WILMINGTON

GRAMMAR SCHOOL FOR BOYS

Knowledge Organisers

Year 7 – Term 1

Name	
Form group	

The knowledge organisers in this booklet are full of the **essential facts** and **information** that you need to know and be able to recall in order to 'master' Term 1's units/topics in your subjects.

To achieve this, you will need to take in the facts and information and work at moving it all from your short to long-term memory.

We have included the reminder about how to self-quiz, our existing 'Making Knowledge Stick' techniques and a couple of others to try out.

Good luck in your learning,

Miss Price

Assistant Headteacher in charge of Teaching and Learning

Knowledge is Power

WILMINGTON
GRAMMAR SCHOOL FOR BOYS

How to self-quiz: A Reminder!

READ

Read the specific facts/information you have been asked to focus on

SAY

Say it in your head/out-loud (if you are at home and would like to)

COVER

Cover the section of your knowledge organiser

WRITE

Write out everything you can remember from what you have read and said to yourself

CHECK

Check over what you have written – check every word.

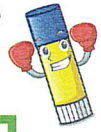
If you have everything correct, tick your work with a green pen.

If you have made mistakes in word choice or spelling or have left words/information out, use the green pen to correct your work: This will help you identify the gaps in your knowledge and what you must spend time going over.

Repeat the process until you are able to write out all the facts/information, making no errors. We recommend at least 30 minutes in order to achieve this.

For an example of self-quizzing in action, please see the following instructional video:

Making knowledge stick!



Get a family member/friend to test you (remember - word for word; number for number!)

Say the words, definitions, formulae etc. OUT-LOUD: This turns you from passive to active in the learning process. Research shows that producing words aloud during study, relative to simply reading them silently, improves explicit memory.

Focus and be positive - say to yourself you can learn what you've been asked to/want to learn, because you can! It is proven that this makes a difference as you're more receptive to the knowledge going in!

Incorporate mnemonics (patterns of letters, ideas, or associations which assist in remembering something) **to recall longer strings of information:** e.g. My Very Excellent Mother Just Served Us Noodles (or Nachos) = The planets in order: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune

Make flash cards (for example, have the term on one side and the definition on the other.) Please see this video that shows you how you can effectively use them over the course of a week or set amount of time to embed knowledge: https://www.youtube.com/watch?v=C20EvKtdJwQ&t=87s

Chunk your learning – DON'T leave it until the night before it's due (if you do, you may know it a bit and be able to recognise the words, phrases and equations etc. But they won't be committed to memory.) Start early and do little and often; distributed practice is much more effective!

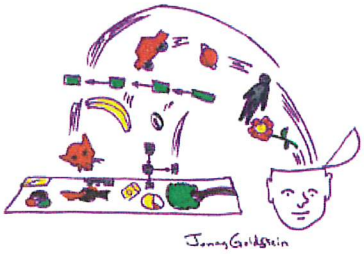
Build a 'MEMORY PALACE' (also known as method of loci; memory journey and mind palace technique): **This memory aid was created thousands of years ago by the ancient Greeks. It's used by world record-holding memory champions (and Sherlock Holmes!) With a little planning and practice, you can build a memory palace, too.** ***Please see this video of a man helping an 8 year-old boy to know all the US presidents using this technique!***
https://www.youtube.com/watch?v=aT7_g2E3q3Q&t=452s

Test yourself a lot - in all these ways and self-quizzing. When you do so and answer incorrectly, not only are you more likely to remember the right answer after you look it up... you'll also remember that you didn't remember. (Getting something wrong is a great way to remember it the next time, especially if you tend to be hard on yourself.) That's why you need to start early and do little and often, and keep retrieving the same and old knowledge!

Two others for us to try out!

After self-quizzing and employing different techniques to move your essential facts and information into your working and then long-term memory, put your knowledge to the test with a... **Brain Dump!**

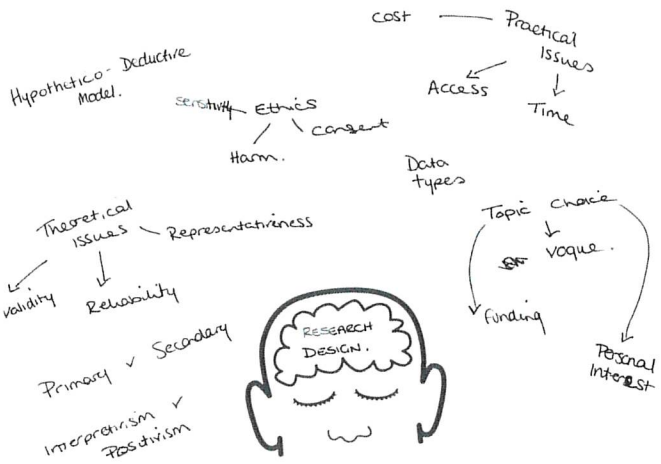
How?

