



BOURNEMOUTH SCHOOL

Year 7

Knowledge Organiser 4

Spring Term: 2023-24

Name: _____

✓Hard Work

✓Discipline

✓Smart Appearance

✓Respect

Bournemouth School

Knowledge Organiser: Year 7 Spring Term 2

'Knowledge is power' by Francis Bacon

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

How to use your knowledge organiser (KO)?

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

a. Look Cover Write Check

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

AIM:

You should be able to repeat the information by rote

b. Self or peer quizzing

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

AIM:

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

c. Playing with words and sentences

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

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

AIM

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

d. Think it, Link it

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

AIM

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

Homework Learning Journal

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

Checking:

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

DO NOW tasks:

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

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

☐ **There are different types of sculptures they include:**
Freestanding sculpture, Relief, Installation, Assemblage, Kinetic,.

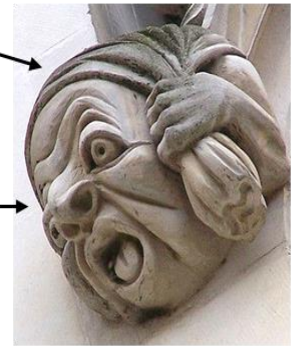
☐ A **sculptor** is someone who creates sculptures

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

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

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

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



Assemblage

Relief



Installation

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

Spreadsheets with Excel

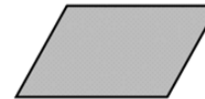
Phrase	Definition	✓
Spreadsheet	A computer program that allows the entry, calculation, and storage of data in columns and rows.	
Excel	A spreadsheet program created by Microsoft.	
Worksheet	A single page in a file created with a spreadsheet program.	
Workbook	The name given to an Excel file - contains 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.	

Flowcharts with Flowol

Symbols:



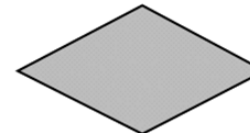
Start or stop



Input or output



Process






Decision

Year 7 Design Technology

Non-renewable energy sources

Tick this box once this has been covered

☐
☐
☐

Type	How converted to energy	Advantages
Coal 	<p>Heat and hot gases convert water into steam which is used to turn a turbine, which creates high voltage electricity.</p> <p>Smaller amounts used to heat homes.</p>	<ul style="list-style-type: none"> Generates stable, large-scale and high-power electricity Reliable
Oil 	<p>Oil is processed and split into petroleum products, including petrol and diesel.</p> <p>In power plants oil products are burnt to heat water into steam, which turns turbines to produce electricity.</p>	<ul style="list-style-type: none"> Generates stable, large-scale and high-powered electricity Relatively cheap to extract and convert
Gas 	<p>Burning gas powers turbines; waste heat used to turn steam turbines.</p> <p>Natural gas is used in homes for heating or cooking.</p> <p>It has lower emissions than other fossil fuels – half the rate of coal.</p>	<ul style="list-style-type: none"> Generates stable, large-scale and high-powered electricity Relatively cheap to extract Cleaner than oil or coal

Tick this box once this has been covered

☐
☐
☐
☐
☐
☐

Year 7 Design Technology

Renewable energy sources

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

Year 7 English

The Ruby in the Smoke

The plot

'The Ruby in the Smoke' is a mystery novel set in Victorian London.

Sally Lockhart's father has just died. Sally goes to the offices of her father's shipping firm, Selby and Lockhart.

She has received a letter that warns her about the 'Seven Blessings'. She asks a company employee about this and there are shocking consequences.

A boy called Jim overhears and decides to help Sally with her mystery.

Sally returns to Mrs. Rees' house, a distant relative whom she has been living with since her father died.

Sally begins to investigate and is soon drawn into two dangerous mysteries: one revolving around a much-desired ruby, and the other concerning her father's death.

Key character	Description	
Sally Lockhart	The female protagonist who has recently lost her father.	
Mrs Holland	The novel's wicked antagonist. She runs a lodging house and has the young Adelaide working for her. She is obsessed with getting hold of the Ruby of Agrapur.	
Frederick Garland	A handsome photographer who meets Sally by chance.	
Jim Taylor	A young man who works at the Lockhart and Selby shipping firm. He is a great amateur detective.	
Rosa Garland	Fred's outspoken sister.	
Adelaide	She works for the terrifying Mrs Holland who apparently killed her last maid. She finds friends and safety in Sally and Fred.	
Matthew Bedwell	He worked for Sally's father and was on board the ship that sank which downed Mr Lockhart. He has become an opium addict which sends him into a downwards spiral.	
Nicholas Bedwell	Brother to Matthew. He is a religious man and a talented boxer.	

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.	

