WILMINGTON
GRAMMAR SCHOOL FOR BOYS

Knowledge Organisers
Year 7 – Term 3

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 3'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, our existing 'Making Knowledge Stick' techniques and a couple of new ones 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.

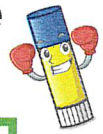
If you have everything correct, tick your work with a green pen.

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!

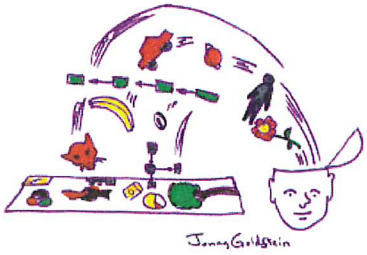
Build a 'MEMORY PALACE' (also known as method of loci; memory journey and mind palace technique): **This memory aid was created thousands of years ago by the ancient Greeks. It's used by world record-holding memory champions (and Sherlock Holmes!) With a little planning and practice, you can build a 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!**

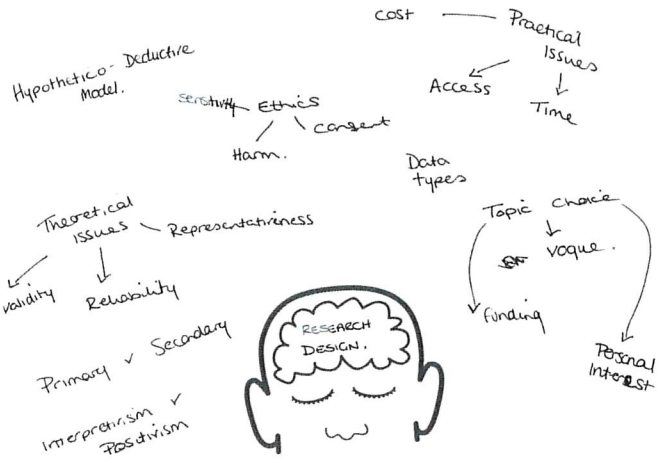
How?

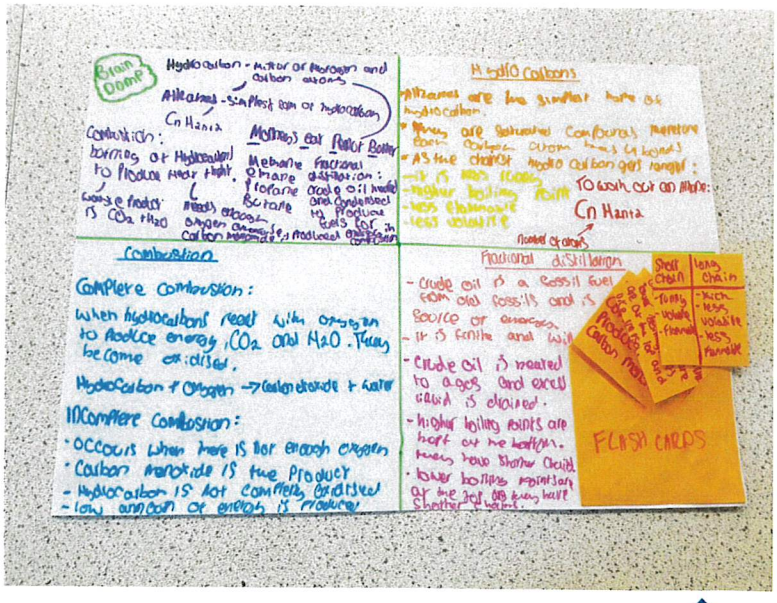


- Take a blank piece of paper
- Write down (DUMP!) everything you know about the topic
  - No books
  - No notes
  - Be as messy as you like
- Time limit of 2 minutes
- After, put a star next to the things you think will be useful to revise.
- If you are unsure of anything you have written, try to explain 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!

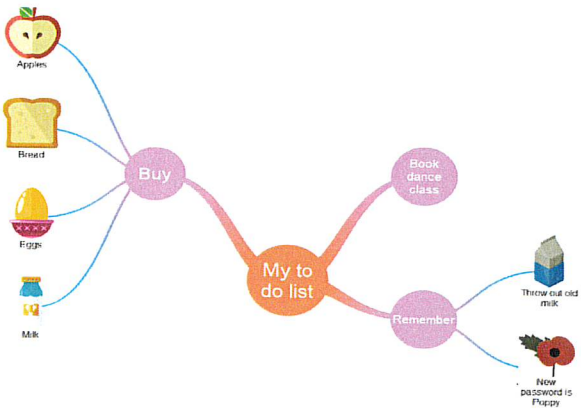
How?

