



BOURNEMOUTH SCHOOL

Year 7

Knowledge Organiser 6

Summer Term: 2023-24

Name: _____

✓Hard Work

✓Discipline

✓Smart Appearance

✓Respect

Bournemouth School

Knowledge Organiser: Year 7 Summer Term 2

'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.

❑ The **Formal Elements** are the parts used to make a piece of artwork. The art elements are **line, shape, space, form, tone, texture** and **colour**.

❑ A **line** is one of the simplest elements of art. Lines are marks upon paper or canvas. They can be horizontal, vertical, curved, or any other shape.

❑ Connecting lines together to enclose some areas is called **shape**. Shapes are often **organic**, meaning that they follow the kinds of shapes that one might find in nature and are more or less irregular. Some artists also use **geometric** shapes, which are the genre of shapes one might find in a mathematics textbook.

❑ **Space** in a work of art refers to a feeling of **depth** or three dimensions. It can also refer to the artist's use of the area within the picture plane. The area around the primary objects in a work of art is known as **negative space**, while the space occupied by the primary objects is known as **positive space**.

❑ **Form** refers to the three-dimensional aspect of an object, adding depth and volume. Artists use shading, perspective, shadows and other techniques to create the illusion of three-dimensional form on a two-dimensional surface.

❑ **Tone** (often called **Value** in America) is the degree of lightness or darkness in a colour. Artists use shading and highlighting to create a range of tones, adding dimension and depth to their work. Tone is often associated with blending and pencil work.

❑ **Texture** refers to the surface quality or feel of an object. Artists create texture through the use of different materials, techniques, or representations, adding tactile and visual interest. Texture can be created with mark-making and collage.

❑ **Colour** includes hues (the pure colours of the spectrum), tone / value (lightness or darkness), and saturation (intensity). Colour can evoke emotions and set the mood of a piece. Artists use colour schemes to make areas or subjects stand out more.

❑ How tone is applied to create form: **You must vary the pressure you apply to your pencil to create a range of tones, from light to dark.** Mark making can be used to create tones, texture and surfaces. A rubber can be used to create highlights. Different types of pencils. The spacing between you mark making will create a range of tones, along with layering.

❑ What are the difference between H and B pencils ?

The H stands for hard and the B for black. The harder pencil leaves less graphite on the surface resulting in lighter mark-making. The pencils classed as B, on the other hand, are softer and leave much more graphite on the surface. Hence, the marks are blacker.

What does the 'F' stand for on a pencil ?

The letter 'F' indicates a pencil that sharpens to a fine point.

❑ A **pattern** is a repetition of elements (shapes, lines, colours, etc.) often with a consistent spacing and sequence. Patterns are created by repeating elements in a recognisable and systematic arrangement.

❑ **Composition** in art is the way in which different elements of an artwork are combined. In general, this refers to the key subjects of the artwork and how they are arranged in relation to each other.

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.

Programming with FMS Logo

Vocabulary:

Phrase	Definition	✓
Algorithm	A set of instructions.	
Sequence	The order of instructions in a program.	
Syntax	The rules of a specific programming language.	
Syntax error	Breaking the rules of a programming language.	
Iteration	A process that repeats many times.	
Decomposition	Breaking down a complex problem into smaller sub-problems	
Procedure	A set sequence of steps, part of larger computer program.	
Parameter	A value passed to the procedure	



Commands:

Phrase	Definition	✓
forward(fd)	Move the turtle forward.	
back(bk)	Move the turtle backwards.	
right(rt)	Turn the turtle to the right.	
left(lt)	Turn the turtle to the left.	
penup(pu)	Let the turtle move without drawing a line.	
pendown(pd)	Make the turtle draw a line as it moves.	
clearscreen(cs)	Clear the screen and moves the turtle back to the centre of the screen.	
setpencolour(setpc)	Change the colour of the pen.	
setpensize	Change the width of the pen.	

