

Year 7 Knowledge Organisers

Assessment Fortnight 1

Monday 10th - Friday 21st November 2025



Topic Overviews for Assessment Fortnight 1

English	Dystopian
Maths	Sequences Understand and use algebraic notation Expressions and equations Place value, ordering and numbering Four operations
Science	Introduction to Science Cells and Organisation Particles
RE	Creation and Covenant
History	"What is History"
Geography	Map Skills
MFL	Spanish - Introduction and family French - Introduction and description
Computing	Skills Builder
Music	Rhythm and Pulse
Drama/ dance	The basic actions of dance
Art	Pencil drawing techniques
PE	Rotation - Basketball, badminton, football, Gymnastics, handball, health related fitness, hockey, rounder's rugby, table tennis, athletics, cricket

English

Year 7 Dystopian Knowledge Organiser

<p>Extracts</p> <p>Hunger Games by Suzanne Collins In this extract the 'reaping' is about to take place (this is where a boy and a girl are selected, by a controlling Government, to fight to the death in the annual Hunger Games).</p> <p>Noughts & Crosses by Malorie Blackman The Crosses (darker-skinned people) the race with the individuals owning most of the wealth. The second race, the noughts (lighter-skinned people) are at the poorer end of society.</p> <p>In this extract Callum (a Nought) and Sephy (a Cross) are in a first-class train carriage.</p> <p>Divergent by Veronica Roth In a post-apocalyptic Chicago, survivors are divided into five factions based on their dispositions: Abnegation, for the selfless; Amity, for the peaceful; Candor, for the honest; Dauntless, for the brave; and Erudite, for the intellectual. Each year, all sixteen-year-olds take an aptitude test that determines the faction for which they are best suited. After receiving the results, test takers choose a faction at the Choosing Ceremony, no matter what their results were. In this extract, the novel's protagonists, Beatrice (Tris), and her brother are preparing for their test.</p> <p>Interment by Samira Ahmed Set in the United States, seventeen-year-old Layla Amin and her parents are forced into an interment camp for Muslim American citizens. With the help of newly made friends, also trapped within the interment camp, her boyfriend on the outside, and an unexpected alliance, Layla begins a journey to fight for freedom, leading a revolution against the interment camp's Director and his guards. In this extract, Layla is out near her curfew time as she tries to see her boyfriend.</p> <p>1984 by George Orwell In this extract life in a dystopian world, where the government have complete control, is described. This totalitarian government watch and listen to every move of their citizens through telescreens and Big Brother.</p>	<p>Dystopian Conventions</p> <p>Oppression-when a person or group of people who have power use it in a way that is not fair, unjust or cruel.</p> <p>Inequality-things aren't the same or fair for everyone. When some people lack the rights, opportunities and fair laws of others</p> <p>Abuse of technology-the misuse of technology to control, harass, stalk, intimidate, or exert power over another person.</p> <p>Environmental destruction-the neglect of the environment has led to uninhabitable conditions, often due to climate change, pollution, or lack of resources.</p> <p>Propaganda-information, often presented in a biased or misleading way, that is intentionally spread to influence public opinion or persuade people to believe or do something</p> <p>Figurehead worship-to worship someone who is a leader of a group, but who might not have any real power.</p> <p>Themes</p> <p>Class Division Power/Powerlessness Control Fear Discrimination Prejudice Identity Loss of individualism Bravery Injustice Rebellion</p>	<p>Key terms and skills</p> <p>Dystopia-an imagined place in which everything is unpleasant or bad.</p> <p>Utopia-refers to an ideal society or a place of perfect conditions.</p> <p>Characterisation- the way a writer shows what a character is like.</p> <p>Setting- the time and place in which a story is set.</p> <p>Personification— giving human qualities to something non-human.</p> <p>Simile-comparison using like or as.</p> <p>Imagery-words that paint a picture in the reader's mind.</p> <p>Metaphor-saying one thing is another.</p> <p>Interment-when a group of people, like those from a specific group or country, are put into a camp or prison, but they haven't been charged with any crime.</p> <p>DADS (description, actions, dialogue, setting)</p> <p>DAFOREST (direct address, anecdote, facts, opinion, rhetorical question, emotive language, statistics, triple/rule of three)</p> <p>PAFT purpose, audience, form, tone</p> <p>PEED/PETERC - point, evidence, technique, explanation, reader response, context.</p> <p>Tasks:</p> <ol style="list-style-type: none"> 1. Create your own dystopian character. (exit ticket). 2. Create your own dystopian setting. (self-assessed). 3. ASSESSMENT FORTNIGHT ASSESSMENT 'Write an opening to a Dystopian story'. (peer assessed). 4. Write a PEE/PEED/PETERC in response to the question, 'How does the writer present division?' (teacher marked). 5. Write a short speech on the pros/cons of surveillance. (peer assessed).
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WHY THIS? Builds on inference skills from previous module and interleaves themes such as injustice and power. Engaging genre that introduces students to speculative and critical thinking. Offers creative opportunities: writing alternative worlds, exploring consequences of societal control.

WHY NOW? Builds on narrative skills introduced in Private Peaceful but shifts to more imaginative storytelling. Prepares for themes of tension, atmosphere and fear of the unknown.

WHAT NEXT? 'The Gothic' - linked thematically (tension, atmosphere, fear) also interleaves themes in Blood Brothers (class division) and OMAM (power/powerlessness).

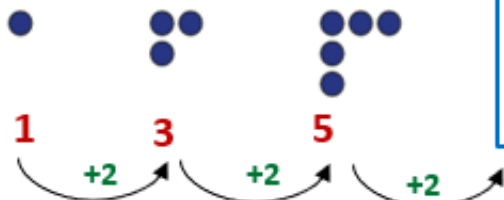
Maths



Y7 – Sequences

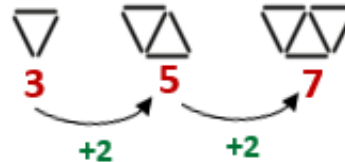
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Describe and continue a sequence



What will the next number be?

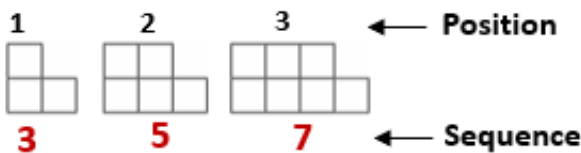
Predict and check terms



Predictions:
Look at your pattern and consider how it will increase.
e.g. How many lines in pattern 6?



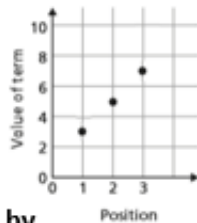
Sequence in a table and graphically



In a table:

Position	1	2	3
Term	3	5	7

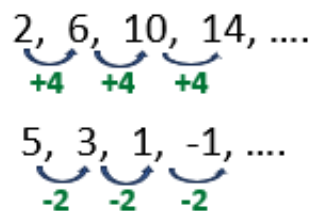
Graphically:



LINEAR
Terms increase by the same amount

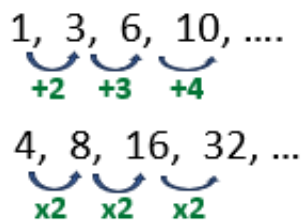
Linear and Non Linear Sequences

Linear Sequences:



Increase (or decrease) by the same amount each time

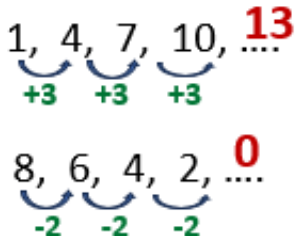
Non-linear Sequences:



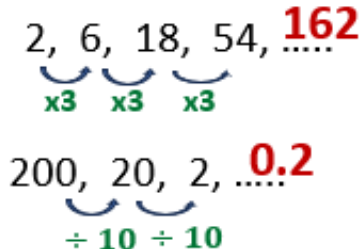
DOES NOT increase (or decrease) by a constant amount

Continuing Sequences

Linear Sequences:



Non-linear Sequences:



Fibonacci Sequence:

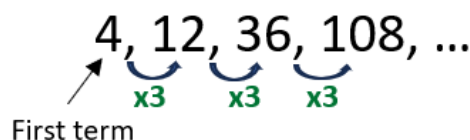
0, 1, 1, 2, 3, 5, 8, 13

Each term is the sum of the previous two terms

Explain term-to-term rule

Use key maths language –

Doubles, halves, multiply by two, add four to the previous term etc.



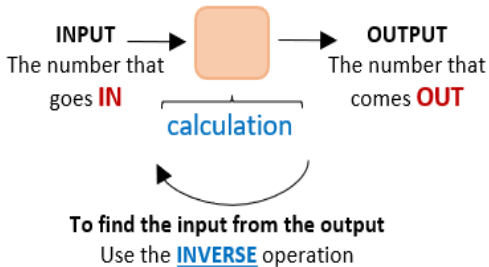
The next term is found by tripling the previous term. The sequence begins at 4.