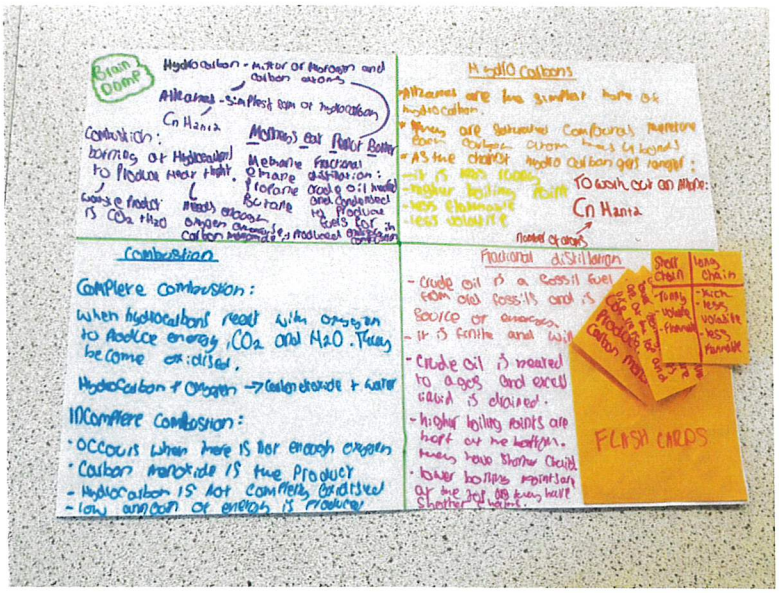


- Take a blank piece of paper
- Write down (DUMP!) everything you know about the topic
  - No books
  - No notes
  - Be as messy as you like
- Time limit of 2 minutes
- After, put a star next to the things you think will be useful to revise.
- If you are unsure of anything you have written, try to explain each term or concept to someone and if you cannot then you need to revise it.
- Use your notes to identify areas you have not included in your brain dump. These should be revised too!

- Once you have your brain dump you should be able to elaborate on the content, being able to describe and explain things in detail.
- You should be able to make connections amongst the ideas.
- You should identify anything you cannot explain or have missed.
- You will want to go back and self-quiz and use our other techniques to help you to embed and retrieve the knowledge you have difficulty remembering or explaining or that you did not add to your original brain dump!

Examples of brain bumps:





Here students have 'brain dumped' and then created revision resources (flash cards) to master content

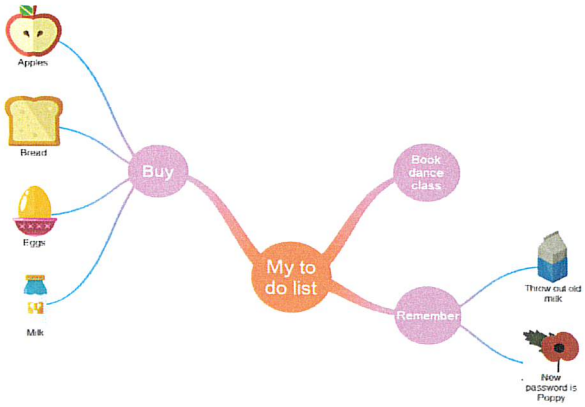
Mind Maps!

How?

- Put the topic in the centre of a blank page
- Add big branches with the main ideas/themes of the topic
- Add small branches to these with more detail
- Try to write only 1 or 2 words per branch
    - Focus on the key points only
- Add an image to each branch (dual code*):

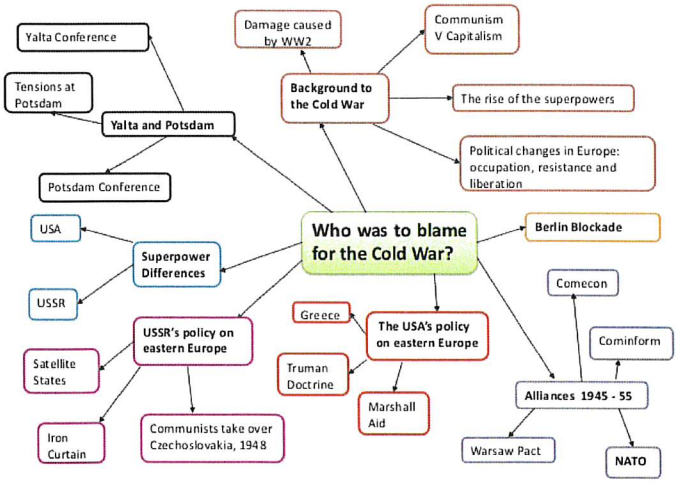
!!!The more creative, the better! Mind mapping can benefit memory retention when we create maps that involve association… The more imaginative and tailored an idea is to an individual, the more it will benefit their memory!!! … As a simple example, let's work to remember a small 'to do' list:

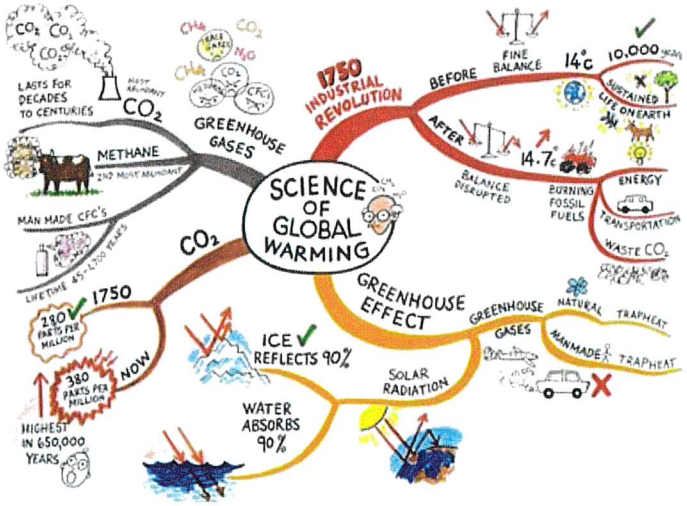
- Buy apples
- Throw out old milk
- Remember the Internet password is now 'Poppy'
- Book a dance class



To help them remember items on their list, the individual who has created this mind map uses a picture of a 'Pink Lady' apple as a retrieval cue (trigger) because these are their favourite. Furthermore, the individual needs to remember that they have changed their password to 'Poppy', as another cue (trigger), so uses a picture of a remembrance poppy.

