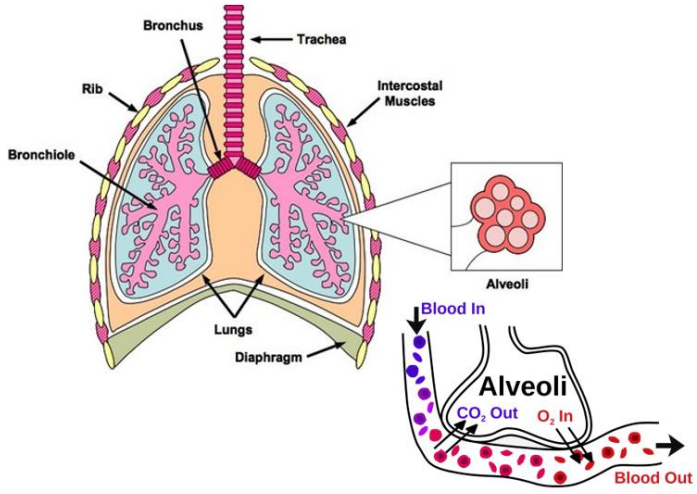
D. What is an organ system?

A group of organs working together to perform a particular function

B. How do substances move into and out of cells?

By diffusion.

D What are the organs in the gas exchange system?



Biology – 7.03 - Cells and Organisation

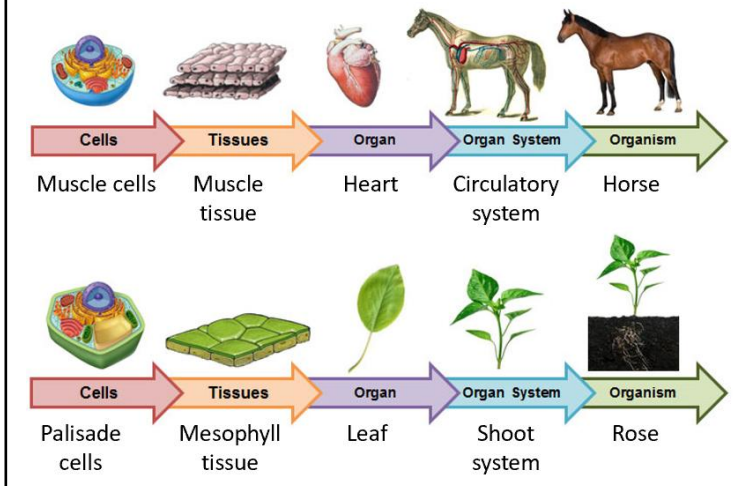
B. What are specialised cells?

Each specialised cell has a particular function within the organism

	Type of cell	Function	Special features
Animal cells			
			
			
Plant cells			
			

B. What are the 2 main types of organism?

Unicellular	
Multicellular	



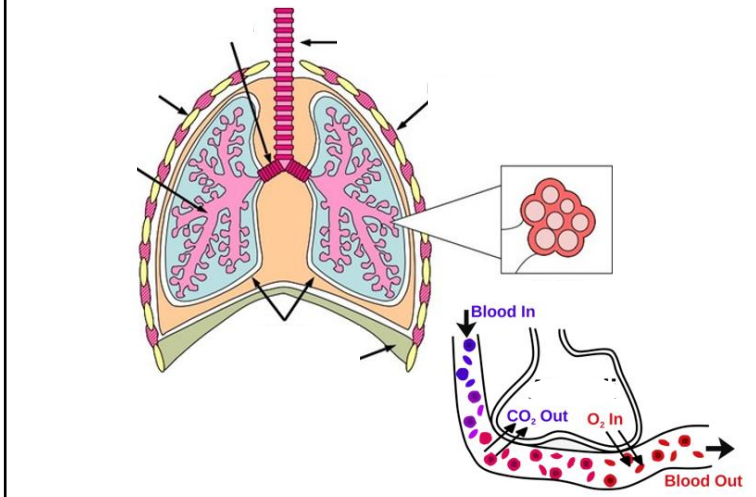
B. What is a tissue?

C. What is an organ?

D. What is an organ system?

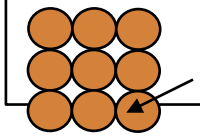
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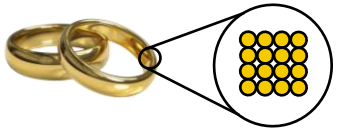


7.04: Chemical changes

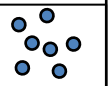
Atom
The smallest particle of matter, which all things are made of.



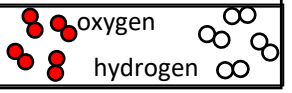
Element
A pure substance that is made of only one type of atom. All atoms of an element are identical, e.g. Gold is an element made up of gold atoms only. The 118 known elements are listed on the periodic table of elements.



The atoms of some elements do not join together, but instead they stay as separate atoms, e.g. helium.



The atoms of other elements join together to make **molecules**, e.g. oxygen and hydrogen.



Properties of elements

Individual atoms do not have the properties of the element. The properties of an element are because of the arrangement and behaviour of the atoms as a group.

Metals	Non-metals
most are shiny	most are dull
most are hard	solid non-metals are soft and easy to cut, **except carbon as diamond**
most are strong	most are not strong
most are sonorous (makes a ringing sound when hit)	most are not sonorous
malleable (easy to reshape without breaking)	not malleable
most are ductile (can be drawn out into a long wire without breaking)	not ductile
most have very high melting and boiling points	most have very low melting and boiling points
some but not all are magnetic	not magnetic
conduct electricity	non-metals do not conduct electricity, **except carbon as graphite**
good at conducting heat	poor at conducting heat

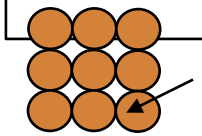
Writing element symbols

The first letter is always written as a capital letter and if there is a second letter, it is always written as a lowercase letter.
Element symbols make writing elements easier and allow scientists all over the world to communicate and write about them.

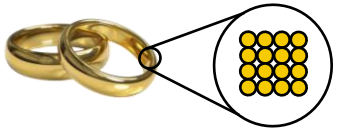
Na	O
sodium	oxygen

7.04: Chemical changes Blank

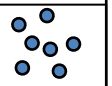
Atom



Element

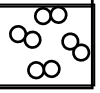


The atoms of some elements do not join together, but instead they stay as separate atoms, e.g.



The atoms of other elements join together to make , e.g.





Properties of elements

Individual atoms do not have the properties of the element. The properties of an element are because of the arrangement and behaviour of the atoms as a group.

Metals	Non-metals

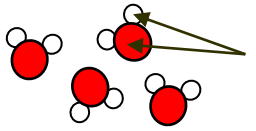
Writing element symbols

.

Na	O
sodium	oxygen

7.04: Chemical changes

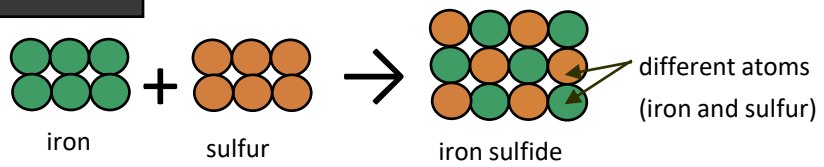
Compound
A substance made of two or more different elements chemically joined (bonded) together.
A chemical bond is a strong force that holds atoms together in a compound. Lots of energy is needed to break a chemical bond. A compound cannot be easily separated.
A compound may have very different properties to those of the elements from which it is made.
Water is a compound of hydrogen and oxygen.
Each of its molecules contains two hydrogen atoms and one oxygen atom.



water

Chemical reactions

When chemicals react, the atoms are rearranged.
For example, iron reacts with sulfur to make iron sulfide. Iron sulfide, the compound formed in this reaction, has different properties to the elements it is made from.



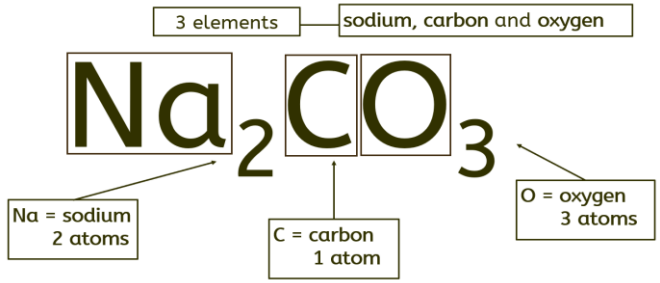
	iron	sulfur	iron sulfide
Type of substance	element	element	compound
Colour	silvery grey	yellow	black
Is it attracted to a magnet?	yes	no	no

Conservation of mass

Atoms are not destroyed nor created during chemical reactions, so in any reaction:
Total mass of reactants = total mass of products

Chemical formulae

A chemical formula uses chemical symbols and numbers to show how many of each atom is present in a compound.
The small numbers (subscript) go at the bottom.
For example:
CO_2 is correct;
CO2 and CO^2 are wrong.



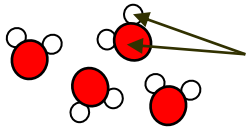
The formula for sodium carbonate is Na_2CO_3. It tells you that sodium carbonate contains two sodium atoms (Na x 2), one carbon atom (C) and three oxygen atoms (O x 3).

Naming metal and non-metal compounds
The metal element (furthest left on the periodic table) comes first in the name of the compound. The ending for the non-metal is shortened and changed to '–ide'. E.g. iron + sulfur → iron sulfide

Naming three element compounds containing oxygen
The metal element (furthest left on the periodic table) comes first in the name of the compound. If there are three elements in the compound, and one of them is oxygen, the ending of the non-metal is shortened and changed to '–ate'. E.g. lithium + nitrogen + oxygen → lithium nitrate

7.04: Chemical changes Blank

Compound



different atoms
(hydrogen and oxygen)

water

Chemical formulae

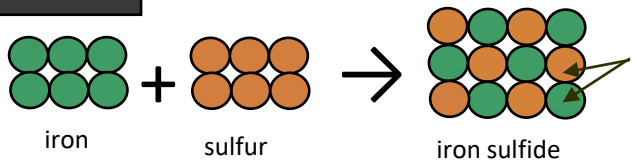
.

Na_2CO_3

The formula for sodium carbonate is:

Chemical reactions

When chemicals react, the atoms are rearranged. For example, iron reacts with sulfur to make iron sulfide. Iron sulfide, the compound formed in this reaction, has different properties to the elements it is made from.



iron + sulfur → iron sulfide

different atoms
(iron and sulfur)

	iron	sulfur	iron sulfide
Type of substance			
Colour			
Is it attracted to a magnet?			

