Name                    TG

# Year 7

# Knowledge Organisers

# Term 1-2023

# Year 7 Term 5 Quizzing Homework - Question Bank

| Computer Science | Design Technology |
|---|---|
| | **Year 7 20 Questions – Design and Technology** |
| 1. What is Decomposition? | 1. What does the word Rendering mean in Graphics? |
| 2. What is Abstraction? | 2. How can we enhance a drawing to make it look better? |
| 3. What is Pattern Recognition? | 3. Why do we Annotate design drawing work? |
| 4. What are the 3 Programming Constructs? | 4. Why is the choice of font for a poster important? |
| 5. What is Iteration? | 5. What is a Font? |
| 6. What is Selection? | 6. Give an example of a graphic product. |
| 7. In a flowchart what does the diamond shape represent? | 7. Name two methods of drawing objects in 3D? |
| 8. Every flowchart should have a ….. And …. ? | 8. What does CAM stand for? |
| 9. What is an algorithm? | 9. Give an example of a CAD programme. |
| 10. What is a sequence? | 10. Name a safety rule for using a machine? |
| 11. What does SMART stand for? | 11. What does Environment mean when analysing a product? |
| 12. True or False. Spamming someone repeatedly is a form of cyberbullying? | 12. Why do we Analyse a product? |
| 13. What is a Variable? | 13. What standard size paper is larger than A5? |
| 14. What is Computational Thinking? | 14. How can we describe a piece of paper's orientation? |
| 15. What is a flowchart? | 15. What tool can you use to cut paper in a straight line? |
| 16. What is a Boolean? | 16. Name a manufactured material used in making packaging? |
| 17. What is an integer? | 17. What is a tab used for? |
| 18. Give some examples of operators? | 18. Name a method of making a pop-up card mechanism? |
| 19. A rectangle in a flowchart represents what? | 19. What is a serif? |
| 20. A rhombus in a flowchart represents what? | Name a method for enlarging an image |

| Drama | English |
|---|---|
| Year 7 Term 1: The Greeks Question Bank | **Term 1 – Greek Myths – Year 7 Quiz Questions:** |
| 1. What is a theatre?<br>2. What is a play?<br>3. What is a character?<br>4. What is an audience?<br>5. What is a cast?<br>6. What is unison?<br>7. What is canon?<br>8. What is a duet?<br>9. What is a solo?<br>10. What are proxemics?<br>11. What type of Theatre did the Greeks typically perform in?<br>12. What is a chorus in drama?<br>13. What is it to 'mirror' another actor?<br>14. What two genres did Greek plays fall into?<br>15. What prop did Greek actors use to show which character they were playing?<br>16. What are physical skills?<br>17. What are vocal skills?<br>18. What is body language?<br>19. What are facial expressions?<br>20. What is projection? | 1) Who wrote The Odyssey?<br>2) What does an odyssey mean?<br>3) Who was Odysseus?<br>4) Name three other characters from The Odyssey.<br>5) What was Athena a Goddess of?<br>6) Which character falls in love with Odysseus?<br>7) What does Hellenic mean?<br>8) What does hubris mean?<br>9) A maze is also known as a …………………………….<br>10) A living human being is also called a …………………………….<br>11) If you are overly interested in yourself r your own appearance, what could you be called beginning with n…………………………………?<br>12) What is a philosopher?<br>13) A city-state in Ancient Greece is called a …………………………….<br>14) What is the difference between a myth and a legend?<br>15) A folktale is usually told through ………………………………………<br>16) Which sense is being appealed to through the words: corrugated, velvety, jagged?<br>17) Which sense is being appealed to through words: comforting, putrid, intoxicating?<br>18) Which sense is being appealed to through the words: acidic, bitter, sour?<br>19) What colour is being described through the following words: chocolate, mocha, caramel?<br>20) Upgrade the following sentences:<br>*I approached the black labyrinth.*<br>*He looked out to the big, blue ocean.*<br>*The bright yellow sun brightened the grey sky.* |

| Food | Geography |
|---|---|
| **Year 7 20 Questions – Food Preparation & Nutrition**<br><br>1. When washing a knife, how should you hold it?<br>2. What do you do if you burn yourself?<br>3. Name 3 fresh fruits, 3 frozen and 3 dried fruits.<br>4. What foods are in the starchy carbohydrate section of the Eatwell Guide?<br>5. Name 3 foods high in saturated fat?<br>6. Which cloth do you wash up equipment wish?<br>7. When opening the oven door, where do you stand?<br>8. Where should the pan handles be pointed to when using the hob?<br>9. Name 3 foods high in protein.<br>10. True or false – you must provide your own apron and containers.<br>11. Which cloth do you use to dry equipment with?<br>12. Name 3 symptoms of food poisoning.<br>13. What doe bacteria need to multiply in food?<br>14. What is cross contamination?<br>15. Bridge and what?<br>16. What is the Eatwell Guide?<br>17. Which section of the Eatwell guide should we eat at **least** 5 of?<br>18. Name 3 foods high in vitamin C.<br>19. How many glasses of water should we drink each and every day?<br>20. Name 2 oily fish | **Cycle 1 Geography : Quiz questions**<br><br>1. What are the three types of Geography?<br>2. Give one example of each of the three different types of Geography<br>3. List the seven continents<br>4. List the 5 oceans<br>5. What does OS stand for?<br>6. Draw an eight-point compass<br>7. What is the purpose of map symbols?<br>8. Draw the map symbol for a viewpoint.<br>9. Draw the map symbol for a bus station.<br>10. What do we mean when we talk about the relief of land?<br>11. How do we show relief on an OS map?<br>12. What is a spot height?<br>13. How can we pinpoint/locate a feature on an OS map?<br>14. What is a field sketch?<br>15. What do we call the horizontal lines we draw on world maps?<br>16. Name the imaginary horizontal line that is about 40,075 km long in circumference. It divides the planet into the Northern Hemisphere and Southern Hemisphere.<br>17. What do we call the vertical lines we draw on world maps?<br>18. What is the purpose of scale on a map? |

