



Minsthorpe Community College

Knowledge Organiser Year 7 – Autumn Term 1

Name:

P&A group:

Knowledge Assessment: Thursday 23rd October 2025 – Period 1

Vision

Minsthorpe Community College: A place where everyone plays a part in strengthening our learning community through **motivation, commitment and care.**

Motivation ♦ Commitment ♦ Care



Look

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



Cover

Cover it with your hand or a piece of paper.



Write

Write it out from memory.



Check

**Check what you have written matches the information exactly.
Have you got it correct?
If so, tick your work to show it is correct.**






Correct

**If it doesn't match exactly, use a different coloured pen to correct it.
Repeat.**
When you get it 100% correct, move on to the **next** piece of information.





Subject: English	KPOW: How do writers construct narratives?	Year 7: Autumn Term 1
<p>Week 2: Gothic Conventions</p> <p>Narrative: a spoken or written account of connected events; a story.</p> <p>Genre: the type of text or the family of texts it belongs to.</p> <p>Convention: i) a way of behaving considered to be correct or polite in society ii) a traditional style or tradition associated with a text type.</p> <p>The main gothic conventions are:</p> <ul style="list-style-type: none"> • secluded setting • mystery and suspense • supernatural • omens/visions • women in distress • overwrought emotion • imagery associated with horror. 	<p>Week 3: Edwardian Context and Foreshadowing</p> <p>Edwardian Context</p> <ul style="list-style-type: none"> • Highly patriarchal society – women denied rights and the vote. • Pregnancy out of wedlock viewed as sinful and shameful. • Rigid class divides. <p>Stigma: a mark of disgrace associated with a particular circumstance, quality or person.</p> <p>Patriarchal: a system of society in which men typically hold all of the power and women are excluded.</p> <p>Inferno: 1. a large fire that is dangerously out of control. "The inferno had swept through the city." 2.hell (with reference to Dante's <i>Divine Comedy</i>).</p> 	<p>Week 4: Pathetic Fallacy and Foreboding</p> <p>Techniques to create atmosphere through setting:</p> <p>Ominous: adjective (giving the worrying impression that something bad is going to happen).</p> <p>Pathetic Fallacy: the weather and season can be described with human emotions to reflect the mood of a character or create a tone.</p> <p>Foreboding: a feeling that something bad will happen-fearful apprehension.</p> <p>Foreshadowing: a literary device in which a writer gives an advance hint of what is to come later in the story.</p> <p>Similes: comparison of one thing with another thing of a different kind, used to make a description more emphatic or vivid (e.g. as brave as a lion).</p>
<p>Week 5: Word Class</p> <p>Word Class:</p> <p>Adjectives: a word describing an attribute of a noun.</p> <p>Verbs: a word used to describe an action, state, or occurrence</p> <p>Nouns: 'naming words' because they name people, places and 'things.'</p> <p>Abstract noun: a noun denoting an idea, quality, or state rather than a concrete object, e.g. truth, danger, happiness.</p> <p>Adverb: They can modify a verb, an adjective, another adverb or even a whole clause.</p>	<p>Week 6: Allusions</p> <p>Allusion: an indirect or passing reference to another text e.g. to the Bible or mythology.</p> <p>Examples of gothic allusions:</p> <ul style="list-style-type: none"> • Miss Havisham is a character in the Charles Dickens novel <i>Great Expectations</i> (1861). She is a wealthy spinster, once jilted at the altar, who insists on wearing her wedding dress for the rest of her life. • Allusions to "the raven" in literature, because of its black plumage, croaking call, and diet of carrion (dead animals), the raven is often associated with loss and ill omen. 	<p>Week 7 and Week 8: Vocabulary</p> <p>Key word definitions</p> <p>Impenetrable- (adjective): impossible to pass through or enter/ impossible to understand.</p> <p>Trauma- (noun) a deeply distressing or disturbing experience. In medicine (physical injury).</p> <p>Reverie (noun): a state of being pleasantly lost in one's thoughts; a daydream.</p> <p>Malevolence: (noun) the state of having or showing a wish for evil to others.</p> <p>Paralysed: (adj) part or wholly incapable of movement.</p> <p>Superiority: (noun) the state or fact of being better, more important, or higher in rank than others.</p> <p>Spectre: (noun) i) a ghost ii) something widely feared as a possible unpleasant or dangerous occurrence.</p>

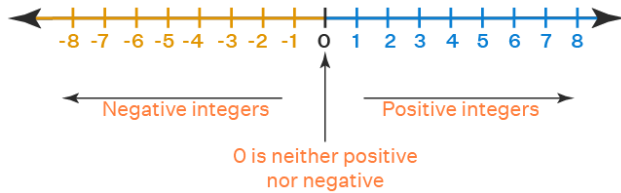




Subject: Maths

Week 2: Positive and Negative Numbers

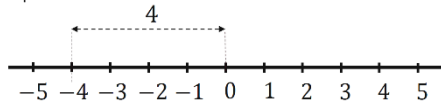
Number line representations



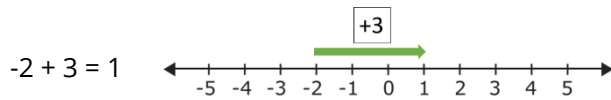
Integer: A whole number.

Absolute value

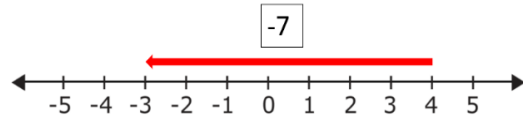
The absolute value of a number is its distance from 0. For example, the absolute value of -4 is 4.



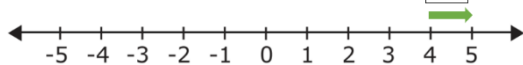
Adding and Subtracting with negative numbers.



$4 + (-7) = -3$ is the same as $4 - 7 = -3$



$4 - (-1) = 5$ is the same as $4 + 1 = 5$



KPOW: Number

Week 3: Positive and Negative Numbers

Multiplying and dividing negatives

There are rules for multiplying negatives:

negative x positive = negative

$$-3 \times 4 = -12$$

positive x negative = negative

$$3 \times -4 = -12$$

negative number x negative number = positive

$$-3 \times -4 = 12$$

The rules are the same for division:

negative ÷ positive = negative

$$-12 \div 4 = -3$$

positive ÷ negative = negative

$$12 \div -4 = -3$$

negative ÷ negative = positive

$$-12 \div -4 = 3$$

Year 7: Autumn Term 1

Week 4: Expressions, equations and inequalities

Algebraic notation

$2 + a$ means 2 more than a

$2 - a$ means a less than 2

$2a$ means 2 lots of a

$\frac{a}{2}$ means a divided by 2

$\frac{2}{a}$ means 2 divided by a

Substitution

Substitution means to replace a letter with the given number to find the value of the expression.

