Wadham School

A Church of England Community School

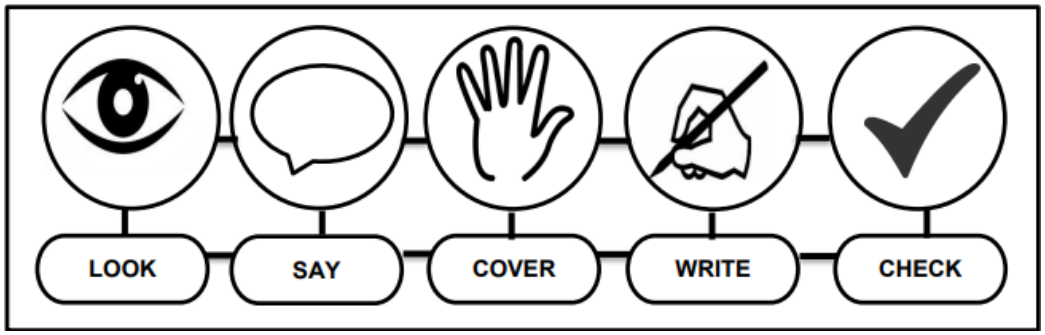
Knowledge Organisers
Year 7
Term 5 & 6
2024-2025

Name.....

Tutor group.....

"Life in all its fullness" John 10:10

Using Your Knowledge Organiser



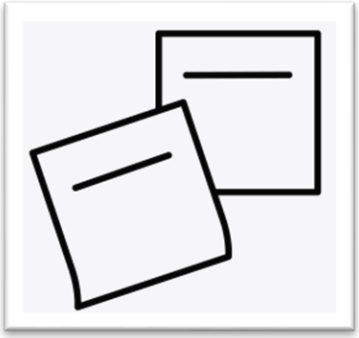
Look-Say-Cover-Write-Check

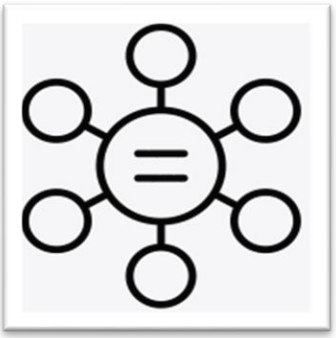
Retrieval practice using the look-say-cover-write-check technique, when done in regular small chunks, is one of the best ways you can learn relevant knowledge over time.

Working in Independent mode:

- Look at the first bullet point or sentence
- Read through it three to five times
- Cover
- Write it out exactly
- Remove and check what you wrote and tick if correct
- Repeat
- When you get it 100% right, move on to the next chunk of information

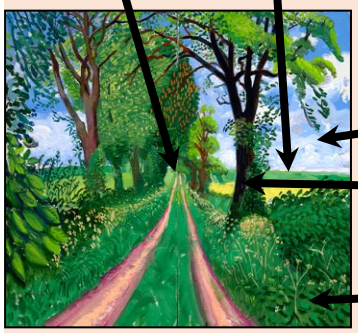
Flash Cards	**Self Quizing**	**Mind maps**
Make flash cards with the definition on one side and key word on the other.	Write quizzes with answers to test yourself in the future.	Create mindmaps linking key inforamtion you need to remember.





Art

1. David Hockney's landscape

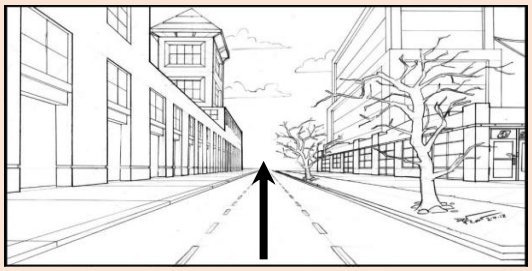


Late Spring Tunnel – David Hockney

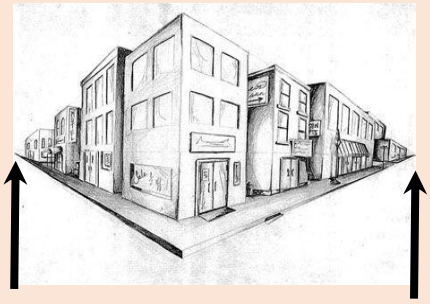
2. Who is David Hockney?

Born:	9th July 1937, England
Inspiration:	Inspired by 2 famous artists Pablo Picasso and Henri Matisse
Materials Hockney uses:	Drawing, paints, photography, digital art
Fun fact:	He is considered one of the most influential British artists of the 20th century

3. 1 point and 2 point perspective



vanishing point

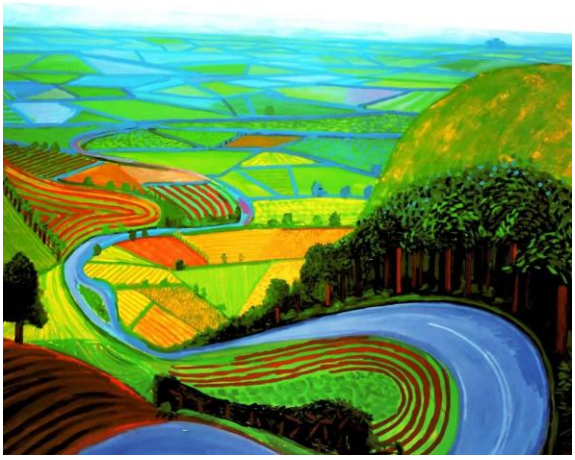


vanishing point 1

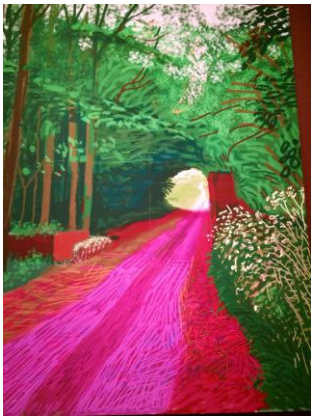
vanishing point 2

4. Key terms

foreground	The part of a view that is nearest to the observer, especially in a picture or photograph.
middle ground	The middle distance of a painting or photograph.
background	The part of a picture, scene, or design that forms a setting for the main figures or objects or appears furthest from the viewer.
vanishing point	The point at which receding parallel lines viewed in perspective appear to converge.
horizon	The line at which the earth's surface and the sky appear to meet.



- Hockney, walking June 1986



Key words

Vanishing point
Horizon Line
Vibrant colours
Texture
Pattern
Focal point
Background
Middleground
Foreground

Art

Henri Rousseau 1844 - 1910

'Surprise' Tiger in a tropical storm 1891

There is a lightening storm in the background. The tiger looks as if he has been caught off guard by it. A sensation of movement and energy is depicted through the contrasting bright colours and thick brushstrokes of the grass and plants. The tiger typically depicted as a powerful and majestic animal is represented to be defenceless and at the mercy of the weather.

Landscape paintings are made up of a Background, Middleground, Background and a focal point. Depth is shown through scale and colour mixing.

Close up section of the painting **'The Dream'**

Rousseau Facts

Rousseau was French from a town called Lavel in northern France.
Self taught Post Impressionist artist.
Know as a Naïve Artist
Was inspired by the Fauves.
He never went to a jungle.
Plants painted are out of proportion to the animals, some were even house plants.
Some animals look like they are on top of the plants, but the plants remain upright.
Animals were copied from the Paris zoo and in children's books.
He died a pauper.

Beliefs and World Views

Topic 3: The Story of the Prophets

1	**Abraham**	Founder of Judaism and the first Prophet – began the covenant
2	**Prophet**	Messenger of God
3	**Covenant**	*'Promise'* between God and Abraham. Abrahma would follow Gods law and return be blessed with the Promised Land and descendants.
4	**Joseph**	Sold into slavery by his brothers but began a powerful ruler in Egypt
5	**Exile**	Living in Captivity in another country. The Jews were exile in Egypt
6	**Dreams**	People believed God spoke through dreams, Joseph interpreted them
7	**Moses**	Leads the Israelites out of Egypt and into the Promised Land
8	**Exodus**	The Israelites leaving slavery in Egypt after God sends 10 plagues
9	**Promised Land**	Israel – A land flowing with milk and honey, promised to Abraham
10	**Justice**	Fair treatment – The plagues were needed as justice for Egypt's sins
11	**Law**	A set of rules to live morally and please God
12	**10 Commandments**	Ten very important Rules, written on tablets of stone
13	**David**	King who led Israel through a time of victory and prosperity
14	**Prosperity**	Increasing in wealth and power
15	**Isaiah**	Promises Israel would be restored to Glory & the Promised Land
16	**Prophecy**	Message given by a prophet, from God, about the future
17	**Messiah**	Promised ruler who would restore and fix Israel

Topic 4: The Life of Jesus

1	**Incarnation**	'God became flesh' Jesus is God born as human
2	**Virgin Mary**	Jesus born unto a virgin, to fulfil messianic prophecy
3	**Parable**	Story told by Jesus with moral message
4	**Agape**	Belief that love & compassion are the best course of action
5	**Good Samaritan**	Parable that teaches compassion for all people
6	**Prodigal Son**	Parable that teaches us to forgive others
7	**Miracle**	Supernatural act breaking the rules of nature
8	**Feeding of 5000**	Jesus multiplies five loaves & two fish to feed 5000
9	**Healing of a Blind Man**	Jesus restores the sight of a blind man:
10	**Walking on Water**	Jesus shows his power over nature by walking on water
11	**Rebellion**	Challenge corrupt authority and leadership
12	**Pharisees**	Corrupt religious leaders in Jesus' time
13	**Sabbath**	Day of rest, it was forbidden to work on the sabbath
14	**Crucifixion**	Execution by being nailed to a cross
15	**Atonement**	Healing the rift between God and Humans
16	**Resurrection**	Rising from the dead to new life
17	**Salvation**	To be saved from the effects of sin and death

