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# Knowledge Organiser Booklet

Year 7  
Autumn Term

# Ways to use your knowledge organiser

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

# Lionheart Literary Canon: Curating a Lifelong Love of Literature

Recommended books to have read by the end of Year 7



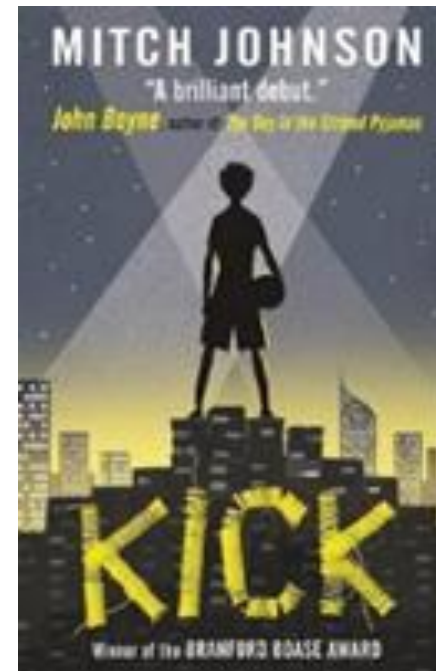
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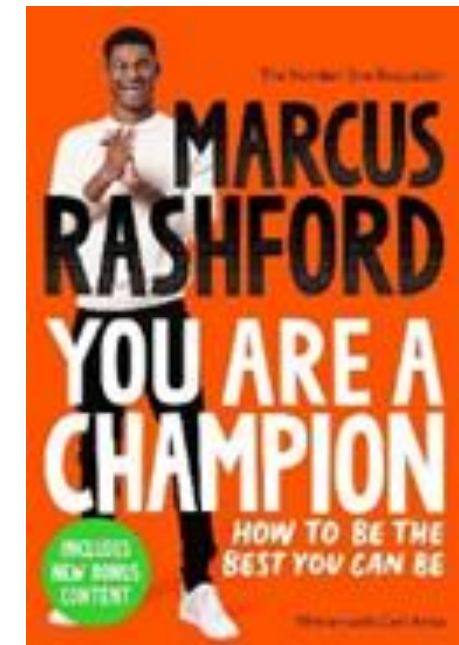
**Pax (2017)**  
Sara Pennypacker



**Oh My Gods (2019)**  
Alexandra  
Sheppard



**Kick (2017)**  
Mitch Johnson



**You Are A  
Champion (2021)**  
Marcus Rashford

All books can be purchased online, or loaned from our library

### Features of the Victorian Novel

- Realistic
- Purpose to entertain
- Often has a hero or a heroine at the heart of it
- Presents all aspects of society
- Several genres; romance, gothic and social commentary
- Victoriana refers to mock Victorian culture such as *The Ruby in the Smoke*.

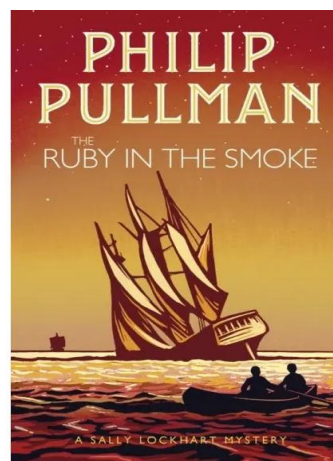
### The Detective tradition as a genre

- Many based on true crime stories
- Often a hero like Sherlock Holmes
- Presents a range of characters involved in these mysteries
- Offers elements of social commentary.
- First serialised in magazines, so lends themselves to short stories or sections with cliff-hangers.

- What?** **What** is the writer presenting? **What** is your area of focus?  
**How?** **How** are these ideas demonstrated or developed? *Introduce and embed a quotation to develop your argument. Analyse the connotations of words and how we are encouraged to react as a reader.*  
**Why?** **Why** is this effective? **Why** might it create a reaction? **Why** might the writer have made this decision?

### How to structure a well organised, analytical paragraph

1. Start with your **topic sentence** which should make explicit reference to the task (using key words from the title) and explain what the focus of the paragraph will be. (The what )
2. Refer to the writer's methods to show how this particular idea is presented in the text. You must remain focused on the idea you flagged up in your topic sentence.
3. Develop by considering why this is significant in terms of either reader response, the wider plot of the text, the genre or the literary context.
4. Make explicit reference back to the title to ensure you have remained focused on the question.



Evaluative vocabulary		Emotional vocabulary	
Subtle	Skilful	Outrage	Empathy
Challenging	Striking	Sympathy	Approval
Crucial	Significant	Pity	satisfaction
Pivotal	Provocative	Remorse	Compassion

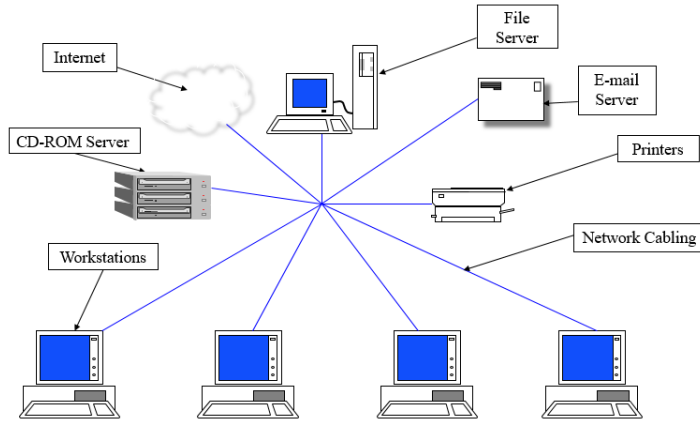
# Year 7 The Ruby in the Smoke Vocabulary Lists

Covetous	Villain	Henchman	Timid
Outsider	Hypocritical	Malevolent	Addiction
Reclusive	Mutiny	Naive	Etiquette
Inherit	Empire	Cunning	Entrepreneur
Sinister	Reckless	Belligerent	Resourceful
Predatory	Vigilante	Clue	Orphaned
Slum	Protagonist	Charismatic	Courageousness
Bohemian	Victoriana	Poverty	Perilous
Victim	Nightmarish	Cutthroat	Neglected

**What is a network?**

Two or more devices connected together to communicate and share resources.

**What could a network look like?**



**Word processing software**

Used when wanting to write a lot of text inside of a document. E.g. letter, story



**Publishing software**

A great choice when combining text with images. E.g. leaflets, posters



**Presentation software**

The best choice when creating a presentation to show to an audience.



**Spreadsheet software**

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**

- Storing large quantities of information
- Doing as they are told
- Completing boring and repetitive task
- Completing complex equations efficiently

**What are computers bad at**

- Making assumptions
- Empathy
- Fixing themselves

**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

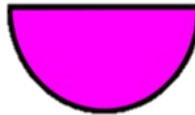
## KNOWLEDGE

## ORGANISER

Keywords for Vector Graphics	
Vector Graphic	A computer made image that is made up of points, lines and curves based upon mathematical equations.
Raster Graphic	A detailed image created with pixels.
Pixel	A tiny square of colour.
Logo	A symbol that is used to represent an organisation or product.
Union	An operation used to combine two or more paths to create a single path.
Intersection	An operation use to create a single path from the overlapping portion of two paths.
Scalable	When an object or image is able to be made bigger or smaller.
Path	A line or a shape used to create vector graphics.
SVG	Scalable Vector Graphic



Six-cornered star  
Rounded corners  
Green fill  
Red dotted stroke



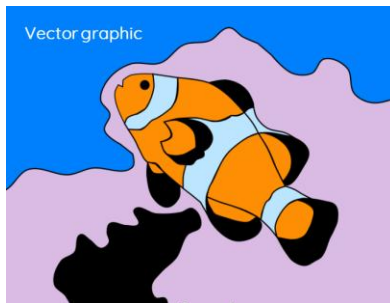
Arc  
Pink fill  
Black stroke



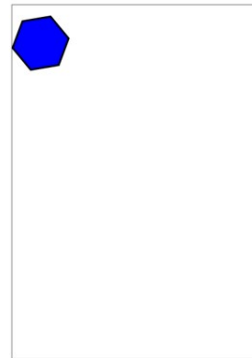
Three-cornered polygon  
Rounded corners  
Yellow fill  
Blue dashed stroke



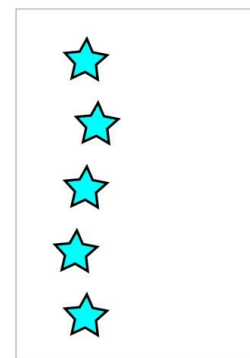
Vector	Raster
Made up with paths	Made up with pixels
Simple images	Detailed/complex images
Maintains image quality when scaled	Loses image quality when scaled
Used for logos, icons and illustrations	Used for real photos



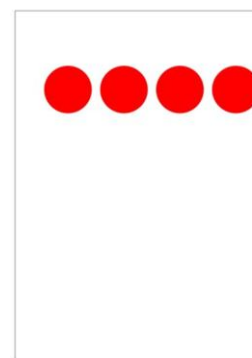
### Alignment



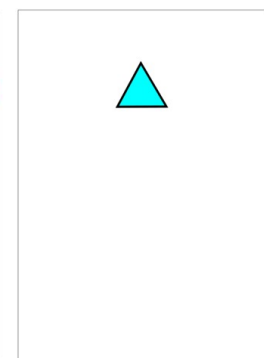
Align left edges to page



Distribute centres equidistantly vertically



Distribute centres equidistantly horizontally



Centre on vertical axis to page

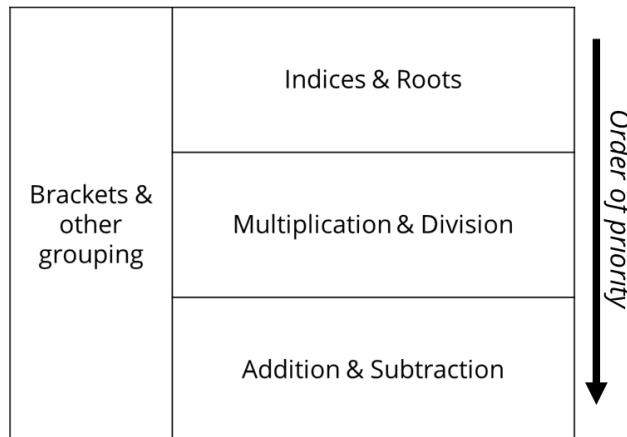
<b>Sequence</b>	An ordered list that follows a particular rule.
<b>Arithmetic</b>	A sequence which increases or decreases by the same amount each time.
<b>Increasing</b>	Each number is larger than the previous one.
<b>Decreasing</b>	Each number is smaller than the previous one.
<b>Common difference</b>	The number that you add or subtract to get to the next term.
<b>Finite</b>	A sequence that has a certain number of terms and then ends.
<b>Infinite</b>	A sequence which continues forever, shown by using ...

<b>Term</b>	A mathematical form expressed symbolically, separated by an operator (usually + or –) or in brackets.
<b>Coefficient</b>	The multiplier in a term.
<b>Expression</b>	An algebraic form consisting of a number of terms. There is no equal sign.
<b>Like Terms</b>	Terms that have the same unit. Algebraic like terms have the same letter(s) and power(s).
<b>Identity Symbol ( <math>\equiv</math> )</b>	Used algebraically to indicate where something is identical for all values of the variable(s).

<b>Variable</b>	A quantity that can take on a range of values, often denoted by a letter a, b, c,.....,x, y, z.....etc.
<b>Unknown (or specific unknown)</b>	Similar to a variable, but used more widely to mean a specific value to be determined.
<b>Integer</b>	Whole numbers and their opposites. (positive, negative and zero; ... -3, -2, -1, 0, 1, 2, 3, ...)

<b>Function</b>	A rule that transforms one number or expression to another. E.g. A “plus 3” function will turn 7 into 10 E.g. A “plus 3” function will turn x into $x + 3$
<b>Function Machine</b>	A way of writing a rule(s) using a flow diagram. (Sometimes called a “number machine” but “function machine” is a more accurate noun).
<b>Input</b>	What is taken in and operated on by a function. One input results in <b>exactly</b> one output.
<b>Output</b>	What is produced after a function has been applied to an input. One input results in <b>exactly</b> one output.

<b>Inverse</b>	The operation that reverses the effect of another operation. Addition and subtraction are inverse operations. Multiplication and division are inverse operations.
<b>Function / One-to-one mapping</b>	A rule that transforms one number or expression to another. Can be described as a 'one-to-one mapping' as well as a 'function'.
<b>Domain</b>	Set of allowed inputs into a function.
<b>Range</b>	Set of possible outcomes of a function.
<b>One-to-one</b>	A single inputted value has one and only one possible output.
<b>One-to-many</b>	A single inputted value has more than one possible output.
<b>Substitute</b>	To replace. In algebra, substitution is to replace a letter with a number.
<b>Distributive property of multiplication</b>	Multiplying a term by a group of terms added together is the same as doing each multiplication separately. In general: $a(b + c) \equiv ab + ac$
<b>Factorise</b>	Writing an expression as a product of its factors.
<b>Fully factorise</b>	Writing an expression as a product of its highest common factor and another expression.



