



Rayner Stephens
HIGH SCHOOL

YEAR 7

KNOWLEDGE ORGANISERS

Spring Term 2024/25



English Year 7 Unit Two: Romeo and Juliet

Key Vocabulary:

1	Context	The background to a story or piece of writing . This can be historical or social factors which may influence the story.
2	Tragedy	a play dealing with tragic events and having an unhappy ending , especially one concerning the downfall of the main character.
3	Tragic Hero	a great or virtuous character in a dramatic tragedy who is destined for downfall, suffering, or defeat .
4	Metaphor	A literary device where you compare something to something else . Crafted using tenor (subject) and vehicle (what it is compare to).
5	Soliloquy	when a character speaks their thoughts aloud to themselves or to the audience.
6	Oxymoron	a phrase using two contrasting terms (e.g. 'feather of lead')
7	Modal Verbs / Modality	verbs which show how certain your interpretation is, e.g. this may suggest...; Shakespeare could be implying...
8	Protagonist	A main character in a story.
9	Pivotal	an important point that signifies a shift in direction .
10	Patriarchal	a system of society or government in which men hold the power and women are largely excluded from it.
11	Symbolism	the use of people or things to represent powerful ideas or qualities.

12. Plot:



13. Thesis statements:

Definition: Introductory statement to an extended piece of writing about the presentation of a character or a theme in a story

Character:

Author's surname + academic verb + character name + information about the character + three adjective impressions.

Example: Shakespeare presents the character of Romeo as impulsive, romantic and emotive.

Theme:

Author's surname + academic verb + theme + purpose of the theme and moments which link to it.

Example: Shakespeare portrays the theme of love to emphasis the tragedy of the relationship between Romeo and Juliet.

14. Metaphor

The 'formula' for a metaphor is:
Tenor + Vehicle = Ground

Tenor: Subject / the thing being described.

Vehicle: What you are comparing your subject to.

Ground: The link and effect when the tenor and vehicle are combined.

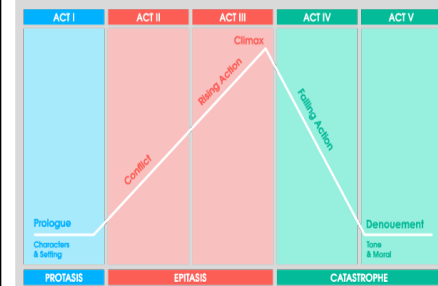
Example: 'O she doth teach the torches to burn bright'

Tenor: Juliet

Vehicle: 'torch' / 'teacher of light'

Ground: She is noticeable, she attracts attention, her beauty is radiant., she is an example of beauty for others.

15. Tragic Structure and feature



Tragic Hero

A Struggle Between Good and Evil

Tragic Waste

External Conflict

Internal Conflict

Supernatural Elements

Lack of Poetic Justice

Year 7 Mathematics – Knowledge Organiser – Place Value and Ordering Decimals and Integers – Spring Term

Key Vocabulary:

1	Integer	A whole number.
2	Significant Figure	A digit that gives meaning to a number. They are the digits in a number that contribute to its accuracy. The most significant digit in the number is the number on the left. The most significant number digit in a decimal fraction is the first non-zero number after the decimal point.
3	Interval	The gap between two things or points.
4	Ascending	To arrange in increasing order, from smallest to largest.
5	Round	To make a number simpler, but keeping its value close to what it was.
6	Standard Form	A number written in the form $A \times 10^n$ where A is at least 1 and less than 10, and n is an integer.
7	Descending	To arrange in decreasing order, from largest to smallest.
8	Range	The difference between the greatest value and the smallest value in a set of data.
9	Median	The middle number in an ordered list.

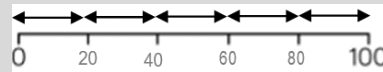
10 Integer Place Value

Billions			Millions			Thousands			Ones			
H	T	O	H	T	O	H	T	O	H	T	O	
			3	1	4	8	0	3	3	0	2	9

Placeholder

Three billion, one hundred and forty-eight million, thirty-three thousand and twenty-nine.

11 Intervals on a Number Line



Divide the difference by the number of intervals (gaps).

$$\text{E.g. } 100 \div 5 = 20$$

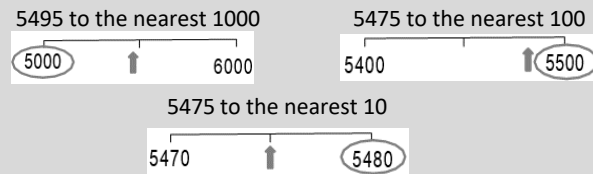
(The intervals go up in twenties.)

12 Compare Integers Using $<$ $>$ $=$ \neq

$<$ less than $>$ greater than
 $=$ equal to \neq not equal to

13 Rounding to the Nearest Power of Ten

If the number is halfway between - 'round up.'



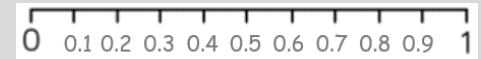
14 Round to 1 Significant Figure (SF)

Round to the first non-zero number.

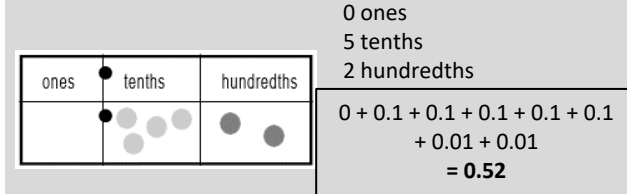
370 to 1 sf is 400
 37 to 1 sf is 40

15 Decimal Intervals on a Number Line

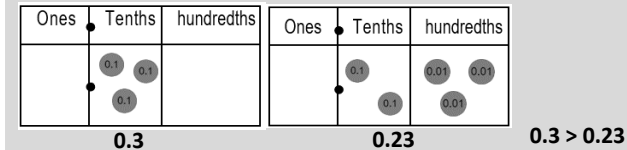
One whole split into 10 parts makes tenths = 0.1
 One tenth split into 10 parts makes hundredths = 0.01



16 Decimals



17 Comparing Decimals



18 Range (Spread of Values)

Difference between the greatest and the smallest.

3 9 8 12

Range = greatest value - smallest value.

$$12 - 2 = 9$$

19 Median (The Middle Value)

Example 1: 4 3 9 8 12

Put them in order: 3 4 8 9 12
 Find the middle number: 3 4 **8** 9 12

Example 2: 150 154 148 137 160 158

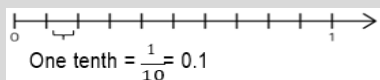
Put them in order:
 137 148 **150 154** 158 160
 Find the middle number.
 There are 2 middle numbers.
 Find the midpoint.
 152

Year 7 Mathematics – Knowledge Organiser – Fraction, Decimal and Percentage Equivalence – Spring Term

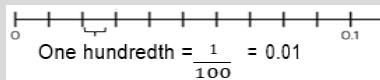
Key Vocabulary:

1	Fraction	Tells us how many parts of a whole we have. Includes a numerator and denominator separated by a straight line.
2	Mixed Number	A number made up of an integer (a whole number) and a proper fraction.
3	Improper	A fraction where the numerator is greater than the denominator.
4	Decimal	A number that uses a decimal point followed by some digits, e.g. 45.6
5	Percentage	An amount out of 100, e.g. 50% means 50 out of 100
6	Convert	To change from one form to another. E.g. to convert from a fraction to a percentage.
7	Equivalent	Equal in value. E.g., 2+3 is equivalent to 4+1
8	Pie Chart	A graph in which a circle is divided into sectors that each represent a proportion of the whole.
9	Denominator	The bottom number in a fraction. It tells us how many equal parts the whole has been split into.
10	Numerator	The top number in a fraction. This tells us how many of the equal parts are required.
11	Whole	The complete amount.

12 Tenths and Hundredths on a Number Line

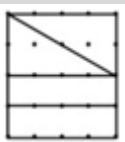


One whole split into 10 equal parts.



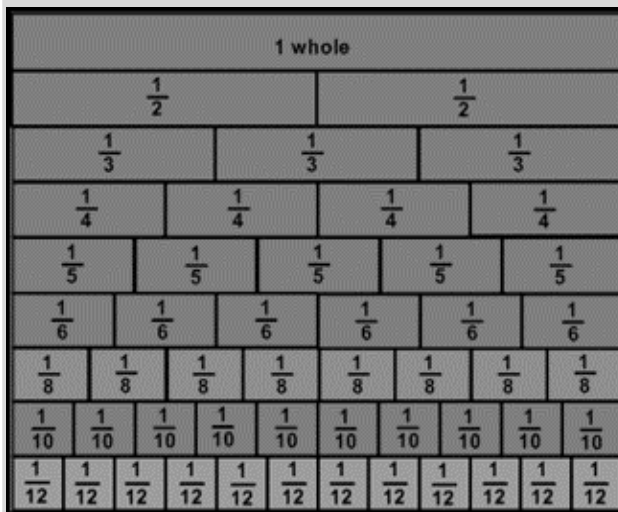
One whole split into 100 equal parts.