- 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*):

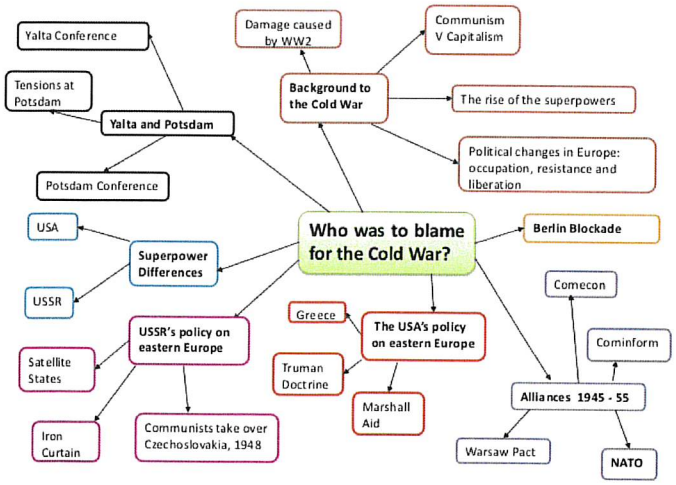
!!!The more creative, the better! Mind mapping can benefit memory retention when we create maps that involve association… The more imaginative and tailored an idea is to an individual, the more it will benefit their memory!!! … As a simple example, let's work to remember a small 'to do' list:

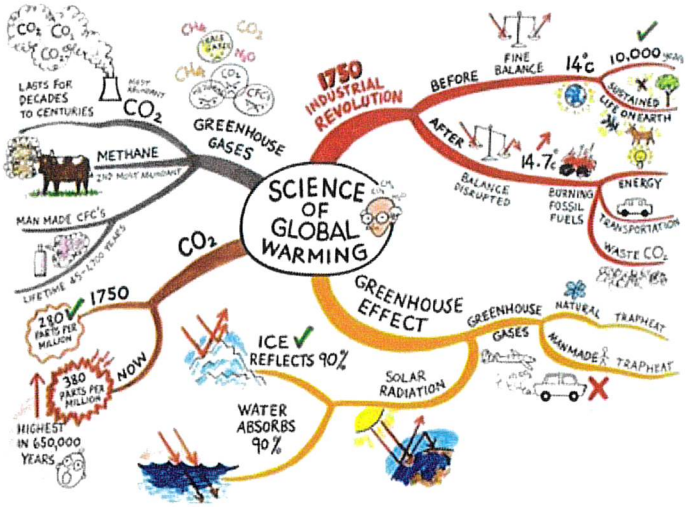
- Buy apples
- Throw out old milk
- Remember the Internet password is now 'Poppy'
- Book a dance class

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:

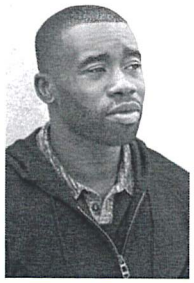


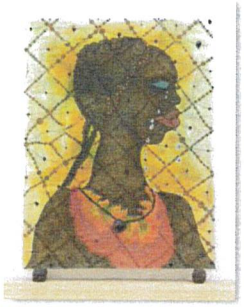


Top tips!

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.

Chris Ofili

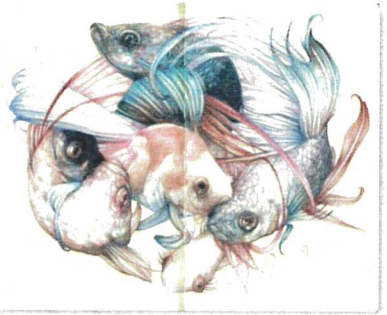




MARCO MAZZONI

MARCO MAZZONI FACTS

Born in **1982** in **TORTONA, ITALY**
Only ever uses **coloured pencils** on paper in his work.
His process involves working **lightly** to begin with and **gradually** building up **layers** of **colour.**



Chris Ofili facts

Chris Ofili was born in **Manchester** in **1968**.
He studied Art in London, including at the **Royal College of Art.**
At just 30 he became the first Black artist to win the prestigious **Turner Prize**, with the painting **'No Woman, No Cry'**
Ofili lived and worked in London for many years but now divides his time between the **Caribbean, London and New York.**
Ofili's works are usually **large scale paintings** rich with **colour** and **pattern** but he has also produced a small series of watercolour paintings of birds

Year 7 Art Knowledge Organiser Term 3 & 4

HENRY MOORE FACTS

Henry Moore is famous for **his sculptures of people with bumpy forms and hollow spaces in their bodies.**
As well as bumps and hollows **he used flowing, abstract shapes** in his sculptures.
Henry Moore was born in **Castleford, Yorkshire, England in 1898.**
He was **a teacher and was in the army** before going to **Leeds School of Art** to learn to become a sculptor.
He was **inspired by nature.** He sketched **the hills near where he grew up.**
He collected **interesting stones, animal bones and tree roots** on his regular walks in the countryside.
He used these **bumpy, twisted natural forms to inspire his sculptures.**

