Year 7 Knowledge Organisers

Half Term 3

January-February 2026

BLESSED TRINITY RC COLLEGE

Topic Overviews for

Half Term 3

English	Gothic
Maths	Averages and range Rounding and estimating Graphing data FDP equivalence Directed numbers
Science	Electricity Magnetism Separating mixtures Chemical reactions
RE	Who is Jesus?
History	King John and the Magna Carta
Geography	Rivers and Flooding Geological timescales
MFL	Family and descriptions
Computing	Flow charts and algorithms
Music	Folk music
Art	Portraits
PE	Rotation – Basketball, badminton, football, Gymnastics, handball, health related fitness, hockey, rounder's rugby, table tennis, athletics, cricket

English

Year 7 Gothic Knowledge Organiser

Extracts

The Woman in Black by Susan Hill

Arthur Kipps is alone in Eel Marsh House, where he is haunted by supernatural occurrences. He hears the ghostly cries of a child in distress from the marsh. As he ventures through the house, he senses an unseen presence passing him

Dracula by Bram Stoker

Jonathan Harker, a young solicitor from England, is travelling to Castle Dracula in Transylvania to meet his client Count Dracula; he is being taken to the castle at night in a horse-drawn coach.

Frankenstein by Mary Shelley

Victor Frankenstein brings the creature he created to life, only to be horrified by its appearance. This marks a pivotal moment in the novel, as Victor's dream of creating life turns into a nightmare, leading to his immediate rejection of the creature.

The Tell-Tale Heart by Edgar Allan Poe

An unnamed narrator insists on his sanity while describing an obsessive desire to kill an old man due to his "vulture eye," claiming that he will recount the story calmly to prove his sanity despite the act of murder he committed.

Rebecca by Daphne Du Maurier

First published in 1938, Rebecca tells the story of a young, unnamed woman who marries the wealthy widower Maxim de Winter and moves to his grand estate, Manderley. However, she soon finds herself living in the shadow of Maxim's first wife, Rebecca, whose presence lingers despite her death. As the new Mrs. de Winter struggles with insecurity and the cold hostility of the housekeeper, Mrs. Danvers, she slowly uncovers the dark secrets surrounding Rebecca's life and death.

Tasks:

1. Summarise context and key ideas of the Gothic. (quiz).
2. Create own Gothic setting. (self-assessed).
3. Write a PEE/D/PETERC in response to the question, 'How does Shelley create fear?' (peer-assessed).
4. Write a letter (based on the Rebecca extract) (teacher marked).

Gothic Conventions

Romance
The supernatural
The sublime
The uncanny
The monstrous
Light & dark
Good v evil
Madness
Abandoned & archaic buildings
Death
Science

Themes

Isolation
Darkness
Mystery
Fear
Psychological torment
The unknown

Context/origins of Gothic Literature

The term 'Gothic' was first coined in 1764 by English author Horace Walpole in his novel, The Castle of Otranto, which he subtitled 'A Gothic Story'. The novel was set in a haunted castle where the protagonist is plagued by supernatural occurrences.
Walpole used the word 'Gothic' because it refers to medieval buildings like castles and churches, where a lot of Gothic fiction is set.
Gothic Literature became immensely popular in England and Germany during the 18th and 19th century, with many other genres borrowing its conventions.
Gothic fiction is all about creating terror in the reader and using fear to create suspense.

Key terms and skills

Gothic-a genre that evokes feelings of mystery, fear, and suspense, often featuring dark, gloomy settings and supernatural elements.
Conventions-agreed upon rules of what tends to be included.
Setting – place or time the story is set.
Themes- main ideas that keep coming up in a text.
Absence-something/someone that should be there is missing.
Melancholy- feeling sad.
Despondent-really unhappy, lost all hope.
Mystery-something that is difficult to understand, explain or is unknown.
Forlorn- pitifully sad and abandoned or lonely.
Narrative- a story.
Mood/atmosphere-overall feeling created by the writing.
Tension-building suspense or uncertainty.
Suspense-excitement or anxiety that is going to happen soon.
Pathetic fallacy-weather reflects the emotions of the story.
Obscurity-the state of being unknown.
Foreshadowing- the writer hints at future events.
Sensory language- the use of words that describe something in a way that engages the reader's senses, primarily sight, sound, taste, smell, and touch.
Imagery- words that paint a picture in the reader's mind.
Unreliable narrator – a narrator that we can't trust for some reason.
Personification- giving human qualities to something non-human.
DAFOREST (direct address, anecdote, facts, opinion, rhetorical question, emotive language, statistics, triple/rule of three)
PAFT purpose, audience, form, tone
PEE/D/PETERC - point, evidence, technique, explanation, reader response, context.

WHY THIS? Builds on inference skills from previous module and interleaves themes such as fear and suspense. Encourages atmospheric writing, suspense, and tone awareness.
WHY NOW? Builds naturally from dystopia: both genres use suspense, setting, and mood. Prepares students for themes that come up in the next module, eg; science - also primes transactional writing skills.
WHAT NEXT? 'Non-fiction'. Gothic literature explores the darker sides of human nature — fear, isolation and the unknown. These same human impulses underlie many of the real-world issues in the non-fiction unit.

Maths

Y7 – Averages and range

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Mode

Mode – most common

pink, red, red, red, blue, pink, blue, red

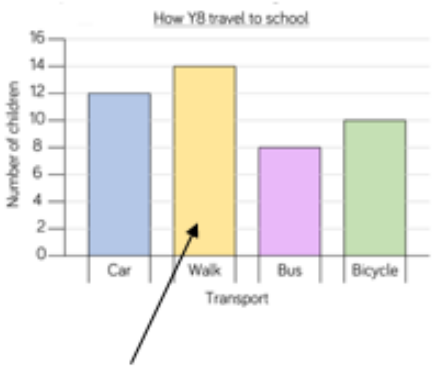
Mode = Red

pink, red, red, pink, blue, pink, blue, red

This time there are TWO most common colours.

Bi-modal – 2 modes

Mode = Red and pink



Mode – biggest frequency

Mode - Walk

Median

Example 1

4 3 9 8 12

a) Write in order

3 4 8 9 12

b) Find the middle number

3 4 **8** 9 12

Example 2

150 154 148 137 160 158

a) Write in order

137 148 150 154 158 160

b) Find the middle number

152

Range

3 9 8 12

Range: Biggest value – Smallest value

12 – 3 = 9

Mean problems

Mean – a measure of average

It gives an idea of the central value

Lilly, Annie and Ezra have the following cubes

24 in total

The mean is the average amount each person would have if shared out equally

Lilly **Annie** **Ezra**

$\frac{24}{3}$

The mean number of blocks would be

8 each

Y7 – Rounding and estimation

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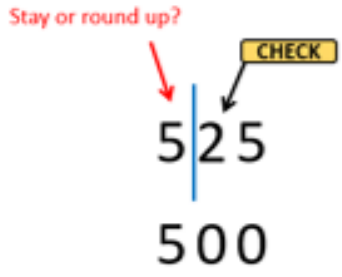
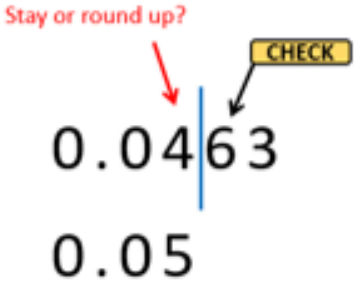
Rounding to 1 significant figure

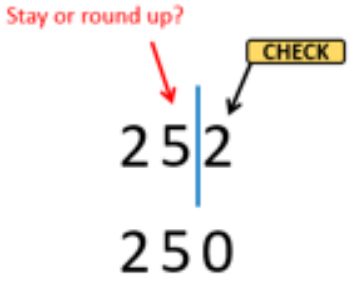
Round this number to 1 significant figure.