More examples of mind maps:

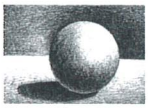
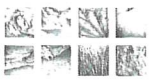




Top tips!

1) ! Use different colours for each branch of your mind map. This helps your brain distinguish between each of the different information stems.
2) ! Use 'dual coding'* in your mind maps. Dual coding means using both words and images to record the information you need to remember.

WGSB Art - Year 7 Knowledge Organiser

THE ELEMENTS OF ART		
	**LINE**	Line is the path of a moving point – it defines shape – the outer edges of something, used in contour drawing, or can be used for cross-hatching or texture. It can vary in width, direction and length etc
	**TONE/ VALUE**	The lightness or darkness of an object, surface or space. Can be graduated or highly contrasting
	**COLOUR**	Colour is created by reflected light. There are three properties of colour: HUE (name eg green) VALUE (shades – darker, and tints – lighter, of the colour) and INTENSITY (brightness or saturation)
	**SHAPE**	Shape is a two dimensional area enclosed by a line, that can be geometric or organic
	**FORM**	Forms are three dimensional. They occupy space (or give the illusion of occupying space).
	**PATTERN**	A repeated pattern or line – can sometimes be used to represent texture
	**TEXTURE**	The actual feel of a surface or marks that are made to give the impression of a rough or smooth surface
	**SPACE**	Space exists around us. We use illusions to create space in Art. Objects take up positive space; negative space is the empty space around them.
	**COMPOSITION**	The position and layout of shapes in a drawing, painting etc

Year 7 **Computer Science** **Term 1** **Topic: Impact of Technology**

Key Words and Phrases
Computing – The study of algorithmic processes and development of both hardware and software
Secure Password – A password that is designed to be difficult for a person or program to guess
Hazards – Anything that poses a threat to a computer's security, performance or functionality
Email – The exchange of messages from one user to one or more recipients via the Internet
Recipient – A person that receives something eg. Email
Collaborating Online – Using the Internet and online tools to work together from various locations
Online Community – A group of people who belong to a particular group on the Internet
Presentations – An activity in which someone shows, describes or explains something to a group of people
Audience – A group of people who are spectators to an event such as a play, concert or meeting
Cyberbullying – Sending, posting or sharing negative, harmful, false or mean content about someone else
Catfishing – Someone sets up a fake online profile to trick people on a social networking service

Year 7 Drawing Skills Knowledge Organiser

Keyword	Definition
GANTT Chart	A chart which plots tasks against time and can be used to plan a series of jobs to be completed in a specific timescale.
Shading	The darkening or colouring of an illustration or diagram with parallel lines or a block of colour.
Tone	A slight degree of difference in the intensity of a colour.
Rendering	To add colour and or texture to a drawing to represent a particular surface finish
Grain	The fibrous structure of wood
PVA – Polyvinyl Acetate	A water-based wood glue
Glass Paper	An abrasive paper used to sand down the surface of wood to achieve a high-quality finish
Nets and Developments	A series of 2D shapes that form the panels of a 3D shape. The panels are connected together in such a way that they can be folded and assembled into the 3D shape.
Creasing	The act of scoring or compressing a line of card so that the card can easily be bent along the crease.
Tabs	A small flap or strip of material used to fasten the edges of a box together when you assemble it from a net.
3D drawing	A drawing which shows length, width and height of an object.
Isometric drawing	A method of showing projection or perspective in which the 3 principal dimensions are represented by 3 axes 120 degrees apart.
Crating	Drawing 3D boxes to use as guidelines to help you draw more complex shapes
Orthographic Projection	An orthographic projection is a way of representing a 3D object by using several 2D views of the object. Orthographic drawings are also known as multiviews. The most commonly used views are top, front, and right side.
Front View	A 2D drawing showing only the view of an item from the front
Side View	A 2D drawing showing only the view of an item from the side
Plan View	A 2D drawing showing only the view of an item from the top
Dimensions	Sizes of a drawing or item – these should always be in millimetres mm
Construction Lines	Feint lines that can be used to help in the creation of precise geometry

