



WILMINGTON  
GRAMMAR SCHOOL FOR BOYS

# Knowledge Organisers

## Year 7 – Term 4

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 4'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-quizz as well as the new techniques from last term to keep using/trying out.

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

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.

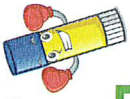
If you have made mistakes in word choice or spelling or have left words/information out, use the green pen to correct your work: This will help you identify the gaps in your knowledge and what you must spend time going over.

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!)

**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>

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

**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

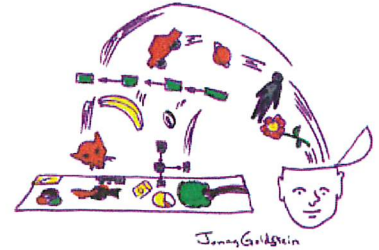
**Chunk your learning - DON'T** leave it until the night before it's due (if you do, you may know it a bit and be able to recognise the words, phrases and equations etc. But they won't be committed to memory.) Start early and do little and often; distributed practice is much more effective!

# Two others for us to try out!

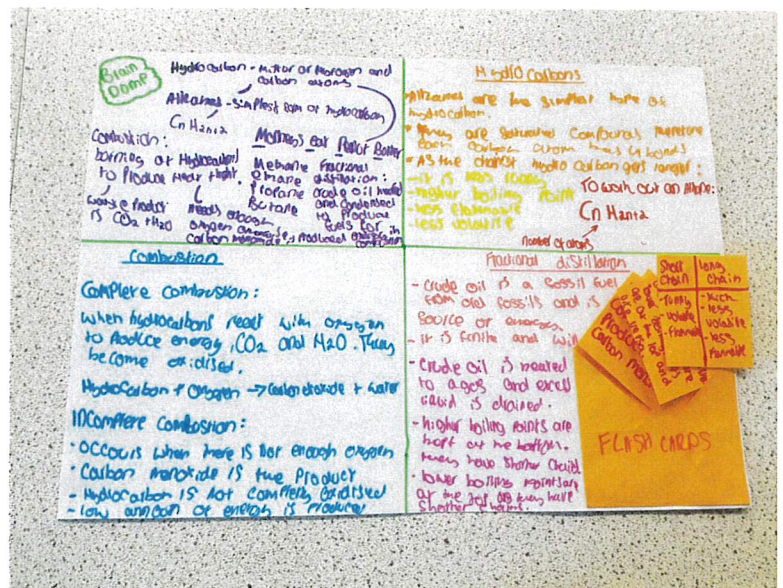
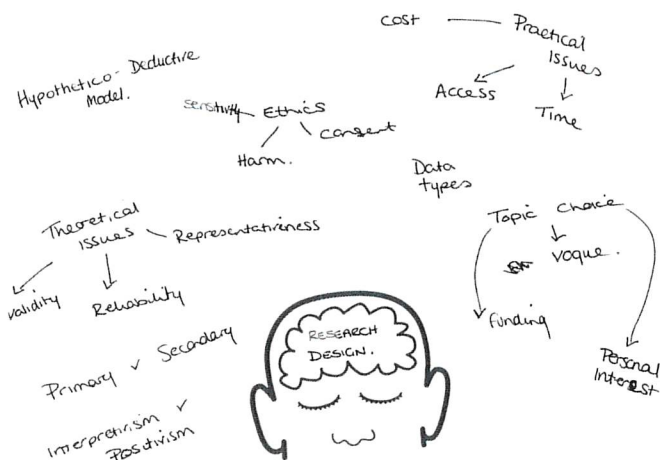
After self-quizzing and employing different techniques to move your essential facts and information into your working and then long-term memory, put your knowledge to the test with a... **Brain Dump!**

## 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?

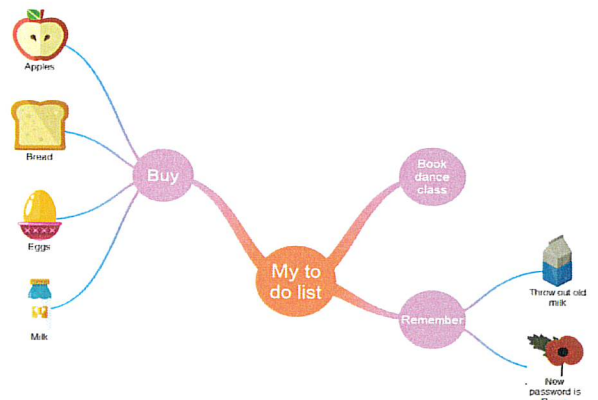
- Put the topic in the centre of a blank page
- Add big branches with the main ideas/themes of the topic
- Add small branches to these with more detail
- Try to write only 1 or 2 words per branch
  - Focus on the key points only
- Add an image to each branch (dual code\*):



