

Year 7 Knowledge Book 2025-2026 Options



Saint Benedict
A Catholic Voluntary Academy



Love, Belief, Integrity, Knowledge



OUR VALUES

**BE WHO GOD MEANT YOU TO BE AND YOU
WILL SET THE WORLD ON FIRE.**

LOVE

As we know we are loved by God, we will learn to love ourselves and care for our own body mind and soul.

We will show love to one another by being patient and kind, not by being rude, boastful or proud.

As one body in Christ, we will ensure that no member of our community is left out or left behind

BELIEF

We will encourage one another and build each other up.

We will let our light shine, making the world a better place for all.

KNOWLEDGE

We will value knowledge: intelligent hearts acquire knowledge, the ears of the wise seek knowledge.

INTEGRITY









We will always strive to make the right choice even when this is the harder path to take.

We will live and work sustainably.

**AT SAINT BENEDICT
WE DEVELOP THE
CHARACTER OF OUR
COMMUNITY THROUGH
OUR CURRICULUM AND
CULTURE.**



Your Knowledge Book (Options)

	Art Light – Orange
	Computer Science – Light Blue
	Dance & Drama – Light Green
	Technology – Peach
	Geography – Fluorescent Yellow
	History – Red
	Music – Blue
	Independence Templates – Teal

Knowledge Book for Options Subjects costs just over £8 to make.

If you lose, damage or break your KB, you will need to buy a new one for £8.



MY EQUIPMENT PLEDGE

To succeed you must be prepared. Every night before school, you need to check your school bag to ensure that you have all the correct equipment.

Here is the list of equipment you need for every lesson:

- ☐ Black or blue pens
- ☐ Red pens (one or two)
- ☐ A ruler
- ☐ A pencil
- ☐ A scientific calculator (CASIO)
- ☐ A rubber
- ☐ A protractor
- ☐ Colouring pencils
- ☐ A sharpener
- ☐ Glue stick
- ☐ Your KNOWLEDGE BOOK

I pledge that I will always bring the correct equipment to class so that I can effectively learn.

Your signature:

Parent/carer's signature:

Form tutor's signature:

.....

.....

.....

Respect

What is Respect?

Showing respect is an important part of life, and how you maintain relationships.

Three types of respect:

1. Respect Yourself
2. Respect Others
3. Respect the Planet

Key words	Definitions
Respect	Due regard for the feelings, wishes and rights of others
Honour	The quality of knowing and doing what is morally right
Dignity	Sense of pride and self respect
Relationships	The way two or more people or groups connect and behave towards each other
Worthiness	The quality of being good enough

Why is respect important?

Receiving respect from others is important because it helps us to feel safe and to express ourselves. Respecting others helps maintain a peaceful world and encourages others to be better people. Showing respect to our planet allows us to maintain it for future generations.

1

Rules and Sanctions

Build up a loving community

Key word	
Conduct	The way in which a person behaves.
Unacceptable	Something that is not suitable or appropriate.
Boundaries	The limits of something.
Sanction	A penalty or action taken when a rule or law has been broken.
Consistent	Acting in the same way overtime to be fair.

Behaviour

Rules and sanctions are things which guide our behaviour. We follow rules and regulations to be fair and consistent. Sanctions occur if we do not follow rules or deliberately break them.

Preparation for life

All aspects of life require us to follow rules. There are rules in school; rules in your family and home; rules to follow when crossing the road and using the bus and so on. Structure and rules allow us all to know what is acceptable and how to conduct ourselves. Rules reassure us

The law

We are all bound by the rules of the law. If we break the law, we face a raft of different sanctions. Ultimately, having rules in schools is about a lifelong understanding about what is right and what is wrong.

2

Kindness

Key word

Empathy	Understand and share feelings of others
Compassion	Concern for misfortune of others
Compliment	Praise or congratulate others
Considerate	Thoughtfulness and sensitivity to others
Generous	Being liberal with things

Treat others how you would want to be treated yourself.

What is Kindness?

The quality of being friendly, generous and considerate

What does it mean to be kind?

To have empathy/sympathy, be compassionate, looking for good in people.

Why is it important to be kind?

Makes you feel happy, feel good about yourself

Builds strong relationships

Inspires others

How can we show kindness?

Smile

Hold the door open for somebody

Say something nice (compliment)

Invite somebody sat on their own to join you

Manners

Listen to somebody

3

Emotions

Key Words

Feelings	An emotional state or reaction.
Relationships	The state of being connected with someone else.
Instinct	A fixed pattern of behaviour.
Intuitive	Using what you feel to be true even without conscious reasoning.
Reaction	Something done, felt or thought in response to a situation or event.
Identification	The act or process of identifying someone or something.

Work and play in harmony

What are emotions?

Emotions are biological states associated with the nervous system.

Thoughts, feelings, behavioural responses, and relationships all generate emotions.

An instinct or, intuitive reaction or feeling can create emotions

Identifying feelings

Making sense of what and how you feel is not always easy. To do this, we need to regularly check in with ourselves, making time to think about the feelings we are having and naming them. To do this, we need to think about our daily lives which may help us to see patterns of behaviour.

Not all feelings or emotions are bad or negative!

It is important to recognise when you feel happy; relaxed and good about yourself. Knowing what has led to these feelings can help us identify things we do not like which may cause us negative feelings.

4

Verbal Communication

Treat each other with dignity and justice

Key Words	
Clarity	Vocal clarity means you do not speak too fast or too slowly. You consider carefully the words you mean and whether your listener can understand you.
Honesty	Honesty is speaking the truth.
Respect	Respect means that you accept somebody for who they are, even when they are different from you or you do not agree with them.
Appropriate	fitting the practical or social requirements of the situation.
Tone	a quality in the voice that expresses your feelings or thoughts, often towards the person being spoken to or the subject being spoken about
Courtesy	politeness, good manners, or consideration for other people.

What is verbal communication?

Verbal communication is the use of words to share information with other people.

What does it mean to communicate effectively?

Every time you verbally interact with someone you are aiming to develop your understanding of the world; you may be wishing to obtain information, respond to a request or offer support or guidance to another. In every one of these exchanges you are representing your tutor, your family and most importantly yourself.

Why is it important to communicate effectively?

All young people need to develop good speech, language and communication skills to reach their full potential.

Speech, language and communication underpin the basic skills of literacy and numeracy and are essential for you to understand and achieve in all subjects.

How can we communicate effectively?

Make eye contact

Speak honestly

Consider your role within the school

Consider the role of the person you are speaking to
Think carefully why you need to speak to the person you are addressing

Where necessary adapt as your conversation develops

5

Manners

Key Words	
Manners	A person's words or way of behaving towards others.
Respect	A regard for the feelings, wishes, or rights of others.
Listen	To take in what you hear.
Harmony	A time of behaving in one way to produce a pleasing effect.
Vocabulary	The range of words that we know and use.
Gratitude	The quality of being thankful; readiness to show appreciation for and to return kindness.

Loving...harmony...dignity

Treat your neighbour as yourself

The way in which we behave and speak towards others, reflects in their actions and words towards us.

Show the best side of yourself

When you speak to others, always show respect; be polite and thankful. Use the words 'please, thank you, sorry and pardon' when communicating with others.

Manners are for every situation

Every interaction has space for the use of manners: speech, emails, messages. Often when we get upset or angry we don't use manners.

However it does calm a situation if you do.

6

Change

Key Words	Definition
Change	Make or become different
Organised	Make arrangements or preparations for an event or activity
Opportunity	A time set of circumstances that make it possible to do something
Coping	To deal effectively with something difficult
Embrace	Accept (a belief, theory or change) willingly and enthusiastically
Strategies	A plan of action designed to achieve a long term or overall aim

Develop potential to the full

Find the positive

Don't allow yourself to become negative about the changes in your life. Change is good, keep repeating it.

Feeling vulnerable

Facing change can be very overwhelming, leaving you feeling very emotional. Make it your mission to be proactive and respond to it positively.

Talk about it

It's good to talk about change in your life. Focus on problems, solutions and the positives that change will bring. Try to avoid focussing on the negatives and letting emotions take over.

Study Skills – Ways to learn and remember

Self quizzing (look, cover, write)



Read through the information in the knowledge book that you want to learn



Cover the information up



Write down as much as you can remember



Use the knowledge book to;

- a) Correct any mistakes
- b) Add any information that you forgot

1

Study Skills – Ways to learn and remember

Spacing



Complete a self quiz of the information you want to learn



Wait for a day or 2 (depending on the deadline)



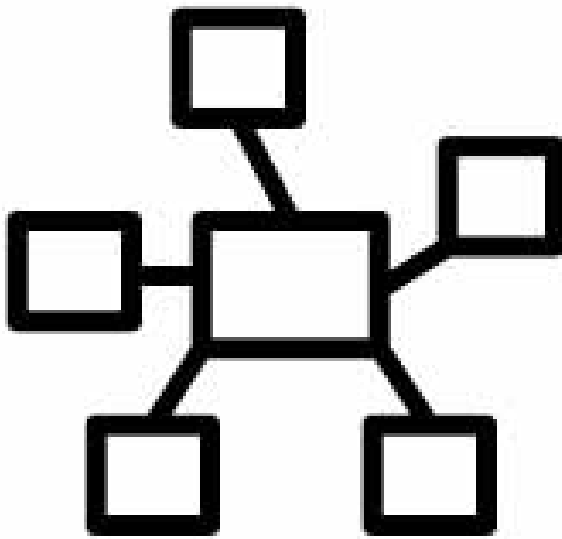
Repeat the self quiz.

The more times you can repeat this process, the more you will be able to remember without the book

2

Study Skills – Ways to learn and remember

Elaboration



Think about the topic that you are studying

Ask questions such as who, what, why, where, when how. Try to find the answers

See how these ideas connect - a mind map will be useful for this

3

Study Skills – Ways to learn and remember

Concrete Examples

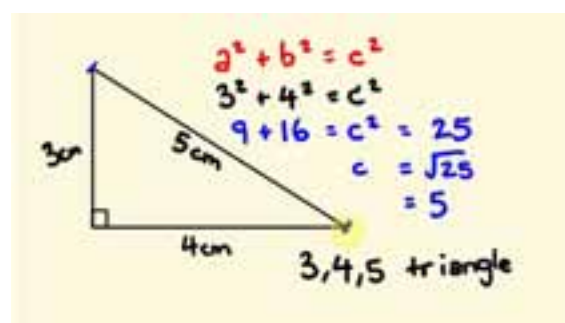


Pythagoras theorem example

If you tried to explain Pythagoras's theorem to someone verbally, it would be quite hard to understand.

By using a concrete example that shows exactly how to use Pythagoras theorem, it is much easier to remember, understand and use

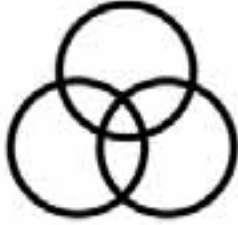
A concrete example is an clear example of an abstract idea



4

Study Skills – Ways to learn and remember

Interleaving



Research says we will actually learn more effectively if we mix our study skills up rather than using the same techniques all the time

1. Try to use different study skills rather than just one technique.
2. When revising for exams, prepare a revision timetable and try to revise more than one subject during a session

5

Study Skills – Ways to learn and remember

Dual Coding



As well as **writing** information down, **create an icon/ drawing** too for individual facts. This helps your brain to remember the information

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YEAR 7 ART & DESIGN KNOWLEDGE ORGANISER

1

FORMAL ELEMENTS



CONTENTS

Page 3 Tone, Shape & Form

Page 3 Pattern, Line & Texture

Page 4 Colour

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THE FORMAL ELEMENTS

TONE



Tone describes the lightness or darkness of a surface.

A gradient is a series of tonal values from light to dark.



Tone can help to provide a form with value to give a sense of volume to a flat surface.

ADJECTIVES TO DESCRIBE TONE

Dark	Highlights
Light	Shadows
Mid tone	Shading
Monotone	Contrast
Blend	Graduated

SHAPE

Shape is an area enclosed by a line. It can be 2-dimensional and can be geometric or organic.



Geometric



Organic

ADJECTIVES TO DESCRIBE SHAPE

Circular	Irregular
Square	Stylized
Rectangular	Organic
Triangular	Geometric
Misshaped	Contour

FORM

Forms are 3-dimensional shapes. They occupy space (like sculptures) or give the illusion that they occupy space (drawing).



WORDS TO DESCRIBE FORM

Angular	Curvaceous
Twisted	Solid
Bulbous	Malformed
Tapered	Rounded
Contours	Negative space

3

THE FORMAL ELEMENTS

PATTERN

Pattern is a design that is created by repeating a formal element. It can be natural, like the stripes of a zebra, or man made, like a design on fabric. The image repeated is called a **motif**. These can be simple shapes or more complicated arrangements.



ADJECTIVES TO DESCRIBE PATTERN

Regular	Motif
Irregular	Repetition
Symmetrical	Radial
Tessellating	Tiered
Organic	Even

LINE

Line is a mark left by a moving point e.g. a pencil, or paint on a paintbrush. It can take many forms e.g. horizontal, diagonal, or curved.



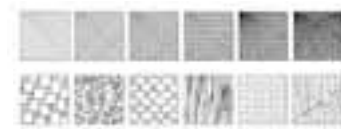
Marks can be repeated and used to create patterns in order to give tone and texture to your drawing.

ADJECTIVES TO DESCRIBE LINE

Broken	Graphical	Hesitant
Flowing	Angular	Scribbled
Moving	Geometric	Wavy
Woolly	Confident	Organic
Tight	Faint	Heavy

TEXTURE

Texture is the surface quality of an object. Texture can be real or implied. **Real texture** can be felt e.g. tree bark, whereas **implied texture** creates the look of texture on a flat surface e.g. a drawing or a painting.



WORDS TO DESCRIBE TEXTURE

Texture	Impasto	Hatching
Smooth	Fine	Rough
Tactile	Uneven	Shiny
Jagged	Frosted	Soft
Coarse	Silky	Stippled

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THE FORMAL ELEMENTS

COLOUR

To see colour, you have to have light. When light shines on an object some colours bounce off the object and others are absorbed by it. Our eyes only see the colours that are bounced off or reflected.

Primary Colours



All colours can be obtained by mixing primary colours together. Primary colours cannot be created by mixing other colours.

Secondary Colours

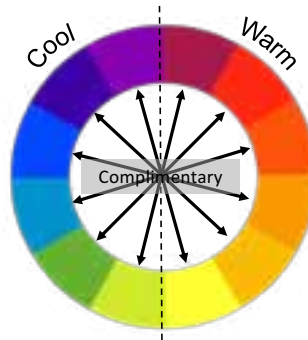


A colour mixed from two primary colours

Tertiary Colours



A colour mixed from a primary colour and a secondary colour



Harmonious Colours are 3 colours next to each other on the colour wheel

Complimentary Colours are colours opposite each other on the colour wheel

The colour wheel can be split up into **warm** and **cool** colours, and each individual colour has it's own warm and cool variant

ADJECTIVES TO DESCRIBE COLOUR

Opaque	Luminous	Pale
Translucent	Bright	Pastel
Transparent	Saturated	Soft
Contrasting	Vibrant	Muted
Harmonious	Vivid	Deep
Complementary	Brilliance	Dull
Cool	Harsh	Hue
Warm	Neutral	Tint

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DESIGN PRINCIPLES



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Page 8	Scale/Proportion, Repetition & Emphasis

THE DESIGN PRINCIPLES

UNITY & VARIETY

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



Unity = Same colour
Variety = Different sizes

Unity = Same size
Variety = Different colours

BALANCE

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



Balance = Symmetrical

Balance = Asymmetrical

CONTRAST

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



Contrast in shape

Contrast in colour

Contrast in scale

Contrast in layout

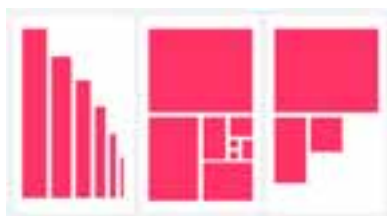


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THE DESIGN PRINCIPLES

SCALE/PROPORTION

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



Size

Ratio

Divisions

REPETITION

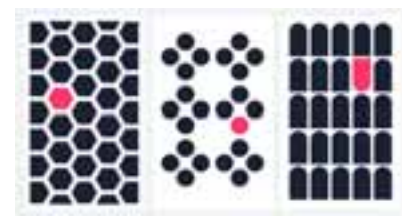
Repetition reinforces an idea or perception. It can be achieved by repeating the same colours, shapes, images, objects, mark making techniques, and so forth.



Repetition changes perspective

EMPHASIS

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



Creating a focal point



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WRITING ABOUT ART



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ART & DESIGN – WRITING ABOUT ART – KNOWLEDGE

KNOWLEDGE

What is the artist's name?
Where/when were they born? (this is important to put the work in context)
What do you know about the artist's background? (Life events/education/career)
When was the work created?
What is their style of work?
What does the artwork show?
Is the artwork part of a series?
Is there a theme? What is the theme about? (this could be researched or your own opinion)



EXAMPLE

Dutch Impressionist painter, Vincent Van Gogh was born on March 30th, 1893, in Zundert, a predominantly Catholic province of North Brabant in the Netherlands. Van Gogh created about 2,100 artworks, most of which date from the last two years of his life. They include landscapes, stilllives, portraits and self-portraits, and are characterised by bold colours and dramatic, impulsive and expressive brushwork that contributed to the foundations of modern art. He was not commercially successful, and his suicide at 37 came after years of mental illness, depression and poverty.

The painting 'Starry Night' is one of the most recognized pieces of art in the world. Vincent van Gogh painted Starry Night in 1889 during his stay at the asylum of Saint-Paul-de-Mausole near Saint-Rémy-de-Provence. When in a state of depression Van Gogh incorporated darker colours and Starry Night is a wonderful example of this. Blue dominates the painting, blending hills into the sky. The small village lays at the base in the painting in browns, greys, and blues. Even though each building is clearly outlined in black, the yellow and white of the stars and the moon stand out against the sky, drawing the eyes to the sky.

ART & DESIGN – WRITING ABOUT ART – UNDERSTANDING

UNDERSTANDING

What is the main focus/where is your eye drawn to?
What formal elements have they used and how? Line, Colour, Shape, Form, Texture, Pattern, Tone...
How would you describe the composition?
If they have used people in their artwork, can you read any body or facial language?
How has the artist achieved the meaning, concept or message in the image?
What techniques has the artist used to create the meaning/concept or message?
What are your opinions of the work and why?
How does the piece of work make you feel?



EXAMPLE

The stars in the sky are the big attention grabber of the painting; the brightness of them, the swirling brushstrokes and the contrast between them and the blue-sky help make them stand out. It could be that Van Gogh simply wanted to breathe in the higher power into his art, as he grew up in a religious household, they could also represent hope. The village is painted with dark colours, but the brightly lit windows create a sense of comfort. The village is peaceful in comparison to the dramatic night sky and the silence of the night can almost be felt in Starry Night. Vince Van Gogh's unique, thick brush strokes are very much obvious and it's possible that his severe attacks further dramatized his brush work, this technique that adds even more depth as well as a rich texture to this work of art. The steeple dominates the village and symbolizes unity in the town. In terms of composition, the church steeple gives an impression of size and isolation. You cannot ignore the huge, curvy Cyprus tree positioned to the left in the foreground of the painting, Cyprus trees are typically associated with mourning. Personally, I believe that Van Gogh has showing that even with a dark night such as this it is still possible to see light in the windows of the houses. Furthermore, with shining stars filling the sky, there is always light to guide you. This is one of my favourite paintings by Van Gogh, I find the blues calming and the sky transfixes me.

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ART & DESIGN – WRITING ABOUT ART – BEYOND & THE BIG QUESTION

BEYOND

What viewpoint has the artist used?
Are there any back stories as to how the work was made?
Does the artwork have depth or is it shallow?
What materials do you think they have used?
Can you think of any other materials they could have used?
What skills will you develop looking at this artist?
Could you approach the work using different techniques?
How could you experiment with the artists ideas further?

THE BIG QUESTION

How will you be influenced by this artists work when planning your own artwork?



EXAMPLE

Van Gogh painted The Starry Night during his stay at the Saint-Paul-de-Mausole asylum near Saint-Rémy-de-Provence in France, several months after suffering a breakdown. This painting is based on the view from his window, it appears that his room could have been high up or that the asylum was on a hill. Van Gogh was not allowed to paint in his room, so he created sketches of the view and used these alongside his memory. There is a great deal of depth to this painting, Van Gogh has achieved this by including the foreground, middle ground and the background. There is also depth and texture within the paint that Van Gogh has used, to achieve this he loaded his brush with oil paints to build up a thick, impasto texture. This impasto texture is a key feature in many of van Gogh's works. By creating work in response to Van Gogh I will develop my understanding of mark making, and colour, I will also develop my painting and drawing skills, and I think it will also provide me with the opportunity to be more expressive within my work. When planning my own work I will consider exaggerating certain elements like colour and perspective, if I paint light within my work I could use a strong colour contrast, like yellow and orange against blue. I could also use directional brushwork to create a sense of movement and turbulence in my painting and finally, I will consider repeating similar techniques and processes within my work, so that I can achieve a strong style.

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ART & DESIGN – WRITING ABOUT ART – SENTENCE STARTERS

KNOWLEDGE

The artist... was born in...
 Their parents were...
 They studied at...
 Events that may have influenced...
 They are/were influenced by...
 The painting is called...
 It was completed in the year...
 The work portrays...
 This style of... is called...
 Looking at this piece of work...
 This painting is/isn't part of a series called...
 When first looking at the painting I thought...
 In the painting I can see the following: ...
 The subject of the painting is...
 To me the artwork looks like...

UNDERSTANDING

My eye is initially drawn to..... Because...
 In the piece the artist has created a... texture... by...
 The colours used can be described as...
 I can see the following shapes and forms...
 There is limited use of... this suggests...
 The artist uses space to create a feeling of...
 The composition of the image suggests...
 The composition style conveys...
 The objects/people/scene looks... because the artist has...
 The artist's use of... suggests...
 I think he/she has done this to convey...
 In my opinion...
 It is in my view that...
 This piece of artwork makes me feel...

BEYOND

I think the artist worked from... because...
 The artist prepared for this work by...
 I think the artist is trying to communicate...
 There are/aren't any clear messages...
 The reason I think this is because...
 They have used...
 It appears that...
 They may have also used...
 If they had used... It might have...
 I could potentially use...
 By looking at... I will develop my skills in...
 It could also influence...
 When creating my own work I will...

BIGGER PICTURE

This piece of art will influence how I...
 Moving forward I think I will...
 As a result of studying... I will...
 This piece of art has made me consider...

These sentence starters can be used to help you form your artist research and analysis. You might not always be able to find the answer to all of the questions through research, some of the question require your thoughts and opinions. Always write in full sentences and evidence your thoughts and opinions.

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ART & DESIGN – VOCABULARY

WORDS TO DESCRIBE ART

Realistic	Unrealistic
Abstract	Colourful
Abstraction	Linear
Expressive	Rounded
Impressionistic	Motion
Surreal	Messy
Still life	Organised
Portraiture	Geometric
Figurative	Structured
Non-Western	Fluid
Sculpture	Neat
Textile	Loud
Batik	Accurate
Appliqué	Disorganised
Glass	Graphic
Painting	Traditional
Mixed media	Modern
Ceramics	Contemporary

COMPOSITION

Balanced
 Unbalanced
 Skewed
 Perspective
 Plane
 Proportion
 Symmetry
 Space
 Scale
 Foreground
 Middle ground
 Background
 Decorative
 Eye-line
 Focus
 Blurred
 Form
 Birds eye view

DRAWING

Line
 Tone
 Shading
 Contour
 Two-Dimensional
 Three-Dimensional
 Observational
 Composition
 Proportion
 Perspective
 Scale
 Accuracy
 Realistic
 Outline
 Mark-making
 Sketch
 Composition
 Tracing
 Impression

PAINTING

Wash
 Watercolour
 Acrylic
 Oil
 Brush strokes
 Impasto
 Drybrush

PRINTING

Monoprint
 Etching
 Intaglio
 Lithograph
 Woodcut
 Block Printing
 Lino Print
 Linocut
 Relief Print
 Ink
 Brayer

LIGHT

Natural
 Artificial
 Dark
 Bright
 Shadow
 Low light
 Dim

FEELING

Atmospheric
 Expressive
 Humorous
 Disturbing
 Refreshing
 Nostalgic
 Emotive
 Depressing
 Delicate
 Sinister
 Joyous

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FOOD



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YEAR 7 - FOOD

BRIEF OVERVIEW OF TOPIC

In this project you will explore the theme food.

You will begin by learning observational drawing techniques and how to use each of the formal elements to create your own artwork. You will focus on developing skills in representing line, tone, shape, form, colour, texture and pattern.

You will also develop skills using pencil, colouring pencil, oil pastels, paint, cardboard construction and textiles

You will explore and analyse the work of a range of artists who use food as inspiration for their art work, you will also look at packaging, then you will compose and create your own 3D response showing an influence of their styles and techniques.

You will also explore the environmental impact of various foods, food marketing and also healthy eating.

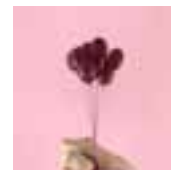
ARTISTS WHO EXPLORE THE THEME FOOD



Angela Lyons



Wayne Thiebaud



Danling Xiao



Paul Cezanne



Claus Oldenburg



Lucy Sparrow

PLACES TO VISIT

Guildhall Market
Eagle Centre Market
Pak Foods
Supermarkets
Convenience Stores
Bakeries

Delicatessens
Fridge
Cupboards
Restaurants
Cafes
Fast Food Outlets

WEBSITES TO VISIT

www.npg.org.uk/
www.saatchigallery.com/
www.tate.org.uk
www.artsandculture.google.com
www.nationalgallery.org.uk
www.moma.org

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YEAR 7 - FOOD

KEYWORDS	DEFINITIONS
Carbon Footprint	A carbon footprint is the total amount of greenhouse gases (including carbon dioxide and methane) that are generated by our actions
Carbon Dioxide	Carbon dioxide is a chemical compound composed of one carbon and two oxygen atoms. It is often referred to by its formula CO ₂ .
Global warming	The gradual heating of Earth's surface, oceans and atmosphere, is caused by human activity, primarily the burning of fossil fuels that pump carbon dioxide, methane and other greenhouse gases into the atmosphere.
Consumption	The act of using, eating, or drinking something
Emissions	an amount of a substance that is produced and sent out into the air that is harmful to the environment, especially carbon dioxide
Carbon Offset	an action or activity (such as the planting of trees or carbon sequestration) that compensates for the emission of carbon dioxide or other greenhouse gases to the atmosphere

KEYWORDS	DEFINITIONS
Climate Change	Climate change is a long-term change in the average weather patterns that have come to define Earth's local, regional and global climates.
Marketing	the action or business of promoting and selling products or services, including market research and advertising.
Enticing	attractive or tempting; alluring.
Tactile	If something is tactile, it has a surface that is pleasant or attractive to touch:
Contemporary	Contemporary art is the art of today, produced in the second half of the 20th century or in the 21st century. Contemporary artists work in a globally influenced, culturally diverse, and technologically advancing world.
Installation	Installation art is an artistic genre of three-dimensional works that are often site-specific and designed to transform the perception of a space.
Soft Sculpture	Soft sculpture is a type of sculpture made using cloth, foam rubber, plastic, paper, fibres and similar material that are supple and nonrigid

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YEAR 7 – FOOD – ANGELA LYONS

ANGELA LYONS

Angela grew up in the North East of England, and now lives on the Sussex coast. She works exclusively with oil paints on canvas and her style is representative with a contemporary approach.

As painting is her absolute passion, there is rarely a day goes by when she isn't in her studio. She likes to capture aspects of everyday life, from deckchairs on the beach, to a tempting, tasty treat.

Her sweets and cakes in particular evoke childhood memories, and make people smile. There is a realistic quality to them, but with much more heart and a sense of warmth which connects with all ages.

Sometimes it's the simple things in life that make for the most pleasure, and Angela believes that beauty can be found in everything.

Her work can be found in galleries across the South-East, and has attracted a number of collectors. She has recently been described as "one of the hottest properties in the art market today" and as a "formidable force in the contemporary art scene". Her work itself has been described as "beautifully colourful works depicting vibrant sweets through to local beauty".



KEYWORDS

Painting	Detail	Cakes
Colourful	Still-life	Form
Vibrant	Contemporary	Tone
Realistic	Repetition	Temptation
Accurate	Composition	Balanced
	Sweets	Space

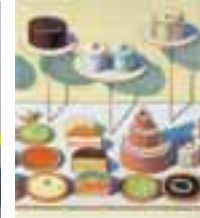
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YEAR 7 – FOOD – WAYNE THIEBAUD

WAYNE THIEBAUD

Wayne Thiebaud (pronounced tee-bow) was born Mesa, Arizona in 1920, and his family soon moved to Los Angeles in 1921. In high school he became interested in stage design and lighting, and worked part-time at a movie theatre where he made posters for lobby displays, 1935-1938. During this time he also worked as a summer apprentice program in the animation department of Walt Disney Studios, 1936. From 1942 to 1945, Thiebaud served in the Air Force, assigned to the Special Services Department as an artist and cartoonist, and eventually transferred to the First Air Force Motion Picture Unit, commanded by Ronald Reagan.

Thiebaud's characteristic work displays consumer objects such as pies and cakes as they are seen in shop windows. He uses heavy pigment and exaggerated colours to depict his subjects, and the well-defined shadows characteristic of advertisements are almost always included. Objects are simplified into basic units but appear varied using seemingly minimal means. From 1949 to 1950, Thiebaud studied at the San Jose State University and from 1950 to 1953 at the California State University in Sacramento. Thiebaud's work executed during the fifties and sixties, slightly predate the works of the classic pop artists, suggesting that Thiebaud may have had an influence on the movement. Thiebaud lectured at the Art Department of the Sacramento City College until 1959, when he became a professor at the University of California in Davis. Today, Wayne Thiebaud lives and works in California.



KEYWORDS

Uniformed
Composition
Still-life
Minimal
Paint

Pastel
Pigment
Exaggerated
Simplified
Shadows
Defined

Illusionistic
Mass Produced
Common Objects
Depth
Idealised
Variation

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YEAR 7 – FOOD – LUCY SPARROW

LUCY SPARROW

Lucy Sparrow is a Contemporary artist who was born in Bath, England in 1986. Her incredible felt sculptures draw a line between the world of Contemporary Art and Craft. She works under the name 'Sew Your Soul' and has so far created 7 major Installations in London, New York and LA.

She took the art world by storm in Summer 2014 with the opening of her fully stocked felt corner shop installation soft sculpture recreation of a British newsagents in a derelict shop in London's East End. The Installation was funded by a Kickstarter campaign. According to news sources, it took Sparrow and her assistant seven months and 300 sq. metres of felt to create the 4,000 items on display. With queues around the block and wall to wall media coverage, the installation was both a commercial and critical success. In 2016, the BBC commissioned Lucy to recreate the Crown Jewels in felt, to celebrate HRH The Queen's official 90th birthday.

In April 2021 Sparrow opened an entirely felt stocked pharmacy in London's Mayfair area called 'Bourdon Street Chemist' where viewers will find 15,000 individual Pharmacy products that can be purchased over the counter from the artist herself making this a piece of performance art as well as an installation.



KEYWORDS

Installation
Soft Sculpture
Performance Art
Felt
Textiles

Craft
Flat Lay
Commercial
Sew
Uniformed
Composition

Still-life
Replicate
Mass Produced
Common Objects
Likeness
Playful

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MARINE LIFE



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YEAR 7 – MARINE LIFE

BRIEF OVERVIEW OF TOPIC

In this project you will begin by exploring the theme marine life. You will look at various types of marine life, environmental issues, and look at how artists have responded.

You will conduct research and create a mind map on environmental issues that affect our waters, before beginning to study a variety of marine life images. We will explore a current environmental issues and consider ways in which we can respond to it as artists, we will look at how we can convey messages within our work by applying various artists techniques.

You will work in a range of media to present your own ideas and responses that conveys a meaningful message. You will learn a variety of drawing techniques, as well as print making, clay and painting techniques.

ARTISTS WHO RESPOND TO MARINE LIFE



Ernst
Haeckel



Andreas
Franke



Aurora
Robson



Yellena
James



Tamara
Phillips



Stephanie
Kilgast

PLACES TO VISIT

Sea Life Centre
Carsington Water
Mercia Marina
Elvaston Castle Country
Park
Kedleston Hall

PLACES TO VISIT

Darley Park
Markeaton Park
Foremarke Reservoir
Staunton Harold
Reservoir
Mapperly Reservoir
River Derwent

WEBSITES TO VISIT

www.bbc.co.uk/programmes/b008044n (Blue Planet)
<https://www.msc.org/uk/>
(Marine Stewardship Council)
www.wvf.org.uk/updates/6-ways-help-save-our-seas

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YEAR 7 - MARINE LIFE

KEYWORDS	DEFINITIONS
Fish	A limbless cold-blooded vertebrate animal with gills and fins living wholly in water
Scales	Scales protect fish from injury, much like skin on the human body.
Gills	A fish "breathes" by closing the gills and opening its mouth to take in water
Nostrils	They lead into organs of smell which are as a rule, very sensitive, so that a fish can detect the presence of food in the water at considerable distances.
Eyes	The eyes of a fish have large round pupils which do not vary in size.
Mouth	The mouth serves for taking in food; also for the breathing current of water.
Lateral Line	Used to feel low vibrations in the water
Fin	Fins located in different places on the fish serve different purposes such as moving forward, turning, keeping an upright position or stopping.

KEYWORDS	DEFINITIONS
Coral	A hard stony substance secreted by certain marine coelenterates as an external skeleton, typically forming large reefs in warm seas.
Coral Bleaching	When corals are stressed by changes in conditions such as temperature, light, or nutrients, they expel the symbiotic algae living in their tissues, causing them to turn completely white.
Microbeads	Microbeads are manufactured solid plastic particles of less than one millimetre in their largest dimension.
Pollution	Pollution is the introduction of harmful materials into the environment. These harmful materials are called pollutants. Pollutants damage the quality of air, water, and land.
Oil Spill	An escape of oil into the sea or other body of water.
The Great Pacific Garbage Patch	A gyre of plastic debris in the north-central Pacific Ocean. It's the largest accumulation of plastic in the world.

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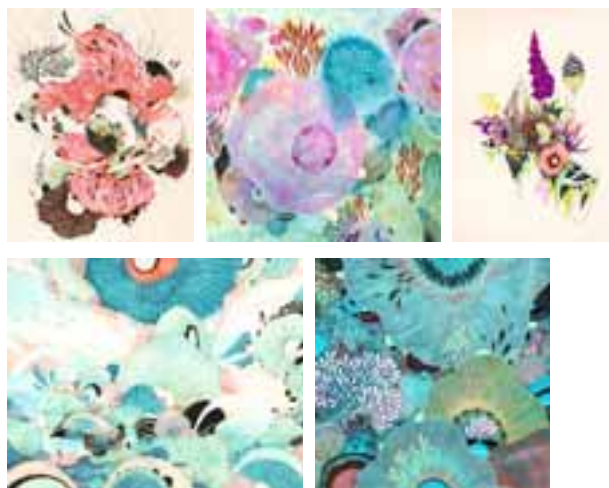
YEAR 7 – MARINE LIFE – YELLENA JAMES

YELLENA JAMES

Yellena James grew up and attended art school in Sarajevo, Bosnia and Herzegovina. At the age of 18 she moved to the U.S. After gaining her BA in painting and graphic design at University of Central Florida, she eventually made her way to Portland, Orlando. Preferring pens, inks, markers and acrylics, she combines complex abstract forms into dazzling images which take on lives of their own. Her colourful arrangements of organic shapes and tangled lines are at once floral and alien, organic and sci-fi.

James has participated in shows around the U.S. and overseas, including: solo exhibitions at Giant Robot (San Francisco and Los Angeles), the Here Gallery (Bristol UK), the Hijinks Gallery (San Francisco) and more. She also has done illustration work for Anthropologie, Crabtree and Evelyn, Crate and Barrel, Relativity Media and many others.

"My latest works further explore the intricate and delicate forms of an imaginary ecosystem, twisting and floating together in an alluring environment. I attempt to create an ethereal place which is hypnotically familiar and yet hauntingly exotic, adding tiny little details in a sort of compulsive meditation, until a perfect balance is created. The intricacy and high detail, along with hints of existing organic shapes lend to the intimacy and believability of each new world. "



KEYWORDS

Pens	Abstract	Detail
Markers	Complex	Hypnotic
Ink	Floral	Exotic
Acrylic	Coral	Balance
Organic	Shapes	Intricate
	Tangled Lines	Ethereal

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YEAR 7 – MARINE LIFE – STEPHANIE KILGAST

STEPHANIE KILGAST

Inspired by natural forms, French artist Stéphanie Kilgast's creations are an ode to nature and its current biodiversity. Plants, mushrooms, insects and other animals encounter in a vibrant swirl of colours under her brush or sculpting tools.

Since 2017, in her series "Discarded Objects", she grows colourful organic sculptures on human-made objects, celebrating the beauty of nature in a dialogue with humanity, questioning the lost balance between human activities and nature.

Her work has a cheerful post apocalyptic feel to it, a reassuring reminder that nature has the capacity to grow back, if we only let it.

Kilgast uses rubbish, old objects and books onto which she creates a vibrant, abounding representation of plants, animals and fungi. This wild encounter of natural forms and bright colours onto human-made objects come to life in her sculptural and pictorial work. With her choice of bold and vibrant colours, She offers a cheerful post-apocalyptic world. While she talks about a heavy subject, the disastrous impact of human activities, she also wishes that people leave her work with a feeling of happiness and hope, and keep fighting. Through her work, she would like to provoke wonder of the living while questioning the status quo of our current societies.

Her work has been exhibited in North America, Asia, Australia and Europe.



KEYWORDS

Sculpture
Three-Dimensional
Upcycled
Rubbish
Repurposed

Vibrant
Representation
Natural
Form
Coral
Biodiversity

Sculpt
Plants
Fungi
Impact
Happiness
Hope

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YEAR 7 – MARINE LIFE – AURORA ROBSON

AURORA ROBSON

Aurora Robson was born in Toronto, Canada in 1972, but grew up in Hawaii. She received a BA in Visual Art & Art History from Columbia University, New York in 2000. She is a certified structural welder and for many years ran her own welding studio in New York.

Robson's primary focus is creating works made with plastic collected by intercepting the waste stream, repurposing plastic into art before it is sent to recycling. While her initial work was with common household plastics like water bottles and caps, she is currently focused on large scale sculptures made with industrial plastic. She also paints and creates 3-dimensional collages made with junk mail and excess packaging.

In 2008, Robson founded Project Vortex, a not-for-profit organization consisting of artists, designers and architects from around the world that also work with plastic. The organization strives to bring awareness to plastic pollution and encourage cleanups of waterways. In 2013, she gave a Ted talk at TedxPeachtree entitled "Trash+Love" introducing "Sculpture+Intercepting the Waste Stream," an open source course she designed to foster creative stewardship at academic institutions. The course was first taught by Robson at Mary Baldwin University in 2012. Her goal for the course is to inspire others to look at junk differently and rather than discard it, to create art.



