



**Frank Field**  
Education Trust

*“Knowledge is power.  
Information is liberating.  
Education is the premise  
of progress, in every  
society, in every family”*

- Kofi Annan



**Year 7 Knowledge Organiser**

Learning Programme 2

Pupil Name:

Form Group:

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# Instructions

Every school day you should be studying at least 1 section of your Knowledge Organiser (KO) for homework.

The timetable on the page 5 tells you which subjects you should be studying on which days (it doesn't matter if you have that subject on that day or not, you should follow the timetable).

You are to use your exercise book to show the work you have done. Each evening you should start a new page and put the date clearly at the top.

You need to bring your KO and exercise book with you EVERYDAY to the academy.

Your parents should tick off your homework every evening using the grid in your KO on page 4.

Your KO and exercise book will be checked regularly in form time, failure to show homework for ALL FIVE days of the week will result in an after school detention that day.

You will also be tested in your lessons on knowledge from the organisers.

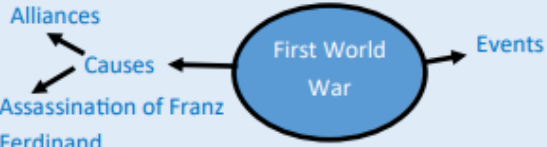
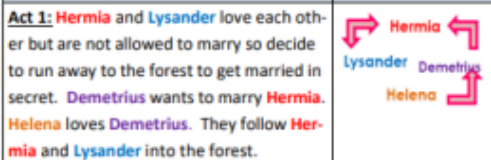
## Self-testing

You can use your KOs and book in a number of different ways but you should not just copy from the Knowledge Organiser into your book. Use the 'How to self-test with the Knowledge Organiser' booklet to help you.

Below are some possible tasks you could do in your workbooks, no matter which task you do you should always check and correct your work in a different coloured pen.

- Ask someone to write questions for you
- Write your own challenging questions and then leave it overnight to answer them the next day
- Create mind maps
- Create flashcards
- Put the key words into new sentences
- Look, cover, write and check
- Mnemonics
- Draw a comic strip of a timeline
- Use the 'clock' template to divide the information into smaller sections. Then test yourself on different sections
- Give yourself spelling tests
- Definition tests
- Draw diagrams of processes
- Draw images and annotate/label them with extra information
- Create fact files

# How do I self quiz?

<p><b>How to use...Flashcards</b></p> <ol style="list-style-type: none"> <li>1. On one side of the flash card, write the word or question.</li> <li>2. On the other side, write the definition for the word, or answer to the question.</li> <li>3. Once you have completed your set of cards, put them in a pile. Then for each card, see if you can remember the definition or answer to the question. Tick or cross when you get it right or wrong.</li> <li>4. When you get the card right, place it in the 'correct' pile. When you get it wrong, place it in the 'wrong' pile. Repeat until all cards are in the 'correct' pile.</li> </ol> <p>You can also use the Leitner Method: <a href="https://www.youtube.com/watch?v=C20EvKtdJwQ">https://www.youtube.com/watch?v=C20EvKtdJwQ</a></p>	<p><b>How to use... Look, Cover, Write, Check and Correct</b></p> <ol style="list-style-type: none"> <li>1. Write your key words into the 'Look, Cover' column and then cover it.</li> <li>2. Write out the meaning, definition or spelling in the 'Write' column.</li> <li>3. Put a 'tick' or 'cross' in the 'Check' column depending on if you got the answer right.</li> <li>4. If you got the answer incorrect, write the correct answer in the 'Correct' column.</li> </ol> <table border="1" data-bbox="835 635 1408 871"> <thead> <tr> <th>Look , Cover</th> <th>Write</th> <th>Check</th> <th>Correct</th> </tr> </thead> <tbody> <tr> <td>Noun</td> <td>A person, place or</td> <td>✓</td> <td></td> </tr> <tr> <td>Algorithm</td> <td>Algorithm</td> <td>X</td> <td>Algorithm</td> </tr> </tbody> </table>	Look , Cover	Write	Check	Correct	Noun	A person, place or	✓		Algorithm	Algorithm	X	Algorithm	<p><b>How to use... Mind Maps</b></p> <ol style="list-style-type: none"> <li>1. Write out your topic or idea in the centre. E.g. The First World War.</li> <li>2. Off of the main bubble, write out important categories to organise your ideas. E.g. causes of WWI and events in WWI</li> <li>3. Then add your knowledge off of these branches. You might even be able to make connections between them.</li> <li>4. Once made, then redraw as many of the connections as possible from memory. Correct any errors.</li> </ol> 
Look , Cover	Write	Check	Correct											
Noun	A person, place or	✓												
Algorithm	Algorithm	X	Algorithm											
<p><b>How to use... Explaining a process/ idea further</b></p> <p>Your teacher might ask you to explain a key idea, process or event from your learning. This could be the water cycle (Geography), photosynthesis (Science) or something else. In your answer, try to use the words <b>because</b>, <b>but</b>, and <b>so</b>. These will help you to:</p> <ol style="list-style-type: none"> <li>1. <b>Because:</b> helps to explain a reason, cause or why something works.</li> <li>2. <b>But:</b> helps to explain a limitation or problem.</li> <li>3. <b>So:</b> helps to explain what happens next in a sequence, process or event.</li> </ol> <p>Check your sentences to see if your explanations or right or wrong. Correct any errors.</p>	<p><b>How to... Summarise a process/idea</b></p> <p>Rather than expand or explain a process, your teacher might ask you to summarise it into its key parts. E.g. summarising the plot 'A Midsummer Night's Dream' in English.</p> <ol style="list-style-type: none"> <li>1. Read through the relevant part of your knowledge organiser as directed by your teacher.</li> <li>2. Write out the (up to) 5 most important parts in your KO book, leaving a two lines in-between.</li> <li>3. For each part, add <b>one</b> main idea.</li> <li>4. E.g. here, the 4 key characters are picked out, and the direction of love is shown through the arrows. Check and correct any errors.</li> </ol>	<p><b>How to use... Subject Specific Tasks or Questions</b></p> <p>Your teacher might choose to set a task that is not outlined here, and which is specific to that topic or their subject.</p> <p>In this case, your teacher will outline specifically what it is you need to do, and how. This will still include you checking and correcting any errors.</p> 												

# Homework diary

Week	Date	Subject	Task
LP2.1	Monday 21 <sup>st</sup> October	Maths Drama	Create a mind map detailing column addition and subtraction. Make notes on the style, key influences and intention of William Shakespeare.
	Tuesday 22 <sup>nd</sup> October	English  Art	Choose one of the main characters (Ralph, Jack, Piggy, Simon) and write a detailed character profile. Describe what they look like, their personality, and how they behave. Be creative: imagine you are describing this character to someone who has never met them. Draw a 3x3 box in your book and complete it with 3 different mark making styles.
	Wednesday 23 <sup>rd</sup> October	Science ICT	Research and write a paragraph to explain reflection of light. What are the advantages and disadvantages of using social media?
	Thursday 24 <sup>th</sup> October	History Music	Learn 5 definitions from the key vocab words. Create a flashcard about traditional instruments used in African Music.
	Friday 25 <sup>th</sup> October	Geography PE	List 8 facts about the British Isles. Use the 'Look, cover, write, check' method to list the key training principles/key terms of your sport or activity.

Week	Date	Subject	Task
LP2.2	Monday 4 <sup>th</sup> November	RE  Technology	Explain the difference between an ultimate and a general question, giving an example of each. Describe the difference between man-made and natural fibers.
	Tuesday 5 <sup>th</sup> November	MFL	Log onto your personal <b>Languagenut</b> account and complete the appropriate homework task.
	Wednesday 6 <sup>th</sup> November	Maths Drama	Make a revision card about perimeter. Look at the keywords for understanding plays. Learn their spelling and definition. Then use look, cover, write, check to test yourself.
	Thursday 7 <sup>th</sup> November	English  Art	Imagine you are stranded on a deserted island like the boys in the book. Write a description of the island. Think about what you would see, hear, smell, and feel. Is it beautiful, scary, or lonely? Use as many descriptive words as possible to bring the island to life. Create colour collage showing the primary and secondary colours.
	Friday 8 <sup>th</sup> November	Science ICT	Draw a diagram and write a paragraph to explain the differences between transverse and longitudinal waves. Design a slide for a PowerPoint about the advantages and disadvantages of social media.

<b>Week</b>	<b>Date</b>	<b>Subject</b>	<b>Task</b>
Review learning week	Monday 11 <sup>th</sup> November	ALL	This week is an opportunity to work on knowledge that has been identified during lessons as key areas for development. This could be additional revision and recall tasks from the knowledge organisers or it could be specific tasks set by classroom teacher.
	Tuesday 12 <sup>th</sup> November		
	Wednesday 13 <sup>th</sup> November		
	Thursday 14 <sup>th</sup> November		
	Friday 15 <sup>th</sup> November		

<b>Week</b>	<b>Date</b>	<b>Subject</b>	<b>Task</b>
LP2.3	Monday 18 <sup>th</sup> November	History Music	Memorise and list the ways William the Conqueror controlled England. Using your knowledge organiser and your knowledge from your music lesson, please describe in 2 sentences some traditional uses of African music.
	Tuesday 19 <sup>th</sup> November	Geography	Choose six of the key terms and learn their spelling and definition. Then use look, cover, write, check to test yourself.
		PE	Create a list of the positions (team sports) or events in your sport (athletics).
	Wednesday 20 <sup>th</sup> November	RE Technology	Describe the Christian Creation Story. Explain why natural fibers are more expensive than man-made.
	Thursday 21 <sup>st</sup> November	MFL	Log onto your personal <b>Languagenut</b> account and complete the appropriate homework task.
Friday 22 <sup>nd</sup> November	Maths Drama	List and define the keywords of addition and subtraction. Look at the key terms for understanding language. Learn their spelling and definition. Then use look, cover, write, check to test yourself.	

