

Knowledge Organiser

YEAR

7



“ There is always hope
for a better day.”

D R . A L E X G E O R G E

Youth Mental Health Ambassador

THE ENGAGED **MIND STAYS SHARP.**
BE ENGAGED IN THE HERE AND NOW.

Knowledge Organisers at Redmoor Academy

WHY?

Why do we have knowledge organisers?

Your knowledge organisers help you to be successful in many ways. Firstly, they make clear the key elements needed in a topic to have an excellent understanding of it. If you know these elements, your teacher will help you to understand them.

WHAT?

What are my teachers' expectations of me?

In year 7 and 8 your teachers will give you homework that means you will be spending 20 minutes a week learning information from your knowledge organiser for each subject. In year 9 this will be 30-40 minutes. Teachers will test you once a week to make sure that you are completing the homework and remembering your knowledge. Your knowledge organiser exercise book is where you will complete your practising. Each time you revise and practise, you should put the subject as the title and the date. Rule off when you have completed your revising for that subject. Teachers and form tutors will be regularly checking that you are revising.

HOW?

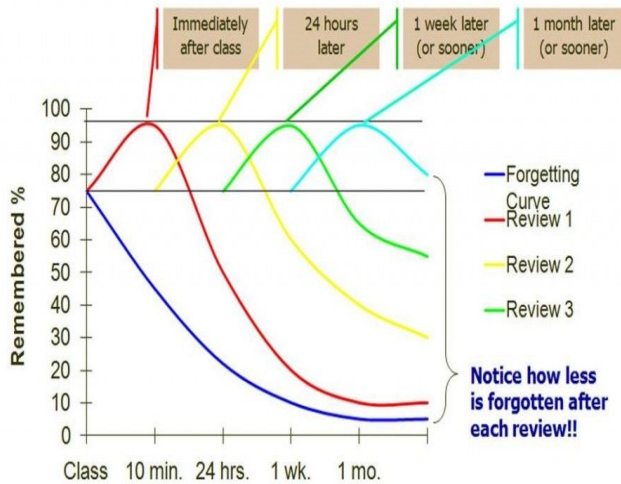
How will my teachers use them?

Each subject will set homework once a week that will help you to learn your knowledge organiser. They will also test you once a week on certain parts to see how well you have remembered it. Research tells us that this practising is a really good way of helping you make sure that the knowledge stays in your memory. Over time you will build on this knowledge to make sure that you know everything you need to for your subject. Sometimes you may have high stakes quizzes, where teachers will set a certain score that you have to reach to be successful.

How will they help me revise?

When it comes to GCSEs, you have lots of information to remember. Your knowledge organisers will gradually build up this knowledge over 5 years to help support you in year 11 so that when you revise, you are just recalling knowledge that you have already stored. Also, you will have practised lots of revision techniques whilst revising your knowledge organisers over the past 5 years, which will help prepare you for the final exams.

How we learn at Redmoor



Why reviewing your learning is so important

As soon as we are told a new piece of information, most of that information is 'lost' and forgotten. Hermann Ebbinghaus found that repeating information helps us remember more of it. So we need to be reviewing and going over what we learn in order for us to remember and be able to use the information after a period of time has passed.

This resource summarises some proven strategies that you can use to review your knowledge.

Common methods of revision that are the least effective:

- Highlighting key points
- Re-reading
- Summarising texts



Retrieval practice

Testing what you know is a powerful tool in revision; the effort to remember something really strengthens your memory. Apps such as Memrise and Quizlet allow you to use or create your own quizzes based on topics. Create them, test yourself or get someone to test you. It works!

Learn more about retrieval practice here: [Link to the Learning Scientists](#)

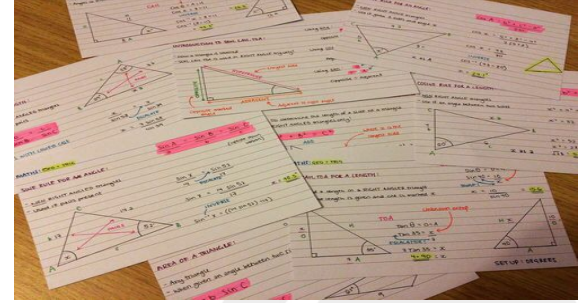
How we learn at Redmoor

Flash cards

Simply create questions on one side, answers on the other. Colour code the cards for specific topics. Post it notes can be useful for keywords and timelines.

Once you have created your flash cards, you need to think about how you will use them effectively. There is a link below to Leitner system of using flashcards:

[YouTube: The Leitner Method](#)



Dual coding



Dual coding is the process of combining verbal materials with visual materials.

Simply take information that they are trying to learn, and draw visuals to go with it

Learn more about dual coding here:

[Link To The Learning Scientists](#)

Try to come up with different ways to represent the information. For example: a timeline, a cartoon strip or a diagram of parts that work together.

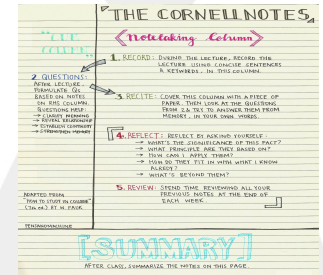
Cornell Notes

This method can be used in your revision books as a

great method to get you to 'think' about your revision.

Simply split your page into 3 sections as shown on the diagram below:

- Note Taking
- Key words / concepts
- Summary



THINK HARD, WORK HARD, GO FAR

How we learn at Redmoor

Spacing and interleaving

Don't revise your all topics in one go (cramming). Instead, you should revise 'chunks' of a topic for small amounts of time (15-30 minutes) and then move onto another 'chunk' from a different Topic.

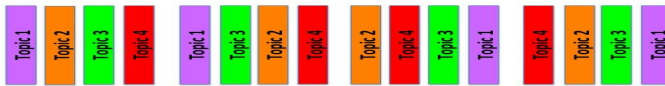
Eg. topic 1 cells, topic 2 digestive system

This will improve your memory!

Massed presentation



Spaced and interleaved presentation



Mind Maps

Mind mapping is simply a diagram used to visually represent or outline information.

It is a powerful graphic technique you can use to translate what's in your **mind** into a visual picture.

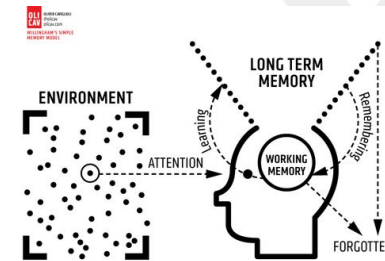
Mind maps help with memorisation of jey knowledge as it helps to organise information and begin to make links and connections to different pieces of information.

The use of visual images helps your brain to memorise the information with simple words next to them - links to dual coding!



Useful links:

- The learning scientists: <https://www.learningscientists.org/>
- Memrise: <https://www.memrise.com/>
- Quizlet: <https://quizlet.com/en-gb>
- Seneca: <https://www.senecalearning.com/>



Contents Page

English	7
Science	8-13
MFL	14-15
History	16
Geography	17-18
ICT	19
Art/ Design	20-21
Drama	22
ME	23-24
Music	25-27
PE	28-29
Literacy	30
Acceleration Tasks	31-32
Maths	33



Equipment

all students must have...



Mobile phones are not to be used in lessons without staff permission
No photos or videos to be taken without permission
No school related images or videos to be uploaded on to social media

Black or blue pen
Pencils
Ruler - 30cm
Protractor
Compass
Rubber
Pencil Sharpener
Purple pen
Scientific calculator
Coloured crayons
Student Organiser
Knowledge Organiser
Locker Key

Redmoor English Department:

Introduction to Shakespeare & *A Midsummer Night's Dream*



BIG QUESTION: What is the importance of context when studying Shakespeare?	
Who was Shakespeare?	<ul style="list-style-type: none"> Born in 1564 Lived in Stratford Upon Avon Playwright, actor and poet
When was he writing?	<ul style="list-style-type: none"> Tudor period 1485 to 1603
What did he write?	<ul style="list-style-type: none"> Plays: tragedies, comedies and histories Sonnets (poetry)
What was a tragedy?	<ul style="list-style-type: none"> Play with tragic events Unhappy ending Downfall of a character
What was a comedy?	<ul style="list-style-type: none"> Amusing people or incidents in a play
What was a history play?	<ul style="list-style-type: none"> Plays based on the chronicles on the history of England
What was a sonnet?	<ul style="list-style-type: none"> 14 line poem Usually focused on love
The Globe Theatre	<ul style="list-style-type: none"> Famous theatre in London Shakespeare's plays were performed here Large, round, open air
Women	<ul style="list-style-type: none"> Women were expected to remain at home and be honest, silent and obedient to the husband's will They were seen as fragile Didn't have jobs Women could not act in Shakespeare's plays Shakespeare, controversially, presents women against the stereotype which is why his plays were so popular

BIG QUESTION: What is a play?	
Stage Direction	An instruction in the text of a play indicating the movement, position, or tone of an actor, or sound effects and lighting.
Setting	A place or type of surrounding where the action takes place. Described in the stage directions of a play.
Act	A major divide in a play. Each act is long and establishes a major part of the story. Usually has action, climax and a resolution.
Scene	A division in an act that breaks up events and time. It is a smaller portion of the play.
Dialogue	Dialogue means speech. Shakespeare's dialogue is poetic and dramatic. However, it was adapted to suit characters eg. if they were lower class they would speak in a colloquial (casual) way.
Soliloquy	A solo speech in a play that a character speaks aloud on stage to his/herself or to people watching.
Aside	A convention involving the character talking to the audience, on the side.

BIG QUESTION: What are the conventions of a Shakespearean comedy?	
Setting	Usually a Mediterranean setting.
Love or marriage	Shakespeare's comedies involve the struggle of young lovers to overcome problems, often due to their elders interfering!
Mistakes and problems	There are many mistakes that are seen as comical by the audience but they all get sorted out in the end.
Separation	Lovers are often separated in some way.
Disguise	Appearances of characters could be altered or they could be mistaken entirely for someone else.
Eavesdropping	Characters would purposely listen to conversations, informing the audience and other characters of details.
Happy endings	Shakespeare's comedies usually have a happy ending and a full resolution.

VOCABULARY BOOST	
Word	Definition
Comedy	Amusing and entertaining for the audience
Conflict	A conflict is a disagreement or 'clash'.
Patriarchal	A patriarchal society is where men have power and lead roles such as political leadership.
Supernatural	The supernatural refers to events that cannot be explained by science. They are beyond natural.
Tragedy	A play leading to an unhappy ending
Unrequited	This means one-sided. It is not felt the other person.

Word	Definition
Art	Are
Tis	It is
Shalt	Shall
Thee	You
Thine	Your
Thou	You
'Twas	It was
Oft	Often



Physics → 1.1 and 1.2: Forces

Keyword	Definition
Contact Force	Forces that arise by the physical interaction between 2 objects.
Non-Contact Force	Forces that arise by the interaction between 2 objects WITHOUT physical contact.
Resultant Force	Single force that represents ALL the forces acting on an object
Balanced	When forces acting in opposite directions are equal.
Equilibrium	State of the OBJECT when ALL forces acting on it are equal.
Unbalanced	When forces acting in opposite directions are different.
Driving Force	The force that pushes or pulls an object.
Resistive Force	Any force that acts to slow down a moving object.
Acceleration	A change in speed: +ve acceleration → gets faster -ve acceleration → slows down
Gravity	A non-contact force that pulls objects towards a planet's surface.
Gravitational Field Strength	The force which a planet's gravity pulls on an object.
Mass	The amount of particles that you are made from. It is measured in grams (g) or kilograms (kg) .
Weight	The force you exert on the Earth as Gravity pulls you towards it, it is measured in Newtons (N) .
Interaction pair	When two objects interact there is an equal but opposite force acting on each object.