Like terms

Terms whose variables are the same. For example:

Like terms	Not like terms
$2a$ and a	a and b
$2a^2$ and a^2	a and a^2
ab and $2ab$	a and 4

Simplifying Expressions

To simplify expressions, we collect like terms together. For example:

$$2a + 2 + a + 1 = 3a + 3$$





Subject: Maths

KPOW: Number

Year 7: Autumn Term 1

Week 5: Expressions, equations and inequalities

Week 6: Factors and multiples

Week 7 & Week 8: Factors and multiples

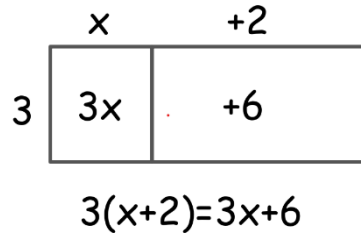
Expanding brackets

To expand brackets, multiply each term by the number outside the brackets.

Factorising

Factorise means to put into brackets.

An area bar model can help us to do this.



Equations

Two expressions are equal if they are the same.

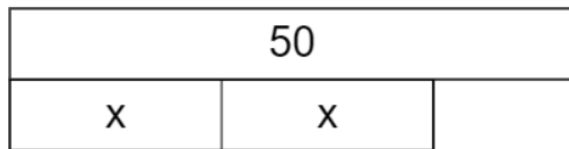
For example,

This bar model shows $2x = 50$



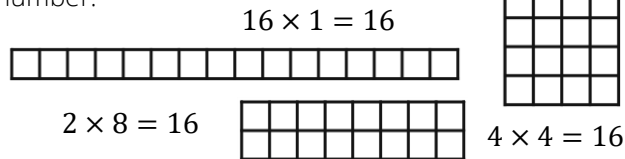
Inequalities

An inequality compares 2 values, showing one is less than or greater than the other. For example, this bar model shows $2x$ is less than 50 or $2x < 50$.



Factors

Factors are numbers we can multiply to get the target number:



There are 5 factors of 16. They are: 1, 16, 2, 8 and 4.

There are 4 factors of 10. They are: 1, 10, 2 and 5.

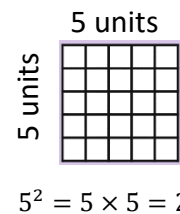
Prime numbers

Prime numbers have exactly 2 factors. The first ten prime numbers are 2, 3, 5, 7, 11, 13, 17, 19, 23, 29, ...



Square numbers

A square number is the result of multiplying a number by itself.



The first ten square numbers are: 1, 4, 9, 16, 25, 36, 49, 64, 81, 100, ...

Common factors

The factors of 15 are: 1, 15, 3 and 5.

The factors of 40 are: 1, 40, 2, 20, 4, 10, 5 and 8.

The common factors of 15 and 40 are the numbers that are in both lists. They are: 1 and 5.

The highest common factor (HCF) of 15 and 40 is 5.

Multiples

Multiples are lots of a number.

For example, the first five multiples of 3 are: 3, 6, 9, 12, 15, ...

Common multiples

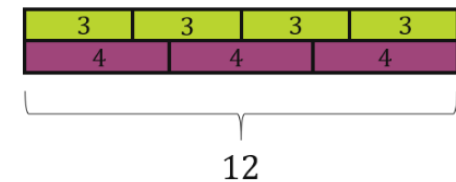
The first five multiples of 3 are: 3, 6, 9, 12, 15, ...

The first five multiples of 4 are: 4, 8, 12, 16, 20, ...

The common multiples will appear in both lists.

For example, the common multiples of 4 and 3 shown here is 12.

The lowest common multiple (LCM) of 3 and 4 is 12.





Subject: Biology

Week 2: Introduction and safety

Keyword definitions

Science - Study of the structure and behaviour of the physical and natural world through observation and experimentation.

Hazard – Something that has the potential to cause harm.

Risk - The chance of something bad happening.

We use labels to indicate how dangerous chemicals are in science, the ones below indicate that a chemical is either:

Toxic



Oxidising



Explosive



Week 6: Animal cells and organelles

Keyword definitions

All cells contain these organelles:

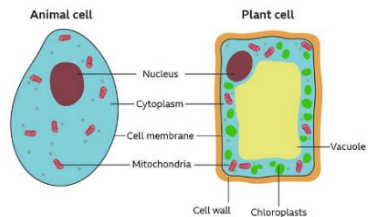
Cytoplasm - It fills the cell, and most chemical reactions take place here.

Cell membrane - Controls movement of substances in and out of the cell.

Nucleus - Contains the DNA and controls the cell.

Ribosomes - Synthesise (make) proteins.

Mitochondria - Release energy.



Plant cells also contain a vacuole and cell wall for structure and chloroplasts so that they can carry out photosynthesis.

Week 3 & Week 4: Scientific apparatus

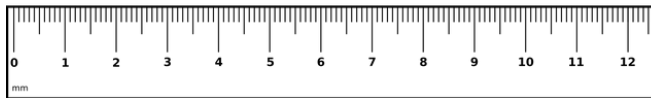
Key word definitions

Apparatus - The necessary pieces of equipment needed to carry out a practical investigation.

Accuracy – Measurements that are close to what they should be.

Precise – Measurements that are close together.

Resolution – The smallest measurement you can make on a piece of equipment.



The **resolution** of this ruler is 1mm. That means you can measure to the nearest mm leading to **accurate** measurements.

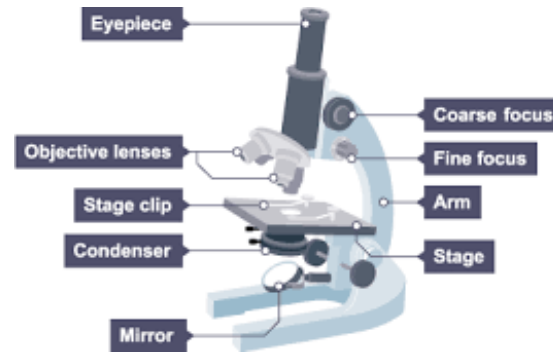
Week 7: Microscopes and making slides

Keyword definitions

Microscope – An optical instrument used for viewing very small objects.

Magnification – The act of making an object appear larger by using lenses.

A microscope is made up of the following parts.



Year 7: Autumn Term 1

Week 5: Hypothesis

Key word definitions

Hypothesis - An idea or explanation for something that is based on known facts, but has not yet been proved.

Fact – Something that is true and can be proven with evidence.

To test a scientific **hypothesis**, you often need to plan and carry out a scientific **experiment**.

