

Year 7

Knowledge Organiser

September - December 2025

AMBITION, CONFIDENCE, CREATIVITY,
RESPECT, DETERMINATION

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LEARNING TRUST



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.

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**AMBITION, CONFIDENCE, CREATIVITY,
RESPECT, DETERMINATION**

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Greek Mythological Characters

Gaia The mother of Earth
Uranus The father of sky
Cronus The father of Zeus, leader of the first generation of Titans.
Zeus Olympian god of the sky and thunder, king of all gods and men, son of Cronus
Achilles A demi-god – the bravest, most handsome and greatest warrior in the Trojan War
Athena Goddess of War
Midas A king who was granted his wish for everything he touched to turn to gold
Dionysus God of wine, excess, theatre and festivity
Prometheus Gave fire to man and was punished by Zeus by having his liver pecked out each day by an eagle for eternity
Artemis The goddess of wild animals and the hunt as well as chastity and childbirth.
Pygmalion A sculptor who falls in love with a with a statue that he carved
Icarus Son of the master craftsman **Daedalus**, he died after flying too close to the sun where his wax wings melted
Pandora Opened ajar after being told not to and released all the evil into the world.
Narcissus Fell in love with his own reflection, pined away and died.
Echo- A nymph, expelled from Olympus by Hera, Zeus' wife who was unable to say her own words. She fell in love with Narcissus and died.
Minotaur mythical beast, half man half bull who lived in the labyrinth, in Crete, created by Daedalus and regularly ate sacrificed Athenians
Theseus – Athenian prince and slayer of the Minotaur
Pyramis and Thesebe - Tragic lovers of opposing families who died as a result of their devotion to each other.

Year 7 KO Autumn Term - Origins

Brooker's Seven Stories

Rebirth The hero 'falls under a dark spell' (sleep, sickness or enchantment) before breaking free and being redeemed. E.g – The Fall of Man, A Christmas Carol
Rags to Riches At the beginning, the hero is insignificant and dismissed by others, but something happens revealing them to be exceptional. E.g - Cinderella, Pygmalion.
Comedy A story made up of comedic events, normally involving mistaken identity, misunderstanding or confusion. E.g A Midsummer Night's Dream
Tragedy A story with an unhappy ending, especially one concerning the downfall of a main character. Stories usually end with loss or death. E.g – Icarus, Pyramus and Thisbe.
Overcoming the Monster There is an evil force threatening the hero/their world/mankind. The hero must fight and slay this monster, which often isn't easy, but they come out triumphant, and receive a great reward. Eg – Beowulf
Voyage and Return The hero travels out of their 'normal world' into the overwhelming and unknown, before escaping back to the safety of their home. This is different to the Quest. E.g – Alice in Wonderland
Quest In the quest, the hero must set out on a long, hazardous journey, and will battle all obstacles until they are triumphant. E.g – The Odyssey

Key Vocabulary

Allusion An indirect or passing reference to something else (Latin – allusionem – a reference to/playing with)
Idiom A well-known saying (Latin – idioma – peculiarity, peculiar phrasing)
Protagonist Principal character in a story (Greek – protagonists – actor who plays the chief part)
Antagonist The opponent or rival to the protagonist (Greek – antagonists – competitor, opponent, rival)
Lament An expression of grief or sorrow (French – lamenter – to moan, bewail)
Hubris Excessive pride – (Greek – hybris – wonton violence, insolence, outrage, presumption towards gods)
Hamartia Fatal flaw of a character leading to his/her downfall.
Defiant Not willing to accept criticism (French – defiant – to challenge, defy, provoke)
Solace Comfort in grief (Latin – solacium – to console, soothe)
Venture A risky or daring journey or undertaking (French – aventure – adventure, fortune, chance)
Deceitful To lie (Latin – decipere – to ensnare, take in, cheat)
Irrevocably Unable to be changed, reversed (Latin – irrevocabilis – that cannot be recalled, unaltered)
Key terminology
Noun - the name of a thing, person, place or object
Concrete noun – something you can touch
Abstract noun – a concept or idea (can't touch!)
Common noun – any noun that isn't 'proper'.
Proper noun – the name of a person or place, needs a capital letter
Adjective – describes a noun
Adverb – describes a verb
Verb – describes an action
Tense – describes when a verb is done e.g. past, present or future
Simile- compares something using like or as
Metaphor – describes things in terms other than what it is
Pathetic fallacy – uses weather or nature to describe human emotions

Number sense

Topics

- Using number lines (M763)
- Integer place value (M704)
- Decimal place value (M522)
- Ordering negative numbers (M527)
- Rounding integers (M111)
- Rounding decimals (M431)

Keywords

Integer - any whole number, positive, negative or 0.

Place Value - the value represented by a digit in a number on the basis of its position in the number.

Negative numbers - numbers that have a value less than zero.

Decimals - a number that has a decimal point followed by digits that shows the fractional part.

Rounding - making a number simpler but keeping its value close to what it was.

Adding and subtracting

Topics

- Adding integers (M928)
- Adding decimals (M429)
- Subtracting integers (M347)
- Subtracting decimals (M152)

Building Blocks

- Integer place value (M704)
- Decimal place value (M522)

Keywords

Integer - any whole number, positive, negative or 0.

Multiplying

Topics

- Multiplying and dividing by 10, 100 and 1000 (M113)
- Multiplying using place value (M911)
- Using a written method to multiply integers (M187)
- Using a written method to multiply decimals (M803)

Building Blocks

- Times tables
- Integer place value (M704)
- Decimal place value (M522)

Keywords

Place Value - the value represented by a digit in a number on the basis of its position in the number.

Dividing

Topics

- Dividing numbers into equal groups (M462)
- Using a written method to divide integers (M354)
- Dividing with a remainder (M873)
- Using a written method to divide with decimals (M262)

Building Blocks

- Times tables
- Integer place value (M704)
- Decimal place value (M522)

Keywords

Integer- any whole number, positive, negative or 0.

Place Value - the value represented by a digit in a number on the basis of its position in the number.

Decimals - are number that consists of a whole and a fractional part.

Rounding - making a number simpler but keeping its value close to what it was.

Remainder - the amount "left over" after performing some calculation.

Negative numbers

Topics

- Adding and subtracting with negative numbers (M106)
- Multiplying and dividing with negative numbers (M288)

Building Blocks

- Times tables
- Using number lines (M763)
- Ordering negative numbers (M527)

Keywords

Negative numbers- numbers that have a value less than zero.

Order of operations

Topics

- Calculating with roots and powers (M135)
- Using the correct order of operations (M521)
- Using the commutative laws (M952)
- Using the associative laws (M409)

Building Blocks

- Times tables
- Adding (M928, M429)
- Subtracting (M347, M152)
- Multiplying (M187, M803)
- Dividing (M354, M262)
- Calculating with negative numbers (M106, M288)

Keywords

Roots - a number which produces a specified quantity when multiplied by itself.

Powers - the superscript that appears after a number or letter indicating that the base number has been multiplied by itself this many times

Expressions

Topics

- Algebraic notation (M813)
- Algebraic terminology (M830)
- Simplifying expressions containing a single variable (M795)
- Simplifying expressions containing multiple variables (M531)
- Simplifying expressions containing non-linear terms (M949)

Building Blocks

- Times tables
- Using the correct order of operations (M521)
- Using the commutative laws (M952)
- Using the associative laws (M409)
- Calculating with negative numbers (M106, M288)

Keywords

Variable - a quantity that can be changed and is not a fixed constant.

Simplify - writing an expression in the most basic way possible

Expression - numbers, symbols and operators (only multiplication and division) grouped together that show the value of something.

Commutative - gives the same result whatever order the values are (multiplication and addition only)

Associative - when more than two numbers are added or multiplied, the result remains the same, irrespective of how they are multiplied.

Substitution

Topics

- Substituting into expressions with one operation (M417)
- Substituting into expressions with multiple operations (M327)
- Substituting into algebraic formulae (M208)
- Substituting into real-life formulae (M979)

Building Blocks

- Times tables
- Using the correct order of operations (M521)
- Calculating with negative numbers (M106, M288)
- Algebraic notation (M813)

Keywords

Operation - A mathematical process. The most common are add, subtract, multiply and divide (+, -, ×, ÷).

Substituting - means replacing the variables (letters) in an algebraic expression with their numerical values.

Multiple - is a number that is in a particular times table.

Expression - numbers, symbols and operators (only multiplication and division) grouped together that show the value of something.

Formulae - A formula is a statement linking two or more variables.

Solving equations

Topics

- Solving equations with one step (M707)
- Solving equations with two or more steps (M509)

Building Blocks

- Function machines (M175, M428)
- Algebraic notation (M813)
- Substituting into expressions with one operation (M417, M327)
- Using the correct order of operations (M521)
- Calculating with negative numbers (M106, M288)

Keywords

Equation - a mathematical statement that shows that two mathematical expressions are equal.

Time

Topics

- Converting units of time (M515)
- Using clocks (M892)
- Calculating with time (M627)
- Using timetables (M963)
- Using calendars (M747)

Keywords

Time - is the ongoing sequence of events taking place. The past, present and future.

Calendar - is a system for dividing time over extended periods, such as days, months, or years.

Measures

Topics

- Estimating and measuring length, mass and capacity (M828)
- Converting units of length, mass and capacity (M774)
- Using appropriate units (M487)

Building Blocks

- Multiplying and dividing by 10, 100 and 1000 (M113)
- Using number lines (M763)

Keywords

Estimating - Use approximation through rounding to estimate answers to calculations.

Length - How far/long from one point to another.

Mass - how much something weighs.

Capacity - is the amount something can hold, most commonly liquids.

Year 7 Knowledge Organiser - Working scientifically page 1

Box 1 - Hypothesis and Variables

- A hypothesis is a predication made about an experiment based on some previous scientific knowledge.
- The hypothesis is then tested by carrying out the experiment.
- When designing experiments, there are three types of variable that we need to consider:
 1. The independent variable (what we change)
 2. The dependent variable (the result of the experiment)
 3. The control variables (what we keep the same).

Box 2 - Methods

When writing a method you should include:

1. A clear sequence
2. Information on which equipment to use
3. Volumes and masses for reagents
4. Scientific language

Sequencing

Precision

Firstly, 25cm³ sulphuric acid was added to a small beaker. Using a spatula, excess insoluble base (copper oxide powder) was added to the acid. Check the base is in excess by looking for remaining powder in the beaker. Next, the excess base was filtered out using filter paper in a funnel. The filtrate was allowed to filter into a conical flask. When filtration was complete, the filter paper was discarded and the filtrate solution was poured into an evaporating dish. The solution was left for a few days or the evaporating dish heated for the dissolved salt to crystallise.

Equipment

Scientific language

Key Terms

Definitions

Independent variable	The variable you change to find out its effect on the dependent variable
Dependent variable	The variable that changes because of the change to the independent variable – the result of the experiment
Control variable	Any variable that you must keep the same to ensure it doesn't affect the dependent variable
Mean	An average calculated by: The total of the values divided by the number of values
Anomalous data	Data that does not fit the expected pattern

Box 3 - Results Tables

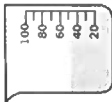






- In a results table the independent variable should always go.
- When drawing a results table the following things are good practice:
 1. Show all repeat measurements
 2. Include the units in the headings
 3. Circle anomalies
 4. Discount these when calculating a mean.