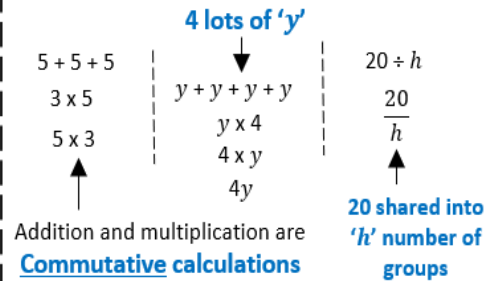
Y7 – Understand and use algebraic notation

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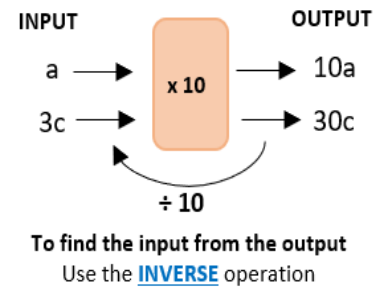
Single function machines



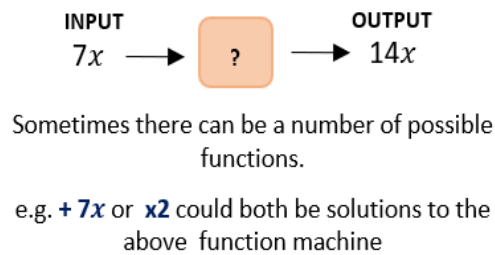
Using letters to represent numbers



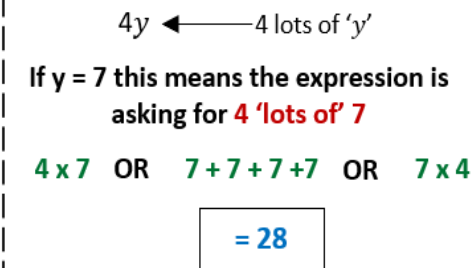
Single function machines (algebra)



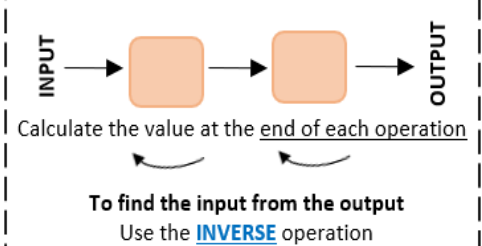
Find functions from expressions



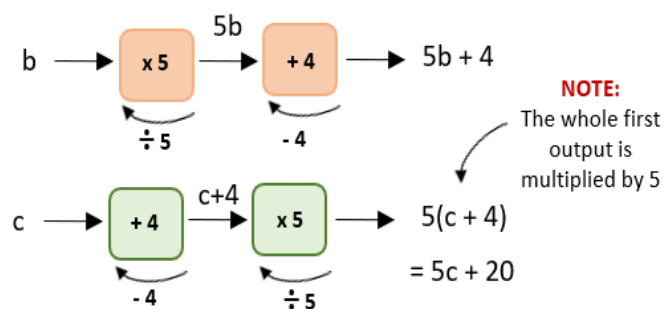
Substitution into expressions



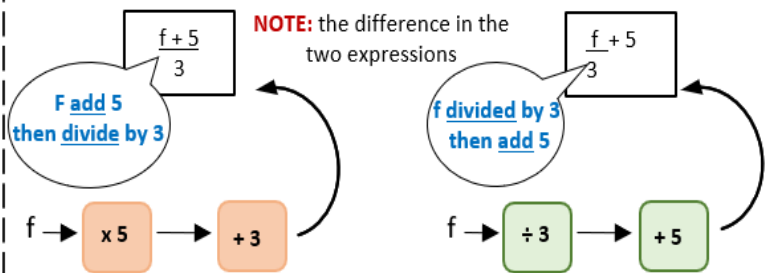
Two step function machines



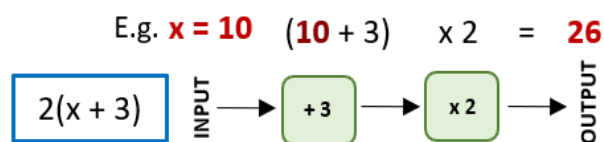
Two step function machines (algebra)



Find functions from expressions



Substitution into an expression

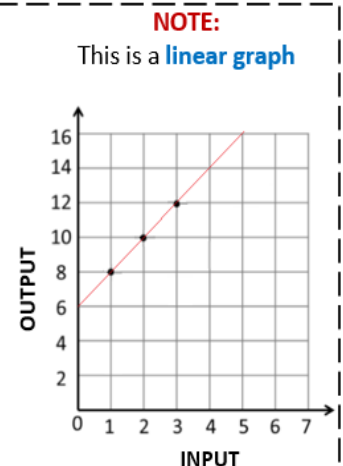
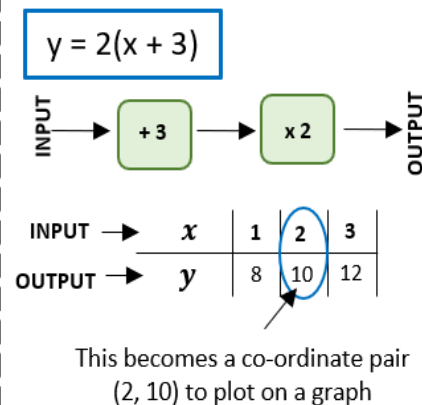


Forming a sequence

INPUT	1	2	3	← x values
OUTPUT	8	10	12	← sequence

$2(x + 3)$

Representing functions graphically





Y7 – Expressions and equations

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Equality

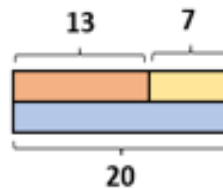
$$2 + 14 = 5 + 5 + 6$$



"Is equal to"

The sum on the left has the **same result** as the sum on the **right**

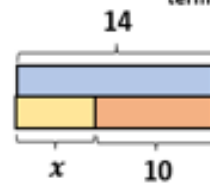
Fact Families



$$13 + 7 = 20$$

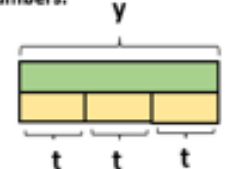
$$7 + 13 = 20$$

Use a bar model to display the relationships between terms and numbers.



$$x + 10 = 14$$

$$10 + x = 14$$



$$t + t + t = y$$

$$3t = y$$

$$y - t - t = t$$

$$y + 3 = t$$

$$y + t = 3$$

Solve one step equations (+/-)

$$x + 42 = 59$$

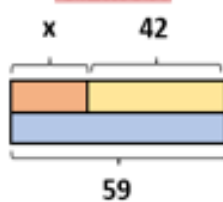
$$x + 42 = 59$$

$$42 + x = 59$$

$$59 - x = 42$$

$$59 - 42 = x$$

Bar Model



Function Machine



Solve one step equations (x/÷)

$$\frac{f}{4} = 5$$

$$f \div 4 = 5$$

$$f \div 5 = 4$$

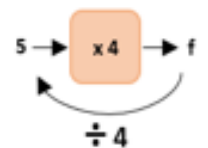
$$5 \times 4 = f$$

$$4 \times 5 = f$$

Bar Model



Function Machine



Like and unlike terms

Like terms are those whose variables are the same

♥ and 3♥ are **like** terms
the variable is the same

★ and 3♥ are **unlike** terms
the variables are **NOT** the same

Examples and non-examples

Like terms

y and $7y$
 $2x^2$ and x^2
 ab and $10ba$
 5 and -2

Unlike terms

y and $7x$
 $2x^2$ and $2c^2$
 ab and $10a$
 5 and $-2t$

Note: ab and ba are commutative operations

Equivalence

Check equivalence by **substitution**
e.g. $m=10$

$5m$ 5×10 $= 50$	$2 \times 2m$ $2 \times (2 \times 10)$ $= 40$	$7m - 3m$ $(7 \times 10) - (3 \times 10)$ $= 70 - 30$ $= 40$
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Equivalent expressions

Repeat this with various values for m to check

$$5m$$

$$2 \times 2m$$

$$7m - 3m$$

Collecting like terms \equiv symbol

The \equiv symbol means **equivalent to**.

