

Year 7

Half Term 1

Knowledge Organisers



The Farnborough
Academy

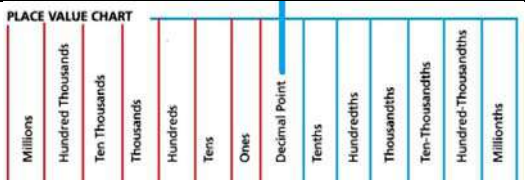
Farnborough Academy English Knowledge Organiser Year 7 – Conflict

Themes and Ideas			Texts Studied		
Key Theme	What does this theme mean?	How is this theme demonstrated in the novel?	Name of linked poem	Key quotation from this text	How does this quotation link to conflict?
Conflict	Conflict is where there are incompatible disagreements between individuals or different groups of people. Additionally, there can be internal and external conflicts.	An example of external conflict would be the treatment of the Jewish people. Internal conflict would be Bruno’s struggle with his own life.	<i>Out of the Blue</i> by Simon Armitage	‘through a distant shot of a burning building’	Demonstrates conflict through feelings of fear and terror. The use of the adjective ‘distant’ conveys a sense of loneliness and isolation – building up a notion of inner conflict too.
Friendship	Friendship can be defined as a state of mutual trust or respect among individuals or between groups of people. It often involves emotional connections.	Bruno and Shmuel’s meeting at the fence which develops when Bruno agrees to help Shmuel look for his father.	<i>Dulce Et Decorum Est</i> by Wilfred Owen	‘Many had lost their boots, but limped on, blood-shod’	The deliberate use of the verb ‘limped’ evokes a sense of pain and hardship. ‘Blood-sod’ illustrates the depth of injury experienced during the war and highlights the constant sense of struggle.
Innocence	Innocence is the state of being free from wrongdoing or corruption. Bruno is very naïve yet has done nothing to hurt or offend anyone else.	Innocence is explored through Bruno thinking that Shmuel lives at the camp on a voluntary basis. Bruno is completely unaware of events.	<i>Flag</i> by John Agard	‘It’s just a piece of cloth that dares a coward to relent’	Agard employs the verb ‘dares’ deliberately to emphasise the courage but also conflict. Flags can unite people, but they can also cause disagreements between nations.
Human nature	Human nature is a concept that denotes fundamental characteristics – including ways of thinking, acting and behaving – that human beings are said to have naturally. This term is often used to describe what it means to be a human. Naturally, people can be good or bad, kind or evil, gentle or ruthless.	Bruno and Shmuel represent humanity’s capacity for goodness and compassion in the world, whilst evil is represented through Father and Lieutenant Kotler.	<i>The Right Word</i> by Imtiaz Dharker	‘lurking in the shadows is a terrorist’	This creates an immediate sense of danger for the speaker. The verb ‘lurking’ implies that something is hidden and may be unpleasant. The noun ‘terrorist’ is often associated with someone who wishes to create harm amongst innocent people.
Key characters		Description	What have I discovered about this character?	Key terms/word classes	Definition
<i>Bruno</i>	A nine-year old boy and protagonist of the story – he has a naïve, child-like view of the world and often misunderstands what is really happening in a situation. He is quite lonely and sad about having to move away for his father’s job.	Bruno is the eight-year-old son of the commandant at a concentration camp during WW2. His friendship with a Jewish boy (Shmuel) leads to unexpected consequences. However, before this, Bruno is forced to move from Berlin to a house next to the concentration camp		Bias	A feeling that is more favourable towards once side or the other.
<i>Father</i>	As the story goes on, the reader begins to work out that Father is a Nazi officer that is promoted to manage Auschwitz, the concentration camp. Father very much believes in the Nazi party and the extermination of Jewish people and is quite stern, although there are strong hints in the story that he loves his son and his family dearly.	Father is dad to Bruno and his sister, Gretel. As the commandant of the concentration camp, Auschwitz, he spends much of his time away from home. Early on in the novel he tells his family that they are moving away from Berlin to a new home. Father demonstrates no remorse of his actions and behaviour towards Jewish people.		Naïve narrator	A narrator who is unaware, or who has misunderstood, the real situation or occurring events.
<i>Gretel</i>	Gretel is Bruno’s older sister who has a large collection of dolls and does not always get on with her younger brother, Bruno. She gives some information to Bruno about what the camp is and why they are there, but some of what she says is incorrect.	Gretel is Bruno’s sister. She is quote alert to what is happening outside of the house – this is in complete contrast to Bruno who is far less aware of events. Despite this, Gretel is referred to as a ‘hopeless case’ by her brother and causes him grief and unhappiness.		Dramatic irony	When the audience or reader is aware of something which the character in question isn’t.
<i>Shmuel</i>	Shmuel is a Jewish prisoner in the concentration camp who Bruno befriend. This happens when the pair begin talking through the fence. Shmuel is Polish and captured and moved quite abruptly to the concentration camp.	Shmuel is Bruno’s Jewish friend who is kept prisoner at Auschwitz. Born on the same day as Bruno, he develops a strong bond and an obvious friendship with Bruno. He first meets Bruno at the other side of the fence which illustrates the differences between them.		Propaganda	Information or media used to promote a particular idea or cause.
<i>Kotler</i>	Kotler is a Nazi soldier who believes firmly in the Nazi cause. He is often sinister, cruel and seems to enjoy being violent towards the Jews in the camp. Bruno is afraid of Kotler, yet Gretel admires him.	Kotler is a nineteen-year-old German soldier at Auschwitz who is well-dressed. Gretel develops a crush on him and a budding friendship emerges between Kotler and Bruno’s mother as she views him as handsome. However, is cruel to the prisoners and taunts Bruno.		Noun Adjective Verb Adverb	A word to identify a person, place or thing. A word that describes a noun. A word to describe an action. A word to describe how the action is being carried out.
Context			Can I transform this information into my own words?		
<u>Hitler and Nazi Germany</u>			<u>Hitler and Nazi Germany</u>		
A period in German history from 1933 to 1945 when Germany was under the dictatorship of Adolf Hitler through the Nazi Party. Under Hitler’s rule, Germany was transformed into a totalitarian state in which the Nazi Party controlled nearly all aspects of life there.			Adolf Hitler rose to power in Germany on January 30, 1933. During his dictatorship from 1933 to 1945, he initiated World War Two in Europe by invading Poland on September 1, 1939.		
<u>Concentration camps</u>			<u>Concentration camps</u>		
A place in which large numbers of people, especially political prisoners or members of persecuted minorities, were deliberately imprisoned in a relatively small area consisting of inadequate facilities – sometimes to provide forced labour or to await mass execution.			The first concentration camps were established in March 1933 by Adolf Hitler after he became Chancellor of Germany. The concentration camps were run exclusively by the SS. During Nazi Germany, around. It is estimated that around two million people died in the camps.		
What, How, Why Paragraph Structure What? What methods does the writer use? How? Where is your evidence from the text? Why? Why is this method used? What is the effect?					



Topic/Skill	Definition/Tips	Example
1. Integer	A whole number that can be positive, negative or zero.	$-3, 0, 92$
2. Decimal	A number with a decimal point in it. Can be positive or negative.	$3.7, 0.94, -24.07$
3. Negative Number	A number that is less than zero . Can be decimals.	$-8, -2.5$
4. Addition	To find the total , or sum , of two or more numbers. 'add', 'plus', 'sum'	$3 + 2 + 7 = 12$
5. Subtraction	To find the difference between two numbers. To find out how many are left when some are taken away. 'minus', 'take away', 'subtract'	$10 - 3 = 7$
6. Multiplication	Can be thought of as repeated addition . 'multiply', 'times', 'product'	$3 \times 6 = 6 + 6 + 6 = 18$
7. Division	Splitting into equal parts or groups. The process of calculating the number of times one number is contained within another one . 'divide', 'share'	$20 \div 4 = 5$ $\frac{20}{4} = 5$
8. Remainder	The amount ' left over ' after dividing one integer by another.	The remainder of $20 \div 6$ is 2, because 6 divides into 20 exactly 3 times, with 2 left over.
9. BIDMAS	An acronym for the order you should do calculations in. BIDMAS stands for ' Brackets, Indices, Division, Multiplication, Addition and Subtraction '. Indices are also known as 'powers' or 'orders'. With strings of division and multiplication, or strings of addition and subtraction, and no brackets, work from left to right.	$6 + 3 \times 5 = 21, \text{not } 45$ $5^2 = 25$, where the 2 is the index/power. $12 \div 4 \div 2 = 1.5, \text{not } 6$
10. Recurring Decimal	A decimal number that has digits that repeat forever . The part that repeats is usually shown by placing a dot above the digit that repeats, or dots over the first and last digit of the repeating pattern.	$\frac{1}{3} = 0.333 \dots = 0.\dot{3}$ $\frac{1}{7} = 0.142857142857 \dots = 0.1\dot{4}285\dot{7}$ $\frac{77}{600} = 0.128333 \dots = 0.128\dot{3}$