| History | Music |
|---|---|
| **History year 7** | **Year 7 Term 1** |
| When was the Neolithic Period in Britain? | 1. What is the musical word for the main tune? |
| 2. When was the Iron Age in Britain? | 2. What is the musical word for how the music is organised? |
| 3. What name is given to a period of 10 years? | |
| 4. How many years in a century? | 3. What is the musical word for how loud or quiet the music is? |
| 5. What were Neolithic long barrows used for? | |
| 6. Name two Neolithic tools. | 4. What is the musical word for how fast of slow the music is? |
| 7. Where did Stonehenge's large Sarsen stones come from? | |
| 8. Where did Stonehenge's smaller Bluestones come from? | 5. What is the musical word for the tone of the music? |
| 9. What is the definition of Menhir? | 6. What is the musical word for what is performing the piece? |
| 10. Which 2 of local sites are Neolithic? | |
| 11. Which of the food options below has food in it which a Neolithic person would NOT have eaten in Britain? beef, pork, fish, mushrooms, hazlenuts / cheese, wheat, blackberries, raspberries / coffee, sugar, melons, avocado, rice | 7. What is the musical word for how many layers there are in a piece? |
| | 8. What is the musical word for a combination of pitches and chords? |
| | 9. What hand do you play the melody with on the keyboard? |
| 12. What is wattle and daub? | 10. What hand do you play the chords with on the keyboard? |
| 13. Which of the following houses would you NOT have found in the Neolithic or Iron Age? Roundhouse / Long house / Castle | 11. What is structure in music? |
| | 12. What is melody in music? |
| | 13. What is dynamics in music? |
| 14. Why are the 21st June and 21st December special days of the year? | 14. What is texture in music? |
| | 15. What is tempo in music? |
| 15. Put the metals (which were able to be smelted and shaped by humans) into correct chronological order: Bronze, Iron, Copper | 16. What is pitch in music? |
| | 17. What is harmony in music? |
| | 18. What is timbre in music? |
| | 19. What is rhythm in music? |
| 16. What are Cley Hill, Barbury Castle and Scratchbury Camp in Wiltshire? | 20. What are the elements of music? |
| 17. What is the definition of druid? | |
| 18. When did the Iron Age Celts first arrive into Britain from Europe? | |
| 19. Which fact below is FALSE? Iron Age Celt warriors often fought naked / Female Celts were also warriors / House rooves were made of thatch / They worshipped the moon, stars and sun / The worshipped in huge stone temples | |
| 20. How did the Neolithic people manage to lift the huge Sarsen stones for Stonehenge? | |

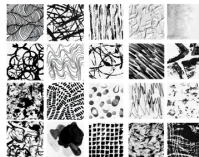| Science | Spanish |
|---|---|
| **Yr7 Quiz questions**<br><br>1. State the function of the nucleus<br>2. State the function of the cytoplasm<br>3. State the function of the cell membrane<br>4. State the function of the flagellum<br>5. Are chloroplasts found in animal cells or plants cells?<br>6. Where is the DNA found in animal and plant cells?<br>7. Where is DNA found in bacteria cells?<br>8. Give an example of a ball and socket joint<br>9. State a function of the skeleton<br>10. What is a group of different organs working together called? | **A] Answer each question in Spanish**<br>1. ¿Cuántos años tienes?<br> How old are you?<br>2. ¿Cuándo es tu cumpleaños?<br> Say when your birthday is<br>3. ¿Dónde vives?<br> Where do you live?<br>4. ¿De qué nacionalidad eres?<br> What nationality are you?<br>5. ¿Dónde naciste?<br> Say where you were born<br><br>**Write the following in Spanish:**<br>1. An exercise book<br>2. A pencil<br>3. A pen<br>4. A ruler<br>5. A book<br>6. A planner<br>7. A pencil case<br>8. A pencil sharpener<br>9. A dictionary<br>10. A rubber<br>11. 3rd July<br>12. 2nd May<br>13. 15th March<br>14. 9th September<br>15. 30th August<br>16. 10th February<br>17. 21st June<br>18. 28th January<br>19. 1st December<br>20. 13th April |

## Art and Design Knowledge organiser term 1

### Drawing
When drawing you need to consider these three main areas – tone, texture (using mark making) and proportions.

**Texture** refers to the surface quality in a work of **art**. We associate **textures** with the way that things look or feel. Everything has some type of **texture**. We describe things as being rough, smooth, silky, shiny, fuzzy and so on.

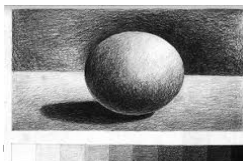**Proportion** refers to the dimensions of a composition and looks at height, width and depth. **Proportion** also describes how the sizes of different parts of a piece of **art** or design relate to each other.

**Tone** means how light or dark something is. The tones artists and designers use and the contrast between them can create very different moods and visual effects.
Further reading:
https://www.bbc.co.uk/bitesize/guides/z2thmsg/revision/1

| Key Words - definitions |
|---|
| **Shading** - the darkening or colouring of an illustration or diagram with parallel lines or a block of colour. |
| **Depth** - The apparent distance from front to back or near to far in an artwork. Techniques of perspective are used to create the illusion of **depth** in paintings or **drawings**. |
| **3D – three dimensional** - and object having or appearing to have length, breadth, and depth. |
| St**ill life** - a painting or drawing of an arrangement of objects, typically including fruit and flowers and objects contrasting with these in texture, such as bowls and glassware. |
| **Shape** - the external form, contours, or outline of someone or something. |
| **Scale** - If you refer to the **scale** of something, you are referring to its **size** |
| **Colour** – this refers to the full ranges of colours you may use, colour comes in different shades |
| **Complimentary colour** - Complementary colours are pairs of colours which are opposite each other on the colour wheel -When placed next to each other, they create the strongest contrast |
| **Harmonious colours** – are groups of colours that are next to each other on the colour wheel |

Observational drawing
**Observational drawing** is **drawing** what you see. ... But it's **drawing** what you see in front of you as realistically and as true to life as possible.

Art history
https://www.ducksters.com/history/art/
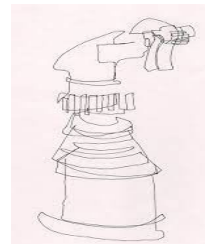https://www.bbc.co.uk/bitesize/subjects/z6f3cdm

Tonal drawings

A drawing that focuses on showing the shadows, creating a 3D feel

Blind drawing

Drawing an object without looking at the paper while completing it

Wrong hand drawing

A drawing completed with your non dominate hand
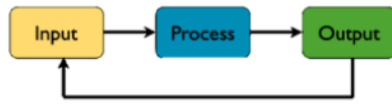
**Continuous line drawings**

An unbroken line drawing from the beginning to the end.

