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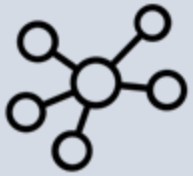
MARTIN HIGH SCHOOL
Lionheart Educational Trust

Knowledge Organiser Booklet

Year 7

Spring Term

Ways to use your knowledge organiser

	Look, Cover, Write, Check	Self Quizzing	Mind Maps	Paired Retrieval	Definitions to Key Words
Step 1	Look at and study a specific area of your knowledge organizer. 	Use your knowledge organizer to create a mini quiz. Write down questions using your knowledge organizer. 	Create a mind map with information from your knowledge organiser. 	Like self quizzing, use your knowledge organizer to create a quiz. 	Write down the key words and definitions. 
Step 2	Cover or flip the knowledge organizer over and write down everything you remember. 	Cover or flip the knowledge organizer over and answer the questions and remember to use full sentences and key words/vocabulary. 	Add pictures to represent different facts, knowledge. Try to categorise different areas in different colours. 	Ask a family member to ask you the questions and tell you which ones you get right and which ones you get wrong. 	Try not to use your knowledge organiser to help you. 
Step 3	Check what you have written down. Correct any mistakes in a different coloured pen and add anything you missed. Repeat. 	Check your answers. Correct any mistakes in a different coloured pen and add anything you missed. Repeat. 	Try to make connections that link information together. 	Following the quiz, summarise which areas you got wrong and need to revise further. 	Use a different coloured pen to check you work and correct any mistakes you may have made. 

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English

Unit 2 - Epic Poetry, and Greek and Norse Myths

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Greek Myths:	Norse Myths:	British Folklore:
The first written record of Greek mythology is The Iliad by Homer.	The Vikings believed that human beings inhabited Middle Earth, above Middle Earth (or Midgard) lived the gods in Asgard and below Midgard was the world of the dead.	The British Isles are rich with ancient legends of magic, monsters, warrior kings and noble outlaws.
The twelve great Olympian gods are named because the live on Mount Olympus and they are led by Zeus, king of the gods.	The three main Norse gods are Odin, Loki and Thor.	The early oral-poetic legends are Germanic in origin and were brought over with the Viking invaders. Beowulf is the most famous example of this.
Greek mythology also tells the story of the heroes of the great Greek quests: Hercules, Theseus, Jason, Odysseus and Perseus.	Valhalla is the name of Odin's massive mead hall, home to the great fallen Viking warriors.	The most famous British myths are the Arthurian legends of King Arthur and the knights of Camelot.
One of the most famous Greek epics is the story of Odysseus and Achilles and the Trojan war.	The Valkyries are beautiful young female warriors who bring the fallen Vikings to Valhalla.	Glastonbury Tor and Stonehenge are two sites associated with Pagan British myths.

Idioms Derived from Myths and Legends

- A Herculean task – this refers to a near impossible challenge because in order to redeem himself after accidentally killing his family, Hercules had to complete twelve 'impossible' labours (or tasks).
- Describing a problem as hydra headed, means that it is a complicated problem where one problem leads to another, just like the Hydra who grew another head each time one was chopped off.
- A Trojan Horse is a person or a group trying to overthrow something or someone from within, it refers to the wooden horse full of soldiers which was wheeled into the city of Troy to break the siege.
- Achilles heel – this refers to a person's weak point, so named after the spot on Achilles that was vulnerable, this same point is also called the Achilles tendon.
- The Midas Touch refers to King Midas for whom everything he touched turned to gold. A person with the Midas touch is a personwho has the ability to succeed in every venture.
- Opening Pandora's Box – refers to Pandora whose curiosity led to her letting all the evils of the world out of a jar. When people talk of opening Pandora's box, they mean a situation is unpredictable.
- The face that launched a thousand ships – this refers to the beautiful Helen of Troy for whom a thousand ships were launched, in order to reclaim her for Troy.

Mythical Beasts

- The Sirens – half women/half fish (think mermaids) whose beautiful singing tempts seamen into crashing on rocks.
- Grendel – a swamp-dwelling, man-eating Anglo Saxon monster of enormous size
- Medusa (or a Gorgon) a human shaped female with living snakes for hair. Looking into her eyes would turn the looker to stone.
- The Cyclops – a man-eating giant with just one eye.
- The Griffin – a creature of British folklore that has the body of a lion and the wings and head of an eagle.
- The Minotaur – a terrifying beast with the body of a human and the head of a bull, he was kept trapped in a labyrinth and virgins sacrificed to him.

The Olympians

Zeus/ Jupiter The Thunder God	**Poseidon/ Neptune** God of the sea	**Hades/ Pluto** Lord of the dead	**Hera/ Juno** Queen of the Gods	**Demeter/ Ceres** Goddess of the harvest	**Aphrodite/ Venus** Goddess of love	**Apollo** God of music, poetry and art	**Artemis/ Diana** Goddess of the hunt	**Athena/ Minerva** Goddess of wisdom and warfare	**Dionysus/ Bacchus** God of wine	**Hermes/ Mercury** Messenger of the Gods	**Hephaestus/ Vulcan** God of the forge	**Ares/ Mars** God of war

English

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Year 7 Epic Poetry and Classical Narratives Vocabulary Lists

wily	pursuit	prophetic	hubris
roams	brutal	irresistible	mercy
petrify	realm	wisdom	consequence
magnificence	pity	sacrifice	taunt
subdue	heir	wondrous	eternal
labyrinth	nymphs	sacred	toiled
noble	dismal	insatiable	loathsome
feats	metamorphosis	pride	recoiled
boisterous	radiant	accomplished	grim

Maths

Block 3 – Multiplicative Relationships

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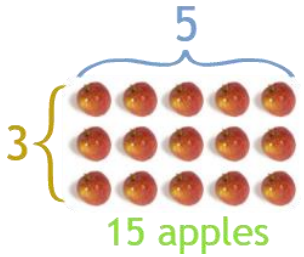
Multiplication	The repeated addition of the same number. Also called scaling and timesing. E.g. $3 \times 5 = 3 + 3 + 3 + 3 + 3$
Area	The amount of space inside the boundary of a two-dimensional shape.



Factor	Factor × Factor = Product
Natural Number	Positive integers.
Multiple	To be in the times-table of. E.g. In the examples to the right; 15 is a multiple of both 3 and 5.
Product	The answer to a multiplication calculation.

Factor Factor Product

$$3 \times 5 = 15$$

Reciprocal	The multiplicative inverse of a number, which is found by dividing one by the number. Also called the **Multiplicative Inverse.** The product of a number with its reciprocal is always 1. For example $2 \times \frac{1}{2} = 1$, $\frac{1}{3} \times 3 = 1$, $\frac{2}{3} \times \frac{3}{2} = 1$
Identity	Values, calculations or expressions that always have the same value.

The reciprocal of 5 is $\frac{1}{5}$ and the reciprocal of $\frac{1}{5}$ is 5

5 and $\frac{1}{5}$ are multiplicative inverses.

The reciprocal of $\frac{3}{4}$ is $\frac{4}{3}$ and the reciprocal of $\frac{4}{3}$ is $\frac{3}{4}$

$\frac{3}{4}$ and $\frac{4}{3}$ are multiplicative inverses.

Maths

Block 3 – Multiplicative Relationships

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Negative number	A number less than zero.
Additive Inverse	The number with the same absolute value but opposite direction. E.g. 5 and -5 -0.7 and 0.7
Scale factor	A number used as a multiplier in scaling to show the relationship between one quantity and another.
Proportion	When two or more quantities are made bigger or smaller by the same scale factor they are in proportion.

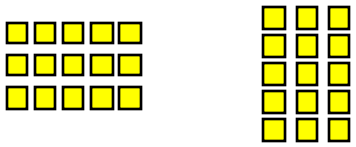
The Properties of Multiplication

The Commutative property of multiplication

$$a \times b \equiv b \times a$$

E.g.

$$5 \times 3 \equiv 3 \times 5$$

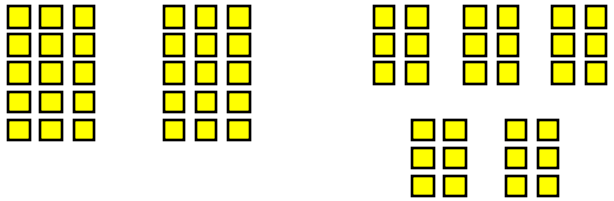


The Associative property of multiplication

$$a \times (b \times c) \equiv (a \times b) \times c$$

E.g.

$$2 \times (3 \times 5) \equiv (2 \times 3) \times 5$$



The Distributive property of multiplication

$$a \times (b + c) \equiv (a \times b) + (a \times c)$$

E.g.

$$2 \times (3 + 5) \equiv (2 \times 3) + (2 \times 5)$$

Maths

Block 3 – Multiplicative Relationships

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Squaring	*The process of multiplying two copies of a number.*
Square number (perfect square)	*The **result** of multiplying two copies of an integer. Often just called 'square number'.*
Cubing	*The process of multiplying three copies of a number.*
Power / Index	*The power (also called index) of a number tells you how many copies of the number should be multiplied. It is written as a small number to the right and above the base e.g 5^3 or a^2 .*
Base	*The number or term that is raised to a power.*

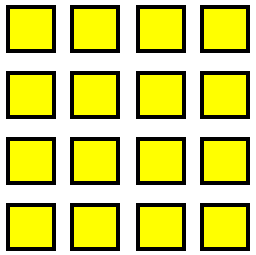
Index or Power

Two copies of the same integer

$$4^2 = 4 \times 4 = 16$$

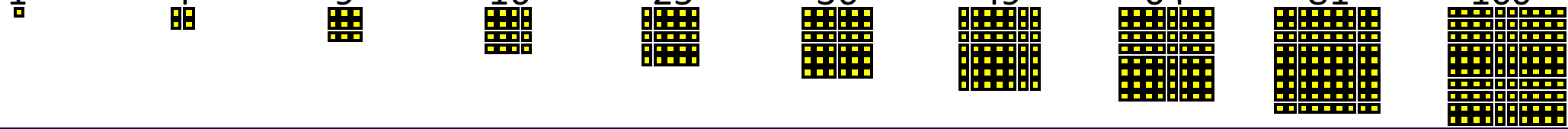
Base

Square number



Square numbers to know:

1×1	2×2	3×3	4×4	5×5	6×6	7×7	8×8	9×9	10×10
1	4	9	16	25	36	49	64	81	100



Maths

Block 3 – Multiplicative Relationships

Division	*The inverse of multiplication.*
Dividend	*The number that is divided in a division calculation.*
Divisor	*The number that is doing the dividing.*
Quotient	*The answer when we divide one number by another.*

Dividend → $\frac{12}{3} = 4$ ← Quotient

Divisor →

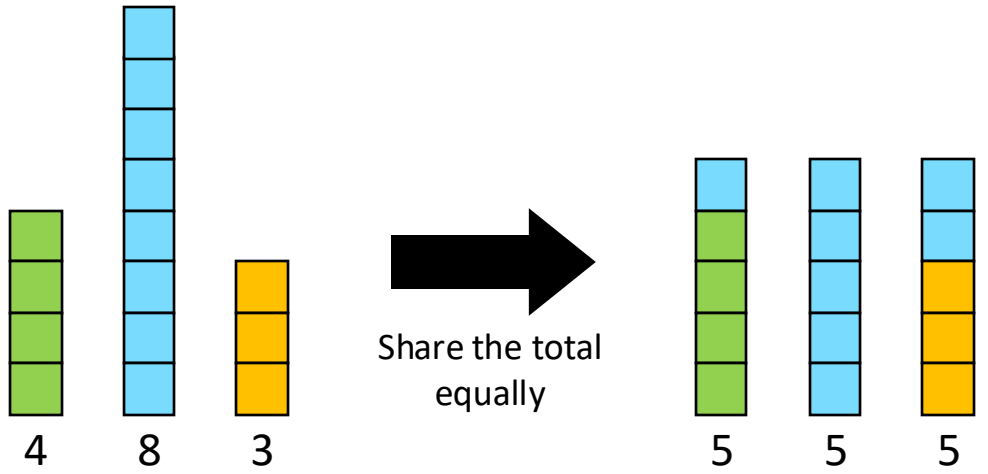
Brackets (and other groups) change the priority of the operations.

Brackets & other grouping	Indices & Roots
	Multiplication & Division
	Addition & Subtraction

Order of priority ↓

Where operations have <u>equal priority</u>, we work from left to right.