KEYWORDS

Sculpture
Three-Dimensional
Upcycled
Rubbish
Repurposed

Installation
Vibrant
Intricate
Debris
Form
Abstract

Nightmares
3-Dimensional Collages
Sculpt
Innovative
Impact
Suspended

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ART HISTORY



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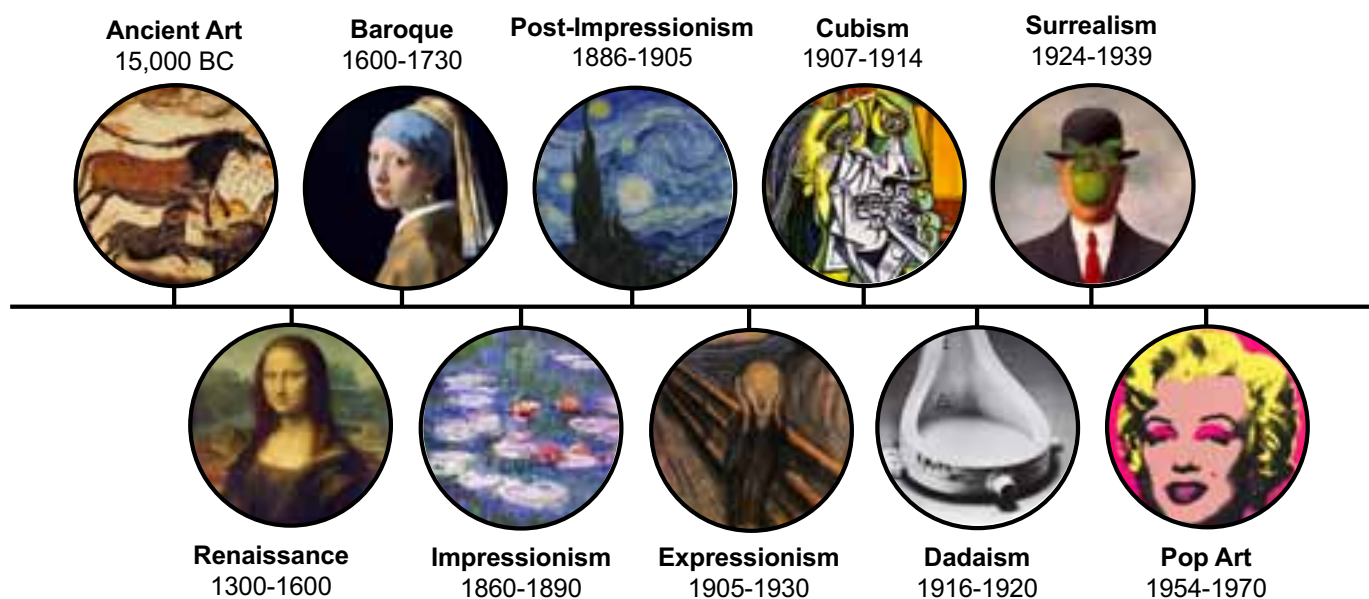
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ART HISTORY – WESTERN ART TIMELINE



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ART HISTORY – IMPRESSIONISM

Impressionism developed in France in the nineteenth century and is based on the practice of painting out of doors and spontaneously 'on the spot' rather than in a studio from sketches. Main impressionist subjects were landscapes and scenes of everyday life.

FAMOUS IMPRESSIONIST ARTISTS



Claude Monet
Impression, Sunrise
1872



Auguste Renoir
Bal du moulin de la Galette 1876



Edgar Degas
La Clase de Danza
1873



Camille Pissarro
Late afternoon in
our Meadow 1887



Mary Cassatt
Breakfast in bed
1897



Edouard Manet
A Bar at the Folies-Bergere
1882

IMPRESSIONISM IN DETAIL

Impressionism was developed by Claude Monet and other Paris-based artists from the early 1860s. Instead of painting in a studio, the impressionists found that they could capture the momentary and transient effects of sunlight by working quickly, in front of their subjects, in the open air (en plein air) rather than in a studio. This resulted in a greater awareness of light and colour and the shifting pattern of the natural scene. Brushwork became rapid and broken into separate dabs in order to render the fleeting quality of light.

The first group exhibition was in Paris in 1874 and included work by Monet, Auguste Renoir, Edgar Degas and Paul Cezanne. The work shown was greeted with derision with Monet's Impression, Sunrise particularly singled out for ridicule and giving its name (used by critics as an insult) to the movement. Seven further exhibitions were then held at intervals until 1886.

Other core artists of impressionism were Camille Pissarro and Berthe Morisot with Edgar Degas and Edouard Manet also often associated with the movement.

Although originating in France, impressionism had great influence overseas. Core British impressionists included Walter Richard Sickert and Wilson Steer.

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ART HISTORY – IMPRESSIONISM

WHAT INSPIRED THE IMPRESSIONIST STYLE?

The rise of Impressionism can be seen in part as a response by artists to the newly established medium of photography. In the same way that Japonisme focused on everyday life, photography also influenced the Impressionists' interest in capturing a 'snapshot' of ordinary people doing everyday things.

The taking of fixed or still images provided a new medium with which to capture reality, and changed the way people in general, and artists in particular, saw the world, and created new artistic opportunities.

Learning from the science of photography, artists developed a range of new painting techniques. And, rather than compete with the ability of the photograph to record 'a moment of truth' the Impressionists, such as Monet, felt free to represent what they saw in an entirely different way – focusing more on light, colour and movement in a way that was not possible with photography. Over time, these subjective observations became much more widely accepted as works of art, although initially they were thought to be 'sketchy' or 'unfinished'.

Adding to this, there was the invention of the box easel and the introduction of paints in tubes, making artists more free and mobile.

KEYWORDS	DEFINITIONS
Impression	A pictorial representation of someone or something
Accurate	Providing a faithful representation of someone or something.
Composition	The arrangement of elements within a work of art
Depiction	To show or represent someone or something in a work of art such as a drawing or painting.
Accentuate	To make something or someone more noticeable or prominent.
Plein Air Painting	The act of painting outdoors, as opposed to in an artists studio.
Viewpoint	The position from where you view your scene
Japonisme	A French term that refers to the popularity and influence of Japanese art and design among a number of Western European artists in the nineteenth century following the forced reopening of trade of Japan in 1858
Pointillism	the practice of applying small strokes or dots of colour to a surface so that from a distance they visually blend together.

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ART HISTORY – IMPRESSIONISM – CLAUDE MONET

CLAUDE MONET 14 November 1840 – 5 December 1926

Claude Monet was born on 14 November 1840 in Paris, France, to a green grocer and a singer, and moved to Normandy when he was 5. Studying at an art school in the area, Monet knew from a young age that he wanted to be an artist. He was known locally, selling charcoal portraits along the beachfront and experimenting with new styles of painting.

After school, he moved to Paris, before joining the army to fight in Algeria for seven years. After serving for only two years, he contracted typhoid and left to attend art school in Paris instead. Here he became close friends with a group of painters who would develop a new, controversial approach to art in Paris.

Perhaps Monet's most famous work is his 'Bridge Over a Pond of Waterlilies'. It was part of a collection titled Waterlilies, containing over 250 works that he painted in his flower garden at Giverny. They are currently on display at some of the most prestigious art museums in the world, including The Met in New York.

Other works of note include 'Impression, Sunrise' which is the piece that gave the movement its name. Monet's works were ridiculed by critics when he first exhibited them, yet now sell for upwards of £40million, inspiring some of the most influential artists of the 20th century.



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ART HISTORY – IMPRESSIONISM – PIERRE-AUGUSTE RENOIR

PIERRE-AUGUSTE RENOIR 25 February 1841 – 3 December 1919

Renoir was one of the leading painters of the Impressionist group. He evolved a technique of broken brushstrokes and used bold combinations of pure complementary colours, to capture the light and movement of his landscapes and figure subjects. Following a visit to Italy in 1881 his style changed, becoming more linear and classical.

Renoir was born in Limoges in south-west France, where he began work as a painter on porcelain. He moved to Paris, joining the studio of the fashionable painter Charles Gleyre in around 1861-2. Courbet influenced the young Renoir. In Paris he encountered other painters, notably Monet and Sisley, who were later to become Impressionists. In 1869 he and Monet worked together sketching on the Seine, and Renoir began to use lighter colours. Around the 1880s Renoir travelled abroad, visiting Italy, Holland, Spain, England, Germany and North Africa. He deeply admired works by Raphael, Velázquez, and Rubens, and the latter's influence may be seen in his works. Renoir's work seems always to be about pleasurable occasions, and reveals no great seriousness in his subjects.

Before his death in 1919, Renoir travelled to the Louvre to see his paintings hanging in the museum alongside the masterpieces of the great masters. He was a prolific artist, created several thousands artworks in his lifetime, and include some of the most well-known paintings in the art world.



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ART HISTORY – IMPRESSIONISM – MARY CASSATT

MARY CASSATT 22 May 1844 - 14 June 1926

Mary Cassatt was born in Allegheny City, was an American painter and printmaker who was part of the group of Impressionists working in and around Paris. She took as her subjects almost exclusively the intimate lives of contemporary women, especially in their roles as the carers of children. Cassatt was the daughter of a banker and lived in Europe for five years as a young girl. She was tutored privately in art and attended the Pennsylvania Academy of the Fine Arts in 1861–65, but she preferred a less academic approach and in 1866 travelled to Europe to study with European painters. Her first major showing was at the Paris Salon of 1872; four more annual Salon exhibitions followed. In 1874 Cassatt chose Paris as her permanent residence and established her studio there. She shared with the Impressionists an interest in experiment and in using bright colours. Edgar Degas became her friend; his style and that of Gustave Courbet inspired her own. Degas was known to admire her drawing especially, and at his request she exhibited with the Impressionists in 1879 and joined them in shows in 1880, 1881, and 1886. Like Degas, Cassatt showed great mastery of drawing, and both artists preferred unposed asymmetrical compositions. Cassatt also was innovative and inventive in exploiting the medium of pastels. After the great exhibition of Japanese prints held in Paris in 1890, she brought out her series of 10 coloured prints. Her emphasis shifted from form to line and pattern. In 1894 she purchased a château in Le Mesnil-Théribus and thereafter split her time between her country home and Paris. Soon after 1900 her eyesight began to fail, and by 1914 she had ceased working.



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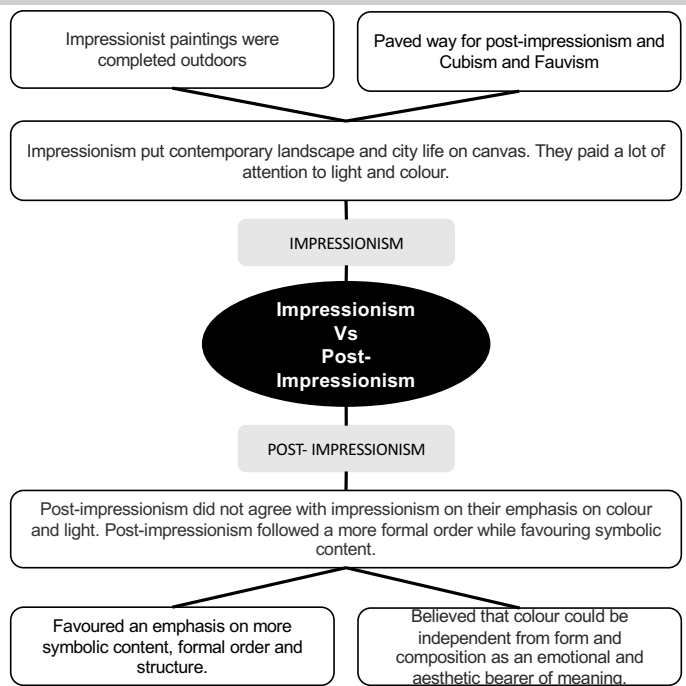
ART HISTORY – POST-IMPRESSIONISM

Post-impressionism is a term which describes the changes in impressionism from about 1886, the date of last Impressionist group show in Paris

POST-IMPRESSIONISM IN DETAIL

The term is usually confined to the four major figures who developed and extended impressionism in distinctly different directions – Paul Cezanne, Paul Gauguin, Georges Seurat and Vincent van Gogh. Cézanne retained the fundamental principles of painting from nature but with added rigour. Seurat put impressionist painting of light and colour on a scientific basis (neo-Impressionism, divisionism). Gauguin retained intense light and colour but rejected painting from nature and reintroduced imaginative subject matter. Van Gogh painted from nature but developed highly personal use of colour and brushwork directly expressing emotional response to subject and his inner world.

The Post-Impressionists rejected Impressionism's concern with the spontaneous and naturalistic rendering of light and colour. Instead they favoured an emphasis on more symbolic content, formal order and structure. Similar to the Impressionists, however, they stressed the artificiality of the picture. The Post-Impressionists also believed that colour could be independent from form and composition as an emotional and aesthetic bearer of meaning.



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ART HISTORY – POST-IMPRESSIONISM – VINCENT VAN GOGH

VINCENT VAN GOGH 30 March 1853–29 July 1890

Vincent van Gogh was a Dutch post-impressionist painter. His work had a great influence on modern art because of its striking colours and emotional power. He suffered from anxiety and fits of mental illness. When he was 37, he died from shooting himself in the chest.

He was born Vincent Willem van Gogh on March 30, 1853 in Groot-Zundert, Netherlands. His father, Theodorus van Gogh, was a pastor. His mother, Anna Cornelia Carpentus, was an artist. Van Gogh was brought up in a religious and cultured family. He was very emotional and he did not have a great deal of self-confidence. He was also a replacement child. He was born a year after the death of his brother, also named Vincent. He even had the same birthday. Living at the church rectory Vincent walked past the grave of his dead brother every day. There has been speculation that van Gogh suffered later psychological trauma as a result. But this cannot be proved.

When he was a young man, Van Gogh worked for a company of art dealers. He travelled between The Hague, London and Paris. After that, he taught in England. He then wanted to become a pastor and spread the Gospel, and from 1879 he worked as a missionary in a mining place in Belgium. He began drawing the people there, and in 1885, he painted his first important work, *The Potato Eaters*. He usually painted in dark colours at this time.



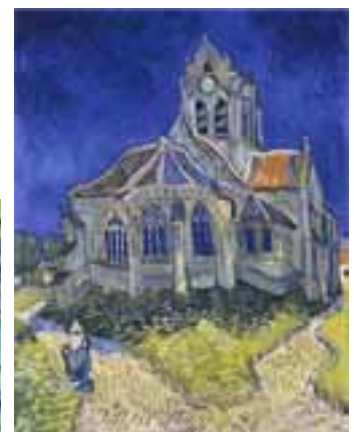
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ART HISTORY – POST-IMPRESSIONISM – VINCENT VAN GOGH (continued)

VINCENT VAN GOGH 30 March 1853–29 July 1890

In March 1886, he moved to Paris and found out about the French impressionists. Later, he moved to the south of France, and the colours in his art became brighter. His special style of art was developed and later fully grown during the time he stayed in Arles in 1888. In 1886 he went to Paris, van Gogh studied with Cormon, he also met Pissarro, Monet, and Gauguin. This helped the colours of his paintings lighten and be painted in short strokes from the paintbrush. His nervous temper made him a difficult companion and night-long discussions combined with painting all day made him very unhealthy. He decided to go south to Arles where he hoped his friends would join him and help found a school of art. Gauguin did join him, but it did not help. Near the end of 1888, Gauguin left Arles. Van Gogh followed him with an open razor, but was stopped by Gauguin. Instead, he cut his own ear lobe off. After that, van Gogh began to get fits of madness and was sent to the asylum in Saint-Remy for medical treatment.

During his brief career he had only sold one painting. After his death, Van Gogh's finest works were all sold in less than three years. His mother threw away a lot of his paintings during his life and even after his death. But she lived long enough to see him become a world famous painter. He was not well known when he was alive, and most people did not appreciate his art. After he died, though, he became very famous. Today, many people think he is one of the greatest painters in the world and an important influence on modern art.



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ART HISTORY – EXPRESSIONISM

Expressionist art tried to convey emotion and meaning rather than reality. Each artist had their own unique way of "expressing" their emotions in their art. In order to express emotion, the subjects are often distorted or exaggerated.

FAMOUS EXPRESSIONIST ARTISTS



Edvard Munch
The Scream
1893



Wassily Kandinsky
Composition IV
1911



Ernst Ludwig Kirchner
Fränzi in front of
Carved Chair 1910



Henri Matisse
Olive Trees at Collioure
1906



Franz Marc
The Tower of
Blue Horses
1913



Erich Heckel
Landscape Near Dresden
1910

EXPRESSIONISM IN DETAIL

In expressionist art, colour can be highly intense and non-naturalistic, brushwork is typically free and paint application tends to be generous and highly textured.

Expressionist art tends to be emotional and sometimes mystical. It can be seen as an extension of Romanticism.

Although the term expressionist can be applied to artworks from any era, it is generally applied to art of the twentieth century. It may be said to start with Vincent Van Gogh and then form a major stream of modern art embracing, among many others, Edvard Munch, fauvism and Henri Matisse, Georges Rouault, the Brücke and Blaue Reiter groups, Egon Schiele, Oskar Kokoschka, Paul Klee, Max Beckmann, most of Pablo Picasso, Henry Moore, Graham Sutherland, Francis Bacon, Alberto Giacometti, Jean Dubuffet, Georg Baselitz, Anselm Kiefer and the neo-expressionism of the 1980s.

The term is often specifically associated with modern German art (also referred to as German expressionism), particularly the Brücke and Blaue Reiter groups.

After World War II an abstract form of expressionism developed in America, known as abstract expressionism.

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ART HISTORY – EXPRESSIONISM

WHAT INSPIRED THE EXPRESSIONIST STYLE?

The Expressionists were influenced by their predecessors of the 1890s and were also interested in African wood carvings and the works of such Northern European medieval and Renaissance artists as Albrecht Dürer, Matthias Grünewald, and Albrecht Altdorfer. They were also aware of Neo-Impressionism, Fauvism, and other recent movements. The roots of Expressionism can be traced to certain Post-Impressionist artists like Edvard Munch in Norway, as well as Gustav Klimt of the Vienna Secession.

EXPRESSIONISM KEY FEATURES

An artistic style in which the artist seeks to depict not objective reality but rather the subjective emotions and responses that objects and events arouse within a person. The artist accomplishes this aim through distortion, exaggeration, primitivism, and fantasy and through the vivid, jarring, violent, or dynamic application of formal elements. In a broader sense Expressionism is one of the main currents of art in the late 19th and early 20th centuries, and its qualities of highly subjective, personal, spontaneous self-expression are typical of a wide range of modern artists and art movements.

KEYWORDS	DEFINITIONS
Dynamic	Constant change, development or progress
Harsh	Unpleasantly rough or jarring to the senses.
Bold	Having a strong, vivid, or clear appearance.
Intense	Existing or occurring in a high or extreme degree.
Primitivism	Primitivism is a mode of aesthetic idealization that either emulates or aspires to recreate "primitive" experience.
Distortion	Involves stretching, lengthening, shortening, squeezing, melting and twisting an object from its original appearance to a new, strange, surreal appearance.
Exaggeration	Exaggeration is the representation of something as more extreme or dramatic than it really is.
Subjective	Based on or influenced by personal feelings, tastes, or opinions. Can change from one person to the next.
Spontaneous	Instinctive and unplanned happenings

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ART HISTORY – EXPRESSIONISM – EDVARD MUNCH

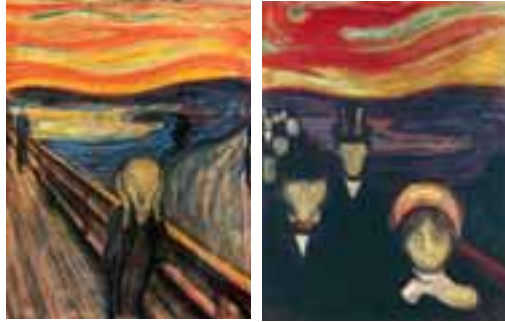
EDVARD MUNCH 12 December 1863 – 23 January 1944

Edvard Munch was a Norwegian painter and print-maker. He was born in Adalsbruk. He was an expressionist who painted 1789 known paintings. He is well known for his treatment of emotion such as fear. His way of seeing things had a large influence on the expressionism of the 20th century. People saw this treatment as being intense.

During his life, he had success as a painter: He became famous outside Norway, and his paintings sold for high prices. The National Gallery (Norway) spent lots of money to buy paintings by Munch. He painted large murals in the Aula (main room) of Norway's (then) only university.

The Scream, 1893 (originally called Despair) is Munch's best-known painting, and is one of the best known images in the world. It is one of the pieces in a series titled The Frieze of Life. In the series Munch explored the themes of life, love, fear, death and melancholy. As with many of his works, he made several versions of the painting. Many people think that The Scream represents the universal anxiety of modern man.

Due to the fact that all of this work which Edvard Munch had created, was donated to the Norwegian government, the country decided to build the Munch Museum of Art. This was done to commemorate his work, his life, and the generosity which he showed, so that it could be enjoyed by the general public.



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ART HISTORY – EXPRESSIONISM – FRANZ MARC

FRANZ MARC 8 February 1880 – 4 March 1916

Franz Moritz Wilhelm Marc was a German painter and printmaker, one of the key figures of German Expressionism. He was a founding member of Der Blaue Reiter (The Blue Rider), a journal whose name later became synonymous with the circle of artists collaborating in it. His mature works mostly depict animals and are known for bright colouration. He was drafted to serve in the German Army at the beginning of World War I and died two years later at the Battle of Verdun.

In 1911, Marc founded the Der Blaue Reiter journal, which became the centre of an artist circle, along with Macke, Wassily Kandinsky, and others who had decided to split off from the Neue Künstlervereinigung movement. In 1912, Marc met Robert Delaunay, whose use of colour and the futurist method was a major influence on Marc's work. With the outbreak of World War I in 1914, Marc was drafted into the Imperial German Army as a cavalryman. By February 1916, as shown in a letter to his wife, he had gravitated to military camouflage. His technique for hiding artillery from aerial observation was to paint canvas covers in broadly pointillist style.

In the 1930s, the Nazis named him a degenerate artist as part of their suppression of modern art. However, most of his work survived World War II, securing his legacy. His work is now exhibited in many eminent galleries and museums. When up for auction, his major paintings attract large sums, with a record of £12,340,500 for Weidende Pferde III (Grazing Horses III).



40

ART HISTORY – EXPRESSIONISM – HENRI MATISSE

HENRI MATISSE 31 December 1869 – 3 November 1954

Henri Matisse was a French artist known for his use of colour and his original ideas.

He is mainly known as a painter, but he was also a draughtsman, printmaker and sculptor.

Matisse created vibrantly coloured paintings using variety of energetic brushwork techniques, ranging from thick impasto (thick paint) to flat areas of pure pigment, sometimes accompanied by a winding and flowing lines.

Although he was initially called a Fauve (wild beast), he painted many traditional themes. He painted from life, and his work includes many portraits and other figurative subjects. His mastery of the expressive language of form and colour, in work spanning over a half-century, won him recognition as a leading figure in modern art.

Matisse and Renoir were friends with a common bond; they loved color, beauty, and painting. He also had the influence of Edouard Manet, Paul Gauguin, Paul Cezanne and Vincent Van Gogh.

Around April 1906, he met Pablo Picasso, who was 11 years younger than Matisse. The two became lifelong friends as well as rivals and are often compared.

Matisse was an influential figure of the 20th century, he had a great impact on future movements of the time, and on artists like Jackson Pollock and Georgia O'Keeffe.

Matisse made copies of many paintings in the Louvre to learn painting. He also experimented with other techniques like Cubism and Pointillism. In his old age, he worked with painted paper and scissors, making collages.

Matisse died of a heart attack in Nice, Alpes-Maritimes.



Year 7 Computer Science

Knowledge Organiser


1

Contents

- 1.1 - Using Canva to make a poster
- 1.2 - Creating a brand/logo
- 1.3 - Creating and delivering the presentation
- 2.1 - Scratch programming – terminology
- 2.2 - Scratch – Control/Event Blocks & Looks Blocks
- 2.3 - Scratch - Sound Blocks & Sensing Blocks
- 2.4 - Scratch – Variables Blocks
- 2.5 - Operator Blocks and Subroutine Blocks

2

1.1 - Using Canva to make a poster

1	Open Canva and click on “Custom size” or this 
2	Choose “poster” for portrait or enter your own measurements for landscape.
3	Set the poster background colour to the main colour using its code.
4	Copy the image you found earlier and paste it on to your page. The copy and paste options appear when you click the right mouse button.
5	Use the text tool to add your title and message text. You can set the font, size, and colour using the options at the top of the screen.

3

1.2 - Creating a brand/logo

1	In an image editor, open a logo. Use the fill tool to recolour it. Save your recoloured logo with a new name.
2	Using PowerPoint, use the default template and add your logo to it.
3	Set the background colour to compliment your logo colours and to match your poster design.
4	Add your title and key message. Set the font, font size, and font colour. Fonts and styles should be consistent between your poster and slide.
5	Creating your slide. Remember the slide should include: <ul style="list-style-type: none">• Colours that match your poster design• The logo you have just edited• The name of your chosen charity or organisation• The same key message used in your poster

4

1.3 - Creating and delivering a presentation

Creating the presentation	Delivering the presentation
Keep fonts basic	Good pace and volume of voice
Don't overcrowd the slide with too much writing	Use of visual aid
Choose images that are appropriate	Eye contact and positive body language
Keep the same format throughout	Professional language and tone
	Well-rehearsed and prepared

5

2.1 - Scratch Programming - Terminology





Scratch 3 Component	What it means
Sprite	The character within your program that is being controlled by commands.
Script	Each script is a group of commands. Each sprite can execute one or more scripts.
Costume	Each sprite can have many costumes. These are found in the purple Looks commands and control the appearance of the sprite.
Stage	Includes backgrounds for the Scratch project and scripts but no motion commands as the stage cannot move.
Clone	A copy of a sprite. Each sprite can spawn many clones.

Terminology	What it means
Iteration	A command that repeats or loops For example: Repeat 10 , Repeat until , Forever
Selection	IF ELSE command that selects which programming path to follow
Condition	A condition is either true or false, for example touching colour red. In Scratch these commands have a long hexagon shape – either green or light blue
Broadcasts	A broadcast is a message that is sent by one sprite to other sprites. Upon receiving a broadcast a script can begin execution.
Variable	A value stored by the program that can change . For example, Set Score to 0







6

2.2 - Scratch – Control/Event Blocks and Looks Blocks

Control/Event Blocks

	
Used to identify the starting point of the program. When you click the green flag, the program will start by running the block after this one.	Forces the program to wait a certain amount of time before moving onto the next instruction.
	
Used to run sprite code when a certain message is received from another sprite.	Used to send a message to other sprites.

Looks Blocks

		
Causes the sprite to say a message for a certain amount of time.	Used to change the appearance of a sprite.	Changes the costume (appearance) of the sprite to the costume after the current costume.
		
Another way to output to the screen. Causes the message to appear in a thought bubble next to the sprite.	Removes any graphical effects that have been applied to the sprite.	Used to apply a graphical effect to a sprite.

7

2.3 - Scratch – Sound Blocks & Sensing Blocks

Sound Blocks


Plays a sound until the sound is finished.

Sensing Blocks

	
Used when you want the user to enter some information.	Checks if the sprite is touching an object.

2.4 - Scratch – Variables Blocks

Variables Blocks

Used to set the value of a variable	Used to change the value of a variable		
Adds an item to a list variable	Deletes all the items in a list variable		
Deletes a certain item in a list variable	Checks if an item is in a list variable	Swaps an item in the list out with another item	Used to display or hide a list on the screen

9

2.5 - Scratch – Operator Blocks & Subroutine Blocks

Operator Blocks

Comparison operators. Used to make a comparison between two values or variables.	Logical operators. Used to create boolean expressions.
Joins together (concatenates) two strings into a single string.	Finds the length of a string.

Subroutine Blocks

Used at the start of a subroutine to identify where the subroutine begins.	Used to tell Scratch to run code in a subroutine.

10

Year 7 Dance & Drama Knowledge Organiser

Drama

Page 2 – An introduction to Drama and Devising

Page 3 - Exploring genre and characterisation through script work on 'Matilda'

Page 4 - Understanding style and developing character.

Dance

Page 5 & 6 - Dance Skills

Page 7 & 8– Warmups

Page 9 – Matilda The Musical

Page 10 & 11 – The Lion King

1

Year 7 Drama – Unit 1 : An introduction to Drama and Devising.

Drama Conventions

Tableaux

A freeze frame or still image capturing an important moment in the story

Thought Tracking

A drama rehearsal technique in which the actor speak the thoughts or feelings of the character aloud.

Stimulus

A starting point that can be inspiration for a play for example a picture, a poem, a word, person or a song

Devising

Making up an original play as a pair or group

Plot

The main story or the 'narrative' – what happens in the play.

Structure

How to organise the plot into sections in order to develop the characters and build tension or excitement in the story.

Keywords	VOICE
Tone	The emotion in your voice
Pitch	How high/low your voice is
Pace	How fast/ slow your voice is
Pause	When you stop moving/ speaking
Volume	How loud/ quiet your voice is
Projection	When you speak clearly and can be heard by an audience

Keywords	MOVEMENT
Gestures	How you move any part of your body to show a mood, feeling or idea
Facial expressions	Using your face to show emotions, mood, feelings and responses
Eye contact	When you establish eye contact with another actor or the audience
Posture	How you hold your body/your stance

2

Year 7 Drama – Unit 2 Exploring genre and characterisation through script work on ‘Matilda’

Keywords for this unit

Character

A role – fictional or real person that an actor plays

Genre

A style or category of Drama.

Musical Theatre

A style of drama which tells a story through combining songs, spoken dialogue, music and dance

Hot-seating

Used by actors as a way to help develop their understanding of a character by answering questions as though they were that character.

Exaggerated stereotype

An over exaggerated image or idea of a typical type of person e.g. an intelligent person might be seen as a ‘geek’ with glasses and always carrying books and studying.

Keywords	VOICE
Tone	The emotion in your voice
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Posture	How you hold your body/your stance

3

Year 7 Drama – Unit 3 Understanding style and developing character.

Key words for this unit

Anthropomorphism When animals behave like humans in stories – speaking, moving, having relationships and feeling different emotions.

Genre

A style or category of Drama.

Physical Theatre

A style of drama which tells a story through mainly focusing on the use of physical movement.

Satire

The use of humour, irony, or exaggeration to make fun of ridicule and criticize people's stupidity especially in politics or other topical issues.

Evaluation

To recognise what was/ wasn't successful onstage. To recognise all the elements that contribute to a production.

Keywords	VOICE
Tone	The emotion in your voice
Pitch	How high/low your voice is
Pace	How fast/ slow your voice is
Pause	When you stop moving/ speaking
Volume	How loud/ quiet your voice is
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Posture	How you hold your body/your stance

4

Year 7 Dance – Dance Skills

Constructive Feedback

Positivity

State something that you enjoyed.

Improvement

Identify something that needs making better.

Target

State specifically what can be done to make the work better.

Technical Skills-

Required to perform a dance movement.



Keywords	
Accuracy	A being correct and precise.
Timing	The use of counts when moving to sound or music.
Dynamics	How a movement is performed.

Physical Skills-

Required to perform physical activity.



Keywords	
Strength	The power exerted by a muscle.
Stamina	Being able to maintain physical energy for a period of time.
Posture	The way the body is held.
Balance	A steady or held position through even distribution of weight.
Coordination	Efficient combination of body parts.
Extension	Lengthening a muscle or limb.
Flexibility	The range of movement at a joint.

5

Year 7 Dance – Dance Skills

Choreography Skills- Required to create a dance.



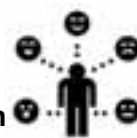
Key Words	
Unison	2 or more dancers performing movement at exactly the same time
Canon	When the same movements overlap in time
Formation	Shapes or patterns created in space by dancers
Pathway	Designs traced on the floor or in the air
Level	Distance from the ground – low, medium or high
Direction	The way a movement faces
Solo	One performer
Duet	Two Performers

Key Words

Trio	Three Performers
Group	Three or more Performers.
Still Image	A held position or image.
Climax	The most significant moment of a dance.

Expressive Skills-

Required to connect with an audience



Key Words

Focus	The use of eyes to enhance performance.
Facial Expression	The use of face to communicate mood, theme and atmosphere.
Projection	The energy a dancer uses to connect with an audience.

6

Year 7 Dance – Unit 1 : Warmups

The Importance of a Warmup-

Temperature

To improve the body temperature in preparation for exercise.

Heart Rate

To increase the speed of which the heart beats, in order to pump blood to the muscles. The blood carries oxygen to the muscles, which the muscles require in order to function.

Prevent Injury

Easing and stretching the muscles through stretching to prevent them from tearing or ripping and causing injuries.

Flexibility

Loosening the joints to improve range of motion and increase flexibility.

Focus

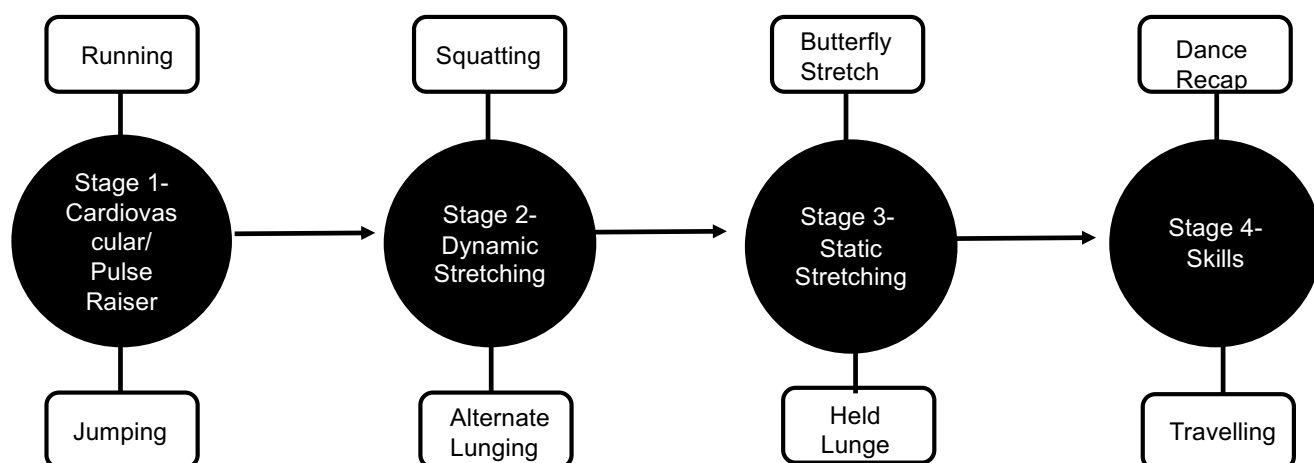
A warmup focuses the mind mentally on the activity ahead. Specific skill-based activities can also be included in a warmup for sport, such as dribbling or passing in football based warm up.

Keywords	Definition
Cardiovascular Movement	Also known as a pulse raiser. A movement which increases the heart rate significantly. For example, Running or jumping.
Dynamic Stretch	A stretch which is performed whilst moving. For example, squatting or alternate leg lunges.
Static Stretch	A stretch which is performed whilst still. For example, a butterfly stretch or a held lunge.
Heart Rate	The speed of which the heart beats.
Warm Up	A series of movements and exercises which prepare the body for physical exercise.

7

Year 7 Dance – Unit 1 : Warmups

Process of a Warmup



8

Year 7 Dance – Unit 2 : Matilda The Musical

Key Characters

Matilda: the main character.

Bruce Bogtrotter: Matilda's friend.

Lavender: Matilda's friend.

Miss Trunchbull: headteacher of the school.

Miss Honey: Matilda's class teacher.

Mr & Mrs Wormwood: Matilda's parents.

Keywords	
Gesture	A movement which represents an everyday action or word.
Mood	The feeling or tone of a character in a performance.
Atmosphere	The overall feeling of a performance.
Character	A person in a novel, play or film.

Choreography Key Words	
Choreographing	Creating a sequence of movements for a dance routine.
Choreography	The sequence of movements forming a dance routine.
Transition	A link from one section to another.

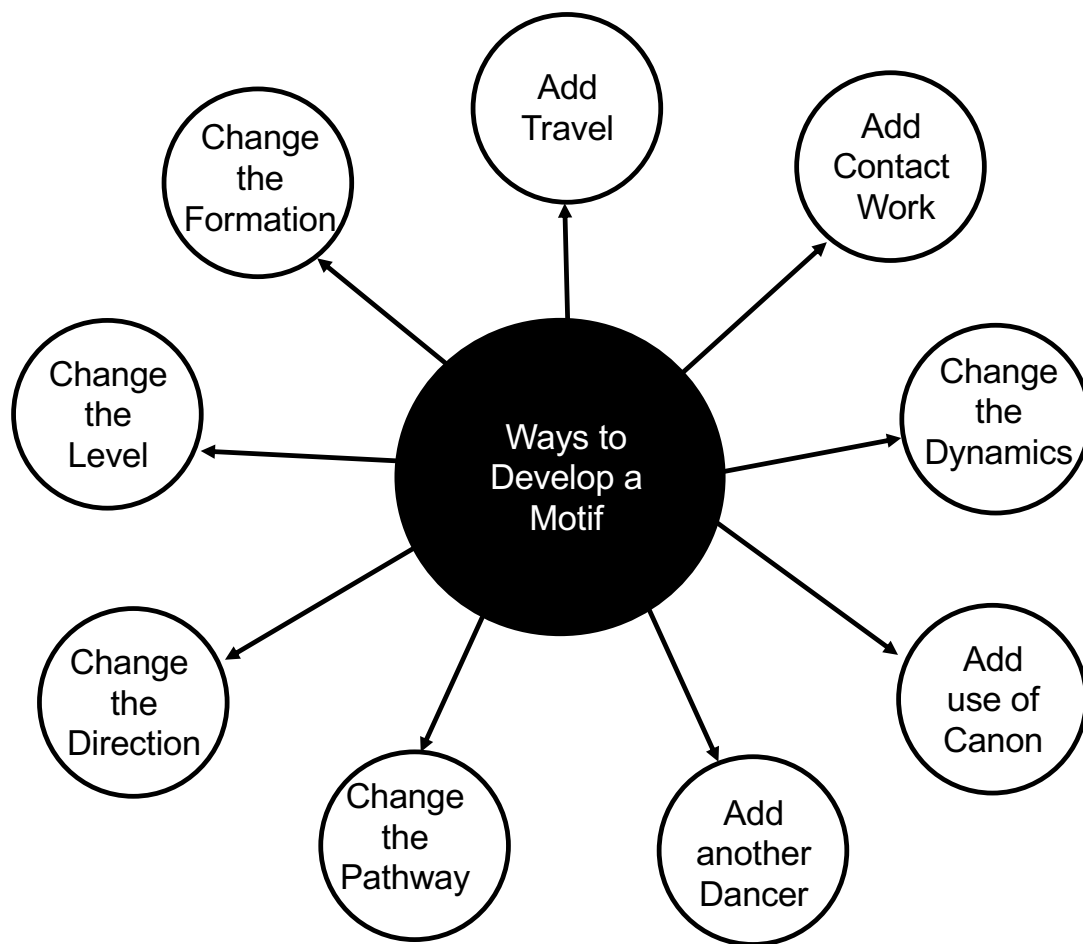
9

Year 7 Dance – Unit 3 : The Lion King

Breakdown of a Movement	
Action	The movement itself.
Space	Where the movement is performed including direction, level and pathway.
Dynamics	How the movement is performed.
Relationships	How many dancers are part of a choreography and how they interact.

Keywords	
Dynamics	How a specific movement is performed.
Posture	How you stand and present yourself.
Characterisation	The features of a specific character, such as facial expression, gesture, posture.
Motif	A sequence of movement used and repeated throughout a piece of choreography.
Motif Development	Adapting an original motif to include other choreographic devices.
Formation	The shape which you stand in to perform.
Still Image	A frozen or held position.

