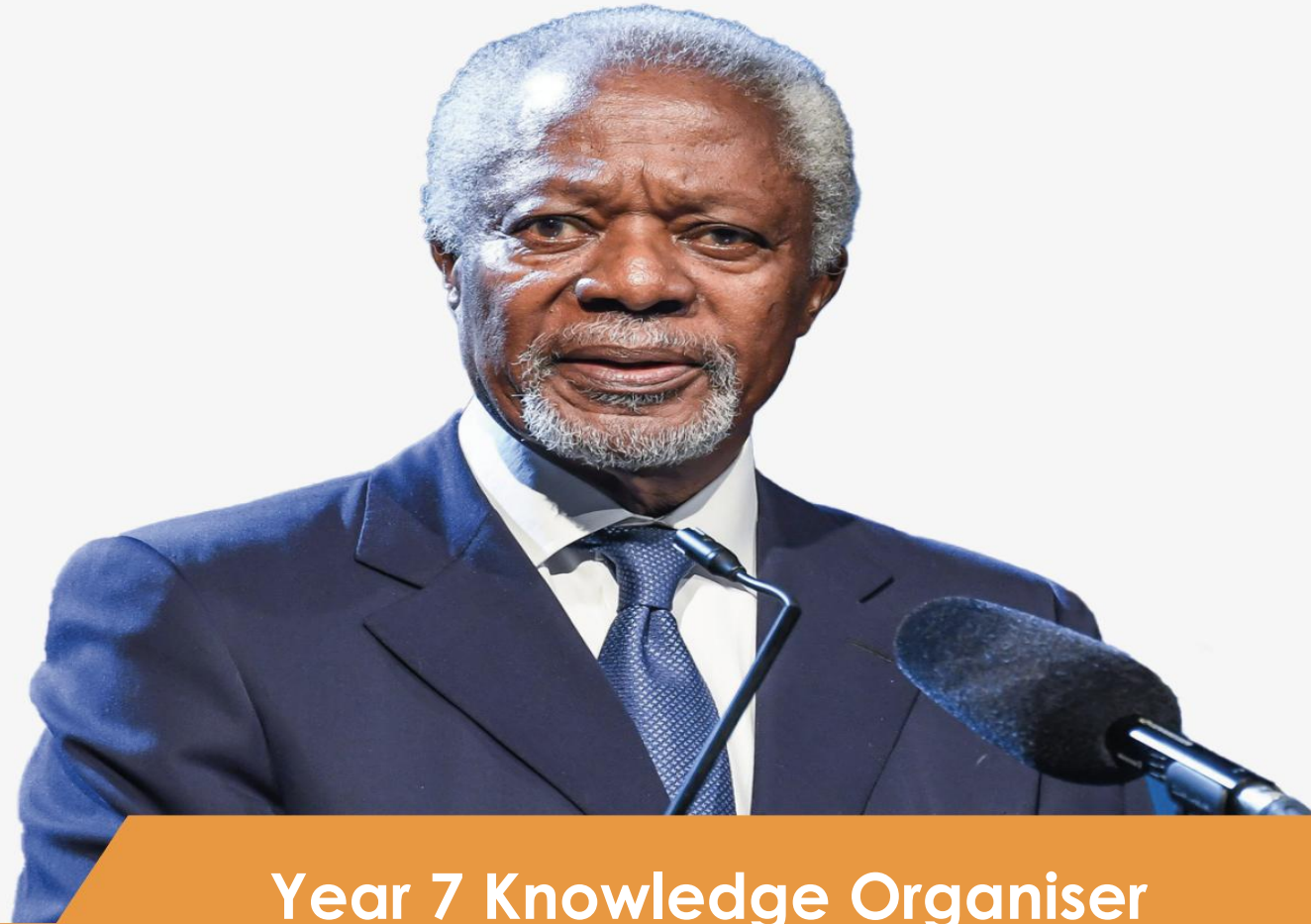




Frank Field
Education Trust

*“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 to use the Knowledge Organiser

Use of the Knowledge Organiser

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

The timetable outlines the tasks you will study during that week.

Your subject teacher will set the relevant homework task from the Knowledge Organiser booklet and inform you of when the homework is to be handed in.

Your homework is to be completed in your subject exercise book, unless the instructions are different within the task.

You need to bring your Knowledge Organiser and exercise books with you EVERYDAY to the academy.

You will also be tested in your lessons on knowledge from the organisers every week to ensure that the core knowledge is retained over time.

You should also be developing your core knowledge by developing your self-testing, revision and study skills techniques alongside the homework tasks.

You can use any of the adjacent techniques on top of the core homework tasks to enhance your revision skills.

Self-testing, revision and study skills techniques

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?

How to use...Flashcards

1. On one side of the flash card, write the word or question.
2. On the other side, write the definition for the word, or answer to the question.
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.
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.

You can also use the Leitner Method: <https://www.youtube.com/watch?v=C20EvKtdJwQ>

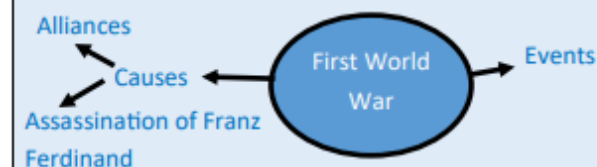
How to use... Look, Cover, Write, Check and Correct

1. Write your key words into the 'Look, Cover' column and then cover it.
2. Write out the meaning, definition or spelling in the 'Write' column.
3. Put a 'tick' or 'cross' in the 'Check' column depending on if you got the answer right.
4. If you got the answer incorrect, write the correct answer in the 'Correct' column.

Look , Cover	Write	Check	Correct
Noun	A person, place or	✓	
Algorithm	Algorithm	X	Algorithm

How to use... Mind Maps

1. Write out your topic or idea in the centre. E.g. The First World War.
2. Off of the main bubble, write out important categories to organise your ideas. E.g. causes of WWI and events in WWI
3. Then add your knowledge off of these branches. You might even be able to make connections between them.
4. Once made, then redraw as many of the connections as possible from memory. Correct any errors.



How to use... Explaining a process/ idea further

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 **because**, **but**, and **so**. These will help you to:

1. **Because:** helps to explain a reason, cause or why something works.
2. **But:** helps to explain a limitation or problem.
3. **So:** helps to explain what happens next in a sequence, process or event.

Check your sentences to see if your explanations or right or wrong. Correct any errors.

How to... Summarise a process/idea

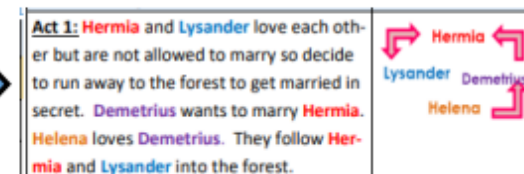
Rather than expand or explain a process, your teacher might ask you to summarise it into its key parts. E.g. summarising the plot 'A Midsummer Night's Dream' in English.

1. Read through the relevant part of your knowledge organiser as directed by your teacher.
2. Write out the (up to) 5 most important parts in your KO book, leaving a two lines in-between.
3. For each part, add **one** main idea.
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.

How to use... Subject Specific Tasks or Questions

Your teacher might choose to set a task that is not outlined here, and which is specific to that topic or their subject.

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.



Homework tasks

Week	Subject	Task
LP2.1	English	Complete Page 1 of the SPAG booklet.
	Maths	Complete the Maths homework task set on Sparx Maths.
	Science	Create a poster explaining the particle model of matter. Include: diagrams of solids, liquids and gasses.
	History	Write 2 PE paragraphs to describe each of William's problems after he conquered England.
	RE	Create a summary of the story of Jesus.
	Art	Write the definitions of the following keywords: media, tone, shape, texture, pattern, colour.
	Technology	Describe the difference between man-made and natural fibers.
	IT	Complete the fortnightly knowledge check homework on Teams.

Week	Subject	Task
LP2.2	English	Complete Page 2 of the SPAG booklet.
	Maths	Complete the Maths homework task set on Sparx Maths.
	Science	Write a method to investigate differing boiling points of two different substances. Include a hypothesis, scientific variables, equipment list and safety considerations.
	Geography	Make a list of what is included in: The British Isles, Great Britain, The UK.
	Spanish	Log onto your personal Languagenut account and complete the appropriate homework task.
	Drama	Make notes on the style, key influences and intention of William Shakespeare.
	Music	Create a poster on plain paper about African Drums using your knowledge organiser. This should include information and pictures.
	PE	Create a list of the positions (team sports) or events in your sport (athletics).

Week	Subject	Task
LP2.RLW	ALL	<p>This week is an opportunity to work on knowledge that has been identified during lessons as key areas for development.</p> <p>This could be additional revision and recall tasks from the knowledge organisers or it could be specific tasks set by classroom teacher.</p>

Homework tasks

Week	Subject	Task
LP2.3	English	Complete Page 3 of the SPAG booklet
	Maths	Complete the Maths homework task set on Sparx Maths.
	Science	Answer the following questions: What is the difference between boiling and evaporation? Use the particle model to explain diffusion. Give an example. What is gas pressure? How does temperature affect it? Include diagrams where helpful.
	History	List 5 facts about the Harrying of the North.
	RE	Create a spider diagram of the reasons Christmas is important to Christians.
	Art	Explain the key features of Sarah Grahams work, explore your own opinions, reflecting on your thoughts.
	Technology	Explain why natural fibers are more expensive than man-made.
	IT	Complete the fortnightly knowledge check homework on Teams.