YEAR 7 FOOD TECHNOLOGY

KNOWLEDGE ORGANISER

Keyword	Definition
Aeration	Incorporating air into a mixture to give a light fluffy texture.
Al dente	Typically pasta cooked so as to be firm when bitten
Antibacterial	To prevent the growth or spread of bacteria
Au gratin	Sprinkled with breadcrumbs or grated cheese and browned
Bacteria	Microscopic organisms not visible with the naked eye
Beating	This is the rigorous mixing of ingredients using a wooden spoon, electric whisk, food mixer or food processor to thoroughly combine ingredients and to incorporate air
Bridge hold	Creating an arch over the ingredient with your hand so the knife can fit underneath to safely chop ingredients.
Boiling	The cooking method of cooking food in water or other liquids at a high temperature
Chopping board	These are used for chopping and preparing ingredients, they are available in a number of different colours and the correct colour must be used for the correct ingredient to avoid cross contamination
Coeliac disease	A disease in which the small intestine is hypersensitive to gluten, leading to difficulty in digesting food
Colander	A perforated bowl used to strain off liquid from food after washing or cooking
Claw grip	A chopping techniques where your fingers are curled inward and gripping the food with the fingernails, the side of the knife blade should rest against the knuckles, used for slicing ingredients.
Cross contamination	The process by which bacteria are transferred from one substance or object to another, with harmful effect. Transferring bacteria from raw to cooked food is the cause of most infections
Dough	A thick, malleable mixture of flour and liquid, used for baking into bread or pastry
Electric hand mixer	An electric kitchen utensil that consists of a set of beaters used to mix ingredients
Enzymic browning	Is an oxidation reaction that takes place in some foods, mostly fruit and vegetables, causing the food to turn brown
Flour dredger	A container with small holes in the lid, used to sprinkle flour onto the dough and work surface
Food Hygiene	The conditions and measures necessary to ensure the safety of food from production to consumption.
Food poisoning	Illness caused by bacteria or other toxins in food, typically with vomiting and diarrhoea.
Gelatinisation	When starch particles swell and burst, thickening a liquid
Glazing	Spreading a thin layer of beaten egg, milk or other liquid onto the surface before cooking to give a shiny finish
Gluten	A mixture of two proteins (glutenin and gliadin) present in cereal grains, especially wheat, which is responsible for the elastic texture of dough
Grater	A device with various sized raised holes on each side used for cutting food into very small pieces
Hob	A surface on top of a cooker which can be heated in order to cook ingredients on
J-Cloth	a light, absorbent, reusable cloth used for wiping household surfaces
Kneading	Stretching the dough with your hands to unravel the gluten strands. This makes the dough elastic and helps the bread to rise
Measuring scales	A kitchen device used to measure the weight of ingredients
Mini bridge hold	Creating an arch over a small ingredient with your first finger and thumb so the knife can fit underneath to safely chop ingredient
Oven	An enclosed compartment of the cooker used for cooking and heating food
Personal Hygiene	Ensuring people are clean and ready to handle food in order to avoid any form of contamination.
Pizza cutter	A circular cutting blade with a handle that rotates to cut food
Proving	Leaving dough in a warm place to give the yeast time to ferment
Rolling pin	A cylindrical cooking equipment used to flatten and level dough
Rubbing in	To coat flour grains with fat by gently rubbing between the fingertips and thumbs, continuing until the mixture resembles coarse breadcrumbs.
Scone cutter	A round tool with a sharp edge and fluted edge used for cutting dough into circle shapes
Shortening	The ability of a fat to produce a characteristic crumbly texture to baked products, i.e. pastry
Sieve	A cooking utensil made of a wire or plastic mesh in a frame with a handle used for separating particles such as flour
Simmering	A cooking method of cooking ingredients in water or a liquid at a gentle temperature, below its boiling temperature
Tea Towel	A cloth used for drying washing crockery, cooking equipment and cutlery
Whisking	Blend ingredients together quickly or to incorporate air into ingredients such as egg whites or heavy cream in order to increase the volume of the mixture
Yeast	A micro organism which feeds off the sugar and gives off carbon dioxide, creating bubbles inside the bread and makes the bread rise

Year 7 Passive Amplifier Knowledge Organiser

Keyword	Definition
Passive Amplifier	A passive amplifier amplifies sound (increases the amplitude of acoustic power, sound intensity and sound pressure level) by passive means. In other words, it does so without the use of external electrical power or additional energy of any sort.
Plywood	a type of strong thin wooden board consisting of two or more layers glued and pressed together with the direction of the grain alternating.
MDF – Medium Density Fibreboard	a type of board made from very small pieces of wood that have been pressed and stuck together, often used for making furniture
Acrylic	a transparent plastic material with outstanding strength, stiffness, and optical clarity. Acrylic sheet is easy to fabricate, bonds well with adhesives and solvents, and is easy to thermoform.
Coping Saw	a saw with a very narrow blade stretched across a D-shaped frame, used for cutting curves in wood and plastic.
Pillar Drill	Pillar drills are free standing machine tools used by engineers that use high powered motors to rotate drill bits at varying speed. These bits are then used to accurately machine, drill or tap holes in a variety of materials such as metal and wood.
Risk Assessment	a systematic process of evaluating the potential risks that may be involved in a projected activity
Hazard	a danger or risk
Control Measure	Control measures include actions that can be taken to reduce the potential of exposure to the hazard, or the control measure could be to remove the hazard or to reduce the likelihood of the risk of the exposure to that hazard being realised.
Template	a shaped piece of rigid material used as a pattern for processes such as cutting out, shaping, or drilling
2D Design	A piece of CAD software that can be used to produce highly detailed, accurate 2-dimensional drawings. Drawings produced on this software can be used to control the laser cutter.
CAD – Computer Aided Design	the use of computers to aid in the creation, modification, analysis, or optimization of a design.