## Key content

### What is a computer?

A computer is any device take takes an input, processes it and then outputs infor-

Input → Process → Output

### CPU (Von Neumann)

The CPU has two main parts: **ALU & CU**

#### Arithmetic and Logic Unit

The ALU carries out all of the arithmetic and logical operations including addition, subtraction and comparisons (for example, equal to, less than, greater than).

#### Control Unit

The **Control Unit** uses electrical signals to direct the system to execute the instructions in stored programs.

### Why do computers use binary numbers?

ON corresponds to 1 and OFF corresponds to 0.
All computer programs, must therefore be translated into binary code for the computer to understand and execute the instruction.
**Note :** Humans cannot use this system easily.

### Fetch, Decode, Execute

The main function of the CPU is to run an endless fetch-execute cycle.

FETCH instructions → DECODE instructions → EXECUTE instructions

The speed of the FDE cycle is measured in cycles per second (**hertz**). This is known as the **clock speed**.

Processors are usually measured in **giga-hertz (GHz)**

**1GHz = 1 billion instructions processed.**

### Converting from binary to denary

To convert a **binary** number to denary, start by writing out the binary place values. In denary, the place values are 1, 10, 100, 1000, etc – each place value is 10 times bigger than the last. In binary, each place value is 2 times bigger than the last (i.e. increased by the power of 2). The first few binary place values look like this:

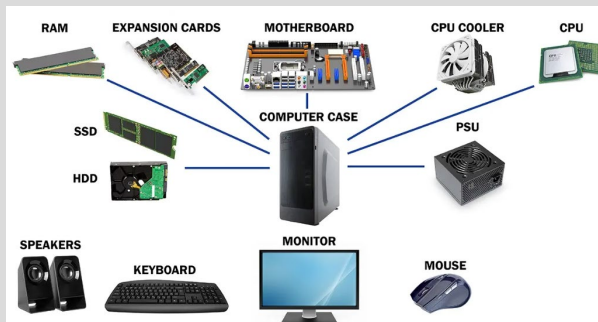| 16 | 8 | 4 | 2 | 1 |
|----|---|---|---|---|
| 1  | 0 | 0 | 1 | 1 |

**16 + 2 + 1 = 19**

To convert a binary number into a denary number, add the *numbers in the column headings* for the columns that contain a **1**.

There is a **1** in 16, 2 and 4 columns, so add these together to find the denary number of 19.

## Diagrams:

## Parts of a computer system



## Key Vocab

| Word | Definition |
|------|-----------|
| **Peripheral** | A device which can add extra functionality to a computer system. Peripherals can either input or output data from the computer. |
| **Utility Software** | Utilities allow the user to manage, fix and optimise the computer. Can include:<br>• Disk cleaner (to make more space on the disk)<br>• Disk defragmentation (to make the disk more efficient)<br>• Security utilities (to clean up malware on the computer) |
| **Clock Speed** | The speed at which a CPU executes instructions. The faster the clock speed, the faster the processor. |
| **Storage** | A storage device is used for storing and extracting data files, it can be internal or external to a computer. |
| **Motherboard** | Connects all components in the computer together. |
| **RAM** | Short-term storage, stores instructions for the CPU. Stands for Random Access Memory. |
| **ROM** | Read Only Memory – Fixed Memory that cannot be changed. Used when the system starts up to know what order to load. |
| **Output Device** | An **output device** is a piece of hardware or peripheral **that receives** data from a computer. e.g. printer, monitor, Speakers |
| **Input Device** | An **input device** is a peripheral **that enters** data into a computer. e.g. keyboard, Scanner, microphone, mouse, keyboard |
| **Software** | A collection of instructions that enable the user to interact with a computer. |
| **Cores** | There are single core, dual and quad core processors. The more cores the more efficient and faster it will be. |
| **CPU** | Central Processing Unit. Performs calculations & processes instructions. |
| **Hard Drive** | Stores information in long-term memory. Contains a magnetic disk or solid-state drive inside to store data on. |

### More info can be found here:

BBC BiteSize Digital devices, Software, CPU:
https://www.bbc.co.uk/bitesize/topics/zmpsgk7

## KEY WORDS

**Render:-** To colour in an idea or design to make it look like a material or to make it stand out.

**Enlarge:-** to make, draw an object bigger than the original drawing .

**Reduce:-** to make, draw and object smaller than the original drawing

**Oblique:-** A 3D drawing technique which shows and image at 45°.

**Annotate:-** To add notes to your designs that explain what you are aiming to achieve. ( Size, Materials, joining techniques)

**Freehand:-** To produce a drawing without the aid of drawing equipment like rulers and set squares.

**Template:-** A card or paper drawing that allows you to accurately mark out a shape.

**Laminate:-** To cover a piece of card or paper with a protective cover to protect the surface.

**Crating:-** the use of simple drawn shapes to draw more complex ideas.

## DESIGN TECHNOLOGY

**Typography** This is the study of **Type** and **Text** on a page, it is how it add impact or set the scene for a page.

You can change the style of text, its size, colour and space around the text to give you different appearances.

**Serif**: These typefaces have a tail and are mainly used in the body of a text.

**San Serif**: This typeface has no tail and is mainly used for headings as it is plain and clear to read.

**Script**: These type Faces tend to look Handwritten and have a more personal feel.

**Stylised:** These are more decorative and are aimed at attracting attention or giving some meaning or association.

ABC Serif Font Example serifs shown in red

ABC Sans Serif Font Example

*Script*

ICE

## Analysing products

This is where we look at an existing product and say, what we think is good and bad about the product

**A Aesthetics :-** what the product looks like?

**C Cost:-** How much would it cost to buy?

**C Client:-** Who would buy it?

**E Environment:-** How long would it last?

**S Safety:-** Could the product hurt anyone?

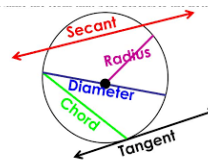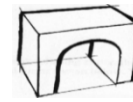**S Size:-** How big is it?

**F Function:-** What will the product do?

**M Materials:-** What is it made from?

## Freehand drawing techniques

Using thick and thin lines to make an object stand out from a page.

Rule if you can see two sides the line between is thin. If you can only see one side, the line is thick.

Hatching is the use of lines to give an image the look of shadows, shade and texture.

WHAT IS CROSS HATCHING?

Secant
Radius
Diameter
Chord
Tangent

A quarter of a circle is called a **quadrant**.

