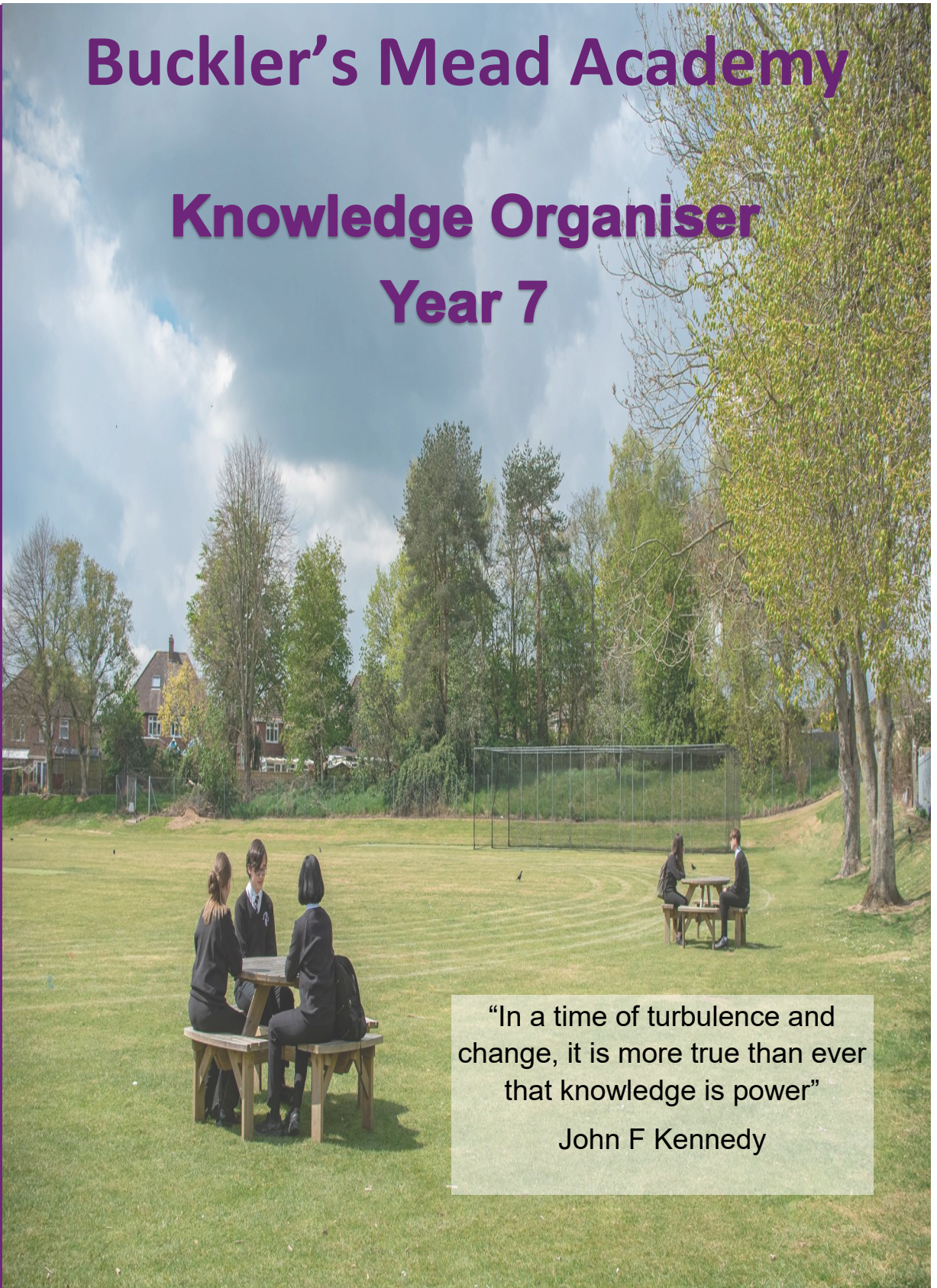


Buckler's Mead Academy

Knowledge Organiser Year 7

Learning Cycle 1



“In a time of turbulence and change, it is more true than ever that knowledge is power”

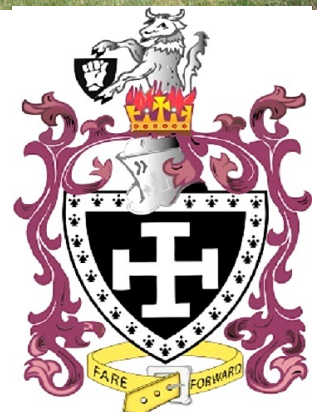
John F Kennedy

Inspiring Education for All

Name:

Tutor:

Ready, Responsible, Respect



Homework Timetable

Learning Cycle 1

	Week A	Week B
Monday		
Tuesday		
Wednesday		
Thursday		

Success

Enjoyment

"Inspiring Education for All"

Opportunity

Community

Your Knowledge Organiser

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How to Use Your Knowledge Organiser

Self –Quizzing

Your Knowledge Organiser contains all of the key information you need to know for each subject area.

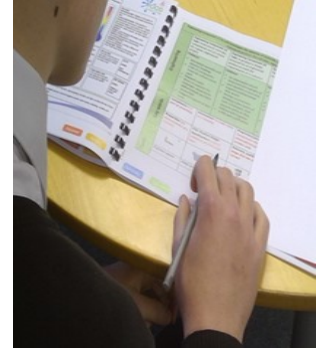
Your Knowledge Organiser will allow you to revise this key information and make sure it is stored in your long-term memory

The best way to use this resource is by self-quizzing.

“look, cover, write and check”

Look, Cover, Write, Check, Correct

First, look through and read the information on a section of your Knowledge Organiser



Then, cover the section so you can no longer see the information

Next, try and **write out** the key definitions or facts that you need to know



Now, uncover the section of your Knowledge Organiser and check how correct you were

Finally, correct anything that you wrote down that was incorrect in **purple**

Knowledge Quiz

You teacher will quiz you on your knowledge organiser during the learning cycle .

Record your score from each quiz in the mark box.

Quiz 1					
Quiz 2					
Quiz 3					

Quiz 1					
Quiz 2					
Quiz 3					

Quiz 1					
Quiz 2					
Quiz 3					

Year 7

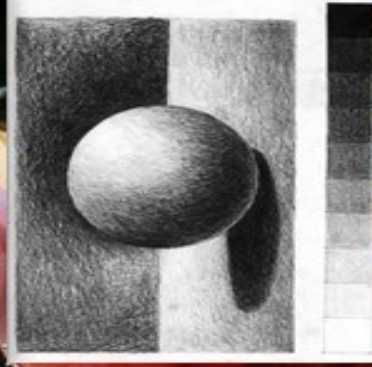
Art - Term 1 - Formal Elements

These are the skills and knowledge you will need to support you in your studies.