For example:

Concentration of acid (M)	Time taken for reaction to complete (s)			Mean (s)
0.1	102.1	105.6	103.4	103.7
0.2	88.8	86.5	87.2	87.5
0.3	69.1	67.3	64.2	66.9
0.4	56.2	40.1	53.3	54.8
0.5	32.1	30.1	33.2	31.8

Year 7 Knowledge Organiser - Working scientifically page 2

Box 4 – Scientific Equipment for use in experiments

Equipment	Picture	Use
Beaker		For pouring and transferring liquids and solutions
Conical Flask		For carrying out reactions
Bunsen Burner		To heat substances
Tripod		To support
Gauze		To place an object on for example conical flask that you are going to heat
Heatproof mat		To protect the desk from the heat produced by the Bunsen Burner and any spillages from the substances which are being heated
Evaporating basin		To evaporate the water from solutions. Leaving behind the solute

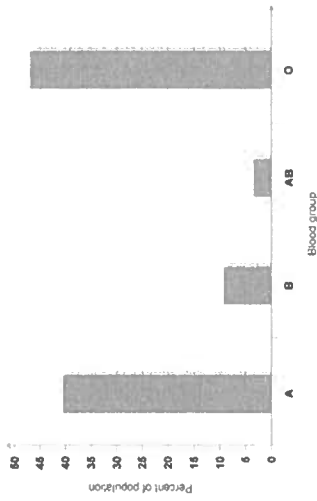
Equipment	Picture	Use
Test Tube		For carrying out chemical reactions with small amounts of liquid
Boiling Tube		A boiling tube is used to heat substances in a Bunsen Burner
Measuring Cylinder		To accurately measure out volumes of liquid
Spatula		To move small amounts of solid powders
Stirring Rod		To stir solutions
Thermometer		To measure the temperature of a substance
Tongs		To hold an move hot solids for example pieces of metal

This is some of the most common laboratory equipment that you will be using ensure that you learn each piece.

Year 7 Knowledge Organiser - Working scientifically page 3

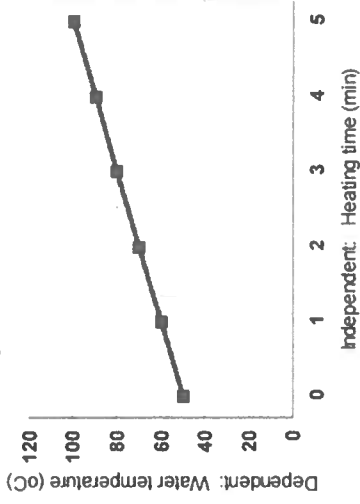
Box 4 - Discontinuous data

Discontinuous or categorical data can only take certain values fits into categories, for example eye colour and blood group. These should be plotted on a bar graph.



Box 6 - Continuous data

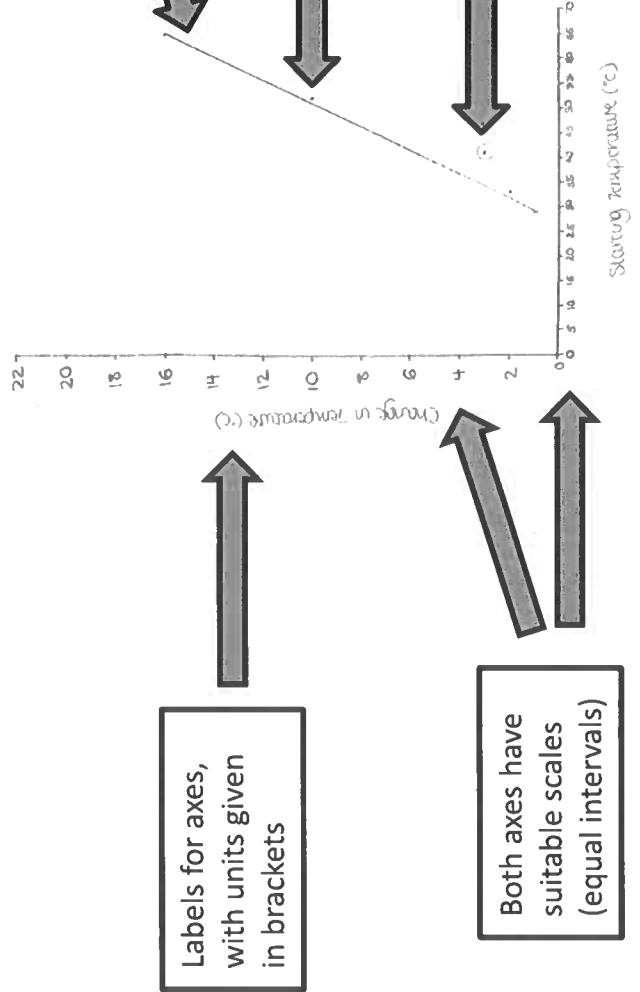
Continuous data can take any value, for example height or temperature. These should be plotted on a line graph.



Box 5 - Drawing good line graphs

When drawing a graph you should:

1. Plot the dependent variable on the y axis and independent variable on the x axis.
2. Label axis and include units.
3. Use small precise crosses to mark your points.
4. Add a line of best fit which goes smoothly though as many points as possible (this does not have to be a straight line, it can be a curve but it is not a dot to dot exercise!).
5. Circle anomalies and don't include them when drawing the line of best fit.



Year 7 Physics Knowledge Organiser Energy

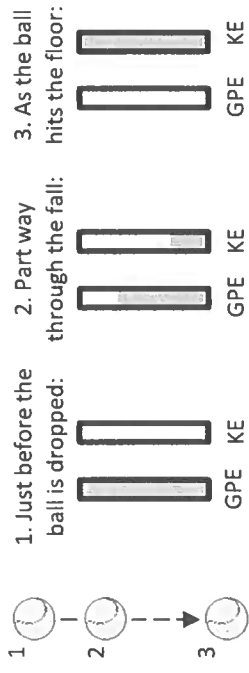
Box 1 – Conservation of Energy & Energy Stores

- Energy cannot be created or destroyed. It can be stored, transferred usefully between stores or dissipated (spread) to the surroundings and wasted via heat and sound.
- The total energy in a system before a change occurs equals the total energy in the system after the change.
- No energy transfer is 100% efficient. Some energy is always dissipated to the surroundings.

Energy can be located in the following stores:

1. Chemical store – in food and fuels
2. Kinetic store – in moving objects
3. Thermal store - in warm/hot objects
4. Nuclear store – in nuclear fuels
5. Gravitational potential store – in objects raised up from the ground
6. Elastic potential store – in stretched or compressed objects.

Box 2 – Energy Transfers: When work is done, energy is transferred or shifted between energy stores, eg:

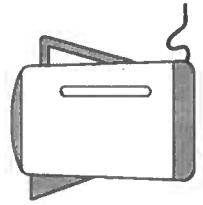


When a ball falls energy is shifted from the gravitational potential store of the ball to the kinetic store of the ball.

Box 3 – Power = the rate (how quickly) of transferring energy.

An object with a high power rating transfers a lot of energy every second.

E.g. an electric kettle with a power rating of 2400 W (2.4 kW) transfers 2400 J every second!



Equation

$$power = \frac{energy}{time}$$

$$P = power \text{ (watts, W)}$$

$$E = energy \text{ (joules, J)}$$

$$t = time \text{ (seconds, s)}$$

$$P = \frac{E}{t}$$

Meanings of terms in equation (units)

Key Terms	Definitions
System	An object or group of objects
Transfer	Move from one energy store to another energy store
Dissipated	Where energy spreads out so it is no longer useful
Work	Shifting energy from one store to another
Renewable	A resource that can be replenished so it will not run out
Non-renewable	A finite resource that will run out one day

Box 4 – Energy Resources: used for heating, transport and electricity generation

Non-renewable resources include the three fossil fuels (coal, natural gas and oil) and nuclear fuel.

Fossil fuels: reliable, heat released when they are burnt is used to convert water to steam which turns turbines and generates electricity. Waste gas = CO₂ (global warming) and sulfur dioxide (acid rain)

Nuclear fuels when used produce radioactive waste.

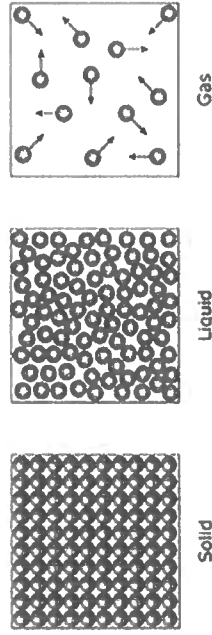
Renewable resources do not produce waste gases (positive)

Resource	Negative
Biofuel	Large areas of land needed to grow fuel crops. Habitats destroyed and food not grown.
Tides	Expensive to set up. A dam like structure is built across an estuary, altering habitats.
Waves	Can be unreliable and not currently large scale
Hydroelectric	Habitats destroyed when dam is built.
Wind	Unreliable – wind speed varies. Visual and noise pollution.
Solar	Making and installing solar panels expensive. Unreliable in the UK
Geothermal	Limited to a small number of countries. Geothermal power stations can cause earthquake tremors.

Year 7 Chemistry Knowledge Organiser Particles page 1

Box 1 - Particle Theory

- All matter is made up of particles.
- Particles are found in all three states of matter. Solids, liquids and gases. The properties of each state are summarised below.

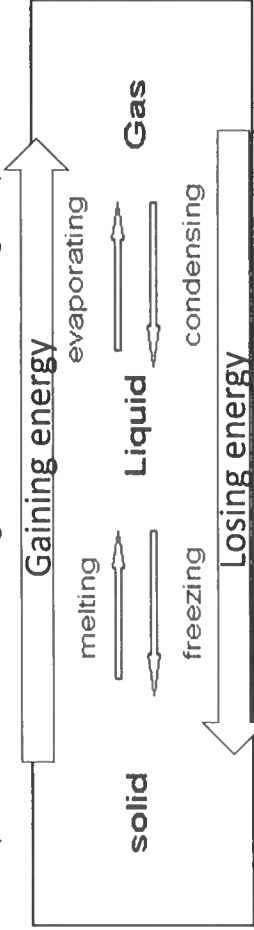


State of matter	Arrangement	Movement
Solid	Regular, in rows, with particles closely packed and touching each other	Vibrate around a point. Cannot move from place to place
Liquid	Irregular but particles are still touching	Particles can slide over one another
Gas	Irregular, random arrangement. Particles are far apart (not touching)	Move quickly, in all directions.

Box 2 - Changes of State

Changes of state take place when a substance is **heated or cooled**, and the particles **gain or lose energy**.

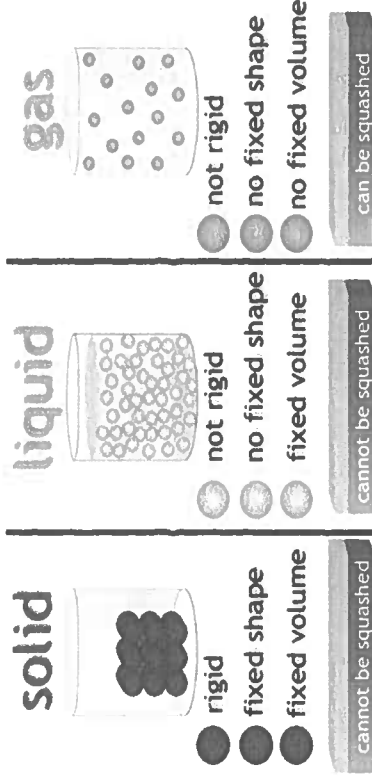
- When energy is transferred to the particles (**gained**), they move faster and move further apart.
- When energy is transferred away from the particles (**lost**), they become closer to each other, move slower and arrange themselves more regularly.



Key Terms

Key Terms	Definitions
Melting	Change of state from solid to liquid
Freezing	Change of state from liquid to solid
Evaporation	Change of state from liquid to gas
Condensation	Change of state from gas to liquid
Sublimation	Change of state from solid to gas
Deposition	Change of state from gas to solid
Regular arrangement	When particles are arranged in a fixed pattern e.g in rows
Irregular arrangement	When particles are not arranged in a fixed pattern.

Box 3 - Properties of Solids, Liquids and Gases



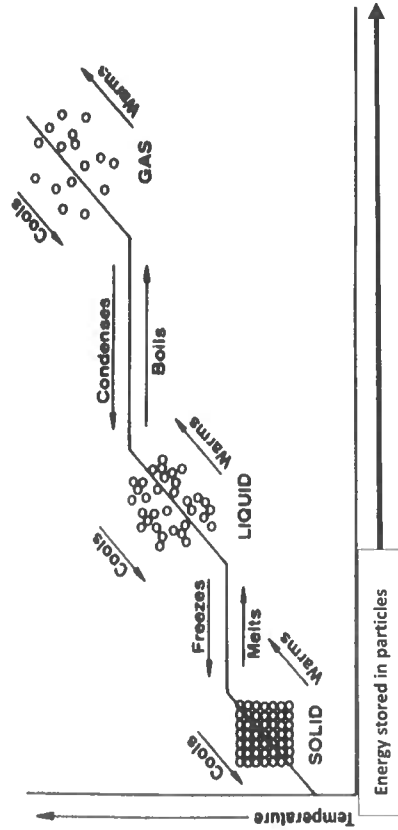
- Solids are rigid, have a fixed shape and a fixed volume because the particles are held together by **strong bonds and arranged regularly**.
- Liquids are not rigid and have no fixed shape, meaning they can flow to fill their container. This is because the **bonds are weaker**, so the particles can move. However, there is a fixed volume because the particles are **still close together**.
- Gases are not rigid, have no fixed shape or fixed volume because there is **so much space** between particles and the bonds holding them together are **broken**.

