

# KNOWLEDGE

# ORGANISER

**Year 7**  
Half Term 3



Name:

Tutor Group:

Academic Year:



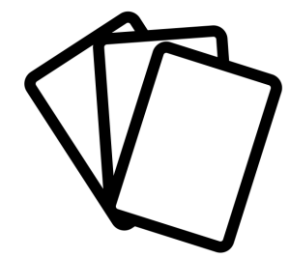
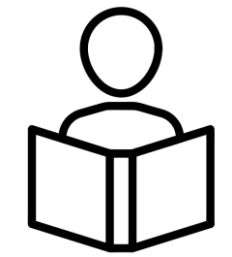
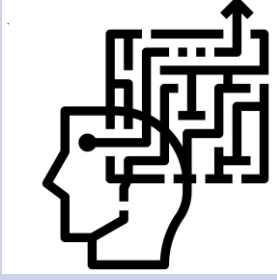
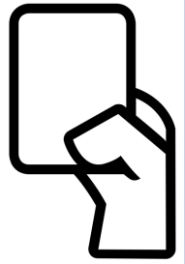



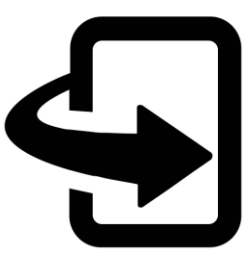
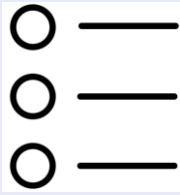


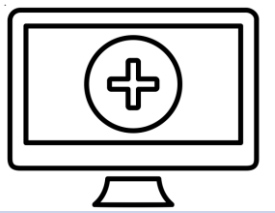
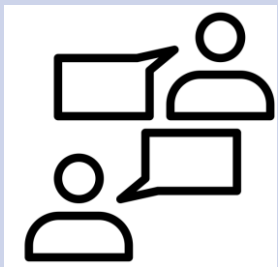

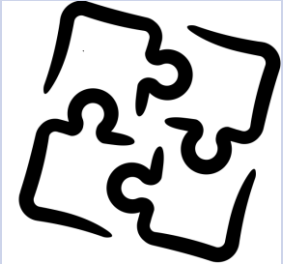

# How to use your Knowledge Organiser



The aim of the knowledge organiser is to ensure that **ESSENTIAL KNOWLEDGE** is stored and retrieved over a long period of time.



You need to ensure that you keep your knowledge organiser in your bag, ready for revision, quizzing and to refer to at any time in all of your subjects.

	Look, Cover, Write, Check	Definitions to Key Words	Flash Cards	Self Quizzing	Mind Maps	Paired Retrieval
Step 1	Look at and study a specific area of your knowledge organiser  	Write down the key words and definitions.  	Use your knowledge organiser condense and write down key facts and/or information on your flash cards.  	Read through a specific area of your knowledge organiser  	Create a mind map with all the information that you can remember from your knowledge organiser.  	Ask a partner or someone at home to have the quiz questions or flash cards in their hands.  
Step 2	Flip the knowledge organiser and write everything you can remember.  	Try not to use the solutions to help you.  	Add diagrams or pictures if appropriate. Write the solutions on the back of the cards.  	Turn over and answer the questions related to that area.  	Check your knowledge organiser to correct or improve your mind map.  	Ask them to test you by asking questions on the section you have chosen from your knowledge organiser.  
Step 3	Check what you have written. Correct mistakes and add extra information. Repeat.  	Check your work. Correct using red pen and add more information if appropriate.  	Self quiz using the cards or ask some to help by quizzing you.  	Turn back over and mark your quiz. Keep quizzing until you get all questions correct.  	Try to make connections that links information together.  	Either say or write down you answers.  

**CORE**

# YEAR 7 — APPLICATION OF NUMBER

## Solving problems with multiplication and division

@whisto\_maths

### What do I need to be able to do?

- By the end of this unit you should be able to:
- Understand and use factors
  - Understand and use multiples
  - Multiply/ Divide integers and decimals by powers of 10
  - Use formal methods to multiply
  - Use formal methods to divide
  - Understand and use order of operations
  - Solve area problems
  - Solve problems using the mean

### Keywords

- Array:** an arrangement of items to represent concepts in rows or columns  
**Multiples:** found by multiplying any number by positive integers  
**Factor:** integers that multiply together to get another number.  
**Mil:** prefix meaning one thousandth  
**Centi:** prefix meaning one hundredth  
**Kilo:** prefix meaning multiply by 1000  
**Quotient:** the result of a division  
**Dividend:** the number being divided  
**Divisor:** the number we divide by

### Factors

Arrays can help represent factors

Factors of 10: 1, 2, 5, 10

10 x 1 or 1 x 10

5 x 2 or 2 x 5

The number itself is always a factor

**Square numbers have an ODD number of factors**

Factors of 4: 1, 2, 4

Factors of 36: 1, 2, 3, 4, 6, 9, 12, 18, 36

Be strategic - Lay factors out in pairs can help you not to miss any

### Multiples

Bar models can represent by something is a multiple. Eg 20 is a multiple of 4

Lowest Common Multiples

LCM of 9 and 12

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

12: 12, 24, 36, 48, 60

The first time their multiples match

LCM = 36

Timeline showing multiples of 9 and 12 meeting at 36.

### Multiply/ Divide by powers of 10

100s 10s 1s

3 x 100 = 300

0.03 x 100 = 3

Repeated multiplication and division by powers of 10 is commutative

÷ 10 then ÷ 10 → ÷ 100

### Metric conversions

Useful Conversions

mm → cm (÷ 10) → m (÷ 100) → km (÷ 1000)

km → m (× 1000) → cm (× 100) → mm (× 10)

g → kg (÷ 1000)

kg → g (× 1000)

ml → L (÷ 1000)

L → ml (× 1000)

### Multiplication methods

Long multiplication (column)

Grid method

Repeated addition

Less effective method especially for bigger multiplication

Multiplication with decimals

Perform multiplications as integers e.g. 0.2 x 0.3 → 2 x 3

Make adjustments to your answer to match the question: 0.2 x 10 = 2, 0.3 x 10 = 3

Therefore 6 ÷ 100 = 0.06

### Division methods

Short division: 512 ÷ 7 = 73 R 5

Complex division: 3584 ÷ 24 = 149 R 16

Division with decimals

The placeholder in division methods is essential - the decimal lines up on the dividend and the quotient

24 ÷ 0.02 → 24 ÷ 0.2 → 240 ÷ 2

All give the same solution as represent the same proportion

Multiply the values in proportion until the divisor becomes an integer

### Order of operations

Brackets

Indices or roots

Multiplication or division

Addition or subtraction

If you have multiple operations from the same tier work from left to right

e.g. 10 - 3 + 5 → 10 - 3 → 7 + 5

6 x 4 + 8 x 2 = 24 + 16 = 40

### Area problems

Rectangle: Base x Perpendicular height

Parallelogram/ Rhombus: Base x Perpendicular height

Triangle: 1/2 x Base x Perpendicular height

A triangle is half the size of the rectangle it would fit in

### Mean problems

Mean - a measure of average. It gives an idea of the central value

Lilly, Annie and Ezra have the following cubes

24 in total

Finding the mean amount is the average amount each person would have if shared out equally

The mean number of blocks would be 8 each

# YEAR 7 — APPLICATION OF NUMBER

## Solving problems with multiplication and division

@whisto\_maths

### Factors

Work out the factors of 30  
 Explain your method.  
 What are the factors of 45?  
 What are the common factors of 30 and 45?  
 What is their highest common factor?

### Multiples

Write down the first 5 multiples of  
 a) 15    b) 6    c) 9  
 Write down the Lowest common multiple of  
 a) 6 & 9                      b) 4 & 5

Freya's age is a multiple of 7  
 Next year her age will be a multiple of 5  
 How old could Freya be?

