



BOURNEMOUTH SCHOOL

Year 7

Knowledge Organiser 5

Summer Term: 2023-24

Name: _____

✓Hard Work

✓Discipline

✓Smart Appearance

✓Respect

Bournemouth School

Knowledge Organiser: Year 7 Summer Term 1

'Knowledge is power' by Francis Bacon

A knowledge organiser provides you with all the most important knowledge you need for each unit of study this half term. Your aim is to transfer all of this information into your long-term memory so you can use it in your lessons and further expand your understanding of this work.

How to use your knowledge organiser (KO)?

1. Ensure you have your KO with you at all times in school and when you need to do your homework at home.
2. Ensure you have your homework learning journal with you at all times in school and when you need to do your homework at home.
3. In lessons when you have covered information that appears on your KO your teacher will ask you to put a tick next to that section. This means that is now added to what you must learn for homework.
4. Initially follow your homework timetable to decide what to revise each evening.
5. There are 4 strategies that you can use to revise. They are progressively more challenging so always start with number 1.

a. Look Cover Write Check

- i. Identify the subject and section of your KO that you want to revise. This should be one of the ticked sections.
- ii. LOOK carefully at the subject and section of your KO you want to revise and try to remember as much as you can. Remember this should be a ticked section.
- iii. Now COVER this information so you can't read it.
- iv. WRITE out what you can remember word for word in your Homework Learning Journal.
- v. CHECK what you have written by comparing it to your KO. Tick each correct word in green pen and correct any errors you have made.
- vi. Repeat this process until you are confident you can remember everything you need.

AIM:

You should be able to repeat the information by rote

b. Self or peer quizzing

- i. Identify the subject and section of your KO that you want to revise. This should be one of the ticked sections.
- ii. Write out a list of questions you could ask either yourself or a friend about this section of the KO. Write these in your homework learning journal.
- iii. If you are working on your own, cover the KO and write a full answer to each question.
- iv. If you are working with a partner swap books and copy down their questions and have a go at answering them.
- v. Now uncover the KO and with a green pen correct your work.

AIM:

You should be able to repeat the information by rote but with a good understanding

c. Playing with words and sentences

- i. Identify the subject and section of your KO that you want to revise. This should be one of the ticked sections.

- ii. You now want to check how well you have learnt the information in your KO.
- iii. Definitions – look at words that are used in this section. Can you write a definition in your own words?
- iv. Rephrasing – can you rewrite the sentences or explanations in your own words
- v. Summary – can you summarise the main points of this section of the KO?
- vi. Synonyms – can you write synonyms for key words and ideas
- vii. New Sentences – Can you write a sentence that includes the key vocabulary or definitions that you have learnt?

AIM

You should be able to use the information in your KO in a flexible and confident way in your writing.

d. Think it, Link it

- i. This is a technique to use towards the end of the half term when you are revising all of the KO.
- ii. Think of the links or connections between different sections of your KO.
- iii. Write these out in your own words in your homework learning journal
- iv. Think about the links between a particular section of you KO and what you have learn in your lessons. Can you expand on this section by linking it to your wider knowledge?
- v. Write this out in your homework learning Journal.

AIM

You should be able to link your homework and your lessons to show a confident understand of the work covered.

Homework Learning Journal

- 1. Always write the subject and the date when you start your homework
- 2. Always write the strategy that you are going to use for your homework
- 3. Use a blue or black pen to complete your homework or a pencil if you need to draw.
- 4. Always use a ruler to underline titles and dates
- 5. Use a green pen to complete corrections of your work

Checking:

Your tutor will check your Homework Learning Journal at least once a week. If they are concerned that you aren't doing your homework properly they will offer support and guidance. If you don't respond to this guidance you will be added to the afterschool 'Success club' where a member of staff will help you complete your homework.

DO NOW tasks:

At the start of every lesson you should expect a Do Now task. This is a low stakes retrieval quiz on what you have learnt so far. If you have completed your homework this should be easy. The aim is to get 100% in each of these. If you miss this target occasionally don't worry. If it happens regularly your teacher will ask your tutor to have a chat and offer you support.

☐ What is a sculpture?

A sculpture is a work of art that is produced by carving or shaping stone, wood, clay, or other materials

☐ There are different types of sculptures they include:

Freestanding sculpture, Relief, Installation, Assemblage, Kenetic.

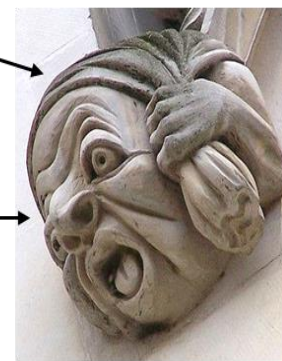
☐ A **sculptor** is someone who creates sculptures

☐ The three basic categories of sculpting are modelling, casting, and carving

☐ **Gargoyles** were commonly used in medieval times. Their two main purposes were to scare off evil, and to divert rainwater.

☐ The word "**Gargoyle**" originates from the old French word "Gargouille" meaning "throat" but which also describes the gurgling sound of water as it is coming down the downspout.

- ☐ Gargoyles usually have exaggerated facial features
- ☐ Elongated nose and ears
- ☐ Wrinkles to add more emphasis of expressions
- ☐ Placed at the top of the buildings, although slightly lower than the roof level to help divert the water
- ☐ Gargoyles divert the rainwater to maintain the structure and prevent unnecessary erosion
- ☐ Materials- made from stone