10



Year 7 Technology Knowledge Organiser

Contents

Nightlight Project

2. Night Light 1
3. Night Light 2
4. Night Light 3
5. Night Light 4
6. Night Light 5
7. Night Light 6
8. Night Light 7

Desk Tidy Project

9. Desk Tidy 1
10. Desk Tidy 2
11. Desk Tidy 3
12. Desk Tidy 4
13. Desk Tidy 5

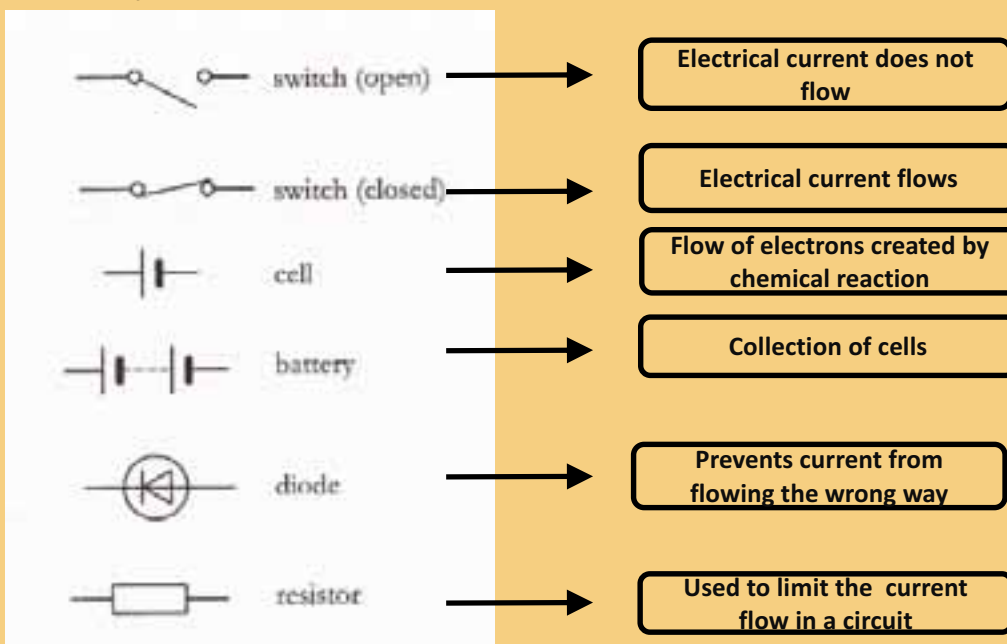
Food, Preparation and Nutrition

- 14-15. Food Keywords
16. Preparing for practical work
- 17-19. Food Safety
20. Kitchen Equipment
21. Knife Skills
- 22-23. Healthy balanced diet
24. Carbohydrates
25. Protein
26. Fat
27. Fat Soluble vitamins
28. Water Soluble vitamins
29. Minerals
30. Dietary Fibre
31. Water
32. Flour
- 33-34. Factors affecting food choice
35. Food assurance
- 36-37. Food packaging and allergies
38. How to evaluate

1

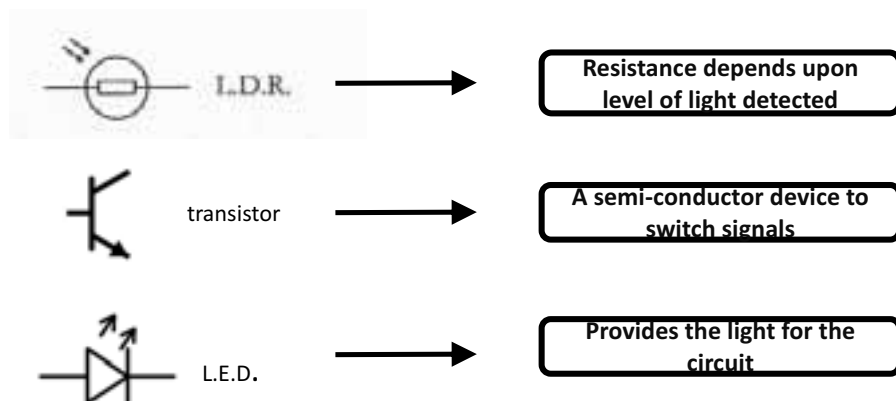
Year 7 Technology – Night light project (1)

Circuit Symbols

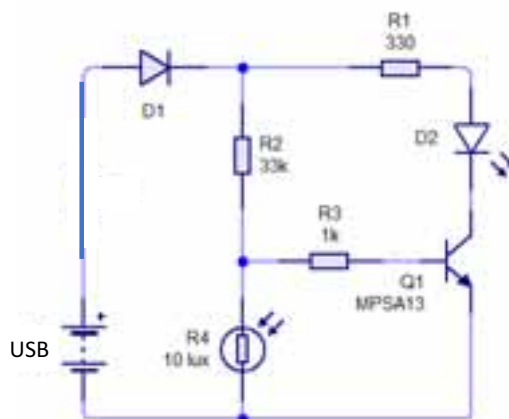


2

Year 7 Technology – Night light project (2)



Circuit diagram of a night light Circuit



3

Year 7 Technology – Night light project (3)

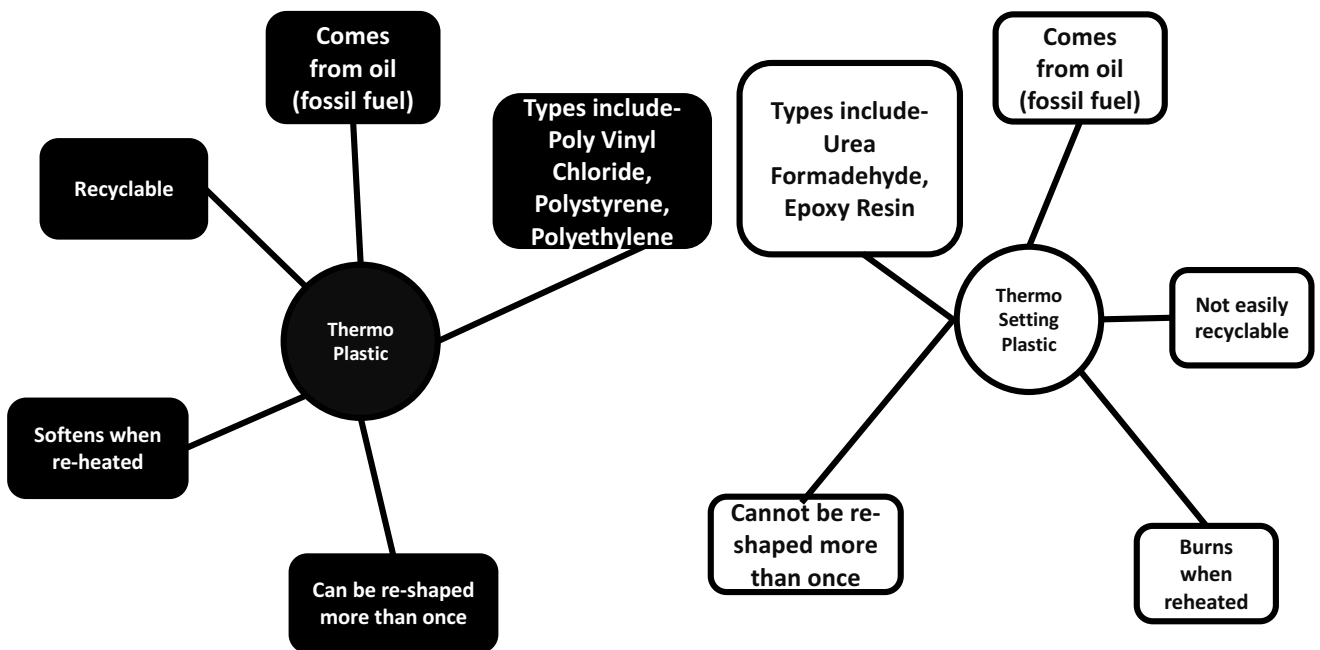
Keywords	
Soldering Iron	A tool that heats up and allows the user to melt solder wire to join components together
Printed circuit board	A board that has the tracks of the circuit printed onto it so that components can then be joined to it
Solder	A mixture of tin and lead that can be melted to join components together
Vacuum Forming	A process where plastic sheet is heated and then sucked down over a mould and left to cool in that shape
High Impact Polystyrene	A type of plastic that can be easily vacuum formed
Wire strippers	Tool that allows you to strip the plastic coating off from a piece of wire
Wire cutters	Tool that allows you to cut wire
Component	A part or element of a product, machine, vehicle or system



4

Year Technology –Night Light Project (4)

Types of Plastic

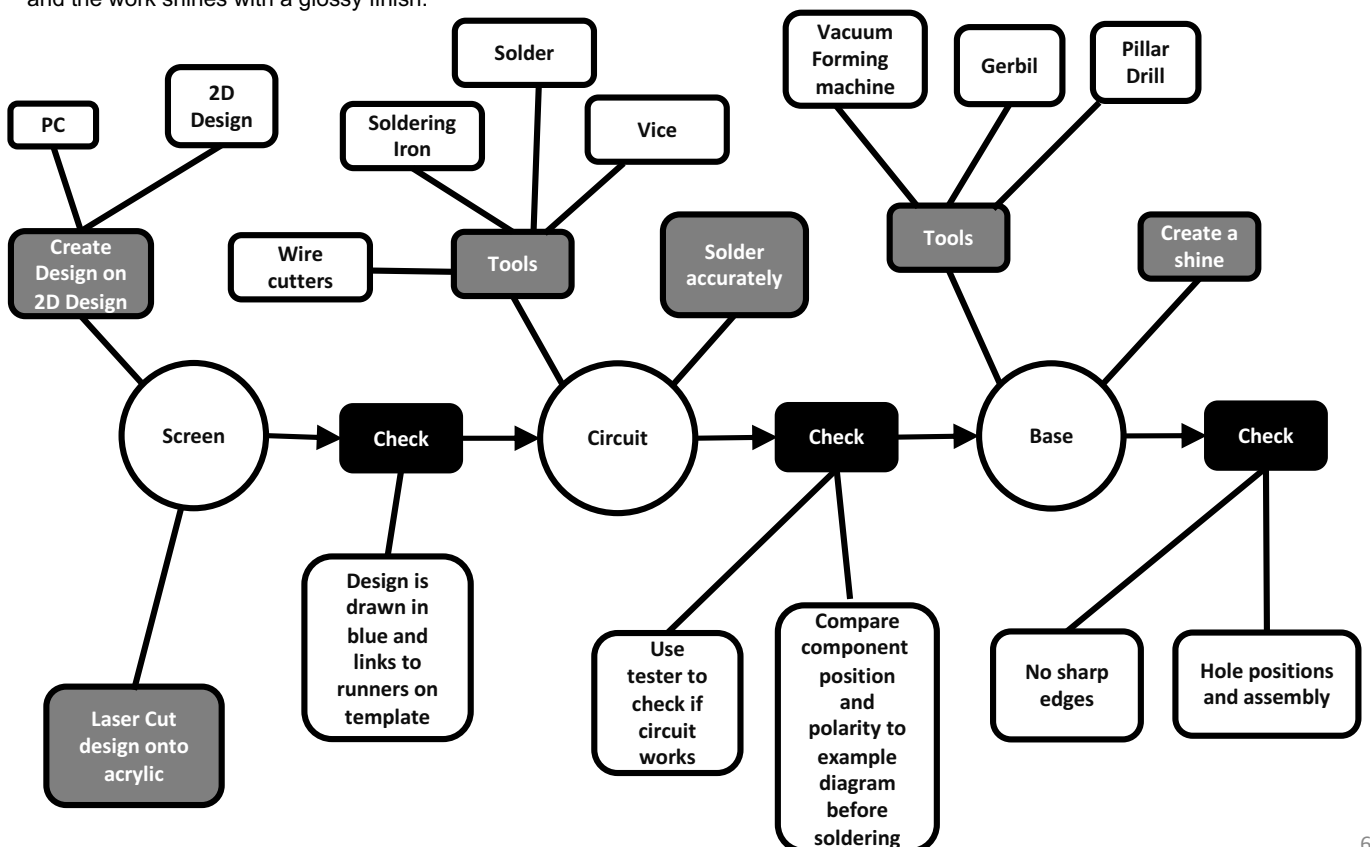


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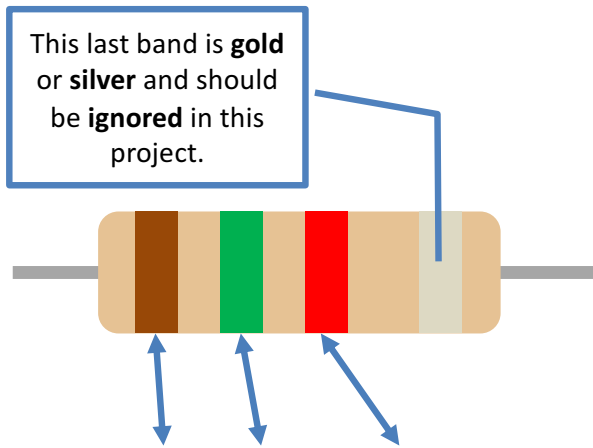
Year 7 Technology – Night Light (5)

Steps in creating a Night Light

Polishing is achieved by progressively removing scratches starting with the deepest scratches until none remain and the work shines with a glossy finish.



6



Resistors restrict the flow of electricity.

Different resistors restrict electricity by different amounts.

The amount of resistance is measured in Ohms.

The symbol Ω is used for ohms.

This chart shows us how to 'read' the value of a resistor in ohms from the coloured stripes.

In the example:

1st band (Brown) is '1'

2nd band (Green) is '5'

3rd band (Red) means add 2 zeros.

Therefore the value of the resistor is:

1500 Ω

Black	0	0	
Brown	1	1	0
Red	2	2	00
Orange	3	3	000
Yellow	4	4	0,000
Green	5	5	00,000
Blue	6	6	,000,000
Violet	7	7	0,000,000
Gray	8	8	
White	9	9	

7

Year 7 Technology – Night Light (7): Types of Lighting

Ambient Lighting

This is to provide general light to a room.



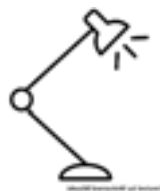
Downloaded by: Jovell
from: Resistor Project



Downloaded by: Jovell
from: Resistor Project

Task Lighting

This is to provide light so that you can do a particular task.



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from: Resistor Project



Downloaded by: Jovell
from: Resistor Project

Accent Lighting

Lighting for decorative effect.



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from: Resistor Project



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from: Resistor Project

Year 7 Technology – Desk Tidy project (1)



Hardwood comes from trees that lose their leaves in winter such as Oak, Beech & Ash



Manufactured boards come from woods that are processed into large sheets.



Softwood comes from trees that are evergreen like Fir and Spruce



You can tell how old a tree is by the rings in the stump if felled.

Types of manufactured board

MDF – sawdust and glue

Plywood the tree trunk is skimmed a bit like sharpening a pencil and then the shavings are glued together

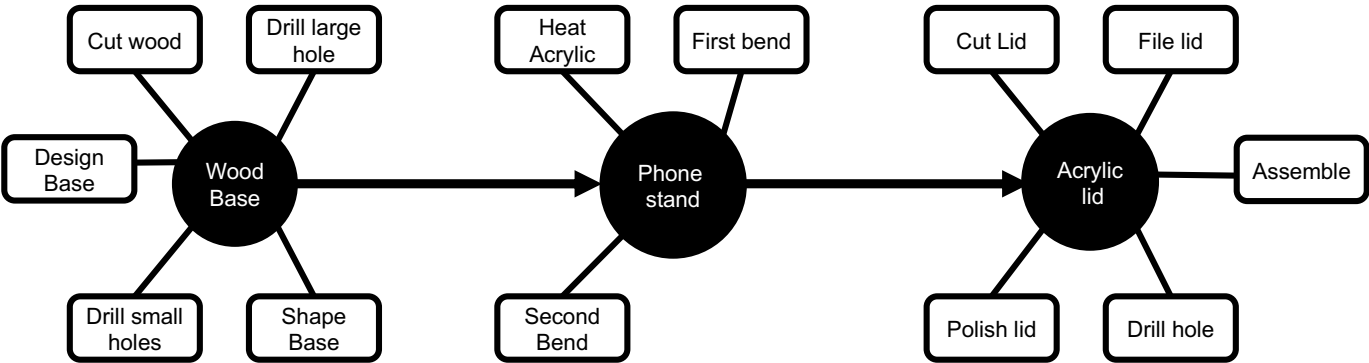
Manufactured wood and have a thin layer of real wood stuck to it (called veneers) to make the look like it is expensive real wood.

9

Year 7 Technology – Desk Tidy project (2)

Keywords	
Hardwood	Wood that comes from deciduous trees
Softwood	Wood that comes from evergreen trees
Deciduous	Trees that lose their leaves in Autumn
Acrylic	A type of plastic that can be bent into shapes
Abrade	The process of wearing the surface of something away
Polishing	The process of making the surface of your work shiny
Pillar Drill	Machine that allows you to drill holes in wood, metal or plastic
Pilot Hole	A hole that is drilled into a piece of wood that will enable it to be screwed into
Forstner bit	A drill bit with a large circular cutter at the bottom
Try Square	A tool that allows you to mark on holes at 90 degrees to the piece of wood
Steel Rule	A ruler used to mark measurements on wood
Varnish	A clear substance that is painted onto wood to protect it from liquid

FLOW SPRAY



6 R’s of sustainability



Recycle
To reprocess a material or product to be made into something else



Repair
When a product breaks down or doesn’t work properly, try to fix it



Rethink
Rethinking whether you actually need to use a product or not



Reduce
Cut down the amount of material and energy that you use as much as you can



Reuse
To use a product for a different purpose than what was intended e.g. a jam jar for a plant pot



Refuse
Don’t buy a product if you don’t need it or if it is bad for the environment

Types of sign



Safe condition

- Green
- Square



Prohibition

- Red
- Crossed circle

Warning

- Yellow
- Triangle



Mandatory

- Blue
- Circle



Fire

- Red
- Rectangle



13

Yr 7 Food - Keywords

Keyword	Meaning
Mise en place	Preparation before starting to cook
Food safety	Ensuring the food that we produce is safe to eat
Healthy diet	A diet that is low in fat, salt and sugar, and high in fibre
Carbohydrates	An essential nutrient that your body requires for energy
Protein	An essential nutrient that your body requires for growth, repair and energy
Dietary fibre	A complex carbohydrate found in the cell walls of fruit, vegetables and cereal. Important for keeping the digestive system healthy.
Free sugars	Sugars added to foods that your foods, they do not provide any nutritional benefit
Saturated fat	Fat usually from animal sources, can be harmful to health
Unsaturated fats	Fat usually from plant sources, can be good for health

Yr 7 Food - Keywords

Keyword	Meaning
Sensory evaluation	Judging food based on appearance, taste, texture and aroma
Aroma	Smell
Appearance	How something looks
Mouthfeel	How the product feels in the mouth
Food assurance	Associations that monitor food provenance to ensure the quality of the products that we eat.
Food provenance	Knowing where food is grown, reared and caught. How it is produced and transported.

13

Preparing for practical work ‘HATTIE’

H Tie your **hair** back. Wash your **hands**.

A Put an **apron** on.

T Clean your **table** with antibacterial spray.

T Collect a **tray** to keep all your ingredients together.

I Collect all the **Ingredients** you need.

E Collect the **equipment** you need, prepare any tins/baking sheets (e.g. grease or line).

Before you begin to cook you need to be prepared.

Preparation before you start to cook is called ‘**mise en place**’

14

The 4C's for Food Safety



CLEAN

Personal Hygiene

Wash hands
Cover cuts with a blue plaster
Nails clean and short
Tie hair back
No jewellery
Wear a clean apron
Do not handle food if you have an upset stomach
Do not cough or sneeze near food

Kitchen Hygiene

Clean and sanitise surfaces
Equipment must be cleaned thoroughly
Cupboards, fridges and freezers must be cleaned regularly
Always use a clean spoon each time you taste food
Lids on
Ensure pest infestations are dealt with immediately



CROSS CONTAMINATION

Equipment used on raw foods **MUST** be cleaned thoroughly before being used on other food.

Clean and sanitise surface between uses.

Wash fruit and vegetables to remove dirt or soil.

Wash hands after touching raw meat and fish.

Use colour coded chopping boards:

Green - Salad and veg
Red - Raw Meat
Yellow - Cooked Meat
Blue - Fish
White - Dairy and bakery

15

The 4C's for Food Safety



CHILL

Temperature of the **fridge** should be between **below 5 °C**.

Never put hot food in the fridge, as it will raise the temperature of the fridge.

Do not overload the fridge, air needs to circulate
Throw away food that is past its use by date.

Always store **raw** meat and fish on the **bottom** shelf

Cooked meat should be on the **top** shelf.

Keep food covered or wrapped to prevent cross- contamination.

Temperature of a freezer should be - **18 °C**.



COOK

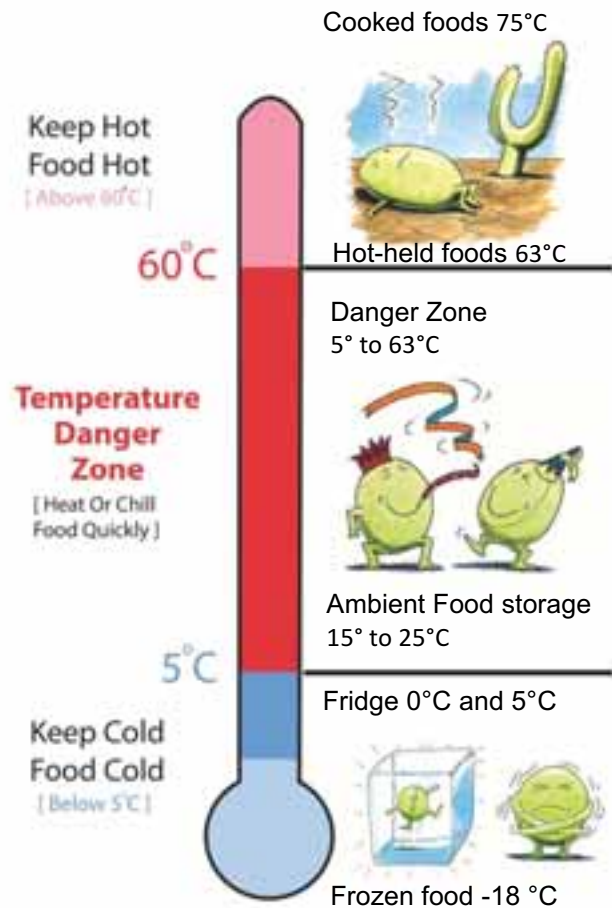
Use a temperature probe to ensure food is cooked.

To kill bacteria food must reach at least 75°C.

16

Storing Food Safely

- It is important to store food properly.
- Food should be wrapped, covered or kept in a suitable clean container.
- The refrigerator should be cleaned regularly.
- Dry and canned foods, e.g. dried pasta, tinned tomatoes, herbs and spices should be stored in cupboards that are clean and dry.



16

Basic Kitchen tools and equipment



20

Knife Skills

Hold



Bridge Hold

To use the bridge hold, first place the flat surface of the item on a chopping board. Now form a bridge with the thumb and index finger of one hand and hold the item on the chopping board.

Claw Grip

Shape your hand into a claw shape, tucking the thumb inside the fingers - the knuckle to fingertips part of the hand acts as a barrier against the knife blade when being held in the claw grip shape.

Knife Safety Rules

The correct knife should be used for the appropriate job.

Knives must be kept sharp and clean; a blunt knife is more likely to cause a cut because more pressure needs to be applied to use it to cut.

Knife handles must be grease-free. The point must always be downwards when carrying a knife.

Knives should not be put in the washing-up bowl.

A knife must not be left on the edge of a table or chopping board.

19

A Healthy Balanced Diet

A healthy balance diet provides all the nutrients needed for healthy body functions and normal physical activity.

To help achieve a balanced diet the Government have put together some dietary guidelines. The Eatwell Guide and 8 Tips for Healthy Eating.

8 Tips for Healthy Eating

1. Base meals on starchy foods
2. Eat 5 portions of fruit & vegetables a day
3. Eat 2 portions of fish a week
4. Small amounts of saturated fat and sugar
5. Eat less salt
6. Drink plenty of water
7. Do not skip breakfast
8. Get active

20



Carbohydrates

Carbohydrate provides an important source of **energy** for the body.

Carbohydrate provide energy to move and be active as well as energy for body processes such as breathing, heart beating.

Vitamin B (thiamine and riboflavin) is needed to help release the energy to the body.

All carbohydrates are converted to **glucose** when digested and this is converted to energy.

If the energy is not used up then it is stored as body fat.

Simple Carbohydrates (sugars)

Sugar gives a fast release of energy that means your blood sugar levels go up.

Some foods contain natural sugars such as milk, fruit & honey.

glucose – Fruit, vegetables, honey, sugar beet/cane, corn

galactose – found in the milk of mammals

fructose – found in fruit
Fruit, vegetables

sucrose –
Sugar
beet/cane

maltose –
Soya beans,
barley, wheat

lactose – Milk
and milk
products

Complex Carbohydrates (starch)

Starchy foods provide a slow release of energy and help our blood sugar levels stay the same so we don't feel tired.

starch – Potatoes, wheat, oats, pulses, corn, rice, pasta, bread, cous cous, cereals, beans, lentils, kidney beans, porridge, muesli, non-starchy vegetables

Dietary Fibre (NSP) – found in wholegrain cereals, Fruit, vegetables, seeds and nuts

Excess carbohydrates :

Obesity, Tooth decay, Type 2 diabetes

Carbohydrates deficiency:

Lack of energy, weight loss, severe weakness

Protein

Protein is a macronutrient formed from chains of amino acids which are the building blocks of protein. There are 20 amino acids that come from animals and plants.

What is protein needed for?

Growth of skin, hair, cells, organs, bones and connective tissue. Growth especially in children and pregnancy.

Repair body tissues after illness, injury or surgery.

A **secondary source of energy** for the body.

Maintaining the body (bones and muscles)

Higher biological value (HBV) protein	Lower biological value (LBV) protein
Contain all essential amino acids	Contain some essential amino acids
From animal sources	From plant sources
Meat, fish, eggs, milk, cheese <i>Exception – soya beans</i>	Cereals, nuts, beans, seeds

Excess protein in the diet is used as energy. If it is not required for energy then it will be stored as fat.

Protein deficiencies are rare but in developing countries but can lead to stunted growth in children.

Some groups of people have a higher need for protein:

- babies and children – for growth;
- adolescents – for growth spurts;
- pregnant women – for the growing baby;
- People healing from surgery
- An athlete for growth and repair of muscle and tissue

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Fat

Our bodies need fats for many essential functions, however in the modern world many people consume over the recommended daily amounts of fat which can cause problems with obesity, heart disease and stroke.

What is fat needed for?

Protect vital organs

Stores fat-soluble vitamins (A, D, E and K)

To maintain body temperature

Ensure a healthy immune system

Maintain healthy skin and hair

Provide energy (fat is very high in energy)

Fat is a source of fatty acids, these are essential mechanisms for cell membranes in the nervous system and the brain

Saturated fat	Unsaturated fat
Solid at room temperature	Liquid at room temperature
More harmful to health, as they raise LDL cholesterol	Considered to be the 'healthier' fats. They can help maintain healthy HDL cholesterol levels
Mainly from animal sources	From plant sources and fish
Butter, lard, ghee Coconut and palm oil Fatty and processed meats, sausages, bacon and cured meats Full fat milk and dairy products (cream, ice cream, cheese) Chocolate	Vegetable oils and olive oil Nuts, flax seeds and sesame seeds Avocados and olives Fatty fish (salmon, sardines, mackerel)

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Fat-soluble Vitamins

Vitamin	Function	Sources
Vitamin A	Helps with vision in dim light Helps the body grow and develop Strengthens the immune system Skin health	Animal sources (retinol) - liver, milk, oily fish (retinol) Plant sources (beta carotene) - green leafy vegetables, carrots and orange and red coloured fruits (carotenoids) Added to margarine
Vitamin D	Absorption and use of calcium and phosphorus Maintenance and strength of bones and teeth Important in brain function Supports immune and nervous system Supports lung function	Oily fish, eggs and dairy products Fortified breakfast cereals and margarines (vitamin D added by law) Sunlight on the skin
Vitamin E	Healthy skin and eyes Boosts immune system Helps clots from forming in the arteries	Sunflower seeds Almonds, peanuts Avocados, butternut squash, asparagus, pumpkin, mango, dark green vegetables Vegetable oils Oily fish
Vitamin K	Blood clotting and help healing wounds Keeps bones healthy	Leafy green vegetables, kale, spinach, broccoli, asparagus Cheese Liver, bacon

Water-soluble Vitamins

Vitamin	Function	Sources
Vitamin B	Release of energy from cfood Healthy nervous system Normal growth of children	Wholegrain products, wheat, rice Meat, fish, milk and dairy Marmite Seeds, nuts, beans and lentils. Peas Fresh fruit – bananas and oranges
Vitamin C	Helps absorb iron from foods Helps the immune system fight and prevent infection Production of collagen that binds connective tissue Antioxidant – protects from pollutants in the environment Helps heal wounds Helps skin health	Citrus fruits, lemon, oranges, limes kiwi, blackcurrants, strawberries, papaya, pineapple, mango Potatoes Salad and green vegetables, e.g. broccoli, kale, spinach Peppers, chillies, cauliflower

Minerals

Vitamin	Function	Sources
Calcium	<p>Strengthens bones and teeth</p> <p>Bones are able to reach peak bone mass – maximum strength</p> <p>Growth of children</p> <p>Promotes nerves and muscles to work properly</p> <p>Vitamin D is needed to help absorb calcium</p>	<p>Dairy foods, milk, cheese, cream, yogurt</p> <p>Green vegetables, kale, spinach, cabbage</p> <p>White bread – calcium is added by law,</p> <p>Soya products, tofu</p> <p>Nuts and seeds</p>
Iron	<p>Supports the production of haemoglobin in red blood cells; this transports oxygen around the body</p> <p>Low iron levels cause anaemia</p> <p>Vitamin C is required to absorb iron</p>	<p>Red meats – liver and kidney</p> <p>Lentils, dried apricots, cocoa, chocolate,</p> <p>Curry spices,</p> <p>Green leafy vegetables, e.g. spinach,</p> <p>Breakfast cereals fortified with iron</p>
Sodium	<p>Regulate the amount of water in the body</p> <p>To assist the body in the use of energy</p> <p>To help control muscles and nerves</p> <p>Too much salt/sodium can increase blood pressure and heart disease</p>	<p>Processed foods – for flavour and as a preservative,</p> <p>Salt added to food in cooking process for flavour,</p> <p>Smoked meats</p> <p>Bacon</p>

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Dietary Fibre (NSP)

Insoluble fibre is not easily broken down by the digestive system. It passes through the body unchanged, keeping the bowels healthy and preventing digestive problems such as constipation and haemorrhoids.

Sources: Oats barley rye most beans and peas fruit root vegetables

Soluble fibre is broken down by bacteria in the bowel to be digested. It can help reduce cholesterol in the blood and guard against coronary heart disease.

Sources: wholegrain cereals, wholemeal bread Bran, nuts, corn, oats, fruit, vegetables (especially the skin)

Functions

Helps prevent constipation.

Helps prevent type 2 diabetes.

Helps reduce the risk of colon cancer.

Lowers the risk of coronary heart disease.

Reduces the temptation to snack between meals.

Helps support a healthy weight.

Slows down absorption of carbohydrates in the blood to help keep blood sugar levels constant.

Deficiency

A deficiency is often caused by eating too many refined foods, e.g. white bread instead of whole meal, or white rice instead of brown rice. It may also be caused by a general lack of fruit and vegetables in the diet. A deficiency can lead to constipation, haemorrhoids, colon cancer and/or diverticulitis.

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Water in the diet

Water is the major component of body fluid and has many functions in the body:

- it acts as a lubricant for joints and eyes;
- it is the main component of saliva;
- it helps get rid of waste;
- it helps regulate body temperature.





The body loses water all the time, when we go to the toilet, from sweat and also evaporation from skin. If we do not consume enough water, we become dehydrated.

- Water is provided by food and drinks.
- 20% of water consumed is from food.
- 80% is from drinks.
- Some fluids are less beneficial, coffee and tea can increase water loss, sweetened drinks contain a lot of sugar and fizzy drinks are acidic on the teeth.



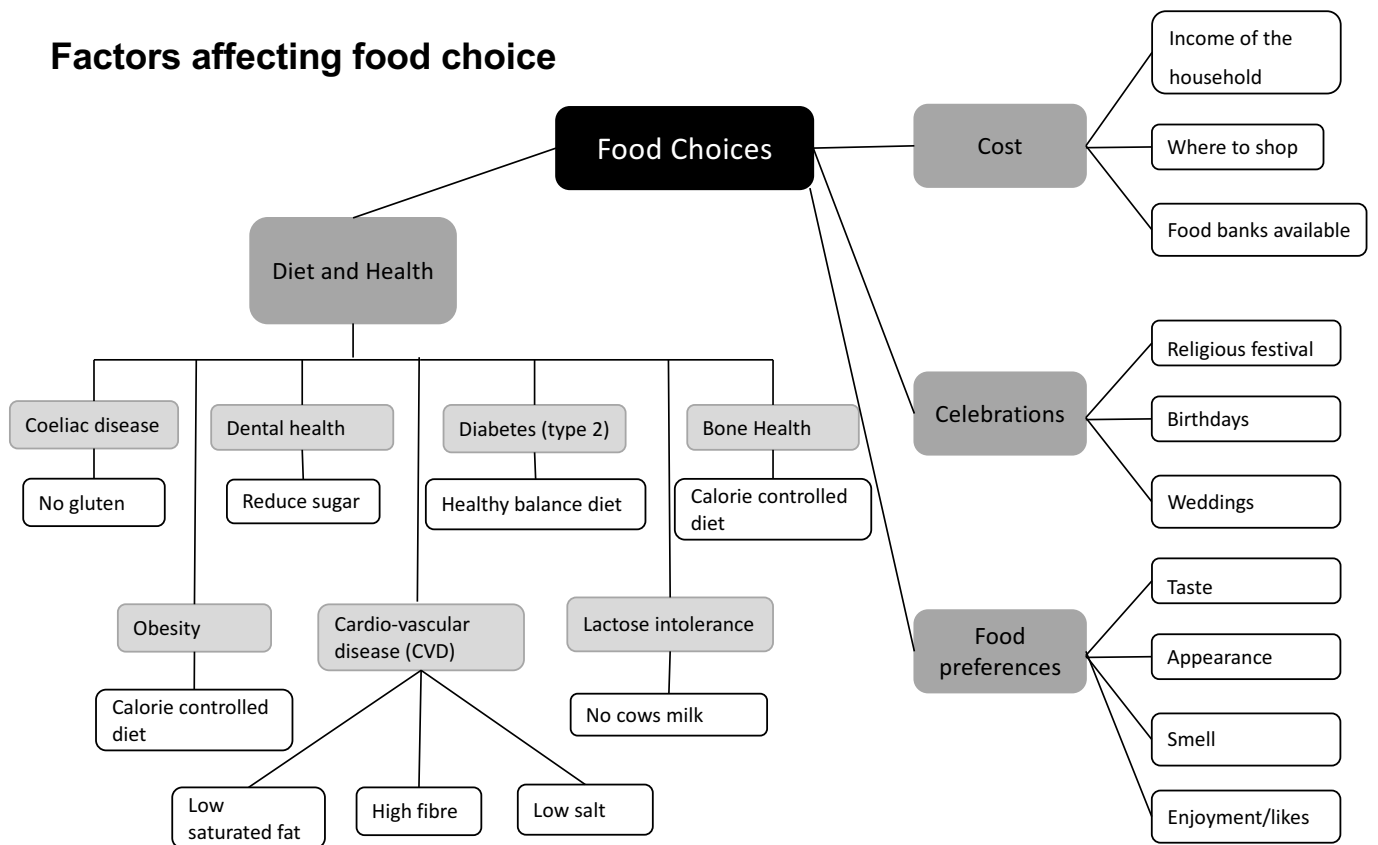
31

Flour

Flour Types	What makes each flour type unique?
 <div data-bbox="363 1406 483 1433">Plain Flour</div>	<ul style="list-style-type: none"> • To make white flour 30% of the wheat is removed. • Both the bran and germ are removed. • Leaving just the endosperm
 <div data-bbox="292 1619 483 1646">Self Raising Flour</div>	<ul style="list-style-type: none"> • Just like plain flour- this only contains the endosperm part of the wheat grain. • Chemicals are added to this flour so the mixture will rise when it is cooking. • Usually this is baking powder is used as the raising agent.
 <div data-bbox="339 1792 483 1863">Strong White Flour</div>	<ul style="list-style-type: none"> • Strong flour is made from hard wheat • It has a high gluten protein content which helps make elasticated, soft bread. • The protein binds to the flour to trap carbon dioxide released by the yeast, resulting in a stronger rise and more chewy crumb.
 <div data-bbox="300 2038 483 2065">Wholemeal Flour</div>	<ul style="list-style-type: none"> • This flour is made by crushing the whole of the grain. • It is brown in colour and may feel gritty. • Foods contain wholemeal flour contain more dietary fibre.

