

# KS3 Revision Skills

**Effort + Time =  
Success**

Your Targets:

1)

2)

Name: \_\_\_\_\_

Form: \_\_\_\_\_

## Contents

1. Why Revise?
2. Top Tips for Effective Revision
3. Effective Revision Methods - Prepare, Retrieve and Apply
4. Knowledge Overviews

### 1. Why Revise?

Revision means to 'go over again'.

**'Being familiar with something is not the same as knowing it'**

We can often falsely assume we really know something. If we haven't actually engaged with something, and being made to think hard about this, it's likely we aren't able to recall this.

Look at the multiple-choice question below.

1. Which logo is the correct colour combination for Google?

- A) 
- B) 
- C) 
- D) 

Whilst Google is a logo we have all seen multiple times each week, or even daily, we haven't necessarily studied the correct colour pattern. Therefore, we aren't able to recall the correct answer.

Revision is the bridge in achieving this. Going over content again and again means that the information is far more likely to stick in our long-term memory.

**However, in order for revision to be purposeful, we have to 'think'.**

The following strategies listed below are **NOT effective**, and often give the illusion that we feel we are revising, when actually it serves very little impact:

- Reading
- Highlighting
- Re-writing notes out in the same format

## 2. Top Tips for Effective Revision

- Revision needs to be carried out in a quiet space with no distractions (put your phone away, turn the TV and your earphones off).
- Revision needs to be short. Carry out short 20-minute sessions with a small break in between.
- Revision **MUST** be spaced out. Cramming a few nights before your exam is proven to not be effective.

## 3. Effective Revision Methods

Effective Revision is a cycle. This cycle needs to be repeated continuously for core knowledge to ensure it gets stuck in our long-term memory.

- 1) Prepare
- 2) Retrieve
- 3) Apply

### **Part 1) Prepare**

First, we need to break down the important information to our own words.

Making revision material is an important part of revising. When you make your own resource, you are taking large amounts of content from a revision guide or textbook and reducing it down.

### **Part 2) Retrieve**

This step is about checking your knowledge. Here you need to work out what is sticking in your brain and what you are struggling to remember so that you can go back over it.

### **Part 3) Apply**

Attempt your questions **FROM MEMORY**, do not copy from your notes - it is important for you to find out what you can remember!

# 1) Prepare

## Mind Maps

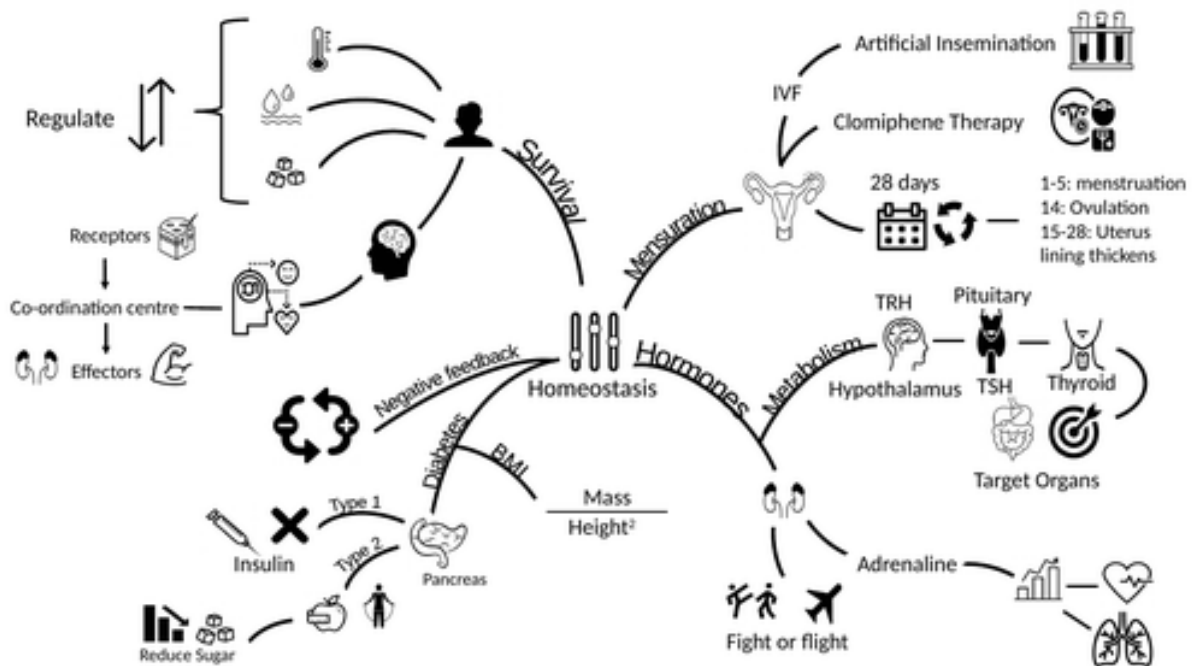
### Creating Mind Maps

**Step one:** Read through the material you want to review and highlight (or underline) the important points.

**Step two:** Identify the sub-topics in what you have read, and then add these to your mind map.

**Step three:** Add the important points to the correct sub-topic (make sure it is short and to the point)

**Step four:** Add colour or images to make important points stand out.



## Flashcards

Front

What happened during the Battle of Hastings?

Back

Harold Godwinson's army made a shield wall on top of Senlac Hill.

The Norman army tried to break the shield wall with archers, knights and foot soldiers.

The Normans pretended to retreat and the English army left the safety of the hill.

The Normans won and Harold Godwinson was killed.

### Creating Flashcards

**Step 1)** Take one page of A4, and cut this into four squares.

**Step 2)** On the front cover, write the topic title and key questions - 'How can you support your child with their revision?'

**Step 3)** On the reverse side write 4-5 short facts which answer the question or are linked to the topic.

## 2) Retrieve

### Look, Cover, Write, Check

**Step 1)** Read through the content in your knowledge organiser.

**Step 2)** Cover up the information and see how much you can **write from memory**.

**Step 3)** Go back and **check**. Did you miss anything? If so, add in your corrections in a different colour pen.

**Step 4)** Repeat again until you can write everything out from memory, with no corrections needed.

- 1.) Most volcanoes and Earthquakes occur along plate boundaries.
- 2.) <sup>At a</sup> Convergent Plate Boundary, plates move towards each other.
- 3.) <sup>This can</sup> Can occur with one continental plate or two <sup>and one oceanic plate or two continental plates</sup> oceanic plates.
- 4.) At a <sup>boundaries</sup> divergent plate boundary, plates move <sup>apart</sup> away from each other.  
Mostly <sup>happens</sup> under oceans.
- 5.) At conservative plate <sup>boundaries</sup> boundary the plates slide past each other.
- 6.) Volcanoes can be formed away <sup>plate boundaries</sup> from each other, called hotspots.

## Using Flashcards

**Step 1:** Organise your flashcards in a pile with the questions facing up.

**Step 2:** Ask yourself the questions on each flashcard, then turn it over to see if you got it right. Create a pile for the ones you answered correctly and a pile for ones you didn't.

**Step 3:** Repeat step 2 for the cards you got wrong until all of the cards are in the correct pile.

**Step 4:** Shuffle the cards ready for the next time you use them (at least three times).

### **Other ways of using flashcards**

1. Get someone else to test you using the questions and answers.
2. Use the flashcards with the answer facing up. Can you work out what the question was?