### Metric Conversions

Convert 6.5cm to mm  
 Convert 7kg to g  
 Convert 75 ml to L

### Mean problems

Find the mean of the following sets of numbers:  
 a) 6,4,2,7,5,6,  
 b) 9,2,3,2,7,2,  
 c) 56.3cm, 56.7cm, 56.4cm,56.4cm, 56.5cm, 56.3cm

### Multiplication

Complete the following:

1).      40      1

20		
5		

2.	2	4	5
x		2	7
1 7 1 5			
+			0

Use your preferred method to calculate  $2.4 \times 1.2 =$

### Division

$273 \div 7 =$

$225 \div 5 =$

$30 \div 0.02 =$

### Order of operations

- a)  $3 + 4 \times 2 =$   
 b)  $(4-2) + 2 \times 5 =$

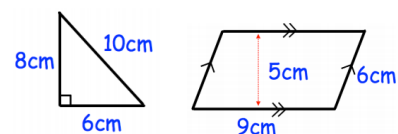
What mistake has been made in each of the calculations?

$18 - 10 \div 2 = 4$                $10 - 2 + 4 = 4$

What should the correct answer be?

### Area Problems

Calculate the areas of the shapes below



A rectangle has an area of  $42\text{cm}^2$ . What could the side lengths be?

### Multiply and divide by powers of 10

- Put these calculations in order from smallest to largest.

$100 \times 540$	$5.4 \times 1000$	$5400 \div 10$	$5400 \div 1000$	$540 \div 10$
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# Year 7 English Unit 2 - Knowledge Organiser - Quiz

## Sentence formation

**Compound sentence, complex sentence, fragment sentence, main clause, subordinate clause, relative clause.**

- Write your own definition for each sentence type and your own example.
- What components do you need for each sentence and when is a good reason to use each one?
- Write a paragraph to describe yourself. How many of the different sentences can you use? Label each one.
- Create your own character.

How does your character behave in different situations?

How do they move?

What is their backstory?

Describe how the move.

Describe how they feel in different settings. This could be: at a party, an interview, on their first day at school or work, waiting at the bus stop, being alone, being at a family wedding.



How would your character behave in these settings? How would they feel?



## Metaphor

- Write your own metaphors and identify the tenor vehicle and ground.
- Change your metaphors into similes

## Figurative Language

- Using the extract below can you identify the figurative language and sentence types we have been learning about? Examples could be: simile, personification, metaphor, juxtaposition, symbolism, motif, or allegory.
- Using the extract below how has the writer used different sentence types and what is the effect of this? Simple, compound, complex, fragment.
- Find your own extract and write about the choices the writer has made and the effect.

### **Extract from *The Book Thief***

*Amidst this war between Hitler and Stalin, would Mother still consider me talented, or criminal? The Soviets would kill me. But how would they torture me first? The Nazis would kill me, but only if they uncovered the plan. How long would it remain a secret? The questions propelled me forward, whipping through the cold forest, dodging branches. I clutched my side with one hand, my pistol with the other. The pain surged with each breath and step, releasing warm blood out of the angry wound.*

*The sound of the engines faded. I had been on the run for days and my mind felt as weak as my legs. The hunter preyed on the fatigued and weary. I had to rest. The pain slowed me to a jog and finally a walk. Through the dense trees in the forest I spied branches hiding an old potato cellar. I jumped in.*

*Bang.*

# Year 7 English Unit 2 - Knowledge Organiser

## Sentence formation

Sentence Type	Explanation	Example
Simple sentence	A sentence that contains one object, subject and action <b>Subject – for focus of the attention and the main participant of the clause</b> <b>Verb – the action or process</b> <b>Object – the secondary participant something affected by the process (verb)</b> <b>Clause is a part of a sentence</b>	The teacher gave out the homework.
Compound sentence	A sentence that has at least two independent clauses joined by a comma, semicolon or conjunction	The teacher gave out the homework, not all students completed their homework on time.
Complex sentence	A sentence with one independent clause and at least one dependent clause.	The teacher gave out the homework, but not until the end of the lesson.
Fragment sentence	An incomplete sentence, often used to express an incomplete thought. Useful for creating setting and character.	Ray of light. Screams echoed.
Main clause	A clause that makes sense on its own.	His reflection log was completed.
Subordinate clause	A clause that adds extra information and cannot stand alone.	His reflection log was completed, even though he missed the first week of school.
Relative clause	A type of subordinate clause that is started by a pronoun.	The teacher, who gave out the books, then taught the class.

## Metaphor

Metaphor is an expression, often found in Literature and everyday speech, that describes a person, or object (**tenor**) by referring to something that is considered to have similar characteristics to that person, or object (**vehicle**): Examples The **mind** is an **ocean**. The **city** is a **jungle**. Each metaphor has a **tenor** (object or person being described), **vehicle** (object with similar characteristics) and **ground** (the relationship between them both)

## Figurative Language

Simile	The use of) an expression comparing one thing with another, always including the words "as" or "like": <i>"She walks in beauty, like the night..."</i>
Personification	The act of giving a human quality or characteristics to something which is not human. Examples: The sun kissed my cheeks. My heart danced.
Juxtaposition	The idea of placing two things together so we can see the contrast between them. "It was the best of times, it was the worst of times, it was the age of wisdom, it was the age of foolishness"
symbolism	The use of symbols to represent ideas, or the meaning of something as a symbol: Example: Teiresias symbolizes wisdom and the will of the gods.
motif	An idea that is used many times in a piece of writing or music: Chorus in Antigone could be a motif representing a messenger of death.
Allegory	A story, poem, or picture that can be interpreted to reveal a hidden meaning, typically a moral or political one. "Pilgrim's Progress is an allegory of the spiritual journey"

# Knowledge Organiser

## Year 7: Energy

### KEY VOCAB

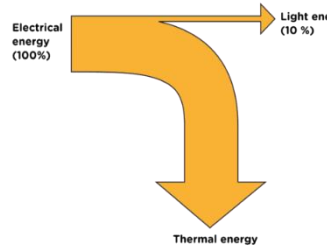
### Energy stores

Kinetic energy	<i>Energy stored by a moving object</i>	Energy stores	<i>Kinetic, chemical, internal (thermal), gravitational potential, elastic potential, magnetic, electrostatic, nuclear</i>	Energy is gained or lost from the object or device.
Elastic Potential energy	<i>Energy stored in a stretched spring, elastic band</i>	Ways to transfer energy	<i>Light, sound, electricity, thermal, kinetic are ways to transfer from one store to another store of energy.</i>	EG: electrical energy transfers chemical energy into thermal energy to heat water up.
Gravitational Potential energy	<i>Energy gained by an object raised above the ground</i>	Mechanical	<i>Force acts upon an object</i>	
		Electrical	<i>Electric current flow</i>	
		Heat	<i>Temperature difference between objects</i>	
		Radiation	<i>Electromagnetic waves or sound</i>	

Work  
*Doing work transfers energy from one store to another*

Power  
*The rate of energy transfer*

### Energy Transfers

Principle of conservation of energy	<i>The amount of energy always stays the same.</i>	Energy cannot be created or destroyed, only changed from one store to another.	
Useful energy	<i>Energy transferred and used</i>		
Wasted energy	<i>Dissipated energy, stored less usefully</i>		

### Efficiency

*How much energy is usefully transferred*



Ways to reduce 'wasted' energy

*Energy transferred usefully*

Insulation, streamline design, lubrication of moving parts.





