Year 7

Knowledge Organiser

April-July 2023

AMBITION, CONFIDENCE, CREATIVITY, RESPECT, DETERMINATION

Proud to be part of the GREENSHAW LEARNING TRUST

FIVE ACRES HIGH SCHOOL

Why do we have knowledge organisers?
Knowledge organisers are a collation of the basic essential knowledge for success in each subject area that will underpin your learning for the term.

They are designed to provide the information you will need to be committing to your long term memory through recall exercises in Low Stakes Quizzing.

How do we use knowledge organisers?
You should be using these KOs to create your homework quizzes so that you are practising retrieving information.

1. You can do this by testing yourself on the definition of key terms (both recalling the key term and then swapping to recall the definition), practice labelling diagrams, retrieves reasons and justifications for the main learning points.
2. They can also be used for 'memory dumps' where you try to recall as much of the information about a topic as possible and then use the KP to fill in the gaps.
3. They can also be used in class to assist with retrieval of the core knowledge needed for each subject.

You should have these with you at all times in school and out on your desk in all lessons.

If you lose your KO or it becomes too dishevelled, please purchase a new one from the Head of Year or the School Office.

Contents

English	Page 1
Mathematics	Page 2
Science	Page 4
History	Page 9
Geography	Page 12
French	Page 16
Spanish	Page 17
RE	Page 18
DT	Page 20
DT:Food	Page 21
Art	Page 23
Drama	Page 24
Music	Page 26
IT	Page 27
PCSHE	Page 35

Y7 English KO Summer Term Love Unit

Subject terminology

Grammar

Conjunctive adverbials:
Adverbs that act as conjunctions to link sentences or clauses together – however, furthermore, therefore.

Simple sentences:
A simple sentence is made up of one main or independent clause.

Main clause:
Must contain a subject and a verb.

Adverbial phrases:
A group of words that add to the meaning of a verb, adjective or adverb.

Passive voice:
When the subject receives (rather than does) the verb.

Techniques

Simile:
The comparison of one thing with another using **'like' or 'as'.**

Metaphor:
Describes a person or object by referring to something that is considered to have similar characteristics.

Personification:
Giving human characteristics to something non-human.

Poetry

Blank verse:
Writing that has a rhythm but doesn't rhyme.

Sonnet:
A 14 line poem that has a tightly structured rhythm, rhyme and structure.

Volta:
A 'turn' that marks the change of mood in a poem.

Iambic Pentameter:
A line of verse with 5 pairs of stressed and unstressed beats.

Context- Shakespeare's literature:

Twelfth Night

-written in 1601 at the end of Queen Elizabeth I's reign.

-The holiday on January 6th was the last night of the Christmas celebration and celebrated as a festival when everything was turned upside down. The chaotic world of Illyria reflects this.

-Puritans were a religious group who opposed the theatre and other forms of entertainment.

-Elizabethan audiences would have been deeply unsympathetic to anyone behaving puritanically.

Antony and Cleopatra

- written in 1606, immediately after *Macbeth,* this play is one of the last great tragedies that Shakespeare produced.

- *Antony and Cleopatra*'s setting is the entire Roman Empire, and captures the historical battle between Octavius Caesar, Marc Antony, and Cleopatra.

Romeo and Juliet

-written in 1595, the play is quite similar in plot, theme, and dramatic ending to the story of Pyramus and Thisbe, told by the great Roman poet Ovid in his *Metamorphoses*.

Poetry

William Shakespeare wrote 154 sonnets which were printed in 1609. Their main subject is 'love', but they also reflect upon time, change, aging, lust, absence, infidelity and the problematic gap between ideal and reality when it comes to the person you love.

Key concepts and themes

The power of Love:

In this unit we will explore the power that love has on our thoughts, feelings, emotions and actions. We will study how it brings joy to our lives, but also how it can cause conflict.

Loyalty and Duty:

We will explore how love can make us loyal, but also test our loyalties; how it can guide us but also how it can blind us from our duty.

Devotion:

We will explore how love creates intense feelings between people, and how these feelings change the way that we treat the people around us.

Identity:

We will look at how Love shapes and changes who we are, and how we are sometimes better at expressing our feelings when we are hidden from judgement.

Obsession:

We will examine how people see others as the centre of the universe, and how this obsessive love can cloud human judgement.

Key concepts and vocabulary

Loyalty: not changing in your friendship or love of someone or something.
Duty: something that you have to do as part of a job, or something that you feel is the right thing to do.
Devotion: loyalty and love or care for someone or something.
Tragedy: a play about death and suffering, with a sad ending.
Identity: who a person is, or the qualities of a person that make them different from others.
Melodramatic: exaggerated and emotional or sentimental.
Sentimental: influenced by emotions.
Contemptuous: expressing disapproval or disrespect.
Puritanical: having a strict moral attitude towards self-indulgence or sex.
Pompous: acting grandly, solemnly or in a self-important way.
Solemn: serious, without humour.
Unrequited: love that is not returned.
Exasperate: irritate intensely.
Masquerade: to pretend to be someone one is not.
Woo: to try to gain the love of.
Lament: a passionate expression of grief or sorrow.
Loathe: hate.
Turmoil: a state of disturbance, confusion or uncertainty.
Revelry: noisy partying.
Predicament: a difficult or embarrassing situation.
Mayhem: chaos.
Ignominy: public shame or disgrace.

Averages From a List [M328, M934, M841, M940]

Mean
7, 3, 4, 1, 7, 6

Sum of numbers divided by the total numbers

Mean = (7+3+4+1+7+6)/6
= 28/6 = 4.66

Median
7, 3, 4, 1, 7, 6

Arrange in order and pick the middle value

1, 3, 4, 6, 7, 7

Median = (4+6)/2 = 5

Mode
7, 3, 4, 1, 7, 6

Most common number

7, 3, 4, 1, 7, 6

Mode = 7

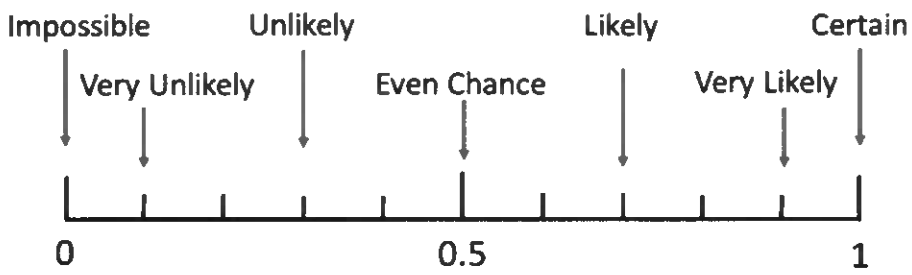
Range
7, 3, 4, 1, 7, 6

Difference between highest and lowest

Range = 7 – 1 = 6

Probability Scale [M655]

The Probability Scale

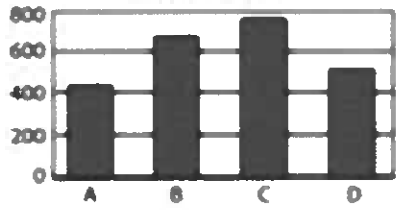


All probabilities sum to 1

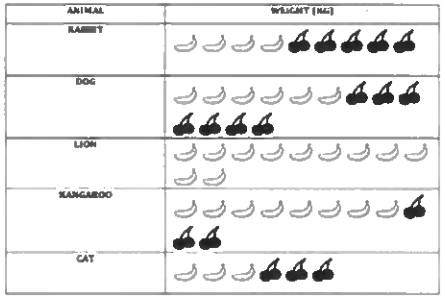
Data Representation [M899, M597, M644, M460, M738, M648, M210]

Discrete	Can only take integer values
Continuous	Can take any value, including decimals
Primary	Collected first hand, e.g. survey
Secondary	From another source, e.g. internet
Qualitative	Can only be represented in words
Quantitative	Can be represented numerically

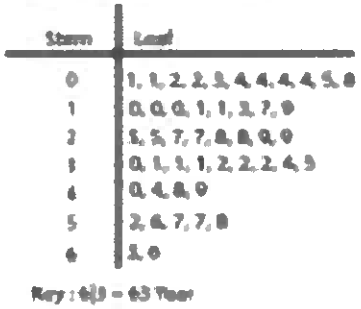
Bar Graphs



Pictograph



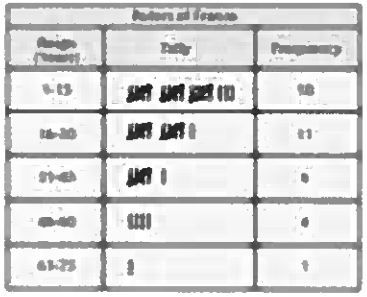
Stem and Leaf Plot



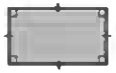
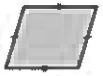
Stem	Leaf
0	1, 1, 2, 2, 3, 4, 4, 4, 4, 5, 8
1	0, 0, 0, 1, 1, 3, 7, 9
2	5, 5, 7, 7, 8, 8, 9, 9
3	0, 1, 1, 1, 2, 2, 2, 4, 5
4	0, 4, 8, 9
5	2, 6, 7, 7, 8
6	3, 9

Key : 6|3 = 63 Year

Frequency Table



Area and Perimeter of 2D Shapes [M900, M920, M390, M635, M269, M276]

Quadrilateral	Figure	Properties
Rectangle		• 4 right angles • 2 pairs of parallel sides • 2 lines of symmetry • rotational symmetry of order 2
Square		• 4 right angles • 4 congruent sides • 4 lines of symmetry • rotational symmetry of order 4
Trapezoid		• 1 pair of parallel sides • Isosceles trapezoids have 1 pair of congruent sides
Parallelogram		• 2 pairs of parallel sides • 2 pairs of congruent sides
Rhombus		• 4 congruent sides • 2 lines of symmetry • rotational symmetry of order 2
Kite		• 2 pairs of congruent sides • 1 line of symmetry

<u>Area</u>

Area of a Rectangle = l x w

Area of a Triangle = $\frac{b \times h}{2}$

Area of a Parallelogram = b x h

Area of a Trapezium = $\frac{(a + b)}{2} \times h$

Construction of Angles & Triangles [M565, M541, M780, M331]

Triangles and other shapes can be accurately constructed using a protractor, a pair of compasses and a ruler.

In order to draw a triangle, three properties are needed:

1. SAS - Side Angle Side
2. ASA - Angle Side Angle
3. SSS - Side Side Side

Always leave construction marks to show your working.

Angle Properties [M818, M163, M351, M679, M319]

<u>Right Angle</u>
90°

<u>Acute Angle</u>
Less than 90°

<u>Obtuse Angle</u>
More than 90°
Less than 180°

<u>Straight Lines</u>
Angles on a straight line make 180°

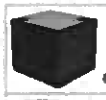
<u>Reflex Angle</u>
More than 180° Less than 360°

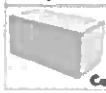
<u>Full Circle</u>
360°

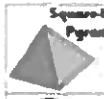
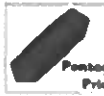
<u>Vertically Opposite</u>
Vertically Opposite angles are equal

Angles in a triangle sum to 180°, angles in a quadrilateral sum to 360°

Properties of 3D Shapes [M767]

 Cube	6 faces 8 vertices 12 edges
Cylinder	3 faces 0 vertices 2 edges
Cone	2 faces 0 vertices 1 edge
Triangular Prism	5 faces 6 vertices 9 edges

Tetrahedron	4 faces 4 vertices 6 edges
Hexagonal Prism	8 faces 12 vertices 18 edges
Octahedron	8 faces 6 vertices 12 edges
 Cuboid	6 faces 8 vertices 12 edges

 Square-based Pyramid	5 faces 5 vertices 8 edges
Sphere	1 faces 0 vertices 0 edges
Octagonal Prism	10 faces 16 vertices 24 edges
 Pentagonal Prism	7 faces 10 vertices 15 edges

A face is a flat surface.

An edge is where two faces meet.

A vertex is a corner where edges meet. The plural is vertices

Year 7 Biology Knowledge Organiser – Interdependence

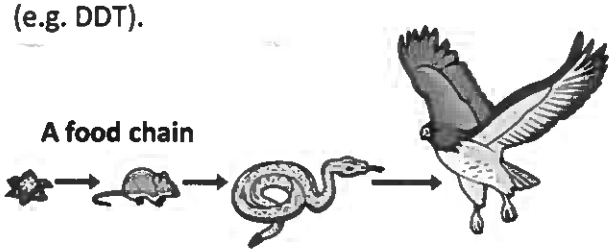
Box 1: Ecosystems

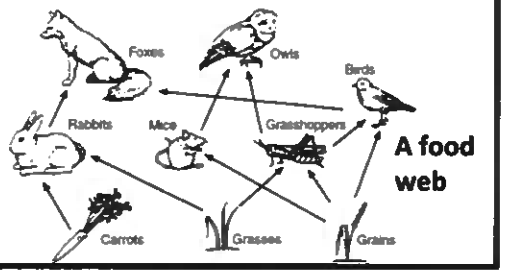
An ecosystem is the interaction between the living things and non-living things in an environment.

- Organisms within an ecosystem rely on each other for food, shelter, seed dispersal etc.
- Animals compete with each other for food, mates and territory.
- Plants within a habitat compete for light, space, water and mineral ions from the soil.

Box 2: Feeding Relationships (food chains and food webs)

A **food chain** shows the transfer of energy between organisms in an ecosystem:
e.g. lettuce → caterpillar → bird
Arrows show the transfer of energy from one organism to another.
A **food web** is used to show the feeding relationships within an ecosystem and is made of multiple food chains.
Energy for all food chains and food webs comes from the Sun.
All food chains and webs start with a producer. Consumers are animals that eat to get energy.
A top consumer is an organism that isn't eaten by any other, e.g. lion.
Populations of organisms within an ecosystem can be affected by numbers of other organisms within the ecosystem or by human behaviours such as hunting or poisoning (e.g. DDT).