Computing

Scratch Programming

Key Terms & Definitions

1	Sequence	One of the three basic programming constructs. Instructions that are carried one after the other in order.
2	Selection	One of the three basic programming constructs. Instructions that can evaluate a Boolean expression and branch off to one or more alternative paths.
3	Iteration	One of the three basic programming constructs. A selection of code that can be repeated either a set number of times (count-controlled) or a variable number of times based on the evaluation of a Boolean expression (condition-controlled).
4	Variable	A value that can change depending on conditions or information passed to the program.
5	Boolean expression	An algebraic expression which has a Boolean value
6	Comparison operator	Used to compare two expressions
7	Computer bug	Code that causes your computer to behave in an unexpected way
8	Resilience	The capacity to recover quickly from difficulties
9	Subroutine	A block of code within a program that is given a unique, identifiable name. Supports code reuse and good programming technique.
10	Decomposition	Breaking down a problem into smaller, more manageable parts in order to make the problem easier to solve
11	List	A data structure that allows multiple pieces of data under a single name
12	Data structure	A way or organising and managing data in a programming language that ideally enables efficient access and modification of the data

1.Standard Components	A standard component is usually an individual part or component, manufactured in thousands or millions, to the same specification (such as size, weight, material etc...).
2.The 6 R's of sustainability	• Reuse • Reduce • Refuse • Recycle • Reduce • Rethink
3.Tenon saw 	A tenon saw is used to cut straight lines in timber.
4.Coping saw 	A coping saw is used to cut curves in timber.
5.File	A file is used to smooth and shape the surface of a timber.
6.Vice	A vice is used to secure timber as a person is cutting, this mean the timber can be cut without being held.
7.Hardwoods	Hardwoods come from **deciduous** trees, which have large flat leaves that fall in the autumn.
8.Softwoods	Softwoods come from **coniferous** trees. These often have pines or needles, and they stay evergreen all year round - they do not lose leaves in the autumn.

Commedia Dell'Arte – Knowledge Organiser

A - Origins of Commedia Dell' Arte

Pronunciation: co-MAY-dee-ah del AR-tay.

- Formal performances began in Italy in the mid-1500s, soon spreading to France and Spain (where they were very popular) and other parts of Europe.
- Its most popular period was 1550 to 1650.
- Commedia dell'arte is most notable for its mix of masked and unmasked characters, plus the fact that women were acting on the Commedia stage well before they were allowed to act in England.
- The style of Commedia is characterized by its use of masks, improvisation, physical comedy, and recognizable character types.
- Shakespeare got some of his play ideas from Commedia.
- As a child if you were born in an acting family, you were born into whatever role your dad was. So if your dad played the villain you would become the villain.
- These companies would stop in towns and perform to audiences for money, the pieces were adapted to certain audiences.

B- Main features of Commedia dell'Arte:

- Stock characters – the characters were always the same, only the situations changed. Fixed types: the servants, the masters and the lovers.
- Half masks – the masks defined the characters.
- Grammelot - a babel of sounds which, nonetheless, manages to convey the sense of speech.
- Improvisation – actors worked off a scenario and made up their lines. These scenarios mostly revolved around the themes of love, money or food.
- Lazzi – short comedic physical moments were included.
- Lots of humour. Including slapstick moments (slip, trip and collision) and the rule of three.
- Mime, acrobatics and music were featured too.

C – Hierarchy of Characters

D- Stock Characters

Magnifico: Top master. • Leads with his forehead. • Eagle, looks down on everything. • The most powerful character.
Pantalone: Old mean master. • Leads with his forehead. Hunched over. • Scowl on his face. • Bent knees, chin stuck out and leading the movement. • He has lost his teeth. • Very money orientated, constantly holds onto a bag full of money hanging from his belt.
Il Dottore / The doctor: A master. • Large character, leads with his stomach. • Light on his feet. • A man of learning. He waffles about what he knows but never really makes a point.
Zanni: Lowest servant. • Leads with his nose. • Feet come up and arms are involved with this. • Can be compared to a pigeon. • He is a peasant, everything is extraordinary to him, and he is curious and enthusiastic. • He wants to please everyone.
Columbina: Quick witted servant. • Leads with her hips. • She stands with a hip cocked to the side, hands on hips. • She moves with quick, strong steps. • Vain and spiteful.

6th Century BC: Ancient Greek Theatre → 9th Century: Medieval Theatre → **16th Century: Commedia dell'Arte** → 16th Century: Elizabethan Theatre → 19th Century: Melodrama → 19th Century: Naturalism → 20th Century: Epic Theatre

English

Nature Poetry & Detective Fiction

ANALYSIS	
Argument	**The writer presents [topic] to…**
Neat evidence	**The phrase '…' shows…**
Additional	**Additionally, the phrase '…' adds to…**
Language	**The imagery suggests…**
Your evaluation	**A reader may also understand…**
Structure and form	**Structurally, the… tone emphasises…**
Intentions of writer	**The writer's intentions may have been to…**
Society and context	**Contextually, the writer may be reflecting…**

POETIC POEMS	Definition
Personification	Giving something human characteristics
Oxymoron	Contradictory phrase
Enjambment	Continuing a line of poetry
Tone	Mood or atmosphere
Imagery	Descriptive language
Contrast	Very different things put together
Perspective	Viewpoint
Onomatopoeia	Words that sound like the thing
Extended	Carrying on
Metaphor	Saying something is something else
Simile	Saying something is like something else

A PERSUADER	Definition
Alliteration	Repeating same sound at starts of words
Points	Clear reasons to add to your argument
Exaggeration	Overstating
Repetition	Saying the same thing over and over
Statistics	Using numbers to represent facts
Unique ideas	Unusual or ways of approaching an issue
Anecdote	A short story used to make a point
Direct address	Talking to the audience
Emotive language	Appealing to people's feelings
Rhetorical questions	Questions not intended to be answered.

Key words	Definition
Sonnet	A type of love poem with 14 lines.
Stanza	The name for a paragraph in poetry
Simile	A comparison using 'like' or 'as'
Transcendent	Going beyond mortal.
Romanticism	A cultural movement which valued nature.
Personification	Giving something human qualities
Zoomorphism/ anthropomorphism	Types of personification – giving humans animal qualities
Divinity	Considering things to do with God or gods
Corruption	The damaging or ruining of something.
Metaphor	Describing something as something else
Supernatural	Things that are beyond normal like magic.
Red herring	A misleading clue

Food

<table>
<tr><td>1</td><td>Food choice</td><td>Planning what to cook: Deciding on what to cook or eat requires making a number of decisions:
individual energy and nutrient needs;
diet and health;
religion and culture;.
time of day and occasion;
food preferences;
Social factors/ lifestyle (body image/ role models)
Cost of food
food availability
advertising and other point of sale information
environmental considerations;
Food labelling</td></tr>
<tr><td>2</td><td>Bread roll</td><td>skills linked to making bread – mixing, kneading, shaping, proving, glazing, baking, testing for readiness
Types of bread: White bread, whole-wheat bread, Rye bread, Sourdough bread, Multigrain bread, Baguette, Ciabatta
Dough- mixture of dry ingredients that is mixed, kneaded and baked</td></tr>
<tr><td>3</td><td>Present-ation skills</td><td>knife skills: Bridge  Claw hold 
Vegetable cuts: Carrot cuts. These cuts are often seen in recipes such as stir fry
    
batons 5-6.5cm long x 1 cm square dice 1cm square julienne/match 5-6.5cm long x 3 mm square fine julienne 5-6.5cm long x 1.5mm square</td></tr>
<tr><td>4</td><td>Flavouring</td><td>Senses: Sight, smell, hearing, taste (sweet, salt, sour, bitter, umami) and touch are all used when eating food and drink. A combination of these senses helps to evaluate a food
Sensory attributes: Words used to describe the appearance, odour, taste and texture of a food product
Sensory evaluation: Analyses and measures human responses to food and drink.
Sensory analysis: evaluating consumer products
Appetising: looks or smells like it would taste delicious
seasoning -- salt, herbs, or spices added to food to enhance the flavour</td></tr>
<tr><td></td><td></td><td>Modifying a recipe: ingredients are substituted or altered meaning that the colour, flavour, texture and nutritional value is altered.
To meet the needs of different groups of people e.g. vegetarian.
To reduce the cost of a recipe.
To avoid certain foods because of intolerance or allergy.
Reducing the energy content.
Improving the nutritional value/balance (nutritional content or profile) e.g. reducing salt content.
Ingredients are unavailable.
To cater for like and dislikes</td></tr>
</table>

Food

5	**Nutritional** needs of young people	Nutritional needs vary depending on **life stages** – pregnancy, infancy and childhood, adolescence, adulthood, later adulthood; **Eatwell guide**: We all need a balanced and varied diet to stay healthy. **carbohydrates** – energy; **protein** – growth and repair; **Fruit and vegetables** – Vitamins and minerals – provide protection from illness and disease; **calcium** - strong bones and teeth; **Fat** - energy, warmth, protection. We should follow the **8 tips for healthier eating** **Adolescence** – a time of rapid growth and development Boys need more protein and energy than girls for growth. Girls need more iron than boys to replace menstrual losses
6	**Food styling and present-ation**	Making food taste good and look appetising is an important factor: Visual appearance; Food can be made more appetising by 1. The support (what the food will be served on) 2. The focal point 3. Colours 4. Textures 5. Decoration and garnish
7	Healthy eating challenge	You should eat a wide range of foods to make sure you're getting a balanced diet and your body is receiving all the nutrients it needs. 8 practical tips cover the basics of healthy eating and can help you make healthier choices. 1. Base your meals on higher fibre starchy carbohydrates. … 2. Eat lots of fruit and veg. … 3. Eat more fish, including a portion of oily fish 4. Cut down on saturated fat and sugar. … 5. Eat less salt: no more than 6g a day for adults. … 6. Get active and be a healthy weight. … 7. Do not get thirsty. … 8. Do not skip breakfast The dietary quality in UK adolescents is poor.
8	Meals suitable for teenager	Use the Eatwell guide, ingredients from the Potatoes, bread, rice, pasta and other starchy carbohydrates group. Aim to use wholegrain varieties where possible. **A nutritious meal:** adding vegetables to a curry (5 A DAY and added fibre) Replace butter with reduced fat spread, skimmed milk, reduced fat cheese **Planning**: e.g. portion size, allergies, balance/variety, health needs, base meals on starchy foods; **Choosing** e.g. reading labels, wholegrain versions, choosing leaner cuts of meat, adding beans/pulses; **preparing** e.g. Removing skin from chicken, use herbs not salt; **Cooking:** e.g. stir-fry, dry fry, grilling, steaming; **Serving**, e.g. no butter/glazes.

