BOURNEMOUTH SCHOOL

Year 7

Knowledge Organiser 2

Autumn Term: 2024-25

Name: Master Copy

Registration Form: 7.Master

✓Hard Work ✓Discipline ✓Smart Appearance ✓Respect

Bournemouth School

Knowledge Organiser: Year 7 Autumn 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 for that 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.

During the first term of Year 7, as you learn how to use a Knowledge Organiser, you will have less to learn that other year groups.

How to use your knowledge organiser (KO):

1. Ensure you have your KO and Homework Learning Journal with you at all times in school and when you need to do your homework at home.
2. Although you have a Knowledge Organiser for all subjects, you will only be expected to work on Maths, Science and French or Spanish. 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.
3. Initially, follow your homework timetable to decide what to revise each evening.
4. There are 4 strategies that you can use to revise. They are progressively more challenging so always start with the first in the list.
    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 your KO and what you have learnt 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 understanding 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.
6. **You are expected to complete half a side of your Homework Learning Journal each evening as a minimum.**

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 Maths, Science and French or Spanish 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.

Maths:

Your teacher will set you tasks to complete on Dr Frost Maths. This will be set every week on a Monday and will be collected in and checked on a Friday. If this has not been completed you will be issued a Detention on A Wednesday Lunchtime.

How long should I spend on my homework?

	Year 7 Autumn 2				
	Week 1				
Time	Monday	Tuesday	Wednesday	Thursday	Friday
5 mins	MFL	MFL	Physical Activity	MFL	MFL
10 min	Maths	Science		Maths	Science
30 mins	Reading	Reading		Reading	Reading
	Week 2				
Time	Monday	Tuesday	Wednesday	Thursday	Friday
5 mins	MFL	MLF	Physical Activity	MFL	MFL
10	Maths	Science		Maths	Science
30	Reading	Reading		Reading	Reading

- You should spend about 15 minutes revising each day. This will increase after Christmas.
- You should spend about 30 minutes reading each day.
- This timetable is a guide. If you want to spend longer revising one subject that you find more difficult and less time on one you find easy, that is your choice.
- We would like you to spend one evening involved in a physical activity. This might be a sports club, a run, a game of football with friends or just a nice walk with the dog. Ask your PE teacher if you need guidance with this. It doesn't have to be on a Wednesday.

Masculine nouns		
le racisme	racism	
le cinéma	cinema	
le théâtre	theatre, drama	

Feminine nouns		
la télé	TV	
la musique	music	
la poésie	poetry	
la pizza	pizza	

French plural nouns		
les animaux (mpl)	animals/pets	
les araignées (f pl)	spiders	
les chats (m pl)	cats	
les chiens (m pl)	dogs	
les consoles de jeux (mpl)	games consoles	
les jeux vidéo (m pl)	video games	
les maths (f pl)	maths	
les reptiles (m pl)	reptiles	
les spaghettis (m pl)	spaghetti	
les voyages (mpl)	journeys/ travelling	

Mon kit de survie – my survival kit		
J'ai...	I have	
Je n'ai pas (de)..	I don't have	
Un appareil photo	A camera	
Une barre de céréales	A cereal bar	
Des chips (f pl)	Crips	
Des clés (f pl) – une clé USB	Keys – memory stick	
Une gourde	A water bottle	
Des Kleenex (m pl)	Tissues	
Des lunettes de soleil	Sun glasses	
Un miroir	A mirror	

Avoir – to have		
J'ai	I have	
Tu as	You have	
Il/elle a	He/she has	
Mon ami a	My friend has	

Être – to be		
Je suis	I am	
Tu es	You are	
Il/elle est	He/she is	
Mon ami(e) est	My friend is	

Reasons		
c'est	it is	
ce n'est pas	it's not	
génial	great	
bien	good	
essentiel	essential	
important	important	
cool	cool	
amusant	fun	
nul	rubbish	
ennuyeux	boring	

Connectives		
aussi	also	
mais	but	
et	and	
parce que/car	because	
avec	with	

Intensifiers		
beaucoup	a lot	
très	very	
assez	quite	
un peu	a bit	
vraiment	really	

Dans ma famille		
je suis fils unique	I am an only child (m)	
je suis fille unique	I am an only child (f)	
j'ai un frère/deux frères	I have one /two brothers	
j'ai une soeur/deux soeurs	I have one/two sisters	
J'ai un beau-frère	I have a step-brother	
J'ai une belle-soeur	I have a step-sister	
qui s'appelle	who is called	
qui s'appellent	who are called	
mon frère s'appelle	my brother is called	
ma soeur s'appelle	my sister is called	
ma mère s'appelle	my mother is called	
mes parents s'appellent	my parents are called	

Opinions		
Tu aimes?	Do you like it?	
Oui j'aime ça	Yes, I like it	
Non je n'aime pas ça	No, I don't like it	
Il aime / elle aime	He likes / she likes	
Ce n'est pas bien	It's not good	
Je préfère	I prefer	
J'adore	I love	
Tu es d'accord?	Do you agree?	
Je suis d'accord	I agree	
Je ne suis pas d'accord	I don't agree	

Ma famille		
Tu as des frères ou des soeurs?	Do you have brothers or sisters?	
dans ma famille il y a	in my family there is	
mon père	my father	
ma mère	MY mother	
mon grand-père	my grandfather	
ma grand-mère	my grandmother	
ma tante	my aunt	
mon oncle	my uncle	
mon frère/mes frères	my brother/brothers	
ma soeur/mes soeurs	my sister/sisters	
mon cousin	my cousin (male)	
ma cousine	my cousin (female)	

In French, to say how someone is, you have to use 'avoir' (to have) whereas in English you say I am 12

I am 12 (I have 12 years)	J'ai 12 ans	
He is 12 (He has 12 years)	Il a 12 ans	
She is 14 (She has 14 years)	Elle a 14 ans	

Hair and eyes – les cheveux et les yeux

J'ai les yeux bleus / verts / gris / marron	I have blue / green / grey / brown eyes	
J'ai les cheveux longs / courts / mi-longs	I have long / short / mid-length hair	
frisés/raides	curly/straight	
blonds/bruns/noirs/roux	blond/brown/black/ginger	

Je suis	I am	
Je ne suis pas	I am not	

Les adjectifs		
beau/belle	beautiful	
branché(e)	trendy	
charmant(e)	charming	
curieux/curieuse	curious	
de taille moyenne	medium height	
drôle	funny	
généreux/généreuse	generous	
gentil(le)	kind	
grand(e)	big	
impatient(e)	impatient	
intelligent(e)	intelligent	
modeste	modest	
poli(e)	polite	

In French, most adjectives come after the noun they describe and they agree in gender and number.