Mean	The sum of a set of numbers, or quantities, divided by the number of terms in the set.



Science

BIOLOGY: HUMAN REPRODUCTION

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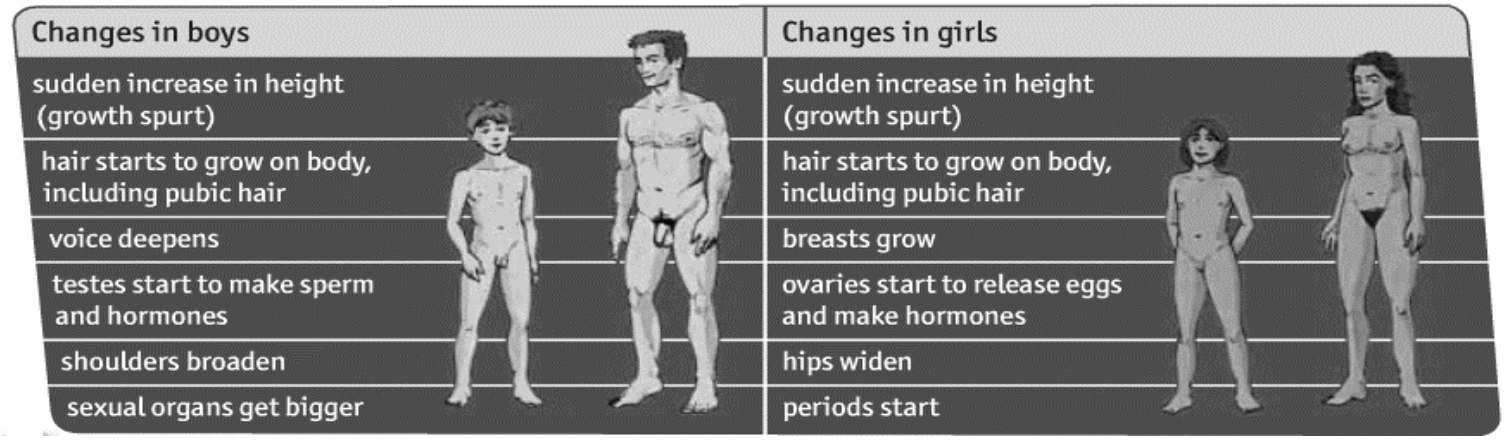
Adolescence and Puberty

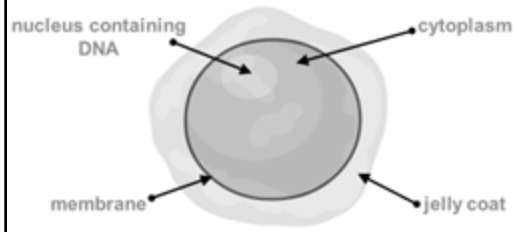
Adolescence involves both emotional and physical changes

Puberty is just the physical changes

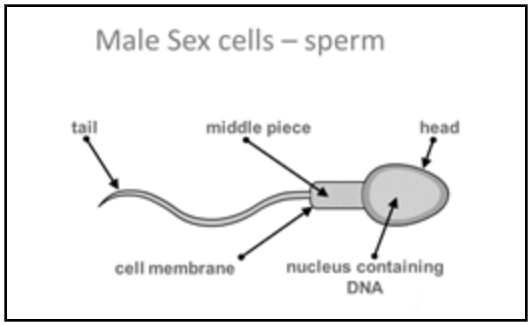
The changes that happen during puberty are caused by **sex hormones**



Female Sex cells – egg



Male Sex cells – sperm



Fertilisation and Implantation

- The egg gets fertilised in the oviduct (sperm enters egg).
- The fertilised egg divides several times to form a ball of cells (embryo).
- The embryo attaches to the lining of the uterus (implantation) and begins to develop into a baby

Structures Inside the Uterus	
PLACENTA	Organ where substances pass between Mother's blood and the foetus's blood. Stops harmful substances reaching the foetus.
UMBILICAL CORD	Connects the foetus to the placenta
FLUID SAC	Acts as a shock absorber, protecting the foetus from bumps.

Main Stages of the Menstrual Cycle

1. Blood leaves the uterus through the vagina
2. Uterus lining begins to re-grow and become spongy
3. An egg cell is released from an ovary
4. If egg cell is fertilised, it will implant in uterus lining. If not, the lining will break down and the cycle ill start again

Contraception

Taking steps to avoid pregnancy. Most common types:

1.Condom – Stops sperm entering vagina

2. The pill – stops ovulation

Science

BIOLOGY: HUMAN REPRODUCTION

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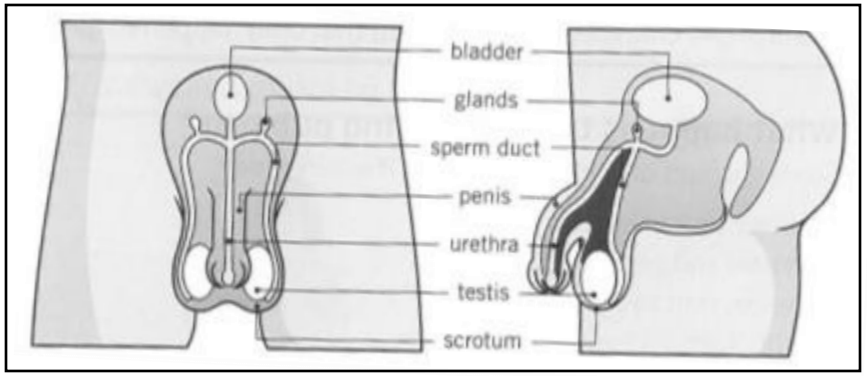
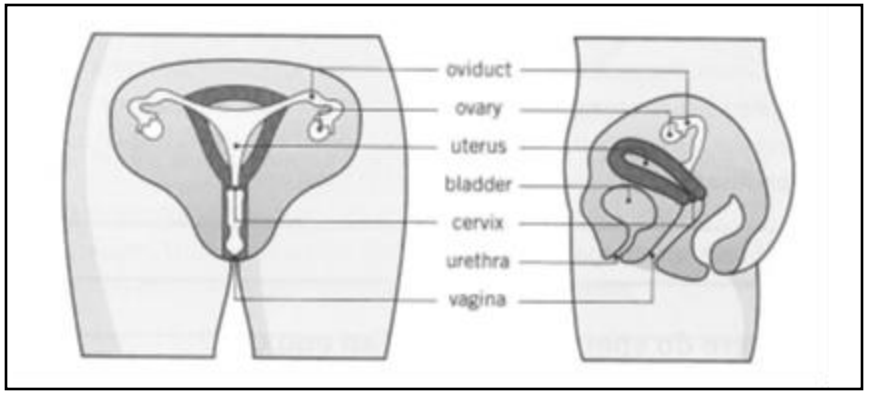


Parts of the Male Reproductive system	
Testes	Produce sperm cells. Contained in a bag of skin called the scrotum.
Glands	Produce nutrients to help keep sperm alive.
Sperm Ducts	Tubes that carry sperm from testes to penis.
Urethra	Tube that carries urine from bladder out of the body or sperm from the sperm duct.
Penis	Carries urine and semen pout of the body. Swells with blood and stiffens during intercourse.



Parts of the Female Reproductive System	
Ovaries	They contain egg cells. One is released each month.
Oviducts	Carry egg to the uterus.
Uterus	Where the baby develops until it is born.
Vagina	Receives the sperm during sexual intercourse.
Urethra	Tube that carries urine from the bladder out of the body.
Cervix	Ring of muscle at the entrance to the uterus. Keeps baby in place during pregnancy.

Science

Biology: Ecosystems – plant reproduction

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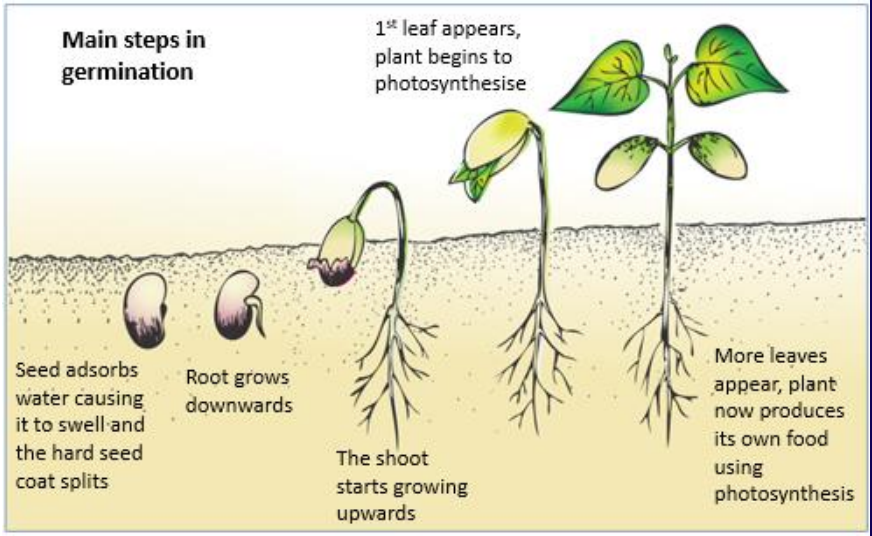
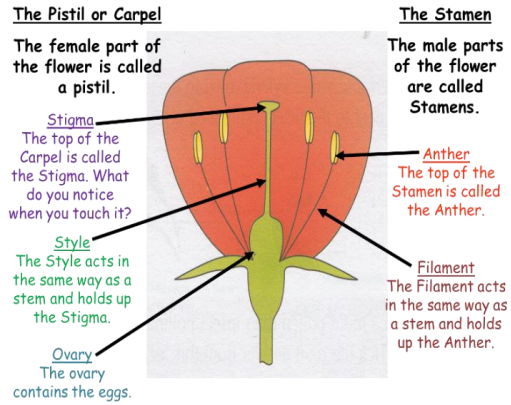
Keyword	Definition
Pollen	Contains the plant male sex cells found on the stamens.
Ovules	Female sex cells in plants found in the ovary.
Pollination	Transfer of pollen from the male part of the plant to the female part of a plant. Pollen is usually carried by insects or wind from one flower to another.
Fertilisation	The process by which the male (pollen) and female (ovule) sex cells meet. This develops into a seed and the ovary develops into a fruit.
Germination	If a seed has the correct resources (water oxygen & warmth, it will start to grow. The period of time in which the seed begins to grow is known as germination.
Seed	Structure that contains the embryo of a new plant.
Fruit	Structure that the ovary becomes after fertilisation, which contains seeds.
Carpel	The female part of the flower, made up of the stigma where the pollen lands, style and ovary.

Insects are important in pollination. Bees are currently threatened and it's important to help them survive. Without them, we would have issues with growing our food.

Four methods of **seed dispersal**:

- Wind
- Animal
- Water
- explosive





Adaptations of insect pollinated flowers

Adaptations of insect pollinated flowers	Adaptations of wind pollinated flowers
often sweetly scented with nectar - to attract insects	no scent or nectar - no need to attract insects
large, brightly coloured petals - to attract insects	small petals, often brown or dull green - no need to attract insects
pollen often sticky or spiky - to stick to insects	pollen light and smooth - wind can blow it and stops it clumping together
moderate quantity of pollen - less wastage than with wind pollination	pollen produced in great quantities as most of it doesn't reach other flowers
anthers firm and inside flower - to brush against insects	anthers loosely attached and dangle out - to release pollen into the wind
stigma inside the flower - so that the insect brushes against it	stigma hangs outside the flower - to catch the drifting pollen
stigma has sticky coating - pollen sticks to it	stigma feathery or net like - to catch the drifting pollen

Science

CHEMISTRY: Separating mixtures

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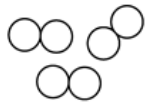
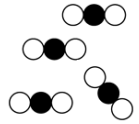
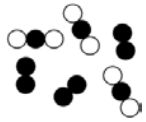
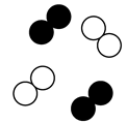
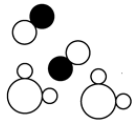
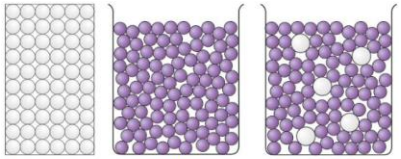
Key word	Definition
Element	a substance that cannot be broken down in to other substances
Atom	smallest part of an element. Every element is made up of one atom/ all atoms in an element are the same
Compound	is made of two or more elements chemically combined. E.g. carbon dioxide & water.
Mixture	is made of two or more elements/ compounds not chemically combined
Molecule	a group of two or more atoms strongly joined together e.g. O_2. Weak forces hold molecules together
Pure	A material that is composed of only one type of particle e.g. elements or compounds
Impure	A material that is composed of more than one type of particle e.g. a mixture
Solution	A mixture of a solute dissolved in a solvent
Solute	The solid or gas that's dissolved in a liquid
Solvent	The substance, usually a liquid that dissolves other substances
Evaporation	The change of state from liquid to gas that occurs when particles leave the surface of the liquid only
Distillation	A process for separating the parts of a liquid solution. The solvent is heated and the gas is collected and cooled
Filtration	The act of pouring a mixture through filter paper, in attempts to separate pieces of a solid that are mixed with a liquid or solution
Chromatography	A technique used to separate mixtures of coloured compounds

Pure substances and mixtures

A pure element		Pure substances have a fixed melting and boiling point.
A pure compound		
Mixture of elements and compounds		Mixtures (impure substances) do not have a fixed melting point.
Mixture of elements		
Mixture of compounds		

Solutions

Solutions	Sugar is soluble in water. This means it dissolves in water. The resulting mixture of the solute (sugar) and solvent (water) particles is called the solution.	 Particles in solid sugar; Particles in liquid water; Particles in sugar solution
Dissolving	During dissolving, the solvent particles surround the solute particles and move them away so they are spread out in the solvent.	