<b>Week</b>	<b>Date</b>	<b>Subject</b>	<b>Task</b>
LP2.4	Monday 25 <sup>th</sup> November	English  Art	Learn key vocabulary and concepts from the knowledge organiser by reading through the information and transforming the key information into a revision poster, flash cards, brainstorm, summary, quiz or any other format of your choosing. Complete an observational drawing of a wing or a feather -use the WAGOLL or choose your own image.
	Tuesday 26 <sup>th</sup> November	Science ICT	Draw a flow chart to show how sound is transmitted through the ear. How does adding animations and transitions to a PowerPoint improve it?
	Wednesday 27 <sup>th</sup> November	History  Music	Describe the following historical words: Feudal System, Domesday Book. Create a revision card about the note values we have been learning about – please include writing a rhythm on this card.
	Thursday 28 <sup>th</sup> November	Geography PE	Draw a bar chart to show the population of the 6 biggest cities in the UK. Use a method of your choice to revise the rules for your sport/activity.
	Friday 29 <sup>th</sup> November	RE Technology	Create a storyboard of the Adam and Eve Story. Highlight the differences in fabrics you have studied.

<b>Week</b>	<b>Date</b>	<b>Subject</b>	<b>Task</b>
LP2.5	Monday 2 <sup>nd</sup> December	MFL	Log onto your personal <b>Languagenut</b> account and complete the appropriate homework task.
	Tuesday 3 <sup>rd</sup> December	Maths Drama	In one paragraph explain what you would use a bar chart for. Create flashcards on the keywords for understanding plays and understanding language.
	Wednesday 4 <sup>th</sup> December	English  Art	Write a short guide for the boys on how to survive on a deserted island. Include tips on finding food, building shelters, and keeping safe from wild animals. Use your imagination and think about what you would do in their situation. Create a mind map which lists things with wings.
	Thursday 5 <sup>th</sup> December	Science ICT	Research and write a paragraph about ultrasound, and how we can use it. Create a poster about what to do if somebody is being cyberbullied.
	Friday 6 <sup>th</sup> December	History Music	Create a model of a Motte and Bailey Castle. Define CALL AND RESPONSE, IMITATION AND UNISON, then describe the differences between them.

<b>Week</b>	<b>Date</b>	<b>Subject</b>	<b>Task</b>
LP2.6	Monday 9 <sup>th</sup> December	Geography PE	Design a poster encouraged to attract tourists to the UK. Make flashcards on the tactics you could use within your sport/activity to gain an advantage (e.g. how to get a head start)
	Tuesday 10 <sup>th</sup> December	RE Technology	Explain how The Fall is linked to the story of Adam and Eve. What are the basic stitches? Draw a diagram of 5 selected.
	Wednesday 11 <sup>th</sup> December	MFL	Log onto your personal <b>Languagenut</b> account and complete the appropriate homework task.
	Thursday 12 <sup>th</sup> December	Maths Drama.	Create a mind map detailing fractions, decimals and percentages. Explain how you have used any of the devices from the keywords in your own performances in lessons.
	Friday 13 <sup>th</sup> December	English  Art	If you were one of the boys on the island, what kind of leader would you be? Create your own tribe. Write a short description of the rules and laws you would set for your group. How would you make sure everyone worked together and survived? Create a factfile on Rosalind Monks.

<b>Week</b>	<b>Date</b>	<b>Subject</b>	<b>Task</b>
LP2.7	Monday 16 <sup>th</sup> December	Science ICT	Produce a table which explains the similarities and differences between sound and light. Write your own fake news article. Include title, dates and who wrote it. Remember you are trying to get people to believe what you are saying, be persuasive!
	Tuesday 17 <sup>th</sup> December	History Music	Write a PE paragraph about the power of the church in Medieval England. Create a flashcard about OSTINATO and POLYRHYTHM.
	Wednesday 18 <sup>th</sup> December	Geography PE	List 6 mountains of the UK in order, highest first. Practice some of the key techniques that are used within your sport/activity at home.
	Thursday 19 <sup>th</sup> December	RE  Technology	Choose two religions and explain their beliefs on why bad things happen to good people. Explore why wool is a good material choice for a scarf.
	Friday 20 <sup>th</sup> December	MFL	Log onto your personal <b>Languagenut</b> account and complete the appropriate homework task.



# Y7 Wings & Feathers

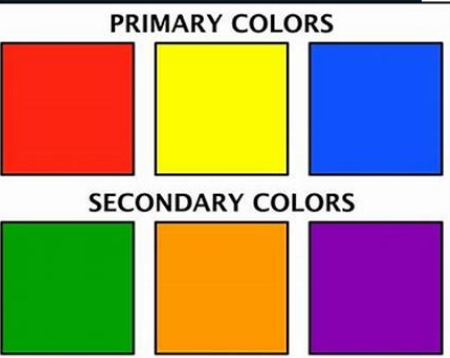


**Mark making:** creating lines, dots and texture.

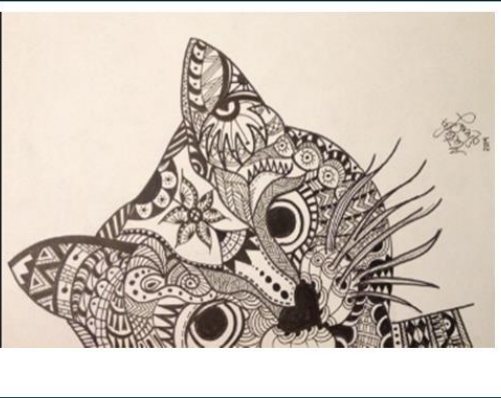
**Tone:** How light or dark a colour is

**Textures:** How something feels

## Recall



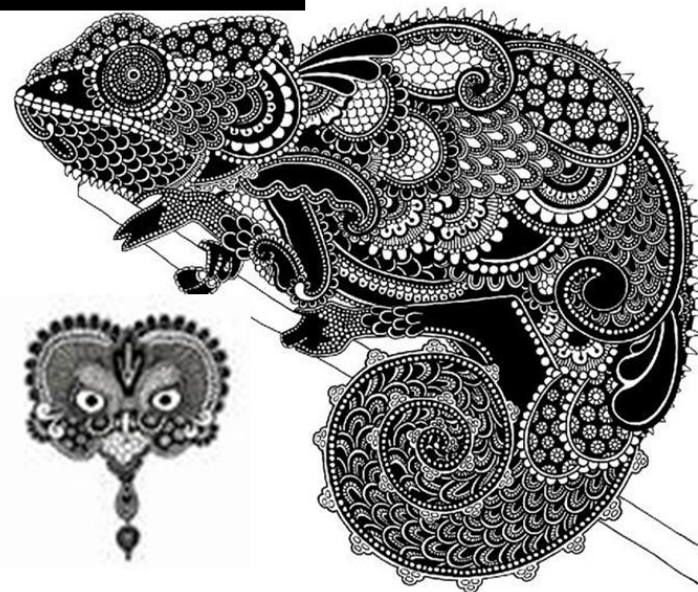
## WAGOLL



**Primary Research:**  
Firsthand data- **YOU** collect it! E.g. photographs

**Secondary Research:**  
Data collected by someone else. E.g. google searched images

## Rosalind Monks



## Drama

### STYLE

His early plays were primarily comedies and histories and are regarded as some of the best work produced in these genres. He then wrote mainly tragedies until 1608, among them Hamlet, Romeo and Juliet, Othello, King Lear, and Macbeth.



→ (26 April 1564 – 23 April 1616)

Shakespeare was an English playwright, poet, and actor, widely regarded as the greatest writer in the English language and the world's greatest dramatist. His works consist of 39 plays, 154 sonnets, two long narrative poems, and a few other verses. Shakespeare was born and raised in Stratford-upon-Avon, Warwickshire. He produced most of his known works between 1589 and 1613.

### KEY INFLUENCES

- Great classical authors such as **Ovid and Seneca**
- English historians such as **Holinshed**.

### AIMS/INTENTION

Shakespeare aimed to reflect on society, explore themes of human nature, and entertain and engage audiences whilst holding a moral lesson in his works.

### KEY WORDS - Understanding plays

**Scene:** A moment in a play consisting of dialogue and action.  
**Act:** Several scenes following on from each other. Each act forms the different parts of the plot. 1.  
**Stage Direction:** An instruction in the script of a play, directing the movements of the actors, the arrangement of scenery, etc.  
**Audience:** The people watching the play.  
**Playwright:** The writer of the play  
**Soliloquy/monologue:** An act of speaking one's thoughts aloud when by oneself or regardless of any hearers, especially by a character in a play.

