

## Knowledge Organiser

Year 7 Autumn 2 2020

"I did then what I knew how to do. Now that I know better, I do better."

**Maya Angelou**  
(research who she is)





### Year 7 Autumn 2 Knowledge Organiser 2020

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### Year 7 Autumn 2 Knowledge Organiser 2020

## Homework Timetable

You are expected to study the subjects shown on your timetable each day.  
Each day use a page of your exercise book to evidence your work: half a page per subject.

Week starting 2 <sup>nd</sup> November	Subject 1	Subject 2	Signed Off	Week starting 12 <sup>th</sup> November	Subject 1	Subject 2	Signed Off	Week starting 14 <sup>th</sup> December	Subject 1	Subject 2	Signed Off
Monday	English	History		Monday	English	History		Monday	English	History	
Tuesday	Maths	Geography		Tuesday	Maths	Geography		Tuesday	Maths	Geography	
Wednesday	Science	Spanish		Wednesday	Science	Spanish		Wednesday	Science	Spanish	
Thursday	RE	Technology		Thursday	RE	Open choice		Thursday	RE	Technology	
Friday	PE	ICT		Friday	Art	Music		Friday	PE	ICT	

Week starting 8 <sup>th</sup> November	Subject 1	Subject 2	Signed Off	Week starting 30 <sup>th</sup> November	Subject 1	Subject 2	Signed Off
Monday	English	History		Monday	English	History	
Tuesday	Maths	Geography		Tuesday	Maths	Geography	
Wednesday	Science	Spanish		Wednesday	Science	Spanish	
Thursday	RE	Open choice		Thursday	RE	Technology	
Friday	Art	Music		Friday	PE	ICT	

Week starting 16 <sup>th</sup> November	Subject 1	Subject 2	Signed Off	Week starting 7 <sup>th</sup> December	Subject 1	Subject 2	Signed Off
Monday	English	History		Monday	English	History	
Tuesday	Maths	Geography		Tuesday	Maths	Geography	
Wednesday	Science	Spanish		Wednesday	Science	Spanish	
Thursday	RE	Technology		Thursday	RE	Open choice	
Friday	PE	ICT		Friday	Art	Music	

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### Year 7 Autumn 2 Knowledge Organiser 2020

#### Read, Cover, Write

**Step 1:** Read the part of the section you want to remember.

**Step 2:** Read it again.

**Step 3:** Read it aloud.

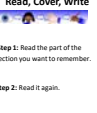
**Step 4:** Cover the part you are remembering with your book.

**Step 5:** Write as much as you can remember in your exercise book.

**Step 6:** Check your answers with a tick for correct answers or a cross for incorrect.

**Step 7:** Correct your mistakes with the information from that section.

#### Mind Mapping



**Step 1:** Read the part of the section you want to remember.

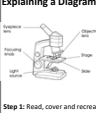
**Step 2:** Draw a mind map with the key information.

**Step 3:** Add and extra information that provides more detail about the topic.

**Step 4:** Check your answers using the information in all three sections of the Knowledge Organiser.

**Step 5:** Correct any mistakes

#### Explaining a Diagram




**Step 1:** Read, cover and recreate the diagram

**Step 2:** Write a paragraph explaining what is happening in the diagram and give specific examples.

**Step 3:** Check your answers using your class notes or ask your teacher to check in your next lesson.

**Step 5:** Correct any mistakes

#### Putting new words into sentences



**Step 1:** Read, cover, write the new words and their definitions.

**Step 2:** Write a sentence that includes the new word into a real context. Just as you would use it in a lesson/exam question.

**Step 3:** Check your answer with a friend or ask your teacher to check you have used them correctly.

**Step 5:** Correct any mistakes

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### Private Peaceful Knowledge Organiser – Year 7 English – Term 2

**Week 1: Complete a Frayer model template for each of the words below.**

**Frayer Model**

Definition in your own words

Examples

Context/Characteristics

Relevance

Word

**Week 2: Create a flashcard for each word.**

Find the definition

Find two synonyms and antonyms for each word.

Put the word into a compound or complex sentence

**Week 3**

**Europe in 1914**

Austria-Hungary declares war on Serbia

Germany declares war on Russia, France and Belgium. Britain declares war on Germany. Austria-Hungary declares war on Russia. France and Britain declare war on Austria-Hungary. Japan declares war on Germany. Austria-Hungary declares war on Belgium. The United States declares it neutral.

Germany invades Belgium but is stopped at the First Battle of the Marne. The Schlieffen Plan fails.

First Battle of Ypres: Attempting to outflank each other, Allied and German troops were unable to win a decisive victory, leading to the onset of trench warfare.