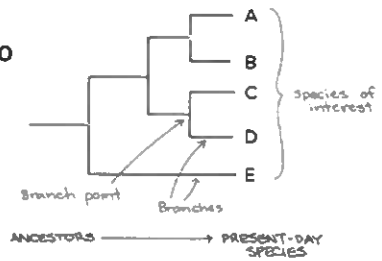




Key Terms	Definitions
Organism	A living thing
Habitat	Area in which organisms live
Ecosystem	Interaction of a community of living organisms with the non-living parts of their environment
Predator	Organism that hunts and kills its food
Prey	Organism that is eaten by another organism
Scavenger	Eats food that has been killed by a different organism
Carnivore	Organism that only eats meat
Herbivore	Organism that only eats plants
Omnivore	Organism that eats plants and animals
Producer	Organism that produces its own food, e.g. a plant
Consumer	Organism that eats food to gain energy and biomass, e.g. an animal
Food chain/web	Diagrams to show the transfer of energy in an ecosystem
Classification	Grouping organisms based on their similarities and differences
Species	Organisms that are able to successfully reproduce
Adaptation	Feature or behaviour that increases the chances of survival: Structural (feature of an organism's body), Behaviour (response made by an organism), Functional (body process)

Box 3: Classification

Organisms are classified based on their similarities and differences. Classification allows organisms to be identified and enables scientists to identify new species.
Carl Linnaeus started the classification system as we know it today. Organisms are assigned a kingdom, phylum, class, order, family, genus, species.
When organisms are part of the same species they can successfully reproduce. Each species is given a Latin name.
Carl Woese has developed Linnaeus' system to include a higher level of classification called a domain.
Evolutionary trees are a visual representation of the relationship between species. Modern technology and knowledge of DNA has allowed relationships between species to be identified.



Year 7 Biology Knowledge Organiser – Interdependence

Box 3: Adaptations of Plants in Tropical Regions

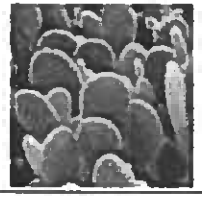
- Drip tips and waxy surfaces allow water to run off, to discourage growth of bacteria and fungi
- Buttresses, prop and stilt roots help hold up plants in the shallow soil
- some plants grow on other plants to reach the sunlight

Box 4: Adaptation	Animal in cold climates	Animal in dry climates	Plants in Dry Climates (cactus)
Behaviour	Penguins huddle together to conserve heat	Often nocturnal when temperature is cooler	n/a
Structural	Thick fur and thick layer of body fat. Small SA : Vol ratio	Thin limbs giving a large SA : Vol ratio. Loses heat easily	Wide shallow or narrow deep roots No leaves and waxy cuticle
Functional	Hibernation: rate of reactions decreases for hibernation	E.g. Camel produces little urine/sweat to conserve water	Photosynthesis in stem as no leaves

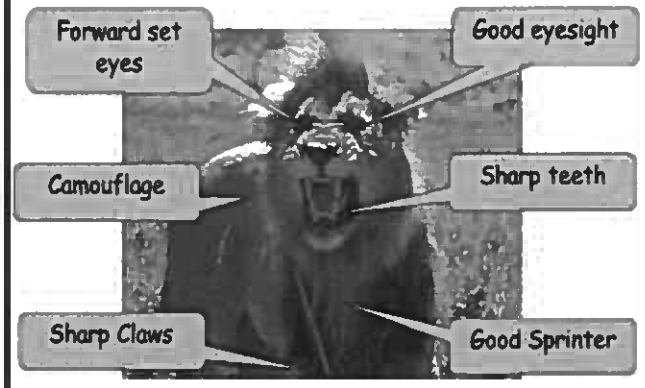
Box 5: Adaptations of desert plants

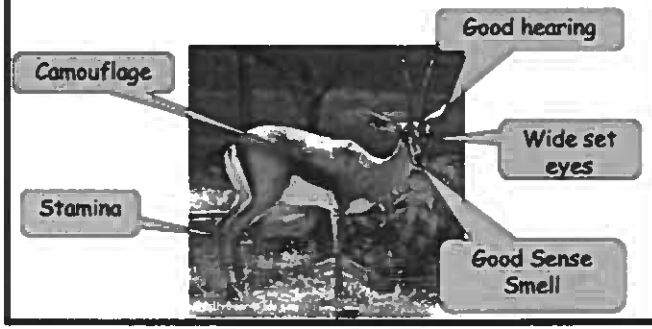
PLANT ADAPTATIONS

- **Structural:**
  - Shallow roots to soak up water over a large area
  - Deep roots to get to water stored underground
  - No leaves to reduce water loss
- **Functional:**
  - Photosynthesis in stems because no leaves
  - Flowers open at night when cooler

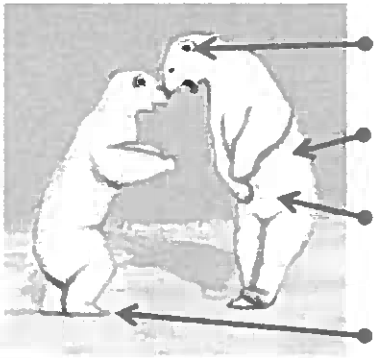


Box 6: Adaptations of predator and prey animals





Box 7: Adaptations of animals in cold regions



Small ears **help to reduce heat loss.**

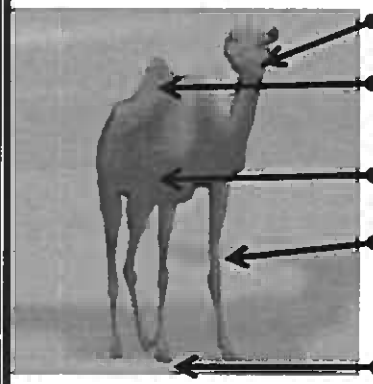
Thick fur **and a** thick layer of body fat **insulate from the cold.**

White fur **acts as camouflage.**

Large feet **to spread the body's weight. The wide paws act as good paddles and snow shoes.**

Small surface area:volume ratio

Box 8: Adaptations of Animals and Plants in Dry Climates



Brown coat **for camouflage.**

Fat is stored in the hump. **There is no other body fat to prevent overheating.**

Loses little water **through sweating or urine.**

Long, thin legs mean the body surface area is large **compared to volume to increase heat loss.**

Wide feet **for spreading body weight over soft shifting sand.**

Large surface area:volume ratio

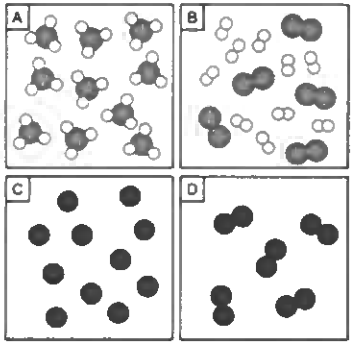
Box 9: Surface area : Volume ratio

Surface area:volume ratio refers to how large the skin (or surface)
of the animal is compared to the body size (or volume). A large ratio is when there is a large difference in the numbers in the ratio (e.g. 6:1)

Year 7 Chemistry Knowledge Organiser – Separating Mixtures

Box 1 - Elements, Compounds and Mixtures

- All substances are made of many atoms.
- **Elements** are substances made of one type of atom.
- **Compounds** are substances made of two or more types of atom chemically joined together.
- **Mixtures** are two or more substances (either different elements or compounds) that are not chemically joined together.
- Mixtures are separated using physical processes and chemical bonds are not broken during any of these processes.



A – a pure compound
B – a mixture/impure substance
C – a pure element
D – a pure element

Box 2 – Pure and Impure Substances

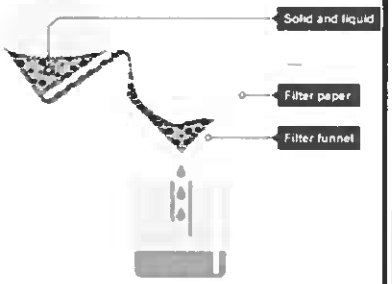
- A pure substance contains only <u>one</u> type of **element** or **compound.**
- **An impure substance** contains more than one type of element or compound in a mixture, for example salt water contains NaCl and H_2O. All mixtures are impure substances.

Box 3 – Solutions

- A **solution** is a mixture of a solute and a solvent.
- A **solute** is a substance that is able to dissolve into a solvent.
- A **solvent** is a liquid that is able to dissolve a solute.
- **Dissolving** occurs when a solute forms a solution with a solvent.
- **Soluble** substances are able to dissolve in a particular solvent.
- **Insoluble** substances can't dissolve in a solvent.

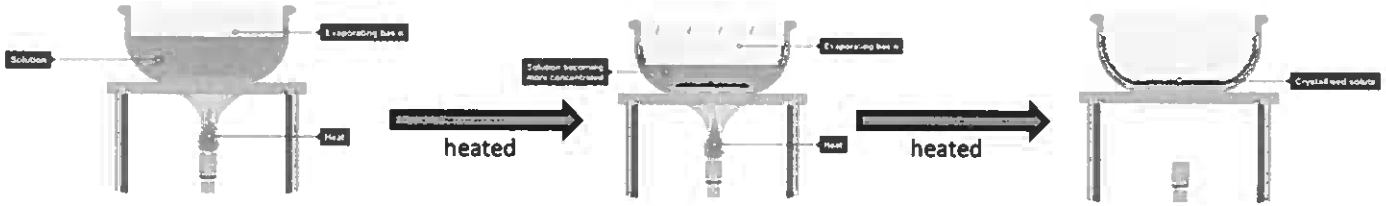
Box 4 – Filtration

Used to separate an insoluble solid from a liquid using **filter paper**: the solid particles are too large to pass through the filter paper.



Box 5 – Evaporation/Crystallisation

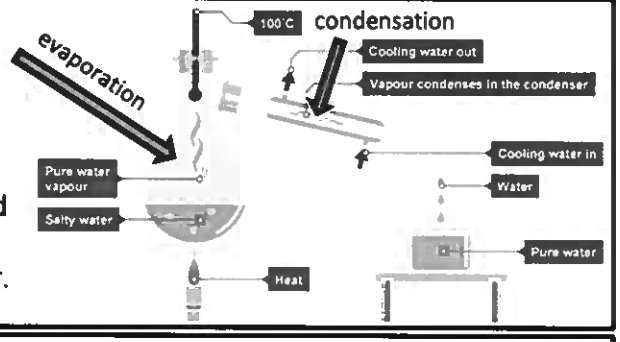
Used to separate a soluble solid from a solution. The solution is heated and the solvent evaporates and the solute remains in the evaporating basin.



Box 6 – Distillation

Used to separate a solvent from a solution.

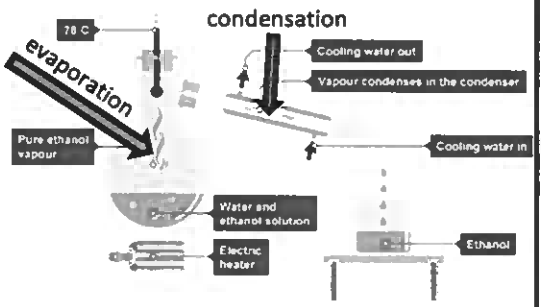
- The solution is heated so the solvent evaporates.
- The solvent in gas state is then cooled so it condenses back to a liquid.
- This process uses a Liebig condenser.



Box 7 – Fractional Distillation

Used to separate a mixture of liquids with different boiling points.

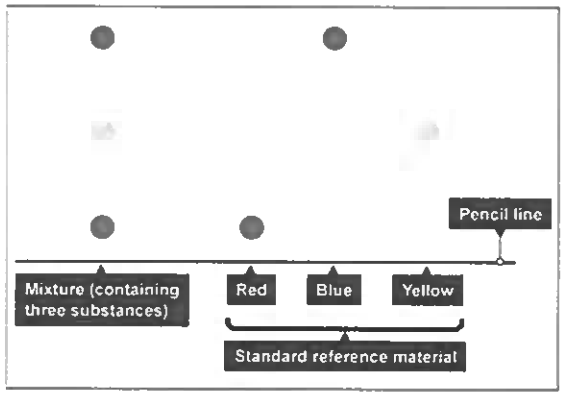
- The mixture is heated so the liquid with the lower boiling point evaporates.
- The separated gas is then cooled so it condenses back to a liquid.
- This process also uses a Liebig condenser.



Box 8 – Chromatography

Used to separate a mixture of dissolved substances.

- The different parts of the mixture travel different distances up the chromatography paper.
- More soluble substances travel further up the chromatography paper.



Year 7 Physics Knowledge Organiser – The Solar System

Box 1: The Solar System

There are 8 planets in our Solar System. At the centre of the Solar System is the Sun, which is a star.

In order from the Sun the eight planets are:

- ❑ Mercury
- ❑ Venus
- ❑ Earth
- ❑ Mars
- ❑ Jupiter
- ❑ Saturn
- ❑ Uranus
- ❑ Neptune

These are the ***inner*** planets, they are made of rocks.

These are the ***outer*** planets, they are mostly made of gas.

The solar system is part of a Galaxy called the Milky Way.
The Milky Way contains millions of solar systems.
The Universe is made of billions of galaxies.

Box 2: Time and seasons

Many of our time measurements are based on the Earth and the Sun:
One day: the time it takes for the Earth to spin once on its axis (24 hours)
One year: the time it takes for the Earth to orbit the Sun once (365.25 days)
The seasons: occur because the Earth's axis is tilted, so at different times of the year each part of the Earth points in a different direction in relation to the Sun:

- When the Northern hemisphere is pointed towards the Sun it is summer for that half of the Earth. At the same time the Southern hemisphere points away from the Sun so it is winter for that half of the Earth.
- When the Southern hemisphere is pointed towards the Sun it is summer. At the same time the Southern hemisphere points away from the Sun so it is winter.
- Spring and Autumn are periods when neither the Northern nor Southern hemispheres are directly pointed towards the Sun.

→ The direction the Earth points in affects the length of the day, and the light each hemisphere receives from the Sun: the longer the day, the more light and the hotter it is.

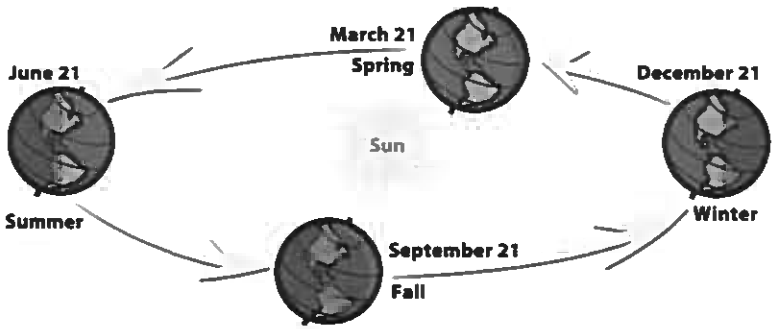
Key Terms	Definitions
Solar System	The sun and all of the planets in orbit around it
Galaxy	A system of millions or billions of stars held together by gravitational attraction.
Star	A huge ball of gas which can transfer thermal energy as light.
Planet	A large, circular object which orbits a star.
Dwarf Planet	A much smaller, circular object which orbits a star.
Comet	An object made of ice and dust which travels through the solar system. When near the sun, it gets a 'tail' of gas and dust particles pointing away from the sun.
Satellite	An object which orbits a planet or a dwarf planet.
The Moon	The satellite which orbits our Earth.
Orbit	The curved path an object takes around a star, planet or moon.