It is used to identify **equivalent expressions**

Collecting like terms

Only **like terms** can be combined

$$1) \quad 4x + 5b - 2x + 10b$$

$$2x + 15b$$

$$2) \quad 2x + 3x^2 + 4x \equiv 6x + 3x^2$$

x^2 and x terms are unlike terms so can not be collected

Y7 – Place value, ordering and rounding

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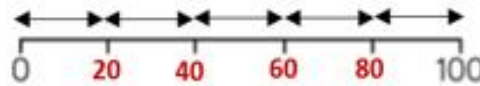
Integer Place Value

Billions			Millions			Thousands			Ones			
H	T	O	H	T	O	H	T	O	H	T	O	
			3	1	4	8	0	3	3	0	2	9

Placeholder

Three billion, one hundred and forty eight million, thirty three thousand and twenty nine

Intervals on a number line



Divide the difference by the number of intervals (gaps)

$$\text{E.g. } 100 \div 5 = 20$$

Rounding to the nearest power of ten

5495 to the nearest 1000



5475 to the nearest 100

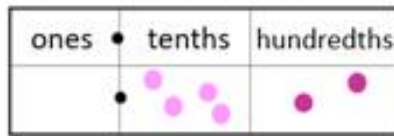


If the number is halfway between we "round up"

5475 to the nearest 10



Decimals



0 ones, 4 tenths and 2 hundredths
 $0 + 0.4 + 0.02 = 0.42$

Round to 1 significant figure

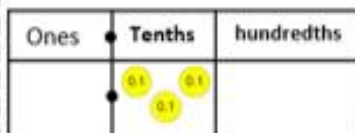
370 to 1 significant figure is 400

37 to 1 significant figure is 40

3.7 to 1 significant figure is 4

Round to the first non zero number

Comparing decimals



0.30



0.23

Which is the largest of 0.3 and 0.23?

$$0.3 > 0.23$$

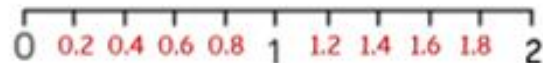
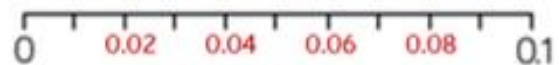
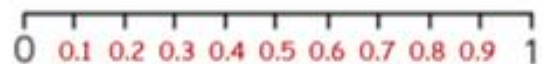
"There are more counters"

We can also compare by having the same number of decimal places

Decimal intervals on a number line

One whole split into 10 parts makes tenths = 0.1

One tenth split into 10 parts makes hundredths = 0.01



Positive powers of 10

$$1 \text{ billion} - 1\,000\,000\,000 = 10^9$$

$$(10 \times 10 \times 10 \times 10 \times 10 \times 10 \times 10 \times 10 \times 10 \times 10)$$

Multiplication rule for indices:

$$10^a \times 10^b = 10^{a+b}$$

Division rule for indices:

$$10^a \div 10^b = 10^{a-b}$$

Standard form with numbers > 1

Any number between 1 and 10 $\rightarrow A \times 10^n$ Any integer

Examples

a) 3.2×10^3
 $3.2 \times 1000 = 3200$

b) 4.78×10^4
 $4.78 \times 10\,000 = 47\,800$

Negative powers of 10

$$0.001 = 1 \times \frac{1}{1000} = 1 \times 10^{-3}$$

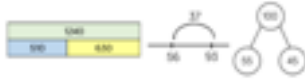
10	1	$\frac{1}{10}$	$\frac{1}{100}$	$\frac{1}{1000}$
10^1	10^0	10^{-1}	10^{-2}	10^{-3}

Negative powers do not indicate negative solutions

Y7 – Four operations

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Addition/ Subtraction with integers



Modelling methods for addition/ subtraction

- Bar models
- Number lines
- Part/ Whole diagrams

Addition is commutative



The order of addition does not change the result

Subtraction

the order has to stay the same

$$360 - 147 = 360 - 100 - 40 - 7$$

Formal written methods

	H	T	O
	3	11	17
-	2	4	9
	1	7	8

Addition/ Subtraction with decimals

4	.	3	8	
7	.	9	0	+

0 can be used to fill empty places with value

The decimal place acts as the placeholder and aligns the other values

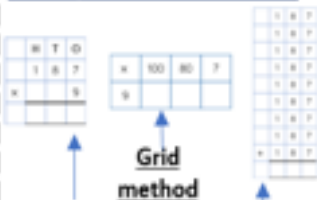
$$5.43 + \frac{8}{10}$$



If \square represents 1 instead of 100

Revisit Fraction – Decimal equivalence
 $5.43 + 0.8$

Multiplication methods



Long multiplication (column)

Grid method

Repeated addition

Multiplication with decimals

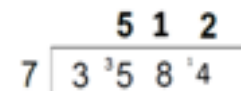
Perform multiplications as integers
e.g. $0.2 \times 0.3 \rightarrow 2 \times 3$

Make **adjustments** to your answer to match the question:
 $0.2 \times 10 = 2$
 $0.3 \times 10 = 3$
Therefore $6 \div 100 = 0.6$

Division methods

Short division

$$3584 \div 7 = 512$$



Complex division

$$\div 24 = \div 6 \div 4$$

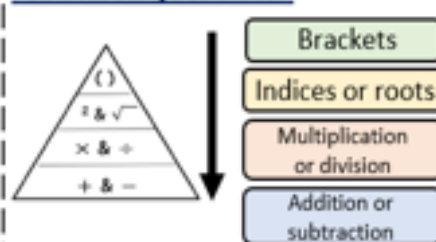
Break up the divisor using factors

Division with decimals

$$2.4 \div 0.02 = 120$$

$$\frac{2.4}{0.02} = \frac{24}{0.2} = \frac{240}{2} = 120$$

Order of operations



If you have multiple operations from the same tier work from left to right

$$\text{e.g. } 10 - 3 + 5 \rightarrow 10 - 3 \rightarrow 7 + 5$$

$$6 \times 4 + 8 \times 2 = 24 + 16 = 40$$

Multiply/ Divide by powers of 10



$$3 \times 100 = 300$$



$$0.03 \times 100 = 3$$

$$\div 10 \div 10 \rightarrow \div 100$$

Introduction to Science Knowledge Organiser

A science laboratory is used for carrying out practical investigations. This can involve using hazardous chemicals and equipment such as Bunsen burners.

Some practical equipment, such as test tubes, are easily breakable so care must be taken.

Thinking about the students' and teacher's health and safety is very important so that no one gets hurt.

Laboratory Safety Rules

Your teacher will have made the safety rules for the laboratory very clear. Below are some important safety rules, which should always be followed, but there may be others which you need to consider in addition to these.

- Always wear eye protection during a practical.
- Carry out a practical while standing up.
- Do not eat or drink in the laboratory.
- Tie long hair back and tuck loose clothing in during practicals.
- If something is spilled or broken, tell the teacher.
- Ensure that the floor and work space is clear of obstacles.



Hazard Symbols

Hazard symbols show people how dangerous a chemical is, and what care should be taken when handling them.

Symbols can be used all over the world and are immediately recognisable, so it does not matter which language is used.

flammable	explosive	corrosive	acute toxicity	explosive
moderate health hazard	serious health hazard	harmful to the environment		

Scientific Equipment

Diagrams are used when drawing practical equipment to make it easier and quicker to draw.

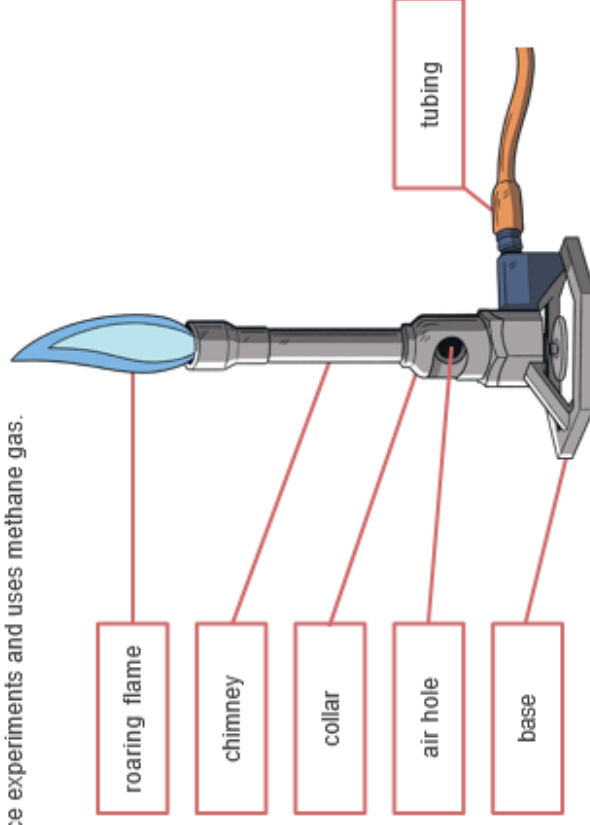
beaker	Bunsen burner	tripod	evaporating basin	clamp stand, boss and clamp	conical flask
test tube	funnel	measuring cylinder	thermometer	heatproof mat	gauze

Science

Introduction to Science Knowledge Organiser

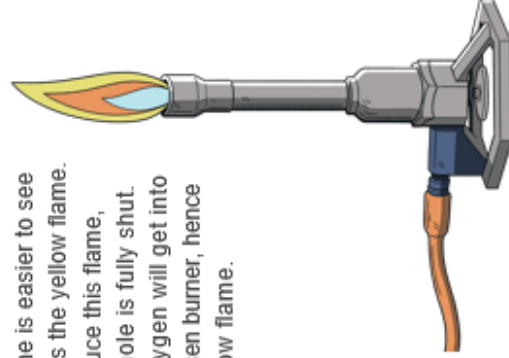
Bunsen Burner

The Bunsen burner is an important piece of scientific equipment. It is used in many science experiments and uses methane gas.