HENRY MOORE

APRIL COPPINI FACTS

Born **Rochester, New York 1972**
Moved to **Portland, Oregon in 1995** and still lives there now with her family – **3 children, 11 chickens, 2 cats and a dog called Duke.**
Most of April Coppini's works are **charcoal drawings of animals.**
She has a **deep love and respect for the natural world** and is **worried about the impact of humans on the natural world.**

APRIL COPPINI

Year 7 **Computer Science** **Term 3** **Topic: Modelling Data**

Key Words and Phrases
Spreadsheets - A program that can display and process data (including numbers and text) in a structured way. **Rows and Columns** – Divide each table up into individual cells. **Cells** – Each cell in a table can be identified using the column letter and row number as coordinates. **Formulas** – An instruction to the computer to process data held in specific cells. It always starts with the = sign. **Functions:** - **SUM** – Adds up numbers in a cell range - **MAX** – Finds the largest value in a cell range - **MIN** – Finds the smallest value in a cell range - **AVERAGE** – Finds the mean of numbers in a cell range - **IF** – Checks if data matches a condition, the result depends on the match being true or false. - **VLOOKUP** – Displays data from a table in another part of the spreadsheet **Charts** – Displays data in a visual way, these include Bar Graphs, Line Graphs, Scatter Graphs and Pie Charts **Sort** – Arranges the data into a more suitable order eg. Highest to lowest, alphabetically **Filter** – Shows only the data that the user has specified. **Conditional Formatting** –The format of a cell is automatically changed if its contents meet certain conditions.
National Curriculum Links - I can design, use and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems - I can undertake creative projects that involve selecting, using and combining multiple applications to achieve challenging goals, including collecting and analysing data and meeting the needs of known users.

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

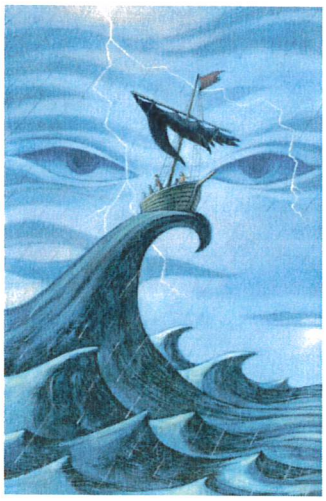
Keyword	Definition
Aeration	Incorporating air into a mixture to give a light fluffy texture.
Al dente	Typically pasta cooked so as to be firm when bitten
Antibacterial	To prevent the growth or spread of bacteria
Au gratin	Sprinkled with breadcrumbs or grated cheese and browned
Bacteria	Microscopic organisms 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

WILMINGTON GRAMMAR SCHOOL FOR BOYS

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 Information Spring 1



1. Alonso, the king of Naples, is returning from his daughter's wedding in Tunis. He is accompanied by his son, Ferdinand, his brother, Sebastian, and Antonio, the Duke of Milan. An old Milanese courtier, Gonzalo, is also on board. The ship is wrecked in a storm (caused by Prospero) and all the passengers and crew are thrown into the furious sea.

2. Prospero, the former Duke of Milan, and his fifteen year-old daughter, Miranda, are watching the shipwreck from an island. He tells her, for the first time, how they came to be on the island. Twelve years before, when he had been Duke of Milan, his brother Antonio had usurped him (took his dukedom), but with Gonzalo's help, he had escaped in a small boat with his baby daughter, Miranda, and his library of books about magic.

3. They had ended up on the island and Prospero had turned the only inhabitant, Caliban, a deformed and savage creature, into his slave.

4. There are also spirits on the island. One of them, Ariel, had been imprisoned in a tree trunk by Caliban's mother, the witch, Sycorax, who had then died. Prospero used his magic abilities to rescue him, and he made the spirit swear to serve him.

5. The ship's passengers are cast upon the island unharmed, and even their clothes are not wet or damaged. Alonso believes his son to be dead, but Ferdinand has landed on another part of the island. He encounters Miranda and they fall in love at first sight. He is the first man, apart from her father and Caliban that she has ever seen. Prospero puts Ferdinand to work manually, controlling all his movements with magic.

6. Ariel pesters Prospero for his freedom and Prospero promises it once he has done some things for him, regarding the newcomers.

7. Ariel leads the party towards Prospero's cell. During this journey, Antonio and Sebastian plan to kill Alonso so that Sebastian can be king.