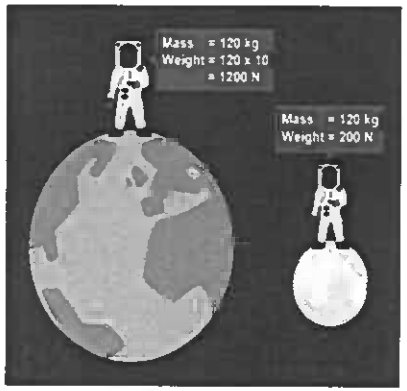
Box 3: Gravity

Gravity is a force that exists between any two objects with mass. The more mass an object has, and the closer two objects are together, the greater the force of gravity between them.

Gravity is different on different planets, because different planets have different masses. Gravity on Earth is 9.8 N / Kg.

An object which is on or close to a planet will experience a force of gravity which we call ***weight***. The weight of an object will vary, because gravity varies, but mass will always remain the same.





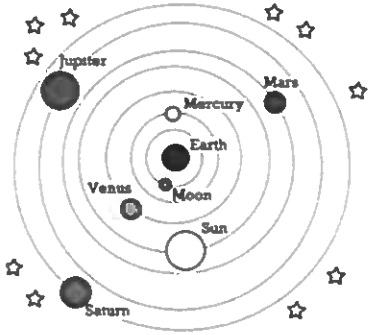
Year 7 Physics Knowledge Organiser – The Solar System

Box 4: Understanding the Universe

The way people think about the Solar System has changed many times throughout history.

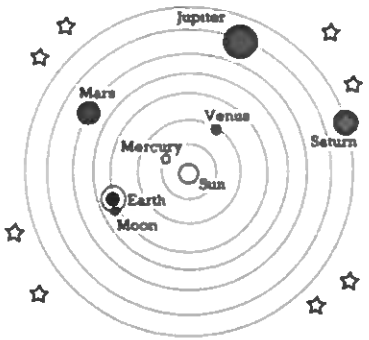
Before the development of the telescope, these ideas were based on what could be seen with the naked eye. This limited the details that could be gathered about the Solar System, as asteroids, most of the satellites of other planets, and the most distant planets are not visible to the naked eye.

Originally, people believed in the ***geocentric model*** and thought that the Earth was at the centre of the Universe and everything, including the Sun, stars and planets orbited the Earth.



Now we have better technology we have observed that the Universe follows the ***heliocentric model*** – everything in the solar system orbits the Sun.

We understand our solar system is one of billions in the Universe.



Box 5: Eclipses

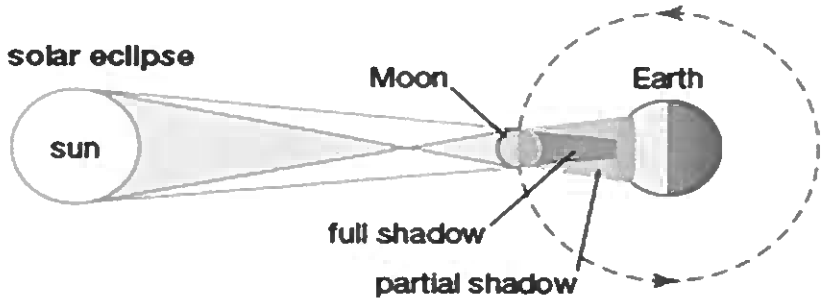
Objects in the solar system are constantly moving in ***orbits***. This orbital path never changes.

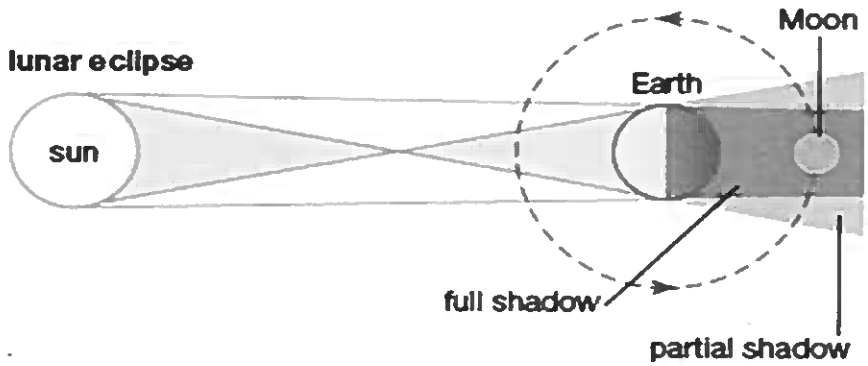
The Earth orbits the Sun. The Moon orbits the Earth.

Sometimes, for a short period of time, the Moon is positioned between the Sun and the Earth. At this time the Moon blocks the Sun's light from reaching the Earth, causing a shadow on the Earth. This is called a ***solar eclipse.***

Sometimes the Earth is positioned between the Sun and the Moon, causing a shadow on the moon. This is called a ***lunar eclipse.***

Key Terms	Definitions
Season	The four periods into which a year can be divided:
Axis	A real or imaginary line on which something rotates
Equator	An imaginary line drawn around the middle of the Earth that is equidistant from each of the poles.
Gravity	A force that exists between two objects with mass
Weight	The amount of downwards force acting on an object.
Mass	The amount of matter in an object, measured in grams or kilograms.
Geocentric Model	An out-dated idea about the universe in which the Sun, Moon, stars, and planets all orbited Earth.
Heliocentric Model	The new idea of the universe in which the Earth, Moon, stars, and planets all orbit the Sun.
Equation	**Meaning of terms in equation**
W = m g	Weight = mass x gravity





Yr 7 History knowledge organiser Mali

Mali -the basics

Mansa Musa, leader of the Mali Empire is believed to have been the richest person ever to have lived.

The **Mali Empire** existed from 1235-1610, although its **Golden Age** was in the 14th century.

The area of the Empire of Mali has a long history, even in 500BC it was very **urban**, with a city in 500BC that was bigger than London in the 1400s.

The **Mali Empire** was vast, and covered the modern countries of: Senegal, southern Mauritania, Mali, Burkina Faso, Niger, Gambia, Guinea-Bissau, Guinea, Ivory Coast and Ghana.

Sunjata Keita and Mansa Musa

Sunjata Keita united the Mande people into the Mali Empire. We know about his life from the Epic of Sunjata, a poem set to music that has been told for centuries by griots. After Sunjata's death Mali entered a period of decline, with weak emperors after his death. In 1312 Mansa Musa became the emperor of Mali, in his lifetime Mali grew to it's largest extent by:

- Increasing the army to 100,000 men
- Reconquering Gao, an important trading city
- Using the army to get rid of bandits, who robbed traders and their caravans

2.1 Mali's society was a mixture of West African religions and Islam. Most of the elite were Muslim, while ordinary people often followed traditional West African religions. From 1325-25 Mansa Musa completed **Hajj** – a Muslim pilgrimage to **Mecca.** His pilgrimage made him famous across North Africa, the Middle East and Europe because he took:

- 60,000 people
- 1000s of camels
- 10,000kg of gold, carried by 80 camels

His Hajj had a large impact on Mansa Musa and Mali:

- In **Mecca** he met many Muslim **scholars,** some of whom returned with him to Mali, leading to a flourishing of Mali's universities
- His faith became stronger, and on his return, he had new mosques built in Gao and Timbuktu
- Malian ambassadors were sent to Egypt and the Middle East to strengthen relations

Despite his stronger interest in Islam, Mali remained a society where Islam and West African religions were both accepted.

The geography of Mali

Mali's geography was one of the secrets of it's success: The southern edge of the Sahara was part of Mali, this vast desert had existing trade routes into North Africa and the Middle East. Northern Mali was a savannah, fertile grassland where cattle, sheep and goats grazed, as well as space for growing rice and cotton.

The Niger river flows west to east through the empire, and was a main transport route, and provided fish

Mali had many natural resources: gold, copper, and salt. These were important items in trade.

2.2 Scholarship

Under Mansa Musa libraries were founded in Timbuktu, Gao and Djenne.

These libraries were known across the Islamic world because of the quality of learning in them. Timbuktu was the best known of these because It's libraries held 100,000 manuscripts. Scholars from Timbuktu were working in Medina by the mid-14th century. Books were so highly prized that by the end of Mansa Musa's reign the book trade in Timbuktu made more profits than any other trade in the city

2.3 Trade The Empire of Mali was linked to the great trans-Sharan trade routes, which connected Mali to North Africa, the Middle East, Europe and even China. Huge caravans of camels - up to 12,000 - traversed the Sahara. From 1325 the trade increased because the cities of Gao and Timbuktu – at the end of the trans-Saharan routes, were brought into the empire. All imports and exports were taxed by Mansa Musa, and as trade increased, Mansa Musa became richer.

These bought imports to Mali such as :	In return Mali exported:
Silk from China, Spices from India Knives and tools from Europe	Gold – ¾ of Europe's gold came from Mali Copper, Ivory, Cotton cloth

Ambassador	**An official sent by one country into another, to represent their country**
Caravan	**A group of people travelling together across a desert**
Export	**Goods which are taken out of a country**
Golden Age	**The period of time when Mali was at it's best**
Griots	**People in Mali whose job was to remember the History of Mali**
Hajj	**The Muslim pilgrimage to Mecca**
Import	**Goods which are bought into a country**
Islam	**A religion**
Manuscript	**A book/scroll written by hand in the past**
Mecca	**A city in the Middle East that is holy for Muslims**
Oral History	**The study of History using spoken sources like poems or songs**
Pilgrimage	**A journey to a holy place**
Scholar	**Some one who studies something to a high level**
Trade	**Buying and selling goods**
Trans-Saharan	**Across the Sahara**
Urban	**In a city**

Y7 History Knowledge Organiser: The Break from Rome

1.1 The Protestant Reformation

Martin Luther and Protestantism

In the 16th Century, people became frustrated with the power of the Church. A German priest called **Martin Luther** wrote the **Ninety-Five Theses**, a letter which complained about the Church.

In particular, **Luther** argued that the sale of **indulgences** was **corrupt**. He also said that the **Pope** should not be respected because he wasn't mentioned in the **Bible**. He also argued that **Bibles** should be translated from **Latin** so that everyone could read them.

Luther's alternative form of Christianity was known as **Protestantism**. The old religion of the **Pope** became known as **Catholicism**. The change from **Catholic** to **Protestant** was known as the **Reformation**.

Henry VIII 1509-47

Henry VIII became King of England in 1509. He was athletic, intelligent, and very religious. In 1519 he wrote a public letter to **Luther** which defended the **Catholic** Church.

In 1521, the **Pope** gave Henry the title of **Fidei Defensor** - Defender of the **Faith** - in recognition of his defence of **Catholicism** against Luther's attacks.

1.2 Religious Beliefs	Catholics	Protestants
Who should be head of the church?	The **Pope**	The **Monarch**
What language should the Bible be in?	**Latin**	English
How should churches be decorated?	Highly decorated, **stained-glass**	Plain and simple
What did you need to do to get to heaven?	Good works, like charity	Just believe in God
Were monasteries important?	Yes	No

1.3 The Break with Rome

In 1532, Henry VIII broke with **Rome**. This meant that England was no longer a **Catholic** country.

Henry wanted an heir

Henry had been married to **Catherine of Aragon** for over 20 years. He was annoyed that they hadn't had a son. He needed a male heir to carry on the Tudor **dynasty**.

Henry felt that the marriage was cursed because **Catherine** had previously been married to Henry's older brother, **Arthur**.

Anne Boleyn

In 1527, Henry VIII fell in love with **Anne Boleyn**. She insisted that Henry should **annul** his marriage to Catherine and marry her, unlike her sister, who had agreed to be Henry's **mistress**.

However, the Pope refused to let Henry **annul** his marriage to Catherine. Catherine also defended herself.

Religion

Anne gave Henry a copy of **William Tyndale's Obedience of a Christian Man** which argued that kings should run their own churches, rather than listen to the **Pope**. This persuaded Henry that he could **break from Rome** and set up his own Church: the **Church of England**.

Power and Money

The Church owned a vast amount of land and over 800 wealthy **monasteries**. If Henry made himself head of the church he would get this land.

Henry also liked the idea of being the most powerful person in the country. He named himself **Supreme Head of the Church**.

1.4 Henry VIII and Thomas Cromwell

In 1532, **Thomas Cromwell** became Henry's main advisor. **Cromwell** was a **devout Protestant** and was responsible for the **Reformation** in England. Henry remained **Catholic** at heart.

1536-1540

The Dissolution of the Monasteries

Cromwell told Henry he would make him 'the richest prince in Europe'. This appealed to Henry because he needed money to pay for war with France.

Cromwell did this by shutting down 800 **monasteries** and selling the land for £1.3 million.

1536

The Execution of Anne Boleyn

Cromwell was worried that Anne had more influence over Henry than he did.

He made up a rumour that Anne was having affairs with five different men.

Cromwell convinced Henry to believe the story. Henry ordered Anne to be **beheaded**.

1539

English Bibles

Cromwell himself had given £400 for the printing of an English bible. **Cromwell** saw English bibles as a way it as a way to make England more Protestant.

Henry was also keen on an English **Bible**. The **Great Bible** made Henry look powerful.

1540

Marriage to Anne of Cleves

Anne of Cleves was a **Protestant** princess from Germany. **Cromwell** hoped that she would influence Henry to make England more **Protestant**.

Cromwell ordered a painting of **Anne of Cleves**. Henry saw the painting and fell in love.

However, when **Anne** arrived in England she did not look like the painting. Henry refused to marry **Anne** and fell out with Cromwell.

1540

The Execution of Thomas Cromwell

Henry believed that Cromwell was making England too Protestant.

Henry began to reopen some **monasteries** and introduced the **Act of Six Articles**, which brought back some **Catholic** beliefs.

In 1540, Henry ordered **Cromwell** to be beheaded.