Force diagram

FLOOR PUSHING UP

GRAVITY

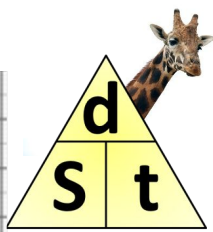
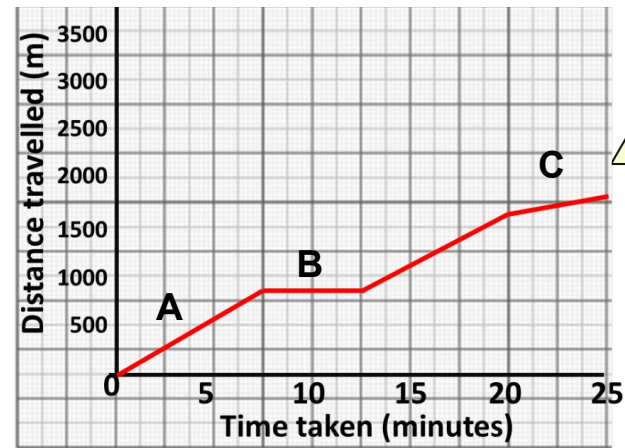
RESISTIVE FORCE

DRIVING FORCE

Forces are measured using a **newton-meter**.

When forces are balanced, objects will either remain stationary or move at a constant speed.

The distance-time graph



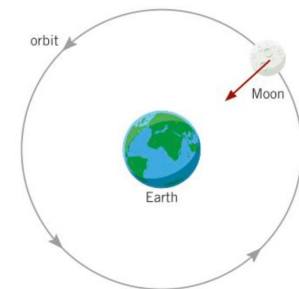
The graph shows the journey of a person on their way to work

Graph	Meaning
A	Moving fastest
B	Constant speed
C	Moving slowest

Conversions:

1 kilometre = 1000 metres
1 minute = 60 seconds

1 km → m x 1000
1 min → s x 60



The Earth exerts a force on the Moon. The force of gravity acting on the Moon keeps the Moon in orbit around the Earth. It changes the direction of the motion, not the speed.

Mass is CONSTANT

Weight = mass x GFS
(gravitational field strength)

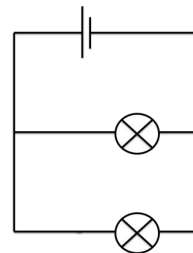
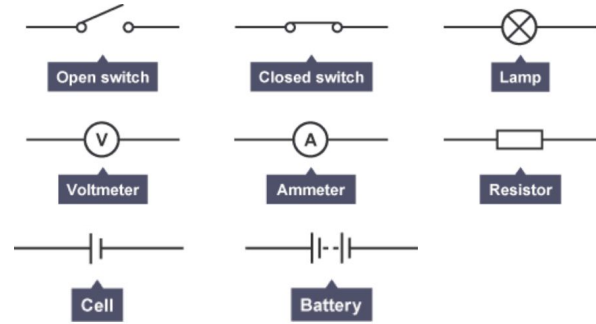
N = kg x N/kg



Physics → 2.1 and 2.2: Potential Difference, Current and Charge

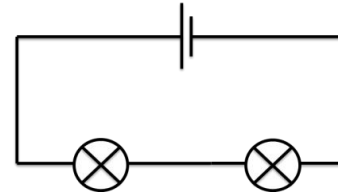
Keyword	Definition
Cell	A chemical store of energy – provides the push which moves charge around a circuit
Battery	Two or more electrical cells joined together
Potential Difference	The amount of energy shifted from either... a) ... the cell to the moving charge -or- b) ... the moving charge to the components
Voltmeter	Measures the potential difference around a component (in Volts, V)
Rating	The value of potential difference at which a component operates
Resistance	How difficult it is for charge to pass through a component measured in Ohms (Ω)
Series Circuit	Components in a circuit within the same loop
Parallel Circuit	Components in a circuit within 2 or more loops
Current	The flow of charge through a circuit
Ammeter	Measures the current flowing through a circuit in Amps (A)
Motor	Converts electrical energy into kinetic energy
Electrostatic force	Non-contact force between 2 objects
Electrons	Sub-atomic particle with a negative charge
Insulator	Does not conduct electricity Electrons are NOT free to move
Conductor	Conducts electricity Electrons are free to move
Electric field	A region in which a charged particle experiences a force

Circuit Symbols

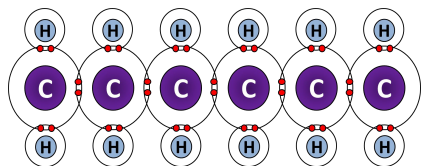


Parallel circuit
Components are on more than one loop
Current: shared between loops
Potential difference: stays the same

Series circuit
Components are on one loop.
Current: stays the same
Potential difference: shared between components

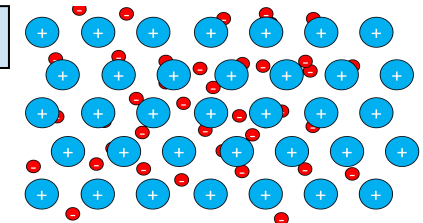
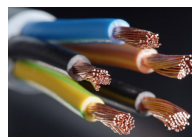


Insulator



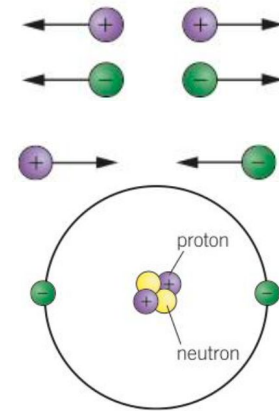
Have no free electrons therefore a current cannot flow.

Conductor



Electrons are free to move therefore a current can flow through the material.

Particle	Charge
Proton	Positive
Electron	Negative
Neutron	Neutral



Like charges repel
Unlike charges attract



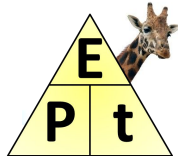
Physics → 3.1 & 3.2: Energy and Costs

Keyword	Definition
Energy	Required to make things happen
Joule	The unit of energy (J) 1000 Joules = 1 Kilojoule
Fossil Fuels	Non-renewable resource formed over millions of years from the remains of ancient plants
Non-Renewable	An energy resource that CANNOT be replaced after it is used
Renewable	An energy resource that CAN be replaced after it is used
Power	How quickly energy is transferred to a device Measure in Watts (W) or Joules per Second (J/S)
Kilowatt Hour	Unit of energy used by power companies (kWh)
Dissipation	Wasted energy that spreads to the surroundings

Energy store	Definition
Chemical	Energy stored in chemicals e.g. batteries & food
Gravitational Potential	Energy linked to position above the Earth surface e.g. ball being thrown in the air
Kinetic	Energy linked to movement e.g. jogger
Elastic Potential	Energy linked to squashing and stretching e.g. elastic band
Thermal	Energy associated with temperature

EQUATIONS

$$\text{power (W)} = \frac{\text{energy (J)}}{\text{time (s)}}$$



$$\text{cost} = \text{power (kW)} \times \text{time (hours)} \times \text{price (per kWh)}$$

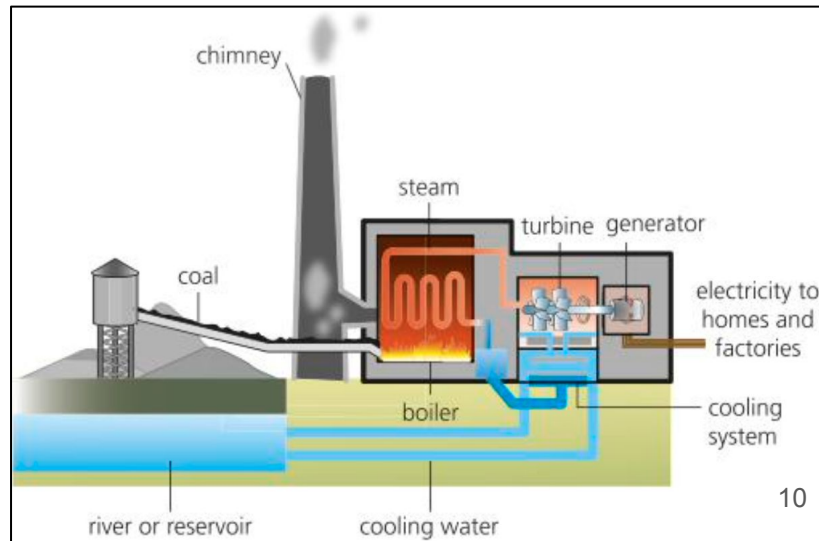
$$\text{efficiency (\%)} = \frac{\text{useful energy output} \times 100}{\text{energy input}}$$

Energy Resources

Renewable	Non-Renewable
Wind	Coal
Solar	Oil
Hydroelectric	Gas
Geothermal	Nuclear



A Fossil Fuel Power Station





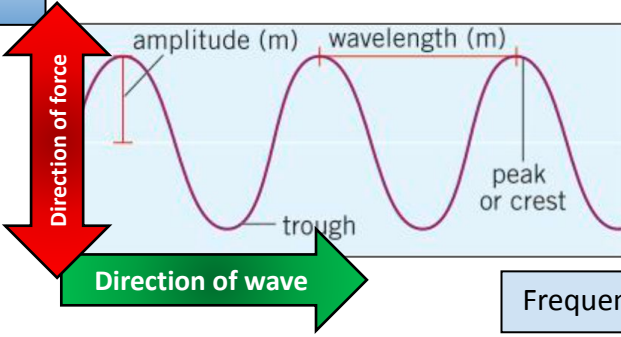
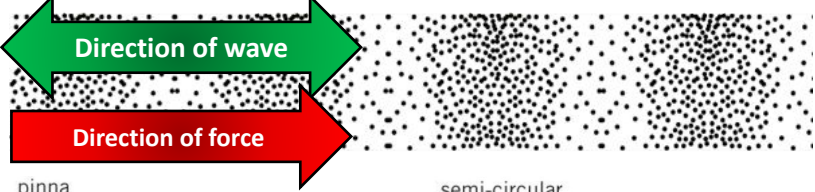
Physics 4.1 → Sound Waves

Transverse waves

Longitudinal wave:
Particles oscillate in the same direction of travel

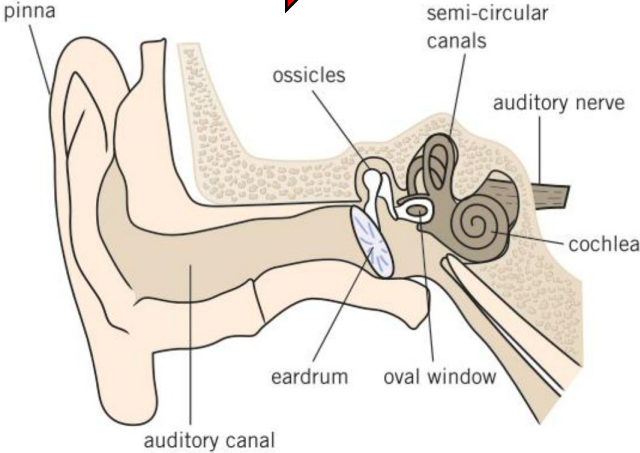
Transverse wave:
Particles oscillate at right angles to the direction of travel

Longitudinal waves



Frequency and Pitch

High pitched sounds have a higher **frequency** than low pitched sounds. Frequency is measured in **Hertz (Hz)**



The **pinna** directs the sound wave into your **auditory canal** towards your **eardrum**.