8. Two other members of the party, Trinculo, the court jester, and Stephano, a boisterous butler, are also wandering about on the island. Caliban recruits them to help him overthrow Prospero. They all get drunk then set off for Prospero's cell. Ariel reports the plot to Prospero.

9. Prospero has released Ferdinand and given his blessing to the marriage of the two young people.

10. When the three would-be usurpers (Trinculo, Stephano and Caliban) arrive at his cell, they are distracted by some brightly coloured clothes that have been hung out for them, then they are chased away by a band of spirits who have taken on the form of dogs. Ariel brings the party to the cell.

11. Prospero renounces his magic and reveals his true identity to the group. He forgives his brother and prepares to return to Milan to resume his dukedom.

12. Miranda and Ferdinand are betrothed to be married. Sailors arrive and announce that the ship hasn't been wrecked after all and is safely anchored off the island.

13. Ariel is set free. Caliban and the drunken servants are also forgiven.

14. There is a final celebration of their reunion, they all head back to Milan, on the boat Prospero breaks his magic staff and throws it in the sea.

Year 7 English Knowledge Organiser Term 3: Myths and Legends

Key Terms

Aetiological (adj.) serving to explain something by giving a cause or reason for it	**Vengeance (n.)** an act of revenge for an injury or wrong carried out.	**Allusion (n.)** allusion is an expression or phrase designed to call something to mind without mentioning it explicitly. This will be understood as a result of a people knowing stories, e.g. calling someone a Grinch.	**Anthropomorphism (n.)** a god, animal or object with human characteristics	**Apocalypse (n.)** a cataclysmic event; end of the world	**Archetypal (adj.)** typical of a certain person or thing
Hubris (n.) excessive pride towards or defiance of the gods, leading to nemesis	**Legend (n.)** a story handed down from earlier times whose truth has been ascertained	**Metamorphosis (n.)** to undergo a change of some kind	**Moral (n.)** a lesson learned as a result of a story or experience	**Mortal (adj.)** a living human being, often in contrast to a divine being or gods	**Mysticism (n.)** the belief in or experience of a reality surpassing normal human understanding or experience
Prophecy (n.) the revelation or foretelling (of something, esp a future event) by or as if by divine inspiration	**Stereotypical (adj.)** a fixed idea about a particular type of person or thing	**Myth (n.)** a traditional story that explains, provides a moral, or marks a historical event	**Epic (n.)** a long poem, typically from ancient tradition, narrating the deeds and adventures of heroic figures	**Nemesis (n.)** consequences to actions, usually final or fatal	**Heroism (n.)** bravery or courage; to live by the heroic code

Connectives

Time connectives	Reinforcing connectives	Opposition connectives	Cause and effect connective
Then	And	But	Because
Before	After all	On the other hand	Therefore
Eventually	Furthermore	Whereas	Consequently
First	Moreover	Nevertheless	As a result
Meanwhile	In addition	Although	So
In the end	Also	In contrast	When

Department: Geography	Year: 7
Term: 3	Topic: Restless earth

Key Words

- **Basalt** – a type of rock (usually volcanic) of which the oceanic crust is made.
- **Granite** – a type of rock of which continental crust is made.
- **Continental crust** – a lighter rock which forms the continents of the world which varies in thickness and is about 30km on average.
- **Convection current** – heat carrying currents of hot rock within the mantle.
- **Convergent** – describes the type of continental plates e.g., Nazca and South-American plates that are moving toward one another.
- **Conservative** – describes the type of continental plates e.g., North American and Pacific plates that are moving past one another
- **Continental Drift –** the movement of continents and tectonic plates, which is driven by convection currents in the mantle.
- **Crust** – the solid, rocky shell layer (lithosphere) over the mantle around the Earth, upon which sit continents and oceans.
- **Destructive-** describes the type of plate boundary where one tectonic plate sinks and melts into the mantle.
- **Divergent –** also known as a **Constructive plate boundary** describes the type of plate boundary where tectonic plates e.g., Eurasian and North America plates are moving away from each other.
- **Fault** - like a fissure (crack), this is a split in the rock; in plate tectonics this is where the plates are moving e.g., the San Andreas Fault
- **Fissure –** a narrow opening in the Earth`s crust caused by splitting (e.g. because of tectonic plate movement)
- **Focus –** the location deep in the Earth's crust where earthquake's start
- **Fold mountains –** where continental crust gets squeezed up to form mountain ranges e.g. The Himalaya's
- **Himalayas -** the highest mountain range in the world located in Asia.
- **Inner core –** the centre of the Earth, which consists of mainly iron and a little nickel and is around 6000°C
- **Lava –** above ground liquid rock
- **Lithosphere –** the crust and upper mantle together.
- **Magma –** liquid rock within the Earth's mantle
- **Mantle –** forms about half of the Earth and is roughly about 2830km in depth; made of heavier rock of which the upper mantle is hard and lower mantle is soft and runny in places.
- **Marianas Trench -** a scar in the Earth's crust located in the western Pacific, more than 1,500 miles long and 43 miles wide on average. The trench's deepest point—the Challenger Deep, is nearly 7 miles (11 km – further than the height of the tallest mountain in the world by a mile!)
- **Mid-Atlantic ridge -** is a mid-ocean ridge, a divergent (or constructive plate boundary) located along the floor of the Atlantic Ocean forming a large mountain range