Assemblage



Relief



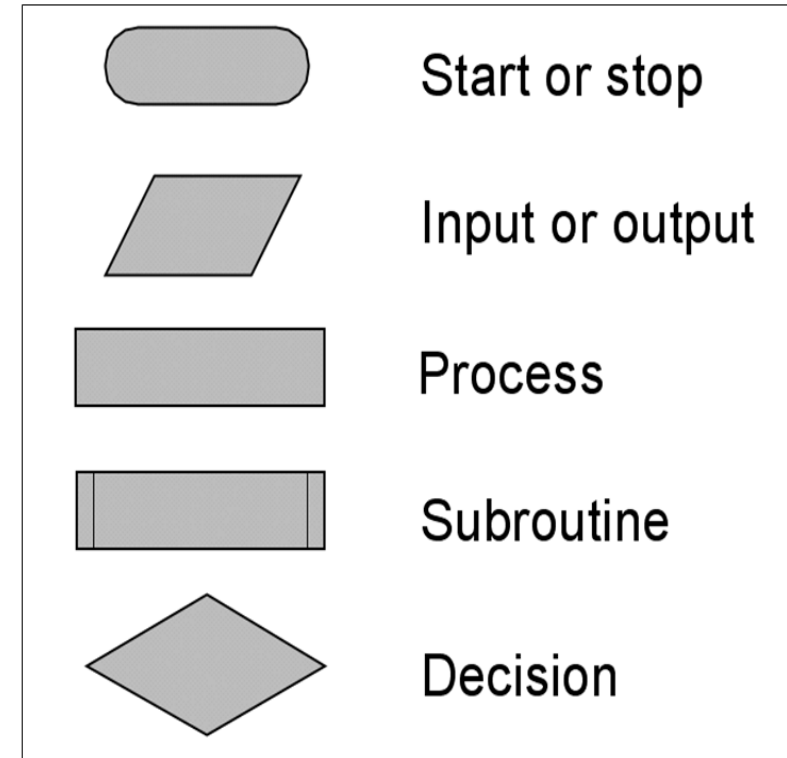
Installation

| Keyword | Definition – read, cover, write, review |
|-----------|--|
| Clay | Clay is a natural material made up of tiny particles of rock. When clay is mixed with enough water, it feels like soft, gluey mud. Unlike plain mud, however, clay holds its shape. Clay can be pinched, rolled, cut, or built up in layers to form shapes of all kinds. |
| Kiln | A special oven that gets super hot to turn clay into ceramics. |
| Slip | Used to join clay using a process of scoring and slip. This can be apply using your hands or a brush. It's made from soft clay and water mixed together to form a paste. |
| Score | Is when you cross hatch the clay on the surfaces you want to join, this creates a rough area to they apply slip and join the two pieces together. |
| Coil | Long thin role of clay made by rolling with your hands. |
| Pinch pot | A bowl made by pinching a sphere of clay. |
| Slab | A flat "pancake" of clay made hands, a rolling pin or clay press. |
| Bisque | Clay has been fired once, it can now be glazed or painted. |

Flowcharts with Flowol

| Phrase | Definition | ✓ |
|-------------------------|---|---|
| Algorithm | A set of instructions. | |
| Flowchart | A diagram that represents a set of instructions. | |
| Decomposition | Breaking down a big problem into smaller problems. | |
| Sequence | Putting the instructions in the right order. | |
| Iteration | A process that repeats many times. | |
| Subroutine (subprogram) | A set sequence of steps, part of larger computer program. | |
| Input | Getting the information into the system. | |
| Output | Getting information out of the system. | |
| Process | A set of instructions for the system to do something with some input. | |

Symbols:



Year 7 Design Technology

Renewable energy sources

| Source | What it is & how it is converted/used | Advantages |
|-----------------------|--|--|
| Biomass | <ul style="list-style-type: none"> Organic matter such as wood, crops, rubbish, landfill gas Can be burnt to produce heat or converted to electricity | <ul style="list-style-type: none"> Uses waste products |
| Biodiesel | <ul style="list-style-type: none"> Made from plants, vegetables and fermented waste cooking oil Can be used in diesel powered vehicles without modifying the engine | <ul style="list-style-type: none"> Uses waste products Does not give off harmful chemicals |
| Tidal | <ul style="list-style-type: none"> Turbines turned by tidal movement of water, generating electricity Artificial barriers constructed on tidal rivers, bays, estuaries, trapping water | <ul style="list-style-type: none"> No emissions Very powerful Predicable & stable Barriers can be use as bridges |
| Wind | <ul style="list-style-type: none"> Turbines turned by propeller blades, creating electricity through a generator | <ul style="list-style-type: none"> Freely available Can be used in remote areas No emissions |
| Solar | <ul style="list-style-type: none"> Photovoltaic cells convert sunlight into electricity Thermal plants heat fluid, which then turn water to steam, driving turbines and generating electricity | <ul style="list-style-type: none"> Reliable source in warmer countries Can be small scale for homes More electricity in stronger sunshine |
| Hydro-electric | <ul style="list-style-type: none"> Dam built to trap water, which turns turbines and generators | <ul style="list-style-type: none"> Large amount of low-cost power Can be used as water reserve |

Tick this box once this has been covered

☐
☐
☐
☐
☐
☐

Year 7 English: *Shakespeare's Villains*

Shakespearean Context

William Shakespeare was born in 1564 and lived until 1616. He wrote plays and poems in the Renaissance era.

He was alive during the reign of Queen Elizabeth I and King James I. These were known as the Elizabethan and Jacobean eras.

In Shakespeare's day there was a strong social hierarchy, but women were always seen as less important than men. Women were seen as property.

Shakespeare grew up in Stratford Upon Avon, near Birmingham, then moved to London. He was an actor, playwright and theatre owner.

Before Shakespeare's time, acting was seen as immoral, but Queen Elizabeth I enjoyed plays. Therefore, plays became more popular and more accepted.

The theatre Shakespeare partly owned was called The Globe. A replica theatre exists in its location in London today.

Key Terms

Renaissance: A time of social change in Europe from the 14th to 17th century.

Social: Issues to do with people/groups of people.

Hierarchy: a system where some people/things are seen as more important than others.

Gender: male/female characteristics.

Thee/thou/ye/you: All words meaning you.

Emphasis/stress: the part of a phrase which stands out.

Villainous Vocabulary

1. tyrant (n) - a cruel and oppressive ruler

2. glare (v) - stare in an angry or fierce way

3. shriek (v) – a high pitched sound/cry

4. deceptive (adj) – misleading

5. unscrupulous (adj) - having no moral principles

6. malevolent (adj) - having a wish to do evil to others

7. scheming (adj) - involved in making secret, sly plans

8. remorseless (adj) - without regret or guilt

9. nefarious (adj) – wicked

10. reprehensible (adj) - deserving to be condemned

11. atrocious (adj) - horrifyingly wicked

12. heinous (adj) – utterly odious or wicked

Poetic Meter: Shakespeare often wrote poetry or used poetic verse in his plays.

Meter: A pattern within a line of poetry.

The part of the pattern which repeats is called the *foot*.

Examples of feet:

iambic (de-dum)

trochaic (dum-de)

dactylic (dum-de-de).

Year 7 English: *Punctuation and Grammar*

| | | |
|------------------------------------|--|--|
| Prepositions | Used to give information about where or when something happens. <ul style="list-style-type: none"> Tells you where something happens. The witch flew <u>over</u> the moon. The man was <u>on top of</u> the world. Tells you when something is happening. I ate before I left. I don't need it <u>at the moment</u>. | |
| Active versus passive voice | | |
| Active voice | Used to focus attention on the subject of a clause. The subject comes before the main verb: <i>The girl ate the apple.</i> | |
| Passive | Used to focus attention on the object of a clause. The object comes before the main verb: <i>The apple was eaten by the girl.</i> | |
| Sentence Functions | | |
| Declarative | Used to make a statement. The subject will come before the verb: The Prime Minister is in favour of banning cheese. | |
| Interrogative | Used to ask a question. The verb will come before the subject: Is the Prime Minister in favour of banning cheese? Can also use question stems: who, what, where, when, why, how. | |
| Imperative | Used to issue a command (popular with teachers!). Has no subject. Put that down! / Leave here at once. / Don't throw paint! | |
| Exclamatory | Used to show shock, surprise, anger. Usually start with a phrase containing what or how: How sweet it is to be loved by you! | |

| | | |
|------------------|---|--|
| ; & : | When & how to use them? | |
| Semi-colon (;) | These can be used to separate main clauses. E.g., <i>The guide opened the door; he showed us into the room.</i> Or can break up lists containing more than one word, like a comma: E.g. <i>Before the picnic we packed everything: a box for the plates and cutlery; cartons of sandwiches; two bottles of lemonade; a table cloth and serviettes.</i> Both parts of the sentence should make sense on their own, without the semi-colon. | |
| Colon (:) | Introduce a list or a set of details E.g., <i>you will need: scissors, paper and a pencil.</i> Or it tells you to expect more detail E.g., I knew what I had to do: I had to find the map and solve the mystery. | |

Name: _____

Date: _____

Year 7 Knowledge Organiser The Eatwell Guide

- When choosing food and drinks, current healthy eating guidelines should be followed.