Food

9	**Skills used:** •Judge and manipulate sensory properties: taste, season, add extra flavour, brown/crisp up, garnish, present •Test for readiness: probe, poke, skewer, bite •Shaping and finishing a dough: roll out, prove/rest, glaze, shape •Make a dough: bread, pastry, pasta •Use of raising agents: whisked egg, self raising flour, baking powder, steam •Set a mixture removing heat (gelation): chilled starch base for layered desserts, custards, cheesecake •Set a mixture with heating: cook eggs in a mix that sets •Make sauces: blended, reduction, emulsion •Using the oven: bake, roast •Using the grill: char, grill, roast •Dry heat and fat based methods (hob): dry fry, stir fry •Water based method (hob): steam, boil, simmer, poach •Use of specialist equipment: blender, food processor, microwave •Preparation of ingredients and equipment: grease/oil, line, flour •Weigh and measure: liquids and solids •Select and adjust cooking process: time, turn heat up/down •Tenderise and marinate: marinade to add flavour and moisture •Prepare, combine and shape: roll, wrap, skewer, mix, coat, layer, bind •Prepare fruit and vegetables; grate, crush, peel, segment, de-seed •Knife skills: Bridge, claw, peel, dice, slice, cut

Year 7 French Topic 3: Ma vie de famille

Les animaux	*Pets*
1. Tu as un animal?	*Do you have a pet?*
2. J'ai…	*I have…*
3. un poisson rouge	*a goldfish*
4. un hamster	*a hamster*
5. un chien	*a dog*
6. un lapin	*a rabbit*
7. un chat	*a cat*
8. une souris	*a mouse*
9. un cochon d'Inde	*a guinea pig*
10. un cheval	*a horse*
11. un serpent	*a snake*
12. un oiseau	*a bird*
13. Je n'ai pas d'animal.	*I don't have a pet.*

Ma famille	*My famille*
25. Il y a…	*There is…*
26. ma mère	*my mum*
27. mon père	*my dad*
28. mon beau-frère	*my stepbrother*
29. ma soeur	*my sister*
30. ma demi-soeur	*my half-sister*
31. mes parents	*my parents*
32. mes grand-parents	*my grandparents*
33. Tu as des frères ou des soeurs?	*Do you have any siblings?*
34. J'ai…	*I have…*
35. Je n'ai pas de…	*I don't have…*
36. Je suis fils/fille unique.	*I am an only child.*

Les couleurs	*Colours*
14. noir	*black*
15. blanc	*white*
16. gris	*grey*
17. marron	*brown*
18. rouge	*red*
19. orange	*orange*
20. jaune	*yellow*
21. vert	*green*
22. bleu	*blue*
23. violet	*purple*
24. rose	*pink*

Les descriptions	*Descriptions*
37. Il/elle a les cheveux…	*He/she has…hair.*
38. Il/elle a les yeux…	*He/she has…eyes.*
39. bruns/noirs/gris/blonds/roux	*brown/black/grey/blond/ ginger*
40. longs/courts	*long/short*
41. bouclés/raides	*curly/straight*
42. Il/elle est…	*He/she is…*
43. grand/petit	*tall/small*
44. groß/mince	*fat/thin*
45. musclé/faible	*muscly/weak*
46. une barbe/une moustache	*a beard/moustache*
47. des taches de rousseurs/des tatouages	*freckles/tattoos*
48. Il/elle porte des lunettes.	*He/she wears glasses.*

Grammar:
Possessive adjectives 'my' and 'your' change according to the number and gender of the noun.   ***mon (masc) / ma (fem) / mes (pl)***

Phonics Focus:	
[oi] = /wah/ ***trois***	[è] = /eh/ ***sorcière***
[eu] = /uh/ ***cheveux***	[i] [y] = /ee/ ***bise***

Vital verb: *avoir (to have)*	
Le présent	***Present tense***
J'ai	*I have*
Tu as	*You have*
Il/elle/on a	*He/she has*
Nous avons	*We have*
Vous avez	*You have(formal/plural)*
Ils/elles ont	*They have*

Geography

	Key word	Definition
1	Biome	A biome is a large region with its own district climate, plants, and animals. The Earth's major biomes, including tropical rainforests, deserts, savannas, grasslands, temperate forests, and tundra, are distributed across the globe, each with unique climate and vegetation characteristics
2	Ecosystem	An ecosystem is a community of living organisms interacting with their physical environment and their interrelationships within a specific area
3	Food chain	A food chain illustrates the flow of energy and nutrients through an ecosystem, starting with producers (like plants) and moving to consumers (animals), with arrows showing the direction of energy transfer.
4	Food web	A food web is a complex network of interconnected food chains that illustrates the feeding relationships and energy flow within an ecosystem, showing which organisms eat what and how energy transfers between them.
5	Nutrient cycles	Nutrient cycles, describe the movement of essential elements and compounds through Earth's ecosystems, connecting living and non-living components. These cycles involve the continuous transformation and recycling of nutrients, ensuring their availability for plants and other organisms.
6	Climate graph	A climate graph, also known as a climograph, is a graphical representation that displays a location's average monthly temperature and precipitation patterns, typically over a year, using a line graph for temperature and bars for precipitation.
7	Desert	A desert is a landscape where little precipitation occurs and, consequently, living conditions create unique biomes and ecosystems.
8	Grasslands	Grasslands are areas dominated by a nearly continuous cover of grasses, found on every continent except Antarctica, and characterized by diverse plant and animal communities adapted to specific climates and conditions.
9	Choropleth	A choropleth map is a type of thematic map that uses colours or shading to represent statistical data across geographic areas, like countries or states, where darker shades typically indicate higher values.

Year 7 German Topic 3: Familie und Tiere

Hast du ein Haustier?	*Do you have a pet?*
1. Ich habe…	*I have…*
2. einen Goldfisch	*a goldfish*
3. einen Hamster	*a hamster*
4. einen Hund	*a dog*
5. ein Kaninchen	*a rabbit*
6. eine Katze	*a cat*
7. eine Maus	*a mouse*
8. ein Meerschweinchen	*a guinea pig*
9. ein Pferd	*a horse*
10. eine Schlange	*a snake*
11. einen Wellensittich	*a budgie*
12. Kein Haustier	*It's false.*

Eigenschaften	*Qualities*
13. Er/sie/es ist…	*He/she/it is…*
14. dick/schlank	*fat/thin*
15. frech/niedlich	*cheeky/cute*
16. gemein/suß	*mean/sweet*
17. groß/klein	*big/small*
18. kräftig	*strong*
19. schlau	*cunning*
20. (super)lustig	*(really) funny*

Talente	*Talents*
21. Er/sie/es kann…	*He/she/it can…*
22. Italienisch sprechen.	*speak Italian.*
23. Flöte/Fußball spielen.	*play the flute/football*
24. schnell laufen.	*run quickly.*
25. lesen/tanzen.	*read/dance.*
26. Rad fahren.	*ride a bike.*
27. singen/springen/ schwimmen.	*sing/jump/swim.*

Phonics Focus:	
[au] = /ow/ ***haus***	[e] = /uh/ ***Gitarre***
[ß] = /ss/ ***heiß***	[sch] = /sh/ ***schlange***

Meine Familie	*My family*
28. Es gibt…	*There is…*
29. meine Mutter	*my mum*
30. mein Vater	*my dad*
31. mein Bruder	*my brother*
32. mein Stiefbuder	*my stepbrother*
33. meine Schwester	*my sister*
34. meine Halbschwester	*my halfsister*
35. meine Eltern	*my parents*
36. meine Großeltern	*my grandparents*
37. Hast du Geschwister?	*Do you have any siblings?*
38. Ich habe zwei Brüder.	*I have 2 brothers.*
39. Ich habe drei Schwestern.	*I have 3 sisters.*
40. Ich bin Einzelkind.	*I am an only child.*

Die Farben	*Colours*
41. schwarz	*black*
42. weiß	*white*
43. grau	*grey*
44. braun	*brown*
45. rot	*red*
46. orange	*orange*
47. gelb	*yellow*
48. grün	*green*
49. blau	*blue*
50. violett	*purple*
51. rosa	*pink*
52. Er/sie hat kurze, blonde Haare.	*He/she has short, blond hair.*
53. Er/sie hat blaue Augen.	*He/she has blue eyes.*

Vital verb: ***haben (to have)***	
Präsens	***Present tense***
Ich habe	*I have*
Du hast	*You have*
Er/sie hat	*He/she/we has*
Wir haben	*We have*
Sie haben	*You have (formal)*
Sie haben	*They haven*