Year 7 English Knowledge Organiser, Term 1: Texts Through Time

Key Terms

Genre (n.) kind, category or sort of literary or artistic work, e.g. fiction	**Context (n.)** The circumstances and conditions that are relevant to a text	**Form (n.)** a fixed mode of artistic expression of representation in literary works, e.g. sonnet form.	**Language (n.)** a system for the expression of thoughts, feeling, etc. using specific constructions of and selections of words.	**Linguistic (adj.)** of or relating to language or linguistics (the scientific study of language).	**Figurative (adj.)** of the nature of, resembling, or involving a figure of speech; not literal; metaphorical	**Structure (n.)** the arrangement and interrelationship of parts in a text.
Effect (n.) something that is produced by a cause; a result.	**Quotation (n.)** a phrase or passage from a book, poem, play, especially to illustrate succinctly or support a point or an argument.	**Patriarchy (n.)** a form of social organisation in which a male is a head of the family and descent, kinship, and title are traced through the male line.	**Audience (n.)** the people reached by a book: its readers.	**Simile (n.)** a figure of speech that expresses the resemblance of one thing to another, usually introduced by *as* or *like*.	**Metaphor (n.)** figure of speech by which a characteristic of one object is assigned to another that it does not literally denote in order to imply a resemblance.	**Chronological (adj.)** arranged in order by time

Context

The **Medieval** era, often called The Middle Ages or the Dark Ages, began around 476 A.D. following the fall of the Roman empire. Medieval literature initially had a theocentric view of the world, placing God at the centre of the universe and its themes were usually linked to religion, chivalrous deeds and love.	**Romanticism** - a movement in the arts and literature that originated in the late 18th century, which emphasised the individual, the subjective, the irrational, the imaginative, the personal, the spontaneous, the emotional, the visionary, and the transcendental.
The **Renaissance** was a period of artistic, cultural, and philosophical rebirth of classical ideas and art forms, although the period also saw the development of new ideas, artistic conventions, and technologies. The period known as the Renaissance began in Italy in the 1300s, and its associated ideas and developments spread slowly throughout Europe over the next four centuries. Renaissance literature can be viewed as a return to the literary forms of antiquity, such as satire, epic poetry, and theatrical dramas or comedies.	**Victorian** literature was mainly written in English during the reign of Queen Victoria (1837–1901) (the Victorian era) but can extend from 1820-1914. The Victorian era saw advancements in its class-based society; there was a growing number of people able to vote, a growing state and economy, and Britain became the most powerful empire in the world. Victorian novels tend to be idealised portraits of difficult lives in which hard work, perseverance, love and luck win out in the end. They usually focused on a central moral lesson.

Parts of Speech

Noun Words or phrases that represent a person, place, a thing or activity, or a quality or idea. *e.g. dog, London, teacher, happiness*	**Verb** Refers to the words that describe an action, experience or state of being. *e.g. eat, invite, have, want*	**Adjective** Refers to the words that describe a noun or pronoun. *e.g. brave, generous, considerate, elderly*	**Adverb** Refers to the words that describe a verb, an adjective, another adverb, or a whole sentence. *e.g. never, hardly, severely, loudly*	**Pronoun** Refers to the words that are used instead of a noun or noun phrase. *e.g. I, he, this, they*	**Conjunction** Refers to the words that connect words, phrases or clauses in a sentence. *e.g. and, so, because, since*	**Connective** Refers to the words that connect ideas across a piece of writing. These can appear at the beginning of a sentence. *e.g. however, on the other hand, therefore*

Department: Geography	Year: 7
Term: 1	Topic: Introduction to Geography and Map Skills

Key Words

- Compass Rose: A circle on a compass or map used to display the orientation of the cardinal directions (north, east, south and west) and their intermediate points.
- Contour: A line on a map joining places that are the same height above sea level.
- Cross section: A cross-section shows the shape of a feature (such as a mountain) viewed from the side, as if cut through with a knife.
- Eastings: The vertical lines on an Ordnance Survey map, they increase in value as you travel east on the map.
- Environmental Geography The study of our surroundings and how we look after them.
- Equator: An imaginary line around the middle of the Earth. It is halfway between the North and South Poles, and divides the Earth into the Northern and Southern Hemispheres.
- Geography: The relationships between people and their environments
- Grid references: A grid of squares that helps the map-reader to locate a place.
- Human Geography: The study of how and where we live.
- Latitude: the position north or south of the equator measured from 0° to 90°
- Longitude: the position east or west of the Prime Meridian measured from 0° to 180°
- Map: an accurate drawing of a particular area to scale, showing its main features as they would appear if you looked at them from above.
- Map symbol is a small picture, character or letter(s) that stand for different features on a map.
- Meridians imaginary vertical lines that travel around the earth from the North to South Poles measured in degrees east or west of the Prime Meridian.
- Northings: The horizontal lines on an Ordnance Survey map, they increase in value as you travel north on the map.
- Oblique Photo: A photo taken from a high point, which is at an angle to the area being photographed.
- Ordnance Survey (OS) Map: A detailed map produced by the government map-making organisation.
- Parallels: imaginary lines extending around the Earth parallel to the equator; they are used to indicate latitude.
- Physical Geography: Processes and patterns in the natural environment
- Physical Map. A map which mainly shows the natural features such as mountains or rivers of an area
- Plan: A two-dimensional diagram or drawing used to describe a place or an object.
- Political Map: A map that focuses on administrative boundaries (such as countries or counties) rather than geographical or physical features.
- Prime Meridian: The imaginary line of zero degrees' longitude that passes through Greenwich England and divides the earth into the Eastern and Western hemispheres
- Relief: the difference between the highest and lowest elevations (heights) in an area.
- Satellite Imagery: pictures of the earth taken from satellites.
- Scale: the relationship (or ratio) between distance on a map and the same distance on the ground.
- Sketch map: A simple map to show what a place is like or how to get there; it is not drawn to scale
- Spot height: The exact height at a spot on an OS map
- Vertical Photo: An aerial photo made with the camera pointing straight down