### Priority of Operations

Where operations have equal priority, we work from left to right.

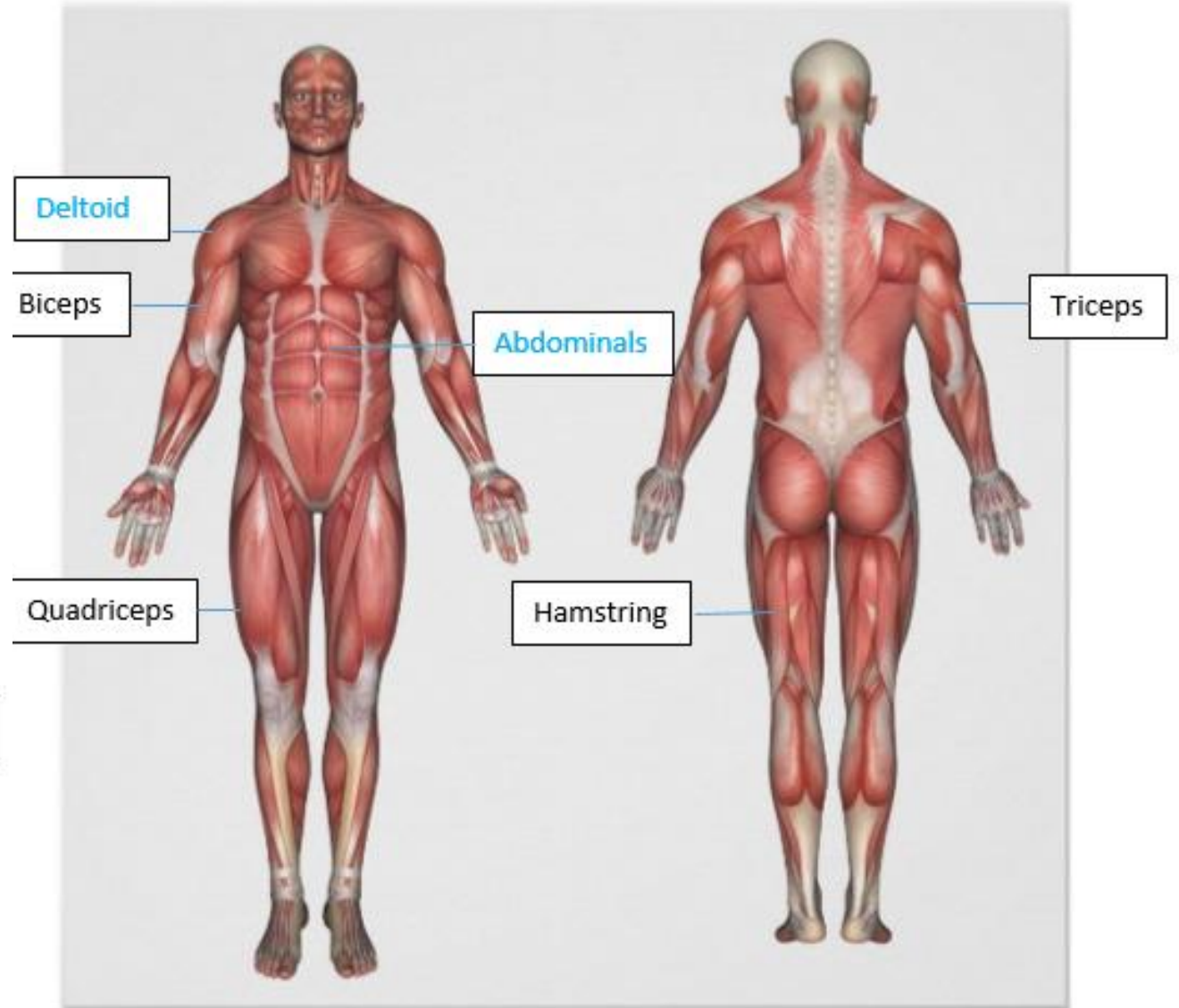
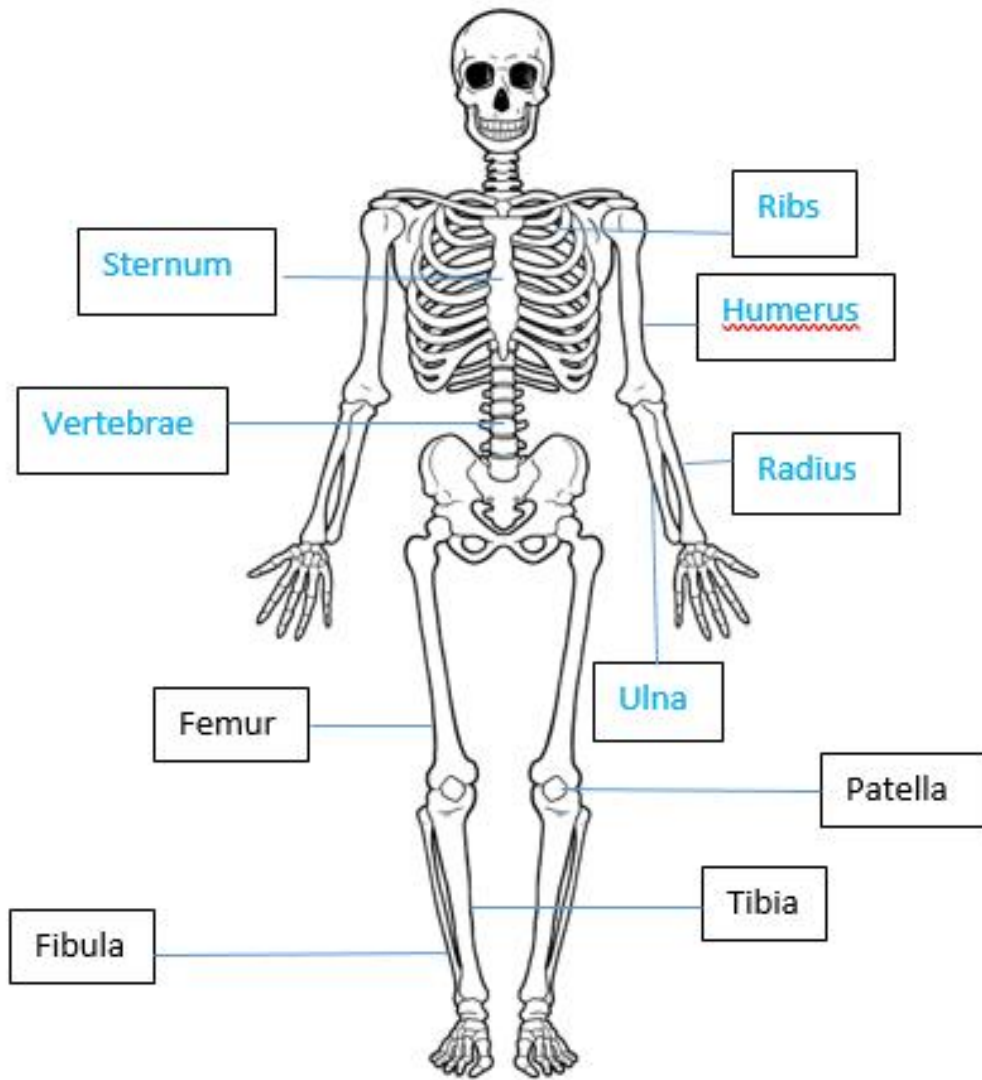
**Brackets (and other groups) change the priority of the operations.**

## Unit 1 Physical Education Knowledge Organiser: Staying safe in Physical Activity

Key learning content	Description / Explanation/ Example
<b>Stages of a warm up</b> <ul style="list-style-type: none"> <li>• Stage 1 – pulse raiser (5 mins)</li> <li>• Stage 2 – mobility exercises</li> <li>• Stage 3 – stretching (10s+)</li> <li>• Stage 4 – dynamic movement</li> <li>• Stage 5 – skills practice</li> </ul>	<b>Examples of warm up</b> <ul style="list-style-type: none"> <li>• Stage 1 – (Low intensity exercise) A 5 minute jog around a netball court.</li> <li>• Stage 2 – (To a move a joint through its full range of motion) Arm circles, ankle circles, hip circles.</li> <li>• Stage 3 – (Static or dynamic stretches) quadriceps stretch.</li> <li>• Stage 4 – (high intensity exercise) Shuttle runs</li> <li>• Stage 5 – (Practice the skills you will be using) Chest/ shoulder passes (netball)</li> </ul>
<b>Benefits of a warm up</b> <ul style="list-style-type: none"> <li>• Increase temperature and HR</li> <li>• Decreased chance of injury</li> <li>• Increased oxygen transport</li> <li>• Increased flexibility</li> <li>• Increased speed / strength of muscle contractions</li> <li>• Mental preparation</li> </ul>	<b>Benefits explained</b> <ul style="list-style-type: none"> <li>• Allow more oxygen to reach muscles</li> <li>• Better for overall health. Can maintain involvement in physical activity .</li> <li>• More oxygen gets to muscles, so can create more energy.</li> <li>• Increased flexibility can enhance performance (Reach higher to catch a ball)</li> <li>• Faster/ stronger movements - perform skills more effectively.</li> <li>• Mental preparation – feel more alert/ focussed/ confident/ concentrating/ motivated/ relaxed etc.</li> </ul>
<b>Stages of a cool down</b> <ul style="list-style-type: none"> <li>• Stage 1 – Low intensity exercise</li> <li>• Stage 2 – Stretching</li> </ul>	<b>Examples of cool down</b> <ul style="list-style-type: none"> <li>• Stage 1 – Steady jog on netball court, can move onto a walk</li> <li>• Stage 2 – (Static stretches) Quadriceps stretch, hamstring stretch.</li> </ul>
<b>Benefits of cool down</b> <ul style="list-style-type: none"> <li>• Gradually lower heart rate</li> <li>• Gradually lower breathing rate and temperature.</li> <li>• Speeds up removal of waste products.</li> <li>• Speeds up recovery</li> </ul>	<b>Benefits explained</b> <ul style="list-style-type: none"> <li>• Gradually lower heart rate from 150bpm when working to 70bpm when resting.</li> <li>• To maintain blood flow/ oxygen transport/ carbon dioxide removal</li> <li>• Carbon dioxide and lactic acid removed faster. Reduces aching, recovery is faster.</li> </ul>
<b>Preparing for physical activity</b> <ul style="list-style-type: none"> <li>• Wear appropriate PE kit</li> <li>• Long hair tied back</li> <li>• Jewellery removed</li> <li>• No chewing gum or food</li> <li>• Water for hot weather</li> </ul>	<b>Preparation explained</b> <ul style="list-style-type: none"> <li>• Sports trainers, shorts, t-shirt to avoid injury yourself or others.</li> <li>• So you can see when playing</li> <li>• Earrings taken out, bracelets off to avoid injuring yourself or others.</li> <li>• To avoid choking when active.</li> <li>• To stay hydrated /avoid headaches/ feeling weak</li> </ul>
<b>Risks and hazards to check for</b> <ul style="list-style-type: none"> <li>• Area free from rubbish</li> <li>• Equipment tidied away</li> <li>• Equipment undamaged</li> <li>• Surface dry/ undamaged</li> </ul>	<b>Hazards explained</b> <ul style="list-style-type: none"> <li>• Check there is no debris such as broken glass on football pitch, to avoid someone injuring themselves.</li> <li>• Check there are no equipment such as bibs left out on a basketball court from a previous activity, to avoid someone slipping/ tripping over when warming up.</li> <li>• Check the trampoline is up properly, to avoid injury to a player.</li> <li>• Check there is no water spilled on the badminton court, to avoid a player slipping and hurting an arm.</li> </ul>

## Year 7 Physical Education: Key Terms and Vocabulary

Key word	Description
Aerobic	Use of oxygen for the duration of the exercise. Usually at moderate intensity at a continuous rate e.g. long distance running. Can be performed for a long period of time.
Anaerobic	Exercise which creates energy without the use of oxygen. Usually high or very high intensity for a short period of time. E.g. sprinting up a hill.
Flexibility	Range of movement available around a joint.
Mobility	The ability to move freely.
Dynamic movement	Movements performed at high speed/ intensity.
Oxygen	The gas we breathe in, transport and use to create energy.
Oxygen transport	Oxygen is transported through blood vessels within the red blood cells.
Gaseous exchange	The movement of oxygen and carbon dioxide within the lungs, muscles and vital organs.
Contraction	A muscle contracts and (usually) gets shorter to apply a force and create movement.
Heart rate	Number of heart beats per minute.
DOMS	Delayed Onset Muscle Soreness. Usually occurs 1 or 2 days after high intensity exercise.
Lactic acid	A waste product produced in the muscle tissues during anaerobic exercise.
Waste products	Bi-products of aerobic exercise are carbon dioxide and water. Lactic acid is also a bi-produce of anaerobic exercise.
Carbon dioxide	We produce carbon dioxide as a waste product. We transport it back to the lungs and breathe it out.
Recovery process	Returning the body to resting levels.
Intensity	How hard you work.
Team work	Working together to achieve a common goal. Requires good communication skills.
Reciprocity	Working positively with others as a group.
Demonstration	Showing someone how something should be done.
Communication	Transferring information by speaking, writing, demonstrating and using body language.
Risk	The chance or probability that someone will be harmed.
Hazard	A source of potential danger.
Injury	Damage or harm to the body.
Sprain	Damage to a ligament.
Mental Preparation	Getting your mind ready for competition through visualising the skills and imagining yourself being successful.