Key Learning Concepts/Facts

- **Sedimentary**: rock created from deposited layers.
- **Igneous**: rock created from lava/magma.
- **Metamorphic**: sedimentary/igneous changed by heat and pressure.
- **Nazca plate -** is an oceanic tectonic plate in the eastern Pacific Ocean basin off the west coast of South America
- **Oceanic crust –** is made up of **basalt** and a denser section of the Earth's crust which is about 5km thick on average.
- **Oceanic ridge -** underwater mountain range created at a divergent plate boundary e.g., Mid-Atlantic ridge.
- **What are tectonic plates - why do they move?** Tectonic plates are fragments of the Earth's crust. The upper mantle and lower crust form the lithosphere which moved because of the heat-carrying convection currents rise and fall within the mantle. The plates are continually moving. The intense heat from the Earth's core drives this movement.
- **Wegener theory** – another term for Continental drift theory that explains how continents shift position on Earth's surface. Due to Alfred Wegener, a geophysicist and meteorologist, continental drift also explains why look-alike animal and plant fossils, and similar rock formations, are found on different continents.
- **What happens at the boundaries between tectonic plates?** Hazards will occur such as earthquakes, volcanoes and tsunami. This is caused by the rock cracking or shifting. The movement causes seismic waves or liquid rock to rise to the Earth's surface. This is why earthquakes and volcanoes often occur together forming a pattern.
- **How is the global pattern of earthquakes and volcanoes linked to the earth's plates**? Earthquakes and volcanoes don't just happen anywhere; they occur along the edges of plates and tend to occur along lines.
- **Oceanic trench -** long, narrow depressions on the seafloor which form the deepest parts of the ocean that can occur at convergent plate boundaries e.g., Marianas trench.
- **Outer core - the** outer section of the centre of the Earth, which consists of mainly iron and a little nickel and is a liquid rock.
- **Plate tectonics - term** used to describe the Earth`s crust is fragmented into tectonic plates that float on the mantle.
- **Plate margins or boundary –** the area where two or more tectonic plates meet, and where many hazards such as earthquakes, volcanoes and mountain building can be found.

Year 7 - Term 3 KO – 'The Islamic Empire was intolerant of other faiths'

What was the Golden Age of Islam?

The religion of Islam began in 610AD when Muhammad received the first revelations of the Qur'an. Following Muhammad's death, the Rashidun Caliphate began. Soon after, the Umayyan Caliphate took over, but this ended in 750AD when the Abbasid Caliphate took control. The Abbasids remained in control until 1258AD. The period between 750AD and 1258AD was known as The Golden Age of Islam.

Key Vocabulary:

AD: AD is used to show dates after the birth of Jesus.
Caliph: spiritual leader of Islam, former Muslim rulers of Baghdad.
Caliphate: the land ruled by a Caliph.
Concurrent: happening at the same time.
Conquer: to get/gain by force; to win by fighting.
Empire: a large area made up of different societies all ruled by one leader.
Mosque: a place of worship for Muslims
Scholar: a person who knows a great deal about a subject.
Silk Road: a network of historical trade routes that connected China and the Far East with countries in Europe and the Middle East.
Trade: the action of buying and selling goods or services.

What was Baghdad like?

Baghdad was a round city. It was built like this so that everywhere was the same distance from the **Caliph** at the centre. This was also where all the important buildings were. Situated between two rivers, it was at the centre of the world's great **trade** routes and therefore the Caliph was extremely **wealthy**. The rich had access to many of the luxuries we do today: **libraries**, schools, a wide variety of international food and well-lit streets due to links with other countries. They were able to take part in a variety of different activities for **pleasure**.

Growth of Islam: Early Islam began in **Makkah** (**Mecca**) but grew quickly. From the mid-600s, the Islamic Empire spread throughout the Middle East, west across **North Africa** and **Spain**, and east as far as present-day **India**. The Islamic Empire flourished with trade, invention and innovation.

Why was Baghdad significant?