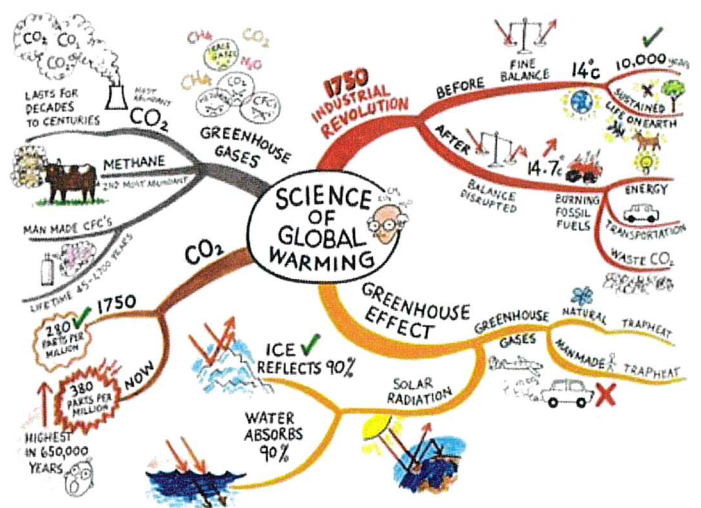
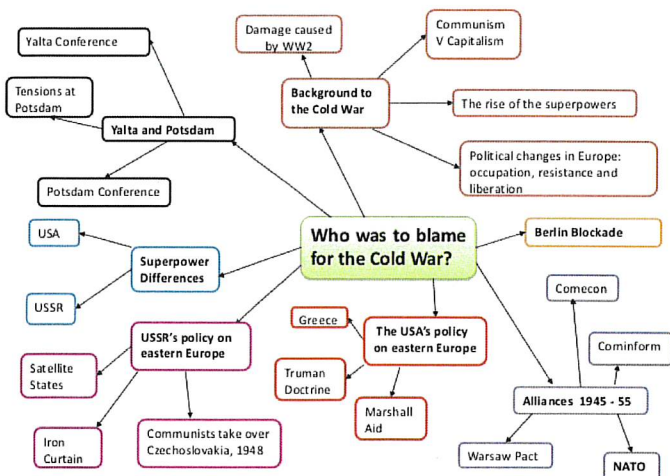
!!!The more creative, the better! Mind mapping can benefit memory retention when we create maps that involve association... The more imaginative and tailored an idea is to an individual, the more it will benefit their memory!!! ... As a simple example, let's work to remember a small 'to do' list:

- 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:

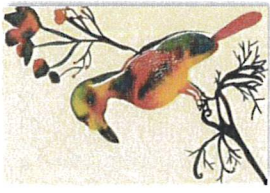


## Top tips!

- 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**.



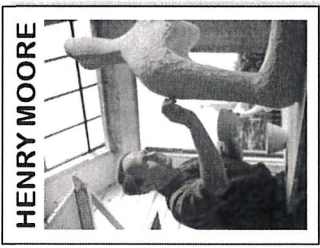
*Chris Ofili facts*

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.



**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 DRAWING SKILLS KNOWLEDGE ORGANISER

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



# YEAR 7 FOOD TECHNOLOGY

## KNOWLEDGE ORGANISER

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





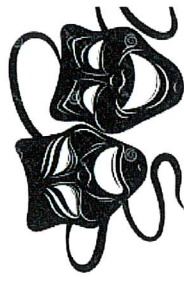
# YEAR 7 PASSIVE AMPLIFIER KNOWLEDGE ORGANISER