# William Shakespeare

### KEY WORDS - Understanding language

**Dramatic irony:** This occurs when the audience know more about what is happening than some of the characters themselves know.  
**Iambic Pentameter:** A weak stress followed by a strong stress in a sequence of 5. E.g. I am I am I am I am I am ('am' being the stressed syllable).  
**Prose:** A form of written speech that reflects the style of ordinary speech without a rhythmic structure.  
**Poetic verse:** A style of speech in Shakespeare's plays using rhyming couplets and a strong rhythmic pulse to the line

## English - Lord of the Flies, by William Golding

### **Plot Summary:**

*In Lord of the Flies, a group of boys is stranded on an uninhabited island after a plane crash during a war. As they attempt to govern themselves and survive, they initially establish order and elect a leader, Ralph. However, as time passes and their isolation grows, the boys' civilized behaviour begins to deteriorate, leading to a power struggle between Ralph and another boy, Jack, who represents a more savage instinct. Tensions rise as fear of a mythical beast and the lure of savagery threaten to unravel their society, revealing the darker sides of human nature.*

### **Key Characters:**

**Ralph:** The elected leader of the boys, who represents order, civilization, and democratic principles. He strives to maintain order and focus on rescue.

**Jack Merridew:** The leader of the choir boys and later the hunters. He embodies savagery and the desire for power, ultimately challenging Ralph's authority.

**Piggy:** A smart and rational boy who represents intellect and logic. He struggles with social acceptance but often provides valuable insights and suggestions.

**Simon:** A sensitive and introspective boy who represents innate goodness and morality. He has a deeper understanding of the island's true nature.

**Roger:** Jack's sadistic henchman who represents brutality and the darker aspects of human nature. He becomes increasingly violent as the story progresses.

**Sam and Eric (the twins):** They are loyal to Ralph but eventually succumb to Jack's influence. Their characters symbolize the struggle between loyalty and survival.

**The Beast:** Though not a character in the traditional sense, the beast symbolizes the primal instincts and fears that reside within all humans.

### **Key Words:**

**Allegory:** A story with a hidden meaning, often moral or political, where characters and events symbolize larger concepts.

**Savage:** Wild and untamed; lacking civilization and order.

**Civilization:** An advanced state of human society marked by culture, laws, and social norms.

**Anarchy:** A state of disorder due to absence or non-recognition of authority; lawlessness.

**Corruption:** The process of becoming morally depraved or dishonest, often through the influence of power.

**Descent:** The process of going down or falling from a higher state to a lower one, often symbolizing loss.

**Isolation:** The state of being separated from others, often leading to feelings of loneliness or despair.

**Instinct:** An innate, typically fixed pattern of behavior in animals and humans, often driving actions.

**Tension:** Mental or emotional strain, often resulting from conflict or uncertainty in relationships or situations.

**Chaos:** A state of complete disorder and confusion, where normal order is disrupted.

### **Literary Conventions in the Novel:**

- **Symbolism:** Objects and characters represent broader concepts (e.g., the conch symbolizes order, Piggy's glasses represent knowledge).
- **Allegory:** The novel serves as an allegory for human nature and societal structures.
- **Imagery:** Vivid descriptions create mental images, enhancing themes and emotions.
- **Foreshadowing:** Hints are dropped about future events, creating tension.
- **Irony:** Contradictions highlight the gap between appearance and reality, such as the boys' descent into savagery despite being civilized.
- **Characterization:** Development of characters to embody different aspects of human nature and society.
- **Theme:** Exploration of themes like civilization vs. savagery, loss of innocence, and the inherent evil within humanity.

### **Key Skills:**

#### **LP2.1: Approaching Unseen Plays**

Form initial impressions based on specific references and context.  
Describe Jack's physical appearance and demeanour to reflect his personality traits.

#### **LP2.2: Effects of Writer's Methods**

Analyse how the writer's techniques influence audience perceptions.  
Use descriptive language to convey Jack's emotions and thoughts, showcasing his complex character.

#### **LP2.3: Understanding Key Aspects**

Engage with themes and character motivations in the text.  
Create a broader character sketch of Jack, incorporating his desires, fears, and motivations.

#### **LP2.4: Supporting Ideas with Quotes**

Integrate quotations that illustrate key character traits.  
Use quotes to enhance descriptions of Jack, grounding his character in specific examples from the text.

#### **LP2.5: Analysing Form and Structure:**

Recognize how structure influences meaning in the text.  
Experiment with varied sentence structures to create a dynamic portrayal of Jack's character.

#### **LP2.6: Comments on Choice of Form**

Reflect on how form affects character depiction.  
Write a character description in a specific narrative style (e.g., first-person) to provide deeper insight into Jack's psyche.

# THE UNITED KINGDOM KNOWLEDGE ORGANISER

### Map and Overview

**United Kingdom**

- The United Kingdom of Great Britain and Northern Ireland, also known as the UK, is a country located off the north-eastern coast of mainland Europe.
- It contains the constituent countries of England, Scotland, Wales and Northern Ireland, in addition to other territories and dependencies.
- The capital city of England is London, Scotland is Edinburgh, Wales is Cardiff and Northern Ireland is Belfast. London is the capital of the UK.
- The land area of the UK is around 242,500km<sup>2</sup> and the population is around 66 million. It is in the continent of Europe.

### Human Geography Features

<b>Population Densities</b>		The overall population density of the UK is 259 people per square kilometre. England is the most densely populated of the constituent countries – especially the English southeast, where one third of UK's population lives.	<b>What?</b> A low birth rate means that the population of the UK is slow-growing.	<b>Key Fact:</b> The population density of London is 5,200 per km <sup>2</sup>
<b>Ethnic Groups</b>		For centuries, people have migrated to Britain from different parts of the world. Almost 87% of the population are white, with many holding ancestry from the European mainland (e.g. Angles, Saxons, Jutes, Vikings, and Romans).	<b>Who?</b> Those from Indian backgrounds account for 2.4% of the UK population.	<b>Key Fact:</b> Large communities of Caribbean and South Asians have lived in the UK since the 1950s and 1960s.
<b>The Monarchy</b>		Britain is a constitutional monarchy – it has a Royal Family, but they do not make most of the decision for the country (it is a democracy). The current monarch is Queen Elizabeth II, who has been the queen of the country since 1952.	<b>When?</b> Elizabeth's coronation was on 6 <sup>th</sup> February 1952, a reign of over 67 years!	<b>Key Fact:</b> In the Middle Ages, there used to be separate monarchs for different areas of the country.
<b>Sports/ Recreation</b>		Sport plays a major part in UK culture. Several sports were founded in the UK, e.g. football, rugby, cricket, netball and tennis. Football is the most popular sport, with the FA Premier League is the most watched in the world.	<b>What?</b> 15.3 million people regularly play sport in the UK.	<b>Key Fact:</b> In the UK, around 2.9 million people participate each week.
<b>Overseas Territories</b>		Britain has 14 overseas territories, each with their own government. Most remain from the time of the British Empire, though Britain's policy now is to give independence to territories who want it.	<b>How?</b> Britain is responsible for providing defence to its territories.	<b>Key Fact:</b> Some territories are disputed, e.g. Gibraltar with Spain.

### Places in the United Kingdom

**Most Populous UK counties (people)**

- Greater London – 8.8 million
- West Midlands – 2.9 million
- Greater Manchester – 2.8 million
- West Yorkshire – 2.3 million
- Essex – 1.8 million

The UK is current split into 100 geographic counties – 48 in England, 33 in Scotland, 13 in Wales and 6 in Northern Ireland.

**Most populous UK cities (people)**

- London – 9.75 million
- Birmingham – 2.5 million
- Manchester – 1.9 million
- Glasgow – 1.1 million
- Newcastle – 837,500

**London**

London is the capital and largest city of England and the United Kingdom. Founded by the Romans, London stands on the south-east coast of England on the River Thames. London is deemed to be an important global city, and is an important world financial/ political centre. Famous landmarks include Big Ben and Buckingham Palace.

**Edinburgh**

Edinburgh is the capital city of Scotland, and is the seat of the Scottish Government and Parliament. The city is a well-known centre of education, law, medicine and philosophy, and is the second-biggest financial centre (after London). It is widely considered to be an extremely beautiful city, and is amongst Britain's most visited tourist centres.

**Cardiff**

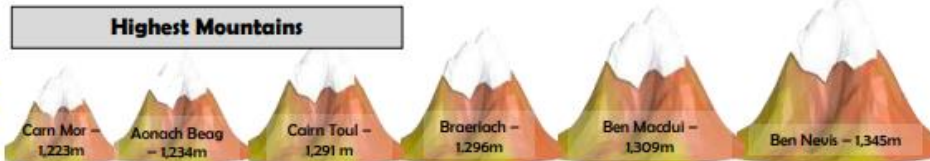
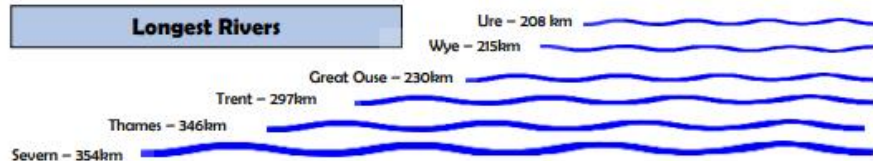
Cardiff is the capital and largest city of Wales, and the fifth-largest city in the UK. It is the seat of the National Assembly for Wales. Cardiff is Wales' chief commercial centre, and also its most visited city. Cardiff has undergone major development recently, to create new and vast business and sporting districts, including the Principality Stadium.