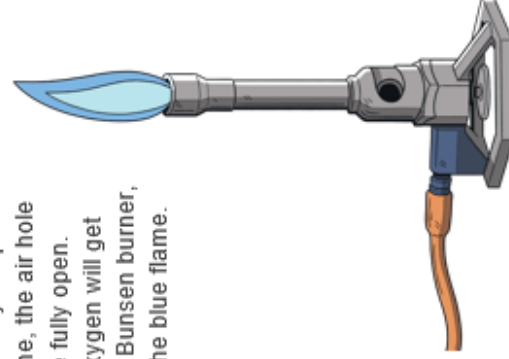
The Safety Flame

The safety flame is used when the Bunsen burner is not in use. The flame is easier to see when it is the yellow flame. To produce this flame, the air hole is fully shut. Less oxygen will get into the Bunsen burner, hence the yellow flame.



The Roaring Flame

The roaring flame is used to heat things quickly. To produce this flame, the air hole must be fully open. More oxygen will get into the Bunsen burner, hence the blue flame.



The Flame Test

This test is used to find out which metal ion is in a compound. Each metal ion will produce a different coloured flame.

1. Dip a wooden splint into a test tube of a metal chloride solution, e.g. copper chloride.
2. Turn the Bunsen burner to the blue flame and carefully place the end of the splint with the metal chloride solution into the flame.
3. Write down any observations/colours in the results table.
4. Repeat with different metal chloride solutions.




potassium (K)	purple	
calcium (Ca)	red-orange	
lithium (Li)	crimson red	
sodium (Na)	orange-yellow	
copper (Cu)	green	

Particle model of matter knowledge organiser

Three States of Matter

There are three main states of matter: **solid, liquid and gas**.

All matter is made up of tiny parts called particles. How they are arranged determines the state of matter and the properties of the material.

	Solid	Liquid	Gas
particle model diagram			
particle arrangement	regular structure no space between particles	irregular structure very little space between particles	irregular structure large space between particles
volume and shape	fixed volume fixed shape	fixed volume shape changes to fill bottom of container	volume increases to fill capacity shape changes to fill capacity
able to flow	no (forces between particles are very strong and hold them in fixed positions)	yes (forces between particles are weak and particles slide over one another)	yes (forces between particles are very weak and particles move randomly and rapidly)
density	high cannot be compressed (particles are already tightly packed)	high cannot be compressed (particles are already tightly packed)	low can be compressed (particles are forced closer together)
particle energy levels	low (particles vibrate around a fixed point only)	moderate (particles can move and flow but slowly)	high (particles moving rapidly and freely)
examples	wood, metal, stone, plastic	water, milk, bleach, acid	air, oxygen, carbon dioxide

matter - any substance that has mass and takes up space (volume)

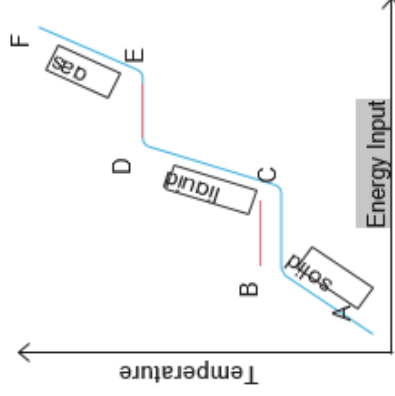
properties – characteristics or features

density - the mass of a substance per volume (**density = mass ÷ volume**)

Melting and Boiling Points

B – C When a solid substance is heated, the particles gain energy and begin to move around more.

When a solid reaches its melting point, the particles begin to break off from the uniform structure and are free to flow. The solid melts into a liquid.



D – E When a liquid substance is heated, the particles gain energy and begin to move around more. When a liquid reaches its boiling point, evaporation occurs and the liquid boils. Liquid particles break free and evaporate into a gas.

Every pure substance has a specific melting and boiling point. The purity of a substance can be checked for using knowledge of these specific melting and boiling points.

For example, pure water boils at 100°C whereas pure ethanol boils at 78°C.

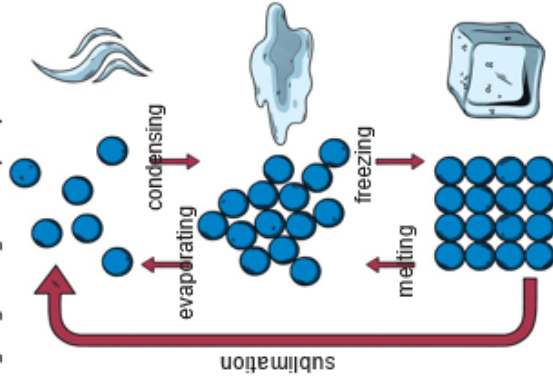
Ice melts at 0°C, and iron has a melting point of 1538 °C.

If a substance contains any impurities (dissolved solids), then its melting and boiling point will extend over a range of temperatures.

Changes of State

The arrangement of particles changes when the substance changes state.

Sublimation is when a solid changes to a gas, without going through the liquid phase.



Gas Pressure

Gas pressure is the force exerted by the gas particles on the wall of the container it is in. The more frequently air particles hit the walls, the higher the pressure rises.

Gas pressure is affected by:

- amount of gas;
- volume of container,
- temperature.

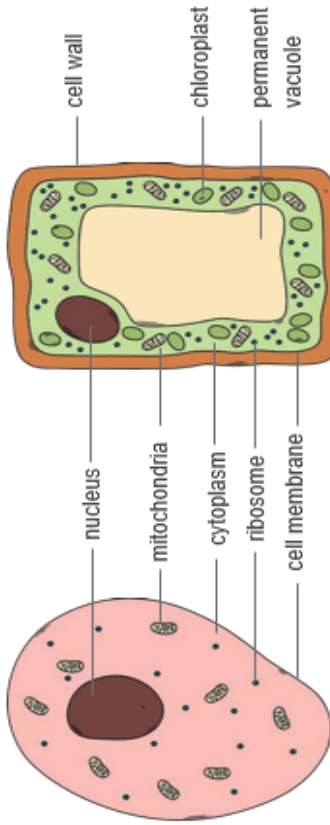
High gas pressure can be created by a high volume of particles in a small space, or with a high temperature.

An inflated balloon will shrink if placed in ice water and expand when placed in hot water.



Cells and Organisation Knowledge Organiser

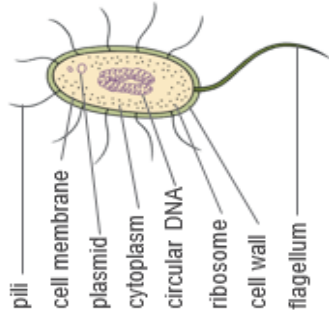
Typical Cell Types



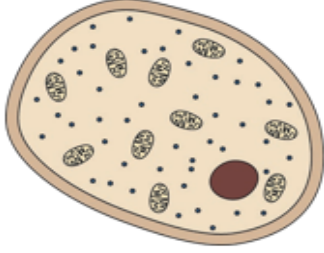
typical animal cell

typical plant cell

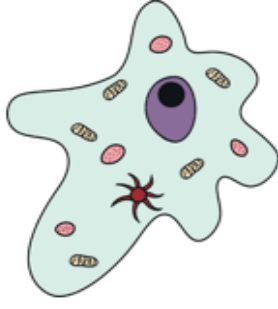
Unicellular Organisms



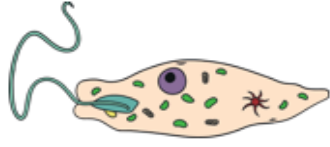
bacteria



yeast



amoeba



euglena

Sub-Cellular Structures

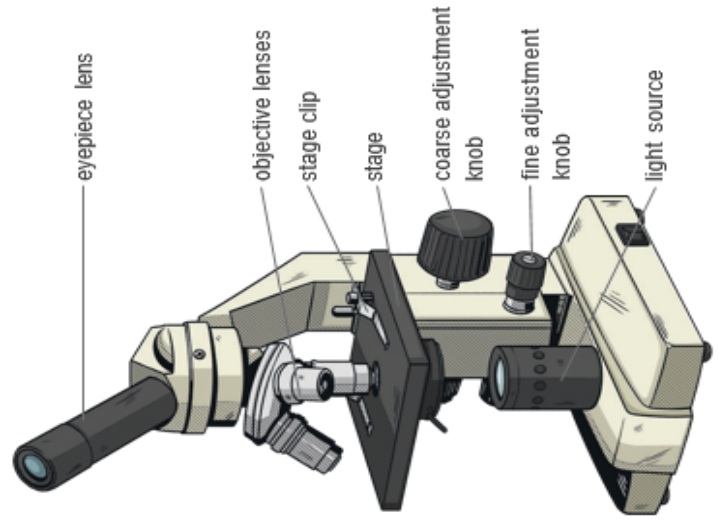
Sub-Cellular Structure	Function
cell membrane	A semi-permeable layer surrounding the cell that controls the movement of substances in and out of the cell.
cell wall	A rigid outer layer that strengthens the cell and provides support.
chloroplast	Contains a green pigment called chlorophyll, which absorbs light to provide energy for photosynthesis.
circular DNA	A circular molecule of DNA that is found free in the cytoplasm.
cytoplasm	A jelly-like substance where most chemical reactions happen.
flagellum	A tail-like structure that allows bacteria to move around.
mitochondria	The site of aerobic respiration, a chemical reaction which releases energy for the cell.
nucleus	Contains genetic material (DNA) and controls the activities of the cell.
permanent vacuole	Contains cell sap to keep the cell rigid.
plasmid	Small, circular sections of DNA that are found free in the cytoplasm and can be passed from one bacterium to another.
ribosome	Carries out protein synthesis using the genetic code from DNA.