Year 7 Design Technology

Renewable energy sources

Tick this box once this has been covered

☐
☐
☐
☐
☐
☐

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

Year 7 English:

Earth Matters – Writing to Persuade

Key Terms	✓
<p>Genre = the form of writing you are using.</p> <p>Audience = who you are writing for.</p> <p>Purpose = why you are writing and what you are trying to achieve.</p> <p>Explicit = Information that is clearly stated.</p> <p>Implicit = Information that is suggested.</p> <p>Interpret = Explain the meaning of something in your own words, showing your understanding.</p> <p>Anecdote – a short story to illustrate the point being made in a speech or piece of persuasive writing.</p> <p>Register – the style of language used that is appropriate to the scenario.</p>	
Persuasive Techniques	✓
<p>D = Direct Address</p> <p>A = Alliteration</p> <p>F = Facts</p> <p>O = Opinions</p> <p>R = Repetition/Rhetorical Questions</p> <p>E = Emotive Language</p> <p>S = Statistics</p> <p>T = Triplet/Triple/Rule of Three</p>	

Creative writing must include:	✓
<ul style="list-style-type: none"> Accuracy in spelling, punctuation and grammar. Punctuation variety: move beyond full stops and commas. Sentence variety: simple, compound, complex. Ambitious vocabulary: thesaurus use is encouraged. Sophisticated writing techniques: metaphor, personification, rhetorical techniques. 	
Writing a speech	✓
<p>Engage your audience – think about who they are, and what you are trying to achieve by speaking to them.</p> <p>Structure the speech:</p> <p><u>Opening</u> – “Good afternoon ladies and gentlemen.”</p> <p>Hook the audience’s attention. E.g. a powerful image, anecdote, humour (if appropriate), a shocking fact</p> <p><u>Main body</u> – keep the listeners engaged.</p> <p>E.g. repetition of key points, alliteration, statistics</p> <p><u>Ending</u> – “Thank you for listening.”</p> <p>Round it off and leave the audience thinking. E.g. ‘You hold our fragile future in your hands - don’t break it.’ ‘Do we really have any other choice?’ ‘When it’s all said and done, will you have said more than you have done?’</p>	

Year 7 English:
Earth Matters – Writing to Persuade

Writing the content of a leaflet

There is less space for writing in a leaflet so you have to explain your message in fewer words. Using too many words will make people stop reading.

A leaflet needs to be striking to look at so that people will read it when it falls out of the newspaper, for example, rather than throwing it away. It needs a strong heading, and the layout has to be clear and direct to attract the reader.

The message of a leaflet must stand out. Using large print, colour and a slogan or catchphrase will make people read on.

Writing an article

Headline – tells the reader what they will read about. It’s a good opportunity to include a persuasive technique such as alliteration or a rhetorical question.

Strapline - tells the reader a bit more about the article. It should try and ‘hook’ the reader in.

Introductory paragraph - introduces the reader to what will be discussed in the article. Use a persuasive technique to “hook” the reader such as an anecdote or a shocking statistic.

Topic sentences – a clear statement at the beginning of each idea to make it clear what point you are making.

Subheadings - can be a useful way of dividing up your article. Each new idea has a short heading.

Cohesive argument – ensure your ideas join up to form a strong argument that flows.

Discourse markers – words that link your paragraphs and ideas together. E.g., furthermore; on the other hand; in addition; however.

Conclusion – a summing up is important and could relate back to your introduction in order to form a cyclical structure.

Ambitious vocabulary		
Disillusioned (adj.)	Having lost one’s ideals about something.	
Pernicious (adj.)	Causing harm or ruin.	
Prodigious (adj.)	Marvelous or wonderful.	
Besotted (adj.)	Strongly obsessed with something.	
Unequivocally (adv.)	In a clear and straightforward manner – there can be no confusion.	
Plethora (noun)	An abundance of something. E.g., People have a plethora of ideas about what should be done.	
Ubiquitous (adj.)	present, appearing, or found everywhere.	
Despicable (adj.)	Deserving hatred or contempt.	
Benevolent (adj.)	Showing goodwill and kindness.	

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**



Les vacances

Les vacances en famille	<i>Family holidays</i>	
Tous les ans ...	<i>Every year ...</i>	
Normalement ...	<i>Normally ...</i>	
nous allons ...	<i>we go ...</i>	
en France	<i>In/to France</i>	
en Espagne	<i>In/to Spain</i>	
en Grèce	<i>In/to Greece</i>	
en Italie	<i>In/to Italy</i>	
aux États-Unis	<i>In/to the USA</i>	
au Portugal	<i>In/to Portugal</i>	
à la mer	<i>To the seaside</i>	
à la montagne	<i>In/to the mountains</i>	
à la campagne	<i>In/to the countryside</i>	

Je me prepare-Reflexive verbs

Je me prépare	<i>I get myself ready</i>	
Je me douche.	<i>I have a shower.</i>	
Je me fais une crête.	<i>I make my hair spiky.</i>	
Je me parfume.	<i>I put on perfume/aftershave</i>	
Je m'habille.	<i>I get dressed.</i>	
Je me brosse les cheveux.	<i>I brush my hair.</i>	
Je me lave les dents.	<i>I clean my teeth.</i>	
Je me regarde dans la glace.	<i>I look in the mirror.</i>	
Je me rase.	<i>I shave.</i>	
Je me maquille.	<i>I put on make-up.</i>	

Quels sont tes rêves?

