



BOURNEMOUTH SCHOOL

Year 7

Knowledge Organiser 3

Spring Term: 2024-25

Name: _____ Master Copy _____

Registration Form: 7

✓Hard Work

✓Discipline

✓Smart Appearance

✓Respect

Bournemouth School

Knowledge Organiser 3: Year 7 Spring

'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.

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 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?

Key Stage 3					
Week 1					
Time	Monday	Tuesday	Wednesday	Thursday	Friday
5 mins	MFL	MFL	Physical Activity	MFL	MFL
10	Maths	English		Maths	Art
10	Science	RS		Music	Science
10	Computing	FPAN/Graphics		History	Geography
25	Reading / Revision	Reading / Revision		Reading / Revision	Reading / Revision
Week 2					
Time	Monday	Tuesday	Wednesday	Thursday	Friday
5 mins	MFL	MFL	Physical Activity	MFL	MFL
10	Maths	English		Maths	Art
10	Science	RS		Music	Science
10	Computing	DT		History	Geography
25	Reading / Revision	Reading / Revision		Reading / Revision	Reading / Revision

- You should spend about 35 minutes revising your KO each day.
- You should spend 25 minutes either reading or revising 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.

- ❑ **Contrast** - the state of being strikingly different from something else
- ❑ **Weight** – thick or thin
- ❑ **Focal** – where your eye is drawn to
- ❑ **Composition** – placement of elements within an image
- ❑ **Focal** - the centre of interest

❑ **What is an annotation?**

Annotations are written explanations or critical comments added to art or design work that record and communicate your thoughts.

❑ **Why do we look at other artists work to inspire us?**

This can help us understand the theme or subject more clearly.
Inspire ideas.
Learn techniques or processes.
Allow us to see things from different perspectives

❑ **Why do we evaluate our artwork as an artist?**

Evaluation is an opportunity to: discuss your development and final work. help others understand what you were trying to achieve. explain your successes and weaknesses.

- ❑ **Stippling** is the creation of a pattern or texture simulating varying degrees of solidity or shading by using dots. Such a pattern may occur in nature and these effects are frequently emulated by artists.

- ❑ **Impasto** is a technique used in painting, where paint is laid on an area of the surface (or the entire canvas) very thickly, usually thickly enough that the brush or painting-knife strokes are visible. Paint can also be mixed right on the canvas.

❑ **Flat washes**

Flat washes are exactly what they sound like, an area of colour that is flat in tone, very even in colour throughout without streaks, brush marks, or variations in value.

❑ **Graduated wash**

Graduated wash is a gradual blending of one colour into another.

❑ **Graded wash**

A graded wash has a gradual smooth change in tone from dark to light.

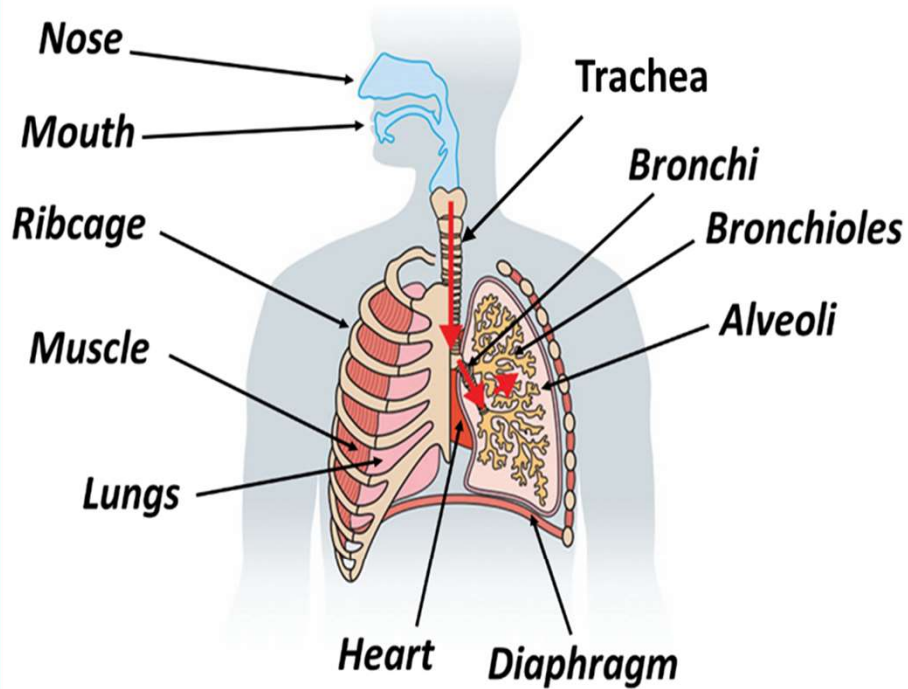
❑ **Wet on wet watercolour**

This is a watercolour technique that uses wet paint against wet paint or wet paper. It's used to create beautiful bleeds and blooms between areas of colour and allow the watercolour paint to spread and blend.

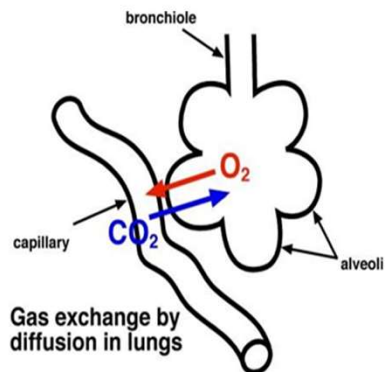
❑ **Dry brush**

Dry brush technique allows artists to pick up fresh paint with a slightly moist brush to create hatched strokes.