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



## Year 7 Drama

### Key Terminology Spring 2



Shakespearean Word		Modern Version		Example	
Shakespearean Word	Modern Version	Shakespearean Word	Modern Version	Shakespearean Word	Example
'Tis	it is	Thou	You (Subject)	Thou (You) art a scoundrel!	
Ere	before	Thee	You (Object)	I bid thee (you) good day.	
Marry	by (the virgin) Mary	Thy	Your	Thy (Your) pipes are leaking.	
Withal	with	Thine	Yours	I shall be thine (yours) forever.	
Begone	Disappear	Thyself	Yourself	Kill thyself (yourself).	
Forsworn	falsely swear	Have	Have	Thou hast (have) ruined everything.	
Woo	win over one's love	Hath	has	He hath not been here all night.	
Anon	Soon/Shortly/Presently	Post	Do	Post (Do) thou love me?	
Lest	unless/or else	Doth	Does	No, he doth (does) not.	
Fain	gladly	Didst	Did	Didst (Did) thou say something?	
Fie	An exclamation of disgust	Art	Are	Art (Are) thou insane?	
Hark	Listen!	Ye	You (Formal)	Ye (You) are a fool.	
Hie	Hurry	Hence	Away from here	I must go hence.	
Ho!	Hey!	Henceforth	From now on	Henceforth, I shall be king.	
Mark	pay attention to	Thence	From there	I come from thence.	
Prithee	Polite way of asking something	Whence	Which place./what place	Go back from whence you came	
Sirrah	Like "Sir" for inferiors	Hither	Here	Come hither (here)!	
Saucy	Sassy/Cheeky	Hitherto	Up till now	I have accompanied you hitherto.	
Foe	enemy	Hitherward	To here	They move hitherward.	
		Thither	To that place	The king has sent me thither.	
		Thitherward	In that direction	He was walking thitherward.	
		Whither	To which place./for which purpose	1. Whither goest thou? 2. Whither wouldst thou send for me?	
		Somewhither	Somewhere	I must go somewhither (somewhere)	

Term 4 English Department Knowledge Organiser  
Class Reader

Sentence Structures	Structural Techniques	Structural Sequences
<p>Fragment: An incomplete sentence (no subject verb agreement). "Nothing." "Silence everywhere."            Simple: A sentence with one independent clause. "She went to the shop."            Compound: A sentence with multiple independent clauses. "She went to the shop and bought a banana"            Complex: A sentence with one independent clause and at least one dependent clause. "Sometimes, when she goes to the shop, she likes to buy a banana."</p>	<p><i>The features the writer uses for effect</i>            Action - Creates movement.            Atmosphere - The mode or tone set by the writer.            Catalyst - Speeds up a change or shift in a text.            Character - Focus is placed on a character            Climax - The most intense or decisive point.            Dialogue - The lines spoken by characters.            Emphasis - Focus is placed on something            Exposition - The start where ideas are initiated.            Flashback (Analepsis) - Presents past events. Flash-forward (Prolepsis) - Presents future events.            Foreshadowing - Hints what is to come (can mislead).            Motif - A recurring element in a story.            Repetition - Idea / focus returned to throughout a text.            Resolution - The answer or solution to conflict.            Setting - A geographical/historical moment.            Shift / turning point - A shift or change of focus            Tension - The feeling of emotional strain            Zoom in / Zoom out - Narrowing or widening of perspective</p>	<p>Linear Events are told chronologically.            Non-Linear Events are not told chronologically.            Dual/Multiple: Told from two or multiple perspectives.            Cyclical: Ends the same way it begins.</p>
<p><b>Narrative Styles</b>  <i>How the writer organises their ideas. The writer...</i>            Introduces - An idea or character is first shown.            Focuses - Our attention is aimed somewhere.            Builds - When an idea/tension is increased.            Develops - An earlier point is extended.            Changes - A shift is created for an event/idea.            Concludes - Ideas/ events are drawn to a close.</p>	<p><b>Types of Narrator</b>            Limited 3rd person: External narrator with knowledge of one character's feelings (he).            1st person: Told from a character's perspective (I).            2nd person: Directed to the reader (you).            Unreliable narrator: When the perspective offered makes us question the narrator's credibility</p>	<p><b>Analytical Verbs</b>            Conveys – Demonstrates- Encourages -Enhances            Establishes -Exemplifies - Explains - Explores Highlights –            Hints - Illustrates – Implies - Indicates Initiates - Justifies -            Portrays - Presents -Promotes Prompts –Provokes- Reveals            –Signifies - Suggests Symbolises -Typifies - Validates</p>

