Year 7

Term 2 Knowledge Organisers and Retrieval Quizzes

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Maths

Term 1 Knowledge Organiser

Topics: Collecting like terms, Negative numbers, Ordering fractions and decimals, Expanding brackets, Multiplying variables

Key Knowledge & Skills

1. **Collecting Like Terms**
    - Only combine terms with **the same variable and power**.
    - Example: $3x + 5x = 8x$, $2x^2 + 3x^2 = 5x^2$
    - Common mistake: combining different variables: $2x + 3y \neq 5xy$
2. **Negative Numbers**
    - Rules:
        - $+ + + = +$
        - $+ + - =$ subtract smaller from larger, take larger's sign
        - $- \times - = +$, $- \times + = -$
    - Example: $-3 + 7 = 4$, $-5 - (-2) = -3$
3. **Ordering Fractions and Decimals**
    - Convert fractions to decimals or lowest common denominator.
    - Example: $\frac{3}{4} = 0.75$, $\frac{2}{3} = 0.666\ldots$
    - Tip: Always check using cross multiplication for fractions.
4. **Expanding Brackets**
    - Single: $a(b + c) = ab + ac$
    - Example: $4(x + 5) = 4x + 20$
    - Double: $(x + 2)(x + 3) = x^2 + 5x + 6$
    - Common mistake: forgetting middle term in double brackets.
5. **Multiplying Variables**
    - $x^a \times x^b = x^{a+b}$
    - Multiply coefficients separately: $2x \times 3x^2 = 6x^3$

Maths

Year 7 Term 1 Knowledge Retrieval Quiz

Questions

1. Simplify: $3x + 7x$
2. Simplify: $5y - 8y$
3. Calculate: $-3 + 7$
4. Calculate: $-5 - 6$
5. Subtract: $4 - (-3)$
6. Order these fractions from smallest to largest: $\frac{3}{4}, \frac{2}{3}, \frac{5}{6}$
7. Order these decimals from largest to smallest: 0.56, 0.605, 0.5
8. Expand: $2(x + 5)$
9. Expand: $3(x - 2)$
10. Expand and simplify: $(x + 3)(x + 4)$
11. Multiply: $x \cdot x^2$
12. Multiply: $4x \cdot 3x^2$
13. Simplify: $2x + 5 + 3x - 2$
14. Solve for x: $x + 7 = 12$
15. Solve for y: $3y - 5 = 10$

Answers

1. $10x$
2. $-3y$
3. 4
4. -11
5. 7
6. $\frac{2}{3}, \frac{3}{4}, \frac{5}{6}$
7. 0.605, 0.56, 0.5
8. $2x + 10$
9. $3x - 6$
10. $x^2 + 7x + 12$
11. x^3
12. $12x^3$
13. $5x + 3$
14. $x = 5$
15. $y = 5$

English

Year 7 Knowledge Organiser – Term 1

Focus: ***Ovid's Myths • Exploring Marginalised Voices • Creative Writing Techniques***

Key Knowledge

- Understand how Ovid's *Metamorphoses* uses myth to express transformation, power, and morality.
- Explore how myths can give voice to the powerless or marginalised characters.
- Recognise narrative openings *in medias res* and flashbacks as structural techniques.
- Learn how lexical fields shape tone and atmosphere.
- Understand the link between myth and moral or social commentary.
- Identify recurring motifs (change, punishment, gender, justice).

Key Skills

- **Close Reading:** Identify imagery, symbolism, and moral lessons.
- **Creative Writing:** Begin stories *in medias res*; vary sentence structures for effect.
- **Vocabulary Development:** Build lexical fields to reinforce theme.
- **Analytical Writing:** Use evidence and explanation to discuss writer's intention.
- **Editing & Reflection:** Improve clarity, tone, and accuracy in creative pieces.

Key Vocabulary

Myth | Transformation | Lexical Field | Flashback | In Medias Res | Symbolism | Voice | Perspective | Moral | Justice | Imagery | Narrative Structure

Retrieval & Reflection

1. What is *in medias res*?
2. How does Ovid use transformation as a theme?
3. Define "lexical field" and give an example.
4. Why might writers use myths to explore marginalised voices?
5. How can varying sentence length affect the reader?
6. Which myth from *Metamorphoses* best explores injustice?

7. How can creative writing reveal a moral message?

English

Year 7 Term 1 Knowledge Retrieval Quiz

Focus: *Ovid's Myths & Creative Writing*

1. Who wrote the *Metamorphoses*?
2. What is a myth?
3. Define "lexical field".
4. Give an example of *in medias res*.
5. What is a flashback in literature?
6. How can myths give voice to marginalised characters?
7. Name one recurring theme in Ovid's myths.
8. Why is sentence variation important in creative writing?
9. Give an example of symbolism from any myth.
10. What is the difference between first- and third-person narrative?
11. How does tone affect a story?
12. What is the purpose of imagery in literature?
13. How can you identify a moral lesson in a myth?
14. Explain the role of perspective in storytelling.
15. Why might an author choose a myth to explore contemporary issues?