Conservation of mass

Naming metal and non-metal compounds

Naming three element compounds containing oxygen

7.04: Chemical changes

Chemical equations

We summarise chemical reactions using equations:

reactants → products

- **Reactants** are shown on the **left** of the arrow;
- **Products** are shown on the **right** of the arrow.

Do not write an '=' sign instead of an arrow.

If there is more than one reactant or product, they are separated by a '+' sign. For example:

copper + oxygen → copper oxide

Reactants: copper and oxygen
Products: copper oxide

A **word equation** shows the names of each substance involved in a reaction and **must not include any chemical symbols or formulae.**

Oxidation reactions

In oxidation reactions, a substance gains oxygen. Metals and non-metals can take part in oxidation reactions (be oxidised).

Magnesium reacts with oxygen to form magnesium oxide:
magnesium + oxygen → magnesium oxide
$2Mg(s) + O_2(g) \rightarrow 2MgO(s)$

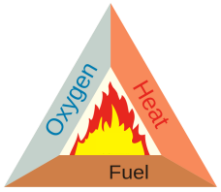
Carbon reacts with oxygen to form carbon dioxide:
carbon + oxygen → carbon dioxide
$C(s) + O_2(g) \rightarrow CO_2(g)$

Another example is a combustion reaction, where we burn fuels in oxygen:

Fuel + oxygen → carbon dioxide + water

methane + oxygen → water + carbon dioxide

- Combustion is another name for burning fuels.
- It is an exothermic reaction.
- The fire triangle shows three components which, when combined, provide the right conditions for combustion to happen.



Thermal decomposition reactions

This is the breaking down of a substance, using heat, to form two or more products. It is an endothermic reaction.
Many metal carbonates take part in thermal decomposition reactions. For example, copper carbonate:

copper carbonate is green; copper oxide is black.
copper carbonate → copper oxide + carbon dioxide
$CuCO3(s) \rightarrow CuO(s) + CO_2(g)$

Exothermic and Endothermic reactions

- **Exothermic** reaction - **transfers** energy to the thermal store of the surroundings. This causes a **rise** in temperature (**positive** temperature change).
- Hand warmers transfer energy to the thermal store of the surroundings by an exothermic oxidation reaction.
- **Endothermic** reaction – **transfers** energy in from the thermal store of the surroundings. This causes a **drop** in temperature (**negative** temperature change).
- Sports injury packs transfer energy from the thermal store of the surroundings by an endothermic reaction.

Temperature data collected from exothermic and endothermic reactions can be improved by:

- Using a **polystyrene cup** as an insulator, as it reduces energy transfers to or from the surroundings.
- Using a **lid** to reduce energy transferred from the surface.
- Using a **digital thermometer**, which is easier to read than a regular thermometer and, if it measures in decimal places, also has better resolution.

State symbols in chemical formulae provide information about the physical state of the reactants and products.
(s) – solid , (l) – liquid, (g) – gas, and (aq) – aqueous solution (i.e. dissolved in water).
The state symbol comes after the chemical formula and is written in lower case and in brackets. E.g. $CuCO_3(s) \rightarrow CuO(s) + CO_2(g)$

7.04: Chemical changes

Chemical equations

We summarise chemical reactions using equations:

- **Reactants**
- **Products**

Do not write an '=' sign instead of an arrow.

If there is more than one reactant or product, they are separated by a '+' sign. For example:

Reactants:
Products:

Oxidation reactions

Magnesium reacts with oxygen to form magnesium oxide:
magnesium + oxygen →
$2Mg(s) + O_2(g) \rightarrow$

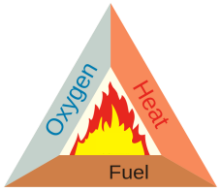
Carbon reacts with oxygen to form carbon dioxide:
carbon + oxygen →
$C(s) + O_2(g) \rightarrow$

Another example is a combustion reaction, where we burn fuels in oxygen:

Fuel + oxygen →

methane + oxygen →

- Combustion is



Thermal decomposition reactions

copper carbonate is green; copper oxide is black.
copper carbonate →
$CuCO_3(s) \rightarrow$

Exothermic and Endothermic reactions

- **Exothermic** reaction –

- **Endothermic** reaction –

- Temperature data collected from exothermic and endothermic reactions can be improved by:

State symbols

Year 7 Science/Physics : 7.02 Fundamentals in Physics

What we are learning this term:

A. Forces
B. Energy Stores
C. Energy Pathways

A. What are forces?

Forces are pushes or pulls. They can be balanced or unbalanced. If unbalanced they can change the shape of objects and change the way they are moving.

A. What are forces need for?

To cause objects to stop or start moving, to speed it up or slow it down. To change an objects direction. To change an objects shape.

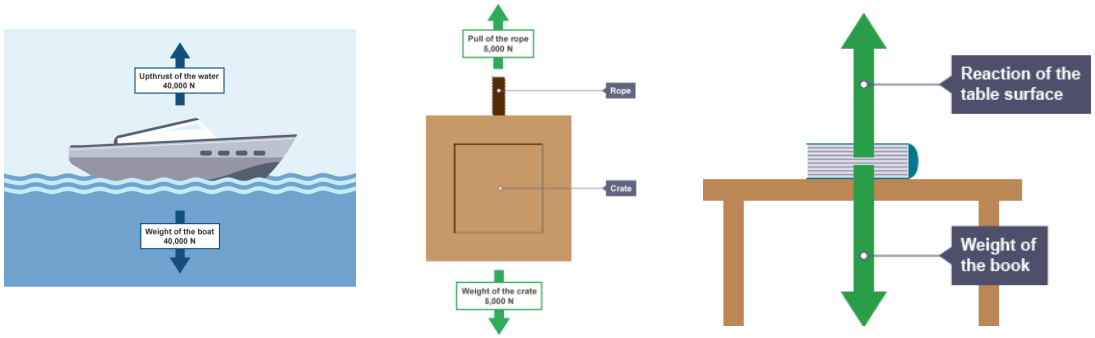
A. What is an object doing if it has balanced forces?

It either stays stationary or travelling at the same speed and direction.

A. What is an object doing if it has unbalanced forces?

A stationary object starts to move in the direction of the resultant force, or a moving object changes speed and/or direction in the direction of the resultant force

A. What do the arrows show on this force diagram?



A. How can forces change an object's shape?



Two pushing forces cause **compression**: the object contracts.



Two pulling forces cause **tension**: the object extends.

Year 7 Science/Physics : 7.02 Fundamentals in Physics

What we are learning this term:

A. Forces
B. Energy Stores
C. Energy Pathways

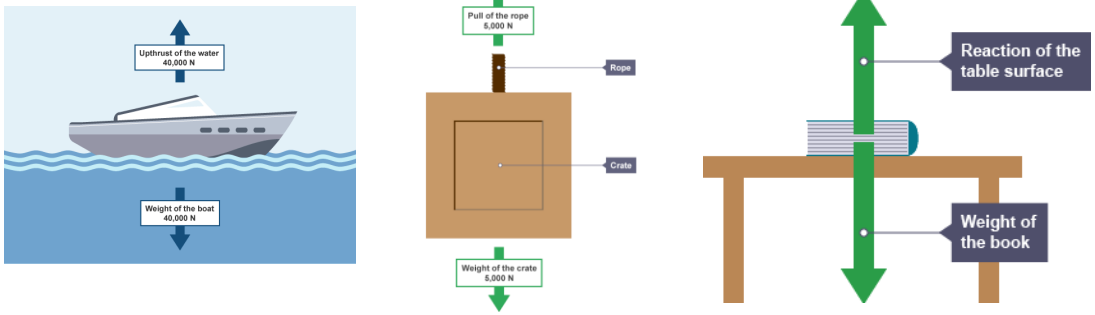
A.	What are forces?

A.	What are forces need for?

A.	What is an object doing if it has balanced forces?

A.	What is an object doing if it has unbalanced forces?

A.	What do the arrows show on this force diagram?



A.	How can forces change an object's shape?



Two pushing forces cause _____: the object _____.



Two pulling forces cause _____: the object _____.

Year 7 Science/Physics : 7.02 Fundamentals in Physics

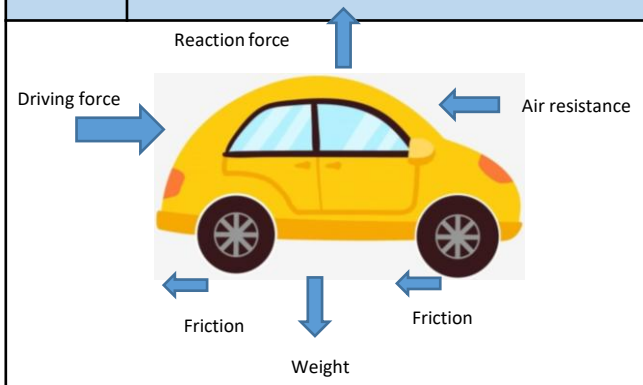
A. What is friction?

A force between two surfaces that are sliding, or trying to slide, across each other.

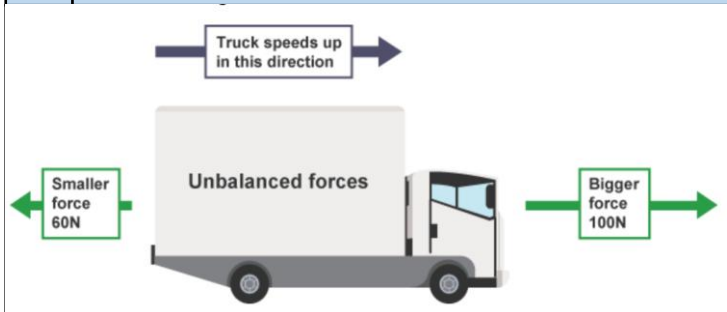
A. What are force arrows and what do they show?

Forces have a size and a direction. This means we show forces with arrows.
The length of the arrows shows how large the force is.
The direction the arrow points shows the direction the force pushes or pulls.

A. What do the arrows show on this force diagram?



B. Which direction do objects move if the force is unbalanced?



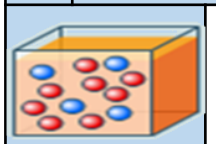
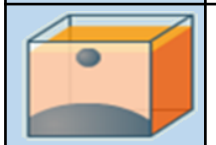
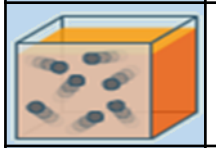
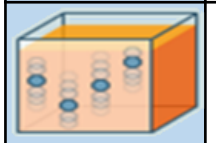
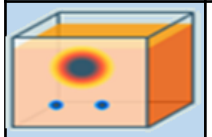
A. What is air resistance?

The forces that are opposite to the direction of movement of an object as it passes through the air. Friction between air and the material.

A. What is water resistance?

A type of force that uses friction to slow things down that are moving through water.