# Science Knowledge Organiser – Energy 1

## Self Quizzing Questions

1. What is kinetic energy?
2. What is elastic potential energy?
3. What is gravitational potential energy?
4. List the 8 energy stores.
1. State the law of conservation of energy.
2. Can energy ever be created or destroyed?
3. Describe what is meant by *useful* energy.
4. Describe what is meant by *wasted* energy.
5. What is *Efficiency*?

1. Give 3 ways to reduce wasted energy transfers
2. Where is most energy lost from in a house?
1. Define what is meant by work.
2. Define what is meant by power.

### Further Opportunities

Work through the oak academy lessons

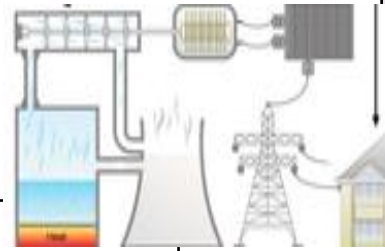
<https://classroom.thenational.academy/lessons/energy-stores-and-transfers-part-1-68tkee>

<https://classroom.thenational.academy/lessons/energy-stores-and-transfers-part-2-cgw66c>

Force, F – in Newtons, N; Pressure, P – in N/m<sup>2</sup>; Area, A – in m<sup>2</sup>; Density, D – in kg/m<sup>3</sup>; Volume, V – in m<sup>3</sup>; mass, m – in kilograms, kg

Potential difference (Voltage), V – in Volts, V; Current, I – in Amps, A; Resistance, R – in Ohms, Ω

Transport	<i>Petrol, diesel, kerosene produced from oil</i>
Heating	<i>Gas and electricity</i>
Electricity	<i>Most generated by fossil fuels</i>



Non-renewable	<i>These will run out.</i>
Renewable	<i>These will never run out.</i>

Energy, E – in Joules, J; Wavelength – in m; Power, P – in Watts, W; distance, d – in metres, m

Resource	<i>How it works</i>	Positive	Negative
Fossil Fuels (coal, oil and gas)	<i>Burnt to release thermal energy used to turn water into steam to turn turbines</i>	Provides most of the UK energy. Large reserves. Cheap to extract. Used in transport, heating and making electricity. Easy to transport.	Non-renewable. Burning releases pollution. Some pollution causes acid rain. Carbon dioxide released contributes to global warming. Serious environmental damage if oil spilt.
Nuclear	<i>Nuclear fission process</i>	No greenhouse gases produced. Lots of energy produced from small amounts of fuel.	Non-renewable. Dangers of radioactive materials. Nuclear sites need high levels of security. Start up costs and decommission costs very expensive. Toxic waste needs careful storing.
Biofuel	<i>Plant matter burnt to release thermal energy</i>	Renewable. As plants grow, they remove carbon dioxide. They are 'carbon neutral'.	Large areas of land needed to grow fuel crops. Habitats destroyed and food not grown. Emits pollution when burned.
Tides	<i>Every day tides rise and fall, so generation of electricity can be predicted</i>	Renewable. Predictable. No greenhouse gases produced.	Expensive to set up. A dam like structure is built across an estuary, altering habitats and causing problems for ships and boats.
Waves	<i>Up and down motion turns turbines</i>	Renewable. No waste products.	Can be unreliable depends on wave output as large waves can stop the pistons working.
Hydroelectric	<i>Falling water spins a turbine</i>	Renewable. No waste products.	Habitats destroyed when dam is built.
Wind	<i>Movement causes turbine to spin which turns a generator</i>	Renewable. No waste products.	Unreliable – wind varies. Visual and noise pollution. Dangerous to migrating birds.
Solar	<i>Sunlight captured in photovoltaic cells</i>	Renewable. No waste products.	Making and installing solar panels expensive. Unreliable due to light intensity.
Geothermal	<i>Hot rocks under the ground heats water to produce steam to turn turbine</i>	Renewable. Clean. No greenhouse gases produced.	Limited to a small number of countries. Geothermal power stations can cause earthquake tremors.

Frequency, f – in Hertz, Hz; time, t – in seconds, s (to convert from minutes just x by 60); speed or velocity, s or v, in metres per second, m/s



## Science Knowledge Organiser – Energy 2

### Self Quizzing Questions

1. List 3 things energy is used for.
2. State the way most of our electricity is generated in the UK.
3. List 9 different energy resources.
4. Label each resource as *renewable* or *non-renewable*.
5. What do Fossil fuel, Nuclear, Biofuel and Geothermal energy have in common?
6. What do Wave, Tidal and Hydroelectric power have in common?
7. How is Solar different to every other resource?
8. List 2 positives and 2 negatives of Fossil fuel power
9. List 2 positives and 2 negatives of Nuclear power
12. What is a renewable resource?
13. What about non-renewable?
14. How are the tides used to generate electricity?
15. How is wind used?
16. What about Geothermal; where does the energy come from?
17. Which resource has the most negatives?
18. Are all the negatives a big deal? Explain.
19. Which resource is the best in your opinion?
20. Give at least 3 reasons why you think this.

**EBACC**

# KS3 Computer Science

## 7.2 Using Media

Copyright is a law that stops you from using other people's work without their permission. An original piece of work is covered by copyright. It could be a piece of music, a play, a novel, photos or a piece of software. It is against the law to copy and distribute copyrighted material without the copyright owner's permission.



### Copyright facts

- Copyright is automatic and there is no need to register for it.
- The symbol © indicates copyright but a piece of work is still covered without it.
- Copyright does not last forever and will expire after a certain period of time.
- It is illegal to share copyrighted material on the internet without the copyright owner's permission.

Creative Commons licences refine copyright. They allow the copyright owner to say exactly what other people can and can't do with or to their work.

They help copyright owners share their work while keeping the copyright. For example, a Creative Commons licence might say that other people can copy and distribute the copyright owner's work, if they give them credit. Licenses can be combined.

License	Symbol	Description
Attribution		It can be copied, modified, distributed, displayed and performed but the copyright owner must be given credit.
Non-profit		It can be copied, modified, distributed and displayed but no profit must be made from it.
No derivatives		It can be copied, distributed, displayed and performed but cannot be modified.
Share-alike		It can be modified and distributed but must be covered by an identical license.

### Citation

**Definition:** A word or piece of writing taken from a written work  
**Word used in a sentence:** All citations are taken from the 2007 edition of the text.

### Paraphrase

**Definition:** A paraphrase of something is the same thing written or spoken using different words, often in a simpler and shorter form that makes the original meaning clearer.  
**Word used in a sentence:** She gave us a quick paraphrase of what had been said

### Plagiarism

**Definition:** The process or practice of using another person's ideas or work and pretending that it is your own.  
**Word used in a sentence:** She's been accused of plagiarism.



A credible or reliable source is one where you can trust the information that the source provides. Misinformation and disinformation is often mistaken for a credible source, used and shared.

Misinformation is fake news that is created and spread by a MISTake - by someone who doesn't realise that it's false.

The main thing to remember here is that misinformation isn't deliberate - it's not created intentionally to deceive other people. It's when real events, facts or news have been taken out of context without realising, or accidentally giving someone the wrong information.

On the other hand, disinformation is fake news that is created and spread deliberately - by someone who knows full well that it's false. So disinformation is when people deliberately spread or create fake news to cause trouble, which could involve DISSING someone or something.

It's important to practice critical thinking and fact-check information you come across. Question what you see online, double-check sources and use reliable and trustworthy outlets before sharing.

# Cite Text Evidence

SUPPORT YOUR ANSWER USING A QUOTE FROM THE TEXT

EXAMPLES:

- According to the text...
- The author stated...
- Based on the text...
- The text mentioned that...
- In the second paragraph, it stated that...
- On page \_\_\_\_, the text stated...
- An example from the text is...

Refine: to improve an idea, method or system by making small changes.



Explore more about fake news and fact checking before sharing online with BBC Bitesize.