The **eardrum** vibrates and passes this vibration on to the **ossicles**. The **ossicles** vibrate that amplify the sound. This makes the **oval window** vibrate.

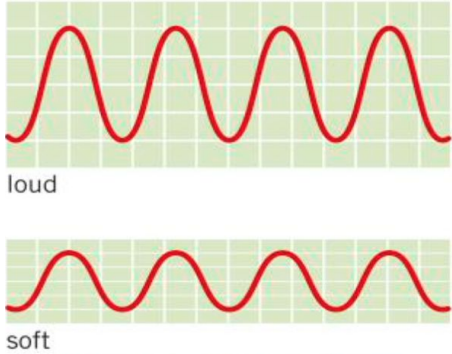
The vibrations then pass on to the liquid in the **cochlea** which contains thousands of tiny hairs. As the liquid moves, the hairs move. This is converted to an electrical signal.

The electrical signal travels down the **auditory nerve** to your brain.

State of matter	Speed of Sound (m/s)
Solid	5000
Liquid	1500
Gas	330

Loudness and Amplitude

Louder sounds have a bigger **amplitude** than softer sounds. Sound intensity is measured in **decibels (dB)**



EQUATIONS

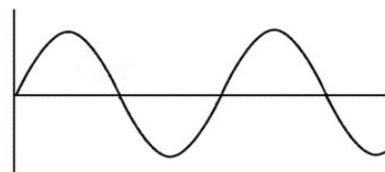
$$\text{frequency} = \frac{1}{\text{time period}}$$

$$\text{wave speed, } v \text{ (metres per second, m/s)} = \text{frequency, } f \text{ (hertz, Hz)} \times \text{wavelength, } \lambda \text{ (metres, m)}$$

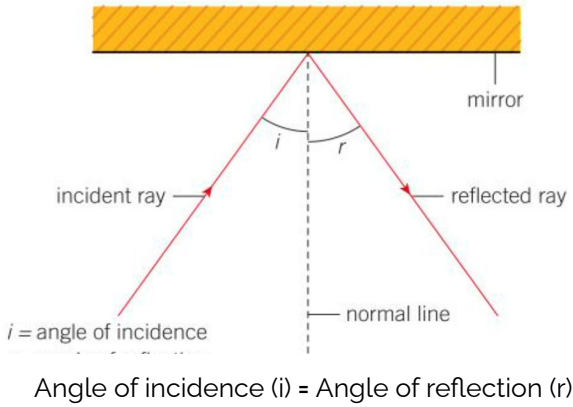
$$\text{speed} = \frac{\text{distance}}{\text{time taken}}$$



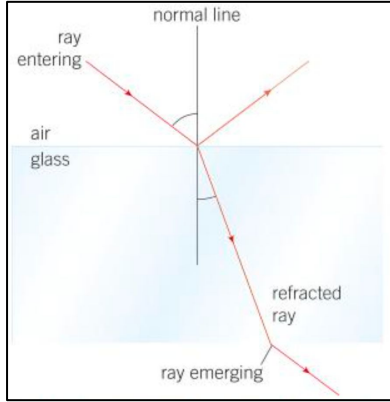
Physics 4.2 → Light Waves



Law of Reflection

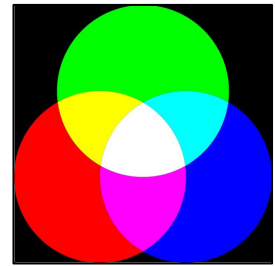


Refraction

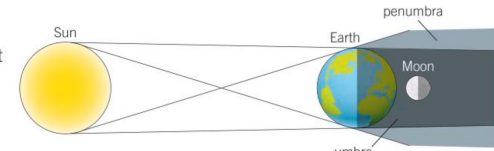
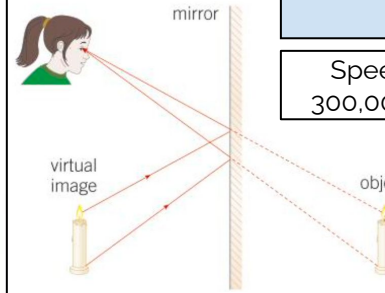


All colours are made up of the 3 primary colours of light
RED
GREEN
BLUE

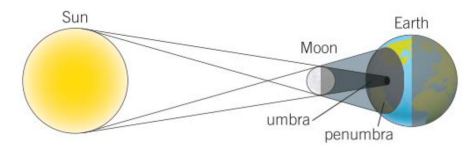
Mixing Light



Speed of light:
 300,000,000 m/s



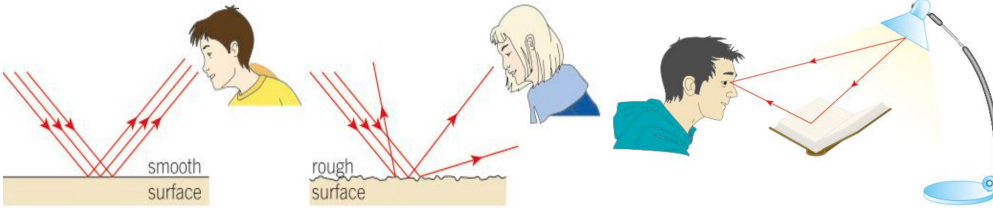
Lunar eclipse: when the Earth comes between the Sun and Moon.



Solar eclipse: when the Moon comes between the Sun and Earth.

Real image: an image that you can put on a screen.

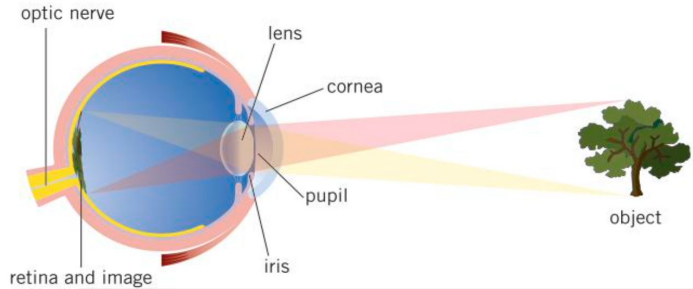
Virtual image: an image that cannot be focussed onto a screen



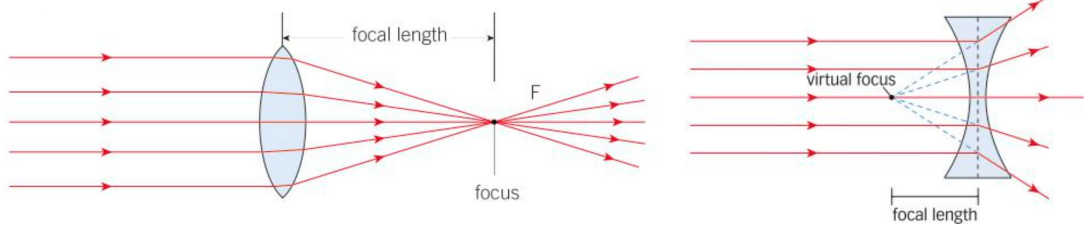
Specular: reflection from a smooth surface.

Diffuse: reflection from a rough surface

Light **emitted** hits an object and is reflected. The light is then **absorbed** by our eyes. Arrows show the direction of light.



When you look at an object light travels through the **pupil** of your eye. The **iris**, a muscle, controls the size of the **pupil**. The **cornea** and **lens** then focus light onto the **retina**. The image is **inverted** but your brain flips the image to be the correct way up.



Convex lens: found in your eye. It focuses the light and enables you to see. They produce real images.

Concave lens: found in spy-holes in doors. It spreads the light out. They produce virtual images.

Science

WHAT SHOULD A PLAN INCLUDE?

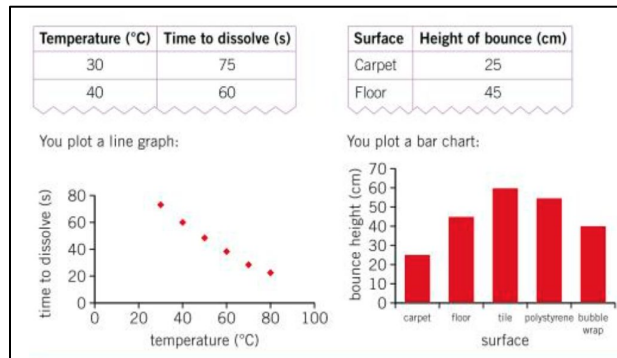
WORKING SCIENTIFICALLY

<u>Keyword</u>	<u>Definition</u>
Accurate	Close to the true value you are measuring
Categoric data	Data that has values as words
Continuous data	Data that has values as numbers
Control variable	Variable that remains unchanged
Control measures	Action to reduce a hazard
Dependent variable	Variable you are measuring
Discontinuous data	Values that are words or discrete number
Discrete	A value that can only have whole number values
Hazard	Situation that presents a threat to people
Hypothesis	An explanation you can test that includes a reason and a "science idea"
Independent variable	Variable you are changing and investigating
Outliers	Results that do not fit the pattern
Precise	Describes a set of repeat measurements that are close together
Prediction	A statement that says what you think will happen in an experiment
Repeatable	When repeat readings are close together
Reproducible	When another group gets similar results
Risk	How likely something is to be harmful
Variable	A factor that can be changed, measured or controlled

For scientific enquiry a plan should include:

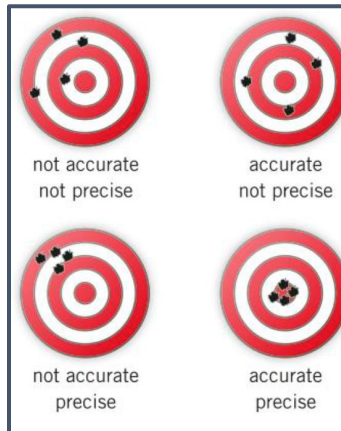
- a hypothesis and the data you need
- Independent and dependent variables
- Control variables and how they will be controlled
- Hypothesis: what you think will happen and why
- List of equipment needed
- Risk assessment
- Method of how you will use the equipment to collect the data

WHICH GRAPH?