Key vocabulary		
Abashed	(adj.) Embarrassed or ashamed	
Amiable	(adj.) Having a friendly manner	
Anguish	(noun) Pain or suffering	
Blight	A disease in plants (noun) or a thing that spoils something.	
Cravat	(noun) A short, wide piece of fabric worn around the neck.	
Decrepit	(adj.) Worn out or ruined by age or neglect.	
Elude	(verb) To escape from something/someone in a sly way.	
Furtive	(adj.) Acting in a way to avoid notice or attention often due to guilt.	
Insinuate	(verb) To suggest something bad in an unkind way.	
Laudanum	A drug which comes from opium.	
Loquacious	(adj.) Talkative	

Key vocabulary		
Magistrate	(noun) Someone who conducts a court that deals with less serious offences.	
Maharaja	(noun) A prince in India.	
Omnibus	(noun) A vehicle pulled by horse carrying passengers.	
Parson	(noun) A vicar.	
Portmanteau	(noun) A bag used for travelling.	
Pugnacious	(adj.) Ready to start a fight or argument.	
Reptilian	(adj.) Reptile-like; someone deeply disliked.	
Rheumy	(adj.) Having watery eyes.	
Surreptitiously	(adverb) Secretively.	
Termagant	(noun) A bad-tempered woman.	
Thwart	(verb) To get in the way of someone's plans.	

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



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

Composite/combination food - Lasagne



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



Les ordinateurs et les portables

Qu'est-ce que tu fais ...	<i>What do you do/are you doing ...</i>	
avec ton ordinateur?	<i>on your computer?</i>	
avec ton portable?	<i>on your mobile phone?</i>	
Je joue	<i>I play/I'm playing</i>	
Je surfe sur Internet.	<i>I surf/I'm surfing the net.</i>	
Je tchatte sur (MSN.)	<i>I chat/I'm chatting on MSN.</i>	
Je regarde des clips vidéo.	<i>I watch/I'm watching video clips.</i>	
Je télécharge de la musique.	<i>I download/I'm downloading music.</i>	
J'envoie des SMS/des textos	<i>I text/I'm texting.</i>	
Je parle avec mes ami(e)s	<i>I talk/I'm talking to my friends/mates.</i>	
J'envoie des e-mails.	<i>I send e-mails.</i>	

La fréquence / frequency

quelquefois	<i>sometimes</i>	
souvent	<i>often</i>	
tous les jours	<i>every day</i>	
tous les soirs	<i>every evening</i>	
tout le temps	<i>all the time</i>	
de temps en temps	<i>from time to time</i>	
une fois par semaine	<i>once a week</i>	
deux fois par semaine	<i>twice a week</i>	

Qu'est ce que tu aimes faire? What do you like doing?

Français	Anglais	
le soir/le weekend	<i>in the evenings/at weekends</i>	
le samedi matin/après-midi/soir	<i>on Saturday mornings/afternoons/evenings</i>	
J'aime ...	<i>I like ...</i>	
... retrouver mes amis en ville.	<i>... meeting my friends in town.</i>	
... regarder la télévision (la télé).	<i>... watching TV.</i>	
... jouer sur mon PlayStation.	<i>... playing on my PlayStation.</i>	
... écouter de la musique.	<i>... listening to music.</i>	
... faire les magasins.	<i>... going shopping.</i>	
... faire du sport.	<i>... doing sport.</i>	
... jouer au football.	<i>... playing football.</i>	
... traîner avec mes copains.	<i>... hanging out with my mates.</i>	
... téléphoner à mes copines.	<i>... phoning my mates.</i>	

Quand?	When ?	
en été	<i>in summer</i>	
en hiver	<i>in winter</i>	
quand il fait beau	<i>when it's good weather</i>	
quand il fait chaud	<i>when it's hot</i>	
quand il pleut	<i>when it rains</i>	
quand il fait froid	<i>when it's cold</i>	

High frequency words

français	anglais	
sur	<i>on</i>	
en (été)	<i>in (summer)</i>	
quand	<i>when</i>	
tout/toute/tous/toutes	<i>all</i>	
par (2 fois par semaine)	<i>per (twice a week)</i>	
d'habitude	<i>usually</i>	
d'abord	<i>first of all</i>	
ensuite	<i>then/next</i>	
puis	<i>then/next</i>	

Regular -ER Verbs: Regarder

Je regarde	<i>I watch/I'm watching</i>	
Tu regardes	<i>You watch/you're watching</i>	
Il/elle/on regarde	<i>He/she/we watch</i>	

Qu'est ce que tu fais? What do you do?