History

Pope Urban II 	1042-1099	Sent out a call to all faithful Christians to fight in the name of God to win back the Holy Land from Muslim rule, which they did in 1099
Peter the Hermit 	1050-1115	A French preacher who inspired 1000s of people with his passion. They were ultimately ambushed and slaughtered
Godfrey of Bouillon 	1061-1100	Made Defender of the Holy Sepulchre (sites considered holy in Christianity) after capturing Jerusalem
Bernard of Clairvaux 	1090-1153	French monk, inspired people to follow him in the 2nd Crusade
Louis VII 	1120-1180	A French King. Participated in the 2nd Crusade which ended in disaster in 1149
Saladin 	1137-1193	A famous Muslim General who recaptured Jerusalem in 1187
King Richard I "the Lionheart" 	1157-1199	An English King who won many battles against the Muslim armies but did not recapture Jerusalem. He did, however, negotiate a treaty with Saladin, who reopened Jerusalem to Christian pilgrims
Pope Innocent III 	1161-1216	The Pope who called for a 4th and 5th Crusade.
Frederick II 	1194-1250	A Holy Roman emperor who was excommunicated (kicked out of the Christian faith) for committing to, but then failing to go on the Fifth Crusade. However, he lead his forces on a 6th Crusade in 1228, winning back Jerusalem and signed a 10 year truce with the Muslims.
Louis IX "Saint Louis" 	1214-1270	A king of France. He was considered, much like Godfrey of Bouillon, the "perfect Crusader." He led the relatively unsuccessful 7th and 8th Crusades. He died of disease during the 8th Crusade.
Edward I 	1239-1307	A king of England who led the 9th and final Crusade, which reached Acre but accomplished little before it ended in 1272 with his departure for England.

History

Crusades Knowledge Organiser

What were the Crusades?

The Crusades were a series of religious wars between Christians and Muslims to secure control of holy sites - Jerusalem being the major one - considered sacred by both groups.

How many Crusades took place and when?

There were various crusades which lasted between 1096-1396

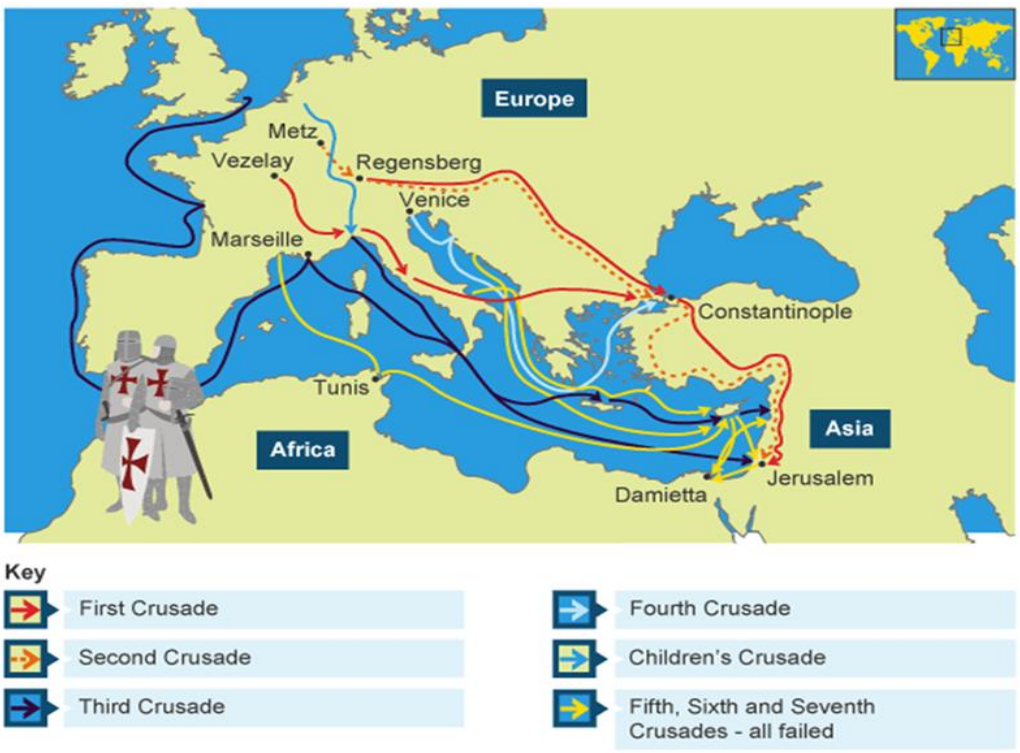
What are some of the key terms we connect to the Crusades?

Holy Land - Jerusalem and parts of the surrounding area where Jesus lived and taught

Crusades - a series of military expeditions launched by the Church and Christian Europeans, to win the Holy Land back from Muslim control

Jerusalem - a city in the Holy Land, regarded as sacred by Christians, Jews and Muslims

Pilgrim - a person who journeys to a sacred place (since circa A.D.200,European Christians had been travelling to Jerusalem to visit the places written about in the Bible)



Maths

7.11 Constructing, measuring & using geometric notation…..

Key words	
Polygon	a 2D shape made with straight lines
Scalene triangle	a triangle with all different sides and angles
Isosceles triangle	a triangle with two angles the same size and two angles the same size
Right-angled triangle	a triangle with a right angle
Frequency	the number of times a data value occurs
Sector	part of a circle made by two radii touching the centre
Rotation	turn in a given direction
Protractor	equipment used to measure angles
Compass	equipment used to draw arcs and circles

Sparx codes for this topic	
M502, M780, M331	Classifying, measuring & drawing angles:
M814	Parallel & perpendicular lines
M679	Properties of quadrilaterals
M574	Pie Charts
M565	Triangle constructions

Classify angles

Acute Angles
0°< angle <90°

Obtuse
90°< angle <180°

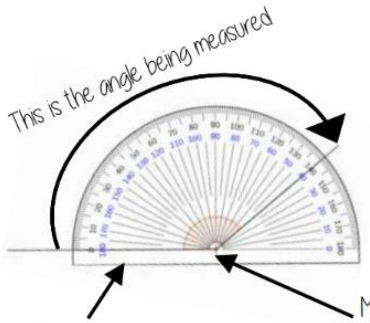
Reflex
180°< angle <360°

Right Angles
90°

Right angle notation

Straight Line
180°

Measure angles to 180°

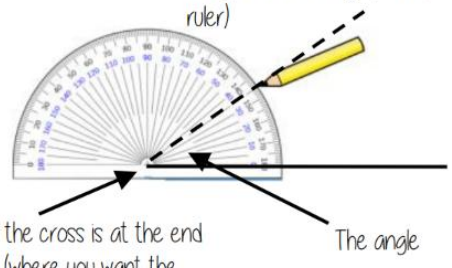


Read from 0° on the base line.
Remember to use estimation.
This is an obtuse angle so between 90 ° and 180 °

Draw angles up to 180°

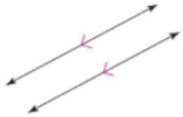
Draw a 35° angle

Make a mark at 35° with a pencil
And join to the angle point (use a ruler)

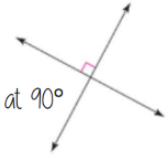


Parallel and Perpendicular lines

Parallel lines
Straight lines that never meet
(Have the same gradient)



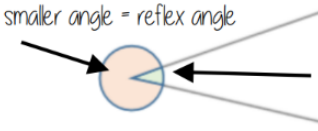
Perpendicular lines
Straight lines that meet at 90°



Angles over 180°

Use your knowledge of straight lines 180 ° and angles around a point 360 °

360 ° - smaller angle = reflex angle



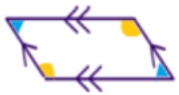
Measure the smaller angle first (less than 180 °

Properties of Quadrilaterals

Square
All sides equal size
All angles 90°
Opposite sides are parallel

Rectangle
All angles 90°
Opposite sides are parallel

Rhombus
All sides equal size
Opposite angles are equal



Parallelogram
Opposite sides are parallel
Opposite angles are equal
Co-interior angles

Trapezium
One pair of parallel lines

Kite
No parallel lines
Equal lengths on top sides
Equal lengths on bottom sides
One pair of equal angles

Polygons

3	- Triangle	5	- Pentagon	8	- Octagon
4	- Quadrilateral	6	- Hexagon	9	- Nonagon
		7	- Heptagon	10	- Decagon

If all the sides and angles are the same, it is a **regular** polygon

Draw Pie Charts

Type of pet	Dog	Cat	Hamster
Frequency	32	25	3

$\frac{32}{60}$ "32 out of 60 people had a dog"

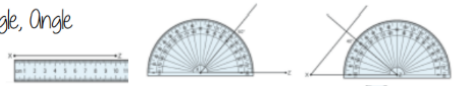
This fraction of the 360 degrees represents dogs

$\frac{32}{60} \times 360 = 192°$

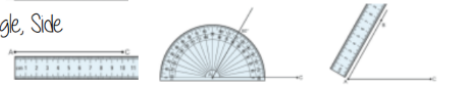
Use a protractor to draw
This is 192°

SAS, SSS, ASA constructions

Side, Angle, Angle



Side, Angle, Side



Side, Side, Side

Maths

7.12 Developing geometric reasoning…..

Key words	
Vertically Opposite	angles formed when two or more straight lines cross at a point
Interior angles	angles inside the shape
Sum	total, add all the interior angles together
Convex Quadrilateral	a four-sided polygon where every interior angle is less than 180°
Concave Quadrilateral	a four-sided polygon where one interior angle exceeds 180°
Polygon	a 2D shape made with straight lines
Scalene triangle	a triangle with all different sides and angles
Isosceles triangle	a triangle with two angles the same size and two angles the same size
Right-angled triangle	a triangle with a right angle