Week	Subject	Task
LP2.4	English	Complete Page 4 of the SPAG booklet
	Maths	Complete the Maths homework task set on Sparx Maths.
	Science	Create a mind map showing: The differences between atoms, elements, and compounds. The structure and function of the gas exchange system. The process of inhaling and exhaling.
	Geography	Write a paragraph to describe the climate of the UK.
	Spanish	Log onto your personal Languagenut account and complete the appropriate homework task.
	Drama	Look at the keywords. Learn their spelling and definition. Then use look, cover, write, check to test yourself.
	Music	Describe how IMITATION and CALL and response can be used in African Music. Use the definitions in your knowledge organiser to help you.
	PE	Practice some of the key techniques that are used within your sport/activity at home.

Homework tasks

Week	Subject	Task
LP2.5	English	Complete Page 5 of the SPAG booklet
	Maths	Complete the Maths homework task set on Sparx Maths.
	Science	Write a fact file titles 'How Lifestyle choices affects our health.'
	History	Look, cover, write, check key features of a Motte and Bailey castle.
	RE	Complete a P.E paragraph for each of Jesus' miracles.
	Art	Create a fact file about Sarah Grahams work, explore the key features and create a spider diagram.
	Technology	Highlight the differences in fabrics you have studied.
	IT	Complete the fortnightly knowledge check homework on Teams.

Week	Subject	Task
LP2.6	English	Complete Page 6 of the SPAG booklet
	Maths	Complete the Maths homework task set on Sparx Maths.
	Science	Produce a labeled diagram in pencil of the skeletal system.
	Geography	Write 10 facts about London.
	Spanish	Log onto your personal Languagenut account and complete the appropriate homework task.
	Drama	Create flashcards on the stylistic key features.
	Music	Create a revision card about African Music demonstrating your knowledge.
	PE	Create a mind-map of the key movements in your sport/activity.

Week	Subject	Task
LP2.7	English	Complete Page 7 of the SPAG booklet
	Maths	Complete the Maths homework task set on Sparx Maths.
	Science	Produce a diagram to illustrate the difference between a muscle, ligamen, a joint, tendons and cartlidge. Include a definition of each.

Cakes, Sweets & Treats

This Learning Programme you will be focusing on refining work by exploring ideas, selecting, and experimenting with appropriate media, materials, techniques, and processes.

1. How to refine your work.
2. How to select and explore multiple materials
3. Select key media to explore specific techniques
4. Identify successful use of materials
5. Explore multiple materials
6. Evaluate your use of processes
7. Identify successful experimentation.

KEY VOCABULARY	DEFINITION
Media	The materials used
Tone	Shades, ranging from dark to light
Shape	The outside line, joined to create a shape
Texture	Representation of how something feels
Pattern	A design in which shapes, lines and colours are repeated
Line	Basic visual element, used to create shapes
Form	Three dimensional shape, height, width, and depth
Colour	Different shades and tones
Review	An evaluation of artwork
Reflect	Think carefully and make comments
Analyse	Examine in detail



AO2

Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

What does this mean?

You need to demonstrate that you are able to explore, progress and improve your ideas through a development journey of experimentation, trails, samples, working things out as you go.

Refinement means to improve. You will learn from doing something then working out how to do it better and then having another go. This may take many steps.

AO2 should be seen as an integral part of your creative journey and not a separate thing.

How does it link with AO1?

Experimenting in response to your chosen artists

How does it link with AO3?

Recording your ideas and observations as you experiment and as your ideas develop. Recording your decisions.

How does it link with AO4?

Your experimentation and refinement of ideas should lead to a skilful personal and meaningful response.

How do I show this in my work?

- Refine a dominant idea by trying various compositions
- Refined techniques in a variety of media
- Have you developed an idea and not just used your first idea?
- Clearly demonstrate purposeful trialling of materials supported by notes
- Attempts to mimic the style/technique of an artist in your own work
- Selection and rejection of ideas
- Problem solving
- Showing stages of development

Reaching for the level 8/9:

How do I show

A highly developed ability to thoughtfully refine ideas.

A highly developed ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.

The level to which you experiment. Do you go through a number of processes refining along the way? Have you copied the artists work in a superficial way or have you really explored their technique? Have you taken risks and shown a highly developed creative journey as a result? Are your ideas unique?

Annotate your own work

- What have you produced and why?
- How does it link to the artist you have been looking at?
- Has the technique been successful and why?
- How might your work now develop?
- What have you learnt?
- What are your decisions?

Refinement is important, not just repetition

This Learning Programme you will be learning about the plays of William Shakespeare.

Key Vocabulary

Pace	How fast or slow you talk.
Pitch	How high or low a sound is.
Tone	The emotion in your voice.
Volume	How loud or quiet your voice is.
Unison	Two or more people doing something at the same time.
Prologue	Short intro to a play or story.
Backstory	The history of a character.
Hot Seating	Being questioned in character.
Thought Tracking	Character speaks their thoughts out loud
Exaggeration	Making something bigger, or louder.

Style

Shakespeare's theatre style was lively, dramatic, and full of energy. His plays were performed in open-air theatres like The Globe, where actors used expressive voices, bold gestures, and clever language to entertain the crowd.

William Shakespeare didn't just write plays – he helped shape how theatre was performed in his time! Here's what made his style special:

1. The Globe Theatre

Shakespeare's plays were performed in **The Globe**, a round, open-air theatre in London. It had **no roof** in the middle, so plays were performed during the day using **natural light**.

The audience stood or sat in different areas depending on how much they paid – the cheapest tickets were for standing in the yard!

2. Audience Interaction

Shakespeare's actors often **spoke directly to the audience**, especially in funny or dramatic moments. People watching could **cheer, boo, or shout** – it was lively and noisy!

3. All-Male Cast

In Shakespeare's time, **women weren't allowed to act**, so **men and boys played all the roles**, even the female characters.

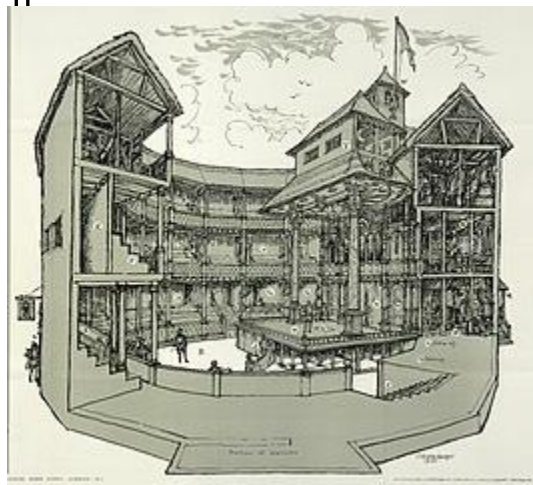
4. Costumes and Props

Costumes were **bright and fancy**, but not always accurate to the time period of the play.

Props were simple – the focus was on **acting and words**, not special effects.

Stylistic Features:

- Shakespeare often wrote in a special kind of rhythm called iambic pentameter – it sounds like a heartbeat: *da-DUM da-DUM da-DUM da-DUM da-DUM*.
- This made his lines sound musical and dramatic.
- **Clever Language:** He loved using puns (word jokes), metaphors (comparing things), and similes (using "like" or "as") E.G "All the world's a stage" - he is saying life is like a play"
- **Soliloquies:** A soliloquy is when a character talks to themselves, so the audience knows what they are thinking.
- **Imagery:** Shakespeare used lots of descriptive language to paint pictures in your mind.
- Themes: His plays explore big ideas like, **love, power, revenge** and **friendship**.
- **Verse and Prose:** Verse is like poetry – it's used by important or serious characters. Prose is normal speech – used in funny scenes or by everyday characters



4

Romeo and Juliet is a story about two young people from families that hate each other – the Montagues and the Capulets. Romeo (a Montague) and Juliet (a Capulet) meet at a party and fall in love instantly. They secretly get married, hoping their love will bring peace between their families. But things go wrong when Romeo is forced to leave the city after a fight, and Juliet is told she must marry someone else. To escape, Juliet takes a potion that makes her look dead. Romeo doesn't know it's fake, so when he finds her, he thinks she's really gone and takes his own life. Juliet wakes up, sees Romeo dead, and does the same. Their tragic deaths finally make their families realise how wrong their feud was.

Characters in Romeo & Juliet

Romeo He's romantic, emotional, and falls in love very quickly. When he meets Juliet, he believes she is his true love and will do anything to be with her—even if it means breaking the rules.

Juliet is a smart and brave girl from the Capulet family. Even though she's only 13, she knows her own mind. She falls deeply in love with Romeo and is willing to go against her family to be with him.

Tybalt is Juliet's cousin. He's hot-tempered and always ready to fight, especially with the Montagues. He doesn't like Romeo and causes a lot of trouble.

Mercutio is Romeo's best friend. He's funny, clever, and loves making jokes. But he also gets caught up in the family feud and meets a sad end.

5

6

The Tempest

The Tempest is a magical story about a powerful storm, a mysterious island, and forgiveness. The play begins when a wizard named **Prospero** uses magic to create a storm (a tempest) that causes a ship to crash near his island. On the ship are people who once betrayed him, including his brother

Antonio, who stole his throne. Prospero lives on the island with his daughter **Miranda**, a magical spirit called **Ariel**, and a wild creature named **Caliban**. As the shipwrecked people explore the island, Prospero uses magic to test them and teach them lessons. In the end, he forgives his enemies, gives up his magic, and returns home. The play is about **power, magic, and learning to forgive**.

Characters in The Tempest

Prospero is a powerful wizard and the rightful Duke of Milan. He was betrayed by his brother and sent away to live on a magical island. He uses spells and clever plans to protect his daughter and teach his enemies a lesson.