Topic/Skill	Definition/Tips	Example
1. Place Value	The value of where a digit is within a number.	In 726, the value of the 2 is 20, as it is in the 'tens' column.
2. Place Value Columns	The names of the columns that determine the value of each digit. The 'ones' column is also known as the 'units' column.	PLACE VALUE CHART 
3. Rounding	To make a number simpler but keep its value close to what it was. If the digit to the right of the rounding digit is less than 5, round down. If the digit to the right of the rounding digit is 5 or more, round up.	74 rounded to the nearest ten is 70, because 74 is closer to 70 than 80. 152,879 rounded to the nearest thousand is 153,000.
4. Decimal Place	The position of a digit to the right of a decimal point .	In the number 0.372, the 7 is in the second decimal place. 0.372 rounded to two decimal places is 0.37, because the 2 tells us to round down. Careful with money - don't write £27.4, instead write £27.40
5. Significant Figure	The significant figures of a number are the digits which carry meaning (ie. are significant) to the size of the number. The first significant figure of a number cannot be zero. In a number with a decimal, trailing zeros are not significant.	In the number 0.00821, the first significant figure is the 8. In the number 2.740, the 0 is not a significant figure. 0.00821 rounded to 2 significant figures is 0.0082. 19357 rounded to 3 significant figures is 19400. We need to include the two zeros at the end to keep the digits in the same place value columns.
6. Truncation	A method of approximating a decimal number by dropping all decimal places past a certain point without rounding .	3.14159265... can be truncated to 3.1415 (note that if it had been rounded, it would become 3.1416)

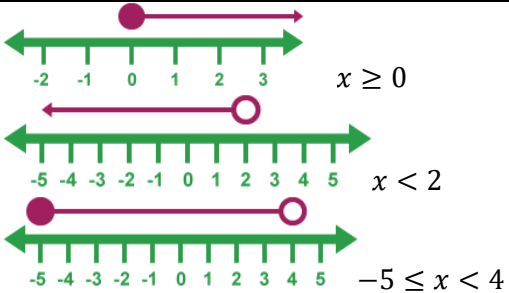
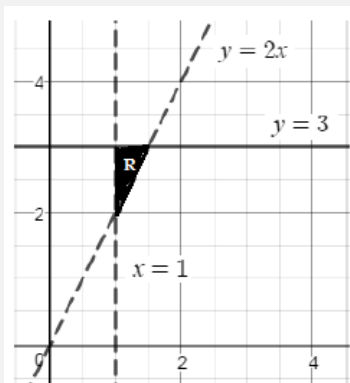
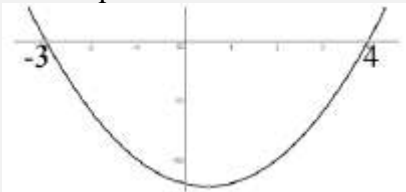


7. Error Interval	A range of values that a number could have taken before being rounded or truncated. An error interval is written using inequalities, with a lower bound and an upper bound. Note that the lower bound inequality can be 'equal to', but the upper bound cannot be 'equal to'.	0.6 has been rounded to 1 decimal place. The error interval is: $0.55 \leq x < 0.65$ The lower bound is 0.55 The upper bound is 0.65
8. Estimate	To find something close to the correct answer .	An estimate for the height of a man is 1.8 metres.
9. Approximation	When using approximations to estimate the solution to a calculation, round each number in the calculation to 1 significant figure. $\approx$ means 'approximately equal to'	$\frac{348 + 692}{0.526} \approx \frac{300 + 700}{0.5} = 2000$ 'Note that dividing by 0.5 is the same as multiplying by 2'
10. Rational Number	A number of the form $\frac{p}{q}$, where p and q are integers and $q \neq 0$. A number that cannot be written in this form is called an 'irrational' number	$\frac{4}{9}, 6, -\frac{1}{3}, \sqrt{25}$ are examples of rational numbers. $\pi, \sqrt{2}$ are examples of an irrational numbers.
11. Surd	The irrational number that is a root of a positive integer, whose value cannot be determined exactly. Surds have infinite non-recurring decimals.	$\sqrt{2}$ is a surd because it is a root which cannot be determined exactly. $\sqrt{2} = 1.41421356 \dots$ which never repeats.
12. Rules of Surds	$\sqrt{ab} = \sqrt{a} \times \sqrt{b}$ $\sqrt{\frac{a}{b}} = \frac{\sqrt{a}}{\sqrt{b}}$ $a\sqrt{c} \pm b\sqrt{c} = (a \pm b)\sqrt{c}$ $\sqrt{a} \times \sqrt{a} = a$	$\sqrt{48} = \sqrt{16} \times \sqrt{3} = 4\sqrt{3}$ $\sqrt{\frac{25}{36}} = \frac{\sqrt{25}}{\sqrt{36}} = \frac{5}{6}$ $2\sqrt{5} + 7\sqrt{5} = 9\sqrt{5}$ $\sqrt{7} \times \sqrt{7} = 7$

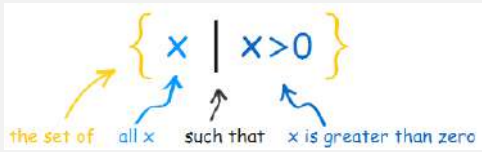


13. Rationalise a Denominator	The process of rewriting a fraction so that the denominator contains only rational numbers .	$\frac{\sqrt{3}}{\sqrt{2}} = \frac{\sqrt{3} \times \sqrt{2}}{\sqrt{2} \times \sqrt{2}} = \frac{\sqrt{6}}{2}$ $\frac{6}{3 + \sqrt{7}} = \frac{6(3 - \sqrt{7})}{(3 + \sqrt{7})(3 - \sqrt{7})}$ $= \frac{18 - 6\sqrt{7}}{9 - 7}$ $= \frac{18 - 6\sqrt{7}}{2} = 9 - 3\sqrt{7}$
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Topic/Skill	Definition/Tips	Example
1. Inequality	An inequality says that two values are not equal . $a \neq b$ means that a is not equal to b.	$7 \neq 3$ $x \neq 0$
2. Inequality symbols	$x > 2$ means x is greater than 2 $x < 3$ means x is less than 3 $x \geq 1$ means x is greater than or equal to 1 $x \leq 6$ means x is less than or equal to 6	State the integers that satisfy $-2 < x \leq 4$. -1, 0, 1, 2, 3, 4
3. Inequalities on a Number Line	Inequalities can be shown on a number line. Open circles are used for numbers that are less than or greater than (< or >) Closed circles are used for numbers that are less than or equal or greater than or equal ($\leq$ or $\geq$)	
4. Graphical Inequalities	Inequalities can be represented on a coordinate grid. If the inequality is strict ($x > 2$) then use a dotted line . If the inequality is not strict ($x \leq 6$) then use a solid line . Shade the region which satisfies all the inequalities.	Shade the region that satisfies: $y > 2x$, $x > 1$ and $y \leq 3$ 
5. Quadratic Inequalities	Sketch the quadratic graph of the inequality. If the expression is $>$ or $\geq$ then the answer will be above the x-axis . If the expression is $<$ or $\leq$ then the answer will be below the x-axis . Look carefully at the inequality symbol in the question. Look carefully if the quadratic is a positive or negative parabola.	Solve the inequality $x^2 - x - 12 < 0$ Sketch the quadratic:  The required region is below the x-axis, so the final answer is: $-3 < x < 4$ If the question had been > 0 , the answer would have been: $x < -3$ or $x > 4$

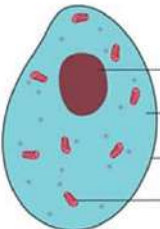
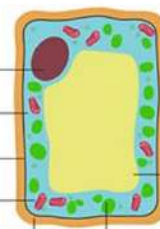
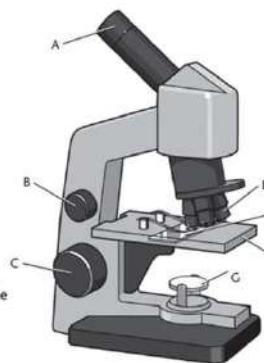
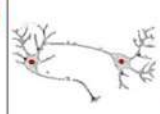
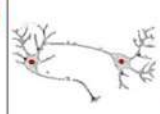
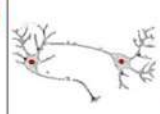


6. Set Notation	A set is a collection of things, usually numbers, denoted with brackets { } $\{x \mid x \geq 7\}$ means ‘the set of all x’s, such that x is greater than or equal to 7’ The ‘x’ can be replaced by any letter. Some people use ‘:’ instead of ‘ ’	$\{3, 6, 9\}$ is a set.  $\{x : -2 \leq x < 5\}$
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Y7 SCIENCE: U1 Cells