Key Word	Description/ Location/ Role
Muscle pair	Muscles that work together to produce a movement. Also called antagonistic pairs.
Hamstrings	A group of muscles located at the back of your thigh. Muscle pair with quadriceps
Quadriceps	A group of muscles located at the front of the thigh. Muscle pair with hamstrings
Biceps	A muscle located at the front of your upper arm.
Triceps	A muscle located at the back of your upper arm.
Abdominals	A group of muscles at the front of your body between the ribs and pelvis.
Deltoids	A group of muscles located at the shoulder.
Femur	A bone in your thigh
Tibia	A bone in your lower leg on the inside
Fibula	A bone in your lower leg on the outside
Patella	A small bone at the front of your knee
Humerus	A bone in your upper arm
Ulna	One of 2 bones in your forearm. The ulna runs down to your little finger
Radius	One of 2 bones in your forearm. The radius runs down to your thumb.
Flexion	Bending a joint. This occurs when the angle of a joint decreases. For example, the elbow flexes when performing a biceps curl.
Extension	Straightening a joint. This occurs when the angle of a joint increases, for example, at the elbow when putting a shot.
Contraction	When a muscle produces a force which pulls on a bone.
Agonist	The name given to a muscle which is contracting and causing a movement/ producing a force.
Antagonist	The name given to a muscle which is relaxing while it's paired muscle contracts to perform an action.
Hinge Joint	These include the elbow and knee. They allow flexion and extension to occur.
Ball and Socket Joint	These include the shoulder and hip.
Concentric	A type of muscle contraction where the muscle shortens while it is contracting. E.g. biceps when lifting a weight.

## Homework 1:

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

## Drama Year 7 – Topic 1 Darkwood Manor



### 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 conventions

**Monologue** 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



## Music Knowledge Organiser - Elements of Music

### Notes on the TREBLE CLEF (Pitch)

### Notes on the BASS CLEF (Pitch)

### Speed of Music (Tempo)

Lento	Adagio	Andante	Moderato	Allegro	Presto
Very slow	Slow	Walking pace	Slightly fast	Fast	Very Fast

### Notes VALUES (Rhythm)

Term	Symbol	Value
whole note		4 beats
half note		2 beats
quarter note		1 beat
eighth note		1/2 beat
joined eighth notes		1/2 + 1/2 = 1
sixteenth note		1/4 beat
joined sixteenth notes		1/4 + 1/4 + 1/4 + 1/4 = 1

### Beats in Bar (Time Signature)

The top number indicates how many beats will be in each measure. The bottom number indicates what type of note will equal 1 beat.

**2/4**   **3/4**   **4/4**   **6/8**

An 8 on the bottom means a quarter note will equal 1 beat. As a beginner, this will be the case for the majority of your music.

An 8 on the bottom means an eighth note will equal 1 beat. These types of time signatures are very common, but as a beginner, you don't need to worry with them until later in your learning.



### Layers of Sound (Texture)

Type	Definition	Diagram
Monophonic	a single, unaccompanied melodic line	
Homophonic	melody with accompaniment	
Polyphonic	more than one melody performed at the same time	
Heterophonic	two melodic lines that follow each other, but with more ornamentation in the main melody	

### Volume of Music (Dynamics)

Father Charles Goes Down And Ends Battle (Sharps/#)  
 Battle Ends And Down Goes Charles' Father (Flats/b)

## Music Knowledge Organiser - Elements of Music

### How Music is Organised (Structure)

**BINARY**

**TERNARY**

**RONDO**

**THEME & VARIATIONS**

**SONATA FORM**

EXPOSITION      DEVELOPMENT      RECAPITULATION

A:1 B:V V (and other keys) A:1 B:1

	Introduction	Try to avoid putting words here, however the intro. Can be a point for ad-lib.
A1	Verse 1	Recognized as 1 Verse with 2 parts. Generally a repeated melody on two stanzas.
	Verse 2	
	Build up	A full or half round of progression (optional)
B	Chorus	Try to keep it simple, easy to remember and in apposing 'wordiness' to the verses, also it is generally kept the same throughout the song.
A2	Verse 3	Recognized as 1 Verse with 2 parts. Generally a repeated melody on two stanzas.
	Verse 4 (Optional)	
	Build Up	Only used the second time if used the first, if changing the lyrics here, maintain the melody and vice versa.
B	Chorus	Generally kept them the same as the previous chorus.
C	Bridge	Can last the equivalent of verse 1+2. Can be instrumental or sung. Can be completely different to the chorus/verses, or similar. Optional key changes are put in here.
B	Chorus	Generally kept them the same as the previous chorus.
B2	Chorus repeated	Generally kept them the same as the previous chorus, but can include extra lyrics that you wish to include.
	Outro	Try like the introduction to keep this part as a fade hook or ad-libbing, avoid the introduction of new lyrics.

### Instruments and Sound (Timbre)

#### THE INSTRUMENT FAMILIES

**Woodwind Family**

**Brass Family**

**String Family**

**Percussion Family**

### Chords (Harmony)

Root Position

1 3 5

First Inversion

1 2 5

Second Inversion

1 3 5

**Em**

1 2

**Am**

2 3 1

**C**

3 2 1

**D**

1 3 2

**G**

2 1 3

**E**

2 3 1

**A**

1 2 3

**Dm**

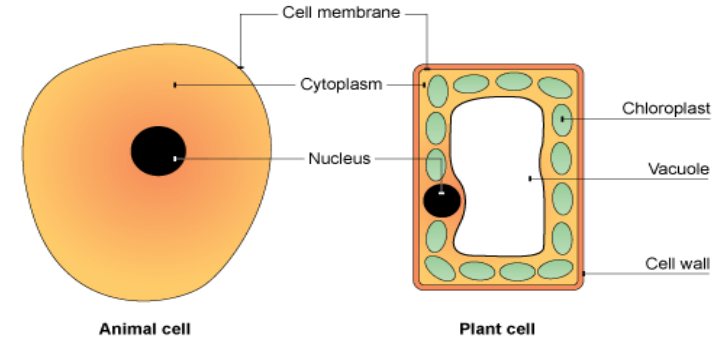
2 3 1



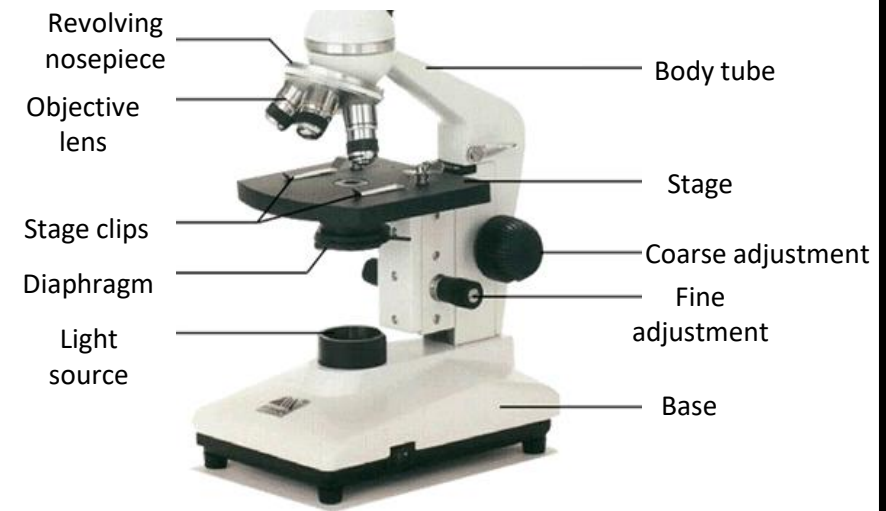
## KNOWLEDGE ORGANISER BIOLOGY: CELLS

Key word	Definition
amoeba	A unicellular organism.
cell wall	The plant cell component that surrounds the cell, providing support.
cells	The smallest functional units in an organism – the building blocks of life.
Cell membrane	The cell component that surrounds the cell and controls movement of substances in and out.
chloroplasts	The plant cell component where photosynthesis takes place.
concentration	A measure of the number of particles of a substance in a given volume.
Cytoplasm	Jelly like substance in cells where most chemical processes happen
diffusion	The movement of liquid or gas particles from a place of high concentration to a place of low concentration.
euglena	Unicellular organism that performs photosynthesis.
flagellum	A tail-like structure that allows euglenas to move.
leaf cell	The plant cells that contain chloroplasts, where photosynthesis takes place.
microscope	An optical instrument used to magnify objects, so small details can be seen clearly.
nerve cell	An animal cell that transmits electrical impulses around the body.
nucleus	The cell component that controls the cell and contains genetic material.
observation	Carefully looking at an object or process.
organisms	Living things.
red blood cell	An animal cell that transports oxygen around the body.
root hair cell	A plant cell that takes in water and minerals from the soil.
specialised cell	A cell whose shape and structure enable it to perform a particular function.
sperm cell	A cell containing male genetic material.
unicellular	Consisting of just one cell.
vacuole	The plant cell component that contains cell sap and helps to keep the cell firm.

### Animal 'V' Plant Cells


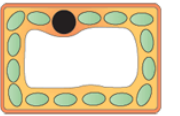
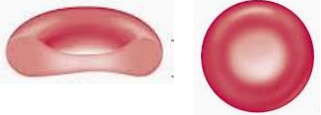
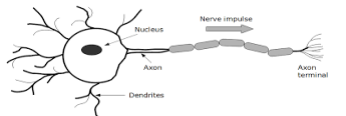


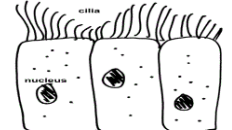


### Microscopes



**Total magnification =  
magnification of eye piece lens x magnification of objective lens**



Type of plant cell	Function	Special features
Root hair cell 	To absorb water and minerals	Large surface area
Leaf cell 	To absorb sunlight for photosynthesis	Large surface area Lots of chloroplasts
Type of animal cell	Function	Special features
Red blood cells 	To carry oxygen	Large surface area, for oxygen to pass through. Contains haemoglobin, which joins with oxygen
Nerve cells 	To carry nerve impulses to different parts of the body	Long Connections at each end. Can carry electrical signals
Female reproductive cell (egg cell) 	To join with male cell, and then to provide food for the new cell that's been formed	Large Contains lots of cytoplasm
Male reproductive cell (sperm cell) 	To reach female cell, and join with it	Long tail for swimming. Head for getting into the female cell
Ciliated Cells 	The hairs sweep hair, mucus, trapped dust and bacteria up to the back of the throat where it can be swallowed	Hair like structures Present in many structures e.g. ear, nose, trachea

### Movement of substances

Substances move from an area where they are in high concentration to an area where they are in low concentration. This process is called **diffusion**.

Oxygen diffuses into cells from an area of high concentration outside the cell to a low concentration of oxygen inside the cell. Carbon dioxide moves out of the cell.

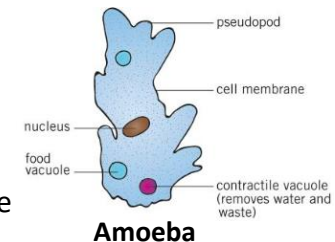
Water moves into a plant from a high concentration of water in the soil to a low concentration of water in the root hair cells.

### Unicellular Organisms

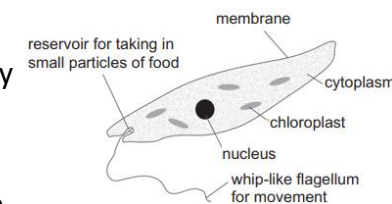
Amoebas and Euglenas are examples of unicellular organisms. This means that they are only made up of one cell.

Both organisms reproduce by binary fission.

Amoebas have to find food to survive but Euglenas can carry out photosynthesis to produce their own food.