**Belfast**

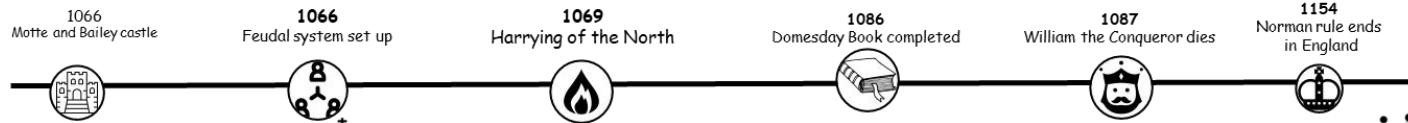
Belfast is the capital and largest city of Northern Ireland. Since the early 19<sup>th</sup> Century, Belfast has been a major port, playing a key role in the Industrial Revolution and was the place in which *The Titanic* was built. Belfast was the scene of widespread violence in 'The Troubles' of the 1980s and 1990s, however it is now ranked as one of the UK's safest cities.

### Physical Geography Features

<b>Natural Resources</b>		About 75% of land in the UK is suitable for farming – farmers both grow crops and rear animals. Oil and natural gas are also produced. Britain also has rich deposits of coal.	<b>What?</b> Coal production is down one-fifth since the mid-20 <sup>th</sup> Century.	<b>Key Fact:</b> Crops are grown on flatter land, animals reared on more mountainous zones.
<b>National Parks</b>		There are 15 National Parks across England, Scotland and Wales, which have all been created since 1950. National Parks aim to protect the outstanding countryside in their area, and provide recreation opportunities.	<b>What?</b> The largest National Park is called Cairngorms in Scotland, at 3,800 km <sup>2</sup>	<b>Key Fact:</b> National Parks account for 10% of the total land in England, and 20% of Wales.
<b>Climate and Weather</b>		The UK has a reputation for grey skies, and indeed over half of all days are overcast. Britain is milder than other places at the same latitude, largely because of warm air arriving from the Atlantic via the Gulf Stream. In general, the south is warmer and brighter than the north.	<b>Where?</b> The east coast of the United Kingdom is drier than the west coast.	<b>Key Fact:</b> Northern Scotland has an average 5 hours of sun a day, whilst the Isle of Wight in the south has 8 hours.
<b>Loch Ness</b>		Loch Ness is a large, deep freshwater lake in the Scottish Highlands. For years, there was rumoured to be a monster ('Nessie') living in the lake, but this was later revealed to be a hoax!	<b>Where?</b> Loch Ness is 37km southwest of Inverness.	<b>Key Fact:</b> The Loch Ness Monster was first reported on in 1933.
<b>Topography</b>		The terrain of Britain is roughly split into highland and lowland by the Tees-Exe line (shown in picture). North and West of the line are the highlands (including Ben Nevis and Mount Snowdon) whilst to the south and east of the line are lowlands (including the Fens).	<b>Where?</b> The highest mountains on Great Britain are in the Scottish Highlands.	<b>Key Fact:</b> You could say the UK's tallest mountain is actually Mount Hope, in British Antarctic Territory, at 3239m!



## Y7 LP2 Norman Conquest Knowledge Organiser



### Power of the church

The church was very powerful in Medieval England. Everyone had to be religious and a Christian. The church was at the heart of the village, everyone went there to hear news, gossip and bible stories. As ordinary people could not read or write they relied on the priests and monks to read the bible for them, as the only people who could read and write, the clergy were well trusted. People believed everything the priests said. The church sometimes challenged the power of the King, this caused problems.



### Peasant life

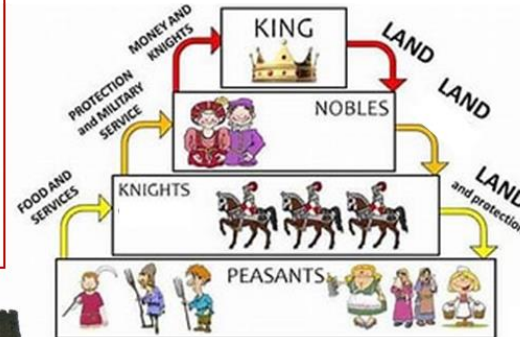
A peasant's life was very difficult. There were two types of peasant, freemen and villeins.

Freemen were allowed to move around the village without the Lord's permission, they rented land from the Lord in exchange for food and goods they made.

Villeins were slaves, they were owned by the Lord and had to work on the land for free. They had to complete boon-work for the lord whenever he asked and could not leave or even marry without the Lord's permission!



William the Conqueror Ruled England 1066-1087



### Feudal Pyramid of Power

William also set up the Feudal System. This forces the English to give William their taxes and promises of loyalty, in return for protection and land to farm. William is at the top of the system, as he holds all the land and money, which he gives to the Barons. They promise William their money, soldiers and loyalty. They give the land to the knights in return for loyalty and military service. Finally, the knights give the land to the peasants. The peasants farm the land and give food, money and services to the knights.



**Harrying of the North:** A revolt in the north led to William's men burning villages, slaughtering the inhabitants, killing animals and destroying crops, leading to starvation. Norman troops put salt in soil, stopping crops from growing. People ate dogs, cats and each other to survive! This was a fear tactic used by William, to stop anyone else rebelling against him.



### The Domesday Book:

Created in 1086 to tell William how much property was owned

by the people of England to allow him to tax them more heavily.

Stone Keep Castle



### Castles:

Norman castles were large, imposing buildings that were built to intimidate, bully and administrate the local area. They commanded the landscape in every direction. The location was incredibly important. They had to be high enough to see attackers coming, defend important routes such as the old Roman roads or river crossings, have easy access to resources such as wood, food and water, and also have natural advantages for defence. The first castles were wooden and called Motte and Bailey. Later, they were built out of stone, with higher walls & towers.

Motte and Bailey castle



Concentric Castle



Keywords	
T2 Words for the world	
Census	A survey of everyone in the country, done every 10 years
Defence	Resisting attack
Change	Things that alter over time
Continuity	Things that stay the same over time
Social hierarchy	The ranking of people in a group based on their power.
Concentric	A castle within a castle, with round walls.
T3 History specific words	
Feudal system	Organising society based on land and loyalty to the King.
Villein	A peasant owned by the Lord.
Freeman	A peasant who has freedom to move
Motte and Bailey castle	A wooden castle on a hill (Motte) surrounded by a village (Bailey)
Peasant	Poor, works land, owned by Lord.
Stone Keep	A stone castle with tower (Keep).

## ICT

Key Vocabulary	
Vocabulary	Definition
Bullying	Persistently doing something to upset somebody else.
Cyberbullying	Persistently doing something to upset somebody else in an online environment (for example on social media or text messages).
Fake News	News which is being portrayed as real however it is false.
Self-Esteem	How you feel about yourself.
Propaganda	Content created by somebody to influence your views on a certain topic or another person. This could be as a poster, video or photograph
PowerPoint	A presentation software by Microsoft, this software is used to display text and images to viewers.
Formatting	Making your PowerPoint look visually appealing by changing colours, text font, text size or how big your images are.
Transitions	Changing how your slide will go from one to the other
Animations	Making images or text appear on your slide at different times. This is good for pacing information coming onto your slides.

**Knowledge**

PowerPoint logo



A slide on PowerPoint



New slide button



Shapes

Shapes button – used to create different shapes

File Home Insert Draw Design Transitions Animations Slide Show Record Review View Help

The ribbon on PowerPoint – where all the options are.

Preview

None Replay Rewind

Different animations you can apply to text or images on your PowerPoint

Preview

None Morph Fade

Different transitions that can be applied to different slides.



# YEAR 7 — PLACE VALUE AND PROPORTION...

## FDP equivalence

@whisto\_maths

What do I need to be able to do?

By the end of this unit you should be able to:

- Convert fluently between fractions, decimals & percentages

### Keywords

**Fraction:** how many parts of a whole we have

**Decimal:** a number with a decimal point, used to separate ones, tenths, hundredths etc.

**Percentage:** a proportion of a whole represented as a number between 0 and 100

**Place value:** the numerical value that a digit has decided by its position in the number

**Placeholder:** a number that occupies a position to give value

**Interval:** a range between two numbers

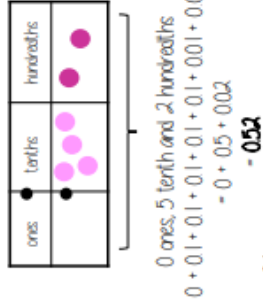
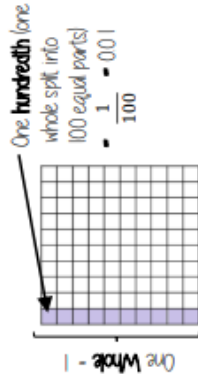
**Tenth:** one whole split into 10 equal parts

**Hundredth:** one whole split into 100 equal parts

**Sector:** a part of a circle between two radius (often referred to as looking like a piece of pie)

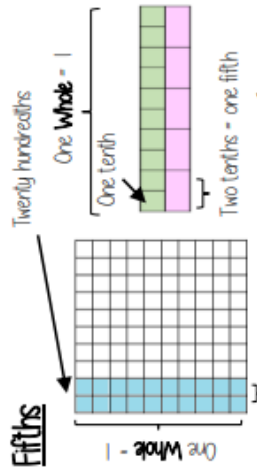
**Recurring:** a decimal that repeats in a given pattern