B. What are the 8 energy stores?

	Chemical Store
	Gravitational store
	Kinetic Store
	Thermal store
	Elastic Store
	Electrostatic Store
	Nuclear Store
	Magnetic Store

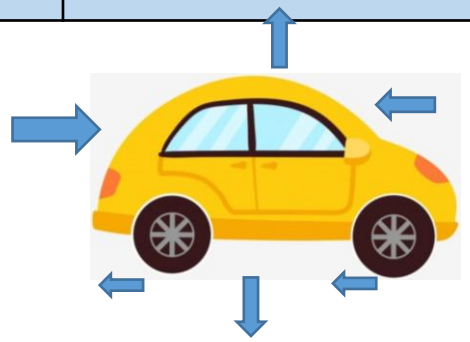
C. Energy transfers

Mechanical	Electrical
Heat	Radiation

Year 7 Science/Physics : 7.02 Fundamentals in Physics

A.	What is friction?

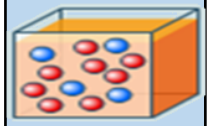
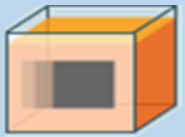
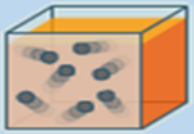
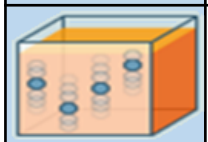
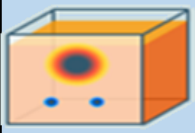
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B.	Which direction do objects move if the force is unbalanced?
	

A.	What is air resistance?

A.	What is water resistance?

B.	What are the 8 energy stores?
	
	
	
	
	
	
	
	

C.	Energy transfers

7.03: Development

Background

Across the world, the standard of living and quality of life can be very different.

A	**Countries therefore have different classifications based on the quality of life within them.**
B	**How developed a country is can be measured in different ways.**
C	**Development levels can vary within and between countries. There are many reasons why some countries are more developed than others.**
D,E	**Countries can become more developed in many ways, including through economic growth from tourism, top-down development projects and bottom-up development projects.**

A) Country classification

1	**developed**	(n) countries with high standards of living, advanced infrastructure and strong economies.
2	**emerging**	(n) countries transitioning between developing and developed, showing rapid improvements in infrastructure.
3	**developing**	(n) countries with lower standards of living, less advanced infrastructure and economies that are growing but not yet strong.

B) Measuring development

1	**GNI per capita**	(n) the average income of a country's citizens.
2	**infant mortality rate**	(n) the number of babies that do not survive to one year old per 1,000 births.
3	**life expectancy**	(n) the average number of years a person is expected to live.
4	**literacy rate**	(n) the percentage of people in a specific age group, typically aged 15 and above, who can read and write.
5	**average years of schooling**	(n) the average number of years of education that individuals aged 25 and older have completed.
6	**Human Development Index (HDI)**	(n) a composite measure of development that is used to categorise the development of countries using GNI per capita, life expectancy and average years of schooling.

C) Factors that hinder development

Human	Physical
uneven distribution of income	challenging relief
corruption	extreme climate
conflict	lack of natural resources
low-value goods and services for trade	landlocked
high levels of debt	tectonic hazards
poor education systems	extreme weather
poor healthcare systems	lack of water resources

D and E) Development Projects

D) Top-down project: The Grand Inga Dam DRC

Advantages	Disadvantages
It provides a reliable source of renewable energy for the DRC.	It would flood 22,000 hectares of land in the Bundi Valley.
It provides electricity for Kinshasa at a lost cost.	Natural habitats will be destroyed by the reservoir.
It produces electricity that the DRC can sell the other countries.	35,000 people would be displaced from their homes by the dam reservoir.
It produces electricity to power more coltan and copper mines.	Electricity will be sold to other countries, and many people in rural DRC will still be without electricity.

E) Bottom-up project: WECAN DRC

Advantages	Disadvantages
It protects the habitats of 100,000 species of animals and plants.	It is small scale, so it has limited reach.
It empowers indigenous women.	It does not stop illegal logging.
Women earn money from selling fruit and herbs from the trees planted.	The project currently supports only 700 women.
It reduces the impact of climate change through reforestation.	It takes a long time for the full benefits to be achieved.

7.03: Development

Background

Across the world, the standard of living and quality of life can be very different.

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A) Country classification

1 developed	
2 emerging	
3 developing	

B) Measuring development

1 GNI per capita	
2 infant mortality rate	
3 life expectancy	
4 literacy rate	
5 average years of schooling	
6 Human Development Index (HDI)	

C) Factors that hinder development

Human	Physical

D and E) Development Projects

D) Top-down project: The Grand Inga Dam DRC

Advantages	Disadvantages

E) Bottom-up project: WECAN DRC

Advantages	Disadvantages

Year 7 History : The Norman Conquest

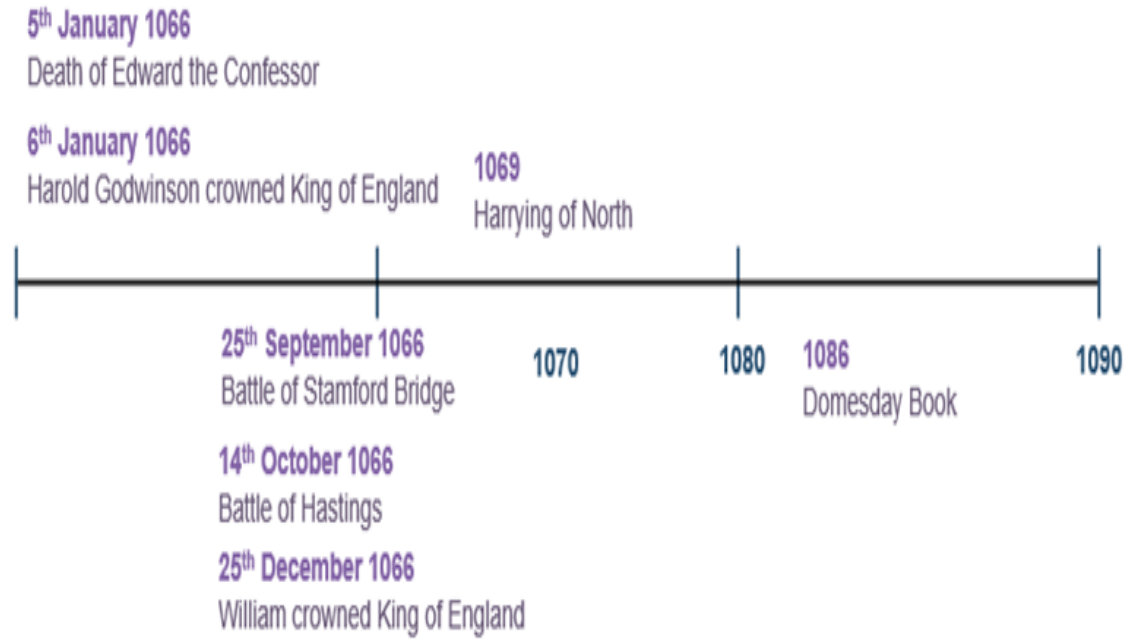
What we are learning this term:

The crisis of succession for Edward the confessor following his death and the competition for the Throne. A focus on the Battle of Stamford Bridge and Hastings

A.	*Can you define these key words?*
Migration	The movement of people from one place to another
Invade	To enter a place an area by force and take control
Succession	The order of taking over and official title or position
Inherit	To receive something from a person who has died
Claimant	A person who believes they have a right to something
Oath	A promise witnessed by God
Illegitimate	A child born to parents who are not married
Conquer	To take control of people or a place by force
Cavalry	A group of soldiers who fight on horses
Archer	A soldier who's main weapon is a bow and arrow
Infantry	A soldier who fights on foot
Coronation	A ceremony in which a new monarch is crowned
Motte and Bailey Castle	A simple castle with a man made hill surrounded by a clear defensive area.
Harrying	To repeatedly attack something
Feudal System	System where someone who holds land gives land in exchange for support
Primogeniture	Being the first born
Source	Something that people made or wrote during the time of study
Interpretation	An opinion about what the past was like

B. Themes and threads

1. Power	2. Identity	3. Connectivity
• The control a person or group has on a country. • For example, the monarchs held complete control and needed a clear line of succession to avoid a foreign claim to the throne. • This includes threads such as succession, warfare, protest, and class system.	• The qualities and characteristics that make a person who they are and what they value as important. • For example, the Normans promoted Christianity in Europe • This includes threads such as women, and beliefs.	• The act of being joined or being linked to somewhere, something, or someone. • For example, England was made of up of many diverse groups who migrated before 1066. • This includes threads such as migration and medicine.

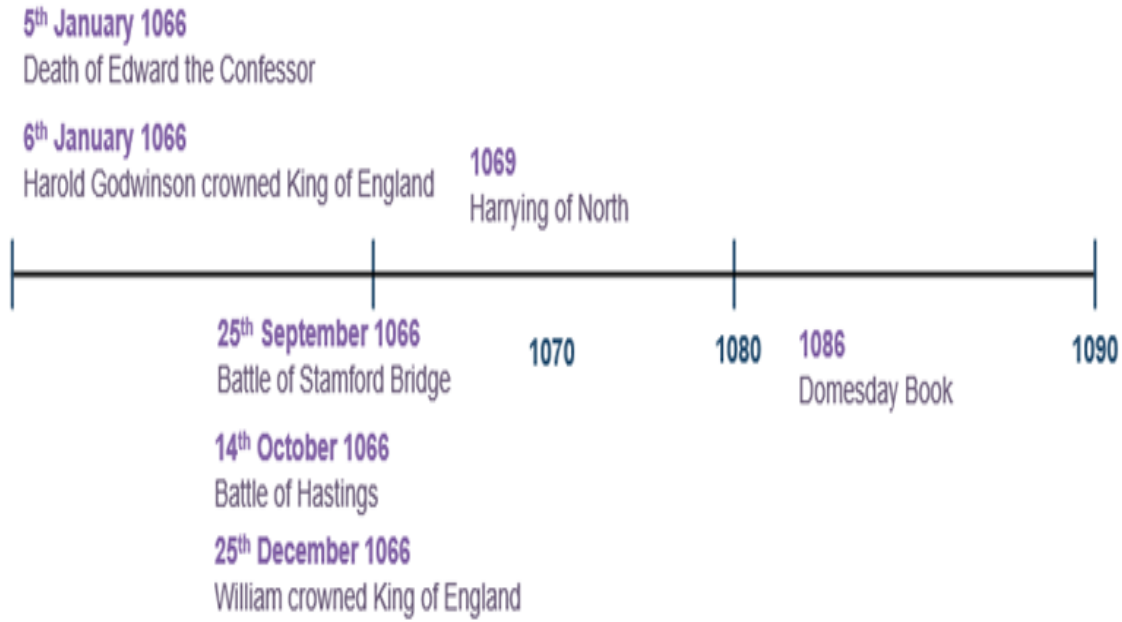


Year 7 History : The Norman Conquest
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Archer	
Infantry	
Coronation	
Motte and Bailey Castle	
Harrying	
Feudal System	
Primogeniture	
Source	
Interpretation	