Sparx codes for this topic	
M818	Angles on a point & straight line
M163	Opposite angles
M351	Angles in a triangle
M679	Angles in quadrilaterals
M319	Angle problems

Angle Problems

Split up the problem into chunks and explain your reasoning at each point using angle notation

1. Angle DEF = 51° because it is a vertically opposite angle DEF = GEH
2. Triangle DEF is isosceles (triangle notation) ∴ EDF = EFD and the sum of interior angles is 180°
   180° - 51° = 129° 129° ÷ 2 = 64.5°
3. Angle EDF = 64.5°

Keep working out clear and notes together

Sum of angles on a straight line

Adjacent angles that share a common point on a line add up to 180°

Find angle XWY

72° + 42° = 114°
180° - 114° = 66°

Sum of angles at a point

The sum of angles around a point is 360°

Find angle BOE

Angle notation – 90°

90° + 33° + 92° = 205°
360° - 205°
BOE = 155°

Angle notation – find this missing angle

360° - 67°
= 293°

Sum of angles in triangles

Sum of interior angles in a triangle = 180°

The two base angles will be the same size

Look at triangle notation
This indicates an isosceles triangle
∴ 180 - 43 = 137
137 ÷ 2 = 68.5°

A triangle can only have ONE right angle

Have a go!
Tearing the corners from triangles forms a straight line which is therefore 180°

Sum of angles in quadrilaterals

Sum of interior angles in a quadrilateral = 360°

Interior angles are those that make up the perimeter (outline) of the shape

Interior Angles
A quadrilateral is made up of two triangles = the sum of interior angles is the same as two triangles
180° + 180° = 360°

Vertically opposite angles

Angle JNM is vertically opposite to angle KNL

JNM = KNL

Vertically opposite angles are the same

Other angle rules still apply
Look for straight line sums and angles around a point

Form equations with information from diagrams
$2x - 12 = 42$
$2x = 54$
$x = 27°$

Maths

7.13 Developing number sense…..

Key words	
Commutative	changing the order of the operations does not change the result
Associative	when you add or multiply you can do so regardless of how the numbers are grouped
Dividend	the number being divided
Divisor	the number we divide by
Expression	a maths sentence with a minimum of two numbers and at least one math operation (no equals sign)
Equation	a mathematical statement that two things are equal
Quotient	the result of a division

Sparx codes for this topic	
M928, M347, M113, M462	Mental methods for +, -, x, ÷
M429, M152	Mental methods for decimals
M695	Mental methods for fractions
M823	Factors
M878	Estimation

Mental methods for addition/ subtraction

Addition is commutative

6 + 3 = 3 + 6

The order of addition does not change the result

Subtraction the order has to stay the same

360 – 147 = 360 – 100 – 40 – 7

- Number lines help for addition and subtraction
- Working in 10's first aids mental addition/ subtraction

Mental methods for multiplication/ division

Multiplication is commutative

2 × 4 = 4 × 2

The order of multiplication does not change the result

Partitioning can help multiplication

24 x 6 = 20 x 6 + 4 x 6
= 120 + 24
= 144

Division is not associative

Chunking the division can help 4000 ÷ 25
"How many 25's in 100" then how many chunks of that in 4000

Mental methods for decimals

Multiplying by a decimal < 1 will make the original value smaller e.g x 0.1 = ÷ 10

Methods for multiplication 12 x 0.03

12 × 3 = 36
12 × 3 = 3.6
12 × 0.3 = 0.36
12 × 0.03 = 0.036

12 × 3 = 36 (÷ 10 → 3.6, ÷ 100 → 0.36, ÷ 1000 → 0.036)

Methods for addition 2.3+2.4

2 + 2 = 4
0.3 + 0.4 = 0.7
4 + 0.7 = 4.7

Methods for division 1.5 ÷ 0.05

Multiply by powers of 10 until the divisor becomes an integer

1.5 ÷ 0.05 (×100 ↓ ×100)
150 ÷ 5 = 30

Mental methods for fractions

Use bar models where possible

I've spent $\frac{2}{5}$ of my money I have £21 left

How much did they have to begin with?

What is $\frac{5}{3}$ of £15?

Using factors to simplify calculations

30 x 16

10 x 3 x 4 x 4

2 x 5 x 3 x 2 x 2 x 2 x 2

10 x 3 x 2 x 8

16 x 10 x 3

Multiplication is commutative
Factors can be multiplied in any order

Algebraic facts

The unknown quantity isn't changing but the variables change what is done to give the result

Number facts

Use 124 x 5 = 620

For multiplication, each value that is multiplied or divided by powers of 10 needs to happen to the result

620 ÷ 124 = 50

For division you must consider the impact of the divisor becoming smaller or bigger.
Smaller – the answer will be bigger (It is being shared into less parts)
Bigger – the answer will be smaller (It is being shared into more parts)

Estimation

Estimations are useful – especially when using fractions and decimals to check if your solution is possible.

Most estimations round to 1 significant figure

Estimations are useful – especially when using fractions and decimals to check if your solution is possible.

210 + 899 < 1200

This is true because even if both numbers were rounded up, they would reach 300 + 900.

The correct estimation would be 200 + 900 = 1100.

Maths

7.14 Sets & probability …..

Key words	
Set	collection of things
Element	each item in a set is called an element
Intersection	the overlapping part of a Venn diagram (AND)
Union	two ellipses that join (OR)
Mutually Exclusive	events that do not occur at the same time
Probability	likelihood of an event happening
Bias	a built-in error that makes all values wrong (unequal) by a certain amount, eg a weighted dice
Fair	there is zero bias, and all outcomes have an equal likelihood
Random	something happens by chance and is unable to be predicted

Sparx codes for this topic	
M834	Identify and represent sets
M829, M419	Venn diagrams
M941	Probability of a single event
M655	The probability scale
M755	Sum of probabilities

Identify and represent sets

The **universal set** has this symbol ξ – this means EVERYTHING in the Venn diagram is in this set

A set is a collection of things – you write sets inside curly brackets { }

ξ = {the numbers between 1 and 50 inclusive}

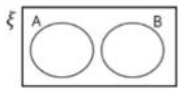
My sets can include every number between 1 and 50 including those numbers

A = {Square numbers}

A = {1, 4, 9, 16, 25, 36, 49}

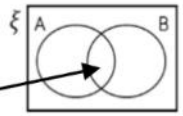
All the numbers in set A are square number and between 1 and 50

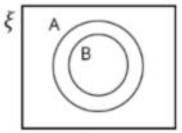
Interpret and create Venn diagrams



Mutually exclusive sets
The two sets have nothing in common
No overlap

Union of sets
The two sets have some elements in common – they are placed in the intersection



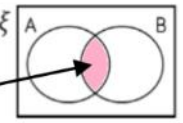


Subset
All of set B is also in Set A so the ellipse fits inside the set

The box
Around the outside of every Venn diagram will be a box If an element is not part of any set it is placed outside an ellipse but inside the box

Intersection of sets

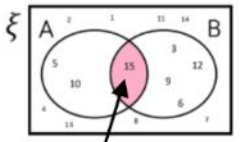
Elements in the intersection are in set A AND set B



The notation for this is $A \cap B$

ξ = {the numbers between 1 and 15 inclusive}

A = {Multiples of 5} B = {Multiples of 3}



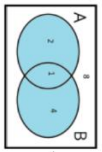
The element in $A \cap B$ is 15

In this example there is only one number that is both a multiple of 3 and a multiple of 5 between 1 and 15

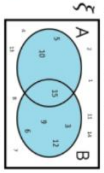
Union of sets

Elements in the union could be in set A OR set B

The notation for this is $A \cup B$



This Venn shows the **number of elements** in each set



ξ = {the numbers between 1 and 15 inclusive}
A = {Multiples of 5} B = {Multiples of 3}

The elements in $A \cup B$ are 5, 10, 15, 3, 9, 6, 12

There are 7 elements that are either a multiple of 5 OR a multiple of 3 between 1 and 15

Sample space – for single events

- A sample space for rolling a six-sided dice is S = {1, 2, 3, 4, 5, 6}
- A sample space for this spinner is S = {Pink, Blue, Yellow}
- A Sample space represents a possible outcome from an event
- They can be interpreted in a variety of ways because they do not tell you the probability

You only need to write each element once in a sample space diagram

Probability of a single event

Probability = number of times event happens / total number of possible outcomes

P(Blue) = 4/10 = 2/5

There are 4 blue sectors

There are 10 sectors overall

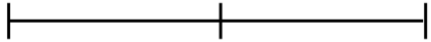
Probability notation P (event)

Probability can be a fraction, decimal or percentage value

$\frac{4}{10} = \frac{40}{100} = 040 = 40\%$

Probability is always a value between 0 and 1

The probability scale



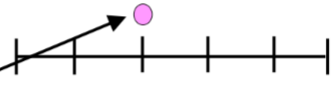
Impossible 0 or 0%

Even chance 0.5, $\frac{1}{2}$ or 50%

Certain 1 or 100%

The more likely an event the further up the probability it will be in comparison to another event (It will have a probability closer to 1)

There are 2 pink and 2 yellow balls, so they have the same probability



There are 5 possible outcomes
So 5 intervals on this scale, each interval value is $\frac{1}{5}$

Sum of probabilities

Probability is always a value between 0 and 1

The probability of getting a blue ball is $\frac{1}{5}$

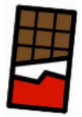
∴The probability of NOT getting a blue ball is $\frac{4}{5}$

The sum of the probabilities is 1

The table shows the probability of selecting a type of chocolate

Dark	Milk	White
0.15	0.35	

P(white chocolate) = 1 – 0.15 – 0.35
= 0.5



Maths

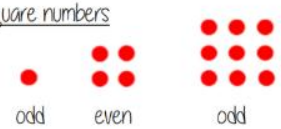
7.15 Prime numbers & proof …..