Structure of the breathing system:



Gas Exchange in the alveoli:



Order of flow:



Trachea
↓
Bronchi
↓
Bronchioles
↓
Alveoli

Inhalation

Inbreath



Intercostal muscles contract and move the ribs out and up



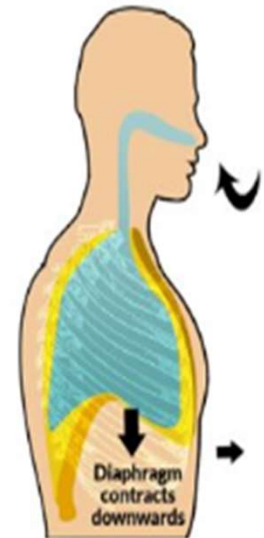
Diaphragm contracts and moves downwards



Volume of the chest cavity increases and the pressures decrease



Air moves into the lungs



Exhalation

Outbreath

Intercostal muscles relax and move the ribs in and down



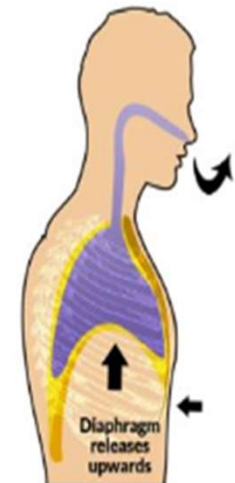
Diaphragm relaxes and moves upwards



Volume of the chest cavity decreases and the pressures increase



Air moves out of the lungs



Year 7 Chemistry Topic 3: Types of reaction

Key term	Definition	✓
Physical change	When the physical properties of a substance change, but no new substance is formed	
Chemical reaction	A change in which a new substance is formed	
Reactants	Substances that react together, shown before the arrow in an equation	
Products	Substances formed in a chemical reaction, shown after the arrow in an equation	
Combustion	A reaction with oxygen in which energy is transferred to the surroundings as heat and light	
Fuel	Stores energy in a chemical store which it can release as heat	
Thermal decomposition	A reaction where a single reactant is broken down into simpler products by heating	
Conserved	When the quantity of something does not change after a process takes place	

Signs of a chemical reaction	
Colour change	
Temperature change	
Bubbles to show gas forming	
Precipitate forming	

Chemical equations:	
Reactants go on the left-hand side. Products go on the right-hand side.	
Arrow sign is between reactants and products to show that a reaction happens.	
reactants → products	

Spreadsheets with Excel

Formulae:

Calculation	Symbol	Example	✓
Add	+	=A1+A2	
Subtract	–	=A1–A2	
Multiply	*	=A1*A2	
Divide	/	=A1/A3	

Functions:

Function	Example	Definition	✓
SUM	=SUM (A1 : A7)	Calculates the total.	
AVERAGE	=AVERAGE (A1 : A7)	Calculates the average.	
MIN	=MIN (A1 : A7)	Calculates the smallest value in a series.	
MAX	=MAX (A1 : A7)	Calculates the largest value in a series.	
COUNT	=COUNT (A1 : A7)	Calculates how many cells contain a value, i.e. not blank.	
NOW	=NOW ()	Adds the current date and time.	
IF	=IF (A1>5, "Big", "Small")	Allows you to make logical comparisons between a value and what you expect.	

Phrase	Definition	✓
Spreadsheet	A computer program that allows the entry, calculation, and storage of data in columns and rows.	
Excel	A spreadsheet program created by Microsoft.	
Worksheet	A single page in a file created with a spreadsheet program.	
Workbook	The name given to an Excel file - contains one or more worksheets.	
Cell	Each box in a spreadsheet.	
Column	Run vertically, up and down.	
Row	Run horizontally, side to side.	
Cell reference	Made up of the column letter and the row number the cell is in.	
Label	Words that help you understand what the numbers mean.	
Value	The numbers you already know.	
Active cell	The cell that you have currently selected. It has a thick black line around it.	
Formula	Performs calculations on data.	

Year 7 English - Creative Writing

Creative Writing Check List

Use ambitious vocabulary.

Use ambitious punctuation.

Use sophisticated and varied sentence structures for effect.

Use the five senses (what can you see, hear, feel, taste, smell?)

Use a variety of techniques- similes, metaphor, personification etc.

Use paragraphs and structure your writing.

Zoom in on specific details.

Avoid telling; show instead.

Make sure all your language sets the right tone.

Key Terms

Term	Definition	
Explicit	When something is stated clearly and directly, leaving no room for confusion or doubt.	
Implicit	When something is suggested or implied but not said directly.	
Interpretation	A way of explaining the meaning behind a piece of writing. An interpretation can vary from person to person.	
Inference	Something you have figured out about a text without being told directly.	
Connotations	An idea or feeling associated with a word in addition to its literal or primary meaning.	
Adjectives	A word which describes a noun. E.g., The <u>sleek black</u> cat sloped along the fence.	
Adverbs	A word which describes a verb. E.g., She skipped <u>joyfully</u> down the road.	
Conjunctions	Words which join parts of the sentence together. E.g., <u>Neither</u> the wind <u>nor</u> the rain abated for a second the whole day.	
Nouns	A person, place or thing.	
Pronouns	Short words like it, she, he, you, we, they, us and them - often used to replace nouns.	
Interjection	A short phrase to express an emotional response. E.g., "Oh dear! How awful that you experienced that."	
Tone	The mood or feel of the writing (is it tense, peaceful, threatening etc.)	

