



WILMINGTON
GRAMMAR SCHOOL FOR BOYS

Knowledge Organisers

Year 7 – Term 2

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 2’s units/topics in each of 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 and various revision techniques.

Good luck in your learning,

Miss Price

Assistant Headteacher in charge of Teaching and Learning

Knowledge is Power

How to self-quiz: A Reminder!



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



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



Cover the section of your knowledge organiser



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



Check over what you have written – check every word.

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

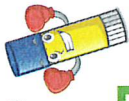
If you have made mistakes in word choice or spelling or have left words/information out, use the green pen to correct your work: This will help you identify the gaps in your knowledge and what you must spend time going over.

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!



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!

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>

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

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

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!

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!

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.

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!*

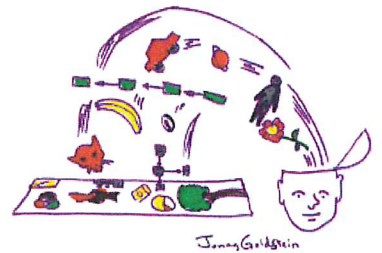
https://www.youtube.com/watch?v=aT7_g2E3q3Q&t=452s

Two others for us to try out!

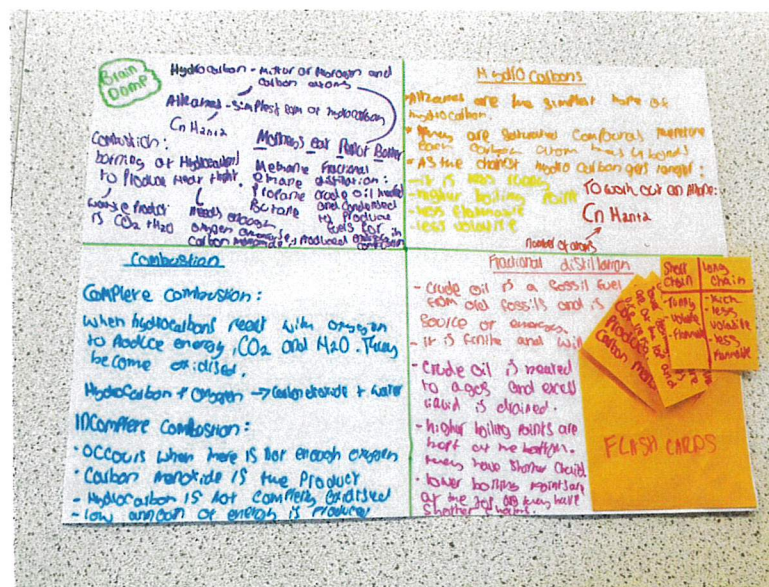
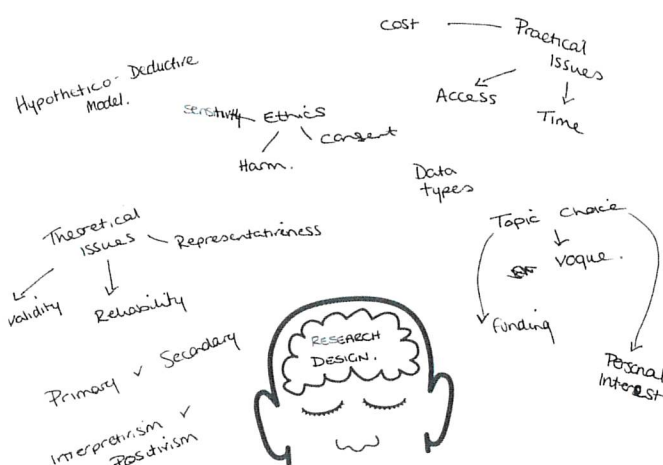
After self-quizzing and employing different techniques to move your essential facts and information into your working and then long-term memory, put your knowledge to the test with a... **Brain Dump!**

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?