VOCABULARY

Annul	Cancel a marriage
Beheaded	Had their head chopped off
Church of England	Henry's Protestant Church that was not part of the Catholic Church
Dissolution	Shutting down
Indulgences	Certificates that forgave your sins
Mistress	A lover who is not married to you
Monasteries	Wealthy church buildings where monks lived
Pope	The head of the Catholic church
Reformation	The split in Christianity between Catholic and Protestant

Y7 History Knowledge Organiser: The Reformation in England

1.1 Religious change under the Tudors

Religious laws in England changed regularly during the 16th Century as Henry VIII's heirs had very different religious beliefs

Cuius Regio, Euius Religio

- 16th Century Europe followed the principle of **Cuius Regio, Euius Religio** (whoever's country, their religion)
- This meant that the religious **doctrine** in a country followed the beliefs of the **monarch**

1509 - 1547 Henry VIII

- **Henry VIII** replaced the **Pope** and set up the **Church of England**
- The **monasteries** were **dissolved**
- A new **English bible** was printed
- Some **Catholic** beliefs were re-introduced in the 1540s

1547 - 1553 Edward VI

- **Henry's** son **Edward** was a **Protestant**
- All churches had to have an **English bible** and use a new English **Book of Common Prayer** in services
- **Altars** and **stained glass** windows were removed from churches

1553 - 1558 Mary I

- Henry's daughter Mary was a Catholic
- Mary led a **counterreformation** by re-introducing **Latin** bibles and returning power to the Pope
- **Protestants** were forced to flee into **exile** or were **burnt at the stake** as **heretics**

1558 - 1603 Elizabeth I

- **Henry's** youngest daughter **Elizabeth** introduced the doctrine of **Anglicanism**
- **Anglicanism** was a **'Middle Way'**:
  - some **Protestant doctrine** such as English **bibles** and church services
  - some **Catholic doctrine** such as **decorated** churches

1.2 Town and Country

- Life in the **towns** meant people were more likely to be Protestant:
  - Higher levels of **literacy** and **education**, More **printing presses**, Good **connections** to other towns
- Life in the **countryside** meant people resisted change:
  - **Remote** and **mountainous** areas were not well connected
  - Levels of **education** were very low
  - **Tradition** and **conservatism** were important
  - **Monasteries** had played an important role

1.3 Trade and Migration

- The **Netherlands** was a **hotbed** of **Protestant** belief
- **London** and the **southeast** became more **Protestant** as these areas were well connected to the **Netherlands**
  - **Merchants** travelled to trading centres such as **Antwerp** to sell goods such as cloth and picked up new religious ideas
  - **Migrants** from the **Netherlands** settled in cities such as **Norwich**, bringing their religion with them
- The **North** and **West** traded less with the **Netherlands**

1.4 Education and Literacy

- More **educated** and **literate** people became **Protestants**
  - **Protestantism** was based on reading the **Bible** in English
  - **Oxford** and **Cambridge** became **hotbeds** of **Protestantism**
  - Wealthy people were more likely to be **literate**
- **Uneducated** and **illiterate** people remained **devout Catholics** because they relied on images and decorations in church
  - Poorer people were more likely to be **illiterate**
  - In areas like **Wales** and **Cornwall** people opposed **Protestantism** because it threatened their local language

VOCABULARY

Altars	Decorated tables used in Catholic church services
Anglicanism	The 'Middle Way' of Elizabeth I
Book of Common Prayer	The book that contains readings etc for church services
Burnt at the stake	Executed by being burnt alive
Church of England	The Protestant Church set up by Henry VIII
Conservatism	Wanting to keep things as they have always been
Counterreformation	The attempt to bring back Catholicism
Devout	Strong (belief)
Dissolved	Shut down (monasteries)
Doctrine	The set of beliefs taught by the Church
Exile	Being forced to stay out of the country
Heretic	Someone with illegal beliefs / insulting term for Protestant
Hotbed	An area with particularly strong beliefs
Literacy	The ability to read and write
Literate/Illiterate	Able to read and write/Not able to read and write
Migrants	People who moved to another country permanently
Monasteries	Wealthy church buildings that provided charity/healthcare
Printing presses	New inventions that allowed text to be printed and spread
Stained glass	Colourful glass in churches presenting bible stories etc
Tradition	How things have always been

Year 7 Topic 4 What processes have shaped the UK?

Key words

- **Glacier:** a sheet of ice that moves slowly down a river valley.
- **Glaciologists:** Earth scientists who investigate glaciers around the world.
- **Glaciated Valley** a river valley widened and deepened by the action of glaciers
- **Ice Age:** a period of colder climate when ice sheets form on the land, causing a lowering of sea level
- **Ice Sheet:** huge mass of ice covering the landscape that moves very slowly.
- **Moraines:** frost-shattered rock debris and material eroded from the valley floor and sides, transported and deposited by glaciers.
- **Plucking** - where rocks are pulled from the ground when water freezes onto them
- **Freeze-thaw weathering** is a process of erosion that happens in cold areas where ice forms. A crack in a rock can fill with water which then freezes as the temperature drops. As the ice expands, it pushes the crack apart, making it larger.
- **Abrasion** - loose rocks carried in the glacier scrape along the ground like sandpaper
- **Deposition** - when a glacier retreats it drops the material it is carrying.
- **Transportation** - when a glacier moves material across large distances. It happens at the base, inside and on top of a glacier

KPI 1 How and why do glaciers form?

Glaciers form in locations where:

- Average annual temperatures are near freezing point.
- Large amounts of snow fall during winter months
- Temperatures throughout the year are not high enough to melt the previous winter's build-up of snow.

Glaciers are a large mass of ice often shaped like a river. As snow accumulates in an area it is compressed by it's own weight. Gradually hard dense ice starts to form and flows down-slope under its own weight.

Glaciers are found at altitudes (height above sea level) and high latitudes (the horizontal lines that go around the globe)

Glaciers move because of:

- Gravity
- Rotational slip

The parts of a glacier:

Zone of accumulation -The part of the glacier where snow falls and is impacted, creating glacial ice.

Zone of ablation - The part of the glacier where the glacial ice melts

Snout -The end of the glacier

Very large glaciers covering big areas are called ice sheets. Glaciers on mountain slops are called mountain glaciers.

KPI2 Glacial Processes

Glaciers erode landscapes in two ways:

1. Plucking takes places where loosened blocks of bedrock become frozen to the base of the glacial ice. As the ice moves forward, the rock frozen to the ice moves with it and is plucked from the bedrock.
2. As the ice moves forward, these rocks scrape against the bedrock, wearing it away. This is called abrasion. It leaves behind smooth, polished rock surfaces which have scratches on them called striations.

As glaciers transport material it carries large amounts of rock, this debris is calle moraine. As the ice melts, the material it was transporting is called deposition.

KPI 3 How are landforms shaped by glacial erosion?

U-shaped valleys: Glaciers change V-shaped valleys into U-shaped valleys. The ice has great erosive power and removes any obstacles.

Corrie: Where a glacier develops as a sheltered hollow on the sides of a mountain. Snow builds up and turns to ice. The increased weight of ice gouges and deepens the hollow. This hollow can fill with water and become known as a tarn.

Hanging valleys: Once the ice melts and the river flows once more, the streams and their small valleys are left 'hanging' above the new U-shaped valley floo This can create waterfalls.

Arete and Pyramidal Peaks: When two corries develop side by side, the glaciers erode the rock between them leaving a knife-like edge called an Arete. Whe three or four corries develop around a mountain top, a steep pointed peak i formed – this is called a pyramidal peak.

Year 7 Topic 4 What processes have shaped the UK?

KPI4 – How are landforms shaped by glacial deposition?

At the snout of the glacier, the ice melts, so this material can no longer be carried by the ice. It is therefore dumped or deposited. This rock debris is called glacial till. It is a random mixture of boulders, rocks, sand and clay.

Features of glacial deposition

- **Erratics**: Very large boulders that have been carried a long way by the glacier. When the ice melts, the boulders drop. They are formed from a very different rock from the bedrock they are deposited on.
- **Drumlin**: Smooth, egg-shaped hills that are 100-800m long, and 25m-100m high. They are usually found in groups. They are formed from glacial till, deposited by the glacier while the ice is still moving. The end facing the glacier often has a steeper slope than the other end.
- **Moraine**: Debris that has been carried by the glacier, forming long ridges, made up of till. The moraine is given different names depending on where on the glacier it is deposited.
- **Glacial Till**: The debris that has been transported by the glacier is deposited where it melts. It is made up of a mixture of rocks and clay.
- **Outwash plains**: As the glacier melts, streams flow away from the glacier. These powerful streams are swollen by meltwater. They transport large amounts of debris from the glacier snout. The largest and heaviest debris is difficult to move so it is left as a moraine. The lightest clay-sized particles are carried furthest away from the snout, eventually deposited as outwash plains.

What are the different types of moraine?

- Terminal moraines are found at the terminus or the further (end) point reached by a glacier.
- Lateral Moraines are found along the sides of the glacier.
- Medial moraine are found at the junction between two glaciers
- Ground moraines are disorganized piles of rocks of various shapes, sizes and of differing rock types.

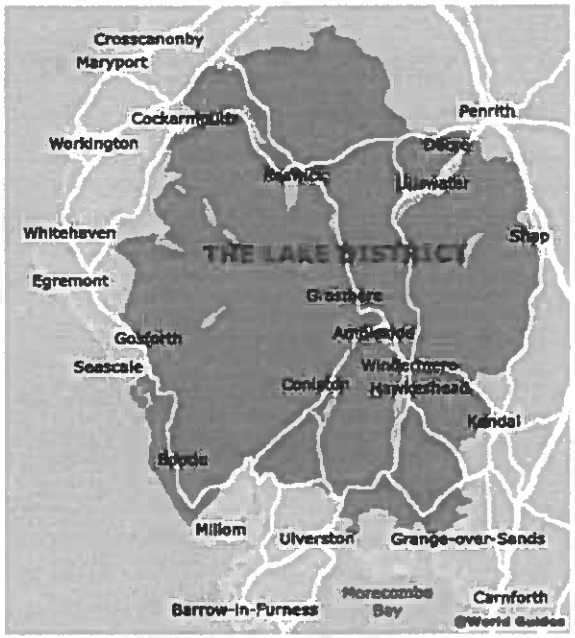
KPI 5 How do people use glaciers?

The Lake District in the northwest of England is a place that has been shaped by glacial processes in the pas

People use glaciated areas in a number of ways including:

- Provide water for drinking and irrigating crops
- Glaciers can generate hydroelectric power
- Glaciers are tourist attractions
- Farming
- Forestry

Location of the Lake District:



Year 7 Topic 5 Knowledge Organiser – Is there a global population crisis?

KPI 1 – Definitions

- **Population**: The number of people living in a particular place.
- **Birth rate**: The number of births per 1000 of the country's population each year.
- **Death rate**: The number of deaths per 1000 of the country's population each year.
- **Life expectancy**: How long the average person lives for.
- **Natural Increase**: The difference between the birth rate and death rate.
- **Underpopulated**: When a country doesn't have enough people to make use of the resources and technology available.
- **Overpopulated**: When a country has too many people and not enough resources to maintain a reasonable standard of living, which slows down development.
- **Incentives**: a thing that motivates or encourages someone to do something.
- **Ageing population**: Where the median age of the population is higher.
- **Youthful population**: Where the median age of the population is lower.
- **Migrant**: Someone who moves from one place to another
- **Voluntary migrants**: People who choose to move.
- **Forced migrants**: People who have no choice but to move due to war or natural disasters.
- **Push factors**: Things that make people want to leave.
- Pull factors: Good thing that attract them to a new place.
- **International Migration:** Migration between countries e.g., El Salvador to US
- **Internal Migration:** Migration within one country e.g., New York to L.A
- **Temporary Migration:** Migration for a limited period, this might only be for a few weeks or even several years.
- **Permanent Migration:** Migration with the intention of staying forever.
- **Forced Migration:** When people are forced to migrate, often because their life is in danger.
- **Voluntary Migration:** When people freely choose to migrate e.g., for better weather, jobs or education.
- **Economic Migration:** Migration for work e.g., better salary or promotion
- **Seasonal Migration:** Migration just for a particular season e.g., the ski season or the harvesting season.

KPI2 – Population Growth

Globally, there have been reduced death rates and increased birth rate. Recently the world's population hit 8 billion people.

Reasons:

- Improvements in medicine (e.g. vaccinations and free healthcare systems
- Improvements in standards of living (.e.g better shelter)
- Greater access to food
- Greater access to water
- Reduced infant mortality rates.

KPI 4 – Population Control

Limiting population growth: China

One Child Policy: The one-child policy was a program that limited most Chinese families to one child each. It was implemented by the in 1980, and it ended in 2016. The policy was created to address the rapid growth rate of the country's population. It was enforced by a variety of methods, including financial incentives for families in compliance, contraceptives, forced sterilizations, and forced abortions.

Consequences of the One Child Policy:

- After the one-child policy ended in 2016, China's birth and fertility rates remained low, leaving the country with a population that was aging rapidly and a workforce that was shrinking
- Because sons were generally favoured over daughters, the sex ratio in China became skewed toward men

Encouraging population growth: Russia

Causes of the problem:

- Women in Russia have careers and put off having children
- High death rate due to high levels of heart disease and high smoking rates.

Government Incentives: In 2007 the government introduced a programme to pay $11,000 to mothers who have more than one child.

KPI3 – Ageing populations

An ageing population is where the median age of the population is higher. Ageing populations are more common in HICs such as the UK and Japan.

Causes:

1. **Longer life expectancy** due to better healthcare and a decreasing death rate.
2. **Falling birth rate** due to more readily available contraception and a smaller birthing population.

Positive Impacts:

1. Many elderly people pass on their experience and knowledge.
2. Some may be wealthy, having lots of leisure time and therefore are good consumers by adding money into the economy.
3. Many fulfil childcare roles for their grandchildren.
4. Many retired people do voluntary work in schools and for charities.

Negative impacts:

1. The bill for social care is also increasing as the elderly sometimes need outside help/care.
2. There are decreasing numbers of economically-active people in the population.
3. Fewer people of working age means a lower number of workers and a shrinking tax base.
4. The increasing number of very old people have put a strain on healthcare services.
5. The UK is facing a pensions crisis where there is less money to cover the increasing pension demands of a population.
6. Housing problems develop as there is an increase in demand for more retirement homes. These are expensive and will increase taxes paid by the working population.

- **KPI5 – Migration**
- Migration is the movement of people from one place to another.
- People make a decision to move based on push and pull factors.
- USA receives the most international migrants (around 46.6 million). Germany has around 12 million migrants.

Examples of Push factors	Examples of Pull factors
Lack of facilities, war, high crime rates, drugs use and corruption, poor educational opportunities, drought, isolation etc.	Quiet, cheaper housing, larger gardens, high employment rates, low crime rate, high quality of life, good availability of services.