LINE	the path left by a moving point, e.g. a pencil or a brush dipped in paint. It can take many forms, e.g. horizontal, diagonal or curved.
tone	means the lightness or darkness of something. This could be a shade or how dark or light a colour appears
TEXTURE	the surface quality of something, the way something feels or looks like it feels. There are two types - Actual and Visual
SHAPE	an area enclosed by a line. It could be just an outline or it could be shaded in.
PATTERN	a design that is created by repeating lines, shapes, tones or colours. can be manmade, like a design on fabric, or natural, such as the markings on animal fur.
COLOUR	There are 2 types including Primary and Secondary. By mixing any two Primary together we get a Secondary



Colourwheel



Tone

Colour Vocabulary

Primary colours are the 3 main colours. They cannot be made, but are used to make all other colours.

Secondary colours are made by mixing 2 primary colours.

Tertiary colours are made by mixing a primary and secondary colour together.

Complementary colours are opposite on the colour wheel.



Harmonious colours are next to each other on the colour wheel.
Tint - when you add white to a colour to make it lighter



Shade - when you add black to a colour to make it darker



Art Technique Key Words

Media/Medium	The materials and tools used by an artist to create a piece of art
Technique	The way an artist uses tools and materials to create a piece of art
Composition	Where you place objects on the page
Highlight	The bright or reflective area on an object or piece of art
Shadow/shade	The darker areas within a piece of art or object
Proportion	The size relationship between different parts - eg height compared to width

Art & Photography

Computational Thinking

- 1) **What is Computational Thinking?** - Is a way of solving complex problems that are difficult to understand
 - Creation of Algorithms to solve a problem.
 - Breaking the problem down into small chunks that can be rebuilt later
 - Looking for patterns in these smaller chunks. Have we solved anything before?
 - Focus only on the important detail

2) Decomposition

Yeovil News:

Armed Robbery at Town jewellery store

To break down the problem (decompose it) the police would think about:

- what crime was committed
- when the crime was committed
- where the crime was committed
- what evidence there is
- if there were any witnesses
- if there have recently been any similar crimes

KEY WORDS:

Abstraction - Taking away unnecessary parts of a problem

Decomposition - Breaking down a problem into smaller chunks

Pattern Recognition - When two or more things have something in common

Algorithms - a process or set of rules to be followed in calculations or other problem-solving operations

3) Pattern Recognition

Finding patterns makes it easier to solve problems. A pattern occurs when two or more things have something in common.

Think:

Which of the following contains a pattern and why?

- Buckler's Mead is a school
- Buckler's Mead and Preston are schools

4) Abstraction

In computing, abstraction involves taking a complex problem and removing all of the specific detail to try and make the problem a little simpler to understand.

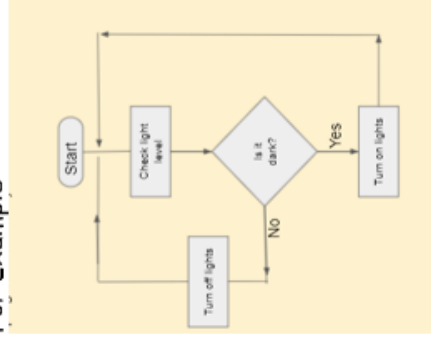
For example, when trying to describe a cat in general terms, you don't need to know exactly how big it is or what colour its fur is.



5) Flowcharts

Flowcharts help us to create an Algorithm in a pictorial way that should be easy to follow.

For Example



Symbols:

	Stop / Start
	Process
	Decision
	Flow of Information

Cooking

Why is food cooked?

Some foods can be eaten raw and form an important part of the diet. However, many foods need to be prepared and cooked before they are eaten to:

- make the food safe to eat by destroying pathogenic micro-organisms and toxins;
- destroy micro-organisms and enzymes that cause food to deteriorate and therefore increase the keeping quality of the food;
- make the food more digestible and easier to absorb.

Food skills

There are a number of food skills which enable a variety of increasingly complex dishes to be prepared and made.

These can include:

- beating, combining, creaming, mixing, stirring and whisking;
- blitzing, pureeing and blending;
- kneading, folding, forming and shaping;
- knife skills;
- rubbing-in and rolling-out;
- use of the cooker: boiling/simmering/poaching, frying, grilling, roasting and baking;

Safety

- Sharp knives: never walk around with a knife. Use the *bridge hold* and *claw grip* to cut safely.
- Grater: hold grater firmly on a chopping board. Grate food in one direction and leave a small amount at the end to prevent injury to knuckles.
- Hot liquid: drain hot liquid carefully over the sink using a colander.
- Saucepans: turn panhandles in from the edge, so they are not knocked.
- Hot equipment: always use oven gloves when placing food in and out of the oven.
- Spills: wipe up immediately.
- Electrical equipment: always follow instructions.

Food skills are acquired, developed and secured over time.

Bridge hold



Claw grip



Food skill	Food skill	Food skill	Food skill
Bake	Mash	Peel	Peel
Beat	Measure	Portion/divide	Portion/divide
Blitz, puree and blend	Melt, simmer and boil	Probe	Probe
Casserole	Cut out	Roast	Roast
Chill	Cut, chop, slice, dice and trim	Roll-out	Roll-out
Core	Decorate and garnish	Rub-in	Rub-in
Cream	Drain	Sift	Sift
Crush	Fold	Snip	Snip
Grate	Form and shape	Spread	Spread
Grill	Fry and sauté	Stir-fry	Stir-fry
Juice	Glaze and coat	Weigh	Weigh
Knead	Microwave	Whisk	Whisk
Grate	Form and shape	Spread	Spread
Layer	Mix, stir and	Zest	Zest

Heat exchange/transfer

Cooking requires heat energy to be transferred from the heat source, e.g. the cooker hob, to the food. This is called heat transfer or heat exchange. There are three ways that heat is transferred to the food. They are:

- conduction – direct contact with food on a surface, e.g. stir-frying;
- convection – currents of hot air or hot liquid transfer the heat energy to the food, e.g. baking;
- radiation – energy in the form of rays, e.g. grilling.

Many methods of cooking use a combination of these. The amount of heat and cooking time will vary according to the type of food being cooked and the method being used.

Cooking methods

These are based on the cooking medium used:

- moist/water based methods of cooking, e.g. boiling, steaming, stewing, braising;
- dry methods of cooking, e.g. grilling, baking, roasting, toasting, BBQ;
- fat-based methods of cooking – stir, shallow and deep fat frying.

Vegetable cuts



batons – 5-6.5cm long x 1 cm square
dice – 1cm square



Julienne/match stick – 5-6.5cm long x 3 mm square
fine julienne – 5-6.5cm long x 1.5mm square

Key terms

Conduction: The exchange of heat by direct contact with foods on a surface e.g. stir-frying or plate freezing.

Convection: The exchange of heat by the application of a gas or liquid current e.g. boiling potatoes or blast chilling.

Heat transfer: Transference of heat energy between objects.

Radiation: Radiation is energy in the form of rays e.g. grilling.

Cooking for health

Take into account healthy eating recommendations to ensure that dishes/meals are part of a varied, balanced diet.