Britain and France declare war on the Ottoman Empire

German U-boat torpedoes the Lusitania, a British passenger liner. 128 Americans were killed

Germany initiates a policy of unrestricted submarine warfare, whereby all merchant ships, including those of neutral countries, would be subject to attack.

Second Battle of Ypres: German launch the first successful gas attack in history. By the end of the war both Allied and Central Powers have used chemical weapons.

Armsp: drawing invading forces.

Countries involved in WWI

Dates certain events took place.

### Private Peaceful Knowledge Organiser – Year 7 English – Term 2

**Week 4**

Below are the themes within the story. Put these themes into sentences that explain how and where they have been mentioned in the story.

War

Conflict

Relationships

Family

Patriotism

Growing up

Love

Disabilities

Buying

Blame / guilt

Grief

**Week 5: For each character, READ, COVER AND WRITE. Extension: EXPLAIN EY each word.**

Imagery	Painting a picture with words. Example: There was a <b>silly</b> sweet stretch about the place that had to be more than stagnant mud and water' (p13)
Flashback	Looking back at something that has already happened. Example: Charlie is recalling stories from home whilst imprisoned.
Time	Past, present, and future. Example: Present tense relating to Charlie's time in prison. Past tense recalling happier times.
Foreshadowing	Hinting at or giving clues as to what is about to happen. Example: 'We are back at last at tent camp, most of us <b>enjoy</b> ' (p13) – suggesting that death is eminent for some.
Pathetic fallacy	When the weather or change in light reflects the feelings of the character or suggests something that is about to happen. Example: 'At that moment the <b>light</b> flicks into the trench...' (p13) symbolising the impending death of a soldier – the light resembling heaven.
Semantic Field	A group of words that have a similar meaning. Example: 'The list of it <b>travels</b> us all to the ground, <b>putting</b> out lamps and <b>plunging</b> us into pungent darkness' (p18) words associated with violence.
Narrative Voice	The person telling the story. Example: Charlie is <b>narrating</b> the story of Private Peaceful. In other words, Charlie is the <b>narrator</b> .
Protagonist	The main character of the story. Example: Charlie is the <b>protagonist</b> in Private Peaceful.
Antagonist	A character who challenges the protagonist. Example: Sergeant Hamley could be described as the <b>antagonist</b> in Private Peaceful, because he hates Charlie and makes a great deal of causing other problems.
Colloquialism	Style of speech that are unique to a different parts of the country. Example: 'Off you go, you <b>well</b> up, you' (p13)

**Week 6**

Make an illustrated mind-map of these characters. What other characters can you add as you read the story?

Tommo

Grandma Wolf

Molly

Key Characters

Mother

Charlie

Big Joe

### Year 7 Maths – Autumn Term 2

**Unit: Algebraic Thinking – Understanding & Using Algebraic Notation**

Complete the missing numbers in the following function machines:

Input: 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Output: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Function:  $y = x + 1$

Reverse function:  $y = x - 1$

Key Words: **Reverse their Definitions**

Fraction

Decimal

Surds

Hundredth

Quarant

Equal Parts

Hundredth

Equivalent

Measurement

**Unit: Algebraic Thinking – Equivalence & Quality**

Write the following in words:

$1.2 \times 10^3$

$3.4 \times 10^{-2}$

$5.6 \times 10^0$

$7.8 \times 10^{-1}$

Key Words: **Reverse their Definitions**

Like

Unlike

Coefficient

Factor

Equivalent

Indicant

Round

Approximate

Place Value

Tran

Intervat

Equal

Scale

Greater Than

### Year 7 Chemistry: Particle model

**Section 1: Properties of matter**

**Expanded**

Definition: The state of matter where particles are far apart and move rapidly in all directions.

**Condensed**

Definition: The state of matter where particles are close together and vibrate.

**Solid**

Definition: The state of matter where particles are packed closely together and vibrate.

**Liquid**

Definition: The state of matter where particles are close together and can move past each other.

**Gas**

Definition: The state of matter where particles are far apart and move rapidly in all directions.

**Section 2: Diffusion**

Diffusion is the movement of particles from an area of high concentration to low concentration.

This explains how you can smell food cooking from the kitchen even if you are in a different room! The food smell particles spread from the kitchen (area of high concentration) to other rooms in the house (area of low concentration).

Look: Write about another example of diffusion in real life.

**Section 3: Pressure**

Write in your own words: As particles move, they exert pressure on the sides of their container.

With gases, as the container's made smaller, the pressure increases. This is because the particles have less space to move in so more pressure on the sides.