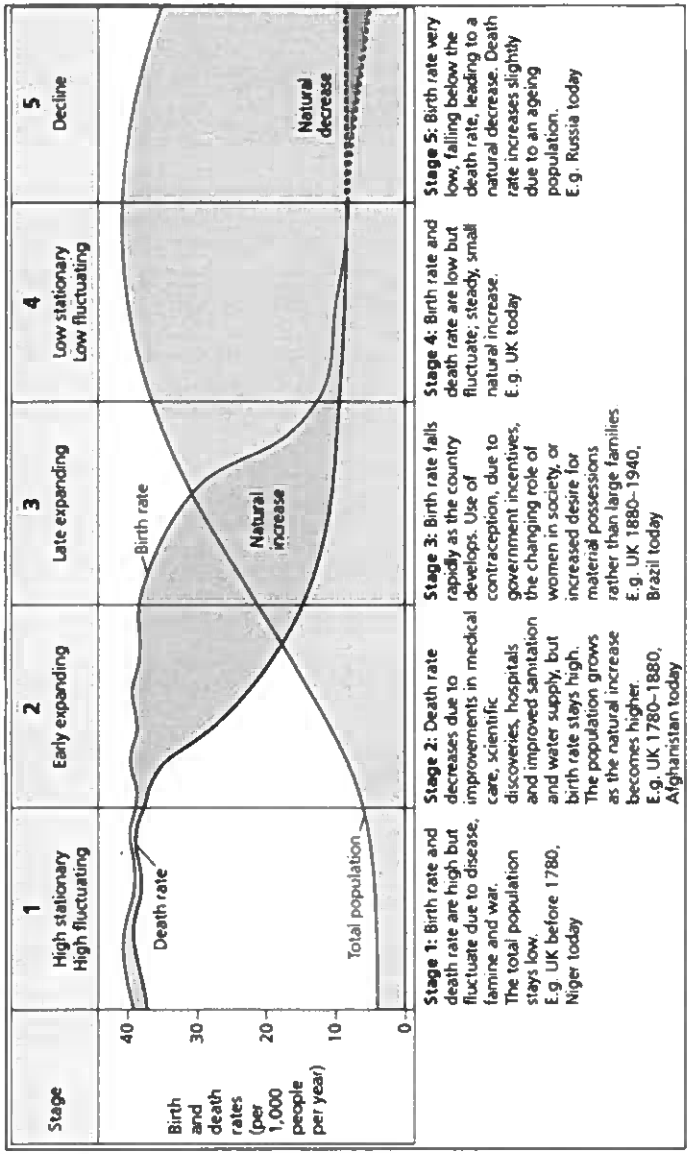
Year 7 Topic 5 Knowledge Organiser – Is there a global population crisis?

KPI 6 – How can we describe the structure of a population?

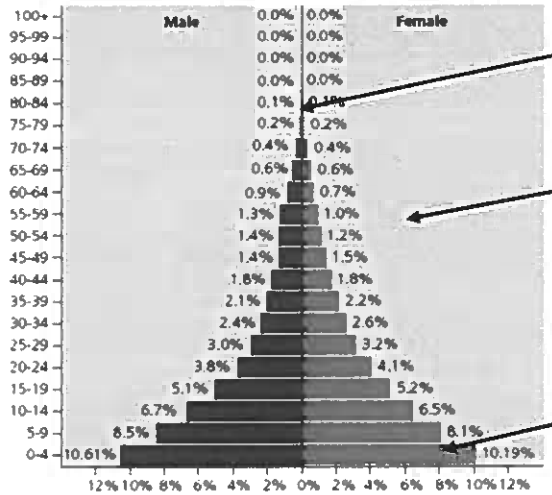
Demographic transition model – shows a generalised picture of population change in the countries studied (shown in the diagram to the right).

Population pyramids – Used to analyse the structure of populations. It shows the age and gender distribution of a given population. The shape of the pyramid depends both on the number of people in each age group and the proportion of males and females.

KPI7 - The Demographic Transition Model



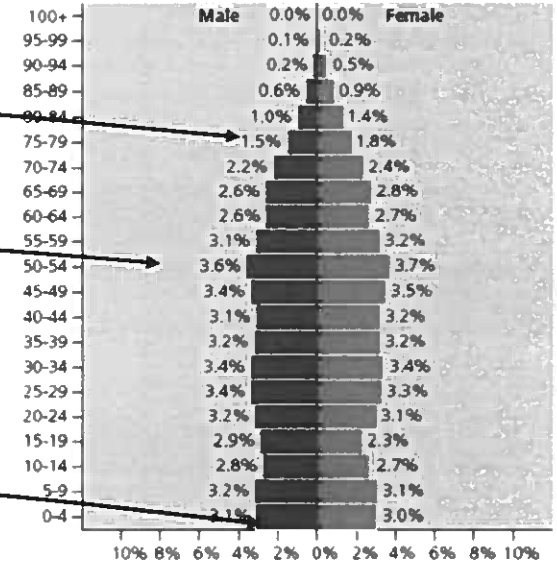
KPI8 - Population Pyramid



If there is a narrow top, it shows there is a high death rate and low life expectancy.

A population pyramid of this shape suggests a country is an LIC, in stage 2/3 of the Demographic Transition Model.

If there is a wide base, it shows there is a high birth rate.



If there is a wider top, it shows there is a low death rate and high life expectancy.

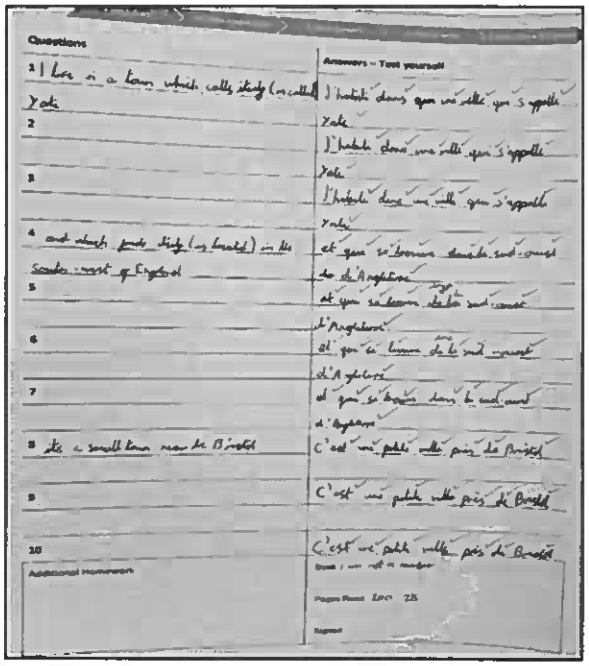
A population pyramid of this shape suggests a country is an HIC, in stage 4 of the Demographic Transition Model.

If there is a small base, it shows there is a low birth rate.

Year 7 French – Mon college (My school)

1	My school calls itself Five Acres	Mon collège s'appelle Five Acres
2	and it's a mixed school in the countryside	et c'est un collège mixte à la campagne.
3	I like my school because	J'aime mon collège parce que
4	I have lots of friends and	j'ai beaucoup d'amis et
5	there are plenty of things to do.	il y a plein de choses à faire.
6	On Mondays, I study French, maths, geography and English.	Le lundi, j'étudie le français, les maths, la géographie et l'anglais.
7	My favourite subject is French	Ma matière préférée est le français
8	because I find it very useful	car je trouve ça très utile
9	however I don't like maths	cependant je n'aime pas les maths
10	because I am not good at it.	puisque je ne suis pas fort(e) en ça.
11	Last year at primary school	L'année dernière à l'école primaire
12	I studied art which was a bit boring.	j'ai étudié le dessin, ce qui était un peu barbant.
13	Next year I am going to study IT	L'année prochaine je vais étudier l'informatique
14	because it will be really interesting.	parce que ce sera vraiment intéressant.
15	During lunchtime	Pendant la pause déjeuner
16	Usually I have (take) some chicken with some chips	D'habitude je prends du poulet avec des frites
17	and I drink some coke, I love it.	et je bois du coca, j'adore ça.
18	In my school we (you) have to wear school uniform.	Dans mon collège il faut porter l'uniforme scolaire.
19	I wear a white shirt	Je porte une chemise blanche,
20	a black tie and (a) grey trousers.	une cravate noire et un pantalon gris.

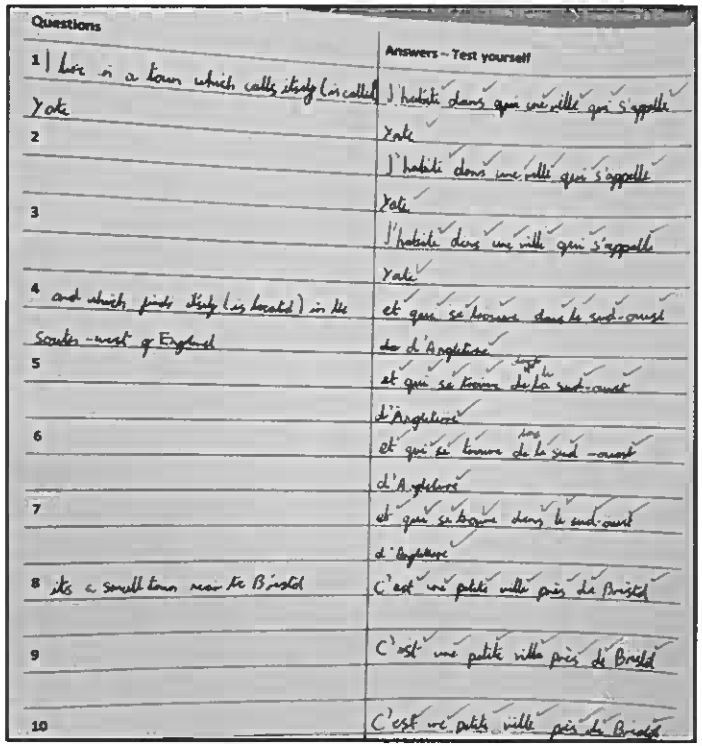
Example of what LSQs for MFL should look like:



Year 7 Spanish Module 3 - Mi insti

1	My school is called Five Acres	Mi colegio se llama Five Acres
2	and it's a mixed school in the countryside.	y es un instituto mixto en el campo.
3	I like my school because	Me gusta mi insti porque
4	I have lots of friends and	tengo muchos amigos y
5	there is lots to do.	hay mucho que hacer.
6	On Mondays, I study French, maths, geography and English.	Los lunes, estudio francés, matemáticas, geografía y inglés.
7	My favourite subject is Spanish	Mi asignatura preferida es el español
8	because I think that it is very useful	porque creo que es muy útil
9	but I don't like history	pero no me gusta la historia
10	because I am not good at it.	dado que no se me da bien.
11	Last year I studied art	El año pasado estudié el dibujo
12	which was a bit boring.	que fue un poco aburrido.
13	Next year I am going to study DT,	El año próximo voy a estudiar tecnología,
14	it will be quite interesting.	será bastante interesante.
15	During lunchtime	Durante la hora del almuerzo
16	I eat in the canteen with my friends.	como en el comedor con mis amigos.
17	Generally I eat (for lunch) chicken with chips	Generalmente, almuerzo pollo con patatas fritas
18	and I drink coke.	y bebo coca.
19	In my school you must wear school uniform.	En mi colegio, se debe llevar uniforme escolar.
20	I wear a white shirt,	Llevo una camisa blanca,
21	a black tie and some grey trousers.	una corbata negra y unos pantalones grises.
22	I think that uniform is a good idea	Pienso que el uniforme es una buena idea
23	because everyone is equal.	puesto que todo el mundo es igual.

Example of what LSQs should look like for MFL:



Questions	Answers – Test yourself
1 I live in a town which really study (is called) Yate	J'habite dans une ville qui s'appelle Yate
2	Yate J'habite dans une ville qui s'appelle
3	Yate J'habite dans une ville qui s'appelle
4 and which finds study (is located) in the South-west of England	Yate et qui se trouve dans le sud-ouest de l'Angleterre
5	et qui se trouve dans le sud-ouest d'Angleterre
6	et qui se trouve dans le sud-ouest d'Angleterre
7	et qui se trouve dans le sud-ouest d'Angleterre
8 its a small town near to Bristol	C'est une petite ville près de Bristol
9	C'est une petite ville près de Bristol
10	C'est une petite ville près de Bristol

Knowledge organiser- Year 7 Acts of worship

Key words			
Worship	Acts of religious praise, honour or devotion shown towards God/deities	**Shrine**	Tomb/monument to a holy person
Temple	Buddhist place of worship	**Buddharupa**	Statue of the Buddha
Vihara	Buddhist monastery	**Gurdwara**	Sikh holy building
Puja	Worship rituals performed by Buddhist and Hindus	**Guru Granth Sahib**	Sikh holy book
Mantra	A sacred prayer/word chanted repeatedly	**Kirtan**	Hymns
Mandir	Hindu holy building	**Sewa**	Selfless service
Murti	Hindu image of God		

KPI1: To describe the reason for worship

In worship people pray together, sing songs, give offerings to God, visit holy places and read holy books. Celebrating festivals is also an important part of religious worship, bringing people together with a common purpose to remember an important religious leader or event.

KPI2: To Describe How and Where Buddhists worship

Buddhists can worship both at home or at a temple.

At home Buddhists will often set aside a room or a part of a room as a shrine.

There will be a statue of Buddha, candles, and an incense burner.

A mantra is a word, a syllable, a phrase or a short prayer that is spoken once or repeated over and over again

http://www.bbc.co.uk/religion/religions/buddhism/customs/worship_1.shtml

KPI3: To investigate Sikh forms of worship

The main purpose of worship is to praise the one, true God, referred to as **Waheguru.**

Sikhs do not have images of God in their place of worship, the **gurdwara.**

The **Guru Granth Sahib** is treated as a living person and has its own room in the gurdwara. The person who looks after the Guru Granth Sahib is the **granthi.**

Sewa is an important part of worship. Sikhs fulfil this duty when they help in the **langar** or look after the gurdwara, study the Guru Granth Sahib and teach it to others and give money or other help to people in need.. https://www.bbc.com/education/guides/zgrkxnb/revision

KPI4: To be explain the importance of worship for a Hindu

Hindu worship, or **puja**, involves images **(murtis),** prayers **(mantras)**

Central to Hindu worship is the image, or icon, which can be worshipped either at home or in the temple.

Worshippers repeat the names of their favourite gods and goddesses, and repeat mantras. Water, fruit, flowers and incense are offered to god.