- Planning – does the meal meet the nutritional needs and preferences of those it is being cooked for? Base your meals on starchy food.
- Choosing – choose low fat/sugar/salt versions, where possible.
- Preparing – limit the amount of fat added (try a spray oil) and replace salt with other flavourings, such as herbs and spices.
- Cooking – use cooking practices which reduce the amount of fat needed and minimise vitamin losses from fruit and vegetables.
- Serving – serve the meal in proportions which reflect current healthy eating advice. Do not forget to include a drink.

Healthier cooking methods

- Grill or BBQ foods rather than fry to allow fat to drain away.
- Drain or skim fat from liquids, e.g. sauces, stews and casseroles.
- Dry fry using non-stick pans, so no need for oil.
- Oven bake rather than fry.
- Steam or microwave vegetables.

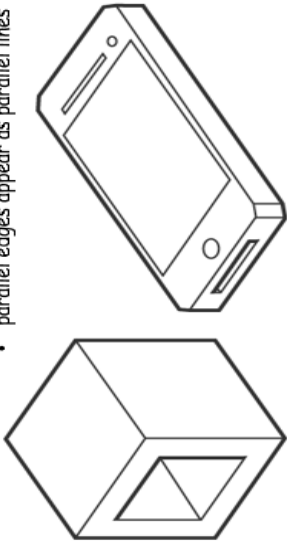
DT - Food & Nutrition

Design & Technology

Isometric Drawing

There are 3 main rules to isometric drawing:

- horizontal edges are drawn at 30 degrees
- vertical edges are drawn as vertical lines
- parallel edges appear as parallel lines



Isometric drawings, sometimes called isometric projections, are a good way of showing measurements and how components fit together. Unlike perspective drawings, they don't get smaller as the lines go into the distance. Isometric drawings are used to show a graphical representation of a 3D object. They are used by architects and engineers to communicate their ideas to the client and manufacturer, showing the product or design to scale.

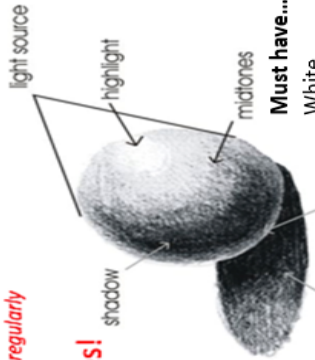
Success criteria for a good drawing

sharpen pencil regularly

Must have!

FIVE tones

Shade in direction of the object



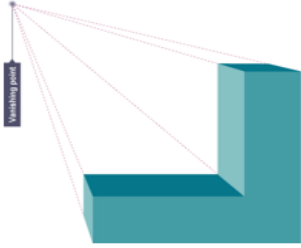
Must have...

- White
- Light Grey
- Middle Grey
- Dark Grey
- Black

No Smudging

CONTRASTS! in tone

Different mark-making



One Point Perspective

This shows an object from the front in a realistic way as it gets smaller going into the distance. The front view goes back towards a vanishing point, which is a point on the horizon line where all lines meet.

Specification

A detailed description of the design and materials used to make something.

Prototype

An early sample, model, or release of a product built to test a concept or process.

Key word/s	Definition
Anthropometric	The study of the human body and its movement, often involving research into measurements relating to people. It also involves collecting statistics or measurements relevant to the human body, called Anthropometric Data. The data is usually displayed as a table of results, diagram or graph. Anthropometric data is used by designers to make items easier to use.
Aesthetics	What does it look like - colour/texture/ shape?
Ergonomics	Ergonomics involves the study of people and their relationship with the environment around them. It often involves research into the way people interact with products and the environment. Ergonomic products will be designed with the application of anthropometric data to improve their human use.
Function	What is the purpose of the product? What does it do? How does it do this?
Primary Research	Data that is gathered first-hand directly from the client such as a questionnaire.
Secondary Research	Data which has come from second-hand sources such as the results of a survey carried out by someone else or data found on the internet.
Client	Also known as the user; the person or group of people who will buy and/or use the design solution.
Design Fixation	When a designer focuses too much on one particular design idea and doesn't consider alternatives.
Iterative design	A design strategy that follows a make-test-evaluate approach in a repetitive cycle until the perfect final outcome is produced.
User-Centred Design	A design strategy that considers the needs and wants of the user at each stage of the design process.
Collaborative Design	When a diverse team of specialists work closely together to create an innovative product.

Drama

KEY WORDS OR PHRASES:	
Mime:	Action without words
Physical Theatre:	Theatre which emphasizes the use of physical movement for expression.
Suspension of disbelief:	Logically you understand that the drama is not real but you override this reaction and believe in it anyway.
Empathy:	The ability to understand and share the feelings of another.
Character:	Playing someone different from yourself. A person in a novel, play or film.
Character Motivation:	The reason behind a character's behaviours and actions.
Stereotype:	A widely held but fixed and oversimplified image or idea of a particular type of person or thing.
Cliché:	Overused and unoriginal.
Spontaneous Improvisation:	completely unplanned
Polished Improvisation:	Refinement through rehearsal, of characters, scenarios, and dialogue without a script.
Genre:	A style or category of drama.
Proscenium Stage:	Where curtains are used to separate the stage and the audience.
Blocking:	Where an actor stands in front of another actor and blocks the audiences view. It also means when the Director organises the precise movement of actors on a stage.



Rapport:	A close and harmonious relationship in which the people or groups concerned understand each other's feelings or ideas and communicate well with each other. It is when the performers 'connect and communicate' with an audience and the audience are interested in and engaged with the performance
Script:	The written text of a play, film, or broadcast
Stage Direction:	An INSTRUCTION in italics and often found in brackets.
Monologue:	A long speech by one actor in a play or film
Duologue:	speaking roles for only two actors
Narration:	Explaining the action in a play
Teacher in role:	Teacher playing a character.
Writing in role:	Writing as a character.
Hot seating:	A character or characters, played by the teacher or a student, interviewed by the rest of the group.
Role on the wall:	The outline of a body is drawn. Words or phrases describing the CHARACTER are then written directly onto the drawing or stuck on with post-its.

Vocal Skills: TTVPAS	
Tone:	Overall quality, strength and pitch of a voice e.g. angry or frightened tone of voice
Tempo:	The rhythm of your speech e.g. slow with pauses
Volume:	How loudly or quietly we say something for effect
Pitch:	Higher and lower notes
Accent:	The sound of voice according to region e.g. Cockney accent
Stress:	The particular weight and emphasis we give to individual words or phrases

Movement Skills: PAWSBF	
Posture:	How a character may stand or sit e.g. crouched; straight backed
Angle:	The position of characters' on stage in relation to the audience E.g. Side on
Walk:	This movement includes tip-toe; shuffling; or being Flat-footed
Speed:	How slow or fast a character moves
Body gestures:	A single movement made by part of the body E.g. a Wave
Facial gestures:	A single movement made by part of the face E.g. a Smile

ASSESSMENT STRANDS:

GROUP WORK: Your ability to respond, collaborate, develop, and refine work.

KNOWLEDGE AND UNDERSTANDING: Use of drama techniques and theatre vocabulary.

PERFORMANCE SKILL: your ability to apply a range of theatrical skills when performing both script and devised drama.

English

Roots of English - Knowledge

Organiser



Why are we studying this?