Baghdad was the **largest** city in the world, with a population of **1 million**. It was the centre of **culture** and **learning**, one reason why it was named The Golden Age of Islam. **The House of Wisdom** was found in Baghdad, a place where classical works were translated into Arabic. It was at the forefront of medicinal, mathematical and scientific **advancements** of the age. The Baghdad scholars developed the number system we use today, with the use of zero and the decimal point. Algebra was also developed during this time.

610 AD The religion of Islam begins.	**630** Muhammad gains control of Mecca and it becomes the centre of the Islamic world.	**632** Muhammad dies and is succeeded by Abu Bakr. The Rashidun Caliphate begins.	**634-661** There are three more Caliphs known as the 'Rightly Guided'. The last is killed in 661 AD.	**711** The Islamic army enters Spain, soon taking control of most of that area before pushing into France, where eventually they are defeated.	**750** The Abbasid Caliphate takes control.	**762** The city of Baghdad is founded and becomes the capital city.	**786-809** Caliph Haroun Al-Rasheen reigned, and during this time, the House of Wisdom was constructed.	**1025** Ibn Sina completes his encyclopaedia of medicine. This becomes the standard medical textbook in Europe and the Middle East for centuries.	**1258 AD** The Mongol army sacks the city of Baghdad, destroying much of the city and killing the Caliph.

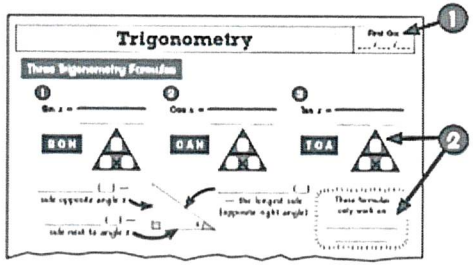
Year 7 Maths Knowledge Organiser

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.

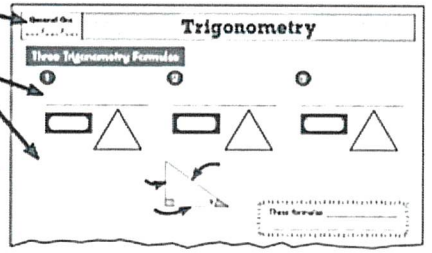
Term	Topics Taught	Knowledge Organiser Book Pages	Knowledge Retriever Book Pages
1	Negative Numbers	2	3,4
	Order of Operations	2	3,4
	Algebraic Expressions	13 *(not multiplying brackets)*, 16, 17 *(not rearranging formulas)*	29, 30, 35-38
	Fractions	7	15, 16
2	Sequences (nth term)	18	41, 42
	Number Theory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



1. In this book, there are two versions of each page. Find the '**First Go**' of the page you've tried to memorise, and write the **date** at the top.
2. Use what you've learned from the Knowledge Organiser to **fill in** any dotted lines or white spaces.
   You may need to draw, complete or add labels to tables, graphs and diagrams too.
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.



8. Again, check your work against the Knowledge Organiser and **correct it** with a different coloured pen.
   You should see some **improvement** 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 3 KO

avec mon ordinateur with my computer
avec mon portable with my mobile phone
tous les jours every day
tous les soirs every evening
une fois par semaine one time per week
deux fois par semaine two times per week
je joue à des jeux vidéo I play video games
je surfe sur internet I surf the internet
je tchatte sur Whatsapp I chat on WhatsApp
je regarde des clips vidéo I watch video clips
je télécharge de la musique I download music
j'envoie des SMS I send SMS
je parle avec mes amis I talk with my friends
j'envoie des e-mails I send e-mails

Sport + jouer
je joue I play
je ne joue pas I don't play
quand j'étais plus jeune, je jouais when I was younger I used to play
hier j'ai joué yesterday I played
je voudrais jouer I would like to play
au basket basketball
au billard snooker
au foot football
au hockey hockey
au rugby rugby
au tennis tennis
au tennis de table table tennis
au volleyball volleyball
au netball netball

Sport + faire
je fais I do
je ne fais pas I don't do
quand j'étais plus jeune, je faisais when I was younger I did
hier j'ai fait yesterday I did
je voudrais faire I would like to do
du judo judo
du parkour parkour
du patin à glace ice-skating
du roller roller skating
du skate skateboarding
du vélo cycling
de la danse dancing
de la gymnastique gymnastics
de la natation swimming
de l'équitation horse-riding