Fruit and vegetables

- This group should make up just over a third of the food eaten each day.
- Aim to eat at least five portions of a variety each day.
- Choose from fresh, frozen, canned, dried or juiced.
- A portion is around 80g (3 heaped tbs).
- 30g of dried fruit or 150ml glass of fruit juice or smoothie count as a max of 1 portion each day.

Potatoes, bread, rice, pasta or other starchy carbohydrates

- Base meals around starchy carbohydrate food.
- This group should make up just over a third of the diet.
- Choose higher-fibre, wholegrain varieties.

Dairy and alternatives

- Good sources of protein and vitamins.
- An important source of calcium, which helps to keep bones strong.
- Should go for lower fat and lower sugar products where possible.

The Eatwell Guide

- Comprises 5 main food groups.
- Is suitable for most people over 2 years of age.
- Shows the proportions in which different groups of foods are needed in order to have a well-balanced and healthy diet.
- Shows proportions representative of food eaten over a day or more.

Beans, pulses, fish, eggs, meat and other protein

- Sources of protein, vitamins and minerals.
- Recommendations include to aim for at least two portions of fish a week, one oily, and;
- People who eat more than 90g/day of red or processed meat, should cut down to no more than 70g/day.

Oil and spreads

- Unsaturated fats are healthier fats that are usually from plant sources and in liquid form as oil, e.g. olive oil.
- Generally, people are eating too much saturated fat and need to reduce consumption.

Foods high fat, salt and sugar

- Includes products such as chocolate, cakes, biscuits, full-sugar soft drinks, butter and ice cream.
- Are high in fat, sugar and energy and are not needed in the diet.
- If included, should be had infrequently and in small amounts.

8 tips for healthier eating

These eight practical tips cover the basics of healthy eating, and can help you make healthier choices.

1. Base your meals on starchy carbohydrates.
2. Eat lots of fruit and veg.
3. Eat more fish – including a portion of oily fish.
4. Cut down on saturated fat and sugar.
5. Eat less salt (max. 6g a day for adults).
6. Get active and be a healthy weight.
7. Don't get thirsty.
8. Don't skip breakfast.

Hydration

- Aim to drink 6-8 glasses of fluid every day.
- Water, lower fat milk and sugar-free drinks including tea and coffee all count.
- Fruit juice and smoothies also count but should be limited to no more than a combined total of 150ml per day.

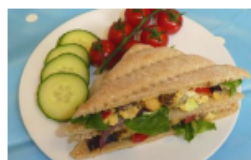
Fibre

- Dietary fibre is a type of carbohydrate found in plant foods.
- Food examples include wholegrain cereals and cereal products; oats; beans; lentils; fruit; vegetables; nuts; and, seeds.
- Dietary fibre helps to: reduce the risk of heart disease, diabetes and some cancers; help weight control; bulk up stools; prevent constipation; improve gut health.
- The recommended average intake for dietary fibre is 30g per day for adults.

Cutting down on Salt- Reducing the amount of salt we consume can reduce blood pressure, reduce the risk of heart disease, reduce the risk of a stroke. Adults should have no more than 6g of salt a day and children should have less, remember- Salt is added to many of the foods you buy so you need to check labels carefully. It is also used as a preservative in bacon and cheese.

Composite/combination food

Much of the food people eat is in the form of dishes or meals with more than one kind of food component in them. For example, pizzas, casseroles, spaghetti bolognese and sandwiches are all made with ingredients from more than one food group. These are often called 'combination' or 'composite' foods.



Meals and snacks can be sorted into The Eatwell Guide food groups.

Composite/combination food - Lasagne



Pasta (lasagne sheets): **Potatoes, bread, rice, pasta or other starchy carbohydrates**
Onions, garlic and chopped tomatoes: **Fruit and vegetables**
Lean minced meat (or meat substitute): **Beans, pulses, fish, eggs, meat and other protein**
Cheese sauce made with milk and cheese: **Dairy and alternatives**
Olive/vegetable oil used to cook onions and mince: **Oil and spreads**



Là où j'habite

| | | |
|---------------------------|--|--|
| Là où j'habite | <i>Where I live</i> | |
| Qu'est-ce qu'il y a ... ? | <i>What is there ... ?</i> | |
| il y a ... | <i>There is ...</i> | |
| un café | <i>a café</i> | |
| un centre commercial | <i>a shopping centre</i> | |
| un centre de loisirs | <i>a leisure centre</i> | |
| un château | <i>a castle</i> | |
| un cinéma | <i>a cinema</i> | |
| une église | <i>a church</i> | |
| un hôtel | <i>a hotel</i> | |
| un marché | <i>a market</i> | |
| un parc | <i>a park</i> | |
| un restaurant | <i>a restaurant</i> | |
| un stade | <i>a stadium</i> | |
| une patinoire | <i>an ice rink</i> | |
| une piscine | <i>a swimming pool</i> | |
| des magasins | <i>shops</i> | |
| des musées | <i>museums</i> | |
| Il n'y a pas de ... | <i>There isn't a ... /There are no ...</i> | |

Les opinions

| | | |
|--------------------------------|---------------------------------------|--|
| Tu aimes ta ville/ton village? | <i>Do you like your town/village?</i> | |
| Je pense que ... | <i>I think that ...</i> | |
| À mon avis, ... | <i>In my view ...</i> | |
| c'est ... | <i>It's ...</i> | |
| bien | <i>Good</i> | |
| super | <i>Great</i> | |
| joli | <i>Pretty</i> | |
| intéressant | <i>Interesting</i> | |
| ennuyeux | <i>Boring</i> | |
| vraiment nul | <i>Really rubbish</i> | |
| trop petit | <i>Too small</i> | |
| j'aime ça. | <i>I like that.</i> | |
| j'adore ça. | <i>I love that.</i> | |
| tu es d'accord? | <i>Do you agree?</i> | |
| oui, je suis d'accord | <i>Yes, I agree</i> | |
| non, je ne suis pas d'accord | <i>No, I disagree</i> | |