13 Fractions on a Diagram



The denominator is represented by equally sized parts – this shape is split into quarters.

14 Equivalent Fractions



For example:

$$\frac{1}{2} = \frac{2}{4} = \frac{3}{6} = \frac{5}{10}$$

15 Fractions on a Number Line



This point is the 6th part.
6 is the numerator.

$$\frac{6}{18} = \frac{3}{9} = \frac{1}{3}$$

One whole split into 18 equal parts.
18 is the denominator.

16 Converting Fractions, Decimals and Percentages

$$\frac{70}{100} \rightarrow \text{This also means } 70 \div 100 \rightarrow 70 \text{ hundredths} = 70\%$$

Using a calculator.



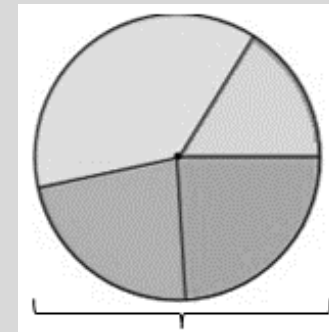
S ↔ D

Convert to decimal.

This will give you the answer in the simplest form.

X 100 converts to percentage.

17 Simple Pie Charts



Split into 10 parts:
10% = 36°

Split into 2 parts:
50% = 180°

Split into 5 parts:
20% = 72°

A pie chart has 360° so all FDP calculations are out of 360.

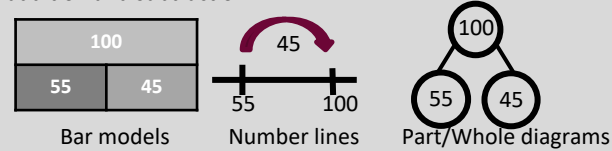
Year 7 Mathematics – Knowledge Organiser – Solving Problems with Addition and Subtraction – Spring Term

Key Vocabulary:

1	Addition	To find the total of two or more numbers. Other words to describe addition include: 'add', 'plus', 'sum'.
2	Subtraction	To find the difference between two numbers. To find out how many are left when some are taken away.
3	Commutative	Changing the order of the operations does not change the result. This applies to addition and multiplication.
4	Integer	A whole number that can be positive, negative or zero.
5	Decimal	A number with a decimal point in it. Can be positive or negative.
6	Associative	When you add or multiply you can do so regardless of how the numbers are grouped.
7	Inverse	To perform the opposite operation. For example, the inverse of addition is subtraction.
8	Balance	The amount of money in an account.
9	Credit	Money that goes into an account.
10	Debit	Money that leaves an account.
11	Standard Form	A way to write very big numbers or very small numbers with one number before the decimal point, multiplied by a power of 10. It makes saying and calculating with very big numbers or very small numbers easier to handle.

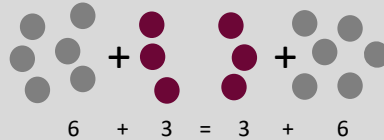
12 Addition and Subtraction

We can use different modelling methods to represent addition and subtraction.



13 Addition is Commutative

Addition and multiplication can be done in any order; these are **commutative** calculations, for example:



However, when subtracting the order does matter, for example:

$$9 - 3 = 6 \quad \text{which is not the same as} \quad 9 - 6 = 3$$

14 Formal Written Methods

Column method:

$$\begin{array}{r} 4261 \\ + 3037 \\ \hline 7300 \\ + 6422 \\ \hline 13720 \\ \hline 111 \end{array}$$

$$\begin{array}{r} 863 \\ - 715 \\ \hline 148 \end{array}$$

Remember the place value of each column. When adding you may need to include the exchange in the next column. When subtracting you may need to exchange 10 units to the column below in order to be able to subtract.

15 Formal Methods with Decimals

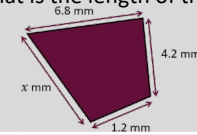
Column method: $7.83 + 16.6$

Use columns as when adding and subtracting integers. You may find it useful to add a place holder 0 to empty places in the columns. Remember the decimal point acts as a placeholder and aligns the other values.

$$\begin{array}{r} 7.83 \\ + 16.60 \\ \hline 24.43 \\ \hline 11 \end{array}$$

16 Solve Problems with Perimeter

The perimeter is the length around the outside of a shape. For example, the perimeter of the quadrilateral is 16.7 mm. What is the length of the side marked x ?



$$\begin{aligned} P &= 6.8 + 4.2 + 1.2 + x \\ 16.7 &= 12.2 + x \\ x &= 16.7 - 12.2 \\ x &= 4.5 \text{ mm} \end{aligned}$$

17 Solve Problems with Finance

Below is an example of a bank statement.

Date	Description	Credit	Debit	Balance
1 Mar	Opening Balance			254.76
3 Mar	Wages	1,402.11		1,656.87
4 Mar	Phone Bill		34.45	1,622.42

Here we can see the balance is the amount already in the bank account at the beginning of the month. Wages are a credit, as that amount is paid into the account. The phone bill is a debit, so that amount is subtracted from the balance.

18 Tables and Timetables

Distance Tables:

Aberdeen	Cambridge	Leeds	Truro
490			
355	149		
667	343	371	

A distance table shows the distance between two places.

To find the distance between Aberdeen and Leeds follow the arrows to where their row and column intersect to find the distance.

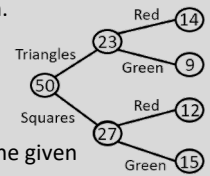
19 Frequency Trees

A frequency tree is made up from part-whole models. One piece of information leads to another.

For example: There are 50 plastic triangles and squares in a bag. All of the shapes are red or green.

There are 23 triangles.
12 of the squares are red.
There are 24 green shapes.

To use this information to complete the frequency tree, start by filling in the given information and then fill in the gaps!



20 Standard Form

Writing large numbers in standard form.

$$\begin{aligned} \text{Ordinary form } 4,000 &= 4 \times 1,000 \\ &= 4 \times 10^3 \\ &\text{Standard form} \end{aligned}$$

Adding numbers in standard form.

$$\begin{aligned} \text{For example: } 3 \times 10^4 + 4 \times 10^4 \\ &= 30,000 + 40,000 \\ &= 70,000 \\ &= 7 \times 10^4 \end{aligned}$$

Year 7 Mathematics – Knowledge Organiser – Solving Problems with Multiplication and Division – Spring Term

Key Vocabulary:

1	Multiply	The result of multiplying a number by an integer. The times tables of a number.
2	Product	The result of a multiplication calculation.
3	Multiple	Found by multiplying any number by positive integers.
4	Factor	Integers that multiply together to get another number.
5	Quotient	The result of a division.
6	Divisor	The number we divide by.
7	Mean	The average of the values: all the values are added together and then divided by the number of values.
8	Equivalent	Something that is essentially the same or equal to something else.

9	Factors	<p>A number that divides exactly into another number without a remainder. It is useful to write factors in pairs.</p> <p>Factors of 10 1, 2, 5, 10</p> <p>Remember the number itself is always a factor.</p> <p>Factors of 4 1, 2, 4</p> <p>Factors of 36 1, 2, 3, 4, 6, 9, 12, 18, 36</p>
10	Multiples	<p>The result of multiplying a number by an integer. The times tables of a number.</p> <p>Lowest Common Multiples</p> <p>LCM of 9 and 12</p> <p>9: 9, 18, 27, 36, 45, 54 12: 12, 24, 36, 48, 60</p> <p>The first time their multiples match LCM = 36</p>
11	Multiply and Divide Integers and Decimals by Powers of 10	<p>$3 \times 100 = 300$</p> <p>$0.03 \times 100 = 3$</p> <p>Repeated multiplication and division by powers of 10 is commutative. $\div 10$ then $\div 10 \longrightarrow \div 100$</p>
12	Convert Metric Units	<p>When we convert from big units to small units, we multiply. If we convert from small units to big units we divide.</p>

13	Use Formal Methods to Multiply Integers	<p>Long multiplication: column method.</p> <p>Remember the value of the digit that you are multiplying. The 3 represents three tens, so use a place holder zero to keep the value of the number correct.</p>
14	Use Formal Methods to Multiply Decimals	<p>Perform the multiplication as integers.</p> <p>Example: $0.2 \times 0.3 \longrightarrow 2 \times 3$</p> <p>Make adjustments to your answer to match the question: $0.2 \times 10 = 2$ $0.3 \times 10 = 3$ Therefore, $6 \div 100 = 0.06$</p>
15	Use Formal Methods to Divide Integers and Decimals	<p>$3584 \div 7 = 512$</p> <p>Short division</p> <p>Division with decimals</p> <p>The placeholder in division methods is essential – the decimal lines up on the dividend and the quotient.</p> <p>$24 \div 0.02 \longrightarrow 24 \div 0.2 \longrightarrow 240 \div 2$</p> <p>All give the same solution as they represent the same proportion. Multiply the values in proportion until the divisor becomes an integer.</p>
16	Order of Operations	<p>Break down the calculation using the order of operations.</p> <p>$6 \times 4 + 8 \times 2 = 24 + 16 = 40$</p> <p>$10 - 3 + 5 \longrightarrow 10 - 3 \longrightarrow 7 + 5$</p>

Year 7 Mathematics – Knowledge Organiser – Fractions and Percentages of Amounts – Spring Term

Key Vocabulary:

1	Fraction	A number that compares equal parts of a whole. Each part of the whole is a fraction.
2	Numerator	The top number in a fraction. This tells us how many of the equal parts are required.
3	Denominator	The bottom number in a fraction. It tells us how many equal parts the whole has been split into.
4	Unit fraction	A fraction in which the numerator is 1. E.g. $\frac{1}{3}$
5	Whole	A number with no fractional or decimal parts. E.g. 70
6	Percentage	The number of parts per hundred. We use the % symbol.
7	Equivalent	Equal in value. E.g. $\frac{1}{4} = 25\%$
8	Original	Referring to a number, the number you started with.
9	Convert	To change into an equivalent representation. E.g. to convert from a fraction to a percentage.