Then you can present your results in a way that either does or doesn't support your **prediction**.



Week 8: Specialised cells

Keyword definitions

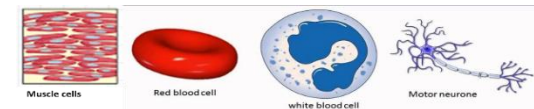
Specialised cells – Cells that have special features to make them good at a particular function (job).

Muscle cells - Contract to cause movement.

Red blood cell - Contain haemoglobin to carry oxygen.

White blood cell - Destroy harmful microbes.

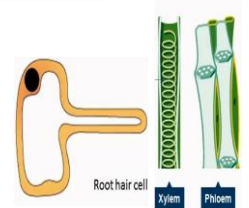
Neurones - (Nerve cells) Carry electrical impulses.



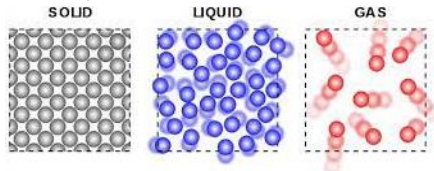

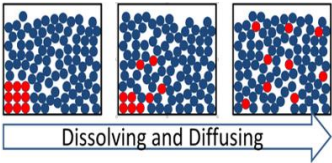

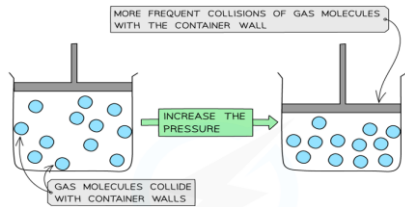
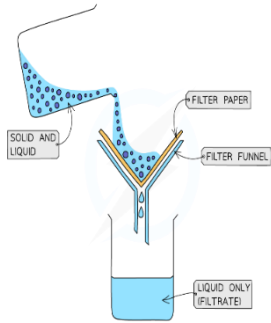
Root hair cell: Absorb nutrients and water from soil.

Xylem: Carry water up the plant.

Phloem: Move sugars around the plant.





Subject: Chemistry	Year 7: Autumn Term 1
<p>Week 2: Solids, Liquids and Gases</p> <p>Key word definitions Solids - Particles are close together and vibrate about a fixed position. Liquids - Particles are close together and move at random. Gases - Particles are far apart and move at random.</p> <p>Key learning points</p> <ul style="list-style-type: none"> All matter, in fact everything is made of particles. Particles behave differently in solids, liquids, and gases. Liquids and gas particles can flow, solid particles do not. The particle model explains the differences between solids, liquids, and gases. 	<p>Week 3 & Week 4: Changes of State</p> <p>Key word definitions Freezing - A liquid turning into a solid. Melting - A solid turning into a liquid. Evaporating - A liquid turning into a gas.</p> <p>Key learning points</p> <ul style="list-style-type: none"> Solids, liquids, and gases change state when they are heated or cooled. Processes such as evaporation and boiling change the state of substances. A particle model can be used to show how solids, liquids and gases change state. 
<p>Week 6: Solutions</p> <p>Key word definitions Solute - A substance that dissolves in a liquid to form a solution, usually a solid. Solvent - A liquid in which other substances dissolve. Solution - A mixture formed when a solute dissolves in a solvent.</p> <p>Key learning points</p> <ul style="list-style-type: none"> A solution is made when a solute dissolves into a solvent. If a substance can dissolve into a solvent, it is soluble. If it cannot dissolve, it is described as insoluble. Heating, stirring, and using fine powders are all ways to speed up dissolving. 	<p>Week 7: Pure and Impure Substances</p> <p>Key word definitions Pure - A substance is pure if no other substances are mixed with it. Mixture - A lot of different chemicals jumbled up together, but not chemically joined.</p> <p>Key learning points</p> <ul style="list-style-type: none"> Most materials that we use are mixtures, and just a few are pure elements or pure compounds. In chemistry, a pure substance is a single substance made of only one type of particle. Impurities change the temperature at which a substance melts and boils. 
<p>Week 5: Gas Pressure</p> <p>Key word definitions Volume - The amount of space something takes up. Measured in cm³. Compression - The reduction of the volume causes an increase in pressure. Diffusion - Particles moving from a high concentration to a low concentration.</p> <p>Key learning points</p> <ul style="list-style-type: none"> Gas pressure is increased when the temperature increases or the volume of the container decreases. 	<p>Week 8: Separating Mixtures</p> <p>Key word definitions Dissolving - The process of a solid mixing evenly into a liquid forming a solution. Filtering - Separating things that have not dissolved from a liquid. Evaporating: Removing a liquid by heating.</p> <p>Key learning points Substances can be separated using different methods that include:</p> <ul style="list-style-type: none"> Dissolving Filtration Evaporation Crystallisation 





Subject: Geography

Week 2: Our island home.

You live in the **United Kingdom**, which is made up of 4 other countries.



KPOW: An introduction to the UK.

Week 3: Land's End to John o' Groats.

The Land's End to John o' Groats route stretches the whole length of the British Isles, starting in **Land's End** in the **south-west** of Cornwall and ending in **John o' Groats** in the **north-east** corner of Scotland.



Many people choose to either walk, cycle or run the **1407 km** challenge, raising money for charity.

The route travels through a variety of diverse rural and urban landscapes, including **4 National Parks**; Dartmoor, **The Lake District**, Loch Lomond, and the Cairngorms. These spectacular landscapes attract tourists who enjoy outdoor activities such as **walking**, climbing and water sports.

Year 7: Autumn Term 1

Week 4: The UK in Europe

The UK is located mainly between 50°N and 60°N.

The UK has many links with Europe. These include food, energy and tourism. The most popular destination for UK holiday makers is **Spain** (10 million per year).



Cheap flights in the past have led to the increase in travel to European countries.

The UK's links with Europe are vital for us to maintain our **quality of life** (health and happiness). Without these links our lives would be very different.

Week 5: Our local environment

Our local area is a **small area that surrounds us**. It consists of human and physical features.



Fieldwork is when you go outside the classroom and find things out for yourself.

Skills used:

Data collection techniques - this is what we do to collect the information we need.



Data presentation techniques - this is when we return to the classroom and graph or map our information.