Talking about what you like to do
le soir in the evening
le weekend at the weekend
le samedi matin on Saturday morning
j'aime I like
quand j'étais plus jeune, j'aimais when I was younger, I used to like
le weekend prochain, je voudrais next weekend, I would like to
hier j'ai dû yesterday I had to
hier j'ai voulu yesterday I wanted to
retrouver mes amis en ville to meet my friends in town
regarder la télévision to watch TV
jouer à des jeux vidéos to play video games
faire les magasins to do shopping
faire du sport to do sport
jouer au foot to play football
traîner avec mes copines to hang out with my friends
téléphoner à mes copines to phone my friends
surfer sur Internet to surf the internet
tchatter sur Whatsapp to chat on Whatsapp
parler avec mes amis to talk with my friends

ADJECTIVES
c'est it is
c'était it was
ce sera it will be
amusant fun
ennuyeux boring
chouette excellent
génial great
pratique practical
nul rubbish
passionnant exciting
stupide stupid

Weather
quand il fait beau when it's nice weather
quand il fait chaud when it's hot
quand il pleut when it rains
quand il fait froid when it is cold
en hiver in the winter
en été in the summer

Key Verbs
je joue I play
tu joues you play
il/elle/on joue he/she/we play(s)
nous jouons we play
vous jouez you (pl) play
ils/elles jouent they play
je fais I do
tu fais you do
il/elle/on fait he/she/one does
nous faisons we do
vous faites you (pl) do
ils font they do
Je jouais I used to play
hier j'ai joué yesterday I played
je voudrais jouer I would like to play
Je faisais I used to do
hier j'ai fait yesterday I did
je voudrais faire I would like to do

✓ ✓

je dois dire que I have to say that
je dirais que I would say that
ma mère/mon père/mon copain dit que my mum/dad/friend says that
puisque since
En plus furthermore
Cependenat however

Year 7	Religious Studies	Term 3	Knowledge Organiser	Topic:	Introduction to Hinduism

Key Words	Topics	Essential Knowledge
Brahman: The supreme God in Hinduism. **Reincarnation**: Belief of someone being reborn into a different body or any living thing. **Karma:** The consequence of a person's actions. **Brahma**: The creator god. **Vishnu**: The preserver god. **Shiva**: The destroyer god. **Mandir**: Hindu place of worship. **Diwali**: The festival of light. **Holi**: The festival of spring. **Puja**: Hindu worship at home. **Polytheistic:** The belief in many gods. **Monotheistic**: The belief in one God.	**Origin and What do Hindus believe?** **Hindu beliefs about God and Hindu gods.** **How do Hindu's worship? and where? Mandir and home** **Hindu festival Diwali. How and why, it is celebrated. Holi festival: how and why it is celebrated?** **Religious leader in Hinduism Mahatma Gandhi**	Hinduism originated around the Indus Valley near the River Indus in modern day **Pakistan**. About 80% of the Indian population regard themselves as Hindu. Most Hindus believe in a Supreme God, whose qualities and forms are represented by multitude of deities. Hindus recognise one God, Brahman. Hindu believe living a perfect life free from the cycle of life and they also believe that they can be reborn again into another living thing. Hinduism is the oldest of the major world religions. The name 'Hindu' comes from an old name for people who lived in part of northern India. Hindus believe in Reincarnation and Karma. Hindus believe that **Brahman** is in everything. Brahman is like salt dissolved in water. Hindus believe that Brahman is beyond their understanding, so the different gods and goddesses help them to understand various aspects of Brahman. Three of the Hindu gods are known as the **Trimurti**. **Brahma**, who creates the universe, **Vishnu**, who preserves the universe, **Shiva**, who destroys the universe. Hindus believe in the concept of karma. Karma is the law of cause and effect. Hindus believe that good actions lead to good karma and bad actions lead to bad karma. They believe in one supreme God, they believe they must live a perfect life so that they are free from the cycle of life, Finally, they believe that they can be reborn again into another living thing. Hindus worship in a temple called a **Mandir**. Mandirs vary in size from small village shrines to large buildings, surrounded by walls. People can also visit the Mandir at any time to pray and participate in the **bhajans** (religious songs). Hindus also worship at home and often have a special room with a shrine to gods. Hindu worship is called **puja**. A statue or image is often used as a focus, and these are sometimes called murtis (meaning forms). During puja offerings of fruit and sweet foods are made to the deity There are two main festivals in Hinduism: All the various Hindu gods and goddesses have celebrations associated with their stories. Two most common loved festivals are Diwali and Holi. **Diwali** is known as the festival of lights and lasts for five days in October or November. It celebrates the famous story of Rama and Sita defeating the evil ten-headed demon king Ravana. It is a reminder of the victory of good over evil. **Holi** is known as the festival of colours. It is celebrated in the spring at new moon and lasts two days. Holi remembers the story of Prince Prahlad, who was a Vishnu devotee, and his victory over the demon girl Holika. It signifies the triumph of good over evil. Mahatma Gandhi: He was a famous Hindu. He was an important leader in India at the time when the country was becoming independent, and he did much to shape the way Hindus thought about themselves. Gandhi left a great legacy of non-violence. He famously said 'An eye for an eye...and soon we shall be blind' to show that violence was not the answer.