<u>Key Terms</u>		
Term	Definition	
Pathetic Fallacy	Using the weather or setting to suggest human emotions and set the mood of the scene.	
Foreshadowing	Giving a sign of what might happen later in the story.	
Personification	When something non-human is given human qualities (e.g. the trees whispered in the breeze).	
Atmospheric language	Words used to create a specific mood, tone or atmosphere.	
Juxtaposition	Putting two very different things close together to highlight the difference/contrast between them.	
Figurative Language	Words and phrases which communicate in a non-literal way (e.g. symbolism, similes and metaphors like: <i>Your room is rubbish dump</i>).	
Symbolism	When one thing represents another idea (e.g. a dove would represent peace).	
Narrative perspective	The point of view from which a story is told (e.g. a first-person or third person narrative).	

The Ruby In The Smoke

Key contextual points	
The story is set in 1872, at the height of the Industrial Revolution, when Britain's Empire spread far across the globe.	
The Empire brought wealth, jewels, spices and drugs to England. In addition, it brought new ideas and new technology.	
Women had fewer rights than men during the Victorian Era, despite Queen Victoria being a woman.	
A woman's place was expected to be 'in the home' and revolved around being a wife and a mother.	
Women who didn't have a male or senior chaperone were vulnerable and were at risk of damaging their reputation.	
The Opium wars were fought in the mid 19 th Century between China and Britain, and were connected to trade and the production and selling of popular drugs such as opium.	
Laudanum (made from opium) was extremely popular and easy to buy. It was used to treat all sorts of everyday illnesses and was highly addictive.	

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.

- Base your meals on starchy carbohydrates.
- Eat lots of fruit and veg.
- Eat more fish – including a portion of oily fish.
- Cut down on saturated fat and sugar.
- Eat less salt (max. 6g a day for adults).
- Get active and be a healthy weight.
- Don't get thirsty.
- 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 bolognaise and sandwiches are all made with ingredients from more than one food group. These are often called 'combination' or 'composite' foods.

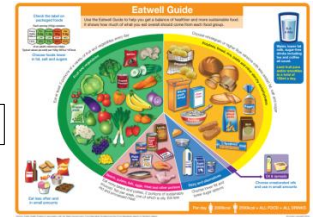


Meals and snacks can be sorted into The Eatwell Guide food groups.

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**



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.



Mon emploi du temps – my timetable

le lundi	On Monday	
le mardi	On Tuesday	
le mercredi	On Wednesday	
le jeudi	On Thursday	
le vendredi	On Friday	
à (neuf heures) j'ai ..	At (9 o'clock) I've got ..	
le matin	In the morning	
l'après-midi	In the afternoon	
le mercredi après-midi	On Wednesday afternoon	
à la récré	At breaktime	
le déjeuner	Lunch	

Intensifiers

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

Connectives

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

Asking questions		
est-ce que (tu)?	do (you)?	
qu'est-ce que (tu)?	what do (you)?	

High frequency words

à	At	
pourquoi?	why?	
tous les jours	every day	
aujourd'hui	today	
quelquefois	sometimes	
normalement	normally	

Quelle heure est-il? What time is it?

il est/à	It is/at	
huit heures	8 o'clock	
huit heures dix	8.10	
huit heures et quart	8.15	
huit heures et demie	8.30	
neuf heures moins vingt	8.40	
neuf heures moins le quart	8.45	
midi	midday	
minuit	midnight	

Key verbs

Avoir **To have**

J'ai	I have	
Tu as	You have	
Il/elle a	He/she has	
On a	We have	

Être **To be**

Je suis	I am	
Tu es	You are	
Il/elle est	He/she is	
On est	We are	

Manger **To eat**

Je mange	I eat	
Tu manges	You eat	
Il/elle mange	He/she eats	
On mange	We eat	

**Les matières scolaires – school subjects**

Je fais	I do	
le français	French	
le théâtre	Drama	
la géographie/la géo	Geography	
la musique	Music	
la technologie	Technology	
l'anglais (m)	English	
l'EPS (f)	PE	
l'histoire (f)	History	
l'informatique (f)	Computing	
les arts plastiques/le dessin	Art	
les maths (f)	Maths	
les sciences (f/plf)	Science	

La journée scolaire – The school day

On a cours (le lundi)	We have lessons (on Monday)	
On n'a pas cours...	We don't have lessons..	
On commence à	We start at	
On étudie	We study	
On bavarde	We chat	
On rigole	We have a laugh	
On mange	We eat	
On finit à...	We finish at...	
On est fatigués	We are tired	

Les opinions

Tu aimes/est-ce que tu aimes?	Do you like?	
J'aime	I like	
J'aime bien	I like...a lot	
J'aime assez	I quite like	
Je n'aime pas	I don't like	
Je déteste	I hate	
C'est ma matière préférée	It's my favourite subject	
Ma matière préférée c'est ..	My favourite subjects is..	
Moi aussi	Me too	
Tu es fou/folle	You're crazy	

Au college –
at school

Qu'est ce que tu manges? What do you eat?

Je mange ...	I eat/I'm eating ...	
Je bois ...	I drink/I am drinking	
du fromage	cheese	
du poisson	fish	
du poulet	chicken	
du steak haché	beefburger	
de la pizza	pizza	
de la glace à la fraise	strawberry ice-cream	
de la mousse au chocolat	chocolate mousse	
de l'eau	water	
des crudités	chopped, raw	
des frites	chips	
un coca	a coke	
bon appétit!	enjoy your meal!	