Answers – Year 7 English Knowledge Retrieval Quiz

1. Ovid
2. A traditional story explaining natural or social phenomena, often involving gods or heroes
3. A group of words connected by a common theme
4. Starting a story in the middle of the action
5. A scene set in the past, interrupting the present narrative
6. By showing experiences and struggles that are often overlooked
7. Transformation / change / justice / punishment
8. It creates rhythm, emphasis, and reader interest
9. Example: The metamorphosis of Daphne into a tree symbolises escape and transformation
10. First-person uses “I”, third-person uses “he/she/they”
11. Tone conveys the author’s attitude and affects mood
12. Imagery uses descriptive language to appeal to the senses
13. Look for a lesson about right and wrong within the story
14. Perspective determines how events and characters are presented
15. To highlight universal themes and connect past stories to modern issues

Sports & Health

Year 7 Knowledge Organiser – Term 1

Focus: Baseline Testing • Sending & Receiving • Using Space • Netball / Rugby

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Key Knowledge

- Develop an understanding of basic movement and coordination skills through baseline testing.
- Learn correct techniques for sending and receiving in both netball (chest, bounce, shoulder passes) and rugby (spin, pop, and lateral passes).
- Recognise the importance of using space in attacking play — moving away from defenders and into open areas.
- Understand how teamwork and communication lead to successful play.
- Identify key rules in netball (footwork, obstruction, contact) and rugby (forward pass, offside, tackling).
- Demonstrate awareness of safety, respect, and fair play during all practical lessons.

Key Skills

- **Passing & Receiving:** Control, accuracy, and timing.
- **Footwork:** Pivoting, balance, and correct positioning when moving or stopping.
- **Communication:** Calling for the ball, encouraging teammates, and giving clear signals.
- **Spatial Awareness:** Knowing where to move to create opportunities.
- **Defending Basics:** Marking an opponent, intercepting passes safely.
- **Teamwork:** Working collaboratively to achieve common goals.

Key Vocabulary

- Space | Movement | Footwork | Support Play | Communication | Accuracy | Interception | Fair Play | Teamwork | Possession | Passing | Receiving

Retrieval & Reflection

1. What are the three main passes used in netball?
2. Why is using space important in both netball and rugby?
3. What does good teamwork look like on the pitch?
4. Describe how communication can improve team performance.
5. Which rule in netball or rugby do you find most important, and why?
6. How do you demonstrate respect and sportsmanship in PE?

Sports & Health

Year 7 Term 1 Knowledge Retrieval Quiz

1. What are two common passes used in netball?
2. What direction must the ball travel in rugby when passing?
3. Define “space” in team sports.
4. What is good footwork in netball?
5. Why is communication important in games?
6. Name one way to support a teammate during play.
7. What is meant by “baseline testing”?
8. What happens if you step while holding the ball in netball?
9. What is meant by “fair play”?
10. Name one example of a safe catch technique.
11. When is a forward pass allowed in rugby?
12. What is a chest pass used for?
13. How can you create space in a team game?
14. What is the main aim in netball?
15. Why should players show respect to opponents and officials?

Answers- Sports and Health Knowledge Retrieval Quiz

1. Chest, bounce, shoulder pass
2. Backwards or sideways
3. An open area free from defenders to move or pass into
4. Keeping one foot grounded (pivot) before passing
5. To organise play and support teammates
6. Move into a free space / call for the ball
7. Initial assessment of skill and fitness levels
8. Footwork violation
9. Playing by rules, showing respect
10. Watch the ball, hands ready and soft
11. Never – rugby passes must go backwards
12. Quick, short, accurate pass to nearby teammate
13. Move away from defenders / change direction
14. To score goals by passing into shooting circle and scoring
15. Maintains fairness and enjoyment for all

French

Year 7 Term 1 – French Knowledge Organiser

Theme: Talking about Self

Grammar & Key Structures

- Articles: un (a), le (the), des (some)
- Possessive adjectives: mon (my), ton (your), sa (his/her)
- Adjectives: agreement & position (grand/grande, petit/petite)
- Negatives: ne (n') … pas → Je n'ai pas de frère
- Verbs: Avoir, Être, Aimer – present tense, singular
- Infinitives: basic usage → J'aime jouer

Extra Vocabulary

French	**English**
Je m'appelle…	My name is…
Mon frère	My brother
Ma sœur	My sister
Grand / Grande	Tall / Big
Petit / Petite	Small / Short
J'aime	I like
Je n'aime pas	I don't like
Intelligent(e)	Intelligent
Sympathique	Friendly
Sportif / Sportive	Athletic
Jouer au football	To play football
Lire	To read

Key Skills

- Introduce self and family

- Describe appearance and personality
- Express likes/dislikes
- Form simple sentences and negatives

French

Year 7 Term 1 – French Knowledge Retrieval Quiz 1

Name: _____

Instructions: Answer all questions in full.