## Signs and symbols

Signs give information to people. They often avoid using words. This makes them easy to recognise, and helps people who don't speak your language or who can't read

**Extension task** See how many signs and symbols you can find?

**Did you know the Greeks invented theatre?**

- Theatre has religious routes! Where the Greek people used to gather to watch religious ceremonies
- Stories that used to get told between family members were written down and turned into plays
- Theatre originated from Athens, in Greece, specifically the Festival of Dionysius! Dionysius was the God of Wine.

**Key terminology**

| Word | Definition |
| --- | --- |
| **Theatre** | A building or outdoor area where plays are performed. |
| **Audience** | A group of people watching a play be performed |
| **Physical skill** | How an actor uses their body to communicate |
| **Vocal skill** | How an actor uses their voice to communicate |
| **Projection** | How we can use volume to make sure the audience can hear us. |

**Key features of Greek Theatre**

| Word | Definition |
| --- | --- |
| **Chorus** | One character being played by multiple actors |
| **Amphitheatre** | A theatre the Greeks would've performed in, made out of stone and outside |
| **Mirror** | Copying the actions of another actor opposite |
| **Mask** | A prop worn on your face to show character |
| **Genre** | A style or type of story e.g. Greek plays were either comedies or tragedies |

**How to give constructive feedback**

- I think your use of...[skill]...was good.
- It was good because...[how did they use the skill?]
- It gave the effect that...
- I thought you could add in more...[skill]
- You could add this in by...[how could they use that skill?]
- This would give the effect that...

9

| Greek Myths | English |
|---|---|

## Subject Specific Content (QLA W1)

**The Odyssey:**

- The Odyssey was written by the Greek poet, Homer.
- An odyssey now has come to mean a very long journey.
- The story follows a character called **Odysseus, a famous Greek hero (protagonist),** as he attempts to make his way home to his family.

## Characters:

1. **Telemachus** = Odysseus' son
2. **Penelope** = Odysseus' wife
3. **Athena** = Daughter of Zeus / Goddess of wisdom/battle
4. **Circe** = Witch-Goddess
5. **Calypso** = Nymph (falls in love with Odysseus)
6. **Laertes** = Odysseus' father

## Vocabulary – Colour Thesaurus (QLA W3):

- **White** = ivory, salt, bone, pearl, porcelain
- **Red** = scarlet, blood, ruby, cherry, mahogany
- **Blue** = indigo, azure, sapphire, arctic, teal
- **Brown** = chocolate, mocha, cedar, caramel, tawny
- **Grey** = graphite, charcoal, slate, ash, pewter
- **Black** = raven, ink, midnight, coal, obsidian
- **Yellow** = citrus, sandy, golden, amber, butterscotch
- **Orange** = rust, bronze, honey, carrot, tiger

**More information can be found at:** https://greece.mrdonn.org/myths.html

## Key Vocabulary, Spellings and Definitions (QLAs W1 and W3):

1. **Hellenic** – Relating to Ancient Greek culture – such as the people, and the language
2. **Hubris** – Excessive (more than normal) amounts of pride
3. **Labyrinth** – A maze
4. **Mortal** – A living human being (who can die)
5. **Narcissistic** – Being overly interested in yourself, or your own appearance
6. **Philosopher** - Someone who studies knowledge, reality and existence
7. **Polis** – A city-state in Ancient Greece
8. **Myth** – A traditional story that is often written to explain natural phenomena and quite often involves Gods or fantasy creatures.
9. **Legend** - A traditional story (historical but not authenticated – proven to be true)
10. **Folktale** - A story that is usually told through word of mouth.

## Senses (QLAs W1 and W3):

- **See:** *What can you see? Zoom in to the smallest details.*
- **Touch:** *What textures could you feel?* E.g. Corrugated, jagged, velvety, serrated
- **Smell:** *What smells could you describe?* E.g. Comforting, putrid, delicate, intoxicating
- **Hear:** *What sounds could you describe?* E.g. Hushed, melodic, tumultuous, dulcet
- **Taste:** *What tastes could you describe?* E.g. Acidic, bitter, stale, sour

## Key content

### Cooking Food

1. A broad range of ingredients, equipment, food skills and techniques, and cooking methods are used to achieve successful results.
2. *Recipes and cooking methods can be modified to help meet current healthy eating messages and repeated at home.*

### Why is food cooked?

Some foods can be eaten raw and form an important part of the diet. However, many foods need to be prepared and cooked before they are eaten to:

1. make the food safe to eat by destroying pathogenic micro-organisms and toxins;
2. destroy microorganisms and enzymes that cause food to deteriorate and therefore increase the keeping quality of the food;

### Food skills

There are a number of food skills which enable a variety of increasingly complex dishes to be prepared and made.
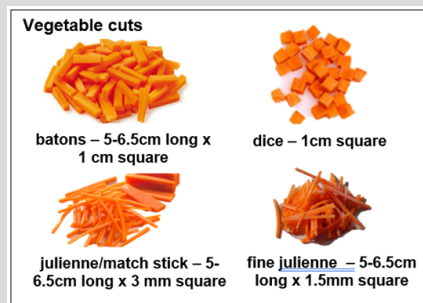
These can include:

1. beating, combining, creaming, mixing, stirring and whisking;
2. bridge, claw, julienne, jardinière, brunoise, macedoine .
3. kneading, folding, forming and shaping;
4. knife skills;
5. rubbing-in and rolling-out;
6. use of the cooker: boiling/simmering/poaching, frying, grilling, roasting and baking;

## Diagrams:

**The Bridge Hold**    **The Claw Grip**



**Key vocab**

| Word | Definition |
|------|-----------|
| **Bridge** | Form a bridge over the ingredient with your hand, making the sure the arch is nice and high so there's plenty of room for the knife to fit underneath. Hold the item securely with your fingers on one side and your thumb on the other. |
| **Claw** | keeping the fingers curled inward and gripping the food with the fingernails, the fingers stay out of harm's way. The side of the knife blade should rest against the first knuckle of the guiding hand. |
| **Brunoise** | A tiny cube cut from julienne sticks that chefs quarter and dice again, producing cubes that are ⅛ by ⅛ by ⅛ by ⅛ inches |
| **Macedoine** | Dicing ingredients into 1/4 inch cubes. |
| **Jardinière** | To cut a vegetable into thick batons |
| **Julienne** | Food cut into short, thin strips - matchstick |
| **Pathogenic** | Any organism or agent that can produce disease. |
| **Deteriorate** | Become progressively worse. |

To find out more, go to:
https://bit.ly/2Z97B5f
https://www.foodafactoflife.org.uk/14-16-years/cooking/
https://www.johnofgauntschool.org/page/?title=Technology&pid=29
Optional Extra – if you are able to cook at home with an adult – why not try using the bridge and claw technique, along with practicing the vegetable cuts.