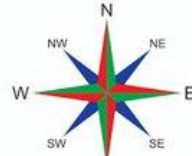
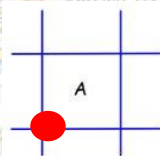
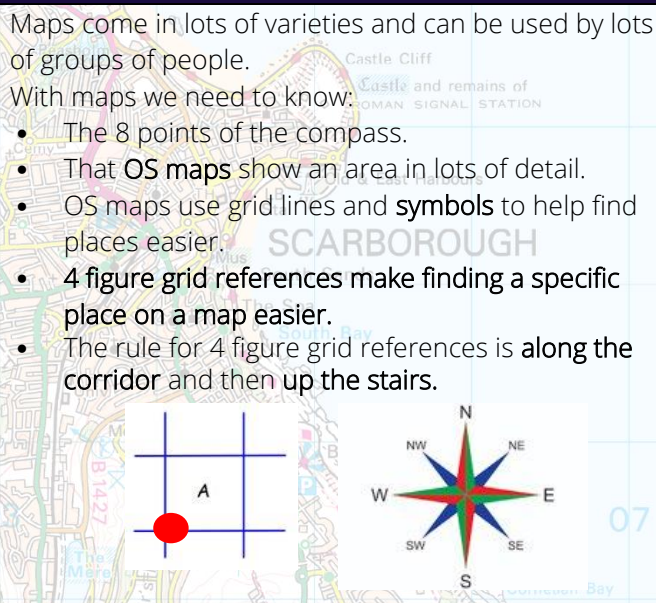
Evaluation skills - what went well about the fieldwork and what we could improve if we did it again.

Week 6: The UK through Ordnance Survey maps

Maps come in lots of varieties and can be used by lots of groups of people.

With maps we need to know:

- The 8 points of the compass.
- That **OS maps** show an area in lots of detail.
- OS maps use grid lines and **symbols** to help find places easier.
- **4 figure grid references** make finding a specific place on a map easier.
- The rule for 4 figure grid references is **along the corridor** and then **up the stairs**.



Week 7 & Week 8: The People of the UK

Week 7: An Introduction to the UK KPOW

Week 8: New Topic - The People of the UK
Diversity means a wide variety. The UK has a diverse population which includes a wide range of **ethnic groups** that make up our population.

Immigration is largely responsible for our diverse population and many groups of people have **migrated** to the UK throughout time for lots of reasons.



Birmingham is one of the most ethnically diverse cities in the UK. **Choropleth maps** of the area show how these groups of people are distributed within the city.





Subject: History

KPOW: What impact did settlers have on the England?

Year 7: Autumn Term 1

Week 2: Who were the early settlers?

The British Isles = the islands that make up what most people call Britain today.
 Most evidence comes from artefacts.
 People originally **arrived from Europe via a land bridge**.
 8500BC - the climate warms, the water rises, the land bridge disappears, and Britain became an island.
 More settlers arrived by boat.
The Bronze Age: 2500BC – new settlers arrived who could make **tools from bronze**.



The Iron Age: 800BC – people learned how to **make tools from iron**.
Artefact = an object made by a human being, often used to find out about the past.

Week 3: What impact did settlers have on Britain?

Celts: Arrived **from central Europe**. Farmed, built forts, and held yearly assemblies to settle disputes.
Romans: Arrived **from Italy**, invaded Britain in AD43. Many Roman towns are still important today such as York and Lincoln.
Anglo Saxons: Came **from modern day Denmark and Germany**. They gave England its name – Angle Land.
Vikings: Arrived **from Scandinavia**. After years of fighting, they made an **agreement** to split England into two. **Saxons in the south and Vikings in the north**.



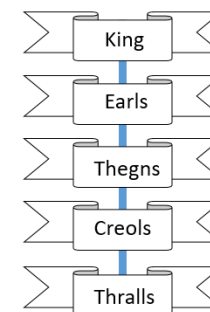
Week 4: How was Anglo Saxon England ruled?

In 1042 there was a new King – **Edward the Confessor**. He ruled the land peacefully (for the most part).

He was helped by a **group of advisors called the Witan**. Society was split into a hierarchy of groups:

Earls = heads of important families.

Thegns (pronounced thane) = Local landowners.

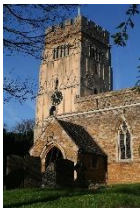


Ceorls (pronounced churl) = Ordinary villagers.

Thralls = Slaves, prisoners captured during war, law breakers and people unable to pay off debts – **the very bottom of society**.

Week 5: Why was England attractive to invaders?

Coins: Produced their own coins to make trading easier.
Crafts: Were highly **skilled craft workers** making tools, pots, jewellery, musical instruments and even board games.
Writing: Some educated Saxons **communicated with** the rest of Europe using **letters**.



Buildings: Wooden buildings were gradually **replaced by reusing the stone** from Roman buildings.
Goods: The Saxons had many valuable goods to trade such as **tin, wool, honey, copper, wheat, and salt**.

Week 6: KPOW

Inhabitants = a person or animal who occupies a place.
Settlers = people who move from one area to another and stay.
Earl = The heads of important families who helped the king to rule.
Natural resources = materials from the earth used to support life and people's needs.
Trade = Buying and selling goods and services.
Craft workers = Highly skilled workers who can make things.



Explain = give reasons.
Impact = influence or effect.

Week 7 & Week 8: Claimants to the throne

Edward the Confessor: Dies in **January 1066** leaving no heir.

Harald Hardrada:

Viking. His ancestor Canute had been King of England 1016-1035. **Parts of the north still supported the Vikings**.

Harold Godwinson:

English. Claimed **Edward had promised him the throne**. He was an important Earl with a lot of support in England.

William Duke of Normandy:

Norman. Claimed **Edward had promised him the throne**. Said that Harold Godwinson had promised **to support** him.





Subject: DT - Food

Week 2 & Week 3

Key terms in cooking:

Simmering- cooking a product then reducing the heat to low, e.g. curry.

Boiling- cooking a product in bubbling water, e.g. pasta.

Frying- cooking something in a small amount of fat, e.g. onions.

Chopping- using a knife to cut a product into small chunks, e.g. peppers.

Peeling- taking the skin off a product, e.g. apple.

Knife safety

Bridge method- when the hand is curled and shaped like a bridge for knife to go under- rounded products, like apple, strawberries, and onion.

Claw method- when a product is gripped by the fingertips in a claw shape and the fingertips are pulled back for safety before cutting- long products such as cucumber and leeks.



Practical planning

You will plan to make fruit kebabs that will be garnished by using the bridge and claw method.

Simple method

1. Wash and chop fruit into even pieces.
2. Slide onto skewer through the centre.
3. Melt chocolate in 30 second bursts in the microwave and drizzle over.
4. Present on a plate.



KPOW: Healthy Eating

Week 4 & Week 5

Practical Planning

You will make a hot sandwich by showcasing skills in knife safety, time management, using a sequence of work and health and safety as well as using a hob and managing pan handles safely to the side.

Simple method

1. Put pan on heat and add a small amount of oil.
2. Add bacon or sausage and cook until crispy and brown.
3. While meat is cooking butter bread & place on serving plate.
4. Add cooked bacon/sausage to bottom slice of bread and place another slice on top.
5. Add sauce and cut in half.
6. Present and enjoy!