Key words	
Multiples	found by multiplying any number by positive integers
Factor	integers that multiply together to get another number
Prime	an integer with only 2 factors
Conjecture	a statement that might be true (based on reasoning) but is not proven
Counterexample	a special type of example that disproves a statement
Expression	a maths sentence with a minimum of two numbers and at least one math operation (no equals sign)
HCF	highest common factor (biggest factor two or more numbers share)
LCM	lowest common multiple (the first time the times table of two or more numbers match)

Sparx codes for this topic	
M698	Common factors & HCF
M227	Common multiples & LCM
M322, M108, M365	Products of prime factors

Square and triangular numbers

Square numbers



Representations are useful to understand a square number n^2

1, 4, 9, 16, 25, 36, 49, 64 ...

Triangular numbers

Representations are useful – an extra counter is added to each new row

Add two consecutive triangular numbers and get a square number

1, 3, 6, 10, 15, 21, 28, 36, 45...

Common factors and HCF

1 is a common factor of all numbers

Common factors are factors two or more numbers share

HCF – Highest common factor

HCF of 18 and 30

18: 1, 2, 3, 6, 9, 18

30: 1, 2, 3, 5, 6, 10, 15, 30

Common factors (factors of both numbers)

1, 2, 3, 6

HCF = 6

6 is the biggest factor they share

Multiples

The "times table" of a given number

All the numbers in this lists below are multiples of 3

3, 6, 9, 12, 15...

This list continues and doesn't end

3x, 6x, 9x ...

x could take any value and as the variable is a multiple of 3 the answer will also be a multiple of 3

Non example of a multiple

45 is not a multiple of 3 because it is 3 x 15

Not an integer

Factors

Arrays can help represent factors

5 x 2 or 2 x 5

10 x 1 or 1 x 10

Factors of 10

1, 2, 5, 10

The number itself is always a factor

Factors and expressions

6x × 1 OR 6 × x

2x × 3

3x × 2

Factors of 6x

6, x, 1, 6x, 2x, 3, 3x, 2

Common multiples and LCM

Common multiples are multiples two or more numbers share

LCM – Lowest common multiple

LCM of 9 and 12

9: 9, 18, 27, 36, 45, 54

12: 12, 24, 36, 48, 60

LCM = 36

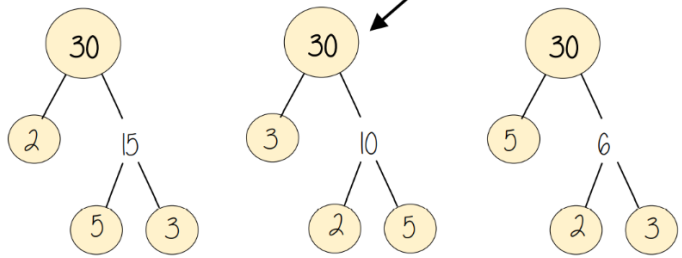
The first time their multiples match

Comparing fractions

$\frac{3}{5}$ and $\frac{7}{10}$ ← Compare fractions using a LCM denominator → $\frac{6}{10}$ and $\frac{7}{10}$

Product of prime factors

Multiplication part-whole models



All three prime factor trees represent the same decomposition

Multiplication is commutative

30 = 2 x 3 x 5 ← Multiplication of prime factors

Using prime factors for predictions

e.g. 60	30 x 2	2 x 3 x 5 x 2
150	30 x 5	2 x 3 x 5 x 5

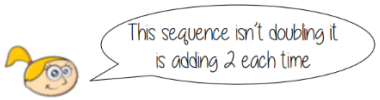
Conjectures and counterexamples

Conjecture

1, 2, 4....
The numbers in the sequence are doubling each time.

A pattern that is noticed for many cases

Counterexamples



Only **one** counterexample is needed to disprove a conjecture

Prime numbers

- Integer
- Only has 2 factors and itself

The first prime number

The only even prime number

2

Learn or how-to quick recall...

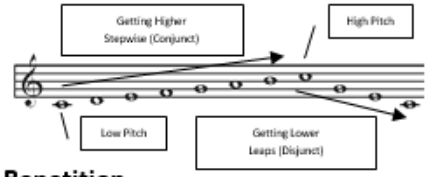
2, 3, 5, 7, 11, 13, 17, 19, 23, 29...

Building Bricks

Exploring the Elements of Music MAD T SHIRT

Melody - Pitch

The **highness** or **lowness** of a sound.



Repetition

Sequence (a pattern that is repeated at a slightly higher pitch)

Articulation

How individual notes or sounds are **played/techniques**.

LEGATO – playing notes in a long, smooth way shown by a **SLUR**.

STACCATO – playing notes in a short, detached, spiky way shown by a **DOT**.

Dynamics

The **volume** of a sound or piece of music.

VERY LOUD: *Fortissimo (ff)*
LOUD: *Forte (f)*
QUITE LOUD: *Mezzo Forte (mf)*
QUITE SOFT: *Mezzo Piano (mp)*
SOFT: *Piano (p)*
VERY SOFT: *Pianissimo (pp)*

GETTING LOUDER: *Crescendo (cre*
GETTING SOFTER: *Diminuendo (dim.)*

Texture

How much sound we hear.

THIN TEXTURE: *(sparse/solo)* – small amount of instruments or melodies.

THICK TEXTURE: *(dense/layered)* – lots of instruments or melodies.

Structure

Mow the music is put together in sections and how often they are repeated

Harmony and Tonality

Harmony refers to the sound that is made when more than one pitch is sounded at the same time, often these are **chords**

Tonality is the key or scale used for a piece of music that gives it colour or character usually **Major or Minor**

Instruments (Timbre/Sonority)

Describes the **unique sound or tone quality** of different instruments voices or sounds.

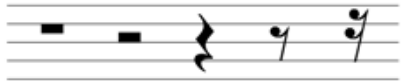
Velvety, Screechy, Throaty, Rattling, Mellow, Chirpy, Brassy, Sharp, Heavy, Buzzing, Crisp, Metallic, Wooden etc.

Rhythm (Duration)

The **length** of a sound.

SHORT ⟶ **LONG**

The opposite or absence of sound, **no sound**. In music these are **RESTS.**



Tempo (speed)

The **speed** of a sound or piece of music.

FAST: *Allegro, Vivace, Presto* **SLOW:** *Andante, Adagio, Lento*
GETTING FASTER – *Accelerando (accel.)*
GETTING SLOWER – *Ritardando (rit.) or Rallentando (rall.)*

Music can create an **atmosphere**
Music can create an **image** *e.g., in response to art or, a story*– this is called **PROGRAMME MUSIC**.

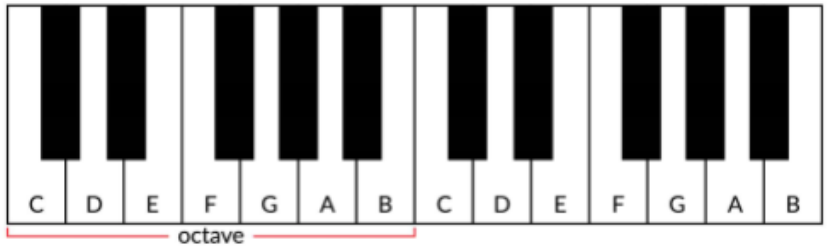
Families of Instruments

Strings – Violin, Viola, 'Cello, Double Bass, Guitar, Bass Guitar, Ukulele
Woodwind – Flute, Oboe, Clarinet, Bassoon, Recorder, Saxophone
Brass – Trumpet, trombone, tuba, french Horn
Percussion – Drum Kit, Timpani, Xylophone, Glockenspiel, Djembe, wood block
Keyboard – Piano, Organ, Harpsichord

Keyboard Skills

Exploring Treble Clef Reading and Notation

A. Layout of a Keyboard/Piano

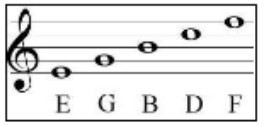


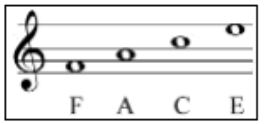
A piano or keyboard is laid out with **WHITE KEYS** and Black Keys (see section G). C is to the left of the two Black Keys and the notes continue to G then they go back to A again. Notes with the same letter name/pitch are said to be an **OCTAVE** apart. **MIDDLE C** is normally in the centre of a piano keyboard.

B. Treble Clef & Treble Clef Notation

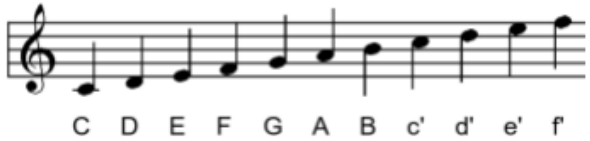
A **STAVE** or **STAFF** is the name given to the five lines where musical notes are written. The position of notes on the stave or staff shows their **PITCH** (how high or low a note is). The **TREBLE CLEF** is a symbol used to show high-pitched notes on the stave and is *usually* used for the right hand on a piano or keyboard to play the **MELODY** and also used by high pitched instruments such as the flute and violin. The stave or staff is made up of 5 **LINES** and 4 **SPACES**.