**Section 4: Key words**

**Expanded**

Definition: The movement of particles from an area of high concentration to low concentration.

**Condensed**

Definition: The movement of particles from an area of high concentration to low concentration.

**Solid**

Definition: The movement of particles from an area of high concentration to low concentration.

**Liquid**

Definition: The movement of particles from an area of high concentration to low concentration.

**Gas**

Definition: The movement of particles from an area of high concentration to low concentration.

### Year 7 Religious Education

**Task 1:** Create 2 mind maps of 1- people who you think are inspirational and 2- which qualifies inspirational people have

**Task 2:** Create a timeline with the information below in your IO book  
**EXTENSION:** What does BC/AD mean?

**Task 3:** Use the information table below to

**Task 4:** Research the important people on the table and add 3 facts about them you have found out on your own

**Task 5:** Which of these do you think is the most important to learn about? Explain why and give examples

Inspirational people

Person	Facts	Famous quotes	Where did they find inspiration?
6BC Birth of John the Baptist	Martin Luther King	Baptist Minister & leader of Civil Rights movement in USA	I have a dream that my four children will one day live in a nation where they will not be judged by the colour of their skin.
5BC Birth of Jesus	Oscar Romero	Archbishop of San Salvador Spoke up against corrupt military & government	Each one of you has to be God's microphone...
8AD The boy Jesus at the Temple	Dietrich Bonhoeffer	German Minister became part of a plot to kill Hitler	Stolze in the Face of evil is itself evil...
36AD Jesus is baptised	Mother Theresa	Roman Catholic nun who founded hospices & orphanages	For whom I was hungry, you fed me, when I was thirsty you gave me a drink.
27AD Jesus calls his first Disciples	Mahatma Ghandi	Indian who campaigned for women's rights & the right to education	With guns you can kill terrorists, with education you can kill terrorism.
28AD Jesus speaks many parables			For whom I was hungry, you fed me, when I was thirsty you gave me a drink.
29AD Jesus feeds the 5000			For whom I was hungry, you fed me, when I was thirsty you gave me a drink.
30AD Jesus enters Jerusalem			For whom I was hungry, you fed me, when I was thirsty you gave me a drink.
30AD His death and Resurrection			For whom I was hungry, you fed me, when I was thirsty you gave me a drink.

### Physical Education Year 7 Term 2 Badminton

**Section 1: Key Words** Look, Cover, Write, Check

**Section 2: Basic Rules** Create a Mind Map to help you remember the rules of Badminton. If you know more, add them! I want to see who knows the most.

- Games start with a diagonal serve
- Serve must land across the service line
- The game is played to 21, however must be won by 2 clear points
- Whoever wins the point serves next
- When the score is odd the serve is from the left and when even from the right
- Singles court is long and thin, whereas doubles is short and wide
- You cannot hit the net with your racket
- Serve must be below waist height

**Section 3: Facts that you should know** (How many times does a shuttlecock hit the court? How many times does it hit the racket? How many times does it hit the net?)

**Section 4: Overhead Clear Key Points** Look, Cover, Write, Check

- Move into position behind the shuttle
- Rake racket arm and non racket arm
- Stand side on and swing through
- Hit shuttle at the highest point
- Follow through with the swing

**Section 5: Drop Shot Key Points** Look, Cover, Write, Check

- Use a lofted grip
- Stand side on with weight on back foot
- As you hit the shuttle straighten your elbow tapping the shuttle as you hit it
- Consider your racket angle as this determines the shuttle's direction

**Section 6: Knowledge Recall - Create a Mind Map for each question**

**Question**

- How is a game of badminton started?
- When does a game of badminton finish?
- How is a point scored?
- What decision would the umpire award if the player who's serving fails to serve diagonally?
- How tall is the net in badminton?
- What's the difference between the court in singles and doubles? Be specific in your answer.
- If the score is 15-12 which side would the first serve be from and why?
- What happens if the game is tied at 20-20? How is it settled decided?