Science

CHEMISTRY: Separating mixtures

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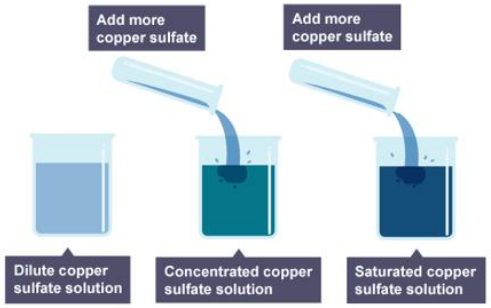
Solubility

A **saturated solution** is a solution which no more solute will dissolve. The solution contains the maximum mass of a substance that will dissolve.

There is always some undissolved substance in the container.

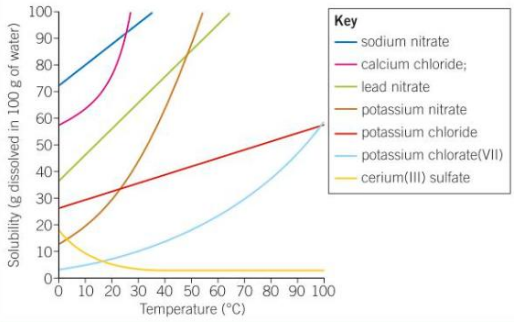


Insoluble	Substances that cannot dissolve in water
Solubility	The maximum mass of solute that dissolves in 100g of water.

Solubility curves

Every substance has a different solubility as shown by the solubility curve opposite.

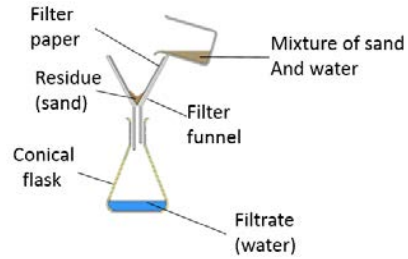
Most substances get more soluble as temperature increases.



Separating techniques

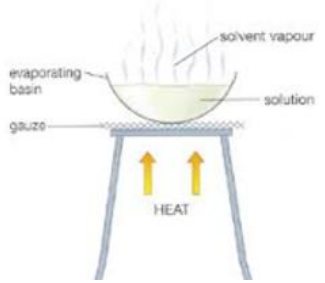
Filtration

If you have a mixture of an insoluble solids and a liquid then the mixture can be filtered.



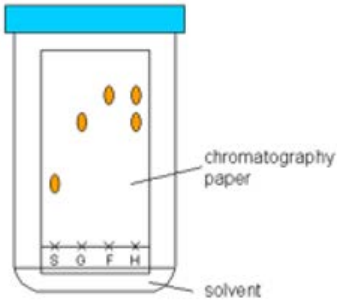
Evaporation

Evaporation separates salt from sea water. Once all of the water particles have left the **surface of the solution**, solid salt remains.



Salt has a much higher boiling point than water. You can use the difference in properties to separate the two substances by **distillation**. Uses boiling and condensing to separate substances with different boiling points.

Simple **chromatography** is carried out on paper. It can be used to separate dyes in food colourings. A spot of the mixture is placed near the bottom of the chromatography paper. As the solvent soaks up the paper it carries the mixtures with it. Different components of the mixture will move at different rates which separates the mixture out.

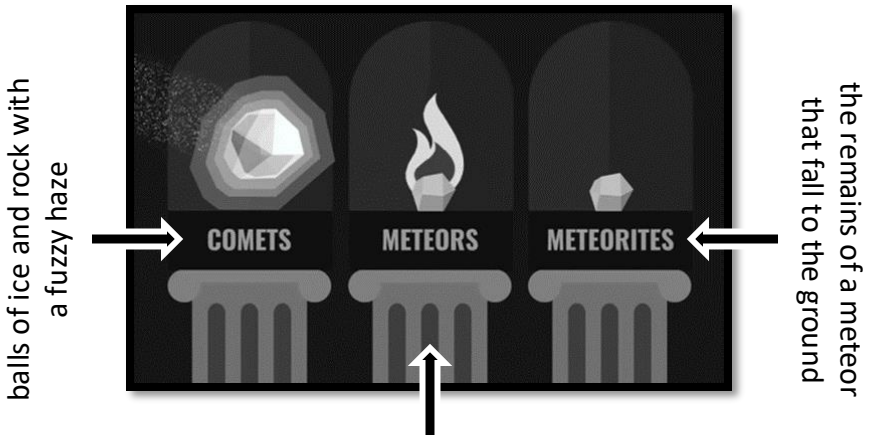


PHYSICS: UNIVERSE

Objects in the Night Sky

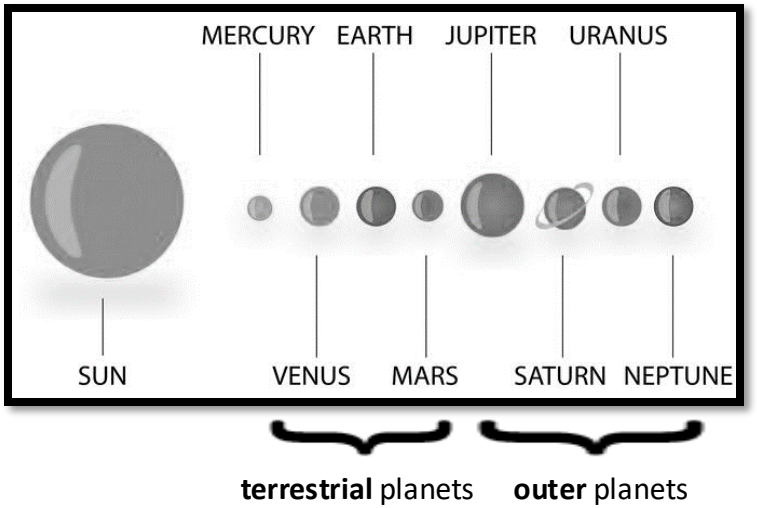
Satellites are anything that orbit the Earth, they can be **natural** or **artificial**.

There are five **planets** that we can see from Earth with the naked eye: Mercury, Venus, Mars, Jupiter and Saturn.



Most of the lights in the sky are **stars** in our **galaxy**, the **Milky Way**. We can talk about their distances from Earth in terms of **light years**: the distance light travels in a year.

There are billions of stars in each galaxy. The Milky Way is just one of billions of galaxies in the **universe**.



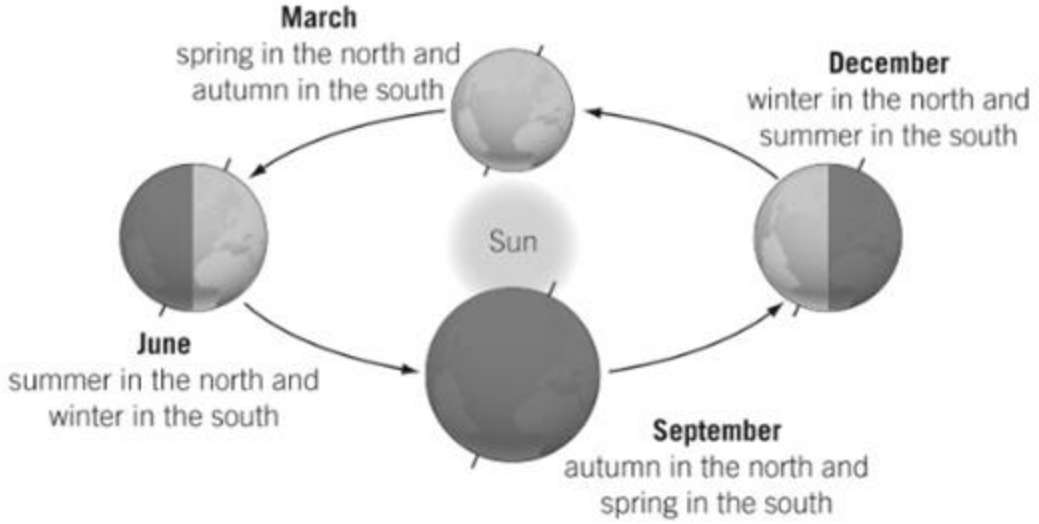
The Solar System

There are eight planets in our solar system, which orbit the Sun in an **ellipse** shape.

The **asteroid belt** is between Mars and Jupiter. It contains thousands of pieces of rock.

The terrestrial planets are made from **rock**, whereas the outer planets are **gas giants**.

The solar system was formed when **gravity** pulled gas and dust together to first form our Sun about 5 billion years ago. Planets formed in a similar way afterwards.



The Moon

The same half of the Moon is always lit up by the Sun, but how much we see from Earth depends on where it is in its orbit (see diagram to the right).

The light from the Sun can be blocked when the Earth comes between the Sun and the Moon. This is called a **lunar eclipse**.

When the Moon comes between the Sun and the Earth, sunlight cannot reach parts of the Earth's surface. At these points there is a **solar eclipse**.

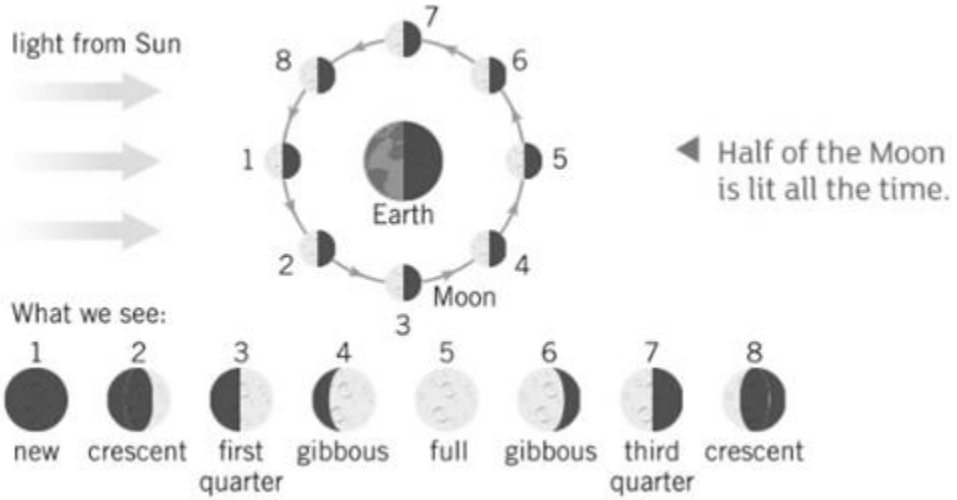
The Earth and Seasons

The Earth spins on its **axis**, tilted at 23.4°. It takes 24 hours (one day) to fully rotate.

This spin gives us **day** and **night**: day when you face the Sun, night when you face away.

The Earth orbits around the Sun approximately once every 365 days (one **year**).

The tilt gives us **seasons**: it's summer when a hemisphere tilts towards the Sun and winter when it tilts away. Its hotter in the summer as the days are longer and the Sun warms the Earth for longer. The rays from the Sun are more concentrated than they are in winter.