**Amoeba**



**Euglena**



#### 1. Organisation

**Organism** – group of organ systems working together eg animal

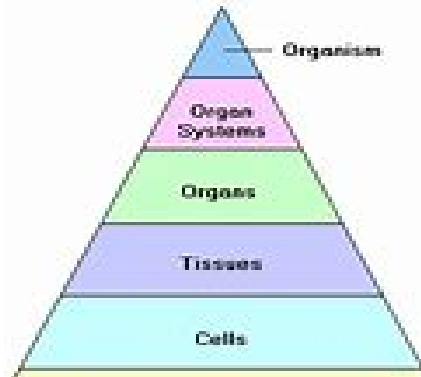
**Organ system** – group of organs working together eg circulatory system

**Organ** – group of tissues working together eg heart

**Tissue** – group of similar cells working together eg muscle tissue

**Cell** – building blocks of life eg muscle cells

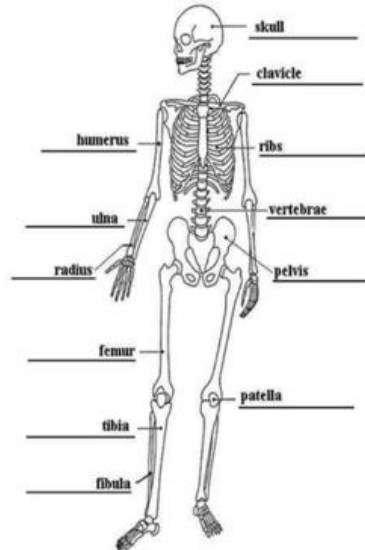
Structural Organization of the Body



#### 2. Skeleton

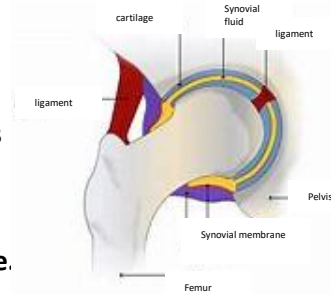
The skeleton is made up of bones. The skeleton has four important functions –

1. to protect organs,
2. to help the body move,
3. to support the body
4. to make red and white blood cells.



#### 3. Movement of joints

Joints occur where 2 or more bones join together. Different types of joint allow movement in different directions. For example, ball and socket joints in the hip and shoulder allow movement in all directions. Cartilage covers the end of the bones in joints to stop the bones from rubbing together. Ligaments attach bone to bone. You can measure muscle strength using a Newton scale. The harder you push on the scale the greater the force exerted on the Newton scale.



#### 4. Movement of muscles

Muscles are attached to bones by tendons. When a muscle contracts it shortens and pulls on the bone. If the bone is part of a joint this will cause the bone to move. Pairs of muscles work together to control movement at a joint. They are called antagonistic muscles, this means when one muscle contracts (eg biceps) the other muscle in the pair relaxes (eg the triceps).

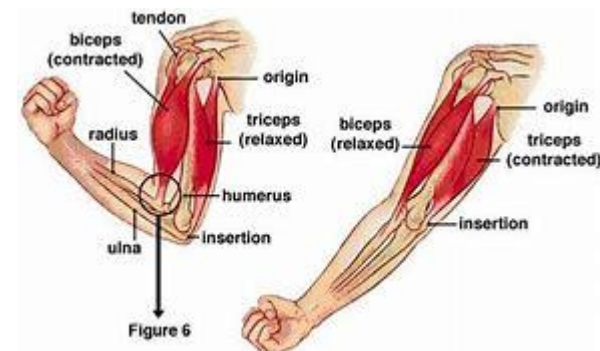


Figure 6



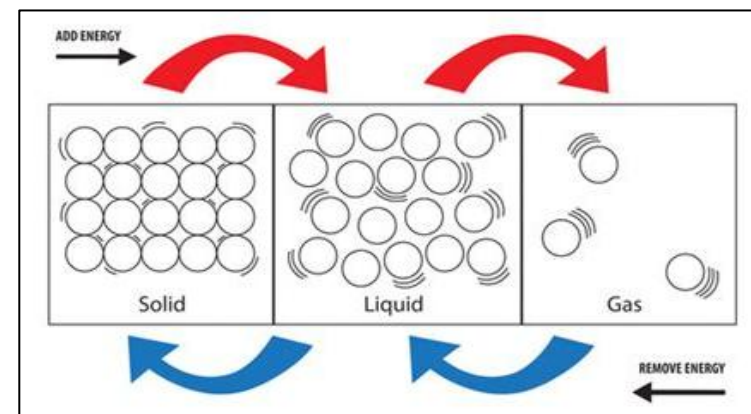
# KNOWLEDGE ORGANISER

## CHEMISTRY: Matter

### Properties of States of Matter

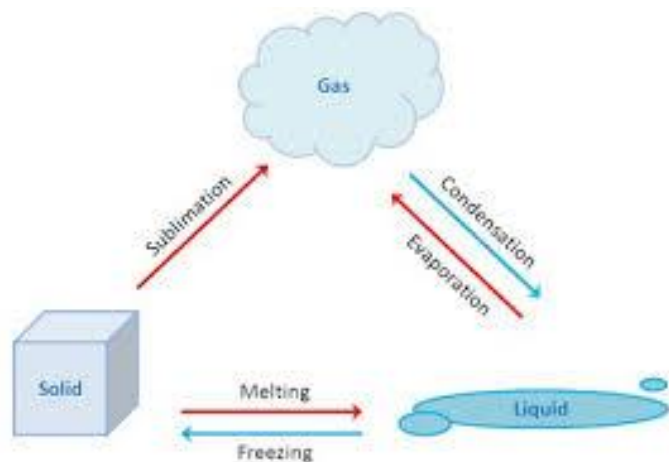
State	Can you compress (squash) the substance in this state?	Does the substance flow ?	Shape
Solid	No	No	Fixed, unless you apply a force
Liquid	No	Yes	Takes the shape of the bottom of its container
Gas	Yes	Yes	Takes the shape of the whole container

### States of Matter

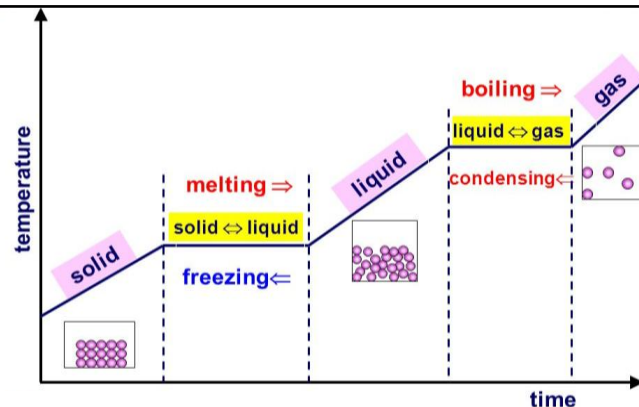


### Changes in the States of Matter

- Particles lose energy to the surroundings
- Particles gain energy from the surroundings



### Heating/Cooling Curves



Sharp/ distinct melting and boiling points can be used to identify *pure* substances.

If these points are not sharp then a substance must be impure ( mixture of substances).

### The Particle Model

#### Advantage

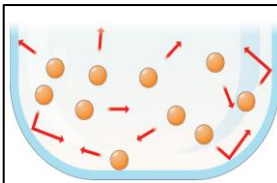
- Explains properties of particles.

#### Disadvantage

- Assumes all particles (of different elements) are the same size
- Assure all particles are the same distance apart



## KNOWLEDGE ORGANISER CHEMISTRY: Matter



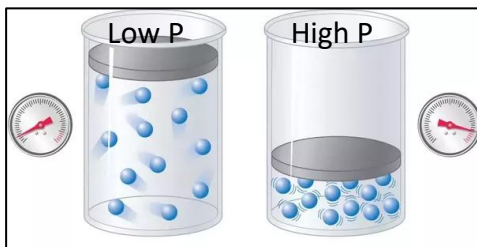
### Gas Pressure

Gas ONLY

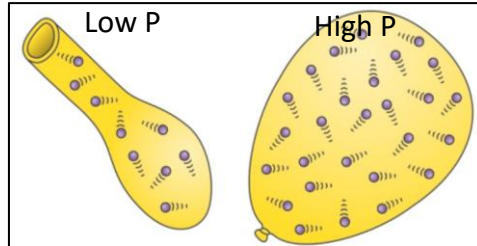
The pressure created by gas particles colliding with the side of a container.

Factors that affect pressure include:

#### 1. Number of particles



- **Smaller volume**
- More crowded particles
- More collisions with surface
- Higher Gas Pressure (P)



- **More particles**
- More crowded particles
- More collisions with surface
- Higher Gas Pressure (P)

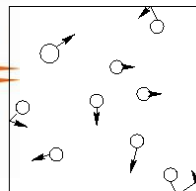
#### 2. Temperature



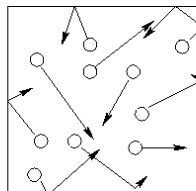
Cooling Down



Heating Up



Cool gas, fewer and less energetic collisions



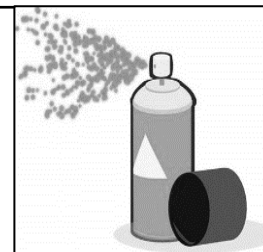
Hot gas, more and more energetic collision

Gas and Liquid

### Diffusion

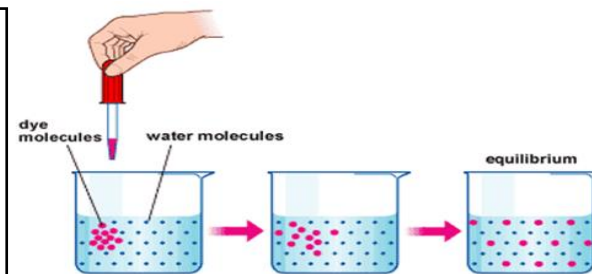
The random moving and mixing of particles from a high to low concentration.

Factors that affect pressure include:



Experiment:

#### Diffusion of a dye in water



Factors

Effect

Reason

1.  
Temperature

↑ Temperature  
↑ Rate of diffusion

More Energy for Particles.  
More Particles move faster.

2.  
Particle Size

↑ Particle Size  
↓ Rate of diffusion

More heavy/big particle.  
Particles move slower.

3.  
State of Particle

**Liquids**  
↓ Rate of diffusion  
**Gases**  
↑ Rate of diffusion

Gas particles are further apart and have more energy.  
More Particles move faster.



## KNOWLEDGE ORGANISER

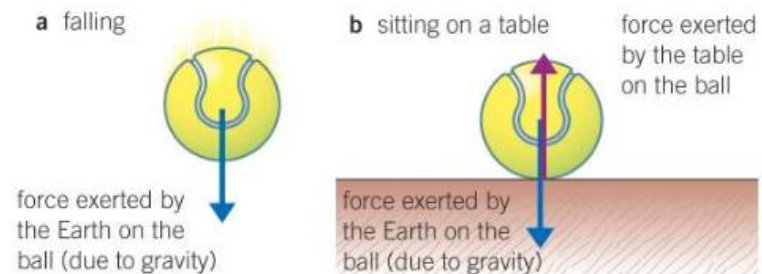
### PHYSICS: FORCES Speed and gravity

Keyword	Definition
<b>Force</b>	Forces can make things speed up, slow down, change direction or change shape.
<b>Contact force</b>	These forces only act when two things are touching.
<b>Non-contact force</b>	These forces can act when things are not touching
<b>Newtons</b>	The units for measuring forces (N)
<b>Gravity</b>	The force that earth uses to pull things towards it
<b>Air resistance</b>	The force that slows something down because air particles hit it.
<b>Friction</b>	The forces that slows things down when they move on a surface e.g. a car on a road.
<b>Upthrust</b>	The force on an object in liquid or gas that pushes them up
<b>Interaction pairs</b>	When two objects interact there is a force on each one that is the same size but in opposing directions.
<b>Speed</b>	A measure of how far something travels in a particular time, measured in meters per second (m/s)
<b>Average speed</b>	The overall distance travelled by overall time for a journey
<b>Acceleration</b>	How quickly speed increases or decreases
<b>Mass</b>	The amount of matter something is made of
<b>Weight</b>	The force that acts on a mass because of gravity
<b>Equilibrium</b>	When all of the forces on something are balanced and cancel out.

#### Introduction to forces

A force can be a push or a pull. Forces explain why objects move in the way that they do or why they don't move at all. Forces can change the direction that objects are moving in and change their shape.

#### Force arrows

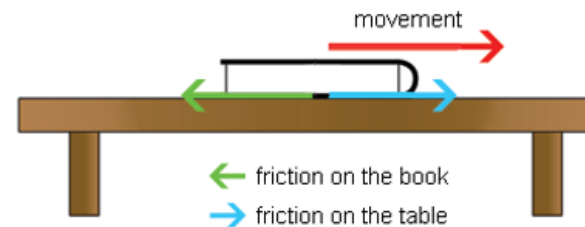


▲ These force arrows show the forces acting on a tennis ball.

**Contact forces** Are forces that act when you are touching something. friction, and air resistance are contact forces. Support forces like upthrust are also contact forces.

**Non-contact forces** The force of gravity acts on a tennis ball when travels through the air. The Earth pulls the ball down even though it isn't touching it. Gravity is a non-contact force. The force between magnets is another example.

**Interaction pairs** When two objects interact there is a force on each one that is the same size but in opposing directions.