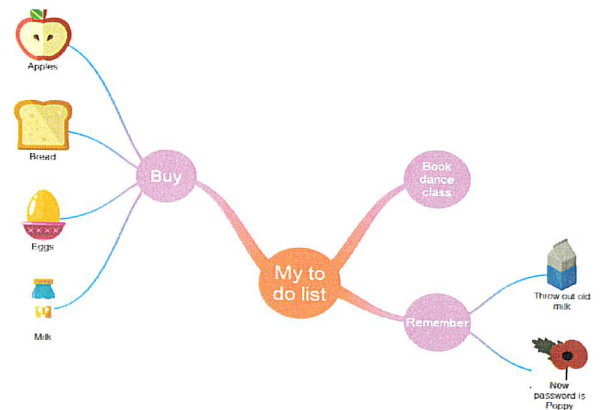
- Put the topic in the centre of a blank page
- Add big branches with the main ideas/themes of the topic
- Add small branches to these with more detail
- Try to write only 1 or 2 words per branch
 - Focus on the key points only
- Add an image to each branch (dual code*):



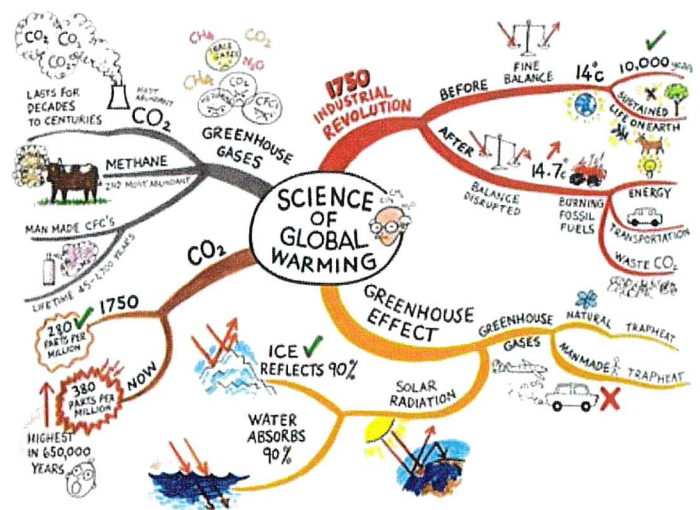
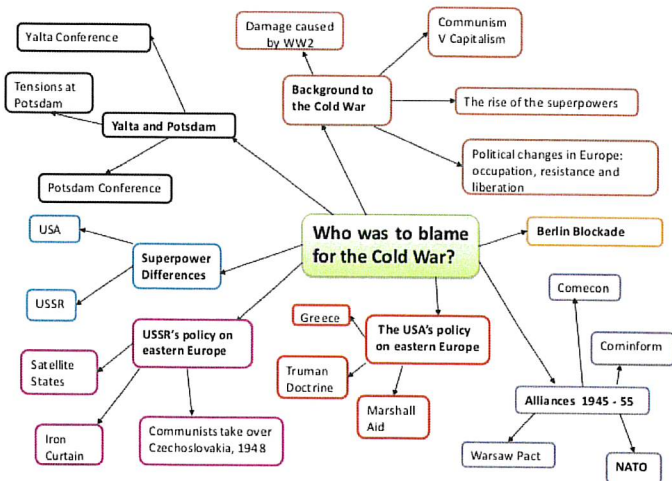
!!!The more creative, the better! Mind mapping can benefit memory retention when we create maps that involve association... The more imaginative and tailored an idea is to an individual, the more it will benefit their memory!!! ... As a simple example, let's work to remember a small 'to do' list:

- 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:

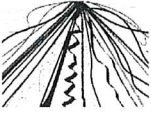



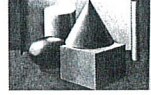

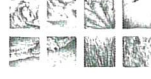




Top tips!

- 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 2

Topic: Using Media

Key Words and Phrases

Software application – a computer program designed to carry out a specific task

Word processor – Allows you to type letters/symbols electronically and save, print or edit them.

Formatting – Changing the appearance and layout of a document

Plagiarism – The process of practice of using another person's ideas or work and pretending it's your own

Copyright Law – Using digital images without permission from the owner

Paraphrase – To repeat something written or spoken using different words

Citation – Referencing someone else's work

Credibility of a source – Checking the author and the source making sure it is reliable

Adaptions – Making changes and modifications

Commercial Use – Making money from the product

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	Faint 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 Drama