Watch this YouTube video to compare the consequences of checking and not checking sources of information.

**C** Currency: The timeliness of the info

**R** Relevance: How the info fits your needs

**A** Authority: The source of the info

**A** Accuracy: Reliability and correctness of the info

**P** Purpose: The reason the info exists

# KS3 Computer Science- 7.2 Using Media

## What I need to know:

### Essential Knowledge Quiz:

What is copyright?

Under the Copyright law; what is it illegal to do?

What do Creative Commons licenses do to the copyright law?

What does the word refine mean?

What are the 4 creative commons licenses?

What does the attribution license specify?

What does the non-profit license specify?

What does the no-derivative license specify?

What does the share-alike license specify?

What does the word citation mean?

What does the word paraphrase mean?

What does the word plagiarism mean?

What must someone do when they are using sources of information / images off the internet in their own work?

What is a credible source?

Why is it important to use credible sources?

What is misinformation?

What is disinformation?

The CRAAP test is used to check the credibility of sources. What does CRAAP stand for?



### STRETCH AND CHALLENGE:

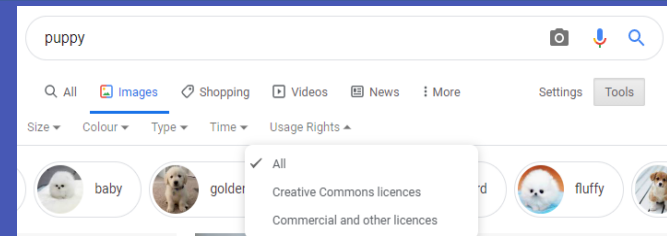
Revise Copyright and Creative Commons licensing and take the Quiz on BBC Bitesize

### STRETCH AND CHALLENGE:

Revise 'How to cite sources in an essay' and take the quiz on BBC Bitesize.



Which image would you choose to advertise a family-friendly hotel in Spain and why?



Explain the steps to be taken to choosing an image which can be used legally.

## Key Words Per Lesson:

Copyright, license, appropriate, creative-commons, refine, non-commercial, infringement, distributed.

Credible, reliable, misinformation, disinformation, fake-news, current, relevant, accurate, source.

Theft, original, plagiarism, cite, citation, references, paraphrase

### Prior Knowledge

#### Les pronoms

Je/J'	I
Tu	you (sing)
Il	He
Elle	She
On	We
Nous	We
Vous	You (plural)
Ils	They (m)
Elles	They (f)

#### Avoir

J'ai	I have
Tu as	You have
Il a	He has
Elle a	She has
On a	We have
Nous avons	We have
Vous avez	You have
Ils ont	They have
Elles ont	They have

#### To have

I have
You have
He has
She has
We have
We have
You have
They have
They have

#### Être

Je suis	I am
Tu es	You are
Il est	He is
Elle est	She is
On est	We are
Nous sommes	We are
Vous êtes	You are
Ils sont	They are
Elles sont	They are
C'est	It is
Il y a	There is

#### to be

I am
You are
He is
She is
We are
We are
You are
They are
They are
It is
There is

### Conjugating 'er' verbs

e.g. J'aime	I like
Tu aimes	You like
Il/Elle aime	He/She likes
On aime	We like
Nous aimons	We like
Vous aimez	You like
Ils/Elles aiment	They like

J'adore	I love	Je déteste	I hate
J'aime	I like	Je préfère	I prefer
Je n'aime pas	I don't like		
Je déteste	I hate		
Je préfère	I prefer		

parce que	because	Pourquoi?	Why?
car	because		
C'est	it is		
Ils sont	they are		

- turn a statement into a question, by making your voice go up at the end of the sentence  
*Tu aimes le français. – You like French.*

*Tu aimes le français? – Do you like French?*

- use **Est-ce que ... ?** and make your voice go up at the end.

**Est-ce que** tu aimes le français? – Do you like French?



#### Quelle heure est-il?

*What time is it?*

Il est.....heures	It is .....o clock
Il est...heures cinq	It is five past...
Il est...heures moins cinq.	It is five to...
Il est...heures et quart	It is quarter past...
Il est..heures moins le quart	It is quarter to...
Il est...heures et demie	It is half past...
Il est midi/minuit	It is midday/midnight
Le collège commence à...	School starts at...
Le collège finit à ...	School finishes at...

### Justifying (giving a reason for)

To aim higher, you need to be able to say why you do or don't like certain things. To do this you need an opinion phrase (J'aime) a connective (parce que) it is (c'est) and an adjective.  
e.g. J'aime la musique parce que c'est intéressant.

Include two connectives and two intensifiers to extend your sentences:

- connectives: **et, mais, aussi, parce que**
- intensifiers: **très, trop, assez, un peu**



### Some 'er' verbs to talk about school are;

regarder = to watch  
étudier = to study  
commencer = to begin  
manger = to eat  
bavarder = to chat  
rigoler = to have a laugh

Aimer - to like, can be used with other verbs in the infinitive to describe what we like to do.  
e.g. J'aime danser - I like to dance  
J'aime manger - like to eat

Turn the statements below into a question then translate them into English. Practise saying each sentence with the correct tone of voice.

- |                              |                              |
|------------------------------|------------------------------|
| 1. Tu aimes les chats.       | 6. Vous adorez le sport.     |
| 2. Tu adores la musique.     | 7. Vous aimez la géographie. |
| 3. Tu préfères les maths     | 8. Vous détestez l'histoire. |
| 4. Tu détestes les sciences. | 9. Vous préférez le dessin.  |
| 5. Tu es français.           | 10. Tu fais les devoirs.     |

Write a paragraph about your school subjects. Make sure that you include:

- The subjects you like
- The subjects that you don't like.
- Your favourite subject.
- The reasons for your opinions.

Rewrite each sentence conjugating each 'er' verb correctly (adding the correct ending for each pronoun). Can you translate the sentences into English?

1. Je regarder un film en classe.
2. Tu étudier les maths et les sciences.
3. On commencer à neuf heures.
4. Nous manger à la cantine.
5. Vous bavarder avec vos copains.
6. Ils rigoler avec le professeur.

Qu'est-ce qu'il y a dans la photo? Écris 4 phrases en français.  
What is in the photograph? Write 4 sentences about his opinions **in French**.

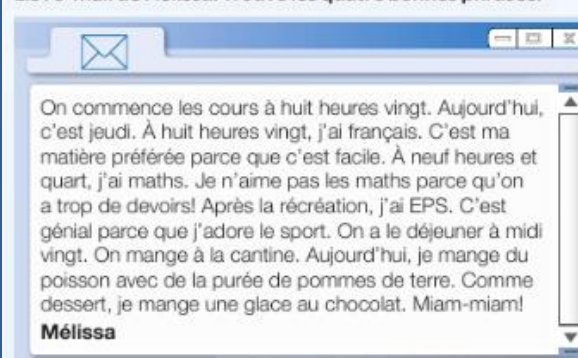


Use 'aimer + infinitive' to translate the following sentences into French.

1. I like to eat pizza.
2. I like to watch a film.
3. I like to chat with my friend.
4. I like to study geography.
5. I like to start at nine o'clock.

Now make up some sentences of your own.

Lis l'e-mail de Mélissa. Trouve les quatre bonnes phrases.



Read Melissa's e-mail. Find the four sentences that are **true**.

1. Lessons start at 8.00.
2. On Thursday at 8.20 she has French.
3. She likes French.
4. She also likes Maths.
5. Lunch is at 12.20.
6. She eats fish in the cantine.
7. For dessert, she eats chocolate mousse.
8. What other subject does she love at school?



# RE Knowledge Organiser

## Islam

### Overview

Islam is one of the world's major religions. It has about 1.8 billion followers, which makes it the second largest religion. Muslims are the people who follow Islam.