Key Learning Concepts/Facts

- **What is Geography?** Geography is about the world around you and can be divided into 3 areas of study Physical Geography, Human Geography and Environmental Geography.
- **What is latitude and longitude?** Any point on the earth's surface can be described by how far it is north or south of the equator (**latitude**) and how far it is east or west of the Prime meridian. The actual location is given in degrees, minutes and seconds for both latitude and longitude. All satellite navigation systems and atlases use latitude and longitude to pinpoint location.
- **How are we connected locally, nationally, and internationally?** We are connected with other people and places in ways such as the things we like to do, products we buy, holidays we have and the work that we do. We can use maps to show our connections between places.
- **What are maps and plans?** Maps and plans are accurate drawings of an object or an area which are drawn to scale so that we can study places covering a large area in a convenient format. They are particularly useful in helping to plan routes between places in to see the links between places.
- **What does the scale on a map mean?** The scale on a map indicates how much smaller the map is than real life. It can be given as a ratio, a scale line or as a written statement. Small scale maps show the most detail but only cover a small area e.g. road maps, town plans. Large scale maps show less detail but cover a larger area e.g. maps of the whole of the UK.
- **What is a sketch map?** A sketch map is a quick and easy way to show what a place is like or how to get there. It does not need to be drawn to scale.
- **How can we show human and physical features on a map?** We use map symbols to show features on a map. They need to be very clear and simple so that a map can show lots of information and yet easy to read. Symbols can be pictures, characters, lines or letters.
- **How do we show direction on a map?** A compass rose has the main cardinal points (N, S E, W) and sometimes the intermediate points. If a precise direction is needed, then the angle of a place from North is used; this is known as a bearing.
- **How do we show height on a map?** We can show height on a map by using layer shading to show approximately how high a place is- this is used in atlas maps. On an OS map height is shown by contour lines which join places of equal height. Spot heights indicate exactly how high a place is for example the top of a hill.
- **How do we show location on an Ordnance Survey map?** All OS maps are divided into grid squares. We can use grid references to show where somewhere is on a map. A 4 figure grid reference tells you which grid square on the map somewhere is. A six figure grid reference tells you precisely whereabouts in a grid square a place is.

Year 7 - Term 1 KO – 'Africa was insignificant to the development of early Britain'

Skills and vocabulary

Conceptual focus: Significance

I.D.E.A. – Paragraph structure for medium and extended writing

Significant

In comparison

Change

Continued

Long lasting impact

Impacted lots of people

Remembered for

Significant groups or people:	
Celtic people	These people were actually several separate tribes (i.e. **Picts** and the **Iceni**) who lived in Britain from around 1000BC to 43AD. Although, often associated with violence there is increasing evidence they were interested in trade, travel, religion and engineering.
Gaels	The **Gaels** were descended from ancient Irish and Scottish tribes dating back as far as 3200BC. The settled parts of northern England and defended the land against invasion from the early Anglo-Saxons.
Romans	The Roman arrived in Britain in 43AD. They controlled most of the island for the next 400 years. Archaeological evidence of ***Ivory Bangle Lady*** shows how diverse Roman Britain was: there was Black men and women living in Roman Britain.
Anglo-Saxons	From 400AD onwards, Germanic people like the Angles and Saxons invaded and conquered much of England.
Vikings	After 793, Vikings launched raids in England, stealing land and settling in north-East England. A Viking named **Cnut**, ruled as King of England from 1016 until 1035. His wife, **Emma of Normandy**, helped him make peace with the Anglo-Saxons. Place names ending in 'ster' (e.g. Manchester) are named after the Viking word 'setr', meaning 'place'.

Key question: Who had the most significant impact on the development of early Britain?

Key terms:	
Migration	Movements from one place to another. Someone who moves is called a 'migrant'.
Invade	To enter a country or region with the aim of taking it over.
Conquest	Taking control of another region or country, usually by force.
Rebellion	Resisting the leader or government, perhaps violently.
Settle	Make a home somewhere.
Kingdom	A country or region ruled over by a king or queen.
Pillage	To steal from someone. Often this is done through violence.
Diversity	Variety. This term is often used to describe the large number of people from different backgrounds or cultures who have settled in one place.
Pagan	Term used to describe someone who holds different kinds of religious beliefs than those in charge.
Mythology	A collection of stories that belong to a particular culture or group of people.
Monastery	A building used to house a community of monks (followers of God).
Archaeology	The study of human history, usually by excavating (digging up) historical sites.