History

1. Life in Medieval England

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Religion and the Church

What did people believe?

- Almost everyone in England were Christians and believed in God, heaven and hell
- People were scared of going to Hell and huge Doom paintings showed the horrors that awaited sinners
- The Pope was the head of the Catholic church and seen as God's representative on earth
- Most people would attend church regularly to take part in mass or confess their sins to the priest

Key People

Priests – head of the local church in villages and towns. Performed important ceremonies such as baptisms, marriages and funerals. Collected charity. Helped organise community events.

Monks and Nuns – Lived separately from society and dedicated their lives to God. They lived simple lives. Monks were able to read and write and speak Latin. Both monks and nuns provided charity to those in need.

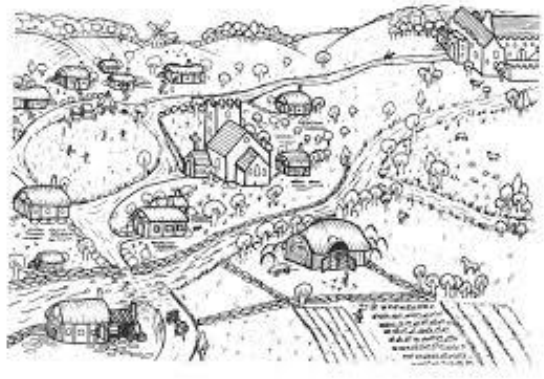
Importance of religion

- Religion dominated medieval peoples' lives and many people attended mass every day
- Before Science developed religion helped to explain matters people did not understand
- The Church had its own courts where people could be fined for non-attendance
- People gave one-tenth of their crops or earnings to the church as a tithe (tax)

Life in villages and towns

Medieval villages

- Most people in medieval England were poor peasant farmers (villeins) who lived in villages
- The lord of the manor was the most powerful man in the village and owned most of the land
- Villeins would have to work on their local lord's land for three days per week
- Villages usually included a manor house, church, mill and workshops for a blacksmith and carpenter
- Villeins were not allowed to leave the village as they were owned by their lord



Life in medieval towns

- By the late 14th century there were about 20 towns in England with a population over 3,000
- London was the largest town with about 40,000 people
- A wall surrounds the town with a gatehouse at its entrance
- Towns were busy places with plenty of shops and merchants, knights and noblemen

Women in Medieval England

- Women were usually under the control of men, young women were controlled by their fathers and once married their husbands took over
- Girls married at a young age and could be trapped in a violent marriage if they were unlucky
- Many women had 5-6 children by their mid-20s and teenage pregnancies were encouraged
- Many women died during childbirth and many children did not survive into adulthood

Advantages for women

- Women would not have to fight for the king in times of war
- High-ranking women could inherit their husband's land and title
- Women who beat their husband were rarely taken to court as it was too humiliating
- When husbands and wives commit a crime together she can escape punishment by claiming she was just obeying her husband

History

2. Problems for medieval monarchs

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Matilda – the forgotten queen (1135)

- Matilda was the daughter of king Henry I and heir to the English throne
- She was experienced and multi-lingual but faced opposition due to being a woman
- When her father died in 1135 her cousin Stephen raced to crown himself king
- There followed years of conflict between the supporters of Matilda and Stephen
- Matilda was criticised for being arrogant and refusing to listen to advice but this was probably because she was a woman
- Eventually a deal was struck, Stephen would be king but Matilda's son Henry would inherit the throne after Stephen's death
- When her son, Henry II, was on the throne Matilda ruled Normandy very effectively

King John and Magna Carta (1215)

- John is now viewed as one of the worst kings in English history
- The English barons revolted against John due to the high taxes they were being forced to pay and his tyrannical rule
- In 1215 they forced John to sign the Magna Carta where he promised to give noblemen a fair trial before they were imprisoned and not to impose unfair taxes
- The rights protected by the Magna Carta only applied to freemen so many Englishmen were not affected by the charter
- However, the Magna Carta provided the basis for many of the rights and freedoms we now enjoy in England

Eleanor of Aquitaine

- Eleanor was queen of both France and England during her lifetime
- In 1137 she was married to the king of France but this marriage was annulled in 1152 after she failed to produce a male heir
- Eleanor then married Henry (Count of Anjou) who was the heir to the English throne
- Henry became king of England and he and Eleanor had eight children together between 1152-66
- Eleanor was involved in a revolt against her husband in 1173 and was imprisoned for 16 years as a result
- When Henry died, Eleanor was released and continued to play an important role during her son's (Richard and John) reign

Thomas Becket and the murder in the Cathedral (1170)

- King Henry II (1154-89) was frustrated by the power of the church in medieval England
- Henry appointed his friend Thomas Becket as Archbishop of Canterbury to increase his influence over the church
- However, as Archbishop Becket became very religious and refused to obey Henry
- Eventually, Henry flew into a rage and said 'Will no-one rid me of this troublesome priest'
- Four knights overheard Henry's outburst, rode to Canterbury and murdered Becket
- Becket became a saint and Henry was humiliated and had to beg for forgiveness

King John who was forced to sign the Magna Carta in 1215

The Black Death (1348-51)

- The Black Death arrived in England carried by rats and people from ships in Europe
- The disease spread quickly across England and 70% of its victims never recovered
- The population of England reduced from 5 million to 3 million within just a year
- There were fewer workers following the Black Death so peasants were able to ask for higher wages
- The feudal system broke down as peasants left their manor in search of higher wages
- Some lords moved from growing wheat to raising sheep on their land as this required fewer expensive workers

History

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The Peasants' Revolt (1381)

Key causes of the revolt

1. The Statute of Labourers (1351) had tried to prevent peasants asking for higher wages
2. Villeins (poorer peasants) were angry that they had to work on their local lord's land for free and pay rent as well
3. A new Poll tax had been introduced which the peasants hated and could not afford
4. John Ball, a radical priest, began to preach that all men were created equal challenging the feudal system

Key events in 1381

- The revolt began in May 1381 in Fobbing, Essex when villagers attacked tax collectors
- Riots spread across south-east England and by June 1381 thousands of peasants were marching on London to protest to the king
- The rebels ran riot burning buildings and murdered the Archbishop of Canterbury, Simon Sudbury
- When the king met the peasant army their leader Wat Tyler was killed but Richard promised to listen to their demands and persuaded them to return home

Consequences

- Richard II did not keep his promise and instead he ordered the ringleaders of the revolt to be arrested and executed
- John Ball was captured and cut to pieces in front of the king and his head was stuck on a spike on London Bridge
- However, the revolt frightened the rich and the Poll tax was scrapped and within a hundred years most peasants were freemen

Joan of Arc (1412-31)

- Joan was born into a poor farming family in 1412 in north-east France in the midst of the Hundred Years War between the French and the English
- At the age of 16 she claimed that religious saints had visited her and told her to go to the French Dauphin (Charles) and tell him to let her lead an army to drive the English out of France
- 1428 Joan meets with Charles and convinces him to let her lead an army to relieve the town of Orleans which had been under siege from the English for six months

Joan of Arc

- After arriving in Orleans Joan inspired the French troops to defeat the English within four days
- Joan won a number of other battles and when Charles was crowned king in 1429 she stood by his side holding her banner
- However, in May 1430 she was captured and sold to the English by the Burgundians
- Joan was put on trial for heresy for dressing like a man which was against Church law, she was found guilty and burnt at the stake in May 1431

Problems for medieval monarchs

1. **GENDER** – it was very difficult for a woman to rule as queen in medieval England as most people believed that women were too weak
   Matilda should have become queen in 1135 but the prejudice and sexism of the time meant that her cousin Stephen became king
2. **THE CHURCH** – medieval monarchs had to share power with the Catholic church which was rich and powerful
   Henry II tried to control the church by placing his friend Thomas Becket as Archbishop of Canterbury, but this was a disaster ending in Becket's murder
3. **THE BARONS** – wealthy noblemen might challenge the power of the king and refuse to obey his commands
   King John was one of the worst English kings in history and was forced by the barons to sign the Magna Carta in 1215 promising to respect their rights
4. **THE BLACK DEATH** – killed millions of people in England during the 14th century which led to a shortage of labour and higher wages
5. **THE PEASANTS** – the lower classes could also cause problems for the king if they rose up and refused to accept their role within the feudal system
   1381 Peasants' Revolt saw thousands of peasants march on London threatening royal authority, burning the houses of the rich and murdering the Archbishop of Canterbury

History

Saladin and the Third Crusade

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1. Background – The Crusades

The Holy Land – the area including Jerusalem and the surrounding area is an important religious site for three world religions (Christianity, Islam and Judaism)

First Crusade – was an attempt by Christians to seize control of Jerusalem and the Holy Land at the end of the 11th century

Siege of Jerusalem (1099) – the First Crusade captured Jerusalem massacring its inhabitants and pillaging the city

Crusader States – following the success of the First Crusade four crusader states were established in the Holy Land to consolidate Christian control over the region

Second Crusade (1147-49) – was launched after the Turkish general Zenga captured the city of Edessa in the Holy Land. However, this crusade was much less successful and failed to recapture Edessa

Saladin – as a young boy growing up in Damascus Saladin witnessed the major defeat of the Second Crusade. His older brother Shahanshah was killed in the fighting.

2. Saladin

1137/38 – Saladin was born in Tikrit in modern day Iraq

1148 – witnesses the major battle between Muslim forces and the 2nd Crusade at Damascus

1168/69 – now part of the Syrian army of Nur al-Din he helps his uncle Shirkuh to conquer Cairo

1170 – following the death of his uncle he is chosen as the new leader (vizier) of Egypt

1174 – Nur al-Din, Syrian leader, dies and Saladin sees an opportunity to unite the Muslims of the Middle East in a Holy War against the Crusaders

1174-83 – Saladin takes over cities in Syria ready for his confrontation with the Christians

3. Battle of Hattin (1187)

- By 1187 Saladin was powerful enough to challenge the Crusaders for control over the Holy Land
- There had been increasing tension between Christians and Muslims partly due to the behaviour of Reynald of Chatillon
- Reynald had enraged Saladin and many other Muslims by attacking pilgrims journeying to the Holy city of Mecca
- Saladin gathered a huge army of 30,000 men, half of which was made up of cavalry, he was determined to drive the Christians out of the region
- Saladin successfully lured the Crusaders into an ambush at the battle of Hattin in July 1187. The Crusaders army which consisted of 20,000 men was almost completely destroyed
- Saladin personally cut off the head of his greatest enemy, Reynald of Chatillon
- Jerusalem was now at the mercy of Saladin and he was able to advance upon the city ready to seize it back from the Crusaders almost 100 years after its capture during the First Crusade

History

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1. Retaking Jerusalem

20th September 1187 – Saladin arrives outside the city walls of Jerusalem

Siege of Jerusalem – Saladin's forces attacked the city walls using Mangonels and burning underneath their foundations

Map of the Holy Land at the time of the Third Crusade

Negotiations – by October 1187 the city walls had been breached and Saladin began negotiations for the surrender of Jerusalem

Saladin the merciful – Saladin was keen to avoid the bloodshed that had occurred when the crusaders had taken Jerusalem almost one hundred years before

Ransom – after a ransom of 30,000 dinars was paid the inhabitants of the city were allowed to leave without harm

2. The Third Crusade

Launching the crusade – the news that Jerusalem had fallen to Saladin was greeted with great shock in Europe

-Pope Gregory VIII launched the Third Crusade to retake the Holy City and the kings of Germany, France and England all agreed to participate

Richard vs Saladin

- The Third Crusade became a battle between Richard the Lionheart (English king) and Saladin
- Richard arrived in the Holy Land in 1191 and helped the Crusaders to take the city of Acre
- Richard then attempted to march south and take back Jerusalem for Christianity but his path was blocked by Saladin's army
- The winter of 1191-92 developed into a stalemate with Richard unable to advance on Jerusalem, eventually an exhausted Richard decided to return back to Europe on 9th October 1192
- The Third Crusade was over and Jerusalem remained under the control of Saladin
- Saladin was also exhausted after years of conflict with the Crusaders and on 4th March 1193 he died
- The legend of Saladin suggests that he died virtually penniless

3. Why was Saladin so successful?

a) Trust – Saladin kept his word which helped to build trust from his followers

b) Ruthlessness – although his reputation suggests that Saladin treated his enemies with respect he could be ruthless when required, e.g. he had two of his enemies crucified in Cairo

c) Luck – the death of his uncle, Shirkuh, and the ruler of Syria, Nur al-Din, were both fortunate for Saladin and helped him to build his power base

d) Merciful – following his victories Saladin was careful not to slaughter and plunder his enemies he understood that if you humiliated your rivals you would turn them into a permanent enemy

Geography

Unit 2: How does weather and climate affect our lives?