Islam is monotheistic, meaning it follows one God, Allah, who created everything. Allah is the Arabic name for God.

Muslims also believe in a messenger called Muhammad. He is viewed as the final prophet following Adam, Abraham, Moses, Jesus and others. Muhammad is believed to be the person who founded the faith of Islam around 1400 years ago.

### Muhammad

Muslims believe that God sent his final messages to Earth through Muhammad, 1400 years ago. He is considered so holy that Muslims say 'peace be upon him' whenever they say or write his name.

Muhammad was born in Mecca - which is now in Saudi Arabia and considered a very holy place. The very first Mosque was also in the courtyard of the home of the prophet Muhammad.

When he was about 40 years old, Muhammad is believed to have been approached in a cave by the angel Gabriel, who sent 'revelations' from Allah. He continued to receive these messages, and to teach them to others.

The messages Muhammad received were later collected and made into the Qur'an. Muslims believe that they should follow the example set by Muhammad throughout their own lives.

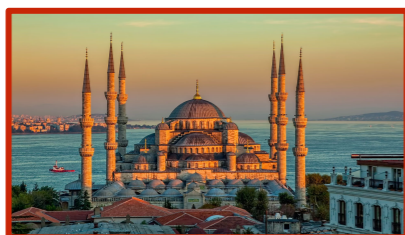
### The Qur'an

The Qur'an is the holy book in Islam. Muslims believe that Allah told Muhammad exactly what to write in the Qur'an. The Qur'an contains the holy words of Allah, which teaches them the right path to take in their lives. The Qur'an is only written in Arabic and holds great importance to Muslims. Many laws and customs are outlined in the Qur'an. These include the fact that Muslims must dress modestly (many Muslims wear long clothes that cover their bodies, and women wear a hijab which covers parts of their hair/face), and also food must be halal.

Other important books in Islam are the Sunnah (about Muhammad's life) and the Hadith (the words of Muhammad).

### Places of Worship

Muslims pray in a building called a Mosque. The word for Mosque in Arabic is 'Masjid'. Most Mosques have at least one dome, and many also have one or two towers. Muslims take off their shoes before entering the Mosque to pray. This is a sign of respect. On Fridays at noon the most important religious service is held in the mosques.



### Key Facts

Here are some key facts about Islam:

1. Friday is the Muslim holy day. On Friday's people go to the Mosque and pray.
2. Islam is the fastest growing religion in the world.
3. The Ka'ba is an ancient shrine in Mecca that Muslims believe is the holiest place on earth.
4. The Qur'an has 114 chapters. Many Muslims try to memorise the entire Qur'an!
5. Muslims are called to prayer by a muezzin, a man who sings through a loudspeaker.
6. About 23% of the global population are Muslim.
7. The 'Islamic World' refers to the Middle East, North Africa and parts of South-East Asia.

### Key beliefs

One of the key set of beliefs in Islam is that of the Five Pillars of Islam. The Five Pillars of Islam are the behaviours and beliefs by which Muslims must live their lives. They were founded in the hadith of Gabriel. They are:

1. Shahadah: the declaration of faith: 'There is no God but Allah, and Muhammad is his messenger'.
2. Salah: the five daily prayers.
3. Zakah: Giving money to help the poor
4. Sawm: Committing to fasting during the month of Ramadan.
5. Hajj: A religious pilgrimage to Mecca that Muslims should undertake at least once in their lives.

## KEY VOCABULARY/TERMS

Allah, Muhammad, Prophet, The Five Pillars, The Qur'an, Mosque, Imam, Parapet, Halal, Haram, Monotheism, Hadith, Sunni, Shi'a, Ramadan, Eid, Sunnah, Mecca, Masjid, Ka'ba, Imam, Muezzin, Hijab, Shrine Monotheistic, Shahadah, Salah, Zakah, Sawm, Hajj, Fasting, Pilgrimage

# RE Knowledge Organiser

## Islam

### Quiz questions

Where was Muhammad born?

Roughly what percentage of the world's population is Islamic?

What is the Arabic word for Mosque?

How many chapters does the Qur'an have?

Where do Muslims believe is the holiest place on earth?

Which prophets are came before Muhammad?

Name three holy books in Islam

How many followers does Islam have?

What is Hajj?

When is the Islamic holy day?

What is the Arabic word for God?

When was Islam founded?

Which angel passed on messages from Allah to Muhammad?

Where was the first Mosque?

What do Muslims do before they enter the Mosque?

Which country is Mecca in?

Which hadith were the Five Pillars of Islam founded?

Who calls Muslims to prayer?

## 1 – Structure of the Earth

The Earth has distinct layers like an apple.



- Crust** – Solid
  - Continental – granite
  - Oceanic – basalt
- Mantle** – Solid/molten
  - Silicate rocks and minerals
- Outer core** – Liquid
  - Iron and nickel
- Inner core** – Solid
  - Iron and nickel

## 2 – Tectonic hazards

Tectonic hazards are caused by the movement of tectonic plates at plate margins.

### Earthquakes:

#### Collision margins

Continental plates crash into each other and crumple.

#### Passive margins

Plates move side by side.

### Volcanic eruptions and earthquakes:

#### Constructive margins

Oceanic plates pull apart and new oceanic crust is created.

#### Destructive margins

An oceanic plate gets pushed under a continental plate and melts (subduction).

## 3 – Tsunami example

The Boxing Day Tsunami (Sunday 26 December 2004) affected countries around the Indian ocean.



### Cause

Magnitude 9 earthquake to the west of Sumatra



### Social effects

1.7 million homeless  
230 000 deaths  
1,500 villages destroyed



### Economic effects

Infrastructure damaged  
Businesses closed down  
Tourists stopped coming  
Crops destroyed



### Environmental effects

Mangroves destroyed  
Oil spill from refinery  
Fresh water contaminated with sewage

## 4 – Reducing the impact

A four steps can be taken to reduce the impacts of tectonic hazards:



### Monitoring

Taking measurements of relevant factors such as gases, heat or earthquakes.



### Prediction

Analysing collated data to estimate when an event may occur.



### Protection

Strengthening buildings, installing warning systems or building defenses to prevent injury, loss of life or damage to infrastructure.



### Planning

Developing and sharing action plans so everyone knows what to do.  
Stockpiling food, water and blankets nearby to help those made affected.

## 5 – Key terms

### Continental plate

A section of crust which lies beneath a continent.

### Oceanic plate

A section of crust which lies beneath an ocean.

### Earthquake

A vibration of the Earth's crust caused by movement of tectonic plates.

### Volcano

An opening in the Earth's crust through which magma escapes.

### Tsunami

A long, high sea wave caused by an earthquake.

### Magnitude

The measurement of how powerful an earthquake is.

### Infrastructure

The basic equipment and structures needed for a country or organisation to operate.

### Mangroves

Areas of coastal mudflats with trees and shrubs which are submerged at high tide and have roots exposed at low tide





## 1 – Structure of the Earth

## 2 – Tectonic hazards

## 3 – Tsunami creation

## 4 – Tsunami example

1. How many layers does the Earth have?
2. What is the outer layer called?
3. What are the two types of crust?
4. What state (solid, liquid or gas) is the crust?
5. What is continental crust made of?
6. What is oceanic crust made of?
7. What is the mantle made of?
8. What are both the inner and outer core made of?
9. What is the difference between the inner and the outer core?

1. What causes tectonic hazards?
2. Name two types of tectonic hazard.
3. Which margins have volcanic eruptions?
4. Which margins have earthquakes?
5. How many types of plate margins are there?
6. What happens at a collision margin?
7. What happens at a constructive margin?
8. What happens at a destructive margin?
9. What happens at a passive margin?
10. Which plate melts at a destructive margin?