Growing our vocabulary by exploring how different words were created;

Understanding how different words are linked together so that we can easily learn new ones;

Knowing how words are built from smaller sounds, and using these to learn new words;

Learning why people speak differently;

Understanding how English grew in countries around the world;

Knowing how to change our speech in different situations;

Becoming good public speakers about English.

Some Important Prefixes

'Un' = Not

'Pre' = Before

'Fore' = Before

'Mono' = One

'Poly' = Many

'Semi' = Half

'Auto' = Self

Key Words	Definition
Old English	The language spoken by the Anglo-Saxons, from 410-1066AD
Middle English	The language created when Norman French mixed with Old English from 1066.
Renaissance	The period from 1500 in which Latin and Greek became fashionable and were mixed into Middle English
Modern English	The version of English that has existed from the Renaissance to the present day.
Synonym	A word which means nearly the same as another word. I.e. 'Big' and 'Enormous'
Word Family	A group of words which share a prefix or root word. I.e. Monocle, Monotone, Monobrow
Prefix	A letter or group of letters which are added to the front of a root word to change its meaning. I.e. 'pre-'
Root Word	The main part of a word, which gives its main meaning. I.e. Cycle, bicycle, recycle.
Etymology	The history of a word.
Dialect	The version of a language spoken by a group or people in a particular place.
Accent	The way that you pronounce certain letters.
Register	How formal your speech / writing is.
Formal Register	Speech or writing which is suitable for important / official tasks (posh writing!)
Informal Register	Casual English for general conversation and less official tasks
Standard English	The dialect of English used in formal situations.
Open Question	A question which cannot be answered with a single word.
Loan Words	A word borrowed from another language and added to English.
Effect	The things that the reader thinks of or feels when reading a word.

A Sample Word Family

Monotone - Speaking in one tone

Monocle - One lens to look through

Monopoly - One person owning lots of things

Monobrow - One joined up eyebrow

Monologue - One long speech, by one person

Monolingual - Someone who speaks one language

Monosyllable - A word with one syllable

Sample Synonyms for 'Big'

Enormous

Large

Massive

Colossal

Elephantine

Success Criteria for Speaking Presentations

Speaking clearly in standard English

Presenting with **apparent confidence** to a small group of people (up to a class)

Starting to use **body language** and **tone of voice** effectively

Structuring a presentation clearly, with **signposts** for listeners

Making **interesting word choices**.

Understanding key listening skills, including **phrasing relevant, open questions**

Challenge - speak from **notes**, instead of a script


Geography

Key Terms	
Island	Piece of land surrounded by water
Inhabited	A group of people with a strong sense of identity
Nation	A group of people with a strong sense of identity
Region	A large area, often part of a country e.g. the south west of England
County	Historical administrative area such as Somerset
Economy	Money
Manufacturing	
Continent	a large landmass, for example Europe or Asia
European Union	a group of European countries whose governments work together
Trade	buying and selling goods
Imports	goods and services that enter a country
Exports	goods and services that leave a country
Local Environment	a small area such as a housing estate or park
Mental Map	a personal memory map of an area
Sketch Map	a map of an area that has not been drawn to scale
Redevelop	improve a run-down area, usually in a town or city
Re-wilding	restoring and protecting natural processes and ecosystems/ habitats
Urban	in towns or cities
Rural	countryside
Rain garden,	an area of grassland, flowers and trees that stores and uses up water to reduce the risk of flooding
Guerrilla Gardening	converting a derelict or abandoned area into a garden, often without legal permission to do so
Ordnance Survey (OS)	maps – very detailed maps of Great Britain available at different scales
Island	Piece of land surrounded by water

Year 7 Topic 1 Introduction of the UK

1.1 Our Island Home


- ✓ The British Isles is a group of islands, the largest of which are Great Britain and Ireland, separated from the rest of Europe by sea.
- ✓ The UK is made up of four nations: England, Scotland, Wales and Northern Ireland. Each nation is further divided into regions and counties.



- ✓ The UK has a huge variety of landscapes, traditions and cultures, which make it very popular with visitors from around the world.

1.2 The UK in Europe

- ✓ The UK is part of Europe.
- ✓ Many of the countries in Europe belong to the European Union. These countries have close economic, scientific and cultural links with one another.
- ✓ The UK trades with a whole range of countries both within the Europe and outside.
- ✓ Having links with Europe, the UK has many benefits such as tourism and trade
- ✓ Following a referendum in 2016, the UK voted to leave the European Union in 2019.

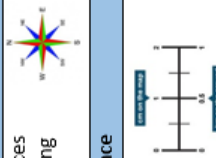


1.3 Exploring the local environment

- ✓ Local environments can be redeveloped to make them more attractive places to live.
- ✓ If there is an old factory like the Old Glove Factory in Yeovil it can be redeveloped to make it useful and better for the environment
- ✓ The environment is currently at risk at being destroyed through new housing, laying patios in gardens instead of grass, new roads etc.
- ✓ Adding rain gardens to land will help improve the local environment as there will be somewhere for water to soak into and provides a habitat for animals and insects such as bees that are essential for life.
- ✓ Helps reduce flooding in areas as rain gardens absorb the water.

Learning about the UK using OS maps

- ✓ Four and Six Figure Grid References
- ✓ Measuring distance on a map using the scale line



Measuring Distance: Scale and distance

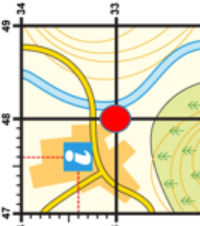
- ✓ Example of a scale bar with one two cms for every one km.
- ✓ Most maps have a scale. These help us to work out distances on maps. This is given by the scale statement (eg 1:25,000) and/or by showing a scale bar.
- ✓ The scale shows how much bigger the real world is than the map.

Grid References: Things to remember:

Four Figure Grid References

When you give a grid reference, always give the easting first: "Along the corridor and up the stairs".

1. Start at the left-hand side of the map and go east until you get to the bottom-left-hand corner of the square you want (red circle). Write this number down.
2. Move north until you get to the bottom-left corner of the square you want.
3. Look at the number of this grid line and add it to the two-digit number you already have. This is your four-figure grid reference. In this case, the four figure grid reference is 48,33.



Sometimes it is necessary to be even more accurate. In this case you can imagine that each grid is divided into 100 tiny squares. The distance between one grid line and the next is divided into tenths.

Six Figure Grid References

Give the six figure grid reference for the Information Centre

1. First, find the four-figure grid reference but leave a space after the first two digits.
2. Estimate or measure how many tenths across the grid square your symbol lies. Write this number after the first two digits.
3. Next, estimate how many tenths up the grid square your symbol lies. Write this number after the last two digits.
4. You now have a six figure grid reference. In this instance, the tourist information office is located at 476394.