Nutrients and Eatwell

Nutrient	Function	Where from?
Carbohydrate Fast release- sugars Slow release- starches	Gives us energy	Starches- cereal, potatoes, pasta, rice Sugars- white sugar, sweets, honey
Fat Saturated- bad <i>Unsaturated- good</i>	Keeps us warm and insulated	Processed meat- meatballs, burgers, fried food-chips, junk food-biscuits, cakes <i>Avocado, coconut, plant oils, olives, nuts</i>
Vitamins and Minerals	Prevent illness	Any fruit, vegetable or salad item
Protein	Helps bodies to grow and repair	Lean meat- chicken, steak, fish, eggs, milk
Fibre	Helps our digestion	Brown bread, brown rice, brown pasta ie wholewheat items- cereals such as Weetabix, bran flakes

Year 7: Autumn Term 1

Week 6, Week 7 & Week 8

Practical Planning

You will plan to make Spaghetti Bolognese, this will showcase you using a hob as well as following a plan of making, using time management, and following health and safety rules.



Half of the group will make Spaghetti Bolognese and the other half will be the sous chef (helper).

Simple method

1. Put water in a saucepan up-to the half-way mark and get onto boil.
2. Chop up onion and crush garlic- use bridge or claw method.
3. Fry off in a wok pan until soft.
4. Add mince and cook until brown.
5. Add tomatoes, herbs, spices and leave to simmer for 10 minutes.
6. Drain pasta and plate up pasta on the base and meat sauce on top.

Food provenance and seasonality

You will learn where food comes from and where in the world fruit and vegetables grow.

Food provenance- where food is grown raised or reared.

Seasonality- when food is harvested and grown at specific times of the year, e.g., strawberries in the UK in June/July.





Subject: DT - Product Design

Week 2 & Week 3

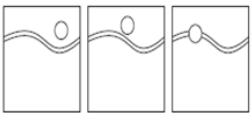
Use the Landscape strategy to create 3 designs for your wooden key ring. This strategy helps you understand how a piece of acrylic can be inlayed (stuck) between two pieces of wood. These designs are to be colour rendered (to look realistic), with the inlayed acrylic having a bright contrasting colour

Tools and machinery used to create the wooden keyring:

- Tenon saw – for cutting straight lines
- Band facer – for hard sanding
- Sandpaper – for light sanding
- Files – for chamfering (removing) the edges of the timber.
- Pilar drill – to drill the key ring hole

Workshop Health and Safety.

- Goggles must be worn on all workshop machinery.
- Long hair must be tied back on machinery.
- Aprons must be worn during all practical lessons.



Week 4 & Week 5

Iterative design process is where the designer will test the success of a product throughout, rather than just at the end.

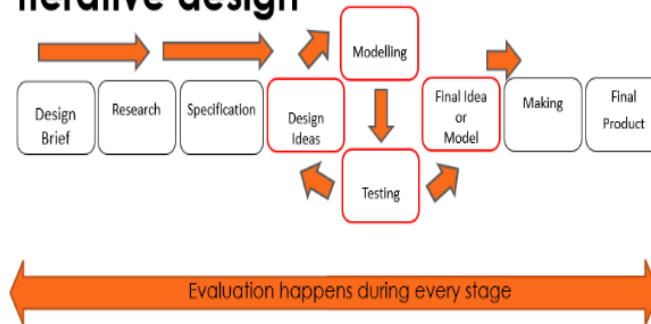
This iterative process will help to produce a design for a wooden children’s toy that is themed on transport.

Woods.

Natural wood comes from trees, synthetic wood is man-made.
 Softwood grow faster than hardwoods, and therefore are less expensive.
 Coniferous trees – Softwood – Scots pine, parana pine, spruce, cedar.
 Deciduous trees (grows leaves that are lost in Autumn) – Hardwood – Beech, elm, ash, mahogany, oak.

The Design Process

Iterative design



Year 7: Autumn Term 1

Week 6, Week 7 & Week 8

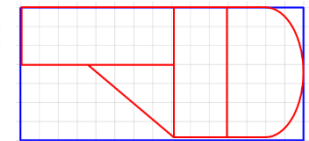
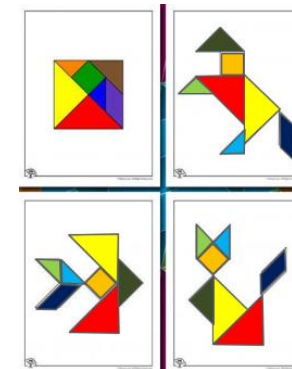
The tangram strategy helps you to create simple ideas using geometric shapes. Tangrams originated in China as a puzzle.

Designs produced are in grids of 7cm by 15cm.
 15cm = 150mm
 7cm = 70mm

Man-made boards:

MDF (Medium density fibreboard), chipboard, hardboard, blockboard, plywood.

Man-made boards are made in factories and generally use the leftovers, such as sawdust and wood chippings. They are less expensive than natural wood but can be more stable.





Subject: DT - Textiles

Week 2 & Week 3

Sketching – quick, initial ideas drawn in pencil.

Key Word: CULTURE – ideas, customs and social behaviour of a group/society.

Theme – *British Culture*

Cuisine – typical British food, fish & chips, English breakfast, cream tea.

Iconic images – (iconic = Very famous/widely recognised) e.g. Houses of Parliament, London Bus, Union Jack Flag.

Symbolism (use of symbols, in this case pictures, to represent ideas) – **umbrella** because that's what British businessmen carry because it rains a lot; a **crown** for the royal family; a **football** to show a love of sport.



Surface decoration techniques – how you can decorate fabric to enhance (improve) its appearance (how it looks).

Key Word: RESIST – coating/method applied to prevent dye being absorbed (soaked up) by the fabric.

Techniques:

Batik – is a resist method, the resist is the dried wax. Tool used is Tjanting (see pic below).

Tie dye – is a resist method, the resist is the elastic band tied tightly around the material (see pic below).

Stencil – Is NOT a resist method. Cut shape out of card, that becomes your stencil which is a template (see pic below). Dabbing paste on using a sponge.



Theory: Fibres - Thin strands that are joined together to make a yarn.

Key Word: FIBRES

Fibre: hair like structure. **Yarn:** lots of fibres twisted together.

Woven: yarns placed over and under each other to create a fabric.