Je fais du judo.	<i>I do judo.</i>	
... du parkour.	<i>I do parkour.</i>	
... du patin à glace.	<i>I go ice-skating.</i>	
... du roller.	<i>I go roller-skating.</i>	
... du skate.	<i>I go skateboarding.</i>	
... du vélo.	<i>I go cycling.</i>	
... de la danse.	<i>I do dance.</i>	
... de la gymnastique	<i>I do gymnastics.</i>	
... de la natation.	<i>I go swimming.</i>	
... de l'équitation.	<i>I go horse-riding.</i>	
... des promenades.	<i>I go for walks.</i>	

Qu'est ce qu'ils font? What do they do?

Il fait de la lutte	<i>He does wrestling</i>	
Elle fait du jogging	<i>She goes jogging</i>	
Elle a gagné le match	<i>She won the match</i>	
Il est champion régional	<i>He is the regional champion</i>	
Elle s'entraîne (trois) fois par semaine	<i>She trains 3 times a week</i>	
Ils font de la musculation	<i>They do weight training</i>	
Elles écoutent de la musique	<i>They listen to music</i>	
Ils jouent au foot	<i>They play football</i>	
Elles regardent la télé	<i>They watch TV</i>	
Ils sont des clowns	<i>They are clowns</i>	
Elles aiment le R&B	<i>They like R & B</i>	

Irregular verbs

Français	Anglais	
Faire	<i>To do/to make</i>	
Je fais	<i>I do</i>	
Tu fais	<i>You do</i>	
Il/elle/on fait	<i>He/she/we do</i>	
Ils/elles font	<i>They do</i>	
être	<i>To be</i>	
Je suis	<i>I am</i>	
Tu es	<i>You are</i>	
Il/elle/on est	<i>He/she/we are</i>	
Ils/elles sont	<i>They are</i>	

Le sport / sport

Je joue ...	<i>I play ...</i>	
au basket	<i>basketball</i>	
au billard	<i>billiards/snooker</i>	
au foot(ball)	<i>football</i>	
au hockey	<i>hockey</i>	
au rugby	<i>rugby</i>	
au tennis	<i>tennis</i>	
au tennis de table/au ping-pong	<i>table tennis</i>	
au volleyball	<i>volleyball</i>	
à la pétanque/ aux boules	<i>bowls</i>	
sur la wii	<i>on the wii</i>	
Tu es sportif/sportive?	<i>Are you sporty?</i>	
Je suis (assez) sportif/sportive.	<i>I'm (quite) sporty.</i>	
Je ne suis pas (très) sportif/sportive.	<i>I'm not (very) sporty.</i>	



Section 1: Weather and Climate

- **Weather:** The conditions of the atmosphere, such as temperature and presence of rain and clouds. Weather changes daily.
- **Climate:** The average weather conditions of a location over a long period of time. The UK has a **temperate climate**: warm summers, mild winters and some rainfall all year.
- **Meteorologist:** Someone who studies the weather.

Section 2: How do we measure the weather

- **Thermometer:** Measures temperature.
- **Barometer:** Measures air pressure.
- **Rain Gauge:** Measures the amount of **precipitation** (rain, sleet, hail or snow).
- **Wind vane:** shows the wind direction.
- **Anemometer** is used to measure wind speed in miles or km per hour.



Section 3: Clouds

- Clouds are a combination of the names **cirrus**, **stratus** and **cumulus**.
- For example: **Cirrostratus** clouds are a high layer of wispy clouds.
- **Nimbus** clouds bring rain.
- **Alto** clouds are mid-level clouds.

Section 4: Global Atmospheric and Oceanic Circulation

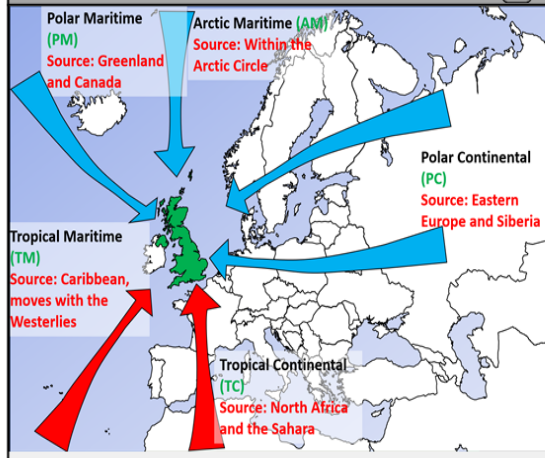
- Changes in **latitude** influences climate.
- The Sun's energy hits the **Equatorial** regions flat on heating them more.
- Further North and South the **curve** of the Earth means that the same amount of **solar radiation** has more land to cover. Meaning it is cooler.
- **Winds** and **Ocean Currents** move the heat around.