Every Green **B**ogie **D**eserves **F**licking. Notes in the **SPACES** spell **"FACE"**

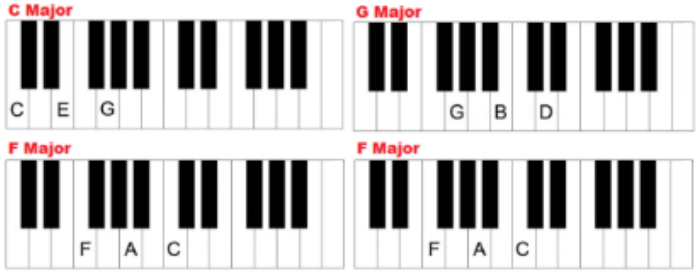




Notes from **MIDDLE C** going up in pitch (all of the white notes) are called a **SCALE.**



C. Keyboard Chords

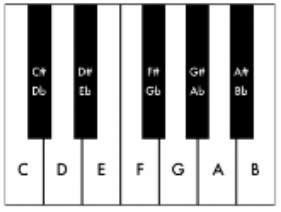


Play one – Miss one – play one – miss one – play one

D. Left Hand/Right Hand (1-5)

E. Black Keys and Sharps and Flats

There are five black keys in each octave on a piano; grouped in two and three right up the keyboard. Each one can be a **SHARP** or a **FLAT**. The # symbol means a **SHARP** which raises the pitch by a semitone *(e.g. C# is a higher pitch (to the right) than C)*. The *b* symbol means a **FLAT** which lowers the pitch by a semitone *(e.g. Bb is a lower pitch (to the left) than B)*. Each black key has 2 names – C# is the same as D*b* – there's just two ways of looking at it! Remember, black keys to the RIGHT of a white note are called SHARPS and black keys to the LEFT are called FLATS.



Personal Development

Year 7 Knowledge Organiser – Careers & Economics	
Skill	An ability to do an activity or job well
Attribute	A quality or characteristic that something or someone has
Career	An occupation undertaken for a significant period of a person's life and with opportunities for progress
Enterprise	An organisation, especially a business
Goal	The object of a person's ambition or effort
Ambitious	Having or showing a strong desire and determined to succeed
Communication	The imparting or exchanging of information by speaking, writing or using some other medium
Analyse	Research something carefully in order to form a judgement
Consumer	Someone who buys goods or services. We are all consumers in some way or form
Employee	Someone who works for a person or business
Employer	A person or business who employs people
Income	Money we earn or receive from working for a wage or salary or from investing in assets e.g. money in a bank, in stocks and shares, in property
Loan	Money borrowed, usually from a bank or building society
Pension	Income received by retired people either from the Government as benefit or from their former employer, to which they will have contributed during their working lives by paying tax or by making payments into a pension fund
Manufacturer	A person or business that makes a product
Tax	Contributions from individuals, consumers and businesses to fund Government policies and services such as schools, hospitals, defence, the Civil Service and other Government spending
Wages	Money paid to an employee for working
Self-employed	When someone is in business on their own account, providing goods or services either as an individual sole trader or in partnership with other individuals
Risk	A situation that could cause harm or loss

Personal Development

Year 7 – Gangs, Substances and Staying Safe	
Caffeine	A stimulant chemical (something that makes people more active)
Stimulant	Something that gives you energy
Substances	A particular kind of matter with uniform properties
Medicines	A treatment for illness or injury
Side effects	A secondary, typically undesirable effect of a drug or medical treatment
Controlled drugs	Drugs or chemicals that are subject to strict government control because they may cause addiction or be misused
Dependence	The situation in which you need something or someone all the time
Addiction	The fact or condition or being addicted to a particular substance or activity
Tobacco	A substance smoked in cigarettes, pipes etc. that is prepared from the leaves of a tobacco plant
Nicotine	A naturally produced alkaloid in the nightshade family of plants. Used recreationally as a stimulant
E-cigarette/Vape	An electronic device that sometimes looks like a cigarette and allows someone to breath in nicotine
Peer influence	The ability or group members to influence individual behaviours based on group norms and the need for acceptance
Alcohol	Drinks such as beer and wine that contain a substance that can make people drunk
Risk	A situation involving exposure to danger
Consequence	A result or effect, typically one that is unwelcome or unpleasant
Gang	A group of people who spend time together, who share a common identity and general engage in criminal behaviour
County lines	Urban gangs supplying drugs to rural areas. They use dedicated mobile phone lines or “deal lines” for drug distribution. This criminal activity often involves child exploitation, as gangs used children to move drugs and money
Cuckooing	Criminal gangs taking over the homes of vulnerable people for illegal activities
Hazing/initiation ceremony	Occurs when new members enter certain social groups. Most often this involves degrading, humiliating or dangerous tasks and behaviours
CPR	Cardiopulmonary resuscitation. It combines chest compressions and rescue breaths to give a person the best chance of survival following cardiac arrest
Defibrillator	A device used to restore the normal restoration of a heart beat, using a controlled electric shock

WADHAM KS3 PE KNOWLEDGE ORGANISER: Mini Tennis

Skills and techniques:

Serve The action used to start the point/game. Must be thrown upwards and contacted above head

Forehand groundstroke The action of returning the ball using a forward sweeping motion with the palm facing forwards

Backhand groundstroke The action of returning the ball using an across the body sweeping motion, with the back of the hand leading the stroke

Volley Returning the ball before it bounces on the court

Singles A match where one player plays one other

Doubles A match where a pair (two) of players play against

Rules:

Each point begins with an overarm serve from the baseline

A player continues to serve for the duration of a game, alternating boxes after each point

The serve must travel upwards before it is hit

The serve must land within the service area.

A second serve is awarded if the first serve misses the service area

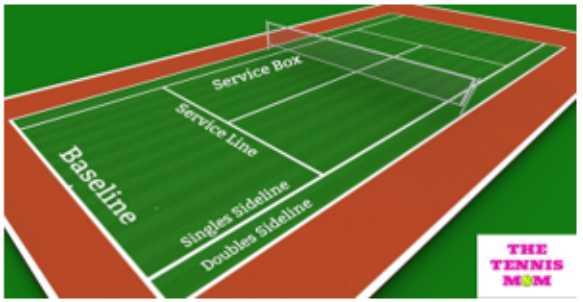
A point is won if the ball is unreturned or lands out

The winning player must win by two clear points

Scoring system

No point = "Love"
First point = "15"
Second Point = "30"
Third Point = "40"
Fourth Point = "Game"

Playing area



Key Words:

Racket
Net
Court
Let
Service box
Baseline
Tramlines
Game, Set, Match

WADHAM KS3 PE KNOWLEDGE ORGANISER: Cricket

Skills and Techniques:

Bowling: The overarm action used to deliver the ball to the batter. Can be varied - spin, seam or swing.

Batting: The action of hitting the ball to score runs and avoid getting out.

Catching: The action of catching a ball that has been hit/thrown.

Long Barrier: This can be used when fielding to stop the ball safely and effectively.

Forward defence – This shot is used to stop the ball from hitting the stumps and getting the batter out.

Straight Drive - This shot is used to hit the ball straight back towards the bowler in an attempt to score runs.

Rules:

- A game consists of two teams. The time of the game is dependent on the number of overs being played (e.g. 20 overs, 50 overs, etc.)
- The game is started with a coin toss to decide who is batting and who is bowling. The winning captain of the coin toss makes the decision.
- Two umpires officiate the game, one at the bowling end and one at square leg.
- Players are not allowed bowl the ball with a bent arm, it must be straight.
- If a player hits the ball over the boundary without bouncing they score 6 runs, if it bounces first they score 4 runs.

Positions:

11 players on a team, made up of:

Batters
Bowlers (spin, seam, swing)
Wicket keepers
All Rounders (can bat and bowl)

Scoring System:

A player can score a run by hitting the ball and completing one length of the wicket.

The ball must completely cross the boundary to score 4 or 6.

The team with the most runs at the end of the game wins.

Tactics:

Bowling or batting first depending on the pitch and or the weather conditions. When to change bowlers and when to change the batting order.

Key Words:

Bowling
Batting
Crease
Wicket
Wicket Keeper
Line & length/pitch
Wide

Key Words:

Stumps
Bails
Long Barrier
Fielder
LBW
Forward defensive
Cover drive

WADHAM KS3 PE KNOWLEDGE ORGANISER: ATHLETICS

Events:

Sprints: 100m, 200m, 300m and 400m. The fastest time over the distance.

Middle distance: 800m, 1500m. The fastest time over the distance.

Shot put: The furthest distance a weighted ball can be pushed

Javelin: The furthest distance a spear can be thrown

Discus: The furthest distance a round weight can be thrown

Long jump: The furthest distance an athlete can jump into the sand pitt

High Jump: The highest an athlete can jump over a bar

Relay: An event where four athletes have to pass the baton as quickly as possible around the 400m track

Technique/tactics:

Sprints: Arm drive and knee lift. Accelerate out of the blocks/start.

Middle distance: Pace and positioning during the race

Shot putt: Chin, Knee, toe, get down low, push up. Clean palm, dirty fingers.

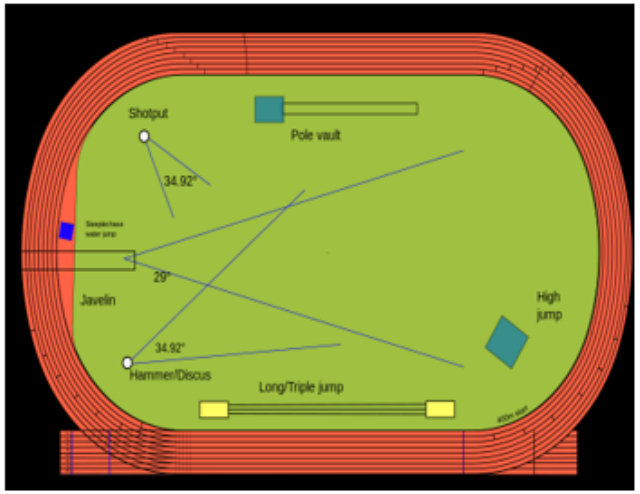
Javelin: Warrior pose. Pull at the elbow.