Year 7 Chemistry Knowledge Organiser Particles page 2

Box 4 - Interpreting the Temperature/Energy Graph

The link between changes of state and heating or cooling can be shown using a temperature/energy graph.

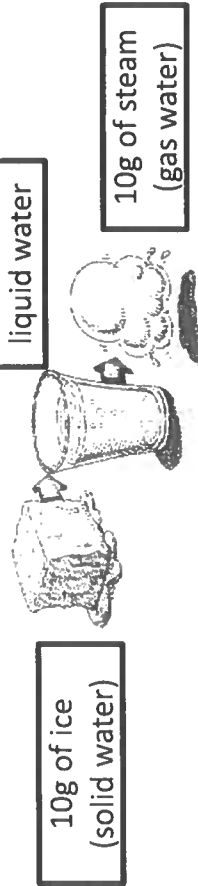
- When the line is sloped, the temperature of the substance is increasing.
 - When the line is flat, the temperature stays the same even though heat is being applied.
- This is because the heat is **causing the particles to change state**. During the change of state, **the temperature will stay the same until the change of state is complete** e.g. all liquid has turned into gas.



Box 5 - Conservation of Mass

The Law of Conservation of Mass states that **mass cannot be created or destroyed**.

Therefore, mass stays the same before and after a change of state. For example, 10g of ice melts into 10g of water and 10g of water evaporates into 10g of water vapour.

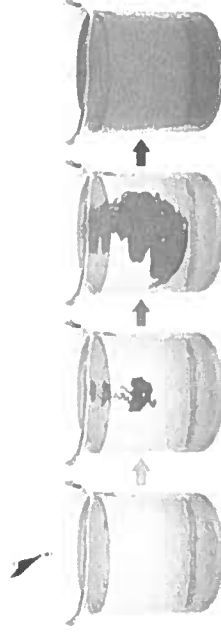


Key Terms

<u>Key Terms</u>	<u>Definitions</u>
Diffusion	The movement/spreading out of particles from an area where they are at a higher concentration to an area where they are at a lower concentration
Rate	How quickly an event is happening
Concentration	The number of particles in a known volume
Particles	All matter is made up of tiny particles
Conservation of mass	A law which states that mass (matter or particles) cannot be created or destroyed

Box 6 - Diffusion and Factors Affecting Diffusion

- Diffusion is the **movement/spreading out of particles from an area where they are in a higher concentration to an area where they are in a lower concentration**.
- **Diffusion will stop when particles have spread themselves evenly.**
 - Diffusion occurs in liquids and gases but not in solids, because particles in a solid are not free to move.



Diffusion

There are **two factors** that affect the rate of diffusion:

1. **Temperature:** when temperature increases, particles gain more energy. They can then move more and spread out more quickly.
2. **Concentration:** when concentration increases, the rate of diffusion increases because there are more particles moving around.

Year 7 Physics Knowledge Organiser Forces page 1

Box 1 - Forces

A force can be a **push** or a **pull**. You can not see forces, you can only see the changes to objects that they cause.

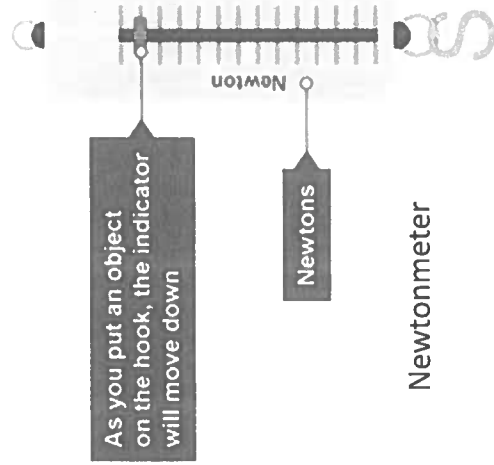
When a force is applied to an object it can lead to:

- A **change in speed (acceleration)**
- A **change in the object's direction of movement**
- A **change in the object's shape (squash or stretch the object)**

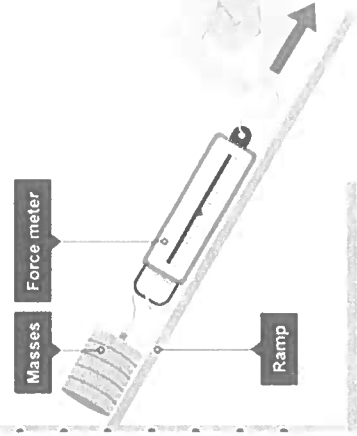
Forces can also be divided into two types, contact forces and non contact forces.

- Contact forces** act between objects that are touching. Examples: friction, normal contact force, thrust, upthrust, air resistance (drag). Friction acts whenever an object is moving through a fluid (a fluid is a liquid or gas), or when one solid surface is moving along another solid surface.
- Non-contact forces** act between objects even if they are NOT touching. Examples: gravity, weight, magnetic force.

The unit of force is the **newton (N)**. A Newton meter is used to measure the size of a force.



Dragging masses to measure friction



Newtonmeter

object attached here

Key Terms	Definitions
force	Pushes or pulls that act on an object, causing changes to the object's movement or shape
newton (N)	The unit for force
newtonmeter	A piece of equipment that can be used to measure the size of the force
contact force	A force acting between objects that are physically touching
non-contact force	A force acting between objects that don't need to be physically touching
weight	The force pulling an object towards the centre of the Earth, due to gravity.
gravity	The force between any two objects. We only notice gravity's pull if the objects are very large, like the Earth.
upthrust	The upwards force produced on an object that is in a liquid. The liquid pushes up on the object.
normal contact force	The push force produced on objects when they push on something solid. Also called 'reaction'.

Box 2 - Measuring the size of forces

The laboratory equipment for measuring forces is also named after Sir Isaac Newton: the newtonmeter (see diagram).

To measure the size of frictional forces on different surfaces you can drag masses along the different surfaces and record how much force is required.

For this experiment :

- Independent variable: Type of surface
- Dependent variable: Force
- Control variable: Mass

Year 7 Physics Knowledge Organiser Forces page 2

Box 3 - Forces and Work Done

When forces are acting on an object, it causes a transfer in the store of energy. In Physics we say that when we transfer energy we are doing **work**. For example when an object is moving a long a surface it is doing work against frictional forces

- This causes an energy transfer of thermal energy to the surroundings
- The amount of work done depends on the size of the force and the distance the force has acted.

For example, if a force of 1000 N makes this car move 200 m to the left...

$$\text{Work done} = \text{force applied} \times \text{distance moved}$$

$$\text{Work done} = 1000 \times 200$$

$$\text{Work done} = 200\,000 \text{ J}$$



This mean that 200,000 J energy is transferred

Box 4 - Force Arrows

Forces have a **size** and a **direction**. This means we show forces with arrows.

- The length of the arrows shows how large the force is
 - The direction the arrow points shows the direction the force pushes or pulls
- Diagrams that show the forces acting on objects, using arrows, are called **free body force diagrams**.

Box 4 - Free Body Force Diagrams

We can show the forces acting on an object by drawing a free body force diagram.

- Forces are shown as arrows. The size and direction of the arrow represents the size and direction of the force.
- Arrows should always start from the centre of the object's mass
- The object is shown as a box or circle.

Key Terms

Work done

The measure of how much energy is transferred when a force moves an object

Equation

$$\text{Work done} = \text{force} \times \text{distance}$$

$$W = F \times s$$

Units

$$W = \text{work done (joules, J)}$$

$$F = \text{force (newtons, N)}$$

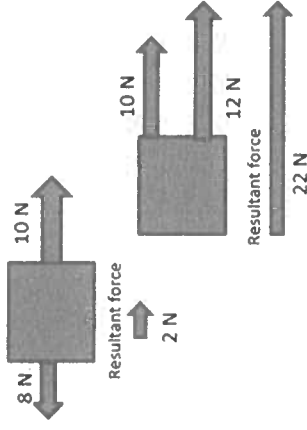
$$s = \text{distance (metres, m)}$$

Box 5 - Resultant force

The **resultant** force acting on an object is the single force **resulting** from all the separate forces acting on it. In other words, the resultant force is the single overall force.

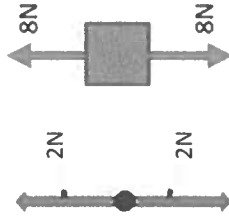
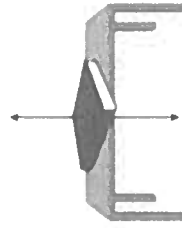
To find resultant force:

- Add up forces acting in the same direction
- Subtract forces acting in opposite directions



Box 6 - Balanced forces and Newton's First Law

- If the forces are **balanced** the resultant force will be 0N.
- Newton's first law states that if the resultant force on an object is 0N then the object will either be **stationary or moving at a constant speed**.



Box 7 - Unbalanced forces and Newton's Second Law

- When forces on an object are **unbalanced** there is a resultant force. This means the resultant force is not 0N.



$$400 - 300 = 100\text{N}$$

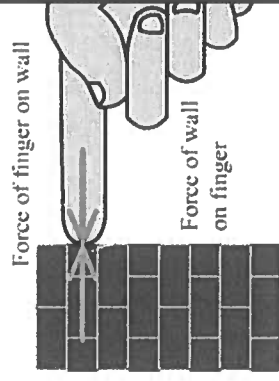
Resultant force is 100N

- Newton's Second Law states if there is a resultant force on an object are unbalanced then the object's speed will change, it will either:
 - accelerate (speed up) in the direction of the force
 - decelerate (slow down) in the direction of the force.
- A larger resultant force is needed to accelerate an object at a higher acceleration or for heavier objects.

Box 8 - Newton's third Law

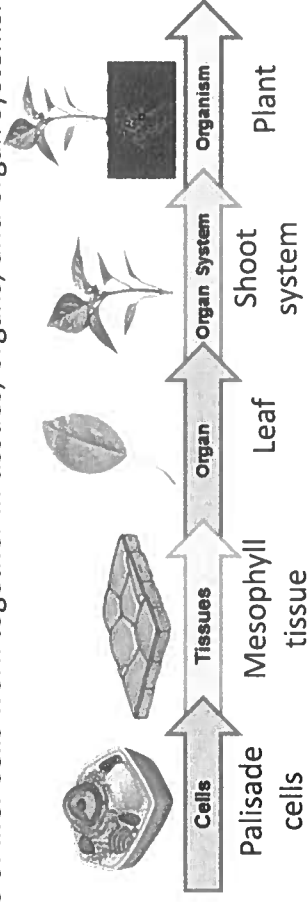
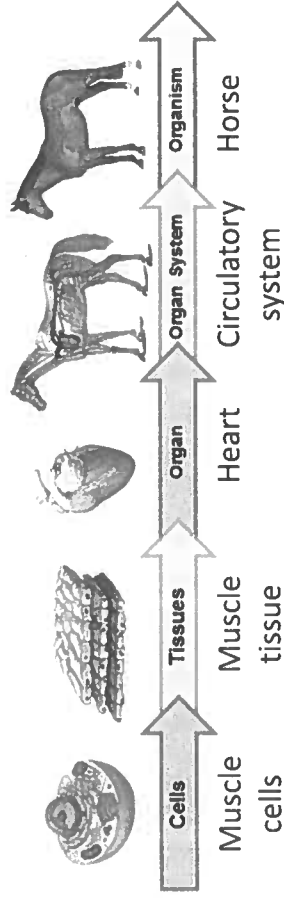
Newton's third law states that when two objects interact they apply equal and opposite forces on each other.