10 Finding a Fraction of a Given Amount

Example:
Find $\frac{2}{5}$ of £205

This bar represents the whole amount.

£205

£41 £41 £41 £41 £41

2 out of the 5 equal parts
 $2 \times £41 = \underline{£82}$

$£205 \div 5 = £41$
Each part of the bar model represents £41

We can use a bar model to make comparisons also.

90

30 30 30

15 15 15

Use bar models for comparisons

$\frac{1}{3}$ of 90 = 30

$\frac{2}{3}$ of 90 = 60

$\therefore \frac{1}{3}$ of 90 = $\frac{2}{3}$ of 45

11 Finding the Whole

Use a bar model to find the whole number when given a fraction or a percentage of the original number.

$\frac{2}{3}$ of a value is 70. What is the whole number?

70

$70 \div 2 = 35$
Each part of the bar model represents 35.

35 35

$35 \times 3 = 105$
The whole number is 105

12 Using a Fraction of an Amount

The wording of the question is important to setting up the bar model.

$\frac{3}{4}$ of a number is 63. Find the whole

63

15.75 15.75 15.75 15.75

What is $\frac{1}{6}$ of the number? Use the whole to find a given part

84

14 14 14 14 14 14

$= 14$

13 Finding Percentages of Amounts (Mental)

The whole represents 100%

0% 20% 40% 60% 80% 100%

$10\% = \frac{1}{10}$ of the whole

$50\% = \frac{5}{10} = \frac{1}{2}$ of the whole

$20\% = \frac{2}{10} = \frac{1}{5}$ of the whole

$5\% = \frac{1}{20}$ of the whole

Find 65% of 80

Method 1:
 $65\% = 10\% \times 6 + 5\%$
 $= (8 \times 6) + 4$
 $= 52$

Method 2:
 $65\% = 50\% + 10\% + 5\%$
 $= 40 + 8 + 4$
 $= 52$

For bigger percentages it is sometimes easier to take away from 100%

14 Finding Percentages of Amounts (Calculator)

Using a multiplier

Find 65% of 80

Fraction, decimal, percentage conversion

$65\% = \frac{65}{100} = 0.65$ ← The multiplier

$0.65 \times 80 = 52$

Using the percent button

Find 65% of 80

Type 65

Press **SHIFT** **(%)**

Press **80** and then press **=**

This brings up the % button on screen. You will see 65%.

You can also use the calculator to support non-calculator methods and find $\frac{1}{2}$ or $\frac{1}{10}$ then add percentages together

*"of" can represent 'x' in calculator methods

Year 7 Science Spring Term Knowledge Organiser – Elements, Atoms & Compounds

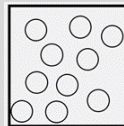
Key Vocabulary:

1	Atom	The smallest particle of an element that can exist.
2	Condensing	A physical process that results in the change of state from a gas or vapour to a liquid.
3	Compound	A compound is a substance that contains two or more elements chemically bonded together.
4	Corrosive	Has the potential to seriously damage skin or surfaces. <i>The corrosive liquid burned through the bench.</i>
5	Element	A substance made up of only one type of atom. <i>Oxygen is an element.</i>
6	Flammable	Will set on fire easily.
7	Matter	Any substance which takes up space and has mass. <i>All the chemicals were made of matter.</i>
8	Molecule	A small group of non-metal atoms chemically joined together <i>There are millions of molecules of water in a swimming pool.</i>
9	Malleable	Can easily be shaped.
10	Particle	A tiny portion of matter.
11	Periodic Table	A table which orders all of the known chemical elements.
12	Sonorous	Makes a ringing sound when struck.
13	State	Short for 'state of matter'. The states of matter are solid, liquid and gas. <i>The state of water at room temperature is liquid.</i>

Elements & Periodic Table

14. Elements

- All substances are composed of atoms
- Elements are made from only one type of atom.
- e.g. this diagram shows an element because it is made from only one type of atom.



- Elements have specific physical and chemical properties.
- Physical properties = state, appearance, smell, magnetic, etc.
- Chemical properties = what it reacts with and how reactive it is

15. Periodic Table

- 8. Elements are organised in the Periodic Table
- 9. The Periodic Table is organised into periods and groups
- 10. Groups are vertical columns
- 11. Periods are horizontal rows
- 12. Elements in a group have similar chemical properties
- 13. Metals are on the left hand side of the 'staircase' and non-metals are on the right hand side of the 'staircase'.

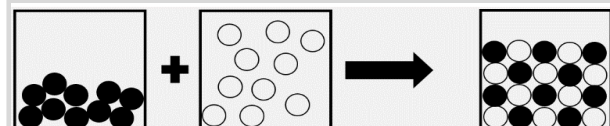
16. Metals and Non-metals

Properties	Metals	Non-metals
Appearance	Shiny	Dull
Hardness	Very hard or hard	Brittle
Malleability	Malleable	Non-malleable
Ductility	Ductile	Non-ductile
Heat conduction	Good conductor	Bad conductor
Conduction of electricity	Good conductor	Bad conductor
State	Solid	Solids, liquid, gases
Density	Higher	Lower

Compounds and formulae

17. Compounds

14. Compounds are formed from elements by chemical reactions
15. Chemical reactions always involve the production of one or more new substances
e.g. in the diagram below there are two elements that when they react together, make a new compound



liquid element + gas element → solid compound

18. Reactivity series

Potassium	Most reactive	K
Sodium	↑ ↓	Na
Lithium		Li
Calcium		Ca
Magnesium		Mg
Aluminium		Al
Carbon		C
Zinc		Zn
Iron		Fe
Hydrogen		H
Copper		Cu
Silver	Ag	
Gold	Least reactive	Au

19. Chemical formulae

21. Each element is represented by a chemical symbol.
e.g. Iron = Fe, oxygen = O, magnesium = Mg, gold = Au
22. The chemical formula of a molecule or compound tells you which elements and how many atoms of each are in one molecule
23. The small subscript number after an element symbol is the number of atoms of that element are in one molecule
e.g. In HNO₃ there is 1 atom of hydrogen, 1 atom of nitrogen and 3 atoms of oxygen per molecule.

Year 7 Science Spring Term - Gravity

Key Vocabulary:

1	Accelerate	When an object changes speed or direction.
2	Asteroid	A small, rocky object that orbits the Sun (smaller than planets).
3	Astronaut	A person who travels or is trained to travel in space in a spacecraft.
4	Attract	When one object pulls another towards it.
5	Contact Force	A force that requires objects to be directly touching in order to have an effect.
6	Eclipse	When light to an object in space is blocked by another object.
7	Galaxy	A system of millions of stars, gas and dust, held together by gravity.
8	Gravity	The attractive non-contact force between all objects with mass.
9	Gravitational Field Strength	The force exerted per unit of mass (a measure of how 'strong' the gravity is).
10	Lightyear	The distance light can travel in one year.
11	Mass	The amount of matter in an object.
12	Non-Contact Force	A force that doesn't require objects to be directly touching in order to have an effect.
13	Orbit	The curved path of one object around another, usually a planet, moon or satellite.
14	Satellite	An object in space that orbits a planet.
15	Universe	All of space and time, including planets, stars, galaxies and all matter and energy.
16	Weight	The force of gravity acting on a mass.

17 Gravity

- Gravity can also be called **gravitational force**.
- **Gravitational forces act on and between all objects.**
- Gravity is a **non-contact** force.
- Non-contact forces have a force field that **weakens with distance**.
- The gravitational field strength decreases with distance.
- The gravitational field strength increases with mass.