### **3) Apply**

- Re-do questions from their exercise books or homework
- Example questions in revision guides and workbooks

Year 7	
Subject	Term 1
Art	<ul style="list-style-type: none"> <li>Formal Elements</li> <li>Constructing basic shapes</li> <li>Tone &amp; Texture</li> <li>Accurate shape</li> <li>Artist 'Adonna Khare'</li> </ul>
Computing	<ul style="list-style-type: none"> <li>Software Skills</li> <li>Impact of Technology</li> </ul>
Design Technology	<ul style="list-style-type: none"> <li>Brief</li> <li>Specification</li> <li>Mind Maps</li> <li>Research</li> <li>Environmental considerations</li> <li>Product Analysis</li> <li>Drawing types</li> <li>Modelling</li> </ul>
English	<ul style="list-style-type: none"> <li>Identity</li> <li>'The Boy in the Striped Pyjamas'</li> <li>Grammar for writing non-fiction texts</li> </ul>
	<p><b>Resources</b></p> <ul style="list-style-type: none"> <li><a href="https://www.bbc.co.uk/bitesize/topics/z9kmhyc">https://www.bbc.co.uk/bitesize/topics/z9kmhyc</a></li> <li><a href="https://www.youtube.com/playlist?list=PLiOIl1qP-cMURN_8baOr3QWfySmIjqKIj">https://www.youtube.com/playlist?list=PLiOIl1qP-cMURN_8baOr3QWfySmIjqKIj</a></li> <li><a href="https://www.youtube.com/watch?v=vMr6eimcolc">https://www.youtube.com/watch?v=vMr6eimcolc</a></li> <li><a href="https://www.youtube.com/watch?v=2JsN3s_9Kjs">https://www.youtube.com/watch?v=2JsN3s_9Kjs</a></li> <li>Knowledge organiser</li> <li><a href="https://www.bbc.co.uk/bitesize/subjects/zvc9q6f">https://www.bbc.co.uk/bitesize/subjects/zvc9q6f</a></li> <li><a href="https://www.bbc.co.uk/bitesize/subjects/z8mtsbk">https://www.bbc.co.uk/bitesize/subjects/z8mtsbk</a></li> <li>Knowledge organiser</li> <li>Yardleys VLE</li> <li><a href="#">BBC Bitesize</a></li> <li>Red exercise book</li> <li>BBC bitesize (grammar)</li> </ul>

Food Technology	<ul style="list-style-type: none"> <li>• Health and safety in the kitchen</li> <li>• Bacteria and high-risk foods</li> <li>• Food storage</li> <li>• The eat well guide</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge organiser</li> <li>• <a href="https://www.youtube.com/watch?v=7MIE4G8ntss">https://www.youtube.com/watch?v=7MIE4G8ntss</a></li> <li>• <a href="https://www.youtube.com/watch?v=pLJ703rOTq4&amp;t=44s">https://www.youtube.com/watch?v=pLJ703rOTq4&amp;t=44s</a></li> <li>• <a href="https://www.youtube.com/watch?v=_8s2FsT9VYY">https://www.youtube.com/watch?v=_8s2FsT9VYY</a></li> </ul>
French	<ul style="list-style-type: none"> <li>• <b>Introductions</b> - greetings, saying your name, asking how you are and saying how you're feeling, saying hello/goodbye, alphabet</li> <li>• <b>School equipment</b> - saying what you have in your bag and pencil case (stationery), using verbs (I have/don't have)</li> <li>• <b>Age and birthday</b></li> </ul>	<ul style="list-style-type: none"> <li>• Exercise book</li> <li>• Purple Grammar book</li> <li>• K.Os in exercise books</li> <li>• DIP tasks and improvement tasks</li> <li>• K.O revision packs</li> <li>• <a href="http://www.linguascope.com">www.linguascope.com</a></li> <li>• Username: yardleys</li> <li>• Password: europe2</li> </ul>
Geography	<ul style="list-style-type: none"> <li>• <b>Age and birthday</b></li> <li>• UK Geography - key locations and urban areas.</li> <li>• River systems - processes, landforms and OS map skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Green exercise book</li> <li>• Knowledge Organizers on VLE</li> <li>• BBC bitesize</li> </ul>



History	<ul style="list-style-type: none"> <li>• The Anglo-Saxons and the creation of England</li> <li>• Norman invasion and control</li> </ul>	<ul style="list-style-type: none"> <li>• Exercise book</li> <li>• Booklets</li> <li>• Knowledge organisers (VLE)</li> </ul>
Maths	<ul style="list-style-type: none"> <li>• Factors, Multiples and Primes</li> <li>• Addition and Subtraction of Decimals</li> <li>• Rounding</li> <li>• Multiplying and Dividing with Powers of 10</li> <li>• Metric Units</li> <li>• Time</li> <li>• Negative numbers</li> <li>• Powers and BIDMAS</li> <li>• Rules of Algebra</li> <li>• Collecting like terms</li> <li>• Representing fractions</li> </ul>	<ul style="list-style-type: none"> <li>• Corbett Maths</li> </ul>
Music	<p><b>Identity In Music</b></p> <ul style="list-style-type: none"> <li>• Learn how to play 4 chords on the ukulele</li> <li>• Learn how to read Ukulele notation · Learn how to strum. · Learn how to check if the ukulele is tuned.</li> <li>• Learn to play in a whole class ensemble</li> </ul>	<ul style="list-style-type: none"> <li>• VLE Lesson PowerPoints</li> </ul>

	<ul style="list-style-type: none"> <li>Learn to play in time</li> </ul>	
RE	<ul style="list-style-type: none"> <li>Chronology of religion</li> <li>Examples of theories of religions</li> <li>The Creation stories</li> <li>The Braham</li> <li>The Trimurti</li> <li>Examples of Gods in the Tri-murti and their roles</li> <li>Henotheism</li> <li>Different Gods outside of the Tri-Murti</li> <li>Hindu holy scriptures</li> <li>Reincarnation, dharma, karma and moksha</li> <li>Sati as a banned Hindu practice</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge Organiser</li> <li>Exercise book</li> </ul>
Science	<ul style="list-style-type: none"> <li>Energy</li> <li>Forces</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge Organiser</li> <li>BBC Bitesize</li> </ul>
Spanish	<ul style="list-style-type: none"> <li><b>Introductions</b> - greetings, saying your name, asking how you are and saying how you're feeling, saying hello/goodbye, alphabet</li> </ul>	<ul style="list-style-type: none"> <li>Exercise book</li> <li>Purple Grammar book</li> <li>K.Os in exercise books</li> <li>DIP tasks and improvement tasks</li> <li>K.O revision packs</li> </ul>

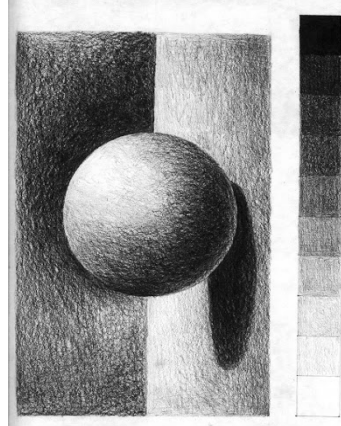
	<ul style="list-style-type: none"><li>• <b>School equipment</b> - saying what you have in your bag and pencil case (stationery), using verbs (I have/don't have)</li><li>• <b>Age and birthday</b></li></ul>	<ul style="list-style-type: none"><li>• <a href="http://www.linguascope.com">www.linguascope.com</a></li><li>• Username: yardleys</li><li>• Password: europe2</li></ul>
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# Art Tone & Texture

**Tone** describes the lightness or darkness of an object. It's easiest to learn to use by working in monochrome, but colours also have tonal properties and can be light or dark.

When painting or drawing realistically, the tone of your drawing will depend on the position of the light source.

Practice drawing or painting simple solids and their shadows, noticing where the light is coming from.