**Key Words**

- **Aftershocks** - lots of earthquakes which follow the main earthquakes
- **Cone** - a volcanic cone is a triangle-shaped hill formed as material from volcanic eruptions piles up around the volcano vent, or main opening
- **Composite** - (also called **stratovolcanoes**) steeper sided volcanoes which are built up due to layers of lava over time when an eruption occurs.
- **Shield volcano**: much larger but flatter volcano.
- **Crater** – the hollow around the **vent** at the top of a volcano
- **Destructive**- describes the type of plate boundary where one tectonic plate sinks and melts into the mantle
- **Epicentre** - the point directly above the **focus** at the Earth's surface where the earthquake is felt
- **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
- **Friction** – when plates rub against one another to create heat and stress, which will lead to rock melting and snapping
- **Himalayas** - the highest mountain range in the world located in Asia
- **Landslides** - a mass movement of material, such as rock, earth or debris, down the slope of a hill or cliff
- **Lahars** – mudflows occur when ash and mud mix with rain water; they can be very fast and bury areas beneath mud
- **Lava** – above ground liquid rock
- **Lithosphere** – the crust and upper mantle together form the hard **lithosphere**
- **Magma chamber**– source of liquid rock within the Earth's mantle inside a volcano which fills before a likely eruption
- **Magnitude** - the amount of energy an earthquake gives out
- **Montserrat** – Caribbean Island which experienced an erupting volcano for many years beginning in 1995
- **Mudflow** – a river of mud.
- **What is an earthquake?** An earthquake occurs when the pressure builds within the earth's crust and the strain energy is suddenly released in waves called seismic waves. These travel in all directions shaking everything, and this shaking is called an earthquake.

**Key Learning Concepts/Facts**

- **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
  - **Primary effects** - occur instantly and as a direct result of the hazard e.g. a building collapses due to shaking
  - **Pyroclastic flow** – hot rocky gas and ash clouds from explosive eruptions that can travel at up to 200mph and reach 800 degrees Celsius
  - **Secondary effects** are a result of something else happening after the shaking occurs e.g. falling debris injures people such as broken windows
  - **Tephra**: all pieces of all fragments of rock ejected into the air by an erupting **volcano**.
  - **Strain energy** - stored pressure within the rock that builds over time
  - **Vent** – main opening of a volcano
  - **Vulcanologists** – volcano scientists
  - **Ring of fire** - The Ring of Fire is where most active volcanoes on Earth are located and is an area in the basin of the Pacific Ocean. It marks a circle of high volcanic and seismic activity.
  - **Seismic waves** – a wave of energy passing through the Earth due to plate movement at the surface the **Epicentre**.
  - **3 Ps**- Predict, Plan and Prepare for tectonic events.
  - **Seismometer**: device to measure energy given off by an earthquake.
  - **Richter scale**: measures the magnitude of an earthquake from zero upwards.
  - **Mercalli scale**: a twelve-point scale (I-XII) visually describing level of destruction from an earthquake.
  - **Subduction**- the sinking of a dense plate into the mantle
  - **Tsunami** - giant waves in shallow coastal areas caused by earthquakes on the ocean floor.
- What are tsunamis?** Earthquakes in the ocean floor cause giant waves called Tsunami, these enormous waves will slam into the land and cause huge amounts of damage to communities living there, sometimes wiping out entire villages and towns.
- How do we monitor Volcanoes?** These are usually monitored by volcanologists' who will monitor gases and water sources on the slopes of the volcano and from surrounding areas. They will also measure the shape of the volcano and use modern satellite imagery to and identify 'bulges' or new heat sources to determine if there is evidence of any magma rising up from the magma chamber.