### Tenths and hundredths

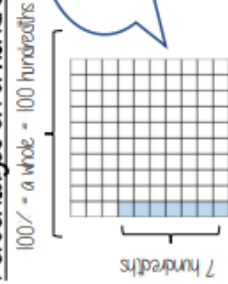


One tenth (one whole split into 10 equal parts) =  $\frac{1}{10} = 0.1$

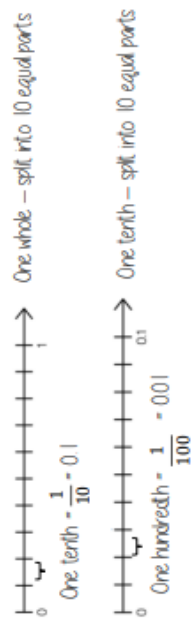
### Fifths



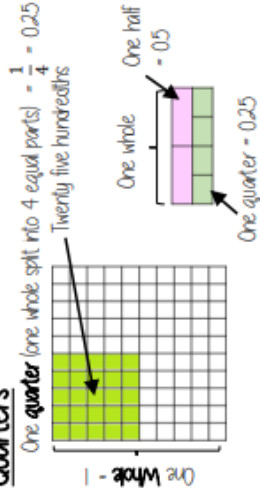
### Percentages on a hundred grid



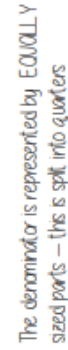
### On a number line



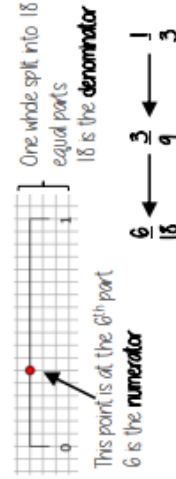
### Quarters



### Fractions — on a diagram



### Fractions — on a number line



### Simple pie charts



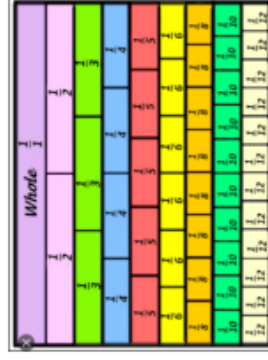
Split into 10 parts =  $10\% = 36^\circ$

Split into 2 parts =  $50\% = 180^\circ$

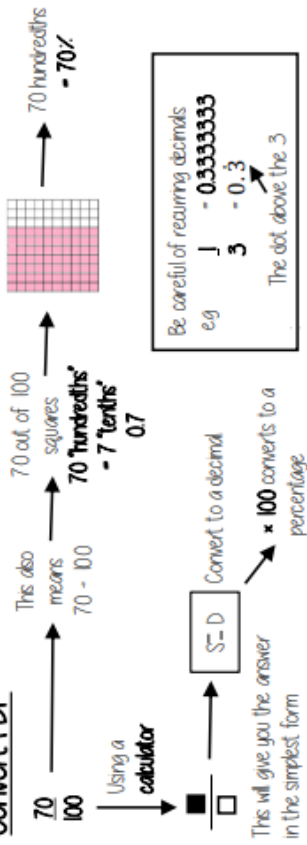
Split into 5 parts =  $20\% = 72^\circ$

### Equivalent fractions

Represent equivalence with fraction walls



### Convert FDP





## Knowledge Organiser Year 7 Mi tiempo libre – My free time

### ¿Qué te gusta hacer?

### What do you like to do?

Me gusta	<i>I like</i>
Me gusta mucho	<i>I really like</i>
No me gusta	<i>I don't like</i>
No me gusta nada	<i>I really don't like</i>
Chatear	<i>to chat online</i>
Escribir correos	<i>to write emails</i>
Escuchar música	<i>to listen to music</i>
Jugar a los videojuegos	<i>to play computer games</i>
Leer	<i>to read</i>
Mandar SMS	<i>to send messages</i>
Navegar por internet	<i>to surf the internet</i>
Salir con mis amigos	<i>to go out with my friends</i>
Ver la televisión	<i>to watch TV</i>
Porque es...	<i>because it is</i>
Porque no es...	<i>because it is not</i>
Interesante	<i>interesting</i>
Guay	<i>cool</i>
Divertido/a	<i>fun/funny</i>
Estúpido	<i>stupid</i>
Aburrido	<i>boring</i>

### ¿Que haces en tu tiempo libre?

### What do you do in your free time?

Bailo	<i>I dance</i>
Canto karaoke	<i>I sing karaoke</i>
Hablo con mis amigos	<i>I chat with my friends</i>
Monto en bici	<i>I ride my bike</i>
Saco fotos	<i>I take photos</i>
Toco la guitarra	<i>I play guitar</i>

### ¿Qué tiempo hace?

### What's the weather like?

Hace calor	<i>It's hot</i>
Hace frío	<i>It's cold</i>
Hace sol	<i>It's sunny</i>
Hace buen tiempo	<i>It's nice weather</i>
Llueve	<i>It's raining</i>
Nieva	<i>It's snowing</i>
¿Qué haces cuando...?	<i>What do you do when...</i>
La primavera	<i>spring</i>
el verano	<i>summer</i>
El otoño	<i>autumn</i>
El invierno	<i>winter</i>

### ¿Qué deportes haces?

### What sports do you do?

Hago artes marciales	<i>I do martial arts</i>
Hago atletismo	<i>I do athletics</i>
Hago equitación	<i>I do horseriding</i>
Hago gimnasia	<i>I do gymnastics</i>
Hago natación	<i>I do swimming</i>
Hago patinaje	<i>I do skating</i>
Hago patinaje sobre hielo	<i>I do ice-skating</i>
Juego al baloncesto	<i>I play basketball</i>
Juego al fútbol	<i>I play football</i>
Juego al tenis	<i>I play tennis</i>
Juego al voleibol	<i>I play volleyball</i>
Juego al balón prisionero	<i>I play dodgeball</i>

**Cognate: a word that is spelt the same in Spanish and English, and the usually mean the same! E.g. piano - piano**

### Algunos preguntas

### Some questions

¿qué?	What?
¿cuándo?	When?
¿cómo?	How?
¿dónde?	Where?
¿cuántos?	How many?

### Palabras muy frecuentes

### High frequency words

Con	<i>with</i>
Cuando	<i>when</i>
Generalmente	<i>generally</i>
Mucho	<i>a lot</i>
No	<i>no</i>
O	<i>or</i>
Pero	<i>but</i>
Porque	<i>because</i>
Sí	<i>yes</i>
También	<i>also</i>
Y	<i>and</i>
¿y tú?	<i>And you?</i>



Year 7 — Learning Programme 2 — African Music

Traditional African Instruments



**Djembe**

A single-headed, goblet-shaped drum that is played with the hands.



**Dundun**

A large double-headed drum played with a stick. Often worn on the shoulder using a strap. Often a bell-like instrument is mounted on the dunun. A dunun can produce three sounds: open, muted and the bell sound.



**Agogo**

A bell-like instrument that can produce two pitches. Often leads the ensemble keeping everyone else in time.



**Talking Drum**

A drum with skins on both the top and bottom of its body. It is played with a beater and the performer is able to squeeze the drum's tension chords, which changes the pitch of the drum, imitating a human voice.



**Mbria (Idiophone)**

A thumb piano. Traditionally made of wood but have metal keys to create different pitches.



**Shekere**

A shaker made of dried gourd wood and beads or cowries woven into a net covering the gourd.



Minim

2 Beats



Crotchet

1 Beat



Quaver

1/2 a Beat



Semiquaver

1/4 of a Beat

KEY VOCABULARY

DEFINITION

Imitation

Copying what the leader has played.

Call and Response

The leader plays a rhythm, then the response is different to the first rhythm.

Harmony

Two or more different notes heard at the same time.

Unison

Singing or performing the same thing in a group.

Tempo

How fast the music is.

Rhythm

How long or short the notes are or how the music is played.

Ostinato

A repeating musical pattern.

Polyrhythm

Many different rhythms played at the same time.

Structure

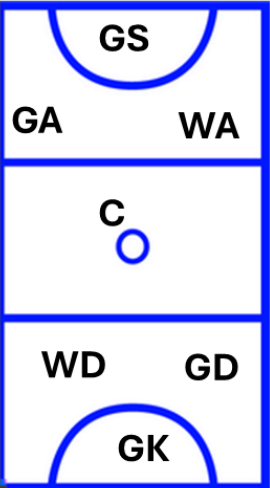
How the music is organised or laid out.

Solo

When a musician or performer performs on their own.

## Physical Education

<i>Year 7 - Key Skills - Netball</i>		<i>Key Terms</i>	
Passing	Various passes can be used within the game; chest, bounce, shoulder and overhead.	<b>Tactical Skills</b> Attack and Defence Free Space Losing an opponent Change of speed Timing Decision making	<b>Physical Fitness</b> Coordination Agility Reaction time Power Stamina Strength
Catching	A skill used to receive the ball, enabling the team to keep possession of the ball.		
Footwork	A player is able to receive the ball: With both feet grounded or by jumping to catch the ball and landing on two feet simultaneously.		
Dodging	A change of speed and direction in order to get free into space to receive the ball		
Shooting	A skill used by Goal Attack and Goal Shooter within the game to score a goal		

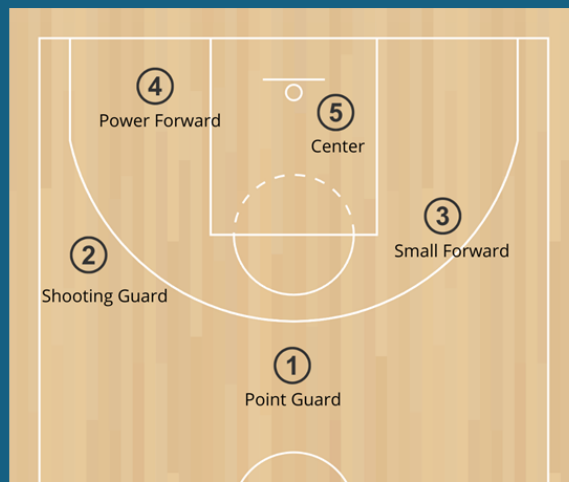
<i>Positions</i>	<i>Key Rules</i>
	The game lasts 60 minutes and is split into four quarters of 15 minutes
	Players must not make any physical contact with another player on the court.
	Defenders must stand at least 1m away from the player with the ball
	During the game, a player with the ball can only pivot with their landing foot.
	A player must pass or shoot for goal within three seconds of receiving the ball
	The ball cannot be thrown over a complete third of the court without being touched by another player

## Year 7 - Key Skills - Basketball

## Key Terms

Passing	Various passes can be used within the game; chest, bounce, shoulder and overhead.	<b>Tactical Skills</b> Attack and Defence Free Space Losing an opponent Change of speed Timing Decision making	<b>Physical Fitness</b> Coordination Agility Reaction time Power Stamina Strength
Catching	A skill used to receive the ball, enabling the team to keep possession of the ball.		
Dribbling	To bounce the ball continuously with one hand. Required in order to take steps with the ball.		
Dodging	A change of speed and direction in order to get free into space to receive the ball		
Set Shot	A skill used by a player when they take a shot without leaving the floor.		