1. Translate: "My name is…"
2. Write the French for "my brother"
3. Write the French for "I like"
4. Translate: "I don't have a sister"
5. What is the French word for "tall" (masc. & fem.)?
6. Give the plural of "un livre"
7. Translate: "friendly"
8. Write the French for "I like to play football"
9. Conjugate **être** for "je"
10. Conjugate **avoir** for "il/elle"
11. Translate: "small"
12. How do you make a negative sentence in French?
13. Translate: "my sister"
14. Conjugate **aimer** for "je"
15. Translate: "intelligent"

Answers:

1. Je m’appelle…
2. Mon frère
3. J’aime
4. Je n’ai pas de sœur
5. Grand / Grande
6. Des livres
7. Sympathique
8. J’aime jouer au football
9. Je suis
10. Il/Elle a
11. Petit / Petite
12. Ne … pas
13. Ma sœur
14. J’aime
15. Intelligent(e)

Spanish

Year 7 Term 1 – Spanish Knowledge Organiser

Theme: Talking about Self

Grammar & Key Structures

- Articles: el, la, los, las; un, una, unos, unas
- Possessive adjectives: mi (my), tu (your)
- Adjectives: agreement & position → casa grande
- Negatives: no → No tengo hermanos
- Verbs: ser, tener, gustar – present tense
- Infinitives: basic usage → Me gusta cantar

Extra Vocabulary

Spanish	**English**
Me llamo…	My name is…
Mi hermano	My brother
Mi hermana	My sister
Alto / Alta	Tall
Bajo / Baja	Short
Me gusta	I like
No me gusta	I don’t like
Inteligente	Intelligent
Simpático / Simpática	Friendly
Atlético / Atlética	Athletic
Jugar al fútbol	To play football
Leer	To read

Key Skills

- Introduce yourself and family

- Describe personality and appearance
- Express likes/dislikes
- Form negatives correctly

Year 7 Term 1 – Spanish Knowledge Retrieval Quiz 1

1. Translate: "My name is…"
2. Write the Spanish for "my brother"
3. Write the Spanish for "I like"
4. Translate: "I don’t have a sister"
5. What is "tall" (masc. & fem.) in Spanish?
6. Translate: "small"
7. Write the Spanish for "friendly"
8. Write "I like to play football" in Spanish
9. Conjugate **ser** for "yo"
10. Conjugate **tener** for "él/ella"
11. How do you make a negative sentence in Spanish?
12. Translate: "my sister"
13. Translate: "intelligent"
14. Conjugate **gustar** for "me"
15. Translate: "athletic"

Answers:

1. Me llamo…
2. Mi hermano
3. Me gusta
4. No tengo hermana
5. Alto / Alta
6. Bajo / Baja
7. Simpático / Simpática
8. Jugar al fútbol
9. Soy
10. Tiene
11. No + verb
12. Mi hermana
13. Inteligente
14. Me gusta
15. Atlético / Atlética

Geography

Term 1 Knowledge Organiser

Year 7 – Introduction to Geography & Map Skills

Key Knowledge & Skills

- **What is Geography?** Study of the Earth, people, places, and environments. Includes human and physical geography.
- **Baseline Assessment:** Understanding prior knowledge of maps, places, and environments.
- **Maps:** Tools for representing locations; can show physical features, political boundaries, climate, and population.
- **Interpreting Maps:** Reading symbols, directions, contour lines, and elevation.
- **Map Symbols:** Key/legend interpretation; understanding conventional signs.
- **Grid References:**
    - **4-figure**: Identifying a square on a map.
    - **6-figure**: Pinpointing an exact location within a square.
- **Scale:** Understanding map scale; converting distances (e.g., 1:50,000 means 1cm on map = 500m in reality).
- **Revision & Assessment:** Practice locating features, measuring distances, and interpreting symbols.

Key Vocabulary & Examples

- Compass: north, south, east, west, NE, NW, SE, SW
- Ordnance Survey (OS) maps – official UK mapping agency
- Contour lines – show elevation; closer lines = steeper slope
- Grid square, six-figure grid reference (e.g., 234567)
- Scale ratio – 1:25,000, 1:50,000
- Legend/key – symbols for rivers, roads, buildings

Year 7 Term 1 Geography Knowledge Retrieval Quiz 1

Topic: Introduction to Geography & Map Skills

Questions

1. What is Geography?
2. Name two types of Geography.
3. What is the purpose of a map?
4. What does a compass do?
5. What does OS stand for in OS maps?
6. Define a contour line.
7. What does it mean when contour lines are close together?
8. What is a map key/legend used for?
9. What is a 4-figure grid reference?
10. What is a 6-figure grid reference?
11. How do you convert a map distance using scale 1:50,000?
12. Give one example of a map symbol.
13. What is the difference between physical and human features on a map?
14. Which direction is opposite north?
15. What is elevation?

Answers

1. The study of places, people, and environments.
2. Physical Geography, Human Geography.
3. To represent locations, features, and data of the Earth.
4. Shows directions (N, S, E, W).
5. Ordnance Survey.
6. A line showing height/altitude on a map.
7. Steeper slope/gradient.
8. To explain what symbols on a map represent.
9. A reference showing the grid square on a map (4 digits).
10. A more precise location within a grid square (6 digits).
11. Multiply the map distance by 50,000 to get real distance.
12. River, road, building symbol, forest symbol.
13. Physical = natural (rivers, mountains); Human = man-made (roads, buildings).
14. South.
15. The height of a location above sea level.

History

Year 7 Term 1 Knowledge Organiser

Topic: Baseline & The Norman Conquest

Key Knowledge

Four Claimants to the English Throne (1066):

- Harold Godwinson – English noble, Earl of Wessex
- William of Normandy – Duke of Normandy
- Harald Hardrada – King of Norway
- Edgar Atheling – English royal, teenager

Battle of Stamford Bridge (25th September 1066):

- Harald Hardrada invaded northern England.
- Harold Godwinson defeated him.
- Heavy casualties for Norwegians; showed importance of preparation.

Battle of Hastings (14th October 1066):

- William's cavalry and archers gave him advantage.
- Harold's army was tired after Stamford Bridge.
- William won; became King of England.