Achieve
Believe
Commit

1	Key terminology		2	Key information:																						
Prokaryotic cell	Simple cells with no nucleus e.g. bacteria		Magnification: We can use measurements we take from images and the magnification of the microscope used to calculate the real sizes of microscopic objects. Actual size = $\frac{\text{Image size}}{\text{Magnification}}$ Animal cell  Plant cell   A _____ B _____ C _____ D _____ E _____ F _____ G _____ coarse focusing wheel eyepiece lens fine focusing wheel mirror objective lens slide stage																							
Eukaryotic cell	More complex cells with a nucleus e.g. plant, animal & fungi																									
Microscope	Equipment used to look at cells and other microscopic objects																									
Magnification	How much bigger something looks																									
Resolution	How clear an image is																									
Nucleus	Holds genetic information																									
Cell membrane	Controls what enters/leaves a cell. Its partially permeable																									
Partially permeable	Allows some things to pass through but not others																									
Ribosomes	Make proteins in a cell																									
Cytoplasm	The jelly like substance that fills a cell. Chemical reactions happen here																									
Mitochondria	Release energy from the chemical reaction respiration inside a cell																									
Cell wall	Made of cellulose it strengthens and supports the cell																									
Chloroplast	The site of photosynthesis (making food using sunlight, CO ₂ and H ₂ O). Contains chlorophyll.																									
Vacuole	Holds sap (sugary water) and keeps the cell turgid																									
Diffusion	Movement of particles from a high concentration to a low concentration																									
Osmosis	Movement of water from a high concentration to a low concentration through a partially permeable membrane.																									
3	Specialised cells: cells adapted with special features so they can do specific jobs <table><tr><td>EGG CELL</td><td>SPERM CELL</td><td>NERVE CELL</td><td>RED BLOOD CELL</td><td>ROOT HAIR CELL</td><td>LEAF PALISADE CELL</td><td>XYLEM CELL</td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Large Contains lots of cytoplasm</td><td>Long tail for swimming Nucleus carries half of male's DNA to the egg</td><td>Many connections at each end. Long to carry electrical signals over large distances quickly</td><td>Large biconcave surface area Contains haemoglobin, which joins with oxygen</td><td>Large surface area to absorb lots of mineral ions and H₂O</td><td>Tall & thin so large surface area. Lots of chloroplasts</td><td>Hollow so it conducts water Strong cell walls</td></tr></table>					EGG CELL	SPERM CELL	NERVE CELL	RED BLOOD CELL	ROOT HAIR CELL	LEAF PALISADE CELL	XYLEM CELL								Large Contains lots of cytoplasm	Long tail for swimming Nucleus carries half of male's DNA to the egg	Many connections at each end. Long to carry electrical signals over large distances quickly	Large biconcave surface area Contains haemoglobin, which joins with oxygen	Large surface area to absorb lots of mineral ions and H ₂ O	Tall & thin so large surface area. Lots of chloroplasts	Hollow so it conducts water Strong cell walls
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4	Video links:																									
Diffusion & osmosis: https://www.youtube.com/watch?v=pdqo5CZDtes																										
Specialised cells: https://www.youtube.com/watch?v=u87QpOOkdxI																										
Using microscopes & calculating actual size: https://www.youtube.com/watch?v=5X6mow1AExI																										



Y7 SCIENCE: U1 Working Scientifically

Achieve
Believe
Commit

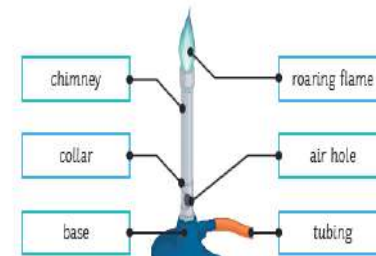
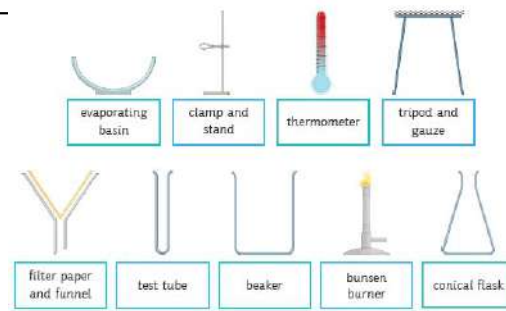
1

Key terminology

Control Variable - The variable you keep the same
Independent Variable - The variable you alter (change)
Dependent Variable - The variable you measure
Hypothesis - A proposal intended to explain certain facts or observations
Prediction - A statement what you think will happen And why
Method - How to carry out the practical investigation
Equipment - The apparatus you use
Results Table - As the practical is carried out the results are logged in this
Bar Chart - Used with categorical data
Line Graph - Used when both variables are continuous
Accuracy - A measurement is considered accurate if it is close to the true value.
Precision - Measurements that with a very small range, does not indicate accuracy
Range - The gap from the minimum to maximum values.
Repeatable - If the experiment is repeated by same person with the same method and gets the same results.
Reproducible - If the experiment is repeated by another person or with a different method but gets the same results.
Resolution - The smallest change in the quantity being measured by an instrument eg balance.
Uncertainty - The interval in which the true value is expected to lie
Validity - The suitability of the method to answer the question being asked.
Hazard - The thing that can harm you
Risk - The likelihood of the hazard harming you, changes with experiments and experience.
Anomalies - These are values that are judged not to be part of the variation caused by random uncertainty
Error - The thing that causes the anomaly - can be due to equipment, procedure, readings and humans.

2

Useful information & diagrams



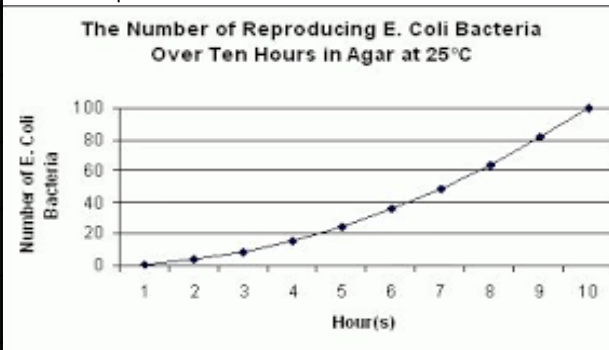
Science Variables

Control **Same**
Independent **Alter**
Dependent **Measure**

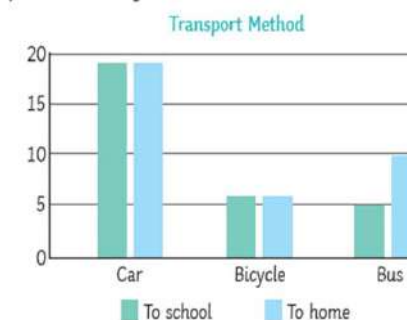
- Always wear goggles during a practical.
- Stand up during a practical.
- No running in the lab.
- Tie long hair back with a bobble.
- When something gets broken, tell a teacher.
- Inform a teacher of any spills and mop up immediately.
- Make sure equipment gets put away at the end of a practical.



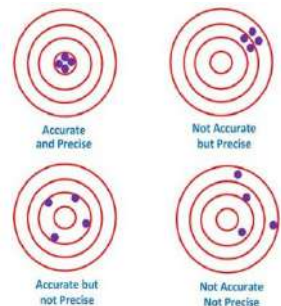
Line Graph - used with continuous data



Bar graph - used with categorical data.



Scientific Method



3

Video links: Drawing Graphs 1: <https://www.youtube.com/watch?v=8FVM2JGfoMQ>
 Drawing Graphs 2: <https://www.youtube.com/watch?v=PzmxIkPWamI>
 Variables: <https://www.youtube.com/watch?v=v2Nilo0eKK4>
 The Scientific Method: <https://www.youtube.com/watch?v=qAJ8IF4HI20>



Y7 SCIENCE: U2 Particle Model

Achieve
Believe
Commit

1

Key terminology

Particle Model: Describes the arrangement and movement of particles in a substance.

Solid: Particles are arranged in a regular fixed arrangement, where all the particles touch and vibrate as they have low internal energy.

Liquid: Particles are arranged in an irregular arrangement. Still all touch but can flow around each other.

Gas: Particles are arranged in an irregular arrangement. Particles are far apart and move randomly.