Key Terminology Autumn 2



<u>Pantomime Terminology</u>	
Rapport	Chemistry and rapport are essential for creating believable and engaging performances on stage. They help you connect with your fellow actors, your characters, and your audience
Monologue	In theatre, a monologue is a speech presented by a single character, most often to express their thoughts aloud, though sometimes also to directly address another character or the audience.
Stock Characters	A stock character is a fictional character based on common social or literary stereotypes. These characters usually rely on stereotypes for their names, mannerisms, and characteristics. For example, in a pantomime you always have a villain and hero.
Exaggeration	Exaggeration is the representation of something as more extreme or dramatic than it is, in Drama this would involve larger movement and over the top vocal expression to show a character or situation.
Direct address	When an actor makes eye contact with someone in the audience, and speaks to them, the result is a heightened personal connection between actors and audience, and members of the audience with each other; suddenly, everyone in the room is part of the play.
Slapstick comedy	Slapstick is a style of physical comedy used in movies, tv shows, cartoons, and plays. It often involves chases, silly and exaggerated movements and activities, and simple practical jokes. Sometimes it can be quite violent in a ridiculous, comical kind of way.
<u>Characterisation</u>	
Facial Expressions	A facial expression conveys an emotion that tells us about the character and the way they react to the situation. The actors use their eyes, mouth, and eyebrows to convey emotion.
Gesture	Gesture is the way people communicate with their hands or other parts of the body. It can be used to show a character's emotions and personality.
Body Language	Body language includes posture and stance and can convey a character's feelings or personality.
Voice	Your voice can communicate the age, temperament, personality, and the status of your character. Projecting your voice in a performance is vital in order for the audience to understand what is happening.
Proxemics	Proxemics is how close or near you are to others on stage which can help to communicate meaning. It is also about where you position yourself on the stage so the audience can see you and others clearly.

Year 7 English Knowledge Organiser, Term 2

<p>Nouns are words that name things or feelings. E.g. book, chair, happiness.</p>	<p>Adjectives tell us more about nouns. E.g. tall man, long hair.</p>	<p>Verbs are doing or active words. E.g. run, look, talk.</p>	<p>Adverbs tell us more about verbs. E.g. walked slowly.</p>
<p>Pronouns are used instead of nouns. E.g. we, he, she, they, it.</p>	<p>Determiners are words that go before nouns. E.g. a, the.</p>	<p>Conjunctions join sentences together. E.g. because, but, and.</p>	<p>Prepositions are words that show place, position and time. E.g. in, on, under.</p>
<p>Full Stop (.)</p>	<p>Question Mark (?)</p>	<p>Comma (,)</p>	<p>Apostrophe (')</p>
<p>Use a full stop to end affirmative sentences.</p>	<p>Use a question mark at the end of a question.</p>	<p>Use a comma to separate items in an enumeration.</p>	<p>Used to show ownership (possession)</p>
<p><i>The following will help you add variety to your sentence starters</i></p>	<p><u>-ly openers (starting with an adverb)</u></p>	<p><u>Preposition openers</u></p>	<p><u>Time Connective openers</u></p>
<p><u>-ing openers (present participle starters)</u></p>	<p>Wearily, the old man ... Anxiously opening the door, Arrogantly holding the sack of gold in his hand... Temporarily blinded by the bright light... Quickly gathering his sword, the prince... Calmly, she backed out of the room... Silently and swiftly, the figure floated towards the door. Eagerly, she opened the treasure chest and... Greedy stuffing the gold into his bag, Edward...</p>	<p>Inside a huge cave, James discovered... Under the silvery moonlight, he ... Beyond the towering mountains, lay ... Ahead of Perseus, lay a gaping cavernous opening... Without a moment's hesitation, Helen... On top of the fiery mountain, lay a ... Amidst a sea of nettles and brambles, the golden egg... Between the looming clock tower and the court house, a large... Above the unsuspecting crowds, circled a...</p>	<p>At that moment, ... All of a sudden,... After a while,... Eventually... Meanwhile Until.. Soon after... Finally Once... Subsequently... In the end... Next At last... Firstly / secondly / etc While,</p>
<p>Running like the wind... Screaming in pain... Tiptoeing down the path... Scanning the horizon... Treading carefully... Gazing out of the window... Wondering how she would escape... Questioning her reasons for being here...</p>	<p>Advancing towards her were... Clambering over the wall... Stopping dead in her tracks... Hearing the sound of laughter...</p>		