Example below: if the person pushes on the wall with a force of 10 N the wall will push back with a force of 10 N.



Year 7 Biology Knowledge Organiser Organisation 1 – Organ Systems page 1

Box 1 – Hierarchy All living things are made from cells. Cells are the smallest units of life. Cells work together in tissues, organs, and organ systems.



Box 2 – The digestive system

Food is digested in the digestive system, this is an organ system.

Digestion means that food is broken down and changed into a form that can be absorbed.

When food is eaten it passes through the organs of the digestive system as follows:

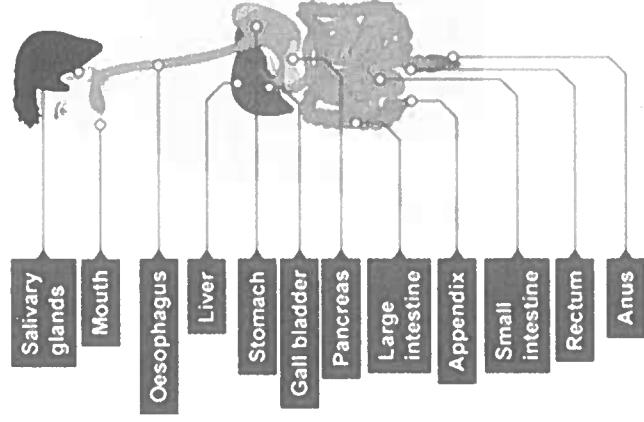
Mouth → Oesophagus → Stomach → Small intestine → Large intestine → Anus

Mechanical digestion

- The mouth has teeth that mechanically digest the food
- The oesophagus is a muscular tube that pushes the food into the stomach.
- The stomach churns the food up.

Chemical digestion

- The mouth has salivary glands that releases enzymes to break food down.
- The stomach adds acid and enzymes to break the food down.
- The small intestine is the main place chemical digestion occurs. Enzymes are released and break down food. The food molecules are then absorbed through the walls of the intestine into the blood.



Key Terms	Definitions
Cell	The smallest unit of life, all living things are made of cells
Tissue	A group of cells working together to perform a particular function
Organ	A group of tissues working together to perform a particular function
Organ system	A group of organs working together to perform a particular function
Organism	An individual animal, plant, or single-celled life form
Digestive System	The organ system that breaks down food into small pieces that can be absorbed
Mechanical Digestion	When large pieces of food are broken down into smaller ones (e.g. by chewing)
Chemical Digestion	When food is broken down into small chemicals that can be absorbed, using enzymes
Enzymes	Chemicals that break down large pieces of food into smaller pieces during chemical digestion

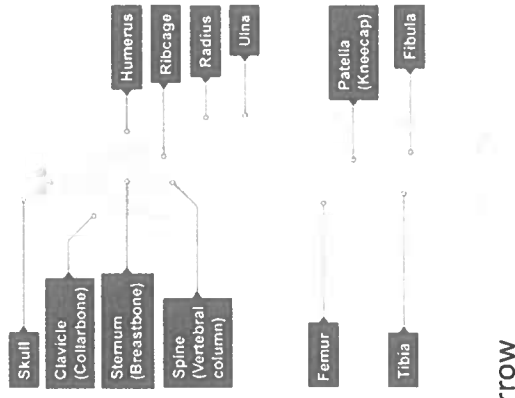
Year 7 Biology Knowledge Organiser Organisation 1 – Organ Systems page 2

Box 3 – The skeletal system

The skeletal system is made of bones that are joined together at joints. It is sometimes called the skeleton.

The skeletal system has 4 main functions:

- To provide support
- To allow movement (enabled by joints, and working with the muscular system)
- To protect organs
- To produce blood cells in bone marrow



Key Terms	Definitions
Connective Tissue	Tissue that connects or supports other tissues or organs e.g. ligaments, cartilage or tendons
Ligaments	Stabilises joints, connects bones to other bones
Cartilage	Connective tissue which is found at the end of bones to cover and protect them
Tendons	Connects muscles to the skeletal system
Antagonistic Pairs	Pairs of muscles where each opposes the movement of the other e.g. biceps and triceps
Stimulus	A specific event which leads to a reaction
Central Nervous System (CNS)	The brain and the spinal cord

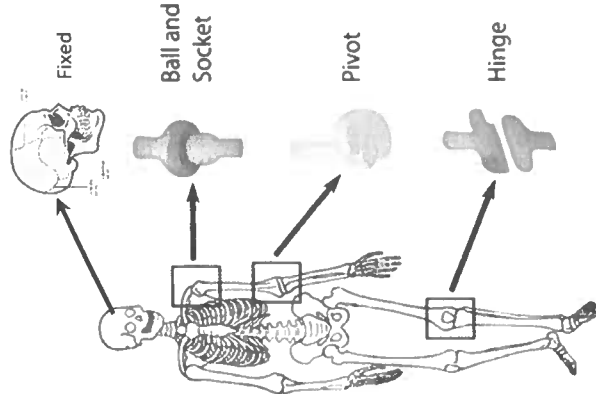
Box 4 – Joints

Joints are the point at which two bones of the skeleton fit together.

The bones at a joint are held together by connective tissues (ligaments, cartilage and tendons). Joints often allow movement, so also have synovial fluid, which provides lubrication within the joint.

There are different types of joints, for example:

- Ball and socket joints (in your hip or shoulder)
- Pivot joints (let you turn your neck or rotate your forearm)
- Hinge joints (in your elbow or knee)
- Fixed joints (found in your skull)

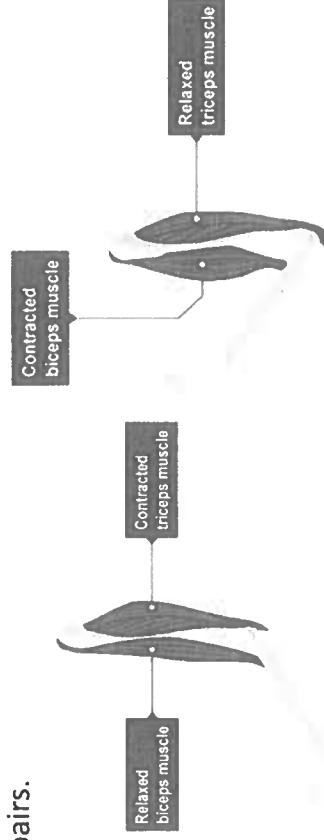


Box 5 – Movement

The skeletal system and muscular system work together to enable movement.

During a movement, a muscle contracts and pulls on a bone, which applies a force and causes the bone to move.

Muscles are only able to contract and get shorter, so muscles work in antagonistic muscle pairs.



Muscles are controlled by nerves. Nerve cells carry electrical signals to muscles from the central nervous system to produce a response to the stimulus. Some responses are automatic (reflexes) and others are conscious.

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.

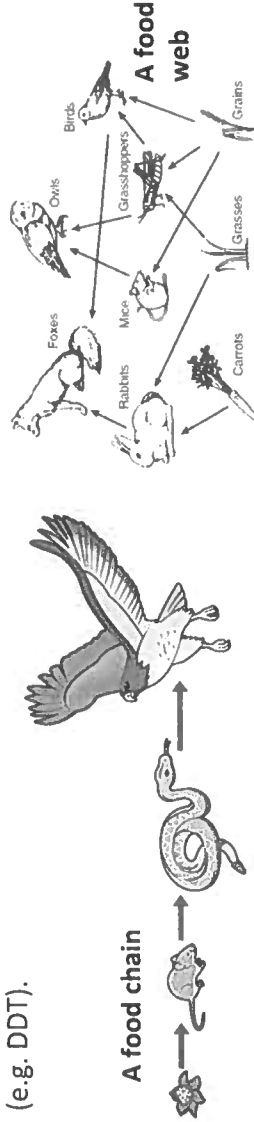
A food web is used to show the feeding relationships within an ecosystem and is made of multiple food chains.

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).



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.

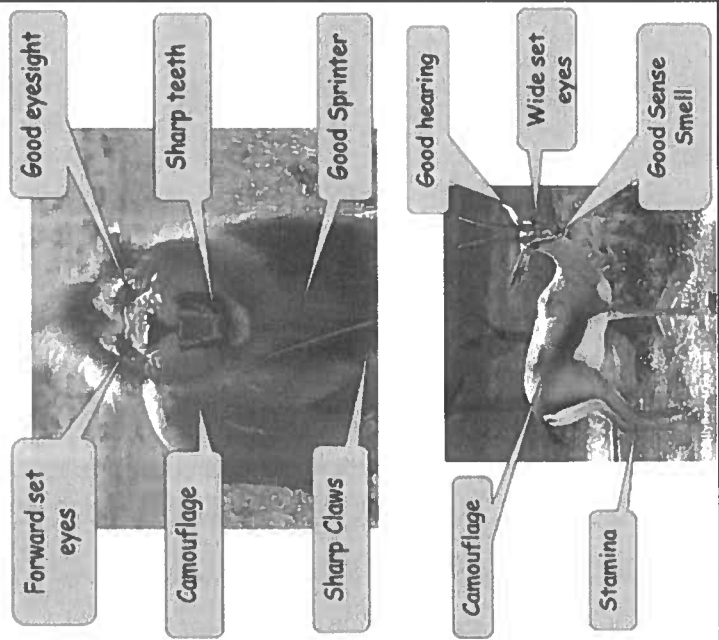
When organisms are part of the same species they can successfully reproduce. Each species is given a Latin name.

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)

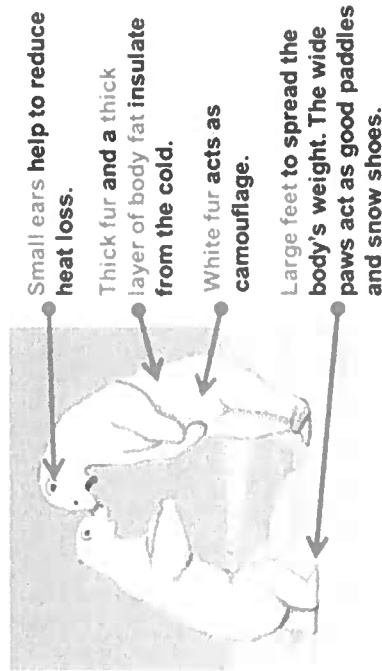
Year 7 Biology Knowledge Organiser – Interdependence

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 6: Adaptations of predator and prey animals



Box 7: Adaptations of animals in cold regions



Small surface area:volume ratio

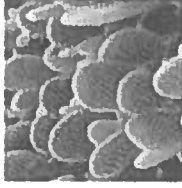
Box 9: Surface area : Volume ratio

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)

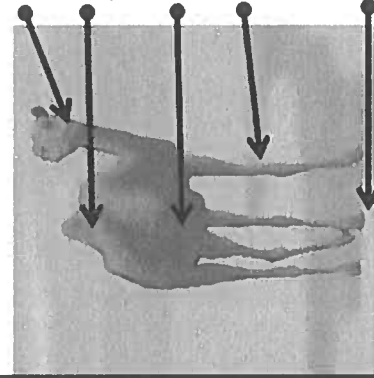
Box 5: Adaptations of desert plants

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 8: Adaptations of Animals and Plants in Dry Climates



Large surface area:volume ratio

Y7 History: Long Term Changes, Early Middle Ages & Norman Conquest

Britain in the 1st Millennium

Archaeological evidence shows that some Romano-Britons were wealthy and connected to the rest of the world

Ivory Bangle Lady was buried in York in the 3rd Century with a variety of grave goods. Her grave gives us clues to what Roman Britain was like:

- Ivory Bangle Lady's African heritage and ivory bangle suggest that Roman Britain was closely connected to the Roman Empire
- The blue glass jug and yellow glass earrings found in the grave suggest that some people in Roman Britain were very wealthy
- The bone inscribed with 'Hail sister, may you live in God' suggests that some people who lived in Roman Britain were Christians

The Roman Empire collapsed in the 5th Century and Germanic peoples began to compete with British kingdoms for control