*** Some adjectives don't change in the feminine or in the plural form.**

¿Qué deportes haces?

hago artes marciales	I do martial arts	
hago atletismo	I do athletics	
hago equitación	I do horse riding	
hago gimnasia	I do gymnastics	
hago natación	I do/go swimming	
juego al baloncesto	I play basketball	
juego al fútbol	I play football	
juego al tenis	I play tennis	
juego al voleibol	I play volleyball	

¿Qué tiempo hace?	**What is the weather like?**	
hace calor	it is hot	
hace frío	it is cold	
hace sol	it is sunny	
hace buen tiempo	it is nice weather	
llueve	it is raining	
nieva	it is snowing	

Useful words

con	with	
cuando	when	
mucho	a lot	
pero	but	
también	also	
y	and	

Regular –ar verb endings		
yo (I)	-o	
tú (you)	-as	
él/ella (he/she)	-a	
nosotros (we)	-amos	
vosotros (you pl)	-áis	
ellos/ellas (they)	-an	

Jugar	To play	
juego	I play	
juegas	You play	
juega	He/she plays	
jugamos	We play	
jugáis	You (pl) play	
juegan	They play	

Hacer	**To do**	
hago	I do	
haces	You do	
hace	He/she does	
hacemos	We do	
hacéis	You (pl) do	
hacen	They do	

¿Qué te gusta hacer en tu tiempo libre?

chatear	to chat online	
escribir correos	to write emails	
escuchar música	to listen to music	
jugar a videojuegos	to play video games	
leer	to read	
mandar mensajes	to send messages	
navegar por Internet	to surf the Internet	
salir con amigos	to go out with friends	
ver la televisión	to watch TV	

Present tense (yo) – Mi tiempo libre		
bailo	I dance	
canto karaoke	I sing karaoke	
hablo con mis amigos	I talk with my friends	
monto en bici	I ride my bike	
saco fotos	I take photos	
toco la guitarra	I play the guitar	
juego a los videojuegos	I play videogames	
mando mensajes	I send messages	
veo la televisión	I watch TV	
leo mi libro	I read my book	

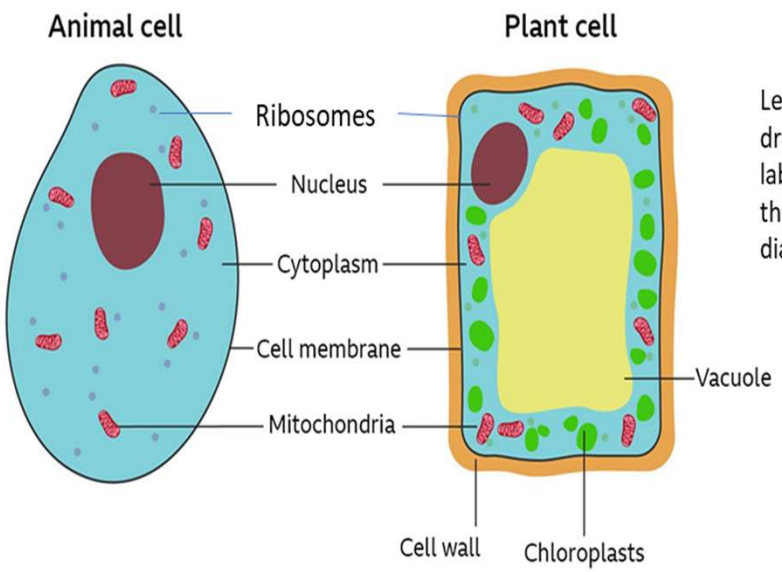
Las opinions - opinions

me gusta...	I like	
me gusta mucho...	I like a lot	
no me gusta...	I don't like	
no me gusta nada...	I don't like at all	
porque es...	because it is	
porque no es...	because it isn't	
aburrido/a	boring	
divertido/a	fun	
estúpido/a	stupid	
guay	cool	
interesante	interesting	

Expressions of frequency

a veces	sometimes	
de vez en cuando	from time to time	
nunca	never	
todos los días	everyday	

Keyword	Learn	✓
Nucleus	Contains the genetic material (DNA) and controls the cell's activities.	
Cell Membrane	Controls the movement of substances into and out of the cell.	
Mitochondria	The site of respiration.	
Cytoplasm	A jelly-like substance; site of most of the chemical reactions.	
Ribosome	Where proteins are made	
Vacuole	Filled with sap.	
Chloroplasts	The site of photosynthesis and contains chlorophyll.	
Cell Wall	Supports and strengthens the cell and is made of cellulose.	
Diffusion	One way for substances to move into and out of cells.	
Cell	The basic building blocks that make up all living organisms.	
Tissue	A group of similar cells working together to perform a function.	
Organ	A group of similar tissues working together to perform a function	
Organ System	A group of organs working together to perform a function.	

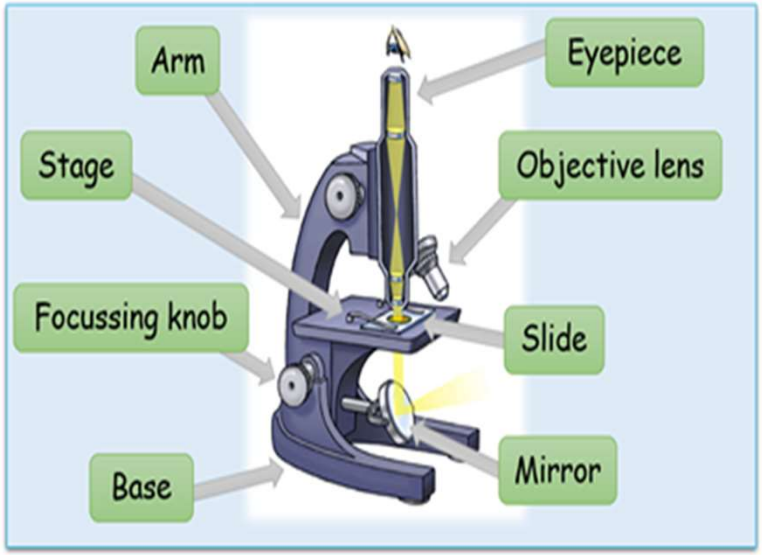


Learn to draw and label these diagrams.

Learn this order

Cell
Tissue
Organ
Organ system
Organism

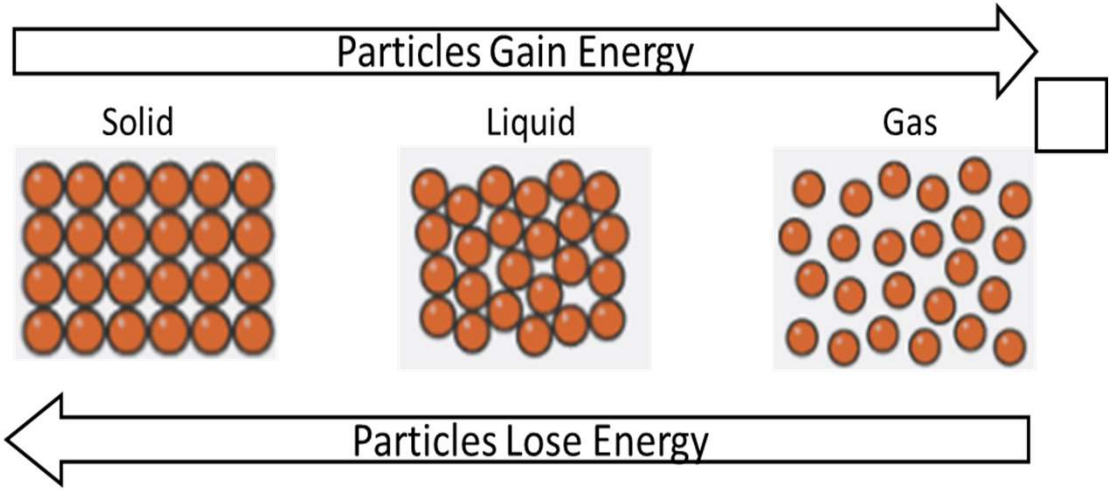
Learn the names of the parts of the microscope



Not all cells are the same. They can become specialised. This means they have special features to help them carry out their roles.