Key Words	Key Learning Concepts/Facts
<ul style="list-style-type: none"> ● Upland: areas of high land ● Lowland: areas of low altitude ● Glaciation: long periods of global cold weather when literal rivers of ice flow slowly over the land shaping it in distinct ways. ● Weather: moment to moment, day to day conditions of the atmosphere. Is it wet/dry or hot/cold? ● Climate: the long-term conditions of the atmosphere over a particular region. ● Atmosphere: the envelope of gases surrounding the earth. ● Temperature: a mild and moderate climate. Not too hot and not too cold, not too wet and not too dry. ● Prevailing: the direction from which something comes from. ● Air Mass: a large body of air with similar heat and moisture characteristics. ● Immigrant: Someone coming into a country. ● Emigrant: Someone leaving a country. ● Population Density: The number of people in a set area, usually per square kilometre. ● Primary Sector: extractive sector. Taking raw materials from nature, such as farming, fishing and logging. ● Secondary Sector: manufacturing sector. Making things generally in a factory. ● Tertiary Sector: service sector. Providing services to people and other sectors, such as retail, education, health etc. ● Quaternary: research & development sector. Although really part of the Tertiary sector and in most companies, there are companies that specialise in finding new knowledge and new product ideas but not actually producing them. E.g., the British ARM company, designs silicon chips for most of the world's phone and computer manufacturers, licences them <p>➤ What is population density and how does it vary in the UK?</p> <p>The population density of the UK is 246 people per km². This makes the UK the third densest country in the EU with the Netherlands taking the number one spot with a density of 395 people per km².</p> <p>The UK is nine times denser than the US, which has a density of just 27 people per km². Compared with Bangladesh however (density 1,002 people per km²), the UK appears sparsely populated.</p>	<p>➤ What are the differences between the terms British Isles, United Kingdom and Great Britain?</p> <ol style="list-style-type: none"> 1. The British Isles are made up of: The island incorporating Ireland, and Northern Ireland, Scotland, England and Wales. 2. The United Kingdom includes: England, Scotland, Wales and Northern Ireland. 3. Great Britain is simply the land mass that incorporates England, Scotland & Wales. <p>➤ What are the main physical features of the British Isles?</p> <p>The UK has a varied landscape as the relief of the land changes in different parts of the country. Relief refers to the way the landscape changes in height. Upland areas are high above sea level. They are often (but not always) mountainous. Lowland areas are not very high above sea level. They are often flat. The shape of the landscape is largely determined by glaciation & rivers.</p> <ul style="list-style-type: none"> ● Upland areas are mainly found in Scotland - The Northwest Highlands, England - Lake District and Wales - Snowdonia. ● Lowland areas can be found in a range of places - The Wash (East Anglia and Lincolnshire) <p>➤ How does temperature and rainfall vary in the British Isles?</p> <p>Britain has a mild climate. It is in the temperate climatic zone; the main controls are: Prevailing winds, Latitude, Altitude, Distance from Sea and Ocean Currents.</p> <p>➤ How has Britain been populated by immigrants?</p> <p>The oldest settled populations only migrating here after the end of the glacial period some 25,000 years ago. The first agriculture in Britain 10,000 years ago was the result of migration of peoples bringing in new ideas and skills. Romans AD43-410; Angles, Saxons, Jutes etc from 420s through to 1066, with Vikings from 789 throughout the Anglo-Saxon Period and the Normans from 1066. Over the last 1000 years a slow but steady movement of people from Europe and beyond has made modern Britain. Key migrant populations from India, Africa, Eastern Europe and parts of the far east.</p> <p>➤ What kind of work do people do in the UK?</p> <p>At present in the UK, the sector breakdown is as follows; Primary: Around 1% Secondary: 18% Tertiary: 81%</p>

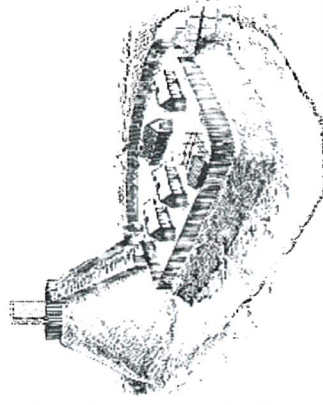
Use the historian Marc Morris get it right about significance of the Norman conquest.