Section 5: Climate Zones

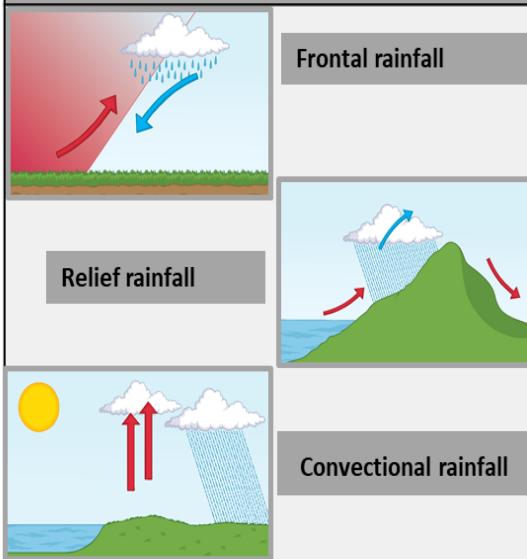
- There are **6 main Climate Zones**.
- Tropical
- Desert
- Mediterranean
- Continental
- Polar
- Temperate



Section 6: Air Masses



Section 7: Rain



Section 8: Air Pressure

- **Low Pressure** occurs where air is **rising**, forming **clouds**, **wind** and **rain**. The lower the pressure the **stormier** the weather will be.
- **High Pressure** occurs where the air is **sinking**. In the summer it brings **hot weather** with clear **skies**. In the **winter** it brings **cold weather** with **frost** and **fog**.

Section 9+10: Anticyclones and Depressions

- **Anticyclones** are areas of high pressure where air sinks to the Earth's surface.
- In the Summer **Anticyclones** can bring heatwaves and drought and fires.
- In the winter **Anticyclones** can bring very cold weather in the winter.
- **Depressions** are areas of low pressure and form storms.



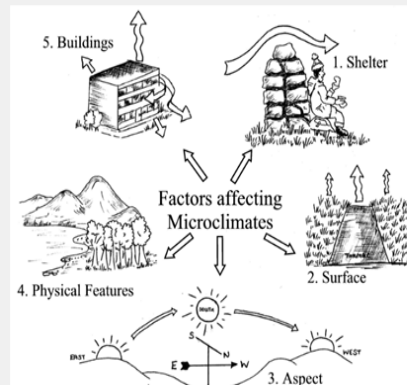
Section 11: Storms

- The UK can often have **severe storms**. They bring a number of **hazards**.
- **Heavy rain** can cause **flooding** if rivers overflow their banks and flood the surrounding land. Land can also become **saturated** with rainfall and cause flooding.
- **Strong winds** can bring down trees and power lines.
- Storms can also cause a **storm surge**. This is when strong winds push the sea towards the coast as well as creating high waves. The **low pressure** also allows the **sea level** to rise slightly. The storm waves can damage and **overtop** sea defences, causing flooding.



Section 12: Microclimates

- A **microclimate** refers to the climate in a **small** area which is different to the general surroundings.
- There are 5 different reasons why microclimates exist.





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

○

Contrast

Contrast in shape

Contrast in colour

Contrast in scale

Contrast in layout

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

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

○

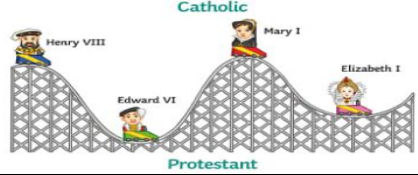




Emphasis

Creating a focal point



Bournemouth School: History Department: Knowledge Organiser: Year 7 Spring 2: Tudors