Chemistry CB: The Particle Model

Key term	Definition	
State of matter	Matter can exist as a solid, liquid or a gas	
Particle Model	Used to show the arrangement of particles in a solid, liquid and gas	
Solid	Particles vibrate in a fixed position and are tightly packed	
Liquid	Particles are in random motion and can move past each other while remaining in contact	
Gas	Particles move rapidly in all directions and are widely spaced	
Melt	A substance changes state from solid to liquid above its melting point	
Boil	A substance changes state from liquid to gas above its boiling point	
Condense	A substance changes state from gas to liquid below its boiling point	
Freeze	A substance changes state from liquid to solid below its melting point	
Diffusion	Particles move from an area of high concentration to low concentration	



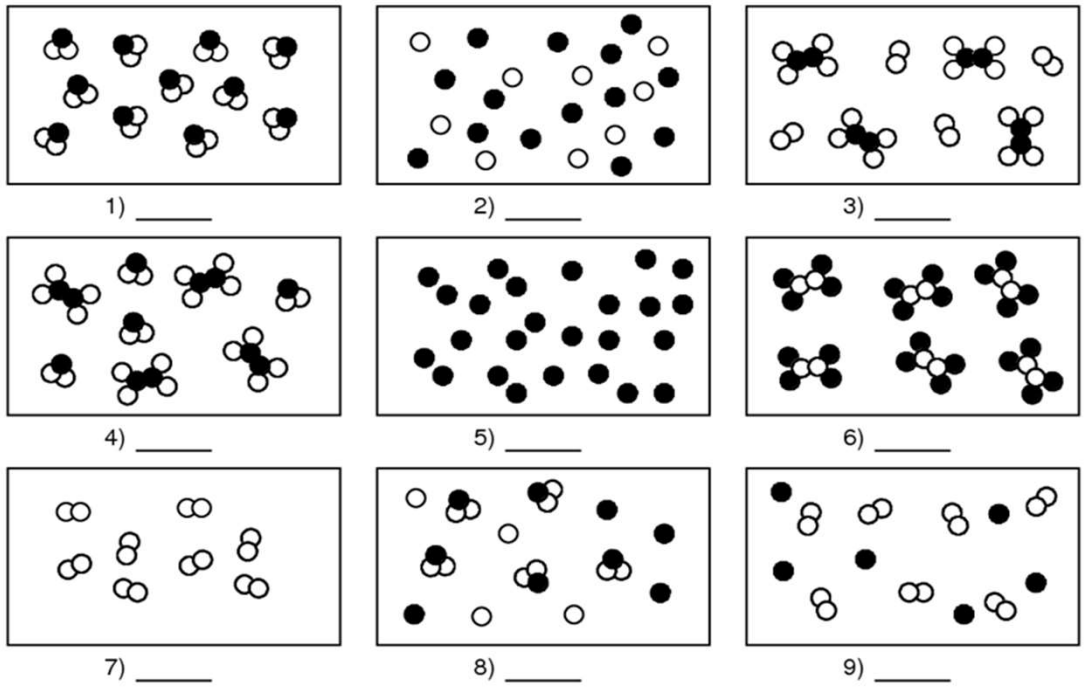
Key term	Definition	
Melting point	The temperature above which a solid will melt. A liquid will freeze if cooled below this value	
Boiling point	The temperature above which a liquid will boil. A gas will condense if cooled below this value.	
Diffusion	Particles move from an area of high concentration to an area of low concentration	
Independent variable	The variable which is changed in an experiment.	
Dependent variable	The variable which is measured in an experiment	
Control variable	The variables which are kept the same in every repeat of an experiment	

Topic 3: Elements and compounds

Key word	Definition	Tick
Element	Substance made up of one type of atom only.	
Compound	Substance made up of two or more types of atom, chemically joined.	
Mixture	Substance made up of 2 or more elements or compounds that aren't chemically joined to each other.	
Atom	The smallest part of an element that exists	
Molecule	Two or more atoms joined together	
Pure	Single type of material with nothing mixed in	

Name	Formula	Tick
Carbon monoxide	CO	
Carbon dioxide	CO_2	
Carbonate	CO_3	
Sulfate	SO_4	
Nitrate	NO_3	
Hydroxide	OH	

Are these elements, mixtures or compounds?



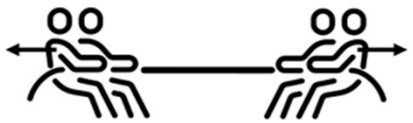
Use the periodic table and the formula table to name these compounds

Name	Formula
	FeS
	$NaNO_3$
	KOH
	$CaSO_4$
	NO_2

Year 7 Topic PA: Forces

Keyword	Learn	✓
contact forces	objects must be touching to exert force.	
non-contact force	objects exert force when physically separated.	
examples of contact forces	normal contact force, upthrust (buoyancy), friction, air resistance, tension	
examples of non-contact forces	weight (force due to gravity), magnetic, electrostatic	
Newton (N)	unit of force	
resultant force	single force that can replace multiple forces acting on an object	
extension	difference between the stretched and unstretched lengths of a spring	
elastic deformation	spring will return to its original shape when the force is removed	
independent variable	the variable which is changed in an experiment	
dependent variable	the variable which is measured in an experiment	
control variables	the variables which are kept the same in every repeat of an experiment	

Balanced Forces



If the forces in opposite directions are equal, we call them balanced forces. The resultant force is zero.

The object remains stationary or continues moving at a constant speed.

Unbalanced Forces

If the forces in opposite directions are not equal, we call them unbalanced forces. The resultant force is not zero.

The object speeds up, slows down or changes direction.