Miranda is Prospero's kind and curious daughter. She has lived on the island her whole life and has never seen other people—until the shipwreck. She falls in love with Ferdinand, one of the shipwrecked men

Ariel is a magical spirit who helps Prospero. Ariel can fly, disappear, and control the weather. Ariel wants to be free and hopes Prospero will keep his promise to let him go.

Caliban is a wild and angry creature who also lives on the island. He doesn't like Prospero and wants to take back control of the island. He's often rude and grumpy, but also funny in some scenes.

7

This learning programme you'll learn how to write creatively using clear ideas, imagination, and strong word choices. You'll also learn how to shape your writing to suit different readers and purposes.

You'll use what you've learned about grammar, punctuation, sentence types, and story writing to help improve your work.

Key Vocabulary

Implicit	What it means: Something that's hinted at or suggested, but not said directly.
Explicit	What it means: Something that is clearly stated or explained.
Setting	What it means: The time and place where a story happens.
Foreshadowing	What it means: A clue or hint about something that will happen later in the story.
Dialogue	What it means: The words characters say to each other.
Narrative	What it means: A story or the way a story is told.

Week
1



Goal: Write clearly so your reader understands you.
Think about who you're writing for.
Use the right tone and style.
Make your writing easy to follow.



Week
2

Goal: Come up with exciting and thoughtful ideas.
Get inspired by stories you've read.
Add detail to make your ideas stronger.

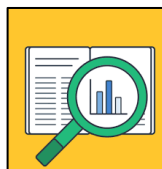
Week
3

Goal: Use creative tools to make your writing interesting.
Try similes, metaphors, and personification.
Add descriptive details.
Link your ideas smoothly.

Week
4

Goal: Organise your writing to keep the reader interested.
•Use different types of sentences.
•Build suspense and use patterns.
•Paragraphs should have impact.

Week
5



Goal: Create clear stories with strong characters.
Show what characters are like through actions and words.
Build your plot with a beginning, middle, and end.
Control the speed of your story.

Week
6



Goal: Use grammar and punctuation correctly.
Use commas, dashes, and colons properly.
Keep your tenses and sentences accurate.

Week
7

Goal: Choose words carefully to make your writing better.
Pick powerful and varied words.
Use synonyms and creative language.
Avoid repeating yourself.

WHEN TO BEGIN A NEW PARAGRAPH – Think 'TIP TOP':
Begin a new paragraph every time you change:

Time: *The next day...*

Person: *Introducing a new character OR speaker*

Topic – *New thought or idea*

Place – *A new setting or location*

Punctuation Power Guide

•Full Stop (.)

Ends a sentence. *Example:* I like pizza.

•Comma (,)

Breaks up ideas or lists. *Example:* I bought apples, oranges, and bananas.

•Question Mark (?)

Shows a question. *Example:* What time is it?

•Exclamation Mark (!)

Shows excitement or surprise. *Example:* Wow, that's amazing!

•Speech Marks (" ")

Show what someone is saying. *Example:* "Let's go," said Mia.

•Apostrophe (')

Shows something belongs or shortens words. *Example:* It's cold. / Sam's book.

•Colon (:)

Introduces a list or explanation. *Example:* Bring these: pen, paper, ruler.

•Dash (–)

Adds extra info or a pause. *Example:* He was late – again!

•Brackets ()

Add extra detail. *Example:* She won the race (by a mile).

Verbs/Adjectives:

- | | |
|-----------|-------------|
| •drift | •lurk |
| •breathe | •creep |
| •soothe | •snarl |
| •murmur | •slither |
| •glide | •stalk |
| •settle | •clutch |
| •float | •shriek |
| •unfold | •loom |
| •embrace | •shudder |
| •linger | •choke |
| •gentle | •ominous |
| •serene | •twisted |
| •tranquil | •grim |
| •still | •malevolent |
| •restful | •shadowy |
| •dreamy | •grotesque |
| •hushed | •rancid |
| •delicate | •cold |
| •balmy | •unholy |
| •pastel | •jagged |

Pathetic Fallacy:

- | | |
|---|---|
| <ul style="list-style-type: none"> •A clear sky mirroring clarity of thought •A gentle breeze expressing emotional ease •Sunlight filtering through trees showing hope or warmth •A quiet stream flowing like calm thoughts •Soft rain soothing grief •A still lake mirroring inner stillness | <ul style="list-style-type: none"> •A raging storm foreshadowing chaos •Thick fog representing confusion or secrecy •Withering trees showing moral decay •Howling wind mimicking cries of anguish •A blood-red sunset signalling doom •Shadows stretching as fear creeps in •Torrential rain echoing uncontrollable grief or rage |
|---|---|

COMMON ERRORS:

- Their means *theirs*
- There means a place
- They're means *they are*
- It's means *it is*

APOSTROPHES:

- Show belonging: *Bella's bag, the dog's ball*
- Show contractions: *Have not = haven't*

Oxymorons:

- | | |
|--------------------|----------------------|
| •silent music | •dark light |
| •still motion | •screaming silence |
| •bittersweet peace | •living death |
| •deafening quiet | •cold fire |
| •peaceful storm | •sweet poison |
| •gentle strength | •burning chill |
| •frozen warmth | •beautiful nightmare |
| | •kind cruelty |

Colours:

- | | |
|---------------|----------------|
| Soft blue | Blood red |
| Pale lavender | Midnight black |
| Mint green | Decayed brown |
| Blush pink | Charcoal grey |
| Warm sand | Toxic green |
| Cool grey | Ashen purple |

Onomatopoeia:

- | | |
|----------|----------|
| •sigh | •creak |
| •murmur | •snap |
| •rustle | •clang |
| •patter | •howl |
| •hum | •thud |
| •whisper | •hiss |
| •breeze | •crack |
| •lapping | •screech |
| | •slither |
| | •groan |

Personality Traits:

- | | |
|----------------|---------------|
| •compassionate | •manipulative |
| •thoughtful | •calculating |
| •patient | •vindictive |
| •soft-spoken | •obsessive |
| •optimistic | •ruthless |
| •wise | •secretive |
| •tender | •paranoid |
| •grounded | •cold-hearted |
| •trusting | •morbid |
| •content | •unhinged |

This Learning Programme you will be learning about global biomes, with a particular emphasis on rainforests and deserts: distribution, features, challenges and opportunities.

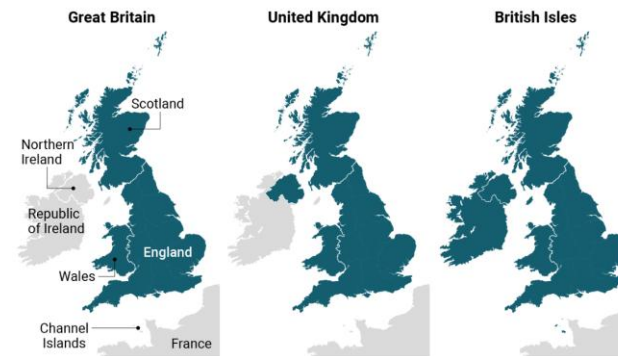
Key Vocabulary

British Isles	The five constituent parts of the islands we live on
population distribution	How people are spread out
weather	Atmospheric conditions at any given time
relief	Height and shape of the land
industry	Economic activity, usually factories
tourist features	Landmarks or impressive physical features which attract visitors
migrant	A person who moves to live somewhere new
asylum seeker	A migrant who flees their home due to danger (a natural hazard, war, persecution), and asks permission to stay somewhere new

1

Great Britain/United Kingdom/British Isles

Great Britain: England, Scotland, Wales
 United Kingdom: England, Scotland, Wales, Northern Ireland
 British Isles: England, Scotland, Wales, Northern Ireland, Republic of Ireland



2

Population distribution and political timeline

The United Kingdom boasts Europe's 3rd largest population and economy, but ranks 11th in terms of total land area. London, the capital of the U.K., is the nation's largest population centre.

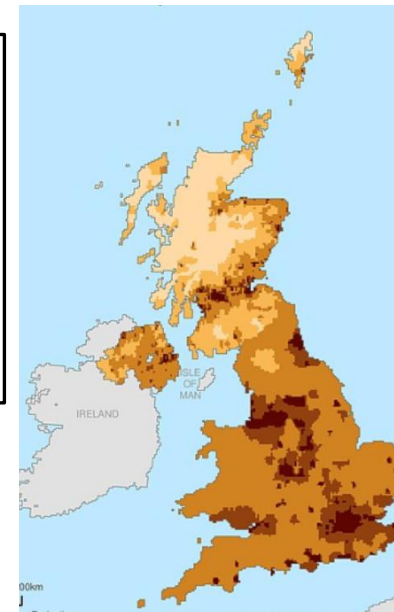
Population: 65.64 Million people

Land Area: 93,628 Sq mi

Population Density: approximately 690 people per sq mi

Population Distribution:

All of the UK is densely populated. There are some areas of southern and central UK where the density is especially high



3

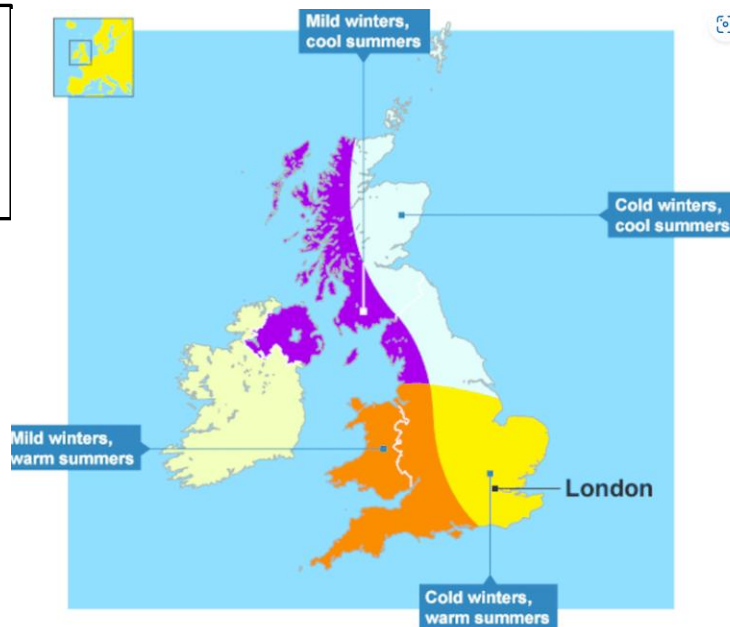
Key features of England and Wales

Both England and Wales have a varied relief, with a number of famous hill and mountain ranges. These are shown on the layered shading maps to the right.