Les raisons/ reasons

parce que	because	
c'est/ce n'est pas	It is/it isn't	
intéressant	interesting	
ennuyeux	boring	
facile	easy	
difficile	difficult	
génial	great	
marrant	fun/funny	
on a beaucoup de devoirs	we have lots of homework	
le/la prof est sympa	the teacher is nice	
le/la prof est trop sévère	the teacher is too strict	

Le petit-déjeuner	Breakfast	
un café	a coffee	
un thé	a tea	
un chocolat chaud	a hot chocolate	
un jus d'orange	an orange juice	
de l'eau	water	
des céréales	cereal	
du lait	milk	
du pain grillé	toast	
du yaourt	yoghurt	
un oeuf	an egg	
de la confiture	jam	



Section 1: What is development? ☐

- **Development** is a measure of how advanced a country is socially, economically, or technologically.
- **Economic development** is the level of a country's wealth and standard of living.
- **Social development** is the level of access to services and the well-being of people.
- **Environmental development** is the quality of the built and natural environment.
- **Political development** is the stability of the government (how effectively the country is run) and the freedom and rights of the people who live there.

Section 2: How do we measure development? ☐

- **Development indicators** are factors that tell geographers how developed a country is.
- Economic development is measured by **Gross national income (GNI) per capita** or **Gross domestic product (GDP) per capita**.
- Social development is measured by **Literacy rate** is the percentage (%) of people aged 15 and above who can read and write. **People per doctor** is the number of people to one doctor, per 1000 people. **Life expectancy** is the average age you are expected to live to in a country.

Section 3: Is there a better way to show development? ☐

- We can use a **composite index**, when two or more development indicators are averaged together to give a more reliable view of a country's level of development.
- The **Human Development Index** is a composite measure of a country's development by considering factors such as life expectancy, education, and income
- HDI is presented as a number between 0 and 1. A HDI of 0.8-1.0 is high. A HDI between 0.4 and 0.6 is low.

Section 4: What influences development? ☐

Physical factors

Being landlocked e.g. Chad, Mongolia

Natural disasters e.g. Haiti Earthquake

Natural resources e.g. oil in Dubai

Climate e.g. drought in Ethiopia

Human factors

War/conflict e.g. Iran, Iraq

Corrupt government e.g. Venezuela & Nigeria

Colonisation e.g. British Empire

Section 5: Why is the DRC a developing country? ☐

Physical Geography

- It is in an area that has lots of volcanoes and earthquakes.
- It has a tropical climate hot and wet with lots of rainforest.
- It is hard to build roads because of the forests and volcanoes.
- It has lots of valuable minerals.
- It is landlocked with only a small coastline.

Human Geography

- It has a large population with many young people.
- It was once colonised and ruled by another country.

Section 6: Aid ☐

Short-term aid

Most often given after a natural disaster as relief. This includes medicines, water etc.

Long-term aid

Aid over a prolonged period of time, with the aim to support a country to develop.

Top-down aid

When large organisations or governments provide aid directly to a government, who then decide what to do with it.

Bottom-up aid

Money given by Non-Governmental Organisations directly to the people of a country in order to help develop small scale projects.

Section 7: How can countries develop sustainably? ☐

- **Sustainable Development** – Development that benefits local people now and in the future without damaging the environment
- **NGO** - Non-Governmental Organisation a non-profit group (charity) that functions independently of any government.
- The **UN Sustainable Development Goals (SDGs)** are a set of 17 world wide goals created in 2016. They were created to improve quality of life around the world in different areas.



Colour theory to memorise:
 Red compliments green
 Blue compliments orange
 Yellow compliments purple

Key questions to answer:

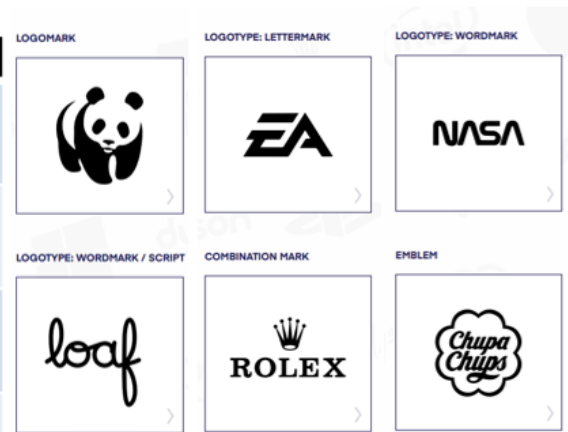
- what makes a successful logo and why?
- What is a limited colour palette?

Logo File Formats:

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

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

Types of Brand logos	Tick
A logomark , also known as a logo symbol or brandmark, consists of a graphic element or symbol representing a brand or company. A logomark focuses solely on the visual representation without incorporating any accompanying typography.	
Lettermark logos, also known as monogram logos or letter logos, consist of initials, abbreviations, or acronyms of a brand or company name. Instead of using the full name of the organisation, these logos focus on creating a visual representation using one or more letters.	
A wordmark logo consists of a stylised or custom-designed typography-based representation of a brand or company name. It focuses on the visual arrangement and design of the text itself, rather than incorporating additional graphic elements or symbols.	
A wordmark or script logo consists of the company or brand name represented in a unique, stylised, and often artistic manner. Instead of relying on symbols, icons, or graphic elements, it focuses solely on typography and the visual presentation of the text.	
A combination mark logo combines both text and a visual symbol or icon. It typically incorporates a unique visual element alongside the brand name or company name.	
Emblem logos combine text and imagery into a single integrated unit. They are characterised by their compact, symmetrical shapes and often have a traditional or vintage aesthetic. They typically feature a detailed, illustrated graphic or symbol enclosed within a border or frame, with the company or brand name placed below or around the graphic.	