Table showing **SOURCES** (where they come from) of fibres

Natural		Man-made	
PLANT	ANIMAL	REGENERATED	SYNTHETIC
Flax (grown to make linen)	Wool (From a sheep)	Viscose	Acrylic
Jute (used to make canvas)	Angora (rabbit & goat)	Cellulose acetate	Nylon
Ramie (in the nettle family)	Horsehair	Rubber	Polyester
Cotton (from seed of cotton plant)	Silk (from a cocoon produced from silk worms)	Tencel (microfibre)	Lycra
Hemp (Tall plant with a long stalk)	Cashmere (goat)	Rayon	Tencel (microfiber)

KPOW: Design & Make a cushion cover

Week 4 & Week 5

Sewing machine introduction – threading a machine (top thread and bottom thread [spool]).

Key Word: DISRUPT – prevent a system or process from continuing as usual (DO NOT DISRUPT OTHERS).

The sewing machine & the skills to sew around to help develop control (directing the machine) and accuracy (precise and where the stitch should be).

Health and Safety:



Surface decoration technique Applique

Key Word & Technique: APPLIQUE – stitching a small piece of fabric onto a larger piece to make a pattern or design.

Materials & Method: Bondaweb – double sided fabric glue.

1. Iron rough side of bondaweb to the back of the small piece of fabric.
2. Draw image onto tracing paper side.
3. Steps 3,4 & 5 see image below:

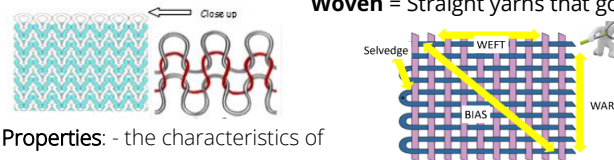


Theory: Fabric Construction methods Woven & Knitted – How yarn is made into fabric.

Key Word: CONSTRUCTION – The process of building something i.e. how it is made.

Knitted = Loops of yarn that interlock.

Woven = Straight yarns that go



Properties: - the characteristics of either a fibre, yarn or fabric:

Properties of knitted Fabric – stretchy, doesn't fray, unravels if damaged, drops creases easily
Common knitted products – woolly hats, gloves, scarves, tights, socks, t-shirts.
Properties of woven Fabric – strong, frays, creases easily, doesn't stretch.
Common woven products – trousers, shirts, bedding, curtains.

Weft – thread that goes from left to right, right to left & over and under the warp thread.
Warp – threads that are vertical and which are set on the loom (machine you weave on).
Selvedge – the finished edge of the fabric that does not fray.
Bias – is positioned diagonally across the fabric (at 45 degrees), so the fabric is stretchy and then hangs differently.

Year 7: Autumn Term 1

Week 6, Week 7 & Week 8

Final Idea – a development of the cushion design which evolves from the sketches page ideas, selecting the most suitable images/ideas for each surface decoration technique (Batik, tie dye, stencil, applique).



Key word: SUITABLE – right or appropriate.
Successful colour shading – even use of the pencil to get clear colouring in.



Tonal shading – to add deeper colour on parts of the design by pressing harder to add a more realistic finish.
Representing batik – double line

your design so it remains white, add colour either side of it (see image above).

Annotation of Final Idea - a note of explanation or comment added to a diagram / drawing.

Key Word: CONCISE – giving a lot of information clearly in a few words
Areas to explain:

1. How images link to British Culture –
Reflecting – shows what it is like / **Common** – Found or done often / **Iconic** – famous or popular / **Symbolises** – to represent something / **Monarchy** – country with a king or queen / **Popular** – liked by many / **Recognisable** – capable of being identified / **Represents** – sign or symbol of something / **National** – of a country & its people / **Famous** – known and recognised by many / **Historical** – used to describe something from the past
2. The challenges are:

Curves / fiddly processes / difficult area of ... / complicated ... / complex process of ... / being able to ... / Symmetry of ... / ensuring the accuracy of ...

Theory: Fabric construction methods, Laminated and Bonded & Microfibres

Key words: COMPRESSED - flattened by pressure. **MICRO** -ancient Greek word meaning small.

Laminated Fabric (layers of fabric glued and bonded together).

Bonded Fabric (fibres that are compressed [PRESSURE PRESSED] together using heat, pressure and an adhesive [GLUE]).

Microfibre – less than 1 denier thick which is equivalent to 60/100 times finer than a human hair.

Look like: shaped like a star (snowflake or flower describes them too).

How they work: they trap dust and dirt in their grooves.




Made from: synthetic fibres, normally polyester or nylon.

Common products made from microfibre: sportswear, dusters, sports & dog towels and underwear.

Properties: ultra fine, Washable, high strength, comfortable, high absorption, breathable.





Subject: Core PE	KPOW: Skeletal and Muscular System.	Year 7: Autumn Term 1
Week 2 & Week 3	Week 4 & Week 5	Week 6, Week 7 & Week 8
<p>Name of bone: Cranium</p> <p>Location: Head</p> <p>Type of Bone: Flat</p> <p>Function of Bone: Protection of the brain.</p> <p>Sporting Example: Protects the football player from concussion, when heading the ball, by cushioning the blow.</p> 	<p>Name of bone: Ribs</p> <p>Location: Chest</p> <p>Type of Bone: Flat</p> <p>Function of Bone: Protection of the heart and lungs.</p> <p>Sporting Example: Protects the rugby player from a punctured lung, during a rugby tackle, by cushioning the blow.</p> 	<p>Name of bone: Humerus</p> <p>Location: Upper arm</p> <p>Type of Bone: Long</p> <p>Function of Bone: Major movements of the arm.</p> <p>Sporting Example: Playing a smash in badminton.</p> 
<p>Skill that is being promoted in lessons, that will be an advantage in the world of work:</p> <p>Staying positive at all times.</p>		