- If both independent and dependent variables are continuous you should plot a line graph.
- If the independent variable is categoric you should plot a bar chart.
- Independent variable is always plotted on the x-axis
- Dependent variable is always plotted on the y-axis

ACCURACY AND PRECISION



PLOTTING A GRAPH

When you draw a chart or plot a graph you should:

- Choose which numbers the axis should start and finish on, mark out an equal scale and label the axis with your independent and dependent variables
- Use a pencil and a ruler to draw your axis and plot your points or draw your bars
- Label the axis with quantity and unit
- Write a title for your graph

French Unit 3 - Ma Routine



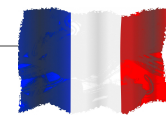
Quelle heure est-il? What time is it?

Key Vocabulary (1)		Phonics (2)		Verb (3)	Hours (4)	Minutes (5)	
<p>Noun - people, places and things.</p> <p>Reflexive Verb - an action, state or occurrence that you do 'to yourself'</p> <p>Adjective - used to describe a noun</p> <p>Adverb - a word or phrase that describes a verb</p>	<p>Conjugate - to take an infinitive and change it into a tense.</p> <p>Tense - describes when an action (verb) takes place.</p> <p>Present Tense - to describe something that is happening or normally happens</p>	<p>oi [wa]</p> <p>ui [we]</p> <p>an [on]</p> <p>ç [ss]</p> <p>ain [an]</p> <p>ch [sh]</p> <p>u [oo]</p>	<p>é [ay]</p> <p>è [eh]</p> <p>in [an]</p> <p>ou [oo]</p> <p>on [on]</p> <p>qu [kuh]</p> <p>gn [nyuh]</p>	<p>Il est It is</p>	<p>une heure one o'clock</p> <p>deux heures two o'clock</p> <p>trois heures three o'clock</p> <p>midi midday</p> <p>minuit midnight</p>	<p>et demie and a half</p> <p>et quart and a quarter</p> <p>moins le quart minus a quarter</p> <p>moins dix minus ten</p>	<p>trente 30</p> <p>quinze 15</p> <p>quarante-cinq 45</p> <p>cinquante 50</p> <p>dix 10</p>

Comment est ta routine? What is your routine like? Qu'est-ce que tu fais le matin/le soir? What do you do in the morning/evening?

Time phrase (6)	Reflexive verb (7)	Time (8)		Time phrase (9)	Verb (Present tense) (10)
<p>Le matin, In the morning,</p> <p>Normalement, Normally,</p> <p>Premièrement, Firstly,</p> <p>D'habitude, Usually,</p> <p>De temps en temps, From time to time,</p> <p>Quelquefois, Sometimes,</p> <p>Le weekend, At the weekend,</p> <p>Le soir In the evening</p> <p>Pendant les vacances, During the holidays,</p>	<p>je me réveille I wake (myself) up</p> <p>je me lève I get (myself) up</p> <p>je me lave I wash (myself)</p> <p>je me douche I shower (myself)</p> <p>je me brosse les dents I brush my teeth</p> <hr/> <p>je rentre chez moi I get home</p> <p>je prends le dîner I have dinner</p> <p>je regarde la télé I watch TV</p> <p>je regarde des extraits de Youtube I watch YouTube videos</p>	<p>à huit heures at 8 o'clock</p> <p>à dix heures at 10 o'clock</p> <p>à sept heures trente at half past 7</p> <p>à six heures et quart at quarter past 6</p>	<p>et (and)</p>	<p>puis, then,</p> <p>ensuite, next,</p> <p>après ça, after that,</p> <p>plus tard, later,</p> <p> finalement, finally,</p> <p>après avoir fait ça, after having done that,</p>	<p>je m'habille. I get (myself) dressed.</p> <p>je prends le petit-déjeuner. I have breakfast.</p> <p>je vais au collège. I go to school.</p> <hr/> <p>je vais sur Snapchat. I go on Snapchat.</p> <p>je joue à la Xbox. I play on the Xbox.</p> <p>j'envoie des textos. I send texts.</p> <p>j'écoute de la musique. I listen to music.</p> <p>je fais mes devoirs. I do my homework.</p> <p>je fais de la lecture. I do some reading.</p> <p>je me couche. I go to sleep.</p>

Tu aimes ta routine? Pourquoi? Do you like your routine? Why?



Opinion (11)	Noun	Connective	Quality Vocab (12)	Verb	Intensifier (13)	Reason (14)
J'aime I like Je n'aime pas I don't like Je déteste I hate J'adore I love J'aime assez I quite like J'aime beaucoup I really like Je préfère I prefer Je ne supporte pas I can't stand	ma routine my routine	car because parce que because puisque as mais but cependant however	pour moi for me personnellement personally je pense que I think that je trouve que I find that je crois que I believe that j'estime que I reckon that on dit que people say that selon ma mère according to my mum	c'est it is ça peut être it can be ce n'est pas it isn't	absolument absolutely complètement completely tellement so un peu a bit vraiment really plutôt rather trop too assez quite très very	tôt. early. tard. late. fatigant. tiring. difficile. difficult. facile. easy. casse-pieds/pénible. annoying. nécessaire. necessary. une perte de temps. a waste of time. une perte d'énergie. a waste of energy.

Tu joues à quels sports? What sports do you play?

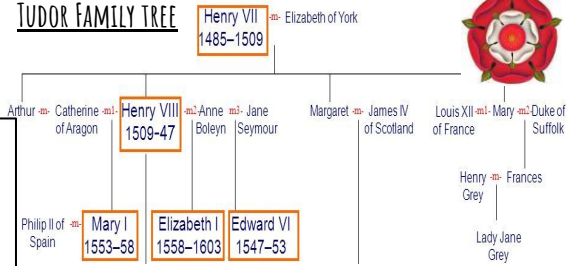
Tu fais quels sport? What sports do you do?

Verb (Jouer) (15)	PVS + Sport (16)	Subordinate Clause (17)
Je joue I play Tu joues You (s) play Il joue He plays Elle joue She plays Nous jouons We play Vous jouez You (pl) play Ils/Elles jouent They m/f play	au foot (at) football au rugby (at) rugby au basket (at) basketball au netball (at) netball au tennis (at) tennis au billard (at) pool aux cartes (at) cards	avec mes amis. with my friends. avec une équipe with a team. au centre sportif. at the sports centre. au stade. at the stadium. au collège. at school. après le collège. after school.

Verb (Jouer) (18)	PVS + Sport (19)	Subordinate Clause (20)
Je fais I do Tu fais You (s) do Il fait He does Elle fait She does Nous faisons We do Vous faites You (pl) do Ils/Elles font They m/f do	du footing (some) running du vélo (some) cycling du skate (some) skateboarding de la natation (some) swimming de la danse (some) dancing de l'équitation (some) horse riding	une fois par semaine. once a week. chaque semaine. every week. tous les jours. every day. au parc. at the park. à la piscine. at the pool. avec ma famille. with my family.

HISTORY: POWER, CHURCH & STATE

TUDOR FAMILY TREE



MAJOR EVENTS

Battle of Bosworth – 22nd August 1485

Last main battle in the 'War of the Roses', a civil war between the houses of Lancaster and York. The battle was won by the Lancastrians led by Henry Tudor, defeating Richard of York who became the first King of the Tudor period.

Henry VIII's Six Wives:

- 1st: Catherine of Aragon – Divorced (child: Mary I)
- 2nd: Anne Boleyn – Beheaded (child: Elizabeth I)
- 3rd: Jane Seymour – Died (child: Edward VI)
- 4th: Anne of Cleves – Divorced
- 5th: Catherine Howard – Beheaded
- 6th: Catherine Parr – Survived

Spanish Armada -1588:

Who? King Philip II sent a fleet of Spanish Ships led by the Duke of Medina Sidonia to invade England and restore Catholicism with the removal of Elizabeth I. The English were led by Lord Howard and Francis Drake.

Aim: The plan was to land in Calais and meet with the Duke of Parma and his troops who had been fighting in the Netherlands.

What happened? After limited fighting the English sent fireships into the Spanish fleet when docked in Calais forcing them to flee into the channel. Following this the Battle of Gravelines took place but several factors meant that they were to be defeated. The wind took them into the north sea and many ships failed to make it back to Spain.












The Civil War – 1642-1651

Who? Those who wanted Parliament rule (Roundheads) against those who wanted Royal rule (the Cavaliers).

When? 3 major battles. The war was ended at the Battle of Worcester on 3rd September 1651 - the Parliamentarians won.

What happened? Charles was put on trial and executed, his son Charles II driven out of England, England eventually ruled by the Protectorate: Oliver Cromwell.

Tudor and Stuart Monarchs - date of reign, biography, spouse info, and key facts.

Henry VII 1485-1509		Henry VII was the first Tudor monarch, after winning the Battle of Bosworth Field. He married Elizabeth of York to end the war. He made England rich during his reign.	Elizabeth of York m.1486-1503	In total, Henry had 9 children with his wife, including Henry VIII.
Henry VIII 1509-1547		Henry VIII is famous for having six wives (including having two of them executed) and bringing England away from the Catholic church. He formed the Church of England.	Henry had six wives – see the section on the left.	As many as 72,000 people were executed through his reign.
Edward VI 1547-1553		Edward VI came to the throne at only 9 years of age. Therefore, the country was run by his protectors, firstly the Duke of Somerset and then the Duke of Northumberland.	Did not marry	Apparently, the rumours are not true about Edward being a sickly child!
Mary I 1553-1558		Mary I was Henry VIII's first daughter. She aggressively tried to return England to Rome and Catholicism, burning those against her on the stake and earning the name 'Bloody Mary.'	Philip II of Spain m.1554-1558	Mary was the first queen to rule England in her own right.
Elizabeth I 1558-1603		Henry VIII's second daughter, Elizabeth turned the country Protestant again. She had a long and successful reign, including the defeat of the Spanish Armada in 1588.	Did not marry	She may have owned as many as 2,000 sets of gloves!
James I 1603-1625		As Elizabeth had no children, James (already the King of Scotland) was brought to rule over England as well. He believed in the 'Divine Right' of Kings (kings were chosen by God).	Anne of Denmark m.1589-1619	James had become King of Scotland at just 13 months old.
Charles I 1625-1649		Charles I attempted to start wars and run the country into debt. Eventually people grew angry with him and a Civil War started. Charles lost and he was executed.	Henrietta Maria of France m.1625-1649	Charles I is the only English king to be executed.
Interregnum Oliver Cromwell 1649-1658		Oliver Cromwell was a 'Protectorate' – he led the country instead of a King. He was a puritan and made strict religious rules.	Elizabeth Cromwell m.1620-1658	It is a myth that Cromwell personally banned Christmas.
Charles II 1660-1685		Charles had to flee England earlier in his life, but was invited back to rule by Parliament in 1660 - known as the Restoration. Unlike Cromwell, he loved music and dancing.	Catherine of Braganza m.1662-1685	Charles reportedly used to play with a toy spaniel at meetings!
James II 1685-1688		Parliament tried to make it so James couldn't be King, because he was Catholic. When he did make it to the throne, they were executed in trials known as 'The Bloody Assizes.'	Anne Hyde m.1660-1671 Mary of Modena m.1673-1701	James II died of a brain hemorrhage in France.
William III & Mary II 1688-1702		When James II became unpopular, William III and Mary II (daughter of James II) overthrew him and were made joint sovereigns of England - The 'Glorious Revolution.'	William III and Mary II were joint monarchs	William and Mary had 3 stillborn children

KEY TERMS:

Plantagenet - the English royal dynasty which held the throne from Henry II in 1154 until the death of Richard III in 1485.