1. What is the name of the tsunami?
2. When did it occur?
3. Which part of the world was affected?
4. What caused the tsunami?
5. How many people died?
6. How many were made homeless?
7. What happened to the water supplies?
8. What were the social effects?
9. What were the economic effects?
10. What were the environmental effects?

1. What four steps can be taken to reduce the impact of tectonic hazards?
2. What is monitoring?
3. What relevant factors can be monitored?
4. What is predicting?
5. What actions can be taken to protect?
6. Why is protecting important?
7. Why are action plans important?
8. What resources should be stockpiled?
9. When should stockpiled resources be used?
10. Who should stockpiled resources be used to help?

## 5 – Key terms

1. What is a continental plate?
2. What is an oceanic plate?

1. What is an earthquake?
2. What is a tsunami?
3. What is a volcano?

1. What is the magnitude of an earthquake?
2. What is infrastructure?

1. What are mangroves?
2. How do conditions for trees and shrubs differ at high and low tide?

# History Knowledge Organiser

## The Battle of Hastings

### Timeline - 1066

5th Jan	Edward the Confessor died.
6th Jan	Harold Godwinson was crowned the new King of England.
20th Sept	Battle of Fulford. Hardrada and Tostig won taking York.
25th Sept	Battle of Stamford Bridge. King Harold wins. Hardrada and Tostig were killed.
28th Sept	The Normans landed at Pevensey, built castles and raided the area.
14th October	Battle of Hastings. The Normans led by William Duke of Normandy won. King Harold is killed.
25th Dec	William was crowned King of England at Westminster Abbey.

### Key people



Edgar Aethling  
Closest living relative.  
Only 9 years old.



Harold Hardrada  
King of Norway.  
Experienced warrior.  
Claimed he had been promised the throne.



William Duke of Normandy  
Experienced warrior.  
Claimed Edward promised him the throne in 1051.



Harold Godwinson  
Brother in law of Edward.  
English with support of Witan.  
Experience of running the country

### Source Skills - The Bayeux Tapestry

- It is a piece of embroidered cloth
- It is 70m long and 50cm high
- It shows the events of the Norman Conquest and the Battle of Hastings.
- It was probably made for Bishop Odo, William's half brother.
- The language on the tapestry is Latin.
- The French are clean shaven and the English are shown with moustaches.
- The end of the tapestry is missing.



### How did Harold die?

A Norman called **William of Jumieges** (who wrote about 1070) says that: Harold himself, fighting amid the front rank of his army, fell, covered with deadly wounds.

The Bayeux Tapestry shows this scene. However which one is Harold? The one with the arrow or the one being cut down or both?



### KEY VOCABULARY/TERMS

AD, battle, BC, bias, claim, conquest, contender, evidence frame, heir, King, Latin, monarch, motte and bailey, moustache, Norman, reliability, rex, tapestry, usefulness, Witan.

# History Knowledge Organiser

## The Battle of Hastings

### Quiz questions

1. When did Edward the Confessor die?
2. What did Edward not have that would normally succeeded him as king?
3. Who became king on 6h January 1066?
4. Who was Edward's closest living relative?
5. How old was Edward's closest living relative?
6. Who was the the King of Norway?
7. Why did William Duke of Normandy think he should be king?
8. How was Harold Godwinson linked to King Edward?
9. Who won the Battle of Fulford?
10. Who won the Battle of Stamford Bridge?
11. When did the Normans land in Pevensey and what did they build?
12. When was the Battle of Hastings?
13. Who won the Battle of Hastings?
14. How did William of Jumieges think Harold died?
15. How else might Harold have died?
16. The Bayeux Tapestry is a ...
17. The language on the Bayeux Tapestry is...
18. Give one problem of the tapestry.

# History Knowledge Organiser

## The Norman Conquest - Power and Control

### The Harrying of the North

The Harrying, which took place over the winter of 1069 - 70, saw William's knights lay waste to Yorkshire and neighbouring shires. Entire villages were razed and their inhabitants killed, livestock slaughtered and stores of food destroyed. Over the winter people began to starve and countless thousands died as a result of famine. This policy was a method William used to control the people of the north who had tried to rebel against him.

### Land

William rewarded his supporters by giving the English land. In return they promised to provide soldiers for William when he needed them. Robert de Montain, William's half-brother was given 793 manors. This made him the second largest landowner after William. Many English lords lost their land and had to work for French lords.

### Laws

Hunting laws – the Normans stopped the English hunting in their forests. The punishment for people caught hunting in royal forests was to have two fingers cut off. The punishment for a second offence was to have your eyes gouged out.

### Castles

Castles – Build to protect Norman soldiers. The first were made of wood and quick to build. Stone towers over towns. 1066 - 1087 the Normans built around 100 castles and destroyed many houses to make way for them. This happened in York as part of the Harrying of the North.



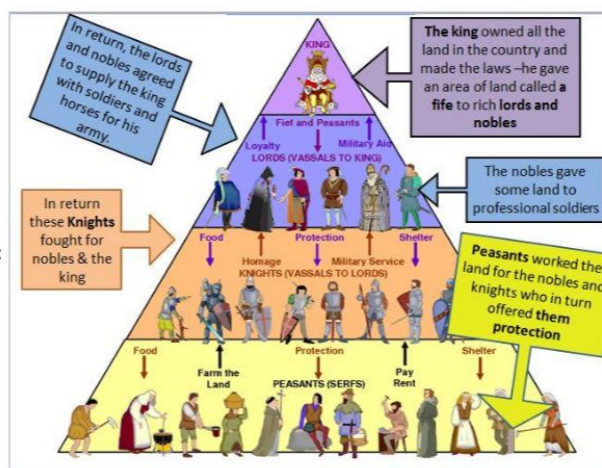
A motte and bailey castle

### Domesday Book

In 1085 England was threatened by invasion and William needed to know what money and resources he had. He commissioned a survey that became known as the Domesday Book. He wanted to know what he owned and how much tax people owed him. The book finished in 1086 was written in Latin. It had details of about 13,400 places including 48 castles. However it only covered that head of the household and does not cover major cities. William never read it as he could not read. The idea that the king knew everything people owned was another way to control England.

### The Feudal system

William owned all the land in England but could not use it all. He gave land to people in return for loyalty. All peasants worked on the land of the lord who owned it and had to stay there. The higher ranks had to fight for the king and/or provide an army for 40 days a year. Land could be taken away from anyone ensuring another form of control. Only two English Earls kept their land.



### Churches

Churches – Saxon churches and cathedrals were knocked down to make way for bigger, grander Norman ones to show their power and wealth.

### Language

The King and his men spoke Norman French. The ordinary people carried on speaking English. The difference in language made people afraid they did not know what their lords were saying. The Normans also changed place names when land was given out. Poulton - le - Fylde has French elements in the name and was in the Domesday Book but Blackpool isn't.

### KEY VOCABULARY/TERMS

battle, castellum, comet, contender, contradict, est, evidence, Hastings, heir, hic, interpretation, king, mare, monarch, Norman, orb, Saxon, sceptre, stella, rex, tapestry

# History Knowledge Organiser

## The Norman Conquest - Power and Control

### Quiz questions

When was the Harrying of the North?

What happened to Yorkshire?

What happened over winter to the people of the north?

How did William use land to control people?

What happened if you were caught once hunting on forbidden land or in the royal forests?

What happened if you were caught for a second time hunting on forbidden land or in the royal forests?

Why did the ordinary people hunt on land they were not allowed to when there were strict punishments?

What was the name of the first type of castles the Normans built?

What building materials were used?

What were the advantages of these castles?

How many of these castles did the Normans build?

Who was at the top of the Feudal System pyramid?

How many days a year did William want an army for?

What did all people have to give to William?