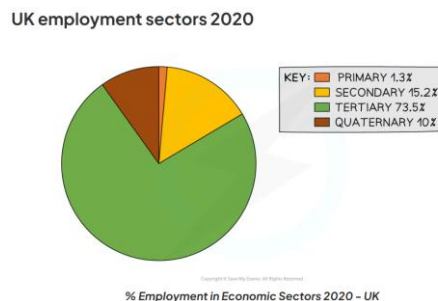
Weather patterns across the UK

The UK can almost be split into four quarters, with distinct climate zones. The north and west is cooler and wetter, whilst the south and east is significantly warmer and drier. The climate map helps explain population distribution.



Economic activity in the UK

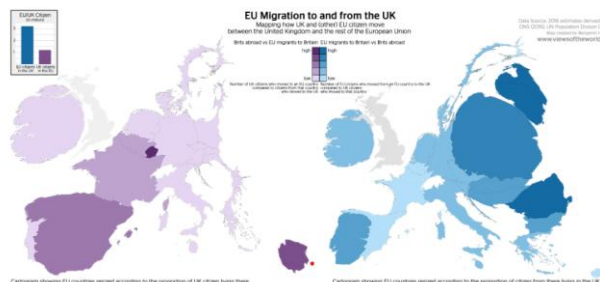
As the UK is classified a HIC (High Income Country), most people are employed in the tertiary sector; this is also called the service sector, and includes jobs such as retail and management. As countries develop, the quaternary sector (research and development jobs), grows larger.



Migration in the UK

The UK has a proud history of welcoming migrants from all over the world. More people immigrate than emigrate each year, mostly to find better paid work.

The map on the right shows, proportionally, migration to and from European countries.



Our capital city

London, the capital of England and the United Kingdom, is a 21st-century city with history stretching back to Roman times. At its centre stand the imposing Houses of Parliament, the iconic 'Big Ben' clock tower and Westminster Abbey, site of British monarch coronations. Across the Thames River, the London Eye observation wheel provides panoramic views of the South Bank cultural complex, and the entire city.

London is the capital and largest city of both England and the United Kingdom, with a population of 9,841,000. Its wider metropolitan area is the largest in Western Europe, with a population of 15.1 million. London stands on the River Thames in southeast England, at the head of a 50-mile tidal estuary down to the North Sea, and has been a major settlement for nearly 2,000 years.

This Learning Programme you will be learning about The Norman Conquest. How William took and maintained control of England, how he changed the social structure of England and the impact of this.

Key Vocabulary

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).

LP2.1 William's problems when he conquered England.

1

Problem 1. The Vikings keep invading the North and are being supported by the Anglo-Saxons that live there.

Solution: Destroyed the crops, houses and land. Many were killed or died of starvation. This was called the 'Harrying of the North'.

Problem 2. Many English Lords do not accept William as their king. William cannot trust them to keep their parts of the country under control.

Solution: William made sure he controlled all the land by taking the land from Saxon Lords and giving it to his Norman friends, who he could trust. He also introduced the feudal system and ensured castles were built in major towns to keep rebellions at bay.

Problem 3. William needs to collect taxes to make money, but he has no idea who owns what and how wealthy they are.

Solution: William commissioned the Domesday book to find out how wealthy people were and taxed them. He made money this way.

4. There is a castle at Dover full of Saxon soldiers. Dover is in the South of England and close to William's home in modern day France.

Solution: He used his reputation to scare the remaining Saxons into doing what he wanted.

LP2.2 How the Feudal system was used to maintain power.



2

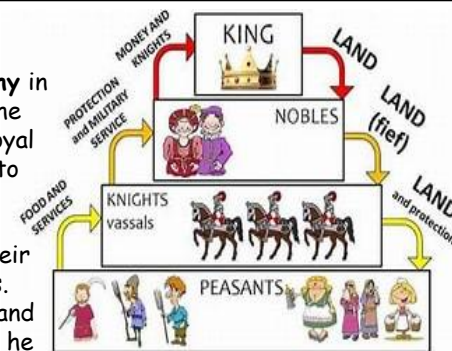
Power of the church

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.



The Feudal System was the social hierarchy in England under the Normans. The King was the most powerful man in England, he gave his loyal barons land in exchange money and knights to form an army. The barons gave their loyal knights land in exchange for protection and military service. Finally, the knights gave their peasants land in exchange food and services. This system made sure all knew their place and were loyal to the king, if they upset William he could take away their land!



Feudal Pyramid of Power

LP2.3 The Harrying of the North and the Domesday Book.

3

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: commissioned in 1086 dealt with the problem of tax, staff were sent to all 13,000 villages in England to catalogue everything.

Created in 1086 to tell William how much property was owned

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



LP2.4 The importance of Castles to William's control.

The Normans had to take England by force

Many English people hated the Normans and would attack if given the chance

It was very important to build castles near major routes so that Norman soldiers could quickly block enemy armies movements

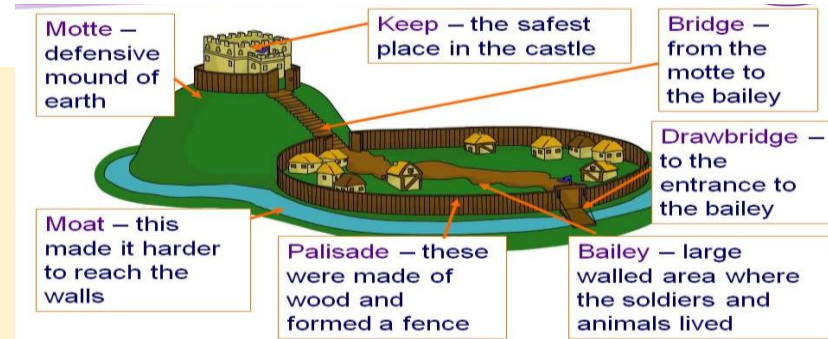
A strong castle was a way of keeping the Normans and their followers safe

Norman Lords built castles wherever, they settled (even if the area belonged to someone else initially)

William made sure that castles were built in major towns, so that there would always be Normans to keep the town loyal

Motte and Bailey castles were built quickly.

A castle was a symbol of Norman strength and to remind the English people of this - deterrent



4

5

LP2.5 How castle features develop over time

Attack methods

Fire: Wooden torches or fire arrows would be used to set the castle on fire.

Scaling ladders had to be as high as the wall. They had hooks to grip onto the battlements. The idea was to climb the ladder before the enemy inside the castle could unhook it

Siege towers or belfries were often placed on wheels so that they could be rolled up to the walls of the castle. They were often covered in wet furs so that they could not be set alight and the soldiers would be protected from objects falling from above.

The trebuchet. This weapon varied in size and could fling projectiles at a high trajectory. Although not fast, the projectiles would descend from a high trajectory with devastating effects on walls.

Positives	Negatives
<ul style="list-style-type: none"> The Motte and Bailey castles were easy to build and could be completed within a few months. The motte was high The ditch was sometimes turned into a moat by being filled with water. The palisades ran around the whole of the castle. The drawbridge could be raised. 	<p>Most of the main features were made out of wood, this meant that the castle could be set on fire.</p> <p>The wooden keep was heavy and the motte often collapsed underneath it.</p> <p>Wood is not as strong as other material and could be broken by force.</p>

6

Castles features changed: Motte and Bailey castles were made out of wood, quick to put up, but easy to set on fire or break down the palisades. Therefore, the Normans needed strength, they built keeps out of stone and included features such as arrow slits, portcullises and murder holes to pour hot oil on their enemies! Concentric castles had two sets of stone walls, to keep invaders out and round towers that were less likely to fall down.



Stone Keep Castle

Concentric 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.

7

Normans: When William became king in 1066 he took large areas of land across England and claimed them as 'Royal Forests'. Many forests were now just for the use of the king and his friends. If people were caught poaching or taking from the forest there were strict punishments. In one area over 40 villagers were evicted from the land, meaning they could no longer use the vital common land they needed to survive.

Normans: The Normans were known for their love of keeping records. Once William had control of the lands of England one of his first jobs was to create something called the Domesday Book. This book would be a record of all the land owners across the land. It made it clear how much land people owned, their wealth and any farm animals they had. The new laws and documents were all recorded in French.

Normans: When William became king, he deliberately made the official language Norman-French. He did not force the English to change, but it meant they could not understand what their rulers which scared and confused many. When new laws were made and meetings held, they were all spoken in Norman-French. The French language had a clear impact on English today.