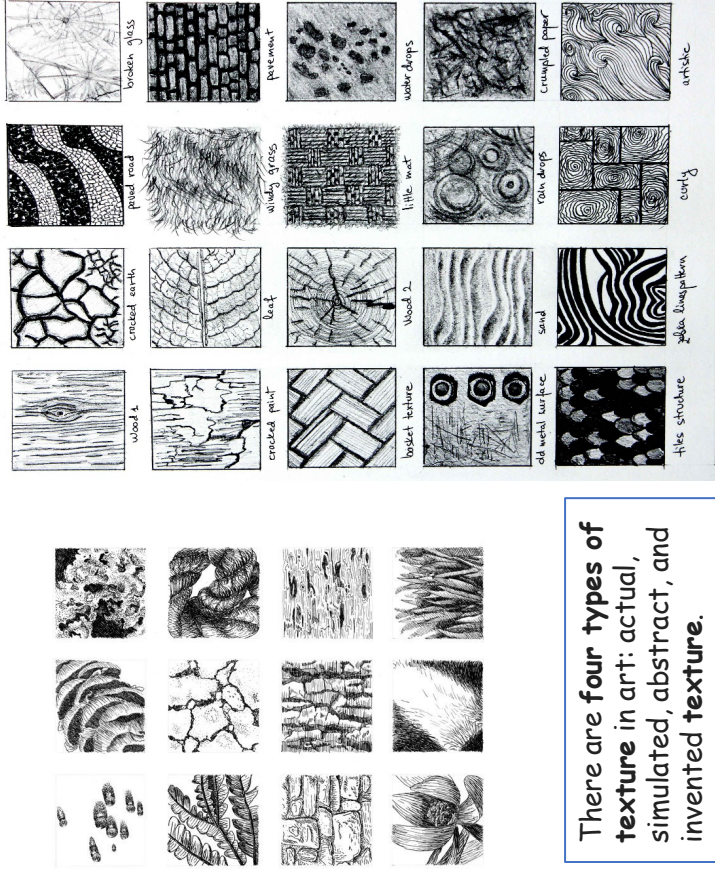


Tone in an artistic context refers to the **light and dark values** used to render a realistic object, or to create an abstract composition. In it's most basic of terms, directional light can be split into three tone masses - The lights, the darks and the mid-tones

Key word!

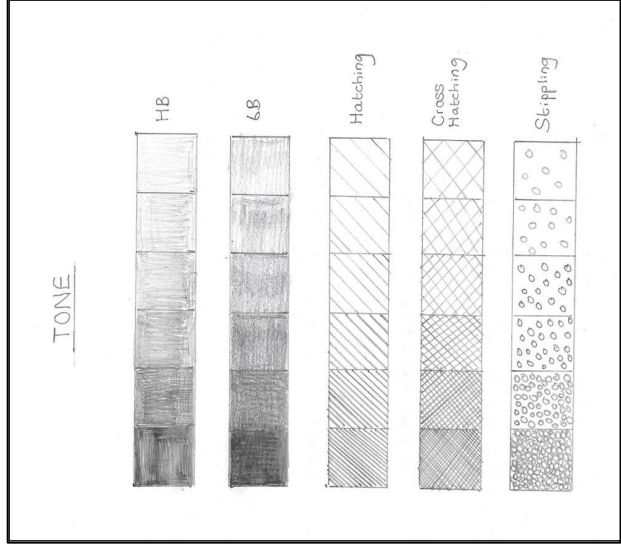
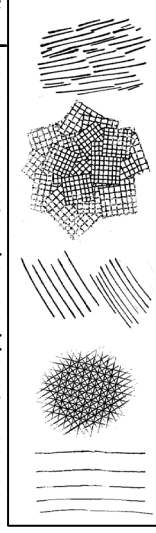
**Contrast:** The degree of difference between colour, tones, values, and shapes. In drawing and painting for example, contrast can be created when artists add shadows to a tonal study or colours that clash.

In the visual arts, **texture** is the perceived surface quality of a work of art. It is an element of two-dimensional and three-dimensional designs and is distinguished by its visual and physical properties.

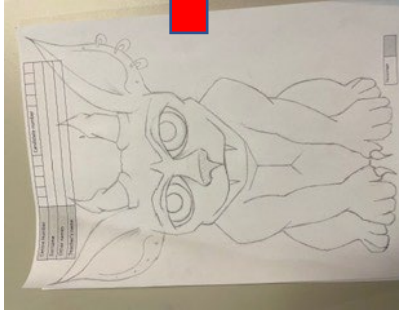


There are **four types of texture** in art: actual, simulated, abstract, and invented texture.

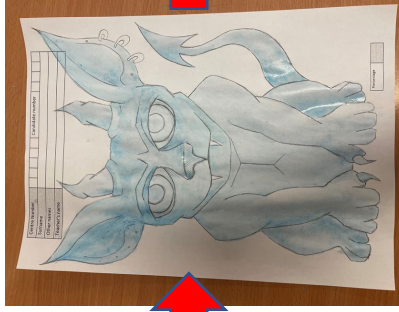
**Cross-hatching:** This effect is created in drawings when two or more sets of parallel lines cross each other. Cross-hatching creates the effect of shadow and depth.



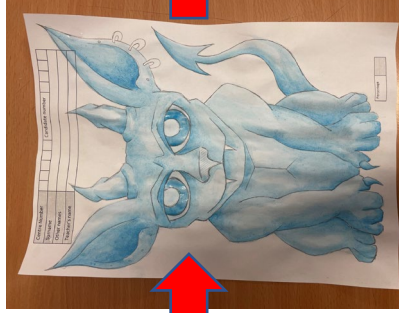
# Art - Applying Watercolour Paint to an outline



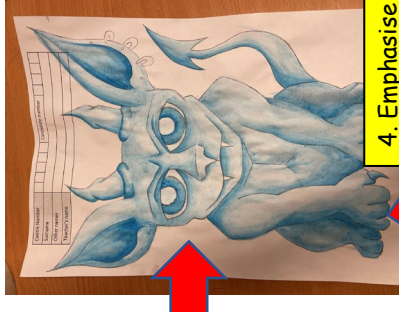
1. Draw your outline lightly in pencil



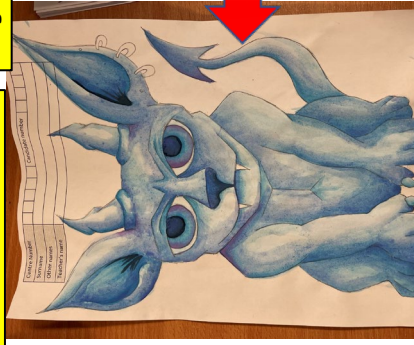
2. Apply a light, base colour using smooth brushstrokes (heavily diluted with water)



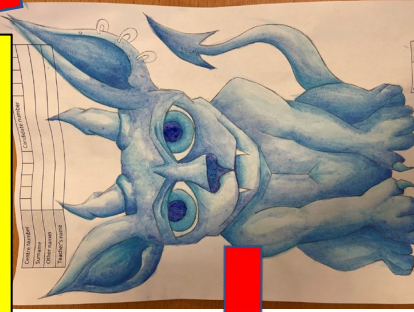
3. Mix more paint to achieve a darker tone and apply to edges. Shadows are created.



4. Emphasise the edges to create darker shadows.



6. Purple added in small areas to offset the blue and give depth to painting



5. Finer details are added using a darker shade of blue

## The Formal Elements

<b>LINE</b>	the path left by a moving point, e.g. a pencil or a brush dipped in paint. It can take many forms, e.g. horizontal, diagonal or curved.
<b>TONE</b>	means the lightness or darkness of something. The tone of a colour is how dark or light a colour appears
<b>TEXTURE</b>	the surface quality of something, the way something feels or looks like it feels. There are two types: <b>Actual and Visual</b>
<b>SHAPE</b>	an area enclosed by a line. It could be just an outline or it could be shaded in.
<b>PATTERN</b>	a design that is created by repeating lines, shapes, tones or colours. Can be manmade, like a design on fabric, or natural, such as the markings on animal fur.
<b>COLOUR</b>	There are 2 types including Primary and Secondary. By mixing any two Primary together we get a Secondary

## Key vocabulary

**Outline:** a line or set of lines indicating the shape of an object in a sketch or diagram.

**Base colour:** the colour that is applied first as the bottom layer.

**Brushstrokes:** when paint is applied to a surface using a brush.

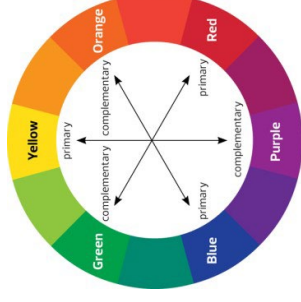
**Diluted:** weakened by the addition of water

**Emphasise:** to give special importance to

**Depth:** distance between the foreground and background

**Details:** an isolated element within a piece of artwork

**Shade:** where black or grey is applied to darken a colour



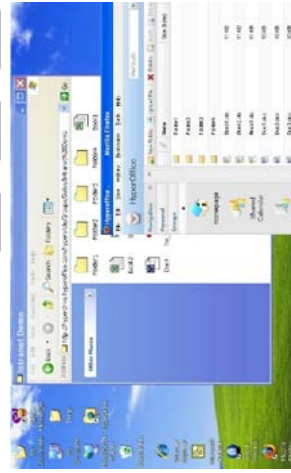




# Year 7 – Software skills



Admin skills	
Key Vocabulary	Definition
Log on/out	The process of accessing a computer and switching off when not using it.
CTRL – ALT -DELETE	The keyboard shortcut used to log on to the computer.
Folders	A container which should be suitably named to organise and store work appropriately
Password	A memorable security method which should be a mix of characters and numbers.