Geography

Key Terms	the layer of air around Earth
Atmosphere	the day-to-day condition of the atmosphere (eg temperature, wind, rainfall)
Climate	the average weather conditions over a long period of time usually 30 years
Precipitation	water falling from the atmosphere to Earth's surface (eg rain, snow)
Air mass	a large body of air that travels from one area to another
Prevailing wind	the most common wind direction
Ocean current	a flow of warm or cold water in the ocean
Reservoir	a large lake where water is stored
Water cycle	the cycle of water between the oceans, atmosphere and land
Surface runoff	water flowing over the ground (eg rivers)
Evaporation	water changing from a liquid to a gas (water vapour)
Groundwater	water held underground in soil or in rock
Transpiration	water released from plant leaves into the atmosphere
Condensation	water changing from a gas to a liquid (water droplets)
Relief rainfall	warm moist air forced to rise over mountains, cools and condenses to form cloud and rain
Microclimate	weather and climate conditions in a small area such as a city or forest
Smog	a combination of smoke (pollution) and fog
Pollution	harmful substances entering the environment
Urban heat island	concentration of high temperatures recorded in a city
Isotherm	a line on a map joining points with the same temperature
Isoline	a line on a map joining points of equal value
Isohyet	a type of isoline joining points having the same amount of rainfall
Dredge	to clear the bottom of an area of water by scooping out mud, rocks and rubbish



3.1 Recording the Weather

- ✓ The UK sometimes experiences unusual or extreme weather events.
- ✓ Weather conditions can be recorded by measuring temperature, precipitation, wind direction, wind speed and cloud cover.
- ✓ The weather is important to many groups of people for different reasons, for example farmers, sportspeople, shop and cafe owners or tourists.
- ✓ Scientists use powerful computer models to help forecast the likely weather conditions in the next few days and weeks.

Element	Instrument
Temperature	Thermometer
Precipitation	Rain gauge
Wind direction	Wind vane
Wind speed	Anemometer
Cloud cover	Satellite

3.3 Rain

- ✓ The water cycle describes how water is constantly being recycled between the atmosphere, the land and the oceans. Rain (precipitation) is an important part of the water cycle, transferring water from the atmosphere to the ground.
- ✓ Rain is formed when air-cools and condenses, turning water vapour into water droplets (which turn into clouds). As these droplets become larger and heavier, they fall to the ground as rain.
- ✓ Short periods of very heavy rainfall can sometimes cause widespread and devastating flooding in the UK.

The water cycle

Year 7 Topic 2 Weather and Climate in the UK

3.2 Why is our weather so changeable?

- ✓ In March 2018 a blast of bitterly cold weather swept across the UK and Europe from Siberia, causing severe disruption and many deaths. It became known as 'The Beast from the East'.
- ✓ Weather in the UK is very changeable, due mainly to the effect of several air masses that come from different directions.
- ✓ Most of the time in the UK, a prevailing wind blows from the south-west across the Atlantic Ocean, bringing mild, cloudy and wet conditions.
- ✓ North Atlantic Drift is a warm ocean current that transfers warm water across the Atlantic from the Caribbean and brings warmer weather and rain to the UK, especially the south-west coast.

The prevailing wind and North Atlantic Drift across the UK

3.4 Urban microclimates

- ✓ Urban microclimates are characterised by higher temperatures, windy conditions, higher night-time temperatures, and a higher chance of storms, fog and smog.
- ✓ Urban microclimates are caused by the heat from buildings, roads, vehicles and industry, and by higher temperatures, pollutants and a lack of vegetation.
- ✓ An urban heat island is a concentration of higher temperatures in a city.

3.5 Extreme weather in the UK

- ✓ Recent examples of extreme record-breaking weather in the UK include the hot, dry summer of 2018 and the heavy rainfall in December 2015.
- ✓ The village of Glenridding, in the Lake District, suffered devastating floods when heavy rain caused the local river to burst its banks, damaging houses, shops, roads and bridges.



THE ROMANS

KNOWLEDGE ORGANISER



Diagram – Map of the Roman Empire

Map of the Roman Empire (117AD)

This map shows the Roman Empire at its largest, during the rule of Trajan in 117AD. Much of what is now Europe and North Africa was dominated by the empire, as was virtually all of the Mediterranean coastline. However, with the increasing size, the Romans' ability to run the empire effectively was decreased, meaning that there was a gradual loss of territory from this point onwards, particularly in the 3rd Century.

The Roman Empire in 117 AD

- Territorial provinces
- Imperial provinces
- Client states

Important Places and Daily Life in the Roman Empire	
	<p>The Colosseum</p> <p>The Colosseum was built between around 80 AD by the Emperor Vespasian. It could seat about 50,000 spectators who came to watch events including gladiatorial combats, wild animal hunts and sporting games.</p> <p>Key Fact: The Colosseum is 189m long and 156m wide!</p>
	<p>The Pantheon</p> <p>The Pantheon was originally built as a temple to the gods of Ancient Rome, however was rebuilt in its current form in 126AD. It is the best preserved of the Roman buildings in Rome. Since it was built, it has always been used.</p> <p>Key Fact: Pantheon translates as 'temple of all gods.'</p>
	<p>Hadrian's Wall</p> <p>Hadrian's Wall, begun in 122AD, was a fortification designed to stop tribes in Scotland attacking England (part of the Roman Empire). It took over ten years to build. It was the most heavily fortified wall in the Empire.</p> <p>Key Fact: Lots of the wall still exists, and can be followed by path.</p>
	<p>Diocletian's Palace</p> <p>Diocletian's Palace was built as a retirement residence for the Roman Emperor Diocletian around 305AD. He lived in the palace until his death in 316AD. Although called a palace, it was also space for a whole army garrison!</p> <p>Key Fact: It is so huge that it makes up about half of the old town of Split!</p>
	<p>Aqueduct of Segovia</p> <p>The Aqueduct of Segovia is a well-maintained Aqueduct in Spain. It is predicted to have been built around 122AD. It once transported water from the Rio Frio river to Segovia.</p> <p>Key Fact: At its tallest, the aqueduct reaches a height of 28.5m!</p>
	<p>Family Life</p> <p>Family was an important part of Roman life – <i>patres</i> were written to protect the family structure. The family that you belonged to had a lot to do with your place in Roman society.</p> <p>Key Fact: The familiar of Roman Emperor could extend into bougainville!</p>
	<p>Slaves and Peasants</p> <p>Slaves performed much of the hard work and construction in the Roman Empire. Most slaves were people captured in times of war, but some children were born as slaves.</p> <p>Key Fact: Some people sold themselves into slavery to pay debts!</p>
	<p>Life in the City</p> <p>In Ancient Rome, the city was the hub of life. It was the place where goods could be traded, people could be entertained, and important decisions took place.</p> <p>Key Fact: Although Rome was the biggest, there were many other cities across the Empire.</p>
	<p>Life in the Country</p> <p>Most of the Roman population lived in the countryside – many were farmers. Life was hard, with most people working from dawn right up until dusk.</p> <p>Key Fact: The city of Rome had to import 6 million bushels of grain a year!</p>
	<p>School</p> <p>Roman children started school at the age of seven. Wealthy children could be taught by a tutor, whilst others went to public school. Poor children could not go to school.</p> <p>Key Fact: Many girls were not allowed to attend school.</p>
	<p>Food</p> <p>A wide variety of foods were available, depending upon a person's wealth and where they lived. The Romans ate 3 meals a day, with the largest meal eaten in the afternoon.</p> <p>Key Fact: The poor largely ate a porridge called 'puls.'</p>
	<p>Clothes</p> <p>Most men and women wore tunics, with a belt. However the women's tunic was normally slightly longer. Women wore white until they were married. Most Romans wore sandals (made of leather) on their feet.</p> <p>Key Fact: The rich could afford linen and silk clothes.</p>

Roman Leaders and Emperors

Julius Caesar (100BC-44BC)

Julius Caesar was best known for being the first dictator of Rome – putting to an end the Roman Republic. A powerful army general, Caesar gathered enormous support amongst Romans. In opposition to the rules of the Senate, he marched his army to Rome and took control. As leader, he built many famous buildings and changed the calendar to the type we use today. He was eventually murdered by members of the Senate.