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Key words:

Weather: The short term state of our atmosphere which can vary on a daily basis, e.g. sunny, rainy, windy.

Climate: The long term average temperature and precipitation for a specific location., normally measured over a 30 year time period.

Climate change: significant changes in temperature, rainfall and wind as a result of a warmer atmosphere.

Why is studying the weather important?

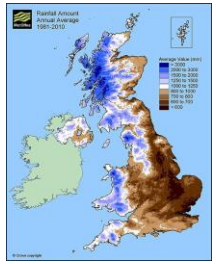
- Farmers study the weather so they know whether rain is forecast for their crops.
- Extremes of weather can lead to flooding which can damage homes and cost money.
- Changes to weather can disrupt transport e.g. roads can become icy which can be dangerous.

How do we measure the weather?

Weather measurement	Units	Instrument
Air temperature	°Celsius	Thermometer
Rainfall	mm	Rain gauge
Wind speed	m/s	Anemometer
Wind direction	Compass directions	Wind vane
Humidity	% water in air	Hygrometer

How do temperature and rainfall vary across the UK?

The western side of the UK receives more rainfall (shown in blue on map) than the east (shown in brown) as the UK's weather comes from the Atlantic Ocean so the air contains more moisture. The air is forced to rise over higher ground forming relief rainfall in western areas. The clouds have then lost their moisture so the east is much drier.



The south of the UK is warmer than the north as it is closer to the Equator (a factor called latitude).

The UK has 4 distinct climate zones. The higher relief upland areas are also colder as temperature decreases with altitude (height above sea level).

Why does climate vary around the world?

Global Circulation System: The Equator receives the most energy from the Sun and so the global circulation system works to re-distribute the heat around the world. Air rises in some places (Equator and 60°N and S) creating high rainfall, whereas air sinks at other places (30°N and S and 90°N and S), creating dry conditions or deserts.

Ocean circulation: Water also moves around the oceans to help spread heat around the world. This ideas was seen when a container of ducks opened and the ducks floated all around the world.

How does climate influence the world's biomes?

There are 7 main climate zones as shown on the map – these are areas with distinct temperatures and rainfall totals. The climate in these areas influences the plants and animals that are found there and the location of biomes.

Biomes: A large scale community of plants and animals occupying a particular habitat.

What are the main features of the major biomes?

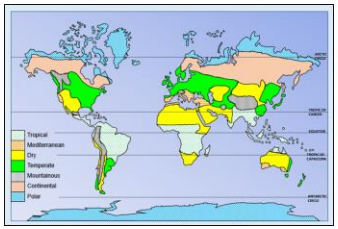
Polar: Very low temperatures and low rainfall. Animals are adapted e.g. polar bears have thick fur. Few plants grow here due to cold, e.g. Arctic.

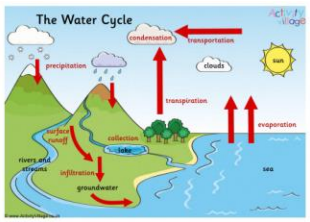
Temperate: Moderate temperature and rainfall, range of animals and plants found here, good conditions for plant growth, e.g. UK.

Mediterranean: Warm temperatures and moderate rainfall, plants such as olive trees found here, e.g. southern Spain.

Hot desert: Very high temperatures and v. low rainfall, few plants can survive except cacti, animals are adapted, e.g. Sahara desert, north Africa.

Tropical rainforest: High temperatures and high rainfall, rapid plant growth, many animals found here, e.g. Amazon rainforest, Brazil.



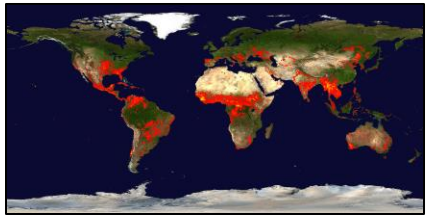


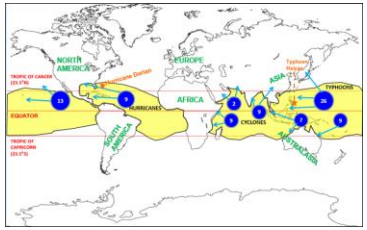
How much water is available?

- There is a fixed volume of water on the Earth which has not changed over time.
- 97% of water is salt water and 3% is fresh water.
- However, the demand for water has increased by 600% as population has increased and people use more water in their daily lives.

Geography

How does weather and climate affect our lives?





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What is water scarcity?

- Water scarcity occurs when there is more demand for water than there is water available leading to a shortage of water.
- This can be due to lack of rainfall – physical water scarcity.
- Or lack of money to provide clean drinking water for people – economic water scarcity.

What is drought and what are the causes?

- **Drought is a prolonged period of unusually low rainfall that can lead to water shortages.**
- The main physical cause of drought is a lack of rainfall, but it can be made worse by human actions such as building dams and deforestation.

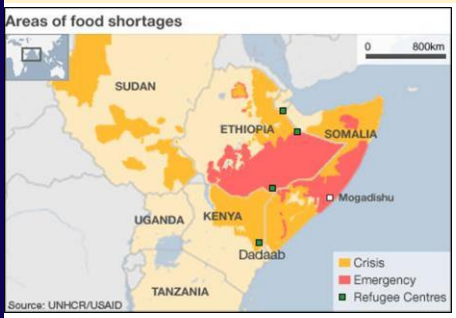
Drought in the Horn of Africa

Causes: the area only received 30% of the normal rainfall totals in 2011 and 2012.

Social impacts (people): 12 million people needed food aid, 920 000 people left Somalia as there was so little food available.

Economic impacts (money): price of food went up by 68% and $2.48bn was requested to help.

Environmental impacts: too much grazing of animals harmed the soil and trees were cut down.



Why are wildfires becoming more common?

- A wildfire is a large, destructive fire that spreads quickly over scrubland (type of trees) or bushes.
- Heat, fuel and oxygen are needed for wildfires to burn.
- Climate change is increasing the size, frequency, intensity and seasonality of wildfires.
- While climate change might not ignite (start the fire burning) the fire, it is giving fires the chance to turn into large, dangerous blazes.
- It creates warmer temperatures, increasing the amount of fuel (dried vegetation) available, and reduces water availability.

What causes flooding?

- **River flooding occurs when there is too much water in the river so some of the water overflows onto the land around.**
- Some of the main causes of flooding:
- Extreme rainfall – too much rainfall for the river to hold.
- Steep slopes – rainfall reaches river faster so flooding more likely.
- Deforestation – soil not held together by roots so blocks river.
- Urbanisation – impermeable surfaces mean water cannot soak in and reaches the river quickly.

What are tropical storms?

Tropical storms are powerful low-pressure systems which create heavy rainfall of 25cm a day and very strong winds of 120km/hr

- They occur in tropical waters (shown in map to left) as this provides more energy so the water evaporates and forms large rain clouds.
- Tropical storms cause damage as flooding destroys homes and the strong winds can damage vegetation, homes and power lines.

How do urban areas influence climate?

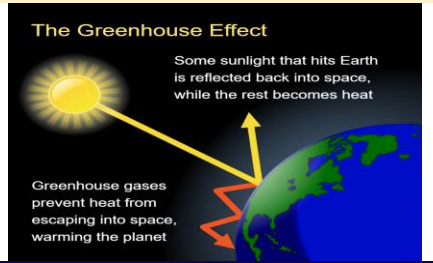
Urban areas: these are towns and cities with lots of buildings and higher population densities.

Rural areas: these are the countryside and small villages – lots of green open spaces, fields etc.

- Urban areas have warmer temperatures than rural areas as the darker surfaces absorb more heat from the sun and there is less water and bare ground which cools air.
- Urban areas have more rainfall as the pollutants that are produced allow water droplets to form around them which forms clouds which creates rainfall.

How is the climate changing?

- There are natural and human reasons why the climate is changing.
- Greenhouse gases trap more of the Sun's radiation which increases temperature.
- Human activity is producing more greenhouse gases such as carbon dioxide and methane.
- Trees and plants are able to absorb greenhouse gases.



Geography

Year 7 Unit 3: Middle East

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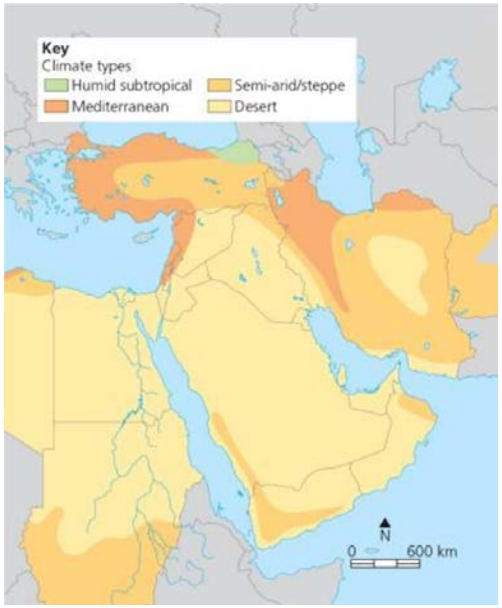


Middle East's physical geography

- The Middle East is a transcontinental region, located where Asia, Africa and Europe meet.
- This region is rich in oil
- There are two seasons. Winter and summer. Even winters are hot.
- The climate can be described as arid. There is little rainfall in the region.
- The northern countries receive the most rainfall including Turkey and Syria.

Natural resources – oil and gas

The Middle East is the source of the world's largest and most important reserves of **crude oil.**

The Arabian plate currently holds 48 per cent of the world's **oil** reserves and 43 per cent of the world's **natural gas**.

This wealth of oil and gas is the result of the slow continual movement of the Arabian plate. The Arabian plate experienced around 570 million years of nearly uninterrupted sedimentation, an ideal setting for the creation of hydrocarbons, the compounds that make up crude oil.

Climate in the Middle East

The south

The Arabian Peninsula is predominantly desert.
Rain comes mainly between May and September but there is only light, brief rainfall in most of the region and in some areas it never rains at all.
A **Mediterranean climate** has two distinct seasons: hot dry summers when the weather is similar to a desert and warm and wetter winters.

Water stress and drought

- Many countries are facing water stress including Saudi Arabia, Yemen and Oman. **Water stress** is where the demand for water **exceeds** the availability (**Exceeds** means to go above)
- Population growth and falling rainfall is causing an increase in water stress. The level of water in underground **aquifers** is falling. In some places this decreasing by 6 metres per year
(An **aquifer** is an ancient supply of water deep beneath the ground)
- Water stress will impact on the **social** and **economic** development of countries in the Middle East. Farmers will not be able to grow crops or rear animals. This could lead to a rise in food prices and eventually food shortages. In the future water shortages could lead to conflict in the region.

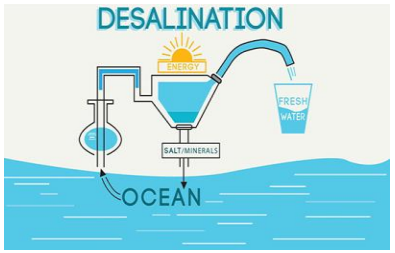
How can we improve water supply in the region?

Pivot irrigation

This uses water which is buried deep in the ground. They reach this water through drilling into the ground and creating a sprinkler which waters the land and crops above in a circular motion. Due to their shape, they do waste space and are expensive to create ($5 billion). However, they allow crops to grow in dry places and they do not need a lot of workers to take care of them.

Desalination

Desalination is turning sea water into fresh water. It is a heavily used technique in the Middle East. However, it is creating brine, a salt material that when pumped back into the sea can kill animals. It is very expensive to do and creates a lot of pollution to complete the process.



Geography

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Causes of war/conflict – key terms

• Economic gain	(to take control of another country's wealth)
• Territorial gain	(to take control of land)
• Nationalism	(to prove your country is superior/better than another country)
• Civil war	(fighting between different groups of people within the same country)
• Revolutionary war	(when large numbers of people in a country tries to topple the government or leader of a country)
• Refugee	(a person fleeing from war, persecution or natural disasters. They are protected by law. People have to prove they are a refugee if they want a safe country to accept them)
• Asylum seeker	(someone who claims to be a refugee, looking for a safe place to live; but whose case has not yet been proven)
• Migrant	(is a person who moves from one place to another. Refugees are a type of migrant)
• Economic migrant	(Someone who moves to another country for a job there. Refugees are very different to economic migrants)

How has the United Arab Emirates developed?