### History: Norman Conquest

Key Terms - Task 1 - LOOK, COVER, WRITE, CHECK	Key Dates - Task 2 - Create a timeline for 1066	Key Landmarks - Task 4 - Create a mindmap for Anglo-Saxon Kingdoms (c AD 450)																					
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Key Term</th> <th>Definition</th> <th>Image</th> </tr> </thead> <tbody> <tr> <td>Anglo-Saxon</td> <td>People that lived in England before the Norman Conquest</td> <td></td> </tr> <tr> <td>Normans</td> <td>People from the Normandy region of France, led by King William</td> <td></td> </tr> <tr> <td>Bayeux Tapestry</td> <td>An embroidery telling the story of the Norman Conquest</td> <td></td> </tr> <tr> <td>Fyrd</td> <td>Local farmers that fight for Harold Godwinson's army</td> <td></td> </tr> <tr> <td>Cavalry</td> <td>Soldiers that fought on horses</td> <td></td> </tr> <tr> <td>Pope</td> <td>Head of the Catholic Church</td> <td></td> </tr> </tbody> </table>	Key Term	Definition	Image	Anglo-Saxon	People that lived in England before the Norman Conquest		Normans	People from the Normandy region of France, led by King William		Bayeux Tapestry	An embroidery telling the story of the Norman Conquest		Fyrd	Local farmers that fight for Harold Godwinson's army		Cavalry	Soldiers that fought on horses		Pope	Head of the Catholic Church		<p><b>Key Dates - Task 2 - Create a timeline for 1066</b></p> <ul style="list-style-type: none"> <li>4<sup>th</sup> January - Edward the Confessor, king of England, dies</li> <li>6<sup>th</sup> January - Harold Godwinson is crowned King of England</li> <li>28<sup>th</sup> September - Harold Godwinson kills Harold Godwinson at the Battle of Stamford Bridge</li> <li>14<sup>th</sup> October - Godwinson dies at the Battle of Hastings, and William, Duke of Normandy, is victorious</li> <li>Mid-October - The remaining English nobles name Edgar the Atheling the new King of England</li> <li>December - Edgar's successor after William's army reaches London</li> <li>25<sup>th</sup> December - William is crowned King of England in Westminster Abbey</li> </ul> <p><b>Key Landmarks - Task 4 - Create a mindmap</b></p> <p>Create a mindmap for the 'Parts of the Castle' (part on one side, and definition on the other):</p> <ul style="list-style-type: none"> <li>Keep - A tower at the heart of the castle</li> <li>Curtain Wall - A strong wall built around the outside</li> <li>Bailey - The enclosed area between the inside and the keep</li> <li>Moat - A deep, wide ditch surrounding the castle (filled with water)</li> </ul>	<p><b>Key Landmarks - Task 4 - Create a mindmap</b></p> <p>Create a mindmap for the 'Parts of the Castle' (part on one side, and definition on the other):</p> <ul style="list-style-type: none"> <li>Keep - A tower at the heart of the castle</li> <li>Curtain Wall - A strong wall built around the outside</li> <li>Bailey - The enclosed area between the inside and the keep</li> <li>Moat - A deep, wide ditch surrounding the castle (filled with water)</li> </ul>
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### Geography: Year 7 RIVER SYSTEMS

**Types of erosion**

**The four main forms of river erosion**

**Hydraulic action** - the force of the moving water against the banks can cause air to be trapped in cracks and crevices. The pressure weakens the banks and gradually wears it away.

**Abrasion** - rocks carried along by the river scrape, scour and rub along the bed and banks and wear down the river like sandpaper.

**Attrition** - rocks being carried by the river smash together and break into smaller, smoother and rounder particles.

**Solution** - minerals in the rocks are dissolved by weak acids in the river water. Particularly in rocks like chalk and limestone, soluble particles are dissolved into the river water.

**Key Words and Transitions:**

- Source - The start of a river up in the hills
- Meadow - A large flooded bend
- Delta - The end of the river, usually into a lake or the sea
- Floodplain - The land either side of a river. This gets flooded when the river overflows
- Waterhead - The junction between two drainage basins. Water that falls on the other side of this line will flow to another river.
- Confluence - The meeting point of two rivers
- Tripoint - In the upper course of the river has steep banks which it has cut out of the land over time.
- Tripoint - A smaller river stream that feeds into a larger one

**Types of transportation**

**The four main river transport processes**

**Suspension** - large stones and boulders are rolled along the river bed by water moving downstream. Mostly when there is high discharge and therefore high energy levels.

**Solution** - small pebbles and stones are bounced along the river bed. As these particles are they erode other particles causing further solution.

**Suspension** - fine light materials, sand and silt, are carried along in the flow of the water. This gives rivers their brown appearance.

**Solution** - minerals are dissolved in the water and carried along in solution.

**Deposition**

Rivers deposit when they do not have the energy to carry material anymore, this happens when:

- The gradient of the river reduces, e.g. when the river meets the sea or a lake
- The river discharge is less and there is not as much water to carry its load, e.g. during a dry period of weather.
- The river channel is shallower and therefore there is more friction, e.g. on the inside of a meander bend.