Melting: Change of state – Solid to liquid

Boiling: Change of state – Liquid to gas

Condensing: Change of state – Gas to liquid

Freezing: Change of state – Liquid to solid

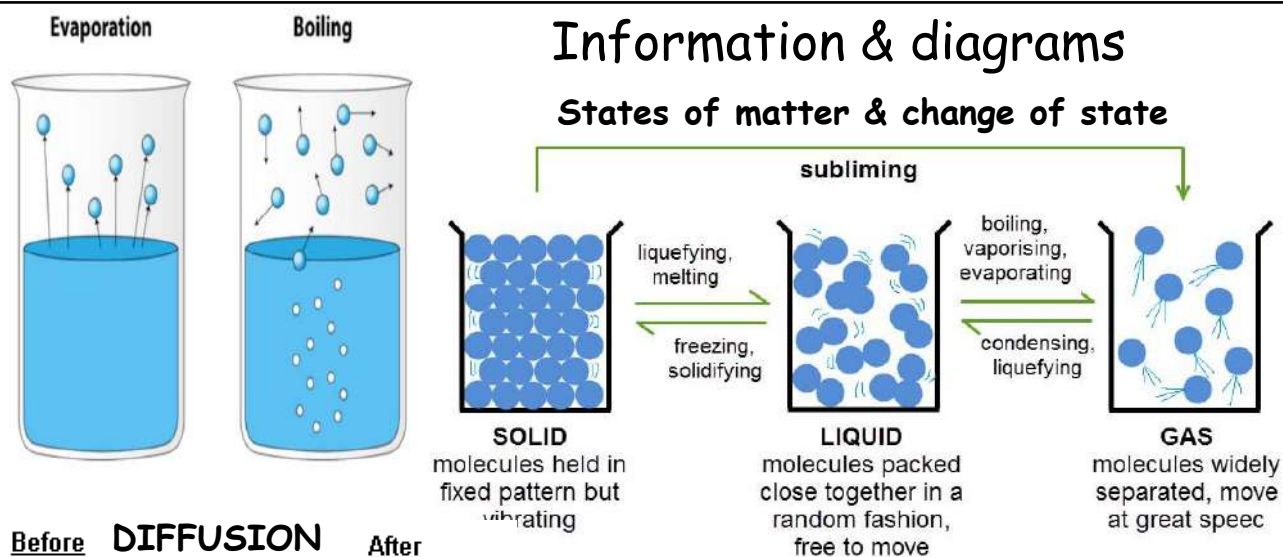
Sublimation: Change of state – Solid to gas and Gas to solid

Evaporation: Some of the liquid particles gain enough energy to escape and turn to gas.

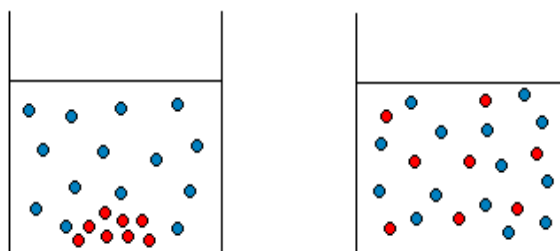
Diffusion: The movement of liquid and gas particles from high concentration to low concentration.

Surface Area: The area of a substance that is open to other substances.

2



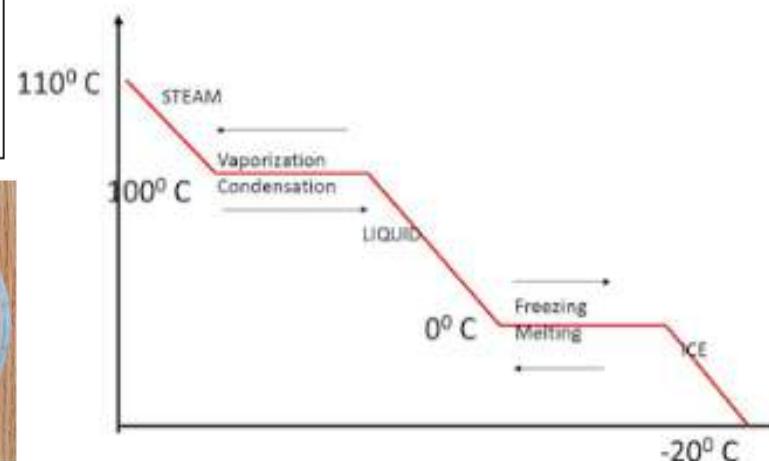
Before DIFFUSION After



Smallest cube (largest surface area:volume) has lost the colour quickest by diffusion.



Cooling Curve



3

Video links: The Particle Model: <https://www.youtube.com/watch?v=frFFoiXwqww>

Changes of State: <https://www.youtube.com/watch?v=f2GK-WFybg8>

Diffusion: <https://www.youtube.com/watch?v=KRLNDTmBFZY>

Heating and Cooling Curves: <https://www.youtube.com/watch?v=X1hweB8pgY0>

Knowledge Organiser - Year 7 History: What is History?

Measuring time

Key words	Definition
Chronological order	Putting dates or events into time order.
BC	B.C. means "Before Christ" – the years before Jesus was born.
AD	AD means Anno Domini which is Latin for "in the year of our Lord." –the years after Jesus was born.
Decade	A period of 10 years of time
Century	100 years of time
Millennium	1000 years of time.
Era	Period of time in history which was distinctly different to other periods – eg the Tudor era.
Anachronism	When evidence from one period of time is incorrectly placed in another – eg a Roman using the internet.



Key historical skills

Key terms	Definitions
Interpretations	Evidence which is written about a historical event after the event. Can be based on different opinions.
Source	Sources are pieces of information that help historians to find out about the past.
Biased	Meaning unfairly written. From only one point of view.
Change and continuity	A way of looking at what has changed in history and what has stayed the same. We use this to measure progress.
Cause and consequence	The key reasons why an event happened and what the results were.
Significance	Deciding which events are important and had a great impact on events in the past – for bad or good reasons.
Inference	Using evidence available to learn about a situation.



Knowledge organiser: Anglo-Saxon England and the Norman Conquest

Edward the Confessor died in 1066 with no heirs, leaving a disputed succession. William of Normandy defeated Harold Godwinson at the Battle of Hastings.		Chronology: what happened on these dates?		Vocabulary: define these words.	
		1043	Edward the Confessor crowned King of England	Cavalry	Mounted soldiers
Summarise your learning		1051	Edward invites William to England and allegedly promises him the throne.	Claimant	Someone believing they should be king
Topic 1: How do we know?	Using the Sutton Hoo burial as a guide, we explored how historians uncover the past.	Jan 1066	Death of Edward the Confessor	Fyrd	Anglo-Saxon soldiers who joined the army at times of trouble. They were usually farmers
Topic 2: Anglo-Saxon society	Anglo-Saxons England was a largely peaceful and prosperous kingdom.	25 Sept 1066	Battle of Stamford Bridge	Housecarls	Full-time, well-trained Anglo-Saxon warriors
		14 Oct 1066	Battle of Hastings	Oath	A very serious promise
		Who or what were these people/events?		Peasant	Farmers and the majority of the population
Topic 3: Claimants	William of Normandy, Harold Hardrada, and Harold Godwinson all claimed the throne.	Sutton Hoo	A burial site in Suffolk, gave ideas about how rich Anglo-Saxons lived	Shield wall	Overlapping shields in battle for protection
		Alfred the Great	The only King to be called ‘The Great’. Anglo-Saxon, tried to unite England.		
Topic 4: Battles	Harold force-marched his army from the North to confront William’s invasion. William defeated Harold, who was killed in the battle	Aethelflaed	Lady of the Mercians – an Anglo-Saxon leader	Archaeologist	Someone who digs up evidence from the past
		Normans	People from Normandy, in Northern France.	Monk	A religious person who has dedicated their life to God
Questions to ask: 1. How do we know about the Anglo-Saxons? 2. Are there things we can’t know for certain? 3. What was Anglo-Saxon life like? Was it different for rich/poor? Men/women? 4. Who were the main contenders for the throne? 5. Who won the Battle of Hastings? 6. Why did he win?		Anglo-Saxons	People who lived in England. Their ancestors had arrived from northern Europe from the 5th century.	Monastery	Where monks live
		Vikings	Men from Norway. England had previously had Viking Kings	Thegn (theyn)	Anglo-Saxon lord of a village
		The Godwins	The most powerful Anglo-Saxon family. Harold Godwinson became King. Edith Godwindotter married King Edward the Confessor.	Ceorl (churl)	A free man in an Anglo-Saxon village

Knowledge organiser: Impact of the Norman Conquest

William the Conqueror took over England as King in 1066. He then spent several years asserting his authority over the English people.		Chronology: what happened on these dates?		Vocabulary: define these words.	
		14 Oct 1066	Battle of Hastings	Baron	Major landowners who directly served the king
Summarise your learning		1066	First castles built	Feudal System	Hierarchy of society, with the King at the top
Topic 1: Castles	Motte and bailey castles were built quickly to assert dominance, and continued to be built across England	1068	Nottingham Castle is built	Motte and Bailey	A castle with a hill (motte) and an enclosed area (the bailey)
Topic 2: Control through violence	William’s policies were conciliatory to begin with, but Anglo-Saxon rebellions forced him to reconsider this strategy and led to the Harrying of the North	1069 /70	Northern Revolt and Harrying of the North	Peasant	Farmers and the majority of the population
		1072	The Forest Laws are passed	Murdrum Fine	Money to be paid by local people if a Norman was killed
Topic 3: Control through peace	William changed land ownership, introduced the Feudal System, and completed the Domesday Survey	1085	Surveying for the Domesday Book begin	Oath	A very serious promise
		Who or what were these people/events?			rebellion
Topic 4: Cultural changes	There were changes such as the Feudal System and the language of the ruling class, but there was continuity from Anglo-Saxon times.	William the Conqueror	The King of England from 1066 until 1087	Forest Laws	
		Bishop Odo	William’s half-brother – a key religious figure	Cathedral	Large churches
Topic 5: Interpretations	Historians have debated about whether the Normans brought ‘trouble’ to England or not.	Edwin and Morcar	English Earls involved in rebellions	Bishop	Church leaders for an area. All English bishops were replaced by Normans
		Hereward the Wake	An English man who rebelled in 1070		
Questions to ask: 1. Why did the English not like being ruled by the Normans? 2. Were there any positive changes for ordinary people? 3. Was there more change for the rich or poor?		Domesday Book	A survey to determine how wealthy the Kingdom was, and how much the king could raise through taxes.		
		Harrying of the North	William’s response to a rebellion in the North was to destroy the crops and damage the land.		