WGSB Year 7 French Knowledge Organiser Term 1

Classroom Language

je comprends I understand
je ne comprends pas I don't understand
j'ai fini I've finished
est-ce-que je peux.....? Can I.....?
avoir/aller..... have/go....
comment dit-on ..... en français/anglais?
how do you say....in French/in English?
je n'ai pas de... I don't have ...
j'ai oublié mon/ma ... I've forgotten my ...
stylo a pen
cahier an exercise book
chaise a chair
marqueur whiteboard pen
petit tableau mini whiteboard
colle glue
fiche d'exercices worksheet

✔ ✔
et and
mais but
aussi also
je pense que c'est. I think that
je crois que..... I believe that
je dirais que .... I would say that

Greetings

bonjour! Hello!
salut! Hi!
comment ça va? how's it going?
ça va bien, merci it's going well, thanks
ça va mal it's going badly
parce que because
je suis I am
fatigué(e) tired
content(e) happy
triste sad
j'ai onze ans I have eleven years
je m'appelle I am called [I call myself]
au revoir goodbye
à plus tard see you later

Opinions

j'aime I like
je n'aime pas I don't like
j'adore I love
je déteste I hate
je préfère I prefer
quand j'étais plus jeune when I was younger
j'aimais I used to like

les animaux animals
les araignées spiders
les chats cats
les chiens dogs
le cinéma cinema
la danse dance
le foot football
les gâteaux cakes
les jeux vidéo video games
les livres books
la musique music
les maths maths
le roller roller skating
le skate skateboarding
le sport sport
la télé TV
les voyages trips
c'est it is
ce n'est pas it is not
génial great
cool cool
bien good
ennuyeux boring

Descriptions 1

je suis I am
je ne suis pas I am not
tu es you are
il/elle est he/she is

quand j'étais plus jeune when I was younger
j'étais I used to be
je voudrais être I would like to be

beau/belle good-looking
branché(e) trendy
charmant(e) charming
curieux/curieuse curious
de taille moyenne average height
drôle funny

Descriptions 2

j'ai I have
tu as you have
il/elle a he/she has
mon ami(e) a my friend has

quand j'étais plus jeune when I was younger
j'avais I used to have
je voudrais avoir I would like to have

les yeux bleus blue eyes
les yeux verts green eyes
les yeux gris grey eyes
les yeux marron brown eyes
les cheveux longs long hair
les cheveux courts short hair

Key Verbs

je suis I am
je vais être - I am going to be
j'étais – I was/used to be
je voudrais être I would like to be

J'ai
j'avais – I used to have
je vais avoir – I am going to have
je voudrais avoir – I would like to have

j'aime – I like
j'aimais – I used to like

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
24 vingt-quatre
25 vingt-cinq
26 vingt-six
27 vingt-sept
28 vingt-huit
29 vingt-neuf
30 trente
31 trente et un

Year 7 Religious Studies Term 1 Knowledge Organiser 2023		Topic: Introduction to Sikhism: What does it mean to be a Sikh and British?
Key Words	**Topics**	**Essential Knowledge**
Guru Nanak: The founder of Sikhism. **Mool Mantra**: The statement of faith. **The Guru Granth Sahib**: The Sikh Holy book. **The Five Ks**: They are items commanded by the last human Guru to be worn by committed Sikhs. **The Khalsa**: The community of Sikhs. **Diwali**: Festival of light. **Vaisakhi or Baisakhi**: The birthday of the Khalsa. **Gurdwara**: The Sikh place of worship. Which also means the 'doorway to the Guru'. **Guru Granth Sahib:** The Sikh holy book.	1.The Origin of Sikhism. Who is Guru Nanak? 2.What does the Mool Mantra teach Sikhs about the Nature of God? **3.** The Place of Worship: The features and purpose of a Gurdwara. 4.What are the five Ks in Sikhism? The Origin and what they are. 5. The Guru Granth Sahib. How is it respected by Sikhs? And what it contains. **6.** The Festivals in Sikhism: To know the origins and how they are celebrated.	**Guru Nanak**: The founder of Sikhism. Sikhism was founded in 1500 CE, in India. He had revelation that everyone should believe God. All religions are one before God. All religions lead to the same God. There are 10 human gurus. **Mool Mantra**: The statement of faith. This states the Sikh beliefs about God. God is one, He is not born and does not die, He does not discriminate, He is without fear. The Mool Mantra is the opening verse in the Sikh holy book. **Gurdwara** is the name of the Sikh place of worship. The Gurdwara is the resident of the Guru. It is a place to learn spiritual wisdom. It is a place for religious ceremonies and a community centre. It also has a communal kitchen where vegetarian meal is served. Everyone is welcome to have a meal. **The Five K's:** are items commanded by the last human Guru to be worn by committed Sikhs. **The Khalsa:** The community of Sikhs. The 5 Ks are things/objects that members of the Khalsa are required to wear: Kesh (long uncut hair), Kangha (a wooden comb), Kara (a bracelet), Kachera (cotton under shorts) and the kirpan (a small sword). **The Guru Granth Sahib**: This is the Sikh holy book. Rumala: Cloth used for covering the Guru Granth Sahib. To help keep it clean. It is a sign of respect. **Festivals: Diwali:** Festival of light. **Diwali:** This festival usually lasts five days. Homes are decorated, fireworks, prayers are said. It celebrates the release from prison of the 6th guru. The Golden Temple is filled with lights. **Vaisakhi**: **Vaisakhi/ Baisakhi**: The birthday of the Khalsa. This is celebrated between the 13th and 14th of April. It is a spring harvest festival. Gurdwaras are decorated and hold procession through the streets. Sikhs have a special meal with family and friends.

