Year 7

HALF TERM 2
KNOWLEDGE ORGANISERS



Look at the information carefully. Read it three times. It may help to say it as you read it.



Cover it up with your hand or a piece of paper.



Write it out, from memory.



Check what you have written matches the information on the knowledge organiser exactly. Tick your work with a purple pen to show it is correct if it does.



If it doesn't match exactly, use your purple pen to correct it.

Orsett Heath Academy

Masters of Recall

Subject: English

Literature: Novel Study: The Bone Sparrow

YEAR 7 TERM 2

Week 1	Week 2	Week 3
Detention Centre: A facility where individuals are held in custody **Refugee:** a person who has been forced to leave their country in order to escape war, persecution or natural disaster. **Asylum Seeker:** someone who flees their country and seeks protection in another country because of persecution or danger **Human Rights:** basic rights which many societies believe that all people should have	**Grief:** Intense sorrow caused by loss **Dual Narrative:** a story that is told from two perspectives **Symbolism:** the use of symbols in art, literature, films to represent ideas **Dehumanised:** deprived of human qualities, such as individuality	**Remote:** at a far distance in space or time from other things **Dilemma:** a situation that requires a choice between two actions, neither of which will be a good solution **Memories:** things remembered from the past **Outsider:** a person who is not liked or accepted as a member of a particular group
Week 4	**Week 5**	**Week 6**
Escapism: seeking distracting and relief from unpleasant realities by engaging in fantasy or entertainment. **Hunger Strike:** a prolonged refusal to seat, carried out as a protest against imprisonments or other conditions **Determined:** firmly decided to accomplish something without letting anything stop you	**Context:** the background information about the time, place, writer, or events that help us understand a text better. **Narrative:** a story, description or account of events **Identity:** the qualities, beliefs, personality, looks and expressions that make a person	**Motif:** a recurring element in a literary work, meaning the idea or image occurs repeatedly **Controversial:** causing arguments

Masters of Recall

Subject: **Maths** Topic: **Data and Algebra** YEAR: **7** TERM: **Autumn**

Week 1: Statistics

Mode
7, 3, 4, 1, 7, 6
Most common number
7, 3, 4, 1, 7, 6
Mode = 7

Mean
7, 3, 4, 1, 7, 6
Sum of numbers divided by the total numbers
Mean = (7+3+4+1+7+6)/6 = 28/6 = 4.66

Range
7, 3, 4, 1, 7, 6
Difference between highest and lowest
Range = 7 – 1 = 6

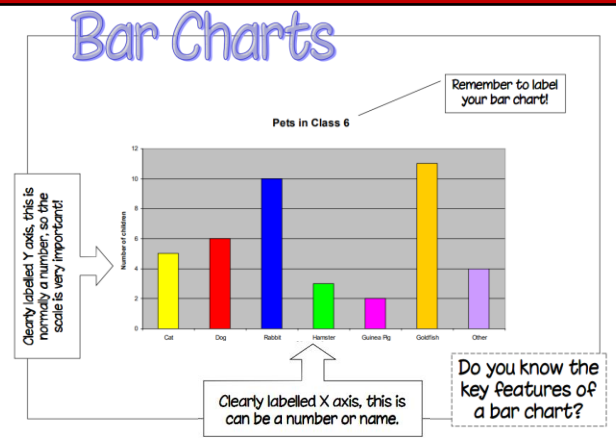
Median
7, 3, 4, 1, 7, 6
Arrange in order and pick the middle value
1, 3, 4, 6, 7, 7
Median = (4+6)/2 = 5

Given an Even Number of Digits

Median
7, 2, 9, 1, 5
Arrange in order and pick the middle value
1, 2, 5, 7, 9
Median = 5