Nero (37AD-68AD)

Nero has a reputation for being one of the worst Emperors of Rome. It is rumoured that he executed anyone who did not agree with him (including his own mother) and that he played the fiddle whilst Rome burned in a great fire (this is debated). Despite starting out with good intentions, Nero became a tyrant, killing people in horrible ways, often with little proof of their guilt. In 68AD, fearing that he would be executed, Nero committed suicide.

Claudius (10BC-54AD)

Claudius was the fourth Roman Emperor. He had some kind of disability, in both speech and walking, which meant he was kept from power until he was the last remaining male in the family, aged 38. Claudius, however, proved himself to be a good leader, expanding the Empire and doing a great deal for the public. Unfortunately he adopted son, Nero, later undid much of his good work.

Augustus (63BC-14AD)

Augustus is best known for being the first Emperor of Rome and for establishing the Roman Empire. Formerly known as Octavian, Augustus gained his title when he became the ruler. After many years of civil war, he brought peace to the land, and began to rebuild the empire, including roads and buildings. He also expanded the empire around the Mediterranean, and brought peace and prosperity to Rome.

Marcus Aurelius (121AD-180AD)

Marcus Aurelius was considered the last of Rome's 'Five Good Emperors'. He was well-liked – the word 'Aurelius' itself means golden. He skillfully guided the Roman Empire through wars on several fronts, whilst also receiving loyalty from those in positions of power around him. Aurelius made sure that his son (Commodus) succeeded him after his death – a bad choice as Commodus proved to be self-centred and inexperienced.

Hadrian (76AD-138AD)

Hadrian was the Roman Emperor who is now best-known for building Hadrian's Wall, which marked the northern limit of Roman territory in Britain. He also built the Pantheon in Rome, amongst many other famous buildings. Hadrian was a kind Emperor who was considered the third of the 'Five Good Emperors'. Throughout his reign, he travelled to almost every province.

Roman Timeline

753 BC – The city of Rome is founded.

509 BC – Rome becomes a republic. Rome is run by elected senators.

73 BC – Spartacus the gladiator leads the slaves in an uprising.

45 BC – Julius Caesar becomes the first dictator of Rome, signalling the end of the Roman republic.

27 BC – The Roman Empire begins, with Augustus as the first Roman emperor.

80 AD – The Colosseum is built.

121 AD – Hadrian's Wall is built.

306 AD – Constantine converts to Christianity, making Rome a Christian Empire.

476 AD – Romulus is overthrown and the Roman Empire is no more.



History

Maths

Mathematics – Year 7



In Maths you will receive a separate knowledge organiser.

Your knowledge organiser will help you to:

- Know** which **MET*** skills you should be learning
- Track** when you have learnt, revisited and revised a skill
- Identify** any gaps where you have missed lessons
- Guide** your revision when it comes to assessments

*The **MET (Mathematics Expertise Tower)** shows you all the skills you will master during your lessons and how each skill builds upon the last.

It is arranged into **4 topic areas:**





You can see the full **MET** in the Maths Corridor!

Maths Equipment you must have every lesson:

- Pen, pencil, rubber, ruler, protractor,
- compasses, scientific calculator

USEFUL WEBSITES:

My Login: 
 Password:

My Login: 
 Password:

My Login: 
 Password:

www.bbc.co.uk/bitesize www.khanacademy.org

<https://corbettmaths.com>

Year 7		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6								
		September	October	November	December	January	February	March	April	May	June	July			
		Induction (KS2 Recp)	Induction Test (a)	Sequences & Functions	Angles	Unit 1 Test	Percentages	Units, Area and Volume	Unit 2 Test	Unit 3 Test	End of Year Test (a)	Presenting and Interpreting Data	Unit 4 Test	Probability	Unit 5 Test

Community

Opportunity

“Inspiring Education for All”

Enjoyment

Success

MFL - French

Y7 Knowledge organiser – Autumn 1

Greetings

Hello	salut
Good morning	bonjour
Have a good day!	Bonne journée!
Good evening / good night	Bonsoir/bonne nuit
Goodbye	Au revoir
How are you?	Comment vas-tu? / Ça va?
I'm great.	je vais très bien
I'm fine.	Je vais bien.
I'm okay.	ça va.
I'm not well.	Je ne vais pas bien.
I'm terrible.	Je vais très mal.

NUMBERS

1	un
2	deux
3	trois
4	quatre
5	cinq
6	six
7	sept
8	huit
9	neuf
10	dix
11	onze
12	douze
13	treize
14	quatorze
15	quinze
16	seize
17	dix-sept
18	dix-huit
19	dix-neuf
20	vingt
21	vingt-et-un
22	vingt-deux
23	vingt-trois

Age and Birthdays

What's your name?	Comment tu t'appelles?
My name is...	Je m'appelle...
What's his/her name?	Comment s'appelle-t-elle?
His/her name is...	Il/elle s'appelle...
How old are you?	Quel âge as-tu?
I am ...years old.	J'ai...ans.
He/she is ...years old.	Il/elle a...ans.
When is your birthday?	C'est quand ton anniversaire?
My birthday is on the fifth of May.	Mon anniversaire c'est le cinq mars.

Higher Numbers

30	trente
31	trente-et-un
32	trente-deux
40	quarante
50	cinquante
60	soixante
70	soixante-dix
80	quatre-vingts
90	quatre-vingt-dix
100	cent
101	cent un
1000	mil

Classroom language

Stand up	Levez-vous
Sit down	Asseyez-vous
Listen	Écoutez
Read	Lisez
Write	Écrivez
Speak	Parlez
Pack away	Rangez vos affaires
Open your books	Ouvrez vos cahiers

Months

January	janvier
February	février
March	mars
April	avril
May	mai
June	juin
July	juillet
August	août
September	septembre
October	octobre
November	novembre
December	décembre

Connectives

and	et
or	ou
but	mais
also	aussi
in addition	En plus

Classroom items

Do you have...?	Est-ce que tu as?
I have an exercise book.	J'ai un cahier.
I don't have an exercise book.	Je n'ai pas de cahier.
a exercise book	un cahier
a book	un livre
a pencil	un crayon à papier
a pen	un stylo
a ruler	une règle
a pencil case	une trousse
a bag	un sac
a contact book	un carnet de correspondance
a rubber	une gomme
a pencil sharpener	un taille-crayon

French Alphabet

Aa	Bb	Cc	Dd	Ee	Ff
oh	beh	seh	déh	uh	eff
Gg	Hh	Ii	Jj	Kk	Ll
zhèh	ahsh	eg	zhèe	koh	èll
Mm	Nn	Oo	Pp	Qq	Rr
em	en	oh	peh	koo	air
Ss	Tt	Uu	Vv	Ww	Xx
ess	feh	ooh	veh	diòc-bhèh-veh	eeks
Yy	Zz				
ee-grek	zed				

Wie heißt du?