Normans: One of the most important buildings built by the Anglo-Saxons. Priests were soon replaced by Norman men. A church was a place of worship and news would now come from the knight or Lord of the Manor. The Normans set about rebuilding all churches out of stone which was expensive. These stone churches were to show the English how religious they were and that the Normans were here to stay.

Online Safety Key Terms

Social media - Any form of electronic communication that enables users to share ideas, content, information and messages can be described as social media

Virtual communities - a group of people, who may or may not meet one another face to face, who exchange words and ideas through the mediation of digital networks

Fake news - News that is completely untrue – it has been made up.

Malware – is a type of malicious software designed to harm your computer

Scams - a fraudulent or deceptive act or operation e.g someone could ring you pretending to be the bank asking you to transfer money to them











Phishing - is a type of cyber-attack where attackers attempt to deceive individuals into revealing sensitive information

Pornography - visual material containing the explicit description or display of sexual activity

Sexting - the action or practice of sending sexually explicit photographs or messages via mobile phone/smart phone

- 1 Explore different online risks
- 2: Using digital tools for communication and privacy
- 3: To explore the types of malware and what phishing is
- 4: To apply learning and use of hyperlinks
5. To create an interactive project
- 6 and 7. Exporting the interactive product

Y7 LP2 ICT Knowledge Organiser – Online Safety & Powerpoint

Important Symbols									
PowerPoint	Add New Slide	Insert Picture	Insert Word Art	Insert Sound	Format Background	Play Slide Show	Paste	Insert Text Box	Transition
									

PowerPoint Key Terms	Definition
Slide	A slide is a single page of a presentation.
Design	The design is the style of the presentation- including the colour of the slides, font styles and layout.
Transition	A slide transition is the visual effect that occurs when you move from one slide to the next.
Animation	These are visual effects for objects in a PowerPoint. Animation brings objects like text, images, or charts on or off the slide.
Slide Show	This is another name for a presentation.
Text Box	A special shape designed to place text onto slides
House Style	A set of visual and formatting guidelines (e.g. fonts, colours, layout etc) that ensure consistent branding and presentation

This Learning Programme you will learn about expressions, equations, properties and perimeter of 2D shapes.

Key Vocabulary

Expression	A combination of numbers and variables using operations and not including an equality symbol.
Equation	A mathematical statement that asserts the equality of two expressions
Formula	Formula is a mathematical rule or relationship expressed using symbols and variables. It shows how to calculate a value based on other known values.
Symmetry	Symmetry is the property that divides a geometrical shape equal identical sections.
Perimeter	The total distance around the outside of a shape.

1

Expression	Equation	Formula	Identity
$a+b$	$4x = 12$	$A = bh$	$2 + 3 \equiv 3 + 2$

We group letters together

$a+a+a$
means
3 lots of a
 $3 \times a$

$b+b$
means
2 lots of b
 $2 \times b$

We use indices/powers

$a \times a$
 $= a^2$
(a squared)

$b \times b \times b$
 $= b^3$
(b cubed)

We do not use multiplication signs

$3 \times a = 3a$

$a \times b = ab$

$5 \times b = 5b$

$a \times b \times c = abc$

We write division using fraction notation

$a \div 2$
is written as
 $\frac{a}{2}$ or $\frac{1}{2}a$

$b \div 3$
is written as
 $\frac{b}{3}$ or $\frac{1}{3}b$

Collecting Like Terms

Simplify the expression: $4w + 3 + 2w - 1$

$4w + 3 + 2w - 1$ (Now Group Like Terms)

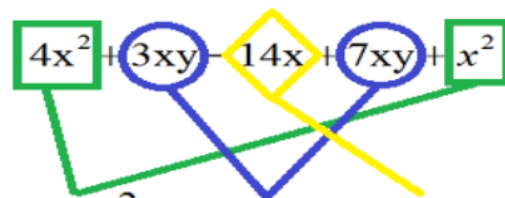
$= 4w + 2w + 3 - 1$ (Combine Like Terms)

$= 6w + 2$

2

Simplify the expression:

$$4x^2 + 3xy - 14x + 7xy + x^2$$



$$5x^2 + 10xy - 14x$$

Substitution - Expression

Substitution: This is where we replace the letter we see for the number that it is worth.

For example: If $w = 6$ and $y = 5$

Remember that $3y$ means 3 multiplied by the value of y .

a) $w + 5 = 6 + 5 = 11$

b) $3y - 2 = 3 \times 5 - 2 = 15 - 2 = 13$

c) $8w + 2y = 8 \times 6 + 2 \times 5 = 48 + 10 = 58$

3

Solving Equations

$$t + 4 = 10$$

$$-4 \quad -4$$

$$t = 6$$

$$6y + 2 = 32$$

$$-2 \quad -2$$

$$6y = 30$$

$$\div 6 \quad \div 6$$

$$y = 5$$

4

There are 60 minutes in an hour. Understanding this can help us to work out how many minutes there are to the next hour.



"The minute hand is 43 minutes past the hour. $60 - 43 = 17$ so the time is 17 minutes to 5."

Converting units of time

To change from seconds to minutes, divide by 60.

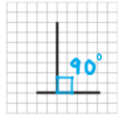
To change from minutes to hours, divide by 60.

To change from hours to minutes, multiply by 60.

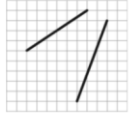
To change from minutes to seconds, multiply by 60.

6

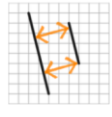
Line Properties



Perpendicular



Neither

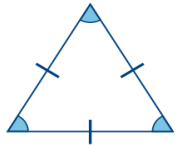


Parallel

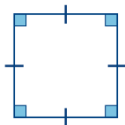
Shape Properties

Triangles

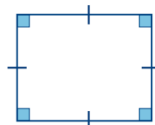
Triangles have 3 sides and 3 vertices. The total of the angles in a triangle is 180° .



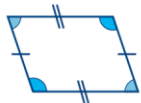
An equilateral triangle is a regular polygon. It has sides of equal length and each angle is 60° .



A square has four sides of equal length and four right angles (90°). A square is also a rectangle, a rhombus and a parallelogram.



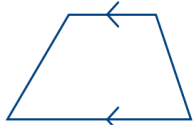
A rectangle has two pairs of parallel, equal sides and four right angles. A rectangle is also a parallelogram.



A parallelogram has two pairs of parallel, equal sides and opposite equal angles.



A rhombus has four sides of equal length and opposite equal angles. A rhombus is also a parallelogram.



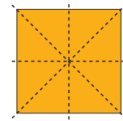
A trapezium only has one pair of opposite parallel sides.



A kite has two pairs of adjacent equal sides and one pair of opposite equal angles.

Symmetry

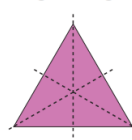
A square has four lines of symmetry.



A rectangle has two lines of symmetry.



An equilateral triangle has three lines of symmetry.



5

Converting Mass

1 tonne = 1000kg

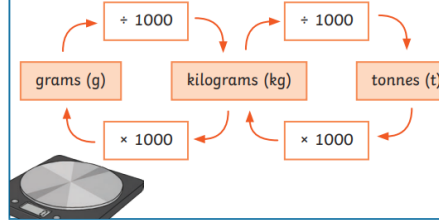
1000g = 1kg

$\frac{1}{10}$ kg = 0.1kg = 100g

$\frac{1}{4}$ kg = 0.25kg = 250g

$\frac{1}{2}$ kg = 0.5kg = 500g

$\frac{3}{4}$ kg = 0.75 = 750g



Converting Capacity

1000ml = 1l

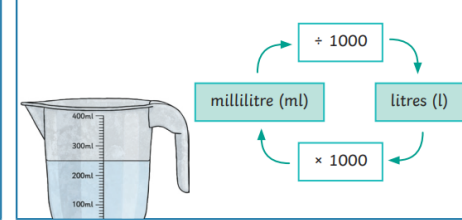
$\frac{1}{10}$ l = 0.1l = 100ml

$\frac{1}{4}$ l = 0.25l = 250ml

$\frac{1}{2}$ l = 0.5l = 500ml

$\frac{3}{4}$ l = 0.75l = 750ml

$\frac{1}{100}$ l = 0.01l = 10ml



Converting Length

1000m = 1km

100cm = 1m

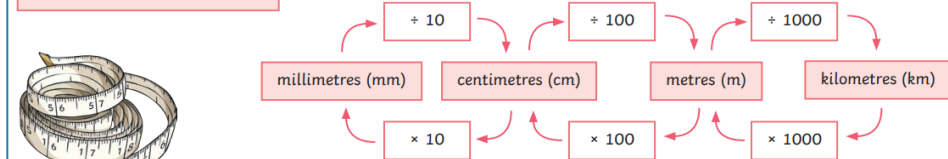
10mm = 1cm

$\frac{1}{2}$ m = 0.5m = 50cm

$\frac{1}{4}$ m = 0.25m = 25cm

$\frac{3}{4}$ m = 0.75m = 75cm

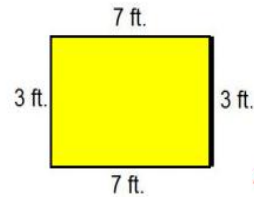
$\frac{1}{10}$ m = 0.01m = 10cm



7

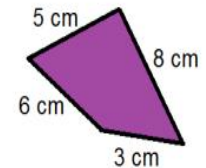
Perimeter

Perimeter: This is the total distance around the outside of the shape.



$7 + 3 + 7 + 3 = 20$
The perimeter is 20 feet.

We must remember to include all of the sides.



$5 + 8 + 3 + 6 = 22$
The perimeter is 22 cm.