Farnborough Academy Year 7 Topic 1 – Knowledge organiser

1.1 What is Geography?

The study of geography is split into:

Physical Geography

The study of natural features of the world such as rivers, coasts, mountain, ecosystems, weather and climate.

Human Geography

This focusses on the study of human interaction with the environment such as buildings or networks.

Environmental Geography

This focusses on how human geography and physical geography interact together.

1.1 Continents and Oceans



1.2 UK Geography



England, Scotland, Wales, & Northern Ireland

Capital Cities

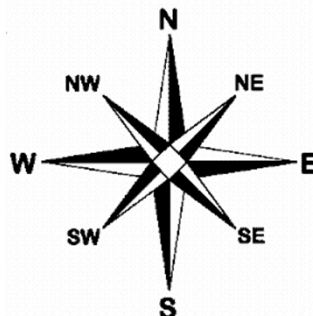
England - London
Scotland - Edinburgh
Wales - Cardiff
Northern Ireland - Belfast

Physical Features

River Thames
Snowdon
River Severn
Ben Nevis
Forest of Dean
Lake Windermere

1.2 Compass Directions.

North - *Naughty*
East - *Elephants*
South - *Squirt*
West - *Water*



1.3 4 Figure Grid References

Grid Reference

A map reference indicating a location.

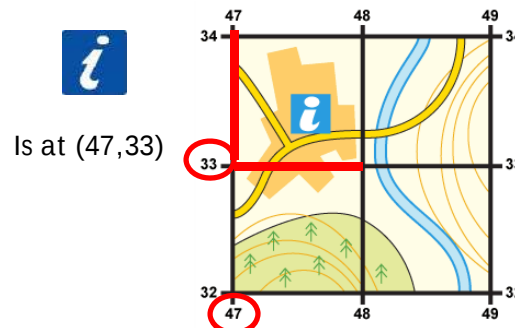
How to read:

Step 1 - Locate the place you want on the map.

Step 2 - Count across the X axis lines until you reach the line on the left of the location. Write down the number.

Step 3 - Count up the Y axis until you reach the line below the location. Write down the number.

Step 4 - Your 4 figure grid reference should be split up by a comma.



1.3 6 Figure Grid References

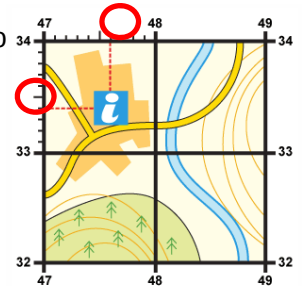
Sometimes you have to be more precise. This is for 6 figure grid references.

i is at (47x,33y) we need to find x and y.

Step 5 - Split the box up into 10 on the X and Y axis.

Step 6 - Count across the X axis and enter the number. (476,33y)

Step 7 - Count up the Y axis and enter the number. (476,334)



1.5 Scale

Scale

The ratio of a distance on the map to the corresponding distance on the ground.

Eg. on a 1:3 map

1cm on the map is : 3cm on the ground.

2cm on the map is : 6cm on the ground.

3cm on the map is : 9cm on the ground.

1.4 Contours and Relief

Contours

Lines on a map which join up areas of the same height. Usually **orange**.

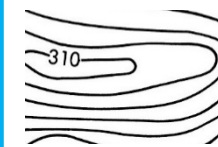
Relief

The shape of the land.

If the contours are close the land is **STEEP**. If they are spaced out the land is **SHALLOW**.

The height is sometimes written on the contour line.

1.4 Contours



Steep hill with a peak 310m above sea level.



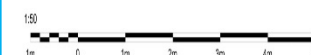
Shallow slope as the lines are far apart.

1.5 Scale of maps.

OS maps are usually 1:25,000 or 1:50,000 scale.

Measure the map with a ruler.

Sometimes maps have a scale line like this:



We use a ruler to measure the map distance and compare it to the scale line.

Year 7 Unit 2 – Weather & Climate Knowledge Organiser

Key terms

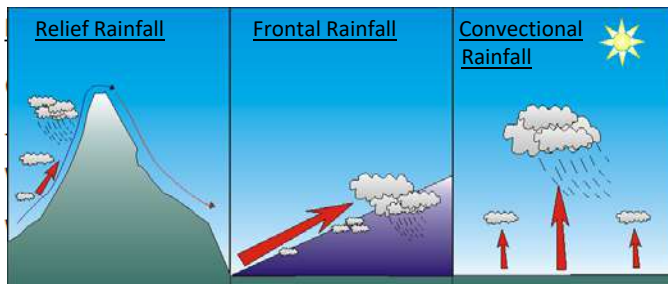
1. Meteorology	1. The study of the weather.
2. Precipitation	2. Water in any form falls to earth (rain, snow, sleet and hail).
3. Microclimate	3. The climate of a small area.
4. Convictional Rainfall	4. Rain that is produced when air rises after being warmed by a ground.
5. Frontal rainfall	5. When warm air has to rise over cold air in a depression.
6. Anticyclone	6. A weather system with high pressure at its centre.
7. Depression	7. A weather system with low pressure at its centre.
8. Relief rainfall	8. Rain caused by air being forced to rise over hills and mountains.



<https://www.metoffice.gov.uk/>

<http://www.bbc.co.uk/bitesize/ks3/geography>

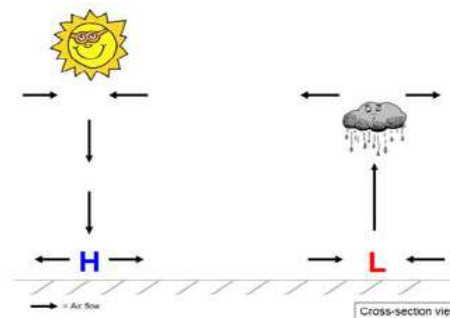
Types of Rainfall



Key questions

1. What is Climate?
2. What is Weather?
3. What is the link between Weather and Climate?
4. Does Extreme Weather happen in the UK?

Types of air pressure

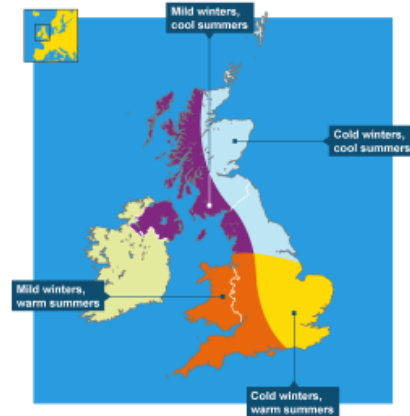


Weather is the state of the atmosphere around us. It can change from hour to hour. An example of the weather are rain in the morning and sunshine in the afternoon.

Climate is the average weather in a place, over a long period of time. Climate is a measure of the average rainfall and temperature. Examples would be a desert climate, a tropical climate and a temperate climate (such as the UK).

Reasons for temperature differences across Britain.

1. **Wind direction** – This is where the air comes from; a North wind will be colder, a West wind will be wetter.
2. **Ocean currents** - In winter a warm ocean current coming across the Atlantic from the Caribbean, called the North Atlantic Drift, warms west of the UK.
3. **Latitude** – The further north or south from the equator, the cooler the temperatures will be because of the decreased intensity of the sun's rays. Therefore the north of the UK is cooler than the south.
4. **Altitude** – The height above sea level will affect temperatures due to the lower air pressure and fewer air molecules. Temperatures decrease by about 1°C for every 100m in height.



Measuring and Recording the Weather

	Weather Type	Instrument used	Measured in...
1	Temperature	A thermometer	°C
2	Precipitation	A rain gauge	Mm or cm
3	Air Pressure	A barometer	mb
4	Wind Speed	An anemometer	Mph
5	Wind Direction	A wind vane	Compass directions
6	Cloud Cover	Eyes	Oktas (sixteenths)

Modern Methods of measuring the weather:

Satellite images & Automatic Weather stations

Glossary

Belief – an acceptance that something exists or is true

Community – a group of people in the same area

God – ruler of a religion

Deity – God

Omnipotent – ultimate power

Omniscient – all-knowing

Omnibenevolent – all-loving

Religion – belief in a God or superhuman

Muslim – a person who believes in Allah

Christian – a person who believes in God

Mosque – a Muslim place of worship

Church – a Christian place of worship

Holy book – text followed by religious people

Symbol – The logo used to identify a religion



Your beliefs become your thoughts,
Your thoughts become your words,
Your words become your actions,
Your actions become your habits,
Your habits become your values,
Your values become your destiny.