Hallo!
 Ich heiße ...
 Guten Tag!
 Wie geht's?
 Und dir?
 Gut
 Nicht schlecht.
 Tschüs!

What's your name ?

Hello !
 My name is ...
 Good day! Hello!
 How are you?
 And you ?
 Good
 Not bad.
 Bye!

Wer ist in deiner Familie? Who is in your family?

In meiner Familie gibt es
 meine Halbschwester
 mein Stiefbruder
 Ich bin Einzelkind
 eine Zwillingsschwester
 ein Zwilling Bruder
 meine Eltern sind
 meine Oma ist
 mein Opa kann ___ sein
 ich verstehe mich gut mit
 ich streite mich mit

in my family there is/are
 my half-sister
 my step-brother
 I am an only child
 a twin sister
 a twin brother
 my parents are
 my nan is
 my grand-dad can be ___
 I get on well with
 I argue with

Wie alt bist du?

Ich bin ... Jahre alt.
 eins 1
 zwei 2
 drei 3
 vier 4
 fünf 5
 sechs 6
 sieben 7
 acht 8
 neun 9
 zehn 10
 elf 11

How old are you?

I am... years old.
 zwölf 12
 dreizehn 13
 vierzehn 14
 fünfzehn 15
 sechzehn 16
 siebzehn 17
 achtzehn 18
 neunzehn 19
 zwanzig 20
 einundzwanzig 21
 zweiundzwanzig 22

Wie bist du?

Ich bin
 Du bist
 Er ist
 Sie ist
 Wir sind
 Sie sind
 faul
 launisch

What are you like?

I am
 you are
 he is
 she is
 we are
 they are
 lazy
 moody

Was kann dein Haustier machen?

mein Hund kann sehr gut springen
 meine Katze kann Deutsch sprechen
 mein Pferd kann schnell laufen
 meine Schlange kann kreativ sein
 mein Meerschweinchen kann singen

What can your pet do?

My dog can jump very well
 my cat can speak German
 my horse can run quickly
 my snake can be creative
 my guinea pig can sing

Don't forget:

ß = ss
 ei = eye
 ie = ee
 au = ow
 eu = oi

Wo wohnst du?

ich wohne in Frankreich
 du wohnst in Italien
 er wohnt in Spanien
 sie wohnt in Polen
 wir wohnen in der Schweiz

Where do you live?

I live in France
 you live in Italy
 he lives in Spain
 she lives in Poland
 we live in Switzerland

Wann hast du Geburtstag?

Ich habe am elften Mai Geburtstag
 Ich habe am zwanzigsten März Geburtstag
 am fünfundzwanzigsten Februar heute

When is your birthday?

my birthday is the 11th May
 my birthday is the 20th March
 on the 25th February
 today

Wie siehst du aus?

ich habe kurze Haare
 du hast glatte Haare
 er hat keine Haare
 sie hat graue Augen
 wir haben lockige Haare
 ich trage eine Brille

What do you look like?

I have short hair
 you have straight hair
 he has no hair
 she has grey eyes
 we have curly hair
 I wear glasses

Wie siehst du aus?

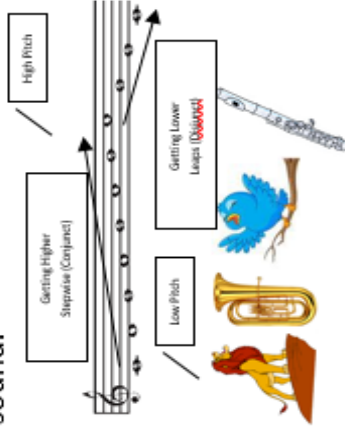
Ich bin groß
 Ich bin ziemlich klein
 Er ist nicht dick
 Sie ist ziemlich schlank
 Wir sind mittelgroß

What do you look like?

I am tall
 I am quite short / small
 He is not chunky
 She is quite slim
 We are medium-sized

A. Pitch

The **highness or lowness** of a sound.



B. Tempo

The **speed** of a sound or piece of music.



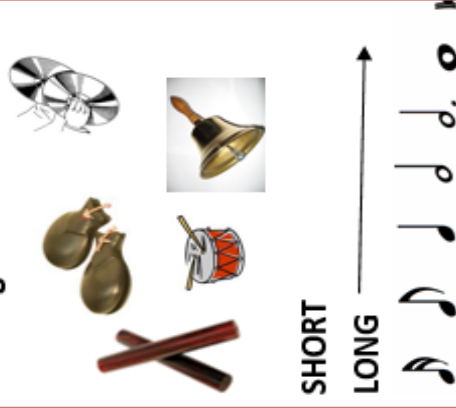
C. Dynamics

The **volume** of a sound or piece of music.



D. Duration

The **length** of a sound.



E. Texture

How **much sound** we hear.
THIN TEXTURE: (*sparse/solo*) – small amount of instruments or melodies.

THICK TEXTURE: (*dense/layered*) – lots of instruments or melodies.

F. Timbre or Sonority

Describes the **unique sound or tone quality** of different instruments voices or sounds.



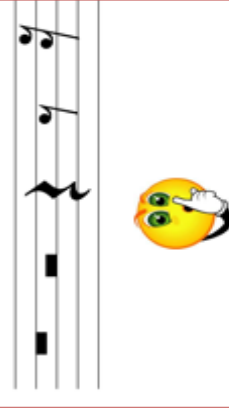
G. Notation

How music is **written** down.
STAFF NOTATION – music written on a **STAVE** (5 lines.).



H. Silence

The opposite or absence of sound, **no sound**. In music these are **RESTS**.