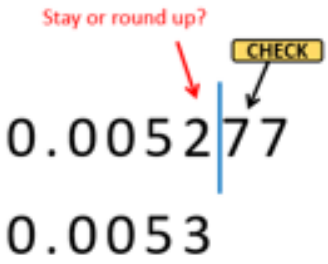




Rounding to 2 significant figures

Round this number to 2 significant figures.





Estimate the calculation

$$\frac{7.9 \times 4.89}{4.03 \times 1.79} \approx \frac{8 \times 5}{4 \times 2} = \frac{40}{8} = 5$$

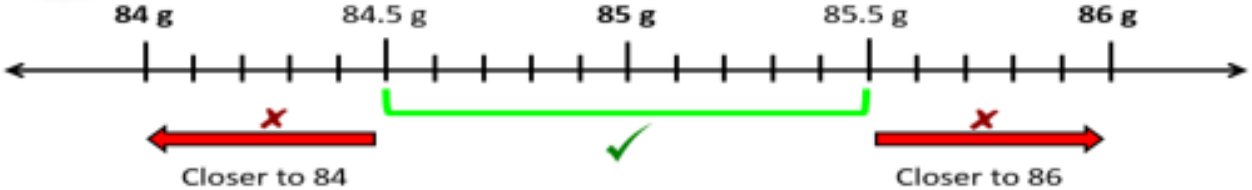
$$\frac{56 \times 4.89}{2.76 \times 5.31} \approx \frac{60 \times 5}{3 \times 5} = \frac{300}{15} = 20$$

Round to 1 significant figure to estimate

Error Intervals

85 g

The apple weighs 85 g to the nearest gram.



$84.5 \text{ g} \leqslant \text{Weight} < 85.5 \text{ g}$

Y7 – Graphing data

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Pictograms

Key: ◯ = 2 items

Item	Number of items	
cookies	◯◯◯	Total = 6
buns	◯◯	Total = 4
muffins	◯◯◯◯◯	
brownies	◯◯◯◯	

How many muffins were sold?

$2 \times 5 = 10$

Bar charts

The table how some students travel to school.

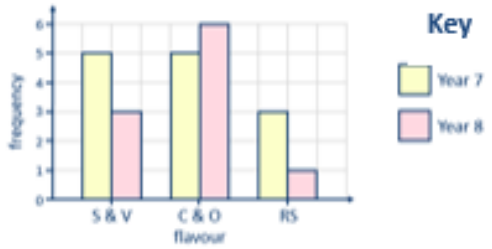
Method	bike	walk	car	bus
Frequency	10	11	6	5

Draw a bar chart to show the information.

Dual Bar charts

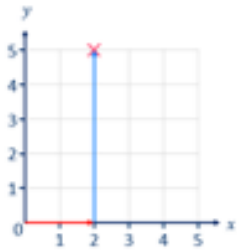
Flavour	Salt & Vinegar	Cheese & Onion	Ready Salted
Year 7	5	5	3
Year 8	3	6	1

Draw a dual bar chart to show the information.



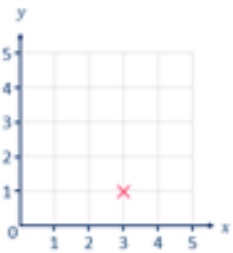
Co-ordinates in the first quadrant

Plot the point (2, 5)



2 to the right, 5 up

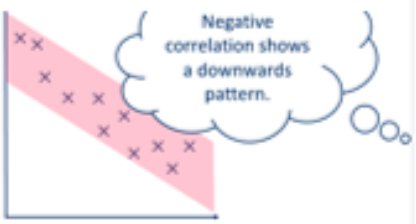
Plot the point (3, 1)



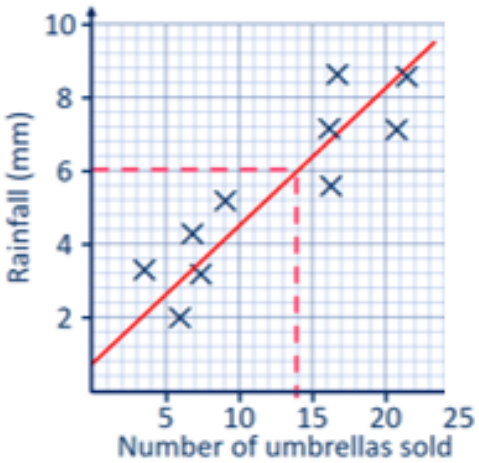
3 to the right, 1 up

Scatter Graphs

Positive correlation is where the values increase together.



Negative correlation is where one value increases the other value decreases.



Line of best fit

- Draw with a ruler
- Follow the trend of the data
- Does not have pass through the origin (0,0)
- Used for estimating from

6mm of rain ≈ 14 umbrellas sold

Y7 – Fractions, decimals, percentages

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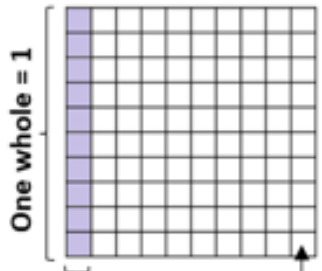
Tenths and hundredths

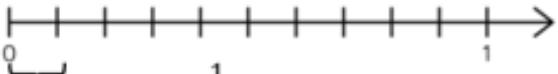


0 ones, 4 tenths, 2 hundredths

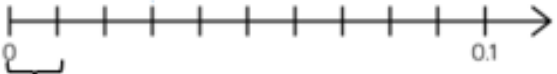
= 0 + 0.4 + 0.02

= 0.42

On a number line

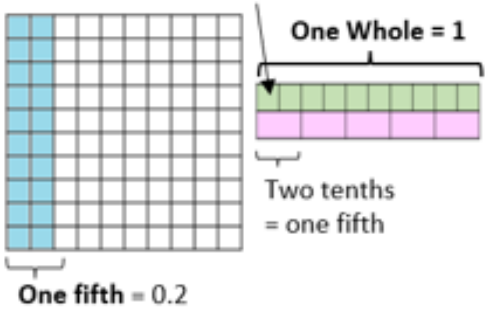


One tenth = $\frac{1}{10}$ = 0.1



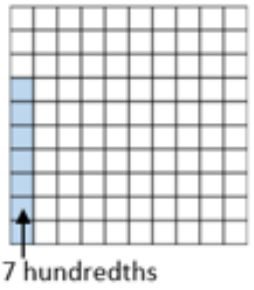
One hundredth = $\frac{1}{100}$ = 0.01

Fifths

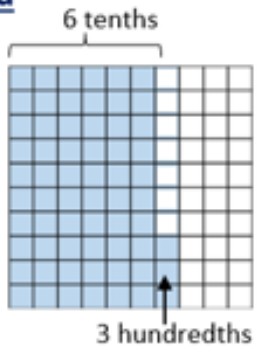


Percentages on a hundred grid

100% = a whole = 100 hundredths

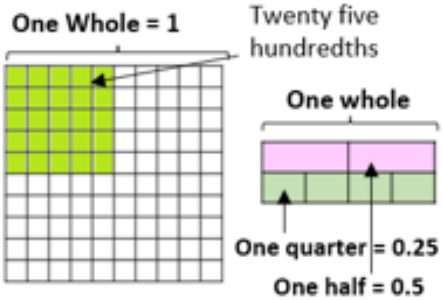


= 7%

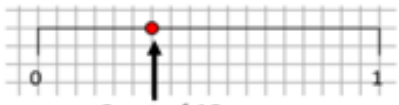


= 63%

Quarters

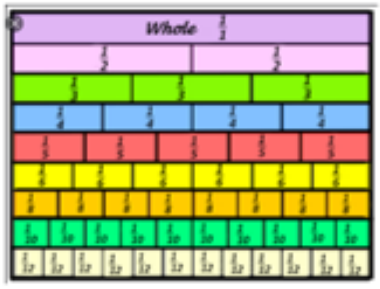


Fractions – on a number line



$\frac{6}{18} \leftarrow \frac{3}{9} \leftarrow \frac{1}{3}$

Equivalent fractions



Convert FDP

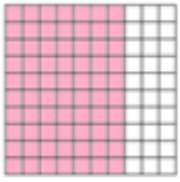
$\frac{70}{100}$ → (70 ÷ 100)