B. Themes and threads

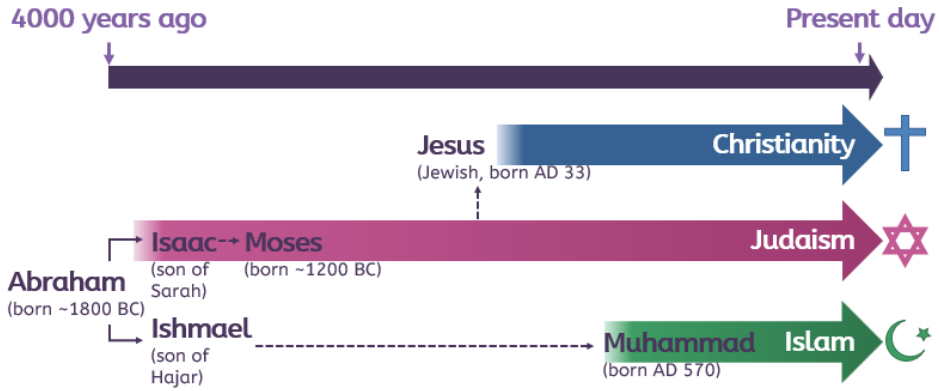
1. Power	2. Identity	3. Connectivity



7.02: The Origins of Abrahamic Faiths

Key Vocabulary

1	**Abrahamic faith**	one of three faiths that are all linked by Abraham: Judaism, Christianity and Islam.
2	**monotheism**	the belief that there is only one God
3	**polytheism**	the worship of or belief in more than one god
4	**covenant**	an agreement between humans and God
5	**sin**	an action that is believed to go against the laws of God
6	**idol**	objects or images that represent gods
7	**atonement**	making up for something that someone has done wrong
8	**sacrifice**	to give up something valuable in order to gain something else
9	**sermon**	a talk about a religious or moral subject given by a leader in the religion
10	**prophet**	someone chosen by God to say the things God wants them to tell people
11	**resurrection**	coming back to life after someone has died
12	**theology**	the study of God and ideas about God.
13	**theologian**	someone who studies theology, who might look at how holy texts and ideas about God influence people's beliefs and actions.



Holy Books introduced

The Torah	Holiest scripture for Judaism. The word means "law" in Hebrew. It was written by Moses. It is also important in Christianity and Islam.
The Qur'an	Holiest scripture for Islam. The word means "recite" in Arabic. It was revealed to the Prophet Mohammed.

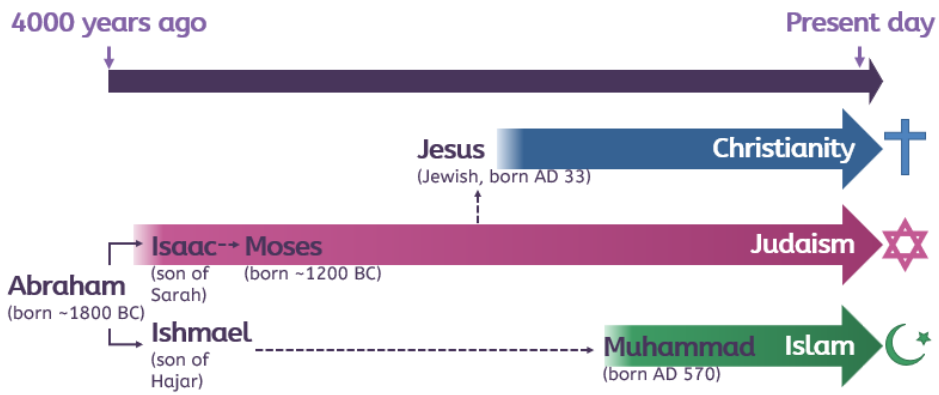
The Covenant and the Abrahamic Faiths

Abraham is a monotheist and worships only one God. God promises to look after Abraham and his descendants because of this, and that his descendants will be a blessing to the world. Abraham has two sons, Isaac (who Moses and Jesus are descended from) and Ishmael (who Muhammad is descended from). Moses is given the Ten Commandments as part of the covenant. Christians believe Jesus is part of the covenant being fulfilled. Muslims believe prophecy is a part of the covenant.

7.02: The Origins of Abrahamic Faiths

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3	**polytheism**
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6	**idol**
7	**atonement**
8	**sacrifice**
9	**sermon**
10	**prophet**
11	**resurrection**
12	**theology**
13	**theologian**



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Year 7 Term 2 SPANISH Knowledge organiser: Topic = El Instituto

What we are learning this term:

A. School subjects and adjectives
B. Opinions of school subjects
C. Describing the school day
D. Key words across topics
E. Telling the time
F. Daily Routine
G. Translation practice

6 Key Words for this term

1. estudiar	4. el horario
2. asignaturas	5. las instalaciones
3. Pienso que…	6. profesor(a)

A. Key Opinions

Me gusta	I like
Me encanta	I love
Odio	I hate
porque	because…
divertido/a	fun
aburrido/a	boring
útil	useful
inútil	pointless
cómodo/a	comfortable
interesante	interesting
entretenido/a	entertaining
emocionante	exciting
guay	cool
genial	amazing
soso	dull
asqueroso/a	disgusting
malo	bad
bueno	good

B. Key verbs across topics

tener	to have
ser	to be
ir	to go
hacer	to do/to make
jugar	to play
ver	to see
escuchar	to listen
comprar	to buy
vivir	to live
hablar	to speak
deber	to have to
querer	to want / to love
visitar	to visit
escribir	to write

C. ¿Qué color es? What colour is it?

Los colores	Colours
amarillo/a	yellow
atigrado/a	tabby
azul	blue
blanco/a	white
dorado/a	gold
gris	grey
marrón	brown
negro/a	black
rojo/a	red
verde	green
dorados/as	gold
marrones	brown
negros/as	black

D. Las Instalaciones - Facilities

el aula	the classroom
la biblioteca	the library
el patio	the patio
los laboratorios	the laboratories
el salón de actos	the hall
el despacho de la directora	the Head's office
un campo de fútbol	the football pitch
un comedor	the dining room
un gimnasio	the gym
una piscina	the pool
unas clases	some classes
hay	there is / there are
no hay	there isn't
tiene	it has
no tiene	it doesn't have
en mi instituto	in my school
alumnos	students
mixto	mixed
el salón de los profesores	the staffroom

E. Describe tus asignaturas?

Las asignaturas	School subjects
las ciencias	Science
la educación física	P.E.
el español	Spanish
el francés	French
la geografía	Geography
la historia	History
la informática	ICT

Key Verbs

Ser To be	estudiar To study	Pensar To think	Escribir To write	Vivir To live
Soy I am	Estudio I study	Pienso I think	Escribo I write	Vivo I live
Eres You are	Estudias You study	Piensas You think	Escribes You write	Vives You live
Es s/he is	Estudia He/she studies	Piensa s/he thinks	Escribe s/he writes	Vive s/he lives
Somos We are	Estudiamos We study	Pensamos We think	Escribimos We write	Vivimos We live
son They are	Estudian They study	Piensan They think	Escriben They write	viven They live

E. Describe tus asignaturas

el inglés	English
las matemáticas	Maths
la música	Music
la religión	R.E.
la tecnología	design technology
Odio …	I hate …
Detesto …	I detest …
Mi asignatura favorita	favourite subject
Pienso que …	I think that …
(los profesores) son	(the teachers) are
aburrido/a/	aburrido/a/
bueno/a/buenos/as	good
divertido/a/	fun
difícil/es	difficult
fácil/es	easy
interesante/s	interesting
relajante/s	relaxing
simpático/a/os/as –	nice
lunes	Monday
martes	Tuesday
miércoles	Wednesday
jueves	Thursday
viernes	Friday
sábado	Saturday
domingo	Sunday
empezar	To start
terminar	To finish
La hora de comer	The lunch hour

F. La hora – Telling the Time

Es la	It is…
Son las	It is…(plural)
y media	half past
y cuarto	quarter past
menos cuarto	quarter to
uno	one
dos	two
tres	three
cuatro	four
cinco	five
seis	six
siete	seven
ocho	eight
nueve	nine
diez	ten
once	eleven
doce	twelve
trece	thirteen
catorce	fourteen
quince	fifteen
diecíseis	sixteen
diecísiete	seventeen
diecíocho	eighteen
diecínueve	nineteen
veinte	twenty
veintíuno	twenty one
veintídos	twenty two
veintítres	twenty three
veintícuatro	twenty four
¿Qué hora es?	What time is it?
la hora	the hour / time
El reloj	The clock

Year 7 Term 2 SPANISH Knowledge organiser: Topic = El Instituto

G. Translation Practice	
I study Spanish	E e
I don't study French	N e f
What do you study?	¿Q e?
Music is interesting	M e i
I like my teacher	M g m p
I hate my teacher	O m p
I think that science is difficult	P q l c s d
Do you like maths?	¿T g l m?
RE is useful	L r e u
PE is boring	L e f e a
The Maths are difficult	L m s d
English is easy	E l e f
Spanish is fun	E e e d
History is boring but easy	L h e a p f
My subject favourite is Spanish	M a f e e
Because the teachers are interesting	P l p s l
I like science because they are interesting and nice	M g l c p s l y s
But I prefer maths because they are fun and relaxing	P p l m p s d y r

H . Key Questions: Answer the following in your own words. Use these model answers	
¿Qué estudias en el colegio?	Estudio muchas asignaturas. Estudio el español, el inglés, las matemáticas, las ciencias y mucho más. ¿Y tú? ¿Qué estudias?
¿A qué hora estudias el español?	Normalmente estudio el español los lunes y miércoles. Las clases de español empiezan a las nueve y media y duran una hora. Me gustaría estudiar español todos los días porque es un idioma muy útil y muy importante.
¿Qué asignaturas te gustan y no te gustan? What subjects do you like/dislike	Me encantan las ciencias porque son fenomenales pero no me gustan las matemáticas porque son difíciles y aburridas. Pienso que prefiero la concina porque me encanta comer.
¿Cómo es tu colegio? Describe your school	Mi colegio es bastante grande y muy moderno. Las clases empiezan as las ocho y veinte y terminan a las cuatro menos veinticinco. Tenemos una cantina, una sala de informática, un patio. Pienso que me gusta mi colegio porque es moderno y divertido