18 Weight and Mass

- The unit of mass is kilograms (kg).
 - Mass stays the same everywhere.
 - **Weight** is the force of gravity acting on a mass.
 - The unit of weight is Newtons (N).
 - Weight = mass x gravitational field strength
- | | | |
|-----|------|--------|
| (N) | (kg) | (N/kg) |
|-----|------|--------|

19 Space and Gravity

- Gravity is the force that holds objects in orbit.
- An orbit is the curved path of an object in space around another object in space.
- There are many billions of **galaxies** in the universe.
- Our solar system is a tiny part of one galaxy.
- The Universe is so large that distances are described in lightyears.
- A lightyear is the distance that light can travel in 1 year.

20 The Solar System

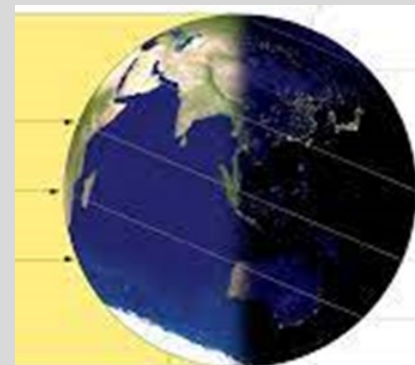
- Our solar system contains lots of objects including the sun, planets, satellites, asteroid belts and comets.
- The **sun** is the star at the centre of our solar system.
- The **planets** orbit the sun.
- The planets are in the order: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune.

21 Satellites

- The **satellites** orbit planets, asteroid belts and comets.
- A natural satellite is a moon which orbits a planet.
- Artificial satellites include those that orbit the Earth for communication.

22 Day and Night and Seasons

- It takes the Earth **365 days** to orbit the sun once. This is a **year**.
- Planets rotate on their axis which produces day and night.
- The Earth rotates once every 24 hours.
- The seasons are caused because the Earth is tilted on an axis at 23.5°C.



23 Eclipses

- An eclipse is when the light to an object in space is blocked by another object.
- There are two types of eclipses; a solar eclipse and a lunar eclipse.
- A **solar eclipse** happens when light from the Sun is blocked from reaching parts of Earth. This happens when the **moon comes between** the sun and the Earth.
- A **lunar eclipse** happens when light from the Sun is blocked from reaching the moon by the Earth when the **Earth comes between** the moon and the sun.

Year 7 Science Spring Term Knowledge Organiser – Interdependence

Key Vocabulary:

1	Abiotic Factor	Something that is not to do with a living thing. <i>Light, temperature and water availability are all abiotic factors.</i>
2	Biotic Factor	Something to do with a living thing. <i>Food availability, disease and predators are all biotic factors.</i>
3	Community	Two or more populations of organisms in the same habitat. <i>A group of seals and sharks form community in the ocean.</i>
4	Competition	Where organisms need a resource that has a limited supply. In the desert habitat, there is competition between plants for water.
5	Interdependence	All the organisms in an ecosystem depend on each other. <i>Interdependence involves feeding relationships, pollination and decomposition.</i>
6	Quadrat	A piece of equipment used to count the number of organisms/individuals in a specific area. <i>Quadrats are used during both random and systematic sampling to count the individuals in an area.</i>
7	Secondary Consumer	An organism that feeds on a primary consumer. <i>A fox is a secondary consumer because it eats rabbits, who eat grass.</i>
8	Tertiary Consumer	An organism that feeds on a secondary consumer. <i>A hawk is a tertiary consumer because it eats sparrows, who eat caterpillars.</i>
9.	Trophic Level	An organism's position in a food chain. <i>A producer is always found at the first trophic level as they are at the beginning of a food chain.</i>
10.	Sample	A smaller part of something that gives an idea of the whole.

11 Ecosystems

- A community of organisms with the non-living parts (abiotic factors) of their habitat. *E.g. a rainforest ecosystem contains: gorillas, ants, nut trees, lots of water and lots of sunlight*
- A population is a group of the same organism. *E.g. a group of gorillas*
- A community is made of several different populations living in the same area that depend on each other for survival. *E.g. populations of: gorillas, ants and nut trees.*

12 Sampling

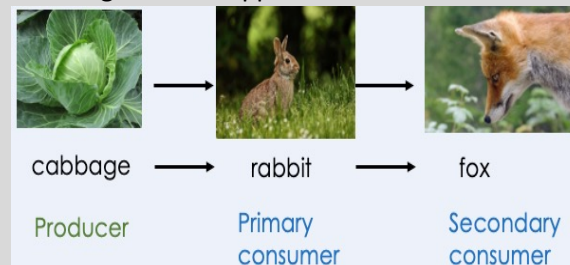
- Random sampling is used to estimate the size of a population in a habitat
 - Quadrats are placed randomly and used to count the number of individuals in a specific area
 - e.g. estimating the total number of daisies in a field*
 - Systematic sampling is used to investigate the effect of a factor on the distribution of organisms
 - This involves using quadrats placed at regular intervals along a transect line
- e.g. counting the number of daisies as you move further away from a pond*



13 Food Chains and Webs

- Feeding relationships within a community can be represented by food chains and food webs
 - The direction of the arrow in a food chain and food web shows the direction of energy transfer.
- Producers are plants that can make their own food (glucose) using sunlight in the process of photosynthesis
- Primary consumers eat producers, secondary consumers eat primary consumers and tertiary consumers eat secondary consumers

- Predators are consumers that eat other animals, called prey
- In a stable community the numbers or predators and prey increase and decrease in cycles
- If there is a change in one population then this affects other populations in the community. You can use a food web to predict what changes could happen



- Bioaccumulation is when a toxin enters a food change and impacts all trophic levels in a food chain.

14 Abiotic and Biotic factors

- Biotic factors** are living things that can affect a community
Examples of biotic factors are: food, disease and predators
- Abiotic factors** are non-living things that can affect a community
Examples of abiotic factors are: temperature, light, wind, amount of water

15. Competition

- Animals often compete with each other for space, mates and food
- Plants often compete with each other for space, water, minerals and light
- The best competitors are most likely to survive

Year 7 Art and Design Spring Term Knowledge Organiser

Key Vocabulary:

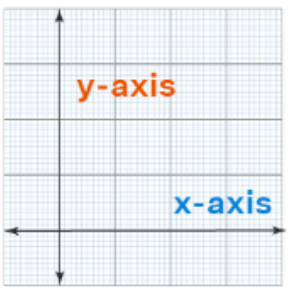
1	The Formal Elements of Art	The formal elements of art are used to make a piece of artwork. These elements are line, tone, texture, shape, pattern and colour.
2	line	A line is a mark or link between two points.
3	mark	Mark making describes the different lines, dots, marks, patterns and textures created to produce a work of art. Artists use gesture to express their feeling and emotions in response to something seen or something felt.
4	tone	Tone refers to the light and dark values of an object when drawing. There are three different types of tone: shadows, mid tones and highlights.
5	texture	Texture stimulates two different senses: sight and touch.
6	shape	Shape is a flat, enclosed area such as a square or triangle.
7	form	Form can refer to a three-dimensional composition or object.
8	pattern	Pattern can be a repeated decorative design.
9	colour	Colour is the element of art that is produced when light strikes an object, and is reflected back to the eye. A colour wheel is an illustrative organisation of colour hues around a circle, which shows the relationships between primary colours, secondary colours and tertiary colours.

Land Art

10	Earth Art	<p>Land art or Earthworks is an art movement that began in the 1960s and 1970s, mainly taking place in the UK and the USA.</p> <p>This type of art uses the materials of the earth for building sculptures. Examples of materials used could be rocks, soils, plants, water, and vegetation.</p> <p>Many sculptors choose to take photographs of their work to use in art galleries.</p>
11	Sculpture	<p>Sculpture is a type of visual art that operates in three dimensions (as opposed to 2D art - paintings).</p> <p>Sculpting used to always consist of carving into stone, metals, ceramics and wood, but since the Modernism era in the 19th/20th centuries, there is now more freedom in materials used and the processes explored.</p> <p>Modern sculptures can use almost any material, and can involve assembling, welding, casting and modelling.</p>
12	materials	<p>Materials are what things are made from. Materials have different qualities: they can be smooth or rough; hard or soft; heavy or light; fragile or indestructible. Artists choose materials because of their particular qualities.</p>
13	media	<p>Media is the materials and tools used by the artist to create a work of art. For example ,pen and ink. The pen is the tool and the ink is the material.</p>

Year 7 Computing Spring Term Knowledge Organiser: Block Based Coding in Scratch

Key Vocabulary:

1	Program	A program is a set of instructions that tell a computer what to do.
3	Sequence	The order of the instructions in the code
4	Iteration	Repeat
5	Selection	A decision in the code.
6	Conditional Statement (IF)	A point where a decision is made by the user.
7	Variable	A piece of memory that stores a value that can be changed
8	X and Y coordinates	<p>This will help you remember... X is like a cross and Y in the sky!!</p> <p>To write co-ordinates X, Y – X always comes first, like in the alphabet XYZ</p>
		