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

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



Bournemouth School: History Department: Knowledge Organiser: Year 7: Spring 1: Monarchs



Medieval and Early Modern monarchs: Key terms/definitions				Roles of a medieval king:				✓	
Term	Definition			✓	Look rich/powerful and impress his people				
Monarchy	Political system based upon the undivided power or rule of a single person				Win support/trust of barons and listen to their advice				
Magna Carta	'Great Charter' – rules agreed between King John and barons to rule England				Lead the army, win wars and keep his land				
Renaissance	Revival/rebirth of European art/literature following classical models				Raise taxes fairly, in the same ways as previous kings				
Reformation	Split of the Christian church into Protestant and Catholic religions				Stamp out crime, keep law and order in the country				
Protestant	Section of the Christian church created as a 'protest' against Catholicism				Support the Church				
Annulment	Break up of a marriage, stating that the marriage never took place				Have sons to avoid dispute over the next king				
Henry II and Thomas Becket: Key events: 1154: Henry II becomes King of England 1150s: Henry II quarrelled with the Church over the church courts and who should choose the bishops 1162: Thomas Becket becomes Archbishop of Canterbury 1164: Thomas Becket fled to France December 1170: Thomas Becket returned to England 29 th December 1170: Becket was killed in Canterbury Cathedral by four armed knights 1173-4: Rebellion against Henry II led by his own wife and sons along with the Kings of France and Scotland 1174: Henry II approached Pope Callixtus III to ask for support against the rebellion July 1174: Henry II walked barefoot to Canterbury Cathedral and was whipped by bishops, abbots and 80 monks				✓	Key people				
						✓			✓
					Henry II: King of England 1154-89			John: King of England 1199-1216	
					Martin Luther: German monk, created Protestant religion and led the reformation			Henry VIII: Henry Tudor was King of England 1509-57	
				Magna Carta: Some key clauses:				✓	
				1	The English Church shall be free and have its rights protected				
				8	No widow shall be forced to remarry if she chooses not to				
				12	No taxes to be charged by the monarch without general consent				
				39	No man should be arrested or imprisoned without a fair trial				
The significance of the Tudors and the Reformation in England Over five hundred years ago, people were only just realising that America existed and they had no idea about Australia or New Zealand. England and Scotland were separate kingdoms and each had their own Monarch. The Tudors were a Welsh / English family and they ruled England and Wales from 1485 – 1603: 118 years!				✓	Henry VIII: Key events: 1491: Henry was born (son of Henry VII) 1502: Henry's older brother, Arthur, died - Henry married Arthur's widow, Catherine of Aragon 1509: Henry VIII was crowned King of England 1527: Henry VIII first asked Pope Clement VII for permission to divorce his wife (the Pope refused, partly because he was imprisoned by Charles V, who was both Holy Roman Emperor and Catherine of Aragon's nephew) 1533: Henry was granted an annulment of his marriage by Archbishop of Canterbury Thomas Cranmer 1534: Act of Supremacy was passed: Henry was now Head of the English Church and the country was Protestant 1536: Henry started the Dissolution of the Monasteries				✓
Catholic		A member of the Christian church led by the Pope							
Dissolution of the Monasteries		From 1536, the policy of Henry VIII to close down and confiscate the lands and wealth of all monasteries in England and Wales							
Excommunicate		To be expelled from the Catholic church: a serious punishment							
Heretic		Someone who challenges the ideas of the Catholic church							
Pilgrimage of Grace		A popular revolt in Northern England against the Reformation							
Treason		A crime against the Monarch, punishable by death							



Keyword	Definition	Example
Fraction	Represents how many parts of a whole	$\frac{3}{10}$ means 3 out of 10 parts
Decimal	A number with a decimal point used to separate ones, tenths, hundredths etc.	0.52 represents 5 tenths and 2 hundredths
Percentage	Represents how many parts per hundred	7 hundredths = $\frac{7}{100} = 7\%$
Convert	Change into an equivalent representation, often between fractions, decimals and percentages.	$\frac{24}{100} = 0.24 = 24\%$
Multiplier	The decimal equivalent to a percentage, that scales a quantity. <i>Original \times Multiplier = New</i>	0.35 is the multiplier to find 35% of an amount
Percentage Increase/decrease	Increasing or decreasing a value by a given percentage. Multiplier = $\frac{100 \pm P}{100}$	Increase by 24% Increase multiplier = $\frac{100+24}{100} = \frac{124}{100} = 1.24$
Percentage change	The amount that a quantity has changed expressed as a percentage of the original value. $\% \text{ change} = \frac{\text{difference}}{\text{original value}} \times 100$	Original value = £80, New value = £55 $\% \text{ change} = \frac{80-55}{80} \times 100 = 31.25\%$
Appreciates/Depreciates	Increases/Decreases in value.	
Reverse percentages (Calculating the original value)	Calculating the original before a percentage change. <i>Original value = $\frac{\text{Final value}}{\text{Multiplier}}$</i>	Item reduced in sale by 25%. Final value=£80. Decrease multiplier = 0.75 Original value = $\frac{80}{0.75} = \text{£}106.67$
Repeated percentage change	When an amount changes a number of times by a given percentage . <i>Final amount = original \times multiplierⁿ where n is the number of times the percentage is applied</i>	130 is increased by 5% a year for 3 years. Multiplier = 1.05, n = 3 Final amount $130 \times 1.05^3 = 150.5$ (1dp)
Simple Interest	Simple interest pays the same interest each year based on the original amount.	£500 invested. 6% simple interest for 3 years. $500 + 3(0.06 \times 500) = \text{£}590$
Compound Interest	Repeated percentage change based on amount currently in account.	£500 invested. 6% compound interest for 3 years. $500 \times 1.06^3 = \text{£}595.51$

Keyword	Definition	Example
Solve	To find the numerical answer that is represented by a variable	
Equation	A mathematical statement showing that two expressions, separated by an equals symbol (=) are equal in value.	$2x + 1 = 1$ $3x + 5 = x - 7$
Inverse operation	The operation that undoes the operation given in the equation	The opposite of “+a” is “-a” and vice versa. The opposite of “ $\times b$ ” is “ $\div b$ ” and vice versa. The opposite of squaring is square rooting and vice versa.
Solving equations	The process of finding the values that make an equation true.	$2x + 1 = 15$ $2x = 14$ $x = 7$