- The Roman Empire collapsed in the 5th Century and the Roman armies left Britain
 - Various different British kingdoms fought for control
 - Scots and Picts began to raid and settle areas near the coast
 - Germanic peoples from northern Europe - including the Angles, the Saxons, and the Jutes - began to migrate and settle in southern and eastern Britain
- By the 6th Century, seven Anglo-Saxon kingdoms dominated much of Britain
- Each kingdom was ruled by an Anglo-Saxon king
 - Mercia and Wessex were the most powerful kingdoms
 - In the 9th Century, the kingdoms were united under King Alfred of Wessex

Viking settlement in Britain began in the 9th Century

- In the 9th Century, Vikings from Scandinavia began to raid and then settle in northern and eastern England
- The arrival of the Vikings joined Britain to a vast network of Viking settlement stretching from North America to Baghdad
- In 878, King Alfred signed a treaty with the Vikings giving them control of the Danelaw in northeast England

Arabic World period
The Muslim empires in the Middle East that thrived in this period

Archaeology
The study of history through digging up physical remains

Century
A period of 100 years

Cesspits
Pits dug to store human waste

Decade
A period of 10 years

Disrepair
Poor condition

Engineers
People who design and build things

Germanic
From Germany / related to Germany

Heritage
Your background / where you are from

The End of Roman Britain

LIVING CONDITIONS declined after the end of Roman rule
Roman towns

- The Romans built large towns with stone buildings, central heating, and sewers
 - Roman engineers built roads to connect towns
- Anglo-Saxon and Viking Britain
- After the Romans left, most buildings were made from wood
 - Sewers disappeared and waste was stored in cesspits
 - The Roman roads fell into disrepair

TRADE played an important role in connecting Britain to the world

- Roman connections
- Goods such as wine, olive oil, and pottery were traded with the Roman Empire
- Anglo-Saxon connections

- Anglo-Saxon kingdoms traded with France and Germany
- A coin showing both King Offa of Mercia and the words "There is no God but Allah" shows Britain traded with the Arabic World

Viking connections

- The Viking world offered new trading opportunities
- Viking Britain imported goods like walrus ivory from Greenland and silk from the Arabic World

LANGUAGE changed as different groups arrived

Latin

- Spoken in towns under Roman control
 - British languages survived in the North and West and in rural areas
 - Some Latin words remain: exit, pedestrian, enormous
- Old English
- A Germanic language that arrived with the Anglo-Saxons
- Anglo-Saxons
- Words like house, mother, and tomorrow still survive and are used today
- Norse
- The Viking language
 - Very influential in the Danelaw
 - Words like dirt, daughter, and ball still survive

Emma of Normandy was queen of England from 1002 to 1035.

She linked together the three peoples trying to control England in the 11th Century.

- Norman Connections

Emma was born a Norman. She was the daughter of Richard I, Duke of Normandy. William the Conqueror was Emma's great-nephew.

- Anglo-Saxon Connections

In 1002 Emma married the English King, Aethelred. He was an Anglo-Saxon and Emma became Queen of England. Their son, Edward, would later become King.

- Viking Connections

In 1016, the Viking Cnut invaded England and Aethelred died. Cnut became King of England and decided to marry Emma. Their son, Harthacnut, would also later become King.

In 1066, Emma's son, King Edward the Confessor, died. He had no heir and three main contenders to the throne emerged:

- **Harold Godwinson (Anglo Saxon)**

- A nobleman with the support of English earls

- Harold's sister - Edith of Wessex - was Edward's wife

- Edward had apparently promised him the throne as he lay dying

- Had been crowned king already after Edward had died

Harald Hardrada (Viking)

- King of Norway for 20 years

- A feared warrior who had won battles across Europe

- Claimed that Emma's son Harthacnut had promised his family the English throne

William, Duke of Normandy (Norman)

- Related to Edward through Emma

- His wife, Matilda of Flanders, was related to Edward

- Edward had apparently promised him the throne in 1051 and Harold had agreed

- Successful leader in battle and had been Duke of Normandy for 30 years

VOCABULARY

Archers	Soldiers who fire arrows at the enemy from range
Anglo-Saxons	A people from Germany who settled in England
Barons	Wealthy landowners who control an army
Cannibalism	Eating humans
Cavalry	Soldiers who ride on horseback
Claim to the throne	A reason why someone should be King
Challengers	Challengers
Contenders	Use a harsh penalty to stop someone doing something
Deter	something
Earls	Anglo-Saxon noblemen
Edwin	Anglo-Saxon earl of Mercia
Feudal System	William's system of giving out land
Feigned	Pretended
Harrying	Destroying
Heir	Someone to become king or queen after you, usually a son
Hierarchy	A system with the most important people at the top
Infantry	Soldiers who fight on foot
Knights	Loyal soldiers who fight for barons and the king
Matilda of Flanders	William's wife
Mercia	Part of central England
Military	The army
Morcar	Anglo-Saxon earl of Northumbria
Motte and Bailey	A wooden castle used by the Normans
Nobleman	A rich landowner
Normans	A people from northern France
Normandy	Part of northern France
Northumbria	Part of northern England
Peasants	Poor farmers who worked the fields
People	An ethnic group or tribe
Psychological	In the mind
Rebel	To fight back against the King
Rebellion / Revolt	When people fight back against the King
Vikings	A people from Scandinavia
Scandinavia	A northern part of Europe including Sweden and Norway
Starvation	Not having enough food
Shield Wall	Battle tactic involving linking shields together
Strategy	Plan

The Battle of Stamford Bridge

In September 1066, Harald Hardrada landed an army of 8,000 Vikings in the North of England. Harold Godwinson and his army marched 180 miles in 4 days to meet them.

Godwinson defeated the Vikings at the **Battle of Stamford Bridge**. Hardrada was killed. Almost as soon as the battle was over, Harold learnt that William had landed and he raced his exhausted army back to the south coast.

Harold's Anglo-Saxon Army

5,500 fyrd, untrained farmers fighting with wooden shields and farm tools. 3,000 heavily-armoured housecarls armed with battle axes.

William's Norman Army

3,000 well trained infantry with metal armour and swords. 2,000 cavalry on large warhorses. 800 archers who could fire over 100 metres

The Battle of Hastings

1. Harold took a strong position at the top of Senlac hill. Fyrd and housecarls linked shields to form a shield wall. 2. William placed his army in three rows: archers in front, followed by infantry, and cavalry protected behind. 3. William ordered attacks from his archers and cavalry but they failed because of the hill and shield wall. 4. After a break for lunch, William tried a new strategy. He attacked with his cavalry who then feigned to retreat. Some English soldiers followed the cavalry, breaking the shield wall. 5. With the shield wall broken, the Norman cavalry could charge at the fyrd. 6. Harold was shot in the eye and died. Without their leader, the English army was easily defeated. 7. William marched to London and was crowned king on Christmas Day 1066.

There were several reasons why William was able to win:

- Harold's men were exhausted from their march to Stamford Bridge and back. They were unable to fight effectively
- William's strategy to feign a retreat broke the shield wall and allowed the cavalry to charge at the fyrd
- The Norman soldiers were better equipped than the Anglo-Saxon fyrd. Norman archers could also attack over a long distance

William's wife, Matilda of Flanders, played a crucial role in **securing Norman power**. In particular, Matilda:

- Ruled Normandy in William's absence, making sure there were no rebellions

- This allowed William to concentrate on securing control of his new territory: England
- Matilda had 10 children, making sure William would have an heir to continue Norman control

William took land from Anglo-Saxons earls and gave it out to loyal Norman barons. **The Feudal System** allowed him to keep control, This hierarchy helped William reward loyalty by granting land. He relied on his barons to control the country.

William and the French nobles built motte and bailey castles to protect his new lands:

- **Advantages**
- Could be built quickly - in less than 6 days!
- Castles were visible for miles and provided a **psychological** reminder to the Anglo-Saxons that the Normans were in charge

Disadvantages

- Wooden structures could easily be burned down or would rot over time
 - Stone keeps were safer and lasted longer but were more expensive and took a long time to build
- The Anglo-Saxons did not want to be controlled by the Normans. There were several rebellions against William's rule.

Edwin and Morcar's Rebellion

William allowed Edwin and Morcar, two Anglo-Saxon earls, to keep their lands in Mercia and Northumbria if they agreed to support him as king. However, when Edwin and Morcar rebelled, William tried to put a Norman baron in charge of Northumbria. The baron was killed and the rebellion spread. William was forced to march north. He built Motte and Bailey castles to control the rebellion. **The Harrying of the North** in 1069, William punished the North harshly to deter future rebellions. He:

- Destroyed farms and villages, forcing Anglo-Saxons to flee
- Burned food stores and killed animals, leading to starvation and cannibalism
- Ploughed salt into the fields, meaning that crops could not be grown

PSHE – Year 7 Term 1 – Resilience and Self-Esteem

KPI1 – Key terms

Resilience: the capacity to recover quickly from difficulties.

Self-esteem: thoughts about yourself and what you are like as a person.

Identity: the fact of being who or what a person or thing is.

Unique: being one of a kind.

Coping strategies: Specific actions that people use to master, tolerate, reduce or minimise stressful events.

KPI2 – What influences our identity?

Different aspects can make up our identity including:

- Personality
- Hobbies
- Appearance

What can influence our identity?

- Family
- Race
- Fashion
- Music
- Sports Teams
- Sexuality
- Gender
- Social Class

KPI3 – What are the British Values?

Another potential influence can be the British values which are part of all of our lives and influence them in different ways. Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK.

These values are **Democracy, Rule of Law, Respect and Tolerance, Individual Liberty.**

Democracy: A culture built upon freedom and equality, where everyone is aware of their rights and responsibilities.

• **Examples:** Leadership and accountability, Joint decision making, the right to protest and petition, receiving and giving feedback.

Rule of Law: The need for rules to make a happy, safe and secure environment to live and work.

• **Examples:** Legislation (law making), codes of conduct

Respect and Tolerance: Understanding that we all don't share the same beliefs and values.

Respecting the values, ideas and beliefs of others whilst not imposing our own others.

• **Examples:** Embracing diversity, the importance of religion, traditions, cultural heritage and preferences, stereotyping, labelling and prejudice, tackling discrimination.

Individual Liberty: Protection of your rights and the right of others you work with.

• **Examples:** Equality and Human Rights, respect and dignity

KPI4 – What is self-esteem?

– **Self-confidence:** Having self confidence means that you believe that you are able to do and achieve things. It means that you're willing to try new things because you know you are capable of making a success of it.

– **Low self-confidence:** Doubting your ability to do things

– **Self-esteem is important** because it heavily influences people's choices and decisions. In other words, **self-esteem** serves a motivational function by making it more or less likely that people will take care of themselves and explore their full potential.

KPI5 – How can you be more resilient?

1. Develop a positive sense of self by focusing on strengths and accomplishments
2. Making meaningful connects i.e. with friends/family.
3. Maintaining a positive outlook i.e. always focusing on the positive aspects of life.
4. Developing a sense of purpose by supporting your community/moving towards goals.
5. Gaining self-confidence by embracing new challenges.
6. Taking care of yourself by: journaling, meditating, exercise etc.

KPI16 – Helpful coping strategies.

1. Breathe deeply and/or step away.
2. Gain perspective – how will this disappointment impact on life tomorrow, new week, next year?
3. Recognise the strength even when things go wrong.
4. Remember a time when a similar problem worked out fine.
5. Can help or speak to someone who might know how to manage it in a different way.
6. Reframe the negatives and turn them into positives – i.e. look for the silver lining.
7. Make an achievement or positive qualities log which can be read as a reminder of the positives when things go wrong.

If you need any support...

Home/school support:

- A friend
- A teacher
- Your tutor
- Parents/carers

Reputable organisations:

- Young Minds - www.youngminds.org.uk
- Childline - www.childline.org.uk
- Phone: 0800 1111
- Samaritans - www.samaritans.org
- Phone: 116 12
- Young Mind Matters – Text 07480635723
- Kooth – Kooth.com
- TIC+ - online text chat - 07977334433

Self-help apps

- Calm Harm – Managing self-harm
- MindShift – to help manage anxiety and urges to self-harm
- Cove – express your mood with music
- Stress and Anxiety Companion – helps you manage stress and anxiety
- Chill Panda – relaxation and breathing exercises.