9	Input	Any method of getting data into the computer
10	Output	Any method of getting data out of the computer
11	Decomposition	Break into smaller chunks
12	Abstraction	Remove unneeded parts of the code
13	Program execution	To run the code
15	Algorithm	Sequence of instructions

CODE BLOCK IN SCRATCH

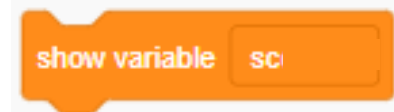
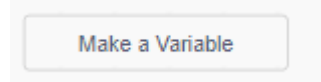
ITERATION



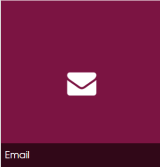
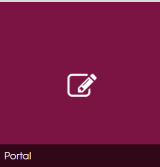
SELECTION



VARIABLE



Year 7 Computing Spring Term Knowledge Organiser: Accessing the Network and E-Safety

Key Vocabulary:			Accessing the Network & Email	
1	Network	Computers that are linked together	12	How to log on to school network:
2	School Network Access	Using your user name and password to log into the computers at school to access the shared resources and internet.		User name: R9FirstnameMiddleInitalSurname (EG: Name: Joseph Rayner Stephens becomes R9JosephRStephens No middle name: Joseph Stephens becomes R9JosephStephens) Password: Your own secret word and number combination!
3	My Documents	Private are on school network only the user can access. This is where the user saves their work.	13	How to access school email:
4	Student Shared Resources	Public area on school network. Teachers can save documents here for students to access but students cannot save here.		To access your school email at home, go to the school website and scroll down to this button
5	Secure	Certain to remain safe		
6	E-Safety	Staying safe when using the internet and electronic devices.		User: R9FirstnameMiddleInitalSurname@rshs.spt.ac.uk (EG: Name: Joseph Rayner Stephens becomes R9JosephRStephens@rshs.spt.ac.uk) Password: Same secret password as logging onto school network
7	Private info	Personal information not to be shared on the internet. EG: Full name, address, date of birth	14	Who can see my school email & network area:
8	Public info	Information which can be shared. EG: Work place email address or phone number		Your school email can be viewed by the School Network Manager, Technician, Learning Leaders and Teachers.
9	Phishing	Attackers send malicious emails designed to trick people into falling for a scam		Emails are monitored and automatically scanned for inappropriate content to protect students. There are consequences for anyone misusing the school email system.
10	URL	The address of a web page.	15	How to access network remotely via portall
11	Secure website	1. You should see: "https://" The "s" at the end of the http means "secure." 2. Site that has a padlock icon next to the site name, it means the site is secured with a digital certificate.		To access your school email at home, go to the school website and scroll down to this button. Use the same logging on details as you would in school.
				
				User: R9FirstnameMiddleInitalSurname Password: Same secret password as logging onto school network

Year 7 Drama Spring Term Knowledge Organiser

Key Vocabulary:

1	Characterisation	Use of voice and movement to create a role.
2	Stage Levels	Staging to create Status – height, in charge, locations
3	Facial Expressions	Matches the character's feelings/emotions
4	Body language	Over exaggerated to create identifiable characters to a young audience.
5	Gestures	Exaggerated hand and head movements
6	Monologue	A character speaks directly to the audience about their feelings.
7	Tableaux	A single frame forming a motionless image

The Terrible Fate of Humpty Dumpty Rehearsals

8 What is characterisation?
At the heart of all good drama is a story and characters. The art of story telling is one of the most necessary skills required to create meaningful and interesting dramatic work. During this topic you will study and practically explore how to create characters and storylines.

9 What is Stereotyping?
Stereotyping is a popular and simplified characterisation of people often made according to how they visually appear or behave. In drama, stereotypes are how we assign a role to a character in a drama. The Hero, the Mentor, the Villain and so forth.

10 Which key skills are developed?
Communication
Freeze Frames
Teamwork
Characterisation
Script writing
Reading
Vocal and physical

11 Facial Expressions and emotions
What are the emotions?



12 What we do

- Explore vocal acting skills
- Experiment with strategies for use of stage voice to show meaning.
- Read and interpret characters in scripts.
- Learn to look for the given circumstances.
- Explore character motivation and develop vocal performance from this.
- Prepare for and perform scenes from 'The Terrible Fate of Humpty Dumpty' by David Calcutt

The Terrible Fate of Humpty Dumpty Performance

13 Performance Keywords	
Key words	Definitions
Diction	How clear and precisely words are spoken
Projection	Speaking using clear stage voice
Pace	The speed of speech
Pitch	How high or low the voice is
Pause	Break in the speech
Volume	How loud or soft you speak
Accent	Pronunciation based on place of origin
Emphasis	The syllable or word that is stressed
Intonation	Adapting voice to show meaning
Expression	Making the emotion clear to the audience – visual and audible
Given Circumstances	The facts about the character that the actor cannot change
Script	A play text
Interpretation	Deciding on the meaning of a script
Motivation	What a character wants in a scene
Stage direction	Instructions in a script for action and interpretation
Staging	Plan the use of space
Rehearsal	Practising the piece of drama.
Blocking	To stage a scene focusing on transition
Dramatic Tension	To create suspense for the audience
Dialogue	Conversation between characters

Year 7 DT Knowledge Organiser Brahma Puzzle - Spring Term

Key Vocabulary:

1	Tenon Saw	A medium sized square saw used for cutting straight lines.
2	Bench Hook	A device used to hold wood in a fixed position to help you saw.
3	Pine	A softwood, light in colour with a natural grain. A very common wood for children's toys.
4	CAD (Computer Aided Design)	The use of a computer to assist with the design of a product, helps to produce 3D representations.
5	CAM (Computer Aided Manufacturing)	The use of machines to make a product or pieces of a product.
6	Finish	The finish of a product, be that painted, varnished, oiled etc or smooth to touch.
7	Illustrator	Somebody that turns words into pictures, but in this brief, Adobe Illustrator is a piece of design software.
8	Reciprocating	A motion that is linear up and down or forward and back, reciprocating saw is used in this brief.
9	Varnish	A waterproof finish for wood. Varnish comes in many different colours and shades.
10	Application	How to apply a finish, i.e. Varnish, oil or paint, this may be with a brush, or a cloth.

Key Concepts

11. CAD/CAM

CAD (Computer Aided Design) is the use of a computer to help you visualise the product. CAD allows us to change the design quickly and allows the design to be shared easily via email etc. Multiple people can be working on the same design and at the same time making the process very efficient.

CAM (Computer Aided Manufacturing) It is important to remember that CAD can happen on its own because it's just a design, but for CAM to occur, CAD must be involved. CAM is when machines (such as the laser cutter) produce the work that you have created using CAD. The process is to send your CAD design to the CAM machine, and with a few simple instructions the CAM machine will make the product or part.

12. Finishing

The finish of a product is usually (but not always) the final part of your product. A finish is often based on the product's intended use, by this I mean considering what the product will be used for. For example: If you have made a child's toy, you may wish to paint the product a bright colour to stimulate the child to play with it. If you have made a garden bench, you may not require colour, but you do require a finish that is waterproof because it is going to live outside. Varnish & Oil finishes are used to waterproof items, and these are available in clear matt or gloss (shiny) finishes.

13. Evaluation

The evaluation of your product often is left to the end, but you should evaluate your product at every stage in order to make alterations and corrections as you go.

It is useful to use a structure when evaluating such as a SWOT analysis. Using a SWOT analysis tool allows you to check all the main aspects of your product have been considered. A good evaluation DOES NOT only focus on the good parts of your product, but makes honest judgements that allow you to make improvements next time, or as you go.