I. Key Questions: Translate these model answers using the KO	
¿Qué estudias en el colegio? What do you study at school?	I study a lot of interesting subjects. I study English, Maths, Science and RE. I also study PE, Music and Geography. What about you? What subjects do you study?
¿A qué hora estudias el español? At what time do you study Spanish?	I study Spanish Thursdays and Friday at 10.30 in the morning. The classes last an hour. I would like to study Spanish all day because it's a fantastic subject and very interesting.
¿Qué asignaturas te gustan y no te gustan? What subjects do you like/dislike	I love maths because it's fun but I don't like art because it's boring. I love Spanish because the teacher is fun but I hate PE because it's not exciting and I think that it's not relaxing.
¿Cómo es tu colegio? Describe your school	My school is quite modern and very big. The classes start at 8.30 and finish at 4. We have a canteen, lots of maths rooms, science rooms and computer suites

J. Key Grammar	
Words for THE and A	The = **el** or **la** or **los** or **las** – depending on if it's masculine/feminine/plural A = **un** or **una** – if it's masculine or feminine
Using the verbs "to be" and "to have" correctly	Tengo = I have (you just need one word in Spanish not 2 like in English) but remember each person needs a different word *eg he has = tiene, we have = tenemos*
Adjective placement Adjective agreement	Remember adjectives go after the noun Remember adjectives have to agree with the noun in number and gender Eg ojos azules –eyes blues, pelo negro - black hair
Use porque to describe your opinions Use singluar and plurals correctly	Me gusta el inglés **porque** es fácil BUT Me gusta**N** las matematicas porque **SON** facil**ES**

Year 7 Term 2 SPANISH Knowledge organiser QUIZZABLE: Topic = El Instituto

What we are learning this term:

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C. Describing the school day
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6 Key Words for this term

1. estudiar
2. asignaturas
3. Pienso que…
4. el horario
5. las instalaciones
6. profesor(a)

A. Key Opinions

Me gusta Me encanta _____ _____ divertido/a _____ útil _____ _____ i_____ _____ emocionante guay genial _____ asqueroso/a malo bueno	_____ _____ I hate because… _____ boring _____ pointless comfortable interesting entertaining _____ _____ _____ dull _____ _____ _____

B. Key verbs across topics

_____ _____ ir hacer jugar _____ _____ _____ vivir hablar deber querer _____ _____	to have to be _____ _____ _____ to see to listen to buy _____ _____ _____ _____ to visit to write

C. ¿Qué color es? What colour is it?

Los colores	Colours
_____ _____ azul blanco/a _____ gris _____ negro/a _____ verde _____ marrones _____	yellow tabby _____ _____ gold _____ brown _____ red _____ gold _____ black

D. Las Instalaciones - Facilities

_____ _____ _____ los laboratorios el salón de actos el despacho de la directora _____ _____ _____ _____ _____ hay no hay tiene no tiene _____ _____ _____ _____ _____	the classroom the library the patio _____ _____ _____ the football pitch the dining room the gym the pool some classes _____ _____ _____ _____ in my school students mixed the staffroom

E. Describe tus asignaturas?

Las asignaturas	School subjects
_____ _____ _____ _____ la geografía la historia la informática	Science P.E. Spanish French _____ _____ _____

Key Verbs

Ser To be	estudiar To study	Pensar To think	Escribir To write	Vivir To live
Soy _____	Estudio _____	Pienso I_____	Escribo _____	Vivo I live
Eres You are	Estudias _____	Piensas _____	Escribes You write	Vives You live
Es s/he is	Estudia _____	Piensa _____	Escribe s/he writes	Vive _____
Somos We are	Estudiamos _____	Pensamos We think	Escribimos We write	Vivimos We live
son They are	Estudian _____	Piensan They think	Escriben _____	viven _____

E. Describe tus asignaturas

_____ _____ _____ _____ _____ Odio … Detesto … Mi asignatura favorita Pienso que … (los profesores) son aburrido/a/ _____ _____ _____ _____ interesante/s relajante/s _____ _____ _____ _____ jueves viernes sábado domingo _____ _____ _____	English Maths Music R.E. design technology _____ _____ _____ _____ _____ good fun difficult easy interesting _____ nice Monday Tuesday Wednesday _____ _____ _____ _____ To start To finish The lunch hour

F. La hora – Telling the Time

Es la Son las _____ _____ _____ uno dos tres cuatro cinco seis _____ _____ _____ _____ once doce trece _____ _____ _____ diecíocho diecínueve veinte veintíuno veintídos veintítres Veintícuatro _____ _____ _____	_____ _____ half past quarter past quarter to _____ _____ _____ _____ _____ _____ seven eight nine ten _____ _____ fourteen fifteen sixteen seventeen _____ _____ _____ _____ _____ _____ twenty four What time is it? the hour / time The clock

ART Year 7 Term 1:Topic = Remembrance Poppies

What we are learning this term:



A. About Paul Cummins installation 'Blood Swept Lands and Seas of Red'
B. How to use the Grid method for accurate drawing
C. Using clay to create a ceramic poppy – slab method for accurate drawing
D. Using poster paint to decorate your sculpture

6 Key Words for this term

1. Remembrance
2. Sculpture
3. Installation
4. Decoration
5. Line
6. Ceramic



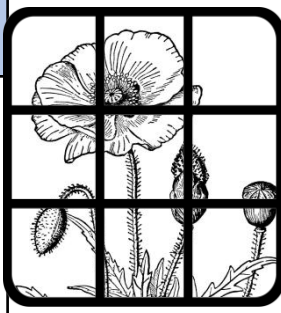
A. *About Paul Cummins and his installation 'Blood Swept Lands and Seas of Red*

What?	He installed 888000 clay poppies at the Tower of London in 2014 covering 16 acres
Why?	Each one represented a service/man woman who died during WW1 (1914-18)
How?	Each one was made by hand using clay, fired in the kiln and painted before going on display



B. *How to use the Grid Method for accurate drawing*

1) Use a ruler to draw an equally spaced grid onto your image
2) Draw an identical grid **LIGHTLY** onto paper
3) Draw in the main *outlines* of your image, focusing on one square at a time Use a ruler to help you *measure* the positioning of lines if needed
4) Add main details before erasing he grid on the paper
5) Add fine *details* and build in *tone*





C. *Using clay to create a ceramic poppy using the slab method*

Clay is a **material** used by artists. It is made from minerals. It is found underground. There are many different types of clay.

Steps for making your poppy:

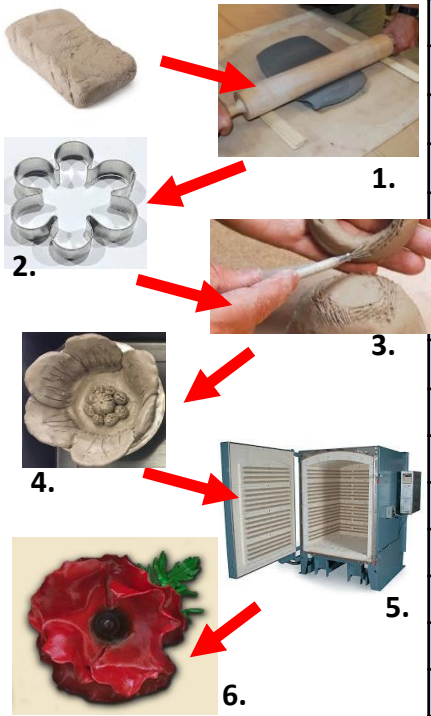
1. Roll out the clay using a rolling pin, wooden board and slats
2. Use a template or a cutter to cut the poppy shapes
3. Join piece using **score and slip**
4. Decorate the clay using **additive** and **subtractive** techniques
5. Fire the **sculpture** in the **kiln**
6. **Decorate** the ceramic sculpture using poster paint

What each tool is used for:

Rolling pin	Rolling the clay out into a slab
Wooden board	Stops the clay sticking and minimises dust
slats	Stops the clay being rolled too thin

States of working with clay

Plastic	Very flexible, high moisture content, easy to shape
Leather-hard	Partially dried out, can still be carved but no longer shaped
Bone dry	No moisture. Can't be altered
Bisque fired ceramic	After first firing (lower temperature), waterproof
	After second firing (higher temperature). Delicate



G. *Key words and definitions*

Remembrance	the action of remembering the dead.
Sculpture	A 3dimensional artwork
Installation	Placing a particular artwork in a specific place
Decorate	To make something more appealing or visually attractive
Line	A continuous mark with width, length and direction
Ceramic	made of clay and permanently hardened by heat.
Detail	The small parts of something
Accuracy	How similar a drawing is to the source
Source	What you are drawing or working from
Construct	To build
Score and slip	Method for joining clay
Kiln	The oven used to fire the clay
composition	How the elements of an artwork are arranged
outline	the outer edge or line

ART Year 7 Term 1:Topic = QUIZZABLE

What we are learning this term:



A. About Paul Cummins installation 'Blood Swept Lands and Seas of Red'
B. How to use the Grid method for accurate drawing
C. Using clay to create a ceramic poppy – slab method for accurate drawing
D. Using poster paint to decorate your sculpture



6 Key Words for this term

1. Remembrance
2. Sculpture
3. Installation
4. Decoration
5. Line
6. Ceramic

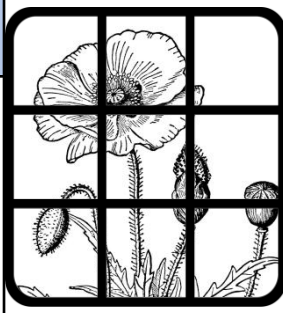


A. *About Paul Cummins and his installation 'Blood Swept Lands and Seas of Red*

What?	He installed 888000 clay poppies at the Tower of London in 2014 covering 16 acres
Why?	Each one represented a service/man woman who died during WW1 (1914-18)
How?	Each one was made by hand using clay, fired in the kiln and painted before going on display



B. *What are the stages of drawing using the grid method?*





C. *Using clay to create a ceramic poppy using the slab method*

Clay is a **material** used by artists. It is made from minerals. It is found underground. There are many different types of clay.