PCSHE – Year 7 Term 2 – Diversity and Relationships

Definitions:	The Equality Act	Bullying	For further support:
<p>Stereotypes: thinking all people who belong to a certain group are the same and labelling them, for example all young people who wear hoodies are thugs.</p> <p>Prejudice: judging someone without knowing them, on the basis of what they look like or what group they belong to, for example all black people are good dancers.</p> <p>Equality: the state of being equal, especially in status, rights, or opportunities</p> <p>Protected Characteristics: Protected characteristics are specific aspects of a person's identity defined by the Equality Act 2010. The 'protection' relates to protection from discrimination.</p> <p>Discrimination: The unfair treatment of someone because of their particular characteristics e.g. race, religion, gender etc.</p> <p>Hate crime: Any crime can be prosecuted as a hate crime if the offender has either: demonstrated hostility based on race, religion, disability, sexual orientation or transgender identity OR been motivated by hostility based on race, religion, disability, sexual orientation or transgender identity</p> <p>Gender stereotypes: a generalised view of the characteristics or role that should be held by either gender.</p> <p>Bullying: Bullying is the repeated and intentional behaviours which cause harm to another person, either physically, emotionally or psychologically.</p> <p>Banter is the playful exchange of teasing remarks and jokes between friends where all are in on the jokes and enjoy the exchange.</p> <p>Bystander: A person who doesn't actively engage in the bullying but watches and doesn't do anything to prevent it.</p> <p>Bully: A person who engages in bullying type behaviour towards one or more people.</p>	<p>The Equality Act</p> <p>The Equality Act 2010 aims to prevent discrimination or ill treatment. This act was introduced in 2010 to replace all previous equality laws. The new law was intended to help make equality law easier to understand and simpler to use. It is illegal to discriminate against anyone based on nine protected characteristics:</p> <ul style="list-style-type: none"> - Age - Disability - Gender reassignment - Marriage and civil partnership - Pregnancy and maternity - Race: can refer to colour, nationality, ethnic or national origins - Religion or belief: can refer to religious or philosophical beliefs, including a lack of belief - Sex: refers to a person's gender - Sexual orientation <p>Importance of the Equality Act:</p> <ul style="list-style-type: none"> • The Act makes it law that every private, public and voluntary organisation must not discriminate against their employees or the people that use their services because of their characteristics. • The Equalities Act has a huge impact on sentencing in courts. • It is used to make vulnerable groups feel safe. • It is used to help convince people to report crimes and know that the police must take them seriously. • The Equality Act 2010 allows Positive Action so that public bodies (such as schools) can provide additional benefits to some groups to help tackle disadvantage. 	<p>There is no legal definition of bullying. But it is usually defined as repeated behaviour which is intended to hurt someone either emotionally or physically and is often aimed at certain people because of their race, religion, gender or sexual orientation or any other aspect such as appearance or disability.</p> <p>Types of Bullying:</p> <ul style="list-style-type: none"> - Physical: The victim is physically and violently assaulted by the bully. This can include being beaten up, pushed and shoved or the physical taking of items from the victim. This sort of bullying is against the law and should be reported to the police. - Verbal: This can include name calling, snide comments and the spreading of rumours; it can also constitute harassment in some cases which is illegal and should be reported to the police. - Emotional: Psychological and emotional bullying is difficult to see but can include the ostracization of the victim from a particular group, tormenting and humiliating the victim. - Cyber: Cyberbullying is the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature but can also include setting up of malicious websites or posting personal and embarrassing images and videos without the persons permission. - Specific: This the term used to describe bullying based on a specific aspect of the victim's identity such as homophobic, transphobic, Biphobic bullying but can also include racist bullying and bullying based on religion. All these types of bullying are illegal. <p>Dealing with Bullying:</p> <ul style="list-style-type: none"> - Remember that it is the victim that determines if they believe the behaviour is bullying not the bully. - Tell someone – don't keep it to yourself, find a trusted adult who you can talk to. - Don't retaliate, try and ignore them if you can. - Try not to react in front of the bully. - Stay with trusted friends who will support you. - If it is cyber bullying - Screenshot evidence of the bullying. Report the bullying to the website and block the user. 	<p>Your tutor</p> <ul style="list-style-type: none"> - Mr Jones - Parents or trusted family members - Another teachers or school staff. - Pastoral Team: Mrs Toulson Mrs Aston - Safeguarding Team: Mr Ogden, Mrs Jones, Mrs Loveridge - The Police - NSPCC Helpline 0800 5000 - www.nspcc.org.uk - Childline: Helpline 0800 1111 - https://www.childline.org.uk - National Bullying Helpline: https://www.nationalkinghelpline.co.uk - CEOPS - https://www.ceops.police.uk/safety-centre/

Year 7 Term 1 Geography What is Geography?

Key words

- Continent- a large mass of land
- Ocean – a large expanse of sea water
- Environmental -relating to the natural world
- Relief -the shape of the land
- Settlement -where people live
- Vegetation -the plants
- Work – What people do for a living
- Communication – how people travel
- Drainage -rivers or streams
- Cimate -the present and past weather
- Location – where a place is
- Population -the people
- Latitude - how far north or south a place is from the Equator; it is measured in degrees
- Longitude -how far west or east a place is from the Prime Meridian; it is measured in degrees
- Equator - a line notionally drawn on the earth equidistant from the poles, dividing the earth into northern and southern hemispheres and constituting the parallel of latitude 0°.
- Prime Meridian – a line of longitude where the longitude is defined as 0°.

KPI 1 What is Geography?

- There are three main types of Geography
- Physical Geography – what our planet is like
 - Human Geography – how and where we live
 - Environmental Geography – our impact on our surroundings

Geography is linked to almost everything that is going on all over Earth.

KPI 2 How to describe places in Geography and ask Geographical questions?

Geographers ask questions around the world around them an example of some geographical questions include:

- How do clouds form?
- Where were my trainers made?
- What are the impacts of global warming?

KPI 3 What are the names of the continents and oceans?

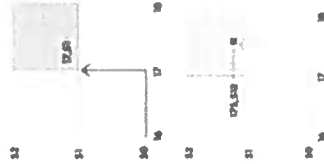
A continent is a large mass of land. There are 7 continents in the world they are: Africa, Europe, Asia, North America, South America, Antarctica and Oceania

An ocean is a large expanse of sea water. There are 5 oceans in the world they are: Arctic, Indian, Pacific, Atlantic and the Southern.

A country is a nation with its own government that occupies a particular territory there are 195 countries in the world

KPI 4 How to measure places using grid references

Maps have grid lines on them – we use them to locate places by using grid references. A four-figure grid reference identifies any square on a map, whereas the six-figure grid reference gives an exact location.



KPI 5 How to measure distance on a map

There are two types of distances:

- Direct distance means the straight-line distance between two places
- Actual distance – means the route you would take e.g. along roads or pathways.

To work out distance you must use the scale of a map. The scale tells you the ratio of the distance on a map to the real distance. Large scale maps have low number is the scale, such as 1: 1250. The features are shown are large. Small scale maps have a high number in the scale, such as 1: 250 000. Individual features shown

KPI 5 How to measure distance on a map continued

To work out distance you must use the scale of a map. The scale tells you the ratio of the distance on a map to the real distance

Large scale maps have low number is the scale, such as 1: 1250. The features are shown are large

Small scale maps have a high number in the scale, such as 1: 250 000. Individual features shown are small

High number = small scale

KPI 7 How to use an atlas

An atlas is a collection of thematic maps. The contents page is at the front of an atlas. It tells us the pages for general maps of countries and continents. If we want to find a map this is the page we look use.

The index is at the back of an atlas it helps us find exactly where a place is. The index tells us the correct page number, and even exactly where on that page it is by giving us the grid reference e.g. London 5 5F

KPI 8 How to locate places using longitude and latitude

The position of a point on the surface of the Earth, for example, can be described by degrees of latitude, measured north and south from the Equator, and degrees of longitude, measured east and west from the great circle passing through Greenwich, England, and the poles.

Year 7 Topic 2 - What is the difference between weather and climate?

Key words

- **Climate:** Climate is how weather behaves over at least a year. The averages of temperature and rainfall are taken over long periods of time to give an overall picture of the climate for a place or country.
- **Weather:** Weather is the day to day (short term) changes in the weather such as temperature, precipitation and cloud cover for a specific area over a day or week.
- **Coriolis effect** – an effect caused by the Earth's rotation, which causes winds and currents to follow a curved path across the Earth's surface
- **Altitude:** the height of the something above sea level. It is usually measured in feet or metres. Sea level is an altitude of 0 m.
- **Meteorology:** a science that deals with the atmosphere and its phenomena and especially with weather and weather forecasting
- **Prevailing wind:** a wind from the direction that is predominant or most usual at a particular place or season.
- **Rain shadow:** a region having little rainfall because it is sheltered from prevailing rain-bearing winds by a range of hills.
- **Water cycle:** The water cycle is the process by which water is continuously transferred between the surface of the earth and the atmosphere.
- **Droughts:** a period when an area or region experiences below-normal precipitation.
- **Heatwave:** is an extended period of hot weather relative to the expected conditions of the area at that time of year

KPI 1 What is the difference between weather and climate?

Weather is the day to changes in the atmosphere

Climate is the long-term changes in the atmosphere

Weather and climate are impacted by air pressure, wind and precipitation

- Air pressure is the amount of air in an area
- Wind is the air moving from areas of high to low pressure
- Precipitation is the rain, snow sleet or hail that falls to the ground

KPI 2 How to measure the weather?

Equipment	What does it do?
Anemometer	Measures the speed of wind.
Rain Gauge	Measures precipitation
Wind Vane	Measures wind direction
Barometer	Measures air pressure
Thermometer	Measures the temperature

Measuring wind speed – Beaufort Scale

The Beaufort scale categorises how fast the wind is blowing and the effects on the land without the use of an anemometer.

Beaufort Number	Wind Speed (mph)	Seaman's term	Effects on land
0	Under 1	Calm	Calm; smoke rises vertically
1	1-2	Light Air	Wind felt on face; leaves rustle; vanes begin to move
2	4-7	Light breeze	Leaves, small twigs in constant motion
3	8-12	Gentle breeze	Dust, leaves and loose paper raised up; small branches begin to move
4	13-18	Moderate breeze	Small trees begin to sway
5	19-24	Fresh breeze	Large branches of trees in motion; whistling heard in wires
6	25-31	Strong breeze	Whole trees in motion; resistance felt in walking against the wind
7	32-38	Moderate Gale	Twigs and small branches broken off trees
8	39-46	Fresh Gale	Slight structural damage occurs; slate blown from roofs
9	47-54	Strong Gale	Rarely experienced on land; trees broken; structural damage occurs
10	55-63	Whole Gale	Very rarely experienced on land; usually with widespread damage
11	64-72	Storm	Violence and destruction.
12	73 or higher	Hurricane Force	

Measuring cloud cover: Cloud cover is measured in units called oktas. Each okta represents one eighth of the sky covered by cloud. 0 oktas = no cloud cover and 8 oktas = no visible area of sky, all sky covered in clouds.

Year 7 Topic 2 - What is the difference between weather and climate?

KPI 3 What is a climate graph?

Climate graph: Climate graphs use both a bar graph and a line graph. Temperature is shown on a line graph. Rainfall is shown by a bar graph. Months of the year are shown along the bottom.

- Rainfall is a bar graph and temperatures are shown as a line graph.
- Climate graphs can be used to work out annual rainfall and temperature range.

KPI 4 Why does it rain?

There are 3 types of rainfall they are:

Frontal Rainfall:

1. Frontal rainfall occurs when a warm front meets a cold front. The heavier cold air sinks to the ground and the warm air rises above it.
2. When the warm air rises, it cools.
3. The cooler air condenses and forms clouds.
4. The clouds bring heavy rain.

Relief Rainfall:

1. Relief rainfall occurs when warm moist air from the Atlantic Ocean rises up over mountains.
2. When the warm air rises, it cools and condenses to form clouds, which bring rain.
3. Once the air has passed over the mountains, it descends and warms.
4. This creates drier conditions known as a rain shadow.

Convictional Rainfall:

1. Convictional rainfall usually occurs during the summer in the UK, when the sun heats the land.
2. This creates rising pockets of warm air, known as convection currents.
3. Warm air rises rapidly, where it starts to cool and condenses to form clouds.
4. These clouds can be large cumulonimbus clouds.
5. The clouds can produce heavy rainfall and thunderstorms.