SWOT Evaluation Method

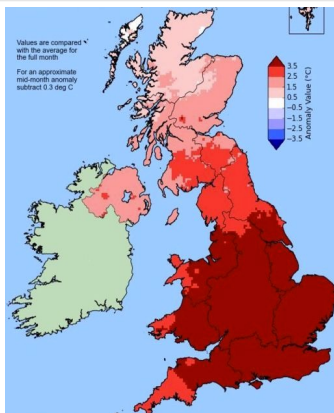
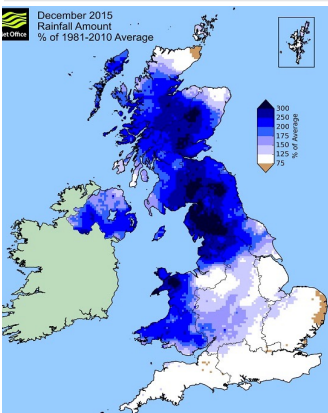


Year 7 Geography Spring Term Knowledge Organiser: Exploring the UK

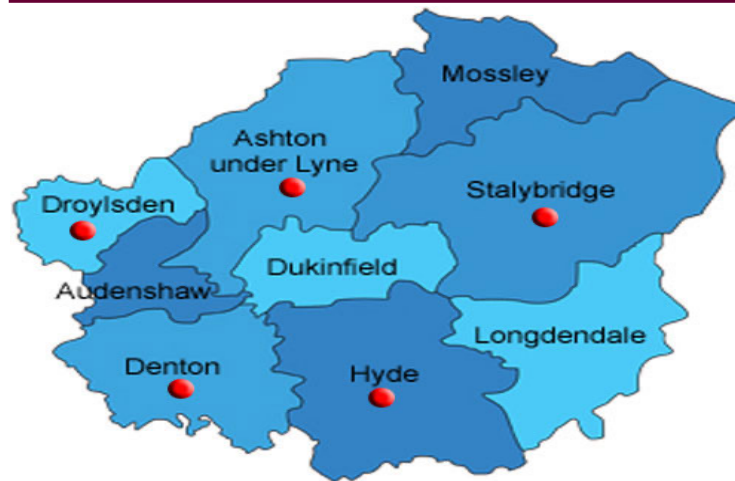
Key vocab	Definition
1. Borough	A district or area home to several towns
2. Migration	The movement of people from one area to another
3. Britain	The word used instead of the United Kingdom
4. Multiculturalism	A society that has numerous people from different ethnicities and cultural backgrounds
5. Human landscape	A landscape that has been altered by humans
6. Physical	A natural landscape that has not been altered by humans
7. Urban	A town or a city
8. Rural	The countryside
9. Weather	Day today conditions of the atmosphere that change in a short space of time
10. Climate	The weather periods in a certain area over a long period of time
11. Sparse	Very few items or people are found here
12. Dense	An area that is overcrowded with very little space

13. Climate of the UK

- Scotland, Northern England and Wales has the most rainfall.
- The South and East of England receives the least rainfall.
- The midlands, southern and eastern England has the highest temperatures in the UK
- Northern Scotland and Northern Ireland have the lowest temperatures



14. Towns found within Tameside



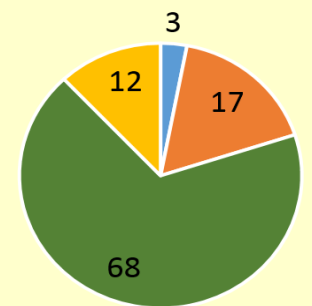
	Population	Capital city	Date founded	Famous people
England	55.6 million	London	927 AD	Elizabeth I Sir David Attenborough
Northern Ireland	1.9 million	Belfast	1921 AD	George Best C.S. Lewis
Scotland	5.4 million	Edinburgh	843 AD	JK Rowling Robert Burns
Wales	3.1 million	Cardiff	1057 AD	Tom Jones Roald Dahl



15. Multicultural Britain

- The UK is a predominantly white country
- Migration has happened to Britain for hundreds of years which has helped Britain become multicultural – 14.4% of Britain are Black and Minority Ethnic (BME)
- Britain is home to 18 different ethnic groups

UK Employment Sectors



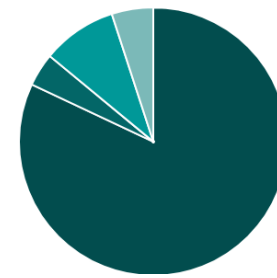
■ Primary ■ Secondary
■ Tertiary ■ Quaternary

Job sector	Definition
Primary	Gathering raw materials - farmers
Secondary	Processing materials - manufacturers
Tertiary	Providing services for people – Bus drivers
Quaternary	Knowledge and skills based jobs- researcher

How many 18-24-year-olds are BME?

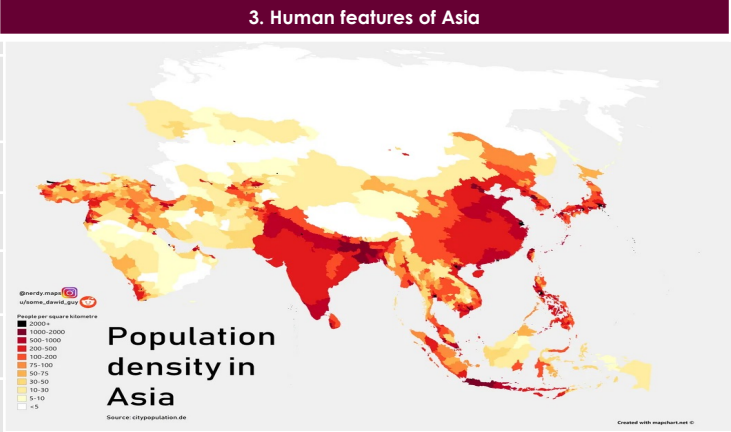
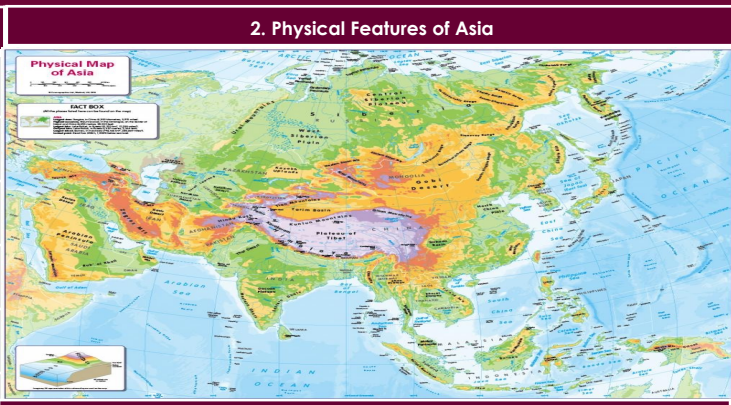
% 10-17-year-olds in England and Wales at time of 2011 census

■ White
■ Black
■ Asian
■ Mixed/ Other

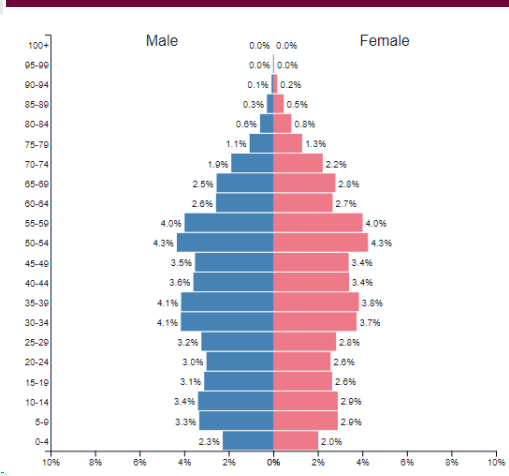


Year 7 Geography Topic 4 Knowledge Organiser: Exploring Asia

Vocab	Definition
Monsoon	A climate zone which has a wet season and a dry season.
Latitude	Distance north and south of the equator in degrees.
Demographic	How a population is structured in terms of age, sex and religion.
Population Pyramid	A graph showing the age and sex of a particular area.
Tourism	When someone visits another area that is not their home for more than 24hrs.
Population Policy	A set of rules put in place by the government to change a country's population.
Centralised Government	Government where all decisions are made by one party and controls all the departments.
Infanticide	Killing a child under the age of one.
Climate	The yearly pattern if weather and seasons.
Overpopulation	The number of people outstrips the resources and space in a country.
One Child Policy	A policy designed to reduce the population in China by allowing each family one child.
Two Child Policy	Newest population policy in China allowing families to have two children.
Tropical	A climate zone which is warm and wet all year round.



4. China's population.



Population of China has been reduced but remains high.
Larger number of men in the majority of age ranges.
There is an imbalance between the numbers of older and younger people.
A decreasing number of young people means that there are more older people to support to pensions.

5. China's One Child Policy

A policy that was introduced in China when the population was growing rapidly and needed to be kept under control. The policy stated that families could not have more than one. If they did, they would be punished by the law. These sanctions could be fees or less government support.

6. The impacts of China's One Child Policy

Advantages	Disadvantages
<ul style="list-style-type: none"> Without this policy, China would count 400 millions more people today. Birth rates are now of 13/1 000 unlike 45/1 000 in the past. Surveys have found that 76% of China's population supports the policy. Chinese society became more economically stable as women could focus on their careers as they didn't have to concentrate on their children. 	<ul style="list-style-type: none"> The population remains extremely high (1,3billion) and is still growing everyday. It has introduced the "Little Emperor Syndrome" where the boys were favored and spoiled as they insured the passing of the family name and were a good source of income. Therefore, female infanticide was introduced as well. In some areas in China, there was a lack of workers. Many parents abandoned their children to be adopted. Created injustice between the poor and the affluent as the affluent could afford to pay the fines that are imposed on a family that has more than one child.