Norman Changes to England:

- Feudal system introduced.
- Language: French became language of ruling class.
- Castles built for control and defence.

Castles:

- Motte-and-bailey design common.
- Served as defence, symbol of power, administrative centre.

Crime & Punishment under Normans:

- Harsh punishments: fines, mutilation, execution.
- Trials by ordeal were used.

- Emphasis on loyalty to the king.

Skills

- Source analysis: identify bias in Norman accounts.
- Chronology: order key events of 1066.
- Cause & consequence: explain Norman victory and changes to England.

Year 7 Term 1 History Knowledge Retrieval Quiz 1

Instructions: Answer all questions.

1. Name the four claimants to the English throne in 1066.
2. Who won the Battle of Stamford Bridge?
3. Why was Harold Godwinson's army tired before Hastings?
4. On what date was the Battle of Hastings?
5. Who won the Battle of Hastings?
6. Name one reason William won at Hastings.
7. What system did the Normans introduce in England?
8. Why did the Normans build castles?
9. Give one type of Norman castle.
10. What language did the Norman rulers speak?
11. Name one crime punishment used under the Normans.
12. What was a trial by ordeal?
13. Explain one consequence of Norman rule for peasants.
14. Which river marked the northern boundary of Harold's army before Hastings?
15. What is feudalism?

Answers – Year 7

1. Harold Godwinson, William of Normandy, Harald Hardrada, Edgar Atheling
2. Harold Godwinson
3. Because they had marched from Stamford Bridge
4. 14th October 1066
5. William of Normandy
6. Cavalry and archers gave him advantage / Harold's army was tired
7. Feudal system
8. Defence, symbol of power, administration
9. Motte-and-bailey
10. French
11. Execution / mutilation / fines
12. A test of guilt through dangerous physical trial
13. Heavy taxes, harsh punishments, loss of land
14. River Humber
15. A system of land ownership and loyalty

RE

Year 7 Term 1 Knowledge Organiser

Topic: Judaism

Key Concepts:

- **Judaism:** Monotheistic religion, belief in one God (Yahweh).
- **Sacred Texts:** Torah (first 5 books of the Hebrew Bible).
- **Synagogue:** Place of worship.
- **Rabbi:** Religious teacher or leader.

Key Knowledge/Skills:

1. **Introduction to Judaism:** Origins in Ancient Israel, Abraham as a key figure.
2. **Jewish Food Laws (Kashrut):**
    - Kosher rules: separation of meat and dairy, only certain animals allowed.
    - Forbidden foods: pork, shellfish.
    - Blessings before and after eating.
3. **Bar and Bat Mitzvah:**
    - Ceremony marking the coming of age (13 for boys, 12 for girls).
    - Responsibilities: reading from Torah, taking part in synagogue life.
    - Significance: becoming accountable for religious duties.

Key Vocabulary:

- **Torah** – Jewish holy book
- **Kosher** – Foods prepared according to Jewish law
- **Shabbat** – Jewish day of rest
- **Mitzvah** – Commandment or good deed
- **Synagogue** – Place of worship
- **Rabbi** – Teacher/leader

Extra Information:

- Jewish calendar includes festivals such as Passover, Rosh Hashanah, Yom Kippur.

- Bar/Bat Mitzvah ceremonies include celebration with family and community.

Year 7 Term 1 RE Knowledge Retrieval Quiz 1

1. Who is the central figure in Judaism?
2. What is the name of the Jewish holy book?
3. What is the Jewish place of worship called?
4. Who is a Jewish religious leader?
5. What is the day of rest called in Judaism?
6. What is a Mitzvah?
7. What does Kosher mean?
8. Name a forbidden food in Judaism.
9. At what age does a Bar Mitzvah happen?
10. At what age does a Bat Mitzvah happen?
11. What is the significance of a Bar/Bat Mitzvah?
12. Name one Jewish festival.
13. What does the Torah contain?
14. Why do Jews separate meat and dairy?
15. What is the blessing before meals called?

Answers:

1. Abraham (or God/Yahweh)
2. Torah
3. Synagogue
4. Rabbi
5. Shabbat
6. A commandment or good deed
7. Food prepared according to Jewish law
8. Pork or shellfish
9. 13
10. 12
11. Coming of age and responsibility for religious duties
12. Passover (or Rosh Hashanah, Yom Kippur)
13. Laws, teachings, and stories
14. Part of Kosher law, to keep diet pure
15. Blessing or Berakhah

Performing Arts

Year 7 Term 1 Knowledge Organiser

Core Performing Skills

Skill Area	Description	Key Vocabulary
Performing Confidently	Being able to perform in front of others with assurance and commitment.	Confidence, Focus, Stage presence
Convincing Character	Creating a believable and engaging character that feels real.	Characterisation, Believability
Physical & Vocal Skills	Using movement and voice effectively to show character and emotion.	See skills list below
Appropriate Challenge	Performing a role that uses relevant skills suited to your ability.	Challenge, Competence, Skill development

Physical & Vocal Skills

Type	Skill	Definition
Physical	**Gait**	How a character walks and moves.
	Gesture	An action of the body, often with the arms, showing emotion or meaning.
	Posture	How a person holds their body when standing or sitting.
	Facial Expressions	Movements of the face showing how the character feels.
	Mannerisms	Repeated gestures or actions revealing personality.
	Body Tension	How relaxed or tense an actor's muscles are.
	Use of Space	How an actor moves around the performance area.
	Status	The level of importance a character has on stage.
Vocal	**Pitch**	How high or low the voice sounds.
	Pace	The speed of delivery.
	Pause	A break in speech used to create tension or emphasis.
	Tone of Voice	The emotion or attitude behind how words are spoken.
	Volume	How loudly or quietly you speak.
	Accent	The way someone speaks that shows where they're from.
	Diction	How clearly words are spoken.
	Emphasis	Stressing certain words to make them stand out.
	Intonation	The rise and fall of the voice within a sentence.
	Energy	The drive or excitement behind a performance.