Comparing Typical Cell Types

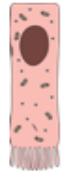








Sub-Cellular Structure	Animal Cell	Plant Cell	Bacterial Cell
cell membrane	✓	✓	✓
cell wall		✓	✓
chloroplast		✓	
circular DNA			✓
cytoplasm	✓	✓	✓
flagellum			✓
mitochondria	✓	✓	
nucleus	✓	✓	
permanent vacuole		✓	
plasmid			✓
ribosome	✓	✓	✓

Parts of a Microscope

Microscopes are instruments that use lenses to **magnify** things that are too small to see with the naked eye.



Specialised Cells

Cell	Diagram	Function	Adaptations
ciliated epithelial cell		To move substances along the trachea and oviduct.	<ul style="list-style-type: none"> cilia to move substances along lots of mitochondria
egg cell		To be fertilised by a sperm cell.	<ul style="list-style-type: none"> large cytoplasm filled with nutrients nucleus contains half of the DNA typically found in the body membrane of the cell changes after fertilisation.
muscle cell		To help the body move and to help substances move through the body.	<ul style="list-style-type: none"> muscle fibres can change shape to contract and relax the muscle lots of mitochondria
nerve cell		To carry nerve impulses around the body.	<ul style="list-style-type: none"> long, thin axon that reaches over a long distance dendrites connect the cell to other nerves or muscles via synapses
palisade cell		To carry out photosynthesis.	<ul style="list-style-type: none"> lots of chloroplasts cells are tall and thin which increases their surface area
red blood cell		To transport oxygen around the body.	<ul style="list-style-type: none"> no nucleus biconcave shape
root hair cell		To absorb water and minerals from the soil.	<ul style="list-style-type: none"> long, thin extension that increases the surface area no chloroplasts
sperm cell		To fertilise an egg cell.	<ul style="list-style-type: none"> streamlined head and a long tail lots of mitochondria nucleus contains half of the DNA typically found in the body special chemicals in the head
white blood cell		To fight pathogens that cause disease.	<ul style="list-style-type: none"> some can produce antibodies and antitoxins some can change shape to engulf pathogens

Levels of Organisation



A cell is the basic building block of all living things.

A tissue is a group of cells with a similar structure and function that are working together.

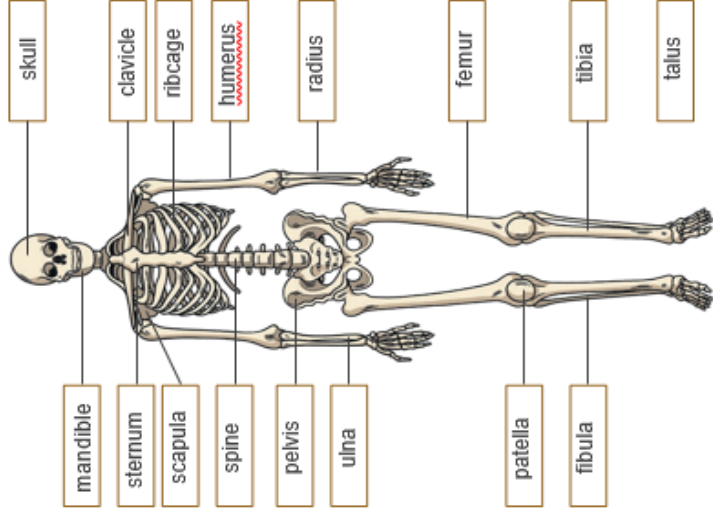
An organ is a collection of tissues working together to perform a specific function.

An organ system is a group of different organs working together to carry out a job.

Organ System

Organ System	Function
circulatory	Uses blood to transport substances around the body.
digestive	Responsible for the breakdown of large food molecules into smaller molecules to be absorbed into the bloodstream.
endocrine	Composed of glands which secrete hormones directly into the bloodstream.
integumentary	Protects the body from infection or injury. It also helps to regulate temperature and sense environmental stimuli.
lymphatic	Transports cells of the immune system.
muscular	Responsible for the movement of the body.
nervous	Enables organisms to react to their surroundings and coordinate their behaviour.
reproductive	Responsible for the production of offspring.
respiratory	Involved in gas exchange.
skeletal	Responsible for the support, protection and movement of the body. Blood cells are produced in this system.

The Skeleton



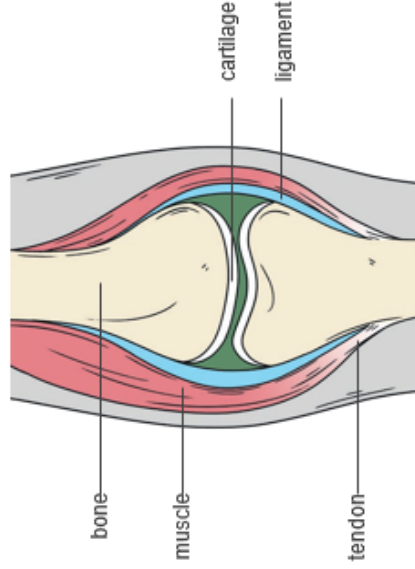
Functions of the Skeleton

- Support** – The skeleton keeps your body upright and gives it the correct shape to hold the organs in place.
- Protection** – The skeleton is hard and strong. Some bones surround vital organs to protect them.
- Movement** – The skeletal system and muscular system work together to make the body move.
- Making Blood Cells** – Red and white blood cells and platelets are made in some bones of the skeletal system.
- Storage** – The bones store minerals and release them into the blood when the body needs to use them.

Joints

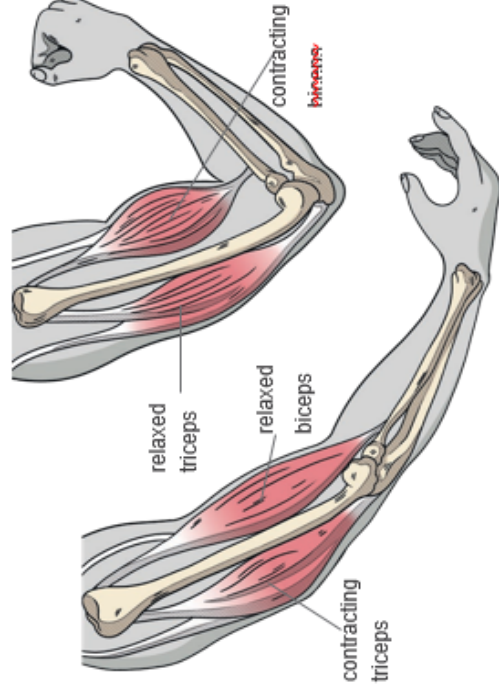
Joints are connections between bones that allow for movement of the skeleton.
 There are many tissues that work together at a joint to cause movement. The combination of muscles, bones and joints making us move is called **biomechanics**.

bone	A hard, rigid organ that makes up the body's skeleton.
cartilage	A smooth connective tissue that lines the surfaces of joints. It acts as a cushioning material to reduce friction on the joint tissues as they move against each other.
ligament	A connective tissue that connects two bones across a joint.
muscle	A bundle of tissues that can contract to produce movement.
tendon	A connective tissue that connects a muscle to a bone.



Antagonistic Muscles

Muscles can't push; they can only pull.
 A pair of muscles that work together are called **antagonistic muscles**. When one muscle contracts, the other muscle relaxes. The joint is pulled in one direction causing movement.



Muscle Strength

The different muscles in your body have different strengths.
 The strength of a muscle can be measured by how much force the muscle exerts. Force is measured in **newtons (N)**.



Pushing down on a scale will measure the force exerted by the triceps.

Squeezing a hand dynamometer will measure the force exerted by the hand muscles.