70 out of 100 squares

70 "hundredths"

= 7 "tenths"

= 0.7



→ **70%**

Change denominator to 100:

$\frac{3}{20} \rightarrow \frac{15}{100}$ **= 0.15 = 15%**

Recurring decimals:

$\frac{1}{3} = 0.333.. = 0.\dot{3}$

Y7 – Directed number

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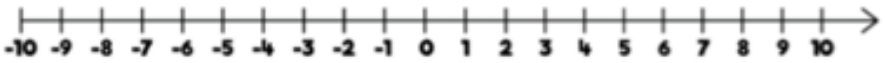
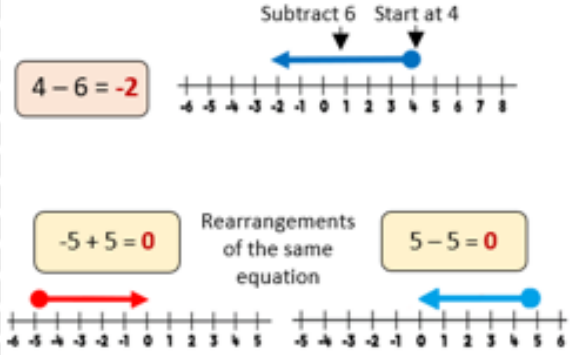
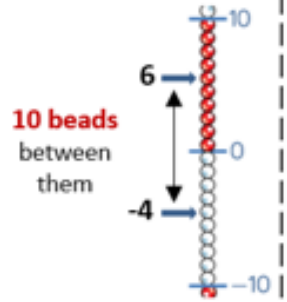


Perform calculations that cross zero

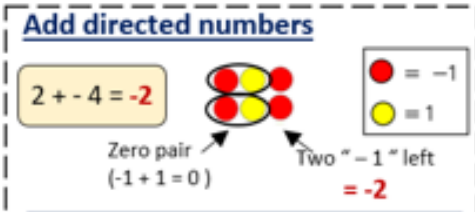
Number lines are useful to help you visualise the calculation crossing 0



Find the difference between 6 and -4



Add directed numbers



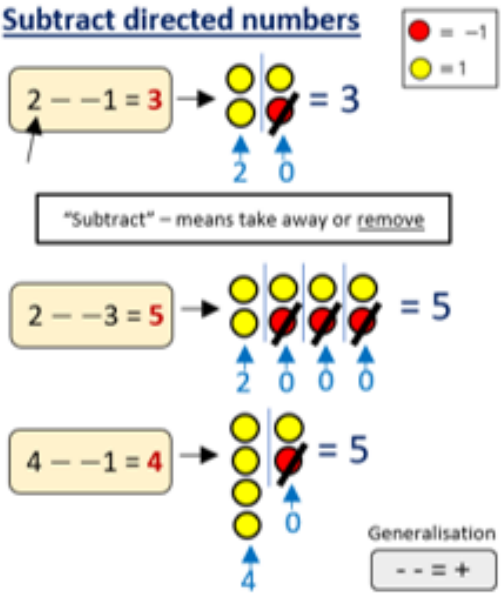
Partitioning

8 + - 3 = 5 + 3 + - 3 = 5

Partition the value to create a zero pair calculation

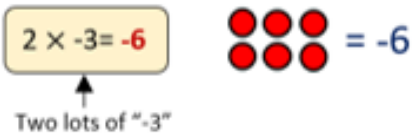
Generalisation: + - = -

Subtract directed numbers

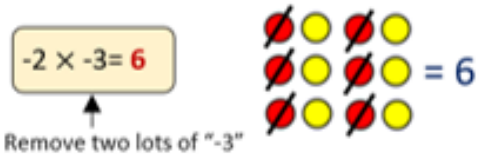


Generalisation: - - = +

Multiply/ Divide directed numbers



Negative, Negative calculation



Generalisation

- + = -
+ - = -
- - = +

Use order or operations

- Brackets
- Indices or roots
- Multiplication or division
- Addition or subtraction

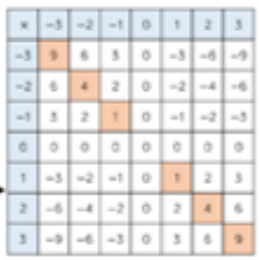
Brackets around negative substitutions helps remove calculation errors

E.g.

$\sqrt{9} = \pm 3$

$\sqrt{25} = \pm 5$

Remember square roots have a positive and negative value



Electricity knowledge organiser

Science

Key Words

potential difference	The amount of push (energy) provided by the battery to a moving charge.
current	The flow of electric charge.
resistance	The measure of how difficult it is for a flow of charge to pass through a component.
independent variable	The variable you change in an investigation to see how it affects the dependent variable.
dependent variable	The variable you measure or observe.
control variable	A variable that could affect the dependent variable so must be kept the same.

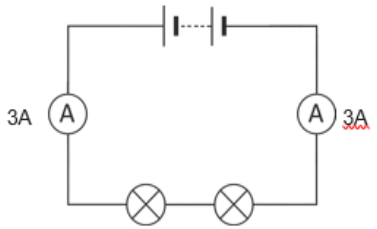
Circuit Diagrams

Electrical circuits are often represented by **circuit diagrams**. They are simple and easy to interpret. **Circuit symbols** are used to represent the **components** used in a circuit.

switch (open)	
switch (closed)	
bulb	
cell	
battery	
ammeter	
voltmeter	
resistor	
motor	

Series Circuits

In a series circuit, the components are connected end to end in a loop as shown in the diagram below. If one bulb breaks, none of the bulbs will be lit as the circuit is no longer complete.



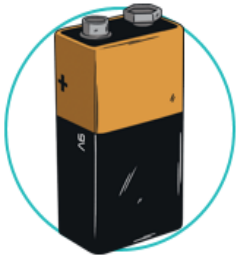
The **current is the same** everywhere in a series circuit. It doesn't matter where you put the ammeter, it will always show the same reading. The more cells or batteries you add, the greater the current. Current is **not** used up.

Batteries

Batteries store **chemical energy** and transfer it as electric current in a circuit.

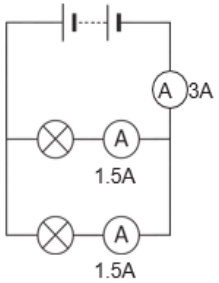
The potential difference of a battery tells us how much **energy** it provides to the components in the circuit.

Batteries contain an **electrolyte** and **two electrodes**. One of the electrodes is **positively charged** and the other is **negatively charged**. A chemical reaction between the two electrodes creates a flow of electrical energy to the circuit.



Parallel Circuits

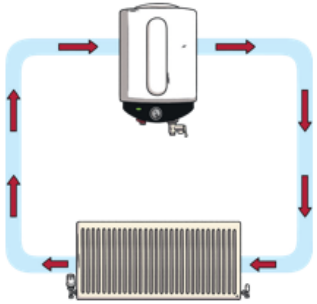
In a parallel circuit, the components are connected on separate branches as shown in the diagram below. This gives the current several different paths to flow down. If one bulb stops working, the other bulbs will remain lit as the circuit is still complete.



The **current is split** between the branches in a parallel circuit.

Modelling Circuits

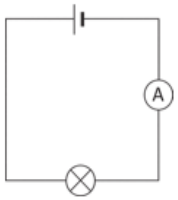
Scientists often use models to help them to explain difficult concepts. Some models are better than others.