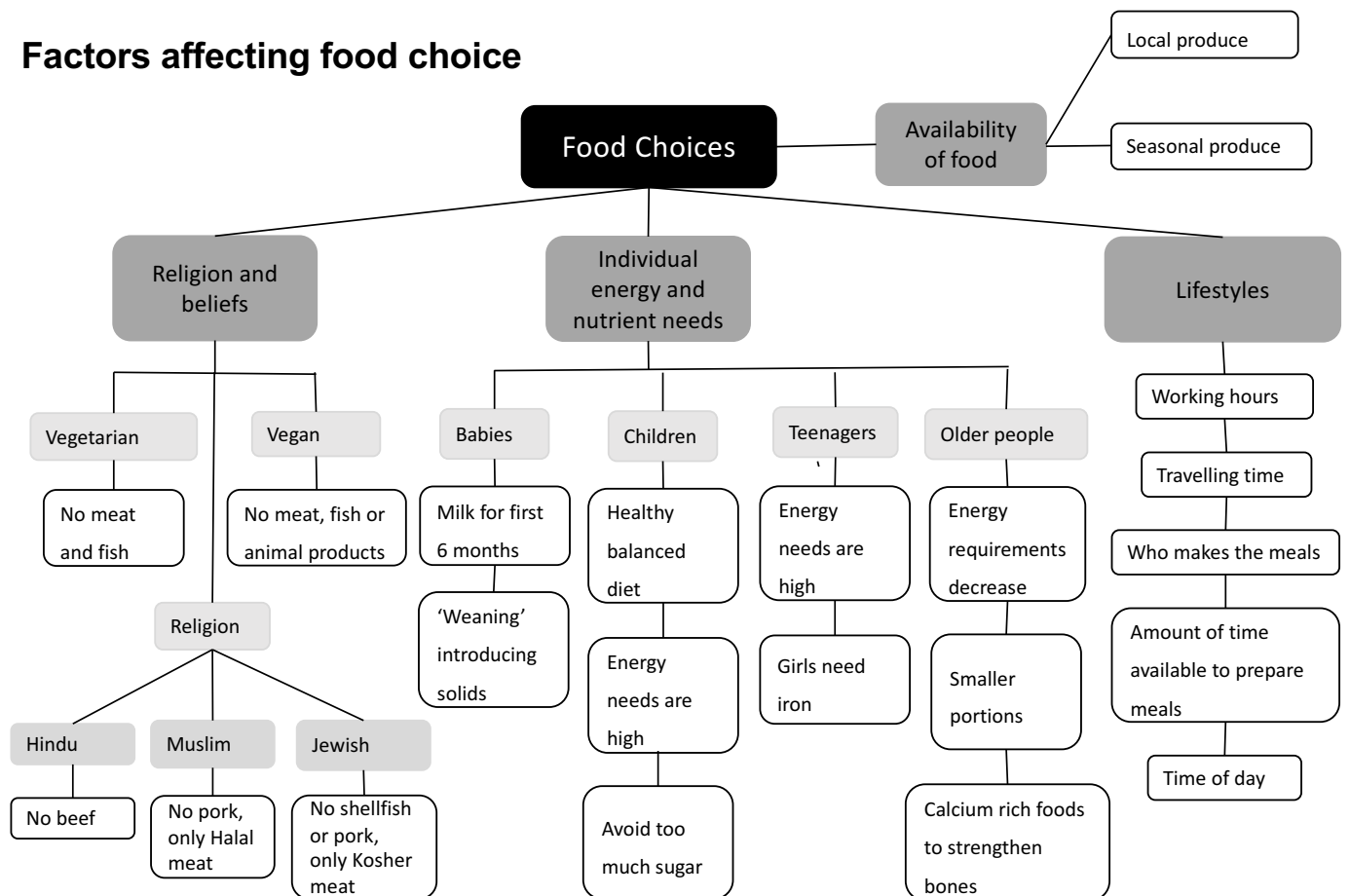
32

Factors affecting food choice



33

Factors affecting food choice



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Food Assurance

Food Assurance Schemes	
	<p>Regulates British Produce.</p> <p>It ensures food is traceable, farmed with care and safe.</p> <p>Red Tractor regulate British Meats, Crops, Sugar and Dairy.</p> <p>They also monitor and assess farms on their animal welfare and feed.</p>
	<p>The British Lion Eggs ensure a high standard of eggs.</p> <p>Eggs must be stamped with this label to ensure the consumer knows the type of egg they are eating: Organic, Free Range, Barn or Caged. The Use by Dates, country of origin and farm identification.</p>
	<p>The marine stewardship council regulates the fishing industry across the world.</p> <p>It helps to encourage sustainability of fishing. To keep fish levels well stocked and prevent as much damage to marine life.</p>

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Information that must appear on food packaging

Information	Description
the name of the food	It is important that the name of the food must be clearly stated with a description if needed, and not be ambiguous or misleading.
weight or volume	The weight or volume of the food must be shown on the label. By comparing the weight with the price, consumers can make sure that they are getting value for money.
ingredient list	Ingredients are listed in order of weight, according to the amounts that were used to make the food, starting with the largest ingredient and ending with the smallest.
allergen information	Allergens must be listed in bold to highlight them.
date mark and storage conditions	<p>The label must say how long foods should be kept and how to store them.</p> <p>Following storage instructions can reduce the risk of food poisoning and help to make sure that it tastes and looks its best when it is eaten.</p>
preparation instructions	Instructions on how to prepare and cook the food must be given on the label, if they are needed.
name and address of manufacturer, packer or seller	Consumers can then contact the manufacturer if they have a complaint about a product or if they wish to know more about it
nutrition information	Nutritional information, how much energy • fat • saturates • carbohydrate • sugars • protein • salt

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Allergies on packaging



Dates on packaging

Use-by Dates

- A use-by date is a safety date found on foods and their packaging.
- Use-by dates are found on highly perishable, packaged food such as meat, fish and dairy products that require chilling and have a short shelf life.
- It is an offence for businesses to sell or use food that has passed its use-by date.

Best-before Dates

- Best-before dates usually appear on less perishable foods that have a long shelf life, such as canned, dried and frozen food products.

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How to evaluate a food product

What have you made?

What skills/techniques have you used?

What went well?

How did you decorate/garnish it?

What did you like/dislike about it?

How could you improve?

What sensory words would you use to describe it? (appearance, taste, texture, smell)

Is there anything you would change? **Why?**

How would you improve your product if you were to make it again?

Sensory Words

Appearance (Looks)

Appetising	Dry	Hot
Attractive	Fattening	Moist
Clear	Firm	Runny
Cold	Fresh	Smooth
Colour	Greasy	Soft
Colourful	Hard	Tasty
Crumbly	Healthy	Tough

Taste (Flavour)

Acid	Herby	Stale
Bitter	Meaty	Sweet
Bland	Old	Tangy
Burnt	Salty	Tasteless
Cheesy	Sharp	Tasty
Creamy	Sickly	Undercooked
Dry	Sour	Watery
Fruity	Spicy	

Smell (Aroma)

Burnt	Yeasty	Garlicky
Fragrant	Sickly	Spicy
Fruity	Spicy	Stale

Texture (Mouthfeel)

Airy	Firm	Mushy
Brittle	Fizzy	Powdery
Chewy	Flaky	Slimy
Creamy	Foamy	Smooth
Crisp	Goosey	Soggy
Crumbly	Greasy	Sticky
Crunchy	Gritty	Stringy
Dry	Hard	Tender
Fatty	Lumpy	Watery

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Year 7 Geography Knowledge Organiser

Contents Page

Welcome to the UK	Pages 3 - 18
The Americas	Pages 19 - 37
Russia	Pages 38 - 56
Skills and Help section	Pages 57 - 66
Glossary	Pages 67 - 68
World Maps	Pages 69 - 83

A map of the British Isles, including Great Britain and Ireland. The map is oriented with North at the top. The Atlantic Ocean is to the west, and the North Sea is to the east. Major cities and regions are labeled: London, Manchester, Leeds, Birmingham, Cardiff, and Swansea in England and Wales; Dublin in Ireland; and Edinburgh and Glasgow in Scotland. The map is titled 'BRITISH ISLES' in large, bold, black letters on the left side.

'Welcome to the UK' keywords



Keyword	Definition
Human geography	How and where people live, develop and earn a living
Physical geography	What our planet is like, the work of the rivers, the sea and ice
Environmental geography	The study of habitats such as mountains, forests, oceans and how they develop and change.
Sustainable development	Sustainable development is the kind of development that meets the needs of the present without compromising the ability of future generations to meet their own needs.
Ecosystem	A community of plants and animals and the environment in which they live. Ecosystems include both living (biotic) and non-living (abiotic) parts.
Producer	Plants that create chemical energy from the sun's light. <u>Producers</u> are at the bottom of the food chain.
Primary consumers	Animals that eat vegetation (<u>producers</u>) in the food chain. These are herbivores. These animals may be eaten by <u>secondary consumers</u> .
Secondary consumers	Animals that are higher up the food chain and that eat <u>primary consumers</u>

Keyword	
Tertiary consumer	<u>Tertiary consumers</u> eat primary and <u>secondary consumers</u> as their main source of food.
Geology	The structure of the earth and its rocks
Primary industry	Where raw materials (natural resources) are extracted from the land and the sea. E.g. farmers, fishermen, miners etc
Secondary industry	Making things (manufacturing) from the raw materials e.g. factory workers, builders, steelworkers etc
Tertiary industry	Providing a service to others. E.g. teachers, police, doctors, shop assistants
Quaternary industry	Research and development e.g. new technology, f
Social	Factors concerned with people's lives
Economic	Jobs and money
Environmental	The environment
Political	Policies and government
Stakeholder	A group of people who have an interest or concern in something
Conflict	Where people or organisations disagree with each other

5

'Welcome to the UK' keywords



Keyword	Definition
Weather	Weather is the condition of the atmosphere, such as temperature and presence of rain and cloud. Weather changes daily.
Climate	Climate is the average weather conditions over a long period of time .
Climate graph	A graph that shows both temperature and rainfall in an area
Population distribution	<u>Population distribution</u> is the pattern of where people live and how populations are spread out.
Population density	Population density is the number of people living in a given area, usually a square kilometre
Densely populated	Places that are crowded are called densely populated
Sparsely populated	Places that only have a few people living there are called <u>sparsely</u> populated
Choropleth map	A type of map which uses different colours to show variations between places

Keyword	
Meander	A bend in a river
Erosion	Erosion is the wearing away of land
Deposition	The laying down of material in a landscape
Hydraulic action	the force of the river compresses air trapped in cracks in the river banks. The increased pressure weakens and gradually wears away the banks
Attrition	Rocks carried by the river collide with each other and break into smaller pieces.
Abrasion	Rocks carried by the river rub and scrape along the river bed and banks, wearing them down
Solution	where water is slightly acidic, it dissolves certain types of rock on the river bed and banks
Trade	The buying and selling of natural resources, manufactured goods and services.
Import	The raw materials, goods and services that a country buys
Export	The raw materials, goods and services that a country sells
Balance of trade	The difference between the money a country earns from its <u>exports</u> , and the money it pays for its <u>imports</u>

6

What is Geography ?

Geography helps you to make sense of:

Physical Geography

The **physical world** – what our planet is like, the work of the rivers, the sea and ice

Human Geography

The **human world** – how and where people live, develop and earn a living

Environmental Geography

The **environmental** world – habitats such as mountains, forests, oceans and how they develop and change

A good geographer :

1. Investigates and understands all these aspects of the world in which we live
2. Develops a locational knowledge of where places are in the world
3. Asks questions and uses a wide range of geographical data to investigate places.

Where is the UK ?

The UK



7

Great Britain



Ireland



The United Kingdom of Great Britain and Northern Ireland



The British Isles



8

Population in the UK

Population in the UK

Population distribution is the pattern of where people live and how populations are spread out.

Population density is the number of people living in a given area, usually a square kilometre

The populations of most countries, and even the world, are not evenly spread out. There are some areas with many people, and others with very few people.

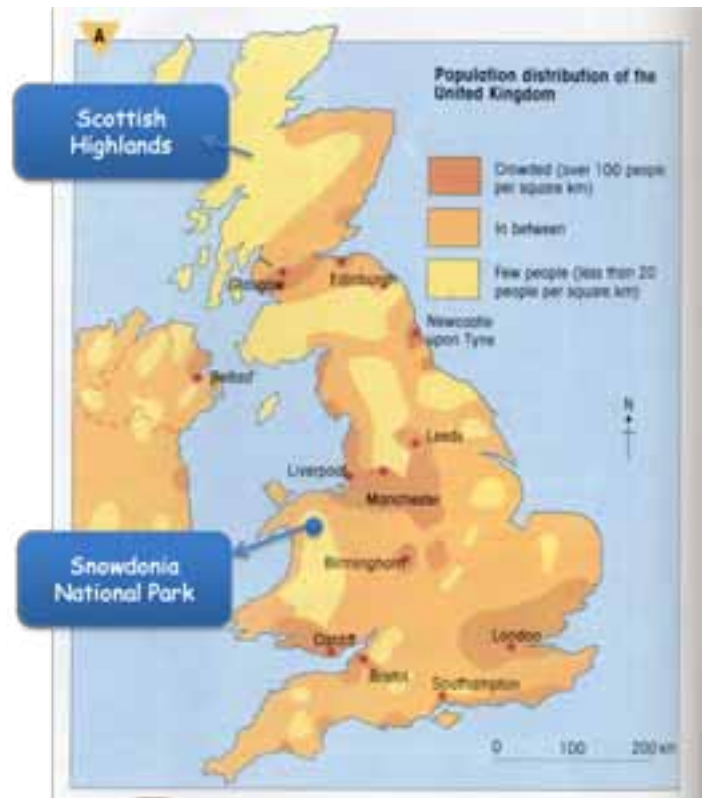
Places that are crowded are called **densely populated**

Reasons to explain why some areas are **densely** populated include rich soils for farming, good communication options such as ports and temperate weather conditions (not too hot or too cold)

Places that only have a few people living there are called **sparsely populated**

Reasons to explain why some areas are **sparsely populated** include areas where **climate** and landscape are extreme – too hot, too cold, too steep or too dry.

The type of map which uses different colours to show variations between places is called a **choropleth map**. A **choropleth map** is shown in Map A



9



A **meander** is a bend in a river

Types of River Erosion

Types of river **erosion**

Hydraulic action the force of the river compresses air trapped in cracks in the river banks. The increased pressure weakens and gradually wears away the banks

Abrasion rocks carried by the river rub and scrape along the river bed and banks, wearing them down

Solution where water is slightly acidic, it dissolves certain types of rock on the river bed and banks

Attrition rocks carried by the river collide with each other and break into smaller pieces.

Erosion and Transportation

Erosion and transportation take place on the outside bend, where the river flows fast. The deeper channel creates less friction, which enables the water to flow quickly.

Over time, erosion causes the riverbanks to be undercut and worn away, forming river cliffs.

Deposition

Deposition takes place on the inside bend, where the river flows slowly. The shallow channel creates greater friction, which slows the river down.

Sand and shingle are deposited on the inside of the river bend, forming slip-off slopes.

10

How does a Meander form ?



A **meander** is a bend in a river

The Formation of a Meander

- 1 The river has a **faster flow on the outer curve** of the bend, and **slow flow on the inner curve**.
- 2 The outer bank gets eroded forming a **steep river cliff**. The river deposits material at the inner bank forming a **slip off slope**.
- 3 As the outer bank gets worn away, and the inner one grows, a **meander** forms.
- 4 Over time, as the process continues the meander becomes more **loopy**.



The Formation of an Ox Bow Lake

- 1 As erosion continues, the neck of the meander is worn away. It gets narrower and narrower.
- 2 Then, during flooding, the river takes a shortcut- straight across the neck.
- 3 Soon the loop of the meander gets sealed off. It turns into an **oxbow lake**.
- 4 In time the lake will get covered with weeds, and fill with soil and disappear.



11

The 2019 Derbyshire floods

Key Information

The UK experienced an extreme weather event in November 2019 when exceptionally heavy rainfall caused flooding in parts of the UK.

Heavy downpours across large parts of northern England led to surface water and river flooding in parts of Yorkshire, Nottinghamshire, Greater Manchester, Derbyshire and Lincolnshire.

According to the Met Office, on Thursday 7th November 2019 over half of the average rainfall for the whole of November fell in parts of the Midlands and Yorkshire.

In Derbyshire, the River Derwent at Chatsworth reached its highest recorded level and council workers put up sandbags around Matlock and Matlock bath where the river was '*dangerously high*'.

A number of properties in Derby city centre were flooded, however, a full evacuation was not ordered as the River Derwent didn't burst its banks to the extent emergency services believed it would.

The A52 – the main road route into Derby – was closed westbound between the city and the M1 along with a handful of smaller roads in the county.

Key Information

On Friday, the floods claimed the life of a woman who was swept into the River Derwent at Rowsley in Derbyshire. Her body was found about two miles away in Darley Dale. She was named as Derbyshire's former high Sherriff Annie Hall

Trains were cancelled in Yorkshire and parts of the East Midlands as rail routes were flooded.

More than 100 flood warnings were put in place across England. The Environment Agency (EA) urged people to take them seriously.

The Environment Agency responded to the flood risk by working closely with police, fire and rescue, local authorities and partners to reduce the risk of flooding and keep communities safe. On the ground, Environment Agency field teams worked through the night to operate flood storage areas and pump away flood water.

Funding for local councils where households and businesses have been affected – equivalent to £500 per eligible household

Up to £2,500 for small and medium-sized businesses which have suffered severe impacts not covered by insurance

12

Key Information: The Rock Cycle

Rocks on Earth do not always stay the same.

Rocks are continually changing due to processes such as weathering, erosion and large earth movements.

The rocks are gradually recycled over millions of years, changing between the different rock types

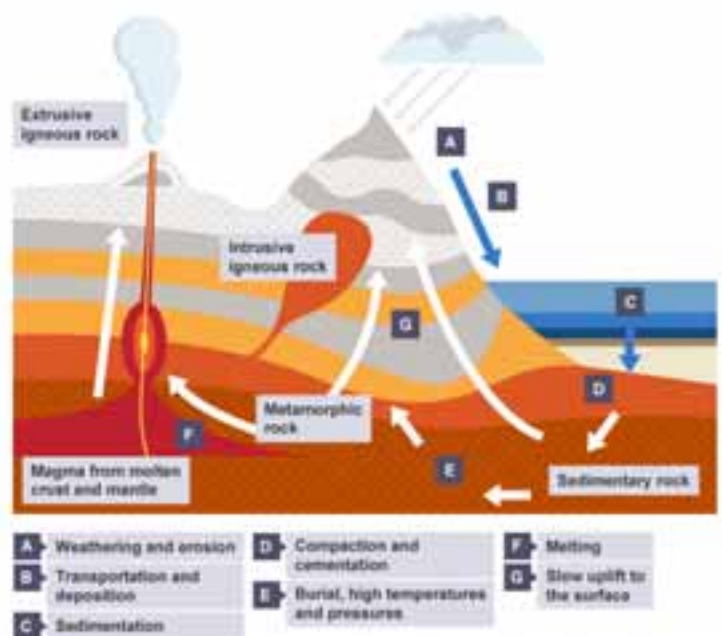
This recycling of rocks is a process called **the rock cycle**

The three rock types are:

Igneous rocks formed from the cooling of molten rock.

Sedimentary rocks formed by small rock pieces being transported in rivers and laid down in layers.

Metamorphic rocks formed from another rock under heat and pressure



13

The Geology of Derbyshire

The Geology of Derbyshire

The geology of the Peak District is what makes it such a diverse and beautiful land.

Split in half between the limestone outcrops of the white peak and the spectacular gritstone edges of the dark peak, the geology underneath the soil is a very fascinating tale to tell.

Limestone has cracks and is soluble in water, therefore rivers have been able to carve deep, narrow valleys. The rivers then often find routes underground, creating cave systems e.g. The Blue John mine in Gritstone is insoluble.

The different types of rock beneath the soil strongly influence the landscape; they determine the type of vegetation that will grow, and ultimately the type of animal that will inhabit the area.

The gritstone and shale of the Dark Peak supports heather moorland and bog environments, with rough sheep pasture and grouse shooting being the main land uses.

The limestone of the White Peak are more intensively farmed, with sheep and dairy usage.

The White Peak



The Dark Peak



14

National Parks

National Parks

National Parks are large areas of scenic countryside protected for use by the public, now and in the future.

The First National Parks were set up in the 1950's when the Government was worried some of Britain's finest scenery would be damaged or permanently destroyed.

The first National Park was the Peak District National Park which was set up in 1951.

Although people live and work in the National Parks there is little industry.

Development in National Parks is controlled. New buildings or roads must have special planning permission and keep with the local traditional style.

Each National Park is managed by a National Park Authority (NPA), which works to balance the needs of the landscape, the residents and the visitors

The areas include mountains, moorland, heathland, woodland and coasts.



15

National Parks

Conflict in National Parks

Many groups of people use National Parks for a variety of activities

Activities include walking, cycling, sailing, birdwatching, horse riding, gliding, abseiling, off road car racing, fishing and climbing

Tourist numbers have increased in National parks because:

Ownership of cars have increased

The development of motorways have reduced driving times which have allowed more people to travel easily to distant parts of the country.

Located within easy reach of the major cities enabling the maximum number of people to escape to a quieter more pleasant rural environment.

Many of these groups come into conflict with each other when they use National Parks.

The Peak District authority has to manage these conflicts to try to make as many users to the National Park as happy as possible.

Management strategies include rangers, litter bins, education and advice



16

Why did Toyota locate in Derbyshire ?

Manufacturing in the UK

Manufacturing in the UK has declined, with growth in tertiary and quaternary sectors. There are a number of reasons for this.

1. new technologies such as robots replacing people in modern industry
2. competition from other countries such as China, which can produce goods cheaper as labour is less expensive

Many industries that were once important in the UK, such as iron and steel, shipbuilding and cloth- and textile-making, have all but disappeared.

This has led to high levels of unemployment in areas of the UK where such industries were once located.

The government has attempted to attract new foreign industries

Toyota has 2 plants in the UK. The engine manufacturing plant is located in North Wales and the vehicle manufacturing plant is located at Burnaston in Derbyshire

In 1992 the first car drove off the production line at Burnaston.

Why did Toyota choose Burnaston ?

The UK has a strong tradition of Manufacturing. This is especially true of Derbyshire which has large multinational companies such as Rolls Royce and Bombardier.

A highly skilled and flexible workforce

Strong positive attitude and support from the UK government and Derbyshire county council

Derbyshire is a central UK county

Burnaston offered a 600 acre site

The site is relatively flat and was a disused airfield

Excellent transport links to distribute their cars to their 230 supply partners. The Burnaston site crosses the A38 and the A50 roads.

17

How does the UK trade with other countries ?

No single country has all of the natural resources or manufactured goods and services that it needs.

Countries therefore need to work together to exchange the things they have and the things they need

Trade is the buying and selling of natural resources, manufactured goods and services.

The raw materials, goods and services that a country buys are called imports

Those that a country sells are called exports.

The difference between the money a country earns from its exports, and the money it pays for its imports is called the **balance of trade**

A country is making a profit if it earns more from exports than it pays for imports and a loss if it does not.

Trade has always been important for the UK. It is the ninth largest export economy in the world

The major products we import include manufactured goods, clothing, oil, food and drink and machinery

The major goods that we export include manufactured goods, oil and machinery

18

The Americas

19



Where does everyone live and why?

Key Terminology

Population distribution – the patterns of where people live and how populations are spread out.

Population density – the number of people living in a given area. Usually 1km.

Densely populated – a large number of people in a given area.

Sparingly populated – a small amount of people in a given area.

Reasons why populations are unevenly distributed.

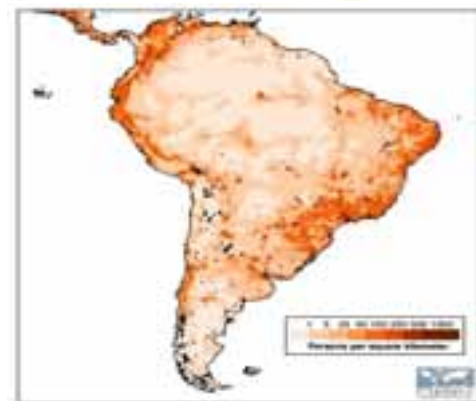
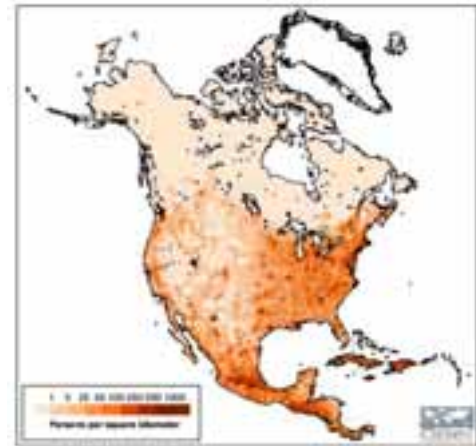
Climate

Relief (Height and shape of the land)

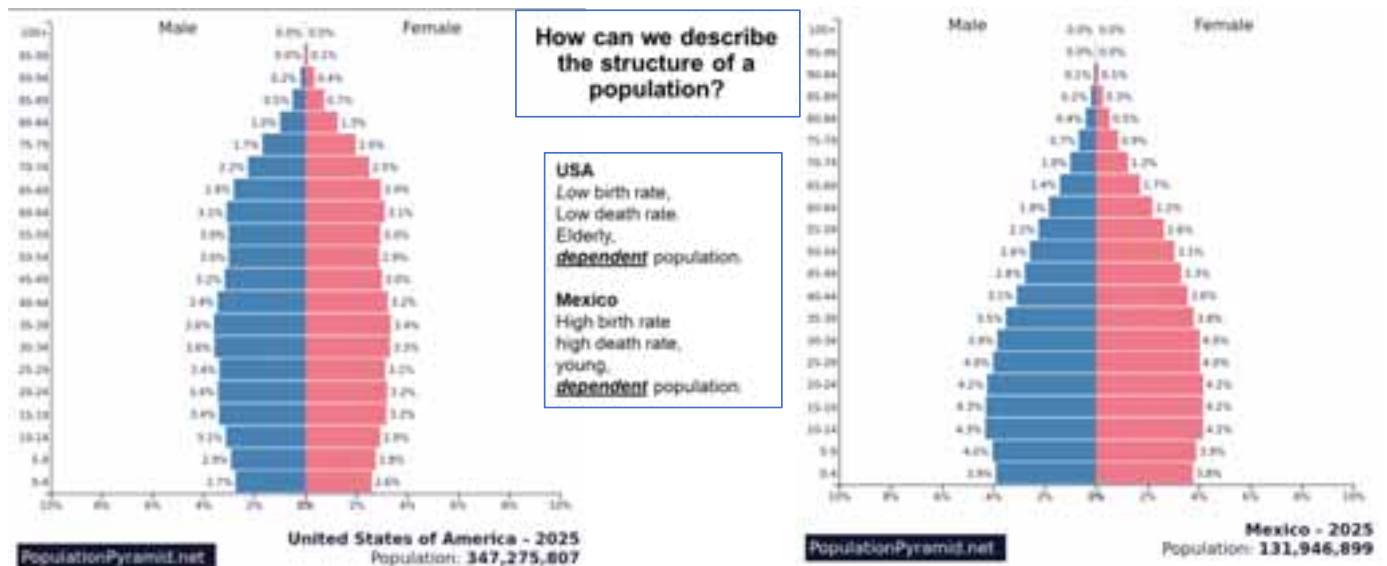
Water supply

Natural resources

Natural Hazards



21



Key Terminology

Death Rate the average amount of people who die per 1000 of the population

Birth Rate the average amount of babies born per 1000 of the population

Life Expectancy the average years a person can expect to live.

Dependent Population members of a population who are not of working age. These include those under 18 and over 65.

22

Why are people migrating from Mexico to the USA?

Key Terminology	
Migration	the movement of people from one place to another.
Voluntary Migration	making the choice to move from one place to another ie for work
Forced Migration	having to move as a result of danger to life ie war
Push Factor	Reason to leave a place (negative)
Pull Factor	Reason to move to a place (positive)

Causes – Why do people migrate from USA to Mexico?

Push factors -

- Young population
- Lack of jobs
- High crime rate

Pull factors -

- Education
- Availability of jobs
- More opportunities
- Safer environment

Effects – what are the impacts of moving on the USA and Mexico?

Positives for Mexico:

Reduces pressure on resources

Money often gets sent back home

More educated workforce

Negative for Mexico:

Working population leaves

Families separated

Positives for USA:

Introduces a new culture

Migrants work for lower wages

Fills low skilled jobs

More people paying tax

Negatives for USA:

Lack of job for US citizens

Pressure on resources ie housing

Cultural tension

Many undocumented people

23

What is America's climate like?



Key Terminology	
Biome	large scale <u>ecosystem</u>
Ecosystem	a community of living and non-living components that work together.

The Americas have many different climates.

In the North it is largely Taiga and Tundra

The USA is mainly Temperate and Desert.

In South America climates are generally warmer.

The main biomes of South America are Tropical Rainforest, Savanna and Desert.

24

What is Alaska' Tundra?

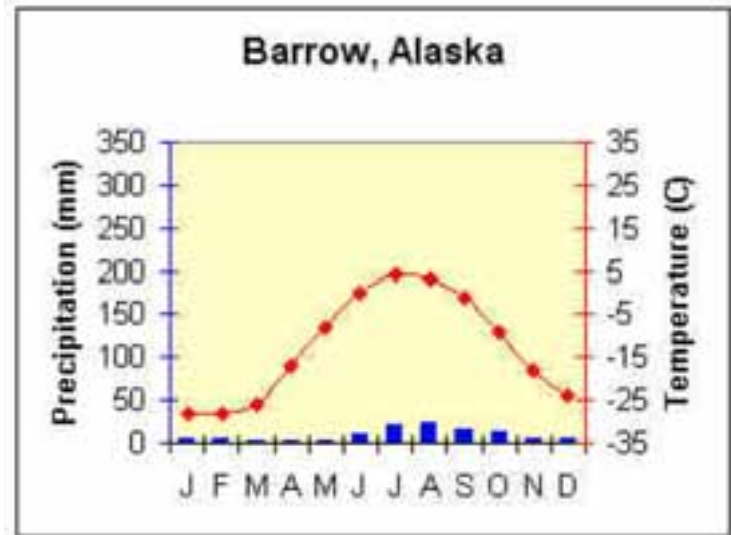
Barrow is the most Northern city in the USA.

It received very little rainfall.

The months of July, August and September receive the most rainfall.

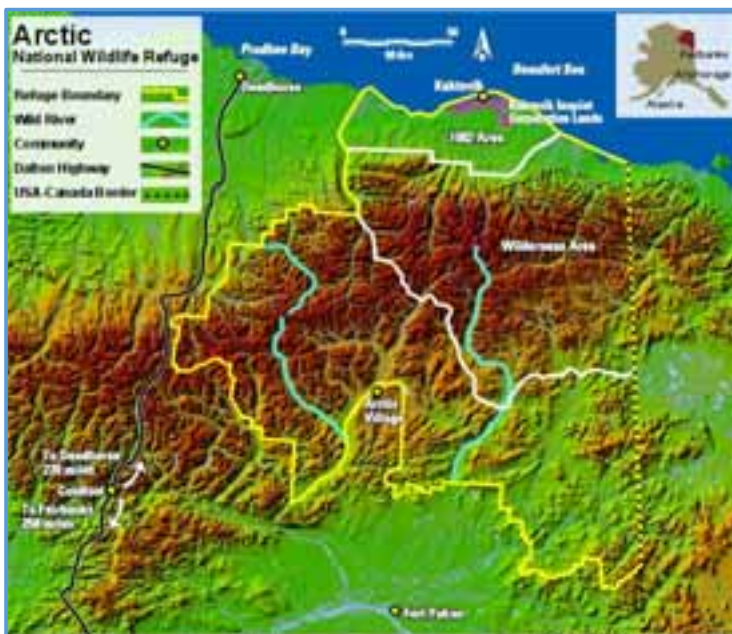
These same months are also when the temperatures are the highest.

Temperatures range between -27° and 5° (C)



25

Why is Oil important to Alaska?



Key Terminology	
Stake Holder	an individual or group with an invested interest in an issue
Economic	money and jobs
Social	people and the environment
Environmental	the natural world
Political	the government

Positive effects of oil drilling:

Brings jobs to the area

Brings money to the area

Stops dependency on other countries for oil

Funds resources and infrastructure in remote

places

Negative effects of oil drilling:

Destroys ocean and land ecosystems

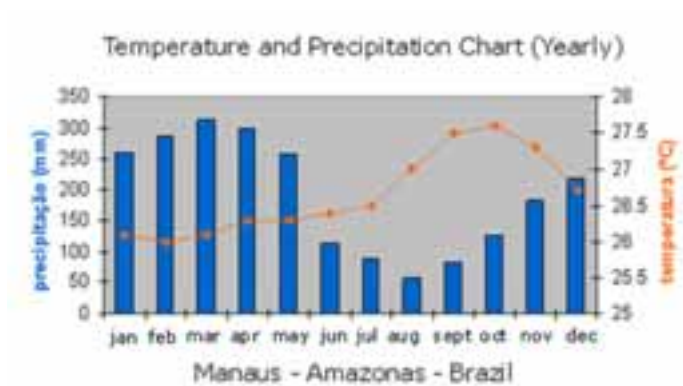
Causes an increase in green house gases

Threatens native communities

Threat of oil spills

26

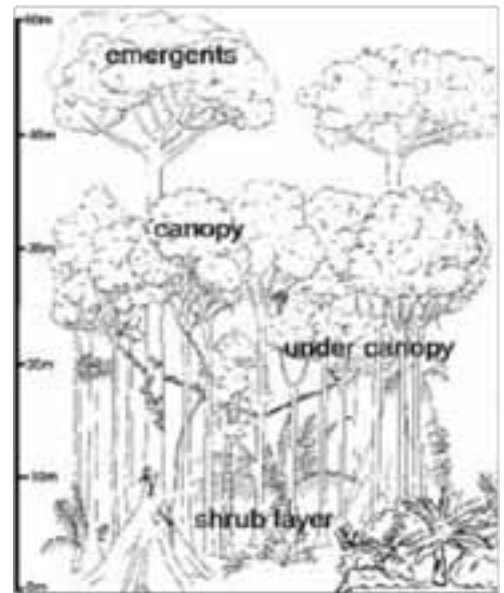
What is the dominant biome in Brazil?



Brazi has a hot, humid climate

It receives large amounts of rainfall all year round.

Temperatures range between 26' and 29' all year round..



4 layers of the rainforest

27

How have plants adapted to the Tropical Rainforest?



Drip Tips

Allows excess water to run off
Stops the rotting of the leaves



Buttress Roots

Shallow roots as nutrients are at the surface
Provides stability to the tree



Lianas

Uses other trees to climb up to reach the sun and gain nutrients

28

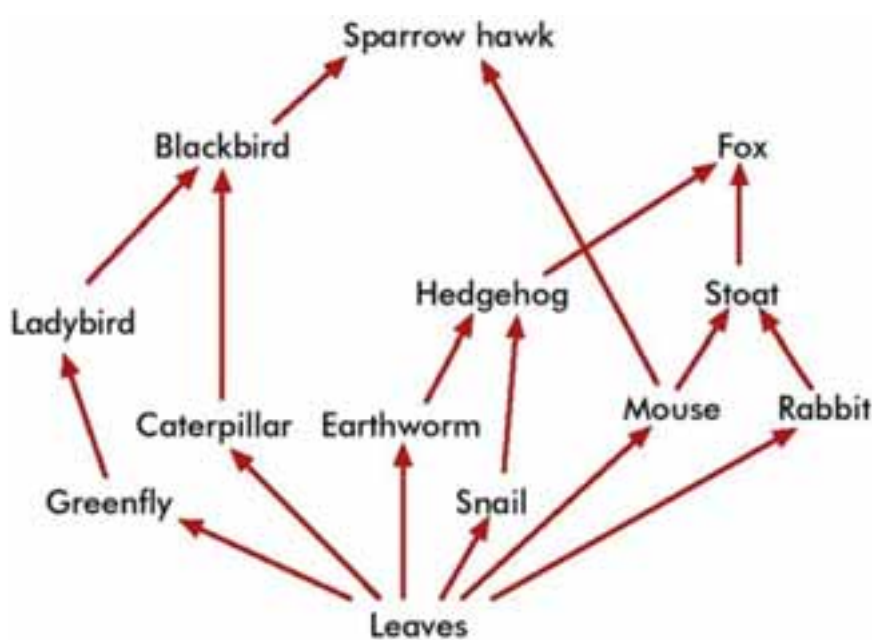
What are Food Chains and Webs?



Key Terminology	
The Producers	the trees, shrubs, bromeliads and other plants
The Primary Consumers	the macaws, monkeys, agouti, tapir, butterflies, sloths, toucans.
The <u>Secondary Consumers</u>	the jaguar and boa constrictor.
The Scavengers	the butterflies and other insects.
The Decomposers or Detritivores	mushrooms, insects and microorganisms.

29

The UK woodland ecosystem



Energy flows

The main source of energy for all living things is sunlight. This is absorbed by **producers** such as plants. They convert the light energy from the sun into chemical energy by the process of **photosynthesis**.

This energy is passed on to animals when they eat the plants.

These animals are called herbivores or **primary consumers**.

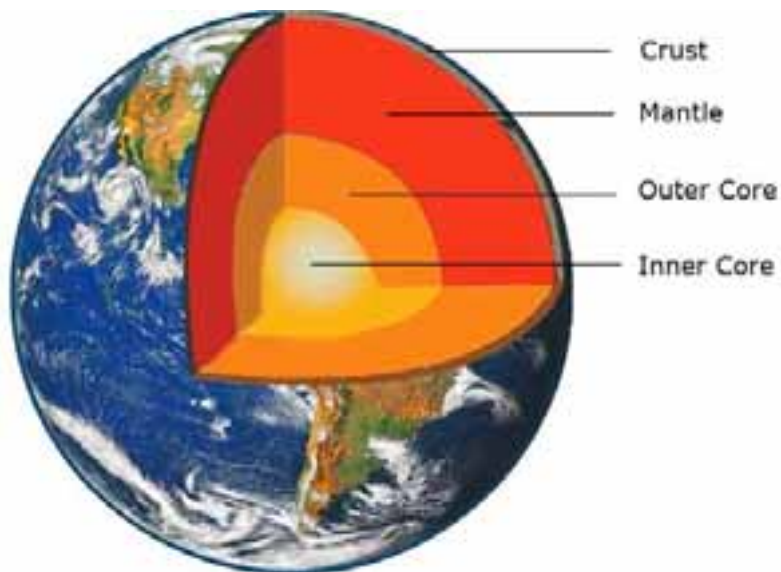
In turn, these are eaten by other animals called carnivores or **secondary consumers**.

An omnivore eats both vegetation and animals

This is called a food chain. Energy flows up the food chain .

30

What are the layers of the Earth?



Crust:

Thinnest layer
Solid
Floats on the mantle

Mantle:

Biggest layer
Hot magma
Molten rock
Viscous

Outer Core:

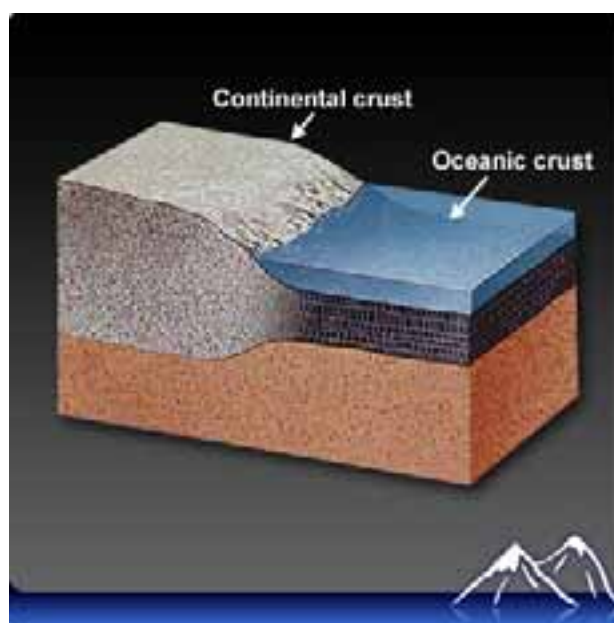
Hotter than the mantle
Viscous liquid
Molten rock

Inner Core:

Solid
Extremely hot
Under pressure
Made of iron and nickel

31

What's the difference between continental and oceanic crust?



Continental Crust:

Older
Bigger
Lighter

Oceanic Crust:

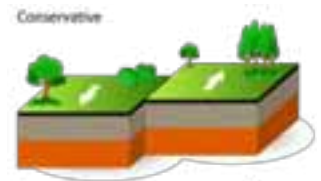
Younger
Smaller
Denser

32

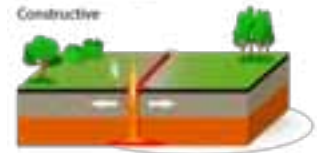
How are Plate Boundaries different?

Key Terminology	
Subducts	Goes under

Two plates slide past each other causing earthquakes



Two plates move apart. new land Magma rises Gentle earthquakes Magma cools creating



One continental and one oceanic plate Move towards one another oceanic subducts causing volcanoes and earthquakes

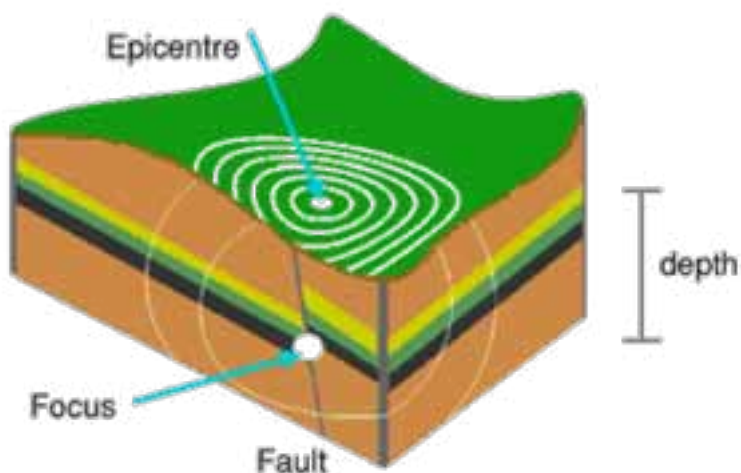


Two of the same plates Move towards one another land buckles and folds causing earthquakes and fold mountains



33

What does an Earthquake look like?