The majority of Hindu homes have a **shrine** where offerings are made and prayers are said. A shrine can be anything: a room, a small altar or simply pictures or statues of the deity.

http://www.bbc.co.uk/religion/religions/hinduism/worship/worship.shtml

Knowledge organiser- Year 7 Acts of worship

Key words			
Shabbat	Jewish holy day	**Masjid**	Meeting place for prayer, worship and community for Muslims
Tanakh	Holy books for Jews	**Muezzin**	Muslim caller to prayer
Synagogue	Jewish holy building	**Salah**	2nd pillar of Islam (Prayer)
Torah	Five books of Moses	**Tawhid**	Belief in one God
Yad	Pointer used to read the scrolls	**Allah**	Arabic word for God
Ner Tamid	Represents God's covenant with Jews	**Minaret**	Tower where the call to prayer takes place

KPI6: To describe how Jews worship

- Public worship takes place in a **synagogue.**
- A **rabbi** usually leads the services.
- Orthodox worship is traditional worship, as described in the **Torah**. Much of the service is conducted in Hebrew, men and women sit separately, men must cover their heads with a **kippah**, only men can be rabbis, singing is unaccompanied by music, and Jews are expected to walk to the synagogue on Shabbat since driving is considered a forbidden form of work.
- **Shabbat** is the most important day of worship in the home. It is celebrated on the seventh day of every week from sunset on Friday to sunset on Saturday in order to observe the commandment- 'Remember the Sabbath day by keeping it holy'.

Features of Shabbat celebration

- On the Friday before the onset of Shabbat the house is cleaned and food is prepared, since no work can be done once Shabbat begins.
- At sunset two candles are lit by the mother of the family, and prayers are said to welcome Shabbat. https://www.bbc.com/education/guides/zcc86sg/revision/2

KPI7: To explain the importance of worship in Islam

- Public worship takes place in the **mosque.**
- The **muezzin** calls the people to prayer, sometimes from a **minaret.**
- **Salah** is led by the **Imam,** a man chosen for his knowledge of the **Qur'an.**
- When Muslims pray, they offer praise, thanks or repentance for sins to **Allah.**
- From the minute a child is born and the words of the **Adhan** are whispered into its ear, Muslim children are encouraged to pray.
- Salah is performed five times a day at set times: dawn, just after noon, in the afternoon, at sunset and in the evening. https://www.bbc.com/education/guides/z94qtfr/revision/3

Design & Technology
Year 7

1. Woods

Man-Made Woods

	Description	Uses
Medium density fibreboard (MDF)	•Has a smooth, even surface •Easily machined and painted •Available in water and fire-resistant form •Often veneered or painted to improve its appearance	•Furniture and interior panelling
Chipboard	•Made from chips of wood glued together with urea formaldehyde (glue) •Usually veneered with an attractive hardwood or covered in plastic laminate	•Kitchen and bedroom furniture •Shelving and general DIY Work
Plywood	•A very strong board, constructed of layers of veneer or piles, which are glued together with the grains at 90° to each other •Interior and exterior grades available	•Furniture making •Boat building and exterior work
Hardboard	•A very cheap particle board •Can have a laminated plastic surface	•Kitchen unit and furniture back panels

Hard Woods

	Description	Uses
Oak	•A very strong, light-brown wood •Open grained •Very hard, but quite easy to work with	•High quality furniture •Beams used in building •Veneers
Mahogany	•Reddish-brown in colour •Easy to work with	•Indoor furniture •Shop fittings •Bars •Veneers
Beech	•A straight- grained hardwood with a fine texture •Light in colour •Very hard but easy to work with •Can be steam bent	•Furniture •Toys •Tool handles
Ash	•Open grained •Easy to work with •Pale cream colour, often stained black •Can be laminated (i.e. sliced into veneers which are glued together)	•Tool handles •Sports equipment •Furniture •Ladders •Veneers

Soft Wood

	Description	Uses
Pine	•Pale-yellow coloured with dark lines and a fine, even texture. •Medium in weight •Stiff and stable •Inexpensive	•Readily available for DIY work •Mainly used for constructional work and simple joinery •Furniture

2. Plastics

Acrylic		Properties: • Hard wearing • Will not shatter • Can be coloured • Bathtubs, School Projects, Display signs
Polypropylene		Properties: •High Impact strength •Softens at 150°C •Can be Flexed many times without breaking •School chairs, Crates
High Impact Polystyrene (HIPS)		Properties: •Light but strong •Widely available in sheets •Used for casings of electronic products
Polythene (LDPE)		Properties: • Weaker and softer than HPDE. • Lightweight • Carrier Bags + Squeezy Bottles
Polythene (HDPE)		Properties: •Stiff strong plastic •Used for pipes and bowls •Buckets
Urea formaldehyde		Properties: •Colourless plastic •Can be coloured •Door and cupboard handles, Electrical fittings

3. Material Properties

Strength
The ability of a material to stand up to forces being applied without it bending, breaking, shattering or deforming in any way.

Elasticity
The ability of a material to absorb force and flex in different directions, returning to its original position.

Ductility
The ability of a material to change shape (deform) usually by stretching along its length.

Malleability
The ability of a material to be reshaped in all directions without cracking.

Hardness
The ability of a material to resist scratching, wear and tear and indentation.

Toughness
A characteristic of a material that does not break or shatter when receiving a blow or under a sudden shock.

3. Metals

Aluminium	Properties: •Light Weight •Light grey in colour •Can be polished to a mirror like appearance •Rust resistant	
Mild Steel	Properties: •Heavy •Dark grey in colour •Rusts very quickly if exposed	
Stainless Steel	Properties: •Heavy •Shiny appearance •Very resistant to wear / rust.	
Cast Iron	Properties: •Re melted pig iron with some quantities of other metals •Strong in compression. •Brittle	
Copper	Properties: •Reddish brown metal. •Soft •Excellent conductor of heat and electricity	
Brass	Properties: •Yellow metal •Hard •Alloy	

4. Composites

Carbon Fibre	GRP Fibreglass
Expensive in comparison to other materials. Very good strength to weight ratio. Used in the manufacture of high end sports cars and sports equipment.	GRP is composed of **strands of glass which are woven to form a flexible fabric. The fabric is normally placed in a mould and <u>polyester resin</u> is added.** **Glass reinforced plastic is lightweight** and has **good thermal insulation properties.** It has a **high strength to weight ratio**

Year 7 - Food Technology

Hygiene, Health and Safety

To be ready to cook you need to:	Remove blazer, tie up hair, wash hands, put on an apron, remove watch, have clean nails. Collate your equipment and ingredients. Quality check the equipment - is it clean? Quality check the use by date. If beyond best before date, is the product still fit for use? Does it smell sour/off, does it look mouldy?
When should you wash your hands?	Before putting on your apron, when you change jobs in the kitchen. After handling raw meat/fish, going to the toilet, coughing/sneezing/blowing your nose, touching rubbish, touching hair or face. Wash hands for 15-20 seconds, use soap and hot water. Dry on blue roll - use the blue roll to turn off the taps - do not touch them again.
The importance of washing up:	Washing up correctly is particularly important for food safety. Cutlery, pans, and dishes which are not washed and rinsed properly provide the ideal conditions for bacteria to grow. This could lead to food poisoning. Move dirty equipment to the dirty side of the sink, run a bowl of hot soapy water, knives are washed, dried, and put away first. Turn dishes and pans upside down on the draining board. Boards stand behind the tap/back of the sink area.. Ensure you have a clean area to put your clean dry equipment.
Safety Rules	No silly behaviour - running/pushing/being immature. Always ensure your oven is switched off after use. Knives are held down by your side when carrying them. Use a tea towel as a heat mat for hot pans on the side. Place hot trays from the oven on top of the cooker providing the hob is not hot - use a cooking rack if it is. Use the bridge or claw hold when chopping. Place a tea towel underneath your chopping board if needed. Always use the correct colour chopping board.

Prevention of Bacteria Growth and Cross Contamination

4 C's	Chill – foods to be kept in the fridge: dairy, protein, high risk foods / Cook – cook foods properly / Cross Contamination / Clean
Food Temperature Control:	Temperature control is especially important when you buy, store, prepare and cook food. Food correctly stored will minimise the risk of food spoilage and food poisoning. Food poisoning can be caused by high-risk foods when they are stored in warm conditions for too long. Controlling the temperature of food will help keep your food safe until it is ready to be eaten. Bacteria growth danger zone 5-63 degrees C. Most bacteria dead at 75 degrees C. All dead at 100 degrees C. Fridge temperature 0-5 degrees C
Sources of Cross Contamination:	Human: Hair, nose, cuts, wounds, ears, throat, clothing, jewellery, dirty hands (bacteria) after touching raw meat/going to the bathroom. Other: Pets, Dirt, Birds, Vermin (mice/rats), Insects, bacteria from raw meat and seafood.
Bacteria needs:	Heat, Moisture, Time and Food to grow/survive.
Chopping Boards	Chopping boards: Red = raw meat, Blue = raw fish, Brown/Green = fruit and vegetables, Yellow = Cooked meat/fish, White = Dairy

Eatwell Guide

Eatwell Guide / Use the Eatwell Guide to help you get a balance of healthier and more sustainable food.	**Carbohydrates**: Rice, pasta, potatoes, bread, porridge, couscous – Choose wholegrain or higher fibre versions with less added fat, salt and sugar **Fruits and Vegetables**: Fresh, frozen, dried, canned – Eat at least 5 portions of a variety of fruit and vegetables every day. **Protein**: Chicken/poultry, fish – fresh and canned (tuna), meat, eggs, chickpeas, lentils, beans. Eat more beans and pulses, 2 portions of sustainably sourced fish per week, one of which is oily. Eat less red and processed meat. **Dairy and Alternatives**: Milk, yoghurt, cream, cheese, alternative milks: almond, rice, coconut, hazelnut, soya. Choose lower fat and lower sugar options. **Fats**: Choose unsaturated oils and use in small amounts – sunflower, olive, rapeseed. Sugary foods/crisps/ketchup – eat less often and in small amounts. **6-8 cups of water:** lower fat milk, sugar-free drinks including tea and coffee all count. Men: 2500kcal per day/Women 2000kcal per day = All food and drinks

Glossary of Terms

Glossary of Key Terms:	**Food spoilage** – when food deteriorates to the point that its quality is reduced or it can no longer be safe to eat. **High Risk Foods** – Ready to eat moist foods - pasta, rice, seafood, poultry, protein, dairy, sauces/gravy. **Cross Contamination** – the process by which bacteria or other items are unintentionally transferred from one substance or object to another, with harmful effects. Pathogenic Bacteria - Bacteria that does the body harm. **Hob** – top of the oven used to boil, simmer and fry. **Grilling** – to cook with heat that does not directly touch the food. **Rubbing In** – to combine fat with flour to make a breadcrumb-like consistency. **Creaming** – to combine sugar and soft fat (butter). **Boiling** – to bring water to 100 degrees C. **Simmering** – to heat liquids to just below the boiling point. **Baking/Roasting**: to cook with a dry heat in the oven cavity.

Eatwell Guide

Use the Eatwell Guide to help you get a balance of healthier and more sustainable food. It shows how much of what you eat overall should come from each food group.

Check the label on packaged foods

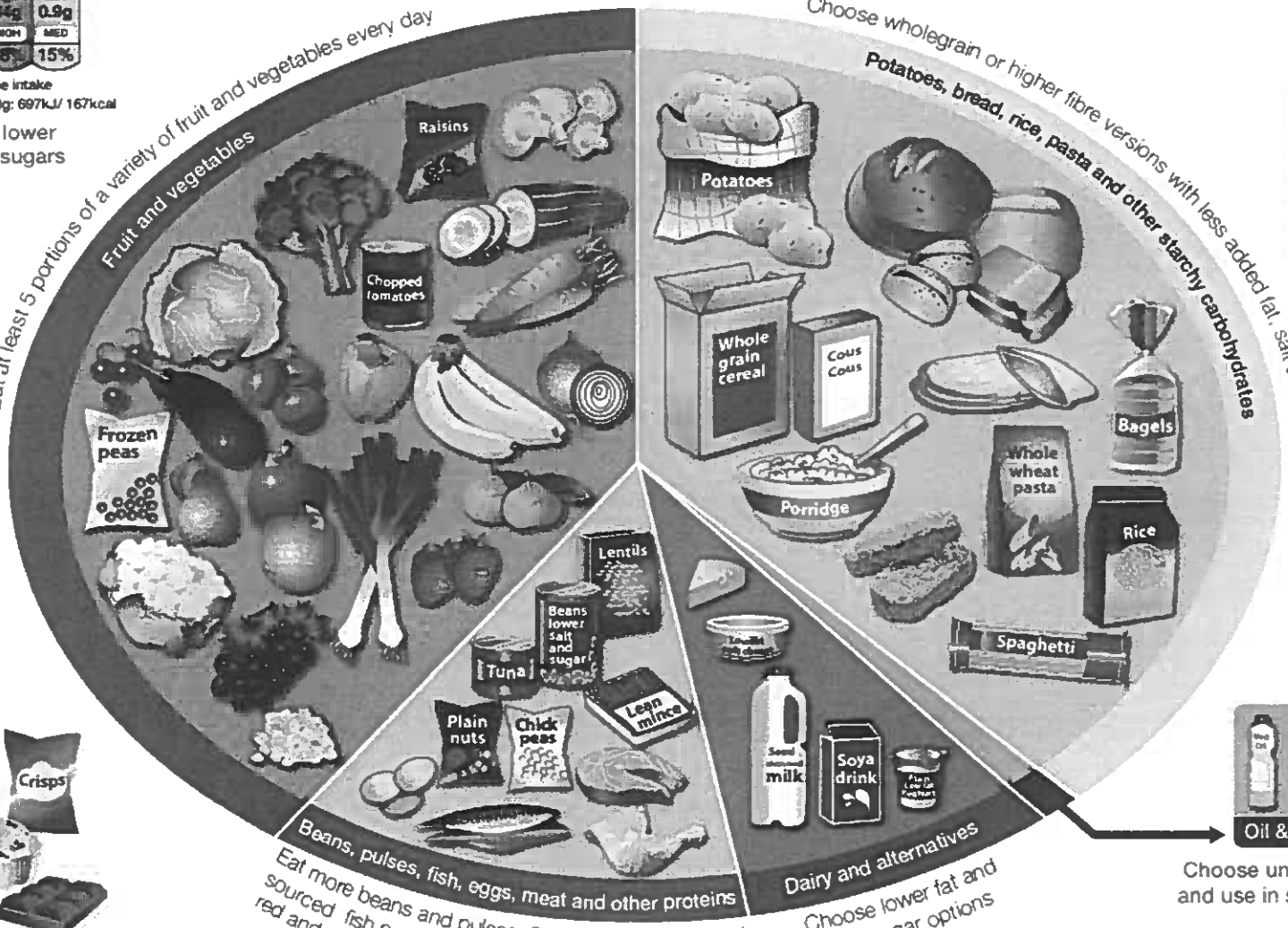
Each serving (150g) contains

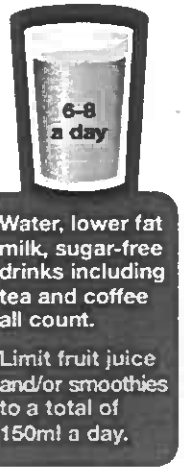
Energy 1046kJ 250kcal	Fat 3.0g	Saturates 1.3g	Sugars 34g	Salt 0.9g
	LOW	LOW	HIGH	MED
13%	4%	7%	38%	15%

of an adult's reference intake

Typical values (as sold) per 100g: 697kJ/ 167kcal

Choose foods lower in fat, salt and sugars





Water, lower fat milk, sugar-free drinks including tea and coffee all count.