Explain the steps for making your poppy including materials and techniques

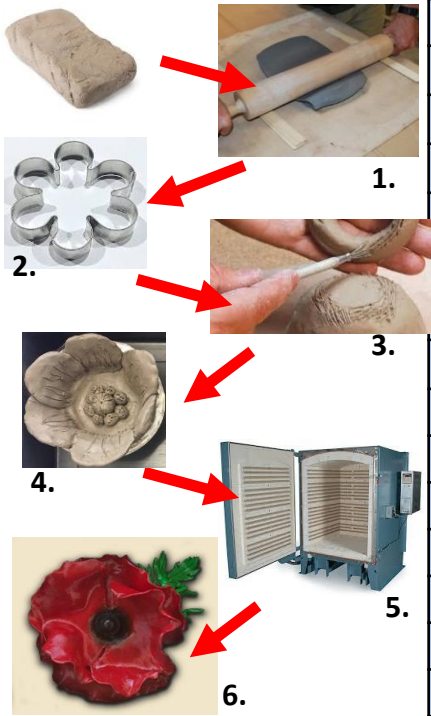
1. 1
2. 2
3. 3
4. 4
5. 5
6. 6

Explain what each tool is used for:

Rolling pin	
Wooden board	
slats	

What are each of the States of working with clay

Plastic Leather-hard Bone dry Bisque fired ceramic	



G. *Add definitions for the key words*

Remembrance	
Sculpture	
Installation	
Decorate	
Line	
Ceramic	
Detail	
Accuracy	
Source	
Construct	
Score and slip	
Kiln	
composition	
outline	



Year 7 Graphic Communication Rotation Knowledge Organiser

What we are learning this term:

A. Fonts **B. Typography** **C. Key Words** **D. Alan Fletcher** **E. The design process**

A. Fonts – appearance and style of text

Font classifications				Font Styles		
Serif	**Serif Examples**	**Sans Serif**	**Sans serif Examples**	**Regular**	Bold	*Italic*
Text style that has small "feet" or lines at the ends of letters	- Times New Roman - Baskerville Old Face	Text style that has no extra lines, clean and simple	- Arial - Comic Sans	ABC "Original"	**ABC** **"Thicker"**	*ABC* *"Slanted"*

B. Typography – how we arrange and use fonts to make text look good and easy to read.

Alignment of text

Typography is how we arrange and use fonts to make text look good and easy to read. Font, the style of letters Typography, how we use those fonts together. Picking the right font for the job (link back to serif/sans serif). Space between letters and lines. Too squashed = hard to read. Too spread out = looks odd

- Left aligned
- Centered aligned
- Right aligned

Line Spacing - Space between letters and lines

Motivated Scheduling Coordinator with experience in overseeing the booking of patient appointments and extraneous testing upon discharge from numerous medical departments.

Hierarchy - the way text is organised to show what is most important

Big = titles

Medium = headings

Small = body text

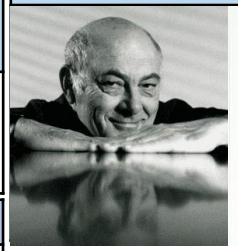
Can use colour, size and orientation to help make the text stand out more.

C. Key Words

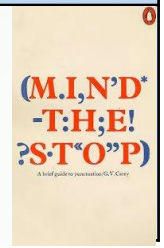
Graphic Communication	Using images and text to share a message or idea, like posters, logos, or advertisements. It is the **outcome** of graphic design.
Graphic Design	The **process** of Using images and text to share a message or idea, like posters, logos, or advertisements.
Iterative	Repeating steps again and again to improve the result.
Design Brief	A design brief is a short description of what you need to design and make. It explains the task and what is required.
Specification	A list of things your design should do or be.
Concept Board	A collection of images, colours, fonts, textures, and ideas that inspire your design. 
Initial Designs	Your first ideas for a product or project. They are quick sketches that show different possible solutions before you choose and develop the best one.

D. Alan Fletcher

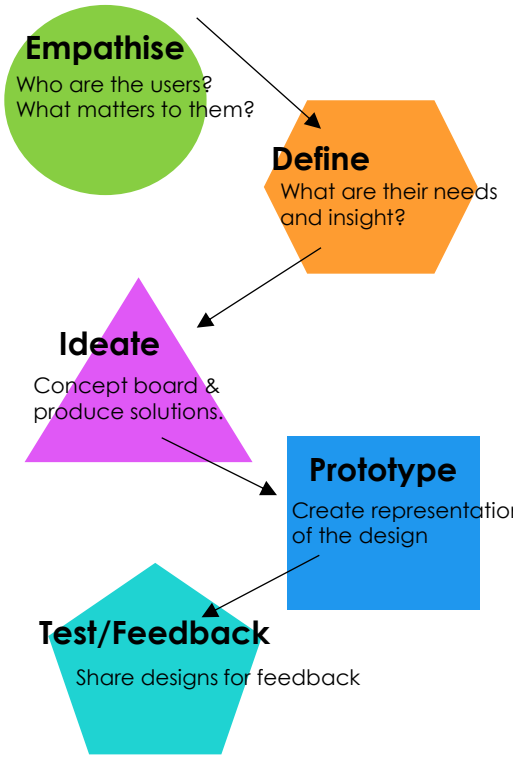
Alan Fletcher was a British graphic designer and co-founder of Pentagram, known for his creative use of typography. His work combined words and images in clever ways, inspiring designers to make text both clear and visually exciting.







E. The Design Process



Year 7 Graphic Communication Rotation Knowledge Organiser

What we are learning this term:

A. Fonts **B. Typography** **C. Key Words** **D. Alan Fletcher** **E. The design process**

A. F_____ – appearance and style of text

Font C_____				Font S_____		
_____	**Serif Examples**	_____	**Sans serif Examples**	_____	_____	_____
Text style that has small "feet" or lines at the ends of letters	- _____ - Baskerville Old Face	Text style that has no extra lines, clean and simple	- _____ - Comic Sans	ABC "Original"	**ABC** **"Thicker"**	*ABC* *"Slanted"*

B. Typography – how we _____ and use fonts to make text look good and easy to read.

_____ of text

Typography is how we arrange and use fonts to make text look good and easy to read. Font, the style of letters Typography, how we use those fonts together. Picking the right font for the job (link back to serif/sans serif). Space between letters and lines. Too squashed = hard to read. Too spread out = looks odd

- Left aligned
- Centered aligned
- Right aligned

Line Spacing - _____

Motivated Scheduling Coordinator with experience in overseeing the booking of patient appointments and extraneous testing upon discharge from numerous medical departments.

Hierarchy - _____

_____

Big = titles

Medium = headings

Small = body text

Can use _____

_____

_____

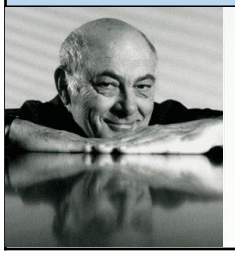
to help make the text stand out more.

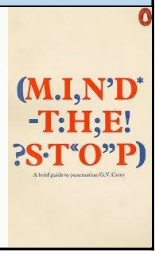
C. Key Words

Graphic Communication	_____ _____ It is the **outcome** of graphic design.
Graphic _____	The **process** of Using images and text to share a message or idea, like posters, logos, or advertisements.
Iterative	_____ _____
_____	A design brief is a short description of what you need to design and make. It explains the task and what is required.
Specification	A list of things your design should do or be.
_____ _____	_____ _____ 
_____	Your first ideas for a product or project. They are quick sketches that show different possible solutions before you choose and develop the best one.

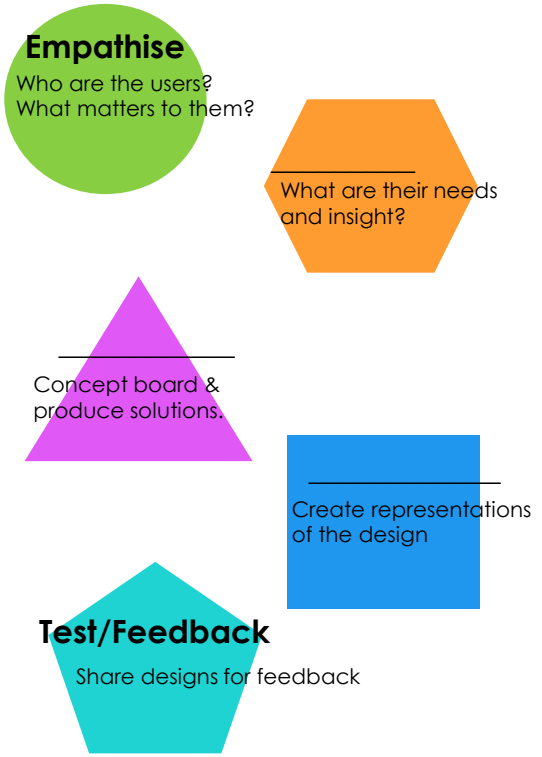
D. Alan Fletcher

Alan Fletcher was a British _____ _____ and co-founder of Pentagram, known for his creative use of typography. His work combined words and images in clever ways, inspiring designers to make text both clear and _____ _____.



E. The Design Process



Year 7 PRODUCT DESIGN Rotation Knowledge Organiser

What we are learning this term:

A. Workshop Tools **B. Materials** **C. Modelling** **D. Key Words** **E. Evaluating Work**

A. Workshop Tools

Steel Rule	Wooden Vice	Clamp	Bench Hook	Tenon Saw	Pillar Drill	Bandfacer
						

B. Materials

Timbers come from **trees**



Scots pine – which you used for your maze frame – is a **softwood**

Softwoods come in planks and boards

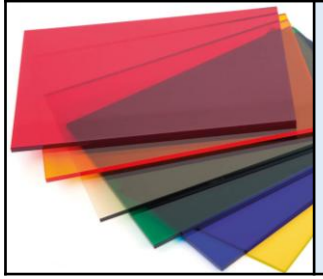
Manufactured Boards come from **wood pulp**



Plywood – which you used as your base, insert and maze walls – is a **manufactured board**

Manufactured Boards come in sheets

Polymers come from **crude oil**



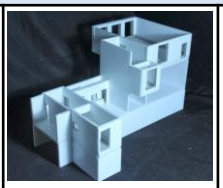
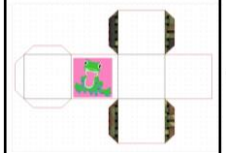
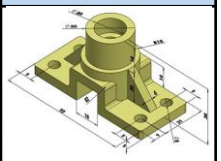
Acrylic – which you used as your lid for your maze – is a **polymer**

Polymers come in sheets, graduals and filament

C. Modelling

Creating a 3D representation of your product before you manufacture it.

You can use a variety of different materials and computer programs to create a mock up model or prototype such as;

		
Cardboard	Foamboard	Scrap Wood
		
3D Printing	2D Design	Solidworks

Modelling is used to test a product before manufacture, to see what works and what doesn't.

Advantages	Disadvantages
Allows a designer to physically handle or view from all sides	Can be time-consuming and complicated
Changes can be made quickly and easily	Testing can be unreliable as they don't use the same materials as the end product

D. Key Words

Specification	A specific list of things that your product should be or do.
Modelling	A way of making a 3D representations of your proposed design. To see what went well and how it can be improved.
Sustainable	Limited negative impact on the environment.
Manufacture	Making a product using tools and machinery.