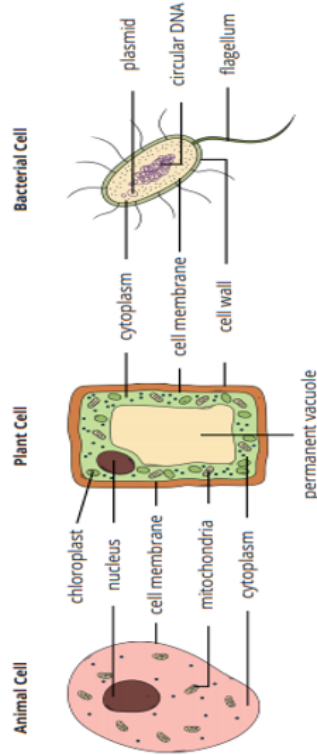
Music

KS3 PHYSICAL EDUCATION – KNOWLEDGE ORGANISER
AUTUMN TERM

All students will participate in at least 4 of the following activities this term.
They are Rugby, Hockey, Basketball, Netball and Trampolining

<p>INVASION GAMES: Rugby, Hockey, Netball and Basketball</p>		<p>GYMNASTICS: Trampolining</p>
<p><u>Invasion games:</u> Team games in which the purpose is to 'invade' the opposition's territory to score points whilst trying to make sure the other team does not score.</p>	<p><u>Receiving the ball:</u> when you catch a ball or receive the ball with a stick</p>	<p><u>Spotters:</u> stand around the trampoline and ensure that the person on the trampoline is safe at all times. A spotter will prevent the trampolinist from falling off the trampoline if they get too close to the sides or the ends.</p>
<p><u>Passing the ball:</u> throwing a ball to your teammate or passing it with your stick to a teammate.</p>	<p><u>Spatial awareness:</u> when you recognise your position in relation to your opponent and the ball/object you are playing with.</p>	<p><u>Basic Jumps:</u> tuck, pike and straddle</p>
<p><u>Defending strategies:</u> defending a space or area to stop your opponents from scoring. Defending the goal or try line.</p>	<p><u>Attacking strategies:</u> Creating space for yourself and your teammates. Moving into space to receive a pass.</p>	<p><u>Basic landing positions:</u> Seat landing, Front landing and Back landing</p>
<p><u>Tackling:</u> forcing your opponent to lose possession of the ball in order for you or your teammates to gain possession.</p>	<p><u>Combination:</u> Seat to front, front to seat, seat $\frac{1}{2}$ twist to feet, $\frac{1}{2}$ twist to seat, front $\frac{1}{2}$ twist to feet, $\frac{1}{2}$ twist to front</p> <p><u>Twists:</u> Swivel hips, Back $\frac{1}{2}$ twist to feet, $\frac{1}{2}$ twist into back</p>	<p><u>Advanced twists:</u> Roller, Cradle, Cat twist, Half turntable, Full turntable</p>
<p><u>Basic Somersaults:</u> Hands and knees turnover to feet, back pullover to feet, Back pullover to front, Back to front landing, $\frac{3}{4}$ front to back landing, Front somersault, Back somersault</p>		

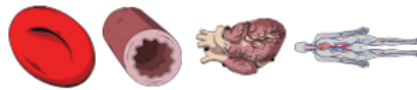
Year 7 Cells



Nucleus	Controls cells activities, contains DNA
Plasmids	Rings of DNA found in bacterial cells
Mitochondria	Place of cell respiration
Chloroplasts	Contains chlorophyll - place of photosynthesis
Cell Wall	Helps strengthen the cell in plants
Cell Membrane	Controls movement of substances in and out of the cell
Cytoplasm	Jelly like substance where chemical reactions occur
Flagellum	A tail like structure to allow the cell to swim
Permanent vacuole	Filled with cell sap to keep the cell rigid

Building an Organism

- Cell** - smallest unit of a living organism
- Tissue** - group of the same cells working together
- Organ** - group of different tissues working together for a particular job
- Organ system** - different organs working together for a particular function



Parts of the Blood

- Plasma** - straw coloured liquid carrying proteins, CO₂ and glucose
- Red blood cell + white blood cells**
- Platelets** - clot together to form scabs to stop microbes entering the body

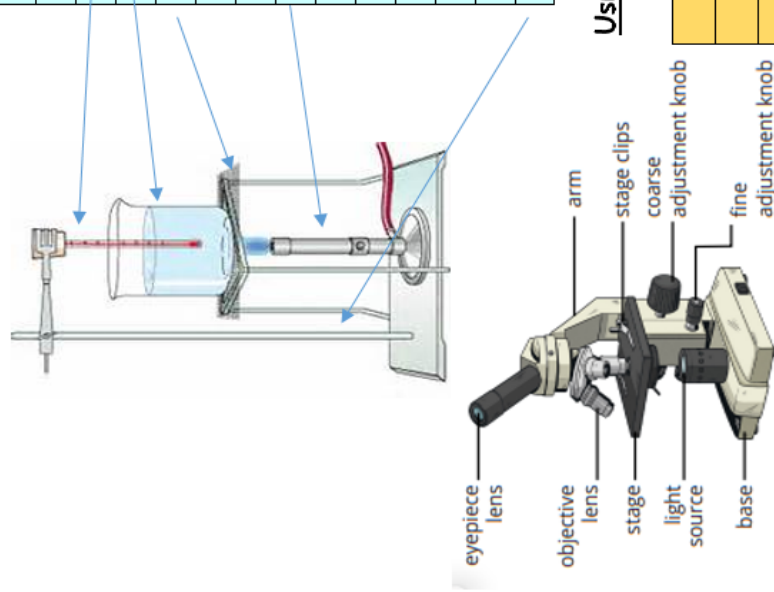
Specialised Cells

Name	Function	Adaptation
Root hair cell	Absorbs water from the soil	Large surface area
Palisade cell	Place of photosynthesis	Packed full of chloroplasts
Sperm cell	Swim and fertilise the egg	Tail & full of mitochondria
Egg cell	Fertilised by sperm	Full of nutrients for the developing embryo
Red blood cell	Carries oxygen (O ₂) around the body	Biconcave, no nucleus to carry more O ₂ in the haemoglobin.
White blood cell	To fight infection	Can change shape to engulf pathogens, produce antibodies
Nerve cell	Carries nerve impulses around the body	Long and thin connecting to other nerves and muscles
Muscle cell	Allows the body to move	Contains proteins that can contract & relax. Packed full of mitochondria.

Working in the Lab Knowledge Organiser

Key Equipment

Equipment	Role
Safety Glasses	Worn to protect the eyes
Thermometer	Measures temperature
Beaker	Holds larger volumes of liquids
Gauze	Holds glassware on the tripod
Measuring Cylinder	Accurately allows us to measure volume of liquids
Test Tube	Holds liquid substances
Tripod	Used with the bunsen when heating
Conical Flask	Allows liquids to be stirred or swirled safely
Bunsen burner	Used to heat substances
Balance	Measures mass
Evaporating Basin	Used to evaporate liquids from dissolved solids
Filter paper and funnel	Used to separate solids from liquids
Clamp Stand	Used to hold equipment in place



Using a Light Microscope

- Plug in the microscope and turn on the light.
- Place the slide on the stage and hold it in place with the stage clips.
- Turn to the objective lens with the lowest magnification.
- Look down the eyepiece lens and use the adjustment knobs to focus the specimen.
- Increase the magnification by turning to a higher power objective lens, then use the fine adjustment knob to bring the cells back into focus.

Using a Microscope

Parts	Role
Eye piece lens	You look down this to see the specimen
Objective lens	This changes as you increase the magnification
Stage	Where the slide is placed
Light source	This allows you to clearly see the specimen
Coarse adjustment knob	Used to focus on the lowest magnification so you can find the specimen
Fine adjustment knob	For the higher magnification so you can see the image more clearly
Specimen	The object you are looking at
Magnification	How zoomed in the image is
Resolution	How much detail you can see