Tudors: Key terms/definitions			Religious Reformation in England in the 16 th Century				
Term	Definition	✓	Henry VIII: Anglo Catholic		Mary I: Roman Catholic		
English Reformation	Changes that took place in English churches in the 16 th and 17 th C		King Head of the Church Churches still decorated Services in English Bible in English Priests remain unmarried		Pope head of Church Services & bible in Latin Churches decorated Priests unmarried Protestants persecuted		
Roman Catholic	relating to, or being of the Christian church in Rome; having a hierarchy of priests and bishops under the authority of the Pope,						
Protestant	Christians who broke away from the RC Church in the 16 th C and formed their own church, during the Reformation						
Clergy	Churchmen – also known as priests or vicars						
Martyr	A person who dies for their beliefs		The ‘Religious Rollercoaster’. 				
Vestments	Robes worn by the clergy						
Persecution	Deliberate bad treatment based on religion						
Foxes Book of Martyrs	A book commemorating protestant Martyrs during Mary I's reign;						
Act of Supremacy	Law that made Elizabeth I Supreme Governor of the Church of England		Edward VI: Protestant King Head of the Church Churches undecorated Services in English Priests allowed to marry		Elizabeth I: Protestant The Religious Settlement: Queen Governor of the church; Some decoration in churches; Services in English; priests allowed to marry		
Act of Uniformity	Law that made all church services the same & restored protestant worship in England						
Anglican Church	The Church of England						
Recusants	People who refused to attend Elizabeth's church services						
Excommunication	An order from the Pope expelling Elizabeth from the RC Church						
Missionary Priests	Priests from Europe who attempted to return England to Catholicism						
Puritans	Extreme protestants, who rejected Elizabeth's Religious Settlement						
Portrait	A commissioned and posed painting of an important individual						
Armada	A fleet of Spanish Warships that attacked England in 1588						
Key Events in the reign of the Tudors			Key people				
1547: Henry VIII died and Edward VI succeeded him as King 1547-49: The English Church became more protestant July 1553: Edward VI died; Lady Jane Grey declared as queen, for 9 days July 1553: Mary I became Queen after English people support her over Jane 1554: Mary I married Philip II of Spain; English Church returns to Catholicism 1555-58: 280 Protestants burned at the stake under the orders of Mary I 1558: Mary I died; succeeded by Elizabeth I as Queen of England 1559: The Religious Settlement introduced; the restoration of Protestantism, but an attempt to compromise with Roman Catholics 1570: Elizabeth excommunicated from the Roman Catholic Church 1567: M QoS abdicated the Scottish throne & fled to England 1 year later 1569: The Northern Rebellion; RC English nobles rebelled against Elizabeth 1571: The Ridolfi Plot; Spanish to invade & remove Elizabeth from the throne 1586: Babington Plot; Spanish to invade & remove Elizabeth from the throne 1587: Mary Queen of Scots executed for treason 1588: The Spanish Armada attempted to invade England and is defeated			✓				
				Edward VI (1547-53) Protestant boy King; ruled with his uncles, Somerset & Northumberland			Mary I (1553-58): Roman Catholic Queen; married Philip II Spain; persecuted Catholics; also known as ‘Bloody Mary’ and Mary Tudor
				Elizabeth I (1558-1603) returned England to Protestantism; defeated the Armada			Mary Queen of Scots overthrown by Scottish Lords & fled to England; imprisoned and then executed by Elizabeth I in 1587

Year 7 – Maths – Spring 2 – Unit 11 & 12

Keyword	Definition	Example
Event	Something that happens, for example the roll of a die.	Roll of a die or a flip of a coin
Outcome	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 e.g. $P(5) = 1/6$
Biased	One outcome is more likely than the rest.	On a die, one of the outcomes is higher than the others e.g. $P(5) = 3/6$
Combined events	Two possible events are linked in some way.	Throwing a coin and die at the same time and listing all outcomes.
Sample space diagram	A two-way table that shows all the 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	If two events A and B are mutually exclusive , then they cannot happen at the same time.	You cannot throw a 5 and a 6 on a single die at the same time.
Exhaustive outcomes	If a set of events cover all possibilities, then they are said to be exhaustive.	The exhaustive events on 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.	e.g. Out of 100 cars observed, 23 are yellow. Relative frequency = $\frac{23}{100}$

$$P(\text{outcome}) = \frac{\text{number of ways the outcome can happen}}{\text{total number of all possible outcomes}}$$

$$\text{Experimental probability} = \frac{\text{number of times the outcome occurs}}{\text{total number of trials}}$$

Keyword	Definition	Example
Ratio	Ratios are used to compare two or more quantities and are usually written in the form a:b .	e.g. 2 : 5 represents 2 parts to 5 parts.
Simplifying ratio	A ratio can be simplified by dividing each part by the same number.	e.g. 10 : 15 Can be simplified to 2 : 3 by dividing both sides by 5.
Equivalent ratio	Both sides of the ratio can be multiplied by the same number to give an equivalent ratio.	e.g. If orange squash is mixed with water in the ratio 1 : 4 , this can be scaled up to 100 ml : 400 ml .
Sharing ratio	Ratios can be used to divide a quantity into parts.	e.g. £20 shared in the ratio 3 : 2 is £12 and £8. (See below)

How to divide a quantity into a given ratio

Ratios can be used to divide a quantity into parts.