Monastery - a place where monks lived and worked

Monarch - ruler of a country, usually holds the title King / Queen

Lollard - Someone who wanted to change how the Church was run.

Pope - head of the Roman Catholic Church

Papal Decree - a decision or judgement made by the Pope

Annulment - to end or get rid of something

Divine Right - belief that a person has been chosen by God to rule

Protestantism - form of Christianity which places the monarch as head of the Church

Catholicism - form of Christianity which places the Pope as head of the Church

Illegitimate - born of parents not lawfully married to each other

Heir - person next in line to the throne

Reformation - break up of the Catholic Church

Succession - act of inheriting title of monarch

Latin - language of Bible and church services in Catholic Church

Nobles - a person of high rank

Lady Jane Grey - Nine day Queen following Edward VI

Regent - rule a state when the monarch is too young or absent

The Oxford Martyrs - Protestants tried for heresy in 1555 and burnt at the stake

Poor Law - 1601

Enclosure - legal process of reducing the size of common land for communal use

Heretic - religious beliefs are opposite to the teachings of the Church

The New World - land being discovered and conquered in the Americas

Armada - fleet of warships

Vagabondage - homelessness, wandering without purpose

Key Terms and Definitions

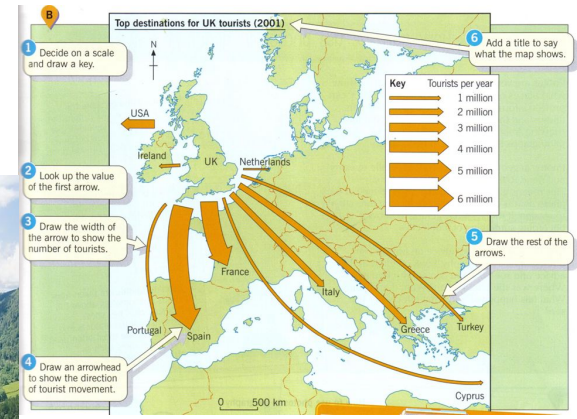
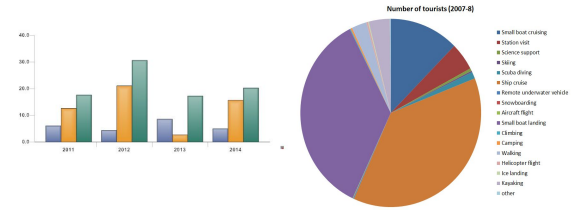
Geography - Tourism

Flow Line Maps

Key Term	Definition
Tourism	Is travel for recreation, leisure or business purposes.
Domestic Destinations	Are located in the tourist's own country. So, for British people, they are destinations in the UK.
Short-haul destinations	Can be reached by air flight of less than 3 hours. For tourists from the UK, they are places in Europe and around the Mediterranean Sea.
Long-haul destinations	Are further away and include tropical destinations in countries such as Jamaica, Kenya and Thailand.
HIC	High Income Country. A country with GNI per capita higher than \$12 746.
LIC	Low Income Country. A country with GNI per capita lower than \$1045.
GNI	Gross National Income. The total domestic and foreign output by residents of a country.
Tourist	A person who is travelling or visiting a place for pleasure.
GDP	Gross Domestic Product. The total value of goods and services produced by a country in one year.
Tertiary Sector	This refers to the commercial services that support the production and distribution process, e.g insurance, transport, advertising warehousing and other services such as healthcare and teaching.
Mass Tourism	When large numbers of tourists visit the same destination.
Charter Flights	Special flights arranged to transport tourists to a destination.
Package Holidays	Holidays that include flights, airport transfers and accommodation.
Honeypot	When people swarm to attractions.
Extreme Environment	Places where people find it difficult to live. They're wild and inhospitable, places like mountains, deserts and rainforests.
Adventure Holidays	More active holidays with more risk. Off the beaten track and in more unusual environments.
Ecotourism	When people visit a place because of its natural environment and cause as little harm to it as possible.
Sustainable	Development which meets the needs of people now and in the future, but limits harm to the environment.



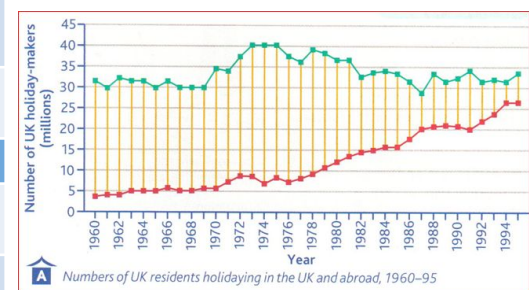
Case study The Lake District national park



Flow Line Maps	
Advantages	Disadvantages
Immediate impression - visual	Hard to draw
Shows movement easily	Flows can be in the same direction/overlap
Gives clear sense of direction	Might be difficult to show meeting points without overwhelming the map

Pie Charts	
Advantages	Disadvantages
A good way of showing how a total is divided up	Hard to assess % accurately
Visually effective	Comparing one pie chart to another is difficult
Can be used on a map for extra information	Small segments are difficult to draw

Bar graphs & Line graphs	
Advantages	Disadvantages
Easily understood & visual	Can be tedious and time-consuming to construct
Comparisons can be made	Can be difficult to read accurately
Bar charts show cumulative data/discrete data	Often requires additional information to be useful
Line graphs show continuous data	Scale needs to be carefully considered



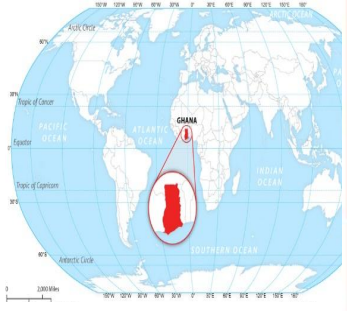


globalisation

Key vocab	Definition
Globalisation	Increased international connections in travel, trade and technology.
TNC	Transnational company
Interdependence	People, companies and countries relying on each other.
Trade	Buying and selling goods between countries.
Fair trade	trade between companies in developed countries and producers in developing countries in which fair prices are paid to the producers.
Sweat shop	a factory or workshop, especially in the clothing industry, where manual workers are employed at very low wages for long hours and under poor conditions.
Culture	The way of life of an area or country often rooted in tradition e.g. food, language, music and entertainment.
Quality of life	How good a person's access to healthcare, average income and housing.



Examples of TNCs



Where are your jeans made



Ghana Fair Trade

Farmers: • grow and care for the cocoa trees for three to five years • harvest the cocoa pods in very hot temperatures • remove the beans from the pods • ferment the beans for six days and dry them for ten days • take the sacks of beans to sell to cocoa buyers.

Why isn't chocolate fair?
This bar of chocolate costs £1 Who gets what?

- Farmer 8p
- Cocoa buyers 7p
- Importer 14p
- Chocolate company 28p
- Shops 28p
- Government 15p

Government: • charges tax on the chocolate bars. Tax is the money that the government uses to pay for essential services such as schools and healthcare

Shops: • buy the chocolate bars from the chocolate companies • sell the chocolate bars to shoppers.

Chocolate companies: • buy the cocoa solids and cocoa butter • buy the other ingredients • make the chocolate bars • pay for the chocolate bar wrappers • pay for advertising the chocolate bars

Importers: • arrange transport for the beans from Ghana to the UK and Ireland • turn the beans into cocoa solids and cocoa butter.

Cocoa buyers: • weigh the sacks of beans • pay the farmer for the beans • arrange to take the beans to the port.

Background

Jeans vary in price enormously, from a sale price of less than £10 to designer jeans costing more than £600 ...

but before you buy them, the product will probably have already travelled more than 60,000 km from the farmers' fields to the high street store.

Read the article at <http://www.tes.co.uk/article.aspx?storycode=368576>.

Countries and components

The denim and the components may have been made in a number of countries and they will have passed through several more countries on their journey.

For the a factory in Tunisia, the jeans may have used:

- cotton grown in Benin in West Africa
- used to manufacture denim in an Italian factory with synthetic indigo dye from Frankfurt in Germany
- softer cotton for the pockets, grown in Pakistan or Korea
- pumice stone from a Turkish volcano to stonewash the jeans
- cotton thread for sewing the jeans,
 - dyed in Spain but originally grown in Northern Ireland, Hungary or Turkey
- polyester thread manufactured in Japan
- YKK zips produced in Japan
- rivets made with brass from Germany
 - brass from zinc and copper from Australia and Namibia.

Transportation

Many different forms of transport will have been used for the components and the final product. The finished jeans, for example, will have used a ferry across the Mediterranean from the factory in Tunisia and trains to the French warehouse, before the final journey through the Channel Tunnel to the high street shop.

The factory in Tunisia

The jeans will cost approximately £5 per pair to make; these low production costs are mainly due to the low labour costs and poor working conditions found in many similar 'sweatshop' factories.

At a typical jeans factory in Tunisia, 500 women are employed for nine and a half hours on repetitive tasks, e.g. sewing pockets repeatedly. Trained machinists usually earn approximately £110 a month (58p per hour) with a possible monthly bonus for meeting targets of £15.

Some factories produce around 2,000 pairs of jeans every day!

Transportation costs from Tunisia to France are about 10p per pair.

TNC sweatshop example - Nike












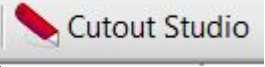
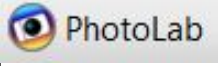
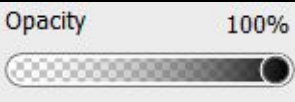
- Nike spends about 1 billion dollars a year on advertising in around 140 different countries.
- It pays top athletes millions of dollars to wear their products – this is another way to advertise their goods.
- Nike goods are made in nearly 40 different countries, most by young women.
- It pays top athletes millions of dollars to wear their products – this is another way to advertise their goods.



Year 7 ICT & Computer Science

Creating Digital Images

Serif DrawPlus Basic Tools		
	Pointer	Allows you to select different items on the canvas
	Artistic Text	Create text and change the font face and style
	Colour Picker	Take a sample of any colour in your workspace
	Crop	Crop the selected object to a shape
	Filter Effects	Apply effects such as drop shadow and glow
	Insert Picture	Insert a picture into the work area
	Quick Shapes	Draw a quick shape on the canvas
	Brightness	Lighten or darken the image
	Contrast	Increase or decrease the difference between light and dark colours in the image. This can help increase or decrease detail

Serif DrawPlus Advanced Tools	
	Remove backgrounds from pictures
	Launch photoLab to apply filters and effects to an image
	Set the image to be see through. 0% would be invisible, 50% would be half see through

Creating Digital Graphics	
Digital Graphics	Images and pictures that have been created using a computer
Pixel	The individual squares that make up an image
Resolution	The amount of pixels in an image. The more pixels the higher the potential quality of the image
Compression	Where a file is made smaller so more files can be stored or so they can be sent quicker
Layout	How items are arranged in an image
Composition	The different parts of an image and how they work together
Style	A particular appearance or design choice
Visualisation Diagram	A rough sketch of what something will look like, usually drawn by hand
Version Control	Keeping track of the different changes to a file. Each time the file is changed and saved you would update the version number of a file e.g. version 1.0, version 2.0, version 2.1

Art - Experimentation

Who is Vincent Van Gogh?