Key Terminology	
Fault	the point where to plates meet
Focus	the point where the pressure is released
Epicentre	the point on the earth's surface directly above the focus
Seismic Waves	waves of energy that travel through the earth's surface

34

What caused the Haiti Earthquake?

Haiti lies on a conservative boundary.
 The epicentre was close to the capital Port Au Prince
 The earthquake was a 7 on the Richter scale
 Haiti is an LIC
 Buildings are poorly constructed
 There is little technology to predict an earthquake

Key Terminology	
Richter Scale	a measure of the energy released in an earthquake



What were the effects of the Haiti earthquake?



Social Effects

3 million people affected.
 Over 220,000 deaths.
 300,000 injured.
 1.3 million made homeless.
 Several hospitals collapsed.



Economic Effects

30,000 commercial buildings collapsed.
 Businesses destroyed.
 Damage to the main clothing industry.
 Airport and port damaged.



Environmental Effects

Haiti was unable to dispose of the bodies and this led to the spread of disease.
 Building, dust and debris remained for months after.

What were the responses of the Haiti earthquake?

Short Term Responses

Dominican Republic provided **emergency water** and **medical supplies** as well as heavy machinery to help with search and rescue.

Most people were left to dig through the rubble by hand.

Emergency **rescue teams** arrived from a number of countries.

Medical teams began treating the injured - **temporary field**

hospitals were set up by organisations like the Red Cross.

People from around the world **pledged money** over their mobile phones.

United Nations troops and police were sent to help distribute **aid** and keep order.

Key Terminology	
Short term responses	reactions immediately after the earthquake. Usually concerning survival.
Long term responses	reaction in the months following the earthquake. Usually concerning repair and rebuilding.

Long Term Responses

Money was pledged by organisations and governments to assist in rebuilding, but only slow progress had been made after one year.

After one year, there were still 1,300 camps.

'Cash for work' programs are paying Haitians to clear rubble.

Small farmers are being supported - so crops can be grown.

Schools are being rebuilt.

Russia



39

Where is Russia?

Key facts on the Russian Federation:

Largest country on Earth and covers 1/10 of all land on Earth.

It is twice as big as Canada and 70 times the size of the UK

It spans 11 time zones.

It is mostly in Asia, but the western part is in Europe.

Accounts for 20% of the World's forest area.

144 million people live in Russia.

It is rich in natural resources, Russia produces 20% of the World's natural gas.

It is surrounded by the Pacific and Arctic Oceans.

85 of the world's 100 coldest cities are in Russia

It spans two continents – Asia and Europe



40

Russia's Physical Geography

Physical Features

Russia is the largest country in the world by area and it lies in the Northern Hemisphere and spans the continents of Asia and Europe.

Russia is the ninth most populous country in the world, with a population of approximately 144 million people.

The major language is Russian.

The capital city is Moscow. It lies to the west of the country and is home to around 13 million people.

Russia contains several biomes, including tundra, taiga, temperate woodland, steppe and desert.

Physical Features

Caucasus Mountains

Mount Elbrus is the highest peak in Russia at 15,462 metres

West Siberian Plain

Largest plain in the World. Stretches from North to South Russia. It is frozen in the winter and a huge marshland in the summer.

Coastline

Russia has over 37,000 km of coastline.

Most of the coastline is frozen for some of the year meaning Russia has few usable ports.

Kamchatka Peninsula

Over 70 volcanoes and an area that has lots of Earthquakes.

41

Russia's Physical Geography – A Relief Map of Russia



42

Russia Climate

Continental Climate: Long, cold winters with brief, often warm, summers.
Precipitation is low throughout the year.

Average January temperatures:

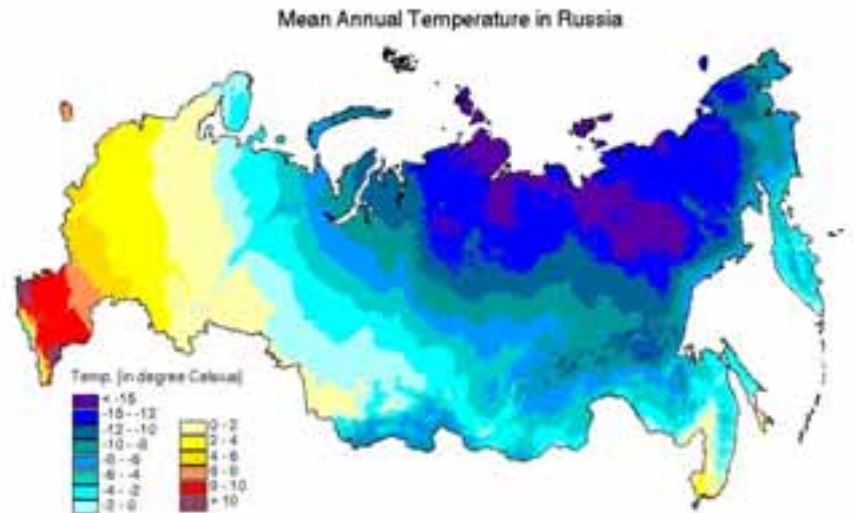
In the west around Moscow temperatures are between -10 to 0 .

In the East around Yakutsk temperatures average -40 .

Average July temperatures:

In the south of the country temperatures average 30 .

In the north temperatures average 10 .



43

Biomes in Russia

Taiga Biome

Coniferous forests of pines, spruces and larches.

Found in the Northern hemisphere.

Largest biome in Russia.

Russian Taiga is the largest forested region on Earth.

Contains more than 55% of the World's conifers.

Tundra Biome

Coldest of biomes.

Located in North-East of Russia.

Winters are long and summers are short.

Soil forms very slowly.

Plants include fungus, grasses and shrubs.

They stay low to protect from the cold and the wind.

Biomes in Russia



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Glaciation



Glaciers are masses of ice that fill valleys and hollows and slowly move downhill

Glacial erosion

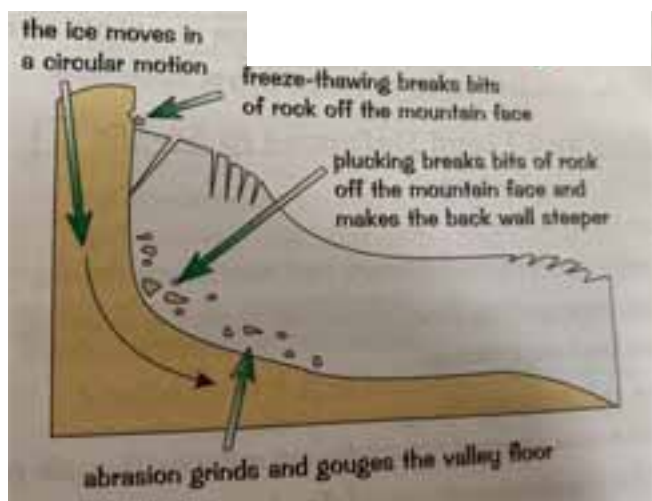
Glaciers erode the landscape as they move

The weight of ice in a glacier makes it move downhill (advance) , eroding the landscape as it goes

The moving ice erodes the landscape in two ways

1. **Plucking** occurs when meltwater at the base , back or sides of a glacier freezes onto the rock. AS the glacier moves forward it pulls pieces of rock out
2. **Abrasion** is where bits of rock stuck in the ice grind against the rock below the glacier wearing it away (as if the glaciers got sandpaper on the bottom of it)

At the top of the glacier the ice doesn't move in a straight line-it moves in a circular motion called rotational slip. This can erode hollows in the landscape. Freeze-thaw weathering is where water gets into cracks in rocks. The water freezes and expands, putting pressure on the rock. The ice then thaws, releasing the pressure. If this process is repeated it can make bits of the rock fall off.



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Glaciation erosion landforms

U shaped valley

One of the most dramatic changes to a landscape caused by glacial erosion is the formation of U-shaped valleys

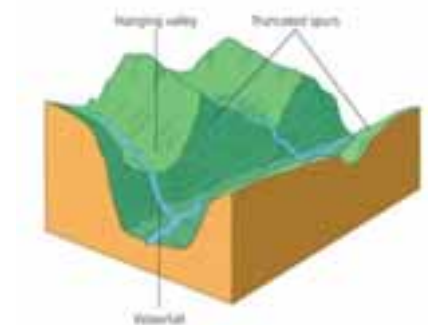
A series of small corrie glaciers move down-slope from the hollow on the mountainside where they formed. They slowly join together to form one large glacier. This large glacier can erode more powerfully. It therefore creates a deeper valley with sheer, straight sides and a flat bottom. This valley looks like the letter 'U', hence the name – U-shaped valley.

Hanging valleys and truncated spurs

When a U-shaped valley is created, the glacier cuts through the interlocking spurs that previously formed the river valley

This leaves behind steep cliffs along the sides of the U-shaped valley – these are called truncated spurs.

Once the ice melts and the river flows once more, the tributary streams and their small valleys are left hanging high above the new U-shaped valley floor. This landform is called a hanging valley



47

Glaciation transportation

Glacial transportation

Glaciers can move material over very large distances. This unsorted material is called **till**

The material is frozen in the glacier, carried on its surface, or pushed in front of it.

When the ice carrying the material melts, material is deposited on the valley floor, forming landforms such as moraines

Most glacial deposits aren't sorted by size or weight like river deposits – rocks of all shapes and sizes are mixed up together



48

Glaciation deposition

Glacial deposition

Moraines are landforms made out of till dropped by the glacier as it moves

There are four different types of moraines – as shown on diagram 1 below

Drumlins are elongated hills of glacial deposits – the largest ones can be over 1000m long, 500m wide and 50m high .

Drumlins are round, blunt and steep at the upstream end, and pointed and gently sloping at the downstream end . They are shown in diagram 2 below

Erratics are rocks that have been picked up by a glacier, carried along and dropped in an area that has a completely different rock type. This means that erratics often look out of place

Diagram 1 – types of Moraine

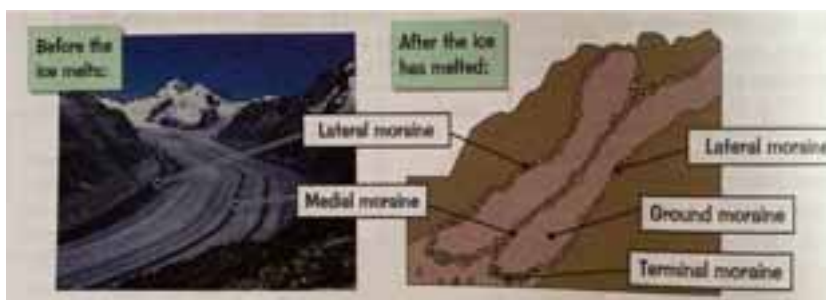
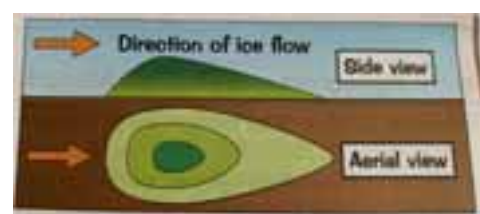


Diagram 2 – Drumlins



49

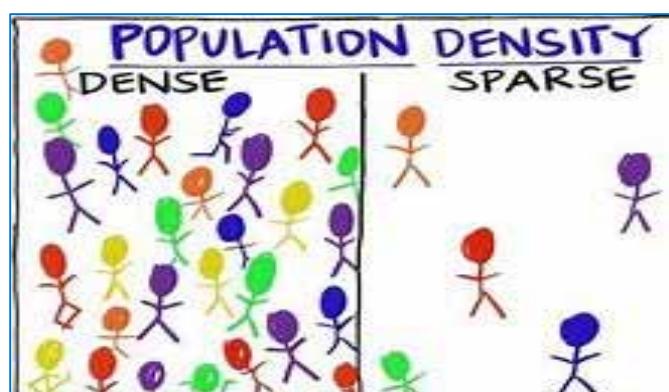
Russian population distribution and density

Russia's population density is not even.
77% of Russia's population live West of the Ural mountains
There are very few large cities in the East of Russia.

Key terms	Definition
Population Density	Population/Area
Densely populated	High population density.
Sparsely populated	Low population density.
Choropleth map	A type of mapping where a range of increasingly dark colours is used to represent data grouped into categories.

Reasons for population Density.

Rich soil for farming.
Temperate weather conditions.
Good communication options.
Harsh climate.
Risks of flooding or Earthquakes.
Difficult landscapes e.g. deserts



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Russian population distribution and density



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Russian Economy

Key Facts

Capital City: Moscow

Russia has lots of natural resources.

It produces 20% of the World's natural gas.

It has the eight largest oil reserves.

Exports lots of timber.

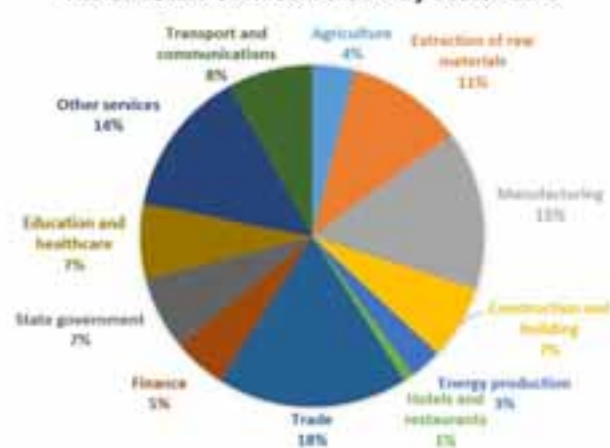
Russia struggles to move raw materials from the East to the West.

Roads in Russia are in poor condition due to the cold weather.

Largely depends on railways.

<u>Economic</u> Sector	Definition	% of jobs in Russia
Primary	Extracting raw materials	9.4
Secondary	Making things from raw materials	27.6
Tertiary	Providing a service to others	63

The structure of Russia's GDP by sector 2013



52

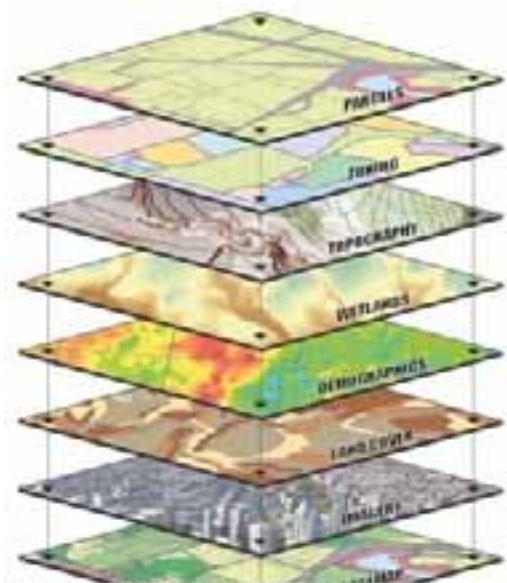
Russian Economy



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Geographical Information System

Key term	Definition
Geographical Information System (GIS)	A GIS works on a computer; the software connects data to maps quickly so you can focus on looking at patterns and make decisions. The information is shown in layers.
Google Earth	Google Earth is a geobrowser that allows you to view the Earth through satellite and aerial imagery, and other geographic data over the internet. It represents the Earth as a three-dimensional globe.
Global Positioning System (GPS)	US navigational tool that uses satellites to track positions and give directions.



54

What is the Arctic?

Key Facts

The Arctic region surrounds the North Pole and the Arctic Ocean.

It is defined as the region north of Arctic Circle.

Some of the surface of the ocean is frozen for some or all the year.

Winter temperatures of -40



55

The Arctic and its Bordering Nations



56

Skills and Help Section

57

Geography Connectives

At the end of every sentence ask yourself – ‘So ?’ , ‘And ?’ and ‘Why ?’

This means that ...

As a result of this ...

This leads to ...

The result of this ...

This results in ...

In the future this may lead to ...

As a consequence of this ...

This occurs because ...

The reasons for this is ...

This causes ...

An example of this is ...

The reason for this is ...

... leading to ...

... meaning that ...

The impact of this is ...

This produces ...

This may bring about

...

...and because of this

...

This is due to ...

This suggests that ...

...and this means that

...

One reasons for this is

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Key Terminology

SEEP

Social = Issues to do with peoples lives

Economic = Jobs, business and money

Environmental = The Environment

Political = Countries and Governments

Stakeholder = Somebody who has an interest in an issue

Timescale = Are you talking short term (days and weeks) Or long term (months and years) ?

Spatial = What scale are you looking at ? Is it *local scale, regional scale , national scale or global scale* ?

Sustainability

"Meeting the needs of the present without compromising the ability of future generations to meet their own needs"

Enough , For all, Forever

59

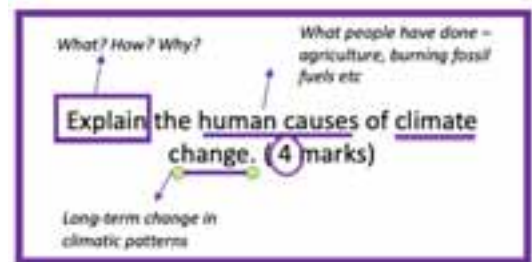
BUG the exam question

Before you answer any question remember to **BUG** the question

B – box the command work

U – Underline any other key words

G – glance at the mark



Developing your points using the PEEL structure

Point

What is the point you are making ?

Evidence

Which examples / facts / data link to your point ?

Explain

Develop your point using connectives such as 'This means that' or 'therefore' or 'this shows that'

Link

How does your point link back to the question ?

60

Reading a graph in Geography

PEA		
P	Pattern	E.g. "Its increasing"
E	Evidence	E.g. "Between 1990 and 2005 it increased ..."
A	Anomalies	Is there anything different ? A sudden drop ? Point it out.



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Reading maps in Geography - 'CLOCK'

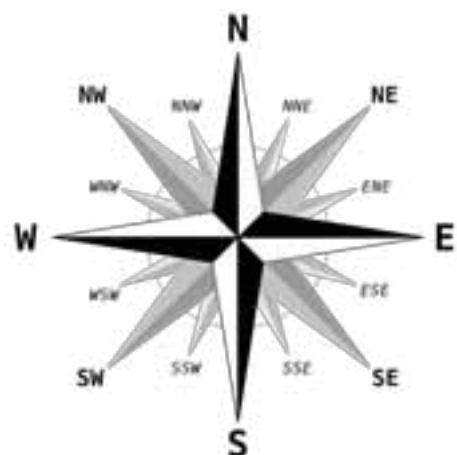
C = Country

L = Latitude / longitude

O = Oceans and Seas

C = Compass points

K = Kilometres (distance and scale

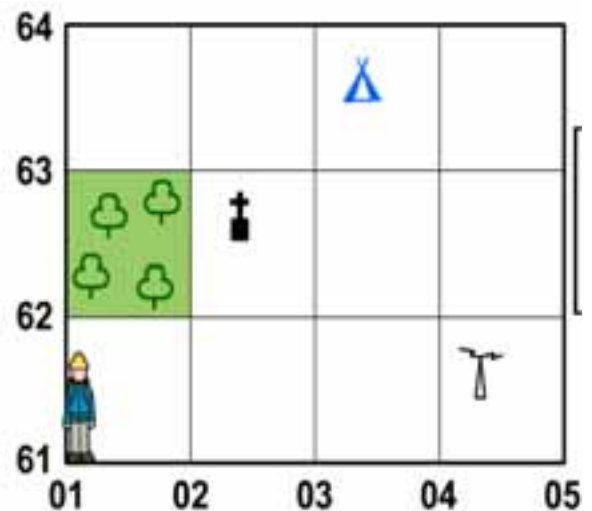


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Using OS maps in geography

Follow the 3 Grid reference rules

1. Always go across the landing and then up the stairs .
2. If you are 'in' a square, then go down and left.
3. If you are given a grid reference and need to find it ,go up and right.



63

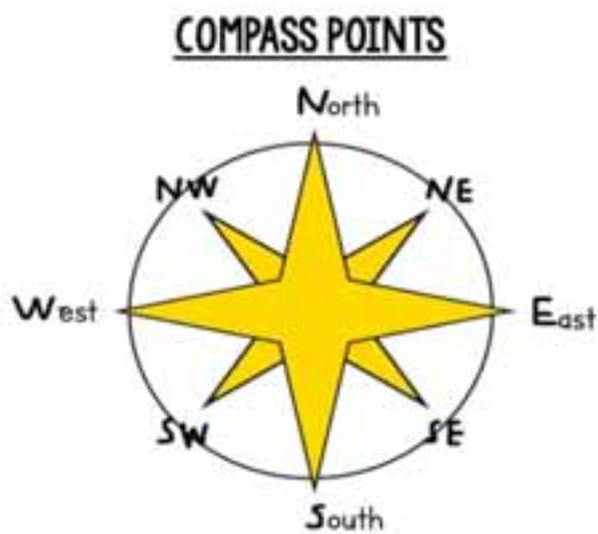
Decision making exercises checklist.

Did you ...

1. Plan your answer ?
2. Rank your option choices ?
3. Develop your points using TAT ?
4. Link to SEE ? (**Social** , **Economic**, **Environmental**)
5. Mention **stakeholders** ?
6. Use the resource booklet ?
7. Link to scale – *local, regional and national* ?
8. Link to time – *short term vs long term* ?
9. Think about the bigger picture – national or global issues ?

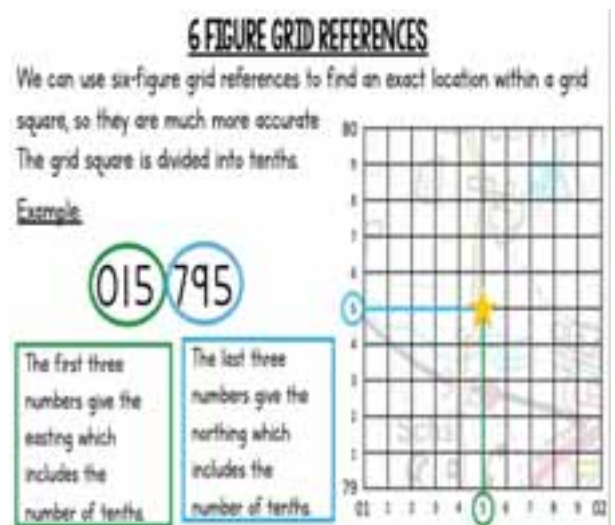
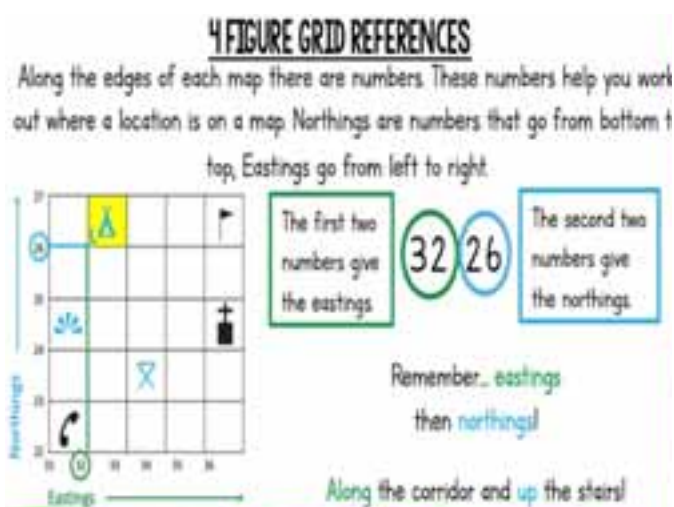
64

Geographical skills



65

Geographical skills



66

Glossary

Key Term	Definition
Abrasion	Rocks carried by the river rub and scrape along the river bed and banks, wearing them down
Attrition	Rocks carried by the river collide with each other and break into smaller pieces.
Balance of <u>trade</u>	The difference between the money a country earns from its exports, and the money it pays for its imports
Birth Rate	the average amount of babies born per 1000 of the population
Choropleth map	A type of map which uses different colours to show variations between places
Climate	Climate is the average weather conditions over a long period of time .
Climate graph	A graph that shows both temperature and rainfall in an area
Conflict	Where people or organisations disagree with each other
Death Rate	the average amount of people who die per 1000 of the population
Densely populated	Places that are crowded are called densely populated
Dependent Population	members of a population who are not of working age. These include those under 18 and over 65.
Deposition	The laying down of material in a landscape
Economic	Jobs and money
Ecosystem	A community of plants and animals and the environment in which they live. Ecosystems include both living (biotic) and non-living (abiotic) parts.
Environmental geography	The study of habitats such as mountains, forests, oceans and how they develop and change.
Environmental	The environment
Erosion	Erosion is the wearing away of land
Export	The raw materials, goods and services that a country sells
Forced Migration	having to move as a result of danger to life ie war
Geographical Information System (GIS)	A GIS works on a computer; the software connects data to maps quickly so you can focus on looking at patterns and make decisions. The information is shown in layers.
Geology	The structure of the earth and its rocks
Global Positioning System (GPS)	US navigational tool that uses satellites to track positions and give directions.
Google Earth	Google Earth is a geobrowser that allows you to view the Earth through satellite and aerial imagery, and other geographic data over the internet. It represents the Earth as a three-dimensional globe.
Human geography	How and where people live, develop and earn a living

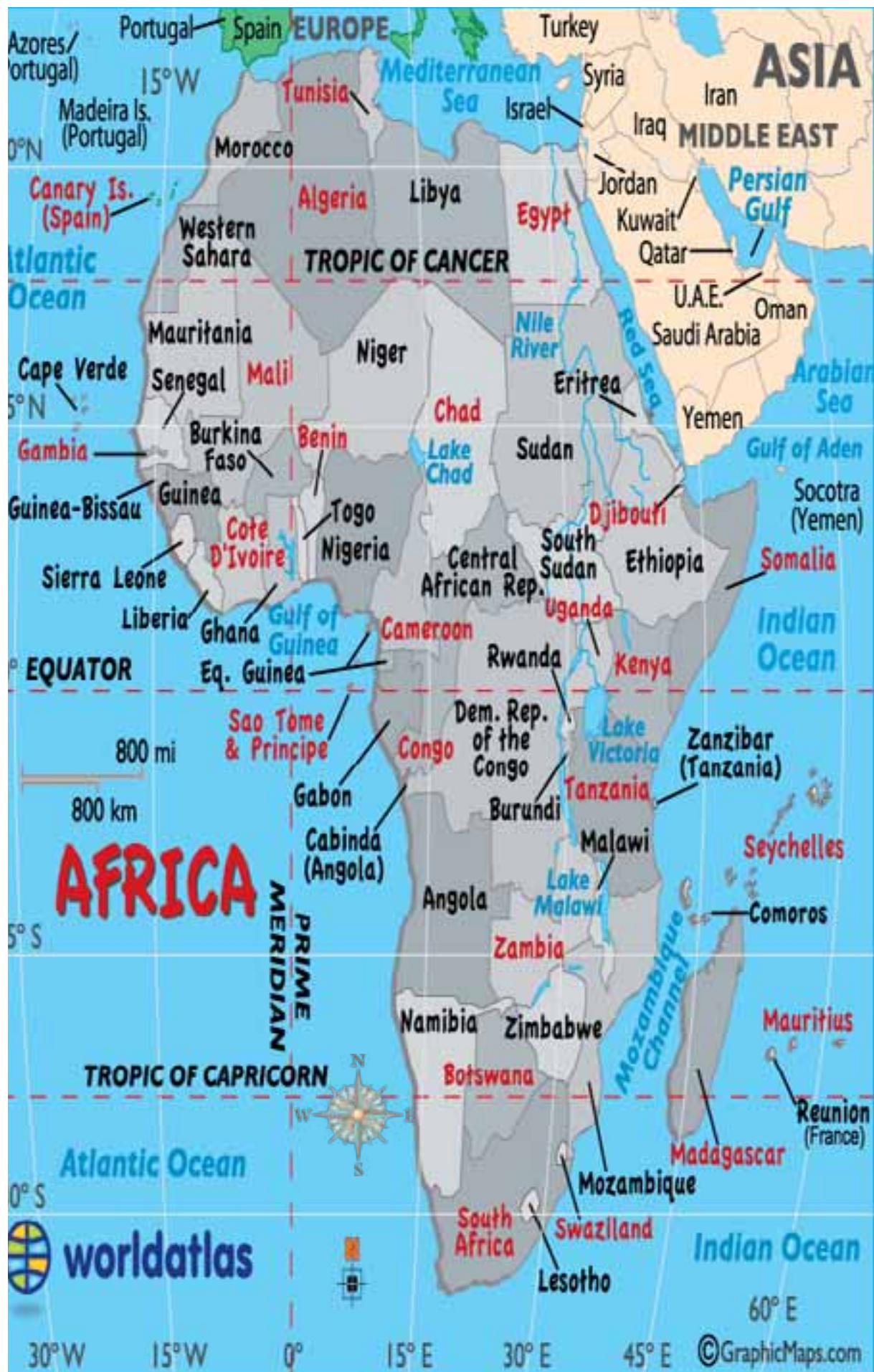
67

Hydraulic action	the force of the river compresses air trapped in cracks in the river banks. The increased pressure weakens and gradually wears away the banks
Import	The raw materials, goods and services that a country buys
Life Expectancy	the average years a person can expect to live.
Migration	the movement of people from one place to another.
Physical geography	What our planet is like, the work of the rivers, the sea and ice
Political	Policies and government
Population density	Population density is the number of people living in a given area, usually a square kilometre
Population distribution	Population distribution is the pattern of where people live and how populations are spread out.
Primary consumers	Animals that eat vegetation (producers) in the food chain. These are herbivores. These animals may be eaten by secondary consumers.
Primary industry	Where raw materials (natural resources) are extracted from the land and the sea. E.g. farmers, fishermen, miners etc
Producer	Plants that create chemical energy from the sun's light. Producers are at the bottom of the food chain.
Pull Factor	Reason to move to a place (positive)
Push Factor	Reason to leave a place (negative)
Quaternary industry	Research and development e.g. new technology, f
Secondary consumers	Animals that are higher up the food chain and that eat primary consumers
Secondary industry	Making things (manufacturing) from the raw materials e.g. factory workers, builders, steelworkers etc
Social	Factors concerned with people's lives
Solution	where water is slightly acidic, it dissolves certain types of rock on the river bed and banks
Sparsely populated	Places that only have a few people living there are called sparsely populated
Stakeholder	A group of people who have an interest or concern in something
Subducts	Goes under
Sustainable development	Sustainable development is the kind of development that meets the needs of the present without compromising the ability of future generations to meet their own needs.
Tertiary industry	Providing a service to others. E.g. teachers, police, doctors, shop assistants
Tertiary consumer	Tertiary consumers eat primary and secondary consumers as their main source of food.
Trade	The buying and selling of natural resources, manufactured goods and services.
Voluntary Migration	making the choice to move from one place to another ie for work



MAPS OF THE WORLD





AFRICA – POLITICAL MAP



EUROPE – POLITICAL MAP



EUROPE – RELIEF MAP



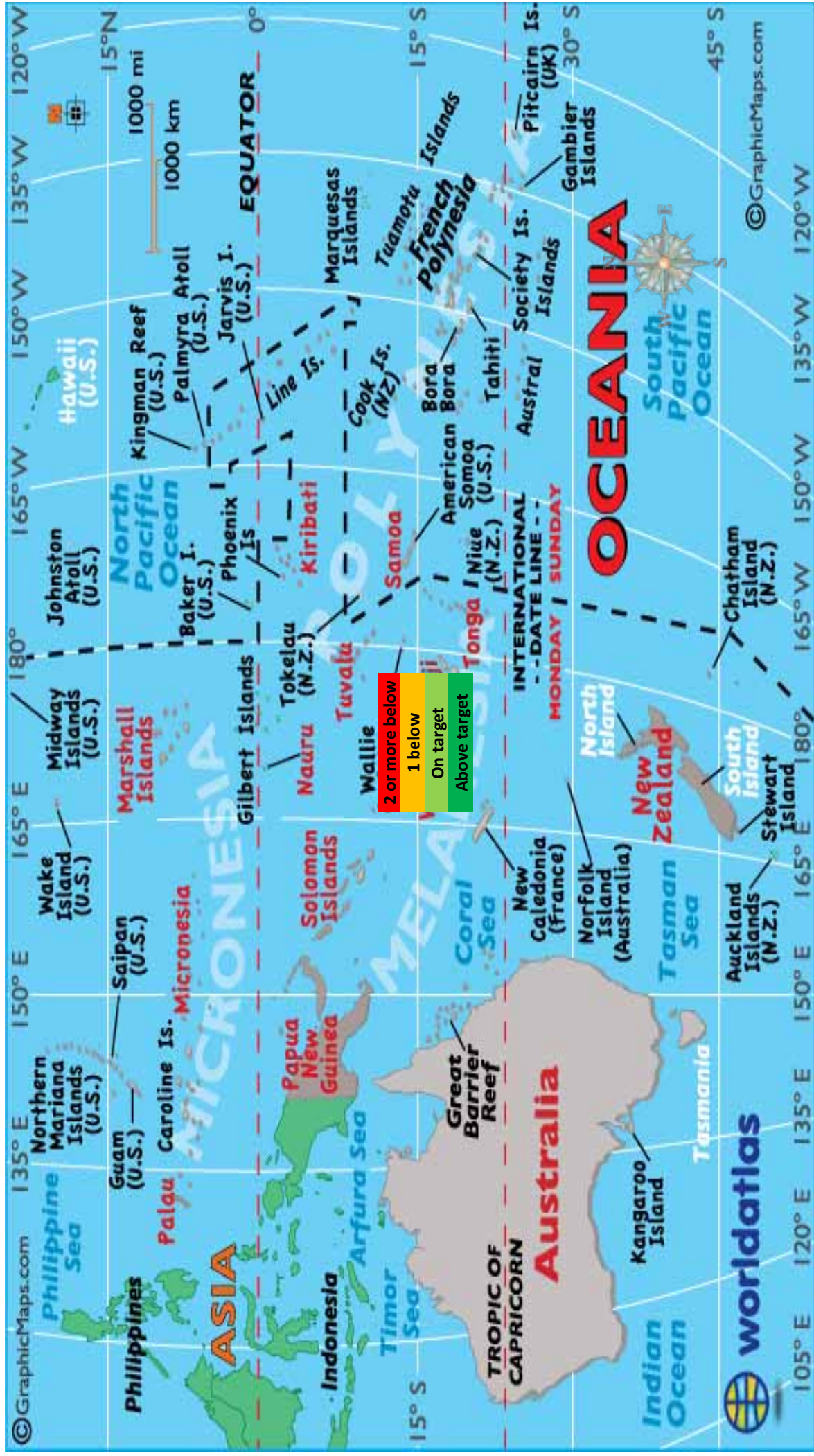
NORTH AMERICA – POLITICAL MAP



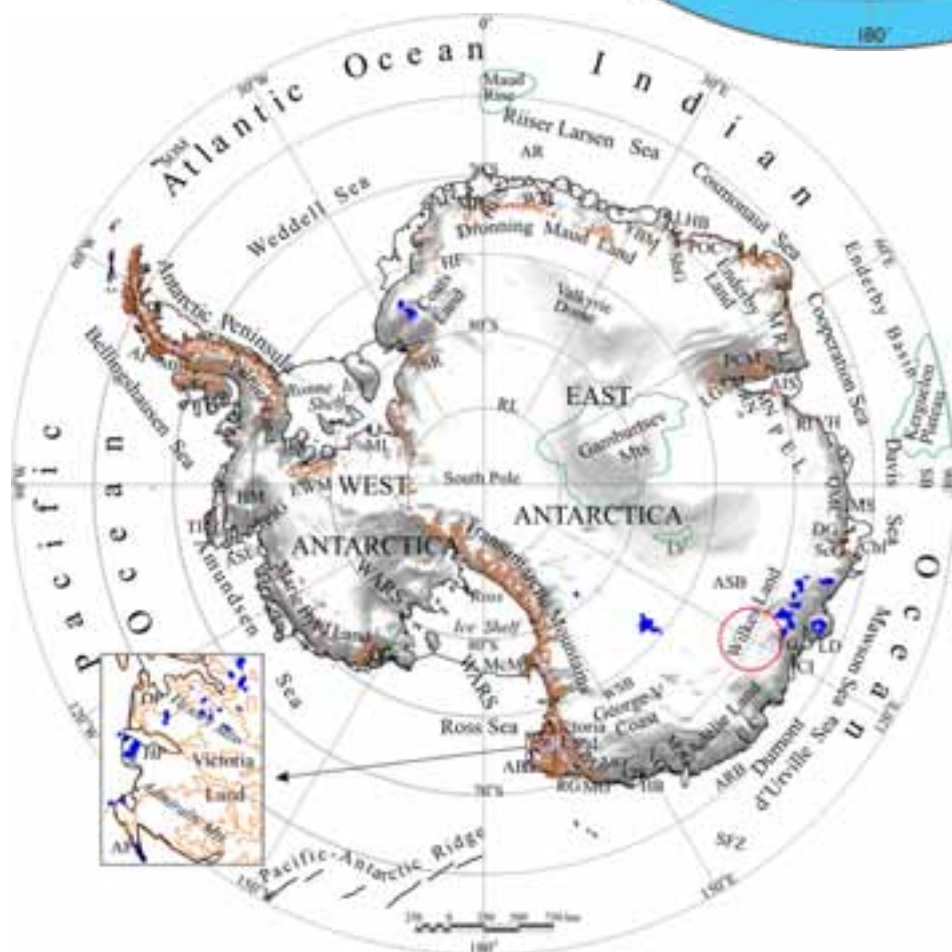
SOUTH AMERICA – RELIEF MAP



SOUTH AMERICA – RELIEF MAP



OCEANIA / AUSTRALASIA



ANTARCTICA



TRANSCONTINENTAL REGION – THE MIDDLE EAST – POLITICAL MAP



TRANSCONTINENTAL REGION – THE MIDDLE EAST –RELIEF MAP



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3

Time Periods, Factors & Themes

Time Period	Details
1170 -1500	Medieval
1500 – 1750	Renaissance
1750 –1900	Industrial
1900 +	Modern

Themes
the development of rights ,
the development of parliament ,
authority and challenge to authority

Factor
War and violence 
Religion 
Chance 
Government 
Communication 
Economic 
The role of the individual in encouraging or inhibiting change. 
New Ideas (about equality & representation) 

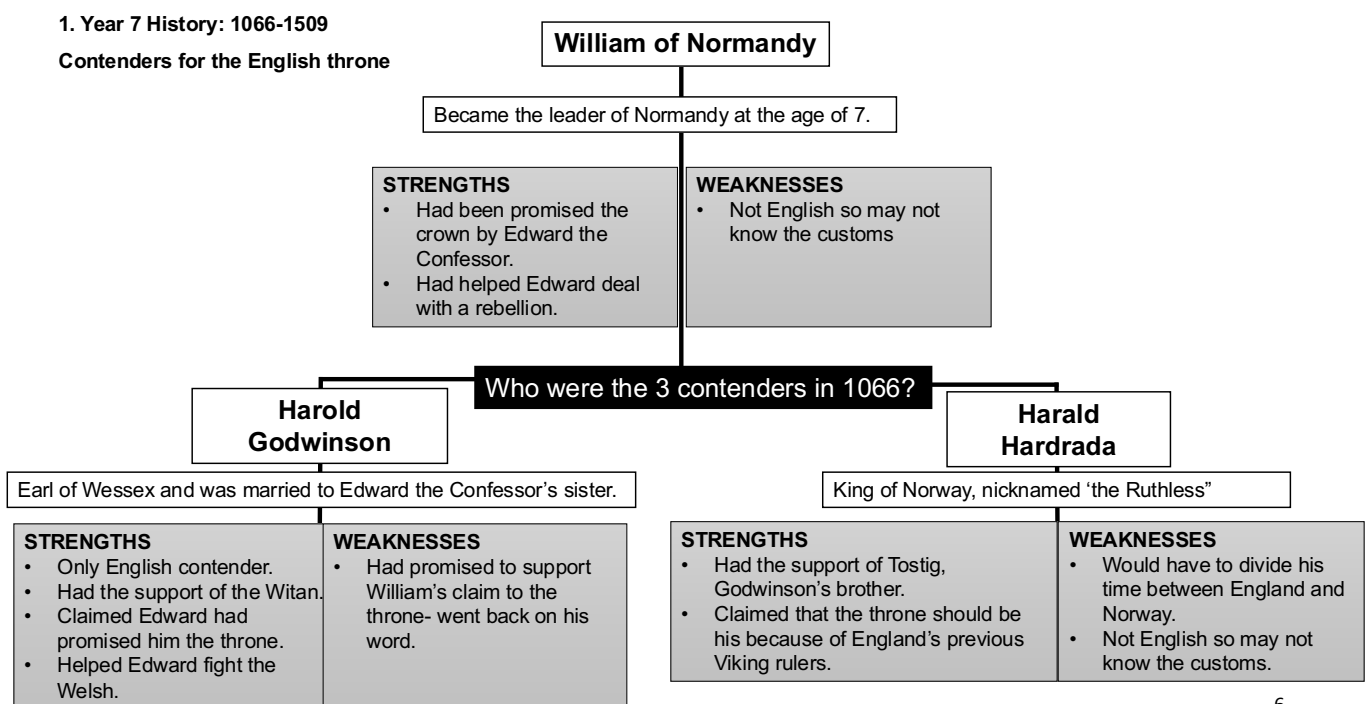
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Year 7 History

The development of Church, state and society in Medieval Britain

1066-1509

5



6

2. Year 7 History: 1066-1509

Battles of 1066

Battle	Events
Battle of Stamford Bridge	Between Harold Godwinson and Harald Hardrada
25th September 1066	Hardrada invaded England and took control of York.
At Stamford near York	Godwinson launched a surprise attack on the Vikings. Vikings were unprepared. Godwinson's army won. Hardrada and Tostig were killed.