Given an Odd Number of Digits

Week 2: Bar Charts



Week 3: Pictograms

Key Concept
Pictogram

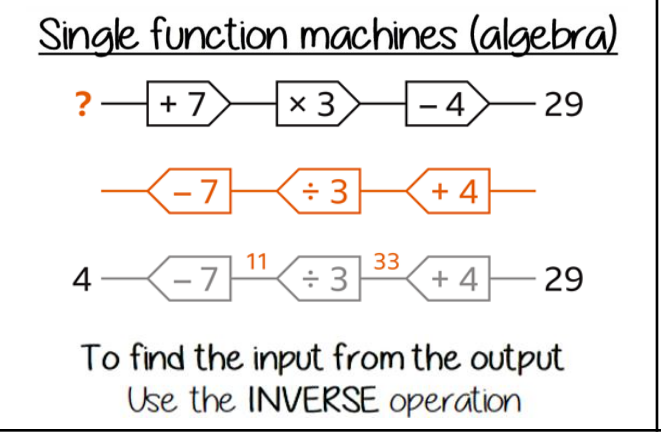
Year	Number of cars (= 1000 cars)
2003	
2004	
2005	
2006	
2007	

How many cars were sold in 2006? 4500 cars

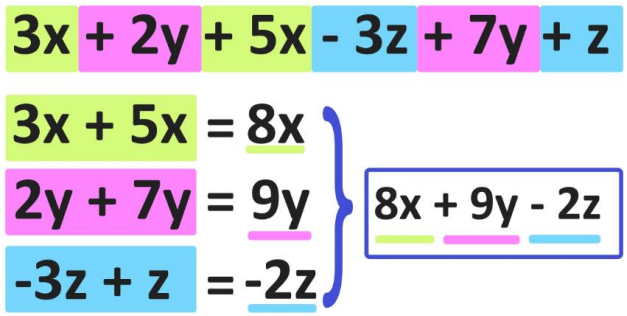
Data Tips

- There can be more than one mode.
- Range is a measure of spread, not an average.
- Bar charts should have equal gaps between the bars.