E. Evaluation of Products

Evaluate – To judge and give an opinion.

Designers will evaluate their products to see what works well and what doesn't. This way they can make any improvements on their current designs to ensure a high-quality product.

When writing an evaluation it is important to include the following three things:

1. Positives – what works well
2. Negatives – what doesn't work well
3. Possible improvements – how could you make it better?

For example:

My maze looks really fun and challenging to play. However, when tested the model version of my game, it was too difficult to complete. One improvement I could make is by taking away some of the traps or moving some of the walls around, so that it is more fun to play.

Year 7 PRODUCT DESIGN Rotation Knowledge Organiser

What we are learning this term:

A. Workshop Tools **B. Materials** **C. Modelling** **D. Data Analysis & Evaluation**

A. Workshop Tools









B. Materials

Timbers come from _____



Scots pine – which you used for your maze frame – is a **softwood**

Softwoods come in _____ and _____

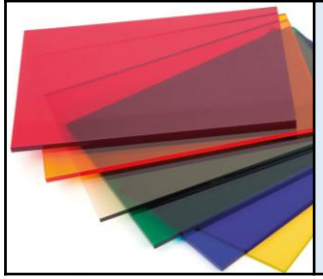
Manufactured Boards come from _____



Plywood – which you used as your base, insert and maze walls – is a **manufactured board**

Manufactured Boards come in _____

Polymers come from _____



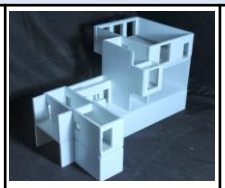
Acrylic – which you used as your lid for your maze – is a **polymer**

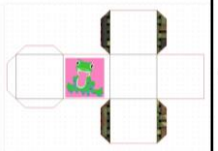
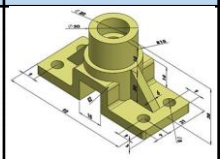
Polymers come in _____, _____ and _____

C. Modelling

Creating a _____ _____before you manufacture it.

You can use a variety of different materials and computer programs to create a mock up model or _____ such as;

Modelling is used to _____ before manufacture, to see what works and what doesn't.

Advantages	Disadvantages

D. Key Words

Specification

Modelling

Sustainable

Manufacture

E. Evaluation of Products

Evaluate _____

Think back to your completed handheld maze hand game. Evaluate one positive aspect of it, one negative aspect of it and an improvement you would like to have made if you had time.

_____

_____

_____

_____

_____

_____

_____

Possible sentence starters:

- One thing that was successful…….
- One thing that I had issues with was……
- If I had more time, I could improve this by……

Y7 Food technology

What we are learning this term:

1. Health, safety and hygiene in the kitchen
2. The Eatwell guide and nutrients
3. Storing food safely
4. Food origins
5. Food fortification and modification
6. Practical skills

A. What are the nutrients required in the diet?

Carbohydrates	To give the body energy e.g bread.
Protein	To grow and repair the body, and to give energy e.g eggs.
Fats	To insulate your body, give you energy, and protect your organs i.e butter.
Vitamins	For general body health and function i.e carrots for eyesight.
Minerals	For general body health and function i.e iron to make blood cells.

c. Storing food safely

Perishable foods should be stored out of the **temperature danger zone** to reduce the risk of **food poisoning.**
Hot foods should be kept above 63ºC and cold foods should be kept below 5ºC.

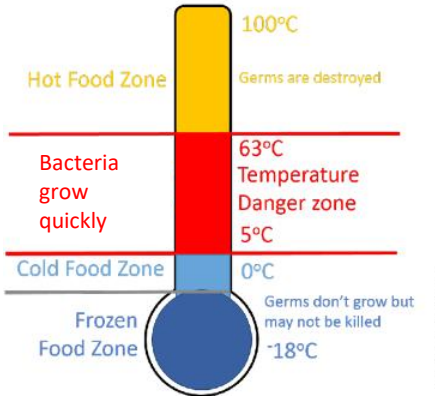
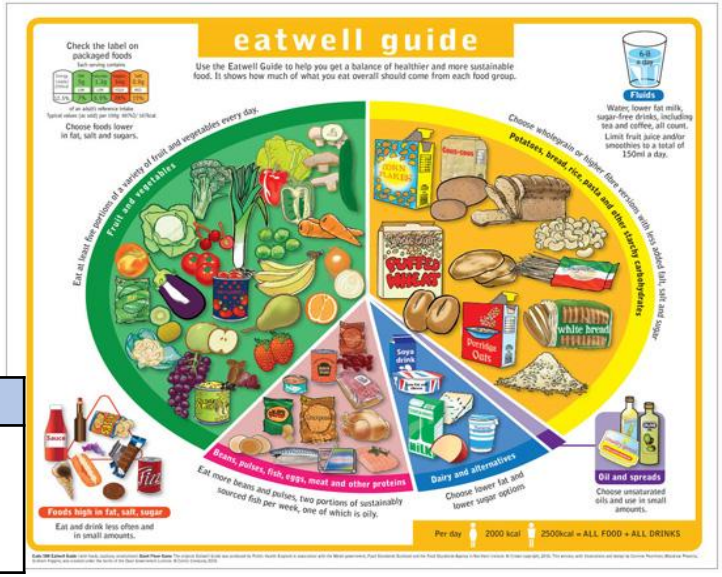


Image: TAFE NSW

B. What are the 5 different sections of the Eatwell plate?

1 **Fruit and Vegetables** – provides minerals, vitamins & fibre
2 **Carbohydrates** – provides carbs and fibre
3 **Protein** - provides protein, omega 3, come vitamins
4 **Dairy** - provides vitamins, minerals (calcium)
5 **Fats and Oils**



E. Keywords

Food miles	The distance a food has travelled from the producer to consumer.
Cross contamination	The transfer of contaminants onto food through either the hands, the equipment or the surfaces. Causes food poisoning.
Spoilage	When food becomes unsafe to eat i.e rot, mould.
Perishable food	Food that spoils if not kept in the fridge or freezer e.g ham.
Fibre	Foods that keep your digestive system healthy and avoid constipation.
Allergen	A substance (sometimes food) that causes an immune system response that can be fatal i.e throat swelling up. Nuts are common allergens.
Intolerance	When the body cannot digest a food and rejects it i.e vomiting, diarrhea. Many people are lactose intolerant (milk intolerance).
Coeliac	When someone cannot eat gluten (wheat), similar to an intolerance but more dangerous.
Vegan	When someone does not eat anything that comes from an animal including eggs, milk, honey.

c. Food origins

Grown food- plants i.e wheat	**Reared food** – animals kept on a farm, bred and raised for use i.e cows to give milk	**Caught food –** animals hunted in the wild i.e fish, game animals
Intensive farming – bad for the environment, uses chemical fertilisers and pesticides. Gives a high yeild (amount of food). **Organic farming** – "natural" farming, is slower and more expensive to do.	**Intensive (battery) farming** – animals are kept indoors all year round in small cages, poor treatment. Lots of food produced. **Free range** – animals have a large amount of space and outdoor space, good living conditions. Expensive and slow.	**Trawling –** large nets dragged through the sea, lots of bycatch (unwanted fish) and damages habitats. **Line caught –** catching one fish at a time on a fishing line. Much slower and more expensive.

c. Food fortification and modification

Fortify – to make stronger/better
Food fortification – adding extra nutrients to food to improve how nutritious it is
Examples: butter with added vitamins, cereal with added iron and vitamins

Modification – to change the properties of something
Additives – chemicals added to food, can ne natural or artificial
Examples – flavourings, colourants, preservatives, stabilisers
Genetically modified (GM) - the genes (DNA) of the crop or animal have been changed to improve their yeild i.e more seeds.

Y9 Food technology

What we are learning this term:

1. Health, safety and hygiene in the kitchen
2. The Eatwell guide and nutrients
3. Storing food safely
4. Food origins
5. Food fortification and modification
6. Practical skills

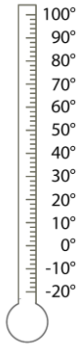
A. What are the nutrients required in the diet?

Carbohydrates	To give the body _____ e.g bread.
Protein	To _____the body, and to give energy e.g eggs.
Fats	To insulate your body, give you _____, and protect your organs i.e butter.
Vitamins	For general body health and function i.e carrots for _____.
Minerals	For general body health and function i.e iron to make _____.

c Storing food safely

Perishable foods should be stored out of the **temperature danger zone** to reduce the risk of _____.
Hot foods should be kept above _____ and cold foods should be kept below _____.

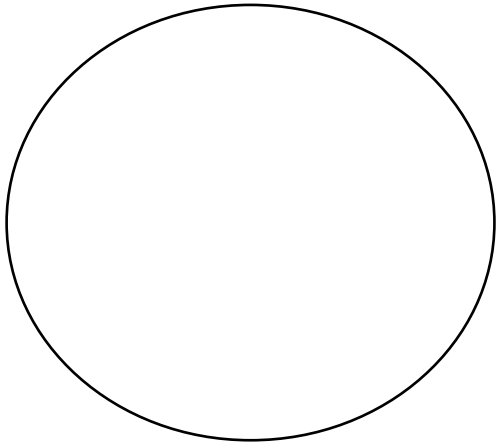
Annotate the thermometer to show key food safety temperatures.



B. What are the 5 different sections of the Eatwell plate?

1 F _____ and _____
2 C_____ provides _____
3 _____
4 _____ - provides vitamins, minerals (calcium)
5 **Fats and Oils**

Divide the circle below into 5 sections as on the eatwell guide and annotate it with one healthy eating guideline .



c. Food origins

_____**Food** - plants i.e _____	_____ **food** – animals kept on a farm, bred and raised for use i.e _____	_____ **food –** animals hunted in the wild i.e _____
_____ **farming** – bad for the environment, uses chemical fertilisers and pesticides. Gives a high yeild (amount of food). **Organic farming** – "natural" farming, is _____ and more expensive to do.	**Intensive (battery) farming** – animals are kept indoors all year round in small cages, poor treatment. Lots of _____ produced. **Free** _____ – animals have a large amount of space and outdoor space, good living conditions. Expensive and slow.	**Trawling –** large nets _____ through the sea, lots of bycatch (unwanted fish) and damages habitats. **Line caught –** catching one fish at a time on a fishing line. Much slower and more _____.

E. Keywords

Food miles	The distance a food has _____ from the producer to consumer.
Cross contamination	
	When food becomes unsafe to eat i.e rot, mould.
Perishable food	Food that spoils if not kept in the fridge or freezer e.g ham.
Fibre	
Allergen	
	When the body cannot digest a food and rejects it i.e vomiting, diarrhea. Many people are lactose intolerant (milk intolerance).
Coeliac	When someone cannot eat _____ (wheat), similar to an intolerance but more dangerous.
	When someone does not eat anything that comes from an animal including eggs, milk, honey.