## What is Geography?

**Human Geography**: is about the human world, how and where people live, develop and earn a living

**Physical Geography**: is about the physical world around us. What is our planet like. The work of rivers, the sea and ice.
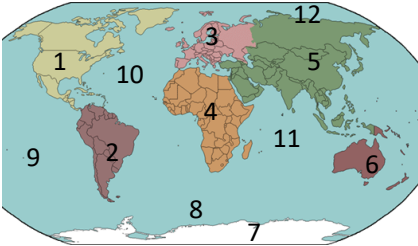
**Environmental Geography**: is about the natural habitats of our planet, such as mountains, forests and ocean. It is about how humans affect the planet

## What makes a good Geographer?

Investigates and understands the world in which we live, we explore the human and physical world.

We ask questions about the world around us. (where is this place? What is it like? Why is it like this? How and why is it changing?

We develop knowledge of where places are in the world
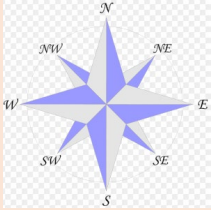
## The continents and oceans

1. North America
2. South America
3. Europe
4. Africa
5. Asia
6. Oceania
7. Antarctica
8. Southern Ocean
9. Pacific Ocean
10. Atlantic Ocean
11. Indian Ocean
12. Arctic Ocean

## Direction

You need to know the 8 point compass for giving directions, saying which way long shore drift is going or if it says look at the headland in the northwest corner of the map.

### The compass

On most maps the direction 'north' will be straight up the map but check the compass carefully.

## Map Symbols

Generally if you are given an OS map it will have a key telling you what the symbols mean. However, it's a good idea to learn some of the most common ones which are shown below.

| | | |
|---|---|---|
| Motorway | County boundary | Footpaths |
| Main (A) road | National Park | Viewpoint |
| Secondary (B) road | boundaries | Tourist information centre |
| Bridge | Building | Parking |
| Railway | Bus station | Places of worship |

## Scale and Distance

Maps should always have a scale which can be shown with a ratio e.g 1:50,000 (which means 1 cm on the map equals 50,000cm (or 0.5km) in real life or a scale line which you can put your ruler alongside to see what distance is represented by 1cm on the map.
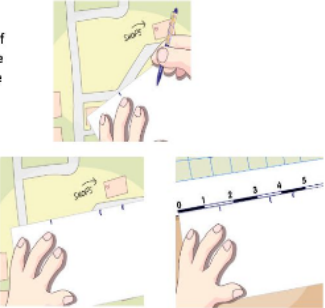
**On the paper's edge**
One method of measuring distance is to take a sheet of paper and place the corner of a straight edge on your starting point. Now pivot the paper until the edge follows the route that you want to take.
**Step 1**
Every time the route disappears or moves away from the straight edge of your paper, make a small mark on the edge and pivot the paper so the edge is back on course.
**Step 2**
Repeat this process until you reach your destination.
**Step 3**
You should be left with a series of marks along the edge of your paper. You can now place the sheet against the scale bar on your map. The last mark you made will tell you the real distance you need to travel.
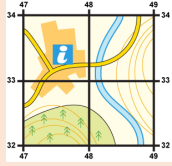
## 4 Figure Grid References

Ordnance Survey maps have numbered gridlines drawn on them. The lines running up and down the page are called eastings (because their numbers get higher as you move eastwards) and the ones running across the map are known as northings (because their numbers get higher as you move northwards).
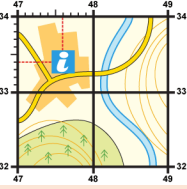
### Four-figure grid references

To give the 4 figure grid reference for the information centre give the number of the line that runs up the left hand side of the square (47).
The give the number of the line that runs across the bottom of the square (33).
This gives a four figure grid reference of 4733.

### Six- figure grid references

To give a 6 figure grid reference for the information centre start by finding the line that runs up the left hand side of the square (47) then imagine that the square is divided into tenths (this has been done for you on the diagram) and count across the tenths (6). Then give the line that runs across the bottom of the square (33) and count up the tenths (4).
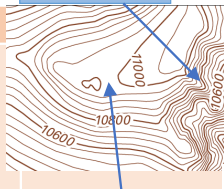Put it altogether to give a grid reference of 476 334

# Year 7 Geography: Using maps effectively

## Relief: the height of the land. Steep or flat
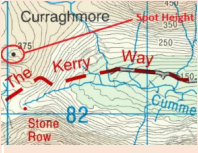
Steeper slope

### Contours

Contours are orange lines found on an OS map that join places of equal height above sea level. They show the height of the land in metres by the numbers marked on them. They also show the steepness of the land by how close they are together (the closer the lines the steeper the slope).

More gentle slope

### Spot Heights

Spot heights are black dots with a number next to them that give the height of that particular spot.

## Inferring things from maps

As a geographer you should be able to describe and interpret a map.

### Describing locations

When you are asked to describe the location of something then write about what it is near. Use the scale calculate exactly how far away it is and also use compass points to describe he direction.

### Inferring things from map evidence

You also need to be able to work something out using map evidence. For example you might be asked what evidence there is that tourism is important along a particular section of the coast, so you might look for a sandy beach, a cliff topic path and blue symbols which show tourist facilities e.g. a tourist information centre or a campsite.

### Drawing a field sketch

A field sketch is used to show the main geographical characteristics of a landscape. It should be an accurate outline sketch and include labels and annotations.

### Latitude and Longitude

Latitude lines on an atlas map run horizontally around the earth and tell us how far north or south of the Equator (0 °). So for example London is 51°N.
Longitude lines run vertically around the earth and they measure how far east or west of the Prime Meridian (a line of longitude that runs through Greenwich in London). So for example London would be 0° W.

## Neolithic Britain (4000 BC to 2500 BC)

1. Neolithic people began to farm (grow crops & keep animals like pigs and goats) – previously humans in Britain had been mobile hunter-gatherers.