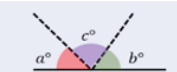

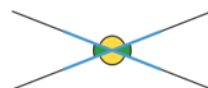
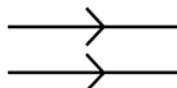







To do this follow these 3 steps:

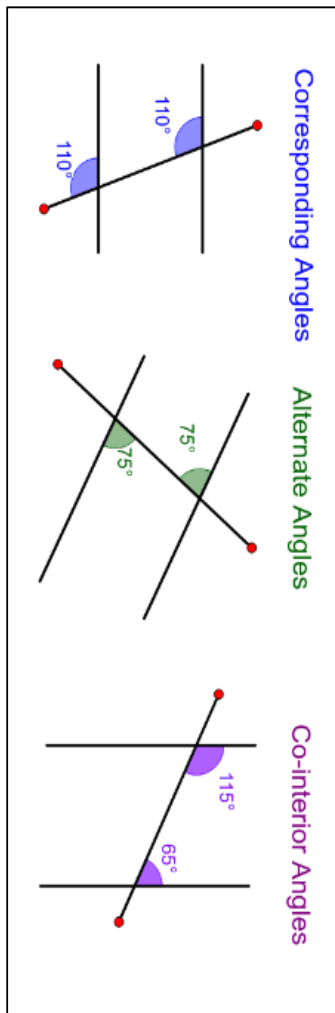
- 1). Find the total number of parts by adding the parts in each share.
- 2). Divide the amount by this total to find what 1 part is worth.
- 3). Multiply 1 part by the number of parts in each share to find each share.

Share £20 in the ratio 3 : 2

- 1). $3 + 2 = 5$
- 2). $20 \div 5 = 4$
- 3). $3 \times 4 = £12$
 $2 \times 4 = £8$

Year 7 – Maths – Spring 2 – Unit 11

Keyword	Definition	Example
Acute angle	An angle less than 90°	
Obtuse angle	An angle between 90° and 180°	
Reflex angle	An angle between 180° and 360°	
Angles on a straight line	A straight angle or an angle on a straight line is exactly 180° .	
Angles around a point	A full turn or complete revolution is exactly 360° . Angles around a point sum to 360° .	
Vertically opposite angles	Vertically opposite angles are opposite each other at a vertex and are equal .	
Parallel lines	Parallel lines are straight lines which have the same direction and so never meet. Arrowheads show lines are parallel.	
Corresponding angles	Corresponding angles are equal. The lines make an F shape . This can also be rotated.	
Alternate angles	Alternate angles are equal. The lines make a Z shape . This can also be rotated.	
Co-interior angles	Co-interior angles add up to 180° . The lines make a C shape . This can also be rotated.	
Equilateral triangle	All sides are equal, and all angles are 60° .	
Isosceles triangle	Two sides are the same length and base angles in an isosceles triangle are equal.	
Right angled triangle	A triangle with one 90° angle.	
Scalene triangle	Each side is a different length, and each angle is a different size.	



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.

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

Year 7

Unit 3

Instruments of the orchestra

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



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.



Form and Structure

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

Drone—a continuously sounding note

Ostinato—a repeating pattern

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

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

Rondo Form—a structure in music with a recurring A section separated by contrasting episodes eg ABACADA

Pentatonic—a 5 note scale

Year 7

Unit 4

Form and Structure

Treble clef

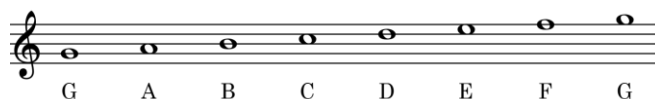
The **treble clef** sets the note G as the second line up on a musical **stave**. Any note with the note head (the round bit) covering that line is a G:



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



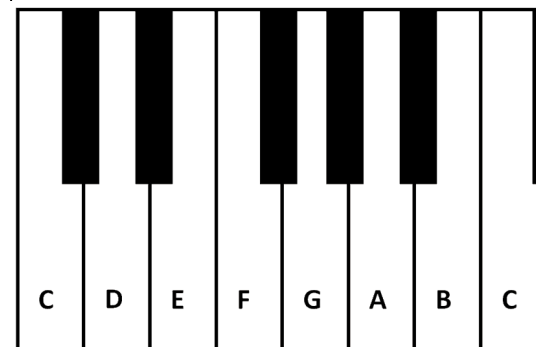
Spaces spell 'FACE'



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 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.

Keyword	Learn	✓
Drug	A substance which has a physiological effect when ingested or otherwise introduced into the body	
Addiction	Is a very strong urge to do something that is hard to control or stop	
Peer Pressure	Feeling like you have to do something because of the people around you	
Risk	Exposure to danger, harm or loss	
Consequence	The result or effect, typically one that is unwelcome or unpleasant	
Physical changes	(during puberty) include changes in height, weight, body shape, sexual organs, body hair, skin, voice, and sweatiness.	
Emotional changes	(during puberty) make affect you desires, your mood, or your tolerance.	
Relationship	the way in which two or more people or things are connected, or the state of being connected.	
Independence	not having to depend on anyone or anything else.	
Controlling	Maintain or assert influence or authority over someone.	
Consent	is an agreement by choice made by someone with the freedom and capacity to consent.	

Never starting is easier than giving up an addiction!