High frequency words

| français | anglais | |
|-----------|------------------|--|
| assez | <i>Quite</i> | |
| mais | <i>But</i> | |
| ou | <i>Or</i> | |
| puis | <i>Then/next</i> | |
| très | <i>Very</i> | |
| cependant | <i>However</i> | |
| aussi | <i>As well</i> | |

Irregular verb: Aller

| | | |
|----------------|--------------------------------|--|
| aller | <i>To go</i> | |
| je vais | <i>I go</i> | |
| tu vas | <i>You go (sing/formal)</i> | |
| il/elle/on va | <i>He/she/we go</i> | |
| nous allons | <i>We go (plura)</i> | |
| vous allez | <i>You all go (plu/formal)</i> | |
| ils/elles vont | <i>They go</i> | |

Time expressions

| | | |
|----------------|-------------------------|--|
| plus tard | <i>later</i> | |
| ce matin | <i>This morning</i> | |
| ce soir | <i>This evening</i> | |
| cet après-midi | <i>This afternoon</i> | |
| demain matin | <i>Tomorrow morning</i> | |
| aujourd'hui | <i>today</i> | |
| ce weekend | <i>This weekend</i> | |
| samedi | <i>On Saturday</i> | |

| Quand? | When ? | |
|---------------------------|---------------------------------|--|
| Les adverbes de fréquence | <i>Expressions of frequency</i> | |
| d'habitude | <i>Usually</i> | |
| normalement | <i>Normally</i> | |
| quelquefois | <i>Sometimes</i> | |
| tous les weekends | <i>Every weekend</i> | |
| le weekend | <i>At the weekend</i> | |

Qu'est-ce qu'on peut faire à ... ?

| Qu'est-ce qu'on peut faire à ... ? | What can you do at/in ... ? | |
|------------------------------------|------------------------------|--|
| je peux | I can | |
| tu peux | you can (singular, informal) | |
| il/elle/on peut | he/she can/we can | |
| nous pouvons | we can | |

Les activités

| | | |
|---|---|--|
| aller au concert | go to a concert | |
| faire du bowling | go bowling | |
| faire du roller | go roller-skating | |
| faire du skate | go skateboarding | |
| faire du vélo | go cycling | |
| faire une promenade en bateau | go on a boat trip | |
| jouer au babyfoot et au flipper au café | play table football and pinball at the café | |
| manger au restaurant | eat at a restaurant | |
| visiter les monuments/les musées | Visit monuments/museums | |

Looking for patterns in language:

Try to make links as you're learning French. Look for patterns to help you memorise things. Think about why you're using a particular article. If you're not sure, check the gender in a wordlist or a dictionary.

| | singular | | | plural |
|--------|-----------|-------------|--------------------|------------|
| | masculine | feminine | before vowel sound | |
| the | le | la | l' | les |
| a | un | une | un/une | des |
| to the | au | à la | à l' | aux |

Grammaire

à (to / at) changes when it is followed by the definite article.

| | |
|------------------|-------------------------|
| à + le = | au |
| le cinéma → | Je vais au cinéma. |
| à + la = | à la |
| la patinoire → | Je vais à la patinoire. |
| à + l' = | à l' |
| l'église → | Je vais à l'église. |
| à + les = | aux |
| les magasins → | Je vais aux magasins. |

Vouloir

To want to

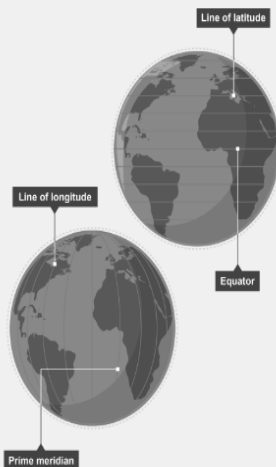
| | | |
|--------------|-------------------------------|--|
| je veux | I want | |
| tu veux | you want (singular, informal) | |
| il/elle veut | he/she wants | |
| on veut | we want | |

Les réponses - responses

| | | |
|-------------------------|----------------------|--|
| Bonne idée! | Good idea! | |
| D'accord. | OK. | |
| Oui, c'est super top. | Yes, that's great. | |
| Oui, je veux bien. | Yes, I want to. | |
| Non, je n'ai pas envie. | No, I don't want to. | |
| Si tu veux. | If you want to. | |
| Non merci. | No, thanks. | |

Section 1: Latitude and Longitude

- Lines of **latitude** circle the Earth in an east-west direction. They are parallel.
- Special lines of latitude include the equator, and the tropics of Cancer and Capricorn.
- Lines of **longitude** run from the top of the Earth to the bottom. They meet at a point at the north and south poles, and divide the Earth into segments, like an orange.
- Special lines of longitude include the Prime Meridian and the International Date Line.



Section 2: OS Maps

- Ordnance Survey (OS)** is an organisation that has mapped the UK.
- OS Maps have lots of different symbols, including simple images, letters and abbreviations.
- There will usually be a key next to the map to tell you what the symbols mean.
- OS maps feature grid squares.



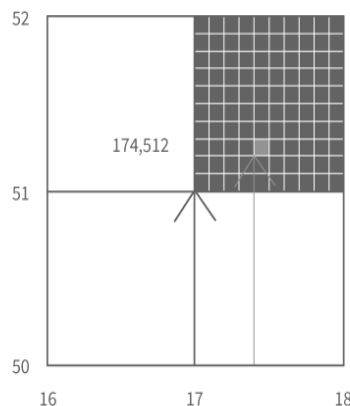
Section 4: Relief

- Relief** means the shape of the land.
- Relief is represented in a range of different ways:
 - Spot heights (black dots with numbers)
 - Triangulation pillars (a dot inside a blue triangle)
 - Layer shading (using colours to represent height)
 - Contours (orange lines)



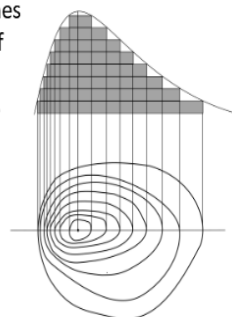
Section 3: Grid references

- When an easting and northing line meet, the two numbers can be put together to form a **four-figure grid reference**. The easting comes first.
- By adding an extra number (between 1 and 10) to the easting and the north
- hing, a **six-figure grid reference** can be created. This pinpoints a specific place on a map.



Section 5: Contours

- Contour lines** are brown lines on a map that join places of the same height.
- On most OS maps, the lines are drawn every 10m.
- The closer the lines, the steeper the relief.



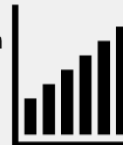
Section 6: Scale

- Scale** is usually written like this: **1:25 000**. This means that 1 unit of measurement on the map (a centimetre, for example) represents 25 000 of those same units on the actual ground the map covers.
- You can use the scale on the map to measure the distance between two points. There are a few ways to do this:
 - Straight line distance
 - Using string or paper to find the actual distance.