## History Term 4 - 'The Crusades Were a Holy War'

## Year 7 Focus - 'Imperialism was always a bad thing'

'The Crusades' Topics:	Key words/phrases:	Key events/dates:	Key people:
1. 'The Council of Clermont unified Christendom under one purpose'	<ul style="list-style-type: none"> <li><b>Council</b> – an organised meeting of important people.</li> <li><b>Christendom</b> – the collective group of Christian countries, mostly in Europe.</li> <li><b>The Holy Land</b> – the territory surrounding Jerusalem that holds religious importance to Christians, Muslims and Jewish peoples.</li> <li><b>Seljuk Empire</b> – Muslim Empire which controlled central and eastern Anatolia (modern day Turkey).</li> </ul>	<ul style="list-style-type: none"> <li>The Battle of Manzikert (1071)</li> <li>The Council of Piacenza (Mar 1095)</li> <li>The Council of Clermont (Nov 1095)</li> </ul>	<ul style="list-style-type: none"> <li>Alexios I Komnenos</li> <li>Anna Komnene</li> <li>Pope Urban II</li> </ul>
2. 'The First Crusade's success can only be described as a miracle'	<ul style="list-style-type: none"> <li><b>Crusade</b> – a military expedition organised by Europeans to the Holy Land.</li> <li><b>Massacre</b> – an indiscriminate and brutal slaughter of people.</li> <li><b>Anti-Semitism</b> – a hostility or prejudice towards Jewish people.</li> <li><b>Pilgrimage</b> – a religious journey.</li> </ul>	<ul style="list-style-type: none"> <li>Siege of Nicaea (May-Jun 1097)</li> <li>Siege of Antioch (Oct 1097-Jun 1098)</li> <li>Siege of Jerusalem (Jun-July 1099)</li> </ul>	<ul style="list-style-type: none"> <li>Peter the Hermit</li> <li>Godfrey of Bouillon</li> <li>Robert II of Flanders</li> <li>Tancred, Prince of Galilee</li> </ul>
3. 'The Crusader States were a model for other Kingdoms to replicate'	<ul style="list-style-type: none"> <li><b>Kingdom of Jerusalem</b></li> <li><b>County of Edessa</b></li> <li><b>Principality of Antioch</b></li> <li><b>County of Tripoli</b></li> </ul> <p style="text-align: center;">} The Four Crusader States</p>	<ul style="list-style-type: none"> <li>Death of Baldwin IV (16th Mar 1185)</li> <li>Death of Baldwin V (Aug 1186)</li> <li>Coronation of Sybilla and Guy (Sept 1186)</li> <li>Battle of Hattin (1187)</li> </ul>	<ul style="list-style-type: none"> <li>King Baldwin IV</li> <li>Count Raymond III of Tripoli</li> <li>Sybilla</li> <li>Guy of Lusignan</li> <li>Raynald of Chatillon</li> </ul>
4. 'Saladin was the greatest enemy the crusaders ever faced'	<ul style="list-style-type: none"> <li><b>Tithe</b> – a tax taken in support of the church, usually 1/10th of your income.</li> <li><b>'Take up the Cross'</b> - When you swear an oath to go on Crusade and restore the Holy Lands to Christianity.</li> <li><b>Saracen</b> – a term used by crusaders to describe their Muslim enemies.</li> </ul>	<ul style="list-style-type: none"> <li>Battle of Iconium (May 1190)</li> <li>Siege of Acre (1189-91)</li> <li>Battle of Arsuf (Sept 1191)</li> <li>Battle of Jaffa (Aug 1192)</li> <li>Treaty of Jaffa (Sept 1192)</li> </ul>	<ul style="list-style-type: none"> <li>Pope Gregory VIII</li> <li>Saladin</li> <li>Richard the Lionheart</li> <li>Emperor Frederick Barbarossa</li> </ul>
5. 'The Fourth Crusade was a disaster from start to finish'	<ul style="list-style-type: none"> <li><b>Doge</b> - the title given to the leader of the Republic of Venice.</li> <li><b>Republic</b> - a government which is governed by the people not a monarch.</li> <li><b>Sack</b> - to destroy something, stealing its wealth and devastating it.</li> <li><b>Excommunication</b> – When you are excluded from the Catholic faith.</li> <li><b>Partition</b> - the act of dividing up conquered lands between the victors.</li> </ul>	<ul style="list-style-type: none"> <li>Siege of Zara (1202)</li> <li>Sack of Constantinople (1204)</li> </ul>	<ul style="list-style-type: none"> <li>Pope Innocent III</li> <li>Doge Enrico Dandolo</li> <li>Alexios IV Angelos</li> <li>Simon de Montfort</li> <li>Baldwin of Flanders</li> </ul>
6. 'The legacy of the crusades is entirely negative'	<ul style="list-style-type: none"> <li><b>Taxation System</b> - How a government gets money from the public.</li> <li><b>Mamluk Sultanate</b> - The ruling Islamic dynasty that ruled Egypt.</li> </ul>	<ul style="list-style-type: none"> <li>Lord Edward's Crusade (1271-2)</li> <li>The Fall of Acre (1291)</li> </ul>	<ul style="list-style-type: none"> <li>Lord Edward (Longshanks)</li> <li>Henry II, King of Jerusalem and Cyprus</li> </ul>

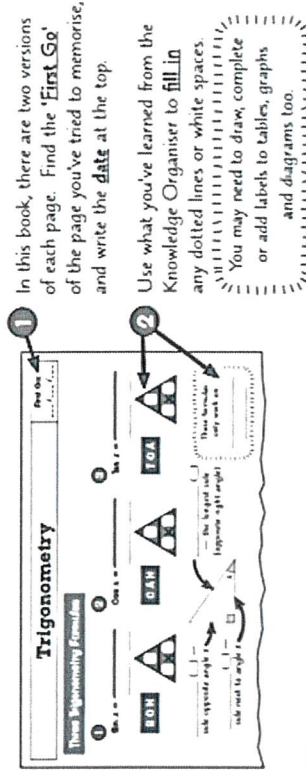
# Year 7 Maths Knowledge Organiser

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...