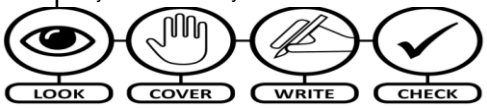
c. Influences on food choice

List 3 influences that might change a person's choice of food:
1.
2.
3.

Year 7: Find Your Voice (Elements and Singing)

Term 2

A	What we are learning about this term…
1	Elements of Music
2	Singing Technique
3	Using Graphic scores as notation
4	Singing with confidence
5	Major/ Minor tonality



C - Useful links: practice at home!

These QR codes will take you to YouTube to be able to sing along!

Disney Song Sing Along! -------->

SCAN ME

Check out this vocal warm up!

E – Major and Minor Tonality

Major and Minor mean happy ar sad sounding music – or mood!
Check out the links below by scanning
the QR codes to learn more and complete a major or minor quiz!
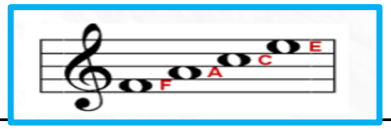
Game 1

Major/ Minor Movie Quiz!

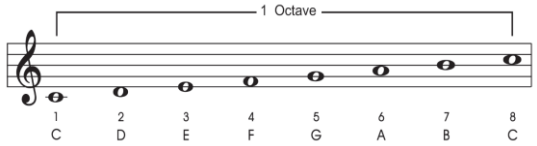
B	Keywords
Thin Texture Thick Texture	Not many sounds/layers Many sounds/ layers
Round	singing/playing the same thing, starting at different times
Graphic Score	Where pictures and symbols are used instead of notes on the stave
Warm up	An important exercise for singers to prepare their voice for singing
Pulse	The steady beat in music
Rhythm	Combination of long and short notes to create interesting patterns
Octave	Distance of 8 notes (e.g. C to C)

D Treble Clef Notes and Octave





…in the space!



F Basic Rhythm Values in 4/4 time

	Beat 1	Beat 2	Beat 3	Beat 4
Technical name SEMI BREVE (4 beats)				
Remember it… Hold for 4 beats	𝅝			
Technical name Minim (2 beats)				
Remember it… L - ong	𝅗𝅥		𝅗𝅥	
Technical name Crotchet (1 beat)				
Remember it… tea	♩	♩	♩	♩
Technical name Quavers (1/2 beat)				
Remember it… Cof - fee	♫	♫	♫	♫

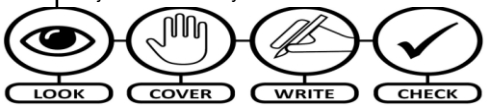
F	Describing Music – MAD T SHIRT

M	A	D	T	S	H	I	R	T
Melody	**Articulation**	**Dynamics**	**Texture**	**Structure**	**Harmony/Tonality**	**Instruments**	**Rhythm**	**Tempo**
The tune	How notes are played	Loud/quiet and any other volume changes	Layers of sound / how they fit together	The sections and organising	Chords used / the mood	Types of instruments heard	Pattern of notes	The speed

Year 7: Find Your Voice (Elements and Singing)

Term 2

A	What we are learning about this term…
1	Elements of Music
2	Singing Technique
3	Using Graphic scores as notation
4	Singing with confidence
5	Major/ Minor tonality



B	Keywords

C - Useful links: practice at home!

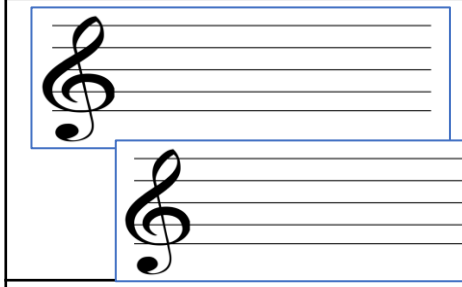
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Disney Song Sing Along! -------->

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Check out this vocal warm up!

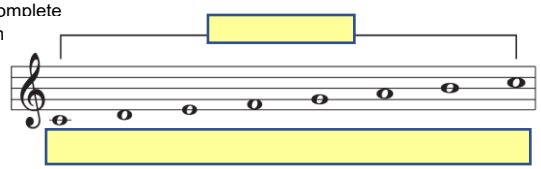
D Treble Clef Notes and Octave



… Draw EGBDF on the lines!

… Draw FACE in the space!

Complete Th



E – Major and Minor Tonality

What does Major and Minor Mean?

Major is _____

Minor is _____

Game 1

Major/ Minor Movie Quiz!

F

Practice your note drawing skills!

1. Draw the note TEA (crotchet)
2. Coffee (pair of quavers)
3. Now draw this rhythm in note values **(TEA TEA COFFEE COFFEE)**
4. **COFFEE COFFEE COCACOLA TEA**

F	Describing Music – MAD T SHIRT

M	A	D	T	S	H	I	R	T
M_____	A_____	D_____	T_____	S_____	H_____/T_____	I_____	R_____	T_____

Year 7 Knowledge organiser Topic: Lights, Camera, Action!

What we are learning this term:

A. You will develop your knowledge and understanding of key performance skills of drama.
B. How to perform on different stage layouts
C. Devise your own performance from a popular TV show creating new characters.

A- Key Words for this term

1. Improvisation- create a scene without prior planning or a script.
2. Characterisation – presentation of a fictional character using gesture, posture and stance.
3. Body Language- The conscious and unconscious movements and postures by which attitudes and feelings are communicated
4. Facial Expressions- How someone expresses their emotions using their face.
5. Accent- The way you pronounce certain words, often showing where you are from.
6. Tone- The emotion that you put into your voice.
7. Blocking- Stopping the audience from being able to see / experience what is happening on stage
8. Devising- Creation of an original performance in response to a stimulus.

C- Why is blocking important in drama?

It teaches the actors to be aware of where/what way they are standing on stage and make sure they are always in the audience's sightlines.

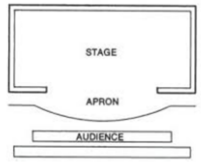
B — Write the definition for these four stage layouts, where the entrances and exits happen and what (if any) set/scenery can be used.

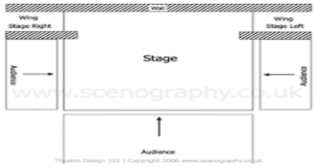
1 End On- Audience face one side of the stage.
Numerous entrances and exits. Large scenery and set can be used.

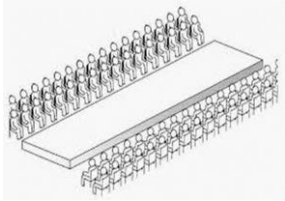
2 Thrust- Audience in front and around 3 sides. Entrances and exits happen on the main stage and through the audience. Set/Scenery on the main stage only.

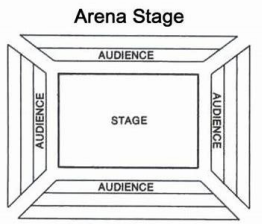
3 Traverse- The audience are around 2 sides. There are 2 entrances and exits. Set can be used but cannot be too high to obstruct sightlines of the audience.

4 In The Round/Arena- The audience are on every side of the stage. There are entrances and exits around the audience. No large sets can be used.









C- Thinking questions.

1. How am I showing my character?
2. What is my body language?
3. How is it different to my normal?
4. What is my character feeling?
5. Do my facial expressions match this?
6. What is my posture like?
7. How do I walk?
8. What implications are there for blocking?
9. What are the positives for each stage?
10. What are the negatives for each stage?
11. Which stage layout do you like the best? Why?

Year 7 Knowledge organiser Topic: Lights, Camera, Action!

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B. How to perform on different stage layouts
C. Devise your own performance from a popular TV show creating new characters.

Key Words for this term

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2. C – presentation of a fictional character using gesture, posture and stance.
3. B L - The conscious and unconscious movements and postures by which attitudes and feelings are communicated
4. Facial Expressions-
5. A - The way you pronounce certain words, often showing where you are from.
6. T - The emotion that you put into your voice.
7. Blocking-
8. D - Creation of an original performance in response to a stimulus.

C- Why is blocking important in drama?

It teaches the to be aware of where/what way they on stage and make sure they are in the audience's .

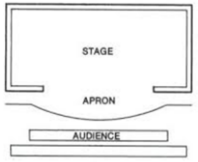
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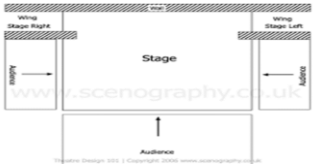
1 End On-

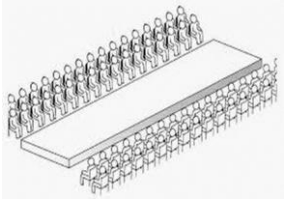
2 Thrust-

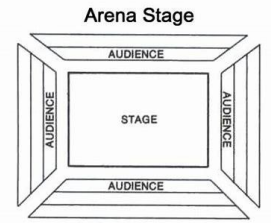
3 Traverse-

4 In The Round/Arena-









Thinking questions.

1. How am I showing my character?
2. What is my body language?
3. How is it different to my normal?
4. What is my character feeling?
5. Do my facial expressions match this?
6. What is my posture like?
7. How do I walk?
8. What implications are there for blocking?
9. What are the positives for each stage?
10. What are the negatives for each stage?
11. Which stage layout do you like the best? Why?

SWINDON ACADEMY READING CANON

Year 7

- The Canterbury Tales
- War Horse
- Adventures of a Young Naturalist
- A Monster Calls
- The Pearl
- Number the Stars
- The Hunger Games
- Chinese Cinderella
- Sir Gawain and the Green Knight

Year 8

- The Dark Lady
- Trash
- The Diary of a Young Girl
- Ghost Boys
- The Amazing Maurice
- The Bone Sparrow
- Salt to the Sea
- The Giver
- Witch Child

Year 9

- Skin
- I am Malala
- Noughts and Crosses
- Liccle Bit
- Fahrenheit 451
- The Black Flamingo
- One
- Simon vs the Homo Sapiens Agenda
- Long Way Down
- Northern Lights
- The Boy Who Steals Houses
- The Woman in Black
- The Book Thief

Year 10

- The Curious Incident of the Dog in the Night-Time
- The Underground Railroad
- Rani and Sukh
- The Hate U Give
- The Boxer
- Pigeon English
- Orangeboy
- 1984
- The Art of Being Normal
- The Outsiders
- To Kill a Mockingbird
- A Selection of Short Stories

#ReadingisPower