In the boiler and radiator model, the pump pushes the water around the system. It does a similar job to a **battery** pushing the **charges** around a circuit. The pipes carry the flow of water around the system, like the **charge** flowing through wires in a circuit. The radiator is similar to a bulb because it transfers **energy** supplied by the system to the surroundings.

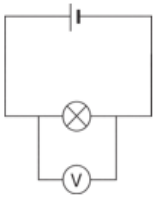
Current

Current is the flow of electrical charge around a circuit. The faster the flow of charge, the higher the current. Current is measured in **amps (A)** using an **ammeter**. An ammeter is connected in **series** with the component.



Potential Difference

Potential difference tells us how hard the battery 'pushes' the electrons around the circuit: the larger the potential difference, the bigger the 'push'. Potential difference is measured in **volts (V)** using a **voltmeter**. A voltmeter is connected in **parallel** with the component.



Resistance

Resistance is a measure of how difficult it is for the current to flow around a circuit.

The **higher the resistance**, the less current will flow around the circuit. The **lower the resistance**, the more current will flow around the circuit.

Resistance is measured in **ohms (Ω)**.

Resistance can be calculated using the equation:

resistance (Ω) = potential difference (V) ÷ current (A)

Resistance

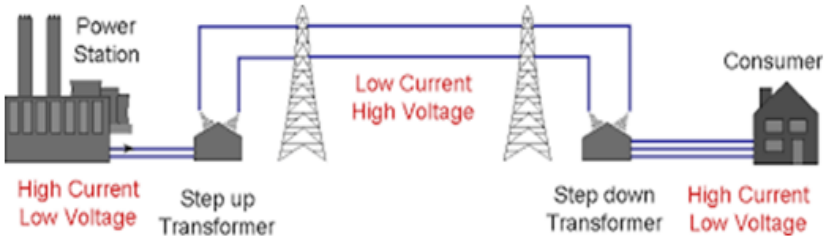
Factors that can affect the resistance through a wire include:

- temperature
- width of wire
- length of wire
- type of material

- As **temperature increases, resistance increases**. This is because the metal ions have more kinetic energy so they vibrate more, making it more difficult for electrons to flow.
- As the **width of the wire increases, resistance decreases** because there is more space for the electrons to flow.
- As the **length of the wire increases, resistance increases** because the electrons collide with more metal ions as they flow through the wire.
- Some materials are better **conductors** of electricity than others; they have **lower resistance** so they allow electrons to flow more easily.

National grid

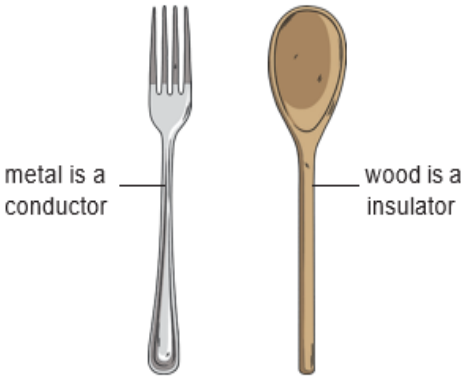
A system of power plants, transmission lines, and substations that deliver electricity to homes and businesses all across the country. Electricity is usually generated in Power Stations by burning coal, oil or natural gas (non-renewable resources).



Resistance

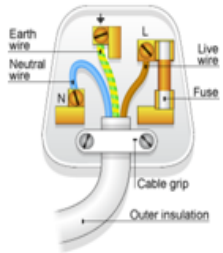
Conductors have **low resistance** so they allow current to pass through them easily.

Insulators have **high resistance** so it is difficult for current to flow through them.



Plugs

The brown wire (live) carries the potential difference from the mains. It is also connected to the fuse. The blue wire (neutral) completes the circuit for the appliance. The green and yellow wire (Earth) is the safety wire that stops appliances becoming live. A fuse which will break if the current is too high.



Static Electricity

Static electricity occurs when a material either loses or gains **electrons**. Electrons are negatively charged, so objects that **lose** electrons become **positively charged** overall, while objects that **gain** electrons become **negatively charged** overall.

When a polythene strip is rubbed with a cloth, electrons move from the cloth to the strip. The strip becomes negatively charged and the cloth becomes positively charged.

When you rub a balloon against your hair, electrons are transferred from your hair to the balloon. The balloon and your hair have opposite charges so your hair is attracted to the balloon, making it stand on end.

Magnetism **Knowledge Organiser**

Magnetism

Magnetism is a **non-contact force**. Magnetic materials can be magnetised or will be attracted to a magnet. There are three magnetic metals: **iron, nickel** and **cobalt**. Steel is also magnetic because it contains iron.

A bar magnet is a permanent magnet. It has a **north pole** and a **south pole**.

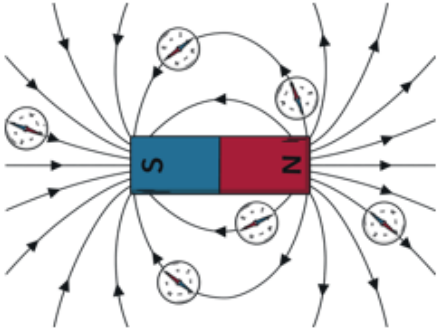
Like poles repel. This means that the two poles push each other away.

Opposite poles **attract**. This means that the invisible magnetic force between the magnets pulls the poles towards each other.

Magnetic Field Lines

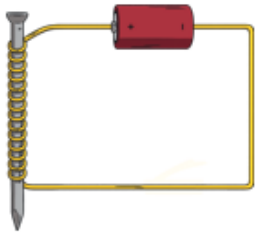
The magnetic field around a magnet can be shown as a series of lines around the magnet. The magnetic field lines can be plotted using a plotting compass.

The compass will always point towards to the south pole, wherever the compass is placed near the magnet. The arrows show the direction of the magnetic field.



Electromagnets

When electrical charge flows in a wire, a magnetic field is created around the wire. The larger the current, the stronger the electromagnet. The strength of the magnetic field can be increased by wrapping the wire around a magnetic material, such as iron.



The strength of an electromagnet can be changed by changing the number of coils of wire around the iron core. This can be measured by counting the number of paperclips that become attracted to the electromagnet.

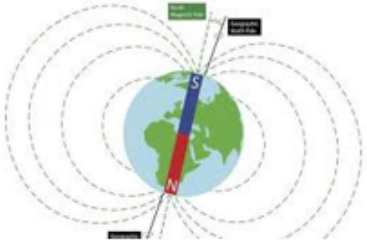
Independent variable – number of coils of wire **Dependent variable** – number of paperclips picked up **Control variables** – current supplied to the circuit, core material, width of wire, length of wire, potential difference of the battery or power pack

The **greater the number of coils**, the **stronger the electromagnet** and the more paperclips it will pick up.

Electromagnets are useful because they can be switched on and off. This makes them suitable for sorting scrap metal at a recycling centre.

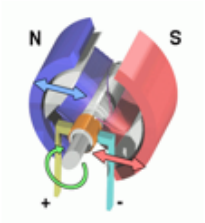
The Earth's Magnetic Field

The Earth has a magnetic field due to the very slowly flowing magnetic rock in the outer core. The field protects us from the Sun's solar wind



Electric Motors

An electromagnet when combined with a true magnet can produce movement. Set up in the right way, we can make it spin. Motors are found in many appliances including fans, washing machines and hairdryers



Separating mixtures knowledge organiser

What are mixtures?

Mixtures are different substances found together, but not chemically bonded. This means the different substances can be **separated** from each other.

In a **compound**, different substances are chemically bonded together, while in a mixture they are not.

The substances that make up a mixture keep their own properties and are easy to separate.

You can change the amounts of the substances in a mixture.