Quels sont tes rêves?	<i>What are your dreams?</i>	
Je voudrais aller ...	<i>I'd like to go ...</i>	
à Paris	<i>to Paris</i>	
en Australie	<i>to Australia</i>	
au Canada	<i>to Canada</i>	
aux États-Unis	<i>to the USA</i>	
Je voudrais ...	<i>I'd like ...</i>	
être footballeur professionnel	<i>to be a professional football player (masculine)</i>	
être danseuse professionnelle	<i>to be a professional dancer (feminine)</i>	
habiter dans une grande maison	<i>to live in a big house</i>	
avoir une voiture très cool	<i>to have a really cool car</i>	
faire le tour du monde	<i>to travel around the world</i>	
rencontrer mon acteur/mon actrice préféré(e)	<i>to meet my favourite actor/actress</i>	

Les activités en vacances

Nous allons au restaurant.	<i>We go to a restaurant.</i>	
Nous visitons des monuments.	<i>We visit monuments.</i>	
Nous faisons du camping.	<i>We go camping.</i>	
Nous faisons de la rando.	<i>We go hiking.</i>	
Nous faisons de la natation.	<i>We go swimming.</i>	
Nous faisons des activités sportives.	<i>We do sports activities.</i>	
Nous restons en France.	<i>We stay in France.</i>	

Qu'est-ce qu'on peut faire à ... ?

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

Au café

Au café	<i>At the café</i>	
J'ai faim et j'ai soif.	<i>I'm hungry and I'm thirsty.</i>	
Vous désirez?	<i>What would you like?</i>	
Je voudrais ...	<i>I'd like ...</i>	
un café	<i>a black coffee</i>	
un café-crème	<i>a white coffee</i>	
un thé (au lait/au citron)	<i>a tea (with milk/lemon)</i>	
un chocolat chaud	<i>a hot chocolate</i>	
un coca	<i>a cola</i>	
un jus d'orange	<i>an orange juice</i>	
un Orangina	<i>an Orangina</i>	
Une crêpe	<i>A pancake</i>	
Un croque-monsieur	<i>A toasted cheese and ham sandwich</i>	
S'il-vous plaît	<i>please</i>	

Future activities

Future activities		
Qu'est-ce que tu vas faire?	<i>What are you going to do?</i>	
Pendant les vacances ...	<i>During the holidays ...</i>	
je vais ...	<i>I'm going to ...</i>	
aller à la pêche	<i>go fishing</i>	
danser	<i>dance</i>	
faire de l'accrobranche	<i>do treetop adventures</i>	
faire du karaoké	<i>do karaoke</i>	
faire de la voile	<i>go sailing</i>	
faire de la planche à voile	<i>go wind-surfing</i>	
nager dans la mer	<i>swim in the sea</i>	
rester au lit	<i>stay in bed</i>	
retrouver mes copains/copines	<i>get together with with my mates</i>	

Connectives

Connectives		
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

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>	

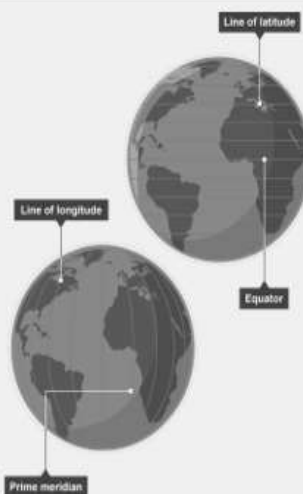


YEAR 7 GEOGRAPHY

Topic: Map Skills

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.