Why was the Domesday book written?

How many places were in the book and what was missing?

What did the Normans do to the Saxon churches?

What was the language used for official business by the Normans?



**INNOVATION**

## ARTIST – EGYPTIAN ART

### General information

Ancient Egyptian art refers to paintings, sculptures, architecture and other arts produced by the civilization of ancient Egypt between the periods of about the 31st century BC to the 4th century AD. Ancient Egyptian art reached a high level in painting and sculpture and was both highly stylized and symbolic. Egyptian art is famous for its distinctive portrayal of the figure, with parted legs (where not seated) and head shown as seen from the side, but the torso seen as from the front.

### Hieroglyphs

Egyptian hieroglyphs were the formal writing system used in Ancient Egypt. They used stylized pictures of objects to represent a word, syllable, or sound.

## KEY VOCABULARY

**Hieroglyphics** – The Egyptian method of writing using pictures.

**Icon** - A person or thing regarded as a representative symbol or as worthy of worship.

## WORK EXAMPLE



**Write 3 relevant facts about the art style**

1.

2.

3.

**Write the definitions for these words**

Hieroglyphics –

Icon -

**Write about your likes/dislikes of Egyptian art**

Likes:

Dislikes:

**Copy part of the picture in your book**

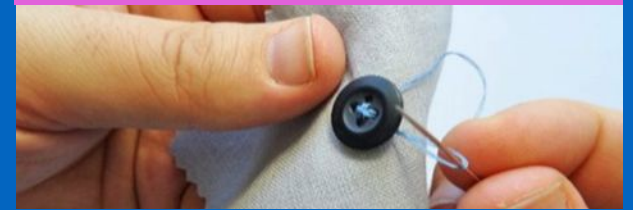
### Textiles Key Words

Sewing Machine	Machine used for sewing fabric together. It requires thread on the top and also in the bobbin.
Bobbin	Sits in the Bobbin Case in the sewing machine to hold the bottom thread.
Needle	Sharp metal object with an eye in one end to hold thread and a point at the other. They can come in a variety of sizes for different tasks.
Pins	They are used to hold fabric together while you sew and must be removed after sewing.
Hand embroidery	A technique used to decorate fabric using a needle and thread.
Tailors Chalk	Used to mark the seam allowance and add other markings on fabric. Can be brushed off after use.
Fabric Scissors	Large bladed scissors used for cutting FABRIC ONLY!
Quick unpick	Sharp pointed tool to help unpick stitches quickly.
Thread	Twisted yarns used for sewing. Sewing machine thread is thin and embroidery thread is usually thicker.
Seam	A method of joining two pieces of fabric together.
Seam allowance	The distance from the edge of the fabric to the sewing line.
Fabric	Yarns are woven, knitted or bonded together to make fabric. The base for all textiles is fabric.
Embellish	To add decoration such as beads, sequins and buttons to add decoration.

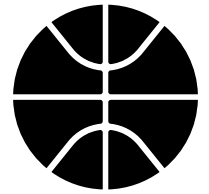
Textiles Key Words- Copy out the table and fill in the definition of each keyword.

Sewing Machine	
Bobbin	
Needle	
Pins	
Hand embroidery	
Tailors Chalk	
Fabric Scissors	
Quick unpick	
Thread	
Seam	
Seam allowance	
Fabric	
Embellish	

Extension task: Learn to sew on a button



# KS3 | BASKETBALL BASIC RULES



Big picture: To develop knowledge and understanding of the basic rules and skills in basketball

## Basic Rules of a game of basketball



### Players per team

A basketball team can have a maximum of five players on the court.

### Remaining inside the court

During gameplay, the player with possession of the ball must stay within the designated inbounds lines marked on the court. If a player steps out of bounds or touches this line with their foot while holding the ball, the referee will award possession to the opposing team.

### Inbounding the ball

After the attacking team scores a basket, the opposing team receives possession of the ball. One of their players has to inbound the ball from a designated spot on the sidelines of the court to resume gameplay. The player has five seconds to pass the ball to another player on his team, or else the team loses possession.

### Double Dribble

Basketball players may only advance the ball by passing or dribbling (bouncing the ball on the floor) as they move up and down the court. If a player stops dribbling, they may not resume; instead, they must pass the ball or shoot it. If an offensive player with possession of the ball stops then continues dribbling before passing or shooting, the referee will call a "double dribble," and the opposing team gets the ball.

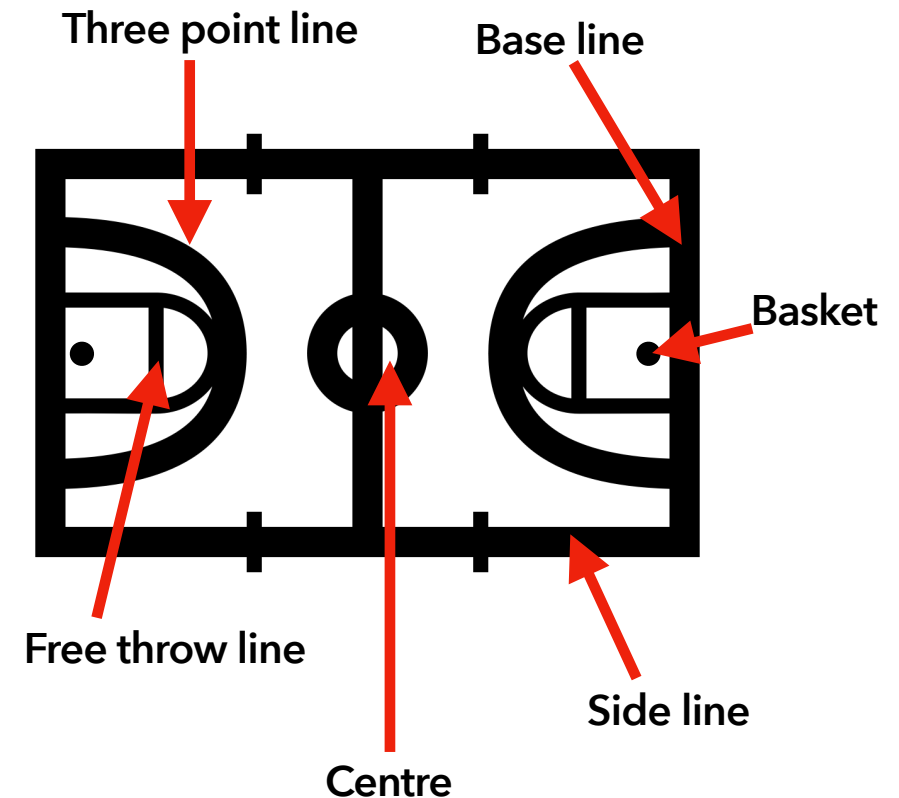
### Travelling

Players may only advance the ball by dribbling it. If they run while holding the ball, they are traveling. Referees will issue a traveling call, and possession of the ball will go to the opposing team.

### Restarting after scoring

After a team scores a basket, the ball is returned back to the opposition to start again.

## The court markings



# HOMework | SUPPORT | UNDERSTANDING

These questions, key terms and links can all be used for homework/ home learning on this topic

## Key Questions



1. How many players are on a basketball team?
2. Explain the how a player must remain in the court.
3. Explain the double dribble rule.
4. How many seconds does the player have inbound the ball?
5. How can a basketball player advanced the ball up the court?
6. What can a player do when he stops dribbling the ball?
7. What will the referee call if a player dribbles twice?
8. Explain the travelling rule.
9. What happens when a team scores a basket?
10. Draw and label a basketball court.

## Key Terms



**Rules** - one of a set of explicit or understood regulations or principles governing conduct or procedure within a particular area of activity.