KNOWLEDGE ORGANISER: Creation & Covenant: Year 7

<p>The literal account of the 7 Day Creation Story ~ Most Christians do not believe this to be historical fact but rather metaphorical.</p>		<p>Sources of Wisdom The Creation of the World <i>(God creates the world in 7 days out of nothing, showing his power and greatness)</i> Genesis 1 – 2:4 OT</p> <p>The Creation of humans <i>(God creates man from clay and woman from man's rib. He creates them out of love)</i> Genesis 2:18 – 25 OT</p> <p>Psalms 104 The Canticle of St Francis <i>"Brother Sun; Sister Moon"</i> Humani Generis <i>"There is no conflict between evolution and faith"</i> Pope Pius XII 1950</p> <p>Laudato Si <i>"Care for our common home"</i> Pope Francis 2015</p> <p>Gaudium et Spes <i>"All must consider it their sacred duty to count social obligations among their chief duties today"</i> Pope Paul VI 1965</p>
Day 1	God created Light & Dark	
Day 2	God separated Sea & Sky	
Day 3	God created Land & Vegetation	
Day 4	God created the Sun, Moon & Stars	
Day 5	God created Sea Creatures & Birds	
Day 6	God created Animals & Humans	
Day 7	God Rested!	

THE BIG BANG: A Scientific Theory developed in the 20th Century by Georges Lemaitre which, simply put, says the universe started with an infinitely hot and dense single point that inflated and stretched — first at unimaginable speeds, and then at a more measurable rate — over the next 13.7 billion years to the still-expanding cosmos that we know today.



EVOLUTION A theory developed in the 19th Century by Charles Darwin. It is a process of gradual change that takes place over many generations, during which species of animals, plants, or insects slowly change some of their physical characteristics to adapt to the environment in which they live



Core Vocabulary	"What is Truth?"
Revelation 	<p>The ways in which God makes Himself known to human beings.</p>
Prayer 	<p>A way for believers to communicate with God</p>
Roman Catholics 	<p>A type of Christian that follows the teachings of the Pope</p>
Fundamentalists 	<p>A group of Christians who take the Bible literally.</p>
Omnipotent 	<p>The belief that God is All-Powerful</p>
Imago Dei 	<p>Literally means imago of God ~ the belief humans are made as a reflection of God</p>
Ex Nihilo 	<p>Literally means "out of nothing" ~ Christians believe God created the Universe out of nothing.</p>
Stewardship 	<p>The belief that God created a good world and we have a responsibility to preserve and look after it.</p>
CST →	
Dignity: We are made in God's image & likeness	Common Good: Every person must have the opportunity to fully develop
	Solidarity: We must stand together with the poor.
	Subsidiarity: Decisions must be made by those affected!

History

Unit 1: What Is History?

Key Terms	
History	The study of the past—specifically people, events and problems of the past.
Historical	This means belonging to the past.
Chronology	This means events in the order they happened.
Chronology	This means events in the order they happened.
Decade	This is a period of 10 years.
Century	This is a period of 100 years.
Cause	The reason why something happens.
Consequence	The result or what happens after.
Short Term	This happened close to the event.
Long Term	This happened further away from the event.
Primary Source	This is something which is from or was created at the time being studied.
Secondary Source	This is something which was created after the time being studied.
Change	The act or process through which something becomes different.

Key Terms	
Continuity	The consistent existence of something over time.
Interpretation	One way of explaining or understanding something.
Significance	A quality of being of importance or worthy of attention.

Key Themes

- Primary & Secondary Sources**
- There are two different types of sources—**PRIMARY** & **SECONDARY**.
 - PRIMARY SOURCES:** Diaries, Paintings, Newspapers, Objects, Photographs & Music.
 - SECONDARY SOURCES:** Books, Textbooks, Films, Paintings & Television Programmes.

Key Timeline

1066	The Year of Battles & the Year of Three Kings. William the Conqueror is eventually crowned King of England on 25th December 1066.
1215	Magna Carta is signed by King John at Runnymede.
1348	The Black Death kills millions of people across Europe.
1509	King Henry VIII becomes King of England.
1520	The Field of the Cloth of Gold takes place.
1607	The first settlers arrive in the English colony of Virginia, America.
1642–1649	The English Civil War takes place. King Charles I loses and is executed.
1853–1856	The Crimean War takes place. Britain and France unite to fight against Russia.
1857	The Indian Mutiny takes place.
1879	The Anglo–Zulu War is fought in South Africa.
1918	The Representation of the People Act is signed. It comes after decades of struggles by women in Victorian Britain.
1933	Hitler comes into power in Germany and the persecution of Jewish people by the Nazis begins, leading to the Holocaust.
1939–1945	The Second World War rages across Europe, Asia & Africa.
1947–1991	The Cold War simmers as tensions between the USA & Russia, as well as their allies, fluctuate.

Geography

Year 7 Map Skills Knowledge Organiser

Key terms:

Continent: A large land mass containing many countries within it.

Country: A defined area with a border that has its own Government.

City: A large urban area with a high population.

Ocean: A large body of water. There are 5 in the world.

Measuring distance:

To measure distance on a map you need to use a scale. This will tell you how far a distance is on a map compared to real life. OS maps measure distance in kilometres.

Direction compass:



Grid References:

Grid lines on a map show the location of features

4-Figure Grid References:

- Look at the bottom - left corner of the grid square.
- Read the number at the bottom of the map first.
- Read the number at the side of the map second.
- Write the number like this: **69,01**



6-Figure Grid References

- Follow the steps for 4-Figure, but add an extra digit at the end of each number.
- The number you add refers to how far *across* or *up* the grid box a feature is.
- For example, the church is at **696,018**.

Map symbols:

Map symbols are used to show features on a map when space is too limited for words.

	Nature reserve		Leisure centre		Coach station
	Public toilet		Cathedral/Abbey		Youth hostel
	Viewpoint		Golf course		Deciduous wood
	Public walkway		Pub		Coniferous wood
	Public garden		Information Centre		Place of worship
	Museum		A - Road junction		PoW with spire
	Car Park		Motorway junction		PoW with tower
	Campsite		Public telephone		Battle site
					Post Office
					School

MFL



Introduction and Family

GCSE Grade:

Examples:

5	Superlatives	Mi abuela es la más interesante. Mi abuelo es el menos cómico.
	Comparatives	Mi madre es más mayor que mi padre. Mi hermano es menos irritante que mi hermana.
4	Preterite tense verbs (regular)	Nací en 2011. Nací en <u>Burnley</u> .
	Complex opinion phrases	Me interesa leer y escribir. Escribir me aburre .
	Near future tense verbs	En julio voy a comer pizza. En marzo voy a nadar .
3	Correct use of <u>ser</u>	Mi cumpleaños es el diecisiete de julio. Hoy es lunes.
	Imperfect tense	Tenía un abuelo. Tenía diez años.
	Negative structures	No tengo una tía. No tengo once años.
2	Me <u>gustaría</u> + infinitive	Me gustaría tener una hermana. No me gustaría tener un hermano.
	Pronouns	Mi madre se llama Marie. Mis padres se llaman David y Ruby.
1	Justified opinions	Me gusta mi madre porque es inteligente .
	Intensifiers	Escuchar y leer mucho .
1	Connectives	Tengo doce años y mi hermana tiene once años.
	Adjectival agreement	Tengo una madre bonita y un padre bonito.
1	Present tense (regular)	Me llamo <u>Poppy</u> . Tengo doce años.

1	uno	19	diecinueve
2	dos	20	veinte
3	tres	21	veintiuno
4	cuatro	22	veintidós
5	cinco	23	veintitrés
6	seis	24	veinticuatro
7	siete	25	veinticinco
8	ocho	26	veintiséis
9	nueve	27	veintisiete
10	diez	28	veintiocho
11	once	29	veintinueve
12	doce	30	treinta
13	trece	40	cuarenta
14	catorce	50	cincuenta
15	quince	60	sesenta
16	dieciséis	70	setenta
17	diecisiete	80	ochenta
18	dieciocho	90	noventa
		100	cien

Introduction - Y7 HT1



IMPORTANT QUESTIONS

¿Cómo te llamas? - What is your name?

¿Cuál es tu cumpleaños? - When is your birthday?

¿Qué tal? - How are you?