Background information:

- In January 1066 King Edward the Confessor died without an heir.
- Harold Godwinson quickly became the monarch but his crown was contested by King Harald Hardrada from Norway and Duke William of Normandy.
- Harold Godwinson beat Hardrada at the Battle of Stamford Bridge near York in September 1066.
- Harold Godwinson was then defeated by William of Normandy on 14th October 1066 at the Battle of Hastings.
- William became known as the Conqueror and ruled England between 1066-1087.

Impact of Norman rule:

- Most of England's land was now owned by Norman Earls who swore an oath to King William.
- Norman Earls became very rich and powerful but no one was as rich or powerful as William.
- The Normans built motte and bailey castles across England and used them to control the countryside.
- More and more monasteries were introduced because the Normans were very religious.



Key terms:

Heir - next in line for the throne.

Monarch - King or queen in charge.

Oath - a promise of loyalty.

Baron / Earl - important Norman Lord.

Monk - a man who devoted his life to God.

Monastery - a place where Monks lived, worked and prayed.

Peasant - poor farm worker. 99% of people were peasants.

Harrying - burn or destroy.

Castle - building used to defend an area - see image.

Continuities after the Norman Conquest:

- People still travelled either on foot or by horse and cart.
- Housing and clothing stayed the same for 99% of the people. They lived in wooden huts and wore clothes.
- Farming methods stayed the same.
- Medicine and healthcare stay the same. Cures were made from herbs.

Changes to England after the Norman Conquest:

- French was spoken by Barons and Earls. Latin was used in government
- New motte and bailey castles were built across the country and used to keep control.
- Nearly all land was now owned by the Normans.
- Many cathedrals were re-built.
- New monasteries were also built.
- William was a very powerful king.



Marc Morris's interpretation of the significance of Hastings:

I agree with those historians who regard the Norman conquest as the single most important event in English history. Of course, they didn't change some things: villages, the arts or the economy. Other areas have been shown to have experienced dramatic change. Not only did they bring with them new forms of cathedral building, new castles, military techniques, a new ruling class and a new language of government (Latin), they also imported a new set of attitudes. The Conquest mattered because it altered what it meant to be English.

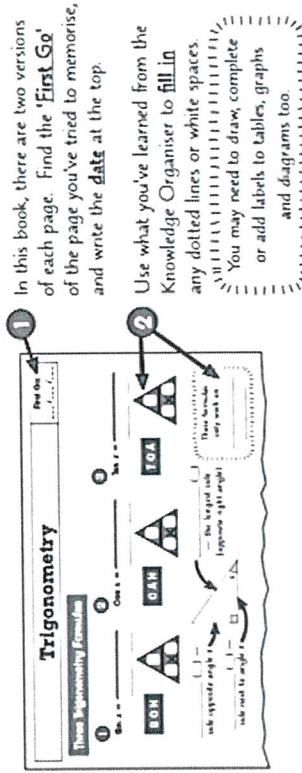
Year 7 Maths Knowledge Organiser

Make sure to read the pages that relate to the topic you're studying. To help you remember the key points, you can copy, say, cover and check. Once you think you have learnt the key knowledge, use the Knowledge Retriever book to test yourself. Look at the next page to see how to use the knowledge retriever book.

Term	Topics Taught	Knowledge Organiser Book Pages	Knowledge Retriever Book Pages
1	Negative Numbers	2	3, 4
	Order of Operations	2	3, 4
	Algebraic Expressions	13 (not multiplying brackets), 16, 17 (not rearranging formulas)	29, 30, 35-38
2	Fractions	7	15, 16
	Sequences (nth term)	18	41, 42
3	Number Theory	5, 6	9-12
	Area and Perimeter	41	97, 98
	Fractions and Decimals	8	17, 18
4	Percentages	32, 33	75-78
	Angle facts and angles in parallel lines	45, 46 (not interior and exterior angles of polygons)	107-110
	Expanding single brackets	13 (this is the at the bottom of the page)	29, 30
5	Forming and solving linear equations	15	33, 34
	Charts and Graphs	58, 59	139-142
	Averages	61, 62	145-148
6	Manipulating decimals	3, 4	5-8
	Rounding and approximation	7, 8 (not rounded or truncated measurements)	19-22
	Pythagoras Theorem	50 (not three trigonometry formulas)	119-120
7	Ratio	28, 29, 49 (map scales only)	65, 59, 117, 118
	Transformations	40	93, 94
	Volume of prisms	43 (Volumes of cuboids & prisms only)	101, 102
8	Plans & elevations	42 (Three projections only)	99, 100

How to Use This Book

Every page in this book matches a page in the Higher GCSE Maths Knowledge Organiser. Before using this book, try to memorise everything on a Knowledge Organiser page. Then follow these seven steps to see how much knowledge you're able to retrieve...