### Positions



### Key Rules

Players must not make any physical contact with another player on the court.

**Walking/Traveling.** Taking more than 'a step and a half' without dribbling the ball is traveling. Moving your pivot foot once you've stopped dribbling is traveling.

**Double Dribble.** Dribbling the ball with both hands on the ball at the same time or picking up the dribble and then dribbling again is a double dribble.

**Backcourt violation.** Once the offense has brought the ball across the mid-court line, they cannot go back across the line during possession. If they do, the ball is awarded to the other team to pass inbounds.

# RE KNOWLEDGE ORGANISER

## What are Ultimate Questions?

# Y7 LP2



### ULTIMATE QUESTIONS



**Original sin** refers to the story where Adam and Eve were banished from the Garden of Eden for disobeying God's commands. Many believe this is a literal story and this is how sin was brought into the world.

On the seventh day, God rested.

### The Fall

God created Adam and put him to live in the Garden of Eden. God told Adam that he could do anything he wanted, except eat the fruit of the tree of the knowledge of good and evil. Later, God created Eve to be Adam's wife. Eve was tricked by the serpent into eating the fruit of the tree of the knowledge of life and death, and gave some of the fruit to Adam. When God next visited the Garden he realised that they had disobeyed him, so he banished them from the Garden of Eden into the harsh world outside. God also banned them from eating the fruit of the tree of life, and so death entered the world.



Questions that do not have a right or wrong answer. Questions that people have lots of different opinions about. 'Big' questions, about things like life, death and meaning.

**Examples:** "Is there a God?" "What is the meaning of life?"

Questions that have a right or wrong answer. Questions about everyday things or less important things.

**Examples:** "What time does school start?" "What are the rules of football?"

### GENERAL QUESTIONS

	Why do bad things happen to good people?	Where did we come from?	What happens after we die?	What is the meaning of life?	Is there a God?
Judaism	<ul style="list-style-type: none"> <li>• People choose to do wrong.</li> <li>• God created evil for a reason.</li> <li>• Gives people the chance to do good.</li> </ul>	<ul style="list-style-type: none"> <li>• The world and people created by God.</li> </ul>	<ul style="list-style-type: none"> <li>• People will go to Heaven or Hell.</li> </ul>	<ul style="list-style-type: none"> <li>• Follow God's teachings.</li> <li>• Worship God.</li> <li>• Read holy books (the Torah).</li> <li>• Celebrate holy days.</li> </ul>	Yes
Christianity	<ul style="list-style-type: none"> <li>• People choose to do wrong.</li> <li>• The devil.</li> <li>• Original sin.</li> </ul>	<ul style="list-style-type: none"> <li>• The world and people created by God OR;</li> <li>• Scientific explanations.</li> </ul>	<ul style="list-style-type: none"> <li>• People will go to Heaven or Hell OR;</li> <li>• Some people will be tortured before Heaven (purgatory).</li> </ul>	<ul style="list-style-type: none"> <li>• Follow Jesus' example.</li> <li>• Love your neighbour.</li> <li>• Treat others as you would like them to treat you.</li> <li>• Worship God.</li> </ul>	Yes
Islam	<ul style="list-style-type: none"> <li>• People choose to do wrong.</li> <li>• Shaytaan (the devil)</li> <li>• Life is a test.</li> </ul>	<ul style="list-style-type: none"> <li>• The world and people created by God.</li> </ul>	<ul style="list-style-type: none"> <li>• People will go to Paradise or Hell.</li> </ul>	<ul style="list-style-type: none"> <li>• Believe in one God.</li> <li>• Follow the example of the Prophets.</li> <li>• Follow Five Pillars.</li> </ul>	Yes
Hinduism	<ul style="list-style-type: none"> <li>• Bad things people have done in a past life will punish them</li> </ul>	<ul style="list-style-type: none"> <li>• The world and people created by God.</li> </ul>	<ul style="list-style-type: none"> <li>• People come back to life in another body (reincarnation).</li> </ul>	<ul style="list-style-type: none"> <li>• Respect God.</li> <li>• Help others</li> <li>• Care for all living things.</li> <li>• Worship God.</li> </ul>	Yes
Buddhism	<ul style="list-style-type: none"> <li>• People are greedy and want more than they have.</li> </ul>	<ul style="list-style-type: none"> <li>• The world has always been there and always will.</li> </ul>	<ul style="list-style-type: none"> <li>• People come back to life in another body (reincarnation).</li> </ul>	<ul style="list-style-type: none"> <li>• Follow the steps of right behaviour.</li> <li>• Avoid being greedy.</li> <li>• Follow example of Buddha</li> </ul>	No
Sikhism	<ul style="list-style-type: none"> <li>• People choose to do wrong.</li> <li>• Gives people the chance to do good.</li> </ul>	<ul style="list-style-type: none"> <li>• The world and people created by God.</li> </ul>	<ul style="list-style-type: none"> <li>• People come back to life in another body (reincarnation).</li> </ul>	<ul style="list-style-type: none"> <li>• Treat everyone equally.</li> <li>• Respect the holy book.</li> <li>• Wear special items.</li> <li>• Worship God.</li> </ul>	Yes

### How does light travel?

**Luminous** objects are sources of light.  
**Non-luminous** objects do not produce their own light.

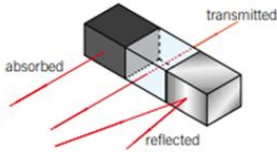
When light hits an object it can be **absorbed, reflected, or transmitted.**

If an object is:

**transparent** – most light is transmitted

**translucent** – light is scattered

**opaque** – no light is transmitted so a shadow is produced.



Light can travel through gases, some solids and liquids, and completely empty space (a vacuum).

The speed of light in a **vacuum** is about 300 000 km/s.

Distances in space are measured in **light-time**. Remember that light-time is a distance (not a measure of time).

A light-minute is the distance light travels in one minute.

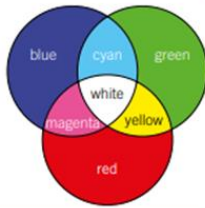
A light-year is the distance light travels in one year.

### Colours of light

A **prism** refracts different colours of light by different amounts. This disperses light into a continuous **spectrum** of colours.

The **primary colours** of light are **red, green, and blue.**

**Secondary colours** are produced when any two primary colours are mixed.



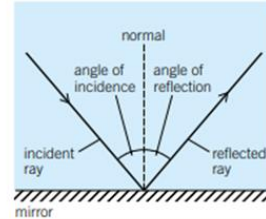
**Filters** subtract colours from white light, so that only one colour of light is transmitted.

Objects appear to be different colours because they reflect some colours of light and absorb others.

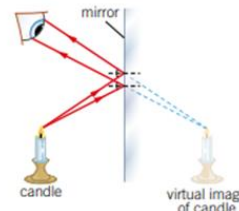
Black objects absorb all colours and white objects reflect all colours.

### Reflection and refraction of light

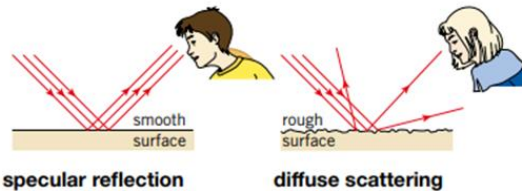
The **law of reflection** states that: The **angle of incidence** is equal to the **angle of reflection.**



Images in mirrors are **virtual** – they look like they are behind the mirror.



Whether or not you can see a clear reflected image depends on how smooth the surface is:

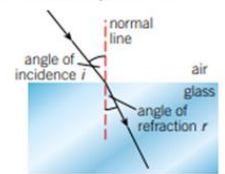


**Refraction** is when light changes direction when it travels from one **medium** (material, such as air or water) to another.

Refraction happens because light travels at different speeds in different materials.

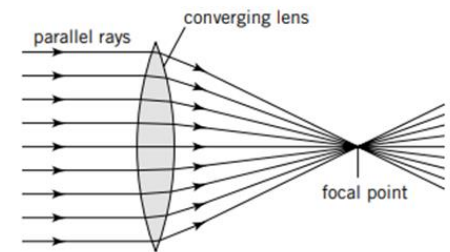
Rays of light will be refracted:

- towards the **normal** if they slow down, such as going from air to glass
- away from the normal if they speed up, such as going from water to air.