Keyword	Definition	Example
Event	Something that happens	Roll of a die or flip of a coin
Outcomes	All the possible results of an event	An ordinary die has 6 possible outcomes
Probability scale	A scale from zero to one	Impossible is zero, certain is one.
Fair	All outcomes are equally likely to occur	On a die, all six outcomes are equally likely eg $P(5) = \frac{1}{6}$
Biased	One outcome is more likely than the rest	
Combined events	Two possible events are linked in some way.	Throwing a die and a coin at the same time and listing all outcomes
Sample space diagram	A two way table that shows all combined outcomes of two events.	
Theoretical Probability	Calculating the probability of equally likely outcomes	On a coin, $P(\text{head}) = \frac{1}{2}$, $P(\text{tail}) = \frac{1}{2}$
Experimental probability	Repeating an experiment a number of times to estimate the probability of an outcome. Each separate experiment is called a trial.	Estimating the probability that a bus will be late.
Mutually exclusive events	Events that cannot happen at the same time	A 5 and a 6 cannot be thrown on a single die at the same time.
Exhaustive outcomes	A set of outcomes that cover all possibilities	The exhaustive outcomes of flipping a coin are (head, tail)
Relative Frequency	In an experiment or survey, the relative frequency of an event is the number of times the event occurs divided by the total number of trials.	Out of 100 cars observed, 23 are yellow. Relative frequency = $\frac{23}{100}$



Year 7 Unit 3 Instruments of the orchestra

Orchestra A large group of string, woodwind, brass and percussion instruments directed by a conductor

Conductor Directs the orchestra, using their hands or a baton

Key The set of notes that a piece uses, and the note that it uses as 'home'

Major key music which uses the major scale is in a major key. The major scale has a fixed pattern of where the semitones come:

The key of C major only uses white notes on the keyboard.



Bar regular groupings of beats in a piece of music, in which some are stronger than others. The most common groupings are 2, 3 or 4 beats.



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.

String instruments (instruments where a vibrating string makes the sound)

Violin A high pitched string instrument played with a bow

Viola A larger (and lower) version of the violin

Cello The largest instrument in the same family as the violin and viola

Double bass A low pitched string instrument played with a bow

Harp A plucked string instrument with one string for each note

Woodwind instruments (instruments where the sound is made by a vibrating column of air)

Piccolo A smaller (and higher) version of the flute

Flute A woodwind instrument played by blowing over a hole in the mouthpiece

Oboe A high pitched woodwind instrument with a double reed

Cor Anglais A larger (and lower) version of the oboe

Clarinet A high pitched woodwind instrument with a single reed

Bassoon A low pitched woodwind instrument with a double reed

Brass instruments (instruments where the player uses their lips to make the air vibrate)

Trumpet A high pitched brass instrument which has valves

French horn A brass instrument with keys. Horns are often associated with hunting

Trombone A low pitched brass instrument with a slide

Tuba A low pitched brass instrument with valves

Percussion instruments (Instruments which are hit — or scraped or shaken — to make sound)

Pitched percussion instruments which can play a definite note

- Glockenspiel
- Timpani
- Xylophone

Unpitched percussion instruments that make a sound which isn't a definite note

- Bass drum
- Castanets
- Cymbals
- Snare drum
- Tambourine
- Tam-tam
- Triangle
- Whip
- Woodblock



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



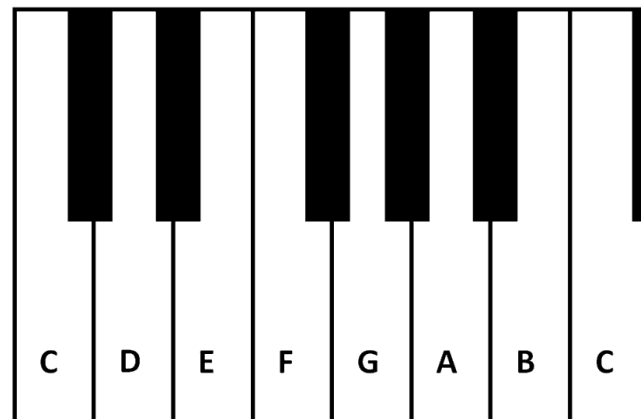
Spaces spell 'FACE'



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.



This will help you remember the keyboard layout.



Keyword	Learn	✓
Career	An occupation undertaken for a significant period of a person's life and with opportunities for progress.	
Prospects	The possibility of being successful, especially at work - the opportunity for promotion and development.	
Skills	The ability to do something well.	
Qualities	A distinctive attribute or characteristic possessed by someone.	
Stereotypes	A generalized belief about a particular category of people. It is an expectation that people might have about every person of a particular group.	
Equality of opportunity	Exists when individuals are treated similarly, unhampered by artificial barriers, prejudices, or preferences.	
Respect	Due regard for the feelings, wishes, or rights of others.	
Peer Pressure	The strong influence of a group on members of that group to behave as everyone else does.	
E-cigarette or vape	a device used for inhaling vapour containing nicotine and flavouring.	

Never starting is easier than giving up an addiction!

Choosing a career

Choosing a career is never easy as you need to consider lots of information and know what you want.

Consider the following:

- labour market - what types of careers are available where you want to live
- prospects - are there opportunities for promotion and development
- job satisfaction - will you like the job or is this not important
- pay - what is the pay rate now and in the future
- skills and qualities - what are your attributes and talents
- qualifications - what qualifications are needed? Can you achieve them?
- working conditions. - what are the hours? what will you have to wear? what is the environment like?