Section 7&8: Fieldwork

- Geographical enquiries can involve researching the human and physical environments. They are a way of investigating questions about the world we live in and learn how processes work
- Carrying out fieldwork allows us to collect information and data that we can then use back in the classroom.
- We can collect different types of data using fieldwork:
 - Qualitative which is descriptive information
 - Quantitative which is numerical information
- You can represent the data collected using graphs, for example bar, line, radar or pie charts.



Section 9: GIS

- Geographic Information Systems (GIS)** is specialist software which links geographical data with a map.
- GIS is useful for geographers as it enables users to add layers to show different information as well as zoom in and out to different scales.
- GIS often links together digital maps, satellite images or aerial photographs, allowing the user to compare these different layers.



Ai

**Colour theory to memorise:**

Red compliments green
Blue compliments orange
Yellow compliments purple

Key questions to answer:

- what makes a successful logo and why?
- What is a limited colour palette?

Logo File Formats:

1. **Vector:** Ideal for scalability, as it can be resized without losing quality (e.g., AI, EPS, SVG).
2. **PNG:** Supports transparency and is suitable for web and digital platforms.
3. **JPEG:** Commonly used for print materials but lacks transparency support.

| Keywords /terms | Definition – read, cover, write, check, redo | tick |
|----------------------|--|------|
| Graphic Design | Graphic design is the art of visual communication that combines images, words, and ideas to convey information to an audience, especially to produce a specific effect. | |
| Layout | Layout design is a fundamental branch of graphic design that concerns the arrangement of text and visuals. | |
| Typography | Typography is the art and design of text | |
| Design brief | A design brief is a document that outlines the core details and expectations of a design project for a client. | |
| Design specification | A design specification is a list of criteria a product needs to address. Using the brief as a starting point for research, a specification can be written when more facts are known. | |
| Complementary | Complementary colours appear opposite each other on the colour wheel. | |
| Analogous colours | Colours are called analogous colours when they are very similar to each other, especially when they are next to each other on a colour wheel. For example, red, red-orange, and orange are analogous colours. | |
| Branding | A brand is a name, design or symbol, or some other feature which identifies a particular company or product. | |

Types of Brand logos

Tick

A **logomark**, also known as a logo symbol or brandmark, consists of a graphic element or symbol representing a brand or company. A logomark focuses solely on the visual representation without incorporating any accompanying typography.

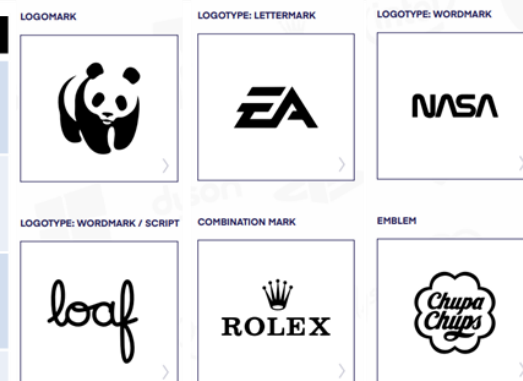
Lettermark logos, also known as monogram logos or letter logos, consist of initials, abbreviations, or acronyms of a brand or company name. Instead of using the full name of the organisation, these logos focus on creating a visual representation using one or more letters.

A **wordmark** logo consists of a stylised or custom-designed typography-based representation of a brand or company name. It focuses on the visual arrangement and design of the text itself, rather than incorporating additional graphic elements or symbols.

A **wordmark or script logo** consists of the company or brand name represented in a unique, stylised, and often artistic manner. Instead of relying on symbols, icons, or graphic elements, it focuses solely on typography and the visual presentation of the text.









A **combination mark** logo combines both text and a visual symbol or icon. It typically incorporates a unique visual element alongside the brand name or company name.

Emblem logos combine text and imagery into a single integrated unit. They are characterised by their compact, symmetrical shapes and often have a traditional or vintage aesthetic. They typically feature a detailed, illustrated graphic or symbol enclosed within a border or frame, with the company or brand name placed below or around the graphic.



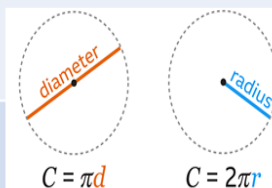
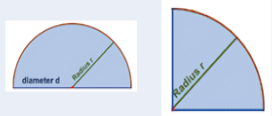
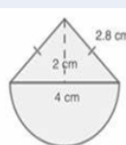
Remember: A well-designed logo is timeless, memorable, and represents the essence of the brand. Using a limited palette means that you're only using a few select colours in your piece. It's not an entire gamut of the rainbow, but just two or three colours that you stick to for the entire illustration.

Adobe Illustrator is a vector based design program developed to create logos, icons, drawings, typography and complex illustrations.

| Tudors: Key terms/definitions | | | | | | | | |
|---|---|---|--|--|---|---|--|---|
| Term | Definition | ✓ | | | | | | |
| The Divine Right of Kings | The belief that the monarch's power is given by God & hence the monarch is subject to no earthly authority | | Pikemen: Pikes were steel tipped and 5.5m long.  | Musketeers: Fired musket balls used gunpowder; took about 1 minute to load.  | | | | |
| Parliament | An assembly of the representatives of people who govern the country | | | | | | | |
| House of Commons | The part of Parliament whose members have been voted into power | | | | | | | |
| Civil War | A war fought between one or more groups in the same country | | | | | | | |
| Taxes | Money paid to the King by his subjects | | | | | | | |
| Custom Duties | Money paid to the King, levied on goods entering England (imports) | | Battle of Edgehill 1642: Indecisive Marston Moor 1644: victory for Parliament and Scots Naseby 1645: victory for Parliament Second Civil War 1646-48 After escaping from prison on the Isle of Wight Charles I allied with the Scots to fight Parliament; Preston 1648: Parliament smashes Royalists abd Scots | | | | | |
| Court of the Star Chamber | Used by Charles I to fine people who opposed him | | | | | | | |
| Ship Money | A tax to pay for the navy. People who lived in land, and had never seen the sea particularly objected to paying this tax. | | | | | | | |
| Presbyterians | followers of the very strict Protestant Church in Scotland | | | | | | | |
| The Grand Remonstrance | A list of complaints about the king, published by Parliament in 1641 | | Cannon: Most cannons fired a ball between 3 and 9 kg (7 to 20 lbs) in weight.  | Cavalry Light cavalry usually wearing thick leather coats called 'buff coats'; riding up to the enemy to discharge their pistols and then retreating to reload.  | | | | |
| Royal Standard | The King's flag; raised in 22 August to declare the start of the Civil War | | | | | | | |
| Cavaliers | Nick name given to supporters of Charles I during the Civil War | | | | | | | |
| Roundheads | Nick name given to supporters of Parliament during the Civil War | | | | | | | |
| New Model Army | A standing army set up by Cromwell and Parliament in 1645 | | | | | | | |
| The Second Civil War | Battles that took place between King and Parliament Feb - Aug 1648 | | | | | | | |
| The Rump Parliament | The name given to the remains of the Long Parliament after 1648 | | | | | | | |
| Key Events in the reign of the Stuarts | | | Key people | | | | | |
| 1603 – James VI of Scotland becomes James I of England 1605 – Gunpowder Plot; attempt to assassinate James I & blow up Parliament 1611 – New King James version of the Bible is published 1620 – Mayflower sails to New World to establish a colony for pilgrims 1625 – James I died; succeeded by his son Charles I 1625 – Charles I quarrelled with parliament over taxes & relations with Spain 1629- 40 – The Eleven Years Tyranny; Charles rules without Parliament 1637 – Charles introduces the New Prayer book in Scotland, causing rebellion 1639 – Charles I attacked and went to war with the Scots; he is defeated 1640 (April- May)- Charles recalled Parliament after 11 years, to raise taxes to pay for an army; this was known as the 'Short Parliament' 1640 (November) – Charles recalled Parliament; known as the 'Long Parliament' 1640- Earl of Strafford executed 1642-49 : English Civil War; fought between supporters of King & Parliament | | | ✓ | | | | | |
| | | |  | James I (1603-25). King of Scotland, then succeeded the English throne on Elizabeth's death | ✓ |  | Charles I (1625-49) Eldest son of James I; remembered as being the king who fought the Civil War and the only monarch to be executed | ✓ |
| | | |  | Oliver Cromwell M.P.& opponent of Charles I; formed New Model Army with Thomas Fairfax | |  | Prince Rupert Charles I's nephew; general on Royalist side; brave & romantic but not always in control of his troops; took his dog 'Boy' into the battle of Marston Moor | |