- UAE was formed in 1971. It is a group, or federation, of seven emirates – land ruled by a monarch called an emir.
- Abu Dhabi, the largest and most important emirate, covers 85 per cent of the country.
- Dubai is the most populated: 35 per cent of UAE's population.
- Oil reserves are the seventh largest in the world.
- Natural gas reserves are the seventeenth largest in the world.
- Second largest economy in the Middle East.
- Since its formation the economy has grown 231 times.

How is the UAE diversifying their economy?

A strong and consistent government, since 1971, has been very successful at diversifying the economy to reduce the dependence on oil exports. Dubai has been particularly successful at this, becoming a global city. Oil revenue has been invested in developing modern ports, airports and airlines, turning Dubai into a world communication hub. Dubai promotes itself as 'a gateway to global trade, as a dynamic and diverse economy at the crossroads of the world'. The city's assets, including its architecture, modern transport system, high-class hotels, shopping malls, theme parks, year-round sunshine, beaches and deserts are all the result of economic investment using oil revenue. As a consequence, the city has developed into the fifth largest world tourist destination.

Conflict in Yemen

The conflict in Yemen has caused a **humanitarian crisis**. It is threatening people's health, safety and well-being on a large scale. It has a number of social and economic consequences for the people of Yemen.

1. At least 10,000 people have died in the 3 and a half years since the conflict begun.
This is an estimate figure and it is expected to be more.
2. Around 20 million people are **food insecure. Food security** is having reliable access to food at an affordable price.
3. Hospitals and schools have been destroyed by air strikes.
4. Transport infrastructure has been destroyed by air strikes making it difficult for **aid** to get to the places it is needed most.
5. 50% of the population struggle daily to get enough water to drink and grow food

Yemen – why so poor?

Climate – desert – difficult to grow crops, so food unreliable.

Water stressed – seventh most water stressed country in the world, mismanaged. In the capital city, Sana, tap water is available once every four days for 2 million people.

Politics – politically unstable, government corruption, it has misused nation's wealth

Economy – no products exported, agriculture poorly developed so reliant on food imports. Yemeni men worked in Saudi Arabia as migrant workers and sent money home, but with the outbreak of war they were sent home. Oil now running out, gas has been discovered but country is too unstable to develop it.

Inaccessible – no railways, so difficult to transport basic services to people.

War – regular outbreaks of civil war, oil wealth spent on military rather than developing the country. Now infrastructure damaged, economy falling apart, disease spreading, people reliant on aid.

Population – due to double in next 20 years, two thirds of the population under 24, unemployment among young is at 60 per cent.

Gender inequality – women have few rights and less education than men, girls often taken out of school to marry young or care for relatives, approximately 49 per cent of women are illiterate, half the potential of the country not used.

Access to education and healthcare – this was already poor before the current war.

Potential of the country for economic development – gas reserves and tourism – beautiful and unique landscape and historically important buildings, but war and instability mean these cannot be developed.

RS

What is the purpose of Jesus in Christianity? Knowledge Organiser

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Concept	Explanation
Jesus 	Jesus was born in approximately 4BCE in Bethlehem. Christians believe that he is God incarnate and that he is the teacher, saviour and judge of all people.
Omnipotent	All powerful. For example, Jesus' first miracle of turning water into wine at the Marriage at Cana
Omniscient	All knowing. For example, God knew the Job would not turn his back on God despite God allowing the devil to test Job.
Omnipresent	Everywhere. God is everywhere.
Omnibenevolent	All loving. For example, Jesus died on the cross to make up for the sin that humans have committed. Jesus forgave an adulterous woman.
The Fall 	The event where Adam and Eve disobeyed God by eating the forbidden fruit from the Tree of Knowledge. They were banished from the Garden of Eden and brought sin, evil, death and suffering into the world. They broke the relationship between humans and God. This is hereditary, meaning that it is passed on to all humans.
Incarnation	Jesus is God in human form. He is fully God and fully human. Jesus was born without sin to a virgin mother and was placed in her womb by God. He was born in poverty but visited by royalty and shepherds, showing that he came for all people. He has all of the characteristics of a human e.g. feels pain, grows old; but also of God e.g. is omnipotent and omnibenevolence.

Concept	Explanation
Symbolism of the gifts at the Nativity	Gold– a precious metal often associated with royalty. This shows that Jesus is King of the World Frankincense– this is used by Priests and shows that Jesus is holy Myrrh– an embalming fluid used on dead bodies. This shows that Jesus will die for the sins of mankind.
Monotheism	Belief in one God.
Holy Trinity 	The belief that there is one God who can be seen in three persons- **Father, Son** and **Holy Spirit**. Each of these is wholly God but they are not the same. The Father– the creator The Son– Jesus The Holy Spirit– God in the world today who guides, helps and teaches people
Parable of the Lost Son	The parable of the Lost Son. A boy takes his inheritance early and wastes it. He returns home, expecting his father to reject him, but instead, his father welcomes him with open arms. The forgiving father represents God. The lost son represents all people or sinners who can return to God.
Agape	Unconditional love for all people
Dr. John Sentamu	The Retired Archbishop of York who wrote a book called 'Agape Love Stories' that show Jesus' love in action.
Damilola Taylor Trust	A charity set up by Richard Taylor to give opportunities to disadvantaged and under privileged young people. He is inspired by agape and does this in memory of his son, Damilola, who was tragically murdered by a gang.

French

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	FRENCH	ENGLISH
1	les yeux	eyes
2	les cheveux	hair
3	la taille	size
4	mon frère	my brother
5	mon oncle	my uncle
6	ma tante	my aunt
7	ma soeur	my sister
8	mes grand-parents	my grandparents
9	grand	tall
10	mince	thin
11	gros	fat
12	petit	small
13	mon école	my school
14	l'anglais	English
15	le français	French
16	les sciences	Science
17	les maths	Maths
18	la cuisine	Cooking
19	l'histoire	History
20	violet	purple
21	gris	grey
22	marron	brown
23	amusant	fun
24	ennuyeux	boring

	FRENCH	ENGLISH
25	formidable	great
26	nul	rubbish
27	génial	great
28	normalement	normally
29	d'habitude	usually
30	souvent	often
31	cependant	however
32	le matin	the morning
33	le soir	the evening
34	l'après-midi	the afternoon
35	je préfère	I prefer
36	vraiment	really
37	un peu	a bit
38	je pense que	I think that
39	à mon avis	in my opinion
40	combien?	how much/many?
41	comment?	how?
42	de temps en temps	from time to time
43	quelquefois	sometimes
44	parfois	sometimes
45	avoir	to have
46	j'ai	I have
47	je n'ai pas de	I don't have
48	être	to be
49	je suis	I am
50	je ne suis pas	I am not

Spanish

LIONHEART EDUCATIONAL TRUST

	SPANISH	ENGLISH
1	los ojos	eyes
2	el pelo	hair
3	la estatura	size
4	mi hermano	my brother
5	mi tío	my uncle
6	mi tía	my aunt
7	mi hermana	my sister
8	mis abuelos	my grandparents
9	alto	tall
10	delgado	thin
11	gordo	fat
12	bajo	small
13	mi colegio	my school
14	el inglés	English
15	el francés	French
16	las ciencias	Science
17	las matemáticas	Maths
18	la cocina	Cooking
19	la historia	History
20	morado	purple
21	gris	grey
22	marrón	brown
23	Gracioso	fun
24	aburrido	boring
25	genial	great

	SPANISH	ENGLISH
26	malo	rubbish
27	estupendo	great
28	normalmente	normally
29	generalmente	usually
30	a menudo	often
31	sin embargo	however
32	la mañana	the morning
33	la noche	the evening/night
34	la tarde	the afternoon
35	prefiero	I prefer
36	realmente	really
37	un poco	a bit
38	pienso que	I think that
39	en mi opinión	in my opinion
40	¿cuánto?	how much/many?
41	¿cómo?	how?
42	de vez en cuando	from time to time
43	a veces	sometimes
44	algunas veces	sometimes
45	tener	to have
46	tengo	I have
47	no tengo	I don't have
48	ser	to be
49	soy	I am
50	no soy	I am not

PE

Unit 3: Fitness

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Fitness component	Description
Cardiovascular endurance	The ability of the heart, lungs and blood to transport oxygen during sustained activities.
Speed	How quickly you can move the whole body or part of a body.
Muscular endurance	To perform repeated muscular contractions over a sustained period of time.
Strength	The maximum force a muscle can apply.
Agility	The ability to change direction at speed
Power	Speed x strength
Flexibility	The range of movement around a joint.

Key terminology

Key word	Description
Heart	A muscle which pumps blood around your body
Lungs	Organs which breathe in oxygen and breathe out carbon dioxide
Oxygen	A gas needed for creating energy
Anaerobic	High intensity exercise
Acceleration	An increase in speed
Repetition	Each time a movement is repeated
Contraction	A muscle producing a force
Balance	Remaining stable. Centre of mass stays over base of support
Force	A push or pull that changes that causes an object to speed up or slow down.
Suppleness	Moving and bending with ease.

PE

Unit 4: Leadership

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Roles within physical activity	Description of roles	Qualities
Performer	Takes part in the activity Executes skills and tactics	• High effort levels • Fair • Can-do attitude
Coach	Plan and lead warm up & activities Give instructions and demonstrate Give coaching points Time activities and whole session	• Organised • Good communicator • Confident • Knowledgeable • Enthusiastic
Official	Time a competition Enforce the rules Risk assessment Start and stop the game	• Knowledgeable • Confident • Good communicator • Good decision maker

Warm up ideas:

- Stuck in the mud
- Cups and saucers with cones (one team turn cones right way round, the other team turn them upside down)
- Truck and trailer (can be dribbling a football/ basketball etc)
- Piggy in the middle
- Obstacle course

Music

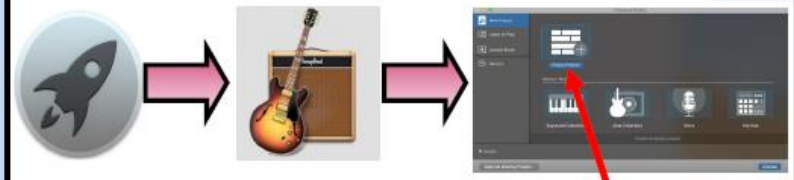
Garage Band

LIONHEART EDUCATIONAL TRUST

Music Knowledge Organiser

- Garage Band -

Getting Started



Click this — Then this... — Choose '<u>Empty Project</u>', and then either '<u>Software Instrument</u>' (to use the keyboard) or '<u>Microphone</u>' to record live sounds with a microphone.

Save!!

Help, I Can't Hear Anything?!?

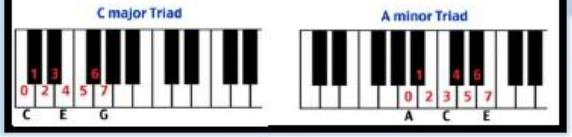
1. Make sure the **headphones** are plugged into the back of the computer (not the keyboard)
2. Turn up the **volume** (F12 on the Mac keyboard)
3. Make sure the **'MIDI/Select/Octave'** button is not lit red on the Alesis music keyboard
4. Make sure the **'Mute'** button is not lit on Garage Band

How Do I Delete? =

Click on (highlight) the thing you want to delete and press: delete

Press this button to view and use the pre-recorded '<u>Loops</u>' and '<u>Samples</u>'.

Start with one of these <u>chords</u>...



Choose your <u>instrument</u> here (if using a keyboard track).

All the Chords...