Battle	Events
Battle of Hastings	Between Harold Godwinson and William of Normandy
14th October 1066	
At Senlac Hill	Godwinson's army marched 250 miles from Yorkshire to meet William's army.
East Sussex	Godwinson's army used the shield-wall tactic William's army used the feigned retreat tactic. William won. Godwinson was killed.

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3. Year 7 History: 1066-1509

Armies

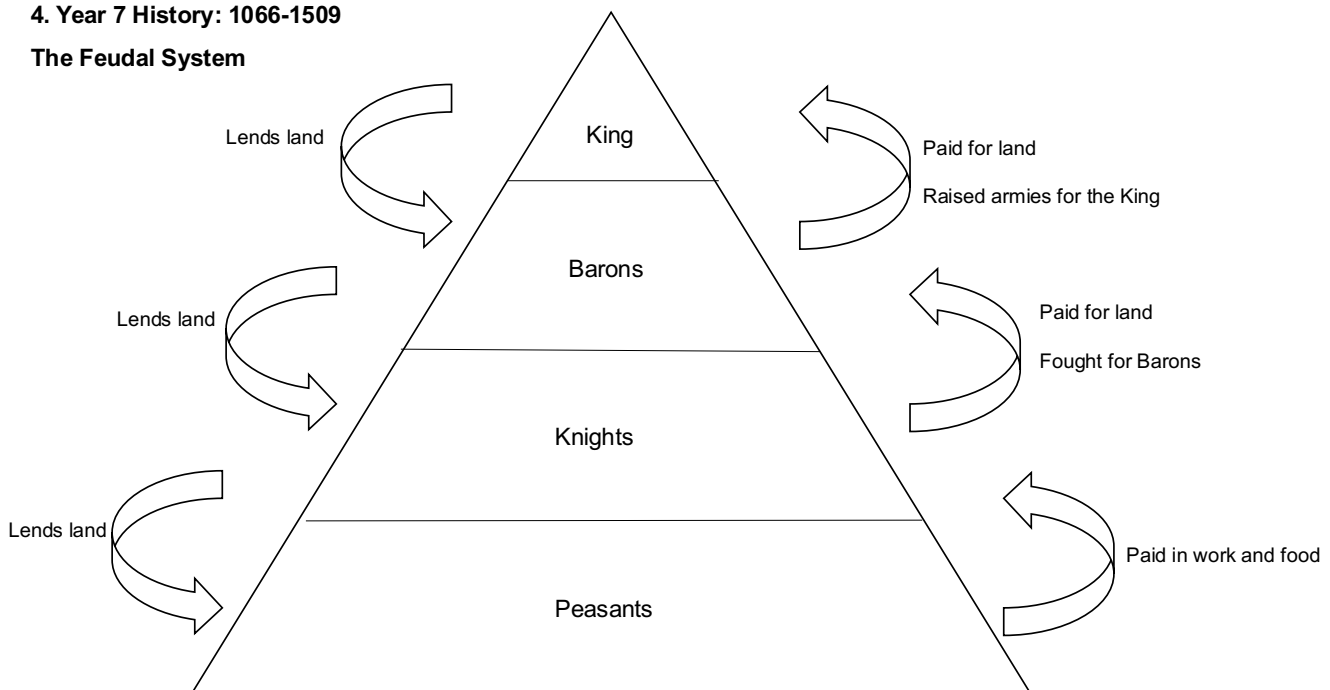
William's Army	
Mercenaries	Professional soldiers. Well trained and equipped.
Archers	Equipped with bows and arrows. Effective long-range but limited in short-range fighting
Knights	Fought on horseback. Could charge at high speeds towards enemies.

Godwinson's Army	
Fyrd	Untrained peasants. No armour. Equipped with farming tools.
Housecarls	Trained professional soldiers. Well armoured. Equipped with battle-axes and shields

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4. Year 7 History: 1066-1509

The Feudal System



9

5. Year 7 History: 1066-1509

Domesday Book

The Domesday Book

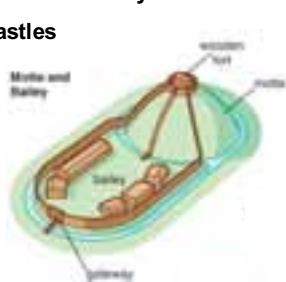
What was it? William needed to know how much money people had.
He created a survey of land and wealth in England.
This became known as the Domesday Book.

How did William use it? To work out how much people could be taxed
To work out how many people could fight for him
To settle arguments over land

10

6. Year 7 History: 1066-1509

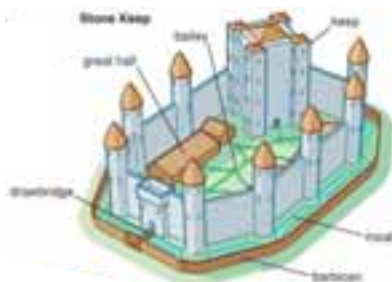
Castles



Motte and Bailey

Wooden castle on top of a hill (Motte)
Enclosed area at the bottom of the hill (Bailey)

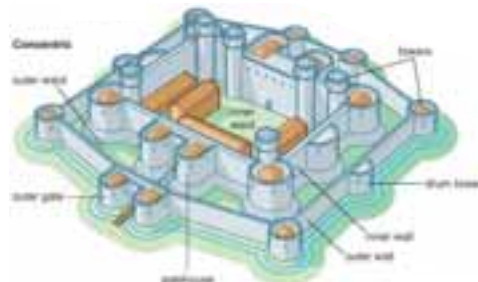
Quick and easy to build



Stone Keep

This type of castle was made of stone and was strong as a result.

Much harder to attack than a wooden castle



Concentric Castle

Castle surrounded by two layers of high walls.

Much easier to defend than a stone keep.

Types of Castle

11

7. Year 7 History: 1066-1509

Why castles were built

William I

William built castles to protect against invasions and rebellions.

Chepstow Castle built on the border of England and Wales in 1067

Edward I

Castles were used for trade by the end of the Norman period

Caernarfon Castle was built in 1283 after Edward I defeated the Welsh with access to the sea for trading.

Elizabeth I

Elizabeth used castles as patronage, to reward her loyal followers.

Elizabeth gave Kenilworth Castle to Robert Dudley, the Earl of Leicester, one of her favourites.

CASTLE DEVELOPMENT

Richard I

Castles were built to establish control over people.

Chateau Gaillard was built in Normandy, France in 1196.

Henry VIII

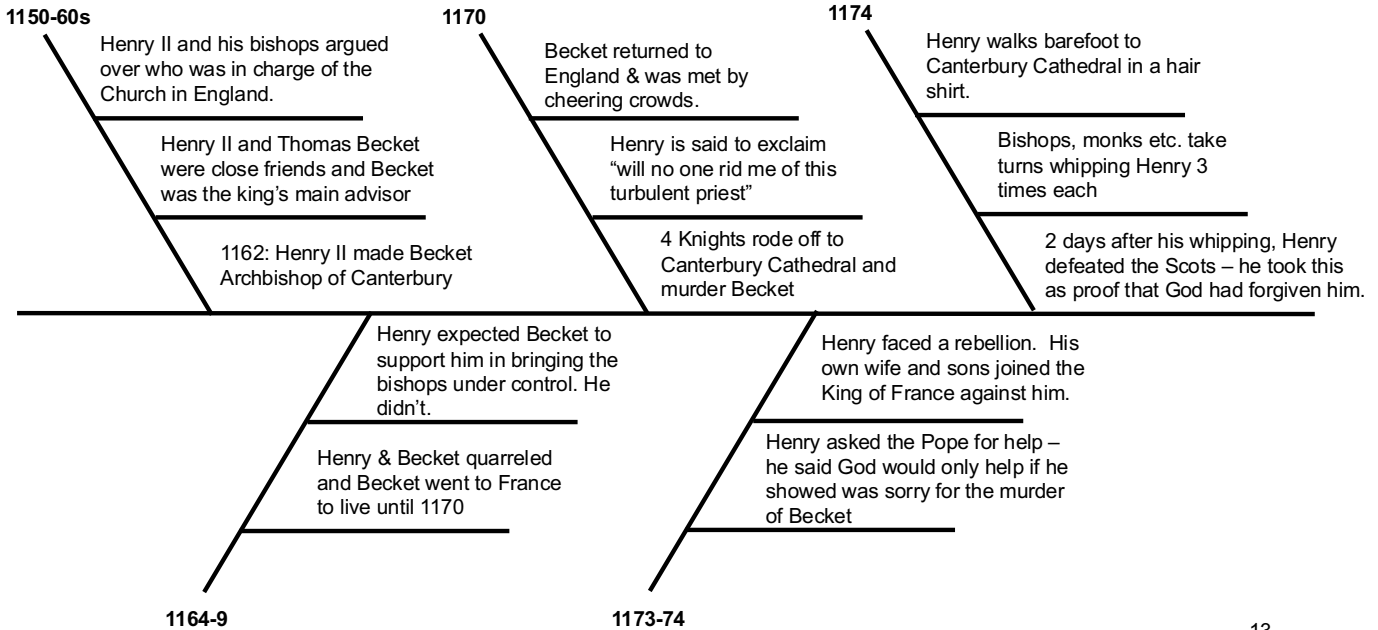
Henry VIII wanted castles to show his wealth.

Henry made changes to Hampton Court to make it into a 'pleasure palace'.

12

8. Year 7 History: 1066-1509

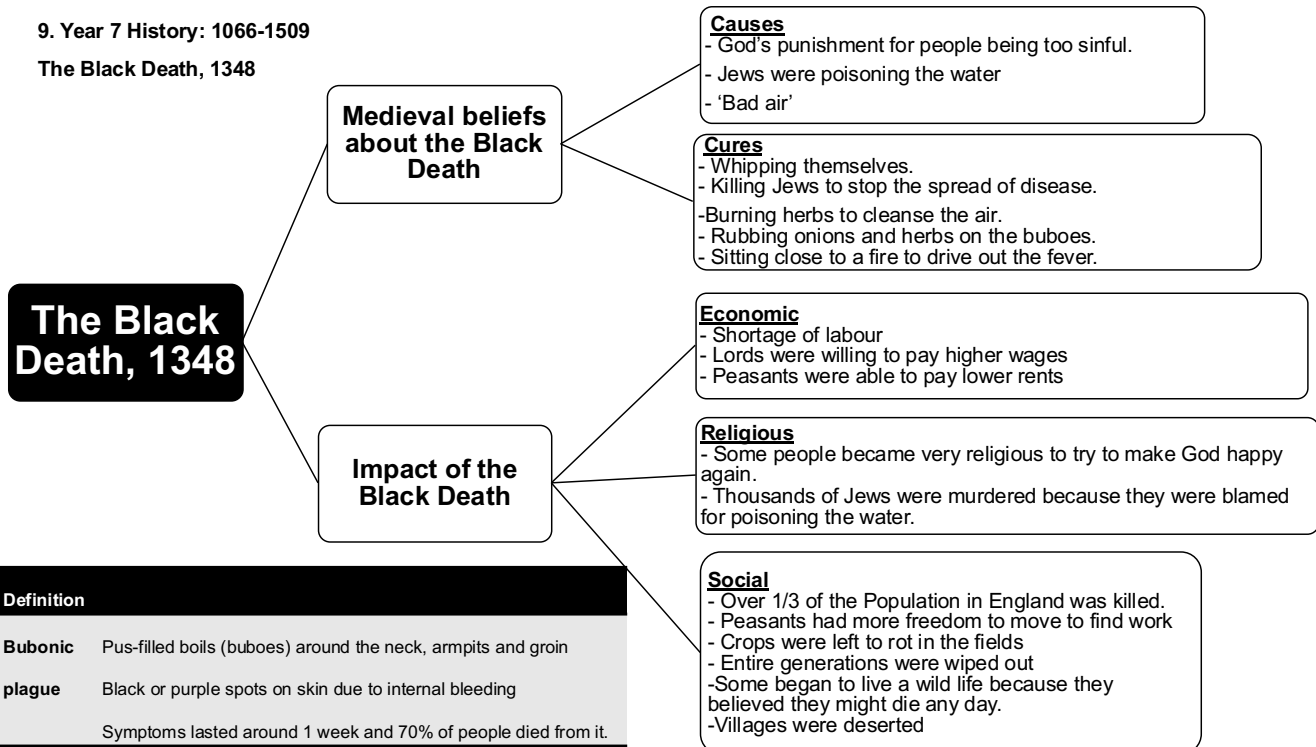
Why was Thomas Becket murdered in 1170?



13

9. Year 7 History: 1066-1509



The Black Death, 1348



14

10. Year 7 History: 1066-1509

Impact of the Black Death

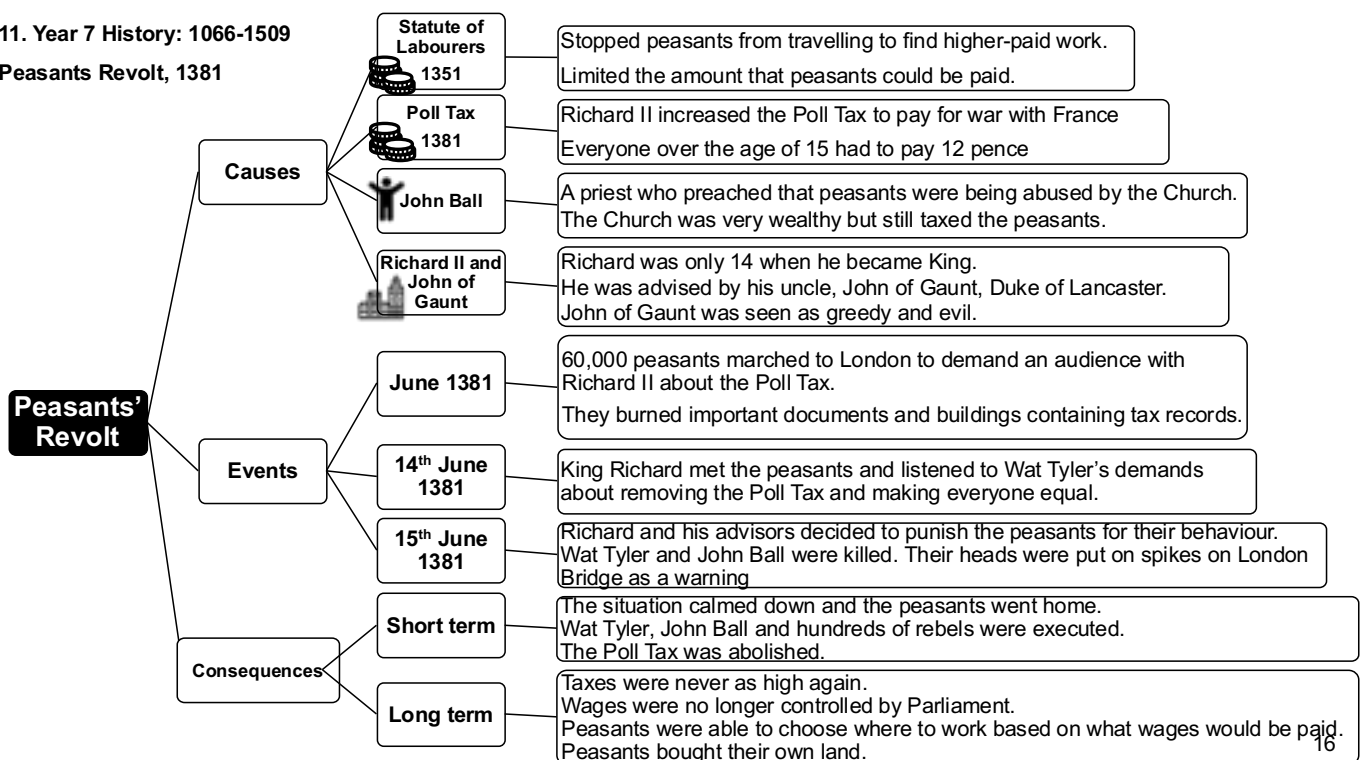
Impacts	
Economic	<p>Shortage of labour</p> <p> Lords were willing to pay higher wages</p> <p>Peasants were able to pay lower rents</p>
Religious	<p> Some people became very religious to try to make God happy again.</p> <p>Thousands of Jews were murdered because they were blamed for poisoning the water.</p>

Impacts	
Social	<p>Over 1/3 of the Population in England was killed.</p> <p>Peasants had more freedom to move to find work</p> <p>Crops were left to rot in the fields</p> <p>Entire generations were wiped out</p> <p>Some began to live a wild life because they believed they might die any day.</p> <p>Villages were deserted</p>

15

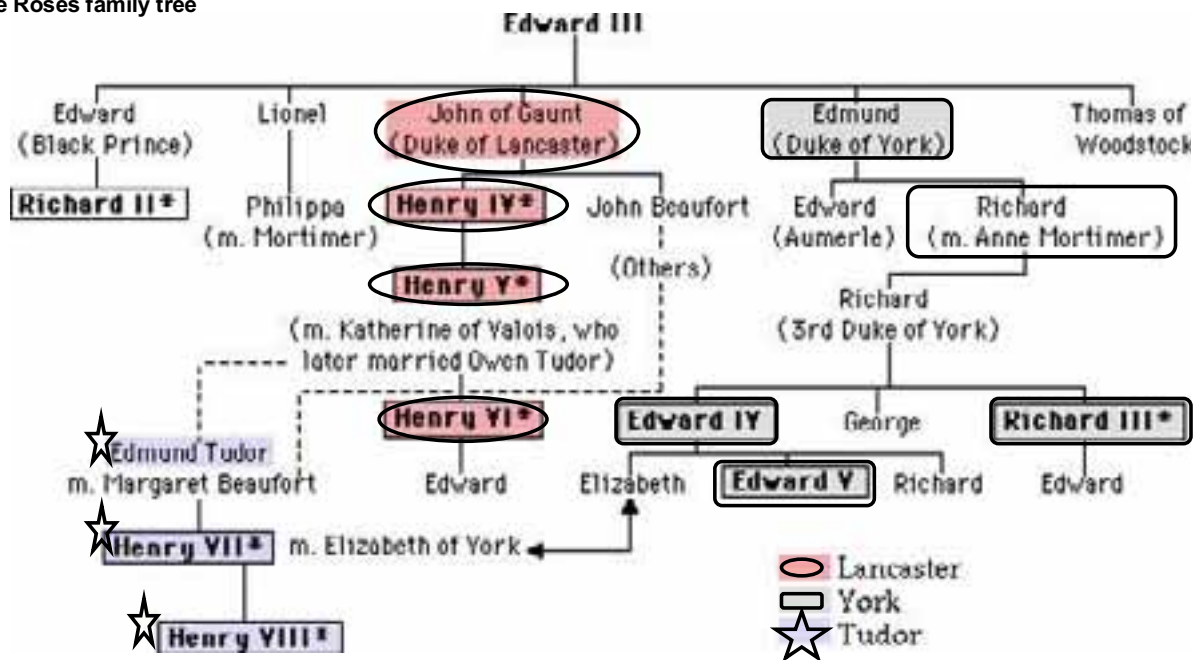
11. Year 7 History: 1066-1509

Peasants' Revolt, 1381



12. Year 7 History: 1066-1509

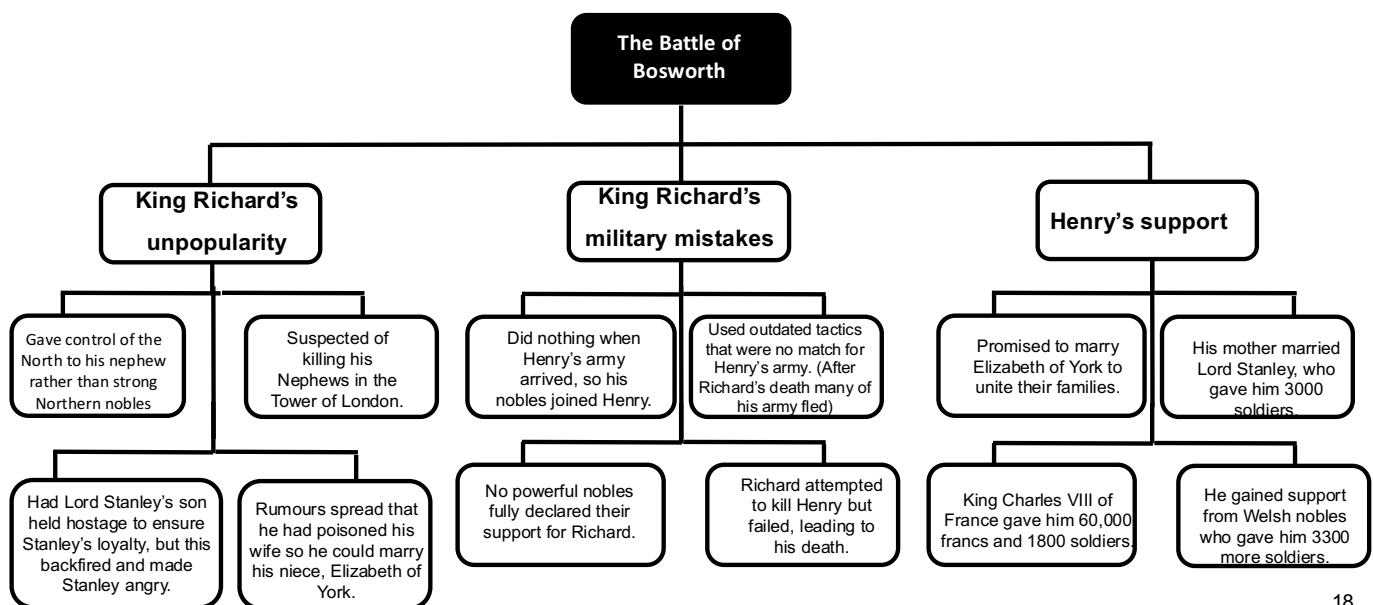
War of the Roses family tree



17

13. Year 7 History: 1066-1509

The Battle of Bosworth, 1485



18

14. Year 7 History: 1066-1509

Henry VII's problems

Problem	Solution
He worried that they would not accept him as king because he killed a member of their family.	Married Elizabeth of York in 1486, uniting the two families
Without money he could not buy armies and weapons to secure his reign.	Forced all people in England to give him money.

Problem	Solution
He was worried about threats from France, Spain and Scotland.	Threatened to go to war with France unless they paid him £150,000. Married his son, Prince Arthur, to Spanish Princess Catherine of Aragon. Married his daughter, Margaret, to the King of Scotland.
Some barons did not support Henry as King. They were powerful and had their own armies.	Banned private armies and fined any Baron who kept them.

19

Year 7 History

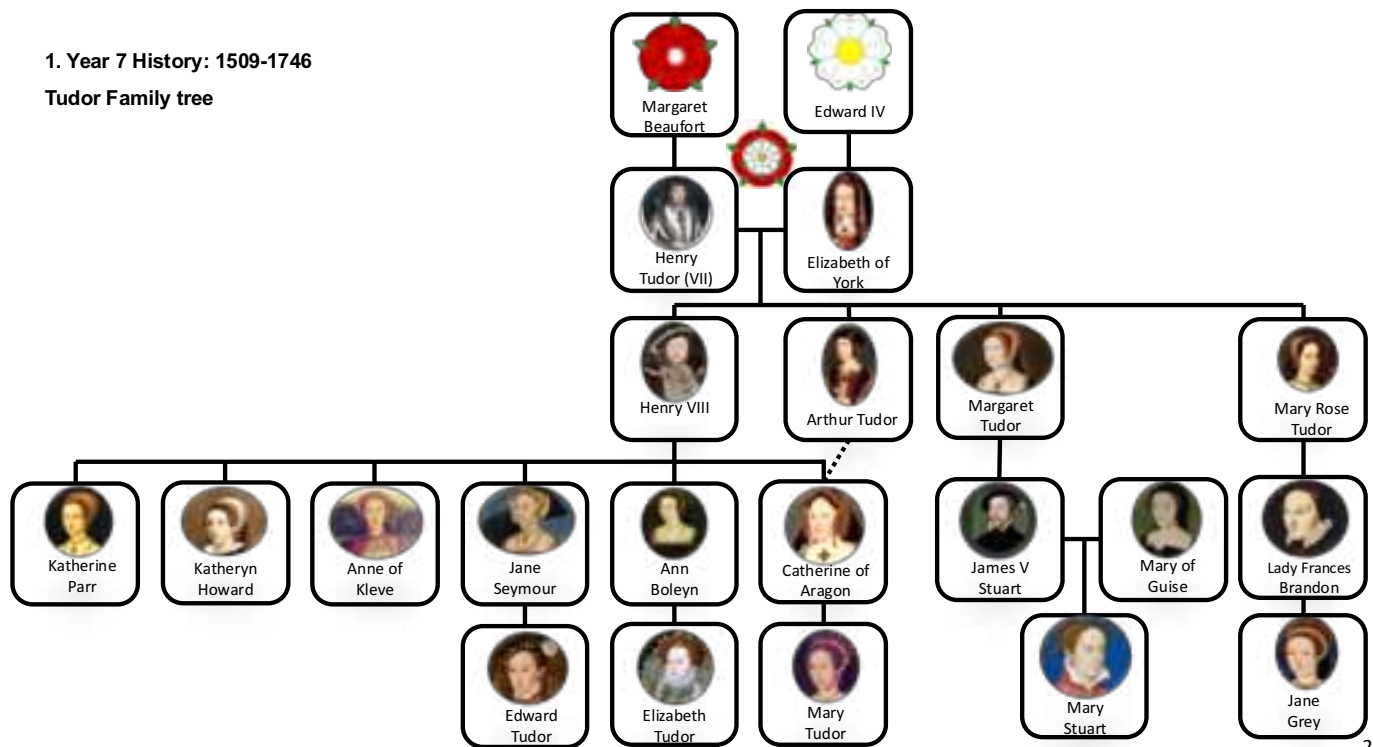
The development of Church, state and society in Britain

1509-1746

20

1. Year 7 History: 1509-1746

Tudor Family tree



21

2. Year 7 History: 1509-1746

Reformation and Renaissance

Why were people challenging the Church?

Printing Press



- Created by Johannes Gutenberg in 1453.
- Used woodcuts to print books and leaflets.
- Allowed people to buy books and learn things for themselves.
- Ideas from books were spread by communication

Ideas spread by the printing press:

- Luther's 95 Theses
- Galileo's work on the Earth travelling around the Sun was published in 1632.
- These ideas challenged the Church's teachings.

Martin Luther



- A German Monk.
- Wrote the 95 Theses: a list of complaints about the Church in 1517.
- Argued that the Bible should be written in the language of the country, not just in Latin.
- In 1522 he translated the Bible into German

Renaissance and new discoveries



- Renaissance: a period of discovery and change.
- During the renaissance people could question existing ideas through investigation and experiments.
- The discovery of the Americas in 1492 made people doubt the teachings of the Church.
- Copernicus' works in 1543 challenged the idea taught by the Church that the Earth was the centre of the universe.

3. Year 7 History: 1509-1746

Reformation and Renaissance in England

Why did Henry VIII change the Church in England?

- No heir** His first wife, Catherine of Aragon failed to produce a son.
The Catholic Church did not allow divorce, so Henry changed the Church to be able to divorce and remarry.

- Money** By breaking from the Catholic Church, Henry was able to close down over 800 monasteries in England and keep their money for himself.

- Power** The Pope had religious authority over England.
Henry saw the Pope as a rival to his power.

Act of Supremacy 1534:

This made Henry, and all his heirs, Supreme Head of the Church of England.

This removed the Pope's religious authority in England.

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4. Year 7 History: 1509-1746

Changes in the Church in the 1500s



SOURCE 1 Inside a typical medieval Roman Catholic church in 1500

Catholic



SOURCE 11 A church in Edward's reign

Protestant



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5. Year 7 History: 1509-1746

Religious changes under Edward, Mary and Elizabeth

Elizabeth I

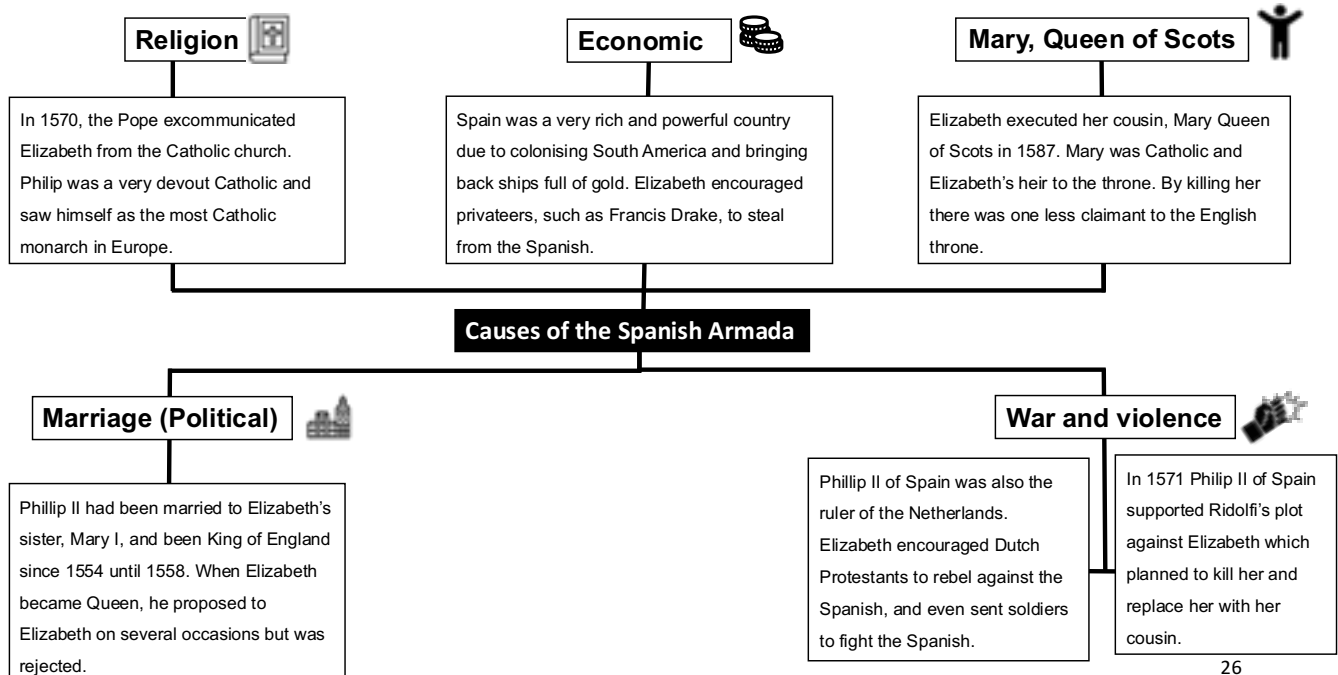
Officially made the Church Protestant but tried to compromise:

- Act of Supremacy: made Elizabeth the Supreme Governor of the Church
- Act of Uniformity: everyone had to attend the Church of England and use the English Prayer Book
- English Church services and Bible
- Allowed elements of the Catholic church to remain, such as church decorations and music.
- Compromised on beliefs about communion
- Punished those who refused to attend Church of England services.

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6. Year 7 History: 1509-1746

Conflict with Catholics- causes of the Spanish Armada



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7. Year 7 History: 1509-1746

Conflict with Catholics- Events of the Spanish Armada

Events

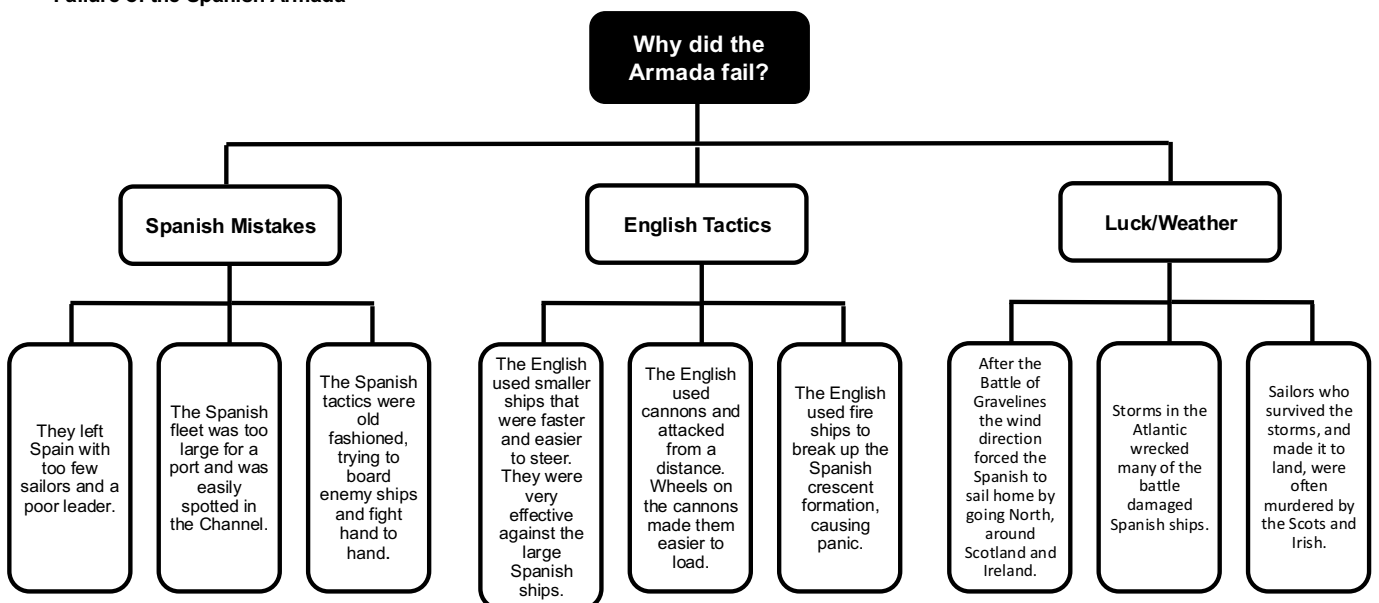
1. 131 warships left Spain in July 1588.
2. The Spanish ships were seen by the English and beacons were lit along the English coast.
3. The Armada stopped at Calais, France and the English used fire ships to break Spain's formation which meant the Spanish couldn't pick their soldiers up from the Netherlands.
4. The Armada sailed north around Scotland to escape the English but on the way south, the Armada hit very bad weather and lots of the ships were wrecked.
5. Less than half the Armada returned to Spain.



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8. Year 7 History: 1509-1746

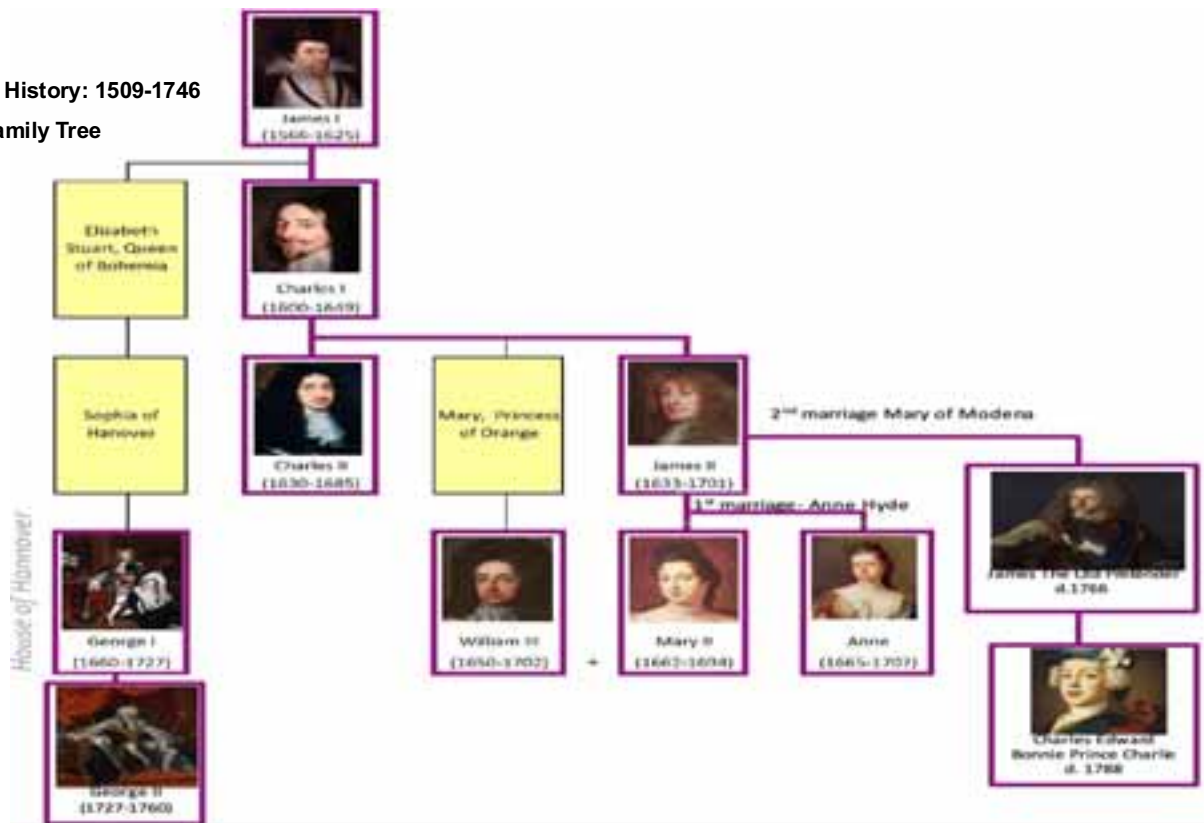
Failure of the Spanish Armada



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9. Year 7 History: 1509-1746

Stuart Family Tree




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10. Year 7 History: 1509-1746


How far was James I to blame for the Gunpowder plot?