Type	Skill	Definition
	Timing	Controlling the pace and delivery for effect.

Core Devising Skills

Skill Area	Description	Key Vocabulary
Understanding the Brief	Knowing what the task or topic is asking for.	Brief, Theme
Contributing Ideas	Sharing simple or some developed ideas for a performance.	Collaboration, Creativity
Copying Techniques	Using basic styles or skills shown by the teacher or practitioner.	Technique, Style
Taking an Active Role	Leading or contributing effectively in a group performance.	Teamwork, Leadership
Applying Appropriate Skills	Using relevant physical and vocal skills in performance.	Application, Practice

Key Drama Theory

Concept	Definition
Steven Berkoff	A theatre director who uses *physical theatre* — storytelling through the body rather than sets.
Body Props	Using people's bodies to represent objects or scenery.
Stanislavski	Practitioner who believed acting should be *naturalistic* and realistic.
Suspension of Disbelief	The audience's willingness to believe what they see on stage as real.
Monologue	A speech by one character.
Script	The written lines of a play.
Performance Extract	A short section of a script performed in class.
Soundscape	Using voice, body and objects to create sound effects and atmosphere.
Linear Structure	A story told in a clear order — beginning, middle and end.
Stage Positions	The areas of the stage where actors stand or move: DSL (Downstage Left), USR (Upstage Right), CS (Centre Stage), etc.

Year 7 Term 1 Performing Arts Knowledge Retrieval Quiz 1

1. What does the term **“gait”** mean in drama?
2. Define **“tone of voice.”**
3. What is **non-verbal communication**?
4. What does **Stanislavski** believe about acting?
5. Who is **Steven Berkoff** and what type of theatre is he known for?
6. Explain what **“suspension of disbelief”** means for an audience.
7. Name **two vocal skills** and explain what they show about a character.
8. What is a **soundscape**?
9. Define **“status”** in drama terms.
10. What is a **monologue**?
11. What does it mean to perform a **convincing character**?
12. What is the difference between **pitch** and **volume**?
13. What does it mean to **devise a performance**?
14. What is a **linear structure** in a performance?
15. List **three examples of stage positions.**

Answers:

1. **Gait** means how a character walks and moves.
2. **Tone of voice** shows how a person feels or their attitude when speaking.
3. **Non-verbal communication** is communicating without words, using body language or facial expression.
4. **Stanislavski** believed acting should be *naturalistic* and realistic.
5. **Steven Berkoff** is a director known for *physical theatre* where actors use their bodies to tell the story.
6. **Suspension of disbelief** means the audience accepts what they see on stage as real.
7. **Two vocal skills** could be *pitch* (how high or low the voice is) and *pace* (how fast lines are spoken); both help show mood and emotion.
8. A **soundscape** is using voice, body and objects to create sound effects and atmosphere.
9. **Status** is how important a character is compared to others on stage.
10. A **monologue** is a speech delivered by one person.
11. Performing a **convincing character** means being believable and consistent in role.
12. **Pitch** is how high or low a voice sounds; **volume** is how loud or quiet it is.
13. To **devise a performance** means to create and develop an original performance from ideas rather than a script.
14. A **linear structure** means the story goes in order — beginning, middle, end.
15. Examples of **stage positions**: Downstage Left (DSL), Upstage Right (USR), Centre Stage (CS).

Music

Year 7 Term 1 Knowledge Organiser

Key Concepts

1. **Elements of Music**
    - **Pitch:** How high or low a note sounds.
    - **Tempo:** The speed of the music.
    - **Dynamics:** The volume of the music (loud/soft).
    - **Texture:** How many layers of sound are heard (e.g., monophonic, homophonic, polyphonic).
    - **Timbre:** The unique sound of an instrument or voice.
    - **Duration / Rhythm:** The length of notes and patterns in time.
2. **Musical Notation**
    - **Staff:** The five lines where music is written.
    - **Clefs:** Treble and bass clef.
    - **Notes & Rests:** Symbols showing sound and silence.
    - **Time Signature:** Indicates beats per bar.
    - **Key Signature:** Shows which notes are sharp or flat.
3. **Instruments Families**
    - **Strings:** Violin, Cello, Guitar.
    - **Woodwind:** Flute, Clarinet, Oboe.
    - **Brass:** Trumpet, Trombone, Tuba.
    - **Percussion:** Drums, Xylophone, Cymbals.
    - **Keyboard:** Piano, Organ, Synthesizer.
4. **Musical Styles & Genres**
    - Classical, Pop, Rock, Jazz, Blues, Folk, Film Music.
5. **Form & Structure**
    - Binary (AB), Ternary (ABA), Verse-Chorus, Ostinato, Rondo.
6. **Composers & Musicians**