## KNOWLEDGE ORGANISER PHYSICS: FORCES Speed and gravity

### Balanced and unbalanced

When the forces acting on an object are the same size but act in opposite directions we say that the resultant force is zero, the forces are **balanced** and the object is in **equilibrium**.

#### Balanced forces

An object can either:

- Stop
- Move at a steady (constant) speed



#### Unbalanced forces

An object can either:

- Speed up
- Slow down
- Change direction
- Change shape



#### Resultant forces



- Single force that can replace all the forces acting on an object and have the same effect

### Gravity

Gravity (or gravitational force) is a **non-contact force** which acts between two masses. It depends on the mass of each object and how far they are apart.

On Earth the Gravitational field strength on Earth is 10 N/kg. Gravitational field strength is different on other planets.

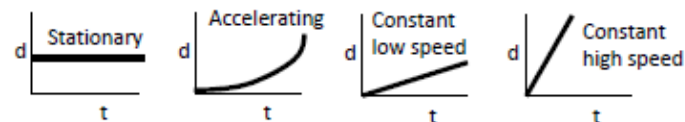
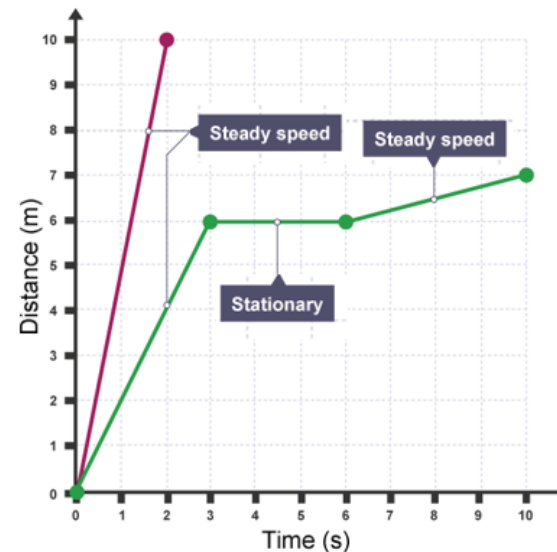
Gravity keeps things in orbit because the Earth exerts a force on the Moon. The force of gravity acts on the Moon keeping it in orbit around the Earth.

### Difference between weight and mass

Weight	Is the effect of gravity on an object. Measured in newtons (N). Its value differs on different planets.
Mass	Amount of matter in an object measured in Kg. Same value on different planets.

### Distance-time graphs

A distance-time graph is a useful way to represent the motion of an object. It shows how the distance moved from a starting point changes over time.



The slope of a distance-time graph tells you the speed. If the line is steep, the object is moving fast, if its not very steep then the object is moving more slowly.

### Equations to learn

Distance = speed x time  
 $s = v \times t$

Distance – metres (m)  
Speed – meters per second (m/s)  
Time – seconds (s)

Weight (N) = mass (kg) × gravitational field strength (N/kg)

## Knowledge Organiser Year 7 Topic 1

### 'How did we get here?'

Key words and Secular language	
<b>Secular</b>	not connected with religious or spiritual matters
<b>Philosophy</b>	Philosophy comes from the Greek word meaning 'the love of knowledge'. It is the study of the basic ideas about knowledge, right and wrong, reasoning, and the value of things.
<b>Humanism,</b>	Humanists believe that human experience and rational thinking provide the only source of both knowledge and a moral code to live by. They reject the idea of knowledge 'revealed' to human beings by gods, or in special books
<b>Monotheism</b>	the doctrine or belief that there is only one God
<b>Polytheism</b>	The belief in or worship of more than one god.
<b>Creationism</b>	The belief that God created all things out of nothing as described in the Bible and that therefore the theory of evolution is incorrect
<b>cosmological</b>	relating to the origin and development of the universe
<b>Revelation</b>	the divine or supernatural disclosure to humans of something relating to human existence
<b>Evolution</b>	The process by which different kinds of living organism are believed to have developed from earlier forms during the history of the earth.
<b>Natural Selection</b>	Natural selection means that some individuals in a species are better at surviving than others and will have more children
<b>Big Bang</b>	the cosmic explosion that marked the beginning of the universe according to the big bang theory
<b>Red shift</b>	It is a result of the space between the Earth and the galaxies expanding. This expansion stretches out the light waves during their journey to us, shifting them towards the red end of the spectrum. The more red-shifted the light from a galaxy is, the faster the galaxy is moving away from Earth.
<b>Einstein</b>	Albert Einstein was a German-born theoretical physicist, widely acknowledged to be one of the greatest physicists of all time. Einstein is known for developing the theory of relativity
<b>Dawkins</b>	Richard Dawkins FRSE FRSL is a British evolutionary biologist and author
<b>Darwin</b>	Charles Robert Darwin FRSE FRGS FLS FZS was an English naturalist, geologist and biologist, best known for his contributions to the science of evolution
<b>Darwinism</b>	Darwinism is a theory of biological evolution developed by the English naturalist Charles Darwin and others, stating that all species of organisms arise and develop through the natural selection of small, inherited variations that increase the individual's ability to compete, survive, and reproduce.

Hinduism, Buddhism and Sikhism	
<b>Ahimsa</b>	Hindu and Buddhist practice of non-injury to living things: the rule of non-violence
<b>Diety</b>	a god or goddess (in a polytheistic religion).
<b>Hinduism</b>	<i>Hinduism</i> is an Indian religion, which has many gods and teaches that people have another life on earth after they die.
<b>Trimurti</b>	in Hinduism, triad of the three gods Brahma, Vishnu, and Shiva.
<b>Brahman</b>	the ultimate reality underlying all phenomena in the Hindu scriptures "Brahman is formless but is the birthplace of all forms in visible reality"
<b>Bhrama</b>	a Hindu god: in later Hindu tradition, the Creator who, with Vishnu, the Preserver, and Shiva, the Destroyer, constitutes the triad known as the Trimurti
<b>Vishnu</b>	the second god in the Hindu triumvirate (or Trimurti). ... Vishnu is the preserver and protector of the universe. His role is to return to the earth in troubled times and restore the balance of good and evil
<b>Shiva</b>	One of the principal Hindu deities, worshiped as the destroyer and restorer of worlds and in numerous other forms
<b>Buddhism</b>	a religion, originated in India by Buddha (Gautama) and later spreading to China, Burma, Japan, Tibet, and parts of southeast Asia, holding that life is full of suffering caused by desire and that the way to end this suffering is through enlightenment.
<b>Enlightenment</b>	the state of having knowledge or understanding
<b>Buddha</b>	<i>Buddha</i> is the title given to Gautama Siddhartha, the religious teacher and founder of <i>Buddhism</i>
<b>Dalai Lama</b>	the spiritual head of Tibetan Buddhism and, until the establishment of Chinese communist rule, the spiritual and temporal ruler of Tibet
<b>Sikhism</b>	a monotheistic religion founded in Punjab in the 15th century by Guru Nanak
<b>Guru Granth Sahib</b>	The sacred text of Sikhism, considered by Sikhs as the eleventh and final <i>guru</i> and as the repository of God's revelation to humankind
<b>Guru Nanak</b>	Indian religious leader who founded Sikhism
<b>Gurus</b>	an influential teacher

Abrahamic religions—Christianity, Judaism and Islam	
<b>Abrahamic religions</b>	Islam, Christianity and Judaism are the three main Abrahamic religions because Abraham - or Ibrahim - is important to them all. They consider him an important prophet or father figure.
<b>Islam</b>	Islam, major world religion that emphasizes monotheism, the unity of God ('Allah' in Arabic), and Muhammad (PBUH) as his final messenger in a series of revelations.
<b>Christianity</b>	Christianity is the most widely practiced religion in the world, with more than 2 billion followers. The Christian faith centers on beliefs regarding the birth, life, death and resurrection of Jesus Christ
<b>Judaism</b>	Judaism is the world's oldest monotheistic religion, dating back nearly 4,000 years. Followers of Judaism believe in one God who revealed himself through ancient prophets.
<b>Quran</b>	the Islamic sacred book, believed to be the word of God as dictated to Muhammad by the archangel Gabriel and written down in Arabic.
<b>Bible</b>	the Christian scriptures, consisting of the Old and New Testaments
<b>Tanakh</b>	The Jewish Bible is known in Hebrew as the Tanakh, an acronym of the three sets of books which comprise it: the Pentateuch (Torah), the Prophets (Nevi'im) and the Writings (Ketuvim).
<b>stewardship</b>	the job of supervising or taking care of something
<b>Dominion</b>	ruling or controlling power
<b>Genesis</b>	The Book of Genesis is the first book of the Hebrew Bible and the Christian Old Testament. In Judeo-Christian traditions it is viewed as an account of the creation
<b>Eden</b>	the garden where according to the account in Genesis Adam and Eve first lived
<b>Adam &amp; Eve/Hawa</b>	Adam and Eve (Hawa in Islam) are the Bible's first man and first woman. Adam's name appears first in Genesis 1 with a collective sense, as "mankind"

## Knowledge Organiser: Topic 2—'How should we care for the environment?'

Key words		
1	Stewardship	The basis that God owns the world as seen in Genesis but has given humans the responsibility to look after, and care for, the world.
2	Dominion	The idea that God allows us to rule over his creation. It still does not mean we own it but can use it.
3	Instrumental worth	Having value based on its usefulness (usually to humans due to anthropocentrism).
4	Intrinsic worth	Having value in itself, not due to usefulness.
5	Humanism	The idea that the scientific method, evidence, and reason ought to be used to discover truths about the universe and thus human welfare and happiness are at the centre of their ethical decision making.
6	Sanctity of Life	The idea that all HUMAN life has value and so therefore we need to care for all.
7	Ahimsa	The concept of 'non-violence' within the Vedic religions e.g. Hinduism and Buddhism.
8	Halal	Means to be 'permissible' under Islamic law and haram means to be 'not permissible' according to Islamic law.
9	Ecological sin	Pope Francis has shown a care for the environment by stating that not caring for the world is sinful (sin = going against God).
10	Sustainability	Avoidance of the depletion of natural resources in order to maintain an ecological balance; not wasting things and conserving for the future.

Key Knowledge on the environment		
1	Stewardship	A good example of stewardship is a steward at a sports match/concert- the look after the people on behalf of the company; we look after God's creation on his behalf.
2	Dominion	The idea that God allows us to rule over his creation Some say to do as we see fit but this is often tied to stewardship and therefore requires an element of compassion. Stewardship is about being responsible for the care of the planet.
3	Sanctity of life	The belief that all human life has value and therefore needs to be cared for. This concept can be linked to stewardship e.g using air con excessively and other western luxuries have an impact on LEDC's. It is only about humans.
4	Green Christians	These are Christians who respond to the ecological crisis that they believe has deepened so they seek to live more gently on the earth, and lessen their impact on God's creation as a whole.
5	Environmental rights	Having access to the unspoiled natural resources that enable survival, including land, shelter, food, water and air.

Key Knowledge on animals		
1	Ahimsa	The concept of 'non-violence' within the Vedic religions e.g. Hinduism and Buddhism. In Buddhism, this links to the First Moral Precept of 'abstain from harming any living thing' as it causes dukkha (suffering) which is an unskillful action. In Hinduism, all living beings have souls therefore it is wrong to harm.
2	Halal	Means to be 'permissible' under Islamic law and haram means to be 'not permissible'. In the context of food, there are several rules regarding this that reflect the Qu'ran and Sharia law. The most famous are the methods of slaughter but some food is forbidden too such as pork.
3	RSPCA view on the slaughter of animals	They think that animals should only be killed if it is as free from suffering as possible. "We're opposed to the slaughter of any animal without first ensuring it is... stunned prior to slaughter. Evidence clearly indicates that slaughter without pre-stunning can cause unnecessary suffering."
4	Animal rights	This refers to the idea that animals deserve certain kinds of consideration—consideration of what is in their best interests.
5	Greenpeace	Greenpeace is an organisation and movement of people who are passionate about defending the natural world from destruction. Their vision is a greener, healthier and more peaceful planet, one that can sustain life for generations to come.



# Y7 Art & Design– NF Creatures

## EXPLORE

They will explore the A&D the formal elements through the work of others and a series of written and practical activities.

## DEVELOP

**Develop** an understanding of drawing, photography painting and 3D techniques.

## CREATE

**Create** a range of outcomes in response to tasks. Such as *Tonal Portrait and Ceramic mask*.

## EVALUATE

Pupils will evaluate their progress and effectiveness of each outcome they produce using Ebi & www activities Will complete written critique of the work of other artists' work in the lesson and for homework.

### ESSENTIAL KNOWLEDGE- You will Learn That

Formal Elements are the Key to Art and design in understanding and making

#### KEY WORDS & FORMAL ELEMENTS ART GENRE

Word	Definition
composition	• The position and layout of images on the paper
line	• Defines shape, the outer edges of something
tone	• How dark or light a shape is
shape	• The outline of the still life objects
form	• Appearing three-dimensional
pattern	• A repeated shape or line
texture	• The feel or appearance of a surface, how rough or smooth it is

Recording from Observation is a Primary source observational drawing: drawing something real in front of you. Secondary source observational drawing: drawing something from a picture.