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 Term 4 KO

### Where you live

j'habite I live  
 je n'habite pas I don't live  
 j'habitais I used to live  
 à l'avenir in the future  
 je voudrais habiter I would like to live  
 dans une ville in a town/city  
 dans un village in a village  
 à la campagne in the countryside  
 au bord de la mer by the sea  
 au centre-ville in the city centre  
 il y a there is  
 il n'y a pas de there is not  
 il y avait there used to be  
 il n'y avait pas de there wasn't  
 il y aura there will be  
 il n'y aura pas de there will not be

### Giving directions

Pardon... excuse me  
 où est...? where is...?  
 où sont...? where are...?  
 tu vas... you go... (informal)  
 vous allez... you go... (formal)  
 tout droit straight on  
 tu tournez... you turn (informal)  
 vous tournez... you turn (formal)  
 à gauche left  
 à droite right  
 au carrefour at the crossroads  
 c'est it is  
 entre between  
 derrière behind  
 devant in front of

### Your Town

(un) café a café  
 (un) centre commercial a shopping centre  
 (un) centre de loisirs a leisure centre  
 (un) château a castle  
 (un) cinéma a cinema  
 (une) église a church  
 (un) hôtel a hotel  
 (un) marché a market  
 (un) parc a park  
 (un) restaurant a restaurant  
 (un) stade a stadium  
 (une) patinoire an ice rink  
 (une) piscine a swimming pool  
 (des) magasins shops  
 (des) musées museums

### Where you go/what you do at the weekend

Le weekend je vais at the weekend I go  
 Le weekend prochain je vais aller Next weekend, I am going to go  
 Le weekend dernière je suis allé(e) Last weekend I went

il/elle va he/she goes  
 on va we go  
 au café to the café  
 au centre de loisirs to the leisure centre  
 au centre commercial to the shopping centre  
 au marché to the market  
 au stade to the stadium  
 au parc to the park

à l'église to the church  
 à la patinoire to the ice rink  
 à la piscine to the swimming pool  
 aux magasins to the shops  
 avec mon copain with my friend (m)  
 avec mon frère with my brother  
 avec ma copine with my friend (f)  
 avec ma soeur with my sister  
 avec mes copains with my friends  
 avec mes parents with my parents  
 je mange I eat  
 je fais de la natation I do swimming  
 je fais de la gymnastique I do gymnastics  
 je fais les magasins I do shopping  
 je regarde un match I watch a match  
 je fais du patin à glace I do ice skating  
 je joue au foot I play football

je dois dire que (I have to say that)

je dirais que (I would say that)

incroyablement (incredibly)

cependant (however)

étant donné que (given that)

### Making plans

je veux I want  
 je ne veux pas I don't want  
 tu veux...? do you want...?  
 il/elle veut he/she wants  
 on veut we want  
 nous voulons we want  
 vous voulez you (pl) want  
 ils/elles veulent they want  
 oui, je veux bien yes, I want to  
 non, je n'ai pas envie no, I don't want to

### Describing what you can do

je peux I can  
 tu peux you can (s)  
 il/elle peut he/she can  
 on peut one can/you can  
 nous pouvons we can  
 vous pouvez you (pl) can  
 ils/elles peuvent they can  
 je ne peux pas I cannot  
 on ne peut pas you cannot  
 hier j'ai pu yesterday I was able to  
 on pouvait you used to be able to  
 on pourra you will be able to  
 aller au concert go to a concert  
 faire du bowling do bowling  
 faire du roller do roller skating  
 faire du vélo do cycling  
 faire une promenade go for a walk  
 faire les magasins do shopping  
 jouer au babyfoot play table football  
 manger au restaurant eat in a restaurant  
 visiter les monuments visit the monuments  
 regarder un film watch a film  
 retrouver les amis meet friends