You can tell the difference between a **pure substance** and an **impure substance** – a pure substance has a single, sharp melting point, while an impure substance (a mixture) has a range of temperatures for its melting point.

Solutions

Solutions are a type of mixture made of two parts:

1 **Solvent**: the liquid that makes up most of the solution.

2 **Solute**: the substance that is added to the solvent and **dissolves** into it.

The solute usually starts as a solid, and its particles break away from each other and move into the solvent.

Solubility

The **solubility** of a solute means how much solute can dissolve in a certain volume of solvent.

- Different solutes have different solubilities in different solvents.
- Increasing the temperature often increases the solubility.
- Soluble substances can dissolve, **insoluble** substances cannot.

Saturated: when so much solute has been added to the solvent that no more can dissolve, we say the mixture is saturated.

How can we separate mixtures?

Filtration

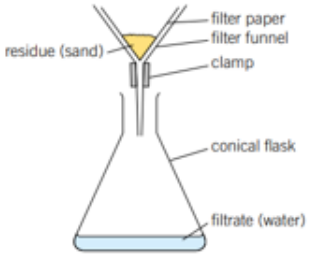
A method to separate a mixture of an undissolved solid and a liquid.

1 **Filter paper** has extremely small holes in it.

2 Particles in a liquid or solution are so tiny that they can fit through the holes.

3 Larger particles of the solid are too big to fit through the holes and are held back by the paper.

- **Residue**: solids left behind in the filter paper.
- **Filtrate**: the liquid that passes through the filter paper.

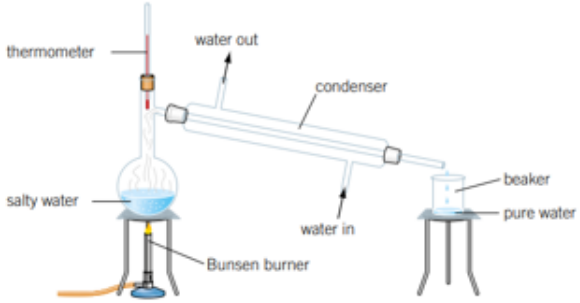


Distillation

A method that separates a solute and a solvent while keeping the solvent.

1 The solution is boiled so the solvent turns in to a gas.

2 The gas is then cooled down in a **condenser**, where it turns back into a liquid and can be collected.

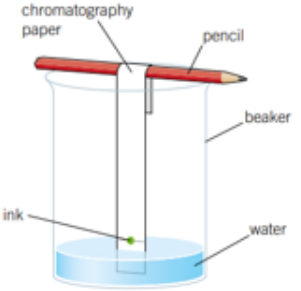


Chromatography

A method used to separate mixtures that are soluble in the same solvent.

1 A mixture like ink is placed on a piece of paper, which is placed in a solvent.

2 As the solvent moves up the paper it separates all the different constituents (parts) of the ink, producing a **chromatogram**.

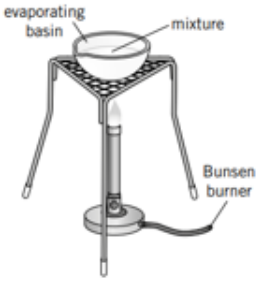


Evaporation

A method to separate a solute and a solvent, keeping the solute.

1 The solution is heated then left in an evaporating basin until all the solvent evaporates.

2 The solute is left behind as a solid.



Key terms Make sure you can write definitions for these key terms.

chromatography chromatogram compound condenser dissolve distillation evaporation filtrate filtration filter paper impure substance insoluble mixture pure substance residue saturated separate solvent solute soluble solubility solution

Chemical Reactions **Knowledge Organiser**

Key Words

catalyst	A substance that speeds up a chemical reaction without being used up.
chemical bond	A force that holds the atoms in a chemical structure together.
chemical reaction	A process that involves the rearrangement of atoms to produce new substances.
conservation of mass	No atoms are lost or made during a chemical reaction so the mass of the products equals the mass of the reactants.
endothermic	A reaction that takes in energy from the surroundings.
exothermic	A reaction that transfers energy to the surroundings.
physical change	A reversible process in which no new substances are produced.
product	A substance that is formed in a chemical reaction.
reactant	A substance that takes part in a chemical reaction.
reactivity	A measure of how reactive a substance is.
reactivity series	A list of elements arranged in order of reactivity, with the most reactive elements at the top and the least reactive elements at the bottom.

Chemical Reactions and Physical Changes

When a chemical reaction takes place, the existing chemical bonds between the atoms are broken. The atoms are rearranged and new chemical bonds are made. Chemical reactions make new substances and are usually irreversible. There are signs that a chemical reaction has taken place, such as a change in temperature, a colour change or effervescence.

Physical changes do not make new substances. They are usually easily reversible. Changes of state are examples of physical changes.

Chemical Equations

A **word equation** uses only the names of the reactants and products to represent a chemical reaction.

e.g. carbon + oxygen → carbon dioxide

A **symbol equation** uses the chemical formulae of the reactants and products to represent a chemical reaction.

e.g. $C(s) + O_2(g) \rightarrow CO_2(g)$

State symbols show the state of each of the reactants and products in an equation.

(s)	solid
(l)	liquid
(g)	gas
(aq)	aqueous solution

Conservation of Mass

The atoms that we start with in the reactants are the same atoms present in the products after the reaction has happened.

The law of conservation of mass states that in a chemical reaction, mass is never lost or gained.

Catalysts

Catalysts speed up chemical reactions without being used up themselves. Biological catalysts that are produced by living organisms are called enzymes.

Catalysts are specific to a certain chemical reaction.

Catalytic converters use an expensive metal, such as platinum, to reduce the air pollution caused by vehicles.

Energy Changes

In an exothermic reaction, energy is transferred **to the surroundings**, often as heat and light.

Many oxidation reactions are exothermic. The reactions of metals and dilute acids are also exothermic.

Hand warmers and self-heating cans make use of the energy released during exothermic reactions.

In an endothermic reaction, energy is transferred **from the surroundings**. The energy is usually absorbed as heat.

Thermal decomposition is an example of an endothermic reaction.

Sports injury packs make use of the energy taken in during an endothermic reaction.

Chemical Reactions

Oxidation

In an oxidation reaction, a substance combines with oxygen. At least one of the products formed is an oxide.

Rusting is an example of an oxidation reaction.

iron + oxygen + water → (hydrated) iron oxide

Other metals also react with oxygen in the air. The reactivity series can be used to predict how readily a metal will react with oxygen.

For example, potassium is very high up in the reactivity series. If a piece of potassium is exposed to the air, it will react with oxygen to form potassium oxide.

potassium + oxygen → potassium oxide

Thermal Decomposition

In a thermal decomposition reaction, a single reactant breaks down when it is heated. The atoms rearrange themselves to form two or more products.

Metal carbonates are a group of compounds that undergo thermal decomposition.

metal carbonate → metal oxide + carbon dioxide

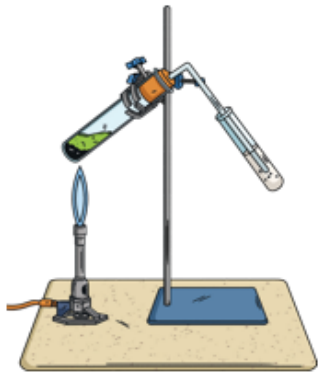
For example, copper carbonate undergoes thermal decomposition to form copper oxide and carbon dioxide.

copper carbonate → copper oxide + carbon dioxide

The symbol equation for this reaction is:

$CuCO_3(s) \rightarrow CuO(s) + CO_2(g)$

The carbon dioxide produced in the reaction can be detected by bubbling the gas through limewater. The limewater changes from colourless to cloudy.