#### Grades of Pencils

Pencils come in different grades. The softer the pencil the darker the tone. H = hard, B = black (soft) In Art the most useful pencils are B, 2B and 4B.

6B 4B 2B B HB H 2H



### Techniques and Processes- You will learn how

#### TECHNIQUE DEFINITIONS

balance	The even spread and spacing of the shapes across the design
orientation	The direction that a shape has been put on the page e.g. vertical, horizontal and diagonal
scale	The different size of shapes used within the print design
bleed	a blending technique used with water
Cross hatching	Lines are placed over each other at different angles to build up areas of tone

### Key Practitioners – Artists, Designers, Movements and Themes

**Natural Forms:** objects or living creatures in their natural form, leaves, flowers, seeds, pine cones, sea creatures, shells.....



YELLENA JAMES Ernst Haeckle



### Materials/ Mediums/ Techniques

#### CERAMIC TECHNIQUES



INCISE

PINCH



SCORE & SLIP

INGRAVE



Types of Coils



COILING

### TOPIC TERMINOLOGY

#### Foreground

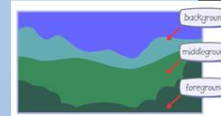
Front of picture

#### Middle ground

Middle area of picture.

#### Background

Appears in distance in picture space.



#### Printing

Method of repeating an image.

#### layering

Adding different surfaces on top

#### Medium

Material art is made of..

#### Primary

3 base colours

#### Secondary

Mix of 2 primaries.

#### Tertiary

Mix of 3 primary



#### Proportion

the relationship of the size of one element when compared to another.

#### Symmetry

has identical parts mirroring each other across a line of symmetry.

#### Observation

drawing from life & looking closely.



# Y7 Food – Preparing Food Safely & The Eatwell Guide

EXPLORE	DEVELOP	CREATE	EVALUATE
<p><b>EXPLORE</b> Explore how to keep safe when preparing food ingredients and how to ensure that you work in a hygienic and methodical way.</p> <p>Use the principles of <i>The Eatwell Guide</i>, when devising meals and menus for themselves and others. Name the section names and foods they contain.</p>	<p><b>DEVELOP</b> Applies all principles of food safety and hygiene when preparing and cooking ingredients.</p> <p>Name the correct cutting methods and know when to use the Bridge method and when to use the Claw methods appropriately.</p>	<p><b>CREATE</b> Select and use a range of ingredients to make a couscous salad, bread rolls, apple crumble, Cheese Scones and Vegetable stir fry. .</p> <p>Use correct preparation methods and correct equipment with care.</p>	<p><b>EVALUATE</b> Reviews practical work with detailed responses. Sentences are well written and most prompt questions are considered throughout responses.</p>

## Essential Knowledge – You will learn that

### What is the Eatwell Guide?

Comprises 5 main food groups.

Is suitable for most people over 2 years of age.

Shows the proportions in which different groups of foods are needed in order to have a well-balanced and healthy diet. Shows proportions representative of food eaten over a day or more.

### Why is the Eatwell Guide important?

The Eatwell Guide shows you how much (proportions)

of food you need for a healthy balanced diet.

### What are the consequences of a poor diet?

A poor diet can lead to diseases and can't stop us from fighting off infections.

### What are the sections on the Eatwell Guide?

Fruit and vegetables

Potatoes, bread, rice, pasta and other starchy food

Dairy and alternatives

Beans, pulses, fish, egg, meat and other proteins

Oils and spreads



### **Weighing and measuring**

1. Make sure your scales are set to measure in grams (g)
2. After putting the bowl on the top of the scales press 'tare' or on to reset the scales to zero (0) before adding any ingredients.



- red
- blue
- yellow
- green
- brown
- white





## Key Practitioners – Artists, Designers, Movements and Themes

### Washing up

- Step 1: Put the plug into the sink. Fill the sink up with hot water to about half way. Add a few squirts of washing up liquid while it is filling up.
- Step 2: Scrape your plates and then pile your washing up in the order you are going to wash it next to the sink – **Always start with knives, dry and return these to the knife block straight away.**
- Step 3: Wash each item with a dish cloth or brush.
- Step 4: Dry the dishes with a tea towel.
- Step 5: Wipe down the sink area using a dish cloth and remove any food from the plug hole.
- Step 6: Put the washing up liquid, brush and sponge back in the silver pot next to the sink.

**MY WASHING UP GUIDE**

WHEN WE WASH UP WE WANT TO KEEP OUR WARE AS CLEAN AS POSSIBLE SO WE START WITH THE LEAST DIRTY AND END WITH THE REALLY DIRTY AND GREASY ITEMS

- START OFF WITH CUPS AND GLASSES**
- NEXT WASH THE CUTLERY AND UTENSILS**
- NOW WASH THE BOWLS AND PLATES REMEMBERING TO WASH THE LEAST DIRTY ONES FIRST**
- AFTER WASH UP THE SAUCE PANS**
- FINALLY WASH THE GREASIEST AND DIRTIEST ITEMS SUCH AS BAKING DISHES**

**KEEP 'EM SEPARATED: AVOID CROSS CONTAMINATION**

**Food Storage**

- Don't store raw meat
- Don't store raw poultry and seafood
- Use airtight containers
- Use separate containers for raw meat

**Cleaning & Sanitizing**

- Don't clean after someone else
- Food contact surfaces
- Wash hands
- 4 hours



## Materials/ Mediums/ Ingredients – Origins and Properties



### Cover All Four Bases To Avoid Foodborne Illness

**CLEAN**  
Your hands, tools, and food preparation area should all be clean before you cook.

**SEPARATE**  
Steer clear of cross-contamination by keeping raw meat, poultry, seafood & eggs separate from all other foods.

**COOK** | Cook to proper temperature and serve hot: Don't stay in the danger zone!  
Cook your food completely and make sure it reaches the proper temperature before eating. Use 165° for leftover reheating. Avoid the danger zone between 40° and 140°F. See [foodsafety.gov](http://foodsafety.gov) for the USDA safe meat temperature guide.

Chill quickly: Don't be in the danger zone! **CHILL**  
Chill leftovers quickly or within 1-2 hours. Defrost food in the refrigerator or under cold running water. Serve and store cold food cold below 40°F.

## Subject & Topic Terminology

The Eatwell Guide: A healthy eating model showing the types and proportions of foods needed in the diet.

Hydration: The process of replacing water in the body. Energy: The power the body requires to stay alive and function.

Macronutrients: Nutrients needed to provide energy and as the building blocks for growth and maintenance of the body. These are fat, Carbohydrates and fats.

Micronutrients: Nutrients which are needed in the diet in very small amounts. These are called vitamins and minerals.

Evaluation: the making of a judgement about the amount, number, or value of something; assessment.

Bridge Cutting method: This method of cutting is safe and can be used for lots of different ingredients, such as tomatoes, potatoes, peppers and strawberries.

Claw Cutting method: This method of slicing is safe, and can be used for lots of different ingredients, such as peppers or courgettes or celery



# Y7 Product Design – Wooden Puzzles

EXPLORE	DEVELOP	CREATE	EVALUATE
Pupils will be introduced to Product design as a subject and explore the properties of Wood, Deforestation and Is Compostable Furniture the Future of Sustainable Design?	Will develop their own designs inspired by the designs of patterns and colour in the work of Karim Rashid. They will adapt these to a wood based product that is eye catching to children.	Design a thick wooden Jigsaw puzzle for young children. This will be a personal response to the work of Karim Rashid and will meet the brief and consumer profile.	Pupils will reflect and analyse the work of others as well as their own to develop an understanding of the design process. This will inform their evaluation of the project and it's success rate.

ESSENTIAL KNOWLEDGE- You will Learn That

## Jigs &



You **draw around a template** to get an exact copy of the original. It helps with **accuracy**. A **jig** helps you drill in the right place every time or sand at a perfect angle every time. It improves **accuracy** and **saves time marking out & measuring**.



Techniques and Processes- You will learn how



**PVA glue** – poly vinyl acetate – it works by soaking into the surfaces – it only glues **porous** materials e.g. wood, paper, card, cloth. It **plasticises** as it dries (turns into a type of plastic – does not wash out of clothes).



the drill bit in the chuck



## Key Practitioners – Artists, Designers, Movements and Themes

Egyptian-born and Canadian raised Karim Rashid is an industrial designer. His designs include furniture, lighting, surface design, brand identity and packaging. His colour and patterns will inspire your own designs for a colourful jigsaw.






## Materials/ Mediums/ Ingredients – Origins and Properties

### Natural Woods

Softwoods	Hardwoods
	
Have large, broad leaves	Have small needles for leaves
Grow in warmer countries - need long, warm summers	Can survive in colder countries with long winters
Have fruit, seeds or nuts	Have cones – they are coniferous – sometimes berries
Tall, thin trunks	Wide, short trunks
Grow quickly – 60+ years	Grow slowly – 150+ years
Produces cheap timber	Produced expensive timber
Evergreen – keep their leaves all year round – they are survivors	Deciduous – lose and regrow their leaves every year - hibernators
e.g. pine, cedar, spruce, deal, yew, larch, cypress	e.g. oak, birch, beech, teak, mahogany, apple, ebony, ash, cherry, walnut, tulip

### Manufactured boards

MDF	Chipboard	Plywood
		
Tiny particles (dust) of recycled wood glued & compressed together	Small particles (size of coffee granules) of recycled wood glued & compressed together	Layers of wood glued & compressed together (laminated together)
Used for furniture, cabinets, flooring	Used for flat-pack furniture, kitchen worksurfaces and kitchen cupboards	Used for furniture, and making buildings e.g. floor and roof

## Topic Terminology

**Keywords – you must know what these all mean and be able to spell them:**

PVA glue	Chipboard
Glass paper	MDF
Deciduous	Plywood
Evergreen	Laminated
Pillar drill	Glass paper
Drill bit	Dowel
Coniferous	Wood finish
Scroll saw	Chuck key
Jig	Junior hacksaw
Bench hook	Wood stain
Belt sander	Specification
Marking out	Isometric
Brief	Market research
Aluminium oxide paper	Manufactured board



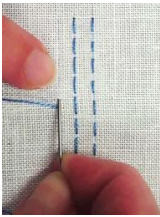



# Y7 Textiles – Monsters

EXPLORE	DEVELOP	CREATE	EVALUATE
Pupils will explore the techniques and work of Pop Artists such as Andy Warhol and Michael Craig Martin, whilst using the over arching theme of Portraiture and Who we are	They will develop ideas through experiments with a range of 2D and 3 D materials using personal objects, inspirational people and masks as inspiration.	Pupils will create a series of observational drawings in a range of media including pencil and collage and create a mask inspired their explorations.	Pupils will reflect on and retrieve knowledge and skills learnt and developed to bring together a final outcome through sketchbook work and 3D outcomes.

## ESSENTIAL KNOWLEDGE- You will Learn That

Running stitch is a basic embroidery stitch that most learners will start with. The needle is pushed down into the fabric before coming back up in the same movement if possible. The needle and thread are then pulled upwards through the fabric to leave a flat stitch on the surface. This action is then repeated






Zig zag adjuster  
1= straight  
2 - 5 = zigzag

Length of stitch adjuster  
1-5 NEVER 0

Tie dye is a technique using elastic bands which block dye, to create patterns.



## Key Practitioners Materials & Equipment Topic Terminology












**Jon Burgerman & Louise Evans**

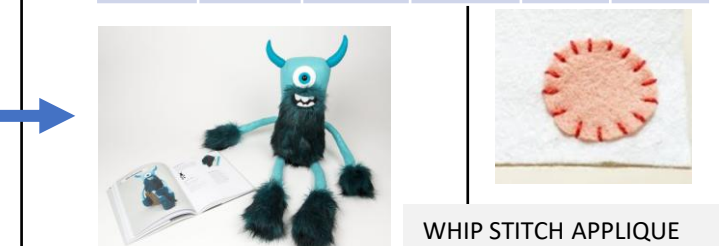
**Jon Burgerman** is a UK born, trained at NTU, NYC based artist, famed for his instantly recognisable drawings, doodles, characters and murals.

Welsh fashion designer and textile artist **Louise Evans** who goes by the name of **Felt Mistress**; uses felt and other fabrics, to bring to life imaginative characters of all different shapes and sizes.

Her creations have appeared in television commercials, shop window displays, exhibitions and music videos across the world.



pins	Embroidery thread	unpicker	Ironing board	Sewing needle	Elastic bands
					
Sewing machine	Bobbin	Iron	Dye	Felt	Thread
					



**Textiles** is the study of fibres and fabrics.

**Fibres** are the filaments or staples that make a yarn.

**Fabric** is made from yarn that is held together by weaving, knitting or felting

**Cotton** is a natural, staple fibre that comes from the seedpod (boll), of the cotton plant and is woven or knitted to make many fabrics like gingham, calico and denim.