1. Vincent Willem van Gogh was born March 1853 – 29 July 1890 and was a Dutch post-impressionist painter who became one of the most famous and influential figures in the history of Western art.
2. He created about 2,100 artworks, including around 860 oil paintings, most of which date from the last two years of his life.
3. They included landscapes, still lifes, portraits and self-portraits.
4. They are characterised by bold colours and dramatic, impulsive and expressive brushwork that contributed to the foundations of modern art.
5. Although van Gogh painted many nocturnal scenes during his lifetime, "The Starry Night" became his most famous. "The Starry Night" has long been the center of artistic and scientific debate.



Media and Materials

What types of media is there?

Water colours

Watercolour is available in solid blocks or tubes. It can be quick to use and a small watercolour set is very easy to work with on location.

The paint is transparent and works best on light paper. Colours can be lightened by adding water rather than adding white.

Oil Pastels

Pastels come in two varieties – oil pastels and chalk pastels. Both are quick to use and easy to control.

Chalk pastel are soft and can be blended with your finger or a cotton bud. Oil pastels are blended by applying one colour on top of the other.

Pastels work best on a rough paper. Coloured paper or black paper make effective backgrounds. You could prepare a background by rubbing the side of a pastel across it before starting your drawing.

Acrylic Paints

Acrylic paints are opaque paints that create marks of solid colour. This means it is easy to paint over mistakes.

Tints, tones and shades can be created by mixing colours with white, grey or black.

They can be used on white, coloured or black paper or used experimentally on a range of other 2D and 3D surfaces. Acrylic can be mixed with water to create more transparent washes.



What is realism?

Realism refers to a mid nineteenth century artistic movement, characterised by subjects painted from everyday life in a natural way.

The term is also generally used to describe artworks painted in a realistic way. Realism artists tried to portray the real world exactly as it appears.



They painted everyday subjects and people. They didn't try to add the setting or emotional meaning to the scenes. The Realism movement started in France after the 1848 revolution. Unlike some other artistic movements, there was little sculpture or architecture as part of this movement.



What is arts media?

Arts media is the material and tools used by an artist or designer to create a work of art, for example, "pen and ink" where the pen is the tool and the ink is the material. Understanding the properties of different media and materials and how they might be used can help you make effective choices in your work.

Be open-minded when experimenting. Don't be afraid to try things. Even if something is unsuccessful, you will have shown that you have tried and learned valuable lessons. Choice of materials and technique will affect the style of your work.

Practical Design

Who is Louise Nevelson?

1. Louise Nevelson was an American sculptor known for her monochromatic, wooden wall pieces and outdoor sculptures.
2. Nevelson experimented with art using found objects, she often collected materials discarded on New York City streets to make her textured sculptures.
3. Usually created out of wood, her sculptures appear puzzle-like, with multiple cut pieces placed into wall sculptures or independently standing pieces, often 3-D.
4. One unique feature of her work is that her figures are often painted in monochromatic black or white.
5. Her work is seen in major collections in museums.. Nevelson remains one of the most important figures in 20th-century American sculpture.



What is Art Deco?

- Created in Paris in 1925, art deco can be seen as a reaction against art nouveau (another art movement).
- Seen in furniture, pottery, textiles, jewellery, glass etc. it was also a used when designing styles of cinema and hotel architecture.
- The big difference from art nouveau is the influence of cubism which gives art deco design generally a more fragmented, geometric look.
- However, images based on plants and curves remained in some art deco design.
- Art deco took inspiration from ancient Egyptian art, Aztec and other ancient Central American art, as well as from the design of modern ships, trains and motor cars.



What is relief?

A relief is a sculpture in which the three-dimensional elements are raised from a flat base. The term relief is from the Latin verb *relevo*, meaning 'to raise'. To create a sculpture in relief is to give the idea that the sculpted material has been raised above the background.

The opposite of relief sculpture is *counter-relief*, *intaglio*, or *cavo-rilievo*, where the form is cut into the field or background rather than rising from it.

Reliefs are common throughout the world on the walls of buildings and a variety of smaller settings. A sequence of several panels or sections of relief may represent an extended story.

Three-dimensional Work - What is it?

Three-dimensional work is made by one of four basic processes: carving, modelling, casting, constructing

Carving

Carving is a sculptural technique that involves using tools to shape a form by cutting or scraping away from a solid material such as stone, wood, ivory or bone.

Casting

Casting involves making a mould and then pouring a liquid material, such as molten metal, plastic, rubber or fibreglass into the mould.

A mould can be cast more than once, allowing artists to create editions of an artwork.

Modelling

Modelling is an additive process. This means a soft material is worked by the artist to build up a shape or form.

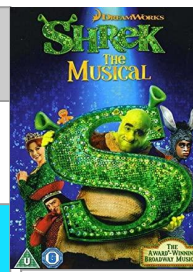
Constructing and assembling

These are still life subjects made from scrap (found) materials glued together. Artists have used techniques including bending, folding, stitching, welding, bolting, tying, weaving, and balancing to construct sculptures from a wide variety of materials and found objects.



Drama Keywords

Musical Theatre	A form of theatrical performances which combines songs, spoken dialogue, acting & dance. This is a style of theatre.
Expression	Use of Facial Expression to SHOW how you feel.
Body Language	To show your emotion & TOWARDS others in your body.
Emotion	To show your feelings of your character to the audience through expression, body and voice.
Reactions	To respond to each other as characters, on stage. Reacting to their words, feelings, actions.
Chorus/Ensemble	This describes a group of individuals working together on a play or musical. They have a similar amount of staging time, working together on the acting, dancing & singing.
Spoken Dialogue	This is the words spoken in a play or musical, & helps to tell the story. This is not singing.
Accompaniment	This is the musical part which creates the rhythm, melody for the songs & music written. This can be for the vocals (songs) to help tell the story or it can be instrumental (no words sung) This creates a mode & atmosphere.
Orchestra	A group of instrumentalists, including strong, bass, piano, brass, percussion, to play the music written. This is part of a Theatre where the orchestra plays, sometimes in front of the staging in a pit, or on stage.
Gauze	A curtain that is used through shining light either from the front of the stage (downstage), or from upstage. This creates silhouettes, outlines of the actors, objects, set. This creates a mystery to the performance.



Year 7 Drama: Shrek The Musical

(April- July)



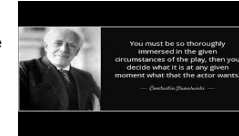
Key Knowledge:

- For this unit, you will learn about the style & genre of **Musical Theatre**, looking at the characteristics of this style; mixing acting, dancing & singing together to help tell a story.
- You will be watching clips of '**Shrek The Musical**'; made up of the well-known feature films.
- You will be exploring the story & journey of the Ogre Shrek, his wife Princess Fiona & all their familiar fairytale characters. It shows such vibrant set, Costume, lighting, staging, to entertain the audiences, & believe in happy endings.
- You will be exploring sections of the script in small groups. You will apply your ideas for the skills with how they show their characterisation & also the techniques needed to set the scenes.
- In your practical lessons, you will be bringing the **spoken dialogue** to life. Your use of voice, expression, body language, gesture, will help portray your characters in this story.
- You will show your knowledge of the characteristics of Musical Theatre, characters & plot, through costume, lighting & set designs. This will show the **style of Musical Theatre**.
- You will be able to have a mixture of practical & theoretical tasks; setting & directing the scenes, acting out the lines for the different characters, & the continuation of theory tasks of character skills, set, costume, lighting, staging designs.
- You will be developing your analysis review skills of a performance.
- We will be applying the performance assessment criteria, giving each other peer feedback alongside teacher feedback & setting targets.

Use of Practitioners, Performance Spaces:

Stanislavski:

Creating as much Naturalism/Realism as possible on stage. Thinking about the 'Magic If': What if I was this character? How would I feel? AND the 'GIVEN CIRCUMSTANCES' (What has Your character been through...)



Brecht:

Creating drama to show the mechanics of Theatre on stage. This will show the actors multi-rolling & showing costume changes on stage. This also shows set changes, with the actors bringing set on & off stage..

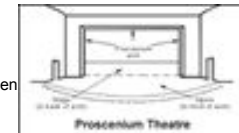
Berkoff:

This creates a more physical approach to a Drama piece. Through the use of physical Theatre, Mime & Movement, this shows a more visual & expressive approach, style to the performance piece.

When I started studying acting, I was enamoured of actors who used movement to enhance the language.
Steven Berkoff

Proscenium Arch Staging:

Audience have one viewpoint & a frame is created. Also a 'Fourth wall' is made between Audience & actors.

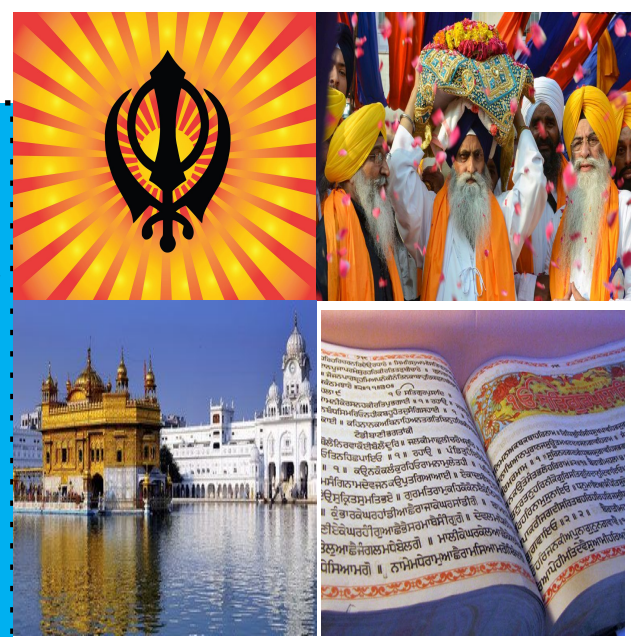


[Drama techniques, skills \(Remember all of the previous ones and lighting.](#)

ME - Sikhism

Guru Nanak,

- the founder of Sikhism, was born into a country influenced by both Muslim and Hindu religions.
- He strongly believed that God was one and that there were many ways of approaching God, He said, '**God is neither Hindu nor Muslim and the path I follow is God's**'.
- Sikhs believe in the oneness of humanity and do not feel the need to convert to Sikhism- they believe that there are many different paths to God and each can find their own way.
- Sikhs believe that all creatures are created by God. However, humans are unique among creatures because they can make judgements and distinguish between right and wrong. They are made and loved by God and therefore equal.
- This belief in the equality for all led Guru Nanak to introduce the **Langar**, a free meal. All eat together, men and women, rich and poor, people of different faiths and of none. The food is always vegetarian and everyone can eat together. Any Sikh, male or female, may prepare, cook and serve the food.



Kirpan (a small sword): This is a sign that Sikhs are soldiers in the army of God, should fight for justice and protect the weak and vulnerable. The sword must never be used in anger.