Causes of the Gunpowder plot

James' actions	Reintroduced fines for not attending Church services.
	Had a very expensive coronation and lots of parties.
	Announced his 'utter detestation' of Catholicism.
	Rounded up and fined hundreds of Catholics.
	Ordered all Catholic priests to leave England.

Social issues	No-one in authority was doing anything about the plague.
	The Spanish hated that another Protestant was ruling England.
	England was in debt and thousands were starving.



Causes of the Gunpowder plot

Religious issues	James announced his 'utter detestation' of Catholicism.
	James rounded up and fined hundreds of Catholics.
	James ordered all Catholic priests to leave England.
	James reintroduced fines for not attending Church services.
	All Catholics seen as traitors after the discovery of two plots against James in 1603

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11. Year 7 History: 1509-1746

Why did Britain colonise North America?

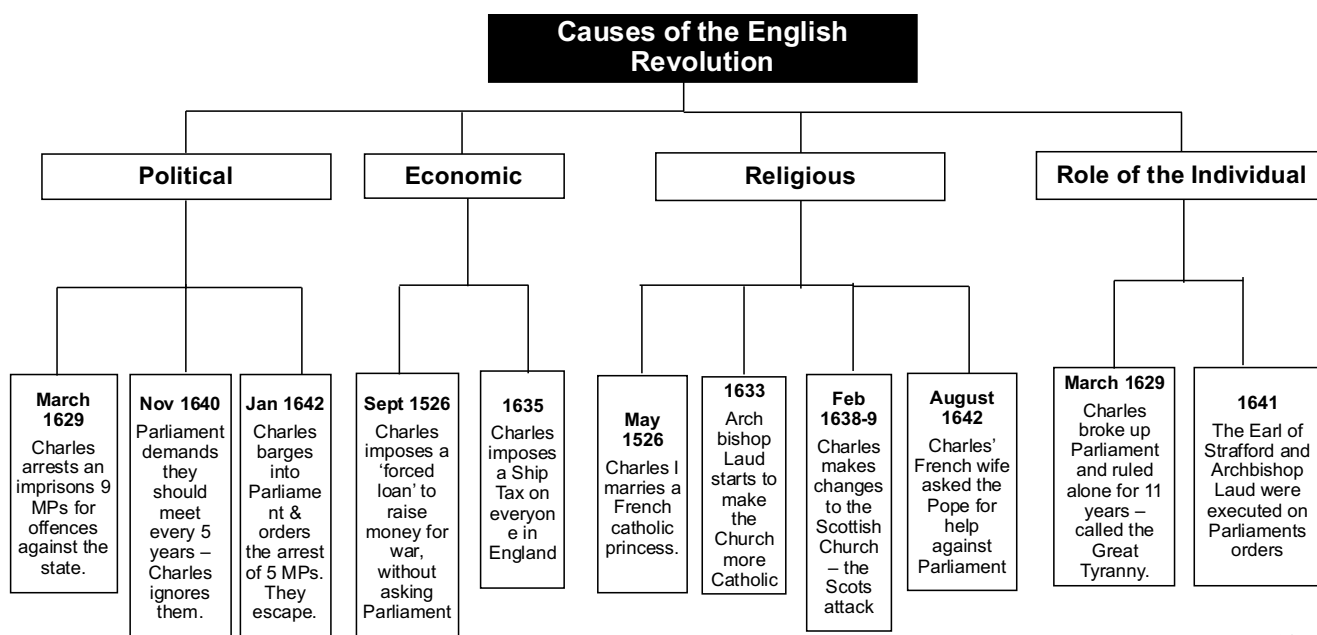
Motives	
Religious	Protestant, Catholic and Jewish groups went to the colonies to find religious freedom.
	Some groups wanted to spread Christianity with natives.
Political	Taking over new land would show England's strength and give them more power.
	The English wanted to limit Spain's expansion

Motives	
Economic	Land was plentiful in America
	Colonists believed North America would bring them riches.
	North America had a lot of resources like wood and furs
	New crops such as tobacco could be grown
Social	People wanted to escape poverty, war, political unrest, food shortages and disease.
	People wanted to find a better life.

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12. Year 7 History: 1509-1746

Causes of the English Revolution



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13. Year 7 History: 1509-1746

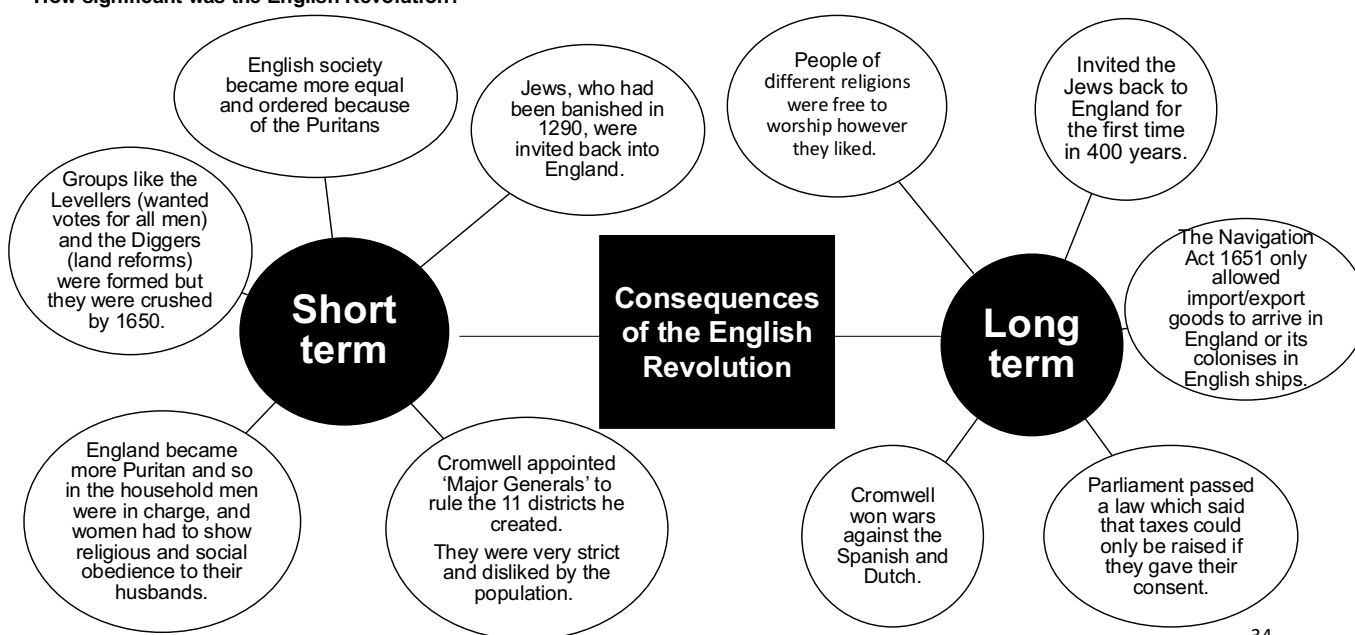
Events of the English Revolution

Event	Description
Battle of Edgehill Oct 1642	No clear victory for either army.
Battle of Marston Moor July 1644	Royalists were outnumbered by Parliament's army. Parliament won, giving them control over Yorkshire.
Battle of Naseby Jun 1645	The New Model Army was created in January 1645 and was very disciplined. The New Model Army first battle was Naseby where it defeated the Royalist army.
Execution of Charles I Jan 1649	In 1646 Charles I surrendered to the Scottish Army who sold him to the English Parliament. Parliament put Charles on trial for treason and executed him in January 1649.

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14. Year 7 History: 1509-1746

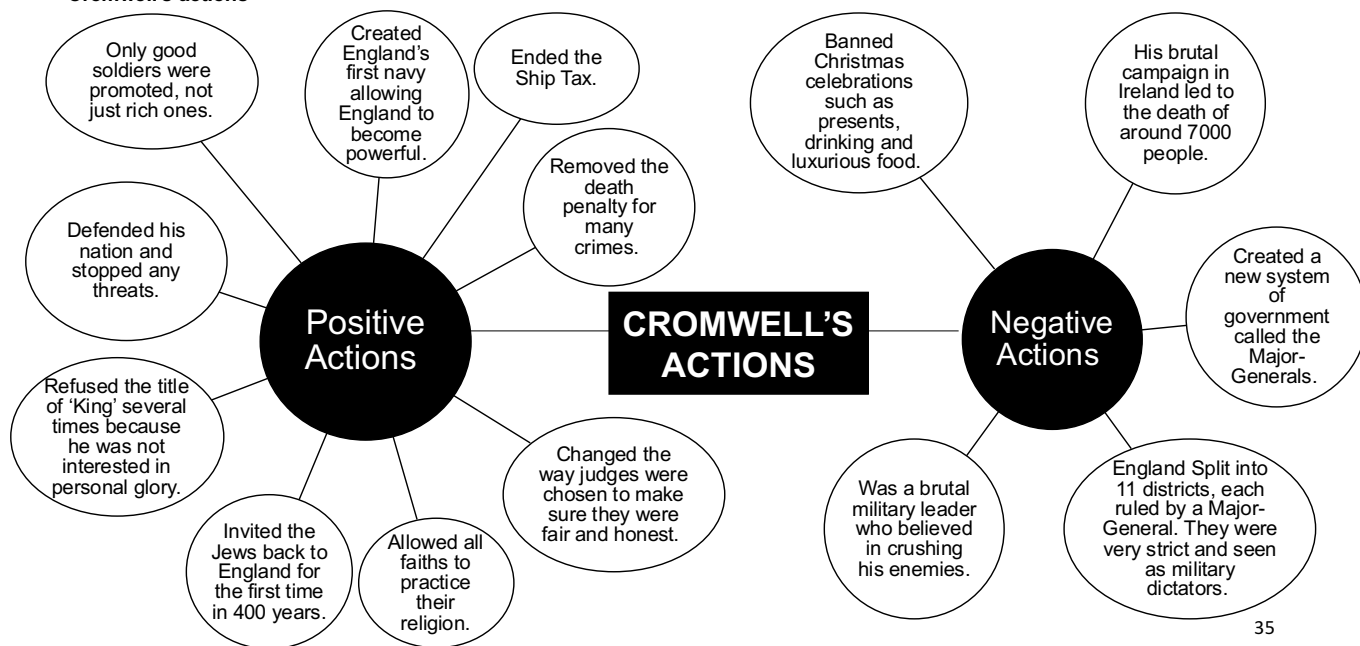
How significant was the English Revolution?



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15. Year 7 History: 1509-1746

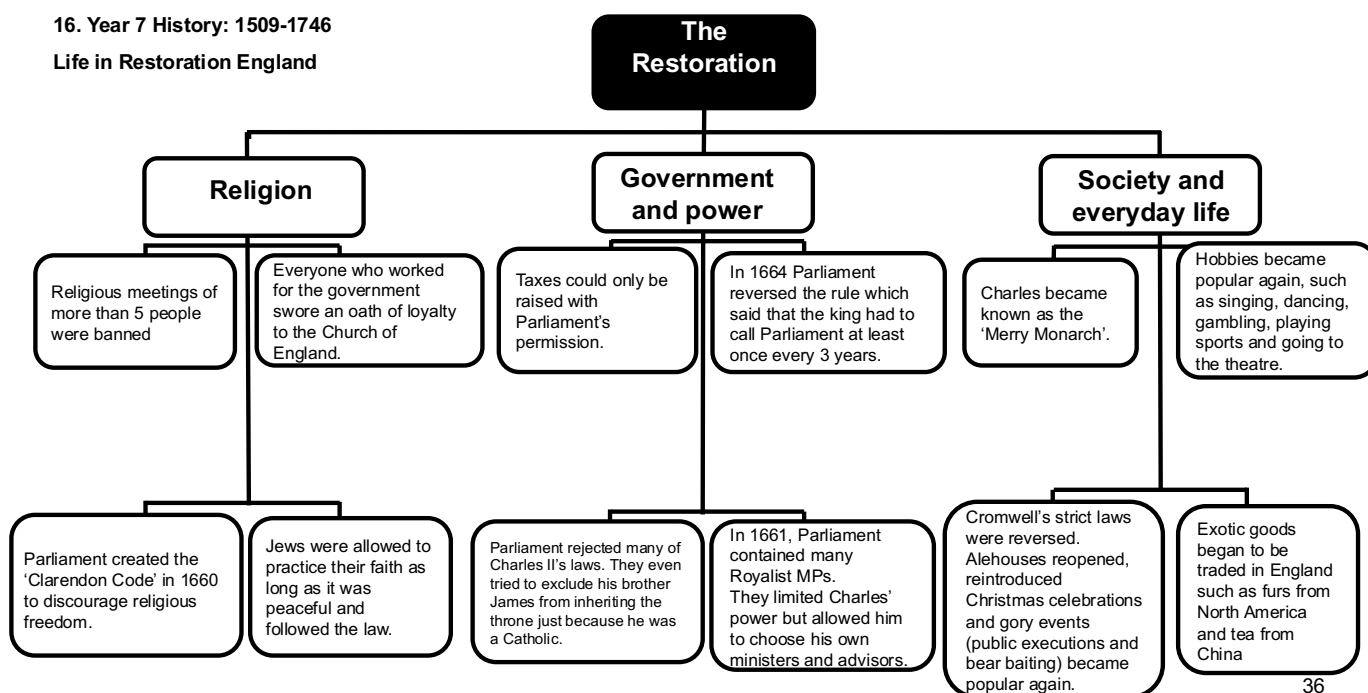
Cromwell's actions



35

16. Year 7 History: 1509-1746


Life in Restoration England




36

17. Year 7 History: 1509-1746

Glorious Revolution 1688

Cause	Description
Religion 	<p>James II was an enthusiastic Catholic.</p> <p>Appointed Catholics to high ranks in the army and in government.</p> <p>1687 Declaration of Indulgence: ends punishments for being Catholic.</p> <p>This worried the Protestants in Parliament.</p> <p>James' Protestant daughter Mary was the heir to the throne.</p> <p>In June 1688 James had a son, who was Catholic, which changed the line of succession.</p>

Cause	Description
James' relationship with Parliament 	<p>1687: James dissolved Parliament.</p> <p>He hoped to elect a new Parliament which would support his belief in the Divine Right of Kings.</p>

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18. Year 7 History: 1509-1746

Glorious Revolution 1688

Event	Description
Immortal 7 June 1688	6 MPs and 1 Bishop wrote to William of Orange (James' son-in-law) to ask him to help England.
William invaded Nov 1688	William of Orange gathered an army and sets sail. He landed in Torbay in Devon and began to march to London
James lost support Dec 1688	Many of James' supporters changed sides and joined William's army. This worried James, so he escaped to France with his wife and son.

Event	Description
Bill of Rights Feb 1689	Parliament invited William and Mary to be King and Queen. They passed the Bill of Rights, which limited the power of the monarch
William and Mary are crowned April 1689	William and Mary became joint monarchs

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19. Year 7 History: 1509-1746

Glorious Revolution 1688

Consequence	Description
Bill of Rights 1689	Made it illegal for monarchs to rule without Parliament. Made it illegal to raise taxes without the consent of Parliament. Named Mary's Protestant sister Anne as the next heir Made it illegal to hold a standing army in peacetime
Toleration Act 1689	Gave freedom of worship to people of all faiths except Catholics.
Triennial Act 1694	Ordered general elections to be held every three years.

Consequence	Description
Act of Settlement 1701	Gave the throne to the Hanover dynasty Ensured all monarchs must be Protestant.
Economy	Bank of England was founded in 1694. Parliament began to look more closely at the monarch's spending. Only Parliament was allowed to raise taxes. England and the Netherlands were now allies, which increased trade.

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Year 7 History

Ideas, political power, industry and empire including Derby as Local History Study

1746-1901

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1. Year 7 History: 1746-1901

History of Derby

Era	
Roman	Between 60 and 80 AD the Romans used a wooden fort at Strutt's Park, between Duffield Road and Belper Road. A second fort was build at Little Chester in 80 AD. A town called Derwentio grew up along side the fort. Both forts defended the Roman roads that crossed the River Derwent nearby.
Anglo Saxon	By the 7 th Century a settlement called Northworthy had been set up near to Iron Gate and Queen Street. A second settlement was set up called Wardwick in the 8 th Century. The two settlements grew and merged.

Era	
Viking	The Danes conquered Northworthy in 874 AD and renamed the town Derby. The use of the word Gate for Street in the city is evidence of Danish occupation. Derby was conquered again by the English at the Battle of Derby in 917AD

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2. Year 7 History: 1746-1901

Derby and the Enlightenment (1760 – 1830)

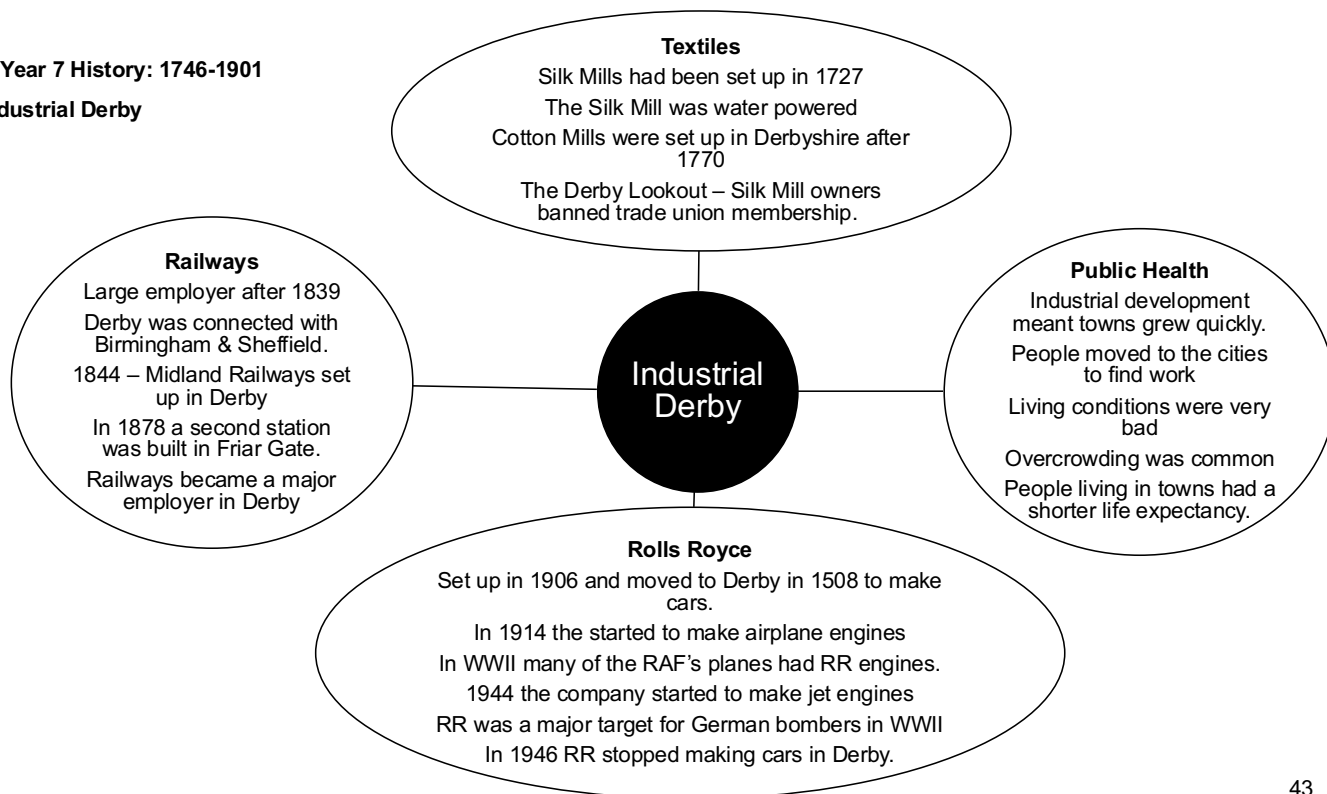
Enlightenment figure	Why they are important
Erasmus Darwin	Set up the Derby Philosophical Society in 1783. Great scientist – writing about plant biology. Doctor. Had been a member of the Lunar Society. Grandfather of Charles Darwin
Joseph Wright	Famous Artist and Associate of the Royal Academy . Known for his paintings dealing with light and shade and also with scientific themes.
Josiah Wedgwood	Member of the Derby Philosophical Society. Successful businessman owning a famous pottery works in Stoke and developing modern marketing methods.

Enlightenment figure	Why they are important
John Whitehurst	Clock and instrument maker. Scientist who helped to develop the science of Geology – the study of the Earth's structure.
William Duesbury	Successful business man who set up Crown Derby.
William Strutt	Member of the Derby Philosophical Society. Great architect designing fire-proof cotton mills.

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3. Year 7 History: 1746-1901

Industrial Derby



43

4. Year 7 History: 1746-1901

19th Century Reforms

Changes/aspects of life	Details
Chartism – the Chartists existed as a mass movement between 1836 and 1848.	<p>After 1832 most men still could not vote. You had to be well off to vote or be an MP.</p> <p>Voting was not done in secret.</p> <p>Many felt British politics did not work for ordinary people.</p> <p>The Chartists wanted to allow all men to vote and be able to become MPs.</p> <p>They wanted to reform politics.</p> <p>They campaigned using petitions, marches, newspapers and sometimes violence.</p>

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5. Year 7 History: 1746-1901

19th Century Reforms

Changes/aspects of life	Details
Factory Reform	<p>There were no laws controlling the way people were made to work in early factories.</p> <p>Many children, like Robert Blincoe were treated very cruelly when they worked in the Mills.</p> <p>People campaigned to pass laws controlling factory work.</p> <p>The Factory Act of 1833 banned children under 9 years old from working in textile mills.</p> <p>Children Aged 9 to 13 could only work part time and had to go to school.</p>

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6. Year 7 History: 1746-1901

Queen Victoria's Reign

1837	1901
Population of the United Kingdom was 26.9 million.	Population of the United Kingdom was 41.6 million.
Most worked on farms but factories were growing.	Britain was an industrial nation with only some working on farms.
Transport and communication was very slow- most used canals.	Railways made quick travel possible.
Peoples' lives revolved around their local community.	People travelled to the seaside for holidays.
Very few people went to school.	Everyone aged 5 to 11 years old went to school.
Law and order was still harsh if you were caught.	All areas had a police service and prison.
Only the rich could vote.	Nearly all men could vote.
The Whig and Tory factions controlled politics.	The Liberal and Conservative parties controlled politics.
Britain was a powerful nation with a growing Empire.	Britain was the most powerful nation and controlled a quarter of
The Royal Navy was very powerful	the World's land.

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7. Year 7 History: 1746-1901

Ireland and Home Rule

Date	Event
1801	Ireland becomes a part of the United Kingdom.
1845 -9	Irish Famine caused by potato blight
1848	Young Ireland Rebellion fails
1858	Irish Republican Brotherhood set up to gain Irish Independence
1867	Fenian uprising fails
1870	Irish Government Association set up to campaign for Irish Home rule.
1882	Irish Parliamentary Party set up by Charles Steward Parnell to campaign for Irish Home rule.

Date	Event
1885	Irish Parliamentary Party won the majority of Irish seats in the General Election.
1886	First Irish Home Rule Bill was defeated in Parliament.
1893	Second Irish Home Rule Bill was passed by the House of Commons but was defeated in the House of Lords.
1912	Third Irish Home Rule Bill was passed by the Houses of Parliament. It was suspended in 1914 on the outbreak of World War 1.
1912	The Ulster Volunteers were set up in Belfast to prevent Irish Home Rule.
1916	Easter Rising in Dublin by the Irish Volunteers is defeated and brutally crushed.

Year 7 History

Challenges for Britain, Europe and the wider world

1901-1918

1. Year 7: 1901-1918

Causes of the Liberal Reforms

Date	Event	Details
1886-1903	Charles Booth's enquiry	Charles Booth's made a survey called 'Life and Labour of the People in London'. It found that 30% of employed Londoners were so poor they could not afford food.
1899	Boer War	The government needed soldiers to fight in the Boer War in South Africa. Whilst recruiting it was found that 40% of all young men who volunteered were unfit to be soldiers.

Date	Event	Details
1901	Seebohm Rowntree's study	Rowntree published his study called 'Poverty: A Study of Town Life' based on the people of York in 1901. 28% did not have the minimum amount of money to live on at some time in their life. People feared that Britain would fall behind countries like Germany who had a good welfare system.

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2. Year 7: 1901-1918

Causes of the Liberal Reforms

Date	Event	Details
1904	'Physical Deterioration of the People' report	The government investigated why so many men did not reach army requirements and created a report. The report said that many men were too unhealthy to join the army.
1906	New Liberal Government	Some politicians, including Winston Churchill and David Lloyd-George from the Liberal Party wanted the government to improve public health. In 1906 the Liberal Party won the general election and started to introduce new laws which were aimed to improve the lives of people in Britain.

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3. Year 7: 1901-1918

The Liberal Reforms

Who was helped?	Law	Details
Children	1906: School Meals Act	This law allowed local councils to provide free school meals to poorer children.
		By 1914, over 158,000 children were having free school meals every day.
	1907: Children's health	The government paid for free clinics to be setup in schools.
		In 1918 Health visitors were created.
	1908: The Children and Young Person's Act	This law made children into 'protected persons' so parents could be punished for neglecting or abusing their children.

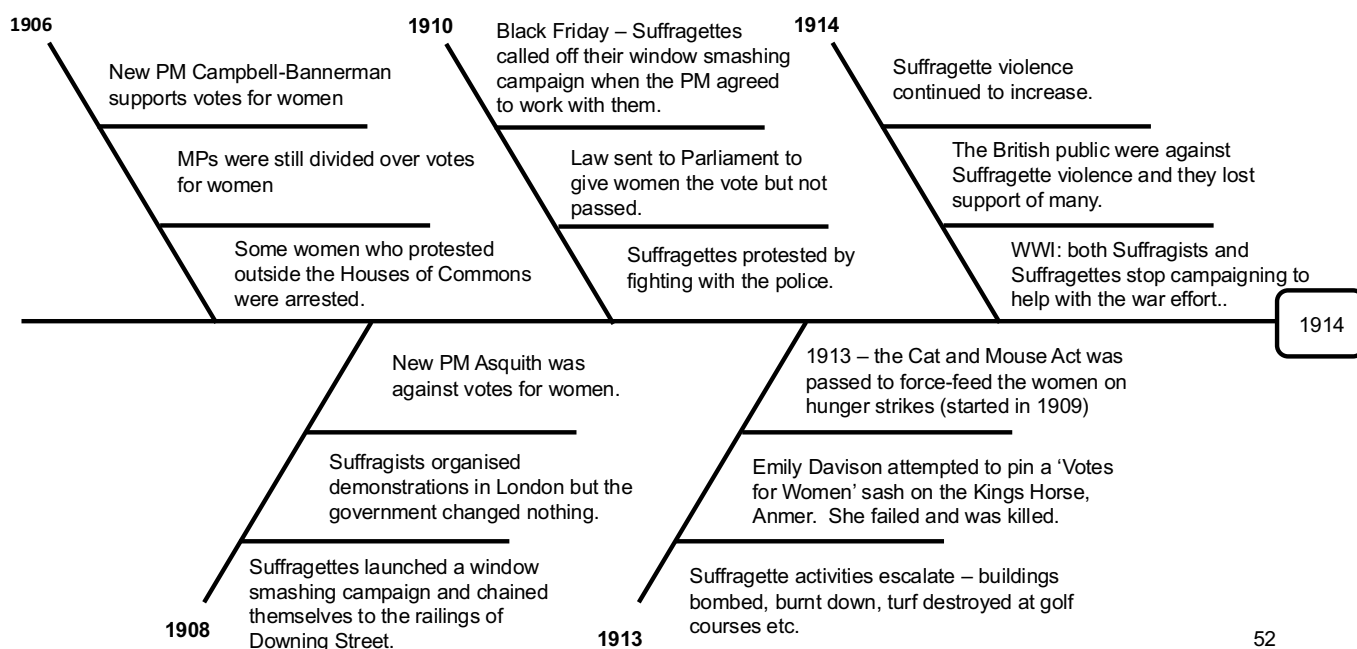
Keyword	Meaning
Poverty	The state of being extremely poor.
Recruitment	The action of enlisting new people in the armed forces.
Deterioration	The process of becoming progressively worse.
Welfare	Government benefits given to poorer people to help them live to a good standard of living.

Who was helped?	Law	Details
Unemployed and sick	1911: National Insurance Act	This law introduced unemployment benefit, free medical treatment and sickness pay.
Elderly	1908: The Pensions Act	Everyone over the age of 70 could get a state pension
		A single person could get 5s a week and a married couple 7s 6d.

51

4. Year 7: 1901-1918

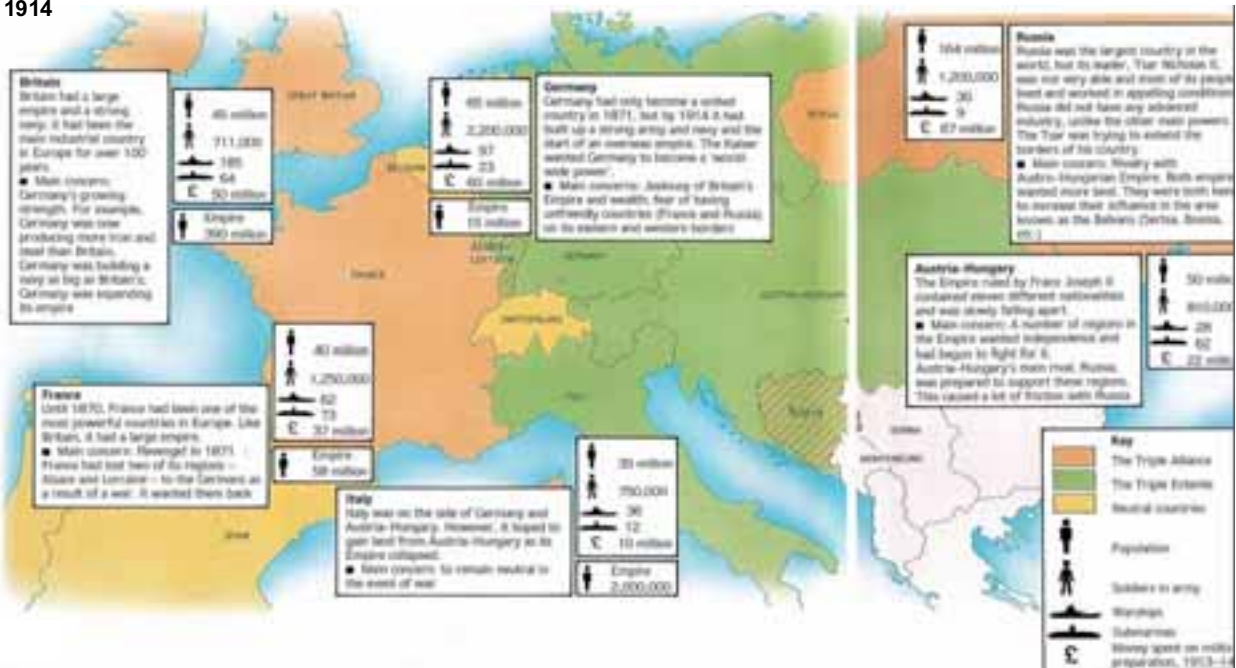
Women's' Suffrage up to 1914



52

5. Year 7: 1901-1918

Europe in 1914



53

6. Year 7: 1901-1918

Long Term Causes of the First World War

Cause	Definition	Example
Militarism	The belief that a country should have a strong army and use it when a problem occurs.	Britain and Germany tried to compete against each other by building as many Dreadnoughts as possible. This was known as the Naval Arms Race.
Alliances	When countries agree, sometimes through a treaty or through promises, to protect one another against threats.	Germany, Austria and Italy created the Triple Alliance. Britain, France and Russia formed the Triple Entente.

Cause	Definition	Example
Imperialism	When a country wants to expand its power by invading other countries and colonising them to make an empire.	France was trying to colonise Morocco but the Kaiser made a speech in 1905 encouraging the Moroccan people to fight the French.
Nationalism	When a country felt it was more superior than other countries and tried to prove it.	Germany defeated France during the Franco-Prussian war, 1871. Germany took Alsace-Lorraine, French land, when they won.

7. Year 7: 1901-1918

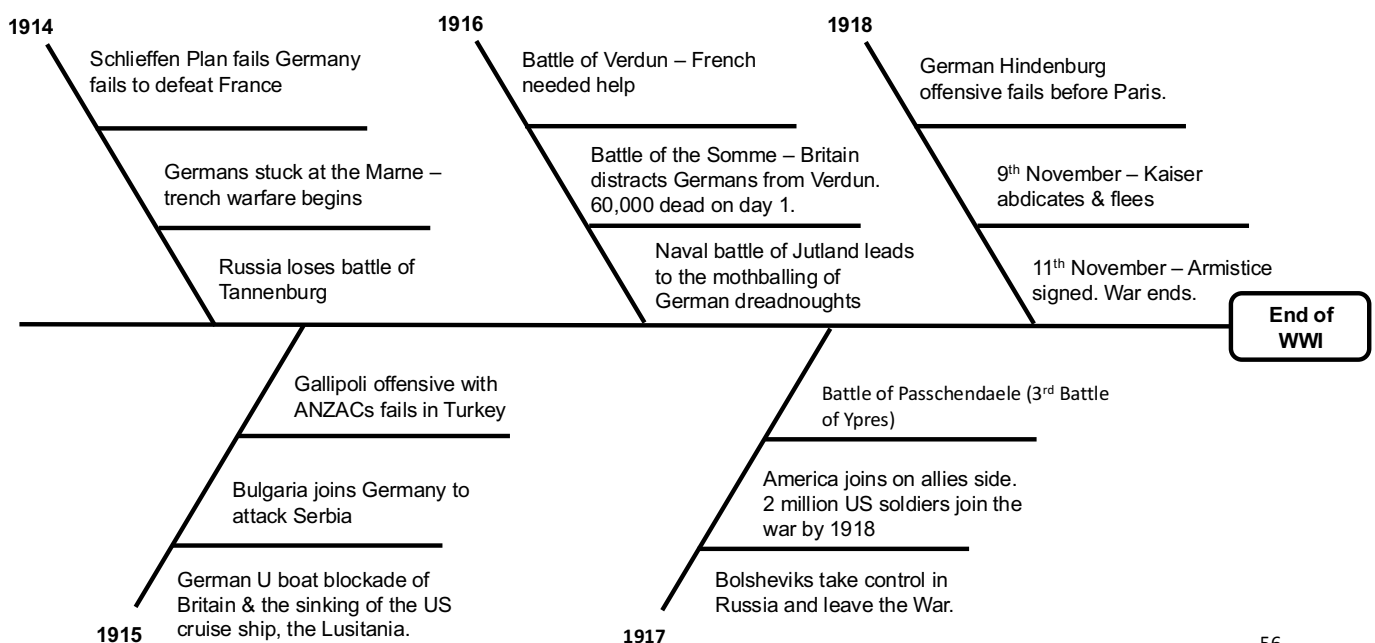
Short term causes of the First World War



55

8. Year 7: 1901-1918

Events of the First World War



56

9. Year 7: 1901-1918

Ireland during the First World War

Date	Event
1916	Easter rising in Dublin. Even though it was easily defeated it increased support for an independent Ireland.
1918	In the election Sinn Fein gain the most seats and declare Ireland independent from Britain. The IRA (Irish Republican Army) begin attacking British troops and police.

Nationalist: Mainly Catholic and lived in the South. Wanted Ireland to remain independent.

Unionist: Mainly Protestant and lived in the North. Wanted to remain part of the UK.

Date	Event
1920	Britain sends ex-soldiers (Black and Tans) to stop the fighting. This only made the situation worse.
1921	A solution was found. Southern Ireland would become independent and the North where most Protestant live would become Northern Ireland and remain part of the United Kingdom.

57

10. Year 7: 1901-1918

Women during the First World War

Date	Event	Details
From 1914	Suffragists	The Suffragists organized women to take over support the men's jobs as they left for war but they still had war effort meetings about getting women the vote.
1915	Worker shortage	Women took over men's jobs as they were fighting in WW1. Over 1 million women took on jobs in munition factories making bullets and weapons.
January 1917	Women's Land Army	The Women's Land Army was founded in January 1917 so that enough food was grown in Britain. Only 16,000 women joined.

Date	Event	Details
1918	Some women gain the vote	The vote was given to women over the age of 30 who were householders, the wives of householders, occupiers of property with an annual rent of £5, and graduates of British universities. About 8.4 million women gained the vote. The voting age for men was 21. The majority of women who had helped during the war were young, working class women who did not get to vote under the 1918 law.
1928	Equal voting rights	The Equal Franchise Act was a law which gave women equal voting rights to men. All men and women aged 21 and over were allowed to vote.

58

Year 7 History

Challenges for Britain, Europe and the wider world

1918-present day

59

1. Year 7: 1918-present

Britain in the Great Depression

Date	Event
1928	Women over 21 gained the vote in Britain.
1929	Wall Street Crash leads to a Worldwide economic downturn (Depression).
1932	Nearly 20% of workers in the worst hit areas were unemployed.
1932	British Union of Fascists is founded by Sir Oswald Mosley.
1936	Jarrow Crusade – march from Jarrow, in Northern England, to London to take a petition to Parliament.

Date	Event
1938	Government tried to help and make more money available to the hardest hit areas.
1939	The outbreak of war brought more jobs in factories and in the military. The worst effects of the Depression were over.

60

2. Year 7: 1918-present

Rise of dictators

Date	Event
1917	Russia becomes Communist, following Karl Marx's ideas.
1919	Italy is disappointed at its lack of reward from the Treaty of Versailles after WW1.
1922	Russia becomes the USSR (Union of Soviet Socialist Republics).
1922	Mussolini becomes leader of Italy.

Democracy: People have more freedom in their lives.

They can vote for who their leader is.

Dictatorship: People have little freedom and cannot vote in elections.

Date	Event
1929	Stalin becomes undisputed leader of the USSR after a brief power struggle.
1933	Hitler becomes Chancellor of Germany.
1936-39	Spanish Civil War. General Franco wins and establishes a dictatorship in Spain until 1975.

61

3. Year 7: 1918-present

Events of the Second World War

Date	Event
1939	Hitler quickly defeats Poland using Blitzkrieg tactics.
Blitzkrieg	
1940	British troops in France rescued by the navy with 338,226 soldiers evacuated from the beaches at Dunkirk.
Dunkirk	
July 1940-October 1940	The Royal Air Force and the German Luftwaffe fought the Battle of Britain and the British won- this was their first victory in WW2.
Battle of Britain	
June 1941	Hitler invaded Russia and did well at first but when the winter set in German equipment froze and their soldiers were forced to retreat.
Hitler invades Russia	
7th December 1941	Japan attacked America at Pearl Harbor.
Pearl Harbour	America declared war on Japan and Germany declared war on America (to protect their ally Japan).