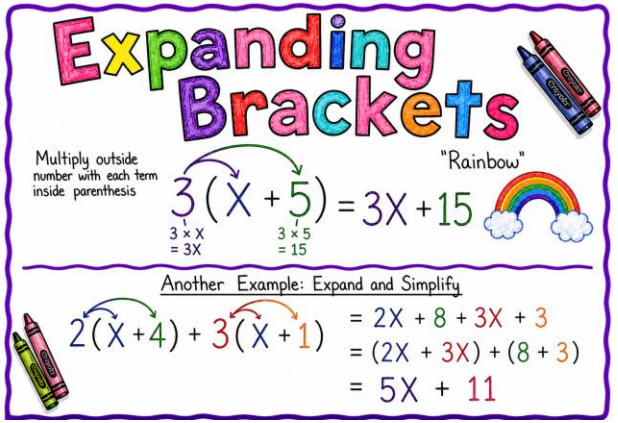
Week 4: Functions



Week 5: Collecting Like Terms



Week 6: Expanding Brackets



Masters of Recall

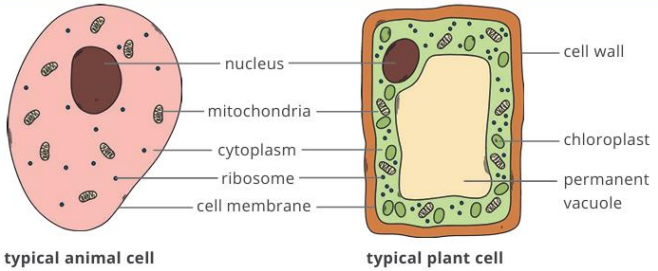
Subject: Science

Topic: Cells & Reproduction

YEAR 7 TERM 1b

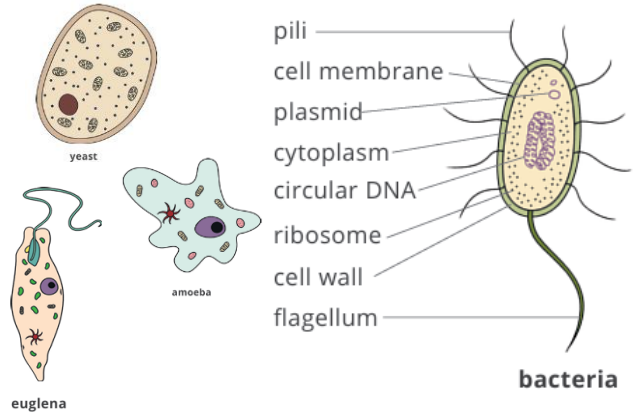
Week 1

Typical Cell Types



Week 2

Unicellular Organisms



Week 3

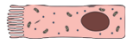
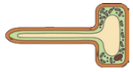
adaptation	A specific feature that allows a specialised cell to carry out a particular function.
embryo	An unborn or unhatched offspring in the early stages of development. In humans, this is up to the end of the eighth week after conception.
hormone	A chemical that is produced naturally within the body and released into the bloodstream to send messages to other parts of the body.

Week 4

Sub-Cellular Structures

flagellum	A tail-like structure that allows bacteria to move around.
mitochondria	The site of aerobic respiration, a chemical reaction which releases energy for the cell.
nucleus	Contains genetic material (DNA) and controls the activities of the cell.
permanent vacuole	Contains cell sap to keep the cell rigid.
plasmid	Small, circular sections of DNA that are found free in the cytoplasm and can be passed from one bacterium to another.
ribosome	Carries out protein synthesis using the genetic code from DNA.

Week 5

Cell	Diagram	Function	Adaptations
ciliated epithelial cell		To move substances along the trachea and oviduct.	• cilia to move substances along • lots of mitochondria
palisade cell		To carry out photosynthesis.	• lots of chloroplasts • cells are tall and thin which increases their surface area
red blood cell		To transport oxygen around the body.	• no nucleus • biconcave shape
root hair cell		To absorb water and minerals from the soil.	• long, thin extension that increases the surface area • no chloroplasts

Week 6

Eye piece lens - The magnifying lens you look into to see the specimen

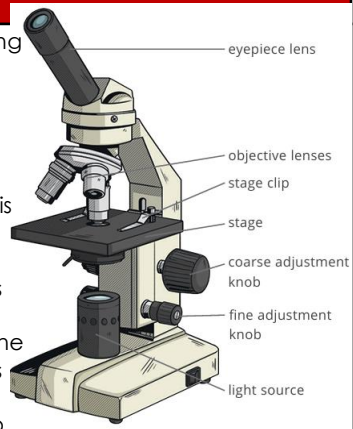
Objective lens – Controls the magnification of the sample using different lenses

Stage - Where the specimen is placed

Fine focus wheel - Moves the stage up and down to focus the image

Coarse focus wheel - Moves the stage up and down to focus the image

Light source - Provides light to see the sample



Masters of Recall

Geography — Our Planet — YEAR 7 TERM 2

Week 1	Week 2	Week 3
geography – the study of Earth's surface, how it changes over time, and how humans interact with it. **surface –** the top or visible layer. **continent –** a major landmass which includes several countries (aside from Antarctica). **landmass –** a huge area of land above the level of the sea. **orbit –** to move around something in a circular motion.	**core –** a layer of extremely hot metal at the centre of the Earth. **molten –** rock or metal that is melted due heat. **carbon dioxide –** a gas in Earth's atmosphere which is used by plants to make their own food **habitable –** providing conditions that are good enough to live in. **Pangea –** a supercontinent that existed about 250 million years ago.	**condensation –** the process when a gas turns into a liquid. **country –** a bordered area of land within a continent. **precipitation** – water falling from the sky, such as rain or snow. **multi-cultural –** a country with cultures from many different places. **water cycle –** the continual movement of water through ocean, atmosphere, and land.
Week 4	**Week 5**	**Week 6**
dense – a lot of people living in an area (crowded). **distribution –** how something is spread over a geographical area. **line graph –** a type of chart that uses a line to show how something changes over time **sparse –** few people living in an area. **urban –** a built up area such as a city or town.	**nutrition –** how healthy a person's diet is (i.e., good nutrition or poor nutrition). **income –** the amount of money earned. **quality of life –** how happy, comfortable, safe and healthy a person is. **wealth –** how much money a person or place has.	**HIC –** High Income Country – a country with an average income of more than $13,200 per person. **LIC –** Low Income Country – a country with an average income of less than $1,100 per person. **MIC –** Middle Income Country – a country with an average income of between $1,100 - $13,200 per person.