- Baroque: Bach, Handel
- Classical: Mozart, Haydn
- Romantic: Beethoven, Tchaikovsky
- Modern: John Williams, Queen

Year 7 Term 1 Music Knowledge Retrieval Quiz 1

1. What is **pitch** in music?
2. What does **tempo** tell you about a piece of music?
3. Give two examples of **dynamics** in music.
4. What is **texture** in music?
5. Name the **four main families of instruments**.
6. Which **instrument family** does the flute belong to?
7. What does a **time signature** tell you?
8. What is the difference between **treble clef** and **bass clef**?
9. Give one example of **monophonic texture**.
10. What is an **ostinato**?
11. Name one **classical composer** and one piece they wrote.
12. What is the **timbre** of a piano?
13. What is **binary form** in music?
14. Give an example of a **pop music characteristic**.

Answers:

1. How high or low a note sounds.
2. The speed of the music.
3. Loud (forte) and soft (piano).
4. How many layers of sound are heard.
5. Strings, Woodwind, Brass, Percussion.
6. Woodwind.
7. How many beats are in a bar and what type of note gets one beat.
8. Treble clef is for higher-pitched notes; bass clef is for lower-pitched notes.
9. A single melody line with no accompaniment.
10. A repeated musical pattern.
11. Mozart – "Eine kleine Nachtmusik."
12. The unique sound quality or tone of the piano.
13. A musical structure with two contrasting sections (AB).
14. Verse-chorus structure or catchy melody.
15. John Williams.

Art

Year 7 Term 1 Knowledge Organiser

Terms 1–2: Mythical Creatures

Big Idea

You will learn how to invent imaginative mythical creatures by **combining real animal features** (amalgamation). You will develop drawing skills such as **proportion, shading, texture and directional lines**, and explore how different cultures use mythical creatures to tell **stories** or share **symbolic meaning**.

Key Knowledge

Mythical Creatures

- Mythical creatures are beings from stories, legends, and folklore.
- They often combine features from multiple animals or mix human and animal forms.
- Different cultures create mythical creatures to:
    - Explain natural events
    - Teach moral lessons
    - Represent beliefs or fears
    - Show symbolic qualities (e.g., dragons representing power or protection)

Drawing Skills

Amalgamation

- Combining elements from different animals to design a new creature.
- Think about **how** the features fit together (e.g., eagle wings + lion body).

Proportion

- The size relationships between different parts of a drawing.
- Helps creatures look balanced and believable even when imaginary.

Directional Lines

- Lines drawn in the direction that a form moves.
- Used to create **texture**, **shading**, and a sense of **3D form**.

Shading & Tone

- **Pencil tone**: How light or dark the shading is.
- **Tone scale**: A range of tones from light to dark.
- **Blend**: Smoothing tones together gradually.
- **Shading**: Using tone to show depth and form.

Texture

- The surface quality of something (e.g., scales, fur, feathers).
- Created through marks such as hatching, cross-hatching, stippling, and directional lines.

Composition

- How elements are arranged on the page.
- Considering placement of the creature, background, and focal points.

Thinking & Annotation

- **Annotate** your sketches to explain choices (e.g., "I used shark skin texture to show toughness").
- Use **observation** skills when looking at real animals to inspire believable details.
- Use **symbolism** to give your creature meaning (e.g., antlers → wisdom, wings → freedom).

Key Vocabulary

myth • proportion • symbolism • annotate • pencil tone • blend • texture • tone scale • observation • directional lines • amalgamation • imagination • composition • shading

Year 7 Term 1 Art Knowledge Retrieval Quiz 1

1. What is a myth?
2. What does *amalgamation* mean in art?
3. Give one reason different cultures create mythical creatures.
4. What does *proportion* refer to in drawing?
5. What is meant by *directional lines*?
6. Name two ways artists can create texture in pencil drawing.
7. What is a *tone scale*?
8. What does *blend* mean when shading?
9. Define *symbolism*.
10. Why is observation important when designing a mythical creature?
11. What is *composition*?
12. What does *annotate* mean?
13. Give an example of a symbolic meaning a mythical creature feature could have.
14. What is *pencil tone*?
15. How can shading improve your drawing of a mythical creature?

Answers:

1. A myth is a traditional story that explains ideas, beliefs, or natural events.
2. Amalgamation means combining features from different animals to create a new creature.
3. To tell stories, explain nature, teach lessons, or express beliefs and symbolism.
4. Proportion is the size relationship between different parts of a drawing.
5. Lines drawn in the direction that a form or surface moves.
6. Hatching, cross-hatching, stippling, or using directional lines.
7. A scale showing tones from light to dark.
8. Blending means smoothing tones gradually so they transition softly.
9. Symbolism is when something represents an idea or meaning beyond itself.
10. It helps make imaginary creatures look believable by studying real animal features.
11. Composition is how elements are arranged on the page.
12. To annotate means to add notes explaining ideas, choices, or techniques.
13. Example: wings symbolise freedom; horns symbolise power; scales symbolise protection.
14. Pencil tone is how light or dark the pencil shading is.
15. Shading adds depth, form, and a 3D appearance, making the creature look more realistic.

Computing

Year 7 Term 1 Knowledge Organiser

Term 1: Click Smart – Design for Online Safety

Big Idea

You will learn how to stay safe online by understanding your **digital footprint**, recognising **misinformation** and scams, and creating clear, well-designed **online safety messages** using PowerPoint.