**Felt** is a dense, non-woven fabric and without any warp or weft. Instead, felted fabric is made from matted and compressed fibres or fur with no apparent system of threads.

**Appliqué** is ornamental [needlework](#) in which pieces or patches of fabric in different shapes and patterns are sewn or stuck onto a larger piece to form a picture or pattern. It is used as decoration, especially on garments. The technique is either hand stitching or machine

Y7 French - Je me présente Core Vocabulary	
Greetings	
Bonjour	Hello / good day
Salut	Hi
Bonsoir	Good evening
Bonne nuit	Goodnight
Au revoir	goodbye
ça va?	How's it going? / How are you?
bien / pas mal / mal	good / not bad / bad
Introducing yourself	
je m'appelle	My name is
prénom	first name
nom de famille	family name/surname
ça s'écrit	it's spelled...
See French alphabet sheet	
Age and birthday	
j'ai <b>onze</b> ans	I'm 11 years old
j'ai <b>douze</b> ans	I'm 12 years old
mon anniversaire c'est le...	my birthday is the...
See numbers and months sheet	
le cinq septembre	the 5th September
le vingt-trois février	the 23rd February
Likes and dislikes	
<b>J'aime</b>	<b>I like</b>
<b>J'adore</b>	<b>I love</b>
<b>Je n'aime pas</b>	<b>I don't like</b>
<b>Je déteste</b>	<b>I hate</b>
le sport	sport
le foot	football
le basket	basketball
le tennis	tennis
la danse	dance
le chocolat	chocolate
les croissants	croissants
les chiens	dogs
les chats	cats
les animaux	animals
ma famille	my family
mes amis	my friends
mon collègue	my (secondary) school

## Les nombres

1	un	11	onze	21	vingt-et-un
2	deux	12	douze	22	vingt-deux
3	trois	13	treize	30	trente
4	quatre	14	quatorze	40	quarante
5	cinq	15	quinze	50	cinquante
6	six	16	seize	60	soixante
7	sept	17	dix-sept	70	soixante-dix
8	huit	18	dix-huit	80	quatre-vingts
9	neuf	19	dix-neuf	90	quatre-vingt-dix
10	dix	20	vingt	100	cent

### Les mois:

janvier (January)  
 fevrier (February)  
 mars (March)  
 avril (April)  
 mai (May)  
 juin (June)  
 juillet (July)  
 août (August)  
 septembre (September)  
 octobre (October)  
 novembre (November)  
 decembre (December)

### Les jours:

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

#### Important literacy tip!

In English, days of the week and months must begin with a capital letter. In French they do not.

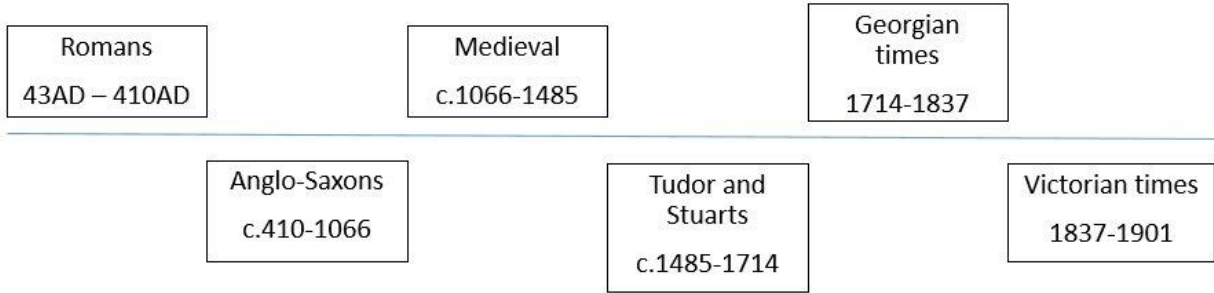
	FRENCH	ENGLISH
1	bonjour	hello
2	salut	hi/bye
3	bonsoir	good evening
4	bonne nuit	good night
5	au revoir	goodbye
6	merci	thank you
7	s'il vous plaît	please
8	monsieur	mister
9	madame	mrs
10	mademoiselle	miss
11	je voudrais	I would like
12	un stylo	a pen
13	un cahier	an exercise book
14	un livre	a book (text/reading)
15	une gomme	a rubber
16	rouge	red
17	noir	black
18	jaune	yellow
19	blanc	white
20	vert	green
21	rose	pink
22	c'est	it is
23	ce n'est pas	it is not
24	je m'appelle	I am called
25	et	and

26	mais	but
27	ou	or
28	aussi	also
29	hiver	winter
30	printemps	spring
31	été	summer
32	automne	autumn
33	très	very
34	trop	too
35	assez	quite/fairly
36	un chien	a dog
37	une tortue	a tortoise
38	j'aime	I like
39	j'adore	I love
40	je n'aime pas	I don't like
41	je déteste	I hate
42	la famille	family
43	une maison	a house
44	mon père	my dad
45	ma mère	my mum
46	j'habite	I live
47	anniversaire	birthday
48	ans	years
49	il y a	there is / are
50	il n'y a pas de	there is not

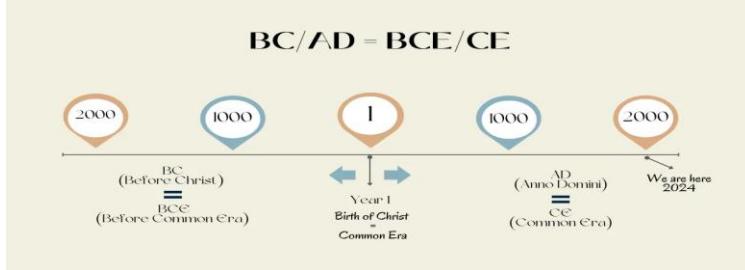
# History

## Knowledge Organiser: What can my local area tell me about History?

The timeline below show the eras (roughly) you will cover in your first Year 7 topic:



### How do I know if a year is BC (BCE) or AD (CE)?



BC = Before Christ / BCE = before common era

AD = Anno Domini (the year of our Lord) / CE = Common Era

To correctly know whether a year as 'BC/BCE' or 'AD/CE', you can use this timeline the same way you would use a number line in Maths.

The year '0' represents the year Christians believe Christ was born. Anything before that is 'BC/BCE' and anything after that is 'AD/CE'.

### How do I know which century a year is in?

We will use AD/CE years to demonstrate:

If the year is between 0 – 100 CE, this means it was in the 1<sup>st</sup> century CE. Following this pattern, it means...

- 100-199 = 2<sup>nd</sup> century
- 200-299 = 3<sup>rd</sup> century
- 300-399 = 4<sup>th</sup> century....

...right up until today, where 2025, for example, is in the 21<sup>st</sup> century

### Your key terms for this topic:

Word	Definition
<b>History</b>	The study of the past
<b>Chronological</b>	When events are stated in the order in which they occurred
<b>Primary source</b>	Information or artefacts produced first-hand by those who experienced the time-period, or topic
<b>Secondary source (interpretation)</b>	Information about a time period or topic that is created later. It analyses, interprets, or summarizes information from primary sources, offering a second-hand account.
<b>Inference</b>	A conclusion which is drawn using reasoning or evidence rather than explicit information
<b>Decade</b>	A period of 10 years
<b>Century</b>	A period of 100 years
<b>Millennium</b>	A period of 1000 years
<b>Historian</b>	A person who studies and writes about the past and is regarded as an authority on it
<b>Archaeologist</b>	A person who studies artefacts and physical remains from the past
<b>Anglo-Saxon</b>	An inhabitant of England between the 5th century and the Norman Conquest, originally from Germanic area of Europe
<b>Medieval</b>	Relating to the Middle Ages (c.5 <sup>th</sup> -15 <sup>th</sup> centuries)
<b>Early Modern</b>	The time from roughly the 15th to 18th centuries
<b>Modern</b>	Relating to the present or recent times

## Knowledge Organiser: Norman England

### 1066: why was there a succession crisis?

- King Edward the Confessor died without an heir
- Harold Godwinson is announced as king by the Witan
- There are main 3 claimants to the throne

#### **Harold Godwinson**

- He was English
- Earl of Wessex
- Had been an advisor to the king and acted as regent
- His sister was married to the king
- He had gone on embassy to Normandy for King Edward
- Experienced military leader

#### **Harald Hardrada**

- He was King of Norway
- He was a fearsome Viking warrior, feared across Europe
- Claim to the throne was based on Viking secret deals and treaties
- Tostig Godwinson convinced Hardrada that Harold Godwinson was unpopular in England

#### **Duke William of Normandy**

- He was a relative of Edward the Confessor
- He was a strong military leader
- Supposedly Edward the Confessor had promised him the throne and Harold Godwinson had agreed
- Was supported by the Pope

### The Battle of Stamford Bridge - 25<sup>th</sup> September 1066

- Harold Godwinson's army marched 210 miles North in 5 days and defeated Harald Hardrada's army by launching a surprise attack
- Hardrada was killed and only 24 out of his 300 ships were needed to carry the surviving Vikings home.
- William of Normandy had postponed his invasion of England due to poor weather

### The Battle of Hastings – 14<sup>th</sup> October 1066

- The weather improved and William travelled to England while Harold Godwinson was still in the north
- Harold G and his exhausted men travel back south to fight William at the Battle of Hastings
- Harold G was killed (supposedly with an arrow in the eye) and William took the throne as King of England

### How did William win the Battle of Hastings?

#### **1. Tactics/army**

- Harold's main tactic was the shield wall
- William had a mix of professional knights, huscarls (trained fighters), archers and cavalry. He also had powerful crossbows.
- William weakened the shield wall with the feigned retreat tactic (pretended to run away and then circled the Normans from behind)

#### **2. Leadership**

- **William's knights brought their own horses and started to build wooden castles as soon as they landed in England**
- **Harold decided to launch a surprise attack on William on the south coast, straight after the Battle of Stamford Bridge instead of waiting for him to reach London. Harold only had 8,000 troops when he could have had 40,000 if he waited for back up**

#### **3. Luck**

- **Harold faced 2 invasions in 2 weeks. His men had marched over 420 miles.**
- **The weather meant William arrived in England just after the Battle of Stamford Bridge (the wind had been blowing the wrong way in September).**
- **Medieval battles were chaotic. Both sides were quite evenly matched and William was lucky to have won. This is shown by the fact the battle lasted all day.**

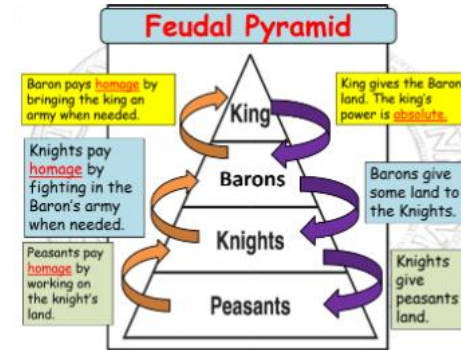
### How did William I take control of England?

#### 1069: Opposition to William (the harrying of the north)

- Some Anglo-Saxons did not accept William I as **The harrying of the north (1096-70):**
- Northern Anglo-Saxons started a mass uprising in Yorkshire. William defeated them and ordered villages to be destroyed, killing any person or animal in the way
- Seen as cruel even at the time. Years later the Domesday Book still listed destroyed areas as 'waste'

### Landowning and feudal system

- The Normans introduced the feudal system - a hierarchy based on social, political and economic status

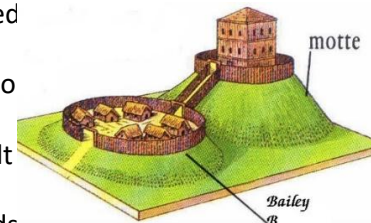


### The Domesday Book (1086)

- The book shows that William I directly owned about 20% of the land, Norman nobility controlled about 50% - many Normans had moved to England and replaced the Anglo-Saxon landowners

### Motte and Bailey Castles:

- Defensive structures introduced by Normans.
- Built with a keep (wooden or stone building) on a hill (motte) surrounded by a moat (water)
- Usually small making them easier to defend.
- Most built in wood first then rebuilt later in stone
- They housed soldiers and their lords
- Helped the new Norman landowners to control the Anglo-Saxon population



### What makes up the UK?

The **UK** is a country in western Europe that is made up of 4 nations; England (the largest), Scotland, Wales and Northern Ireland.

**Great Britain:** England, Scotland and Wales.

United Kingdom: England, Scotland, Wales and Northern Ireland.

**British Isles:** England, Scotland, Wales, Northern Ireland and Republic of Ireland

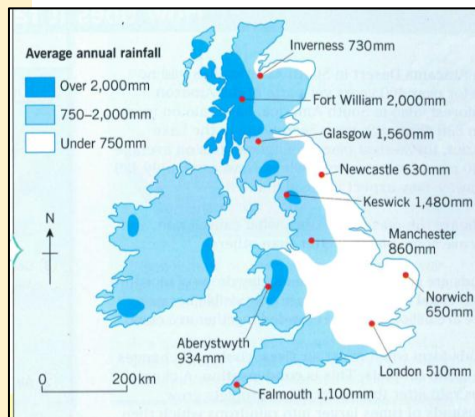
### Rainfall in the UK

**Precipitation** means rain, snow, sleet or hail that falls to or condenses on the ground.

Wales and the north west (upland areas) of the UK see larger amounts of rainfall compared to the further south and east you go.