Subject: History

Topic: Norman Conquest

YEAR 7 TERM _

Week 1	Week 2	Week 3
Conquest – To take control of another country by force. **Continuity** - Things staying the same (or remaining mostly unchanged) over time. The Normans Conquered England in 1066 and William of Normandy became King of England.	After the Conquest, William signed **charters** to promise to continue to rule in the same way the Saxons had. The Normans built castles all over England to help them keep control. The English peasants were forced to do the building.	**Feudal System** – a system used in medieval England where the king gave land to powerful people in return for loyalty, soldiers, and service. William I changed the feudal system so that he owned all of the land. By 1086, only 8% of English lands belonged to English nobles.
Week 4	**Week 5**	**Week 6**
Tenant-in-chief/noble/baron – these three terms are all names for the high-ranking people during medieval times, who rented land directly from the king. **Villein** – a medieval peasant who was legally tied to their land and had to work for their lord for their whole life.	**Harrying of the North** – a campaign by William the Conqueror in which villages, crops, and food supplies in northern England were destroyed to stop rebellions against his rule. **Domesday Book -** The written results of William I's survey into the wealth across England.	**Murdrum Fine** – a punishment where an entire village had to pay a fine if a Norman was murdered and the killer was not found. The Normans built many monasteries across England as penance for the number of English people they killed. *Masters of Recall*

Subject **French** Topic **In The Classroom** YEAR **7** TERM **2**

Week 1	Week 2	Week 3
Quelle heures est-il? → What time is it? Il est dix heures → It is 10 o'clock Midi → midday Minuit → midnight Blanc (he) → white Noir (e) → black Jaune → yellow	J'aime assez → I quite like J'ai trop de devoirs → I have too much homework Ennuyeux → boring Facile → easy L'allemand → German Le dessin → art Le japonais → japanese	Je porte → I wear On porte → we wear Un pantalon → trousers Une chemise → a shirt Une veste → blazer Une jupe → a skirt Des chaussures → some shoes Démodé → old-fashioned
Week 4	**Week 5**	**Week 6**
Ma journée scolaire → my school day Je quitte → I leave Mes copains → my friends Ma maison → my house On commence → we start Je joue dehors → I play outside Je rentre → I go home	Mon jour préfèré → My favourite day Ma matière préfèrée → My favourite subject Je suis fort (e) en → I am good at L'emploi du temps → timetable La rentrée → start of the school year	De taille Moyenne → medium-sized On étudie → we study Une piscine → a swimming pool Il n'y a pas → there is no Harcèlement → bullying Toilettes sales → dirty toilets

Subject: RE

Topic: Judaism

YEAR 7 TERM 1

Week 1: Abraham	Week 2: The Israelites	Week 3: Moses the Prince
Abraham is a key figure in Judaism and is seen as the first monotheist, meaning he believed in one God. He made a covenant (sacred agreement) with God, who promised to make his descendants a great nation. Abraham showed strong faith by obeying God and leaving his home when called. He was willing to sacrifice his son Isaac as a test of faith. In Judaism, he is seen as the father of the Jewish people and a model of trust and obedience to God.	The Israelites are the descendants of Abraham, Isaac, and Jacob in Judaism. They are seen as God's chosen people who entered a covenant with God, agreeing to follow His laws. According to the Torah, they were freed from slavery in Egypt by Moses and travelled to the Promised Land. The Israelites are important in Judaism because they represent God's special relationship with His people and the beginning of the Jewish nation.	Moses was an Israelite but grew up as an Egyptian. Moses is a key prophet in Judaism. He was chosen by God to lead the Israelites out of slavery in Egypt. God spoke to Moses through the burning bush and gave him the Ten Commandments on Mount Sinai. . Moses led the Exodus and guided the Israelites towards the Promised Land.
Week 4: The Ten Plagues	**Week 5: Synagogue**	**Week 6: Torah**
The Ten Plagues were sent by God to push Pharaoh to free the Israelites from slavery in Egypt and to show God's power. • Water turned to blood • Frogs • Lice (or gnats) • Flies • Disease on livestock • Boils • Hail • Locusts • Darkness • Death of the firstborn sons	A synagogue is a Jewish place of worship and prayer. Jews gather there to read the Torah and learn about their faith. It is also an important place for the community to meet and celebrate festivals such as Passover (Pesach) and Bar/Bat Mitzvahs.	The Torah is the holy book of Judaism. It contains God's laws and teachings, including the first five books of the Hebrew Bible. Jews read the Torah in the synagogue and use it as a guide for how to live. *Masters of Recall*