Key Terms	Topics	Essential Knowledge
<p><b>Islam:</b> means Peace.  <b>Muslim:</b> Follower of the religion of Islam  <b>Allah:</b> The Arabic name for God  <b>Five Pillars of Islam:</b> The five things or duties Muslims are expected to do.  <b>Shahadah:</b> The Declaration of faith.  <b>Salah:</b> Prayer  <b>Wudu:</b> Ritual washing before prayer  <b>Zakah:</b> Giving to charity.  <b>Sawm:</b> Fasting.  <b>Hajj:</b> Pilgrimage to Mecca.  <b>Muhammad:</b> The last prophet in Islam.  <b>Mosque:</b> The Place of Worship.  <b>Imam:</b> The religious leader in the mosque.  <b>Qur'an:</b> Muslim holy book.  <b>Eid ul-Fitr:</b> A festival in Islam which marks Ramadan.  <b>Eid ul-Adha:</b> A festival in Islam which marks the remembrance of Ibrahim's obedience.</p>	<p>The introduction and origin of Islam</p> <p>Muslim beliefs</p> <p>The Place of Worship</p> <p>Festivals in Islam</p> <p>The Five Pillars of Islam</p>	<p>The word 'Islam' in Arabic means submission to the will of God. Followers of Islam are called <b>Muslims</b>. Muslims believe there is one true God <b>Allah</b> (the Arabic word for God). Islam began in Arabia and was revealed to <b>Prophet Muhammad</b>. In Arabic the word <b>Islam</b> means 'submission to the will of God'. Muslims believe that Islam was revealed over 1,400 years ago, through a man called <b>Prophet Muhammad</b>. Today there are around 1.9 billion Muslims around the world, with over 3 million Muslims living in the UK. The Qur'an started with the Prophet Muhammad. Prophet Muhammad was born in Mecca/Makkah. He received revelations of the Qur'an from God. He left for Madinah where he establishes the first Islamic state. Muhammad was the last prophet.</p> <p>Islam is a <b>monotheistic</b> religion This means that Muslims believe in <b>only one God</b>. The belief in one, indivisible God is also known as <b>Tawhid</b>. Muslims believe in the supremacy of God's will; the idea that God's will is above all things. Islam was founded by the Prophet Muhammad. For over twenty years Prophet Muhammad received special messages from God. These messages were brought to him by the archangel <b>Jibril</b>. These messages were written down by the Prophet's companions, and together they formed the <b>Qur'an</b>, the Islamic holy text. Muslims have <b>six main beliefs</b>. Belief in Allah as the one and only God, <b>Belief in angels</b>, <b>Belief in the holy books</b>, <b>Belief in the Prophets</b>...e.g. Adam, <b>Ibrahim</b> (Abraham), <b>Musa</b> (Moses), Dawud (David), <b>Isa</b> (Jesus), <b>Muhammad</b> (peace be upon him) is the final prophet.</p> <p>Muslims worship in a building called a <b>mosque</b>. Friday is the Muslim rest day. The communal prayer takes place on this day, it is also called <b>Jummah Prayer</b>. Prayers are led by an <b>Imam</b>, who is an important part of the Muslim community. Mosque buildings typically contain an ornamental <b>niche(mihrab)</b> set into the wall that indicates the direction to Mecca(<b>qiblah</b>). Muslims can also pray at home, in school at work and airports. However, anywhere they decide to pray must be respectable to Allah. It must be clean. To attend the mosque, Muslims must take off their shoes and women must cover their heads. Before prayer Muslims perform <b>wudu</b>, this a form of ritual washing. This involves washing their hands, mouth, nostrils, face, top of head and feet in a specific way and several times.</p> <p>There are two main festivals in Islam.  <b>Eid ul-Fitr</b> or <b>Id ul-Fitr</b> is the first which marks the end of Ramadan. It is also a time when Muslims give to charity. It started with prophet Muhammad. It is also known as the Feast of Breaking fast.  <b>Eid ul-Adha</b> is another important festival in Islam. It is important because it remembers Ibrahim who was willing to sacrifice his son to Allah. A ram is slaughtered. People visit relatives and enjoy festive meals.</p> <p>The five Pillars are the duties Allah gave to prophet Muhammad to pass to Muslims. Muslims must practice all in their daily lives. The five pillars support the Islamic faith. They are Shahadah: The declaration of faith (first pillar), Salah: Prayer (second pillar), Zakah: Giving to charity (third pillar) and Hajj: pilgrimage to Mecca (fifth pillar)</p>



## Knowledge Organiser

<b>Department:</b> Science	<b>Year:</b> 7
<b>Term:</b> 4	<b>Topic:</b> Medicine 1a – Digestion & enzymes