KPI 5 What influences the weather in the UK?

Air masses - An air mass is a large volume of air in the atmosphere that is mostly uniform in temperature and moisture.

Different air masses bring with them different weather conditions. The UK experiences five different air masses. This is a lot and what explains why it makes out weather so changeable. Some air masses impact the UK more than others.

1. **Tropical maritime:** It approaches from the southwest and effects the UK weather often. In the winter it causes wet weather but more moderate temperatures. In the summer it causes warm and dry summers and there is very little cloud cover.
1. **Polar maritime:** It approaches the UK from the north and effects the UK weather often. In the winter temperatures range between 15-18 degrees Celsius and is the most common air mass to impact the UK. It causes frequent rain and cold morning fog. In the summer it causes occasional rain showers, but temperatures generally remain warm.
2. **Tropical continental:** It approaches from the south and effects the weather of the UK less often. In the winter it has no impact. In the summer it brings the warm weather over 30 degrees Celsius. Very little chance of rainfall.
3. **Arctic Maritime:** In the UK it approaches the UK from the North and effects the UK weather less often. In the winter it brings strong arctic winds from the Arctic bringing extremely cold temperatures. In the summer it can cause extremely low temperatures.
4. **Polar continental:** It approaches the UK from the East and effects the UK weather less often. In the winter it can cause snow showers and temperatures remain low. In the summer it can cause cloud and fog in the evenings and mornings. It causes clear skies and sunshine with temperatures over 25 degree Celsius.

KPI 7 What is a microclimate?

Microclimates occur when the climate in a small area is different to the general surroundings.

- **Physical features** such as water areas can have a cooling effect on the land. Trees can shade the land, also making it cooler.
- **Human features** such as walls and buildings will shelter against the wind, making it warmer. Buildings which are heated may also give out heat (radiate), which again makes it warmer than the surrounding landscape. Due to human activity, the temperature in an urban microclimate is higher than that of the surrounding areas. Urban areas are said to be urban heat islands as under calm conditions, temperatures are highest in the built-up city centre and decrease towards the suburbs and countryside.

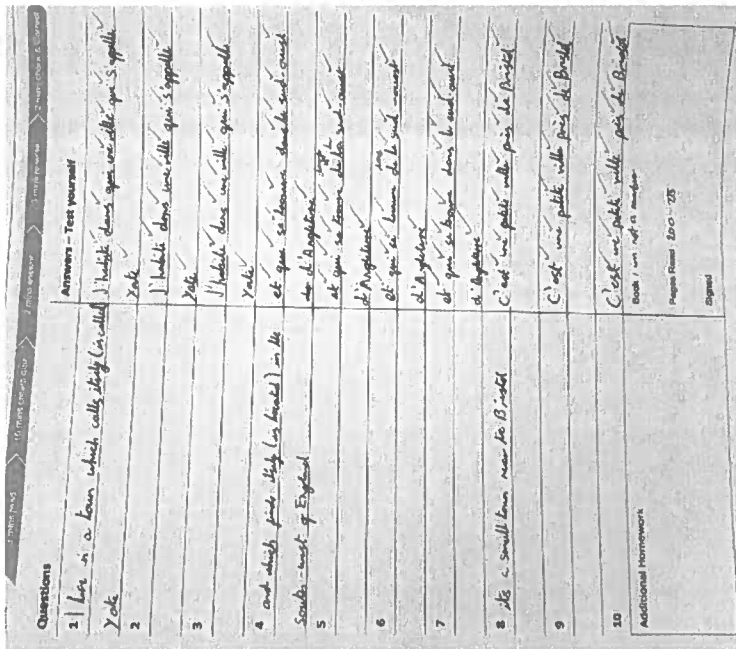
Year 7 Term 1 French – My Family and I & Sports and Hobbies

1	Hello, how's it going?	Bonjour, ça va?
2	I am called Françoise and I am (I have) twelve years old.	Je m'appelle Françoise et j'ai douze ans.
3	Now I have brown eyes and long, brunette hair	Maintenant j'ai <u>les yeux</u> marron et <u>les cheveux</u> longs et bruns
4	My birthday is the first of August.	Mon anniversaire c'est le premier août.
5	I live in Coleford	J' <u>habite</u> à Coleford.
6	I would say that I am quite hardworking.	Je dirais que je suis assez <u>travailleur(euse)</u> .
7	In my family there is my dad, my mum and my two sisters.	Dans ma famille il y a mon père, ma mère et mes deux sœurs.
9	I love my dad because he is funny.	J' <u>adore</u> mon père parce qu'il est amusant.

10	I would like to have a black dog.	Je voudrais avoir un chien noir.
11	Yesterday I played basketball with my team.	Hier j' ai joué au basket avec mon équipe.
12	Last month I went (did) swimming.	Le mois dernier j' ai fait de la natation.
13	Last year I went to the shopping centre with my friends.	L'année dernière je suis allé(e) au centre commercial avec mes amis.
14	Tomorrow I am going to play cards alone.	Demain je vais jouer aux cartes seul(e).
15	Next week I am going to do exercise.	La semaine prochaine je vais faire de l'exercice.
16	I am going to go to the swimming pool.	Je vais aller à la piscine.
17	During my free time I go to the shops.	Pendant mon temps-libre je vais aux magasins.
18	Often I play an instrument with my brother.	Souvent je joue d'un instrument avec mon frère.

19	I would like to go to my friend's house.	Je voudrais aller chez mon copain.
20	I would like to play football with my mates.	Je voudrais jouer au foot avec mes potes.

Example of what LSQs for MFL should look like:



MFL key classroom language:

Key Word	Definition	Example
Infinitive	In English it is always accompanied by the word "TO". In French, it always ends in ER/IR/RE E.g: to play, to do, to go, to go out. jouer / faire / sortir	An opinion is always followed by an infinitive: <u>J'aime</u> jouer/ faire/ acheter <u>I like to play/to do/to buy</u>
Cognate	A word that is similar in spelling and meaning in two languages	This word is a cognate, what do you think it means? e.g. télé-réalité = TV reality
Connectives	A word that links two sentences or ideas together, e.g. et / cependant	What connective can we use to link these two sentences ? • j'aime l'histoire (mais) je déteste l'anglais • I like history but I hate English
Intensifiers	A word that strengthens the meaning of other expressions and shows emphasis, e.g. très/assez	Every time you write an adjective, make sure you use an intensifier before it. • je pense que le sport est très important • I think that sport is very important

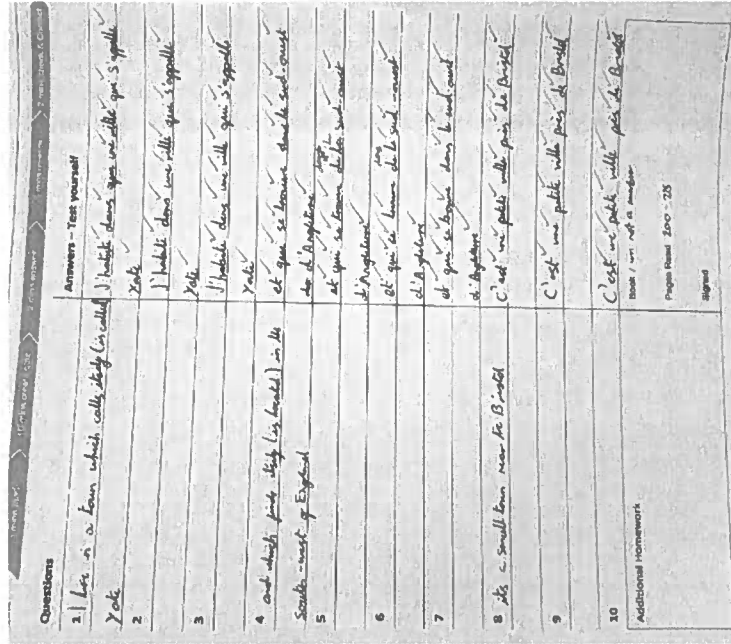
Year 7 Term 1 Spanish – My Family and I & Sports and Hobbies

1	Hello, how are you?	¡Hola! ¿Qué tal?
2	I'm called Henry and I am (I have) twelve years old.	Me llamo Enrique y tengo doce años.
3	Now I have brown eyes and long, brown hair	Ahora tengo <u>los ojos</u> marrones y <u>el pelo</u> largo y castaño
4	My birthday is the first of January.	Mi cumpleaños es el primero de enero.
5	I live in Coleford.	Vivo en Coleford.
6	I would say that I am quite hardworking.	Diría que soy bastante trabajador(a)
7	In my family there is my dad, my mum and my two sisters.	En mi familia hay mi padre, mi madre y mis dos hermanas.
9	I love my dad because he is fun.	Me encanta mi padre porque es divertido.

10	I would like to have a black dog and a yellow snake.	Me gustaría tener un <u>perro</u> negro y una <u>serpiente</u> amarilla.
11	Yesterday I played basketball.	Ayer jugué al baloncesto.
12	Last month I went (I did) swimming.	El mes pasado hice natación.
13	Last year I went to the shopping centre with my friends.	El año pasado fui al centro comercial con mis amigos.
14	Tomorrow I am going to play cards alone.	Mañana voy a jugar a las cartas solo(a).
15	Next week I am going to do exercise.	La semana próxima voy a hacer ejercicio.
16	I am going to go to the swimming pool.	Voy a ir a la piscina.
17	During my free time I go to the countryside.	Durante mi tiempo libre voy al campo.
18	Often I play basketball with my brother.	A menudo juego al baloncesto con mi hermano.

19	I would like to go to my friend's house.	Me gustaría ir a la casa de mi amigo(a).
20	I would like to play football with my mates.	Me gustaría jugar al fútbol con mis amigos.

Example of what LSQs for MFL should look like:



MFL key classroom language:

Key Word	Student-friendly definition	Example
Infinitive	In English it is always accompanied by the word "TO". In Spanish, it always finishes in "R" (-ar/-er/-ir) E.g: to play, to do, to go, to visit. jugar/ hacer / ir / visitar	An opinion is always followed by an infinitive: Me gusta jugar/ hacer/ comprar I like to play/to do/to buy After suelo/solia, you always need an infinitive: suelo ver /jugar/descansar I tend to watch/to play/to rest
Cognate	A word that is similar in spelling and meaning in two languages,	This word is a cognate, what do you think it means? e.g. ciclismo = cycling
Connectives	A word that links two sentences or ideas together, e.g. y/por otro lado	What connective can we use to link these two sentences ? • Me gusta la historia (pero) odio el inglés • I like history but I hate English
Intensifiers	A word that strengthens the meaning of other expressions and shows emphasis, e.g. muy/bastante	Every time you write an adjective, make sure you use an intensifier before it. • Creo que las ciencias son muy interesantes • I think science is very interesting

Art Year 7 - Formal Elements

Formal Elements	Colour Theory	Definition	Examples
<p>Line A mark that connects two or more points. These can be straight, curved, short or long.</p>	Primary Colours	Colours that can't be mixed/ made from other colours.	Red, yellow and blue.
<p>Tone The lightness or darkness or something. For darker tones use a higher grade B pencil.</p>	Secondary Colours	Colours that can be made by mixing two primary colours.	Red + Blue = Purple Yellow + Blue = Green Yellow + Red = Orange
<p>Colour Colour is what you see when light reflects off something.</p>	Tertiary Colours	Colours that can be made by mixing a primary and secondary colour together.	Blue + Green = Turquoise
<p>Texture How something looks or feels e.g. fluffy, rough, smooth etc.</p>	Complementary Colours	Colours that are opposite each other on the colour wheel.	Blue & Orange Red & Green Purple & Yellow
<p>Pattern A symbol, shape or colour that repeats. Man-made patterns are designed by humans, natural patterns are formed by nature.</p>	Analogue/ Harmonious Colours	Colours that are next to each other on the colour wheel.	Red, red-orange and orange
<p>Shape/Form Shape is 2D e.g. rectangles. Form is 3D e.g. cubes, spheres etc.</p>	Tints/ Shades	Tint - Adding white to a colour to make it lighter. Shades - Adding black to a colour to make it darker.	Tint of blue = light blue Shade of blue = dark blue