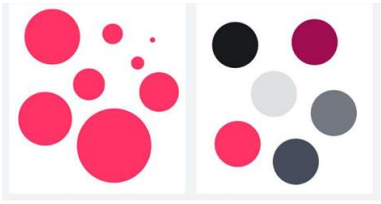
Subject: ART

Topic: THE DESIGN PRINCIPLES

YEAR 7 HALF TERM 2

Week 1: Unity and Variety

Unity is how well the elements of a design work together. Each element should have a clear visual relationship with each other element to help communicate a clear, concise message.

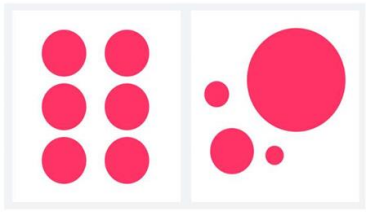


Unity = Same colour
Variety = Different sizes

Unity = Same size
Variety = Different colours

Week 2: Balance

Balance can be symmetrical (with items of equal weight on either side of the centre line) or asymmetrical (with items of different weights laid out in relation to a line that may or may not be centred)

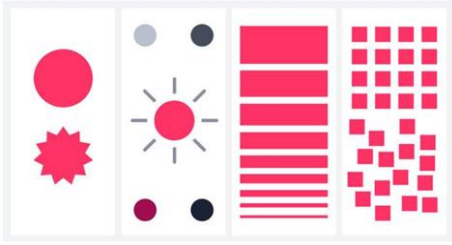


Balance: Symmetrical

Balance: Asymmetrical

Week 3: Contrast

Contrast is the difference between various elements within a design, that makes them stand out from each other.



Contrast in shape

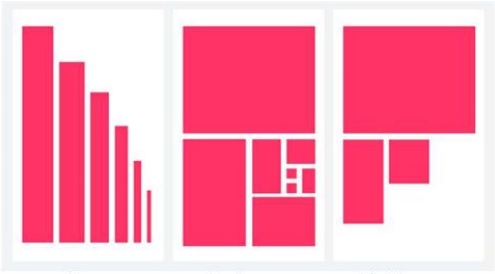
Contrast in colour

Contrast in scale

Contrast in layout

Week 4: Scale and Proportion

Proportion is the size of the elements in relation to one another. Larger elements tend to be seen as more important while smaller ones are seen as less so.



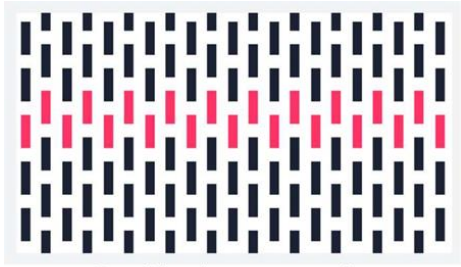
Size

Ratio

Divisions

Week 5: Repetition

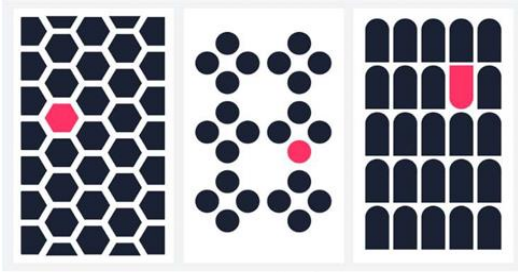
Repetition reinforces an idea or perception. It can be achieved by repeating the same colours, shapes, images, objects, mark making techniques, and so forth.