3 Use the Knowledge Organiser to check your work.

Use a different coloured pen to write in anything you missed or that wasn't quite right. This lets you see clearly what you know and what you don't know.

4 After doing the First Go page, wait a few days. This is important because spacing out your retrieval practice helps you to remember things better.

5 Now do the Second Go page.

The Second Go page is harder — it has more things missing.

6 Again, check your work against the Knowledge Organiser and correct it with a different coloured pen.

You should see some improvements between your first and second go.

7 Wait another few days, then try to recreate any methods, formulas, tables or diagrams from the Knowledge Organiser page on a blank piece of paper. You can also have a go at any example questions. If you can do all this, you'll know you've really learned it.

There are also Mixed Practice Quizzes dotted throughout the book:

- The quizzes come in sets of four. They test a mix of content from the previous few pages.
- Do each quiz on a different day — write the date you do each one at the top of the quiz.
- Tick the questions you get right and record your score in the box at the end.

Year 7 French Term 2 KO

Talking about what you study

j'aime I like
j'aime assez I quite like
je n'aime pas I don't like
je déteste I hate
j'adore I love
je préfère I prefer
mon ami aime my friend likes
mon ami n'aime pas my friend doesn't like
nous aimons we like

quand j'étais plus jeune when I was younger
j'aimais I used to like
à l'avenir in the future,
je voudrais étudier I would like to study

le français French
l'espagnol Spanish
le théâtre drama
la musique music
la géographie/la géo geography
l'histoire history
la technologie technology
l'anglais English
l'EPS PE
l'informatique ICT
les arts plastiques art
les maths maths
les sciences science

Opinions

c'est it is
ce n'est pas it is not
c'était it was
ce sera it will be
ce serait it would be
intéressant interesting
ennuyeux boring
facile easy
difficile difficult
génial great
nul rubbish
marrant fun/funny
on a beaucoup de devoirs we have lots of homework
le/la prof est sévère the teacher is strict
le/la prof est sympa the teacher is nice

Describing your timetable

aujourd'hui j'ai today I have
aujourd'hui on a today we have
hier j'avais yesterday I had
hier on avait yesterday we had
demain je vais avoir tomorrow I'm going to have
demain on va avoir tomorrow we are going to have
tout d'abord first of all
puis then
après avoir fait ça after having done that
finalement finally
à neuf heures at nine o'clock
à neuf heures et quart at quarter past nine
à dix heures cinq at five past ten
à onze heures moins cinq at five to eleven
à douze heures moins le quart at quarter to twelve
à trois heures et demie at three thirty

Describing your school day

le lundi on Mondays
le mardi on Tuesdays
le mercredi on Wednesdays
le jeudi on Thursdays
le vendredi on Fridays

à neuf heures at nine o'clock
le matin in the morning
l'après-midi in the afternoon
pendant la récré at break time
à l'heure du déjeuner at lunchtime

on a cours we have lessons
on n'a pas cours we don't have lessons
on a quatre cours we have four lessons
on étudie six matières we study six subjects
on bavarde we chat
on rigole we have a laugh
on mange à la cantine we eat in the canteen
on finit les cours à... we finish lessons at...
on est fatigué we are tired

je pense que I think that
je crois que I believe that
à mon avis in my opinion
je dirais que I would say that
mon ami/copain aime my friend likes
parce que because
Vraiment really
c'est du gâteau it's a piece of cake (easy)
Tout d'abord first of all
Puis then
Finalement finally

Key verbs

j'aime
quand j'étais plus jeune I'd like
je voudrais étudier
hier j'avais
demain je vais avoir
demain je voudrais avoir
Je mange
j'ai mangé
je mangeais
je vais manger