Career Stereotypes

Career stereotypes are not acceptable.

People should be able to follow any career regardless of their gender, race, religion, age or any career stereotype.

Smoking and vapes - some facts.

- Smoking is a major risk to health (for the smoker and those around smokers).
- The risks of smoking are well known because people have been smoking for a very long time.
- Vaping or the use of e-cigarettes has risks but the extent of these risks are not clear yet.
- It is illegal for retailers to display cigarettes.
- It is illegal for retailers to sell cigarettes to anyone under the age of 18 years old.
- It is illegal for retailers to vapes or vape liquids to anyone under the age of 18 years old.
- The possession of and use of cigarettes and vapes is NOT allowed in school.

Helpful websites:

<https://www.childline.org.uk> – Childline has lots of useful information and advice.

[The NHS and the risks of smoking](#)

[The NHS and advice on E-cigarettes](#)

[The national careers service and exploring careers](#)

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

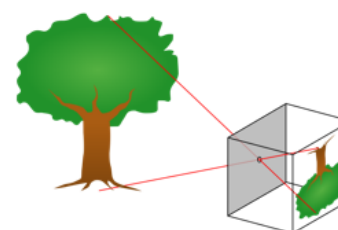
Or simply SPAT if it's a bar chart.

Drawing Ray Diagrams

Use a sharp pencil and ruler

Use an arrow to show direction

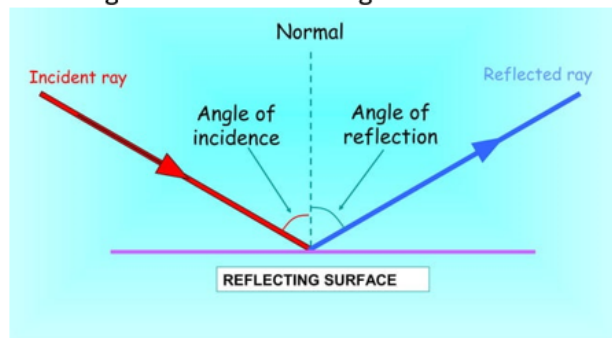
Draw the normal at 90° to the surface where the light or sound hits



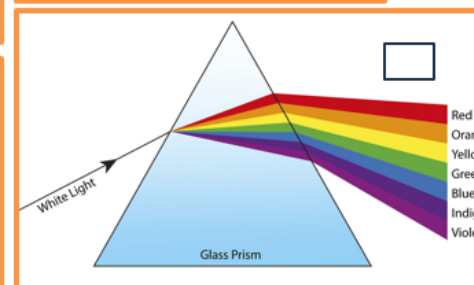
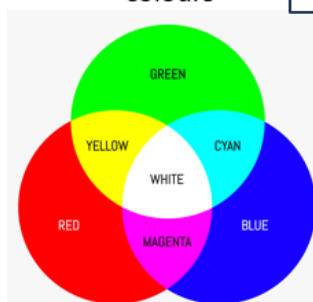
A pin hole produces an inverted image that be formed on a screen

The law of reflection

Angle of incidence = Angle of reflection



Primary and Secondary colours



Sound

Speed = 330 m/s

Travels through matter only

Obeys the law of reflection

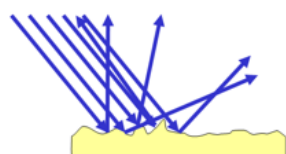
Light

Speed = 300,000,000 m/s

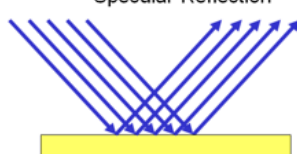
Travels through a vacuum or matter

Obeys the law of reflection

Diffuse Reflection



Specular Reflection



Key Words:

- ❑ **Humanism:** a non-religious belief system that focuses on the importance of reason, empathy, and compassion for others
- ❑ **Worship:** An act performed to communicate and express gratitude and reverence towards a deity(ies); God
- ❑ **Denomination:** Meaning type within for example within religions it is a branch or sect within a main religion such as Catholic and Protestant within the Christian Church
- ❑ **Meditation:** The act of giving your attention to only one thing, either as a religious activity or as a way of becoming calm and relaxed
- ❑ **Enlightenment:** The state of understanding something; in Hinduism and Buddhism, the highest spiritual state that can be achieved

Five Pillars of Islam:

- ❑ **Shahadah:** the Muslim declaration of faith.
- ❑ **Salah:** The five daily prayers, which can be done anywhere.
- ❑ **Sawm:** The obligation on Muslims to fast between sunrise and sunset during the month of Ramadan.
- ❑ **Zakah:** The practice where a Muslim gives 2.5 per cent of their earnings to charity
- ❑ **Hajj:** The Muslim pilgrimage, which it is compulsory for Muslims to undertake at least once in their lifetime as long as they are healthy and can afford it.

Scientific theories for the origins of the universe:

- ❑ **Big Bang theory:** The theory states that around 14 billion years ago all matter and energy in the universe was at a point of infinite density and temperature known as a singularity, which then expanded rapidly. Eventually stars, galaxies and planets formed. This expansion was the beginning of time and continues to this day.
- ❑ **Evolution:** In 1859 Charles Darwin published 'On the Origin of Species', which set out his theory of evolution by natural selection. Darwin explained that living creatures evolved through a process of gradual change over millions of years and that the naturally best suited creatures survived ('Survival of the fittest')
- ❑ **Natural Selection:** The process by which evolution is believed to work. Animals are continuously adapting and develop changes in the genes (genetic traits such as eye and skin colour) that, if give better chances of survival are more likely to be passed on to offspring.