Limit fruit juice and/or smoothies to a total of 150ml a day.

Choose unsaturated oils and use in small amounts

Eat less often and in small amounts

Per day 2000kcal 2500kcal = ALL FOOD + ALL DRINKS

Source: Public Health England in association with the Welsh Government, Food Standards Scotland and the Food Standards Agency in Northern Ireland

© Crown copyright 2016

ART - Portraiture

Formal Elements

Line
A mark that connects two or more points. These can be straight, curved, short or long.

Tone
The lightness or darkness or something.
For darker tones use a higher grade B pencil.

Colour
Colour is what you see when light reflects off something.

Texture
How something looks or feel e.g. fluffy, rough, smooth etc.

Pattern
A symbol, shape or colour that repeats.
Man-made patterns are designed by humans, natural patterns are formed by nature.

Shape/Form
Shape is 2D e.g. rectangles. Form is 3D e.g. cubes, spheres etc.

Tips, Tools & Techniques

Blender Stick
A paper stump that allows you to blend tones.

Blending
The smooth transition between tones.

Tints
Adding white to a colour to make it lighter.

Tones
Adding black to a colour to make it darker.

Shading Techniques
Hatching, cross-hatching, stippling and scumbling.

Keywords

Proportion
In portraits = the size and relation of face features on the face. It is where key features are placed in your drawing to show correct distance between each face feature.

Portraiture
The art of drawing or taking a photo of a person.

Expression
Expression means showing an emotion e.g. happy, sad, moody, shocked.

Facial Features
Eyes, Nose, Mouth

Characterisation
The distinct features of a person eg things in your portrait that show a trueness to the person's character.

Outline
A line, generally black, that goes around the outside of an image.

Symbolism
Using images to suggest specific ideas or feelings e.g. a skull often suggests death.

Identity
The fact of being who you are.

Key Artist

Name
Frida Kahlo

Born
6th July 1907 in Mexico

Materials
She used mainly oil paints to paint her works.

Intentions
Develop an understanding of her own identity.

Inspiration
Mexican Culture - their bright use of bright colours and symbolism.

Drama y7 - Greek Theatre

Facial Expressions - How can we show emotions through our faces? Eye contact, eye brows, straight, emotions, gritting teeth, tense, relaxed, wrinkled, creased, staring, twitching.

Voice - How can we use our voice in performance? Tone, pitch, pace, emotion, volume, projection, dialogue, dialect, accent, intonation, whistling, SFX, interjection.

Body language - How can we use our bodies to help us create performance? Posture, blocking, positioning, front on, side on, emotions, age, open or closed.

Gestures - These are movements with meaning, how can we use them in performance? Hands, arms, speed, clicking, rubbing, waving, mannerisms.

Movement - How can movement be used to create performance? Speed, pace, acceleration, gait, mannerisms, special awareness, stage presence.

History

Greek Theatre is one of the oldest recorded styles of theatre that exist, it was at it's height between 500BC and 200BC. Performances would happen at the 'Festivals of Dionysus', where groups would compete against one another for the best performance. Dionysus was the Greek God of 'Wine and Pleasure'. The aim of these plays was to praise and appease the Gods.

The style of plays were broken down into 2 main categories; Comedy and Tragedy. If a play was a comedy it would only be a comedy and not any serious messages. Where as a tragedy play would have no humour in it. This not only made the plays easier to judge in the competition but ensured that audiences did not get confused as to what the play was about.

Greek playwrights believed in something called the unities of Drama. The unity of time - The play can only occur during a single 24 hour period. The unity of place - The play can only happen in the same place. The unity of Action - There is only one story in the play.

Conventions

Performances would happen in places called Amphitheatres. These were made from Limestone and acted as giant speakers. There were no microphones in these times and the Amphitheatres could seat up to 20,000 people. So the theatres were designed in a way that helped to project the actors voices.

There would only ever be three actors in any performance. The reason for this was because the actors were paid by the government and they wanted to keep the cost down. This meant that they would have to sometimes play more than one character in the performance. This is called 'Multi-Rolling'.

With every play there would be a Chorus. The Chorus could have as many as 50 people in it. Their job during the play was to comment on what was happening in the play. They would talk to the audience about whether the decisions being made by the characters were good or not. They were also incharge of keeping the audience entertained. They would do this via; choral speak (Talking as a big group), Song and Dance.

Conventions

During the performances the actors would all have to wear masks. These masks had different purposes. Firstly they were to keep the actors anonymous, meaning no one in the audience would know who they were. This was because if a character did something bad during the performance audiences would sometime struggle to remember that they are not that character and they are just pretending. Another reason for the masks is that they acted as a microphone. The shape of the mouths would help the actors to project their voices.

Women were not aloud to be on stage in ancient Greece. This meant that all female roles had to be played by younger boys because they would have higher pitched voices. This was because women at the time were seen as inferior to men.

Most of the plays would focus characters having a 'Hamartia'. This means fatal floor. This fatal floor would often be the undoing of the character and would lead to their downfall. Whether that be comical or a tragic death.

Drama - Base work

Five Key Acting Skills

Facial Expressions - How can we show emotions through our faces? Eye contact, eye brows, straight, emotions, gritting teeth, tense, relaxed, wrinkled, creased, staring, twitching.

Voice - How can we use our voice in performance? Tone, pitch, pace, emotion, volume, projection, dialogue, dialect, accent, intonation, whistling, SFX, interjection.

Body language - How can we use our bodies to help us create performance? Posture, blocking, positioning, front on, side on, emotions, age, open or closed.

Gestures - These are movements with meaning, how can we use them in performance? Hands, arms, speed, clicking, rubbing, waving, mannerisms.

Movement - How can movement be used to create performance? Speed, pace, acceleration, gait, mannerisms, special awareness, stage presence.

Key Terminology

Script - The written words and stage direction which are spoken and performed in a play. A script will be written by a writer and then given to a director to create a performance.

Director - This is the person who is in charge of the actors and performers. The director will tell the actors how they want them to perform and move in each scene. They will block the performance.

Blocking - When creating a performance you must first plan where all the actors are going to be standing and moving to on the stage. You must also plan what set and props are going to be used in your performance. This is called Blocking.

Stage Direction - Text in a script which tells you what you need to be doing while performing. Some scripts may have more stage directions than others. Some directors may also decide not to ue all of the stage directions because they have their own ideas for what the performers should be doing.

Characterisation - Using a variety of skills, improvisation techniques and background information to become your character. These skills are your 5 key acting skills. It is important you fully understand the character you are performing. You MUST remember, you are no longer yourself when acting. You become someone else.

Performance Discipline - Maintaining extremely high and professional levels of focus and concentration throughout rehearsals and performance. This involves being on task at all times, not laughing or giggling when you are acting. It is crucial to stay focused when performing.

Ensemble - A group of performers all working together in a performance.

Freeze Frame - When a scene 'freezes' for a moment to allow the audience to really explore the moment. It is like pressing pause on live action.

Tableaux - A collection of still images which create a performance. It is like looking through a photo album.

Immersive theatre - Audience are included in the performance but don't know what is going to happen. Actors my talk to or ask the audience questions about what is happening in the performance.

Example Self-evaluation

STRENGTH During my performance, I wanted to show how my character was really angry with another character. To do this, I scrunched my eyebrows together and tilted my head slightly forward, using facial expression to show my annoyance. I also had a very big frown and narrowed whilst making a low pitched noise to display my frustration. This was successful because the audience could clearly see how angry my character was when seeing their friend after having an argument.

AREA FOR IMPROVEMENT During my performance, I wanted to show how my character was really happy to see someone. To do this, I slowly waved my hand and had a slight smile on my face whilst quietly saying 'Hello' in a soft tone. My intention was to show how I was happy but wanted to show it in a subtle way. However, the audience were confused by this and thought that my reaction was too small. If given the chance to perform this moment again, I would make my gestures much bigger, my movements quicker and my facial expressions much more exaggerated so that the audience can see my excitement much more clearly.

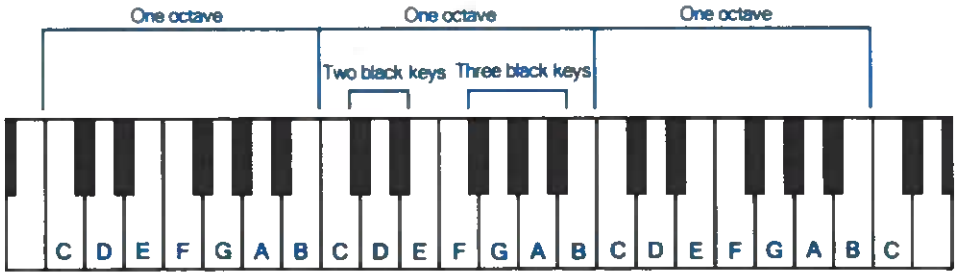
MUSIC - The Elements of Music

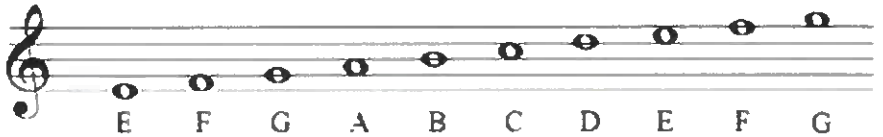
Key Terminology

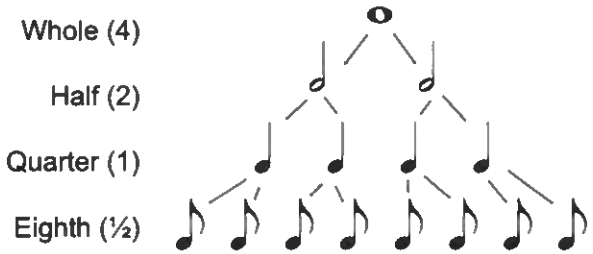
Conductor - A person who directs the performance.
Note - A singular sound.
Chord - A group of three or more notes played at the same time.
Harmony - Different notes played or sung together.
Melody - A small arrangement of notes that make a tune.
Scale - A series of eight notes starting somewhere between A-G.
Arpeggio - When you play the 1st, 3rd, 5th, and 8th note of a scale one after each other.
Rhythm - The pattern of how notes are played.
Beat - The pulse or heartbeat of the music.
Tempo - The speed of the music.
Dynamics - The volume of the music.
Octaves - The jump between the same note going higher or lower on the piano (e.g. lower C to higher C).
Pitch - How high or low the notes are played.
Guitar - 6-stringed instrument. Can be electric or acoustic.
Bass Guitar - Low sounding 4-stringed instrument. Usually electric.
Piano/Keyboard - Percussion instrument made up of white keys and black keys.
Drum Kit - Percussion instrument made up of drums and cymbals.

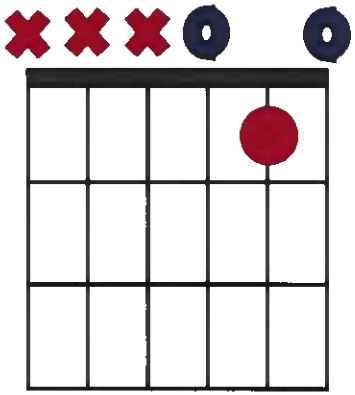
Feedback Starters

Positives: ***What I thought went well was...***
Points for improvement: ***It would be even better if...***









Year 7 Unit 3 -Networks		
Lesson 1	**What is a computer network?** Computer networking refers to interconnected computing devices that can exchange data and share resources with each other. **Explain how data is transmitted between computers across networks.** The Internet works by chopping data into chunks called packets. Each packet then moves through the network in a series of hops. Each packet hops to a local Internet service provider (ISP), a company that offers access to the network – usually for a fee. **Define 'protocol' and provide examples of non-networking protocols.** A network protocol is an established set of rules that determine how data is transmitted between different devices in the same network.	**Keywords** **Computer network** - Two or more computers that are connected with one another to communicate data electronically. **Protocol** - A protocol is a standardised set of rules for formatting and processing data. **Network cable** - Network cables are used to connect and transfer data and information between computers **Hub** - The most basic networking device that connects multiple computers or other network devices. **Router** - A device that communicates between the internet and the devices in your home that connect to the internet. **Server** - A server is a computer that provides various shared resources to workstations and other servers on a computer network.
Lesson 2	**What is a network interface card/controller?** A circuit board that is installed in a computer so it can be connected to a network. **What is a network cable?** To connect together different devices, you need cables. They have plastic plugs that connect into sockets on devices. The cable is made up of a number of copper wires. Data can be sent in both directions across a cable. **What is a Hub?** A piece of hardware used in computer networks used to connect multiple devices. **What is a router?** A device for connecting computers and other network capable devices together to form a network. **What is a server?** A computer that holds data to be shared with other computers. Servers require server software.	

Lesson 3

What is a wired network?
Wired networks send data along cables.

What is a wireless network?
Wireless networks send data through the air using radio waves.

What are the different types of wireless technology?
Bluetooth
WiFi
3G (third generation wireless mobile)
4G (fourth generation wireless mobile)
5G (fourth generation wireless mobile)

What is bandwidth?
Bandwidth is the amount of data that can be moved from one point to another in a given time. Higher bandwidth = more data per second

What is buffering?
This is when data is arriving at your device at a rate that is slower than it is being processed
Example: when you are watching a film on Netflix and it pauses, and you have to wait for a period of time before it starts again. This indicates that you may need more bandwidth.

What are the advantages of a wired network?

Advantages	**Disadvantages**
Faster connection (little to no interference)	Cables can be a trip hazard and look unpleasant
Higher bandwidth	More expensive and time-consuming to add devices, as each device needs cables
Better security	Devices are in fixed positions (no portability)

Bluetooth - Allows devices to communicate with each other without cables or wires, over a short range. (approximately 10 metres)

WiFi - Allows devices to communicate with each other without cables or wires, over a medium range. (approximately 50 meters)

3,4,5G - Allows devices to communicate with each other without cables or wires, over a long range. (approximately 500 meters)

Bandwidth - The maximum amount of data transmitted over an internet connection in a given amount of time.