7. The features of Thailand

- Thailand is one of the countries most at risk from climate change
- Most of Thailand's working population work in agriculture – Crop productions result mostly from rain-fed agriculture
- Thailand is the top global rice exporter
- Tourism is becoming increasingly important in Thailand
- Thailand's carbon emission have doubled in last ten years – However, only responsible for about 1.5% of world's total

8. Tourism in Thailand

Challenges	Opportunities
<ul style="list-style-type: none"> Animal habitats damaged or destroyed due to visitors. Pressure on power stations providing electricity because of the number of tourists. Rubbish dumps are overflowing. Many hotels employ foreign workers. Deforestation of trees to build attractions for tourists. Coral reef is destroyed by boat tours. 	<ul style="list-style-type: none"> Jobs made available for a large number of people in an LIC. Smaller hotels can operate in a more environmentally friendly way. Food can be sourced locally from farmers reducing the amount of travel. Small businesses can sell locally sourced souvenirs.



Year 7 History Medieval King Problems Spring Term 2 Knowledge Organiser

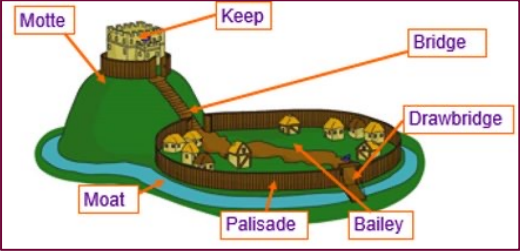
Key Vocabulary:			Why was the Church so powerful and who challenged it's power?		Who challenged the king's power?	
1	The Church	the Catholic religion led by the pope supported by archbishops and priests in every town and village.	9	Why was the Church so powerful in the Medieval period?	13	Why were the barons angry at King John?
2	Significance	an event that leads to change in the future.		<ul style="list-style-type: none"> • Showed path to heaven and hell- priests would forgive people's sins and help them get to heaven, it was taught in he Bible and on Doom paintings that good people who didn't sin went to heaven. • Helped the community- priests visited the sick and gave food, shelter and help to the poor • Rich – peasants had to give a tithe (a tenth) of their crops to the Church and King William had granted the Church 25% of the land in England. • Providing Entertainment & Social events- These included feasts and fairs, puppets shows, archery contests and dances. There were also drinking parties known as church ales and mystery plays. 	1. John went to war twice against the French king. He was beaten and lost land. 2. John raised taxes in England to pay for the wars. This upset his BARONS! He ordered them to pay far more tax than earlier kings had done. 3. He quarrelled with the Pope about how to run the Church. From 1208 until 1213, the Pope banned all church services in England and English people feared that they would all go to HELL!	
3	The Pope	the leader of the Catholic Church, believed to be God's representative on Earth. There would be power struggles between the Pope and medieval kings			10	Who was Thomas Beckett?
4	Heaven	the religious belief taught in the Bible and church services that if you have led a good life you will be rewarded by spending eternity in the home of God	Thomas Beckett was the Archbishop of Canterbury and had been the closest friend of King Henry II. He was murdered in 1170 in Canterbury Cathedral by 3 knights. Thomas Beckett had been made Archbishop of Canterbury (he most powerful Church position in medieval England) by Henry II who was angry at the amount of power the Pope had over him.		The King must not interfere with the Church. When a baron inherits land he should pay the king no more than £100 The king cannot collect new taxes unless the barons and bishops agree. No freeman can be put in prison without a proper trial with a jury The king's men must not take anyone's goods/crops without paying for them. Justice will be given without delays or bribes Free men and traders must be able to travel freely without having to pay tolls. Barons will be fined only if the other barons say they are guilty.	
5	Hell	the religious belief that if you have sinned during life you will spend the afterlife in a place of evil and suffering.	11	Who is to blame for the murder of Thomas Beckett?	15	Why has the Magna Carta survived?
6	Human Rights	rights we are entitled to simply because we are human.	The Knights - They did not have orders from the King. They decided to kill Becket just to gain the King's approval. Thomas Beckett himself - He had a good chance to escape but refused to go. He carried on the quarrel after he returned to England and he knew this would put him in danger. He seemed to want to be a martyr so that he could serve God and the Church. He knew that he would go to heaven. King Henry II - It was clear that he wanted it done. Henry was angry at his former friend who was causing him so much trouble. He wanted him dead.		There are three main reasons given by historians for the survival of the Magna Carta and historians have different interpretations about which of these reasons is the most important. 1. The barons- The barons rebelled against kings who broke its terms. They even used Magna Carta to get rid of some bad kings. Kings couldn't afford to ignore Magna Carta, their barons had become too powerful 2. Kings- Clever kings used it to control their barons. They made the barons promise to pay tax and fight for them in return for granting it. 3. Luck- It only came back from the dead because loyal barons couldn't think of another way to end the civil war. If John hadn't died this would never have happened and we wouldn't talk about Magna Carta	
7	sources	evidence remaining from the past that we use to find out what happened.	12	Why was Henry II whipped?		
8	interpretations	a point of view about a person/event	Beckett was murdered in 1170 however Henry II wasn't punished by the Church until 1174. He waited that long to accept his punishment because it was at that point he needed the Church's support as his barons were causing him issues and he needed the power of the Church to help him. This is different to William the Conqueror's relationship with the Church as it was William that had helped increase the Church's power in England			

Year 7 History Spring Term Knowledge Organiser: How did the Normans transform England?

Key Vocabulary:

1	Feudalism	the system by which society was organised after the Normans came to England.
2	Normanisation	The way England was changed by the Normans after the conquest in 1066
3	Norman	People originally from Northern France, led by William, Duke of Normandy and later the King of England.
4	Anglo-Saxon	people originally from tribes around Germany who had migrated to England after the fall of the Roman Empire.
5	Monarchy	A country led by a king or queen
6	Interpretation	a point of view about a person/event
7	Inference	a suggestion/guess based on evidence.

How did William gain complete control over England?

8	Castles
Building castles helped the Normans gain control because:	
<ul style="list-style-type: none"> • They provide a safe base for Norman lords and soldiers • The English had never seen castles before so they were intimidated. • A few Normans could control huge areas of land. • They can be used to launch attacks on new areas not currently under Norman control. 	
	
9	Feudal System
<p>The King- William said that all of the land was his. He kept 20% for himself and 25% he gave to the Church, this made the Church really powerful. The rest he gave out to his followers.</p> <p>Barons (about 200) They were allowed to control the land William gave them. In return they had to build castles and provide William with money and soldiers.</p> <p>Knights (about 4000) The barons allowed their knights to control some of the land. In return they had to promise to fight for the barons if asked.</p> <p>Peasants (about 2 million) They worked on the land and got protection from the knights. They had to give away part of their crop. They had little freedom. They were not allowed to leave their land without permission and even had to ask to get married.</p>	
10	Harrying of the North:
In the winter of 1069 – 1070 William was faced with local rebellions in northern England. In order to punish those taking part William destroyed large parts of the north. William's 'scorched earth' policy came to be known as the 'Harrying of the North'. As a consequence the North had lost over half its wealth and population since 1066.	
11	William's problems
<ul style="list-style-type: none"> • The English do not want me as king. He needs to stop them rebelling • The invasion of England means he has no money left. • I do not know England at all. He needs to keep control of both England and Normandy. 	

How did the Normans transform England?

12	The Domesday Book:
For the Feudal System to work William needed to know exactly how rich the country was so he could collect the correct amount of money. He sent out officials to find out who owned what and what it was worth. This way he could work out how much each place would pay. This is called the Domesday Book.	
13	Buildings:
Hundreds of castles, abbeys and cathedrals were built during the reign of William and his son William Rufus. These imposing structures served different purposes but they all reminded the population that the Normans were to be a permanent presence in England.	
14	Society:
The Normans believed that slavery was morally wrong- in 1102 the Church banned the buying and selling of slaves in slave markets Most people however continued to be unfree peasants (now called serfs)	
15	Language:
The Normans spoke French while ordinary people continued to speak the English they were used to. Over time some French words crept onto everyday use- for example, armour, baron, judge and market are all French words.	
16	New Laws:
New Forest laws meant that anyone caught hunting in a Royal Forest could be fined, blinded or even executed! New 'murdrum fines' meant that if a Norman was killed, the people living in the area where the crime took place were heavily fined. However, King William kept much of the old Anglo-Saxon legal system and most of the old laws.	
17	Women:
The Church started to enforce the sanctity of marriage which meant only the church could end a marriage which they did very rarely. However, this kept inequality between men and women as women had to get their husband's permission to do anything.	

Year 7 Topic 2 Knowledge Organiser

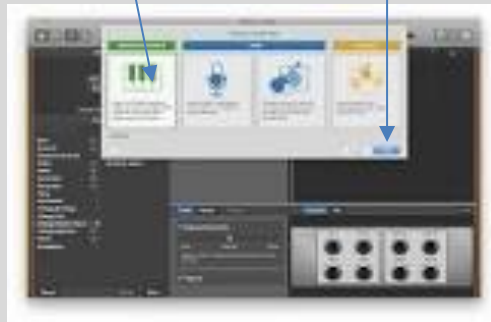
Key Vocabulary:

1	Compose	To write and make up music for others to perform
2	Rhythms	Different length notes to make the music sound like its moving
3	Ostinato	A repeated rhythm or pattern
4	Instruments	The variety of different instruments and combinations music is written for Orchestral Popular Electronic Church Vocal
5	Layering	Adding more layers of instruments to create different sounds and moods
6	Editing	How to use the computer to edit the music we compose
7	Soundscape	A type of composition that sets a scene or tells a story through sound
8	Structure	The way the music is put together – introduction etc.