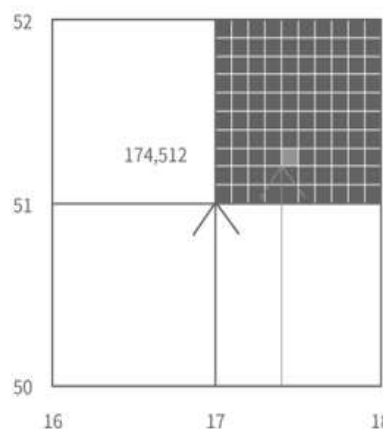
Section 4: Relief

- 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)



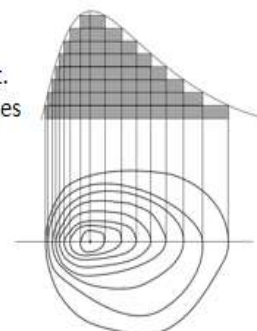
Section 3: Grid references

- 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
- ing, 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.



Ps

Photoshop is a **photo editing and design software** programme used by photographers, graphic designers, and web designers. It can be used for a variety of tasks such as image editing, photo manipulation, illustrations, basic animation.

Contrast



Contrast in shape

Contrast in colour

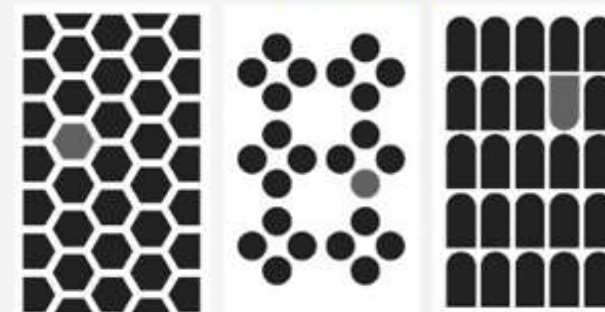
Contrast in scale

Contrast in layout

Keyword	Definition	tick
Contrast	Contrast refers to the arrangement of opposite elements and effects. For example, light and dark colours, smooth and rough textures, large and small shapes. Contrast can be used to create variety, visual interest, and drama.	
Emphasis	Emphasis can be created by size, weight, position, color, shape, and style. Sometimes referred to as dominance, emphasis might seem similar to contrast, but it's not quite the same. Contrast deals with the difference between two objects, and emphasis deals with the impact of an object.	
Proportion	Adjusting size. Larger items appear more important. Spacing of text is important to make text legible. Simply put, it's the size of elements in relation to one another. Proportion signals what's important in a design and what isn't. Larger elements are more important, smaller elements less.	
Negative space	Negative space is also called white space in graphic design, and refers to the empty spaces on your artboard. Negative space in graphic design does not mean emptiness or colourlessness, in fact, negative space leaves room for your design to breathe on its own. The right amount of negative space in your design will separate objects, cushion text to make it more readable and encourage your audience to look at certain elements of your design, helping you to direct their visual flow	

Keyword	Definition – read, cover, write, review	tick
Adjustment Tools	Tools used in Photoshop to adjust, colour, lighting, contrast, exposure etc. to edit images.	
Selection Tools	Tools used to select an area of an image you want to edit. For example, Quick selection tool, Marquee tool (has pre-set shapes), Lasso tool or Magic Wand tool.	
Hue and Saturation	Hue is the colour in your image. Saturation is the intensity, richness, of that colour.	
Resolution in Photoshop	The resolution of an image is measured in DPI or PPI (dots per inch or pixels per inch). The more dots (or pixels) you have per inch, the higher the resolution of your image.	
Surreal	Elements of the image or photograph are combined in a strange way that you would not normally expect, like in a dream / nightmare. A juxtaposition of objects/things in a composition.	
Digital Collage	Digital Collage is a form of graphic art, which is created by mixing together different kinds of images, textures, and concepts and composing an entirely new composition.	

Emphasis



Creating a focal point

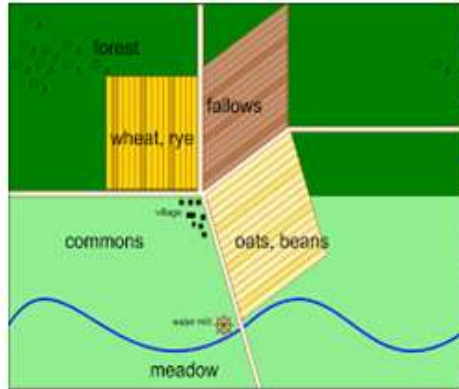



Bournemouth School: History Department: Knowledge Organiser: Year 7: Summer 2: Industrial Revolution