Drugs – signs of concern

It can be hard to recognise when someone has a problem with drugs. Below are some common signs to be aware of:

- The drug use is no longer under control, they feel they cannot cope without it – they “need” to do it.
- There is a tolerance to the drug, they might start to need more and more of it in order to feel the effects.
- They get withdrawal symptoms when they don’t take it. For example, feeling sick, or anxious.
- They often have unexplained injuries, blackouts, confusion and difficulty remembering things.
- They feel secretive and ashamed about what they are doing.

Where to get help:

Talk to your parents, your tutor or your head of year. Use the websites listed below

Puberty & Adolescence

Puberty is the stage in someone's life when they develop from a child into an adult because of changes in their body that make them able to have children. These physical changes are accompanied by changes that can affect emotions as hormones change and people's identities develop

For more information go to these websites:

[Puberty - information and support — Teen Health 11 - 19 Service](#)

**Please remember that you are not alone.
Everyone has either gone, is going or is about to go through puberty!**

Qualities of healthy relationships

Respect: Freedom, individuality, respecting boundaries, equality

Communication: Listening, forgiveness, empathy, affection, gratitude, kind disagreement, clarity, understanding

Safety: Support, responsibility, commitment, trust, honesty, consistency

‘**Consent** is agreement by **choice** made by someone with the **freedom** and **capacity** to consent.’

- the choice must be made without pressure
- the person must be able to make the choice

Helpful websites:

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

[Sexual Health & Wellbeing - Brook – Fighting for healthy lives](#)

[Honest information about drugs | FRANK \(talktofrank.com\)](#)

[Home - With You \(wearewithyou.org.uk\)](#)

What is Anxiety?



- Anxiety is what we feel when we are worried, tense or afraid – particularly about things that are about to happen, or which we think could happen in the future.
- Anxiety is a natural human response when we feel that we are under threat.
- When we feel under threat our bodies react by releasing certain hormones, such as adrenaline and cortisol, which can be helpful. These hormones make us feel more alert, so we can act faster. They make our hearts beat faster, quickly sending blood to where it's needed most.
- After we feel the threat has passed, our bodies release other hormones to help our muscles relax. This can sometimes cause us to shake.
- This is commonly called the 'fight, flight or freeze' response – it's something that happens automatically in our bodies, and we have no control over it.

Types of anxiety



- 1) **Generalised anxiety disorder (GAD)** – this means having regular or uncontrollable worries about many different things in your everyday life.
- 2) **Social anxiety disorder** – this diagnosis means you experience extreme fear or anxiety triggered by social situations (such as parties, workplaces, or everyday situations where you have to talk to another person).
- 3) **Phobias** – a phobia is an extreme fear or anxiety triggered by a particular situation (such as going outside) or a particular object (such as spiders).
- 4) **Obsessive-compulsive disorder (OCD)** – you may be given this diagnosis if your anxiety problems involve having repetitive thoughts, behaviours or urges.
- 5) **Health anxiety** – this means you experience obsessions and compulsions relating to illness, including researching symptoms or checking to see if you have them.