This Learning Programme you will be learning how to talk about what you like and don't like to do in your free time. You will also be able to talk about what sports you like to do.

Key Vocabulary

Infinitive	The form of a verb found in the dictionary ending in ar/er/ir. This words describes the action but not who is doing it
Stem changing verb	A verb that doesn't just change its ending, but also its stem e.g. jugar
Cognate	A word spelt the same in English and Spanish
Near cognate	Words that are similar in English and Spanish
Conjugate	To change a verbs form to indicate a tense or person
Connectives	Join 2 sentences together
Expressions of frequency	Used to show how often things are done
Jugar	To play
Hacer	To do

LP2.1 - ¿Qué te gusta hacer? – What do you like to do?

Me gusta...	I like...	navegar por Internet	to surf the net
Me gusta mucho...	I really like...	salir con mis amigos	to go out with my friends
No me gusta...	I don't like...	ver la televisión	to watch TV
No me gusta nada...	I don't like at all...	porque es...	because it is...
chatear	to chat online	porque no es...	because it is not...
escribir correos	to write emails	interesante	interesting
escuchar música	to listen to music	guay	cool
jugar a los videojuegos	to play videogames	divertido/a	amusing, funny, fun
leer	to read	estúpido/a	stupid
mandar SMS	to send text messages	aburrido/a	boring

LP2.2 - ¿Cantas karaoke? – Do you sing karaoke?

¿Qué haces en tu tiempo libre? What do you do in your spare time?

bailo	I dance	monto en bici	I ride my bike
canto karaoke	I sing karaoke	saco fotos	I take photos
hablo con mis amigos	I talk with my friends	toco la guitarra	I play the guitar
a veces	sometimes	nunca	never
de vez en cuando	from time to time	todos los días	every day

LP2.3 - ¿Qué haces cuando llueve? – What do you do when it rains?

¿Qué tiempo hace? What's the weather like?

hace calor	it's hot	llueve	it's raining
hace frío	it's cold	nieve	it's snowing
hace sol	it's sunny	¿Qué haces cuando llueve?	What do you do when it's raining?
hace buen tiempo	it's nice weather		
la primavera	spring	el otoño	autumn
el verano	summer	el invierno	winter



LP2.4 - ¿Qué deportes haces? – What sports do you do?

Hago artes marciales.	I do martial arts.	Juego al tenis.	I play tennis.
Hago atletismo.	I do athletics.	Juego al voleibol.	I play volleyball.
Hago equitación.	I do/go horseriding.	¡Me gusta!	I like it!
Hago gimnasia.	I do gymnastics.	¡Me gusta mucho!	I like it a lot!
Hago natación.	I do/go swimming.	¡Me gusta muchísimo!	I really, really like it!
Juego al baloncesto.	I play basketball.	¡Me encanta!	I love it!
Juego al fútbol.	I play football.		

LP2.5 – ¿Eres fanático? – Are you a fan?

lunes	Monday	domingo	Sunday
martes	Tuesday	los lunes	on Mondays, every Monday
miércoles	Wednesday		
jueves	Thursday	los martes	on Tuesdays, every Tuesday
viernes	Friday		
sábado	Saturday		

This week also revises vocabulary from earlier on in this topic and the previous Learning Programme

LP2.6 - ¿Qué haces en tu tiempo libre? – What do you do in your free time?

¿Qué...?	What/Which...?	¿Cómo...?	How/What...?
¿Cuándo...?	When...?	¿Cuántos...?	How many...?
¿Dónde...?	Where...?		

LP2.7 – Navidad en España – Christmas in Spain

Ir a la Misa del Gallo – to go to mass cantar villancicos – to sing carols decorar el árbol de Navidad – to decorate the Christmas tree
 Hacer una cena especial – to have a special meal mandar postales navideñas – to send Christmas cards
 Estar de vacaciones – to be on holiday

This Learning Programme you will be learning about African Drumming

Key Vocabulary

Imitation	When where a melody is played/sung and then repeated in a different voice.
Call and Response	Call and response is a musical technique where one phrase (the call) is followed by a responding phrase (the response)
Ostinato	A short-repeated pattern of music
Syncopation	Syncopation is a rhythmic technique that emphasizes offbeats or weak beats, creating a sense of surprise and groove in music.
Tempo	The speed of music, how fast or slow.
Texture	How different layers of sound are combined to create the overall sound of a piece
Dynamics	How loud or quiet a piece of music is played.

Traditional African Instruments

1



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.



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.



Djembe

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

2



Mbira (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.



Agogo

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

3

Notation



Minim
2 Beats



Crotchet
1 Beat



Quaver
1/2 a Beat



Semiquaver
1/4 of a Beat

Traditional uses of African drumming

4

Percussive instruments are part of life, in many African societies, traditionally they have been used for: Communication across distances, Calls to arms in war, religious rites and festivals and ceremonies for all occasions.

Role of Drum Master

5

Within the African drumming tradition, the leader is a Drum Master, the role of the drum master is to lead the songs and play the solos within the group. In addition, the drum master is also responsible for leading the call and response sections of the music, getting the ensemble to respond to their call.

6

African Drumming Techniques

**BASS**

Played in the middle
of the drum with
fingers closed.

**TONE**

Played on the
edge of the drum
with fingers
closed.

**SLAP**

Played near the
edge of the drum
with hand relaxed
and fingers open.

This Learning Programme you will be learning about the fundamental skills of catching, throwing, running and footwork. Exploring rules, regulations and scoring system for a range of team sports.

Key Vocabulary

Tactical Skills	The ability to make smart decisions and apply strategies during a game.
Attack	The actions taken by a player or team to try to score points or goals.
Defence	The actions and strategies used by a player or team to prevent the opponent from scoring.
Free space	An open areas on the field, court or pitch where no players are present, allowing an athlete to move, pass or shoot.
Losing an opponent	Successfully moving away from a defender to create space or gain advantage.
Coordination	The ability to use different parts of the body smoothly and efficiently together.
Agility	The ability to move quickly and easily while changing direction
Reaction Time	The speed at which an athlete responds to a stimulus
Power	The ability to perform a strong and explosive movement quickly.
Stamina	The ability to sustain physical and mental effort over a long period of time.

Y7 LP2 Physical Education Knowledge Organiser - Netball

Key Skills

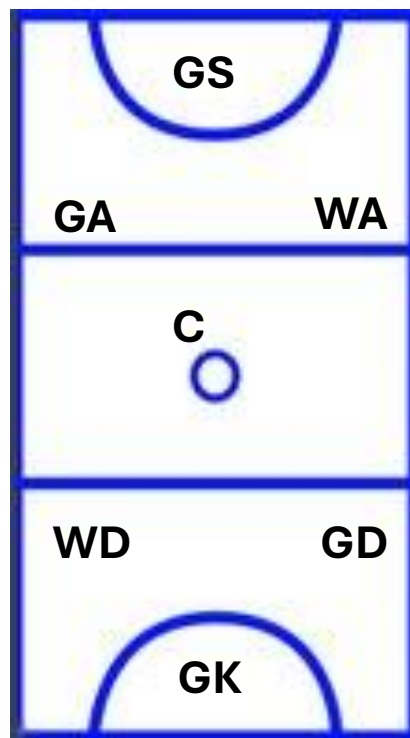
Passing – various passes can be used within the game; chest, bounce, shoulder and overhead.

Catching – a skill used to receive the ball, enabling the team to keep possession of the ball.

Footwork - a player can receive the ball; with both feet grounded or by jumping to watch the ball and landing on two feet simultaneously.

Dodging – a change of speed and direction 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.



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

LP2.1

Students will know the correct techniques for controlling the ball and how to control the ball when passing in different directions. Students will know how to turn with the ball.

LP2.2

Students will know how to pass and receive the ball, showing good techniques and develop power and accuracy of short passes and develop control when receiving the ball.

LP2.3

Students will know the techniques for passing over longer distances and will know how to observe and analyse the performance of a partner to provide feedback to improve.

LP2.4

Students will begin to develop the principles of attack in team sports and demonstrate how to dodge and use agility within a game.

LP2.5

Students will know to develop drills in a team game to focus on keeping the ball away from a defender and know how to use skills and techniques to participate in a small sided games.

LP2.6

Students will know be an effective defender by applying pressure to attacking players and develop skills to intercept when defending

LP2.7

Students will know the correct shooting technique and demonstrate the technique when in a game situation. Students will know how to evaluate their own performance highlighting areas of strengths and areas for improvement

This Learning Programme you will be learning about The teachings of Christianity, linking Jesus' life to Christian beliefs and how these impact teachings and practices today.

Key Vocabulary

Resurrection	Coming back to life after dying
Miracles	Something that happens that can not be explained by science or nature
Parables	Short stories told by Jesus
Significance	How important
Crucifixion	A punishment involving a person being nailed to a wooden cross and left to die
Conscience	An internal voice that helps make sense of right or wrong
Authority	Having power or right to lead others
Literalist	Someone who believes everything is the Bible is completely true.

1

The story of Jesus Christ. Born in Bethlehem to Joseph and Mary, Mary was a virgin when Jesus was conceived and that she "was found to be with child from the Holy Spirit. Jesus healed the sick, gave sight to the blind, and even brought the dead back to life. More importantly, He forgave people of their sins. His works were considered blasphemous behaviour by the Jewish priests, but Jesus reminded people that His works were aligned with God's will so "that the Father may be glorified in the Son". Throughout His life, many were angry with Jesus because they didn't understand Him. He taught unfamiliar things and showed compassion to sinners. He demonstrated incredible power, and some civic and church leaders felt threatened by His influence. Jesus was arrested and later crucified, or killed, which He allowed in order to fulfil God's will. "I lay down my life," the Lord said, "that I might take it again. No man taketh it from me, but I lay it down of myself. I have power to lay it down, and I have power to take it again". Even as Jesus was being killed by His own people, He cried out that God might have mercy on them. His disciples became convinced that he rose from the dead and appeared to them. They converted others to belief in him, which eventually led to a new religion, Christianity.