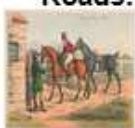


Industrial Revolution: Key terms/definitions

Term	Definition	✓
Industrial Revolution	c.1750 – 1900: the process of significant technological change in the way of working from a farming and handicraft way of life to one dominated by industry and machine manufacturing, transforming the way people lived and worked.	
Domestic System	A small-scale system of production by making things such as cloth based upon work carried out in the home. The materials such as cotton and wool were supplied by merchants.	
Enclosure	During the 18 th and 19 th centuries: the process of turning the common land used for grazing animals and growing food and make it into privately owned land with hedges, fences or walls around it. This process was controversial and many lost out.	
Factory System	The production of manufactured goods such as textiles, on a large scale using machines in factories; this system becoming the dominant form of how work was organised during the Industrial Revolution. Coal was readily available used for fuel.	
Cholera	Due to the rapid growth of the newly industrialising towns, there was little planning given to public health. Cholera was a disease that reached epidemic proportions in 1854, killing thousands. The cause was eventually discovered by Dr John Snow who was convinced it was spread by water contaminated by sewage.	





The impact of Enclosure

		✓
<p>The Open Field System had been the prevalent farming system used since the Middle Ages. Each Manor had 3 large fields that were divided into strips for peasants to use. There was also woodland and common land for all to use. The problem was this system was not producing enough food to meet population demands. One fallow field.</p>		
<p>From approx. 1750, the common land was 'enclosed' by being taken into private ownership, creating fields. These Enclosure Acts enabled selective breeding of animals and increased yields from the land but impoverished peasant farmers, forcing many to become landless labourers.</p>		

Changes to Transport: 1750 - 1900

Roads: Turnpike Trusts  <p>Roads were kept in better condition by Trusts charging tolls to pay for repairs</p>	Canal Mania! 1790-1820's  <p>A period of intense canal building, using waterways to carry heavy goods</p>	✓
Railway Mania! 1840's  <p>Inventions in technology now meant there was now a greater reliance on steam power. Pioneering individuals such as Richard Trevithick and George Stevenson invented steam locomotives. By the 1840's railway tracks covered the country. By 1900, steam dominated transport, making it much quicker to for people and goods to travel around Britain.</p>		

Key people

	✓		✓
 <p>Richard Arkwright (1732 – 1792) invented a new spinning machine that harnessed the power of water instead of human hands. This made the spinning of cotton yarn much quicker and in greater quantities.</p>		 <p>Anne Lister (1791 – 1840) was a wealthy independent landowner who wrote diaries giving a great insight into her life as a landowner, business woman, intrepid traveller, mountaineer and lesbian. Anne not only did not wish to marry, but she also did not want to conform.</p>	
 <p>Queen Victoria was Queen from 1837 – 1901 and this period of change is known as the Victorian Era. In 1876 she was given her the title 'Empress of India'</p>		 <p>Edward Carpenter (1844 – 1929) was an English utopian socialist, poet, philosopher, anthologist, an early activist for gay rights and prison reform.</p>	

Year 7 – Maths – Summer 2 – Unit 16 & 17

Keyword	Definition	Example
Metric units	The metric system is used to measure length, area, volume and mass using base 10. The three main units are metres, grams and litres.	$1\text{m} = 100\text{cm}$ $1\text{kg} = 1000\text{g}$ $1000\text{cm}^3 = 1\text{litre}$
Imperial units	Miles, feet and inches are units of length. These are known as imperial units of length .	There are 12 inches in a foot. An inch is roughly equal to 2.5 centimetres. A foot is roughly equal to 30 centimetres. A mile is roughly equal to 1.5 kilometres.
Converting metric units	'Kilo' comes from the Ancient Greek word for 'thousand' 'Centi' means one hundredth and 'milli' means 'one thousandth'.	See below
Converting units of time	Units of time can be converted to find equivalent time intervals.	See below
Area and volume	Area and volume are often measured in metric units. An area can be measured in centimetres squared (cm^2) or metres squared (m^2). Volume is often measured in centimetres cubed (cm^3) or metres cubed (m^3).	