Talking about food

je mange I eat
tu manges you eat
il/elle/on mange he/she/one eats
nous mangeons we eat
vous mangez you (pl) eat
ils/elles mangent they eat
je ne mange pas I don't eat

hier j'ai mangé yesterday I ate
plus tard je vais manger later, I'm going to eat
du fromage cheese

du poisson fish
du poulet chicken
du steak haché beefburger
du yaourt yoghurt
de la pizza pizza
de la purée de pommes de terre mashed potato
de la glace ice cream
de la mousse au chocolat chocolate mousse
du gâteau cake
des crudités chopped raw veg
des frites chips
des haricots verts green beans

Year 7	Religious Studies	Term 2	Knowledge Organiser	Topic: Introduction to Christianity	Who is Jesus?
--------	-------------------	--------	---------------------	-------------------------------------	---------------

Key Words	Topics	Essential Knowledge
<p>Incarnation: Becoming flesh, taking a human form.</p> <p>Crucifixion: An ancient form of execution in which a person is nailed to the cross.</p> <p>Parable: A parable is similar in style to a fable, which is a short story, written to give a message or a moral.</p> <p>Baptism: The ritual through which people become members of the Christian church.</p> <p>Good Friday: This day is remembered today by Christians. It was the day Jesus was nailed to the cross.</p> <p>Easter Sunday: Jesus rose from the dead after three days</p> <p>Ascension: This is 40 days after Jesus rose from the dead, and he had appeared to all his disciples and the people then he returned to God in Heaven.</p> <p>Trinity: The belief that there are three persons in one God. God the Father God the Son God the Holy Spirit.</p> <p>Festival: A Day or period of celebration for religious reasons.</p>	<p>1. Who was Jesus? The Incarnation.</p> <p>2. The Crucifixion of Jesus</p> <p>3. The Resurrection of Jesus.</p> <p>4. The Christian belief about God... The Trinity.</p> <p>5. Festivals in Christianity</p>	<p>Who was Jesus: Jesus was born in Bethlehem. At that time most of the people living there were Jewish. Jesus was born and raised as a Jew. He spent most of his adult life preaching and teaching about God and healing the sick. According to the Bible, Jesus Christ in the incarnate word of God, fully human and fully divine, creator and saviour of the world. He is the founder of Christianity. The Romans and Jewish community claimed that he was creating trouble, so he was captured and nailed to the cross, atoning for the sins of humanity.</p> <p>Jesus was crucified. This day is remembered today by Christians through a day in the Christian calendar called Good Friday. After three days he rose from the dead. This day is called Easter Sunday.</p> <p>Ascension: This is 40 days after Jesus rose and he had appeared to all his disciples and the people, then he returned to God in Heaven. Jesus' crucifixion, resurrection and ascension are remembered today at certain times during the year. Christians celebrate these days with special services in Churches. Christians remember Jesus and what he did for the faith. Crucifixion is celebrated with Christian churches today trying to carry out what happened on the day. Easter eggs are used to celebrate his resurrection and the beginning of a new life in Christianity. The Trinity is the belief that there are three persons in One God. Christians believe God to be three persons in one. The Trinity: God the Father, God the Son (Jesus) and God the Holy Spirit. God the Father-the creator and sustainer of all things, God the son- the incarnation of God as a human being, Jesus Christ on earth and God the Holy Spirit- the power of God, which is active in the world, drawing people to God. The Trinity is the key idea in Christianity.</p> <p>There are two main festivals in Christianity: Christmas and Easter. Christmas is the day commemorating the incarnation, the birth of Jesus. This is the day Mary gave birth to Jesus in Bethlehem and laid him in a manger. Easter is the festival celebrating the resurrection of Jesus from the dead. This is the most important celebration for Christians, it celebrates the victory of Jesus over death. The week leading up to the resurrection is known as the Holy Week. Special services are held in Churches such as Palm Sunday, Maundy Thursday and Good Friday.</p>