**Lenses** use refraction to spread out or **focus** light.

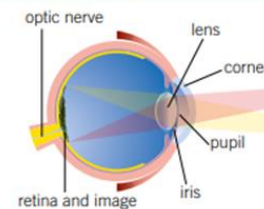
**Convex** (or **converging**) lenses (like the ones in your eyes) are shaped to focus the light to a point – called the **focal point**.



### How do eyes and cameras work?

Light entering your eye is refracted by the **lens**, focusing it on the **retina** and creating an inverted image.

**Photoreceptors** detect the light hitting your retina and send an electrical impulse to your brain.

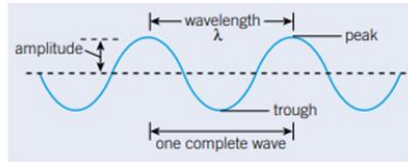


Cameras work in the same way as your eye – light passes through an opening and a **real image** is formed on a screen or film.

Digital cameras now have a **charge-coupled device (CCD)** instead of film – when light hits a **pixel** it produces an electrical charge.

## Properties of waves

A wave is an **oscillation** or **vibration** that transfers energy. Matter is not transferred. Waves can be longitudinal or transverse.



**Amplitude** – distance from the middle to the top or bottom of the wave

**Wavelength** – distance between a point on the wave to the same point on the next wave

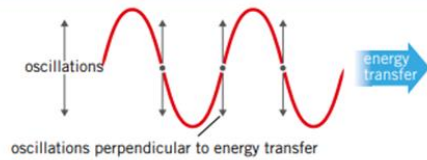
**Trough** – bottom of the wave **Peak** – top of the wave

**Frequency** – how many waves go past a particular point in a second, measured in **hertz** (Hz) or kHz

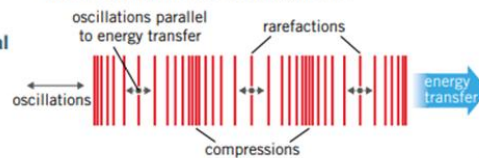
If waves meet they **superpose**. This means they add up or cancel out, depending on if they are in time with each other or not.

## Transverse and longitudinal waves

### Transverse waves



### Longitudinal waves



## Sound waves

Sound is produced by vibrations, which make air molecules oscillate.

Sound is a longitudinal wave.

speed of sound

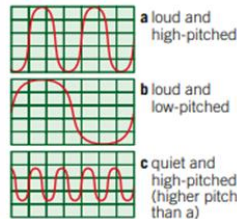
fastest ↑ in solids (e.g., steel = 5000 m/s)  
 in liquids (e.g., water = 1500 m/s)  
 slowest ↓ in gases (e.g., air = 340 m/s)

Waves can be **reflected** from a surface. The wave hitting the surface is the **incident wave**, and the wave bouncing off is the **reflected wave**.

A reflected sound wave is heard as an echo. The time delay of an echo can be used to work out the distance to an object.

**Ultrasound** (waves >20kHz) is used to make images of unborn babies, in medical scans, and for underwater (sonar) searches.

## Measuring sound



**Oscilloscopes** display sound waves.

Humans can hear frequencies 20 Hz to 20 kHz. Above this is **ultrasound**. Below this is **infrasound**.

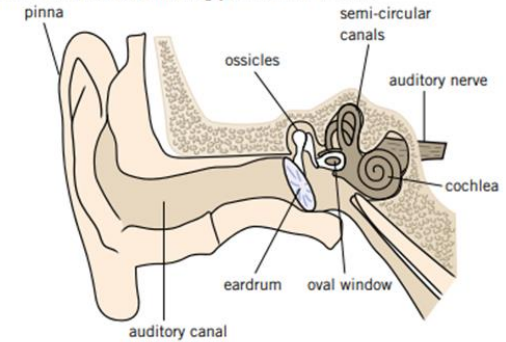
Sound volume is measured in **decibels** (dB). The decibel scale is not linear – a 10dB increase is 10 times the volume.

## Recording and playing sounds

In a microphone sound waves hit a **diaphragm** making it vibrate. This produces an electrical signal by moving a coil of wire over a magnet. Speakers are the opposite to microphones – an electrical signal is turned into sound by moving a cone backwards and forwards.

## Hearing

Your ear is made of many specially adapted structures that detect and transmit sound waves, allowing you to hear noises.



Part of ear	Structure	Function
outer ear	<b>pinna</b>	directs sound into auditory canal
	<b>auditory canal</b>	sound travels through it to reach the eardrum
	<b>eardrum</b>	vibrates and passes vibrations to the ossicles
middle ear	<b>ossicles</b>	tiny bones that <b>amplify</b> sound
inner ear	<b>cochlea</b>	filled with thousands of tiny hairs and liquid – sound makes the hairs move, which sends an electrical signal to your brain
	<b>semi-circular canals</b>	helps you keep your balance

**Hearing damage** be caused by a number of factors, for example:

- a hole in the ear drum (grows back naturally)
- canal blocked with wax (curable)
- loud sounds or injury, causing damage to the hairs in the cochlea (permanent).

## •Key Vocabulary Light

- Reflection** - the bouncing back of light from a surface.
- Refraction** - the bending of light as it passes from one medium to another.
- Transmission** - the passage of light through an object.
- Absorption** - the process by which light energy is taken in by a material.
- Dispersion** - the separation of light into its different wavelengths (colors).
- Intensity** - the brightness or strength of light.
- Opaque** - not allowing light to pass through; not transparent.
- Transparent** - allowing light to pass through so that objects behind can be distinctly seen.
- Translucent** - allowing light to pass through, but not detailed shapes.
- Angle of incidence** - the angle that an incoming light ray makes with the normal to the surface it strikes

## •Key Vocabulary Sound

- Frequency** - the number of waves that pass a point in one second; measured in hertz (Hz).
  - Amplitude** - the height of a wave, related to the loudness of the sound.
  - Vibration** - a rapid back and forth motion that produces sound.
  - Pitch** - the perceived frequency of a sound; how high or low a sound is.
  - Echo** - a reflected sound wave.
  - Medium** - the material through which sound travels (e.g., air, water, solid).
  - Resonance** - the reinforcement of sound by reflection or by the vibration of a nearby object.
  - Wavelength** - the distance between successive crests of a wave.
  - Decibel** - a unit used to measure the intensity of sound.
-

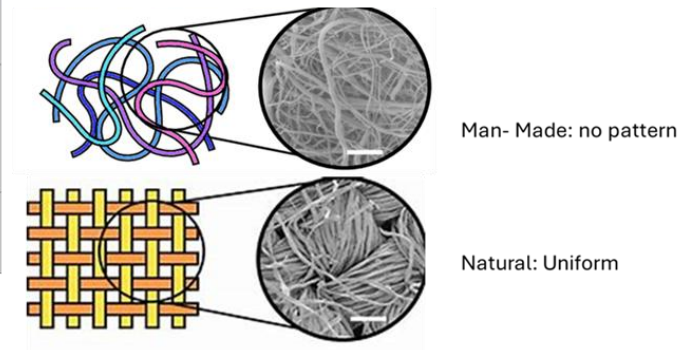
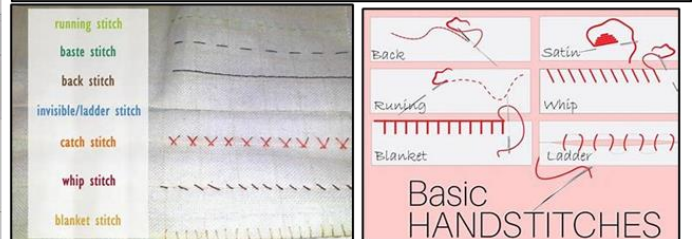


# Y7 Fibers & Material Properties: Textiles

Natural fibre	Properties	Uses
Cotton (plant)	Highly absorbent so is comfortable to wear, strong and durable, easy to care for but can shrink and has poor elasticity so creases	Most clothing, bed linen, upholstery fabric and in the medical industry (because it can be boiled)
Linen (plant)	Highly absorbent and cool to wear, very strong and durable, poor elasticity so creases easily	Summer clothing, upholstery fabric, table clothes and napkins
Hemp (plant)	Absorbent, strong and naturally antibacterial	Carpets, rugs and ropes
Jute (plant)	Absorbent and very strong but coarse	Bags, sacks for vegetables, carpets and twine
Wool (animal)	Absorbent with good insulating properties due to the fibre's natural crimp (curl), has good elasticity so doesn't crease much, relatively strong but can shrink on washing	Jumpers, suits, carpets and blankets
Manufactured fibre	Properties	Uses
Acrylic	Like all synthetic fibres, has good strength with good elastic properties so doesn't crease, has poor absorbency but can be a good insulator if crimp is added to replicate wool fibres	Jumpers and other knitted clothing that looks like wool, fake fur jackets
Polyester	Hardwearing with good tensile strength, good elasticity but poor absorbency, a highly versatile fibre	Clothing and sportswear
Nylon (polyamide)	A hardwearing fibre with good tensile strength, has good elasticity so doesn't crease and is resistant to chemicals, not absorbent and melts easily	Parachutes, tents, rucksacks, sports clothing, rope and carpets



a thread or filament from which a vegetable tissue, mineral substance, or textile is formed:



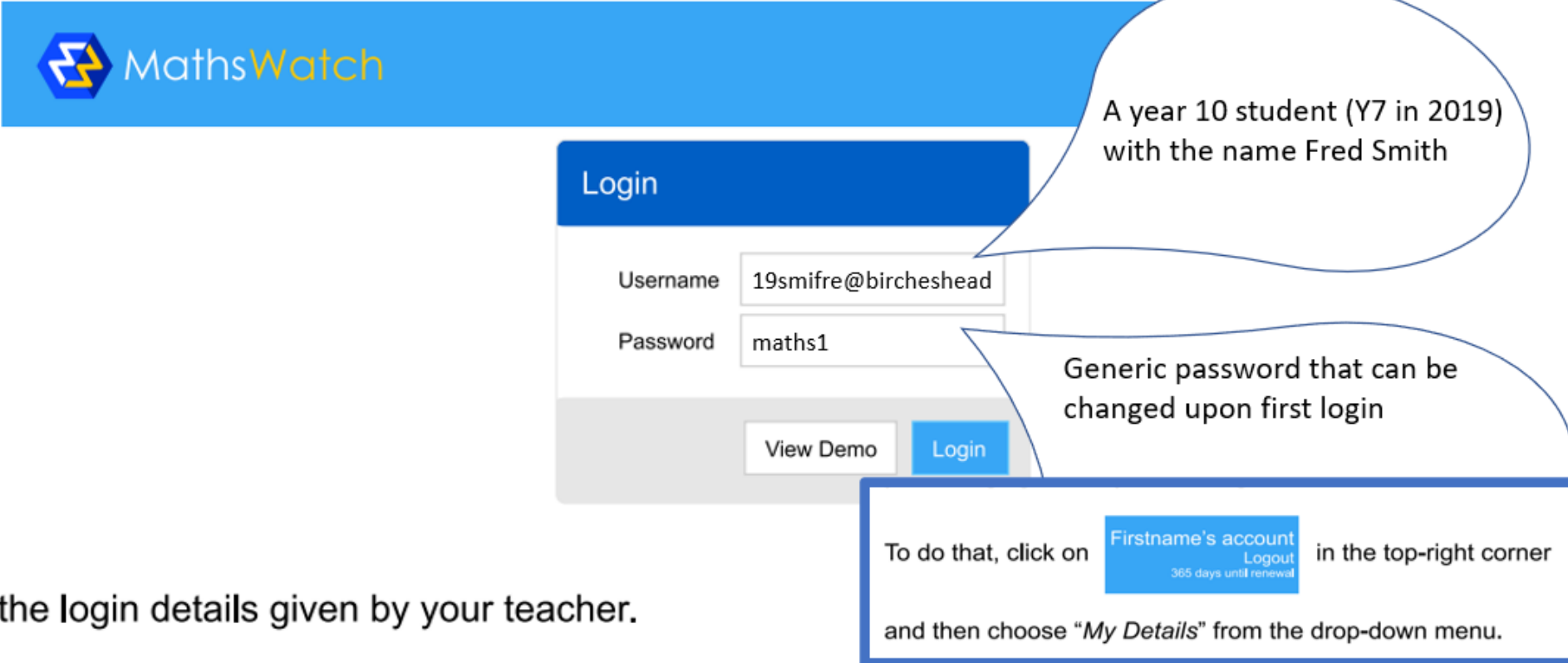
<b>AESTHETIC</b> 	<b>COST</b> 	<b>CUSTOMER</b> 	<b>ENVIRONMENT</b> 	<b>SAFETY</b> 	<b>SIZE</b> 	<b>FUNCTION</b> 	<b>MATERIAL</b> 
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# MathsWatch / SENECA / Kerboodle Instructions

## MathsWatch

Please navigate to [vle.mathswatch.co.uk](http://vle.mathswatch.co.uk) using your preferred browser (we do recommend Google Chrome but IE, Safari and others should work just as well).

You will be presented with this login page:



The screenshot shows the MathsWatch login interface. At the top left is the MathsWatch logo. Below it is a blue header bar. The main content area is titled "Login" and contains two input fields: "Username" with the value "19smifre@bircheshead" and "Password" with the value "maths1". Below the input fields are two buttons: "View Demo" and "Login".

Annotations on the screenshot include:

- A callout bubble pointing to the Username field: "A year 10 student (Y7 in 2019) with the name Fred Smith"
- A callout bubble pointing to the Password field: "Generic password that can be changed upon first login"
- A blue-bordered box at the bottom right containing the text: "To do that, click on **Firstname's account** Logout 365 days until renewal in the top-right corner and then choose "My Details" from the drop-down menu."

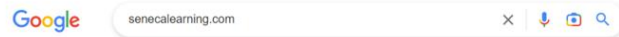
Use the login details given by your teacher.

# SENECA

## Information for Students: How to Sign up to Seneca

Please use the information below to learn how to sign up to Seneca Learning. This is where all of your English homework will be set.

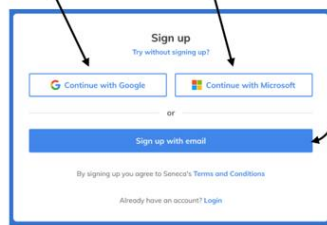
Step 1 – Go to a search engine (Google or Chrome) and go to **senecalearning.com**



Step 2 – Find the **sign up** button (top right of the screen) and click on it.

- Note: registering an account with Seneca is completely **free**. You will not be asked to enter any payment details.

Step 3 – You can **sign up** with your Gmail account, your Microsoft account or with your email address. Click on the icon.



Step 4 – Enter your details.

- If you have a Gmail or Microsoft account that you already use, just enter your details.
- If you do not have an email address, click **'Sign up with email.'**
- If you have clicked on the sign up with email button, you will be taken to a screen which looks like this:

If you do not have your own email address, use this formula:

[firstname.surname@bircheshead.com](mailto:firstname.surname@bircheshead.com)

e.g, if your name is Charlie Walker, it would be:

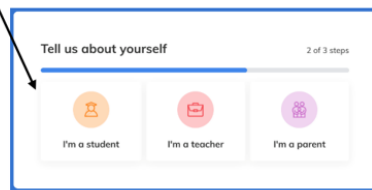
[charlie.walker@bircheshead.com](mailto:charlie.walker@bircheshead.com)

The password is **password**

**Write your new email here:**

**@bircheshead.com**

Step 5 – Click on the **student icon** and then type in the school name and select your year group.

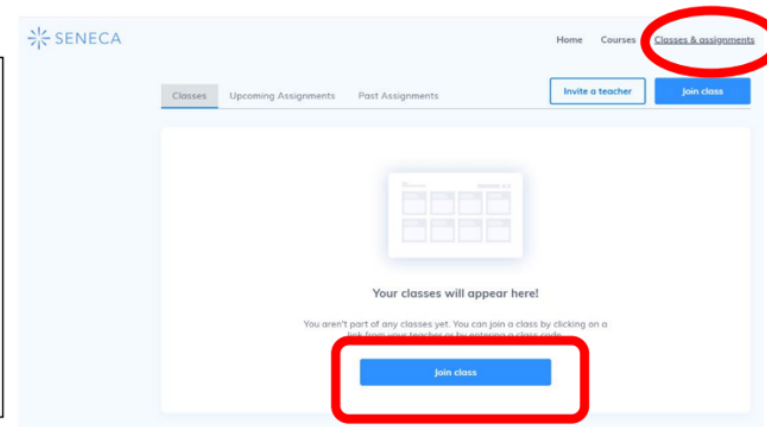


- You don't need a parent's email address, just **click the box** to say that you're over 13.

- Click the **Finish** sign up button.

Step 6 – Join your class by clicking on the **Classes & Assignments** button at the top right. Then click on the **Join class** button. Enter your **class code** given to you by your English teacher.

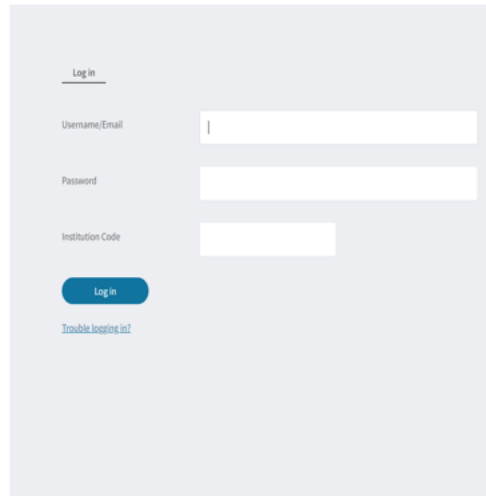
**Write your class code here:**



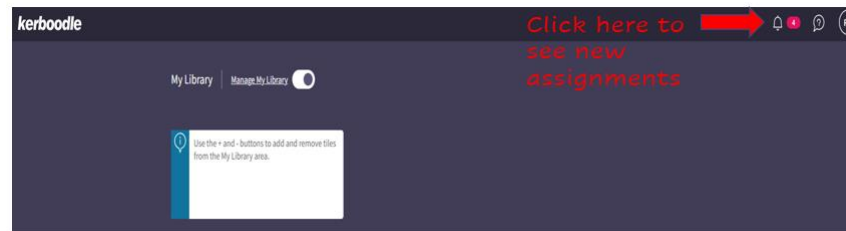
**Now you'll be able to access any homework set by your English teacher. Make a copy of your login details in your planner.**

# Kerboodle

- Go to [www.Kerboodle.com](http://www.Kerboodle.com)
- It will look like this:



- Your username is your first initial and your complete surname. E.g.
- Joe Bloggs would be jbloggs
- Your password is the same as your username the first time you login.
- The institution code is: ua3
  
- The first time you login you can change your password



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