Year 7 – Maths – Summer 1 – Units 13 & 14

| Keyword | Definition | Example |
|--|--|--|
| Coordinates | Coordinates are written as two numbers, separated by a comma and contained within round brackets. The first number is the x-coordinate, the second is the y-coordinate. | x coordinate is 2, y coordinate is 3 written (2, 3) (0, 0) is also known as the origin. |
| Quadrant | There are four quadrants. Coordinates in these quadrants are still described in terms of x and y, but the values of both x and y can be positive or negative . | |
| Midpoint | The set of coordinates that are exactly in the middle of a line segment. They can be decimals. | $midpoint = \left(\frac{x_1 + x_2}{2}, \frac{y_1 + y_2}{2} \right)$ |
| Graphs of fixed values | Graphs of the form $x = a$ are vertical lines. Graphs of the form $y = b$ are horizontal lines. Graphs of the form $y = x$ and $y = -x$ are diagonal lines. | $x = 2$ All x coordinates are always 2 on this line. |
| Linear graph | A straight line graph. | |
| Gradient of a line | The <i>gradient</i> is a measure of slope. The greater the gradient, the steeper the slope. | The increase in y as x increases by one. |
| Calculating the gradient | $m = \frac{y_2 - y_1}{x_2 - x_1}$ | The gradient between (-2,4) and (4,1): $m = \frac{1 - 4}{4 - -2} = -\frac{3}{6} = -\frac{1}{2}$ |
| The y intercept | The value at which the line crosses the y axis | |
| Graphs of the form $y = mx + c$ | When written in the form $y = mx + c$: m is the gradient and c is the y intercept. It must be 1 y | $y = 2x - 3$ where the gradient is 2 and the y intercept is -3 . |
| Graphs of the form $ax + by = c$ | A form of the equation of a straight line. It can be rearranged to the form $y = mx + c$. | When $x = 0$, $by = c$ When $y = 0$, $ax = c$ |

| Keyword | Definition | Example |
|--|---|--|
| Pi | Pi is a constant and an irrational number. | $\pi = 3.141592654.....$ |
| Circumference | The perimeter of a circle The formula for the circumference of a circle: $C = 2\pi r$ or $C = \pi d$ |  |
| Radius | The distance from the circumference to the centre of the circle. | |
| Diameter | The whole distance across the circle through its centre. | A circle with radius 5cm has a diameter of 10cm |
| Area of a circle | The formula for the area of a circle: $A = \pi r^2$ | A circle with diameter 10cm has an area of: $A = \pi \times 5^2 = 25\pi = 78.5cm^2$ |
| Area of semi-circle and quarter circle | Area Semi-circle = $\frac{\pi \times r^2}{2}$ Area quarter circle = $\frac{\pi r^2}{4}$ |  |
| Perimeter of semi-circle and quarter circle | Semi-circle = $\frac{2\pi r}{2} + d$ Quarter circle = $\frac{2\pi r}{4} + 2r$ | The length around the outside of the shape |
| Compound shapes with circles | A compound shape is made up of two or more basic shapes joined together. One of these shapes will be a circle or part of a circle. |  Area of triangle + area of semi-circle. |

Rock Songs

Riff A short, memorable pattern which is part of the accompaniment of the song

Hook A short memorable idea which is part of the vocal line, designed to hook you into the song.

Verse Section of the song in which the music stays the same/ similar each time, but the lyrics change. Often alternates with a chorus

Chorus Section of the song which is the same every time it is heard. Alternates with the verse and provides the climax point of the music

Bridge a short section of music used to link two other sections

Instrumental a section of a song with no vocals, where one of the instruments takes the main melody instead. Provides contrast.

Intro The opening section of a song or piece

Outro the ending section of a song or piece

Britpop Style of guitar based British rock music which was common in the 1990s. Includes bands such as Oasis and Blur

Electric Guitar guitar which is played with electronic amplification. May strum chords, known as **rhythm guitar** or play melodic ideas, known as **lead guitar**

Bass Guitar amplified instrument with strings tuned in the same way as a double bass, but which looks like a guitar. Used to play bass lines in rock and pop music.

Drum Kit collection of drums and cymbals which can be played by one person via the use of foot pedals and sticks

Chord two or more notes sounding together

Triad chord which contains three notes which are alternate letter names apart

Root name note of a chord

Major chords triads which have a slightly higher middle note, using notes 1, 3 and 5 of the major scale. Major chords are written as just the root note eg C major chord is written as C

Minor chords triads which have a slightly lower middle note, using notes 1, 3 and 5 of the minor scale. Minor chords are written as just the root note followed by an 'm' eg C minor chord is written as Cm



This QR code will take you to a Spotify playlist with audio examples **for rock songs**. You will find it helpful to listen to these as you learn.