Knowledge Organiser

Department: Science	Year: 7
Term: 1 & 2	Topic: Olympics – Preparation and diet
Key Words	Key Words
<p>Carbohydrates: nutrients that provides energy and are contained in starch and sugars.</p> <p>Lipids: nutrients that provide a store of energy and insulate the body.</p> <p>Proteins: nutrient used for growth and repair, contained in meat, fish and dairy products.</p> <p>Vitamins: essential nutrients, named of alphabet letters, needed in small amounts to keep you healthy.</p> <p>Minerals: essential nutrients, such as iron and calcium ions, needed in small amounts to keep you healthy.</p> <p>Balanced diet: a diet that includes all the necessary nutrients in the right amounts.</p> <p>Benedict's solution: a blue solution used to test for simple sugars like glucose.</p> <p>Biuret solution: a blue solution used to test for proteins.</p> <p>Iodine solution: an orange yellow solution used to test for starch.</p> <p>Joules: the unit used to measure energy.</p> <p>Energy: the quantity needed for work to be done.</p> <p>Chemical energy: the stored energy found in food, fuels and batteries.</p> <p>Thermal energy: the energy found in objects that give off heat in the form of infra-red radiation.</p> <p>Kinetic energy: the energy of a moving object.</p> <p>Elastic energy: the energy stored in a material when it is stretched or compressed.</p> <p>Gravitational potential energy: the energy stored in an object when it is lifted above the ground.</p> <p>Nuclear energy: the energy released when atoms are split or fused together.</p> <p>Dissipated: energy that is 'wasted' after being released into the environment, usually in the form of heat.</p> <p>Malnutrition: the condition caused by having too little or too much of the necessary nutrients.</p> <p>Obese: extremely overweight.</p> <p>Deficiency: a condition caused by having a lack of nutrients such as minerals or vitamins.</p> <p>Bone marrow: soft tissue in the middle of bones that function to produce blood cells.</p> <p>Skeleton: all the bones in the body of a vertebrate.</p> <p>Ligaments: strong, flexible tissues that join two bones together.</p> <p>Cartilage: strong, flexible, smooth tissue that covers the ends of bones to prevent them rubbing together.</p> <p>Aerobic respiration: the chemical reaction where glucose reacts with oxygen to release energy, carbon dioxide and water.</p> <p>Anaerobic respiration: a chemical reaction where glucose reacts to release energy, without using oxygen.</p> <p>Respiration: a chemical reaction where carbohydrates, lipids or proteins react to release energy.</p> <p>Reactants: starting substances that react to form new substances in chemical reactions.</p> <p>Products: substances that are made in chemical reactions after the rearrangement of atoms.</p> <p>Plasma: the liquid part of blood that transports blood cells and dissolved substances around the body.</p> <p>Haemoglobin: a chemical in red blood cells that carries oxygen.</p> <p>Oxygen debt: extra oxygen needed after anaerobic respiration to break down lactic acid in muscle tissue.</p> <p>Lactic acid: a chemical substance produced by anaerobic respiration in muscles that causes cramps.</p> <p>Inhale: breathe in, to take in oxygen.</p> <p>Exhale: breathe out, to remove carbon dioxide.</p> <p>Trachea: the structure through which air travels from the mouth to the lungs</p> <p>Bronchiole: one of many small tubes in the lungs that air passes through between the bronchi and alveoli.</p> <p>Bronchus: one of two tubes in the lungs that air passes through between the trachea and the bronchioles.</p> <p>Alveolus: an air sac inside the lungs in which gas exchange takes place with the blood.</p> <p>Diaphragm: a sheet of muscle at the bottom of the chest cavity used in breathing.</p> <p>Gas pressure: the force exerted by gas particles on surfaces.</p> <p>Atmospheric pressure: the pressure exerted by the air on objects.</p>	<p>Density: the mass of a material within a certain volume.</p> <p>Volume: the quantity of space occupied by the particles in a material.</p> <p>Ethanol: a chemical substance found in alcoholic drinks produced by the process of fermentation.</p> <p>Drugs: a chemical substance that affects the way the body works.</p> <p>Addiction: a condition where a drug or other substance is needed by the body for it to function normally.</p> <p>Withdrawal symptoms: unpleasant symptoms people with addictions suffer when they stop taking a drug.</p> <p>Depressant: a drug that slows down the body's reactions by affecting the nervous system.</p> <p>Stimulant: a drug that speeds up the body's reactions by affecting the nervous system.</p> <p>Units of alcohol: a measurement of alcoholic drinks equivalent to 10ml of pure ethanol.</p> <p>Tar: a black sticky material in cigarettes that contains cancer causing chemicals.</p> <p>Nicotine: an addictive drug found in cigarettes that acts as a stimulant.</p> <p>Carbon monoxide: poisonous gas that stops the blood from carrying as much oxygen as it should.</p> <p>Passive smoking: breathing in other people's cigarette smoke.</p>
Key Diagram	