2. Probably worshipped the sun and moon.

3. Initially used tools made from stone (like a Hammerstone or flint axes), wood or animal parts (bones, antlers)

4. Use menhirs and megaliths to build long barrows and stone circles. These were often used for burial and worship.

- **Local Examples of Neolithic Monuments:** Stonehenge, Avebury, Silbury Hill, West Kennet Long barrow, Stony Littleton Long barrow, Stanton Drew Stone Circle.

## Stonehenge 2600 BC

5. Sarsen stones (big ones) from Malborough Downs near Devizes
6. Bluestones (smaller ones) transported from Preselli Hills in Wales
7. The Sarcen stones put up using wooden scaffolds
8. 25% of the menhir might be buried underground
9. Sunlight hits the Altar Stone at the Summer Solstice (21st June) and the Winter Solstice (21st December)
10. Hundreds of people involved in transportation, digging and building of Stonehenge.

## Neolithic / Iron Age Diet
Cows, fish, pigs, mushrooms, hazlenuts, yoghurt, blackberries, raspberries, juniper berries, wheat, cheese

Challenge yourself to learn more about Pre-historic Britain here:
**https://www.bbc.co.uk/bitesize/topics/z82hsbk/articles/zpny34j**

## Iron Age Britain (800 BC to 43AD)

**Hillforts** – defensive forts on flat-topped hills. Protected with ditches, banks and a single entrance.
**Local Examples: Cley Hill, Barbury Castle, Scratchbury Camp**

**The Celts:**
11. European tribe which arrived in Britain around 500BC.
12. fierce warriors (including the women).
13. Often fought naked with just iron swords, spears and wooden shields.
14. Used chariots and **woad** (from plant leaves) to paint frightening blue designs on their bodies.

**Worship**
15. **Sacrifice** – gave their gods valuable objects to keep them happy. They also sometimes sacrificed animals or humans.
16. Moon, stars and sun and the natural world were seen as sacred, and they worshipped in places like lakes, rivers, cliffs and forests.

## Neolithic / Iron Age Housing

Long houses or smaller roundhouses. Walls of wattle and daub and a thatched roof.

## What metals can be smelted?
Pre-historic people slowly worked out how to make hot enough fires to melt certain metals to make objects with.

The Copper Age 4000 BC – 2500 BC
The Bronze Age 2500 BC – 800 BC
The Iron Age 800 BC – AD 43

# History – KPI 1: Prehistoric Britain

| Key term | Definition |
|---|---|
| Century | Period of 100 years |
| Decade | Period of 10 years |
| Chronology | Study of dates, dating and ordering of events |
| Evidence | Available facts and information to prove if something is true |
| Henge | Circular chalk bank |
| Long barrow | Neolithic burial mound |
| Antler pick | Deer antler used for digging |
| Menhir | A large standing stone |
| Hillfort | Settlement protected with fences and banks (Iron Age) |
| Torc | Metal neck ring (Iron Age) |
| Druid | Iron Age priest and leader |
| Wattle and Daub | Sticks and mud (for walls) |
| Thatch | Grass / Straw used for roofing |
| Megalith | Large rock or boulder used to build a structure |

**Diagrams**:



## Key content

In this topic you will find out all about the fundamental elements that make up music (the elements of music). You will learn to analyse how these elements have been used in pieces of music that you listen to and play.

## Key vocab

| Word | Definition |
|---|---|
| Dynamics | How loud or quiet the music is |
| Rhythm | A collection of beats together |
| Tempo | The speed of the music |
| Tonality | The tone of the music – major (happy) or minor (sad) |
| Structure | How the music is organised |
| Melody | The main tune |
| Instrumentation | The instruments/voices used in a piece |
| Texture | How many layers there are in the music |
| Harmony | A combination of different notes/chords together |
| Chords | 2 or more notes played together |

More info can be found here: **Listening**

Counting Stars:
https://www.youtube.com/watch?v=tzMGDIU_-ow

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## Key Content

**Run** – running is very common in lots of sports. Particularly invasion games such as rugby/football/netball. But also in fitness testing in the 12 minute cooper run & Illinois agility run.

**Throw** – throwing is used across many sports, invasion games such as basketball/handball/rugby.

**Catch** – catching is needed for invasion games and striking/fielding games. To score points and to get people out.

**Jump** – needed for lots of games and sports. Specifically intercepting in netball, basketball as well as long and high jump

**Key Vocab**

| Word | Definition |
|------|-----------|
| Responsibility | the state or fact of being accountable or to blame for something |
| Organisation | the action of organising something |
| Communication | The imparting or exchanging of information by speaking, writing, or using some other medium. |
| Teamwork | the combined action of a group, especially when effective and efficient. |
| Regulation | A regulation is **a bit more formal than a rule** – it prescribes the required conduct or action exactly; |
| Rules | Rules are **in place for safety of the players, integrity of the game and to create as fair a competition as possible.** |

## COMPONENTS OF FITNESS FOR SKILL

www.morelifehealth.com

**BALANCE**
Our ability to maintain our centre of mass over our base of support.

**COORDINATION**
The smooth flow of movement in the execution of a physical task.

**REACTION TIME**
The time taken to react to an environmental stimulus.

**AGILITY**
The ability to quickly and precisely move or change direction without losing balance.

**SPEED**
Our ability to move quickly across the ground.

**POWER**
Our ability to produce force quickly.

MoreLifeHealth
SENIORS

## COMPONENTS OF FITNESS FOR HEALTH

**CARDIORESPIRATORY ENDURANCE**
Our ability to perform an activity, with our heart rate elevated, for a certain amount of time.