KNOWLEDGE ORGANISER: Galilee to Jerusalem Year 7

RE

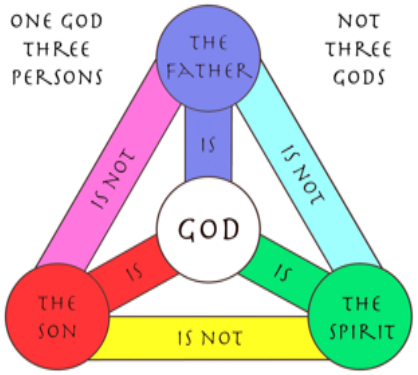
St. Josephine Bakhita ~ "Suffering Servant"

- Born in Sudan in 1869.
- Sold as a slave
- Treated with cruelty
- Became a nun
- Devoted her life to service of others
- Forgave her captors and torturers.

DID JESUS EXIST?

PHYSICAL EVIDENCE
Articles discovered from archaeological digs that points to a man called Jesus existing in Palestine at that time.

WRITTEN EVIDENCE
Evidence from various written articles that speaks of a man called Jesus existing in 1st C Palestine.



Sources of Wisdom

Daniel's Vision — **Daniel 7: 1-13 OT**
(The Son of Man coming with the clouds of heaven)

Jesus' Baptism — **Mark 1: 9-11**
("You are my beloved Son")

Entry to the Kingdom & Blind Bartimaeus
(Those who are last will be first) — **Mk 10: 35-52**

And the Word was made Flesh — **John 1: 1**
(The opening of John's Gospel)

Nicene Creed
(The official statement of Christian beliefs)

De Trinitate — **St. Augustine**
("Teachings on The Trinity)"

Caesarea Philippi — **Mark 8: 27-30**
("Peter's profession of faith")

ARIAN HERESY

- Arius was a 4th Century priest.
- Claimed the Trinity were SEPARATE beings
- Claimed God the Father was superior to God the Son and God the Holy Spirit!

CHRISTIAN RESPONSES:

St. Augustine writes De Trinitate, making clear the Trinity is ONE, CO-RELIANT being

The Council of Nicaea (325AD) write the Nicene Creed to make clear Christian beliefs.

Core Vocabulary: "Who is Jesus?"

Incarnation		Literally means "in flesh" ~ The Christian belief that God took on human form in the person of Jesus. Fully man and fully divine.
Trinity		The belief that God is three persons in one: the Father, the Son and the Holy Spirit.
Heresy		The denial of a key religious truth by one of its own "believers"
Suffering Servant		The Christian belief that the Messiah was sent to suffer and serve and so must we.
Christ		From the Greek word "Christos" meaning "The anointed One"
Son of God		A title used for Jesus to highlight his full divinity and godliness.
Son of Man		The title most used by Jesus himself to highlight his full humanity.
Mark's Gospel		The first of the 4 gospels, written in 65AD by John Mark.

THE TITLES OF JESUS

SON OF GOD	SON OF MAN	SON OF DAVID	CHRIST	LORD
Highlights Jesus' divinity	Highlights Jesus' humanity	A title meaning The Messiah (from the line of David)	Form the Greek meaning "Anointed One" (Christos)	Jesus has the same power & authority awarded to God

Unit 3: Medieval Study (Magna Carta & King John)

Big Question: *"How did the lives of Peasants change in Medieval England?"*

History

Timeline

1189—1192	The Third Crusade, led by Richard the Lionheart.
1199-1216	The period of time King John I ruled England.
1207	King John introduced a new tax that was very unpopular with the Church and Barons.
1209	Pope Innocent III excommunicated John from the Catholic Church.
June 1215	The Magna Carta was signed after the Barons rose up against King John.
1216	King John dies of illness.

Key Figures

 King John	John Lackland was the youngest son of King Henry II of England. He was never expected to inherit the throne and therefore was never prepared properly to rule. Due to tragic events (the death of his siblings) John inherited the throne in 1199. Historians are still very divided about how good a ruler King John was.
 Pope Innocent III	Pope Innocent III, was the head of the Catholic Church and ruler of the Papal States from 8 January 1198 until his death on 16 July 1216. Pope Innocent was one of the most powerful and influential of the medieval popes. The Catholic Church had lots of influence over the people of Europe which is what gave the Pope his power. In 1209 after a series of disputes, Pope Innocent excommunicated King John.
 The Barons	The Barons traditionally helped the king run the country. But, due to how unpopular the King John was during his reign, the Barons actually rose up in an armed rebellion in 1215. They forced King John to sign the Magna Carta.

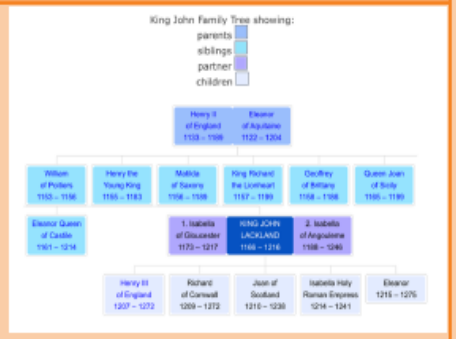
Key Terms

Crusade	A military expedition or holy war undertaken on behalf of a religious cause.
Crusader	Someone who makes a determined effort to achieve or stop something because of their strong beliefs.
Angevin Empire	The name of the Kingdom that King John inherited in 1199. The lands were in England, France, Wales and Ireland.
'Lackland'	The nickname given to John when he was young because he was never expected to inherit any land.
Influence	To have an effect on the character, development, or behaviour of someone or something.
Feudal System	A social system in which land owners provide land in return for service & loyalty.
Medieval Church	The name used to describe the Catholic Church in this period. This is when it was at its most powerful and influential.
Excommunicate	Officially exclude (someone) from participation in the sacraments and services of the Christian Church.
Archbishop of Canterbury	The highest role in the Catholic Church in England. During this period the Catholic Church selected who would fulfil this role.
Charter	A legal document that creates something new.
The Magna Carta	A document that the Barons forced King John to sign in 1215. It gave the Barons rights and stopped John from being all powerful.

Key Themes

Introduction to King John

King John's family tree



King John and the Church.

Church

- The Catholic Church was extremely influential over all people of Medieval Europe and the Pope was more powerful than any King of that time.

King John

- King John wanted more control over his country and did not want the Catholic Church to have so much power and influence.

King John vs The Church

- In 1205 King John appointed his friend as the new Archbishop of Canterbury. The Church were outraged and more disputed followed until in 1209 the Pope excommunicated John.

The Magna Carta

Signed in June 1215. The Magna Carta was a document King John was forced to sign. It gave the Barons certain powers.

For example, they could no longer be arrested without trial and John could not introduce a new tax without asking them.

Geography

Year 7 Rivers and Flooding Knowledge Organiser

Big question: How do the processes in rivers impact our lives?"

Definitions of the main geomorphic processes (key terms):

Hydraulic action: The force of the water eroding the softer rock.

Abrasion When large pieces of **bedload** material wear away the riverbanks and bed.

Attrition: The rocks knock against each other causing them to break into smaller, more rounded pieces.

Solution: When acidic water erodes rock.

Traction: Large boulders and rocks are rolled along the riverbed.