Software skills	
Key Vocabulary/ icons	Definition
	The tool bar has a number of tools you can use to format the words you write, such as: B – <b>Bold</b> I – <i>Italic</i> U - <u>Underline</u>
A word processor	A software application (MS Word) that provides users with the tools to create text based documents such as essays, reports, letters and calendars etc.
Portrait	The orientation of a page which means that it is longer rather than wide
Landscape	The orientation of a page which means that it is wider rather than tall
Spell Checker	A tool which can check that you have spelt words correctly on your document
Spreadsheet	A software application (MS Excel) used to store and organise data. Spreadsheets allow the user to make calculations with data and to produce graphs and charts.
Formula	Calculation in a spreadsheet are made using a formula i.e. =A1+B1 =A3*B7
Cell reference	Each cell (box) in a spreadsheet has a unique address made up of a column letter and a row number i.e. E3
Animations	You can add emphasis to text, images or shape by making them move, appear or leave the screen
Transition	This is an effect added when the slide change to make it more engaging for the audience
Desktop Publisher	A software application (MS Publisher) used to create posters, newspaper articles and leaflets.
Email	Electronic mail (Ms Outlook) - a method of transmitting and receiving messages using electronic devices

# Year 7 – Impact of technology - Collaborating online respectfully

<p><b>Online communication</b></p> <p><b>When sending messages on-line</b> - Only say kind or constructive comments. Read through it before you send it to make sure its respectful and not hurtful.</p> <p><b>Digital Footprint</b> - It is a trail of information we leave behind us when we chat, buy things, look at things and watch movies on line. Social media is like a digital diary.</p> <p><b>Future Jobs</b> - 48% of employers research you when you are looking for a job</p>
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<p><b>Keeping yourself safe</b></p> <ul style="list-style-type: none"> <li>• Check your privacy settings (friends only)</li> <li>• Delete any images that might reveal your location</li> <li>• Remove any geotagging of images</li> <li>• Keep your date of birth private</li> <li>• Avoid public profile pictures that might reveal your identity</li> <li>• Use a strong password and change it often</li> <li>• More advice on <a href="http://www.saferinternet.org.uk">www.saferinternet.org.uk</a></li> </ul>
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Key Vocabulary	Definition
E-Safety (Electronic Safety)	This relates the sensible steps you need to take whilst online in order to avoid any problems. For example, what to do and not do in internet chat-rooms. What to do and not do when shopping online and so on.
Cyberbullying	When a person uses social media to bully another user.
Social Media	An online platform to share content with friends and family.
Privacy	The right to keep information private.
Online profile	This is how other people see you online.
Hacking	The act of intruding into a system by unauthorised means. This is also in breach of the UK Computer Misuse Act.
Malicious damage	In computer terms, this is when a person intentionally sets out to corrupt or delete electronic files, data or software program.

**Using Email**

Allows you to attach files to be sent with the email

Who is the email being sent to (The Recipient)

Carbon Copy allows a copy to be sent to an individual other than the main recipient

What is the email about?

BCC is a Blind Carbon Copy – the recipients wont know that you sent it to others

Greeting i.e. *Dear, To, Good morning*

Main message

Closing i.e. *Kind regards, yours sincerely, Thank you*

Press to send an email

**Always tell a responsible adult if you are concerned. This could be your parent/guardian or your teacher or report to CEOP(Child Exploitation and Online Protection), branch of the police.**



## D&T - Brief, Specification & Mind Map

**Design Brief** - is a **short** statement of the task you are undertaking. It is always given at the start of a project.

**For example** - to design and make a low-cost, portable speaker for the teenage market.

Once **research** has been carried out and you understand what your target market wants/needs. A **Specification** is created.

It is a detailed list of features that the product will have.

When writing a **specification**:

- The points should be specific, manageable and testable
- You justify the decisions you have made

After the specification, the concept designs should be created.

### Mind Map

A mind map is a graphical way to represent and organise ideas

A good mind map should make good use of space and be well laid out, organised, attractive and easy to follow. It should also contain relevant information, but not be too wordy.

## D&T - Target Market - ACCESS FM

**Target market** - is the person/group of people you are designing for. You may want to consider some things about your market such as; their age, their gender, their hobbies, their likes/dislikes, their budget and their wants/needs of the product

### **ACCESS FM**

**Aesthetics** - the way the product should look, shape and colour

**Cost** - how much the product should cost

**Customer** - who the product should be aimed at

**Ergonomics** - how the product is designed with the user in mind.

**Environment** - where it will be used/ the impact on the environment.

**Size** - the dimensions the product should be

**Safety** - how the product will be made safe for the user and to ensure safety of the product itself

**Function** - how the product should work

**Material** - what the product should be made from



**Research** - There are two ways to collect research.

Primary Research - This is where you collect the information yourself e.g. Interviews and questionnaires.

Secondary Research - This is where you use information from other sources e.g. Newspapers & websites

### **Environmental Impact** -

To ensure that the environment is considered during design and manufacture some of the things we can do are:

- Use materials that can be recycled
- Use sustainable materials
- Use biodegradable materials
- Consider how far a product travels during its life
- Carry out a lifecycle analysis of the product

**Product Analysis** - By analysing existing products, we can learn many things. We can analyse a product by using ACCESSFM. We can do this by thinking about the aesthetics, value for money, functionality, target market, etc.

**Drawing Styles** - We do several different styles of drawing in DT, below are some types and why we do them.

Isometric - This is good to show realism and scale

Sketching - This is a quick & inexpensive way to get your ideas across

Orthographic - This is good for showing measurements and hidden details

Presentation - This is an impressive, neat, high-quality drawing of what your product looks like.

The rules of isometric drawing are:

1. All vertical lines must remain vertical
2. All horizontal lines are drawn at 30 degrees
3. All parallel lines must remain parallel

**Modelling** - Creating prototypes is part of the design process. We create models to test features of the product, to get feedback, and to see if any improvements can be made but the real things is manufactured.

# Year 7 English Knowledge Organiser: Autumn Term, 'The Boy in the Striped Pyjamas', Identity.

## Conceptual Framework: Identity

- (noun): identity is the qualities, beliefs, personality traits, appearance, and/or expressions that characterize a person or a group.
- Some aspects of your identity cannot be changed, e.g., race, ethnicity, eye-colour however others might change or become more prominent throughout your life time e.g., beliefs, religion etc.

## Key Unit Vocabulary:

- prejudice** (noun): a preconceived opinion not based on reason or experience.
- discrimination** (noun): unjust treatment of different categories of people.
- anti-Semitism** (noun): hostility or prejudice against Jewish people.
- segregation** (noun): setting something or someone apart from others, separating them.
- unreliable narrator**: a literary device where the character narrating a story might not be giving a truthful account; they could be choosing to intentionally deceive the reader or this might be unintentional. In 'The Boy in the Striped Pyjamas', Bruno is unreliable because his age makes him naïve.
- motif** (noun): a recurring image, idea or symbol.

## Sentence Construction

For a sentence to be complete, it must: a subject, object and verb.

- **Subject**: the person or thing carrying out the object.
- **Object**: the person or thing that receives the action of the verb.
- **Verb**: action or state of being.

*Bruno looked out the window.*

The sentence above is also an example of a **main clause**. Clauses are ideas within a sentence and a main clause is a clause which (because it contains a subject, object and verb) can form a complete sentence on its own.

If you want to extend your sentence and join two main clauses together, you will use a **co-ordinating conjunction**.



Alternatively, you might add a **subordinating clause**. This is a clause, introduced by a **subordinating conjunction** that adds extra information but cannot stand alone.