Tips, Tools & Techniques	Other Keywords	Key Artist	Portraiture Keywords
<p>Blender Stick A paper stump that allows you to blend tones.</p> <p>Blending The smooth transition between tones.</p> <p>Graded Pencils On the side of your pencil you will find letters e.g. H, B or HB. H = Hard led and B = Black which means it has a softer led to give you darker tones, therefore a HB is a good standard drawing pencil.</p> <p>Mark-Making To make your drawings more realistic, you should try to use different marks to show textures and surfaces. You can do this by changing the direction, pressure or length of your marks.</p> <p>Proportion The size and relation of objects to one another. Using the grid-method is one way of helping you draw using accurate proportions.</p>	<p>Observational Drawing Drawing something from real life in front of you.</p> <p>Composition This is where you place objects on a page.</p> <p>Composition Examples: Foreground = closest thing to a viewer Midground = section in between the fore- and background. Background = the furthest thing in the distance to a viewer. Fore-, mid- and background are compositional techniques which help to create distance in a landscape.</p> <p>Cropped = a picture doesn't appear fully as the edges look like they have been cut off.</p> <p>Zoomed in = object is close up and therefore you may only see parts of it.</p> <p>Landscape Painting Landscape art is the depiction of landscapes in art—natural scenery such as mountains, valleys, trees, rivers, and forests. Landscapes are usually wider in layout.</p>	<p>Georges Seurat (1859-91) French painter who was part of the Neo-Impressionist art movement and used pointillism as a technique within his work.</p> <p>Art Movement An art movement is a tendency or style in art with a specific common philosophy or goal, followed by a group of artists during a specific period of time.</p> <p>Neo-Impressionist Aim: Applying dots/daps of pure colours (primary colours) straight onto a surface rather than mixing them. The idea is that when you place dabs of blue and yellow close to one another, your eyes then merge these colours together due to their proximity. This technique is called Pointillism.</p>	<p>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.</p> <p>Portraiture The art of drawing or taking a photo of a person.</p> <p>Expression Expression means showing an emotion e.g. happy, sad, moody, shocked.</p> <p>Facial Features Eyes, Nose, Mouth</p> <p>Characterisation The distinct features of a person eg things in your portrait that show a trueness to the person's character.</p> <p>Outline A line, generally black, that goes around the outside of an image.</p> <p>Symbolism Using images to suggest specific ideas or feelings e.g. a skull often suggests death.</p> <p>Identity The fact of being who you are.</p>

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.

Posture - 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 use 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 may 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.

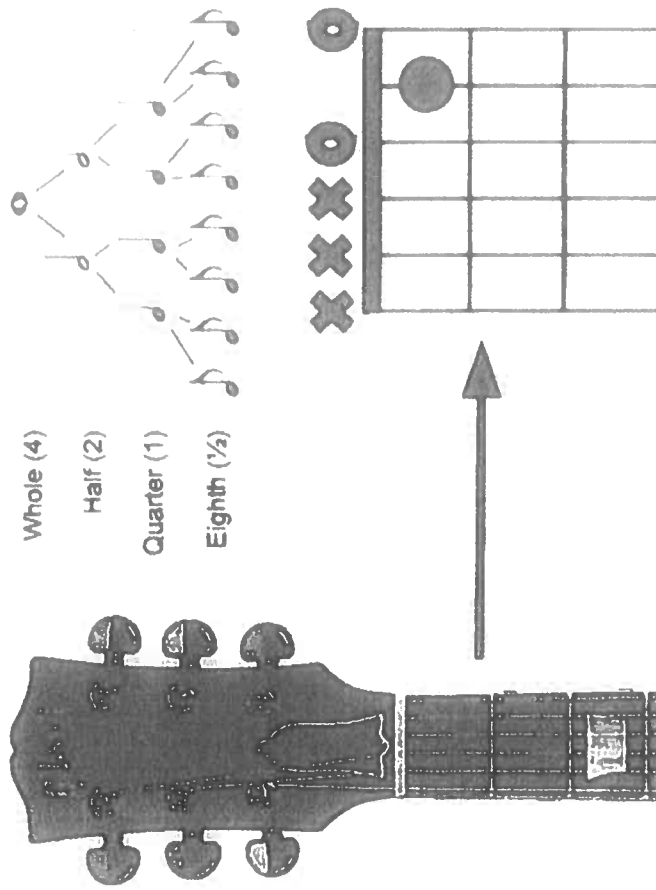
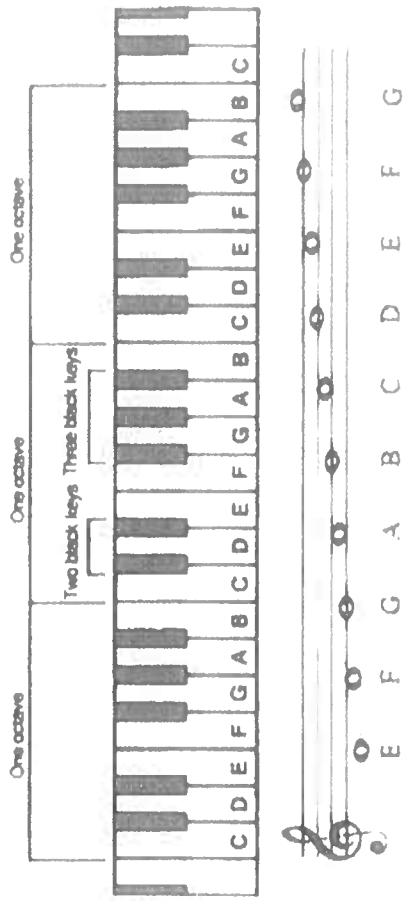
MUSIC - The Elements of Music

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 1 Using computers safely, effectively and responsibly

<p>Keywords</p>	<p>Shortcut A file shortcut is a small file that acts as a pointer to another file</p> <p>Acceptable Use A set of rules and guidelines for using a computer system</p> <p>Backup A copy of your computer's data to be used in case of data loss</p> <p>Strangers Social media platforms allow users to connect with people they don't know, which can be risky.</p> <p>Cyberbullying Using electronic communication to bully or harass someone.</p> <p>Inappropriate content Social media platforms can contain content that is sexually suggestive, violent, or otherwise harmful, especially for younger users.</p> <p>Strong password It should be long, include a mix of uppercase and lowercase letters, numbers</p> <p>Phishing Phishing is a type of online scam where criminals try to trick people into giving away sensitive information</p> <p>Hacking Unauthorised access to a computer system or computer files.</p> <p>Attachment When a file is sent along with an email.</p> <p>CC (Carbon Copy) When an email is sent to someone who is not the main recipient.</p> <p>BCC When an email is sent to someone who is not the main recipient and the main recipient does not know that someone else has seen the email.</p> <p>Forward Sending an email you have received to someone else.</p> <p>Reply Replying to an email you have received.</p>
<p>Lesson 1</p>	<p>Describe features of the school acceptable use policy. Internet and email use is monitored. Hacking is not allowed. Mobile phone use is not allowed, respect school IT equipment, Be respectful when email and posting.</p> <p>Explain how and why folder structure and file naming are important. Enables files to be located quickly and easily.</p> <p>Explain why backups are important. In order to have a copy of important files in case the originals are damaged or lost.</p>
<p>Lesson 2</p>	<p>Explain the risks of using social media. Social media usage carries several risks, including privacy violations, mental health impacts, and exposure to inappropriate content or harmful behaviors.</p> <p>Describe who you would contact if you had a concern about something you see when using the computers. Talk to a trusted adult about your concerns this may be one of (parent, teacher, tutor, member of the safeguarding team)</p> <p>Discuss the importance of protecting your online identity including the use of privacy settings Protecting your online identity is crucial in today's digital world. By understanding and utilizing privacy settings, you can control who sees your information, limit the risk of identity theft, and maintain a positive online reputation</p>

<p>Lesson 3</p>	<p>Describe why it is important to make and use strong passwords including memorable passwords. Strong passwords protect your electronic accounts and devices from unauthorized access. The more complex the password, the more protected your information will be from cyber threats and hackers.</p> <p>Describe alternative security methods to passwords Alternative security methods to passwords include biometrics (like fingerprint or facial recognition), multi-factor authentication (MFA), one-time passwords (OTPs), and physical security keys.</p> <p>Explain what identity theft is and how to react to phishing and spam When the target clicks on a link, they are taken to a fake website that asks you for your username, password, or other personal information like your Social Security or credit card number. The hacker can then use that information to assume your identity or make purchases.</p>
<p>Lesson 4</p>	<p>What are the advantages and disadvantages of using email? It is a fast, convenient, and cost-effective way to communicate, but it can also be prone to security risks, spam, and misunderstandings.</p>
<p>Lesson 5</p>	<p>What is a search engine? A search engine is a software system that helps users find information on the internet by searching through vast amounts of data and returning relevant results.</p> <p>Explain why information on the world wide web may be inaccurate or unreliable. Information on the internet can be unreliable due to several factors, including misinformation, disinformation, bias, outdated information, and the lack of clear authorship or source information.</p>

Year 7 Unit 2 Clear messaging in digital media

<p>Keywords</p>	<p>Search term Screenshot Annotate Landscape Portrait Heading Subheading Body text Brand Logo Content Licence</p> <p>The word or phrase someone enters into a search engine. A screenshot is a digital image that shows the contents of a computer display. Annotation is the process of adding comments to digital images to give additional context or to highlight specific elements. Landscape orientation refers to an image or print that is wider than it is tall. Portrait orientation refers to an image or print that is taller than it is wide. This is the section at the top which includes the title of the poster. A subheading is a mini-headline or text that is found under the main header. The main text of a document. A brand is a product, service or concept that is easily identified from other products, services or concepts. A design or symbol used by a company to advertise its products The content of a slide could be text, images, graphics, charts, and other visual elements. Permission granted by the owner of a piece of text, image, video etc for a user to use that element.</p>
<p>Lesson 1</p>	<p>Explain how to choose search terms relating to a particular issue. Start by identifying the core concepts of your topic and then brainstorm synonyms, related terms, and variations for each concept. List key features of a good poster Clear Message, Concise Text, Target Audience, Strong Visuals, Color Scheme, Font Choice, Logical Flow, effective use of white Space</p>
<p>Lesson 2</p>	<p>Explain how to plan a poster to clearly convey a message. Use the following points when designing your poster. Clear Message, Concise Text, Target Audience, Strong Visuals, Color Scheme, Font Choice, Logical Flow, effective use of white Space Describe how you would choose and download a suitable image. The image should be relevant, high quality, suitable for the audience and you must have permission to use it.</p>
<p>Lesson 3</p>	<p>Modify a logo using a graphic editing program Being able to edit a logo is useful because it allows the logo to be tailored to best suit the poster. List factors that would influence how text and graphics are combined on a slide. Clarity and Conciseness, Audience Engagement, Emphasis, Font Choice, Text Size, Background and Contrast, Alignment and Spacing, Whitespace, Resources, Consistency, Accessibility</p>
<p>Lesson 4</p>	<p>Explain why it is important to use a consistent layout for a set of slides Using a consistent layout makes it easier for the user to follow the slides and understand where to look for information on the slides.</p>

<p>Lesson 5</p>	<p>Describe factors to consider when searching for suitable text for slides. When selecting text for slides, prioritise clarity, conciseness, and audience engagement. Use simple language, and keep the text minimal. Ensure readability through font choice, size, and line spacing.</p> <p>Describe factors to consider when searching for suitable images for slides. When searching for images for slides, consider image quality, relevance to the content, consistency in style, copyright and licensing, and the message the image conveys.</p>
<p>Lesson 6</p>	<p>List key factors when planning the delivery of a presentation. Consider your audience, use simple language, engage your audience, memorise the presentation, work on your body language, practice, focus on your movements</p>

<p>Target Takeaway</p> <p>Staff Name:</p>	<p>Date: Previous target:</p>
<p>Strengths:</p>	
<p>Target</p> <p>Linked to principle</p> <p>1 2 3 4 5 6</p>	<p>Actionable steps:</p>
<p>Curriculum/ topic</p>	

What was your previous target:

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