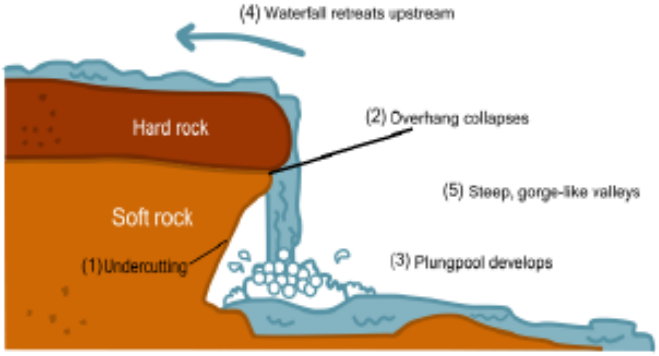
Saltation: Small pebbles and stones bounce along the river bed

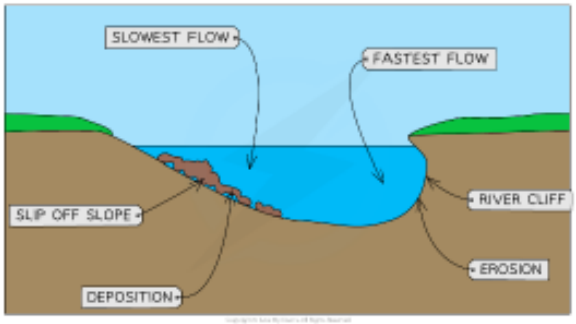
Suspension: fine, light material carried along by a river

Solution: Minerals are dissolved in the water. This is a chemical change.

Deposition: The river drops its load. This is usually when the river loses energy.

River landforms - Figure 1 shows a waterfall and Figure 2 shows a cross section of a meander





Causes of flooding

Physical causes	Human causes
• Steep slopes • Type of rock • Heavy rainfall (precipitation) • Hot weather • Melting ice	• Deforestation • Building on a floodplain • Blocked drains

Flooding in an HIC- Hebden Bridge

Five impacts of the floods.

6. 4000 homes affected
7. 10 000 homes without electricity
8. 2000 businesses affected
9. 10 people airlifted to hospital
10. 400 jobs were risk

Managing flooding

Strategy	How it works	Hard or soft engineering
Building dams	Control flow of water	Hard engineering
Channel straightening	Create a straight channel so water can flow straight down the channel	Hard engineering
Floodplain zoning	Farmland and parks close to rivers are used during flooding	Soft engineering
Planting trees	Trees planted close to the river to soak up the water through the roots	Soft engineering

Year 7 Geological Timescales Knowledge Organiser

Big Question: *"How has the geology of the Earth changed?"*

Key terms:

Geological timescale: The Geological time scale is a record of the life forms and geological events in Earth's history.

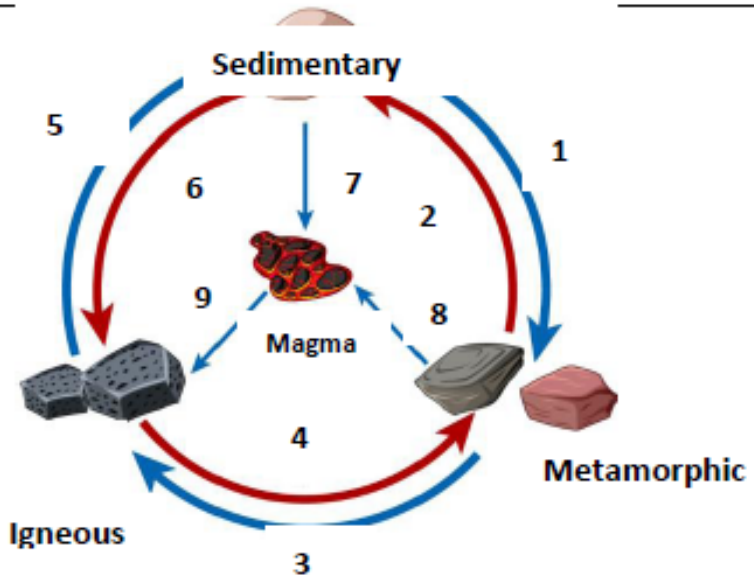
Weathering: Weathering breaks down rocks on the surface of the Earth.

Erosion: The wearing away of rock.

Igneous rock: Formed from the cooling of molten rock

Metamorphic rock: Formed from another rock under heat and pressure

Sedimentary rock: Formed by small rock pieces being transported in rivers and laid down in layers



The Rock Cycle

1. Temperature and pressure
2. Erosion and deposition
3. Melting
4. Temperature and pressure
5. Erosion and deposition
6. Melting
7. Melting
8. Melting
9. Crystalisation

Rock type	How are they formed?	Where are they found?	How are they used?
Igneous rock	Formed from the cooling of molten rock.	Many places (e.g. Giants Causeway, Northern Ireland).	-Curling stones -Decorative uses
Metamorphic rock	Formed from another rock under heat and pressure	-In mountainous regions -Plate boundaries	-Decorative uses -Roof tiles
Sedimentary rock	Formed by small rock pieces being transported in rivers and laid down in layers.	-Many places (e.g. The limestone found at Malham).	-Building (e.g. sandstone) -Cement production

MFL

MA FAMILLE

As-tu des frères et soeurs?
Do you have any brothers or sisters?

✓ **Oui, j'ai...**

✗ **Non, je n'ai pas de frères et soeurs.**

A . SIBLINGS	
J'ai	I have
Je n'ai pas	I don't have
As-tu...?	Do you have...?
un frère	a brother
une soeur	a sister
qui s'appelle	who is called
qui s'appellent	who are called
Je suis	I am
fils unique	an only child (m)
fille unique	an only child (f)

B. LA FAMILLE	
mon ami	my friend (m)
mon copain	my friend (m)
mon demi-frère	my half brother
mon frère	my brother
mon grand-père	my grandfather
mon oncle	my uncle
mon père	my father
ma demi-soeur	my half sister
mon amie	my friend (f)
ma copine	my friend (f)
ma mère	my mother
ma soeur	my sister
ma grand-mère	my grandmother
ma tante	my aunt
mes parents	my parents
mes grands-parents	my grandparents
Voici	Here is
Voilà	That is/those are

C. PERSONNALITÉ	
Je suis	I am
Tu es	You are
Il est	He is
Elle est	She is
actif/active	active
bavard(e)	chatty
marrant(e)	funny
paresseux/ paresseuse	lazy
sportif/sportive	sporty
sympa	nice
timide	shy

Décris ta personnalité.
Describe your personality.

As-tu des animaux?
Do you have any pets?

UPGRADE YOUR DESCRIPTIONS

et—and
mais—but
aussi—also
toujours—always
souvent—often
quelquefois—sometimes
normalement—normally
tout—completely
presque tout—almost always
très—very
trop—too
assez—quite
vraiment—really

D. LES ANIMAUX	
un lapin	a rabbit
un chien	a dog
un chat	a cat
un poisson rouge	a goldfish
un serpent	a snake
un oiseau	a bird
un hamster	a hamster
un cochon d'Inde	a guinea pig
une souris	a mouse
une tortue	a tortoise
une araignée	a spider
un cheval	a horse

✓ **Oui, j'ai...**

✗ **Non, je n'ai pas d'animaux.**

MA FAMILLE

POSSESSIVE ADJECTIVES

This is not your pen! It is my pen!

	Masculine Singular / Vowel or H	Feminine Singular	Plural (Masculine and Feminine)
MY	mon	ma	mes
YOUR	ton	ta	tes
HIS / HER	son	sa	ses

De quelle couleur sont tes cheveux et tes yeux?
What colour are your hair and eyes?

E. LES CHEVEUX

J'ai	I have
Tu as	You have
Il/elle a	He/she has
les cheveux	hair
les cheveux bruns	brown hair
les cheveux blonds	blonde hair
les cheveux noirs	black hair
les cheveux roux	red/ginger hair
les cheveux courts	short hair
les cheveux longs	long hair
les cheveux mi-longs	mid-length hair
les cheveux frisés	curly hair
les cheveux raides	straight hair
les cheveux ondulés	wavy hair
Je n'ai pas de cheveux	I don't have any hair.