Subject: Computing & Digital Media	KPOW: Computer Hardware	Year 7: Autumn Term 1																																																
Week 2 & Week 3	Week 4 & Week 5	Week 6, Week 7 & Week 8																																																
<p>Keywords: Online Safety - The safe and responsible use of the internet and the technology you use.</p>	<p>Keywords: Peripheral – A piece of equipment, such as a printer, that can be connected to a computer. Input & Output – An input refers to data being entered into a computer, whereas data generated by a computer is referred to as an output.</p>	<p>Keywords: Storage – Something that holds data. Capacity – The maximum amount a storage device such as a hard drive can hold.</p>																																																
<p>A password is classed as a strong password if it has the following characteristics:</p> <ul style="list-style-type: none"> • It is not personal to you. • At least 8 characters long. • Contains a mixture of upper and lower characters. • Contains special characters such as symbols. • Contains numbers. <p>To stay safe online, you should:</p> <ul style="list-style-type: none"> • Not display personal information on your profile, such as what school you attend, age or your address. • Only 'add' people you know. • Make sure your account is set to 'private'. <p>Who can you go to if you need help with something that has happened online?</p> <ul style="list-style-type: none"> • A teacher. • Your parents. • The E-Safety co-ordinator in school. • The Police. 	<p>Hardware is any item of a computer that you can physically touch. Example of hardware are:</p> <ul style="list-style-type: none"> • Motherboard – The backbone of the computer, every other piece of hardware connects to this. • CPU – This is the brain of the computer that processes everything. • RAM - Holds the data and software that is currently being used. <p>Peripheral devices are those that can be plugged into a computer and used as accessories. Each peripheral device is either an input or an output:</p> <table border="1" data-bbox="862 890 1384 1120"> <thead> <tr> <th>Peripheral</th> <th>Input</th> <th>Output</th> </tr> </thead> <tbody> <tr> <td>Headphones</td> <td></td> <td>✓</td> </tr> <tr> <td>Mouse</td> <td>✓</td> <td></td> </tr> <tr> <td>Keyboard</td> <td>✓</td> <td></td> </tr> <tr> <td>Printer</td> <td></td> <td>✓</td> </tr> <tr> <td>Monitor</td> <td></td> <td>✓</td> </tr> </tbody> </table> <p>Software is a program that will run on the computer. You can use it and interact with it but cannot touch it physically. Examples of software include:</p> <ul style="list-style-type: none"> • Microsoft PowerPoint. • Adobe Photoshop. • Microsoft Word. • Google Chrome. 	Peripheral	Input	Output	Headphones		✓	Mouse	✓		Keyboard	✓		Printer		✓	Monitor		✓	<p>There are two types of storage that computers make use of- these are primary and secondary storage: Primary storage – is directly accessed by the CPU and is normally the fastest memory in the computer. Primary storage is RAM, ROM and cache (memory inside the CPU). Secondary storage – this is where you can permanently save your files. Secondary storage is split into three different categories. See below:</p> <table border="1" data-bbox="1480 855 2134 1003"> <thead> <tr> <th>Magnetic</th> <th>Solid State</th> <th>Optical</th> </tr> </thead> <tbody> <tr> <td>Hard disk drive</td> <td>USB Flash drive</td> <td>CD</td> </tr> <tr> <td>Tape drive</td> <td>SD Card</td> <td>DVD</td> </tr> <tr> <td></td> <td></td> <td>Blu ray</td> </tr> </tbody> </table> <p>Storage is measured in Bytes and speed, such as the CPU, is measured in Hertz.</p> <table border="1" data-bbox="1480 1150 2134 1414"> <thead> <tr> <th>Order</th> <th>Hertz</th> <th>Bytes</th> </tr> </thead> <tbody> <tr> <td>Smallest</td> <td></td> <td>Bit</td> </tr> <tr> <td rowspan="4">↑ ↓</td> <td>Hz</td> <td>Byte</td> </tr> <tr> <td>KHz</td> <td>KB</td> </tr> <tr> <td>MHz</td> <td>MB</td> </tr> <tr> <td>GHz</td> <td>GB</td> </tr> <tr> <td>Largest</td> <td></td> <td>TB</td> </tr> </tbody> </table>	Magnetic	Solid State	Optical	Hard disk drive	USB Flash drive	CD	Tape drive	SD Card	DVD			Blu ray	Order	Hertz	Bytes	Smallest		Bit	↑ ↓	Hz	Byte	KHz	KB	MHz	MB	GHz	GB	Largest		TB
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Subject: Music

Week 2 & Week 3: Rap and Musical Elements

Rap is a genre of music that originated in African American communities in the United States of America in the 1970's.



Rapping is speaking lyrics to a beat.

You are creating your own Rap using the musical elements in a group. These are the musical elements:

Pitch - High or Low

Tempo - Fast or Low

Dynamics – Loud or Quiet

Texture – Thick or Thin

Timbre – Different instruments or sounds

Melody – The tune

Articulation – Spikey or Smooth

Ostinato – A pattern that repeats

Rhythm – A pattern of notes

Tonality – Happy or Sad

Harmony – The Chords

Pulse – A steady beat

Structure – The Plan



Here is an example:

Pitch is high and pitch is low.

OUCH! I stubbed my toe!

Tempo is fast and tempo is slow.

I'm at a green light I have to GO!

Dynamics are loud, Dynamics are quiet.

Let's go have a musical riot!

KPOW: Rap

Week 4 & Week 5: Rap Retrieval and the Stave

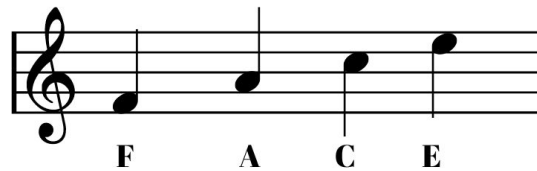
Stave:

A set of five lines that music notes are written on:



Notes in the spaces of the stave:

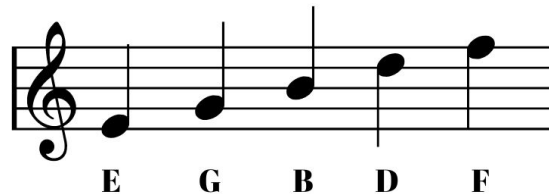
The notes that sit in the spaces on a stave spell the word FACE:



Notes on the lines of the stave:

The notes that sit on the lines of the stave are EGBDF.

An easy way to remember these is by the acronym Every Good Boy Deserves Football.



Year 7: Autumn Term 1

Week 6 & Week 7 & Week 8: Performance

Eminem:

A famous rapper who emerged in the late 1990s.

Eminem's music discusses personal struggles, social issues, and his own experiences.



He was different from the rest as he was a white rapper in a predominantly African American genre East Coast vs. West Coast Rap (USA):

In the 1990s, two major areas in the U.S. became famous for rap music:

- East Coast (mainly New York)
- West Coast (mainly Los Angeles, California)

East Coast had artists like The Notorious B.I.G. and Wu-Tang Clan. West Coast had artists like Dr. Dre and Snoop Dogg.



This started a Rap rivalry. The rivalry wasn't just about music, it became more personal and intense. Sadly, both Tupac (West Coast) and Biggie (East Coast) died in the late 1990s, which shocked the world and led to calls for peace in hip-hop.

Notes duration:

How Long or Short a note is played.

Here is the list of all the musical notes and their values.

Note Names	Note Symbols	Note Value
Semibreve		4 beats
Minim		2 beats
Crotchet		1 beat
Quaver		1/2 of a beat
Semiquaver		1/4 of a beat





Subject: Art

Week 2 & Week 3

Key words and definitions

Tone/Value – highlight, mid tones and shadow. This is used to make our drawings look realistic and 3D.

Line - a line is a mark made on a surface that joins different points. Lines can vary in length, width, direction and shape.

Develop – making progress by refining, improving and exploring.

Observational drawing - to record a subject as accurately as possible.