Key verbs

Me llamo = _____

Mi cumpleaños es el _____

de _____ = _____

Tengo = _____

Pienso que = _____

enero



febrero



marzo



abril



mayo



junio



julio



agosto



septiembre



octubre



noviembre



diciembre





Knowledge Organiser

Introduction and Description- Year 7 Term 1

Grades Show what you know
WAGOLLS What a good one looks like

4	<u>Future Tense</u>	Je voudrais avoir un chien, je voudrais être grand
	<u>Negative structures</u>	Je n'ai pas de chats. Je ne suis pas cool il n'est pas poli, elle n'est pas intelligente
3	<u>Past Tense</u>	J'avais un chien J'avais les cheveux longs J'étais bavard C'était cool
	<u>Pronouns</u>	Mon père est grand et il est généreux ; elle a un chien ; il a des lunettes
2	<u>Time phrases</u>	Maintenant j'adore mon frère
	<u>Justified opinions</u>	J'adore ma mère parce qu'elle est super, je déteste mon petit frère car il est agaçant
1	<u>Intensifiers</u>	Je suis très grand, je suis un peu petit, je suis assez intelligent
	<u>Connectives</u>	J'adore ma sœur et j'aime ma mère ; je déteste mon père mais j'adore ma mère ; cependant je n'aime pas mon oncle aussi j'aime mon frère parce qu'il est cool
1	<u>Basic opinions</u>	J'adore ma sœur
	<u>Adjectival agreement</u>	J'ai une trousse blanche J'ai une grenouille verte Dans mon sac il y a des cahiers rouges
	<u>Present tense</u>	Je m'appelle Laura J'ai 12 ans. J'habite à Burnley. Je suis grand et intelligent Mon anniversaire est le 12 septembre. J'ai un chien



Introduction and

Description- Year 7 Term 1

Grades Show what you know
WAGOLLS What a good one looks like

4	<u>Future Tense</u>	I would like to have a dog, I would like to be tall.
	<u>Negative structures</u>	I don't have cats. I am not cool. He is not polite, she is not intelligent.
3	<u>Past Tense</u>	I used to have a dog I used to have long hair. I used to be chatty It was cool
	<u>Pronouns</u>	My dad is tall and he is generous ; She has a dog. He has glasses.
2	<u>Time phrases</u>	Now I love my brother
	<u>Justified opinions</u>	I love my mum because she is super. I hate my little brother because he is annoying.
1	<u>Intensifiers</u>	I am very tall, I am a bit small, I am quite intelligent
	<u>Connectives</u>	I love my sister and I like my mum ; I hate my dad but I love my mum ; however I don't like my uncle. Also I like my brother because he is cool
	<u>Basic opinions</u>	I love my sister.
	<u>Adjectival agreement</u>	I have a white pencil case I have a green frog In my bag there are red books
	<u>Present tense</u>	I am called Laura I am (I have) 12. I live in Burnley. I am tall and intelligent My birthday is the 12th September. I have a dog.

Year 7 French Term 1 LEARNING OUTCOMES

I will be able to:

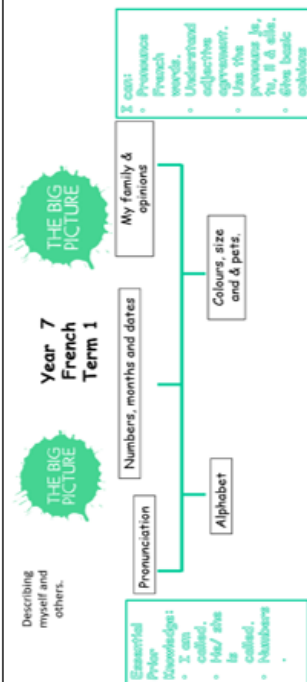
- Introduce myself.
- Start to understand the phonics.
- Understand the alphabet.
- Be able to say my age.
- Be able to say the months of the year and when my birthday is.
- Talk about pets & colours
- Talk about who is in my family
- Describe myself
- Describe other people
- Give opinions

KEY VOCABULARY

Scan the QR code on your phone's camera or 'Scan QR code' option to go to the Quizlet link with the vocabulary.



<https://quizlet.com/742104265/year-7-vocabulary-half-term-1-2-flash-cards/?i=hc9w3&x=1jqt>



Computing

Skills Builder Year 7 Autumn Term

I will be able to

- Log onto the network and my school email
- Use basic formatting in Microsoft Word and PowerPoint
- Identify use of different software

Username - surname.initial - xxxx

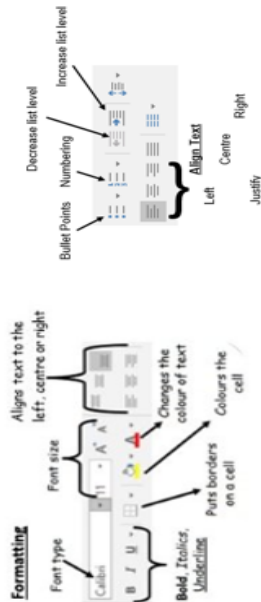
Email Address - surname.initial-xxxx@btrcc.lanccs.sch.uk

Passwords - Your password will be the same for logging on to the computer and your school email

Protect your data by creating a strong password for your account. Use the following rules to create a strong password:

- Don't use same password for multiple accounts
- Don't write your password down or tell others
- Use at least 8 characters (but 10 is better)
- Include at least 1 uppercase, 1 lower case, 1 number and 1 special character (\$, £, &, @)
- Make it memorable but not personable, avoid things like pet names or favourite sports teams

Formatting



Hold down the CONTROL KEY For Windows and...

- | | | |
|---|---|---------------|
| C | → | Copy |
| V | → | Paste |
| X | → | Cut |
| A | → | Select ALL |
| R | → | Refresh Page |
| L | → | Highlight URL |
| F | → | Find |
| S | → | Save |
| P | → | Print |
| T | → | New Tab |
| W | → | Close Tab |
| Z | → | Undo |

PRIOR LEARNING

Base Assessment

CURRENT TOPIC

Skills Builder

NEXT TOPIC

Scratch

Theme = particular colour scheme, design or style consistent throughout all pages.

Transitions = change how the presentation goes from one slide to the next

Animations = add movement to text and images within a slide

Transitions = change how the presentation goes from one slide to the next

User = the person using the program

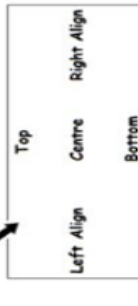
Automatic = performed without user input, e.g. the images automatically appear

Manual = controlled by the user, e.g. mouse click to transition from one slide to the next

User Interface = how the user controls the program (such as an interactive menu)

Hyperlinks = can be added to help the user navigate between pages or another website

Alignment = position on the page text or images are neatly lined up to



Digital Literacy

Microsoft Word
Word Processing software
e.g. for creating letters, essays

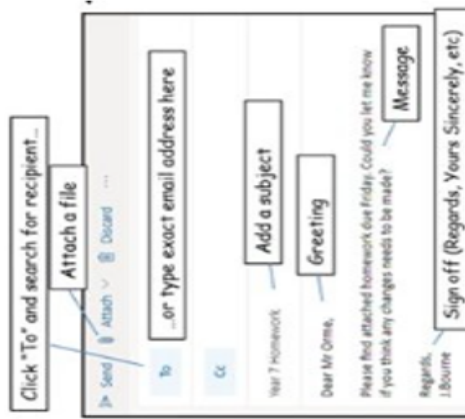
Microsoft PowerPoint
Presentation software
e.g. teacher lesson slides, business meetings

Microsoft Excel
A spreadsheet software used to calculate data
e.g. budgets, tracking grades

Microsoft Outlook
Emailing - School emails
Email etiquette = polite and professional






Web Browser
Software used to access the internet
e.g. Microsoft Edge, Google Chrome

Website
Set of web pages under a single domain name
e.g. <https://www.youtube.com>



Music Knowledge Organiser

Music

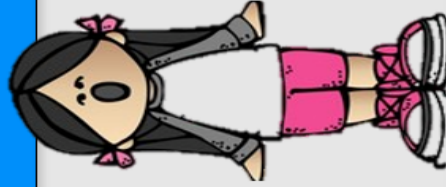
Note Name	Note Symbol	Note Value
Semibreve		4 beats
Minim		2 beats
Crotchet		1 beat
Quaver		½ of a beat
Pair of Quavers		2 x ½ beats = 1

Elements of Music

Pulse- A regular BEAT that is felt throughout the music.
Rhythm – A series of notes different lengths that create a pattern.
Accent – Emphasising or stressing a particular note.
Duration – the length of the notes
Tempo – The speed of the music

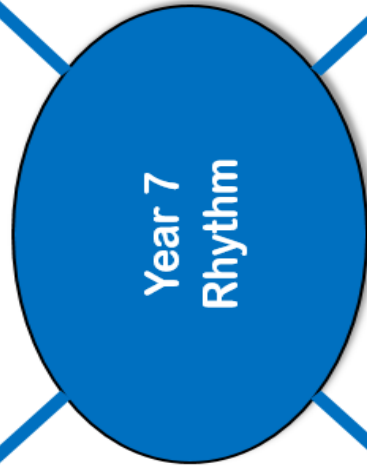
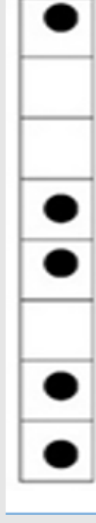
Singing

Good singing technique
 Stand straight
 Hands by your side
 Flat feet, slightly apart
 Breath from your diaphragm



Notation

Silence – The absence of sound or no sound, shown in music by rests.
 Rhythms and grid notation.
 Rhythm and grid notation – A way of writing down and recording rhythm in boxes.