Drawing Graphs – SPLAT

S cale – evenly spaced multiples of 2 or 5

P oints – plotted accurately

L ine – single straight or curved line of best fit

A xes – labelled with units

T itle – meaningful title

Year 7 Physics PB Light

Keyword	Learn	✓
Luminous	An object that emits or gives out light	
Non-Luminous	An object that does not emit light	
Transparent	An object is transparent, if you can see through it very clearly	
Translucent	An object is translucent if light passes through it but you can't see through it	
Opaque	An object is opaque when it does not transmit light	
Absorb	Light is absorbed when the energy is taken into the object	
Transmit	Light is transmitted when it passes through an object	
Reflect	Light is reflected when it bounces off an object	
Diffuse reflection	Reflections that do not give an image	
Specular reflection	Reflections where an image can be seen	

Investigations should include:

Hypothesis Idea to investigate
Prediction What you think will happen
Method A description of what you plan to do
Results A clear statement of the measurements you took, usually in a table
Analysis Presentation of your results that helps you spot any patterns
Conclusion A clear statement of what you found out based on your results
Evaluation A statement about the validity of your results and your method

SPLAT - Graphs

Scale a linear scale that uses most of the graph paper
Points data plotted accurately with a sharp pencil and cross
Line a smooth line of best fit (can be either straight or curved)
Axis labelled with units
Title what does the graph show

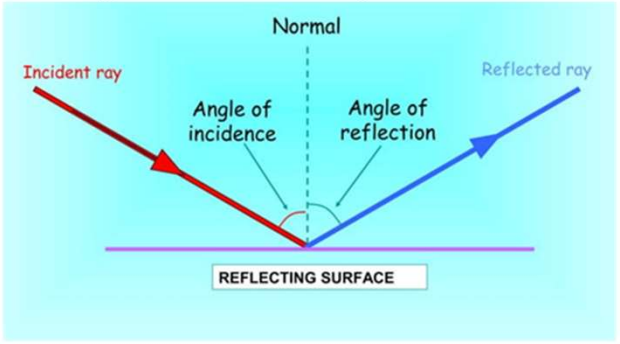
Or simply SPAT if it's a bar chart.

Drawing Ray Diagrams

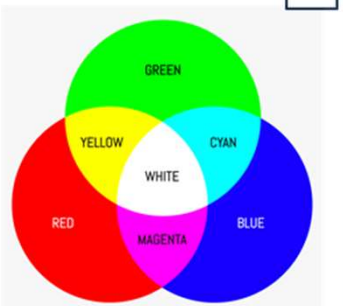
Use a sharp pencil and ruler
Use an arrow to show direction
Draw the normal at 90^0 to the surface where the light or sound hits

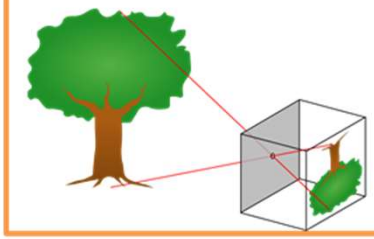
The law of reflection

Angle of incidence = Angle of reflection

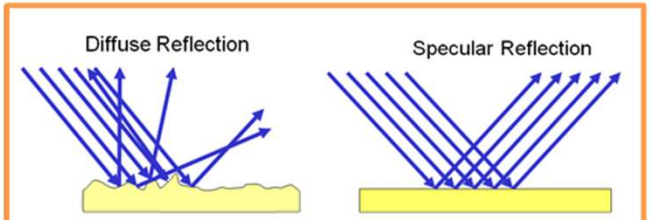


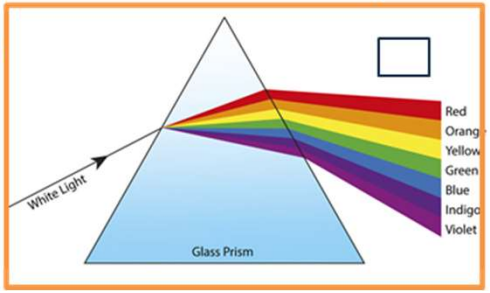
Primary and Secondary colours





A pin hole produces an inverted image that be formed on a screen





Sound	Light
Speed = 330 m/s	Speed =300,000,000 m/s
Travels through matter only	Travels through a vacuum or matter
Obeys the law of reflection	Obeys the law of reflection

The first week of lessons will be relating to the last part of the Autumn 1 Knowledge Organiser

Keyword		Definition	Example(s)
Variable		A symbol, often a letter, to represent an unknown value	x, y, a, θ
Constant		A number on its own	$1, -5, \frac{2}{7}, \pi$
Coefficient		A number used to multiply a variable	$3x \rightarrow 3$ is the coefficient of x $2ab^2 \rightarrow 2$ is the coefficient of ab^2
Term		Either a single number, a variable or numbers and variables multiplied together	$x, 3a, \frac{1}{2}xy$
Expression		A group of terms added to or subtracted from each other. It can also be a single term	$12y, 2a + 3b, 7x - 3xy^2$
Simplifying (algebra)		Rewriting an expression as simply as possible. Multiplying and dividing symbols should not be included	$3x + 5x = 8x$ $2 \times x \div y = \frac{2x}{y}$
Like terms		Terms with the same variable and the same powers. These terms can be grouped when simplifying	$3x$ and $5x$ a^2b and $-3a^2b$
Base number		The number that is being multiplied by itself	In 6^3, 6 is the base number
Index		The power that the base number is being raised to. It tells us how many times to multiply the base number by itself	In 6^3, 3 is the index
Formulae		A mathematical relationship expressed using algebraic expressions.	$s = \frac{d}{t}$ $y = mx + c$
Substitution		Replacing a variable with a given value in an expression, equation or formula	$3x - 5$ when $x = 2$: $3(2) - 5 = 6 - 5 = 1$
Integer		A whole number value	$3, -5, 105$

Keyword		Definition	Example(s)
Equivalent Fractions		Fractions that represent the same value but look different. These can be found by multiplying or dividing the numerator and denominator by the same value.	$\frac{16}{40} = \frac{8}{20}$
Simplifying (fractions)		Rewriting a fraction by giving an equivalent fraction where the numerator and denominator have a HCF of 1	$\frac{4}{8} = \frac{1}{2}$
Ascending		Increasing in size (smallest to largest)	$2, 6, 13, 19, 24$
Descending		Decreasing in size (largest to smallest)	$62, 51, 38, 19, 4$
Less than (or equal to)		We can use the symbol $<$ to show that the first number is less than the second. $\leq$ if they can also be the same value.	$3 < 5$ $x \leq 8$
Greater than (or equal to)		We can use the symbol $>$ to show that the first number is less than the second. $\geq$ if they can also be the same value.	$15 > 12$ $x \geq y$
Common Denominator		Fractions are said to have common denominators if they denominators are equal	$\frac{2}{15}$ and $\frac{9}{15}$ have common denominators
Adding or Subtracting Fractions		To be able to add or subtract fractions, they need to be written in an equivalent fraction form with common denominators.	$\frac{2}{6} + \frac{3}{6} = \frac{5}{6}$
Mixed Number		Combines a whole number and a fraction to represent a fractional value greater than 1	$1\frac{2}{3}$ $-3\frac{1}{6}$
Improper Fraction		A fraction where the numerator is larger than the denominator to represent a fractional value greater than 1	$\frac{5}{2}$ $\frac{15}{4}$ $-\frac{122}{5}$
Multiplying Fractions		To multiply fractions, multiply numerators and then denominators	$\frac{2}{3} \times \frac{1}{5} = \frac{2\times1}{3\times5} = \frac{2}{15}$
Cross Cancelling		Cancel any factors found in both any numerator and denominator, when the calculation is multiplication	$\frac{3}{20} \times \frac{25}{12} = \frac{1}{4} \times \frac{5}{4}$
Reciprocal		The reciprocal of a number is 1 divided by that number.	Reciprocal of 2 is $\frac{1}{2}$ Reciprocal of $\frac{5}{4}$ is $\frac{4}{5}$
Dividing Fractions		To divide by a fraction, multiply by its reciprocal	$\frac{2}{3} \div \frac{6}{7} = \frac{2}{3} \times \frac{7}{6}$

Bournemouth School – Knowledge Organiser – Year 7

Year 7 – Maths – Autumn 2

MATHEMATICS

- **Primary** colours are **red**, **yellow** and **blue**.
- They cannot be made by mixing other colours together.