Date	Event
1942	Germany and Britain were fighting in Egypt over the oil supplies in the Middle East.
Battle of El Alamein	The British won.
1942- 1943	Germany and Russia fought over Stalingrad.
Battle of Stalingrad	The Germans surrendered in February 1943.
6th June 1944	Russia attacked Germany from the east whilst Britain and the USA agreed attack from the west.
D-Day	They landed on Normandy beaches to try and retake France.
7 May 1945	Hitler commits suicide.
Germany surrendered	Germany surrendered to the Allies.

62

4. Year 7: 1918-present

The Blitz and Dresden

Date	Event
7th September	The main Blitz campaign against Britain.
1940 – 11th May	Over 40,000 civilians were killed and two
1941	million homes were destroyed.
14-15 November	Coventry was bombed by the Germans.
1940	568 people were killed.
27th July 1942	Rolls Royce was bombed killing 23 people, the city's worst night.

Precision bombing: Hitting specific targets in a city e.g. railways or factories.



Area bombing: Bombing whole areas of a city with no specific target.


Date	Event
13th February 1945	Dresden was bombed. A firestorm started that killed at least 150,000 civilians.
9th-10th March	US air force bombed Tokyo.
1945	Over a million homes were destroyed and over 100,000 people were killed.

63

5. Year 7: 1918-present

Causes of the creation of the Welfare State

Cause	Details
War 	<p>After both world wars people wanted the government to help support society through welfare.</p> <p>People wanted a better and fairer healthcare system.</p> <p>Many were shocked the health of some of the evacuee children during WW2.</p>
Government 	<p>After the Second World War a political election-the Labour Party won.</p> <p>Labour had promised they would follow the advice of the Beveridge Report.</p> <p>Winston Churchill lost the election because his party, the Conservatives, did not agree with the Beveridge Report.</p>

Cause	Details
Role of the individual- Beveridge 	<p>Sir William Beveridge wrote a report about the state of Britain.</p> <p>It stated everyone in the country had the right to be free of the 'five giants' that could negatively affect their lives.</p> <p>The 'five giants' were: disease, want (need), ignorance, idleness and squalor.</p> <p>The report became a best-seller with over 100,000 copies being sold in its first month of being published.</p>

64

6. Year 7: 1918-present

The Welfare State

The Labour Government, led by Clement Attlee, kept their promise and introduced several changes which linked to the Beveridge Report of 1942.

Date	Event	Details
1944	The Education Act	Secondary education a free right for all. The age of school leavers was increased to 15.
1945	Family Allowance Act	Families were given a weekly allowance payment to help with childcare costs.

Date	Event	Details
1946	National Insurance Act	Benefits were given to any worker who was became unemployed, injured or sick.
1948	National Health Service Act	The NHS was set up in 1948 and gave free healthcare to all.
1947	Town and Country Planning Act	Slums and bomb-damaged housing was cleared. Many of the poorest people in Britain were relocated to new cities and towns.

65

7. Year 7: 1918-present

The Welfare State

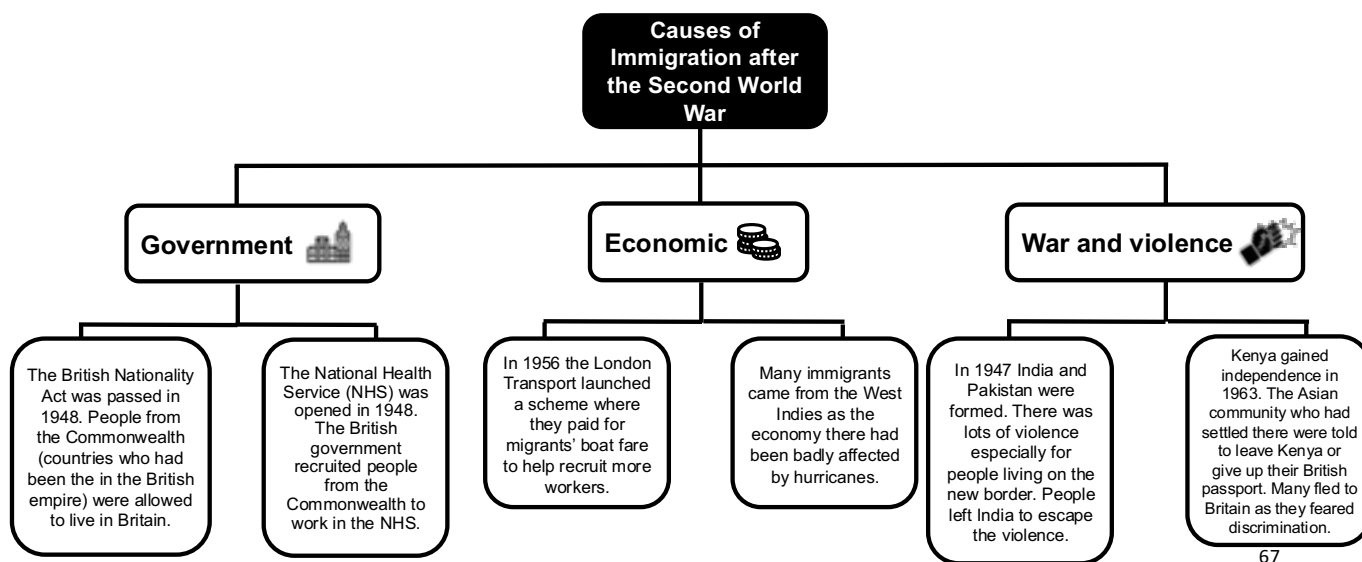
Key	Details
Individuals	
William Beveridge	He wrote a report about the '5 giants' which negatively affect people's lives and urged the government to help people overcome these issues.
Winston Churchill	Prime Minister of Britain from, 1940-45 during WW2.
Clement Attlee	Prime Minister of Britain from, 1945-51. He introduced several laws which created a Welfare State in Britain.

Keyword	Meaning
Evacuee	Many children were evacuated from the cities during WW2 due to the bombings. Many of the people in countryside were appalled by the poor health of the evacuated children.
Idleness	When someone does nothing or has nothing to do.
Squalor	Living in extremely dirty conditions due to poverty.

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8. Year 7: 1918-present

Causes of Immigration after the Second World War



67

9. Year 7: 1918-present

Experience of Immigrants after the Second World War

Positives

Many people left their countries to come to Britain for better job opportunities.

People from the Caribbean were able to take pride in helping the 'Mother country' once again by helping to build it up after the war.

Negatives

Educated people who migrated to Britain had to accept jobs they were overqualified for- e.g. teachers/lawyers became cleaners in Britain.

It was difficult to find good housing- many landlords put up signs which said, 'Rooms for rent, no black need apply'.

There was violence and racism against the new migrants after the Second World War.

The National Front, a group which believes Britain should only be for white people, increased in popularity.

10. Year 7: 1918-present

UK Black Rights since the Brixton Riots

Date	Event	Details
1981	The Scarman Report	Investigated why the Brixton Riots happened and found the police were using the stop and search laws too much in black communities.
1987	First black MPs	Bernie Grant, Paul Boateng and Diane Abbott became the first black Members of Parliament in England.
1988	First British Black Supermodel	Naomi Campbell became the first black model to be on the cover of French Vogue (a fashion magazine).

Date	Event	Details
1990	First black family on EastEnders	EastEnders, a British soap television programme, introduced its first black family.
1993	Stephen Lawrence murder	Stephen Lawrence, a black 18-year old was killed and it was found the police did not investigate the murder properly because the victim was black.
1999	The Macpherson Report	The report found that the Metropolitan Police was institutionally racist.

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11. Year 7: 1918-present

UK Black Rights since the Brixton Riots

Date	Event	Details
2000	Race Relations Act Amendment	The Race Relations Act was passed meaning all public institutions, including colleges and universities, to take action to promote ethnic equality.
2011	Mark Duggan and the England Riots	Riots broke out all over England, starting in London after the shooting and death of Mark Duggan (a 29-year old black man) by police.

Date	Event	Details
2012	John Terry fined by the FA	John Terry was accused of using racist language against Anton Ferdinand during a football match.
2019	Stormzy headlines Glastonbury	Stormzy became the first black solo British artist to headline and perform at the Glastonbury festival.

70

12. Year 7: 1918-present

Women's experiences from 1939 to 1976

Date	Law	Details
1939-45	The Second World War	Women were recruited into working during the Second World War to replace the men who left to fight.
1967	Abortion Act	Abortions made legal
1967	Family Planning Act	Married women allowed the contraceptive pill for free from the NHS.
1969	Divorce Reform Act	This law made it easier for women to get a divorce.
1970	Matrimonial Property Act	This law meant that women kept some of the property if she divorced.
1970	Equal Pay Act	This law granted equal wages for women and men doing the job. This law was not enforced until 1975 and did not deal with the issue of women being passed over for promotion or training.
1975	Sex Discrimination Act	This outlawed sexual discrimination in the workplace meaning employers could not discriminate against a person due to their gender.
1976	Domestic Violence Act	This allowed women who were married or living with their partner to get a court order to help remove violent partners /husbands from the home.

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12. Year 7: 1918-present

Women's experiences from 1939 to 1976

Women's experiences in the home	
Technology	Technology such as the refrigerator and vacuum cleaner led to women spending less time food shopping and cleaning.
Choice	Most women were able to choose to spend their spare time on leisure activities, socialising and shopping.
Expectations	Women were torn between caring for their children and wanting to work

Keyword	Meaning
Matrimonial	Referring to marriage or married people.
Discrimination	Unfair treatment of someone or a group based on their gender, sexuality, ethnicity, skin colour, religion etc.
Domestic violence	Violent, aggressive behaviour, neglect, mental abuse within the home involving one partner abusing another.

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13. Year 7: 1918-present

Britain 1950s-2000s

Decade	Key changes	Britain population (millions)	World population (billions)
1950s	1952 – First jet aircraft took holiday makers abroad. 1955 – over 3 million car owners in Britain and ITV was launched. 1957- USSR launched the first satellite.	50	2.5
1960s	1961 – 2.6 million people went on holiday abroad. First man on the moon (Yuri Gagarin). 1965 – First PC went on sale. 1969 – Concorde made its first flight.	53	3
1970s	1971 – Britain currency went decimal (no more shillings or half pennies) 1973 – Britain joined the European Economic Community (now the EU). 1979 – Margaret Thatcher became the first female Prime Minister of the UK. Unemployment was 1.5 million.	54	3.7

73

14. Year 7: 1918-present

Britain 1950s-2000s

Decade	Key changes	Britain population (millions)	World population (billions)
1980s	1982 – Channel 4 launched. 1984 – Miners' strike in Britain. 1989 – Sky launched, and the World Wide Web was invented by Tim Berners Lee.	56	4.5
1990s	1990 – 20 million cars in Britain and around 20 million people took holidays abroad. 1994 – PlayStation One was launched. 1997 – Harry Potter and Philosopher's Stone was published.	59	5.5
2000s	2001 – Apple launched the iPod, followed in 2007 by the iPhone. 2001 – Terrorists flew planes into the Twin Towers in New York, in 2005 terrorists bombed buses and trains in London. 2008 – 70% of adults owned a mobile phone	61	6

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15. Year 7: 1918-present

Student Protests in the 1960s

Key Dates	Description
1965	US sends troops into Vietnam for the first time.
1968	Protests broke out across Europe and America.
May-July 1968	Protests spread throughout the UK. Students occupied the university at Hornsey Art College.
13th February 1970	Garden House Riot: Protestors at Cambridge University were protesting events in Greece.

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Year 7 History

Assessment question structures

4 marks = 5 minutes = 1 paragraph

76

1. Year 7 History: Assessment questions structures

PEEL- How to explain

Point What is your opinion?	Evidence Which examples link to your opinion?	Explain What does your evidence show?	Link How does your opinion link or compare to others?
<ul style="list-style-type: none"> • I think... • One way... • A consequence was... • The importance of... • The main cause was... 	<ul style="list-style-type: none"> • For example... • This can be seen through • This is demonstrated by.... • A prime example of this is... • We can see evidence of this when we look at the... • This is reflected in... • This links to the fact... 	<ul style="list-style-type: none"> • This shows us that... • This demonstrates how... • From this we can assume that... • This is significant because... • This embodies/ epitomises/reflects the importance of... • As a result of this... • If this did not happen then... • Therefore, this shows... • This suggests... 	<ul style="list-style-type: none"> • In contrast... • Although this was important, it was less important than... because... • However... • Alternatively... • Even though... • This links to...

77

2. Year 7 History: Assessment questions structures

Source Analysis

How to analyse a source	Sentence starters
1. What can you see?/What does it say? <ul style="list-style-type: none"> • Describe what you can see if it is an image based source. • Pick out words/phrases from the source which help you work out what it says 	In the source I can see... In the source it says...
2. What does it mean? <ul style="list-style-type: none"> • Explain the main message/meaning of the source. • If it is an image based source, explain what the imagery in the source means/symbolises. 	This means... Therefore, this suggests...
3. What do I know? <ul style="list-style-type: none"> • Explain how the message/meaning of the source links to your own knowledge. 	This links to the fact... I know this to be true because...

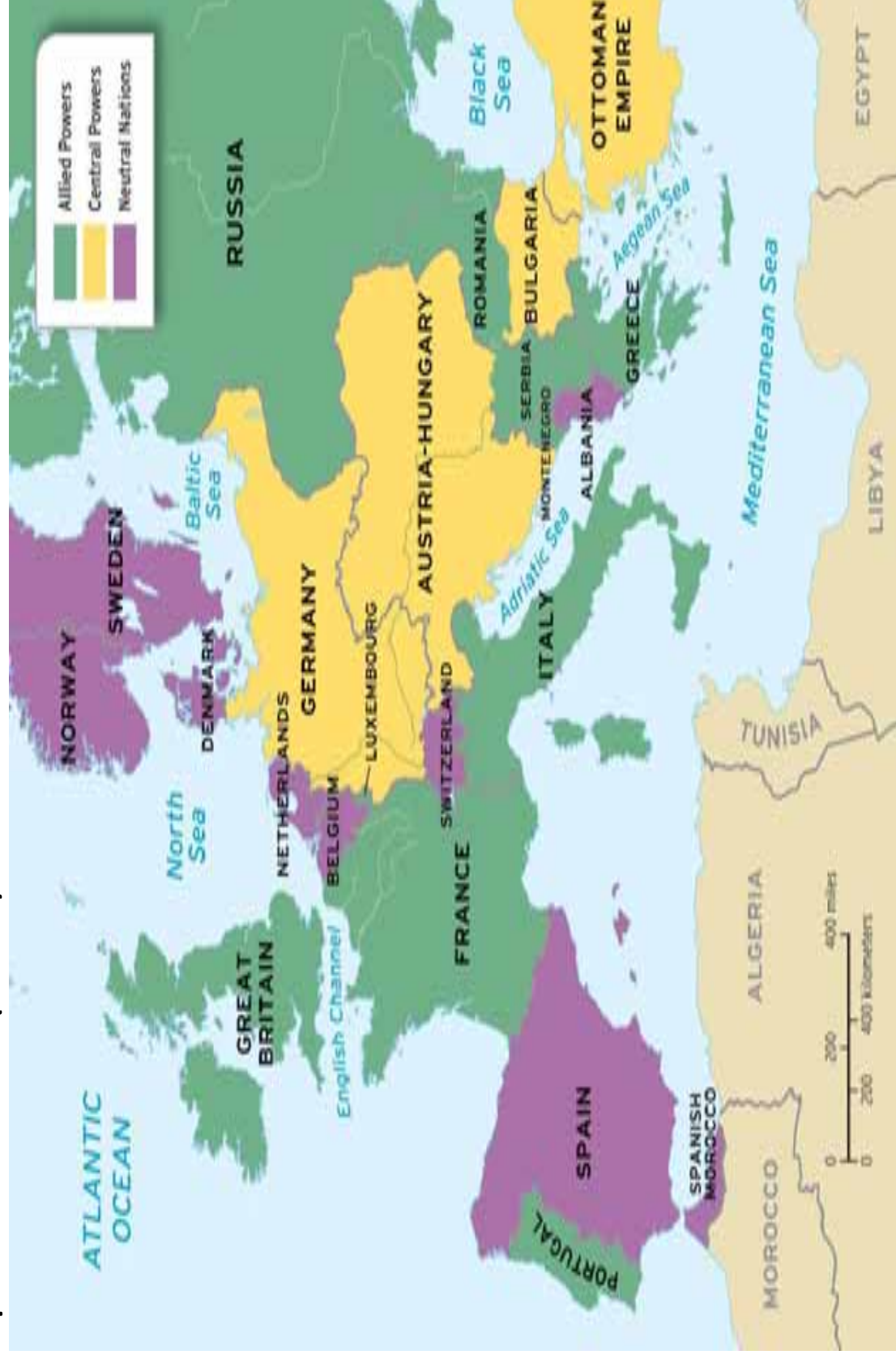
78

3. Year 7 History: Assessment questions structures

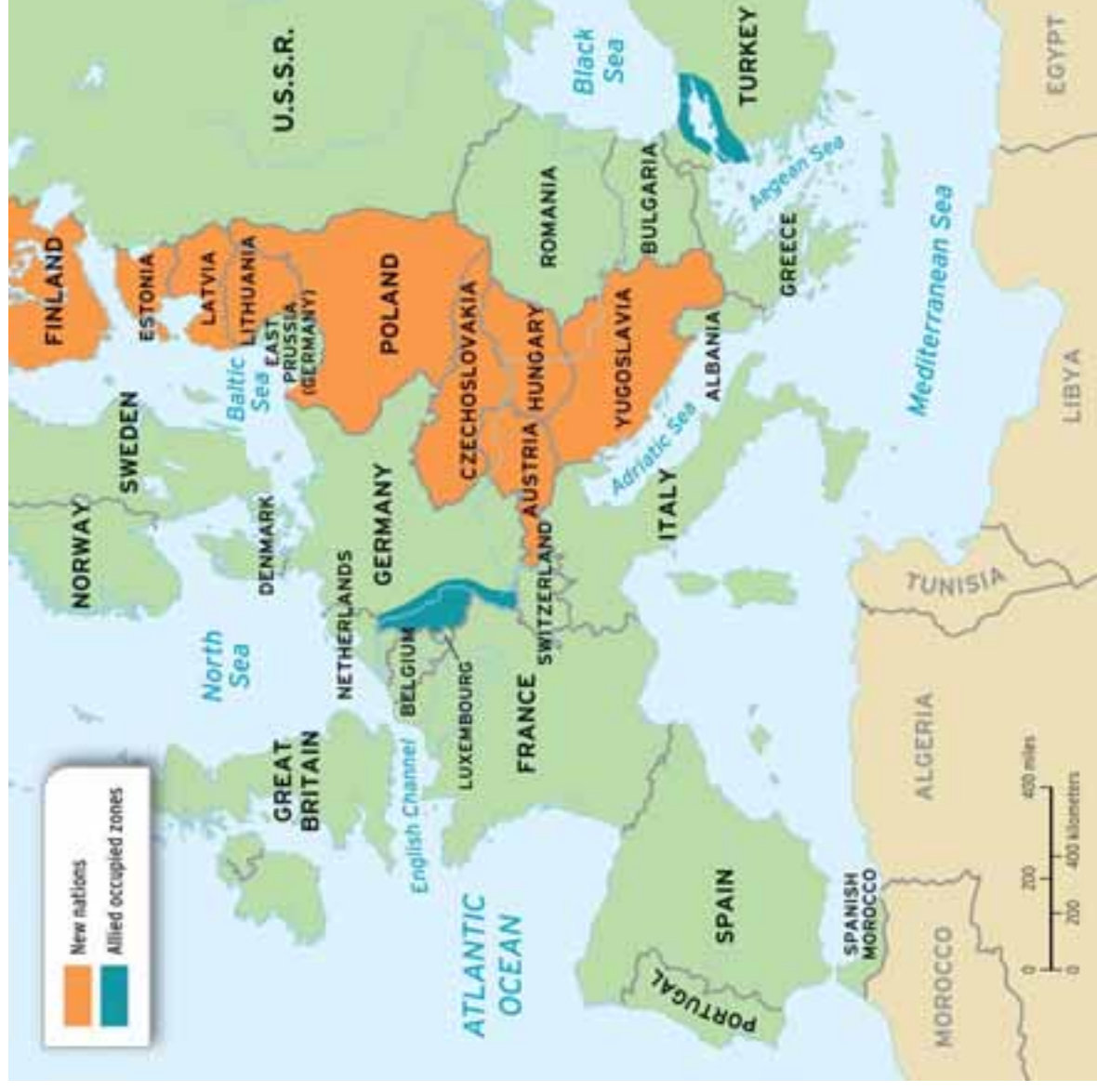
Interpretation Analysis

How to analyse an interpretation	Sentence starters
1. Summarise the interpretation into 1 sentence of your own words.	The interpretation says...
2. Link back to your own knowledge	This links to the fact... I know this to be true because...

Map of Europe before 1914 (WW1)



Map of Europe after 1918 (WW1)



Map of Europe now



Map of world now



A

B

C

Year 7 Music Knowledge Organiser

Page 2 – Musical Elements
Page 3 – Dynamics
Page 4 - Tempo
Page 5 – Pitch
Page 6 – Rhythm
Page 7- Vocal Music
Page 8 – African Music
Page 9 - Musical Notation
Page 10 – Musical Structure
Page 11- Musical Instruments



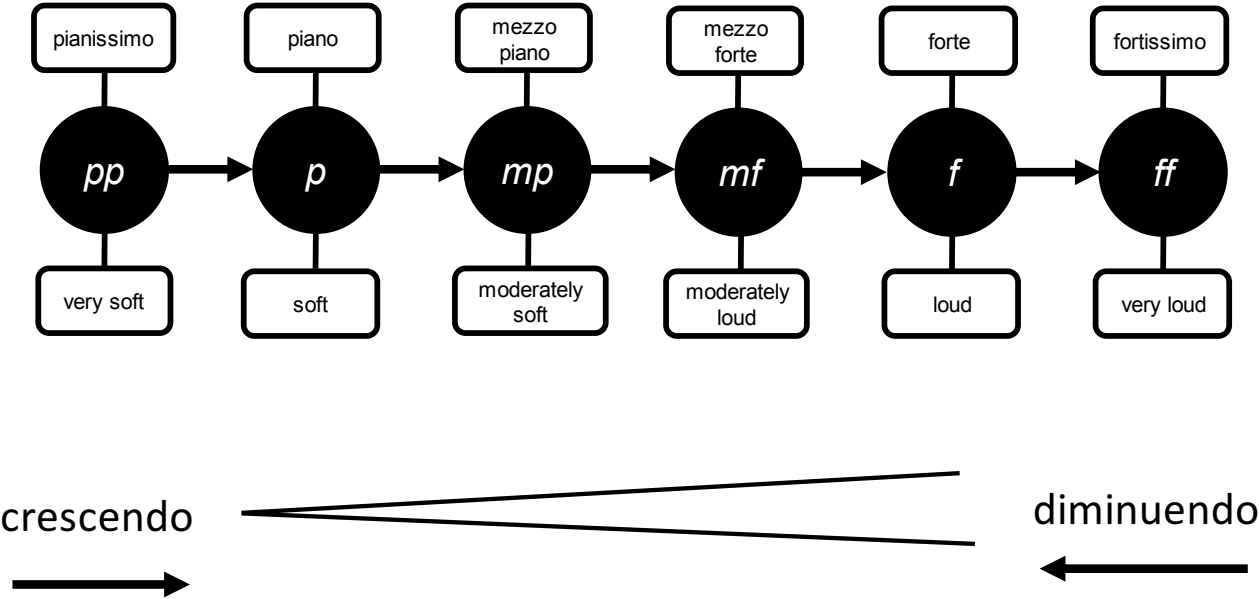
1

Musical Elements

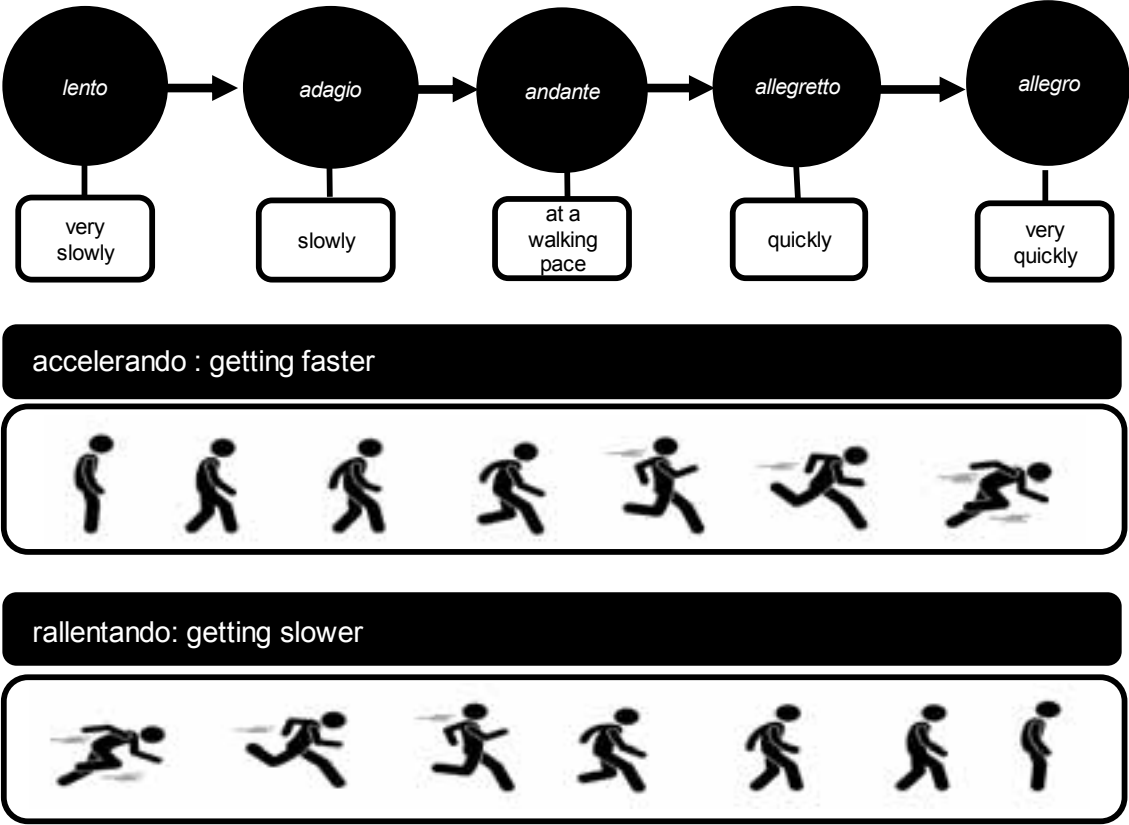
Keyword	Definition	Example
Pulse	The beat of the music. Every piece of music has a heartbeat. It doesn't need to be played by drums - you can 'feel' the beat.	"the pulse of the music is steady"
Tempo	The speed of the music. Music can change tempo within a piece. We often describe it using Italian words	"the tempo is fast"
Pitch	How high or how low a sound is.	"the music is high"
Dynamics	The Volume of the Music. Music can change dynamics within a piece. We often describe it using Italian words	"the music is quiet and then gets louder"
Structure	Music is divided into sections. The order of these sections create structure. For example verse and chorus/ Binary/Ternary	"the music starts with an 'A' section"
Texture	How the different musical layers combine. A single melody creates a thin sound. Adding more parts/layers creates a thicker sound.	"there are lots of instruments playing lots of different melodies"
Timbre	Each instrument has a unique sound – this individual sound is its timbre. When describing sound first try to describe the instrument and then how it is played	"the flute has a warm timbre when played low down"
Rhythm	Each note can have a long or short duration. Putting different notes together creates a rhythm	"there are lots of crotchet rhythms in this piece"
Melody	The 'tune' of the music – the part we sing along to	"the melody of this song is made up of lots of repeated sections"

2

Dynamics - volume



Tempo - speed



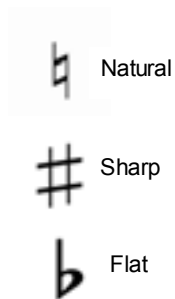
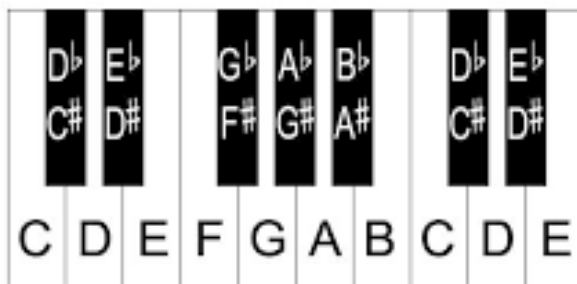
Pitch

Treble Clef Notes



Notes on the line: Every Green Bus Drives Fast

Notes in the space: FACE



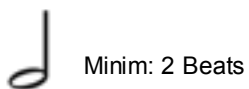
5

Rhythm

Rhythms



Dotted Minim: 3 Beats



Quaver: Half Beat



2 Quavers Joined together: ½ beat each



Bar line — this divides up the music: You are allowed so many beats in each bar.



4 Beats in a bar



3 Beats in a bar

6

Vocal Music

Keyword	Definition
Unison	Singing or playing the same thing as someone else
Soprano	The highest female voice
Alto	The lower female voice
Tenor	The highest male voice
Bass	The lowest male voice
Harmony	Two or more different notes sung/played at the same time
A capella	Singing with no accompaniment
Solo	One person singing or playing with or without an accompaniment
Duet	Two people playing or singing together

7

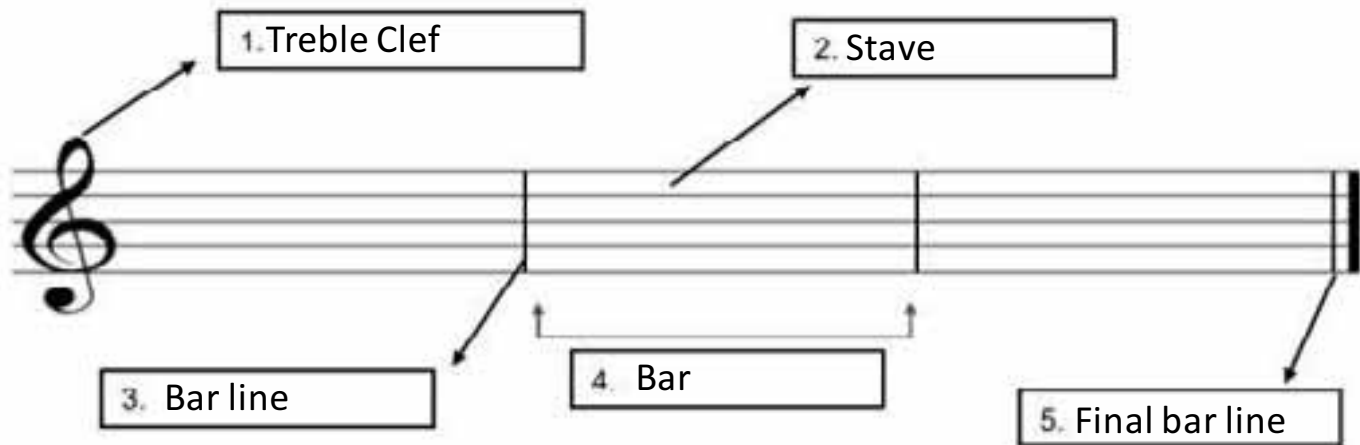
African Music

Keyword	Definition
Polyrhythm	More than one rhythm playing at a time
Djembe	An African drum that you hit with your hand (the ones we use in school)
Master Drummer	The experienced drummer who leads the rest of the group
Syncopation	A rhythm where the main accents do not fall on the beat
Improvisation	Making something up on the spot
Ostinato	A short, repeated pattern or rhythm
Call and response	A singer or musician leads with a 'call' and the group responds with a musical answer
Balafon	A musical instrument that is a bit like a xylophone – different lengths of wood lead to different pitches – they hit them with a stick



8

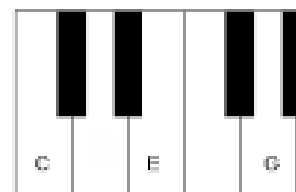
Musical Notation



Musical Structures

Keyword	Definition
Structure	The way different sections of music are put together
Binary	Two contrasting sections of music which are not repeated later on in the piece:
Ternary	Two contrasting sections of music, where the first section is repeated later on:
Conjunct	A melody that moves up and down in step
Disjunct	A melody that moves up and down by large jumps/leaps
Modulate	To change key in a piece
Chord	More than one note played at the same time: play a note, miss a note, play a note, miss a note, play a note on the keyboard
Major	A 'happy' sounding key
Minor	A 'sad' sounding key

Chord example



Instruments of the Orchestra

Keyword	Definition
Instrument	An object that makes a musical sound
String Family	Violin, Viola, Cello, Double Bass, Harp
Woodwind Family	Flute, Clarinet, Oboe, Saxophone, Bassoon
Percussion Family	Anything you hit or shake: Drum, Glockenspiel, Triangle, Tambourine
Brass Family	Trumpet, Trombone, French Horn, Tuba
Conductor	The person in charge of the Orchestra – leading them from the front
Orchestra	A group of musicians playing together – containing woodwind, strings, brass and percussion

11

String Family



Violin Viola Cello Double Bass

Woodwind Family



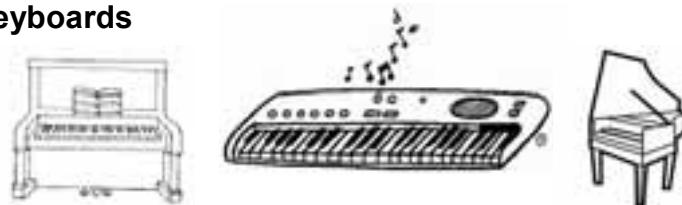
Flute Clarinet Oboe Bassoon Saxophone

Brass Family



Trumpet Trombone French Horn Tuba

Keyboards



Piano Keyboard Harpsichord

Percussion Family



Timpani Glockenspiel (metal) Xylophone (wooden) Triangle Snare Drum Bass Drum Tambourine

12

Baroque era

Keyword	Definition
Baroque Era	1600-1750
Ground Bass	Repeating bass line over which the melody is played
Canon	A bit like a round – each part come in one at a time and plays what the previous part has played (think of Frere Jacques)
Pachelbel	Composer who wrote 'Pachelbel's Canon'
Ornamentation	Where you 'decorate' the melody
Trill	Play two notes next to each other really fast - (form of ornamentation)
Conjunct Melody	Melody moves in step
Harpsichord	Keyboard instrument used in the Baroque era (bit like a piano but sounds 'twangy')
Cello	The Bass instrument that plays in a Baroque piece of music
D major	The Key of the music – the music has 2 sharps – F# and C#
Composers in the Baroque Era	Bach, Handel Vivaldi



INDEPENDENCE: DIAGNOSIS – THERAPY - TEST	
NAME:	CLASS:
TOPIC:	

DIAGNOSIS: The thing I don't understand
THERAPY: Where am I going to learn about this?
Which of the templates will I use to transform the information?
TEST: 5 questions someone can ask me about my new understanding.



INDEPENDENCE: DIAGNOSE	
NAME:	CLASS:
SUBJECT:	

Be clear about what you know and what you don't know before you begin.

First, use a contents page or a topic list for the subject you are going to revise.

Then, fill in the following table – the topics, and how well you know them.

Next, prioritise. Which topics will you revise first? Spend time studying the topics which will make the biggest difference to your results.

Topic	Knowledge	Priority
	Know it/Sort of know it/Don't know it	
	Know it/Sort of know it/Don't know it	
	Know it/Sort of know it/Don't know it	
	Know it/Sort of know it/Don't know it	
	Know it/Sort of know it/Don't know it	
	Know it/Sort of know it/Don't know it	
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	Know it/Sort of know it/Don't know it	
	Know it/Sort of know it/Don't know it	
	Know it/Sort of know it/Don't know it	

Finally, use the **diagnosis – therapy – test** worksheet to plan your independent study.



INDEPENDENCE: PRIORITISE, REDUCE, CATEGORISE, EXTEND

NAME:

CLASS:

TOPIC:

Take a section of text and do the following:

Prioritise: write out the three most important sentences. Rank 1-3 in terms of importance. Justify your decision.

Reduce: reduce the key information to 20 words.

Categorise: sort out the information into three categories. Give each category a title which sums up the information.

Extend: write down three questions you would like to ask an expert in this subject.



INDEPENDENCE: RANKING TRIANGLE

NAME:

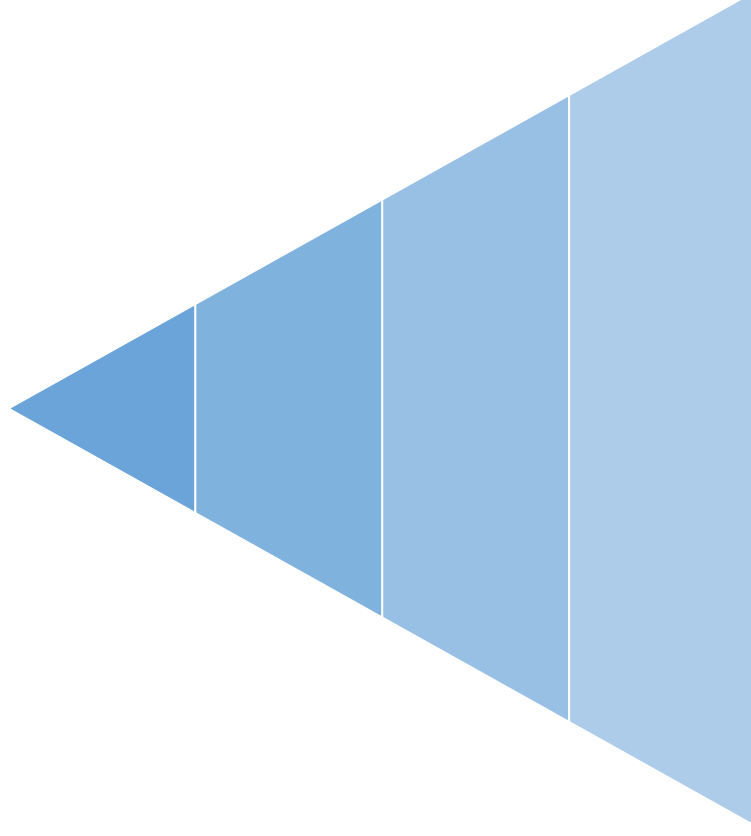
CLASS:

TOPIC:

The most important information goes at the top.

The least important information goes at the bottom.

Justify WHY. Why is it the most important? Why is it the least important?





INDEPENDENCE: QUIZZING

NAME:	CLASS:
TOPIC:	

Read the text and transform it into 10 questions to ask someone.

Question	Answer
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

Question stems:

- | | | |
|-------------|-------------|------------|
| State... | Explain... | Suggest... |
| Describe... | Evaluate... | Compare... |



INDEPENDENCE: BOXING UP

NAME:	CLASS:
TOPIC:	

Take a section of text. Read it and put your thoughts about the text into different boxes.

Needs a boost: 3 things I did not know:
Almost there: 3 things I understand better now:
I've got these: 3 things I already knew:



INDEPENDENCE: OTHER IDEAS

- Steps → flow chart** Transform a sequence of steps into a flow chart or a diagram.
- Flow chart → steps** Transform a flow chart or a diagram into a sequence of steps.
- Look, cover, write, check** Cover a list of key words. Write them down. Check which ones you have got right. Repeat until you get them all right.
- Link key words** Take three words from a topic. Link them together in a sentence or a diagram. Repeat until all the key words have been linked.



INDEPENDENCE: Pictionary

NAME: _____ CLASS: _____

TOPIC: _____

Transform the material into 6 pictures – one per paragraph or one per key piece of information. The pictures should represent the information so that they can act as a reminder of what the text said. Underneath each picture, explain your thinking.

1.	2.	3.

4.	5.	6.