Form and Structure

Question and answer phrases a pair of two musical phrases which balance each other, one acting as a question and the other as an answer

Drone a continuously sounding note

Ostinato a repeating pattern

Binary form a structure in music with an A section followed by a contrasting B section AB

Ternary form a structure in music with an A section, a contrasting B section and then a return to the A Section. ABA

Rondo form a structure in music with a recurring A section separated by contrasting episodes e.g. ABACADA

Pentatonic a 5 note scale

Treble clef

The **treble clef** sets the note G as the second line up on a musical **stave**. Any note with the note head (the round bit) covering that line is a G:



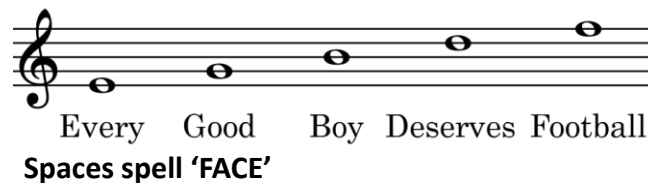
Notes are arranged in alphabetical order, using lines and spaces. It's always the note head that tells you which note it is. The first C (middle C) needs to be on a line, but there isn't one, so it gets its own (a **ledger line**).



Because we only use the letters A-G, the note above G is A, and we start again.



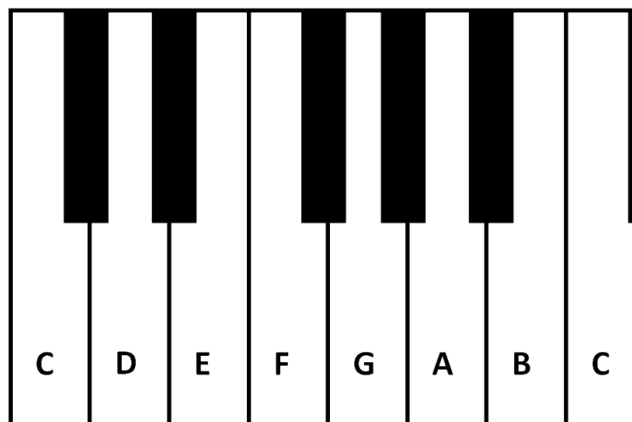
Notes on lines—an easy way to remember



Notes on the keyboard

The notes are arranged in alphabetical order, from low to high.

Look for the pattern of black notes. C is always the white note to the left of the group of two black keys.



This QR code will take you to a Spotify playlist with audio examples for **form and structure**. You will find it helpful to listen to these as you learn.

Ways to help manage anxiety



- 1) **Talk to someone you trust.**
Talking to someone you trust about what's making you anxious could be a relief. It may be that just having someone listen to you and show they care can help in itself.
- 2) **Try to manage your worries.**
Set aside a specific time to focus on your worries. Or you could write them down and keep them in a particular place.
- 3) **Look after your physical health.**
Make sure you are eating and sleeping properly. Allow enough time to continue with your hobbies, especially if they are good for your physical health.
- 4) **Try breathing exercises.**
Breathing exercises can help you to feel more in control.
- 5) **Try peer support.**
As well as talking to a parent, teacher or other trusted adult, you could talk to a good friend. Remember that sometimes just talking can help you to feel better.

Self-esteem



- 1) Self-esteem is how we value and perceive ourselves. It's based on our opinions and beliefs about ourselves, which can feel difficult to change. We might also think of this as self-confidence.
- 2) The things that affect our self-esteem are different for everyone. Your self-esteem might change suddenly. Or you might have had low self-esteem for a while.
- 3) Lots of things can contribute to low self-esteem. These include:
Being bullied; experiencing prejudice or discrimination; physical health problems; mental health problems; worries about your appearance and body image; feeling pressure to meet unrealistic expectations, for example through social media.

Ways to improve self-esteem



- 1) **Be kind to yourself.**
Avoid comparing yourself to others and do things that make you happy.
- 2) **Try to recognise positives.**
Celebrate your successes and accept compliments.
- 3) **Build a support network.**
Focus on positive relationships and talk to someone you can trust.
- 4) **Try talking therapy.**
Talking to someone who is trained to listen, and who isn't a family member or friend can give you the opportunity to be completely honest.
- 5) **Set yourself a challenge.**
Set small, manageable goals, which will give you a sense of achievement.
- 6) **Look after yourself.**
Get enough sleep, eat well, make sure you are doing some form of physical activity.

Source: Mind.org

| Keyword | Learn | ✓ |
|-------------------------|---|---|
| UNCRC | United Nations Convention on the Rights of the Child | |
| FGM | Female Genital Mutilation | |
| Female | Girl or women | |
| Genitals | The private parts or the external parts of the reproductive system | |
| Mutilation | The infliction of serious damage or hurt | |
| Ethics | Moral principles that govern a person's behaviour or their conduct | |
| Fair trade | Trade between companies in developed countries and producers in developing countries in which fair prices are paid to the producers | |
| Living wage | The minimum income necessary for a worker to meet their basic needs | |
| Environmental resources | Materials or substances occurring in nature which can be exploited for economic gain | |

Financial decisions can have a positive impact!

United Nations Convention on the Rights of the Child

The Convention has 54 articles that cover all aspects of a child's life and set out the civil, political, economic, social and cultural rights that all children everywhere are entitled to.

Some key rights. The right to:

- Clean water
- A place to live
- Food
- Be cared for
- Be listened to and heard
- Protection from harm
- An education

Never stay silent!

There are many support services see below. Any teacher, or trusted adults in the school can help, or even another trusted adult outside of school could help too.

FGM – Female Genital Mutilation

Is where some parts of a girl's private area are removed or injured.

FGM harms girls and women in many ways – it has no health benefits.

The law:

- It is illegal to perform FGM in the UK
- It is illegal to take a girl abroad to have FGM performed on them
- It is illegal to help organise or encourage an FGM procedure in anyway

Ethical Financial Decisions

Ethical financial decisions should be based on your morals or beliefs about what is 'right'. You could consider:

- The impact your decision has on our environmental resources (consider both the production of the goods and their transportation)
- The impact your decision has on the working conditions of people producing the goods
- The political beliefs of the country or company producing the goods

Helpful websites:

<https://www.childline.org.uk>

[Female genital mutilation: help and advice - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/topics/female-genital-mutilation)