- **Secondary** colours are made by mixing equal amounts of primary colours together:
- **Blue** and **red** mixed together make **purple**
- **Yellow** and **red** mixed together make **orange**
- **Blue** and **yellow** mixed together make **green**

- A **tertiary** colour is made by mixing equal amounts of a primary colour and a secondary colour together.
- There are six tertiary colours. On the colour wheel, they sit between the primary and secondary colour they are mixed from.

- **Harmonious colours** sit beside each other on the colour wheel. These colours work well together and create an image which is pleasing to the eye.
- Harmonious colours may also be referred to as **analogous** colours.
- A harmonious colour scheme uses three to five colours that are beside each other on the colour wheel.

- 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.**

- **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.

- 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.

- **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.

- 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.

Tints, shades and tones

- A **tint** is where an artist adds a colour to white to create a lighter version of the colour. An example of a tint is pink. Pink is a tint created by adding white to red.
- A **shade** is where an artist adds black to a colour to darken it down.
- A **tone** is where an artist adds grey to a colour.

- **Warm** colours remind us of things associated with the concept of heat such as summer, beaches, the sun, fire etc. The warm colours are: red-purple, red, red-orange, orange, yellow-orange, yellow
- **Cool** colours remind us of things associated with the absence of heat – such as winter, ice, water, etc. The cool colours are: purple, blue-purple, blue, blue-green, green, yellow-green

Using warm and cool colours in a painting can have different effects.

Types of account access	Definition	✓
Username & Password	Most common form of account access where a user-defined username and password is required.	
Biometrics	Fingerprint, retina (eyes), facial recognition scanners	
MFA/2FA	Multi-factor authentication. Uses two independent forms of authentication. Password and mobile phone approval, for example	
PIN numbers	Memorable number on a trusted device	

Software:	Definition **Software is a set of instructions that runs on hardware and is written by programmers** **Examples:**	✓
Operating System	Windows, MacOS, Linux, iOS, Android	
Media Player	VLC, Windows Media Player, Spotify	
Video Game	Fortnite, FC25, The Legend of Zelda, Mario Kart	
Web Browser	Google Chrome, Firefox, Edge, Brave, Opera	
Productivity	Office, Workspace, Slack,	
Anti-Virus	Norton, Bitdefender, Kaspersky	
Graphic Design	Photoshop, DaVinci, Illustrator	

Keyword	Definition	✓
Phishing	A form of Internet fraud where criminals trick people with fake emails to steal valuable information.	
Artificial intelligence (or AI)	The ability of a computer to perform tasks such as reasoning and learning that human intelligence is capable of doing.	
Digital forensics	The process of collecting and analysing digital evidence. It is used to investigate cybercrimes.	
Content creator	Anyone who shares information, inspiration, experiences, or advice with a larger audience through digital means.	
Ethics	The idea of right and wrong by which people should behave.	
Plagiarism	Taking someone else's work or ideas and passing them off as your own.	
Digital footprint	The information about a particular person that exists on the internet as a result of their online activity.	
Malware	A term for any software which is designed with malicious intent.	
Cyber security	Protecting digital systems from attack, damage or unauthorised access	
Computer Misuse Act	The Act defines and criminalises various offences related to computer misuse, such as unauthorised access, modification, or impairment of computer material.	
Data Protection Act	The Act is designed to protect personal data stored on computers.	

Year 7 English
Poetry

Term	Definition	
Protagonist	The main character in a story.	
Sibilance	A sub-category of alliteration. The repetition of the "s" or "sh" sound.	
Enjambment	The continuation of poetry from one line to the next with no punctuation.	
Imagery	Using language to create specific images.	
Caesura	A punctuation mark in the middle of a line of poetry to create deliberate emphasis.	
Onomatopoeia	When a word sounds like its meaning. E.g., "thud" or "buzz".	
Cyclical structure	When the story appears to form a circle. E.g., the ending reflects the beginning.	
Tone	The mood created by the language used.	
Theme	An idea that is deliberately repeated throughout a story, poem or play.	

Term	Definition	
Anthology	A collection of short stories or poems published together. Usually with a common theme linking them.	
Stanza	Verse or "paragraph" of a poem.	
Narrative/narrator	The story being told through the poem/the character telling us the story.	
Metaphor	Describing something by saying it is something else.	
Extended metaphor	When a metaphor is used across a number of sentences, or entire poem, as a form of comparison.	
Simile	Describing something by comparing it to something else using "like" or "as".	
Personification	When something that isn't a person is given human qualities.	
Alliteration	The repetition of the same letter or sound.	
Explicit meaning	When information is clearly stated and there is no room for interpretation or doubt.	
Implicit meaning	When something is suggested but not directly (or explicitly) stated.	

Benjamin Zephaniah – *Room for Rent*

He was born in Birmingham in April, 1958, the son of Caribbean immigrants.

He is dyslexic, and left school at 13, as he couldn't read or write.

Zephaniah moved to London when he was 22 to spread his poetry.

Zephaniah is known for his strong and often controversial beliefs and opinions. He has suggested changing the British voting system, and has publicly turned down an OBE medal.

First World War and Wilfred Owen – *Dulce et Decorum Est*

World War I (1914-18) started as a result of the assassination of the Archduke Franz Ferdinand of Austria.

It was mainly fought in trenches. Combat was on the ground rather than biological or air conflict.

Wilfred Owen was an army officer and had first-hand experience of WWI.

He died one week before the end of the war.

John Cooper Clarke – *I Wanna Be Yours*

Born in 1949 and known as a "performance poet" – his poems are written to be performed in front of an audience.

Ford Cortina – the UK's best-selling car in the 1970s.

Electric meter – coins had to be inserted to pay for supply of electricity in a property.

Setting lotion – used on hair to stop it from drying out when put in heated rollers or under a dryer.

Simon Armitage – *Clown Punk*

Our current *Poet Laureate*. A prestigious title decided by the Government. He/she is responsible for writing poems to record important national events.

The poem is set 25 years after the Punk era was popular in Britain in the mid to late 1970s.