## Adding More Detail

You could add more detail to your sentences by including:

1. **noun phrases**: these are phrases that contain both a **noun** and an **adjective**.  
They can be pre-modified: *huge wooden posts*  
Or post-modified: *posts* which were *huge* and *wooden*
2. **relative clauses**: a type of subordinate clause that, describes or modifies nouns. They begin with a **relative pronoun** such as: who, whose, when, where, which, that, whom, e.g., Gretel (*who was three years older than Bruno*) was exceptionally bossy.

## Punctuation

- **Semi-colons (;)** separate two main clauses and can be used instead of a co-ordinating conjunction.  
*Gretel screamed; Bruno covered his face.*
- **Colon (:)** are used to introduce related information, at the beginning of a list or in place of 'because'.  
*Gretel screamed: a mouse ran across her dolls!*
- **Dash (-)** can be used in place of a colon when you want to emphasise the conclusion of your sentence.
- **Exclamation mark (!)** is used at the end of a sentence to emphasise a clause or word. It might indicate that the sentence is loud, shocked, or expressing very strong feelings about something.
- **Question Mark (?)** is used for interrogative questions (those that require an answer) and rhetorical questions (those that are asked for the reader to consider but not respond to).

# Year 7 Food and Nutrition Knowledge Organiser

## The Eatwell Guide

- The Eatwell Guide outlines the recommendations for eating a healthy balanced diet. The guide shows the different types of foods and drinks you should consume - and in what proportions - every day or over a week. The Eatwell Guide shows how much of what you eat overall should come from each food group.
- Eat at least 5 portions of a variety of fruit and vegetables a day. ...
- Base meals on potatoes, bread, rice, pasta or other starchy carbohydrates. ...
- Have some dairy or dairy alternatives (such as soya drinks and yoghurts) ...
- Eat some beans, pulses, fish, eggs, meat and other protein



### **Nutrients**

- Protein
- Carbohydrates
- Fats
- Dairy
- Fruits and vegetables
- water

### **Fats**

**Function:** Energy Warmth  
Protection of organs Sources  
Saturated Fat Unsaturated Fat  
(Bad Fats) (Good Fats) Meat  
Avocado Processed Foods Nuts  
Lard Olive oil Saturated Fats -  
solid at room temperature and  
are from animal sources.  
Unsaturated fats are liquid at  
room temperature and are  
vegetable sources..

### **Protein**

**Function:** Growth and Repair  
Energy Sources: Plant Animal  
Nuts Eggs Quorn Fish Beans  
Meat Lentils Carbohydrates  
Function: Energy Sources:

### **Carbohydrates**

**Sources:** Bread Cakes  
Pasta Rice Wheat Potatoes  
Cereals Slow releasing energy

### **Water**

**Source:** Drinks, fruit and  
vegetables, soup.  
**Function:** Controls body  
temperature. • Gets rid of waste  
in the body. Too little •  
Dehydration

## 2. Bacteria and high risk foods

Understanding the 4 C's in the kitchen and why they are implemented to prevent bacteria growth.  
Moisture time and warmth help bacteria grow on high risk foods

### Pathogens

Dangerous bacteria's that cannot be seen  
Salmonella/listeria /Ecoli

### Temperatures

Food should be cooked over 63 degrees  
Fridge temperature 5 degrees  
Freezer temperature -18 degrees

### Food poisoning

Visual and non visual signs  
Affects- stomach cramp, diarrhea  
Vomiting, headaches, fever

### Cross contamination

Using the correct chopping board for the correct food group

### High risk foods

Meat/ fish/ eggs / rice/ dairy

Why Food is cooked Different cooking methods  
change our food in different ways Appearance,  
Texture, Flavour, Smell and Nutritional value

Develop  
flavour

To make  
safe to  
eat

Improve  
texture

Ensure  
safe to  
eat

Improving  
appearance

**Website/links:** <https://www.foodandlife.org.uk/3-5-years/healthy-eating/eatwell-guide/>



# Year 7 Food and Nutrition Knowledge Organiser

## REDUCING FAT

1. Read food labels chose lower in fat products and lower-fat or reduced-fat dairy products or dairy alternatives
2. Grill, bake, poach or steam food rather than frying or roasting
3. Trim visible fat and take the skin off meat.
4. choose leaner cuts of meat that are lower in fat
5. Use try reduced-fat spreads, such as spreads based on olive or sunflower oils



### Keywords

Bacteria  
Allergy  
Combining  
Cross-contamination  
Enzymes  
Organic  
Fair-trade  
Food miles  
kneading  
High risk foods  
Preservation  
Recycling  
Sensory analysis  
Temperature  
Anemia  
Buying locally  
Economy

Bridge Hold



Claw Hold



## Year 7 French - Knowledge Organiser

### Introducing yourself

Bonjour!  
Salut!  
Bon après-midi  
Bonsoir  
Comment t'appelles-tu?  
Je m'appelle ...  
Ça va?  
Oui, ça va bien, merci.  
Je vais bien.  
Bof! Pas mal.  
Non, ça ne va pas.  
À bientôt  
À plus tard  
Au revoir

Hello!  
Hi!  
Good afternoon  
Good evening  
What's your name?  
My name is ...  
How are you?  
Yes, I'm OK, thanks.  
I'm well.  
So-so.  
No, I'm not OK.  
See you soon  
See you later  
Goodbye

### Saying where you live

J'habite...  
en Allemagne  
en Angleterre  
en Belgique  
en Écosse  
en Espagne  
en France  
en Inde  
en Italie  
en Irlande  
au Pakistan  
au Pays de Galles  
au Portugal  
en Suisse

### Languages and nationalities

Je parle...  
anglais  
allemand  
français  
gallois  
espagnol  
italien  
Portugais

Je suis...  
anglais(e)  
allemand(e)  
français(e)  
écossais(e)  
espagnol(e)  
gallois(e)  
irlandais(e)  
belge

### How to use the present tense

#### **Present tense of -ER verbs**

**Step 1:** Take the infinitive e.g. étudier.  
**Step 2:** Remove the ending (-er).  
**Step 3:** Add the new ending on, depending on who is doing the action.

<b>Je (I)</b>	<b>-e</b>
<b>Tu (you - singular)</b>	<b>-es</b>
<b>Il / elle / on (he/she/we - informal)</b>	<b>-e</b>
<b>Nous (we)</b>	<b>-ons</b>
<b>Vous (you - plural) (formal)</b>	<b>-ez</b>
<b>Ils/elles (they)</b>	<b>-ent</b>

## Equipment

Dans ma trousse	In my pencil case
Dans mon sac	In my bag
J'ai...	I have...
un cahier	an exercise book
une calculatrice	a calculator
un carnet de textes	a homework diary
un crayon	a pencil
une gomme	a rubber
un livre	a book
un portable	a mobile phone
un porte-monnaie	a purse
une règle	a ruler
un sac	a bag
un stylo	a pen
une trousse	a pencil case
J'ai besoin d'un/une	I need a
Je n'ai pas de	I don't have any
et	and
aussi	also
mais	but
cependant	however
de plus	furthermore

## Days

lundi	Monday
mardi	Tuesday
mercredi	Wednesday
jeudi	Thursday
vendredi	Friday
samedi	Saturday
dimanche	Sunday

## Birthdays

J'ai ... ans.	I'm....years old.
J'ai douze ans.	I'm 12 years old.
Mon anniversaire est le cinq mai.	My birthday is on the 5 <sup>th</sup> of May.

## Numbers

1 un	16 seize
2 deux	17 dix-sept
3 trois	18 dix-huit
4 quatre	19 dix-neuf
5 cinq	20 vingt
6 six	21 vingt et un
7 sept	22 vingt-deux
8 huit	30 trente
9 neuf	31 trente et un
10 dix	
11 onze	
12 douze	
13 treize	
14 quatorze	
15 quinze	

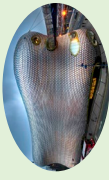
## Months

janvier	January
février	February
mars	March
avril	April
mai	May
juin	June
juillet	July
août	August
septembre	September
octobre	October
novembre	November
décembre	December

# Year 7 - Topic One: UK Geography

## Key vocabulary

**Human feature** - A feature that is man-made e.g. an airport or a shopping centre.



**Physical feature** - A feature that is naturally occurring e.g. a mountain or a river.



**Rural** - A countryside area, there are few people and buildings, and not many facilities e.g. shops.



**Urban** - A city or town, an urban area is a place with lots of people and different buildings such as housing, offices, and shops.