Week 4 & Week 5

Joseph Amedokpo - Artist page.

Artist research page - show our understanding of the work of others, especially styles, colours and shapes.

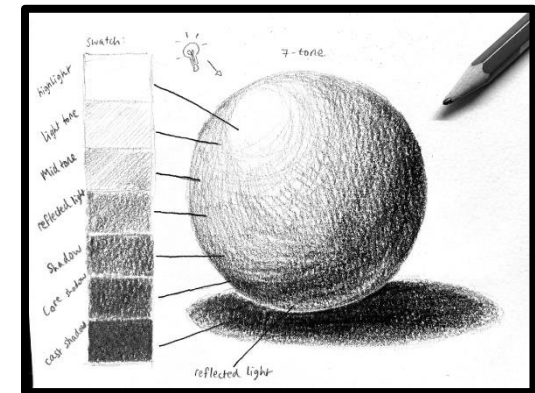
- Born in Togo, West Africa in 1946 and moved to Nigeria for his education.
- Paints using locally available oils and his canvases are recycled flour sacks.
- One of his designs was used by DELL on a limited-edition laptop to raise awareness of the global fight against AIDS.
- Joseph Amedokpo is not a wealthy artist; he lives with his family but does not own a car.



Year 7: Autumn Term 1

Week 6, Week 7 & Week 8

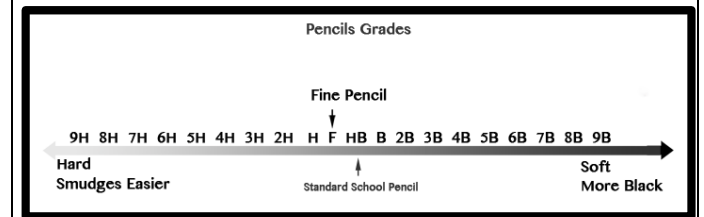
Pencil control - How you hold your pencil and the pressure you use are important factors within drawing and **shading** - the process of adding value to create the illusion of form, space, and most importantly, light in a drawing. Heavy pressure = dark shade and gentle pressure = light shade.





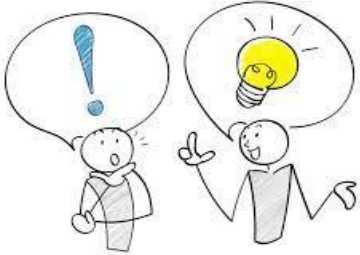
Blending

Moving from one tone to the next smoothly.

Types of pencil.





Subject: Drama	KPOW: Introduction to Drama	Year 7: Autumn Term 1
Week 2 & Week 3	Week 4 & Week 5	Week 6, Week 7 & Week 8
<p>Health and Safety Expectations in the Drama Studio</p> <ul style="list-style-type: none"> You must remove your bag, coats and shoes. No running in the Drama studio. No physical contact with other students. Respect the space and your peers.  <p>Skills</p> <p>Blocking: to stop a conversation from happening by giving one word answers.</p> <p>Accepting: to converse in a conversation allowing the scene to flow.</p> <p>Skills in Drama that will be an advantage in the world of work: Leadership, Speaking, Team work, Creativity, Communication, problem solving.</p>	<p>Baseline assessment with script</p> <ul style="list-style-type: none"> Drama Assessment: a practical performance acting on stage. Script: the written text of a play or film.  <p>Skills</p> <p>Spontaneous: the skill of making something up on the spot.</p> <p>Rehearsal: a rehearsal is a practice for a performance done prior to an event or before viewing by an audience.</p> <p>Audience Awareness: the correct positioning on stage. You must be in clear view of the audience.</p>	<p>Imagination and Creativity – Sales Pitch</p> <ul style="list-style-type: none"> Imagination: the ability to think of new ideas.  <p>Skills</p> <p>Persuasive Language: can be used to help to sell products or to convince people to accept a view or idea.</p> <p>Performing: showing your piece of theatre to an audience.</p> <p>Evaluate work: give feedback to peers on their performance that includes strengths and areas for improvement. This will help them improve their work.</p>
<p>Key Word:</p> <p>Conversation a talk, especially an informal one, between 2 or more people.</p>	<p>Key Word:</p> <p>Improvisation: created spontaneously or without preparation.</p>	<p>Key Word:</p> <p>Prop: items held or used by actors onstage to make the action more realistic.</p>





Subject: Learning 4 Life

Week 2 & Week 3

Please learn the definitions of the following 12 words:

Hygiene	Maintaining health and preventing disease through cleanliness.
Protein	This is needed to build, maintain, and repair the tissues in our body.
Calories	The amount of energy or sugar in a food is measured by these.
Dairy	Any food made from milk products.
Physical	Relating to the body, not the mind.
Obesity	A medical condition that occurs when a person carries excess weight.
Health	A person's mental or physical condition.
Care	The provision of what is necessary for the health, welfare, maintenance, and protection of something.
Guru Nanak	The name of the person who founded the religion of Sikhism.
Langar	A free kitchen found in a Sikh place of worship.
Gurdwara	A Sikh place of worship.
Guru Granth Sahib	The Sikh holy book.

Week 4 & Week 5

Please learn these facts about healthy food choices:

- Recommended daily steps: 10,000
- Recommended daily portions of fruit & vegetables: 5
- Recommended daily calories for an adult male: 2,500
- Recommended daily calories for an adult female: 2,000
- Recommended daily sugar for those aged 7-10: 6 teaspoons
- Recommended daily sugar for those aged 11 and over: 7 teaspoons
- Too much sugar softens your teeth by removing the enamel
- Protein: builds muscle
- Carbohydrates: provide energy

The Healthy Eating Pyramid

The smaller the section in the pyramid, the less of that food you should eat each meal:



<https://youtu.be/vADtodHhFKU>

Year 7: Autumn Term 1

Week 6, Week 7 & Week 8

Please learn these key facts about dental hygiene:

- Brush your teeth twice a day
- Use floss to help look after your gums
- Visit the dentist twice a year

How sugary are some drinks (tsp)?

	0		6
	5.5		10
	10		7
	12		29.5

How is smoking linked to dental hygiene?

Smoking can cause:

- bad breath
- stained teeth
- gum disease
- increased plaque
- tartar build up
- increased risk of oral cancer



<https://youtu.be/9Qa2K1CC3Hw>





Home Learning Schedule

Day	Subject to Learn	Additional
Monday	English and Learning 4 Life	Sparx Reader 30 Minutes per week
Tuesday	Maths and Computing & Digital Media	
Wednesday	Science	
Thursday	French, History and Geography	
Friday	Design Technology, PE & Creative	

Home Learning is set every **Monday** and will be submitted in **P&A Time** every **Monday**

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Community College