Shonky = rundown
Indelible = permanent
Daubed = smeared
Mush = face

Edgar Allan Poe – *Annabel Lee*

Annabel Lee was the last poem Edgar Allan Poe wrote before his death in 1849.

It is thought that he wrote this poem in tribute to his young wife who passed away two years before him.

The poem tells the story of two young people who are deeply in love. Their love is so great that the angels in heaven are jealous and send a chilling wind, which causes the girl to become ill and die.

William Blake – *Poison Tree*

William Blake was born in 1757 when George II was on the throne.

Blake was a deeply religious man but he didn't like organised religion or authority figures of any kind.

Poison Tree is an example of an extended metaphor.

Blake was a gifted illustrator and painter.

The poem describes the narrator's repressed feelings of anger towards an individual. It explores themes of indignation and revenge.

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.

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 bolognaise and sandwiches are all made with ingredients from more than one food group. These are often called 'combination' or 'composite' foods.

Key terms
The Eatwell Guide: A healthy eating model showing the types and proportions of foods needed in the diet.
Hydration: The process of replacing water in the body.
Dietary fibre: A type of carbohydrate found in plant foods.
Composite/combination food: Food made with ingredients from more than one food group.
Balanced Diet- A diet that provides adequate amounts of nutrients and energy- to have a balanced diet you need to eat a mixture of foods from each of the main food groups and the correct amount of energy to carry out daily activities.
Free Sugars -are sugars added to foods and drinks by the producers, cooks or consumers, they are also found naturally in Honey, Syrups and Fruit Juices.
Not Free Sugars are those found naturally in foods, i.e. Lactose in Milk, Sucrose in Apples.
5 a Day- To encourage us to eat more fruit and vegetables the government introduced the "5 a Day" campaign. This is to ensure that you get a variety of vitamins, minerals, trace elements and fibre in your diet. This will include the antioxidants and plant chemicals you need for good health.

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**

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.

YEAR 7 GEOGRAPHY

Topic: Coasts

Section 1: Geology

- A **coastline** is where the land meets the sea.
- **Sedimentary rock** is formed from broken remains of other rocks that have become joined together.

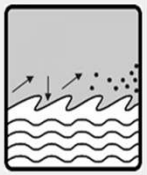
Section 2: Waves

- Waves are formed by wind blowing across the surface of the ocean. The wind pushes some parts of the water down, which in turn pushes other parts up.

- When waves wash up the beach, it is called **swash**. When they run back down towards the sea, it is called **backwash**.
- **Constructive waves** are gentle waves with a strong swash and weak backwash.
- **Destructive waves** are stronger waves with a weak backwash and strong swash.

Section 3: Processes

- **Erosion –** The wearing away and removal of material by a moving force, such as a breaking wave. There are four different processes of coastal erosion: abrasion, attrition, solution, hydraulic action
- **Transportation –** The movement of eroded material. There are four different processes of coastal transportation: solution, suspension, saltation, traction



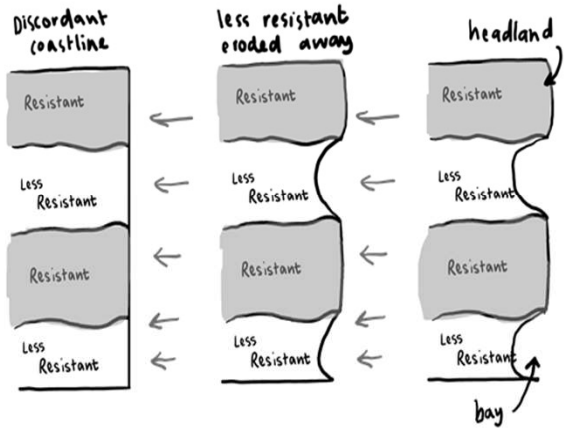
- **Longshore Drift** – the zig-zag movement of sediment
- **Deposition –** Occurs when material being transported by the sea is dropped due to the sea losing energy.

Section 4: Mass Movement and Weathering

- **Weathering –** The weakening or decay of rocks in their original place on, or close to, the ground surface. There are three types: **chemical, mechanical and biological.**
- **Mass movement -** The downhill movement of weathered material under the force of gravity. The speed can vary considerably. Three examples include: **rockfall, slumping and sliding.**

Section 5: Coastal Landforms

- **Discordant coastlines** have alternating layers of rock **at right angles** to the coast
- **Concordant coastlines** have alternating layers of rock that are **parallel** to the coast
- **Coves** form on concordant coastlines.
- **Headlands and bays** form on discordant coastlines:



- On a headland, **caves, arches, stacks and stumps can form.**

Section 6: Coastal Landforms

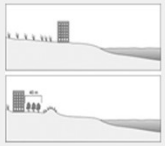
- **Beaches** are made up from eroded material that has been transported from elsewhere and then deposited by the sea.

- Both **spits** and **bars** are formed as a result of longshore drift.
- **Sand dunes** are hills of sand created at the back of a beach. The wind blows deposited sand up the beach.

Section 7: Coastal Management

- **Hard engineering** – Using artificial structures to control natural processes. Examples include: **groynes, sea walls, rock armour, gabions and revetements.**

- **Soft engineering** – a more sustainable and natural approach to managing the coast, that works with natural processes. Examples include: **managed retreat, beach nourishment and beach reprofiling.**



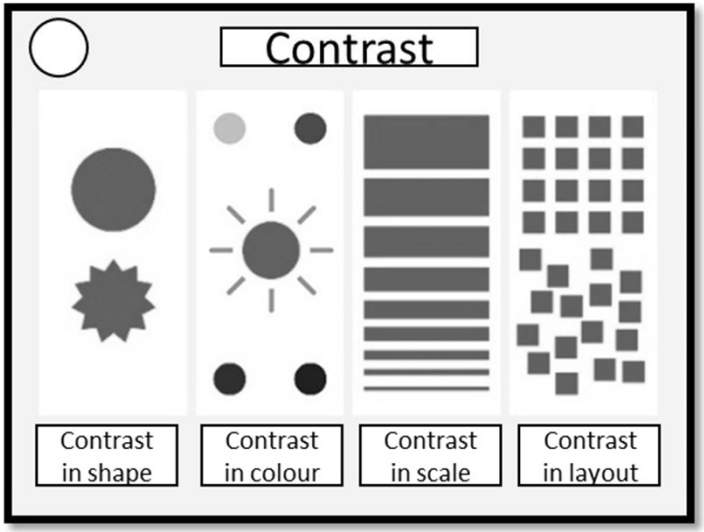
Section 8: Lyme Regis

- **Lyme Regis** is a small coastal town on the south coast of England.
- The local government developed a plan to manage the coastline at Lyme Regis called the Lyme Regis Environmental Improvement Scheme.
- During the planning process, the local government spoke to different interest groups, including residents, fishermen, and environmentalists, to reduce **conflicts.**
- Several strategies have been used to protect Lyme Regis from coastal erosion.