The First Cause argument

- ❑ Everything I've seen in the universe has a cause
- ❑ What is true of everything *in* the universe must be true of the universe too.
- ❑ Therefore the universe needs a cause too
- ❑ This would be the First Cause and it would need to be outside of the universe.
- ❑ Therefore God probably exists to have caused the universe.

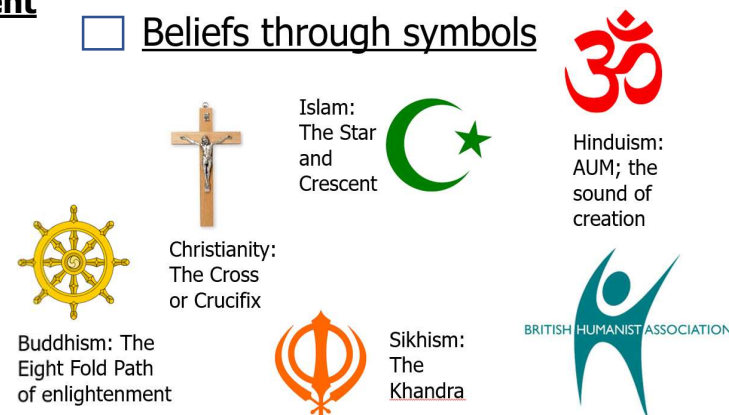
The Design argument – The archer and the arrow

- ❑ St Thomas Aquinas:, Noted that everything in existence undergoes constant changes
- ❑ For Aquinas, non-intelligent things can only be moved by intelligent things to achieve their 'end's'
- ❑ Aquinas compared this to an archer who aims the arrow towards a target.
- ❑ The arrow has the ability to hit the bullseye, but it is the archer who directs the arrow to the target.
- ❑ For Aquinas, God is the archer and he has given everything including humans telos (purpose) that he directs us towards.

❑ Eight fold path - the route to enlightenment



❑ Beliefs through symbols



Los días de la semana	Days of the week	
lunes	Monday	
martes	Tuesday	
miércoles	Wednesday	
jueves	Thursday	
viernes	Friday	
sábado	Saturday	
domingo	Sunday	

Opinion structures		
me encanta(n)	I love	
me gusta(n)	I like	
me gusta(n) mucho	I really like	
no me gusta(n)	I don't like	
no me gusta(n) nada	I don't like at all	
odio	I hate	
detesto	I hate / detest	
me chifla(n)	I'm crazy about	
me mola(n)	I find it cool	

Essential regular verb endings		
Estudiar	To study	
estudio	I study	
estudia	he/she studies	
estudiamos	we study	
Comer	To eat	
como	I eat	
come	he/she eats	
comemos	we eat	
Escribir	To write	
escribo	I write	
escribe	he/she writes	
escribimos	we write	

Adjectives and agreement				
	Singular		Plural	
	Masculine	Feminine	Masculine	Feminine
Ending in - o/-a	divertido	divertida	divertidos	divertidas
Ending in - e	importante	importante	importantes	importantes
Ending in a consonant	útil	útil	útiles	útiles

Indefinite articles (a / some)		
un laboratorio	a lab	
unos laboratorios	some labs	
una piscina	a swimming pool	
unas piscinas	some swimming pools	

Definite articles (the)		
el laboratorio	the lab	
los laboratorios	the labs	
la piscina	the swimming pool	
las piscinas	the swimming pools	

¿Qué estudias?

Estudio...	I study	
las ciencias	science	
el dibujo	art	
la educación física	PE	
el español	spanish	
el francés	French	
la geografía	geography	
la historia	history	
la informática	computing	
el inglés	English	
las matemáticas	maths	
la música	music	
la religión	RS	
el teatro	drama	
la tecnología	technology	

¿Cómo es tu insti?

porque es...	because it is...	
antiguo/a	old	
bonito/a	nice/pretty	
feo/a	ugly	
grande	big	
moderno/a	modern	
pequeño/a	small	

Photo card phrases

A la izquierda	To the left	
A la derecha	To the right	
En el centro	In the centre	
hay..	there is/are...	
un estudiante	a student	
un profesor	a teacher	
dos estudiantes	two students	
dos profesores	two teachers	
una clase	a classroom/class	

¿Qué haces durante el recreo?

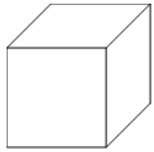
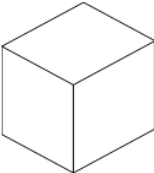
como..	I eat...	
un bocadillo	a sandwich	
unos caramelos	some sweets	
chicle	chewing gum	
una chocolatina	a chocolate bar	
fruta	fruta	
unas patatas fritas	some crisps	
bebo....	I drink....	
agua	water	
un refresco	a soft drink	
un zumo	a juice	

¿Qué hay en tu insti?

En mi insti	In my school	
hay	there is	
un campo de fútbol	a football field	
un comedor	a canteen	
un gimnasio	a gym	
un patio	a playground	
una biblioteca	a library	
una clase de informática	a computer room	
un polideportivo	a sports centre	
una piscina	a swimming pool	
unos laboratorios	some laboratories	
unas clases	some classrooms	

Opiniones

aburrido/a	boring	
difícil	difficult	
divertido/a	fun	
fácil	easy	
importante	important	
interesante	interesting	
práctico/a	practical	
útil	useful	

Tick here	Drawing type	Picture	Description
	Oblique		<ul style="list-style-type: none"> • Drawn at 45° • Designs can be distorted from this angle • Very basic • Can't see all of the sides
	Isometric		<ul style="list-style-type: none"> • 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

[illegible]