— Mahatma Gandhi —

What does belief mean to you? Year 7 RE – Unit 1 Knowledge organiser

God is...	
Omnibenevolent	All-loving
Omnipotent	All-powerful
Omniscient	All-knowing



Christianity

- Believe in one God
- Pray in a church
- Believe in Jesus as the Son of God

Islam

- Believe in Allah (God)
- Pray in a Mosque
- Believe in Muhammad

Sikhism

- Believe in a God and 10 Gurus (teachers)
- Pray in a Gurdwara

Buddhism

- Believe in Buddha
- Meditate in a Temple

Judaism

- Believe in God
- Pray in a Synagogue
- Believe in Jesus

Hinduism

- Believe in Brahman (main God)
- Pray in a Mandir

Year 7 French - Knowledge Organiser -HT1

1: Alphabet and Phonics		3: Asking somebody their age		5: When is your birthday?		8: La salle de classe	
Key sounds		Pronunciation		French		English	
silent 'c'		e.g. blanc = blon		Quel âge as-tu ?		What age do you have?	
en		on		J'ai trois ans		I have three years	
et		ay		Il/elle a		He/she has	
silent d		giroud = zji-roo		Tu as		you have	
eaux		oh		J'ai		I have	
oi		wah		★ Star structure: j'ai hâte d'avoir ... ans		★	
ch		sh		I'm looking forward to having... years			
é		ay		In French we do not say 'I am eleven years old'.			
des		day		Instead we say 'I have eleven years.'			
gn		ny		It is important that you know the key verbs I have, you have and he/she has.			
silent t		saint = san					
gn		ny		TASK 3: Translate:			
TASK 1: Practise reading		the following words out loud without looking at your notes:		1. I have fourteen years			
blanc, tomate, dictionnaire, patience, essentiel, Paris		France, cinq, caméra		2. I have ten years.			
garage, gorille,		stylo, cycliste		3. You have twelve years.			
				4. I'm looking forward to having fifteen years.			
				5. Practise your phonics by reading all numbers out loud in your perfect French accent.			
2: Greetings		4: Les animaux		TASK 4: practise your phonics by reading out loud			
French		English		TASK 5:translate the following:			
bonjour		hello		1. Mon anniversaire c'est le quatre mars.			
ça-va?		how are you?		2. My birthday is the sixteen July.			
ça-va bien		good		3.My birthday is the twenty nine December.			
oui, ça-va		yes, fine		6: Colours			
comme-çi comme-ça		ok		French		English	
ça-va mal		bad		blanc		white	
Comment-t'appelles-tu?		What's your name?		jaune		yellow	
Je m'appelle		I call myself		marron		brown	
et toi ?		and you?		rouge		red	
merci		thank you		bleu		blue	
au revoir		goodbye		vert		green	
TASK 2: Write a dialogue in French		of two people meeting, then read out loud to practise your French accent.		gris		grey	
				noir		black	
				Remember colours are ajectives and these go AFTER what you are describing.			
				7: A			
				un		a (masculine)	
				une		a (feminine)	
						TASK : Write which animals you have and which you would like	
						like	
						nul	
						ennuyeux	
						chouette	
						à mon avis	
						in my opinion	

Studio Grammaire

Did you notice that there are four words for 'the' in French?

le = the (for masculine nouns)

la = the (for feminine nouns)

les = the (for plural nouns)

l' = the (in front of nouns starting with a vowel)

If the noun starts with a vowel, **le** or **la** becomes **l'** as in *l'ordinateur*.

Studio Grammaire

In French, the adjective (the describing word) comes after the noun.

le scooter **bleu** the **blue** scooter

la voiture **rouge** the **red** car

Look! An extra **-e** is added to some of the colours when the noun is feminine.

Listen! It may make them sound different too!

le scooter / bleu / vert / jaune / rouge

la voiture / bleue / verte / jaune / rouge

Remember! If there is more than one animal, add **-s** or **-x** at the end of the noun, but don't pronounce it!

un chat → **deux** chats un lapin → **des** lapins

un oiseau → **six** oiseaux un cheval → **des** chevaux

Melody

Articulation

Dynamics

Tempo

Structure

Harmony

Instrumentation

Rhythm

Texture

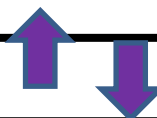


When you listen to music you should use as much of a **MAD T SHIRT** as you can to describe what you can hear...



2

Melody: What does the tune sound like?



3

Articulation: Are the notes long (legato) or short (staccato)?



4

Dynamics: Is the volume of the music loud (forte) or quiet (piano)?



5

Tempo: Is the music fast (allegro) or slow (largo)?



6

Structure: How is the music put together? Do you think you can hear different sections like a verse and a chorus?



7

Harmony: Can you hear different parts of the music like chords or a bass line? Does it sound nice (diatonic) or disjointed (dissonant)?



8

Instrumentation: What instruments can you hear? Can you identify the family of instruments (strings, woodwind, brass or percussion)?



9

Rhythm: What is the pattern of notes like? Are they short and fast notes or slower and longer?

10

Texture: How many instruments can you hear playing? Is their one (thin texture) or lots (thick texture)?



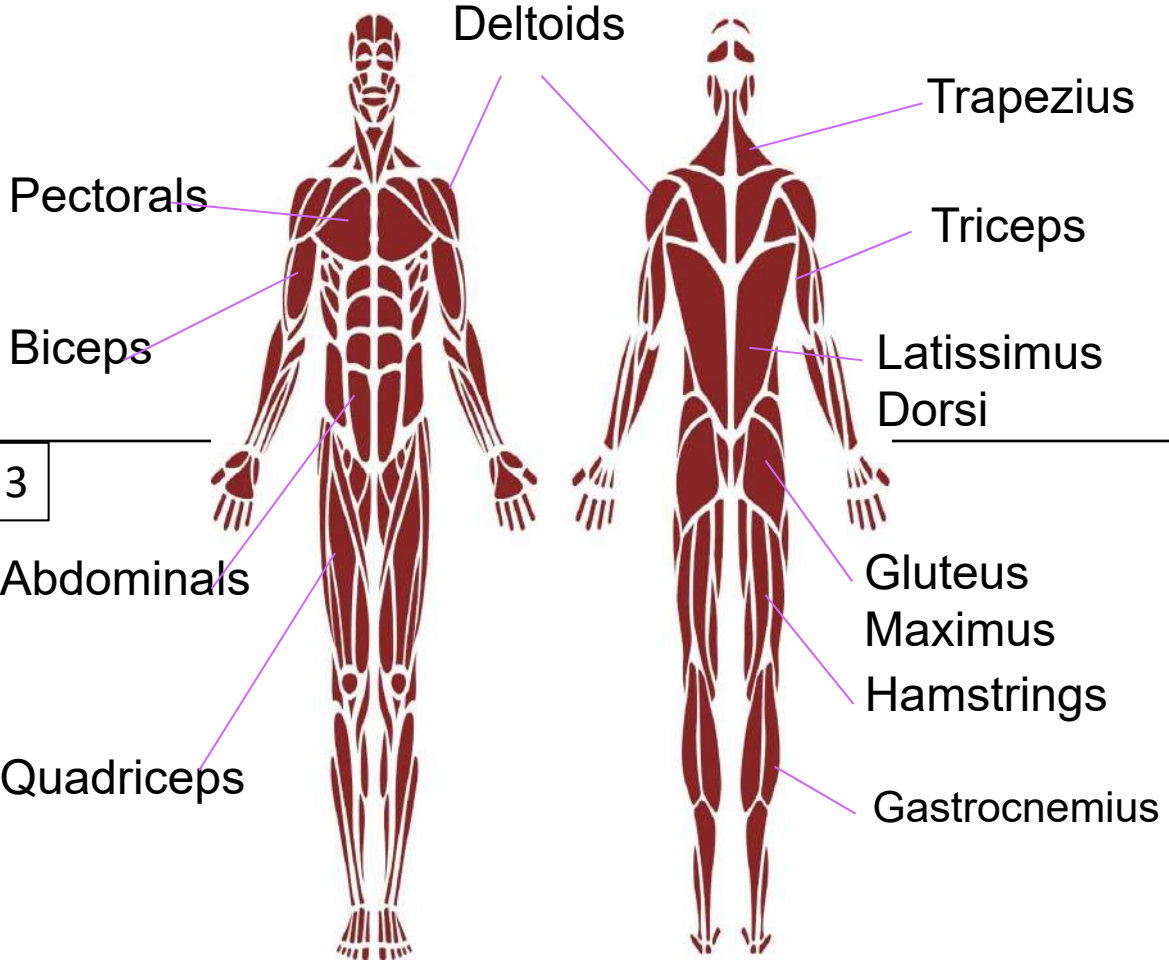
Drama Knowledge Organiser: Year 7 Unit 1 – Devised - Physical Theatre