**Court** - a quadrangular area, either open or covered, marked out for ball games such as tennis or squash

**Three-point line** - a curved line on a basketball court that is a set distance from the basket and beyond which successful shots count for three points.

**Double dribble** - an illegal action that happens when a player dribbles the ball with two hands at the same time or starts to dribble again after stopping.

**Travelling** - the action of taking more than the allowed number of steps (typically two) while holding the ball without dribbling it, treated as a violation.

**Inbound** - throw (the ball) from out of bounds, putting it into play.

**Baseline** - the line marking each end of a court.

**Sideline** - either of the two lines bounding the longer sides of a , basketball court or similar playing area.

## Youtube Links



**The Rules of Basketball - EXPLAINED!** - [Ninh Ly](https://www.youtube.com/watch?v=wYjp2zoqQrs)  
<https://www.youtube.com/watch?v=wYjp2zoqQrs>

**Basketball Positions and Roles | Basketball-** [Sikana English](https://youtu.be/4_4CymXARWQ)  
[https://youtu.be/4\\_4CymXARWQ](https://youtu.be/4_4CymXARWQ)

**Traveling | Basketball -** [Sikana English](https://youtu.be/cGXFxEJUEpl)  
<https://youtu.be/cGXFxEJUEpl>

**Basketball Violations | Basketball -** [Sikana English](https://youtu.be/-I7hpepS5e4)  
<https://youtu.be/-I7hpepS5e4>

**Dribbling: Stopping and Driving | Basketball-** [Sikana English](https://youtu.be/FIDeOlq278)  
<https://youtu.be/FIDeOlq278>

# KS3 | LEADERSHIP | HEART



Big picture: I can design and lead drills and warm-ups.

## Expectations

### Objective of Leadership

Leading group tasks including a warm up to build confidence.

### 3 Stage warm-up

#### Pulse Raiser

This is light exercise that slowly increases the heart rate and gradually increases body temperature. For example, jogging, skipping, cycling.

#### Stretch

Muscles is deliberately flexed or stretched in order to improve the muscle's felt elasticity and achieve comfortable muscle tone. The result is a feeling of increased muscle control, flexibility, and range of motion.

#### Sports Specific

This will allow you to simulate at low intensity the movements you are about to perform at higher intensity during your chosen activity.

## Warm Up

### Warm Up



1 **Pulse raiser**  
Light exercises e.g. Jog



2 **Stretches**  
Dynamic e.g. High knee, arm rotations etc.



3 **Sport/Activity Specific**  
Activities that are specific to the activity

## Leading

### Leading



1 **Organising your group**  
Organise your group into the coloured bibs



2 **Group leader(s)**  
One or two people to take the lead.



3 **Leading activities**  
Start to lead sport specific drills.

## Communication

### Communication



1 **Organising your group**  
Organise your group into the coloured bibs



2 **Full Warm Up**  
3 stages of a warm up.



3 **Organise games**  
Organise games effectively with others.

## What to Communicate

### Communication



1 **Organising your group**  
Organise your group into the coloured bibs



2 **What to communicate?**  
Instructions, feedback, praise etc.



3 **Clarity**  
Is what you're communicating clear?



# HOMework | SUPPORT | UNDERSTANDING

These questions, key terms and links can all be used for homework/home learning on this topic

## Key Questions



- What are the 3 components of a warm up?
- What activities are involved in a pulse raiser?
- What dynamic stretches can be performed during the 2nd stage?
- What does sports/activity specific mean?
- Why is it important to warm up correctly?
- What does communication mean?
- What are the different types of communication?
- What is the importance of communicating?
- How can you apply good communication within activities?
- How could you improve your communication skills?
- What are the 3 components of a warm up?
- What activities are involved in a warm up?
- What characters are involved in leading a group?
- What activities can be completed during 'sports specific'?
- How have your group performed as a team?

## Key Terms



### Warm-Up - *noun*

A period or act of preparation for a match, performance, or exercise session, involving gentle exercise or practice.

### Pulse Raiser - *noun*

This is light exercise that slowly increases the heart rate and gradually increases body temperature

### Communication - *noun*

Effective communication, means you are able to listen, understand, and take action on what other people say.

### Dynamic Stretching - *noun*

Dynamic stretching involves making active movements that stretch the muscles to their full range of motion.

### Static Stretching- *noun*

Static stretching is probably the most familiar type of stretching. This involves stretching a muscle to near its furthest point and then holding that position for at least 15 or 20 seconds.

### Heart Rate- *noun*

The speed at which the heart beats.

## Youtube Links



<https://youtu.be/HH32ZM0qm2s>- [LINK](#)

<https://youtu.be/ejiuZsEVhrw> [LINK](#)

<https://youtu.be/tZg3H3y7sOg> [LINK](#)

## Year 7 Food Knowledge Organiser

### Cleaning

Cleaning the kitchen is important to keep food safe and prevent bacteria from spreading.

'Clean as you go' means people make sure that they clean the area and utensils they have been working in or with, as they prepare food.

This avoids build up of mess and leads to better hygienic conditions.

### Cooking

Food should be cooked to a core temperature of 75°C to destroy bacteria

Hot food must be served piping hot, above 63°C.

Some foods change colour when they are cooked.

### Food Hygiene

Food hygiene is necessary in order to prepare and cook food which is safe to eat. This involves more than just being clean. A simple way to remember is the 4 C's:

- Cleaning;
- Cooking;
- Chilling;
- Cross contamination.

### Chilling

The bacteria that cause food to deteriorate and food poisoning rapidly reproduce around the temperature of 37°C (body temperature).

The temperature between 5°C– 63°C is sometimes called the 'danger-zone'.

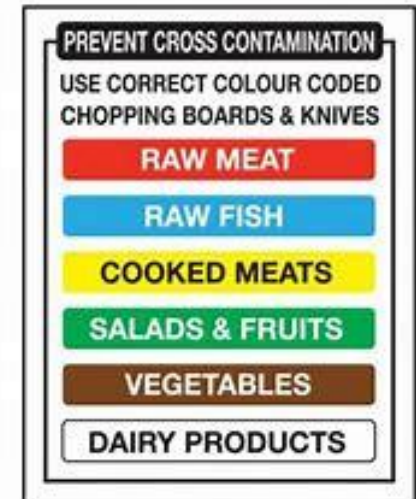
Reducing the temperature below 5°C slows the reproduction of micro – organisms

### Cross contamination

The process by which bacteria are transferred from one area to another.

The main carriers of bacteria and causes of cross contamination are:

- humans;
- rubbish;
- pets and other animals;
- food, e.g. raw meat or poultry.



### KEY VOCABULARY/TERMS

Cross contamination, bacteria, hygiene, hygienic, chilling, danger zone, micro organism, cleanliness.

Clean hands. Hair tied back. Wear an apron. Wear blue gloves. Don't cough/sneeze over food. Use the bridge and claw methods for cutting/chopping.

# Year 7 Food Knowledge Organiser

Use the information to answer the questions in your reflection log. Use full sentences.

1. Why is food hygiene important when preparing food?
2. What does 'Clean as you go' mean?
3. What temperature should food be cooked too?
4. What aspect of the food can change when it is cooked?
5. What temperature allows food poisoning bacteria to multiply rapidly?
6. What is the 'danger zone'?
7. What are the main carriers of bacteria?

Design task: Produce a poster to show safety and / or hygiene rules for the food classroom



**Protective apron must be worn**



### Cuts and boils

- cover with a waterproof plaster, preferably blue (so you can see them).



### Coughs and sneezes

- don't cough or sneeze over food.



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## KEY VOCABULARY/ TERMS

Learn the spelling of each word and look up any you do not know.

Cross contamination	Bacteria	Hygiene	Hygienic
Chilling	Danger zone	Micro organism	Cleanliness