Key Knowledge

Online Safety

- Online safety means protecting yourself and your information when using the internet.
- Always use the **THINK** rule before you post:
    - **T** – Is it *True*?
    - **H** – Is it *Helpful*?
    - **I** – Is it *Inspiring*?
    - **N** – Is it *Necessary*?
    - **K** – Is it *Kind*?

Digital Footprint

- A digital footprint is the trail of information you leave behind online.
- It includes posts, messages, searches, photos, likes and even deleted items.
- Once something is online, it can be hard or impossible to remove.

Misinformation & Scams

- **Misinformation**: False or misleading information spread online, sometimes by accident.
- **Scam**: A dishonest scheme designed to trick people into giving money or personal details.
- Always check:
    - Who created the information?

- Is the source trustworthy?
- Does it seem too good to be true?

PowerPoint Skills

Design & Layout

- Use clear **structure**: title, explanation, images, key messages.
- Choose appropriate **fonts** (easy to read) and make sure text size is suitable.
- Use **images** that support your message and avoid clutter.
- Consider **branding**: colours, style, and a simple **logo** that matches your topic.

Creating Effective Slides

- Each slide should have one main idea.
- Use bullet points, not long paragraphs.
- Check audience understanding and **evaluate** your work.

Saving & Organising Work

- Save files with clear names.
- Use **OneDrive** to store and organise your work so it is secure and easy to access.
- Use folders for different subjects or topics.
- Use **Share** features to send your work safely.

Key Vocabulary

Online safety • THINK • Digital footprint • Scam • Misinformation • Design • Layout • Evaluate • Font • Image • Structure • Branding • Logo • File • OneDrive • Slide • Share

Year 7 Term 1 Computing Knowledge Retrieval Quiz 1

1. What is online safety?
2. What does the THINK rule help you decide?
3. What does the “T” in THINK stand for?
4. What is a digital footprint?
5. Name one thing that contributes to your digital footprint.
6. What is misinformation?
7. What is a scam?
8. Why is it important to check the source of information online?
9. What does “layout” mean in PowerPoint?
10. What is a font?
11. What does “branding” involve?
12. Why should you avoid cluttering your slides with too much text?
13. What is OneDrive used for?
14. What does it mean to evaluate your work?
15. Why should you give your files clear names?

Answers:

1. Protecting yourself and your information when using the internet.
2. It helps you decide whether something is appropriate to post or share online.
3. **T = True.**
4. The trail of information you leave behind online.
5. Examples: posts, comments, photos, searches, likes, messages.
6. False or misleading information shared online.
7. A dishonest trick or scheme designed to steal money or personal information.
8. To make sure it is trustworthy and accurate.
9. How text, images, and information are arranged on a slide.
10. The style and appearance of printed or typed text.
11. Using consistent colours, styles, and a logo to create a recognisable look.
12. It makes slides confusing and harder for the audience to understand.
13. Storing, saving, and organising your files securely online.
14. Checking your work to see what is good and what could be improved.
15. So you can find them easily and keep your work organised.

Food Technology

Year 7 Term 1 Knowledge Organiser

Year 7 Food Technology – Knowledge Organiser

Terms 1 & 4: First Steps in Food

Fruit Salad • Loaded Pizza • French Toast

Big Idea

You will learn the essential rules of **kitchen hygiene and safety**, practise **safe knife skills**, and understand how to make simple dishes while thinking about **healthy eating** using the **Eatwell Guide**.

Key Knowledge

Kitchen Hygiene & Safety

- Good **hygiene** prevents the spread of **bacteria** that can cause food poisoning.
- Key rules:
    - Wash hands before and after handling food.
    - Tie back long hair and remove jewellery.
    - Clean surfaces and equipment before use.
    - Store raw and cooked foods separately.
    - Use utensils safely and correctly.
- Safety rules:
    - Carry knives with the blade pointing down.
    - Keep handles of pans turned inward.
    - Wipe up spills immediately to prevent slipping.

Knife Skills

- **Bridge hold**: Used to cut rounded foods (e.g., apples for fruit salad).
    - Form a bridge with your hand and cut between your fingers safely.
- **Claw grip**: Used to chop small or long foods (e.g., vegetables for pizza toppings).

    - Fingers curl under like a claw to protect fingertips.
- Always cut on a chopping board.

Healthy Eating – The Eatwell Guide

- A guide showing how to achieve a **balanced diet**.
- Food groups:
    - **Carbohydrates** (e.g., bread, pizza base) – provide energy.
    - **Protein** (e.g., eggs in French toast) – helps build and repair the body.
    - Fruit & vegetables – provide **nutrients**, vitamins and minerals.
    - Dairy or alternatives – support bone health.
    - Oils & spreads – used in small amounts.
- Helps you understand how ingredients in dishes contribute to a healthy meal.

Making the Dishes

Fruit Salad

- Use bridge and claw techniques for safe slicing.
- Combine different fruits for colour, flavour and nutrients.

Loaded Pizza

- Use toppings such as vegetables, cheese and lean meats.
- Think about balance: include vegetables for nutrients and limit high-fat toppings.

French Toast

- Uses eggs (protein) and bread (carbohydrate).
- Can be served with fruit to add vitamins and minerals.
- A good example of a balanced breakfast when combined thoughtfully.