Length is measured in millimetres (mm), centimetres (cm), metres (m) or kilometres (km)	Weight is measured in grams (g) and kilograms (kg). Volume is measured in mm^3 , cm^3 and m^3 • $1\text{m}^3 = 1000000\text{cm}^3$ • $1\text{cm}^3 = 1000\text{mm}^3$ Capacity in millilitres (ml) and litres (l).	Units of time <ul style="list-style-type: none"> 60 seconds = 1 minute 60 minutes = 1 hour 24 hours = 1 day 7 days = 1 week 365 days = 1 year 52 weeks = 1 year Every four years we have a leap year which has 366 days.
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Keyword	Definition	Example
Powers of 10	The power indicates how many times the base has been multiplied by itself.	$10^2 = 100$ $10^4 = 10,000$
Standard form	Standard form is a system for writing very large or very small numbers, usually used in science	Has the general form $a \times 10^n$ where $1 \leq a < 10$ and n can be any positive or negative integer.
Converting from ordinary numbers to standard form	To convert a number into standard form, split the number into two parts - a number between 1 and 10 multiplied by a power of 10.	$8560 = 8.56 \times 10^3$ $34 \times 10^7 = 3.4 \times 10^8$ $0.00054 = 5.4 \times 10^{-4}$
Adding and subtracting standard form	Ensure that the powers of 10 are the same before adding or subtracting in standard form.	$5.2 \times 10^5 + 4.2 \times 10^4$ $5.2 \times 10^5 + 0.42 \times 10^5$ 5.62×10^5
Multiplying standard form	Multiply the numbers, and then multiply the powers of 10 by adding the powers together.	$2 \times 10^4 \times 3 \times 10^5$ $= 6 \times 10^9$
Dividing standard form	Divide the numbers, and then divide the powers of 10 by subtracting the powers.	$9 \times 10^{-4} \div 2 \times 10^3$ $= 4.5 \times 10^{-7}$



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

Bass Guitar An 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 A 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 A 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.

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.

Moving into Year 8



- 1) You know the school building, the systems, the teachers and the timetable.
- 2) Remember how far you've come since the start of Year 7!
- 3) How can you support the new Year 7s? Remember how you felt!
- 4) What didn't go well in Year 7 and how could you improve?
- 5) What went brilliantly in Year 7 and how could you build on that?
- 6) You are only a few months away from making your GCSE options – speak to your teachers in order to make the best decisions for you.
- 7) Speak to older students to draw on their experience of different subjects.
- 8) Use UniFrog to start thinking about the different options available to you beyond GCSEs.
- 9) Consider trying a new club or hobby.
- 10) September is a fresh start – enjoy it!

Keyword	Learn	✓
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	
Consumerism	The purchase of goods and services	
Boycott	To refuse to buy a product or service to promote an ethical change	
Savings	The money you save, usually in a Bank or Building Society account	
Interest rate	The proportion of your savings that is paid as interest to the saver, typically expressed as an annual percentage of your savings	
Credit	Money loaned to you for which you will be charged interest	

Financial decisions can have a positive impact!

Financial ethics



Being an ethical consumerism is the idea that consumers can, and should, use ethical values and principles to seek a range of ethical objectives through how they spend their money.

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 the people producing the goods
- The political beliefs of the country or company producing the goods
- The impact of child welfare and the use of child labour
- The impact on animal welfare

Things you can do to be a more ethical consumer:

- Look to buy fair trade products
- Look at the place of manufacture or production eg eat food grown or produced in the UK
- Buy from reputable supplies; many supermarkets, for example, will not buy products produced where workers are not well treated

Tips for budgeting:



- Plan, save, then buy
- Save to buy outright - it's cheaper
- Use a regular saver savings account at a bank or building society - they pay the highest interest

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.

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).	

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.	

Ecological Surveys

Keyword	Learn	
Ecosystem	interaction of a community of living organisms with the non-living parts of their environment.	
Biodiversity	the variety of all the different species of organisms on earth, or within an ecosystem.	
Ecological sampling	a type of scientific surveying which can save time and money and give information on the population of animals and plants.	
Random sampling	sample units are selected by a random number generator to select a sample that is unbiased.	
Systematic sampling	sample units are selected according to a predetermined methodical pattern, e.g. every 10 m, so each unit of the sample represents an equal portion of the whole population	
Quadrat	a square frame which is used in sampling. It is placed in a location and the plants or slow-moving animals inside it are counted.	
Transect	a line drawn from one part of the habitat to another, this is normally carried out with a tape measure.	
Pooter	small devices using to suck up small animals like ants.	

Timetable

[illegible]