F. LES YEUX

J'ai	I have
Tu as	You have
Il/elle a	He/she has
les yeux	Eyes
les yeux bleus	blue eyes
les yeux verts	green eyes
les yeux gris	grey eyes
les yeux marron	brown eyes
les yeux noisette	hazel eyes

ADJECTIVE AGREEMENTS

	M	F	MP	FP
red	rouge	rouge	rouges	rouges
yellow	jaune	jaune	jaunes	jaunes
green	vert	verte	verts	vertes
orange	orange	orange	orange	orange
blue	bleu	bleue	bleus	bleues
white	blanc	blanche	blancs	blanches
black	noir	noire	noirs	noires
brown	marron	marron	marron	marron
purple	violet	violette	violets	violettes
pink	rose	rose	roses	roses
grey	gris	grise	grises	grises

La familia:

Mi padre 

Mi madre 

Mis padres 

Mi hermano 

Mi hermana 

Mi abuelo 

Mi abuela 

Mis abuelos 

Mi tío 

Mi tía 

Mi primo 

Mi prima 

Family —Y7 HT3

IMPORTANT VERBS

¿Tienes hermanos? - Do you have any siblings?

Tengo… - I have…

Me gusta / no me gusta… - I like / I don't like…

Me gustaría tener… - I would like to have…

Useful vocab:

Y—and, también—also, pero- but,

Key verbs:

Me llamo = _____

Se llama = _____

Se llaman = _____

Es = _____

Son = _____

Tiene _años =_____

Tener	
Tengo	
Tienes	
Tiene	
Tenemos	
Tenéis	
Tienen	

Joven (m/f)

Viejo / vieja

Delgado/ Delgada

Gordo/ Gorda

Bajo/ baja

Alto/ alta

Tengo el pelo _____ = I have _____ hair

Tengo los ojos _____ = I have _____ eyes

Hair styles:

Rizado	Curly
Liso	Straight
De punto	Spikey
Largo	Long
Corto	Short
Ondulado	Wavy
Media melena	Medium length
Soy calvo	I'm bald

Hair / eye colours:

Blanco/a white

Negro/a- black

Gris—grey

Castaño—brown

Marrón—brown

Rubio—blonde

Azul—blue

Verde—green

Pelirrojo/a—red

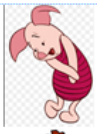
Antipático / Antipática

Simpático / Simpática

Guapo / Guapa

Hablador / Habladora

Inteligente (m/f)



Tímido / Tímida

Paciente (m/f)

Divertido/ Divertida

Perezoso/ Perezosa

Trabajador / Trabajadora

Personal descriptions —Y7 HT4

IMPORTANT VERBS

¿Cómo eres? - What are you like?

Tengo… - I have…

Me gustaría tener… - I would like to have…

Me gustaría ser… - I would like to be…

Ser		**Tener**	
Soy		Tengo	
Eres		Tienes	
Es		Tiene	
Somos		Tenemos	
Sois		Tenéis	
Son		Tienen	

Flowcharts & Algorithms
Year 7 Spring Term

What is a system flowchart?
System flowcharts are a way of displaying how data flows in a system and how decisions are made to control events.
To illustrate this, symbols are used. They are connected together to show what happens to data and where it goes.

I will be able to

- Break a problem down in smaller parts
- Write a sequence of instructions
- Represent a sequence as a flowchart

Symbol	Usage
Terminator	At the beginning and the end of a flowchart. Starts and Stops the flowchart.
Input/ Output	Input when data is received by a computer. Output is when a signal or data is sent from a computer
Process	An instruction or a command
Decision	Program has to make a decision which can be either True or False.
Line Tool	Connects the symbols. Arrows show the direction of the data

Keywords

Sequence	A sequence is a set of instructions or tasks provided in the correct order.
Selection	A decision within a computer program when the program decides to move on based on the results of an event.
Algorithm	An algorithm is a set of instructions for solving a problem or completing a task
Decomposition	Decomposition involves breaking down a large problem into smaller sub problems
Flowchart	A diagram that shows a process, made up of boxes representing steps, decision, inputs and outputs
Iteration	Repeating the steps over and over gain
Counter Controlled Loop	The number of iterations will happen a set number of times
Condition Controlled Loop	The number of iterations will continue until the condition has been met

Computing

PRIOR LEARNING → **Scratch**

CURRENT TOPIC → **Flowcharts & Algorithms**

NEXT TOPIC → Python Turtle

Music Knowledge Organiser

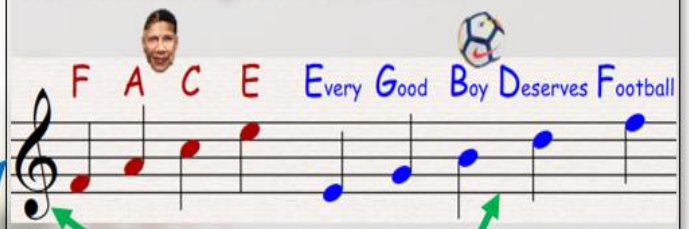
History

- Folk Music is traditional *music of the people* performed within their own communities
- It was passed on orally (word of mouth) from one generation to the next
- During the 1950's a great *Folk Music Revival* began and bands in the 1970's 'mixed together' Folk and Rock
- Folk Music influenced artists such as *The Beatles* and *Paul Simon* and modern-day artists such as *Ed Sheeran* use traditional Folk Music in their songs.

Year 7
Unit 3
Folk Music

Pitch

Pitch: How high or low a note is



Treble Clef: used for higher pitch notes and our right hand on the piano

Stave: 5 lines we write music on

Instruments

Texture

Monophonic
one - sound
Single musical line or solo

Homophonic
same - sound
Many of the same musical lines

Polyphonic
many - sounds
Many different musical lines

Melody & Accompaniment
Melody line with **supporting** parts

Style	Pitch	Instruments	Accompaniment	Texture	Performance

Music

D&T/Art Knowledge Organiser

Name:

Year: 7 Subject: Art and Design

Period of learning: Portraits/Self Image

Key Concepts

- Contemporary portraits
- Drawing proportions of the face
- Distorted portraits
- Portrait drawing
- Exploring contemporary portrait artists

Key Skills

- Oil pastel blending
- Using tone to create shape
- Taking inspiration from artists
- Drawing a portrait to scale

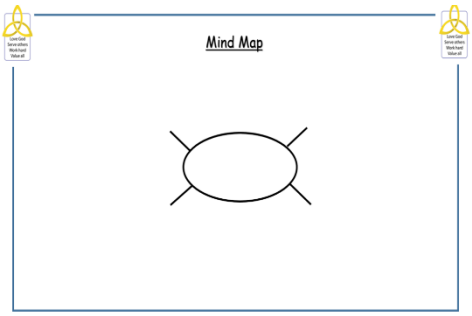
Word	Definition	Visual example
Self-portrait	Drawing/painting a picture of ourselves	
Distorted	A change in shape and size of a form to express an idea	
Cubism	Paintings/drawings that appear fragmented and abstract	
Pablo Picasso	Spanish artist famous for his cubist paintings usually objects and figures	
Blending	The process of fusing 2 colours together	
Contemporary Art	Art made by living artists today	
Proportion	An artwork's size and how parts of a composition relate to each other	

Art

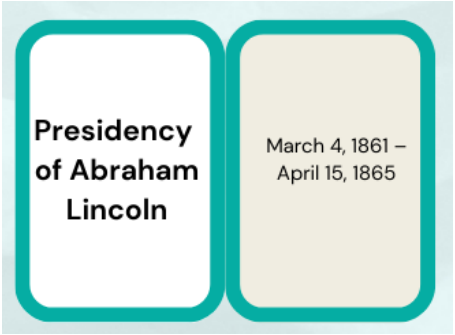
Top Tips!

How to use these KO's to revise

- Highlight the key words
- ***Make a mind map***



- ***Make some flash cards*** – Put the key word on one side and the facts/ important information on the back (just the key info!)



- ***Self-test*** – memorise the KO organiser, turn it over and then see how much you can remember
- ***Peer test*** – memorise the KO organiser then get someone else to test you (friend, family etc)