**Activity 1: Create flash cards using the key words and these meanings.**

**Activity 2: Using drawings and your own words, explain the 4 main river transportation processes.**

**Activity 3: Explain in your own words and using a diagram the 4 main types of river erosion.**

**Activity 4: In your own words describe the ways in which a river deposits its load.**

**Activity 5: Explain the formation of a waterfall and gorge (see below)**

Write sentences using the sentence builder and then how

Age of learning from informal learning at the English!

**Key verbs and words**

- be quiet - call
- My party much - really like
- be quiet - really like
- be quiet - really like
- be quiet - really like
- be quiet - really like

**A sense someone**

- Do we outside - from time to
- look - what
- Takes for also - everyday
- Some - some
- Can't - when

**Days of the week**

- have - Monday
- every - Tuesday
- every - Wednesday
- every - Thursday
- every - Friday
- every - Saturday
- every - Sunday
- is - every
- is - every
- is - every
- is - every

**Seasons**

- is - in
- is - in
- is - in
- is - in
- is - in

**Year 7 Spanish**

**Term 2**

**Mi Tiempo Libre**

Look at this model text about hobbies - do you think you could replace it with your own information?

**What are my hobbies?**

- in my free time
- in my free time
- in my free time
- in my free time
- in my free time
- in my free time
- in my free time
- in my free time
- in my free time

What is a right to privacy?

The United Nations Convention on the Rights of the Child is a human rights treaty which sets out the rights of all children under 18. Share the link to where young people can learn more about this treaty on the Unicef website - [www.unicef.org/uk/what-we-do/un-convention-childrights](https://www.unicef.org/uk/what-we-do/un-convention-childrights).

Article 16 of this document explains that children and young people have a right to privacy, just like adults do. This includes a right to privacy online. Social media can put children's right to privacy at greater risk of intrusion. For example, companies and individuals can collect information about what users, including young people, have been doing; businesses can collect and sell people's personal information, and family members and friends can publish photos of children and young people without getting their permission first. Further information specific to children's online privacy rights can be found on pages 7-11 of this document - [www.unicef.org/uk/WhatUNICEF\\_Childrens\\_Online\\_Privacy\\_and\\_Freedom\\_of\\_Expression\(1\).pdf](https://www.unicef.org/uk/WhatUNICEF_Childrens_Online_Privacy_and_Freedom_of_Expression(1).pdf)

Task 3 create a poster, video or digital graphic that shows what 'online privacy' means to you. This should help explain the privacy 10 rights they think all young people should have when they're using social networking apps.

Task 1 For each quote, write down if you think that young person's experience has been positive or negative, and the reasons for their decision.

Task 2 imagine that someone their age was experiencing some of the negative parts of social media. You should write down the advice they would give that young person.

Task 1 Create Flash Cards - with your own definitions

Media: The substance that an artist uses to make an art.

Materials: The range of materials that one uses to refer to the basis of the art work.

Techniques: The method used to complete the art work, can be generic such as painting or more focus such as drawing.

Processes: The method used to create artwork that usually follows a range of steps rather than just one.

**DESIGN PROCESS**

- 1. Initial Design Ideas
- 2. Development of Design Ideas
- 3. Final Design Ideas

**Sarah Graham**

Born: 1977

Died:

Specialism: Painting

Most recognised media: Oil on canvas

Style: Hyperrealism

A British painter with a Fine Art degree from the Brunel University. Her work is a visual exploration of still life and the imagery is often borrowed from childhood, sweet things, toys and nostalgia. She was commissioned in 2012 to create the album cover for Souvenir by the Kaiser Chiefs.

Task 2 Create a diagram to explain the design process

Task 3 follow the YouTube link and create a piece of artwork along with Sarah Graham, substitute materials if you need to <https://www.youtube.com/watch?v=80h2C3118>

Task 4/5 Create a Fact file about the artist Sarah Graham, find images and information about her to support your art work this can be hand written or

W7 Term 2 World of Sweets

**Rhythmic Values**

Name	Note	Rest	Beats
Semibreve	♩	♩	4
Minim	♪	♪	2
Crotchet	♫	♫	1
Quaver	♬	♬	7
Semibreve	♩	♩	7

**Note Names**

Write the letter name of each of these notes. The first answer has been done for you.

**Piano Keys and Notes**

C D E F G A B C D E F G A B

**MUSIC**

Now create your own rhythms using barlines.

Some musical notes are lower than the bottom line or higher than the top line of the staff. These notes are called **ledger lines**. We are going to use one extra ledger line at the bottom and one extra at the top.

The following notes spell words. Write the words in the boxes. The first answer has been done for you.

Now create your own words using musical pitches.