Discus: Palm down, release off index fingers, sling action

Long jump: Accelerate towards the take-off board, drive hips up, hang in the air

High jump: Arc run up, Hips up, arch the back

Relay: Fastest runner on 4th leg. Accelerate before receiving the baton. Palm up and open.



Key Words:
Distance
Time
Speed
Strength
Pace/endurance
Changeover zone
Baton
Start Line
Finish line

Key Words:
Sprint start
Run up
Take off
Personal best
Track event
Field event

WADHAM KS3 PE KNOWLEDGE ORGANISER: Rounders

Skills and Techniques:

Bowling:

The underarm action to deliver the ball.

Batting:

The action of hitting the ball.

Fielding:

The stopping and collecting of the ball.

Overarm Throwing

A throwing technique used to throw the ball long distances.

Underarm Throwing

A throwing technique used to throw the ball shorter distances/used for bowling.

Catching

The action of collecting the ball in your hands whilst it's in the air.

Long Barrier

A fielding technique used to stop the ball safely and effectively by getting your body behind the ball.

Rules:

- Ball must be bowled underarm.
- Batter must run around the outside of the bases.
- Fielders must make contact with the post with the ball in their hand in order to stump the base.
- Ball must be bowled between the batters head and knee. It must also be within reach of the batter and not directly at the batters body.
- 2 no balls in a row = ½ rounder
- Batters can be out by being caught, stumped, run in the inside of the post, drop the bat.

Positions:

Fielding team:
-Bowler
-Backstop
-Base fielders
-Deep fielders

Batting team:
-Batter

Scoring System:

The team with the most rounders at the end of the match is the winner.

½ rounder is scored by hitting the ball and reaching 2nd base.

1 rounder is scored by hitting the ball and reaching 4th base.

Tactics:

-Hitting the ball to certain directions in the field.

-Changing the placement of fielders depending on the strengths of the batter.

Key Words:

Post
Base (1st, 2nd, 3rd, 4th)
No ball
Bowler
Batter
Backstop
Obstruction

Key Words:

Backward Hit
Umpire
Long barrier
Catching
Underarm
Overarm
Donkey drop
Rounder

Science 7A Sound

7La – Animal sounds/making sounds

Word	Pronunciation	Meaning
amplitude		The size of vibrations, or the distance a particle vibrates when a wave passes.
frequency	***free**-kwen-see*	The number of vibrations (or the number of waves) per second.
hertz (Hz)	*hurts*	The unit for frequency.
intensity		The loudness or volume of a sound.
pitch		How high or low a note sounds.
vibrate		Move backwards and forwards.
vocal folds		Flaps of skin in our throat that vibrate to make the sound when we speak.
volume		The loudness of a sound.

7Lb – Moving sounds

Word	Pronunciation	Meaning
energy		Something that is needed to make things happen or change.
frequency		The number of waves passing a point each second.
medium		Any substance through which something travels.
model		A way of showing or representing something that helps you to think about it or to find out about it.
particles	***part**-ick-als*	The tiny pieces that everything is made out of.
pressure wave		Waves like sound waves, where the vibration of particles transfers energy.
sound wave		A wave is a way of transferring energy. A sound wave is vibrations in the particles of a solid, liquid or gas, which are detected by our ears and 'heard' as sounds.
source		Where a sound or other wave begins.
vacuum		A completely empty space, containing no particles.

7Lc – Detecting sounds

Word	Pronunciation	Meaning
absorb		Take in.
amplify		Make bigger.
auditory nerve	***ord**-it-orry*	The nerve that carries impulse from an ear to the brain.
auditory range	***ord**-it-orry*	The range of frequencies that an animal can hear.
cochlea	***cok**-lee-a*	The part of the ear that changes vibrations into electrical impulses.
decibel (dB)	***dess**-i-bell*	Unit for measuring the loudness of a sound.
diaphragm (physics)	***dye**-a-fram*	A thin sheet of flexible material.
ear canal		The tube in the head that leads to the eardrum.
ear protection		Ear plugs or covers for the ears that stop loud sounds damaging the ears.
eardrum		A thin membrane inside the ear that vibrates when sound reaches it.
impulse		An electrical signal that travels in the nervous system.
infrasound		Sound waves with frequencies below 20 Hz, the lower limit of human hearing.
microphone		A machine for converting sound waves into changes in electrical current or voltage.
sound intensity meter		A meter that measures the loudness of a sound.
ultrasound		Sound waves with frequencies above 20 000 Hz, the upper limit of human hearing.

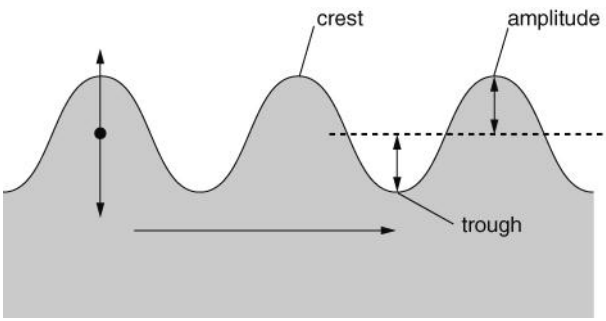
Science

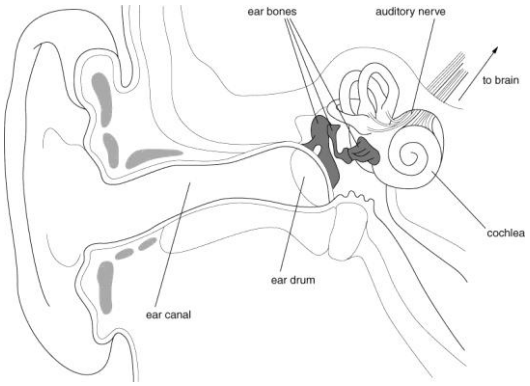
7Ld – Using sound

Word	Pronunciation	Meaning
communication		Transferring information.
echo	***ek***-*O*	We hear a sound again when it reflects off a surface. The reflected sound is called an echo.
echolocation	***ek***-*O-low-**kay**-shun*	Finding prey or obstacles by emitting sounds and listening for the echoes.
physiotherapist	***fiz***-*ee-O-thair-rap-ist*	Someone who treats injuries or other problems with physical treatments.
reflect		To bounce off a surface instead of passing through or being absorbed.
sonar	*sO-nar*	A machine for finding the depth of the sea or finding fish by sending sound waves and listening for the echoes.
transmit		To pass through a substance.

7Le – Comparing waves

Word	Pronunciation	Meaning
longitudinal	*long-it-**tyewd**-in-al*	A wave where the particles vibrate in the same direction as the wave is travelling.
transverse		A wave where the particles vibrate at right angles to the direction the wave is travelling.
crest		The top of a wave on water.
trough	*troff*	The bottom of a wave on water.
superposition	*soup-er-poz-**ish**-un*	When two waves meet and their effects add up or cancel out.





Science – 7K forces

7Ka – Different forces

Word	Pronunciation	Meaning
air resistance		A force on objects moving through air.
contact forces		A force where there needs to be contact between objects before the force can have an effect (e.g. friction).
friction		A force between two objects that are touching. It usually acts to slow things down or prevent movement.
gram (g)		A unit for measuring mass.
gravity		The force of attraction between any two objects. The Earth is very big and so has strong gravity that pulls everything down towards it.
kilogram (kg)		A unit for measuring mass. There are 1000 g in 1 kg.
magnetism		A force that attracts objects made of iron or other magnetic materials. Two magnets can also repel each other.
mass		The amount of matter that something is made from. Mass is measured in grams (g) and kilograms (kg). Your mass does not change if you go into space or to another planet.
newton (N)		The unit of force.
non-contact force		A force that can affect something from a distance (e.g. gravity).
static electricity		A force that can attract or repel things. It is caused when certain materials rub together.
upthrust		A force that pushes things up in liquids and gases.
water resistance		A force on objects moving through water.
weight		The amount of force with which gravity pulls things. It is measured in newtons (N). Your weight would change if you went into space or to another planet.

7Kb – Springs

Word	Pronunciation	Meaning
compress		To squash something, or make it smaller.
elastic		An elastic material changes shape when there is a force on it but returns to its original shape when the force is removed.
elastic limit		If you stretch a spring beyond its elastic limit it will be permanently stretched. It is no longer elastic.
extension	*ex-**ten**-shun*	The amount by which a spring or other stretchy material has stretched. It is worked out from the stretched length minus the original length.
force meter		Piece of equipment containing a spring, used to measure forces.
Hooke's Law		The law that says that the extension of a spring is proportional to the force on it.
limit of proportionality	*prO-por-shun-**al**-it-ee*	The extension of a spring is proportional to the force on it, up to a certain point called the limit of proportionality. If you apply more force the extension is no longer proportional to the force.
plastic		A plastic material changes shape when there is a force on it, but does not return to its original shape when the force is removed.
proportional	*prO-**por**-shun-al*	A relationship between two variables where one doubles if the other doubles. A graph of the two variables would be a straight line through the origin.
spring		A coil of wire that can be stretched or compressed.
stretch		To pull something to make it longer.

Science

7Kc – Friction

Word	Pronunciation	Meaning
lubricant	***loo**-brick-ant*	A substance (usually a liquid) used to reduce friction.
lubrication	*loo-brick-**ay**-shun*	Adding a lubricant to something.

7Kd – Pressure

Word	Pronunciation	Meaning
pascal (Pa)		A unit for pressure. 1 Pa = 1 N/m^2.
pressure		The amount of force pushing on a certain area. A way of saying how spread out a force is.

7Ke – Balanced forces

Word	Pronunciation	Meaning
balanced forces		When two forces are the same strength but in opposite directions.
stationary	***stay**-shun-arry*	Not moving.
unbalanced forces		When two forces working in opposite directions are not the same strength. Unbalanced forces change the motion of objects.