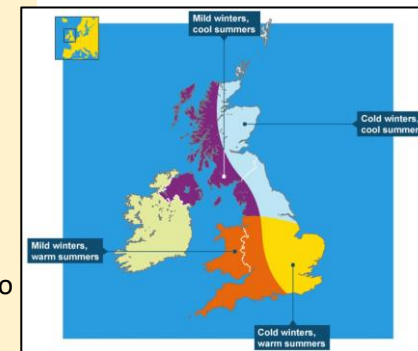
There are 3 types of rainfall:

- **Convective** rainfall
- **Relief** rainfall
- **Frontal** rainfall



### The British climate

Britain has a mild climate. It is in the **temperate climatic zone** and the sea affects the weather. This means that Britain gets cool, wet winters and warm, wet summers. The weather conditions are also very changeable.



**Prevailing wind:** the dominant direction from where the wind blows

**Air mass:** a large body of air with similar characteristics

### Physical Landscape of the UK

**Relief:** The shape of the land – how high or low, flat or steep it is.

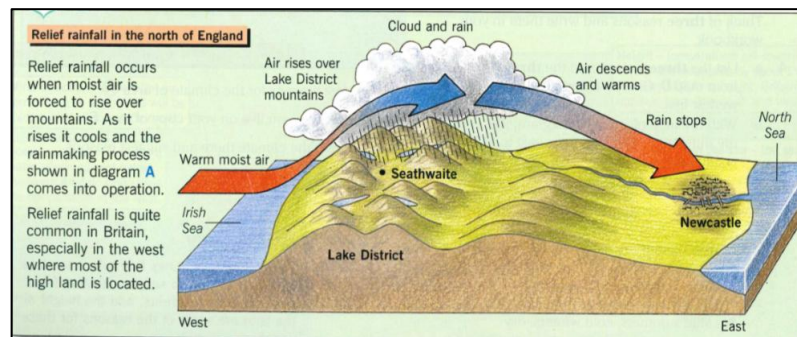
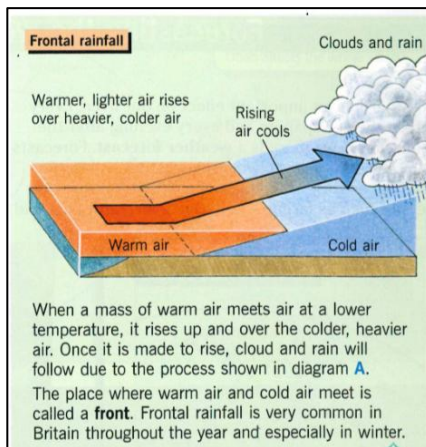
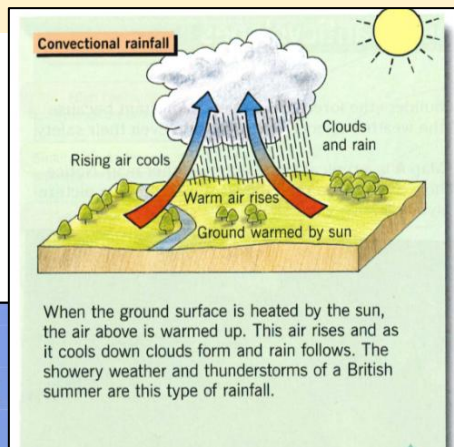
Mountainous (upland) areas tend to be in the north and west of the UK. Low lying (lowland) areas tend to be in the south east of the UK.

Some examples of mountain ranges are the Cambrian Mountains in Wales, the Pennines in northern England and the Grampian Mountains in Scotland.



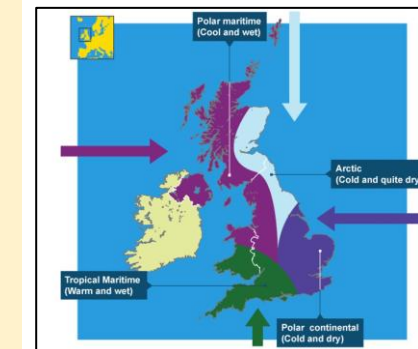
The longest river in the UK is the River Severn (354km) which has its source in Wales.

The River Thames is the longest river in England and flows through London.



There are a number of factors that affect the British climate:

- **Prevailing winds** – direction from where the winds come from
- **Latitude** – locations that are further north receive less concentrated energy from the sun



- **Altitude** - Temperatures decrease with altitude. There is a 1°C drop for every 100 m in height as the air is less dense.
- **Distance from the sea** - The sea takes longer to heat up and cool down than land. So in the winter the sea keeps coastal areas warm and in summer, it cools them down.
- **Ocean currents** - Britain's mild climate is partly due to the Gulf Stream, a large Atlantic Ocean current of warm water from the Gulf of Mexico.

## Population

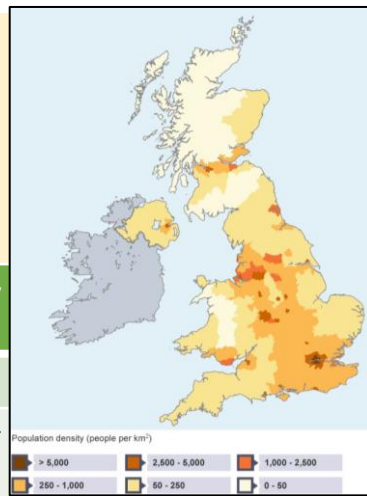
Population **distribution** – the way people are spread out

**Sparsely** populated – few people in an area

**Densely** populated – many people in an area

The UK has a population density of approximately 260 people per sq km.

Factors leading to densely populated areas	Factors leading to sparsely populated areas
Flat or gently sloping land	Steep slopes
Mild climate	Harsh climate – very hot or very cold
Good (fertile) soils	Dense forests
Lots of job opportunities	Few job opportunities
Lots of resources e.g. coal and oil	Lack of resources
Water	Dry conditions (lack of water)



## Migration

Some people choose to migrate (voluntary) or others may be forced to move (forced).

**Internal migration** when someone moves within a country.

**International migration** when someone moves across country borders.

**Emigration** is when people are leaving or exiting a country.

**Immigration** is when people are moving into a country.

**Push factor** – something negative that makes a person leave where they live.

**Pull factor** – something positive that attracts a person to a place

Push factors	Pull factors
Lack of services	Better services
Low employment	Higher employment
Lack of safety	Safe society
High crime	Less crime
Crop failure	Fertile land
Drought	Lower risk of natural hazards
Flooding	Good climate
Poverty	More wealth
War	Political stability

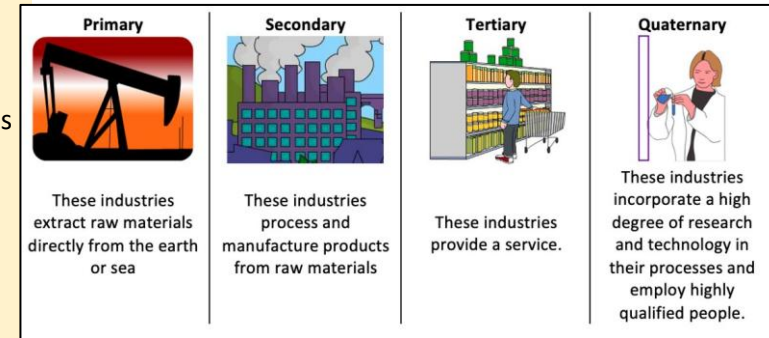
### Positives of tourism

Creates jobs. It brings money into the area. New infrastructure and facilities are created.

### Negatives of tourism

Jobs are seasonal. An increase in traffic, litter and noise. Overcrowding and conflict between locals and tourists.

## UK employment structure



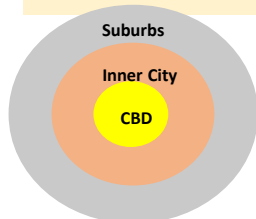
Most people in the UK work in the tertiary sector providing a service.

## Zones of a town/city

**CBD** – The central business district is the commercial centre of the city. There are many tall buildings, land is expensive to rent/buy, few people live here and railway and bus stations are often found here.

**Inner city** – The area next to the CBD usually built before World War II. You often find terraced houses and abandoned run down factories and warehouses.

**Suburbs** – This is the area on the outskirts/edges of a city. Here are large detached and semi-detached houses with garages, land is cheaper than the CBD and there is lots of open space.



**Remember** - lots of things in Geography can be categorized into **social** (to do with people), **economic** (to do with money) and **environmental**.

## Leicester

Located in the East Midlands region of England and in the county of Leicestershire.

Leicester's population is very diverse. Population in 2016: 348,343

- Over 70 languages spoken
- Close to M1 and M69 motorways
- Hosts large multicultural events:
  - Caribbean carnival
  - Diwali celebrations
- Has 2 universities
  - Leicester University
  - De Montfort University



## UK Nations Human Geography

The map shows the UK nations and their capital cities.

England has the largest population and London is the biggest capital city.

England is also the largest country by land area.

# How does weather and climate affect our lives?

# Knowledge Organiser

## 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?

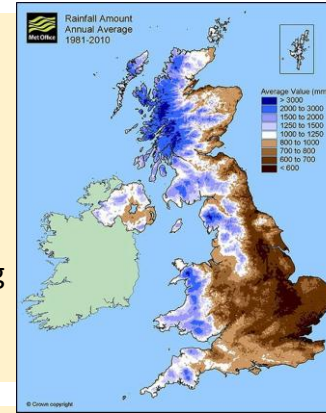
- Farmers study the weather so they know whether rain is forecast for their crops.
- Extremes of weather can lead to flooding which can damage homes and cost money.
- Changes to weather can disrupt transport e.g. roads can become icy which can be dangerous.

## 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 idea 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?

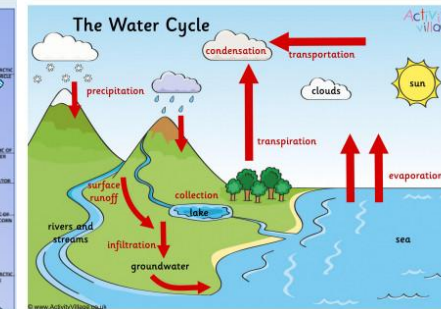
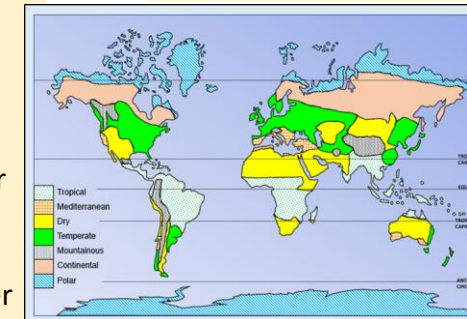
**Polar:** Very low temperatures and low rainfall. Animals are adapted e.g. polar bears have thick fur. Few plants grow here due to cold, e.g. Arctic.

**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?

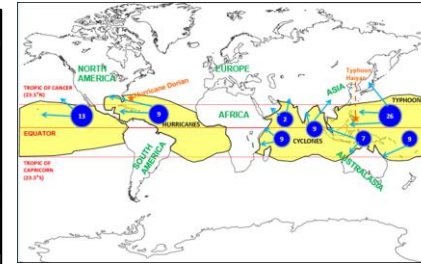
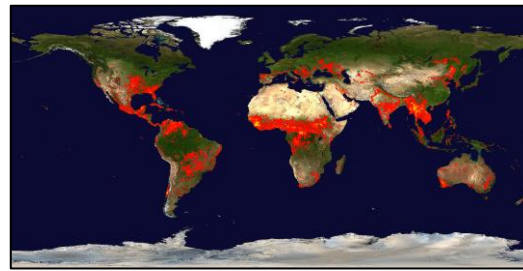
- There is a fixed volume of water on the Earth which has not changed over time.
- 97% of water is salt water and 3% is fresh water.
- However, the demand for water has increased by 600% as population has increased and people use more water in their daily lives.

# How does weather and climate affect our lives?

# Knowledge Organiser

## 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 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.

## 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.

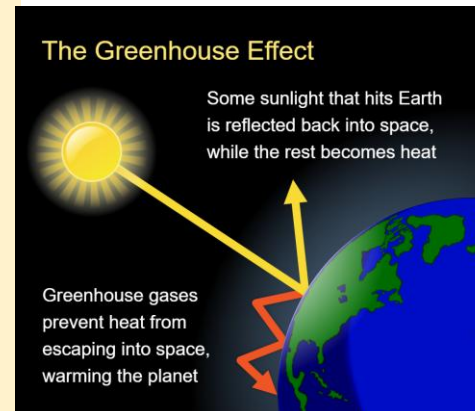


## Why are wildfires becoming more common?

- 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.



## 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.



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