Chords In All Major Keys

Major Keys	I	ii	iii	IV	V	vi	vii°
C	C	Dm	Em	F	G	Am	B°
C♯	C♯	D♯m	E♯m	F♯	G♯	A♯m	B♯°
D♭	D♭	E♭m	Fm	G♭	A♭	B♭m	C°
D	D	Em	F♯m	G	A	Bm	C♯°
E♭	E♭	Fm	Gm	A♭	B♭	Cm	D°
E	E	F♯m	G♯m	A	B	C♯m	D♯°
F	F	Gm	Am	B♭	C	Dm	E°
F♯	F♯	G♯m	A♯m	B	C♯	D♯m	E♯°
G♭	G♭	A♭m	B♭m	C♭	D♭	E♭m	F°
G	G	Am	Bm	C	D	Em	F♯°
A♭	A♭	B♭m	Cm	D♭	E♭	Fm	G°
A	A	Bm	C♯m	D	E	F♯m	G♯°
B♭	B♭	Cm	Dm	E♭	F	Gm	A°
B	B	C♯m	D♯m	E	F♯	G♯m	A♯°

Chords In All Minor Keys

Minor Keys	i	ii°	III	iv	v	VI	VII
Cm	Cm	D°	E♭	Fm	Gm	A♭	B♭
C♯m	C♯m	D♯°	E	F♯m	G♯m	A	B
Dm	Dm	E°	F	Gm	Am	B♭	C
D♯m	D♯m	E♯°	F♯	G♯m	A♯m	B	C♯
E♭m	E♭m	F°	G♭	A♭m	B♭m	C♭	D♭
Em	Em	F♯°	G	Am	Bm	C	D
Fm	Fm	G°	A♭	B♭m	Cm	D♭	E♭
F♯m	F♯m	G♯°	A	Bm	C♯m	D	E
Gm	Gm	A°	B♭	Cm	Dm	E♭	F
G♯m	G♯m	A♯°	B	C♯m	D♯m	E	F♯
A♭m	A♭m	B♭°	C♭	D♭m	E♭m	F♭	G♭
Am	Am	B°	C	Dm	Em	F	G
A♯m	A♯m	B♯°	C♯	D♯m	E♯m	F♯	G♯
B♭m	B♭m	C°	D♭	E♭m	Fm	G♭	A♭
Bm	Bm	C♯°	D	Em	F♯m	G	A

Year 7 Disco Music Knowledge Organiser

ABBA
'Mamma Mia'

Key Knowledge

Forms and techniques used in music for disco dancing

Elements of disco music

History of when disco music began and how it was developed

Chord progressions

Disco music structure

Making a disco beat and composing a piece of disco music by using sequencing

Key Skills

- Listening and appraising
- Learn to disco dance
- Performing - 'ABC' by The Jackson 5
- Performing 'Mamma Mia' by ABBA
- Composing a piece of disco music using sequencing on the iMac
- Understanding structure, timbre and tempo

Jackson 5
'Don't Blame it on the Sunshine'

Key Vocabulary

DISCO
dance music from the early 1960's in America

HISPANIC
Latin Americans having Spanish origins

FOUR-ON-THE-FLOOR
a musical rhythm having a steady accented four beats in each bar

HI-HAT
two cymbals attached to a stand and clapped together using a pedal

MOTOWN
style of American disco music – The Jackson 5

SYNCOPATION
music moving off the beat

VOCALS
singers used on disco tracks

SYNTHESIZER
electronic instrument capable of making the sounds of many different instruments

Art

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Year 7 Art Keywords:

Line – a mark made usually by a pencil or brush for that can be in any direction, shape or length.
Shape – This is an area that is enclosed by a line, shapes can be geometric or organic.
Value – This is the darkness or lightness of a colour.
Pattern – usually a design that is repeated using lines, shapes, tones or colours.
Form –refers to a three-dimensional object.
Media – The material used to create art work for example pencil or paint.
Composition - is the way in which the objects within a piece of art work are arranged.
Technique - the way in which art work is created.
Symmetry – this is where an image or pattern is the same on either side of a fixed point or either side of a line of symmetry.
Template – a shape or form that is used as a guide to help with accuracy, commonly used when repetition of a shape or pattern is needed.
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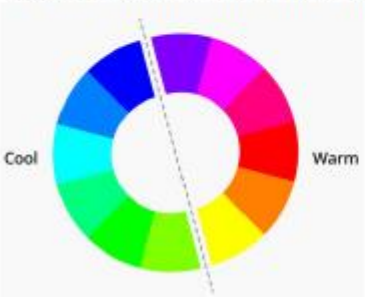
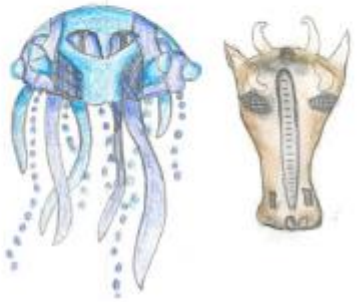


Features Key words	
Symmetry	Zig zags
Enlarged decorative facial features	Triangles
Smooth surfaces between the patterns	Lines
Light and dark areas	Circles, or semi circles
Elongates or circular forms	Crosses

Varying values to create the illusion of form. Measuring for symmetry, remember to use these skills when creating piece of work that are symmetrical.

Studying artists can help us to learn new techniques and improve our skills.
Nicole Kristiania creates decorative animal pictures using



Combining colour and pattern

Design

Creative Arts

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EXPLORE	DEVELOP	CREATE	EVALUATE
Exploring mark making and proportion. Exploring different mediums and drawing techniques through development and refinement. Exploring how Artist create their work with a focus on colour theory and techniques to create form. process, pose, angle, lighting, mood, expression. Pupils will learn about the meanings of African Masks	Develop an understanding of mark making, proportion and colour theory. Develop skills with pencil, pen, paint and printing. Mask making using 2d and 3d construction techniques. Texture skills based around animal patternfur/scales	A range of outcomes in response observational drawing and the analysis of Artists. Can measure mark and draw out the using proportions and symmetry. Create animal drawings focusing on pattern and texture. Create 2d/3d mask using paper and card.	Students will eveluate the work of others and their own progress. Students will evaluate their experimentation in mediums and use of colour and texture. Students will write an evaluation of an Artist. Being part of their extended writing.

Essential Knowledge – You will learn tha

An introduction to Art, and the formal elements of drawing and proportion. Working with pencil and paint to develop skills in mark marking. To explore ideas to create a personal outcome. Exploring Identity through analysing mark making with a variety of mediums. Looking at African masks as a cultural reference and combining with animal drawing techniques focused on proportion, symmetry, texture and pattern.
To recognise and list key features of African Masks.
To creatively combine ideas.
To use observational and measuring skills.
To demonstrate drawing skills in pencil
Learning the difference between warm and cool colours
Learning how colours can be harmonious or complimentary colours
Learning to use water colour paints
Learning to analyse others work and give effective feedback
Plan and lay out an artist study page
Learning to use typography skills
Learning to analyse an artist
Learning to respond positively to feedback
Learning to evaluate ideas and refine(improve) work
Learning to reflect on ideas and combine previous work creatively
Learning to layer paper and card creatively to create a personal response

Techniques and Processes – You will Learn how

Key Practitioners – Artists, Designers, Movements and Themes

African Masks and culture, Pablo Picasso, Nicole Kristiana

Materials/ Mediums/ Ingredients – Origins a Properties

4B/2B pencils
Ruler
Fine liner pens
Water colours
paints/pencils
Inks
Pencils
Oil pastels

Topic Terminology

Line – Mark made usually by a pencil or brush, varying thickness and length.
Shape – This is an area that is enclosed by a line, shapes can be geometric or organic.
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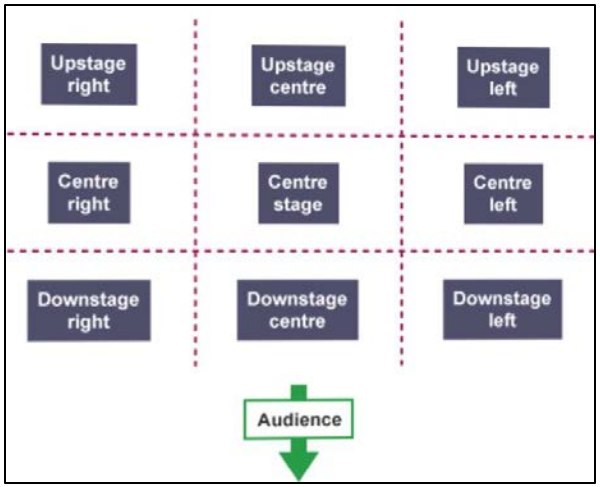
Drama

Topic 2 Chicken! by Mark Wheller

Areas of a stage



Stage directions are written from an actors point of view on stage not from the audiences point of view.

Features of a script

What is a script?	The story that has been written for actors to perform
What is the name given to the writer of the script?	Playwright
Acts in a play are broken up into a number of?	Scenes
The words an actor speaks in the script is called?	Dialogue
The parts of the script describing the actions, setting and characters are called?	Stage directions—usually written [in brackets] or *italics*
What is the name given to the person responsible for setting the play on stage?	Director
A person written about in a script is called a?	Character

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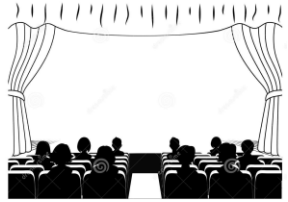
Vocabulary test

Learn the spellings below:

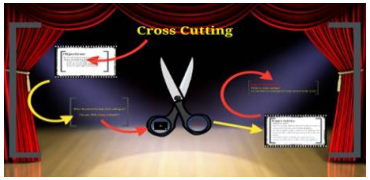
1.) playwright
2.) dialogue
3.) script
4.) character
5.) theatre
6.) audience
7.) director
8.) actor
9.) role
10.) scenes

Drama

Theatre in Education was created as a way to **help students learn about a topic** in an exciting way. A 'TIE' play is written for a **target audience**— this means the plays are written with a certain year group in mind.

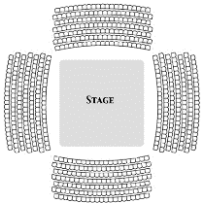


Cross cutting is when two or more scenes are performed on stage at the same time. The final scene of Chicken! 'The accident' uses this drama technique.



Playwrights intention means what were the script writers aims of the play. What do they want the audience to learn from reading or watching their play. In Chicken! The intention is to raise awareness about road safety and peer pressure.

Theatre in the round is when the audience is seated on all sides of the stage. Think about how fans sit at a football or rugby match.



Physical skills These skills are linked to the ways an actor **uses their body** to communicate their **character.** They are all **non verbal communication skills**. meaning you do not talk or make any sound!

Body Language- Posture
Body Language – Gestures
Facial expressions

Vocal skills These skills are linked to the ways an actor **uses their voice** to communicate their **character.** There are **3 key elements** you are going to explore: Pace, Volume, Tone.

Drama

Drama
Year 7 – Topic 1
Darkwood Manor

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Homework 1:

Learn the information on this knowledge organiser ready for a quiz.

Physical skills

These skills are linked to the ways an actor **uses their body language** to communicate their **character.** They are all **non verbal communication skills**, meaning you do not talk or make any sound!

Posture

The way you hold your posture on stage shows your character's age, personality and mood.

Gestures

A gesture is shown using your arms and hands. They send messages to the audience about your character's mood and situation.

Facial expressions

Shows your thoughts, feelings and emotions of the character you are playing by changing the shape and expression on your face.

Vocal skills

These skills are linked to the ways an actor **uses their voice** to communicate their **character.** There are **3 key elements** you are going to explore this topic.

Volume ~ How loud or quite you are

Tone ~ The mood and emotion you show

Pace ~ How fast or slow you speak

Drama

Drama conventions

ue is an extended speech by one person. It is a speech given by a single character in a story.

Thought-track allows the audience to learn what a character is thinking.

Still image A still image is a moment when all of the action on stage freezes- like a photograph.

The 3 Rules of Still Image

1.) Be silent
2.) Be still
3.) Use your **physical skills** creatively

Character is a person created in a drama

Actor is the person who performs as a character

Audience are the people who are watching the performance

Performance to present your play to an audience

Homework 2: Vocabulary test

Learn the 10 spellings below:

1.) Physical
2.) Vocal
3.) Posture
4.) Gesture
5.) Body language
6.) Facial expression
7.) Audience
8.) Monologue
9.) Performance
10.) Character

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LIONHEART EDUCATIONAL TRUST

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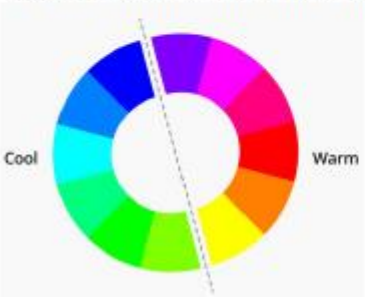

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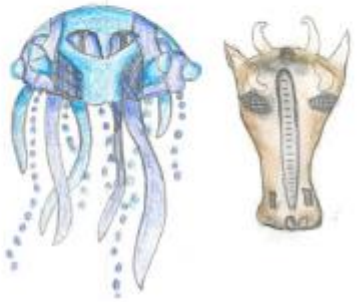
Light and dark areas	Circles, or semi circles
Elongates or circular forms	Crosses

Varying values to create the illusion of form. Measuring for symmetry, remember to use these skills when creating piece of work that are symmetrical.