Key Skills		Devising process	
Volume	How loud or quiet you speak	Discuss	In your group you should look at the stimulus and discuss potential ideas that you could turn into a Drama
Tone	Matching mood or emotion	Decide	Once you have discussed ideas you should decide what idea you wish to make into a Drama.
Pace	How fast or slow you speak	Develop	You should explore different ideas/characters and experiment with different scenes to make your idea work.
Pitch	How high or low you speak	Rehearse	Once you have your ideas sorted - You should practice all scenes in order to make it ready to perform.
Body Language	How you use your body to show something	Perform	Performing to an audience
Gestures	How you use your hands to communicate	Staging	
Facial Expression	How you use your face to communicate an emotion	1. Lighting 2.Sound 3.Costume 4.Props 5.Set 6.4th Wall	The use of lights to create a particular atmosphere
Stage Directions	Where on the stage you are positioned Movement Using the whole stage		Adding sound or music to create an effect
			What the character would wear
			Items used within the performance
			Backdrops and items to create an atmosphere
			A naturalistic production will be solid, three dimensional, and most often in a proscenium theatre that enhances the sense of that fourth wall, creating the illusion of real life being played out.
Rehearsal Techniques		Theatre Practitioner	
Emotional Memory	An actor recalls own experiences of a physical, mental or emotional time and uses this in character	Konstantin Stanislavski is one of the greatest and most influential of modern theatre practitioners. The main thing to remember is that he takes the approach that the actors should really inhabit the role that they are playing. So the actor shouldn't only know what lines he needs to say and the motivation for those lines, but also every detail of that character's life offstage as well as onstage. In this way we can establish Stanislavski as a director and practitioner whose productions are naturalistic. Lee Strasberg was inspired by Stanislavski to develop his Method acting techniques! STANISLAVSKI Fact- Many actors use his Naturalistic techniques when preparing for film roles, for example: Angelina Jolie, Scarlett Johansson and Steve Buscemi	
Circle of Attention	The more focused the actor is on the stage, the more focused the audience are on the play Improvisation Created spontaneously or without preparation		
Magic If	Think about what you would do if you were in the characters situation		
	What, Who, When, Where, How and why of the character		
Given Circumstances	What are you trying to show about the character? What's their objective		
Super Objectives	Used to remove tension and relax muscles, in preparation for acting		
Relaxation			



Y7 PE: Half Term 1 - Muscular System

Achieve
Believe
Commit

1 Key terminology Deltoid Latissimus Dorsi Pectoralis Major Triceps Biceps Trapezius Hip flexors Quadriceps Hamstrings Gastrocnemius Rectus Abdominis Gluteus Maximus,	2 Key information:  3 4 Web links: https://www.bbc.co.uk/bitesize/guides/zct2hv4/revision/1 https://www.youtube.com/watch?v=5BfpNgrrrBM
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INSECTS

Introduction: This project will teach you to apply the 'formal elements' of art to making your own art inspired by insects

FORMAL ELEMENTS - the parts used to make an artwork -

LINE

-tone

SHAPE

FORM

PATTERN

TEXTURE

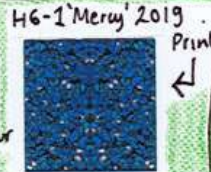
COLOUR - Primary Colours are mixed to create 'Secondary Colours'

YEAR 7 KNOWLEDGE ORGANISER

You will gain **SKILLS** **KNOWLEDGE** AND **UNDERSTANDING** OF ART



Lucy Arnold 'Amazon Insects' - watercolour

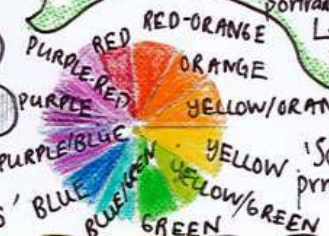


DM-1 Meru' 2019 Print Damien Hirst

INSECT ARTISTS

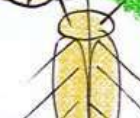


'Microsulpture' photo Levon Biss



'Secondary Colours' + primary colours = 'tertiary colours'

How to draw an insect shape:



- 1) sketch a line down the centre
- 2) add outlines
- 3) add tone/shading
- 4) add detail / texture

3D Shading - use 3 shades - flow around shapes

KEY FACTS ABOUT INSECTS

There are 925,000 species of insects on earth.
There are about 10 quintillion insects alive now.
Entomology = the study of insects.

ART

ART TECHNIQUES

Art making skills you will develop and practise:

continuous line drawing



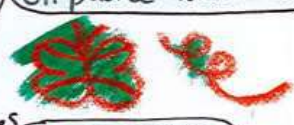
expressive line



collage



watercolour and oil pastel - 'wax resist'



collage

~from the French word 'coller' which means to stick together.

mono-printing



ART MATERIALS

• (lead) pencil - H, HB, B, 2B, 3B - 12B

• graphite

• oil pastel / chalk pastel

• water colour paint

• sugar paper

• cartridge paper

• tracing paper

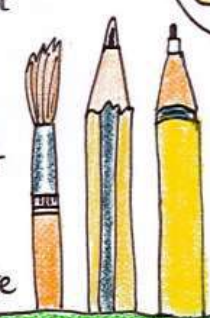
• (lino) printing roller

• printing ink

• paint brush

• fine line pen

• paint palette



KEY WORDS • VOCABULARY

- mark making - creating marks with materials
- continuous line drawing - drawing with unbroken lines
- expressive lines - flowing lines that create the effect of movement
- symmetrical - same on both sides
- sketching - a 'draft' quick drawing
- transparent - see through
- colour theory - the science and art of mixing colours.

WEBLINKS

levonbiss.com - close up insect photography
lucyarnold.com - colourful insect art
nationalgeographic.com - insect pictures & facts

Year 7 Computing – Unit 7.1 – Introduction to Computing

Lesson 1 – Logging On

- Every pupil has their own username and password to login
- Your username is firstinitialsurname and the year you started secondary school. EG: abooth21
- Write your username here:

- Your **password** is important to protect your account
- **Never share** it with anyone in school
- We can **change** it if you get stuck
- Pick a **good** password:
 - A **capital** at the start
 - At least 1 number at the end
 - **At least 6 letters** before the number
 - It cannot contain your **name(s)**
 - Something you can remember
 - Something others can't guess
- Avoid using words that people will know about you like a pet's name...
- ... And the same with numbers (eg: not your birthdate)
- Help people **by instructing them**, don't touch their computer, keyboard or mouse
- Tell a teacher if there's something wrong with the equipment
- You have a **personal area** to save your files
- You can make **folders** for each **subject** to save work into eg:



Lesson 2 – Organisation and Email

- Keeping your work organised in folders is important to make sure you can find things
- Give **files** and **folders** appropriate names – lots of pupils lose work because they call things 'Presentation 1' and then save over it with a different presentation later
- **Remember:** computers only do as they're programmed. They never delete work, or lose it, it can only be the user! (Or if you're very unlucky, a hardware fault or virus)

Email:

- All pupils have their own email address
- Your email address is your username@thefarnboroughacademy.com (eg: abooth21@thefarnboroughacademy.com)

- To access email, we use **Microsoft Outlook** in school
- Sign in with your email address
- It uses the **same password** as your computer login

Show My Homework:

- Homework at The Farnborough Academy is available online
- Access through www.showmyhomework.co.uk
- Or, you can download the **app**
- Login in the exact same way as at school – it's **the same username and password**

Google Classrooms

- We will put work we complete on Google Classrooms
- We will set homework on here too
- You will be given a login for this too (same as your school email address)
- You will have another password for this – you can make it the same as your school one if you like



Extra Reading Links: BBC Bitesize: <https://www.bbc.co.uk/bitesize/guides/z8nk87h/revision/5>

KEY WORDS: Network, username, password, communicate, email, reply, forward, inbox

Year 7 Computing – Unit 7.2 – Be Safe Online

Lesson 1 – Communicating Safely

1. We can **communicate** on a range of **devices**:
 - Mobile phones
 - Computers
 - Tablets
 - Games Consoles
2. We can communicate on a range of **applications**:
 - Messenger
 - Facebook
 - WhatsApp
 - Snapchat
 - Instagram
 - SMS
3. It's important to **stay safe** when using devices and applications – we don't want you to not be able to use them and have fun!
4. There are a range of **topics** for pupils of your age:
 - Gaming
 - Online bullying
 - Posting pictures and videos
 - Social networking
 - Online friends
 - Live streaming
 - Staying secure online
 - Digital footprints
5. Get **advice** from parents and teachers
6. Use www.thinkuknow.co.uk to read further information – report and stay safe when issues happen
7. It's important to **understand** each topic
8. It's important to be able to recommend **tips** to help others:
 - Be careful what you share
 - Be careful who you add
 - Be careful who you talk to



Lesson 2 – Making Your Presentation

1. When we want people to really pay attention, we can make our presentations **suitable for audience and purpose**
2. **Audience** = who is viewing the presentation
3. **Purpose** = what it is about
4. Making sure that it suits the audience means they're more likely to find the presentation **interesting** to them
5. Making sure it meets the purpose means that the presentation is **clear** eg: it's obviously about being safe online
6. If we suit the audience and purpose, it makes our presentation a **success**
7. Here is a list of ways to make it successful:
 - I've chosen a theme
 - I've added images
 - My information is written appropriately
 - I have at least the 4 topic slides finished
 - I have animation and transitions
 - I have a contents page
 - I have used hyperlinks or buttons to link slides together
 - My images are appropriate and good quality
 - I have 6 slides or more finished
8. Your **theme** means you've chosen **consistent colours** and **fonts** (the style of the writing)
9. Make sure the amount of information suits – too much and people won't read
10. Remember these example images from the lesson... think about how suitable they are:

Which image would you use for a road sign to the beach?