Repetition changes perspective

Week 6: Emphasis
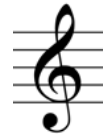
Emphasis causes a certain part of a design to stand out compared to other elements. Conversely, it can also be used to minimise how much an element stands out.



Creating a focal point

Masters of Recall

Subject: MUSIC | Topic: HOOKS & RIFFS | YEAR 7 TERM 1.2

Week 1	Week 2	Week 3
RIFF – A repeated musical pattern often used in the introduction and instrumental breaks in a song or piece of music. RIFFS can be rhythmic, melodic or lyrical, short and repeated. **HOOK** – A 'musical hook' is usually the 'catchy bit' of the song that you will remember. It is often short and used and repeated in different places throughout the piece.	**BASS LINE** – The lowest pitched part of the music often played on bass instruments such as the bass guitar or double bass. RIFFS are often used in BASS LINES. **OSTINATO** – A repeated musical pattern. The same meaning as the word RIFF but used when describing repeated musical patterns in "classical" and some "World" music.	**MELODIC HOOK** – a HOOK based on the instruments and the singers **RHYTHMIC HOOK** – a HOOK based on the patterns in the drums and bass parts or a **VERBAL/LYRICAL HOOK** – a HOOK based on the rhyming and/or repeated words of the chorus.
Week 4	**Week 5**	**Week 6**
SHARP - A sharp raises a note a semitone. More specifically, it means we need to play the BLACK NOTE TO THE RIGHT on the keyboard.  **REPEAT SYMBOL** – A musical symbol consisting of two vertical dots followed by double bar lines showing the performer should repeat that section of music. 	**MELODY** – The main "tune" of a song or piece of music, played higher in pitch that the BASS LINE and it may also contain RIFFS or HOOKS. The melody of a piece is often performed by a singer in popular music.	**TREBLE CLEF** – A musical symbol showing that notes are to be performed at a higher pitch.  **BASS CLEF** – A musical symbol showing that notes are to be performed at a lower pitch. The BASS LINE part is often written using the BASS CLEF. 

Masters of Recall

Subject: Drama | Topic: My Brave New World | YEAR 7 TERM 2

Week 1	Week 2	Week 3
Frozen Image: a drama technique where actors stop all movement and speech to create a silent, living picture. It is just like pressing "pause" on a video or posing like a statue. We use this tool to show exactly what is happening in a story without moving. **How to make a frozen image clear and interesting:** Distance Level Body Language Facial Expressions **Thought Aloud**: a technique where actors pause their performance and speak their character's secret thoughts out loud to the audience. It helps the audience understand how the character truly feels.	**Empathy:** An important skill in Drama and in life. It is the ability to "walk in someone else's shoes". It means understanding and sharing how another person or character thinks and feels. It lets actors bring their characters to life in a realistic way. **Researching real life stories:** When we take on a character that is different to ourselves, it is important to research real life stories, so that we can ensure our Drama is believable and empathetic.	**Scripted Drama:** is a play acted out on stage using a pre-written text called a script. Instead of making things up on the spot, the actors job is to bring the script from the page to the stage. **Dialogue**: The words that each character says in the script extract. **Stage directions:** The instructions given to actors from the playwright to bring a character or scene to life. Often in *italics* or (brackets) SHADOWY FIGURE (coldly) Recognize these? JAMES (reaching for the photos) Give me them! James frowns, confused as he takes the envelope. He opens it to reveal a set of photographs. His face falls as his eyes move back into the concealed face of the shadowy figure.
Week 4	**Week 5**	**Week 6**
Monologue: a long speech spoken by one character. It can be spoken directly to the audience, to other characters on stage, or it can just be the character speaking their private thoughts aloud. **Monologue Writing Tips:** Write interestingly Take Risks Aim for 3/4s of a page Make sure the top and tail have impact (beginning and ending) Use real life stories and research Perform with energy Imagine what it is like to be in someone else's shoes		**Performing a Monologue:** Learn lines so that you can perform off script Use Facial Expressions Use Body Language Use emotional Tone of voice Add movement and levels Add dramatic pauses to create tension Connect with your audience by making eye contact Make sure the story is believable