Introduction

Money Money
Money

Pulse

Rhythm

Reading Rhythms

Notation

Drama/ Dance

Performing Arts Knowledge Organiser

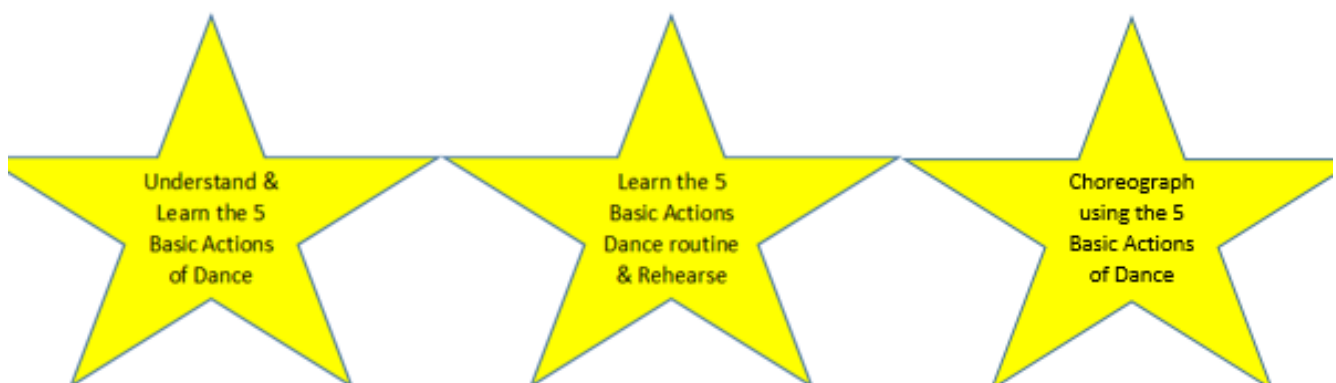
Year 7 - Dance



The 5 Basic ACTIONS of DANCE

The Basic Actions of Dance	Definition	Examples
Travel	To move from one space to another	Gallop, run, slide, roll, cartwheel,
Turn	To rotate the body to face different directions	Quarter turn, half turn, full turn, twist turn, pirouette
Elevation	To spring up in the air & leave the ground	Hop, jump, leap, tuck jump, star jump, pike, straddle jump
Gesture	To use a movement of the upper body that doesn't transfer weight	Head turn, shoulder shrug, elbow jab, punches, wave the arms
Stillness	To hold a position for a length of time without movement	Freeze frame, start & end positions

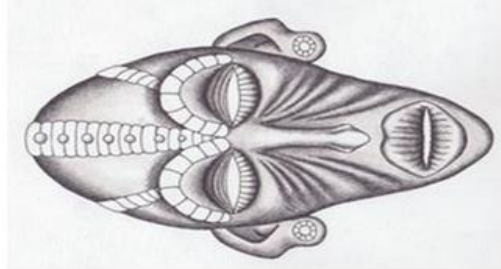
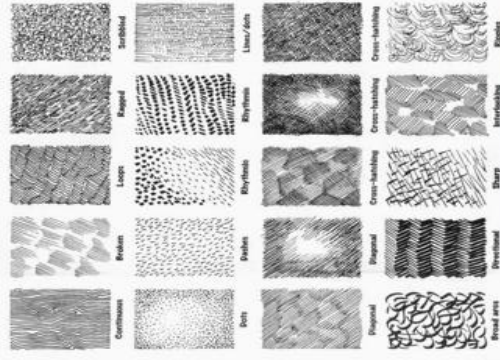
The Journey from Lesson 1 to Assessment



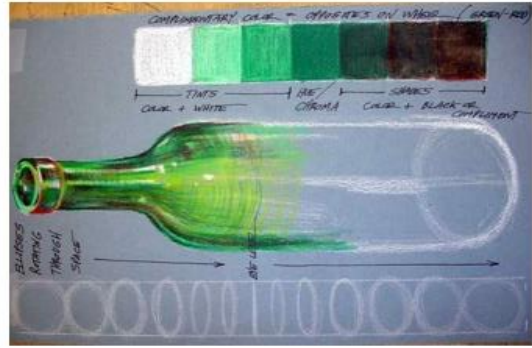
Step by step drawing

1. Start by sketching the outline and shape of the object LIGHTLY with a pencil using guidelines where necessary.
2. Softer lines can be erased more easily
3. Check the proportions and scale
4. Work into the details of the object
5. Sketch the shapes of the shadows and highlights
6. Start to build up the tone gradually with the lighter tones first
7. Increase tone to create contrast and shape
8. Ensure you have left highlights (no tone)

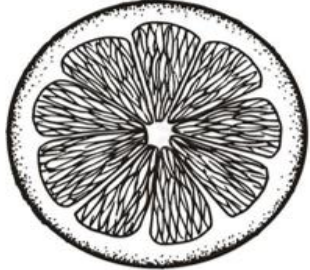
Line and linear drawing



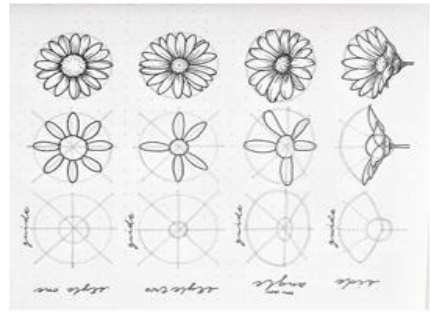
African mask



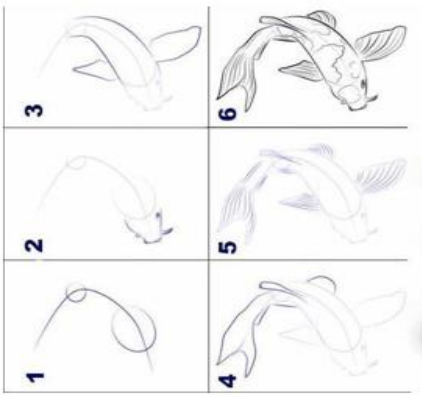
Bottle drawing



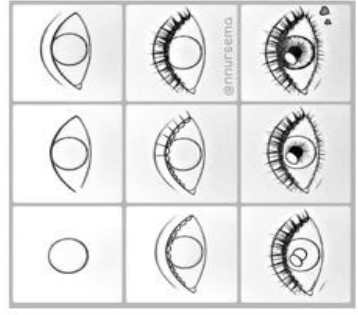
Orange slice



Flower drawing



Koy fish drawing

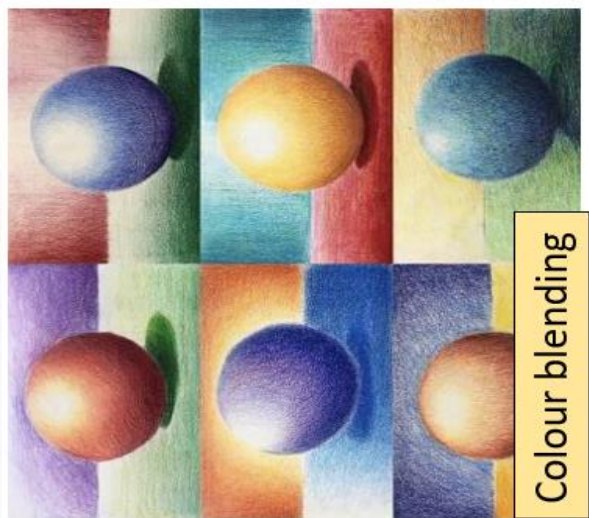


Eye drawing

Art

Key vocabulary

- Still life
- Layers
- Depth
- Focal point
- Contrast
- Tone
- Viewpoints
- Tonal values
- Mark-making
- Shading
- Highlights
- Proportion
- Scale
- Outline
- Shape
- Form
- Line

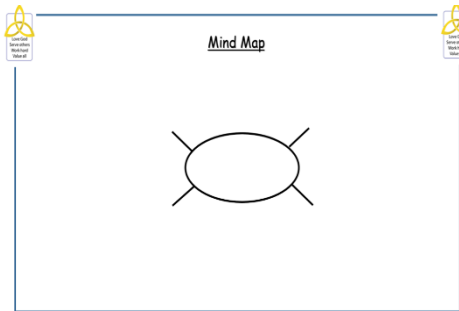


Colour blending

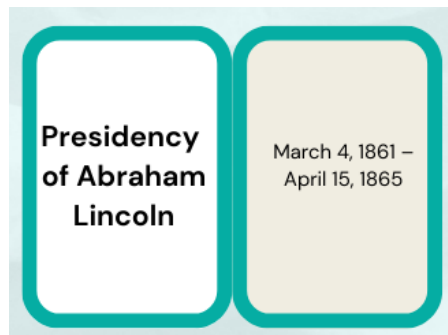
Top Tips!

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)