Year 7 science

Introduction unit – knowledge organiser

In the first unit in science you will learn about the work that scientists do and how they stay safe doing this. Completing this unit will give you a licence to practice science at WGSB. The terms below are ones that you will need to know for this unit.

word	definition
scientist	a person who is studying or has expert knowledge of one or more of the natural or physical sciences
engineer	a person who uses scientific ideas to devise new machines, structures and methods for performing useful tasks
hazard symbol	labels on chemical containers warning about the ways in which a chemical can be dangerous
hazardous	something that is seen to be risky or dangerous
laboratory	a place equipped to conduct scientific experiments, or to manufacture chemicals or medicines
precaution	a measure taken in advance to prevent an accident or danger
risk assessment	before an experiment is undertaken this should be carried out to make sure everyone will be safe
apparatus	the equipment used during a science experiment
Bunsen burner	a device used in experiments that burns gas to produce a heat source
microscope	an instrument used to magnify small things
scientific diagram	a systematic way of representing scientific equipment and experiments in a simple and clear manner
measurement	the size, length, or amount of something
experiment	scientific process designed to record evidence, test a hypothesis or demonstrate a fact
average	the sum of a set of values divided by the total number of values - mean
prediction	to use patterns to work out what will happen in an experiment
method	a clear, step by step plan of how an experiment is to be conducted
conclusion	a statement, backed up by data analysis, that supports or refutes the hypothesis
evaluation	a comment on the reliability and validity of the measurements made during an experiment
analysis	process by which the data taken during an experiment is considered and presented
accuracy	the closeness of the measurements to the true value

Knowledge Organiser

Department: Science

Year: 7

Term: 1 & 2

Topic: Olympics – Preparation and diet

Key Words

Carbohydrates: nutrients that provides energy and are contained in starch and sugars.
Lipids: nutrients that provide a store of energy and insulate the body.
Proteins: nutrient used for growth and repair, contained in meat, fish and dairy products.
Vitamins: essential nutrients, named of alphabet letters, needed in small amounts to keep you healthy.
Minerals: essential nutrients, such as iron and calcium ions, needed in small amounts to keep you healthy.
Balanced diet: a diet that includes all the necessary nutrients in the right amounts.
Benedict's solution: a blue solution used to test for simple sugars like glucose.
Biuret solution: a blue solution used to test for proteins.
Iodine solution: an orange yellow solution used to test for starch.
Joules: the unit used to measure energy.
Energy: the quantity needed for work to be done.
Chemical energy: the stored energy found in food, fuels and batteries.
Thermal energy: the energy found in objects that give off heat in the form of infra-red radiation.
Kinetic energy: the energy of a moving object.
Elastic energy: the energy stored in a material when it is stretched or compressed.
Gravitational potential energy: the energy stored in an object when it is lifted above the ground.
Nuclear energy: the energy released when atoms are split or fused together.
Dissipated: energy that is 'wasted' after being released into the environment, usually in the form of heat.
Malnutrition: the condition caused by having too little or too much of the necessary nutrients.
Obese: extremely overweight.
Deficiency: a condition caused by having a lack of nutrients such as minerals or vitamins.
Bone marrow: soft tissue in the middle of bones that function to produce blood cells.
Skeleton: all the bones in the body of a vertebrate.
Ligaments: strong, flexible tissues that join two bones together.
Cartilage: strong, flexible, smooth tissue that covers the ends of bones to prevent them rubbing together.
Aerobic respiration: the chemical reaction where glucose reacts with oxygen to release energy, carbon dioxide and water.
Anaerobic respiration: a chemical reaction where glucose reacts to release energy, without using oxygen.
Respiration: a chemical reaction where carbohydrates, lipids or proteins react to release energy.
Reactants: starting substances that react to form new substances in chemical reactions.
Products: substances that are made in chemical reactions after the rearrangement of atoms.
Plasma: the liquid part of blood that transports blood cells and dissolved substances around the body.
Haemoglobin: a chemical in red blood cells that carries oxygen.
Oxygen debt: extra oxygen needed after anaerobic respiration to break down lactic acid in muscle tissue.
Lactic acid: a chemical substance produced by anaerobic respiration in muscles that causes cramps.
Inhale: breathe in, to take in oxygen.
Exhale: breathe out, to remove carbon dioxide.
Trachea: the structure through which air travels from the mouth to the lungs
Bronchiole: one of many small tubes in the lungs that air passes through between the bronchi and alveoli.
Bronchus: one of two tubes in the lungs that air passes through between the trachea and the bronchioles.
Alveolus: an air sac inside the lungs in which gas exchange takes place with the blood.
Diaphragm: a sheet of muscle at the bottom of the chest cavity used in breathing.
Gas pressure: the force exerted by gas particles on surfaces.
Atmospheric pressure: the pressure exerted by the air on objects.

Key Words

Density: the mass of a material within a certain volume.
Volume: the quantity of space occupied by the particles in a material.
Ethanol: a chemical substance found in alcoholic drinks produced by the process of fermentation.
Drugs: a chemical substance that affects the way the body works.
Addiction: a condition where a drug or other substance is needed by the body for it to function normally.
Withdrawal symptoms: unpleasant symptoms people with addictions suffer when they stop taking a drug.
Depressant: a drug that slows down the body's reactions by affecting the nervous system.
Stimulant: a drug that speeds up the body's reactions by affecting the nervous system.
Units of alcohol: a measurement of alcoholic drinks equivalent to 10ml of pure ethanol.
Tar: a black sticky material in cigarettes that contains cancer causing chemicals.
Nicotine: an addictive drug found in cigarettes that acts as a stimulant.
Carbon monoxide: poisonous gas that stops the blood from carrying as much oxygen as it should.
Passive smoking: breathing in other people's cigarette smoke.

Key Diagram