Contact the NSPCC helpline on 0800 028 3550 or email fgmhelp@nspcc.org.uk



| | | | | | | | |
|----------------|---|--|-----------------|--|--|-----------------|--|
| Islam: | The religion of the Muslims, a monotheistic faith regarded as revealed through Muhammad as the prophet of Allah. Literally ‘submission’. | | Hadith: | Record of the traditions or sayings of the Prophet Muhammad, second only to the authority of the Qur’an. | | Hajj: | Hajj is the Muslim pilgrimage. It is compulsory for Muslims to undertake Hajj at least once in their lifetime as long as they are healthy and can afford it. |
| Muslim: | A follower of Islam. Literally-meaning ‘submitted one.’ | | Shari’ah: | Shari’ah law comes from a combination of sources including the Qur’an, the Hadith and fatwas (the rulings of Islamic scholars). All aspects of a Muslim’s life are governed by Shari’ah. | | Mahdi: | The long-awaited saviour (Imam) who will come to rescue the world; 12 th Imam for Shi’ahs. |
| Tawhid: | ‘Oneness’ in reference to God. The basic Muslim belief in the oneness of God. | | | | | Assirat Bridge: | The bridge that is crossed over in order to reach paradise. |
| Worship: | To be devoted to someone or something; to place value or worth on something or someone. | | Qur’an: | The holy book for Muslims and their guide for life. Literally ‘to recite’. | | Greater Jihad: | The daily struggle and inner spiritual striving to live as a Muslim. |
| Idol: | An object of someone’s focus and devotion. | | Hafiz: | Someone who has memorised whole sections of the Qur’an. Hafiz are highly regarded and respected. | | Lesser Jihad: | A physical struggle or ‘holy war’ in defence of Islam. |
| Mosque: | A place of worship for Muslims, where they gather for prayer, community events, and religious ceremonies. | | Laylat ul-Qadr: | The ‘night of power’ during Ramadan. It commemorates the first revelation received by the Prophet Muhammad. It takes place during the last 10 nights of Ramadan. | | Adhan: | Muslim statement of belief, repeated five times a day in the Call to Prayer. |
| Shahadah: | Sometimes called ‘the door to Islam’, expresses the two most fundamental beliefs of Islam about Allah and the role of Muhammad. | | | | | Aqiqah: | Ceremony which takes place for most Muslim children when they are seven days old. It is also a Naming Ceremony. |
| Al-Fatihah | The first chapter of the Qur’an which sums up the core beliefs of Islam: | | Ibadah: | Acts of worship; any permissible action performed with the intention to obey God. | | Khitan: | The circumcision of a Muslim boy, sometimes performed at the Aqiqah ceremony. |
| Ka’ba: | The shrine in Makkah that is set in the courtyard of the Great Mosque. | | Muhammad: | Believed to be the founder of Islam and divine proclaimer of the Qur’an. (570-632 AD). | | Minaret: | The tower attached to a mosque from which Muslims are called to prayer. |
| Khadijah: | A wealthy widow who employed Muhammad to lead her caravans. She later became his wife. | | Salah: | It means to bow or worship and refers to the five daily prayers. There are over 700 verses in the Qur’an that refer to salah. | | Tahnik: | The ceremony of touching the baby’s lips with something sweet in the hope that they will develop a sweet nature. |
| Madinah: | The city that welcomed Muhammad in 622 after he left Makkah. Muhammad is buried in Madinah. | | Du’a Prayers: | Personal prayers which may be said at any time of the day. | | Mu’adhin: | An official who calls Muslims to prayer from the minaret five times every day. |
| Khalifah: | A representative of God on earth. | | Sunnah: | The record of Muhammad’s way of life. | | Akhirah: | The Muslim belief in an afterlife. |
| Sunni Muslim: | Literally ‘one who follows the Sunnah’; Sunni’s believe that Abu Bakr (Muhammad’s friend and father-in-law) should be successor (Khalifah). | | Quibla: | The direction to face during prayer (towards Mecca). | | Ummah: | Worldwide community of Muslims, who share a common faith and belief system. |
| Shi’ah Muslim: | Literally ‘partisans of Ali’, Shi’ahs believe that Ali (Muhammad’s cousin and son-in-law) should be successor. | | Zakah: | The practice of giving 2.5% of their earnings to charity. Many Muslims see wealth as a loan from Allah. | | Unity: | Working together harmoniously, regardless of individual differences, to achieve common goals and to uphold shared values. |
| Sunnah: | The Sunnah refers to the traditions and practices of the Islamic prophet Muhammad, as recorded in the Hadith literature. | | Sawm: | Sawm is the obligation on Muslims to fast between sunrise and sunset during the month of Ramadan. | | Diversity: | Composed of different identities, languages, traditions, and perspectives. |
| | | | | | | Solidarity: | Having a sense of shared responsibility, compassion and empathy towards each other. |

Biology E - Interdependence

| Keyword | Learn | |
|-------------|--|--|
| Food chain | Part of a food web, starting with a producer, ending with a top predator. | |
| Food web | Shows how food chains in an ecosystem are linked. | |
| Ecosystem | The living things in a given area, and their non-living environment. | |
| Environment | The surrounding air, water, and soil where an organism lives. | |
| Population | Group of the same species living in an area. | |
| Producer | Green plant or algae that makes its own food using sunlight. | |
| Consumer | Animal that eats other animals or plants. | |
| Decomposer | Organism that breaks down dead plant and animal material so nutrients can be recycled back to the soil or water. | |

Chemistry E – Earth in space

| Keyword | Learn | |
|--------------|--|--|
| Solar System | The Sun, its planets and their moons. | |
| Moons | Moons orbit planets. | |
| Planets | Planets orbit stars. | |
| Stars | Bodies which give out light, and which may have a solar system of planets. | |
| Sun | The name of the star that the Earth orbits. | |
| Day | The time for a planet to rotate on its axis once. | |
| Year | The time for a planet to orbit a star. | |
| Galaxy | Collection of stars held together by gravity. Our galaxy is called the Milky Way | |
| Exoplanet | Planet that orbits a star outside our solar system. | |
| Orbit | Path taken by a satellite, planet or star moving around a larger body. | |
| Light year | Distance light travels in a year (over 9 million, million kilometres). | |

Physics E - Sound

| Keyword | Learn | |
|-------------------|--|--|
| Vibration | A back and forth motion that repeats. | |
| Longitudinal wave | Where the direction of vibration is the same as that of the wave. | |
| Volume | How loud or quiet a sound is, in decibels (dB). | |
| Pitch | How low or high a sound is. A low (high) pitch sound has a low (high) frequency. | |
| Amplitude | The maximum amount of vibration, measured from the middle position of the wave, in metres. | |
| Wavelength | Distance between two corresponding points on a wave, in metres. | |
| Frequency | The number of waves produced in one second, in Hertz. | |
| Vacuum | A space with no particles of matter in it. | |
| Oscilloscope | Device for viewing patterns of sound waves that have been turned into electrical current. | |
| Absorption | When energy is transferred from sound to a material. | |
| Auditory range | The lowest and highest frequencies that a type of animal can hear. | |
| Echo | Reflection of sound waves from a surface back to the listener. | |
| Speed of sound | The speed of sound in air is 330 m/s. The denser the medium, the faster sound travels. | |

Chemistry X - Geology

| Keyword | Learn | |
|-------------------|--|--|
| Rock cycle | Sequence of processes where rocks change from one type to another. | |
| Weathering | The wearing down of rock by physical, chemical or biological processes. | |
| Erosion | Movement of rock by water, ice or wind (transportation). | |
| Minerals | Chemicals that rocks are made from. | |
| Sedimentary rocks | Formed from layers of sediment, and which can contain fossils. Examples are limestone, chalk and sandstone. | |
| Igneous rocks | Formed from cooled magma, with minerals arranged in crystals. Examples are granite, basalt and obsidian. | |
| Metamorphic rocks | Formed from existing rocks exposed to heat and pressure over a long time. Examples are marble, slate and schist. | |
| Strata | Layers of sedimentary rock. | |

Timetable

[illegible]