**Population distribution** - the pattern of where people live.



**Population density** - the number of people living in an area of land e.g. km<sup>2</sup>.



**Sparsely populated** - an area with few people per km<sup>2</sup> e.g. rural.



**Densely populated** - an area with a lot of people per km<sup>2</sup> e.g. urban.

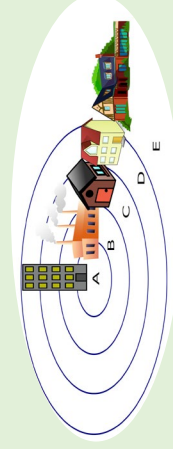


## A map of the United Kingdom



- The **United Kingdom** is a political grouping of **four countries**.
- Each country has its own capital city.

## The Burgess Model



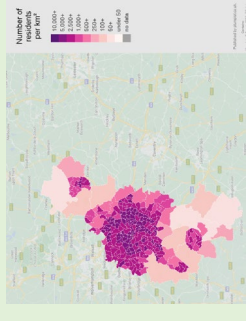
**The Burgess Model** - A geographic model that describes how a 'typical city' is laid out from the city centre, to the inner city, suburbs and finally the rural-urban fringe.

## Compass directions



- We use compass directions to know where places are located, and to know the direction from one place to another.
- **Example:** London is located in the south-east of England.
- **Example:** Scotland is north from England OR Cardiff is west from London.

## Population distribution



- **Population density** is shown using a **choropleth map**.
- Typically, the darker colours show more **populated** areas, and the lighter colours show more **sparsely populated** areas.



- A. CBD** -
- High rise buildings
  - Shops and offices
  - Cultural buildings - museums
  - Large transport centres e.g. New Street



- B. Inner city** -
- Terraced housing
  - Originally built to house factory workers
  - Most factories have now closed down e.g. Tyseley



- C. Inner suburbs** -
- Residential place where people live
  - Mostly semi-detached housing
  - More gardens and green space
  - Local shops e.g. Acocks Green



- D. Outer suburbs** -
- Residential
  - More detached, larger housing and more green space
  - Larger gardens and more green space
  - Large shops have been built here e.g. Touchwood, Solihull



### Key vocabulary



**River** – a long, thin body of flowing freshwater.



**Process** – a force/action that changes the world e.g. erosion.



**Landform** – naturally formed features on the Earth's surface e.g. waterfalls and meanders.



**Riverbed** – the bottom of the river.

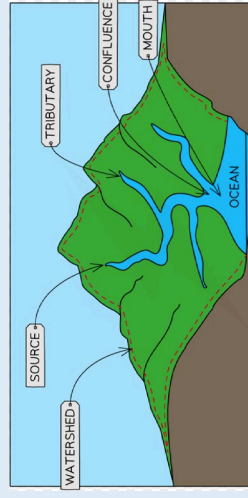


**Riverbanks** – the land at either side of the river.



**Deposition** – the dropping of sediment.

### River Drainage Basin System



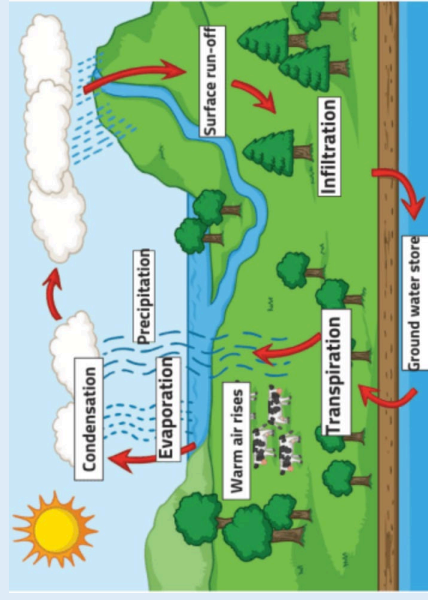
**Source** – where a river begins, usually an upland area.

**Mouth** – where a river end and joins another river or the sea.

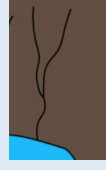
**Tributary** – a smaller river that joins a larger river.

**Confluence** – the point where two rivers meet.

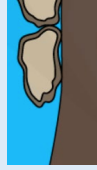
### The Water Cycle



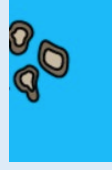
### River processes – the four types of erosion & transportation



**Hydraulic action** – this is the sheer power of the water as it smashes against the riverbanks.



**Abrasion** – material being carried in the river scrapes against the bank and bed.



**Attrition** – when rocks being carried in the water crash and become smaller and more rounded.



**Solution** – when the water dissolves certain types of rocks, e.g. limestone.



**Traction** – large boulders and rocks are rolled along the riverbed.



**Saltation** – small pebbles and stones are bounced along the riverbed.

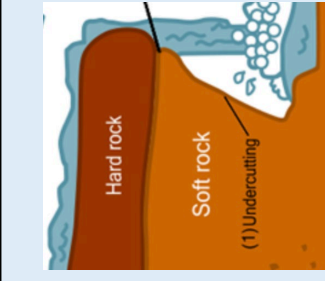


**Suspension** – fine light material is carried along in the water.

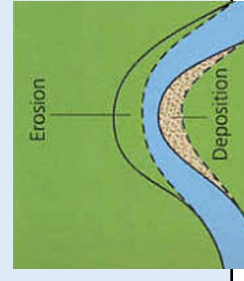


**Solution** – minerals are dissolved in the water and carried along in solution.

### River landforms – waterfalls & meanders

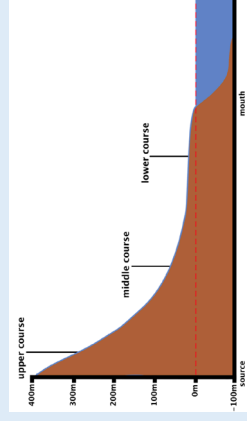


- The river flows over bands of less resistant (softer) and resistant (harder) rocks.
- The less resistant rock is more quickly worn away due to differential erosion
- The river erodes the softer rock by hydraulic action and abrasion.
- The river undercuts the harder rock leaving an overhang which becomes unsupported and eventually collapses into the plunge pool below.
- This causes the waterfall to move upstream and as this process continues a steep-sided gorge is cut back into the valley.



- In the middle course, rivers develop bends called meanders because of erosion and deposition.
- The flow of the river is faster of the outer bend, as there is less friction, causing erosion.
- It is slower on the inner bend, as there is more friction, causing deposition.
- This results in large bends in the river being formed over time.

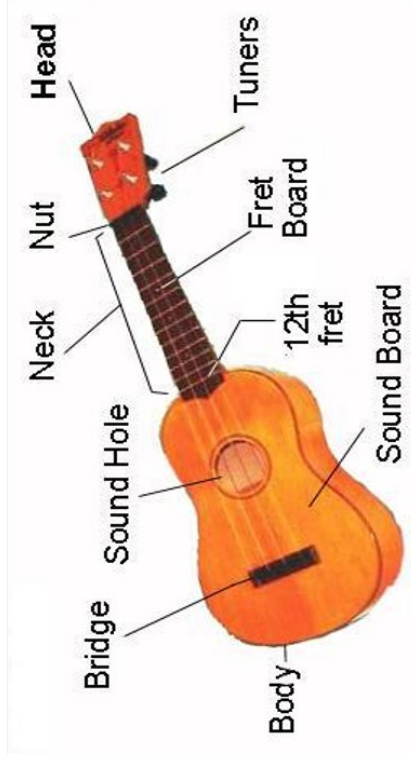
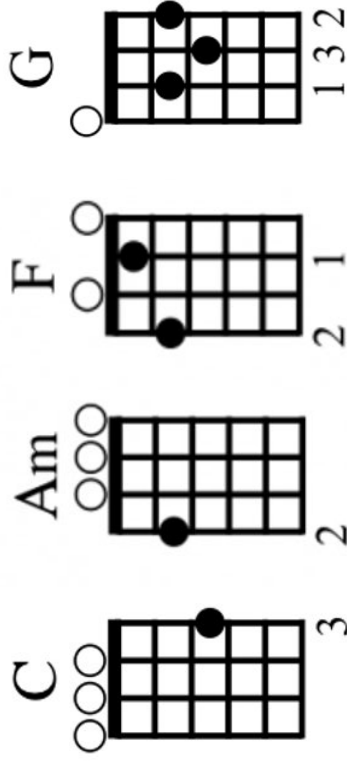
### The River Long Profile