Year 7 RE LP2 Knowledge Organiser

2



3

The Oldest Church in Britain

St Martin's is part of the Canterbury world heritage site and is the oldest church in England still being used for its original purpose. It originally functioned as the private chapel of Queen Bertha of Kent, who was a Christian married to pagan King Ethelbert. Much of what you see today is later than this, although you can see Roman brick, taken from nearby Roman sites, in the nave wall, and the remains of a Roman tomb have also been incorporated into the building. This oldest of English churches is an evocative and fascinating place to visit.

Why is Christmas important to Christians?

Christmas is a very special time for Christians because it celebrates the birth of **Jesus Christ**, who they believe is the **Son of God**. Christians believe Jesus came into the world to bring love, hope, and forgiveness to everyone.

Here are a few key reasons why Christmas matters to Christians:

Jesus' Birth: Christmas is like a birthday party for Jesus! His birth is seen as a gift from God to help people live better lives.

God's Love: Christians believe that Jesus' birth shows how much God loves the world and wants to be close to people.

Hope and Joy: Christmas reminds Christians to be hopeful and joyful, even when life is hard.

Giving and Kindness: Because God gave Jesus to the world, Christians try to be generous and kind to others during Christmas.

Time to Worship: Many Christians go to church to sing songs, pray, and hear the story of Jesus' birth from the Bible.



Why is Jesus' resurrection important to Christians?

Christians believe that Jesus' resurrection—when He came back to life after dying—is one of the most important parts of their faith. It's celebrated on **Easter Sunday** and means a lot to them.

Here's why it matters:

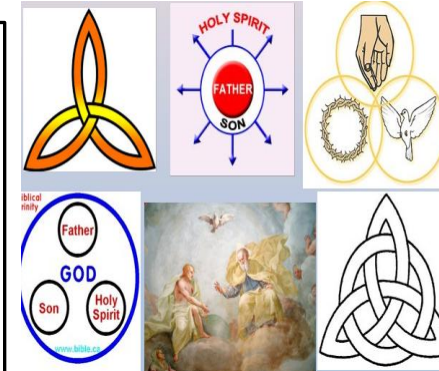
Jesus Beat Death: Christians believe Jesus died on the cross and then came back to life three days later. This shows that death isn't the end and gives hope for life after death.

Proof of God's Power: The resurrection shows Christians that God is powerful and that Jesus really is the Son of God.

Hope for Everyone: Christians believe that because Jesus rose again, they too can have eternal life with God if they follow Him.

New Life: The resurrection is a symbol of starting fresh. It reminds Christians that they can be forgiven and live a new life with God's help.

Celebration of Faith: Easter is a joyful time when Christians celebrate Jesus' victory over sin and death.



One God – Three parts
The Father
The Son
The Holy Spirit

Unity" meaning one, Tri + Unity = Trinity.

Some have tried to give human illustrations for the Trinity, such as H₂O being water, ice and steam (all different forms, but all are H₂O). Another illustration would be the sun. From it we receive light, heat and radiation. Three distinct aspects, but only one sun.

6

Jesus' miracles – raise the dead, water and drive out demons:

A man named Lazarus was sick. His sister was close to Jesus and she sent a message to Him to explain. Jesus told His disciples "Our friend Lazarus has fallen asleep; but I am going there to wake him up." They thought He meant that he was sleeping, but He really meant that Lazarus had died. He had been dead for four days. Then Jesus said to Lazarus' family, "Did I not tell you that if you believed, you would see the glory of God?" So they took away the grave stone. Then Jesus looked up and said, "Father, I thank you that you have heard me. I knew that you always hear me, but I said this for the benefit of the people standing here, that they may believe that you sent me." When he had said this, Jesus called in a loud voice, "Lazarus, come out!" The dead man came out, his hands and feet wrapped with strips of linen, and a cloth around his face. Jesus said to them, "Take off the grave clothes and let him go." Lazarus was alive again.

The disciples went down to the lake, where they got into a boat and set off across the lake for Capernaum. By now it was dark, and Jesus had not yet joined them, He was still praying in the hills. A strong wind was blowing and the waters grew rough. When they had rowed three or three and a half miles, they saw Jesus approaching the boat, walking on the water! They were terrified, but Jesus said to them, "It is I; don't be afraid." Then they were willing to take him into the boat, and immediately the boat reached the shore where they were heading.

Jesus and his disciples met a man who was possessed by demons. When he saw Jesus, the man fell at Jesus' feet, shouting at the top of his voice, "What do you want with me, Jesus, Son of the most high God? I beg you, don't torture me!" Jesus drove the demons into a nearby herd of pigs who then rushed down the steep embankment and drowned in the lake at the bottom. When the people in the town found out what Jesus had done they were very afraid and told Him to go away. The man was well again and thanked Jesus.

7

Christian festivals:

Lent

When? Starts 40 days before Easter (on Ash Wednesday)

What's it about? A time to remember when Jesus fasted in the desert.

Why is it important? Christians use this time to pray, give up something, and think about how they can be better people.

How is it celebrated? Some people give up treats or bad habits, and focus on helping others.

Pentecost

When? 50 days after Easter

What's it about? Celebrates the day the **Holy Spirit** came to Jesus' followers.

Why is it important? It's seen as the birthday of the Christian Church.

How is it celebrated? Church services with prayers, songs, and sometimes wearing red to represent the Holy Spirit.

Harvest Festival

When? In autumn

What's it about? Thanking God for food and the harvest.

Why is it important? It reminds Christians to be grateful and help those in need.

How is it celebrated? Churches are decorated with fruit and vegetables, and people donate food to charities.

This Learning Programme you will be learning about the particle model, gas exchange and effects of lifestyle on the body.

Key Vocabulary

Particle	A tiny unit that makes up all matter. Solids, liquids, and gases are made of particles arranged differently.
Melting	The change of state from a solid to a liquid when heat is added.
Evaporation	When a liquid changes into a gas, usually from the surface of the liquid.
Condensation	The change of state from a gas to a liquid when it cools down.
Freezing	The process where a liquid turns into a solid when it loses heat.
Alveoli	Tiny air sacs in the lungs where gas exchange happens—oxygen goes into the blood and carbon dioxide comes out.
Diffusion	The movement of particles from an area of high concentration to low concentration
Organ System	A group of organs that work together to carry out a function.
Drug	A substance that affects how the body works. Some drugs are medicines, while others can be harmful or addictive.
Tar	A sticky substance in cigarette smoke that damages the lungs and can cause

Year 7 Science LP2 Knowledge Organiser

1

Changes of state

changes of state

state of matter

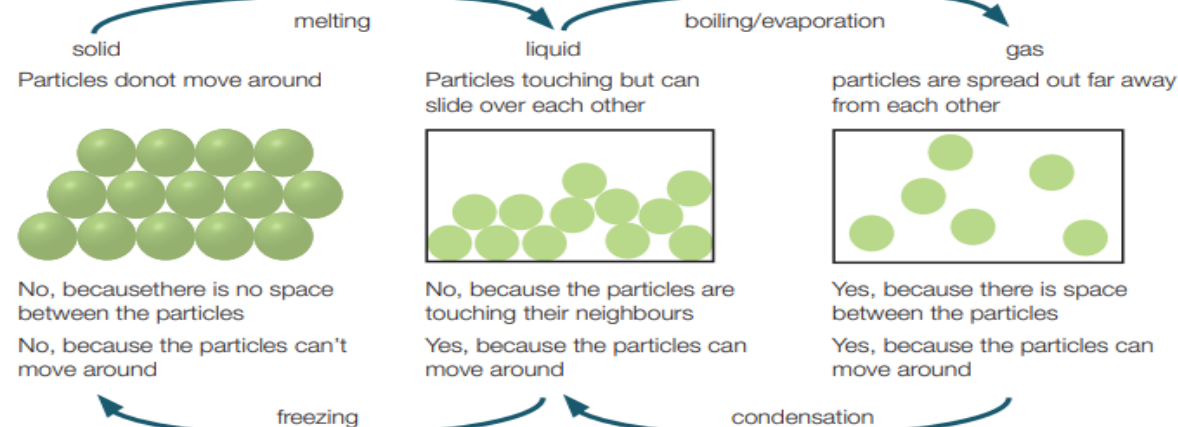
how do the particles move?

arrangement of particles

can it be compressed?

can it flow?