Kesh (uncut hair): Sikhs believe that their hair is a gift God has given to all humans; it was intended to be worn naturally and not cut. It is covered with a turban (seen as a crown) to keep clean.

Kanga (a wooden comb): This is carried to maintain the tidiness of the kesh and to remind Sikhs of the need to keep their body and mind a healthy, organised state.

Kara (a steel bracelet): As a circle, the kara symbolises the unbreakable bond with God. It is a reminder that Sikhs should obey God and do God's will.

Kachera (cotton underwear): This underwear is comfortable and modest. It is a reminder of the traditional role of Sikhs as soldiers, being prepared to act quickly and with dignity, and the need for self-control and chastity (and also a reminder not to commit adultery).

The Khalsa

Guru Gobind Singh explained to Sikhs, who had come to celebrate Vaisakhi, that they were living in a dangerous time and it was important community be unified and strong enough to defend itself. He drew his sword and asked the crowd, 'Who will die for God and his Guru?' At last one Sikh came forward and was led into the Guru's tent. There was a swish of the sword followed by a thud, and the Guru emerged from the tent with blood on his sword. He asked the same question and another Sikh came forward. He also went into the tent. The noise was heard and the Guru came out again with blood on his sword. This happened three more times and some people began to leave, feeling confused and frightened. Then the Guru came out of the tent with the five men, dressed in special clothes. They had shown absolute loyalty to the Guru and his beliefs. They were then given Amrit, a mixture of water and sugar crystals prepared by the Guru and his wife, in an iron bowl, stirred with a two-edged sword.

Sikh	Someone who learns
Guru	Religious teacher- 'gu' means darkness, 'ru' means light
Mukti	Spiritual freedom from reincarnation, soul rejoins God
Guru Granth Sahib	Holy book for Sikhs, "eternal Guru" (GGS)
Sewa	Being selfless
Khalsa	"Pure ones", Sikh brotherhood
Gutka	Book containing only the most important hymns from the GGS
Granthi	Person in the gurdwara who is the 'reader' of the Guru Granth Sahib
Chauri	Hair fan waved over the Guru Granth Sahib
Singh	"Lion", male baptised Sikh name
Gurdwara	Sikh place of worship, "Guru's door"
Kirpan	Sword
Kara	Steel bangle
Langar	Free kitchen in a gurdwara where people eat together
Kaur	'Princess', female baptised Sikh name
Kangha	Small comb
Kachera	Short underwear/trousers
Kesh	Uncut hair
Nishan Sahib	Sikh flag
Khanda	Sikh symbol showing they must fight for justice
Panj Piare	'Beloved ones'- 1 st 5 members of the Khalsa
Karma	Actions and their consequence on our next life
Amritsar	Sikh city where the Golden Temple is
Reincarnation	Death is just a sleep and we wake in a new life
Gurpurbs	Festivals remembering births/deaths of the Gurus
Karah Prashad	Sweet food offered at the end of gurdwara services

Reincarnation

- Sikhs believe in reincarnation, which means that when a human being dies, their soul is reborn into another body.
- They believe death is the will of God and therefore part of life. Death is just like sleep; we go to sleep and then we awake in a new life.
- The cycle will keep repeating itself until the soul is freed from this pattern and becomes united with God.
- Sikhs believe that all animals, including human beings, have a divine spark inside us, our soul. Our souls are a small part of God inside of us, and at death, the soul begins a new life.

Karma

- Karma means that for Sikhs, rebirth is not a random event, but something that depends on what they have done previously.
- Unfairness and suffering in life are because of the things you did in your past life. Sikhs believe that being born as a human on Earth indicates that an individual has done good things in previous lives and that God's will has caused this to happen.
- The things which cause us to have bad karma are pride, lust, desire, anger, greed, being too attached to the world, ignoring God, being **manmukh** (self-centred) and being materialistic.
- To break free of the cycle, we must avoid these bad influences, devote our lives to **sewa** and focus on God's name.

Mukti

- The word mukti means 'liberation', 'freedom' or 'release' from reincarnation. This is the point at which the soul rejoins God and becomes reunited with him.
- To achieve mukti, a person must rid themselves bad influences and respond to God with love. This can only happen when God helps you become close enough to him.
- No one can describe what this is like because no one can describe what it would be like to be united with and within God.

READING MUSIC

Treble Clef Notes

Line Notes: E G B D F
Space Notes: F A C E

Notes altogether

Bass Clef Notes

G B D F A A C E G

FINGER NUMBERS - HANDS ON - HOW TO PLAY THE KEYBOARD.

Left Hand: 4, 3, 2, 1
Right Hand: 1, 2, 3, 4

Mnemonics:

Every Green Bus Drives Fast
F A C E
Green Buses Drive Fast Always
All Cows Eat Grass

Root Chords and their Inversions

Chord triads in Root position
C Dm Em F G Am B^b

C major chord and its inversions.

Root Position: C-E-G
First Inversion: E-G-C
Second Inversion: G-C-E

C major chords and its inversions

Root Position: C, E, G
1st Inversion: E, G, C
2nd Inversion: G, C, E

C Major Chord Inversions

Guitar Layout

Key: R = Root Δ3 = Major 3rd P5 = Perfect 5th

Root Position: 10, 14, 17
First Inversion: 14, 17
Second Inversion: 17

MELODIC WRITING DEVICES

REPETITION

Repeating something already written down.

Two staves of music in 4/4 time. The first staff shows a melody starting on A4, with a bracket labeled 'a' covering the first four notes and a bracket labeled 'a' (sequence) covering the next four notes. The second staff shows the melody starting on A5, with a bracket labeled 'a' covering the first four notes and a bracket labeled 'b' covering the next four notes.

SEQUENCE

A short motif restated at a higher or lower pitch.

A single staff of music in 4/4 time. A red bracket labeled 'Melody' covers the first four notes. A blue bracket labeled 'Melody repeated at higher pitch' covers the next four notes. A green bracket labeled 'Melody repeated at higher pitch' covers the next four notes. A pink bracket labeled 'Melody repeated at higher pitch' covers the final four notes.

IMITATION

A melody is repeated in a different voice.

Two staves of music in 3/4 time. The top staff is the vocal line with lyrics 'I-mi-tate Me!' and 'I-mi-tate Me!'. The bottom staff is the piano accompaniment, also with lyrics 'I-mi-tate Me!' and 'I-mi-tate Me!'.

INVERSION

Turning a melody upside down.

Two staves of music in 3/4 time with a key signature of two sharps (F# and C#). The top staff is labeled 'Original' and the bottom staff is labeled 'Inversion'.

MIRROR

Music played first forwards then backwards.

Two staves of music in 3/4 time. The top staff shows a melody played forwards, and the bottom staff shows the same melody played backwards.

RETROGRADE

Playing the melody backwards.

Two staves of music in 3/4 time with a key signature of one sharp (F#). The top staff is labeled 'Theme' and the bottom staff is labeled 'Retrograde Theme'.

CONJUNCT

A stepwise melody

A single staff of music in 4/4 time. The first four notes are labeled 'conjunct ascending' and the next four notes are labeled 'conjunct descending'.

DISJUNCT

Disjointed melody. Gaps between the notes.

A single staff of music in 4/4 time. The first four notes are labeled 'disjunct ascending' and the next four notes are labeled 'disjunct descending'. A page number '26' is visible in the bottom right corner.

Folk Music

Folk music - Acoustic, traditional music of the people passed on by word of mouth.

Ballad - slow, sentimental/ romantic song.

Protest Song - a song associated with a movement for social change.

Sea Shanty - Sea related work song.

Shantyman - lead caller/ singer of the shanty.

Call and response-popular form of sea shanty.

Improvisation- music made up on the spot.

Drone - continuously held or repeated note.

Ostinato - same phrase or motif repeated over several bars or more.

Pentatonic - 5 note scale.

Modes - scales which use only white notes.

Scale- series of notes that follow 1 after the other.



Form and Structure.

A B - Binary form

A B A - Ternary form

A B A C A - Rondo form

A B C B A - Arch form

Verse Chorus - song form

Strophic form - verse and chorus sung to the same music

Through composed- different music for each Stanza of the lyrics. Non repetitive music

History of Music

BAROQUE MUSIC - 1600 - 1730

Harpsichord, Bass continuo (cello), String orchestra.

J.S Bach.



Contrapuntal Music

H. Purcell.



CLASSICAL MUSIC - 1730 - 1800

Small orchestra (Chamber) piano, and clarinet.

Mozart.



Balance Symmetry

Beethoven



ROMANTIC MUSIC - 1800 - 1900

Full symphony orchestra, emotional, descriptive music.

Tchaikovsky.



Nationalist Music

Wagner



TWENTIETH CENTURY - 1900- 2000



John Williams
Freddie Mercury



Glam Rock/
Pop Music

PE - Tennis Year 7

Rules

- A ball must land within bounds for play to continue; if a player hits the ball out of bounds, this results in the loss of the point for them.
- Players cannot touch the net or posts or cross onto the opponent's side.
- Players cannot carry the ball or catch it with the racquet.
- Players cannot hit the ball twice.
- Players must wait until the ball passes the net before they can return it.
- A player that does not return a live ball before it bounces twice loses the point.
- If the ball hits or touches the players without them returning it, it counts as a point.
- If the racquet leaves the hand or verbal abuse occurs, a warning is given.
- Any ball that bounces on the lines of boundary are considered good.
- A serve must bounce first before the receiving player can return it.

Scoring

You need to score four points to win a game of tennis. The points are known as '15, 30, 40 and game.' If the scores went to 40-40 this would be known as 'DEUCE.' When a game reaches 'deuce' the player must then win by two clear points. This would be 'advantage' for the first point, followed by 'game.'



1. Can you perform a 3 part tennis warm up?
2. Can you identify/perform the main skills required for tennis?
3. Can you identify components of fitness required in tennis?
4. Can you demonstrate knowledge of the rules of tennis?
5. How do you score in a game?

Key words

Singles

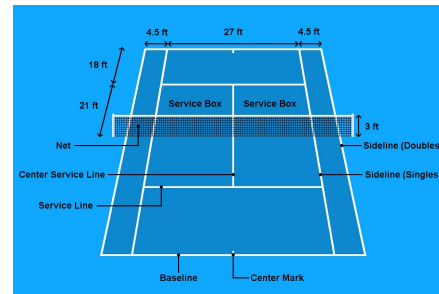
Forehand

Doubles

Backhand

Grip

Rally



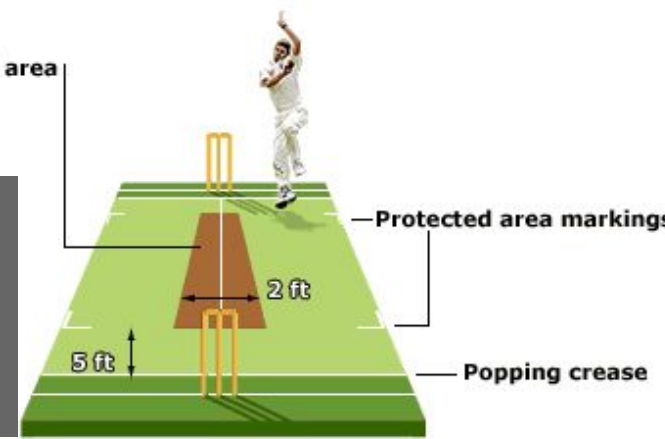
PE - Striking and Fielding

Y7

Cricket Rules

- Cricket is played between two teams each made up of eleven players.
- Games comprise of at least one innings where each team will take turns in batting and fielding/bowling.
- The fielding team will have a bowler bowl the ball to the batsman who tries to hit the ball with their bat.