**MUSCULAR STRENGTH**
Our ability to exert force during an activity.

**FLEXIBILITY/MOBILITY**
The range of motion around our joints.

**MUSCULAR ENDURANCE**
The ability of our muscles to continue to perform an activity without fatiguing.

**BODY COMPOSITION**
The amount of body fat, muscle, bone and other tissues that make up our body.

| 6. PHYSICAL ME (Term 1) | | | | |
|---|---|---|---|---|
| **RULES AND REGULATIONS** | | | | |
| Know basic rules and regulations. | | 🔴 | 🟡 | 🟢 |
| **SKILLS AND TECHNIQUES** | | | | |
| Perform basic skills and techniques | | 🔴 | 🟡 | 🟢 |
| **TACTICS AND STRATEGIES** | | | | |
| Perform some tactics and strategies needed for the sport. | | 🔴 | 🟡 | 🟢 |

# RE Knowledge Organiser

# Term One: Judaism

| Key Word/Concept | Definition |
|---|---|
| God | Jews believe that there is one God, He does not have multiple parts |
| Abraham | The first Jew and founded of Judaism; a significant role models to all Jews |
| Moses | Most important messenger of God in Judaism; Moses led the Jews out of slavery in Egypt |
| Torah | Jewish holy scroll |
| Synagogue | Jewish holy building |
| Hebrew | Language of Judaism |
| Kosher | Food that meets the requirements of Jewish law |
| Bar/Bat Mitzvah | Son/Daughter of the commandment; rite of passage for Jews |
| Commandment | A divine/religious rule e.g. the 10 commandments |
| Omnipresent | God is present everywhere always |
| Omniscient | God is all knowing |
| Omnipotent | God is all powerful |
| Omnibenevolent | God is loving |
| Monotheistic | Belief in only one God |

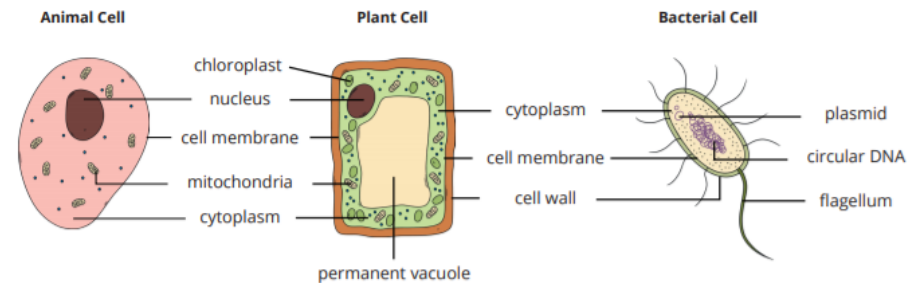| | Core Beliefs |
|---|---|
| Nature of God | According to Jewish belief, God has four main characteristics:<br>• One – Jews believe in One God<br>• Creator – Jews believe that God created the world<br>• Law-giver – Jews believe God has given many religious laws<br>• Judge – God will judge each person on hoe well they have kept his laws |
| Creation/Environment | **Genesis**, the first book of the Torah, explains the Jewish religious teaching about how the world was created. The story shows how God made the world and everything in it in 6 days, resting on the 7th. |
| Holy Book | There are two parts to Jewish rules: one part is called the **Written Law** because it is believed this was written down when it was given to the Jews. It includes the holy book called the Torah. The other part is called the **Oral Law** because it was not originally written down. |
| Symbolism | The word **kosher** describes all the things that Jews are allowed, and there are rules called **kashrut** which identify foods that are kosher. |
| Festivals/Rites of Passage | **Bar & Bat Mitzvah** ceremonies mark the transition into adulthood for young Jews. At age 13 a boy becomes Bar Mitzvah and at age 12 when a girl becomes a Bat Mitzvah. After these ceremonies Jewish boys or girls become responsible for living according **to Jewish Law**. |

Further Reading & Watching:
https://www.bbc.co.uk/bitesize/topics/z9prkqt/articles/zfn792p
https://www.bbc.co.uk/bitesize/topics/zwykjxs/articles/z66dgwx

# B1 Cells Knowledge Organiser

## 1.1 Organelles

| Sub-Cellular Structure | Function |
|---|---|
| nucleus | Controls the activities of the cell. It contains genetic material (DNA), which is packaged into structures called chromosomes. |
| circular DNA | The DNA of bacteria found free in the cytoplasm. |
| mitochondria | Contain the enzymes needed for aerobic respiration, which releases energy for the cell. |
| chloroplasts | Contain a pigment called chlorophyll, which absorbs light to provide energy for photosynthesis. |
| cell wall | Helps to strengthen the cell and provides support for the plant. |
| cell membrane | Controls the movement of substances into and out of the cell. |
| cytoplasm | A jelly-like substance that fills the cell, where most chemical reactions occur. |
| flagellum | A tail-like structure that allows bacteria to move around. |
| permanent vacuole | Filled with cell sap to keep the cell rigid to support the plant. |
| plasmids | Plasmids are small rings of DNA that code for specific features, such as antibiotic resistance. |

## 1.2 and 1.3 Plant cells, animal cells and unicellular organisms



Animal Cell — nucleus, cell membrane, mitochondria, cytoplasm

Plant Cell — chloroplast, nucleus, cytoplasm, cell membrane, cell wall, permanent vacuole

Bacterial Cell — plasmid, circular DNA, flagellum

## 1.4 Organisation

### Levels of Organisation

A **cell** is the smallest unit of a living organism. It contains structures needed to carry out life processes.

A **tissue** is a group of cells of the same type.

An **organ** is a group of different tissues working together to carry out a job.

An **organ system** is a group of different organs working together to perform a particular function.

## 1.5 Joints

**Joints** are found where bones meet. Sometimes these joints are fixed but most joints are flexible to allow the body to move.

A **hinge joint** allows backwards and forwards movements. Knees and elbows are hinge joints.

A **ball and socket joint** allows movement in all directions. Shoulders and hips are ball and socket joints.

**Cartilage** is a strong, smooth tissue that covers the ends of the bones to protect them from damage.

**Ligaments** hold the bones together.

**Fluid** in the joints keeps the cartilage slippery to reduce

## 1.5 Skeleton



mandible (lower jaw), cranium (skull), scapula (shoulder blade), calvicle (collarbone), humerus, sternum (breastbone), vertebrae (spine), ribs, pelvis, radius, carpals (wrist bones), ulna, femur (thigh bone), patella (kneecap), fibula, talus (ankle bone), tibia

The skeleton has several functions:

**Support** – The skeleton provides a frame to hold your body upright and keep your organs in place.

**Protection** - Bones are hard and strong to protect important organs such as the heart and the brain.

**Movement** - Your bones and muscles work together to allow your body to move.

**Making blood cells** – Some bones contain a soft tissue called bone marrow. Red blood cells and white blood cells are made in the bone marrow.