The **long profile** of a river shows the **river gradient** from the source to the mouth. The river becomes less steep, wider and flatter further downstream



# Music: The Ukulele



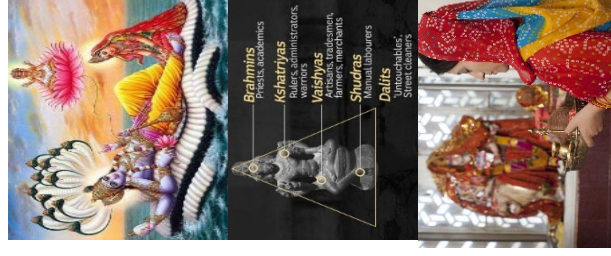
Accuracy and fluency	Technical Control	Expression
<ul style="list-style-type: none"> <li>Count along to the beat to time your chords</li> <li>Try to play at an even dynamic level</li> <li>Miss out chords towards the end of a bar if you need more time to change chord.</li> </ul>	<ul style="list-style-type: none"> <li>Make sure you are using the same fingers each time.</li> <li>Press down hard enough for each chord to sound cleanly</li> <li>Tilt the end of the ukulele upwards to make it easier to reach the strings</li> </ul>	<ul style="list-style-type: none"> <li>Try to sing at a dynamic level where you can hear your own chords</li> <li>Use the advanced strumming pattern if you can. (D,D,U,U,D)</li> <li>Listen to the other members of your ensemble to match up with them.</li> </ul>

# Religious Education

## 1. Creation Stories

A **creation story** is a story that aims to make sense of **how the world was created** and **how all life began**. Creation stories in Hinduism come from the **Vedas** ( one of the four holy books).

1. Brahma creates the universe like a carpenter builds a house.
2. Brahma came from a lotus flower. Split into three creating heavens, earth and sky.
3. Purusha body parts made the different caste systems.



## 3. Henotheism

Meaning worship of one supreme God without denying the existence of other Gods.

Ways Hindus worship Brahman:

- Sing and Dance
- Silence
- Go to Mandir
- Use incense sticks
- Puja Tray

## 2. Brahman

Hindus believe that there is **one supreme spirit of the universe called Brahman**.

Because Brahman is a **supreme force** that cannot be seen, Hindus often present the Brahman as these **three Gods - Brahma (creator), Vishnu (sustains) and Shiva (destroys)**.

**Tri-murti** (tri means three, murti means God.)

## 3. Hindu Holy Books

Hindus don't have one holy book, but many holy texts called **Shastras**.

They are divided into two **Shruti and Smriti**. Ideas about the Brahman (supreme God) and other deities such as Shiva and Vishnu come from these holy texts.

Many Hindus use holy texts as a source of guidance. They also use to learn stories about their Gods. They use them to understand from right to wrong.

## Physics: Forces and Space

### Key Terms

**Forces** - a push or a pull. These are measured with a Newton meter and the unit is Newtons (N).

**Thrust** - A force from engines that pushes things forwards.

**Air Resistance** - A force that points backwards and slows things down. This force happens when objects move through the air.

**Friction** - A force that points backwards and slows things down. This force happens when objects rub together.

**Weight** - The force because of gravity. This force always pulls things down on Earth. Weight changes on different planets depending on the strength of gravity.

### Friction and Air Resistance

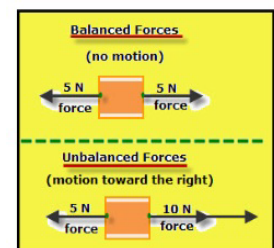
Friction and air resistance are forces that slow objects down, if the objects are moving quicker these forces get bigger.

Friction and air resistance both generate heat.

### Balanced and Resultant Forces

A resultant force is a single force and tells you the effect of every force on that object.

- Forces pointing in the same direction add together, forces in opposite directions take away.
- The resultant force will point in the direction that the most force did.



If there is a resultant force the object will accelerate (get faster) in that direction.

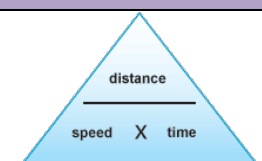
If the forces in opposite directions are the same then they are balanced forces. There is zero resultant force and the motion of the object (how it's moving) doesn't change.

### Speed

Speed is usually measured in metres per second (m/s).

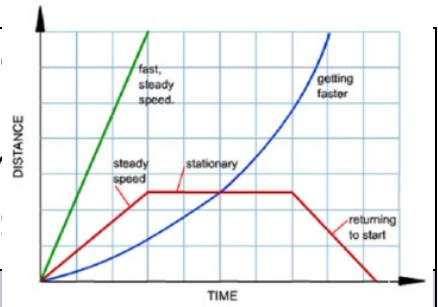
To find speed you need to first measure the distance (for example using a ruler) and measure the time using a stopclock.

After this you find the speed by doing:  $\text{speed} = \text{distance}/\text{time}$



### Distance Time Graphs

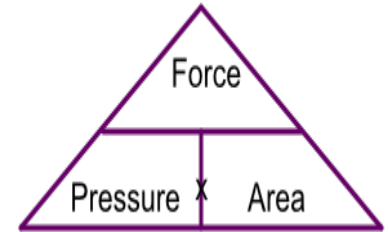
A distance time graph tells how far something has gone  
 The slope will tell you about the motion.  
 A flat line means it is stationary, whereas a slope means  
 To find the speed do:  $\text{speed} = \frac{\text{change in distance}}{\text{change in time}}$



## Pressure

Pressure is a force over an area, measured in  $\text{N/m}^2$ .  
 Pressure can make things cut or go into other things.

Smaller areas mean bigger pressures, so if you want something to cut into something else (like a drill) you give it a smaller area.

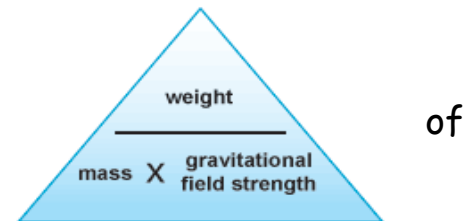


If you don't want it to cut in, like a snow shoe, you give it a big area.

## Weight, Mass and Gravitational field strength

Mass - measures the amount of matter an object is made from. Unit is kilograms (kg).

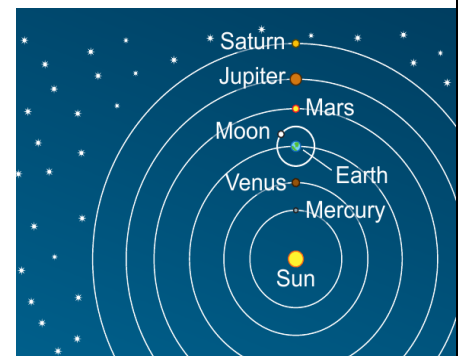
Weight - is a force that mass has on it because gravity.



## Space

### The Solar System

Our solar system has the Sun in the middle. There are eight planets (including Earth), and a lot of other, smaller, objects that repeatedly go around the Sun in a movement called in orbit.



The Moon orbits around the Earth. Other planets also have their own Moons.

The planets are generally very different to each other. The ones nearest the Sun are hottest, and the planets get colder the further out you go. The planet's closest to the Sun (Mercury, Venus, Earth and Mars) are mainly made of rock are smaller smaller, whereas the planets further away (Jupiter, Saturn, Uranus, Neptune) are mainly made of gas and are larger. Earth is the only planet we have found to have life on it.