Studying artists can help us to learn new techniques and improve our skills.
Nicole Kristiania creates decorative animal pictures using



Combining colour and pattern

Design

Creative Arts

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EXPLORE	DEVELOP	CREATE	EVALUATE
Exploring mark making and proportion. Exploring different mediums and drawing techniques through development and refinement. Exploring how Artist create their work with a focus on colour theory and techniques to create form. process, pose, angle, lighting, mood, expression. Pupils will learn about the meanings of African Masks	Develop an understanding of mark making, proportion and colour theory. Develop skills with pencil, pen, paint and printing. Mask making using 2d and 3d construction techniques. Texture skills based around animal patternfur/scales	A range of outcomes in response observational drawing and the analysis of Artists. Can measure mark and draw out the using proportions and symmetry. Create animal drawings focusing on pattern and texture. Create 2d/3d mask using paper and card.	Students will eveluate the work of others and their own progress. Students will evaluate their experimentation in mediums and use of colour and texture. Students will write an evaluation of an Artist. Being part of their extended writing.

Essential Knowledge – You will learn tha

An introduction to Art, and the formal elements of drawing and proportion. Working with pencil and paint to develop skills in mark marking. To explore ideas to create a personal outcome. Exploring Identity through analysing mark making with a variety of mediums. Looking at African masks as a cultural reference and combining with animal drawing techniques focused on proportion, symmetry, texture and pattern.
To recognise and list key features of African Masks.
To creatively combine ideas.
To use observational and measuring skills.
To demonstrate drawing skills in pencil
Learning the difference between warm and cool colours
Learning how colours can be harmonious or complimentary colours
Learning to use water colour paints
Learning to analyse others work and give effective feedback
Plan and lay out an artist study page
Learning to use typography skills
Learning to analyse an artist
Learning to respond positively to feedback
Learning to evaluate ideas and refine(improve) work
Learning to reflect on ideas and combine previous work creatively
Learning to layer paper and card creatively to create a personal response

Techniques and Processes – You will Learn how

Key Practitioners – Artists, Designers, Movements and Themes

African Masks and culture, Pablo Picasso, Nicole Kristiana

Materials/ Mediums/ Ingredients – Origins a Properties

4B/2B pencils
Ruler
Fine liner pens
Water colours
paints/pencils
Inks
Pencils
Oil pastels

Topic Terminology

Line – Mark made usually by a pencil or brush, varying thickness and length.
Shape – This is an area that is enclosed by a line, shapes can be geometric or organic.
Value – This is the darkness or lightness of a colour.
Pattern – Usually a design that is repeated using lines, shapes, tones or colours.
Form –Refers to a three-dimensional object.
Media – The material used to create art work for example pencil or paint.
Symmetry – This is where an image or pattern is the same on either side of a fixed point or either side of a line of symmetry.
Template – a shape or form that is used as a guide to help with accuracy, commonly used repetition of a shape or pattern is needed.
Proportion - means that you make the parts fit well with each other. Proportion in art is the relationship between two or more elements or parts of an object.

Computer Science

Computer Networks

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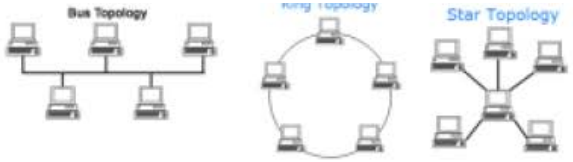

What is a computer network?	A group of two or more computer systems linked together.

Describe the steps used when accessing websites via the DNS (Domain Name System Server)

1. The **Client** types in a **URL** and this is sent to the **DNS**

2. The **DNS** looks up the **URL** and finds the **IP Address.** This is then sent back to the **Client.**

3. The **client** can now use the **IP Address.** To **Request** the website fro the correct **Web Server.**

4. If this **request** is accepted, the **web server** will send back the website to the **client.**

Advantages of Networks	Disadvantages of Networks
Computers can communicate with each other.	It costs more money to build a network than it does a stand-alone machine.
Users on a network can easily share resources such as printers, scanners etc.	It is possible for one faulty machine on a network to cause other machines on the network to stop working.
Users on a network can share data.	Viruses and other types of malware can spread very easily across networks.

Hardware	Description
Server	A large computer system that keeps resources within a network centralised.
Router	Provides the internet to devices of a network from Internet Service Providers (ISPs)
Switch	Allows multiple/additional devices to connect a router through Ethernet cables.
Wireless Access Point (WAP	Allows devices to connect to a network without the use of cables.
Ethernet Cable	Used to connect devices to a network locally.
Fibre Optic Cables	Used to connect networks to WAN's

Protocol	Sub Domain	Domain Name	Top Level Domain
https://	www.	Google.	com
This tells the computer that we are documents on the internet.	This tells the computer that it is a website on the world wide web.	This is the name of the website.	This communicates the purpose of a domain name.

Computer Science

Computing Fundamentals

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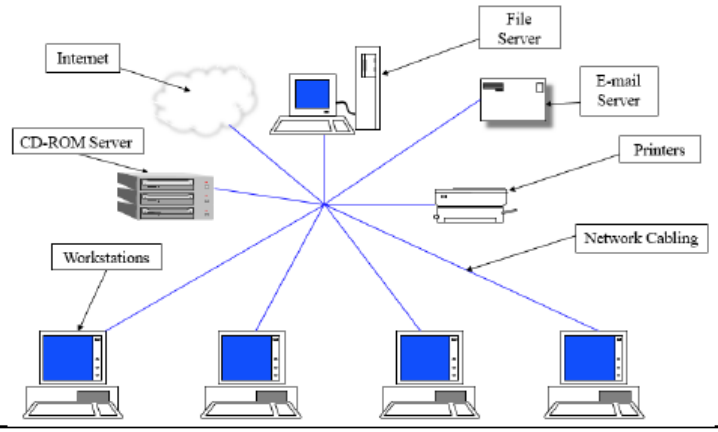
What is a network?	Two or more devices connected together to communicate and share resources.

What could a network look like?



Word processing software	Publishing software	Presentation software	Spreadsheet software
Used when wanting to write a lot of text inside of a document. E.g. letter, story	A great choice when combining text with images. E.g. leaflets, posters	The best choice when creating a presentation to show to an audience.	The ideal choice when working with data and formulas in a logical way

Top tips when using search engines	
AND	Can be used to specify words that must appear in your results.
NOT	Can be used to search for pages which must not include a certain word.
OR	Can be used when you want to find pages that contain several words.
" "	Used to search for phrases.

What are computers good at	What are computers bad at
Storing large quantities of information	Making assumptions
Doing as they are told	Empathy
Completing boring and repetitive task	Fixing themselves
Completing complex equations efficiently	

Computer Security	
An example of personal information	date of birth
A program designed to corrupt your system is called	Malware
When you wind someone up by sending them abuse online.	Trolling
What can help avoid viruses?	Anti-virus/firewall
When someone pretends to be a trusted company to get your information (normally through email)	Phishing
Using the internet to send intimidating or threatening messages.	Cyberbullying

Computer Science

Data Representation I

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Computers need to **store, process** and **communicate** information.

Computers use sequences of symbols to represent information.

Information in computers must be represented in a form convenient for processing

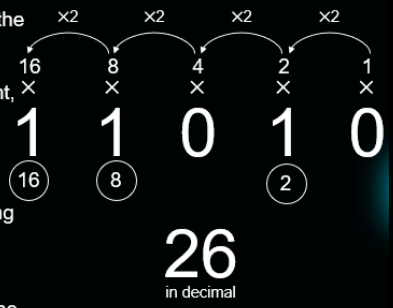
Convert binary to decimal: Instructions

Write multipliers over the bits:

Start with 1 on the right, and double as you go from right to left.

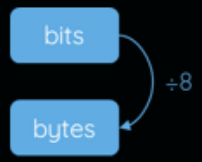
For each bit set to 1, select its corresponding multiplier

Add up the selected numbers: the sum is the decimal number.

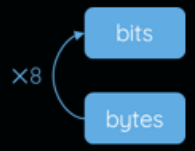


To convert bits to bytes:
Divide the number of bits by 8

Because this is how many groups of 8 bits, i.e. bytes, 'fit' in the sequence.



To convert bytes to bits:
Multiply the number of bytes by 8.
Because there are 8 bits in every byte.



Key term	Definition
ASCII	American Standard Code for Information Interchange – A Character encoding format for text data
Base 10	A numbering system using 10 digits (0 to 9)
Base 2	A numbering system using 2 digits (0 and 1)
Binary digit/bit	The symbols that digital devices to represent information
Byte	A group of eight binary digits/bits
Character	Any number, letter or symbol
kilo-	thousands
mega-	millions
giga-	billions
tera-	trillions
Sequence	
Switch	An electronic device that controls the flow of electricity

Computer Science

Block Based Programming 1

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Key Terms	
Algorithm	list of instructions used to carry out a task.
Sequence	Running instructions in order
Selection	When your code makes a choice
Iteration	When your code does the same thing more than once
Variable	A name that refers to data being stored by the computer
Comparison operator	e.g. ==, >, <, >=, <=, !=
Logic Operators	e.g. AND, OR, NOT
Count-controlled iteration	When we want to run commands a set number of times.
Condition-controlled iteration	When we want to run commands until the condition set is no longer being met.
Debugging	The process of finding an error in your code an taking steps to fix the problem.

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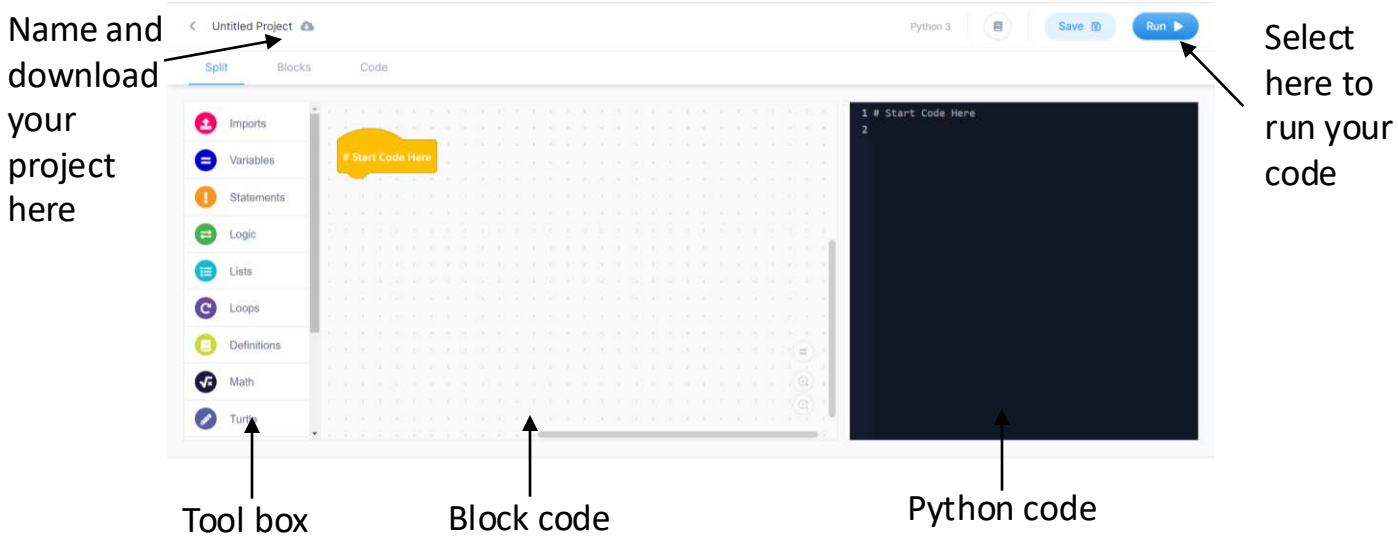

Imports	Variables	Statements	Logic
Useful if you need a random number or time functions. Imports	Used to create variables. Variables	This is where you go for input or output. Statements	Go here for if statements or if you need to use comparison operators. Logic

Loops	Math
Iteration can be found here (for loops and while loops). Loops	Go here for your mathematical operators. Math

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