Ways to help manage anxiety



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

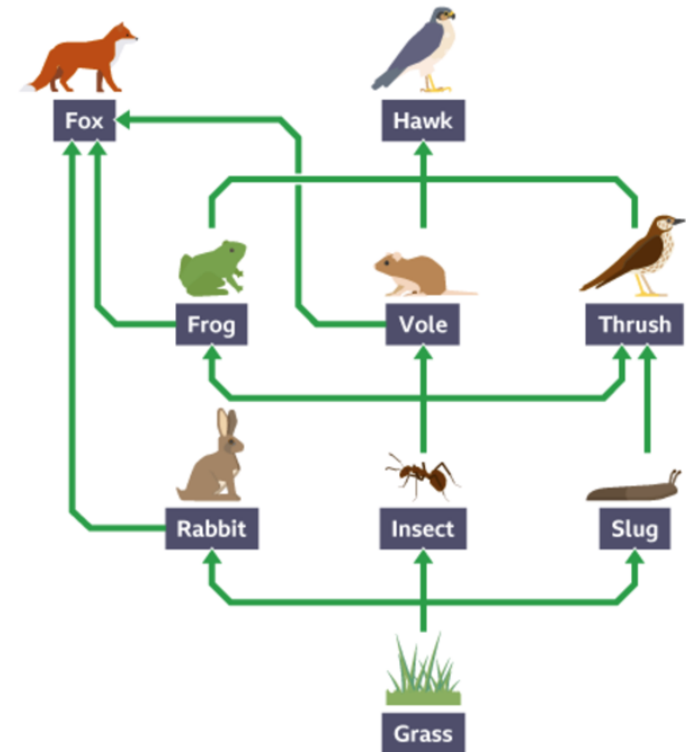


Authority:	Having the power to tell others what to do; having specialist knowledge.	Parable:	Comparison between one thing and another, typically for the purpose of explanation or clarification.	Ascension:	Jesus returned to heaven 40 days after the resurrection in the presence of his followers.
Source of Authority:	A book or other source able to supply reliable information or evidence.	Analogy:	Comparison between one thing and another, typically for the purpose of explanation or clarification.	Heaven:	A state of eternal happiness in the presence of God; the place of eternal peace ruled by God.
Gideons International:	An evangelical Christian association founded in 1899 in Wisconsin. The Gideons primary activity is distributing copies of the Bible free of charge.	Allegory:	Story, poem, or picture that can be interpreted to reveal a hidden meaning.	Afterlife:	The belief that there is a life after death; for Christians, heaven or hell.
Pentateuch:	The first five books of the Bible.	Metaphor:	A figure of speech in which a word or phrase is applied to an object or action to which it is not literally applicable.	Judgement Day:	At the end of life everyone will stand before God and give an account; some will be rewarded with heaven whilst others punished with hell.
The Epistles:	Letters included in the New Testament and written by Paul, Peter and John among others.	Crucifixion:	Roman method of execution by which criminals were nailed to a cross.	Purgatory:	(Catholic teaching) A place where sins are purged before entry into heaven.
The Apostles:	The twelve chief disciples (followers) of Jesus Christ.	Atonement:	Reparation for a wrong that has been committed (covers sin).	Eschatology:	Refers to beliefs about 'last things': death, judgement, heaven and hell.
Messiah:	A king or High Priest traditionally anointed with holy anointing oil. In Abrahamic religions, a messiah is a saviour or liberator of a group of people.	Sacrifice:	Giving up something to help others; surrendering something for the sake of something or someone else.	Zoomorphic:	Having or representing animal forms or gods of animal form
Incarnation:	Becoming flesh, taking a human form.	Sacrificial atonement:	Jesus, who committed no sin, offered His life to God as reparation for sins committed by others.	Picts (Pictish):	The people of eastern and northern Scotland from the late Iron Age to the Early Middle Ages.
The Trinity:	The three persons of the Christian Godhead; Father, Son, and Holy Spirit.				
Blasphemy:	The action or offence of speaking profanely about God or sacred things.	Redemption:	Clearing a debt; the action of regaining or gaining possession of something in exchange for payment. Jesus' sacrificial atonement paid the price for sin.	Celtic:	The languages and respective cultures of Ireland, Scotland, Wales, Cornwall, the Isle of Man, and Brittany, also known as the Celtic nations.
Prophecy:	The future told in advance by God through a prophet.				
Prophet:	A person regarded as an inspired teacher or proclaimer of the will of God.	Resurrection:	Rising from the dead after 3 days; Jesus rising from the dead on Easter day. An event recorded in all four gospels and the central belief of Christianity.	Revision task: Believing in miracles	Outline the key miracles of Jesus and explain: What is the point of the miracle? Why do these miracles require faith in today's world?
Eschatology:	The study of end times (life after death).			Revision task: Flashcards	Create a series of flashcards, copying the key term or key concept on one side and the answer on the other side.
Miracle:	An extraordinary event that is not explicable by natural or scientific laws and is therefore attributed to a divine agency.				

Biology E - Interdependence

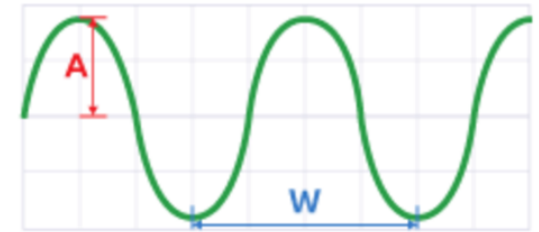
Keyword	Learn	
Food chain	Part of a food web, starting with a producer, ending with a top predator.	
Food web	Shows how food chains in an ecosystem are linked.	
Ecosystem	The living things in a given area, and their non-living environment.	
Environment	The surrounding air, water, and soil where an organism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

Identify 4 food chains from this food web:

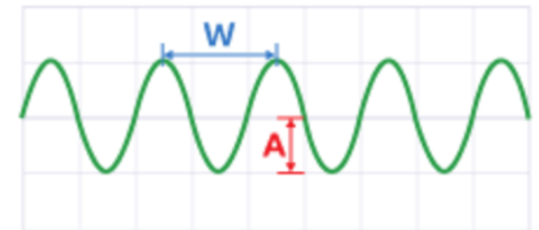


Physics E - Sound

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



A loud sound with a low pitch



A quiet sound with a high pitch

Timetable

[illegible]