## Physics: Energy

### Energy Stores and Transfers

Energy Stores	How an object holds energy.	Energy Transfers	How the energy can move.
Kinetic	The energy in moving objects.	Heat	Heat energy transfers from hot to cold objects.
Thermal	The energy in hot objects.	Force	Push or pulls can move energy.
Gravitational potential	Stored energy in raised objects	Electricity	Often the transfer of energy into electrical appliances or out of power supplies.
Chemical	Stored energy in fuel, foods and batteries. Energy is released by chemical reactions.	Radiation	When energy transfers due to light or sound.
Elastic potential	Energy stored in stretched objects.		

**Misconception: Forces are not stores of energy.**

For example you can't say that "kinetic energy transferred to friction", because friction is a force, not a store of energy.

### Conservation of Energy

New energy can't be made, and energy can't be destroyed. The energy can only change between the different stores.

So if an object gets more energy, that energy had to come from somewhere else. If an object loses energy, that energy has to go somewhere, it doesn't just disappear.

### Wasted Energy

Sometimes energy is transferred in ways that we don't want.

For example, a light bulb gets hot and loses energy as heat, but we don't use light bulbs for warmth and the heat isn't useful.

The energy transfers that aren't useful are called wasted energy.

### Generating (Making) Electricity

Non-Renewable - energy sources that will run out.

Non-renewable energy sources include fossil fuels (coal, oil and gas) and nuclear power.

Fossil fuels are burnt to get the chemical energy out, and this is used to make electricity.



Advantage	Disadvantage
<ul style="list-style-type: none"> <li>Store a lot of energy.</li> </ul>	<ul style="list-style-type: none"> <li>Will soon run out.</li> </ul>



- Can easily be stored or delivered.

- Release harmful gases, including carbon dioxide, which cause climate change.

**Renewable - energy sources that will not run out.**

**Misconception: Renewable does not mean "we can use it again".**

Many countries are starting to spend more money on renewable sources, because of the problems with fossil fuels. There are many different renewable sources, with different advantages and disadvantages.

**All of the sources have the advantages that they will not run out, and they don't cause climate change.**

Name	Where is the energy from?	Advantages	Disadvantages
Solar	The sunlight hits a solar panel.	Won't run out. No air pollution.	Doesn't always work (night)
Wind	Wind spins a turbine.	Won't run out. No air pollution.	Doesn't always work (needs to be windy) Noisy and spoil landscape.
Hydroelectric	A dam is built on a river. Energy comes from water going through the dam.	Won't run out. No air pollution. Available all the time.	Floods a lot of land. Needs a river in a valley.
Biomass	Plants and other biological material are burnt to get the chemical energy.	Won't run out.	Releases CO <sub>2</sub> when it is burnt (but it is carbon neutral).

## Heat Transfers

Heat will transfer from hotter objects into colder objects. Heat can transfer in different ways.

Conduction - when particles get hot they vibrate, if they collide with other particles they pass this vibration on.

Radiation - This does not require particles. The heat moves as something called infrared radiation. This is like an invisible light.

To slow down heat transfers we can use insulation. Examples of insulation are coats (stop the heat from leaving your body) or double glazed windows (this stops heat escaping through a window).

## History 7.1: How did England become a country?

<b>Alfred the Great</b>	
1	Who were the Anglo-Saxons? The Angle, Saxon and Jute tribes from northern Germany
2	How did the Anglo-Saxons rule England? As seven separate kingdoms known as the heptarchy
3	Who defended the Kingdom of Wessex from King Guthrum? Alfred the Great
4	What did Alfred create after the Battle of Edington? The Danelaw, giving the north and east of England to the Vikings
5	How did Alfred help education? Monks wrote more historical books
6	Which system did Alfred use for justice? The wergild system, which set payments for breaking the law
7	Which title was Alfred given in 886? King of the Anglo-Saxons

<b>Aethelflaed</b>	
8	Who was Aethelflaed? Lady of the Mercians who regained parts of Mercia from the Vikings
9	What did Aethelflaed do to help run Mercia? She signed charters (laws) and ran courts.
10	Which battle did Aethelflaed win, which killed three Viking kings? The Battle of Tettenhall
11	Which Viking base did Aethelflaed capture? Derby

<b>Aethelstan</b>	
12	What are burhs? A settlement fortified with a wall or ditch
13	When was Aethelstan crowned King of England? 927 after he had captured York
14	How do we know that Aethelstan was religious? Collected relics and artefacts, built new churches and monasteries
15	How did Aethelstan make sure English coins were genuine? They were minted to have his face on

## History 7.2: Norman Invasion

Succession	
1	What is an heir? The next person in line to the throne
2	Who was King of England at the start of 1066? Edward the Confessor
3	Who was crowned King after Edward died? Harold Godwinson
4	Where was William from? Normandy, France
5	Who was killed at the Battle of Stamford Bridge? Harald Hardrada
6	Why was William able to land in the south? The wind had changed direction

Battle of Hastings	
7	Who were William's soldiers on horses? Knights
8	Who were Harold's partially trained soldiers? Fyrd
9	Which tactic did the English army use? A shield wall
10	Why did the Norman charges fail? They attacked uphill

11	Which tactic did the Norman army use to win? Pretending to retreat
12	When was William crowned King of England? 25 <sup>th</sup> December 1066 (Christmas Day)

Norman control of England	
13	Which castles did the Normans build? Motte and bailey castles
14	When was the Harrying of the North? 1069
15	How did the Normans organise society? The feudal system
16	What was put in the Domesday book? A survey of England

Norman changes to England	
17	Who did the Normans pass on land to? The eldest son
18	Which new courts did the Normans create? Church courts
19	What was the new English language called? Middle English
20	Which country did the Kingdom of England now control part of? France



## Year 7 Spanish - Knowledge Organiser

### 1. Greetings

iHola! Hello!  
iBuenos días! Good morning!  
iBuenas tardes! Good afternoon!  
iBuenas noches! Good evening!  
iAdiós! Goodbye!  
iHasta luego! See you later!  
iHasta la vista! See you later!

### 2. Alphabet

a	ah	f	efeh	l	eleh	q	koo	w	uveh-
b	beh	g	*heh	ll	elyeh	r	erreh		dobleh
c	theh	h	acheh	m	emeh	s	esseh	x	ekis
ch	cheh	i	ee	n	eneh	t	teh	y	ee-gri-
d	deh	j	*hota	o	oh	u	oo		egah
e	eh	k	kah	p	peh	v	uveh	z	theta

### 3. Items in a bag

un bolígrafo/boli	a pen
un cuaderno	an exercise book
un libro	a textbook
un monedero	a purse
un diccionario	a dictionary
un lápiz	a pencil
un estuche	a pencil case
un móvil	a mobile phone
un sacapuntas	a pencil sharpener
una agenda	a diary
una calculadora	a calculator
una goma	a rubber
una mochila	a schoolbag
una regla	a ruler
unas tijeras	scissors

### 4. The months

enero	January
febrero	February
marzo	March
abril	April
mayo	May
junio	June
julio	July
agosto	August
septiembre	September
octubre	October
noviembre	November
diciembre	December

## 5. Numbers (1 - 31)

1 uno  
2 dos  
3 tres  
4 Cuatro  
5 cinco  
6 seis  
7 siete  
8 ocho  
9 nueve  
10 diez  
11 once  
12 doce  
13 trece  
14 catorce  
15 quince  
16 dieciséis  
17 diecisiete  
18 dieciocho  
19 diecinueve  
20 veinte  
21 veintiuno  
22 veintidós  
23 veintitrés  
24 veinticuatro  
25 veinticinco  
26 veintiséis  
27 veintisiete  
28 veintiocho  
29 veintinueve  
30 treinta  
31 treinta y uno

## Year 7 Spanish - Knowledge Organiser

### 6. Grammar (Articles)

An article refers to noun.  
A definite article is the word 'the' and an indefinite article is the word 'a'. The table refers to singular and plural articles.

el	the (masculine)
la	the (feminine)
los	the (masc plural)
las	the (fem plural)
un	a (masculine)
una	a (feminine)
unos	some (masc)
unas	some (fem)

### Examples

- a) a book → some books  
un libro → unos libros
- b) the rubber → the rubbers  
la goma → las gomas