Extra Reading Links: Think U Know www.thinkuknow.co.uk | BBC Bitesize: <https://www.bbc.co.uk/bitesize/guides/z9p9kqt/revision/1>

KEY WORDS: Responsibility, digital footprints, cyber bullying, audience, purpose, evaluate, analyse

Week 1 Health & Safety

Know your safety signs



Prohibition signs (Do not do)
Signs prohibiting certain behaviour
e.g. No Smoking



Warning signs (Caution, Danger)
Signs which indicate a specific course of action is to be followed
e.g. Danger high voltage



Mandatory signs (You must do)
Signs which indicate a specific course of action is to be followed
e.g. Safety helmets must be worn



Safe Condition Signs (Safest way)
Signs giving information about safe conditions, doors, exits and escape routes
e.g. Fire exits



Fire signs (Fire fighting equipment)
Signs indicating the location of fire fighting equipment
e.g. Fire point

Week 4 Metals

Ferrous Metals

contain iron. Examples are cast iron, mild steel, medium carbon steel, high carbon steel, stainless steel, and high speed steel.

Non-ferrous Metals

do not contain iron. Some common non-ferrous metals are aluminium, duralumin, copper, zinc, brass, gilding metal and tin.

All **Pure Metals** except iron are classed as non-ferrous.

Alloys

are metals which are a mixture of components. Steel is actually classed as an alloy because it is a mixture of iron and carbon. It is also classed as a ferrous metal

Useful links

<https://www.technologystudent.com>

<https://www.bbc.co.uk/bitesize>

Week 2 Timber & boards

HARDWOODS

Hardwoods usually have broad leaves and are from deciduous trees (lose their leaves in Autumn).



They are also distinguished from softwoods by the structure of the grain. (much closer grain)



They are generally more expensive than softwoods as they take longer to grow.

They come from countries with temperate climates.

SOFTWOODS

Usually come from evergreen trees (Don't lose their leaves).

They grow fast and therefore cheaper.



Often used as construction material as trees grow tall and straight giving long planks of wood

Week 5 Plastics

Thermoplastic

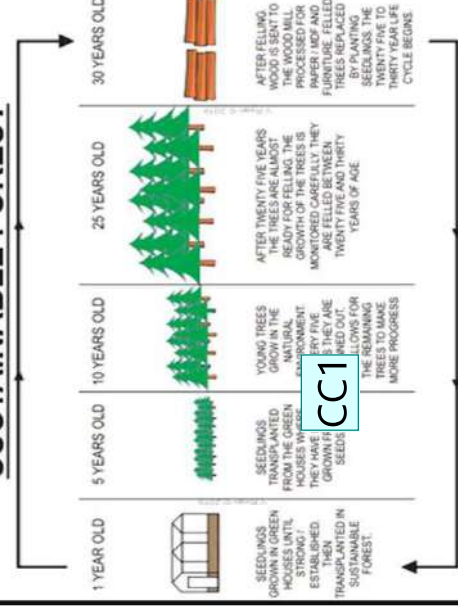
- Less rigid than thermosets because thermo plastics can soften on heating and return to their original form.
- Easily moulded and extruded into film, fibres and packaging.
- Examples include PVC (polyvinyl chloride), ABS (acrylonitrile butadiene styrene), and PET (Polyethylene terephthalate).

Thermosetting plastic

- Once cooled and hardened, these plastics retain their shapes and cannot return to their original form.
- Hard and durable.
- Can be used for auto parts, aircraft arts and tyres.
- Examples include polyester (alkyds), UF (urea formaldehyde), and MF (melamine formaldehyde).

Week 3 Sustainable Forestry

SUSTAINABLE FOREST



CC1

Week 6 The 6Rs of Sustainability

SIX Rs

REDUCE - reduce the materials we use in manufacturing and at home.

REUSE - reuse materials rather than throwing them away.

REFUSE - do not buy or use a product, if it is not environmentally sustainable or it is not necessary.

RETHINK - consider how products are made, so that they are sustainable. Rethink your lifestyle i.e. walk instead of driving a car, for a short journey.

REPAIR - design products so that they are repairable.

RECYCLE - design products so that they can be disassembled/recycled

Year 7 Food, Cooking & Nutrition Knowledge Organiser. An additional A3 pupil version will be provided

Week 1 – Hazard Kitchen



Hygiene
(Cleanliness) &
Safety (Accident prevention)
Spot and explain the hazards in this kitchen!



Week 2 – Contamination

Contamination – when something ends up in food that shouldn't be there!

Physical – objects that fall into the food that shouldn't be there.

Bacterial – when bacteria that can cause food poisoning contaminate food

Chemical – when chemicals that can taint the taste of food or cause us harm contaminate food

Safety – when an injury can happen because of an accident **eg trips, slips, cuts, burns, scalds**



Week 3 – Sensory Descriptors

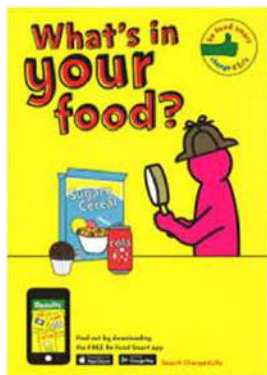


Sensory descriptors are the **adjectives** that are used to describe the **appearance**, **smell**, **taste**, **feel** and **sound** of food! It looks...! It smells...! It tastes...! It feels...! It sounds...



Week 4 – Change for Life

Sugar is a type of **carbohydrate**. The body uses it for **energy**. However most of us eat too much. Too much is linked to **tooth decay**, **obesity** and type 2 **diabetes**. Sugar is often 'hidden' in foods. You should only have **24g** or **6 cubes** of sugar a day. Download the **Change for life sugar app** to see how much is in the food you eat



<https://www.youtube.com/watch?v=JCQW2ewOA0c>



Week 5 – The Eatwell Guide

The **Eatwell Guide** shows the government recommendations on **eating healthily** and achieving a **balanced diet**. It gives the **proportions** of each **food group** that should make up a balanced diet.



Week 6 – Food Provenance

Food provenance means: knowing where (and when, **seasonality**) food was grown, caught or raised; knowing how **food** was produced; knowing where a food or dish might come from and why.



More links

<https://www.bbcgoodfood.com>

<https://www.nhs.uk/change4life>

<https://www.nutrition.org.uk/healthy-living/resources/eatwellguide.html>

eattheseasons.co.uk

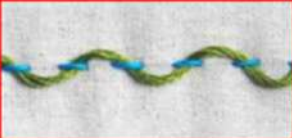
KEY WORDS: Hazard. Hygiene. Safety. Contamination. Bacteria. Food provenance. Seasonality. Diet. Nutrition. Obesity. Sensory descriptors. Texture. Dough. Knead.

Year 7 Textiles Knowledge Organiser

Hand stitches



Straight stitch



Threaded running stitch



Back stitch



Cross stitch

Week 1

SEWING MACHINE

An electrical machine for sewing or stitching fabric.

JANOME 2522LE

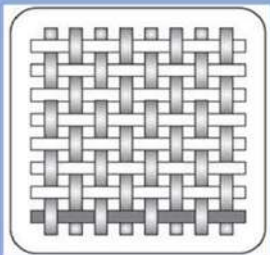


Week 2

Textiles fibres			
Natural fibres		Man- made fibres	
Animal	Plant	Synthetic fibres	Regenerated fibres
Silk Wool	Cotton Flax Hemp Linen	Polyester Acrylic Nylon Elastane	Rayon Satin Acetate Viscose

Week 3

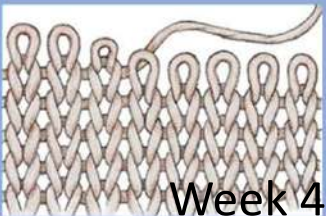
Plain weave: this is the simplest weave the weft passes over and under alternative warp yarns





Bonded/felted fabrics are made from webs of fibres and bonded together using heat or adhesives

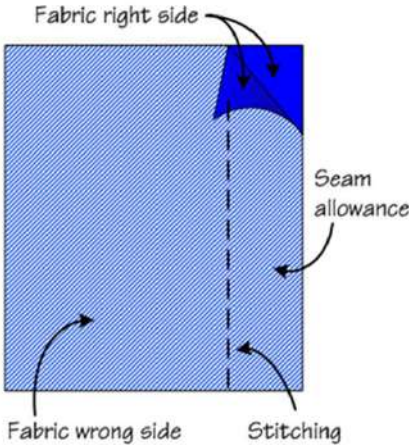
Knitted fabrics are made by looping long lengths of yarn. It can be done by hand or machine



Week 4

Materials: thread, fabric, paint, dye
Equipment: needle, pins, scissors, embroidery hoop, sewing machines, iron, paint brush

Week 5



A seam allowance is the space between a seam and the edge of the fabric. Sewing a seam right against the edge can lead to fraying. The seam allowance makes the seam strong

Week 6