Key Vocabulary

Eatwell Guide • hygiene • knife skills • toppings • carbohydrate • protein • utensils • bacteria • nutrient • hygiene (duplicate removed)

Year 7 Term 1 Food Technology Retrieval Quiz 1

1. Why is good kitchen hygiene important?
2. Name one rule for maintaining good hygiene in the kitchen.
3. What does bacteria cause if it spreads onto food?
4. What is the purpose of the bridge hold?
5. What is the purpose of the claw grip?
6. Why should you always use a chopping board when cutting?
7. What does the Eatwell Guide show?
8. Which food group provides the body with energy?
9. Which food group helps build and repair the body?
10. Give an example of a nutrient found in fruit.
11. What are toppings in cooking?
12. Which two main ingredients in French toast come from different food groups?
13. Why should cooks keep pan handles turned inward?
14. Give one reason why fruit is a good addition to breakfast dishes.
15. Why is it important to organise utensils properly?

Answers:

1. To prevent harmful bacteria from spreading and causing illness.
2. Examples: wash hands, tie hair back, clean surfaces, store raw/cooked foods separately.
3. Food poisoning.
4. To safely cut round foods by forming a bridge with your hand.
5. To protect your fingers when chopping by curling them under.
6. It provides a safe, stable surface and protects worktops.
7. How to eat a balanced, healthy diet using food groups.
8. Carbohydrates.
9. Protein.
10. Vitamins or minerals.
11. Items added on top of a dish, such as vegetables or cheese on a pizza.
12. Eggs (protein) and bread (carbohydrate).
13. To prevent accidents from pans being knocked or spilled.
14. It provides vitamins, minerals, and natural sweetness.
15. To work safely and efficiently and avoid contamination.

Product Design

Year 7 Term 1 Knowledge Organiser

Terms 1–2 / Terms 4–5: Project 1 – Drawstring Bag

Big Idea

You will learn how textiles can be used sustainably, develop practical sewing skills, and create a **drawstring bag** featuring your own **appliqué design**. You will practise safe use of hand-stitching equipment and sewing machines, and learn how careful pattern placement and layering can strengthen and decorate your product.

Key Knowledge

Fabric & Textiles

- **Fabric** is a material made by weaving or knitting fibres.
- A **textile** refers to anything made from fibres, yarns, or fabrics.
- Fabric types vary in strength, stretch and texture.
- Sustainable use of fabrics includes:
    - Reducing waste (careful pattern placement).
    - Reusing or recycling materials.
    - Choosing eco-friendly fabrics.

Stitching Techniques

- **Hand stitching** is used for detail, finishing, or attaching smaller components.
- **Sewing machines** allow for stronger, quicker and more even stitching.
- Key stitches may include:
    - Running stitch
    - Backstitch
    - Overstitch
- **Seam**: Where two pieces of fabric are joined by stitching.

Sewing Machine Safety

- Keep fingers away from the **presser foot** and needle.
- Tie hair back and avoid loose clothing.
- Switch off the machine when threading or changing the needle.
- Use slow, controlled stitches to maintain accuracy.

Tension & Accuracy

- **Tension**: How tight or loose the thread is.
    - Too tight = fabric puckers.
    - Too loose = stitches fall out.
- **Pattern placement**:
    - Lay out paper patterns carefully to minimise waste.
    - Ensure pieces are positioned with the grain of the fabric.
- **Layering**:
    - Used to strengthen an area or add decorative detail.
    - Neat layers improve durability and appearance.

Appliqué & Embroidery

- **Appliqué**: A decorative technique where fabric shapes are sewn onto a base fabric.
- **Embroidery**: Stitching patterns or pictures onto fabric for decoration.
- These techniques allow you to personalise your drawstring bag design.

Key Vocabulary

Fabric • Thread • Appliqué • Seam • Stitch • Presser foot • Pattern • Tension • Layering • Embroidery • Textile • Design • Safe

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Year 7 Term 1 Product Design Retrieval Quiz 1

1. What is a textile?
2. What does sustainable use of fabrics mean?
3. What is a seam?
4. Why is pattern placement important?
5. What is appliqué?
6. What is embroidery used for?
7. What does the presser foot do on a sewing machine?
8. Why must you keep fingers away from the presser foot?
9. What happens if thread tension is too tight?
10. What happens if thread tension is too loose?
11. Why is layering used in textiles?
12. Name one safe practice when using a sewing machine.
13. Give one advantage of using hand stitching.
14. Give one advantage of using a sewing machine.
15. What is thread used for in textile work?

Answers

1. A material made from fibres, yarns, or fabrics.
2. Using fabrics in ways that reduce waste or protect the environment (e.g., recycling, careful pattern placement).
3. The line where two pieces of fabric are joined by stitching.
4. To reduce waste and ensure pieces are aligned with the grain of the fabric.
5. Sewing fabric shapes onto another fabric for decoration.
6. For decorative stitching to add patterns or detail.
7. It holds the fabric in place while stitching.
8. To avoid injury from the needle and moving parts.
9. The fabric may pucker or gather.
10. The stitches may become loose or fall out.
11. To strengthen fabric or add decorative detail.
12. Examples: tie hair back, keep fingers away from the needle, turn machine off when threading.
13. Good for small details, control, and finishing.
14. Quicker and creates strong, even stitches.
15. Thread is used to sew pieces of fabric together or to add decoration.