Knowledge Organiser

Department: Science - **Olympics – Venues and equipment**

Year: 7

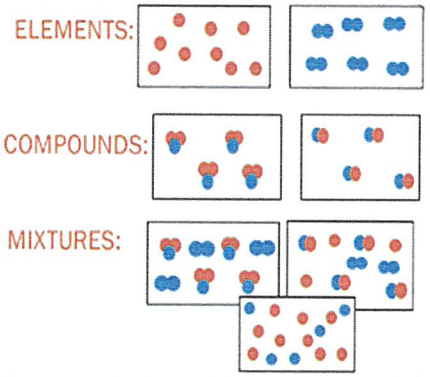
Key Words

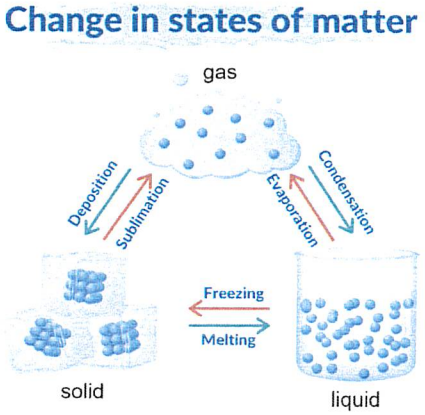
Materials: the different types of stuff that things are made from.
Substance: a material that has the same properties all the way through.
Particles: the tiny things, such as atoms, molecules or ions, that materials are made from.
Mixtures: materials made of different substances that are not chemically joined together.
Element: a substance made up of only one type of atom.
Compound: a substance made up of atoms of two or more elements that are chemically joined together.
Atom: the smallest part of an element that can exist / a neutral particle that makes up materials.
Molecules: particles made of a group of two or more atoms chemically joined together.
Properties: the appearance and behaviour of a substance or material.
States of matter: the arrangement of particles in a substance, for example solid, liquid or gas.
Freezing: the change of state from liquid to solid
Melting: the change of state from solid to liquid.
Boiling: the change of state from liquid to gas that occurs throughout the liquid, forming bubbles of the gas of the substance.
Evaporation: the change of state from liquid to gas that occurs at the surface of the liquid and can happen at any temperature of the liquid.
Melting point: the temperature at which the bulk of a solid turns into liquid.
Boiling point: the temperature at which the bulk of a liquid turns into vapour.
Condensation: the change of state from gas to liquid.
Ores: rocks that contain enough metal to make extraction economically viable.
Chemical symbol: a one or two letter code for an element used by scientists in all countries.
Chemical formula: a code that shows the relative numbers of each element in a compound, formed of chemical symbols and often numbers.
Fossil fuel: a fuel made from the remains of plants and animals that died millions of years ago.
Combustion: the process of burning, in which a substance reacts quickly with oxygen to produce heat and light.
Non-renewable: a source of energy that has a limited supply as it cannot be easily made or gathered again.
Decomposition: a chemical reaction in which one substance breaks down into two or more substances.
Metals: elements found on the left-hand side of the periodic table that are good conductors of heat and electricity.
Non-metals: elements found on the right-hand side of the periodic table.
Physical properties: features of a material that can be observed or measured.
Chemical properties: behaviours of a substance in chemical reactions.
Endothermic: a change or process that takes in thermal energy (heat).
Exothermic: a change or process that gives out thermal energy (heat).
Extract: to separate and collect something
Forces of attraction: forces that act between particles to pull them together.
Polymers: very large molecules made up of simpler repeating units joined by covalent bonds.
Synthetic polymers: man made polymers that do not occur naturally.
Composite: a mixture of materials with properties that are a combination of the materials.
Joules: the unit used to measure energy.

Key Words

Energy: the quantity needed for work to be done.
Weight: the force of gravity on an object due to its mass.
Upthrust: the upward force of an object in a fluid.
Liquid pressure: the force exerted by liquid particles on surfaces.
Gas pressure: the force exerted by gas particles on surfaces.
Atmospheric pressure: the pressure exerted by the air on objects.
Density: the mass of a material within a certain volume.
Compressed: squashed into a smaller space.

Key diagrams





WGSB Year 7 Academic Merits

	BRONZE	SILVER	GOLD
Life Programme	3	5	8
Art, Computer Studies, Drama, Finance, Music, RS	8	10	12
DT	10	15	20
Geography, History, PE	20	25	30
Maths, French	30	40	50
English, Science	35	45	55