Protected area

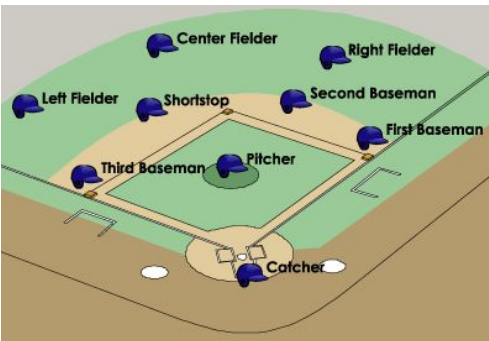


Rounders Rules

- Rounders games are played between two **teams of 9 players**. One team bats while the other team fields and bowls.
- The bowler bowls the ball to the batter who hits the ball **forward** on the rounders pitch.
- If the **batter** reaches the 2nd or 3rd post in one hit, the batting team scores **½ a rounder**.
- If the **batter** reaches 4th post in one hit, the batting team scores **1 rounder**.
- You may be caught out, stumped out or run out.

Softball Rules

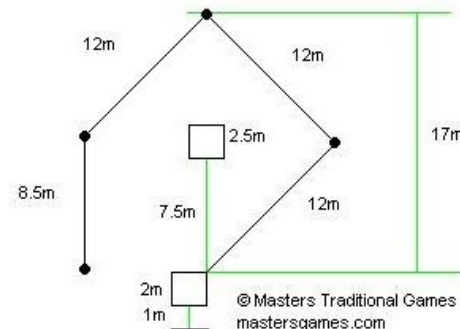
- Each team **bats once** in each innings before the sides switch.
- The fielding team has a **pitcher, catcher**, a player on first base, second base, third base, three deep fielders and **shortstop**. Each batter is allowed **3 strikes**.
- A batter must successfully strike the ball and run around as many bases as possible to return **home**.



Can you identify these images?



Rounders Pitch Layout



READING SKILLS AND LITERACY

KEY VOCABULARY WHEN DISCUSSING A BOOK

Blurb	A short description of a book, usually found on the back cover.
Narrator	A character who recounts the events of a novel.
Subgenre	This is then the style or type of literature within one of the above genres. For example, Horror Fiction is a subgenre of fiction intended to scare the reader.
Protagonist	The main character, or one of the major characters in a novel.
Plot Twist	An unexpected turn of events in a story.
Hook	The opening of a story that grabs the reader's attention and 'hooks' them in.
Recommend	To suggest that a book would be good or suitable for a particular person.
Deduce	What you can understand based on the evidence in the text.
Predict	Based on what has already happened, making assumptions about what will happen next.
Empathise	To put yourself in the shoes of a character and understand how they feel.



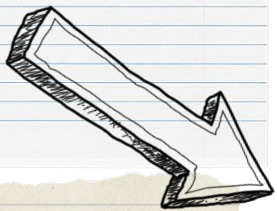
QUESTIONS TO BECOME AN ACTIVE READER...

Which sentences could help you to sum up the entire passage?
What do you think is going to happen next?
What did you think about as you read?
What else do you know about the topic?
What questions do you have about the book?
Which words do you not know or understand?
What clues from the passage help you to remember what has already happened?
How could you describe what you have just read to someone else?

ABC SENTENCE STARTERS

ADD: To add a new idea to what someone else has been saying:
I would like to add to this...
I would have to agree with you because...
We might also consider...
We might also consider...
BUILD: To build on what someone else has been saying:
This could be developed by considering...
This links to...because...
Building onto this...
Taking this one step forward...
CHALLENGE: To challenge someone's ideas and offer the opposite viewpoint:
I would challenge this idea because...
From another perspective you might argue that...
Although I can see why ___ thinks... I disagree because...
On the other hand this idea could be challenged because...

ACCELERATION THROUGH DEPTH...



ENGLISH

- Research the writer's context and explain the links between this and the writer's purpose.
- Can you make links between this text and another text you have studied?
- Can you change any words in your writing today using your knowledge organiser?
- Turn the text, or its key ideas, into another form (poem, article, letter, speech, short story, etc)

MATHS:

- Please go to the NRICH postcards and select a problem to solve.

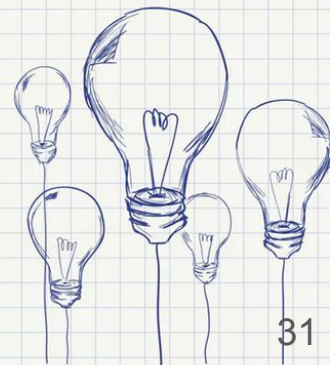
MFL:

Research how to form the present tense in French either by using the link <https://youtu.be/p1RfmaoYZFI> or asking your teacher for a grammar sheet.

- Create a help sheet for other students to explain the rules with step by step instructions.
- Design a worksheet with an answer sheet which can be used in other French classes.

SCIENCE:

- **Content:** Using the topics you have studied so far in science, can you make any links? What understanding from other topics do you need to have for the topic you are studying now? Can you do this across biology, chemistry and physics?
- **Context:** Looking at what you have been covering during the topic you have been covering, can you put the science into a real life context? When would what you understand be important to someone's life? Can you link it to any careers and jobs?
- **Practical skills:** Look at a set of data you have collected in a recent practical. Describe and explain the trend in your data in as much detail as you can. How could you make your data more repeatable and reproducible? Can you find any errors, systematic or random? How could you reduce the error? Is your data accurate and valid? How could you make the data more accurate and improve the validity.



PE:

- What components of fitness apply to the sport/s you play?

GEOGRAPHY

- The answer is Geography. What are 5 possible questions?
- How do you think Geography in school will change over the next 10 years with the development of new technology?
- List words associated with geography (A-Z)

HISTORY:

- Strengthen your evidence; read through your work, can you swap any words for key terms.
- What parallels are there between this topic and what you have previously studied?
- Outline an idea of how could you teach this topic in a different way to either younger, peers or older students?
- Identify how this topic links to any British Values:

Democracy.

Individual liberty

Mutual respect

Tolerance of those of different faiths & beliefs.

ART/DESIGN

- Explore the work of an artist or designer linked to the Art or Design movement on your KO page by producing a mini artist study. (Visit **the Tate** website)
- Investigate 3 different art, modelling or textile techniques. How could you apply these to an end piece?
- Create your own project for a class to study using the current theme of your work.
- Visit **the Tate** website and complete one of the activities they've created.

MUSIC:

- Demonstrate and improve your depth of knowledge and understanding by reading through your written work and swapping normal words for more technical 'musical' words and Italian terms.
- In 'listening library' tasks - extra to the written criteria requested - try and direct your listening to as many of the other different elements of music as well, and include comments and information about them also. Again use Italian terms where possible.

ME:

- Include two quotations from scripture in your answer.
- Create 5 questions that your teacher might ask you about what you have learnt about today.
- Transform today's learning outcomes into questions.
- Select 5 key terms that you have used in your work today.
- Create a sentence using all of these terms.
- Based on what you have learnt today, what do you think that you should study next lesson and why?
- Produce a summary of what you have learnt today. When done, reduce it to either a single sentence of three bullet points

ICT:

- Learning programming is about trial and error, experimenting and trying different projects of your own. Try a project of your own or use one of the websites below to give you some inspiration. Attempt to put into practice the techniques learnt in your Computer Science lesson and extend what you can do by using online resources, there are loads available if you carry out a quick Google search.

DRAMA:

- Discuss and Write the Changes that you would have made to your performance piece, if you could create and perform this again. (Write about the Drama Skills and Techniques used in performance)
- Discuss and Write the audience response and effect to your performance piece. How did they feel? What feedback did they give? Did your story, characters, intention for your piece come through to them?
- After performing your piece and if you could chose a different Performance Space, what would it be? Describe the performance space, what viewpoints would your audience have? How would a relationship between the actor and audience be created?

MATHS

Block 5 : DATA

Keyword

Definition

Bar Chart

The bars in a bar chart can be horizontal or vertical. The bars should **not touch**. Bar Charts are used for discrete* data

Pie Chart

Allows you to show amounts of data as portions of a circle. The whole circle, 360° represents the whole amount

Discrete Data

Data that can be counted

Continuous Data

Data that can be measured eg. cm, kg

Open-ended

The person can answer in any way they want to

Closed-ended

The person chooses from several options

Primary Data

Data that you collect yourself from a survey or experiment

Secondary Data

Data that you look up, perhaps in a book or on the internet

Range

The difference between the lowest and highest values

Mean

The average from a set of numbers. Add together all of the numbers in the set and divide the total by how many numbers were added.

Median

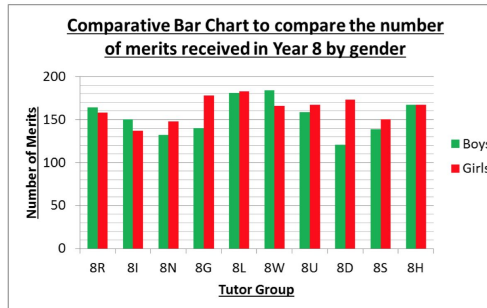
The middle number in a sequence

Mode

The number that occurs most frequently

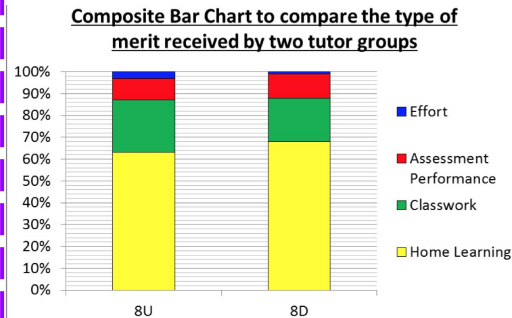
Comparative Bar Chart:

Bars for each category are side-by-side
You have gaps between each category
Heights of bars can be compared category-by-category

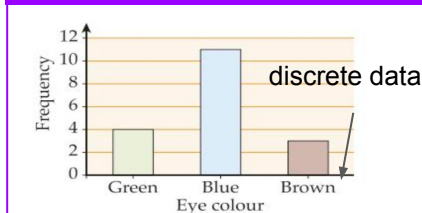


Composite Bar Chart:

Bars show the size of individual categories split into their separate parts
The y axis can be percentages or the actual numbers



Bar Chart



Frequency = How Many

Pie Chart

Advantage: easier to see relative size of a part compared to the whole



Grouped Frequency Table & Chart for Continuous Data

Height, h cm	Frequency
$130 \leq h < 140$	2
$140 \leq h < 150$	8
$150 \leq h < 160$	9
$160 \leq h < 170$	3
$170 \leq h < 180$	5

For continuous data you should have no gaps between bars

Class Intervals:

groups of data in a frequency table

Modal Class:

the group/class with most/highest frequency