Bournemouth School – Knowledge Organiser – Year 7

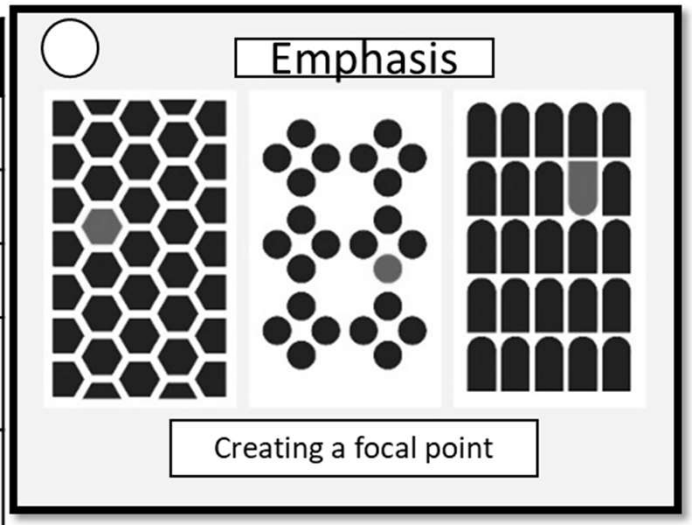
GEOGRAPHY

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 animations



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 too (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.	



Bournemouth School – Knowledge Organiser – Year 7

GRAPHICS

Bournemouth School: History Department: Knowledge Organiser: Year 7: Autumn 2: Medieval Life

History skills: Key terms/definitions		
Term	**Definition**	✓
Black Death	The disease called the bubonic plague carried by rats	
Peasants' Revolt	The march on London in 1381, protesting against the poll tax.	
Buboes	These blood oozing blisters were a symptom of the Black Death	
Pestilence	The name medieval people gave to the disease killing many people in England	
Plague	Another word to describe the Black Death	
Poll Tax	A tax all adults would have to pay, regardless of income.	
Barber-surgeon	They learned medicine by watching another surgeon. They could perform simple surgery and take blood from another person.	
Stocks	Here people would throw rotten food (or worse at you).	
Villeins	They had to work for the lord and could not leave the village without his permission.	

Timeline: Black Death and Peasants' Revolt ✓

1345: People in China and India were dying.
1348: The Black Death arrived in Europe
1349: Between a third to a half of the population had died in Britain
1355: The war with France resumed and Edward III won against the French at Poitiers
May 1381: Villagers in Essex refused to pay taxes and attacked the tax collectors.
13 June 1381: Rebels entered London
15 June 1381: The King met the rebel's leader Wat Tyler who was then killed.

.The Crusades ✓

Crusade comes from the Latin word crux, meaning a 'cross'. It referred to the cross on which Jesus Christ was crucified. To go on a crusade meant going to fight for Christ. In 1096, it meant Christians from Europe going to fight the Muslims in the Holy Land, around Jerusalem, where Christ had lived. Muslim and Christian fighters fought four Crusades from 1096-1204. The Third Crusade lasted from 1189-1191. The Christians were lead be King Richard I and the Muslims by Saladin.

Key people ✓

	**Wat Tyler:** led the Peasants' Revolt			**Richard II** King of England 1377-1399

Black Death remedies: ✓

- Placing live chickens and frogs on the buboes to warm the swellings and reduce them
- Praying to God for forgiveness
- Applying camomile lotion to buboes
- Drink a glass of your own urine everyday
- Leeches would be used to draw bad blood out of the patient
- Plague doctors would wear masks with herbs to ward off disease

Ordinary and Everyday life in the Middle Ages ✓

Everyday life in the middle ages varied for people. For **fun**, football would often be banned by the different kings but the laws didn't work as it was a popular sport. Some kings were often given wild animals as gifts from other rulers. Henry VIII kept leopards, an elephant and a polar bear at the Tower of London. In terms of **punishments**, the main ones included the stocks, a fine or hanging. There were no paid policemen in the Middle Ages, more village constables. When people got **ill**, most illnesses would be treated by women and members of the family using herbal remedies. Rich people could see a physician or a barber surgeon.

Bournemouth School – Knowledge Organiser – Year 7

HISTORY

Bournemouth School

music department

Year **7**

Unit **2**

Rhythms of the world

Bass The sound made when a djembe is struck in the centre of the drum skin.

Beat One unit of the pulse. Note lengths are measured in beats.

Call and response Two musical phrases, where the second is a direct response to the first. Sometimes the 'call' phrase will be played or sung by a soloist.

Djembe A goblet-shaped drum played with the hands. The Djembe comes from the area of the historical Mali Empire in West Africa — modern Guinea, Mali, Burkina Faso, Ivory Coast, Gambia, and Senegal

Polyrhythm Using more than one unrelated rhythm at the same time.

Pulse The regular beats of a piece of music that act as a scaffolding for the rhythm. You might not be able to hear the pulse itself in a piece of music, but you will hear rhythms that fit around it.

Rhythm Patterns of longer and shorter sounds.

Slap The sound made when a djembe is struck at the edge of the skin with the fingers separated.

Solo One person performing on their own, or a section of music which highlights a single performer.

Structure The order in which the different sections of a piece of music happen.

Tempo The speed of the pulse, and how it changes.

Tone The sound made when a djembe is struck at the edge of the skin with the fingers together.

TUBS (Time Unit Box System)

A simple way of writing out rhythms. Each box represents a unit of time (a beat or part of one), and a letter or symbol in the box indicates that a sound is made.

1	+	2	+	3	+	4	+
B B		T T	T T	B B	- B	S	S S

In this example, each box is half a beat long (the count is written in the top row) and the letters in each box show how the djembe is played (**B**ass, **T**one or **S**lap).

Rhythm notation

Note	Rest (silence)	Beats	English name	American name
		4	Semibreve	Whole note
		2	Minim	Half note
		1	Crotchet	Quarter note
		½	Quaver	Eighth note

This QR code will take you to a Spotify playlist with audio examples of many of the concepts covered on this sheet and in lessons. You will find it helpful to listen to these as you learn.

Bournemouth School music department

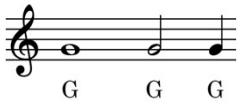
Year **7**

Unit **2**

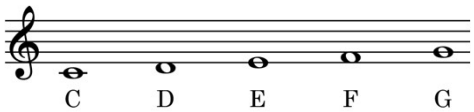
The keyboard

Treble clef

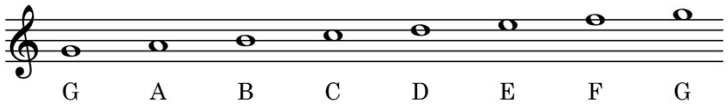
The **treble clef** sets the note G as the second line up on a musical **stave**. Any note with the note head (the round bit) covering that line is a G:



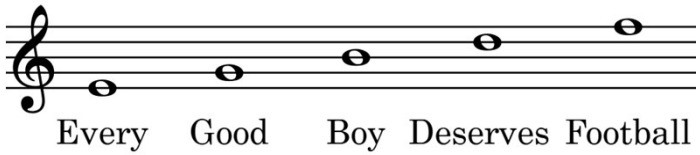
Notes are arranged in alphabetical order, using lines and spaces. It's always the note head that tells you which note it is. The first C (middle C) needs to be on a line, but there isn't one, so it gets its own (a **ledger line**).