# Soy yo – All about myself

**YO**

**me llamo**… - I am called..

**tengo once / doce años** - I am 11 / 12 years old

**mi cumpleaños es el… de …** My birthday is on the (date) of (month)

**nací en**…. – I was born in (place)

**nací en**…. I was born in (year)

**vivo en**… – I live in…

**soy de…** – I am from…

**tengo** – I have

## Los paises del mundo – Countries of the world

**España** – Spain
**Francia** – France
**Irlanda** – Ireland
**Escocia** – Scotland
**Suiza**- Switzerland
**Méjico** – Mexico
**Los Estados Unidos** – USA
**Bélgica** – Belgium

**Inglaterra** - England
**Italia** - Italy
**Polonia** - Poland
**Portugal** - Portugal
**Alemania**- Germany
**Holanda** - Holland
**Gales** – Wales
**Marruecos** – Morocco

## Numbers and dates

| | |
|---|---|
| **uno** – 1 | **diecisiete** – 17 |
| **dos** - 2 | **dieciocho** - 18 |
| **tres** - 3 | **diecinueve** - 19 |
| **cuatro** - 4 | **veinte** - 20 |
| **cinco** - 5 | **veintiuno** -21 |
| **seis** - 6 | **veintidós** - 22 |
| **siete** - 7 | **veintitrés** – 23 |
| **ocho** - 8 | **veinticuatro** - 24 |
| **nueve** - 9 | **veinticinco** - 25 |
| **diez** - 10 | **veintiséis** - 26 |
| **once** - 11 | **veintisiete** - 27 |
| **doce** - 12 | **veintiocho** - 28 |
| **trece** - 13 | **veintinueve** - 29 |
| **catorce** - 14 | **treinta** – 30 |
| **quince** - 15 | **treinta y uno** - 31 |
| **dieciséis** - 16 | |

## Grammar - articles

| | m/s | f/s | m/pl | f/pl |
|---|---|---|---|---|
| the | el | la | los | las |
| a | un | una | unos | unas |

masculine, feminine, singular, plural

some

## Los días de la semana – The days of the week

**lunes** – Monday
**martes** – Tuesday
**miércoles** – Wednesday
**jueves** – Thursday
**viernes** – Friday
**sábado** – Saturday
**domingo** - Sunday

## Greetings & politeness

**hola** – hello / hi
**buenos días** – hello / good morning
**buenas tardes** – good afternoon
**adiós** – goodbye
**buenas noches** – goodnight
**por favor** – please
**gracias** – thank you
**de nada** – you're welcome
**encantado/a** – pleased to meet you
**hasta luego** – see you later

## ¿Qué hay en tu mochila? – What is there in your bag?

**En mi mochila hay / tengo** – in my bag there is / I have

**un libro** – a book
**un cuaderno** – an exercise book
**un sacapuntas** – a pencil sharpener
**un lápiz** – a pencil
**un bolígrafo** – a pen
**un estuche** – a pencil case
**un diccionario**– a dictionary
**una goma** - a rubber
**una regla** – a ruler
**una agenda** - a planner
**una calculadora** – a calculator

## GRAMMAR: Forming plurals of nouns:

If it ends in:
a vowel, add 's' (**libro - libros**)
a consonant, add 'es' (**hotel - hoteles**)
a 'z', remove it and add 'ces' (**lápiz - lápices**)

## Nacionalidades - Nationalities

**español / española** – Spanish
**inglés / inglesa** – English
**francés / francesa** – French
**alemán / alemana** – German
**escocés / escocesa** – Scottish
**galés / galesa** – Welsh
**irlandés / irlandesa** – Irish
**mejicano / mejicana**– Mexican
**italiano / italiana** – Italian
**polaco / polaca** - Polish

## Preguntas – questions (see top left for answers)

**¿Cómo te llamas?** – What are you called?
**¿Cuántos años tienes?** – How old are you?
**¿Dónde vives?** – Where do you live?
**¿Qué tal?** – How are you? How's it going?
**¿De dónde eres?** – Where are you from?
**¿Qué hay en tu mochila?** – What's in your schoolbag?
**¿Cuándo es tu cumpleaños?** – When is your birthday?

**¡Estupendo!** – Great!
**Muy bien** – Very well
**Bien** - Fine
**Regular** – OK
**Mal** – Sad, not well
**¡Fatal!** – Terrible, awful!

## Key verb – Tener – to have

**tengo** – I have
**tienes** – you (s) have
**tiene** – he/she has

**tenemos** – we have
**tenéis** – you (pl) have
**tienen** – they have

singular

plural

## ser – to be

**soy** – I am
**eres** – you are
**es** – he / she is

## other verbs

**hay** – there is /are
**no tengo** – I don't have
**no hay** – there isn't / aren't

## connectives:

**también** – also
**pero** – but
**normalmente** - normally
**a veces** - sometimes

## Los meses – the months

**enero** – January
**febrero** – February
**marzo** – March
**abril** – April
**mayo** – May
**junio** – June

**julio** - July
**agosto** - August
**setiembre** - September
**octubre** - October
**noviembre** - November
**diciembre** - December

As blob stood by the start of the bridge he felt completely **ambivalent**, could he possibly make it across in one piece? He could see that on the other side, arms wide with pride, blob had clearly managed to **conquer** his fears and crossed the bridge successfully. However, there were those who clung on with a **perplexed** expression and he wondered what they had to be so puzzled about.

Perhaps they (as to be honest, he was) were questioning the risky and **flamboyant** choice of blob balanced so **precariously** on the rope of the bridge. With such a steep **precipitous** edge and deep **crevasse** to fall into, it did seem a rather foolish idea. It was almost certainly this that had **exacerbated** his **trepidation** over setting foot on the bridge.

Blob was so focused on the left side of the bridge that he failed to notice the **abhorrent** act of another blob who had pushed his **foe** over the edge! With a **livid** cry, his enemy hurtled to the ground! This **heinous** act was witnessed by a **flabbergasted** blob who instinctively stretched out his arms in vain, but knew there was no hope of saving him.

It was quite **incredulous** to think that not more blob's had tried to help! Although for some, the **feud** they were having with their friend had taken their attention away from everything. For others, they ought to stop **gawking** at the lost blob and focus on saving the other clinging on to the bridge!

Labels on image: conquer, flamboyant, precariously, ambivalent, perplexed, abhorrent, gawk, heinous, precipitous, foe, livid, flabbergasted, crevasse, feud

conquer – overcome
gawk – stare
precariously – not secure

perplexed – confused
livid – very angry
flabbergasted – shocked
ambivalent – unsure

abhorrent – terrible
heinous – horrific
precipitous – steep
Incredulous – disbelieving

feud – argument
crevasse – abyss
foe – enemy

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# LAST PAGE