Packet - A basic unit of data that's grouped together and transferred over a computer network.

Addressing -A unique identifier assigned to distinguish different devices on a network

Internet - A global network connecting millions of computers.

Lesson 4

What are the advantages of a wireless network?

Advantages	Disadvantages
No trailing wires/no trip hazard	Lower bandwidth
It is quick and cheap to connect new devices	Wireless connections can be weakened by walls and ceilings
Allows portability	Less secure

What is the internet?

The internet is a worldwide network of computers. It is the physical hardware, i.e. the cables, the routers, and other pieces of hardware used to connect devices together. Any device connected to the internet is part of this network, for example:

Laptops
Games consoles
PCs
Tablets
Mobile phones

What do we use the internet for?

There are many uses of the internet. Below are some of the most common uses:

Storing information (e.g. cloud storage)
Entertainment (e.g. streaming films, videos, and music)
Playing online games
Communication (e.g. email)
Playing online games
Online shopping
Social networking (e.g. Instagram)
Viewing websites

IP addresses - An IP address is made up of 4 groups of numbers between 0 and 255, each separated by a full stop.
These are unique for every device on the internet.

Packet - A message is split into smaller packets of data which can then be transmitted and received in a network.

Transmission Control Protocol - Splits the messages sent across the internet into smaller pieces called 'packets'. Assembles the packets in the correct order at the receiver end.

IP(Internet protocol) - A protocol to route the packets across the internet. Each device on the internet has an IP address that uniquely identifies it from all other devices

Lesson 5	**What is TCP?** Transmission control protocol is a set of rules that will split a message into smaller pieces, called packets. It also controls how these packets are reassembled at the other end. **What is the IP (internet protocol)?** This is a protocol to route the packets across the internet. Each device on the internet has an IP address that uniquely identifies it from all other devices. **Explain the difference between the internet, its services, and the World Wide Web.** The world wide web, or web for short, are the pages you see when you're at a device and you're online. But the internet is the network of connected computers that the web works on, as well as what emails and files travel across. Think of the internet as the roads that connect towns and cities together. **Describe how services are provided over the internet** There are a range of services provided by the internet. These include: World Wide Web Email Online gaming Instant messaging Voice over IP (VoIP) – audio calls Internet of Things (IoT) Media streaming (e.g. watching Netflix online) **Explain the term 'connectivity'** Connectivity is the degree to which various different items can be connected to the internet. **Explain the term IOT:** The Internet of Things means taking everyday 'things' and connecting them to the internet. It allows the advantages of the internet to go beyond computers and smartphones. These connected 'things' allow us to gather information, send information, or both.	

	Describe how internet-connected devices can affect you. **Privacy:** • IoT devices collect and share information about you, with or without your knowledge. This includes microphones, cameras, and GPS location. • Companies may eventually be able to learn everything about you. **Security:** • IoT devices could be hacked • Example: opening a car or house door remotely without your permission	
Lesson 6	**Describe World Wide Web components and how they work together.** **Browsers:** A browser is an application program that provides a way to look at and interact with all the information on the World Wide Web. This includes Web pages, videos and images. **Servers:** A server is a computer program or device that provides a service to another computer program and its user, also known as the client. In a data center, the physical computer that a server program runs on is also frequently referred to as a server. **Pages:** A web page (or webpage) is a hypertext document on the World Wide Web. Web pages are delivered by a web server to the user and displayed in a web browser. A website consists of many web pages linked together under a common domain name. The name "web page" is a metaphor of paper pages bound together into a book. **URLs:** In the same way that buildings and houses have a street address, web pages also have unique addresses to help people to locate them. On the Internet, these addresses are called URLs (Uniform Resource Locators). **HTTP:** The Hypertext Transfer Protocol is an application protocol for distributed, collaborative, hypermedia information systems that allows users to communicate data on the World Wide Web. **HTTPS:** Hypertext Transfer Protocol Secure (https) is a combination of the HTTP with the Secure Socket Layer (SSL)/Transport Layer Security (TLS) protocol. It is more secure than HTTP.	

Year 7 Unit 6 -Using Media		
Lesson 1	**Why do we format documents?** To make the text easy to read To make it easy for the audience to extract the information that they need To highlight the important information Sometimes, to attract the audience to read the information **Identify the key features of a word processor** Creating text documents. Editing and Formatting the existing documents. Making a text document interactive with different features and tools. Graphical documents, comprising images. Used by Authors and Researchers. Detect grammatical errors in a text document. **Evaluate formatting techniques to understand why we format documents** Document formatting refers to the way a document is laid out on the page—the way it looks and is visually organised—and it addresses things like font selection, font size and presentation (like bold or italics), spacing, margins, alignment, columns, indentation, and lists. Documents are formatted to best meet the needs of the user.	**Keywords** **Text** - Text refers to the actual words written in a book, newspaper, blog post, or any other written work. **Word Processor -** A word processor is a device or computer program that provides for input, editing, formatting, and output of text, often with some additional features. **Spell Check** - In software, a spell checker is a software feature that checks for misspellings in a text. **Grammar checker** - A grammar checker is software or a program feature found in a word processor and is used to find grammatical errors. **Credibility** - A credible source is one that is written by someone who is an expert in their discipline and is free of errors and bias.
Lesson 2	**Why select appropriate images for a given context?** It is important to select images that are suitable for the content of the page and also suitable for the intended audience. **Demonstrate an understanding of licensing issues involving online content by applying appropriate Creative Commons licences.** Just because you can download an image from the internet does not mean you have permission to use the image. The owner of the image will decide on what other users can do with their images.	

	Demonstrate the ability to credit the original source of an image Add a reference to a document showing the location and date of any images that you have used in that document.	**Trustworthiness** - a characteristic denoting the extent to which the source of a persuasive message is seen as honest.
Lesson 3	**Describe how to check digital content for credibility/trustworthiness** • An author who is an expert or a well-respected publisher (such as the NY Times or Wall Street Journal). • Citations for sources used. • Up-to-date information for your topic. • Unbiased analysis of the topic (i.e. author examines more than one perspective on the issue). **Use techniques to be able to check if a source is trustworthy** • Authority: Who is the author? What are their credentials? ... • Accuracy: Compare the author's information to that which you already know is reliable. ... • Coverage: Is the information relevant to your topic and does it meet your needs? ... • Currency: Is your topic constantly evolving?	**Authority** - The power to allow access to digital content. **Accuracy** - How reliable a piece of information is. **Coverage** - Does the information you are looking at cover all aspects of your topic or only a little of it.
Lesson 4	**Use citations and recognise the concept of plagiarism** Record the details of any material you use that is not yours. (Web address, author, details of material used and date when it was done) Plagiarism is presenting work or ideas from another source as your own, with or without consent of the original author, by incorporating it into your work without full acknowledgement. **Evaluate online sources** • Check the author and the source • What's the purpose of the article? • Check when the article was written • Check the facts	**Citation** - A "citation" is the way you tell your readers that certain material in your work came from another source. It also gives your readers the information necessary to find the location details of that source. **Plagiarism** - Plagiarism is presenting work or ideas from another source as your own, with or without consent of the original author, by incorporating it into your work without full acknowledgement.

Lesson 5	**What are success criteria?** Often when you work on a project, you will set a list of 'success criteria' before the project starts This is a list that you will use at the end of the project to decide if it meets the needs of the audience **Describe how you could create a blog.** There are lots of different ways to create a blog. Google sites is a simple way to create a blog. • Reference your sources appropriately • Credit the authors of the images • Use the formatting tools to make your blog suitable for your audience • Use your success criteria and assessment criteria to make sure that you are including everything that you need	**Blog** - A blog, short for weblog, is a frequently updated web page used for personal commentary or business content. Blogs are often interactive and include sections at the bottom of individual blog posts where readers can leave comments.

PCSHE Year 7 Topic 6 – Building Relationships

Definitions:

- Sexual consent: The giving of permission by a person to engage in any form of sexual activity.
- Affirmative consent: consent is only given when a person agrees verbally to engage in sexual activities
- Coercion: The action or practice of persuading someone to do something they wouldn't normally do or something they don't want to do by using force or threats.
- A person who is a minor: A person who is under the age of 18 and legally considered a child.

Consent is:

1. Freely given. It's not okay to pressure, trick, or threaten someone into saying yes.
2. Reversible. It's okay to say yes and then change your mind — at any time!
3. Informed. You can only consent to something if you have all the facts.
4. Enthusiastic. You should do stuff you WANT to do, not things people expect you to do. If someone doesn't seem enthusiastic stop and check in.
5. Specific. Saying yes to one thing (like going to the bedroom to make out) doesn't mean you're saying yes to other things (like having sex).

Consent cannot be given when:

1. When a person is drunk or high, to the point that they are unable to speak or look after themselves.
2. Asleep or Passed Out – if they are not conscious they are unable to agree to any sexual activity. If someone passes out whilst engaging in sexual activity – STOP!
3. They are Underage – Legally a person under the age of 16 cannot give consent to any sexual activity.
4. Mental disability or learning difficulties which mean they are unable to fully understand what they are consenting to.

Consent and the law:

- If two 13–15-year-olds engage in consensual sexual activity and both know that the other is under 16 they could both be found guilty of an offence with a penalty of up to 5 year's imprisonment.
- If one party is under 13 and the other is under 18 it is statutory rape – punishable by up to life imprisonment

Sexting:

Definition: Sending sexually explicit messages or pictures via mobile phones, instant messaging or email.

Law:

- When you're under 18 it's against the law to send nudes or sexual videos of you to anyone else. It's also against the law for anyone to save or share a nude or sexual video of you. Even if it's a selfie or they're under 18 too.
- Will I get in trouble? - You can get in trouble if you threaten to share a nude, even if you don't actually do it. Only the police can decide if they're going to charge you with an offence after sexting. But it's important to remember that the law is there to protect you, not get you into trouble.
- If you're both under 18 and you're in a healthy relationship, then it's unlikely the police would want to prosecute either of you.

Where to get more help and support:

- Parents and trusted family members
- Teachers and School Staff including School Nurse and Safeguarding Team
- Your Doctor or Community Nurse
- NHS Online
- NSPCC: Helpline: 0808 800 5000 (24 hours, every day) nspcc.org.uk
- Childline: Helpline: 0800 1111(24 hours, every day) https://www.childline.org.uk
- CEOP: www.ceop.police.uk/Safety-Centre

Healthy and Unhealthy Relationships:

Healthy Relationships	**Unhealthy Relationships**
- You know when you're in a healthy relationship because you feel happy to see and spend time with certain people - No relationship is perfect and you will definitately have moments with minor disgareemtens causing frustration	The signs of an unhealthy relationship are easy to spot. - People stop communicating, becoming less close, argue more frquently and show less love and respect for each other. - There are many reasons that a relationship might break down. Often it has to do with personalities, attitudes and behaviours of the indiviudals. Other causes come from outside the relationship
There are many factors that could contribute to the development and maintenance of healthy relationships including: commitment ; trust; respect; and responsibility.	There are many ways to deal with/improve an unhealthy relationship – we could try listening more to others and becoming more aware of their needs. We could examine our own behaviour honestly and try to identify aspects of it which is causing conflict with others. However, the best way to improve an unhealthy relationship between partners is by getting advice.

PCSHE Year 7 Topic 7 – Financial Decision Making

Saving and Budgeting

Definitions:

- Interest – the bank (or whoever) pays us for the chance to use our money
- Fixed cost – costs that are the same no matter how many people are involved.
- Income: The money you earn or are given
- Needs – essentials such as water and food
- Wants – things that we don't really need but like to keep up to date
- Expenditure – the money you have to pay to others or decide to spend.
- Savings account: an account for money you don't need instantly. Often you get paid interest on savings accounts.

Saving accounts: You can open a savings account yourself at 16. An adult can open a savings account for a child under 18. If you saved £10 a month for a year, at a yearly 1% interest rate, you should have £120.65 at the end of the year. They are specifically designed for you to save money in and are usually best for saving larger amounts.

Current accounts: These help you to manage your day-to-day money, pay bills, receive incoming money.

Risk: Different types of savings and investments carry different types of risk. Some finances are high risk, that is, the chances of something bad happening are high; however in return for taking that high risk, you might earn more money than someone who saves in a low risk way. Putting your money in a piggy bank could be described as so low risk that it's virtually risk free, but therefore you get no extra money back. Normally, the higher the risk, the higher the possible return, but also the potential for a higher loss.

Budgeting: Budgeting is the process of managing your money. It can be used to manage the balance between your income and your outgoings. It ensures that

- You have enough money to cover the necessities
- You are spending on what really matters to you
- You are putting money aside for the future
- You have considered other things you might want to use your money for, such as giving to charity.

Gambling

Gambling is an activity that results in either a win or a loss. It is also known as betting, gaming or taking part in a lottery. All gambling is high risk – the chances of losing money are far greater than winning it. This is how organisations in the gambling industry make their money.

There are a number of sectors where gambling activities take place

- Arcades
- Betting
- Bingo
- Casino
- Lotteries
- Gaming machines
- Social gambling

Impacts of gambling:

- Spending more than they want on gambling
- Struggle to find money for bills
- Take out loans to cover gambling debts.
- Extreme emotions or mood swings
- Stopping their other hobbies
- Difficulty sleeping
- Feeling depressed or anxious.

Where to get more help and support:

- Safeguarding team – Mr Ogden, Mrs Jones, Mrs Loveridge, Mrs Aston, Mr Jones
- Parents/Friends
- Tutor/Teachers
- Outside organisations:
- Cifas – cifas.org.uk
- GetSafeOnline – getsafeonline.org
- Digital Wings – digital.wings.uk.Barclay
- http://www.youngminds.org.uk/
- www.begambleaware.org/NGTS.html

Dealing with financail dilemmas.

- Fraud: Fraud is when a person dishonestly and deliberately decieves a victim for personal gain of property or money.
- Identity theft: The act of a person illegally obtaining information about someone else.
- Phising: By pretending to be finacial insitutions or companies, thieves can send fake emails or pop-up messages to get you to reveal your personal infromation. You should never click on links and should avoid responding to these emails.
- Vishing or phone scams: These typically involve fraudsters decieving people into believing they are speaking to a member of a bank or a representative of another trusted company or agency. Ususally the fraudster will convince the person they have been a victim of fraud and will ask for personal and financial information to gain access to their account.
- Smishing (SMS phising): This is when someone tries to trick you iyo giving them your private information via a text or SMS message. Many people tend to be more inclined to trust a text message or an email and people are less aware of the security risks involved with click on links in a text message.