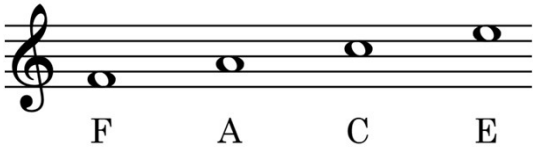
Because we only use the letters A-G, the note above G is A, and we start again.



Notes on lines—an easy way to remember



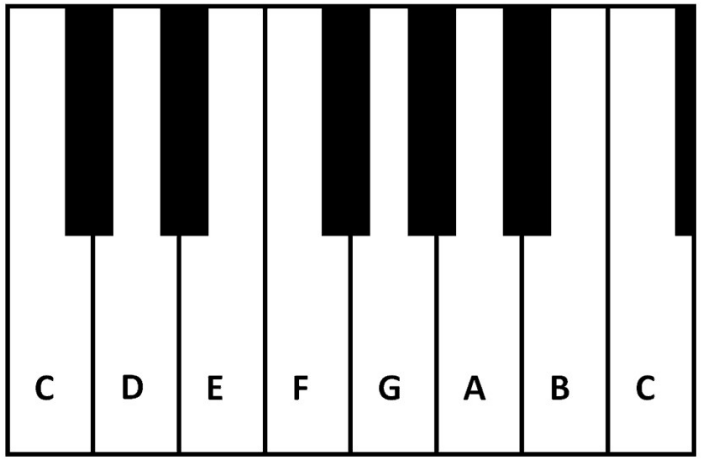
Spaces spell 'FACE'



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.



Bournemouth School – Knowledge Organiser – Year 7

MUSIC

Keyword	Learn	✓
Online friendship	A friendship which is based mostly on a relationship within social media, chat rooms or apps. You may not have met the friend face to face.	
Healthy Friendship	A friendship based on trust, respect and honest.	
Frenemy	Someone who claims to be your friend but is controlling, selfish and untrustworthy.	
Cyberbullying	Bullying that takes place over digital devices like cell phones, computers, and tablets. Cyberbullying can occur through Text, via apps, through social media, forums, or gaming.	
Diet	The range of food and drink we consume.	
Balanced diet	A diet that contains the correct amount and range of nutrients, vitamins and minerals for you.	
Healthy diet	A healthy diet is a balanced diet.	
Tenacity	The ability to keep doing something even when you find it difficult.	
Comfort zone	A place where your are familiar with the behaviours and routines giving low stress (and little challenge).	
Procrastination	The act of unnecessarily delaying something despite knowing that there will be a negative consequence.	

Never accept cyberbullying, always report it!

Railway safety facts

- Live rails and overhead powerlines are **never switched off**
- A train travelling at **80mph takes 2km to** come to a **stop**
- If someone dies on the railways **it is not just the victim that is affected**
- It could happen here and to you!

Safe travel

- Ultimately you are responsible for your own safety - **hurt is not based on fault.**

Advice about Cyberbullying

- **Report** any incidents you witness (even if you are not the target)
- **Block or unfriend** the perpetrator
- **Remove** yourself from the group, the app, the chat or forum
- **Ask the perpetrator to stop** as assertively and confidently as possible
- **Talk,** in person, to a real friend

Tips for a 'can do' attitude

- Talk about the good stuff
- Frame challenges in terms of the positive outcomes - eg 'it will be great when I achieve....'
- Put effort into seeing the positive - thank others for their effort, respond to 'grumpiness' with a smile and a positive comment, think about the benefits first.

Food groups

Carbohydrates
Our bodies' preferred source of energy
Found in bread, pasta, rice, potatoes and lots of other foods.

Protein
Mainly used in our body to build and repair muscle and tissue.
Found in meat, fish, eggs, dairy products, beans, pulses and nuts.

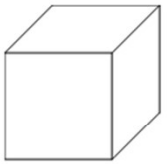
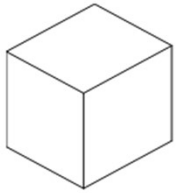
Water
Is used by our bodies in many important processes.

Fats
Are not all bad, they are an important part of our diet. Used by the body as energy, for storing vitamins, producing hormones and protecting organs.
Found in dairy products, all oils, meat fat, most cakes and biscuits.
Can be saturated or unsaturated.

Sugar
The generic name for sweet-tasting, soluble carbohydrates.
Found in chocolate, fruit, cakes, drinks and many other foods

6 Main Religions

Name of Religion	Christianity	Islam	Hinduism	Buddhism	Sikkhism	Judaism
Holy Book	Bible	Qu'ran	Vedas	Tripitaka	Guru Granth Sahib	Torah
Place of worship	Church	Mosque	Mandir / Temple	Temple	Gurdwara	Synagogue
Symbol	Cross/ fish  	Star and Crescent 	Omkah 	Wheel of Dharma 	Khanda 	Star of David 
Important Person / Founder	Jesus	Muhammed	None	Buddha	Guru Nanak	Abraham
Any other information: (e.g important festivals, rituals etc.)	Christmas Easter	Eid Ramadan Muslim Allah	Diwali	Dalia Lama Wesak Dharma Day	Diwali	Hannukah Passover

Tick here	Drawing type	Picture	Description
	Oblique		• Drawn at 45° • Designs can distorted from this angle • Very basic • Can't see all of the sides
	Isometric		• Drawn at 30° • Lines are parallel • Used by product designers • Can see all of the sides

Tick here	Key word	Definition
	Biomimicry	Being inspired by nature – both in form and functionality.
	Ergonomics	Relates to products being comfortable and easy to use.
	Function	How a product is used – its intended purpose.

Tick here	Tool name	Function
	Try square	Marks out a right angle.
	Steel rule	Measures small distances.
	Tenon saw	Cuts timber in straight lines.
	Bench hook	Keeps timber in place whilst cutting it.
	Bastard cut file	This is the roughest file, used to roughly smooth sides.
	Smooth cut file	This is the smoothest file, used to smooth sides.
	Coping saw	Cuts timber and plastics into shapes/curves.
	Plane	Finely shaves away timber.
	PVA	Glues wood to wood only.

Activities to try out at home (**optional – not compulsory**):

- → Write down the functions of a bobbin sander, belt sander, line bender and pillar drill
- → Research what the letters CAD and CAM stand for
- → Research the advantages of using CAD/CAM when designing and making a product
- → Research what the term anthropometrics mean. How does this link to Design Technology?
- → Practise drawing every day products in both oblique and isometric drawing (see your teacher for an isometric grid)

Timetable

	1Mon	1Tue	1Wed	1Thu	1Fri	2Mon	2Tue	2Wed	2Thu	2Fri
Reg										
1										
2										
Break										
3										
4										
Reg										
Lunch										
5										
6										