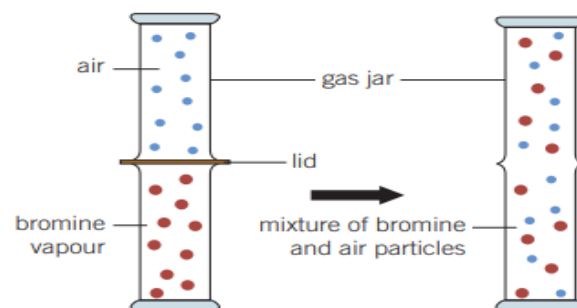
changes of state



3

Diffusion

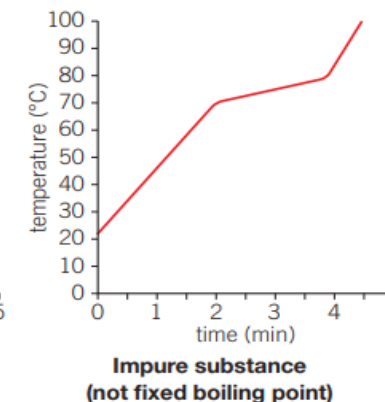
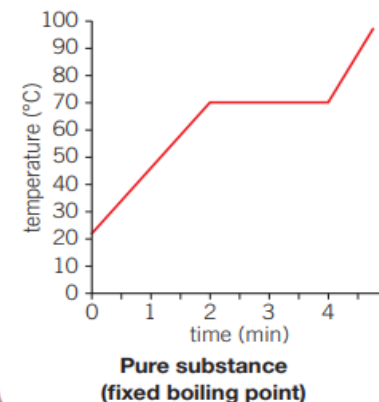
- Diffusion** is the movement of particles from an area of high concentration (lots of the same particle) to an area of low concentration (not a lot of the same particle)
- It is a random process which does not need energy
- The speed of diffusion can be increased by:
 - A higher temperature
 - Smaller particles diffusing
 - A gas rather than a liquid
- Diffusion does not happen in a solid as the particles can't flow



2

Melting and boiling points

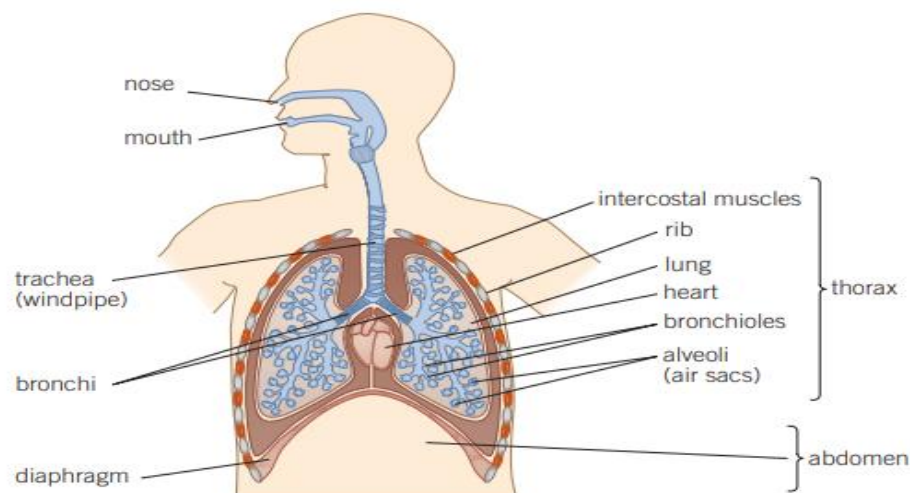
- The **melting point** of a substance is the temperature at which it turns from a solid to a liquid, or a liquid to a solid
- The **boiling point** of a substance is the temperature at which it turns from a liquid to a gas or a gas to a liquid
- Pure substances** have a fixed (sharp) boiling or melting point, whereas **impure substances** have a range which appears as a diagonal line on a graph



4

Gas exchange and breathing

- Gas exchange** is the process of taking in oxygen and giving out carbon dioxide
- This occurs in the **respiratory system**
- The proportions of gases in the air we **inhale** and **exhale** changes due to using oxygen in **respiration** and producing carbon dioxide



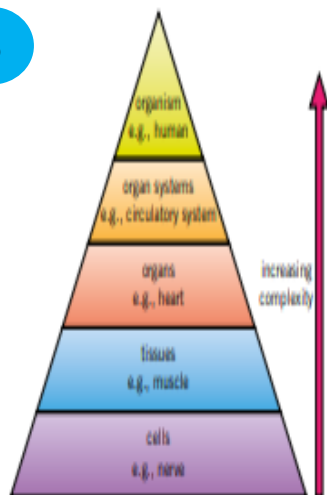
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Drugs

- Drugs** are chemicals that affect the way that our body works
 - Medicinal drugs** are used in medicine, they benefit health
 - If medicinal drugs are not taken in the correct way they can harm health
 - Examples include antibiotics and pain killers
-
- Recreational drugs** are taken by people for enjoyment
 - Recreational drugs normally have no health benefits and can be harmful for health
 - Examples include alcohol and tobacco
-
- Drug **addiction** is when your body gets so used to a drug, it feels it cannot cope without it
 - If someone who has an addiction stops taking the drug, they will experience **withdrawal symptoms**

Levels of organisation

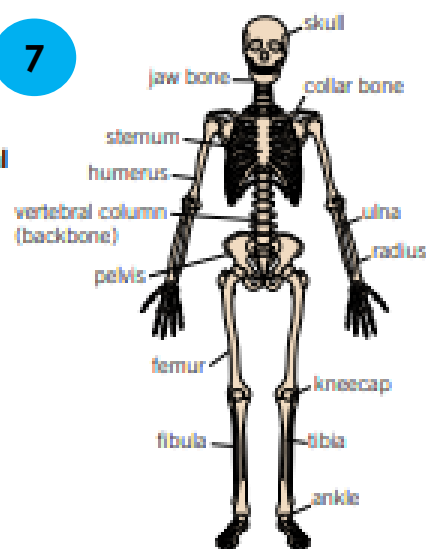
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The skeleton

- The **skeleton** is made up of 206 **bones** which are a type of **tissue**
- Bones have a blood supply and are a living tissue
- The skeleton is part of the **muscular-skeletal system**
- The four main functions of the skeleton are:
 - To support the body – to keep you upright and hold **organs** in place
 - Protect organs – such as the skull protecting the brain
 - Movement – by working with muscles to allow you to move
 - Making blood cells – the **bone marrow** produces red and white blood cells

7



7

Movement

Joints occur between bones and allow movement, there are three main types of joints

Hinge

For back and forward movement, e.g. knees

Ball and socket

For movement in all directions e.g. hips

Fixed

Do not allow movement, e.g. skull

Joints have three main types of tissue:

Ligaments

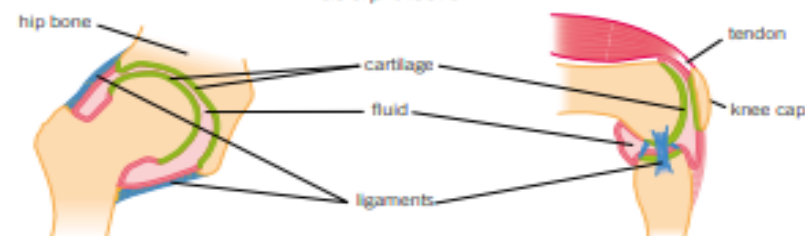
Connect bone to bone

Cartilage

Coats the end of bones as a protection

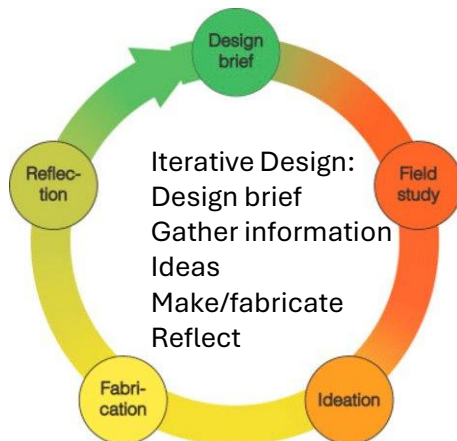
Tendons

Connects bone to muscle

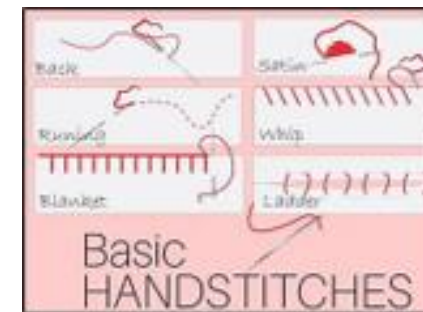


This Learning Programme you will be learning how to complete basic stitches and apply this knowledge to your own design.

KEY VOCABULARY	DEFINITION:	USES:
Iterative Design	Iterative design is a process of continuously improving a product through repeated cycles of testing, feedback, and refinement.	Improving your own designs
Design Brief	A design brief is a document for a design project developed by a designer in consultation with a client.	'Create a Pop Art inspired letter which appeals to customers of your age'
Fabricate	Construct/manufacture something	Create something new – fabric hand sewed letter
Reflect	Think deeply and carefully to improve	Improve your designs using the iterative process.



- 1: Explore basic stitches
- 2: Identify key features of Pop Art
- 3: Practical application of stitches
- 4: using different stitches in context.



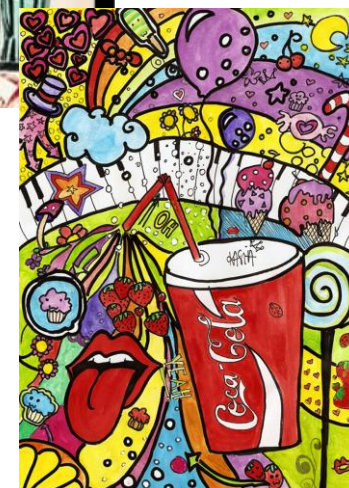
WHAT IS POP ART?


- Abbreviation of Popular Art, the Pop Art movement used common everyday objects to portray elements of popular culture, primarily images in advertising and television.
- The Pop Art movement originated in England in the 1950s and traveled overseas to the United States during the 1960s.



SIX HAND EMBROIDERY STITCHES FOR LETTERING

RUNNING
Backstitch
Whipped
Chain
Stem
Split






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