Music Theory

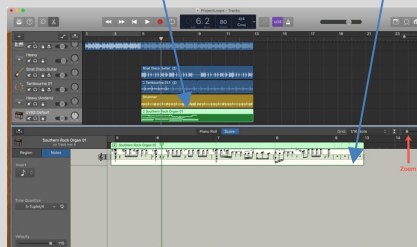
9 Garage band

Click on the Garage band icon on the bottom of the screen – Then click on the green piano and then create

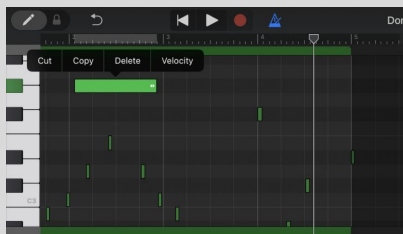


10 Editing using Garage band

Click on the recorded music to get the editor screen up



Slide the green dots to move them into the right place or click on them to delete



Music Theory

11 Popular music instruments

Acoustic Guitar
Electric Guitar
Drum Kit
Voice
Keyboard
Synthesizer

12 Church Instruments

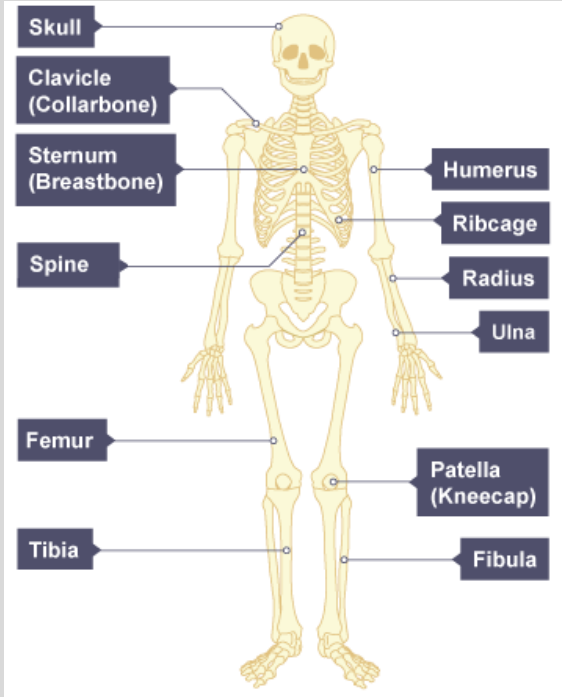
Organ
Choir - SATB
Voice
Piano
Small string group

13 Instruments of the orchestra

<u>Families</u>	<u>Instruments</u>
Strings	Violins, Viola, Cello, Bass, Harp
Woodwind	Flute, Oboe, Clarinet, Bassoon
Brass Tuba	Trumpet, French Horn, Trombone,
Percussion	Timpani, Snare drum, Cymbals, Tambourine, Wood block, maracas, Xylophone, Glockenspiel
Others	Piano, Saxophone, Guitar

Year 7 Physical Education Spring Term Knowledge Organiser

Key Vocabulary:		
1	Human Skeleton	an internal framework of bone, cartilage, or other rigid material supporting or containing the body of an animal or plant:
2	Functions	an activity that is natural to or the purpose of a person or thing:
3	Support	bear all or part of the weight of; hold up:
4	Protection	The bones protect the vital organs
5	Warm up	Warm up – to prepare your body and mind to perform
	Cool down	Cool down – to promote recovery to return the body back to pre work out level
6	Skeletal muscle	Skeletal muscle is joined to bones. Its cells contract to make bones move and joints bend.
7	Contract	Muscles work together so one relaxes and one contracts
	Relax	

Physiology - The human body	
8	The skeleton
	
9	Functions of the Skeleton
<p>The skeleton has four main functions:</p> <ul style="list-style-type: none"> • to support the body • to protect some of the vital organs of the body • to help the body move • to make blood cells 	
10	The Skeleton
<p>The adult human skeleton consists of 206 bones. There are different types of bones, such as:</p> <ul style="list-style-type: none"> • Femur = LONG bone • Scapula (shoulder blade) = FLAT bone • Vertebrae = IRREGULAR bones • Patella (knee), carpels and tarsals = SHORT bones 	

Preparing for P.E	
11	Roles in PE
<p>MANAGER – they are in charge of the team</p> <p>COACH – to develop the performer</p> <p>OFFICIALS – they are in charge of making sure the game is played safely and correctly. They can be called Referee – Football / rugby Umpire – Cricket/Tennis Some sports like dodgeball and badminton have both</p> <p>CAPTAIN – in charge of the team whilst they are playing</p> <p>PHYSIO – they help with injuries that occur during the game</p>	
12	Jobs in PE
<p>Reporter – using your English skills you could become a live TV presenter or part of the written media reporting on games</p> <p>Stats/Analysis – using your maths skills you could become a statistician for a team/club or professional league</p> <p>Physio – using your science knowledge of the body you could train to help sports people become better athletes and support them through their injuries</p>	
13	PE QUOTES
<p><i>“I can only control my performance. If I do my best, then I can feel good at the end of the day”</i></p> <p>Olympic swimmer - Michael Phelps</p> <p><i>“I can accept failure, everyone fails at something. But I can't accept not trying.”</i></p> <p>NBA player - Michael Jordan</p>	

Year 7 Spanish Spring Knowledge Organiser-Mi tiempo libre

Key Vocabulary				6. Parallel Text:		
1	<p>Me gusta – I like Me gusta mucho – I really like Me encanta – I love</p> <p>No me gusta – I don't like No me gusta nada – I really don't like Odio – I hate</p>	<p>chatear en línea - to chat online escribir correos - to write emails escuchar música - to listen to music jugar a los videojuegos - to play videogames leer - to read mandar sms - to send text messages navegar por internet - to surf the net salir con mis amigos - to go out with my friends ver la televisión - to watch t.v</p>	<p>porque es – because it is... porque no es – because it isn't</p>	<p>interesante – interesting guay – cool divertido/a – funny estúpido – stupid aburrido/a – boring entretendido – entertaining activo – active sano - healthy</p>	En mi tiempo libre In my free time	
				me encanta leer I love reading		
				porque es interesante because it's interesting		
				pero nunca hago equitación but I never go horseriding		
				porque ¡cuesta un ojo de la cara!		
				Cuando hace sol juego al fútbol . When it's sunny I play football .		
				Siempre me ha gustado el fútbol I've always liked football		
				porque es sano y because it's healthy and		
				cuando llueve veo la televisión . when it rains I watch TV .		
				¿Qué haces cuando llueve ? What do you do when it rains ?		
				Los sábados salgo con mis amigos On Saturdays I go out with my friends		
				pero mañana voy a jugar a los videojuegos . but tomorrow I'm going to play videogames .		
2	<p>A veces - sometimes De vez en cuando - From time to time Nunca - never Todos los días - everyday Siempre – always</p> <p>Cuando... - when hace calor - it's hot hace frío - it's cold hace sol - it's sunny hace buen tiempo - it's nice weather llueve - it's raining nieva - it's snowing</p>	<p>bailo - I dance canto karaoke - I sing karaoke hablo con mis amigos - I talk with my friends monto en bici - I ride my bike saco fotos - I take photos salgo con mis amigos – I go out with my friends toco la guitarra - I play the guitar hago artes marciales - I do martial arts hago atletismo - I do athletics hago equitación - I do/go horse riding hago natación - I go swimming juego al baloncesto - I play basketball juego al fútbol - I play football juego al tenis - I play tennis juego al voleibol - I play volleyball</p>				
Seasons		Questions				
3	<p>En... - in... primavera – spring verano – summer otoño – autumn invierno - winter</p>	5	<p>¿Qué haces en tu tiempo libre? – What do you do in your free time?</p> <p>¿Qué te gusta hacer? – What do you like to do?</p> <p>¿Te gusta...? – Do you like...?</p> <p>¿Qué haces cuando llueve/hace calor/nieva etc? – What do you do when it rains/it's sunny/it snows?</p> <p>¿Qué haces en primavera/verano/otoño/invierno? – What do you do in spring/summer/autumn/winter?</p>			
Days of the Week						
4	<p>lunes – Monday martes - Tuesday miércoles - Wednesday jueves - Thursday viernes - Friday sábado - Saturday domingo - Sunday Los lunes - On Mondays, every Monday Los martes – On Tuesdays, every Tuesday Los miércoles – On Wednesdays, every Wednesday etc...</p>					