Key Words	Key Learning Concepts								
<p><b>Breaking down:</b> the process of digestion in which big molecules are split into small ones</p> <p><b>Absorption:</b> what gets into your body from your digestive system.</p> <p><b>Egestion</b> process in which the body gets rid of faeces.</p> <p><b>Enzymes:</b> molecules that take part in chemical digestion breaking down molecules.</p> <p><b>Faeces:</b> what cannot be broken down by the digestive system and is collected in a whole solid</p> <p><b>Villi:</b> millions of folds in the gut lining that absorb food.</p> <p><b>Cell membrane:</b> Controls what goes into and out of a cell.</p> <p><b>Cell wall:</b> Made of tough cellulose to support the plant cell and allow it to keep its shape.</p> <p><b>Chloroplast:</b> Green discs found in some plant cells that contain chlorophyll, a green substance that absorbs energy from light for photosynthesis.</p> <p><b>Nucleus:</b> contains DNA, which is the genetic material and controls all the activities of the cell.</p> <p><b>Vacuole:</b> A space in the plant cell cytoplasm that is filled with cell sap and helps to support the plant by keeping the cells rigid.</p> <p><b>Diffusion:</b> Process in which particles move from a region of a liquid or gas where they are in high concentration, to a region where they are in low concentration.</p> <p><b>Surface area to volume ratio (SA/V):</b> An object's total surface area divided by its volume.</p> <p><b>Tissue:</b> A group of the same cells all doing the same job.</p> <p><b>Organ:</b> collection of different tissues that work together.</p> <p><b>Organ system:</b> Collection of organs working together to do a very important job.</p> <p><b>Microscope:</b> Piece of equipment used to magnify small things.</p> <p><b>Objective lens:</b> Part of the microscope that is closest to what you are looking at.</p> <p><b>Magnification:</b> How much bigger a microscope makes something appear.</p> <p><b>Stain:</b> Dye used to colour parts of a cell to make them easier to see.</p> <p><b>Visking tubing:</b> a type of plastic sheeting which can be used to show how the gut works.</p> <p><b>Nerve cell:</b> Cell that carries signals around the body. Also called a 'neuron'.</p> <p><b>Chemical digestion:</b> The breakdown of food into smaller particles by enzyme</p> <p><b>Mechanical digestion:</b> slicing and grinding big chunks into smaller ones in order to digest them better.</p> <p><b>Slide:</b> What you look at down a microscope.</p> <p><b>Stage:</b> Part of a microscope. You put slides on it.</p> <p><b>Cytoplasm:</b> A liquid gel where many of the chemical reactions needed to carry out life processes take place.</p>	<p><b>Preparing a slide</b> A good way to look at Cells is to use onion epidermis (which is just one cell thick!) Peel a small strip Of epidermis from a piece Of onion → Add weak iodine solution to the Specimen on a glass slide to stain it →lower a cover slip onto the sample.</p> <p><b>Magnification</b> A microscope magnifies the object you are looking at. The level of Magnification is worked out by multiplying the 'power' of the eye piece lens by the 'power' of the objective lens.</p> <p><b>Plant and animal cells.</b> Typical animal and plant cells contain the following structures: nucleus, cytoplasm, cell membrane, ribosomes, and mitochondria. Plant cells also contain a permanent vacuole, a cell wall and chloroplasts.</p> <p><b>Cell specialisation</b> Cells often become adapted to perform different functions. We say they have become specialized to do a particular job.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td style="width: 25%;">Root hair cell</td> <td>Hair helps increase surface area for absorption of water</td> </tr> <tr> <td>Palisade cell</td> <td>Packed with chloroplasts to catch lots of light.</td> </tr> <tr> <td>Red blood cell</td> <td>No nucleus more space to carry more oxygen</td> </tr> <tr> <td>Neuron</td> <td>Long like a wire to transmit messages</td> </tr> </table> <p><b>Enzymes</b> Enzymes are special chemicals produced in the digestive system which digest large, insoluble food molecules to smaller soluble molecules so that they can be absorbed into the body through the wall Of the digestive system.</p> <p><b>Absorption.</b> The villi provide a very large surface area for the absorption of digested food. There is a single cell layer between the inside of the villus and the contents of the gut, minimising the diffusion distances. There is a capillary network inside each villus so food molecules diffuse almost directly into the blood and are moved away in the circulation, which maintains a good concentration gradient between the contents of the small intestine and the blood.</p> <p><b>Probiotic and Prebiotic</b> <b>Probiotics</b>, functional foods containing beneficial <b>bacteria</b> such as <i>Bifidobacteria</i> and <i>Lactobacillus</i>. <b>Prebiotics</b> contain substances the body cannot <b>digest</b> but they encourage 'beneficial' bacteria to grow in the <b>gut</b>.</p>	Root hair cell	Hair helps increase surface area for absorption of water	Palisade cell	Packed with chloroplasts to catch lots of light.	Red blood cell	No nucleus more space to carry more oxygen	Neuron	Long like a wire to transmit messages
Root hair cell	Hair helps increase surface area for absorption of water								
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# WGSB Year 7 Academic Merits

	<b>BRONZE</b>	<b>SILVER</b>	<b>GOLD</b>
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